

Year 11 Welcome and Information Evening 2026



Welcome and Information Evening

#TEAM

LPGS

- Mr Whittle – Headteacher
- Mrs Ashman-Clark – Deputy Headteacher: Achievement & Standards
- Miss Parry – Head of Science
- Ms Walker – Head of English
- Mrs Arivanantham – Head of Mathematics
- Miss Azra – Head of Year 11
- Mrs Hayden – Trust Careers Lead & Level 6 Qualified Careers Advisor

Mr Steve Whittle Headteacher





Class of 2026

CONGRATULATIONS!

OUTSTANDING GCSE RESULTS

35% of all grades at Grade 7-9
68% Grade 5+ in English and Mathematics
Excellent attainment and progress

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LPGS



CLASS OF 2026

CONGRATULATIONS *on your success!*

20%
A*-A GRADES

HALF
OF ALL A-LEVEL
GRADES A*-B

AVERAGE GRADE:
DISTINCTION
IN VOCATIONAL COURSES

YOUR FUTURE
STARTS HERE

COME AND JOIN LPGS6!

We look forward to welcoming you to our vibrant Sixth Form community and to supporting you to achieve and enjoy Sixth Form life.

Launch to students

Open Evening:

Thursday 3rd December 2026

Oxbridge Aspirations sessions:

tbc

Application Deadline:

Friday 5th March 2027

Taster Sessions:

June 2027



Entry requirements:



1. Minimum Academic Entry Criteria (MAEC)
Average Point Score (APS) of 4 (best 8 subjects)

French	6
English Literature	6
Maths	6
Combined Science	65
Geography	5
French	5
Food & Nutrition	4

TOTAL: **43** **$43 \div 8 = 5.37$**

**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+

2. Individual subject criteria



Mrs Emma Ashman-Clark

Deputy Headteacher:

Achievement & Standards



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Roles to support success

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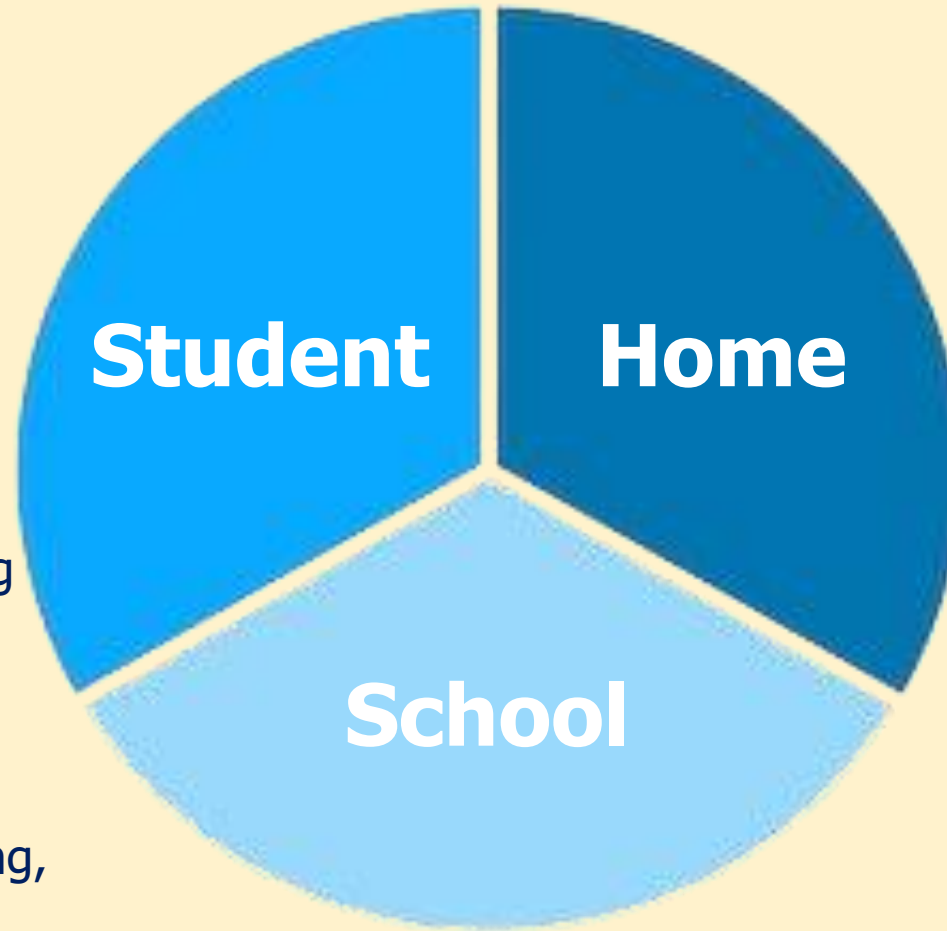
LPGS

They:

- Are in their exam year
- Do the learning
- Do the revising
- Commit time outside of school
- Identify what they are aiming for
- Have a developing brain
- **Are new to this**

We:

- Provide subject specialist teaching
- Teach study, revision and exam techniques
- Know and apply the regulations around examinations
- Support (pastoral, SEND, wellbeing, intervention)
- **Use 'Growth Mindset' language**



You:

- Prepare for
- Study for
- Help with
- Check for
- Be on time
- Engage with
- Engage with (le
- **Use**
- **la**



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Homework in My Child At School (MCAS)

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Langley Park School for Girls

English

42

YOU ARE HERE: Dashboard

Dashboard

Attendance

Is Emily at school?

Period	Subject	Mark
AM Form	Tutor Group	✓
Stat. Reg	Tutor Group	?

Homework

Does Emily have homework?

Assigned Date	Homework Title	Due Date
15/09/26	NEA1 Notes on Functional and Chemical Properties of Ingredients	Today
15/09/26	Complete Drawing Histograms worksheet in books	18/09/26 (2 days)
10/09/26	Complete Cumulative graph worksheet in books	21/09/26 (5 days)
15/09/26	Macbeth Revision	25/09/26 (9 days)
13/09/26	Unit 11 Class Lesson Slides and Associated Worksheets	28/09/26 (12 days)
11/09/26	October trial exam revision list	05/10/26 (19 days)
15/09/26	Year 11 Mock Examination Revision List	07/11/26 (52 days)

Assessment

How is Emily performing?

No Assessment data found

Announcements

No Announcements data found

Dinner Money

Dinner Balance Summary

Credit Balance Summary : £ 0.00

Deposit Amount : £

Add to Basket

Clubs & Trips

Emily 's upcoming club & trips

No Clubs data found

Behaviour

Emily 's recent behaviour

Date	Description	Status
15/09/26	P Point - Ambition	✓
14/09/26	P Point - Belonging	✓
08/09/26	P Point - Ambition	✓
07/09/26	P Point - Belonging	✓

Detentions

Emily 's recent detentions

No Detentions data found

Reports

How is Emily performing?

Published	Report
22/07/2026	Y10 End of Year Assessment 25/26 (2025 - 2026 Summer Term 25/26)
01/05/2026	Y10 Spring Assessment 25/26 (2025 - 2026 Summer Term 25/26)
09/01/2026	Y10 Autumn Assessment 25/26 (2025 - 2026 Spring Term 25/26)

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Terms And Conditions

Total absence during Year 11	Average GCSE grade at the end of Year 11
0 to <2%	5.67
2 to <5%	5.26
5 to <10%	4.78
10 to <20%	4.02
20 to <50%	2.92
50%+	1.47

Higher attendance is strongly linked to higher GCSE grades

- Average grade of 5.3 allows access to study A-Levels in the Sixth Form
- **Grade 4** (a 'standard pass')
- Missing 1/5th of the year = average grade of **2.92**.

Every day counts. As absence increases, average GCSE grades fall sharply.

