

Welcome to Year 11

Friday 4th September





Great Marlow
School

Excellence • Compassion • Integrity

WHAT TIPS WOULD YOU GIVE YEAR 10s?



Think back to
when you started
in Y10...

YOU HAVE COME **SO FAR** THIS YEAR!



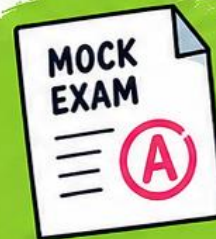
New
subjects



Work
experience



Learning
to revise



Mocks

New subjects,
new teachers,
mixed up with
new students...

WHAT TIPS WOULD
YOU GIVE TO NEW
YEAR 10s?



YOUR
ADVICE COULD
MAKE A **BIG**
DIFFERENCE!



YOUR FORM TUTOR WILL
MAKE A LIST AND EMAIL
THEM TO ME TO SHARE
WITH **MISS MILES**

LET'S HELP THE NEXT
YEAR 10s **SUCCEED!**



"Lock in and listen in lessons"



"It's a big jump from year 9 to year 10"



"Don't stress, enjoy it"

YEAR 10 WISDOM FROM US TO YOU

ADVICE FROM CURRENT YEAR 10S
TO THE NEW YEAR 10S

AT GREAT MARLOW SCHOOL



"Improve your discipline e.g tidy your room once a week or make yourself an after-school timetable for revision and homework"



"As soon as your tutor mentions work experience, start sorting it."



"Work experience doesn't have to be amazing, but if you make more effort to sort something good, then it will be amazing"

"After the Easter holidays, do revision every day after school"



"Sleep more than you did in year 9"



"Don't be intimidated by/ don't stress too much about mocks"



"Enjoy making new friends and learning new subjects"



"Revise properly for mocks and take time to learn how to revise and what works for you!"



"Revise earlier than you think you should"



"Keep on top of coursework - eg PE / art portfolio"



☐ Don't leave it too late for work experience and apply for multiple places ☒



"Take revision notes after each topic so it's not so overwhelming"



"Start looking at English texts before you start studying them"



"Get into a good day to day routine of homework/ revision"



"Study an hour a day a week. This works better than cramming it all in 7 hours in one day"



"Take mocks seriously. Remember: mocks start late May!"



"Start making revision notes straight away"



"Learn how to answer 6 mark questions in science"



"Pick your GCSEs with A levels or your college courses in mind"



"Attendance is very important - if you miss a 2 hour lesson you miss a lot of work!"



"Don't leave homework and coursework to the last minute"



"Homework is stricter - make sure you do it!"



"Know exactly what might come up in an exam paper and complete past papers"

✓ "Complete past papers"

Work hard.
Be kind. Enjoy the journey.
You've got this!"



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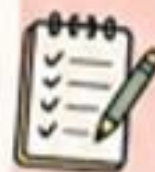
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"Start looking at English texts before you start studying them"



"Get into a good day to day routine of homework/ revision"





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YEAR 11

INDEPENDENT REVISION SESSIONS

EVERY DAY AFTER SCHOOL
IN THE 6TH FORM CENTRE



3:00 – 4:30 PM



WORK SPACE

A quiet place to focus,
revise and achieve.



BRING YOUR OWN LAPTOP OR RESOURCES

Everything you need
to succeed.



COME AS OFTEN AS YOU LIKE!

Use the time you need
to make progress.

STILL

**NO
MOBILE
PHONES**



WORK HARD, ATTEND, REVISE



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YEAR 11 FORM TIME

MONDAY

**NEXT
STEPS
& REVISION**

Are you ready
for the week?



TUESDAY

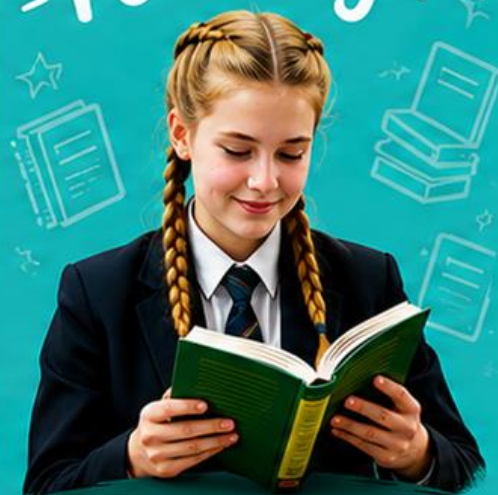
TFTW
THOUGHT FOR THE WEEK



A moment to think,
every week.

WEDNESDAY

reading..



ESCAPE. LEARN.
GROW.

THURSDAY

FUN
& FINISHING OFF



EQUIPMENT
CHECK



UNIFORM
CHECK



PLANNERS
CHECK



FRIDAY



ASSEMBLY

Looking smart and
in alphabetical order!



Equipment

Get your pencil cases out now and check.
You have until Monday to get anything sorted!

clear pencil case	calculator (casio fx85gt)
black or blue pen	glue stick
green pen	whiteboard marker pen blue or black
pencil hb	10 colouring pencils
ruler (30 centimetre)	safety scissors
eraser	pencil sharpener
protractor	a pair of compasses

**Equipment includes
MATHS ITEMS!
You MUST HAVE a
protractor, compasses,
calculator, whiteboard
pen!**



Medical Room – from Mr Weller

- The medical room is available to support students with first aid, welfare and scheduled medications
- Headache – We have now brought in the 1-hour challenge for management of headaches. Students must follow the steps before medication is given.
- Medication – When a student requests medication a call home must be made to gain consent and obtain if any other medication has been taken prior to the school day (pre midday).
- Hydration – The medical room will not provide students with cups for water.
- **BRING A WATER BOTTLE TO REFILL!**

Uniform



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[School Uniform & Equipment - Great Marlow School](#)

Opportunities are Created • Potential is Realised • Excellence is Achieved

NO MOBILE PHONES

During the school day

All students must ensure mobile phones are:

