POYNTON HIGH SCHOOL
Part of True Learning Partnership

Key Stage 4 Information Evening Year 10

Inspire. Achieve. Celebrate.

The Key Stage 4 Team

Miss Dovey	**Director of Learning for KS4**
Mrs Heap	**Head of Year 10**
Mr Hoyle	**Assistant Headteacher** **Link to Year 10**

The key theme for Year 10 is about
'Stepping up to the Challenge'

- **Making a good start to their GCSEs.**
- **Supporting them to form good habits for their learning, revision and exams.**
- **Supporting them to take responsibility and strive to be their best.**
- **Supporting them with their mental health and wellbeing as they step up to KS4.**

Our School Values

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OUR VALUES

INCLUSIVITY AND INDIVIDUALITY

We recognise that all young people are unique, and we value and respect the individuality of each student.

CHALLENGE AND ACHIEVEMENT FOR ALL

We are committed to providing every student with the opportunity to face challenges and achieve success, regardless of their background or ability.

SHARED RESPONSIBILITY

Success is a collective effort, and we believe that all stakeholders-students, staff, families, and the community-play an important role in the development and success of our young people.

CELEBRATION OF ACHIEVEMENT

We celebrate all forms of achievement, recognising both academic and personal growth as integral to student success.

EMPOWERMENT AND GROWTH

We aim to empower students to thrive not only academically but also socially and personally, fostering lifelong learning and confidence.

Student Guarantee

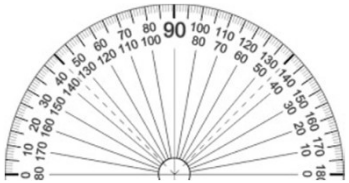
Readiness	Respect	Responsibility
We arrive on time, equipped and ready to learn.	We respect everyone.	We take responsibility for our choices.
We strive to achieve our best.	We respect school expectations.	We stay organised.
We succeed today for our future.	We respect our environment.	We do the right thing.

Parent and Carers Guarantee

Readiness	Respect	Responsibility
We ensure our child attends every day.	We support the school.	We check MCAS regularly.
We ensure our child arrives on time.	We work positively with staff.	We support our child to meet expectations.
We ensure our child is equipped and ready to learn.	We model respectful communication.	We encourage our child to take ownership of their choices.

Equipment

LIFEVENTURE



STABILO BOSS
ORIGINAL

CASIO

Glay
GLUE STICK
FOR ALL PAPERWORK
GREAT VALUE SCHOOL'S FORMULA
NOT FOR RETAIL SALE

HARRY'S
P.E
KIT

The Phone Locker Pouch

- Kept it in bags, as it will not fit in blazers
- Lock it on the way into school.
- Not able to unlock it until the end of the day.

Our Behavior Policy

In our Behavior Policy, if a pouch is damaged deliberately or “forgotten” regularly, levelled responses will be used.

- **First Time** – 24 hours confiscation
- **Second Time** – 3-day confiscation
- **Further Times** – 5-day confiscation

PHS Educate Challenge Empower Charter

Our Charter underpins these key values and guides us to make positive choices, conducting ourselves in a way that is respectful and supportive to all in our community.

Our Charter is the cornerstone of what we believe and is the foundation of all we do.

- We are proactive in creating a fair and equal world.
- We are kind, recognising that 'banter' can hurt others deeply.
- We don't tolerate any peer abuse, whether verbal or physical.
- We challenge harmful words and actions against any individual or group.
- We talk openly about feelings and encourage positive mental health.
- We support each other's growth, understanding failure leads to success.
- We listen, knowing everyone has their own challenges and struggles.
- We encourage everyone's best efforts, removing any barriers they face.
- We are honest with ourselves and each other, always.
- We help each other feel safe, online and in-person too.

C System

C1 – First warning

C2 – Final warning

C3 – Removal to buddy room

What happens after a C3?

C3 Issued in Lesson

Student must wait for on-call

On-call arrives to Buddy the student into a designated Buddy Room

C3 logged by the class teacher on Bromcom

- If a student walks off from the classroom On Call to inform the class teacher to issue another C3.
- If a student continues to disturb the learning of others during this time the class teacher to issue another C3.

Detention System

A student received one C3 in a day receives 20-minute detention.

A student received two C3's in a day receives 40-minute detention.

A student received three C3's in a day receives 60-minute detention.

Students who do not attend detention receive a 60-minute detention.

Students who do not attend a 60-minute detention will be escalated to internal suspension.

R^3 Status Rewards System – Daily

H1 POSITIVE	• Meeting classroom expectations • Following instructions first time • Ready to learn and on task • Completing classwork • Completing homework	+2 POINTS
H2 VERY GOOD	• Consistent effort throughout the lesson • Positive contribution to learning • Working well independently • Sustained positive behaviour	+5 POINTS
H3 OUTSTANDING	• High quality classwork or homework • Significant effort or improvement • Supporting others in learning • Going beyond expectations	+10 POINTS
H4 EXCEPTIONAL	• Exceptional effort or achievement • Representing the school or house • Contribution to wider school life (events, clubs, leadership) • Overcoming challenges or showing outstanding character	+15 POINTS

R³ STATUS

REWARDS SYSTEM - WEEKLY

Be Ready ★ Be Respectful ★ Be Responsible

Consistency Earns Recognition!

Students achieve R³ Status by meeting:

R — READINESS
- 100%+ attendance
- Punctual to lessons

R — RESPECT
- No behaviour incidents
- Positive conduct

R — RESPONSIBILITY
- Active contribution to House system (via points/engagement)

WEEKLY REVIEWED
- Students reviewed weekly
- Ranked using House Points
- H4 received weekly for the achievement

RECOGNITION
- Fab Friday
- Access to Early Lunch
- Access to Enrichment Activities
- Access to Trips

Aim high. Be consistent. Earn your R³!

INSPIRE. ACHIEVE. CELEBRATE.

HOUSE POINT REWARDS

Work hard ★ Be kind ★ Make a difference!

Earn house points for your effort, attitude and achievements.

