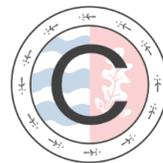


Welcome to Year 11 GCSE Exam Success Evening **Class of 2026**

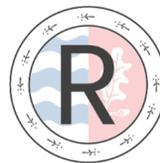
16th March 2026



Community



Aspiration



Respect



Excellence



Content of session



- The next 27 school days
- The exam period
- Leavers events
- Results day and next steps



The Pursuit of Excellence



Valuing People



Achievement For All

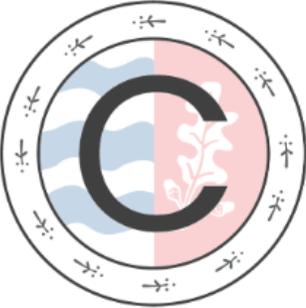


High-Quality Learning Environment



Extends the Boundaries of Learning

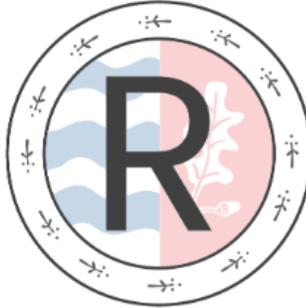
At Lincroft Academy, we



Community



Aspiration



Respect



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WELL DONE!



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4.3 The link between absence and attainment at KS4

For pupils at the end of KS4 in 2022/23, as the 5% band of attendance during Year 11 increases the proportion of pupils achieving GCSE Maths and English Grade 5 increases as shown in Figure 6. Over the entire cohort, pupils with 95-100% attendance were 1.6 times more likely to achieve the expected outcome in reading, writing and maths than

23

pupils with 90-95% attendance and 2.4 times more likely than pupils with 85-90% attendance. Due to low numbers of pupils in the low attendance bandings they are aggregated into a single <50% attendance band for subsequent analysis.



The long-term impact on earnings

Missing school doesn't just affect exam results and a child's time in education – it can impact future earnings too.

Persistently absent pupils in secondary school could earn £10,000 less at age 28 compared to pupils with near-perfect attendance.

For each additional day of absence between Years 7 to 11, the typical pupil could miss out on an average of £750 in future lifetime earnings.

Attendance Band 2

95-100%	0.04	0.07	0.08	0.09	0.10	0.12	0.16	0.21	0.33	0.53	1
90-95%	0.08	0.13	0.15	0.17	0.19	0.22	0.31	0.40	0.62	1	1.9
85-90%	0.13	0.21	0.25	0.27	0.30	0.36	0.49	0.64	1	1.6	3.0
90-85%	0.20	0.33	0.39	0.43	0.47	0.56	0.77	1	1.6	2.5	4.8
80-85%	0.26	0.42	0.50	0.55	0.61	0.73	1	1.3	2.0	3.3	6.2
75-80%	0.36	0.58	0.69	0.76	0.84	1	1.4	1.8	2.8	4.5	8.5
65-70%	0.43	0.69	0.82	0.90	1	1.2	1.6	2.1	3.3	5.3	10.1
60-65%	0.48	0.76	0.91	1	1.1	1.3	1.8	2.6	3.7	5.9	11.2
55-60%	0.53	0.84	1	1.1	1.2	1.5	2.0	2.6	4.1	6.5	12.3
50-55%	0.63	1	1.2	1.3	1.5	1.7	2.4	3.1	4.8	7.7	14.7
50%	1	1.6	1.9	2.1	2.3	2.8	3.8	4.9	7.7	12.3	23.3
<50%											

Attendance Band 1



The link between attendance and attainment in an assessment year

Research Report
March 2025

Pupils who attend 95-100% of the time are 1.9x more likely to achieve Maths and English GCSE Grade 5 than pupils who attend 90-95% of the time. Pupils who attend 90-95% of the possible sessions are 1.6x more likely to achieve the outcome than pupils who attend 85-90% of the time.

