

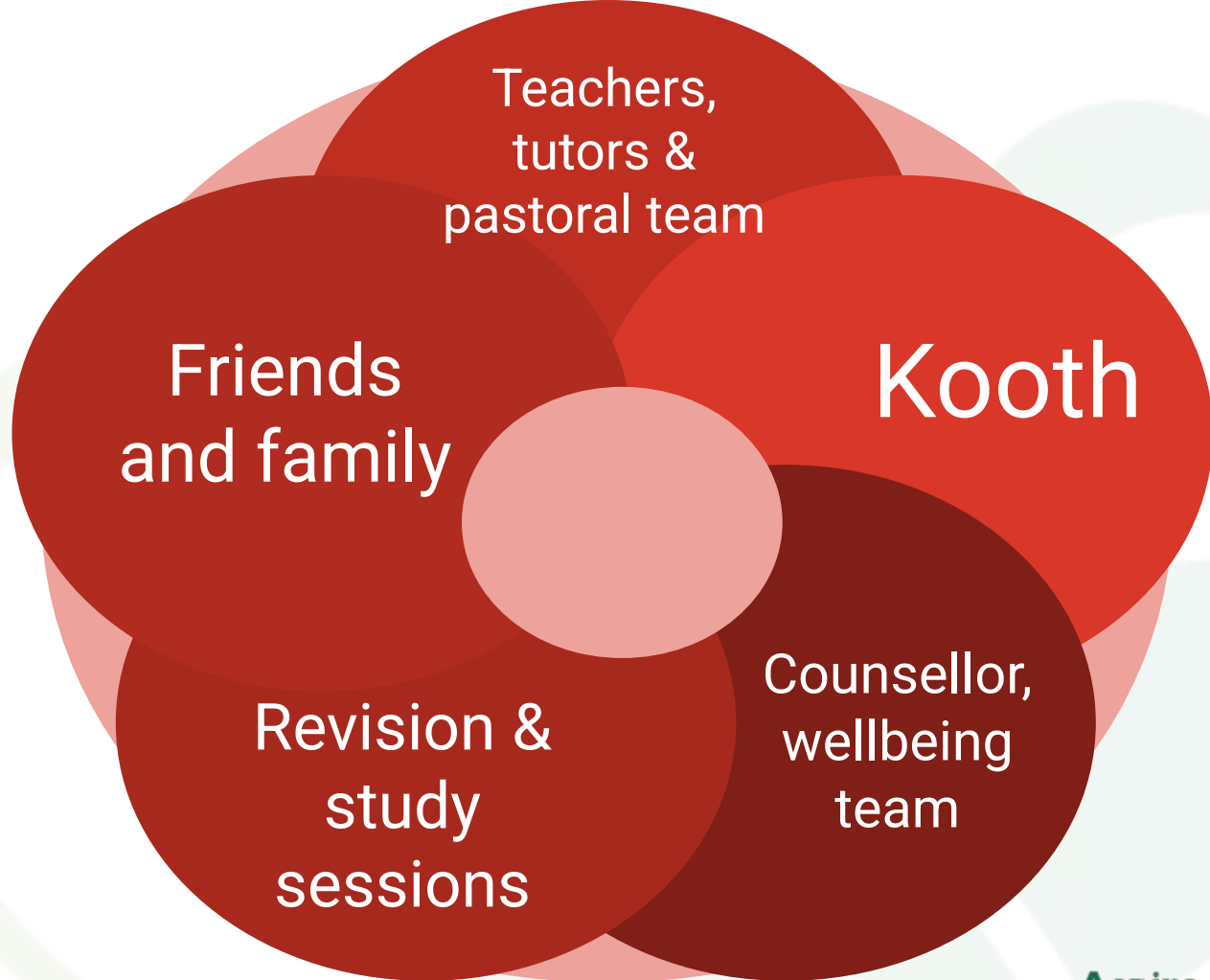


**to our Year 11
Parents Information Evening
2026**

The Year Team

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	ROLE	KEY AREAS OF FOCUS
Ms Green	Pastoral Manager	Attendance Punctuality Behaviour Pastoral Interventions
Ms Lopez	Head of Year	Behaviour PSHE Academic Progress.
Ms Sharma	Assistant Headteacher Senior Leader link to Y11	Oversight of Year Group Academic Progress.



