



Moorside
High School

Enriching Lives, Inspiring Ambitions

Year 11 Parents/Carers
Make It Stick Evening
Sept 2025





Moorside
High School

Enriching Lives, Inspiring Ambitions

Welcome

Mrs Ryles-Dean

Principal

Our Purpose...

To ensure every student leaves us ready for their next successful chapter, with students attending university or starting a fulfilling career.

We **enrich lives** and **inspire ambitions** to ensure students thrive in the world around us.



TEAM MOORSIDE - THE MOORSIDE WAY



Complete all homework and hand in on time



Play your part in the positive learning environment



Wear correct uniform



Planner, equipment, knowledge organiser out on desks



Be respectful to everyone



Use technology appropriately



Look after school property and keep the school tidy



Move around the corridors sensibly



Listen and follow instructions first time



Arrive on time to school and lessons

Three simple rules...



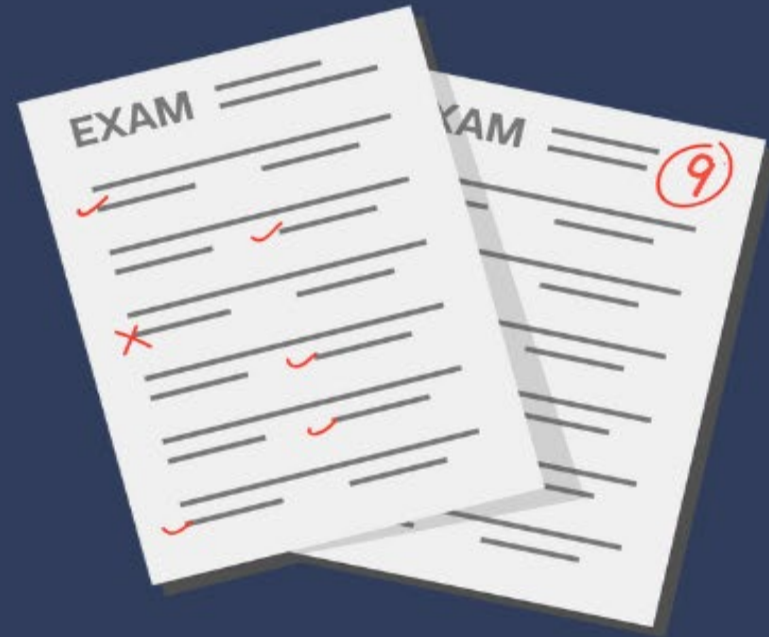
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Consilium
Academies

BE AMBITIOUS

Strive to be the very best



WORK HARD

Period 6
Interventions

Study Rooms

Moorside High School **REVISION TIMETABLE**

Time	Monday	Tuesday	Wednesday	Thursday	Friday	Sat	Sunday	Sunday
8:00-9:00am								
9:00-10:00am								
10:00-11:00am								
11:00-12:00pm								
12:00-1:00pm								
1:00-2:00pm								
2:00-3:00pm								
3:00-4:00pm								
4:00-5:00pm								
5:00-6:00pm								
6:00-7:00pm								
7:00-8:00pm								
8:00-9:00pm								
9:00-10:00pm								

Name: _____

40 DAYS TO AMAZE You just THIS

Take Advantage of all the opportunities

Make it Stick
Events

40 DAYS TO AMAZE

Dear Year 11
With only 40 school days before the May Bank Holiday, what are you going to do to be amazing? You cannot leave it until after the May Bank Holiday; we will only have 4 school days before the first external exam!

SO START NOW!! BE AMAZING!!

During our 40 days to amaze, if you can do the following, there are bonus points up for grabs... make sure you fill in your card to ensure you grab the opportunities on offer.

- UP TO 40 POINTS FOR EACH BULLET POINT COMPLETED OVER THE 40 DAYS...**
- 40 days no absence, attending all lessons
 - 40 Pods watched during the run of the 40 days
 - 40 revision/study sessions attended at least during the 40 days
 - 40 BFL Grade 1's achieved during the 40 days

VIP AT THE PROM

INVITE TO ALTON TOWERS

IN THE DRAW FOR SOME NASTY PRIZES AT THE CELEBRATION ASSEMBLY

CONSIDERATION . ASPIRATION . RESILIENCE . EQUALITY



40 DAYS TO AMAZE

#TeamMoorside
#CO2024PGL

Within an hour of arriving at PGL, Year 11 were hard at work doing Maths, English & Science sessions.



EASTER SCHOOL

SILENT STUDY ROOM OPEN
09:00-12:00

ALL YEAR 11 STUDENTS WELCOME

40 DAYS TO AMAZE

CONSIDERATION . ASPIRATION . RESILIENCE . EQUALITY

SATURDAY SCHOOL

40 DAYS TO AMAZE

Consideration . Aspiration . Resilience . Equality

Revision
Residential

BE PREPARED

Be organised and plan ahead



PARENT & STUDENT GCSE GUIDE STUDY, EXAMS & REVISION
Consideration | Aspiration | Resilience | Equality

This guide offers information and ideas on revision, study and how you can support your child.

Prepare to Succeed

Make It Stick

Moorside High School
#TeamMoorside
#TheMoorsideWay

Revision Tools

Make It Stick



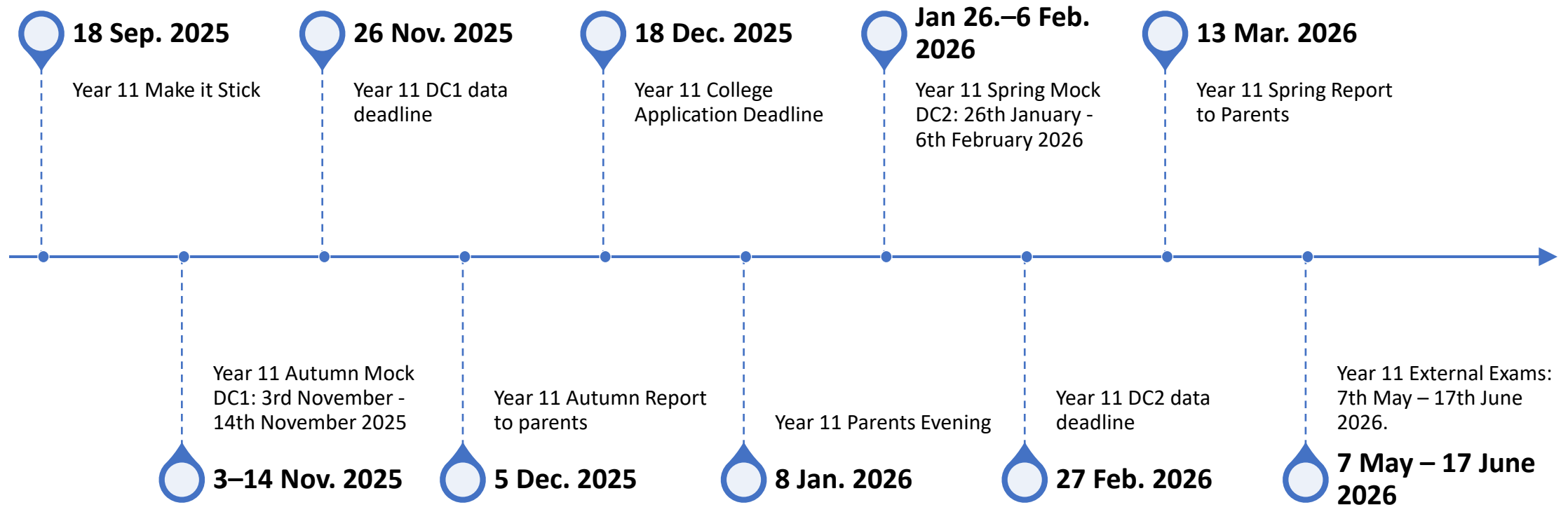
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Assessment & Reporting

Mr Pinches

Year 11 – The Year Ahead – Key Dates



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**Consilium
Academies**

	Monday 3rd November	Tuesday 4th November	Wednesday 5th November	Thursday 6th November	Friday 7th November
8.40 am Start	MATHS Paper 1 1hr 30 mins	ENGLISH LANGUAGE Paper 2 2hr	SCIENCE Biology 1hr 15 mins (Combined) 1hr 45 mins (Triple)	MATHS Paper 2 1hr 30 mins	SCIENCE Chemistry 1hr 15 mins (Combined) 1hr 45 mins (Triple)
11.00 am Start	GEOGRAPHY 1hr 30 mins	HISTORY 1hr 30 mins	COMPUTER SCIENCE 1hr 30 mins	GCSE PE 1hr 30 mins DESIGN AND TECHNOLOGY 2hr	CLASSICS 1hr 30 mins CONSTRUCTION 1hr 30 mins



	Monday 10 th November	Tuesday 11 th November	Wednesday 12 th November	Thursday 13 th November	Friday 14 th November
8.40 am Start	ENGLISH LITERATURE Paper 1 2hr	MATHS Paper 3 1hr 30 mins			
11.00 am Start	GRAPHIC DESIGN 1hr 30 mins HOSPITALITY and CATERING 1hr 20 mins Drama 1hr 30 mins	SCIENCE Physics Paper 1 1hr 15 mins (Combined) 1hr 45 mins (Triple)			

- Spanish speaking exams will take place from Wednesday 12th November, and Individual time slots will be issued to students
- Mock exams for Fine Art, Photography, and Textiles will take place during regular lesson times in the art department under exam conditions.