Every day counts: punctuality



School	How much?	Total minutes
Day	5 lessons x 5 minutes	25
Week	5 days x 25 minutes	125
Year	39 weeks x 125 minutes	4,875

4,875 minutes = 81.25hrs = 16 school days

Link and launch



Teachers:

- start lessons with standardised slides which include:
 - current unit and topic
 - learning journey unit arrows
 - visual schedule of the lesson
 - lesson objective(s)/key question(s)
- facilitate retrieval practice through our 'Do Now' tasks

So that:

- students experience consistent routines to maximise working memory
- students understand the intended learning and its position within the curriculum
- students' prior learning is activated and assessed
- students' long term memory is improved



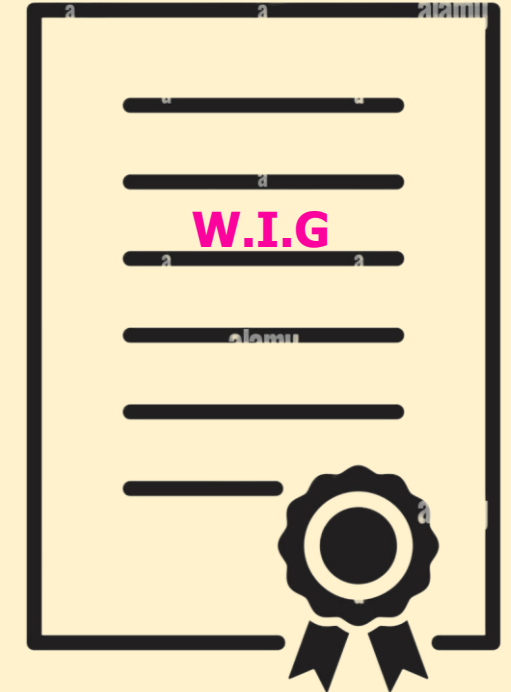
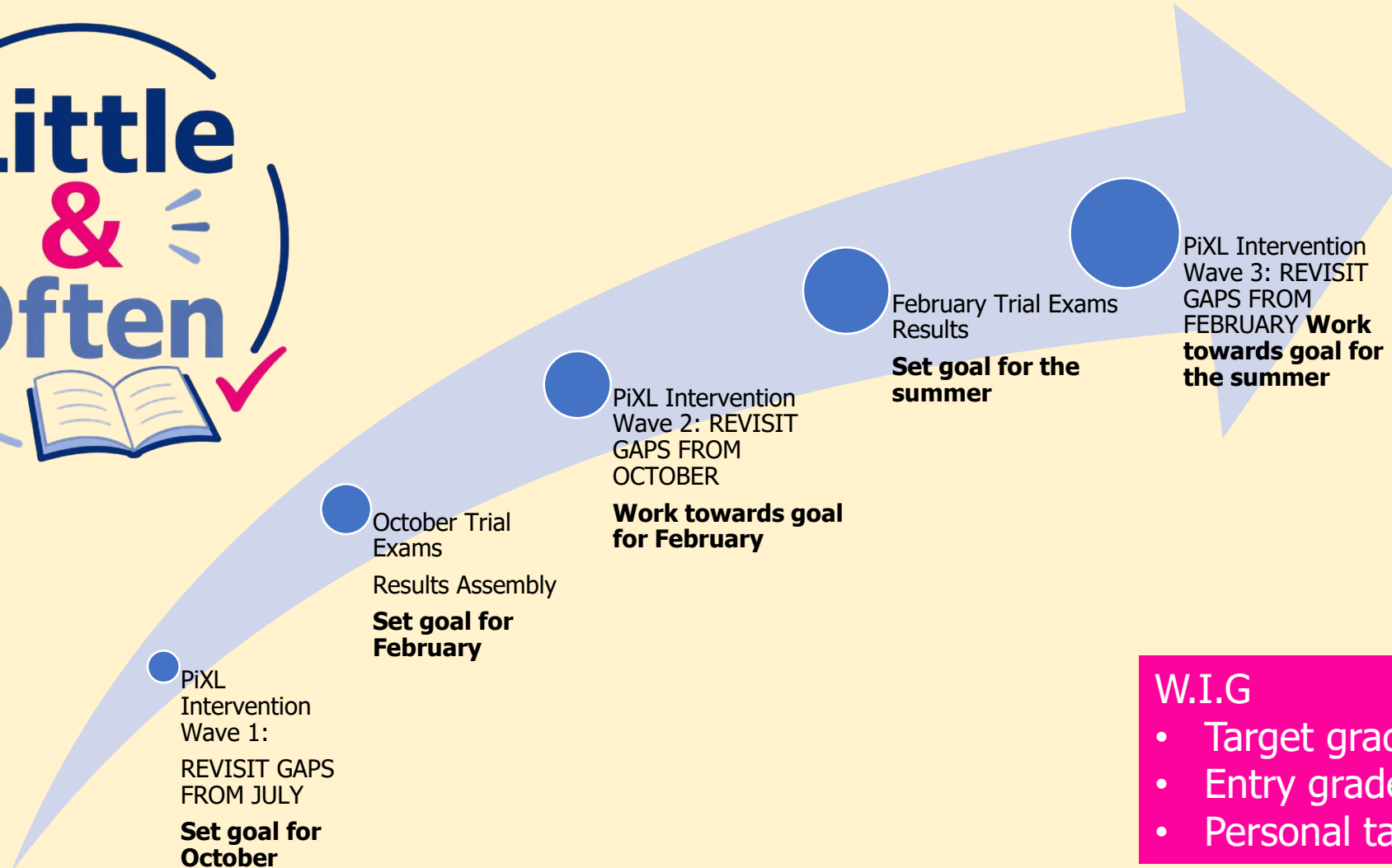
Every day counts: C2L

	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.

Mini-goals and the Wildly Important Goal

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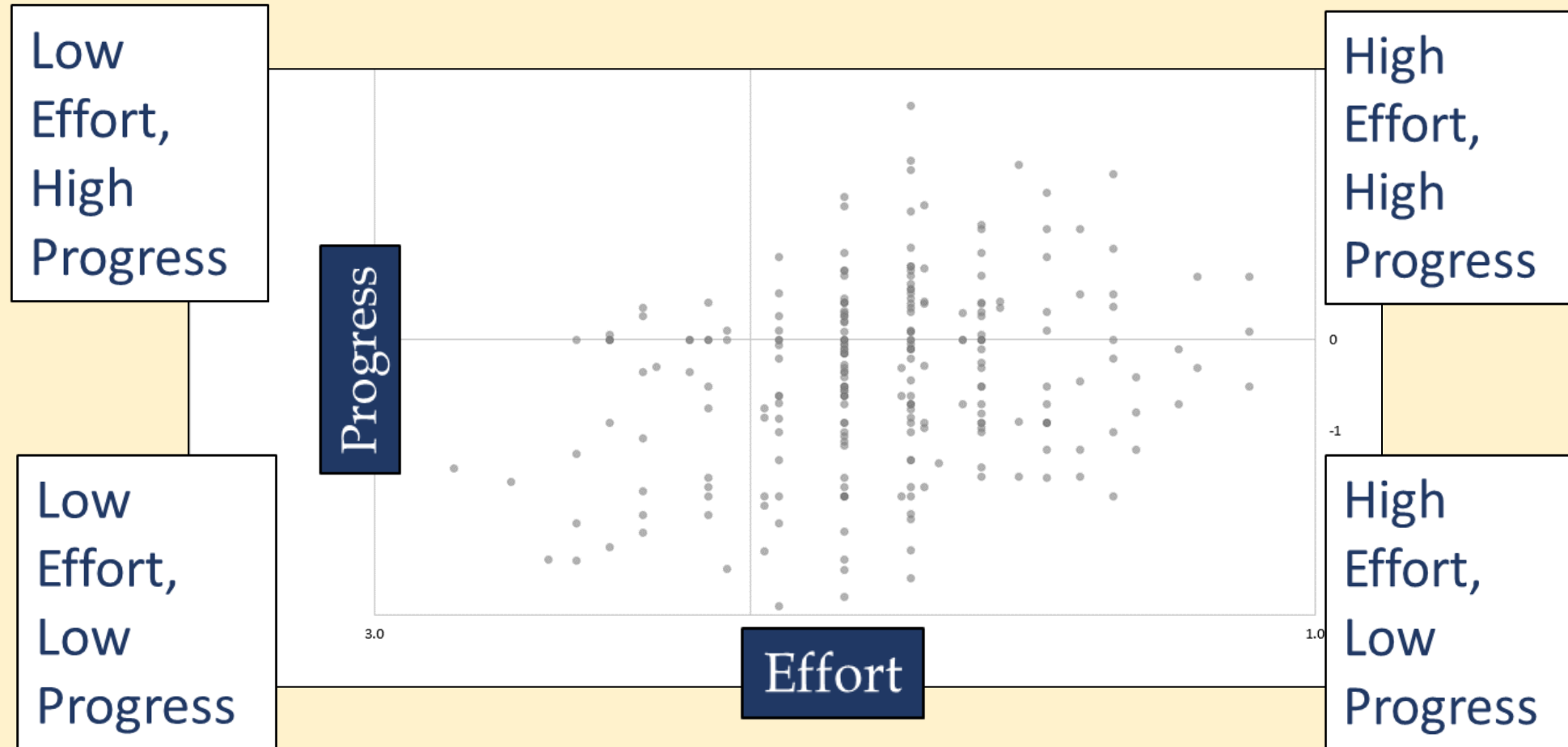
W.I.G

- Target grades (on termly report)
- Entry grades for Sixth Form subjects
- Personal target

Intervention Quadrant

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

- Course and unit overviews shared with students and parents/carers
- Guidance around use of AI in Non-examined assessments and coursework
- Subject targeted intervention
- Recommended revision topics and Personalised Learning Checklists shared before each Trial Exam
- 'Past Paper Club' (from January) for revision and exam technique
- Revision strategies delivered in form time
- Subject Exam briefings before exams
- Walking Talking Mock exams
- Year 11 timetable converts to structured revision with during Summer 1 – informed by gaps and paper 1 content

The multi-functioning flash card....

