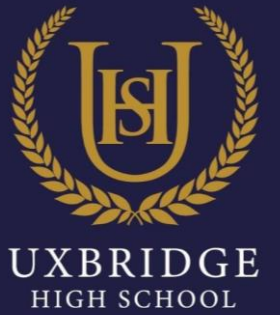


# Year 11 Exam Preparation Evening

*Gold standard for all*

Welcome:

Alan King, Vice Principal

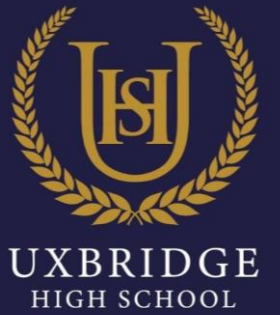


*Success is the sum  
of small efforts,  
repeated day in and  
day out.*

# Year 11 Exam Preparation Evening

*Gold standard for all*

1. The Final Push
2. The English, Maths & Science Departments
3. The Geography, History and Languages Departments



*Success is the sum  
of small efforts,  
repeated day in and  
day out.*

# Our 2026 GCSE results

Last year's Year 11, final DfE-checked figures

**48.3**

**Attainment 8 score**

National average 45.9

**51.6%**

**Grade 5+ in English and maths**

National average 45.2%

**67.1%**

**Grade 4+ in English and maths**

A standard pass in both subjects

**20.5%**

**Grade 7+ in English and maths**

Top grades in both subjects



UXBRIDGE  
HIGH SCHOOL

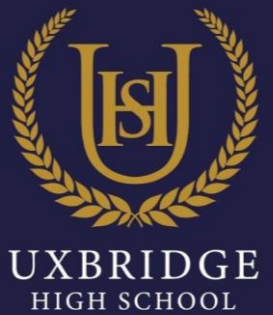
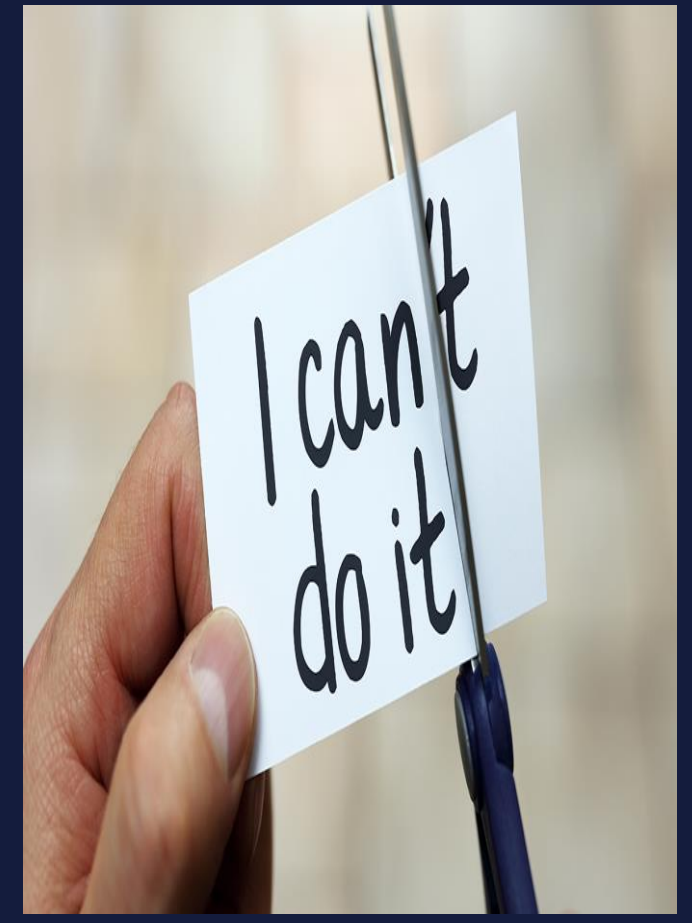
**Our best ever**  
**GCSE results.**

