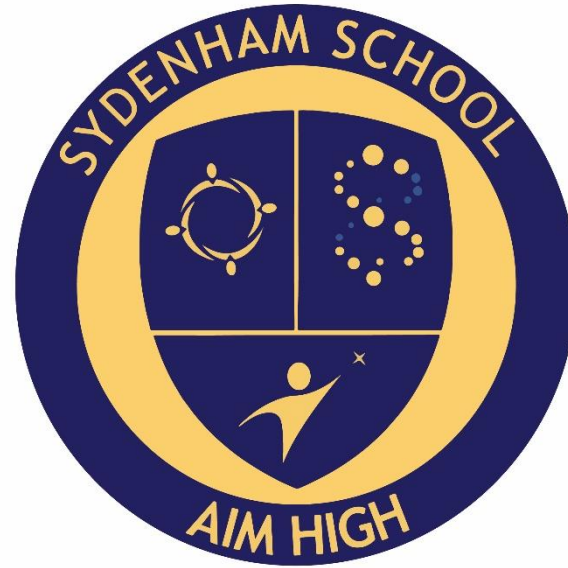




**Sydenham School**  
**Year 11 2023**  
**Meet the Tutor**



**Hannah Coleridge**  
**Deputy Headteacher**

# Culture and Ethos of Sydenham School



- High expectations
- Kindness
- Hard work
- Participation
- Relationships



# **The Sydenham Student**



**We are ready to learn**

**We think of others**

**We work hard**

**We are curious and open-minded**





# A Level Results 2023<sup>+</sup>

SYD Roll	2017	2018	2019	2023
A* - A	29%	24%	20%	30%
A* - B	57%	54%	49%	57%
A* - C	81%	81%	77%	85%
A* - E	99%	99%	99%	99%



# Our ambitions for your child

## Year 13 destinations last year included:

Student	Grades	University	Subject
Ella	A*A*A*	University of Oxford	Physics
Daisy	A*AA	University of Oxford	History
Tavishi	A*A*AA	University of Bath	Architecture
Sophie	A*AA	University of Southampton	Electronic Engineering
Emily	A*AA	University of Leeds	Sociology
Zoe	A*AAA	University of Exeter	Natural Sciences
Violet	A*A*A*	University of Sussex	Art History
Mastura	D*DD	University of Roehampton	Primary Education
Satrena	D*DD	University of Greenwich	Adult Nursing
Rubidzai	D*DD	University of Swansea	Sociology
Rudra	D*DD	University of Nottingham	Criminology



# Aim High

Ella Wilson

University of  
Oxford: Physics

A\*AA







# Aim High

Success Stories – 2023

Daisy Herrington

University of  
Oxford: History

A\*AA





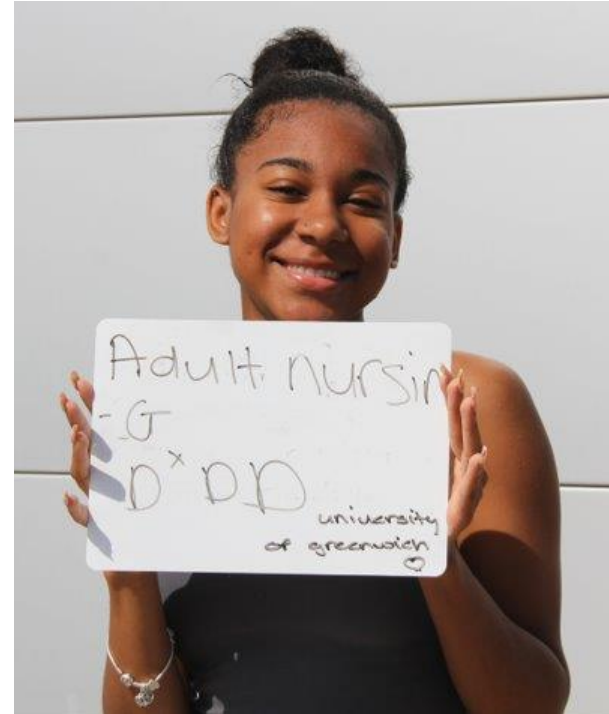
# Aim High

Success Stories – 2023

Satrena Neath

University of  
Greenwich:  
Adult Nursing

D\*DD





# Key Stage 4 Outcomes 2023

Headline Measure	Sydenham 2019	Lewisham 2019	National 2019	Sydenham 2023	Lewisham 2023	National 2023
<b>Attainment 8</b>	50.90	43.7	46.7	51.69	46.8	Not yet released
<b>Progress 8</b>	+0.17	-0.27	-0.03	Not yet released	Not yet released	Not yet released
<b>English + Maths 9-5</b>	47.3%	37.4%	43.2%	54%	46%	Not yet released
<b>EBacc Average Grade</b>	4.62	3.85	4.07	4.82	Not yet released	Not yet released



