



# Parents' Information evening for KS3

# This Evening's Agenda

- Hannah Dyson, Behaviour Support Worker
- Memory and mindfulness
- Nervousness
- Strategies for supporting home learning and revision
- Post examinations

# Key Dates

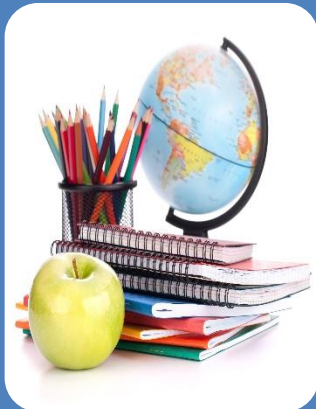
<b>13<sup>th</sup> May - 24<sup>th</sup> May</b>	Home learning is not set to give time to revise
<b>27<sup>th</sup> May – 31<sup>st</sup> May</b>	Half Term
<b>4<sup>th</sup> June – 14<sup>th</sup> June</b>	*Monday 3 <sup>rd</sup> – no examinations. Assessment Fortnight

# What are the assessments used for?



## For students

- To develop study and revision skills
- To develop memory
- To boost confidence
- To understand the importance of revision
- To value feedback, and act on it



## For departments

- Progression across year groups:
- Maths, English, Science and MFL all set based on end of year assessment in combination with attainment throughout the year
- For year 9, they have started studying maths, science and PoR GCSE. Results will be used to assess progress and set movements where appropriate. English sets for year 10, along with humanities sets where there is setting.

# What should my daughter revise?

- Departments will issue **'What to revise lists'**. They will be on Frog and we will collate them to send out to parents.

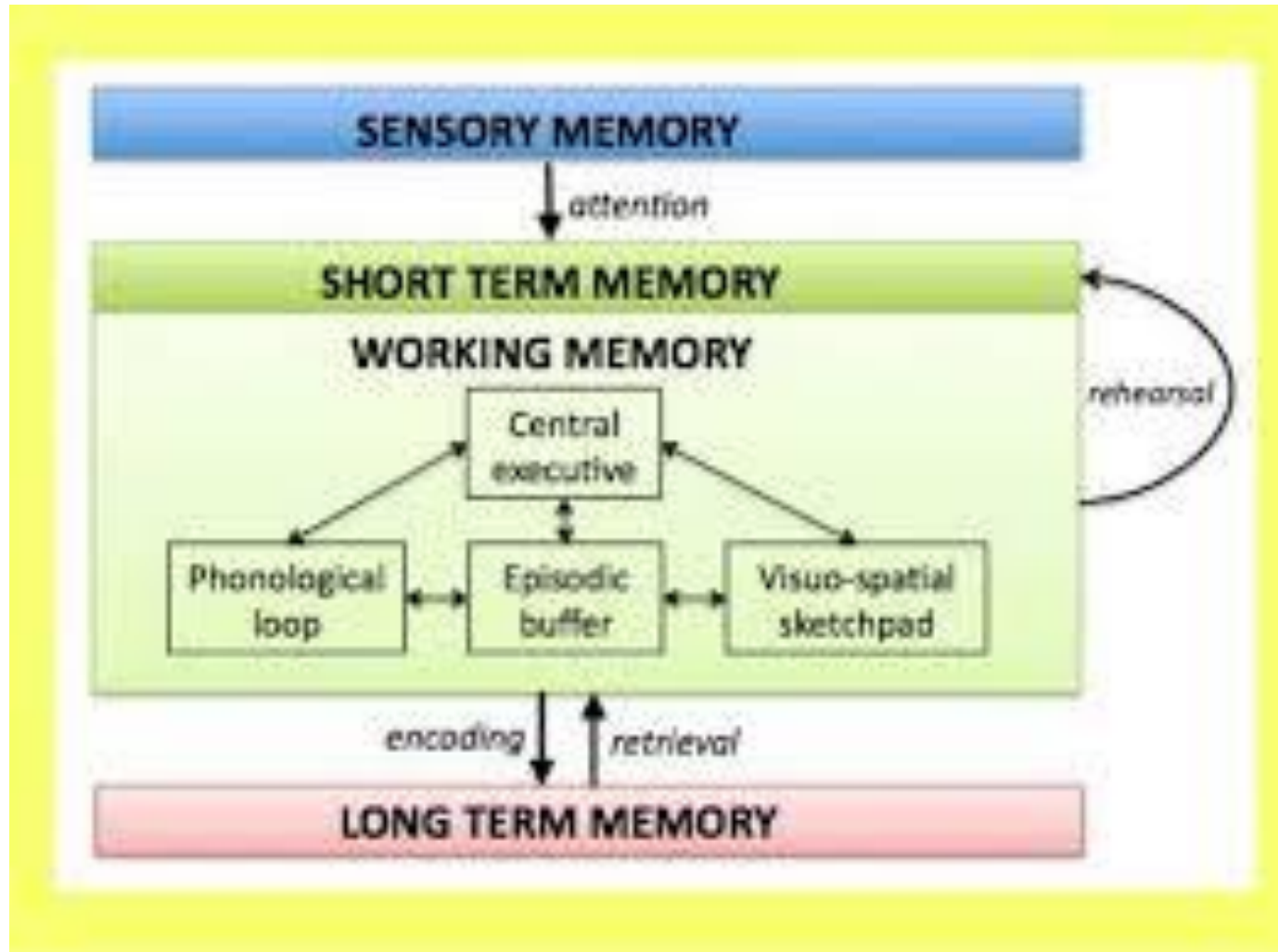
Resources to help with revision e.g.

