

Key Stage 4 parents' information evening



CURRICULUM AND EXAMINATIONS

INFORMATION FROM CORE SUBJECTS

YEAR 11 (HALL): MOCK EXAMINATIONS AND POST 16

YEAR 10 (LIBRARY): MANAGING EXAM PRESSURE AND WORK EXPERIENCE

Nurturing successful students: ambitious curriculum, great outcomes

- **30%** of the year group achieved at least three GCSEs at the **top grades 7 to 9**.
- Attainment in **English and Maths was strong at all levels:**

	English		Maths	
	William Ellis	Boys nationally	William Ellis	Boys nationally
Highest grades (7-9)	24%	12%	32%	18%
Standard pass (4-9)	79%	53%	80%	59%

- In **Languages**, 58% achieved a grade 5 or above. **20% achieved a grade 5 or above in two foreign languages.**
- **62%** of the cohort achieved **2 or more Science GCSEs at grade 4 and above.**
- **43%** of students achieved the **English Baccalaureate. 32% achieved a grade 5 or above.**
- **43%** of GCSE results in **Music** were **graded 7 to 9.**

Key Stage 4 Curriculum at WES

Core Subjects

English Language and English Literature

Mathematics (Further Mathematics for some)

Science – Double or Triple award

Modern Foreign Languages for 90%

- Princes Trust XL course and study support

Non-examined compulsory national curriculum

- Physical Education
- PSHE and Tutorial

Optional Subjects

History, Geography, Sociology, Travel and Tourism

Art, Graphics, Food Technology

Computing

Drama

Music

Physical Education

Business Studies, Economics

The default expectation is that students will sit exams that give them 9 GCSE qualifications or equivalent.

A few students will study fewer; some will have opted for more.

Assessment

There are three types of assessment used in school.

1. Formative Assessment: when teachers are regularly checking students' knowledge and understanding through questioning and in class or homework activities so that they can give timely and useful feedback. This informs progress, or "working at" grades throughout the two years.
2. Summative Assessment: designated testing points when students complete work in exam-style conditions (specific questions, time restricted) and teachers mark work against GCSE examination criteria. This also includes Year 10 end of Year exams and Year 11 mocks. These pieces of work also inform progress grades.
3. Nationally Standardised Summative Assessment eg: GCSE's and A levels
 - Used to give a summative assessment at the end of a course of study to reflect what students understand and can remember.
 - Grades of these assessments support the admissions process for transition to the next stage of learning.
 - Marked and moderated externally and must be done under specified conditions.

Assessment

KS3

GCSE

Grade	Attainment	Progress	Effort	Homework	Behaviour
A	Outstanding: the quality of work is well above the standard expected at this stage	Outstanding: progress is exceptional and exceeds expectations	Outstanding, consistently pushes himself and tries his hardest at all times, shows real interest and commitment to learning, contributes positively in lessons, is well prepared, brings equipment, is resourceful	Outstanding, completes all homework to a high standard	Outstanding, consistently responsible and ready to learn, shows a very positive attitude to learning, follows instructions first time, stays on task, interacts and works constructively with teacher and his peers, is almost always able to regulate his own behaviour
B	Good: the quality of work is above the standard expected at this stage	Good: progress is as good as, or even better than, expectations	Good: consistently pushes himself and tries his hardest almost all the time, shows real interest and commitment to learning, contributes positively in lessons, is well prepared, brings equipment, is resourceful	Good: completes almost all homework to the required standard	Good: almost always responsible and ready to learn, shows a very positive attitude to learning, follows instructions first time, stays on task, interacts and works constructively with teacher and his peers, works hard to regulate his own behaviour
C	The quality of most of his work is in line with the standard expected at this stage	Progress is in line with expectations	In line with expectations, but inconsistent, usually pushes himself and tries hard, often shows real interest in the learning and can contribute positively, is usually well prepared, brings equipment and can be resourceful	Most homework completed, but there are gaps and the work is not always of the required standard	Usually responsible and ready to learn, but inconsistent. Usually shows a positive attitude to learning, can follow instructions first time, stay on task, interact and work constructively with teacher and his peers, can ignore distractions and works hard to regulate his own behaviour
D	The quality of his work is slightly below the standard expected at this stage	Progress is slightly below expectations	Slightly below what we would expect at this stage, he does not really push himself and does not contribute enough in class	Some homework is completed, but not enough, and the work is slightly below the standard we expect at this stage	He can be responsible and ready to learn but does not always follow instructions first time and sometimes needs too many reminders.
E	The quality of work is below the standard expected at this stage	Progress is below expectations	Cause for concern, shows little interest in learning, rarely contributes in class, is not prepared for lessons, often forgets equipment, makes little or no effort in class	Cause for concern, hardly ever completes homework	Cause for concern, shows a negative attitude to learning, does not regulate his own behaviour, is often off task and sometimes disruptive.]

New Grade (9-1)	Old Grade (A*-G)	Description
7-9	A*+-A	Highest achievers
6-5	B-C	Strong pass
4	C	Standard pass
3-1	D-G	Below pass threshold
U	U	Ungraded

Assessment

Progress or “working at” grade: The grade your child is currently working at, across classwork, homework and in-year assessments.

Challenge Grade: The grade your child is aiming to achieve by the end of their GCSE. This is based on their ability and prior performance and represents a realistic but ambitious goal. This encourages your child to push themselves further and achieve beyond expectations. These grades are set by teachers considering both current performance and their prior attainment – including Year 6 SATs for Year 10.

Predicted Grade: The grade teachers believe your child is most likely to achieve in their final exams, based on their current performance and progress. This can change as your child continues to develop. **We do not give predictions until the completion of Mock Exams in Yr 11, when predictions can be made with reasonable accuracy.**

Assessment – Reporting

YEAR 10

Autumn and Spring

Progress grades based on end of unit, in-class assessments which are shorter and based on a shorter period of learning.

Summer

Progress grades based on the Year 10 exams, which are GCSE practice exams assessing work completed over the entire year and in full examination conditions. Students typically have covered 60% of each course.

Parents' Evening

Thursday 5th March 2026

YEAR 11

Autumn

Progress grades based on end of unit, in-class assessments which are shorter and based on a shorter period of learning.

Spring Based on Mock Exams - full GCSE practice exams assessing work completed over the previous 18 months. (around 80% of the course). This may also reflect standards of any coursework completed.

These are sat in full examination conditions in an intense period to replicate the GCSE exams.