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External Examinations



- First exam Thursday 7th May 2026
- Last exam Wednesday 17th June 2026

- Contingency day in the event of national or significant local disruption to examinations in the United Kingdom 24th June 2026.

- Results Day : Thursday 20th August 2026



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Attendance Vs Attainment in Year 11

Attendance Rate	Grade 4+ in English & Maths (%)	Grade 5+ in English & Maths (%)	Odds Ratio for Grade 5+
95-100%	85%	75%	1.9x
90-95%	65%	50%	1.5x
85-90%	50%	35%	1.2x
80-85%	35%	20%	0.9x
Below 80%	25%	10%	0.5x

The link between attendance and attainment in an assessment year

Research Report
March 2025

Attendance Rate	Grade 4+ in English & Maths (%)	Grade 5+ in English & Maths (%)	Number of students.
95%+	47.37%	25.56%	133
90%+	39.18%	20.62%	194
80%	34.62%	17.09%	234
Below 80%	0%	0%	39

Year 10 DC2 data.



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The Science of Successful Learning

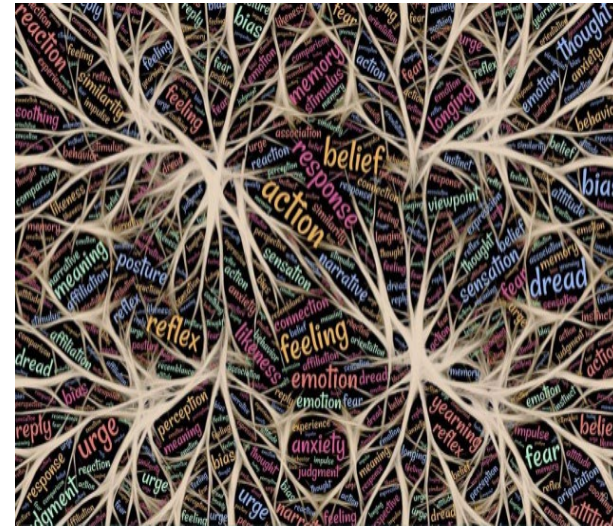
Miss Smalley

What does 'getting better' at something mean?

*“Learning is defined as an **alteration in long-term memory**. If nothing has been altered in long-term memory, nothing has been learned”*

Sweller, Ayres, Kalyuga (2011), CLT vol 1.

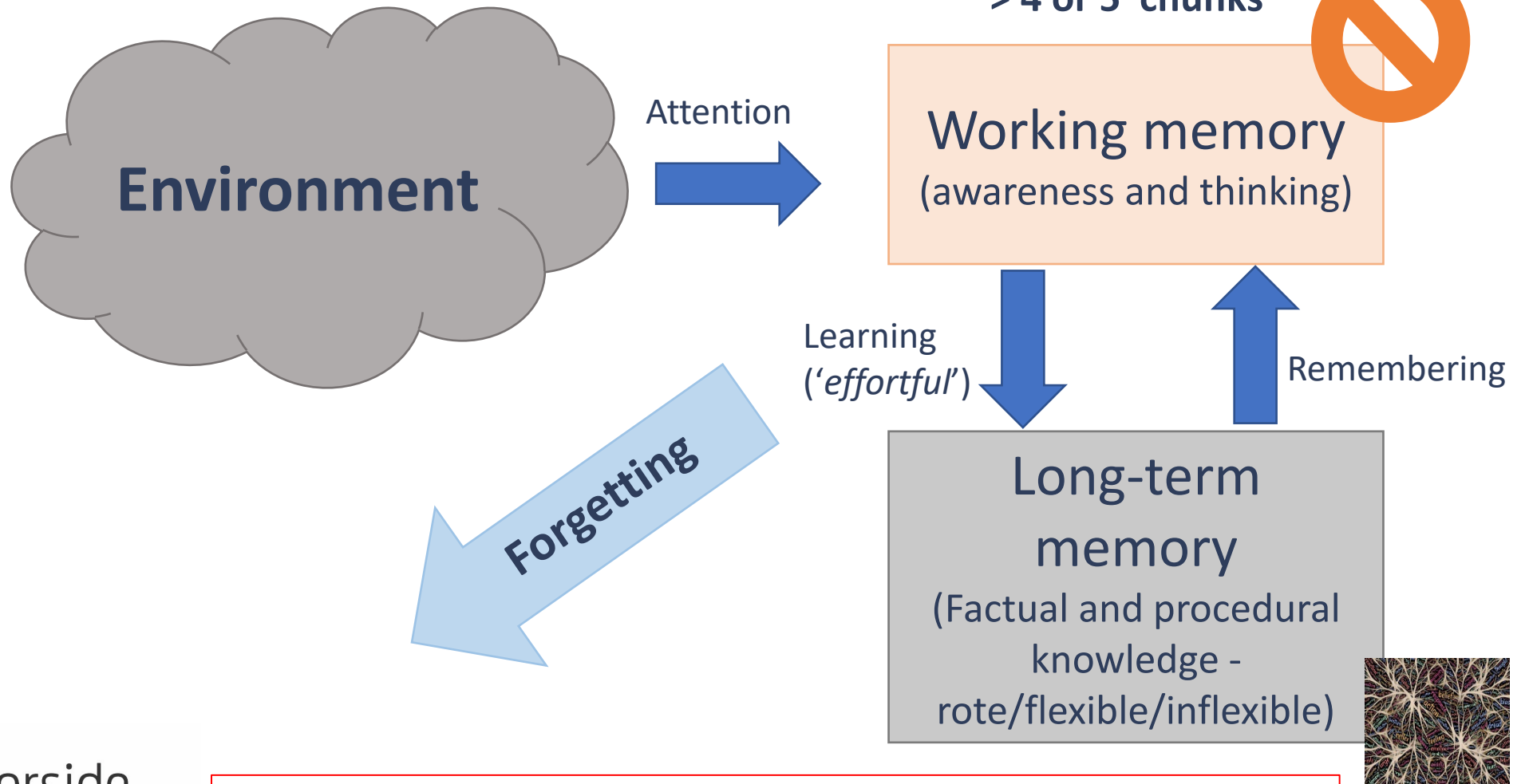
Memories exist in complex schemas. A schema is a structure for organizing information to assist in storage. Memories are structured around schemas to promote efficiency, to simplify, to account for similarities between complexities (make links).



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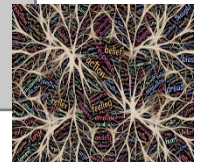
Cognitive Load Theory



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Learning = building/developing/assembling schema in long-term memory
Remembering = transferring information from schema to working memory



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Retrieval practice makes learning challenging and effortful

- Because retrieving information requires mental effort, we often think we are doing poorly if we can't remember something.
- We may feel like progress is slow, but that's when our best learning takes place.



The more difficult the retrieval practice, the better it is for long-term learning.



