LAWNSWOOD SCHOOL

Embed confidence; fuel ambition.

Welcome to our Information Evening for parents/carers of KS4 students

Mrs F Gilbank: Assistant Headteacher – Teaching & Learning

Mr D Meredith: Head of Y11

Mr P Long: Head of Y10

Ms C Coen: Lead Teacher in English Faculty

Mr R Redwin: Faculty Leader Maths

Mr I Bamford: Faculty Leader Science

L2 GCSE 4 – 9; CTEC; NVQ; Intermediate Apprenticeship

Know Your Levels

L3 A Level; CTEC; T Level; NVQ; Advanced Apprenticeship

Know Your Levels


Every Grade Counts

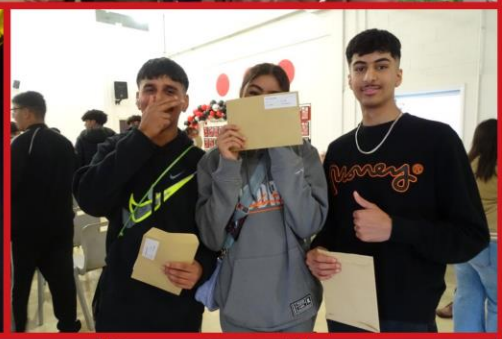
EMPLOYERS LOOK AT GRADES!

VARIETY OF POST-16 & POST-18 OPTIONS INCREASES

ELIGIBILITY FOR <u>ANY</u> SIXTH FORM DEPENDS ON GRADES!

REALITY IS THAT THE WORLD AROUND VALUES GRADES!

YOU WILL ENJOY RESULTS DAY MORE!



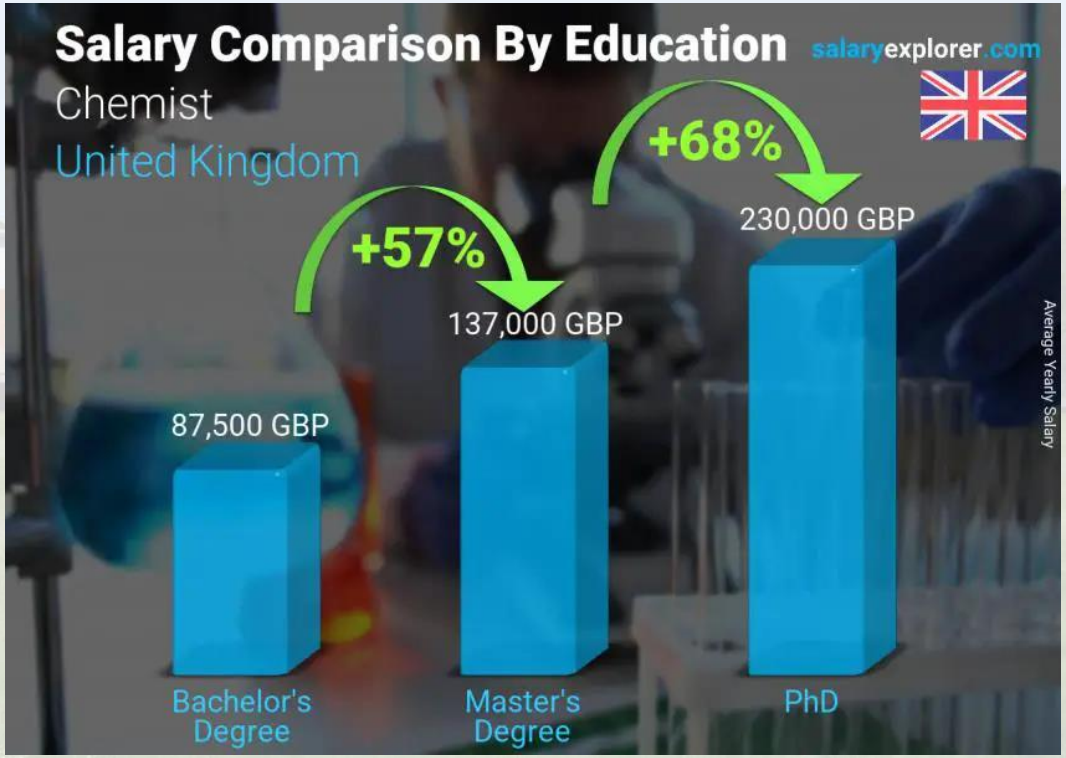
GRADE REQUIREMENTS EXIST FOR COLLEGE, SIXTH FORM, UNIVERSITY & JOBS!

RESULTS CERTIFICATES GO WITH YOU TO EVERY JOB INTERVIEW. FOREVER!

ACADEMIC GRADES SHOW OFF YOUR KNOWLEDGE ACROSS SUBJECTS!

DEMONSTRATES SKILLS & PERSONALITY TRAITS, LIKE SELF-DISCIPLINE!

EARNINGS OVER YOUR LIFETIME INCREASE!



CAREER PROSPECTS ARE BETTER!

OPTIONS AVAILABLE ARE MUCH WIDER!

UNIVERSITIES USE THEM AS THEIR ONLY INDICATOR OF HOW YOU'LL DO AT A LEVEL!

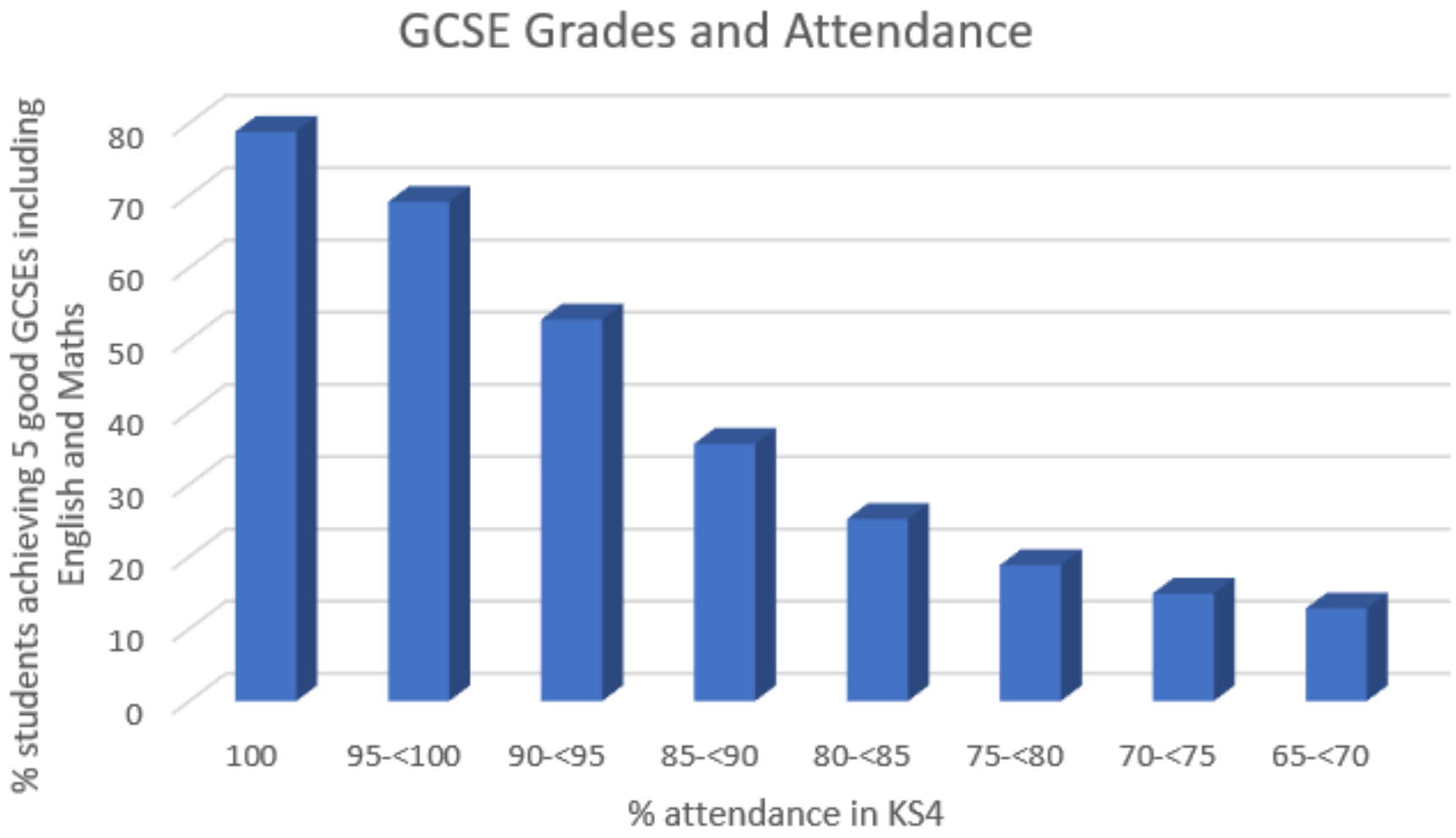
NO ONE EVER SAYS "I WISH I'D DONE WORSE"!

