FAMILIES BULLETIN
7th November

Exam guide for parents: How to support your child

Key Dates

Year 11: Mock Exams begin on **17th November** with **English** (First big exam - morning)
Years 12 and 13: Vocational Exams (BTEC) from **8th - 16th December** and **7th - 19th January**

Be Supportive

Remind your child:

- **Mocks are for practice, not perfection.**
- **Mistakes are part of learning.**
- **Effort matters more than results.**

Celebrate their hard work and keep communication open.

Daily Check-In

By now, your child should be revising regularly. Ask them:

What's on their revision timetable today?
How are they preparing for Maths (the first exam)?

They should be able to show you:

- A **revision guide/workbook**
- **Past papers** or practice questions
- A revision timetable
- **Flashcards** or notes

If your child is in **Year 11**, they are expected to complete **two 45-minute revision sessions each weekday evening**. At **weekends**, they should undertake **four 45-minute revision sessions**.

Students in **Year 13** should aim to complete between **one and two hours of revision each weekday evening**, and between **two and three hours of focused study over the weekend**.

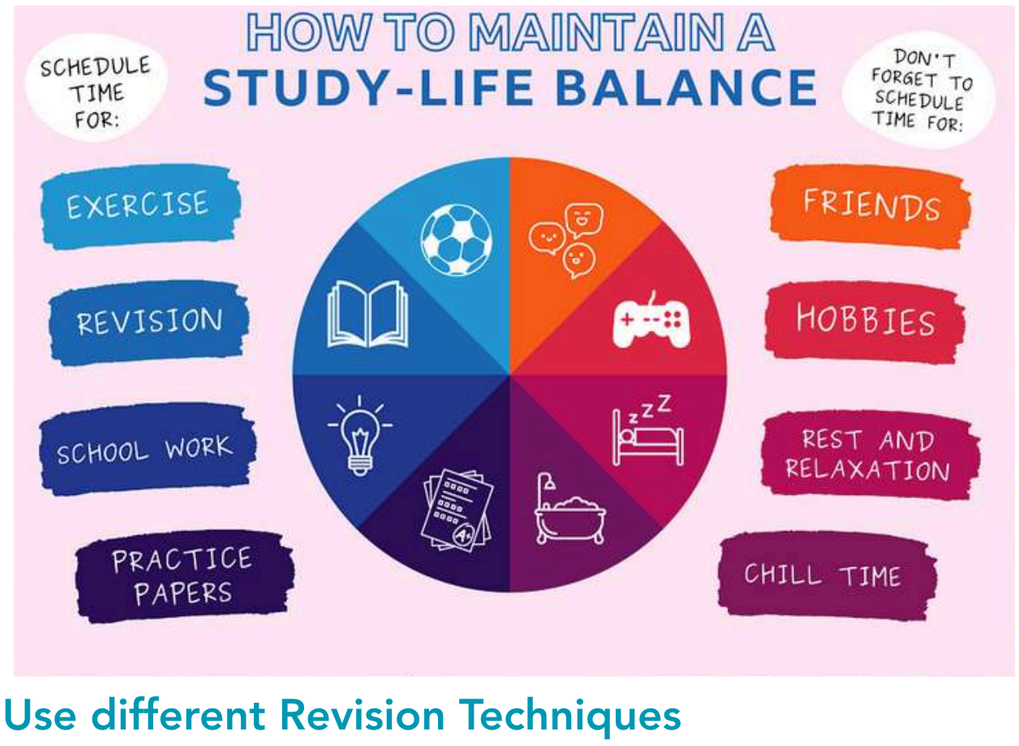


Keep a Healthy Balance

Revision is important, but so is wellbeing. Help your child to:

- Get fresh air and exercise.
- Eat well and stay hydrated.
- Sleep for around 8 hours a night.
- Take time to relax and see friends.

A balanced routine helps them stay focused and feel good.



Use different Revision Techniques

Reading notes isn't enough. In school, students learn four key revision strategies:

- Past papers & practice questions – great for exam technique.
- Self-quizzing – helps test what they know.
- Flashcards – useful for memorising facts.
- Mind maps & diagrams – ideal for visual learners.

Let your child try different methods to see what works best for them.



Review and Reflect

In the final week, encourage your child to:

- Review what they've learned.
- **Complete timed exam questions** to build confidence
- Learn from mistakes and feedback.

After the mocks, go through their results together. Focus on what they've learned—not just the grades.

Final Tip: Focus on Progress, Not Pressure

Your steady encouragement helps **build motivation and resilience**, both crucial for success in the real exams. Help **celebrate small wins**—completing a practice paper, mastering a topic, or improving a grade.

