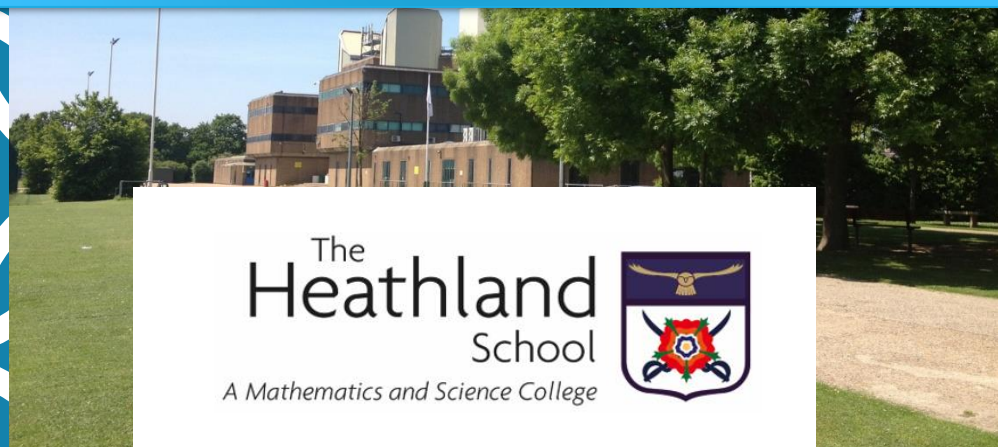


Welcome to The Heathland School
'An outstanding school'



**KS4 INFORMATION EVENING
LEARNING SUPPORT**

**Thursday 10th October
2024**

Deputy Head (Pupil Support)
Mr Sangha



Deputy Head (Curriculum)
Mrs Sandhu



Deputy Head (Resources
and Sixth form)
Mr Gill



**Designated Safeguarding
Lead & Well-Being Lead**

Mrs N C Benedict
Assistant Head
Room: 17R



**Deputy Designated
Safeguarding Lead**

Mr G S Sangha
Deputy Head
Room: 218R



**Deputy Designated
Safeguarding Lead &
Lead Learning Mentor**

Mr L Nwagbara
Room: 13RC



**Deputy Designated
Safeguarding Lead**

Mr E Spragg
Room: 16R



WHAT STUDENTS MIGHT STRUGGLE WITH

Trying to balance all subjects as they are all important

Trying to do well in subjects that they do not like (compulsory subjects)

Finding time and balancing studies and social life

Coursework

Pressure/anxiety as they prepare for GCSEs

Access Arrangements
(Exam Support)

Mock exams and getting used to different styles of exams

Organisation

Revision

Organisational Tips



- **Quiet** place for learning
- **Time** for learning – break up with breaks for food, phone/iPad time, TV time etc.
- **Display** your copy of your child's timetable at home – check at nights in preparation for next day .
- **Only pack** equipment needed for the lessons the next day – no need to carry books for the week.