H1 POSITIVE	• Meeting classroom expectations • Following instructions first time • Ready to learn and on task • Completing classwork • Completing homework	**+2 POINTS**
H2 VERY GOOD	• Consistent effort throughout the lesson • Positive contribution to learning • Working well independently • Sustained positive behaviour	**+5 POINTS**
H3 OUTSTANDING	• High quality classwork or homework • Significant effort or improvement • Supporting others in learning • Going beyond expectations	**+10 POINTS**
H4 EXCEPTIONAL	• Exceptional effort or achievement • Representing the school or house • Contribution to wider school life (events, clubs, leadership) • Overcoming challenges or showing outstanding character	**+15 POINTS**

YOUR REWARDS

Reach these milestones to earn house point rewards!

BRONZE	SILVER	GOLD	PLATINUM	RUBY
500 HOUSE POINTS	1000 HOUSE POINTS	1500 HOUSE POINTS	2500 HOUSE POINTS	3000 HOUSE POINTS

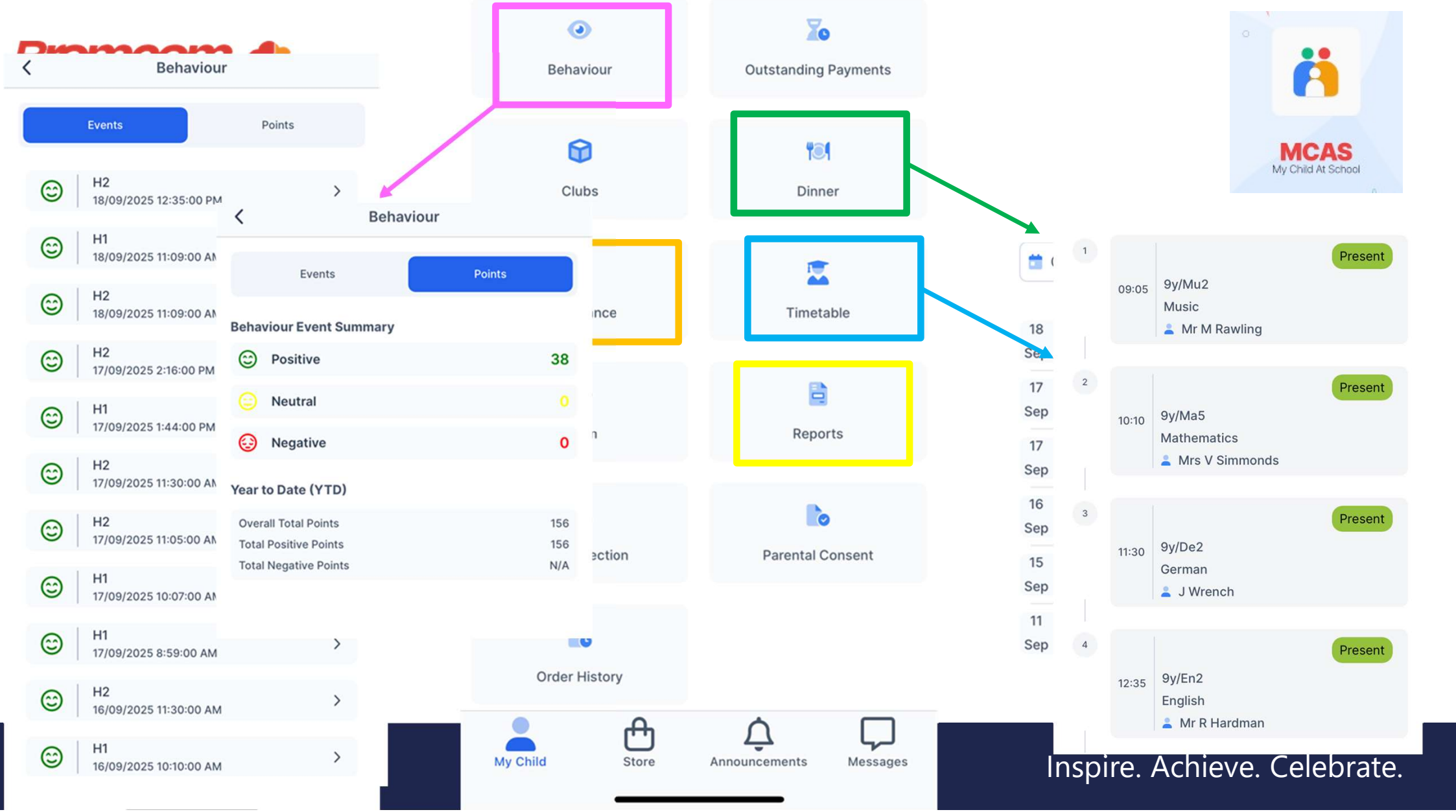
Aim high! Every point counts!

Bromcom parent/carer app and student app

- Parents/carers can download the bromcom parent app MCAS and students can get the student version
- On this you can view timetables, dinner money, behaviour, attendance and reports.
- Notifications for detentions are also on this.

Student app

MCAS



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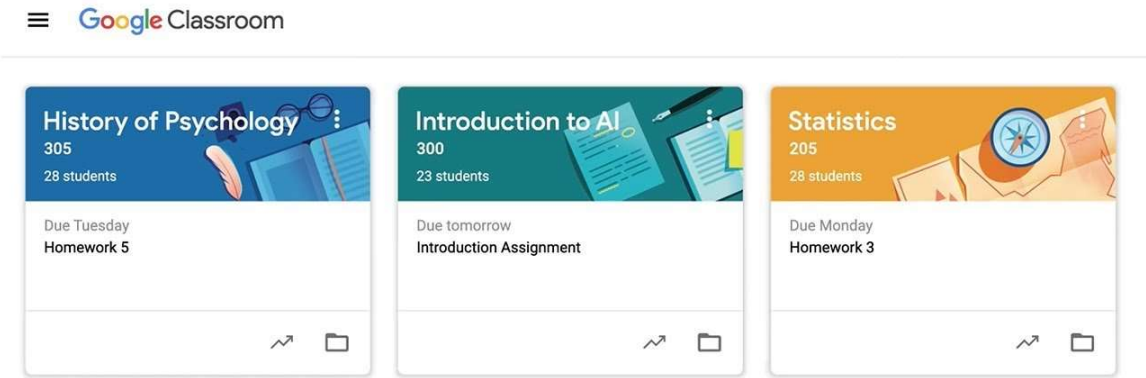
Google Classroom

Students can access home learning and other resources shared by their teachers. Please encourage you young person to check this each day.

