



Leytonstone
SCHOOL

**Year 11 Parent/Carer Support Evening
2022-2023**

Structure of the evening

Time		Lead
5.00-5.15pm	Welcome and aims Year 11 intervention plan	Jo Letson
5.15-5.25pm	English	Ms Akuji
5.25-5.35pm	Mathematics	Mr Kersys-Hull
5.35-5.45pm	Science	Ms Doukani
5.45-6.05pm	Food and beverages	
6.10-6.20pm	Cover to Cover and Massolit	Ms Akuji
6.25pm onwards	Q and A	Ms Letson and Mr Wanza



Purpose of the evening

- Gain a solid **understanding** of how best to support your child
- Feel **confident** about the school's waves of interventions
- Obtain **practical strategies** of how to support your child in maintain positive mental health
- Obtain **practical strategies** of how to support your child in English, Mathematics and Science





Leytonstone
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KS4 intervention and revision – 2022-23
Jo Letson, Deputy Head teacher

Our vision

'Principal priority for our school is to provide our young people with life chances – **good qualifications** the capacity to be successful, fulfilled, healthy, happy and confident adults with a rich range of personal resources upon which they can draw.



3

Specialist:

Additional and highly personalised interventions

2

Targeted:

Additional interventions

1

Universal:

Inclusive, quality first teaching for all

What is on offer for pupils? – EFFECTIVE TEACHING AND LEARNING

Lessons:

- Where pupils are held to high expectations in terms of what they need to do to learn effectively.
- Where pupils are taught how to revise for their specific subjects.
- Where all pupils can access learning effectively.
- Where all pupils know what ‘a good one looks like’ FOR THEM.
- Where pupils have authentic opportunities to ask for help.

Directed by?

Teachers and support staff

When?

Every day!



Wave 2

What is on offer for pupils? – DEPARTMENT REVISION

Monday – Computer Science, BTEC Enterprise, Geography, History, RE, Sociology, H&SC, French

Tuesday – Study Space + Maths*

Wednesday – Study Space + English*

Thursday – DT, Art, Music, Drama, PE

Friday – Science

Directed by?

Pupils

When?

3:30pm onwards

Lunchtimes



Wave 2

What is on offer for pupils? – EXAM PRACTISE

For departments which require pupils to sit supplementary examinations questions/papers as part of their approach to assessment and intervention (total of 21 bookable slots).

Directed by?

Departments

When?

Tuesday/ Wednesday
3:30pm onwards



Wave 2

What is on offer for pupils? – MASTERCLASSES

Where data informs HoDs that a core part of the taught curriculum requires revisiting/re-teaching. Masterclasses must be pinpointed on a specific area of the taught curriculum and delivered by an expert in this area of the curriculum.

Directed by?

Departments

When?

Allocated department revision days



Wave 3

What is on offer for pupils? – OOH Intervention lessons

HoDs will identify no more than 15 vulnerable students using the December mock exam data.

In conjunction with the QoE team, they will then construct a teaching strategy which details key misconceptions which need to be clarified for pupils.

Two-hour teaching slots will be booked to re-teach these pupils (total of 18 bookable slots).

Directed by?

Departments

When?

9 allocated dates
between February and
May 2023



Partnership

What is on offer for families?

Post-mock event focused on supporting families in understanding what **effective revision looks like** and will also provide families with strategies for supporting Year 11 pupils in developing resilience in the run up to the terminal examinations.

Monday 30th January 2023

Standardised family communications for pupils who should be **celebrated**, or who are **a cause for concern** will be created and sent out to families on the following dates:

31st January, 28th February, 31st March, 28th April 2023.





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Year 11 Pastoral Care

Mr Thompson, Head of Year

Pastoral Care at Leytonstone School

Assemblies start a conversation that lead into form times, looking at **goal setting, marginal gains** and **time management**.

Weekly celebrations of students hard work/ achievements in assemblies

A focus on engagement in lessons. Ensuring students are present and focused in lessons.

Supporting students with attendance and punctuality.

Communication with parents/ carers

After school intervention

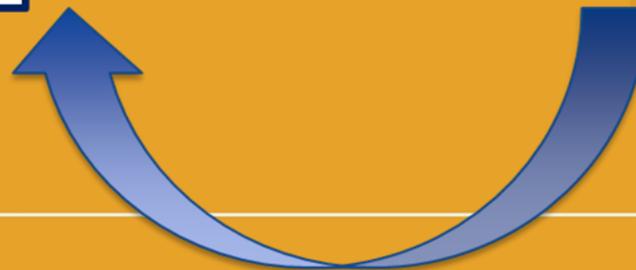
Day	Subject
Monday	Computer Science, Geography, History, Sociology, H and S Care, RE and Business
Tuesday	Study Space and Maths
Wednesday	Study Space and English
Thursday	DT, Art, Music, Drama and PE
Friday	Science

Eat the
frog

What does
that look like?

Make it
happen

Marginal
gains



Revision timetable

- Balanced and fair – What subjects?
- Realistic – **Will I do this?**
- Informed – **What am I doing?**



Self compassion timetable

- Am I getting the balance right?
- **What does balance look like?**
- **What does burnout look like?**
- **'Peaking'**
- **T . E . A cycle**

Mr Thompson - Head of Year
ithompson@leytonstoneschool.org

L Norman – Pastoral support lead
lnorman@leytonstoneschool.org

Ms Casey – W form tutor - scasey@leytonstoneschool.org

Ms Phipps – W form tutor - cphipps@leytonstoneschool.org

Ms Martin – L form tutor - mmartin@leytonstoneschool.org

Ms Lobban – L form tutor - llobban@leytonstoneschool.org

Ms Derouaux – T form tutor - vderouaux@leytonstoneschool.org

Ms Doukani – M form tutor - kdoukani@leytonstoneschool.org

Mr Likandja – F form tutor - llikandja@leytonstoneschool.org

Mr Karim – R form tutor - kkarim@leytonstoneschool.org



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Supporting your child in English

**Ms Akuji, Assistant Head teacher and English
teacher**

English Language

Paper One: Explorations in Creative Writing

- Written exam: 1 hour 45 minutes
- Total: 80 marks
- 50% of Language GCSE

Section A Reading (40 marks) (25%)

