

September 2018

**Year 11 Parents'  
Information Evening**

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# Challenge:

## How much revision on a post-it?



Think of a topic/  
subject your child  
has been revising –  
or one you can  
remember from  
your own studies!  
How much can you  
effectively get on a  
post it note?

# GCSE support

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- Allison Griffiths-Teaching and Learning Coordinator
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- Jo Storer-Exams officer
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# Content of the evening:

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

**To start, a trip down memory lane...**




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



**Meet Mike, he swims like a fish!**



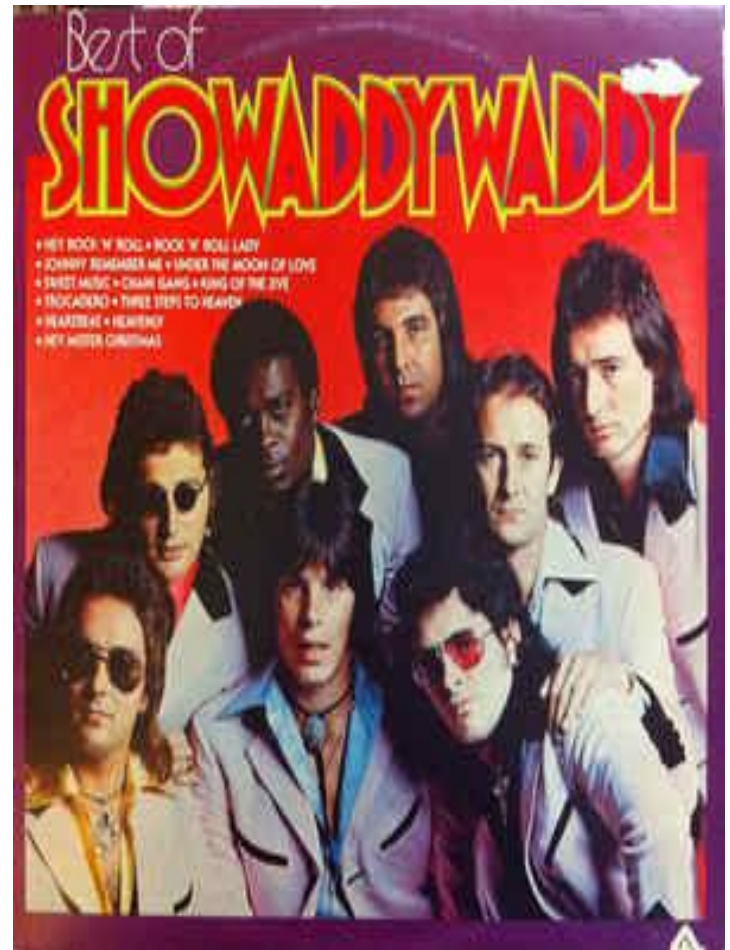


**CLIMBING PYLONS  
CAN KILL**

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









# 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.**

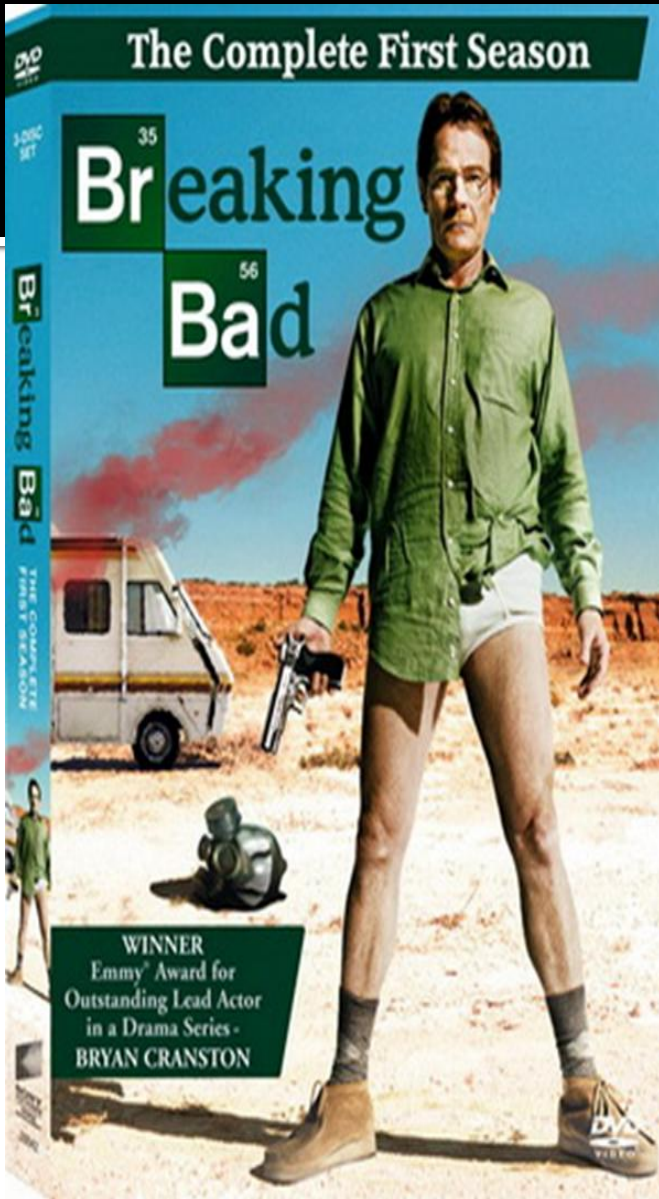
# Binge learning!



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'**.



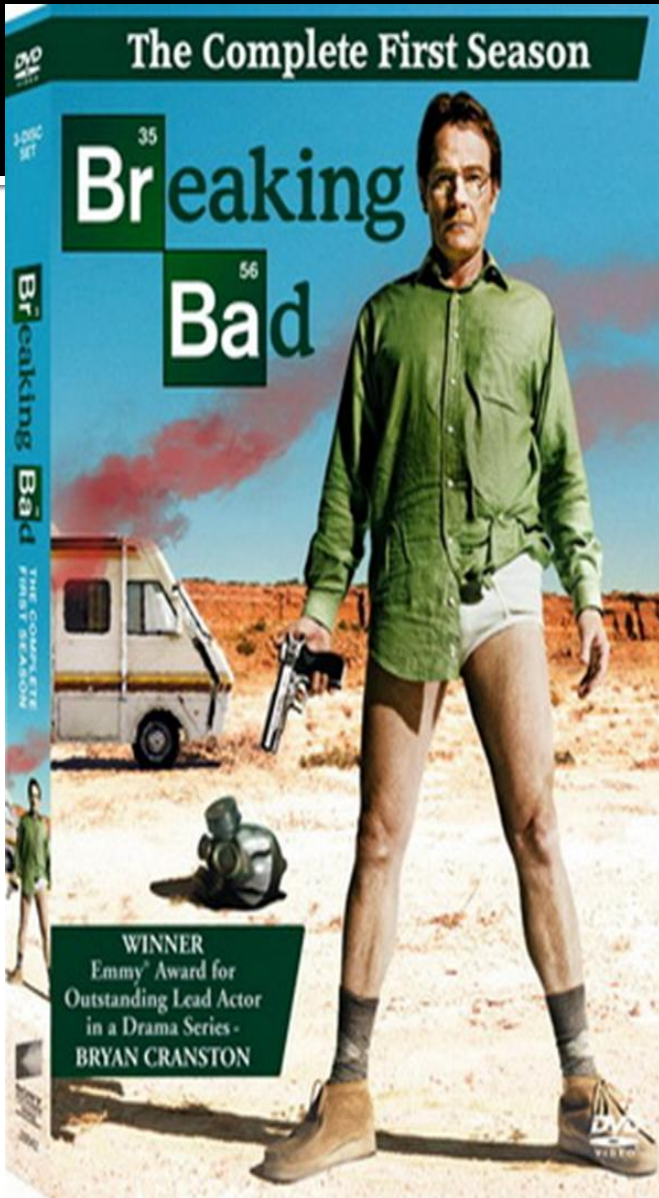
A bit like binge watching Breaking Bad box set....

