

Y11 Information Evening

Thursday 24th September



"Onward Ever Together"

Welcome

- **Ms Foster** – Deputy Headteacher, Curriculum
- **Miss Neocleous** – Year 11 Progress and Achievement Leader
- **Mr Tatar** – Head of Mathematics
- **Mr Rose** – Head of English
- **Ms Hadjidaniel** – Head of Science
- **Ms Smith** – Assistant Headteacher, KS4 and Examinations

Introduction

Attendance – why it matters

The Core Curriculum

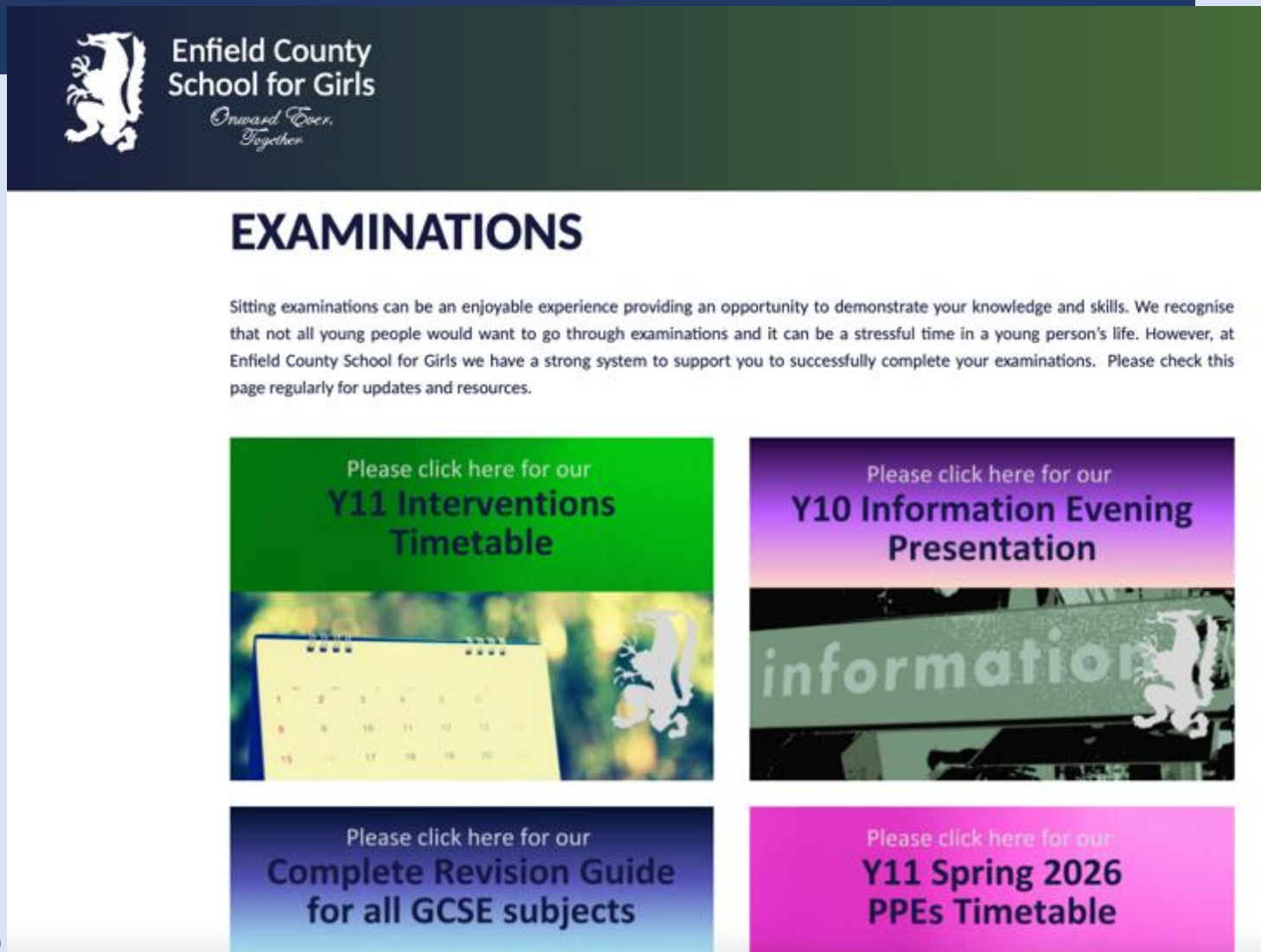
Preparing for Exams

Sixth Form Applications

“Onward Ever”

Website – Examinations

All resources from tonight will be uploaded to the website in the examinations section & emailed to parents



The screenshot shows the 'EXAMINATIONS' section of the Enfield County School for Girls website. At the top is the school's crest and name, 'Enfield County School for Girls', with the motto 'Onward Ever Together'. Below the header, the word 'EXAMINATIONS' is written in large, bold, dark blue letters. A paragraph of text explains that sitting examinations can be enjoyable and provides an opportunity to demonstrate knowledge and skills, while also acknowledging that it can be stressful. It states that the school has a strong support system and encourages students to check the page regularly for updates and resources. Below this text are four colored rectangular buttons, each with a link to a specific resource: a green button for 'Y11 Interventions Timetable' (with a calendar image), a purple button for 'Y10 Information Evening Presentation' (with a presentation image), a blue button for 'Complete Revision Guide for all GCSE subjects', and a pink button for 'Y11 Spring 2026 PPEs Timetable'.

Enfield County School for Girls
Onward Ever Together

EXAMINATIONS

Sitting examinations can be an enjoyable experience providing an opportunity to demonstrate your knowledge and skills. We recognise that not all young people would want to go through examinations and it can be a stressful time in a young person's life. However, at Enfield County School for Girls we have a strong system to support you to successfully complete your examinations. Please check this page regularly for updates and resources.

