

PARENT FORUM

May 16th 2016

Parent Forum: 3 parts

- What to expect (AT)
- Study skills (AT)
- Risks and opportunities (JB)

YEAR 10 2016-17

The Year Ahead

What do year 11s say?

What went well?

- Rewards were a success this year
- Extra sessions worked if you turned up
- Extra parental meetings really worked
- Buddying with year 12s was useful
- GCSE Pod, Pixl app and mathswatch were really effective
- Seeing tutors to set targets early on was important

To improve?

- Want more recognition
- Want a year 11 board
- Want more specific deadlines

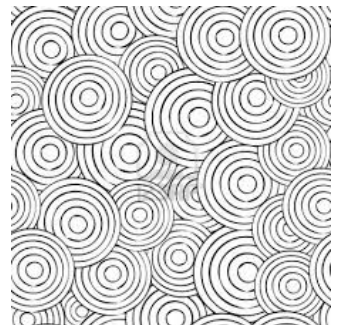
What do Year 13s say?

- “Don’t leave it all until the Easter half term. It works for some but not others”
- “Don’t worry too much about what you pick for A level, choose something you enjoy”
- “Start thinking about what you want to do in the future now!”
- “Reward yourself with a social life after you’ve done your work”
- “Don’t get a job in year 11 – it’s too hard”



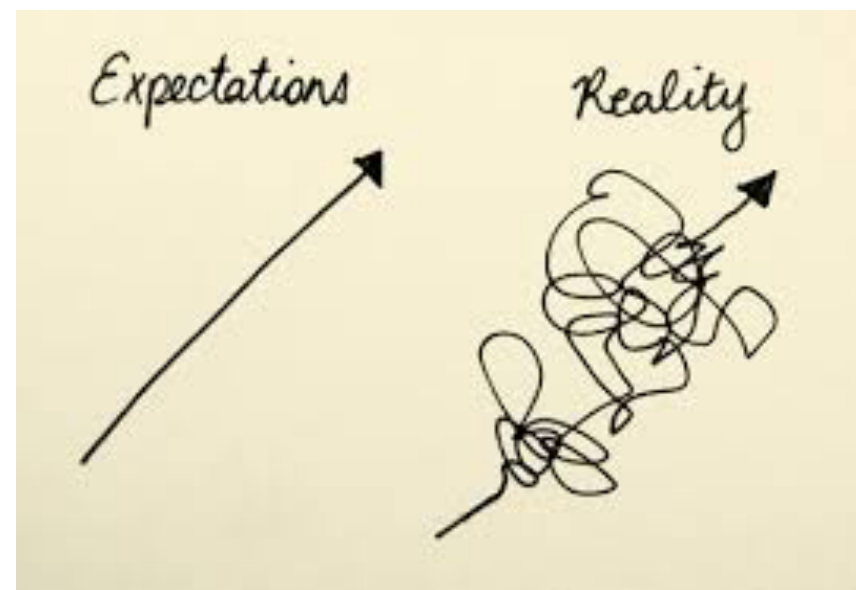
What will the pattern of the year look like?

- They **DON'T** have a year. They have 11 months before their first exam. Not including holidays, they have 36 weeks. This will go very quickly.
- They will have done some controlled assessments already. All of these will be completed by the Feb half term in 2017.
- Many subjects will have completed courses by Christmas and revise content after.
- Mock exams will take place early December with results sent home in January.
- Intervention classes will run most of the year after school on a 2 week timetable
- Some subjects require portfolios i.e. Art....this will be ongoing



What do we expect?

- Turn up – attendance is vital
- Do all homework – it makes the difference of 1 to 2 grades
- Attend support sessions – they are focused and do help
- Work independently – it isn't just about homework
- We need to communicate and work together – students often take advantage of any gaps in communication!
- Ask for help if they don't understand



What do we do?

- Talk to students – evaluating interventions
- Plan to address underperformance – RAP meetings, extra parent sessions, reduced curriculum in some cases
- Monitor and provide rewards
- Arrange mentoring/coaching
- Lunchtime, after school, Saturday and holiday sessions
- Provide consequences for students i.e. SLT detention
- Offer online resources



Some of our online support

- GSCE Pod
- Mathswatch
- Pixl App
- Year 11 Page
- Pars




Year 11 Support & Guidance

This page is designed to support you in preparing for the year ahead. If you have any ideas about information you would like featured on this page, please [get in touch](#).

Important Dates for Year 11:

Year 11 Parents' coffee morning - 16th March 11am-12pm
Year 11 Mock exams - 21st-24th March
Year 12 Taster Week (for year 11 students) - 26th June-1st July
Year 11 Prom - Thursday 30th June
Year 11 Ceremony - Friday 1st July

Easter Revision & Activities Timetable

 Summer Exam Timetable (subject to change)
[Download File](#)



begins on Friday 20th May.



