



# Year 10 Academic Information Evening 2025

## Success for All

# Welcome Back!: Tonight's Agenda



- The Buckingham Way
- Our Curriculum Intent
- Academic Expectations
- Essential Information
- Pupil Progress and Digital Resources
- Wider Opportunities
- Pastoral Support
- Working together – Top Tips



# The Buckingham Way

## Success for All

# The Buckingham Way – Success for All





# Our Curriculum Intent

## Success for All

# Our Curriculum Intent



- Our curriculum is built on the firm foundation of our three core learning behaviours:
  - Respect
  - Responsibility
  - Reflection.
- These behaviours are not only taught and modelled but are actively embedded in the way students approach their learning, respond to challenges, and interact as members of our school community.
- They underpin every aspect of curriculum design and delivery, shaping both the learning journey and the outcomes we aspire to achieve.

# Our Curriculum Intent



- Our vision is to deliver a curriculum that is inclusive, ambitious, and values-driven.
- One that champions Success for All by fostering not only strong academic progress but also the development of character, resilience, and social conscience.
- In doing so, we ensure that all our students are equipped with the knowledge, skills, and personal qualities they need to thrive as valuable, confident contributors to society.

# Key Stage 3 - Engagement



- Learning with Kindness and Curiosity.
- We ignite students' passion for learning through a broad and engaging curriculum that lays strong foundations for future academic and personal success. We foster a love of learning by encouraging students to explore, question, and discover.





# Key Stage 3 - Engagement

- **Respect** is modelled and taught in every lesson, helping students form positive relationships and understand the value of empathy and inclusion.
- Students are introduced to **Reflection** as a key aspect of their learning process; while developing **Responsibility** for their own progress, behaviour, and impact on others.
- Our approach is underpinned by the belief in **Success for All**, ensuring every learner feels valued, supported and equipped to succeed.
- By the end of Key Stage 3, students are curious, respectful learners who are actively engaged and ready to take increasing responsibility for their learning journey.

# Key Stage 4 - Independence



- Taking **Responsibility** for Learning and Growth
- Our students begin to shape their own academic pathways and future goals. Through a rich, challenging curriculum, they are supported to become independent, reflective learners who take pride in their learning behaviours and outcomes..



# Key Stage 4 - Independence

- **Responsibility** is central; students are expected to manage their time, make informed decisions, and have ownership of their progress.
- We continue to reinforce **Respect**, especially as students navigate pressures and prepare for exams and adulthood.
- **Reflection** is embedded across subjects, enabling students to assess their progress, identifying strengths and areas for improvement and adopt strategies accordingly
- Our inclusive ethos ensures that **Success for All** remains a guiding principle; empowering every student to take ownership of their learning, make independent choices, and achieve their full potential, regardless of background or aspiration

# Key Stage 4 - Independence

- By the end of Key Stage 4, our students are fully immersed in their learning journey, having become independent thinkers and responsible individuals, prepared for the rigour and maturity required for their next steps.



# Key Stage 5 - Exemplary



- Key Stage 5 marks the final stage of our students' school journey—one where they are challenged to lead by example, inspire, and make a positive difference. We encourage students to be **Exemplary**: individuals who act with courage, uphold values, and contribute to a better world.



## Key Stage 5 - Exemplary

- **Respect** is reflected not only in personal conduct but in the ability to engage with challenging concepts, diverse viewpoints, and complex social issues with empathy and thoughtfulness.
- **Responsibility** extends to shaping their futures and influencing others through ethical, informed action.
- **Reflection** supports personal growth, wellbeing, and academic refinement—ensuring students remain grounded and adaptable.
- Our commitment to **Success for All** ensures every student is encouraged to achieve ambitious academic and personal goals, supported by a culture that values effort, behaviour, and long-term success equally.

# Key Stage 5 - Exemplary



- By the end of Key Stage 5, our students leave as articulate, principled, and compassionate young adults—well-prepared to excel in higher education, the workplace, and wider society.



# The Year 10 Curriculum

## Success for All



# Year 10 – Curriculum Structure



|                     |                                   |                                  |                     |
|---------------------|-----------------------------------|----------------------------------|---------------------|
| English<br>8 Hours  | Maths<br>7 Hours                  | Science<br>9 Hours               | PE<br>4 Hours       |
| Option A<br>5 Hours | Option B<br>5 Hours               | Option C<br>5 Hours              | Option D<br>5 Hours |
|                     | Personal<br>Development<br>1 Hour | Philosophy &<br>Ethics<br>1 Hour |                     |



# Curriculum Information

- Our curriculum as been reviewed and adapted to ensure it fully addresses our overarching intent:
  - All subject intents now reflect that of the school's
  - Curriculum maps will provide clear information about your child's learning journey
  - Information regarding assessments
  - Further Reading and Revision resources
  - Careers information

# Curriculum Information - Website



- Currently in the final stages of development - We will communicate when finalised
- <https://www.buckinghamschool.org/page/?title=Our+Curriculum&pid=528>

# Curriculum Information - Website



Search results - rpeel@buc... x | The Buckingham School - x | Year 9 Presentation Sept 2... x | 2025-2026 - Google Docs x | EduLink One x | The Buckingham School - x

buckinghamschool.org/page/?title=Our+Curriculum&pid=528

buckinghamschool.org bookmarks | Application for free... | The Last Post for Re... | Login - CPOMS | FFT Analytics | Review trip require... | SLT Cover Protectio... | SIMS ONLINE PLATF... | All Bookmarks

WEEK A / WEEK B | f | x | @ | | | |

HOME ABOUT US SAFEGUARDING NEWS KEY INFORMATION PARENTS STUDENTS CURRICULUM SIXTH FORM CONTACT US

CAREERS  
OUR CURRICULUM  
DUKE OF EDINBURGH AWARD  
ENRICHMENT WEEK  
EXAMS  
KEY STAGE 4 OPTIONS

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## Our Curriculum

### Our Curriculum Vision

At The Buckingham School, our curriculum is built on the firm foundation of our three Core Choices: **Respect, Responsibility, and Reflection**. These behaviours are not only taught and modelled, but are actively embedded in the way students approach their learning, respond to challenges and interact as members of our school community. They underpin every aspect of curriculum design and delivery, shaping both the learning journey and the outcomes we aspire to achieve.