V



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





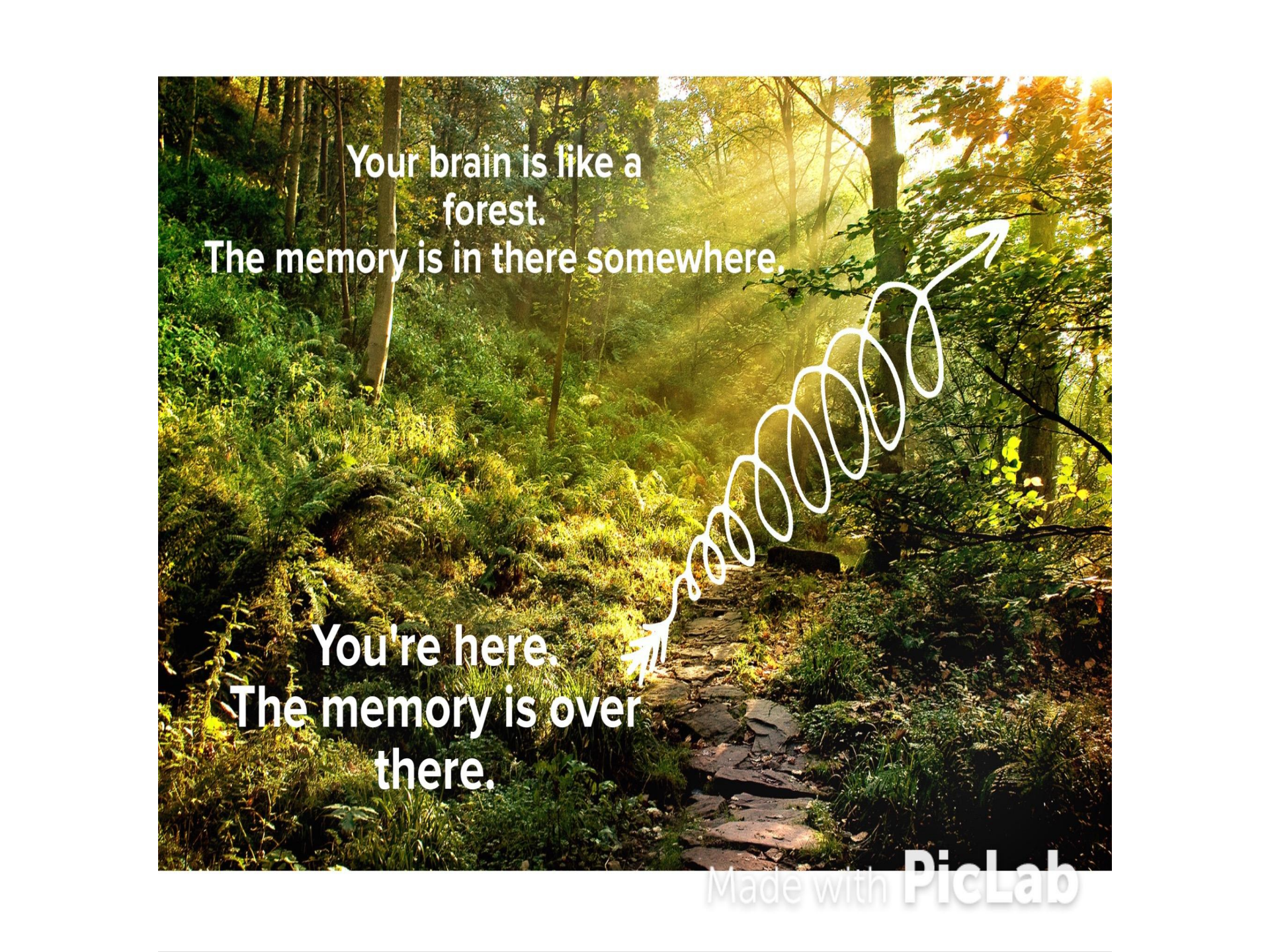
A bit like  
binge  
watching box  
sets....

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 near the bottom left and points towards the upper right, following the path's direction.

