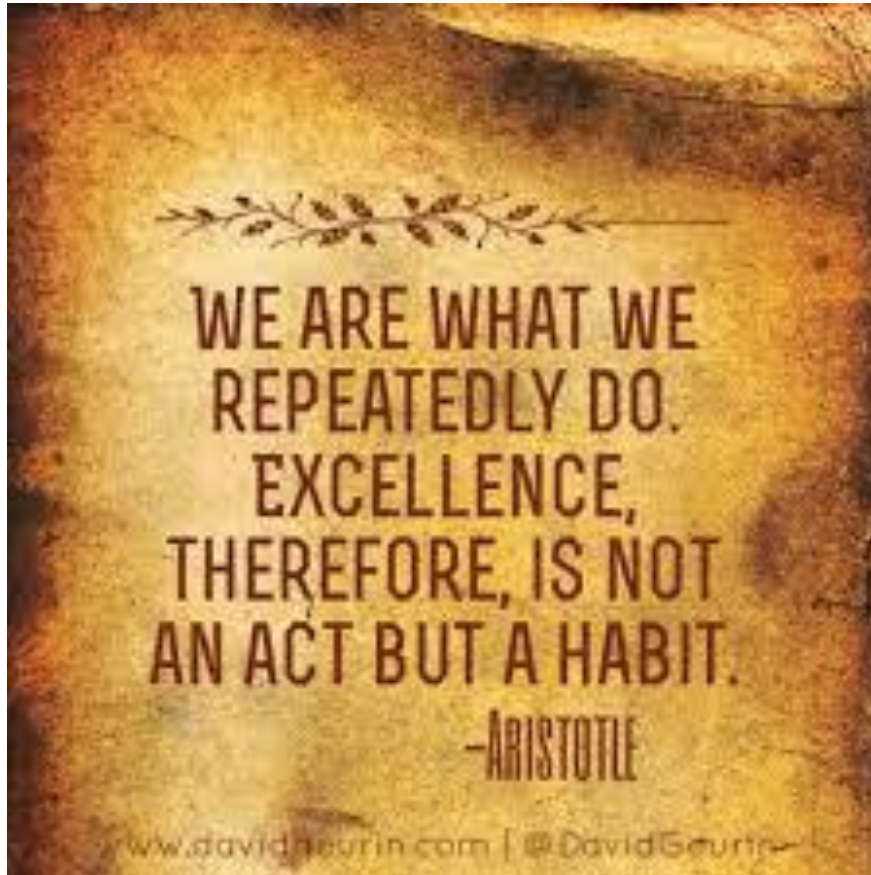


Welcome to Year 11
Excellence Evening
2023





Celebrating Success in Year 10



“

If you want to achieve
excellence, you must refuse
to let anything stand in the
way of your potential.

—
SAI PRADEEP





HIGHDOWN SCHOOL AND SIXTH FORM CENTRE
AT HIGHDOWN WE WILL ALL SHOW...

ASPIRATION

RESPECT

EXCELLENCE



AMBITION

COURTESY

ACCOUNTABILITY

COMMITMENT

HONESTY

RESILIENCE

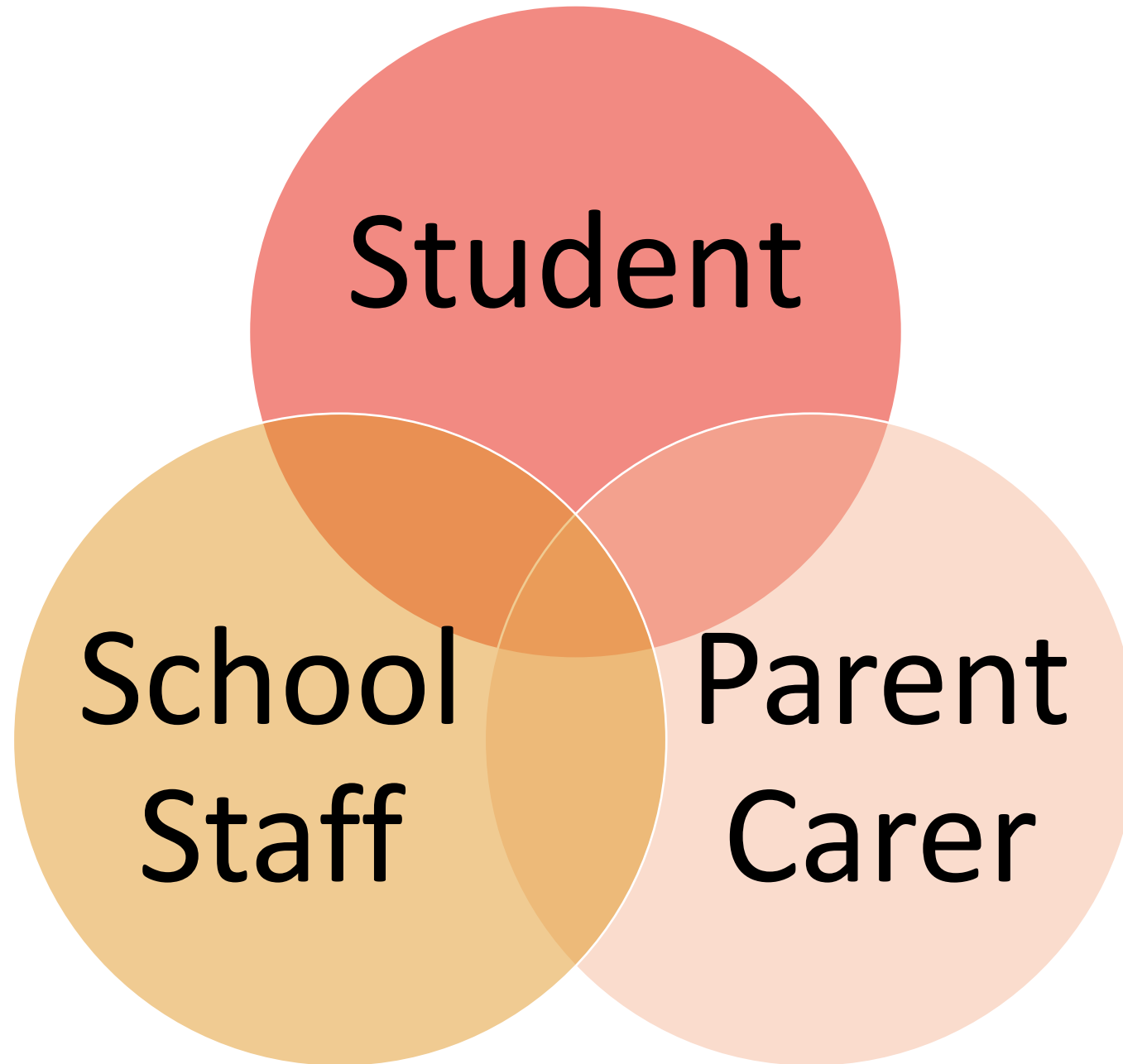
DETERMINATION

TOLERANCE

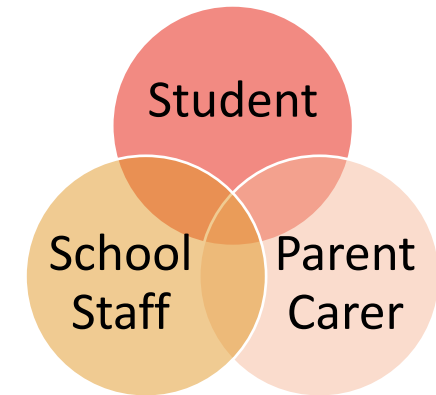
RESPONSIBILITY

#Values





The Student

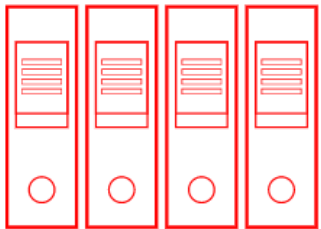


“If we create a culture where everyone believes they need to improve, not because they are not good enough but because they can be even better, there is no limit to what we can achieve.”

- Dylan Wiliam



VESPA Mindset



The VESPA Model



My Personal Excellence Plan

Look at all your feedback and answer the following questions:

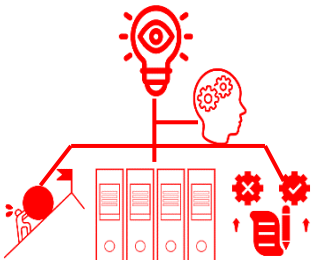
What's Working Well?	
Learning in school and at home	
Progress in subjects	
Personal development	
Conduct	

What do I want to improve? What will better look like?	
1	
2	
3	

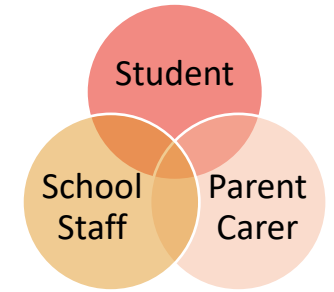
Three habits I need for success	
1	
2	
3	

Who will help me? Do I need any other support?	
1	

Aspiration
Respect
Excellence



School Staff



Head of Achievement - Miss V Clark

Assistant Head of Achievement – Miss O Holmes

The Year 11 Mentor Team

Assistant Head Teacher responsible for Year 11 – Mrs Flynn

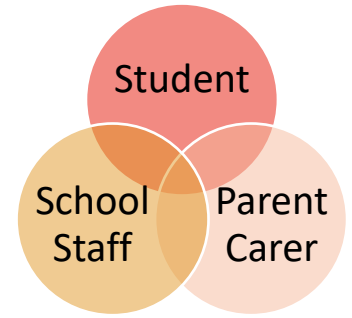
The STAR Centre - Beki Boys, Jessica Lee and Jenna Holder

The Behaviour Team – Nicole Lovelock, Danielle Birru, Ali Vince-Porteous, Tammy Druce

Designated Safeguarding Officers –Dr Capaldi, Mrs Flynn, Beki Boys, Jess Lee

SENDCo – Jo Arnold



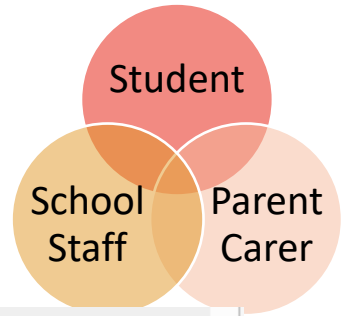


"You cannot escape the
responsibility of tomorrow by
evading it today"

Abraham Lincoln



Shared Resources



This area of the website provides you with a variety of study skills to help you learn.

