



Year 11 Welcome and Information Evening 2024

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

Agenda



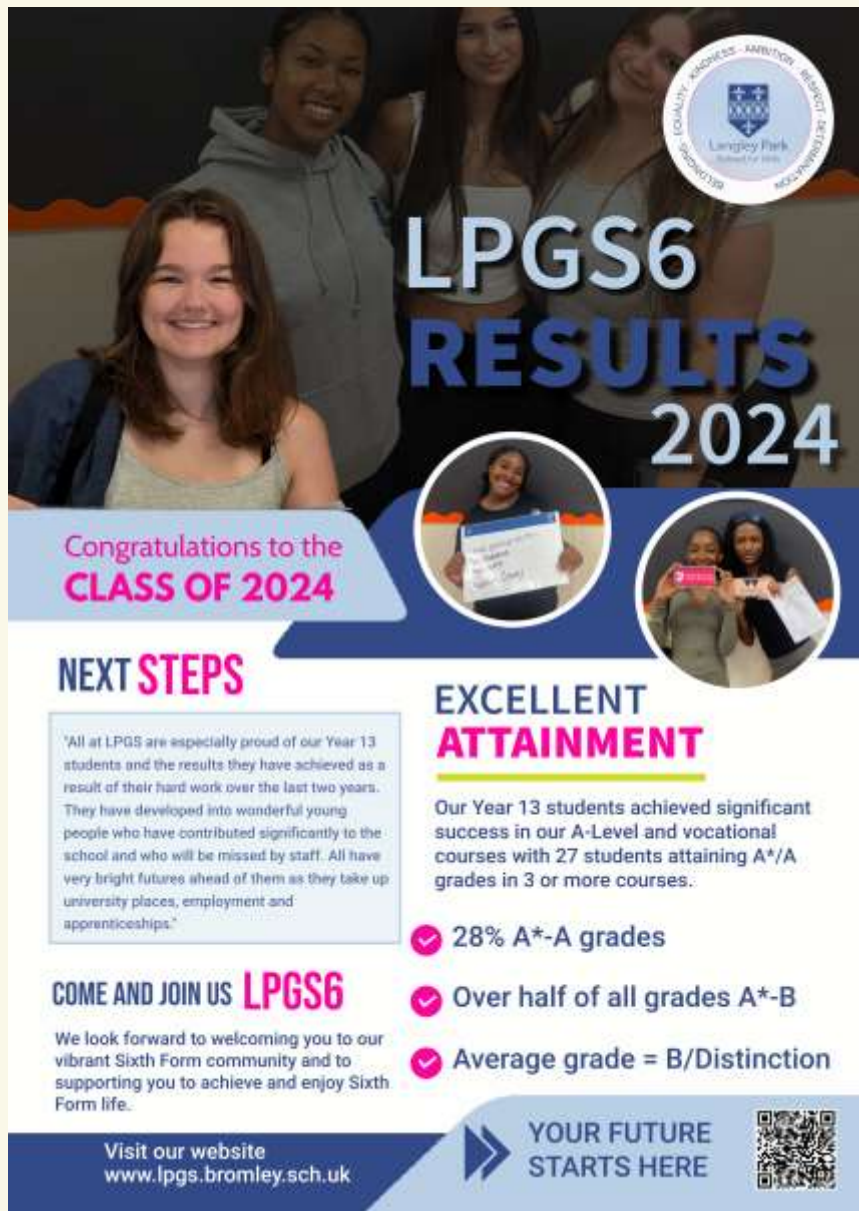
- Mr Whittle – Headteacher
- Deputy Head Prefects: Sixth Form
- Ms Laity – Assistant Headteacher: Raising Standards
- Ms Walker – Head of English
- Miss Severns – Head of Maths
- Miss Parry – Head of Science
- Mrs Brown – Head of Key Stage 4
- Mrs Hayden & Miss Day – Trust Careers Lead & Careers Advisor



Mr Steve Whittle

Headteacher

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LP GS6 RESULTS 2024

Congratulations to the CLASS OF 2024

NEXT STEPS

'All at LP GS are especially proud of our Year 13 students and the results they have achieved as a result of their hard work over the last two years. They have developed into wonderful young people who have contributed significantly to the school and who will be missed by staff. All have very bright futures ahead of them as they take up university places, employment and apprenticeships.'

EXCELLENT ATTAINMENT

Our Year 13 students achieved significant success in our A-Level and vocational courses with 27 students attaining A*/A grades in 3 or more courses.



- 28% A*-A grades
- Over half of all grades A*-B
- Average grade = B/Distinction

COME AND JOIN US LP GS6

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

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

YOUR FUTURE STARTS HERE

LP GS 2024 OUTSTANDING GCSE RESULTS

Congratulations!