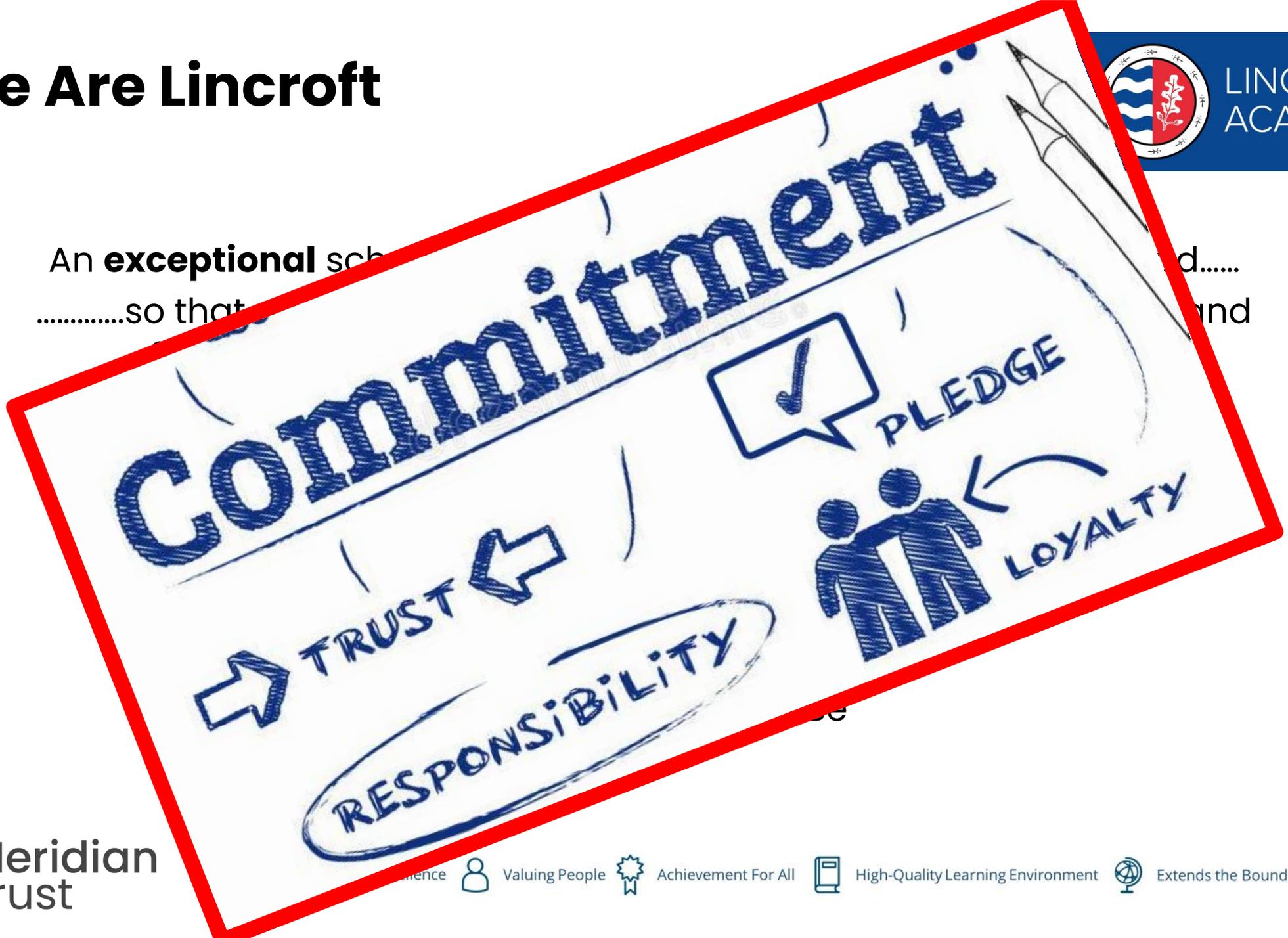
We Are Lincroft



LINCROFT
ACADEMY

An **exceptional** school
.....so that

and.....
and



Meridian
Trust

Excellence



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Timeline



- **Monday 16th March:** Year 11 GCSE success evening 5:30pm–6:30pm
- **Wb 30th March:** Easter Holidays, implement your revision plan and Easter school
- **Wb 13th April:** Year 11 PR3 reports are sent home
- **Wb 20th April:** PR3 Academic Mentoring starts
- **Wb 4th May:** GCSE exams begin



Mocks and Feedback – 2nd Set of Mocks



- Understand the exam process
- Know strengths and areas for development (Act on Feedback)
- Take action before the exams start on 7th May, in 5 school weeks time
- Participate in remaining weeks of revision and enhancement
- Attend Easter Holiday school – if invited
- Make every minute count (Independent Study)



Year 11 Report



Attendance				Behaviour			
Attendance:	97.98%	Unauthorised Absences:	0%	CARE Credits:	239	Behaviour Points:	-8

PLEDGES Awards							PLEDGES AWARD
Participation	Leadership	Excellence	Diversity	Giving	Environment	Service	
	Bronze	Bronze					Not Yet

Subject	Teacher	MTG	Progress Report 1		Progress Report 2			Progress Report 3		
			ECP	ATL	Mock	ECP	ATL	Mock	ECP	ATL
English Language	Mrs D Danes	6-	6	2	6	6+	2	6	6+	2
English Literature	Mrs D Danes	6	6	2	5	6+	2	5+	6	2
Maths	Miss H Bodily	8+	8+	2	8-	8+	1	8	8+	1
Biology	Miss O Dixon	8-	8	1	5	6	2	5	6	2
Chemistry	Mr M Wilson	8-	8	1	7	8	1	8	8	1
Physics	Mr M Wilson	8	8	1	6	7	1	6	7	1
Business Studies	Mr C Drake	7	7+	2	5	7-	2	7	7+	1
Computer Science	Mr D Duncan	7	6+	2	5+	6+	2	3	5+	2
Geography	Mrs H Bavington	7	5	2	5	6-	1	4	6-	1
German	Mrs B Kuzniar-Jakubek	6	5+	3	5	6	3	6	6+	2
Physical Education**	Mr R Edwards									



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Non Examined Assessment (NEA) and Controlled Assessment (CA)



Subject	NEA date	% of Final Grade
Drama	16 th March	60
Dance	27 th March	60
Food	16 th 17 th and 18 th March	50
MFL	20 th , 21 st 22 nd 23 rd 24 th March	25
PE	25 th March	30
Art	6 th May	40
Media	Already passed	30
Music		60
Film	30 th April, 1 st May	100

Subject		CA weighting %
Design Technology	10 th and 12 th March	50
Health and Social Care	Ongoing	100



Easter school



- Students identified as needing further, specific intervention
- Easter school is just one of many different interventions that we are already doing before, during and after school
- Sessions planned to directly address specific gaps for specific students
- Invitations will be sent out on Tuesday 17th March
- Replies must be received by Wednesday 25th March
- Questions to hbodily@lincroft.academy



Subject Information

Core exams



Mathematics



ialder@lincroft.academy



Subject Content

- Number
- Algebra
- Ratio, Proportion and Rates of Change
- Geometry and Measures
- Probability
- Statistics
- Problem Solving*

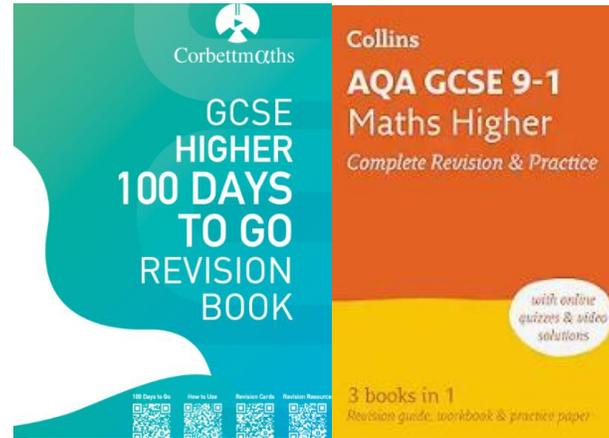
Exam dates :

14th May (GCSE Paper 1 – Non-calculator)

3rd June (GCSE Paper 2 – Calculator)

10th June (GCSE Paper 3 – Calculator)

Sparx Maths



Maths Genie
Corbett Maths
OnMaths
First Class Maths

Equipment

Pen (at least two!)