Study Skills: These resources will help you make the most of your everyday studies.

- **Cornell Notes**
- **Dual Coding** (and why it helps you learn)
- **Mind Mapping** (for note-taking and revising)
- **Recall and Retrieve Practice** - why quizzes are important!
- **How to organise your work at secondary school**

When you have exams: These links help you learn skills for revision and how to tackle exams.

- **Top Tips for Studying** (an overview)
- **Revision cards** (and how to make them)
- **Spacing out revision helps you remember more**
- **Interleaving revision (mixing your revision topic around helps you remember them)**
- **Conquering exam stress**
- **How to manage your time**
- **Creating a revision timetable**
- **Thinking about your distractions**

In this section

CAREERS

EXAMINATIONS

THE HIVE (LIBRARY AND CAREERS)

PIXL EDGE

STUDENT EXPERIENCE

STUDENT WORK

STUDY SKILLS

HIGHDOWN HERALD

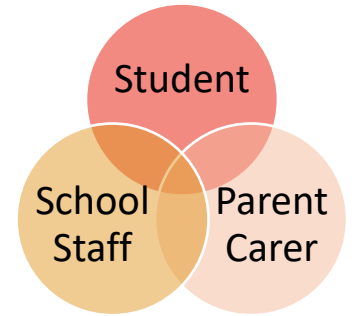
Y10 Independent Learning Skills Progra...

PDF

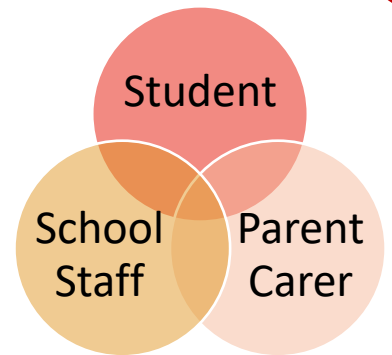
DOWNLOAD



Shared Resources



The Parent or Carer



There's a million websites to help but how do you know which are any good?.....

She's always panicked in exams - when I try to help her it always ends in a slanging match - it always seems to end in me making her more stressed....

He always leaves everything to the last minute - one moment he has all the time in the world - the next it's all stress and stropping because it has to be in tomorrow and he hasn't got the stuff he needs to do it...

I don't understand all this coursework, levels and module exams - it's completely different from when I was at school....

I can't stand the arguments and stress when I tell him exams are important and try to make him work - it always ends up with him saying it's his life and slamming the door....

I didn't even do GCSEs - how can I help him?.....

She's always got an excuse - I don't know what to believe....

Surely she shouldn't be going out **again** when she's got exams coming up?.....





Highdown School and Sixth Form Why does attendance matter?

Your attendance is excellent!	0 days	0 lessons missed	100%
	1 day	5 lessons missed	99%
	3 days	15 lessons missed	98%
Well done! You're on the right path.	1 week	25 lessons missed	97%
	1.5 weeks	35 lessons missed	96%
	2 weeks	50 lessons missed	94%
We're worried You're at risk of persistent absence	2.5 weeks	65 lessons missed	93%
	3 weeks	75 lessons missed	92%
	3.5 weeks	90 lessons missed	90%
Persistent absence			



The NHS logo, consisting of the letters 'NHS' in a bold, white, sans-serif font, centered on a solid blue rectangular background.

Is my child too ill for school?





Please read notes below and complete all sections of the form

This form is to be completed and forwarded to the Headteacher of the school. Parents/Carers have a legal duty to ensure their child's regular attendance at school. The Headteacher will only authorise in exceptional circumstances and will consider the effect on the continuity of the child's learning and overall attendance.

The application should be made **well in advance**.

Please be aware that if you take your child out of school for unauthorised activities during term time, you may be issued with a Fixed Penalty Notice. A Fixed Penalty Notice is issued for each child.

PARENTAL REQUEST TO SCHOOL TO AUTHORISE AN ABSENCE IN EXCEPTIONAL CIRCUMSTANCES

I request that leave of absence be granted to:

Name _____ Mentor Group _____

From (first day of absence) _____ to

(last day of absence) _____

Signature of Parent/Carer _____

Date _____

Have you requested leave of absence from school before? Yes / No

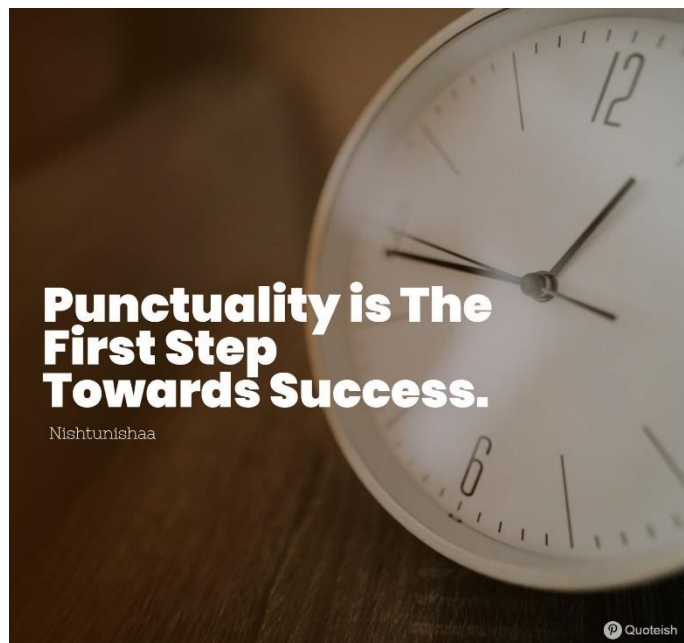
Are your child's punctuality and attendance both good? Yes / No

Reason for request and details about what makes this an exceptional circumstance:

HIGHDOWN SCHOOL AND SIXTH FORM CENTRE



Highdown School and Sixth Form
Why does punctuality matter?



Daily lateness
equates to...

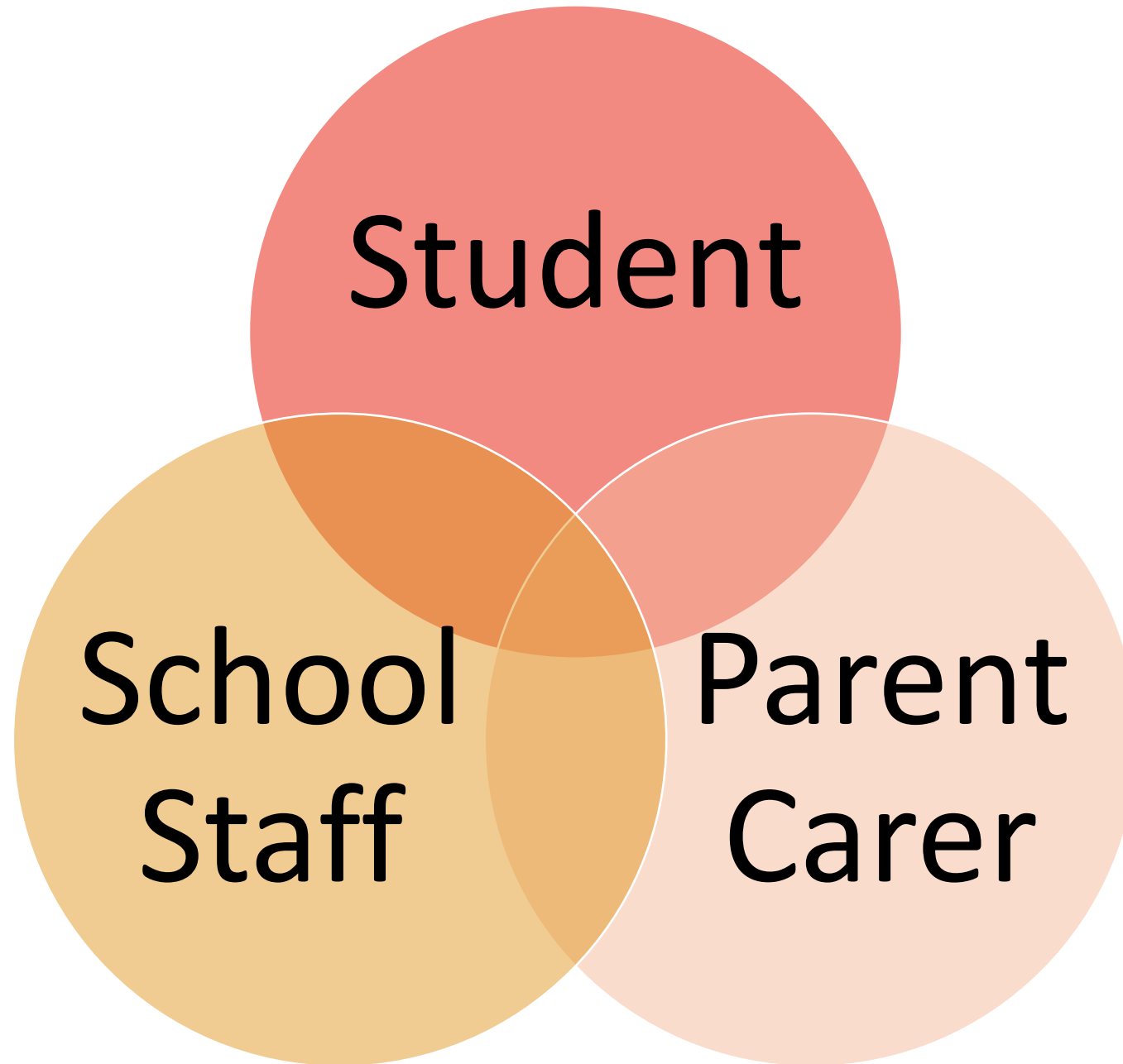


School starts promptly at 8.40am

Be in school every day, on time, ready to learn

Your education is important – don't miss out!





