

Exam Success Evening

Wednesday 30th October 2025

5 - 6.30pm



Welcome



Our aims tonight:

- Provide you with information to help you support your child to be successful in their forthcoming GCSE's.
- Provide advice on revision and exam technique.
- Provide information on how to support your child in their core subjects (English, Maths and Science).
- Outline how we will support your child.

Year 11 Progress Team



Mr Jack Brownett
Progress Leader



Mrs Tointon
SENCo



Mrs Jayne Jordan
Head of Year



Miss Taz Johal
Assistant Headteacher



Ms Carol Hubbard
Deputy Headteacher





Brookvale Groby @BrookvaleGroby · Aug 24
Congratulations to the 'Class of 2023'



We are delighted to be celebrating alongside our students today as they receive their results!

Please click on the link below for further details:
brookvalegroby.com/22683-2/

Well done & good luck to Year 11 students from the Class of 2023.





Brookvale Groby @BrookvaleGroby · Aug 17
Congratulations to the Post 16 'Class of 2023'



A Level students at BGLC have celebrated some excellent results this morning.

Please click on the link below for further details:
brookvalegroby.com/congratulation...

Well done and good luck to our Year 13 students from the Class of 2023.



Brookvale Groby Learning Campus

Valuing Everyone, Achieving Excellence

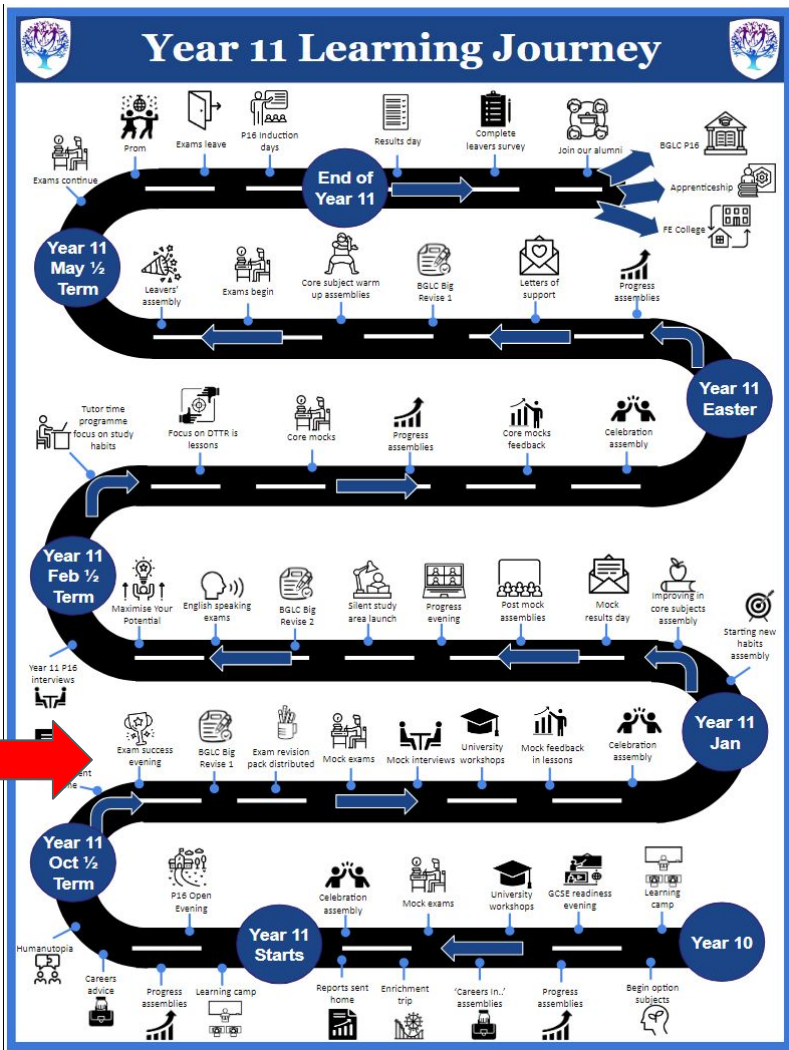


WE CAN NOT DO THIS ALONE.
WE NEED YOUR HELP.