Year 10 Google Classroom Page

- Notices
- Important dates
- Mental health tips
- Revision tips
- Mock timetables



Key Dates

- Assessment 1: 23/11/26 – 26/11/26 (in class)
- Parents Evening: 03/02/27
- Mock Exams: 15/03/27 – 25/03/27
- Assessment 2: 07/06/27 – 11/06/27

There are 3 assessment windows throughout the year and following each of these you will receive information regarding your young persons progress.

Reporting

Approach to Learning

This considers a student's commitment, effort and involvement in lessons, their homework and responding to feedback.

A+ Excellent
A Very Good
B Good
C Inconsistent
D Poor

Progress

This is based on the knowledge and skills that a student has acquired since the last progress report and considers their starting point in terms of prior attainment.

E – excellent
A – good
U – below expected

Working at

This grade has been awarded based on the work done by a student since the last progress report.

Reported as a GCSE or CNAT grade.

Reporting

Predicted
This is the grade that subject teachers believe a student will achieve at the end of Year 11 based on the evidence so far.

Reported as a GCSE or CNAT grade.

Examination
This is the exam grade a student achieved in their main exam of the academic year.

Reported as a GCSE or CNAT grade.

Guidance
This is an individual guidance grade for a student based on their KS2 test results (or their CAT4 score in the absence of SATs) and the national KS3 or KS4 results in individual subjects. It gives a guide to the grade we believe a student should aim to attain by the end of the Key Stage.

Reformed GCSE's

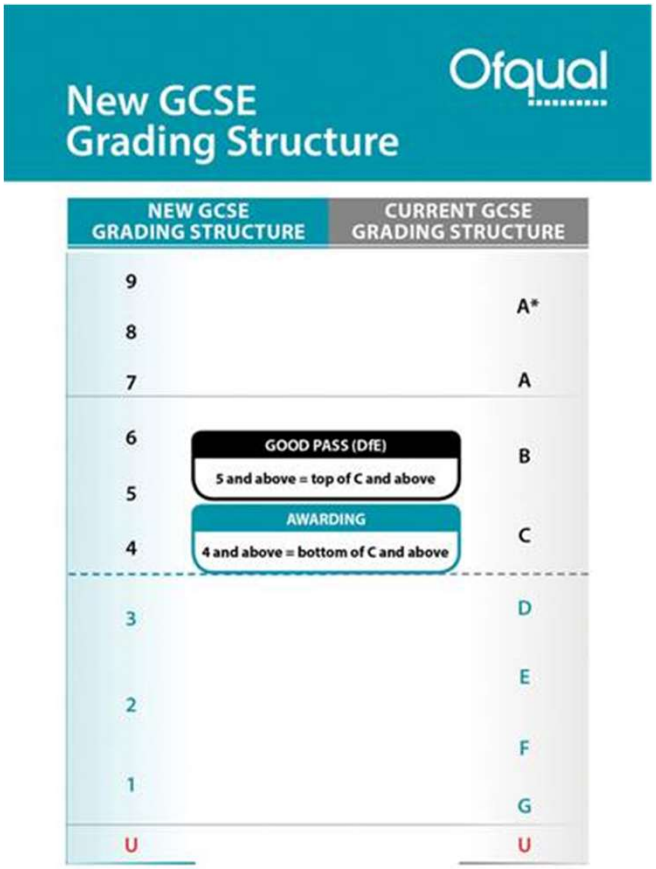
What does this mean in 'old money'?

9-1 grading system.

Linear

More challenging content

Reduction in controlled assessment, although some subjects still have this. Now referred to as NEA. Non examined assessment.



Year 11 Summer 2026 Results

- Very strong attainment and as always we perform well above both the national and Cheshire East average
- Attainment 8 is 54.3 (2025 national average was 46.1)
- 4+ in En and Ma was 82% (2025 national 65%);
- 5+ in En and Ma 62% (2025 national 45%)
- 28% of all grades were 7-9

Year 13 Summer Examination Results

- Similar success was achieved by our A level students
- 11.4% were graded A* with some achieving 4 A* grades
- Students move to ambitious destinations
  - Medicine and Dentistry courses
  - Experimental Psychology at Oxford University
  - Exciting degree apprenticeships

2026 RESULTS

1 in every 9 A Level grades at Poynton Sixth Form was an A*

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2026 RESULTS

64% of BTEC grades were awarded at the highest Distinction level with more than 95% of BTEC students achieving Distinction or Distinction *

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2026 RESULTS

Our students consistently outperform national benchmarks in a wide range of subjects, helping them secure ambitious post-18 destinations

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2026 RESULTS

More than 1 in 4 A Levels achieved were at A or A*

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Securing more top grades than any other centre in Cheshire East.

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2026 RESULTS

Our students consistently outperform national benchmarks in a wide range of subjects, helping them secure ambitious post-18 destinations

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A small sample of our destinations for the Class of 2026:

- TrinityBridge – Degree Apprenticeship
- Natural Science – Lancaster University
- Experimental Psychology – University of Oxford
- Mathematics – Warwick University
- Maths and Physics – Lancaster University
- Medicine – University of Sheffield
- AstraZeneca – Degree Apprenticeship
- Maths – University of Bath
- Sociology – Derby University
- Physiotherapy – University of Nottingham
- Sports and Exercise Science – University of Bath
- Philosophy, Politics and Economics – Newcastle University
- Masters in Social Work – University of York
- Forrest Management – University of Cumbria
- Law – Keele University
- Natural Sciences – Durham University
- Dentistry – University of Birmingham
- Automotive Materials – Loughborough University

83% of applicants secured a place at their first choice university in 2026

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POYNTON SIXTH FORM OPEN EVENING EVENT

INSPIRING YOUR AMBITION, CREATING YOUR FUTURE.

WEDNESDAY 21ST OCTOBER 2026
5.30PM - 8.00PM

01625 871 811
@poynton_6th_form
Poynton Sixth Form, Yew Tree Lane, Poynton, SK12 1PU

SCAN QR CODE TO REGISTER

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High Quality Tuition
Extensive Curriculum Choice
Personalised Advice, Guidance and Support
Purpose Built Sixth Form College Centre

ADDITIONAL OPPORTUNITIES INCLUDE:

- Extended Project Qualification
- Core Mathematics
- Duke of Edinburgh Gold Award – Fast Track Available
- Career Aspire – Connecting you with mentors in a range of industry fields
- Employment Readiness Programme – Enhancing your employability skills
- Dedicated Work Experience Week
- Extensive Enrichment Opportunities
- Aspire Programme – Building your super curricular portfolio
- Head Student Leadership Team
- House Leadership
- ...plus much more...