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.**

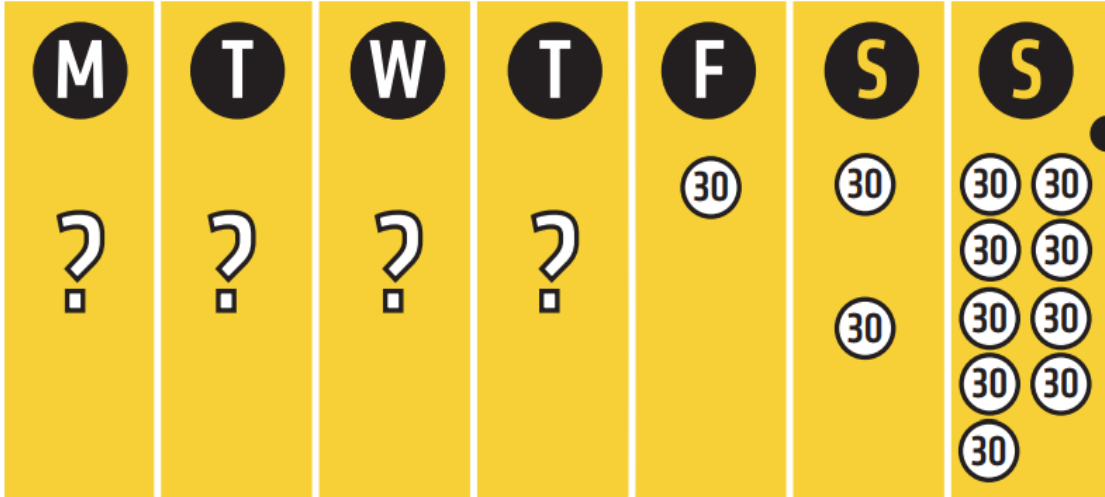


**So the next time you  
need to find the  
memory, it's going to  
be easier to find.**

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



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:

<b>M</b>	<b>T</b>	<b>W</b>	<b>T</b>	<b>F</b>	<b>S</b>	<b>S</b>
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!

**Any questions?**

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# 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.

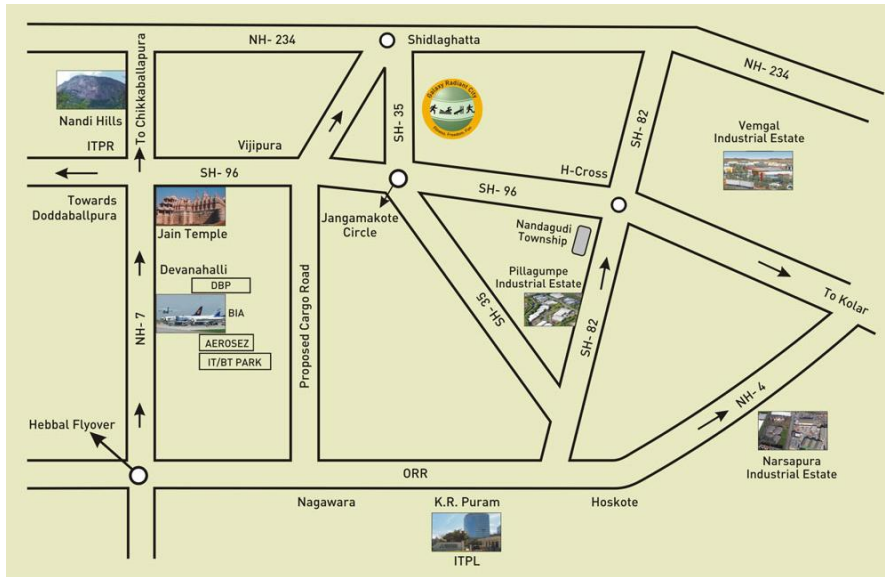
Subject	Quantify your revision (list all the topics in each subject)	Prioritise your revision (which topics need most work?)
Maths		
English Language		
English Literature		
Philosophy and Ethics		
Science – Biology		
Science – Chemistry		
Science - Physics		
Option		
Option		
Option		
Option		

# 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

# Remember a familiar route



## ROOMS IN A HOUSE



EnglishClub

# Teach it in 10

1. Choose a topic area e.g. **Photosynthesis** (Bio)
2. Decide on the **10 most important facts** in that topic, write them down
3. Convert each fact into **1 word**
4. **Learn** the words
5. **Teach** them to someone else / get them to test you by you explaining the 10 facts in full



