



Year 11 Welcome and Information Evening 2025

Enabling everyone to thrive – acting with kindness, determination and respect.

Agenda



- Mr Whittle – Headteacher
- Deputy Head Prefects: Sixth Form
- Mrs Ashman-Clark – Deputy Headteacher: Achievement & Standards
- Ms Walker – Head of English
- Mrs Arivanantham – Head of Maths
- Miss Parry – Head of Science
- Mrs Brown – Head of Key Stage 4
- Mrs Hayden – Trust Careers Lead & Level 6 Qualified Careers Advisor



Mr Steve Whittle

Headteacher

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Class of 2025

Congratulations!



OUTSTANDING GCSE RESULTS

- ★ 1 in 3 of all grades at Grades 7-9
- ★ 68% of students attained Grade 5+ in English & Maths
- ★ Excellent attainment and progress



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64% Distinction+ in vocational courses

Half of all grades at A*-B

80% of A-Level grades at C+

LPGS6

Congratulations CLASS OF 2025



"We are incredibly proud of our Year 13 students. These results are a testament to their commitment. It's wonderful to see so many of our students securing exciting futures in higher education, employment and prestigious apprenticeship programmes"

COME AND JOIN LPGS6!
We look forward to welcoming you to join our vibrant Sixth Form community and to supporting you to achieve and enjoy Sixth Form life.



YOUR FUTURE STARTS HERE

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visit our website www.lpgs.bromley.sch.uk



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Our Sixth Form:



- Launch to students
- Open Evening: 4th December 2025
- Oxbridge Aspirations sessions
- Application Deadline: 6th March 2026
- Taster Sessions – June 2026



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Our Sixth Form Offer:



Entry requirements:

1. Grade 4+ including English Language
2. Average Point Score (APS)
3. Subject Criteria

**4 A-Levels
3 A-Levels + EPQ**

APS 7

3 A-Levels

APS 5.3

**2 A-Levels
1 x Vocational**

APS 4.8

3 x Vocational

APS 4+



Head Prefects: LPGS Sixth Form

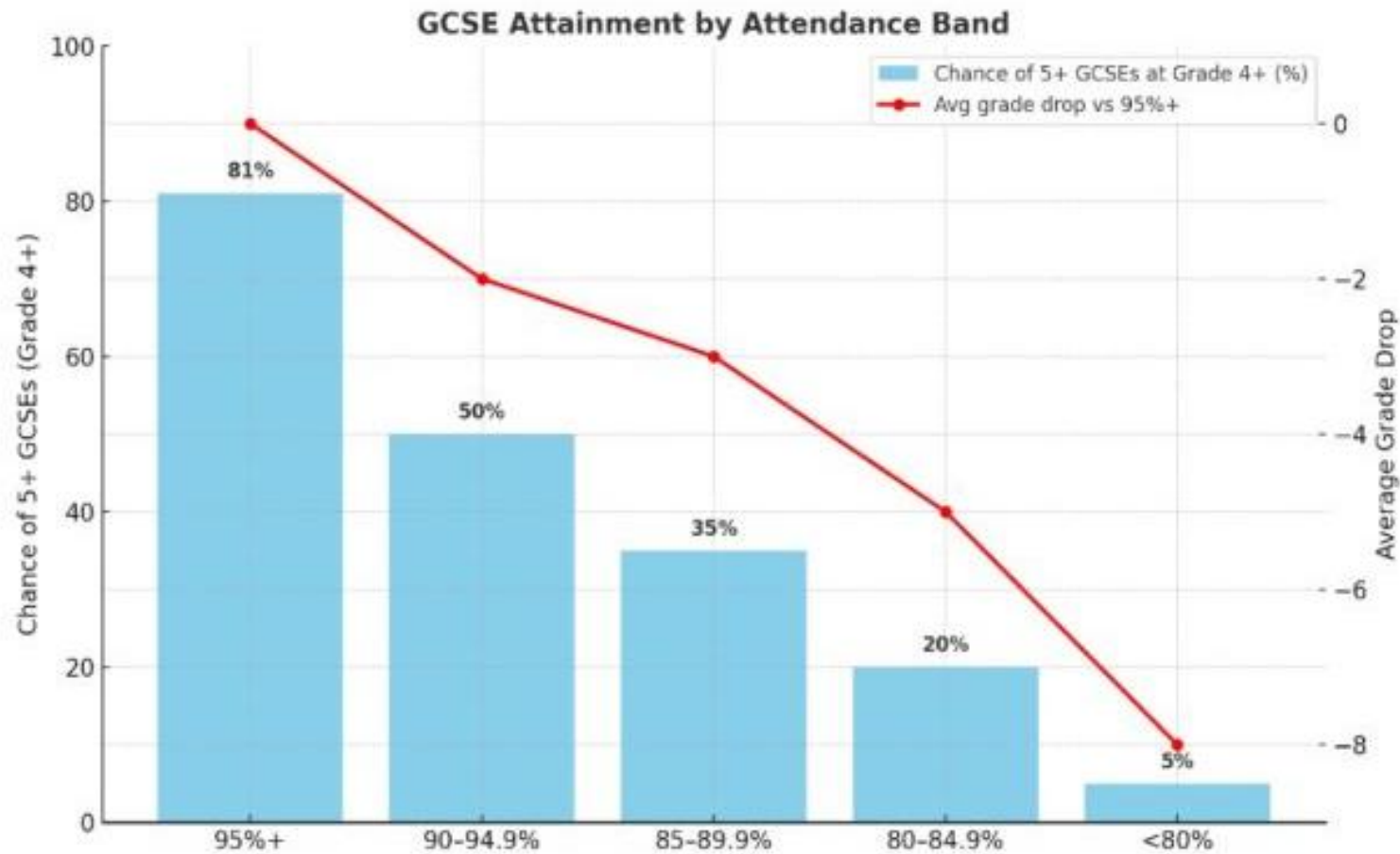
Sahar and Adonye

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Mrs Emma Ashman-Clark Deputy Headteacher: Achievement & Standards

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Key Findings:

- Pupils with **95%+ attendance** have around an **81% chance** of achieving 5+ GCSEs at Grade 4 or above.
- Pupils with **90–94.9% attendance** are typically around **2 grades lower** across their subjects.
- Pupils below **80% attendance** see outcomes collapse: fewer than **5% achieve 5+ strong passes**.



Bad habits vs Good habits

96-100%

Below 96%

Below 92%

Below 90%

Student 1	21/22	89.42%
Student 1	22/23	85.19%
Student 1	23/24	85.26%
Student 1	24/25	80.21%

Student 2	21/22	84.49%
Student 2	22/23	91.58%
Student 2	23/24	94.18%
Student 2	24/25	96.83%

Student 3	21/22	96.83%
Student 3	22/23	94.18%
Student 3	23/24	97.45%
Student 3	24/25	97.83%