Pencil (sharpened)

Rubber

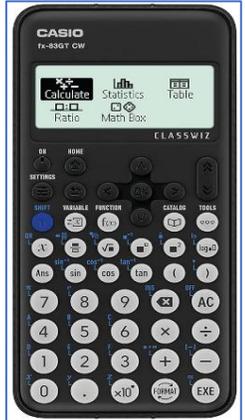
Ruler

Protractor

Pair of Compasses

Calculator

(Recommended - Casio FX-83GTCW)



Thursday Revision

3.15pm-3.50pm – T1 every week

Wednesday – invite only



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Feedback... and what to do with it



- **Maths** – Each class will be going through the mock papers (w/c 16th March) and students will be given completed RAG sheets to understand their personal areas for improvement. Student data has also been inputted into SPARX and students have been given 'Fix Up' questions, specific to their needs, to complete.
- RAG sheets contain Sparx codes which link directly to instructional videos and practise questions.

Year 11 AQA Higher Mock 2 Paper 1

Question	Topic	Mark	Code
Q1	Calculating with roots and powers	2 / 2	U851
Q2a	Function machines with letters	1 / 1	M428
Q2b	Function machines with letters	1 / 1	M428
Q2c	Function machines with letters	1 / 1	M428
Q3	Choosing suitable averages and solving problems	3 / 3	U717
Q4a	Term-to-term rules	1 / 1	U213
Q4b	Special sequences	2 / 2	U680
Q5a	Properties of 3D shapes	1 / 1	U719
Q5b	Finding the volume of prisms	1 / 2	U174
Q6	Adding and subtracting mixed numbers	2 / 2	U793
Q7	Finding the area of circles, Using equivalent ratios to find unknown amounts	4 / 4	U950, U753
Q8a	Solving inverse proportion word problems	0 / 2	U357
Q8b	Solving inverse proportion word problems	1 / 1	U357
Q9	Adding and subtracting column vectors	3 / 3	U903
Q10	Venn diagrams, Finding fractions of amounts without a calculator	4 / 4	U476, U881
Q11	Constructing loci	3 / 3	U820
Q12a	Converting fractions to recurring decimals	0 / 2	U550
Q12b	Converting recurring decimals to fractions	3 / 3	U689
Q13a	Estimating calculations, Using the exact values of trigonometric ratios (Higher)	1 / 3	U225, U319
Q13b	The cosine rule	2 / 2	U591
Q14	Enlargement by a positive or negative scale factor	3 / 3	U134
Q15a	Solving single inequalities	3 / 3	U759
Q15b	Reading and drawing inequalities on number lines	1 / 1	U509
Q16	Finding error intervals for truncated numbers	0 / 2	U301
Q17a	Equations of circles and tangents	1 / 2	U567
Q17b	Finding the equation of a straight line from two points on the line	4 / 4	U848
Q18a	Completing the square	2 / 2	U397
Q18b	Finding the turning point of a quadratic graph by completing the square	1 / 2	U769
Q19a	Expanding triple brackets	3 / 3	U606
Q19b	Substituting into expressions	2 / 2	U201
Q20a	Multiplying and dividing surds	1 / 2	U633
Q20b	Rationalising denominators containing a single term	2 / 2	U707

Sparx



Independent Study Work



Maths – Weekly revision tasks are live on Sparx and will be compulsory from 16th March. These tasks mimic a past-paper and mark as they go along, providing instructional videos should they get stuck.

Ideas for Independent study are below:

1. **Use the RAG sheet** as a revision guide. Sparx is our recommended tool to work with alongside this.
2. Complete your **Sparx Revision tasks** each week, to the best of your ability
3. **Seek support** from your teacher or any maths teacher
4. Past papers and mark-schemes can be found on the AQA website. Use these to track progress and create a **topic specific revision** list. Topic-based revision is more productive.
5. Use a variety of websites such as Maths Genie, First Class Maths, Mathswatch, OnMaths and Corbett Maths for **questions, videos and walkthroughs**.

There are many more ways to revise and resources available to you. Talk to your teacher if you need any support.



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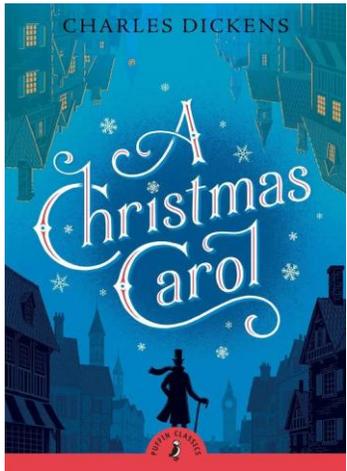
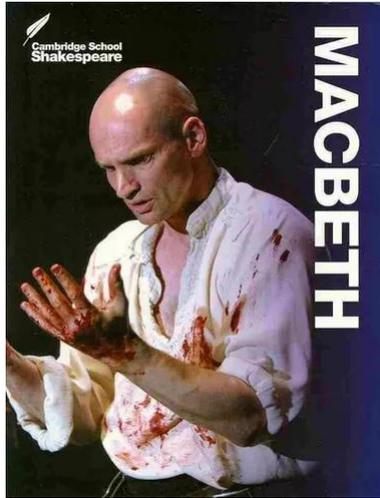
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English Literature



Mon 11 May (a.m.)

Tue 19 May(a.m.)



Paper 1: Shakespeare and the 19th-century novel

What's assessed

- [Shakespeare](#)
- [The 19th-century novel](#)

How it's assessed

- written exam: 1 hour 45 minutes
- 64 marks
- 40% of GCSE

Questions

Section A Shakespeare: students will answer one question on their play of choice. They will be required to write in detail about an extract from the play and then to write about the play as a whole.

Section B The 19th-century novel: students will answer one question on their novel of choice. They will be required to write in detail about an extract from the novel and then to write about the novel as a whole.

