



Year 13 Parents' Information Evening

Wednesday 26th September

**Our aim is to help them feel like
this on A Level results day too!**



INSPIRE

Welcome & Introduction

How to cope

How to help

All working together to support

Planning for post 18

- Apprenticeships information (Mrs Hart support and appointments)
- Ucas-early entry deadline
- Ucas and predicted grades
- University visits
- 1st & 2nd choice
- Finance & accommodation

Home study

- Using time wisely
- Agree with Heads of Sixth (safety)
- When Ucas completed and on/near target grades
- Timetable dependent
- Not registration/assembly time
- Timetabled private study at school still attended
- No paid work completed at this time.
- Attend meetings with members of staff if required

Peaks & troughs

- Students have a lot to juggle
- Not easy - fear of the unknown
- Managing workload - scary
- Managing timetable (study periods/independent learning/free time)
- Making decisions
- Fear of failing /Letting anyone down
- Juggling their responsibilities in and out of school

A busy year:

- Juggling : parties, working, driving, freedom
- Not meeting regular deadlines
- Reservations about asking for help
- Not achieving their expected grades
- Perceived difficulties with teachers. i.e not communicating difficulties and issues early enough

Stress & anxiety: How does this manifest in students

- Falling behind and not wanting to turn up (avoidance)
- Comfort eating or not eating enough
- Sleep problems
- Moodiness
- Friendship issues
- Isolate themselves at home
- Denial that there are any issues

From our experience

- Perfectly normal behaviour, anxiety is a helpful and healthy biological response to new situations. It helps you drive and succeed. Don't try and suppress it, try to embrace and use it to cope with the new challenges.
- Anxiety is **inevitable** experience that indicates our level of awareness, basic unease, level of self consciousness and vulnerability.

- Students are learning to cope with the increased demand of A level study
- They have to manage the increased difficulty in the lesson content and depth of it.
- They are expected to manage time, independent work, revision, improving assignments and making notes.
- They have to manage parental expectations (it is not a linear path, A/A* in GCSE does not make this journey any easier)
- For every student regardless of their starting point, A levels are a fluctuating journey

How can parents help

- Awareness (once you know the difficulties and what to expect the journey becomes more normal)
- Conversation and communication between parent and child is crucial (keep it light and informal, normalise the thoughts and emotions)
- Hear them out but do not try to fix it for them (facilitate them fixing it themselves, facilitate their fear and anxiety)
- Engage in activity with your child, either exercise or culinary to ease them into the free flowing conversation

Challenge, commitment and control

- Stop them catastrophising- it is a normal reaction to think negatively, worst case scenario. Avoid focusing on things they can't change
- Help them face the feared situation i.e. encourage them to turn up for school and accept occasional failure as it is a very important part of learning and growing up.
- Avoiding the feared situation will only make the anxiety worse
- Chunking- break the problem down into manageable pieces for the student.
- Ask what would help?
- Ask what do they need to do next?
- Help them to prioritise the task. What can you do about it?
- Identify relevant support (who can help me do some of these things)
- Help them to recognise their successes however small they are.
- Tell them to refocus and move on

Practice mindfulness

Apps

<https://www.headspace.com/>

<https://www.calm.com/>

<http://sam-app.org.uk/>

Tech free zone

Have a look at this programme to gain different perspective how stress and anxiety can be produced by social media and not all the pressure is coming from school related challenges (displacement)

[Smartphones: The Dark SideBBC1](#)

