

WALDEGRAVE SCHOOL

ENJOY • ACHIEVE • EMPOWER



YEAR 11 KEY INFORMATION EVENING

15 September 2026

Please ensure mobile phone is on 'silent'.
Please sign the register at the back.

Deputy Headteacher: Ms Lane
Head of Year: Ms Mortimer
Head of Key Stage 4: Mrs Dhir



Website

Loads of information, video content from around school, photos and helpful links.



Great testimonials to watch by students, parents and staff

Waldegrave School

Our Vision:

Everyone enjoys learning, feels valued and experiences success

Our Values:

Enjoy, Achieve, Empower

Our First Rule:

Respect and value learning, each other and our environment



GCSE Outcomes for 2026

Waldegrave

(National Avg.)

Grades 7 +

51%

(22%)

Grades 5+

82%

(55%)

Grades 4+

90%

(67%)



GCSE Outcomes for 2026

Waldegrave

(National Avg.)

English 4+ 93%

(59.5%)

Maths 4+ 88%

(71.8%)

5 GCSE grades 4+ inc Eng and Maths 86%

5 GCSE grades 5+ inc Eng and Maths 77%



CURRICULUM

**Assistant Headteacher
Head of Key Stage 4**

Mrs Dhir



LEARNING AT WALDEGRAVE



**Building knowledge
and understanding
steadily**



**Enquiring through
questioning**



**Assessing for
learning**



Reviewing



Our Curriculum is delivered through our values

Enjoy

- Passionate subject teachers
- Trips and Enrichment
- Personal development

Empower

- Diverse and inclusive curriculum
- Cultural Capital
- Careers information, advice and guidance

Achieve

- Broad and Balanced
- Early intervention and support
- Stretch and Challenge



English Language

School Support (and enrichment opportunities)	Parental support	Resources
• Targeted intervention pre-mocks • After November mocks, we will spend 2 lessons a week revising Language. • Intervention - students identified post mocks • All resources uploaded onto Google classroom • Easter revision • Passionate subject specialist team	• Support memorising timings for exam: Language GCSE timings • Share articles in magazines/newspapers and discuss these - opinion pieces from newspapers are often in Paper 2. • Spelling, punctuation and grammar are worth 20%: support with proofreading / editing / memorising spellings of frequently used words your child finds challenging • Encourage your child to read fiction for pleasure, and, ideally, discuss their reading with them.	Google Classroom GCSEPod GCSE English Language - AQA - BBC Bitesize

English Literature

School Support (and enrichment opportunities)	Parental support	Resources
- Completed all core texts by November mocks, then 2 lessons per week revising the literature components. - Lunchtime book club - stretch and challenge - Visiting theatre company productions of Shakespeare texts - All resources uploaded onto Google classroom - Easter revision - Passionate subject specialist team	- First mocks will be paper 1: Shakespeare and A Christmas Carol - Watch adaptations of set texts together; look for theatre opportunities e.g. A Christmas Carol this winter - Support with memorising quotations e.g. quick quiz - Any reading that they choose for themselves and enjoy is great!	Google Classroom GCSEPod - short videos on set texts

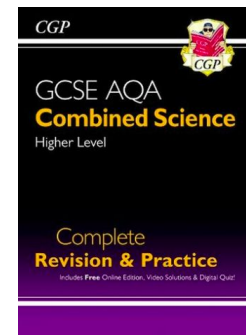
HoD Mrs Dodd

School Support (and enrichment opportunities)	Parental support	Resources
• Thursday lunchtime“STUCK SHOP” in C1 with HoD • Past exam papers completed every week for homework. • Weekly mini mocks completed in lessons after the second set of mocks. • Targeted revision in lessons pre mocks • Intervention - students identified post mocks • Easter revision • Passionate subject specialist team • Competitions and trips eg Maths Olympiad	• Numeracy modelling wherever possible • Positive reinforcement around maths ability eg “you can do this!” • Monitoring of completion of mathswatch activities and Dr Frost homeworks to ensure that homework is completed to the best of their ability • Ensure that students are ready with correct equipment • Encourage attendance at STUCK SHOP in order to receive extra help	• Students will have individual logins to Mathswatch, Dr Frost Maths and Active Learn (online textbook) • www.mathsgenie.co.uk • www.1stclassmaths.com • www.examtq.co.uk  Equipment Needed for EVERY lesson:

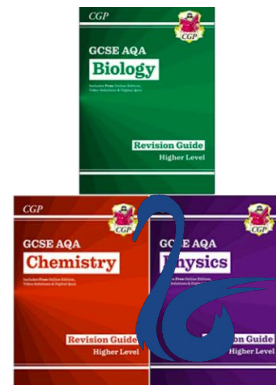
Science

School Support (and enrichment opportunities)	Parental support	Resources
- Intervention - students identified post mock exams. - Students are encouraged to ask their teachers for support. - Lesson resources are shared on Google Classroom - Easter revision - Passionate subject specialist team - Guest speakers, competitions (if applicable)	- Prevent subject avoidance, sometimes parents say 'I hated Science...' - Point out aspects of science in the real world - Ask what is currently being taught in lessons - Share articles in magazines/newspapers and discuss these - Homework completed to the best of their ability - Refrain from discussions on tiers of entry to reduce stress in science	BBC bitesize - summarised content, videos and quizzes FreeScienceLessons - video explanations Physicsandmathstutor - mindmaps, keywords, past paper questions Kerboodle textbooks Seneca - quizzes and content reviews Savemyexams - mindmaps, keywords, past paper questions Revision guides (as seen)

Combined science



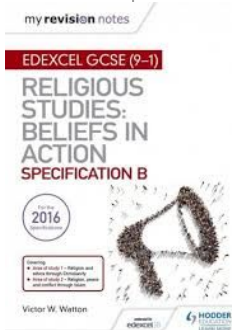
Triple sciences



Religion, Philosophy and Ethics

GCSE Religious Studies Course Outline

Ms Hanson

School Support including enrichment opportunities	Parental support	Resources
• Lunchtime support sessions on Mondays • Targeted intervention pre-mocks/ mock revision sessions. • All resources uploaded onto Google classroom and VLE • Passionate subject specialist team • Other enrichment activities e.g. speakers and trips.	• Discuss and debate with your child at home. • Share articles in magazines/newspapers and discuss these. • Support organisation, revision and homework. 	• Google Classroom and student VLE (lesson resources and exam materials) • Revision Guides. We recommend 'My Revision Notes' Edexcel GCSE Religious Studies: Beliefs in Action Specification B  Ben Wardle- revision videos on YouTube.

How will students use AI to support learning in and out of lessons?

- ❑ If the teacher has not given students' permission to use AI tools, then they must not use them.
- ❑ If the teacher has not mentioned AI, the student may ask if they are able to use AI tools. Students' must adhere to whatever response the teacher gives them.
- ❑ If students' are permitted to use AI tools they must be clear which tool they have used and how by referencing the AI tool
- ❑ **Under no circumstances are students' permitted to use AI in any examinations or formal assessments.**
- ❑ Please do not allow your child to become dependent on AI tools - if they don't need to use them then don't.



Homework and Intervention support

Developing
independent
learners

High standards and
expectations

Take responsibility
for learning

Promote parental
engagement

- Homework assignments are set by subject teachers with specified deadlines and revision activities on google classroom to prepare for GCSE examinations. If you have any concerns please contact the subject teacher and/or Head of Department via KS4@waldegravesch.org
- Our library space is available to students after school to complete work (Mon-Thu until 4pm, Fri until 3.30pm)
- KS4 Homework club (every evening Mon-Thu until 4pm)
- Intervention



Subject Withdrawal and Access Arrangements

- Subject withdrawal is not for students who are underperforming; support strategies are available which will be explored to help your child.
- Access arrangements are provided in exceptional circumstances where a student has a recognised diagnosed need
- JCQ guidelines are very clear about the qualifications and quality of specialist's reports. The report must meet regulatory body standards and can advise on difficulties.
- JCQ state clearly it is the decision of the SENCO with regards to awarding an access arrangement.
- An access arrangement is a 'normal' way of working for the child so we would expect the child to be known by the Inclusion team or Safeguarding team