THEY'RE YOUR ONLY EVIDENCE TO SHOW WHAT YOU'VE LEARNED!

SENSE OF ACHIEVEMENT IS AMAZING!


Every Grade Counts

Be in school, and punctual to lessons, every day because…



LAWNSWOOD SCHOOL

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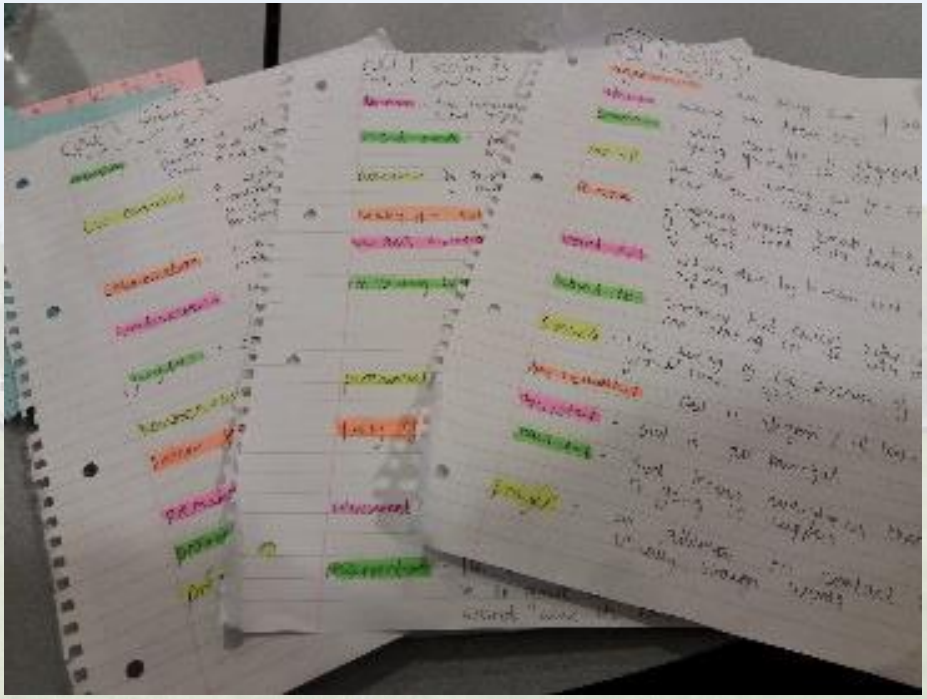
Research-based preparation for exams

What's ineffective?

- Reading and re-reading – builds comfort, but doesn't embed in long-term memory
- Writing notes without purpose
- Indiscriminate highlighting
- Social media at the same time



Revision notes & Glossaries

What's effective?

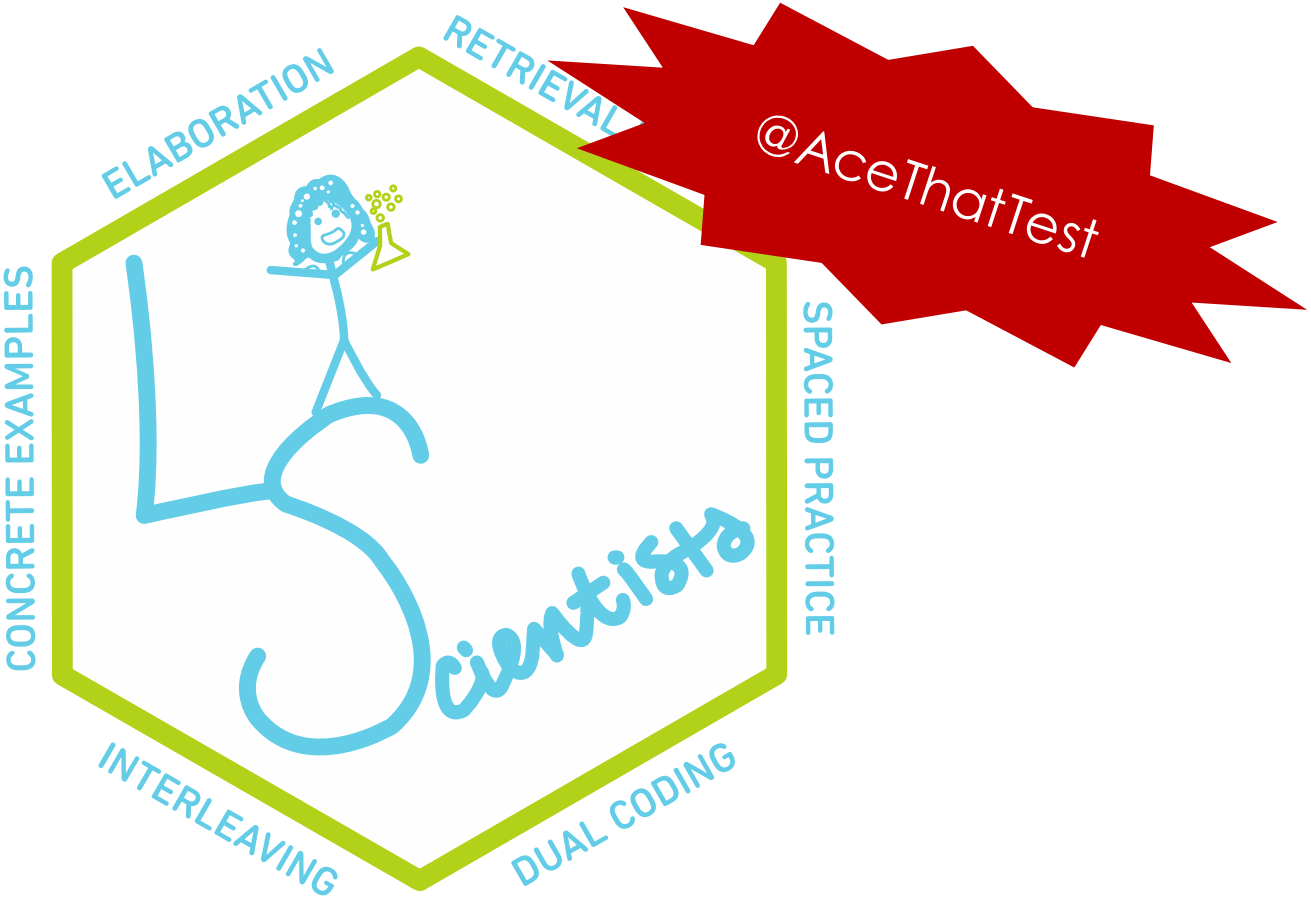
- Retrieval Practice
- Spaced Learning
- Interleaving
- Dual Coding