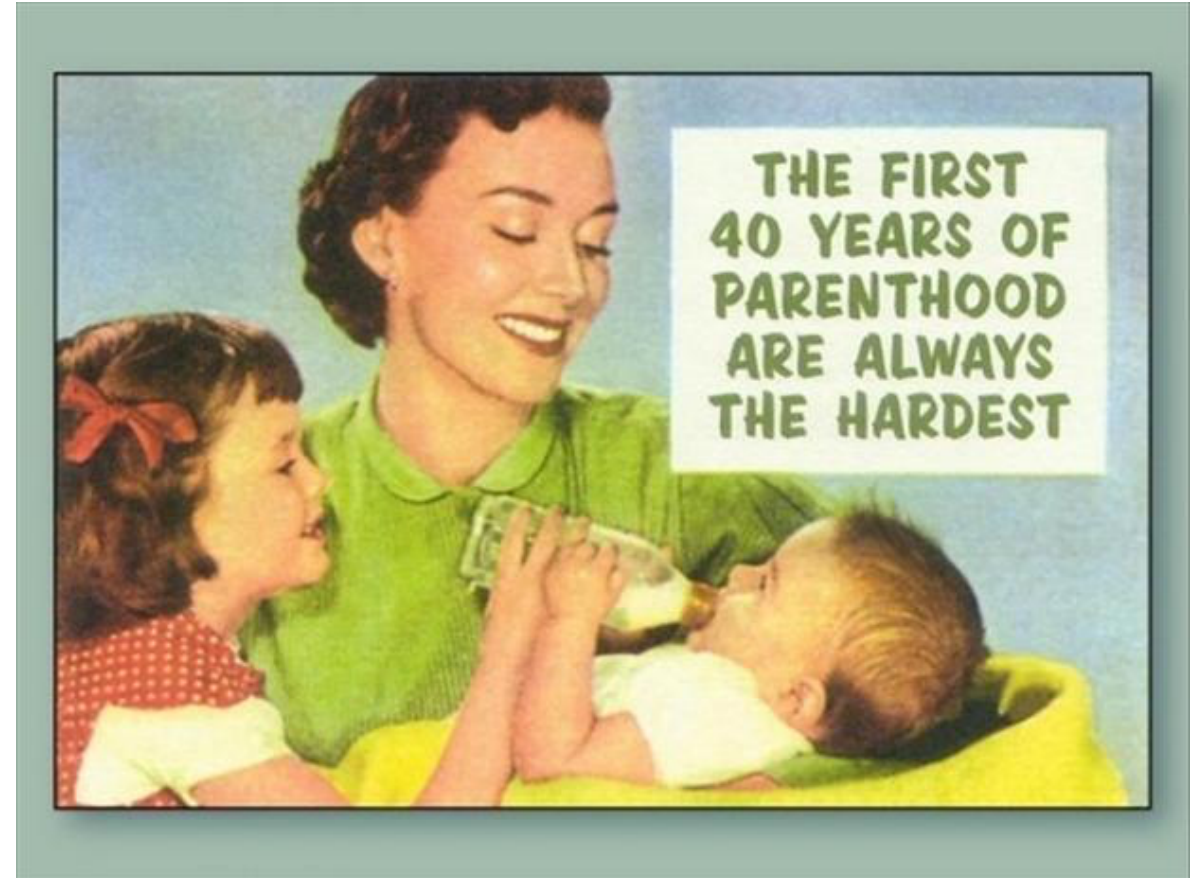
What will be the biggest challenges?

- Getting students to work at home
- Getting all students to take a mature approach at school and at home
- Getting the students who need it most to turn up
- Managing student stress
- Maintaining effective communication
- Keeping students motivated in all subject areas



What do you need to do?

- Get them to turn up every day
- Keep them well fed and slept
- Keep them organised
- Get them working at home
- Keep them motivated
- Please support us
- Keep in touch



Risks in Year 10,11

- 'Marathon not a sprint'
- Subjects may not be equally engaging
- Social life vs academic pressures
- Managing workload
- Intervening versus deskilling
- Study skills need to be good
- GCSE grades **count**
- Stress, therefore



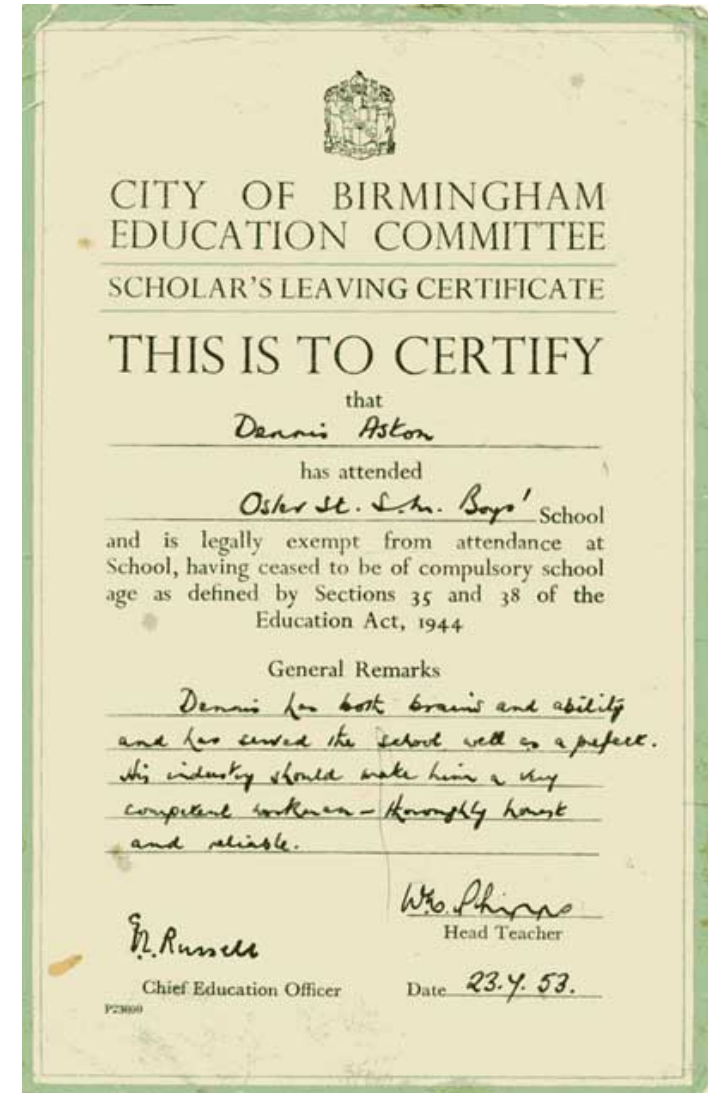
Opportunities in Year 10,11

- Strengths, interests identified
- (Partial) bridge into further study
- If a child excels here: augurs well
 - For sixth-form study
 - For university entry
- Opportunity for independent work...
- ...builds resilience, self-belief, increased capacity