1. List 4 things from the text (4 marks)
2. Analyse the writer's use of language (8 marks)
3. Analyse the writer's use of structure (8 marks)
4. Evaluate with a critical voice (20 marks)

Section B: Writing (40 marks) (25%)

5. Write to describe or Narrative (24 marks for content, 16 marks for technical accuracy)

Paper Two: Writers' Viewpoints and Perspectives

- Written exam: 1 hour 45 minutes
- Total: 80 marks
- 50% of Language GCSE

Section A: Reading (40 marks) (25%)

1. Identify 4 'true' statements (4 marks)
2. Write a summary about the two extracts (8 marks)
3. Analyse the writer's language choices (12 marks)
4. Compare how the writers convey their different ideas and perspectives (16 marks)

Section B: Writing (40 marks) (25%)

- Write to argue, persuade, inform or explain (24 marks for content, 16 marks for technical accuracy)



English Literature

Paper One: Shakespeare and the 19th century novel

- Written exam: 1 hour 45 minutes
- Total: 64 marks
- 40% of Literature GCSE

Section A Shakespeare: Macbeth (34 marks)

Section B The 19th-century novel:
A Christmas Carol (30 marks)

Paper Two: Modern Texts and Poetry

- Written exam: 2 hour 15 minutes
- Total: 96 marks
- 60% of Literature GCSE

Section A Modern texts: Animal Farm (34 marks)
Section B Poetry: Power and Conflict Comparison (30 marks)

Section C Unseen poetry:
Analysis of Unseen poem (24 marks)
Comparison of unseen poems (8 marks)

AQA

GCSE
ENGLISH LITERATURE

Paper 1 Shakespeare and the 19th-century novel

Wednesday 13 May 2020 Morning Time allowed: 1 hour 45 minutes

Materials

For this paper you must have:

- An AQA 16-page Answer Book.

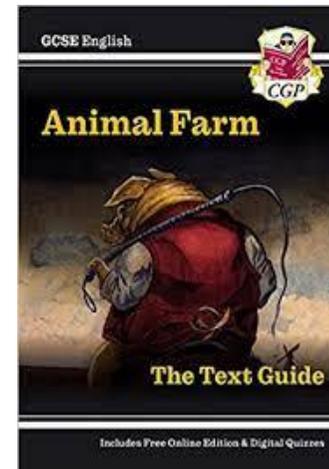
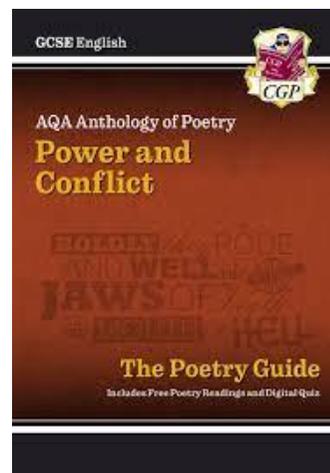
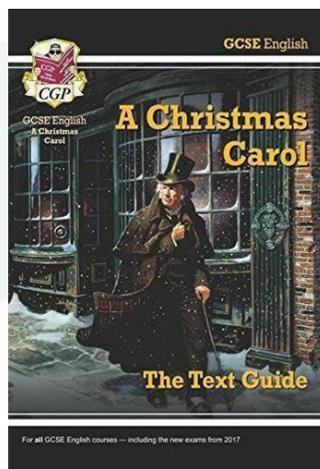
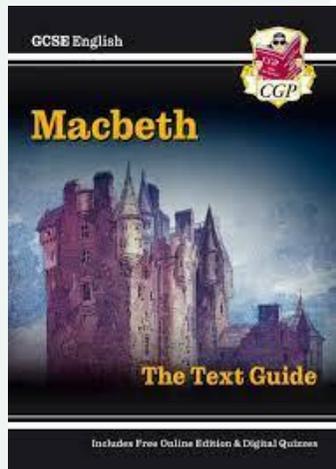
Instructions

- Use black ink or black ball-point pen. Do not use pencil.
- Write the information required on the front of your answer book. The **Paper Reference** is 8702/1.
- Answer one question from **Section A** and one question from **Section B**.
- You must not use a dictionary.

Information

- The marks for questions are shown in brackets.
- The maximum mark for this paper is 64.
- AQA will be assessed in **Section A**. There are 4 marks available for AQA in **Section A** in addition to 30 marks for answering the question. AQA assesses the following skills: use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.
- There are 30 marks for **Section B**.