**Mark Freakes**  
**Assistant Headteacher**

# The Sydenham Curriculum – 3 aims



**Academic  
achievement**

**Global  
citizenship**

**Enterprise  
and  
confidence**



# Learning at Sydenham School



Intelligence is not fixed – you can get cleverer

Higher performers are made not born, they work for it.

Any house can be home to success, it's not in the genes.

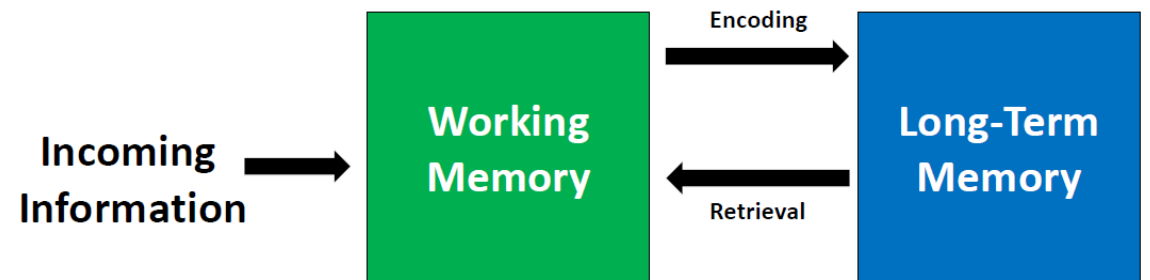
'Great Minds and How to Grow Them' Wendy Berliner and Deborah Eyre



# Learning and Memory



- When we first learn information, we hold it in our working memory,
- To really learn something, we need to keep knowledge in our long-term memory
- **Retrieval Practice** helps us to do this
- This is when we deliberately recall information to see what we know
- Retrieval Practice is key to learning at Sydenham School





# Studying and revising



- Reading over notes is not an effective form of studying
- A more effective technique is for students to put everything away and test themselves on what they know
- This builds a stronger memory
- You can do this with a blank paper tests or flash cards or practice exam questions.





# 5 HABITS OF AN EFFECTIVE learner



Resilience



Perseverance



Realising



**Sydenham School  
Study Guide**

*How the science of learning  
can improve your revision  
and reduce stress.*

**Retrieval Practice**

**Questioning & Elaboration**

**Concrete Examples**

**Spaced Practice**

**Interleaving**





# GCSE English Overview

- All students sit both GCSE English Language and GCSE English Literature – these are two separate GCSEs.
- The exam board is AQA.
- 100% exam – no coursework.

# How to support your child with English

1. Encourage them to read 2-3 non-fiction articles weekly (e.g. BBC online, Guardian app, other broadsheet newspapers). Read the same articles so that you can discuss them.
2. Help them to choose challenging fiction as part of their reading diet (suggested reading in our KS4 reading list).
3. When reading with your child, ask them how the writer feels about the topic they are writing about, and how you can tell this.
4. Ask your child to read their homework aloud to you so that they can spot mistakes and sections that are unclear more easily.
5. Watch film or TV adaptations of our set texts for English Literature with your child – A Christmas Carol, An Inspector Calls and Macbeth.



# GCSE Mathematics Overview

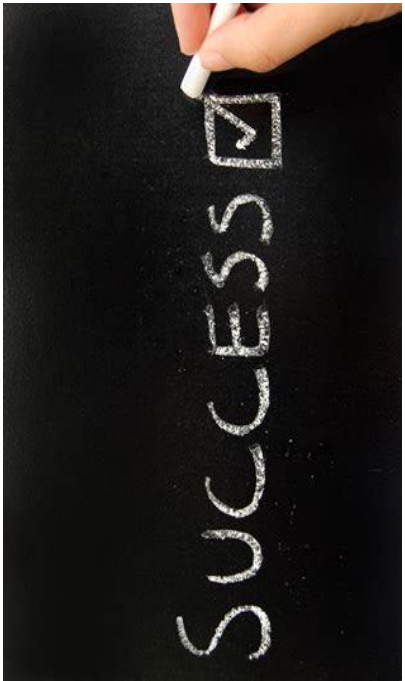
- All students sit GCSE Mathematics
- The exam board is Edexcel.
- Students sit three equally weighted papers.  
(1 non-calculator, 2 calculator)
- 100% exam – no coursework