Support available

- Treat others with the respect you would expect to be treated with
- Follow all instructions diligently when requested
- Listen to what other people say and speak politely to others
- Take care of each other, the buildings and all equipment

Important dates for year 11



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Important dates for year 11

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School exams

Holidays

Real exams

-SEPTEMBER-

M	T	W	T	F	S	S
	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				

-OCTOBER-

M	T	W	T	F	S	S
				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

-NOVEMBER-

M	T	W	T	F	S	S
						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						

-DECEMBER-

M	T	W	T	F	S	S
	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			

-JANUARY-

M	T	W	T	F	S	S
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				

-FEBRUARY-

M	T	W	T	F	S	S
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						

-MARCH-

M	T	W	T	F	S	S
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				

-APRIL-

M	T	W	T	F	S	S
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-

M	T	W	T	F	S	S
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				

-JUNE-

M	T	W	T	F	S	S
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					

PIE day 16th
Sept

PPE1 9th Nov-
24th Nov

Parents Evening
17th Dec

PPE2 22nd
Feb- 12th
March

GCSE exams
10th May-25th
June

Important Dates

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PPE 1

67 days

10 Mondays

PPE2

172 days

24 Mondays

GCSE EXAMS

249 days

36 Mondays

Mobile phones

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Mobile phones are NOT allowed

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The government have told every school in the country to stop students having access to 'smart' mobile phones.

At ACS we are not allowing students to bring them into school at all.

All parents and students have been told this since May last year.





Feature phones - Phones with **NO** access to the internet should be in your bag and switched off, if you choose to bring it to school.

If you have them out they will be confiscated.

They will not be confiscated during **routine bag searches** which will take place throughout the year.

Artificial Intelligence

Supporting Learning Responsibly in
Yr 11

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Artificial Intelligence: Supporting Learning Responsibly

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AI can be useful for revision but students must be able to perform independently in examinations.

AI can support learning

-  Generate retrieval-practice questions
-  Explain a topic a student has not understood
-  Create revision prompts and study plans
-  Check understanding before returning to notes or textbooks

AI should not replace

-  Timed examination practice
-  Recall of core knowledge
-  Writing full answers independently
-  Teacher feedback and mark-scheme practice

Year 11 focus: if AI does too much of the work now, it can weaken the independent skills needed in the exam hall.

Simple conversations at home can help students develop safe, ethical and effective AI habits.

Parent-school
partnership

Six useful questions to ask

- 1 What are you using AI for?** Encourage openness about when and why AI is being used.
- 2 Is this still your work?** Students should not submit AI-generated work as their own.
- 3 Have you checked it?** AI can be inaccurate, biased or invent information and sources.
- 4 Are you sharing personal data?** Do not enter sensitive personal information about yourself or others.
- 5 Could you do this without AI?** Students still need the knowledge and skills to work independently.
- 6 Is it helping you learn?** AI should deepen understanding, not simply help finish a task.

For this year group

The examination hall has no AI assistant. Use AI to support revision, but protect regular opportunities for your child to recall, calculate, analyse and write independently.

Our message is not “don’t use AI”. It is: learn how to use AI responsibly, critically and safely.

Use AI to support your thinking, not to do your thinking for you.

AI can be useful, but the same safeguarding principles that apply online also apply to AI.

Focus: safe use alongside GCSE pressures.

- | | | |
|---|--|---|
| 1 | Protect personal information | Do not enter sensitive personal information, passwords, addresses, school records or information about other people into unapproved AI tools. |
| 2 | Question what AI shows you | AI can generate convincing false information, harmful material, manipulated images and deepfakes. Check before believing or sharing. |
| 3 | Images and consent matter | Never create, alter or share humiliating, sexualised or harmful AI images of another person. Report concerns immediately. |
| 4 | AI is not a trusted adult | A chatbot may sound human, but it should not replace parents, teachers or professional support for personal, emotional or safeguarding concerns. |
| 5 | Speak up if something feels wrong | If AI produces upsetting content, encourages secrecy, asks for inappropriate information or is being used to harm someone, stop and tell a trusted adult. |

Parents can help by...