Mr Heppell
Assistant Headteacher (Years 12 and 13)

Climate for Learning Focus - Term 2

Dress to Impress

As part of our ongoing commitment to high standards and a positive learning environment, we are placing renewed emphasis on two key aspects of our school uniform policy: shirts tucked in and simple jewellery.



We believe that a neat and tidy appearance helps foster a sense of pride, discipline, and readiness to learn. With that in mind, we are asking all students to ensure:

- **Shirts are tucked in** during the school day, including when moving between lessons and during break times.
- **Jewellery is kept simple – stud earrings only** are permitted. Hoop earrings, dangling styles, or multiple piercings are not allowed for safety.

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Staff will be reminding students of these expectations, and we appreciate your support in reinforcing them at home. If your child is unsure about what is acceptable, please encourage them to speak with their form tutor or a member of the pastoral team.

Thank you for helping us maintain a smart and respectful school culture.

Puncutaity to lessons

Arriving on time is a simple but powerful way to support learning, build good habits, and show respect for teachers and classmates.

When students arrive promptly:

- They start lessons calmly and confidently, ready to engage.
- They don't miss key instructions or introductions, which can affect understanding and progress.
- They help create a focused and respectful learning environment for everyone.

We understand that occasional delays happen, but regular lateness can quickly add up to lost learning time. That's why staff will be monitoring punctuality closely and working with students to improve timekeeping where needed.

Please support us by encouraging your child to move promptly between lessons and to arrive at school with enough time to be ready for the day. Together, we can help every student make the most of their learning.

Mr Brougham
Deputy Headteacher (Inclusion)



Upcoming Key Dates

Date	Event	Year Group	Timings
Monday 17th November - Thursday 24th November	Year 11 Mock Examinations	Year 11	Various
Thursday 20th November	Year 8 Parents' Evening	Year 8	4:00pm - 7:00pm (Appointment Only)
Friday 21st November	INSET Day - School Closed (**Year 11 Art and Engineering students will attend for examinations**)	All Year Groups	All Day
Tuesday 2nd December	Twilight (Early Dismissal)	All Year Groups	Half-Day
Thursday 4th December	Year 9 Parents' Evening	Year 9	4:00pm - 7:00pm (Appointment Only)

Year 8 Parents' Evening

"Helping Your Child Thrive in Year 8 – Building Resilience, Opening Doors to Opportunity"

Purpose of the Evening

The Year 8 Parents' Evening is an excellent opportunity for you to meet your child's teachers and understand how they are learning and some of the ways you can support at home. The event will be taking place on **Thursday 20th November 2025**.

Before the Evening

- Book your appointments through Arbor. The following guide will walk you through how to do this: **Booking Parents' Evening Appointments**
- Check your times and arrive 5 minutes early to avoid delays.
- Bring any questions you'd like to ask about your child's progress or wellbeing.
- Talk to your child beforehand – ask what they feel proud of this term and what they find most challenging.

During the Evening

-Sign in at reception on arrival.
-Collect your appointment card and follow signs to your child's subject teachers.
-Meet subject teachers to discuss learning progress, attitude, and how your child responds to challenges.
-Visit the Resilience Station / Information Table for practical strategies on:
- Supporting motivation and self-belief
- Managing setbacks positively
- Encouraging independence and effort at home

-Pastoral and support staff will also be available for any wellbeing or attendance questions.

After the Evening

-Reflect with your child:
- What are you most proud of?
- What's one goal you want to work on this term?
- How can we help you bounce back when things are difficult?

-Set a small target together (e.g., revising regularly, asking for help sooner, joining a club).
-Follow up with your child's tutor or Head of Year if you need extra support.

Mr Nott
Assistant Headteacher (Years 8 & 9)

Year 11 Next steps - thinking about your future

🎓 Sixth Form & College Open Evenings: What to Expect & How to Prepare

Should You Go?

Absolutely. If you're planning to start courses next September, attending open events is essential. Don't rely on reputation, friends' opinions, or assumptions—see it for yourself.

If you're choosing between multiple colleges or sixth forms, go to all their open events if possible.

Post-16 Provider	Open Events
Harris Academy Greenwich	Wednesday 12th November 5-7pm
Leigh Academy Blackheath	Thursday 13th November 5-7pm
Newhaven Kings Park	Wednesday 22 October 10-2pm
The John Roan School	Wednesday 26th November 5-7.00pm
London South East Colleges	Thursday 16 October 5-7.30pm Tuesday 24 February 5-7.30pm Saturday 27 June 10am-1pm All events are live on our website so pupils are able to register here: Events at London South East Colleges
Shooters Hill Sixth Form College	Thursday 6 November 4.30-6.30pm Wednesday 14 January 4.30-6.30pm Thursday 12 March 4.30-6.30pm Thursday 11June 4.30-6.30pm

Mr Drumm
Assistant Headteacher (Years 10 and 11)

Curriculum Spotlight: Spanish





How We Teach Spanish at RGTS

Our Approach

At KS3, our Spanish curriculum is built around parallel texts – short passages with Spanish on one side and English on the other. These texts are made up of high-frequency vocabulary and grammar structures that can be used in a wide variety of situations.