Self help for students

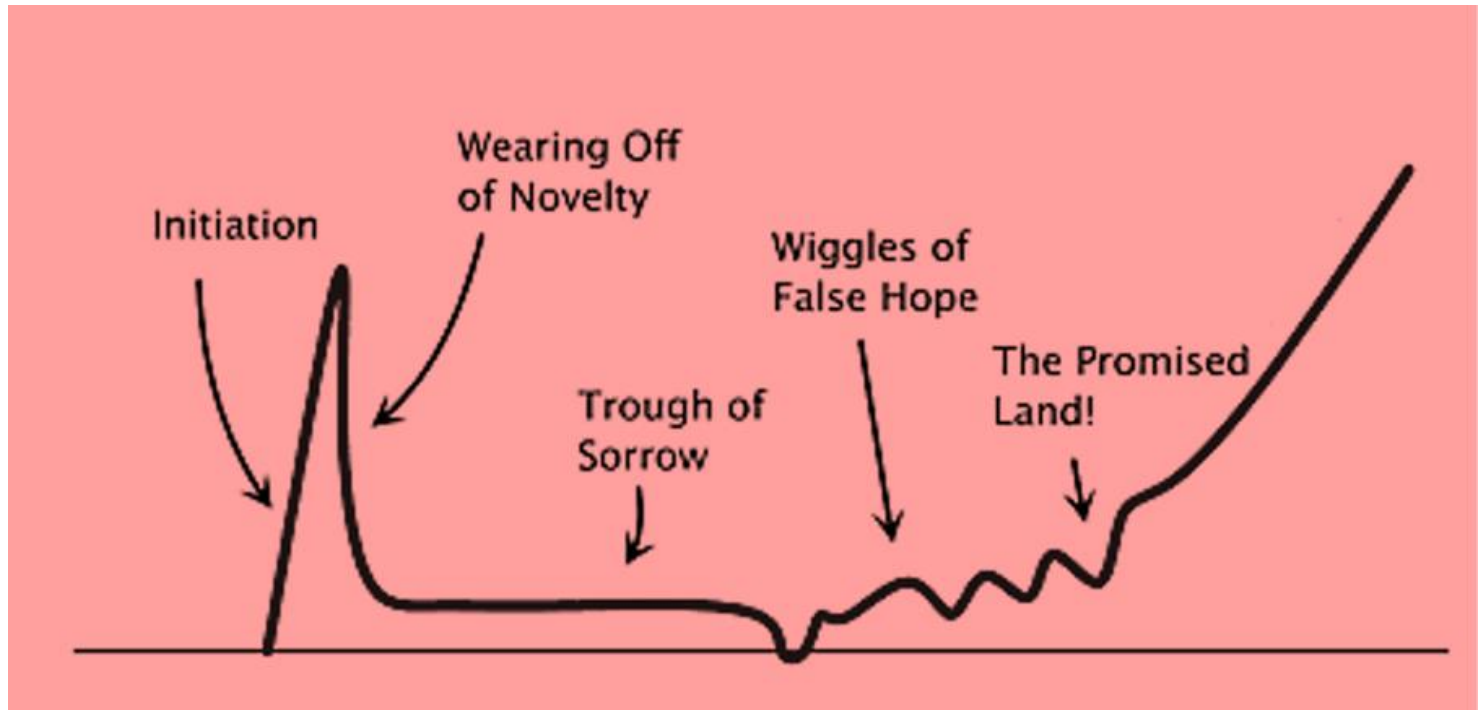
What should you do?

- Face your fears
- Don't try to be perfect-adjust your expectations
- Talk about it with friends or family
- Get involved in events in school and outside school
- Get a part time job (12 hours or less)
- Healthy diet
- Regular exercise
- Venture out of the comfort zone (start small and slowly over time build it up) –it will help your confidence and recognise healthy anxiety and how to deal with it
- Enjoy the journey and have fun with it /healthy balance

**You can't stop the waves but
you can learn to surf**



Typical Student Year!



Case Studies from 2018

Student A (7.92)

Minimum expected grade: A*/A

Alps 1

Achieved: A*A*A*

EPQ A*

Case Studies from 2018

Student C: (6.27)

Minimum expected grade: B

Alps 5

Achieved: A*AA

Case Studies from 2018

Student C: (6.00)

Minimum expected grade: C+

Alps 6

Achieved: BBC

A Level Mindset Model



Continue to Develop Vision

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

- Asks questions, often staying behind after class
- Makes connections with previous learning – explores & is curious
- Understands the role and value of the subject in a wider context

Make a Habit of Effort

‘Buy’ that grade with hours!