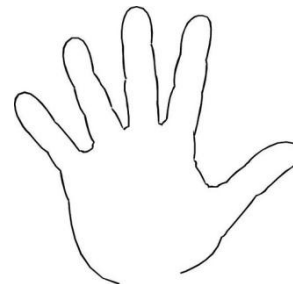
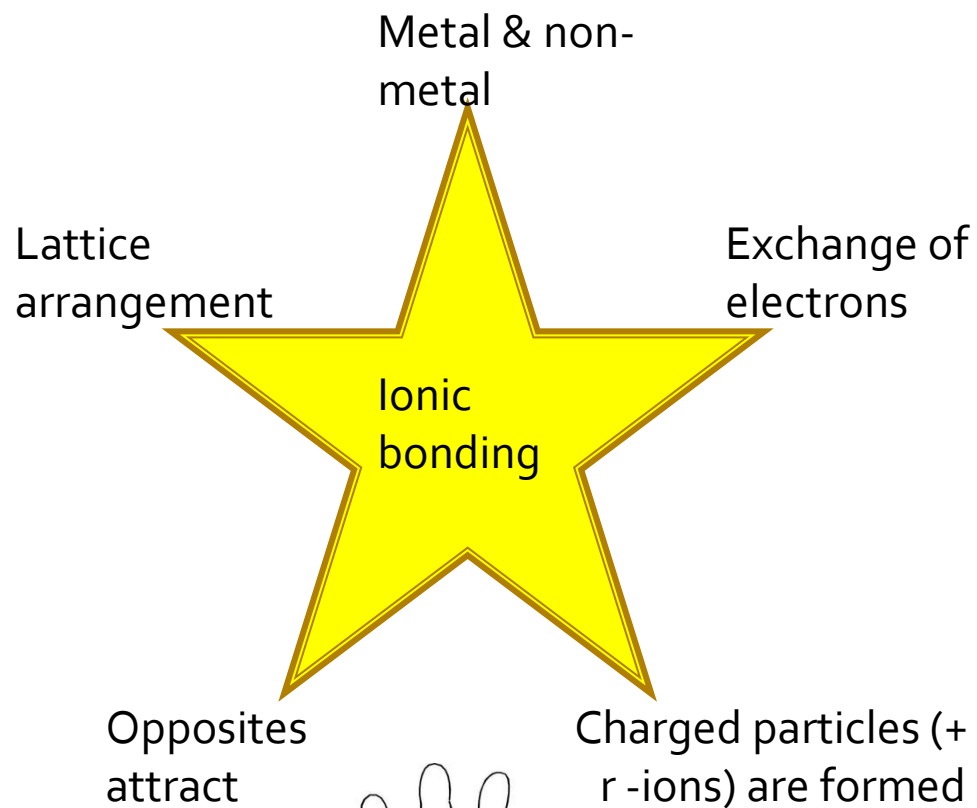
# Teach it in 10: Photosynthesis

1. **Reactants** are water and carbon dioxide
2. **Products** are glucose and oxygen
3. **Light** is needed
4. **Chlorophyll** is the green pigment that traps light
5. **Starch** test in leaves (black) shows photosynthesis has happened
6. **Glucose** is used to make starch, seeds, proteins, fruits
7. **Transport** tubes are needed (xylem for water, phloem for sugars)
8. **Leaves** are adapted (large area, palisade cells vertical, stomata to let gas in/out)
9. **Greenhouses** increase photosynthesis by providing heat & CO<sub>2</sub> (paraffin heaters), artificial lights, controlled water & fertilisers
10. **Limiting factors** (like light, temp, CO<sub>2</sub> conc) stop photosynthesis increasing further