SCAN THE QR CODE TO FIND OUT MORE ABOUT OUR COURSES

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Post-16 Plans

Poynton High School Careers Department

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North Cheshire East Careers Fair Macclesfield College Wednesday 21st October 4.00-6.00pm

Town-wide event with a broad range of exhibitors including schools, colleges, apprenticeship providers, the NHS, the Uniformed Services, Volunteering Opportunities and a range of local employers from sectors including finance, media, digital, engineering and manufacturing.

https://www.eventbrite.co.uk/e/north-cheshire-east-careers-fair-public-sign-up-tickets-1994803509997?aff=ebdssbcitybrowse.

Careers Advisor

- We have an independent Careers Advisor, Mrs Green, who works at school and is based in the Main School Library.
- All students will be seen for a 1:2:1 appointment by the end of term one of Year 11. It is important that all students have the opportunity of a personal guidance meeting with an independent adviser.
- Appointments started in the latter part of Year 10 and are ongoing.
- If parents have any careers related questions these can be sent to Mrs Hicketts, out Careers Leader: lhicketts@phs.cheshire.sch.uk.
- The Careers Advisor can also assist with college or apprenticeship applications and preparation for interviews. Students can request an appointment via their Form Tutor.

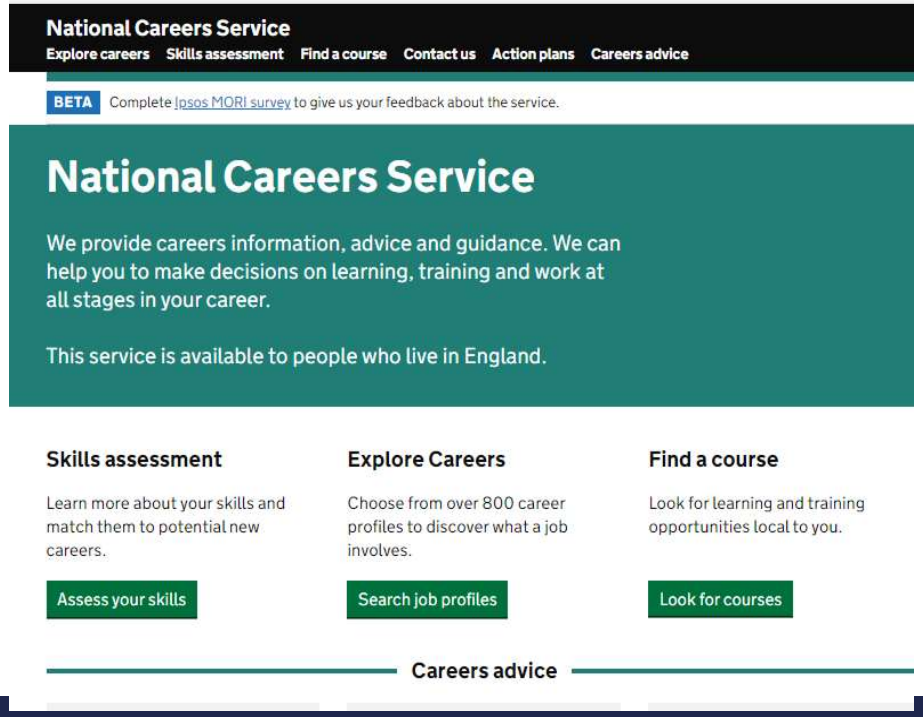
Researching for the future – finding good careers information and advice

- To make good choices for the future students will need reliable, up to date information
- To help them, school subscribes to a careers information platform called Unifrog.
- Students can use Unifrog whenever they want. The more they use it, save their ideas and add to it, the more useful it will be for them in the future.
- Students will also complete the **Future Skills Questionnaire** in form time early on in the school year.

Other reliable sites for Careers Research

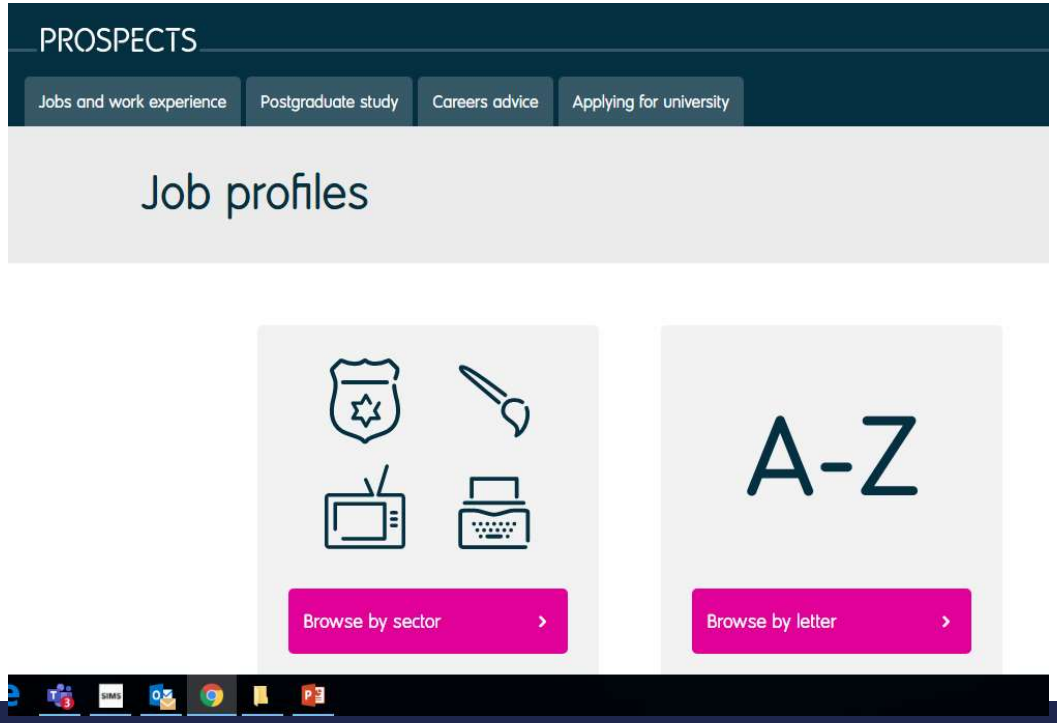
National Careers Service website

https://nationalcareers.service.gov.uk/



Prospects Website

https://www.prospects.ac.uk/job-profiles



Year 10 Form Time

Week 1				
Mon	Tues	Weds	Thurs	Fri
Weekly checks	Behaviour curriculum	Careers	Year Assembly	Quizzy Friday
Week 2				
Mon	Tues	Weds	Thurs	Fri
Weekly checks	Learning Reflection and Revision	Wellbeing Wednesday	House Assembly	Form Challenge