Summer

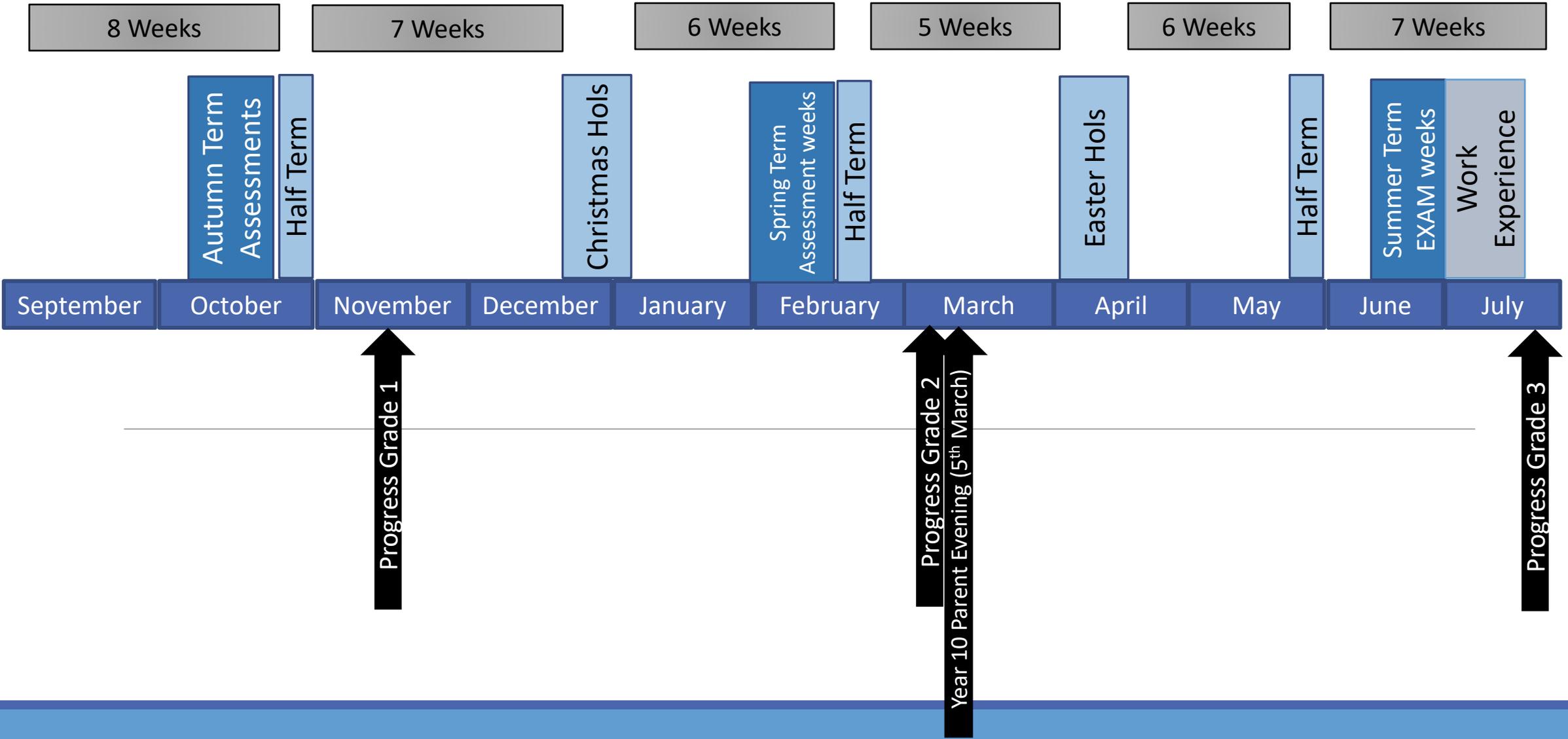
GCSE exams: 4th May – 26th June 2026

GCSE Results: Thursday 20th August 2026

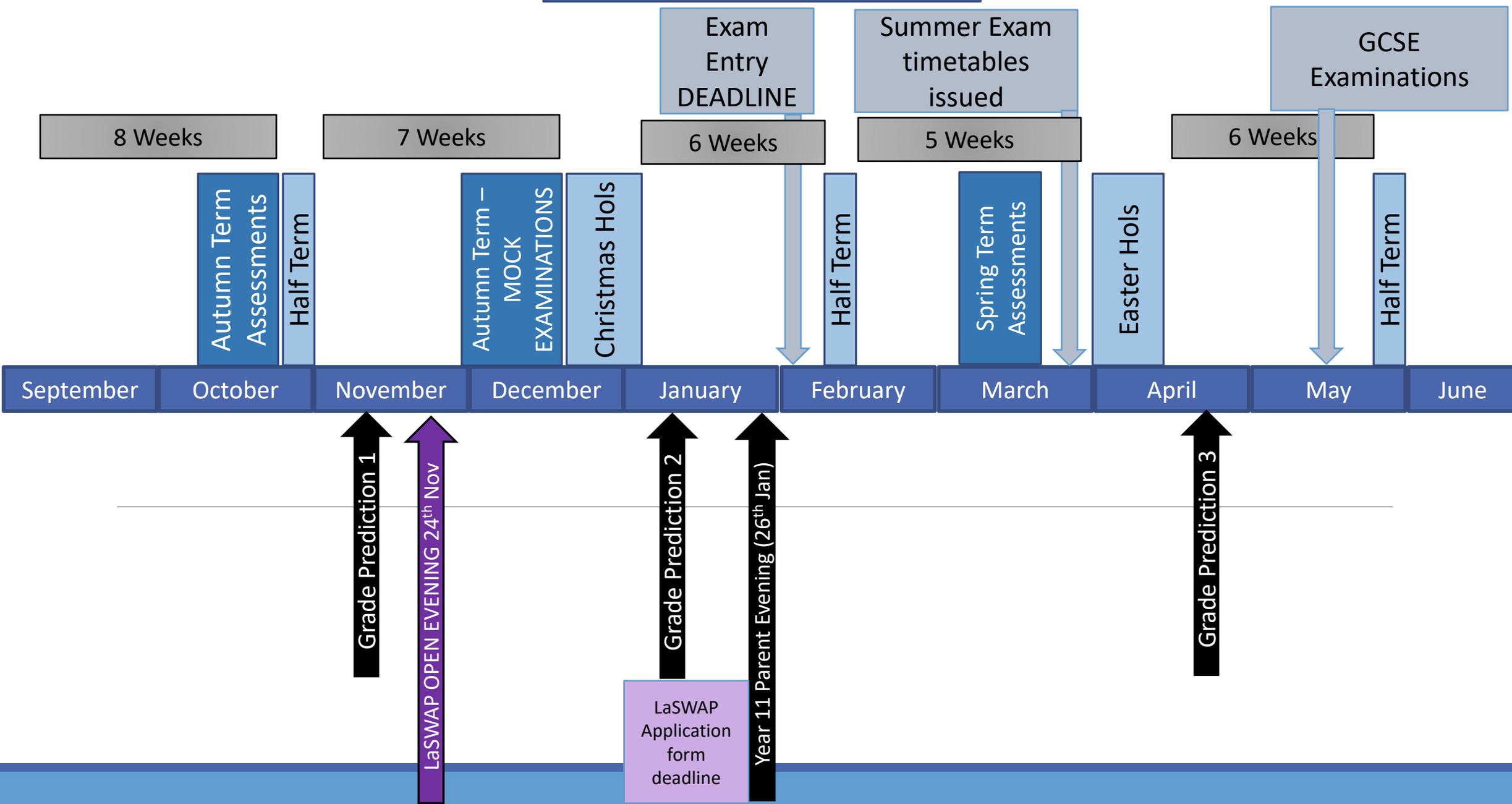
Parents' Evening

Wednesday 28th January 2026

Year 10 Timeline



Year 11 Timeline



Exams Information

HOME → STUDENT & FAMILY INFORMATION → EXAM INFORMATION

Exam information

The joint council for qualifications (JCQ) has published a series of regulations regarding the conduct of examinations. All students have a responsibility to read them.

Please click [here](#) to be taken to the JCQ website.

Mobile Phones – Malpractice

Under no circumstances are phones allowed in exam rooms, this is regarded as **malpractice** by the exam boards regardless of intention. Penalty found in possession of a mobile phone but switched off is 0 mark for the paper, phone switched on is disqualification from the exam subject.

Late Arrivals

To help you, we can send out your timetable by email and send a text reminder, please make sure we have the most up to date email address and mobile phone number for you.

In This Section

- 1 - Policies
- 2 - Internal Appeals
- 3 - Post-Results
- 4 - Certificates
- 5 - Private Candidates
- 6 - Exams Feedback

Examination Regulations-update



General Regulations for
1 September 2023 to 31 August 2024

For the attention of heads of centre, senior
within schools and colleges and examinat

AQA	City & Guilds	CCEA	OCR
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Warning to Candidates

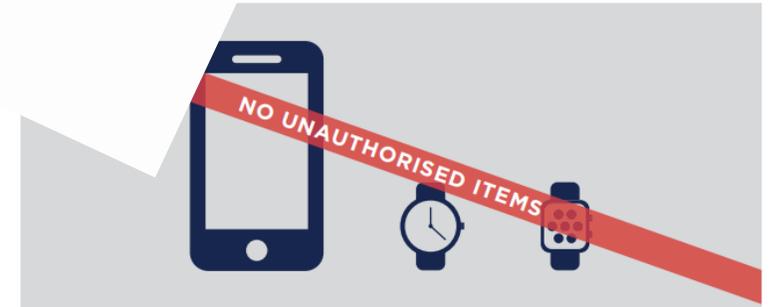
1. You **must** be on time for all your examinations.
2. **Possession of a mobile phone** or other electronic device is **not allowed** even if you do not intend to use it. It is subject to penalty and possible disqualification from the exam/qualification.
3. You **must not** talk to, attempt to communicate with or disturb other candidates once you have entered the examination room.
4. You **must** follow the instructions of the invigilator.
5. You **must not** sit an examination in the name of another candidate.
6. You **must not** become involved in any unfair or dishonest practice in any part of the examination.
7. If you are confused about anything, only speak to an invigilator.