Hours pw	Percentage of students
0-4	3% (97% of students working harder)
4-8	11% (No one got A*-B, most D's)
8-12	21%
12-16	25%
16-20	11%
20+	28%

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

- Knows what an hour will be spent doing before it starts
- Chooses high-effort spaces to work
- Has a series of pro-active activities to complete regardless of teacher instruction

No mixed messages... effort is a habit!

- Success requires large amounts of effort
- Effort is measured in hours per week of independent study
- Independent study is a proactive process
- The top performing students commit over 20 hours per week to their independent studies.

Learn New Systems

Brain Dump

*– where you just write down any work, assignments, reading, sorting that needs to done.
Just get it out of your head!*

High priority & stress	Medium priority & stress	Low priority& stress

Action Items

	Tasks – brief details	Urgency
1.		! !! !!!
2.		! !! !!!
3.		! !! !!!
4.		! !! !!!

Weekly Review

- Studies show that cramming or bingeing on learning isn't as successful as snacking on it.
- Students do significantly better if they review their learning regularly rather than if they leave it to pile up, and then try to deal with it all at once.
- Your productivity – efficiency/effectiveness – is significantly improved by doing the work frequently.

Weekly Review Instructions

1. Set aside an hour a week. This time must be sacred – don't let anyone disturb you.
2. Go offline, phone on airport mode and NEVER swap your hour for anything else or skip it. Friday afternoon or Monday morning.
3. Split up the hour evenly. Eg 20 mins per course. Be strict with yourself.
4. Review the week's work in that course.
 - ☐ Check notes are clear, legible & in order.
 - ☐ Summarise your learning in a quick diagram, mind map or a few lines of notes.
 - ☐ Highlight or circle material you've found hard this week. This is the stuff you will need to work on during your independent study time.
 - ☐ Go through the jobs you've been given and the deadlines you've got. Make a priorities list for the week ahead.
4. Once you've done this three times, once for each subject, you should feel pretty good. You're in control. You know what needs to be done.

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

Build in Practice

Step One	Always	Sometimes	Never
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			
Write exam answers under timed conditions			
Reading model answers			
Using past exam questions & planning answers			
Step Three			
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			