Our vision is to deliver a curriculum that is **inclusive, ambitious, and values-driven** - one that champions **Success for All** by fostering not only strong academic progress but also the development of character, resilience and social conscience. In doing so, we ensure that all our students are equipped with the knowledge, skills and personal qualities to succeed in their lives and to contribute positively to society.

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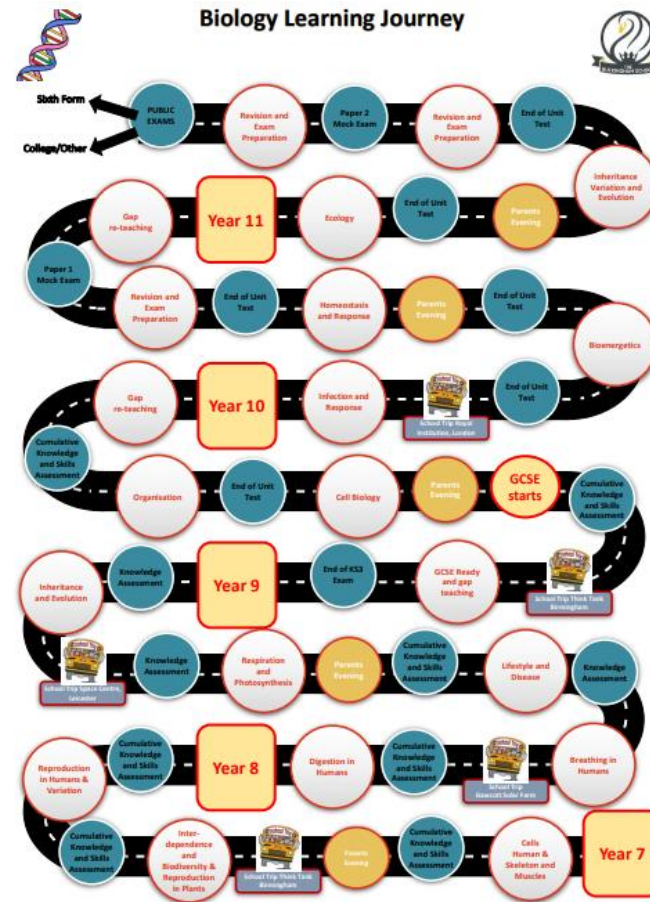
17°C Mostly sunny | Search | 17:06 30/09/2025

# Curriculum Information - Website



- Curriculum vision and structure
- How we will deliver our vision
- Careers guidance
- Subject specific information:
  - Subject intent and ethos
  - Subject specific careers information
  - Information regarding assessment
  - Further reading
  - Curriculum journey maps
  - Revision/Study Resources

# Curriculum Information - Curriculum Maps





# Academic Expectations

## Success for All

# Academic Expectations

- GCSE's Begin!:
  - Building strong habits
  - Developing independence
  - Preparation for Key Stage 4 assessments







# Importance of Routines

- Routines provide structure
- Reduces stress by creating predictability
- Improves productivity
- Supports mental and physical health (good habits and sense of control)
- Routines free up mental energy for more complex challenges
- Builds confidence
- Creates a sense of calm and security

# School Routines

- Morning Briefings, (Daily check ins, equipment and uniform checks)
- Assemblies
- Tutor time
- Core expectations – In lessons and around school
- Great clarity



# Example of our lesson routines



## TBS Core Expectations:

### Entry and Start

You will be greeted by the teacher and enter the room in silence when the teacher is ready

You will be equipped to learn

You will complete a 'Do Now' task whilst the register is taken

'Big Picture' and Lesson Objectives are shared

**WHY: Lessons have a calm and purposeful start**



## TBS Core Expectations:

### Setting and Completing Tasks

Duration of every task will be shared

Nature – Silence, Paired activity conversation, Group activity conversation

Activity – Clear Explanation and Success criteria

Your understanding will be checked

You will complete tasks to the best of your ability

**WHY: We learn as much as possible**



## TBS Core Expectations:

### Finish and Exit

Your learning will be reviewed and celebrated

Your learning is connected back to a 'Big Picture'

You will leave the learning space immaculate

You will wait behind chairs in silence

You will be dismissed one row/table at a time when the corridor is clear of other students

**WHY: Lessons have a calm and purposeful end**



# Attendance

- 19 days of missed school a year is only 90% attendance
- This makes a child a persistent absentee
- Being in control of your child's attendance is essential. Remain on top of the days missed
- At TBS we set a target of no more than 9 school days missed a year
- The results speak for themselves - students who missed less than 9 days last year, averaged at least a grade higher than those who didn't



# Lost Learning

- **Attendance is key.** The impact on outcomes and personal wellbeing is proven.
- We work with families to support in any attendance concerns.
- Meanwhile, it is an expectation that students catch up with any lost learning as a result of any absence:
  - All lesson resources, including the presentations are available on your child's Google Classroom
  - Teachers can be contacted by your child to request support in any lost learning
  - The school subscribes to an array of resources to support, i.e. Seneca Learning, Dr Frost



# Academic Opportunities

- Subject based interventions
- Elevate Workshops – Parents webinars to help support your child
- Homework
- Additional Reading
- Extra-curricular opportunities

# Extra-Curricular Opportunities



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[Home](#) » [News](#) » [Extra-Curricular Activities](#)

## Extra-Curricular Activities

This page is where you will find any information regarding extra-curricular activities:

[PE Extra Curricular Activities Autumn Term 2025/26](#)

[Performing Arts Extra Curricular Activities - Autumn Term 2025/26](#)

[Performing Arts School Show \(Shrek\) Rehearsal Information - Autumn Term 2025/26](#)

[Calendar](#)

[> Extra-Curricular Activities](#)

[Latest News](#)

[Open Events](#)

[Squad in Touch Calendar](#)