The *Warning to Candidates* must be displayed in a prominent place outside each examination room. This may be a hard copy A3 paper version or an image of the poster projected onto a wall or screen for all candidates to see.

Information for candidates
Written examinations
With effect from 1 September 2023

OCR Pearson WJEC

**MOBILE PHONES
AND WATCHES**
AND OTHER
ELECTRONIC TECHNOLOGICAL/WEB
DEVICES AND SOURCES OF INFORMATION



Possession of unauthorised items, such as a mobile phone or any watch, is a serious offence and could result in

DISQUALIFICATION

from your examination and your overall qualification.

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On your exam day

This checklist will help you to be as prepared as possible for your exams, so that on the day itself you can focus on doing your best.

Before sitting your exams, ensure you know:

- the date, time and location of your exams – you might find it helpful to write this information in a calendar or planner
- who to contact at school or college in case there's an emergency that makes you late or unable to sit your exam

What you will need:

- a clear pencil case
- at least two black ink pens – blue pens are not acceptable
- an approved calculator for relevant exams
- appropriate apparatus such as a ruler or protractor for relevant exams
- a clear water bottle if you wish to take one in – it must not have a label



Contingency sessions:

- There are contingency sessions within the Summer 2024 exam timetable – the afternoon of 6 June and 13 June 2024 and the morning and afternoon of 26 June 2024. Make sure you are available on all three dates even if you do not have an exam.

What you cannot take into exams:

- any type of phone
- revision notes
- any type of watch (this includes analogue, digital and smart watches)



Other important information:

- Listen carefully to the invigilator's instructions which will be specific to your exam. If you are unsure of anything, please raise your hand and wait for the invigilator.
- Fill in your details on the front of your answer booklet.
- If you need additional answer sheets, raise your hand and wait for an invigilator who will provide you with one. Remember to add your details to this booklet too.
- If you need to use the toilet or feel unwell, raise your hand and wait for an invigilator who will escort you from the exam room.
- Make sure you stay silent – talking to a fellow candidate could result in disqualification from all your exams.

If you have any questions about your exams, please ask your teacher or exams officer.



NO MOBILE PHONES OR WATCHES

NO ELECTRONIC/TECHNOLOGICAL/WEB DEVICES OR SOURCES OF INFORMATION

UNAUTHORISED ITEMS



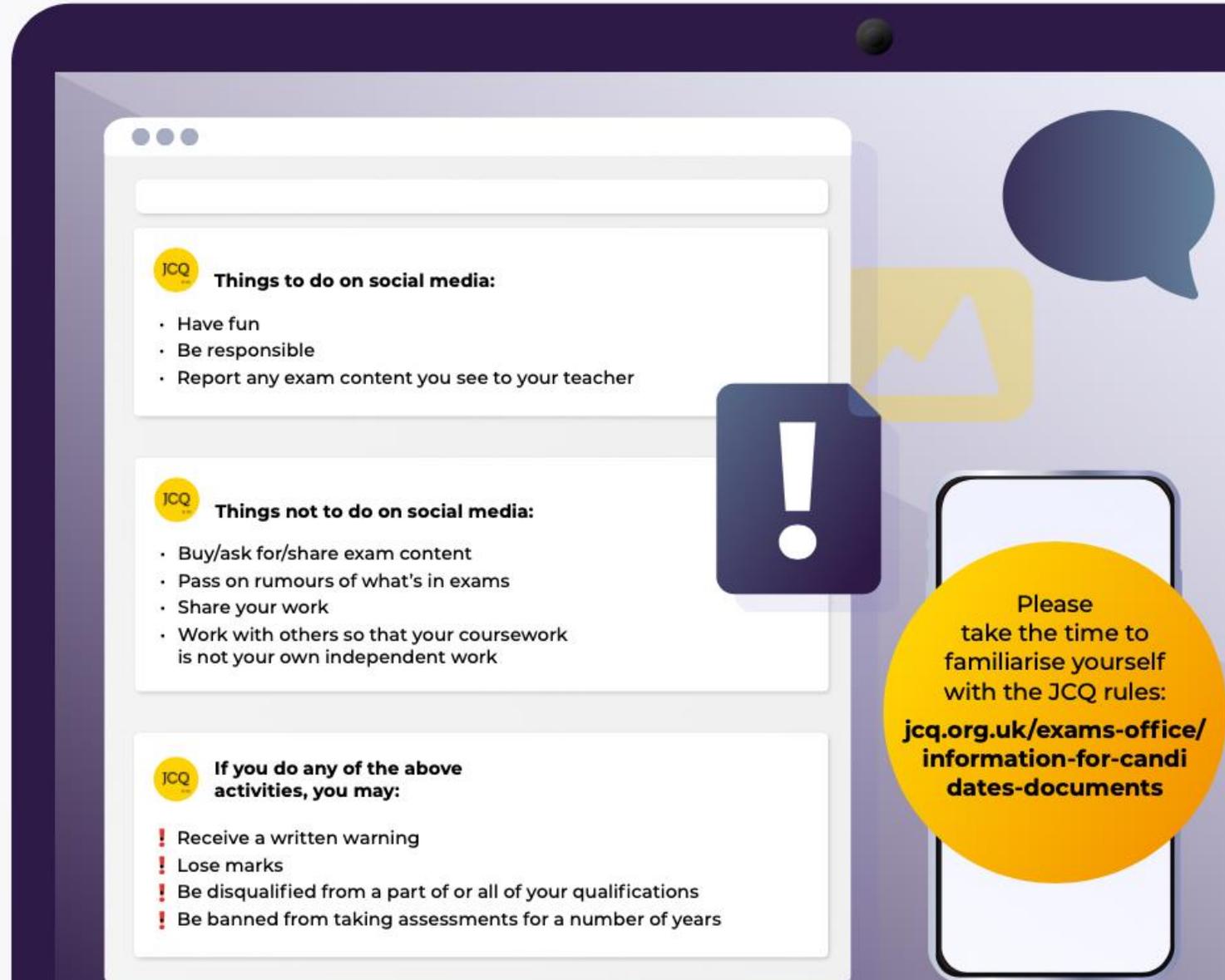
Unauthorized items, such as a mobile phone or smart watch, are an offence and could result in

DISQUALIFICATION

from your exams and your overall qualification.

While we like to share our experiences online, when it comes to exams, we have to be careful.

- Sharing ideas online can be helpful when you're studying or revising
- However, sharing certain information (see information on the right) can break the rules and could affect your results
- If you're not sure what you can and can't discuss online, check with your teacher
- If you receive exam content on social media, you must tell your teacher
- Don't be caught out by scammers selling fake exam papers

Things to do on social media:

- Have fun
- Be responsible
- Report any exam content you see to your teacher

Things not to do on social media:

- Buy/ask for/share exam content
- Pass on rumours of what's in exams
- Share your work
- Work with others so that your coursework is not your own independent work

If you do any of the above activities, you may:

- ! Receive a written warning
- ! Lose marks
- ! Be disqualified from a part of or all of your qualifications
- ! Be banned from taking assessments for a number of years

Please take the time to familiarise yourself with the JCQ rules:
jcq.org.uk/exams-office/information-for-candidates-documents

English Language and English Literature

Lorna Damms, Head of
English, Rubel Rahman,
KS4 lead:

(ldamms@williamellis.camden.sch.uk;
rrahman@williamellis.camden.sch.uk)

Some key messages from our team:

English language and English literature – separate GCSE qualifications, transferrable skills

English literature – grade 6 and above at access to A levels

Our mock exam schedule – what the students have done so far; what they will be doing in the December and March mocks (marking)

Lessons and interventions – what is happening and planning ahead

What students should be doing

Using teacher feedback and responding

Collecting and organising resources in their exercise books

Keeping and annotating models of writing

Doing homework or revision tasks **in the way we want them to**

Keeping their literature texts safe (the 19th century novel, *Romeo and Juliet*, their poetry anthology – to come – and their extracts from *An Inspector Calls*, or their own copies)

Referring to department-made guidance: the literature frontsheets, the language guide, the exam prep packs

HOME → LEARNING AND CURRICULUM → DEPARTMENTS → ENGLISH → KEY STAGE 4 ENGLISH

Key Stage 4 English

The Key Stage 4 English curriculum at William Ellis School

We follow the OCR syllabus for English literature and the AQA English language syllabus. Further detail on these syllabuses can be found in the GCSE examination section. We have chosen to interweave work on the literature units with work in preparation for the English language exams. English language also includes a compulsory speaking and listening unit that has no mark value but is a requirement for any pass grade in GCSE English language. This small unit is usually completed in the summer term of Year 10 or early in Year 11.