Afterwards

- Sixth Form (vocational, academic) or apprenticeship
- Tallis: academic sixth form, offering
 - A-level – exams after two years – we are looking for B-grades for entry to these – 850,000 A-levels taken last year – 75% of current uni students have A-levels
 - BTEC – continuous assessment – we are looking for C-grades for entry to these – 550,000 A-levels' worth taken last year – 25% of current uni students have BTEC qualifications
- Tallis: 90%+ progress to university, art college



A corkboard with various colorful sticky notes, paper clips, and pushpins. The sticky notes are in shades of yellow, orange, light blue, pink, and white. Some are pinned with pushpins, while others are held by paper clips. The background is a textured, brown cork surface.

Improving learning through effective study skills and revision

Jon Curtis-Brignell

Assistant Head: Teaching and Learning

This session

1. Why is studying important?
2. Some practical advice about studying
3. Some ideas from research about how to study more productively



What is the point of studying?



Two hours' homework a night linked to better school results

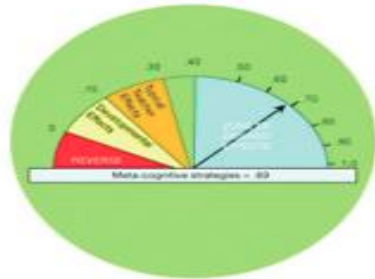
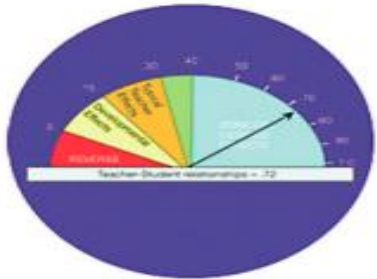
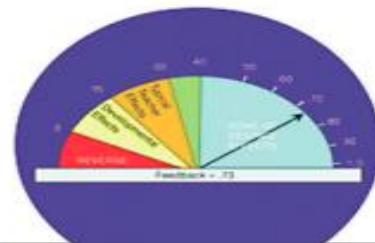
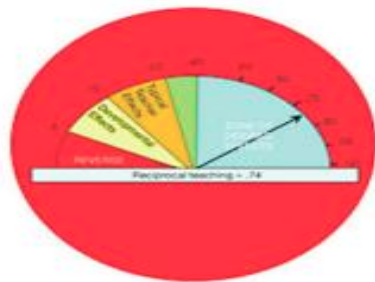
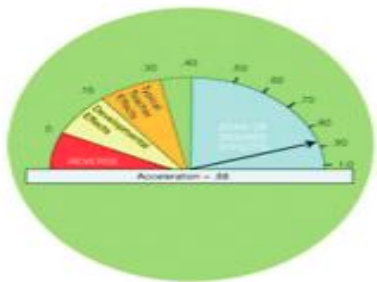
Any time spent on homework shows benefits, according to study published by Department for Education

