RAINFORD HIGH

PARTNER OF THE EVERYONE MATTERS SCHOOLS TRUST

Year 10

Everyone Succeeds Evening

Making Outstanding Progress –

Parents Supporting Students at Rainford High School

Route map to GCSE Success

Key staff

Year 10 Learning Leader – Mr Harvey s.harvey@rainford.org.uk

Year 10 Pastoral Leader – Miss Morrisey d.morrisey@rainford.org.uk

Key dates

Event	Date
Y10 Everyone Succeeds Evening	Thursday 30th April
MFL Speaking exams	Week commencing: 1st June
Written mock exams	Week commencing: 8th June
Practical mock exams	Week commencing: 29th June
Y10 Rewards Evening	Monday 22nd June
Y10 Results Day & Progress Reports sent home	Monday 13th July

A study demonstrated that "the effect of parental engagement over a student's school career is equivalent to adding two or three years to that student's education." When parents and teachers work together to improve learning, the gains in achievement are significant"

RHS – Outstanding Progress Targets

Intent:

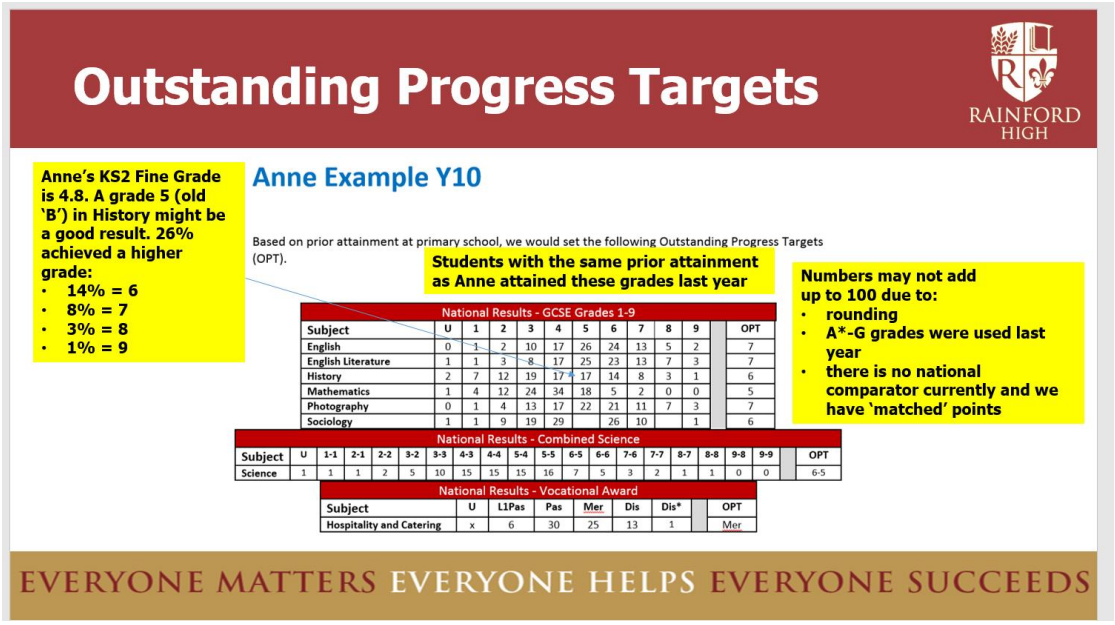
- Each student has different skills, abilities and talents
- These should be reflected by the individual targets we set to help improve and develop these skills, abilities and talents
- We want all our students to make outstanding progress relative to their starting points
- We will set an Outstanding Progress Target for the end of KS4 in each subject
- This target will be challenging, aspirational and realistic
- ***It will mean, if achieved, that no more than 14% of students nationally, with the same starting point, will get a higher grade than that student***
- This will be based on KS2 results and will factor in the progress we hope to be made by the end of KS4
- We will review progress against these targets each term, and send the results home

Implementation: Teachers will:

- Choose an appropriate opportunity in the lesson to discuss ***Outstanding Progress Targets*** – with students – this may be done 'whole-class' to start with
- Explain that there are a range of possible outcomes - good progress or outstanding progress will be referred to in discussion
- Talk to students about their targets and what is required to make good or outstanding progress – **WHAT ARE THE FACTORS/CONDITIONS WITHIN WHICH STUDENTS MAKE OUTSTANDING PROGRESS?**
- Consider attendance, commitment to work in and outside school, organisation etc. – also, what subject specific concerns and priorities do students have?

