



Parents' Information evening for GCSE

31st October 2018

Agenda

- Key Dates
- Memory
- Study systems
- Revision techniques
- How to write a revision timetable
- Coping with exams and how parents/carers can support.

Key Exam Dates

Year 11 PPE 3rd Jan – 16th Jan 2019

Year 10 PPE 30th April – 10th May 2019

Year 11 Child Development – 10th Jan 2019

Year 11 GCSE Exams - 13th May 2019

Year 10 POR Exams **13th May 2019**
20th May 2019

Additional Exam Dates

Year 11 “Pixl Wave” Exams

5th, 6th and 7th November – Maths

22nd November and 24th April – English

5th – 11th March – Maths and English

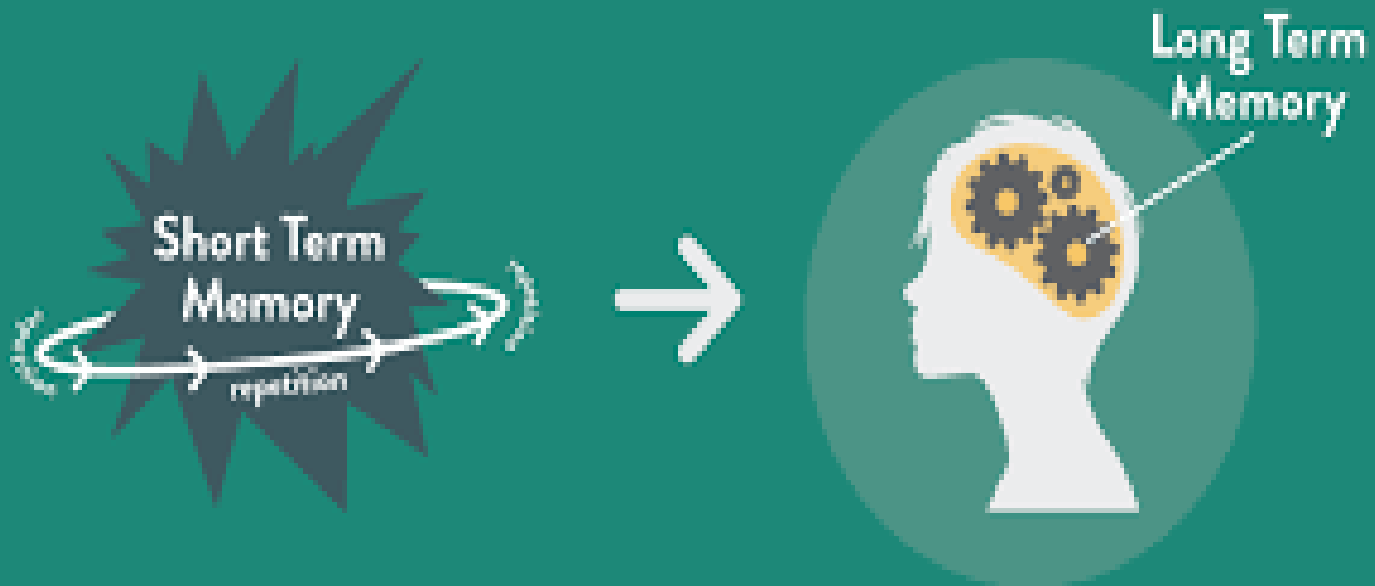
INSPIRE CHALLENGE ACHIEVE

Memory



Memory

Repetition Turns Short-Term To Long-Term



Working memory to long term memory

- Retrieval is better than revisiting
- Retrieval helps shift knowledge into the long term memory.
- There are many learning activities that active retrieval could be incorporated into, for example: quizzes and 'concept mapping'

Study Systems

- A highly organised approach to learning using a range of resources works best.
- **Three steps**: content, skills and feedback. All three work together to ensure students move forward with their revision.
- How can you ensure your children have **effective** study systems?

Three things a **High Systems** student does every lesson/every day/every week....

- Reviews files and learning materials
- Looks ahead to next week and anticipates tricky periods of time
- Organises work

Three things a **High Practice** student does every lesson/every day/every week....

- Completes 'content' learning as the course goes on
- Gathers past paper questions and attempts sections/full papers
- Strategically reviews progress, looks for weaknesses and focuses on them

Three things a **High Attitude** student does every lesson/every day/every week....