the **guardian**

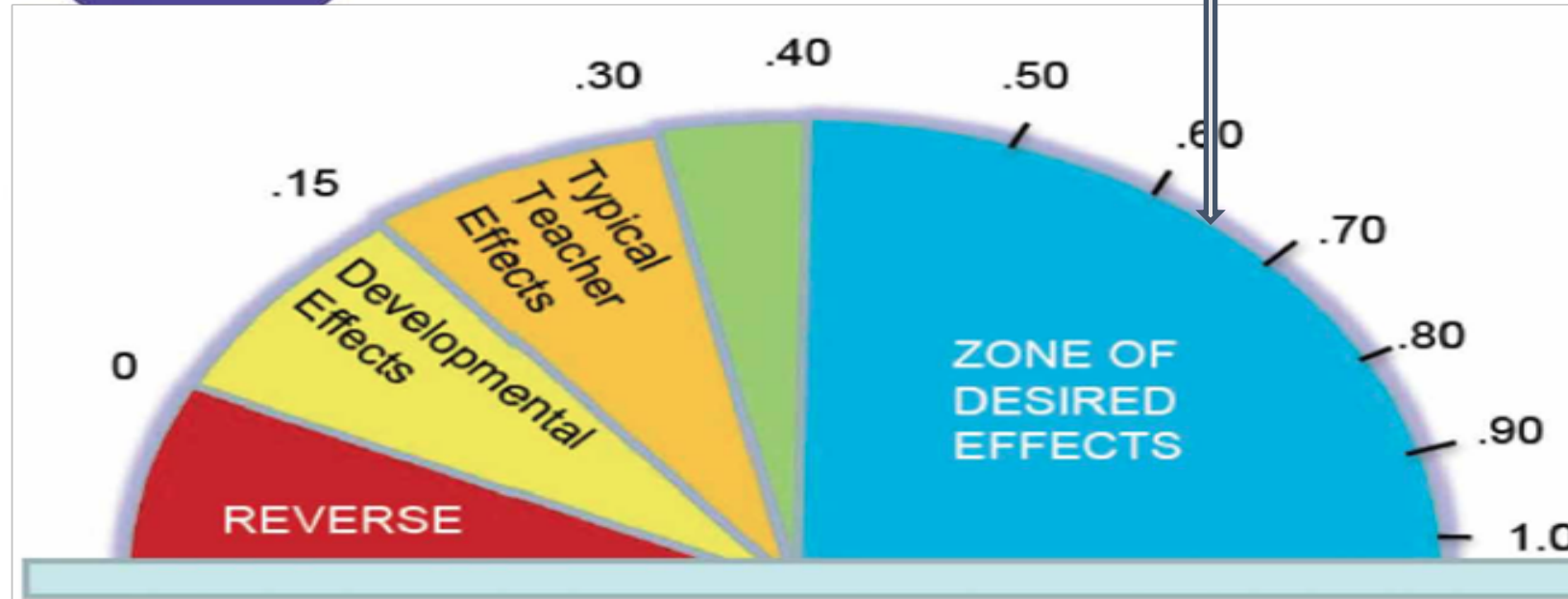
VISIBLE LEARNING

A SYNTHESIS OF OVER
800 META-ANALYSES
RELATING TO ACHIEVEMENT

Home learning has an
effect size of 0.64 at
secondary school!



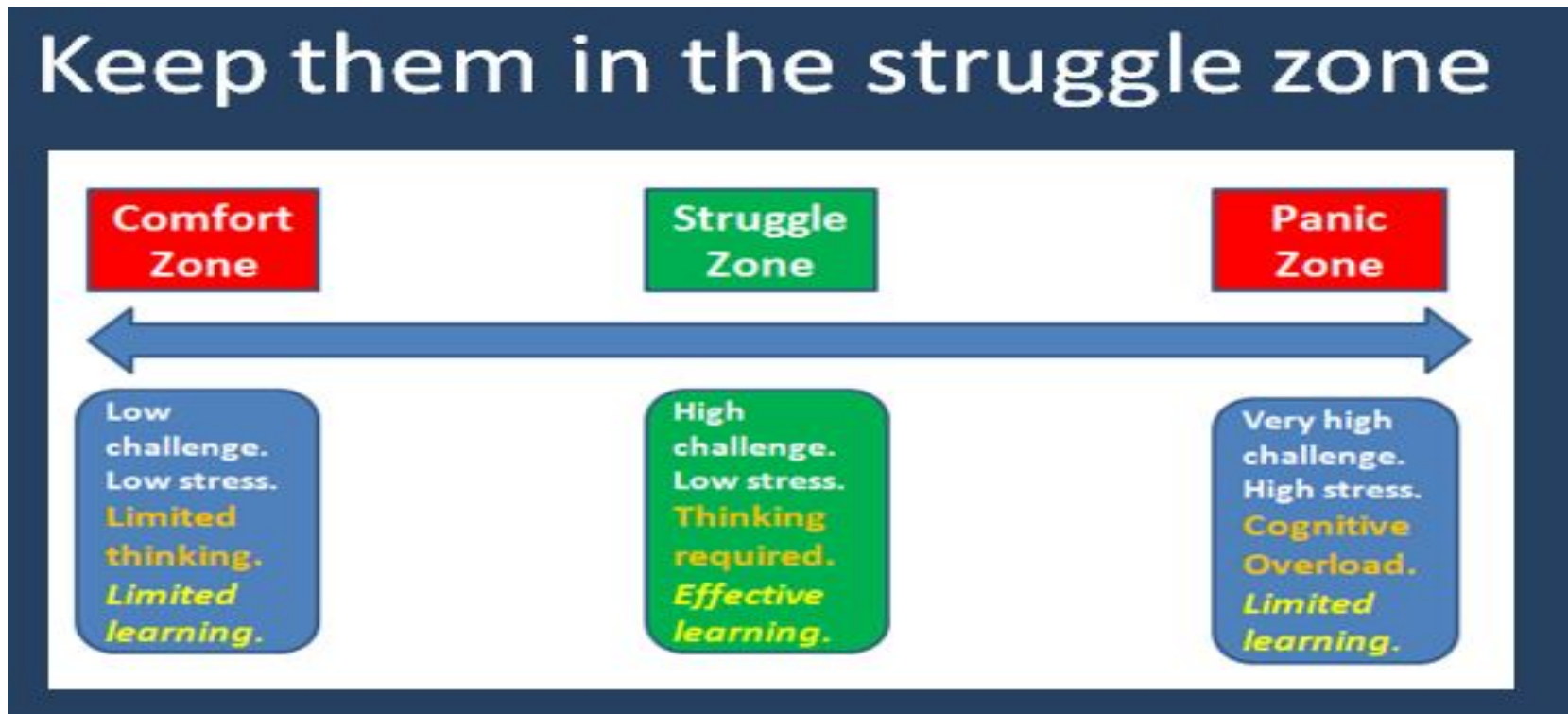
JOHN HATTIE



Key Stage 4 Home Learning Expectations

It is expected that they should have between 60 and 90 minutes of home learning per subject per week.

Their teachers will agree with them when home learning will be set and this should be recorded on page 24 of their planner.