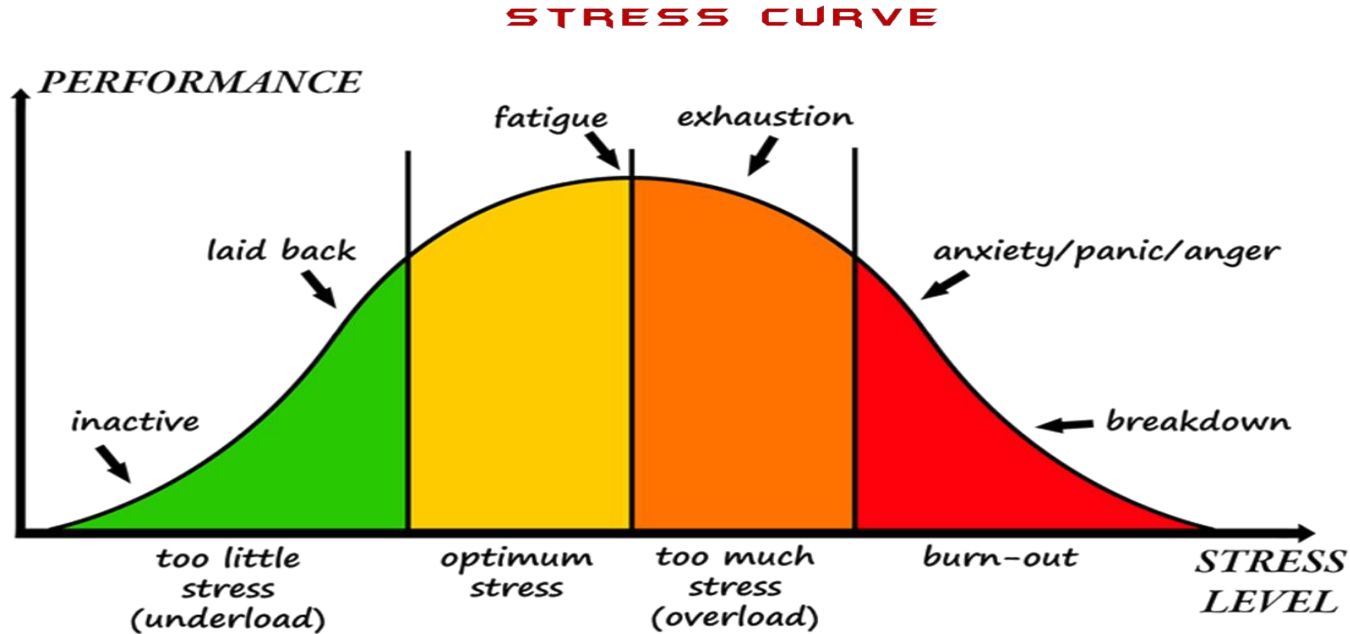
Exams and Revision

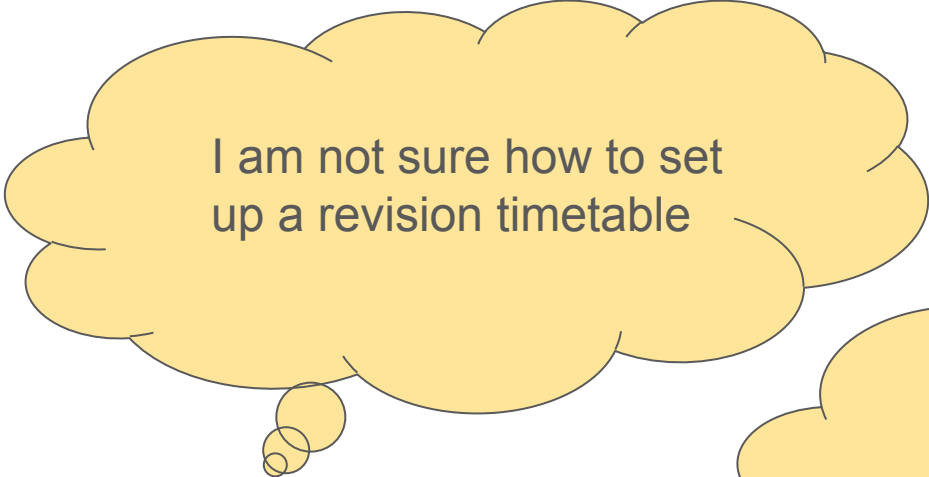
The next few months are going to probably be stressful for both you and your child, so you need to be prepared.

We all need to work together and model resilience to lead to.....