# Remembering key points



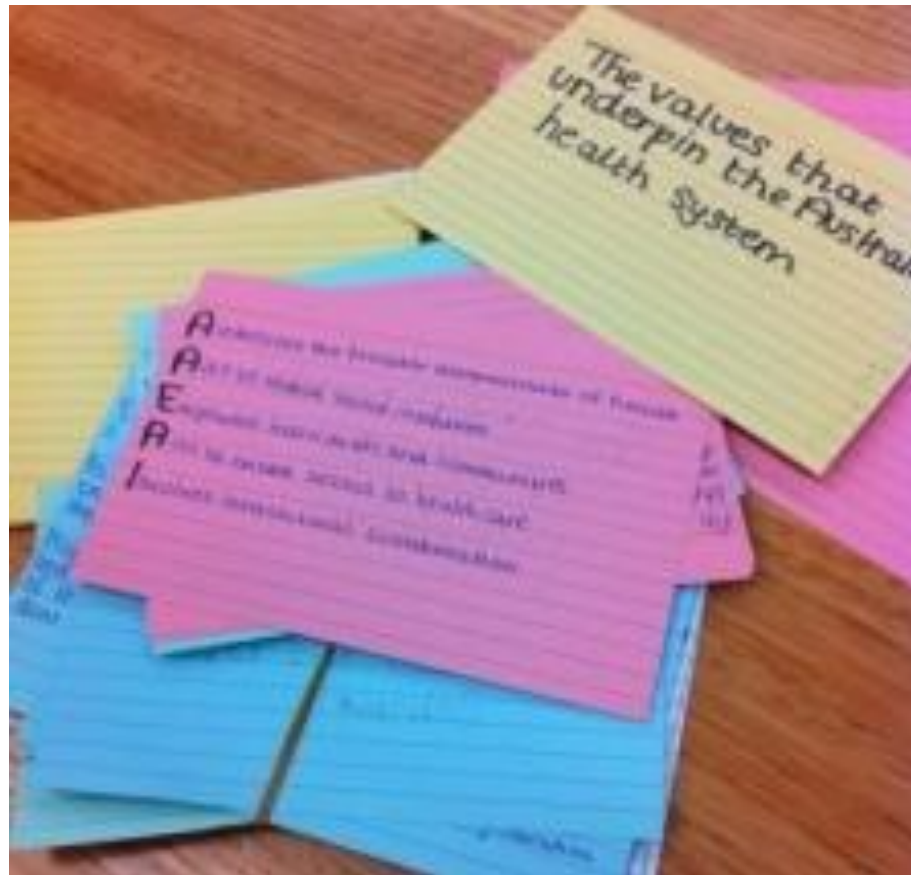
.... of electrons



# Mind-maps



# Revision cards



## Visually you can ....

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



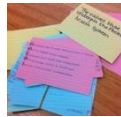
Organise or reorganise notes using columns, categories, tables etc.

2 TIMES TABLE	1	2	3	4	5	6	7	8	9	10	11	12
2	2	4	6	8	10	12	14	16	18	20	22	24
4	4	8	12	16	20	24	28	32	36	40	44	48
6	6	12	18	24	30	36	42	48	54	60	66	72
8	8	16	24	32	40	48	56	64	72	80	88	96
10	10	20	30	40	50	60	70	80	90	100	110	120
12	12	24	36	48	60	72	84	96	108	120	132	144

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



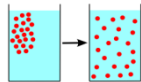
Write facts onto index cards, test yourself / get someone to test you e.g. on the bus or whilst waiting for dinner



Use visual mnemonics or diagrams



Watch TV/videos/animations of key topics

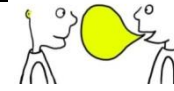


Remember locations of places/posters in a room



## Listening strategies include...

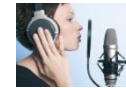
Discuss the topic with a friend immediately after the lesson



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!

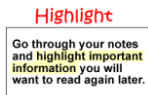
Copy notes several times to help organise your ideas



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?**

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# Accessing their reports.



Chapel-en-le-Frith  
High School



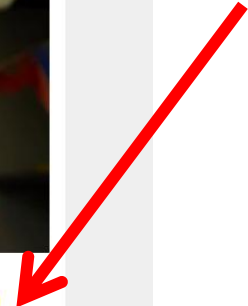
## Welcome

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.