The texts studied for English literature are listed in the order in which they are usually completed first time round, though language work with a thematic link is embedded, and separate language units are also completed across the two GCSE years.

Modern drama: currently J.B. Priestley's *An Inspector Calls*

19th century prose: Charles Dickens's *Great Expectations* (all of the current Year 11 study GE; one Year 10 class may study *A Christmas Carol* instead in 2024/25)

Shakespearean drama: *Romeo and Juliet*

Poetry: the 'Love and Relationships' cluster from the OCR Anthology of modern and classic poems. *Towards a World Unknown*

Important department-made guides for Year 10 and Year 11:

- A guide to the *An Inspector Calls* exam for OCR
- A guide to the *Great Expectations* exam for OCR
- A revision pack for GCSE study of *Romeo and Juliet*
- The WES AQA English language handbook

GCSE An Inspector Calls booklet LD

PDF

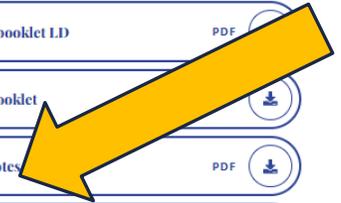
GrEx exam preparation booklet

Romeo and Juliet Key Quotes

PDF

GCSE English language AQA guide for 2026

PDF



Problems and unhelpful practice

- Homework and the internet; not doing homework properly
- Exam preparation and AI use
- Strategies advised on certain internet sites – e.g. doing papers in the wrong order; formulae for answering questions
- Tutors (sometimes), incl. online tutors and their PRETZELS and misjudged literary terms and unfamiliarity with some exam board practice
- Social media ‘solutions’, especially for descriptive writing; unoriginal/formulaic content – the dangers of

What parents and carers can do

- Monitoring which homework is done (and perhaps how)
- Helping students organize themselves at home, e.g. an accessible place for completed exercise books
- Looking out for articles ('unseen' texts) for their students to read; looking out for second-hand copies of *An Inspector Calls*

Maths GCSE

Mr G Vettiankal:

gvettiankal@williamellis.camden.sch.uk

- Three papers completed at either foundation (1 to 5) or higher (4 to 9) tiers
- Paper 1 is a non-calculator assessment, a calculator is allowed for Paper 2 and Paper 3
- Each paper is 1 hour 30 minutes long
- Some students in class Ma1 will be entered for Further Maths GCSE

Supporting your son in Maths GCSE

- Ensuring that they have the correct equipment for Maths
- Tracking their SPARX homework and ensuring they aren't using AI to complete
- Ensuring that they have somewhere to complete practice papers – at home, or agreeing that they will work at school or the local library

Modern Foreign Languages: French, Spanish & German

Mrs U. Rodgers – Head of MFL (urodgers@williamellis.camden.sch.uk)

Ms E. Eaves – Deputy Head of MFL (eeaves@williamellis.camden.sch.uk)

- First exams for new specification – Summer 2026 onwards – much more accessible
 - Year 11 single linguists (French) and Year 10 double linguists (French only): sat in May/June 2026
 - Year 11 single linguists (Spanish) and Year 11 double linguists (Spanish): sat in May/June 2026
 - Year 10 single linguists and double linguists in German: sat in May/June 2027
- Questions & Instructions in Listening (25%), Reading (25%), Writing (25%) in English
- Role Play prompts on Speaking exam (25%) in English – more preparation time given
- Reading Out Loud & Dictation tasks – new tasks for Speaking & Listening
- Translation tasks broken down into sentences, not as a long paragraph

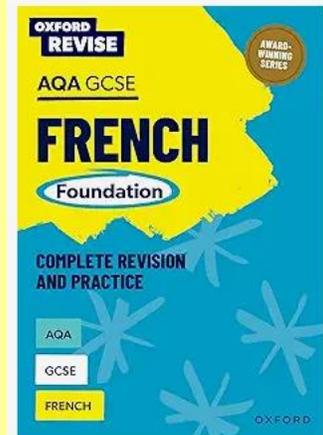
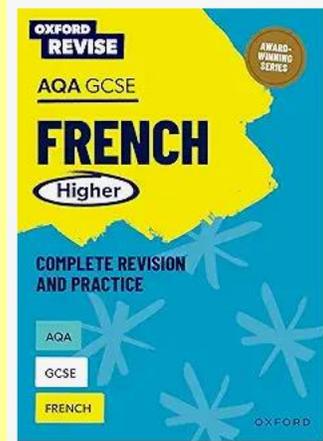
Modern Foreign Languages

After October half term – big focus in **Year 11 lessons & Y10 doubles lessons** on writing practice in class & revision of themes covered since June 2024, as well as speaking practice (3 parts*) at Foundation (grade 1-5) & Higher Tier (grade 4-9)

- Providing regular exam style practice via Exam Pro – targeted (F or H) questions
- Mock exams – full speaking exam in the last week of November
- Mock exams – full reading / writing / listening – December

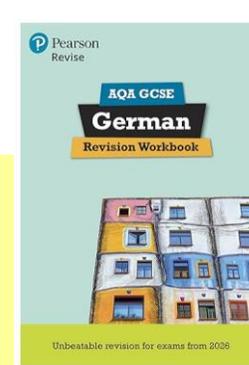
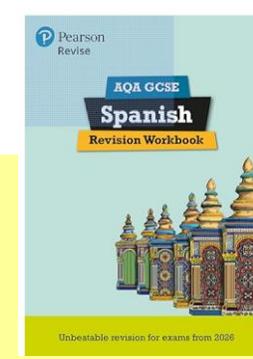
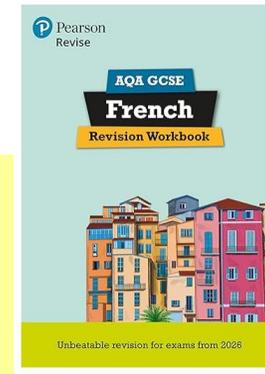
Extra support available in school out of lesson time:

- Monday lunchtime in LO1 – support with any HW issues / Writing & Reading
- Tuesdays - lunchtime outside LO2 – support with Spanish Speaking & Listening
- Wednesdays lunchtime outside LO2 – support with French Speaking & Listening
- Thursdays lunchtime outside LO2 – support with German* Speaking & Listening



Modern Foreign Languages

How to support your child at home



- Asking to look at their book & monitoring their progress via the MFL tracker in their books – are they practising their conversation questions regularly?
- Checking they are logging in to Kerboodle to complete interactive revision tasks, assignments set & have a quiet space to do the listening & speaking practice
- Remind them to apply study skills taught in MFL lessons (revision cards / mind maps/ blurting) & using Linguascope / Carousel for vocab and grammar
- Revision Guides with audio included via QR codes & transcripts at the back / model answers for speaking tasks
- Guiding them towards assessment example materials on AQA website & all the resources in their exercise book / Knowledge Organiser supplied by teachers

Science

Head of Science incl Chemistry: Ms Z Laattoe, zlaattoe@williamellis.camden.sch.uk

Biology: Mr M Scott, mScott@williamellis.camden.sch.uk

Physics: Mr S Fuller, sfuller@williamellis.camden.sch.uk

Combined (Double Award) Science

This qualification covers Biology, Chemistry and Physics

Students receive two GCSE grades – these may be the same e.g. 5, 5 or different e.g. 7, 8. This is determined by raw marks.