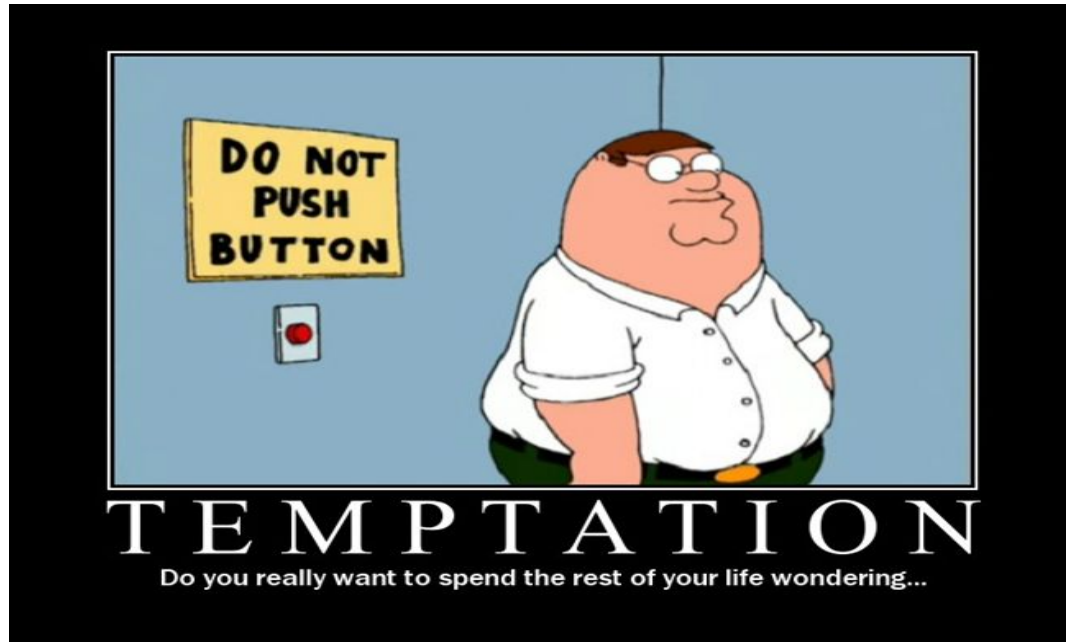


There is no great
secret to studying...



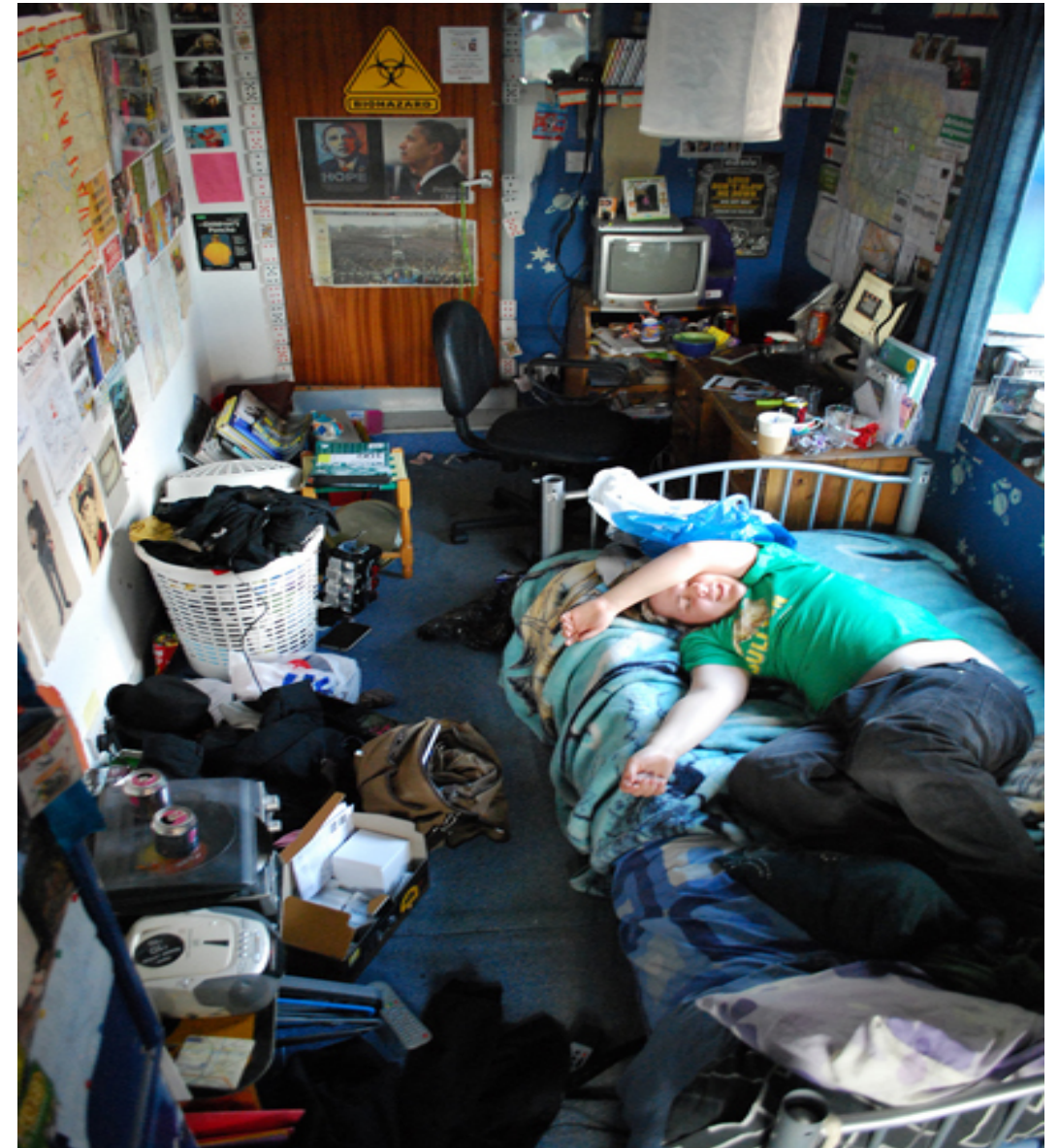
It is a question of
being prepared
before you start
And
using your time properly





GET RID OF TEMPTATION...

- No clutter
- No computer
- No Phone
- No TV



Be Prepared...And Get Organised...