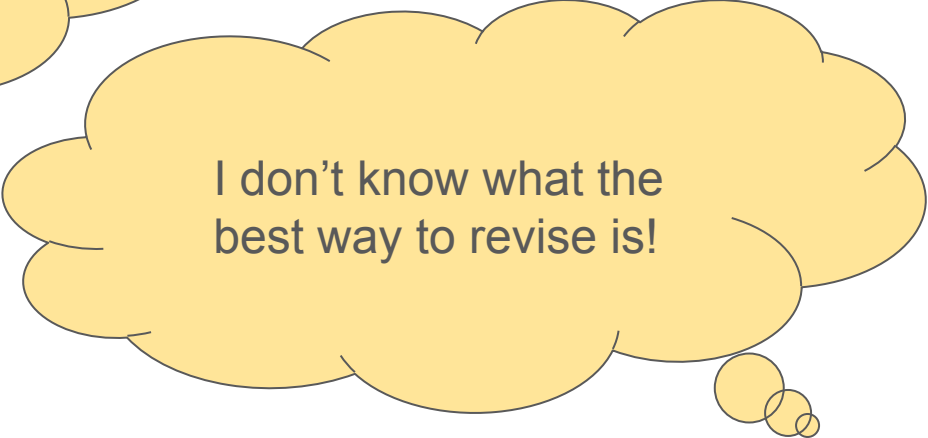


Keeping a balance





I am not sure how to set up a revision timetable



I don't know what the best way to revise is!

- Subject teacher support
- Year 11 Drop Down Day focused on exam preparation skills
- Tutor time programme





Create your Study Planner
Organise your revision for any deadline or exam. Tell us what you're studying and when you're free to revise. We'll plan out your timetable to help you get those grades.

[Sign up >](#)



Flashcards
Create small cards with questions on the front, answers on the back.

[Create >](#)



Revision Cards
Break topics into manageable chunks to make them easier to learn (A5 size).

[Create >](#)



Revision notes
Share detailed notes on a topic.

[Create >](#)



Quizzes
Create fun, educational quizzes to test yourself and friends.

[Create >](#)



Mindmaps
Create a diagram to chart the relationships within a topic.

[Create >](#)



Crosswords
Create fun crosswords for when you need a break from intense revision.

[Create >](#)

- Set up a personal profile
- Enter exam boards and exam details
- Devise a flexible online revision timetable
- Investigate and practise learning/ revision techniques to help embed knowledge into the long term memory





Supporting your child through their GCSEs

GCSE examinations can be daunting for students. Here's how you can help them.

[Read guide](#)



Parents guide to GCSE revision

This useful guide lets you know exactly how and when your child should be revising.

[Read guide](#)



Parents Quick Start Guide

Discover what Access GCSEPod is, how you can get it and key features.

[Read guide](#)



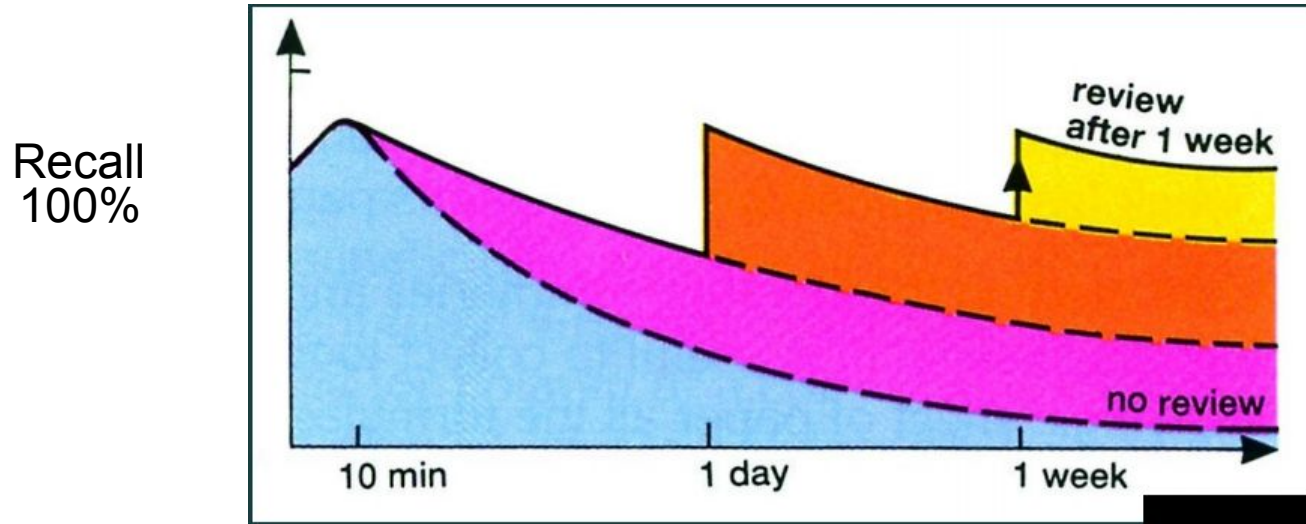
Parent Toolkit

This toolkit is designed to help you support your child in using GCSEPod at home.