- Promote our outstanding agenda - encourage challenge and success

- Set with students some **curricular targets – these will refer to knowledge, skills or content at this stage. Effort and attitude will be addressed separately – teachers will focus on the students' curricular abilities.**



RHS Learning and engagement descriptors

	Effort, Attitude, Preparation and Organisation	Homework / Independent Study
1 – Outstanding	A committed approach is always demonstrated; responds enthusiastically to guidance and advice; always positive about learning; work in lesson is always completed to a high standard, relative to ability All appropriate resources, equipment and materials are always brought to lessons; files/folders/books reflect high levels of organisation	Homework / independent work is always handed in on time and completed to a high standard, relative to ability
2 – Good	A committed approach is typically demonstrated; responds well to guidance and advice; typically focused about learning; work in lesson is typically completed to a high standard, relative to ability All appropriate resources, equipment and materials are typically brought to lessons; files/folders/books reflect good levels of organisation	Homework / independent work is typically handed in on time and completed to a good standard, relative to ability
3 – Below expected standards	A committed approach is sometimes demonstrated; makes some response to guidance and advice; sometimes prepared to learn; work in lesson is sometimes completed to a high standard, relative to ability All appropriate resources, equipment and materials are sometimes brought to lessons; files/folders/books reflect an appropriate level of organisation	Homework / independent work is sometimes handed in on time and completed to an appropriate standard, relative to ability
4 – Cause for concern	**A committed approach is rarely demonstrated; makes limited response to guidance and advice; often difficult to engage; work in lesson is rarely completed to a high standard, relative to ability** **Resources, equipment and materials are sometimes brought to lessons; files/folders/books reflect low levels of organisation**	**Homework / independent work is rarely handed in on time and rarely completed to an appropriate standard, relative to ability**

Where can my child access support?

- Every class has a google classroom where resources are posted weekly. Your child can access the resources for additional support or revision purposes or if they miss any lessons. This has been carried on from Yr10 so they can access the whole KS4 course.

- Yr11 Mock Examination revision information – important information for all subjects can be found here. This includes key revision information and guidance for each subject, timetables for after school application sessions, templates for creating revision timetables etc and will be updated throughout the year with other additional support.

- Subject overviews – an outline of topics, exam papers and how to prepare / revise – Paper copies have been distributed but they will also be available on school website.

- After-school application sessions- the timetable is emailed to students and parents weekly, is available via the website and students are reminded of sessions weekly by their PD tutors.

- Past Papers & Mark Schemes - On all exam board websites, (AQA, OCR, Edexcel etc.) you will find past papers for all subjects as designed by the exam board. By printing these off for your child and encouraging them to sit the exam in timed, quiet conditions – mark schemes are available online and students can speak to their subject teacher for any additional support.

- Oak Academy provides subject revision tutorials and activities – search via browser Oak Academy Subjects KS4

- YouTube Tutorials as defined by subject teachers - eg Mr Bruff for English provides revision summaries for English texts

- Key revision strategies and support – materials available on school website and in this booklet.

How can I support my child in the lead up to their exams?

'When children's parents are engaged in school life, then children pick up on it They think, "School is important. My parents think it's important," and that increases their attachment to education, which translates into better achievement'

Key strategies for exam preparation

1) **RAG rate subjects and create a revision plan**

Start a conversation with your child about the subjects they study. You can use the latest report as a starting point to rank the subjects according to where they need to prioritise revision.

- Is your child confident that they can perform well in the examinations?
- Are they confident that they have understood and remembered the subject knowledge they have studied?
- Do they feel confident that they have the skills required to answer exam questions with confidence?

Use the template below to support the conversation with your child.