Please click here for our **Y11 Interventions Timetable**

Please click here for our **Y10 Information Evening Presentation**

Please click here for our **Complete Revision Guide for all GCSE subjects**

Please click here for our **Y11 Spring 2026 PPEs Timetable**

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GCSE Revision Guide and resources including all Exam Boards & Specs

BACK PAGE



GCSE

**Revision Guides & Resources
Exam Boards & Specifications**

GCSE Exam Boards & Specification Links

SUBJECT (click for link to subject webpage)	EXAM BOARD (click for website)	Subject Specification (click for pdf)
GCSE English Language	AQA	8700
GCSE English Literature	AQA	8702
GCSE Mathematics	Pearson	1MA1
GCSE Science (Combined Science - Trilogy) Double Award	AQA	8464
GCSE Art	Pearson	1FA0
GCSE Classical Civilisation	OCR	J199
GCSE Computer Science	OCR	J277
GCSE Drama	Pearson	1DR0
GCSE 3D Design – DT	Eduqas	C600QS
GCSE Film Studies	Eduqas	C670QS
GCSE French	AQA	8652
GCSE Geography	AQA	8035
BTEC Health & Social Care	Pearson	L2 Tech Award
GCSE History	Pearson	1HI0

SUBJECT (click for link to subject webpage)	EXAM BOARD (click for website)	Subject Specification (click for pdf)
GCSE Music	OCR	J536
GCSE PE	Pearson	1PE0
GCSE Psychology	AQA	8182
GCSE R.S.	OCR	J625
GCSE Sociology	AQA	8192
GCSE Spanish	AQA	8692
GCSE Textiles	Eduqas	C653QS

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Miss Neocleous Progress and Achievement Leader for Y11

ecsgeneral@enfieldcs.enfield.sch.uk

**“Success is the
sum of small
efforts, repeated
day in and day
out.”**



“Onward Ever Together”

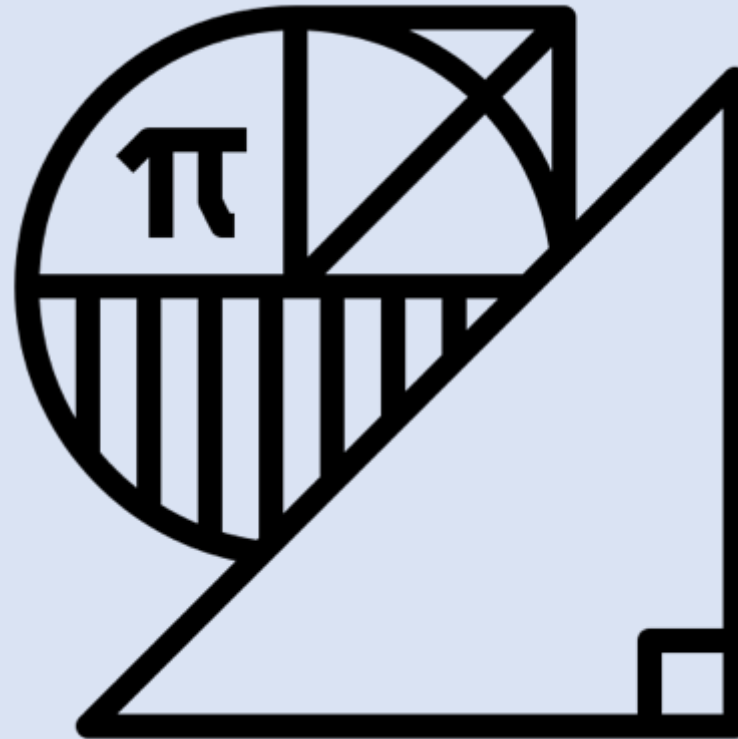
The reality of attendance

Old Grades	New Grades	
A*	9	Students that achieved a grade 7 and above had average attendance of 98.3%
A	8	
B	7	
C	6	Students that achieved either 4, 5 or 6 on average had attendance of 95.4%
	5 strong pass	
	4 standard pass	
D	3	Students that did not achieve grade 4 had on average attendance of 90.5%
E	2	
F	1	
G	1	
U	U	

Learning Today, Leading Tomorrow

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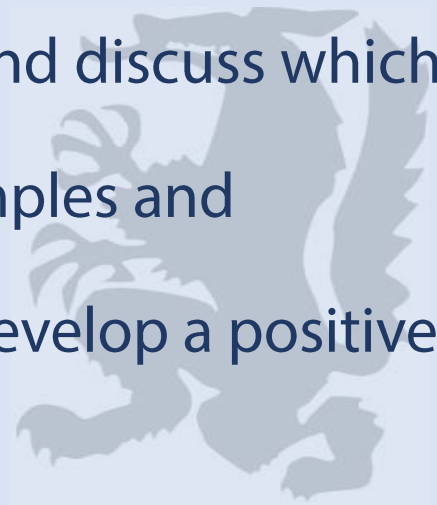
Mr Tatar - Head of Mathematics



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How can you help prepare your daughter for her maths GCSE

- **Trust Mr Tatar's professional judgement** when deciding which GCSE tier is most appropriate for your daughter.
- **Encourage regular, short revision sessions** rather than occasional long sessions. Actively work through GCSE exam questions together where possible.
- **Encourage the use of her personalised revision list** to help her focus on the topics that will have the greatest impact on her progress.
- **Ask to see her updated personalised revision list** regularly and discuss which topics she is currently working on.
- **Make use of MathsWatch** to revisit topics, watch worked examples and practise key skills.
- **Celebrate progress and effort** to help build confidence and develop a positive attitude towards mathematics.



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Personalised Learning

1

FIND YOUR WEAKEST

Check your personalised revision list to see where to focus.



2

SCAN YOUR QR CODE

Each code links to the exact topic you need to improve.



3

WATCH & LEARN

Watch the video explanation and example questions.



4

PRACTISE THE SKILL

Complete the practice questions and check your understanding



6

MASTER THE

Keep practising until you can do it with confidence!



5

REATTEMPT & CHECK

Have another go at a similar questions and check your progress.



GCSE MATHS PAPER 1H FEEDBACK				
Name	alina gaber	PPE Grade		
Class	10Ma3B-Mr Tatar	Total	40	
Q	Topic	Mark	Out of	Revision completed
1a	Multiplying Decimals	1	2	
1b	Dividing Decimals	1	2	
2	Mixed number operations	0	3	
3	Ratio problems	4	5	
4a	Prime factor trees	2	2	
4b	HCF and LCM	2	2	
5	Error intervals	0	2	
6	Forming and solving equations	4	4	
7a	Ordinary number to standard form	1	2	
7b	Standard form to ordinary number	1	2	
7c	Operations with standard form	2	2	
8	Rearrange subject of formula	3	3	
9a	Probability table	2	2	
9b	Relative frequency	2	2	
10	Factorise quadratics	2	2	
11	Percentage profit	2	4	
12	Solving linear equations with unknown on both sides	1	3	
13a	Describe relationship and correlation in scatter graphs	1	2	
13b	Draw line of best fit on scatter graphs	1	2	
13c	Use line of best fit to make estimates	1	2	
14	Similar shapes	0	3	
15a	Index laws	1	2	
15b	Fractional index laws	1	2	
16a	Rotations of shapes	2	2	
16b	Translations of shapes	2	2	
17	Linear simultaneous equations	1	2	
18	Equation of a line from a given graph	2	2	
19	Recurring decimals to fraction	2	2	
20	Finding equation of a line perpendicular to a given line	0	2	