Well Done – you are in
the final part

Monday 6th November!

You will have done your
2000th school day since you
started at school and will
have only 110 days till you
leave Year 11



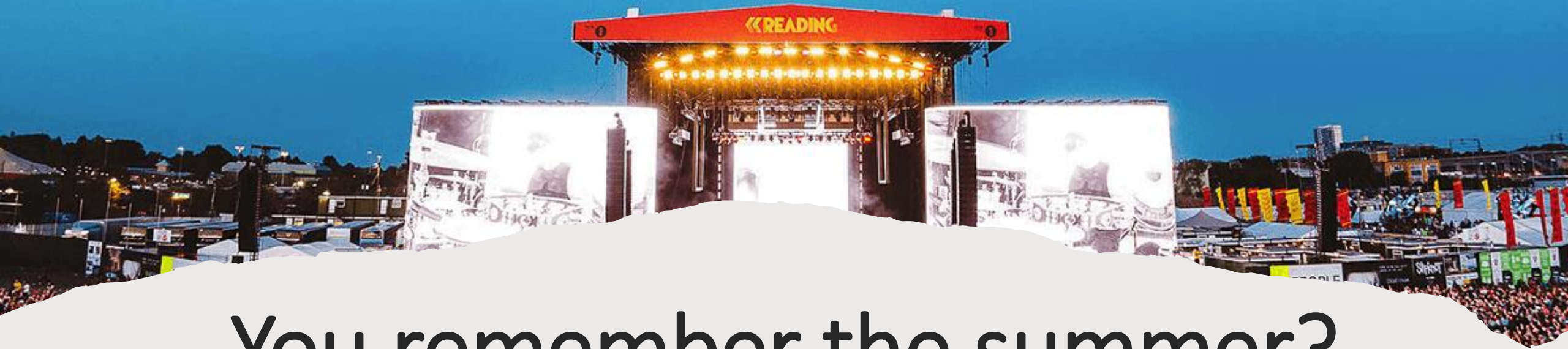


You remember the summer?



You remember the summer?

«READING FESTIVAL 2023



You remember the summer?



My Future!

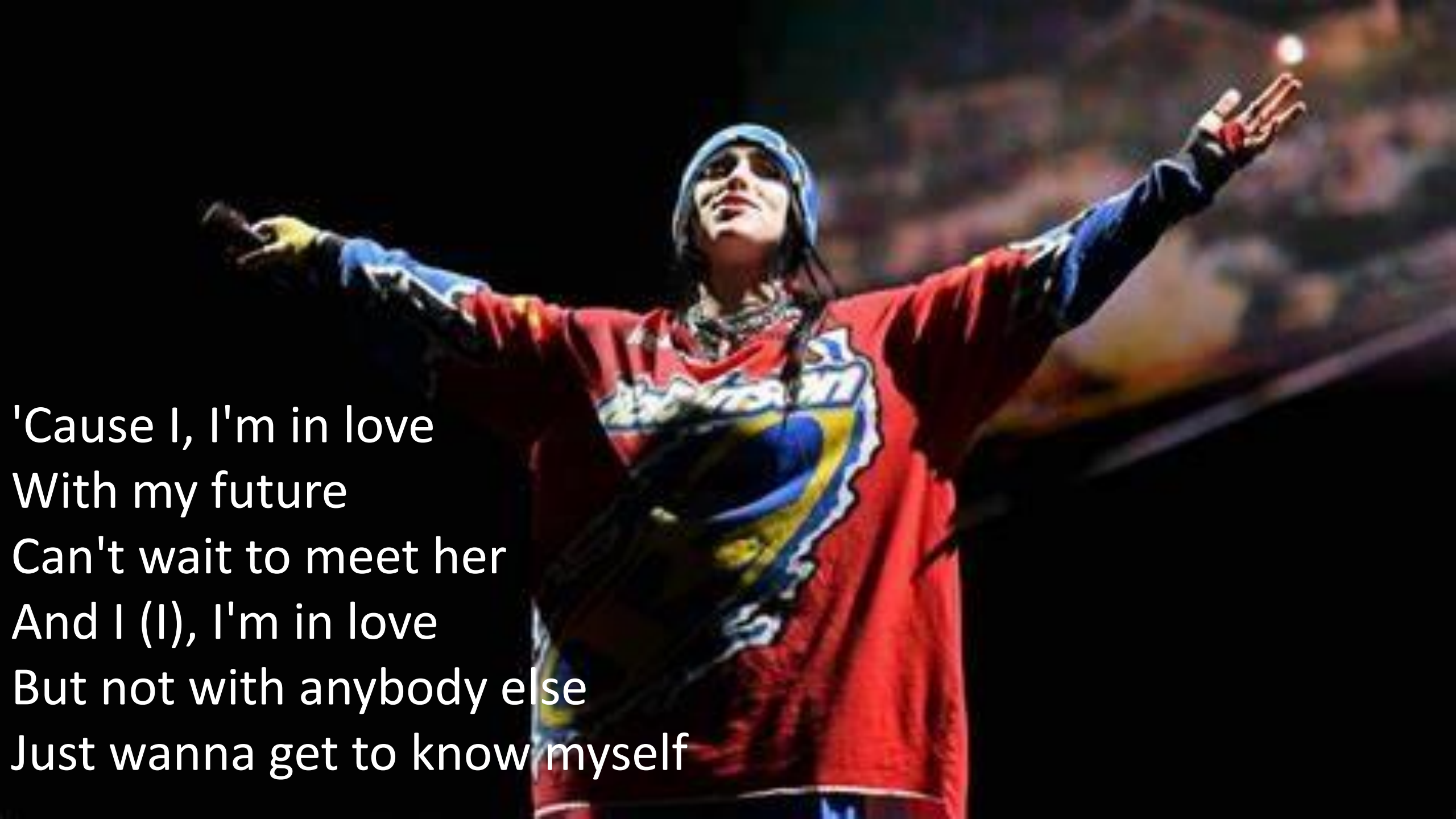




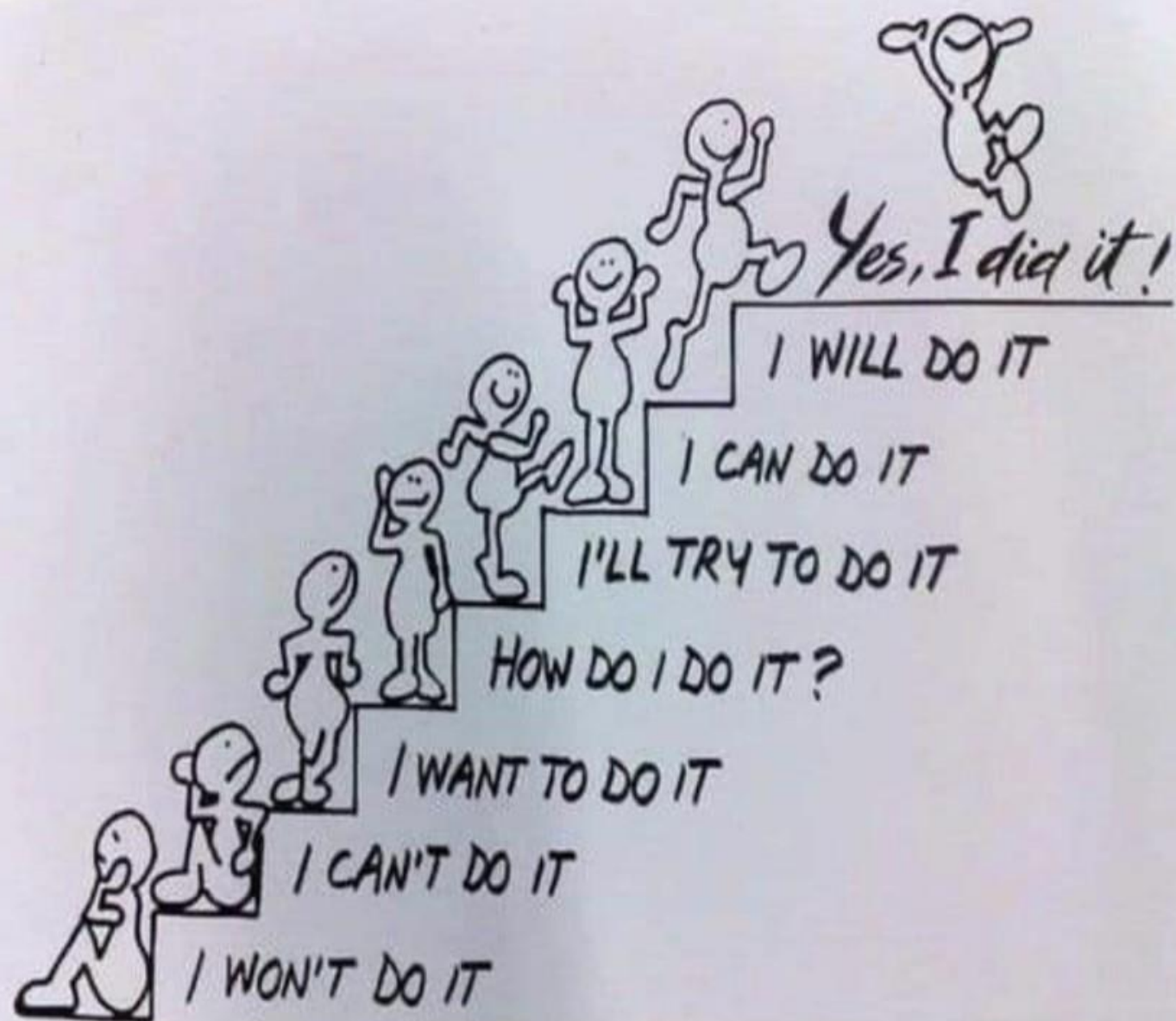
"it's a song that's really really personal and special to me. When we wrote this song, it was exactly where my head was at - hopeful, excited... and self-reflection and self-growth. but recently it has also taken on a lot of new meaning in the context of what's happening in the world now. I hope you can all find meaning in it for yourselves."

