

Welcome to Year 11
Excellence Evening
2024



Celebrating Success in Year 10





“

The pursuit of excellence
with unrestrained passion
can lead to the
accomplishment of wonders
with unsurpassed joy.

—
ABERJHANI

GRACIOUSQUOTES.COM



CORE VALUES



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

ASPIRATION

RESPECT

EXCELLENCE



AMBITION

COURTESY

ACCOUNTABILITY

COMMITMENT

HONESTY

RESILIENCE

DETERMINATION

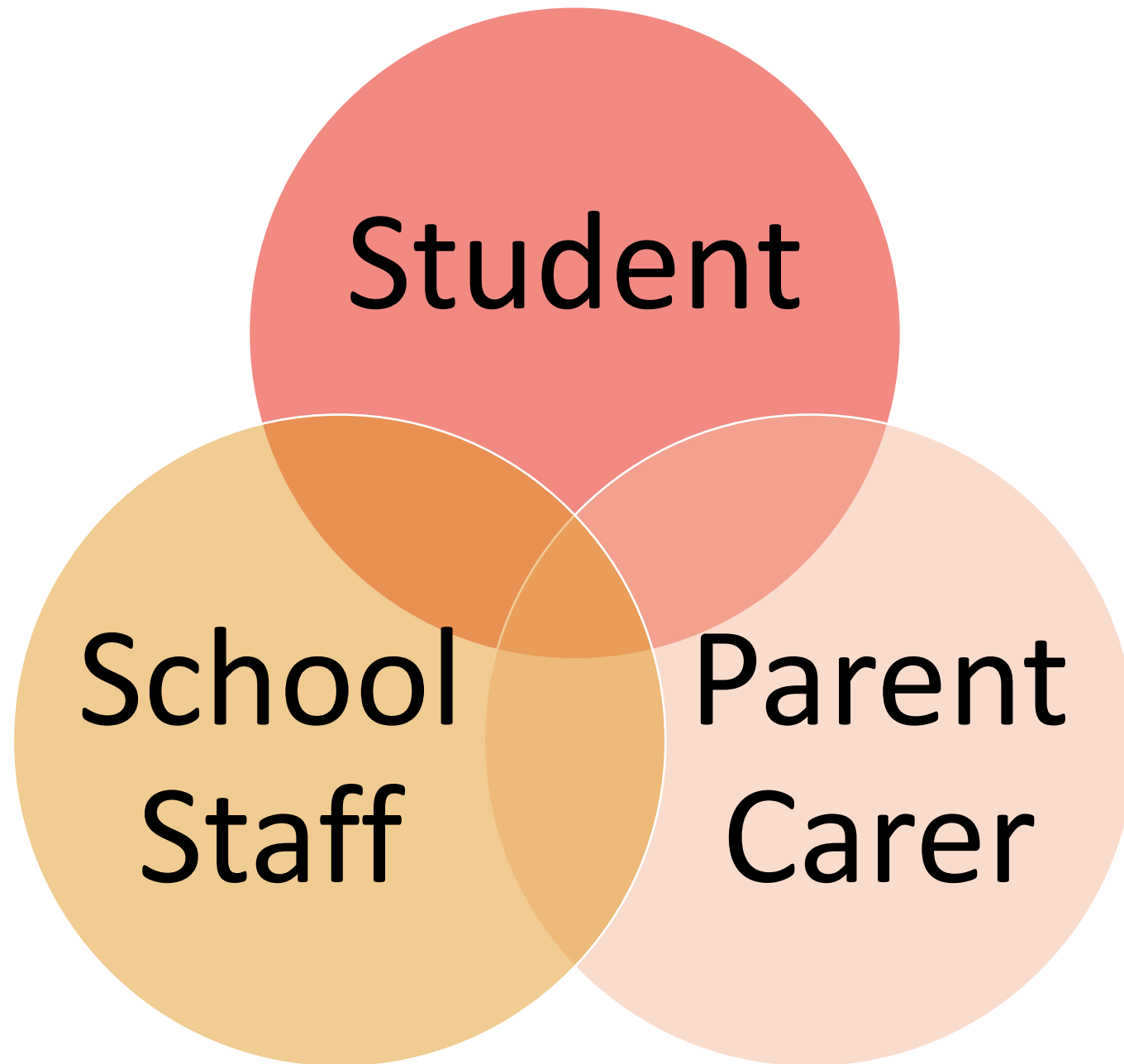
TOLERANCE

RESPONSIBILITY

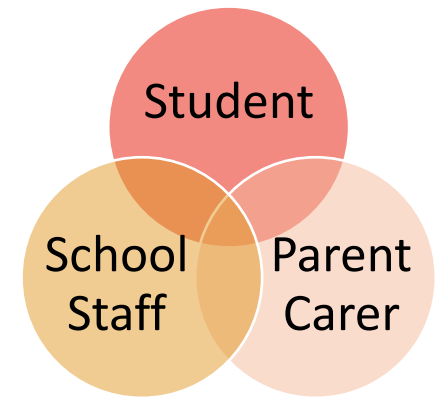
#Values



ASPIRATION RESPECT EXCELLENCE



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



Vision

May resent setting goals and targets
Unlikely to set goals for themselves
Has no real purpose

Likes setting goals and targets
Often sets personal bests to measure themselves against
Has a clear purpose in life

Effort

Avoids hard work
Compares effort to other low effort pupils
Easily distracted

Knows what hard work looks like
Surrounds themselves with other hard-working pupils
Totally focused when working

Systems

Has completely disorganised books and notes
Has no record of tasks or homework
Works reactively in response to crisis

Has organised books and notes
Records homework in planner or diary
Plans their work appropriately

Practice

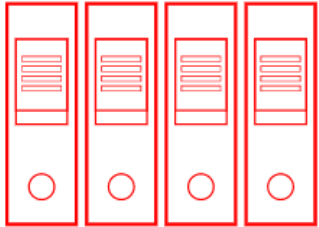
Relies on reading notes and highlighters for revision
Most of their time is spent on work they already know
Avoids feedback

Uses a range of techniques when revising
Looks for opportunities to work outside of their comfort zone
Always seeking feedback on performance

Attitude

Believes that intelligence is fixed
Responds poorly to feedback
Low levels of self-control
Lacks confidence

Believes that if you work hard you can improve your ability
Believes feedback will make them better
Stays calm in high stakes situations
High levels of self belief



My Personal Excellence Plan

Look at all your feedback and answer the following questions:

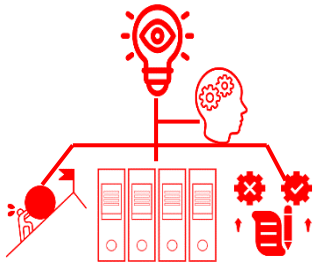
What's Working Well?	
Learning in school and at home	
Progress in subjects	
Personal development	
Conduct	

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

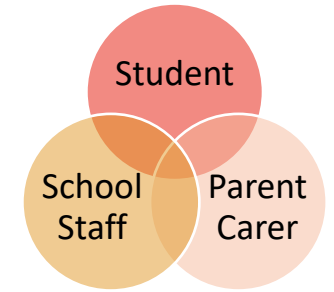
Three habits I need for success	
1	
2	
3	