Year 10 English

English Language Exams:

Paper 1

Creative Reading and Writing

20th Century Literature

Paper 2

Non-Fiction Reading and Writing

19th Century and 21st Century Non-Fiction

English Literature:

Paper 1

Macbeth

A Christmas Carol (new in 2026)

Paper 2

An Inspector Calls

Power and Conflict poetry

Unseen poetry

HT1	HT2	HT3	HT4	HT5	HT6
Investigating Written Language	How have the writers used method to convey meaning?	Investigating Spoken Language	S&L Presentations ---------- Other Worlds		Wider Reading and Writing
An Inspector Calls	*A Christmas Carol*	Shakespeare's *Macbeth*	Shakespeare's *Macbeth*	Mock Exam Preparation	Power and Conflict Poetry

How to support your young person with GCSE English

All students receive regular revision task via Google Classroom but there are also ways that you can help your child succeed in English.

- Talk to them about their Centralised Revision on a regular basis.
- Let them see you reading.
- Encourage them to read a range of fiction and non-fiction texts including a broadsheet newspaper on a regular basis.
- Read the literature texts and discuss them together. Encourage them to read the GCSE texts more than once.
- Talk to them about characters and themes; ask them to explain their ideas to you.
- Rent the films and talk about the differences between the book/drama and the film version
- Discuss characterisations, settings, and themes of TV shows and films that you have enjoyed together
- Test them on their revision notes.

Year 10 Maths

There are a total of 3 90 minute examination papers for the GCSE course. (1 non calculator examination and 2 calculator examinations).

Students will be entered for the tier that we feel will give them the best chance of securing the highest grade.

AQA Foundation Tier

Assesses grades 1 through to 5.

Grade 5 is a strong pass.

50% of questions are at grade 4 & 5.

AQA Higher Tier

Assesses grades 4 through to 9.

Grade 9 covers areas of maths previously taught at AS level.

50% of questions are at grade 7-9.

How to support your young person with GCSE Maths

Encourage your young person to complete their Sparx each week, aiming for 100%. If they get stuck, recommend they attend the drop ins at lunch time for support.

For each assessment, there will be a revision list on Google Classroom. Encourage your young person to use the revision list to work through questions on each topic. They can use Sparx for instant feedback, or websites like corbettmaths have lots of questions to attempt, as well as videos to explain concepts.

Year 11 Science

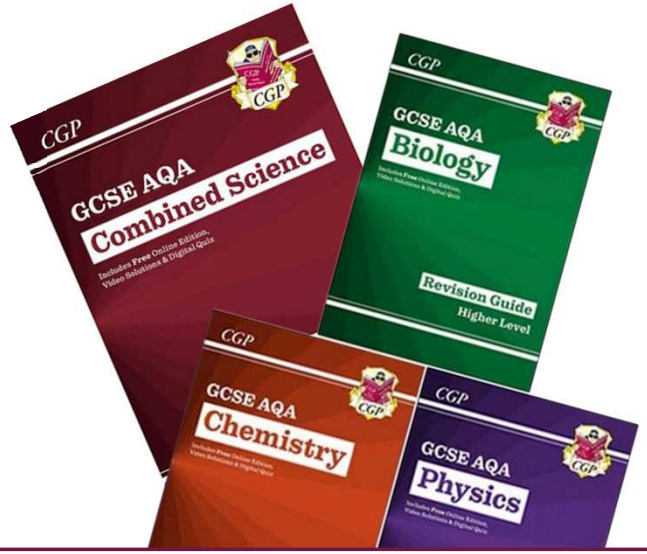
GCSE Combined Science	GCSE Separate Science
2 GCSEs	3 GCSEs
AQA Combined Science: Trilogy (8464)	AQA Biology (8461) AQA Chemistry (8462) AQA Physics (8463)

- Combined Science students will sit a total of 6 examinations to gain the equivalent of two GCSEs - they still study all 3 Sciences
- Combined Science students grade is based on the average of all six papers. Final grades will be given as 2 numbers e.g. 7-7 or 7-6
- Separate Science students will sit 2 examinations per Science subject to gain three GCSEs in Biology, Chemistry and Physics. They will gain a separate grade for each Science
- Foundation and Higher Tiers: Students will be entered for the tier that we feel will give them the best chance of securing the highest grade.
- Foundation tier: Assesses grades 1 through to 5.
  Higher tier: Assesses grades 4 through to 9

How to support your young person with GCSE Science

SENECA

-Students have access to a free online learning platform called Seneca
-This is linked to their class groups, and they can access revision materials.
-We suggest that students use this independently to consolidate their knowledge.
-However, assignments will also be set by teachers at times for assessment revision etc.



- We recommend students use these revision guides.
- The Science department will send out information soon regards to purchasing these at a discount through school.

Supporting our young people.

- Welfare support
- Subject Intervention
- Half termly bulletins
- Remote support – Google classroom
- Registration Activities
- Information and support for examinations – students will receive more information about this throughout the year

Supporting our young people

In Year 10, we begin the GCSE access arrangements process and prioritise students who previously had arrangements at KS3.

The criteria for access arrangements at GCSE are significantly more robust and individuals may no longer meet the criteria for arrangement that were previously in place.

All students are screened at the end of Year 9 to identify individuals who **may** require further testing and **may** be eligible for an access arrangement. Where appropriate additional assessments will be undertaken by the school's **Specialist Assessor**.

This purpose of this assessment **is not to provide a diagnosis**. It identifies potential barriers to learning and assessment and what arrangements **may** be appropriate. Assessment results alone do not determine eligibility.

During KS4 class teachers can refer individuals to the SENCO where they believe an access arrangement should be considered. Any referral must be supported by evidence of need.