RED – The subjects that they find most challenging and will require the most work and support to reach their OPT

AMBER- The subjects where they underperformed in the mocks but they have a clear understanding of next steps and are confident in taking them

GREEN- The subjects that they find least challenging and are 'on track' to achieve their OPT or higher

Pre Mock Action Plan

Subject	Mock grade	On, above or below target	RAG	Action required by student	Any support needed?
Science					
English					
Maths					

Create a revision timetable

1. Start by populating the timetable with non-study activities - sports or hobbies – it is important to do something you enjoy every day as it sets the foundation for a balanced and happy student.
2. Collate all your topics (RAG rate using the grid above) and determine where you need to focus your time. Which subjects and topics do you need to target?
3. Create a table for a week with 30-minute revision slots (and breaks built-in.)
4. Write the subjects in the table, leaving yourself at least two days between each.
5. Type it up so you re-use it and edit it. Ensure it is easy to check and find.
6. Put it somewhere visible and tick off completed sessions = see the success! Ensure someone at home also has ownership of it. It will support motivation.

Examples:

This one involves only English, Maths, Science and R.S to show how a timetable may look but please ensure all subjects are included depending on the focus at a given moment.

Subjects				English	Maths	Science	R.S.
	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
30 mins	Reactions	Biblical experiences	Buddhism	Features of theatre texts	Atoms, electrons and protons	Experiences of an author	Properties
30 mins	The late romance plays	Expansion	Features of compounds	Partial fractions	Buddhism	Partial fractions	Features of theatre texts
30 mins	Equations	Act One character and plot	Algorithms	Properties	Features of compounds	Theme of Power and Control	Experiences of an author
30 mins	Properties	Buddhism	Theme of Power and Control	Act One character and plot	Algorithms	Equations	Expansion

BBC THE MIND SET

WEEKLY PLANNER

TIMES	8.00am - 4.00pm	4.00pm - 6.00pm	6.00 - 6.45pm	6.45pm - 7.45pm	7.45pm - 8.00pm	8.00pm - 9.00pm
MONDAY	School time!	Drama Club	Dinner	Homework	Social Media	Homework / revision
TUESDAY	School time!	Revision	Dinner	Homework	Social Media	Homework / revision
WEDNESDAY	School time!	Netball	Dinner	Homework	Social Media	Homework / revision
THURSDAY	School time!	Revision	Dinner	Homework	Social Media	Homework / revision
FRIDAY	School time!	Chill out!	Dinner	Homework	Social Media	Homework / revision
TIMES	9.00am - 10.00am	10.00am - 11.00am	11.00am - 1.00pm	1.00pm - 3.00pm	3.00pm - 5.00pm	5.00pm - 6.00pm
SATURDAY	breakfast/ shower etc.	Hour of power revision!	See friends / Lunch	Revision	Watching / playing sport / gaming	Revision
SUNDAY	breakfast/ shower etc.	Revision	Sport / Lunch	Flash card review	Out with family	Get someone to test me / Dinner

[Revision: Timetables and planning - BBC Bitesize]

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Before school							
After school session							
4-5pm							
5-6pm							
6-7pm							
7-8pm							
8-9pm							
9-10pm							

Retrieval practice

Recalling information from memory is simple and powerful. Retrieval practice is a learning strategy which makes you think hard and brings information to mind. It is the action of actively retrieving knowledge that boosts learning and strengthens memory. **It means trying to remember previously learned information as opposed to simply re-reading it**. It builds confidence over time and allows you to identify gaps in your knowledge.

Examples include:

- Knowledge quizzing, low stakes testing and multiple-choice tests.
- Completing past paper questions or practice answers.
- Answering verbal questions asked by teacher/peers/parents.
- Summarising, creating flashcards or revision materials where you can 'test' yourself.

One particularly effective strategy is the creation and use of **flashcards.**

Flashcards are generally a card containing a small amount of information on either side as an aid to learning. The use of flashcards is for low stakes testing to improve recall and to strengthen memory.

Make your own flashcards

Why?

One of the most important and integral parts of the learning process is the act of:

- Intaking new information
- Wrangling with it in your brain
- Creating something new with it – your own words, pictures, and methods of explaining that information
- Doing so creates **strong neural pathways,** which enable you to easily retrieve what you've learned at a later date.
- When you use pre-made flash cards, you're skipping that entire part of the process. In most cases, the time you save isn't worth it.
- Plus, deciding to make your own flash cards gives you the ability to customise them and make them better.

