



Year 11 Parents' Presentation Evening

Tuesday 8th October 2024

Mr J Tizard –
Achievement Leader



KING EDWARD VI
SCHOOL LICHFIELD

This evening will include:

Mr J Tizard <i>Achievement Leader for Y11</i>	<ul style="list-style-type: none">• Welcome and outline for the evening• Key Dates for Year 11
Mrs K Baker <i>Careers Advisor</i>	<ul style="list-style-type: none">• Next steps for Post 16 - including attending Open Evenings• Making applications and the importance of back-up plans
Mr J Tizard <i>Achievement Leader for Y11</i>	<ul style="list-style-type: none">• Mock Exams in December 2024• Student voice feedback• Revision booklet – tips and guidance• Motivational speaker
Mrs K Baker <i>Leader in Attachment and Trauma-informed practice</i>	<ul style="list-style-type: none">• An introduction to Emotion Coaching – how to support stress and anxiety in young people
Mr J Tizard / Mrs L Hurn <i>Achievement Leader for Y11 / Deputy Headteacher</i>	<ul style="list-style-type: none">• Questions and Feedback

Copies of all slides will be shared electronically after tonight's presentation



Key Dates

Event	Date
Year 11 Subject Evenings	21 st and 22 nd October 2024 (Online)
Sixth Form Open Evening	7 th November 2024 - 6-8pm
Year 11 Mock Examinations Window	4th December – 18th December
GCSE Examinations	8 th May – 16 th June 2025
Contingency Days	25 th June 2025
Prom	19 th June 2025
GCSE Results Day	21st August 2025





Work Experience

Year 10 Work Experience Week 2024



5 Days

162 Students

141 Employers

**An overwhelming amount
of positive feedback!
Thank You for your support**



Year 10 Work Experience Week 2024

Student has had a great week working with the head of early careers and apprenticeships and is doing a presentation tomorrow to stakeholders.
APB Beef



Doing brilliantly. Got mistaken for a teaching assistant – they want to keep her!

Willows Primary School



Getting on really well and really good with customer service. Brilliant and very friendly. I'll be talking to them about offering more paid work and training.

Jessica Sharp Hair



Year 10 Work Experience Week 2024

Student is having a good and interesting time. Worked with UK sales team and came away with some gifts they usually only give to customers. Worked in the press workshop and with the health and safety team. As weird as it may sound, they were very interested about the whole making of a steering wheel!

Aston Martin

Done really well, happy to do anything and really confident.
Very professional telephone manner. When the form tutor called to see how student was getting on, the student answered and the tutor mistook them for a member of staff.
Student responded 'Miss – it's me!'

The Lounge Hair & Beauty

Student is beautiful to have. Hardworking, lively and very helpful.

Christchurch CofE Primary



Year 10 Work Experience Week 2024



Absolutely amazing!
We would offer an apprenticeship if she was old enough.

Streethay Primary School

Student has enjoyed their week with us. They've spent some time doing admin and also on appointments. They've experienced longer days than usual and so feeling a bit tired today.

Bergason Property Services

Working really hard and everything is very clean!

Little Aston News Ltd



A polite young man who always responds well to others. We truly hope he has enjoyed his time here and picked up on important life skills. Our doors are always open to him – A*.

Lotus Cars



Year 11 Careers

- Open Days
- Applications
- What if...?
- Anything else!
- Student drop-in sessions
- careers@keslichfield.org.uk



College Open Events



All campuses including Sutton Coldfield College
Saturday 19th October – 10am to 1pm
<https://www.bmet.ac.uk/open-events/>



Lichfield, Tamworth, Cannock, Rodbaston and TORC Colleges
Saturday 12th October – 10am to 1pm
<https://www.southstaffs.ac.uk/open-days/>



Thursday 10th October 2024 – 4pm to 8pm
<https://www.walsallcollege.ac.uk/open-days-2023-24/>



Stafford College
Wednesday 23rd October – 5:30pm to 8pm
<https://nscg.ac.uk/news-and-events/stafford-open-event>



Town Centre Campus
Saturday 19th October – 10am to 1pm
<https://www.bsdc.ac.uk/events/open-days>



College and Sixth Form Open Day
Saturday 19th October – 10am to 2:30pm
<https://www.ucb.ac.uk/open-days>



Sixth Form Open Evening



KING EDWARD VI SCHOOL YEAR 12 OPEN EVENING



**Thursday 7th November 2024
6.00 - 8.00pm**

For Admission to Year 12 September 2025

Come along to meet staff and students to see why our students are so successful in all aspects of school life. Timed tickets required for the presentation in the hall. Book online from 18th October at www.keslichfield.org.uk

A close-up photograph of a person's hands holding a dark blue pen and writing on a white document. The document is open on a wooden desk, and another document is visible underneath it. The background is blurred, showing a person wearing an orange garment. The word "Exams" is written in a large, white, sans-serif font across the center of the image.

