



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 ANY SIXTH FORM
DEPENDS ON GRADES!



REALITY IS THAT THE WORLD
AROUND VALUES GRADES!



YOU WILL ENJOY RESULTS DAY
MORE!

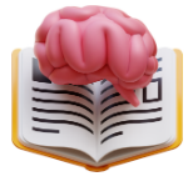




GRADE REQUIREMENTS EXIST
FOR COLLEGE, SIXTH FORM,
UNIVERSITY & JOBS!



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



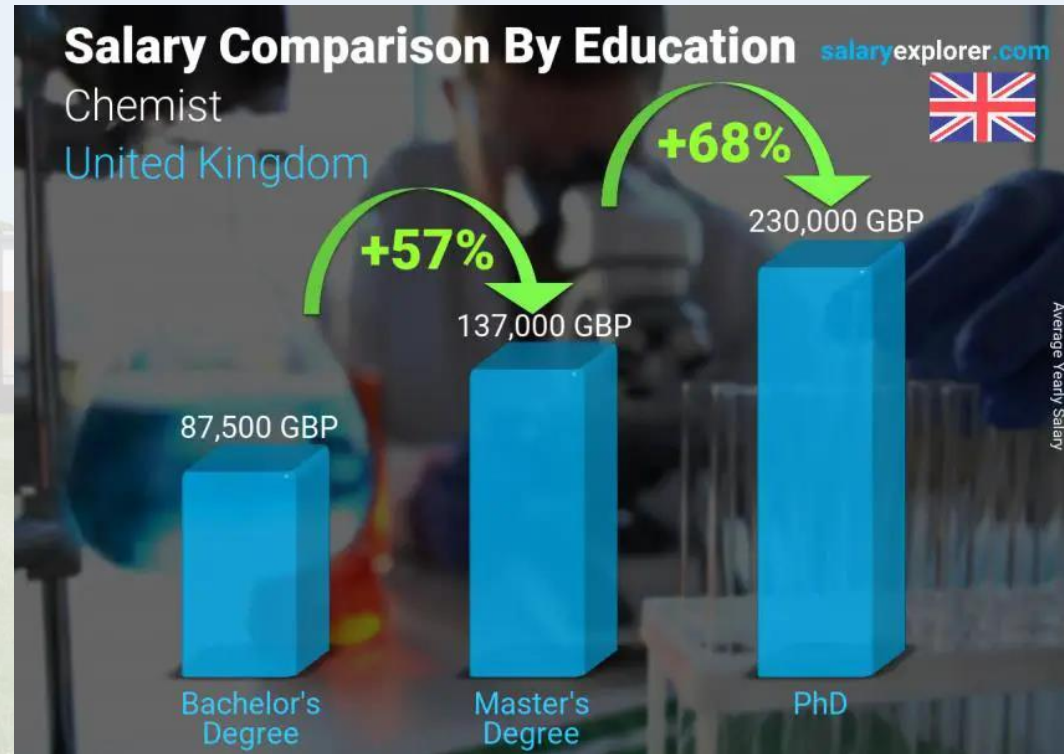
ACADEMIC GRADES SHOW OFF
YOUR KNOWLEDGE ACROSS
SUBJECTS!



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!