She also added: "the future feels uncertain and crazy right now, but i think we need to be ready to put the work in, and if we do that, we should be hopeful and excited for our future. I have to keep reminding myself that the future is ours, and I know we want to do everything we can to make it better for everyone in the world, and the world itself stay hopeful."

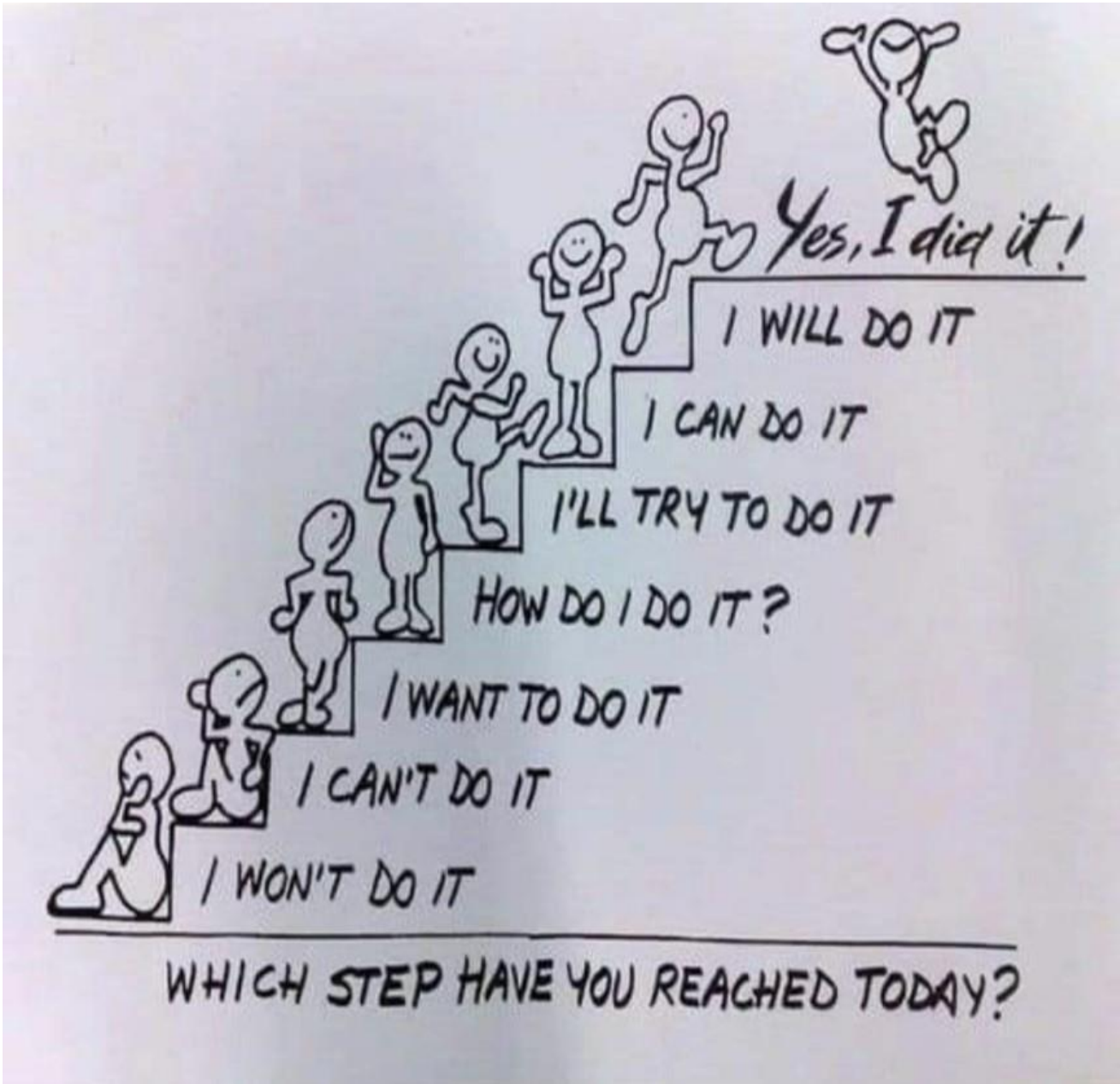


A person wearing a red and blue costume with a large graphic on the chest, a blue beanie, and sunglasses. They have their arms outstretched in a 'V' shape. The background is a blurred crowd in a stadium.

'Cause I, I'm in love
With my future
Can't wait to meet her
And I (I), I'm in love
But not with anybody else
Just wanna get to know myself



WHICH STEP HAVE YOU REACHED TODAY?



The Power of

YET

I don't know ...YET

This doesn't work ...YET

I don't understand this ...YET

This doesn't make sense ...YET

I'm not good at this ...YET

I can't do this ...YET

I don't get it ...YET

The product link can be found in the first comment in the comment section below.

Language

Expression

Left vs. Right

ABC

Numbers

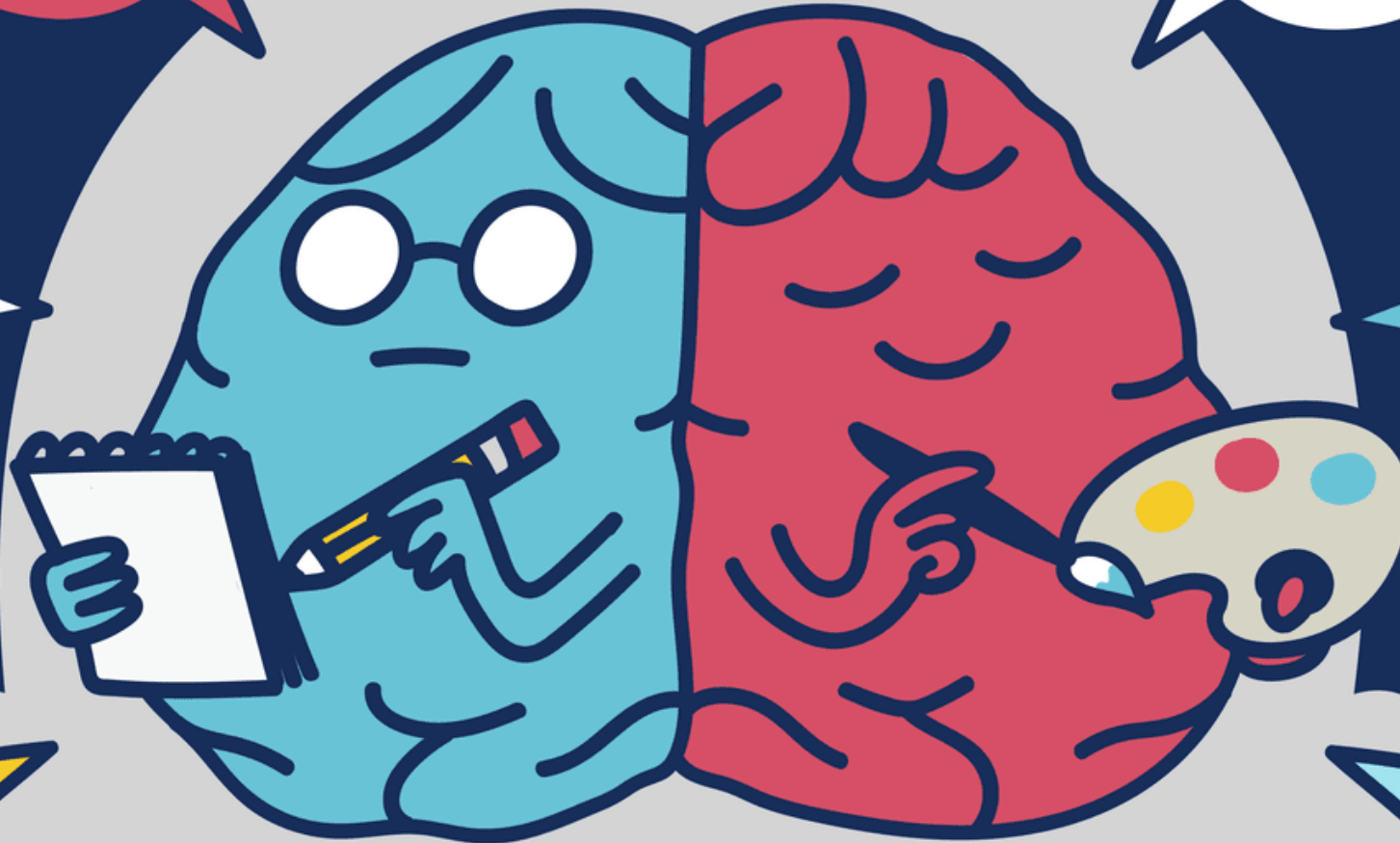
Emotional
intelligence

Analytical
thinking

Imagination

Logic

Creativity





Make a fist

1



2



3



1



2



3

**Fist 1**

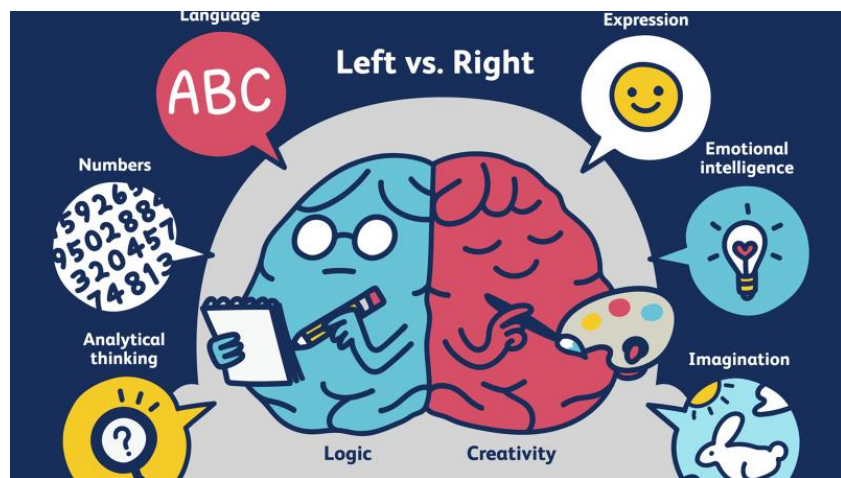
You are very excited, active and always looking for new adventures. You hate sitting still and can't bear imprisonment. You are an art and nature enthusiast. You express yourself well in general and have no problem speaking your mind in front of everyone. You are so calm and loving.