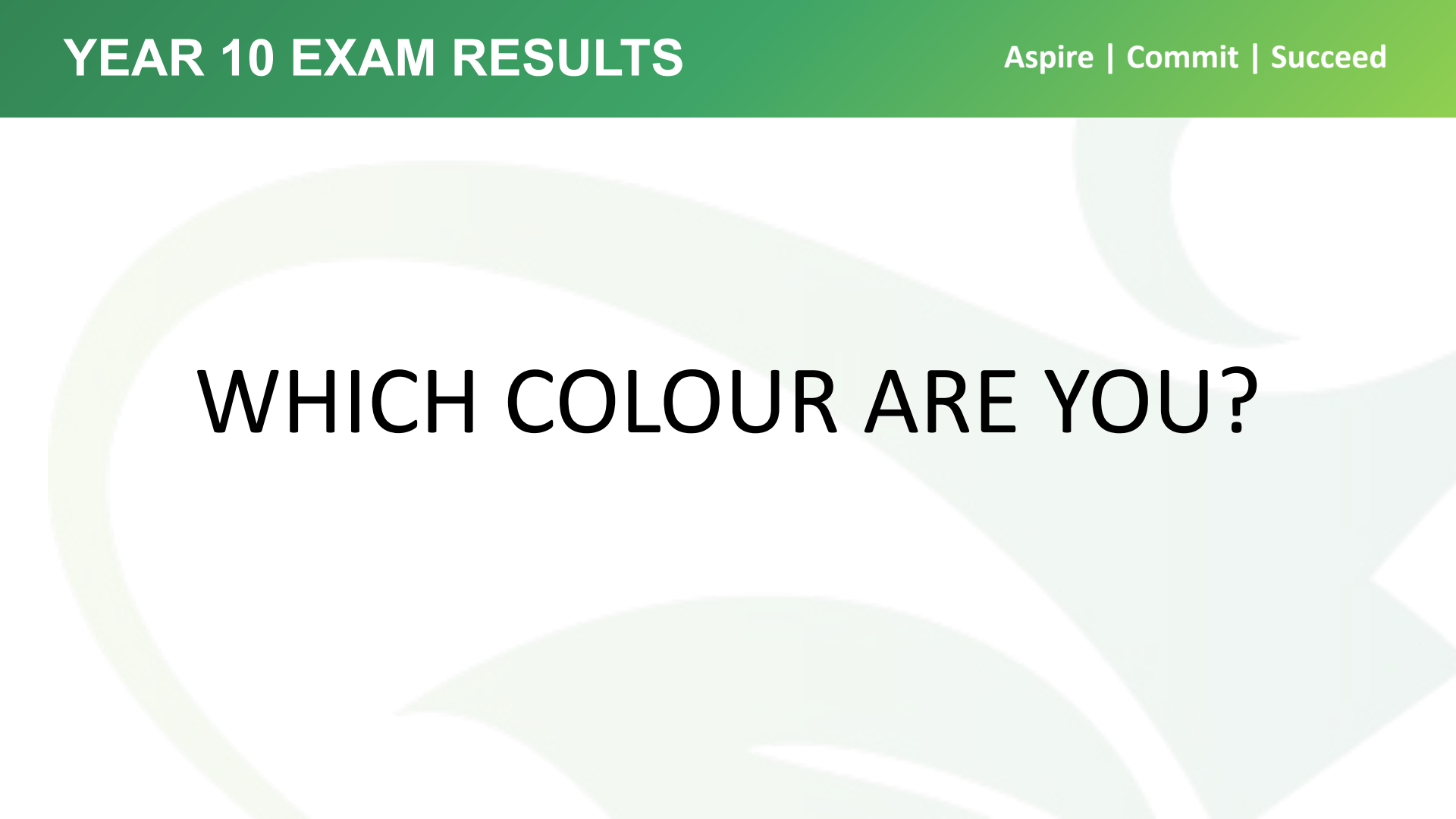
- keeping AI use open and discussable
- checking age limits and privacy settings
- asking which AI tools are being used
- encouraging children to report harmful content
- contacting school if AI is involved in a safeguarding concern

If something AI-generated worries your child, encourage them to tell a trusted adult and report it to school where appropriate.