Students sit six papers of 1h 15m each and are entered for higher and foundation.

Two Biology, two Chemistry, two Physics

There are also required practical experiments that students must complete – full attendance is essential.

Triple Science

This is a separate GCSE in each of Physics, Biology and Chemistry. Grades are awarded independently.

Each subject has two papers, 1h 45m each. There are also higher and foundation tiers, and required practicals.

Students are examined on all the Combined Science content plus additional material.

In-year grading is done for each subject separately.

Year 11 families please remain here

Year 10 please go to the library

Camden

Post-16 Prospectus



Post-16 education

WHAT ARE THE OPTIONS AND HOW DO I
HELP MY SON ACCESS THEM?



A huge range of different sorts of courses: A Levels, T Levels, BTECs, Alternative Academic Qualifications, Cambridge Technicals, at Levels 1, 2 and 3

Entry requirements are dependent on Average Point Score, as well as individual GCSE results:

- For A Levels, APS of 5 plus four 6s in different GCSEs (also, see the subject-specific entry requirements on the website);
- For T Levels, APS of 5
- For other L3 vocational courses, APS of 4.5 (can also do an A Level alongside, or other equivalent courses)
- Three year sixth form options available, with a foundation year in Art, Business, Media or Sport

Some flexibility around entry requirements, because we know your circumstances

Flexibility around courses that students want to do – extending the curriculum with EPQ, or AS Core Maths, or additional AS courses

Application process managed through school, with a guidance interview with members of the KS5 team for students and parents before applications are completed

Internal CSG students are prioritized for admission.

Key Dates

- October – keep an eye out for news of different transition opportunities for our Year 11 students: master-classes, revision support, social activities are all being planned for the coming months. Full programme published by Half Term.
- November – LaSWAP Open Evening, Thursday 27th - bookings open soon at www.laswap.camden.sch.uk
- December – mocks – these are crucial for students' applications to sixth form

LaSWAP guidance interviews Saturdays 24 January and 31st January

Year 10

- **Ms Mercier Peart – Welcome**
 - Important GCSE year ahead
 - Working hard / assessment
 - Homework / Independent Study
- **Ms Smith – Expectations / Attendance**
- **Mr Parry – Work Experience**

Working Hard / Assessment

One assessment every half term

Revision tasks are put on satchel one

Data shared in the second half term

First mock exam in June before work experience

Homework : Go on to Satchel One



Main
Menu



Learning and Curriculum

Learning and Curriculum

Departments

Student & Family Info

Outdoor Education

Careers (CEIAG)

Admissions

PSHE

Literacy and reading

A Parent's Guide to Satchel One

PDF



See what Satchel One can help with

- Give total visibility of homework!
- Send reminders for when homework is due via our app
- Keep you up to date with To-do Lists, comments and grades
- Give you all the detail you need to support your child's home learning
- Remove the confusion - see what they need to do and when they need to do it!

Year 10

➤ Expectations for the year – attendance and progress

- National target minimum of **95%** / Expected **97%**
- Increases safeguarding, increases strong outcomes
- Enhances personal development and opportunities

Correlation between good attendance and strong educational success is clear

e.g: Research indicates that 92% attendance (17days absent) equates to 1 GCSE grade drop

Year 10

- **Expectations for the year – attendance and progress**

- Correlation between good attendance & strong educational success is clear
 - Current y10 attendance = 88.8%

! Potentially half a grade or more below expected

Important & Easy to change those habits now

Attendance and Impact on GCSE grades

Research shows

Attendance	Grade per subject achieved against expected result	
95% +	0.5 of a grade above	↑
95%	expected progress	
90%	0.5 of a grade below	↓
85%	1.3 of a grade below	↓
80%	2.2 of a grade below	↓

INSPIRE

WHEN?

29th June – 3rd July 2026



INSPIRE

WHY WORK EXPERIENCE?

- Learn about the world of work
- Find out about different careers
- Create ideas for the future
- Develop your skills
- Build your confidence
- Add to your CV



INSPIRE

Who is arranging our placements?

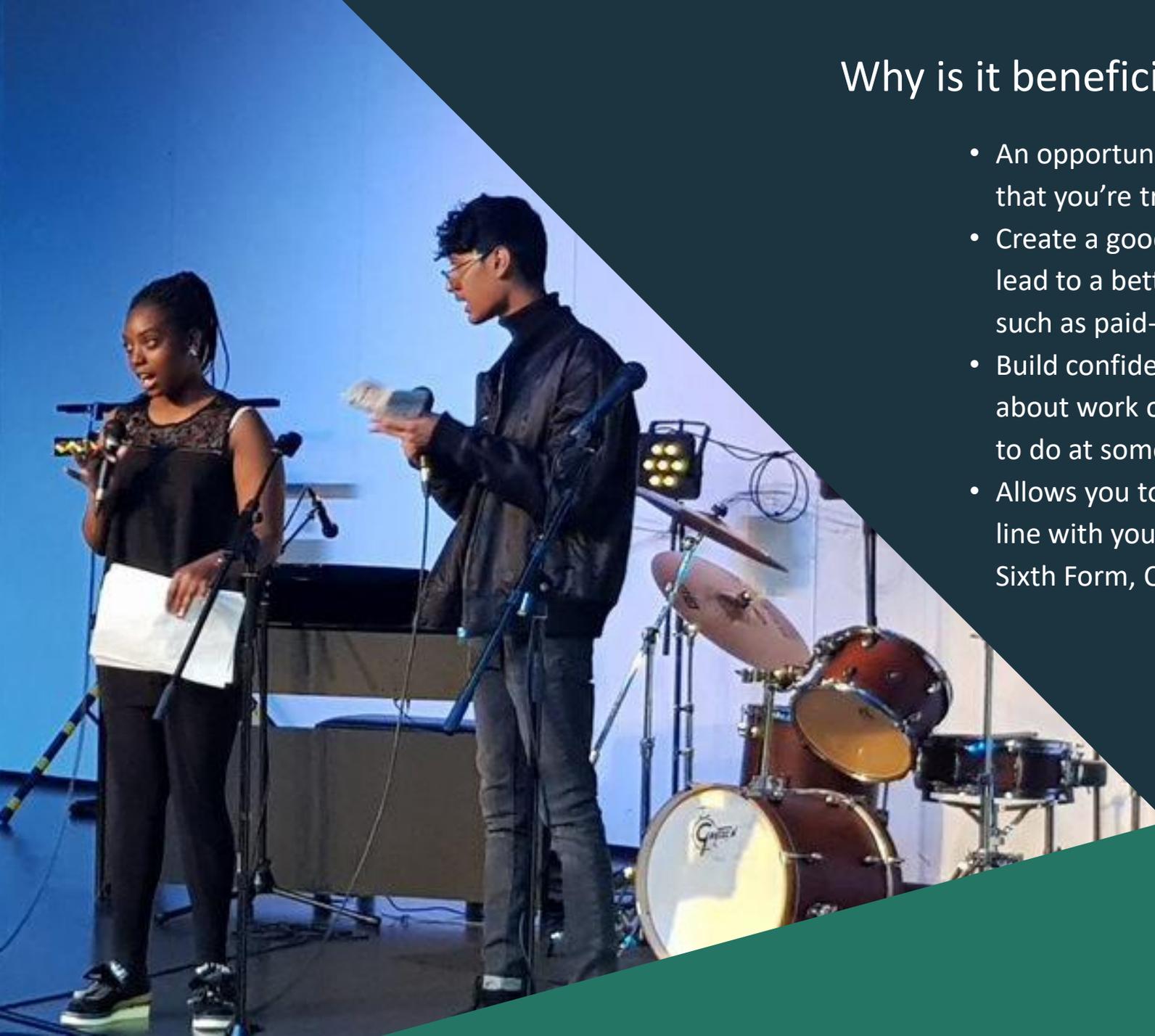
Inspire will arrange some of the work experience placements for the year group, however, you will all be given the opportunity to find your own placements!