- Out of sight - not seen
- Switched off - not heard
- Stored away - not used

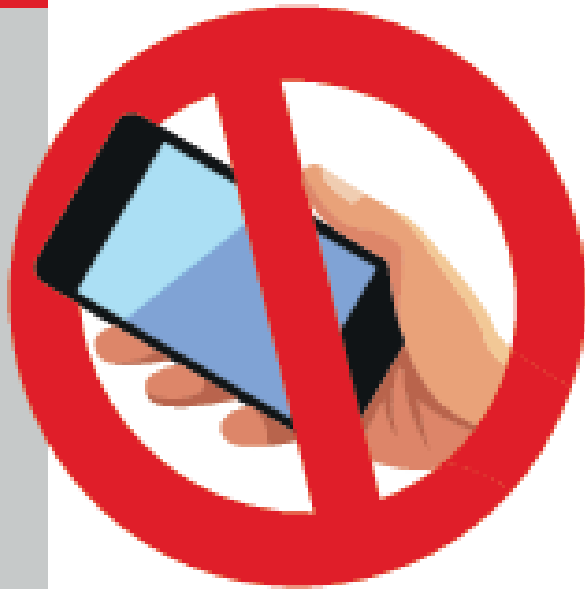
Throughout the school day, including lessons, corridors, and social times.

Why?

To support:

- Focused learning
- Positive behaviour
- Respectful, face-to-face interaction

If a phone is seen, heard or used, staff will follow school policy.



Let's focus,
learn, and
enjoy school —
together!

NOT SEEN, NOT HEARD, NOT USED!

- Not seen
- Not heard
- Not used

This is a location based policy - this means that whether you are on the school site at 8.10am or 4.30pm, your phone cannot be seen, heard or used.



There is no secret to success at GCSE..

What does WHAR stand for?

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WH AR

WORK HARD • ATTEND • REVISE



The Pod

- If you want to buy food at school, you can now use the pod!
- You can pay by card (do not use your phone)
- You queue in front of the pod.
- Don't use the canteen now at all.
- You can still pay with a finger print too.

Year 11

You have your **MOCKS** and **GCSEs**,
but that's not all...



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We also need to get you ready
for your *next steps*.



College



6th Form



Apprenticeship



And more!



We will have
assemblies

delivered by local colleges
and other providers so you
can see what **options**
there are for **you!**



We know that
Year 11 will fly by...



Make the most of *every*
opportunity.

Your future. Your choice. Your time.





Support

This is it. Your 11 years of education so far have been leading to this point and to the next 8 months of your life.

It will be challenging and there will be ups and downs.

Make sure you seek support when you feel worried or stressed:

Your Tutor

Mrs Flannery

Mrs Pendlebury

Mrs Paul



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Year 11

What will **YOU** do after GCSEs?

YOU need a top choice, plan B, plan C



TOP CHOICE



PLAN B



PLAN C



Year 11 - quiz questions

1. When do you have another set of mocks?
2. When do the real exams start?
3. How many weeks until October Half Term?
4. How long do you have off for October Half Term?
5. How many weeks until the next holiday?
6. How long do you have off then?
7. What is the next holiday after that one?
8. Are there anymore holidays after that?
9. How many school days do you have between now and when the GCSEs start? (Don't include weekends or INSET days..)
10. When do you get your GCSE results?

YEAR 11 TEACHING DAYS

on the road to GCSEs

From 4 September to 10 May (excluding INSET days)

PERIOD	TEACHING DAYS
 4 Sep → October half term	35
 November → Christmas	35
 January → February half term	29
 February half term → Easter	25
 Easter return → Fri 7 May	19
 TOTAL BEFORE GCSEs	143 DAYS



Excludes weekends, school holidays, bank holidays
and INSET days (1–2 Sep, 23 Oct, 4 Jan, 28 Jun)



More Key Dates



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8th September: parent Year 11 info evening, 6pm – students do not need to come

21st October: Progress Reports published

22nd October: Year 11 trip to Westfield

2nd November: Year 11 school photos

4th November: GMS 6th form open evening

10th November: Parents' evening

11th November: Careers fair in the hall and 6fc

2nd December: Mock Interview Day in the hall

11th January: mock exams start

24th February: Progress Reports published

25th February: Parents' evening

7th May: Leavers' Assembly

10th May: GCSE exams start

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Results Day -

- You will receive an email with your results at 8am.
- You can come in and collect a paper copy of your results from 8am if you prefer.
- You make an appointment (like for parents' evening) to enrol in the 6th form if you would like to stay at GMS.
- Other schools and colleges will have a similar procedure.

We want you to be happy and proud on results day and to be pleased with your next step, whatever plan that may be.



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Year 11

What will **YOU** do after GCSEs?

YOU need a top choice, plan B, plan C



TOP CHOICE



PLAN B



PLAN C

Entry Criteria



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- This is what you need to be able to do a course.
- You **have to** meet certain requirements.
- At GMS, we have a certain amount of spaces for each course.
- If you do not meet the criteria, it is VERY unlikely for you to be able to do the course, even if you really want to!
- You **must start looking** at this document on the school website called 6th Form Prospectus (it is under “publications”)

[Sixth Form Prospectus 2026-28.pdf](#)



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Entry Criteria

Sixth Form Enrolments August 2026 – Great Marlow School

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Sarah

really wants to study
A Level Psychology!



GCSE RESULTS

English Language	3
English Literature	3
Maths	3
Biology	3
Chemistry	3
Physics	3
History	3
Geography	3
Other Subject	3

All grades: **3**

A LEVEL PSYCHOLOGY COURSE REQUIREMENTS AT GREAT MARLOW SCHOOL



ONE 6 IN SCIENCE

(Biology, Chemistry or Physics)



**A 6 IN ENGLISH LANGUAGE
OR LITERATURE**



A 5 IN MATHS



Can Sarah do Psychology?

Sarah has 3s in all her subjects.

Let's discuss:

- What are Sarah's options?
- Are there other pathways to her goals?
- What could Sarah do next to improve her chances in the future?