- Gets feedback, seeks out examples of better work
- Seeks out help confidently, asks advice – a support network
- Goes through tough times but focuses on benefits, successes

	Always	Sometimes	Never
Step One - Content			
Reading through class notes			
Using resources on Frog/VLR			
Using course textbooks			
Mind maps/diagrams			
Making/remaking class notes			
Highlighting/colour coding			
Flashcards			
Using a revision wall to display your learning			
Step Two – Skills			
Write exam answers under timed conditions			
Reading model answers			
Using past exam questions & planning answers			
Step Three - Feedback			
Marking your own work to a mark scheme			
Studying mark schemes or examiner's reports			
Working with other students in groups/pairs			
Comparing model answers against your own work			
Creating your own questions			
Handing in extra exam work for marking			
One to one discussions with teachers/tutors			

Students who are successful score highly in the following qualities

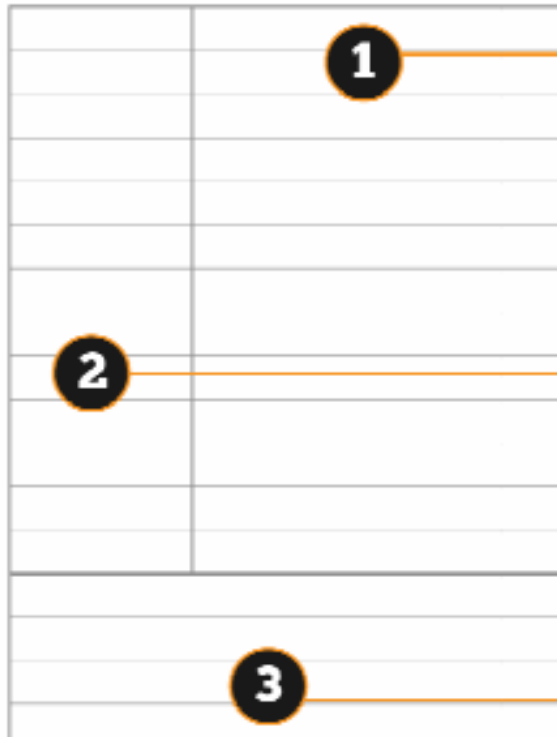
- **Vision** - they know what they want to achieve
- **Effort** – they work hard and put in many hours of proactive independent study
- **Systems** – they organise their learning resources and their time
- **Practice** – they use deliberate practice and develop their skills
- **Attitude** – they have a growth mindset and respond constructively to setbacks
- Summarised as **VESPA**

GCSE Mind-set Activities for Year 10 and 11 students

- Study skills questionnaire
- PSHE lessons with a focus on VESPA
- Assemblies with a VESPA focus
- Y10 and 11 study skill sessions with a VESPA focus
- Academic mentoring by tutors using feedback from study skills questionnaire and VESPA coaching questions

Note Taking

The Cornell Method



Notes

This is the section where you should take your notes during the course of the lecture. Use bullets, sentences, short-hand, etc.

Cues

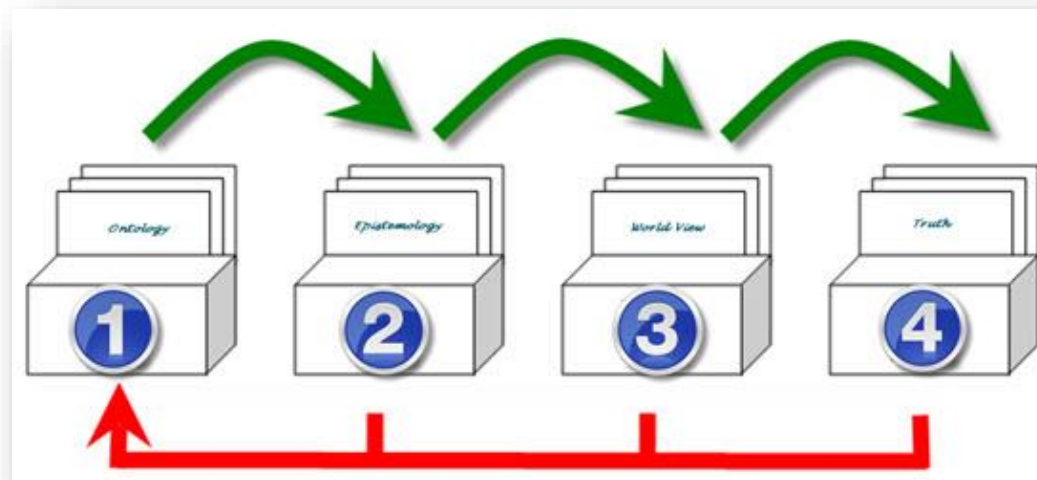
Questions, main points, visual clues, and other clues that jog your memory go here. Fill this section in after class.