STANDARDS



We are here



Mock exams start:
18th November






BROOKVALE GROBY LEARNING CAMPUS

BIG REVISE

3 events - Nov, Feb and May
3.15 - 5.05pm
2 x sessions
No buses running at 5.05pm






Year 11 Competition



£100

Criteria

Attend:

- BGLC Big Revise 1 - November
 - BGLC Big Revise 2 - Feb
 - BGLC Big Revise 3 - May
 - Progress Evening - January (online)
 - Attendance 95%
- 



**SILENT
STUDY
AREA**

IDEAL FOR
INDIVIDUAL, SILENT STUDY

Book via Arbor

B25

Mon - Thurs

3.15 - 4pm



Preparing to Perform



How can we work together to support your children?

PIXL 
Prepare
to Perform





Habits for Success

Success does not come easy. You have to be prepared to embody certain qualities and characteristics.

Attendance and Punctuality

Effort and Attitude

Organisation and Independent Revision

Grasp Opportunities

Resilient and Aspirational





The impact of revision

Year 10 mocks	Year 11 exam results
-0.16	+1.71

Attitude and behaviour on all reports: 1 - 2
Average grade increased from 5 to 6+

Imogen

How did she make this level of progress?

Work smarter, not necessarily harder...



Working smarter

Year 10 mocks	Year 11 exam results
-0.16	+1.71

Average grade increased from 5 to 6+
Attitude and behaviour on all reports:
1 - 2

- **Structure and routine to all revision**
- **Consistent use of PLC**
- **Effective revision strategies**
- **Testing element to every revision session**

Revision Timetable

Making the timetable visible

Adding Variety

Stretch zone

Forming the habit

Day/Time:	4:30pm – 5:15pm	6pm – 6:45pm	7pm – 7:45pm	8pm – 8:45pm
Monday	Subject: Topic:	Subject: Topic:	Subject: Topic:	Subject: Topic:
Tuesday	Subject: Topic:	Subject: Topic:	Subject: Topic:	Subject: Topic:
Wednesday	Subject: Topic:	Subject: Topic:	Subject: Topic:	Subject: Topic:
Thursday	Subject: Topic:	Subject: Topic:	Subject: Topic:	Subject: Topic:
Friday	Subject: Topic:	Subject: Topic:	Subject: Topic:	Subject: Topic:
Day/Time:	Morning	Afternoon	Evening	Other weekend plans:
Saturday	Subject: Topic:	Subject: Topic:	Subject: Topic:	
Sunday	Subject: Topic:	Subject: Topic:	Subject: Topic:	

My Revision Timetable



Creating the right environment

Consistent revision space

Quiet and calm area

Resources to hand

Phone out of sight



Structuring Revision

Diagnose – Therapy – Test

Make use of the Personalised Learning Checklist to identify specific revision topic.

Setting a SMART target for each period of revision.

Name: _____

Exam Board	QA	My target grade is
Topic/Module	Biology paper 1	My predicted grade is
Year Group	11	Group

Use this checklist before your assessment to focus your work and after to check the effectiveness of your work.

G	I am confident about this topic and I know what I need to do.
A	I am not too sure about this topic. I may need to check with my teacher and spend more time working on this topic.
R	I am not confident I could answer a question on this topic. I need to check with my teacher and ensure I have what I need to do.

AQA Biology (8461) from 2016 Topic B4.1 Cell biology				
Topic	Student Checklist	Grade		
		R	A	G
	Use the terms 'eukaryotic' and 'prokaryotic' to describe types of cells.			
	Describe the features of bacterial (prokaryotic) cells			
	Demonstrate an understanding of the scale and size of cells and be able to make order of magnitude calculations, inc standard form			
	Recall the structures found in animal and plant (eukaryotic) cells inc algal cells			
	Use estimations and explain when they should be used to judge the relative size or area of subcellular structures			
	Required practical 7: use a light microscope to observe, draw and label a selection of plant and animal cells			
	Describe the functions of the structures in animal and plant (eukaryotic) cells			
	Describe what a specialised cell is, including examples for plants and animals			
	Describe what differentiation is, including differences between animals and plants			



Revision Strategies



Four key strategies can be used by your children when revising at home



1.