[Read guide](#)



Reviewing regularly improves recall



REVISE

REVIEW

REPEAT



STANDARDS & SUPPORT

Head of Year 11: Mrs Mortimer



High Expectations

Everyone enjoys learning, feels valued, and experiences success

Enjoy, Achieve, Empower



**Positive approach
to school life**



Attendance



Punctuality



**Uniform - lanyards,
jewellery**



The Year 11 Pastoral Team



Mrs Mortimer: Head of Year



Mrs Dhir: Head of Key Stage 4



**Mrs Murphy & Mrs
Barnett (Fri) | IEMU**



Mrs Cortes-Sanchez | IFCO



Ms O'Rorke | IPOR



**Ms Rustam
& Ms Sreerama (Fri) | ISRU**



**Ms French & Ms
Owen (Fri) | IEFR**



**Mr Doan & Ms Owen
(Mon) | IFDO**



**Ms Wallace & Mrs
Ullah (Fri) | IPWA**



**Mrs Green & Ms Owen (Tues)
| ISGR**

Year 11 Weekly Form Time Timetable

Day of the week	Focus of Tutor Time
Monday	<u>Setting up the Week</u> <u>Read with Me</u>
Tuesday	<u>Assembly</u>
Wednesday	<u>Weekly Quiz World Events</u>
Thursday	<u>Revision Focused activity</u>
Friday	<u>Oracy</u> <i>Wordle/Flag! Round-up of the week PM</i>

ATTENDANCE MATTERS



The link between attendance and attainment in an assessment year

Research Report
March 2025

- Students with an attendance between **95-100%** were approximately **2 times** more likely to achieve a Grade 5 in English and Maths compared to those whose attendance was between 90-95%.
- Small improvements in attendance had a substantial impact on attainment.
- There are two full terms before the exam season begins, **every day in school counts**.



Uniform

- **Uniform is the first visible representation of high standards**
- The uniform policy is clear and can be found on the website
- Consistently applied and supported to foster both inclusivity and equality
- Please do not request for your child to be allowed to wear makeup/false nails/ false eyelashes as a strategy to either support confidence or for a special event that is coming up. This is not supported by the uniform policy
- Please do not allow your child to have a nose piercing as this is not part of the uniform policy
- Please ensure your child has a **lanyard** with a visible photocard as this is an important aspect of our safeguarding measures



Mobile Phones



Not Used Not Seen Not Heard

- All students in Years 7 to 11 should have their phone switched off whilst on the school site.
- Students should not have their phones on their person during the school day
- Students should not contact home using phones in the toilets. This causes anxiety for families and the student.
- Families should not be contacting your child on the phone during school hours, and if your child contacts you then they are not following the legal requirement that phones are not allowed to be used in school. Messages for your child can be left with the KS4 Hub who will pass these on.
- Students who do not have permission to have their phone on their person and/or who try to use their phones to text, make calls, photograph, video or listen to music during the school day **will have them confiscated and a behaviour point given. The second offence will result in parents coming in to pick up the phone. The third offence will result in mandatory installation of Blackout or bringing a brick phone/no phone to school.**
- **For Year 11 - parents have been contacted about the option for Year 11 students to install Blackout to help support with digital wellbeing.**



KS4 Hub

Support for Students

- Attendance
- Uniform
- Lost property
- Medical issues & first aid
- Meet with outside agencies
- Observe and Listen



Ms Bolbol



Ms Spriggs



Ms Ghawte



Ms Denbury

Contact: ks4@waldegravesch.org



Safeguarding

All adults in schools have a responsibility for **safeguarding**

- Ms Moore is the designated safeguarding lead and Ms Williams and Ms Dale are the deputy designated safeguarding leads
- We have a **safeguarding and child protection policy** which is updated annually
- We have school counsellors, a school nurse and a KS4 academic and behaviour mentor to provide additional support
- All staff are trained and know the procedures for reporting concerns
- Pastoral staff work with parents and outside agencies to try to put the right support in place for all students. These include CAMHS, MHST, Early Help team, Children's social care

Please remember as part of our safeguarding measures we do not allow students to share toilet cubicles for any reason. Please reinforce this.