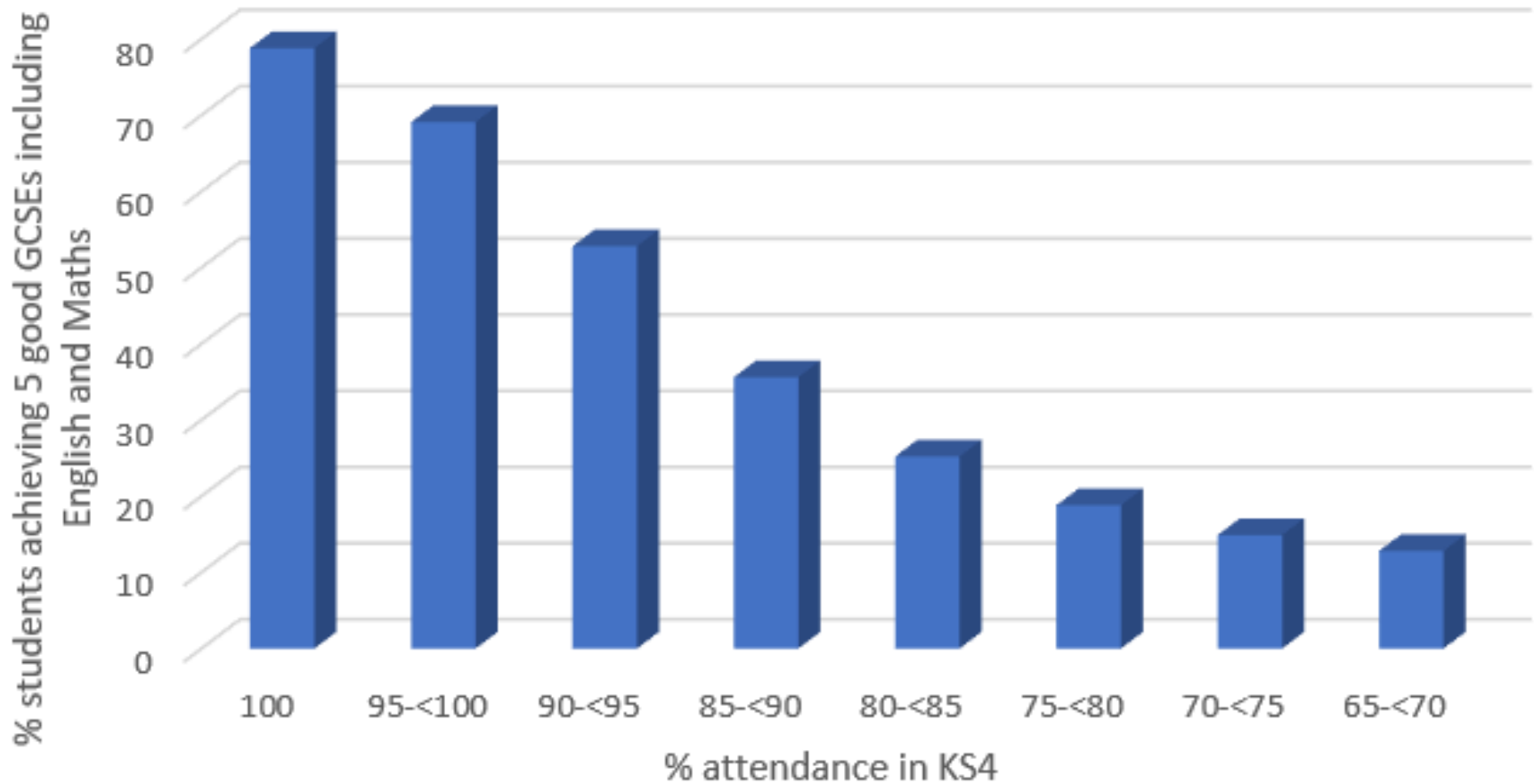




Every Grade Counts

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

GCSE Grades and Attendance





LAWNSWOOD
SCHOOL

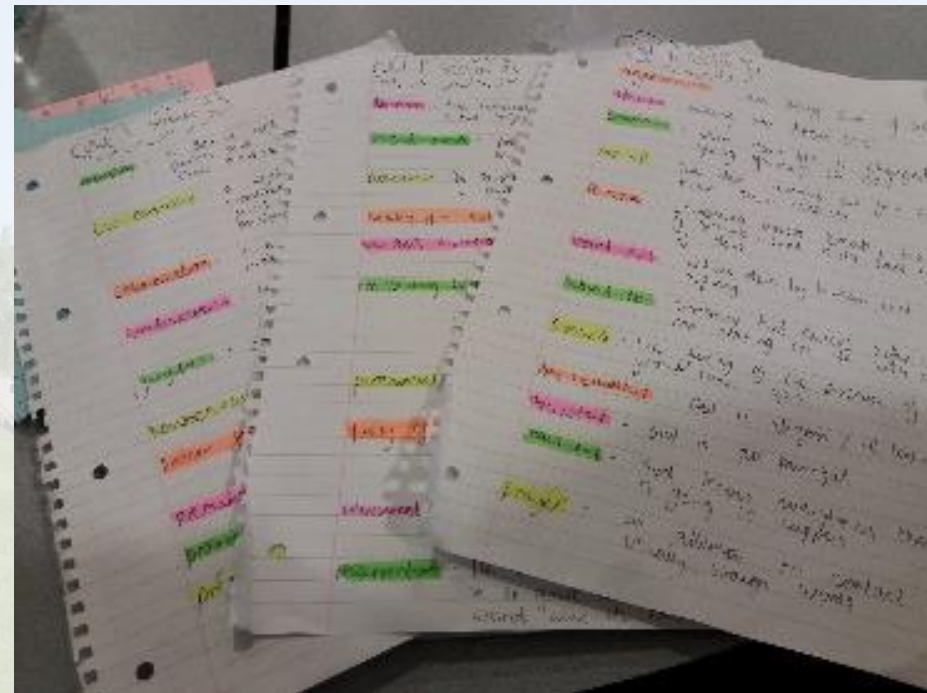
Embed confidence; fuel ambition.

