



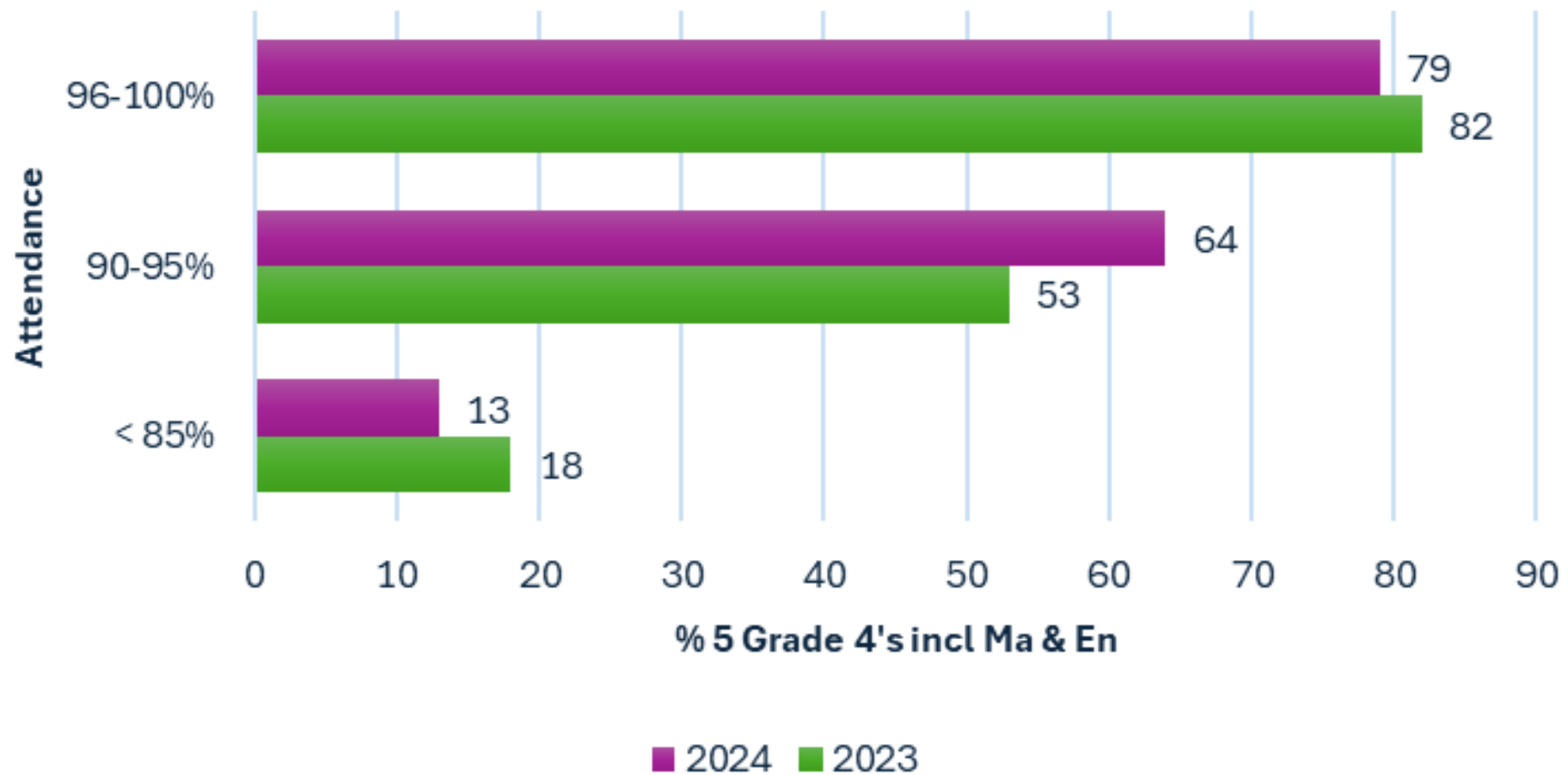
**KJS GCSE  
SUPPORT  
EVENING**

**Welcome  
Year 11 Parents**

**EVERY** day  
counts  
attendance matters

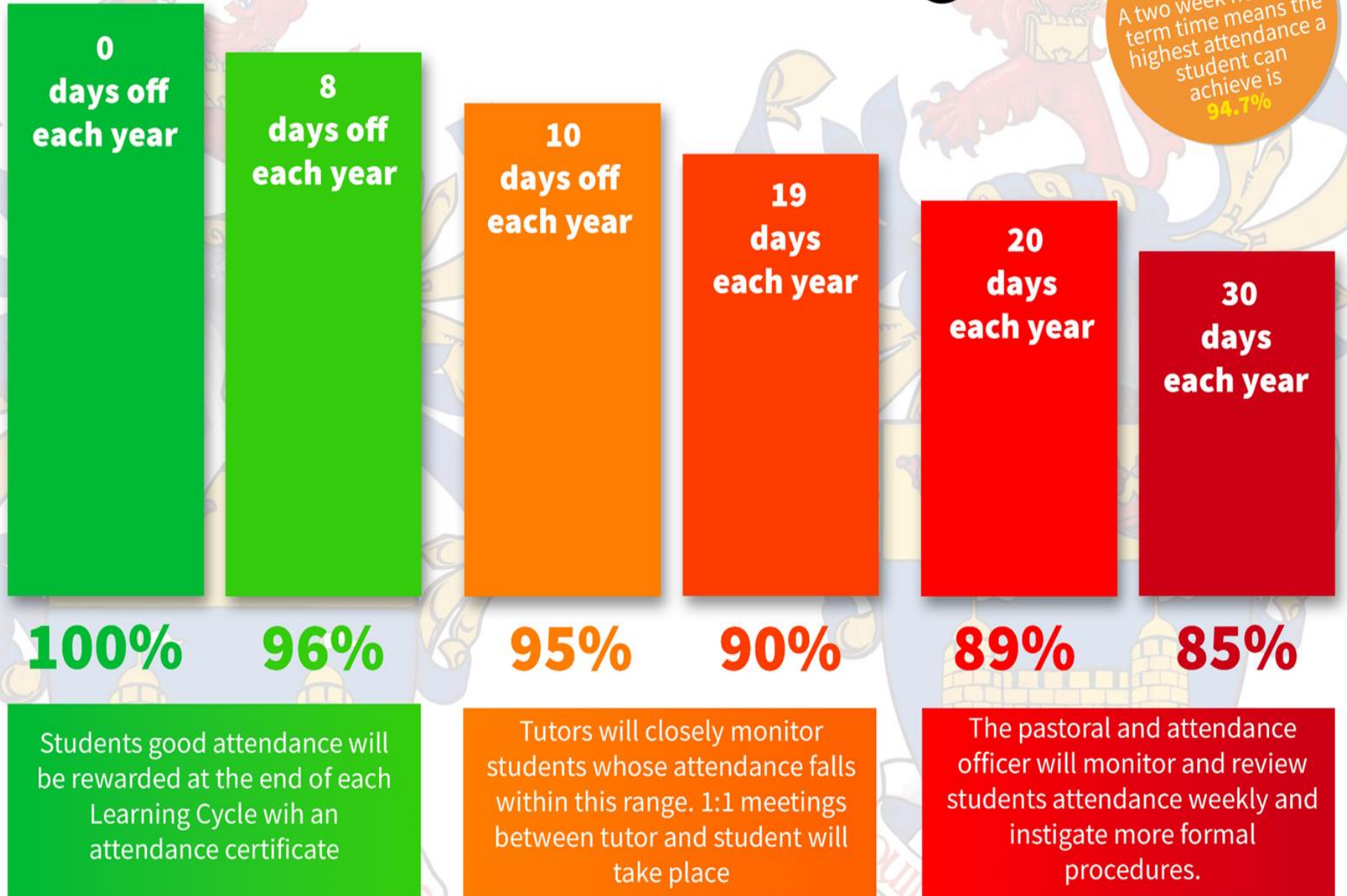


## Attendance & GCSE Results



# READY - Attendance

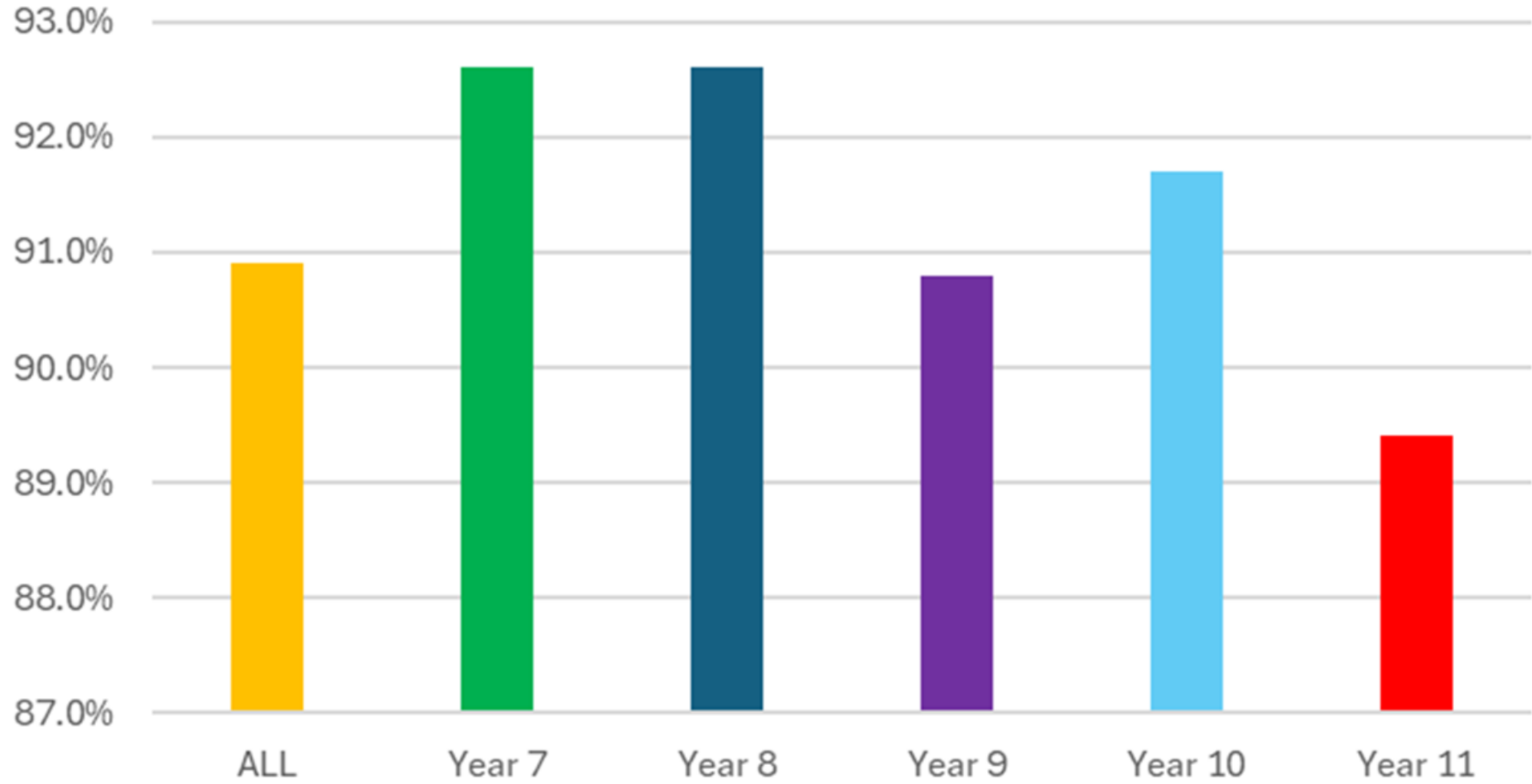
## Attendance Percentage



**Did you Know?**

A two week holiday in term time means the highest attendance a student can achieve is **94.7%**

## 2023-4 Average Attendance by Year Group





## DfE Working Together to Improve School Attendance

# Working together to improve school attendance

Being in school and having the best attendance possible underpins all the many benefits of school for your child, such as their learning, wellbeing and wider development.

