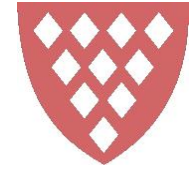


Supporting your child through their GCSE exams

Alex Hart

Year 11 Raising Standards Lead

Successful **C**onsiderate **H**ard-working **O**ur best self **L**eaders **A**spirational **R**esilient

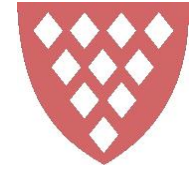


Objectives of this session:

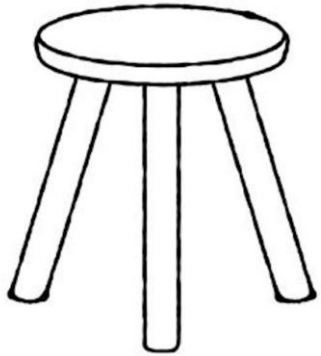
To outline the advice, support and guidance provided to students

To highlight the essential role of parents and carers

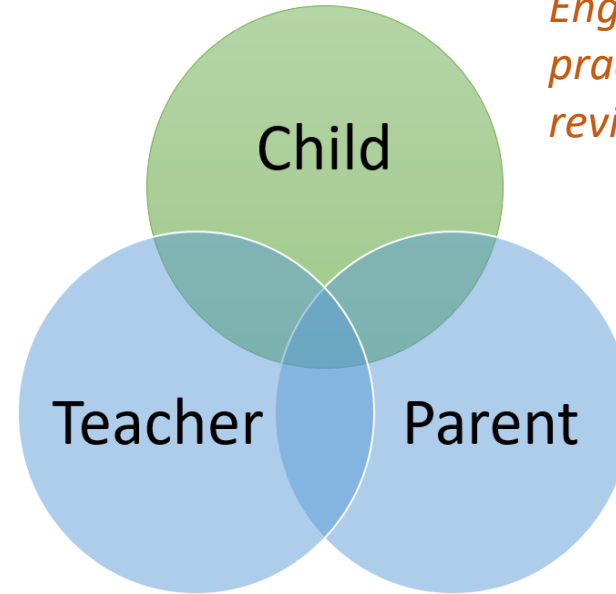
- 1. Wellbeing and planning**
- 2. Revision Strategy**
- 3. Revision Support**
- 4. Revision Techniques**
- 5. Frequently asked Question and Answers**



Schooling is a partnership between...



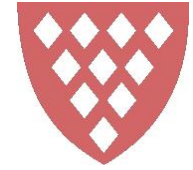
*Academic content:
Teaching the essential
skills and knowledge.*



*Engagement & Independent
practice: learning, resilience,
revision*

*Support and
guidance: facilitating
home learning*

...we all play an invaluable role in a successful education

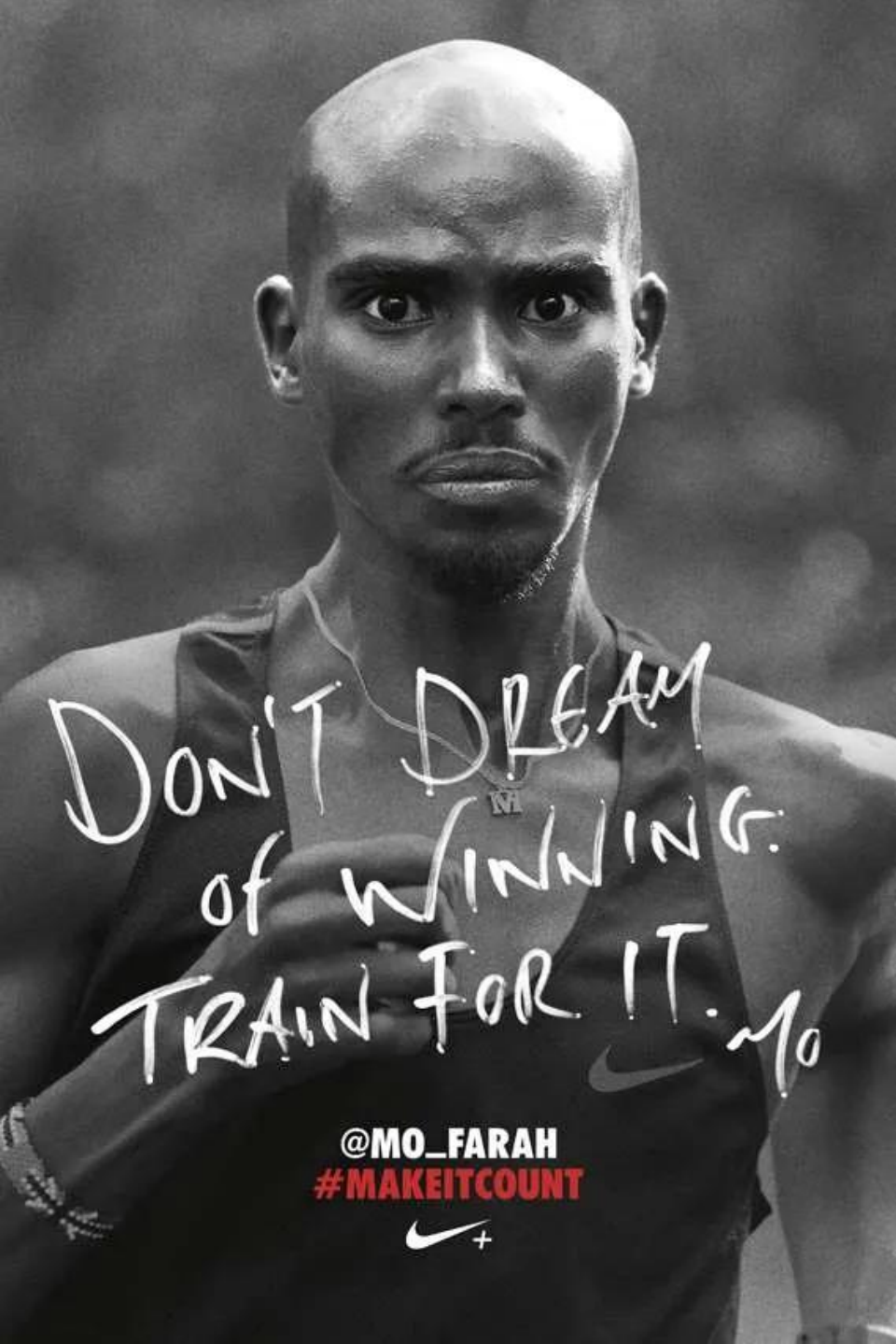


“Parental support for home learning can promote the **self-regulation** in children necessary to achieve academic goals including **goal-setting, planning, perseverance** and the **management of time, materials, attentiveness, and emotions.**”



It is this support— **rather than direct involvement in the academic content** — that parents can most usefully promote

Successful **C**onsiderate **H**ard-working **O**ur best self **L**eaders **A**spirational **R**esilient



GCSE studies are an endurance event; and success is never attributed to the sprint at the end

There is no student in Year 11 who wants to do badly, but even the most able will need support and encouragement

Help support us in ensuring that your child 'stays the distance' and goes that extra mile...

