

**The SGB**  
**Parent Guide to Revision**



**'Learning, Working, Succeeding Together'**

**Year 11**  
**2025-2026**

Dear Parents/Carers,

We have created this guide to help you support your child as they approach their PPE's and GCSEs in the Summer. It contains some key dates and information for you, gives you an idea of the work students have already completed in terms of making revision timetables, some of the revision techniques they have been developing as well as how they know what topics to study.

It is important to remember that you do not have to be a specialist to help your child revise, by asking them to talk you through their revision or by asking them to explain a key concept or the significance of a person mentioned in their notes, will help you gauge how confident they are with the topic material. As we approach the PPE's and summer exams you will see on Satchel One how homework evolves to be revision based in nature, but this does not replace the need for and importance of independent revision with a clear focus to develop knowledge and understanding. To aid this Students have created revision timetables for the forthcoming PPE's, which will help them manage their time and focus their revision as they have already mapped on subjects and specific topic areas to focus on. Wherever possible please display these timetables in a public part of the house so you are aware of when revision is taking place and what subject is being studied.

You might also notice some changes in behaviour as we progress through Year 11 as students become more aware of the approaching exams. At times they will become more sensitive, and they will apply a level of pressure on themselves, as they want to be successful and make sure they secure a place for their next steps. This is totally normal, and we will be spending time in form to look at techniques to manage the exam period and in this booklet, I have included some key information and websites that you might also find useful to use at home.

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# GCSE Information and key dates

## Pre-Public Exams:

- The next round of Pre-Public exams start on 6<sup>TH</sup> January 2026. Like the Summer exams, students will sit their exams in the hall (or alternative rooms) under full exam conditions.

Students will receive their exam timetable in December.

As part of our form time programme, students will create their revision timetables and you will be able to see these when they bring them home. It is important that students follow their timetables and that you check their revision.

## GCSE Summer Exams

- GCSE Exams start on Friday 1<sup>st</sup> May 2026 and the final exam takes place on Friday 19<sup>th</sup> June 2026 (please do not book holidays before Wednesday 24<sup>th</sup> June 2026 as students need to be available until this date – this is the exam boards contingency date)
- All students will be emailed a personalised exam timetable to their school email in March/April 2026, which they should use to build their GCSE revision timetable.
- Please continue to refer to the Exams Handbook for information on exam arrangements and expectations.

GCSE Results Day is on Thursday 20<sup>th</sup> August 2026

## Post 16 Options

- Sir Graham Balfour Sixth Form application deadline is 30th January 2026 – see Miss Simmons for more information.
- Students choosing to enrol on a college course as opposed to joining our Sixth Form should be choosing a course that is a Level 3 (Level 3 is the next level above GCSE level) and should not be accepting Level 1 or 2 course offers unless the course is a vocational course.
- See page for 13 for further information.

# What is a revision timetable and how does my child create one?

*A revision timetable is a tool for managing study time and exam preparation.*

## What should a revision timetable include to be effective?

- It should break revision down into small chunks.
- It should specifically identify what your child intends to study/revise and for how long.
- It should name topics/units, instead of identifying generic subjects like “English” OR “Maths”
- Identify the topic and what revision strategy is being used for example : ENGLISH + CREATE MINDMAP
- Revision breaks/timeout should be included.

## Here is an example of an effective revision timetable:

EXAMPLE REVISION TIMETABLE: SUBJECT-TOPIC-REVISION STRATEGY					
4pm	English Literature – Romeo and Juliet Characters <a href="#">Mindmap</a>	Science Biology – infection and response cue cards	Psychology – memory knowledge organiser		
4.30pm	English Literature – Romeo and Juliet Characters <a href="#">Mindmap</a>	Science Biology – infection and response cue cards	Psychology – memory knowledge organiser		
5pm	English Literature – Romeo and Juliet Characters <a href="#">Mindmap</a>	Science Biology – exam questions on infection and response	Psychology – memory knowledge organiser	Geography – <a href="#">mindmap</a> on Natural Hazards	
5.30pm	BREAK - gym	Maths Paper 1 – Past Paper	Psychology – memory knowledge organiser	Geography – <a href="#">mindmap</a> on Natural Hazards	
6pm	BREAK – gym	Maths Paper 1 – Past Paper		Geography – <a href="#">mindmap</a> on Natural Hazards	Prepare revision materials and notes for Saturday morning
6.30pm	English Literature – character exam question (50 mins)	Maths Paper 1 – Past Paper		Geography – <a href="#">mindmap</a> on Natural Hazards	Prepare revision materials and notes for Saturday morning
7pm	English Literature – character exam question (50 mins)	Maths Paper 1 – Past Paper		English Language – Paper 2, Section B Past Exam Question	OUT WITH FRIENDS
7.30pm	English Literature – character exam question (50 mins)	BREAK		English Language – Paper 2, Section B Past Exam Question	OUT WITH FRIENDS
8pm	Science Biology – cell biology, re-read cue <a href="#">cards</a>	BREAK	English Language – Section B – describe the scene using the picture and my success <a href="#">criteria</a>	English Language – Paper 2, Section B Past Exam Question	OUT WITH FRIENDS
8.30pm			English Language – Section B – describe the scene using the picture and my success <a href="#">criteria</a>		OUT WITH FRIENDS
9pm			English Language – Section B – describe the scene using the picture and my success <a href="#">criteria</a>		OUT WITH FRIENDS