Six Strategies for Effective Learning

www.learningscientists.org

CC BY NC ND

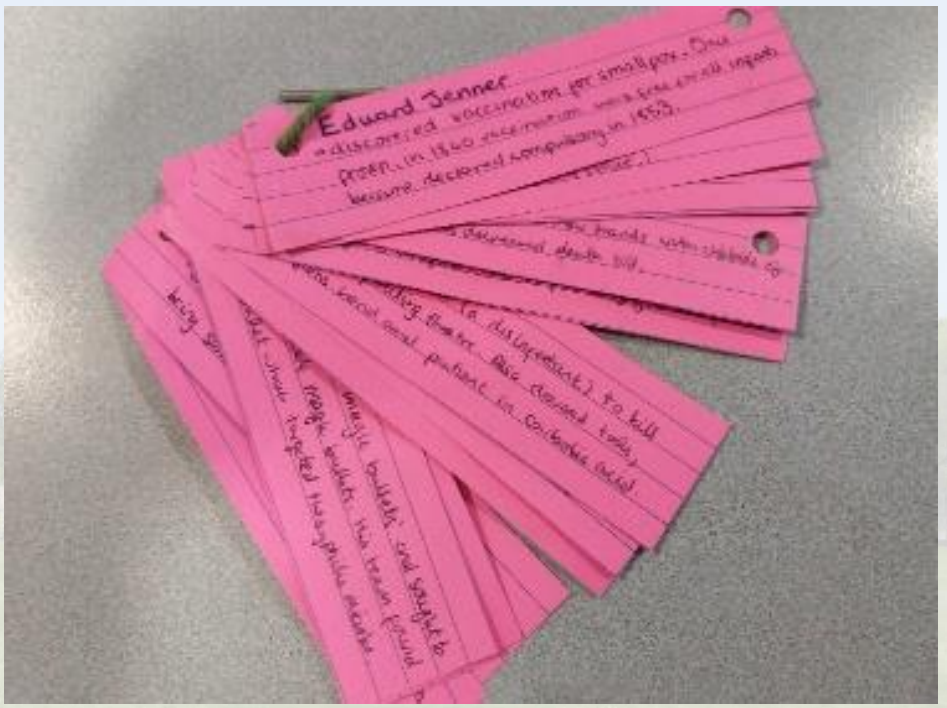
In this series, we provide information so students can learn how to study using..



All of these strategies have supporting evidence from cognitive psychology. For each strategy, we explain how to do it, some points to consider, and where to find more information.

Retrieval Practice

Retrieval Practice resources



Flashcards

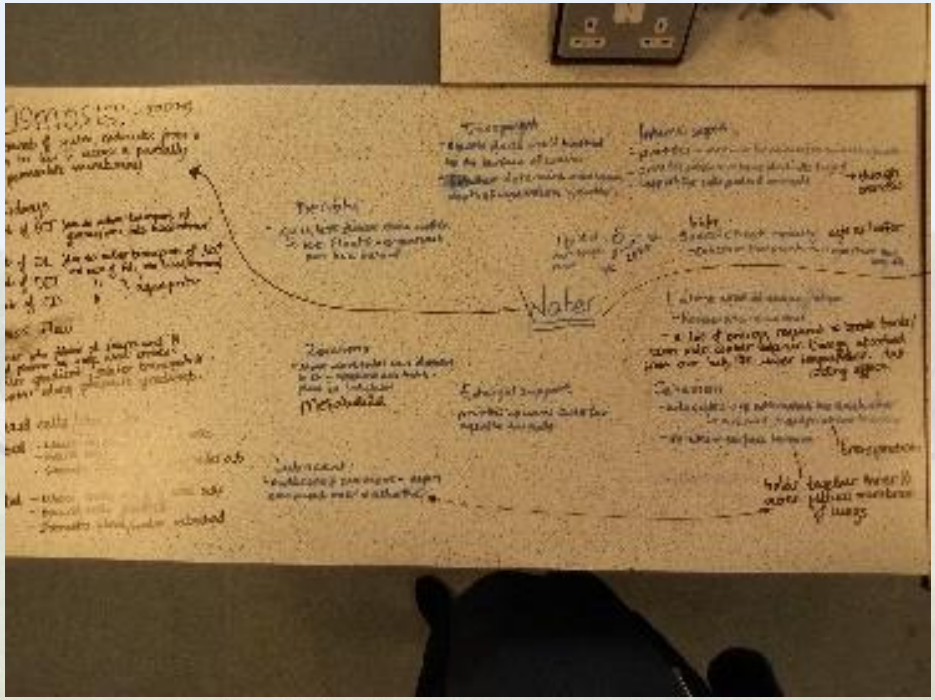
Y11: Search them on Quizlet / RemNote

Y10: Make them as you go along

Leitner method

- How to study flashcards using the Leitner system (youtube.com)