**Remember: you need 3 choices:
Top choice, Plan A, Plan B.**





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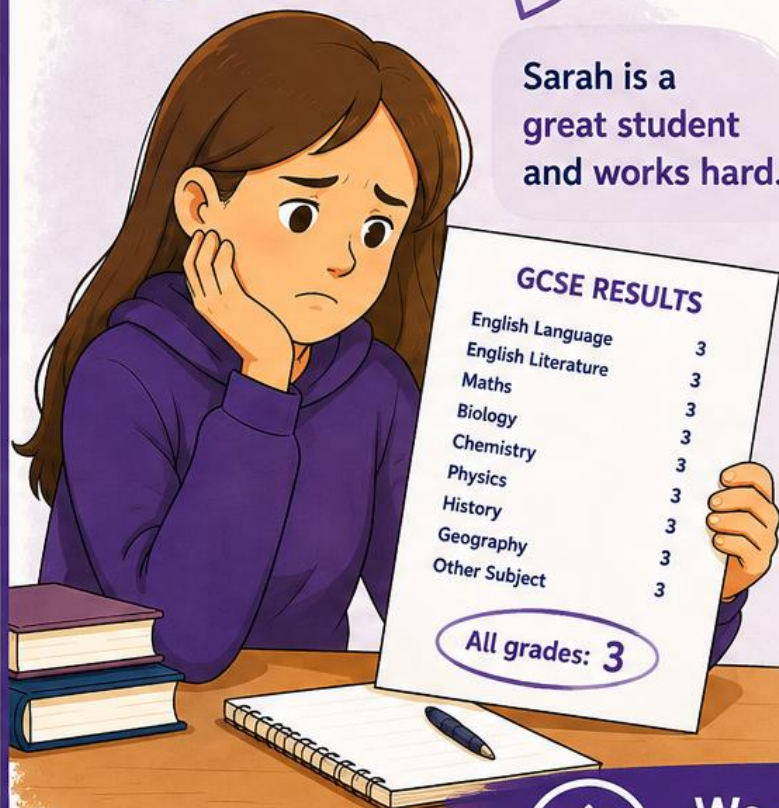
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A TOUGH CHOICE?

SARAH



Sarah is a great student and works hard.



GCSE RESULTS	
English Language	3
English Literature	3
Maths	3
Biology	3
Chemistry	3
Physics	3
History	3
Geography	3
Other Subject	3
All grades: 3	



We have one last space on A Level Psychology.

If we enrol Sarah and give her the last space to study Psychology... is it fair on Ben?



BEN

Ben got 5 in Maths and all 6s in his other subjects.



GCSE RESULTS	
English Language	6
English Literature	6
Maths	5
Biology	6
Chemistry	6
Physics	6
History	6
Geography	6
Other Subject	6
All grades: 5 & 6s	



We are fair by offering places to students who meet the entry requirements.





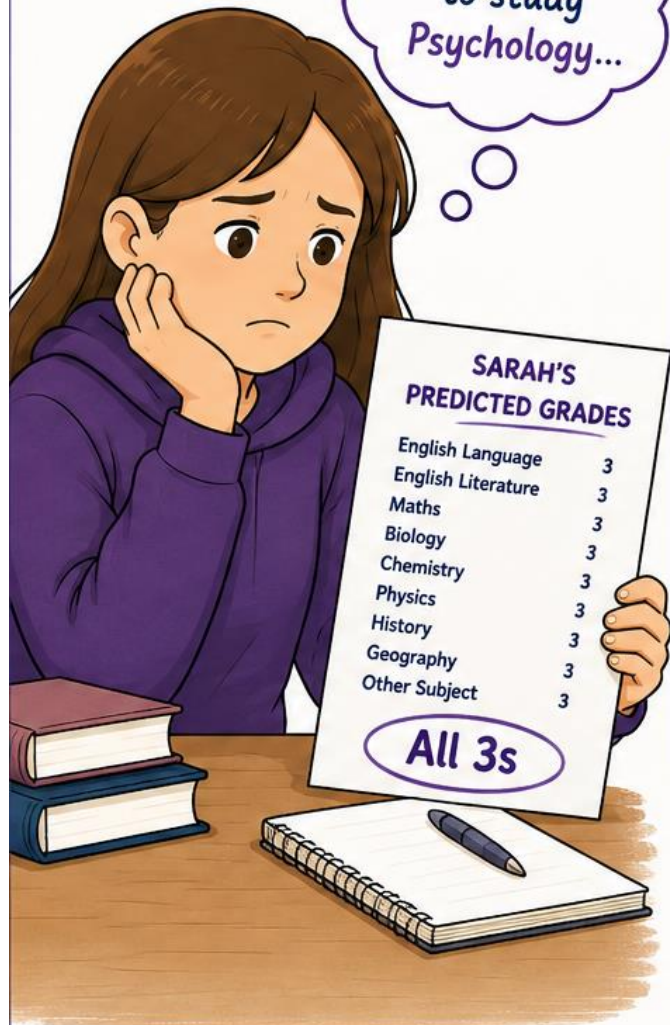
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All the way through Year 10 and Year 11,
Sarah was predicted 3s by her teachers.

What would you have advised
Sarah for her top choice, Plan B, Plan C?

I really want
to study
Psychology...



**SARAH'S
PREDICTED GRADES**

English Language	3
English Literature	3
Maths	3
Biology	3
Chemistry	3
Physics	3
History	3
Geography	3
Other Subject	3

All 3s



TOP CHOICE

Sarah's first choice

- What could Sarah aim for as her top choice?
- Where could Psychology lead in the future?



PLAN B

A strong backup option

- What could Sarah consider as a realistic Plan B?
- What subjects / courses would still interest her?



PLAN C

A further backup

- What could Sarah consider as a Plan C?
- What other pathways could she explore?



DISCUSS

What advice would you give Sarah?
Think about her strengths, interests
and future goals.





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THIS IS SARAH...

*I can't be
bothered to go to
my careers
discussion with
Mrs Brunt!*



**DON'T MISS YOUR
CAREERS DISCUSSION!**

It's your chance to get the right
advice and plan for your next steps. →



Your future. Your choices.
Make every opportunity count.