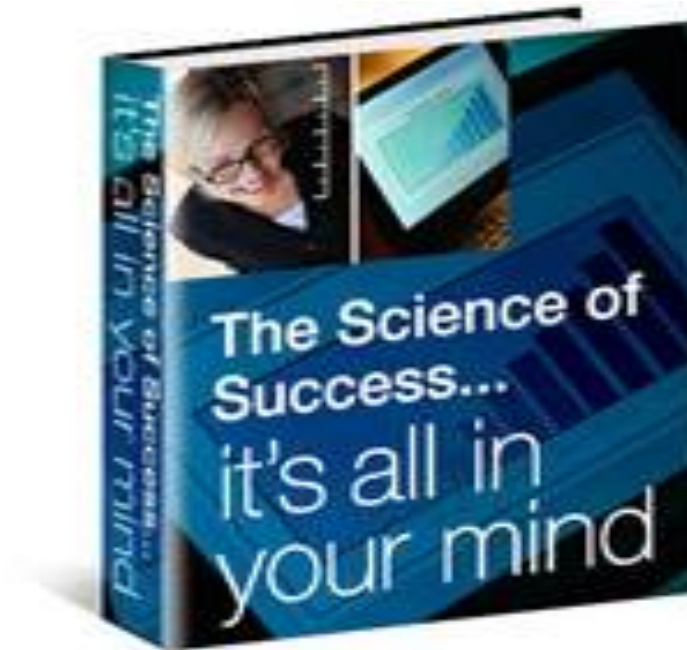
Have **your** text books and notes with **you**, in an **ordered way** so that **you** can find anything **you** need quickly.

CREATE A STUDY TIMETABLE

Daily revision diary for one week

Day	Date	Subject	Activity	
Monday	24/5	Maths PE English	5.00-5.25 5.25-5.30 5.30-5.55	Dinner
			6.00-6.25 6.25-6.30 6.30-6.55	Maths: try out some examples of equations English: underline key points from class work on poetry topic
			7.00-7.25 7.25-7.30 7.30-7.55	Watch TV
			8.00-8.25 8.25-8.30 8.30-8.55	PE: underline key points about the importance of training English: make study card on poetry topic
Tuesday	25/5	English Science Maths PE	5.00-5.25 5.25-5.30 5.30-5.55	Dinner
			6.00-6.25 6.25-6.30 6.30-6.55	Maths: try some more equations English: use study card to write a paragraph about poetry topic
			7.00-7.25 7.25-7.30 7.30-7.55	Watch TV
			8.00-8.25 8.25-8.30 8.30-8.55	Science: underline key points about green plants from class work PE: use key points as underlined to make a Mind Map about the importance of training
Wednesday	26/5	D&T Science English	5.00-5.25 5.25-5.30 5.30-5.55	Dinner
			6.00-6.25 6.25-6.30 6.30-6.55	Science: use key points about green plants to make a study card English: underline key points from class work on a Shakespeare play
			7.00-7.25 7.25-7.30 7.30-7.55	Cricket training
			8.00-8.25 8.25-8.30 8.30-8.55	D&T: underline key points about creating a design brief from class work and coursework notes Science: use study card about green plants to write a paragraph about how plants take up water and transpire
Thursday	27/5	English Maths D&T	5.00-5.25 5.25-5.30 5.30-5.55	Dinner
			6.00-6.25 6.25-6.30	English: use key points about Shakespeare play to make a study card Maths: work through some percentages

STICK TO IT!



The Pomodoro Technique

There are five basic steps to implementing the technique:

- Decide on the task to be done
- Set a timer for 20-25 minutes
- Work on the task until the timer rings
- Take a short break (5-10 minutes)
- Repeat. After three or four pomodori, take a longer break (30-60 minutes)



REST

- Young people must be **rested**.
- People in their late teens need 9 hours sleep a night.
- Most teenagers are **chronically sleep-deprived**.

“**sleep deprivation** produces impairments in cognitive and motor performance **equivalent to** legally prescribed levels of alcohol intoxication.” (Williamson, 2000):



The Science...



Improving Students' Learning With Effective Learning Techniques: Promising Directions From Cognitive and Educational Psychology

Psychological Science in the
Public Interest
14(1) 4–58
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<http://pspl.sagepub.com>
The SAGE logo consists of a stylized 'S' inside a circle, followed by the word 'SAGE' in a bold, sans-serif font.

**John Dunlosky¹, Katherine A. Rawson¹, Elizabeth J. Marsh²,
Mitchell J. Nathan³, and Daniel T. Willingham⁴**

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https://www.wku.edu/senate/documents/improving_student_learning_dunlosky_2013.pdf

Studying techniques – High, moderate or low impact?