- 73% Grade 5+ in English & Maths
- 1 in 3 grades at Grades 7-9
- Above average progress (P8)

IMPACT Multi Academy Trust

www.lpgs.bromley.sch.uk



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Old grades	New grades
A*	9
A	8
B	7
C	6
	5 STRONG PASS
	4 STANDARD PASS
D	3
E	2
F	1
G	1
U	U

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Our Sixth Form:



- Launch to students
- Open Evening: 05 December
- Oxbridge Aspirations sessions
- Application Deadline: 07 March
- Taster Sessions – June



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Our Sixth Form Offer:



Entry requirements:

1. Grade 4+ 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+



Deputy Head Prefects: LPGS Sixth Form

Grace S, Freddie N, Ida B, Nia A



Ms Jenna Laity

Assistant Head: Raising Standards

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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 Exams in the hall
- Subject Exam briefings
- Walking Talking Mock exams
- After school intervention

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C2L Criteria

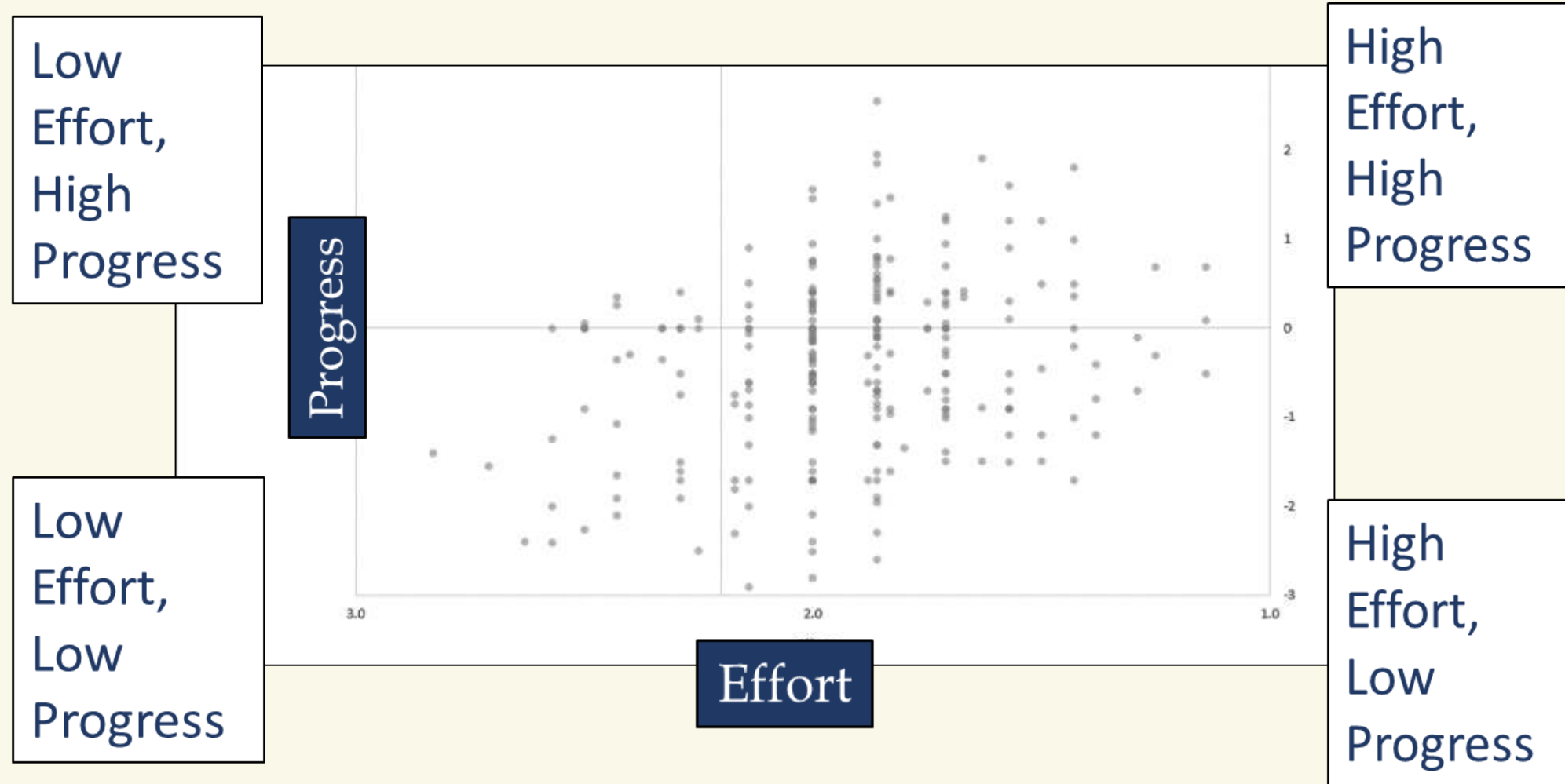


	Exceptional 1	LPGS Standard (Good) 2	Requires Improvement if potential is to be reached 3	Current Commitment to Learning will result in significant underachievement 4
Behaviour for learning	I love learning and take part in all lesson activities – whole class activities, in a group, or on my own. I am 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
- English, Maths, Science, History, Geography, Spanish, RS, Independent Revision Skills
- Re-grouping after every assessment point
- Organised by the school