For some children, attending school every day will be harder than for others. This is why schools, and local councils in some cases, are committed to working together with families to solve problems and support your child's school attendance. This guide covers two areas:

- [Parents' responsibilities](#)<sup>1</sup> for school attendance and what you need to do when your child needs to be absent.
- How schools and local authorities will work with you to [support your child's attendance](#).

## Parents' responsibilities

### What are my responsibilities for my child's attendance?

As a parent, you are legally responsible for making sure your child gets a suitable fulltime education, usually from the [age of 5 to 16](#).

For most parents, this will mean making sure your child is in school every day except when:

- Your child is too ill to go to school.
- You have permission for a leave of absence from your child's school for them not to attend. You should only ask for this in exceptional circumstances. Generally, a holiday would not be classed as an exceptional circumstance.
- Your religious body has a day especially for religious observance.

Is my child  
too ill for  
school? - NHS  
([www.nhs.uk](http://www.nhs.uk))

# Is my child too ill for school?

It can be tricky deciding whether or not to keep your child off school, nursery or playgroup when they're unwell.

There are government guidelines for schools and nurseries about [health protection and managing specific infectious diseases at GOV.UK](#). These say when children should be kept off school and when they shouldn't.

If you do keep your child at home, it's important to phone the school or nursery on the first day. Let them know that your child won't be in and give them the reason.

If your child is well enough to go to school but has an infection that could be passed on, such as a cold sore or head lice, let their teacher know.

## What to do about other conditions

### High temperature

If your child has a [high temperature](#), keep them off school until it goes away.

# Positive Culture Of Behaviour

1. Our values/culture. Relationships and routines here at KJS.
2. Regulate, relate and repair.
3. Our collective responsibility to look at behaviour differently.

*Calm, kind and supportive.*

*People over systems.*

*Invite them into your calm, don't join them in their chaos.*





# RESPECT - Social Media

## Social media is their online playground

Percentage of children  
using social media

44%

of 8-11 year olds

87%

of 12-15 year olds

Percentage of children using  
chat/messaging apps/sites

64%

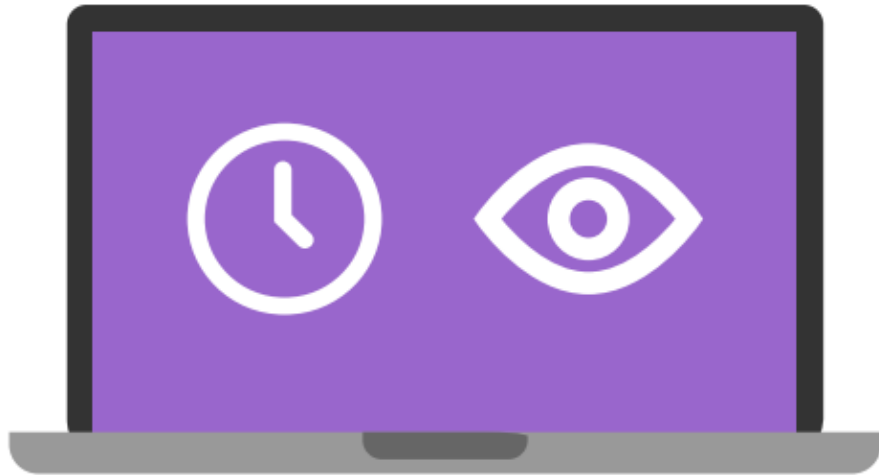
of 8-11 year olds

91%

of 12-15 year olds

# But technology can affect children's development...

- **Sleep cycles** are affected by blue light from screens
- Screen-based entertainment **increases central nervous system arousal**
- Children today are **more forgetful** than OAP's
- One study found that the **more distracted** you are, the less able you are to experience empathy
- Gaming platforms use persuasive design in order to keep people using their product, and **children are particularly vulnerable** to these tactics.



# Help & advice for parents and carers ▾

Helpful information and guidance on a range of key online safety topics

Get help

## Childnet Help and Advice for Parents



### Sextortion

Sextortion is when someone threatens to share nude images or videos of, or sexual information about, someone online.



### How to make a report

Reporting advice for adults and young people. Find out how to report on popular online services.



### Video Chat and Webcams

A page for parents to learn more about video chat and webcams





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A page for parents to learn more about video chat and webcams



### Privacy and data

Privacy is the ability to keep certain things to yourself when you are online, for them not to be seen by or shared with others



### Online Bullying

How to identify online bullying and key advice on how to deal with it



### Expiring Content

Advice for parents and carers around expiring online content.



### Keeping under fives safe online

Online safety advice for parents and carers with young children



### Livestreaming

To transmit or receive live video and audio coverage of an event or person over the Internet.



### Screen Time & Healthy Balance

Screen time is any amount of time spent in front of a screen on any device.



### Parental controls

In depth information and key advice on parental controls for parents and carers



### Online grooming

Not everyone online is who they say they are, and this can be a difficult concept for some children to understand



### Social media

In depth information and key advice on social media



### Sexting

The use of technology to share intimate or sexual photos or videos of yourself or others



### Online Sexual Harassment

Online sexual harassment can make a person feel threatened, exploited, coerced, humiliated, upset, sexualised or discriminated against



### Gaming

Our information and guidance around gaming content and in-game chat features



### Digital wellbeing

Young people are growing up in a world where technology has always been present for them, which can have a positive and negative impact on their lives



### Premium Rate Content and in-app purchases

Information and advice for parents and carers about premium rate phone content



### Online Pornography

Key advice for parents and carers about online pornography.

# ‘Set no limits on what we can achieve’



Activate



Engage



Explain



Practice

Reflect

## ‘Agreed practice’

What we all do in the classroom so that we are consistent in how we teach to reduce cognitive load and allow deeper learning.

## ‘Agreed language’

Common language that is used in the classroom so that students understand our classroom practice so that they learn better.



# I am Engaged



Listen carefully during class discussion & engage in your learning



Use **purple pen** to reflect on feedback and improve your work



Make sure you **present your work neatly** writing in blue or black pen, underlining with a ruler and drawing in pencil

**CATCH UP**



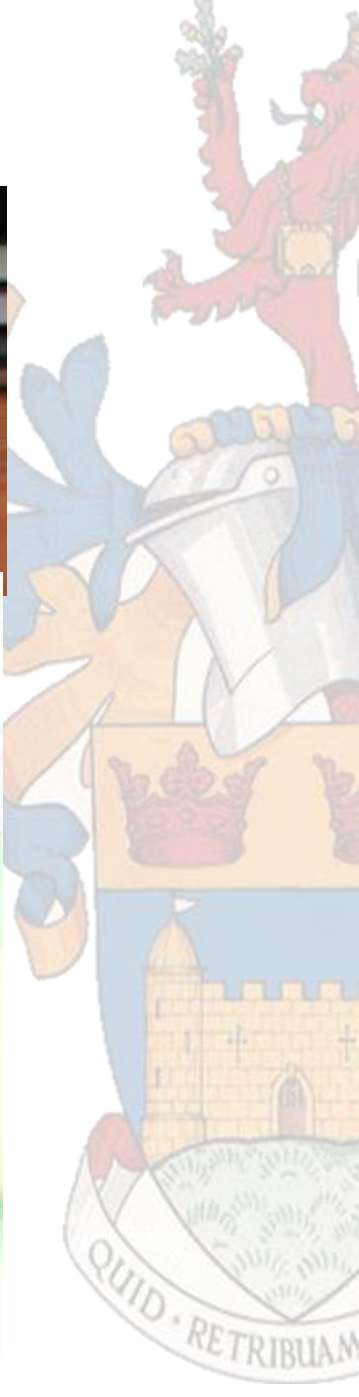
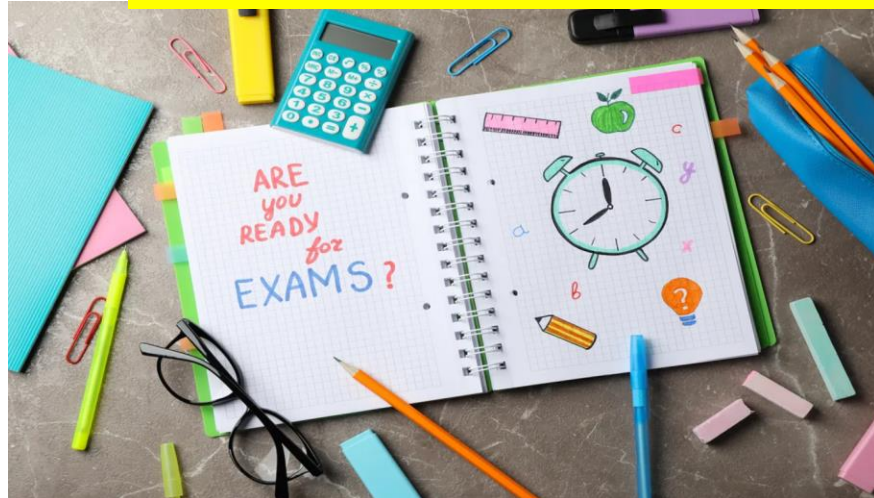
Close your knowledge gaps by **copying up** if you miss lessons

