

# **YEAR 11 CURRICULUM EVENING**

September 2025



**THE HAMBLE SCHOOL**

ACHIEVING EXCELLENCE TOGETHER

# INTRODUCTIONS

Mrs S Valleley – Deputy Headteacher

Mr M Leonard-Rendell – Raising Standards Leader  
(KS3 & KS4)

Mrs N Emmett-Callaghan – Progress Leader Year 11



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# Vision

To work together to provide an exceptional education, which enables every student to achieve the very best outcomes and become successful, lifelong learners.



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# Whole School Priorities

1. An ambitious curriculum delivered through consistently high quality, adaptive teaching which promotes independent learning.
2. Drive high aspirations and student leadership, so all achievements are recognised and celebrated in every aspect of school life.
3. Continue to uphold high expectations for behaviour and attendance.
4. Strengthen the wellbeing and mental health guidance to support the school community.
5. Showcase best practice through a culture of outward collaboration and continue to strengthen community links.



# AIMS

- To ensure that students and parents/ carers are aware of the key information for the year.
- To outline the curriculum and support available.
- To provide an overview of options after The Hamble School.
- To outline information on expectations and Study Skills to ensure success.



# PROVEN SUCCESS

- 82% of students achieved a grade 4 or above in English
- 79% of students achieved a grade 4 or above in Maths
- 76% of students achieved a grade 4 or above in English and Maths
- 100% of students achieved a grade 5 or above in Biology GCSE
- 100% of students achieved a grade 5 or above in Chemistry GCSE
- 85% of students achieved a grade 4 or above in Art GCSE
- 100% of students achieved a grade 4 or above in Music GCSE
- 100% of students achieved a Level 2 Merit or above in Music BTEC
- 89% of students achieved a grade 4 or above in PE GCSE
- 94% of students achieved a Level 2 Pass or above in Health and Fitness NCFE
- 91% of students achieved a grade 4 or above in Photography GCSE
- 79% of students achieved a grade 4 or above in French GCSE
- 96% of students achieved a grade 5 or above in Statistics GCSE



# THE DESTINATION



**Miss Cambridge**, Headteacher at The Hamble School said:

*"We are incredibly proud of our students' achievements this year. These results are testament to their hard work and commitment, supported by dedicated staff and Parents/Carers. We congratulate all students and wish them every success in the next stage of their journey. These are some of the best results in our school's history; this is a moment of real pride for our whole community."*

**Mrs Craggs**, Chair of Governors added:

*"These outstanding results show how far the school has come. They demonstrate the impact of transformational change and prove The Hamble School is truly the 'High Performing Local School of Choice'."*



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## GCSE Grading

New Grading Structure

Old Grading Structure

|                      |    |
|----------------------|----|
| 9                    | A* |
| 8                    |    |
| 7                    | A  |
| 6                    |    |
| 5                    | B  |
| Standard Pass<br>→ 4 | C  |
| 3                    | D  |
| 2                    | E  |
| 1                    | F  |
|                      | G  |
| U                    | U  |





# TIERED SUBJECTS (MATHS, SCIENCE, MFL)

Higher: grades 3-9

1

2

3

4

5

6

7

8

9

Foundation: 1-5



Guiding our students to  
success...

# THE HAMBLE FACTOR



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# KEY TO SUCCESS – THE HAMBLE FACTOR

- Working together
- Students attending afterschool masterclasses
- Homework and Revision – GCSEPod, Spellzone and MathsWatch
- Attendance at school and on time
  - Intervention sessions commencing Tuesday 16 September
- Support for the next steps after Hamble – having a goal
- Careers through PSHCRE and careers interviews.



# HIGH EXPECTATIONS

As you would expect, we have high expectations of our students:

## **Ready:**

- Attending school and all lessons regularly and on time
- Wear the correct school uniform and have the right equipment/planner
- Be ready to learn/engage positively with learning

## **Respectful:**

- Behaving with care, courtesy, consideration and respect for others at all times
- Respecting personal and school property
- Being proud of achievements of themselves and others

## **Safe:**

- Following instructions from staff, first time to avoid escalation
- Not leaving lessons without permission
- Not causing harm (physically or emotionally) through their actions



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# HOMework AS A TOOL

- Leads to independent study skills needed for the end of KS4
- Preparation for adulthood
- Develop problem solving & exam style skills



# Homework – You Said We Did

| You Said   | We Did                   |
|--|--------------------------|
| Clear links with lessons                         | Included within template |
| Details of how it needs to be submitted          |                          |
| Explanation of what is expected                  |                          |
| Enough to last 30 minutes (KS3) and 1 hour (KS4) |                          |
| Appropriate challenge                            |                          |



# Template

- Topic
  - Title
  - Objective
  - Purpose – How it links to lessons
  - Activities
  - Submission – How
  - How will feedback be given
- 
- Time – 30 minutes/ 60 minutes limit. One week to complete homework
  - Messaging – Must contact 4 school days before submission deadline
  - *Templates may differ slightly across departments*



# PASTORAL SUPPORT

- Mrs N Emmett-Callaghan – Progress Leader Year 11
- Mr L Wood – Assistant Headteacher and SLT Link for Year 11
- Mr M Leonard-Rendell – Raising Standards Leader (KS3 & KS4)





# TUTORS

| 1              | 2                   | 3              | 4                            | 5                   | 6            | 7                                     | 8                         | 9  |
|----------------|---------------------|----------------|------------------------------|---------------------|--------------|---------------------------------------|---------------------------|--|
| <b>English</b> | <b>Study Skills</b> | <b>History</b> | <b>English</b>               | <b>Study Skills</b> | <b>Maths</b> | <b>Maths</b>                          | <b>Science</b>            | <b>MFL</b>                               |
| Mrs Emon       | Mrs Thompson        | Miss Bailey    | Mrs Loveridge<br>Miss Harris | Mrs Turner          | Mr Tweedle   | Ms Hillier<br>Mr Leonard -<br>Rendell | Mrs Bateman<br>Mr Adeagbo | Mrs Thompson<br>Mrs Martinez -<br>Sykora |
| L2             | C16                 | D1             | L5                           | B3                  | C11          | C14                                   | S8                        | A5                                       |