Paper 2: Modern texts and poetry

What's assessed

- [Modern texts](#)
- [Poetry](#)
- [Unseen poetry](#)

How it's assessed

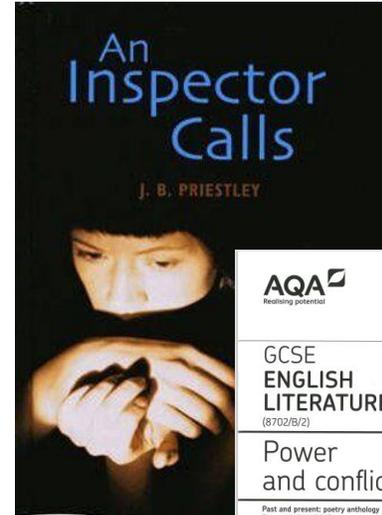
- written exam: 2 hour 15 minutes
- 96 marks
- 60% of GCSE

Questions

Section A Modern texts: students will answer one essay question from a choice of two on their studied modern prose or drama text.

Section B Poetry: students will answer one comparative question on one named poem printed on the paper and one other poem from their chosen anthology cluster.

Section C Unseen poetry: Students will answer one question on one unseen poem and one question comparing this poem with a second unseen poem.



Section C: Unseen poetry
Answer both questions in this section.

On Aging
When you see me sitting quietly,
Like a sack left on the shelf,
Don't think I need your chattering,
I'm listening to myself.
Hold! Stop! Don't pity me!
Hold! Stop your sympathy!
Understanding if you got it,
Otherwise I'd do without it!
When my bones are stiff and aching,
And my feet won't climb the stair,
I will only ask one favor:
Don't bring me no rocking chair.
When you see me walking, stumbling,
Don't steady and get it wrong.
Cause tired don't mean lazy
And every goodbye and gone,
I'm the same person I was back then,
A little less hair, a little less skin,
A lot less lungs and much less wind,
But ain't I lucky I can still breathe in.

Maya Angelou

Jessie Emily Schofield
I used to wash my grandmother's hair,
When she was old and small
And walked with a frame
Like a hearing aid.
She would turn off her hearing aid
And lean into the wall.
Holding the ledge of the sink with long fingers,
I would pour warm water over her skull
And wonder what it could be like
to her deaf head with eighty years of life.
Here was the softest hair I ever felt,
Whispering secrets to me on a wicker.
But there is a photo of her
Sitting next to her
That I imagine creature from the black and white,
Long enough to get on.
Her wet head left delicate as a birdskull
When that to reach of night,
As she stood bent
My mother's mother under my hands.

Judy Williams

17 17 17 17
In 'On Aging' how does the poet present the speaker's attitudes to growing old? [24 marks]
What are the similarities and/or differences between the ways the poets present their attitudes? [8 marks]



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English Language

Paper 1

Thu 21 May (a.m.)

One fiction source

Writing to describe and narrate

2

Source A

This extract is taken from the middle of a novel, set in Southern Africa in the recently moved from town to a farm after marrying Dick, a poor farmer.

1 And then, suddenly, the heat became intolerable. Outside in the b
shrilled incessantly, and Mary's head ached; her limbs were heavy
would get up and go into the bedroom, to examine her clothes, to s
anything she could do: any bit of embroidery, or an alteration. Witt
5 she would wander on to the verandah* until at last her head began
6 had to go back to the house to get a glass of water.

7 As time passed, the heat became an obsession. Outside, there wa
giant boulders, and she would watch the heat-waves beat up out o
where the heat lizards, vivid red and blue and emerald, darted ove
flames. Inside, she could not bear the sapping, undermining wave
10 from the iron roof. Even the usually active dogs used to lie all day
Mary could hear them panting softly, or whining with exasperation
flies. She would lock them out of the house, and in the middle of t
would tell a worker to carry a petrol tin full of lukewarm water into t
15 having made sure he was out of the house, she stood in a basin or
pouring it over her. The scattering drops fell on the porous brick, v
17 dryness.

18 'When is it going to rain?' she asked Dick.

Paper 1: Explorations in Creative Reading and Writing

What's assessed

Section A: Reading

- one literature fiction text

Section B: Writing

- descriptive or narrative writing

Assessed

- written exam: 1 hour 45 minutes
- 80 marks
- 50% of GCSE

Questions

Reading (40 marks) (25%) – one single text

- 1 short form question (1 x 4 marks)
- 2 longer form questions (2 x 8 marks)
- 1 extended question (1 x 20 marks)

Writing (40 marks) (25%)

- 1 extended writing question (24 marks for content, 16 marks for technical accuracy)

Paper 2: Writers' Viewpoints and Perspectives

What's assessed

Section A: Reading

- one non-fiction text and one literary non-fiction text

Section B: Writing

- writing to present a viewpoint

Assessed

- written exam: 1 hour 45 minutes
- 80 marks
- 50% of GCSE

Questions

Reading (40 marks) (25%) – two linked texts

- 1 short form question (1 x 4 marks)
- 2 longer form questions (1 x 8, 1 x 12 marks)
- 1 extended question (1 x 16 marks)

Writing (40 marks) (25%)

- 1 extended writing question (24 marks for content, 16 marks for technical accuracy)



Paper 2

Fri 5 Jun (a.m.)