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
- WJEC textbook available on Kerboodle
- Trial exams in October and February
- Feedback in class
- Exemplar material from OCR and WJEC Eduqas
- Purchased audio revision guides of C19th text
- 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 poetry and *Macbeth* sessions in Spring

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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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Knowledge Organisers on Firefly



Context

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

Shakespeare's Time - Shakespeare wrote the play at a time when Queen Elizabeth I was on the throne. The play was written during the period of Queen Elizabeth I's reign, which was a time of great religious and political change. The play was written during the period of Queen Elizabeth I's reign, which was a time of great religious and political change.

The Divine Signs of Kings - Divine signs were often used to justify a ruler's power. The play was written during the period of Queen Elizabeth I's reign, which was a time of great religious and political change.

Witches and the Supernatural - The play was written during the period of Queen Elizabeth I's reign, which was a time of great religious and political change.

Main Characters

Macbeth - Macbeth is the main character of the play. He is a brave and ambitious man who is tempted by the witches to murder King Duncan.

Lady Macbeth - Lady Macbeth is Macbeth's wife. She is a strong and ambitious woman who encourages Macbeth to murder King Duncan.

King Duncan - King Duncan is the king of Scotland. He is a good and just ruler who is murdered by Macbeth.

Malcolm - Malcolm is the son of King Duncan. He is a brave and noble man who is the rightful heir to the throne.

Macduff - Macduff is a nobleman who is loyal to King Duncan. He is the one who kills Macbeth.

Themes

Macbeth's Ambition - Macbeth's ambition is the central theme of the play. It is the force that drives him to murder King Duncan.

Witches - The witches are a central theme of the play. They are the ones who tempt Macbeth to murder King Duncan.

Gender - The play explores the roles of men and women in society. Lady Macbeth is a strong and ambitious woman, while Macbeth is a weak and ambitious man.

Supernatural - The play explores the supernatural world. The witches are the supernatural forces that drive the plot.

Scene-by-Scene Summary

Act 1 - The play opens with the witches meeting on a heath. They decide to meet Macbeth at a later time.

Act 2 - Macbeth murders King Duncan in his sleep. Lady Macbeth is the one who actually kills him.

Act 3 - Macbeth becomes king. He is a tyrant and a cruel ruler. He orders the murder of anyone who might threaten his power.

Act 4 - Macbeth orders the murder of Macduff's family. Macduff escapes and joins the forces of Malcolm.

Act 5 - Macbeth is killed by Macduff. The play ends with Malcolm becoming king.

Dramatic Devices in Macbeth

Macbeth's Soliloquy - Macbeth's soliloquy is a key dramatic device. It shows Macbeth's inner conflict and his decision to murder King Duncan.

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Features of a Tragedy in Macbeth

Tragic Hero - Macbeth is the tragic hero of the play. He is a brave and ambitious man who is tempted by the witches to murder King Duncan.

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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 ✓