*We know what works  
and how to support our  
young people.*

*Your child can build on  
this success if we work  
together.*

# Why are we having a Year 11 Exam Preparation Evening?

1. *Popular Demand!*
2. *Research by the National Citizen Service (NCS) found 58% of teens say their biggest worry of the year is they won't achieve their desired exam results. More than a third of parents (36%) said they worried most about their teenage children suffering exam stress this fear being more prevalent than concerns about teens drinking, smoking or being bullied.*



# Year 11 Exam Preparation Evening



*"When you  
start thinking  
about failure,  
your mind will  
act according  
to that  
thought."*

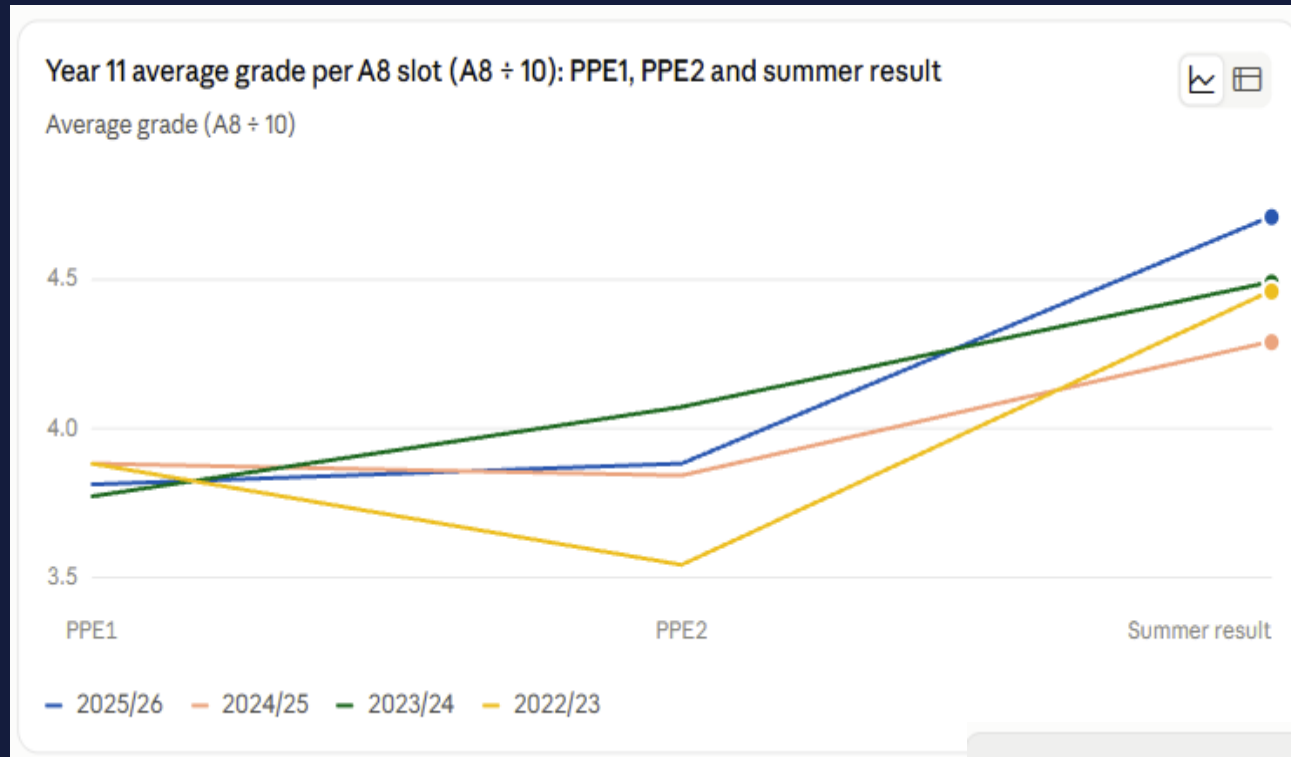
# Year 11 Exam Preparation Evening

*Brain imaging studies have shown that reframing a situation in a more positive light causes the left hemisphere to become more active.*