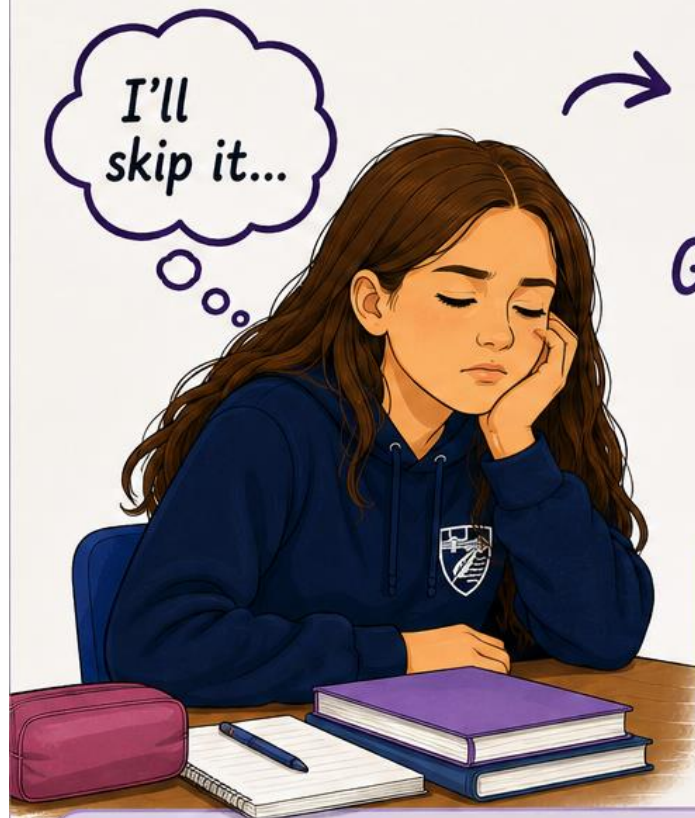




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THIS IS SARAH...



→ Sarah also missed her
Guidance Discussion
with one of
the **6th Form Team**.



This would have
helped her plan
her next steps...

MEET OUR 6TH FORM TEAM



Mr Hollyman

Head of 6th Form



Miss Jones

Deputy Head of 6th Form



DON'T MISS YOUR GUIDANCE DISCUSSION!

Your future is important. Talk to the 6th Form Team and get the support you need.



Your future. Your choices. Make every opportunity count.



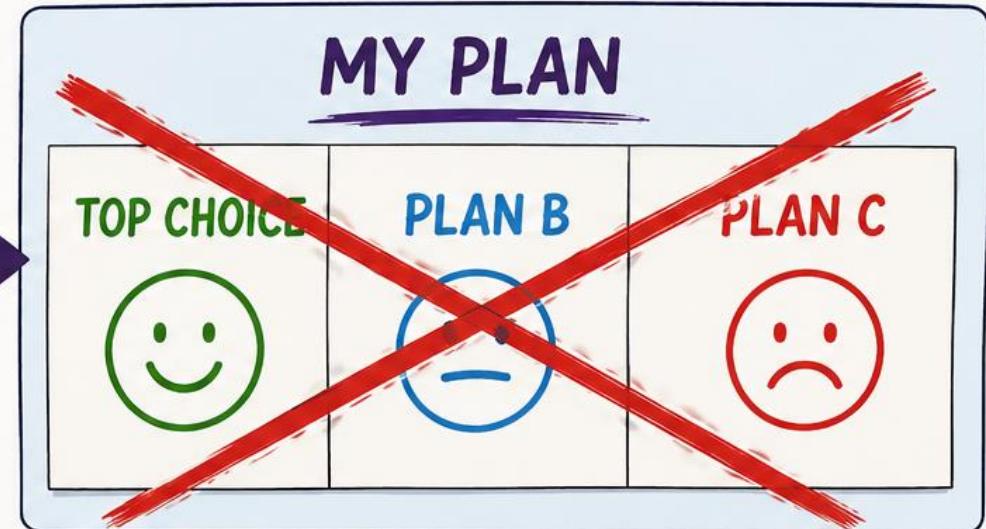
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SARAH OVERSLEPT



AND MISSED FORM TIME!



**IF I'D BEEN IN
FORM TIME, I WOULD
HAVE HAD A PLAN!**



**SARAH DIDN'T HAVE HER
PLAN B AND PLAN C
BECAUSE SHE WAS NEVER IN FORM TIME!**





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A GRADE 6 IN ENGLISH LANGUAGE OR LITERATURE

OPENS UP MANY MORE OPPORTUNITIES
AFTER GCSEs AND CAN EVEN IMPACT
COURSES AT UNIVERSITY. ♡



MORE CHOICES

Keeps more
course options open.



STRONG SKILLS

Helps you communicate,
think and succeed
in any path.



UNIVERSITY IMPACT

Many degree courses
require a Grade 6
in English.



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Year 11

What will **YOU** do after GCSEs?

YOU need a top choice, plan B, plan C



TOP CHOICE



PLAN B



PLAN C



**GREAT MARLOW
SCHOOL**

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YEAR 11 JOURNEY 2026-27

Everything you need to know this year!



Stay focused
Work hard
Be proud
You've got this!

AUTUMN 1

7 WEEKS UNTIL HOLIDAY



Friday 4th September
Start back at school



Tuesday 8th September
Y11 info evening for parents



Tuesday 15th September
Art Trip to Oxford



Thursday 24th September
Early close for Y6 Open Evening



Friday 25th September
Stats Trip



Wednesday 21st October
Progress Reports Issued



Thursday 22nd October
Westfield Trip

OCTOBER HALF TERM
1 WEEK HOLIDAY

AUTUMN 2

7 WEEKS UNTIL HOLIDAY



Monday 2nd November
School Photos



Wednesday 11th November
Careers Fair



Wednesday 2nd December
Y11 mock interviews
in the Hall



Friday 18th December
Close for holidays
at 12.30pm

CHRISTMAS
2 WEEKS HOLIDAY

SPRING 1

6 WEEKS UNTIL HOLIDAY



Tuesday 5th January
Start back to school



Y11 mocks start



Friday 12th February
Close for half term

Mock Exam Season

*Every revision session
gets you one step
closer to success.*

FEBRUARY HALF TERM
1 WEEK HOLIDAY

SPRING 2

5 WEEKS UNTIL HOLIDAYS



Monday 22nd February
Start back to school



Thursday 25th March
Close for holidays
at 12.30pm

EASTER HOLIDAYS
2 WEEKS HOLIDAY

SUMMER 1 & BEYOND



Leavers' breakfast / shirt signing /
Leavers' assembly – around 11 May



Study leave starts



GCSEs start



May Half Term

1 WEEK HOLIDAY



Last GCSE exam is around
the 19th June



End June after exams
is the Prom (date tbc)

**GCSE
SUMMER EXAMS
START**

STAY FOCUSED. YOU CAN DO THIS!



