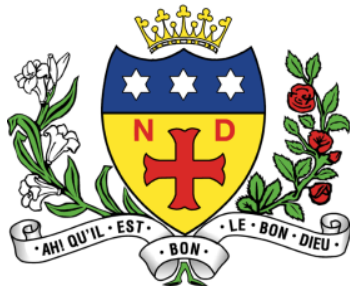


# Year 11 Information Evening



2 0 2 2

“If you have love for  
one another,  
everyone will know  
that you are my  
disciples”



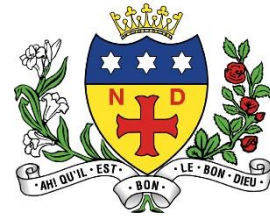


# THE YEAR AHEAD

# Y11 KEY DATES



- 11/10/22 – Y11 information evening
- 11/10/22 – M1 monitoring released to parents
- 12/11/22 – 6<sup>th</sup> Form open morning
- 6/12/22 – M2 monitoring released to parents
- 7/12/22 – 10/12/22 – School production
- 12/12/22 – 19/12/22 – Y11 Assessment week 1
- 23/12/22 – Deadline for Sheffield Progress applications
- 13/1/22 – Y11 Assessment week 1 results released
- 26/01/22 – Y11 Parents' evening
- 3/3/22 – 10/3/22 - Y11 Assessment week 2
- 14/3/22 – Y11 Photos
- 4/4/22 – M3 monitoring released to parents (Y11 Assessment week 2 results included)
- 10/5/22 – Leavers Mass
- 12/5/22 – Leavers assembly
- 15/5/22 – 16/6/22 – Y11 GCSEs (provisional)
- 23/6/22 – Y11 Prom



MONITORING

**We are going to have fewer monitoring cycles, but each one done more thoroughly**

	<b>Monitoring</b>	<b>Approach to Learning</b>	<b>Progress</b>
<b>Sept</b>	M1	All year groups	N/A
<b>Dec</b>	M2		Y8-13
<b>Mar</b>	M3		Y7-13

# Approach to Learning Grade Descriptors



**Outstanding:** you are a role model to others

**Good:** you are meeting our expectations

**Needs to improve:** your approach to learning is inconsistent

**Serious Concern:** rapid and significant improvements need to be made

## These are the areas that teachers will be assessing each monitoring cycle

<b>Engagement</b>	<ul style="list-style-type: none"><li>• Focus in lessons, how well you are listening/concentrating</li><li>• Participation in lessons, taking part in activities</li><li>• How hard you try</li><li>• How you respond to advice and improve your work</li></ul>
<b>Community Conduct</b>	<ul style="list-style-type: none"><li>• How respectful you are to others – both staff and students so that you allow others to learn</li><li>• How you behave – e.g. calm and considerate of others</li><li>• How safe your behavior is both in class and around school</li></ul>
<b>Personal Organisation</b>	<ul style="list-style-type: none"><li>• How well you complete homework</li><li>• How punctual and ready to learn you are</li><li>• How well equipped you are for lessons and school – e.g. correct uniform, equipment, journal, etc</li></ul>



# GCSE ASSESSMENTS



# HOW WILL GCSEs WORK THIS YEAR?

- We are 'back to normal'
  - Students won't get any advance notice of content.
  - Students will still get additional formula and equation sheets in Maths, Physics and Combined Science.
- Government have said 'distribution of grades will be similar to 2019'.
- This means grade boundaries will probably be slightly lower than in 2019 to reflect disruption to learning.
- It also means students have exactly the same chance of getting grades to progress to A Levels/university as you would in any other 'normal' year.

# SOME THOUGHTS...

- Students shouldn't be complacent – grade boundaries may be slightly lower than in 2019, but it is still 'just as hard to get a 6 or an 8'.
- Everyone is in the same boat – students should not try to dwell on disruption that affected them in a particular way, but concentrate on all those things they are in control of.
- Students should look after their Approach to Learning and their grades will largely look after themselves.
- Remember, the students are at a great school and where students work hard, they leave us with great grades.

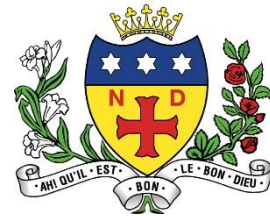
# 2022 RESULTS

37% grade 7-9

90% grade 4-9

90% 5 grades 4-9 including English and Maths

Progress +0.54



# ATTENDANCE

95%	=	40 LESSONS MISSED EACH YEAR 8 days in total or 1 week and 3 days
90%	=	80 LESSONS MISSED EACH YEAR 16 days in total or 3 weeks and 1 day
85%	=	120 LESSONS MISSED EACH YEAR 24 days in total or 4 weeks and 4 days
80%	=	160 LESSONS MISSED EACH YEAR 32 days in total or 6 weeks and 2 days

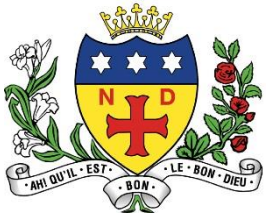
## ATTENDANCE MATTERS

WHAT DO YOUR ATTENDANCE FIGURES ACTUALLY MEAN?