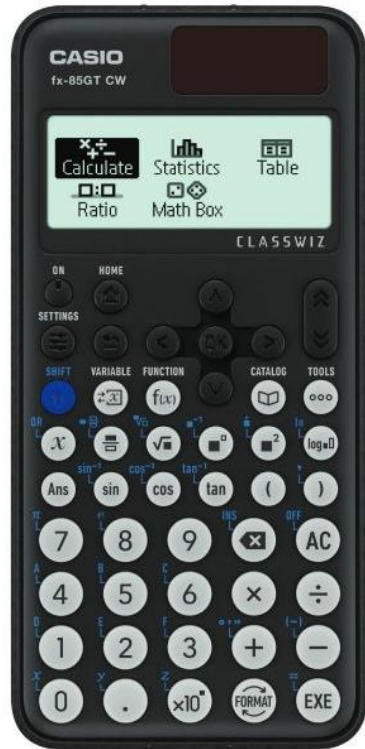
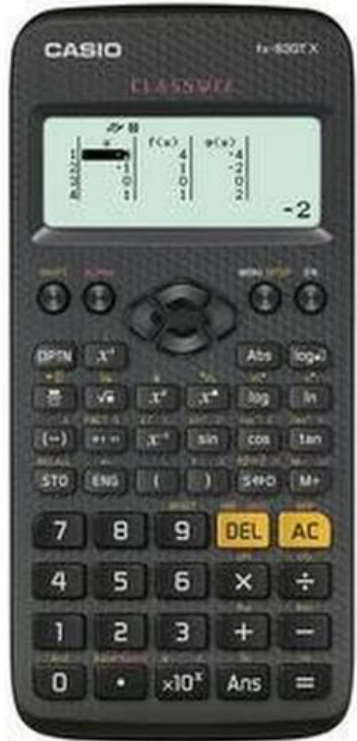
# Helping your child succeed in Maths

**Encourage your child to believe they can progress.**

**Ask them to show you what they have been learning.**

**Check their homework record on Sparx.**





- Make sure your child has a scientific calculator (preferably Casio)
- They should bring it to every Maths lesson so they learn how to use it effectively for their exam

# Fortnightly Practice Papers (FPPs)

- Students will complete a practice paper once a fortnight
- The first paper took place this week
- Students should use these to identify topics they need to revise
- Afterwards they will be given a sheet that allows them to identify the topic and the relevant Sparx Clip
- Please encourage them to complete these clips using the 'Independent Learning' feature on Sparx