GCSE exams begin in May and
run through to mid June.



Check the timetable, know your
exam dates and be prepared.



Your future starts now – give it
your best!

GCSE RESULTS DAY
THURSDAY 19 AUGUST

From 8am – results will be emailed to
all student GMS email addresses

Believe in
yourself!

Plan ahead
Stay positive
Make it count!

AUTUMN 1



**7
WEEKS**

AUTUMN 2



**7
WEEKS**

SPRING 1



**6
WEEKS**

SPRING 2



**5
WEEKS**

**SUMMER 1 &
BEYOND**

*You can
do this!*



The Prom

- Thursday 24th June 2027 at Lillibrooke Manor, Maidenhead
- Cost around £59
- Letter will go out soon asking for a deposit to secure your place.
- [Lillibrooke Manor | Barn Wedding Venue in Berkshire, Maidenhead](#)
- It is a 15 minute drive from school.



Progress reports..

1. What does target grade mean?
 2. Will I automatically get my target grade?
 3. Can I get higher than my target grade?
-
1. This is a realistic target that has been calculated for individual subjects. It is based on attainment at earlier stages in your school career. Schools use software (called FFT) to generate this target.
 2. No! It simply gives us an idea of where you should be aiming.
 3. Absolutely. It depends on you.





What does PG mean?

- Your PREDICTED grade.
- Can it change? YES! Why?



Predicted Grade

This is the grade that the teachers of your son or daughter predict will be the outcome at the end of the course of study, should they continue to work as they are. To refine the predicted grade more, a plus or minus sign has been added to indicate where the student is in relation to the grade above or below. Please see the detailed explanations below:

5+ = The top of a Grade 5, almost at the threshold of a Grade 6

5 = The middle of a Grade 5

5- = The bottom of a Grade 5, close to the threshold of a Grade 4



Progress reports

- Your first Year 11 one will be published on 21st October.
- Why do you think this is so soon?
- Then parent and carer evening is on 10th November?
- Why is it so soon and why is it after your progress reports are published?

To see where we you are starting from, you need to now look BACK at your last Year 10 progress report...

YEAR 10 STUDENT PROGRESS REPORT – SUMMER TERM

Name: [REDACTED]

Form: [REDACTED]

Attendance: 98.4 %

SUBJECT	TEACHER	EOFKS4 TARGET	2024				2025				2025			
			PG AUTUMN (1)	ATL AUTUMN (1)	AFD AUTUMN (1)	AFD AUTUMN (1)	PG SPRING (1)	ATL SPRING (1)	AFD SPRING (1)	AFD SPRING (1)	PG SUMMER (1)	ATL SUMMER (1)	AFD SUMMER (1)	AFD SUMMER (1)
Form Period	Mrs Messenger			Excellent				Excellent				Excellent		
Child Development	Mrs Pendlebury	M2		Excellent			L2P	Excellent			L2M	Excellent		
Drama	Mrs Brazier	5-		Excellent			5-	Excellent			5	Excellent		
English	Mrs Woodbridge	4+		Excellent	G		5-	Excellent			5-	Excellent		
English Literature	Mrs Woodbridge	5-									4-	Excellent		
Geography	Mrs Messenger	4-		Good	G		4-	Excellent	G		4-	Excellent	G	R
Mathematics	Mr Higgins	4		Excellent			4	Excellent			4	Excellent		
Physical Ed. (GCSE)	Miss Porter	4		Excellent			5 38	Excellent	X		5- 39	Excellent	X	
Science	Miss Woods	5 4		Excellent	X		4 4	Excellent	X		3 3	Excellent	X	R
RSHE	Mrs Messenger			Excellent				Excellent				Excellent		
RSHE	Mr Maguire			Excellent				Excellent				Excellent		
Physical Ed. (Core)	Miss Muttiit			Excellent				Excellent				Excellent		

Have a look at this example progress report...

Can you remember what the difference is between **TARGET GRADE** and **PREDICTED GRADE**?



The AFD Codes..

A teacher may use up to two of the following AFD codes to help a student identify where specific improvements need to be made with their learning. These codes will also help parents identify areas to work on with their child. The school will use these codes to support and develop achievement.

Areas For Development: (KS4/5)

A	Attendance in lessons/Homework	K	Kit and Equipment
B	Behaviour	L	Listening
C	Coursework or controlled assessment and non-exam assessment (NEA)	N	Non-participation
D	Contribute to class discussion	O	Organisation
E	Effort	P	Punctuality to lesson
F	Focus	R	Revision
G	Greater depth of written analysis	S	Incorporate more subject specific terminology in work
H	Homework	X	Examination technique/ practice examination questions
I	Independent learning		



Now look at your ATL

Let's remind ourselves of the criteria (next slide)

Note: if a teacher gave you a 3 or below, they will give you an area for development.

