

EGGBUCKLAND COMMUNITY COLLEGE

**Notes from the
Year 11 Parents' Briefing 2019_20**

Learning . Caring . Achieving



The Perfect Environment

Key Dates

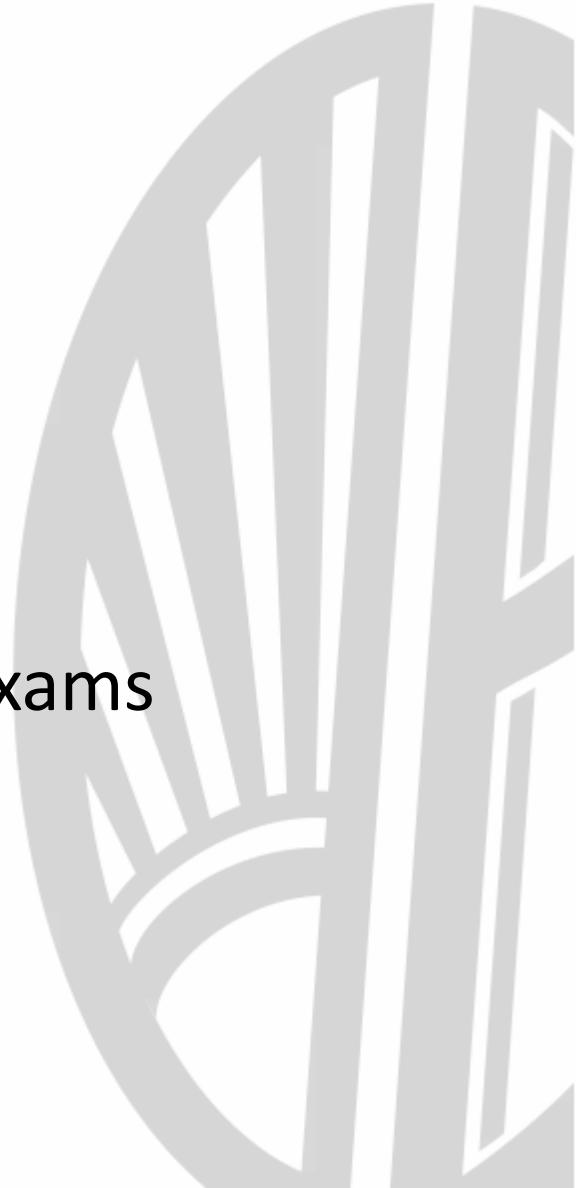
- 10th & 11th Oct Drama and Food Practical Exams
- 16th & 17th Oct Music Practical Performance Exam
- 18th-28th Oct Half Term
- **29th Oct – 5th November** **Pre Public Exams (PPEs) PPE1**
- 15th November Drama Written Exam
- 22nd November PPE1 Results
- **25th November** **Year 11 Progress report to Parents**
- 18th – 29th November Mock Interviews
- **27th November** **Year 11 Parents Evening**
- 11th December Post 16 Options Eve
- 13th December Coursework Deadline 1
- 18th December 20th Dec- 6th Jan 2019 Christmas break



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Key Dates

- **6th- 14th February** PPE2
- 17th – 21st February Half Term
- 5th March PPE2 Results
- 20th March Coursework Deadline 2
- 30th -14th April Easter break
- 24th April Final Coursework Deadline
- 4th – 7th May Languages Speaking and Listening Exams
- **12th May** **All Exams commence**
- 12th June Exams completed
- 25th June Year 11 Prom



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- Its like having a tutor every evening without paying for one!

After College support sessions timetable Autumn 1 and 2

EGGBUCKLAND
COMMUNITY COLLEGE

Day/Week	Subject
Monday A	Staff CPD / French
Tuesday A	Science Or Option B
Wednesday A	Maths or Option D
Thursday A	Geography/ History Or English/College + /Sport
Friday A	Option C Or RE (Spanish Friday Lunch)
Monday B	Staff CPD / French
Tuesday B	Option B or Science
Wednesday B	Option D or Maths
Thursday B	Geography/History /College + or English, Sport
Friday B	Option C or RE (Spanish Friday Lunch)

B	Art and Design, Computing, Engineering, Food and Nutrition, Psychology
C	Business Studies, Engineering, Fashion Design, Food and Nutrition, Graphics, Music, Drama, Psychology, Resistant Materials
D	Engineering, Food and Nutrition, Health and Social Care, Drama, Resistant Materials, Spanish (also on _ lunchtimes)

How can Students make a difference?

- Work hard and take part in Every Lesson
- Go to tutor and turn up on time
- Go to After College Support Sessions
- Complete revision activities at home every evening

- Being more self motivated
- Developing their abilities to overcome problems
- Organising themselves over longer periods of time
- Understanding the exam structure and exam dates
- Planning and carrying out revision
- Practice, Practice, Practice - Perfecting their exam technique



- It can be a really tough time for all the family
- Its hard but you need to keep smiling and encouraging
- Stick to normal routines so it's just the work that is different everything else remains normal



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How Can I help?

- Get extra snacks and drinks in
- Agreeing a balance between work and social life
- Encouraging persistence and helping with motivation
- Calm Communication
- Having a plan to deal with excuses
- Helping with preparation and organisation
- Make sure they have somewhere quiet to revise or organise it so they can stay in College
- Make sure they are eating well and taking breaks
- Keep an eye on what they are doing from time to time
- Offer help if you can
- Don't beat yourself up – you can only do what you can do
- Phone the College if you are worried at all



The Perfect Environment Revision What Can I do to help?