Mrs. Rufo

Deputy Headteacher
Curriculum and Assessment

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WHICH COLOUR ARE YOU?

WHICH COLOUR ARE YOU?

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<u>RED</u>	Grade 7 in MATHS and SCIENCE, Grade 5 / 6 in English All subjects grade 5-9
<u>GREEN</u>	Grade 6 English, Grade 6 Maths Grade 5 English, Grade 5 Maths Grade 5 English, Grade 4 Maths Most other subjects grade 5-9
<u>ORANGE</u>	Grade 4 English AND Maths At least five subjects grade 4-9
<u>YELLOW</u>	Grade 4 English OR Maths
<u>PURPLE</u>	Below Grade 4 English and Maths

WHICH COLOUR ARE YOU?

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RED

THE CHOICE IS YOURS: YOU CAN TAKE ANY SUBJECT YOU LIKE!

ART & DESIGN
APPLIED SCIENCE
BIOLOGY
BUSINESS & FINANCE
BUSINESS STUDIES
CHEMISTRY
COMPUTING
DIGITAL PHOTOGRAPHY
DRAMA

ECONOMICS
ENGLISH LITERATURE
FRENCH
FURTHER MATHS
GEOGRAPHY
HEALTH & SOCIAL CARE
HISTORY
ICT
MATHS

MEDIA STUDIES
PHYSICS
POLITICS
PSYCHOLOGY
RELIGIOUS STUDIES
SOCIOLOGY
SPANISH
TEXTILES

WHICH COLOUR ARE YOU?

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GREEN

**WITH GRADE 6 IN ENGLISH, GRADE 5 OR GRADE 6
IN MATHS, BELOW GRADE 7 IN SCIENCE**

YOU CANNOT CHOOSE FURTHER MATHS, BIOLOGY, CHEMISTRY, PHYSICS.

ART & DESIGN
APPLIED SCIENCE
~~BIOLOGY~~
BUSINESS & FINANCE
BUSINESS STUDIES
~~CHEMISTRY~~
COMPUTING
DIGITAL PHOTOGRAPHY
DRAMA

ECONOMICS
ENGLISH LITERATURE
FRENCH
~~FURTHER MATHS~~
GEOGRAPHY
HEALTH & SOCIAL CARE
HISTORY
ICT
MATHS

MEDIA STUDIES
~~PHYSICS~~
POLITICS
PSYCHOLOGY
RELIGIOUS STUDIES
SOCIOLOGY
SPANISH
TEXTILES

WHICH COLOUR ARE YOU?

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GREEN

WITH GRADE 6 IN ENGLISH AND GRADE 4 OR 5 IN MATHS

YOU CANNOT CHOOSE THE SUBJECTS THAT ARE CROSSED OUT

ART & DESIGN
APPLIED SCIENCE
~~BIOLOGY~~
~~BUSINESS & FINANCE~~
~~BUSINESS STUDIES~~
~~CHEMISTRY~~
COMPUTING
DIGITAL PHOTOGRAPHY
DRAMA

~~ECONOMICS~~
ENGLISH LITERATURE
FRENCH
~~FURTHER MATHS~~
~~GEOGRAPHY~~
HEALTH & SOCIAL CARE
HISTORY
ICT
MATHS

MEDIA STUDIES
~~PHYSICS~~
POLITICS
~~PSYCHOLOGY~~
RELIGIOUS STUDIES
SOCIOLOGY
SPANISH
TEXTILES

WHICH COLOUR ARE YOU?

