



YEAR 11 INFORMATION EVENING

Parent/Carer Takeaway Guide • 2026–27

Mock readiness • Revision • Intervention • Key dates • Parent support

Thursday 1 October 2026



The Year 11 message

Year 11 moves quickly. The aim of this guide is to make the next steps clear: know what is coming, know what to revise, use the support available and build a routine that can be sustained.

Five things that matter now

- Be in school every day and arrive by 8:40am ready for registration.
- Use lessons well and ask when something is unclear.
- Attend every targeted morning and after-school intervention session allocated.
- Use the three-week revision plan: Learn/Recall → Practise → Check/Fix.
- Use mock feedback to decide what to do next – the mocks are part of the journey, not the end of it.

Student Voice – questions to ask at home

- Are you aware of your target grade?
- What will be tested in your mock exams?
- What resources are you using to revise?
- Based on your previous feedback, what is the main thing you are working on to improve this time?
- How is intervention/independent study supporting you with your mocks and upcoming assessments?

Year 11 key dates 2026–27

Date / period	Milestone
1st October 2026	Year 11 Information Evening
12th –20th October 2026	Mock Examination 1
9th –10th November 2026	French Speaking Mock
24th November 2026	Subject Parents Evening
1st –9th February 2027	Mock Examination 2
16th March 2027	Subject Parents Evening
27th –30th April 2027	French Speaking Exam / Art Exam period
3rd May 2027 onwards	Final examination preparation period (targeted revision)
10th May 2027 onwards	BTEC / GCSE examination period
18th June 2027	Final GCSE examination (calendar date)
21st June 2027	Leavers Assembly
2nd July 2027	Year 11 Prom – Coombe Abbey

Prom and rewards

Students who maintain at least 95% attendance during the current incentive period receive £10 off the cost of their Year 11 Prom ticket. The 10-Day Challenge also rewards good attendance, punctuality, positive ClassCharts choices and attendance at allocated intervention. Challenge prizes will be awarded on Friday 9 October 2026.

Mock Examination 1 timetable

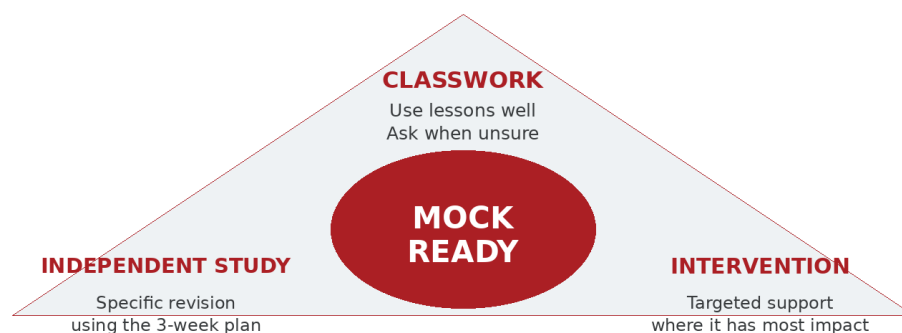
Mock 1 begins on Monday 12th October 2026. Students should check their own timetable carefully, including their paper/tier and any access arrangements.

Date	Morning	Late morning / afternoon
Mon 12 Oct	English Literature	Geography / History
Tue 13 Oct	Maths Paper 1 (non-calculator)	Biology / Combined Science Biology
Wed 14 Oct	English Language	Geography / History
Thu 15 Oct	Maths Paper 2 (calculator)	Chemistry / Combined Science Chemistry
Fri 16 Oct	Physics / Combined Science Physics	Religious Studies / Media / Food Prep
Mon 19 Oct	French Listening & Reading	Computer Science 1 / Latin 1 / Sociology
Tue 20 Oct	French Writing / Latin 2	Computer Science 2

Important: the full school timetable contains exact start/end times and 25% extra time timings where applicable. Students must follow their individual arrangements.

Targeted intervention

MOCK READINESS = THREE THINGS WORKING TOGETHER



Morning registration – from 8:40am

Year 11 students are grouped according to their current area of need across Maths, English, Science, Geography/History and French. These groups are reviewed each half term using the latest data so support can move as students' needs change.