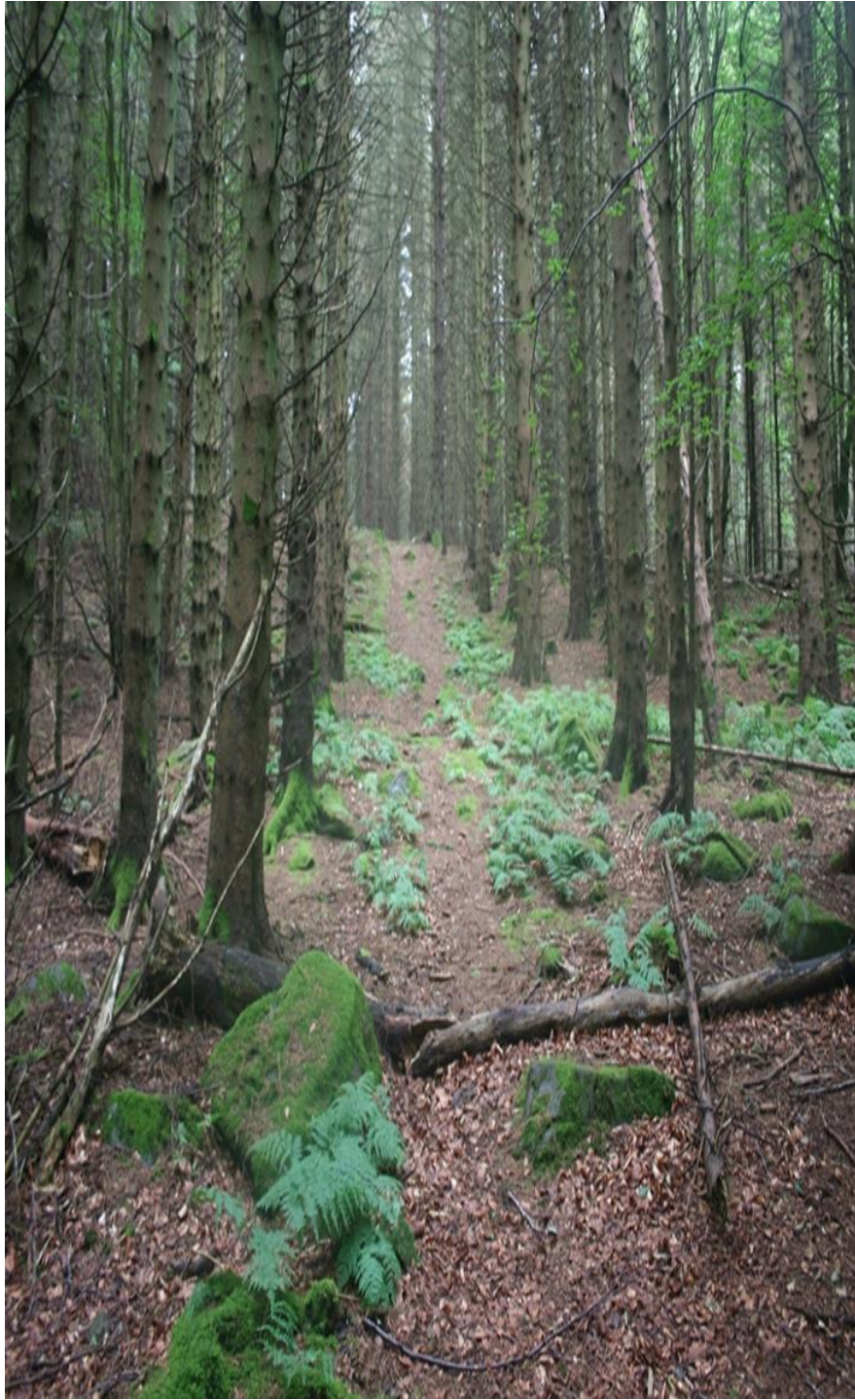
- Class notes/ handouts
- Textbooks
- Kerboodle
- MyMaths and Maths watch
- Frog – department resources
- BBC Bitesize
- Linguascope