8702/1



Marginal Gains

Language Paper	Q
Q1	4/4
Q2	2/8
Q3	2/8
Q4	14/20
Q5	11/40

Language Paper	Q
Q1	4/4
Q2	4/8
Q3	3/8
Q4	15/20
Q5	11/40

Language Paper	Q
Q1	4/4
Q2	5/8
Q3	4/8
Q4	15/20
Q5	22/40

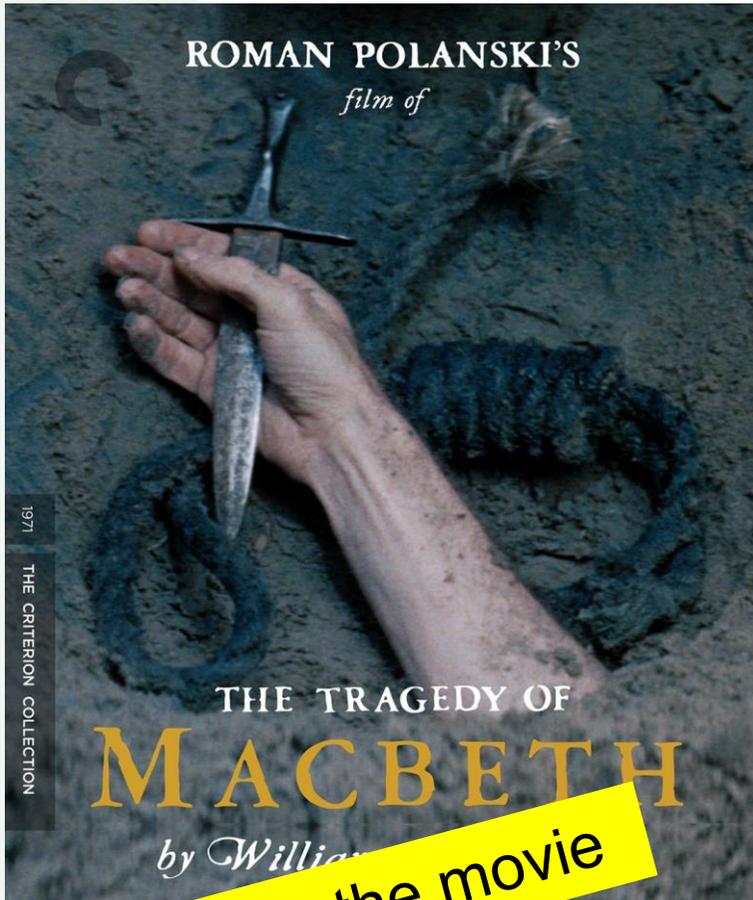
December 2022

February 2023

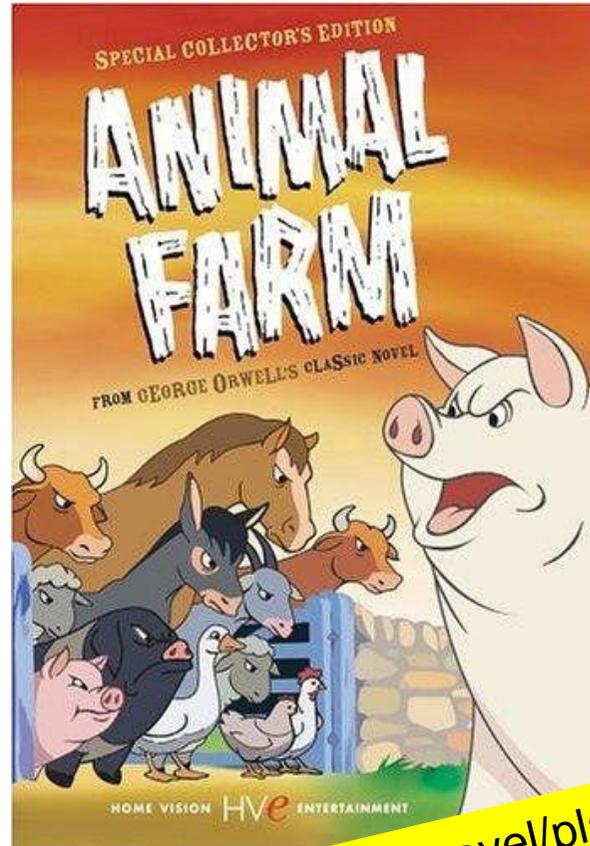
May 2023



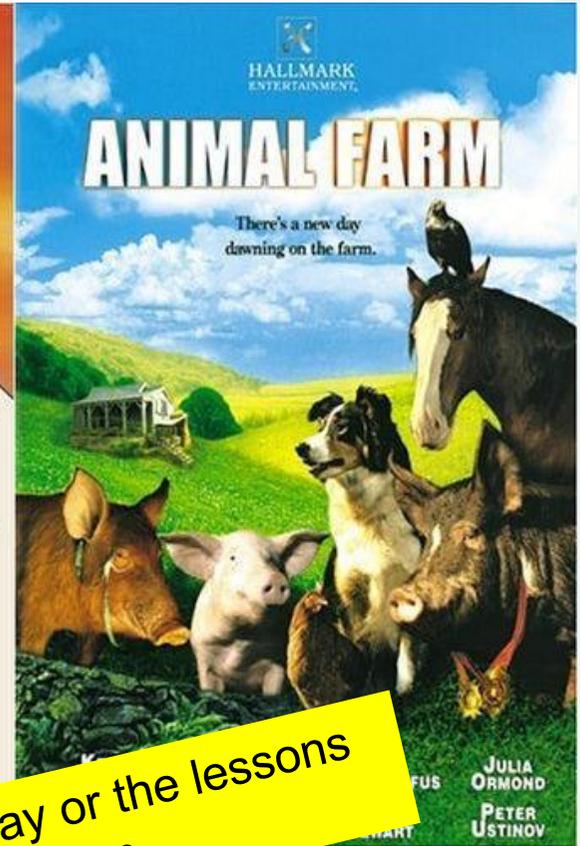
What you can do as a family



Watch the movie



Discuss the plot of a novel/play or the lessons taught / learnt from them.



What you can do as a family

A Christmas Carol: Top 10 quotations

1. "Hard and sharp as a flint"



2. "Solitary as an oyster"



3. "Dismal little cell"



4. "What reason have you to be merry? You're poor enough"

5. "I can't afford to make idle people merry"



What you can do as a parent

1. Ensure your child is engaging in exam-practice, at least once a week. This can be found on Google Classroom.
2. Discuss and read opinion articles. The Guardian's 'opinion' section is excellent.
3. Read and discuss the 15 poems pupils have to learn





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Supporting your child in Mathematics

**Mr Kersys-Hull, Assistant Head teacher and
Mathematics teacher**

Revise, practise, check

Revise

<https://www.mathsgenie.co.uk/expanding-and-factorising.html>

Practise

<https://www.mathsgenie.co.uk/resources/4-expanding-and-factorising.pdf>

Check

<https://www.mathsgenie.co.uk/resources/4-expanding-and-factorisingans.pdf>

Maths – How to get the best GCSE grade I can?



- Use past papers, exam questions and topic tests. These can be found on the Google Drive (with some spares in the Maths Office)
- Create revision materials and if you prefer revision guides we recommend the CGP guides

- Work through the "Aiming for Grade..." booklets that a lot of you have been given (also on the Google Drive or ask your teacher)

- Ensure that you have the equipment

Full maths set

Scientific calculator

Useful sites:

- Maths Genie – Revision and exam papers
- Corbettmaths – Exam practice, videos and 5-a-day
- OnMaths – Online practice exams

Exam Board - Edexcel



21 Sc Scandium	53 I Iodine	99 Es Einsteinium	7 N Nitrogen	58 Ce Cerium
45 Rh Rhodium	8 O Oxygen	6 C Carbon	19 K Potassium	16 S Sulphur

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Supporting your child in Science

**Ms Doukani, Head of Science, Science teacher
and Year 11 tutor**

The Science Pathways

- Triple Higher
- Triple Foundation
- Entry Level



Triple Foundation

Triple Pathway

Three separate GCSEs
Grades 5-1



Examining Board

AQA

Disciplines Studied

Biology, Chemistry and Physics

Examination Papers

6 Exam papers: 1 hr 45 minutes -100 marks each
B1 and B2 C1 and C2 P1 and P2

Difference between
combined and Triple

Triple foundation has slightly less content than the higher tier. The exams have more recall questions than application ones.