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

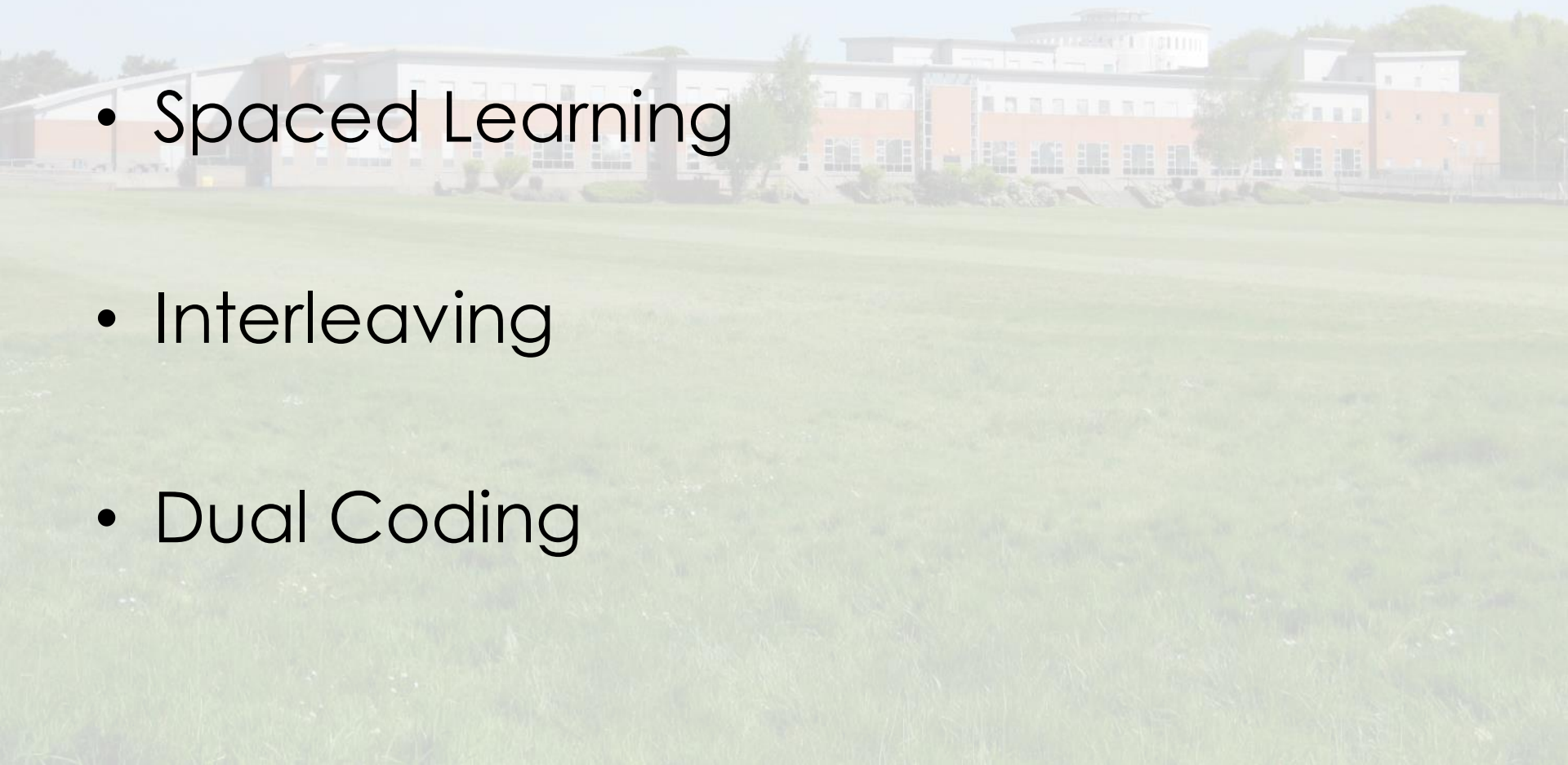




Revision notes & Glossaries

What's effective?