Finding your own placement is the recommended approach for work experience....



Why is it beneficial to find your own placement?

- An opportunity to be independent and find a placement that you're truly interested in.
- Create a good impression with your employer. This could lead to a better reference and longer-term opportunities such as paid-work.
- Build confidence in approaching employers and asking about work opportunities. This is something you will have to do at some point in the future!
- Allows you to ensure that the placement you attend is in line with your future career aspirations which can help with Sixth Form, College and Apprenticeship applications



INSPIRE

A FEW THINGS TO CONSIDER

WHEN FINDING YOUR OWN PLACEMENT

INTERESTS HOBBIES SKILLS

FAMILY FRIENDS TEACHERS

FAVOURITE SUBJECT

LOCAL COMMUNITY

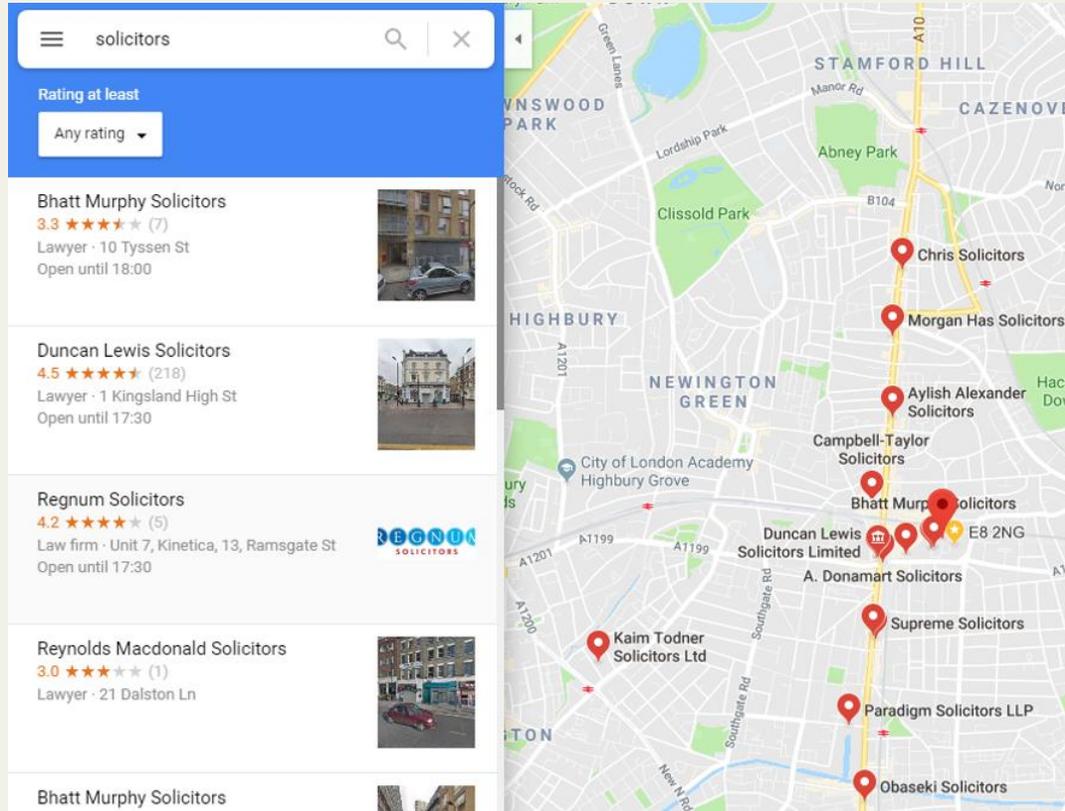
ASPIRATIONS



INSPIRE

GOOGLE SEARCH

INSPIRE



SEARCH USING KEY WORDS

See what employers are in your local area and consider your travel options

Click on the red icon to find out further information about an employer

REMEMBER: EMPLOYERS IN THE SAME SECTOR MAY GO BY DIFFERENT NAMES - I.E. LAW FIRM VS SOLICITORS

HOW DO I CONTACT MY EMPLOYER

By phone:

Hotel, Primary School, Construction Company

By email:

City law firm, Advertising agency

By visiting face-to-face:

Pharmacy, Restaurant, Banks



PROMOTE YOURSELF!

“Hi, my name is Nicky and I am currently a student in year 10. I am studying Art as a GCSE and really interested in learning more about working in graphic design!

Please could I speak to someone about potentially doing my work experience with you?”

Remember: Employers want to know why you want to work for them and what area interests you!



WHAT WILL YOU NEED? **INSPIRE**

INSPIRE
OPENING DOORS

 **The City Academy, Hackney**
Values and Success

Student Work Experience - Own Find Form
City Academy Y10: 10th – 14th July 2023

Company Details

Name of Organisation:	
Name of Contact Person:	
Address of Placement:	
Postcode:	Tel:
Mobile:	Email:
Employer's Liability Insurance Policy No:	
Insurers Name:	Expiry Date:
<small>We expect that only Employers with Employer's Liability Insurance are eligible for inclusion in Inspire's work experience programme.</small>	

Placement Details

Name of Student:	
Working Hours:	Dress Code:
Work Experience Position:	
Job Description:	

Form Submission Deadline: Friday 21st April 2023

Declaration
During the period of work experience, the above-mentioned student will be given meaningful work to carry out and will be properly instructed and supervised, especially with regard to safeguarding and safety at work. I acknowledge our responsibilities under the Health and Safety at Work Act 1974. Students will not be left unsupervised and will not work in isolation with any one individual employee. I can confirm that the student on placement will be insured under our Employer Liability Insurance.

Name:	Position:
Signed:	Date:

Would you consider offering placements to other students? (please circle) Y / N

Please Note: A follow up appointment will be made for a pre-placement visit by a member of the Inspire Work Experience Team.

- EMPLOYERS ADDRESS
- Contact Details
- Signed Permission
- Employers Liability Insurance

DEADLINE!

Return completed own find
form to school by:

Thursday 26th March 2026



WHATS NEXT?

1. IN THE NEXT DAY OR SO, THE SCHOOL ARE GOING TO SEND YOUR PARENTS CONSENT FORMS IN RELATION TO GDPR AND PERMISSION TO GO ON WORK EXPERIENCE. PLEASE RETURN THE SIGNED FORMS TO YOUR TUTOR NO LATER THAN DEADLINE TBC

2. YOU WILL ALSO BE PROVIDED WITH AN OWN FIND FORM FOR YOU TO FIND YOUR PLACEMENT. ONCE YOU HAVE RECEIVED IT, GO OUT AND START FINDING YOUR PLACEMENTS! MAKE THE MOST OF THE TIME YOU HAVE AVAILABLE – THE DEADLINE TO SUBMIT IS DEADLINE TBC

INSPIRE

OPENING DOORS

WORK EXPERIENCE PROGRAMME CONSENT FORM

I agree that my Son/Daughter (Name).....

Will take part in the Work Experience Programme between

I give permission for the processing of my son/daughters details as set out in the Inspire WEX Data Processing Policy (Appendix A). I understand that processing of their personal data is necessary to enable my child to access the WEX web portal to choose their preferred work experience placements, for placements to be processed and monitored effectively and for Inspire to report on the impact of the work experience programme.

Please circle as appropriate Yes / No

Please note: If you do not give consent to the processing of data as stated above, 15billionebp/Inspire will be unable to organise a work experience placement on your son/daughters behalf.

15billionebp/Inspire is committed to representing and promoting the wonderful young people of Newham and nearby London boroughs by sharing examples of young people taking part in our programmes.

I agree that Inspire can take photographs and/or film footage of my child during their work placement for use, along with their name, on 15billionebp/Inspire's website, social media channels and promotional material such as brochures/flyers.