Bottom 50 students (progress) **average 90.18%**

Top 50 students (progress) – **average 96.6%**



Breaking bad habits: Punctuality



Period 1

5 lessons x 5 minutes = **25 mins/day**



Period 2

25 mins per day x 5 days = **125 mins/week**



Period 3

125 mins/week x 39 weeks = **4875 mins/year**



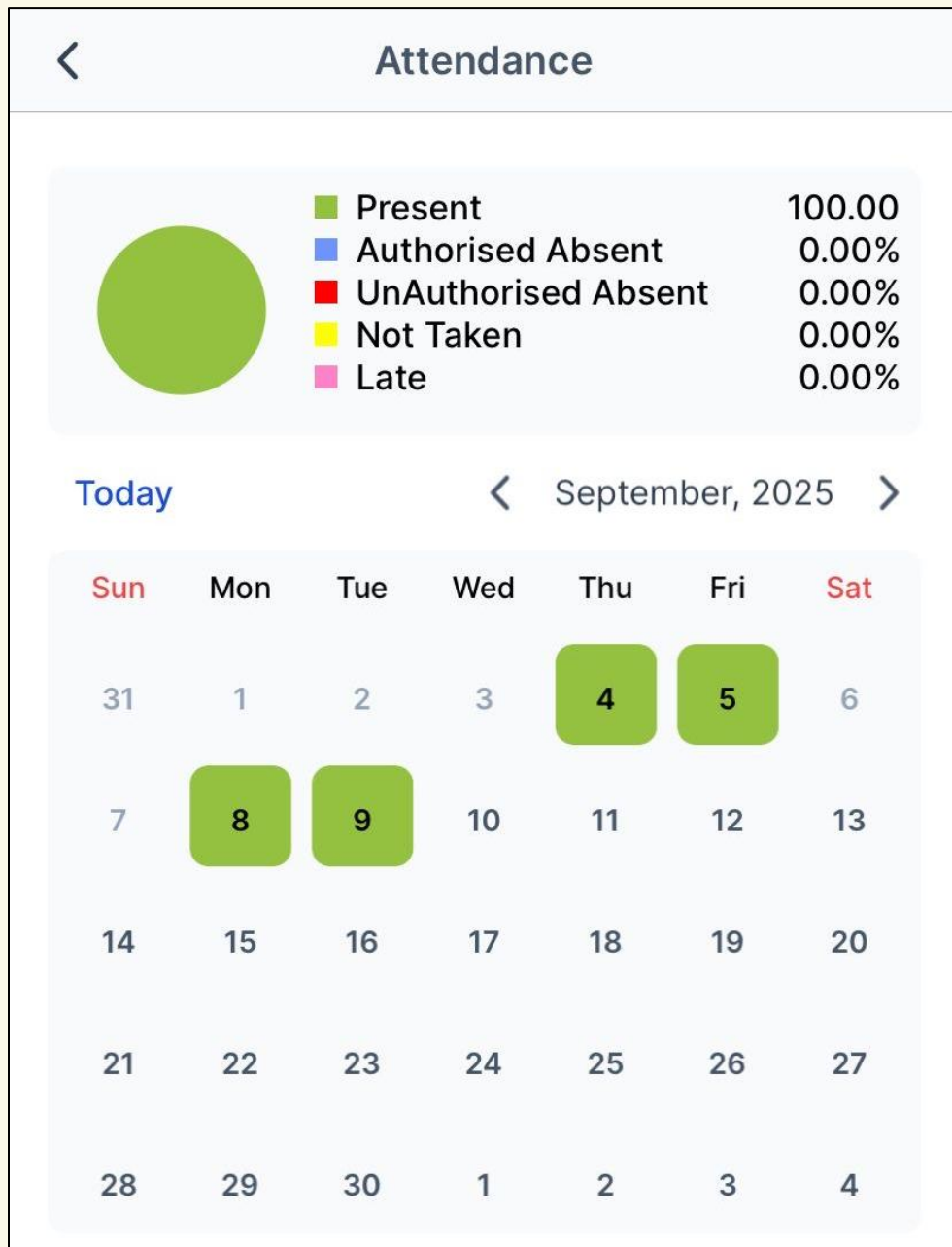
Period 4

or = **81.25hrs/year**

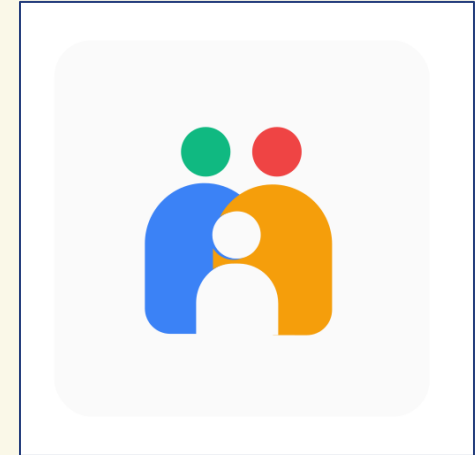


Period 5

or = **16 school days/year**



My Child At School (MCAS) App



Reporting absence:



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C2L Criteria



	Exceptional 1	LPGS Standard (Good) 2	Requires Improvement if potential is to be reached 3	Current Commitment to Learning will result in significant underachievement 4
Behaviour for learning	I love learning and take part in all lesson activities – whole class activities, in a group, or on my own. I am absolutely focused in class and a consistently active participant.	I like to learn and take part in all lesson activities, in a group and on my own. I am absolutely focused on my learning when in class. I am an active participant in most tasks.	I usually participate in most activities. I am not always 100% focused for their entire lesson. I often display passive learning behaviours in class.	I rarely participate in some activities. I sometimes disrupt my own and others' learning.
Perseverance and Resilience	I enjoy practising my skills as this is how I get better	I do practise my skills but I prefer to practise things I am already 'good at'	I sometimes give up too easily	I often give up too easily
Asking and answering questions	I ask specific questions that will help me with my learning and always have a go at answering questions, whether I am sure about the answer or not	I ask and answer questions about topics that I understand, and those I don't.	I sometimes ask / answer questions but usually about the part of a task I feel I can do	I rarely ask or answer questions
Challenge	I have a positive attitude towards making mistakes as I know I can learn from them and understand that is how I make progress	I accept mistakes as temporary setbacks and usually try to apply what I have learned from a mistake	I tend to see mistakes as failures rather than accepting and learning from them	I rarely take on a challenge and avoid taking safe risks.
Feedback	I ask for and am motivated by feedback on my learning and use advice/targets given to take actions to improve it further	I listen and respond positively to feedback and I will act on it to improve my learning.	I sometimes find it difficult to take on board feedback. I act upon feedback when prompted.	I always find it difficult to take on board feedback and act on it to improve my learning
Readiness for learning	I am always prepared and punctual for learning without having to be prompted	I am almost always prepared for learning	I am usually prepared for learning: lacking exercise book, equipment etc.	I have often come to lessons unprepared to learn: lacking equipment etc.
Homework	I always complete homework on time and to the best of my ability and often go beyond the requirements of the task. I manage my time well	I usually complete homework on time and to the best of my ability. I almost always manage my time	Sometimes I forget my homework or do not complete it to the best of my ability	I often forget my homework, do not complete homework or do not complete it to the best of my ability.

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Intervention Quadrant



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PiXL Intervention Form Groups

- 8 Form Groups → 11 classes, 3 x per week
- 1h 30mins of additional targeted intervention
- Ebacc: English, Maths, Science, History, Geography, Spanish
- Re-grouping after every assessment point
- Wave 1 begins next week



Assessments

Monday 6th October –
Friday 17th October

Autumn Term Trial
Examinations

Monday 9th February –
Friday 27th February

Spring Term Trial
Examinations

Monday 4th May –
Friday 26th June

Summer Public Examinations



Academic Support

- Course and unit overviews shared with students
- Retrieval opportunities embedded in lessons
- Online support and practice questions
- Recommended revision strategies
- Plenty of exam practice – informal in-class, 2 x Trial Examinations
- **Subject Exam briefings**
- **Walking Talking Mock exams**
- **Targeted intervention**

Autumn Term Parent Support Series

Free Parent Webinars

Join us and Elevate Education for FREE 60- minute webinars designed to help you support your child's studies at home.

Scan the QR code to register



In the Autumn Term, we'll cover:

1. **How to Get (And Keep!) Your Child Motivated**
- 16th September @6:00pm (BST)
2. **How You Can Help Your Child Manage Their Time**
- 30th September @6:00pm (BST)
3. **How You Can Help Your Child Set Up for Success in Exams**
- 14th October @6:00pm (BST)
4. **How You Can Help Improve Your Child's Memory**
- 18th November @6:00pm (GMT)
5. **How You Can Build Resilience in Your Child**
- 2nd December @6:00pm (GMT)
6. **How to Help Your Child Alleviate Stress**
- 16th December @6:00pm (GMT)

elevate
education



Elevate Education

Student Workshop

Monday 26th January 2026: 'Ace Your Exams'

Parent Support Webinars

Free fortnightly webinars for parents, providing practical strategies on how you can support at home.