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<https://www.youtube.com/watch?v=C20EvKtdJwQ>

Great for learning facts and quotes

Adult/ friend gets to 'Study Buddy'

Instant progress and 'shows them what they know'

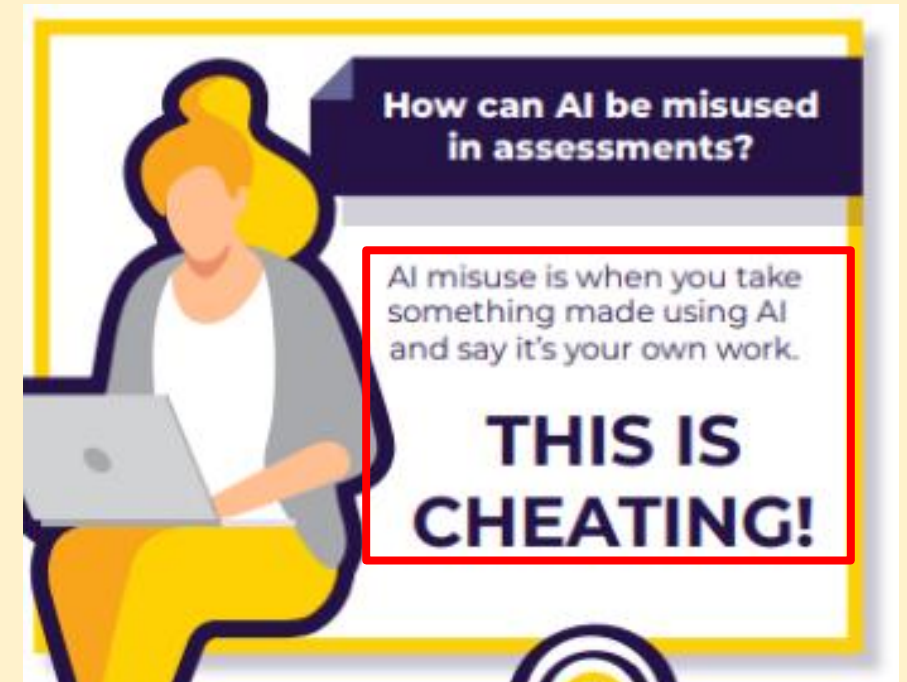
Reduces size of revision

Builds confidence, momentum and sense of achievement.

- All work submitted for qualification assessments must be the students' own
- Students and teachers must sign a 'Statement of Authenticity' to declare that the work is their own.
- Students who submit AI generated work for assessment will have committed malpractice
- If any sections of their work are reproduced directly from AI, those elements must be identified, and they will not be awarded marks
- Where teachers have doubts about the authenticity of student work submitted for assessment, they must investigate and take appropriate action. In this time, they cannot sign the Statement of Authenticity.



Joint Council for
Qualifications ^{CIC}



Candidate Entries Summer 2026

Langley Park School for Girls



Exam Option Entries for Summer 2026	Code	Board	Level
Art & Design: fine Art	1FA0	Edexcel GCSE	GCSE
Combined Sci: Trilogy Tier F	8464F	AQA	GCSE
English Language	C700QS	WJEC GCSE	GCSE
English Literature	J352	OCR	GCSE
History Rc	8145RC	AQA	GCSE
Mathematics Option H	1MA1H	Edexcel GCSE	GCSE
Sociology	8192	AQA	GCSE
Spanish Option F	1SP1F	Edexcel GCSE	GCSE

Please read this statement carefully.

Check that your name is spelled correctly; that your date of birth (if shown) is accurate; and that you are entered for the right subjects (and tier/s as appropriate).

Please inform the exams office IMMEDIATELY if there are any errors or queries.
For statements of entry, if everything is accurate, please sign and date the form as confirmation.

Candidate Signature:

Date:

Sent January 2027 - check and return

Individual exam schedule sent in March/April 2027

Public Exams 2027:
Monday 10th May to Friday 18th June 2027

Provisional dates are on board websites

Week beginning Monday 24 May 2027

Wednesday
26 May 2027

am			
UNIT CODE	SUBJECT	TIER	DURATION
8652/LF	French Paper 1	F	35m
8652/LH	French Paper 1	H	45m
8652/RF	French Paper 3	F	45m
8652/RH	French Paper 3	H	1h
pm			
UNIT CODE	SUBJECT	TIER	DURATION
8035/2	Geography Paper 2		1h 30m
8678/LF	Modern Hebrew Paper 1	F	35m
8678/LH	Modern Hebrew Paper 1	H	45m
8678/RF	Modern Hebrew Paper 3	F	45m
8678/RH	Modern Hebrew Paper 3	H	1h

Engineering success

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	SAT	SUN	MON	TUES	WED	THUR	FRI	SAT	SUN	MON	TUES	WED	THUR	FRI	SAT	SUN
AM 9-12		Run	English Lang	Geog	French Listen	Park to meet friends	Comp Sci	Sleep-over	Run	Maths	Bio	Theme Park	Sociol Topic 2	HSoC unit 2	Comp Sci	Run
Lunch																
PM 1-4	Maths	Family lunch	Chem	Bio	Phys	Eng Lit	Maths	Sociol Topic 1	HSoC unit 1	English Lang	Geog		Phys	Chem	French writing	Relax
Dinner																
EVE	Cinema	Rest	Swim	Rest	Rest	Rest	Sleep-over	Rest	Phys 6-8pm	Rest	Rest		Rest	Friends over	Bowling	Relax

Summary: Build recreation time first - break-up subjects into chunks - display timetable where visible - tick off each session - PHONE DURING BREAKS ONLY - leave gaps to be used if needed - eat well - rest well - NO CRAMMING - you do not need to be at home to do this.

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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.

[Click here to Register](#)

In the Autumn Term, we'll cover:

1. **How to Get (And Keep!) Your Child Motivated**
- 15th September @6:00pm (BST)
2. **How You Can Help Your Child Manage Their Time**
- 29th September @6:00pm (BST)
3. **How You Can Help Your Child Improve Their Note Taking**
- 13th October @6:00pm (BST)
4. **How You Can Help Your Child Prepare for Exams**
- 10th November @6:00pm (GMT)
5. **How to Help Your Child Study with ADHD**
- 24th November @6:00pm (GMT)
6. **How You Can Build Resilience in Your Child**
- 15th December @6:00pm (GMT)

elevate
education



Student Workshop

Friday 8th January 2027: 'Ace Your Exams'

Parent Support Webinars

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



Miss Parry Head of Faculty: Science

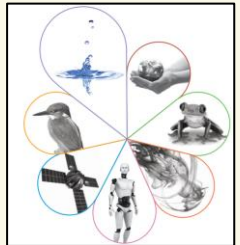
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Science GCSE – Programs of Study



Triple Science (3 GCSEs)

Higher tier only
(grades 4-9)



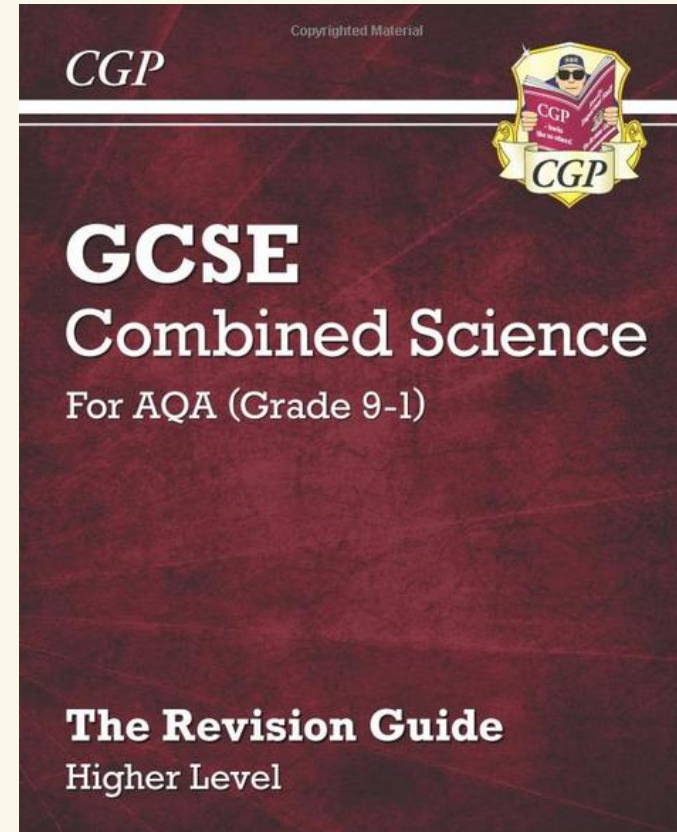
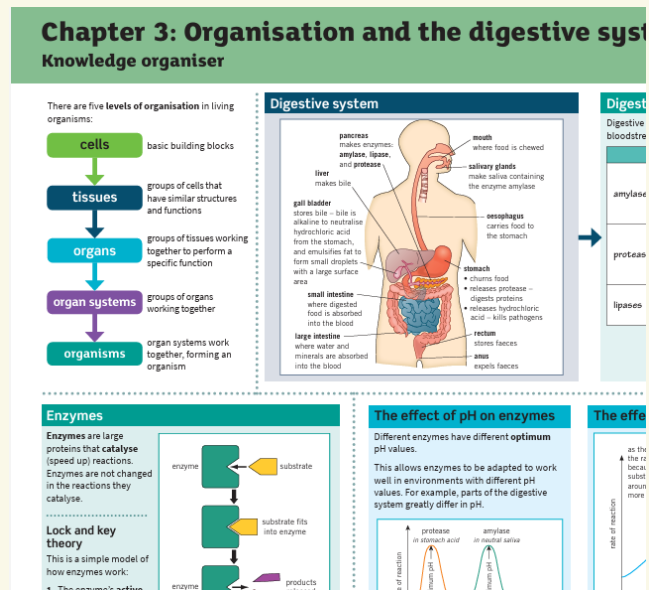
Combined Science Trilogy (2 GCSEs)