Year 11's have access to these templates in form and have already created some of their revision timetables for their PPE's.

**TOP TIP: MAXIMISE REVISION TIME BY GETTING YOUR CHILD TO PREPARE THEIR REVISION MATERIALS THE NIGHT BEFORE**

# HOW DOES MY CHILD KNOW WHAT TO REVISE?

**STEP 1: STUDENTS SHOULD REVIEW THEIR PROGRESS USING THEIR MENTORING SHEET (SEE AN EXAMPLE OF THIS BELOW) AND ANY-CLASS ASSESSMENTS**



Sir Graham Balfour School



Multi-Academy Trust

Name: Form: 11U 2022-2023 Attendance 83.8% Date: 27/01/2023

SUBJECT	Y10 AP3	PROGRESS 8 SCORE: -1.19			Y11 AP1	PROGRESS 8 SCORE: -2.25			Homework
	TARGET	PPE	PG	PPE	PG	Behaviour	Effort & Revision		
English Language	6	3	5	n/a	4	Behaviour	Effort & Revision	Homework	
English Literature	6	n/a	5	4	4	Behaviour	Effort & Revision	Homework	
Mathematics	6	1	3	2	2	Behaviour	Effort & Revision	Homework	
Art	6	4	5	6	5	Behaviour	Effort & Revision	Homework	
Creative Media BTEC	L2D	X	L2M	L1D	L2P	Behaviour	Effort & Revision	Homework	
Geography	6	1	2	2	2	Behaviour	Effort & Revision	Homework	
Spanish	5	3	4	3	3	Behaviour	Effort & Revision	Homework	
Science (Trilogy)	6-5	3-3	4-3	4-3	3-3	Behaviour	Effort & Revision	Homework	

SEN Code: - Prior Attainment: M - Pupil Premium: Y

### Behaviour Summary

Merits	De-Merits	Overall Conduct	Total HO
79	30	69	16

**STEP 2: STUDENTS THEN USE THEIR MENTORING SHEETS AND IN-CLASS ASSESSMENTS TO IDENTIFY SUBJECT AREAS AND SPECIFIC TOPICS TO REVISE. THEY WRITE THESE ON THEIR REVISION TIMETABLE**

**1. STUDENTS SHOULD USE THEIR MENTORING SHEETS/CLASS ASSESSMENTS TO IDENTIFY THEIR WEAKEST AREAS FIRST**

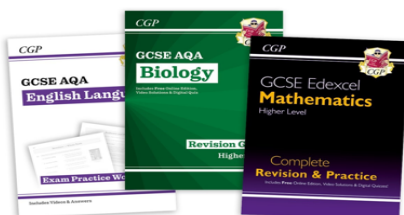
**2. CREATE A REVISION TIMETABLE TO ADDRESS THESE AREAS**

**3. REMEMBER WRITE DOWN A SPECIFIC TOPIC AND A REVISION STRATEGY**

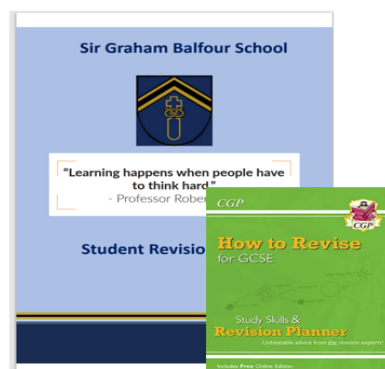
*“Romeo and Juliet Characters – mindmap”*