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Spacing and Interleaving

Spacing

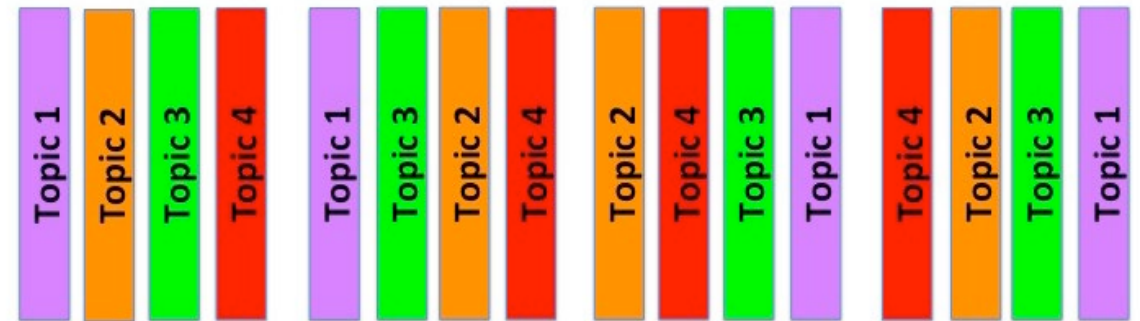
- Spacing is revisiting a topic sometime after first teaching it.
- Throughout a course you should revisit / review topics which were covered last week, last month and all the way back to the start of the course.
- Research has shown that this is effective because it allows for some forgetting time. Retrieving this information is more difficult and so long-term memory in the learner is improved.



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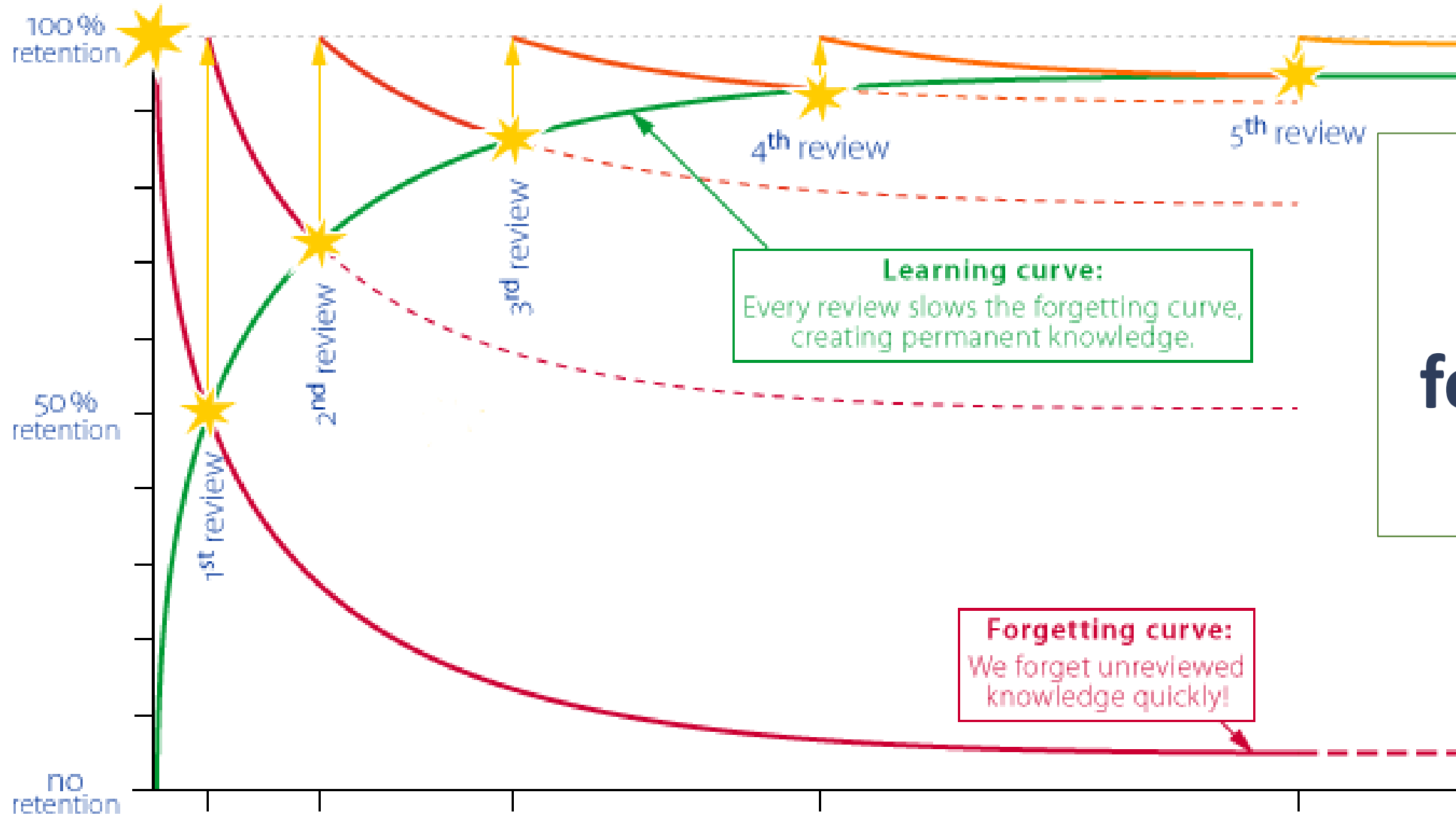
Interleaving

- Interleaving is mixing up lots of different subjects or topics when students undertake independent study.
- Research has shown that students will remember more if they do this rather than studying one topic for a block of time and then another.



Why spaced review works

www.LearnThat.org, a LearnThat Foundation project



**Beating
the
forgetting
curve!**

'Hacking' long-term memory

Look at these numbers for 3 seconds, look away and try to write them down:

601681129166

This exercise will probably have quickly overloaded the capacity of your working memory.

Some people do better at this by '*chunking*'. Instead of trying to remember twelve digits, they remember 601, 681, 129 and 166.

This is still challenging, but 601 takes up less space in **working memory** than 6, 0 and 1 do individually.



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'Hacking' long-term memory

Now here's the same exercise, but as an *expert*:

1066 1812 1966

Easy, isn't it? Not only do you have only three chunks to remember, but each is already a richly constructed **schema**.

The difference between the two exercises is **knowledge**. The first set of numbers meant nothing, so you were a novice, and your **working memory** was quickly overloaded. The second set were rich in meaning (in schema) so you became an **expert**.



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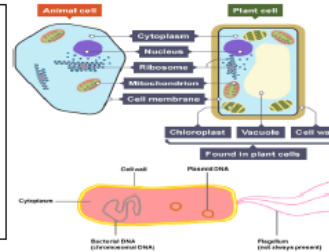
Revision Strategies 'Make it Stick'

Miss Edge

Knowledge Organisers

- Aids in class and home learning.
- Facilitating more independent learners.
- Revision tool for upcoming tests.

- Cells**
1. Most animal cells have a **nucleus, cytoplasm, membrane, mitochondria and ribosomes**.
 2. Plant and algal cells also have a **cell wall** and often have **chloroplasts and a permanent vacuole**.
 3. Plant and animal cells are **eukaryotic** cells which have a membrane, cytoplasm and a nucleus.
 4. Bacterial cells are **prokaryotic** cells.
 5. They are smaller than eukaryotic cells and have a cell wall, membrane and cytoplasm, but do not have a nucleus.
 6. Their genetic material is a single loop of **DNA** or several small rings of DNA called **plasmids** in the cytoplasm.



Specialised cell	Image	Function	Adaptations
7. Red blood cell		Carries oxygen.	<ul style="list-style-type: none"> • Large surface area. • Contains haemoglobin. • No nucleus to create more space.
8. White blood cell		Destroys microorganisms.	<ul style="list-style-type: none"> • Irregular shape to get out of blood vessels.
9. Egg cell (ovum)		Join with sperm cell and provide food for new cell formed.	<ul style="list-style-type: none"> • Large • Contains lots of cytoplasm
10. Sperm cell		Reach and join with egg cell.	<ul style="list-style-type: none"> • Long flagellum (tail) for swimming • Enzymes of head to break into egg.
11. Nerve cell		Carry nerve impulses to different parts of the body.	<ul style="list-style-type: none"> • Long • Connections at each end. • Carry electrical signals.
12. Muscle cell		Move the body.	<ul style="list-style-type: none"> • Contain protein fibres that contract. • Large numbers of mitochondria.
13. Ciliated cell		Move mucus.	<ul style="list-style-type: none"> • Thin layer of tiny cilia (moving hairs).
14. Palisade cell		Absorb sunlight for photosynthesis	<ul style="list-style-type: none"> • Large surface area. • Lots of chloroplasts
15. Root hair cell		Absorb water and minerals	<ul style="list-style-type: none"> • Large surface area.
16. Xylem cell		Moves water through the plant.	<ul style="list-style-type: none"> • Made of dead cells. • Thick, strengthened cellulose cell wall. • Hollow lumen.
17. Phloem cell		Moves food through the plant.	<ul style="list-style-type: none"> • Made of living cells. • Connected by sieve plates to form a tube.