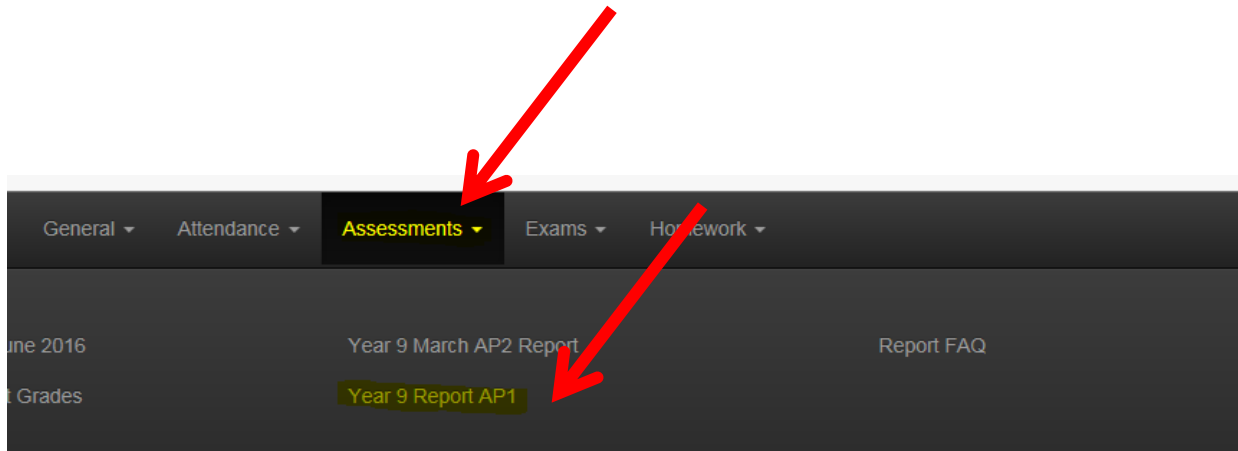
We are always delighted to welcome visitors, please contact us if you would like to arrange a visit or would like to learn more about our work.

**Simon Grieves, 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	
Maths	Mr P. Hall	7	8	
				



## 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.

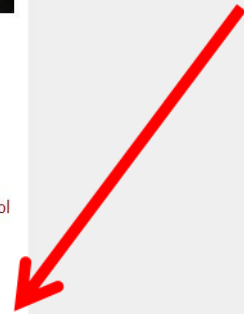
Below you will find the links to Parent Insight, ShowMyHomework and Ofsted's Parent View and our weather station.

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.

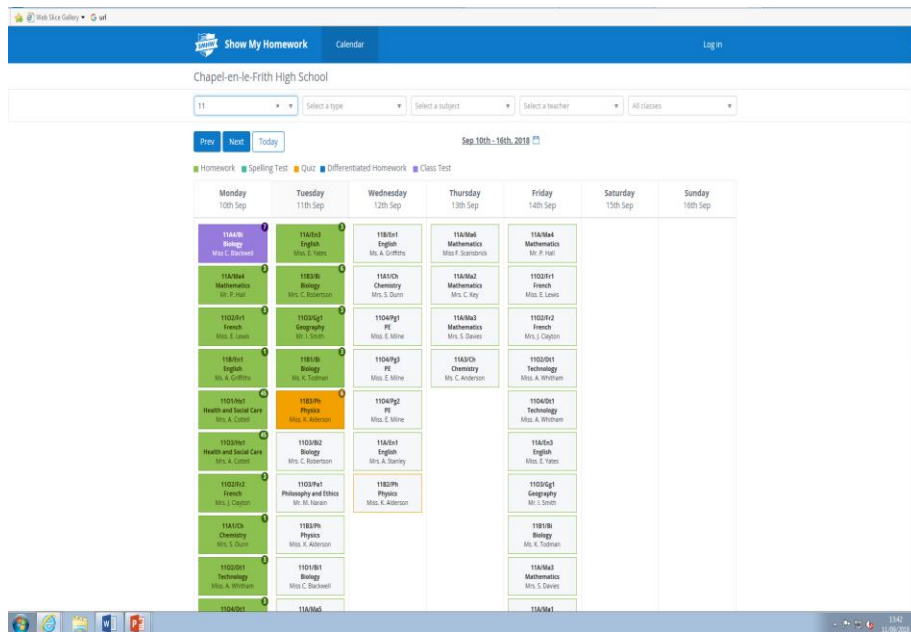
Year 10  
Parents'  
Information  
Evening

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.