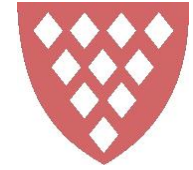
Emily Lilley, Director Sixth Form Sixth Form Application Update

- All course choices are now being processed.
- Where there are conflicts with certain combinations, we will speak to students to check preferences and seek to resolve.
- Not all preferences can be resolved.
- We will keep you updated as/if things change

Date for your diary:
**Friday 19th June – Sixth Form
Induction Day**



If your child has changed their mind, they should book another coursing conversation with me, through their tutor.



Wellbeing and planning

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The importance of wellbeing



In these sessions with students, we've shared:

- Tips on how to develop tools to ensure that they are looking after their mental health and well-being
- Grounding techniques, which we also practiced, that students may want to use if they begin to feel overwhelmed
 - Square breathing: *inhale 4 sec, hold 4 sec, exhale 4sec, hold 4 secs*
 - Going through senses: *5 things you can see, 4 you can touch, 3 hear, 2 smell, 1 taste*
- Managing pressure
- **Having a balance** between working hard but also having an opportunity to see friends,/family exercise...
- Managing use of social media/gaming during times when students are meant to be revising.

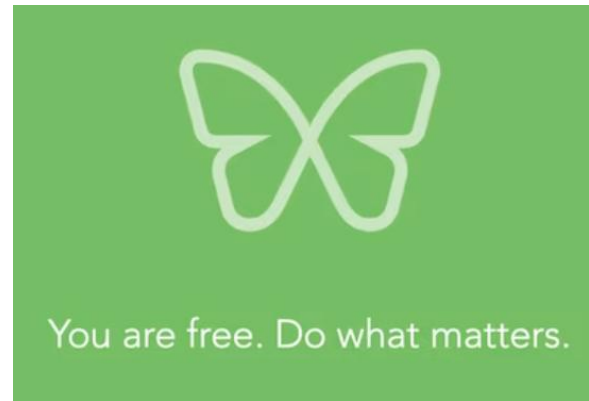
Successful **C**onsiderate **H**ard-working **O**ur best self **L**eaders **A**spirational **R**esilient

The importance of wellbeing

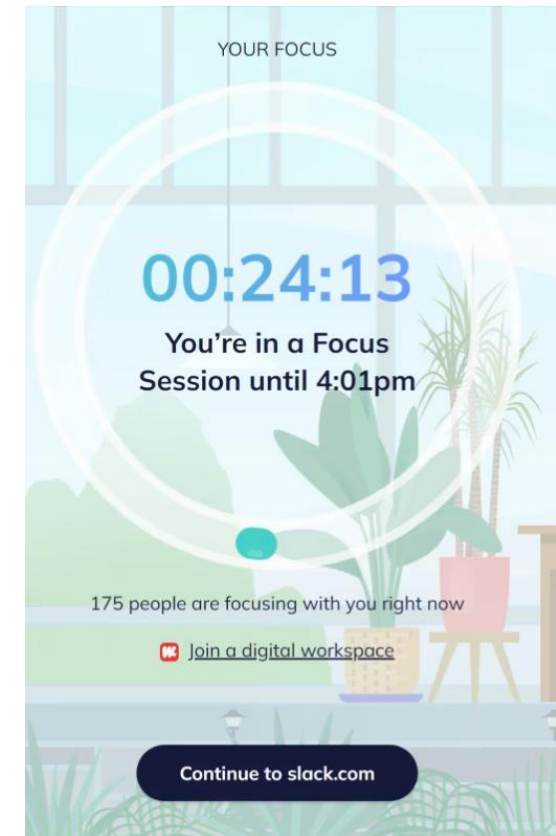


Apps that are designed to help to reduce screen time or focus activity

- Forest
- Freedom
- Rescue Time
- Space



All of these suggest that they can help you to set out times when your phone is offline and therefore may help to focus revision



Here are **5 tips on how to revise and stay mentally healthy** throughout your exams!

Find a balance

Find a balance between revising and spending time doing the things you enjoy.

Constantly revising without a break can make you feel emotionally and physically drained, so it's crucial that you take time to step back and do something that you enjoy. Whether it's a hobby, or getting some rest, it can help you to recharge. It also lets your brain digest what you've just revised, instead of cramming lots of information in at once.

Stay in touch with friends

Another thing that might support your mental health while revising, is staying in regular contact with your friends. Some people find that talking to friends about revision and the anxiety of what's to come, reminds them that they are not alone.

Often your friends are feeling the same nervous feelings, which are completely normal to have when preparing for exams.

Be organised

It is important to set a plan of what you need to revise. Try creating a plan of what you need to do or put each subject in order of what you need to revise first, to eliminate some of the stress that can cloud your mind. Being organised can help you approach your revision in a manageable way and helps if you find yourself crumbling under stress.

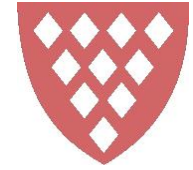
Separate where you rest and revise

Some people find it is a mistake to blend the places where they have revise and where they rest. Some students who do a lot of revision in their bedroom, find it hard to get away from revision when they want to rest or sleep. This can lead some students to feel that instead of resting when they need to, they are anxious about not using this time to revise.

Some people therefore try their dining table instead. This helped them to escape when they walked into the private space of their bedroom, and they no longer felt guilty for not revising.

Set up joint study sessions

Even though it's a good idea to separate your social life and study life, However, some people have reported to finding that it really helped them was setting up joint study session, with their friends to all revise together. They found it was more relaxing and enjoyed revising instead of getting anxious about it. It also meant they could get help and support from their friends. It's a great way to give you a confidence boost!

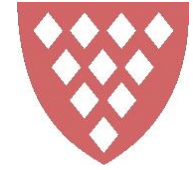


One of the best ways to minimise stress and anxiety is to be prepared...

Different ways of planning revision

- Students can **create revision timetables** – weekly for those weeks where they are at school and daily for periods of time such as holidays and when their exams have started: *examples of these during their revision sessions at college.*
- Students need to **plan to revisit topics** in their revision, not just to cover something once. This will help them to commit knowledge to their **long-term memory**.
- Some students may find it helpful to **keep track of how long they are spending on revising** each subject.
- One way that you could **provide support** in this is by getting involved in **celebrating when students have achieved one of their revision goals**. *A simple tracker, like the revision thermometers (in your parent guide), coupled with motivational rewards (nothing fancy or expensive – maybe a nice hot chocolate or a favourite snack) could really help your child to achieve their interim revision goals.*

Wellbeing – Planning Revision



How much revision should students be engaging with in advance of GCSEs?