SCAN IT, LEARN IT, ACE IT



Standard form



Error intervals



HCF & LCM



Equations 1



Index Laws



Equations 2



Prime Factorisation



Recurring Decimals to Fractions



Simultaneous equations



Similar Triangles



Surds and Brackets



Rationalising Denominators



Equation of a Line



Fractional Indices

Useful Websites

<https://www.khanacademy.com/>
<https://www.mathswatch.co.uk/>
<https://www.mathsprint.co.uk/>
<https://www.exams.co.uk/>
<https://www.maths.com/>

Mr Rose – Head of English



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Preparing for English Language

To do List

- Revision: How long to spend on each question, what skills are being assessed on each questions, how to write each answer. (Language Cheat Sheets)
- Complete Language Practice Papers.
- Read, read, read
- Watch the news, read opinion articles and discuss current affairs.
- Turn up to English interventions in the hall every Monday after school

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• Language Paper 1

1/ Read through the questions + Read the extract.
(Complete by 5th minute)

2/ Answer QUESTION 1 (4 marks)
(Complete by 7th minute)

- This will require you to retrieve salient facts from a short section of the extract.
- You merely have to tick the statements that are true.

3/ Read question 2+ The section of the extract+ Highlight quotes to analyse
(Complete by 12th minute)

4/ Write your answer to QUESTION 2 (8 marks)
(Complete by 24th minute)

- You will need to analyse how the writer uses language in order to convey something. (E.G. A sense of foreboding, what the environment is like)
- In your topic sentence you should discuss how the _____ is presented.
- You will then need to cite a quote to support your topic sentence.
- You will need to identify a significant linguistic feature within the quote (Adjective, metaphor, minor sentence etc.)
- You will need to explore how this linguistic feature helps to present _____

5/ Read question 3+ the extract again+ Highlight any significant structural features within the extract. (Complete by 29th minute)

- The structural features you will analyse first will be THE BEGINNING of the extract.

The long read

Faster! Louder! Brighter!

How the attention economy overwhelmed children's TV

Does your child's favourite show give them a chance to reflect, or does it move too quickly for its lessons to sink in?

• A version of this piece was originally published on Aeon as The bombardment of childhood

By Natalia Kucirkova

I am at the airport gate waiting to depart, watching passengers hurry past with rolling suitcases and paper cups of coffee. A small boy sits very still beside his mother. He holds an iPad close to his chest, almost in a cramp, clutching the screen as if it might otherwise run away. I hear loud clapping hands and squeaking children's voices. I lean over and see a



Questions

1/ Write down four things about the appearance of 'the wretch' from the **second paragraph** of the extract. (4 marks)

2/ Look at the extract below:

'How can I describe my emotions at this catastrophe, or how delineate the wretch whom with such infinite pains and care I had endeavoured to form? His limbs were in proportion, and I had selected his features as beautiful. Beautiful! Great God! His yellow skin scarcely covered the work of muscles and arteries beneath; his hair was of a lustrous black, and flowing; his teeth of a pearly whiteness; but these luxuriances only formed a more horrid contrast with his watery eyes, that seemed almost of the same colour as the dun-white sockets in which they were set, his shrivelled complexion and straight black lips.'

How does Shelley use language to describe the monster that Victor Frankenstein has created?? (8 marks)

3/ How does Shelley structure the text to create a sense of foreboding? (8 marks)

4/ After reading this extract, an A level student remarked that the monster seems 'evil, through and through.' To what extent do you agree? (20 marks)

5/ Either write a story about a day when things did not go to plan.

Preparing for English Literature

To do List

1. Texts: Jane Eyre, Macbeth, Leave Taking, Power and Conflict Poetry, Unseen Poetry
2. Please ensure your daughter has a Macbeth text.
3. Ensure your daughter catches up on any class work or homework missed.
4. Listen to English podcasts on the texts you are studying and use them to make notes.
5. Compile lists of quotes to learn.
6. Compile lists of important context to learn.
7. Write practice essays



MACBETH

Act 1

ACT 1 SCENE 1. A desert place.

Thunder and lightning. Enter three Witches

First Witch

When shall we three meet again
In thunder, lightning, or in rain?

Second Witch

When the ~~bullybully's~~ done,
When the battle's lost and won.

Third Witch

That will be ere the set of sun.

First Witch

Where the place?

Second Witch

Upon the heath.

Third Witch

There to meet with Macbeth.

First Witch

I come, ~~Gray~~ ~~walkin'~~

Second Witch

Paddock calls.

Third Witch

Anon.

ALL

Fair is foul, and foul is fair:
Hover through the fog and filthy air.

Exeunt

Starting with this extract, how does Shakespeare present the witches in Macbeth?

The chain of being: the order of society

- Jacobean society was obsessed with hierarchies. Man, it was written in the Bible, was given dominion over animals, birds, fish, plants and rocks at the very bottom of the chain. In respect to hierarchies within society, the distinction between upper, middle and lower classes had not been made in the Jacobean order; instead people talked about the 'better sort' (kings, nobles and gentry), the 'middling sort' (merchants, shopkeepers and farmers) and the 'baser sort' (artisans, peasants and beggars). Moreover, there were also hierarchies of power, with God thought to have dominion over man, Kings ruling on Earth and fathers having power within their individual family units. These fixed structures helped to secure social conformity, as Jacobians believed that any corruption of such an order represented a disturbance of the natural order divined by God.