Ms Moore



Ms Williams



Ms Dale



Resources to support students and families



What to do in a crisis...

If you are known to Richmond CAMHS, please call **0203 513 3238** to speak to a duty clinician (Monday-Friday; 9-5; Excluding Bank Holidays)

SLP CAMHS crisis line: **0203 228 5980**
Monday to Sunday 9am to 11pm, 365 days per year

Outside these hours - SWLSTG Mental Health Support Line:
0800 028 8000 or **NHS 111** (24/7)

Young people and Families should call 999 or attend their nearest A&E for urgent or emergency medical attention.

Other support available...



24/7 crisis text support for times when you need immediate assistance.
Text **SHOUT** to **85258**



Listen to how you're feeling. 24/7 support.
Call **116 123** or email jo@samaritans.org.uk



Support for young people struggling with thoughts of suicide or for anyone worried about a young person. 9am - midnight 365 days a year.
Call **0800 068 3131** or text **07860 039967**



Free confidential support for young people under 25.
Call **0808 808 4994**



Confidential counselling service.
Call **0800 1111** (webchat available on: www.childline.org.uk)



Respectful



Open



Collaborative



Compassionate



Consistent

Portus

Preventing self-harm and
suicide in young people ::

Portus

Young Minds parent helpline

Parents Helpline | Mental

Health Help for Your Child |

YoungMinds



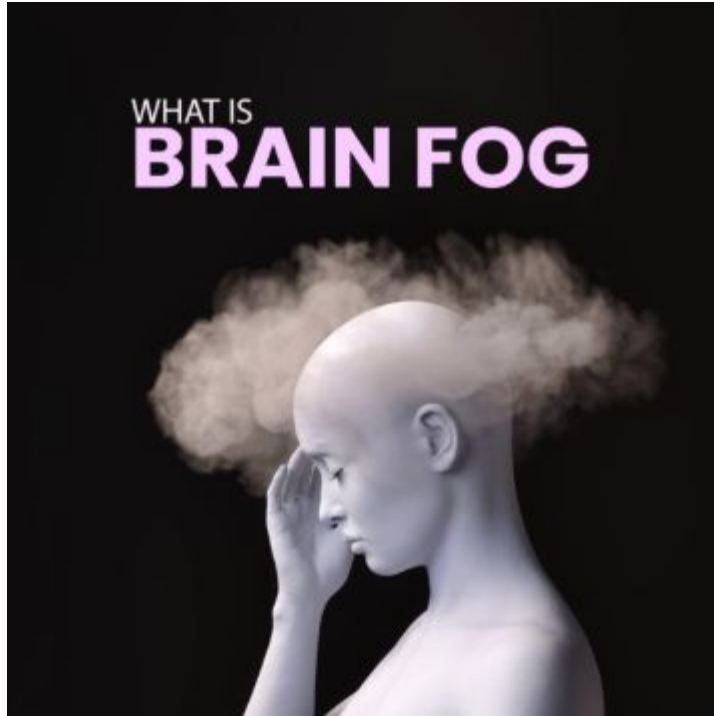
Achieving for Children - Mental Health and Emotional wellbeing

QR code:

iThrive-Emotional
Health Service
Resource Hub



Managing “brain fog” - Newcastle Hospitals NHS Foundation Trust



Brain fog and four easy ways to help fix it - BBC News

The acronym SWANS refers to key habits that support brain health and sharpen focus

S for sleep

W for water

A for activity

N for nutrition

S for stress



Careers Information and Guidance Advice

- We have had a comprehensive series of assemblies, talks and subject fairs involving staff, external visitors and our Year 12 students to support and guide students during Year 10
- One to one careers meetings have been taking place last year and will continue this term
- It is important to apply to a minimum of two but preferably three different post 16 providers
- All Waldegrave students have a conditional offer (entry requirements of our Sixth form must be met, 5 GCSE's grade 4-9 inc English and Maths)
- Sixth form Open evening 14 October