Summary

Most important points and main ideas go here. Fill in this section after class when you are in the reviewing process.

Retrieval and Recall – the Leitner Method

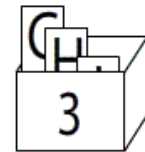
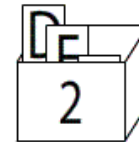
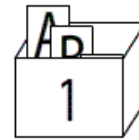
- Flashcards are sorted into groups according to how well the learner knows the information.
- Learner tries to recall information
- If they succeed = card goes to the next group
- If they fail = send it back towards the first group
- Each succeeding group has a longer period of time before the learner is required to revisit the cards.



Three Boxes example

- Box 1 = learner often makes mistakes with the cards
- Box 3 = knows well
- Study box 1 every day, box 2 every other day, box 3 every third day
- Move the cards according to successes

Session 1



Maths Revision Top Tips

- Practise, practise, practise!
But don't practise until you get it right – practise until you don't get it wrong!
- Learn times tables and formulae
- Ask the teacher for help!



Useful Maths Websites

- Mathswatch – www.vle.mathswatch.co.uk
- Dr Frost – www.dr frostmaths.com
- PiXL maths app – <https://mathsapp.pixl.org.uk> for computers but the app can be downloaded for free onto mobiles or tablets

Students need to use logins and passwords provided by the school for these sites



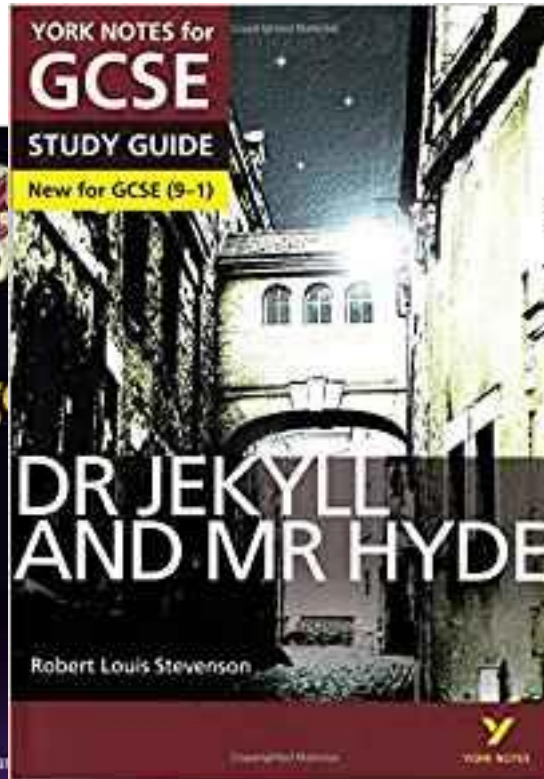
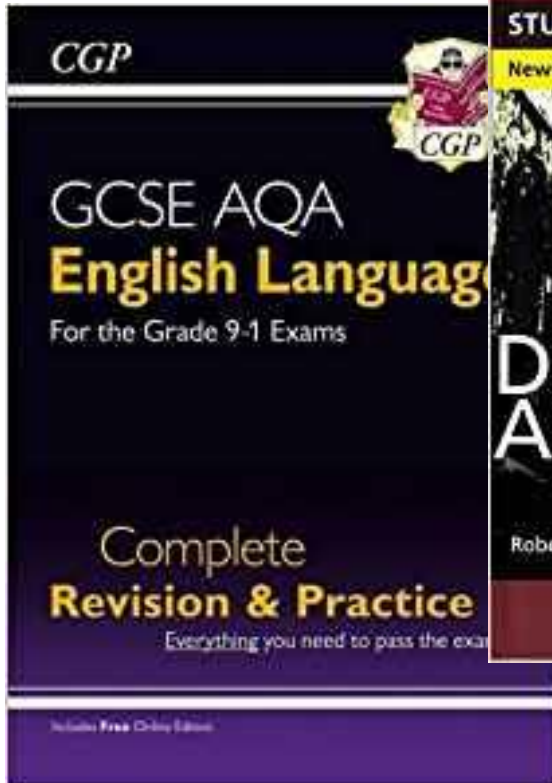
English Top Tips