‘Flow’ spaces

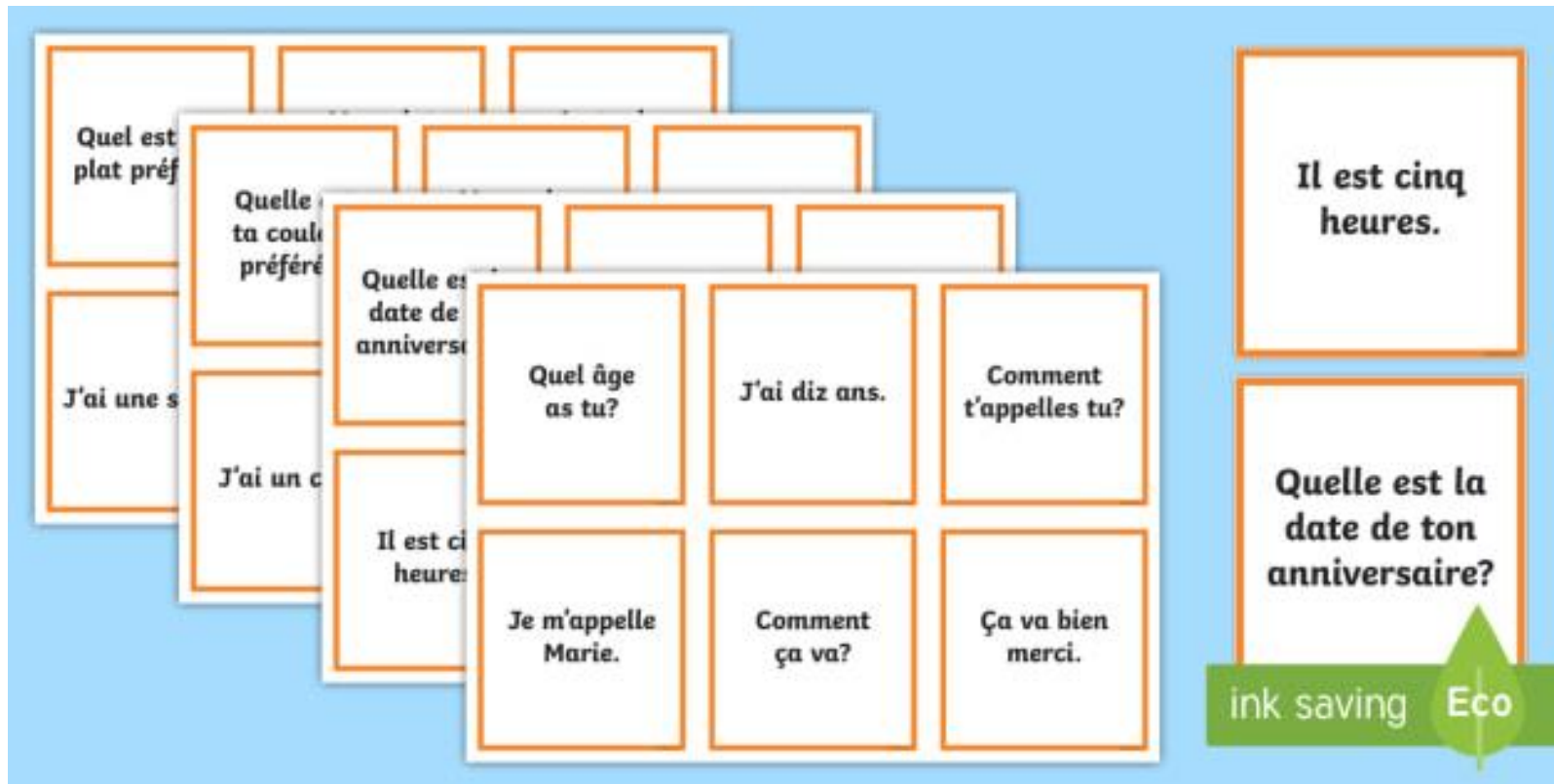
- Levels of foreground and background noise
- The number of other people there
- The behaviours of the other people there
- The quality of the working space.
- The levels of light
- A feeling – ‘calmness’ ‘focus’

Not too comfortable though!

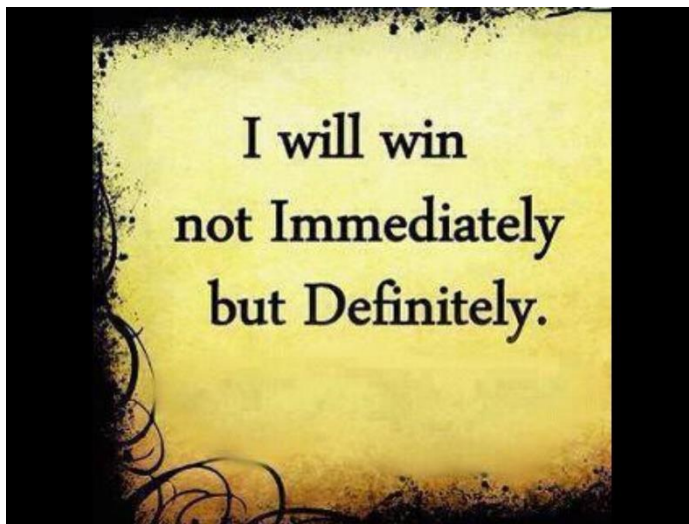
Three things a **High Practice** student does every lesson/every day/every week....