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



Knowledge Organisers for each topic are available on the Learning Hub



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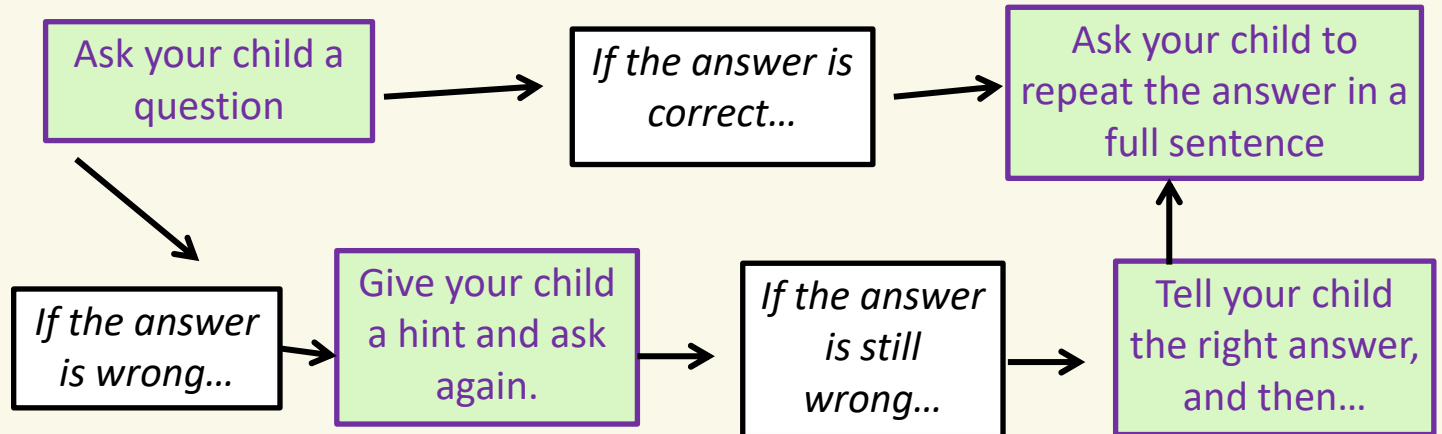
Supporting your child with retrieval practice



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

Revising Core Questions using Revision Cards

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





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		More					
	Act I, scene I - Witchcraft		More					
	Act I, scene ii - Foreshadowing		More					
	Act I, scenes iii and iv - The prophecies		More					
	Act I, scene v - Meeting Lady Macbeth		More					
	Act I, scenes vi and vii - Dramatic irony - Part 1		More					
	Act I, scenes vi and vii - Dramatic irony - Part 2		More					

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Act 1, Scenes 1-2



Transcript

Quizzes



Introduction
21:28



Act 1, Scenes 1-2
08:22



Act 1, Scene 3
13:44



Act 1, Scene 4
05:35



Act 1, Scene 5
10:20



Act 1, Scenes 6-7
19:15



Act 2, Scene 1
07:15

Digital Theatre+



Unlocking Structure in Macbeth

7m



Unlocking Character: Macbeth

7m



Unlocking Character: Lady Macbeth

7m



Unlocking Theme: Ambition in Macbeth

6m



Unlocking Language in Macbeth



Unlocking Literary Devices in Macbeth

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Knowledge Organisers on SharePoint



Context

The play was written by William Shakespeare and was first performed around 1606.

Shakespeare's Time – Shakespeare wrote on the time of two monarchs: Queen Elizabeth I and James I. The plays that he wrote during the period of Queen Elizabeth I are generally happy and joyful, reflecting the mood of the time. However, earlier plays with Macbeth were written in the era of James I, which was far more unstable. For example, the supernatural play was the year before.

The Divine Right of Kings – Divine Right means that monarchs were appointed from God, which is, and always was, an answer to question 'Can I revolt?' This was a difficult idea at the time. King James I often quoted divine right to assert his place as the throne. A play involving a king, 'Can I revolt?' him and the people of a kingdom would not have gone down well with King James at the time.

Witches and the Supernatural – In the time of Shakespeare, the belief in witches and the supernatural was extremely strong, and many are called 'witches' were burnt on the stake. There is a similar, therefore, that some of the ideas in the play would have been rather very seriously, such as the witches' prophecies, Macbeth being seemingly possessed and his child hallucinations.

James I – was also early in the reign of James I, who was an admirer of Shakespeare's plays, and a member of his writing company. It is difficult, therefore, that Shakespeare had the time to write about a play about Macbeth, a figure from Scottish history.

James I's family claimed to have descended from a historical figure named Banquo.

The Fate of Women – Despite the strength of Elizabethan and Jacobean society, women were considered inferior to men. Women were not allowed to inherit property, and their husbands had the right to control their lives. They were not permitted to own land or enter most professions. They were treated as second-class citizens, and so much of the play would have been seen as a reflection of women's lives.

Witchcraft and Magic – Witchcraft and magic were not as uncommon in Shakespeare's day as they are today – there were numerous alchemists and astrologers that were not yet understood. Furthermore, there were many uses in which some of men were killed. Therefore, death was a much more frequent thought for people at the time. The high death count in the play would therefore seem slightly more ordinary.

Main Characters

Consider what Shakespeare intends through his characterisation of each of the below...

Macbeth – Macbeth is the main protagonist of the play. He is introduced as a Scottish general who is brave and a good soldier. However, he is easily persuaded to commit the murder of King Duncan. He becomes a tyrant and a cruel ruler, who regards his subjects as his own property, through violence and murder.

First James (Act I, Scene I) – **First James (Act II, Scene I)**

Duncan – Duncan is the kind and just king of Scotland who Macbeth murders in order to fulfil his ambition and the witches' prophecy. Duncan is a virtuous king who is loved by his subjects and is a father figure to Macbeth. He is a man of peace and justice, who is a stark contrast to Macbeth's actions. When Duncan dies, order in Scotland is disrupted. It is only restored when James, Macbeth's son, returns to the throne.

First James (Act I, Scene I) – **First James (Act II, Scene I)**

The Three Witches – The witches represent mystery, manipulation and the supernatural. They use their magic and prophecies to persuade Macbeth to murder Duncan. There is some ambiguity over how much of their power comes from supernatural abilities, as opposed to the use of the supernatural to their own ends. In any case, they make pleasure in playing with human lives and emotions.

First James (Act I, Scene I) – **First James (Act II, Scene I)**

Macbeth – Macbeth is a brave and noble warrior who is a friend and fellow soldier to Banquo. Banquo is a noble and virtuous man who is a stark contrast to Macbeth. Banquo is a man of peace and justice, who is a stark contrast to Macbeth's actions. When Banquo dies, order in Scotland is disrupted. It is only restored when James, Macbeth's son, returns to the throne.

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First James (Act I, Scene I) – **First James (Act II, Scene I)**

Themes

A theme is an idea or message that runs throughout a text.

Unbroken Ambition – The idea of Macbeth's ambition is a central theme. Macbeth's ambition is a double-edged sword. On the one hand, it is a source of strength and courage. On the other hand, it is a source of weakness and downfall. Macbeth's ambition is a source of both his strength and his downfall.

Man vs Free Will – Throughout the play, the audience is frequently asked to question the nature of fate. Is fate real? Is it just a story that we tell ourselves to make sense of the world? Macbeth's ambition is a source of both his strength and his downfall.

Gender, Masculinity and Femininity – Lady Macbeth manipulates her husband by questioning his masculinity, as he initially doubts his ability to murder King Duncan. She uses the idea of masculinity to persuade him to commit the deed. Macbeth's ambition is a source of both his strength and his downfall.