Complete all **homework** to the best of your ability and **meet deadlines**

**ACADEMIC PROGRESS  
SUPPORTING FROM HOME  
MEMORY**



**How will I remember everything?**

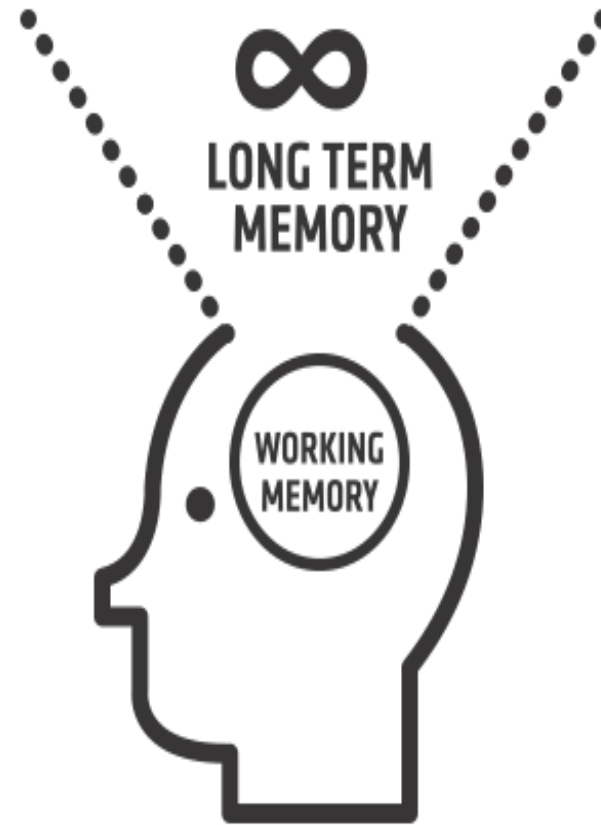




# ACADEMIC PROGRESS SUPPORTING FROM HOME MEMORY



## WILLINGHAM'S SIMPLE MEMORY MODEL

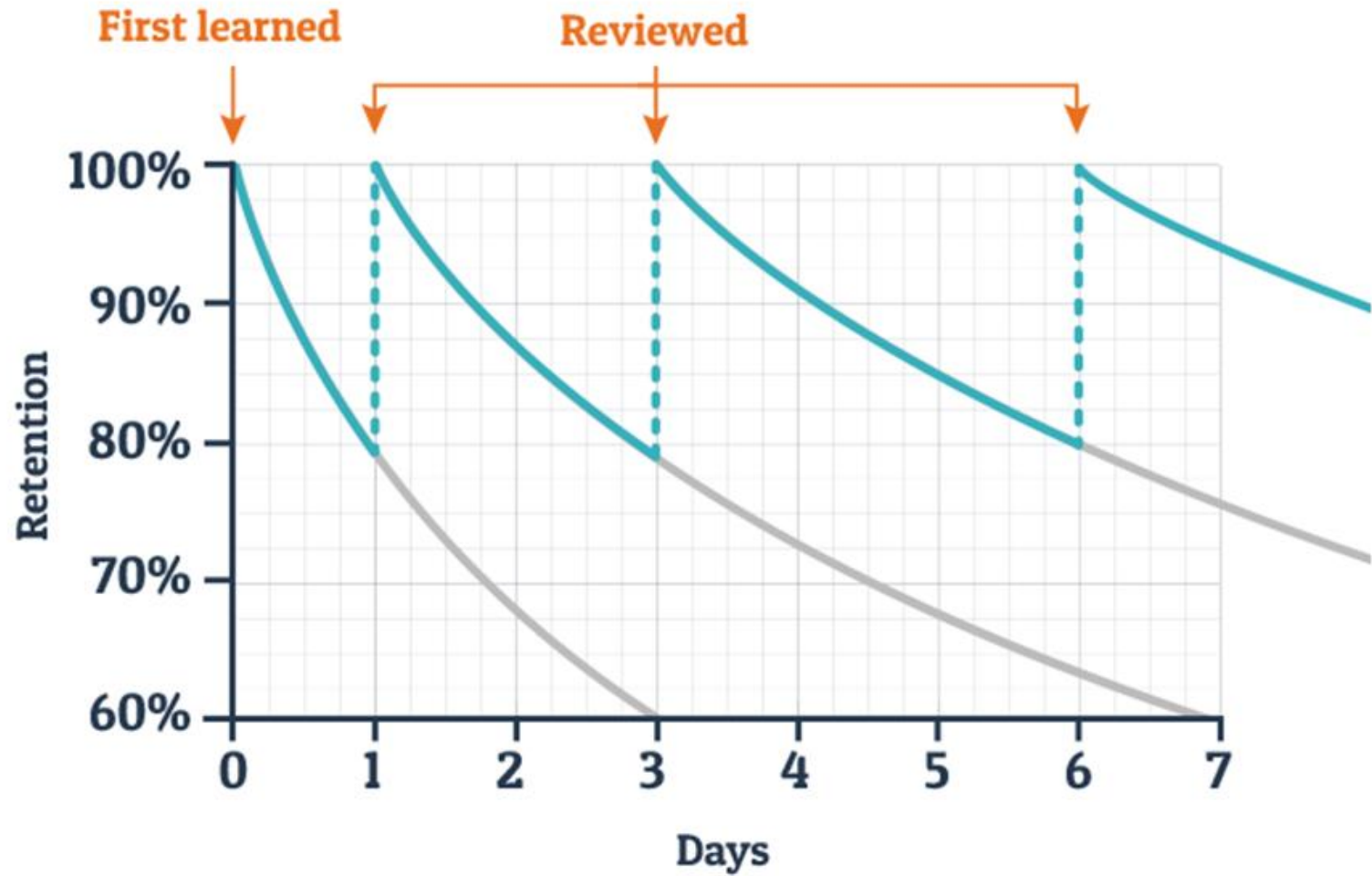


‘Learning is defined as an alteration in long-term memory. If nothing has altered in long-term memory nothing has been learned.’

*Sweller, J., Ayres, P., & Kalyuga, S. (2011). Cognitive load theory. Springer Science and Business Media.*

**ACADEMIC PROGRESS  
SUPPORTING FROM HOME  
MEMORY**

## Typical Forgetting Curve for Newly Learned Information



**ACADEMIC PROGRESS  
SUPPORTING FROM HOME  
INDEPENDENT LEARNING**

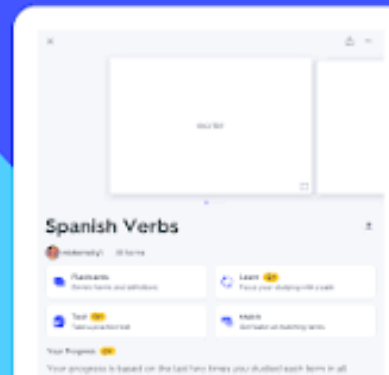
**Useful resources – Have I got a full set of notes?**



**SENECA**  
Free interactive content to  
keep students engaged



Learn it. Own it.  
**Quizlet**



**OAK  
NATIONAL  
ACADEMY**







# CATCH UP

Close your knowledge gaps

- C**heck what you have missed
- A**sk your teacher or buddy for help
- T**ake work home to catch up
- C**opy up missed work
- H**and work in to show your teacher



# Revision



Key messages

**ACADEMIC PROGRESS  
SUPPORTING FROM HOME  
INDEPENDENT LEARNING**

# How can I help?



**ACADEMIC PROGRESS  
SUPPORTING FROM HOME  
MY CHILD AT SCHOOL**

Get the **my child at school**.com app



Attendance



Reports



Timetables



Behaviour



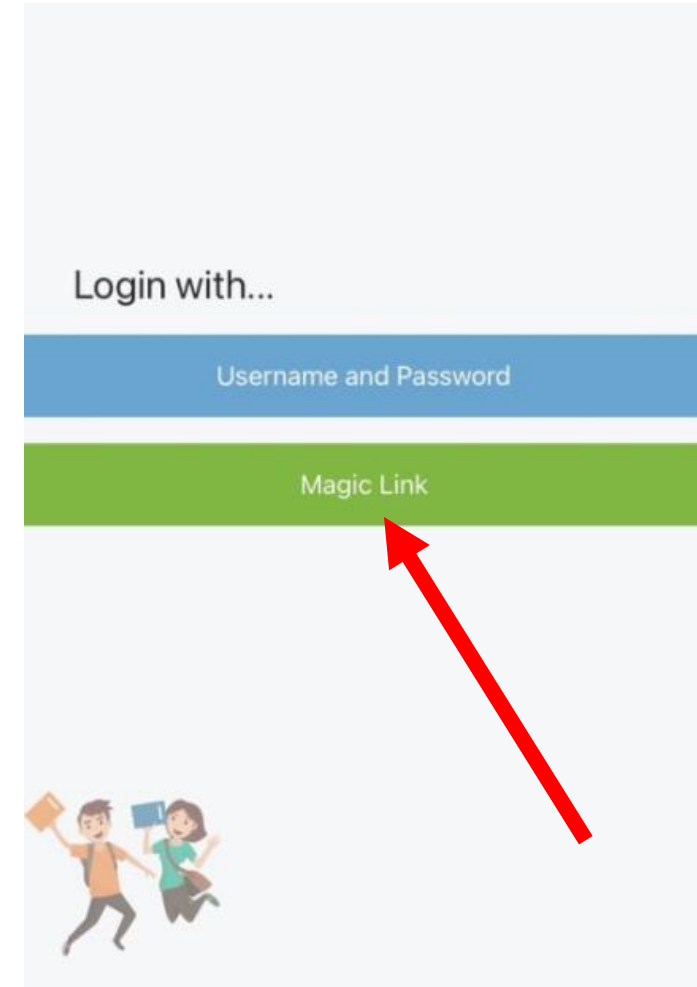
Messaging COMING SOON



# How to log-in to Student Portal

## Getting the App

1. Download '**Bromcom Student app**' using the relevant QR code shown
2. Create a **5 digit pin code** that you will need to remember
3. Select to use a **Magic Link** and type in the **School ID 11433**
4. Enter your **email address** e.g. 24asmith@king-james.co.uk
5. Now open your school email on the same device and **verify the link**

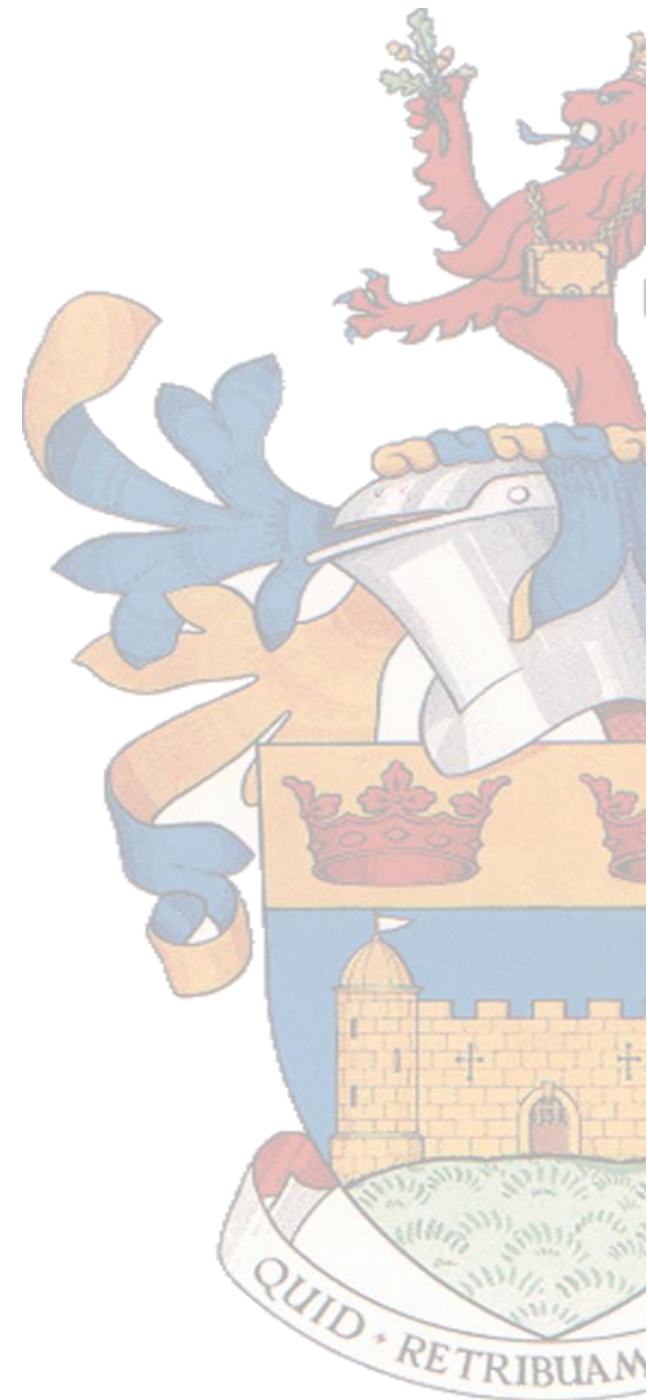




**ACADEMIC PROGRESS  
MONITORING & REPORTING**

Key Stage 4 Subjects	Attitude to Learning from Previous Learning Cycles			Teacher Forecast for the End of Key Stage 4	Expected Progress Target
	1	2	3		
Art	6	6		7	6
Business Studies	6	4		6	6
Combined Science	5	4		44	55
English	5	5		5	6
English Literature	6	6		6	6
Geography	6	6		6	6
Mathematics	4	4		5	5
Physical Education (GCSE)	6	6		6	6
Personal/Social/Health	5	5		M+	M+
Physical Education (Non Accredited)	6	5		Merit	