**BE SMART BE THERE!**  
Percentages based on 190 academic days

**A number of recent studies have shown that there is a clear and direct relationship between pupil attendance and achievement.**

# Government Covid Guidance



	No positive COVID test	Positive COVID test
Mild symptoms, e.g. runny nose, slight cough	Continue to attend school	
Unwell and high temperature	Stay at home until you are well enough to attend school AND no longer have a high temperature	Time spent at home and avoiding contact with others should be a <b>minimum of 3 days</b>



STAYING INFORMED

# How will we keep in touch with you?



## General

- [Website https://www.notredame-high.co.uk](https://www.notredame-high.co.uk)
- Head teacher's blog
- Information / Welcome Evenings
- Email / letters via MCAS app

## Pupil specific

- MCAS App (My Child at School)
- Satchel One App (previously SMHW)
- Monitoring reports via MCAS
- Parents' Evening
- FTs/ subject teachers/ Pastoral managers via MCAS/phone/email



## Keep in touch with us:



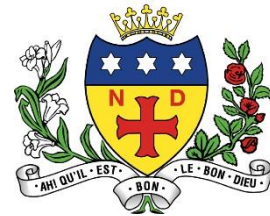
- Regular checking of **MCAS** and **Satchel One**
- Through the **journal, email and phone calls**
- Make an appointment to speak to relevant staff
- Attend **Parents' Evenings** – **these will now be in person**
- Join us in community worship and school Masses
- Support the drama, dance and music Productions



## For any issues:

Satchel:One - [ntownsley@notredame-high.co.uk](mailto:ntownsley@notredame-high.co.uk)

MCAS – [sgiles@notredame-high.co.uk](mailto:sgiles@notredame-high.co.uk)



POST 16 OPTIONS

# The application process

<https://www.sheffieldprogress.co.uk/>



Get In Touch

Your account

Log in

[Home](#) [Opportunities](#) [Resources](#) [News](#) [Events](#) [Information](#)

About our prospectus

## Welcome to Sheffield Progress.

Sheffield Progress is an online prospectus and application system for young people to apply to school sixth forms, colleges and training providers.

### Careers Helpline

The helpline and enquiry service is for young people aged 15-18 (including this year's school leavers) who are not in employment, education or training.

Lines are open Monday to Friday 9am to 4pm or email [cyt\\_tys@sheffield.gov.uk](mailto:cyt_tys@sheffield.gov.uk)