Aspire | Commit | Succeed

GREEN

WITH GRADE 5 IN ENGLISH AND GRADE 4 or 5 IN MATHS

YOU CANNOT CHOOSE THE SUBJECTS THAT ARE CROSSED OUT

ART & DESIGN

APPLIED SCIENCE

~~BIOLOGY~~

BUSINESS & FINANCE

BUSINESS STUDIES (G5 in maths)

~~CHEMISTRY~~

COMPUTING

DIGITAL PHOTOGRAPHY

DRAMA

~~ECONOMICS~~

~~ENGLISH LITERATURE~~

~~FRENCH~~

~~FURTHER MATHS~~

GEOGRAPHY

~~HEALTH & SOCIAL CARE~~

~~HISTORY~~

ICT

MATHS

MEDIA STUDIES

~~PHYSICS~~

~~POLITICS~~

PSYCHOLOGY

~~RELIGIOUS STUDIES~~

~~SOCIOLOGY~~

SPANISH

TEXTILES

Orange **GRADE 4 IN ENGLISH AND GRADE 4 IN MATHS**

ART & DESIGN
BTEC BUSINESS
DIGITAL PHOTOGRAPHY
ICT
TEXTILES

Yellow **Grade 4 in EITHER English OR Maths:**

You **MUST** achieve grade 4/5 in Maths **AND** English to have more choices. At the moment you can choose from these:

MATHS GCSE REPEAT
ENGLISH GCSE REPEAT

These options are only available if your grades are high enough in other subjects to start these L3 courses

ART
TEXTILES
HEALTH & SOCIAL CARE

PHOTOGRAPHY
VOCATIONAL BUSINESS
VOCATIONAL ICT

PURPLE **BELOW GRADE 4 IN ENGLISH AND MATHS**

THERE ARE CURRENTLY NO OPTIONS AVAILABLE.

Improve your ATL?

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HIGHLY MOTIVATED



ENGAGED



PASSIVE

CAN'T BE
bothered

DISENGAGED



Perseveres and seeks challenge

GO THROUGH EVERY QUESTION ON EVERY EXAM PAPER – respond to feedback, correct every question, make notes on the topics for which you didn't get full marks

Organises time effectively

USE TIME WISELY – make a plan; write all your revision notes, start working through exam questions, practice the skills you didn't get full marks for.

Invites feedback, responding positively to praise and critique

ASK! – ask your teachers for work which will help you improve your areas of weakness, incorporate this work into your revision plan

BREAKFAST CLUB

FORM TIME

LIBRARY

FREE TUITION



BY CHANGING NOTHING, NOTHING CHANGES

GCSE POD

SENECA

EXAM BOARD WEBSITES

YEAR 11 VIP ZONE

Ms Zaraat

Assistant Headteacher
Lead for Key Stage 5

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Appropriate Options

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Grades 5 - 9

**Continue at ACS or
at a local sixth form
on an appropriate
Level 3 course**

**Level 3 Courses are A Level Equivalent and
carry UCAS points.**

Grades 4 - 5

They lead onto Degree or equivalent
Level 4 Programmes including
Apprenticeships

Grades 1 - 3

Level 1: Entry Level / Functional Skills
Level 2: GCSE Equivalent Courses

**Complete a Level 1 or Level
2 course at a local Sixth
Form college / school**

**Students can remain in funded education up to the age of 19 which means
they can complete a Level 1 / 2 programme (1 year) and then progress into
Level 3 (2 Years)**

Why Choose Our Sixth Form?

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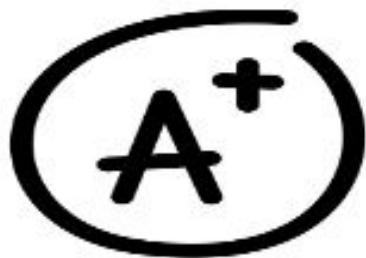
Students with grades 4 - 9 have a range of Level 3 course options available to them at ACS

Subject name	Subject name	Subject name
Art & DESIGN	ENGLISH LITERATURE	MEDIA STUDIES
BIOLOGY	FURTHER MATHEMATICS	PHYSICS
BUSINESS & FINANCE	GEOGRAPHY	POLITICS
BUSINESS STUDIES	HEALTH & SOCIAL CARE	PSYCHOLOGY
CHEMISTRY	HISTORY	RELIGIOUS STUDIES
DIGITAL PHOTOGRAPHY	ICT (applied double)	SOCIOLOGY
DRAMA	ICT (applied single)	TEXTILES
ECONOMICS	MATHEMATICS	EPQ