*“Components of Fitness – knowledge organiser”*

## What can my child use to revise?



**REVISION GUIDES PURCHASED BY THE SCHOOL**



**HOW TO REVISE GUIDES**

PSHE Day: Thursday 23<sup>rd</sup> November 2022

Period	Revision Focus	Revision Materials Needed	Target Content Ending Period	Start Dates Based on Revision
Period 1	Working Talking Mock			
Period 2	Science - Biology • Evolution • Cell Biology	GCSE revision guide Latest Biology presentation GCSE 8-9 practice		
Period 3	Maths	Highly revision paper Self-reflection		
Period 4	Working Talking Mock			
Period 5				

**PERSONALISED REVISION PLAN**

**Revision websites**

## **What does active revision look like and how can I support my child?**

1. Create an organised revision space for your child. Avoid distractions such as loud music, mobile phones and the TV being on.



MAKE REVISION  
"VISIBLE"

Displaying post-it-  
notes with key  
dates/terms and  
information on the  
wall is good for  
memory

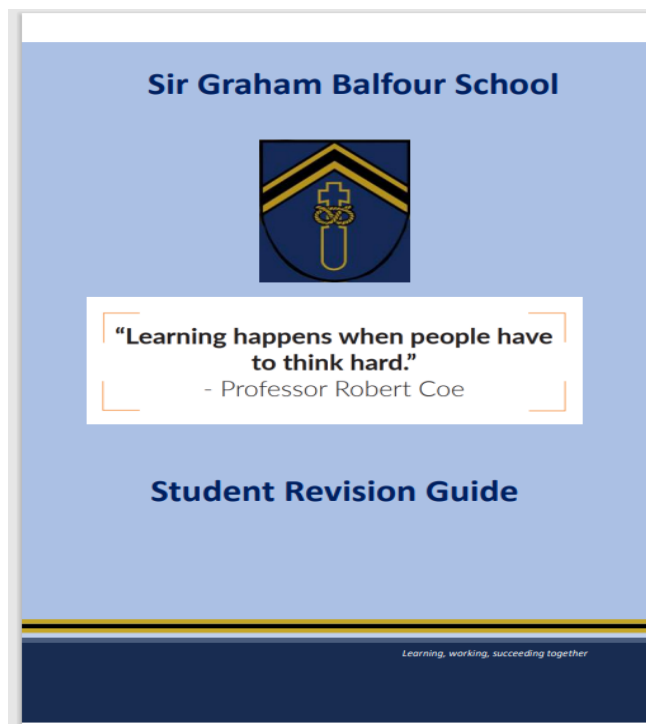
2. **"Active Revision"** is where students are not simply re-reading their class notes and revision guides but are **creating something new** with that knowledge.

**GET YOUR CHILD TO FOLLOW THE  
REVISION STRATEGIES IN THE  
'STUDENT REVISION GUIDE'**

**TOP TIP 1:** Knowledge Organisers.

**TOP TIP 2:** Flashcards.

**TOP TIP 3:** Mind maps.



**FIND THE "STUDENT REVISION GUIDE" ON OUR SCHOOL WEBSITE**

Sir Graham Balfour website > Student Tab > Y11 Revision Strategies

# Personal Learning Checklists: PLC's

- Students will be given Personal Learning Checklists for each subject that they study, which reflect the exam tier or course they have been entered for.
- The subject teacher will go through the PLC's during lessons time, and they will have time in form and lessons to complete them.
- These checklists are useful for students allowing them to see what content they need to revise.
- They also allow students to RAG rate the modules and topics in terms of how confident they are with their knowledge and understanding.
- The RAG rating can then be used to guide revision and what areas need clear focus and other areas which might only require a lighter touch.

Please see below some examples of PLC's that have or will go out to students.