EQUIPMENT

Pencil case

Black or blue pens

Green Pen

Rubber

Ruler

Sharpener

Glue Stick

Reading book



Maths equipment



compass

protractor

Scientific calculator

Books for that day

Homework wallet

Colour pencils – optional

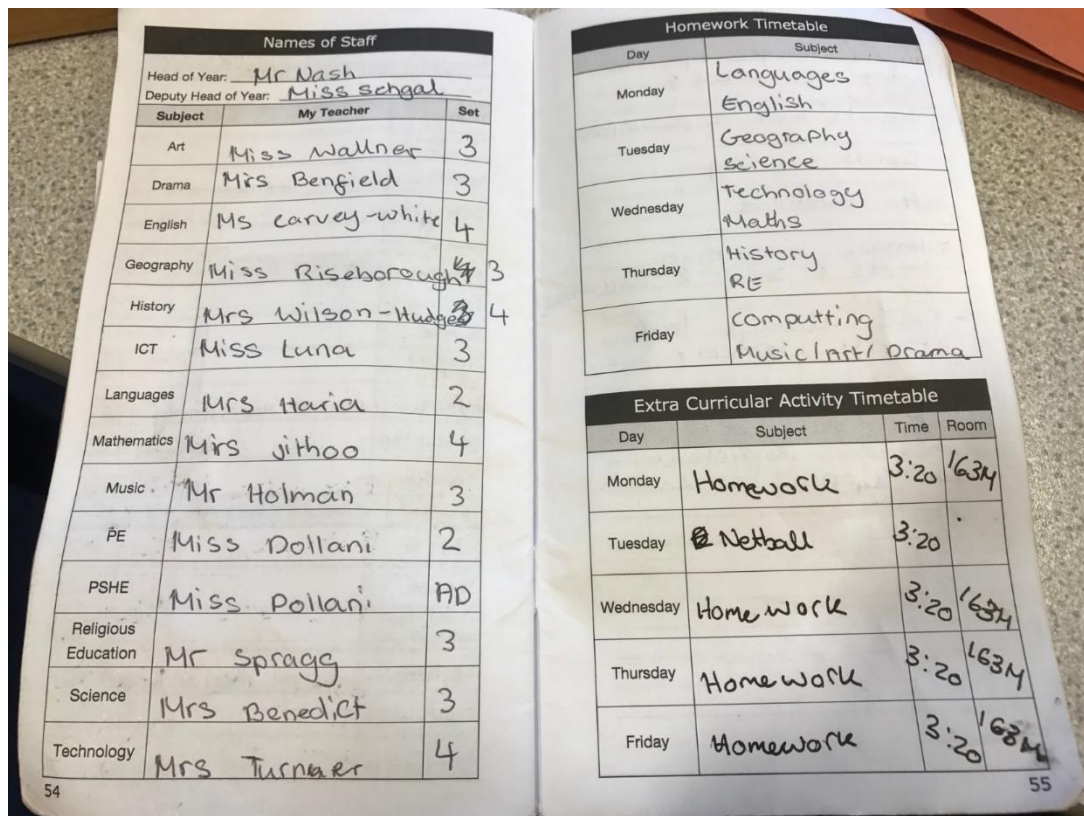
Glasses

School diary



Please pack the school bag the night before

You can purchase a whole pencil case from resources from £5



Diaries must be signed weekly by a career or guardian

Year 10 Homework Timetable 2024 - 25


Band	Monday	Tuesday	Wednesday	Thursday	Friday
Delta	ENGLISH LANGUAGES	<u>OPTION B</u> ART/COMPUTING/DRAMA/ FOOD AND NUTRITION / PHOTOGRAPHY/ DESIGN AND TECHNOLOGY/ BTEC PE/HISTORY/TEXTILES/ GEOGRAPHY SCIENCE RS/RE (alternate weeks)	MATHS HISTORY/GEOGRAPHY TRAVEL & TOURISM	<u>OPTION A</u> Art/COMPUTING/ FOOD AND NUTRITION/ PHOTOGRAPHY / TEXTILES/TRIPLE SCIENCE/ BTEC PE/THEORY OF PE/MUSIC/GEOGRAPHY/ DESIGN AND TECHNOLOGY BTEC IT/ FOOD	SCIENCE
Gamma	SCIENCE GEOGRAPHY	<u>OPTION B</u> ART/COMPUTING/DRAMA/ FOOD AND NUTRITION / PHOTOGRAPHY/ DESIGN AND TECHNOLOGY/ BTEC PE/HISTORY/ TEXTILES/GEOGRAPHY HISTORY	MATHS TRAVEL & TOURISM ENGLISH	<u>OPTION A</u> Art/COMPUTING/ FOOD AND NUTRITION/ PHOTOGRAPHY/ GEOGRAPHY/ TEXTILES/TRIPLE SCIENCE/ BTEC PE/THEORY OF PE/MUSIC/ DESIGN AND TECHNOLOGY RS/RE (alternate weeks)	SCIENCE LANGUAGES/ BTEC IT

- **COMBINED SCIENCE: SET TWICE A WEEK ON A 3 WEEK ROTATION (Biology & Chemistry/Chemistry & Physics/Physics & Biology) - IT MAY BE DIFFERENT TO THE DAY ABOVE**
- **SEPARATE SCIENCE: SET ONCE A WEEK FOR EACH SCIENCE - IT MAY BE DIFFERENT TO THE DAY ABOVE**

Learning Support Homework Club

Homework Club Afterschool	Monday	Tuesday Year 10	Wednesday Year 9	Thursday Year 8	Friday Year 7
	A letter was sent to selected Year 10s to attend on Tuesdays Your child is welcome to attend even if they did not receive a letter				
Lunch	Year 10s can attend 162M every day as long as they are doing work and not socialising.				

Timing 3.20-4.20pm or earlier if all homework has been completed.



Access Arrangements

(Exam Concessions)

What are access arrangements?

- Access arrangements are reasonable adjustments, as defined by the Equality Act (2010), and are specific to the individual candidate.
- They enable a level playing field to be provided, by overcoming a potential substantial disadvantage when they are applied.
- They must not provide an unfair advantage and hence applications must be based upon a rigorous evaluation of need and are heavily regulated by the JCQ and the Exam Boards themselves.

Who is eligible for access arrangements?

Anyone with a special educational need or disability may be eligible for access arrangements in public exams. They can also be considered for candidates with temporary injury. The JCQ outlines 4 areas of need, including:

1. Cognition and Learning:

- Including, Specific learning difficulties such as: dyslexia and dyspraxia, Moderate Learning Difficulties
- *Candidates must be assessed by a speech and language therapist, clinical specialist or specialist assessor*

2. Communication and Interaction Need:

- Including autism, speech and language needs
- *Candidates must be assessed by a speech and language therapist, clinical specialist or specialist assessor*

3. Social, Emotional and Mental Health Needs:

- Including candidates with ADHD/ADD and anxiety-related conditions
- *Candidates must be assessed by a specialist clinician, such as a neurodevelopmental paediatrician or clinical psychiatrist*

4. Sensory and/or Physical Needs:

- Including candidates with visual impairment (VI), hearing impairment (HI) or other sensory need or physical disability, such as cerebral palsy
- *Candidates must be assessed by a specialist teacher for VI and/or HI where there are sensory needs*