Flash Cards

A flash card is **a card bearing information on both sides**, which is intended to be used as an aid for memory.





Flash Cards

Making them effective



Designing

Make them clear and concise

Use a one word prompt, so that you can recall as much information as possible

No extended answer questions

Number your flash cards for spaced self-quizzing





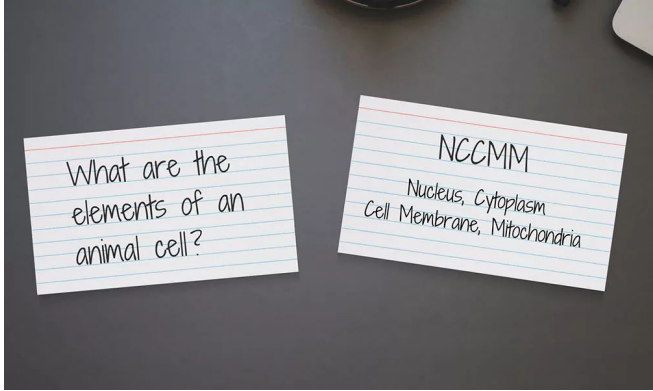
Flash Cards

Making them effective

Colour Coding

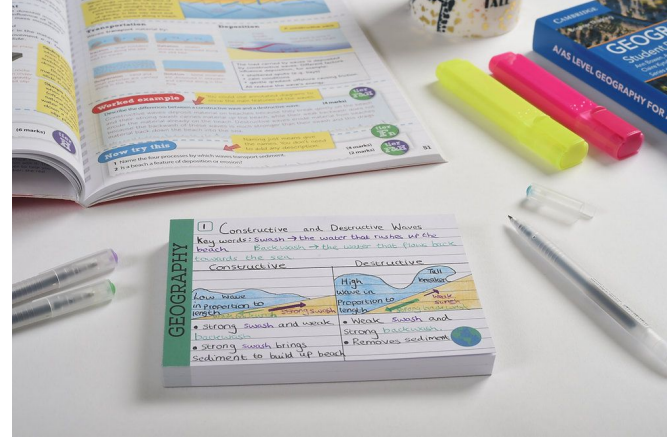
Use different coloured flash cards for different topics

Utilise different coloured pens for definitions/explanation/evaluations



Flash Cards

Making them effective



Using

Vary between writing answers down and saying them out loud.

Engage others in the process

Shuffle the cards each time they are used



Flash Cards

Making them effective



Feedback

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

Is there an area of this topic that requires further attention?

If your knowledge is secure, can you then move on to some exam question practice on this topic?





2.

Brain Dump

What are
they?

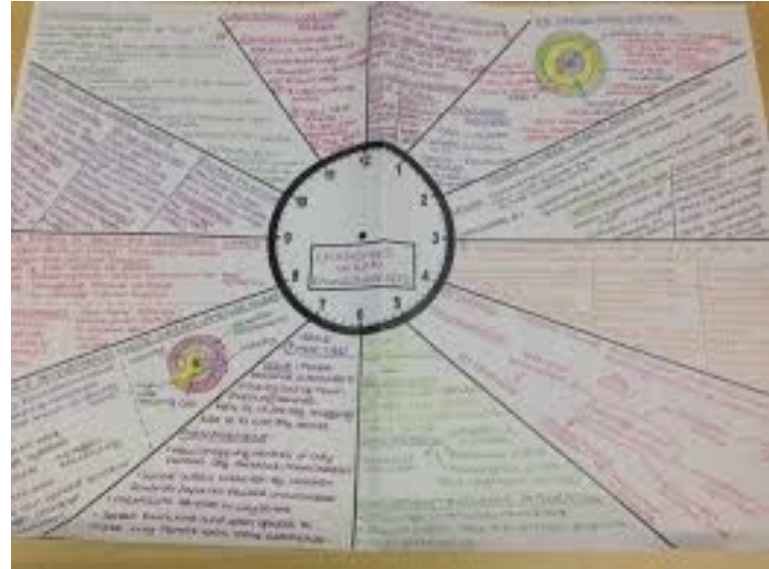
How to make
them?