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Ms Walker

Head of Faculty: English

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How many GCSEs?



English Language (3hr 45 mins)

Component 1: 20th Century Literature Reading and Creative Prose Writing

Written exam: 1h 45mins
40% of qualification

Component 2: 19th and 21st Century Non-Fiction Reading and Transactional/Persuasive Writing

Written exam: 2h
60% of qualification

Component 3: Spoken Language

Non-exam assessment
Unweighted

English Literature (4 hours)



Paper One: Exploring modern and literary heritage texts

2 hour exam
50% of total GCSE

Paper Two: Exploring poetry and Shakespeare

2 hour exam
50% of total GCSE

What do the exams mean for your child?



- 4 linear exams
- Closed text exam
- No tiers (Higher or Foundation)
- No coursework option
- 20% VSPaG



How are we supporting your child?

- Running various targeted interventions Tues-Thurs Form Time
- Updating Firefly pages to support work at home
- Eduqas textbooks available on Kerboodle
- Trial exams in October and February
- Feedback in class
- Exemplar material from OCR and Eduqas
- Purchased audio revision guides of the 19th Century novel
- Using our best and most successful memory aids and 'exam top tips'
- Walking Talking Mock exams in class/whole school
- After school catch-up sessions & interventions

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Audiopi



Audiopi		SUBJECTS	TOPIC OVERVIEW	OUR EXPERTS	ABOUT	CONTACT	WELCOME BACK, LPGS	LOG OUT
	Analysis of context							
	Act I, scene I - Witchcraft							
	Act I, scene ii - Foreshadowing							
	Act I, scenes iii and iv - The prophecies							
	Act I, scene v - Meeting Lady Macbeth							
	Act I, scenes vi and vii - Dramatic irony - Part 1							
	Act I, scenes vi and vii - Dramatic irony - Part 2							