# What should my daughter revise?

App/Website	User Name	Password
Kerboodle (same log in for a number of subjects)	Initial of first name and surname (all one word)	Will have created their own password
My Maths	First level log in: Holt Second Level: unique	First Level log in: Hexagon Second level: unique
Maths Watch	own user id (unique number)	password is always Hexagon
Linguascope	holtschool	Languag35

# The nature of memory

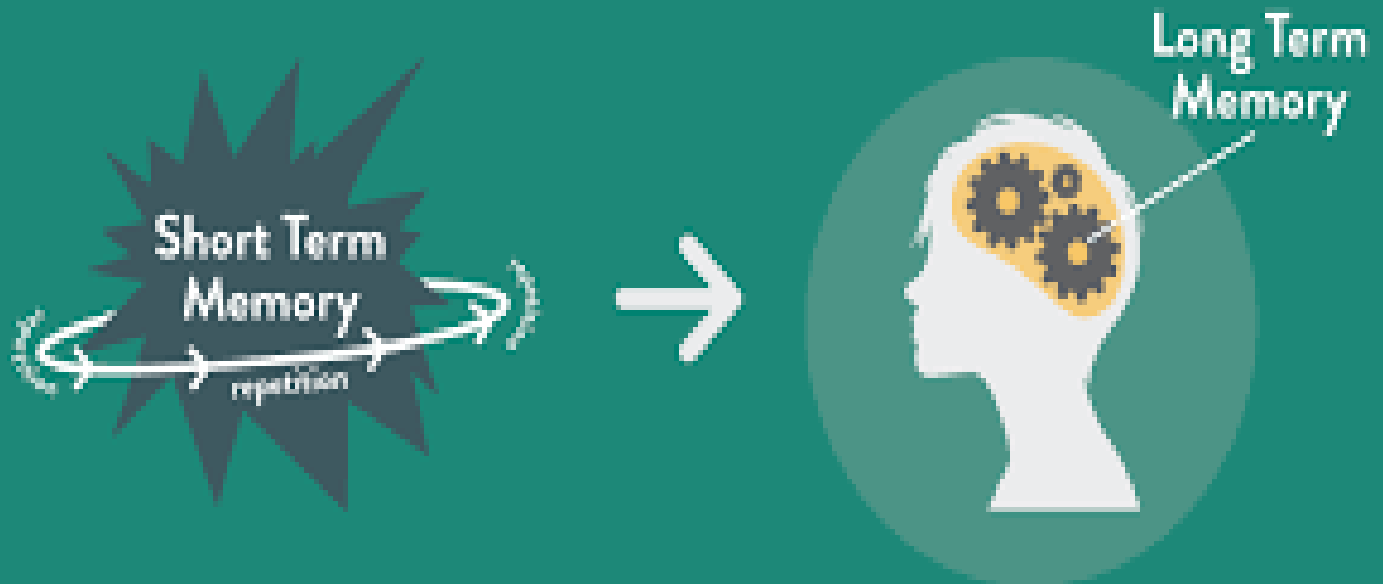






# Memory

Repetition Turns Short-Term To Long-Term





# Consolidation based revision

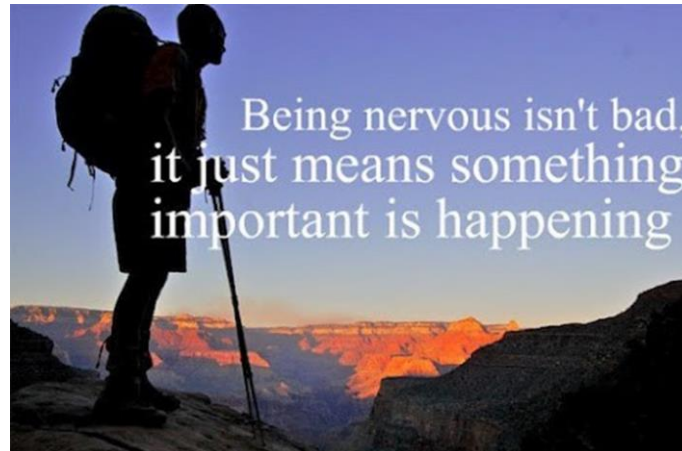
- In order to do this revision needs to be;
