

February 2019

**Year 10 Parents'
Information Evening**

GCSE support

- Sarah Garratt-Deputy Headteacher
- sgarratt@chapelhigh.org.uk

- Allison Griffiths-Teaching and Learning Coordinator
- agriffiths@chapelhigh.org.uk

Content of the evening:

- How times have changed!
- How the memory works
- Revision techniques and planning
- Accessing reports
- Homework

To start, a trip down memory lane...

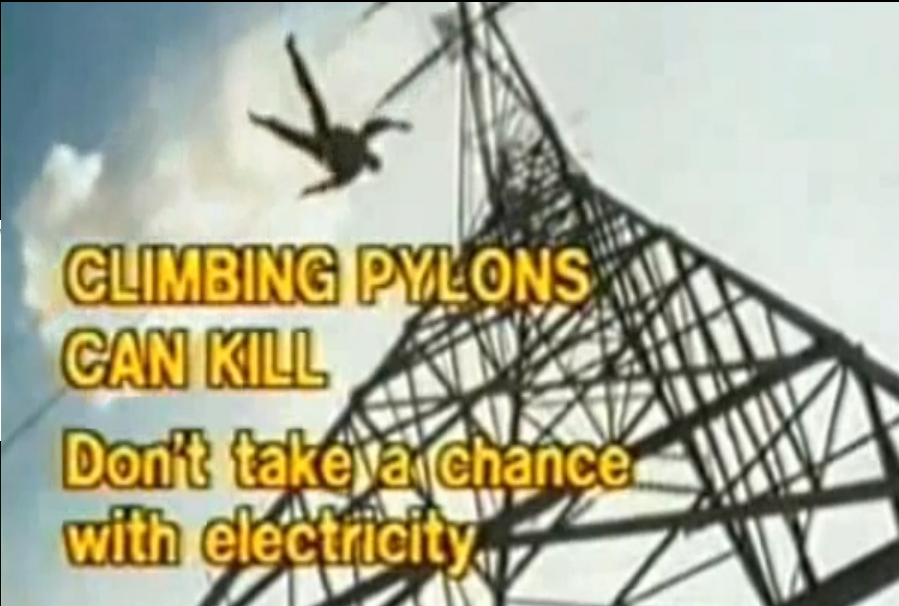


Stand up if you remember watching
or living through.....



Meet Mike, he swims like a fish!





**CLIMBING PYLONS
CAN KILL**

**Don't take a chance
with electricity**



Stephen Jack Basil





The new GCSE?



- He said "The system we propose will be tougher, but clearer and fairer."
- "It will be more intelligible to users, better than O Levels, and better than CSE."
- "It will stretch the able more and stretch the average more."

What's the point?

- Those images originate from before 1981
- If you are **under the age of 36, born 1981 or after**, you will never have experienced a completely **LINEAR examination** system-either been **taught** in a linear system, or been a **parent** in a linear exam world....until now!

Steve: Summer 2016

Steph: Summer 2019

- English Language – One exam worth 60% of assessment, **plus 40% Controlled assessment**
- Maths – Two 1¾ hr exams
- Science – Three 1 hr exams **plus ISA (25%)**
- Spanish – Two exams **plus 60% CA**
- RE – Two exams
- Product Design – One exam **plus 60% CA**
- History – Two exams **plus 25% CA**
- Drama – No exam, **100% practical assessment** with written elements
- He already had English literature from last year
- **TOTAL NUMBER OF EXAMS - 13**
- **TOTAL EXAM LENGTH - 18¾ HRS**
- **51% of his GCSEs was controlled assessment-already in the bag!**

- English Literature – One 2¼ hr exam, one 1¾ hr exam
- Maths – Three 1½ hr exams
- Combined Science - Six 1¼ hr exams
- Spanish – One 45 min exam, one 1hr exam, one 1¼ hr exam, plus **25% NEA (non exam assessment)**
- RE - Two 1¾ hr exams
- Product Design – One 2 hr exam (50%), **plus 50% NEA**
- History – Two 1¾ hr exams
- Drama – One 1¾ hr exam (40%), plus **60% NEA**
- **TOTAL NUMBER OF EXAMS - 22**
- **TOTAL EXAM LENGTH - 33 HRS**

Only 13.5% of her GCSEs are non-exam based assessment

So, what challenges do students, teachers and parents face in a linear world?

- In addition to the number of exams, the style of questions has changed
 - In the past, question styles were predictable. It was easier to 'teach to the test' - **now** students need to apply their learning in different contexts. Students will need to think through questions and understand the core **concepts**, the **concepts** behind them.
- **Higher order thinking skills, critical thinking, problem solving**
- **Not learning of facts, but training the mind to think-learn-remember-retrieve-apply.**

