



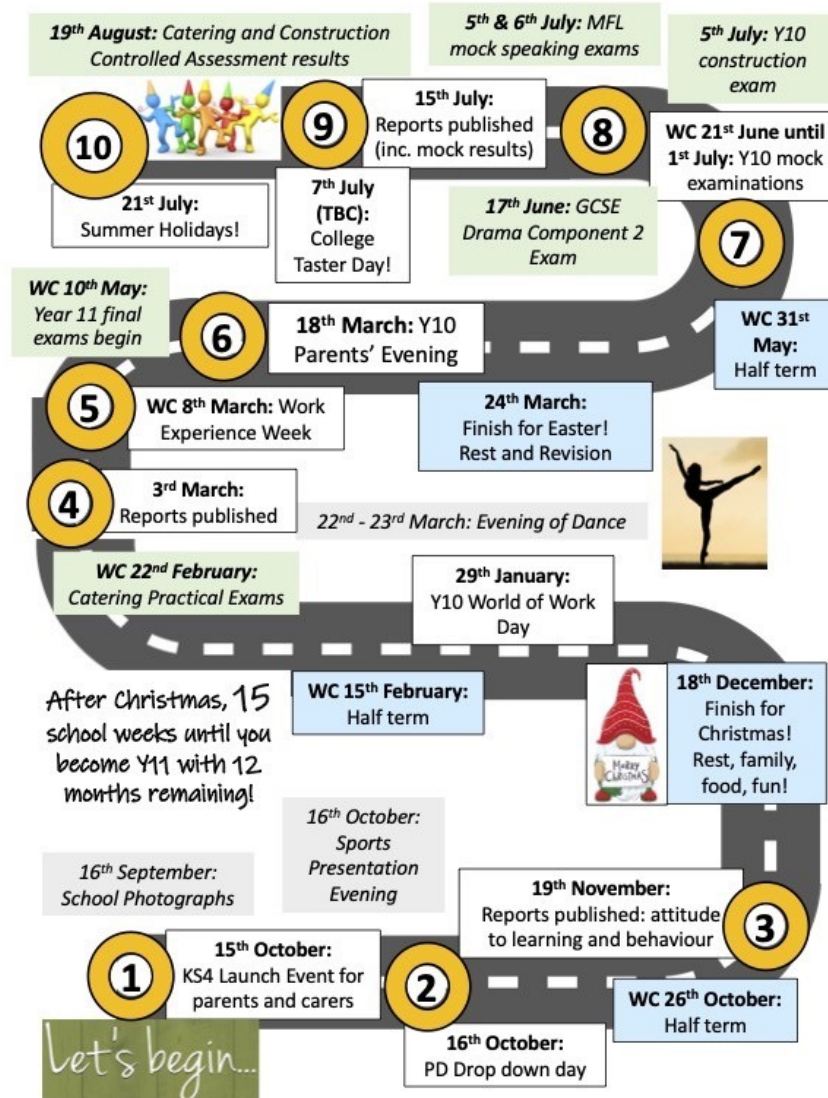
GCSE Launch Night

Aims of the Evening

- To provide you with key information about the important and exciting two years ahead;
- To share updates on the year group picture, and how we can work together to support your child;
- To offer practical advice for supporting your child through their GCSEs and helping them to complete effective revision and independent study **now**.

Y10 ROADMAP '26-27

FRED LONGWORTH
HIGH SCHOOL



Good Habits from the Start



PUNCTUALITY

Arriving on time
for school and
lessons.



ATTENDANCE

Being in school
regularly and
meeting attendance
expectations.



BASIC STANDARDS

Uniform, no make-up
and having the correct
equipment
every day.



HOMEWORK

Completing
homework and
meeting deadlines.



BEHAVIOUR

Making positive
choices and
upholding our
school expectations.



These expectations matter throughout the year and will be considered when determining eligibility to attend Prom.