- **Spaced practice:** Spacing out your studying over time.
- **Retrieval practice:** bringing information to mind.
- **Elaboration:** Explaining and describing ideas with many details.
- **Interleaving:** Switching between ideas while you study.
- **Concrete examples:** Using specific examples to understand abstract ideas.
- **Dual coding:** Combining words and visuals

# Being nervous - Is this normal?

Being nervous is our normal reaction, so a certain level of anxiety during exam time is normal.

Expect a continuum

Normalise their nerves



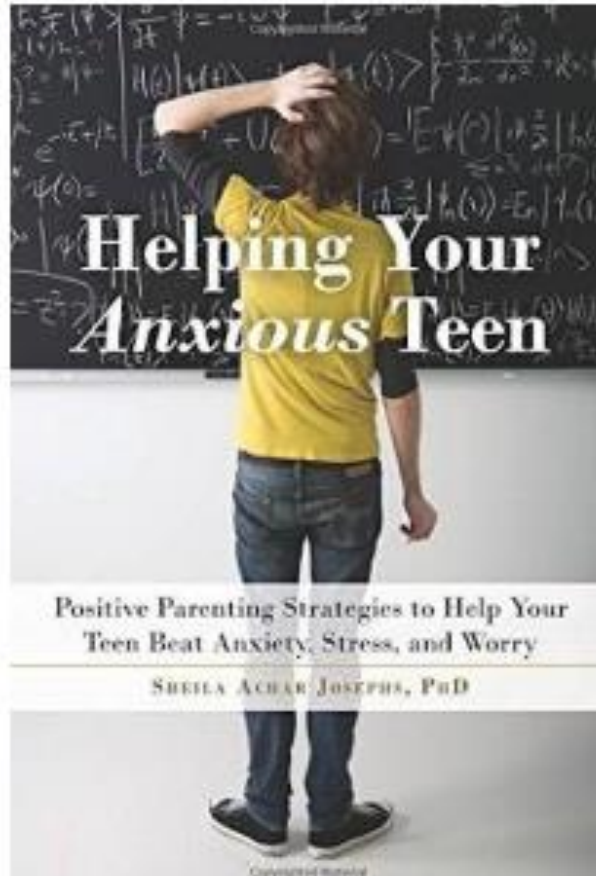
## How parents can help?