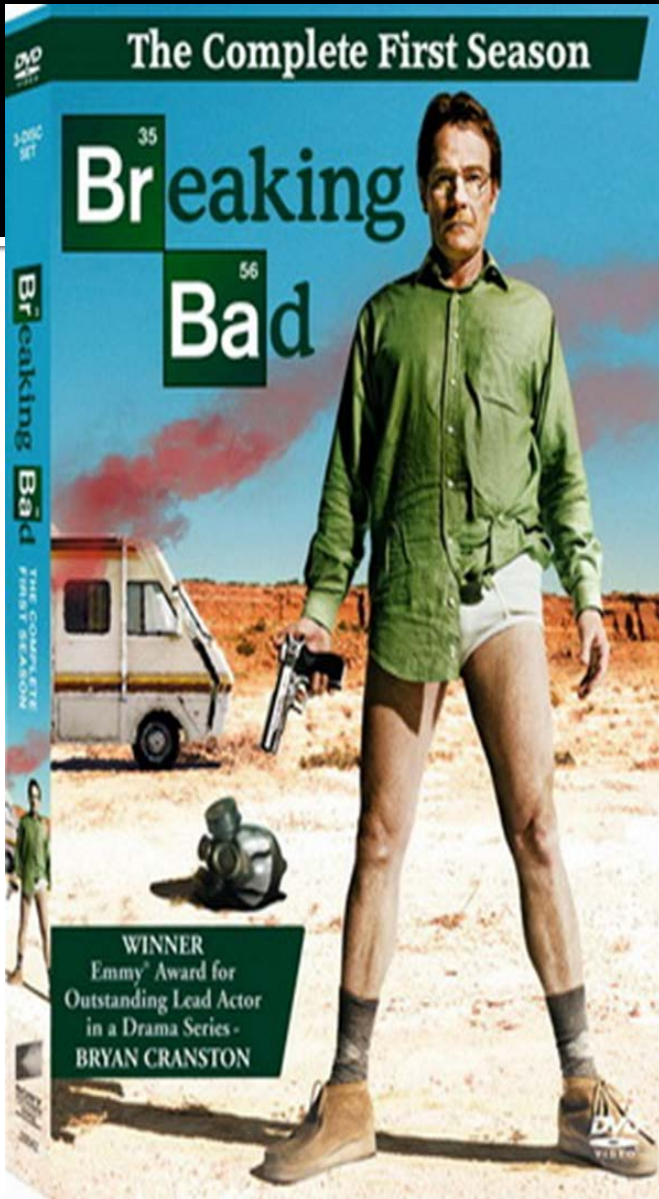
Binge learning!



A bit like 'binge watching', Steve-with his 18 hours of exams- could probably have got away with some **binge learning –good old fashioned cramming**-two weeks last minute revision, 10 days of crazy after school revision classes just before the exam..and a clutch of revision guides. Job done!

**But this approach can't work for your children!
There's too much content!**

They need to consume their learning the 'old fashioned' way-one chapter a week, taking months to watch a complete season, having to remember what happened in the last episode... **'effortful retrieval'**.

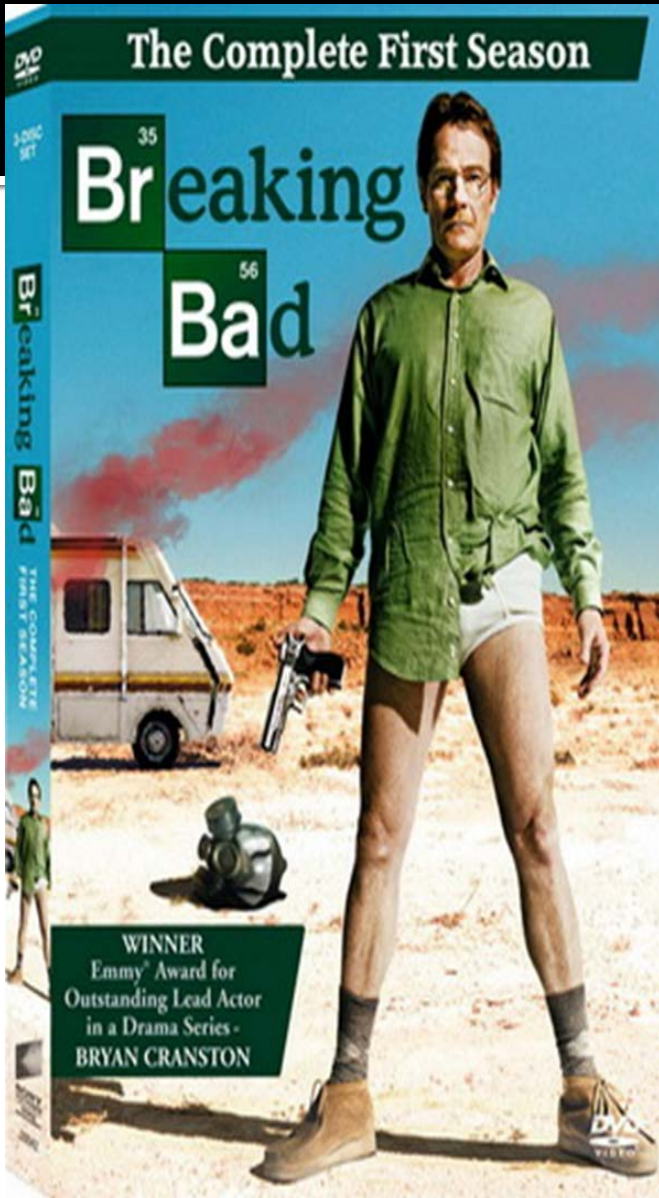


A bit like binge watching Breaking Bad box set....

V



As opposed to watching over a number of weeks, remembering what happened last time, having to work out who shot JR....