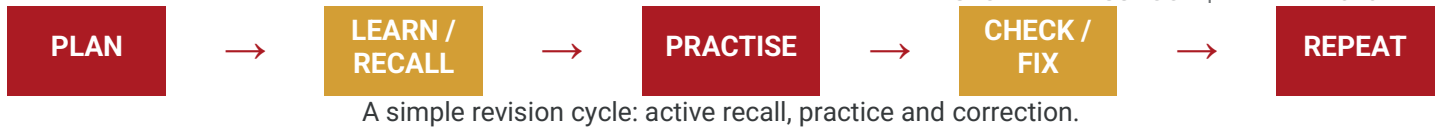
After-school intervention – 3:00pm–3:45pm

Day	Subject
Monday	Maths
Tuesday	Geography / History
Wednesday	English
Thursday	Science
Friday	Options

Targeted intervention is designed to close gaps in knowledge, revisit challenging content, develop examination technique and provide focused support before the mocks. If a student is allocated a session, attendance is expected.

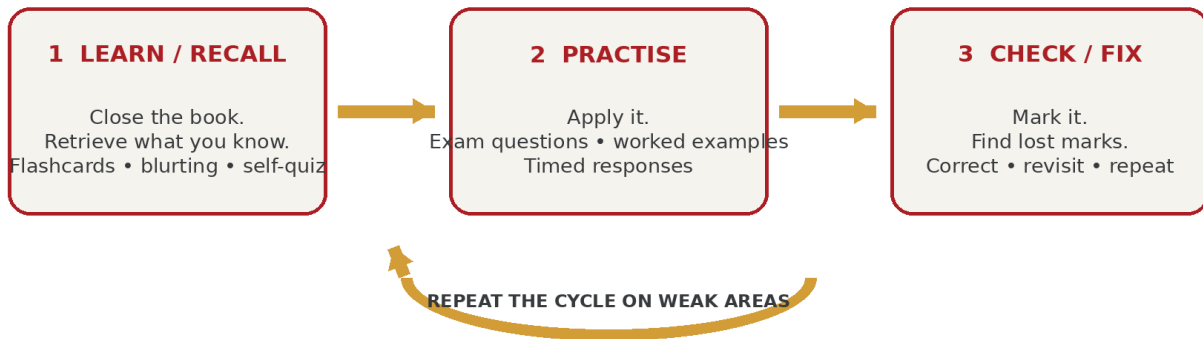
Punctuality

Students must arrive by 8:40am. Targeted Year 11 intervention takes place during morning registration, so arriving late means missing valuable GCSE support.



The three-week mock revision plan

THE ACTIVE REVISION CYCLE



Students use the plan during Monday tutor periods. The aim is not to revise every minute; it is to make revision specific, realistic and balanced.

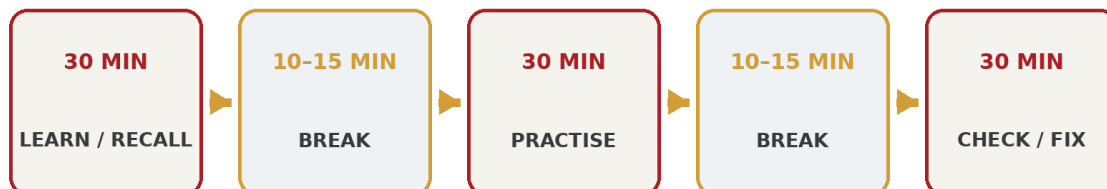
LEARN / RECALL Retrieve knowledge from memory: flashcards, blurring, self-quizzing, quick recall.

PRACTISE Apply knowledge: exam questions, worked examples, timed responses.

CHECK / FIX Mark work, identify lost marks, correct misconceptions and revisit weak topics.

A workable school-day routine

A MANAGEABLE SCHOOL-DAY REVISION ROUTINE



SPECIFIC beats vague: “Biology — cell structure — 20 flashcards” > “Revise Science”

Time	Purpose
Before 8:40am	Quick focus
8:40am–3:00pm	School: use lessons well and ask for help
3:00–3:45pm	Allocated intervention
Evening block 1 – 30 mins	Learn / Recall
10–15 mins	Break: drink / snack / move / reset
Evening block 2 – 30 mins	Practise
10–15 mins	Break
Evening block 3 – 30 mins	Check / Fix

Make it specific: “Biology – cell structure – 20 flashcards” is much more useful than “revise Science”.

Revision strategies that work best when they are active

SELF-TESTING TOOLKIT



Do not just copy or reread — make your brain retrieve, apply, check and correct.

- **Retrieval practice:** Close the book and recall what you know before checking.
- **Flashcards / self-quizzing:** Question on one side, answer on the other. Keep testing the cards you get wrong.
- **Blurting:** Write everything you can remember about a topic, then use notes to fill the gaps.
- **Past-paper questions:** Practise the style and timing of real questions; mark and correct them.
- **Mind maps / dual coding:** Organise key ideas visually, but build them from memory rather than copying.
- **Interleaving:** Mix topics and question types rather than doing one topic for hours.
- **Worked examples:** Study a model, then complete a similar problem without the model.
- **Spaced practice:** Return to topics over several days rather than relying on one long session.