- Retrieval Practice
- Spaced Learning
- Interleaving
- Dual Coding





Six Strategies for Effective Learning

www.learningscientists.org

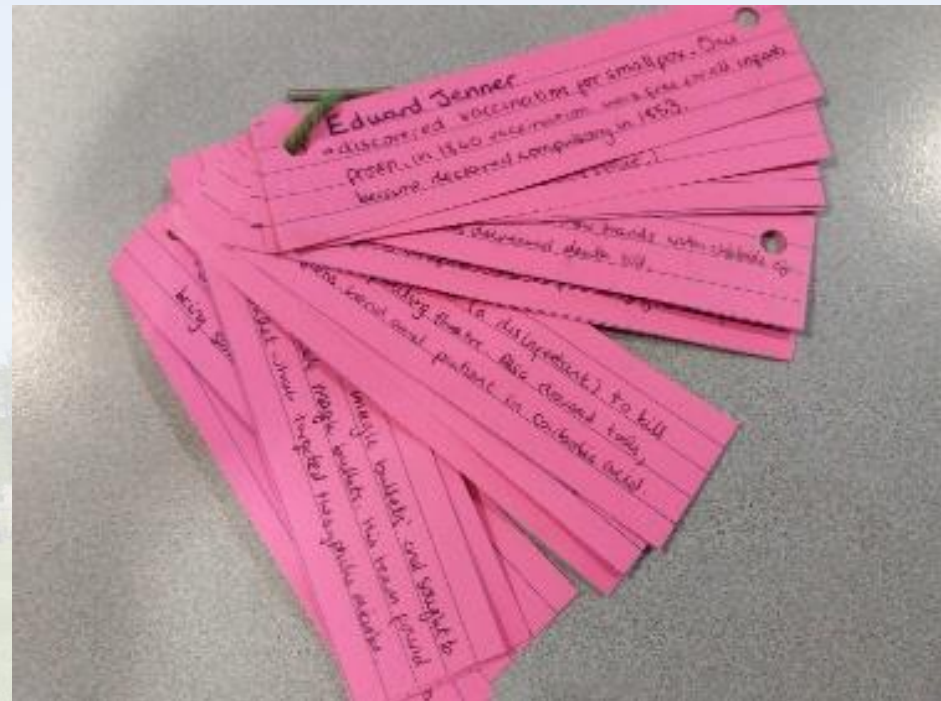
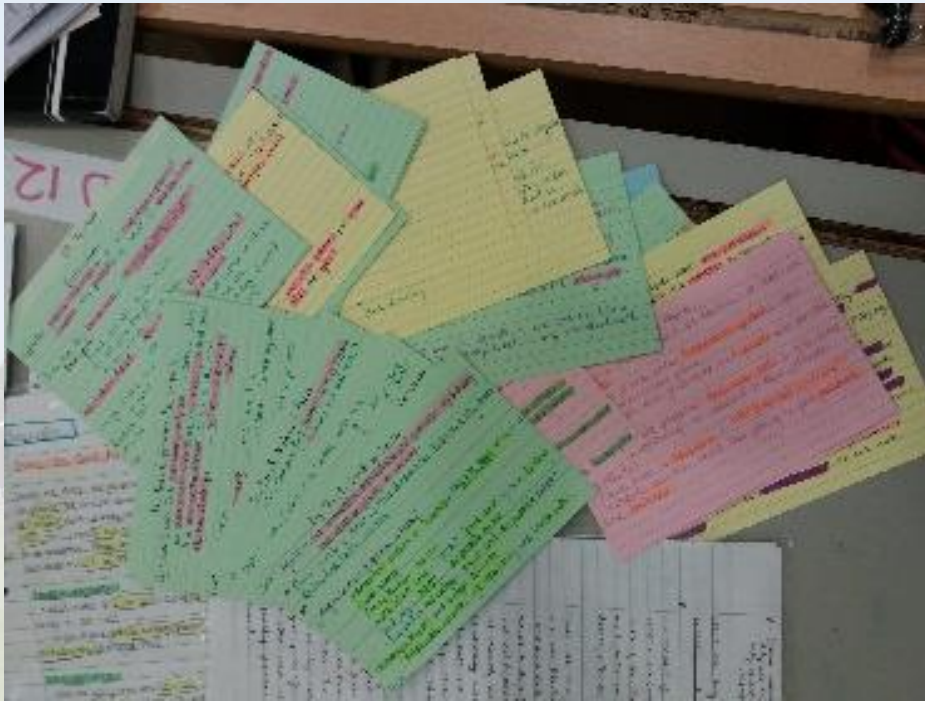
In this series, we provide information so students can learn how to study using..