We are a strong contender

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School or college name	Type of school or college	Number of students with an A level exam entry	Progress Score and Description	Average result		Students completing their main study programme	Achieving AAB or higher, including at least 2 facilitating subjects	Grade and points for a student's best 3 A levels
				Grade	Point score			
Alperton Community School	Academy	111	ABOVE AVERAGE 0.19	B-	36.26	93.40%	16.00% 75 students included in measure	B- 36.44 75 students included in measure
✕ Remove								
Preston Manor School	Academy	122	ABOVE AVERAGE 0.15	C	30.16	96.10%	8.20% 98 students included in measure	C 30.85 98 students included in measure
✕ Remove								
Claremont High School	Academy	125	AVERAGE 0.11	B-	36.6	99.10%	24.70% 89 students included in measure	B- 38.2 89 students included in measure
✕ Remove								
Wembley High Technology College	Academy	162	AVERAGE 0.08	B-	36.69	93.80%	26.70% 150 students included in measure	B 38.64 150 students included in measure
✕ Remove								
Kingsbury High School	Academy	136	AVERAGE 0.04	B-	35.09	86.90%	19.50% 118 students included in measure	B- 35.03 118 students included in measure
✕ Remove								



Our **A Level** Grades

11% A*
28% A* - A
59% A* - B
90% A* - C
99% A* - D
100% A* - E



Our **Vocational** Grades

53% Dist*
91% Dist* - Dist
99% Dist* - Merit
100% Dist* - Pass

Best Ever Vocational Grades



100% **pass** in ALL subjects

All subjects → 100% A*-E
19 subjects → 100% A*-D
12 subjects → 100% A*-C
16 subjects → 90%+ A*-C
2 Subjects → 100%+ D*-D



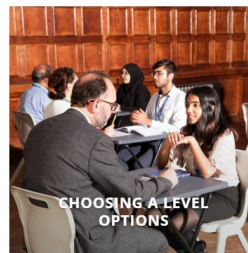
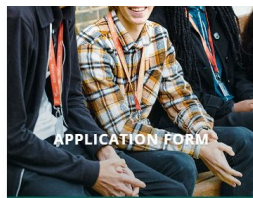
Our **Proud** Learners!

81% A* - C in all subjects
39% A* - B in all subjects
16% A* - A in all subjects
6% A* - A* in all subjects
**includes vocational equivalents*

Find Out More!

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15th October 2026



June / July 2027



Mrs. H.Sharma

Assistant Head teacher- SLT link to
year 11

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Lovely to see you all.

Thank you for attending.

We all know that this year will be one of the most stressful so far in your child's schooling.

The pressures are huge and they will know that this could potentially change the course of their future.

What will help with the pressure and stress of this is their levels of physical activity.

- Breakfast club
- Morning form time
- Free tuition
- Saturday intervention
- Half term/ Easter intervention
- Parental contact
- Telephone/MCAS information- Let us know.

- September: PIE
- October: Half term intervention (26th-30th)
- November: PPE-1 Written / Practical exams
- December: Year 11 Parents evening
- January: Year 11 BTEC exams
- February: Half term intervention (15th- 19th)
- February- March PPE 2 Written/practical
- April: Easter intervention (23/03- 09/04)
- May: GCSE exams
- May: Half term intervention (31st- 04th)
- June: GCSE exams
- July- After GCSE exams- Prom, sixth form transition.

GCSE success:

- **It is a team effort: School + Students + Parents = achievement**

Supporting Your Child Through GCSEs

Progress matters more than perfection.

What Year 11 Students Need From Parents

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Structure

Consistent routines, a suitable place to study, help with planning.



Encouragement

Notice effort, not just results. Celebrate small successes.



Reassurance

Keep exams in perspective. Avoid comparisons. Setbacks can be overcome.



Communication

Ask open questions. Listen before advising. Work with school.

Keep simple options ready to hand so revision doesn't default to sugar.

1

Fresh or dried fruit

2

Yoghurt

3

Nuts and seeds

4

Vegetable sticks +
hummus

5

Banana + peanut butter

6

Wholegrain sandwich

7

Plain popcorn

8

Water

Tip: Prepare snacks in advance so students don't automatically reach for high-sugar foods when revising.