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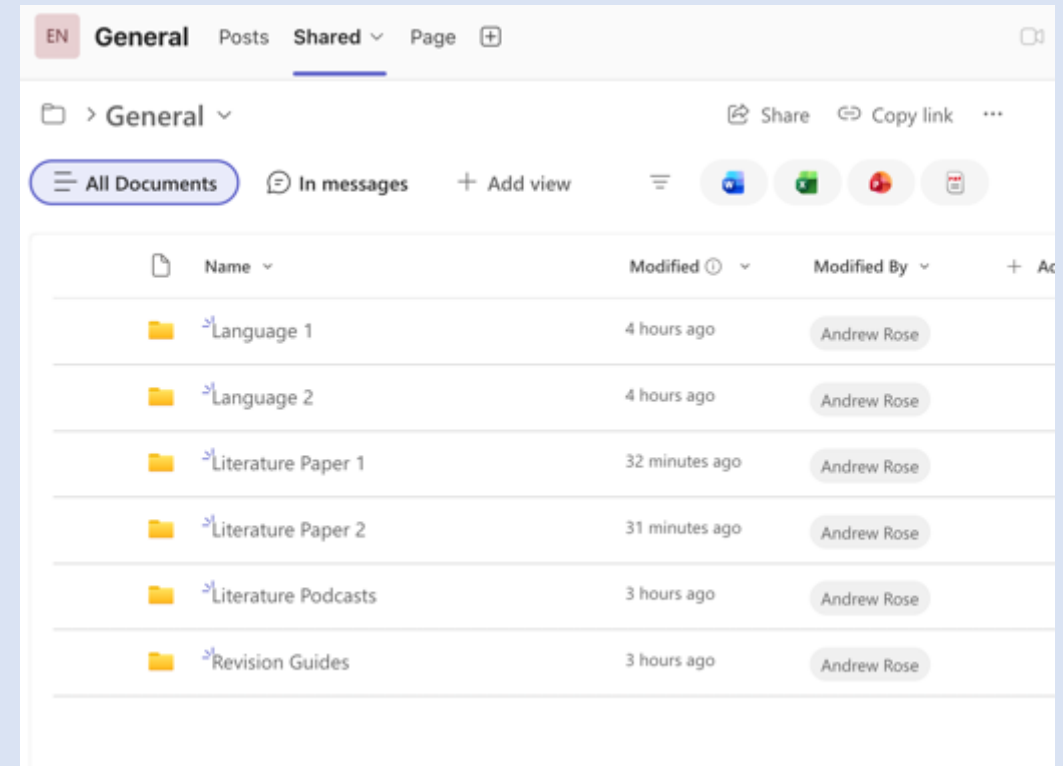
English-KS4: Everything you need for revision

Why Use English—KS4 Resources?

- Quality assured resources
- Please steer clear of online content providers like Mr. Salles or The Physics and Maths Tutor.

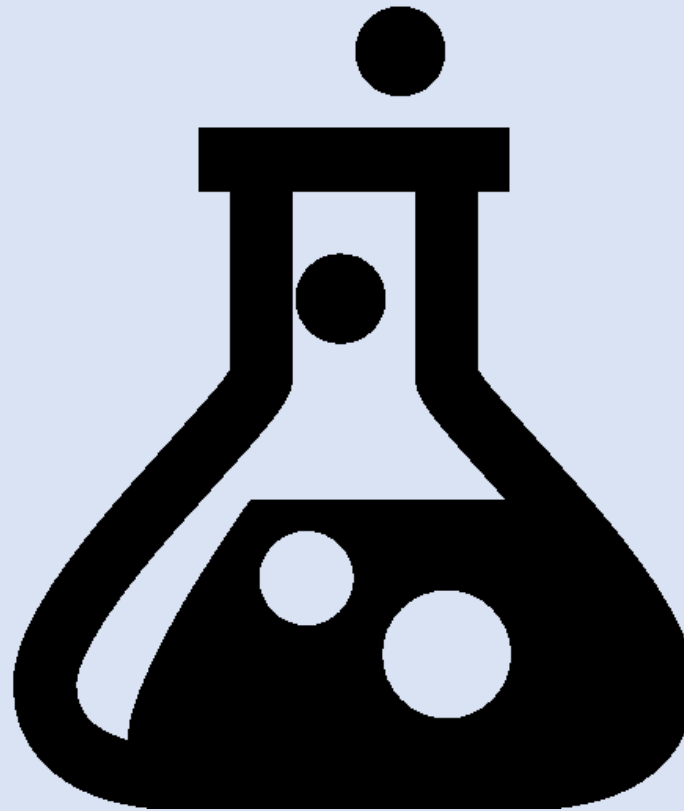
What content is on English-KS4

- Revision booklets: Plot summaries, key context, key quotes, big ideas
- 15-minute podcasts
- Practice questions
- Cheat sheets that tell you how to answer questions...



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Ms Hadjidaniel – Head of Science



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What is your Science GCSE?

- 2 Biology papers
- 2 Chemistry papers
- 2 Physics papers

1 hour 15 minutes exams

21 'Required Practicals'