Triple Foundation



Triple Pathway

Three separate GCSEs
Grades 9-4

Examining Board

AQA

Disciplines Studied

Biology, Chemistry and Physics

Examination Papers

6 Exam papers: 1 hr 45 minutes -100 marks each
B1 and B2 C1 and C2 P1 and P2

Difference between
combined and Triple

Triple have slightly more content (negligible)- The main difference is in the exam papers, where there are more application questions and extended questions.

Entry Level AQA

Entry Level Pathway

Non-GCSE Pathway
Levelled Certificates (1,2,3)



Examining Board

AQA

Disciplines Studied

Biology, Chemistry and Physics

Examination Papers

6 Exam papers: 45 minutes – 20 marks each- total weighting 57%
B1 and B2 C1 and C2 P1 and P2

Teacher- devised Assessment (TDAs)

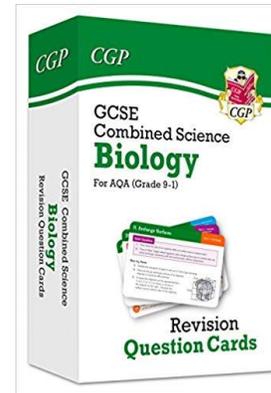
These are assessments of practical tasks set by the teacher and marked against the marking criteria provided in the Scheme of assessment. Weighting 43%

Difference between GCSE route and Entry Level

Entry level students are allowed to complete assessments at the end of each unit (externally marked) and also have a practical assessment.

Resources: Text-books and Revision Guides

- Kerboodle
- Seneca
- Free Science lessons
- Cognito
- Physics and Maths Tutor department QR codes.
- Quizlet



Retrieval Strategy 1

Revision Clocks

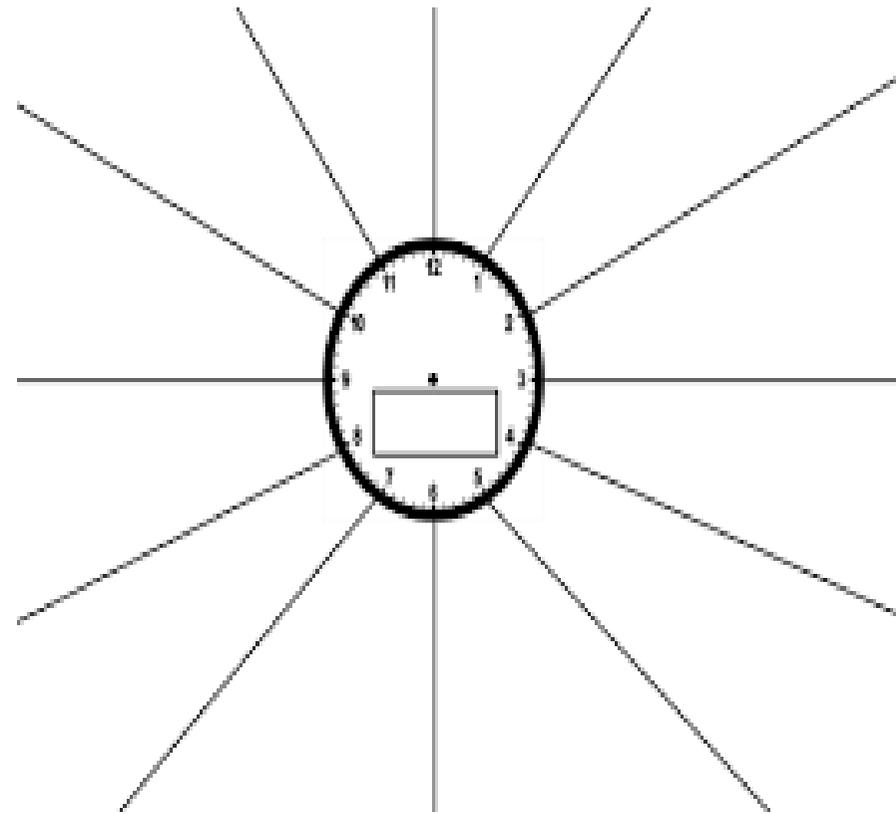
The revision clock is a good technique for summarising information.

It is also useful for retrieval practice.