How are they
used
effectively?



Brain Dump

Step 1: Use a PLC to identify the topic that brain dump will cover.



Brain Dump

Step 2: Take a blank sheet of paper and write down everything that you can remember about that topic- with **no prompts** and a **10 minute time limit**.



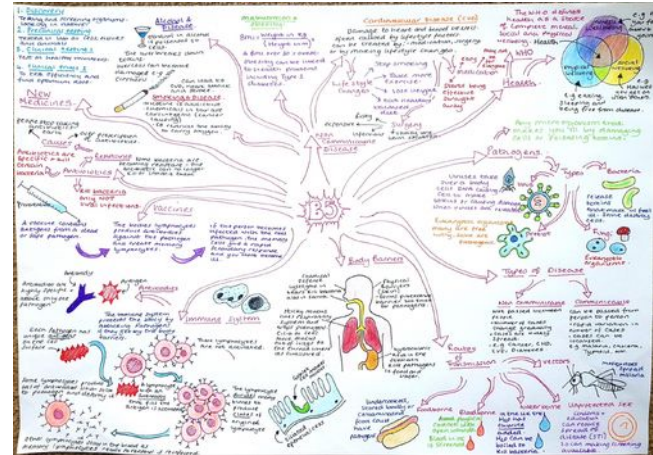
Brain Dump

Step 3: Once complete and you cannot remember any more, highlight words in groups to link information.



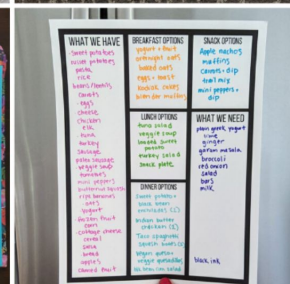
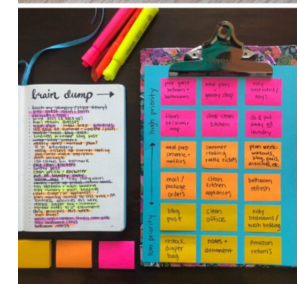
Brain Dump

Step 4: Compare your brain dump to your revision dump to your revision resources to check the level of understanding. Add any key information that has been missed in a different colour.



Brain Dump

Step 5: Keep the brain dump safe and revisit it. Next time you attempt the same topic, compare the amount of information you have been able to recall and begin to **reduce** the time limit.





3.

Self- Quizzing

What is it?

**How to form
questions?**

**How are they used
effectively?**



Self-Quizzing

Step 1: Use a PLC to identify the topic that the questions will cover.



GCSE
Biology Paper 1
Personalised Learning Checklist



Name:

Exam Board	AQA	My target grade is	
Topic/Module	Biology paper 1	My predicted grade is	
Year Group	11	Group	

Use this checklist before your assessment to focus your work and after to check the effectiveness of your work.

G	I am confident about this topic and I know what I need to do.
A	I am not too sure about this topic. I may need to check with my teacher and spend more time working on this topic.
R	I am not confident I could answer a question on this topic. I need to check with my teacher and ensure I have what I need to do it.

AQA Biology (8461) from 2016 Topic B4.1 Cell biology				
Topic	Student Checklist	R	A	G
	Use the terms 'eukaryotic' and 'prokaryotic' to describe types of cells			
	Describe the features of bacterial (prokaryotic) cells			
	Demonstrate an understanding of the scale and size of cells and be able to make order of magnitude calculations, inc standard form			
	Recall the structures found in animal and plant (eukaryotic) cells inc algal cells			
	Use estimations and explain when they should be used to judge the relative size or area of subcellular structures			
	<i>Required practical 1: use a light microscope to observe, draw and label a selection of plant and animal cells</i>			
	Describe the functions of the structures in animal and plant (eukaryotic) cells			
	Describe what a specialised cell is, including examples for plants and animals			
	Describe what differentiation is, including differences between animals and plants			

Self-Quizzing

Step 2: Make use of knowledge organisers/google classroom/revision guides to review topic.