Exams

Year 11 Exams

- The Year 11 mock exams will take place between **Wednesday 4th December to Wednesday 18th December 2024.**
- Exam timetables have now been finalised and will be shared with students and parents/carers imminently.

5 reasons why mock exams matter:

1. Stimulating real exam conditions
2. Identifying strengths and weaknesses
3. Identifying effective revision strategies
4. Building confidence and reducing exam anxiety
5. Receiving feedback



Year 10 Student Voice Feedback

- ❑ 62% of students felt well supported in school. 9% did not feel supported in Y10. 29% neither agreed nor disagreed.

Emotional well-being

55% felt emotionally supported. 12% did not feel supported emotionally. 33% neither agreed nor disagreed.

"We would like more opportunities to check in with staff" – Morning registration activities adjusted to allow tutors to catch up with students on Friday mornings.

"Student support having staff available for emotional wellbeing all the time" - A timetable has been created for pastoral support staff to ensure quiet spaces with a staff member is available.



Year 10 Student Voice Feedback

Classroom support

72% agreed they received enough support within the classroom. 6% disagreed. 22% neither agreed nor disagreed.

Mock exam preparation

55% agreed they received enough support preparing for the Y10 mock exams. 9% disagreed. 36% neither agreed nor disagreed.

"I would have liked more opportunity to go to revision sessions with my teachers outside of class" - some departments are offering bespoke intervention sessions during lunchtime or after school. Other departments are building ongoing revision opportunities within lessons.

"More ideas for how to revise independently" - A study skills booklet has been put together for students. Revision skills covered during morning registration activity.

"To receive my exam timetable as soon as possible" – Students will be receiving their timetable this week.



Student Revision Booklet

- 20-page booklet
- Students will receive a hardcopy
- A PDF will be uploaded onto the school website for parents/carers

What is included:

- A copy of the exam timetable
- Managing exam stress
- How families can help with independent study
- Exam boards with links for each subject
- Overview of course information covered in each mock exam for different subjects
- How to revise – with providing examples
- Blank revision timetable
- Online revision resources with links



Year 11 Motivational Speaker



A vibrant collage of overlapping, torn pieces of paper in various colors including yellow, green, orange, pink, and grey. Each piece features simple, hand-drawn black symbols and shapes such as dots, lines, zig-zags, and abstract forms. The overall composition is busy and creative, suggesting a process of brainstorming or artistic expression.

Emotion Coaching

Why Do Emotion Coaching?

Emotion Coaching is an Evidence-based Strategy based upon the work of John Gottman and colleagues

Children are better able to:

- Control their impulses
- Delay gratification
- Self soothe when upset
- Pay attention



Emotion Coached Children:

- Achieve more academically in school
- Are more popular
- Have fewer behavioural problems
- Have fewer infectious illnesses
- Are more emotionally stable
- Are more resilient

(Gottman et al, 1996)