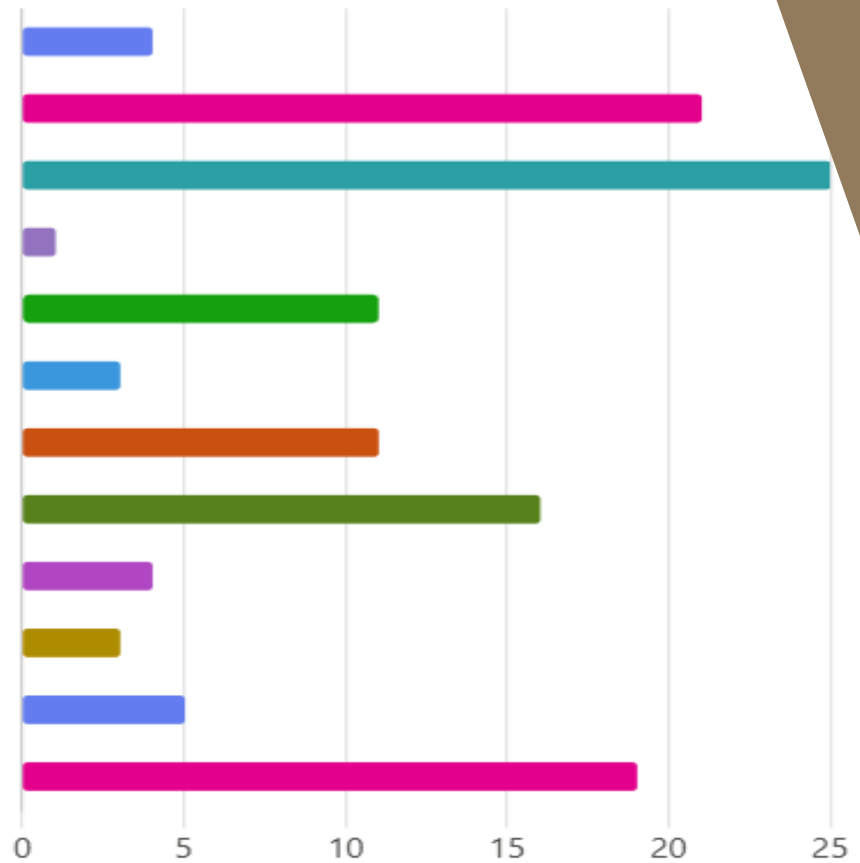
Our Relationship



GCSE Launch Night

The barriers to learning

- My behaviour
- Having no motivation
- Feeling anxious
- People talking off-task in lessons
- Other students' behaviour
- Not completing homework
- Noise in the classroom when I'm trying to write
- Not understanding the work
- My attendance
- Things going on outside of the classroom
- Resilience - being too quick to give up when it feels hard
- Other