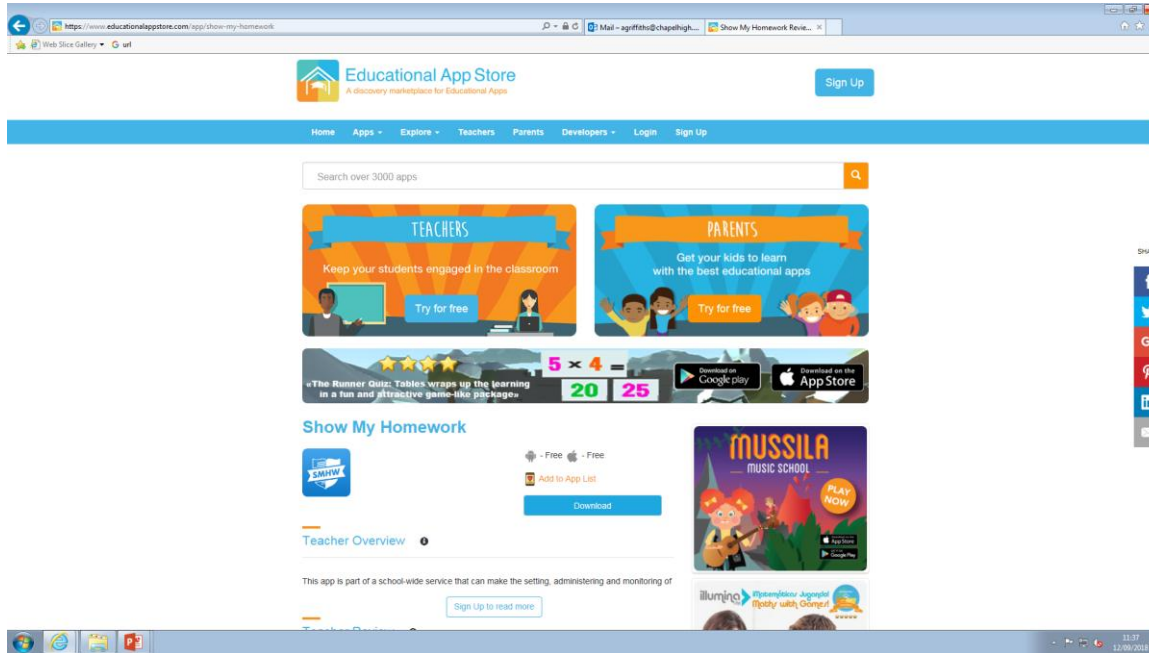
[showmyhomework.co.uk/signup](https://showmyhomework.co.uk/signup)

Please email

[agriffiths@chapelhigh.org.uk](mailto:agriffiths@chapelhigh.org.uk)

if you do not know your code.

# Download the app!



# Mock exams preparation:

- Revision techniques – 2hr workshop 12<sup>th</sup> October.
- Students' mock exam timetables issued before October half term.
- Students revision content week beginning 22<sup>nd</sup> October.
- Exams start week beginning 3<sup>rd</sup> December.
- Exam results will be issued in envelopes on Wednesday 16<sup>th</sup> January (mock results day).
- Will be available on Insight from Wednesday 17<sup>th</sup> January.

## Other forthcoming dates:

- Wednesday 24<sup>th</sup> October AP1 available to parents.
- Thursday 7<sup>th</sup> November – Parents' evening.
- Week beginning Monday 4<sup>th</sup> March 2019 – Core exams week.
- Summer exam series commences Monday 13<sup>th</sup> May 2019.

# Special Consideration

- Special Consideration is an adjustment to the marks or grades of the candidate who is eligible for consideration. Special consideration can only seek to go some way to assist the candidate affected by a potentially wide range of difficulties, emotional or physical, which may affect performance in examinations.

# Which candidates will be eligible for Special Consideration?

Those whose performance in the examination or in the production of controlled assessment is affected by adverse circumstances beyond their control. These include:

- temporary illness or accident/injury at the time of the assessment.
- bereavement at the time of the assessment.
- domestic crisis arising at the time of the assessment.
- serious disturbance during an examination.
- other accidental events such as being given the wrong examination paper.



**Any questions?**

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