1. Read – anything and everything! BBC news feeds, articles, leaflets, biography, Travel Writing, books...
2. Take an interest in their learning and encourage your daughters to proofread all writing after Home Learning is done – But do not do it for them!
3. Use plenty of colour for highlighting and building up revision notes as they have to last until the end of Year 11.
4. Keep folders organised and neat with dividers, clear unit front pages, colour coding, highlighting key aspects and revisiting notes throughout the course.
5. Be prepared to pop some money on canteen accounts for the course texts throughout the year.



English Revision resources

There are lots of revision guides available for the topics studied in English. For example, the CGP guides, York Notes, Mr Bruff.



Gojimo – Revise, Learn & Study



1.1 Computer systems

3 What is the difference between a record and an array?

A A record is permanent, an array can be erased.

B A record has multiple entries, an array is only a single piece of information.

C A record contains multiple data types, an array only contains one.

D A record can only be read, an array can be written to as well as read.

Skip >

1.1 Computer systems

3 What is the difference between a record and an array?

C A record contains multiple data types, an array only contains one.

Explanation

A record is a structure that brings together related items of data in different forms. Arrays only allow you to store a single type of data.

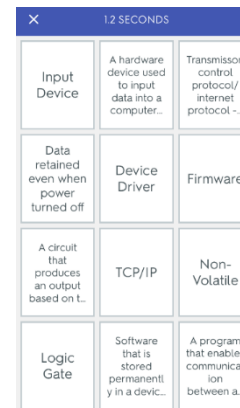
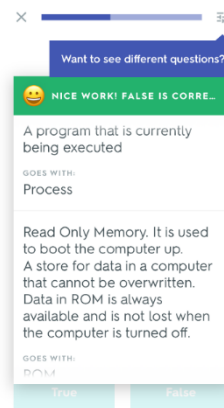
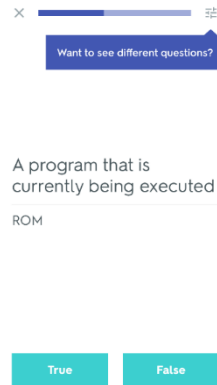
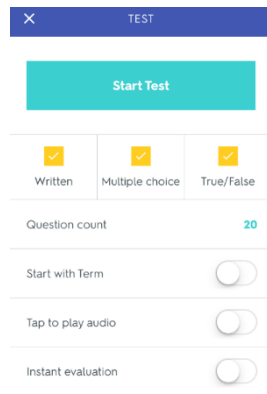
A A record is permanent, an array can be erased.

Next >

- Free app created by The Telegraph, multiple choice quizzes.
- Has lots of different subjects (and age ranges) on there.
- Some also allow you to choose the specification
- Shows progress per topic and also can show best/worst topic when completed several quizzes



Quizlet



- Students can create their own flashcards and then use this to test themselves
- They can do a formal test and choose the types of questions to include
- Go through them themselves one by one or choose a particular style.
- There are lots of 'quizlets' that have already been created which you can search for
- You can password protect your 'quizlets' and only allow those with the password access. You can create 8 classes for free



Helping your daughter cope with exams

- Anxiety
- How parents can help.....

Anxiety - Is this normal?

Anxiety is a human emotion and is our normal reaction to a stressor, so a certain level of anxiety during exam time is normal.

Anxiety is on a continuum. You may have the laid back teen, or the over anxious revise all the time teen, or somewhere in between.

How your daughter might show stress/anxiety

Young people vary in how they show their stress.

- They may be more irritable/demanding
- Difficulty getting off to and staying asleep
- Repeated bad dreams or nightmares
- Complain of headaches/stomach aches/pains
- Panic attacks – the night before an exam
- Palpitations
- Poor skin
- Poor appetite
- Asking for re-assurance
- Negative outlook.....'I can't'

How parents can help?

- The best way to support your daughter during the stress of revision is to make home life as calm as possible.
- Make sure other members of the household are aware that your daughter is under pressure and that allowances are made.
- Try not to make too many demands on your daughter during exam time e.g. keeping their bedroom tidy, helping out with household chores
- Arguments are counter-productive and will only add unnecessary stress and distract from revision. Try not to nag!

