

Year 10 Information Evening

Monday 12th May 2025



Year 10

Information Evening

- **Upcoming Exams**
- **Revision and Support**
- **Work Experience**
- **Next Steps**



Year 10 Timeline



7th May – Maths Paper 1 Exam – Sports Hall

12th May – Year 10 Parents Information Evening

19th May – P1-3 – Study Skills and Work Preparation Morning

9th June – End of year exams begin (exception of Maths)

30th June – Work Experience

14th July – Year 10 TP3 Reports Home



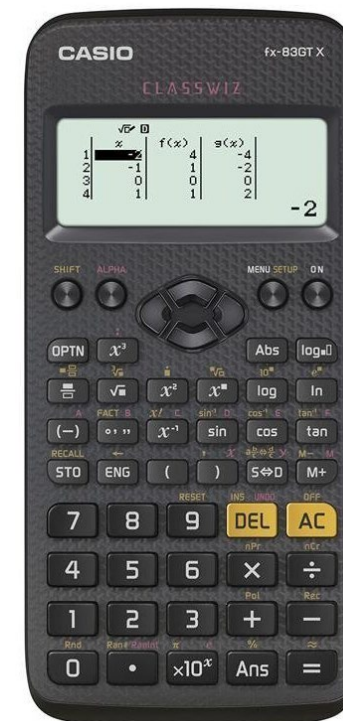
End of Year Exams

- Year 10 assembly with key messages for exam preparation and running of exams – Mrs Raymond
- Exam run through completed
- Equipment check completed
- Subject specific revision activities in lessons



Equipment

- Black pen (x2)
- Pencil
- Ruler
- Rubber
- Calculator – no case
- Highlighters
- Protractor
- Compass
- Clear pencil case
- Water bottle – no labels



End of Year Exam Timetable



	Wed 7th may	Time	Wednesday 11th June	Time	Monday 16th June	Time	Thursday 19th June	Time	Friday 20th June	Time
AM				9.00-10.30		9.00-10.30	English Literature	09.00-10.45	Physics	9.00-10.15 OR 10.45
PM	Maths 1	13.15 - 15.00	MFL Listening	13.15 - 15.00	English Language	13.15-15.00	Sociology	13.15 - 14.45	Maths 2	13.15-14.45
	Monday 23rd June	Time	Tuesday 24th June	Time	Wednesday 25th June	Time	Thursday 26th June	Time	Friday 27th June	Time
AM	Business	09:00 - 10.30	DT	9.00-11.00	Chemistry	09.00-10.15 or 9.00-10.45	PE1	09.00 - 10.45	Biology	9.00-10.15 OR 10.45
			MFL Writing	11.25-12.40						
PM	Geography	13.15 - 15.00	Computing Media	13.15 - 14.30	Food/ H&S Care/RS	13.15 - 14.45	Music/ Dance/Drama	13.15-14.45	History	13.15-15.00



Bromcom Exam Timetable



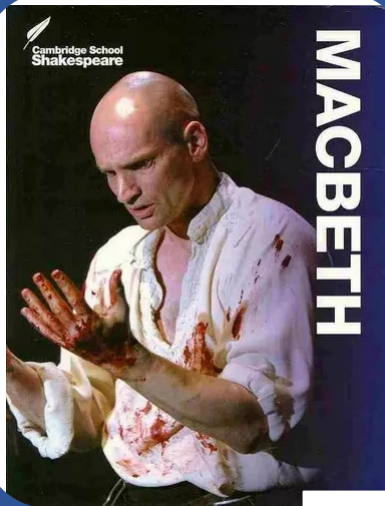
<div><div><</div><div>Exam Timetables</div></div>	
Upcoming	Past
<div>Combined Chemistry Foundation</div> <div>25/06/2025 09:00 Col:A Row:4</div> <div>SH1 (Sports Hall 1)</div>	
	75 mins
<div>Health and Social care</div> <div>25/06/2025 13:15 Col:A Row:7</div> <div>SH1 (Sports Hall 1)</div>	
	75 mins
<div>Geography</div> <div>23/06/2025 13:15 Col:C Row:3</div> <div>SH1 (Sports Hall 1)</div>	
	90 mins
<div>Geography</div> <div>23/06/2025 13:15 Col:C Row:3</div> <div>SH1 (Sports Hall 1)</div>	
	90 mins
<div>English Language</div> <div>16/06/2025 13:15 Col:C Row:6</div> <div>SH1 (Sports Hall 1)</div>	
	105 mins
<div><div><div><div></div></div><div>Dashboard</div></div><div><div><div></div></div><div>Homework</div></div><div><div><div></div></div><div>News</div></div><div><div><div></div></div><div>Bookmark</div></div><div><div><div></div></div><div>Account</div></div></div>	