We want every student to have the support they need, whilst we ensure access arrangements are awarded fairly, consistently and inline with JCQ regulations,.

The aim of access arrangements are to provide fair access to exams and reduce barriers to attainment

The **Joint Council for Qualifications (JCQ)** sets national regulations and guidance for exams that PHS must comply with.

The **SENCO** ensures JCQ rules are applied so individual students receive the support they need whilst maintaining the integrity of the examination.

To qualify for an access arrangement, we need evidence of three things:

1. There is a clear and substantial need or difficulty
2. The need or difficulty has a demonstrable impact upon learning and assessments
3. The arrangement reflects a normal way of working

This will come from medical/diagnostic reports, teacher observations in class and evidence of use in class/exams.

In line with JCQ regulations, privately commissioned assessments carried out without prior consultation with the school cannot be used to award access arrangements. This is particularly relevant to dyslexia.

A diagnosis alone does not entitle any student to an access arrangement – parents are advised to contact school before commissioning any private assessment.

JCQ CIC Joint Council for Qualifications CIC

Regulations students must follow for all assessments including written, speaking, performances and NEAs.

Information for candidates

Written examinations

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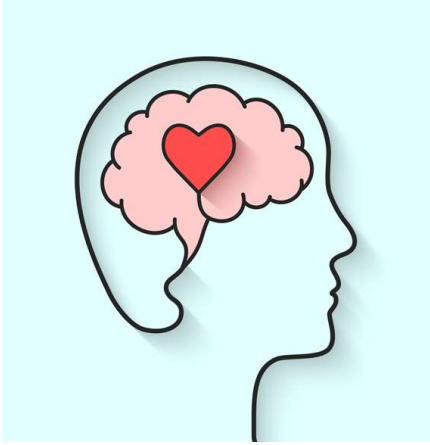
How you can support your young person to achieve their potential

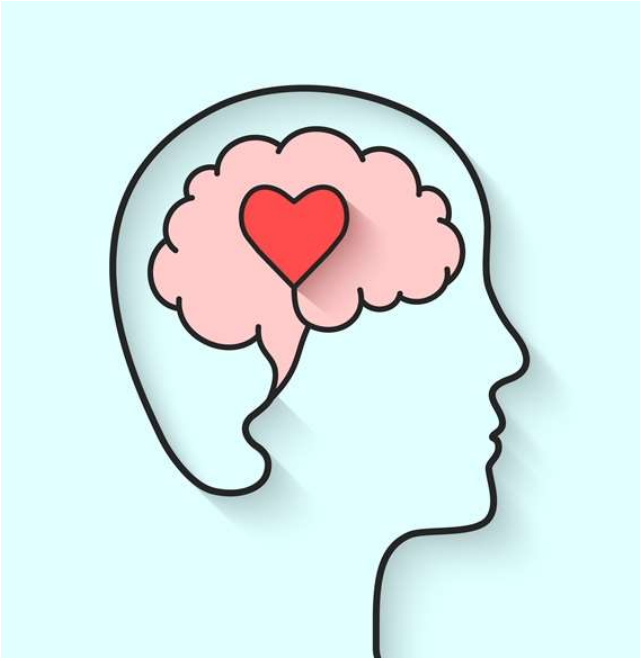


Supporting attendance and punctuality

- Allow plenty of time for getting ready in the morning.
- Ensure a regular bedtime routine.
- Arrange appointments after school hours.
- Please plan holidays in accordance with the school calendar.
- Use good judgement when your young person says they are ill.
- Talk to your young person about the importance of attendance.
- If your son / daughter can’t come in, tell us as soon as possible.
- Ensure that students catch up on any missed work.

Support their mental health and wellbeing

- Develop routines
- Healthy sleeping habits
- Monitor screen time and the use of social media
- Positive conversations about school and learning
- Healthy living



Make sure they are prepared and ready to learn

- Full school uniform
- Full school equipment
- Have a space at home to keep their school work
- Encourage them to pack their bag the evening before

Engage them in conversations about their day and learning

- Ask them about their day. Get them to tell you about what they have been learning
- Set achievable goals with them
- Encourage them to speak to their teachers when they have questions
- Celebrate any achievements
- Discuss any consequence points

Help them to develop good study habits

- Encourage them to organise their books at the end of each day. Use their contents page and glossaries.
- Retrieval practice
- Reflect on their work
- Have they responded in red pen to teacher feedback?

Revision

- **Start early!** We will provide lots of revision support for students, but they should ensure they are starting their revision early.
- **Create a revision timetable** – establish a balance between subjects ensuring all topics are being covered.
- **Try different techniques** – find what works for them!
- **Remove distractions** – mobile phones should be kept out of the way!
- **Get involved** – Support them by quizzing them or getting them to explain things to you.
- **Self care** – take regular breaks, eat well, exercise and get lots of sleep!

Preparing for assessments, making sure students can remember and use the content from class is a really important. We want to make sure that students do this in a way that works and that you can also support them. We have told students to think of this task being in **three parts or steps**.

STEP ONE

Preparation

Getting ready and organising your thinking

STEP TWO

Performance

Actively TESTING yourself from memory

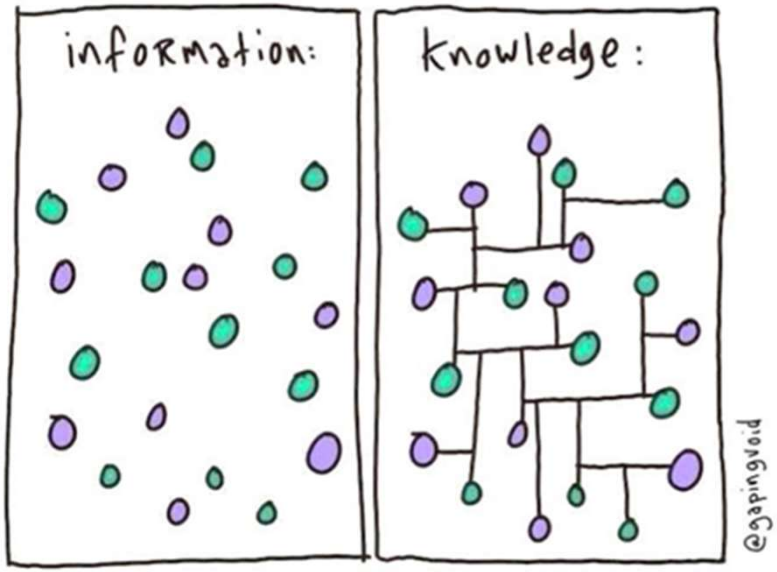
STEP THREE

Progress

...doing these things regularly over time to build confidence

STEP 1: PREPARATION

Students need to get what they are wanting to revise into a format that helps their thinking. Something that is easy to use. There are lots of techniques they can use.