Disruption of the Natural Order – Whenever the natural order is disrupted in Macbeth (the three supernatural witches, the murder of a king, the unnatural events that follow), there is only peace when the natural order is restored (Macbeth is killed on the throne). In the end, the belief in King James, through the supernatural, is proven to be a source of both his strength and his downfall.

Scene-by-Scene Summary

Take notes of the key quotations from each scene.

Act	Scene	Summary	Key Quotations
Act I	Scene I	Three witches meet on a heath. They plan to visit Macbeth at a later time.	"Fair is foul and foul is fair. Macbeth shall not live long."
Act I	Scene II	King Duncan is told of Macbeth's bravery in battle. He appoints him to be the Thane of Cawdor.	"O valiant! Worth the win."
Act I	Scene III	The witches confront Macbeth and Banquo and deliver their prophecies. The messenger announces to Macbeth that he is the Thane of Cawdor.	"All hail, Macbeth! Hail to thee, Thane of Cawdor! All hail, Macbeth! Hail to thee, King of Scotland!"
Act I	Scene IV	At the King's Palace, Duncan names Malcolm (his eldest son) as his heir.	"O Malcolm, I am the Thane of Cawdor!"
Act I	Scene V	Macbeth's wife, Lady Macbeth, receives a letter from Macbeth telling her of the witches' prophecies. She plans Duncan's murder but fears that Macbeth is too kind to follow through.	"Glamis thou art, and Cawdor, / But not yet Macbeth."
Act I	Scene VI	Macbeth has doubts about the assassination. Lady Macbeth tells him to go ahead and that she will support him.	"When you have done this, tell me, for I will hear the truth."
Act I	Scene VII	Banquo and Fleance arrive. When they sleep, Lady Macbeth kills them.	"O Banquo, Banquo, / I'll be the first to kill thee."
Act I	Scene VIII	Macbeth emerges from the chamber, bloody-choked. He has forgotten to place the daggers with the chamberlains.	"O Banquo, Banquo, / I'll be the first to kill thee."
Act I	Scene IX	Macbeth kills the king. Lady Macbeth tells him to return the daggers to the chamberlains.	"O Banquo, Banquo, / I'll be the first to kill thee."
Act I	Scene X	Macbeth kills the king. Lady Macbeth tells him to return the daggers to the chamberlains.	"O Banquo, Banquo, / I'll be the first to kill thee."
Act I	Scene XI	Macbeth kills the king. Lady Macbeth tells him to return the daggers to the chamberlains.	"O Banquo, Banquo, / I'll be the first to kill thee."
Act I	Scene XII	Macbeth kills the king. Lady Macbeth tells him to return the daggers to the chamberlains.	"O Banquo, Banquo, / I'll be the first to kill thee."
Act I	Scene XIII	Macbeth kills the king. Lady Macbeth tells him to return the daggers to the chamberlains.	"O Banquo, Banquo, / I'll be the first to kill thee."
Act I	Scene XIV	Macbeth kills the king. Lady Macbeth tells him to return the daggers to the chamberlains.	"O Banquo, Banquo, / I'll be the first to kill thee."
Act I	Scene XV	Macbeth kills the king. Lady Macbeth tells him to return the daggers to the chamberlains.	"O Banquo, Banquo, / I'll be the first to kill thee."
Act I	Scene XVI	Macbeth kills the king. Lady Macbeth tells him to return the daggers to the chamberlains.	"O Banquo, Banquo, / I'll be the first to kill thee."
Act I	Scene XVII	Macbeth kills the king. Lady Macbeth tells him to return the daggers to the chamberlains.	"O Banquo, Banquo, / I'll be the first to kill thee."
Act I	Scene XVIII	Macbeth kills the king. Lady Macbeth tells him to return the daggers to the chamberlains.	"O Banquo, Banquo, / I'll be the first to kill thee."
Act I	Scene XIX	Macbeth kills the king. Lady Macbeth tells him to return the daggers to the chamberlains.	"O Banquo, Banquo, / I'll be the first to kill thee."
Act I	Scene XX	Macbeth kills the king. Lady Macbeth tells him to return the daggers to the chamberlains.	"O Banquo, Banquo, / I'll be the first to kill thee."
Act I	Scene XXI	Macbeth kills the king. Lady Macbeth tells him to return the daggers to the chamberlains.	"O Banquo, Banquo, / I'll be the first to kill thee."
Act I	Scene XXII	Macbeth kills the king. Lady Macbeth tells him to return the daggers to the chamberlains.	"O Banquo, Banquo, / I'll be the first to kill thee."
Act I	Scene XXIII	Macbeth kills the king. Lady Macbeth tells him to return the daggers to the chamberlains.	"O Banquo, Banquo, / I'll be the first to kill thee."
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Act I	Scene XXVI	Macbeth kills the king. Lady Macbeth tells him to return the daggers to the chamberlains.	"O Banquo, Banquo, / I'll be the first to kill thee."
Act I	Scene XXVII	Macbeth kills the king. Lady Macbeth tells him to return the daggers to the chamberlains.	"O Banquo, Banquo, / I'll be the first to kill thee."
Act I	Scene XXVIII	Macbeth kills the king. Lady Macbeth tells him to return the daggers to the chamberlains.	"O Banquo, Banquo, / I'll be the first to kill thee."
Act I	Scene XXIX	Macbeth kills the king. Lady Macbeth tells him to return the daggers to the chamberlains.	"O Banquo, Banquo, / I'll be the first to kill thee."
Act I	Scene XXX	Macbeth kills the king. Lady Macbeth tells him to return the daggers to the chamberlains.	"O Banquo, Banquo, / I'll be the first to kill thee."
Act I	Scene XXXI	Macbeth kills the king. Lady Macbeth tells him to return the daggers to the chamberlains.	"O Banquo, Banquo, / I'll be the first to kill thee."
Act I	Scene XXXII	Macbeth kills the king. Lady Macbeth tells him to return the daggers to the chamberlains.	"O Banquo, Banquo, / I'll be the first to kill thee."
Act I	Scene XXXIII	Macbeth kills the king. Lady Macbeth tells him to return the daggers to the chamberlains.	"O Banquo, Banquo, / I'll be the first to kill thee."
Act I	Scene XXXIV	Macbeth kills the king. Lady Macbeth tells him to return the daggers to the chamberlains.	"O Banquo, Banquo, / I'll be the first to kill thee."
Act I	Scene XXXV	Macbeth kills the king. Lady Macbeth tells him to return the daggers to the chamberlains.	"O Banquo, Banquo, / I'll be the first to kill thee."
Act I	Scene XXXVI	Macbeth kills the king. Lady Macbeth tells him to return the daggers to the chamberlains.	"O Banquo, Banquo, / I'll be the first to kill thee."
Act I	Scene XXXVII	Macbeth kills the king. Lady Macbeth tells him to return the daggers to the chamberlains.	"O Banquo, Banquo, / I'll be the first to kill thee."
Act I	Scene XXXVIII	Macbeth kills the king. Lady Macbeth tells him to return the daggers to the chamberlains.	"O Banquo, Banquo, / I'll be the first to kill thee."
Act I	Scene XXXIX	Macbeth kills the king. Lady Macbeth tells him to return the daggers to the chamberlains.	"O Banquo, Banquo, / I'll be the first to kill thee."
Act I	Scene XL	Macbeth kills the king. Lady Macbeth tells him to return the daggers to the chamberlains.	"O Banquo, Banquo, / I'll be the first to kill thee."
Act I	Scene XLI	Macbeth kills the king. Lady Macbeth tells him to return the daggers to the chamberlains.	"O Banquo, Banquo, / I'll be the first to kill thee."
Act I	Scene XLII	Macbeth kills the king. Lady Macbeth tells him to return the daggers to the chamberlains.	"O Banquo, Banquo, / I'll be the first to kill thee."
Act I	Scene XLIII	Macbeth kills the king. Lady Macbeth tells him to return the daggers to the chamberlains.	"O Banquo, Banquo, / I'll be the first to kill thee."
Act I	Scene XLIV	Macbeth kills the king. Lady Macbeth tells him to return the daggers to the chamberlains.	"O Banquo, Banquo, / I'll be the first to kill thee."
Act I	Scene XLV	Macbeth kills the king. Lady Macbeth tells him to return the daggers to the chamberlains.	"O Banquo, Banquo, / I'll be the first to kill thee."
Act I	Scene XLVI	Macbeth kills the king. Lady Macbeth tells him to return the daggers to the chamberlains.	"O Banquo, Banquo, / I'll be the first to kill thee."
Act I	Scene XLVII	Macbeth kills the king. Lady Macbeth tells him to return the daggers to the chamberlains.	"O Banquo, Banquo, / I'll be the first to kill thee."