English Literature: course overview



LINCROFT
ACADEMY



MACBETH

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

Year 10 Summer Exam

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.



Year 11



Meridian
Trust



The Pursuit of Excellence



Valuing People



Achievement For All



High-Quality Learning Environment

ddanes@lincroft.academy

+

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.

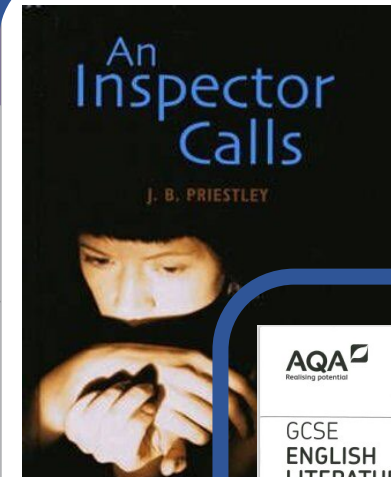
Section B Poetry: students will answer one comparative question on two poems printed on the same page in their chosen anthology cluster.

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

Year 10 Summer Exam

Poetry question completed in class last term

Year 11



AQA
Resourcing potential

GCSE
ENGLISH
LITERATURE
(8702/01/2)

Power
and the Poet

Past and present: poetry anthology
For exams from 2017
Version 1.0 August 2016



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'll do without it.
When my bones are stiff and aching,
And my feet won't climb the stairs,
I will only ask one favor:
Don't bring me no rocking chair.
When you see me walking, stumbling,
And my goodbyes are gone,
Cause I've don't mean lazy
And every goodbye is gone.
I'm the same person I was back then,
A little less hair, a little less chin,
A lot less lungs and much less wind.
But isn't I lucky I can still breathe in.

I used to wash my grandmother's hair.
When she was old and small
And walked with a frame
Like a leaning crane.
She would turn off her hearing aid
And listen to this woe:
Holding the edge of the sink with long fingers,
I would pour warm water over her head
And wonder what it could be like
In her deaf head with eighty years of life.
Here was the softest hair I ever felt.
Weeding daisies on a wet lawn.
But there is a photo of her
Sitting smiling in her
That I imagine cheered from the black and white.
Long enough to sit on
Her wet head felt delicate as a bird's head.
When that by means of age,
As she stood bent,
My mother's mother under my hands.

Maya Angelou

Judy Williams

7. 1 In 'On Aging' how does the poet present the speaker's attitudes to growing old? [4 marks]

7. 2 In both 'Jessie Emily Schofield' and 'On Aging' the speakers describe their attitudes to the effects of growing old. What are the similarities and/or differences between the ways the poets present these attitudes? [4 marks]