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

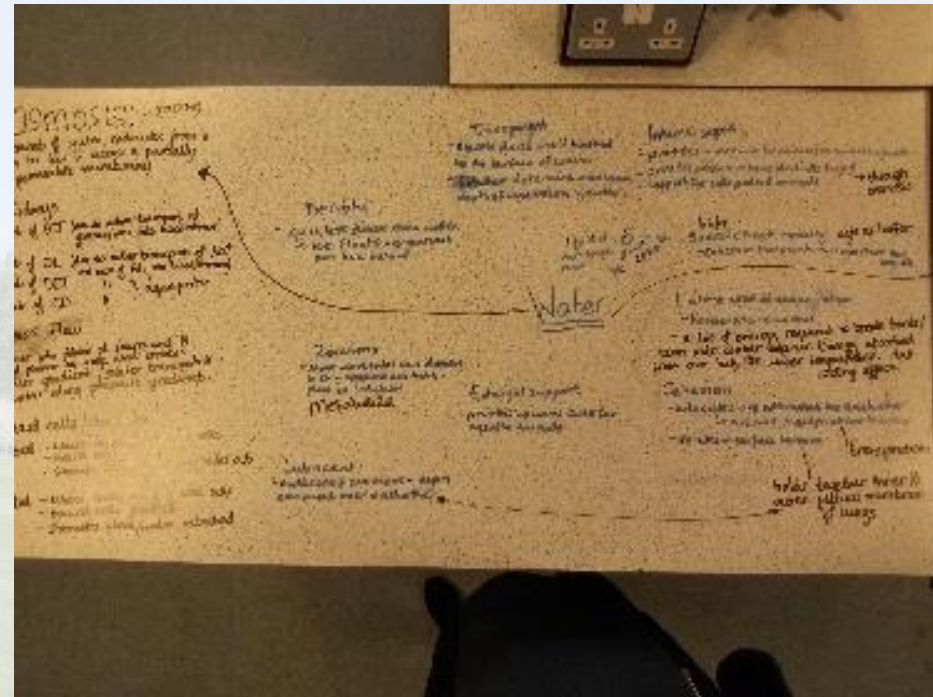
Y10: Make them as you go along

Leitner method

- [How to study flashcards using the Leitner system \(youtube.com\)](#)