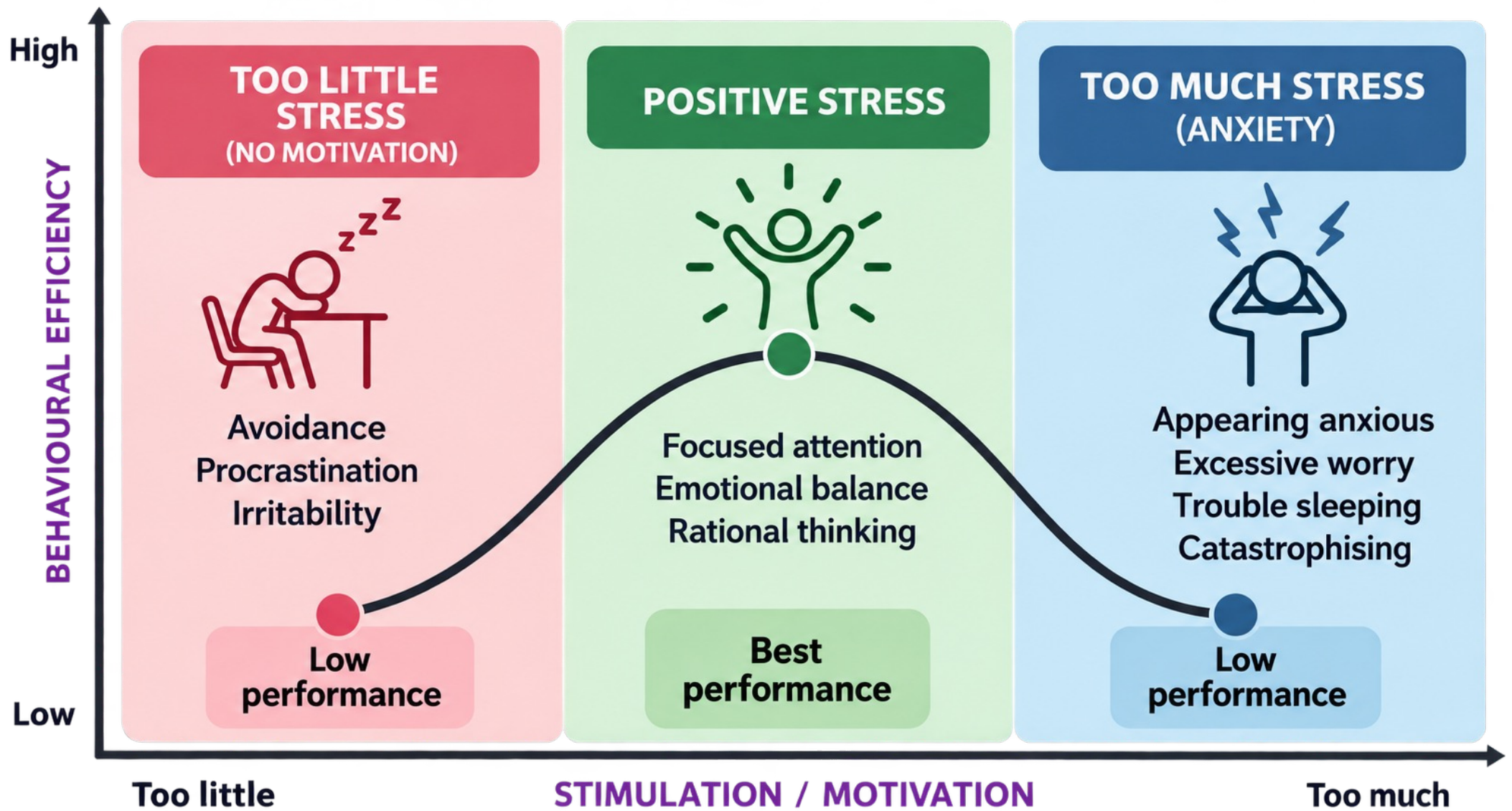


● Feeling anxious

● Having no motivation

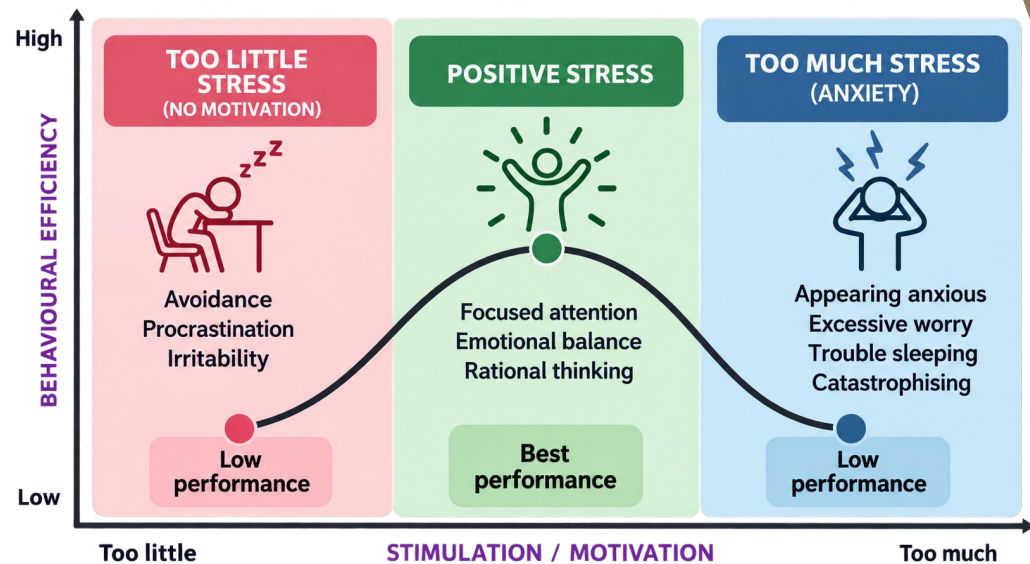
Anxiety is caused by our **perception of threat**.
Anxiety put simply is the over-estimation of a
perceived threat and under-estimation our
ability to cope.





Our Challenge

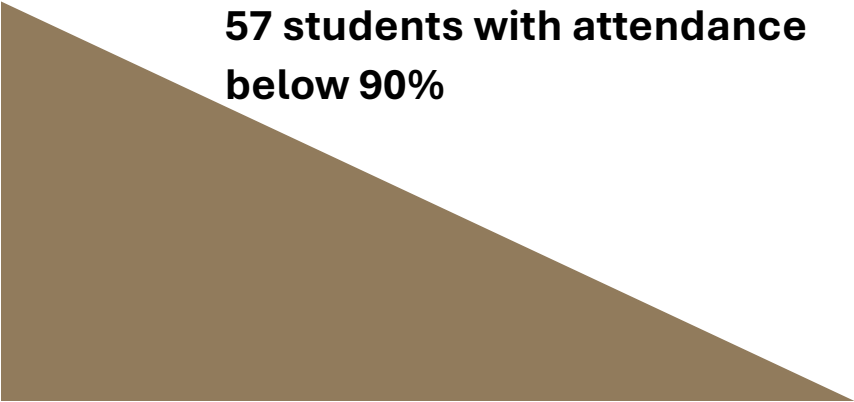
- To **normalise worry**: “Of course it feels hard... it’s GCSE. But you **can** handle it.”
- To **encourage resilience**: “Let’s have a breather, and then we’re coming back to this.”
- To **proactively** look after mental health: “It’s a full week coming up. How are you planning to stay in control / sleep well / manage the demands?”



Year 11 2026 - Purple Ties

Their attendance and its impact on their results

Attendance Group	% achieving E&M4+	% achieving E&M5+	Average Grade
146 students with attendance above 95%	82%	62%	5.4
45 students with attendance between 90% and 95%	60%	47%	4.6
57 students with attendance below 90%	42%	21%	3.3



Please be aware and monitor for any days where patterns are forming. Is your child avoiding any lesson in particular?

Student A

Attendance: 94.79%

Behaviour points: 0

Lates: 0

Subject	Y11 Mocks	Y11 Estim	Y11 Actua
Drama [60185752]		7	7
Sci Trilogy [6018758X]	6-5	7-7	9-9
Mathematics [60147003]	7	8	9
Geography B [60181539]	5	6	9
BTEC Music Practice [60370555]			
Eng Literature [60144476]	6	6	8
Eng Language [60142923]	6	7	7
French [60181576]			
BTEC Music Practice [60370555]			
RSL Performance in Music	D2	D2	D2
1-9 GCSE French	7	7	7

Student B

Attendance: 77.13%

Behaviour points: 7

Lates: 26

Subject	Y10 Worki	Y11 Mocks	Y11 Estim	Y11 Actua
Art & Design [60180882]	4	2	3	2
Sci Trilogy [6018758X]	5-4		4-4	3-3
Mathematics [60147003]	4	4	5	4
Geography B [60181539]	3	4	3	2
BTEC Music Practice [60370555]				
ConstBuiltEnv [60330685]	P2			
Eng Literature [60144476]	5	2	3	4
Eng Language [60142923]	6	3	3	3
BTEC Music Practice [60370555]	M2			
RSL Performance in Music		M2	P2	P2
60105434 WJEC L1/L2 Construction		P1	M1	D1

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Current interim reports...

