

We recognise that **Year 11 can be a challenging and demanding year**. Students will have greater academic responsibilities than in previous years and will be expected to work consistently to prepare for their GCSE assessments and examinations. However, this increased commitment should be balanced with time for **rest, relationships, physical activity, hobbies and the interests that students enjoy outside of school**.

Our aim is not simply for students to work harder, but to help them develop **positive routines and habits that make their workload manageable and sustainable**. Regular attendance, effective use of lesson (including period 6), a manageable revision routine, sufficient sleep and planned opportunities to relax can all help students feel more organised and in control.

Supporting wellbeing through Year 11

Our Year 11 academic support programme has been carefully planned to provide students with the teaching, practice and revision opportunities they need without creating an unmanageable workload. Establishing good routines early in the year can help students avoid leaving preparation until the final weeks before examinations.

We encourage students to:

- **Create a realistic routine** for homework and revision, rather than attempting large amounts of work at the last minute.
- **Use the time available in school effectively**, including lessons, Period 6 and opportunities for additional support.
- **Take regular breaks** when studying and make time for activities they enjoy.
- **Continue participating in sport, hobbies, clubs and other interests** where possible. Maintaining activities that provide enjoyment and relaxation can help students maintain balance during a demanding year.
- **Prioritise sleep**, particularly during periods of intensive revision and examinations. Staying up late to revise is unlikely to be a sustainable strategy and can leave students tired and less able to concentrate.
- **Eat regularly, stay hydrated and remain physically active**.
- **Talk to someone if they are struggling**. Students should not feel that they have to manage worries, anxiety or pressure on their own.

Managing exam pressure

Some level of pressure around examinations is normal. However, we want students to understand that **asking for help is a strength, not a weakness**. Young people may experience stress in different ways, including changes in mood, difficulty sleeping, reduced concentration, withdrawal from activities they usually enjoy or feeling overwhelmed by their workload.

Parents and carers can support students by focusing on **routine, encouragement and effort rather than constant pressure about grades**. Talking regularly with your child, helping them

break revision into manageable tasks and maintaining opportunities for family time and relaxation can all be helpful.

Support from the Academy

Our pastoral teams have considerable experience supporting students and families through Year 11. If you have concerns about your child's **wellbeing, anxiety, motivation, workload or ability to cope with the demands of Year 11**, please contact the Year 11 Pastoral Team at the earliest opportunity.

Telephone: 01271 863427

We would always encourage families to **raise concerns early**. In many cases, a conversation with a member of the pastoral team can help us understand what a student is experiencing and identify appropriate support.

Useful Wellbeing and Support Websites

The following organisations provide trusted information and advice for young people and their parents/carers:

[NHS Mental Health Support for Children and Young People](#)

[NHS Every Mind Matters – Children's Mental Health](#)

[YoungMinds – Exam Stress](#)

[YoungMinds – Exam Time: Parents' Guide](#)

A shared approach

Our message to students is simple: work hard, work consistently, look after yourself and ask for help when you need it.

With the support of students, parents/carers and school staff, we want Year 11 to be a year in which students develop not only the knowledge and skills required for their GCSEs, but also the **confidence, resilience, independence and healthy habits** that will support them in their next steps and beyond.