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# ROLE OF THE TUTOR

- Daily contact with tutees
- Uniform check (including equipment)
- Monitor attendance and behaviour
- Reward points
- Targeted intervention based on students' current needs
- Tutor groups reviewed after Autumn Term Mocks



# POSITIVE POINTS

| REWARD LEVELS   | POINTS      | TYPES OF REWARDS                                     |
|---|-------------|--|
| BRONZE  | 300         | Certificate, stationery pack                         |
| SILVER  | 550         | Certificate, Fast Pass                               |
| GOLD  | 800         | Certificate, cake                                    |
| RUBY  | 1000        | Certificate, end of term film afternoon              |
| PLATINUM  | 1500        | Certificate and pin badge                            |
| DIAMOND   | <b>2000</b> | Certificate, invite for the end of year reward event |
| <b>2000+ Points Celebration Event – voted for by Student Voice.</b> |             |  |



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# READY, RESPECTFUL, SAFE

## OUR SCHOOL RULES

At The Hamble School, we have three key school rules:

**1**  
BE  
**READY**

**2**  
BE  
**RESPECTFUL**

**3**  
BE  
**SAFE**

Within these RULES, we expect that all students:

**Are READY when they:**

- Attend school and all lessons regularly and on time.
- Wear the correct school uniform and bringing the equipment needed for each day.
- Engage positively with learning.

**Are RESPECTFUL by:**

- Behaving with care, courtesy, consideration and respect for others at all times.
- Respecting personal and school property.
- Being proud of achievements of themselves and others.

**Are SAFE by:**

- Following instructions from staff, first time to avoid escalation.
- Not leaving lessons without permission.
- Not causing harm (physically or emotionally) through their actions.

SO WE CAN ACHIEVE EXCELLENCE TOGETHER...

# EQUIPMENT

The correct equipment at The Hamble school is:

- Pens x 2 (black or blue)
- Pencil and pencil sharpener
- Ruler
- Eraser
- A green pen
- A purple pen
- Scientific Calculator (we recommend the Casio fx-83GT PLUS)
- Compass
- Protractor
- Highlighter
- School planner
- Water bottle
- School bag rucksack style and large enough to carry books, equipment and PE kit

**Tutor check every day and should be giving a sanction if equipment is missing.**



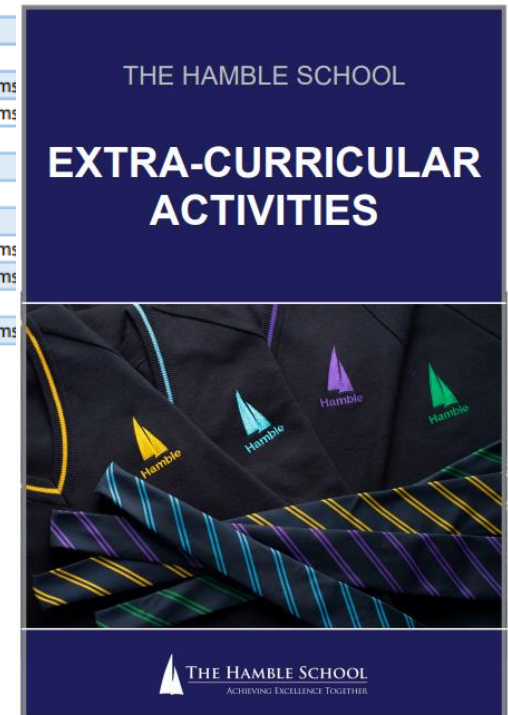
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# EXTRA CURRICULAR

| Club Name                             | Staff                         | Day                       | Time          | Location                      |
|---------------------------------------|-------------------------------|---------------------------|---------------|-------------------------------|
| Breakfast Club                        | Mrs Richards                  | Everyday                  | Before school | Main Hall                     |
| PE: Badminton and Table Tennis Club   | Mr Needham                    | Everyday                  | Lunch-time    | Sports Complex Changing Rooms |
| PE: Lunch Time Football               | Mr Taylor and Mr Denford      | Everyday                  | Lunch-time    | Astro                         |
| Code Club                             | Mr Baldwin                    | Monday                    | Lunch-time    | T6                            |
| Homework Club                         | Learning Support Team         | Monday, Tuesday, Thursday | Afterschool   | T2 / T4                       |
| Creative Writing Club                 | Miss Harris                   | Tuesday                   | Afterschool   | L5                            |
| Geoggers                              | Mrs-Anne Gaskin               | Tuesday                   | Afterschool   | D3                            |
| Music: String Group                   | Mrs Holden                    | Tuesday                   | Before school | A1 / A2                       |
| PE: Year 8 Football                   | Mr Needham                    | Tuesday                   | Afterschool   | PE Office Changing Rooms      |
| STEM Club                             | Mrs Bateman                   | Tuesday                   | Afterschool   | S7                            |
| PE: Badminton and Table Tennis Club   | Mr Taylor and Mr Regular      | Tuesday and Friday        | Afterschool   | PE Office Changing Rooms      |
| Dance Live 2025                       | Miss Clucas                   | Tuesday and Wednesday     | Afterschool   | A3                            |
| 3D Printing Club                      | Mr Keel                       | Wednesday                 | Afterschool   | B3                            |
| Geography Lunch n Learn (Y10 and Y11) | Mrs-Anne Gaskin               | Wednesday                 | Lunch-time    | D3                            |
| Music: Hamble Orchestra               | Mrs Holden                    | Wednesday                 | Afterschool   | A1 / A2                       |
| PE: KS4 Basketball                    | Mr Bradshaw                   | Wednesday                 | Afterschool   | PE Office Changing Rooms      |
| PE: Year 10 Football                  | Mr Regular                    | Wednesday                 | Afterschool   | PE Office Changing Rooms      |
| Christian Union                       | Miss Perry                    | Thursday                  | Lunch-time    | Durban                        |
| Eco-Ambassadors                       | Mrs Bateman                   | Thursday                  | Afterschool   | S7                            |
| Global Citizens                       | Mrs-Anne Gaskin               | Thursday                  | Lunch-time    | D3                            |
| Music: Choir                          | Mrs Holden                    | Thursday                  | Before school | A1 / A2                       |
| PE: KS3 Basketball                    | Mr Bradshaw                   | Thursday                  | Afterschool   | PE Office Changing Rooms      |
| PE: Year 9 Football                   | Mr Denford                    | Thursday                  | Afterschool   | PE Office Changing Rooms      |
| Pen Pal Club                          | Mrs Tonner                    | Thursday                  | Lunch-time    | L7                            |
| PE: Girls Only Football (all years)   | Mr Holland and Mr Minns-White | Friday                    | Afterschool   | PE Office Changing Rooms      |

Year 11 students are encouraged to take part in extra-curricular clubs, as long as these are not on a Tuesday or Thursday after school.