- 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

Question and answer cards



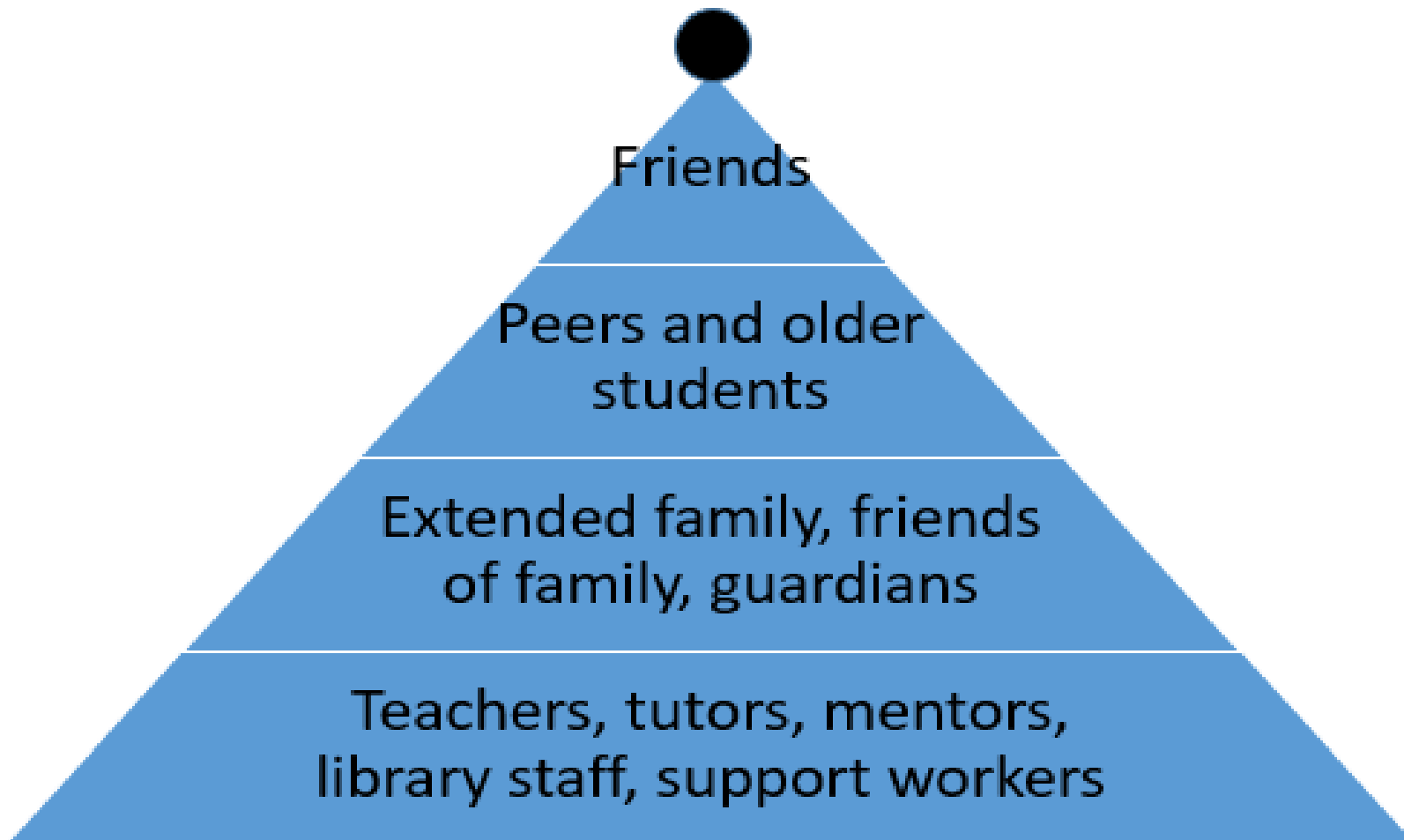
Continue to Develop Your Attitude



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

Their Support Network



5 Keys to success at A Level that can be practised and learned.

- Having a **v**ision
- Making a habit of **e**ffort
- *Building* effective **s**ystems
- Engaging in high stakes **p**ractice (out of their comfort zone)
- Having the correct **a**ttitude