- What do they need? (Every child will be different)
- Make sure they go to Study Support Session
- Help them find a good revision aid for each subject (Book, app or website)
- Help them plan their revision timetable and then help them stick to it (Praise but not on certain results)
- Make sure they have the right equipment, Pens, highlighters, paper clips etc.
- Be flexible
- Keep things in perspective
- Turn devices off at night- out of room!
- Break from devices before sleep
- SIMS PARENT.... Check Homework

More Information here:

<https://www.eggbuckland.org.uk/year-11-revision>

<https://www.eggbuckland.org.uk/parents>

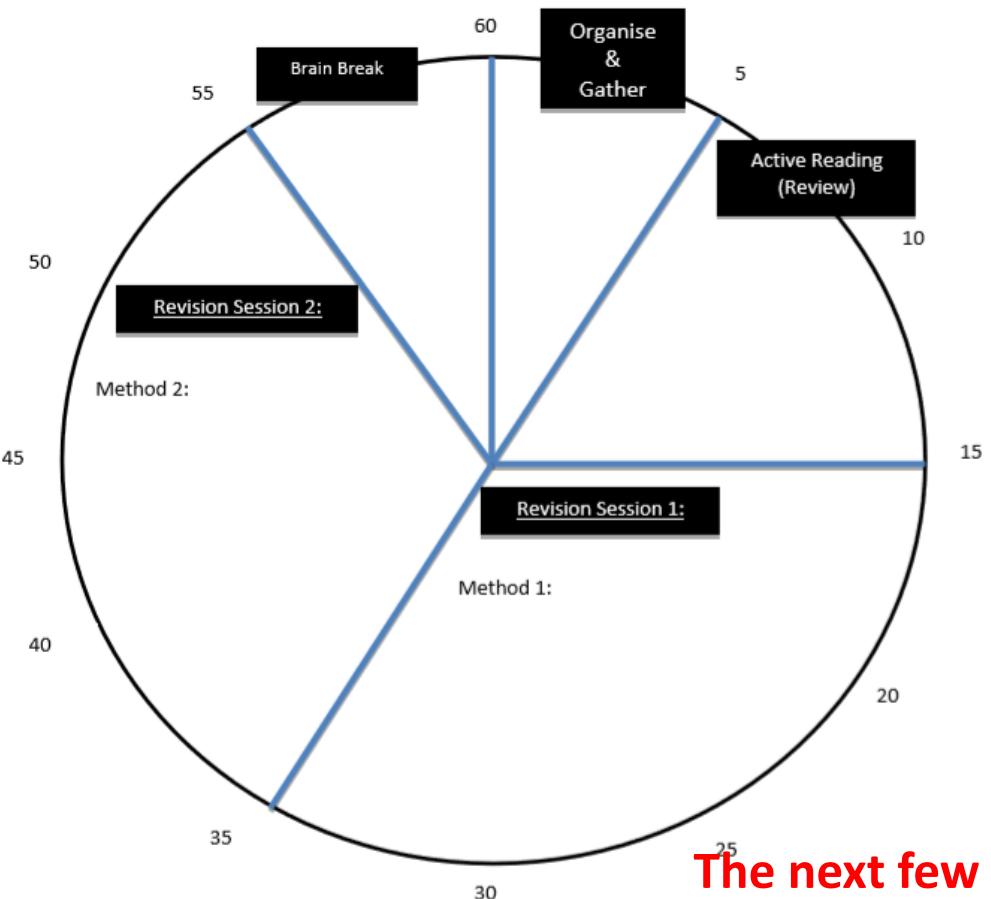
	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
9am							
10am							
11am							
12pm							
1pm							
2pm							
3pm							
4pm							
5pm							
6pm							
7pm							
8pm							
9pm							

Key:
History
Latin
Dissertation
Work
Personal

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Build the habit 1-1 ½ Hours every night

Best in.....Bursts of



Revision

- Cognitive load theory is a handy model to understand challenge and how to learn information which isn't too hard, or too easy, but just right. (Sweller 1998) Cognitive load is the amount of information our working memory can hold at any one time. The capacity of our working load is limited and therefore students can maximise their working memory by practising a range of strategies.
- Research shows that strategies for reducing cognitive load can assist the human brain to learn and store knowledge, boost confidence and improve memory retention.
- Further research has identified that reducing the cognitive load can reduce stress and anxiety and the feeling of being overwhelmed with tasks.

The next few slides show you revision strategies that you can do with your child

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Have you seen their Revision Timetable?

Interleaving is a method used to help students revise and remember more for the exam. It is about what students do with their time when they revise. With the interleaving technique learning is spread over time, in smaller chunks rather than dedicating a whole day for one subject or topic.

Research says 'Mixing it up boosts learning' when compared to more traditional methods of block learning where students master one topic before moving on to the next in preparation for exams. Studies have highlighted that students who use interleaving perform better on the examination if the examination was more than one day away.

Evidence highlights that interleaving strengthens memory recall because by revisiting material from each topic several times, in short bursts, students can increase the amount they remember in exams.

3 things for you to do:

- Watch this video with your child to understand more about how interleaving works -
<https://youtu.be/WbDpYMp8F6o>
- Help your child to decide on the key topics they need to learn for each subject. You could use the Personal learning checklist (PLC) to do this. Work with your child to create a revision timetable which spaces their topics out across a good period of time.
- Short bursts of revision are more effective than long sessions so encourage your child to mix topics up and do little and often as quality is better than quantity. Encourage them to take regular breaks in their revision and not to focus on the same topic for a whole day!



Please help
them plan and
then stick to
their revision
timetable

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Self Quizzing using the Knowledge Organiser

Knowledge Organisers



Have you seen your child's Knowledge Organiser?

Use them to ask questions over breakfast or tea.....

Download them here:

<https://www.egguckland.org.uk/copy-of-exams>

1 Thing for you to do

Your child would benefit from you asking them the questions and then letting them know if their answers are correct. If they were not correct the first time, tell them the correct answer and if they do not understand help them find the right answer in a revision guide or the Knowledge Organiser.