Subject	'Reporting Period 1'
60142923/AQA/FK2B/8700 – English Language	Attitude to Learning: Excellent Behaviour in Subject: Excellent Summer homework comments: Excellent Effort
60144476/AQA/FC4/8702 – English Literature	Attitude to Learning: Excellent Behaviour in Subject: Excellent Summer homework comments: Excellent Effort
60147003/Edexcel/RBI/IMA1 – Mathematics	Attitude to Learning: Excellent Behaviour in Subject: Excellent Summer homework comments: Effort has been put into this work
6018758X/AQA/RA1E/8464 – Science Double Award	Attitude to Learning: Excellent Behaviour in Subject: Excellent Summer homework comments: Excellent Effort
60180924/Edexcel/DB/1H10 – History	Attitude to Learning: Excellent Behaviour in Subject: Excellent Summer homework comments: Excellent Effort
None GCSE – Physical Education (Core)	Attitude to Learning: Excellent Behaviour in Subject: Excellent Summer homework comments: N/A

In-class & homework rewards / negative behaviour points

Achievements: **30** / Behaviour: **0**

Attendance: **100.0%**

Current interim reports...

Attendance: 94.7%

Have you **caught up** on the hours missed?
Where are the gaps and how are you keeping on top?

60147003/Edexcel/RBI/IMA1 –

Mathematics

Attitude to Learning: **Good**

Behaviour in Subject: **Good**

Summer homework comments: **Effort has been put into this work**

So what is missing that's not **excellent** yet?
Is it proactivity, independent study,
contribution, catch up following absence...

60144476/AQA/FC4/8702 –

English Literature

Attitude to Learning: **Requires Improvement**

Behaviour in Subject: **Requires Improvement**

Summer homework comments: **Not done!**

High risk of significant underachievement in
GCSE result. What is the barrier here and how
are you going to overcome it?

Likely to have significant gaps in
knowledge/skills. What is the
homework/revision picture in this subject?
Is it a priority area for self-directed study?

Homework and Homework Intervention

What & Why?	How can you help us?

SharePoint

Search this site

Self-Directed Study Home Welcome How to Revise Develop My Knowledge Apply My Knowledge Examination Information

Curriculum Information Parents School Life Students

Student Information

- Examinations
- KS4 Options
- Online Safety for Students
- KS4 – Examination Support

Student Apps

- Email
- GCSEPod
- Library System
- MathsWatch
- Office 365
- Reading Plus
- Satchel:One
- Self-Directed Study Hub (KS4)**

Welcome to the Self-Directed Study Hub

Click to read →

Your Study Resources

- How to Revise**
I need help revising and am unsure how
- Develop My Knowledge**
I know how to revise but I am unsure how to apply this to my subjects

Important Events

- OCT 2**
Year 11 - Launch Event
Thu, Oct 2, 6:00 PM
- OCT 9**
Year 10 - Launch Event
Thu, Oct 9, 6:00 PM

Study Links

- satchel:one
- GCSEPod
- SEN

Welcome to the **Self-Directed Study Hub**

Created for all KS4 students to help simplify self-directed study, placing everything they need in one location.

Accessed via Sharepoint which is available as an app your child can download on to their chosen device



As they can log into it through their Office 365 accounts



To log in students just need their school usernames and passwords which all use daily

Using the Self-Directed Study Hub

- The Study Hub is split into 3 clear sections designed to support all students, regardless of where they are in their self-directed study journey
- **Red** – 'How to Revise'
- **Amber** - 'Develop my Knowledge'
- **Green** – Apply my Knowledge'



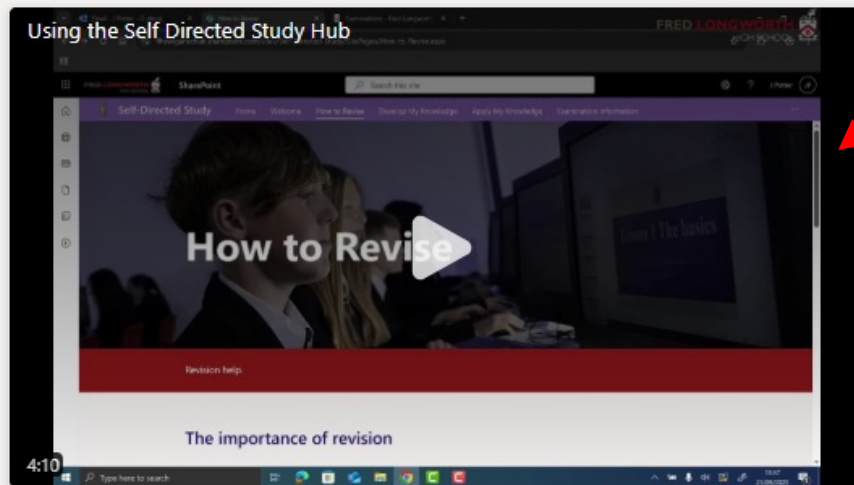
How to Revise

Revision help.

The importance of revision

Great job! You've made it this far, and now it's time to build, develop, and refine your revision skills.

This section will guide you through *how to revise effectively*, giving you a range of techniques to try out so you can discover what works best for you.



Designed for students who potentially don't know where to begin, are confused by revision or need a refresher on the techniques for the 'Create' section of the OSCAR model.

This video is also a 'How to Guide' for how to use the site.

- > Independent Study Techniques
Examples of study techniques
- > Using Technology for Self-Directed Study
Enhance your revision with technology
- > Top Tips for Independent Study
Get on top of revision with these top tips

A photograph of three students in a classroom setting. A young woman in the foreground is looking towards the right, smiling slightly. Behind her, two other students are visible, also looking in the same direction. The background shows a classroom with blue and white patterns.