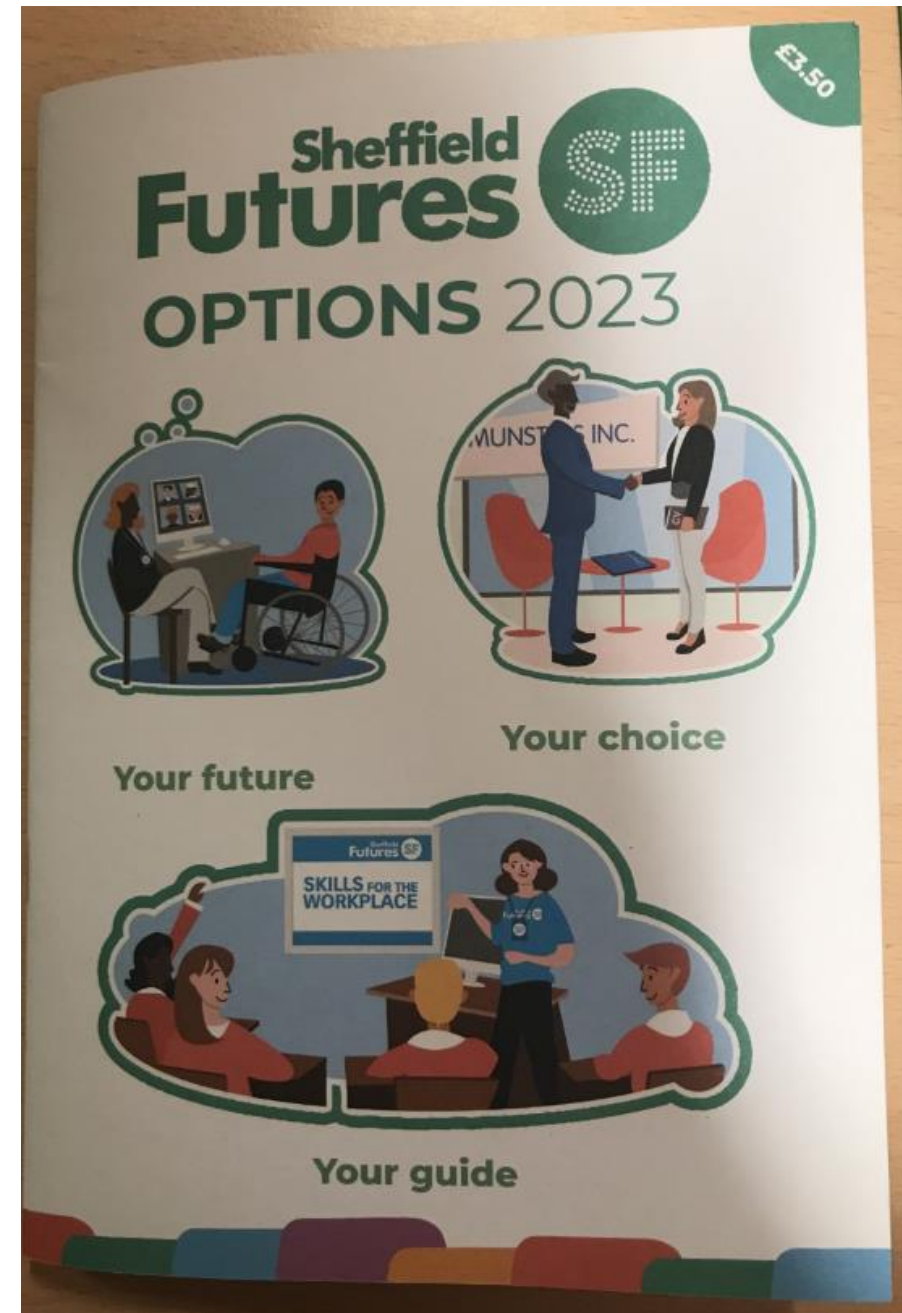
Call 0114 273 4462

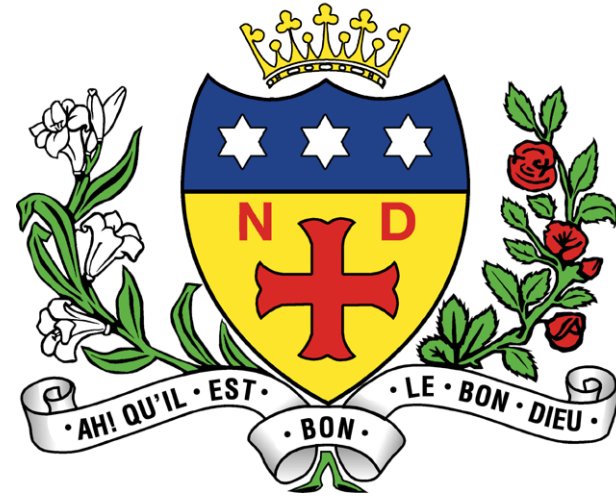


# The application process

1. Students have all set up accounts on Sheffield Progress.
2. Students all started filling in their personal information and writing their personal statements during lessons at the end of Y10.
3. Students should now be starting the process of choosing their sixth form/college options. These need to be added to their application.
4. All Notre Dame students should have completed their application (and made choices) by the end of the Autumn term (23/12/22).
5. Official closing date is Tuesday 31st January 2023.
6. Students are notified of offers from Friday February 24th 2023.
7. Offers need to be accepted by Friday 17<sup>th</sup> March 2023.

**Any queries:** [Lpaine@notredame-high.co.uk](mailto:Lpaine@notredame-high.co.uk)





NOTRE DAME

HIGH SCHOOL

SIXTH FORM



# Our Sixth form-Y12 2022

234...our target was 220

155 Students from Notre Dame.

79 Students joined us from over 30 other schools.



# Who comes here from ND?

- Everyone from those who just meet the minimum entry requirements which are...
- 4 in English Lang and Maths **PLUS** 3 x 4 in other subjects.
- Right up to our very highest achievers in Y11.





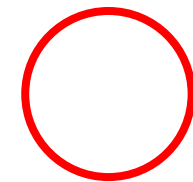
# 26 Subjects on offer + EPQ

- Art
- Biology
- Business Studies
- Chemistry
- Computer Science
- D&T
- Drama
- Economics
- English Language
- English Literature
- French
- Further Maths
- Geography
- Government & Politics
- Health & Social Care (single/double)
- History
- Maths
- Music
- PE
- Photography
- Physics
- Psychology
- Religious studies
- Sociology
- Spanish



# How many to choose?

3



or 4!



# Our 2019 to 2022 Success...

Pass Rate 98.6% → 98.0%

A\* to B 55.3% → 58.6%

Average point Score 34.9% → 35.9

Value added progress → data not published as GCSE grades were based on CAGs.



# Destinations 2022

100% purposeful progression

University 85%

Gap year/Year 14 11%

Other progression routes 4%



# Destinations 2022

Russell Group top 24 Universities

National 12%

Notre Dame 43%



# 3yr Destinations

## Oxbridge

- 2020 6
- 2021 5
- 2022 3

## Med/Vet/Dent

- 2020 9
- 2021 2
- 2022 5



Finding out more

**Enrichment day Wednesday 19<sup>th</sup>  
October**

**Open morning  
Saturday 12<sup>th</sup> November  
10am – 12noon**



All Notre Dame students are guaranteed an offer at our sixth form if they are predicted the minimum entry grades.



# Y11 information evening- Strategies to support your child's wellbeing



Part I: understanding anxiety  
Part II: helping your children  
Part III: questions?

# Myths about anxiety-True or false?



Anxious children are just worriers and there's nothing you can do to change that.