2 GCSE grades

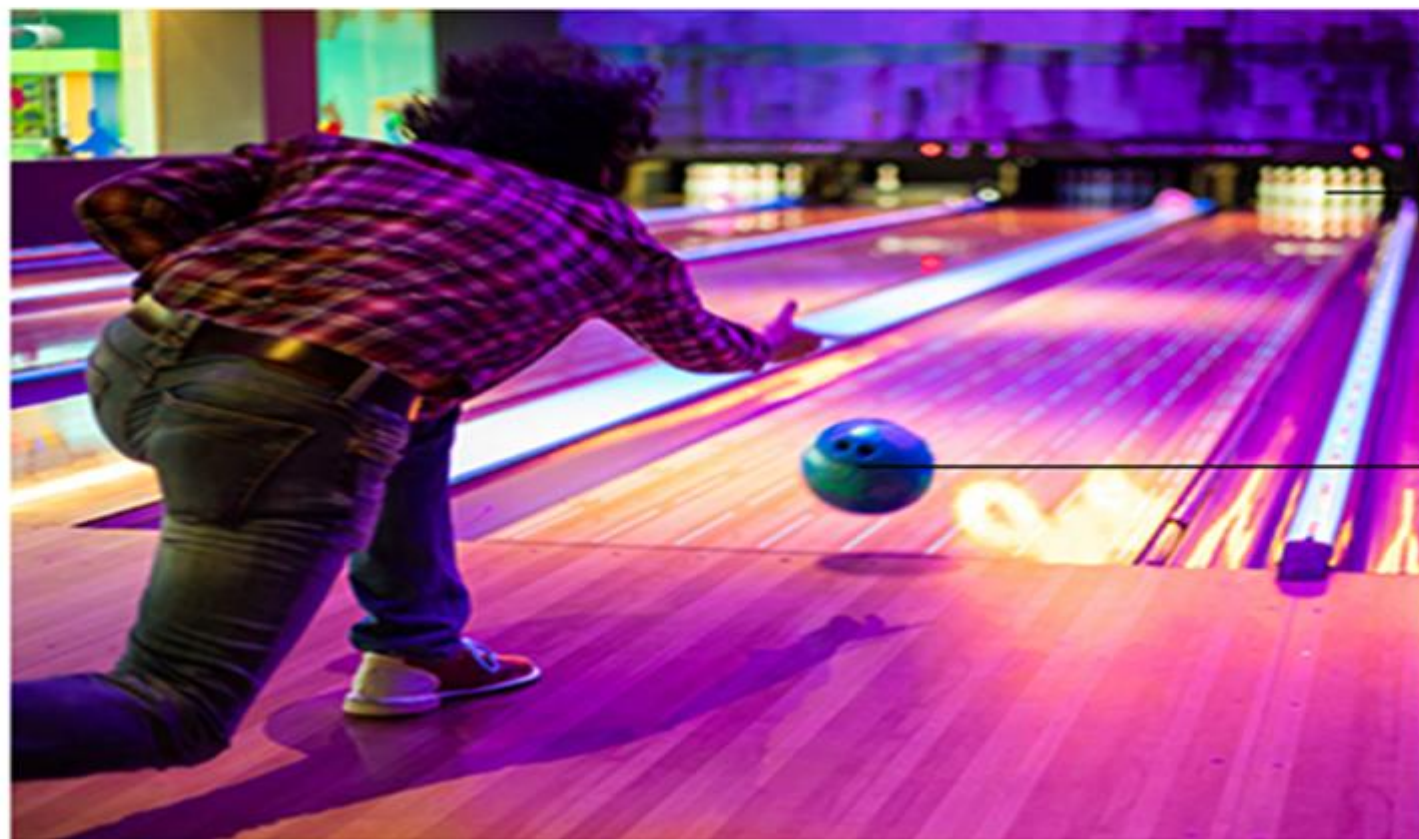
Data sheets provided in the exam

Equation number	Word equation	Symbol equation
1	(final velocity) ² – (initial velocity) ² = 2 × acceleration × distance	$v^2 - u^2 = 2 a s$
2	elastic potential energy = 0.5 × spring constant × (extension) ²	$E_e = \frac{1}{2} k e^2$
3	change in thermal energy = mass × specific heat capacity × temperature change	$\Delta E = m c \Delta \theta$
4	period = $\frac{1}{\text{frequency}}$	
5 HT	force on a conductor (at right angles to a magnetic field) carrying a current = magnetic flux density × current × length	$F = B I l$
6	thermal energy for a change of state = mass × specific latent heat	$E = m L$
7 HT	potential difference across primary coil × current in primary coil = potential difference across secondary coil × current in secondary coil	$V_p I_p = V_s I_s$

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Ten-pin bowling is a game where a ball is rolled along the floor to knock over some wooden pins.

The figure below shows a person ten-pin bowling.



Pins

Ball

- (a) The person applied a mean force of 198 N to the ball for a time of 0.25 s. The mass of the ball was 5.5 kg.
- Calculate the velocity of the ball just after leaving the person's hand.

$$198 = 5.5 \times a$$

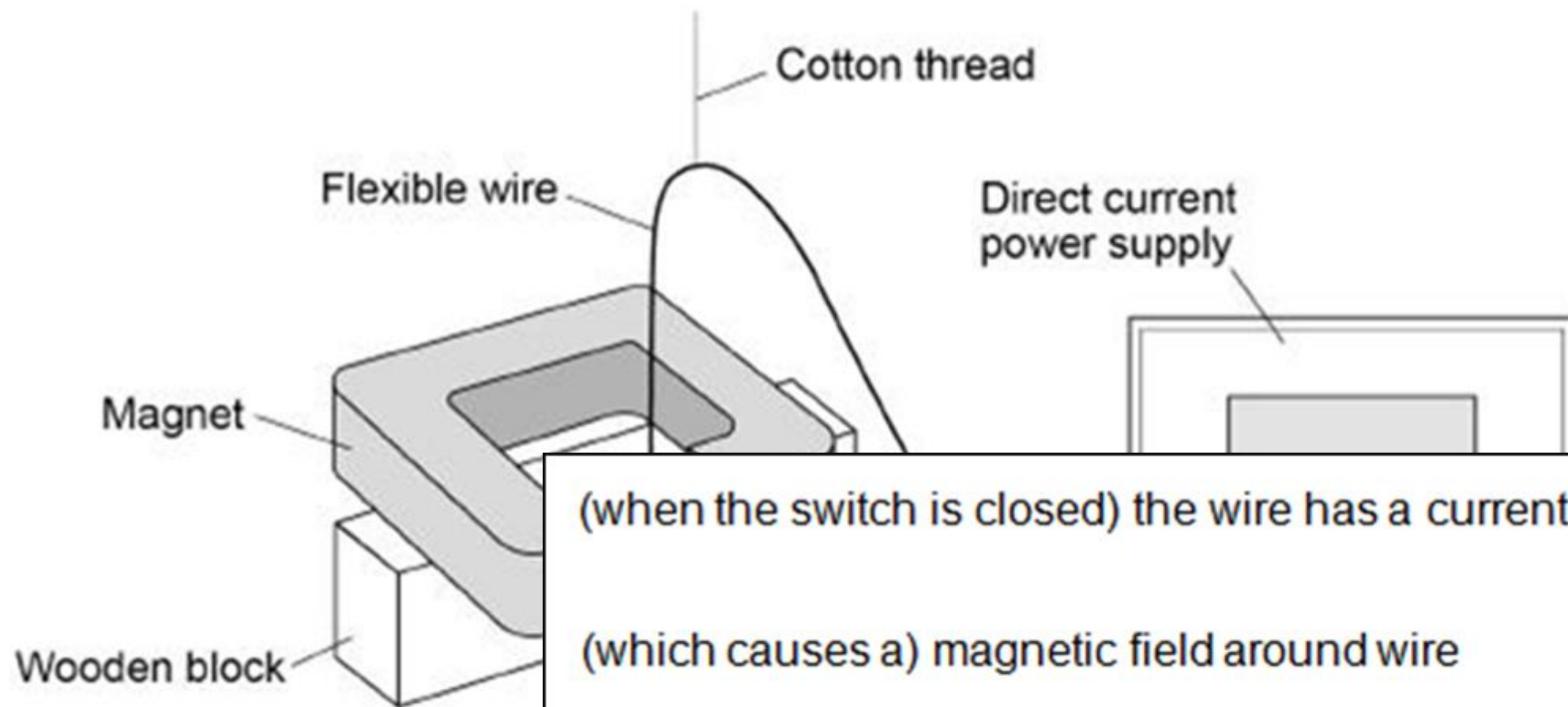
$$36 = \frac{\Delta v}{0.25}$$

$$a = 36 \text{ (m/s}^2\text{)}$$

$$36 = \frac{\Delta v}{0.25}$$

$$v = 9.0 \text{ (m/s)}$$

The diagram below shows the equipment a student used to investigate the motor effect.