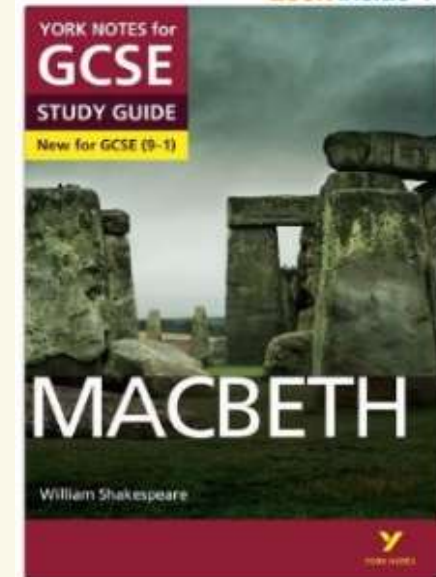
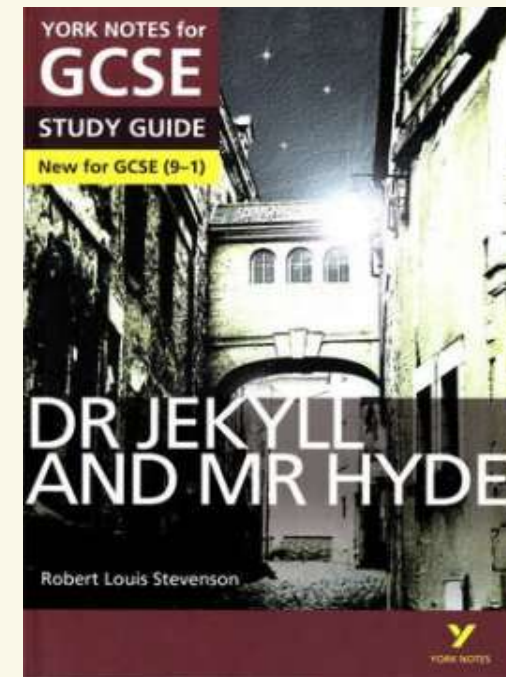
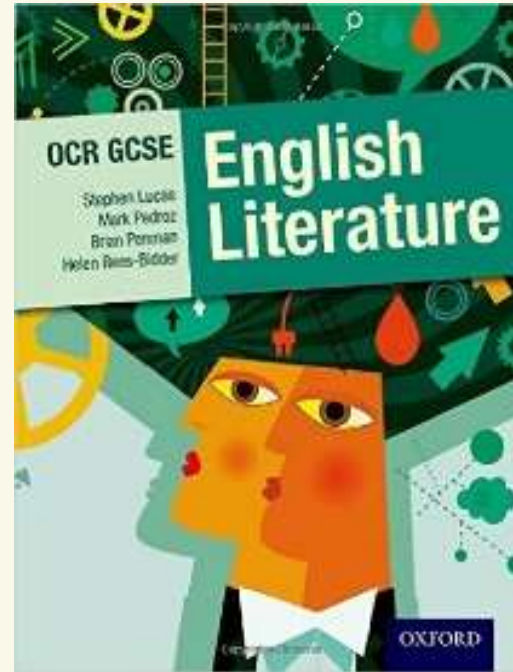
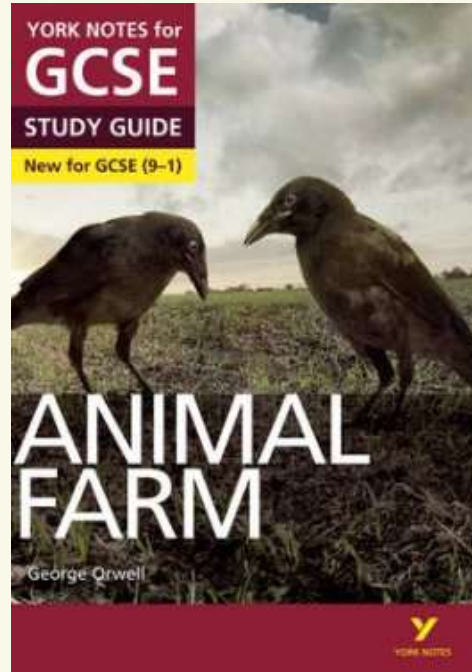
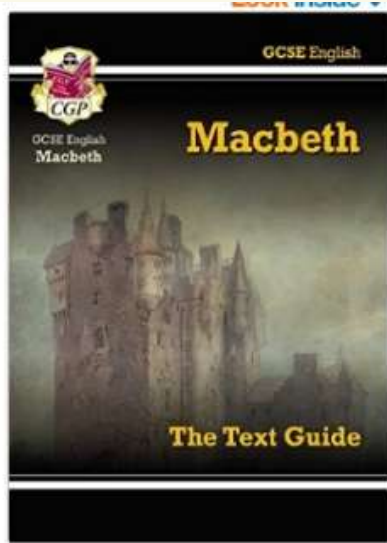
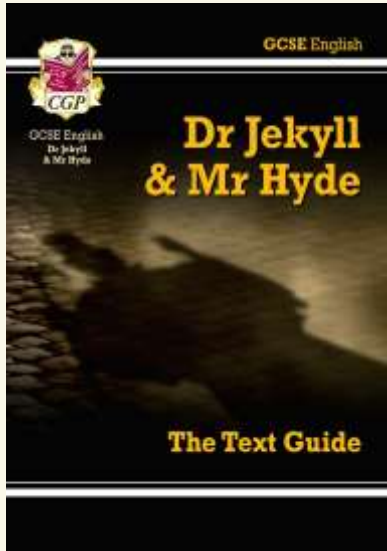
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How can you support your child?