Please circle as appropriate: For 15billionebp/Inspire use and storage: Yes / No

For third party use (e.g. the company hosting the placement): Yes / No

If you have any concerns about the film/photography usage or wish to change your decision to consent to the film/photography being used, please contact 15billionebp on info@15billionebp.org or info@inspire-ebp.org.uk Images are securely stored on a password protected database and copyright property of 15billion/Inspire.

Registration number: 02462697 Charity number: 1000041 03456002290

Please provide information on any medical conditions or additional information that the employer should be made aware of or that may affect the choice of placement provided:

Name..... Signed..... (Parent/Carer)

Date.....

New Hockley Education Business Partnership is a limited company registered in England and Wales, registered company no. 05197521 Registered charity no. 118057 Registered office:

34-38 Dalston Lane, London E8 5AZ
020 7275 6090
info@inspire-ebp.org.uk



INSPIRE

OVER TO YOU!
ANY QUESTIONS?

INSPIRE

OPENING DOORS
TO BRIGHTER
FUTURES



Year 10 – We want a team of HEROs

Here
Every Day
Ready to learn
On time

WILLIAM ELLIS SCHOOL

YEAR 11 LINKED STAFF

Head

Ms Jones

Deputy Headteacher

Mr Lane

Head of Year 11

Mr Pratt

Y11 Tutors

Ms Rogers	11B
Mr Vettiankal	11F
Mr Levitt	11K
Mr Edwards	11L
Ms Goryska	11W

Community Link Workers

Mr Wagad

Mr Hye

Ms Murphy

EAL Coordinator

Ms Danova-Balabhadra

Lead Mentor

Ms Ward

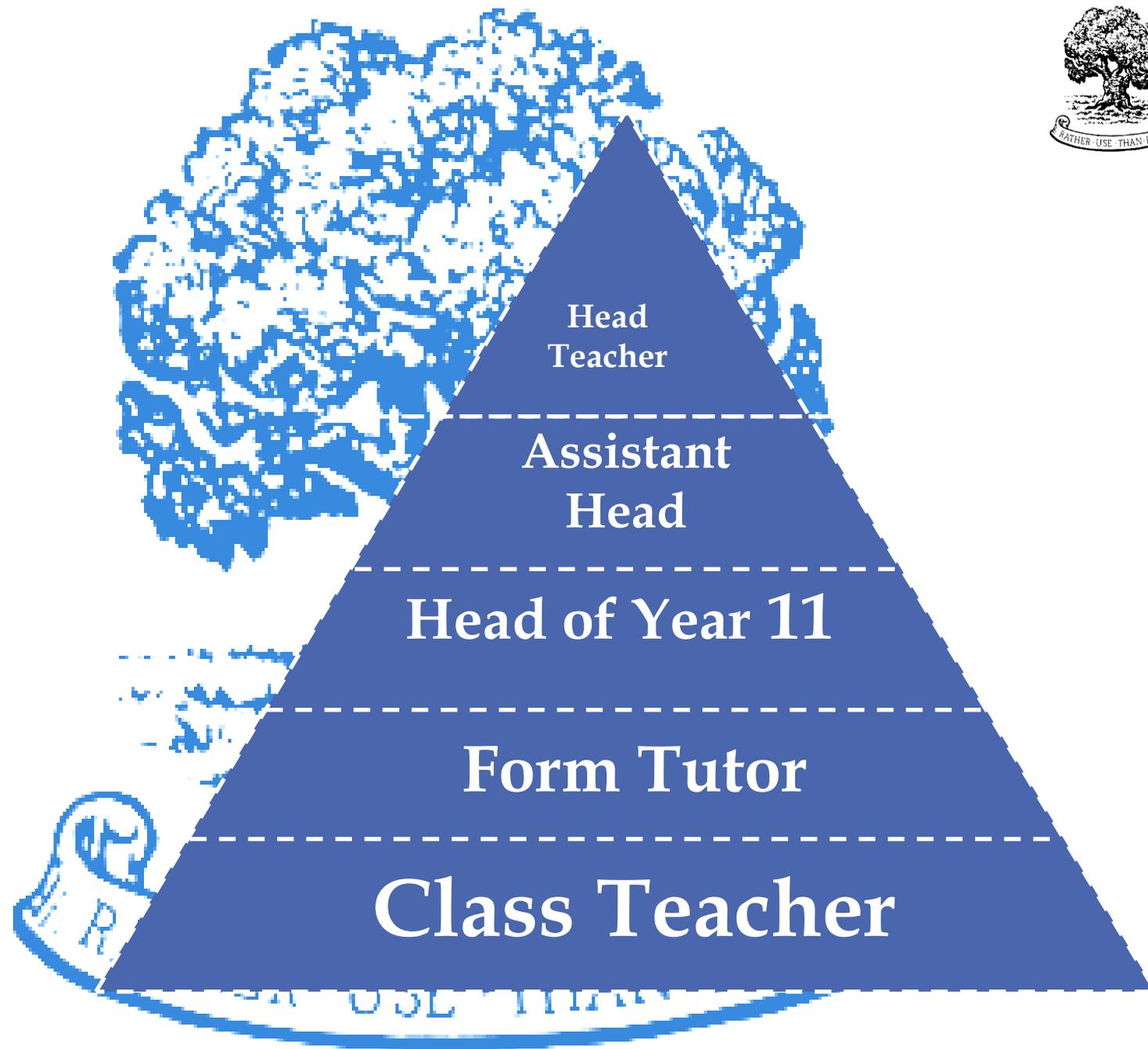
SENCO

Ms Charalambous Clarke



When to contact us and how to contact us:

- Info from the school website
- In person
- By telephone
- By e-mail



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Partnership of school, student and home

*Parental involvement is
8X more important in
determining a child's
academic success than
family background*

Valuing their
independence

Working in partnership
with the school and
supporting the school
in their role

Curriculum Map

- ✓ Available on school website
- ✓ What is going to be covered and when

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1
Music	Composition - Free Composition Programme note (deadline half term). Inspiration Composition to a brief (second half term) - mind-map, graphic score Performance- Final solo performance (half term) Ensemble performance decided (second half term). Listening - Melodic Dictation, Cadence Identification	Composition - 1 minute composition brief set by AQA Performance- Ensemble Practice Listening - Long questions practice - Mock Exam practise	Composition - Complete composition to a brief. Score, programme note for both compositions complete. Performance- Ensemble 2 minute performance Practice Listening - Mozart and Paul Simon. Extended written response questions. Exam technique for cadences, dictations, Tempo and intervals	Performance- Ensemble 2 minute performance final performance. Practice Listening - Area of Study 1-4	Listening - Exam Revision, Practise Papers and Practise Questions
PE (GCSE)	Unit 2: Stress management, Aggression, Personality, Motivation & Social groups - Unit 4: Trampolining & Table tennis	Unit 2: Commercialisation, Technology in Sport, Conduct of Performers - Unit 4: Trampolining & table tennis	Unit 2: Drugs in Sport, Spectator behaviour, Health and Fitness, Sedentary Lifestyle, Obesity, Somatotypes - Unit 4: Choice	Unit 2: Diet - Unit 4 Choice	Revision of Unit 1 & 2
PE Core	Football	Table tennis & Badminton	Fitness	Football (Rugby from 2024)	Basketball
Science-Biology (Combined)	B10 Nervous System and B11 - The endocrine system	B13 - Reproduction	B14 - Variation, B15 - Evolution	B16 - Adaptations, B17 - Ecosystems, B18 - Biodiversity	Revision Paper 1 and 2 units
Science-Biology (Triple)	B12 - Homeostasis, B13 - Reproduction	B14 - Variation, B15 - Evolution, B16 - Adaptations	B17 - Ecosystems, B18 - Biodiversity	Revision of Paper 2 units	Revision of Paper 1 units
Science-Chemistry (Combined)	Chemical Analysis/Rates	Rates	C7 Energy Changes in reactions	C5 Reactions of Acids	Exam prep.
Science-Chemistry (triple)	C8 Rates (all), Resources revision (RDA), Energy Changes (ASM)	Chemical Analysis, preparation for mocks	Revision	Revision	Exam Prep.
Science-Physics (Combined)	Heating (P2) and Particles (P6)	Forces in balance (P8)	Forces and motion (P9)	Forces and motion (P10/P11)	Revision

Your personal exam timetable for the mock exams will be issued in November, and for the summer GCSE exams shortly before Easter

Day / Date

Start time
9am or 1.30pm

Subject

Exam length in mins

Candidate No: 3105 UCI: 10288023105X ULN: 2461498228

Centre No: 10288 Season: Year 10 mock summer 2024

Date	Start	Option Title	Option Code	Exam	Unit Code	Room	Seat	Length
Wed, 19th Jun	1:30PM	Mathematics Higher	0172A	Maths Higher (non-calculator)	0172A01	Hall	F7	75m
Thu, 20th Jun	1:30PM	Sociology	0176A	Sociology	0176A01	22	A3	105m
	8:50AM	English literature	0166A	English lit	0166A01			105m
	1:30PM	Business	0161A	Business	0161A01	Hall	A3	105m

The dates and times of all GCSE exams in the summer of 2026 [can be found on the listings here](#), by subject and exam board.