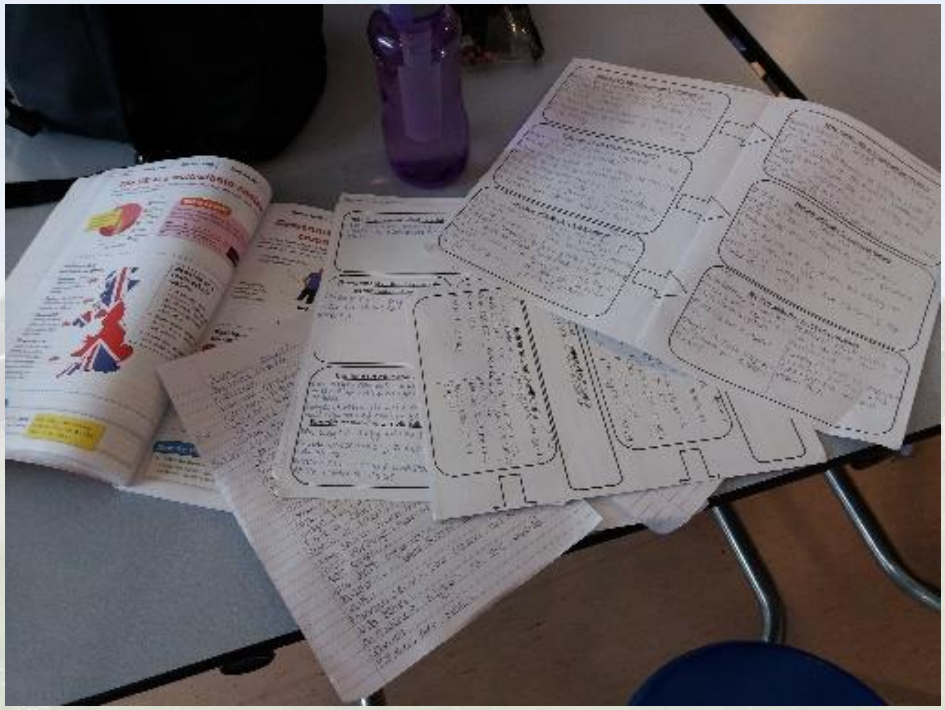
Retrieval Practice resources

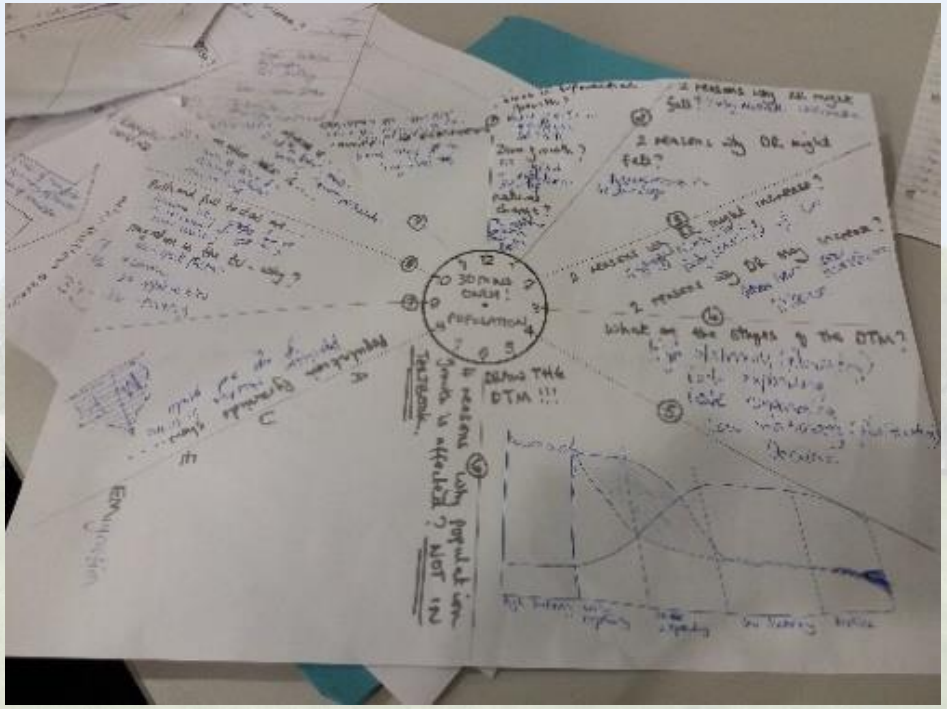


Mindmaps

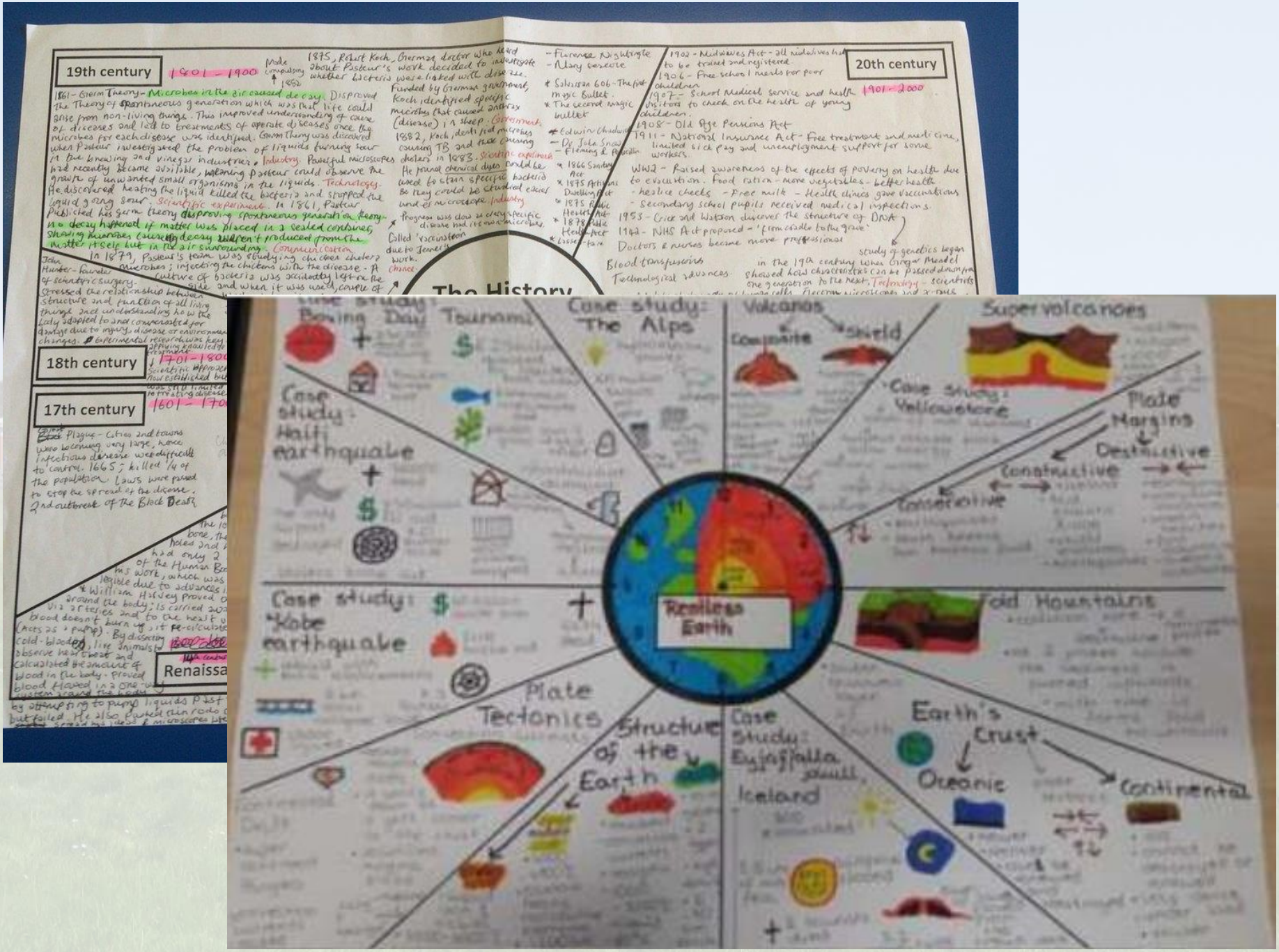
'Blurting', then green pen

Retrieval Practice resources





Graphic Organisers


19th century
1801 - 1900
18th century
17th century
20th century
1901 - 2000
The History
Case study: The Alps
Volcanoes
Composite
Shield
Supervolcanoes
Case study: Yellowstone
Plate Margins
Destructive
Constructive
Conservative
Case study: Haiti earthquake
Case study: Kobe earthquake
Realless Earth
Plate Tectonics
Structure of the Earth
Fold Mountains
Earth's Crust
Oceanic
Continental
Case study: Eyjafjalla jokull, Iceland

Averages from a table

Tao works in a garden shop.
The table shows information on the sizes of garden gnomes the last 20 customers bought.