- Cell differentiation**
18. Cells **differentiate** to form different types of cells. Animal cells differentiate at an early stage, whereas many plant cells can differentiate throughout life.
 19. Differentiation is the generation of specialised cells which acquire different organelles to enable them to carry out specific functions.
 20. Cells may be **specialised** to carry out a particular function.
 21. **Stem cells** are unspecialised cells that can differentiate to form many different types of cells.
 22. Stem cells from human embryos and adult bone marrow can be cloned and made to differentiate into different cells.
 23. Stem cells may be used to treat paralysis and diabetes in the future.
 24. In therapeutic **cloning** an **embryo** with the same genes as the patient is produced. Cells from this embryo will not be rejected by the patient.
 25. Risks e.g. transfer of viruses, associated with the use of stem cells in medicine.
 26. Stem cells from **meristems** in plants are used to produce clones quickly and cheaply.



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COMPONENT 1 - SECTION A: ADVERTISING

MEDIA LANGUAGE

CODES & CONVENTIONS:

- It's not always the most obvious... it's often the small details that make an advertisement stand out.
- It's not always the most obvious... it's often the small details that make an advertisement stand out.
- It's not always the most obvious... it's often the small details that make an advertisement stand out.

CHALLENGING CONVENTIONS:

- It's not always the most obvious... it's often the small details that make an advertisement stand out.
- It's not always the most obvious... it's often the small details that make an advertisement stand out.

THEORETICAL APPROACHES

Symbolic Interactionism

- It's not always the most obvious... it's often the small details that make an advertisement stand out.
- It's not always the most obvious... it's often the small details that make an advertisement stand out.

Structuralism

- It's not always the most obvious... it's often the small details that make an advertisement stand out.
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Discourse Analysis

- It's not always the most obvious... it's often the small details that make an advertisement stand out.
- It's not always the most obvious... it's often the small details that make an advertisement stand out.

HISTORICAL CONTEXT:

- It's not always the most obvious... it's often the small details that make an advertisement stand out.
- It's not always the most obvious... it's often the small details that make an advertisement stand out.

CULTURAL CONTEXT:

- It's not always the most obvious... it's often the small details that make an advertisement stand out.
- It's not always the most obvious... it's often the small details that make an advertisement stand out.

PRODUCT CONTEXT:

- It's not always the most obvious... it's often the small details that make an advertisement stand out.
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THEORETICAL APPROACHES

Discourse Analysis

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REPRESENTATION

REALIS REPRESENTATIONS:

- It's not always the most obvious... it's often the small details that make an advertisement stand out.
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CULTURAL CONTEXT:

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THEORETICAL APPROACHES

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Discourse Analysis

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PRINT ADVERT

PRODUCT CONTEXT:

- It's not always the most obvious... it's often the small details that make an advertisement stand out.
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THEORETICAL APPROACHES

Discourse Analysis

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Discourse Analysis

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- It's not always the most obvious... it's often the small details that make an advertisement stand out.

Knowledge Organisers- Look, Cover, Write, Check

At home **Look** over a small amount of content in your knowledge organiser.

Cover it up with a sheet of paper.

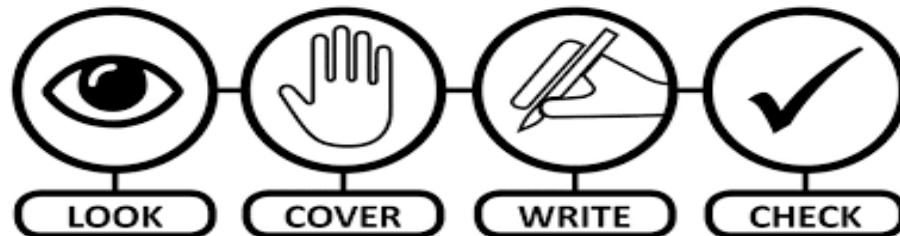
Write down what you have just read.

Check if you have written down the correct information. **Repeat.**

- A simple strategy that your child can do independently but a great way to check whether that are starting to remember and recall the “threshold concepts” that they need for that particular subject.
- Helps pupils to become more resilient learners because they are then able to address the misconception for themselves.

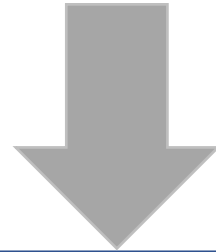


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Stage 1 – Review a topic

- For the first 20 minutes students should utilise any technique they are comfortable with to review the topic. This could be highlighting, making notes, creating flashcards or using post-its.
- Often, they might stop after this and think ‘my revision is done!’. But no, this is just the start of an effective learning technique.



Stage 2 – Transformation task

This is building on Stage 1.

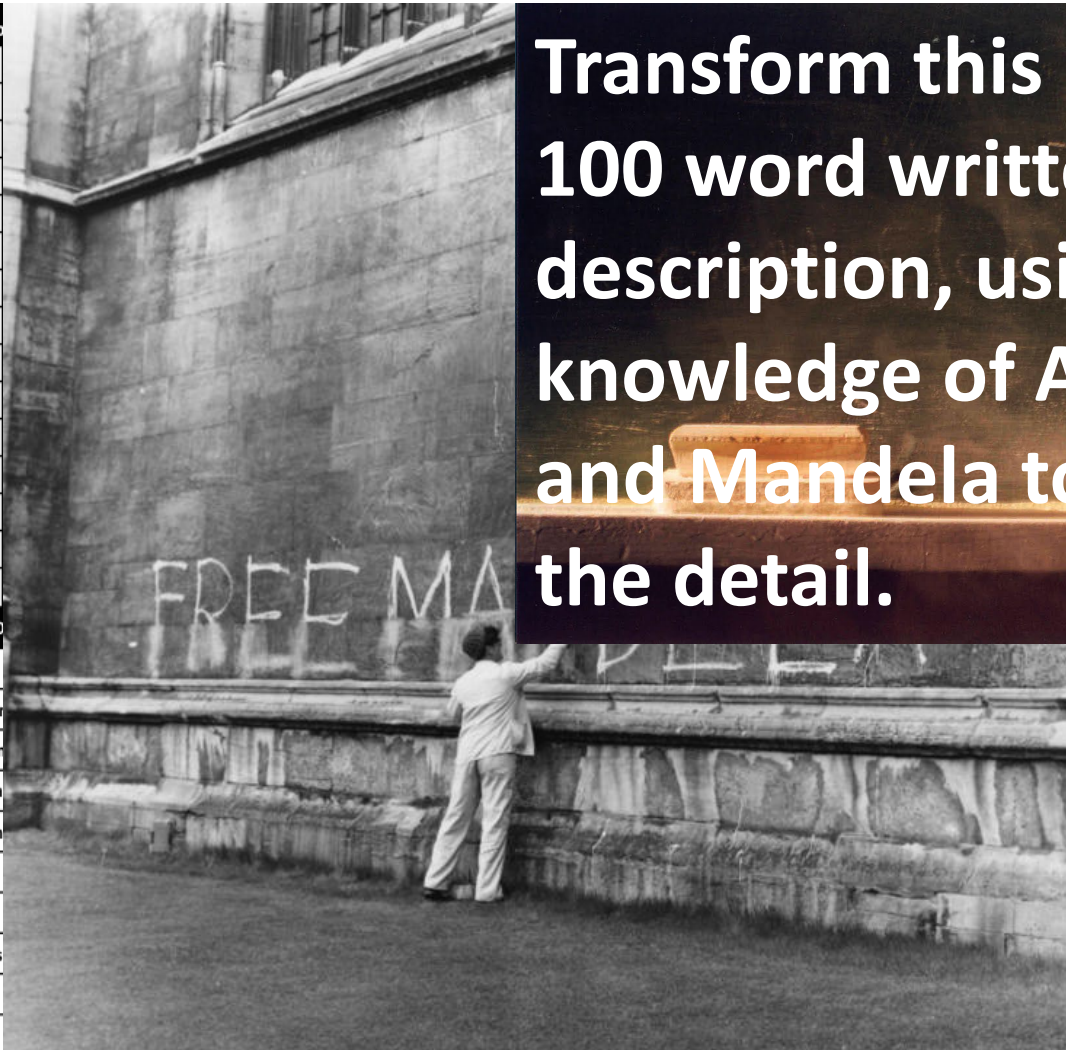
- Here the students need to transform the notes or highlighting that they have from Stage 1 into something different. This could be a mind map, a drawing, a song, a poem.