English Language: course overview

Paper 1

Completed in Terms 1 and 2

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 1930s. The narrator, Mary, has recently moved from town to a farm after marrying Dick, a poor farmer.	
1	And then, suddenly, the heat became intolerable. Outside in the bush the heat lizards, vivid red and blue and emerald, darted over the flames. Inside, she could not bear the sapping, undermining waves from the iron roof. Even the usually active dogs used to lie all day on the verandah until at last her head began to throb. She would lock them out of the house, and in the middle of the night she would tell a worker to carry a petrol tin full of lukewarm water into the house, having made sure he was out of the house, she stood in a basin on the verandah pouring it over her. The scattering drops fell on the porous brick, with a dryness.
5	
6	
7	As time passed, the heat became an obsession. Outside, there was a giant boulders, and she would watch the heat-waves beat up out of the ground where the heat lizards, vivid red and blue and emerald, darted over the flames. Inside, she could not bear the sapping, undermining waves from the iron roof. Even the usually active dogs used to lie all day on the verandah until at last her head began to throb. She would lock them out of the house, and in the middle of the night she would tell a worker to carry a petrol tin full of lukewarm water into the house, having made sure he was out of the house, she stood in a basin on the verandah pouring it over her. The scattering drops fell on the porous brick, with a dryness.
10	
15	
17	
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

Year 10 Summer Exam

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, publicising his experience of training to be a doctor at medical school and then his first hospital as a 'house officer', the lowest rank of junior doctor.	
1	Because medical schools are oversubscribed ten-fold, all candidates for medical school are only those who perform best under a grilling being awarded a place on course for straight A grades at A-level, so universities base
5	
Source B	
This extract, written in 1857, is from the autobiography of Mary Kingsley who travelled the world as a volunteer. Here, she has arrived next to the sea where boats are loaded and unloaded, to help	
10	
13	I have never met such a busy scene as that small harbour of every size and variety, from the noble English steamships between them and the shore passed and repassed innumerable into this little nook of life and bustle, the trade

Mathematics



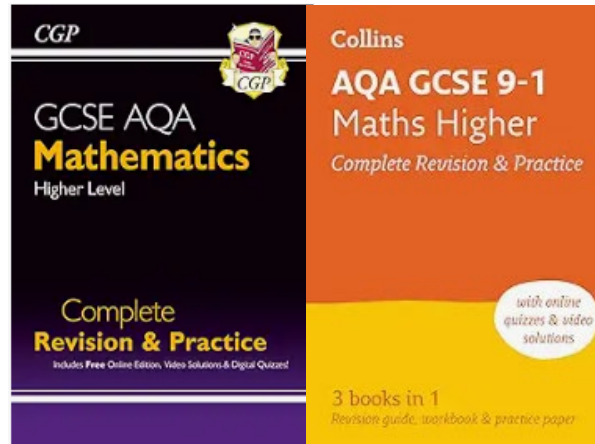
lalder@lincroft.academy



Subject Content

- Number
 - Algebra
 - Ratio, Proportion and Rates of Change
 - Geometry and Measures
 - Probability
 - Statistics
 - Problem Solving
-
- Paper 1 – Non-Calc
 - Paper 2 – Calc
 - Paper 3 – Calc

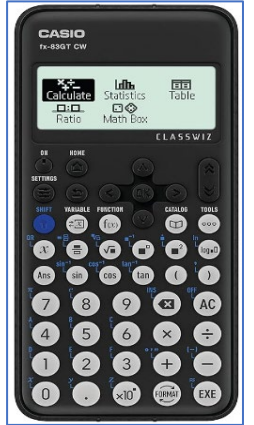
Sparx Maths



Maths Genie
Corbett Maths
OnMaths
First Class Maths

Equipment

Pen
Pencil
Ruler
Protractor
Calculator
Recommended - Casio FX-83GTCW



Thursday Maths Support
3.05pm-4pm – T6 every
week



Lessons

- 9 lessons a fortnight
- Lessons split equally into the three specific disciplines: Biology, Chemistry and Physics
- Curriculum is spiral in nature and revisits KS3 content adding in new detail and further information
- Mixture of content, maths skills practical work and data analysis/interpretation