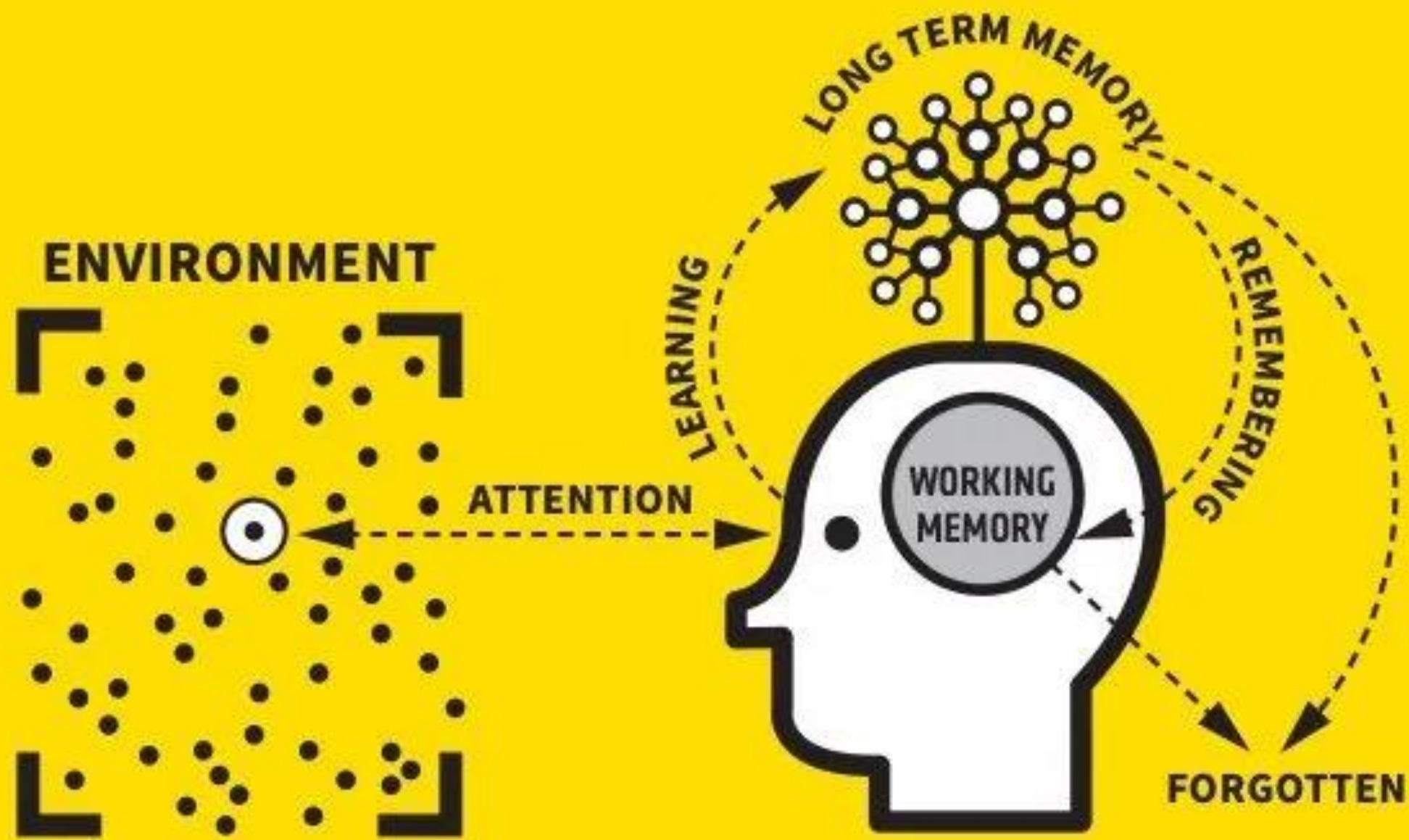
Fist 2

You are a very sociable person who wins everyone's trust. You are the best genius who excels in all fields. You hate injustice deeply and are very loving to everyone who crosses your path. You will be happy to help others and will be with a big mind.

Fist 3

You are very impatient and impulsive. Usually, you do not think twice about the decisions you make. You are so passionate about everything you do, you do it responsibly and pay attention to the smallest details. You are characterized by extreme honesty and excellent kindness.









The Malteser National Curriculum

Describe a Malteser to
someone who has never seen,
tasted or experienced a
Malteser before



The Malteser National Curriculum

Describe a Malteser to someone who has never seen, tasted or experienced a Malteser before

How well have you done?

Meeting expectations:

Mention shape (ball not good enough – spherical is good) and ingredients (chocolate and honeycomb)

Exceeding expectations:

Physical size measurements – use units (cm or mm) including thickness of chocolate layer and honeycomb.




So proud of you I could burst expectation:

Taste experience – melting, crunch, sweetness, combination of adjectives in the taste experience (3 minimum)




PLCs.....

MODULE 2: Foundations in biology

2.1.1: Cell structure

Learners should be able to demonstrate and apply their knowledge and understanding of:	Notes ready?				Revision done?
a) the use of microscopy to observe and investigate different types of cell and cell structure in a range of eukaryotic organisms					
b) the preparation and examination of microscope slides for use in light microscopy					
c) the use of staining in light microscopy					
d) the representation of cell structure as seen under the light microscope using drawings and annotated diagrams of whole cells or cells in sections of tissue					
e) the use and manipulation of the magnification formula					
f) the difference between magnification and resolution					
g) the ultrastructure of eukaryotic cells and the functions of the different cellular components					
h) photomicrographs of cellular components in a range of eukaryotic cells					
i) the interrelationship between the organelles involved in the production and secretion of proteins					
j) the importance of the cytoskeleton					
k) the similarities and differences in the structure and ultrastructure of prokaryotic and eukaryotic cells					

2.1.2: Biological molecules

Learners should be able to demonstrate and apply their knowledge and understanding of:	Notes ready?				Revision done?
a) how hydrogen bonding occurs between water molecules, and relate this, and other properties of water, to the roles of water for living organisms					
b) the concept of monomers and polymers and the importance of condensation and hydrolysis reactions in a range of biological molecules					
c) the chemical elements that make up biological molecules					
d) the ring structure and properties of glucose as an example of a hexose monosaccharide and the structure of ribose as an example of a pentose monosaccharide					
e) the synthesis and breakdown of a disaccharide and polysaccharide by the formation and breakage of glycosidic bonds					
f) the structure of starch (amylose and amylopectin), glycogen and cellulose molecules					
g) how the structures and properties of glucose, starch, glycogen and cellulose molecules relate to their functions in living organisms					
h) the structure of a triglyceride and a phospholipid as examples of macromolecules					
i) the synthesis and breakdown of triglycerides by the formation (esterification) and breakage of ester bonds between fatty acids and glycerol					
j) how the properties of triglyceride, phospholipid and cholesterol molecules relate to their functions in living organisms					

8.2 A-level required practical activities

marksphysicshelp MPH

The following practicals must be carried out by all students taking this course. Written papers will assess knowledge and understanding of these, and the skills exemplified within each practical.

Required activity	Apparatus and technique reference
1. Investigation into the effect of a named variable on the rate of an enzyme-controlled reaction	a, b, c, f, l
2. Preparation of stained squashes of cells from plant root tips; set-up and use of an optical microscope to identify the stages of mitosis in these stained squashes and calculation of a mitotic index	d, e, f
3. Production of a dilution series of a solute to produce a calibration curve with which to identify the water potential of plant tissue	c, h, j, l
4. Investigation into the effect of a named variable on the permeability of cell-surface membranes	a, b, c, j, l
5. Dissection of animal or plant gas exchange or mass transport system or of organ within such a system	e, h, j
6. Use of aseptic techniques to investigate the effect of antimicrobial substances on microbial growth	c, i
7. Use of chromatography to investigate the pigments isolated from leaves of different plants, eg leaves from shade-tolerant and shade-intolerant plants or leaves of different colours	b, c, g
8. Investigation into the effect of a named factor on the rate of dehydrogenase activity in extracts of chloroplasts	a, b, c
9. Investigation into the effect of a named variable on the rate of respiration of cultures of single-celled organisms	a, b, c, i
10. Investigation into the effect of an environmental variable on the movement of an animal using either a choice chamber or a maze	h
11. Production of a dilution series of a glucose solution and use of colorimetric techniques to produce a calibration curve with which to identify the concentration of glucose in an unknown 'urine' sample	b, c, f
12. Investigation into the effect of a named environmental factor on the distribution of a given species	a, b, h, k, l