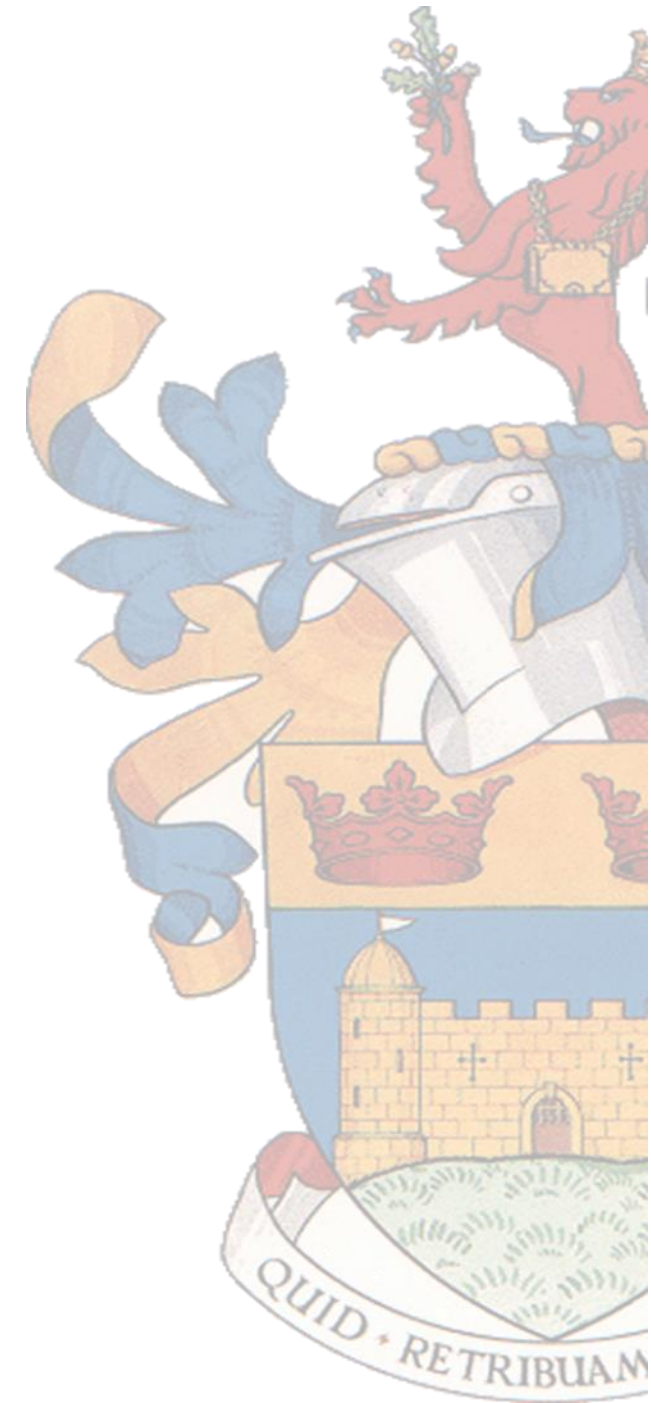


Supporting your child to  
achieve their best possible  
grades in English.

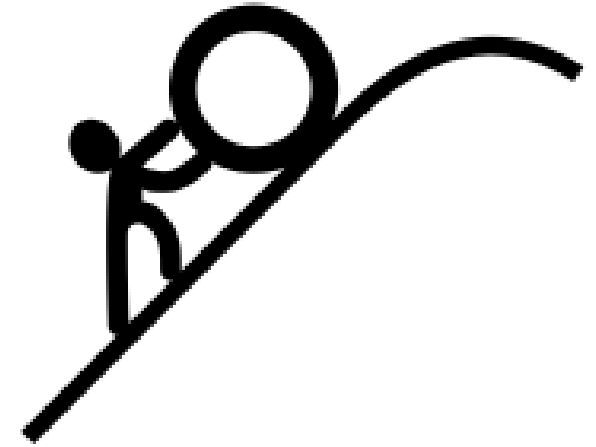
**D. Frey**

Acting Head of English

“Why is my support essential?”



VS.



“Revision will be time consuming, not difficult.”

- 1) organisation
- 2) motivation
- 3) goal-oriented

# English Literature

# English Language

Extracting information

Extracting information

Close reading

Close reading

Inference

Inference

Analysis

Predicting

Analysis

Evaluation

Evaluation

Comparison

Comparison

Synthesis

Essay planning

Descriptive writing

Memorising/recall

Narrative writing

Time management

Argument writing



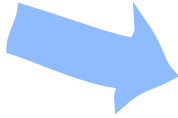
- 15 poems
- 14 different skillsets
- 4 exams
- 2 subjects
- 2 novels
- 1 play
- 1 year



"Revision will be time consuming, not difficult."

"How can I literally support their revision?"

1) Help them with organisation: *class notes, worksheets, past papers, exam questions, example responses*



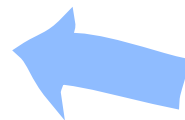
2) Help them stay on top of things: *weekly revision schedule, weekly memory testing in class, personal revision schedules, 15 minute tasks, 30 minute tasks, 45+ minute tasks*



3) Help them break it into smaller chunks: *prioritising, success criteria, flashcards, mindmaps, graphic organisers*



4) Help jog their memories: *recite learnt quotations, ask them to explain XYZ*



5) Help them self-identify what they don't yet know (and where to find it)



- <https://www.sparknotes.com/>
- <https://www.litcharts.com/>
- <https://www.bbc.co.uk/bitesize/examspecs/zxqncwx> (literature)
- <https://www.bbc.co.uk/bitesize/examspecs/zcbchv4> (language)
- YouTube: 'Mr Bruff'
  
- Lord of the Flies (free e-book): [https://englishcreek.weebly.com/uploads/6/9/7/2/6972564/g6\\_lord\\_of\\_the\\_flies\\_-\\_770l.pdf](https://englishcreek.weebly.com/uploads/6/9/7/2/6972564/g6_lord_of_the_flies_-_770l.pdf)
- Macbeth (free e-book): <https://shakespeare.folger.edu/shakespeares-works/macbeth/>
- Jekyll & Hyde (free e-book): <https://www.planetebook.com/free-ebooks/the-strange-case-of-dr-jekyll.pdf>
- A Christmas Carol (free e-book): [https://www.ibiblio.org/ebooks/Dickens/Carol/Dickens\\_Carol.pdf](https://www.ibiblio.org/ebooks/Dickens/Carol/Dickens_Carol.pdf)

# Science revision

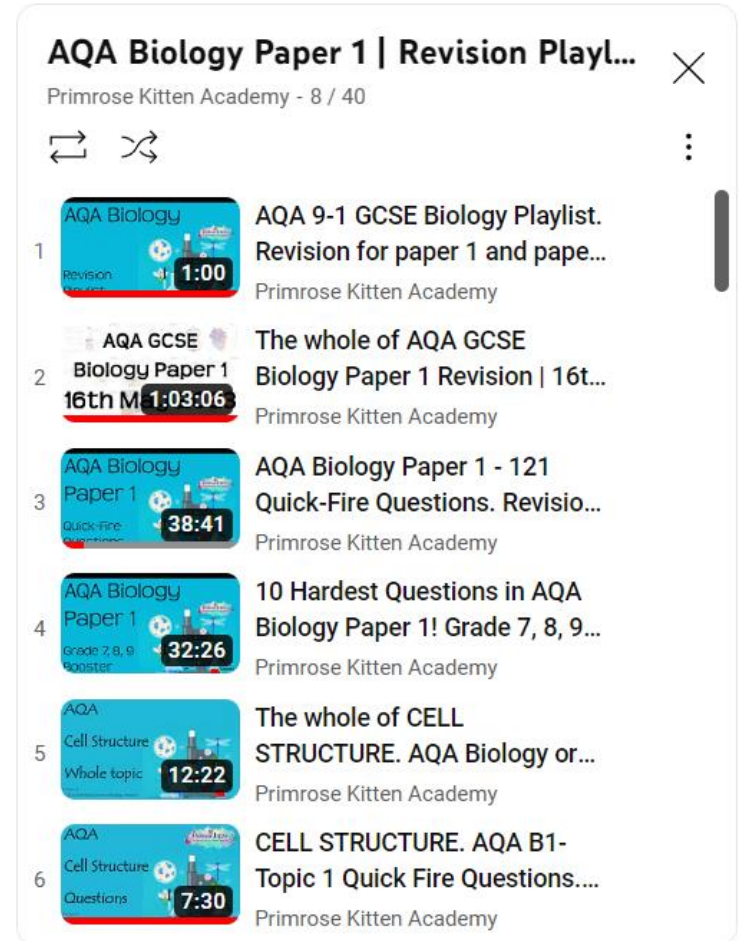
Dr Kyriacou, Head of Science

- ✓ Spaced learning
  - ✓ Little and often, repeat
  - ✓ Topic cards
  - ✓ Focus on your weakest areas
  - ✓ Keep challenging yourself
  - ✓ Reward yourself!
  - ✓ AQA revision guide
- ... 8 recommended resources



# 1. Primrosekitten.com

Summary videos for each topic, great for exam technique





# 2. Science Revision Channel

Required practicals summary vidoes, and "Test Yourself" videos

The image shows a YouTube video player interface. The main video is titled "AQA SCIENCE BIOLOGY PAPER 1 Test Yourself" and is currently at the 0:14 mark of a 23:38 duration. Below the video player, the channel name "Science Revision Channel" is displayed with 5.62K subscribers and a "Subscribe" button. Engagement icons for likes (1.6K), comments, share, download, and a menu are visible. To the right of the video player, a list of recommended videos is shown, all from the "Science Revision Channel".