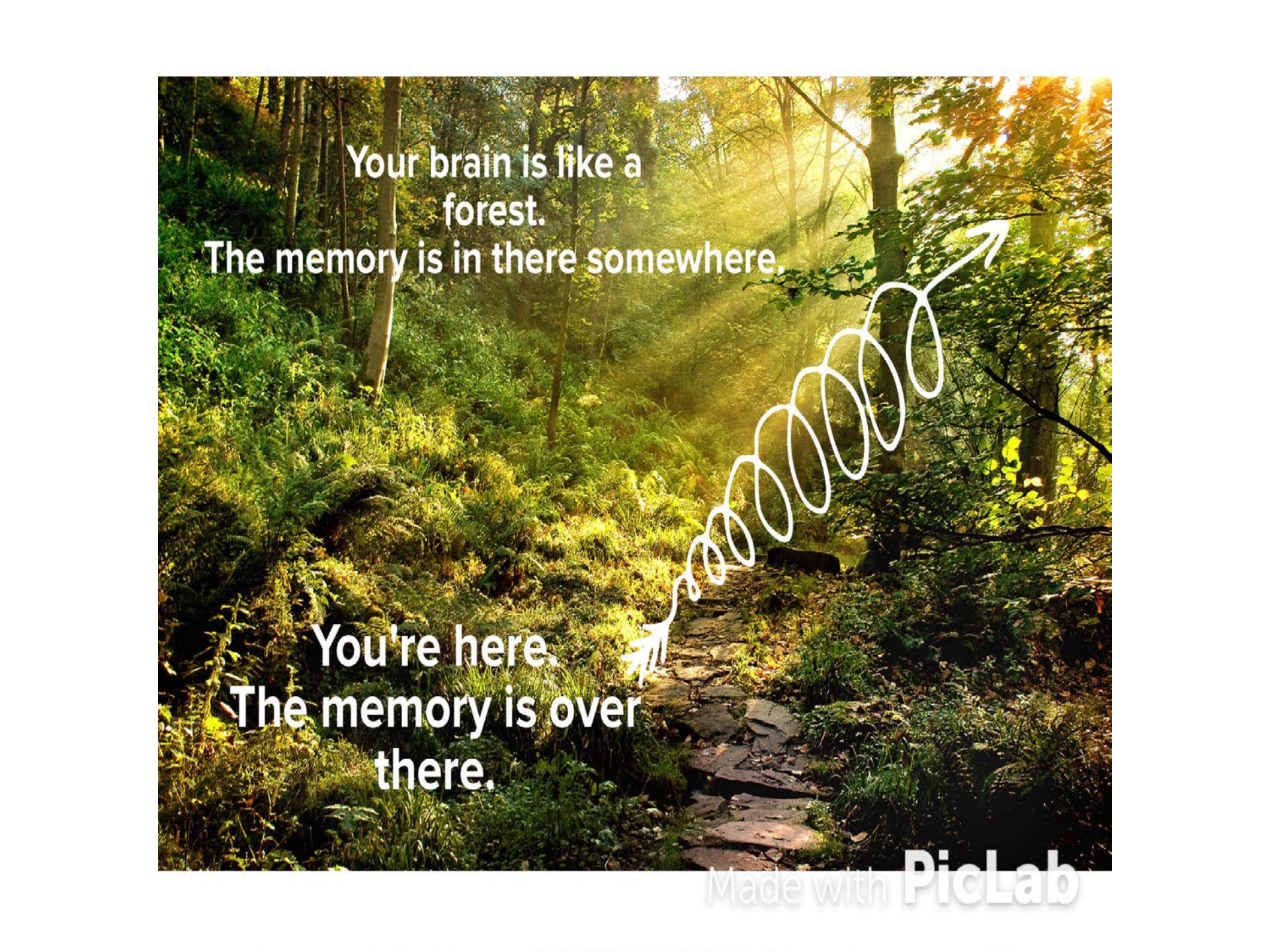
A bit like
binge
watching box
sets....

Or binge
drinking....



Binge revision is bad for you! (And doesn't work..)



A photograph of a sunlit forest path. The path is made of flat stones and is surrounded by lush green ferns and other vegetation. Sunlight filters through the trees, creating a warm, golden glow. A white hand-drawn arrow starts from the path in the foreground and points towards the upper right corner of the image.

Your brain is like a
forest.
The memory is in there somewhere.

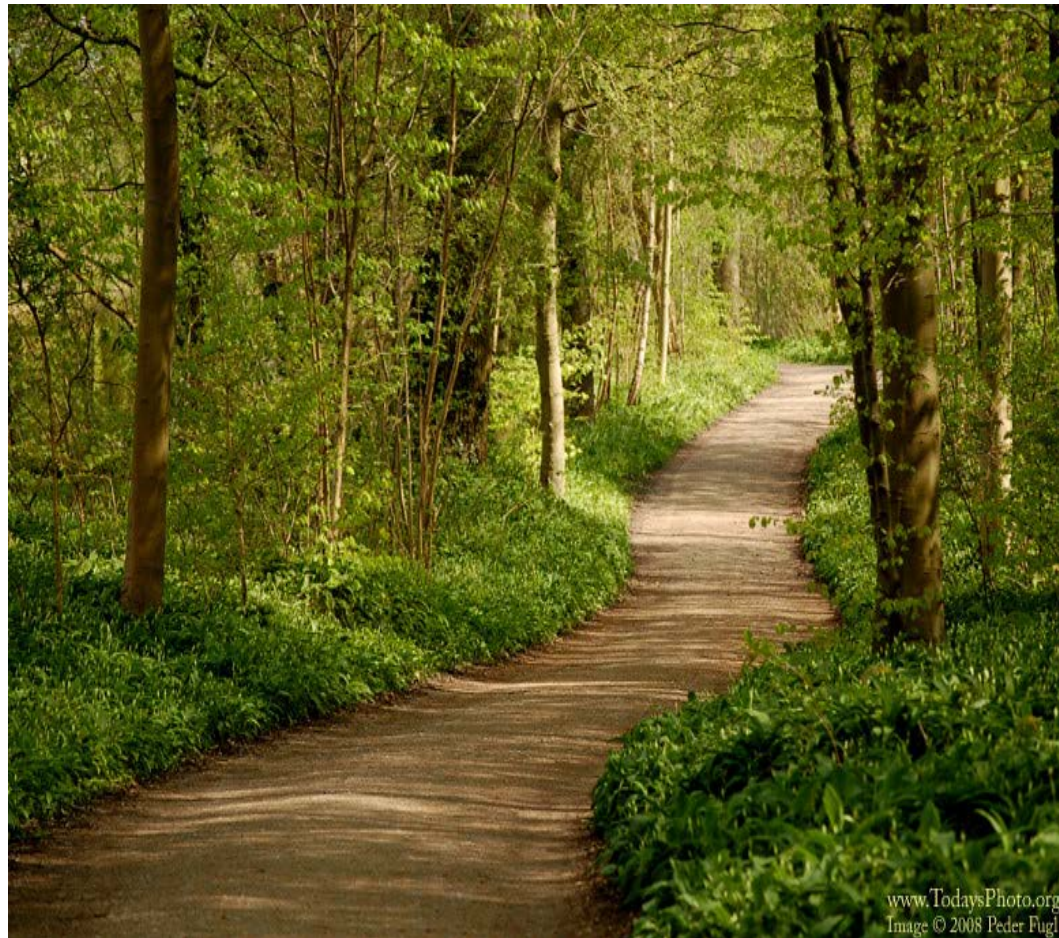
You're here.
The memory is over
there.