Humanities
Year 7 Knowledge Organiser: Medieval England

Key words:
Viking The army from Scandinavia led by **Harold Godwinson** at the battle of **Stamford Bridge**.
Deafins The army from England headed by **Harold Godwinson** at the battle of **Stamford Bridge**.
Norman The army from France led by **William, Duke of Normandy** at the battle of **Hastings**.
Saxons English soldiers (peasant farmers) who fought on foot using any weapons they could find.
William The Saxon who fought on foot using axes.
Harold Godwinson King of England at the Battle of Hastings. The Saxon defended themselves from the top of the hill.

KPI 1- compare and contrast the potential heirs to the throne in 1066

Harold Godwinson	William	Harold Godwinson	William of Normandy
Viking	Norman	King of England	A French heir to the throne
Part of the Deafins army	Most of the Deafins army	Long distance travel in Europe	A small army from Normandy
His sister was married to King Edward the Confessor	His mother was the Queen Mother	Burgundy	Supported by Tally-Ho, Harold's brother
He wore a tunic and a spear	He wore a tunic and a spear	Supporter of his cousin	Received promises to make him the next king of England

KPI 2- describe and explain the outcome of the Battle of Hastings

Armies at the Battle of Hastings

William's Army

William's soldiers were well trained and well equipped. They wore chain mail and professional soldiers and conscripts, peasant farmers who were forced to join the army and fight. Harold's soldiers were the Saxon Housecarls, William's elite bodyguard. They fought with large axes and round shields.

Harold's Army

Harold's army was made up of professional soldiers and conscripts, peasant farmers who were forced to join the army and fight. Harold's soldiers were the Saxon Housecarls, William's elite bodyguard. They fought with large axes and round shields.

Timeline of events

Harold sends his army home
Harold had expected invasion during the summer months when the weather was good. When the invasion didn't arrive, Harold's men went home to harvest crops from the land. Harold, with more than 10,000 men in 200 ships, had marched south to meet the Vikings. Harold had been joined by 1000 men from the Isle of Wight. He had 120 miles to travel to intercept **Cnut** and **Tostig**, Earl of York.

25 September 1066 - Harold Godwinson travelled north to fight **Cnut** and **Tostig**. In four days he had travelled 120 miles to intercept **Cnut** and **Tostig**, Earl of York.

28 October 1066 - Harold reached his army down the old Roman road of Ermine Street. By now he was in London and gathering what horses he could to face William. By the late afternoon he had 1000 men left. He was still in London when he heard that the Normans had crossed the river Medway. He had no choice but to fight a defensive battle. He was forced to rely on the English shield-wall, because his men could stand and fight the Norman battle train themselves. The Normans were at the bottom of the hill. This was a disadvantage for the Normans.

The Normans attack first, charging in ranks and with axes. The battle began for real.

A Normans spread throughout the battlefield that William of Normandy had won.

The Normans, leaving William's death, began to run away. The Deafins, following it was the end of the battle, broke ranks, when the Deafins did this, the Normans charged again. The Normans charged again and again until the Deafins ran out of steam. The Normans followed them and the Normans down the hill.

Deafins

Deafins were running the battle and many Deafins were killed. According to legend a very brave Deafin named Godwinson in the eye and the Deafin lost its eye. The Deafin army was without a leader. The last Deafin, Godwinson, was killed protecting the body of the Deafin.

Godwinson

Godwinson was the last Deafin standing. He had all his men killed. There were no Deafins left in the Deafin army. William of Normandy, now William the Conqueror, was crowned King of England on Christmas Day at Westminster Abbey, 1066.

Armies at the Battle of Hastings:	
William's Army	Harold's Army
His soldiers were well trained and well equipped. They wore chain mail armour which gave them much protection. His army was made up of infantry, archers and cavalry. His cavalry rode specially bred horses which could carry the weight of these horse soldiers and still ride at speed. They were the elite of William's army.	Harold's army was made up of professional soldiers and conscripts, peasant farmers who were forced to join the army and fight. Harold's best professional soldiers were the Saxon Housecarls. They were the king's elite bodyguard. They fought with large axes and round shields.

Self Quizzing homework

Students use their knowledge Organiser to write out questions about the topic they are learning in that subject.

The student can use these questions to test themselves on the topic. They should ask themselves a few questions every night from different subject areas, trying not to use the knowledge Organisers to find the answers. They then can use the Knowledge Organiser to check their answers.

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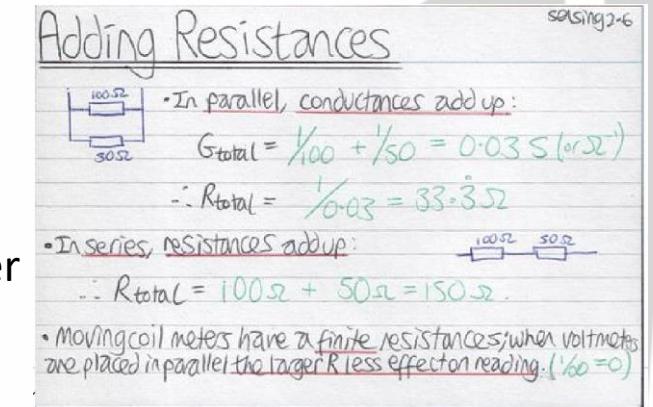
Flash Cards

Using flashcards is a repetition strategy. They are a simple ‘cue’ on the front and an ‘answer’ on the back. Flashcards engage students in “active recall”, which means they are creating connections with their memory.

Research shows that using flashcards can enhance long-term learning and help students to memorise facts quickly. Flashcards are not an effective method for last-minute cramming! Studies have found that it's more effective to review a whole stack of cards in one sitting rather than to carry them around and have students' glance at them every so often.