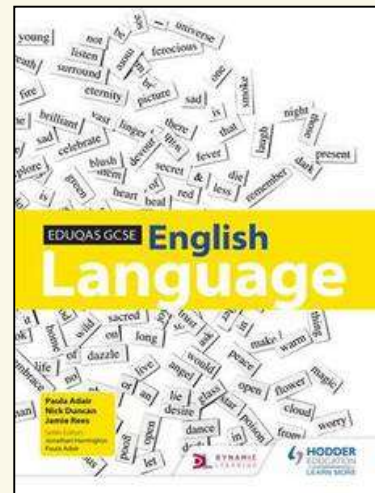
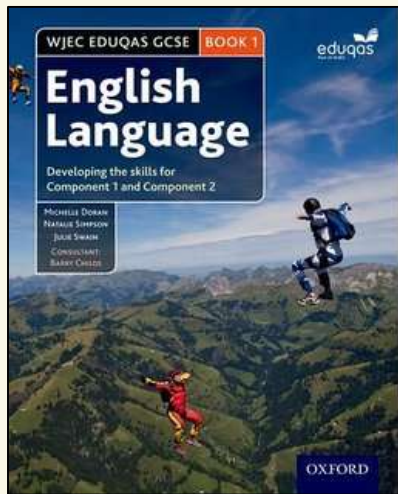
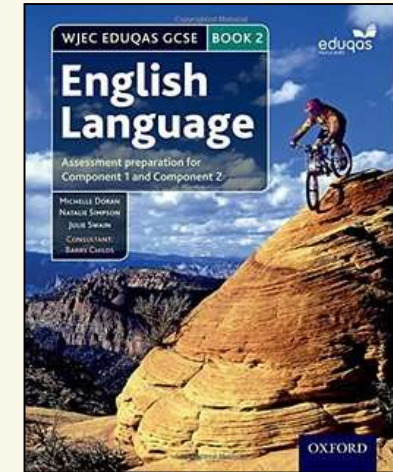
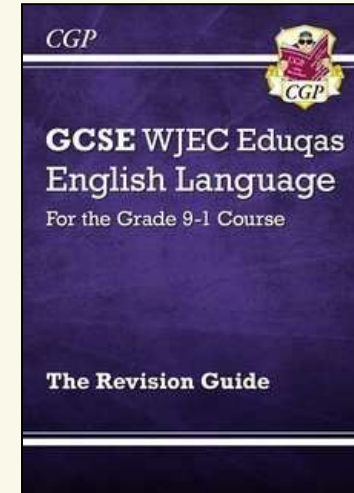
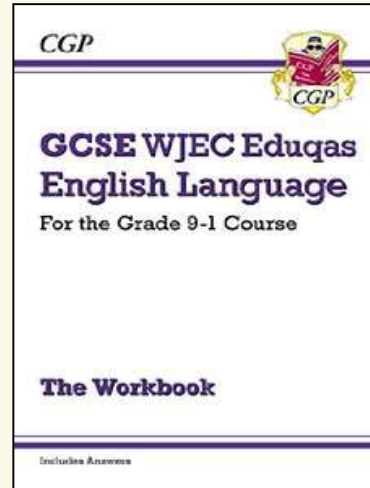
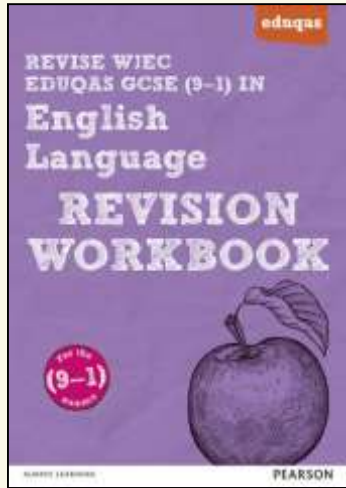
- Ensure they are logging into Firefly, using the resources we have created
- Develop their vocabulary
- Ask them to define words to you
- Present them with challenging passages to read
- Quote tests!
- Writing under timed conditions
- Talk to them about what they are reading
- Take them to the theatre

Revision Guides for Literature



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Revision Guides for Language



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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



Miss Severns

Head of Faculty: Maths

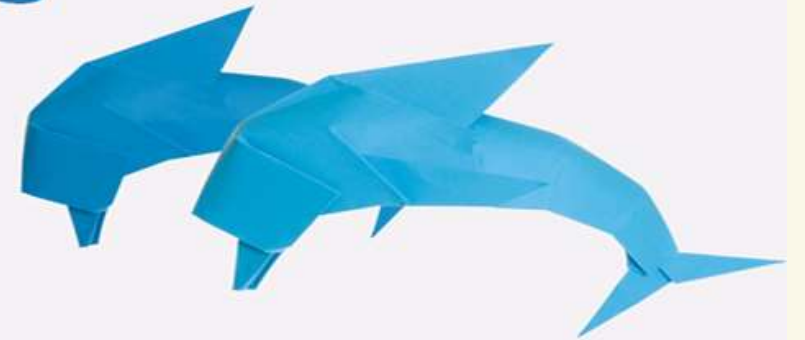
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Year 11 Maths



- 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
- **Maths Paper Club** – Every Friday in the Dalo
- **Class Interventions** – Wednesday after school (starts after October Mocks)
- **Saturday Morning Live Lessons** – Online sessions starting in January focusing on key areas of development and exam technique
- **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.