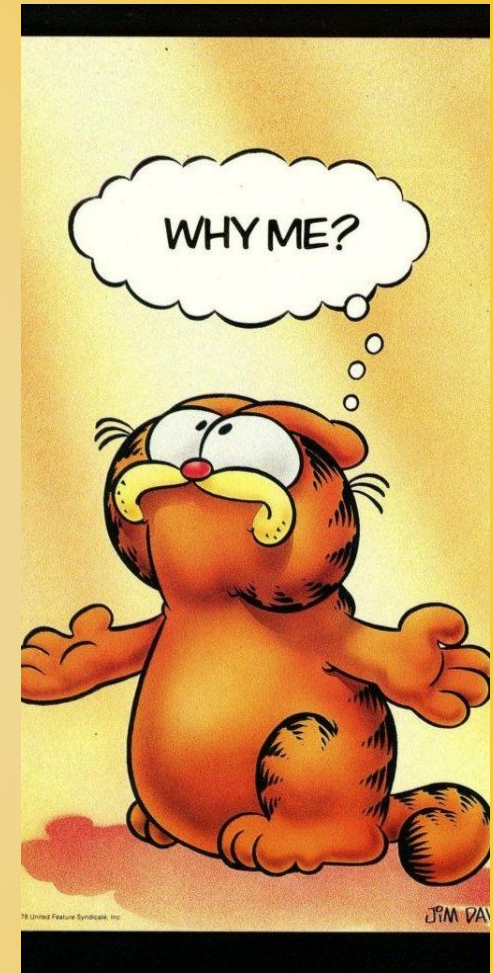
What if my child does not have a diagnosis?

- Your child does not necessarily have to have a diagnosed learning difficulty to be allowed an access arrangement.
- However, there must be evidence of need and normal way of working, in addition to other criteria, such as below average performance (below standard score of 85) in certain skills.

Access arrangements are intended to increase access to exams but cannot be granted where they will directly affect performance in the skills that are the focus of the test.

Why your child?

- ▶ Each child is different, no one is the same.
- ▶ All young people have different ways of working or understanding information.
- ▶ We as a school may feel that some students will benefit with some extra help.
- ▶ This does not mean that your child is underperforming academically



What do I get?

- ▶ The most common types of access arrangements are:
 - ▶ extra time
 - ▶ separate invigilation/small group room
 - ▶ word processor/laptop
 - ▶ reading pen
 - ▶ human or computer reader
 - ▶ supervised rest breaks
 - ▶ prompt
 - ▶ modified papers
 - ▶ coloured overlays
 - ▶ human scribe or voice activated software

- ▶ The arrangement must also be in class as well. This is called normal way of working.

Revision

What is the point of revision?

It is to *remember* things.

The best way to **remember** is through **cues**.

A cue is something that you associate with something else.

The first rule of revision:

Don't worry.

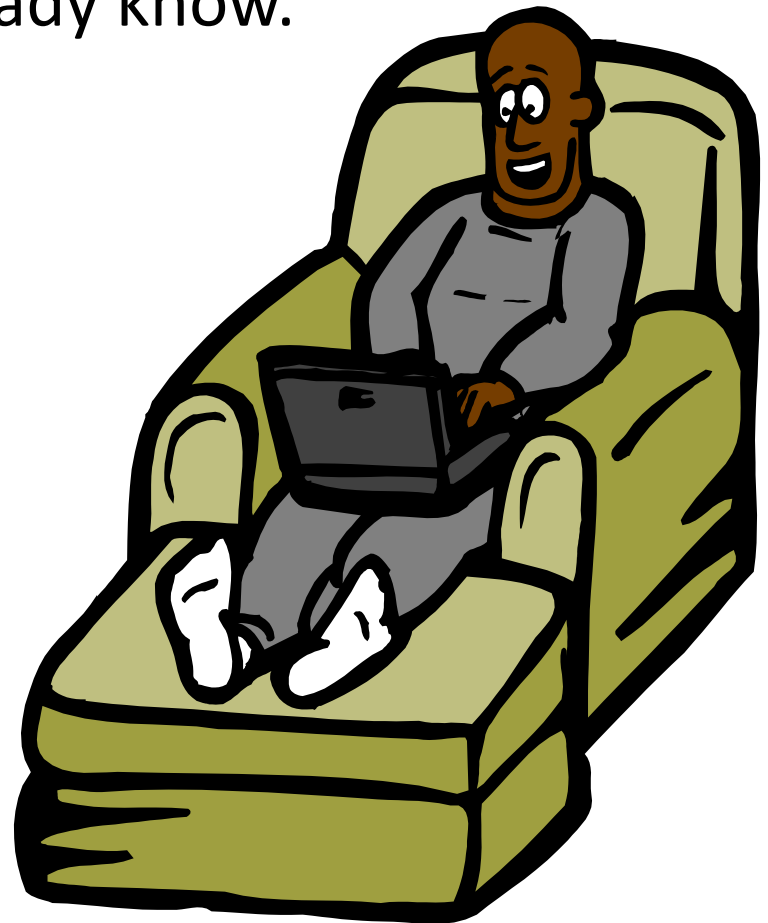
Worrying will put your child off and stop them from doing anything at all.



Second rule of revision

Encourage your child not to take the easy option and go over things that they already know.

This might make them feel better *(and boost their confidence)* but actually is of no benefit.



Third rule of revision

Help your child find out exactly what they need to know! Use the schemes of work/topic outlines

You and your child can also look at the textbook or revision guide— this will often summarise what they need to know.



Final Rule:

Plan for revision. There is no point in our child trying to cram too much in last minute.

Knowing when the exam is helps you know what your child can realistically cover by that date.



How Can You Help?



Independent Study and Revision

Schemes of Work



Curriculum

HOME > CURRICULUM

[Departments](#)

[Most Able](#)

[The Library](#)

[Examinations](#)

In this section

[Departments](#)

[Most Able](#)

[The Library](#)

[Examinations](#)

The school's Mission Statement is our firm belief that pupils learn best within a secure, well defined learning environment that provides a broad and balanced curriculum. Our aim is to promote outstanding academic success through challenging our pupils to achieve more than they thought possible.