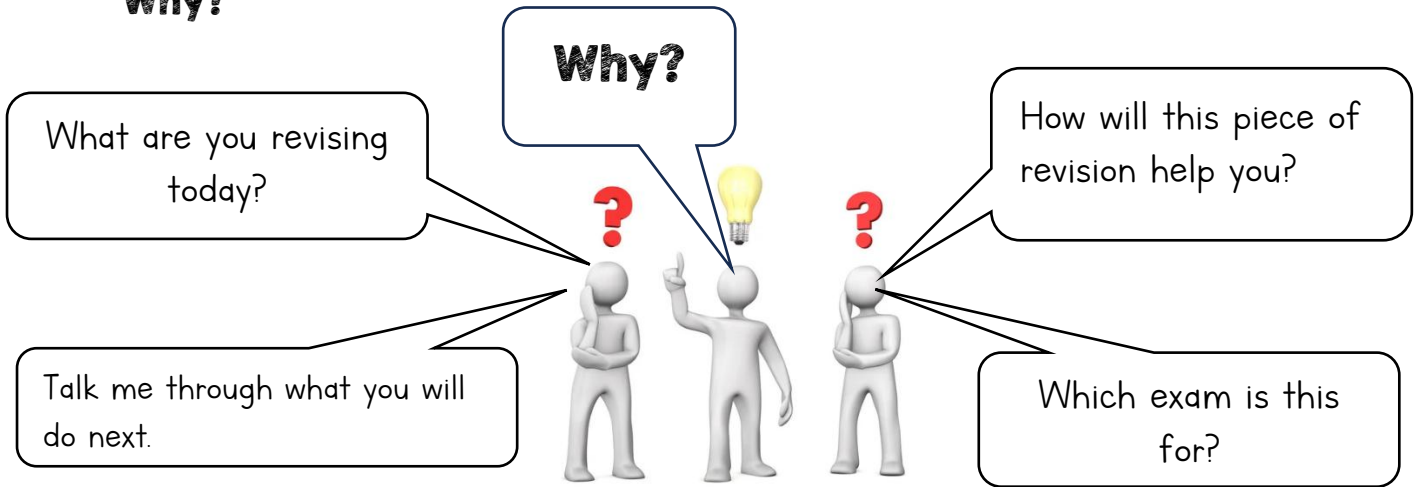
Can you...?	😊	😐	😞
<b>B1.1 Cell Structure</b>			
Name the main organelles of plant and animal cells (eukaryotic cells)			
Recall the relative size of bacterial cells (prokaryotic cells)			
Describe the difference in how the genetic material is found within eukaryotic and prokaryotic cells.			
Explain how the main sub-cellular structures, including the nucleus, cell membranes, mitochondria, cell wall and chloroplasts in plant cells and plasmids in bacterial cells are related to their functions			
Explain how the structure of different types of cell relate to their function in a tissue, an organ or organ system, or the whole organism. Including sperm cells, nerve cells and muscle cells in animals and root hair cells, xylem and phloem cells in plants.			
Describe cell differentiation			
Describe the differences in magnification and resolution between electron and light microscopes			
Define binary fission (biology only)			
Explain how to prepare an uncontaminated culture (biology only)			
<b>B1.2 Cell division</b>			
Recall that the nucleus of a cell contains chromosomes made of DNA molecules. Each chromosome carries a large number of genes. In body cells the chromosomes are normally found in pairs			
Give an overview of mitosis			
Understand that Cell division by mitosis is important in the growth and development of multicellular organisms			
Recognise and describe situations where mitosis is occurring.			
Define a stem cell			
Recall that stem cells from human embryos and adult bone marrow can be cloned and made to differentiate into many different types of human cells			
Name some conditions which may be helped by treatment with stem cells			
Discuss the ethical or religious objections and potential risk of stem cell use			
Recall that stem cells from meristems in plants can be used to produce clones of plants quickly and economically and describe possible uses			

Key topic 1: The Weimar Republic 1918-24		R	A	G
1	The origins of the Republic, 1918-19	<ul style="list-style-type: none"> <li>The legacy of the First World War: The abdication of the Kaiser, the armistice and revolution, 1918-19</li> <li>The setting up of the Weimar Republic: The strengths and weaknesses of the new Constitution.</li> </ul>		
2	The early challenges to the Weimar Republic, 1919-23	<ul style="list-style-type: none"> <li>Reasons for the early unpopularity of the Republic, including the 'stab in the back' theory and the key terms: the Treaty of Versailles</li> <li>Challenges to the Republic from Left and Right: Spartacists; Freikorps; the Kapp Putsch</li> <li>The challenges of 1923 hyperinflation: the reasons for, and effects of, the French occupation of the Ruhr</li> </ul>		
3	The recovery of the Republic, 1924-29	<ul style="list-style-type: none"> <li>Reasons for economic recovery, including the work of Stresemann, the Dawes and Young Plans and American loans and investment</li> <li>The impact on domestic policies of Stresemann's achievements abroad: the Locarno Pact, joining the League of Nations and the Kellogg-Briand Pact</li> </ul>		
4	Changes in society, 1924-29	<ul style="list-style-type: none"> <li>Changes in the standard of living, including wages, housing, unemployment insurance</li> <li>Changes in the position of women in work, politics and leisure</li> <li>Cultural changes: developments in architecture, art and the cinema</li> </ul>		