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# WHAT WE ASK FROM YOU

- Ensure students have the correct uniform and equipment
- Use the Class Charts App
- Communicate with us.



# CONTACTING US

- Please speak with your child's tutor in the first instance regarding general queries.
- Please speak with individual subject teachers regarding a subject queries.
- *Staff can be contacted via email [general@thehambleschool.co.uk](mailto:general@thehambleschool.co.uk)*





# YEAR 11 ROAD MAP 2025-26

- Intervention tutor groups created
- Curriculum Evening – 9 September
- After school interventions begins – 15 September
- Review assessments – 22 September
- Post-16 provider drop-ins – The Hub
- College assemblies
- Food Technology practical exams

**Sept 2025**

- Prom points review (every 2 weeks)
- Mock Exams begin – 3 November
- Careers focus PSHCRE
- Tutor sessions on applying for post-16

**Nov 2025**

**Oct 2025**

- PR1 emailed home
- Tutor Target Session following PR1
- PSHCRE Day – 21 October
- Post-16 provider drop-ins – The Hub
- College assemblies
- Achieving Excellence Evening
- Revision packs distributed
- Work experience
- Food Technology practical exams



**Dec 2025**

- PR2 emailed home
- Tutor Target Session following PR2
- Careers focus PSHCRE

**Jan 2026**

- Parents' Evening – 8 January
- Change of intervention tutor groups
- Change of after school intervention groups
- Achieving Excellence Evening
- Intended destination data collection
- Food Technology practical exams

**Feb 2026**

- Revision booklets launched
- February half term intervention
- Mock Exams begin – 2 February

**Mar 2026**

- PR3 emailed home
- Tutor Target Session following PR3
- Change of intervention tutor groups
- Change of after school intervention groups
- Revision packs issued
- Tutor Target Session

**Apr 2026**

- Easter intervention
- Parents' Evening – 16 April



**May 2026**

- GCSE Exams begin



**Jun 2026**

- GCSE Exams continue
- Leavers Assembly

**Jul 2026**

- Last day of GCSE exams
- Prom – 2 July

**Aug 2026**

- GCSE Results Day 20 August



## All year:

- Careers interviews
- Careers drop-in – Monday lunchtime (The Hub)
- [www.thehambleschool.co.uk/careers/](http://www.thehambleschool.co.uk/careers/)

**'WE CARE, WE AIM HIGH,  
WE LEARN AND ACHIEVE TOGETHER'**



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# YEAR 11 ASSESSMENTS

## Key Dates – Autumn Term

- w/c 22 September – Review Assessment Week PR1
- w/c 13 October – Year 11 Progress Review 1 Report
- w/c 17 November – PPE written exams PR2
- w/b 8 December – Year 11 Progress Review 2 report

## Key Dates – Spring Term

- w/c 2 March – PPE written exams PR3
- w/c 23 March – Year 11 Progress Review 3 Report
- Fortnightly Maths Test For Success



# YEAR 11 PPEs (MOCKS)

- w/c 16 November – 2 Weeks
- w/c 2 March – 2 weeks
- MFL starts their speaking exams before these dates
- Work hard and try your best – are you reaching your full potential?
- Colleges use these results as part of the registration process



# PARENTS' EVENINGS

- Achieving Excellence Evenings
- Parents' Evening – Thursday 8 January 2026
- Parents' Evening – Thursday 16 April 2026
- We will also hold a further *INVITATION ONLY* consultation evenings throughout the year for those who require additional support.





# Exam Access Arrangements

Each year JCQ guidance is updated so it is important to check and reference the most up to date guidance.

JCQ guidance stated that: ‘The purpose of an access arrangements / reasonable adjustment is to ensure, where possible, that barriers to assessment are removed for a disabled candidate preventing them from being placed at a substantial disadvantage due to persistent and significant difficulties. The integrity of the assessment must be maintained, while providing access arrangements for the individual.’





# Exam Access Arrangements

To apply for access arrangements, it should be clear:

- There is a history of need.
- There are current difficulties in the classroom.
- The adjustments being requested are part of the student's normal way of working (standard classroom practice).

The amount of evidence required varies according to the arrangement and the individual.





# Common Access Arrangements

- Each arrangement has its own unique requirement for evidence needed by JCQ
- Common access arrangements include:
  - Extra time
  - Scribe
  - Reader / Computer reader
  - Reading pen (permissible for exams)
  - Laptop
  - Prompter
  - Supervised rest break (movement break)





# Normal Classroom Practice

JCQ do not give an explicit definition of 'normal classroom practice' or 'normal way of working'. Access arrangements should be considered when they are applied in the following circumstances:

- in the classroom / general lessons for the individual
- working in small groups for reading and / or writing
- literacy support lessons
- literacy intervention strategies
- in internal school test / examinations
- mock examinations





# SUBJECT OVERVIEW

## YEAR 11 CURRICULUM EVENING 2025/26



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# Career Guidance at The Hamble School



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# National Picture

## Post 16 Choices:

- Full-time study in a school or college (also known as sixth form) or with a training provider.
- At least 20 hours per week working or volunteering combined with part-time accredited education or training.
- An Apprenticeship.
- A Traineeship.