Our curriculum is based on academic subjects taught by highly qualified staff in specialist accommodation. From Year 7, pupils are placed in teaching sets according to their ability in each subject with the exception of Art, Drama, Music, Religious Education and Physical Education. In the latter subjects pupils are taught in Tutor Groups until Year 8. Homework is an integral part of pupils'

Schemes of Work

The screenshot shows the website for The Heathland School. The header includes the school's crest, the name 'The Heathland School', and navigation links: 'About Us', 'News & Information', 'Curriculum', 'Sixth Form', 'Opportunities', 'Contact Us', 'Policies', 'Parents', 'Vacancies', and 'Alumni'. There are also social media icons for Facebook and Twitter, a 'SHAREPOINT' button, and a search icon.

Departments

HOME > CURRICULUM > DEPARTMENTS

English	Mathematics
Science	Art
Computing and ICT	Economics and Business
Geography	History
Modern Foreign Languages	Learning Support
Performing Arts	Physical Education
PSHE	Religious Education
Social Sciences	Technology

In this section

- English
- Mathematics
- Science
- Art
- Computing and ICT
- Economics and Business
- Geography
- History
- Modern Foreign Languages

A blue arrow points to the 'Science' department in the main list.

Schemes of Work - Science



Science

[HOME](#) > [CURRICULUM](#) > [DEPARTMENTS](#) > [SCIENCE](#)

Head of Department - Mr D. Simon, MSci.

The Science Department continues to benefit from the school's Mathematics & Science Specialism and we now have 15 modern and well equipped laboratories.

Eight laboratories are situated on the top floor of the main building, including one with a suite of computers. Five laboratories are located on the ground floor of the Geoffrey Samuel Building and one of these contains a suite of ten computers. An additional multipurpose state of the art laboratory in the Jack Watts Building was opened in October 2007 and a further laboratory has been established on the ground floor of the main building. The department also has three trolleys of mobile wireless laptops with data-logging facilities. This equipment places the Science Department at the cutting edge of Science information technology.

At Key Stage 3, pupils are given a solid foundation in the Science National Curriculum which is developed further at GCSE when alternative courses are available, including Separate Sciences. Many pupils take Biology, Chemistry, Physics at 'A' Level. We are extremely proud of our record of achievement at 'A' Level which has resulted in a number of pupils each year continuing their studies at universities, including Oxford and Cambridge. Popular university courses include Medicine,

In this section

[Key Stage 3](#)

[Key Stage 4](#)

[Key Stage 5](#)


[Department Successes](#)

[Year 13 Biology Students
DNA Day](#)



Schemes of Work - Science

heathland.hounslow.sch.uk/page/?title=Key+Stage+4&pid=67



The Heatland School

About Us News & Information **Curriculum** Sixth Form Opportunities Contact Us Policies Parents Vacancies Alumni

Key Stage 4


HOME > CURRICULUM > DEPARTMENTS > SCIENCE > KEY STAGE 4

There are two GCSE Science courses:

- Combined Science
- Separate Sciences

In this section

- GCSE Combined Science
- GCSE Separate Sciences



Schemes of Work - Science

GCSE Combined Science

HOME > CURRICULUM > DEPARTMENTS > SCIENCE > KEY STAGE 4 > GCSE COMBINED SCIENCE

In this
section

> GCSE Combined
Science

GCSE Separate
Sciences

[Course specification available here](#)

Assessment Details

This is a double GCSE for which you'll get 2 grades e.g 7,6

6 X 1 hour 10 min written examinations (2 Biology, 2 Chemistry and 2 Physics)

2 tiers of entry - foundation (5,5-1,1) and higher (9,9-4,4). Tier of entry will be based on their results in the Year 10 examination and Year 11 mock examinations in January. This does not depend on which set they are in.

Course Information

Taught content:

There are 6 taught units in Biology, Chemistry and Physics.

Schemes of Work - Science

2 The specification overview

2a. OCR's GCSE (9–1) in Combined Science A (Gateway Science) (J250)

Learners are entered for either Foundation Tier (Papers 1, 2, 3, 4, 5 and 6) or Higher Tier (Papers 7, 8, 9, 10, 11 and 12). This qualification is worth two GCSEs.

2

Content Overview	Assessment Overview
Foundation Tier, grades 5–5 to 1–1	
<ul style="list-style-type: none"> • Topic B1: Cell level systems • Topic B2: Scaling up • Topic B3: Organism level systems • Topic CS7: Practical skills (PAGs B1–B5) 	Paper 1 (Biology) J250/01 1 hour 10 minutes 60 mark written paper
<ul style="list-style-type: none"> • Topic B4: Community level systems • Topic B5: Interaction between systems • Topic B6: Global challenges • Topic CS7: Practical skills (PAGs B1–B5) With assumed knowledge of B1–B3	Paper 2 (Biology) J250/02 1 hour 10 minutes 60 mark written paper
<ul style="list-style-type: none"> • Topic C1: Particles • Topic C2: Elements, compounds and mixtures • Topic C3: Chemical reactions • Topic CS7: Practical skills (PAGs C1–C5) 	Paper 3 (Chemistry) J250/03 1 hour 10 minutes 60 mark written paper
<ul style="list-style-type: none"> • Topic C4: Predicting and identifying reactions and products • Topic C5: Monitoring and controlling chemical reactions • Topic C6: Global challenges • Topic CS7: Practical skills (PAGs C1–C5) With assumed knowledge of C1–C3	Paper 4 (Chemistry) J250/04 1 hour 10 minutes 60 mark written paper
<ul style="list-style-type: none"> • Topic P1: Matter • Topic P2: Forces • Topic P3: Electricity and magnetism • Topic CS7: Practical skills (PAGs P1–P5) 	Paper 5 (Physics) J250/05 1 hour 10 minutes 60 mark written paper
<ul style="list-style-type: none"> • Topic P4: Waves and radioactivity • Topic P5: Energy • Topic P6: Global challenges • Topic CS7: Practical skills (PAGs P1–P5) With assumed knowledge of P1–P3.	Paper 6 (Physics) J250/06 1 hour 10 minutes 60 mark written paper