# Digital Resources Success for All





# EduLink One Success for All

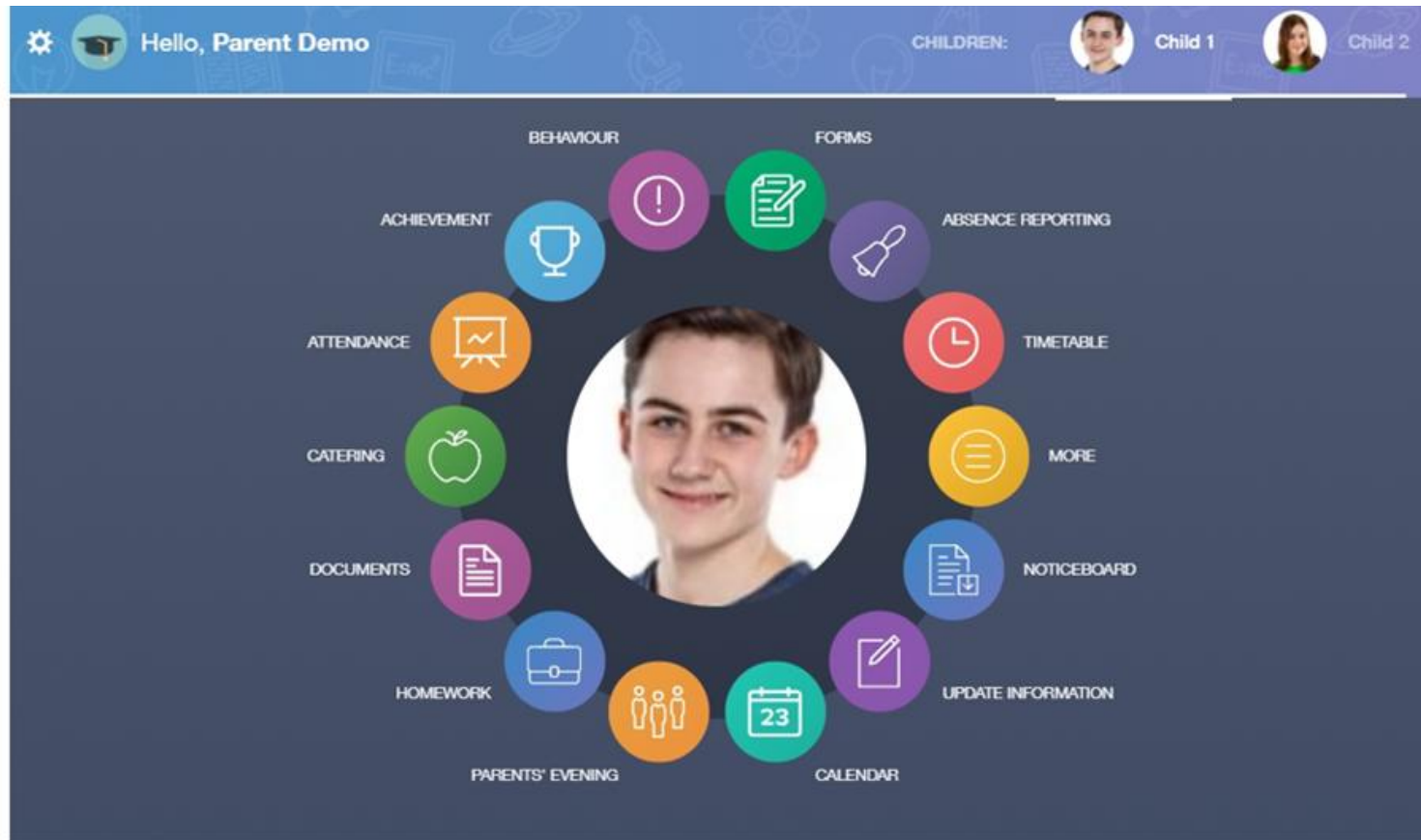
# EduLink One

Accessible online or via the app: <https://www.edulinkone.com/>

- Achievement
- Behaviour
- Attendance
- Timetables
- Parents' Evenings
- Medical Information & Consents
- Useful Links
- Clubs



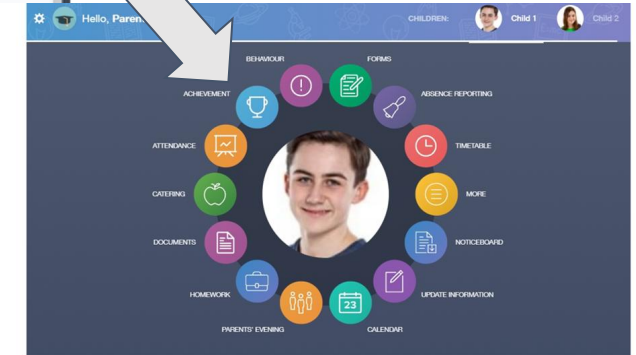
# EduLink One



# Edulink One - Achievements



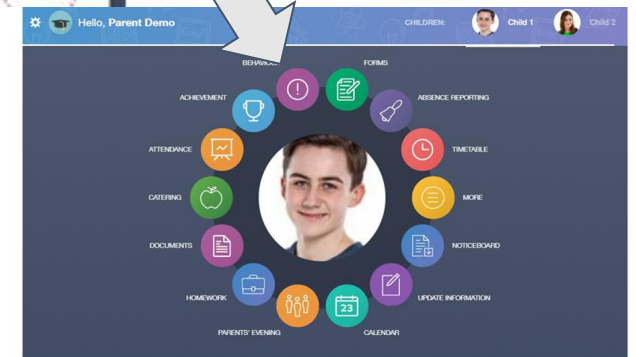
| Type & Date                           | Comment & Teacher  | Activity & Info                | Award                  | Points |
|---------------------------------------|--|--------------------------------|------------------------|--------|
| 02/05/2021<br>Sporting Representation | Mr Adrian Blacker<br>Won the Hockey schools county cup                             | Extra-curricular activity<br>- | -<br>Achievement Award | 10     |
| 01/04/2021<br>Excellent Effort        | Mr Adrian Blacker<br>Excellent Effort during group speaking and listening activity | English<br>11y/En1 - Wed:2     | -<br>Achievement Award | 1      |
| 17/03/2021<br>Musical Activity        | Mr Adrian Blacker<br>Grade 2 on Keyboard   | Music<br>11y/Mu1 - Tue:4       | -<br>Achievement Award | 1      |
| 17/02/2021<br>Gold Award              | Mr Adrian Blacker<br>99% in his end of topic test                                  | Mathematics<br>11y/Ma3 - Mon:1 | -<br>Achievement Award | 3      |
| 01/11/2015<br>Academic Achievement    | Mr Adrian Blacker<br>Jimmy has learned PHP on his own time as a result has         | Information & Communicati      | -                      |        |
| Total Achievements Points             |  |                                |                        | 145    |