Anxiety is a natural response to feared situation.

Effective treatment of anxiety must focus on early experiences .

It is good to be scared at times.

Children can pass out from panic.

It is important to avoid situations that cause children to feel 'stressed'.

Children should just distract themselves if they are anxious.

# Myths about anxiety-True or false?



It is good to be scared at times. TRUE

Anxious children are just worriers and there's nothing you can do to change that. FALSE

Anxiety is a natural response to feared situation. TRUE

It is important to avoid situations that cause children to feel 'stressed'. FALSE

Children should just distract themselves if they are anxious. FALSE

Effective treatment of anxiety must focus on early experiences. FALSE

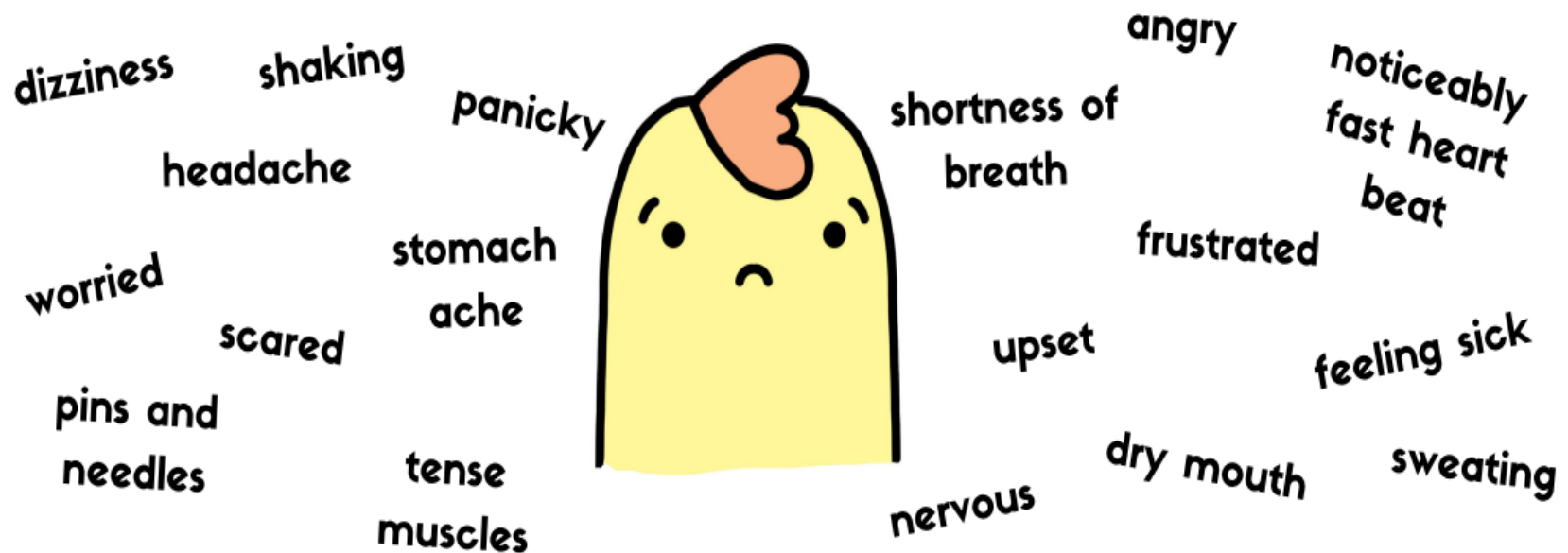
Children can pass out from panic. FALSE

# Part I: understanding anxiety



## Symptoms of Anxiety

When the Fight or Flight response kicks in and our heart rate and blood pressure increases, we might notice some of the following symptoms.



# What is anxiety...?



- Some anxiety is normal
- Anxiety helps us adapting to our environment
- Anxiety is crucial to our survival
- Anxiety is a normal part of growing up
- Anxiety is not an illness
- But... it is unpleasant to experience and can be distressing to see in our children anxious
- And... it becomes a concern when it gets in the way of children doing things they like or need to do.



# What is anxiety..

- Anxiety is a response to perceived THREAT
  - ○ Real or imagined / exaggerated
  - ○ Physical or social
- Fight/Flight/Freeze
- Anxiety as a communication
- Anxiety can be telling us something needs to be done
- Anxiety can prompt us to prepare for something
- Bears, fire alarms, nerves and worries



# What keeps the problem going ?

1. Avoidance- avoid feared factors.
2. Too much reassurance - when help your child avoiding feared factor.
3. Never discovering they can do it or cope with the discomfort!