The amount of time needed for effective revision is different for different students and different subjects, and will clearly be impacted by how much of the subject knowledge a student can already recall.

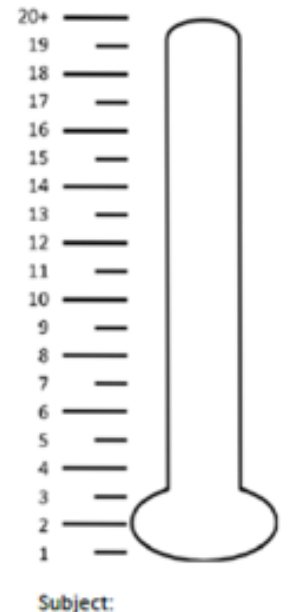
Some students may find it helpful to keep track of how long they are spending on revising each subject. Some studies suggest that students covering **15-30 hours of revision per subject** will help them be successful.

Study recommendations suggest: 2 - 5 hours a day - chunked into 20 – 30 minute blocks

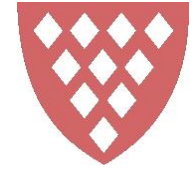
Regular breaks: Work in the mornings and early afternoon

Regular focused sessions are more effective than last minute cramming!

Balance is Required!



How to make a revision timetable...



This is the advice we have been giving on creating a revision timetable...

Step 1 – Fill in all your extracurricular activities to make your revision timetable manageable

Step 2 – List your subjects

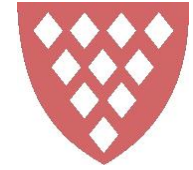
Step 3 – Fill in the timetable above with the subjects from your list and make sure that there is even time given to each subject

Step 4 – Make sure you have split your subject up into topics/units and suitable time slots
(25 minutes and 5-minute breaks)

Step 5 - Make time to do something you enjoy at the weekends

Step 6 – Remember that Easter and May half term are for rest but are also a great opportunity for you to get ahead with more revision. Spend this year prioritising your education.

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Session 3: Practical Revision Planning

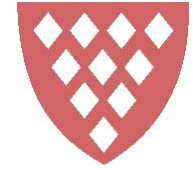
Revision timetable 17-21st April

	Mon	Tue	Wed	Thu	Fri	Sat	Sun
Subject 1 25 mins							
Subject 2 25 mins							
Subject 3 25 mins							
Subject 4 25 mins							

‘putting effort into preparation for exams, we can help to reduce the pressure that we feel and stop this pressure from turning into stress.’

****Extract from student exam preparation guid...*

Wellbeing – Planning Revision



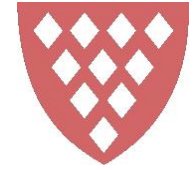
Apps to help with revision planning

These apps are designed to help student plan their revision.

[Revision Timetable Maker / Study Planner \(getrevising.co.uk\)](https://www.getrevising.co.uk)

[Adapt Revision Timetable | GCSE & A Level revision planning and assessment \(getadapt.co.uk\)](https://www.getadapt.co.uk)

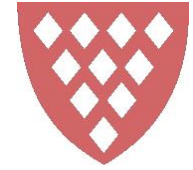
- There are plenty more out there to investigate but be wary of those where inputting information and planning a revision timetable takes longer than the actual revision!



Revision strategy

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Revision Strategy for students



So, what does an effective revision strategy look like?

1. Start revising early!! — i.e. months, not days before the exam.

2. Plan your revision using a timetable

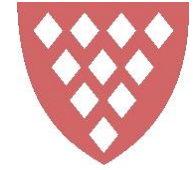
Planning out your revision means you can spend more time revising and less time worrying you've forgotten something.

3. Set up a nice, tidy study space. - good light free from family distractions

4. Vary your revision with different activities - Try a variety of different revision techniques — answering practice questions, writing down notes from memory, and using **Revision Guides**, **Flash Cards**, **Exam Practice Workbooks** etc.

5. Don't spend ages making your revision notes look pretty





5. Set aside time to do fun things, don't turn into a revision zombie - This'll help you stay motivated, relax, and allow you to keep up with your favourite hobbies and friends. [Balance](#)

6. Keep your phone and other distractions away.

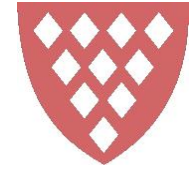
Phones are great, but they're a one-stop shop for procrastination. Heed our warnings and stick it in a drawer while you're revising.

7. Review / test your work regularly - Don't just read your notes

You must WRITE STUFF DOWN. This is basic "how to revise" stuff. Make sure your learning is **active**, try past paper questions and assess your answers

8. Sleep and eat properly - your brain requires fuel and time to store new information

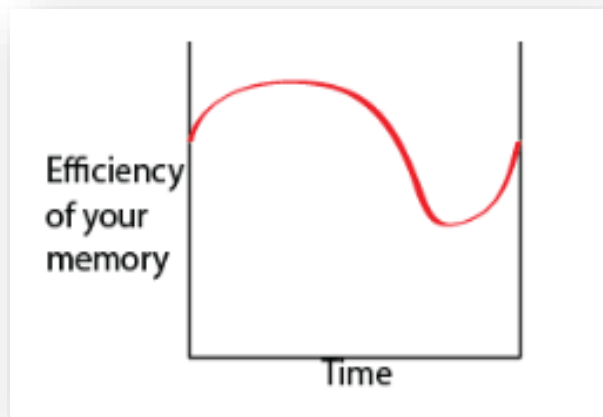
The importance of regular breaks



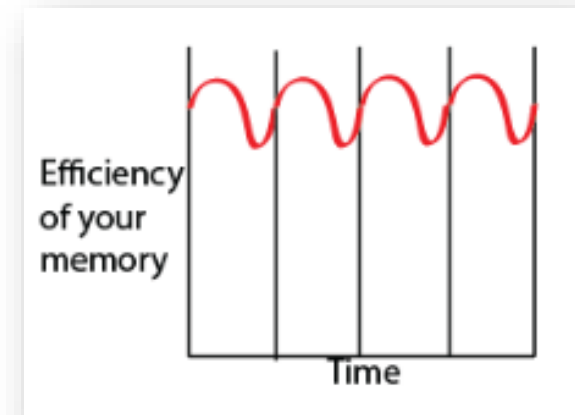
Multiple reliable studies show that the human brain works better in short **chunks** of time rather than trying to stay focussed for long sessions.

The graph for 2 hour sessions is if you were able to not be **distracted** for a whole two hour period – we all know that would be pretty difficult in itself!

A 2 hour study sessions should be split in to **25- minute chunks – with a 5 minute timed break**. Find a distraction in those 5 minutes – send a couple of dog filter snapchat's for example, get some fresh air, or catch up on the football scores.