Assignments 11/4/2021, 6:17 AM

Multiple Choice on carbohydrates, proteins, enzymes and lipids

Due 8 Nov

View assignment

Reply

November 8, 2021

Assignments 11/8/2021, 11:46 AM Updated

Folders for marking - DUE WED 10th NOV

Due 10 Nov

View assignment


Assignments 11/8/2021, 11:47 AM

Assignment details have been modified

Reply

MB

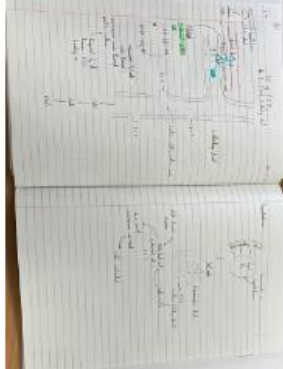
Michael BENNETT 7/14, 10:25 AM



Reply

MB

Michael BENNETT 7/14, 10:25 AM









- Russian tortoises are small tortoises. Males are usually smaller than the females, and the males tend to have longer tails generally tucked to the side, and longer claws; females have a short, fat tail, with shorter claws than the males. The male has a slit-shaped vent (cloaca) near the tip of its tail; the female has an asterisk-shaped vent (cloaca). Russian tortoises have four toes. Coloration varies, but the shell is usually a ruddy brown or black, fading to yellow between the scutes, and the body is straw-yellow and brown depending on the subspecies.
- The Russian tortoise occurs from the Caspian Sea south through Iran, Pakistan, and Afghanistan, and east across Kazakhstan to Xinjiang, China. Its natural habitat is arid, barren places such as rocky hillsides and deserts, sandy steppes, and grassy regions close to springs. The winters in these areas can be particularly cold and harsh, with temperatures well below freezing.
- The Russian tortoise has a particularly short period of activity, sometimes just three months per year. It comes out of hibernation in spring, usually in March, and actively forages and engages in mating until mid-June. Throughout much of its range, it will aestivate during the intense summer heat, coming out briefly at summer's end to feed before hibernation. The burrow it digs may be as deep as two meters, where it retreats during the midday heat and at night, only emerging to forage at dawn or dusk when temperatures drop.



Small steps like the tortoise....chunk it up!

Stop
quenching
your
dreams
in my dream
you old
cranky
crank.

4 Midge ~~she~~ crosses her arms and starts tapping her toe. ~~she~~ 
taps with my pen.  $\frac{u}{24}$

~~She Taught and says, No.~~

"But I can't stop," he thought.

Nidge snorts. "He's got a hobby, ~~a~~ ~~and~~

~~Can~~ I really don't care if you think

~~the not getting, or~~

Then ~~she~~ started to rant "But you can't even

I counted over 100 "How-All" ^{prairie} ap

It's not just a gift. It's a ~~gift~~
St. ~~St.~~

"It's not magic," I say. "I can practice."

1 point w/ my pen.

"Zip your lips!" It's my turn.
"I can do this," I say.
"Just back off - let me learn!"
Shut your mouth

if you think ~~you~~ "But where would you be if I walked out
you can't handle that - go take a hike! that door?"

⑤ "I'd be writing!" I say. "Or whatever I ~~want~~ 'li

7 ✓ But she sets right back

Then the tears start to fall, "But its scary out there."

"You're a sissy," I say. "And a bully to boot."

you're a meany, she says, and ~~let~~
let out a ~~half~~ ~~start~~ ~~kick~~

Let me stay. Midge is whining. Her head

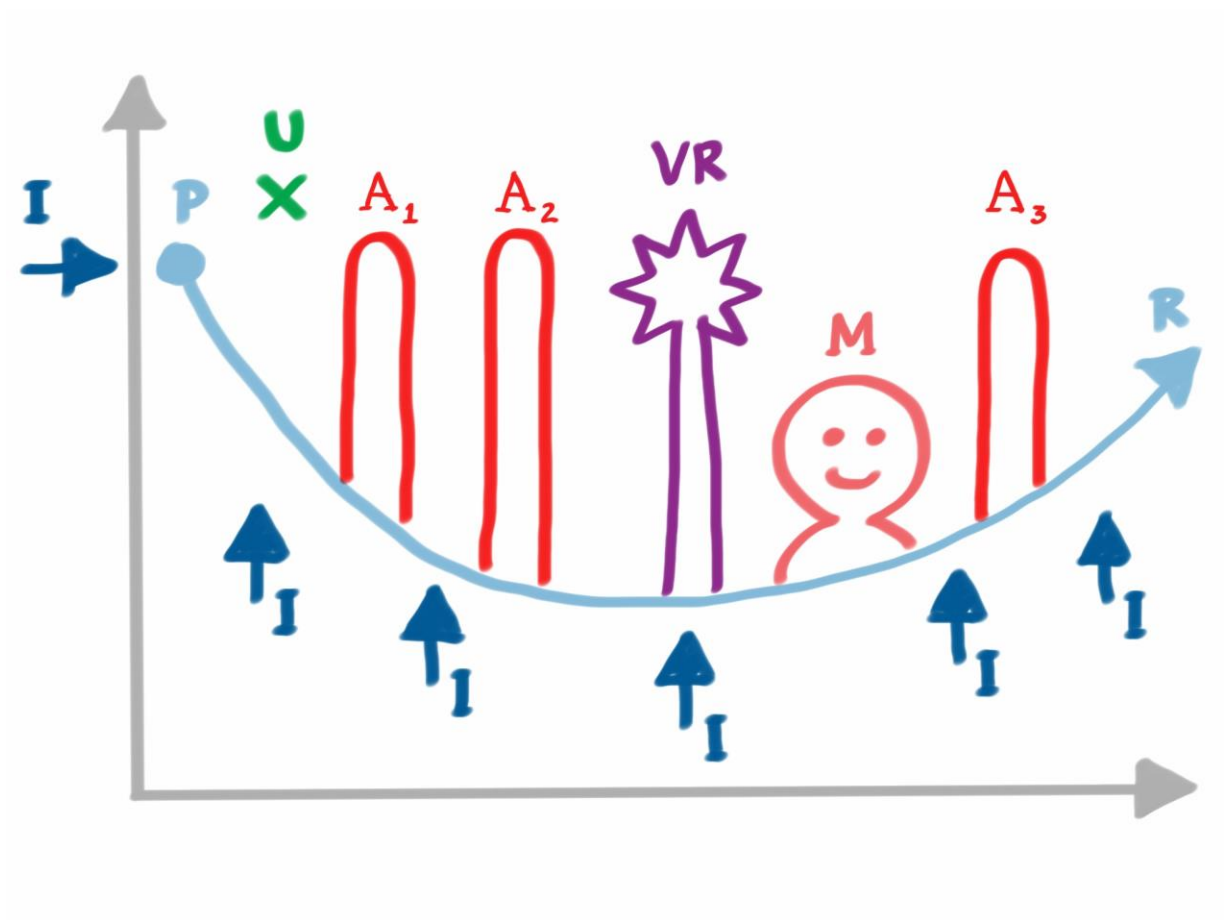
"There, there" ~~Don~~ I fear is if she were there

9. The eyes that were slits are ~~now~~ now.

"I just wanted to save you from heartache"

11. Heartache feel pain 10.05.20

~~The world~~ ~~the world~~ ~~the world~~ ~~the world~~ ~~the world~~



Use the exam question...

- (e) The concentration of mineral ions in the soil is lower than in root hair cells.

Root hair cells take up mineral ions from the soil.

Root hair cells contain mitochondria.

Explain why root hair cells contain mitochondria.

respiration occurs in mitochondria and this releases energy

For the mineral ions to enter the root.

Use the exam question...

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Root hair cells take up mineral ions from the soil.

Root hair cells contain mitochondria.

Explain why root hair cells contain mitochondria.

respiration occurs in mitochondria and this releases energy

For the mineral ions to enter the root.

_____	e) (aerobic) respiration occurs in mitochondria	
_____	do not accept anaerobic respiration	1

_____	(mitochondria / respiration) release energy	
_____	do not accept energy produced / made / created	1

_____	(energy used for) active transport	1

_____	to transport ions, against the concentration gradient	
	or	
	from a low concentration to a high concentration	1

Use the exam question...



(e) The concentration of mineral ions in the soil is lower than in root hair cells.

Root hair cells take up mineral ions from the soil.

Root hair cells contain mitochondria.

Explain why root hair cells contain mitochondria.

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For the mineral ions to enter the root.

e) (aerobic) respiration occurs in mitochondria

*do **not** accept anaerobic respiration*

1

(mitochondria / respiration) release energy

*do **not** accept energy produced / made / created*

1

(energy used for) active transport

1

to transport ions, against the concentration gradient

or

from a low concentration to a high concentration

1

Turn it into a flash card.....

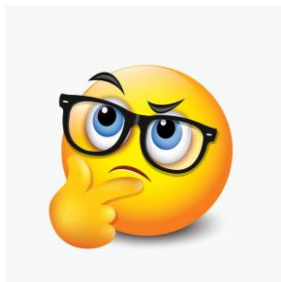
- Why do root hair cells contain mitochondria



Respiration takes place in mitochondria



Respiration releases energy



- Energy is used for **active transport** taking in minerals **against concentration gradient**



Dr Love's Top Study Skills to maximise your learning



Complete these activities along with your notes and textbook/online resources as you go through your course to help your revision. Remember, the more activities you can complete from memory, the better prepared for your assessment or exam you will be as you are retrieving the information making the knowledge long lasting. .

Tick the circle once you have completed each task. Aim for a Full House!

PRIORITISE

RED, AMBER, GREEN review each section of your notes. Create a revision plan with how much time you are going to spend revising each section and what revision activities you plan to do.

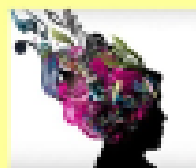
CREATE

Create a 'tough, tougher or toughest' exam question using your knowledge organiser. Create a mark scheme or success criteria for the question before answering it or swapping yours with a friend.



The Magnolia Principles Mike Hughes

- Reduce it
- Change it
- Associate it
- Draw it
- Connect it
- Act it
- Explain it
- Simplify it
- Visualise it
- Organise and structure it
- Personalise it
- Apply it
- Prioritise it
- Act it



REDUCE

Reduce your notes into a summary of the entire topic of no more than 100 words. After you have done, reduce any information you have not included into a further summary of 100 words.