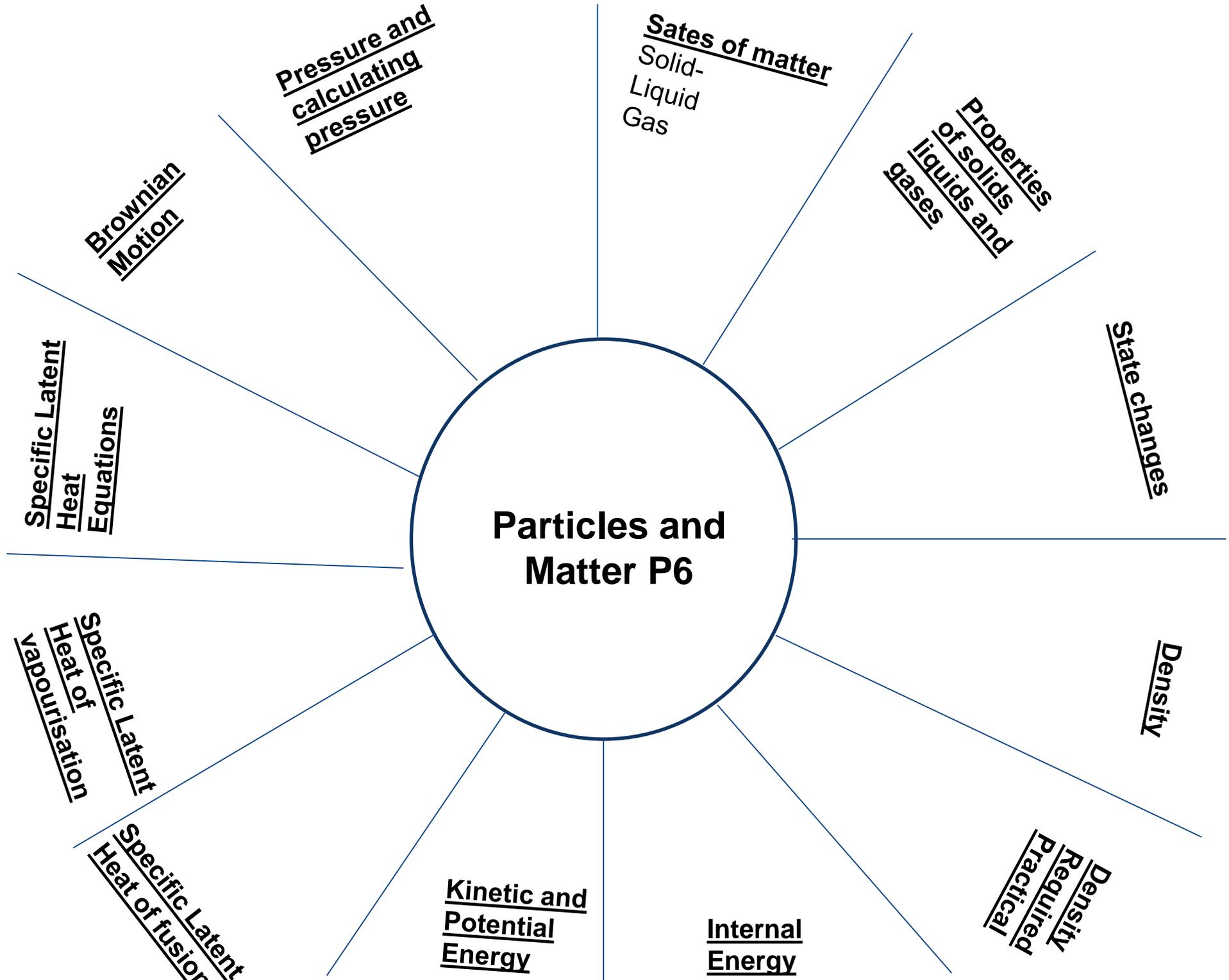
Divide a topic/unit into 12 sections/headings. It is up to you how you divide the unit.

Use Seneca and the spec to make sure that you have covered all the relevant points.

Allow yourself 5 mins to recall as much as you can about each subtopic/segment without looking at any notes. Repeat this after a few weeks, with increasing time in between.



Revision Clocks: Science Example for Particles and Matter



Retrieval Strategy 2

Question/Answer

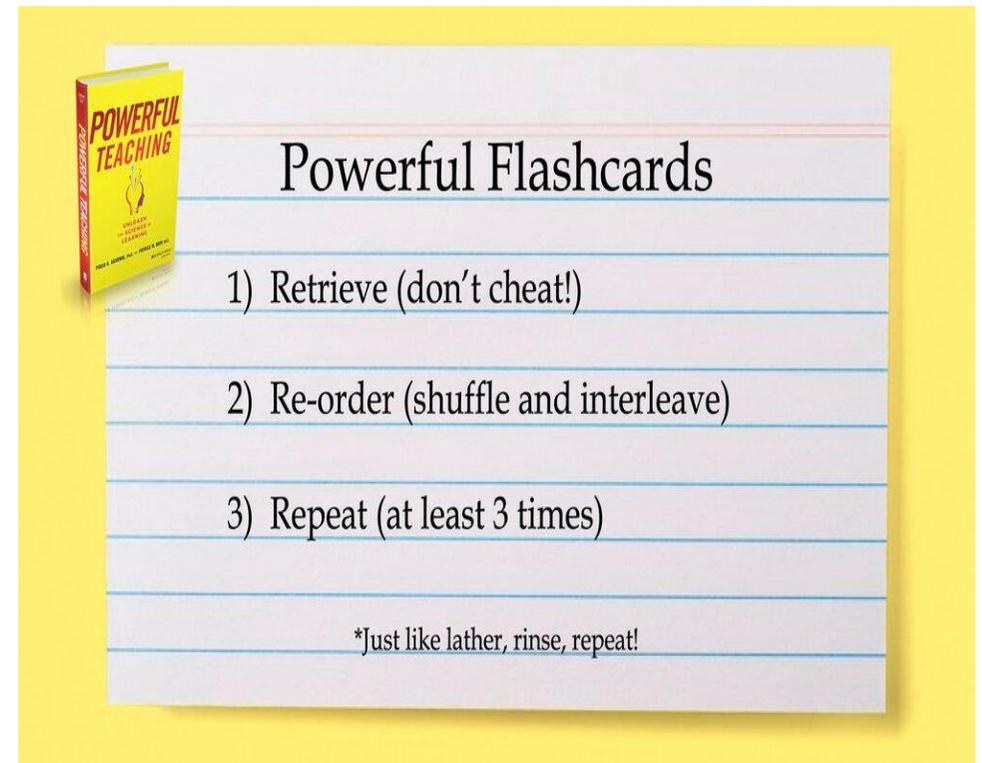
The aim of question/answer is to break the topic into as many questions as possible and their answers.

This can be done as flash cards (quizlet is a good website). All the questions can collated in a document with a separate one for answers.

Do this for each unit on the specification (all disciplines).

Use the questions to test yourself.