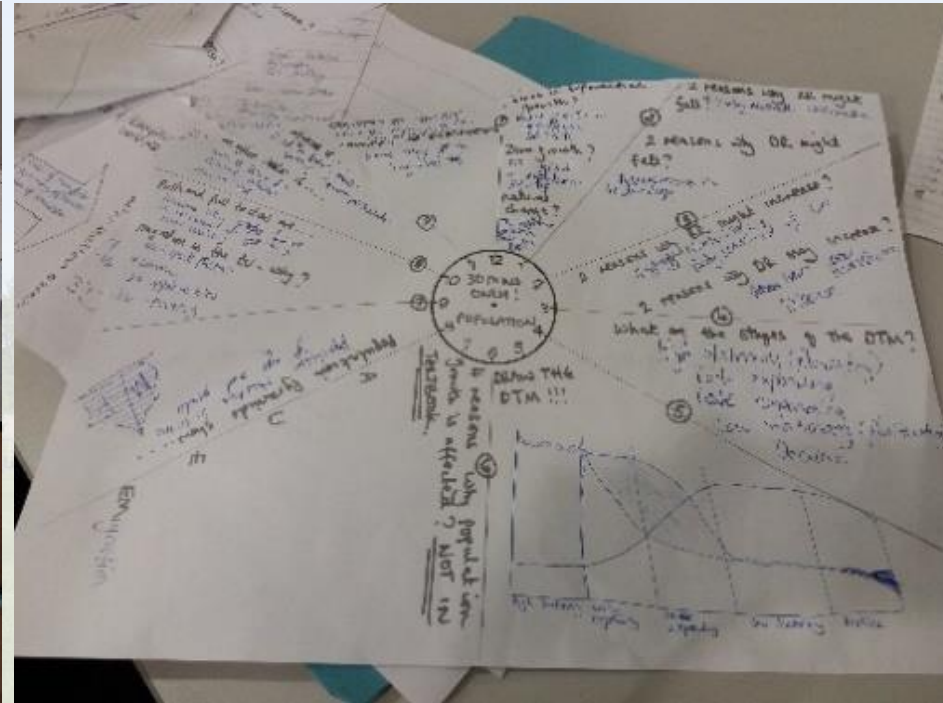
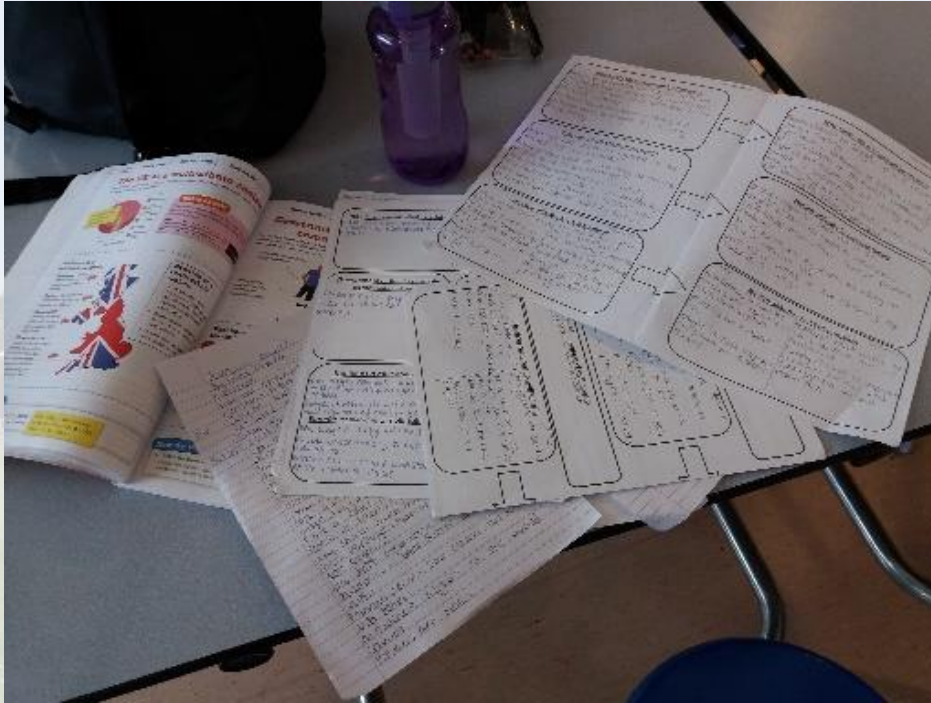
Retrieval Practice resources



Mindmaps

'Blurting', then green pen

Retrieval Practice resources



Graphic Organisers

19th century

1801-1900

1861 - Germ Theory - Microbes in the air caused disease. Disproved the Theory of spontaneous generation which was that life could arise from non-living things. This improved understanding of cause of diseases and led to treatments of separate diseases once the microbes for each disease were identified. Germ theory was discovered when Pasteur investigated the problem of liquids turning sour (1. beer brewing and vinegar industries, 2. Industry, 3. Pasteur's microscopes had recently become available, allowing Pasteur could observe the growth of unwanted small organisms in the liquids. Technologies. He discovered heating the liquid killed the bacteria and stopped the liquid going sour. Scientific experiment. In 1861, Pasteur published his germ theory disproving spontaneous generation theory in a decay happened if matter was placed in a sealed container. Showing microbes currently decay children produced from the mother itself but in the air surrounding.