**Video Player:**

- Title: AQA SCIENCE BIOLOGY PAPER 1 Test Yourself
- Progress: 0:14 / 23:38 - Intro >
- Channel: Science Revision Channel (5.62K subscribers)
- Engagement: 1.6K likes, comments, share, download, and menu options.

**Recommended Videos:**

- TEST YOURSELF** GCSE Science Biology (9-1) - Drug Testing and Drug... (6:55, 1.8K views, 3 years ago)
- TEST YOURSELF** GCSE Science Biology (9-1) - Lungs and Gas Exchange - Tes... (8:25, 3.6K views, 3 years ago)
- THE LIGHT MICROSCOPE** GCSE Science Biology (9-1) - How to use a microscope - ... (7:10, 4.9K views, 2 years ago)
- Quick Fire** AQA GCSE Science Biology Paper 1 - Cell Biology Quick Fi... (9:14, 10K views, 4 years ago)
- TEST YOURSELF** GCSE Science Biology - Blood and Blood Vessels - Test... (8:15, 2.8K views, 3 years ago)
- GCSE SCIENCE 6 MARK QUESTIONS** How to answer a 6 mark GCSE science question on... (Science Revision Channel)

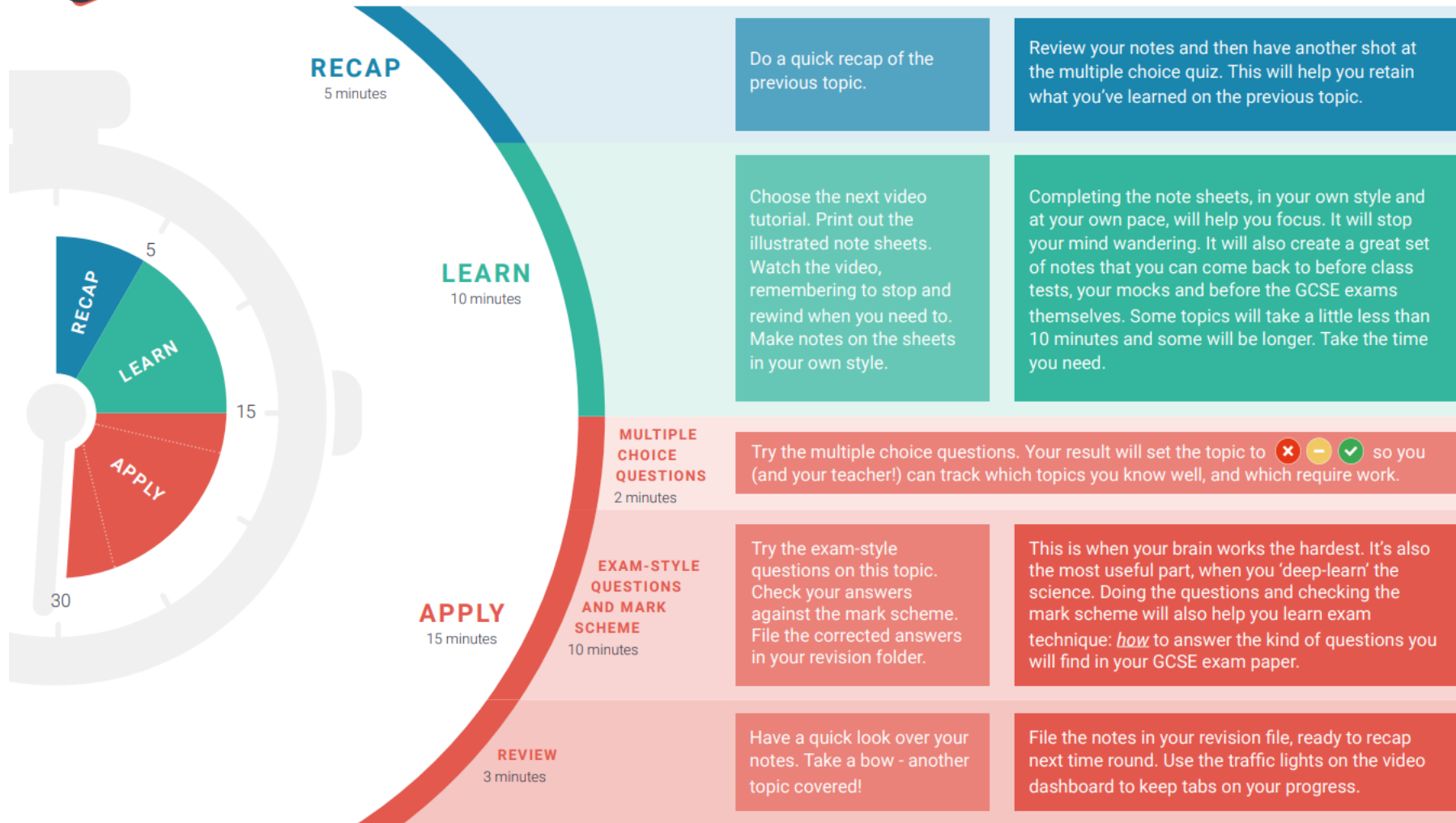


# 4. My-gcse.com

(£) in depth videos with multiple choice quizzes then exam-style questions per topic



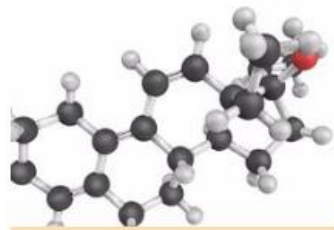
## 30 Minute Learning Strategy





# 5. Senecalearning.com

Brilliant resource, interactive (free!)



Potential store



Kinetic store



0 / 1

The \_\_\_\_\_ store is the energy stored by an object's movement.

Feedback?

Check

# 6. Kerboodle.com

Online textbook,  
quizzes.

## B 3 Organisation and the digestive system

### 3.1 Tissues and organs

#### Learning objectives

After this topic, you should know:

- how specialised cells become organised into tissues
- how several different tissues work together to form an organ.

As you have seen, cells are the basic building blocks of all living organisms. Unicellular and simple multicellular organisms carry out all the exchanges they need across their cell membranes. Large multicellular organisms may contain billions of cells and they have to overcome the problems linked to their size. They have evolved different ways of exchanging materials. During the development of a multicellular organism, cells **differentiate**, becoming specialised to carry out particular jobs. However, the adaptations of multicellular organisms go beyond specialised cells. Similar specialised cells are often found grouped together to form a tissue.

#### Tissues

A **tissue** is a group of cells with similar structure and function working together. For example, muscular tissue can contract to bring about movement (Figure 1). Glandular tissue contains secretory cells that can produce and release substances such as enzymes and hormones. Epithelial tissue covers the outside of your body as well as your internal organs.

#### Organs

**Organs** are collections of tissues. Each organ contains several tissues, all working together to perform a specific function. For example, the stomach, as shown in Figure 3, is an organ involved in the digestion of food. It contains:

- muscular tissue, to churn the food and digestive juices of the stomach together
- glandular tissue, to produce the digestive juices that break down food
- epithelial tissue, which covers the inside and the outside of the organ.

The pancreas is an organ that has two important functions. It makes hormones to control blood sugar, as well as some of the enzymes that digest food. It contains two very different types of tissue, which produce these different secretions (Figure 2).

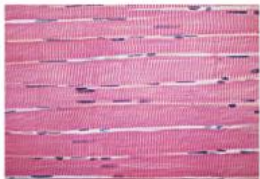


Figure 1 Muscle tissue contracts to move your skeleton around

#### Synoptic links

For more information on specialised cells, look back at Topic B1.4 and Topic B1.5.

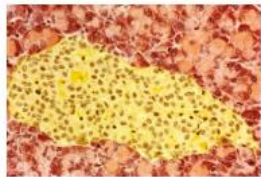


Figure 2 The pancreas showing the tissue that makes hormones (stained yellow) and the tissue that makes enzymes (stained red)

#### B3 Organisation and the digestive system

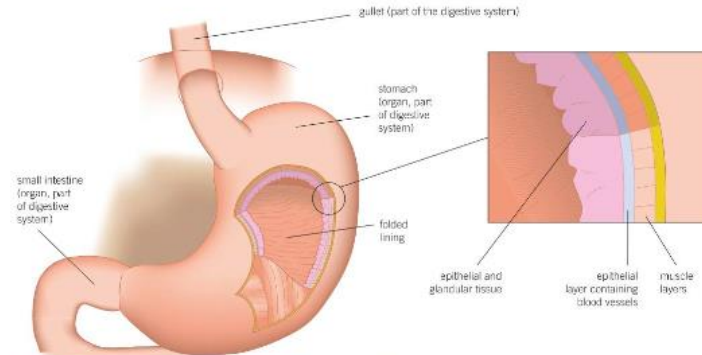


Figure 3 The stomach contains several different tissues, each with a different function in the organ

#### Organ systems

A whole multicellular organism is made up of a number of **organ systems** working together. Organ systems are groups of organs that all work together to perform specific functions. The way in which one organ functions often depends on other organs in the system. Organ systems work together to form organisms. Organ systems in the human body include the digestive system, the circulatory system, and the gas exchange system. All of these systems have adaptations in some of their organs that make them effective as exchange surfaces. These adaptations include features to increase the surface area of part of an organ system, a rich blood supply to areas where exchange takes place, areas with short diffusion distances for exchange, and mechanisms to increase the concentration gradients by ventilating surfaces or moving materials on.

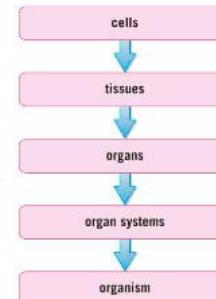


Figure 4 Larger multicellular organisms have many levels of organisation

- 1 a Define the word tissue. [1 mark]  
b Define the word organ. [1 mark]
- 2 For each of the following, state whether they are a specialised cell, a tissue, or an organ. Explain your answers. [2 marks]  
a sperm [2 marks]  
b kidney [2 marks]  
c stomach [2 marks]
- 3 Describe how the stomach is adapted for its role in the digestion of food. [5 marks]

#### Key points

- A tissue is a group of cells with similar structure and function.
- Organs are collections of tissues performing specific functions.
- Organs are organised into organ systems, which work together to form organisms.

Ask you teacher for  
your username.  
Institution code is  
pru3.

# 7. Physicsandmathstutor.com

Revision:  
Notes, flashcards and mindmaps.  
Topic by topic question banks.