Key Stage 4 Mathematics



GCSE 9 to 1



GCSE
Mathematics
Unit Resources




Y11 AQA L2
Further Maths



Helpful websites






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

 Corbettmaths

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)
30 students

Higher tier only
(grades 4-9)

AQA 



***Combined
Science Trilogy***
(2 GCSEs)
170 students

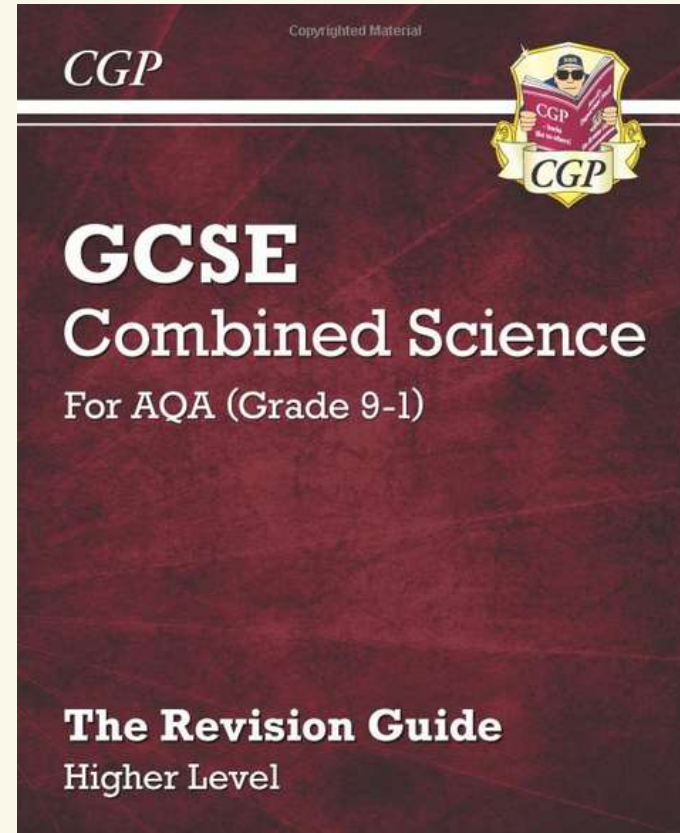
Foundation and Higher tier
material taught – tiers of entry
confirmed in February



***Combined Science
Synergy***
(2 GCSEs)
40 students

Foundation tier material taught,
however Higher tier entry possible -
tiers of entry confirmed in February

Supporting your child in Science



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Supporting your child with retrieval practice

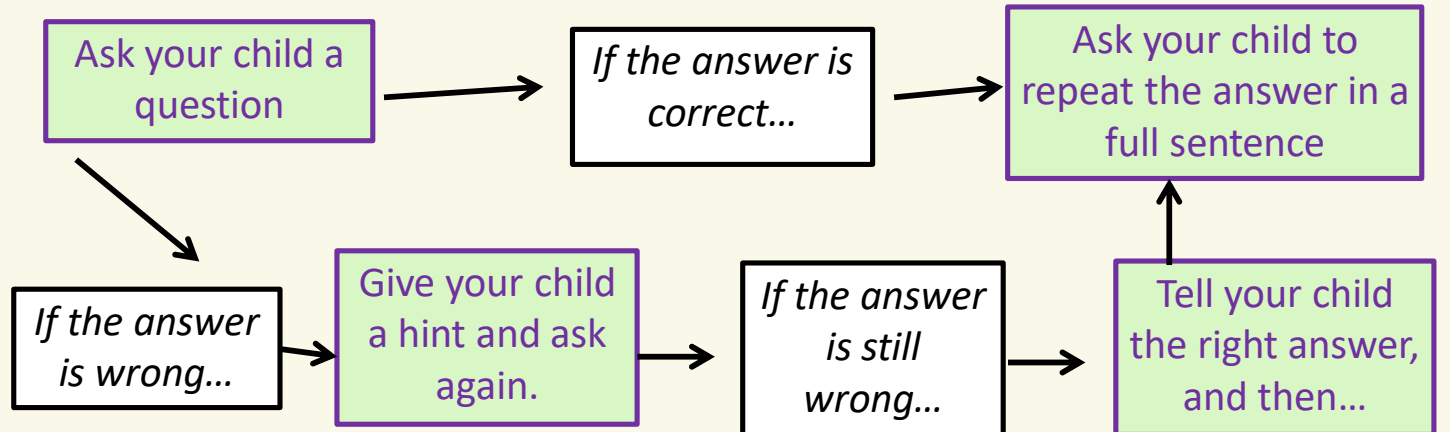


Core Question lists are available on Firefly for each term's work in biology, chemistry and physics