Human Geography Paper 2: Urban Issues and Challenges		Confident	Requires more revision	Not at all confident – needs addressing
World Population	Global pattern of urban change			
	Understand the urban trends in different parts of the world including HICs and LICs			
	Explain the factors affecting the rate of urbanisation - migration, natural increase			
Urban Growth - challenges and opportunities	Understand the emergence of megacities			
	Case study of a major NEE (Lagos) to illustrate the understanding of...			
	The location and importance of Lagos, regionally, nationally, and internationally			
	The growth of Lagos			
	How urban growth has created opportunities at a social level e.g. healthcare and education			
	How urban growth has created opportunities at an economic level			
	How urban growth has led to challenges on managing growth			
Urban Change in cities in the UK	Challenges of providing clean water, sanitation and energy			
	Challenges of providing access to health and education			
	Challenges of reducing unemployment and crime			
	Managing environmental issues such as waste disposal			
	To know an example of how urban planning is improving the quality of life for the urban poor			
Urban Change in cities in the UK	To know the distribution of the population in the UK			
	To know the major cities of the UK			
	Case study of a major UK city (Bristol) to illustrate your understanding of...			
	The location and importance of Bristol, in the UK and the wider world			
	To understand the impacts of national and international migration on the growth and character of Bristol			

# Top tips for parents to know if revision is effective:

**1. Ask your child about their revision and understanding. You do not have to be a specialist but do not underestimate the power "Why?"**



**2. Look at your child's revision and compare it to the examples in the 'Student Revision Guide'.**

**A set of cue cards looks something like this – A question on one side and answers on the back:**

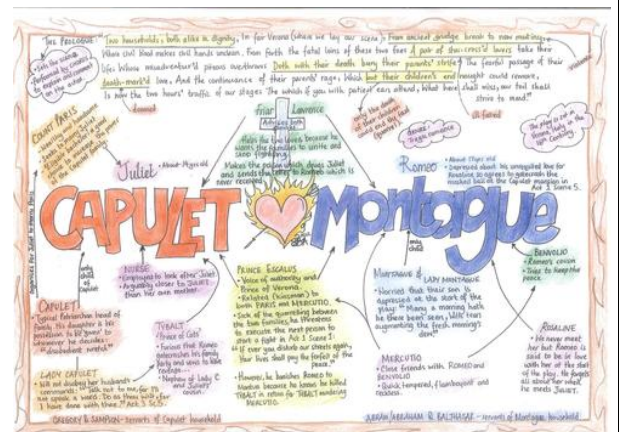
<p>Front</p> <p style="text-align: center;"><b>Romeo and Juliet</b></p> <p>Do you think that Lord Capulet is presented as a good Father?</p>	<p>Do you think that Lord Capulet is presented as a good Father?</p> <p><b>Yes he is a good Father...</b></p> <ul style="list-style-type: none"> <li>- Lord Capulet tells Paris he needs to win Juliet's heart as he won't simply hand over her hand in marriage.</li> <li>- He asks Paris to make sure Juliet is the girl for him, by seeing how they get on at his party later that night – he wants Juliet to love Paris.</li> <li>- Lord Capulet thinks that Juliet is still too young to be married.</li> </ul> <p><b>Not such a good Father...</b></p> <ul style="list-style-type: none"> <li>- Lord Capulet changes his mind when Tybalt is killed and arranges Juliet's marriages to Paris behind her back.</li> <li>- This forces Juliet/Romeo together as Juliet does not want to marry Paris</li> </ul>	<p>Do you think that Lord Capulet is presented as a good Father?</p> <p>Links to key themes/context:</p> <ul style="list-style-type: none"> <li>- <b>Arranged marriage</b> – it was common during the 16<sup>th</sup> Century for men to arrange for their daughter's marriage. Marriage was for money not for love.</li> <li>- Parents would arrange their daughter's marriage with someone rich/powerful.</li> <li>- The Capulet's family structure is fairly typical of what was expected during Shakespeare's <b>time</b> - the husband controlled his wife/daughter.</li> <li>- Juliet rebels against her family structure – this would have shocked the audience watching.</li> </ul> <p><b>CONTEXT</b></p> <ul style="list-style-type: none"> <li>- Conflict between what Juliet wants/her family's expectations.</li> </ul>
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Work through a set of cue cards with key information linked to your question. You can use as many cards as you need as long as the information is KEY.