## Notes

- Definitions
- Detailed Notes

## Flashcards

- Cell Structure
- Cell Division
- Transport in Cells

## Mind Maps

- 1.1 Cell Structure
- 1.2 Cell Division
- 1.3 Cell Transport

## Questions by Topic

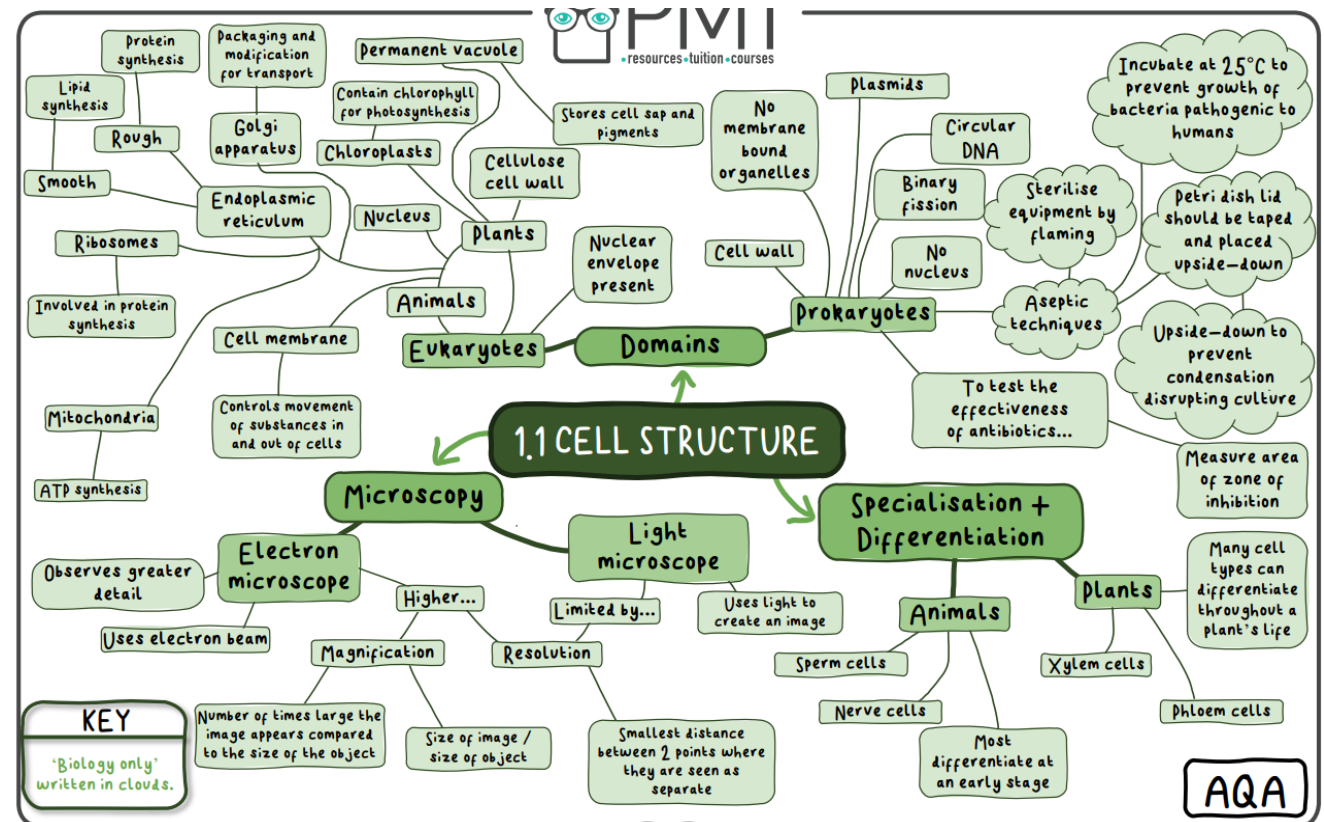
### 2018-2021 papers

- 1.1 Cell Structure MS
- 1.1 Cell Structure QP
- 1.2 Cell Division MS
- 1.2 Cell Division QP
- 1.3 Transport in Cells MS
- 1.3 Transport in Cells QP

### pre-2018 papers

Questions selected for the current specification

- 1.1 Cell Structure 1 MS
- 1.1 Cell Structure 1 QP
- 1.1 Cell Structure 2 MS
- 1.1 Cell Structure 2 QP
- 1.1 Cell Structure 3 MS



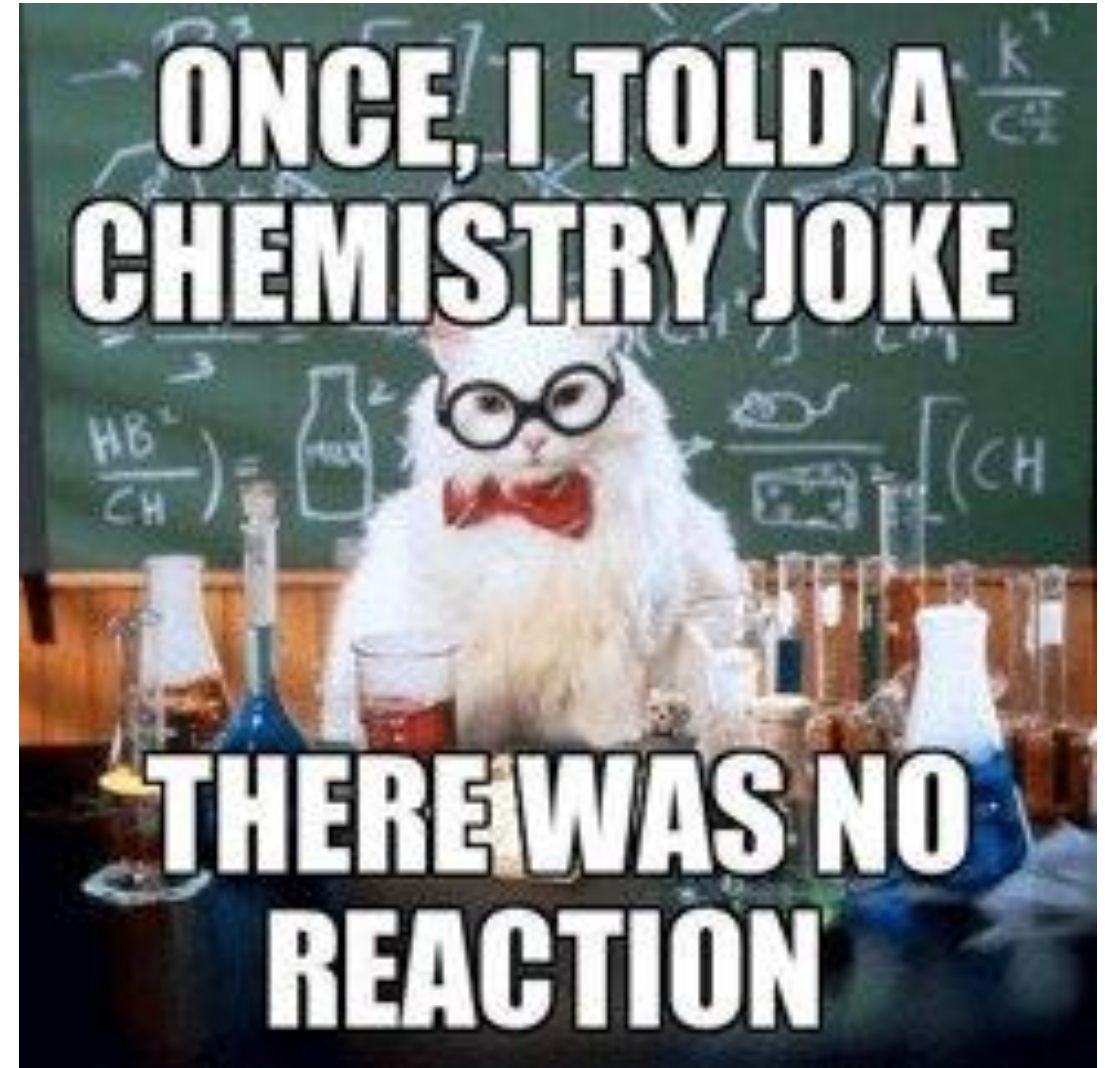
**KEY**  
"Biology only" written in clouds.

**AQA**



## 8. Your Science teacher!

- Follow the revision schedule for the mocks
- Ask if you are unsure or would like extra questions
- Revision sessions for the summer exams will start on in January on Thursdays after school





AQA 

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GCSE  
MATHEMATICS  
(8300)

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Year 11 Mathematics

# Learning Journeys

**KS4 Learning Journey  
GCSE Higher Tier – Year 11 Learning Cycle 1**

Please watch the video on [www.corbettmaths.com](http://www.corbettmaths.com) for each topic.

Further Quadratics	Video number
Plot a quadratic graph from a table of values	264
Find the roots of a quadratic from the graph	266
Solve a quadratic equation using the quadratic formula	267
Complete the square for a quadratic	10
Use the completed square form to solve a quadratic equation	267a
Use the completed square form to deduce the turning point of a quadratic graph	10
Solve a quadratic equation which requires rearranging into the form $ax^2 + bx + c = 0$	



Complete home learning/ pre-learning/missed learning independently and consistently

# Homework

Pupils will be set homework at the end of every topic.

These consist of:

- Retrieval questions
- Topic questions
- Exam-style questions

It is important that these are completed to the best of their ability so that we can give accurate feedback.

Engage with verbal and written feedback and learn from mistakes

Pupils will be given suitable follow-up tasks in their feedback lesson but beyond that the responsibility is on them to close gaps, seeking additional help from teachers if needed

Be properly equipped for all lessons

Pupils need the following equipment for all lessons:

- Pen
- Pencil
- Ruler
- Calculator

In addition, for exams

- Protractor
- Pair of compasses

### Key Skills Algebra Homework - Foundation

#### Retrieval

Estimate $\frac{205 + 354}{4.59}$	List the first 5 multiples of 7
-----------------------------------	---------------------------------

#### Practice

Q1	Use algebraic notation	19	Secure	Target	Q2	Substitute values into expressions and formulae	20	Secure	Target
For each question write an algebraic expression that means: a) 2 more than y b) 6 less than f c) r multiplied by 3 d) g less than 5					If $a = 3$ and $b = 5$ , find the values of the following expressions: a) $a + b$ b) $b - a$ c) $ab$ d) $2a + 4b$				
Q3	Understand the terms expression, equation, formula, identity, term and factor		Secure	Target	Q4	Simplify an expression by collecting like terms	9	Secure	Target
Decide whether each of the below is an equation, expression, identity or formula:  a) $g + 2^*$ b) $F = ma$ c) $2y - 4 = 16$ d) $w + w = 2w$					Simplify:  a) $a + a + 3a$ b) $2b - c + b + 4c$ c) $3d + d^2 - d - 5 + 2d^2$				
Q5	Expand a bracket	13 14	Secure	Target	Q6	Factorise an expression into a bracket	117	Secure	Target
Expand:  a) $3(2y + 5)$ b) $2m(4m - 1)$					Factorise:  a) $3i + 12$ b) $6n^2 - 4n$ c) $10a^3 + 5a$ d) $8e^2f - 12ef^4$				

Q7	Apply the laws of indices to simplify expressions	174	Secure	Target	Q8	Solve linear equations where the unknown appears on one side	110	Secure	Target
Simplify:  i) $q^2 \times q^5$ ii) $t^7 \div t^4$ iii) $4p^3 \times 2p^6$ iv) $6v^6 \div 3v^5$					Solve:  i) $3y + 4 = 19$ ii) $6a - 3 = 15$ iii) $25 = 11 + 2c$				

#### Exam Questions

1a) Simplify $5bc + 2bc - 4bc$  1b) Simplify $4x + 3y - 2x + 2y$  1c) Simplify $m \times m \times m$  1d) Simplify $3n \times 2p$	2a) Work out the value of $2a + ay$ when $a = 5$ and $y = -3$  2b) Work out the value of $5t^2 - 7$ when $t = 4$
3a) Solve $\frac{y}{3} = 6$  3b) Solve $7y = 54$  3c) Solve $2t - 5 = 9$	4) Solve $5(t - 3) = 25$



Complete home learning/ pre-learning/missed learning independently and consistently

# Missed learning

If a pupil misses a lesson, they should collect an absence slip from their teacher.