J250/02, J250/04 and J250/06 include synoptic assessment.

See Pages 12 and 13 of the PDF document for all specification.

Study Schedule Sample – how to organise their evening

Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday/ Sunday
6:00-6:30	English/Reading	Maths	Science	History	Geography	Drama/Music/ Art
6:30-6:45	Relaxation	Relaxation	Relaxation	Relaxation	Relaxation	Relaxation
6:45-7:15	Maths	English/Reading	History	Science	Music/Drama/art	Geography/etc.
7:15-9:00	Relaxation	Relaxation	Relaxation	Relaxation	Relaxation	Organise self for school-diary check, homework, books

<https://getrevising.co.uk/>

Organisation and Planning

- It is important to have a plan as to when & what you will revise.
- Encourage your child to take breaks from revision – they should not really revise for longer than an hour without a short break.
- Use regular praise and encourage them to make a start on revision tasks.
- It is important to have a quiet place free from distractions to revise.

Revision Techniques



Useful Techniques



Images

Mind Mapping

- They are a great way to give an overview of a topic.
- You can be very creative with them.
- Plain paper and some coloured pens are all you really need in terms of resources.
- You child can then display them on the wall and in key places before their exam.

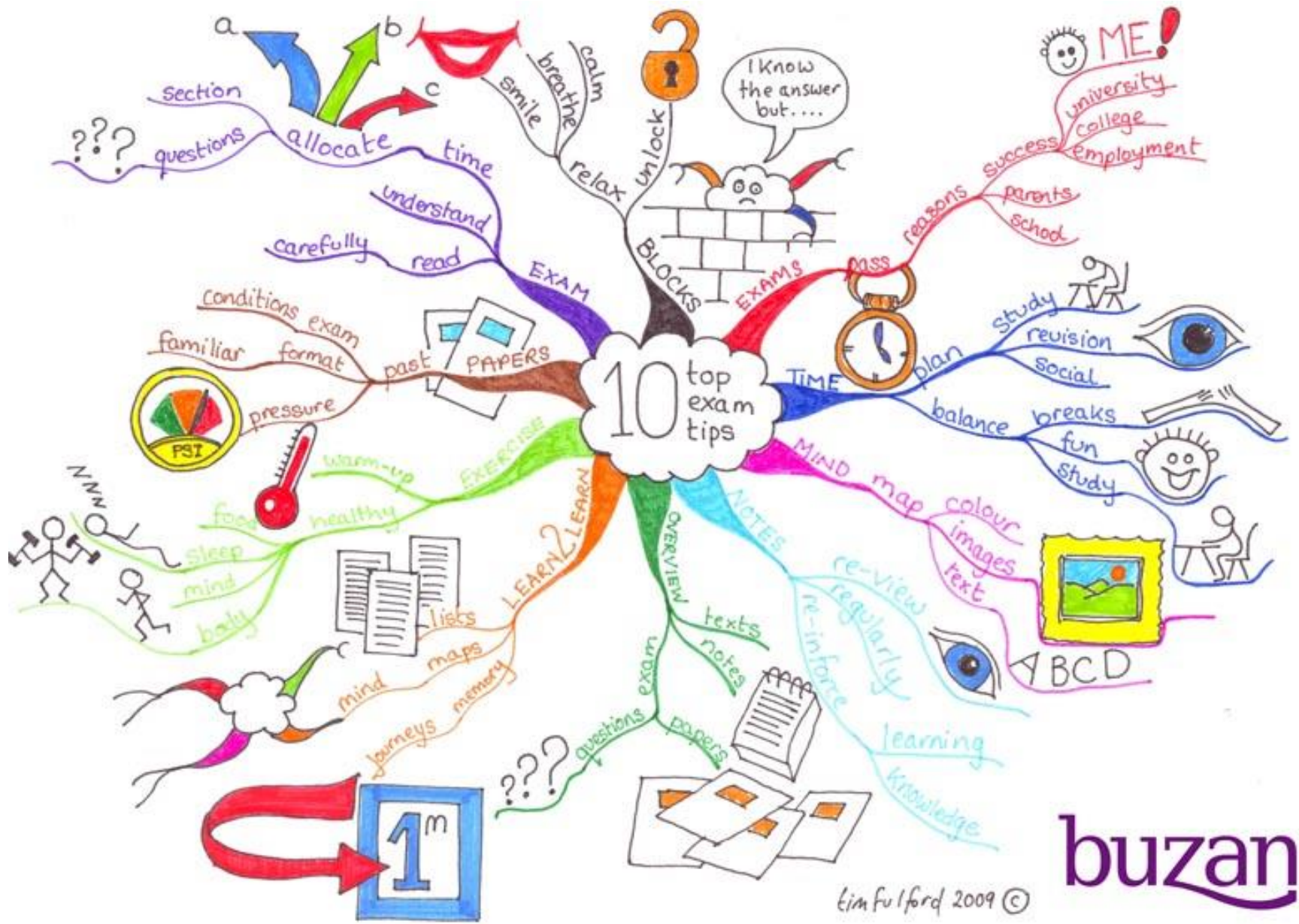
Symbols

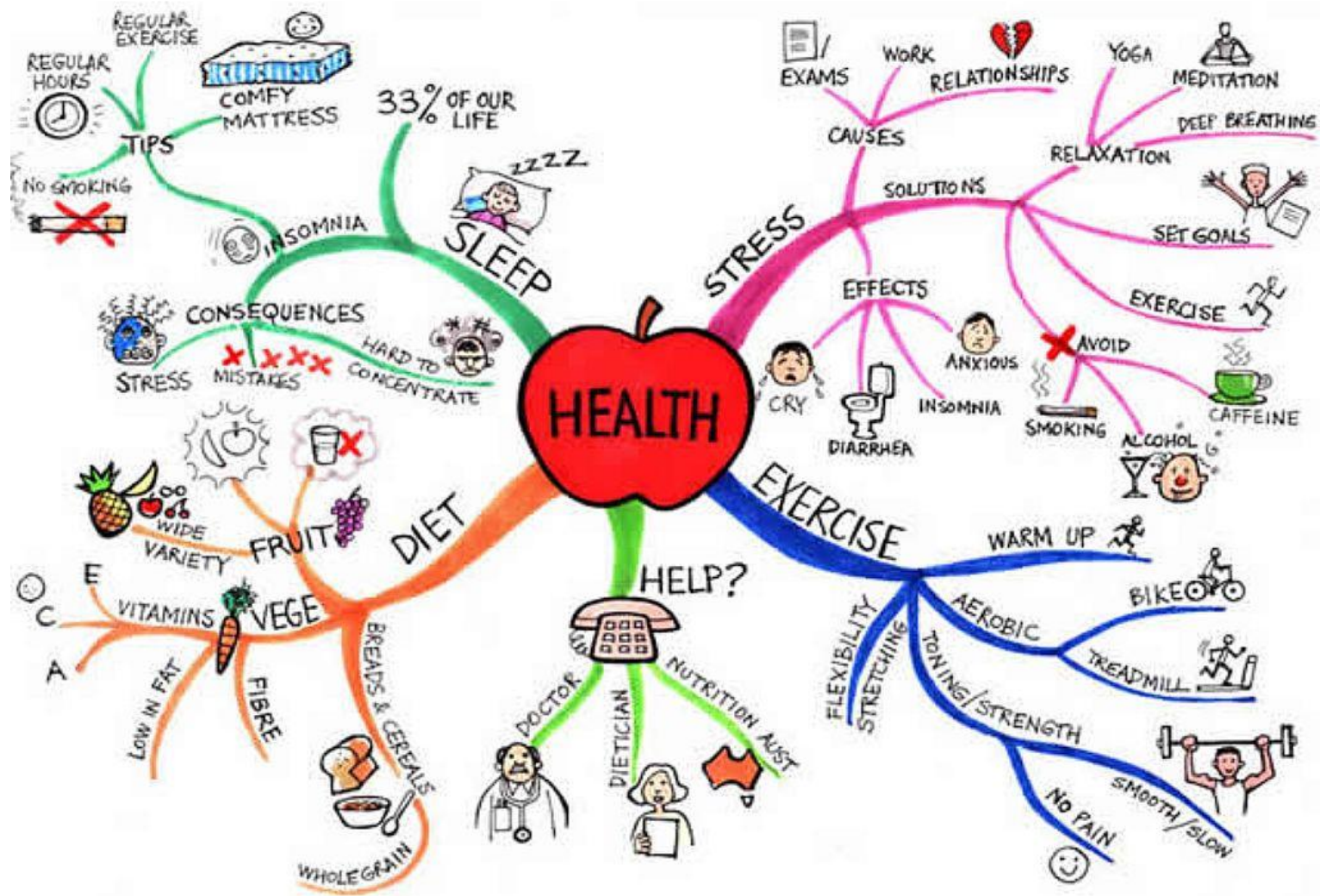
Color

Lines

WORDS







Useful Techniques

Revision Cards

- It is a great idea to create a selection of cards that cover a topic.
- Try to condense the information and include questions.
- These are a great place for parents and carers to support by asking the questions and checking answers.
- Cards are available in most shops.

Revision Cards

- The website quizlet is really useful in helping with revision cards.