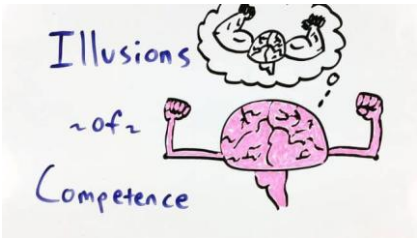
Keep the information brief

Why?

- Your goal isn't to fill your flashcards with points to make the most of the space. The most effective flashcards include one question followed by one answer (or one term followed by one definition).
- Don't force your brain to remember a complex and wordy answer. It's easier for your brain to process simpler information so split up your longer questions into smaller, simpler ones.
- You will end up with more flashcards this way but your learning will be a lot more effective.
- You may only remember part of a wordy answer so you could trick yourself into thinking you understand it all. Or you could waste time repeating a long question over and over to try and remember all parts perfectly. Splitting the information allows you to learn each part separately at your own pace which should save time and improve your memory retention.

ATTRITION	The action of rock fragments colliding into each other causing them to become smaller and rounder over time.

Avoid *illusions of competence*



These happen when you think you know something that you actually don't – a situation that usually arises when your brain mistakes **recognition** for **recall.**

Our brains are *really* good at recognizing things we've seen before. However, recall isn't the same thing – recall is the act of retrieving something from memory without an explicit cue.

By ensuring that each of your cards only contains one question or fact, you won't run into this mistake.

Say your answers out loud while studying (or write them down!)

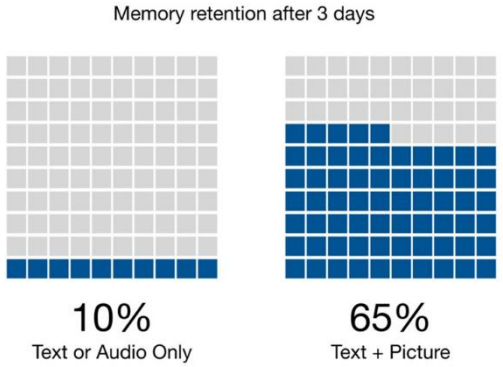
Lots of students don't talk aloud or write their answers down – they 'think' them. On turning over the card they see the answer and again recognise that it's correct. This is NOT the same as knowing the answer.

So make sure to:

- Ask someone else to quiz you on the cards
- If there is no one available you can say the answers out loud (or write them down) before flipping your flashcards. That way, you're committing to your answer before checking it.

Add an image

- The Pictorial Superiority Effect (PSE) explains that our brains find it easier to recognise and recall visual inputs – pictures are easier to remember than words.
- John Medina, memory expert (and developmental biologist), explains that text is pretty inefficient as words are actually viewed by our brains as lots of tiny little images that it has to process to find meaning. This takes time so pictures beat text – especially in the revision world.
- Medina discovered in his research that, after three days, someone is likely to remember around 10% of information they read. If an image is added to text this figure increases and 65% of information is remembered.



You may not think you can come up with pictures for a lot of your revision material – but here's some ideas.

• Authors and people – draw a simple portrait or stick figure

• Places – a quick map

• Figures and data – a chart or graph

• Dates and sequences of events – a timeline

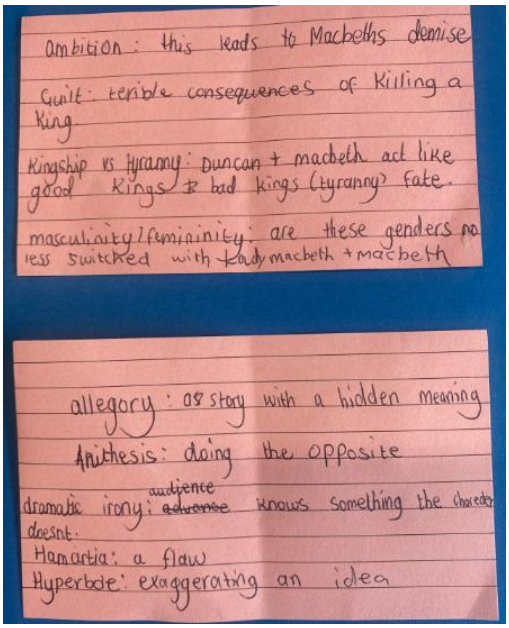
• Process or system – a flowchart.