Emotions

We all have emotions, and they are hardwired for our survival



Distress



Fear



Anger



Surprise



Disgust



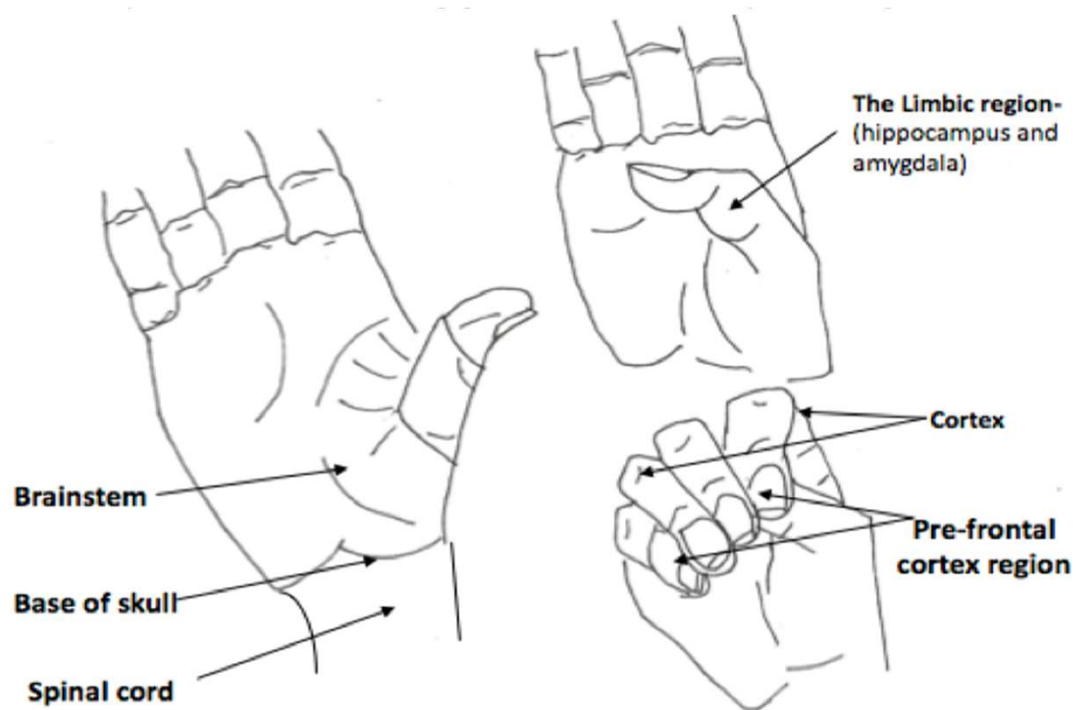
Joy

Emotion Coaching works with the anatomy and physiology of brains to support the development of emotional regulation.



Our Hand-Held Brain

A simple model to show how parts of the brain are connected and work together



The 'Downstairs' or lower brain (e.g. Limbic system) and

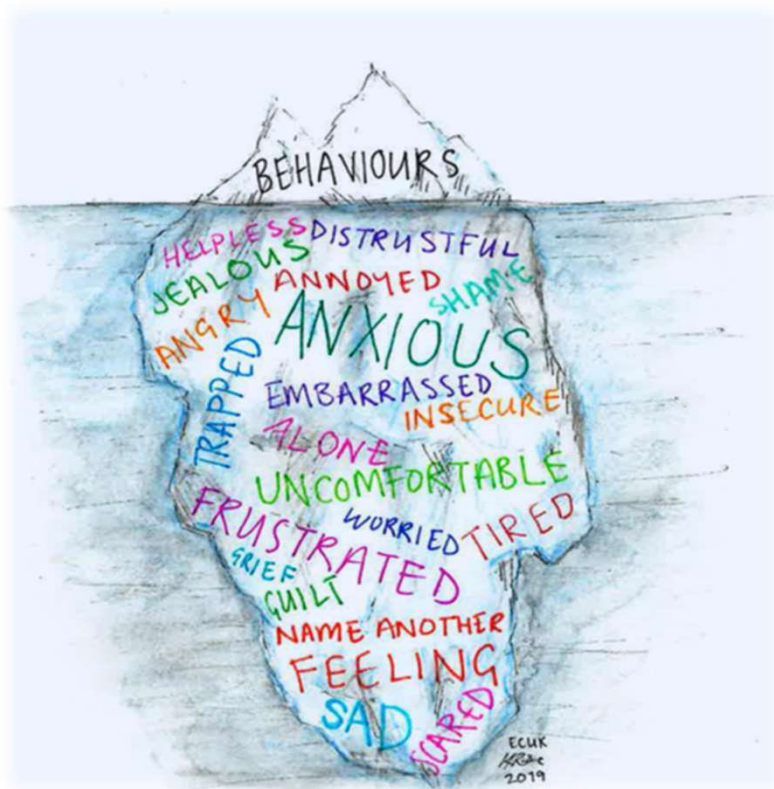
'Upstairs' or high brain (e.g. prefrontal lobes) function

Siegel, 2012

Illustrated by Christopher Walker



Behaviours



Behaviours are a communication of our *emotions*.

Through our relationships with *others*, we learn to understand our experiences and regulate our emotions.

Relationships, Experiences and Environments matter to Learning.