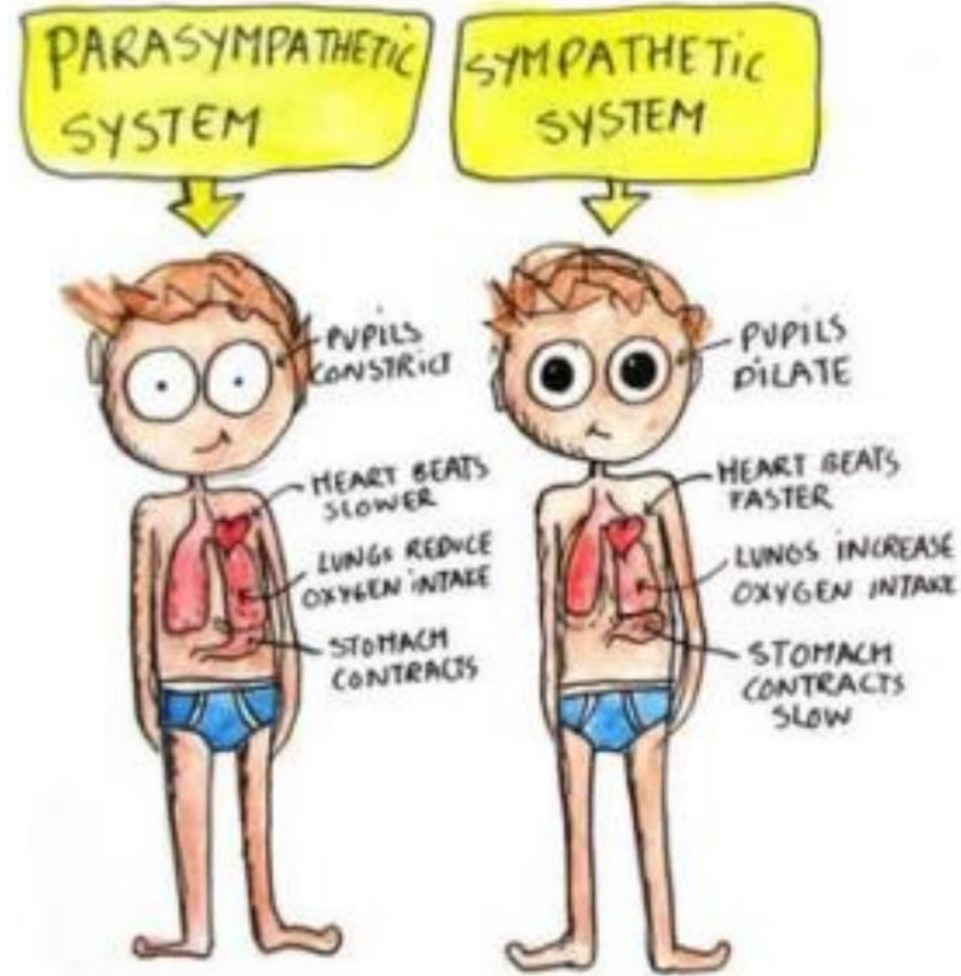


# What do you already know..?

- What do you already do to help when your child is anxious?
- What have you tried?
- What doesn't work?
- What would you like to try differently?