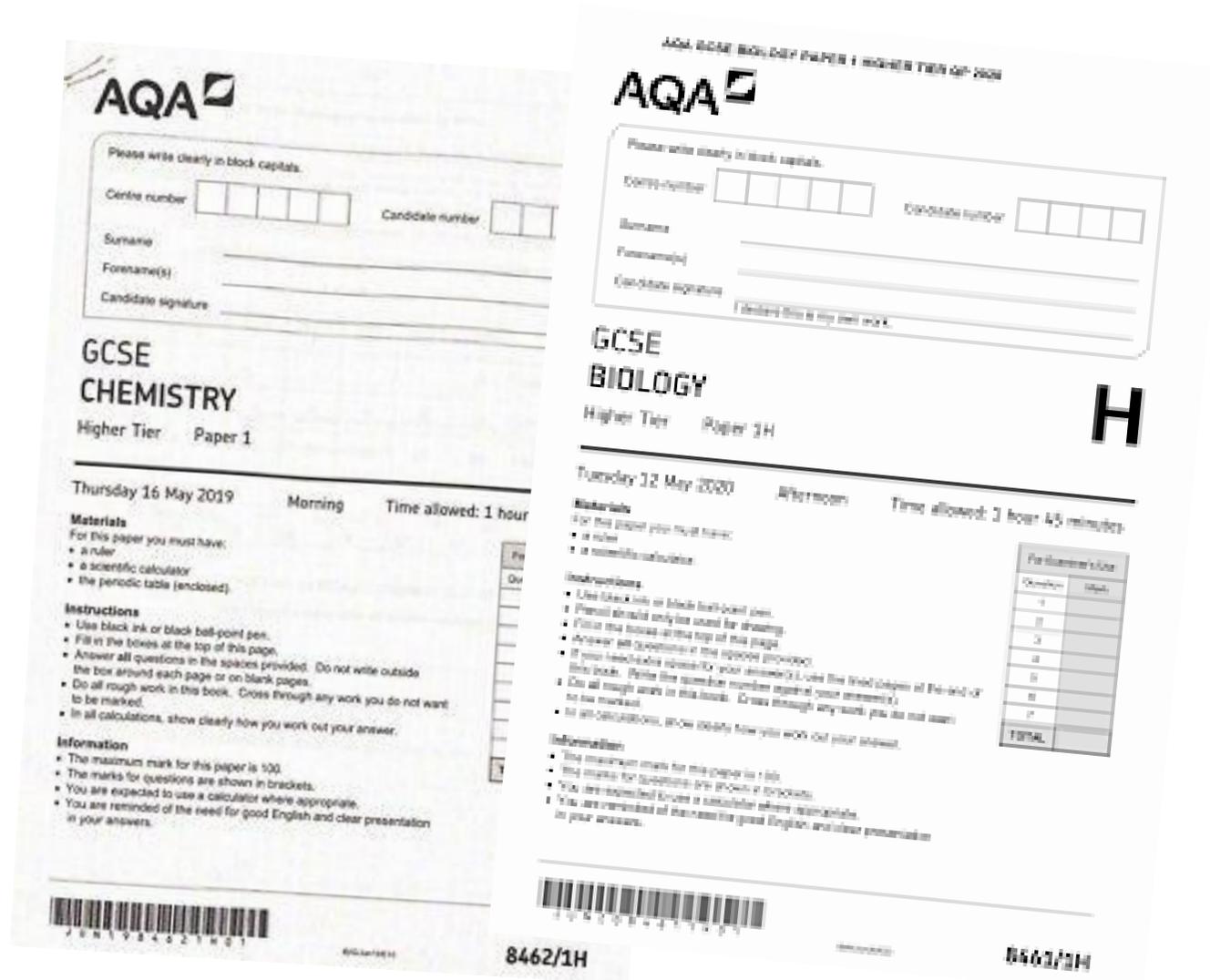
Ask your friends, family or teachers to test you.



<https://quizlet.com>

Exam practice, exam practice, exam practice!

“Practice makes progress!” - Jim Kwik-



Sum it Up!

1. AQA specification outlines everything you need to know.
1. **Retrieval is the ability to bring information back to your working memory.**
1. Practicing retrieval means that bringing information to memory becomes easier and faster.
1. **The revision clock and question/answer technique are two strategies that will help you to practice retrieving information effectively.**
1. Practice as many exam questions/papers as you can.

Better Together!



If you need any advice or have any queries, please do not hesitate to contact me on;

e-mail: kdoukani@leytonstoneschool.org

Tel: 020 8988 7420 Ext 477





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Cover to Cover and Massolit

Ms Akuji, Assistant Head teacher and English teacher

What is Massolit?



- Massolit is a new, exciting learning platform... for you!
- Massolit works with university academics to produce high-quality, bite-sized video lectures.
- There are individual lectures and courses for various topics
- Your subscription includes: **English Literature and History**
- You can watch videos relating to topics you want to revise/gain knowledge for
- Your English and History teachers will include video lectures as 'Cover to Cover'
- You can research anything else you may be interested in.

How do I log in?

Your login: Username : <school google email address>

Password : Massolit (with a capital M)

Write this somewhere you can make reference to

E.g.

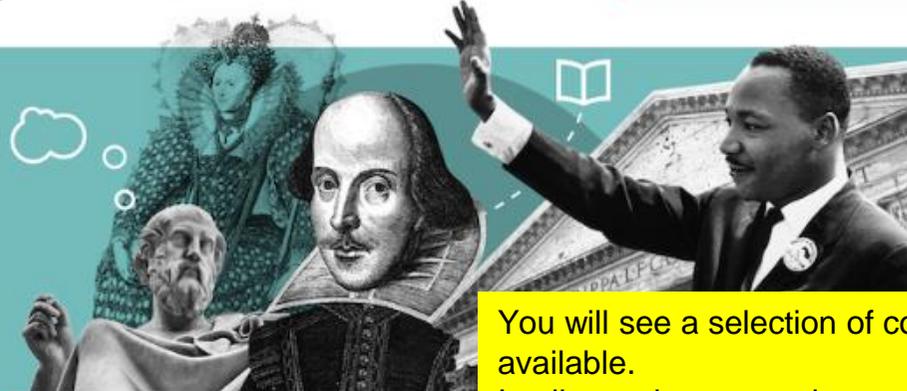
- Mkhan@leytonstoneschool.org
- Massolit



In the search bar, search a historical event/novel that you would like to research.