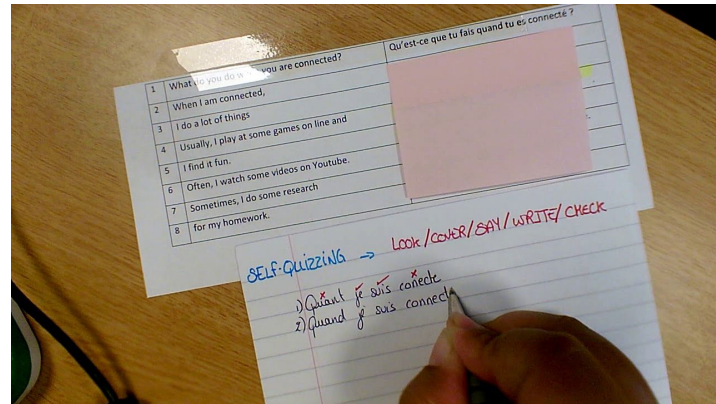
Create 10 questions on this content.

Homeworking 5- Maximal characters.

SHEILA BIRLING ✓	compassionate, warm, remorseful + sensitive. Regrets her actions. feels guilty. <i>patas eva, astute</i>
ERIC BIRLING ✓	Drinks a lot (too much) becomes quietly regrets <i>decisions, immature. frustrated, complacent</i>
MR BIRLING (ACTIVE)	arrogant, capitalist, <i>prejudiced</i> wealthy <i>wealthy</i> with <i>with</i> power <i>power</i> advocates <i>advocates</i> social <i>social</i> justice <i>justice</i> , selfish, prejudiced, against <i>equality</i> self-made <i>self-made</i> man <i>man</i> predominant <i>predominant</i> , believes <i>believes</i> personal <i>personal</i> responsibility, isol. <i>isol.</i> husband <i>husband</i> social <i>social</i> superior <i>superior</i> , supercilious <i>supercilious</i> , remorseless <i>remorseless</i>
MRS BIRLING (SYBIL)	engaged to <i>her</i> her <i>politically</i> close <i>close</i> to <i>to</i> Birling <i>Birling</i> evanesce <i>evanesce</i>. <i>pragmatic</i>
GERALD CROFT ✓	<i>mysterious, mostly</i> mostly <i>wealthy</i> wealthy <i>wealthy</i> with <i>with</i> power <i>power</i> advocates <i>advocates</i> social <i>social</i> justice <i>justice</i>
EDNA EVA SMITH ✓	<i>victim</i> of <i>of</i> social <i>social</i> injustice <i>injustice</i> , vulnerable <i>vulnerable</i> . <i>powerful</i> powerful <i>powerful</i> and <i>and</i> ventilator <i>ventilator</i> , imposing <i>imposing</i> , sanct <i>sanct</i>

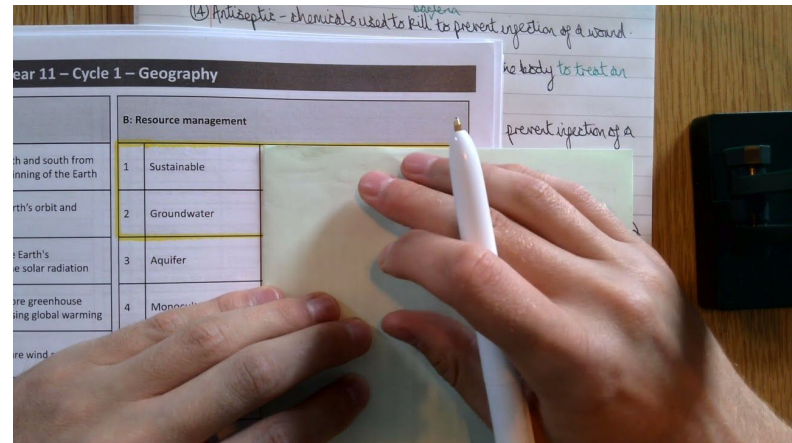
Self-Quizzing

Step 3: Cover the revision resources and attempt to answer the questions by **writing in full sentences.**



Self-Quizzing

Step 4: Go back to the revision resources and self-mark your answers in purple pen.