Two non-fiction sources

Writing to present a point of view

2

Source A

This extract is from a diary written by a young doctor, Adam Kay, publ
writes about training to be a doctor at medical school and then his first
ho

4

Source B

This extract, written in 1857, is from the autobiography of Mary
who travelled the world as a volunteer. Here, she has arrived
next to the sea where boats are loaded and unloaded, to help

1 I have never met such a busy scene as that small harbour
of every size and variety, from the noble English steamer
between them and the shore passed and repassed innum
gloomy sea into this little nook of life and bustle, the transi

5 I remained there six weeks, spending my days on shore, a
occupation, and one with which I never allowed any busin
doctors to transfer the sick and wounded from the horse-d
had to carry them to the hospitals. I did not forget the mal
would have devoted myself exclusively had I been allowe

10 before long with the sick wharf. My acquaintance with it be

Independent Study – English



- **Exercise books:** review learning and **reduce your notes** to bullet-points and mind-maps.
- **English folder:** review your exam papers, looking at your teacher's feedback and personal targets.
- **Teams:** resources uploaded by your teacher, e.g. example answers.
- **Past papers:** you have student versions of the mark schemes in your English folder on the blue and green assessment cover sheets.
- **Mr Bruff on YouTube:** short, clear videos; great for catching up missed topics.
- **Other online resources:** Seneca Learning; BBC Bitesize.
- **Revision calendar:** revise the same topics at school and at home
- **Easter revision tasks:** complete your daily English activity



Science

Examinations

Separate Sciences (Triple Science)

- Three separate courses
- Each course has two papers of 1 hr 45 mins each
- Total of six exams
- Three GCSEs are awarded

Combined Science (Double Science)

- Six 1 hr 15 min exams
- Two for each science discipline
- Each discipline has a paper 1 and a paper 2
- A double grade is awarded (2 GCSEs)

GCSE

2026

SCIENCE

12 MAY	BIOLOGY PAPER 1
18 MAY	CHEMISTRY PAPER 1
2 JUN	PHYSICS PAPER 1
8 JUN	BIOLOGY PAPER 2
12 JUN	CHEMISTRY PAPER 2
15 JUN	PHYSICS PAPER 2



Science Subject Content



Biology

Paper 1:

1. Cell biology
2. Organisation
3. Infection and response
4. Bioenergetics

Paper 2:

5. Homeostasis and response
6. Inheritance, variation and evolution
7. Ecology

Chemistry

Paper 1:

1. Atoms and periodic table
2. Bonding, structure, and the properties of matter
3. Quantitative chemistry
4. Chemical changes
5. Energy changes

Paper 2:

6. Chemical changes
7. Organic chemistry
8. Chemical analysis
9. Chemistry of the atmosphere
10. Using Earth's resources

Physics

Paper 1:

1. Energy
2. Electricity
3. Particle model of matter
4. Atomic structure

Paper 2:

5. Forces
6. Waves
7. Magnetism and electromagnetism
8. Space physics (*separate only*)



Science

Revision

2 areas of focus:

1. Content

- Use of Revision guides/flashcards/Sparx etc

2. Application

- Practice questions!
- Science revision

hub: <https://cmat.sharepoint.com/sites/ScienceRevisionHub>

Year 11

For the Year 11 November mock use the Paper 1 buttons. For the Year 11 February mock, use the Paper 2 buttons

Biology Paper 1

Chemistry Paper 1

Physics Paper 1

Biology Paper 2

Chemistry Paper 2

Physics Paper 2

Biology Past Papers

Chemistry Past Papers

Physics Past Papers



In School Support:

- Revision lessons planned following mock analysis
- After school revision drop-ins on a Monday
- Intervention and 4Science (by invitation)
- Meridian Science Masterclasses – details in Teams or posters around Science
- Speak to your teachers with any questions or concerns
- Sjones@lincroft.academy with any general queries



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Does this actually make a difference?



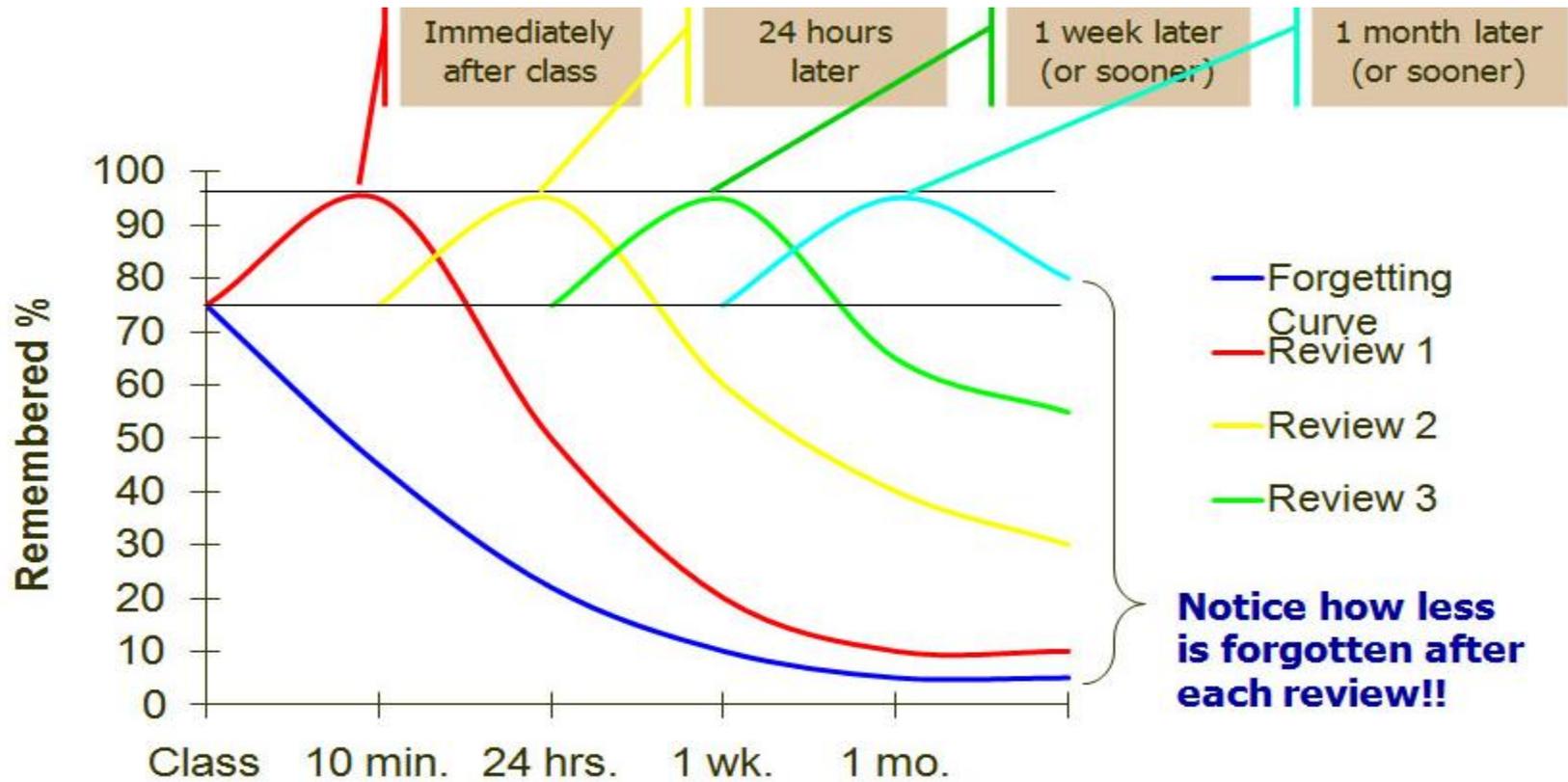
- Maths – From a sample of students, those who regularly completed SPARX homework throughout Year 11 increased in their score in mock 2 from mock 1 by **5x** the amount of those who didn't regularly complete SPARX.
- Maths – from a sample of students, those who **regularly attended intervention** improved by **43% more** than those who didn't attend, between mock 1 and mock 2
- PE – all students who scored **60%+** on all their EverLearner assessments throughout Year 11 achieved a **grade 4+ in PE**
- PE – students who complete their EverLearner homework every week achieve **10% more** in their **final grade**, compared to those who don't