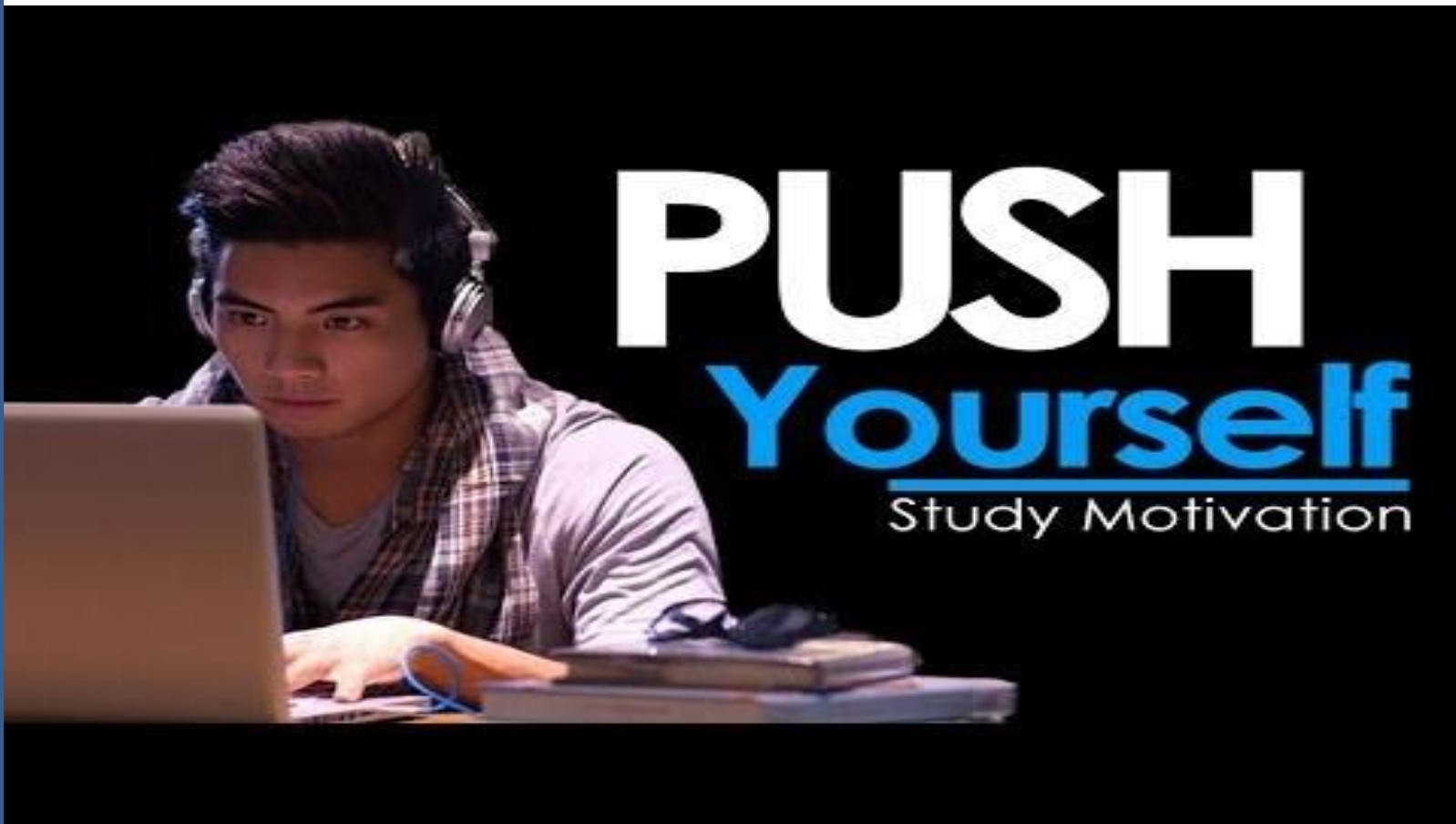
What can you expect from us?