**A mind map should look something like this:**

**Tip 4: Mind Maps**

1. Write the MAIN TOPIC in the middle of the paper and draw a ring around it.
2. For each KEY POINT draw a branch out from the main topic.
3. Write a KEY WORD or PHRASE on each branch.
4. Build out further branches and add DETAILS.
5. Use pictures and words (Dual Coding) rather than loads of writing copied from your notes.



### 3. Check that your child is following their revision timetable.

	Monday 22 <sup>nd</sup> May	Tuesday 23 <sup>rd</sup> May	Wednesday 24 <sup>th</sup> May	Thursday 25 <sup>th</sup> May	Friday 26 <sup>th</sup> May
<b>EXAMS this WEEK</b>					
4pm	English Literature – Romeo and Juliet Characters <b>Middoos</b>	Science Biology – infection and response cue cards	Psychology – memory knowledge organiser		
4.30pm	English Literature – Romeo and Juliet Characters <b>Middoos</b>	Science Biology – infection and response cue cards	Psychology – memory knowledge organiser		
5pm	English Literature – Romeo and Juliet Characters <b>Middoos</b>	Science Biology – exam questions on infection and response	Psychology – memory knowledge organiser	Geography – <b>ojojoos</b> on Natural Hazards	
5.30pm	BREAK - gym	Maths Paper 1 – Past Paper	Psychology – memory knowledge organiser	Geography – <b>ojojoos</b> on Natural Hazards	
6pm	BREAK – gym	Maths Paper 1 – Past Paper		Geography – <b>ojojoos</b> on Natural Hazards	Prepare revision materials and notes for Saturday morning
6.30pm	English Literature – character exam question (50 mins)	Maths Paper 1 – Past Paper		Geography – <b>ojojoos</b> on Natural Hazards	Prepare revision materials and notes for Saturday morning
7pm	English Literature – character exam question (50 mins)	Maths Paper 1 – Past Paper		English Language – Paper 2, Section B Past Exam Question	OUT WITH FRIENDS
7.30pm	English Literature – character exam question (50 mins)	BREAK		English Language – Paper 2, Section B Past Exam Question	OUT WITH FRIENDS
8pm	Science Biology – cell biology, re-read cue cards	BREAK	English Language – Section B – describe the scene using the picture and my success criteria	English Language – Paper 2, Section B Past Exam Question	OUT WITH FRIENDS
8.30pm			English Language – Section B – describe the scene using the picture and my success criteria		OUT WITH FRIENDS
9pm			English Language – Section B – describe the scene using the picture and my success criteria		OUT WITH FRIENDS
9.30pm					

### 4. **Progress booster:** Make sure your child dedicates time to past papers and writing written responses. They should have a go at full exam papers and extended pieces of writing.



AQA

GCSE  
ENGLISH LITERATURE

Paper 1M: Modern prose/drama

Time allowed: 50 minutes

**Materials**  
For this paper you must have:  
• an AQA GCSE answer book.  
**Instructions**  
• Use black ink or black ball point pen. Do not use pencil.  
• Write the information requested on the front of your answer book. This Paper Reference is 0710/01.  
• Answer one question.  
• You must use a dictionary.  
**Information**  
• The marks for questions are shown in brackets.  
• The maximum mark for this paper is 50.

Visit the Pearson website for the GCSE Summer Exams timetable.

Google: Pearson GCSE Summer Exam Timetable

Or use this link:

<https://qualifications.pearson.com/en/support/support-topics/exams/exam-timetables.html>

Visit Revision World for Past Papers

Google: Revision World Past Papers

Or use this link:

<https://revisionworld.com/gcse-revision>

## How to help manage exam pressure

Exam season is nearly here, with young people across the country preparing for and undertaking their GCSES and end of year exams. This can be a difficult and daunting time, not just during the exams but before and afterwards. As a result, some of them may be feeling stressed or anxious. However, it is important to remember that having good attendance to school and punctuality to lessons allows us to prepare your child to the highest standard. As parents and carers, you can also help play a vital role in helping them to maintain a positive mental attitude, however, at times it may seem difficult to know where to start. So here are some tips and advice on helping our young people with the inevitable exam nerves:

### **Look out for exam stress.**

If you are aware of what to look out for, you can offer support. Signs could include:

- Being irritable
- Lack of sleep
- Excessive worry
- loss of interest in food.