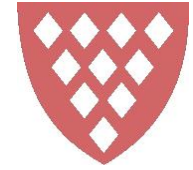


2 hour session



25 minutes & 5 minute break

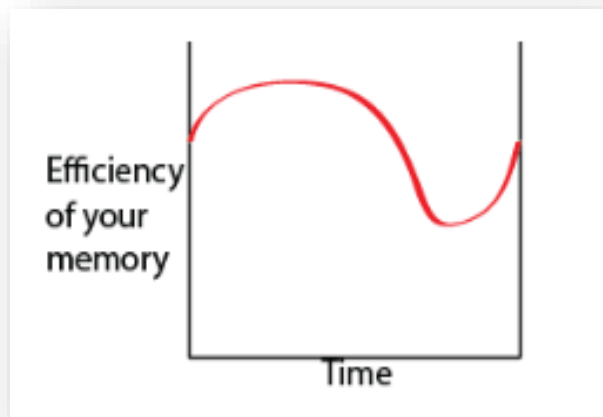
Revision advice for students



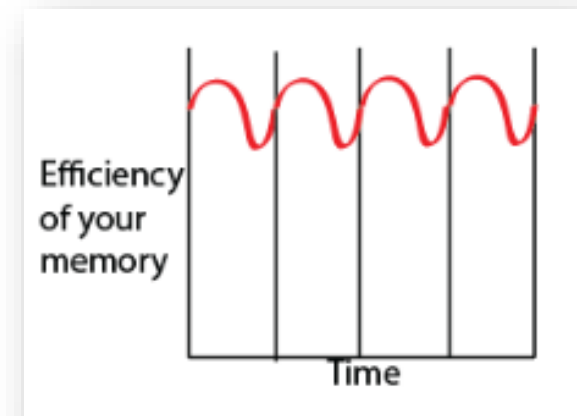
Each 25 minute session should have a **goal**:

Don't just say 'I'm going to revise Science' – that doesn't really mean much. You need to identify a topic or unit and have a goal to complete it, or to be able to answer an exam question on it.

e.g. I am going to review my flash cards on ionic bonding, complete a past paper question, then self assess my response.

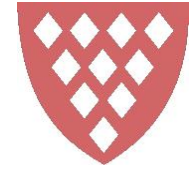


2 hour session

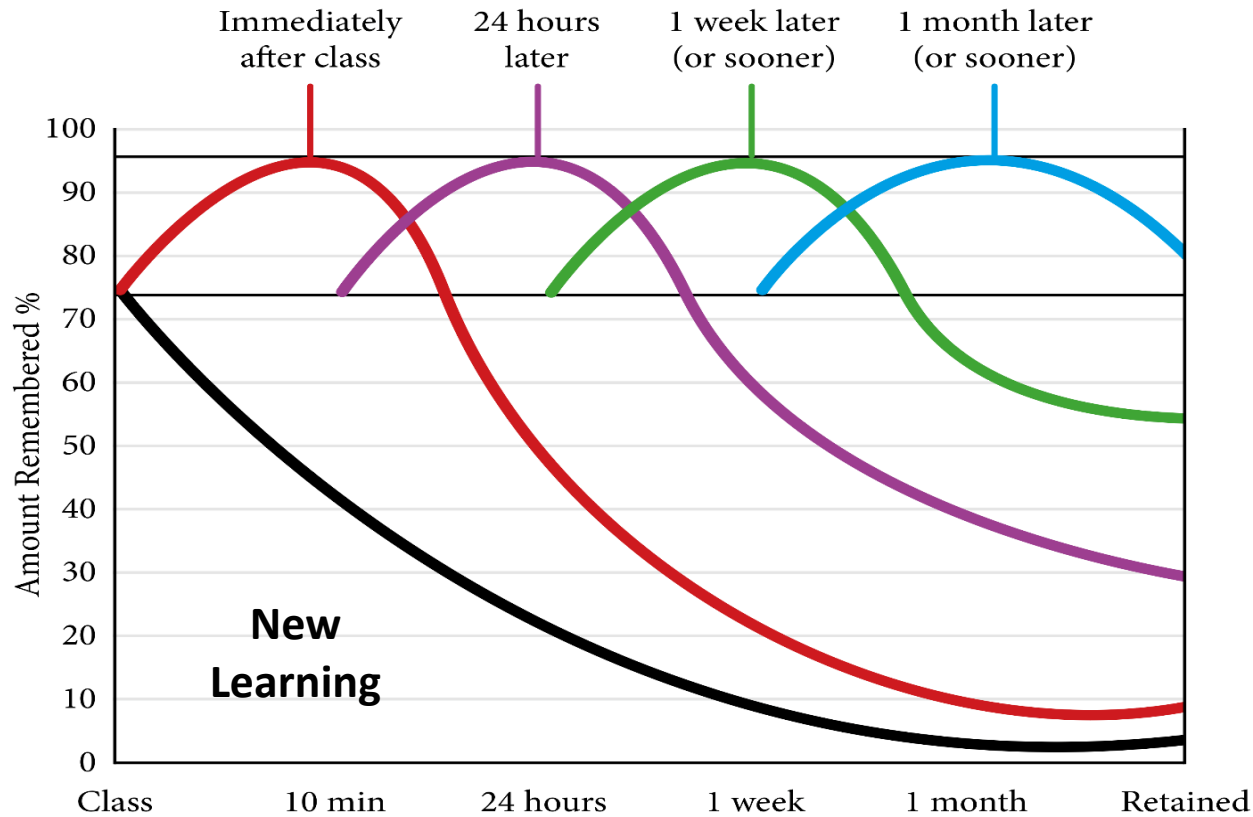


25 minutes & 5 minute break

Spaced practice and the forgetting curve



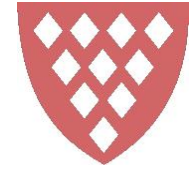
Why is spaced learning practice so important to long term memory?



We need to plan 'Spaced Practice' into our revision:

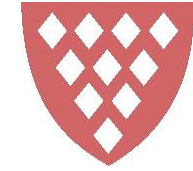
This means reviewing revision/learning for different topics at optimum intervals.

Continual revision over time, will ensure students **remember more** and **forget less!**



Revision Support

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What support are we providing in the preparation for exams?