Develop My Knowledge

I know how to revise but am unsure how to apply this to my subject.

Well done! You've mastered the basics of revision, and now it's time to take the next step: creating your own subject-specific revision materials.

In the sections below, you'll find everything you need to get organised and stay on track — from clear information about your exam boards to handy checklists designed to keep your revision focused and effective.

You're ready to move from *knowing how to revise* to *owning your revision*. Let's get started!

Designed for students who know how to revise and now want to start making revision materials such as mind maps, flash cards etc.

This section contains:

- Revision checklists for each of your child's subjects
- A list each subject and their corresponding exam boards – essential information for creating revision materials
- A video on how to safely use AI for GCSE study

> **Subject Checklists**
Subject checklist resource bank

> **Using A.I**
Using Artificial Intelligence

> **Subject Examination Boards**
List of subject examination boards

Apply My Knowledge

I have been revising key knowledge and now want to apply this with practice tasks.

Fantastic work! You're smashing your revision, and now it's time to take it up a level.

This is your chance to put everything you've learned into action with past papers and real exam practice — the best way to build confidence and sharpen your skills before the big day.



Arts



Design & Technology



English



Humanities



ICT



Languages

Designed for students who have been revising, have developed confidence in a subject/ area and are now ready to test themselves.

This section contains:

- Past papers for each subject area
- Mark schemes
- Additional revision materials such as short quizzes and tests

Next Steps.....

- Ensure that your child knows how to access the Study Hub and they are using this at home
- Encourage them to download the app from APP/ Android store to encourage usage on their chosen device
- Let me know (Mrs Potter) if they have any issues with logging in

Revision Basics



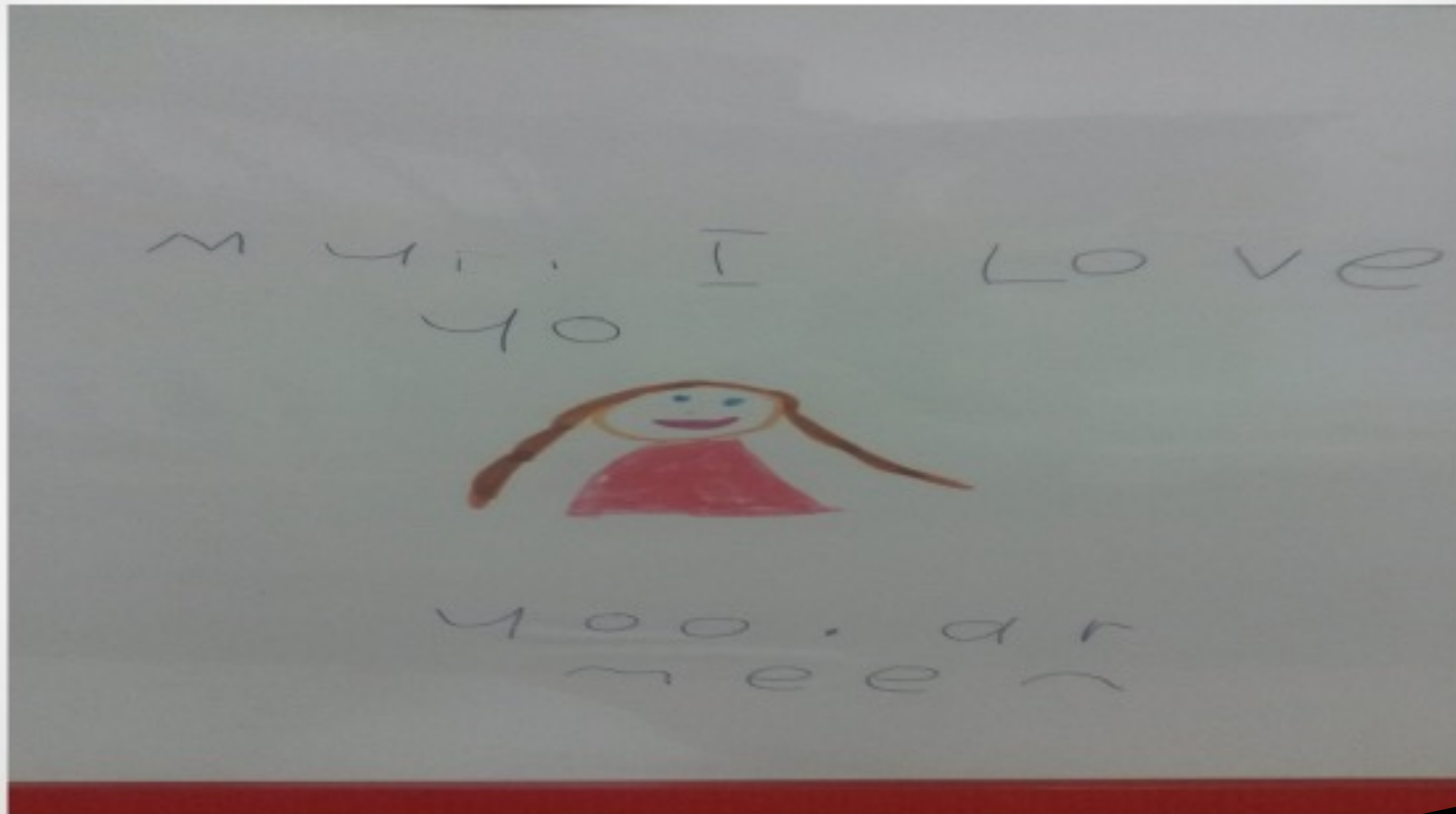
How can you help?