Act I	Scene XLVIII	Macbeth kills the king. Lady Macbeth tells him to return the daggers to the chamberlains.	"O Banquo, Banquo, / I'll be the first to kill thee."
Act I	Scene XLIX	Macbeth kills the king. Lady Macbeth tells him to return the daggers to the chamberlains.	"O Banquo, Banquo, / I'll be the first to kill thee."
Act I	Scene L	Macbeth kills the king. Lady Macbeth tells him to return the daggers to the chamberlains.	"O Banquo, Banquo, / I'll be the first to kill thee."
Act I	Scene LI	Macbeth kills the king. Lady Macbeth tells him to return the daggers to the chamberlains.	"O Banquo, Banquo, / I'll be the first to kill thee."
Act I	Scene LII	Macbeth kills the king. Lady Macbeth tells him to return the daggers to the chamberlains.	"O Banquo, Banquo, / I'll be the first to kill thee."
Act I	Scene LIII	Macbeth kills the king. Lady Macbeth tells him to return the daggers to the chamberlains.	"O Banquo, Banquo, / I'll be the first to kill thee."
Act I	Scene LIV	Macbeth kills the king. Lady Macbeth tells him to return the daggers to the chamberlains.	"O Banquo, Banquo, / I'll be the first to kill thee."
Act I	Scene LV	Macbeth kills the king. Lady Macbeth tells him to return the daggers to the chamberlains.	"O Banquo, Banquo, / I'll be the first to kill thee."
Act I	Scene LVI	Macbeth kills the king. Lady Macbeth tells him to return the daggers to the chamberlains.	"O Banquo, Banquo, / I'll be the first to kill thee."
Act I	Scene LVII	Macbeth kills the king. Lady Macbeth tells him to return the daggers to the chamberlains.	"O Banquo, Banquo, / I'll be the first to kill thee."
Act I	Scene LVIII	Macbeth kills the king. Lady Macbeth tells him to return the daggers to the chamberlains.	"O Banquo, Banquo, / I'll be the first to kill thee."
Act I	Scene LIX	Macbeth kills the king. Lady Macbeth tells him to return the daggers to the chamberlains.	"O Banquo, Banquo, / I'll be the first to kill thee."
Act I	Scene LX	Macbeth kills the king. Lady Macbeth tells him to return the daggers to the chamberlains.	"O Banquo, Banquo, / I'll be the first to kill thee."
Act I	Scene LXI	Macbeth kills the king. Lady Macbeth tells him to return the daggers to the chamberlains.	"O Banquo, Banquo, / I'll be the first to kill thee."
Act I	Scene LXII	Macbeth kills the king. Lady Macbeth tells him to return the daggers to the chamberlains.	"O Banquo, Banquo, / I'll be the first to kill thee."
Act I	Scene LXIII	Macbeth kills the king. Lady Macbeth tells him to return the daggers to the chamberlains.	"O Banquo, Banquo, / I'll be the first to kill thee."
Act I	Scene LXIV	Macbeth kills the king. Lady Macbeth tells him to return the daggers to the chamberlains.	"O Banquo, Banquo, / I'll be the first to kill thee."
Act I	Scene LXV	Macbeth kills the king. Lady Macbeth tells him to return the daggers to the chamberlains.	"O Banquo, Banquo, / I'll be the first to kill thee."
Act I	Scene LXVI	Macbeth kills the king. Lady Macbeth tells him to return the daggers to the chamberlains.	"O Banquo, Banquo, / I'll be the first to kill thee."
Act I	Scene LXVII	Macbeth kills the king. Lady Macbeth tells him to return the daggers to the chamberlains.	"O Banquo, Banquo, / I'll be the first to kill thee."
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Act I	Scene LXIX	Macbeth kills the king. Lady Macbeth tells him to return the daggers to the chamberlains.	"O Banquo, Banquo, / I'll be the first to kill thee."
Act I	Scene LXX	Macbeth kills the king. Lady Macbeth tells him to return the daggers to the chamberlains.	"O Banquo, Banquo, / I'll be the first to kill thee."
Act I	Scene LXXI	Macbeth kills the king. Lady Macbeth tells him to return the daggers to the chamberlains.	"O Banquo, Banquo, / I'll be the first to kill thee."
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Act I	Scene LXXVII	Macbeth kills the king. Lady Macbeth tells him to return the daggers to the chamberlains.	"O Banquo, Banquo, / I'll be the first to kill thee."
Act I	Scene LXXVIII	Macbeth kills the king. Lady Macbeth tells him to return the daggers to the chamberlains.	"O Banquo, Banquo, / I'll be the first to kill thee."
Act I	Scene LXXIX	Macbeth kills the king. Lady Macbeth tells him to return the daggers to the chamberlains.	"O Banquo, Banquo, / I'll be the first to kill thee."
Act I	Scene LXXX	Macbeth kills the king. Lady Macbeth tells him to return the daggers to the chamberlains.	"O Banquo, Banquo, / I'll be the first to kill thee."
Act I	Scene LXXXI	Macbeth kills the king. Lady Macbeth tells him to return the daggers to the chamberlains.	"O Banquo, Banquo, / I'll be the first to kill thee."
Act I	Scene LXXXII	Macbeth kills the king. Lady Macbeth tells him to return the daggers to the chamberlains.	"O Banquo, Banquo, / I'll be the first to kill thee."
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Act I	Scene LXXXVIII	Macbeth kills the king. Lady Macbeth tells him to return the daggers to the chamberlains.	"O Banquo, Banquo, / I'll be the first to kill thee."
Act I	Scene LXXXIX	Macbeth kills the king. Lady Macbeth tells him to return the daggers to the chamberlains.	"O Banquo, Banquo, / I'll be the first to kill thee."
Act I	Scene LXXXX	Macbeth kills the king. Lady Macbeth tells him to return the daggers to the chamberlains.	"O Banquo, Banquo, / I'll be the first to kill thee."
Act I	Scene LXXXXI	Macbeth kills the king. Lady Macbeth tells him to return the daggers to the chamberlains.	"O Banquo, Banquo, / I'll be the first to kill thee."
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Act I	Scene LXXXXX	Macbeth kills the king. Lady Macbeth tells him to return the daggers to the chamberlains.	"O Banquo, Banquo, / I'll be the first to kill thee."
Act I	Scene LXXXXXI	Macbeth kills the king. Lady Macbeth tells him to return the daggers to the chamberlains.	"O Banquo, Banquo, / I'll be the first to kill thee."
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Act I	Scene LXXXXXV	Macbeth kills the king. Lady Macbeth tells him to return the daggers to the chamberlains.	"O Banquo, Banquo, / I'll be the first to kill thee."
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Act I	Scene LXXXXXVII	Macbeth kills the king. Lady Macbeth tells him to return the daggers to the chamberlains.	"O Banquo, Banquo, / I'll be the first to kill thee."
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Act I	Scene LXXXXXIX	Macbeth kills the king. Lady Macbeth tells him to return the daggers to the chamberlains.	"O Banquo, Banquo, / I'll be the first to kill thee."
Act I	Scene LXXXXXX	Macbeth kills the king. Lady Macbeth tells him to return the daggers to the chamberlains.	"O Banquo, Banquo, / I'll be the first to kill thee."
Act I	Scene LXXXXXXI	Macbeth kills the king. Lady Macbeth tells him to return the daggers to the chamberlains.	"O Banquo, Banquo, / I'll be the first to kill thee."
Act I	Scene LXXXXXXII	Macbeth kills the king. Lady Macbeth tells him to return the daggers to the chamberlains.	"O Banquo, Banquo, / I'll be the first to kill thee."
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Act I	Scene LXXXXXXX	Macbeth kills the king. Lady Macbeth tells him to return the daggers to the chamberlains.	"O Banquo, Banquo, / I'll be the first to kill thee."
Act I	Scene LXXXXXXI	Macbeth kills the king. Lady Macbeth tells him to return the daggers to the chamberlains.	"O Banquo, Banquo, / I'll be the first to kill thee."
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Act I	Scene LXXXXXXX	Macbeth kills the king. Lady Macbeth tells him to return the daggers to the chamberlains.	"O Banquo, Banquo, / I'll be the first to kill thee."
Act I	Scene LXXXXXXI	Macbeth kills the king. Lady Macbeth tells him to return the daggers to the chamberlains.	"O Banquo, Banquo, / I'll be the first to kill thee."
Act I	Scene LXXXXXXII	Macbeth kills the king. Lady Macbeth tells him to return the daggers to the chamberlains.</	