**The more times you
make a path to that
memory, the better the
path is.**



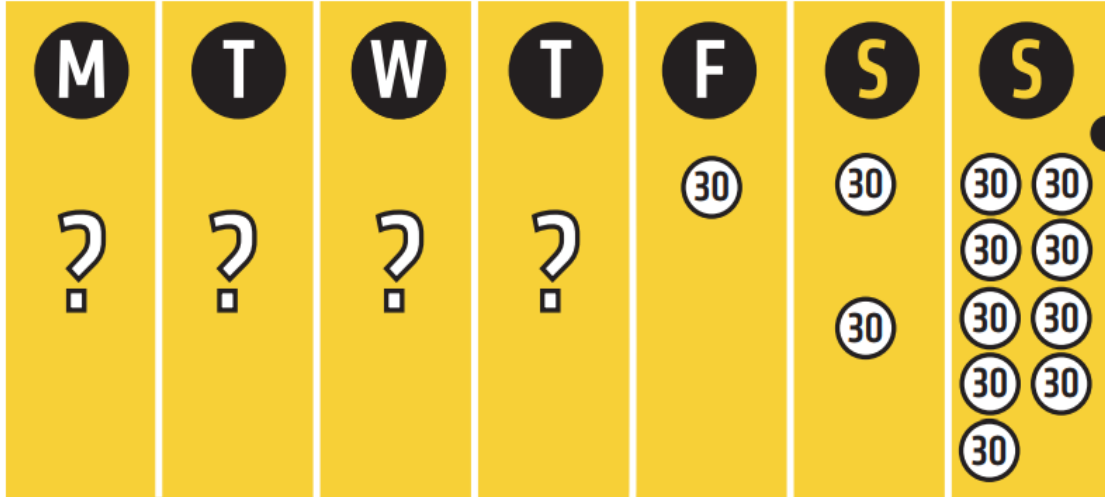
**So the next time you
need to find the
memory, it's going to
be easier to find.**

So, how can we best support our children with their learning and revision in order to encourage clear pathways?



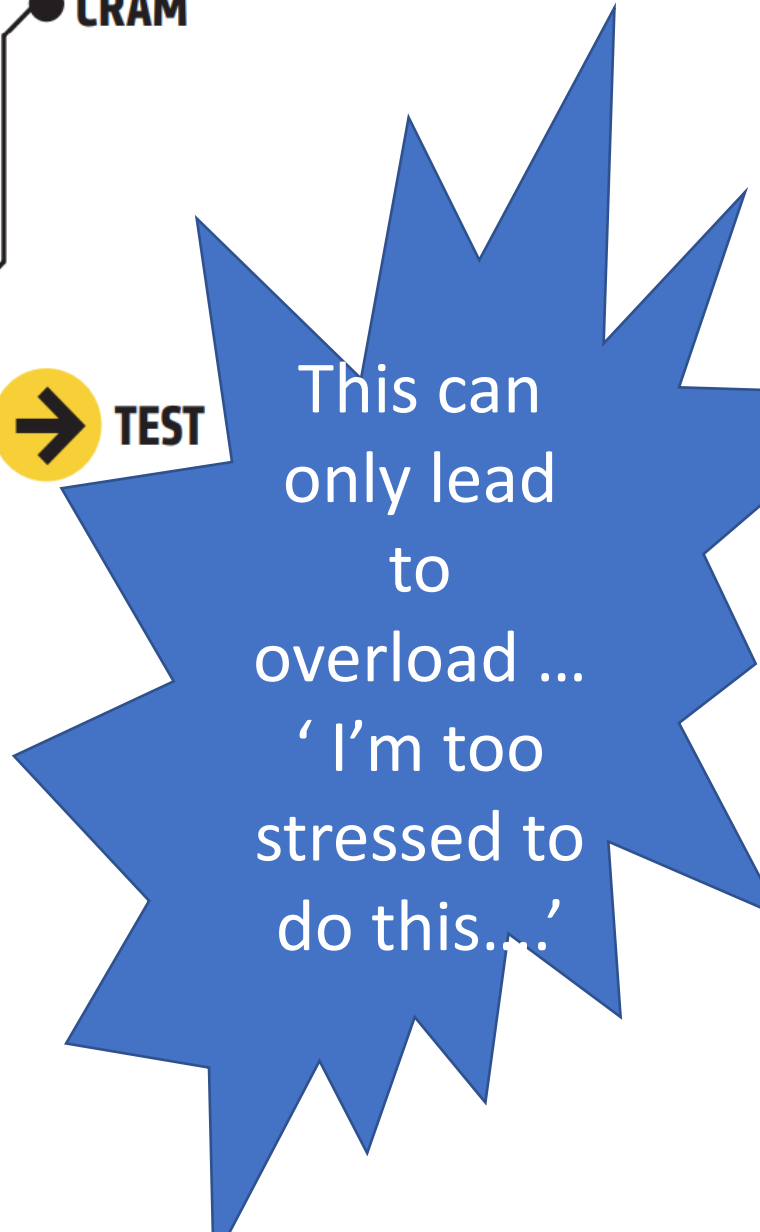
www.TodaysPhoto.org
Image © 2008 Peder Fugl