# EduLink One - Behaviour



| BEHAVIOUR RECORDS                           |   |   |                   |        |
|---|---|---|-------------------|--------|
| Type & Date                                 | Comment & Teacher   | Action & Info                           | Location & Status | Points |
| 13/03/2021<br>Disruptive Behaviour in Class | Decided that repeatedly discussing Love Island was more important than listening    | Science - 10yz/Sc1 - Mon:4              | Resolved          | 10     |
| 28/02/2021<br>Homework Issue                | Mrs A. Abell<br>Finally ran out of excuses why he has not completed his homework    | Detention Music - 10yz/Mu4 - Wed:6      | Resolved          |        |
| 28/02/2021<br>Disruptive Behaviour in Class | Mr A. Blacker<br>Acting out balcony scene from on top of the table - he was Romeo!! | English - 10yz/En3 - Tue:2              | Unresolved        |        |
| 17/02/2021<br>Defiance                      | Mrs A. Abell<br>-   | Actions Agreed German - 10X/Gn2 - Tue:2 | Resolved          | 10     |
| Total Negative Points                       |   |   |                   | 816    |



# EduLink One - Medical Information & Consents



Emergency Consent: ✗

**Dietary Needs**

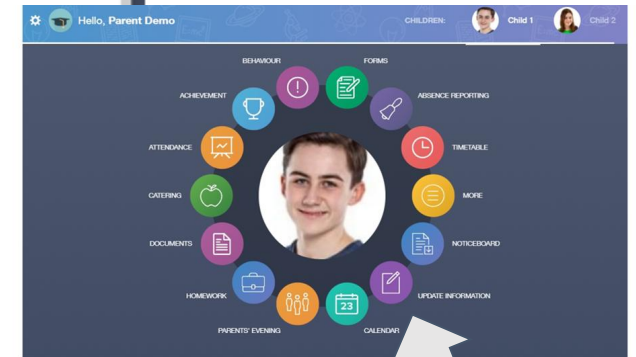
Artificial colouring allergy

**Medical Notes**

| Summary                             | Last update | Attachment / note              |
|-------------------------------------|-------------|--------------------------------|
| To be obtained from previous school | 2017-05-04  | To be obtained from previous s |

**Medical Practices**

| Name           | Phone        | Email         | Address                           |
|----------------|--------------|---------------|-----------------------------------|
| Batten Surgery | 01924 856102 | None recorded | 20 East Street, East Town, United |



# Edulink One - Absence Reporting




## Absence Reporting



This feature allows you to send a direct message to the school's attendance officer to notify the school of your child's absence or upcoming absence.

The example below shows you how to select the time and date for the request and the reason for the absence.



Jimmy Abbey

From\*

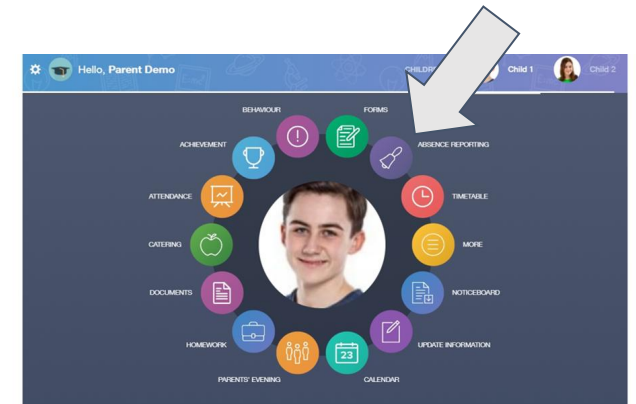
Select start date and time

To\*

Select end date and time

Reason for Absence\*

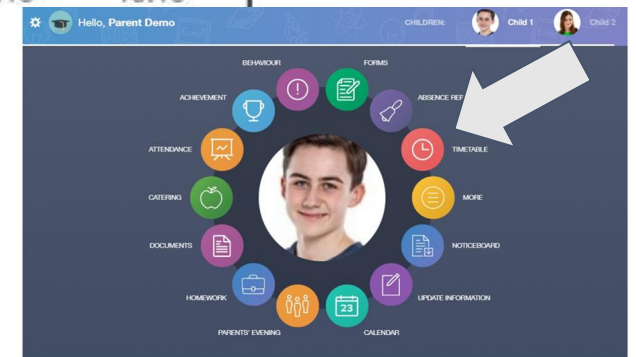
SEND CANCEL



# Edulink One - Timetable



| This week ▾ |                            |                 |               |       |       | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
|-------------|----------------------------|-----------------|---------------|-------|-------|--------|---------|-----------|----------|--------|
| Period      | Subject                    | Room            | Teacher       | Start | End   |        |         |           |          |        |
| 1           | German (11C/Ge1)           | Language Room 7 | Mr B Kinross  | 09:15 | 10:15 |        |         |           |          |        |
| 2           | German (11C/Ge1)           | Language Room 7 | Mr B Kinross  | 10:15 | 11:15 |        |         |           |          |        |
| 3           | Computer Science (11B/Co1) | IT 2            | Mr V Stockill | 11:15 | 12:15 |        |         |           |          |        |
| 4           | Computer Science (11B/Co1) | IT 2            | Mr V Stockill | 12:15 | 13:15 |        |         |           |          |        |
| 5           | Citizenship (11A/Ci)       | Art Room 2      | Mr J Brown    | 14:30 | 15:30 |        |         |           |          |        |