From the very start in Year 7, students explore and analyse these texts to build a solid foundation in vocabulary, grammar, and phonics. The texts gradually increase in difficulty, allowing learners to grow in confidence as they see how the language works in real contexts.

See below an example of a Year 7 text.

1	¿Cómo es tu familia? Tengo una familia numerosa.	How is your family? I have a family numerous.
2	En mi familia hay siete personas: hay mi madre, mi padre,	In my family there are seven peoples: there is my mother, my father,
3	mis hermanos menores que son gemelos y mi hermana.	mys brothers youngs that are twins and my sister
4	Vivimos también con mi abuela quien tiene 70 años.	We live also with my grandmother who has 70 years.
5	Me parezco mucho a mi madre, porque	Me I seem a lot to my mother, because
6	los dos tenemos el pelo castaño, además los ojos verdes y somos bajos.	the two we have the hair chestnut, moreover the eyes greens and we are shorts.
7	Tenemos un perro negro y un gato blanco antes tenia una serpiente verde	We have a dog black and a cat white, before I had a snake green
8	Soy muy simpático y no soy muy perezoso.	I am very nice and not I am very lazy.
9	Mi padre es muy gracioso no obstante a veces severo	My father is very funny nevertheless at times strict
10	Me llevo bien con mi hermana	Myself I get on well with my sister
11	pero cuando era pequeña no le gustaba estar conmigo	but when I was small not to her it used to please to be withme

12	porque estaba más grande que yo	because she was more big than me.
13	Cuando sea mayor, en el futuro me gustaría vivir con mi hermana	When I may be older, in the future to me it would be please to live with my sister
14	Y pienso que sería muy divertido, porque ahora somos amigos	And I think that it would be very fun, because now we are friends

This method has proven highly effective for all learners, including those who may find other subjects more challenging. Because everything they need is clearly presented, students can make steady progress and feel a real sense of success.

What Makes This Approach Special

Rather than being driven purely by topics, our curriculum is guided by **language learning goals**. We carefully choose or create texts to teach the vocabulary and structures that students will use most often.

All the Spanish used is natural and authentic, even when the texts are designed specifically for learning. Students are encouraged to notice patterns and reflect on how Spanish works. For example:

mi hermano = my brother
mis padres = mys parents

Here, students notice the deliberate “mistake” in English (“mys”), which helps them understand how Spanish shows plural forms.

Another example:

un perro negro = a black dog
unatortuganegra = a black turtle

Students see that the word for “black” changes depending on un or una, helping them grasp how adjectives agree with nouns.

Through these reflective moments, grammar becomes something students discover and understand for themselves, rather than something simply memorised.





Progression Through the Key Stages

By the end of KS3, all students are expected to:

- Read and understand a wide range of texts
- Write words accurately thanks to their training in phonics
- Use a broad variety of phrases and vocabulary

These skills prepare them well for the demands of GCSE Spanish.

At KS4, we follow the **AQA Spanish specification**. Here, grammar and vocabulary are developed further through the four key skills of **listening, reading, writing, and speaking**, all within the cultural context of the Spanish-speaking world.

Students are encouraged to use Spanish regularly and to appreciate how learning a language connects to real life. Teachers support this by modelling Spanish use in class and helping students see its relevance beyond school.

Beyond the Classroom

Students who wish to study Spanish or related subjects at university receive ongoing support, including advice at open evenings and guidance on future career paths.

Throughout all key stages, we focus on teaching **useful, high-frequency language** that students can apply in a range of contexts.

We also help develop **cultural awareness** through enrichment activities. These might include classroom references to Spanish-speaking culture and special trips – for example, the Year 10 cinema visit during the last academic year.



Learning about Spanish and Latin American cultures helps students become more open-minded and reflective. We want them to see how understanding other cultures can influence their own ambitions and encourage them to keep striving for improvement.

Our Teachers

Our teachers are passionate about their subject. They continually build their expertise through professional development, collaboration, and regular use of the language outside of school. This ensures that our students benefit from lessons that are inspiring, up to date, and full of enthusiasm for the Spanish language and culture.

Mr Toye
Head of Department - MFL