CHANGE

Change the information on your notes into a mind map, revision tree or revision flash cards. Any cue cards or revision notes must be of a high standard in order to be useful.



CREATE

Create a quick fire quiz of questions of increasing difficulty based on your notes. Make sure you have the questions and answers prepared then test either a friend or yourself from memory.



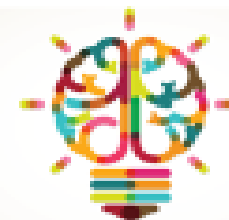
RECALL

Read the information on your notes for 3 minutes, then turn it over. Write everything you can remember in **BLACK**. Write everything you forgot in **RED**.



CONNECT

Think of a word that is connected to your chosen topic or notes for each letter A-Z. **OPTIONS:** time limit, miss out Q,X,Z, define your chosen words, explain your choices.



CREATE

Create a rap, poem, or song to help you remember the key information from your notes. Make a video of it on your phone and play it over a few times- will have a lasting effect on your ability to recall.



CATEGORISE

Divide a page into four with the titles 1, 2, 3 and 4. For every sentence of your notes, categorise and write it into a section with 1 being fully understood and 4 being no idea. After revising some more complete this activity again to see if there are changes with revision.

EXPAND

Count the number of words in a section of your notes. Expand this summary to at least twice that number by providing a more detailed description or explanation of the content.



REDUCE

Reduce today's lesson into the single most important word. Then create a mnemonic for that word, i.e. **REDUCE** - Radical, Education, Develops, Understanding, Cognition, and Engagement.



CONNECT

What are the 15 most important words in this topic? How would you link them together in a single paragraph that fully explains what you have been studying?



CONNECT

In pairs, one of you **SECRETLY** chooses a section of your notes or key word. Your partner has to guess your choice by asking questions. **ONLY** give 'yes' or 'no' answers. The winner asks the **FEWEST** questions.

CREATE

Write a story or comic strip to represent the key information from your notes. Stories hold a special position in our memory and should have a clear beginning, middle, and end.



CHANGE

Choose a paragraph of text and either select or highlight the main keywords (avoid highlighting every other word in the paragraph). Find or draw images that represent the words that you have highlighted.

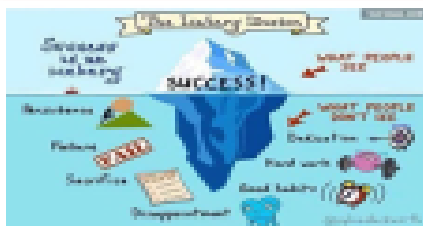
RECALL

Draw an outline of a brain. From **MEMORY**, fill it with everything you have **LEARNED** or **REMEMBERED** from your notes. **RED, AMBER, GREEN** review the knowledge within the brain.



EXPAND

Choose a section of your notes and think of three questions you still have linked to it. Use a phone or a laptop to research the answers and write a paragraph summarising your findings.



RECALL

Cover a section of the notes with a Post-It Note then try to recall and accurately write the information on the Post-It Note without looking underneath. Have a friend choose a section for you as an additional challenge.

CONNECT

Reduce your notes into just a list of the headings of each section. Explain how each heading connects to the other. Form as many connections as you can.



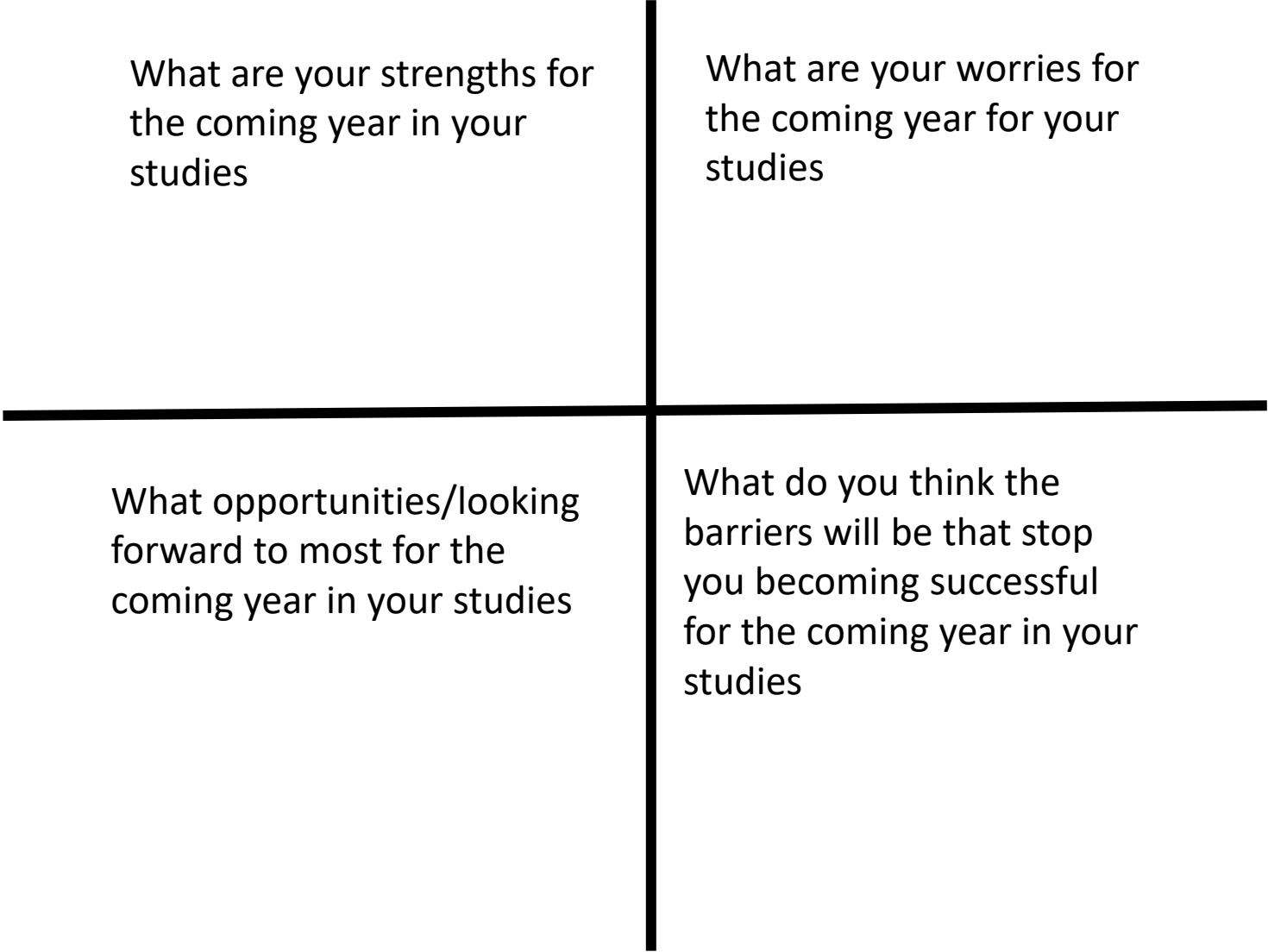
APPLY

Use the information on your notes to go back through your exercise book and make any additions, corrections or improvements to your class work in **GREEN PEN**.





Use your peers, friends and teachers



What are your strengths for
the coming year in your
studies

What are your worries for
the coming year for your
studies

What opportunities/looking
forward to most for the
coming year in your studies

What do you think the
barriers will be that stop
you becoming successful
for the coming year in your
studies

What are your strengths for
the coming year in your
studies

**Enjoy the subjects I've
selected and I know the
teachers well**

What are your worries for
the coming year for your
studies

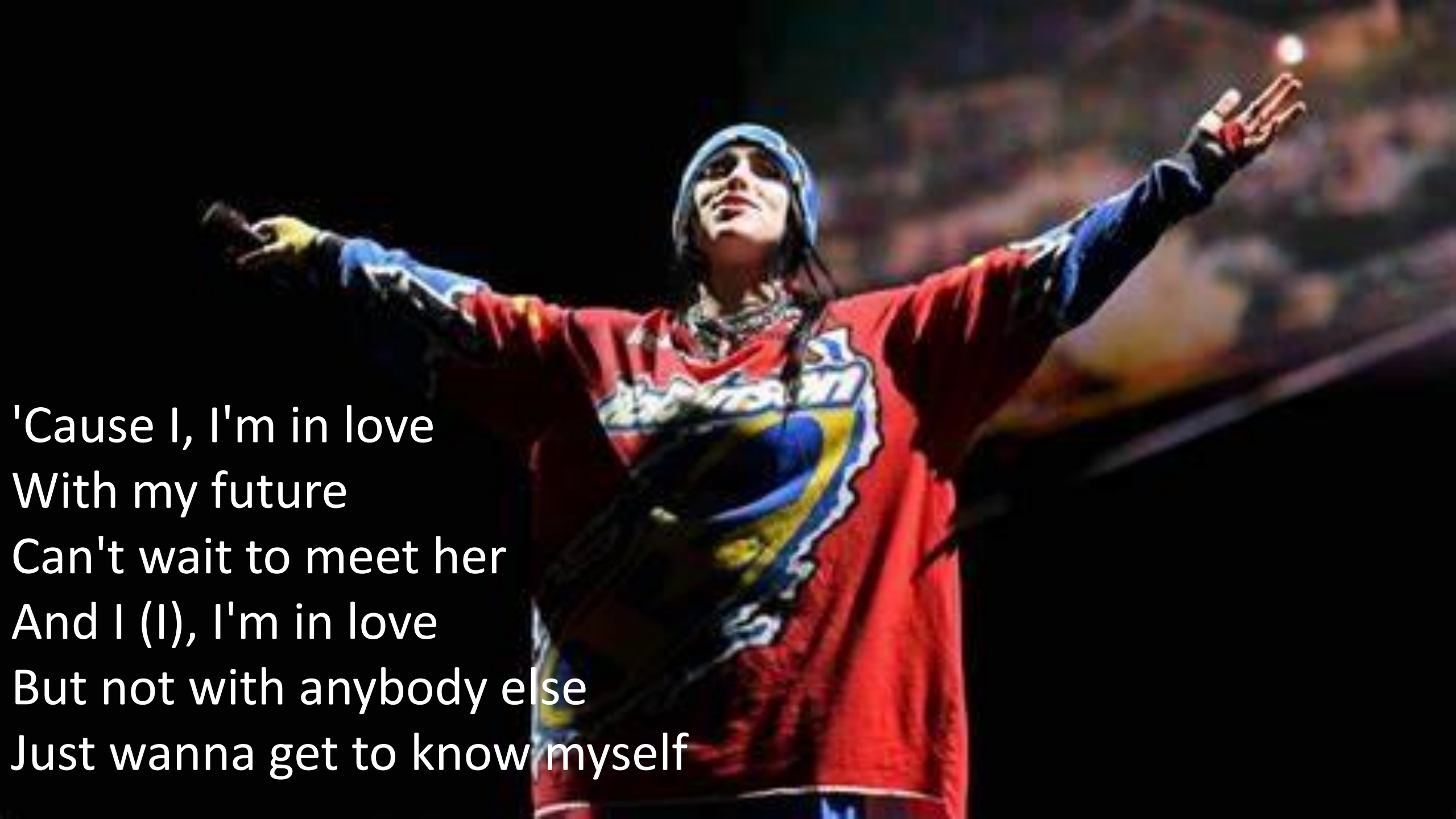
**What to do if I don't
understand the work in
the lesson I have just had**