3 things to do:

- Encourage your child to make flash cards as part of their revision strategy. The key is to have a question or key term on one side and the answer or definition on the other. Suggest using different colours for topics to help categorise information and to keep them neat. Flashcards containing just notes are not effective.
- Try testing your child using the flashcards and give them time to digest the question before answering. If they get the answer right, don't discard the card – they need to keep repeating it again and over time.
- When using the flashcards help your child review their cards using a system. With your child read through this article which explains how to use flashcards effectively using a system approach: <https://www.parent24.com/Learn/School-exams/watch-how-to-study-using-flashcards-20160825>



**Encourage
your child to
make flash
cards as part
of their
revision
strategy.**

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Mind Maps

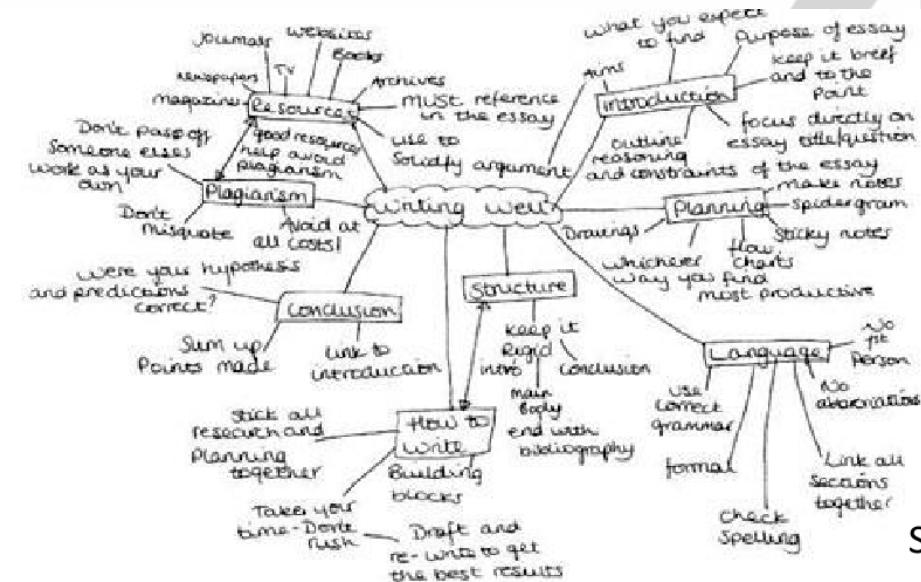
Using a topic page from a revision guide the students organise their thoughts into a mind map/spider diagram. This may take a few attempts as they organise it and reorder to make more sense.

They then fold up the original mind map and then try and recreate it from memory.

Using Lives.... You can draw five hearts on your page. Every time you peek you lose a life. As you get better at remembering it the less lives you lose.

1 Thing for you to do

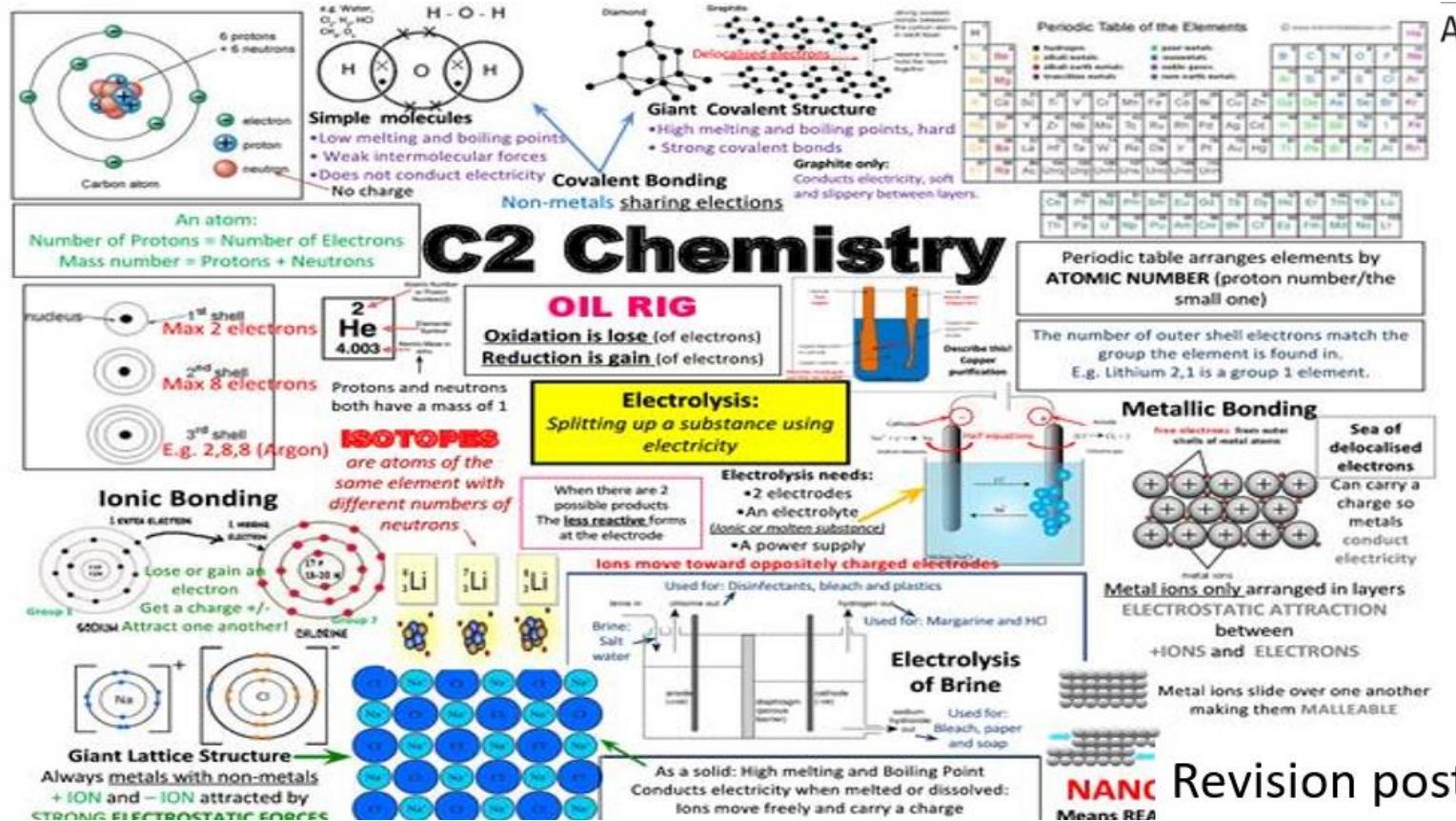
Ask to see the mind maps. Ask your child to explain (Teach you) the topic



Spider diagrams

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Posters



ARNIN

Works like the mind map. Better for students with good ICT Skills

Revision posters

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Post It Notes



Post it notes – stick them around the house



Learning
Safari

Managing so
much stuff to
learn

Learn different things in different parts of your house. Visualising where you learned something helps you remember it.