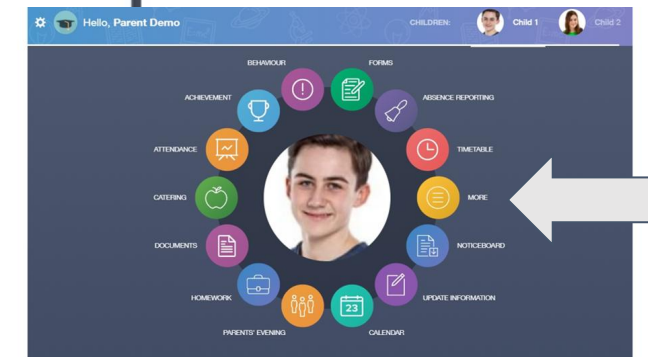




# Edulink One - Exams Information



| 235 days, 20 hours and 37 minutes until the start of 8300H Mathematics Tier H (Mathematics Paper 1 Tier H) exam |                 |   |      |      |         |
|---|-----------------|---|------|------|---------|
| Date & Start Time   | Board & Level   | Code & Exam   | Room | Seat |         |
| 24 May 2022<br>9:00 AM  | AQA<br>GCSE/9FC | 8300H (8300/1H)<br>Mathematics Tier H<br>(Mathematics Paper 1 Tier H) | TBA  | TBA  |         |
| 09 Jun 2022<br>9:00 AM  | AQA<br>GCSE/9FC | 8300H (8300/2H)<br>Mathematics Tier H<br>(Mathematics Paper 2 Tier H) | TBA  | TBA  |         |
| 13 Jun 2022<br>9:00 AM  | AQA<br>GCSE/9FC | 8300H (8300/3H)<br>Mathematics Tier H<br>(Mathematics Paper 3 Tier H) | TBA  | TBA  | 1hr 30m |





# Pupil Progress Success for All

# Our new Pupil tracking and reporting system



- A real-time tracking and monitoring system for use by teachers but provide more information to both students and parents
- Provides subject-specific performance breakdowns for your child
- Creates reports that allow teachers, students and parents identify areas of strength in a subject but also signposts areas for improvement.
- Has a student and parental App that allows for insight into how your child is progressing in their subjects - letter to follow on how to access
- Full reports will still be generated twice yearly - SDC1 W/b 10th November; SDC2 W/b 20th April; Parents evening Thu 30th April

# What a report looks like - Much more detail!



|  |     |                        |   |
|--|-----|------------------------|---|
| Attendance from 02/09/2024 to 05/02/2025 | 76% | Total Behaviour Points | 0 |
| Total Achievements Points                | 0   | Total Conduct Points   | 0 |

| Subject  | Teacher      | Minimum Target Grade | Current Grade | Average Unit Grade | Attitude to Learning | Effort  | Home Learning        |
|--|--------------|----------------------|---------------|--------------------|----------------------|---------|----------------------|
| <b>GCSE in Combined Science</b><br><i>AQA Trilogy</i>                        | Miss Duraku  | 7-6                  | 7-6           | 7-6                | Good                 | Amazing | Exemplary            |
| <b>GCSE in English Language</b><br><i>AQA</i>                                | Miss Burrows | 7                    | 5             | 5                  | Exemplary            | Amazing | Good                 |
| <b>GCSE in English Literature</b><br><i>AQA</i>                              | Miss Parker  | 7                    | 7             | 7                  | Requires Improvement | Great   | Good                 |
| <b>GCSE in Geography</b><br><i>Edexcel A</i>                                 | Mr Davenport | 3                    | 3             | 3                  | Exemplary            | Amazing | Good                 |
| <b>GCSE in History</b><br><i>Edexcel</i>                                     | Mr Griffin   | 6                    | 7             | 7                  | Exemplary            | Great   | Exemplary            |
| <b>GCSE in Maths</b><br><i>Edexcel</i>                                       | Mr Grimbble  | 4                    | 4             | 4                  | Requires Improvement | Poor    | Requires Improvement |
| <b>GCSE in PE</b><br><i>OCR 2022 +</i>                                       | Prof Davis   | 7                    | 7             | 7                  | Exemplary            | Great   | Exemplary            |
| <b>GCSE in Religious Studies</b><br><i>AQA - A</i>                           | Mr Feest     | 7                    | 6             | 6                  | Good                 | Amazing | Good                 |
| <b>GCSE in Spanish</b><br><i>AQA (2024)</i>                                  | Mr Burchett  | 8                    | 8             | 8                  | Exemplary            | Amazing | Exemplary            |
| <b>L1/2 BTEC Tech Award in Travel &amp; Tourism</b><br><i>Award - (2022)</i> | Mr Atkins    | L2D                  | L2D           | L2D                | Exemplary            | Amazing | Good                 |

# What a report looks like - A page for every subject



| Minimum Target Grade | Overall Total Marks / 160 | Current Grade | Scaled Average Unit Marks / 160 | Average Unit Grade | Target Grid |                           |
|----------------------|---------------------------|---------------|---------------------------------|--------------------|-------------|---------------------------|
| 7                    | 81                        | 5             | 81                              | 5                  | Grade       | Marks away (Average Unit) |
|                      |                           |               |                                 |                    | 5           | Achieved                  |
|                      |                           |               |                                 |                    | 6           | 9                         |
|                      |                           |               |                                 |                    | 7           | 20                        |

| Unit  | 1: Explorations in Creative Reading and Writing | 2: Writers' viewpoints and perspectives | Spoken Language Endorsement (0%) |
|-------|---|---|----------------------------------|
| Grade | 5   | 4                                       |                                  |

| Attitude to Learning | Effort  | Home Learning |
|----------------------|---------|---------------|
| Exemplary            | Amazing | Good          |

| Topic summary                                      | %  |
|--|----|
| AO1: Identify & interpret, select & synthesise / % | 44 |
| AO2: Explain, comment on & analyse language / %    | 43 |
| AO3: Compare writers' ideas and perspectives / %   | 75 |
| AO4: Critical Evaluation / %                       | 65 |
| AO5: Content & Organisation / %                    | 42 |
| AO6: Technical Accuracy / %                        | 53 |