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Kerboodle





WJEC Eduqas GCSE English Lang and Lit

 **Course**

 **Reports**

 **User Management**





English Language Kerboodle Book 1

TEACHER ✓
STUDENT ✓



English Language Kerboodle Book 2

TEACHER ✓
STUDENT ✓

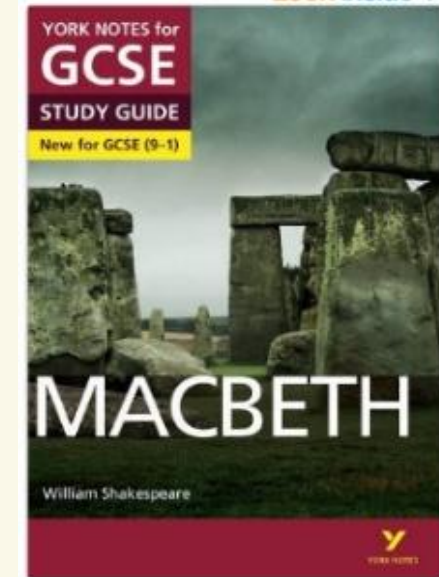
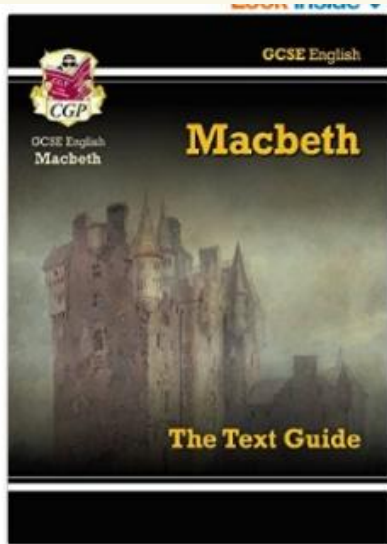
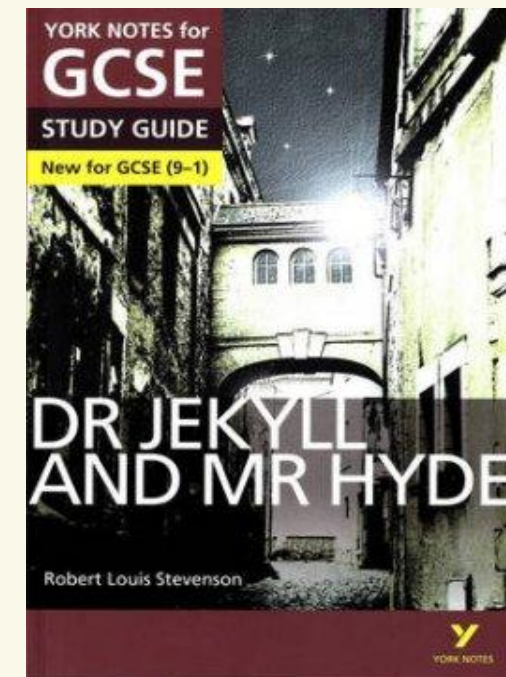
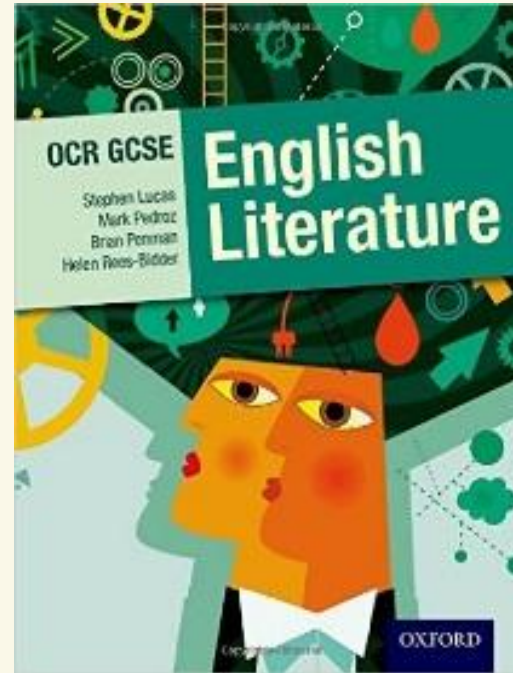
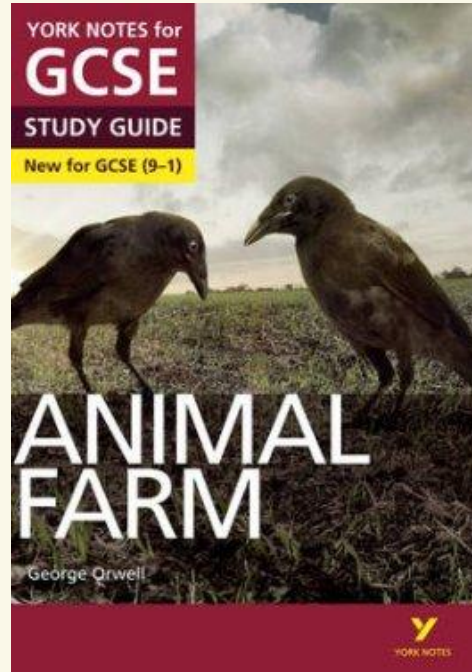
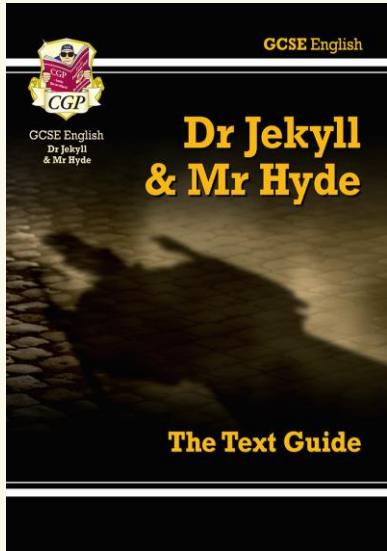
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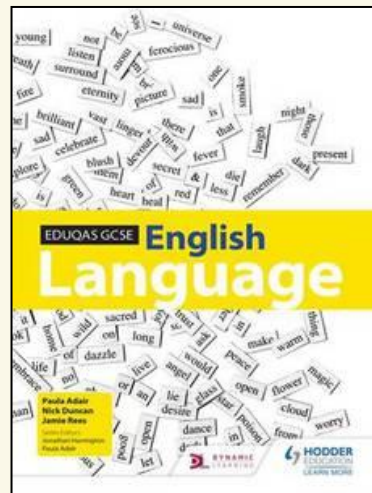
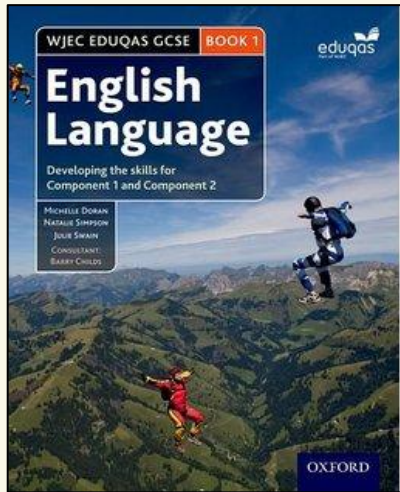
How can you support your child?

- Ensure they are logging into Firefly, using the resources we have created
- Develop their vocabulary
- Ask them to define words to you
- Present them with challenging passages to read
- Quote tests!
- Writing under timed conditions
- Talk to them about what they are reading
- Take them to the theatre, or watch a production with them at home

Revision Guides for Literature



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Helpful websites



- LPGS Learning Platform for resources and articles (FIREFLY)
- BBC Bitesize <http://www.bbc.co.uk/schools/gcsebitesize/english/>
- Eduqas English Language
- OCR English Literature