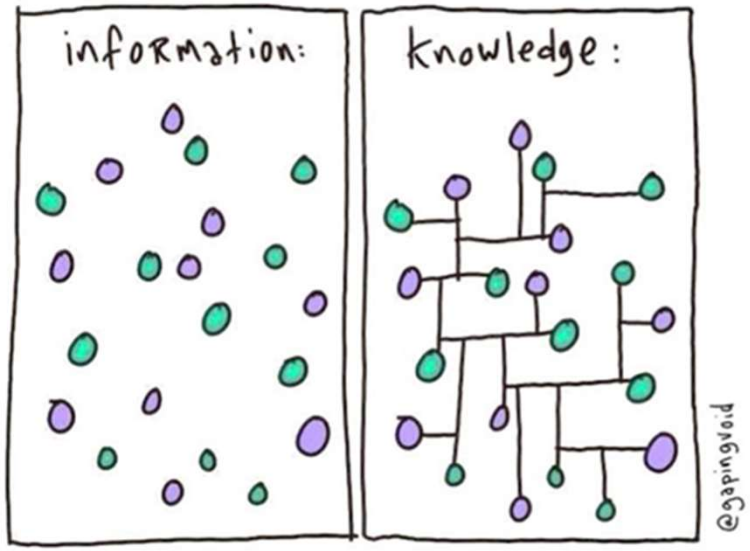


STEP ONE - PREPARATION

What will you revise from?

Students need to get what they are wanting to revise into a format that helps their thinking. Something that is easy to use.

There are lots of techniques they can use, including:



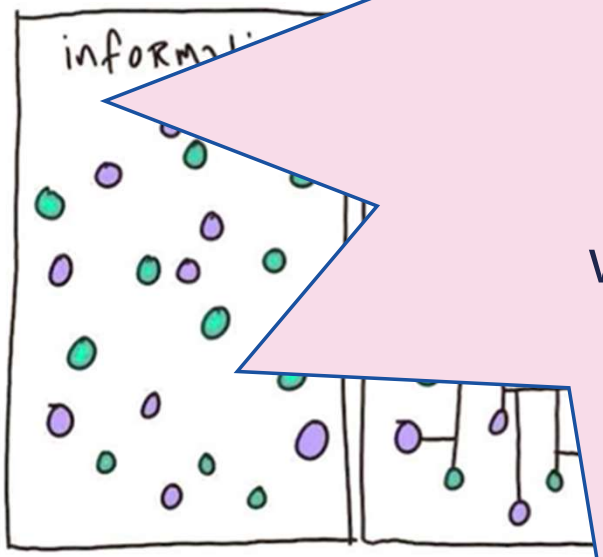
- Creating Mindmaps
- Making Cue Cards/Flash Cards
- Summarising notes
- Cornell Note Taking
- Transforming your notes into memorable images
- Designing an evil mock exam paper
- Planning answers to questions

STEP ONE - PREPARATION

What will you revise from?

Students need to

to a format



BE CAREFUL! Some students spend FOREVER in the Preparation Stage and this means they miss the part of revision where the content becomes easier to remember. They might end up with a lovely mindmap which looks brilliant but when it comes to the test they struggle to remember it!

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STEP 2: PERFORMANCE

This is the stage that makes their learning 'stick'.

The only way to commit content to memory is to test themselves, they are testing their performance.

This is the stage where the magic happens.

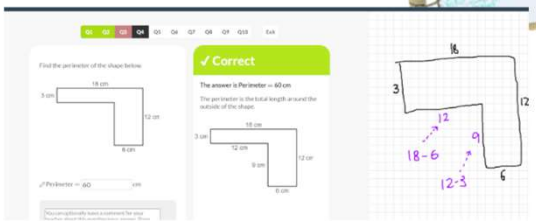
STEP TWO

Performance

This is the stage that makes their learning 'stick'. The only way to commit content to memory is to test themselves, they are testing their performance. This is the stage where the magic happens.

Again, there are a lot of techniques that students can use in this stage, including:

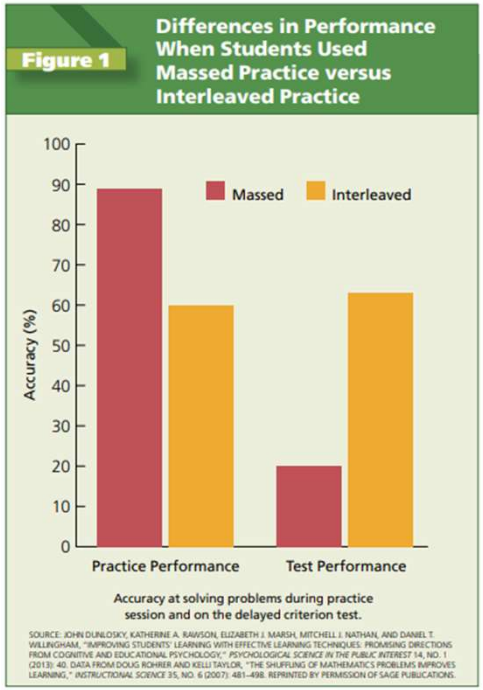
- Attempting an exam question WITHOUT NOTES in timed conditions
- Recreating an aspect of your mindmap FROM MEMORY
- Quizzing yourself with your cue cards
- Teaching someone else the topic WITHOUT NOTES
- Reading your teacher's feedback and changing your approach
- Mind Dump – noting down everything you know from a topic
- Practice questions (often online e.g. Dr Frost for maths or Seneca questions)



STEP 3: PROGRESS

Revision isn't a last minute cramming session before the exam.

IT TAKES PLACE OVER TIME.



