

Year 10 Information Evening

Supporting our students throughout their GCSEs and
other Key Stage 4 courses

Success

- * Students, home and school working together
- * Attendance
- * Attitude
- * Putting in the hours
- * Using support in a constructive way

Linking students, home and school

- * Establishing good routines and processes – at school and outside of school
- * Making a plan – goals, tasks, resources, timeline
- * Encouraging positive thinking
- * Speaking positively – e.g. “when would you like to start revising?” instead of “why aren’t you revising now?”
- * Communication – tell us if there is more you need to know.

Attendance

- * Any absence can have a big impact on student progress and achievement:
 - “official research... shows 78.7% of pupils with full attendance in key stage 4 achieved 5+ A* to C grades (inc ME). For pupils with attendance between 95% and 99.9% this dropped to 69.1% and by the time a pupil became a persistent absentee (ie attendance of 90% or below) the rate of pupils still achieving 5+ of the top grades had decreased to just 35.6%.” (Source: One Education)
- * If absence is unavoidable, make plans to catch up

Attitude

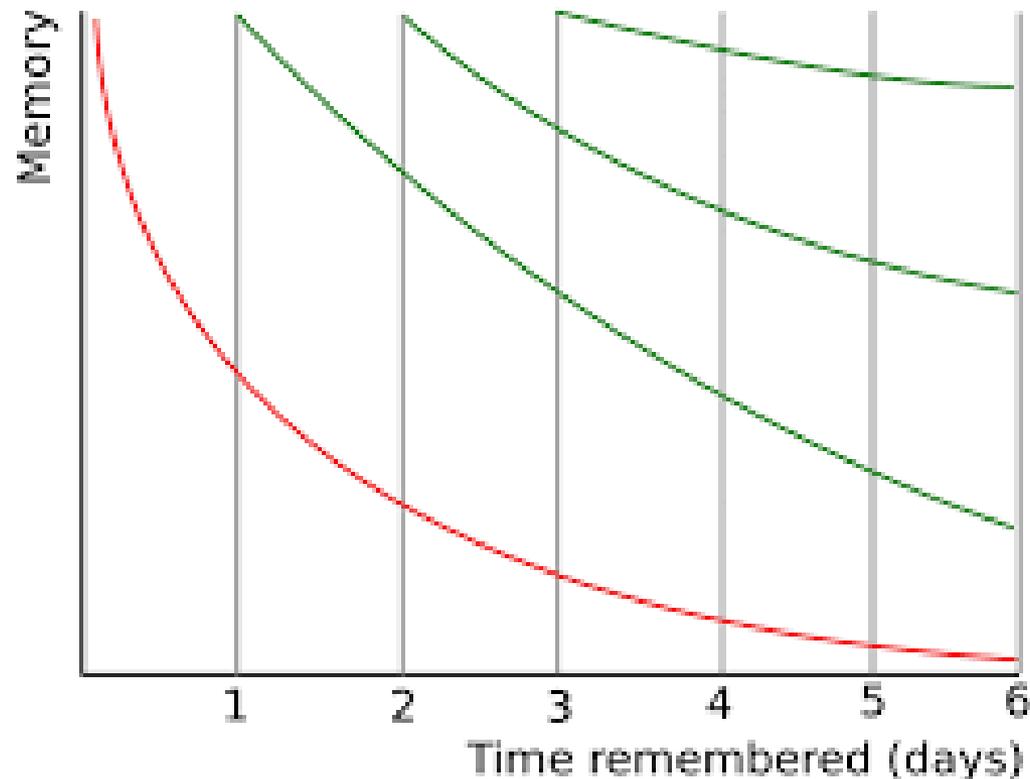
- * Diligence
- * Resilience
- * Optimism
- * Realism ('small steps, marginal gains')
- * Pride

“The more I practise, the luckier I get...”

- * There is no substitute for putting hours of work into each subject: it takes 10,000 hours to become world-class at any activity, and 100s to become accomplished in dealing with complex material (like KS4-level information and ideas)
- * Time spent on school work outside of lessons has to be quality time – there is no point in a student just sitting with a school book open close by. This is not work!
- * Recalling and **using** information in a focused and timely way beats the ‘forgetting curve’.

The Forgetting Curve (and how to beat it)

The Forgetting Curve



The Forgetting Curve (and how to beat it)

- * Research suggests that, if students revisit learned material promptly (preferably on the same day they have first engaged with it, and then again over the next few days) this will help them to understand and retain information fully
- * Processing information through mind-mapping, summarising, or answering targeted questions helps students to 'beat the forgetting curve'

Y10 Support – school

- * Regular reports
- * Benchmark grades
- * Information on courses and assessment patterns
- * March-April – additional support and revision sessions for internal exams
- * March – Consultation Evening
- * April – internal exams
- * Pastoral support – ongoing
- * Careers advice and goal-setting – ongoing

Y11 Support – school

- * October-November – mentoring by staff begins
- * November – Consultation Evening
- * Coursework catch-up and extra sessions at lunchtimes, after-school and during holidays
- * November onwards – extra evening sessions for some students
- * Extra support for some students in English, Maths and Science
- * January – Pre-Public Exams with formal feedback
- * Revision clubs and individual support
- * DIY Revision Kit
- * March – Support Evening (additional Consultation Evening)
- * March – Off-site Study Days

GCSE Support – home

- * Short-term goals – measurable and reasonable. Visualise success – what will it look like?
- * Encourage an ‘it’s good to do my best’ approach (saying, or endorsing the view, that ‘I **must** get 10 A* grades’ can be destructive)
- * Create a comfortable and calm working environment
- * Encourage students to remove distractions from their working area and to stick to planned schedules
- * Encourage students to work regularly – use Kerboodle, SAM Learning, MyMaths, BBC Bitesize
- * Think about rewards – consider avoiding big promises, especially of money (small rewards for small steps is often best)
- * Keep up contact with school – attend Consultation Evenings etc, and do let us know if you have any concerns