Dealing with Emotions

Adults' Different Styles in Dealing with Emotions:



- Emotion Dismissing
- Emotion Disapproving
- Laissez-Faire
- Emotion Coaching



Dismissing Style

- ❑ Despite good intentions (wants child to feel better) is uncomfortable, fearful, anxious, hurt, annoyed or overwhelmed with difficult emotions
- ❑ Wants difficult emotions to go away quickly
- ❑ Considers paying attention to emotions will make them worse and prolong them
- ❑ Tries to stop difficult emotions by reducing/minimising/making light of their importance/significance
 - ❑ E.g. *'it's no big deal', 'don't worry about it', 'be a big girl', 'that's life', 'you'll be fine'*
- ❑ Often motivated by need to rescue and make things better, fix the problem
 - ❑ E.g. *'have a biscuit', 'I'll buy a new one', 'you need to do this'*
- ❑ Focuses on getting rid of the emotion with logic or distraction rather than understanding the feelings



Disapproving Style

- Disapproves of difficult emotions – viewed as a sign of weakness, lack of control, unconstructive
- Lacks empathy, noticeable critical and intolerant
- Tries to get rid of difficult emotions via discipline, reprimand, punishment
- Focuses on the behaviour rather than the emotions generating the behaviour
- More likely to view strong emotional displays as a form of manipulation, lack of obedience, sign of bad character
- Often motivated by need of control and regain power and/or to ‘toughen up’ child



Laissez-Faire Style

- Freely accepts all emotional expression from the children
- Offers comfort to the child experiencing difficult feelings
- Offers little guidance on behaviour
- Does not teach the child about emotions
- Is permissive; does not set limits
- Does not help children solve problems
- Does not teach problem-solving methods to the child
- Believes there is littler you can do about strong, difficult emotions other than ride them out
- Believes that managing difficult emotions is a matter of hydraulics: release the emotion and the work is done!



Effects of Styles

Effects of Dismissing, Disapproving and Laissez-faire Styles of Dealing with Emotions

- ❑ Child learns *'what I am **feeling** is not right, my assessment of the problem is **wrong**, I must not feel this way'*
- ❑ Child does **not learn to trust own feelings** affecting decision-making
- ❑ Not given **opportunities to experience** emotions and deal with them effectively, so grow up unprepared for life's challenges
- ❑ Not given opportunities to **self-regulate or problem-solve**
- ❑ Can lead to **suppression of natural emotions**, less or lack of self-regulation, reliance on distraction to get rid of emotion
- ❑ Generates more **negative feelings** – resentment, guilt, shame, anger



Step One

Recognising the Child's Feelings and Empathising with Them

Be a **STAR**



STOP – Don't act or react straight away



THINK – What is going on for the child right now? What feeling might lay underneath the behaviours I'm seeing?



ATTUNE – Yourself with that feeling by putting yourself in the child's shoes and maybe...



REFLECT - What would be an equivalent situation for you that could cause you to feel that way?



Step Two

Label and Validate the Feelings

- Use words to reflect back the child's emotions and help the child to label the emotion
 - 'I can see that you get angry when that happens. I would feel angry if my work had been lost. It's okay to feel like that.'*

- Simply observe – saying what you see rather than asking probing questions to which young people might not know the answer
 - 'I've noticed you're looking around at the other who are working on their projects, I wonder if you might be feeling nervous right now about whether your work will be okay.'*

- Telling the child that you understand their emotional situation and that you don't blame them (you are focussing on what they are feeling and not just on their behaviour) is believed to help soothe and calm



Step Three

Setting Limits (If needed)

- State the boundary limits of acceptable behaviour (use positive limit setting)
- Make it clear certain behaviours cannot be accepted
- ALWAYS retain the child's self-dignity
- 'You're angry that I've taken away your phone...but these are the rules everyone has to follow...I will keep it safe for you.'*** (Rose, 2014)



Step Four

Problem Solving with the Child

When the child is calm and in a relaxed, rational state:

- Explore the feelings that give rise to the behaviour/problem/incident
- Scaffold alternative ideas and actions that could lead to more appropriate and productive outcomes
- Empower the child to believe they can overcome difficulties and manage feelings/behaviour

‘Can you think of a different way to deal with your feelings?’

‘I can help you to think of a different way to cope’

‘Can you remember what we said before?’



What is Emotion Coaching?

EC helps children to *understand* the different *emotions* they experience, *why* they occur and *how* to handle them. (Gottman and Declaire 1997)

- External Frameworks
- External regulation



Sanctions and Rewards

Step One:
Recognising the child's feelings and empathising with them

Step Two:
Validating their feelings and labelling them

Step Three:
Setting limits on behaviour (if needed)

Step Four:
Problem-solving with the child

- Internal Frameworks
- Internal regulation



Emotion Coaching

Feedback

Year 11 Parent Information Evening
- Feedback Form



**Thank you for
attending tonight.**

**Please could you
take a moment to
share your
feedback.**