# Career Provision at The Hamble School

We provide students with the opportunity to:

- Make decisions and plan
- Explore opportunity awareness, self-awareness and job sectors
- Begin to identify some of their strengths and weaknesses
- Learn that hobbies and interests can influence career choices
- Be aware of self-marketing and start to develop employability skills
- Learn the importance of life-long learning



# Key Skills

## CREATIVE PROBLEM SOLVING

- Think imaginatively
- Work to deadlines
- Organised approach
- Understand different perspectives
- Innovative



**I SHOW THIS BY:**  
Working out which would be the best materials to use to create my D&T project

## GOOD WORK ETHIC

- Organised
- Positive attitude
- Reliable
- Can take instruction
- Follow company values



**I SHOW THIS BY:**  
Maintaining a positive outlook even if my sports team isn't winning

## ENTREPRENEURIAL THINKING

- Ability to take risks
- Recognise opportunity
- Determination
- Time management
- Learn from the competition



**I SHOW THIS BY:**  
Taking a risk by trying a new approach when presenting a piece of Art or Photography work

## VERBAL COMMUNICATION

- Listen and speak effectively
- Positive body language
- Talk well on the phone
- Customer focussed
- Effective presenter



**I SHOW THIS BY:**  
Debating morality issues in R.E. that demonstrate a clear understanding of my points



## EMPLOYABLE ME

**I'M DEVELOPING THE SKILLS FOR MY FUTURE**

## WRITTEN COMMUNICATION

- Correct email etiquette
- Report writing
- Presentation writing
- Use correct language
- Good spelling and grammar



**I SHOW THIS BY:**  
Using the key facts and links from a case study to answer the longer questions in Geography

## RESILIENCE

- Learn from mistakes
- Work flexibly
- Adaptable to change
- Willingness to learn
- Respond well to challenges



**I SHOW THIS BY:**  
Persevering to get to the right answer in a maths problem without giving up

## LEADERSHIP

- Self-motivated
- Lead by example
- Confident
- Show initiative
- Can influence others



**I SHOW THIS BY:**  
Presenting a compelling and accurate argument that changes opinions or inspires others

## TEAMWORK

- Build relationships
- Trustworthy
- Respectful
- Conscientious worker
- Reliable



**I SHOW THIS BY:**  
Working in a group to conduct a science experiment safely and that involves all team members



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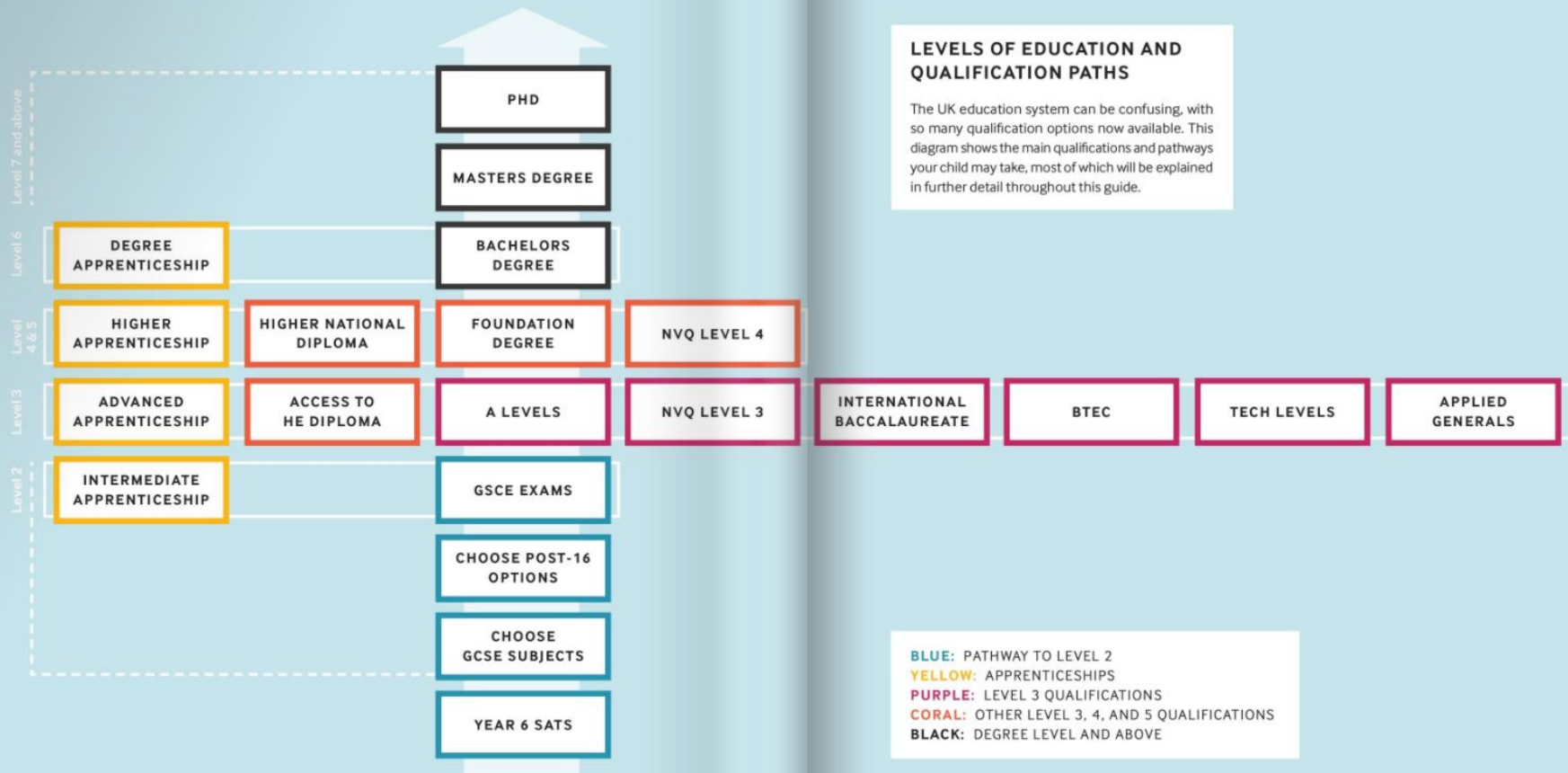
# Career Decision Making

There are three steps to successful career planning:

1. Reflect
2. Explore
3. Plan



# Continuing with Education



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# A Levels

- Level 3 (GCSE are 2)
- Traditional path to university
- 2 years of study
- Normally 3 different subjects
- Assessed through exams end year 2

- Art and design
- Biology
- Business
- Chemistry
- Classical Civilization
- Computer science
- Dance
- Design and technology
- Drama
- Economics
- English language
- Environmental Science
- French
- Further Maths
- History
- Geography
- Languages
- Law
- Maths
- Music
- Physics
- Psychology
- Religious studies
- Sociology
- Spanish





# Level 3 Courses

- Level 3 – can be lower entry grades (4 and up)
- UCAS points for university
- 2 years of study
- Normally 1 subject in depth
- Assessed through exams and coursework
- Achieve qualification at end Year 1 and Year 2

- Art and Design
- Barbering
- Beauty Therapy
- Business
- Carpentry
- Child development
- Electrical installation
- Engineering
- Environmental services
- Games Design
- Graphic Design
- Hairdressing
- Health and Social Care
- Heating and Ventilation
- Horticulture
- Hospitality & Catering
- IT
- Law
- Media
- Performing Arts
- Plumbing
- Professional Building
- Retail
- Sport
- Travel and Tourism



# Level 2 Vocational

→ Subjects with practical skill often start here (develop ability)

→ 1 or 2 years of study (depends on grades)

→ Can progress to Level 3 or Apprenticeship

→ e.g. Health and Care to Level 3

→ e.g. Carpentry to Apprenticeship/work

- Art and Design
- Barbering
- Beauty Therapy
- Business
- Carpentry
- Child development
- Electrical installation
- Engineering
- Environmental services
- Games Design
- Graphic Design
- Hairdressing
- Health and Social Care
- Heating and Ventilation
- Horticulture
- Hospitality & Catering
- IT
- Law
- Media
- Performing Arts
- Plumbing
- Professional Building
- Retail
- Sport
- Travel and Tourism



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# Apprenticeships

- Start at 16, 17, 18 or older
- It is a job with training
- You make a job application to an employer (colleges can help)
- Employer sets the application criteria (GCSEs, A levels, vocational courses)
- 1 to 4 years long



# Thinking about your future..

- What do you enjoy?
- Consider your influences
- How do you best learn?
- Ask for support



# What to do next...

- Look at college websites and prospectuses
- Attend a careers guidance appointment
- Go to Open Events / Information Evenings
- Go to Taster Days



# College Taster Days

|  |  |
|--|--|
| Barton Peveril   | Wednesday 24 and Thursday 25 September 2025,<br>4:30pm - 8:30pm            |
| City College   | Tuesday 21 October 2025, 5:00pm - 7:00pm                                   |
| Eastleigh College  | Wednesday 22 October 2025, 5:00pm - 7:00pm                                 |
| Fareham College (all sites<br>including CEMAST and CETC) | Tuesday 14 October 2025, 5:00pm - 7:00pm                                   |
| Itchen Sixth Form College                                | Thursday 9 October 2025  |
|  | Saturday 11 October 2025   |
|  | Wednesday 29 April 2026  |
| Peter Symonds  | Wednesday 1st October 2025 - 17:30-20:30                                   |
|  | Thursday 2nd October 2025 - 17:30-20:30                                    |
| Richard Taunton Sixth Form<br>College                    | Wednesday 8 October 2025, 6:00pm - 8:00pm                                  |
|  | Wednesday 19 November 2025, 6:00pm - 8:00pm                                |
|  | Thursday 14 May 2026, 6:00pm - 8:00pm                                      |
| Sparsholt College  | To be confirmed but you can register your interest<br>on their website now |
| Totton College   | Tuesday 14 October 2025, 17:30 - 19:30                                     |
|  | Thursday 6 November 2025, 17:30 - 19:30                                    |



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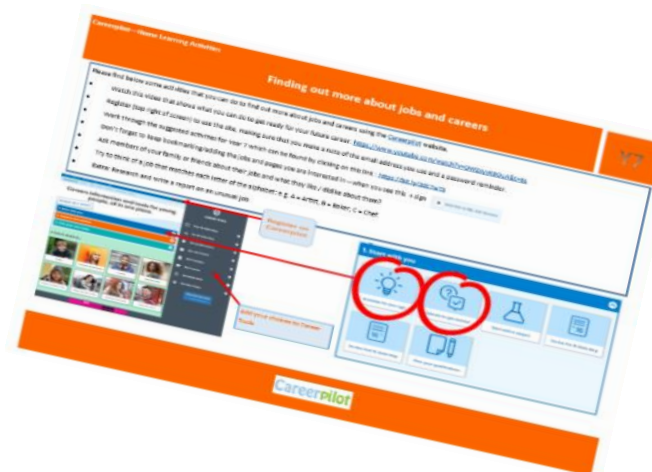
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# Information on our website

- <https://www.thehambleschool.co.uk/careers/>
- Email [general@thehambleschool.co.uk](mailto:general@thehambleschool.co.uk) FAO Mrs S Turner for additional careers information and guidance



# Post 16 support



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# Careers Guidance Appointments

**Your FUTURE**

inspiring ambition | supporting success

[careers@thehambleschool.co.uk](mailto:careers@thehambleschool.co.uk)



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# **Independent Learning and Proactive Practice**