Write your name here

Surname  Other names

**Pearson Edexcel** Centre Number  Candidate Number

**Level 1 / Level 2**  
GCSE (9–1)

**Mathematics**  
Paper 1 (Non-Calculator)

Tier **1/1H**

Total Marks

**FPP1**

Qn	Topic	Score	Sparx Code
1	Converting units of mass, length and capacity	/ 2	U388
2	Using the correct order of operations	/ 1	U976
3	Solving equations (one step), multiplying decimals	/ 1	U755,U293
4	Adding and subtracting with negative numbers	/ 1	U742
5	Term to term rules	/ 1	U213
6	Simplifying expressions by collecting like terms	/ 3	U599,U105
7a	Reading and plotting coordinates	/ 1	U789
7bi	Reading and plotting coordinates	/ 1	U789
7bii	Plotting straight line graphs	/ 1	U741
7c	Plotting straight line graphs	/ 1	U741
8	Finding areas, finding factors, using divisibility tests	/ 2	M900,U211
9	Dividing numbers by hand	/ 1	
10a	Calculating the range	/ 1	U526
10b	Interpreting stem and leaf diagrams	/ 1	U909
11	Using a written method to divide integers	/ 3	U453
12a	Interpreting frequency tables and two-way tables	/ 3	U981
12b	Interpret frequency tables and two-way tables, Write probabilities as fractions	/ 1	U981,U408
13	Finding the surface area of cubes and cuboids	/ 4	U929
14	Ordering fractions, Adding and subtracting mixed numbers	/ 3	U746,U793
15	Converting between ratios, fractions and percentages	/ 2	U176
16a	Estimating calculations	/ 1	U225
16b	Multiplying decimals, Finding percentages of amounts	/ 4	U293,U554
17	Sample space diagrams	/ 2	U104
18	Sharing amounts in a given ratio	/ 2	U577
19	Solving direct proportion word problems	/ 3	U721
20	Estimating calculations	/ 3	U225
21	Standard form with negative indices, Multiply & divide numbers in standard form	/ 3	U534,U264
22a	Adding and subtracting fractions	/ 2	U736
22b	Index rules with negative indices	/ 1	U694
23	Prime factor decomposition	/ 2	U739
24	Form and solving equations, Write and simplifying ratios	/ 4	U599,U687
25	Using quadrilateral properties, Angles on parallel lines, Combining angle facts	/ 4	U329,U826,U655
26	Finding the area of circles, Constructing fractions	/ 4	U950,U163
27a	Finding averages from grouped data	/ 3	U877
27b	Choosing suitable averages and solving problems	/ 1	U717
28	Construct and solve equations, Finding the area and perimeter of simple shapes	/ 4	U599,U993
29	Plotting graphs of quadratic functions	/ 1	U989
30	Finding original values in percentage calculations, Dividing with decimals	/ 2	U286,U868
Total		/ 80	



Turn over ▶





Monday  
lunch time

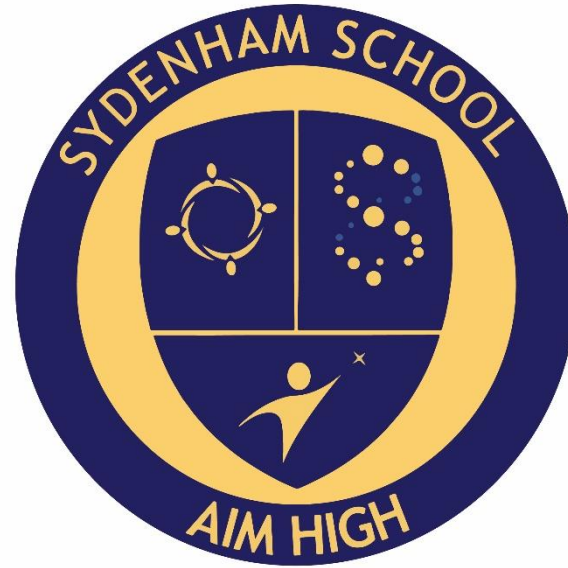
and

Thursday  
after school

S202

+ -  
x ÷

**KEEP  
CALM  
AND  
COME TO  
MATHS CLINIC**



**Stephanie Bailey**  
**Head of Year 11**

Progression to KS 5



# Safeguarding & Mental Health at Sydenham



- Encourage a calm and organised environment at home for studying
- Encourage a regular study routine which includes daily revision
- Help your child to develop good time management skills
- Encourage self- care with a healthy balance between study and leisure
- Encourage good quality sleep, between 8 to 10 hours. Teens who don't sleep enough can feel anxious and stressed
- Discuss the benefit of not having phones during study time and not using them for at least an hour before bedtime
- Be vigilant for any changes and communicate concerns with your child's tutor, the Pastoral Manager, Ms Murray or Ms Bailey HOY11 so we can put support in place





# Safeguarding & Mental Health at Sydenham



## Communicating with us..

- Please email us within working hours, 8am to 6pm.
- You can schedule emails within these working hours.