Let's say you have a test one week and you have 5 hours to prepare for it broken down into 30 minute chunks. Very often that process looks like this.



CRAM

TEST



This can only lead to overload ...
'I'm too stressed to do this...'

We call this process *mass practice* or cramming, and it's one of the least effective ways of learning anything. It may get you through the exam but most of the material is quickly forgotten.

It also tends to make people very stressed and unable to work properly.

If, for example, you do this for a mock exam in March, it's highly likely you will not retain any of what you have learned by June and will have to do the whole process again.

Instead of mass practice, a much more effective way of revising is to space out your revision like this:

M	T	W	T	F	S	S
30	30	30	30	30		30
30	30	30	30	30	Relax!	30

By breaking up your revision into 30 minute chunks and spacing out the time between revision, you will consolidate what you have learned and retain the material much more effectively.

Space out your revision: little and often is much more effective than all at once.



You will still feel the pressure—that's unavoidable. But this way, you feel in control of the situation!

Students are familiar with revisiting information!

M.A.D. Memory! Learn-remember-retrieve!



Make
A
ce

What are the four different key skills needed to answer each of the four reading questions on paper 2 language?

What is an effective way to show links between paragraphs in your paper 2 writing?

Which Victorian political figure believed that poverty was made worse by giving the poor help and that it was better to let them die?

Name three dramatic techniques used by Priestley in 'An Inspector Calls'

What's the main difference between the Ghost of Christmas Yet to Come and the other ghosts?

Which character undergoes the biggest change in AIC? How do we see these changes on the stage?

Name four interesting ways to start an article.

Who says 'I don't play golf'and what effect does it create?

Name one way used by Dickens to convey the small change in Scrooge in staves one and two.

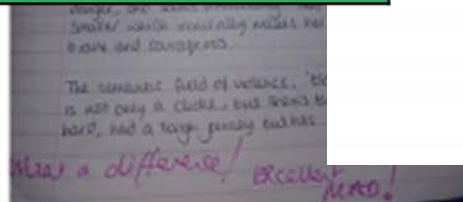
Name five different types of power and conflict ideas we see in the poetry paper 2 collection.

How is Fezziwig shown to be a philanthropist?

Name three social and political events that shaped Priestley's writing.

What the task.....

Whole class
MAD time.....



..but in order to be successful in the 'linear world' students need to be..

- Developing good learning 'habits'
- Reviewing and revisiting their learning
- More 'independent' learners
- Supported with strategies that help them to retain information
- Using time at home, outside the classroom, to revise and review on a regular basis

HANDOUT

Any questions?

A few key questions for you ...

DOES YOUR CHILD:

- 1) Have a regular study routine?**
- 2) Talk to you about their learning?**
- 3) Plan their time?**
- 4) Have a balanced diet?**
- 5) Get at least 8 hours sleep every night?**
- 6) Know when you are pleased with their efforts?**

FAQs:

- **When should my child's revision plan begin?**
As early as possible – now if they haven't already started.
- **Should they plan when exactly in the day they'll revise?**
Not necessarily but getting it out of the way rather than putting it off is a good strategy. Think – a working day is usually until about 5.30pm or 6pm, so completing 2 to 3 hours after 3.05pm would be good.

FAQs:

- **How much revision should they plan for each day?**

Becoming stressed and unhappy won't help. It's about quality rather than quantity – 2 hours of productive, efficient revision on a regular basis will initially be sufficient.

- **How much do you have to revise to be successful?**

How long is a piece of string? When your child feels confident and competent they have probably done enough.

FAQs:

How can I help my child revise?

- Try to give them a quiet space to work. You may need to remove distractions!
- Check that they have made a revision ticklist for each subject.
- Ask to see what revision resources they have made (to ensure they have done 'active' revision)
- Offer to 'test' them with questions
- Help them mark past paper questions when they have done them. Work together to make a list of the topics they need to go back to.