Knowledge Organisers- Look, Cover, ~~Write~~, ~~Check~~

TRANSFORM IT

Apply the knowledge from a Knowledge Organiser to a different context, or present it for a different audience.

A Timeline of
1948
1952
1955
1960
1960
1960
1961
1963-4
1964-1990
1969-1978
1976
1990
1993
1994
1995
POLITICAL VO
1. apartheid
2. segregation
3. government
4. political pa
5. oppression
6. sabotage
7. strike
8. authorities
9. defiance
10. treason



Transform this image into a 100 word written description, using your knowledge of Apartheid and Mandela to flesh out the detail.

r 11"
ation, and I have
o live for and achieve. ch I am prepared to
guilty or not guilty
he verdict is guilty
es the sentence
the verdict



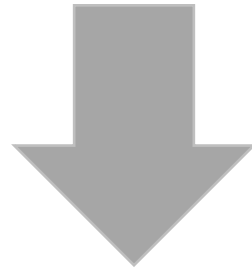
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Stage 3 – Practice Testing

With a friend, family member or one of the many websites online that have relevant quizzes –students should test themselves on the area that they have reviewed.



Stage 4 – Exam Questions

Finally, students complete an exam question or questions on the area they have reviewed and mark this themselves using a mark scheme or ask their teacher to mark it.

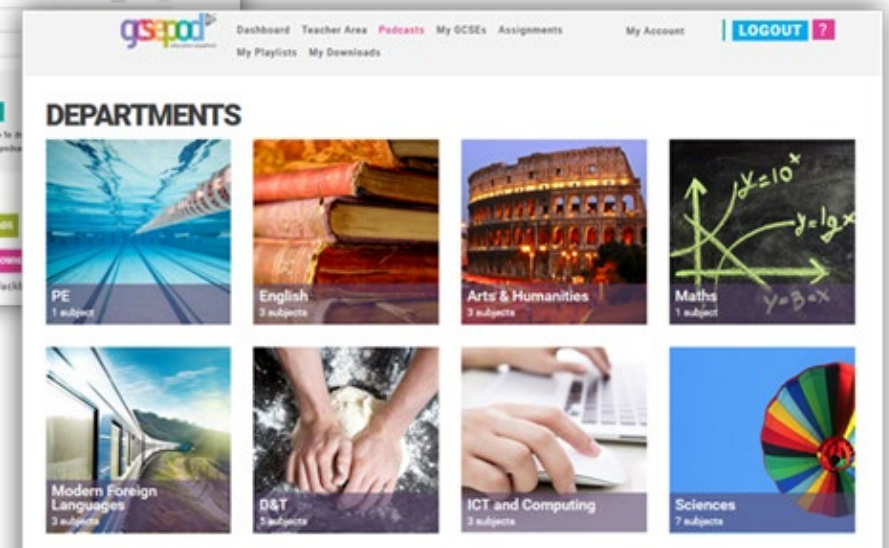
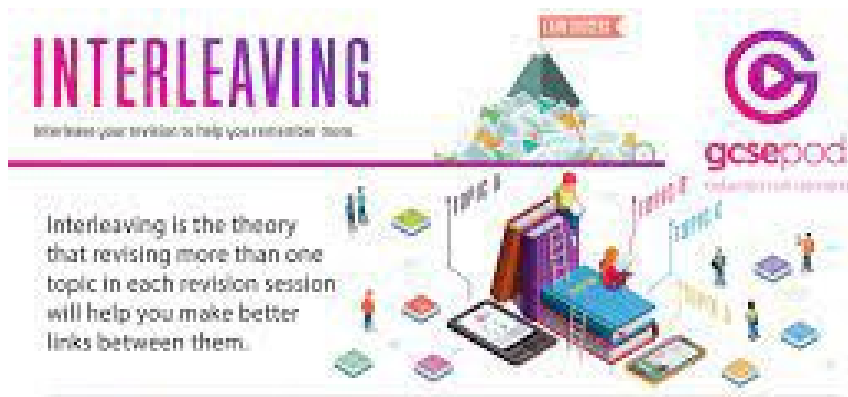


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GCSE Pod

- Revision via 'podcasts', low stakes assessments, check & challenge, progress tracking.
- Autogenerated 'boost' playlists on areas that have been identified as needing extra learning.
- Data shows students using GCSEPod can achieve 1 additional grade higher in each subject.
- 'Interleaving'- revising different topics or subjects in one session rather than 'blocked learning'- 1 subject per night



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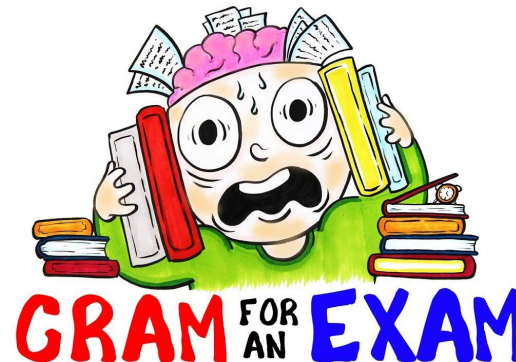
Ineffective Revision and learning strategies

Research has shown the following study strategies to be ineffective:

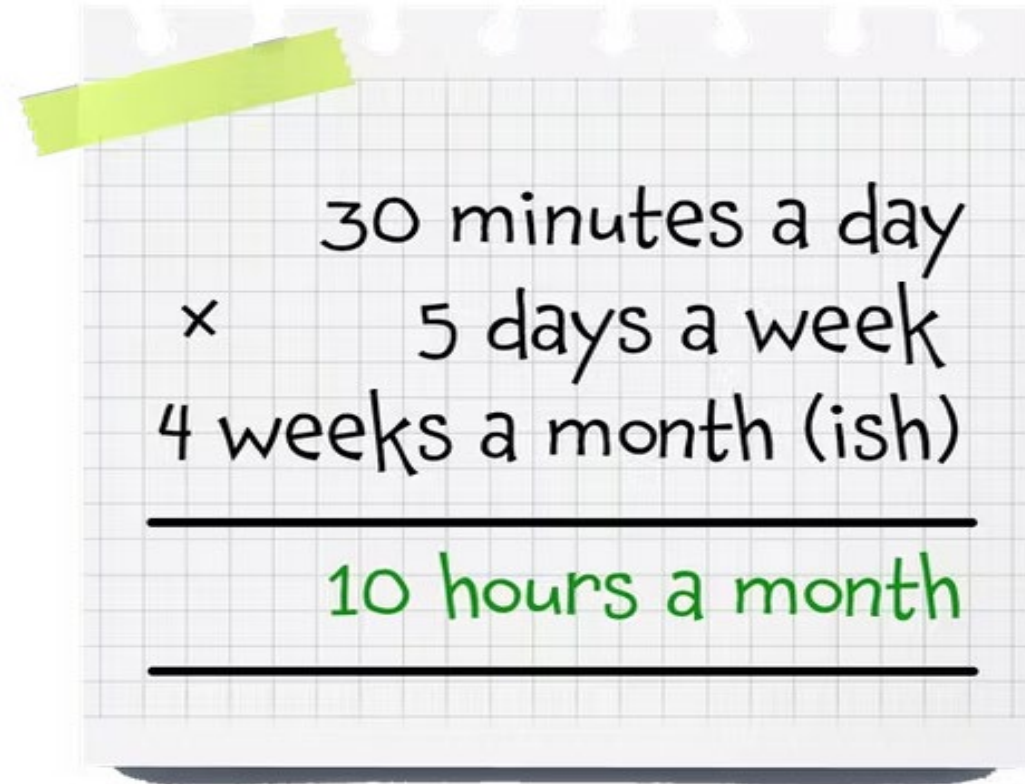
1. Writing a summary of your notes.
2. Highlighting your notes.
3. Re-reading.
4. 'Cramming'
5. 'Comfort zone revision'



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**If students
start revising
now...**



30 minutes a day
× 5 days a week
4 weeks a month (ish)

10 hours a month

That's roughly the equivalent of
2 extra school days
of study time each month.

(...and 30 minutes a day is easily manageable!)



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Making it Stick in Core Subjects

Mr Pinches



Making it Stick in Maths

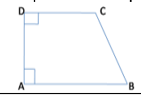
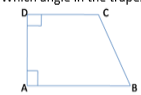
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Fact: Retrieval practice improves knowledge and retention.