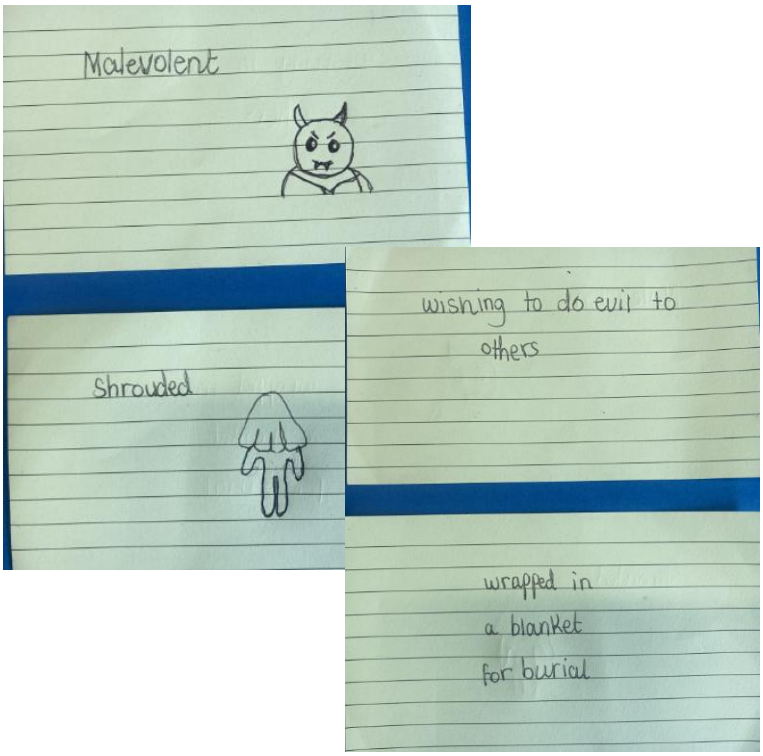
These pictures should not be works of art – quick and simple sketches are great.

Further examples of Self quizzing

Flashcards

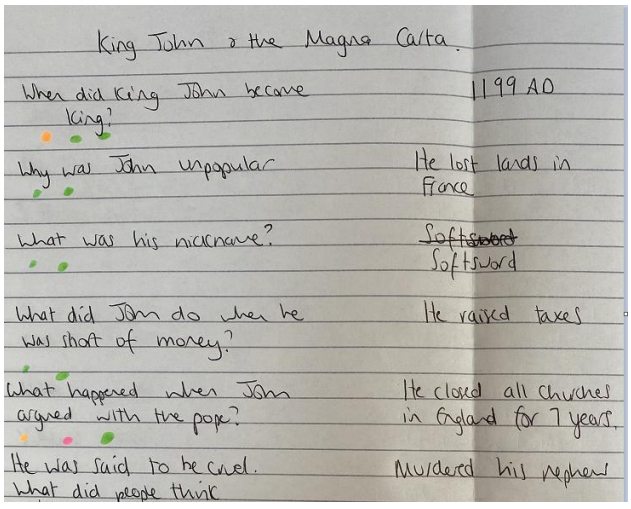
Don't include multiple pieces of information on each flashcard, keep it brief. You will end up with more, but they will be more effective.

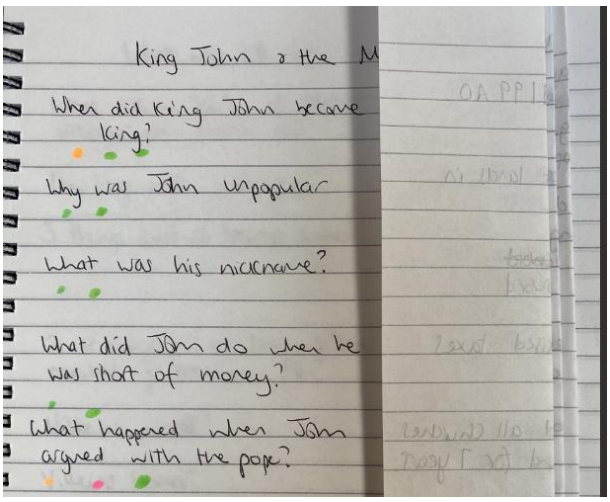




Short quizzes

Use information from classwork, revision guides or feedback from assessments to create short quizzes on information that you need to learn. List the questions on one side and answers on the other. Fold the page to hide answers and test yourself on the questions regularly. Use a code to highlight the questions you know / need to repeat.