Required practicals

- Set curriculum practicals done in depth
- Questions in exams are specifically targeted
- Bio: 7 (+2 in separate)
- Chem: 6 (+2 in separate)
- Physics: 7 (+3 in separate)

Homework



- Tassomai set weekly (~30-40 mins)
- Designed to be chunked, 10 min sessions
- Embeds key knowledge through retrieval

Science Subject Content



Biology

1. Cell biology
2. Organisation
3. Infection and response
4. Bioenergetics
5. Homeostasis and response
6. Inheritance, variation and evolution
7. Ecology

Chemistry

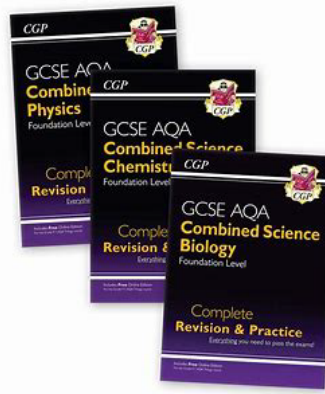
1. Atoms and periodic table
2. Bonding, structure, and the properties of matter
3. Quantitative chemistry
4. Chemical changes
5. Energy changes
6. Chemical changes
7. Organic chemistry
8. Chemical analysis
9. Chemistry of the atmosphere
10. Using Earth's resources

Physics

1. Energy
2. Electricity
3. Particle model of matter
4. Atomic structure
5. Forces
6. Waves
7. Magnetism and electromagnetism
8. Space physics (*separate only*)



Science



Pathways

- Combined or separate sciences
- All students begin on the separate science pathway
- Recommendation of continuation or moving to combined pathway in year 10
- Based on performance in assessments and in class
- Prior to this nearly all content covered is common to both pathways

Examinations

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)

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



Year 10 TP3 Report – 14th July



Attendance				Behaviour			
Attendance:		Unauthorised Absences:		Achievement Points:		Behaviour Points:	

PLEDGES Awards							PLEDGES AWARD
Participation	Leadership	Excellence	Diversity	Giving	Environment	Service	
Silver	Silver	Bronze	Silver	Bronze	Bronze	Bronze	Bronze

Subject	Teacher	MTG	Progress Report 1		Progress Report 2		Progress Report 3	
			ECP	ATL	ECP	ATL	ECP	ATL
English Language	Miss H Burke	7	7-	2	7-	1		
English Literature	Miss H Burke	7+	7-	2	6+	1		
Maths	Mr K Price-Dewey	8-	6+	2	7	1		
Biology	Mr A Yiannaki	8	7	2	7	2		
Chemistry	Mr N Atherton	8	7	1	5	1		
Physics	Mr N Atherton	8	7	1	6	1		
Art and Design	Miss K Hutton	7-	5	2	4	2		
Health and Social Care	Mrs J Miotk	D2	P2+	2	M2-	1		
History	Miss M Dibble	7	5	2	5	1		
Physical Education	Miss D French							
Sociology	Miss M Aliyu	8-	6	1	6	1		

Glossary : MTG – Minimum Target Grade, ECP – End of Course Prediction, ATL – Attitude to Learning



Feedback- what to do with it



Year 11 AQA Higher Mock 2 Paper 1

Sparx

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
Q21a	Using trigonometric graphs	1 / 1	U450
Q21b	Using trigonometric graphs	2 / 2	U450
Q22	Simplifying expressions using index laws	3 / 3	U662
Q23a	Translating graphs	1 / 1	U598
Q23b	Reflecting graphs	1 / 1	U487
Q23c	Translating graphs	0 / 1	U598
Total		67	/80

English Literature Mark out of 30 + 4 Moxbert and An Inspector Calls

Name: _____
Task: _____
Teacher: _____

Targets

Write an introduction, writing a specific focus for each paragraph.
Add an introduction.
Add a conclusion.
First sentence: answer the question and state your opinion (thesis statement).
Focus on the writer's intentions - stand outside the text.
Refer to specific moments - end of plan?
Use short, relevant quotations/references to illustrate your points.
AO1: Explain the effect of specific methods.
AO2: Use subject terminology - label methods and sweep this question for a method term (e.g. this simile/contrast/image) SHOWS.
AO3: Check for consistency in tense to contrast/writer's intentions.
AO4: Spell names correctly.
AO5: Be accurate: 'audience' or 'reader'?
Use a wider variety of sentence structures.
Use punctuation more accurately: capitals, commas, semi-colons.
Check understanding - context?