(4) EXCELLENT	Always on task with high levels of commitment to the subject. An excellent student takes responsibility for all aspects of their learning, follows instruction, and acts on feedback that is given to promote progress and improvement. Highly organised, an excellent student is respectful to peers, staff, and the environment they interact in and always demonstrates resilience when learning. The student displays a readiness to learn, realise their potential and produce work in the school environment and independently that is of a high quality for their ability.
(3) GOOD	Nearly always on task and has the equipment needed to learn. A good student is nearly always respectful , follows instructions and takes responsibility for their learning. Organisation is good. Classwork and independent work are usually completed to the best of the student's ability but there are areas where work produced could be developed further and improved. A good student regularly demonstrates resilience with learning activities.
(2) INCONSISTENT	The student is usually engaged with the work but sometimes needs time for reflection and may at times need re-direction from the teacher. The student needs to take more responsibility when attempting some learning activities and in the way they interact in the learning environment. Independent activities are not always completed and when they are, only sometimes are they done to the best of the student's ability. A more resilient approach to learning is required to realise the potential they have. At times an inconsistent student needs to display a more respectful attitude to their peers and staff.
(1) POOR	The student generally demonstrates a lack of interest in, and resilience with, the subject and the learning activities that they are required to do. The student rarely has the correct equipment and is often slow to follow instructions. The student does not demonstrate resilience or the respect to their peers and/ or staff that is expected of a student at the school. A lack of responsibility and respect can often lead to a student being disruptive to their learning or the learning of others. Classwork is limited and independent work is rarely attempted or completed to an acceptable standard.
(0) INSUFFICIENT INFORMATION	Extremely poor attendance (less than 50%) to lessons in this subject means it is not possible to comment <u>or</u> the student is new to the school and currently there is a lack of information to comment on their attitude to learning (ATL).



The AFD Codes..

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I	Independent learning		



There are different criteria that form tutors use:

Have a look at the next slide and READ the descriptors!



Form Tutor: Attitude to Learning

Areas For Development: (KS4/5)

(4) EXCELLENT	The student voluntarily contributes to form/ house activities and always has high standards in respect of their uniform. There is a high level of attendance, and he/she is always punctual to form time.
(3) GOOD	The student will contribute to form/ house activities if requested to. Occasionally needs to be reminded about standards in respect of uniform. Attendance is good and the student is normally punctual to form time.
(2) INCONSISTENT	He/she shows little engagement towards form/ house activities. The student regularly needs to be reminded about the quality of their uniform. Attendance is below the school average and the student is often late to form time or does not attend at all.
(1) POOR	There is no engagement in form/ house activities. He/ she regularly, does not comply with school standards with respect to uniform. Attendance is poor and the student is regularly late to form time or does not attend at all.
(0) INSUFFICIENT INFORMATION	Extremely poor attendance to school makes it impossible to comment.

Areas For Development: (KS4/5)

A	Attendance in lessons	P	Punctuality
B	Behaviour	PS	Planner signed
D	Contribute to class discussion	U	Uniform
EQ	Equipment		



Now look at your ATL

Let's remind ourselves of the criteria (next slide)

Note: if a teacher gave you a 3 or below, they will give you an area for development.



The AFD Codes..

A teacher may use up to two of the following AFD codes to help a student identify where specific improvements need to be made with their learning. These codes will also help parents identify areas to work on with their child. The school will use these codes to support and develop achievement.

Areas For Development: (KS4/5)

A	Attendance in lessons/Homework	K	Kit and Equipment
B	Behaviour	L	Listening
C	Coursework or controlled assessment and non-exam assessment (NEA)	N	Non-participation
D	Contribute to class discussion	O	Organisation
E	Effort	P	Punctuality to lesson
F	Focus	R	Revision
G	Greater depth of written analysis	S	Incorporate more subject specific terminology in work
H	Homework	X	Examination technique/ practice examination questions
I	Independent learning		



Important Note..

Notice where **your grades are tracking**

This will help you when you research your next steps,
Remember, you need: top choice, plan B, plan C



Great Marlow School
Excellence • Compassion • Integrity

Year 11

What will **YOU** do after GCSEs?

YOU need a top choice, plan B, plan C



TOP CHOICE



PLAN B



PLAN C

Options at the end of Year 11

6th Form

Further Education College

University Technical College

Apprenticeship

Post-16 Qualifications

LEVEL 3	<u>A and AS Levels</u> <u>International Baccalaureate</u> <u>Open University Access Modules</u>	<u>T Levels</u> <u>Vocational Level 3 - e.g. BTEC, OCR,</u> <u>City and Guilds, Diploma</u>	<u>Advanced Apprenticeship</u> <u>NVQ Level 3</u>
LEVEL 2	<u>GCSE Grades 4- 9</u> <u>Maths/English/IT Functional Skills</u> <u>courses</u>	<u>Transition Year (to get ready for T</u> <u>Levels and other voc quals)</u> <u>Vocational qualifications - eg Level 2 -</u> <u>BTEC Certificate/ Diploma, OCR/ City</u> <u>and Guilds</u>	<u>Intermediate Apprenticeship</u> <u>NVQ Level 2</u>
LEVEL 1	<u>GCSE Grades 1- 3</u> <u>Maths/English/IT Functional Skills</u> <u>courses</u>	<u>Vocational qualifications - eg Level 1 -</u> <u>BTEC Certificate/ Diploma, OCR/ City</u> <u>and Guilds</u>	<u>NVQ Level 1</u>
ENTRY LEVEL	<u>Entry Level</u>		

New post-16 options



A Levels

You normally take 3 A Levels



They are subject-based qualifications that can lead to university, further study, training, or work.



They're usually assessed by a series of examinations.



You normally need 5 GCSEs at grades 4-9 and 6s in the subjects you wish to study

BTEC Nationals

These are available at Level 3 (similar standard to A levels).

Many of these are well regarded by universities, further education colleges, and employers.

A BTEC National qualification can lead to employment, continuing study, or professional development programmes.

T-LEVELS

EQUIVALENT TO 3 A LEVELS

T Levels are an alternative to A levels, apprenticeships and other 16 to 19 courses. Equivalent in size to 3 A levels, a T Level focuses on vocational skills and can help students into skilled employment, higher study or apprenticeships.

A 45-DAY INDUSTRY PLACE **T-LEVELS**

Each T Level includes an in-depth industry placement that lasts at least 45 days. Students get valuable experience in the workplace; employers get early sight of the new talent in their industry.

80% CLASSROOM, 20% WORK

T Level students spend 80% of the course in their learning environment, gaining the skills that employers need. The other 20% is a meaningful industry placement, where they put these skills into action.

Differences between A Level and BTEC

Teaching style

A Levels are academic courses similar to GCSEs while Btecs combine theory with practical work, directly applying the learning.

Assessment

A Levels are assessed mainly through external exams at the end of Year 13.

Btecs are assessed via regular coursework and projects as well as some external tests.

Practical experience

Automatically gain practical experience as part of the course.