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

Aspiration
Respect



School Staff



Head of Achievement – Mr Lester

Assistant Head of Achievement – Mrs Lovelock

The Year 11 Mentor Team

Assistant Head Teacher responsible for Year 11 – Mrs Flynn

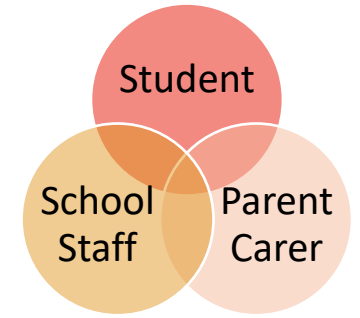
The STAR Centre - Beki Boys, Jessica Lee and Jenna Holder

The Behaviour Team – Nicole Lovelock, Danielle Birru, Fatu Ceesay, Tammy Druce

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

SENDCo – Jo Arnold



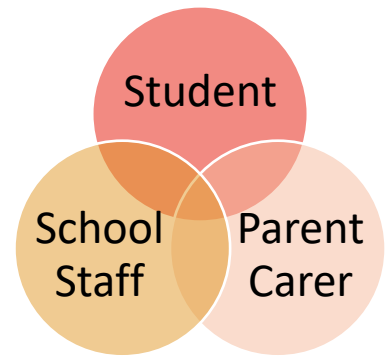


"You cannot escape the responsibility of tomorrow by evading it today"

Abraham Lincoln



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



NHS

Is my child too ill for school?





 **HIGHDOWN SCHOOL AND SIXTH FORM CENTRE**
APPLICATION FOR LEAVE OF ABSENCE FROM 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 _____

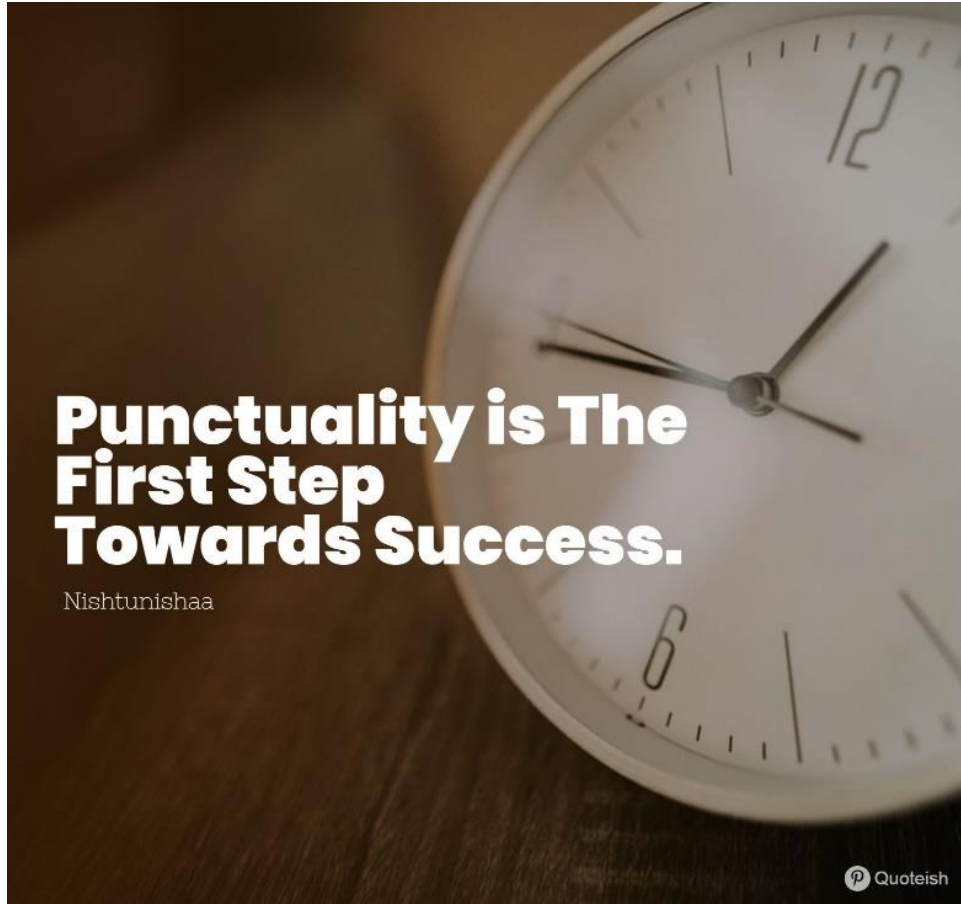
Date _____

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 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!



Please don't
book holiday
in term time



Highdown School and Sixth Form
Penalty Notice Fines for School Attendance

Per Parent, Per Child

Penalty Notice Fines will now be issued to each parent, for each child that was absent.
For example: 3 siblings absent for term time leave, would result in each parent receiving 3 separate fines.

5 consecutive days of term time leave

Penalty Notice Fines will be issued for Term Time Leave of 5 or more consecutive days.
10 sessions of unauthorised absence in a 10-week period
Penalty Notice Fines will be considered when there has been 10 sessions of unauthorised absence in a 10 week period.

First Offence

The first time a Penalty Notice is issued for Term Time Leave or Irregular Attendance the amount will be:

£160 per parent, per child paid within 28 days.
Reduced to £80 per parent, per child if paid within 21 days.

**Second Offence
(within 3 years)**

The second time a Penalty Notice is issued for Term Time Leave or Irregular Attendance the amount will be:
£160 per parent, per child paid within 28 days.

Third Offence and Any Further Offences (within 3 years)

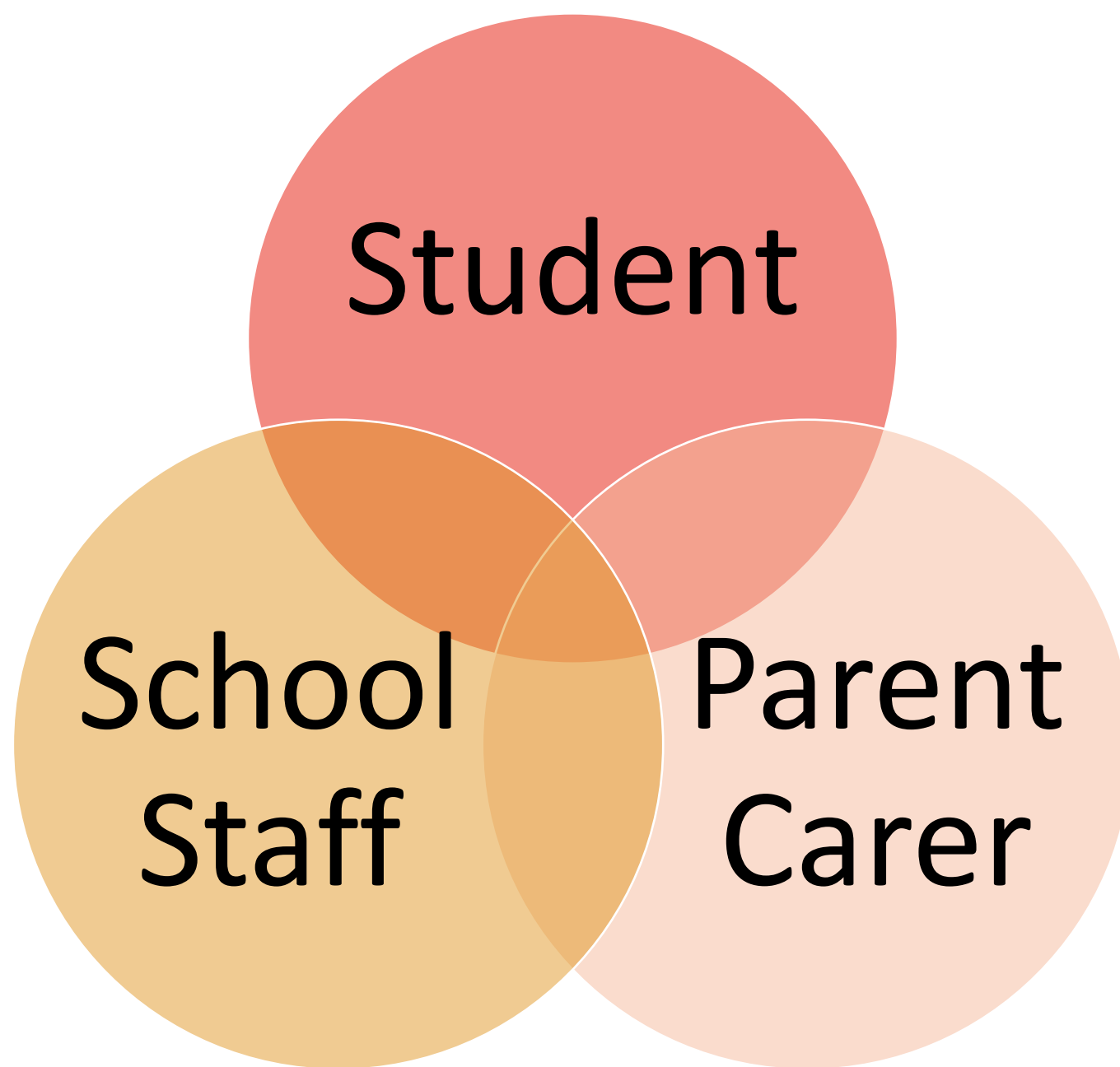
The third time an offence is committed for Term Time Leave or Irregular Attendance a Penalty Notice will not be issued, and the case will be presented straight to the Magistrates' Court. Magistrates' fines can be up to £2500 per parent, per child.