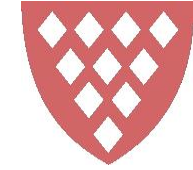
- Year 11 Tutorial programme including sessions on:
 - Mindset and organisation*
 - Flashcards*
 - Cumulative quizzing*
 - Blind mind mapping*
- Revision and Wellbeing techniques: student guide
- 100 day plan – subject specific guidance for independent revision
- Power Hour Sessions after college + Period Zero sessions during tutor.
- Subject specific revision lists for PPEs
- Core PE optional independent study

Today/Yesterday:

- Yr 11 Exam preparation and guidance seminar – *opportunity to create revision plans / reflect on PPE2 attainment / revision best practice reminder*

Successful **C**onsiderate **H**ard-working **O**ur best self **L**eaders **A**spirational **R**esilient

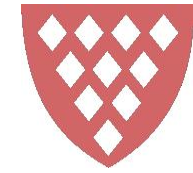
Period 0 and Power Hour




R6	11CLO Mr Bailey English EN6	11PRE Maths	11AJO (APM) Ms Bellanger English En3	11CBL (RTH) Miss Perks English En4	11CHA (GBA) Maths	11JBN Maths	11EPR Mrs Jones English EN2
R7	11CLO Ms Bellanger English Lit En3	11PRE Miss Perks English Lang En4	11AJO (APM) Maths	11CBL (RTH) Maths	11CHA (GBA) Mrs Jones English EN2	11JBN Mr Bailey English EN6	11EPR Maths

An additional 30 minutes of subject specific revision Tuesday, Wednesday and Thursday each morning. Starting promptly at 8:50am.

Period 0 and Power Hour




Y11 GCSE POWER HOUR



BOOST YOUR EXAM PREP
WITH AFTER COLLEGE SESSIONS
TO HELP YOU WITH YOUR GCSE
REVISION.

STARTING MONDAY 5TH
JANUARY!



GCSE POWER HOUR
BOOST YOUR LEARNING POTENTIAL

	Week A	Week B
Monday	Geography, History	Music, Technology, Photography
Tuesday	Science	Sport Studies, Religious Studies, Spanish
Wednesday	Maths	Drama, PE Studies, Dance
Thursday	English	French
Friday		Art

Don't miss out! GCSE Power Hour is vital to support your progress alongside your own revision.

- Active tuition on how to revise, exam tips, and practice materials
- Rewards for regular attendance will be given out – the more sessions you attend, the more chances you have to win!



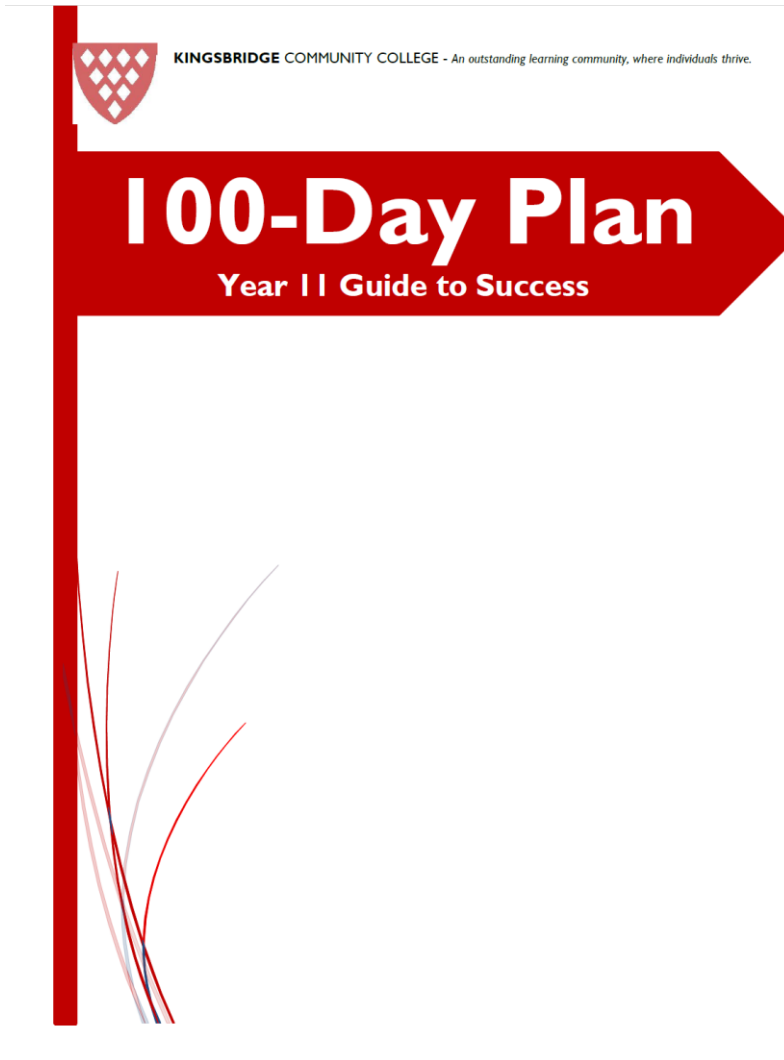
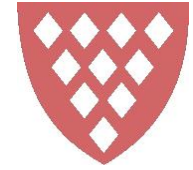
Why Attend?

- Build confidence
- Boost your exam skills and techniques
- Get the extra support you need to succeed!

Make the Most of Power Hour!

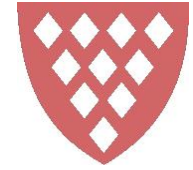
This is your chance to get ahead with your GCSEs.

Using the 100-Day Plan



- Weekly structured revision tasks to complete for each subject
- Links to the work being covered in class
- Engagement with these tasks will support students to feel more prepared