*This is the part of the brain responsible for language, processing, logic, and analytical thought. Exactly the parts of the brain needed to be successful in exams (or work in later life)!*



# Changes to PPEs



| Year    | PPE1 | PPE2 |
|---------|------|------|
| 2022/23 | 3.88 | 3.54 |
| 2023/24 | 3.77 | 4.07 |
| 2024/25 | 3.88 | 3.84 |
| 2025/26 | 3.81 | 3.88 |

PPE2s have not provided strong data for showing where students are at compared to PPE1 or predicting summer results. The loss of 4-5 weeks learning is a poor trade-off.

# Changes to PPEs

Some Sixth Forms & Colleges will open applications from November. Students will have their PPE grades from the summer in addition to current working at and predicted teacher grades collected in November and shared with parent/careers via Arbor reports in December.

While it may seem like removing a mock is a disadvantage, our students are gaining almost a full half-term or learning time – which will result in stronger grades. Many high-performing schools have moved to this model.

Our final round of PPEs (mocks) will start on Tuesday 5th January.

This gives our learners a full, unbroken term of learning before breaking routines and sitting mocks. **This is the biggest advantage we can give them, more learning.**

Results will be shared ahead of our next Parents' Evening on February 4th.

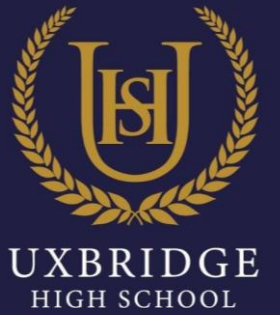
# Year 11 Exam Preparation Evening

Consistency

Attendance

Routines

Emotional steadiness



# The power of intervention

Effective  
intervention does  
not just change  
grades; it changes  
futures.

# Year 11 Raising Achievement Programme

**Monday & Wednesday:** Subject-specific intervention based on student grades

**Enrichment:** Study skills sessions teaching revision and study techniques

**Thursday (Time Trials): Starting next half-term** -Targeted for independent revision and exam practice in exam conditions

**Form Time:** Subject intervention groups to support progress in identified subjects

# Year 11 Intervention Overview

**What are we  
doing to  
support exam  
success?**

Using assessment data to identify gaps in knowledge and skills

Created small-group intervention sessions

Revision sessions focused on core knowledge & exam skills

Regular monitoring and adjustment of support and interventions

# Why intervention matters

## Impact on students leading up to exams



Builds confidence and closes gaps



Supports long-term memory which is essential for completing multiple exams



Improves exam performance and outcomes



Help reduce exam stress and supports well-being



Helps to build on independent study and rewards effort

# Exam success

## Weekly checklist for success

Attendance: Be in every day. If students are not in, then they are missing the support they need.

Punctuality: Arrive to all lessons and intervention sessions on time. No missed learning.

Homework & Independent Study: This should be completed for each subject.

Rest: Sleep and mental breaks are important. Exam success is about consistency.

# What they need from you

- Calm confidence in their ability to do well
- Encouragement, but not constant pressure
- Help them keep routines

"What is your plan for tonight" Vs "Have you revised?"

"What is your next exam and what can I do to help you feel ready for it?"

Signs to look out for

- Repeated panic or high stress
- Refusal to attend lessons or intervention
- Poor sleep over a sustained period
- Saying they can't cope or shutting down completely



Your child may not remember every conversation about revision, but they will remember the climate at home during exam season

## Who to contact if you see these signs?

- Subject teacher/CL if subject-specific
- Form Tutor
- Guidance Leader
- AHOL
- HOL
- SEN Team

Early communication is better than late panic!