Cases found guilty in Magistrates' Court can show on the parent's future DBS certificate, due to 'failure to safeguard a child's education'.



Please be on
time!
Arriving after
9:05 a.m. is
coded the
same as a
whole morning
of
unauthorised
absence





Well Done – you are in
the final part

Monday 11th 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?

You remember the summer?





My Future!

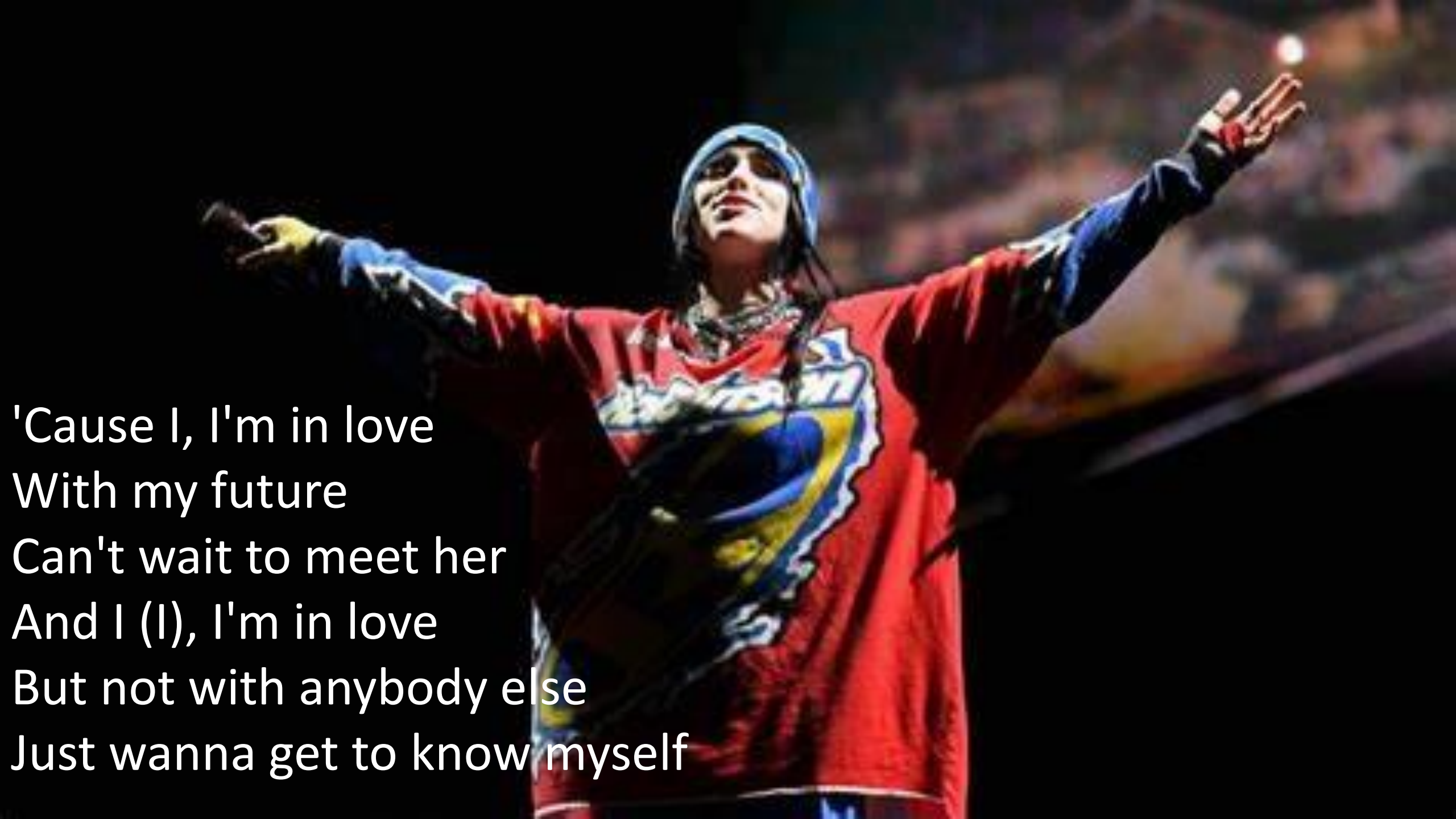




“it’s a song that’s really really personal and special to me. When we wrote this song, it was exactly where my head was at - hopeful, excited... and self-reflection and self-growth. but recently it has also taken on a lot of new meaning in the context of what’s happening in the world now. I hope you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