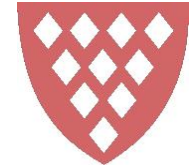
Using the 100-Day Plan - English



Part of the
English 100
Day Plan

Week Beginning	Revision focus	Exam Practice Question to complete:	Vocabulary
Monday 2 nd March	Macbeth: Revise Shakespeare's intentions and quotations linked to the following themes: ambition; guilt; kingship; supernatural; gender; violence	Explore how Shakespeare uses the characters of Macbeth and Duncan to explore ideas about kingship.	Hamartia; emasculation; hierarchy; Divine Right of Kings; Great Chain of Being; righteousness; virtue; foil; selfishness; selflessness;
Monday 9 th March	Language Paper 2 Section A	Complete Paper 2 Section A Questions 1- 4 from practice paper.	metaphor; simile; personification; verb; adverb; adjective; rhetorical question; contrast; more ____ than; less ____ than
Monday 16 th March	Language Paper 2 Section B	'Music, art and drama are vital aspects of human life. All students should study these subjects until the age of 16.' Write a letter to your local MP arguing your viewpoint on this subject.	inarguable; civilisation; consequence; liberty; economic; fundamental; aspirations; compulsory; holistic; restriction
Monday 23 rd March	Jekyll and Hyde: Setting	How does Stevenson use the settings of Jekyll and Hyde to present his ideas about human nature?	duality; secrecy; repression; reputation; symbolism; morality; public and private spheres; facade; inherent; curiosity
Monday 30 th March	AIC: Sybil; Sheila; Eva Smith, Gerald	Explore how Priestley uses female characters to explore ideas about social inequality.	inequality; justice; patriarchy; hierarchy; social class; status; dominance; infantilisation; voiceless; privilege
Monday 6 th April Easter Holidays	See Easter Holiday task bank (to be published before the break)		
Monday 13 th April Easter Holidays	See Easter Holiday task bank (to be published before the break)		
Monday 20 th April	Language Paper 1 Section A	Complete Paper 1 Section A Questions 1-4 from practice paper	imagery; metaphor; symbol; connotation; semantic field; listing; juxtaposition; dialogue; focus shift; intention
Monday 27 th April	Language Paper 1 Section B	Write a story in which a character has to make a difficult decision. Include a flashback in your story.	kaleidoscopic; fragility; overwhelmed; dominated; turbulent; indecision; consequence; raucous; critical; futile.
Monday 4 th May (Bank Holiday)	Literature Paper 1 Revision: 'Jekyll and Hyde' and 'Macbeth'	Create detailed essay plans for the two past questions you will be given (one on each text).	dominate; symbolise; duality; duplicitous; inherent; ambition; morality; foil; juxtaposed; malevolence
Monday 11 th May 11th May – Lit Paper 1 exam (Macbeth + Jekyll and Hyde)	Literature Paper 2 Revision: AIC, Power and Conflict Poetry and Unseen Poetry	Create detailed essay plans for the past questions that you will be given (one for each section of the paper – 4 in total).	futility; ephemerality; symbolise; internal conflict; overwhelmed; Socialism; Capitalism; prejudice; patriarchy; individualist; collective responsibility
Monday 18 th May 19th May – Lit Paper 2 (AIC, Poetry and Unseen) 21st May – Language Paper 1 5th June – Language Paper 2	<div data-bbox="504 1215 2525 1300" data-label="Text"> <p>There is also a useful hand out on how to revise for English Language and English Literature</p> </div>		

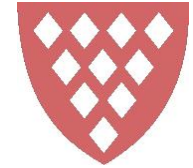
Using the 100-Day Plan - Maths



Week Beginning	Revision topics	Video Corbettmaths	Past Paper – OnMaths.com No login required	Hannah Kettle Maths (@hannahkettle_maths) TikTok	Complete Class Home Learning
Monday 2 nd February	<ul style="list-style-type: none"> o Perimeter & Symmetry o Scales, Maps, Compass Directions o Coordinates o Forming Expressions o Laws of Indices o Solving Equations o Revision Tips 	https://www.youtube.com/watch?v=k-NTwZLxQ0w https://www.youtube.com/watch?v=zdjUKcFOytg https://www.youtube.com/watch?v=BHj51q9iVUM https://www.youtube.com/watch?v=DCZnT6y3lzE https://www.youtube.com/watch?v=Im7RZEbBbZY https://www.youtube.com/watch?v=m3yBXF7hKeQ https://www.youtube.com/watch?v=QEPMaVBF-wo	November 2024 Paper 2	Hannah Kettle Maths (@hannahkettle_maths) TikTok	Sparx or Past Paper Details on Class Charts
Monday 9 th February	<ul style="list-style-type: none"> o Expanding Brackets o Factorising Expressions o Expanding Double Brackets o Factorising and Solving Quadratics o Substitution o Drawing Linear Graphs o Equation of a Line 	https://www.youtube.com/watch?v=jYLPvYFM4NU https://www.youtube.com/watch?v=jZT5Eqi45Kk https://www.youtube.com/watch?v=VycbCo8uDLU https://www.youtube.com/watch?v=si-cM62T_Lk https://www.youtube.com/watch?v=wZZ_J7cOPzQ https://www.youtube.com/watch?v=rV0bVW5023hs https://www.youtube.com/watch?v=I7EvngtGKL	November 2024 Paper 3	Hannah Kettle Maths (@hannahkettle_maths) TikTok	Sparx or Past Paper Details on Class Charts
Monday 16 th February Half Term Week	<ul style="list-style-type: none"> o Changing the subject of a formula o Simultaneous Equations o Quadratic Graphs o Other Graphs o Collecting Like Terms o Product of Primes, LCM, HCF o Negative Indices 	https://www.youtube.com/watch?v=L7lcncPRH0Q https://www.youtube.com/watch?v=zf5Le3kFIrY https://www.youtube.com/watch?v=ai7YimNYTEk https://www.youtube.com/watch?v=y9_pzkwzh5o https://www.youtube.com/watch?v=anbfsLYSjM https://www.youtube.com/watch?v=3-P2uxCkgrM https://www.youtube.com/watch?v=q-f_pslUo9Y	June 2022 Paper 1	Hannah Kettle Maths (@hannahkettle_maths) TikTok	Sparx or Past Paper Details on Class Charts
Monday 23 rd February	<ul style="list-style-type: none"> o Standard Form o Percentages of amounts o Expressing as a Fraction/Percentage o Ratio o Percentage change o Simple Interest o Compound Interest 	https://www.youtube.com/watch?v=OP5Gokb6BV8 https://www.youtube.com/watch?v=HI0sB-VjRRY https://www.youtube.com/watch?v=08trR_luoAn8 https://www.youtube.com/watch?v=tbY7E0Cebic https://www.youtube.com/watch?v=ul4MoC6wU24 https://www.youtube.com/watch?v=UjqlND3nQFw https://www.youtube.com/watch?v=3n32xp9dwnM	June 2022 Paper 2	Hannah Kettle Maths (@hannahkettle_maths) TikTok	Sparx or Past Paper Details on Class Charts
Monday 2 nd March	<ul style="list-style-type: none"> o Reverse Percentages o Currency and Recipes o Negative Numbers o Best Buys o Error Intervals 	https://www.youtube.com/watch?v=XhkX95vqp4Q https://www.youtube.com/watch?v=3Db-o6ObuGM https://www.youtube.com/watch?v=HphFy25Btss https://www.youtube.com/watch?v=IE6HOY9S2BY https://www.youtube.com/watch?v=ZnCb9i-OC8s	June 2022 Paper 3	Hannah Kettle Maths (@hannahkettle_maths) TikTok	Sparx or Past Paper Details on Class Charts

Part of the
Maths 100
Day Plan

Student support at home



Sleep – sometimes considered to be the single most important factor to wellbeing

Nutrition – a good breakfast, nutritious food and plenty of water

Relaxation – after school activities, exercise, walking and mindfulness apps

Goal setting – setting achievable short and long term goals. Help with planning. Facilitating and prompting your child to engage with their revision plan / assisting them in planning.

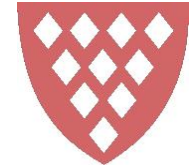
Listening – being there to listen to any concerns that your child might have and letting us know if your child needs more support.



vs.



What are the best revision techniques?