Retrieval Practice



- Proven results: Learn it. Forget it. Repeat!



The Exam Period



- First GCSE exam is on 7th May
- Students continue to attend school throughout the exam period
- Lessons and exam success sessions will continue to run and there will be some changes to the timetable to support students for upcoming exams
- For some lessons there might be changes to teachers/groups to better support students' needs ahead of exams
- We strongly encourage students to attend all exam success sessions
- We want to continue to support students both academically and pastorally through this period of time as much as possible



Individual Exam timetable-MCAS



Lincroft Academy

English



Exam Timetables *Exam dates for Lara*

School Name	Exam	Exam Date	Exam Time	Exam Duration
Lincroft Academy	Combined Sci: Trilogy Tier H (Combined Sci Trilogy Biology P1h)	13/05/2025	13:05	75
Lincroft Academy	Combined Sci: Trilogy Tier H (Combined Sci Trilogy Biology P2h)	09/06/2025	09:00	75
Lincroft Academy	Combined Sci: Trilogy Tier H (Combined Sci Trilogy Chemistry P1h)	19/05/2025	09:00	75
Lincroft Academy	Combined Sci: Trilogy Tier H (Combined Sci Trilogy Chemistry P2h)	13/06/2025	09:00	75
Lincroft Academy	Combined Sci: Trilogy Tier H (Combined Sci Trilogy Physics P1h)	22/05/2025	09:00	75
Lincroft Academy	Combined Sci: Trilogy Tier H (Combined Sci Trilogy Physics P2h)	16/06/2025	09:00	75
Lincroft Academy	English Language (Paper 1)	23/05/2025	09:00	105
Lincroft Academy	English Language (Paper 2)	06/06/2025	09:00	105
Lincroft Academy	English Literature (Paper 1)	12/05/2025	09:00	105
Lincroft Academy	English Literature (Paper 2)	20/05/2025	09:00	135
Lincroft Academy	Enterprise 3 (Marketing & Finance)	07/05/2025	09:00	120
Lincroft Academy	History Option Fr (Early Elizabethan)	05/06/2025	09:00	
Lincroft Academy	History Option Fr (Medicine In Britain)	16/05/2025	09:00	80

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- Dashboard
- Data Collection Form
- Announcements
- Attendance
- Behaviour and Achievement
- Exam Timetables**
- Homework
- Parents Evening
- Timetable
- Academic Calendar
- Clubs



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On the day of an exam

- Start the day calmly
- Eat well and stay hydrated
- Arrive at least 15 mins early
- Bring the right equipment and be in correct uniform
- Line up in your seating plan
- Leave exam-prohibited items at home or in bags
- Avoid post-exam 'autopsies'
- Pack your bag and prepare for the next day – Pack your bag, check the exam time, your assigned room and your assigned seat
- **If there is a problem on the day of the exam, you must contact the Academy as soon as possible**



Exam Regulations

Before sitting your exams, ensure you know:

- the date, time and location of each of your exams. You might find it helpful to write this information in a calendar or planner.
- who to contact at school or college in case there's an emergency that makes you late or unable to sit your exam.

What you will need:

- a clear pencil case
- at least two black ink pens – blue pens are **not acceptable**
- an approved calculator for relevant exams
- appropriate apparatus, such as a ruler or protractor, for relevant exams
- a clear water bottle if you wish to take one in. It **must not** have a label

Contingency sessions:

- There are contingency sessions within the Summer 2026 exam timetable on the morning and afternoon of 24 June 2026. Make sure you are available on 24 June 2026.

What you cannot take into your exams:

- any type of phone
- revision notes
- any type of watch (this includes analogue, digital and smart watches)
- smart devices (e.g. Airbuds, smart glasses or tablets)

Other important information:

- Listen carefully to the invigilator's instructions, which will be specific to your exam. If you are unsure of anything, please raise your hand and wait for the invigilator to respond.
- Fill in your details on the front of your answer booklet.
- If you need an additional answer sheet, raise your hand and wait for an invigilator to provide one. Remember to add your details to this sheet.
- If you need to use the toilet or feel unwell, raise your hand and wait for an invigilator to escort you from the exam room.
- Remember to stay silent – talking to a fellow candidate could result in disqualification from all your exams.

If you have any questions about your exams, please ask your teacher or exams officer. ?