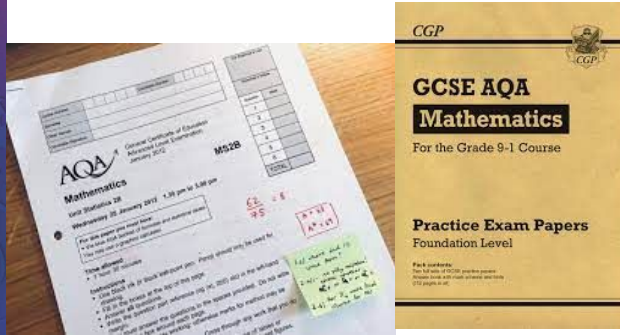
Self-Quizzing

Step 5: Revisit the areas where there were gaps in knowledge and **keep the questions for future revision.**



4.

Deliberate Practice



Mark scheme

<p>[Level 3] Answer gives a correct explanation of how Defex may reduce transmission across synapses in terms of its effect on (neuro)transmitters or receptors. Quality of written communication does not impede communication of the science at this level. (5 – 6 marks)</p> <p>[Level 2] Answer indicates reduction of transmission across synapses OR reduced activity of (neuro)transmitters. Mechanism unclear. Quality of written communication partly impedes communication of the science at this level. (3 – 4 marks)</p> <p>[Level 1] Suggests that Defex is a depressant or reduces transmission of impulses. Quality of written communication impedes communication of the science at this level. (1 – 2 marks)</p> <p>[Level 0]</p>	<p>6 This question is targeted at grades up to A*</p> <p>Indicative scientific points at level 3 may include:</p> <ul style="list-style-type: none"> Defex binds with receptors in synapses transmitter can no longer bind to receptors binds with the neurotransmitter once released breaks down the released neurotransmitter <p>Indicative scientific points at level 2 may include:</p> <ul style="list-style-type: none"> Defex works on synapses Defex reduces amount of transmitter substance <p>Indicative scientific points at level 1 may include:</p> <ul style="list-style-type: none"> Defex is a depressant no impulse sent along second neurone <p>ignore Defex is a sedative / sleeping tablet ignore Defex affects / slows the nervous system</p>
--	---

Target Grade	C	EXAM 1	O
Class Teacher	Mr Siddin	EXAM 2	C
TEACHING CLASS	Year 12	CURRENT	
Q#	TOPIC	MARK	STATUS
1	Calculating variability of bivariate data (Eva, Sivi)	3	Red
2	Calculating PMCC	2	Yellow
3	Using the PMCC	2	Yellow
4	Regression line	4	Green
5	Interpreting regression line	2	Yellow
6	Using regression line	2	Yellow
7	Interpreting data from boxplots	3	Yellow
8	Linear interpolation to find median and QQR	3	Yellow
9	Drawing boxplots	3	Yellow
10	Using boxplots to compare data	2	Yellow
11	Calculating probabilities from tree-way tables	4	Green
12	Drawing tree diagrams (three-way)	4	Green
13	Using tree diagrams to interpret probabilities	2	Yellow
14	Calculating mean and standard deviation	2	Yellow
15	Linear interpolation to calculate	2	Yellow
16	Linear interpolation to estimate mean quartile	2	Yellow
17	Estimating the QQR of the distribution	2	Yellow
18	Communicating/interpreting measures of location	3	Yellow
19	Coding	3	Yellow
20	Mean of normal distribution variable	3	Yellow
21	the expected value for X^2	3	Yellow
22	The variance of a random variable	3	Yellow
23	Complete distribution function	3	Yellow
24	Probability distribution	3	Yellow
25	Finding probabilities of random variables	3	Yellow
26	Finding the value of the mean - μ	3	Yellow
27	Using the percentage points to calculate probability	3	Yellow
28	Finding the standard deviation - σ	4	Green
29	-	2	Yellow
30	-	2	Yellow
	TS	53	