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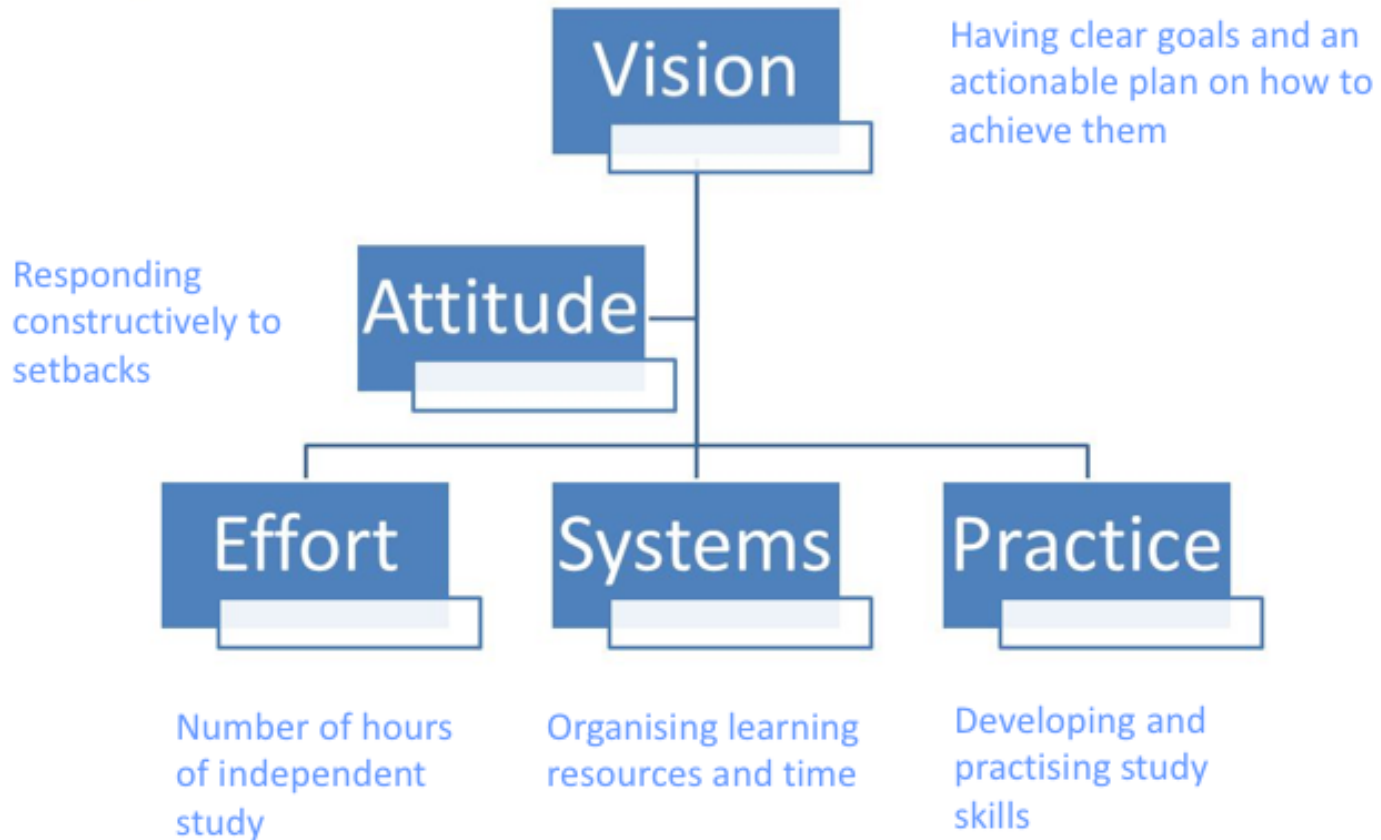
**What can you do to increase  
your success in your GCSEs?**



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# The VESPA Model



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# Vision

Mindset starts with **ambition** because our potential is limited by our ambition. High aspirations drive us to take more **risk**, have more **courage**, show more **resilience** and be more **positive**.

Owen (2015)



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# Vision

## Grit | *Noun*

COURAGE, bravery, pluck, mettle, backbone, spirit, strength of character, strength of will, moral fiber, steel, nerve, fortitude, toughness, hardiness, resolve, resolution, determination, tenacity, perseverance, endurance; informal: guts, spunk.



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# Effort

When was the last time  
you worked really hard  
on something?

High levels of effort are  
a habit.



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# Systems

Creativity x Organisation = Impact

1. Organise your learning
2. Organise your time



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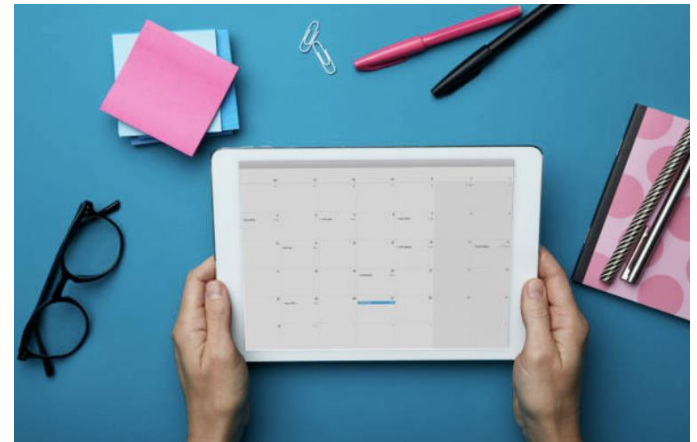
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# Organise your time: Spacing

Spacing is a revision technique which is all about **spacing out your revision** so you don't get swamped and overwhelmed.

To commit something to memory, it takes time and repetition.