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

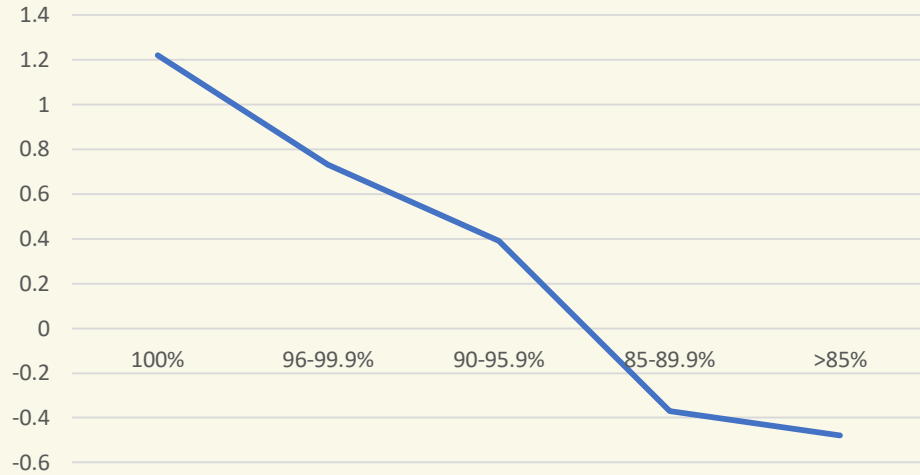
- Uniform
- Form Time
- Core routines in classrooms
- Behaviour Systems

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Attendance

Progress 8

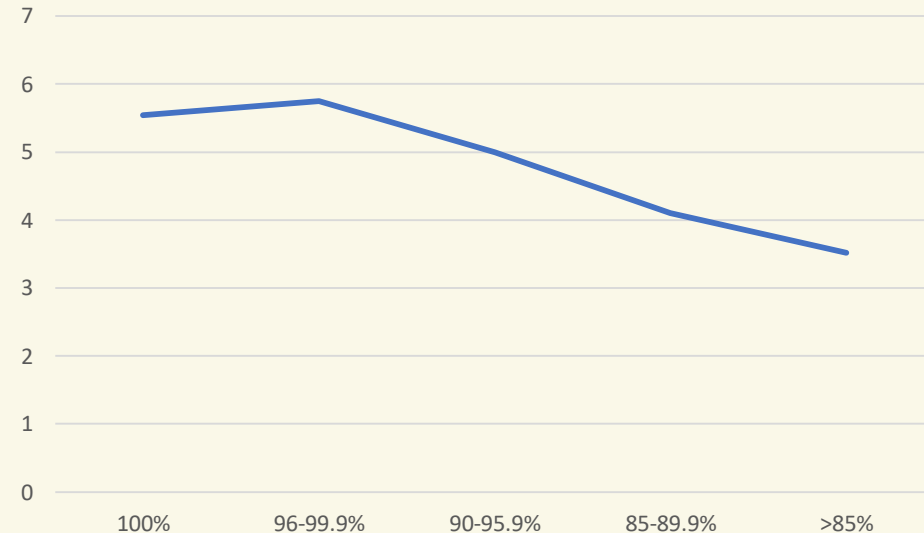


Students with attendance below 90% rarely achieve the average points score required to get into Sixth Form to do A Levels.

Students with attendance above 96% achieve almost a grade higher than is expected of them in every subject.

Student with attendance below 90% achieve almost half a grade (on average) below what is expected.

Attainment 8 Average Points Score



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 – Miss Moore
- Head of Key Stage – Mrs Brown
- KS4 Pastoral Managers – Mrs King/Mrs Haslett
- AHT Raising Standards – Ms Laity

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

Miss Wallis Day
Careers Advisor



LPGS Careers Academy Introduction

- Award winning careers programme recognised by the London Careers Hub. In May 2024 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 for your support.
- Keep going! More WEX in school holidays gets you ahead.

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Year 11 Careers Programme

- Not just about Work Experience.
- Looking at the longer term... what subjects do students need to study 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 available to them.



The 8 Gatsby Benchmarks are:

- A stable careers programme
- Learning from careers and labour market information
- Addressing the needs of each student
- Linking curriculum learning to careers
- Encounters with employers and employees
- Experiences of workplaces
- Encounters with further and higher education
- Personal guidance

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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 – help with applications
- Interacting with Early Years Recruiters – apprenticeships or school leaver positions

Year 11 Careers Programme



- World of Work Wednesday
- 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 your end goal
- Following and learning from people who are a few years ahead in a chosen career field – inspiration for further WEX, reading, volunteering

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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