Teacher's comments:
More unpacking of methods and quotes.
More AO3, AO2, AO4s and the present.
My response: write dot point/outline and brighter/bolder.
I have completed my directed tasks.

ENGLISH LITERATURE

Level 4
AO1: Explain the effect of specific methods.
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GCSE English Language Paper 2

Name: _____ Date: _____ Teacher: _____

Q1 Read four truths
Q2 Explain the differences/similarities
Q3 Unpack the language
Q4 Compare two viewpoints

Have written my obs / targets in the boxes above.

AO1 Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support your ideas.

AO2 Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts.

AO3 Evaluate texts critically and support this with appropriate textual references.

Level 4
AO1: Explain the effect of specific methods.
AO2: Use subject terminology - label methods and sweep this question for a method term (e.g. this simile/contrast/image) SHOWS.
AO3: Check for consistency in tense to contrast/writer's intentions.
AO4: Spell names correctly.
AO5: Be accurate: 'audience' or 'reader'?
Use a wider variety of sentence structures.
Use punctuation more accurately: capitals, commas, semi-colons.

Level 3
AO1: Explain the effect of specific methods.
AO2: Use subject terminology - label methods and sweep this question for a method term (e.g. this simile/contrast/image) SHOWS.
AO3: Check for consistency in tense to contrast/writer's intentions.
AO4: Spell names correctly.
AO5: Be accurate: 'audience' or 'reader'?
Use a wider variety of sentence structures.
Use punctuation more accurately: capitals, commas, semi-colons.

Level 2
AO1: Explain the effect of specific methods.
AO2: Use subject terminology - label methods and sweep this question for a method term (e.g. this simile/contrast/image) SHOWS.
AO3: Check for consistency in tense to contrast/writer's intentions.
AO4: Spell names correctly.
AO5: Be accurate: 'audience' or 'reader'?
Use a wider variety of sentence structures.
Use punctuation more accurately: capitals, commas, semi-colons.

Level 1
AO1: Explain the effect of specific methods.
AO2: Use subject terminology - label methods and sweep this question for a method term (e.g. this simile/contrast/image) SHOWS.
AO3: Check for consistency in tense to contrast/writer's intentions.
AO4: Spell names correctly.
AO5: Be accurate: 'audience' or 'reader'?
Use a wider variety of sentence structures.
Use punctuation more accurately: capitals, commas, semi-colons.



Study Skills and Work Preparation Morning 19th May 2025



- Students off timetable P1 – P3 for a carousel of activities

Year
assembly

Study Skills

Work
Preparation

Preparing for
Interviews



How can you support your child?



1. Take an **interest** in their studies
2. Ask to **look at books** (including review windows)
3. Organise a **work space** for them to study at home
4. Assist them with **extension work / homework**
5. Discuss their **tracking sheets/ reports** with them
6. Plan a **revision timetable**
7. Help them to set ambitious yet realistic **targets**
8. Encourage them to have a **healthy lifestyle**
9. Do **contact the Academy** if there is a problem