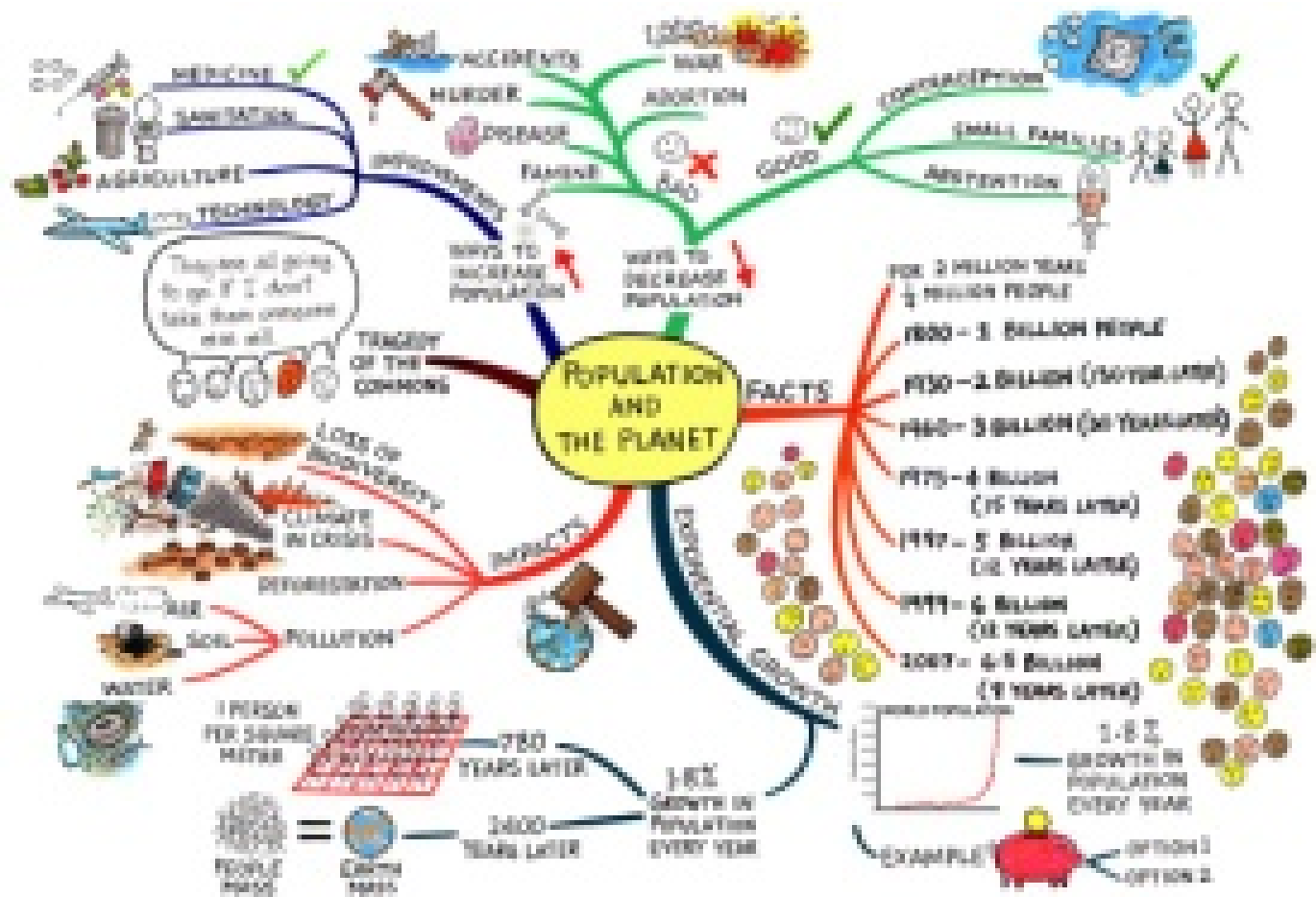
Subject	Quantify your revision (list all the topics in each subject)	Prioritise your revision (which topics need most work?)
Maths		
English Language		
English Literature		
Philosophy and Ethics		
Science – Biology		
Science – Chemistry		
Science - Physics		
Option		
Option		
Option		
Option		

Revision ticklist: Chemistry Unit 2

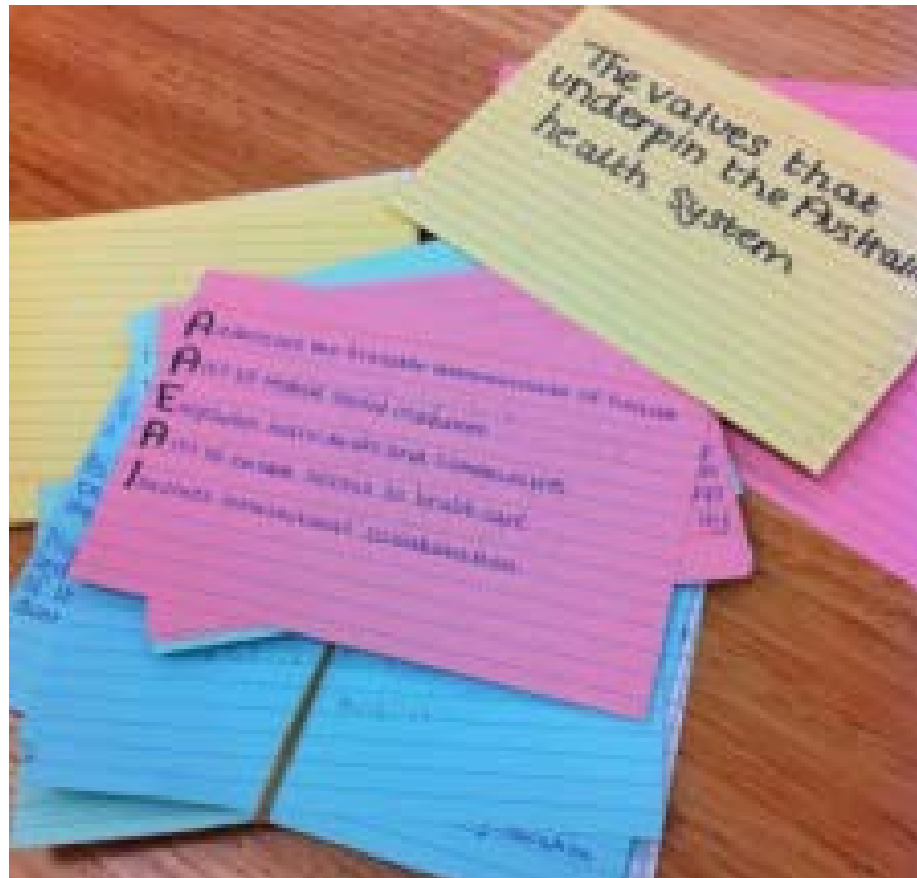
Topic	Checklist done	Notes done	Revision resource	Tested	Tested	Exam Qs	Exam Qs	Exam Qs
Bonding								
Rates								
Moles								
Acids & bases								
Electrolysis								
Analysis								
Reversible reactions								
Polymers								
Nano science								