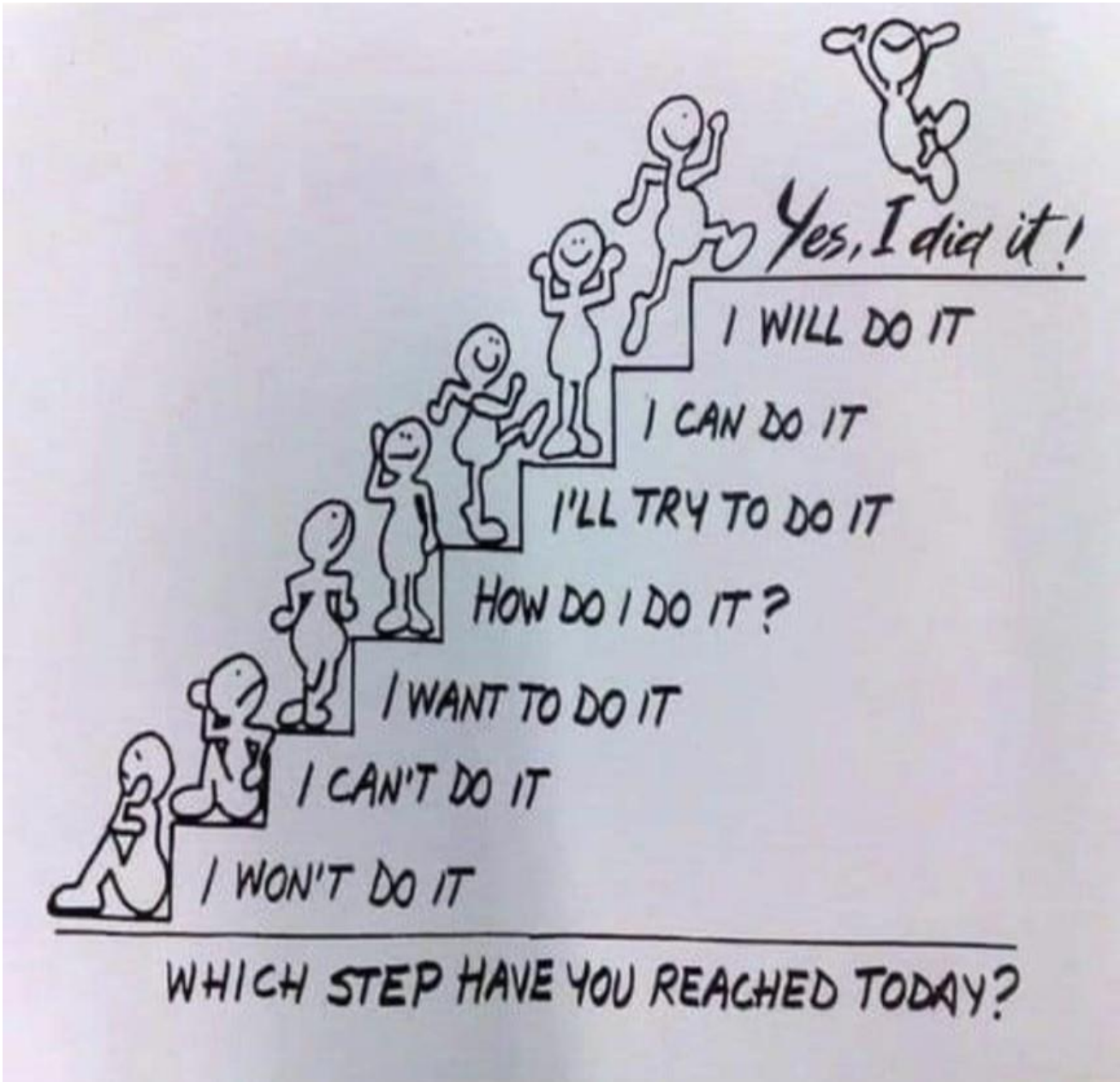


A person wearing a red and blue hoodie with their arms raised in a crowd, possibly at a concert or event. The background is blurred, showing other people and lights.

'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



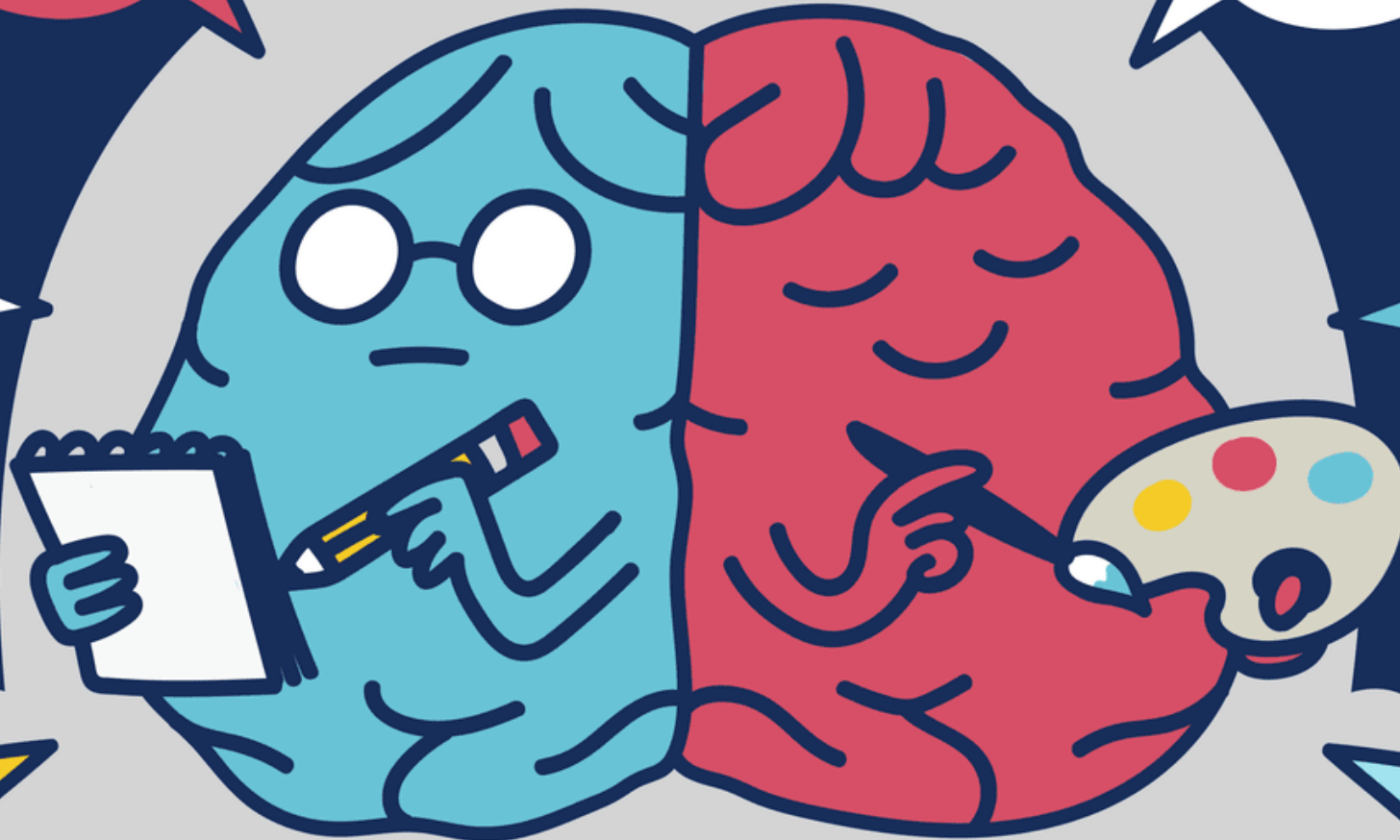
Emotional intelligence

Numbers



Imagination

Analytical thinking



Logic

Creativity





1



2



1

3



1



2



3



Fist 1

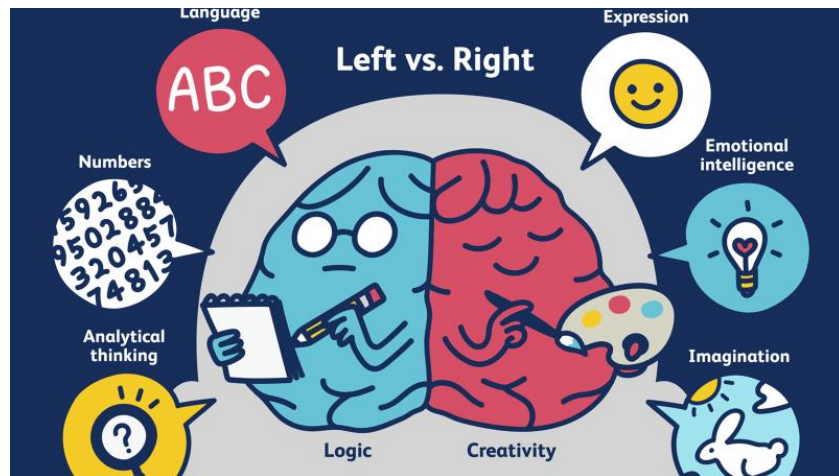
You are very excited, active and always looking for new adventures. You hate sitting still and can't bear imprisonment. You are an art and nature enthusiast. You express yourself well in general and have no problem speaking your mind in front of everyone. You are so calm and loving.