Size	Size of Garden Gnomes (h cm)	Frequency
S	$0 < h \leq 5$	4
M	$5 < h \leq 10$	8
L	$10 < h \leq 15$	6
XL	$15 < h \leq 20$	2

a) Estimate the mean.

b) Tao is placing an order. He is going to order $\frac{1}{4}$ of the gnomes in each size. Is this correct?

Averages from a table

PE Lesson 100m Sprint Times (t seconds)	Frequency
$0 < t \leq 9$	5
$9 < t \leq 15$	9
$15 < t \leq 25$	8
$25 < t \leq 35$	3

a) Estimate the median time.

b) Estimate the mean time.

Probability

There are black, grey and white balls in a bag. On the probability scale mark with an arrow the probability of selecting a:

a) Black ball
b) Grey ball
c) Purple ball

Probability

A standard six sided fair dice is rolled. What is the chance of rolling the following numbers? Connect your answers with a line.

- An odd number
- A multiple of 3
- A number more than 6
- A number 7

- Certain
- Unlikely
- Impossible
- Evens
- Likely

Averages from a table

Jacob asks his class what their shoe sizes are and notes them down in a table.

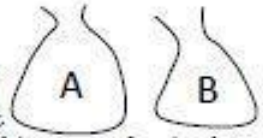
Shoe Size	Frequency
4	4
5	11
6	12
7	3

a) Calculate the median shoe size.

b) Calculate the mean shoe size.

Probability

Bag A contains 15 Maltesers and 30 Haribo.
Bag B contains 9 Maltesers and 12 Haribo.
A sweet is chosen at random from each bag.
Deontai says, "I'm more likely to choose a Malteser sweet from bag A than B because there are more Maltesers in bag A than bag B.
Is she correct? **Show all of your working out.**



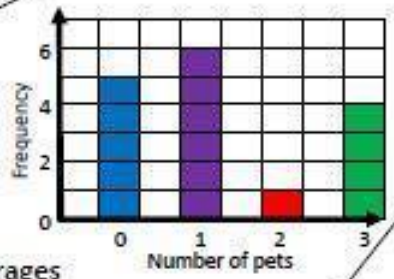
Averages from a table

Compare the average goals scored of the two football teams.
Which team is statistically the better football team?

Goals Scored	Hearts Headways Frequency	Hibee Hurdlers Frequency
0	12	6
1	15	13
2	8	14
3	4	6

Lucy asks her friends how pets they have. Her results are in the bar chart.

Find the median number of pets.



Averages

Teesside flyers times:
3 hours 12 mins,
2 hours 52 mins,
3 hours 36 mins

Glasgow Getaways:
3 hours 9 mins, 3 hours 15 mins,
3 hours 21 mins

Two running clubs are competing against each other in the great north run. The team with the fastest average wins. Compare the averages to decide the winning team.

Averages

Miss B kept a record of the number of absences for each student in her class for one term.
Here are her results.

0, 2, 5, 3, 0, 1, 1, 0, 2, 0

a) Write down the mode.

b) Work out the mean.

c) Calculate the range of the absences.

Probability

Poppy, Aleena and Erin decide to test the theory that toast always lands butter side up, when only one side is buttered. They test this with several pieces of toast and count how many times it lands butter side up.
The table shows the results.

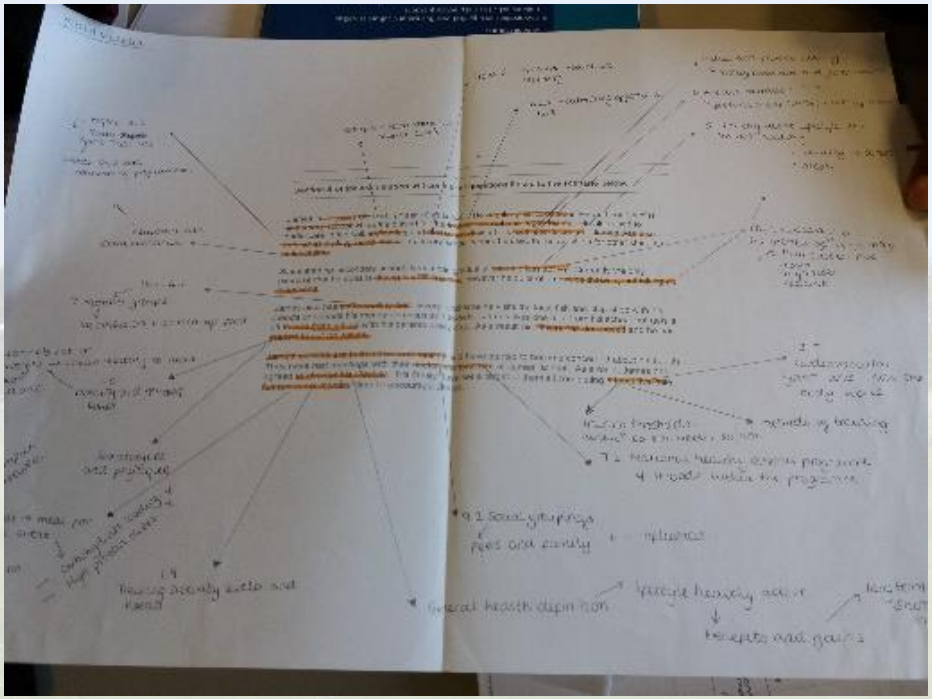
	No. of pieces of toast dropped	No. landing 'butter side up'
Poppy	10	6
Aleena	50	39
Erin	100	85

Erin's results give the best estimate of the probability of a piece of toast landing 'butter side up'. Explain why.