- Reviewing, rereading, and highlighting are not effective study strategies if students do not then follow up on them.
- We recommend frequent, low-stakes quizzes and other activities that require active, effortful recall.
- Make use of the opportunities on offer. Compulsory homework, WTM's, intervention, papers society etc.

Autumn Term 1a	Retrieval Quiz 1	Year 10 H
These questions all test topics that you have previously met throughout years 7 – 9. Try your best to answer each question fully, showing all working out and making your answer clear. Once you have marked your work, use Hegarty Maths to revise any topics where you have not got full marks or are not feeling very confident. You will be retested on the same topics next week.		
Divisibility Tests		Video 26
1. If a number can be divided by 9, then the sum of its digits is divisible by ___		
Square Numbers		Video 99
2. Circle all the square numbers 1 2 3 4 5		
Cube Numbers		Video 100
3. What is the fifth cube number?		
Addition and Subtraction of Decimals		Video 47
4. What is the sum of 2.4 and 3.78?		
Addition and Subtraction of Decimals		Video 47
5. What is the difference between 6 and 2.7?		

Autumn Term 1a	Retrieval Quiz 1	Year 10 H
Writing Algebraic Expressions 1		Video 151
6. Write the expression that means "Start with n and take 5"		
Writing Algebraic Expressions 1		Video 151
7. Write the expression that means "Start with t , double it and add 4"		
Substitution 1		Video 780
8. If $x = 12$, find the value of $x - 5$		
Naming Sides and Angles		Video 456
9. Which pairs of lines are parallel in the trapezium?		
	AB and AD AB and BC AB and CD	
Naming Sides and Angles		Video 455
10. Which angle in the trapezium could be described as "acute"?		
	ABC BAD BCD	
Total		
Choose two topics to revise and improve in for next week's retest.		
1.		
2.		



Certain “desirable difficulties” improve learning.

- Students will always seek the path of least resistance. Students will revise topics they are always comfortable with
- Use of QLA’s from mock papers.
- ‘When students struggle with a problem, attempt solutions, fail, and try again, learning is improved. The effort required employing retrieval promotes consolidation — fixing ideas into long-term memory’

Questions	Topic	Score	Sparx Code
1	Solving single inequalities	2 / 2	U759
2	Prime factor decomposition	2 / 2	U739
3	Sharing amounts in a given ratio, Finding fractions and percentages of amounts	2 / 5	U577, U881, U554
4a	Using standard form with negative indices	1 / 1	U534
4b	Using standard form with positive indices	1 / 1	U330
4c	Multiplying and dividing numbers in standard form	0 / 2	U264
5	Angles in polygons	3 / 3	U427
6a	Plotting graphs of quadratic functions	1 / 2	U989
6b	Plotting graphs of quadratic functions	1 / 2	U989
6c	Solving quadratic equations graphically	1 / 2	U601
7	Volume of cuboids, Calculating with density, Writing and simplifying ratios	3 / 3	U786, U910, U687
8	Finding averages from grouped data	0 / 3	U877
9	Finding the surface area of cubes and cuboids	0 / 3	U329
10a	Drawing cumulative frequency graphs	1 / 1	U182
10b	Drawing cumulative frequency graphs	1 / 2	U182
10c	Interpreting cumulative frequency graphs	1 / 1	U642
10d	Interpreting cumulative frequency graphs	1 / 2	U642
11	Calculating with ratios and algebra	1 / 3	U676
12	Converting recurring decimals to fractions	1 / 3	U689
13	Using Pythagoras’ theorem in 2D, Finding the area of circles	1 / 3	U385, U950
14a	Estimating gradients of non-linear graphs using tangents	1 / 3	U800
14b	Calculating distances from velocity-time graphs	1 / 1	U611
15a	Geometric proofs with vectors	1 / 2	U560
15b	Solving geometric problems using vectors	1 / 3	U781
16	Tree diagrams for independent events	1 / 4	U558
17	Constructing direct proportion equations, Constructing inverse proportion equations	0 / 4	U407, U138
18	Multiplying mixed numbers, Indices of the form $1/a$, Negative indices	0 / 4	U224, U985, U694
19	Adding and subtracting algebraic fractions, Using the quadratic formula	4 / 4	U685, U665
20	Equations of circles and tangents	0 / 4	U567
21	Finding the area of sectors	3 / 5	U373
		Total	36 / 80



Those who adopt a growth mindset are the most effective learners.

Short term goals but not short-termism

- Beware **short-termism**
- *“I just need a grade __ to get into college”*
- *“It’s ok, as long as I get a pass.”*
- Know your long-term goal then set a series of short-term goals to reach this
 - November 2025 – within two grades of target with 30 marks progress
 - March 2026 – within one grade of target



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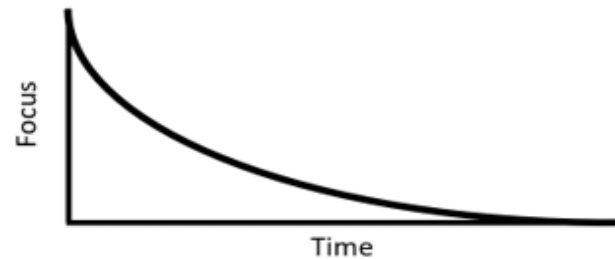
TIPS FOR PARENTS

- Encourage retrieval and appropriate difficult challenges rather than rereading and highlighting notes, encourage the use of QLA's, Sparx and past papers.
- Encourage attendance to school and all intervention sessions.
- Stay in Contact

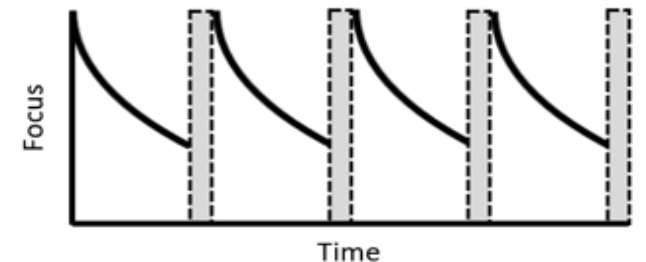


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Revising without a break:



Revising with small regular breaks:





Making it Stick in English

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What students think is 'good' revision looks like in English

- Memorising quotes for English Literature – this is important but only forms part of a good revision strategy.
- Re-reading information.
- Re-visiting what they enjoy or feel comfortable with.



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What effective revision looks like in English....

English Language

- Past exam papers.
- Essay writing.
- Having a bank of vocabulary
- can be manipulated for

English Literature

Read!

Read!

Read!

the plot

links between different themes and ideas.

Macbeth

Violence



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Making it Stick in Science

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What is on each paper?

	Biology	Chemistry	Physics
Paper 1 – Nov Mock	Cell Biology; Organisation; Infection and response; and Bioenergetics.	Atomic structure and the periodic table; Bonding, structure, and the properties of matter; Quantitative chemistry; Chemical changes; and Energy changes.	Energy; Electricity; Particle model of matter; and Atomic structure
Paper 2 – Jan Mock	Homeostasis and response; Inheritance, variation and evolution; and Ecology	The rate and extent of chemical change; Organic chemistry; Chemical analysis; Chemistry of the atmosphere; and Using resources.	Forces; Waves; and Magnetism and electromagnetism Triple: Space



Revision in Science – Recall is king!

Reactions of Metals	
1. What name is given to a list of metals ordered by their reactivity?	The reactivity series
2. In terms of electrons, what makes some metals more reactive than others?	They lose their outer shell electrons more easily
3. What is an ore?	A naturally occurring rock containing metal compounds
4. What is the result of an oxidation reaction?	Addition of oxygen, loss of electrons
5. What is the result of a reduction reaction?	Removal of oxygen, gain of electrons
6. How are metals less reactive than carbon extracted from their ores?	Reduction with carbon
7. How are metals more reactive than carbon extracted from their ores?	Electrolysis
8. What is a displacement reaction?	When a more reactive metal knocks out a less reactive metal from its compound
Acids and Alkalis	
9. What is the pH range for acids?	1-6
10. What is the pH range for alkalis?	8-14
11. What pH range is neutral?	7
12. In terms of H ⁺ ions, what is an acid?	A substance that releases H ⁺ ions when dissolved in water
13. How do you measure the pH of a substance?	Universal indicator or pH probe
14. Why can't you use universal indicator to do a titration	It is not used in titration because they have different pH ranges

15. What is a strong acid?	An acid where the molecules completely ionise in water
16. What is an alkali?	A substance that dissolves in water to form a solution above pH 7
17. What is a neutralisation reaction?	A reaction between an acid and a
18. What is a weak acid?	
19. What is an alkaline solution?	
20. What is a neutralisation reaction?	
21. What is the ion produced in a neutralisation?	