# The Year 11 Team



Tutor group	Tutor and email address	
<b>11S</b>	Gina Ossa	<a href="mailto:g.ossa@sydenham.lewisham.sch.uk">g.ossa@sydenham.lewisham.sch.uk</a>
<b>11Y</b>	Alison Hemstead	<a href="mailto:a.hemstead@sydenham.lewisham.sch.uk">a.hemstead@sydenham.lewisham.sch.uk</a>
<b>11D</b>	Peter Baker-Lowe	<a href="mailto:p.baker-lowe@sydenham.lewisham.sch.uk">p.baker-lowe@sydenham.lewisham.sch.uk</a>
<b>11E</b>	Sarah Waddingham	<a href="mailto:s.waddingham@sydenham.lewisham.sch.uk">s.waddingham@sydenham.lewisham.sch.uk</a>
<b>11N</b>	Caia Henderson	<a href="mailto:c.henderson@sydenham.lewisham.sch.uk">c.henderson@sydenham.lewisham.sch.uk</a>
<b>11H</b>	Adam Dallimore- Levinson	<a href="mailto:a.dallimore-levinson@sydenham.lewisham.sch.uk">a.dallimore-levinson@sydenham.lewisham.sch.uk</a>
<b>11A</b>	Ami Winters	<a href="mailto:a.winters@sydenham.lewisham.sch.uk">a.winters@sydenham.lewisham.sch.uk</a>
<b>11M</b>	Rowland Davies (Shakara Notice)	<a href="mailto:r.davies@sydenham.lewisham.sch.uk">r.davies@sydenham.lewisham.sch.uk</a>



# Year 11 Tutors

# The role of the Year 11 Tutor



The first port of call for students' wellbeing

Supporting and monitoring academic progress

Building emotional literacy and promoting excellent behaviour

Monitoring attendance and punctuality

Checking uniform, planners and organisation

Supporting Students' Personal Development

Promoting Student Voice and tutor group input into Student Council.

Delivering the Pastoral Curriculum, including revision

Supporting with post 16 pathways and applications

Liase with teaching staff

Excess piercings to be removed.  
Only black socks.  
Only the school bag.  
Phones switched off and placed in bags.







# The Pastoral Programme

**Monday** – Themed Assembly

**Tuesday** – Oracy

**Wednesday** – Revision Techniques and Targeted Revision

**Thursday** – Revision Techniques and Targeted Revision

**Friday** – Well-Being/Current Events



# The Year Ahead



**Year 11 Parents evening 22<sup>nd</sup> November**

**Week Beginning 27<sup>th</sup> November and 4<sup>th</sup> December- MFL speaking exams**

**Week Beginning 11<sup>th</sup> and 18<sup>th</sup> December- MOCK examinations**  
**21<sup>st</sup> February- Invited Parents Evening for targeted students**

**Week beginning 18<sup>th</sup> and 25<sup>th</sup> March – MFL speaking exams**

**SFH6 Open Day -TBC**

**GCSE Public Examination period-TBC**



# Get organised and get going

Check which subjects your child has revision guides and materials for.

Arrange to get revision guides and materials for the subjects that are missing. Purchase using Parent Pay

Check on any coursework deadlines and requirements.

Check that a home revision timetable has been created and is being used properly

# The procrastination loop



The more you procrastinate the more negative feelings you have and the more likely you are to continue to procrastinate

# Just start!

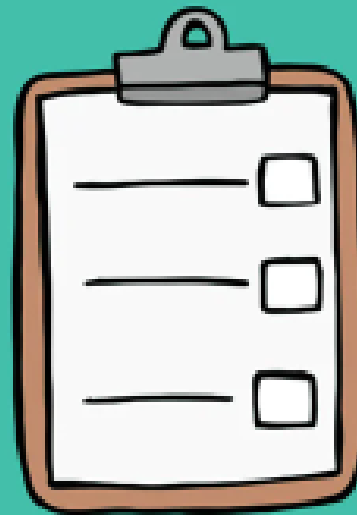
The surest way to beat procrastination is to start doing what you have been dreading. Stop analysing, over thinking and worrying -just begin



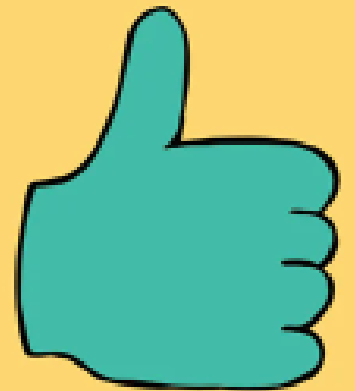
*Easier said than done*

# How do you just start? With only 15 minutes of your time

Making progress on a task produces positive feelings of accomplishment and raises your self-esteem.