All

macbeth

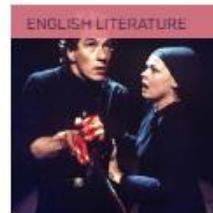


You will see a selection of courses available. It tells you how many lectures are in the course, who the lecturer is and the name of university the lecturer is from

Filter search results

- Early Modern Drama (4)
- UK & Ireland (4)
- English Renaissance (1500-1660) (4)
- William Shakespeare (3)
- Elizabethan period (1558-1603) (2)
- Jacobean period (1603-25) (2)
- History of Literature (2)
- Shakespeare - Macbeth (2)
- Seneca (1)
- Jacobean Drama (1)

Search results for: **macbeth** (8)



Shakespeare: Macbeth ★

This course focuses on Macbeth, looking in particular at several key aspects of the play. In the first module, we focus on the appeal of the play, both when it was first performed in the early 17th century, and for...

📺 5 lectures ⌚ 0:56:26 👤 Mr Stephen Siddall 🏛️ Independent Scholar 📄 CC 🗣️



Shakespeare: Macbeth ★

In this nineteen-part course, Professor John McRae (University of Nottingham) explores Shakespeare's Macbeth. We begin with a broad introduction to historical, political ...

📺 19 lectures ⌚ 3:07:34 👤 Prof. John McRae 🏛️ Nottingham University 📄 CC 🗣️

Cover to Cover at Leytonstone school

- All home learning tasks are centered around reading a text
- There are a wide range of texts some include;

Stories

Poems

Recipes

Articles

Reviews

Fiction

Biographies

Blogs

Research papers

Previous students exam answers

GCSE subjects set the equivalent of one task per week. Some may set tasks as a project.

The purpose of cover to cover

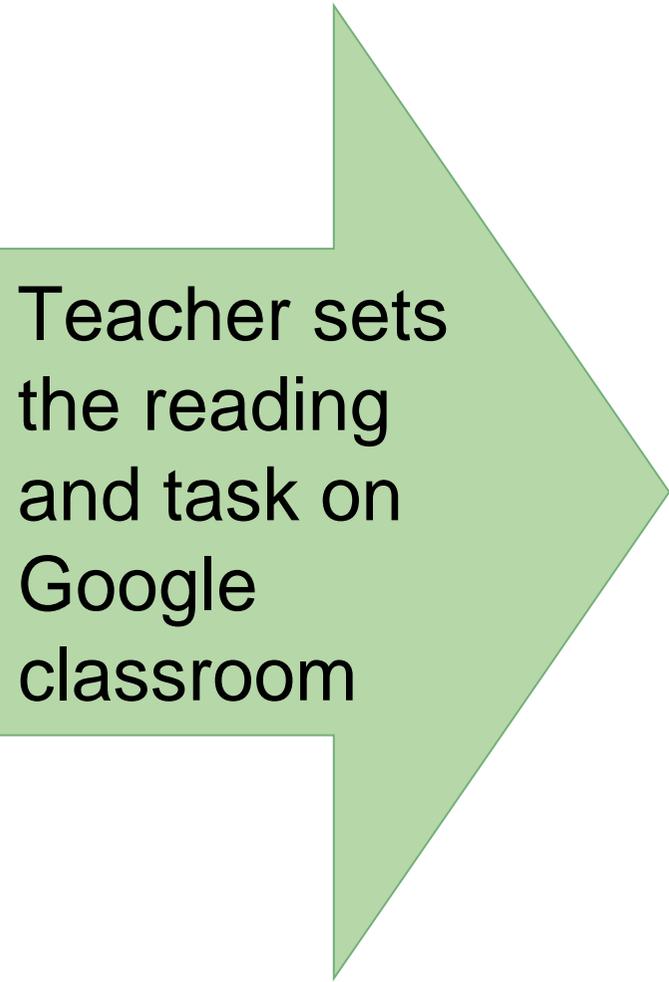
- *To improve curriculum engagement*
- *To improve disciplinary reading skills*
- *To prepare pupils for their exams*
- *To create a reading culture. An environment where reading is championed, valued, respected, and all pupils are encouraged to read.*

Disciplinary reading: the specific skills and strategies necessary to decode and interact with the unique language of each subject.

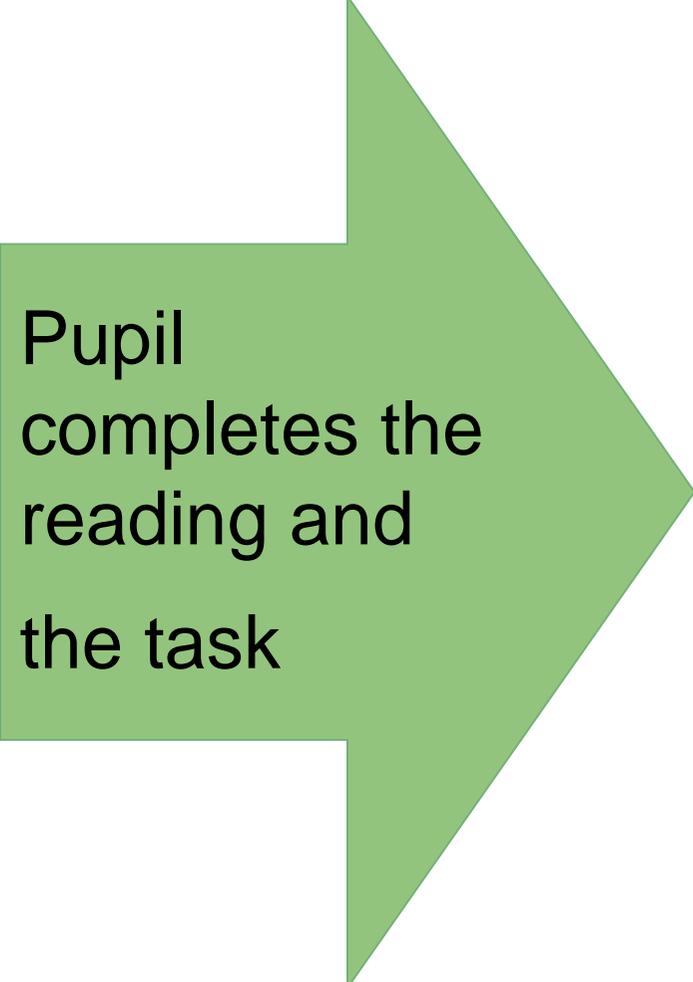
Impact of Reading: Research

- Reading is the foundation of all subjects
- Reading improved academic performance
- Reading builds pupils understanding of the world
- Reading develops vocabulary
- Reading improves disciplinary habits of thinking