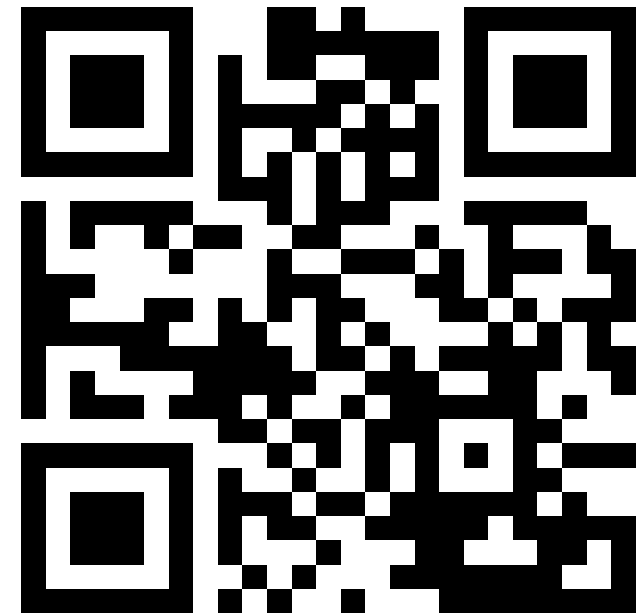
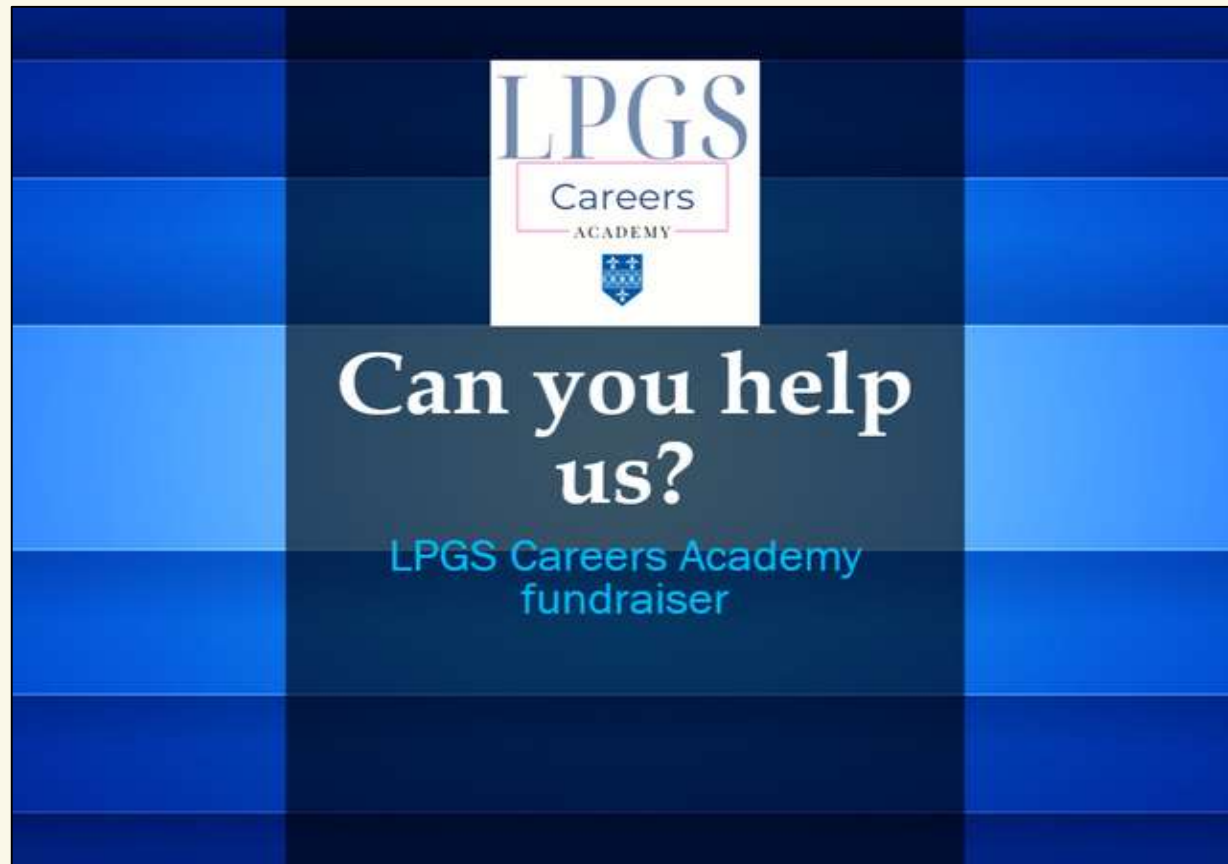
Engaging with alumni and volunteers

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!

Can you help us with our new Careers space?



Follow us!



- Instagram: [lpgs_official](#)
- Facebook: [Langley Park School for Girls](#)
- LinkedIn: [Langley Park School for Girls](#)
- Twitter: [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: 08 May – 17 June (provisional)

- 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 obtain 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? **Will communicate asap**