| 1: Explorations in Creative Reading and Writing | Total Marks | Grade |
|---|-------------|-------|
| Question Level Analysis Average                 |             |       |
| List - AO1 / 4                                  | 0           |       |
| Analyse Language - AO2 / 8                      | 5           |       |
| Analyse Structure - AO2 / 8                     | 5           |       |
| Critical Evaluation - AO4 / 20                  | 13          |       |
| Reading Sub-total / 40                          | 23          |       |
| Content & Organisation - AO5 / 24               | 8           |       |
| Technical Accuracy - AO6 / 16                   | 12          |       |
| Writing Sub-total / 40                          | 20          |       |
| 1: Past Paper Total Marks / 80                  | 43          |       |
| Average Total Marks / 80                        | 43          |       |
| Current Unit Grade                              | 5           |       |

| 2: Writers' viewpoints and perspectives | Total Marks | Grade |
|---|-------------|-------|
| Question Level Analysis Average         |             |       |
| True or False - AO1 / 4                 | 1           |       |
| Summarise - AO1 / 8                     | 6           |       |
| Analyse Language - AO2 / 12             | 2           |       |
| Compare - AO3 / 16                      | 12          |       |
| A: Reading Sub-total / 40               | 21          |       |
| Content & Organisation - AO5 / 24       | 12          |       |
| Technical Accuracy - AO6 / 16           | 5           |       |
| B: Writing Sub-total / 40               | 17          |       |
| 2: Past Paper Total Marks / 80          | 38          |       |
| Average Total Marks / 80                | 38          |       |
| Current Unit Grade                      | 4           |       |

| Spoken Language Endorsement (0%) | Total Marks | Grade |
|----------------------------------|-------------|-------|
| Spoken Language Level / 3        |             |       |



Burchett Academy

# GCSE in Combined Science | AQA Trilogy

Year Group 11 | Class 11D/Sc1

Ewan Andrews

07.02.2025

Miss Duraku



Live Tracking

| Minimum Target Grade | Overall Total Marks / 420 | Current Grade | Scaled Average Unit Marks / 420 | Average Unit Grade | Target Grid |                           |
|----------------------|---------------------------|---------------|---------------------------------|--------------------|-------------|---------------------------|
| 7-6                  | 211                       | 7-6           | 211                             | 7-6                | Grade       | Marks away (Average Unit) |
|                      |                           |               |                                 |                    | 7-6         | Achieved                  |
|                      |                           |               |                                 |                    | 7-7         | 9                         |
|                      |                           |               |                                 |                    | 8-7         | 26                        |

| Unit  | Biology 1 | Chemistry 1 | Physics 1 | Biology 2 | Chemistry 2 | Physics 2 |
|-------|-----------|-------------|-----------|-----------|-------------|-----------|
| Grade | 6         | 7           | 5         | 7         | 5           | 8         |

| Attitude to Learning | Effort  | Home Learning |
|----------------------|---------|---------------|
| Good                 | Amazing | Exemplary     |

| Topic summary  | % |
|--|---|
| 1 - Development of Scientific Thinking                                 |   |
| 2 - Experimental skills and strategies                                 |   |
| 3 - Analysis and Evaluation  |   |
| 4 - Scientific vocabulary, quantities, units, symbols and nomenclature |   |
| <b>Working Scientifically / %</b>                                      |   |
| 1 - Cell Biology   |   |
| 2 - Organisation   |   |
| 3 - Infection and response   |   |
| 4 - Bioenergetics  |   |
| 5 - Homeostasis and response   |   |
| 6 - Inheritance, variation and evolution                               |   |
| 7 - Ecology  |   |
| <b>Biology / %</b>   |   |
| 1 - Atomic structure and the periodic table                            |   |
| 2 - Bonding, structure, and the properties of matter                   |   |
| 3 - Quantitative chemistry   |   |
| 4 - Chemical changes   |   |
| 5 - Energy changes   |   |
| 6 - The rate and extent of chemical change                             |   |
| 7 - Organic chemistry  |   |
| 8 - Chemical analysis  |   |
| 9 - Chemistry of the atmosphere  |   |
| 10 - The uses of chemical reactions                                    |   |


  

| Biology 1  | Total Marks | Grade |
|--|-------------|-------|
| Raw Total Marks / 50                                 |             |       |
| 1. Cell Biology / 70                                 |             |       |
| 2. Organisation / 70                                 |             |       |
| 3. Infection and Response / 70                       |             |       |
| 4. Bioenergetics / 70                                |             |       |
| Raw Total Marks / 50                                 |             |       |
| Human Biology End of Topic Test / 70                 |             |       |
| <b>Past Paper 1 / 70</b>                             | 31          | 6     |
| <b>Question Level Analysis</b>                       |             |       |
| <b>Q1: Cell Biology   Infection and response / 9</b> |             |       |
| <b>Q2: Cell Biology / 14</b>                         |             |       |
| <b>Q3: Organisation Investigation / 15</b>           |             |       |
| <b>Q4: Bioenergetics / 9</b>                         |             |       |
| <b>Q5: Organisation / 14</b>                         |             |       |
| <b>Q6: Organisation   Bioenergetics / 9</b>          |             |       |
| <b>EOY Mock   May 2022 / 70</b>                      |             |       |
| <b>Average Total Marks / 70</b>                      | 31          |       |
| <b>Current Unit Grade</b>                            | 6           |       |


# How do you access the reports? Pupil Progress App





Student Reports with the Pupil Progress App





Download now



 pupil progress

  
View and download detailed reports across all subjects for your child.

  
Access homework tasks and revision links assigned by the teacher.

  
Identify strengths and areas for improvement in specific topic areas.



# Online Resources Success for All



# Google Classroom



- A web based blended-learning platform.
- As mentioned above all lesson presentations for your child's class are accessible here should they miss a lesson for any reason.
- Teachers will post all homework set on here.
- Teachers can provide feedback to students should they post their homework.
- Allows for two way communication between teachers and students should they require any support.
- Teachers can signpost resources that may be useful for a student in the announcement section.