Avoid passive rereading as the main strategy. Students should regularly have to retrieve, apply, check and correct knowledge.

How parents/carers can support at home

- Ask for the exact topic/task, not just the subject: “What are you doing for the next 30 minutes?”
- Use the mock timetable and subject revision guide together to help prioritise what is coming first.
- Protect attendance and punctuality. Students should be in school and ready by 8:40am.
- Encourage attendance at every allocated intervention session.
- Help create a realistic routine with food, movement, breaks and sleep.
- Ask students to show you what they got wrong and what they are going to do differently next time.
- Praise consistency and follow-through, not just the number of hours spent revising.
- Contact school early if something is preventing your child from accessing lessons, revision or intervention.

A useful weekly conversation

- What are your three priorities this week?
- Which paper/topic feels least secure?
- What intervention are you attending?
- Show me one thing you have practised and corrected.
- What will you do differently next week?

From the Sidelines – support for parents/carers

From the Sidelines is a parent resource about the science of learning and how families can create the right environment for study at home. Its short Study Hacks include retrieval practice, flashcards, blurring, study planning, distractions, rest and sleep.

TRY THESE AT HOME

- Designated study space
- Silent focus / fewer distractions
- Retrieval practice
- Flashcards and blurring
- Study planner
- Rest and sleep



Scan to visit
fromthesidelines.uk

Stoke Park message: parents/carers do not need to become subject teachers. Ask, check, protect routines, encourage and contact school early if support is needed.

Examination readiness and JCQ expectations

Mocks are used to establish the routines students will need for the final GCSE examination series. Students must follow the instructions given by the examinations team and invigilators.

- Bring the correct equipment in a clear pencil case, including black pens and other subject equipment required.
- Bring a scientific calculator where the paper permits one.
- Do not take mobile phones, watches, earbuds/airpods or unauthorised technological devices into the examination venue.
- Do not carry notes or other unauthorised information into the examination venue.
- Water bottles should be clear and have labels removed.
- Know where to report, your seat/row information and your individual access arrangements.

Access arrangements: The SEND team will review students individually to determine whether they qualify for examination access arrangements, including extra time. Where an agreed arrangement forms part of a student's normal way of working in lessons and assessments, this will also be used appropriately in examinations. Students should also know the tier/paper they are sitting for these mocks.

Revision Techniques: Find What Works

Good revision is active. Reading and highlighting can help you get started, but the real learning happens when you recall information without looking, check what you know and correct the gaps.

FLASHCARDS – test, don't just read Front: a question, keyword or prompt. Back: the answer. Recall the answer before turning the card over. Put missed cards back into the pile and revisit them later.	LOOK • COVER • WRITE • CHECK • REPEAT Look at a small section. Cover it. Write what you remember. Check against the source. Correct anything missing, then try again later.
MIND MAP FROM MEMORY Put one topic in the centre and add branches for key ideas, vocabulary, examples and links. Start without notes, then check and add missing detail.	SAY IT ALOUD / TEACH IT Explain a topic aloud with notes closed. If you get stuck, check the answer and start again. A parent/carer can listen without knowing the subject.

Parent prompt: “Show me what you can remember without looking at your notes.”

As Revision Progresses

RETRIEVAL + PRACTICE QUESTIONS Use mini-quizzes, past-paper questions and self-testing. Work without notes first, then mark carefully and identify exactly where marks were lost.	DUAL CODING Combine words with a useful visual: labelled diagram, timeline, process or flow chart. Then cover the original and recreate it from memory.
INTERLEAVING Mix topics and question types rather than staying on one area for a long time. Return to older material so it is not forgotten.	CHECK • FIX • RETEST Use the mark scheme or class resources to find the gap, correct it, then attempt a similar question later. Feedback should change what you do next.

The Stoke Park revision cycle

1 LEARN / RECALL Choose one specific topic. Recall key knowledge without notes.	2 PRACTISE Apply it using questions, problems or a timed task.	3 CHECK / FIX Mark it, correct gaps and decide what needs another attempt.
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Revision, Pressure & Staying in Control

Mocks can bring some pressure. The aim is not to remove every feeling of stress; it is to help students feel prepared, organised and able to take the next step.