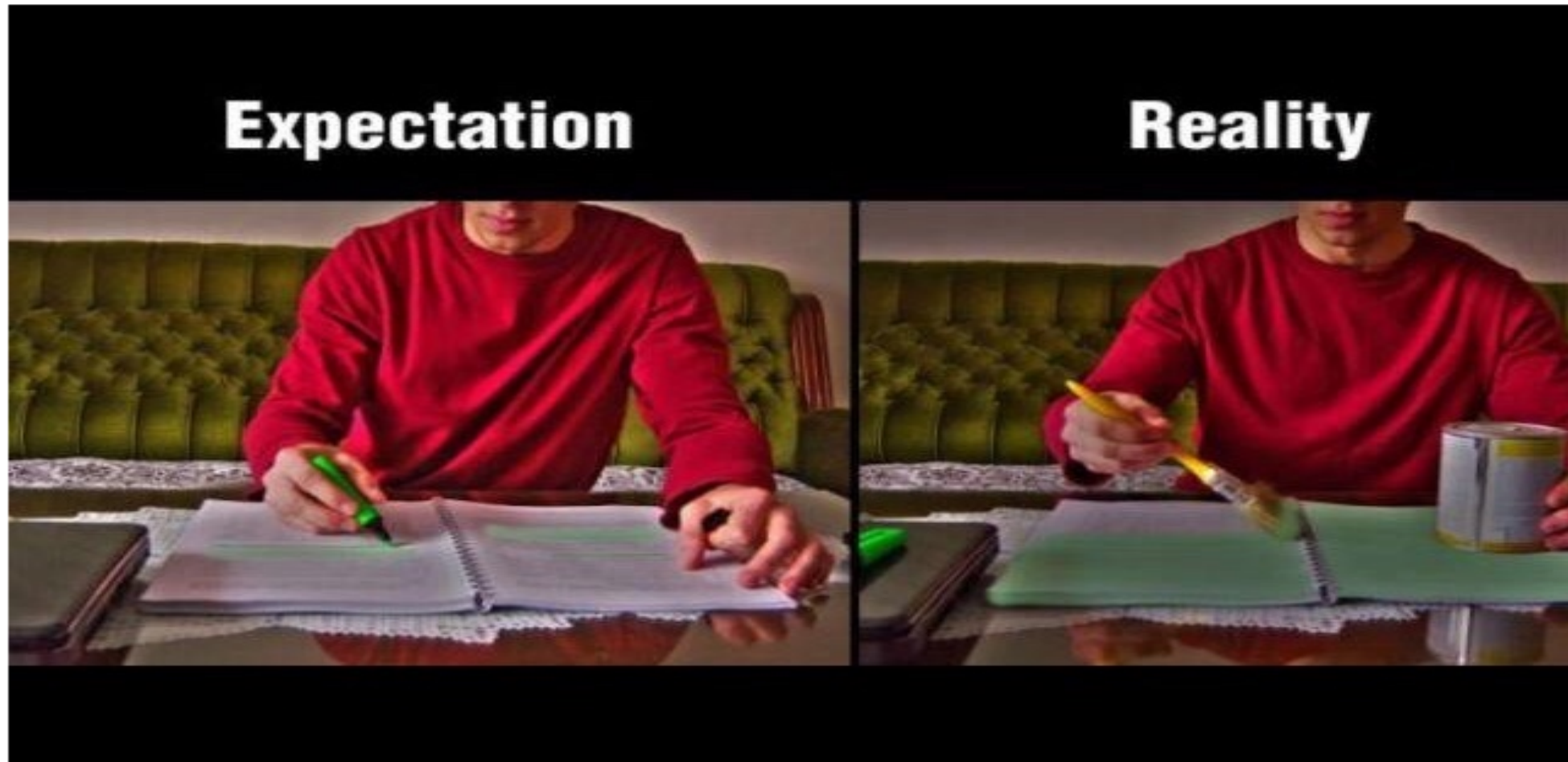
- **Elaborative interrogation** - being able to explain a point or fact
- **Self-explanation** - how a problem was solved
- **Summarising** - writing summaries of texts
- **Highlighting/underlining**
- **Keyword mnemonics** - choosing a word to associate with information
- **Imagery** - forming mental pictures while reading or listening
- **Re-reading**
- **Practice testing** - Self-testing to check knowledge - especially using flash cards
- **Distributed practice** -spreading out study over time
- **Interleaved practice** -switching between different kinds of problems

Studying techniques – High, moderate or low impact?

- **Elaborative interrogation** - being able to explain a point or fact - **MODERATE**
- **Self-explanation** - how a problem was solved -**MODERATE**
- **Summarising** - writing summaries of texts -**LOW**
- **Highlighting/underlining**- **LOW**
- **Keyword mnemonics** - choosing a word to associate with information - **LOW**
- **Imagery** - forming mental pictures while reading or listening - **LOW**
- **Re-reading** - **LOW**
- **Practice testing** - Self-testing to check knowledge - especially using flash cards - **HIGH**
- **Distributed practice** -spreading out study over time - **HIGH**
- **Interleaved practice** -switching between different kinds of problems - **MODERATE**

**Not very
effective**

Highlighting



Re-reading



Summarising Texts



Why?

- Low challenge.
- Little thinking required.
- Makes the student think that they are 'doing something'