The screenshot shows the BBC GCSE Bitesize website for English Literature, specifically for the play 'Of Mice and Men'. The page has a blue header with the BBC Radio 1 logo and a cartoon dog. On the left, there's a sidebar with links to various subjects like Art & Design, Business Studies, etc. The main content area shows the title 'English Literature' and 'Of Mice and Men'. Below this, there are five orange boxes containing links to 'Revise', 'Video', and 'Test' for topics: Context, Plot, Character, Themes, and Sample Question. To the right, there are two red arrows pointing from the 'Revise' link in the first box to the 'Print' button at the top right and the 'Test' link in the same box. Further down, there's a 'Back to English Literature Index' link. On the right side, there are two boxes: 'Chat' (with a picture of a smiling person) and 'Listen' (with a 'English Audio Bites' section). The 'Chat' box also includes a 'Message Board' section.

GCSE **Bitesize**

Bitesize Home Subjects ▾

Art & Design
Business Studies
Design & Technology
DiDA
Drama
English
English Literature
French
Geography
German
History
ICT
Irish
Maths
Music
Physical Education
Religious Studies
Science
Spanish

Home > English Literature > Of Mice and Men

English Literature
Of Mice and Men

Context
Plot
Character
Themes
Sample Question

Revise Revise Video Test

Revise Revise Video Test

Revise Revise Video Test

Revise

Print

Chat

English Message Board

Post ideas and discuss English here

Listen

English Audio Bites

Listen to the voices in your head and revise English audio.

More audio

Back to English Literature Index

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Past Papers and mark schemes

Centre Number				Candidate Number		
Surname						
Other Names						
Candidate Signature						

AQA General Certificate of Education
Advanced Subsidiary Examination
June 2010

Chemistry

Unit 1 Foundation Chemistry

Friday 21 May 2010 1.30 pm to 2.45 pm

For this paper you must have:
• the Periodic Table/Data Sheet, provided as an insert
(enclosed)
• a calculator

Time allowed
• 1 hour 15 minutes

Instructions

- Use black ink or black ball-point pen.
- Fill in the boxes at the top of this page.
- Answer all questions.
- You must answer the questions in the spaces provided. Do not write outside the box around each page or on blank pages.
- All working must be shown.
- Do all rough work in this book. Cross through any work you do not want to be marked.

Information

- The marks for questions are shown in brackets.
- The maximum mark for this paper is 70.
- The Periodic Table/Data Sheet is provided as an insert.
- Your answers to the questions in Section B should be written in continuous prose, where appropriate.
- You will be marked on your ability to:
 - use good English
 - organise information clearly
 - use accurate scientific terminology

Advice

- You are advised to spend about 50 minutes on Section A and about 25 minutes on Section B.



J 5 N 1 O C H E M 1 0 1

For Examiner's Use	
Examiner's Initials	
Question	Mark
1	
2	
3	
4	
5	
6	
7	
8	
TOTAL	

All of the exam boards have lots of past papers and mark schemes.

Practicing like the real thing always helps. Do these timed and in exam conditions and use the mark scheme to correct your answers.

For short answers you got wrong write out the question on another piece of paper. Revisit these questions and answers on another night.

Give the questions another go trying to improve your score.

2 things to do

- Find the website and print them out
- Provide a quiet space for them to complete the test

Past papers and mark schemes

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Buy a revision guide

myrevision notes

WJEC Eduqas GCSE (9-1)