# Did you know....

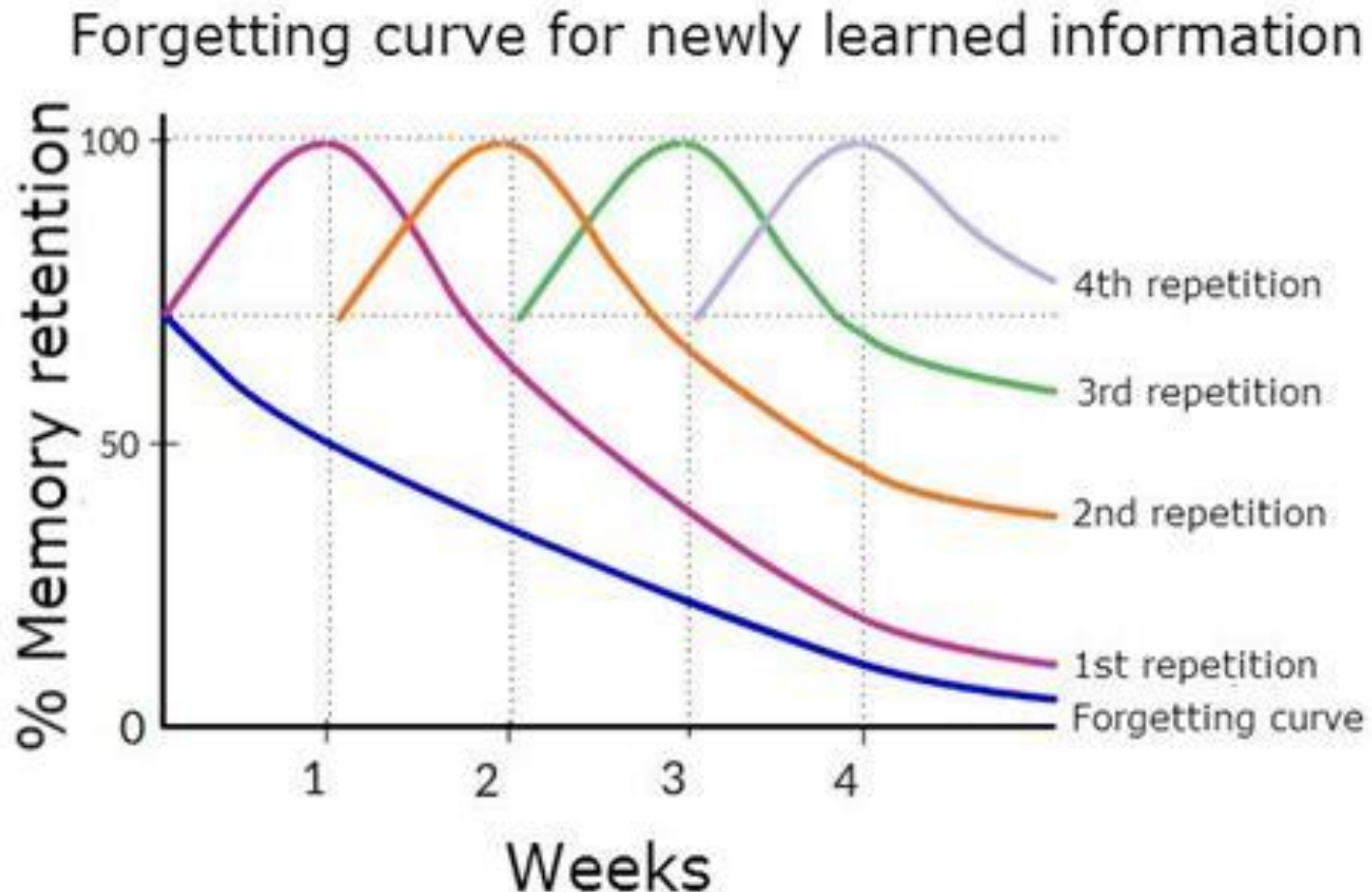
Doing something little and often – **spacing** – beats doing it at once, or cramming.

Revising for eight hours in one day is not as effective as doing one hour of revision for eight days.

## WHY?

This is because the time in between allows you to forget and re-learn the information, which cements it in your **long-term memory**.

# Repetition - Long-Term Memory



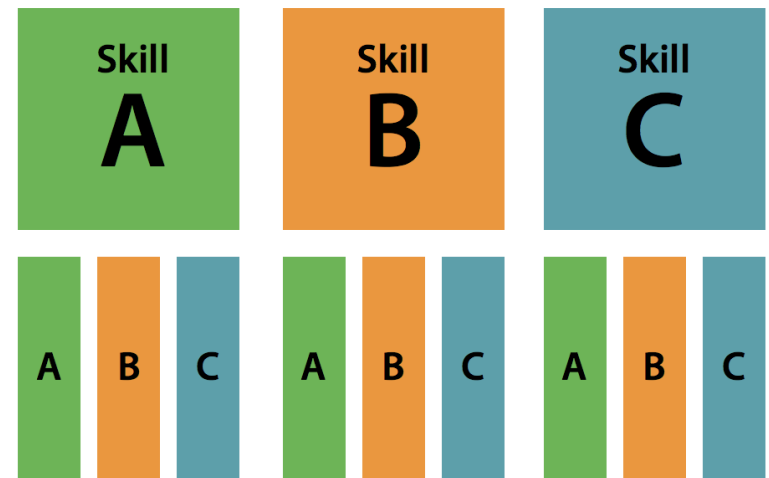
# Organise your time: Interleaving

**Interleaving** is a method to use when revising to help you remember more for the exam and to understand it better as well!



# What are the benefits of Interleaving?

- Each time you revise information it strengthens your **memory recall**.
- By revisiting material from each topic **several times, in short bursts**, you can increase the amount you **remember in the exams**.



# Applying effective interleaving

1. Decide on the **key topics you need to learn** for each subject.
2. Break units down into **small chunks** and split these over a few days.
3. Create a **revision timetable** to organise your time and space your learning.



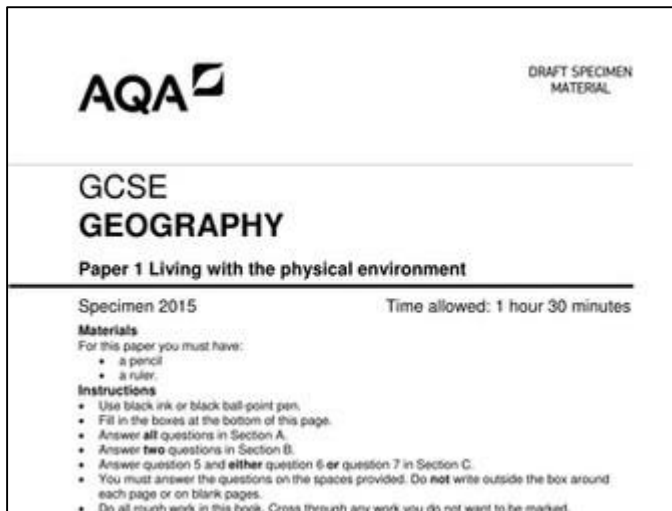
# Building Blocks

- Final year of your Secondary School journey, build upon ideas, habits and concepts already learned
- Study Skills via AEE in Year 10
  - Flashcards and the Leitner System
  - Coursework improvement and support
  - Smarter revision: exam success strategies



# Practice

Learning is memorising information and then using it to achieve something.