**TASK**



**POSITIVE  
FEELING**



# **Interventions and Independent Study at School**

- **The library facility is open every morning from 8am and every evening after school.**
- **Students will be incentivised to attend interventions through a reward system**
- **Math's Clinic already running- Monday lunch and Thursday after School**
- **Art intervention every Thursday and Friday after school**
- **Languages every lunch time**
- **Please encourage your child to take responsibility by approaching any member of teaching staff for support and advice.**





# After GCSEs- Post 16 Pathways

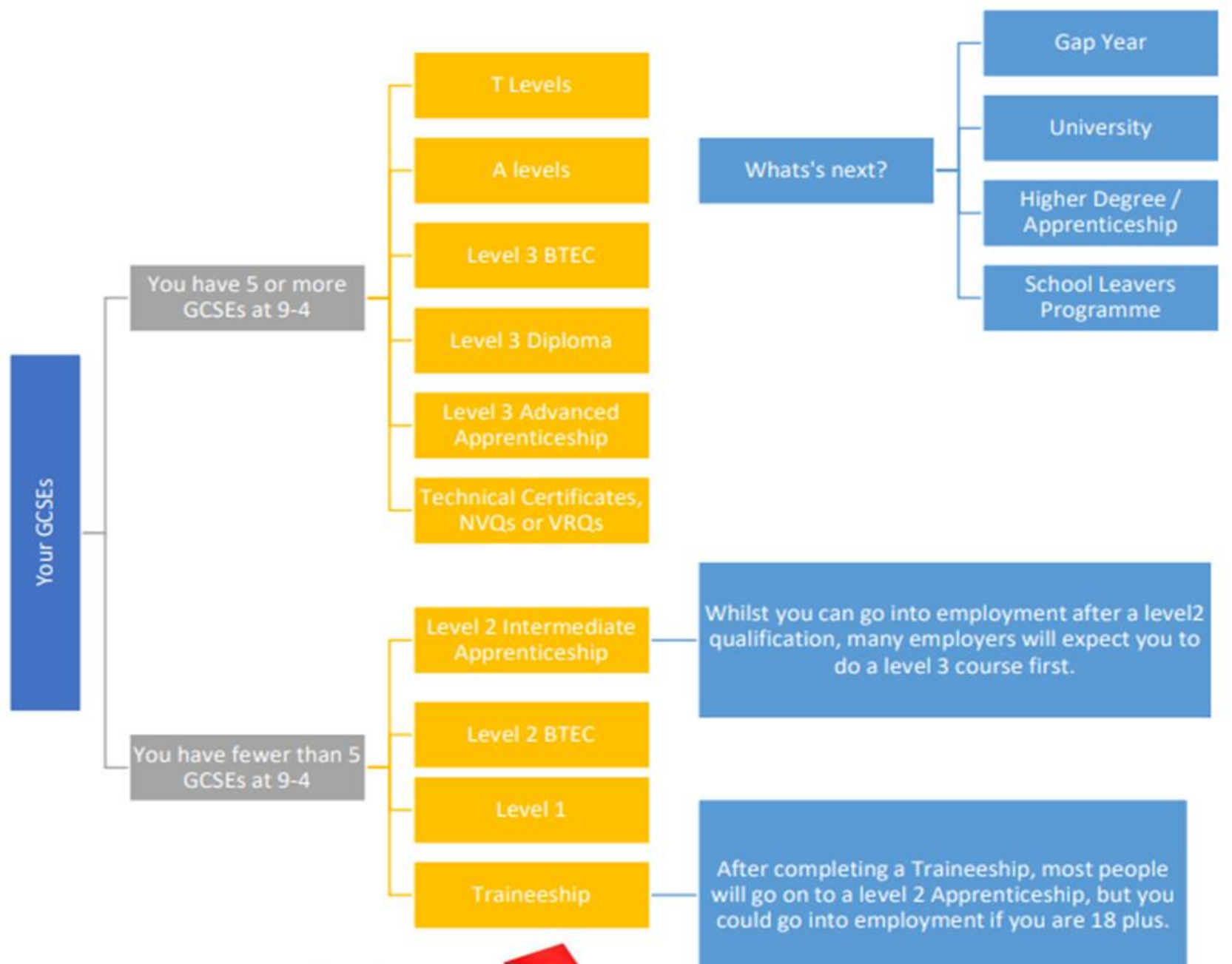


- Please support your child in making decision but remember it's their choice.