Sixth Form

1) **Stay at Great Marlow**

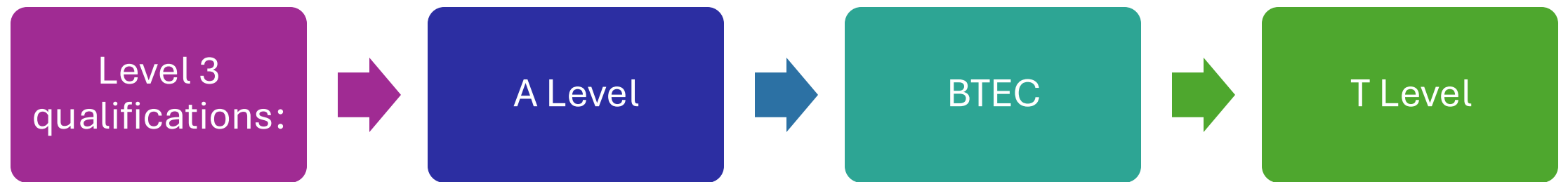
You will need to meet the entry requirements

There will be an Open Evening on 4th November

2) **Apply for another sixth form**

Keep an eye on school websites for open evenings

GMS Sixth Form



Further Education College

Henley College

Bucks College
Group

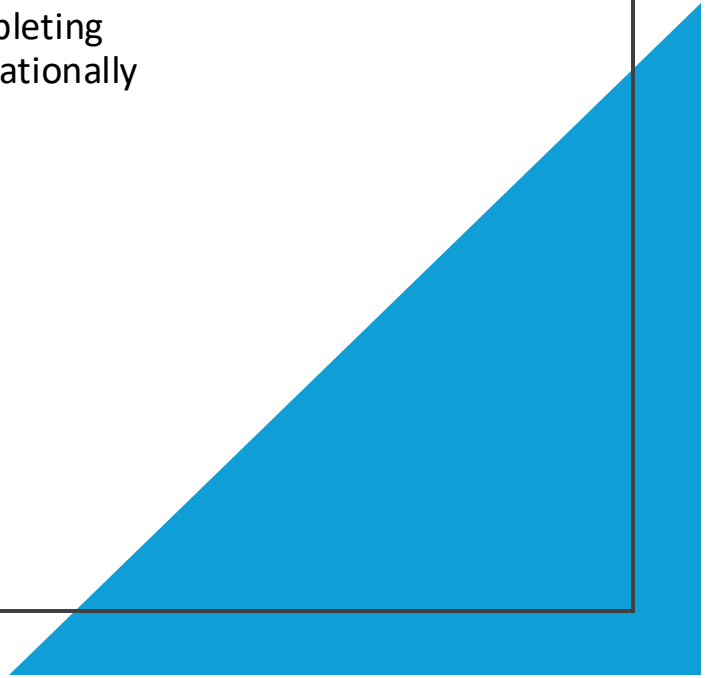
Windsor Forest
Colleges
Group

West Herts
College

City of Oxford
College

Apprenticeships

- An apprenticeship is a paid job where the employee learns and gains valuable experiences.
- Alongside on-the-job training, apprentices spend at least 20% of their working hours completing classroom-based learning with a college, university or training provider which leads to a nationally recognised qualification.
- An apprenticeship includes:
 - paid employment with holiday leave
 - hands-on-experience in a sector/role of interest
 - at least 20% off-the-job training
 - formal assessment which leads to a nationally recognised qualification



Apprenticeships: how do they work?



On-the-job training
with an employer -
competitive salaries up to
£23,000



Off-the-job training
with a training provider
- minimum 20% of
normal working hours



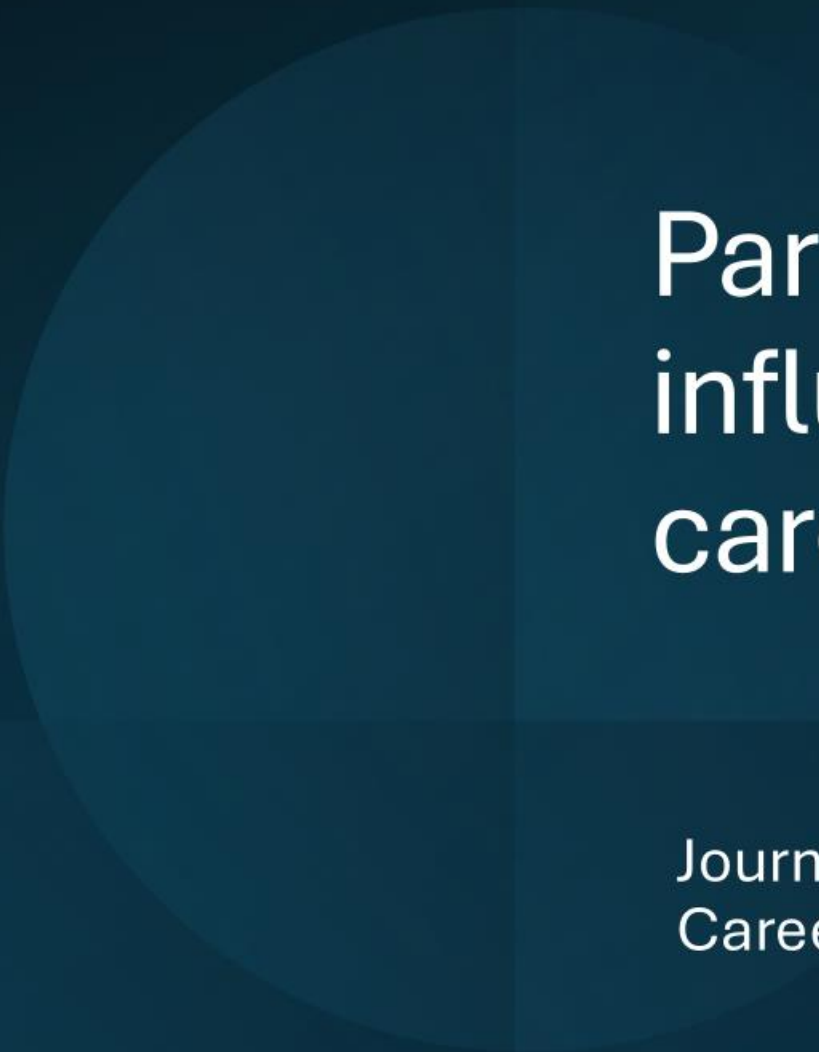
End Point Assessment
on relevant skills, knowledge,
and behaviours

Find an Apprenticeship

- <https://www.apprenticeships.gov.uk/apprentices/browse-by-interests>
- [Find an apprenticeship - GOV.UK \(www.gov.uk\)](https://www.gov.uk/find-an-apprenticeship)

How do you start?