How parents can help?

- Work out a revision timetable.
- Break revision time into small chunks – hour long sessions with short breaks at the end of each session often work well
- Make sure there are plenty of healthy snacks in the fridge and try to provide good, nutritious food at regular intervals
- Encourage your daughter to join family meals, even if it's a busy revision day
- Encourage your daughter to have enough sleep – phone outside bedroom, avoid screen time 30 mins before bed

How parents can help?

- Encourage your daughter to take regular exercise- take the dog for a walk, 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, such as a meal out or a trip.

Building Confidence

- 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

Revision Timetable

- Gives structure to your daughter's revision
- Enables your daughter to pace herself
- Makes her feel in control
- Keeps parents calm

Step 1 – Make a list of everything you need to revise

- What to revise lists from teachers
- Contents pages from revision books
- Subject specification
- Include all subjects

Step 1 – Make a list of everything you need to revise

What do I need to revise?	Time needed	Completed	Get help
Maths Data 1 <ul style="list-style-type: none"> • Pie charts, histograms, box plots 	1.5 hrs		
Algebra <ul style="list-style-type: none"> • Factorising quadratics • Algebraic fractions 	2hrs		
Angles <ul style="list-style-type: none"> • Angle properties 	1 hr		
Science Waves and Radiation <ul style="list-style-type: none"> • • 	½ hr 1hr		
Metals <ul style="list-style-type: none"> • • 	1.5 hrs		
Business Studies Marketing <ul style="list-style-type: none"> • • 			
Growth <ul style="list-style-type: none"> • • 			

Step 2 – create a table

- By hand on A3
- Spreadsheet or word document
- App

Holiday Revision Timetable

	Holiday Revision Timetable		
	Morning	Afternoon	Evening
21 Dec			
22 Dec			
23 Dec			
24 Dec			
25 Dec			
26 Dec			
27 Dec			
28 Dec			
29 Dec			
30 Dec			
31 Dec			
1 Jan			
2 Jan			
3 Jan			

Step 3 – fill in the timetable

1. Be realistic – think how many hours you can manage each day – and it may vary depending on your commitments.
2. Set up a routine eg
School nights 1-2 hrs revision depending on home learning
Weekends/holiday – establish a routine eg work 9am until 2 pm then have the rest of the day off or 10am – 3pm or 2pm – 7pm...whatever fits in with your other commitments.
3. Remember to revisit what you have revised ie pattern should be
 - Make notes (revision cards/mind-maps)
 - A few days later – scruffy mind-map and then go over gaps
 - A week or so later – another scruffy mind-map and then go over gaps and apply to past papers.
4. Don't forget to include catch up slots...so you don't fall behind

Step 4 – Display it for all to see

- Make several copies – put one on the fridge to remind what is planned and one in bedroom.
- A revision timetable will stop parents from nagging.
- Students enjoy ticking off the revision – it will make them and you feel in control and calm.

Procrastination

We all do it.....

The main enemy is electronic devices.

“I’ll just check twitter, Instagram, snapchat, Youtube....and see if anything has happened on twitter whilst I was on Youtube”

Tips to beat procrastination

- **Break it down** – Scheduling
- **Make your goals public** – fridge, update family. “I am revising for 1 hour now, tell me to get back to work”
- **The Pomodoro technique**
 - <https://www.youtube.com/watch?v=1l4w7uHdNaQ>
 - <http://tomato-timer.com/>
 - 25 mins
 - 30 mins
 - 45 mins

Tips to beat procrastination

- **Remove distractions**

- Phone/ipad
- Xbox
- Netflix
- Spotify

- **Focus on the positives**

**“This is great.....I am getting this done”
NOT....”Only 15 mins of torture left”**

After The Exams

Time for reflection...

- if some disappointment...try to discuss/ work out what could be changed for the next set of exams. Take on board feedback.
- If some exams went well...work out why

Attendance

90% attendance (19 days missed over a school Year) affects your daughter's chances of success by a drop of 1 grade at GCSE across all subjects.

19 days= drop of one grade in all subjects
..6 days a term...3 days a half term...1 day a fortnight....

Finally

SUCCESS



What people think it looks like

SUCCESS



What it really looks like

Any concerns...

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