Revision Timetable



MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
11/4 School	12/4 School	13/4 School	14/4 School	15/4 School	16/4 Biology revision Maths revision	17/4 Free time Chemistry revision
18/4 Maths revision	19/4 Hockey training	20/4 Biology revision	21/4 Chemistry revision	22/4 English revision	23/4 Physics revision	24/4 Biology revision
25/4 Spanish revision	26/4 Hockey training	27/4 Biology revision	28/4 Chemistry revision	29/4 Physics revision	30/4 Biology revision	1/5 Spanish revision
2/5 School	3/5 School	4/5 School	5/5 School	6/5 School	7/5 Biology revision	8/5 Free time
9/5 Maths revision	10/5 Hockey training	11/5 Biology revision	12/5 Chemistry revision	13/5 History revision	14/5 See friends	15/5 History revision
16/5 School	17/5 School	18/5 School	19/5 School	20/5 Last day of School!!!!	21/5 See friends	22/5 Free time
23/5 Chemistry revision	24/5 Hockey training	25/5 Biology revision	26/5 History revision	27/5 Biology revision	28/5 Maths revision	29/5 Physics revision
30/5 Maths revision	31/5 Biology revision	1/6 Spanish revision	2/6 Geography revision	3/6 Chemistry revision	4/6 Physics revision	5/6 Spanish revision
6/6 Free time	7/6 Maths revision	8/6 English revision	9/6 Maths revision	10/6 Free time	11/6 See friends	12/6 English revision
13/6 Spanish revision	14/6 Biology revision	15/6 Free time	16/6 History revision	17/6 Maths revision	18/6 See friends	19/6 Free time
20/6 English lang	21/6 History revision	22/6 Bio paper 1	23/6 History 1	24/6 Spanish reading and writing	25/6 Geography revision	26/6 Chemistry revision
27/6 Chem paper 1	28/6 Biology revision	29/6 History revision	30/6 Spanish revision	1/7 Free time	2/7 See friends	3/7 Chemistry revision
4/7 Geography 1	5/7 Physics revision	6/7 Chem paper 2	7/7 Physics paper 2	8/7 History revision	9/7 Geography revision	10/7 History revision

REVISION

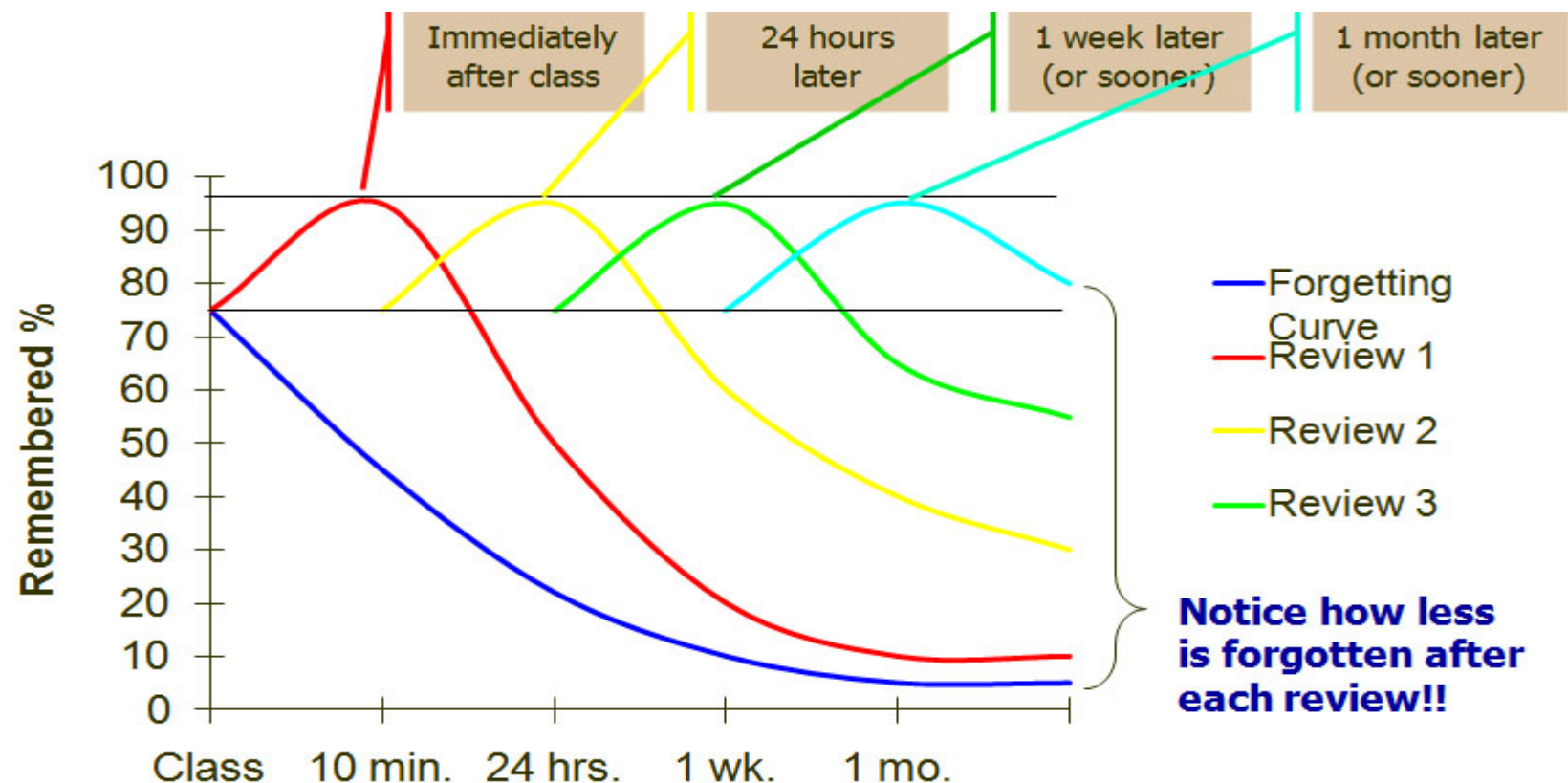
* = revise if possible
// = no revision/lesson