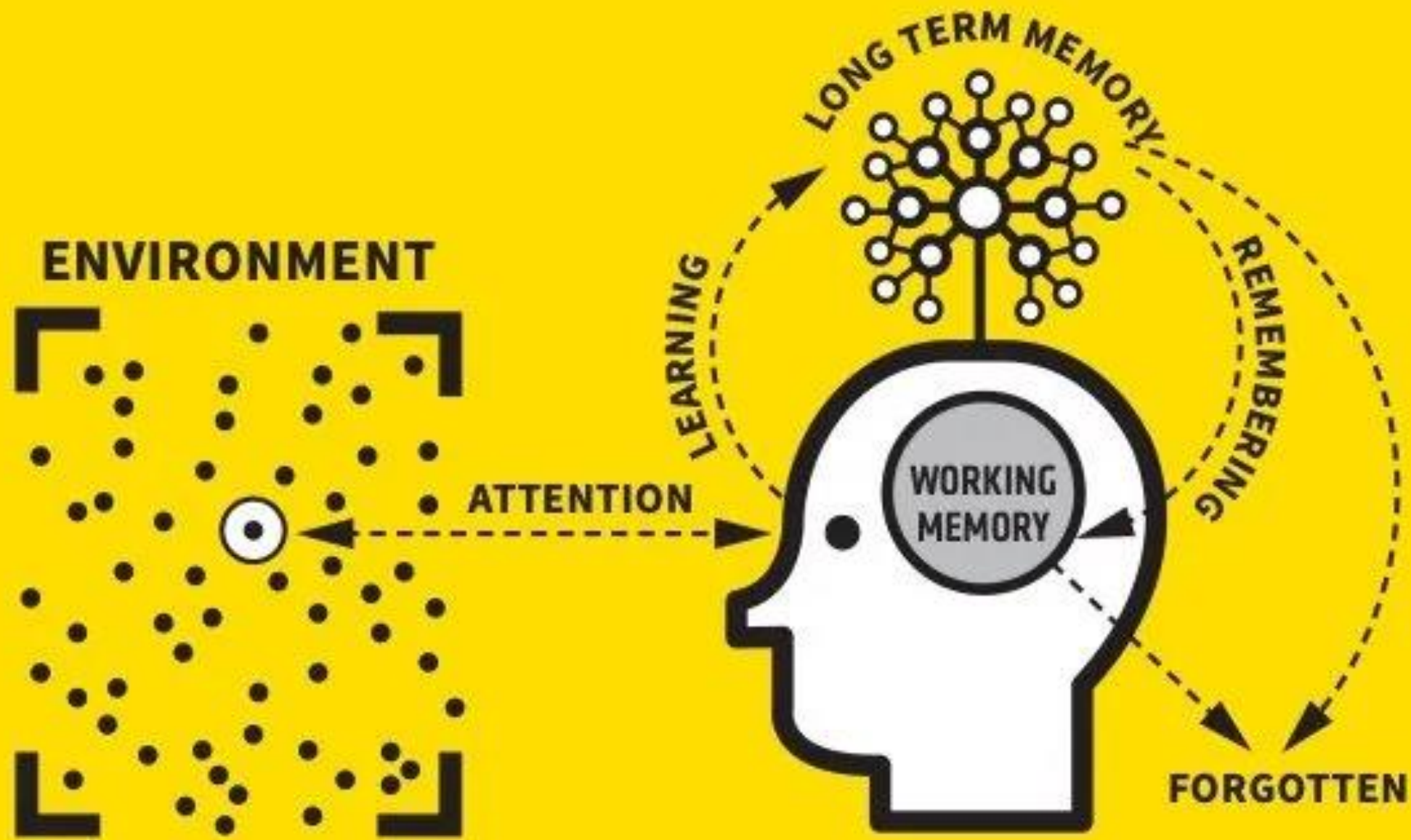
Fist 2

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.









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

Meeting expectations:

Exceeding expectations:

So proud of you I could burst expectation:

Success Criteria



To Explain


I can...

- provide a topic sentence
- provide an explanation
- provide supporting details
- provide a concluding sentence


Know what you must do to be successful in the task...the lesson....the topic....the homework....the type of question.....the exam paper!

CENTURY - for Secondary Schools


GCSE Separate Sciences




Biology - GCSE - Higher



Practicals - Science



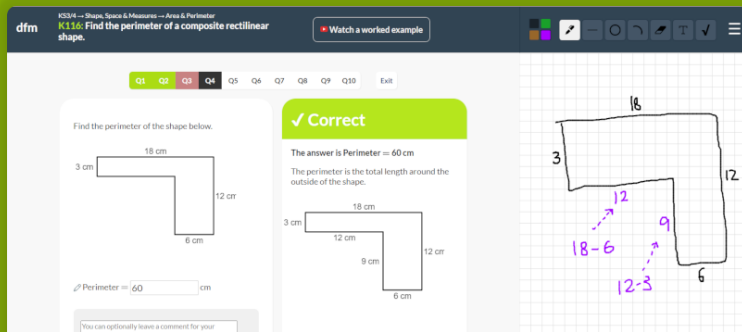
Chemistry - GCSE - Higher



Physics - GCSE - Higher

Geometry

Topic	Topic code	R	A	G
Properties of 2D shapes	U121, U849			
Properties of 3D shapes	U719			
Nets of 3D shapes	U761			
Angles: Measuring, Drawing and Estimating	U447			
Angle on a line and about a point	U390			
Vertically opposite angles	U730			
Angles on parallel lines	U826			
Angles in a triangle	U628			
Combining angle facts	U655			
Angles in a quadrilateral	U732, U329			
Angles in polygons	U427			
Bearings	U525, U107			
Translations	U196			
Reflections	U799			
Enlargements	U519			
Rotations	U696			
Congruence	U790, U866			
Area and perimeter of simple shapes	U993, U970, U351, U226			
Area of triangles, parallelograms and trapeziums	U945, U575, U424, U265, U343			
Circles	U767			
Circumference	U604, U221			
Circle area	U950, U277			



Find the perimeter of the shape below.

Perimeter = 60 cm

Correct! The answer is Perimeter = 60 cm. The perimeter is the total length around the outside of the shape.

Supporting learners all the way.

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Practice questions

Thousands of online, self-marking questions with fully explained answers. Give it a try with a sample task.

[Have a go](#)

Video explainers

Bite-size explainer videos featuring Dr Frost taking you through worked examples to support your revision and independent practice.

[Watch video](#)

PLCs and online support platforms...