Salt

22. What is a salt?	A compound formed when a metal ion takes the place of a hydrogen ion in an acid
23. What is the salt produced in a reaction involving hydrochloric acid?	Chloride
24. What is the salt produced in a reaction involving nitric acid?	Nitrate
25. What is the salt produced in a reaction involving sulfuric acid?	Sulfate
26. How can you obtain a solid salt from a solution?	Crystallisation
27. When an acid reacts with a metal, which species is oxidised?	Metal
28. When an acid reacts with a metal, which species is reduced?	Hydrogen



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Quizzing is key

- Fold the KO's
- Pupils create their own quizzes with answers.
- Give them to people at home – breakfast quiz, car quiz, bus quiz.
- Use the carousel study packs!
- **MAKE SURE THEY DO THEIR HOMEWORK....**



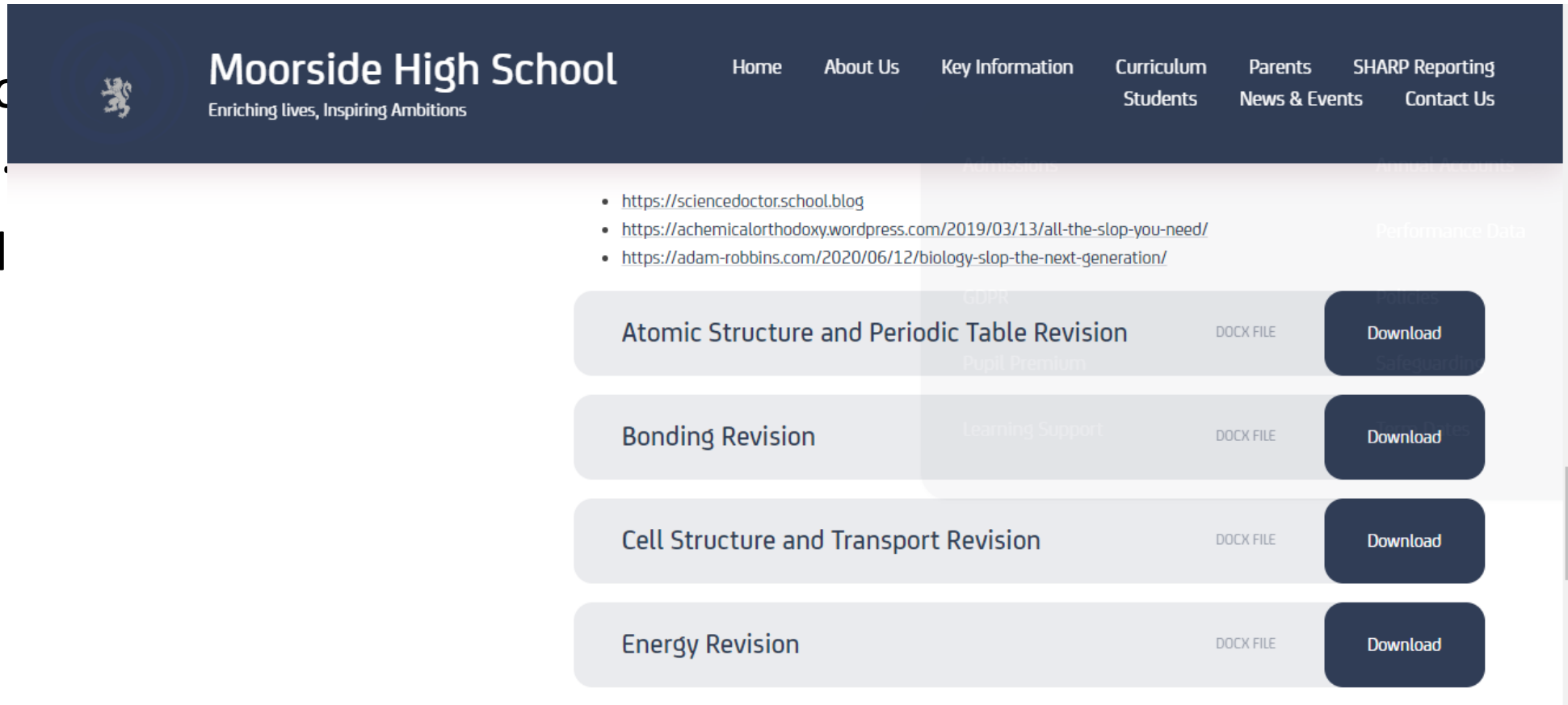
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Beyond recall

- Explanatio
of....but....
- Practice q



The screenshot shows the Moorside High School website. The header includes the school logo and name, "Moorside High School Enriching lives, Inspiring Ambitions", and a navigation menu with links for Home, About Us, Key Information, Curriculum Students, Parents News & Events, and SHARP Reporting Contact Us. Below the header, there is a list of external links and a table of revision resources.

Resource	File Type	Action
Atomic Structure and Periodic Table Revision	DOCX FILE	Download
Bonding Revision	DOCX FILE	Download
Cell Structure and Transport Revision	DOCX FILE	Download
Energy Revision	DOCX FILE	Download



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Curriculum -> Subjects -> Science





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Where it leads to
Post 16

Mr Farmer
Careers Adviser

Careers Support in School

- Mr Farmer is the school careers adviser and will be meeting Year 11 students for a 1:1 careers guidance meeting to discuss Post-16 plans
- Days in school: Mondays, Tuesdays & Wednesdays
- Miss Farooq (Careers Adviser & Events lead) will also support meetings and is available on Wednesdays & Thursdays
- These meetings will mainly take place between September – February
- Drop-in appointments are available most days at break, lunch or after school in the careers office (top floor, near humanities!)
- Parents & carers are welcome to contact Mr Farmer by phone or email, or can schedule an appointment after school if required.



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Main Options at 16

It is now compulsory for ALL Year 11 school leavers to be in some form of education or training until the age of 18.

This can include:

- Attending full-time college
- Doing an apprenticeship
- Doing a full-time training course (including a pre-apprenticeship or traineeship)
- Employment or volunteering WITH part-time learning



However school leavers cannot:

- Leave school and do nothing!
- Leave school and get a job with no training (it must be an apprenticeship, or a job with part-time study)



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Further Education

From our previous cohort, over 90% of the year group continued their studies at college.

School leavers can choose to study a range of qualifications including:

- A-Levels
- T-Levels
- BTEC/Vocational courses

Entry Requirements:

- **A-Levels: Usually 6 GCSEs at Grade 5-6 or above (min 2 x Grade 6)**
- **T-Levels or Level 3 BTECs: Usually 5 GCSEs at Grade 4-9 (min 2 x Grade 5 for some subjects e.g. Engineering)**
- **Level 2 Vocational Courses: Usually 4 GCSEs at Grade 3 or above**
- **Level 1 Vocational Courses: A range of GCSEs Grade 1-2 or above**

Colleges will ask for Grade 4 or higher in GCSE English Language and GCSE Maths for all advanced courses.

If learners do not have a Grade 4 in English or Maths from school in Year 11, they will be expected to resit.

(Note: most colleges will ONLY offer resits in English and Maths – no other subjects)



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Apprenticeships

Apprenticeships involve “work and learning”

- Work for an employer
- Paid a wage
- Receive accredited qualifications (usually by attending college or training part-time)

Apprenticeships are a fantastic way of starting a career by learning in the workplace – they can be highly competitive! It is important that Y11 students have a "backup plan".

For many apprenticeships, students will still need a strong set of GCSEs including Grade 4+ in English and Maths minimum.