TIME	MON	TUES	WED	THURS	FRI	SAT	SUN
8:30-4:30	school	school	school	school	school	*	*
4:30-5:00	media	chemistry	media	maths	english	maths*	//
5:00-5:30	english	chemistry	media	maths	english	maths*	//
5:30-6:00	//	//	maths	english	media	//	//
6:00-6:30	english	english	//	//	//	//	//
6:30-7:00	maths	english	//	//	chemistry	//	//
7:00-7:30	//	//	english	chemistry	//	*	biology
7:30-8:00	//	//	physics	chemistry	//	*	media
8:00-8:30	maths	biology	//	//	chemistry	english	//
8:30-9:00	maths	maths	maths	biology	physics	english	//
9:00-9:30	//	//	//	//	//	//	//
9:30-10:00	biology	maths	biology	biology	phys*	//	//
10:00-10:30	media	physics	biology	media	phys*	//	//



Retrieval Practice

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



Revision Techniques



What strategies will work for you?

Class notes	Mind Maps
Highlight key points	Poster Diagrams/Learning Wheels
Past papers	Flash Cards
Flow charts	Comic Strips
Follow the syllabus outline when studying/creating notes	Video Montage/songs/poems
Bullet points/numbers/tables	Retrieval practice



Statistically, students who
employ a consistent revision
technique can improve their
scores by up to 25%



Coaching your child

"I don't know where to start"

- Flashcards
- Exam questions
- Sparx
- Tassomai
- Seneca
- BBC Bitesize
- Youtube
- Past papers



Coaching your child



"I'll revise hard for the real exams"

- It's better to remind yourself each time, rather than learn it from scratch
- If you don't revise you won't be able to practise exam technique.

We



about

ATTENDANCE

Every day at school matters



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.



The link between attendance and attainment in an assessment year

Research Report
March 2025

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%		50-55%	55-60%	60-65%	65-70%	70-75%	75-80%	80-85%	85-90%	90-95%	95-100%

Attendance Band 1

What about **95%**?