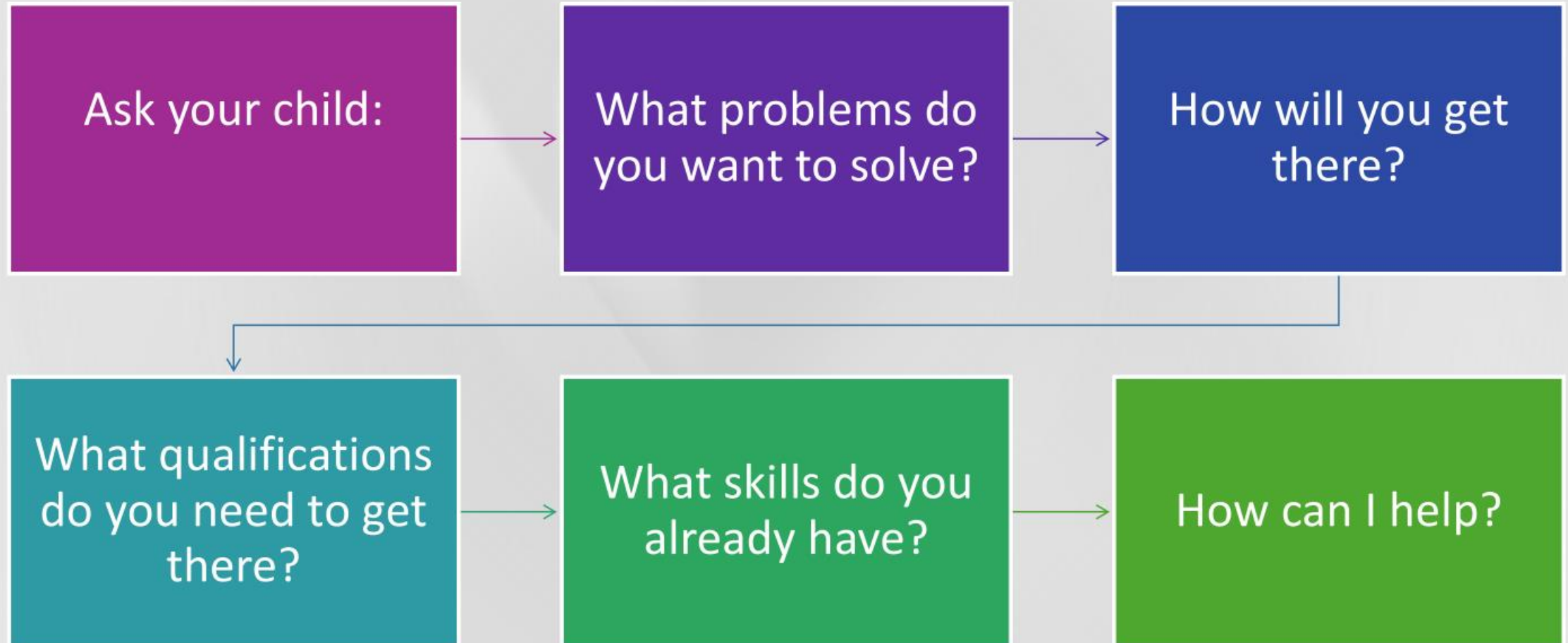




Parents are the biggest
influence on students'
careers.

Journal of the National Institute for
Career Education and Counselling

Work Backwards



Safeguarding & Wellbeing - Key Staff Members



**Neil
Maguire**

Deputy Headteacher
Designated
Safeguarding Lead
(DSL)



Karen Craig

Assistant
Headteacher
Deputy DSL



**Anna
Gifford**

Safeguarding Officer
(Designated Looked
After)



**Guy
Pendlebury**

Headteacher
Safeguarding



Sheryl Paul

Safeguarding Officer
(Mental Health Lead)

Safeguarding & Wellbeing



Sleep

- The developing brain of a teenager needs between 8 and 10 hours of sleep every night. The effects of chronic (ongoing) sleep deprivation may include:
 - concentration difficulties
 - mentally 'drifting off' in class
 - irritability
 - an impact on mental health and physical health
- Routines and habits are crucial for term time
- Reduce screen time before bed – at least a 30 minute gap

Safeguarding & Wellbeing



Social Media and Online



Online Safety – nationalonlinesafety.co.uk offers free resource for parents/carers

- As parents be curious – follow the 4Cs as a starting point: content, contact, conduct and commerce (online posts, online unknown people, online influencers and online businesses (gambling, phishing)
- Respect the age limits, they are in place for a reason
- Remember 'Less is More' – less time online is healthier
- Screen time should be reduced before sleep routine
- Disinformation and misinformation are forms of fake news and should not be believed

Safeguarding & Wellbeing



Mental Health - Bucks Mental Health Partnership

To help support the Mental Health of our young people, Great Marlow continues to work with the Bucks Mental Health Support Team (MHST).

Online Workshops

- Promote positive behaviours
- Discuss anxiety
- Discuss low mood
- Discuss self-harm

Details of how to sign up for the online Parent Sessions delivered by MHST will follow in a separate correspondence from Mrs Paul.

Safeguarding & Wellbeing



Inappropriate Behaviour

- Homophobic, misogynistic, racist, sexist or transphobic language will not be tolerated at Great Marlow and is not considered as banter. It needs to be called out and addressed.
- Pulling down trousers (in the same way as upskirting or flicking bra straps) is classed as sexual misconduct and is likely to result in a suspension from school, it is not just a joke.