# The Pathways





# Helping your child to choose their pathway



- **Discuss interests and strengths with your child and what they enjoy**
- **Research various careers and the qualifications needed**
- **Encourage your child to talk to others including the careers adviser at school, Ms Mangal**
- **Attend open days and events – these usually take place from the end of September through to November**
- **Consider long term goals**
- **Keep all options open**



# Search the National Careers Service



## National Careers Service

[Explore careers](#) [Skills assessment](#) [Find a course](#) [Contact us](#) [Action plans](#) [Careers advice](#)

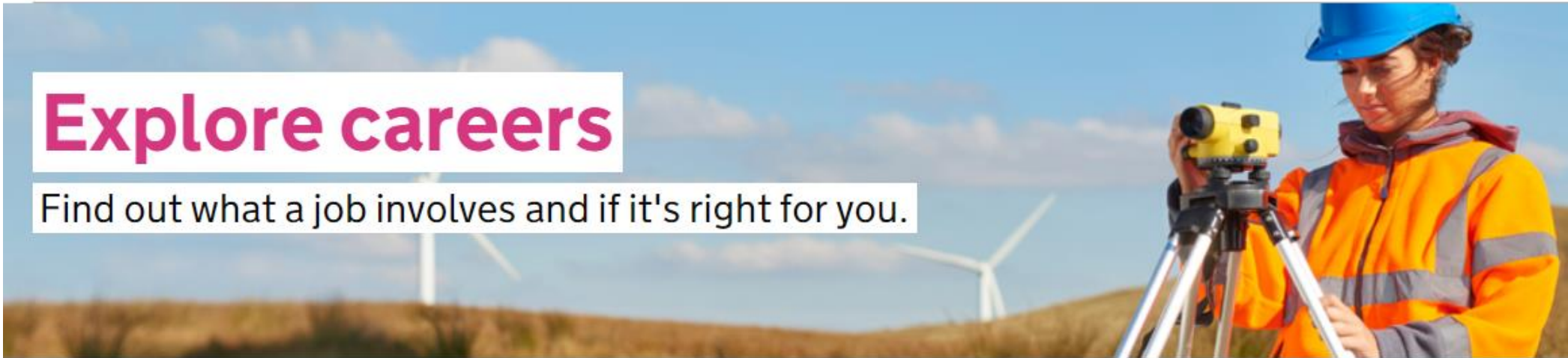
**BETA**

Complete an independent survey to [give us feedback](#) about our website.

## Explore careers

Find out what a job involves and if it's right for you.

Search job titles





# A levels



**Studied over 2 years.**

**Most students choose 3 subjects to study, including SFH6.**

**To study A levels you normally need at least 5 GCSEs between grades 4 to 9.**

**You need a grade 6 in the subjects you want to study**

**With A levels you can then progress onto University**

**SFH6 offers around 20+ A level courses**

**\*\*It's possible to choose a 'blended' option- a combination of A level and BTEC**

# BTEC

## Business and Technology Education Council

- BTEC qualifications are vocational courses
- They are available at different levels from 1 to 7
- Level 2 is equivalent to GCSE level
- Level 3 is equivalent to A level
- Levels 4 to 7 are equivalent to higher education and degree level qualifications
- BTECs offer a hands-on approach, focusing on specific industries and developing practical skills relevant to those sectors
- BTECS are recognised by universities and employers as a valuable alternative to traditional academic qualifications
- BTECs can offer a pathway to higher education such as university degree courses.



**Applied Science**



**Business & Enterprise**



**Construction**



**Travel and Tourism**



**Uniformed Protective Services**



**Creatives**



**Early Years**



**Engineering**



**Esports**



**Health and Social Care**



**IT and Computing**



**Land-Based**



**Sport**



**Hospitality**



# T Levels



- Education and Childcare
- Engineering and Manufacturing
- Accounting and Finance
- Hair Beauty and Aesthetics
- Health and Science
- Craft and Design

# T-LEVELS

*THE NEXT LEVEL QUALIFICATION*

*A NEW CAREER-FOCUSSED ALTERNATIVE TO A LEVELS*



- If you have a question about any part of the exams process please contact the exams officer, on 020 8699 6731 Ext 533
- or email [exams@sydenham.lewisham.sch.uk](mailto:exams@sydenham.lewisham.sch.uk)

# Application forms

## What goes on an application form?

- They are usually all online now
- Accessed via the college or 6th form website

## What do they ask for:

- Punctuality and attendance data
- A personal statement
- Information about the student's skills and qualities
- Currently working at levels and forecast level where possible.
- **When applications are submitted links for references are sent to the named referee**

Any questions?