HISTORY

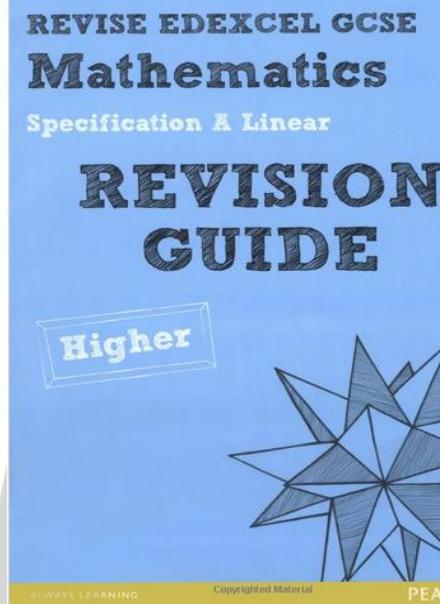
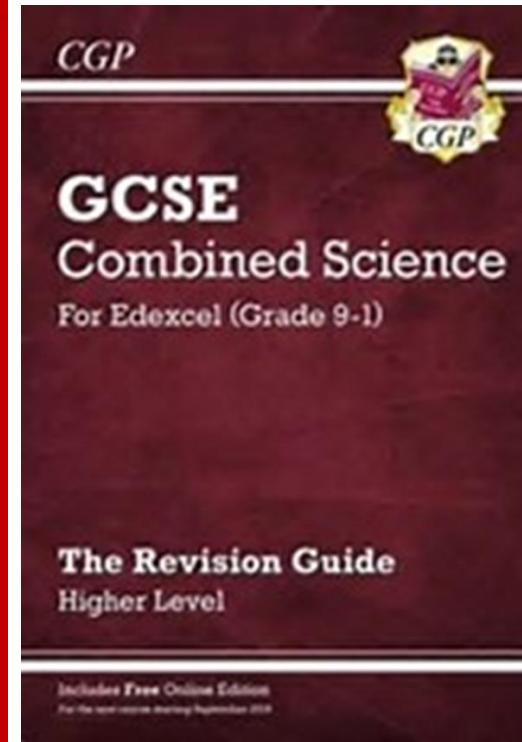
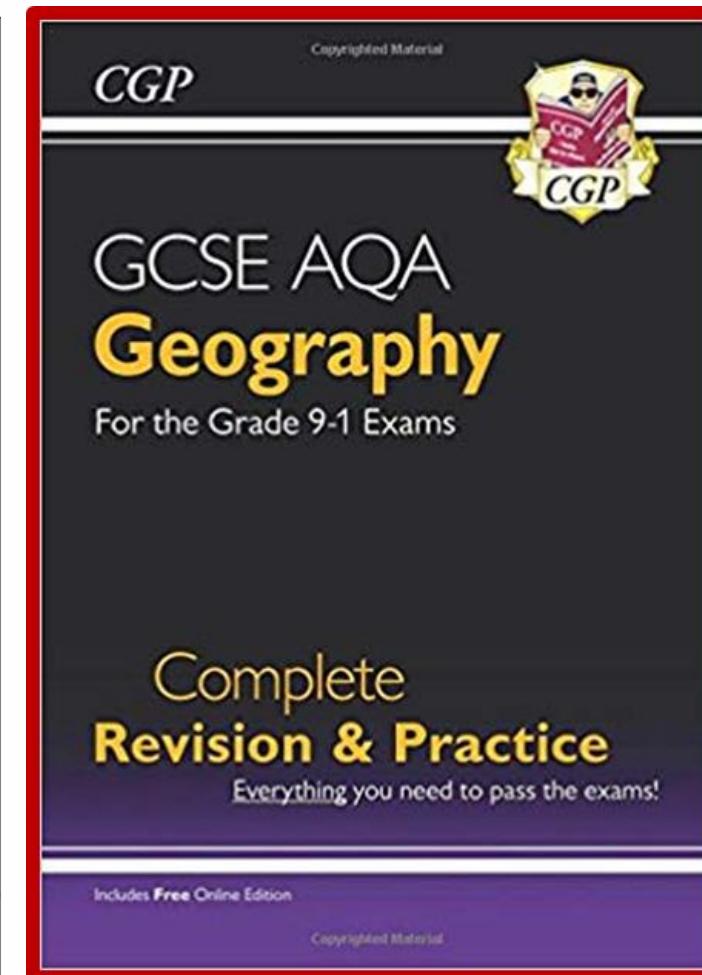
STUDIES COVERED

- The Elizabethan Age, 1558–1603
- The Development of the USA, 1929–2000
- Germany in Transition, 1919–1939
- Changes in Crime and Punishment in Britain, c.500 to the present day
- Changes in Health and Medicine in Britain, c.500 to the present day



R. Paul Evans
Rob Quinn

 HODDER
EDUCATION
LEARN MORE



All students have been issued with a science revision guide.

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Use the College Website

EGGBUCKLAND ACADEMY TRUST

ECCAT Learning Zone Team Zone

EGGBUCKLAND ACADEMY TRUST ECCAT

Not following Share

Send by email

Home CPOMS Microsoft Office Online My Account Remote SIMS ECCAT Documents Policies Help

EN English

Geography

Health and Social

Hearing Support

History

ICT

10010011
10101101
01010100
10110110
10101000
10101010
01010010

The screenshot shows a website interface for Eggbuckland Academy Trust. At the top, there's a navigation bar with the trust's logo, a search bar, and user icons. Below the header, the main content area features several subject icons: English (speech bubble with EN), Geography (globe), Health and Social (two people and a plus sign), Hearing Support (ear with sound waves), History (clock and scroll), and ICT (binary code). On the left, a sidebar lists site navigation options like Home, CPOMS, Microsoft Office Online, and various accounts and documents.

What does a homework on HegartyMaths look like?

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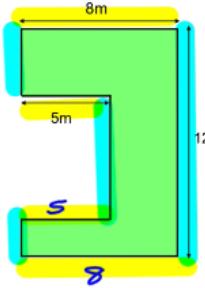


Perimeter (4)

Example
Work out the perimeter of this shape.

$2 \times 12 = 24\text{m}$

$8 + 5 + 5 + 8 = 26\text{m}$



551 - Perimeter (4)

Learn how to find the perimeter of a compound shape.

Video watched 0.00x

Your score New lesson HegartyMaths avg 60%

Step 1:
Video where Mr. Hegarty teaches your child everything they need to know about that topic & goes through all the examples that will be in the quiz.

Step 2:
Quiz that will allow your child to practise all the examples in the video for themselves and know whether they understood what was in the video.

Step 2:

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Your child then needs to assess their learning from the video in a quiz.

Geometry & measure > Perimeter > 551 - Perimeter (4) > Quiz

1 of 12

Work out the perimeter of the shaded shape.

The diagram is not drawn to scale.