Key Dates

Event	Dates
Year 11 Drop Down Day (Revision and Wellbeing focus)	7th October 2026
Year 11 Session on supporting students to manage revision (for parents only)	7th October 2026 6pm
Waldegrave Sixth Form Open Evening	14th October 2026 5.30 start
Year 11 Mock Exams * (some dates in the Autumn half term)	2 weeks starting 2 November <i>*Year 11 to attend school on Monday 2nd and Tuesday 3rd November</i>
Year 11 Monitoring	December 2026 (post mock feedback)
Year 11 Parents Consultation Meeting	9th December 2026
Year 11 Core Mocks	1st March -5th March 2027
Year 11 Monitoring	March 2027
Easter Revision Sessions	In the Easter Holidays Dates/Times of specific sessions TBC
Year 11 Dress Up Day	6th May 2027
Year 11 Final Day Celebration Assembly	7th May 2027
Start of public exams	10th May 2027
Year 11 Prom	Thursday 24 June 2027



COMMUNITY

**Assistant Headteacher
Head of Key Stage 4**

Mrs Dhir



Student Voice

Very important to the ethos of the school

Overall Student Parliament made up of student working parties:

- Equality, Diversity and Inclusion
- Environment
- Healthy Schools
- Curriculum





The Friends of Waldegrave School

(formerly the PTA)

We are delighted to welcome you to our school community and look forward to meeting you in the next few months



Dates for your diary

Friday 9 October

Y7 Bingo

17 September

FOW Committee Meeting

First Saturday of December

Pre-loved Uniform Sale

First Saturday of December

Christmas Tree Sale



Can you help?

YES!!! if you have ever done any of the following and especially if you enjoy doing them!

- ☺ Write an occasional email
- ☺ Manage a spreadsheet
- ☺ Dig up a few weeds
- ☺ Plant a few bulbs
- ☺ Sort out some old clothes
- ☺ Arrange nights out with your friends



Get in touch

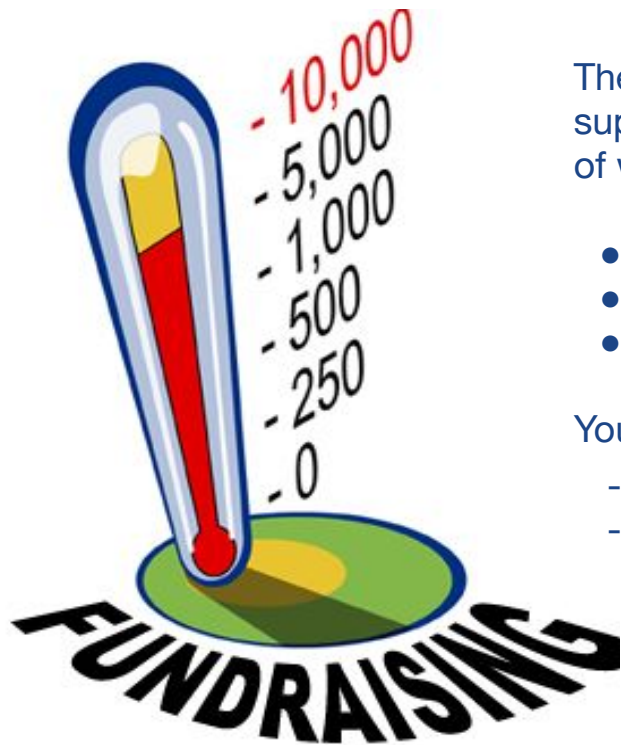
Speak to us at the end of the evening

or email

fow@waldegravesch.org



Fundraising



The school raise funds through parental donations that are vital to supporting our students experience in school. These are used in a number of ways:

- Significant capital improvements
- Enriching curriculum for students and parents & carers
- Financial support

Your help would be much appreciated if you can support us:

- **Regular donations** £15, £30 etc per month -
- **One off donations** - use this button on front page of website

[Donations](#)



Careers & Expertise

We really appreciate the skills and talent of our parents/carers

Some of the areas you could help are:

- ★ Careers advice / Work experience placements
- ★ Sports Coaching / After school club
- ★ Reading / Library / TA Help
- ★ Invigilation
- ★ Gardening



WALDEGRAVE SCHOOL

ENJOY • ACHIEVE • EMPOWER

Thank you for listening and we
wish you a safe journey home