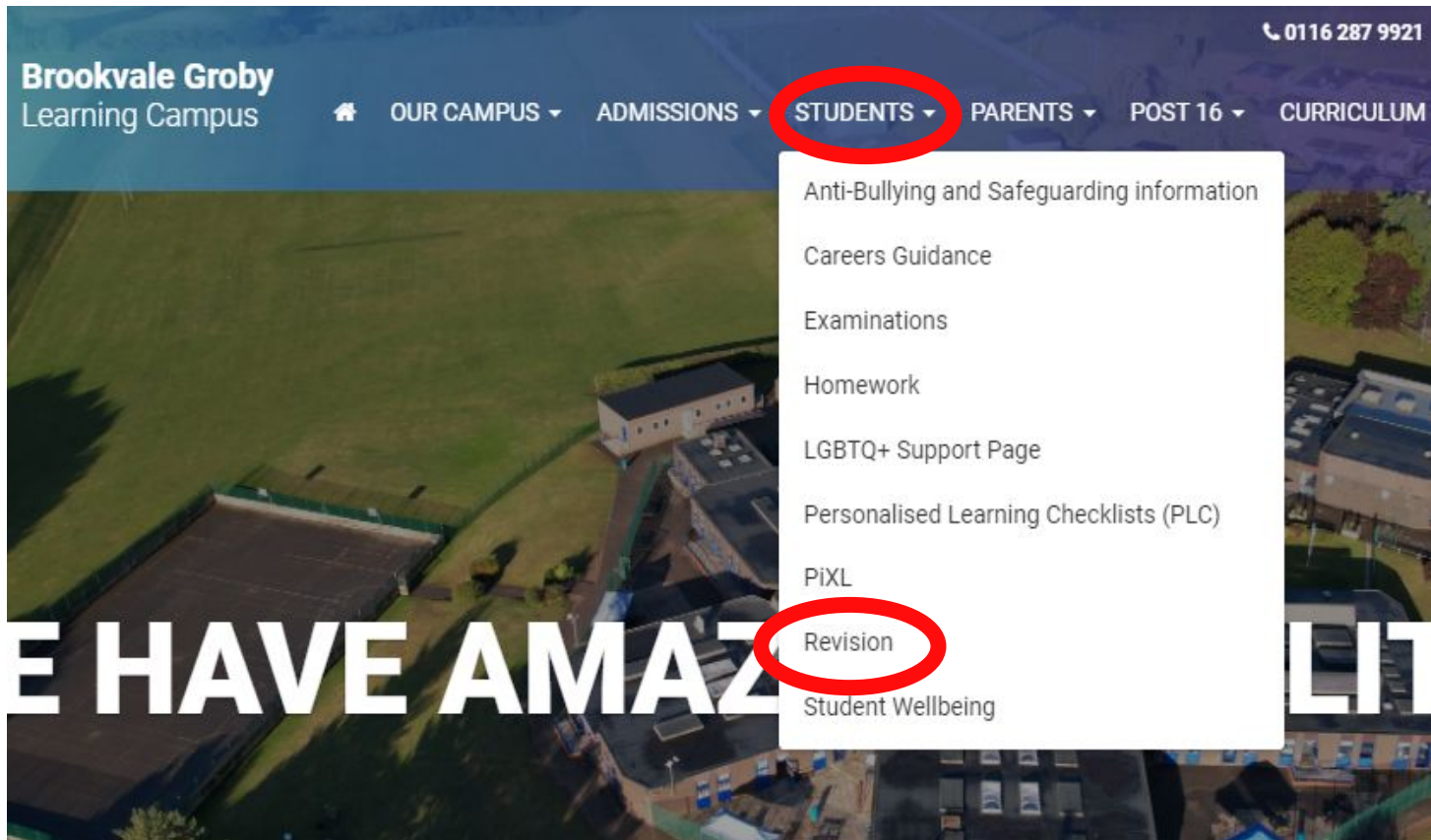
Perfect PRACTICE MAKES PERFECT



CONSISTENCY
IS 



Campus Website



0116 287 9921

Brookvale Groby
Learning Campus

OUR CAMPUS ▾ ADMISSIONS ▾ **STUDENTS ▾** PARENTS ▾ POST 16 ▾ CURRICULUM

- Anti-Bullying and Safeguarding information
- Careers Guidance
- Examinations
- Homework
- LGBTQ+ Support Page
- Personalised Learning Checklists (PLC)
- PiXL
- Revision**
- Student Wellbeing

E HAVE AMAZ **LIT**

The image shows a screenshot of the Brookvale Groby Learning Campus website. The navigation menu is visible at the top, with 'STUDENTS' highlighted by a red circle. A dropdown menu is open under 'STUDENTS', listing various resources. The 'Revision' option is also highlighted with a red circle. The background of the website features an aerial view of the campus buildings and a tennis court. Large white text at the bottom reads 'E HAVE AMAZ' and 'LIT'.

Campus Website

BROOKVALE GROBY
REVISION

Please click on the

BROOKVALE GROBY LEARNING CAMPUS
Valuing Everyone, Achieving Excellence

Will Lewis, Headteacher
Telephone: 0116 287 9921 Website: www.brookvalegroby.com

The Revision Guide

Revision Preparation

- Revision preparation (in place to study and prepare)
- Effective revision habits (and the Science behind them)
- Successful Revision Steps (necessary of key revision periods)
- Active revision techniques (in case of different revision techniques)
- Exam vocabulary (useful vocabulary used for when answering exam questions)
- Exam advice (what to do in exams and how to stay healthy)

BROOKVALE GROBY LEARNING CAMPUS
Valuing Everyone, Achieving Excellence

Will Lewis, Headteacher