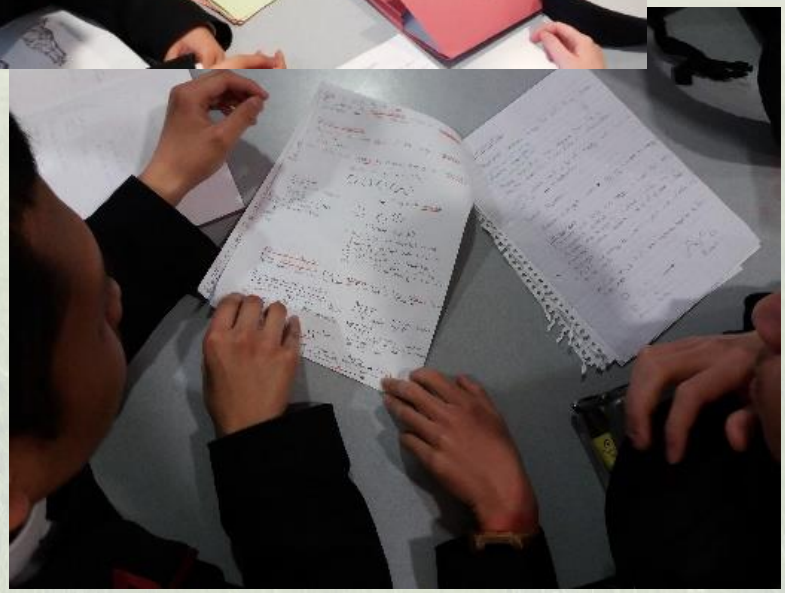
There are 16 girls and 12 boys in a maths class.
$\frac{3}{4}$ of the girls and $\frac{2}{3}$ of the boys arrive on time to lesson.
The teacher selects a child at random from those who arrive late to hand out the books.
Calculate the probability that child is a girl.