**Talk** - Remind your child that it is normal to experience some nerves, it is a natural response. It can be a good idea to talk to them about how you yourself have dealt with stressful situations.

**Encourage** - Try to positively motivate by being reassuring and by helping them keep things in perspective. Remind them that, although important, grades do not define who they are.

### **Promote good sleeping habits:**

Sufficient sleep can help improve thinking, concentration and positively affects wellbeing. Support this by encouraging your teen to:

- turn off screens an hour before bed
- work on a bedtime routine by going to bed and waking up at similar times everyday.
- Limiting sugary and caffeinated food and drinks before bed.

### **Help create a routine -**

Help them to create a revision and exam plan, as this can help lessen the feeling of being unprepared. Block out study time but also consider breaks and downtime in their plan.

### **Keep the pressure low -**

Aim to listen to your child and offer support without criticism. Let them know that if things do not go to plan, it is not the end of the world, but they will feel satisfied if they know that they've tried their best.

**Encourage movement and exercise** - Exercise is scientifically proven to help boost energy levels and relieve stress- due to hormones such as endorphins. Suggest a family walk, play football together or go for a swim at your local swimming pool.

**Promote healthy eating** - A healthy balanced diet is important for young people's development. Help fuel their body and mind by having nutritious foods together and encouraging them to drink plenty of water. Discourage too much caffeine or sugar, as these can contribute to feelings of anxiety and disrupt sleep patterns.

**Unwind after exams** - Help your teen relax by spending time together as a family. Do something for them that will help them wind down.

# Signpost to support



## **In school support:**

- One of the keys to helping young people manage their emotions in the build up to the exams is through talking and allowing them to communicate how they feel. In school we have a number of people students can talk with:
  - Form tutors.
  - Head of Year.
  - Mrs Norman
  - Mrs Dempsey, Miss Travis, Mrs Flanagan.
  - Subject teachers
- If you have any questions or concerns as we approach the exam period, please do not hesitate to contact your child's form tutor via email or telephone call.
- For email it is the tutors name plus our normal email address @sirgrahambalfour.staffs.sch.uk
- IIB – DBrown. IIA – JMetcalfe IIL – CChapman IIF – HWallbank IIO – KMackenzie
- IIU – LTunstall IIR – DTranter

## **Seeking support at home:**



Has a good article called 'A parent's guide to exams'

[Parent's Guide to Exams | The Children's Society](#)



Has a blog called 'How to help your child manage exam stress.'

[Parents' Guide To Supporting Children At Exam Time | YoungMinds](#)



Has a help page 'Help your child beat exam stress' and a supporting video clip.

[Help your child beat exam stress - NHS](#)



How to deal with exam stress: A Parent's Guide a clearly Laid out article.

[How to cope with exam stress | A Parent's Guide](#)

**Other useful websites and apps for revision include:**






www.bbc.co.uk/bitesize  
 mrbruff.com  
 Mr Salles English  
 GCSE Learning and Revision  
 Physics & Maths Tutor  
 (physicsandmathstutor.com)  
 23 Equations  
 Freesciencelessons - YouTube  
 Science | Revision World





internetgeography  
 senecalearning.com  
 timeforgeography  
 BBC Bitesize  
 www.bbc.co.uk/bitesize  
 Coolgeography  
 www.mathswatch.co.uk  
 www.mathsgenie.co.uk/gcse  
 Quizlet

**WHAT EQUIPMENT DOES MY CHILD NEED FOR THEIR EXAMS?**

**GCSE Exams Equipment List**

<b>For all exams</b>		
Candidate number card AND seating number 	Water bottle (no label) 	Clear pencil case for your equipment 

<b>For all exams</b>		
BLACK PENS X3 	PENCIL AND RUBBER 	HIGHLIGHTER (to highlight the question only) 

<b>Specific Equipment</b>			
<b>Maths</b>	<b>Science</b>	<b>Geography</b>	<b>Business Studies</b>
BLACK PENS PENCIL RULER RUBBER PROTRACTOR PAIR OF COMPASSES SCIENTIFIC CALCULATOR 	BLACK PENS PENCIL RULER RUBBER PROTRACTOR SCIENTIFIC CALCULATOR 	BLACK PENS PENCIL RUBBER 15cm RULER CALCULATOR 	BLACK PENS PENCIL RULER RUBBER CALCULATOR 