3cm
4cm
6cm

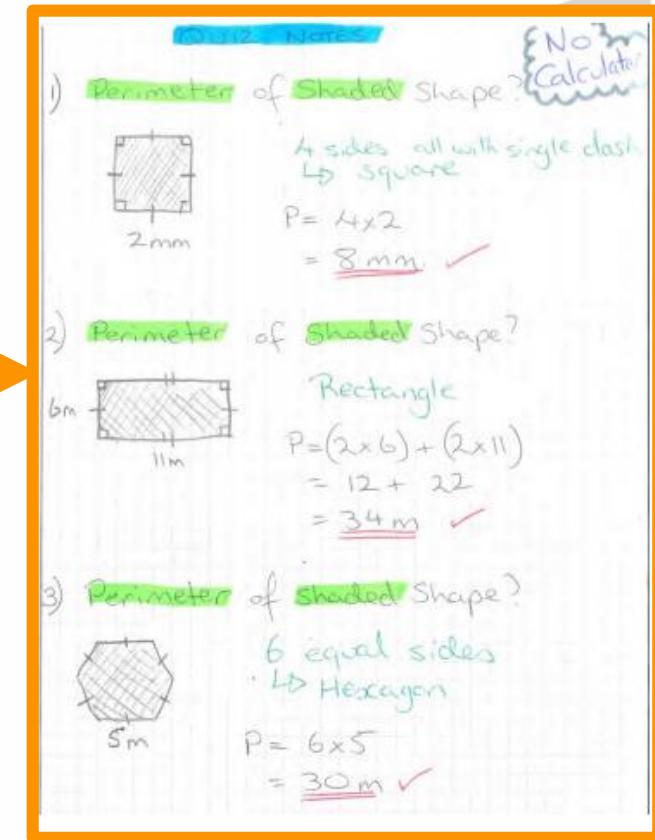
Check

Do not use a calculator
 Watch video
 On-screen keypad
OFF

0 cm

Your child needs to:

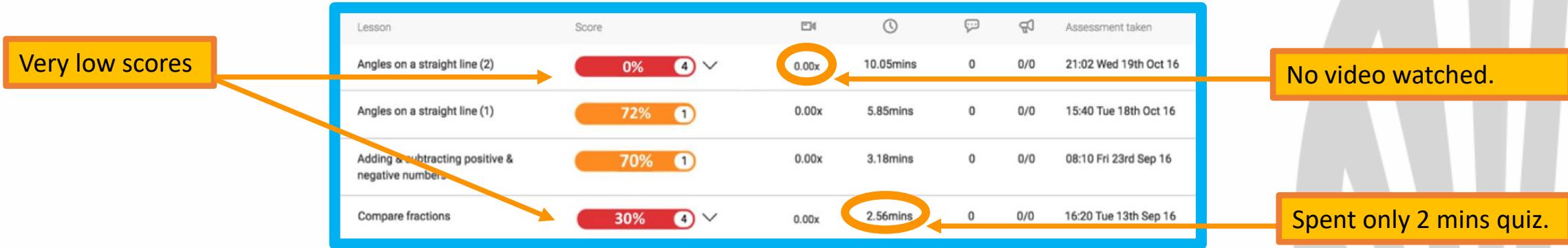
- 1) Write down every Q
- 2) Always show all their workings
- 3) Always mark and self-correct their work



Your child will always show their workings and mark all questions they ever do. If your child can do the question in their head they still need to show their workings as that is part of being a great mathematician.

What happens when students decide not to watch the video? The Perfect Environment

“Mr Hegarty, I can’t do these homeworks as they are too hard and too I’m stupid!” (Hakim)



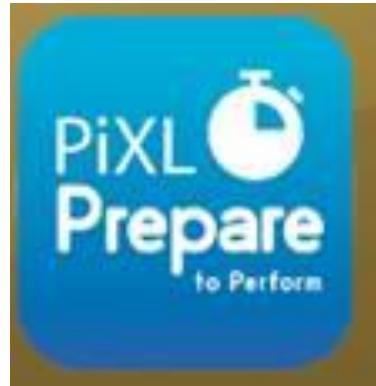
Hakim is upset and thinks he can't do maths.

He is wrong - HE CAN DO MATHS!!!!

He is getting low scores as he is not watching the video or putting in enough effort.

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Watch some inspirational Videos



<https://student.pixl.org.uk>

Have a look at these inspirational videos and resources. Get prepared for your first PPE.

Link: <https://students.pixl.org.uk>

PiXL School Number: 103417

Password: Indep22



Other Revision Strategies

	Listening to music	Be careful
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	Trash and Treasure	Big Picture. Summarising key ideas	Highlight key words or sections. Cross out the rest. Write up the highlighted bits, perhaps in bullet form. Use the bullet points to re-write the whole idea in our own words
	Repetition Repetition Repetition	Words Spellings Definitions Short Explanations	Look at the word (or definition). Cover up and try to write it. Check. Repeat again and again until you can write it perfectly without having to look. It takes time but it works !
	Mnemonics	Lists Sequences	Invent a poem, a word made of initials or a simple sentences that help you remember. ("Richard of York..." for colours of the rainbow)
	Buddy Up	everything	Get others to test you. It is amazing how you can convince yourself that you know something even when you don't. It is not so easy to fool someone else.
	Learning Safari	Managing so much stuff to learn	Learn different things in different parts of your house. Visualising where you learned something helps you remember it.
	Teach it Learn it	Explanations	Trying to teach someone else really helps you get to understand it yourself.

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Personal Learning Check Lists

	Key Performance Indicator	Result
50	Explain how to measure organism distribution of species within environments. Using quadrats, transects and Statistical analysis techniques. Understand Abiotic and Biotic factors that influence distribution.	Yellow
51	Understand why, how and what organisms compete for within environments . Explain how natural selection adaptations enable successful competition in extreme environments	Green
53	Describe the factors affecting human population growth and waste, providing examples of case studies of deforestation and peat bog destruction	Red
54	Explain how Biodiversity is essential and how human activities are threatening this. Define Biodiversity and the stabilising affects on an environment	Green
55	Develop ideas of Biomass and trophic levels, understanding how to display pyramids of numbers and biomass. Explain how energy is transferred with a food chain and organisms	Red
MODULE TOTAL		Yellow

These will be given to students after their PPE1. Students need to put more work into areas marked red and amber. They did well at the areas marked in green.