Probability

Then …. Spaced Practice, Dual Coding & Retrieval Practice

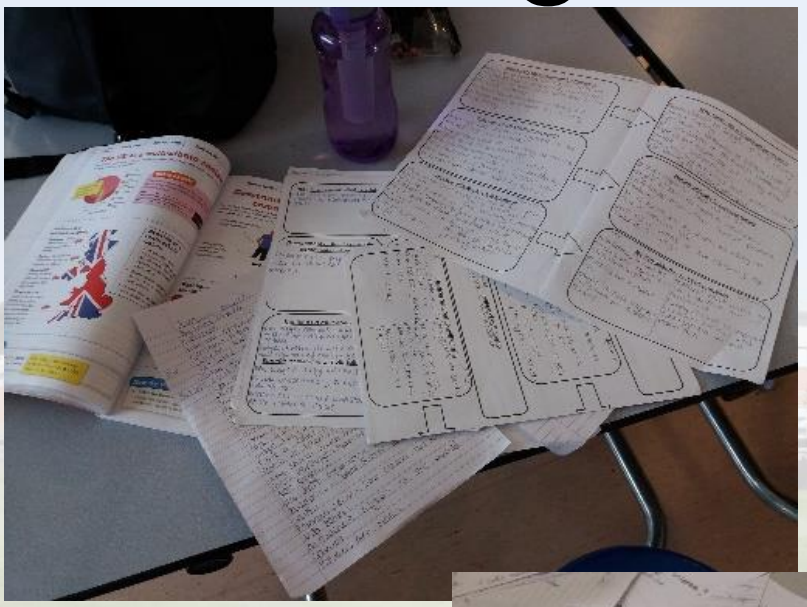


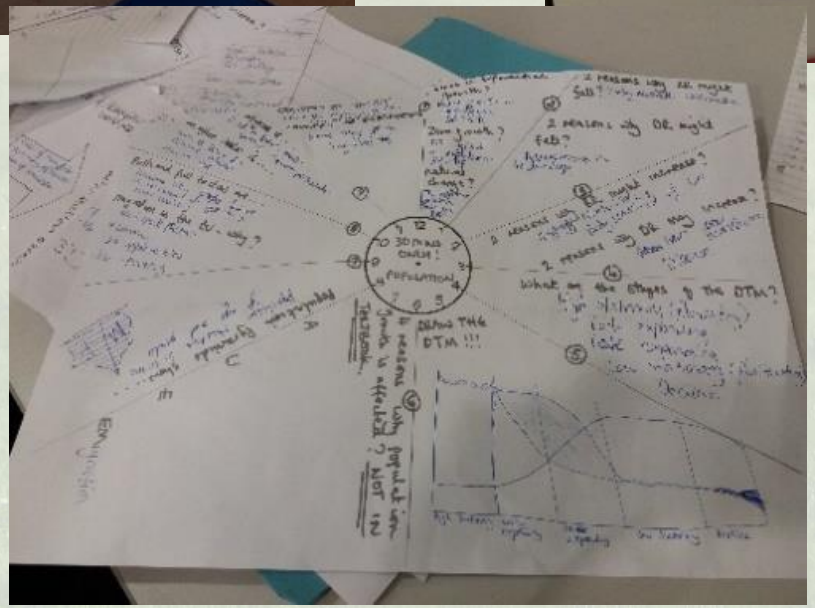
Annotation



Study Buddies

Then …. Spaced Practice, Dual Coding & Retrieval Practice

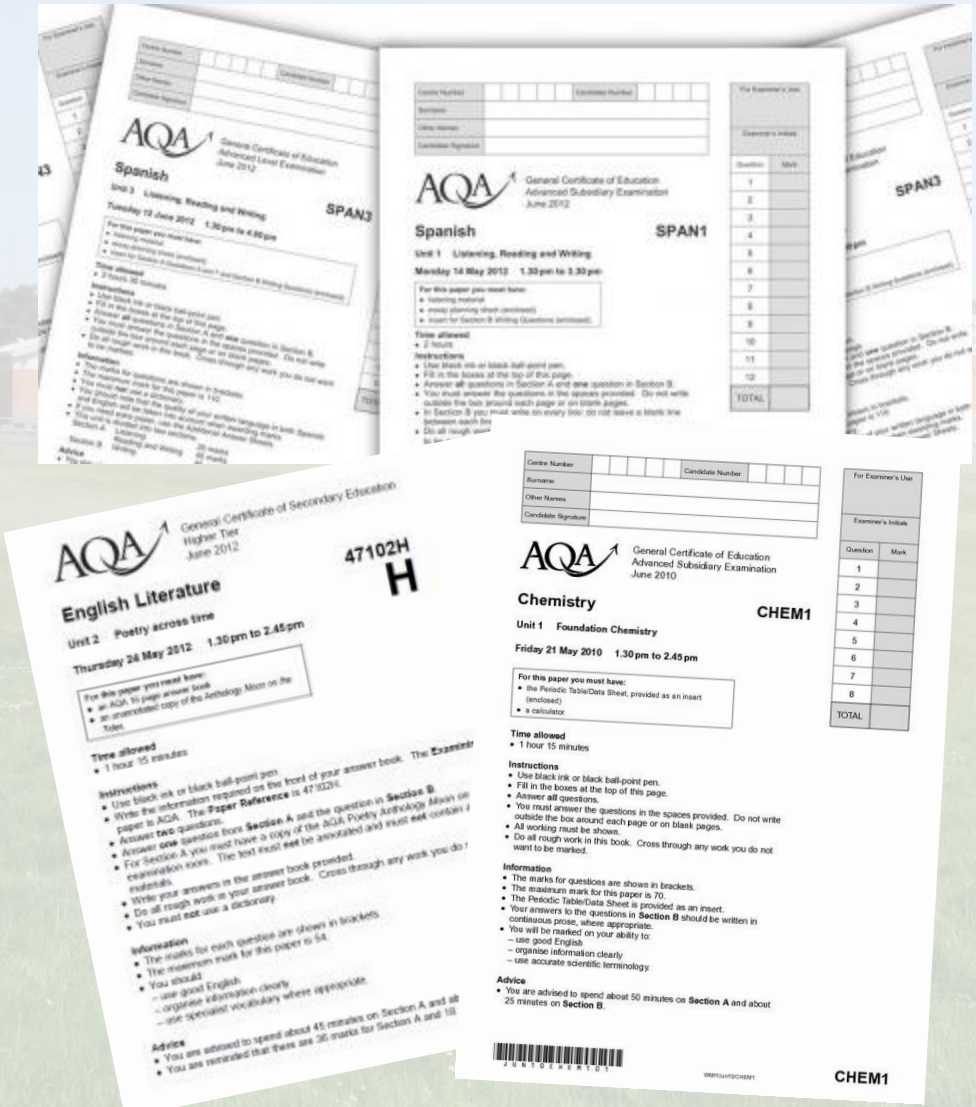




Formulate questions

Use Dual Coding

Then .... Spaced Practice, Dual Coding & Retrieval Practice

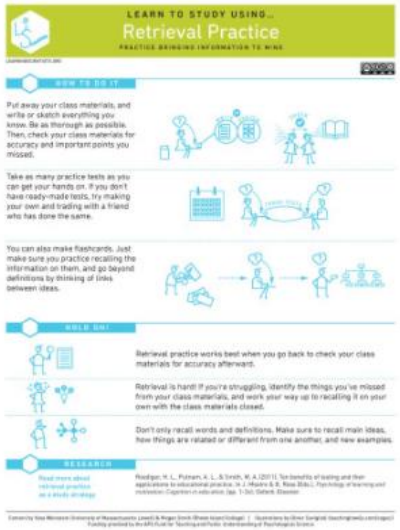


Past exam paper practice

Website: confidence section

Retrieval Practice starts with a blank page.

You try to retrieve everything you can from memory and only then do you go back to your notes or your revision guide to identify what you've missed.



The Learning Scientists say:

You could try past paper question practice – find your exam papers here:

- AQA
- Edexcel
- OCR

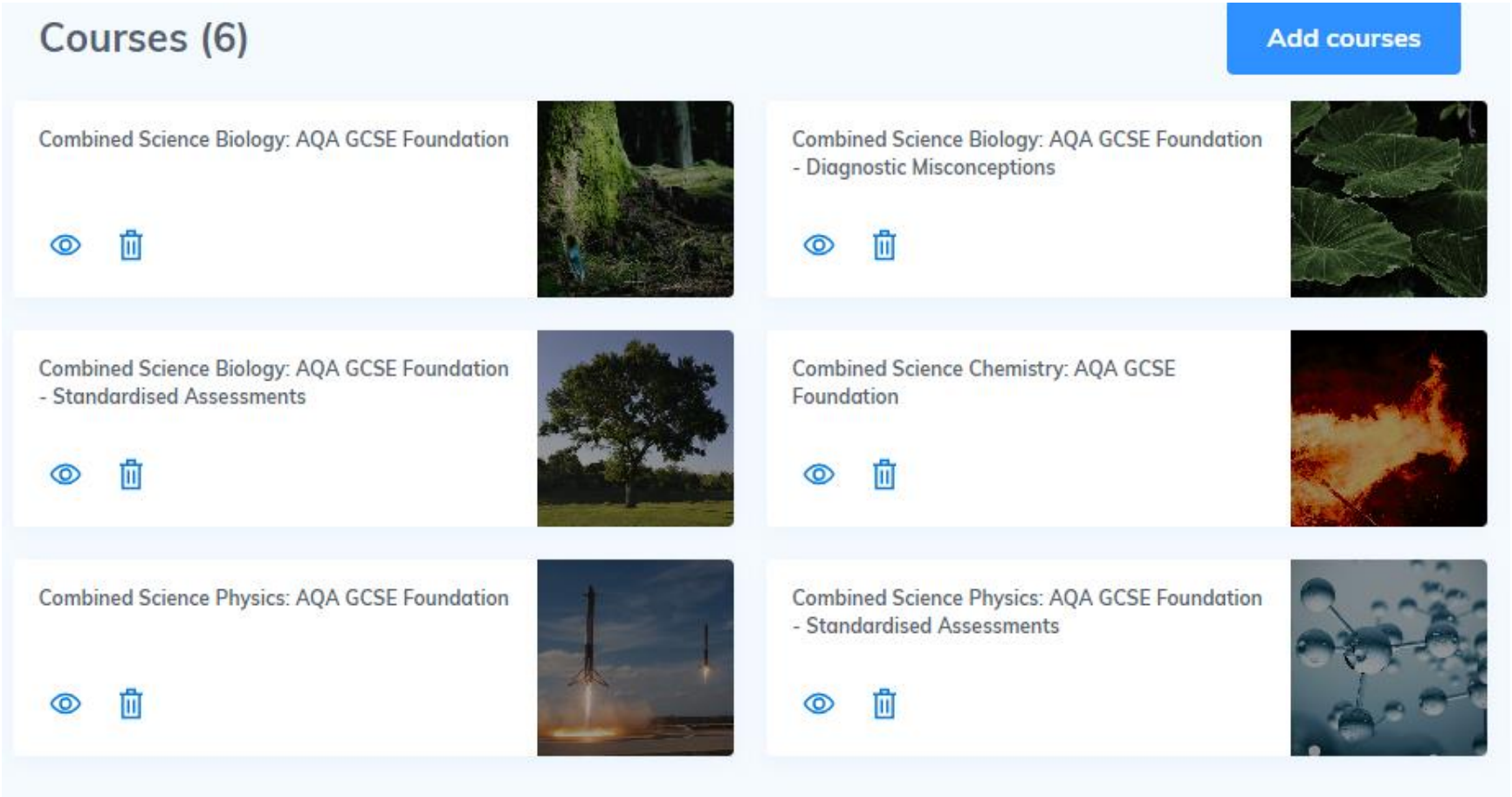
You could use a Revision Clock template to retrieve 12 topics in 3 – 4-minute blocks like this:

www.mrthorntonteach.com

You could try making flashcards and using them like this:

https://www.lawnswoodschool.co.uk/the-curriculum/lawnswood-links/confidence/

Seneca



Parent access – please let Mrs Gilbank know, if you would like to support your child in this way.

Pomodoro

[25:00 - Time to focus! (pomofocus.io)]

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What are the next steps for Y10?

Y10 → 11 timeline

Feb: student target setting

May onwards: detailed thinking about Post-16 steps – 1:1 FOYF interview

June: w/b 24th Y10 exams

July: Mock interviews + University session

Summer: first ideas for personal statement

September: personal statement writing in English lessons

November: Sixth Form Open Evening

December: Post-16 Taster Day

January (14th?): Application deadline

Stress and Anxiety

- **What is the difference between stress and anxiety?**
- Stress is the feeling of being **under too much mental or emotional pressure.** Pressure turns into stress when you feel unable to cope.
- **Anxiety is a normal, human feeling of fear or panic.** When we face stressful situations, it can set off our brain's in-built alarm bell system, which tells us something isn't right and that we need to deal with it. Our brain wants the difficult situation to go away, so it makes us feel more alert, stops us thinking about other things, and even pumps more blood to our legs to help us run away.