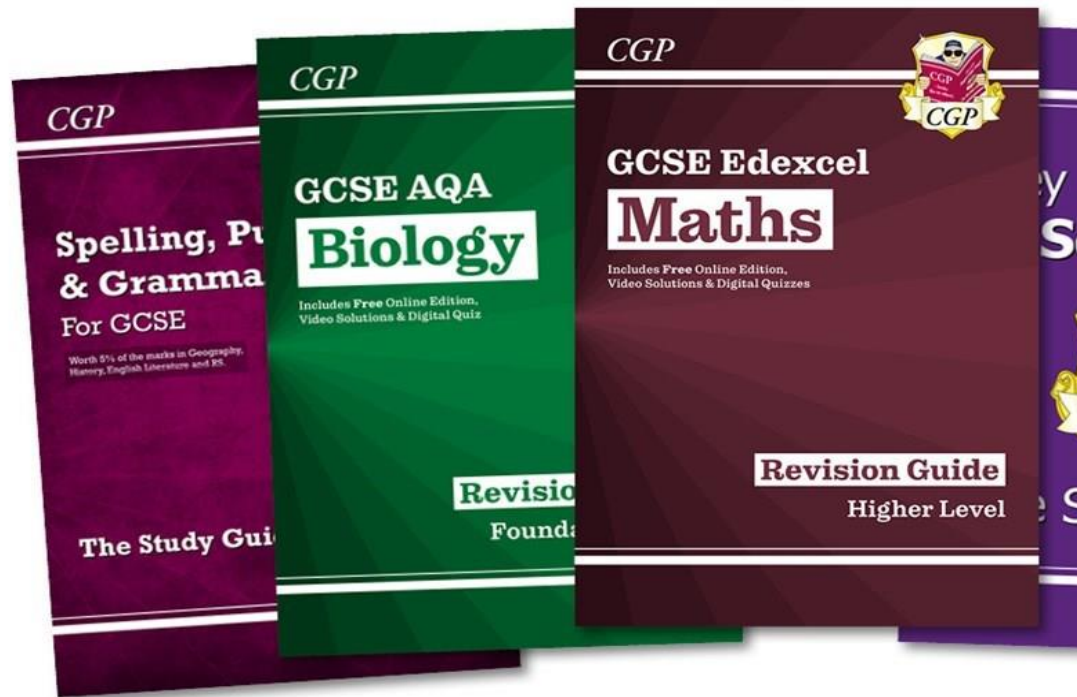
Create them



Buy them



GCSE Revision Guides and Study Books



Turn over and Test

Look
& Try

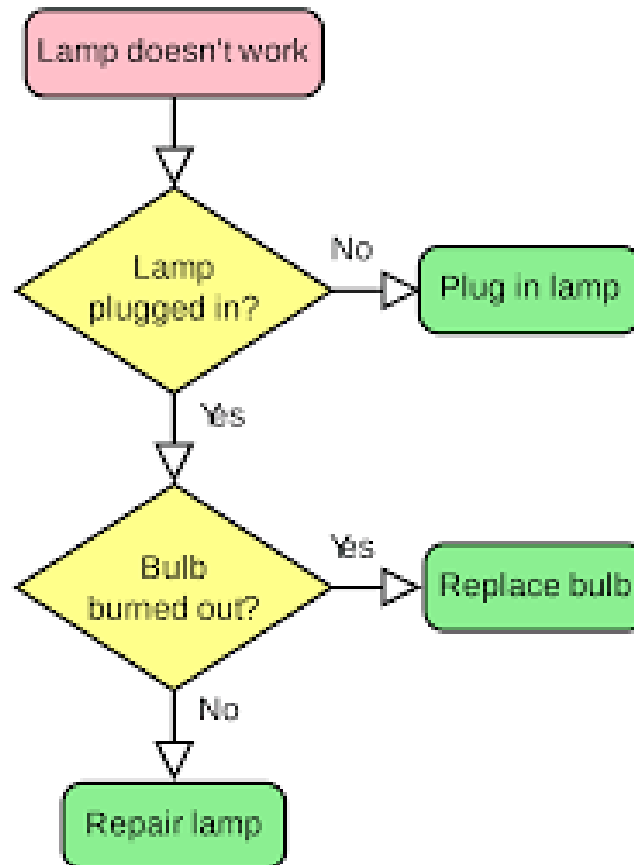


Write
Down



Flow Charts

This breaks down the information you need into small chunks.



Mnemonics

Or try:

Rhymes

Songs



Lists

Write lists –

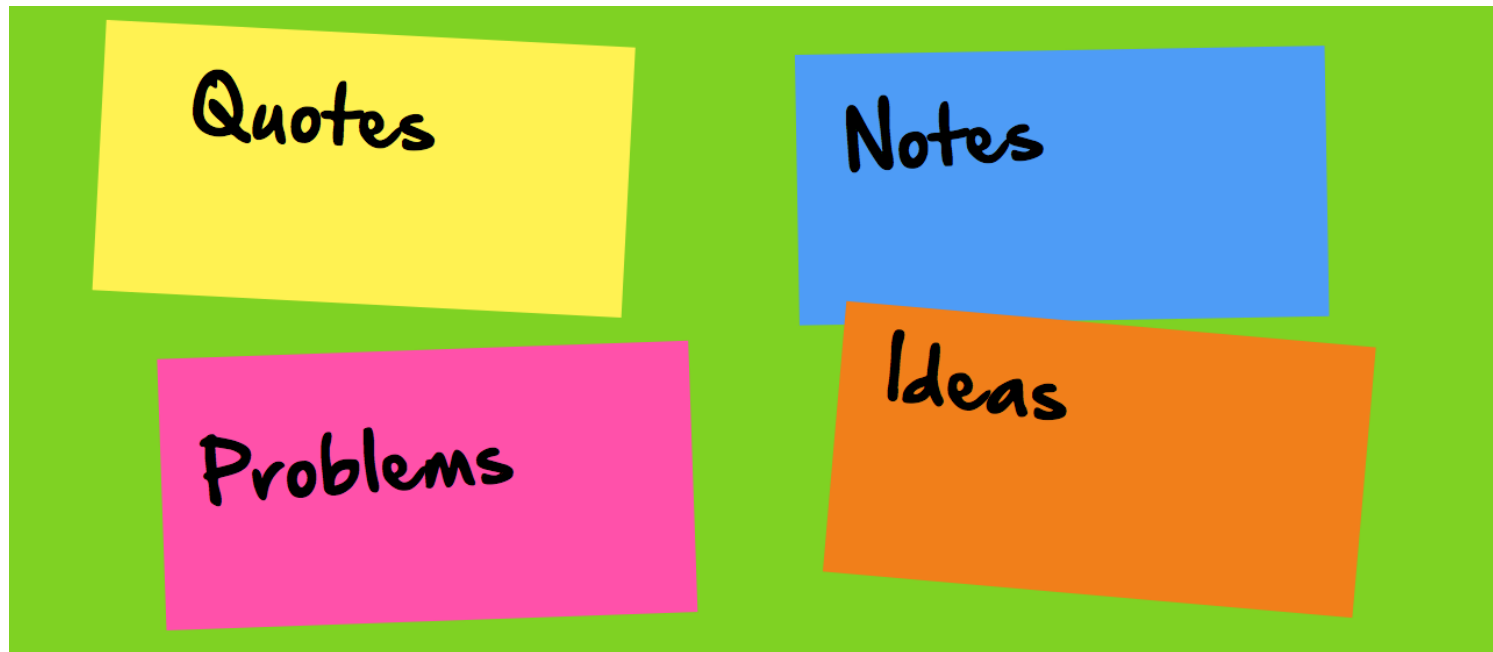
Use colour

Different pens / paper



Use post it notes

All around your house – put keywords in the toilet, on the bedroom wall, on the tv etc



Read out loud

- Record the information onto the phone.
- Play it back when going to sleep.



Talk to friends

Talking about it can help.

Have a pizza, turn on some music and have a revision party.



It is not all about facts

Learning **facts** is only part of the battle.

Thoughts need to be arranged on paper and make sure to *answer* the question.

Useful Websites

- **BBC Bitesize** has a variety of interactive notes and test <https://www.bbc.com/bitesizes>
- **Seneca**, that's us! Did you already [select one of the 250+ free courses] to learn 2x faster? <https://senecalearning.com/>
- **Tutor2u** has partnered with teachers & schools to share their best materials <https://www.tutor2u.net/>
- **GoCongr** lets you make flashcard, mind-maps, and slide decks <https://www.goconqr.com/>
- **Quizlet** is a different website that allows you to make flashcards <https://quizlet.com/en-gb>
- **GetRevising** provides a variety of tools to help you study <https://getrevising.co.uk/>
- <https://sparxmaths.com/>

Wellbeing

Wellbeing Tips

- Breakfast – the most important meal of the day
- Snack – to keep your child's levels of energy and concentration up
- Lunch – pack your child with a lunch or ensure they have enough money on their ParentPay account.



Where to get help

Useful helplines and websites:

Student Minds




Supports students to look after their mental health, and provides information and advice for parents.

The website provides details about local services offered by universities, and young people can also access their peer and group support programmes.

You can call or email for more information (this is not a helpline).

info@studentminds.org.uk

[0113 343 8440](tel:01133438440)

 [Student Minds](#)

Exam Results Helpline



Provides careers advice to help young people and their families decide on options following GCSE, A Level and Nationals results days.

Usually available through August. Opening days and hours may vary each year - check website for details.

If you live in Scotland, call [0808 100 8000](tel:08081008000).
[0800 100 900](tel:0800100900)

 [Exam Results Helpline](#)

National Careers Service



Provides information, advice and guidance to help young people make decisions about learning, training and work.

[Webchat](#) available via the website homepage.
Opening times: 8am - 10pm, 7 days a week
[0800 100 900](tel:0800100900)

 [National Careers Service](#)

Student Space



Provides mental health support to students.

Find what support is available at your university [here](#).

[Webchat service](#) available.

Opening times: 4pm - 11pm, 7 days a week

students@themix.org.uk

[0808 189 5260](tel:08081895260)

[STUDENT to 85258 \(24/7\)](tel:08081895260)

YoungMinds Textline



Text YM to 85258

Provides free, 24/7 text support for young people across the UK experiencing a mental health crisis.

All texts are answered by trained volunteers, with support from experienced clinical supervisors.

Texts are free from EE, O2, Vodafone, 3, Virgin Mobile, BT Mobile, GiffGaff, Tesco Mobile and Telecom Plus.

Texts can be anonymous, but if the volunteer believes you are at immediate risk of harm, they may share your details with people who can provide support.

Opening times: 24/7

The Mix



Offers support to anyone under 25 about anything that's troubling them.

Email support available via their [online contact form](#).

Free [1-2-1 webchat service](#) available.

Free short-term [counselling service](#) available.

Opening times: 4pm - 11pm, seven days a week
[0808 808 4994](tel:08088084994)

Thank you for attending

Who to Contact

Ms C MUYAH -SENCo

Ms T Lewis - Deputy SENCo

Miss E Chahal-Ferguson – Access

Arrangements and Learning Support Teacher

admin@heathland.hounslow.sch.uk