(when the switch is closed) the wire has a current in it

(which causes a) magnetic field around wire

(which) interacts with the magnetic field of the permanent magnet

(a) Explain why the wire moves

causing a force on the wire

Y11 Science Plan

- Announcements, resources and Key Homework on Teams.
- Next Tracking Test on Wednesday 4th November.
- Final decisions about Higher or Foundation after the Winter PPEs and based on evidence.
- Winter PPEs Physics Paper 1 AND Biology Paper 2 – Higher OR Foundation.
- Use www.my-gcsescience.com
- After school revision sessions on Wednesdays from 3.30pm.

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28/09/2026		
05/10/2026	C5.8 Chemical Analysis	
12/10/2026		P6.5 Forces Part 1 (Lesson 1-4 and 8)
19/10/2026	B4.6 Inheritance, Variation and Evolution	Catch up/Consolidation/ Retrieval
26/10/2026	October Half Term	
02/11/2026	Tracking Test #2	
09/11/2026		Retrieval on B4.5 Homeostasis from Y10
16/11/2026		
23/11/2026	Continue with B4.6 Inheritance, Variation and Evolution	Retrieval on B4.7 Ecology from Y10
30/11/2026		
07/12/2026	PPEs	
14/12/2026		
21/12/2026	Christmas Holidays	
28/12/2026		

Ms Smith

Assistant Headteacher (KS4 Outcomes)



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- 24th September 2026 – Year 11 Information Evening (in person)
- 3rd December – 16th December 2027 – Year 11 Pre-Public Examinations #1
- 21st January 2027 – Year 11 Parents Evening (online)
- 23rd February – 5th March 2027 - Year 11 Pre-Public Examinations #2
- 5th April – 9th April 2027 – Easter Revision Sessions
- 10th May 2027 – First written Public Examinations

University of Florida
Gainesville, FL

- 24th September 2026 – Year 11 Information Evening (in person)
- 3rd December – 16th December 2027 – Year 11 Pre-Public Examinations #1
- 21st January 2027 – Year 11 Parents Evening (online)
- 23rd February – 5th March 2027 - Year 11 Pre-Public Examinations #2
- 5th April – 9th April 2027 – Easter Revision Sessions
- 10th May 2027 – First written Public Examinations

- November 2026 – Year 11 Autumn Report
- January 2027 – Year 11 Spring report including results of Pre-Public Exams
- March 2027 – Year 11 Final Report including results of Pre-Public Exams

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Exam Timetables will be shared before each set of exams.

1. ~~Y10 PPEs – July~~
2. Year 11 PPEs – December
3. Year 11 PPEs – March
4. FINAL PUBLIC EXAMS - May 2027

Full attendance is expected.
In the Public Exams – absence = X grade



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REVISION - What works?

A quiet place, no phone or music



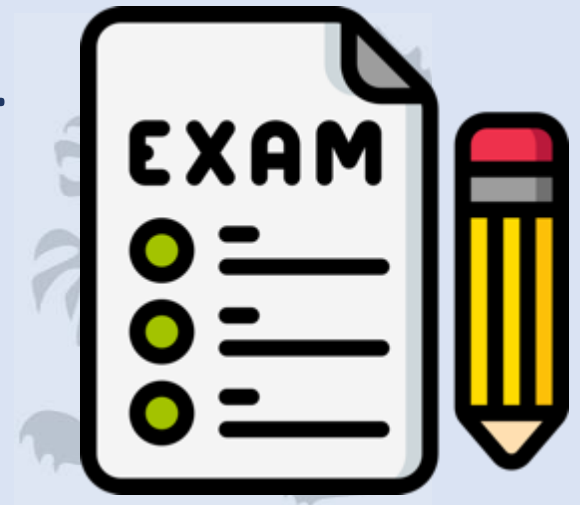
Pen and lots of paper.



Revision is active
Answering questions.
Quizzing yourself
Writing.....



Practicing Exam Qs.



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Beware TikTok



Big Claims

No substance

Wastes time



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Online 'Tutors' vs Trained Teachers

No regulations
No qualifications
Addiction
Damages your brain

VS

Qualified, highly
educated teachers
Learning
Expanding your mindset



"Onward Ever"

GCSEpod

access

Get studying with GCSEPod

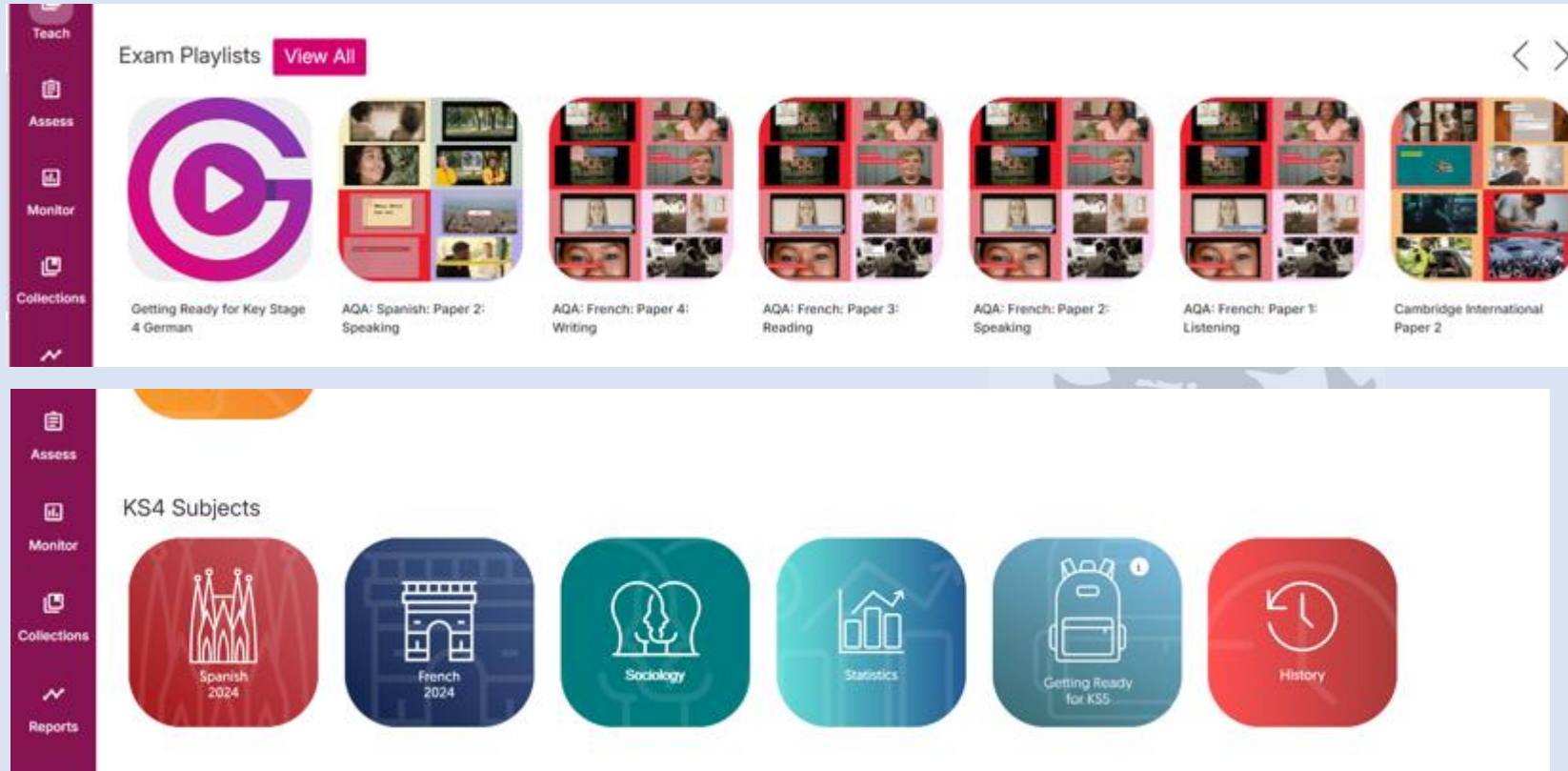
Our **Pods** can help you get ahead of the game!