# Seneca Learning - Premium account



- When used consistently Seneca has been shown to help students learn 2x faster.
- Their algorithms use insights from neuroscience to help students remember topics better.
- They cover 95% of all subjects and exam boards.
- They condense the content of what students actually need to know for their exams.
- Covers KS3 as well as KS4 content, allowing our students to create good habits of revision early and carry these through to their final examinations.

**105%**  
**improvement**  
OVER CONTROL GROUP 2

**65% improvement**  
OVER CONTROL GROUP 1

# Subject Specific Apps

Links can be found on Edulink One:

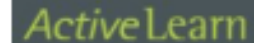
- Seneca Learning (All Subjects)
- Isaac Computer Science
- Mr Brown's Computer Science
- Khan Academy - Computer Programming
- Dr Frost Maths
- PiXL Maths App
- Pearson Active Learn
- Everlearner PE Revision
- Massolit English App
- Unifrog (Careers and University)



Mr Brown's Computer Science



Dr Frost Maths



Massolit - English App





# Revision Website

## Success for All

# Study skills for Success



- Our Study Skills website is designed to help students navigate how to study and be successful as well as a resource for parents/carers to support their children's learning journey.
- You'll find practical tips, proven techniques, and helpful resources to aid developing effective study habits. Whether you are preparing for exams or building strong foundational skills, our site will provide you with the tools to support your academic success and build confidence as an independent learner.



WEEK A / WEEK B



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# Secure Area

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To access this area we need you to login using the email address and password provided to you by the school.  
Please enter this information below and click login to proceed.

Email Address:

Password:

Login

**Forgotten your password?**

Username: [studyskills@buckinghamschool.org](#)

Password:





## Student Study Support

### Study Skills

Core Four Revision Techniques

SENECA Learning

Revision Templates

Revision Timetable Templates

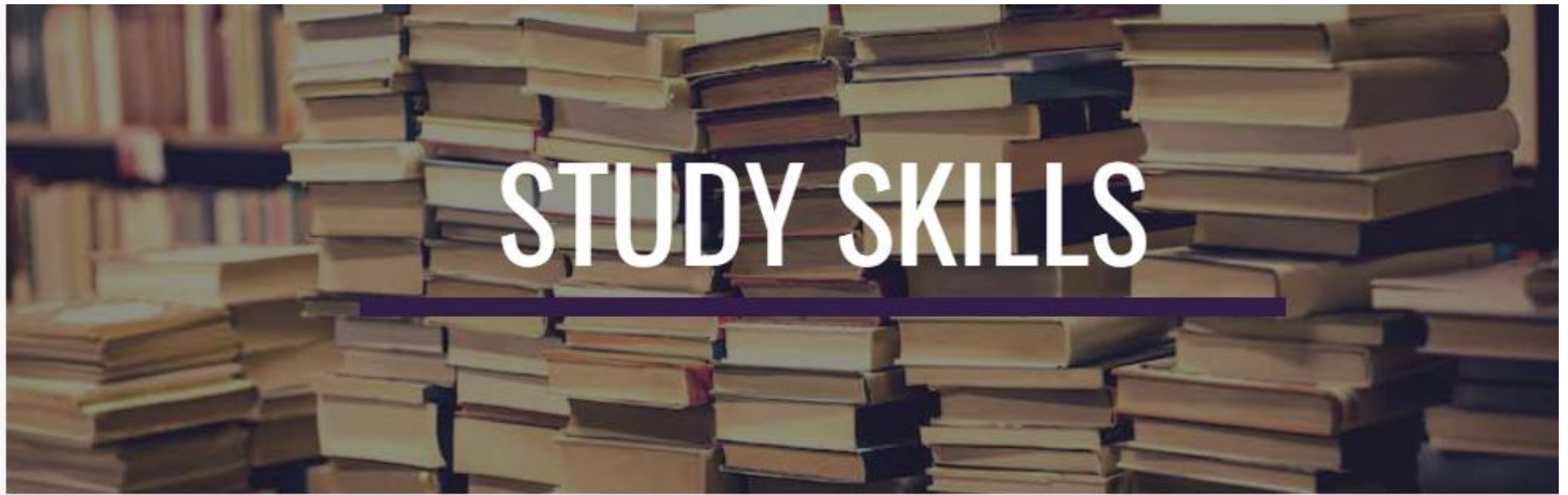
Power Hour

Useful Apps

Core Four

Exam Information

Parent Support



# STUDY SKILLS



## SKILLS FOR SUCCESS

Welcome to our Study Skills website, designed to help students navigate how to study and be successful as well as a resource for parents/carers to support their children's learning journey.

You'll find practical tips, proven techniques, and helpful resources to aid developing effective study habits. Whether you are preparing for exams or building strong foundational skills, our site will provide you with the tools to support your academic success and build confidence as an independent learner.

# FLASHCARDS



1

## IDENTIFY KNOWLEDGE

What topics are you creating flashcards on?

Do you have a knowledge organiser?

Will all the questions you ask cover all of the content you need them to? Do this by:

- Checking specifications



2

## COLOUR CODING

Use different coloured flashcards or pens for different topics.



3

## DESIGNING

One question/key term per flashcard

Make questions/key terms short and clear

Keep your responses short so you can read what you have written in a glance. Detailed notes are already in your book



4

## USING

Write your answers down then check. Or say your answers out loud. AVOID answering questions in your head.

Shuffle the cards each time you use them

Use a system to use your flashcards everyday i.e., Leitner technique



5

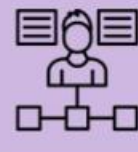
## FEEDBACK

How have you performed when you look back at your answers?

Is there anything you need to revisit in more detail?

If your knowledge is secure, move on to practicing applying to exam questions

# MAPPING



1

## ORGANISE KNOWLEDGE

Use your notes/ revision book to organise what learning you want to map out.

Organise information by:

- Topic
- Timeline
- Sequence
- Hierarchy



2

## CHOOSE MAPPING TOOL

Which of the mapping tools is best suited to what learning you want to map and how you want to organise the information?

- Tables
- Timelines
- Flowchart
- Fishbone
- Branching



3

## DESIGNING

Use colours to help organise your information.

Add in diagrams and pictures to help topics stick in your memory.