Technique	Effectiveness	Description of Technique
Practice Testing	High	Self-testing or using past-exam questions while learning.
Distributed practice	High	Developing a schedule of revisions / learning activities over time.
Elaborative Interrogation	Moderate	Thinking about 'why' you have answered a question or creating an explanation for a response.
Self-explanation	Moderate	Linking new information to known information or using applied questions (problem based learning).
Interleaved Practice	Moderate	Developing a schedule that mixes different techniques during a period of study.
Summarisation	Low	Writing summaries of concepts / area of study.
Highlighting	Low	The use of highlighters or underlining while read / rereading.
Keyword Mnemonic	Low	Use of key terms / acronyms / images to associate with concepts to be learned.
Imagery	Low	Attempting to form mental images of materials while reading.
Rereading	Low	Revisiting text that has already been read.

Most effective revision strategies are **'Active'** strategies

Table 1: Learning techniques and their effectiveness adapted from Dunlosky et al (2013) pg 6.

- 100 Day plan
- Period Zero
- Power hour
- Home learning

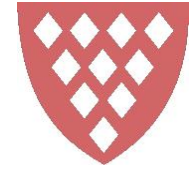
Planned
Independent
self directed
revision

Success with
examinations is an
iceberg -

What can be
achieved at school is
just the tip

Real success comes
from independent
study...

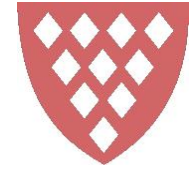




Revision Techniques

Successful **C**onsiderate **H**ard-working **O**ur best self **L**eaders **A**spirational **R**esilient

What are the best revision techniques?



We have taught the students and continue to champion the most effective revision techniques, as highlighted by the Education Endowment Foundation, in order to maximise their learning and retention of knowledge.

These are:

- **Cumulative quizzing**
- **Blind mind mapping**
- **Flash cards**

Most popular and one you can get involved with most helpfully

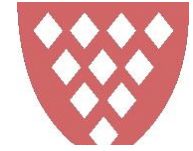


Education
Endowment
Foundation

All are featured in your guide...

Successful **C**onsiderate **H**ard-working **O**ur best self **L**eaders **A**spirational **R**esilient

Flash cards



WHY SHOULD I USE FLASHCARDS?



Is it useful to test myself using flashcards?

Yes. By breaking up a topic into smaller amounts of information, testing yourself will be more manageable. Furthermore, by putting a question or key idea on one side of the card and trying to remember the answer or explanation on the back, you will strengthen your memory of the things you're trying to learn.

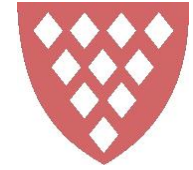


Why not just read the information? Isn't it pointless to make things harder for myself?

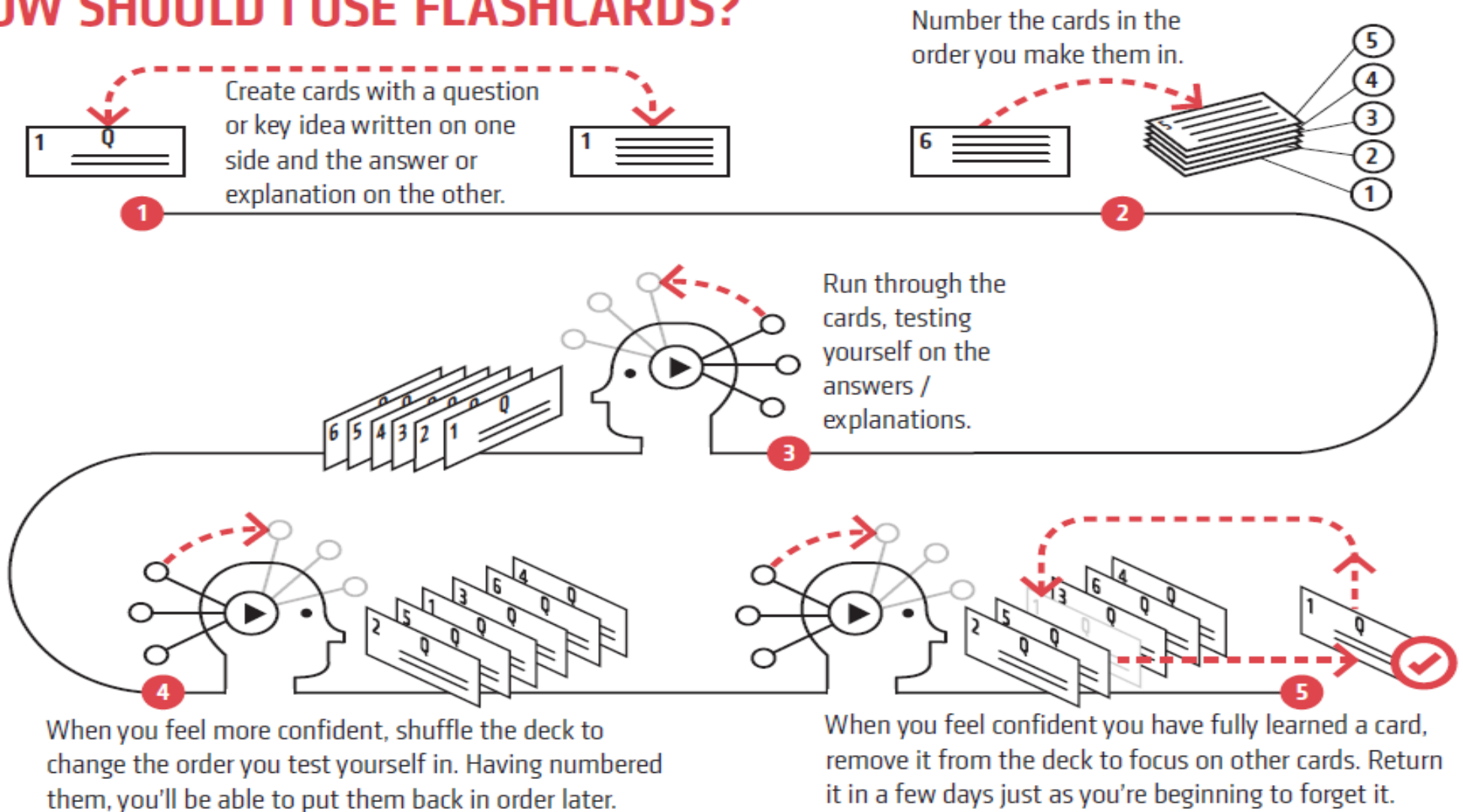
No. Scientists studying the brain have shown that when it comes to remembering, a healthy amount of struggle is good for us. Digging deep trying to remember answers or explanations, especially when this feels a little challenging, will increase your chance of remembering it. What's more, by changing the order in which you attempt the cards, you make your brain work in a tougher but more flexible way. This will help you to recognise more quickly how best to answer questions in a test. By taking revision cards out of the stack when you have proven to yourself they've been learnt, you will leave yourself with the cards you find most difficult. This will allow you to focus on what you still need to learn. But remember, it's important to add the learnt cards back into the stack from time to time to refresh your memory.