In 1879, Pasteur's team was studying chicken cholera. John Hunter - founder of bacteriology; injecting the chickens with the disease. A culture of bacteria was scientifically left on the table and when it was used, couple of days later the chickens died. He stressed the relationship between structure and function of all living things and understanding how the body adapted to and compensated for damage due to injury, disease or environmental changes. Experimental research was offering valuable insights into the mechanisms of disease.

18th century

1701-1800

Scientific approach had established but was still limited to the results of disease.

17th century

1601-1700

Black Plague - Cities and towns were becoming very large, hence infectious diseases were difficult to control. 1665; killed 1/4 of the population. Laws were passed to stop the spread of the disease. 2nd outbreak of the Black Death.

The 10 bones, the holes and the only 2 of the Human Body were legible due to advances in William Harvey proved it was around the body; it is carried via 2 arteries and to the heart via blood doesn't burn up; it re-circulates cold-blooded, live animals observed heart beat and calculated the amount of blood in the body. Proved blood flowed in a one-way system round the body by attempting to pump liquids past but failed. He also pushed thin rods of glass into my blood & in cross-section

Renaissance

1875, Robert Koch, German doctor who decided to investigate about Pasteur's work decided to investigate whether bacteria was linked with disease. Funded by German government. Koch identified specific microbes that caused anthrax (disease) in sheep. Government. 1882, Koch death of microbes causing TB and those causing cholera in 1883. Scientific experiment. He proved chemical dyes could be used to stain specific bacteria so they could be identified easier with a microscope. Industry. Program was done 2 days specific disease and its own microbes. Called 'cocci' due to their work. Chance.

- Florence Nightingale - Many warwre
- Florence Nightingale - Many warwre
- Florence Nightingale - Many warwre

1902 - Milk sales Act - all milk sales had to be tested and registered
1906 - Free school meals for poor children
1907 - School Medical Service and health inspectors to check on the health of young children.
1908 - Old Age Pensions Act
1911 - National Insurance Act - Free treatment and medicine, limited sick pay and unemployment support for some workers.
WW2 - Raised awareness of the effects of poverty on health due to evacuation. Food ration - more vegetables - better health - health checks - free milk - Health clinics gave vaccinations - Secondary school pupils received medical inspections.
1953 - Crick and Watson discovered the structure of DNA
1948 - NHS Act proposed - 'from cradle to the grave'
Doctors & nurses became more professional

20th century

1901-2000

The History



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?

a) Calculate the median shoe size.

b) Calculate the mean shoe size.

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

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:

- Black ball
- Grey ball
- Purple ball

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	Certain
A multiple of 3	Unlikely
A number more than 6	Impossible
A number 7	Evens
	Likely



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."



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

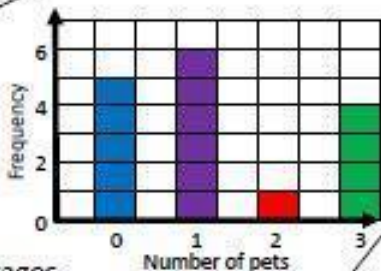
Erin's results give the best estimate of the probability of a piece of toast landing 'butter side up'. Explain why.

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

Goals Scored	Hearts Headways Frequency	Hibee Hurlers 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.



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.

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

- Write down the mode.
- Work out the mean.
- Calculate the range of the absences.

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.