W Water is the best everyday drink

- Keep a water bottle nearby
- Drink regularly throughout the day
- Drink water during revision
- Avoid relying on energy drinks

! Too much caffeine can contribute to

- Poor sleep
- Restlessness
- Anxiety
- Difficulty concentrating

Late-night revision + caffeine can become a cycle that makes learning harder.

Sleep helps the brain process and consolidate learning.

Encourage

- A consistent bedtime
- A regular wake-up time
- A relaxing wind-down routine
- Less screen use immediately before bed
- Avoiding late-night cramming where possible

Key message

An exhausted student is not necessarily a productive student.

Protecting sleep can be one of the most effective ways parents support revision.

Mindfulness does not need to mean a long meditation session.

Try

- ✓ 5 slow breaths
- ✓ A short walk outside
- ✓ Stretching between sessions
- ✓ Listening to calming music
- ✓ A screen-free break
- ✓ Notice what's happening right now

THE 60-SECOND RESET

- S** Stop what you're doing
- T** Take a slow breath
- O** Observe how you're feeling
- P** Pick what you need next

Then start again with one manageable task.

Some stress is normal. Watch for persistent changes such as:

Significant changes in sleep

Avoiding school or revision completely

Frequent tearfulness or irritability

Loss of interest in usual activities

Persistent physical complaints

Feeling overwhelmed or unable to cope

Don't wait for things to become a crisis. Talk to your child, their school, and appropriate professional support when needed.

Parents don't need to become subject experts. Instead, ask:

“What are you working on?”

“What is your plan for today?”

“What would make this easier?”

“Would you like help, or work independently?”

Encourage students to:

- Break work into manageable tasks
- Use active recall
- Practise exam questions
- Review mistakes
- Take regular breaks
- Track progress

Physical activity supports

- Mood
- Sleep
- Concentration
- Stress management
- General health

It doesn't have to be a formal workout

Walking

Cycling

Sport

Dancing

Stretching

A short exercise break
between sessions

A 20-minute walk can be more useful than forcing another 20 minutes of unfocused revision.

Study

- A reasonably quiet workspace
- Manageable distractions
- Clear expectations of study time

Rest

- Time away from schoolwork
- Maintain friendships and interests
- Get enough sleep

Talk

- Raise worries without judgement
- Ask for help
- Make mistakes safely

TRY NOT TO

- ✗ Constantly asking “Have you revised?”
- ✗ Comparing your child with others
- ✗ Focusing exclusively on grades
- ✗ Encouraging all-night revision
- ✗ Using food as reward or punishment
- ✗ Treating every bad day as a crisis
- ✗ Taking over the revision process

INSTEAD

- ✓ Ask about their plan
- ✓ Praise effort and persistence
- ✓ Encourage healthy routines
- ✓ Help them problem-solve
- ✓ Give appropriate independence
- ✓ Keep perspective

When Your Child Says “I Can't Do It”

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INSTEAD OF

“Of course you can!”

TRY

“It sounds like you're feeling overwhelmed.
What's worrying you most?”

Then break the problem down to the next small step:

1

One topic

2

One question

3

One page

4

One 25-minute
session

Small steps create momentum.

HOME & SCHOOL TOGETHER

Students do best when home and school work together. Please contact the school if:

✓ You notice a significant change in your child's wellbeing

✓ Your child is becoming overwhelmed

✓ Attendance is affected

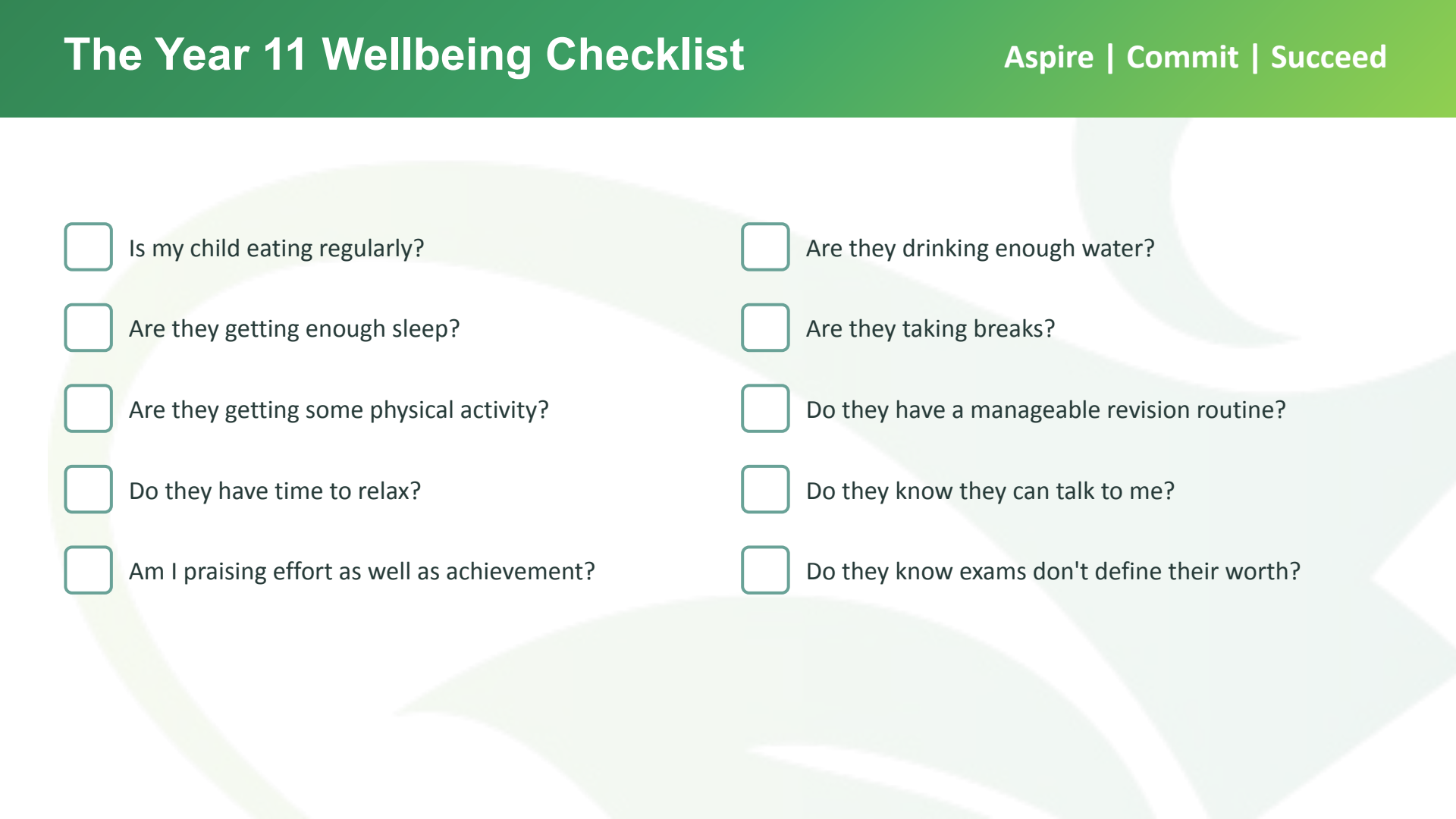
✓ Revision or organisation is becoming difficult

✓ You are unsure how best to support them

Early communication is always helpful.

The Year 11 Wellbeing Checklist

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- 
- ☐ Is my child eating regularly?
 - ☐ Are they getting enough sleep?
 - ☐ Are they getting some physical activity?
 - ☐ Do they have time to relax?
 - ☐ Am I praising effort as well as achievement?
 - ☐ Are they drinking enough water?
 - ☐ Are they taking breaks?
 - ☐ Do they have a manageable revision routine?
 - ☐ Do they know they can talk to me?
 - ☐ Do they know exams don't define their worth?

FINAL MESSAGE TO PARENTS

Your role is not to become their teacher.

Your role is to help them stay healthy, organised, motivated, and emotionally supported while they do the learning.

“Be the calm place they can come back to.”

Healthy body + Healthy mind + Consistent routines = Better conditions for learning

Thank you for supporting our Year 11 students.

Thank you for coming.

If you have any questions, please feel free to meet any of the year 11 team, we will be here for next 10 minutes.

- Ms.Green
- Ms.Lopez
- Ms.Sharma

All slides from the presentation will be posted on the website.