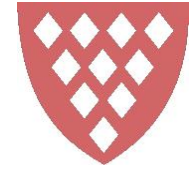


Flash cards



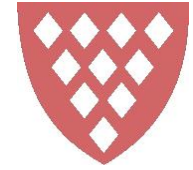
HOW SHOULD I USE FLASHCARDS?





Frequently Asked Question and Answers

Frequently asked questions from parents & students



When will I be allowed on study leave?

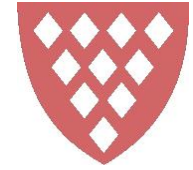
Research tells us that students learn best when they have a subject specialist teaching them and so we will be teaching year 11 throughout the exam series to maximise their opportunities for support from our professionals:

- Students will be expected to attend **school as usual until Friday the 22nd of May**.
- After Half Term Students are expected to attend school (full uniform) for **all Exams and a program of planned revision sessions** to be announced.
- Where a student has no exam or planned revision session, they will be permitted to go home **MS 'consent to leave site' form will be shared with parents/carers closer to the time...**

My child has a toilet pass for medical reasons, can this be used during the exam?

Yes absolutely. This being said we strongly discourage students from going to the toilet during the exam and will not permit students to go to the toilet in the first or last half an hour of an exam due to the disruption it can cause.

Frequently asked questions from parents & students



When will I get my exam timetables?

A provisional time table has been attached to both the student your parent booklet.

We will issue student **personalised exam timetables** tomorrow – **entry checking**.

- Reissued after Easter – to include all of their rooming, seating and exam access arrangements on it.

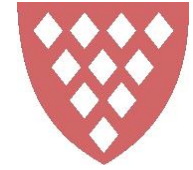
What equipment should my child have, can it be borrowed?

Students must be fully equipped for all examinations which should include pens, pencils, a ruler, protractor and calculator. Whilst some spares are available, we cannot guarantee their availability.

What time should students arrive for exam?

We encourage students to arrive 10 minutes before the scheduled start of exams. This provides time for us to load the hall and read essential messages in advance of the scheduled start time. Late arrivals can disrupt the start of examinations and cause unnecessary stress to other candidates.

‘If you’re on time you are already late...’



What happens if my child experiences illness/misses an examination?

JCQ guidance on the special consideration process can be found at www.jcq.org.uk.

It is still possible to receive a grade as long as the student has completed 25% of the total assessment.

However, the absence must be for a 'valid' reason e.g. serious illness, bereavement of immediate family member.

Why can't my child wear their apple watch in the exam it's the only watch they have?

JCQ (joint council for qualifications) has strict guidelines that as a centre we must follow. The following are all classed as prohibited items:

Erasable or correction pens.

Glasses cases

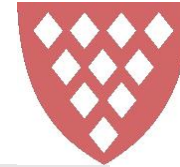
Apple Watches/smartwatches are strictly prohibited. All other watches digital or analogue must be taken off and left in students' bags.

Mobile phones If a mobile phone (or any other type of electronic communication or storage device) is found in a students' possession during an examination (even if it is turned off) it will be taken from students and a report made to the appropriate examination board who may issue a penalty. No exceptions can be made.

AirPods or earphones/earbuds.

Smart Glasses

Frequently asked questions from parents & students



Joint Council for
Qualifications

JCQ AI and Assessments A quick guide for students

What is AI?

- AI stands for artificial intelligence and using it is like having a computer that thinks
- AI tools like ChatGPT or Snapchat My AI can write text, make art and create music by learning from data from the internet, but watch out – they can also make things up and be biased

How can AI be misused in assessments?

AI misuse is when you take something made using AI and say it's your own work.

THIS IS CHEATING!

How do I make sure I don't misuse AI?

- Know the rules**
 - You're **not allowed** to use AI tools when you're in an exam
 - Your teachers will tell you if you're allowed to use AI tools when doing your coursework – the rules will depend on your qualification
 - Even if you're allowed to use AI tools, you can't get marks for content just produced by AI – your marks come from showing your own understanding and producing your own work
- Reference reference reference!** If you're allowed to use AI tools, you must reference them clearly
 - Name the AI tool you used
 - Add the date you generated the content
 - Explain how you used it
 - Save a screenshot of the questions you asked and the answers you got
- Declare it's all your own work** – When you hand in your assessment, you have to sign a declaration. Anything without a reference must be all your own work. If you've used an AI tool, don't sign the declaration until you're sure you've added all the references

REMEMBER

Misusing AI is cheating!

Know the rules
Talk to your teachers
Reference clearly

What happens if I misuse AI?

If you've misused AI, you could lose your marks for the assessment – you could even be disqualified from the subject.

DON'T RISK IT!

Kingsbridge Community College

Student and Parents' Guide to Examinations

2025 - 2026

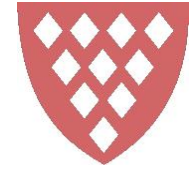
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Further information on Examinations can be found on our website or the JCQ website...

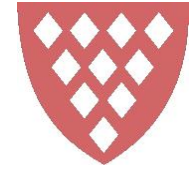


Monday 16th March (College INSET Day)

Due to non-pupil days, bank holidays and college closures, some groups have been impacted by missed curriculum time. Some subjects are going to provide some additional teaching during the afternoon of Monday 16th March between 13:00 – 15:15.

These subjects are: 11S Dance, 11S Technology, 11S History (Mr Powell) and 11S Geography (Mr Holland, Mr Fone and Mrs Collins)

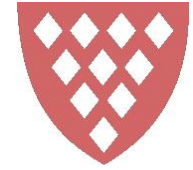
(If the usual lesson is taught during Monday P3/4)



EASTER ART EXAM PREPARATION WORKSHOP:

Friday 17th April (the final Friday of the Easter Holiday) in AD3 10.00am - 1.30pm with Mrs Ryrie.

All GCSE Art students are welcome to attend. This workshop will provide an opportunity for you to work on your sketchbook preparation, final design and experiments or projection of final images.



Thank you

If you have any questions please stay, or email

Mr Alex Hart	Year 11 Raising Standards Lead	Alex.Hart@kingsbridgecollege.org.uk
Mr Chris Drew	Year 11 Inclusion Lead	Chris.Drew@kingsbridgecollege.org.uk
Ms Jane Blumer	SENDCO	Jane.Blumer@kingsbridgecollege.org.uk
Ms Emily Lilley	Director of Sixth Form	Emily.Lilley@kingsbridgecollege.org.uk
Mr Matt Hamilton	Head of Science	Matthew.Hamilton@kingsbridgecollege.org.uk
Ms Ali Ford	Head of Maths	Alison.Ford@kingsbridgecollege.org.uk
Miss Liz Renshaw	Head of English	Liz.Renshaw@kingsbridgecollege.org.uk