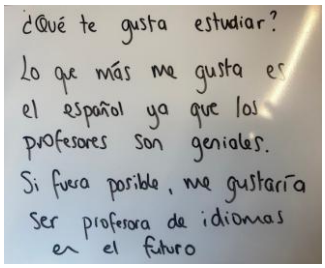




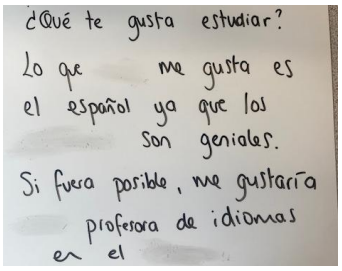
Self-quizzing with a whiteboard

This works particularly well for chunks of text for example quotes in English, scripts in Drama, explaining processes or timelines in Geography and History or learning Spanish speaking questions!

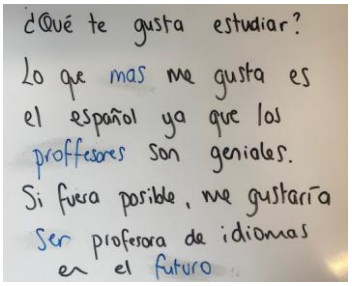
- Write out the information you need to learn on your whiteboard (one question, quote or chunk at a time!)



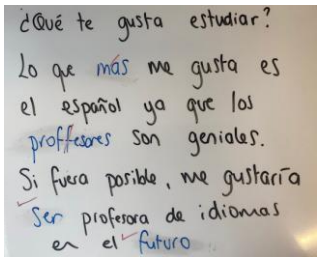
- Read through the information and make sure you understand it. Then erase some key words.



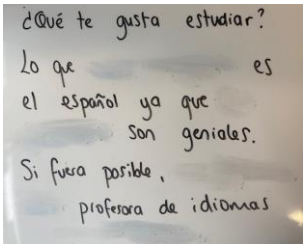
- Complete the missing words without any support



- Use a different coloured pen to check and correct



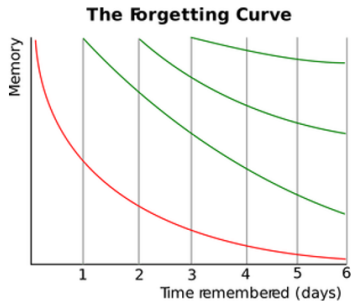
- Repeat the process, removing more each time



** This can be completed on paper – it doesn't have to be a whiteboard!

Test your learning multiple times, spaced out - Successive relearning

"Each time 'to-be-learned' material is revisited by retrieving it from memory, the knowledge of the material is brought back up to 100%, with the recollection of that material being strengthened such that the forgetting of the material is slowed".



The Dunlosky Review

Students therefore need to start revision early so that they have time to revisit and consolidate their learning!

- Flashcards are simple to create and quick and convenient for testing yourself. You can only realise the power of flashcards if you give yourself enough time to review them multiple times.
- But testing yourself with each flashcard ten times could be a waste of your precious revision time. There will be some concepts you struggle to learn and remember, but others you might become confident with quickly. This is where spaced repetition comes in: a technique to help you revise what you need to, when you need to.
- Spaced repetition is the technique of testing yourself multiple times, at intervals dependent on how well you know the concept. The concepts you should retest most often are those you're struggling to learn and commit to memory. The time between these retests should be low. Therefore, the concepts you feel confident you understand and remember should be retested less frequently. Once confident, you should retest these flashcards just enough to not forget them.

Push beyond "One and Done"

"While the brain is not a muscle that gets stronger with exercise, the neural pathways that make up a body of learning do get stronger, when the memory is retrieved and the learning is practised. Periodic practice arrests forgetting, strengthens retrieval routes, and is essential for hanging onto the knowledge you want to gain."
Brown et al., *Make It Stick*, p.3.

In order to use flashcards most effectively, the **Leitner System** is a desired strategy for spaced testing. Once you have created a set of flashcards, create three boxes/areas marked as the following.