- Encourage short, sharp periods of **effective** revision using OSCAR.
- Insist on **breaks**.
- Help them to organise a weekly plan and **hold them** to that plan as the week unfolds.
- Encourage careful **selection** and revisits: what do you **not** know? What is your priority?
- Plan **rewards**. Make sure they're earned!
- Talk about the **future** gains for present action.
- Help them to manage the **balance**.
- Be there when they want to talk, share, celebrate, cry...



Parenting your child through GCSEs

Parenthood in a nutshell!



Remember these shoes?









Recognise this?

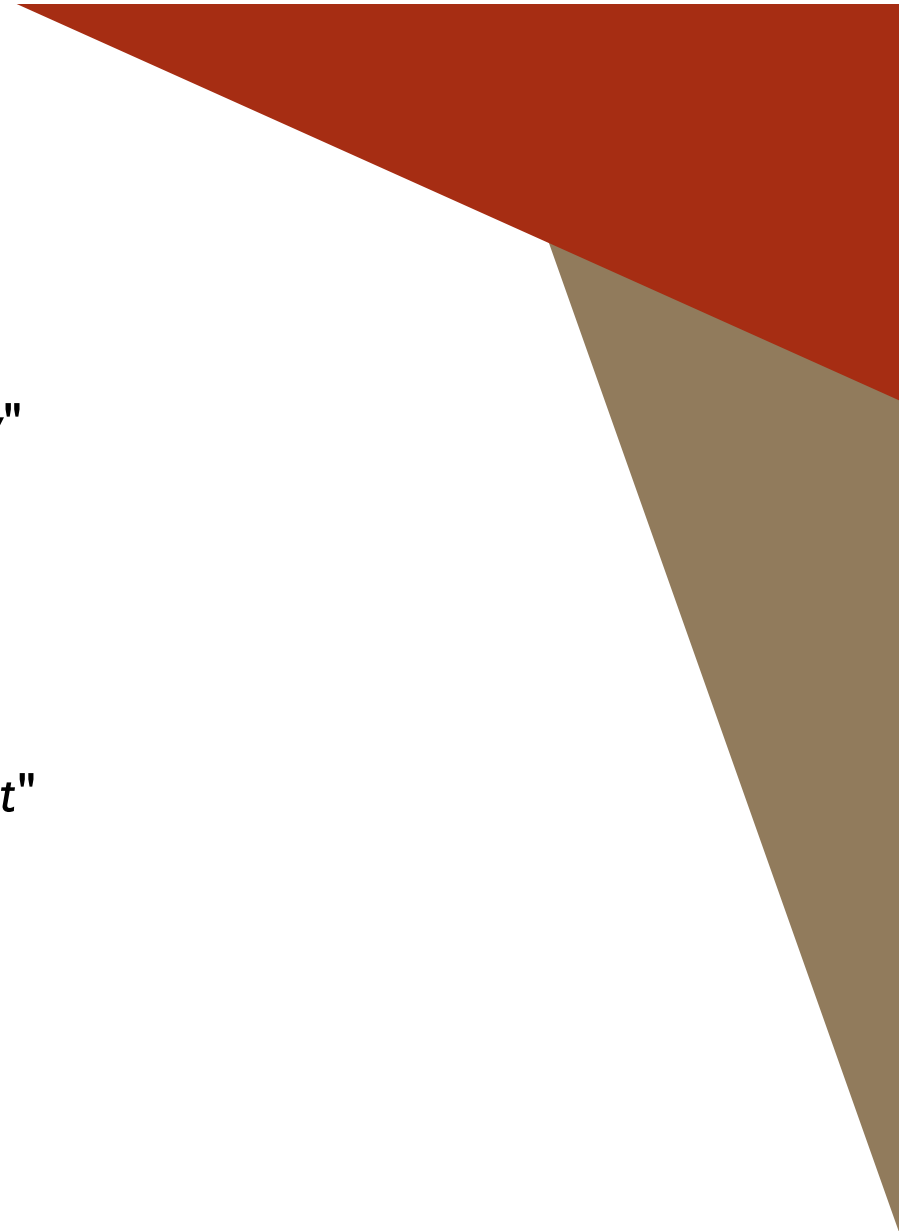
"I can't do it"

"I don't know"

"I'm rubbish at that"

"I don't get it"

*"I have never been able to and I
never will"*

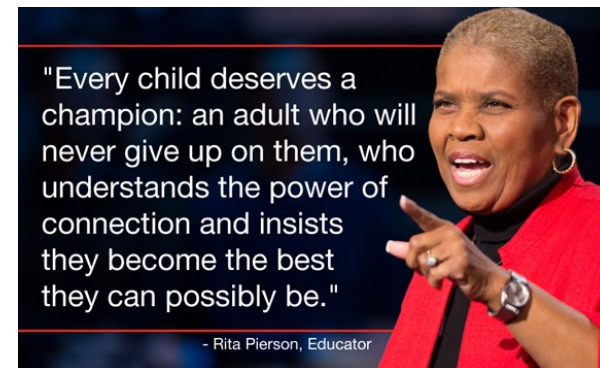


Building resilience

The power of **YET**

Be the guide from the side

Feedback is a gift- Understanding where the gaps are, learning from mistakes



One of the hardest things to learn as a parent of big kids is how to teach them instead of save them. The urge to protect our kids from failure is real.