What opportunities/looking
forward to most for the
coming year in your studies

**Looking forward to working
with my friends I and being
more independent**

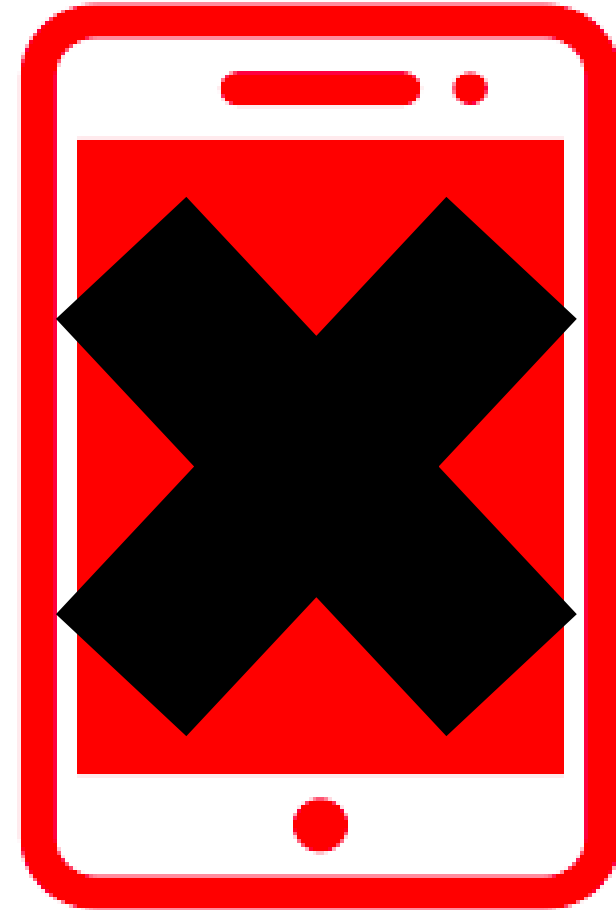
What do you think the
barriers will be that stop
you becoming successful
for the coming year in your
studies

**Handing work in on time,
concentration in class**

A person wearing a red and blue costume with a large graphic on the chest, a blue beanie, and sunglasses. They have their arms outstretched in a 'V' shape. The background is a blurred crowd in a stadium.

'Cause I, I'm in love
With my future
Can't wait to meet her
And I (I), I'm in love
But not with anybody else
Just wanna get to know myself

Uniform Reset and Phones



Careers and Pathways Information Advice and Guidance



My name is Sumera. I am a careers adviser and I work the company Adviza Partnership. I have a degree in Sociology as well as a postgraduate certificate in Coaching. I have experienced a few different roles before I decided to become a careers adviser.

Sumera can be found in the Hive and is contacted via careers@highdown.reading.sch.uk or by speaking to Mrs Robinson.

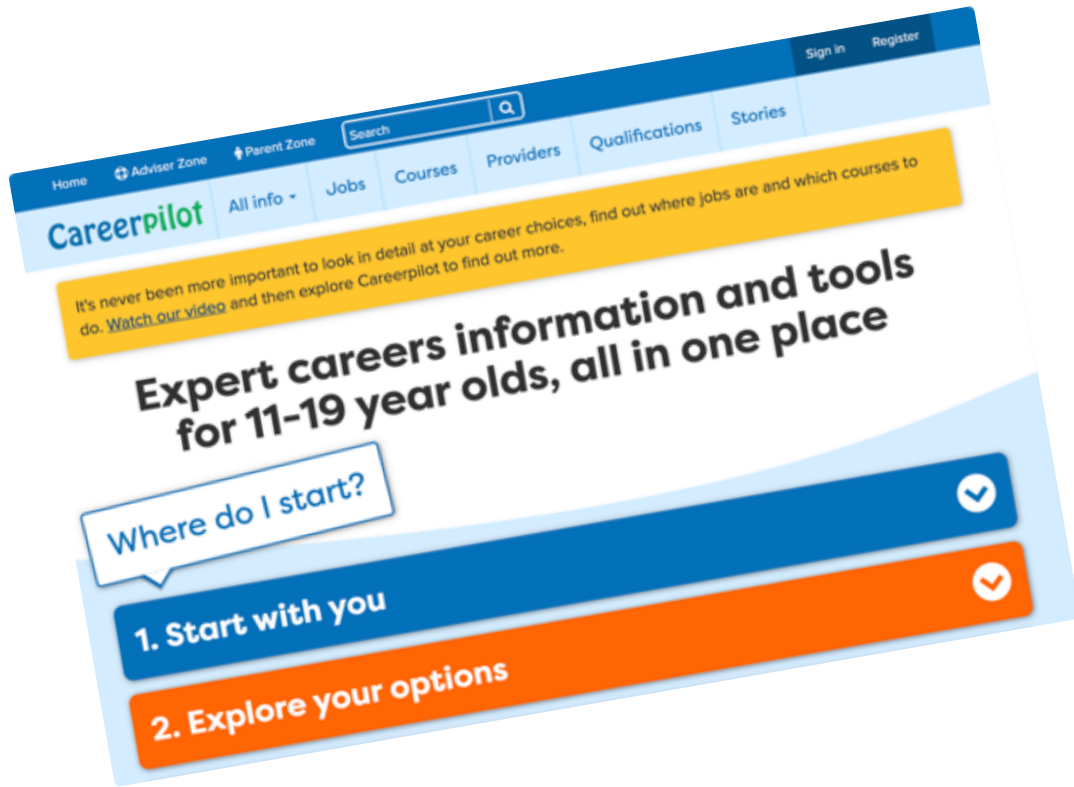
Please also contact our Careers Assistant Mrs Robinson for support with accessing work experience and for information about our Careers events.

adviza
BRIGHTER FUTURES

Your Careers Guidance
Appointment



Careers and Work Experience



Career Pilot



Springpod



Parent Forums 2023-24

New for 2023-24.

Dr Capaldi is looking for parents and carers who would like to be part of developing parent forums to help inform future plans for the academy.

Would you be willing to get involved?

First area of discussion – communication between school and home.

hsc@highdown.reading.sch.uk



Key Dates

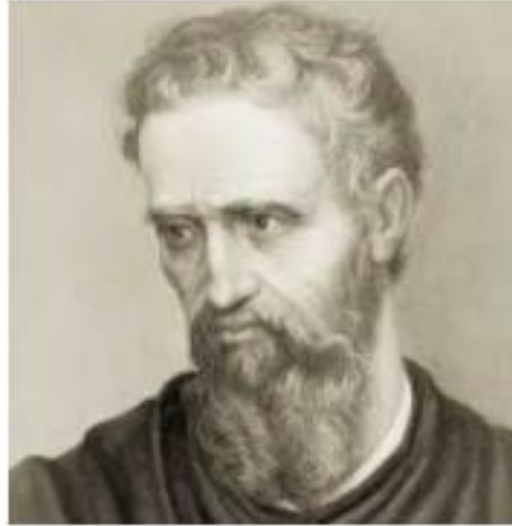
Date	Event
11 th September	Excellence Evening for parents/carers and students
25 th September	Mock Interviews Prep
29 th September	Mock Interview
13 th October	Learning Conference: Building success
1 st November	IP1 Reports issued to parents/carers
2 nd November	Sixth Form Subject Fair
13 th November	MFL Speaking PPEs start
23 rd November	Russell Group Information Presentation published
27 th November	Art subjects PPEs start
1 st December	Deadline for 6 th Form applications
4 th December	Written PPEs start
15 th January	PPE Paper Release Day
16 th January	IP2 Reports issued to parents/carers



Key Dates

Date	Event
18 th January	Learning Review bookings open to parents / carers
25 th January	Learning Review meetings
5 th February	MFL Speaking PPEs start
26 th February	PPE2 for English, Maths and Science starts
7 th March	Learning Conference: Stress-free Productivity
16 th April	MFL Speaking Exams start
18 th April	IP3 Reports issued to parents/carers
29 th April	Art subjects Exams start
9 th May	GCSE Examinations begin (Provisional date)
24 th June	Sixth Form Induction Day
27 th June	Yr 11 Prom (Provisional date)
22 nd August	GCSE Results Day and Sixth Form Enrolment





***“The greatest danger for most of us lies
not in setting our aim too high and failing, but in
setting our aim too low and achieving our mark.”***

Michelangelo



Any further
Questions?