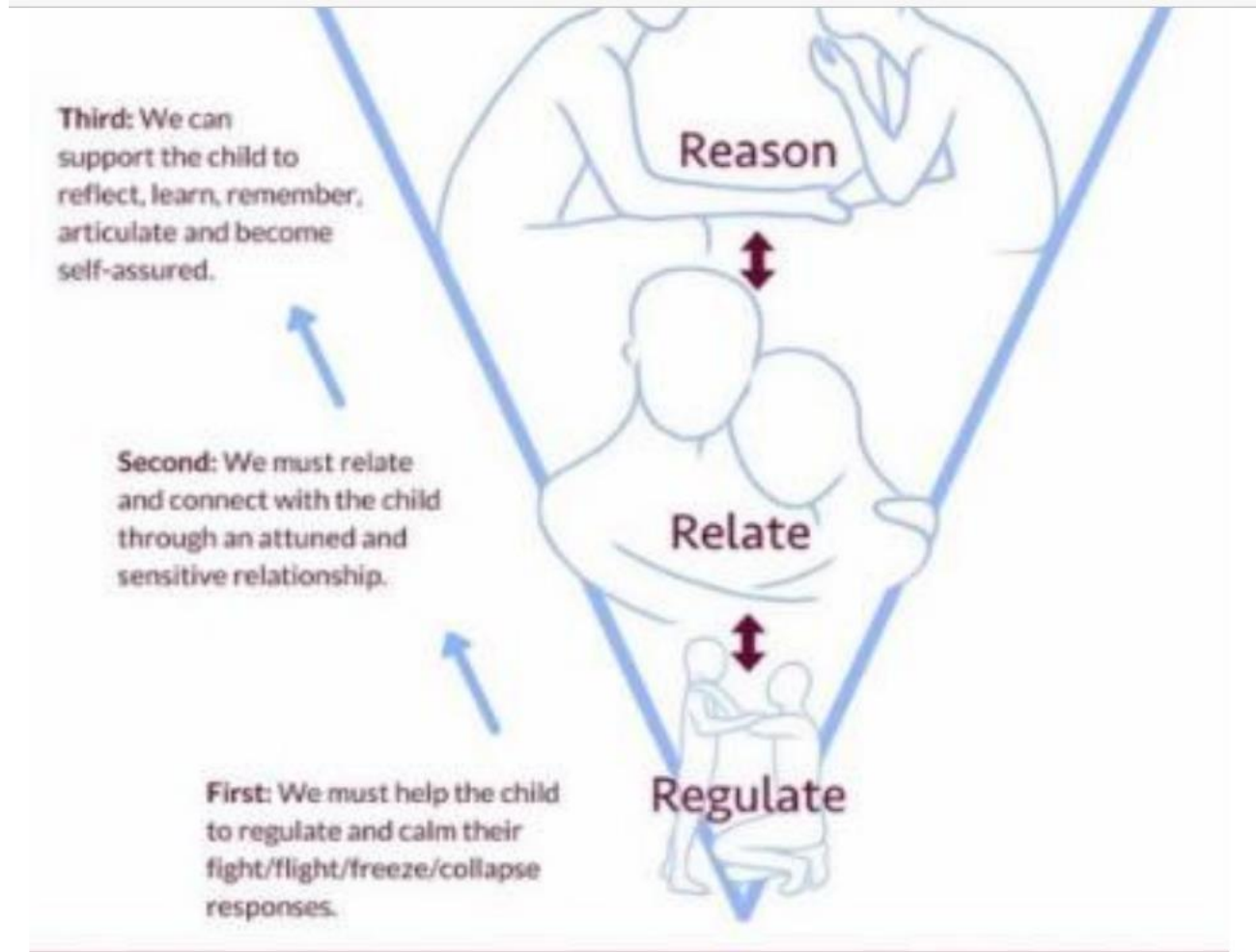
# Part II: helping your child



# Tip one- Regulate, Relate and Reason.



Best not to use Reason straight away- meet your child where he is.



Heading straight for the 'reasoning' part of the brain with an expectation of learning, will not work so well if the child is dysregulated and disconnected from others.

# Tip two- Acknowledge.



You seem worried. I am wondering what you might be worried about.

It's understandable that you feel frightened. It can be really frightening when things like that happen.

It looks like you are feeling really scared right now.

I wonder if.....

Acknowledge  
Acknowledge  
Acknowledge

You feel really anxious when you do this.

Going to class is really tough for you at the moment.

It sounds like you are worried about something that is happening at school.

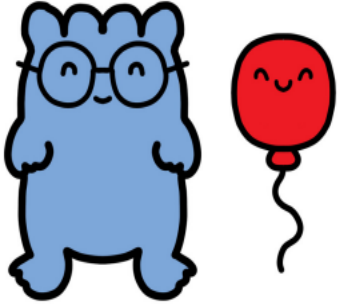
It seems like something is worrying you.

You're really nervous about the test today.

# Tip three- Breathing.



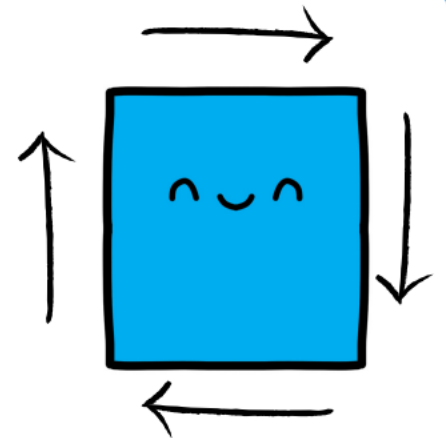
## Belly Breathing



- Take a deep breath in and fill your belly like you're inflating a balloon.
- As you do this, count 1, 2, 3, 4 to breath in and fill the balloon in your belly.
- Pause and then let all of the air out of your belly like you're letting a balloon deflate.
- As you do this, count 1, 2, 3, 4 to breath out and let the balloon go down from your belly.

## Square Breathing

- Imagine you're drawing a square with your finger in the air.
- Breath in while counting 1, 2, 3, 4 as you draw the top line and then pause.
- Breath out while counting 1, 2, 3, 4 as you draw the line down the side and then pause.
- Breath in while counting 1, 2, 3, 4 as you draw the bottom line and then pause.
- Breath out while counting 1, 2, 3, 4 as you draw the line up the side to make the square.





# Tip four- classify your worries.

## hypothetical worries

Hypothetical worries are worries that we don't currently have control over and can't do anything about. These can be overwhelming and tiring.

What if I get lost?

What if the bus is late?

What if I feel tired in the morning?

What if it rains?

What if I get worried?

What if the teacher asks me a question?

## practical worries

Practical worries are usually worries about a current situation that we can do something about. It can be easy to put these worries off or try to ignore them all together. However, if we don't do something about practical worries, they can pile up and make us feel overwhelmed.

I don't have enough time to do my homework

I haven't seen my friends in age

I have lots of exams coming up

I have to do a presentation

I've been eating lots of unhealthy food

# Tip five-start problem solving.



**Step 1** Write down your problem in 1 or 2 sentences.

**Step 2** Write down all the ideas you can think of to solve the problem (no matter what they are!).

**Step 3** Make a table and write down ALL of the good things and ALL of the not so good things you can think of for each of your ideas.