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 ✓

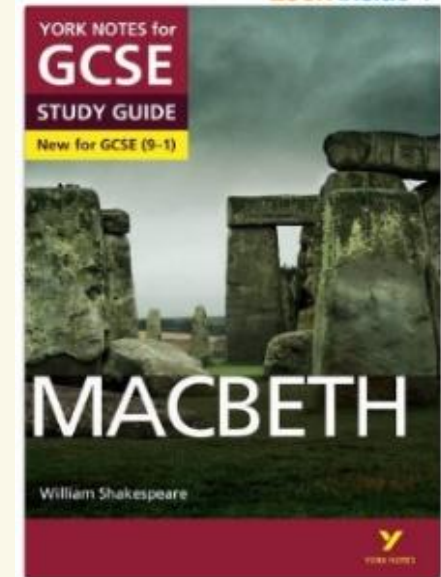
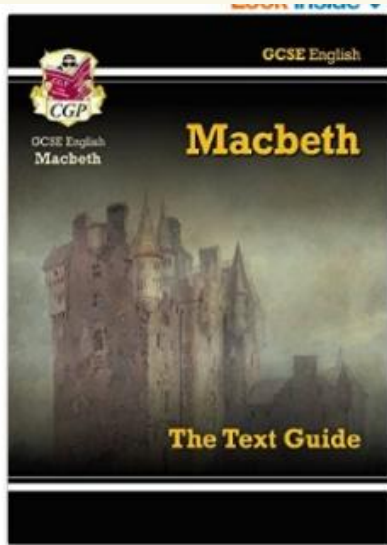
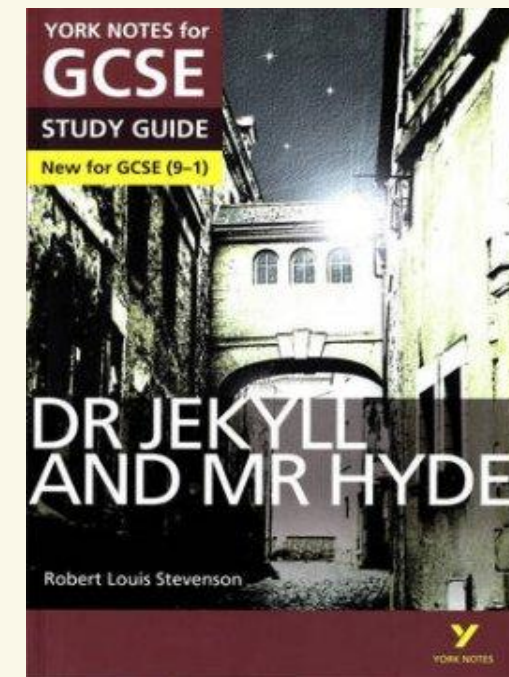
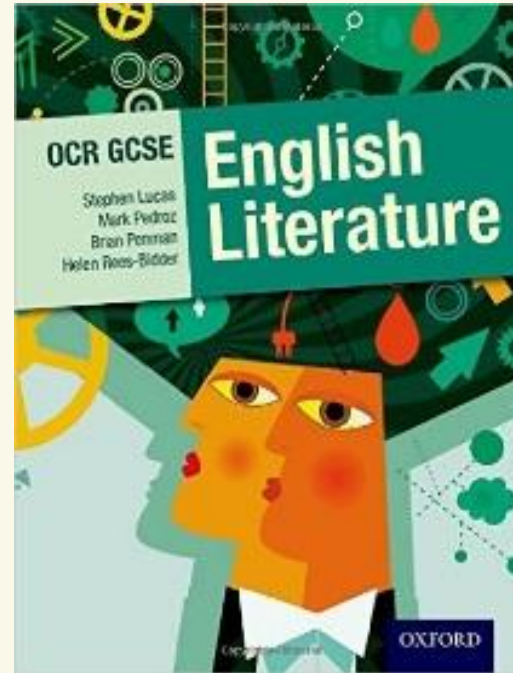
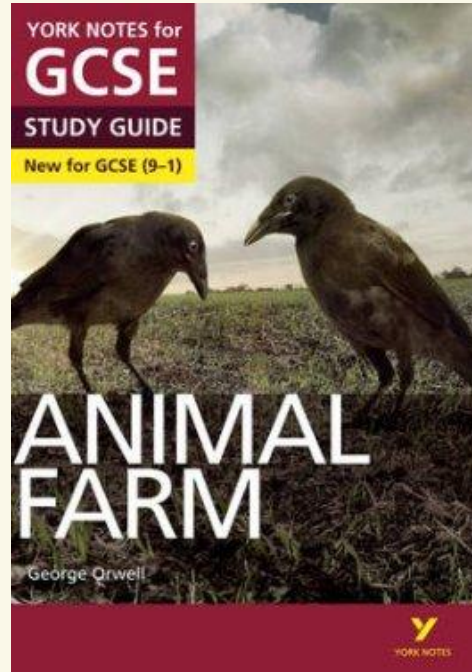
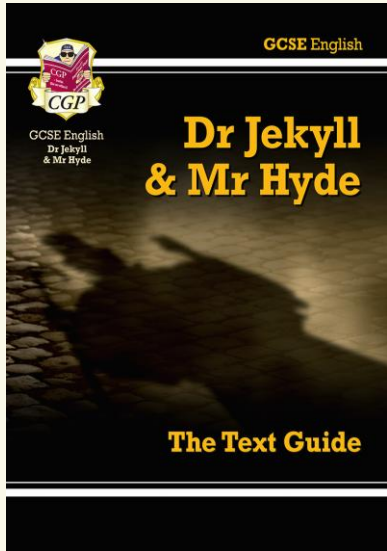
Enabling everyone to thrive – acting with kindness, determination and respect.

How can you support your child?



- Ensure they are logging into SharePoint, 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



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



Mrs Arivanantham

Head of Subject: Maths

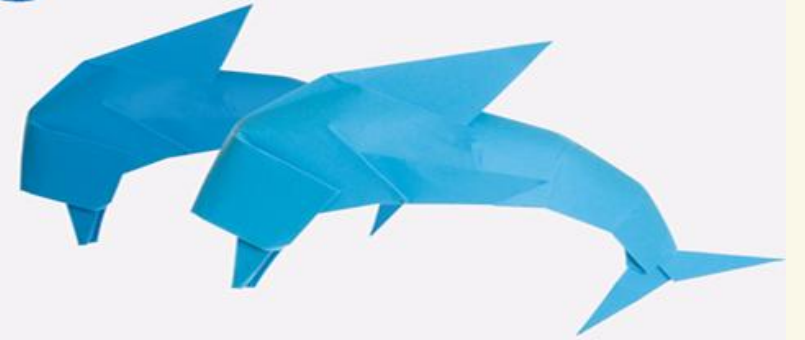
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Year 11 Maths



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

Edexcel GCSE
MATHEMATICS
(9-1)



- (Extra qualification – AQA Level 2 Further Maths)

GCSE Maths

4hr 30mins

Paper One: Non – Calculator
Friday 14th May 2027
1hr 30mins

Paper Two: Calculator
Thursday 27th May 2027
1hr 30mins

Paper Three: Calculator
Monday 14th June 2027
1hr 30mins

AQA L2 Further Maths

(3hrs 30mins)



Paper One: Non – Calculator
Friday 11th June 2027
1hr 45mins
50% of qualification

Paper Two: Calculator
Thursday 17th June 2027
1hr 45mins
50% of qualification

Please Note: All domains of knowledge will be assessed in each of these papers. Students sitting these exams in June 2027 will be given a formula sheet in the papers.

What you can expect from us



- **PiXL Interventions** – Targeted interventions Tuesday – Thursday during form Times
- **Monday after school interventions**-Targeted sessions based on Trial exam outcomes
- **Maths clinic every week Thursday in M002 lunch time**
- **Personalised QLA and feedback** – Sheets highlighting key areas of development for each student after each assessment.
- **Access to Mathswatch** – Revision videos & practice examinations
- **Paper club**-Every Friday starting in February 2027

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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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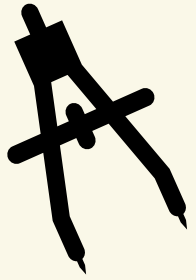
How can your child prepare for the exam?

- 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 practise 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 under timed conditions. Use papers on online sites and Sharepoint (updating resources from Firefly)to help.

How can you support your child?