Try not to fill the page with too much writing



4

## REVIEW AND REDO

Produce from memory your mapping tool in one colour pen. Compare with your notes and original mapping tool to check for accuracy and key omissions.

Repeat review phase and add to mapping tool in a second colour pen.

Check again and repeat as many times as necessary



5

## TEST FOR SUCCESS

Some time (hours or a few days) after your initial mapping session return and review.

Cover up the material and apply your knowledge by:

- Completing practice exam questions
- Asking someone to test you

# OPEN RECALL



1

## SELECT A TOPIC AND RELATED PROMPT

Identify the knowledge/topic areas you want to cover.

Prompt your open recall with a key word or question. The prompt you choose will guide your subsequent recall.



2

## WRITE IT DOWN

Using a blank sheet, write the prompt in the centre and then write down related ideas as they come to you.

Do this from memory without using any help from your textbooks/ notes.

Give yourself a time limit



3

## ORGANISE & CONNECT IDEAS

Use different colours to highlight/underline words and ideas in groups

Make links between relevant sections – perhaps showing them with lines and arrows. As far as possible reorganise the information into:

- Categories
- Tables



4

## CHECK ACCURACY & IDENTIFY GAPS

Having made your open recall record from memory, go back to your notes/resources

- Have you made mistakes?
- Have you left anything out that should have been included?

Amend the record so that it's now more complete and more accurate.



5

## EXTEND DEPTH & RANGE OF IDEAS

Zoom in on one area to explore your knowledge at a deeper level – remembering more specific ideas that branch off from what you have so far.

Or you can expand your open recall into other related areas

# SUMMARISING



1

## SCAN THE WHOLE TOPIC OR TEXT

Begin by getting an overview of the whole topic you wish to cover and make note of the key details:

- Read a section in your textbook/ notes to gain an overview of a topic
- Listen to a video explanations of key concepts



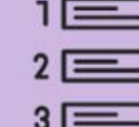
2

## BREAK DOWN INTO SECTIONS

Break down the material into a helpful number of sections.

The sections could be:

- Categories
- Big ideas or themes
- Stages in a narrative



3

## SELECT DETAILS TO CAPTURE EACH SECTION

Select and organise the most important details that you would need to explain or retell each of your chosen sections. Focusing on:

- Main ideas
- Definitions
- Crucial facts

Bullet point lists are a good way to record key points.



4

## ELABORATE OUTWARDS FROM YOUR SUMMARY

The test of a good summary is that you can use it to revisit a topic or retell a story in some detail with only the summary as a prompt. Test this out by:

- Expand and elaborate each point with examples and details out loud or mentally by yourself
- With a partner who could then verify accuracy and detail



5

## CHECK FOR ACCURACY

Go back to the original text to make sure that you didn't make any errors or leave out anything important.

If you missed anything out, go back to the full text or topic and make a more detailed list.

Repeat step 4 and 5



# USEFUL APPS

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Forest



Anki



Quizlet



Calm



# Pastoral Support Success for All



# Learning Behaviours

- Focus and Attention
  - Listens actively, follows instructions the first time, and avoids distractions
- Effort and Perseverance
  - Gives consistent effort, keeps going when challenged and sees mistakes as opportunities
- Independence and Self-Regulation
  - Starts tasks promptly, stays on task, manages time and emotions
- Respect and Collaboration
  - Shows respect to peers and adults, works positively in pairs and groups, contributes to class learning
- Reflection and Responsibility
  - Reflects on progress, accepts feedback and takes responsibility for homework and deadlines



# Pastoral Support

- Include support services
  - SEND - Passports, Drop-ins, Support Hubs, Interventions, Workshops, Talking Art, Project based learning, Lexia (Literacy), check-ins, roaming TA
  - Student First Team - Wellbeing, mental health, Pupil Premium or attitude to learning
  - Tutors and HOY.
  - Counselling



# Key Events:

- The tutorial programme is designed to support students with a wider curriculum.
- Students will spend time exploring careers this year to prepare them for their next stage.
- Work experience will commence in the summer term, start the conversations now to ensure students are set up with the most positive time.
- Weekly revision. On Wednesday we focus on Core subjects, and options on Thursday. Please support us getting students as organised as possible



# Role of Parents and School Success for All





# Things we could use your help with

- The most prominent behaviours:
  - Disrespectful and derogatory language - (current trend of rage baiting)
  - Friendship breakdowns - unkind behaviour managing conflict
  - Social Media - group chats - toxic messages - Do you know what your child is messaging, saying online and to who.



# Tips for supporting at home – Learning Habits

- Establish routines – set a regular time and quiet space for homework and revision, free from distractions.
- Encourage daily reading - 20 minutes a day boosts vocabulary, comprehension and subject knowledge
- Promote organisation – Encourage packing their bag the night before, checking timetables and any deadlines



# Tips for supporting at home – Motivation and Independence

- Focus on effort, not just grades – praise resilience and problem solving
- Encourage independence – support, but don't take over
- Model learning – Show curiosity, read yourself



# Tips for supporting at home – Study and Revision

- Break tasks into chunks – 20-30 minute sessions with short breaks
- Use retrieval practice – flashcards, quizzes, or ask them to teach you!
- Support exam preparation – help with revision timetables, ensure revision materials are used (e.g. school resources, revision website)

# Wellbeing



- Balance work and rest - Encourage hobbies and downtime alongside study.
- Promote sleep - Aim for 8-10 hours. Keep phones and screens out of bedrooms where possible.
- Encourage healthy routines - regular meals, hydration and physical activity all boost concentration and mood.

# Communication with School



- Stay engaged - Check Edulink/Pupil Progress/Google Classroom for homework, attendance, attainment and behaviour updates.
- Attend information and consultation evenings.
- Work in partnership - contact the school early if any concerns arise.

# Friends of Buckingham School



- Stage blocks
- Rugby kits
- Stage in a box
- Main Hall project
- Science equipment
- Equipment for extra-curricular activities

Next meeting - 20/10/25 - details to be shared soon



**#FOBS**

**SUPPORT OUR SCHOOL  
& JOIN OUR FOBS TEAM**



Thank you!  
Success for All