BOX 1: **Every day**	**BOX 2:** **Twice a week**	**BOX 3:** **Once a week**

- Test yourself on the flashcards in the Box 1 pile. If you get the answer correct on the flashcard, move it to the Box 2 pile. If you get it incorrect, it stays in Box 1.

- Twice a week, test yourself on the flashcards in Box 2. If you get the answer correct on the flashcard, move it to the Box 3 pile. If you get it incorrect, it stays in Box 2. The aim is to get all of the flashcards to Box 3.

***Retrieval* and Flashcards 'Do':**	***Retrieval* and Flashcards 'Don't':**
• Put a single piece of information on each flashcard. • Sort your flashcards according to your confidence with them (see above). • Create 'decks' for each topic. This may be a different colour card for each subject/unit. • Mix up topics so you aren't always testing yourself on the same topic. • *Practice the information you struggle and need to improve on.* • *Use PLCs, checklists or revision guides as a way to monitor your retrieval practice.* • *Move beyond recalling simple facts to detail and analysis.*	• Spend more time making the flashcards than using them. • Put lots of information onto each flashcard. • Revise the flashcards in the same order every time that you use them. • Only read the flashcards – test your memory! • *Assume everything you've written is correct.* • *Throw away your quizzes or brain dumps.* • *Avoid testing yourself on tough topics or ones you dislike. You want it to be difficult.*

Develop clear revision routines and habits to support your child to have a positive learning experience

Within revision, it is vitally important to establish a strong routine. Having goals are good for setting a direction.

In order to support the forming of good revision habits, there are a number of areas to consider with your child:

What do you want to achieve in *this* revision session? Habits are incredibly powerful in helping you to succeed. If you have the mindset of wanting to be a better student and build the habits to become the person you want, the results will come. Getting one percent better every day counts for a lot in the long-run.

- Make it obvious – revise in one area, leave your materials out ready to support organisation and ensure routines are stuck to. Ensure your environment is clear, uncluttered and comfortable.

- Start small and build up – reduce distractions where and when you revise and get your family to encourage the creation of a revision timetable and placing it somewhere visual in your house. Ensure someone else is knowledgeable of this timetable to enable accountability and aid support. Start revising for a short amount of time and build up over time.

- Make it attractive – collaborative focused revision (with friends) is beneficial (alongside attending interventions or revision sessions) but you could also ensure there is a 'reward' at the end of a revision session. *If I complete this, I can do this.* Write a revision contract.

- Make it satisfying and rewarding – challenge yourself, track your own revision progress and ensure you stick to your revision timetable. Small steps build success and motivation. Use SLCs or checklists to support. Focus on 'I'm a hard worker' than 'I want a Grade 8'.

Create an effective revision environment

Goals are good for setting a direction, but systems are best for making progress. We know that working memory can only hold a small amount of information at once. Therefore, to revise and learn effectively, you should use techniques which free up your working memory and stop it from being overwhelmed.

One way is working in an environment which is free from distractions.

- Find a quiet tidy room with minimal distractions – your bedroom, dining room, library.
- Put your revision timetable, exam timetable and other documents visible on your wall
- Make sure you have a drink and snack with you – staying hydrated and full is important

- Put your phone in another room, it is too much of a distraction
- Loud music is too much of a distraction. IF you must listen it needs to be low tempo, without lyrics.
- Have all your revision materials and stationery on your desk and ready to go – make it obvious

**Whilst phones are a brilliant intervention, research has found that they have a negative impact on revision and learning. It can reduce concentration, impacting working memory, impact your sleep due to the bright lights and distractions, reduce your motivation to reduce and through listening to music, you are more likely to remember the lyrics to the song than the material you are revising.

How to help your child manage exam stress

Learning at home with parents enables children to achieve more. When children talk openly with their parents about their day at school and other things, they will achieve more educationally than those who don't (Daniel, 2015).

Exams are a stressful time for any young person

Mood swings and outbursts are more likely to occur during this period. Look out for other signs that your child may be struggling, including poor sleep patterns or a change in appetite or behaviour.

It's worth preparing ways of supporting your child during exam weeks and thinking about how you will react and respond on the day if they don't get the result that they, or you, are hoping for.