- Close monitoring & tracking
- Good communication – 6th Form Team/parents/ teaching staff
- Coaching Programme – Learning & project management skills
- Excellent teaching & learning in the classroom

Exams Date

- Assessment Week 1 = 24/9 – 4/10
- Assessment Week 2 = 12/11 – 23/11
- PPE 1 = Wk begin 29/10.
- PPE 2 = Wk begin 26/2

INSPIRE CHALLENGE ACHIEVE



Top Tips on Working Smartly

Schedule in your study sessions.

Time is something you can control.

The person who plans and prepares to the best of their ability will get more out of their time.

Schedule every period AND home sessions.

The Forgetting Curve

We all forget things over time. Today 80%
.....tomorrow 40%.....a week only 10%

Spaced Repetition – keep revisiting a topic

Depth of processing – reformat the information each time to help you remember it at a deeper level.

Flow Space – we learn better in a productive environment. Know where it is. Use it. Helps with motivation.

Remove distractions – remove any from your space – dog/phone/clutter

Know what to focus on

- Be smart
- Use your specification
- Know how to present it to the examiner eg. What are they looking for? what terminology? How should you structure it?

Do I know something well
enough?

CAN YOU TEACH IT?

If not you do not know it well enough.

REVISION: PREPARATION

PREPARE THE RAW MATERIAL - You cannot revise without having all the raw material in place first so...read below and tick what you have done for each subject and cross what you are still to do:

FIND THE SPECIFICATIONS/SYLLABUS - Make sure you have a copy of the specification for each of your subjects so you know what you need to cover for the examination.

EXAMINERS' REPORTS AND MARK SCHEMES - Gather examiners' reports and some examples of mark schemes for different types of question.

ORGANISE YOUR FILES - Place your notes into sections that relate to the specification – then you know that you have covered all the key areas

FIND MISSING WORK - Check somebody else's file to see if you are missing work – choose that person wisely!

GATHER REVISION GUIDES AND OTHER TEXT BOOKS - Make sure they are for your syllabus. Ask your teacher what they recommend.

DON'T WASTE TOO MUCH TIME GATHERING TOO MANY RESOURCES! - You could spend forever searching the internet etc. Find what is relevant and suggested and get revising!

PREPARE YOUR WORKING AREA - Make sure it is tidy, comfortable and well lit.

REVISION: STREAMLINE

1. **READ AND MAKE NOTES** Make notes from any hand outs or resources that you have been given if you haven't already done so.
2. **WRITE KEY POINTS** Reduce your lengthy notes to bullet points, making specific note of key words and phrases. Use the 'CHUG' method to emphasise these:

Coloured pens

Highlighters

Underlining

Gaps (leave larger spaces between points)

3. **PREPARE REVISION CARDS** Use card or folded A4 paper to force you to reduce notes to a set of
bullet points – make sure you include the key points
4. **DIAGRAMS** that force you to organise material – you will probably remember a diagram more than a full page of notes
5. **Discuss with them any other methods that work.**

8 CORE PRINCIPLES TO REMEMBERING

Imagination and association help you to remember things. If you link a piece of information that is already known to you it is easier to remember.

- 1. SENSES – Visualise, hear, taste, smell, sense things
- 2. EXAGGERATION – think large, absurd images
- 3. MOVEMENT – Make images move
- 4. COLOUR – Brings memories alive! Visual senses are heightened
- 5. NUMBERS – List things using numbers – this adds order
- 6. SYMBOLS – Help prompt memory, for example a logo automatically makes you think of something. Use mnemonics, e.g. .
- 7. ORDER + PATTERNS – Group and sequence information, sort by colour, size, weight, age, etc.
- 8. LAUGHTER – make things funny, rude etc. Anything to help you remember!