	Good things	Not so good things
Idea 1		
Idea 2		

# What do we offer here at Notre Dame?



- As part of the pastoral support, we offer a **6 weeks CBT intervention**.
- What do we cover?
- We look at **negative thoughts**, **unhelpful thoughts** that maintains our **negative cycles**.
- We talk about **emotions** and how are they connected with our thoughts.
- We look at what we do, our **behaviour**, helpful or unhelpful.
- We find **tools** that we can use to help use, cope in better ways.



# Relevant readings:

- **Helping your child with fears and worries:** A self help guide for parents by Cathy Creswell, Lucy Willetts, et al.
- **The Whole-Brain Child:** 12 Revolutionary Strategies to Nurture Your Child's Developing Mind by Dan Siegel & Tina Payne Bryson
- **Brainstorm:** The Power and Purpose of the Teenage Brain by Dan Siegel
- [managing worry 3 session guide all sessions .pdf \(wsimg.com\)](#)- We Heart CBT.
- [supporting with low mood 3 session guide all s.pdf \(wsimg.com\)](#)





Thank you for listening!!

# Strategies to support your child's revision



## *Getting Revision Right*

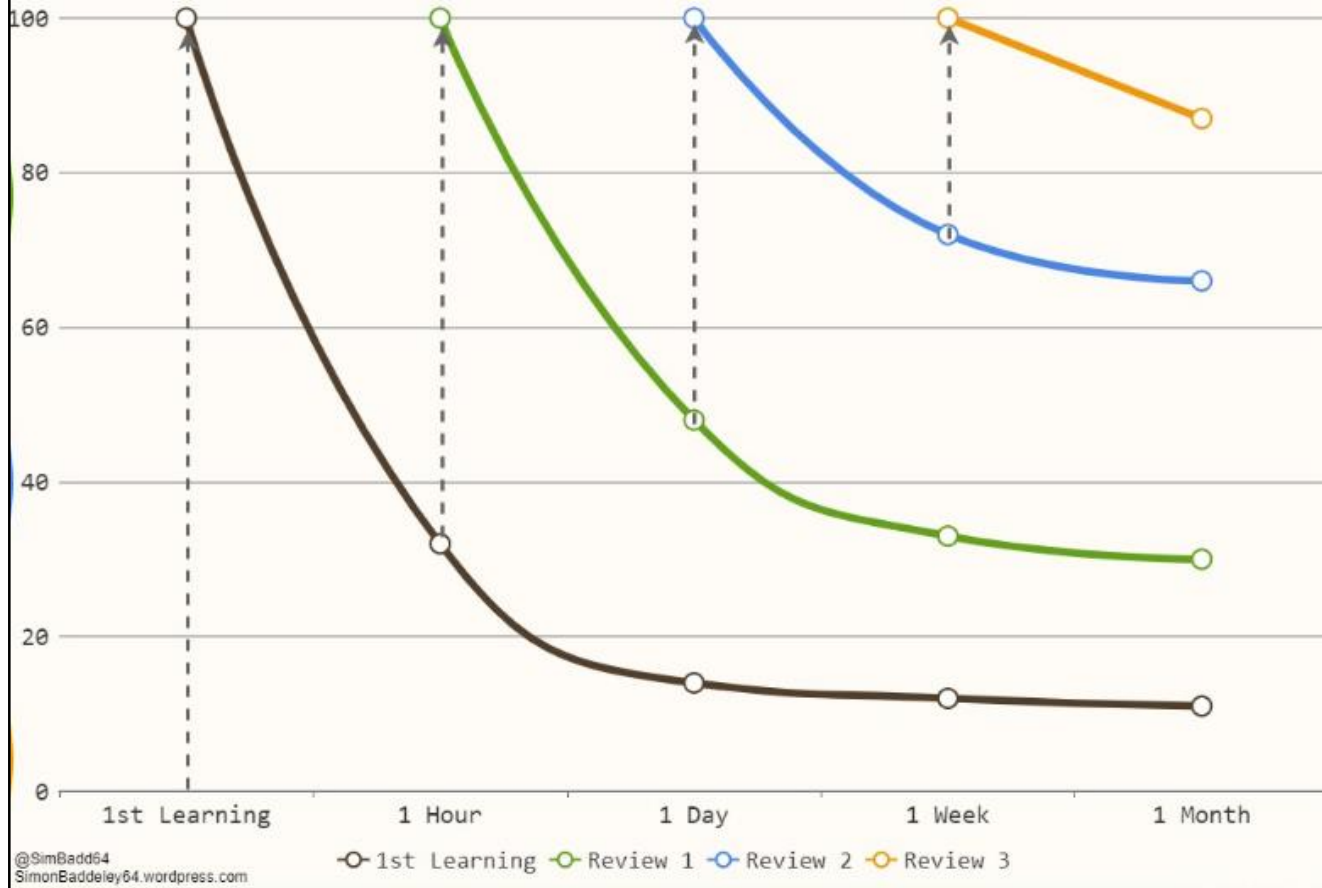
*'Goals are good for setting a direction but systems are best for making progress'*

(James Clear, Atomic Habits)



# The Curve of Forgetting

Hermann Ebbinghaus



*'Memory is the residue of thought'*  
(Daniel Willingham)

"Retrieval practice is a group of learning strategies where we focus on getting information out.