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The Exam Boards

Subject	Board	Level	Type	Title	Spec Code
Art & Design	Pearson Edexcel	2	GCSE	GSCE L1/2 9-1	1FA0
Business Studies	AQA	2	GCSE	GCSE L1/2 9-1	8132
Dance	Pearson Edexcel	2	NQF	BTEC 1st Award	BRE91*
English Language	AQA	2	GCSE	GCSE L1/2 9 to 1	8700
English Literature	AQA	2	GCSE	GCSE L1/2 9 to 1	8702
French	Pearson Edexcel	2	GCSE	GSCE L1/2 9-1	1FR0
Geography	AQA	2	GCSE	GSCE L1/2 9-1	8035
H&SC	OCR	2	Camb Nat	Camb Nat L1/2	J811

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					C100QS C100UA Conf & Upheav England C100UG Germany in Transition C100U1 Dev USA 1929-2000 C100U6 Chges in Hlth & Med
History	WJEC	2	GCSE	GSCE L1/2 9-1	
IT - Computing	OCR	2	GCSE	GCSE L1/2	J276
IT - ECDL	BCS	2	QCF	ECDL For Schools	
Mathematics	Pearson Edexcel	2	GCSE	GCSE L1/2 9 to 1	1MA1
Music - Perf for Music Practitioners	RSL	2	NQF	Level 2 Certificate	N/A
Music – Tech for Music Practitioners	RSL	2	NQF	Level 2 Certificate	N/A
Performing Arts 1st Award	Pearson Edexcel	2	QCF	BTEC 1st Award	BRE90*

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Psychology	AQA	2	GCSE	GCSE L1/2 9-1	4182
Science - Trilogy	AQA	2	GCSE	GCSE L1/2 9-1	8464
Triple	AQA	2	GCSE	GCSE L1/2 9-1	8461/8462/8463
Spanish	Pearson Edexcel	2	GCSE	GCSE L1/2 9-1	1SP0
Sport	Pearson Edexcel	2	NQF	BTEC 1st Award	BRE95*
Tech - Food Preparation and Nutrition	WJEC	2	GCSE	GCSE L1/2(9-1) C560P1/P2 onscreen	4 C560P1-Written /P2 onscreen
Tech - D&T Textile Design	AQA	2	GCSE	GCSE L1/2 9-1	4570
Tech - D&T Resistant Materials	AQA	2	GCSE	GCSE L1/2 9-1	4562
Tech - Engineering	EDUCAS	2	NQF	Level 1/2 Vocational Award in Engineering	600/8645/2

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Revision Streak

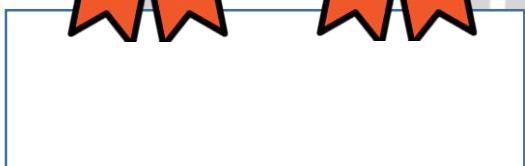
Day	1 -1 ½ hours Revision Done (tick)	Day	1 -1 ½ hours Revision Done (tick)
Monday		Monday	
Tuesday		Tuesday	
Wednesday	English Mini Mock Revision	Wednesday	English Mini Mock Revision
Thursday		Thursday	
Friday		Friday	
Saturday		Saturday	
Sunday		Sunday	
			



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Please email or ask if you need any help.....

Communication is Key

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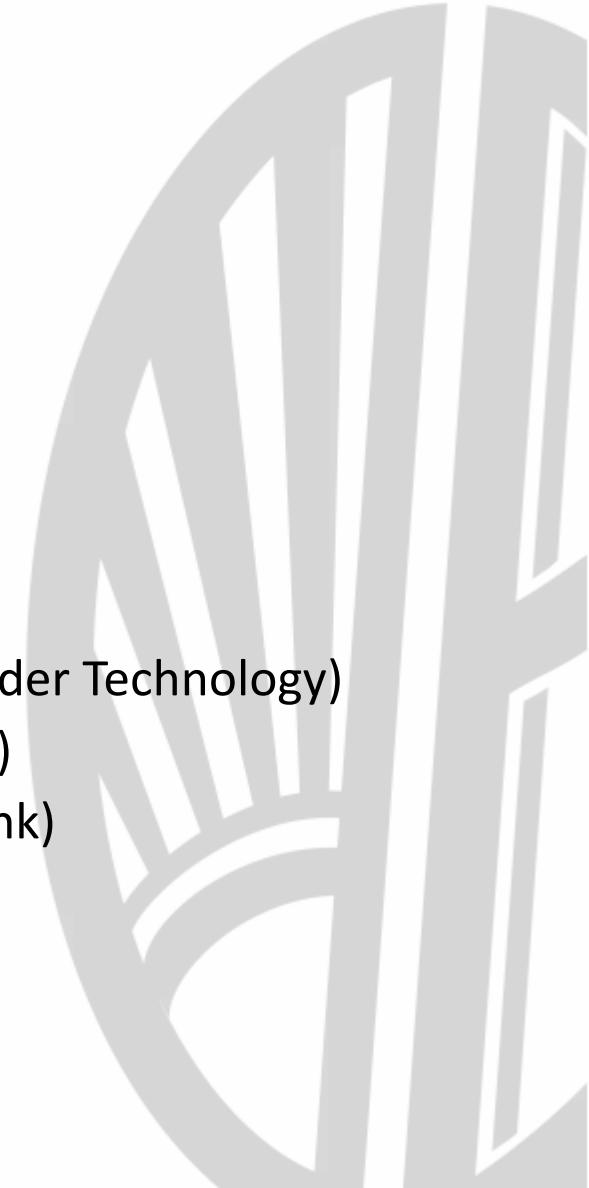
Mr P. SUCKLING psuckling@eggbuckland.com (Tutor / Curriculum Team Leader History)

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- Mr Pearce - Assistant Principal KS4
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The Perfect Environment

Useful Websites

<https://www.egguckland.org.uk/parents>

<https://www.egguckland.org.uk/year-11-revision>

Other Useful Websites

<https://www.nhs.uk/oneyou/every-mind-matters/>

www.bbc.co.uk/radio1/advice

www.childline.org.uk

www.familylives.org.uk

www.youthaccess.org.uk

www.themix.org.uk