@parentingteensandtweens

Our job is to give them the tools to be organized and responsible. We can be their guide, but we can't do it for them.

Learning what to do after you make a mistake is one of the most important skills you need to get through this life.

-Whitney Fleming-

The power of praise and reward

First attention to best conduct



Noticing



- The timetable in my bedroom drawer
- The bed that is finally made up
- The fact he makes his own scrambled eggs in a morning “*He scrapes the pan with the fork*”
- When he wants to talk
- When he’s not talking

Texting my teenage son is
like texting someone who is
about to break up with you.

Me: Love you!! ♥ Have a
great day sweetie!

Him: ok

Encouraging Talk

"How was your day?"

"What was the best part?"

"What did you learn with today?"

"What was the funniest part of today?"

Avoiding- "You're probably too old for that...."

"What did you have for your lunch?"

The curse of the mobile phones!



**WHEN I WAS A KID, THERE
WERE NO PHONES OR TABLETS.
WE READ CEREAL BOXES AT
BREAKFAST**



MOBILE PHONE ADDICTION HARMING CHILDREN'S HEALTH AND EDUCATION

22 May 2019

Exhausted school children are struggling by on just two hours of sleep because of their mobile phone addiction.



- Poor concentration
- Low mood
- Anxiety
- Low self esteem



Research findings from Leeds Beckett University

- 92% reported that they regularly check their phones during the day

- 67% got between 2 to 4 hours sleep during the night

- 85% regularly check their phones

- 82% reported

- **Balance**

- **Positive Interactions- beware the perils of social media!**

- 9% reported they would cope if they had their phone confiscated

- **Clear routines- stopping internet access via settings**

- 96% reported they check their phones every two minutes

- 85% spend between 4 to 6 hours a day online

Eat, sleep, exercise, it's ok to be a teen

**It's not ok to forget your
manners!**



***'What you permit,
you promote'***

Doug Lemov

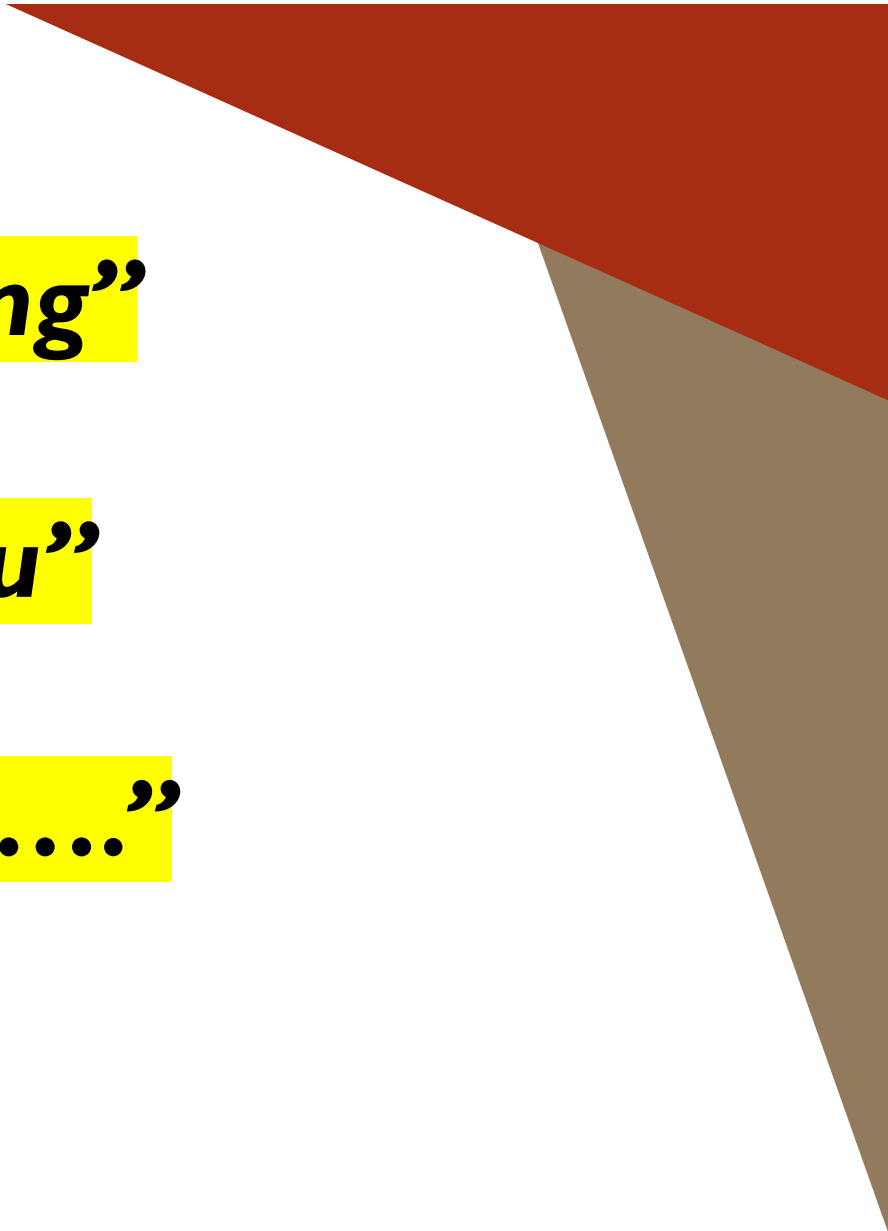
**When it all ‘kicks
off’.....**



When a child's system is awash
with adrenaline, it takes around 40
mins to an hour or so for it to
break down.