Through the act of retrieval, or calling information to mind, our memory for that information is strengthened and forgetting is less likely to occur.

# Effective revision habits and strategies



All revision should be designed to make the student think!



# Revision strategies - Least effective

<b>Summarisation</b>	Writing summaries (of various length) of revision texts	3 - Low
<b>Mental images</b>	Forming mental images or revision materials while reading/listening	3 – Low
<b>The key word mnemonic</b>	Using key words and mental imagery to associate key words and concepts	3 – Low
<b>Rereading</b>	Restudying text material again after an initial reading	4 – Ineffective
<b>Highlighting/Underlining</b>	Marking potentially important portions of revision materials whilst reading	4 - Ineffective

# Revision strategies - Most effective



Practice testing	Self-testing or taking practice tests revision materials	1 - High
Long-term revising	Implementing a schedule of practice that spreads out study activities over time	1 – High
Asking ‘Why?’ (Elaboration)	Generating an explanation for why a fact or concept is true	2 – Moderate
Self-explanation	Explaining how new information related to known information, or explaining steps taken during problem solving	2 – Moderate
Varying study topics (interleaved practice)	Mixing different kinds of problems, or different kinds of material, within a single study session	2 – Moderate

# Revision timetable



Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
1. English: A Christmas Carol on Seneca	X	1. French: The Past Tense. Flashcards and Quizlet	1. History: Retrieval booklet planning past paper questions.	x	x	1. Science: Covalent bond questions from Padlet
2. Maths: complete past paper questions focusing on fractions.	X	2. PE: Flashcards on the skeleton.	2. Maths: the nth term. Paper questions.	x	x	2. RE: Judaism.-

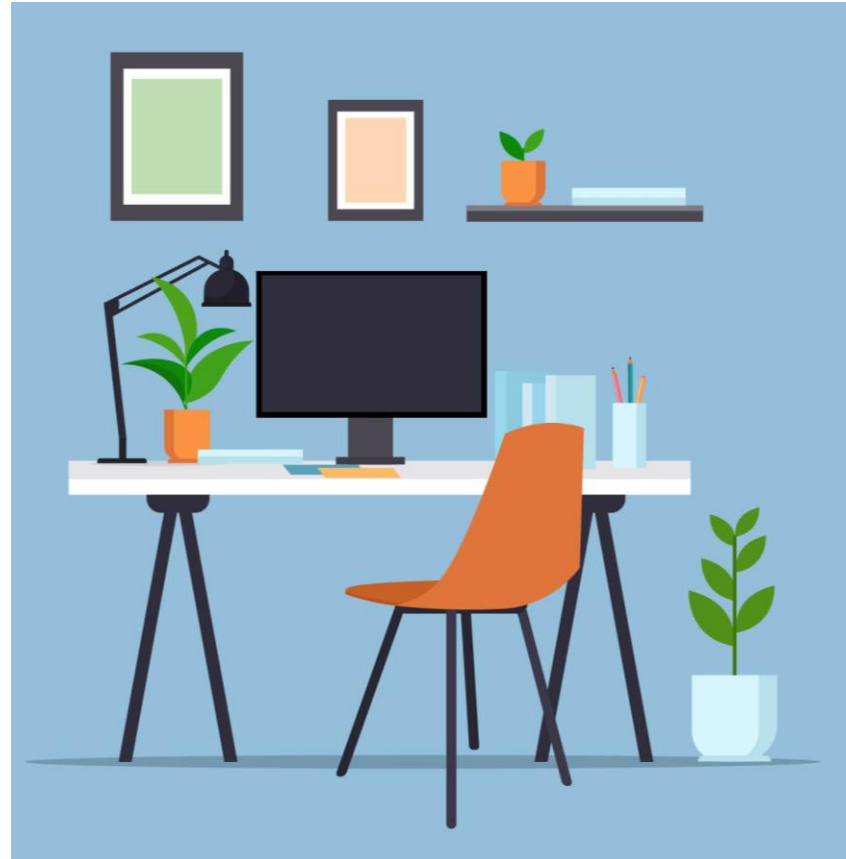
# Revision Spaces



Find a quiet, tidy room

Make the revision timetable and exam timetable visible

Make sure you keep hydrated



Put your phone away in another room

Loud music is a distraction

Have revision materials and stationary on the desk ready to go





# Sleep their way to success



Research shows that sleep duration and quality improves memory and recall, helps concentration, aids creativity, enables clearer thinking and helps our immune system.

Have a regular bed time

Help sleep arrive



# Well-being during exam season



**EAT** - diet is important so make sure they don't neglect it during the exam period. Not skipping meals, staying consistent with a healthy balance of meals and staying hydrated.

**SLEEP** - staying up late to revise is a bad idea! Sleep deprivation can have a very negative impact on concentration, performance and memory.

**EXERCISE** - take regular breaks from revision with exercise. Taking part in something they enjoy, going for walks, or any active activity that can be part of their daily routine.

**RELAX** - relax during the exam period! It is essential that they make time to switch off and have a break. Watch telly, read or chat to family/friends.