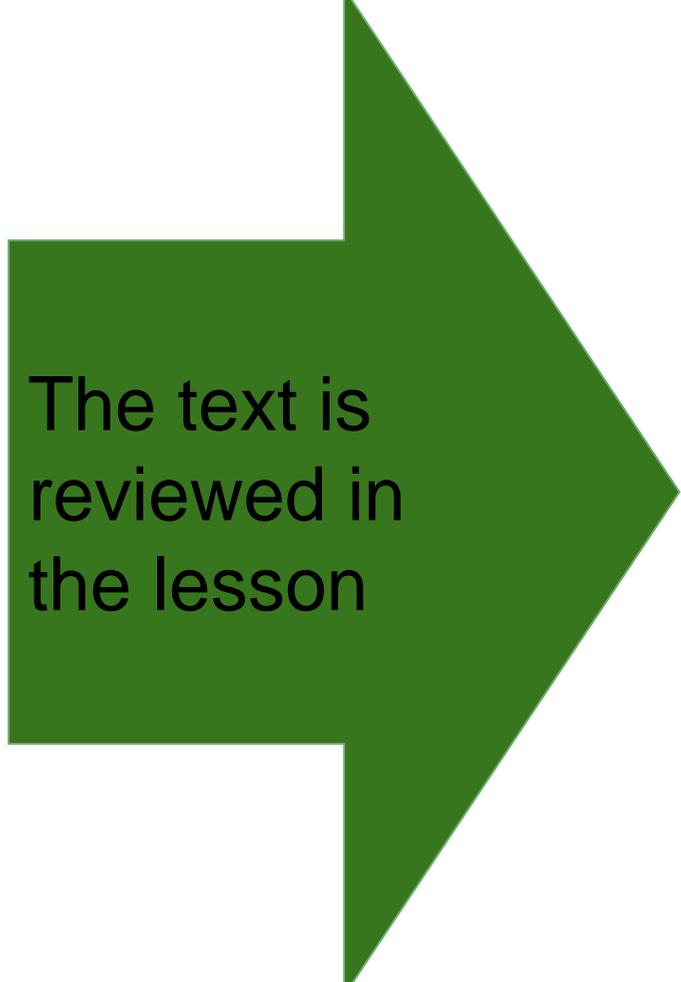
How it works



Teacher sets
the reading
and task on
Google
classroom



Pupil
completes the
reading and
the task



The text is
reviewed in
the lesson

This is called ACTIVE READING

Example tasks

Skill: We Read To	Pupil: Home Learning Activities	Teacher: Follow-up DO NOW task
Identify	<p>True or False?</p> <p>Create 8 statements based on your reading, 4 that are true, 4 that are false.</p>	<p>Tick the correct statements based on your reading.</p> <p>True or False?</p>
Retrieve	<p>Find the relevant information</p> <p>List 4 benefits/effects/advantages/disadvantages of...</p>	<p>List four things about...</p> <p>True or False?</p>
Summarise	<p>Write a summary of the text</p> <p>Draw a diagram to summarise what you read</p>	<p>Summarise in 5 sentences...then 3...then 1</p>
Compare	<p>Find similarities/differences</p>	<p>List 5 similarities/ differences between...</p>
Review	<p>Select the most interesting facts</p>	<p>What was the most interesting thing you learnt/read?</p> <p>Discuss whether you agree with...</p>
Explain	<p>What are the main ideas in this text? Make a bullet point list of the main ideas/arguments</p>	<p>Why did...</p>
Understand	<p>Give each paragraph a subheading</p> <p>Identify the words in the text that match these definitions</p> <p>List or highlight (new vocabulary/ 5 things that.../facts/opinions/vocabulary that...)</p> <p>Create a glossary of...</p>	<p>Cloze passage</p> <p>Write 5 sentences using the words you learnt.</p> <p>Use the vocabulary highlighted in a discussion</p> <p>Using the highlighted words, summarise 3...</p>

Example task in Food Technology

MARK THE ANSWER

Task: Read the answer and circle where you think the student has gained marks from the criteria.

Total the amount of marks and write one point for improvement.

Look for spelling mistakes.

5. Assess the impact of importing foods from other countries and suggest how customers can be more environmentally friendly when food shopping. [8]

When importing foods from other countries, you they have to travel here, the amount of miles a product will take to get here are ~~food miles~~ food miles. When a product has a high amount of food miles it will take a lot of fuel/gas to get here which is all released into the atmosphere, further contributing to ^{air} pollution and climate change. Imported foods also tend to be more expensive due to all the shipping costs. The food transportation will also release carbon dioxide into the air, creating a bigger carbon footprint. To prevent worsening/damaging our environment, customers could buy locally sourced food. Locally sourced food is produced nearby to you which means the food miles are little to none, there are farmers markets nearby to everyone which sell a range of products at a high quality. By buying locally grown food you support local businesses and contribute to helping the stop of climate change and damaging the environment.

Example tasks in English

Pros and Cons of Patriotism

Few countries survive and prosper without some degree of patriotic feelings among their people. A love of country and shared pride bring the people together, helping them endure challenges. Without shared patriotic beliefs, colonial Americans may not have chosen to travel the road to independence from England. More recently, patriotism brought the American people together to overcome the Great Depression and achieve victory in World War II.

The potential downside of patriotism is that if it becomes a mandatory political doctrine, it can be used to turn groups of people against each other and can even lead the country to reject its fundamental values.

Task

- a. Which lines from 'Kamikaze' seem to be related to patriotism or nationalism? 2 marks
- b. Which lines from 'COTLB' seem to be related to patriotism or nationalism? 2 marks
- c. How are the dangers of patriotism/nationalism presented in 'Kamikaze'? 6 marks

How to support your child with their home learning

1. Log into Google Classroom so that you can monitor your child's home learning
2. Ask your child to talk you through the text and the task that has been set for cover to cover
3. Read the text aloud together



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Q and A

Ms Letson, Deputy Head teacher
and Mr Wanza, Deputy Head teacher