They must then catch up on the topic that they missed on Corbett maths, using their learning journey to establish which videos are relevant.

<u>ABSENCE SLIP</u>
Name:
Date:
Topic:
<small>Use your Learning Journey to identify the relevant video on <a href="http://www.corbettmaths.com">www.corbettmaths.com</a>. Watch the video and answer the practice questions. See your teacher if you need extra help.</small>

# Independent work

The best way to get good at maths is to practise.

Pupils should be doing an extra 30-60 minutes of maths each week on top of classwork and homework.

This might be finishing off work that they did not complete in class, revising topics from earlier in the course, completing exam papers or responding to feedback from homework.

[www.corbettmaths.com](http://www.corbettmaths.com) and [www.mathsgenie.co.uk](http://www.mathsgenie.co.uk) are excellent websites for finding extra practice.

# Additional support available

- Class teachers should be the first point of contact
- Supported revision sessions
- Exam paper homework



Be ready to learn by always being punctual

Be properly equipped for all lessons

Be ready to belong to our KJS community by always wearing the uniform correctly

Have a positive open mindset ready to take on challenges and now worry about making mistakes



**REA**

Embrace every opportunity to be proactive with own learning both in and out of the classroom

Engage with ways to develop learning and yourself - seek out opportunities and get involved

Be self-motivated, use initiative and strive to reach full potential

Engage with verbal and written feedback and learn from mistake

Listen to others and respond appropriately

**ENGAGED**

Engage with ways to develop learning and yourself - seek out opportunities and get involved

Be self-motivated, use initiative and strive to reach full potential

Engage with verbal and written feedback and learn from mistake

Listen to others and respond appropriately

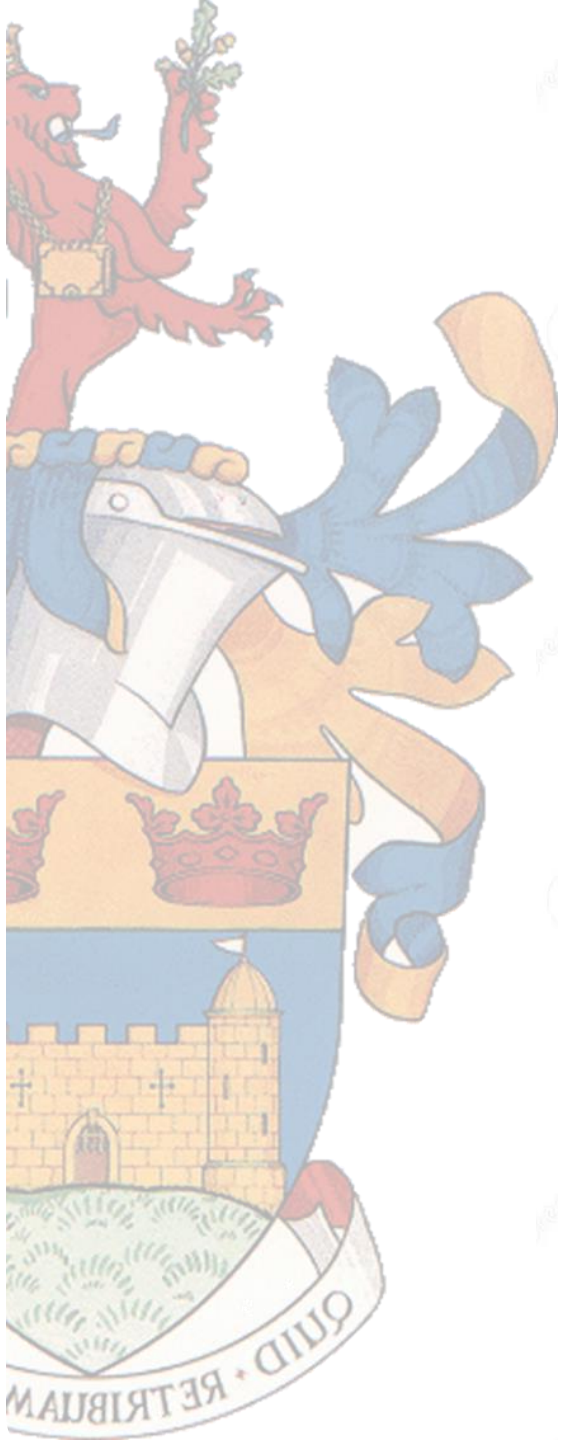
**ENGAGED**

QUID • RETRIBUAM

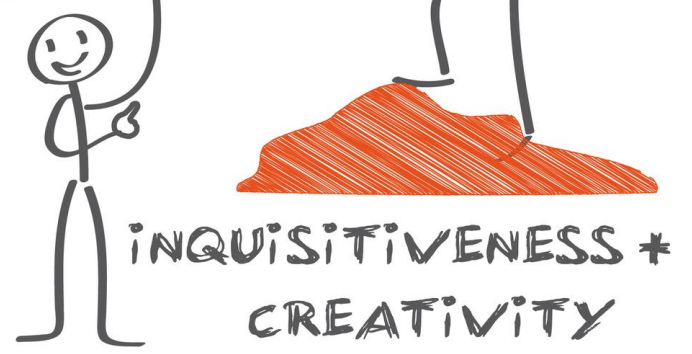


# ENGAGED - PERSONAL DEVELOPMENT OPPORTUNITIES





# SOFT SKILLS





# WELCOME TO YEAR 11

Success is within reach-  
Keep working hard, stay  
focused, and let's make this  
year the best one yet!



