LINCOLNSHIRE 11+ PARENT INFORMATION GUIDE

EXAMINATION, PREPARATION AND ADMISSIONS

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An information guide for families preparing for the Lincolnshire Consortium of Grammar Schools 11+ examination.

UNDERSTANDING THE LINCOLNSHIRE 11+

Introduction

This guide is designed for parents of children applying to Lincolnshire grammar schools through the Lincolnshire Consortium of Grammar Schools (LCGS) 11+ examination.

All grammar schools within the consortium use the same entrance test, created by GL Assessment. The Lincolnshire 11+ focuses on Verbal Reasoning (VR) and Non-Verbal Reasoning (NVR).

These papers assess how well a child can process information, recognise patterns and apply logical thinking under time pressure. They do not test the National Curriculum directly and are different from typical classroom assessments.

Overview of the Lincolnshire 11+

All 15 grammar schools in the Lincolnshire Consortium use the same 11+ test. Children usually sit the examination in September of Year 6, with registration taking place during Year 5.

Parents should check the relevant grammar school's current admissions information and published examination dates.

> **EXAMINATION FORMAT**
>
> The examination consists of two separate papers taken on different days: Verbal Reasoning and Non-Verbal Reasoning.

Why the 11+ is demanding

The Lincolnshire 11+ can be demanding because it tests reasoning skills at speed. Children must answer a large number of questions in a limited time and may encounter question styles that are unfamiliar from ordinary primary-school work.

Verbal and Non-Verbal Reasoning are not taught as National Curriculum subjects. Preparation therefore often involves learning unfamiliar question types, developing reasoning strategies and becoming comfortable working accurately under timed conditions.

VERBAL AND NON-VERBAL REASONING

VERBAL REASONING (VR)

The Verbal Reasoning paper assesses logical thinking using words, letters and written information. It requires children to manipulate language-based information efficiently. Speed and accuracy are important.

NON-VERBAL REASONING (NVR)

The Non-Verbal Reasoning paper assesses problem-solving and logical thinking using shapes, patterns and diagrams. Spatial awareness, pattern recognition and efficient decision-making are important.

VR QUESTION TYPES

Common styles include synonyms and antonyms, word relationships, letter and word sequences, codes, anagrams, sentence completion, hidden words, odd-one-out questions and written logic.

NVR QUESTION TYPES

Common styles include shape and pattern sequences, missing shapes, rotations and reflections, matrices or grids, relationships between shapes, folds, nets and spatial reasoning.

How long should preparation take?

There is no single preparation period that is right for every child. Effective preparation should be matched to the child's starting point rather than determined by age alone.

Some families choose gentle familiarisation during Year 4 before moving to more structured work in Year 5. Others may begin structured preparation later.

The amount of preparation required can vary considerably according to vocabulary, reasoning skills, speed, accuracy, previous experience and performance under timed conditions.

PLANNING PRINCIPLE

A diagnostic assessment can help identify an appropriate starting point and preparation timescale. The separate Mr James Maths Tuition Parent Preparation Guide provides indicative timescales based on 2 hours of focused preparation per week and the Mr James Maths Tuition scheme of work.

PREPARATION AND EXAMINATION TECHNIQUE

How specialist tuition can help

Families may choose to prepare independently, use published resources, seek specialist tuition, or combine these approaches.

Where tuition is used, an experienced 11+ tutor can provide structured teaching, identify individual weaknesses, develop examination technique and introduce realistic timed practice.

Preparation should remain proportionate to the individual child and should include consolidation and review rather than simply completing as many questions as possible.

Practice papers and exam technique

Practice papers should be introduced progressively. Short untimed or mildly timed sets can be used once basic methods are understood, followed by timed sections and mixed practice.

Full papers and mock-style conditions should become more important later in the preparation process.

Every practice paper should be reviewed so that mistakes lead to targeted follow-up work rather than simply producing a score.

Scoring, qualification and admission

Scores from the two papers are age-standardised and combined. Qualification does not itself guarantee admission; individual grammar schools apply their published admissions criteria.

Parents should always consult current school and consortium information for the latest qualifying and admissions arrangements.

A flexible preparation timeline

YEAR 4 - OPTIONAL

Gentle exposure to vocabulary, reasoning, problem-solving and confidence-building where appropriate. Formal preparation is not necessarily required at this stage.

YEAR 5 - STRUCTURED

Preparation tailored to the child's starting point, progressing from teaching and consolidation towards timed sections, practice papers, mock examinations and exam technique as appropriate.

ADMISSIONS AND PARENTAL GUIDANCE

If your child does not qualify

APPEALS

Parents may be able to submit an appeal. The process and evidence requirements should be checked against the relevant school's current admissions and appeals information.

LATER-ENTRY OPPORTUNITIES

Some grammar schools may offer later-entry routes. Availability and assessment arrangements vary, so parents should check directly with the relevant school.

Emotional wellbeing

The 11+ process can be stressful. Parents should maintain balance, avoid excessive pressure and reassure children that one examination does not define their intelligence or future success.

FINAL ADVICE FOR PARENTS

Start from the child's individual needs. Build skills gradually, practise consistently, introduce timing progressively and leave sufficient time for full-paper practice and exam technique. Where possible, use diagnostic evidence and ongoing performance to decide what should be taught next and how much preparation is appropriate.

IMPORTANT INFORMATION

This guide provides general information and planning guidance. Examination formats, dates, scoring and admissions arrangements can change. Parents should check current information published by the Lincolnshire Consortium of Grammar Schools and the individual grammar schools.

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