Equipment list



Protractor

Compass with a short pencil

Ruler

Pencil

Eraser



Sharpener

Writing pens (black)

Scientific Calculator



Casio fx-83GTCW+ Scientific Calculator Black (UK Version)

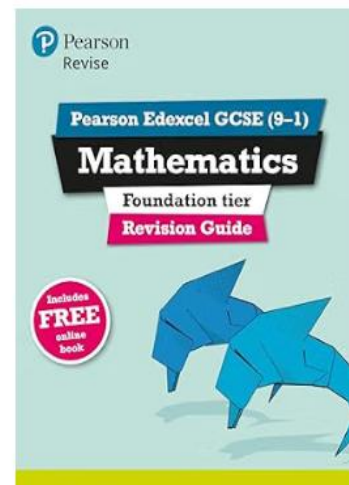
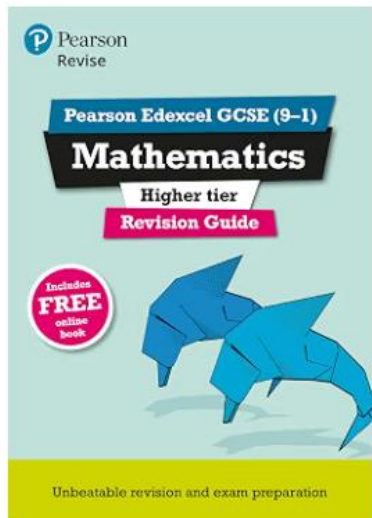
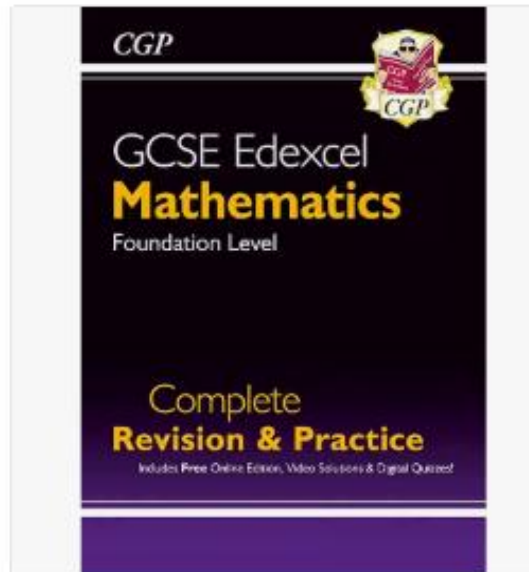
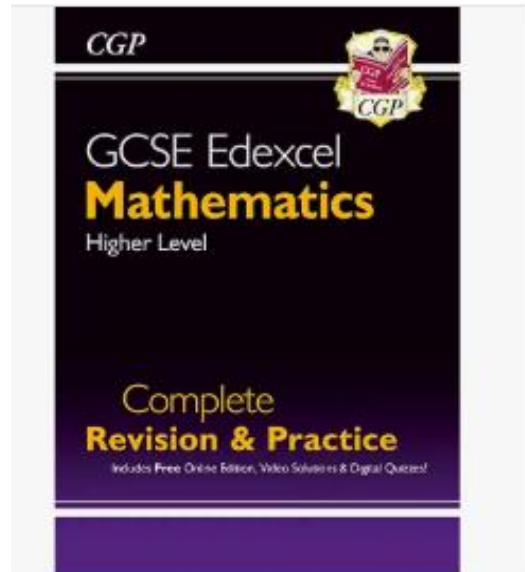


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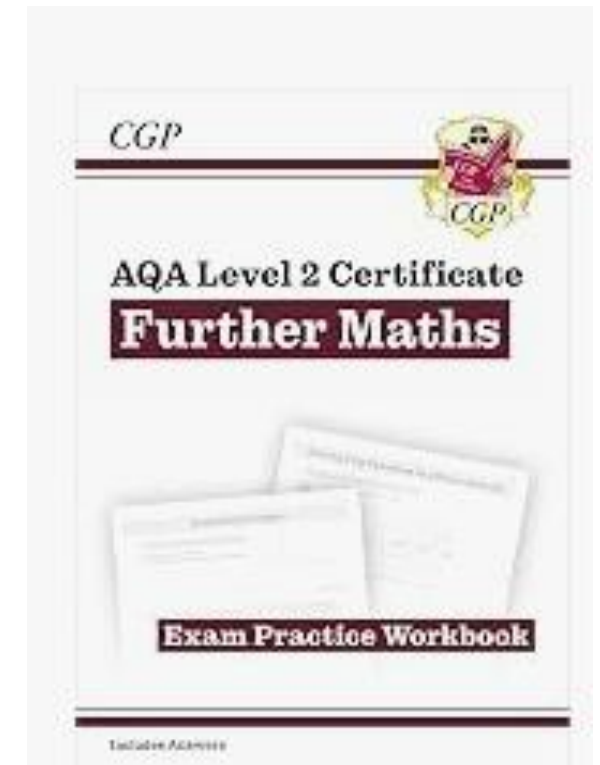
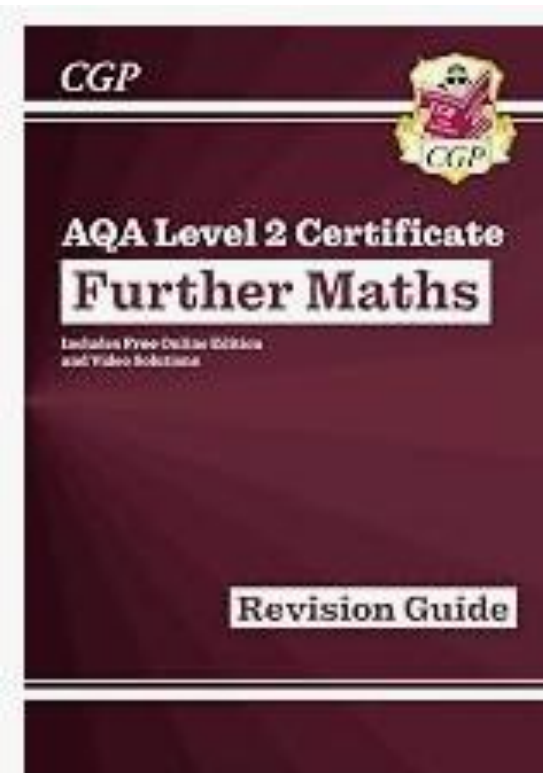
ODE5MDI3NDgxN...

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

Edexcel GCSE Maths



AQA L2 certificate in Further Maths



Helpful websites



MME. Revise

 **MathsGenie**

 **Corbettmaths**

 **MathsWatch**

 **PHYSICS & MATHS TUTOR**

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Miss Rachel Azra Head of Year 11

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Tutor Time



Weekly Structure

- Monday – Rota including Thrive, Diversity, Feminism, Wellbeing
- Tues-Thurs – PiXL academic 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 and Punctuality
 - Behaviour including uniform
 - 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 – Miss Azra
- Head of Key Stage – Mrs Brown
- Pastoral Managers – Mrs Little/Mrs King/Mrs Hayles
- Pastoral Support Worker – Mrs Wise
- Deputy Head Teacher – Achievement and 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 and as an "Area of Excellence" by the Challenge Partners programme and this year nominated for most inspirational careers program in London.
- Team consists of Mrs Hayden with over 20 years' experience in the recruitment industry and Miss Day with 17 years' experience working in aviation, specifically, customer service and training.
- We are here to help individual students decide on their next steps... Working with them to ensure they have the skills, knowledge, experience, contacts and confidence to make those next steps possible.

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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.

Exploring next steps early – options, subject choices for Sixth Form

1 Explore

- 1:1 careers guidance
- Unifrog
- Reading and research
- Plan A + Plan B
- Weekly careers bulletin

2 Build evidence

- WEX
- Mentoring

3 Connect

- LinkedIn (at 16)
- Futures Fair
- Careers mentors
- Alumni

4 Apply

- Ensuring applications stand out
- CVs + cover letters
- Application forms

Key encounters:

- World of Work sessions
- College Insight Afternoon
- Futures Fair: 28 Jan 2027
- College Visits
- National Apprenticeship Week (Feb 2027)
- National Careers Week (March 2027)
- Early Years Recruiters
- Alumni

Outcome: Every student is informed and aware, able to progress to next steps and long-term employability



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!

Subject	Exam board	any syllabus details/options
Computer Science	Cabridge OCR	
Dance	AQA	Online revision guide available on firefly
Drama	Eduqas	
English Lang	WJEC Eduqas	
English Lit	Cambridge OCR	
Fine Art	EDEXCEL/PEARSON	
French	EDEXCEL/PEARSON	
Geography	EDEXCEL/PEARSON	Geography B
German	EDEXCEL/PEARSON	
Health and Social Care	OCR Cambridge National	Specificaiton code: J835
History	AQA	Paper 1: Conflict and Tension 1918-1939 & USA 1920-73. Paper 2: Health and the People c1000-present day & Elizabethan England c1568-1603
iMedia	OCR Cambridge National	Specification code: J834
Maths	EDEXCEL/PEARSON	AQA further maths cert for selected GCSE students
Music	Eduqas	
PE	AQA	Paper 1: The human body and movement in physical activity and sport (8582/1) Paper 2: Socio-cultural influences and well-being in physical activity and sport (8582/2)
Photography	EDEXCEL/PEARSON	
Psychology	AQA	
RS	AQA	8062 Religious Studies A Christianity and Islam
Sociology	AQA	
Spanish	EDEXCEL/PEARSON	
Textiles	EDEXCEL/PEARSON	
Trilogy Science	AQA	Combined Science: Trilogy 8464
Triple Science	AQA	Biology 8461, Chemistry 8462, Physics 8463