*Class of 2020*

# Who's in the team?



**Director of Key Stage 4**

Mr Atkinson

**Year Manager**

Mrs White

Miss Bramham



# KJS Support network



SENCO

Teachers

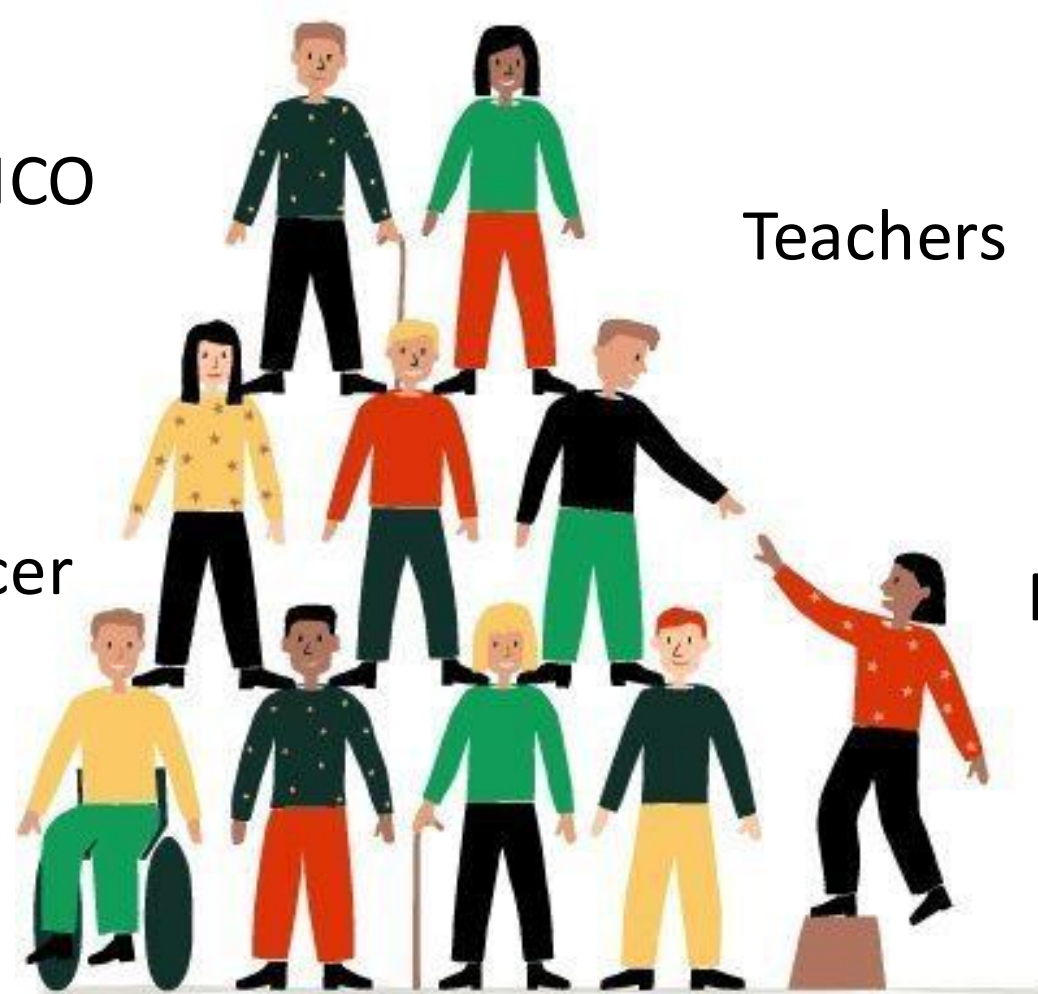
Attendance Officer

Form Tutors

Careers

School Nurse

Family Liaison Manager

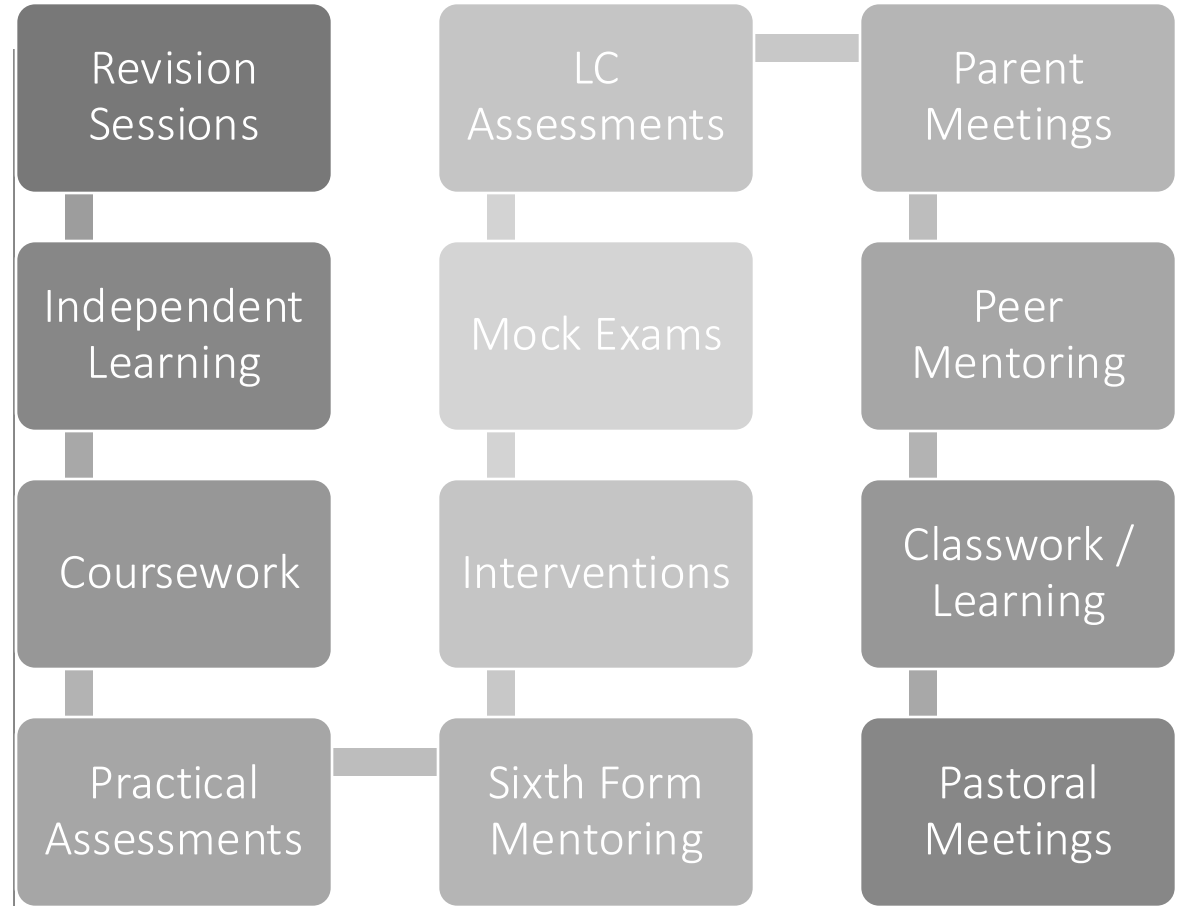






■ **8 Months**

■ **245 Days**

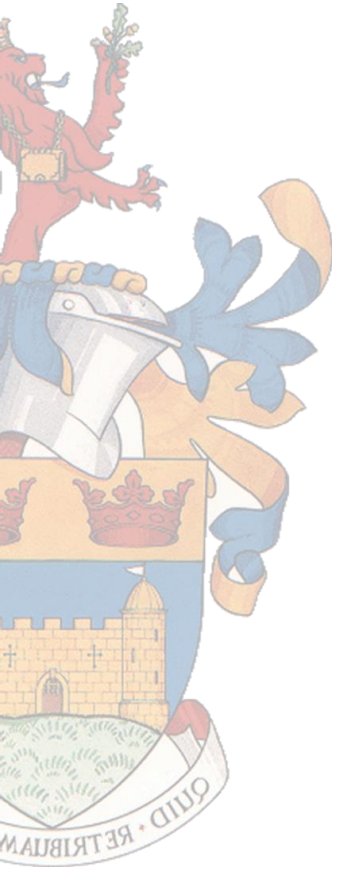


**Support: Requirements**





# How can your child be successful?



## READY

Be Here

Be on Time

Have the correct  
equipment

Focus in every  
lessons

## RESPECTFUL

Respect your  
teacher

Respect your  
classroom and  
school environment

Respect your social  
network

## ENGAGED

Ask for help

Your thoughts are  
important- Share  
them

Put the effort in  
now (including  
revision)



# How can you help your child succeed?

Early nights-  
Good Sleep  
routines

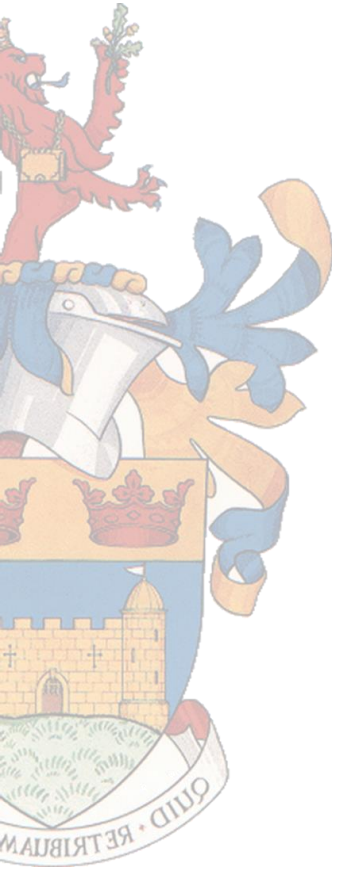
Limit Screen  
Time

Encourage  
healthy habits

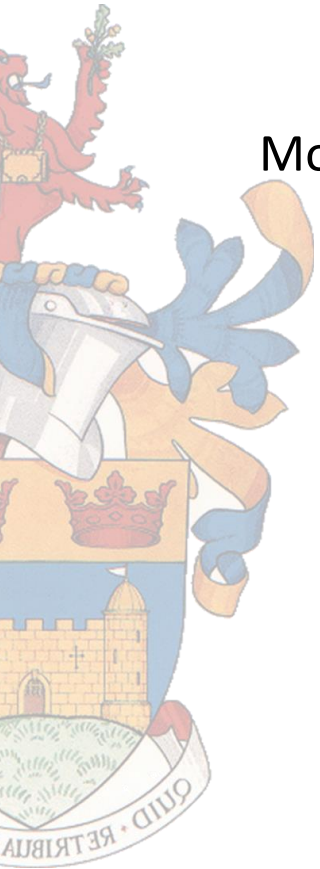
Create a  
structured study  
enviroment

Be involved and  
open  
communication

Help with time  
management and  
priorisising tasks



# Key Dates- Students

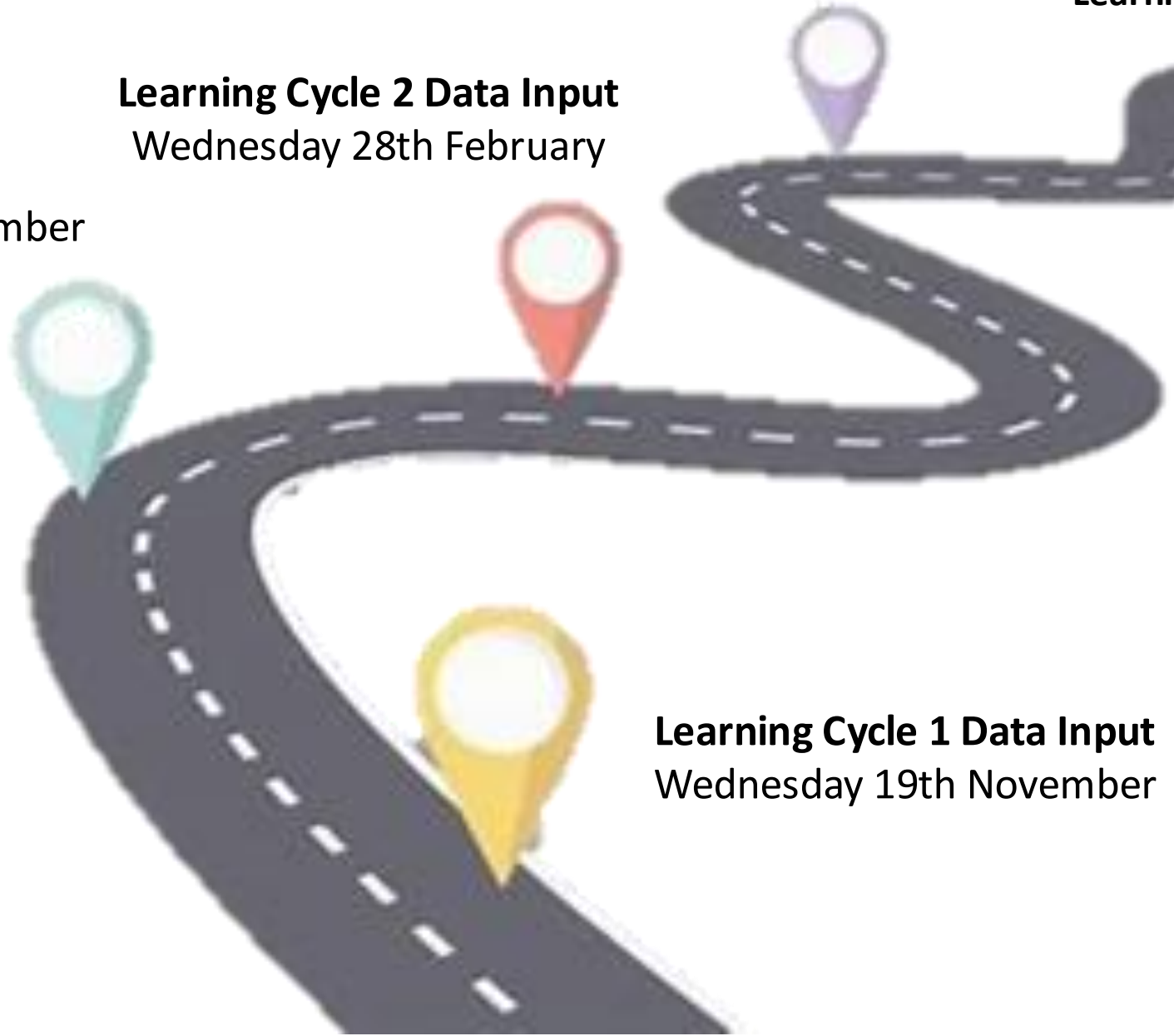


**Year 11 Mocks**  
Monday 25th November

**Learning Cycle 2 Data Input**  
Wednesday 28th February

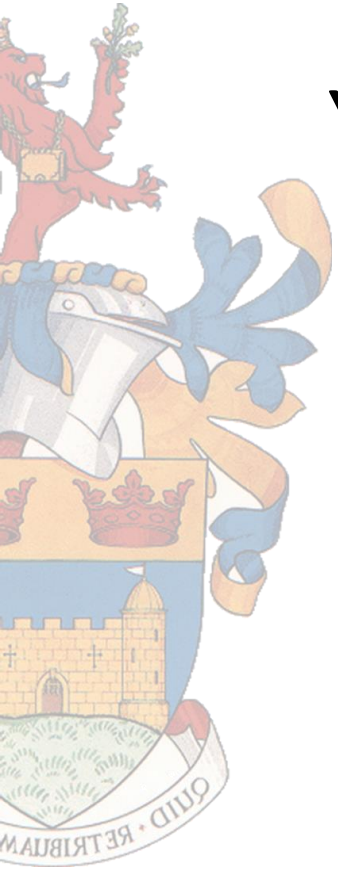
**Learning Cycle 1 Data Input**  
Wednesday 19th November

**Learning Cycle 3 Data Input**  
Wed 14<sup>th</sup> May





# Key Dates- Parents



**Year 11 Parents Evening**  
Wednesday 8th January

**Post 16s  
Evening** Thursday 16th  
January

**Year 11 Pastoral Evening**  
Tue 25th March

**GCSE Expectations / Support Evening**  
Thursday 12th September







School website



Heads newsletter



Tutor contact



Year 11 Instagram – @kjs\_classof2020



MCAS, texts, email, phone, meeting.