Mrs Arivanantham

Head of Faculty: Maths

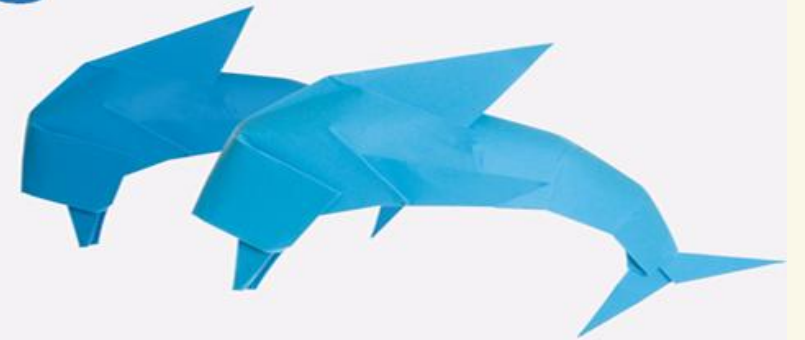
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Year 11 Maths



- HIGHER TIER
- Grades 9 --> 4
- FOUNDATION TIER
- Grades 5 --> 1

Edexcel GCSE
MATHEMATICS
(9-1)



- (For Year 1 only – AQA Level 2 Further Maths)

GCSE Maths

4hr 30mins

Paper One: Non – Calculator

1hr 30

Paper Two: Calculator

1hr 30

Paper Three: Calculator

1hr 30

AQA L2 Further Maths

(3hrs 30mins)



Paper One: Non – Calculator

1hr 45

50% of qualification

Paper Two: Calculator

1hr 45

50% of qualification

Please Note: Any topic can come up on any of these papers.

What you can expect from us



- **PiXL Intervention** – Targeted interventions Tuesday – Thursday Form Times
- **Personalised QLA and feedback** – Sheets highlighting key areas of development for each student after each assessment.
- **Access to Mathswatch** – Revision videos & practice examinations

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How to use Gap Analysis to aid revision



Questions	Topic	Score	Mathswatch Clips
1	Product of prime factors	3 / 3	78
2a	Add two mixed numbers	1 / 2	71
2b	Division of fractions	2 / 2	74
3	Simplify an expression involving indices	0 / 2	82
4	Decimal multiplication	0 / 2	66
5	Word problem involving sampling	1 / 2	152 176
6a	Problem involving ratio	4 / 4	106 107 165a
6b	Problem involving ratio	1 / 2	165b 165c
7	Word problem involving pressure and a cuboid	2 / 2	142
8	Word problem involving multiples and HCF	0 / 2	125
9a	Complete a table of values	1 / 2	98
9b	Draw a quadratic curve	1 / 2	98
10a	Use experimental probability to find a combined probability	2 / 2	125
10b	Use experimental probability to find the expected number of successes	1 / 2	125
11	Describe a single transformation	0 / 2	48 49 50 148 181a
12	Solve simultaneous equations	4 / 4	140 162 211
13	Complete a table of values showing inverse proportion	3 / 3	199
14	Draw a histogram	3 / 3	205
15	Problem involving a sector	3 / 3	167
16a	Algebraic proof	2 / 3	193
16b	Decide if a statement is true	0 / 1	193

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How should my child prepare for her Maths exams?

- Step 1 – Identify Areas for intervention and plan
- Use mini test feedback and gap analysis to do so. Plan 2 topics per week to start with.
- Step 2 – Recap the topic and practice questions.
- Mathswatch, Maths Genie and Corbett are great for this.
- Step 3 – Practice exam papers.
- The best way to learn Maths is to keep practising. Use papers on online sites and Firefly to help.

Helpful websites






Maths Genie GCSE Revision GCSE Papers ▼ A Level Revision A Level Papers ▼ KS2 Revision Resources

 Corbettmαths

Welcome Videos and Worksheets Primary 5-a-day ▼ More ▼ Revision Cards

Videos and Worksheets

 @gcsemathstutor  gcse_maths_tutor  www.thegcsemathstutor.co.uk

GCSE MATHS TUTOR

SUBSCRIBE NOW

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Miss Parry Head of Faculty: Science

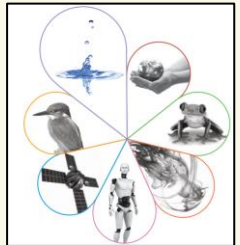
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Science GCSE – Programs of Study



Triple Science (3 GCSEs)

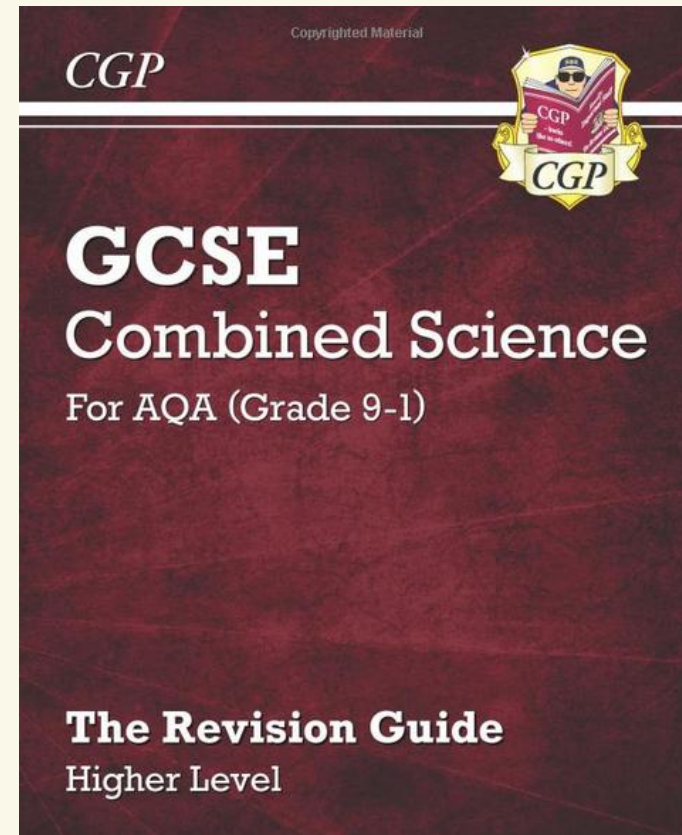
Higher tier only
(grades 4-9)