Topic checklists will be provided in every subject week beginning 22nd October

Mind-maps



Revision cards





Visually you can

Recopy notes in colours, colour-code posters or revision cards

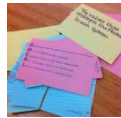


Organise or reorganise notes using columns, categories, tables etc.

Write/rewrite facts on post-it-notes or posters, put on the walls, and look at them often



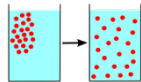
Write facts onto index cards, test yourself / get someone to test you e.g. on the bus or whilst waiting for dinner



Use visual mnemonics or diagrams



Watch TV/videos/animations of key topics

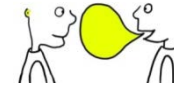


Remember locations of places/posters in a room



Listening strategies include...

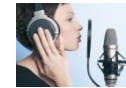
Discuss the topic with a friend immediately after the lesson



Try doing/discussing homework with friend(s) e.g. in the library, at homework club, on the internet or phone.



Record yourself reading your notes, and listen to this several times



Say facts over and over. Walking and talking might help.



Set information to rhyme, rhythm, mnemonics or music.



Imagine different voices telling you facts; create a script or act out a play



Use TV/video/radio clips that explain the topic



Or make it active!

Copy notes several times to help organise your ideas



Make charts, grids, timelines & diagrams. Do this several times & see if you can re-draw from memory



When reading facts, trace key words with your finger, or mark them with a highlighter



Re-enact situations e.g. the part of the lesson when you learned the fact



Make revision cards or posters




Make 3D models, collages or games



Aim high grades

- This grade is NOT intended to make students feel stressed or anxious
- It is an indicator of what they **could** achieve
- They may **exceed** that aim high grade
- They may **not quite reach it** in some subject areas



They only have to concentrate on doing their best!

Any questions?

Accessing their reports.



Chapel-en-le-Frith
High School



Welcome

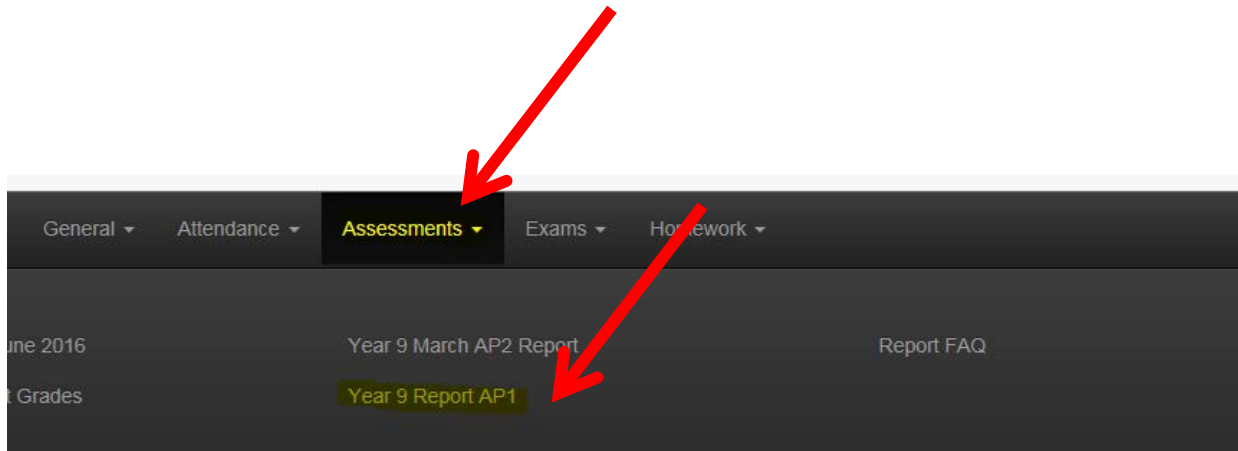
Five years ago we set ourselves a challenge: to match the achievements of the best schools in the country, without losing the friendly, supportive and inclusive ethos that has always made this school so special. That isn't an easy balance to strike, but with student progress now consistently well above national average, with an "outstanding" judgement from Ofsted in March 2016, and with exceptional progression rates to further education and training, we believe that we are giving our students a great foundation for the future.

We are always delighted to welcome visitors, please contact us if you would like to arrange a visit or would like to learn more about our work.

Simon Grievess, Headteacher.

- Prospectus
- Parent Insight
- Email
- Staff SIMS
- Student VLE
- Show My Homework
- Citrix Gateway
- Weather Station





Chapel-en-le-Frith High School

Subject	Teacher	TA1	Aim High Grade	Behaviour in Lessons
English	Mrs S. Wilson	5	7	Green
Maths	Mr P. Hall	7	8	Green
				Purple



Parents

These pages contain key information for parents. We hope you will find what you need here but if you have any queries, please do not hesitate to contact the school office.

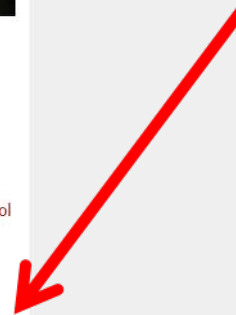
Below you will find the links to Parent Insight, ShowMyHomework and Ofsted's Parent View and our weather station.