When calm, they can begin to
reflect and think.

Validate those feelings



“I’m listening”

“I hear you”

“I get it, but....”

Restore and repair:

- Own it
- Encourage them to articulate what they could do **differently next time**
- **Apologise** and move on (saying sorry enables repair to happen)

Japanese proverb:

"If you get on the wrong
train, be sure to get
at the next
stop."

**"I'm a parent, it's my
job"**

aren't talking
about trains.

How to respond to

"I want to do the higher tier paper"

"I don't know where to start, everything is pecking my head"

"I want to drop..."

"I'm struggling, I've no motivation, I don't care"

"I only need 2 4s and a 5 to get into college"

"I didn't understand my Maths homework so I used AI"

"I've got no homework tonight"

"I don't know how to revise"

The most important words that a parent
or carer can say to motivate their
child.....

***“I’m proud of
you”***



What would we like parents and carers to know



Support with how to revise

From **February**,
A focussed **KS4 Study Skills** curriculum with exploration of a range of
effective revision strategies.

Explicit instruction:
This is how you revise...

What would we like parents and carers to know

 Support with how to revise

From now...

- **Explicit guidance and direction from class teachers**

Title*	Subject*
Daily Self-Directed Study	Direct Intervention
Estimated completion time*	
1.5	hours

Self directed study

Dear student,

This is your daily reminder to complete today's self-directed study.

WHY do I have to do this?

- To **review** your learning;
- To **embed** your knowledge;
- To **master** your skills;
- To give you **choices**...

I'm struggling...

- Remember **OSCAR**;
- Use the attached guidance on the top three **strategies**;
- Talk to your **teachers**. They want the best for you.

Please use the link below to access the self directed study hub:

<https://flhswiganschuk.sharepoint.com/sites/Self-Directed-Study>

 Share to Classroom

 Share to Microsoft Teams

Other information

- This flexible task will take approximately 1.5 hours

Resources to help you



[Self-Directed_Study_Guidan.pdf](#)

Web links

- <https://flhswiganschuk.sharepoint.com/sites/Self-Directed-Study>



Revision Support: OSCAR

Organisation

- Are your child's **resources** organised?
- Do they have the right **equipment**?
- Ask: **what are you aiming to know or have practised in this time?**

Selection

- Advise them to focus on the **key** knowledge.
- Focus on subjects or topics **taught earlier** in Y10.
- Remind them to **vary** the topics by selecting a different area of focus.

Creativity

- The key to successful revision... we will get to this.

Area

- Are they **in control** of distractions?
- Do they have an area fit for **learning?** e.g. a desk or table.
- Please insist they take regular **breaks**.
- Please insist: no work past **9pm**.



The guide from the side

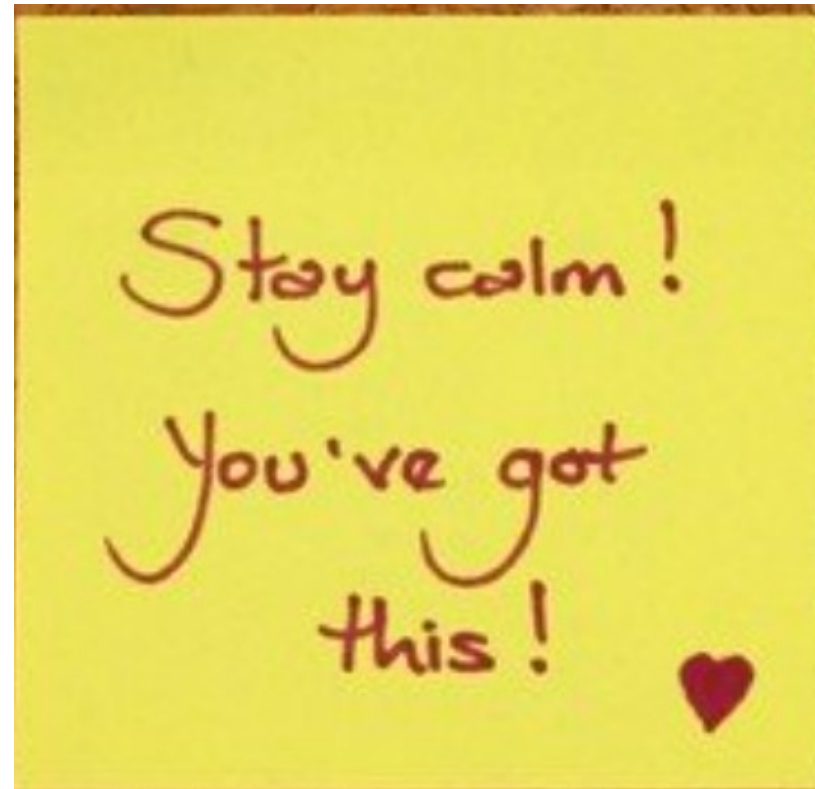
Repetition

- Encourage **regular** study... short, sharp bursts **every day**.
- Encourage **action**: they need to **apply** the knowledge, or **practise** the skill.

***"I'm struggling, I've no
motivation, I don't care"***

***"When you know
your WHY you'll
know your WAY"***

Michael Hyatt



Belonging, **E**ngaging, **S**ucceeding **TOGETHER**