1/4 of a **year**
absent

throughout your Lincroft career!



Ready to Learn & on time, every time



Ready To Learn (Students)

Register promptly and silently in seating plan

Equipment ready

Answer the Do Now independently

Demonstrate CARE

You are ready to learn



Work Experience – WB 30th June



- 110 students have already uploaded their work experience on to Unifrog
- Tutor time drop ins with Mrs Ripley
- Workplace experience – final career path
- Unifrog account – 4 years after leaving school
- Job application experience – 6th Form/College Interviews
- Speak to Mrs Ripley for support/questions – jripley@lincroft.academy



Next Steps



- Feedback from end of year exams
- Year 11 Conference – first day back after summer
- September – Meet the tutor evening/post-16 fair
- Year 11 mock exams
- College/6th form/apprenticeship applications
- Easter School – first week of Easter holidays

**Exams start
7th May
2026**



Designated Staff



Jodie Attreed
Designated
Safeguarding Lead
Vice Principal



Monika Byrne
Deputy Designated
Safeguarding Lead



Emma Appadoo
Principal



Hannah Stoodley
Deputy Designated
Safeguarding Lead
Assistant Principal



Leanne Drake
Assistant Principal



Chris Drake
Assistant Principal



Paul Davis
Assistant Principal



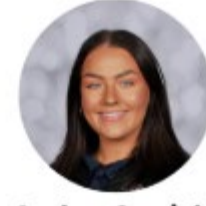
Evelyn Hood
Assistant Principal



Robbie Alder
Senior Tutor



Kate Webb
Senior Tutor



Amber Oswick
Senior Tutor



Kate Anning
Senior Tutor



Sally Davies
Student Support
Assistant



Kerry Chalmers
Student Support
Assistant



Deborah Lloyd
Student Support
Assistant



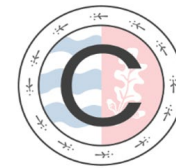
Joanne Stears
Student Support
Assistant



LINCROFT
ACADEMY

Feeling worried or anxious?

worried@lincroft.academy



ment For All



High-Quality Learning Environment



Extends the Boundaries of Learning

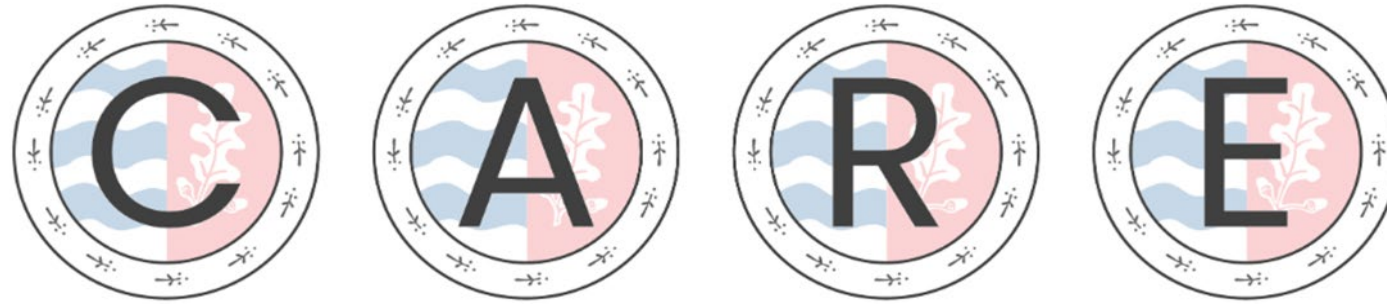
Supporting your child with their GCSEs

Across our Meridian Trust secondary schools, over 2000 Year 11 students are busy preparing for their summer GCSE exams. We know that this also means thousands of our parents and carers are trying hard to support them in useful ways.

More Details 



We will continue to



greatly

hbodily@lincroft.academy