Combined Science Trilogy (2 GCSEs)

Foundation and Higher tier
material taught – tiers of entry
confirmed in February
Mastery and Nurture sets study
foundation tier only material but
some students may also be
entered for higher tier –
confirmed in February

Supporting your child in Science



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Supporting your child with retrieval practice

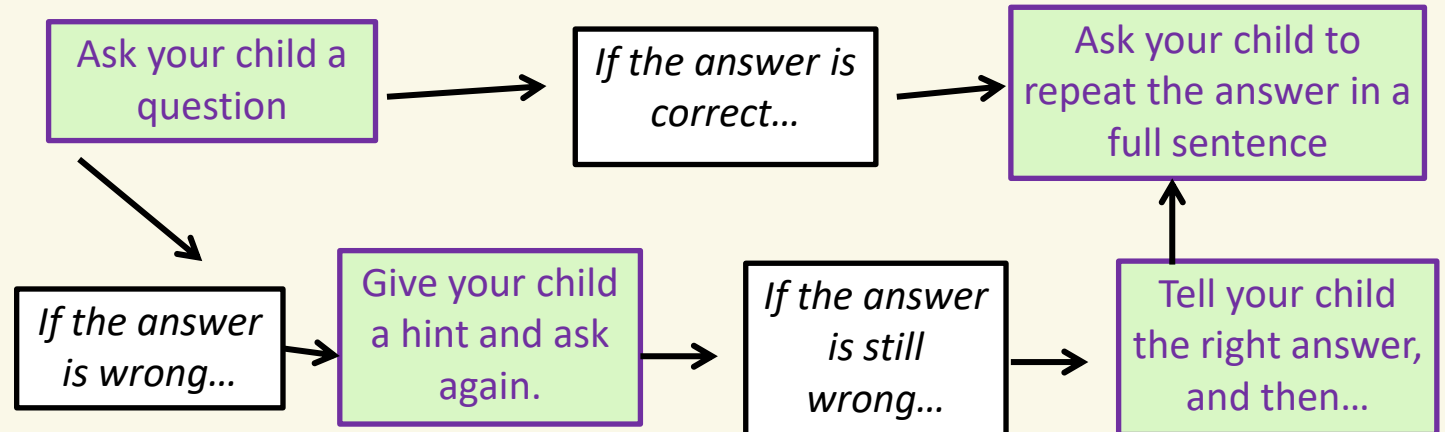


Core Question lists are available on Firefly for each term's work in biology, chemistry and physics

Learning mats with key information are used with our Synergy students, also available on Firefly

Revising Core Questions using Revision Cards

Spaced retrieval practice (regularly revisiting old topics) is proven to be highly effective!





Mrs Louisa Brown Head of Key Stage 4

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Year 11 Journey



The story so far.....

- One set of exams
- Lots of learning
- Coursework started

This year they become the experts:

- Two more sets of practice exams
- Revisiting and revising
- Increasingly independent learners, ready for post-16 education and training

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Consistent Expectations



- Uniform
- Attendance and Punctuality
- Core routines in classrooms
- Behaviour Systems

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What can you do?



'Parental involvement in a child's education can mean the difference between [achieving their potential] an 'also-ran' at GCSE'. TES

Provide a quiet environment for them to work

Encourage and be positive

Calm them down

Help them look for answers and solutions

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How your child can support themselves



Look after themselves:

- Eat and sleep properly
- Build in time to relax so they can process all the knowledge and live a balanced life

Organise their time:

- Have a work schedule which includes all their subjects
- Revise regularly – chunking (25 minutes)

Use a range of revision activities including past papers:

- Use the Diagnosis, Therapy, Test approach

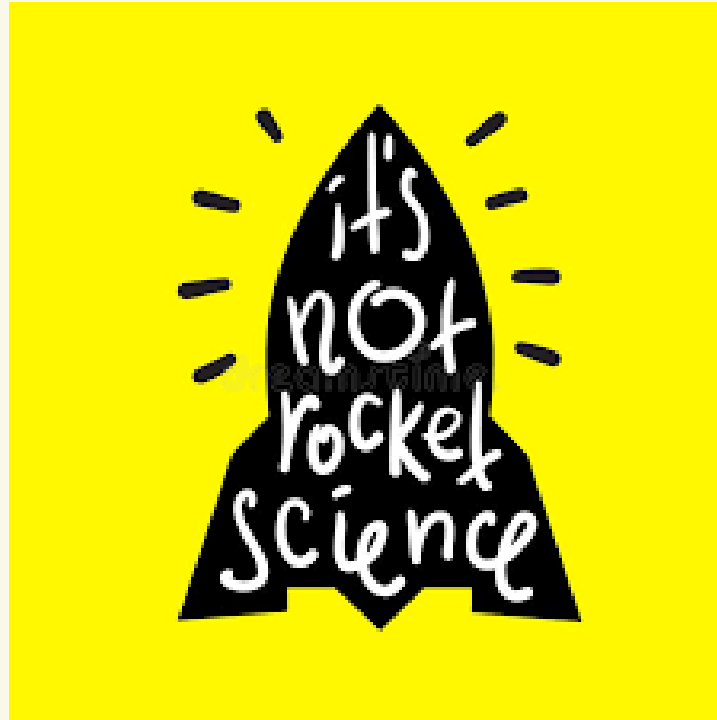


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Our message to students



- Be in school
- Be present
- Do your work
- Be focused
- Behave



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Tutor Time



Weekly Structure

- Monday – Rota including PSHCE, Diversity, Feminism, Wellbeing
- Tues-Thurs – PiXL intervention
- Friday – Year 11 assembly

Autumn Term key focus: careers and transition to post-16 education.

Students will be guided through:

- Options after Year 11 (School Sixth Form, college or apprenticeship)
- Careers and Higher Education
- Applications to our Sixth Form

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Pastoral conversations



- There are three key areas for our pastoral team:
 - Attendance
 - Behaviour for learning
 - Wellbeing
- How we support:
 - Regular conversations
 - Looking for patterns in data
 - Appropriate support from the pastoral team

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Wider concerns – who to contact



Wider concerns (across a number of subjects or wellbeing concerns):

- Tutor
- Head of Year – Mr Maisey
- Deputy Head of Year – Miss Deane
- Head of Key Stage – Mrs Brown
- KS4 Pastoral Managers – Mrs King/Mrs Haslett
- Pastoral Support Worker – Mrs Wise
- AHT Raising Standards – Mrs Ashman-Clark

Subject specific queries:

- Subject teacher
- Head of Subject

It's worth remembering, you may not get the full picture from your child, especially if they are worried.

Talking to us can help clarify a situation and find the best way to support your child.



Mrs Hayley Hayden Trust Careers Lead

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LPGS Careers Academy Introduction

- Award winning careers programme recognised by the London Careers Hub. Last year, we were recognised as an "Area of Excellence" by the Challenge Partners programme.
- Run by Mrs Hayden with over 20 years' experience in the recruitment industry and Miss Day with 17 years' experience working in customer service and training.
- Identifying what suits individual students as their next step... Working with them to ensure they have the skills, knowledge, experience and confidence to make those next steps towards their career goals achievable.

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Year 10 Work Experience – WELL DONE!



- Employer feedback was excellent.
- Employers commented on the fantastic attitudes and the “want to learn” of our students – creating a lasting legacy helping future students. Thank you to students and parents/carers for your support.
- Keep going! More WEX in school holidays gets you ahead.



Year 11 Careers Programme

- Not just about Work Experience, although this is always encouraged!
- Looking at the longer term... what subjects do students need to study at KS5 to be looked at most favourably for a particular university place / apprenticeship / future employment?
- Working with students as impartial careers advisors to look at all options and pathways available to them.



Year 11 Careers Programme

- 1:1 Careers Guidance interviews
- Form Time careers sessions using UNIFROG to complete a Plan A and Plan B
- Looking at alternative providers to ensure you have all the information you need to make your choice
- College insight afternoon and college visits – assistance with applications
- Interacting with Early Years Recruiters – for apprenticeships or school leaver positions

Year 11 Careers Programme



- World of Work Tuesday
- National Apprenticeship week
- National Careers week
- Futures Fair
- Alumni engagement

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Networking – making those important connections

- Sourcing Careers Mentors – raising aspirations, increasing focus and commitment to studies to reach the end goal
- Following and learning from people who are a few years ahead in a chosen career field – inspiration for further WEX, reading, research and volunteering opportunities.
- Encouraging students to set up a LinkedIn account when they are 16 years old.
- Teaching the students to safely network to generate opportunities.

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Employability

- CV Writing / cover letters
- Letters of application / application forms
- Social Media presence
- Interview technique / mock interviews
- Dressing for an interview



Engaging with alumni and volunteers

Can you help?

- Giving a talk
- Mentoring
- Reading through personal statements
- Mock interviews
- Work experience

The bigger the pool... the more students can get the specific help they need. You will not be hounded!

Follow us!



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- Facebook: [Langley Park School for Girls](#)
- LinkedIn: [Langley Park School for Girls](#)
- X: [LangleyParkGirlsSch](#) @LPGSBromley



Q&A

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Pre-submitted Questions

- Can you tell us the dates of the external GCSE exams next summer?

Written Exams: 8th May – 17th June

- When will timetables for Trial Exams be published?

27 September

- Please can you provide a list of the exam boards for each subject and where I can purchase a pack of previous exam papers for each subject?

Guided Choices booklet on Firefly

Exam board webpages

- Is there tailored support / coping mechanisms for students suffering from anxiety related to exams / coursework pressure?

Yes!

- Do students get Study Leave for external exams?

No

- What are the dates of Duke of Edinburgh expeditions?