MAKE IT SPECIFIC Replace “revise Science” with a clear task such as “Biology: cell structure – flashcards + exam questions”.	KEEP IT MANAGEABLE Short focused blocks with proper breaks are more useful than trying to revise for hours without a clear goal.
CONTROL THE CONTROLLABLES Attend school. Arrive on time. Use lessons. Attend intervention. Ask for help. Follow the plan. Sleep and reset.	ONE MISSED BLOCK ≠ A FAILED WEEK Plans can change. Reset at the next block rather than giving up. Consistency over time matters more than perfection.

A simple 50-minute active revision routine

10 MIN Recall / review a small topic	25 MIN Practise questions in quiet conditions	10 MIN Check, mark and correct	5 MIN Reflect: what is the next fix?
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Remember: revision should help students know what to do next – not make them feel worse.

Three-Week Mock Revision Challenge – Blank Planning Example

Students use a simple weekly plan to make revision specific and manageable. The example below can be copied at home. The aim is consistency, not revising every minute.

Time	What is happening?	My plan – write in the box	Done
Before 8:40am	Quick focus	What am I focusing on? _____	☐
8:40am–3:00pm	School	Be in school. Use lessons well. Ask when I need help.	☐
3:00–3:45pm	Intervention	Subject / focus: _____	☐
Evening Block 1	30 mins – LEARN / RECALL	Subject: _____ Topic/task: _____	☐
SHORT BREAK	10–15 mins	Drink / snack / move / reset	☐
Evening Block 2	30 mins – PRACTISE	Subject: _____ Topic/task: _____	☐
SHORT BREAK	10–15 mins	Step away from revision	☐
Evening Block 3	30 mins – CHECK / FIX	Subject: _____ Topic/task: _____	☐
GCSEs	→	SIXTH FORM / COLLEGE / APPRENTICESHIP	→
UNIVERSITY / DEGREE APPRENTICESHIP / EMPLOYMENT			

Know the destination. Know the entry requirements. Work backwards from the goal.

Thinking Ahead to Post-16

GCSE grades can determine which courses and pathways are available. Students should know the entry requirements for the Sixth Form, college or apprenticeship route they are considering and use these as part of their Year 11 goals.

Examples used in the previous Stoke Park information evening: some courses were shown with 5 grade 5s including Maths, English and Science; a range of subjects also required grade 6 in a related subject; Mathematics and Physics were shown with a grade 7 in Maths. Entry requirements can change, so families should check the current published requirements before applying.

Your Reference Starts Now

Post-16 providers may ask school about more than examination grades. The habits students show every day contribute to the picture school can provide.

Attendance	Punctuality	Demeanour / Conduct	Quality of work
Be in school consistently.	Be on time – including lessons.	Show the attitude you want reported.	Make effort and improvement visible.

Build the reference you would want someone to write about you.

Parent/Carer FAQs – Your Questions Answered

These questions reflect the themes raised by parents/carers ahead of the information evening. Individual concerns about a student can be discussed directly with the Year 11 team.

Parent/Carer question	Stoke Park response
Can I buy revision guides through school?	Yes. Examination-board revision guides will be available to purchase through ParentPay at discounted rates. Departments will signpost the most appropriate resources for each subject.
What is intervention covering – is it revision?	Intervention is targeted to current areas of need. Sessions may revisit key knowledge, address misconceptions, develop examination technique and provide focused revision and practice. Groups are reviewed using assessment data so support can change as students' needs change.
What support is available for SEND / dyslexia in examinations?	The SEND team will review students individually to determine whether they qualify for examination access arrangements, including extra time. Where an agreed arrangement is a student's normal way of working in lessons and assessments, it will also be used appropriately in examinations.
How will students be supported with careers and Post-16 choices?	Every Year 11 student will have a careers appointment before half term. Post-16 pathways will be discussed, and assemblies will help students understand their options, including Sixth Form, college and apprenticeships.
Will Year 11 students complete work experience?	There is no work experience programme in Year 11. Students who continue at Stoke Park will undertake work experience in Year 12.
When are the Year 11 Subject Parents' Evenings?	Subject Parents' Evening 1: Tuesday 24 November 2026. Subject Parents' Evening 2: Tuesday 16 March 2027.
Can students use test papers at home?	Yes – exam-style and past-paper practice is an important part of revision. The subject guide in this booklet identifies the recommended resources for each subject. Students should mark, correct and revisit mistakes rather than simply complete papers.
What should students do after their mocks?	The feedback is more important than the grade alone. In each subject, students should identify the key gap, agree the specific action they need to take, practise it and then review whether they have improved. Parents/carers can help by asking: "What did the feedback tell you to do next?"
How can parents/carers help?	Support from the sidelines: protect attendance and punctuality, check the revision plan, ask about the exact topic being revised, encourage intervention attendance, praise consistency and contact school early if something is getting in the way.