Stress

Most Common Signs of Stress

- tense muscles, headaches, a tight jaw, teeth-grinding, a racing heart and sweaty palms
- trouble sleeping
- low energy, tiredness or exhaustion
- the feeling of being on edge
- difficulty concentrating
- loss of motivation
- the feeling of being overwhelmed

Most Common Reasons for Stress

- School demands and frustrations
- Negative thoughts or feelings about themselves
- Changes in their bodies
- Problems with friends and/or peers at school
- Unsafe living environment/neighborhood
- Separation or divorce of parents
- Chronic illness or severe problems in the family
- Death of a loved one
- Taking on too many activities or having too high expectations
- Family financial problems

Ways to control stress and anxiety:

- Eat well
- Sleep well
- Relax and enjoy
- Get organised
- Ask for help

Think of an example for each method to show one positive way you could manage your stress.

Stress Reduction

- 1. How do you know when you are feeling stressed ?
- 2. Think about a recent time when you felt stressed. What did you do to cope ? If that situation happened again what could you do differently to cope better?
- 3. If a friend was feeling stressed an issue, write down three pieces of advice you would give them .

Another good way to reduce stress is doing breathing exercises

Keep mentally healthy

MindMate

kooth

Come and speak to your Year Team. We can listen, help and signpost.

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Embed confidence; fuel ambition.

What are the next steps for Y11?

Y11 timeline

Feb onwards: confirm Post-16 steps, attend school, regular exam prep at home

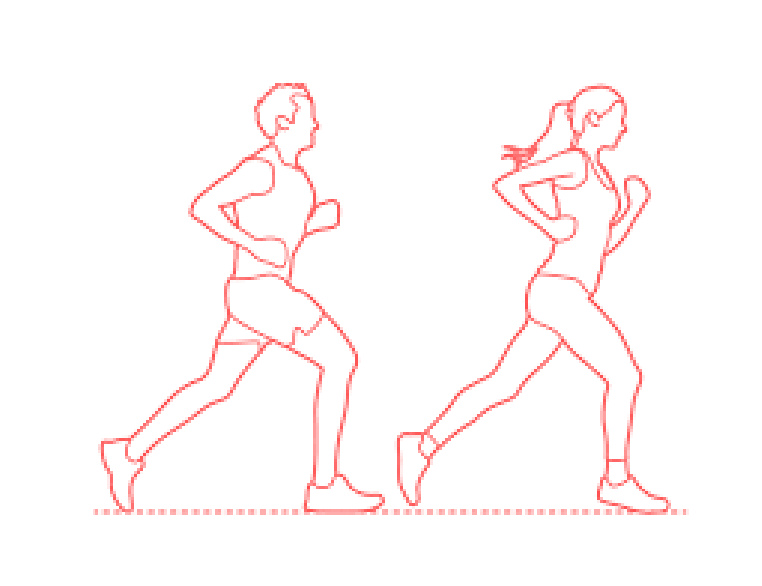
May: w/b 13th GCSE exams start

Aug: 22nd GCSE exam results day

Summer: enjoy the break / complete some bridging work

September: settle into A Levels / BTECs / CTECs and start thinking about Post-18 courses

Keep physically healthy



English Top Tips!

Y10

- Engagement with first reading of texts – understanding of texts is key.
- Annotations of set texts so that they become retrieval resources.
- Looking at texts through the idea of key concepts (big ideas).
- Developing exam technique through assessment practice and mock exams.
- Engagement with home learning tasks.

Y11

- Developing and furthering understanding of key texts in retrieval lessons – using annotated copies from Y10 as your guide.
- Booster sessions (Thurs) and engaging with home learning tasks designed to aid long term memory.
- Mock exams – full set of mocks
- Seneca, Oak Academy, BBC Bitesize, Spark Notes, Revision guides...

Maths – key messages

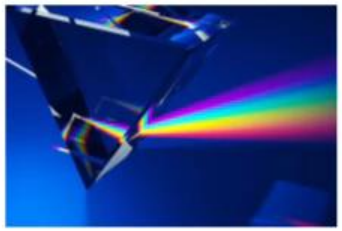
Y10

- What grade is needed for post-16 studies? Some subjects require a minimum of Grade 6 in maths.
- Attendance! There is a lot of new content in year 10 and 11 and it is difficult to always catch-up.
- Complete Sparx every week – regular retrieval practice over a long period of time is always the best option.
- Whether it is old content or a new topic, you will not improve at maths if you do not practice!
- A scientific calculator and a revision guide will make a big difference in class.
- After-school classes will begin in June, so be ready to sign up!

Y11

- Sparx can be used as 'little and often' retrieval practice - the sooner it begins, the less that will need to be done in May/June. 15-20 minutes every day is a good amount of time.
- Use the mock exam QLA to discover gaps in knowledge and close them using Sparx / revision guides / online tools (corbettmaths, bitesize, etc)
- Use the second Mock exam topic list to begin link key areas of focus
- Attend after-school sessions (Mon, Tues, Thurs, Fri) and be specific about what you want to achieve from it.
- Make sure you have a scientific calculator and revision guide
- Exam question practice will begin for most classes in March/April, which will involve past papers.

Science – key messages



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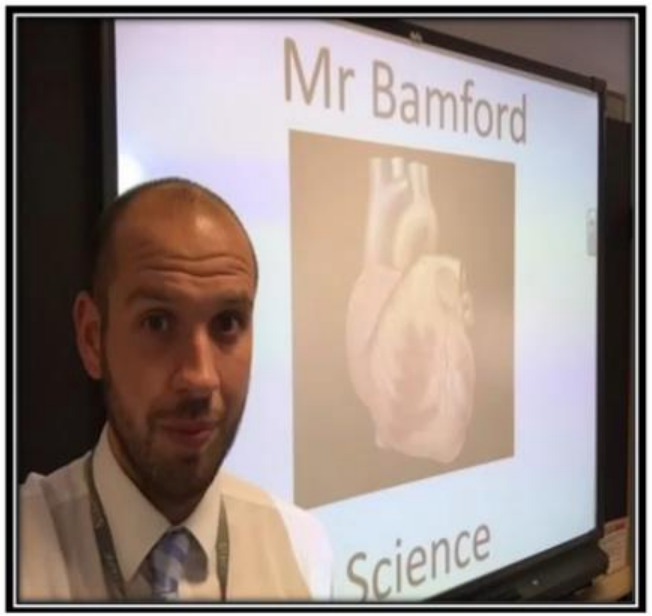

GCSE Science

Subject Leader: Mr Bamford

Contact details: iain.bamford@elawnswood.co.uk

What else?

We're here to help:

- Daniel.Meredith@elawnswood.co.uk
- Peter.Long@elawnswood.co.uk

Interested in the research?

- Fiona.Gilbank@elawnswood.co.uk