STEP THREE

Progress

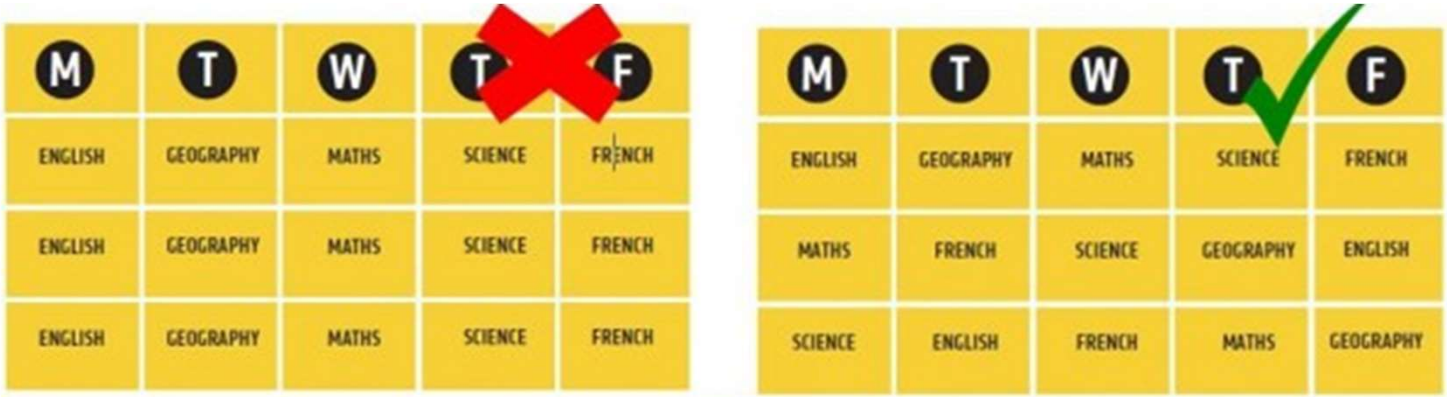
The more small chunks of revision students complete over time, the better they become in terms of their learning. They need to make sure they regularly return to the content to fully commit it to memory.

Creating opportunities to complete tasks from the Performance Stage and regularly reviewing learning will make sure that their revision sticks – it helps make sure they don't forget it!

STEP THREE

Progress

Creating a revision timetable where they give time to each of their subjects and each topic within these can make sure they do this.
Students need to make a note of what they'll test themselves on and when – making sure they create lots of opportunities to revisit each tricky topic.



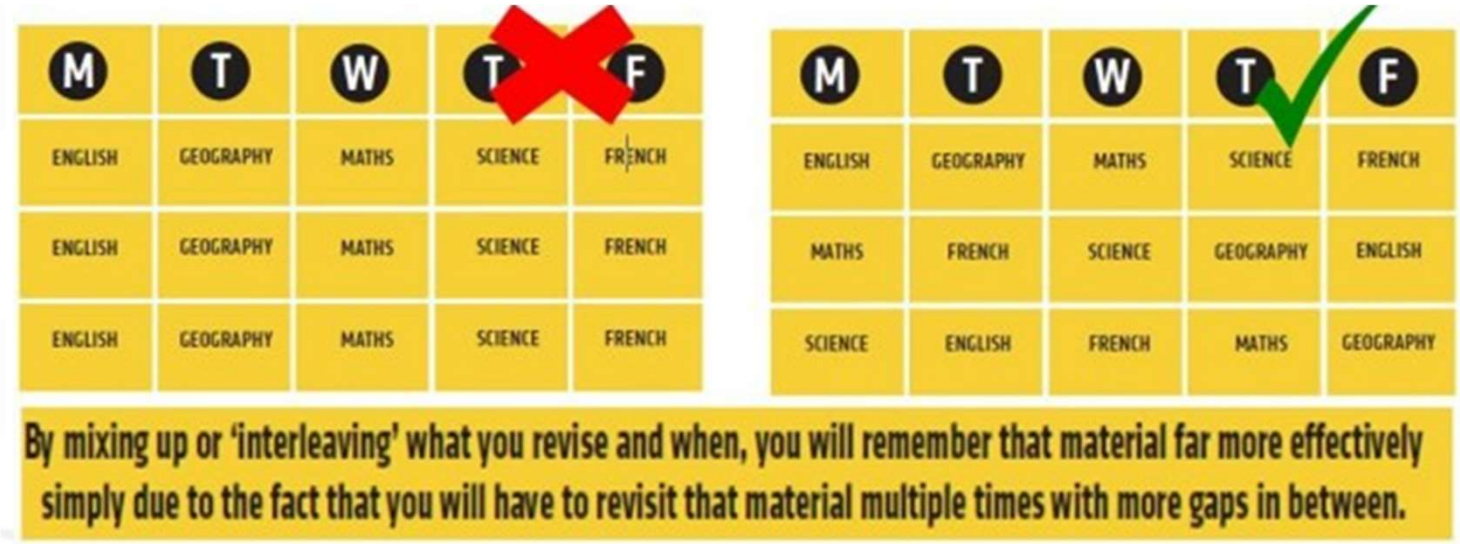
By mixing up or 'interleaving' what you revise and when, you will remember that material far more effectively simply due to the fact that you will have to revisit that material multiple times with more gaps in between.

STEP THREE

Progress

Reflect on their revision.

Make sure they alter the revision plan / timetable based on what they find out from the performance stage!



Support with home learning

Google Classroom

- Have a place for studying
- Plan home learning time into your routine – Students should be doing at least 2 hours of home learning / revision each day.
- Check Google Classroom
- Ask questions about their home learning and show an interest
- If they are stuck, encourage them to think it through and use the resources they have

Encourage them to challenge themselves

- Don’t do the minimum – research something further!

- Share their ideas in class
- Failure is the stepping stone to success
- Take part in an extra-curricular activity/club

- Reading

Talk about their aspirations and careers

- Ask them about their aspirations
- Discuss different careers
- Use the resources on the school website

Broaden their knowledge and experiences

- Discuss a variety of topics
- Talk about things they might see in the news
- Visit interesting places with them

Educate – Challenge – Empower

Encourage them to take responsibility for their learning, actions and choices.

https://www.poyntonhigh.org.uk/contact-us

Who to contact?

- Welfare concerns – Mrs Heap
- Concerns about general progress – Miss Dovey
- Learning Support – sen@poyntonhigh.org.uk
- Specific Subject Progress concerns – For the attention of your child's class teacher
- All these contact details plus the safeguarding contact, SENCO, Headteacher and Chair of Governors can all be found on the contact us page of the school website.