Study smarter
Spend your time wisely - learn how to revise effectively with our **Study Smart Pods**

Test yourself
Earn diamonds and test your knowledge with **Check & Challenge**

Activate your knowledge
Commit course material to memory with a **GCSEpod Learning Activity**, guaranteed to make the information stick!

www.gcsepod.com



The screenshot shows the GCSEpod website interface. On the left is a vertical sidebar with navigation links: Teach, Assess, Monitor, Collections, and Reports. The main content area is divided into two sections. The top section, titled 'Exam Playlists' with a 'View All' button, displays a grid of video thumbnails for various exam preparation content, including 'Getting Ready for Key Stage 4 German', 'AQA: Spanish: Paper 2: Speaking', 'AQA: French: Paper 4: Writing', 'AQA: French: Paper 3: Reading', 'AQA: French: Paper 2: Speaking', 'AQA: French: Paper 1: Listening', and 'Cambridge International Paper 2'. The bottom section, titled 'KS4 Subjects', shows a row of icons for 'Spanish 2024', 'French 2024', 'Sociology', 'Statistics', 'Getting Ready for KS5', and 'History'.

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Interventions

	Year 11 Revision & Intervention Timetable 2026-27				
	S18 - Open for homework, computer facilities, printing 8:00am				
	Monday	Tuesday	Wednesday	Thursday	Friday
8:00am			GCSE PE		
Form Time 8:40-8:55am	FORM TIME	ENGLISH INTERVENTION	MATHS INTERVENTION	SCIENCE INTERVENTION	ASSEMBLY
Lunch 12:45- 1:15pm	Sociology B35	History B34	Spanish (JRO) B36	Classics B37	Psychology B35
	French (LMO) B32	French (DLO) B33	French (LMO) B32	Spanish (LNE) B36	RS S20
		GCSE PE	Drama (Studio)	Art	Gepgraphy O11
		Textiles (Week A & B)	Computer Science S18	Film Studies 08	Textiles (Week A)
				PE - coursework 2:20pm	
				STAFF CPD	
After School 15:20pm	ENGLISH Intervention (Hall)	MATHS Intervention (Hall)	SCIENCE Intervention 016 - Aim Grade 7 + 06 - Aim Grade 5 +		Music Coursework (BMR)
	Textiles (Targeted)	Music Coursework (BMR)	Art		
	DT 11Z	DT 11W			
	S18 - Open for homework, computer facilities 3:20pm-4:20pm				

Easter Revision Week - 5th April – 9th April

Y11 Easter Revision 2026 Session - Sign Up

Morning Sessions = 9:00am to 11:00am
Afternoon Sessions = 12:00noon to 2:00pm

You must be on site 30mins before your session starts - staff will have worked hard to prepare resources and planned sessions, begin punctually. A member of SLT will greet you at the pedestrian gate (not the car gate) to sign you in and tell you which class

You must be in full school uniform, inc. lanyards (not PE kit). If you are staying for the whole day, you must bring your own lunch. If you are not staying for the whole day, you will NOT be allowed out the gate into town for lunch.

1. Your SURNAME *

Enter your answer

2. Your FIRST name *

Enter your answer

3. Your Form: *

☐ 11FI

☐ 11KA

	Morning Session 9-11am		Afternoon Session 12-2pm		SLT
	Y11	Y13	Y11	Y13	
2 nd week of the Easter hol Tue 7 April	H&S Care (VKH) History (LMA) History (SSM) PE (KWI) DT (SBA) Maths H 4,5,6 (MTA&FHA)	H&S Care (SFE) – Y12s History (SCO) English Lit (ANA) Maths: Applied (HTU)	History (SCO) History (SSM) Maths H 7+ (MTA&FHA) Maths F Aim for 4 (JVA)	French (LMO/EMI) H&S Care (SFE) – Y12s History (LMA) Maths: Pure (HTU)	SSM
Wed 8 April	Art (KAB) Textiles (SHA) Music (EMC)	H&S Care (SFE) Art (EMO) Biology (YHA) App Sci (GDE) – Y12s App Sci (MPE) Textiles (SHE)	Art (KAB) Science F 4+ (VKH) Science H 5+ (TLE) Textiles (SHA) Music (EMC)	H&S Care (SFE) Art (EMO) Chemistry (MPE) Textiles (SHE)	EMC
Thurs 9 April	French (EMI/LMO/DLO) Spanish (ACE/JRO) Film Studies (ACR) English Lang P2 (JGR)	Psychology (ERE) Classics (ACA) English Language (KVN)	French (EMI/LMO/DLO) Spanish (ACE/JRO) Drama (JGR) Classics (ACA) English Lang P1 (KVN)	Film Studies (ACR) Sociology (ERE)	JFO
Fri 10 April	Art (EMO) Computer Science P1 (MQA) Psychology (ERE) Geography (JBA)	Art (KAB) Politics (SSM)	Art (EMO) Computer Science P2 (MQA) RS (LMC) Sociology (ERE) Geography (JBA)	Art (KAB) Politics (ELL)	SSM/ ELL

Onward Ever

10th May – Exams Begin / Wrap Around Support

Monday 10th May – first written exams.