- These tests alone do not determine sets!
- Work out a revision timetable.
- Break revision time into small chunks
- Encourage your daughter to join family meals, even if it's a busy revision day

## How parents can help?

- Encourage your daughter to take regular exercise- take the dog for a walk, collect a younger sibling from school, go for a brisk walk round the block!
- Discourage your daughter from staying up late to cram and make sure they eat breakfast on the morning of the exam.
- Mark the end of the exams with a treat that everyone can look forward to

# Good reading



Sheila Josephs' book is very insightful, and explains what to expect, and how to help.

# Mindfulness – what is it?

- Being mindful makes us more fully aware of what is around us;
  - What we can see, hear, touch and taste.
  - What is happening inside – our thoughts and feelings.





# Mindfulness – why?



- It helps us focus so we don't get caught up in thinking and worrying. We can choose what we attend to.
- 
- It helps us be healthier
- Research suggests that it can lead to structural changes in the brain

# Mindfulness - How

- Observe mindfully
- Walking mindfully
- Doing extra acts of kindness
- Be grateful for three good things a day



# Home study Environment

- Work space – designated area
- Minimise interruptions
  - No TV, phone, music, social networking sites, keep younger siblings away.
- Food and drink breaks (time tabled)
- Stationery
  - Cue cards, A3 paper, coloured pens, coloured paper, tags



# Procrastination

Is defined as.....

“putting of, delaying or deferring an action until a later time. It’s usually proceeded by the magic words.....

**“I’ll just”**

# Tips to beat procrastination

- Break subjects down into manageable modules using the revision lists provided.
- Produce a revision timetable showing work and relaxation breaks .



Max 1.5-2 h	Monday 21 <sup>st</sup> May	Tuesday 22 <sup>nd</sup> May	Wednesday 23 <sup>rd</sup> May	Thursday 24 <sup>th</sup> May	Friday 25 <sup>th</sup> May	Saturday 26 <sup>th</sup> May	Sunday 27 <sup>th</sup> May
School – working hard in lessons, playing hard at clubs							
8.00 pm onwards relaxation time and preparation for a good night's sleep.							
May Half Term- Make sure you get the balance correct of work <u>and</u> play.							
Max 1.5-2 h	Monday 28 <sup>th</sup> May	Tuesday 29 <sup>th</sup> May	Wednesday 30 <sup>th</sup> May	Thursday 31 <sup>st</sup> May	Friday 1 <sup>st</sup> June	Saturday 2 <sup>ND</sup> June	Sunday 3 <sup>rd</sup> June

**Make your goals public- timetable on the fridge**



## **Make plans around revision**

(friends, family outings, time out)

## **Down time and sleep**

*Quality night-time sleep = full daytime alertness*

Lack of sleep - feeling of not being able to cope

- moody/ emotional
- can't concentrate
- less tolerant

- Evenings before exams, revising in the week whilst still at school. Make a clear time for “relaxation time” 8pm.

# Building Confidence

- Encourage positive self talk - “This is great.....I am getting this done” “look at how many modules I have completed today” “work hard play hard” NOT....”Only 15 mins of torture left”
- Reassure your daughter that she is capable of getting through her exams
- Be positive, help her put the whole thing into perspective. There is life after exams.
- Be supportive and help alleviate worries by talking to her.
- Resist the urge to compare your daughter with other young people, whether friends or siblings – ‘saying your brother worked hard and got B’s won’t motivate.’
- Praise/reward them for the amount of effort they put in and trying their best
- Avoid empathy, ‘I went through exactly the same thing when I was your age’. As much as you can emphasise with exam woes and stress, your exams were different as were societal expectations and financial pressures.
- Tell her that she can only try her best and even if she doesn’t do as well as you’d hoped, you still love them just as much

# After The Exams

## Time for reflection...

- Celebrate the hard work students have put into the exams and the resilience shown.
- Identify what aspects worked well and which can be improved.
- Emphasise that the KS3 exams are as much about learning good revision skills, time management and dealing with stress as it is learning the content for the exams.
- Support your daughter in understanding the feedback from teachers to help make improvements.



# Any concerns...

Contact

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[Year9team@holt.wokingham.sch.uk](mailto:Year9team@holt.wokingham.sch.uk)

Thank you for attending.