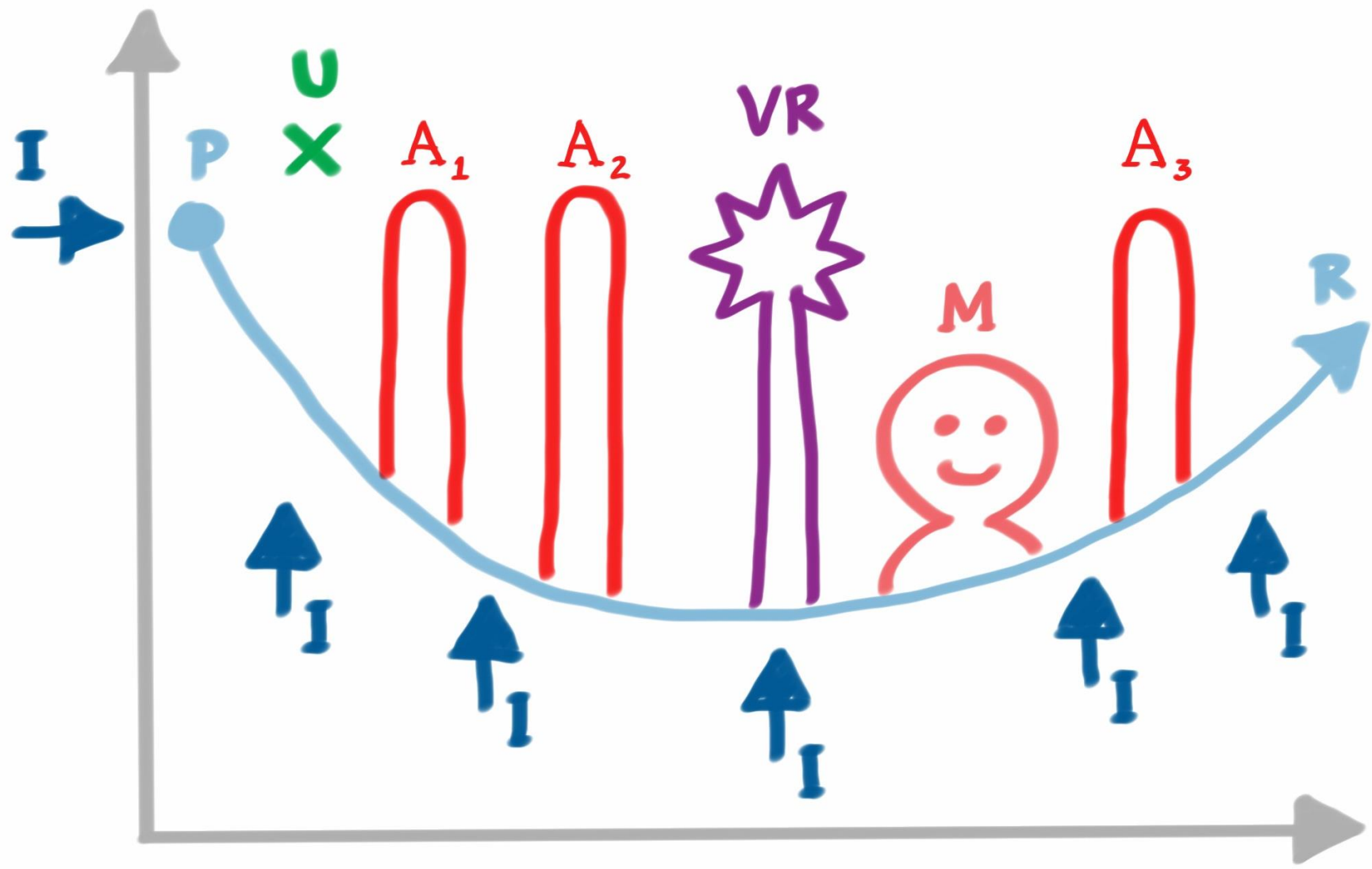




- Russian tortoises are small tortoises. Males are usually smaller than the females, and the males tend to have longer tails generally tucked to the side, and longer claws; females have a short, fat tail, with shorter claws than the males. The male has a slit-shaped vent (cloaca) near the tip of its 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!



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.

(4)

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	
_____	<i>do not accept anaerobic respiration</i>	1
_____	(mitochondria / respiration) release energy	
_____	<i>do not accept energy produced / made / created</i>	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.

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

Turn it into a flash card.....

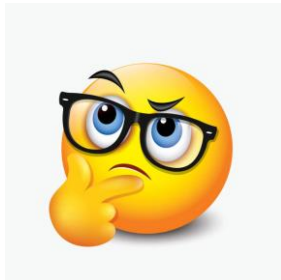
- Why do root hair cells contain mitochondria



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.

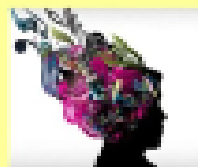
CREATE

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 out
- Explain it
- Teach it
- Write it
- Draw it
- Connect it
- Act it out



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.



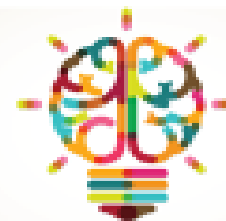
RECALL

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 files 1, 2, 3 and 4. For every sentence of your notes, categorise and write it into a section with 3 being fully understood and 4 being no idea. After revising some more complete this activity again to see if it 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 **LEARNT** or **REMEMBER** 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.