Telephone: 0116 287 9921 Website: www.brookvalegroby.com

YEAR 11 EXAM PERIOD TIMETABLE

Coming soon

WARM UP SESSIONS ARE HIGHLIGHTED IN YELLOW.

ALL EXAMS ARE HIGHLIGHTED IN BLUE

UPDATED MARCH

www.brookvalegroby.com

REVISION GUIDE

Timetables
Equipment
Food and Drink
Regulations
Start Time
Finish Time
Attendance
Invigilators
Absence
Results Day
Collection of Results
Certificates
RAGs
Information for Candidates
External Exam Reminder


For parents and students

Valuing Excellence





Supporting your child

- Tutor time and assemblies focused on revision strategies
 - ‘How to revise’ guides bought for each student
 - Revision support material available via Google Classrooms
 - Subject teaching will finish early so that lessons can become revision and exam focussed
 - Use of PLCs and QLAs across subjects - help to identify knowledge gaps
 - Extended support sessions
 - *‘Exam special’ newsletter*
- 

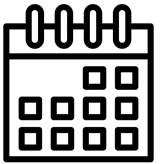


Sleep
Water
Food
Exercise
Phone





Year 11 Key Dates:



- The first BGLC Big Revise - Monday 4th November 2024
- Mock exams begin- Monday 18th November 2024
- Online Progress Evening - 30th January 2025
- Maximise Your Potential - Wednesday 22nd January 2025
- Spring core mocks begin - W/C 10th March 2025
- Summer Exams begin - May 2025
- Prom - 18th June 2025
- Exam results day - Thursday 21st August 2025





Sessions this evening

5.35 - 5.50pm 5.55 - 6.10pm

6.15 - 6.30pm

All the presentations from this evening will be on the school website shortly (with a link on the weekly parent bulletin).

Please complete the evaluation form this evening.



Thank You!