AQA City & Guilds CCEA OCR Pearson WJEC 

**NO MOBILE PHONES
NO WATCHES**
NO POTENTIAL TECHNOLOGICAL/WEB
ENABLED SOURCES OF INFORMATION



Possession of unauthorised items, such as a mobile phone or any watch, is a serious offence and could result in **DISQUALIFICATION** from your examination and your overall qualification.

This poster must be displayed in a prominent place outside each examination room.



[JCQ-Parent-guidance-information-sheet-2025 26.pdf](#)

Exam Regulations

- If you are ill on the day of an exam, a GP note is required to authenticate illness.
- There are no 'catch ups' if an exam is missed.
- Morning exams start at 9am and afternoon exams start at 1pm – please arrive 15 minutes before the start of your exam
- Ensure no unauthorised materials are brought into the exam hall
- **If a student breaches exam regulations, they can have all exams disqualified**

[Information for candidates for written examinations 2025/26](#)



Access Arrangements



- These are adjustments made for students with special educational needs, disabilities, or temporary injuries to make accessing the content of the exam fair and equal. They should 'level the playing field'.
- They are not allowed to give students an unfair advantage and need to be based on evidence in school and professional assessment.
- Any cognitive reason for access arrangements, like giving extra time to counter-act something like processing speed, need to be validated by our external assessor.
- Any extra time, readers or scribes need to be applied for through the JCQ.
- All access arrangements need to be a student's normal way of working.
- Now that we have completed our mocks, we will confirm access arrangements to all students.
- Any questions please email contactsend@lincroft.academy

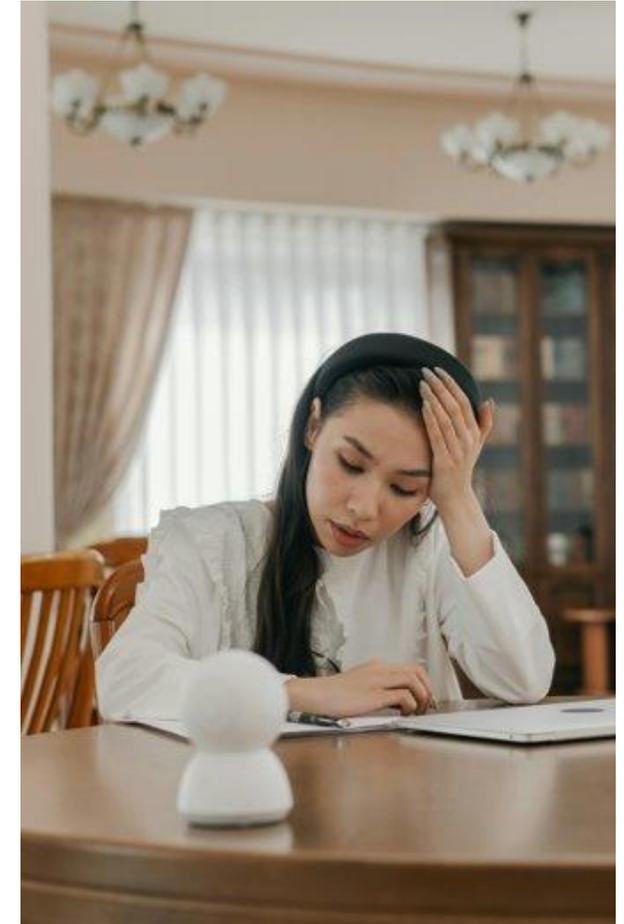


Why exam season can feel so intense



For many young people, exam time brings pressure, uncertainty and tiredness all at once.

- Pressure can come from school, peers, social media and from within.
- Young people may worry about disappointing others or 'messing up' their future
- Revision can disrupt sleep, meals, down-time and the overall mood at home.
- Comparison can make ordinary nerves feel much bigger than they really are.



Feeling worried is common- feeling supported helps young people cope better.



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Valuing People



Achievement For All



High-Quality Learning Environment



Extends the Boundaries of Learning

What stress can look like

Stress is not always obvious – it can show up emotionally, physically and behaviourally.



Emotion

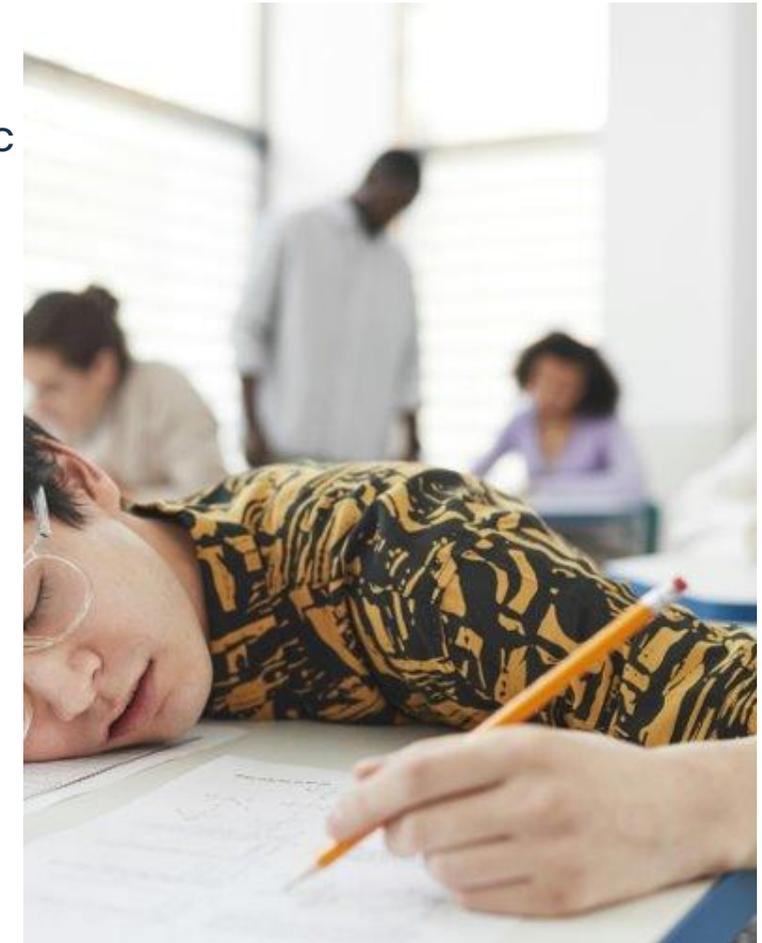
Irritable,
Tearful,
withdrawn or snappy

Body

Headaches,
Nausea
Sleep or appetite changes

Behaviour

Avoidance or panic
trouble focusing



What to notice at home

- Needing much more reassurance than usual
- Staying up late or struggling to switch off
- Avoiding schoolwork or becoming perfectionistic
- Saying “I can’t do this” or “I’m going to fail”



What parents/carers can do to support wellbeing and reduce stress

Small, steady actions at home are often more helpful than adding more pressure.