You should have been sent parental login details for Parent Insight and ShowMyHomework. Please contact us if you have misplaced these or you have difficulties logging in.

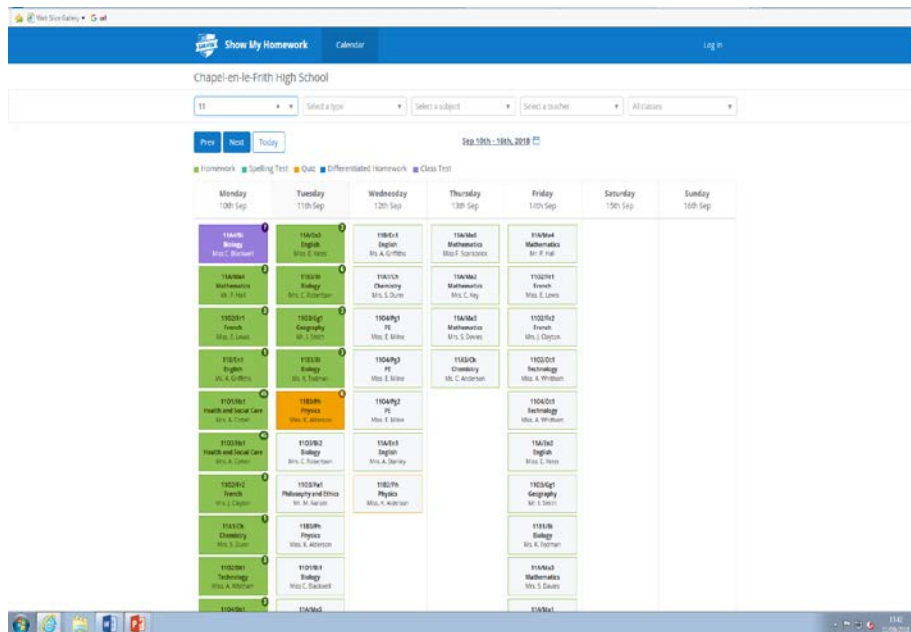
Year 10
Parents'
Information
Evening

Year 10 Information Evening

- [Term Dates](#)
- [Online Payments](#)
- [School Uniform](#)
- [School Meals](#)
- [School Transport](#)
- [School Policies](#)
- [Keeping Safe](#)
- [Absence from School](#)
- [Insurance](#)
- [New to School?](#)
- [Parent View](#)
- [Parent Insight](#)
- [Show My Homework](#)
- [Weather Station](#)



Show my Homework



Every parent has a pin code to log in.

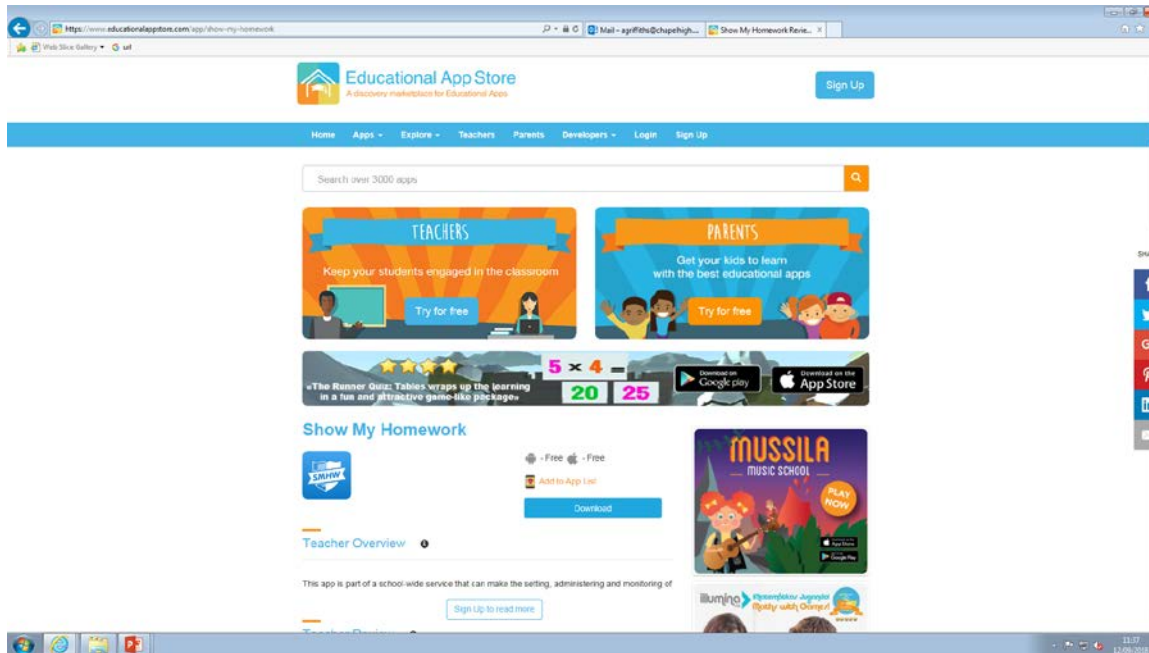
showmyhomework.co.uk/signup

Please email

agriffiths@chapelhigh.org.uk

if you do not know your code.

Download the app!



Year 10 exams preparation:

- Revision techniques – 2hr workshop
Wednesday 6th February
- Students' mock exam timetables issued w/c
11th February
- Students' revision content w/c 11th February
- Parents' evening 13th March
- Exams start week beginning 1st April
- Results will be available with full written
reports w/c 20th May

Any questions?