Things that can really help

- Create and learn flashcards.
- Encourage your child to take revision breaks and find a balance between studying and doing things they find enjoyable and relaxing.
- Help your child to plan a realistic revision timetable, which breaks the days and subjects down into manageable chunks, will reduce their anxiety by increasing their sense of control and confidence.
- Make sure they are eating and drinking at regular intervals.
- Encourage them to take some time after revising to wind down.
- Reassure them – reinforce that you are and will be proud of them no matter what happens.
- Remain positive and hopeful!
- Plan a treat or an activity together to mark the end of the exams.
- Set aside one to one time so that they can talk to you about any worries.
- Let them know their feelings are valid and normal, but also offer support and solutions where possible.
- Anxiety is often worst at night, and this means it is useful to encourage a good bedtime routine.
- Work with them to develop relaxation techniques.

- If anxiety and stress start impacting their day-to-day life, seek help from your GP.

  For additional support:

  Parents' Guide To Supporting Children At Exam Time | YoungMinds

  Exam Time & Exam Stress | Parents Guide To Support | YoungMinds

  Tips on preparing for exams - NHS (www.nhs.uk)

  Tackling exam stress | Teaching Resources | British Red Cross

To find additional support and resources for mental health and wellbeing please visit the Safeguarding & Wellbeing area on the school website:

Mental Health & Wellbeing - Rainford High School

Mock exam – Revision guidance overview exemplars

Subject	*Which paper will I sit for the mock?*	*How long is the exam?*	*What do I need to revise?*	*Where can I find this information?*	*What are top revision tips for this paper?*
Maths	**Foundation Tier**: **Paper 1** Calculator **Paper 2** Non-Calculator **Paper 3** Calculator. **Higher Tier**: **Paper 1** Non Calculator **Paper 2** Calculator **Paper 3** Calculator	3 x 90 minute papers	1 Number 2 Algebra 3 Ratio, proportion and rates of change 4 Geometry and measures 5 Probability 6 Statistics.	Please see the revision list on Google Classroom for more detail and revision resources. **Foundation Tier -** Google Classroom code is z4j7aa5 **Higher Tier -** Google Classroom code is w6xgev4.	• Use the video lessons on the revision websites linked on Google Classroom to develop knowledge and understanding • Use past paper questions from the revision booklet on Google Classroom or on the revision websites for practice. • Use the modelled solutions provided to check your understanding.

English	1) English Language Paper 2	1) 1 hour 45 minutes	1) Section A - extracting relevant information from a text, analysis of language choice, analysis of whole-text structure, evaluation of a statement and supporting this with analysis of methods; Section B - descriptive and narrative writing (descriptive devices, whole-text structure, paragraphing, punctuation for effect, vocabulary chosen for effect, etc.)	Google Classroom, English lessons	1) Section A - follow the prescribed timings for the paper, read and summarise the texts, aim for quality rather than quantity; Section B - remember to write a clear viewpoint on the topic, use the 'Boxing to Argue' structure, plan before you write, check SPAG when you have finished, aim to write two sides of A4 paper (400-500 words in total) 2) Plan before you write, include a clear introduction paragraph, focus on three quotations from each extract, focus on two ideas from the wider text (two quotations for each idea), have a clear idea of analysis in response to the task, focus in detail on the writer's use of methods (write a lot about a little), focus in detail on the writer's intentions 3b) Plan before you write, include a clear introduction paragraph, aim to write at least two comparison paragraphs, focus on two quotations/references per poem in each comparison paragraph, have a clear idea of comparison in response to the task, focus in detail on the writers' use of methods (write a lot about a little), focus in detail on the writers' intentions 3c) Plan before you write, include a clear introduction paragraph, aim to focus on at least four quotations/methods, focus only on methods in the comparison task
	2) English Literature Paper 1 Section A (Romeo and Juliet) & English Literature Paper 1 Section B (*A Christmas Carol*)	2) 1 hour 45 minutes	2) Theme of poverty / Theme of Scrooge's redemption 3b) Theme of conflict / theme of power in the following poems: Ozymandias, The Prelude, Storm on the Island, London, War Photographer, Remains, Exposure, Bayonet Charge		
	3) English Literature Paper 2 Section B (*Poetry Anthology*) & English Literature Paper 2 Section C (Unseen Poetry Anthology)	3) 2 hours 15 minutes	3c) There is no knowledge or content to revise, but you should practise analysing unseen poems by completing past papers (found on Google Classroom)		