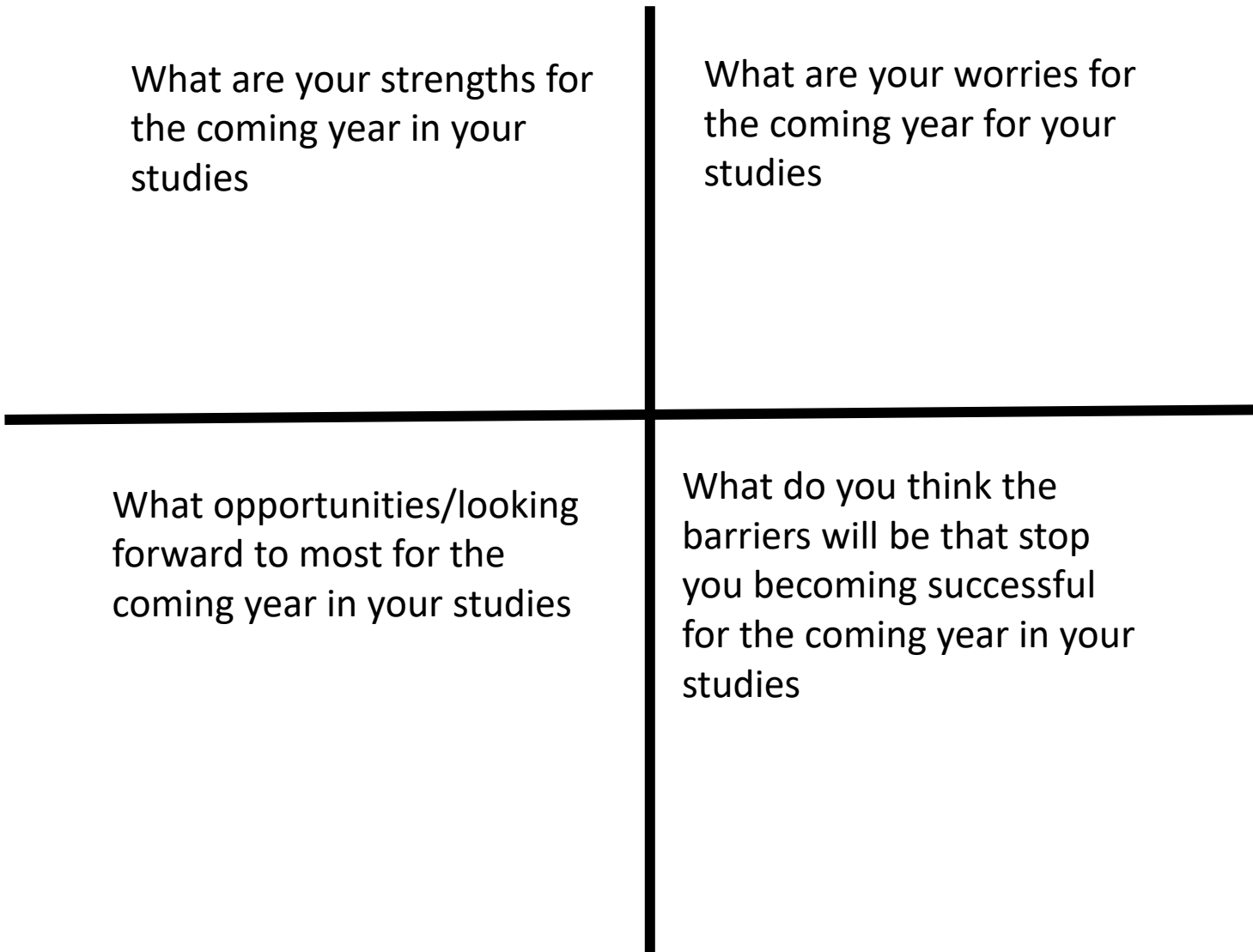


APPLY

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**.







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

Enjoy the subjects I've selected and I know the teachers well and they will help me...I want to do well....

What are your strengths for the coming year in your studies

What are your worries for the coming year for your studies

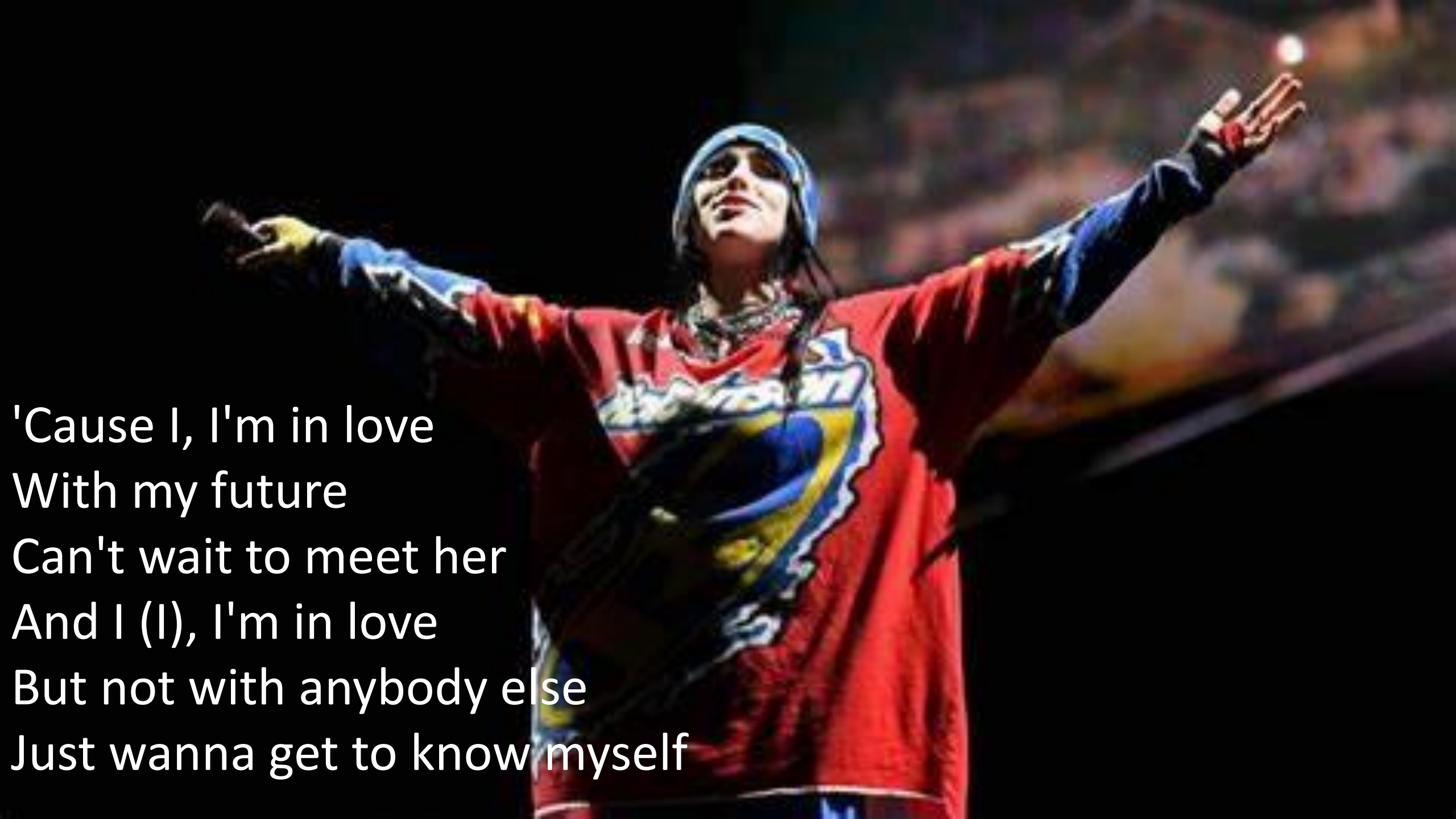
What to do if I don't understand the work in the lesson I have just had....what if I cant get motivated?

Looking forward to working with my friends.....knowing the GCSE's this year will open doors for me.....revision sessions after school.....Highdown teachers know what success in exams looks like and will help me get there

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

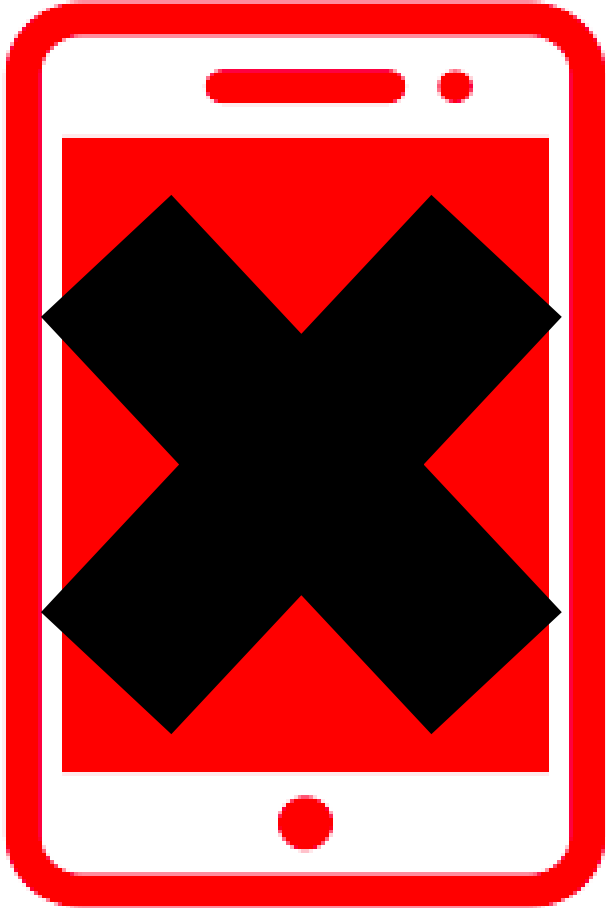
What do you think the barriers will be that stop you becoming successful for the coming year in your studies

Handing work in on time, concentration in class...get tired when I come home from school..... distracted!!!!