MATHS



ENGLISH



GEOGRAPHY



HISTORY



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# Attitude



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# Attitude

- Be confident in your ability.
- Control your emotions in high stakes situation.
- Respond positively when feedback indicated there is still a lot of work to be done to improve.
- Believe you can improve



# Final tip!

## Look after yourself: Physical Activity

- Boosts your memory
- Improves your concentration
- Helps reduce stress
- Lengthens attention span



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# Why is it important to take breaks when you studying?

You're **less likely** to get **distracted** while you are revising.

**Breaks actually make you work more effectively.** After all that mental work, your brain needs a rest.



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# Top tips to take care of yourself:

Exercise regularly

Eat well

Sleep well

Relax often

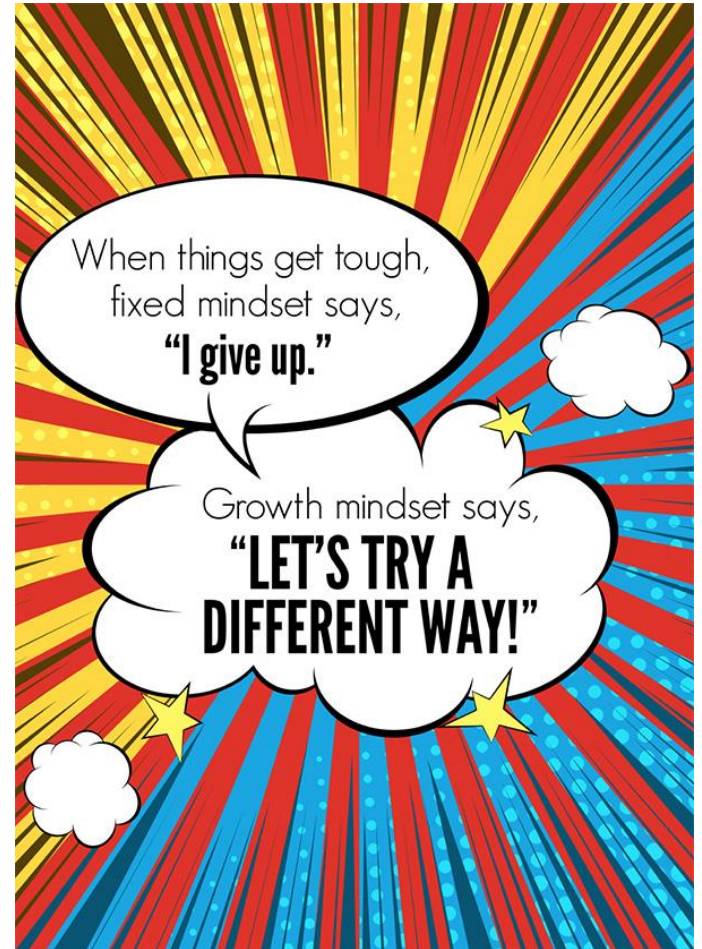
Socialise & connect with  
others

Take time out for you.



# Seven Top tips for the perfect study plan.

1. Be organised.
2. Plan your time.
3. Review what you know.
4. Use transformation task to take in information.
5. Practice and test yourself.
6. Use exam questions.
7. Look after yourself!





# WELLBEING AND SUPPORT

At The National College, our WakeUpWednesday guides empower and equip parents, carers and educators with the confidence and practical skills to be able to have informed and age-appropriate conversations with children about online safety, mental health and wellbeing, and climate change. Formerly delivered by National Online Safety, these guides now address wider topics and themes. For further guides, hints and tips, please visit [nationalcollege.com](https://nationalcollege.com).

## 10 Top Tips for Parents and Educators

# RECOGNISING & MANAGING STRESS

According to recent studies, over 60% of young people report feeling regularly overwhelmed – with stress impacting their learning, emotional wellbeing and social connections. If left unaddressed, stress can lead to more serious concerns such as anxiety, depression or disengagement. This guide offers ten practical, evidence-based strategies to help children and young people recognise, manage and recover from stress in healthy ways.

### 1 SPOT THE SUBTLE SIGNS



Look out for changes in mood, behaviour, or energy levels, such as irritability, withdrawal, clinginess, or frequent headaches. These may indicate that a child is feeling overwhelmed. By tuning into these cues early and offering a calm, non-judgemental space to talk, adults can help children feel heard and supported before issues escalate.

### 2 KEEP CONVERSATIONS FLOWING



Make time for open, informal check-ins – whether it's during car journeys, over dinner, or in quiet classroom moments. Let children know it's okay to talk about what's bothering them. Regular, low-pressure conversations create a safe space where emotions are validated, not dismissed.

### 3 MAKE MOVEMENT PART OF THE DAY



Physical activity can dramatically reduce stress hormones while improving mood and focus. Encourage movement through activities

### 6 SET DIGITAL BOUNDARIES



Excessive screen time, especially before bed or on social media, is linked with higher stress levels. Set clear expectations for when and where devices can be used and suggest screen-free alternatives like crafts, nature walks, or board games to promote digital balance and reduce overstimulation.

### 7 NURTURE SOCIAL CONNECTIONS



Strong relationships act as a buffer against stress. Whether it's a trusted adult, a sibling, or a good friend, ensure children have people around them they can talk to and spend quality time with. Help them build those bonds through shared activities and meaningful interaction.

### 8 PROGRESS OVER PERFECTION



Set realistic goals and praise effort, not just outcomes. When children feel pressured to be perfect, stress naturally follows. Celebrate small



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# WELLBEING AND SUPPORT

## WHERE CAN I GET SUPPORT?

If you are worried about anything at school and need some support, here is how you can access it.



**REPORT CONCERNS** ~ you can use the Report A Concern form on our website:  
[www.thehambleschool.co.uk/report-concerns](http://www.thehambleschool.co.uk/report-concerns)



**WORRY BOX** ~ write your worry on a piece of paper and pop it in the worry box in **Tokyo** block (opposite **T1**). Please remember to include your name and tutor group.

You can also get support by emailing [staysafe@thehambleschool.co.uk](mailto:staysafe@thehambleschool.co.uk) or talk to an adult in school.



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# Q&A

Year 11 Curriculum Evening 2025-  
26 Feedback Form



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