# AI, should I let them use it?

**Supporting your child through the GCSEs.**

**Make the technology work for you, not against you.**

AI is a reality of modern life. We should encourage our young people to use it **safely** and in a way that supports **learning**

AI is great for some things and not good at others. Below are some things it can be used to help students with over the next few weeks

- **Revision quizzes (custom)**

"Create a quiz on the female characters in Romeo and Juliet designed for a Y11 student aiming for grade 5 in AQA English"

- **Summarising notes into flash cards**

Inputting hand-made notes into AI and asking it to convert them into question-and-answer flashcards

- **Explaining concepts simply**

Condensing texts or content into bullets points or mind maps.  
"Explain it to me like..."

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"Explain it to me like..."

Explain the concept of the tragic hero from Macbeth like I'm 5 years old

A tragic hero is a person who starts off as someone important or good, but then makes bad choices that lead to their downfall.

In **Macbeth**, Macbeth is a tragic hero because:

- he starts as a brave and respected soldier
- he wants too much power
- he makes wrong choices, like killing people
- those choices ruin his life

Like you're 5:

**Macbeth** is like a good knight who lets a bad idea grow too big in his head.

He wants to be king so much that he does very bad things, and in the end, everything falls apart.

So, a **tragic hero** is:

someone who could have been great, but their own big mistake causes them to lose everything.

# AI, should I let them use it?

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"Explain it to me like..."

A **tragic hero** is a central character who is admirable in some significant way, but whose own flaw, weakness, or error in judgement leads to their downfall.

In **Macbeth**, Shakespeare presents Macbeth as a tragic hero because he is not evil from the outset. At the beginning of the play, he is shown as brave, loyal, and highly respected. This matters, because tragedy works most powerfully when someone with status and potential falls from greatness.

As a tragic hero, Macbeth fits several key features:

**1. He begins in a position of honour.**

Macbeth is a celebrated warrior and a trusted nobleman. His high status makes his collapse more dramatic.

**2. He has a tragic flaw.**

His main flaw is **ambition** — more precisely, unchecked ambition. Ambition itself is not presented as wrong, but Macbeth allows it to overpower his morality and reason.

**3. He makes choices that drive the tragedy.**

Although the witches spark the possibility of power, Shakespeare makes clear that Macbeth is not simply controlled by fate. He chooses to murder Duncan, and then chooses further violence to protect what he has gained. That is crucial: a tragic hero is not merely a victim, but an agent in his own destruction.

**4. He experiences internal conflict.**

Macbeth is a psychologically complex tragic hero because he understands the horror of what he is doing. Before Duncan's murder, he debates the consequences and recognises that his motives are corrupt. This self-awareness makes his fall more tragic, not less.

**5. He falls from greatness into ruin.**

By the end of the play, Macbeth has lost his honour, his peace of mind, his relationships, and ultimately his life. His rise to kingship is therefore also the beginning of his collapse.

An expert way to frame it would be:

Shakespeare constructs Macbeth as a tragic hero whose fatal flaw is not ambition alone, but the decision to let ambition override conscience, loyalty, and reason. His downfall is tragic because it emerges from a combination of external temptation and internal weakness.

A strong interpretation also notes that Macbeth is tragic because the audience can see what he might have been. He had the qualities of a noble hero, but destroys himself by surrendering to moral corruption.

For essay use, a concise version would be:

Macbeth is a tragic hero because he begins as a noble and respected man, but his fatal flaw of unchecked ambition leads him to make destructive choices that cause his psychological and political downfall.



# What can I do at home?

## Supporting your child through the GCSEs

## Setting the climate for learning and success at home

Set a regular bedtime and wake-up time. Routines are especially important during this potentially stressful time

Help your child plan and stick to a revision timetable. Spending hours in a room or at a desk revising is not productive

Help with active revision. Just reading notes or highlighting does not work. Quizzes, practice questions and completing past papers are some of the most effective things to do

Show an interest in their revision and next exam. If you begin to feel concerned, speak to us so we can work together to support them doing the best they possibly can

# Key Messages Summary



Attendance and punctuality are key

Routines matter and they need your help

Encourage active revision and check they follow a timetable for this

Provide calm support and communicate with us if you become concerned