➤ **End of lessons.**

➤ **BEGINNING of 'wrap-around' bespoke support.**



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S18



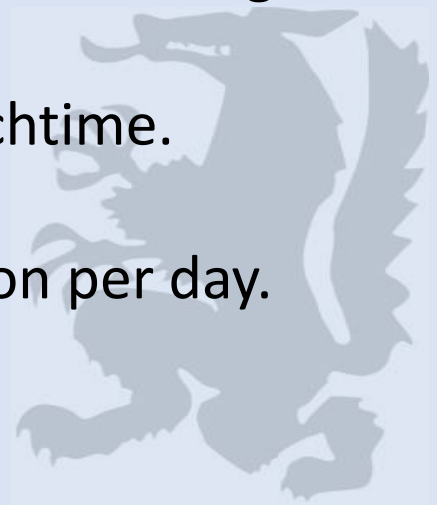
Dedicated study space for Year 11.

Supervised and silent

Computers, printing facilities, revision guides.

Access to the canteen at lunchtime.

Guaranteed 5 hours of revision per day.



“Onward Ever”

“FINAL” revision booster sessions

- Revision sessions, led by teachers & CLs
- Planned and resourced based on **our predictions** of what is most likely to come up....
- **Sign up to the sessions you wish to attend**

EXAMPLE

5. Monday 12 May - AM (P2&3)

☐ Computer Science - P1

6. Monday 12 May - PM (P4&5)

☐ RS - Christianity & Islam

7. Thursday 15 May - AM (P2&3)

☐ Psychology - P2

8. Thursday 15 May - PM (P4 only)

☐ History - P1 Medicine



BIG YEAR ahead...GCSEs a marathon not a sprint

To train for a marathon you don't just run lots of sprints.

- Positive learning habits developed over time.
- Learning to revise – peaking at the end of Year 11



Ms Foster – Deputy Headteacher

Sixth Form Applications



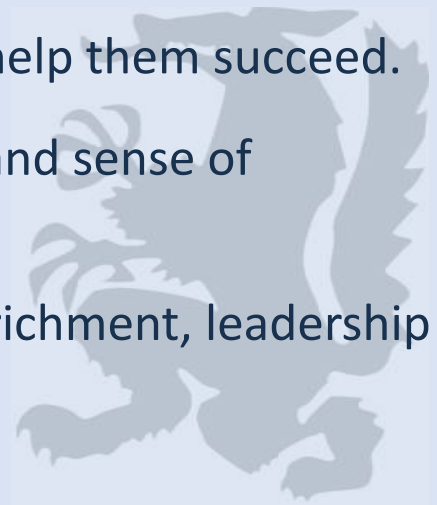
“Onward Ever”

Why stay at Enfield County for Sixth Form?

A known community. A fresh start. The right support for the next two years.

You do not have to leave a school where you are known, valued and supported in order to take the next step.

- Our students already **know** the teachers, systems and expectations that will help them succeed.
- Sixth Form brings greater independence — while retaining the relationships and sense of belonging built over five years.
- We offer A Levels and vocational courses, academic and pastoral support, enrichment, leadership and guidance for university and apprenticeships.



Before looking elsewhere, compare the whole offer

A different sixth form is not automatically a better sixth form.

- Does it offer the exact subject combination your daughter needs — and will she meet the individual subject entry requirements?
- What academic support will she receive if she struggles, rather than simply being expected to cope independently?
- Who will know her well enough to notice quickly if attendance, wellbeing or progress changes?
- What opportunities are there for leadership, enrichment, university and apprenticeship preparation?
- What will she gain by moving — that she cannot already gain here?

Make the decision on provision, support and fit — not simply on the attraction of somewhere new.

If your daughter is considering another sixth form...

Last year's deadlines show why any external application must be organised early.

28 NOV

Latymer

5 JAN

Kingsmead

30 JAN

LAE Tottenham

31 JAN

Highlands

2 FEB

Chace &
Ashmole

9 FEB

St Ignatius

These are examples from the **2025–26 cycle** for September 2026 entry; 2027 dates must be checked directly with each provider.

Some schools also ask ECSfG for predicted grades or a confidential reference **after** the application is submitted.

We work to **OUR** assessment deadlines, not other schools’.

Our Y11 Dec PPE results **and** Summer 2027 Predicted Grades are released to students in mid- January 2027, the week **before** our Y11 Parents’ Evening.

In the Spring Term – We complete references

- We are aware of some sixthforms/colleges who email students asking you to chase us for references....
- Please be aware that the deadlines they share with you are NOT the actual deadlines.
- Sixth Forms / Colleges share their own internal deadlines and we work to these.

Due January 2026		Due February 2026		Due March/April 2026	
Kingsmead	19/01/26	London Academy (Tottenham)	07/02/26	Fortismere	20/03/26
Woodhouse	31/01/26	Latymer	20/02/26	Monoux 6 th Form College	26/03/26
Wren Academy	31/01/26	Winchmore	20/02/26	Highlands	31/03/26
Dame Alice Owen	31/01/26	Ashmole	20/02/26		
		Edmonton County	13/02/26		

Our message to Year 11 families

Keep your options informed — but don't overlook what you already have.

- Start with Enfield County Sixth Form: look carefully at our courses, entry requirements and the support available.
- Talk to us before deciding that moving school is the right choice. We know your daughter, her strengths and her ambitions.
- If she also applies elsewhere, **that is her responsibility**: check deadlines, tests, references and subject requirements carefully.
- An external application does not need to become an external destination.



Our aim is simple: for every student to choose the Sixth Form in which she will thrive — and we believe ECSfG has a compelling offer.

 applicaa ApplicaaOne

Lawless – a data mining platform used by over 2,200 UK schools – CREATE HYPE!

7. Predicted grades — what schools MAY do

Predicted grades may be used to decide whether a student is eligible for a course, but where a course is oversubscribed, offers must be made using published oversubscription criteria — not predicted grades.

Schools **may** use predicted grades to:

- determine whether a student meets the **published academic entry requirements** for a course
- decide whether a student is **eligible or not eligible** for that course

14. What information can we safely collect at application stage?

Schools may collect:

- Name, date of birth, contact details
- Current school
- Courses applied for
- Confirmation entry requirements can be met
- Looked-after / previously looked-after status (where relevant)
- Address and distance (where used as a criterion)

Sixth Form Applications do not mean much: it is only when you have your ACTUAL results on **Thurs 19 August 2027 that you decide where to go.**