ACCOUNTING



TRAVEL &
TOURISM



HORTICULTURE



BUSINESS &
MARKETING



CREATIVE
& DIGITAL



CHILDCARE



CYBER
SECURITY



CONSTRUCTION



PROJECT
MANAGEMENT



HEALTHCARE



DENTAL
NURSING



HOSPITALITY



HAIRDRESSING



LEGAL
SERVICES



JOURNALISM



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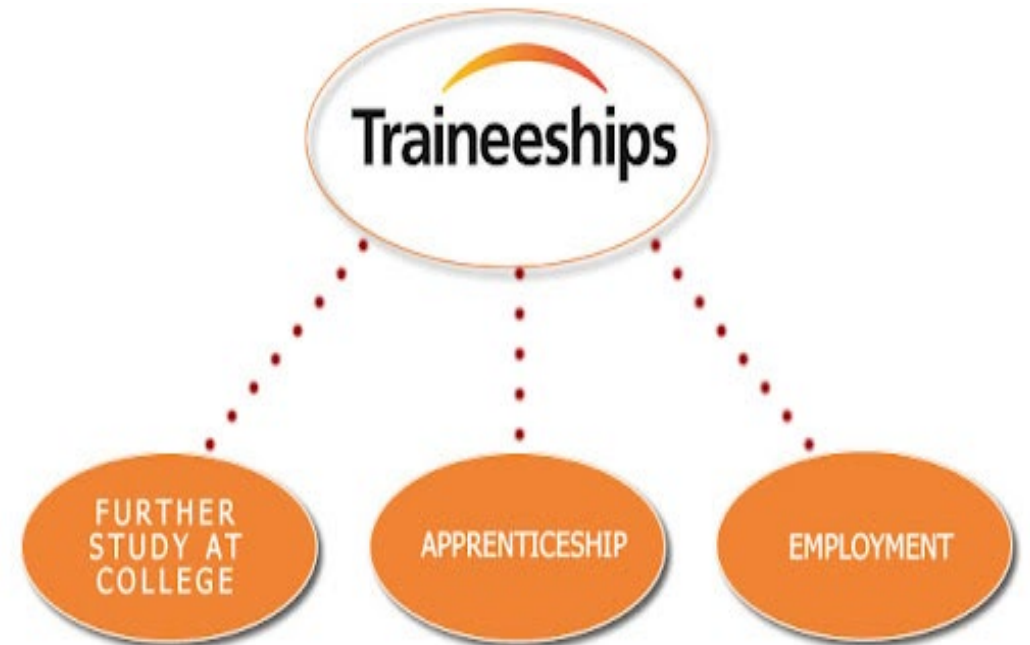


Pre-Apprenticeships/Traineeships “Study Programmes”

For any Year 11 who have not secured an apprenticeship or perhaps don't feel ready for this, and are looking for an alternative to college, then a training course - such as a pre-apprenticeship or a traineeship - could be an option.

This is where learners complete a qualification – usually based on a particularly job area – and gain work experience BUT are not yet employed yet.

It also allows learners to improve English and Maths grades if they are not quite at the level needed for an apprenticeship (which would normally be GCSE Grade 4 or higher)



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Year 11 Timeline for Career Planning...

September

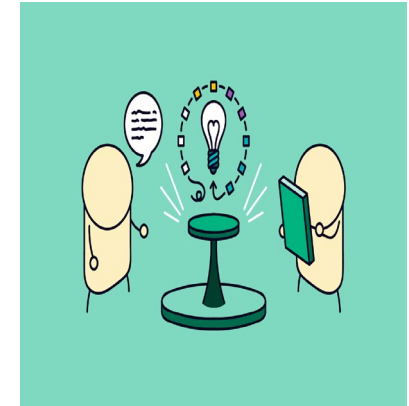
- Colleges will start hosting OPEN EVENTS from the end of the month onwards. The list of events will be on our website and all students will be issued a printed list of these events by the end of this week!
- College assemblies & presentations for Y11s during R time
- Year 11 Careers meetings with Mr Farmer will start (and will continue throughout the term)
- Students interested in CITY SKILLS college (Construction/Motor Vehicle) are encouraged to apply ASAP in September due to demand!

October

- We are planning a **Careers Fair on WEDNESDAY 15th OCTOBER 2025** inviting a range of colleges, apprenticeship providers and employers.
- Half term – application deadline for any Year 11 applying for NURSING CADETS (Year 11 students should see Mr Farmer asap if interested in studying this course!)

November

- November is a good time to complete **college applications** – students should apply to at least 2 colleges so there is a backup option (*If students are seeking an apprenticeship, it is still strongly advised to apply for college too as apprenticeships can be very competitive!*)



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Year 11 Timeline for Career Planning...

December

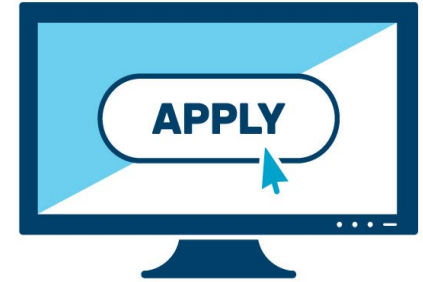
- DEADLINE FOR ALL Y11 COLLEGE APPLICATIONS:

Monday 15th December 2025

- This may seem like quite an early deadline for college applications(!) But this is so that Mr Farmer can check all applications and get them sent to college in time to secure any interviews required in the Spring term. Students can still change courses options after this date!
- Year 11 can apply to college by a paper form or an online application (depending on the college) – Mr Farmer will support, and there will be ‘drop-ins’ after school for help.
- By this date, the majority of Year 11 will have had a careers meeting with Mr Farmer/Miss Farooq

January

- All Year 11 will be expected to have completed their CV
- Careers interviews with Mr Farmer will continue to be offered
- COLLEGE INTERVIEWS start – these are REAL interviews to get an OFFER from college.



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Year 11 Timeline for Career Planning...

February

- College interviews will continue.
- APPRENTICESHIP preparation will begin. There will be workshops held in school to help those in Y11 wanting apprenticeships, helping with how to search and apply for vacancies.
- Mr Farmer will be available for extra meetings if requested.

March

- College interviews will continue.
- Apprenticeship vacancies may start being released around March (Y11 students cannot start an apprenticeship until July 2026 at the earliest)
- Mr Farmer will be available for extra meetings if requested.

April – June

- By April, all Y11s are expected to hold an OFFER for education or training after school – either a college place or an apprenticeship / training place. The focus at this time will be on REVISION and then EXAMS! students will then finish school in June!



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GCSE Results Day: Thursday 20 August 2026
College enrolment from 20.08.26 to 31.08.26



School reference: 5 AREAS TO IMPRESS!

During the year, a college or employer may write to the school for a REFERENCE – this will likely comment on:

1. GCSE predicted grades
2. Attendance record
3. Punctuality record
4. Behaviour record
5. Evidence of EXTRA-CURRICULAR or additional activities and achievements

AIM TO IMPRESS - there will be competition from Year 11 students at other schools for college places and apprenticeships!



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Careers Fair – WED 15 OCT 2025

An opportunity for KS4 students and parents & guardians to meet with local colleges, apprenticeship & training providers and employers and start researching options after leaving school!

The event will be held in the Sports Hall between 4.30pm – 6.00pm.



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See you there!



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And finally...

Deciding on plans after school is difficult – it is ok, and very typical, for Year 11 students to feel unsure!

Encourage conversation around advice and support - this could be from family, friends, or staff in school – but above all we all want to support your child to **choose** a pathway and destination that they will really **ENJOY!**

Simon.farmer@consilium-at.com

Usual days in school: Mondays, Tuesdays & Wednesdays



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The Road Ahead

Mr Pinches

Key Dates

- Mock Exams
 - DC1: 3rd November – 14th November 2025
 - DC2: 26th January – 6th February 2026
- Progress reports
 - First Progress report – 5th December 2025
 - Second Progress Report – 13th March 2026
- Parents' Evening: 8th January 2026
- External Exams: 7th May – 17th June 2026
- Year 11 Prom: (TBC)
- Results day: 20th August 2026

January	February	March	April
Su M Tu W Th F Sa 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	Su M Tu W Th F Sa 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28	Su M Tu W Th F Sa 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	Su M Tu W Th F Sa 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30
May	June	July	August
Su M Tu W Th F Sa 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	Su M Tu W Th F Sa 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	Su M Tu W Th F Sa 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	Su M Tu W Th F Sa 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31
September	October	November	December
Su M Tu W Th F Sa 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	Su M Tu W Th F Sa 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	Su M Tu W Th F Sa 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	Su M Tu W Th F Sa 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31



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Any questions after the evening, please email
MHSyear11@consilium-at.com



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Thank- you for your
continued support

Have a safe journey
home.

C

Consideration

Considerate about ourselves, others,
and our community.

A

Aspiration

Aspire to be the very best in all
that we do.

R

Resilience

Work hard and never give up.
Seek help and help others.

E

Equality

Value diversity and tackle
discrimination.



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#We are Team Moorside