**More
effective**

Practice Testing

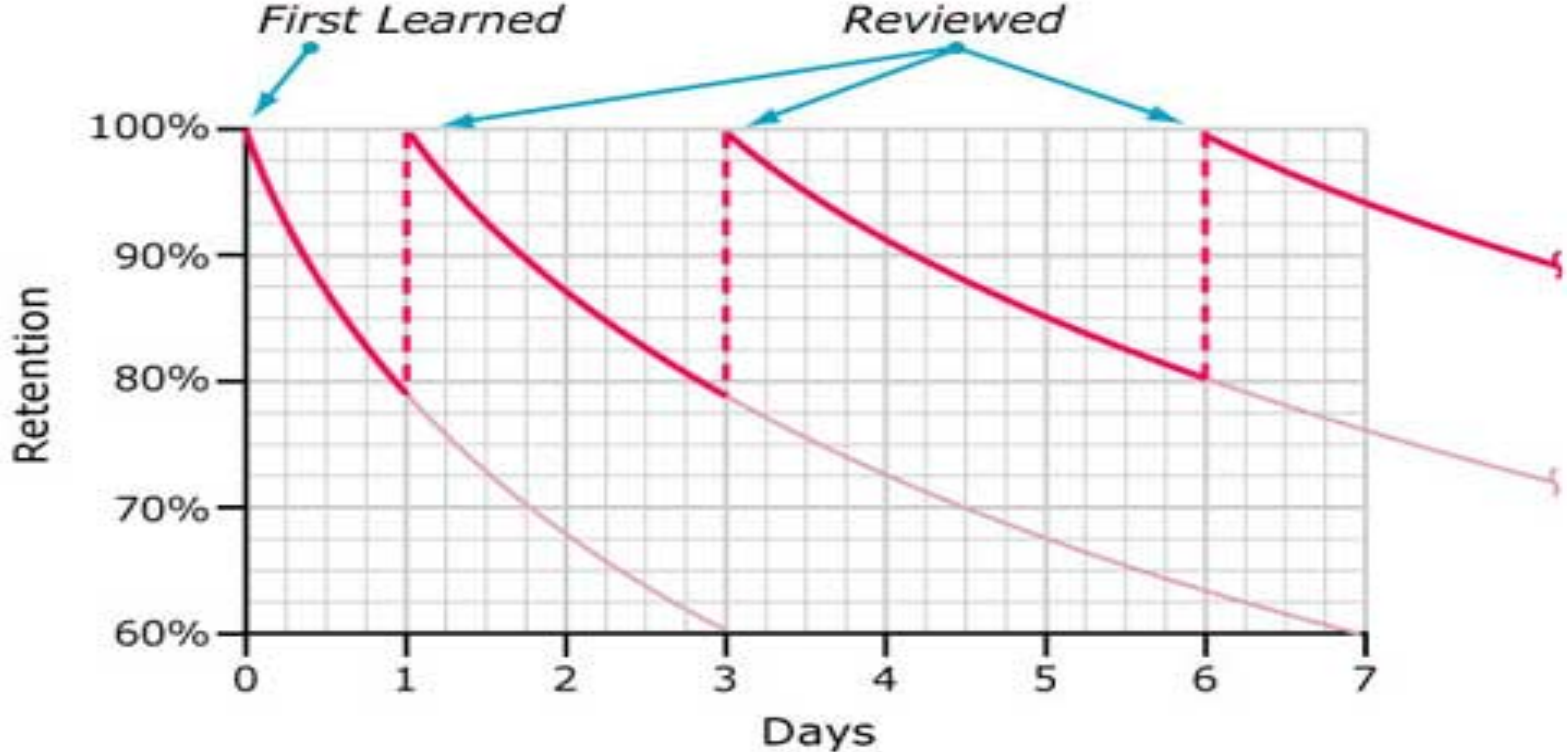
This technique is pretty straightforward – keep testing yourself (or each other) on what you have got to learn. Some ways in which you can do this easily:

- Create some flashcards, with questions on one side and answers on the other – and keep testing yourself.
- Work through past exam papers – many can be acquired through exam board websites.
- Simply quiz each other (or yourself) on key bits of information.
- Create ‘fill the gap’ exercises for you and a friend to complete.
- Create multiple choice quizzes for friends to complete.

Distributed Practice

Rather than cramming all of your revision for each subject into one block, it's better to space it out – from now, through to the exams. Why is this better? Bizarrely, because it gives you some forgetting time. This means that when you come back to it a few weeks later, you will have to think harder, which actually helps you to remember it. Furthermore, the more frequently you come back to a topic, the better you remember it

Typical Forgetting Curve for Newly Learned Information

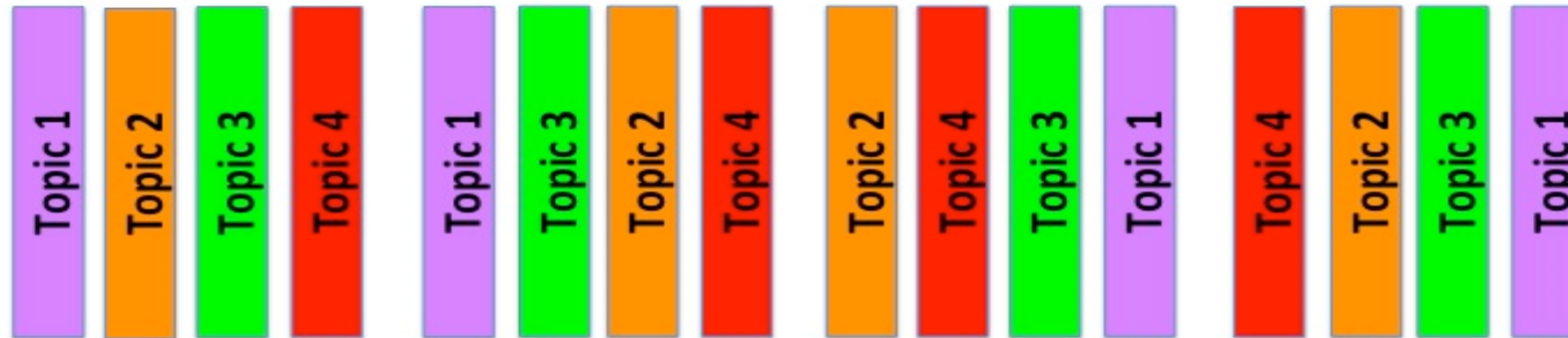


Interleaved Practice

When you are revising a subject, the temptation is to do it in 'blocks' of topics. Like below:



The problem with this is, is that it doesn't support the importance of repetition – which is so important to learning. So rather than revising in 'topic blocks' it's better to chunk these topics up in your revision programme and interleave them:



Summary

- “Memory is the residue of thought”.
- Start now
- Space it out (spaced repetition / interleaving)
- Test yourself – be active, not passive!
- Tomatoes!