# **Post 16 Options**

- Your child has to stay into education until they are 18 years old:
- Therefore, their main options are:
  - A-Levels at Sir Graham Balfour Sixth form (or at another provider)
  - College
  - Apprenticeships

## **A-LEVEL ENTRY REQUIRMENTS**

**7 GRADE 4S OR ABOVE**

**ENGLISH AND MATHS AT A GRADE 4 OR ABOVE**

**HIGHER GRADES IN THE SUBJECTS YOU WANT TO STUDY**



**STAFFORD**

14-19 Partnership

## **COLLEGE ENTRY REQUIREMENTS**

**ENGLISH AND MATHS AT A GRADE 4 OR ABOVE (OR STUDENTS WILL BE MADE TO RESIT AT COLLEGE)**

**ENROL ON A LEVEL 3 COURSE**

**NSCG**

## **APPRENTICESHIP**

**ENGLISH AND MATHS AT A GRADE 4 OR ABOVE (OR STUDENTS WILL BE MADE TO RESIT)**



**Apprenticeships**

Visit our careers website for further information/advice:

[www.sirgrahambalfour.co.uk](http://www.sirgrahambalfour.co.uk) Student tab then careers.

### **Why is it so important that your child chooses a level 3 course at college?**

- A Level 3 course is “above” GCSE level, which shows they have progressed onto Post 16 Education
- A Level 2 course is the same “level” as GCSE and therefore means they are repeating KS4
- We therefore want to encourage all students to enrol on Level 3 courses and not accept lower entry offers.
- The only Level 1/2 course offers that students should accept are for practical courses such as: bricklaying, carpentry, hairdressing or moto-mechanics.

# Making sure you are up to date with Satchel One



## Parents – How to access/Register Satchel One

Satchel One can be accessed from a PC/Laptop or Mobile /Tablet.

### From a PC/Laptop.

Browse to [www.sirgrahambalfour.co.uk](http://www.sirgrahambalfour.co.uk)

Along the top ribbon there are some useful links, click on Satchel One



### From a Mobile/Tablet

Download the Satchel One App from the App/Play store.



Parents require a unique code to register for Satchel One.

Your child can obtain the code from their Satchel One account.

From within the students Satchel One account click **Account Settings** (Top Left)

Within account settings in the bottom right-hand corner, you will see **My Parent Code**.

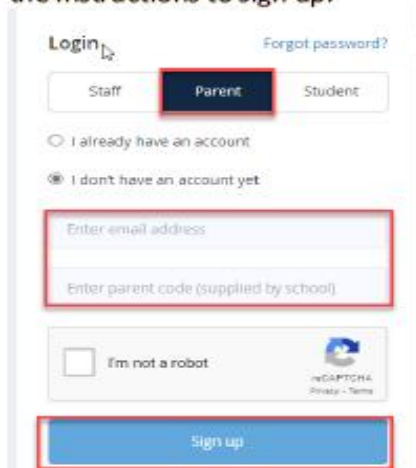
Click **Show Code**, (this is the code required to register) Make a note of the code.



## Access/Registering from a PC/Laptop

At the log in screen, if already registered select I have an account and sign in.

To create an account, select I don't have an account, enter email address, and parent code. Follow the instructions to sign up.



### Access/Registering from Mobile App

Open the Satchel One App.

Search for Sir Graham Balfour, if registered proceed to sign in. If registering for first time log in with pin/parent code and follow the instructions to register.

The image displays three sequential screenshots from the Satchel One mobile application. The first screenshot shows a search interface with the text 'Search for your school' and a search bar containing 'Sir Graham Balfour'. Below the search bar, the results for 'Sir Graham Balfour High School' are shown with the code 'ST16 1NR'. The second screenshot shows the school selection screen for 'Sir Graham Balfour High School' with two options: 'I already have an account' (with a 'Log in with email or username' button) and 'I do not have an account yet' (with a 'Log in with PIN or Parent Code' button). The third screenshot shows the login screen for 'Sir Graham Balfour High School' with a message: 'Your PIN or Parent Code can be found on the login letter you received from your school.' Below this is a text input field for 'PIN or Parent Code' and a 'Submit' button.

### Add another student to your account.

Have you got more than one child at Sir Graham Balfour that use Satchel? Link them to your account.

#### On the website:

Log in to your existing parent account.

Click on **Account Settings**

Scroll down to the "Link another student to your account" section on the right and enter your parent code.

#### On a mobile device:

Open the menu and go to Settings.

Select Student Management

Tap the **+** and enter your parent code.