The grade is a snapshot. The feedback tells students what to do next.

After the Mocks: Feedback → Action → Improvement

Subject	My key feedback	My action	When will I review it?

Mock 1: Subject Revision & Assessment Guide

What is being tested in each mock • How to revise • Key resources

Subject	Exam board / paper(s)	What is being tested in Mock 1	How to revise / key resources
Combined / Triple Science	Edexcel	Biology Paper 1; Chemistry Paper 2; Physics Paper 1.	Complete targeted Century Tech tasks/nuggets. Use CGP revision books and BBC Bitesize. Complete past-paper questions, mark them, identify lost marks and revisit weak topics. Use Pearson Edexcel past papers and mark schemes. Use Cognito premium account provided.
English Language	AQA Language Paper 1 – 1h 45m	Section A Fiction: Q1 multiple choice; Q2 language analysis; Q3 structural analysis; Q4 evaluation. Section B: creative writing – narrative or description.	Complete Century assignments. Complete timed exam-style questions in green wider learning books. Plan Q5 responses using images/settings and narrative scenarios.
English Literature	AQA Literature Paper 2 Hybrid – 2h 15m	Q1 Macbeth (start of the play); Q2 Worlds and Lives poetry comparison; Q3 Unseen Poetry; Q4 Unseen Poetry comparison.	Complete Century assignments. Use Mr Bruff videos. Create comparative essay plans for Worlds and Lives in green wider learning books. Focus on characters and key themes in Macbeth.
Mathematics	Edexcel	One 90-minute non-calculator paper and one 90-minute calculator paper.	Use the topic list given by the class teacher. Complete the two targeted MathsWatch tasks – one for each paper. Use Maths Genie and 1st Class Maths for topic videos, GCSE-style questions and mark schemes. Practise independently, check answers and revisit mistakes.
Geography	AQA	Papers 1 & 2 combined: Hazards, Living World and Economic World. Paper 3: fieldwork and geographical skills.	Use revision guides to close knowledge gaps. Use BBC Bitesize, especially process videos. Use individual revision tasks on Teams. Attend intervention focusing on case studies.
History	Edexcel	Paper 31 – Germany: full paper based on Year 10 and Year 11 knowledge. Paper B3 – Henry VIII: full paper.	Use Seneca Learning (class code provided by department), BBC Bitesize for Germany and the department's Henry VIII YouTube playlist. Use past papers on Teams, Powerful Knowledge sheets and mind maps.
Sociology	AQA	Paper 1 – Families, Education and Research Methods. Full paper covering Year 10 knowledge.	Use past papers, revision booklets and mind maps for key topics, concepts and sociologists. Use Seneca Learning and Tutor2u Sociology. Friday intervention focuses on theoretical knowledge and applying it to 12-mark questions.
Food Preparation	WJEC Eduqas	One-hour paper using revised questions / half paper. Focus includes nutrition, Eatwell Guide, nutrient groups and functions, deficiencies, dietary groups and needs, equipment and health & safety.	Use revision pocket booklets and A5 revision guides. Complete Eduqas-style exam questions and past-paper questions on Teams. Use Seneca Learning.
Religious Studies	AQA Paper 1	Christian Beliefs and Practices; Islamic Beliefs and Practices.	Use past papers on Teams, Powerful Knowledge sheets, flashcards and mind maps. Practise key scripture and question structures. Use BBC Bitesize and request.org.uk. Revision guides are available through ParentPay.
French	AQA French 8652	Listening, Reading and Writing – Foundation and Higher. Students have been given a topic breakdown to revise.	Use old-spec past papers for listening and reading practice. Collect/use the department revision guide and AQA booklets for exam tips. Use the AQA 8652 vocabulary, Quizlet and Memrise.
Computer Science	OCR	Paper 1: systems architecture; memory and storage; computer networks; network security; systems software; ethical, legal and cultural impacts. Paper 2: computational thinking, algorithms and programming.	Create and test flashcards for key terms. Complete past papers. Use Cognito to assess Year 10 understanding. Use PMT, the OCR J277 specification and BBC Bitesize.

Parent prompt: Ask: "What is being tested first, what is your weakest topic, and what will you do about it this week?"

Year 11 Key Contacts

Please contact us early if you have any questions or concerns about attendance, intervention, progress or wider Year 11 support.

Contact	Role	Email
Mr I Jamal	Year 11 Strategic Lead	ijamal@stokepark.coventry.sch.uk
Ms Parmar	Pastoral Manager	mparmar@stokepark.coventry.sch.uk
E Dhuve	Pastoral Manager	STAFFEDH@stokepark.coventry.sch.uk