Strategies to get information into Long Term Memory

1. **Rehearsal** – Re-reading your notes is a very basic way to improve recall, but be very careful, because if this is the only method that is used you will struggle to retain the information. This is really a starting point.
2. **Playback** – You could record yourself reading through key notes, so that you can listen to them at various times throughout the day.
3. **Understand your notes** – Information that you understand tends to be recalled easily – this is known as semantic processing. Write key definitions next to words and summarise key processes/theories etc.
4. **Check your understanding** - Ask your teachers if you are unsure about certain areas. This will keep you engaged in lessons, help your concentration and therefore make your brain more susceptible to understanding and remembering.
5. **Use Diagrams** – Visually represented information is a powerful tool. If you can draw a diagram to summarise a point, process, theory, then you clearly understand the information. Mind maps are one of the best ways. See student study skills booklet for further information about these. Even the use of tables to show advantages vs disadvantages etc. can be very useful
6. **Reduce your notes** – It is difficult to revise from large volumes of writing, therefore convert lots of paragraphs into succinct points and key facts. The process of doing this is part of getting the information into your long term memory – to summarise your notes shows that you have an understanding and in turn this will help recall at a later date.
7. **Organise your notes** – Keeping notes in order aids understanding. It is hard to revise atopic if it is incomplete. You may wish to bring notes from the previous lesson to the next lesson so you can use the same piece of paper to continue. If you miss a lesson – catch up with the notes. Make sure you put all notes into sections (relating to the syllabus). Then use lots of subheadings and dividers. Date your work!

Strategies for retrieving information from Long Term Memory

The trick is to develop retrieval cues – triggers that jog your memory for specific pieces of information.

You can do this by using some of the following methods:

1. **Method of Loci** – ‘Loci’ means places: Place key points you need to remember in an imaginary room (or place) and then try to remember the layout of the room. E.g To remember a shopping list – a picture of a carrot on a wall peas scattered on the floor, glass of milk on a table. The more obscure the better!
2. **Associations** – Associate facts/ideas etc. with an odd or bizarre image to help trigger the correct recall. Again, make these bizarre.
3. **Mnemonics** – Think of the first letter of a series of key points then make a word from them to help you remember all the points. E.g. SMART for Specific, measurable, achievable, realistic, time framed for target setting.
4. **Organisation** – Sorting notes into categories can help provide retrieval cues – triggers that jog your memory. Mark schemes often reward a range of issues rather than lots of points from a similar point of view so thinking of different categories is useful. Organising notes into categories will help you recall the range of points.
5. **Make your own Flash Cards** – Place a key theory/explanation/period in history on one side of the card and on the other write down the key points.
6. Carry the card with you and test yourself.
7. **Use friends to test you** – Small revision groups can make revision more varied and less of a lonely exercise.

REVISION: HOW TO TEST YOURSELF

The best students test themselves along the way so they know that they can recall the information – this tends to reduce nerves on the day of the exam as the students feel confident they know the information compared to someone that has no evidence that they can recall the information.

To test yourself throughout your revision process consider the following strategies:

1. **Look, cover, write, check –**
2. **Recall a diagram Ask yourself simple exam style questions**
3. **Ask yourself the toughest of question**
4. **PQRST Method –**
 - Preview** – get an overview (the big picture) by reading the outline at the beginning of the chapter. There may even be a summary section. Get an idea of the main topics.
 - Question yourself** – Make questions from each of the topics/subheadings etc. you should have a short list of questions that you want to find the answers to.
 - Read the chapter** – look for the answers to the questions you have made e.g. search for the explanation of the Big Bang Theory.
 - Self-recitation** – Try to remember the key/main points of each section – either say them out loud or write them down.
 - Test yourself** – After you have finished the entire chapter – how many of the main ideas can you remember? Can you remember the answers to your questions?
5. **Timed answers**

Study smart

11 Ways To Study SMART & Study EFFECTIVELY - Do More in HALF the Time!

<https://www.youtube.com/watch?v=Khww5zPsSxc>

15 mins