A person wearing a red and blue hoodie with their arms raised in a crowd, possibly at a concert or event. The background is blurred, showing a large audience.

'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 and Phones



Ripple is an interceptive tool (browser extension) designed to present a visual prompt when a person searches for harmful keywords or phrases relating to the topic of self-harm or suicide. These phrases include any words or terminology which have been identified as displaying potentially damaging online content. Further information and the installation file will be sent to all parents.



R;pple

<https://www.ripplesuicideprevention.com/>



Changes to the House System 2024-25



mind

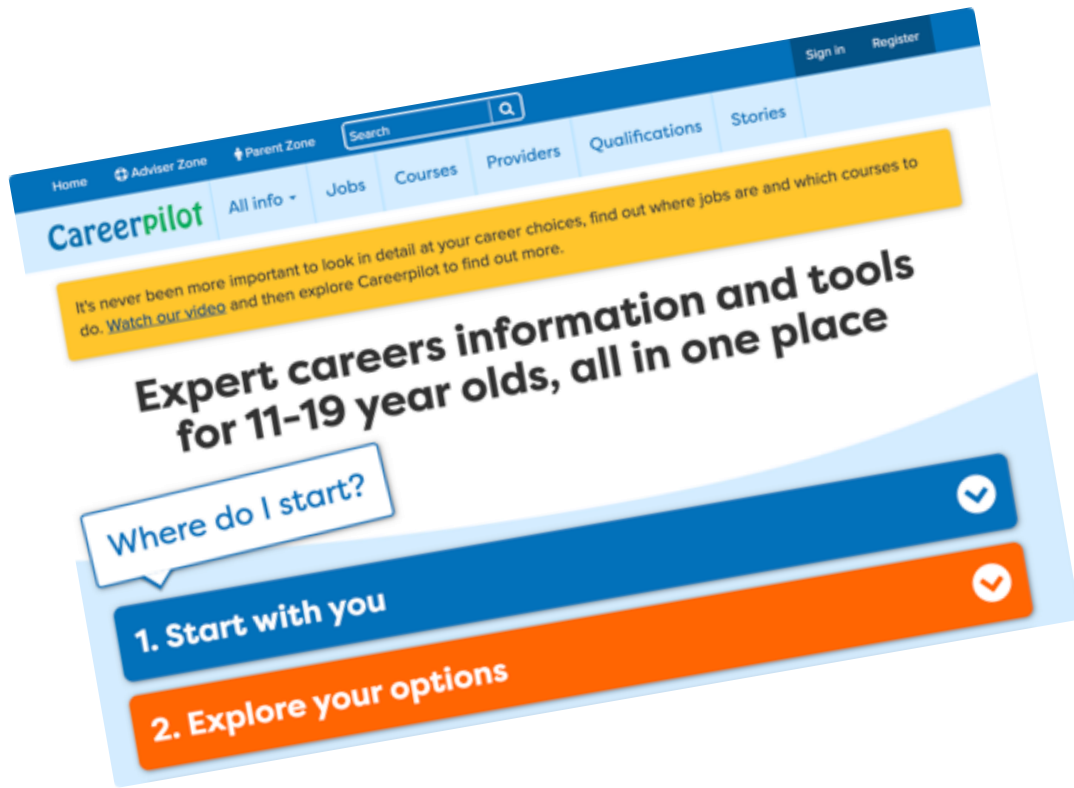


Berkshire Vision
Supporting The Visually Impaired

The **PL**E*ix*Edge



Careers and Work Experience



Career Pilot



Springpod



Careers and Pathways Information, Advice and Guidance



My name is Lorna Glass.

Lorna has been a professional Careers Adviser in excess of 30 years. This has involved working with to support a range of clients in Schools, Colleges, Jobcentres even Prisons.

Currently supporting students from Year 7 – Year 13 in Berkshire Schools

Everyone can aspire to achieve their goal it's just the journey that might be different and that's where I can help you plan your journey. DON'T KNOW WHAT TO DO - Not everyone does !!! Let's talk and consider options.

WHAT ROUTE TO TAKE- Let's talk and begin planning what route is best for you.

Lorna 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. Mrs Robinson can be found in the school library.

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ASSISTED FUTURES

Adviza

Your Careers Guidance
Appointment



Key dates

Date	Event
18 th September	School Photographer
27 th September	Professional Learning Day: Academy closed to students
5 th November	Report issued to parents/carers
7 th November	Sixth Form Subject Fair
14 th November	Sixth Form Tours
18-29 th November	MFL PPEs
21 st November	Russell Group Information Presentation shared with parents/carers and students
2 nd December	Deadline for Sixth Form Applications
2 nd -20 th December	PPEs
6 th January	Professional Learning Day: Academy closed to students
20 th January	PPE Paper Release Day
21 st January	Report issued to parents/carers



Key dates

Date	Event
29 th January	Intermediate Maths Challenge
30 th January	Learning Review Meetings
24 th February-7 th March	MFL speaking exams
4-7 th March	Core PPEs
1 st April	Report issued to parents/carers
3 rd April	Parent information presentation [virtual]
22 nd April	Professional Learning Day: Academy closed to students
28 th April	Exams start (Art exams first, written exams start 8 th May)
5 th May	Bank Holiday: Academy closed
23 rd June	Sixth Form Induction Day



Key contacts

11C Mrs Eaton
hrd@highdown.reading.sch.uk

11D Mr Colvin
stcolvin@highdown.reading.sch.uk

11E Ms Salmon
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11F Mr Lilley
salilley@highdown.reading.sch.uk

11G Miss McNiesh and Mrs Sadler
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11H Miss Jiang and Mrs Rule
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11J Mr Voglis
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11K Miss Hawkins
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11L Mrs Coombe and Ms Talukdar
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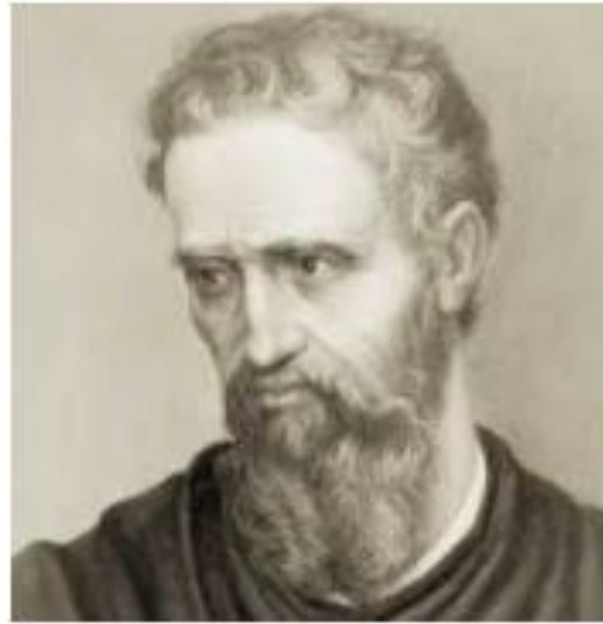
Head of Achievement – Mr
Lester
jolester@highdown.reading.sch.uk

Assistant Head of
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Assistant Head with
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SENDCo – Mrs Arnold
hjf@highdown.reading.sch.uk





“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?