SEAT DEATAILS

On the printed timetable. Every student will have a personal seat number. They must remember this number for their exams. The seat number will be used in the hall



KEEP CALM & REVISE

- All students are in school every day until 1:00 during the mock exam period.
- Students that do not have an afternoon exam will be dismissed after early lunch at 1:00.
- Supervised study sessions will run in the library for pupils that wish to attend.
- Normal lessons will resume for all of Year 11 on the 19th and 20th December.



It is YOUR responsibility to have the equipment required

EXAM EQUIPMENT LIST

ESSENTIAL ITEMS

Black Pens
Pencil
Rubber
Pencil Sharpener
Ruler



ADDITIONAL ITEMS THAT MAY BE REQUIRED DE-PENDANT ON EXAM

Angle Measure or Protractor
Compass
Calculator (without a lid)



OPTIONAL ITEMS

Highlighter Pen (to highlight text in the ques only—cannot be used in your answer books)



SUBJECT SPECIFIC

Coloured Pencils

All of the above items need to be in a see through plastic bag or transparent pencil case.



Year 11s have been informed that they must only use a black pen. In the summer 2026 exams scripts will be marked electronically. Black pens make it easier for their papers to be read. Please remind them not to bring in blue pens for their Mocks. We want them to be ready for their 2026 exams.

If sick and absent

Dentist and doctor's appointments will not be accepted. (reschedule if you know you have an appointment)

If you are sick, make sure your parents call and talk to Mr Pratt or Mr Lane. We'll make sure you sit your exam at a later date (for mock exams only).

For Summer GCSE exams - Any students absent for sickness must provide a medical certificate with the date of the exam and only 2% allowance can be made.

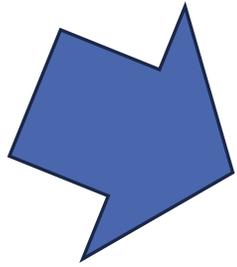
These are the rules given by the GCSE exam board. We have no choice in the matter, and we need to make sure you understand the consequence of the points discussed above.

Worries about workload?

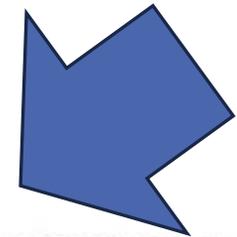
WHAT CAN PARENTS AND
CARERS DO TO HELP?



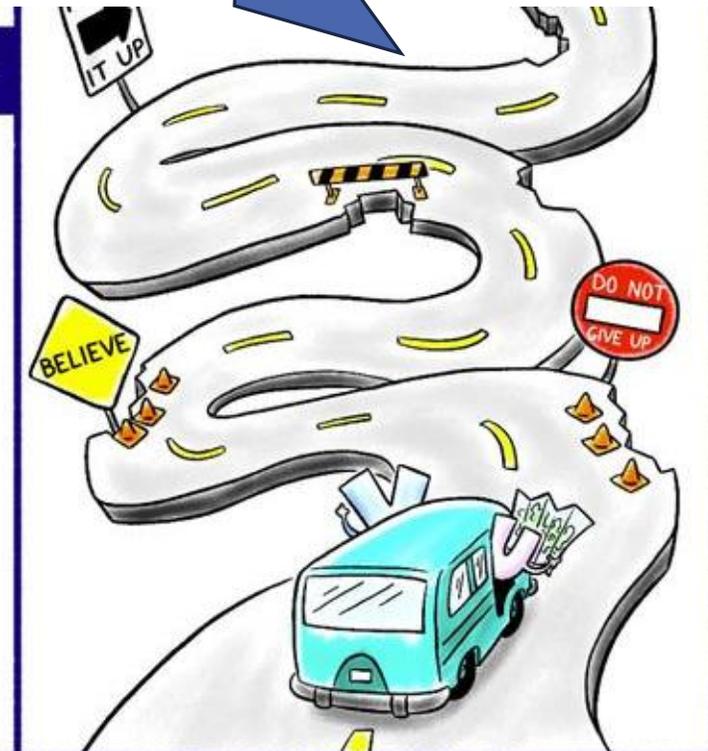
Revision one size does not fit all



Revision is never a straight route; there are many twists and turns



Revision can sometimes feel like a deer looking into headlights



Exam Stress

Information parents and carers

Exams can lead to great stress for students and those who live with them.

While a certain amount of stress is inevitable at exam time, you can help to keep things focused and calm for your child...**this is a dress rehearsal!**

Parent's view

He always leaves it to the last minute

There is always an excuse and I don't know what to believe

Schoolwork looked very different in my day and I don't know how to help

Isn't it the teacher's job?

Whenever I try to talk calmly about exams it always end up in an argument

I seem to be the only one worried about this

Students view

They just nag me all the time

I am old enough to manage it on my own

They don't understand the system now, it has all changed since they were at school

I can't work at home there is too much noise, I have to go to my friend's and study

They pile on the pressure and will only be happy if I get top marks

They think I will fail and not get a good job

Healthy sleeping and eating habits

Encourage your son to stick to a routine of going to bed at a reasonable time. They need to avoid late night screen use.

Motivate them to eat regularly and make time to have fun and exercise.

Encourage them to drink lots of water instead.

Remind them to take time out when they eat, rather than carrying on with study.

Encourage them to eat fresh fruit, vegetables, cereals, grains, nuts and protein - they are all good for the brain and blood sugar levels.

Encourage them to eat when they get hungry, rather than graze as a distraction. This keeps blood sugar and hydration levels steady.

Avoid sweets and junk food if possible. It will bring a sudden sugar high which will fall away quickly, leaving a person feeling tired.

Relaxation ideas to help your son cope with exam stress

- Always encourage your son to relax before they go to bed after concentrating for long periods of time. Activities such as reading a short story may help them unwind and sleep better.
- Encourage them to get some sunlight and fresh air and do some exercise they enjoy.
- Avoid rushing on the day of the exam by checking with them that they have packed everything they need to take with them the night before.
- Avoid a post-mortem after each exam, keep things in perspective and look ahead to the next one.

Parent's role

1. Helping to keep them motivated
2. Remembering to listen not lecture
3. Asking how you can be of help
4. Helping with organisation and routines
5. Building their resilience
6. Be there for relaxation and break times
7. Show an interest in the content not just result
8. Inform yourself

Asking for help

- If you are worried about your son's stress levels talk to their tutor or Head of Year
- Encourage them to ask for help from their form tutor, HOY, School Counsellor, subject teachers

Why is Attendance and Punctuality important?



- 1. Consistent Learning:** Being in school every day ensures that students do not miss out on important lessons and coursework. Each day of learning builds on the previous one and missing even a few days can create gaps in knowledge that are hard to fill.
- 2. Better Grades:** Research shows a direct link between high attendance and better academic performance. Students with higher attendance rates tend to achieve higher GCSE grades. Missing just 17 days in a school year can lead to a drop of one grade across all subjects.
- 3. Preparation for Exams:** Regular attendance helps students stay on track with their revision and preparation for exams. It allows them to participate in review sessions, ask questions, and get the support they need from teachers