- **Keep routines steady:** sleep, meals, breaks and getting up on time.
- **Praise effort, organisation and perseverance** – not just marks or grades.
- **Help break revision** into manageable chunks and realistic goals
- **Protect time** for fresh air, movement and moments that feel normal.
- **Listen first;** validate worries before jumping in with solutions.
- **Keep perspective:** one exam, or one set of results, does not define your child.

Your calm reassurance often has more impact than an extra hour of revision.



Language that helps

Aim for calm, curiosity and confidence rather than urgency or comparison.



Try saying...

✓ *"I can see this feels hard right now."*

✓ *"Let's work out the next small step."*

✓ *"I'm proud of the effort you're putting in."*

✓ *"You do not have to handle this on your own."*

Try to avoid...

— *"Everyone else seems to be coping."*

— *"You just need to try harder."*

— *"Don't be so dramatic."*

— *"If you fail, you'll ruin your chances."*

Try to be the place where the pressure comes down, not where it goes up.



When to seek extra support

If anxiety or low mood is affecting everyday life, ask for help early.

Seek more support if you notice:

- ongoing panic, dread or school refusal
- major changes in sleep, eating or physical symptoms
- distress that is stopping normal daily functioning
- low mood, hopelessness or any talk of self-harm

Who to contact

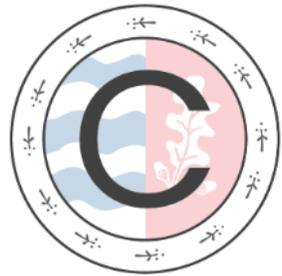
Form tutor • Head of House • SSA • Senior tutor • member of the safeguarding team

Or

GP or other health professional if symptoms are escalating



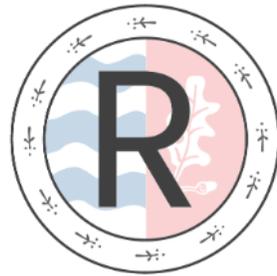
At Lincroft Academy, we



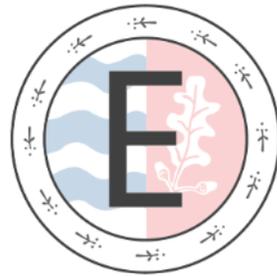
Community



Aspiration



Respect



Excellence

worried@lincroft.academy

Designated Safeguarding Staff



Mrs Attreed
Designated
Safeguarding Lead
Vice Principal



Mrs Byrne
Deputy Designated
Safeguarding Lead



Ms Appadoo
Principal



Mrs Pattison
Vice Principal



Mr Lewis
Assistant Principal



Mr Drake
Assistant Principal



Mr Davis
Assistant Principal



Miss Stoodley
Assistant Principal



Miss Magill
Senior Tutor



Mrs Webb
Senior Tutor



Miss Oswick
Senior Tutor



Miss Anning
Senior Tutor



Miss Reed
Student Support
Assistant



Mrs Holliss
Student Support
Assistant



Miss Lloyd
Student Support
Assistant



Miss Stears
Student Support
Assistant



Prom



Prom 2026
2nd July
Pavenham Park Golf Club
Invites will be sent soon.



Exam results day



- Thursday 20th August 2026 – 9am collection
- Local post-16 providers will be at Lincroft to support students and ensure students have their destinations secured and can offer additional support – along with Mrs Ripley
- Possible remarks can be discussed with staff on the day you arrive to collect your results and some students who are very close to a grade will be approached regarding their options
- If you are unable to collect your results on the day, they can be posted or collected by someone else, however written permission is required – you will receive more information on this nearer the time
- If you have any questions about exam results day, please email exams@lincroft.academy



Digital Education Record



- Purpose:** To modernise record-keeping, speed up post-16 enrolment in colleges or training providers, and reduce reliance on paper certificates.
- What it contains:** The app stores a verified digital record of personal information (name, DOB, address), schools attended, support needs (like SEND), and official GCSE results.
- How it works:** Schools "vouch" for a pupil's identity via a QR code system. Once issued, students can use it as a secure, lifetime record of their results.
- Results Day 2026:** Students will still go into school to receive their results in person, but they will also get them through the app (timings to be confirmed)

Benefits

Students: Instant digital proof of qualifications for employers or enrolment, eliminating lost paper certificates.



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Extends the Boundaries of Learning

Digital Education Record- Ensure students Sign up this evening



Google
Play Store



Apple App
Store

exams@lincroft.academy



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High-Quality Learning Environment



Extends the Boundaries of Learning

What I wish I'd known....



- *'My phone was distracting me waaaaaaaaaay more than I realised.'*
- *'I should have put my hand up in the exam and asked for advice'*
- *'I just kept revising the stuff I knew, because it made me feel better. I avoided the tough stuff'*
- *'It's actually normal to feel nervous'*
- *'Sleep matters more than revision at midnight!'*
- *'Talking about the exam afterwards and searching it up on social media just made me feel worse for the next exam'*
- *'Eat! Eat! Eat! I was stressed and skipped breakfast and ended up in the medical room'*
- *'My teachers literally knew what they were talking about. I actually should have trusted them.'*
- *'My mum was right, I should have got everything ready the night before'*
- *'I think about how much better I would have done if I'd turned up to those sessions.'*