Averages from a table

Averages from a table

Probability

Probability

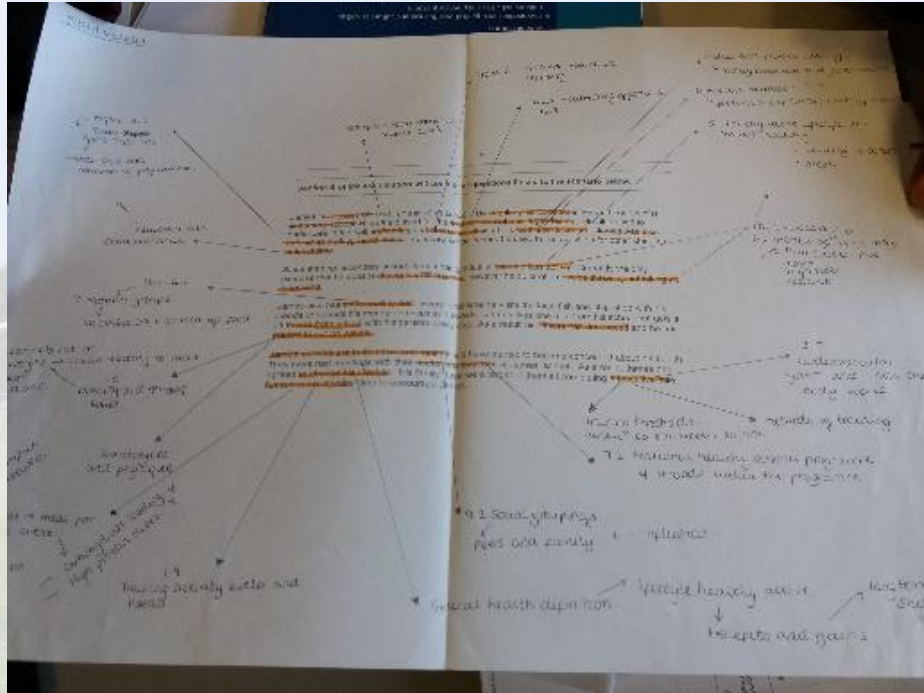
Averages

Averages

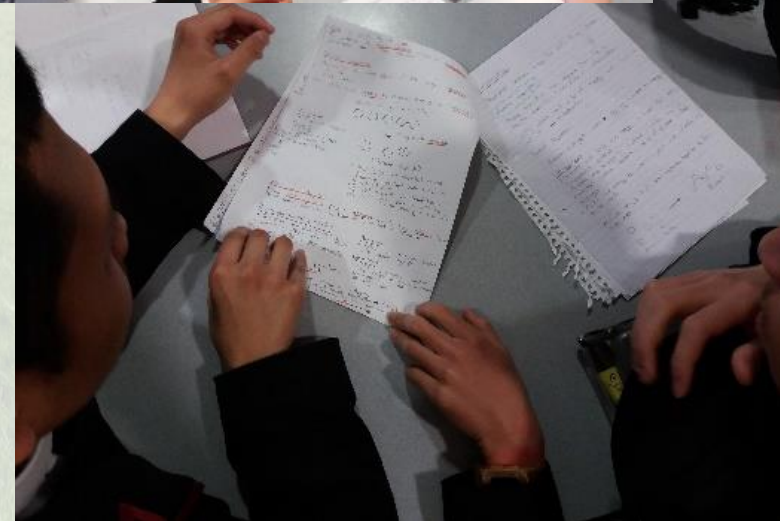
Averages

Probability

Then Spaced Practice, Dual Coding & Retrieval Practice

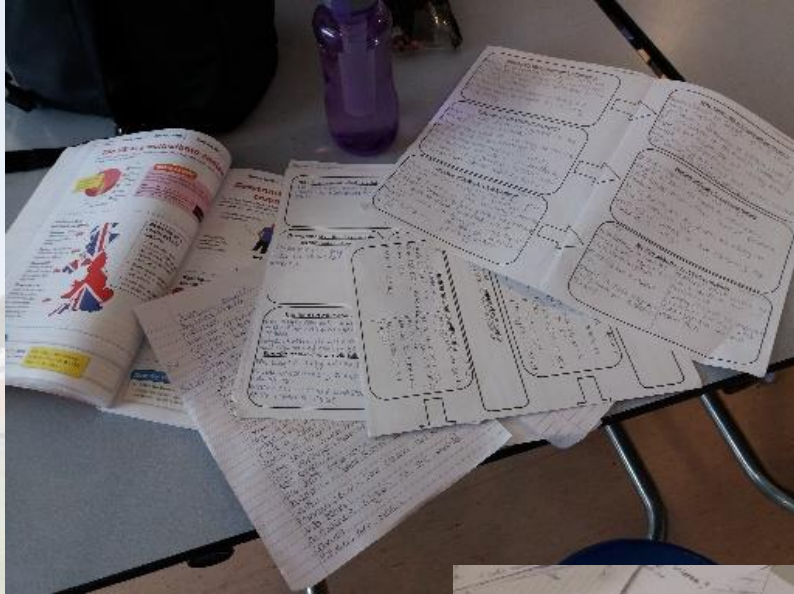


Annotation

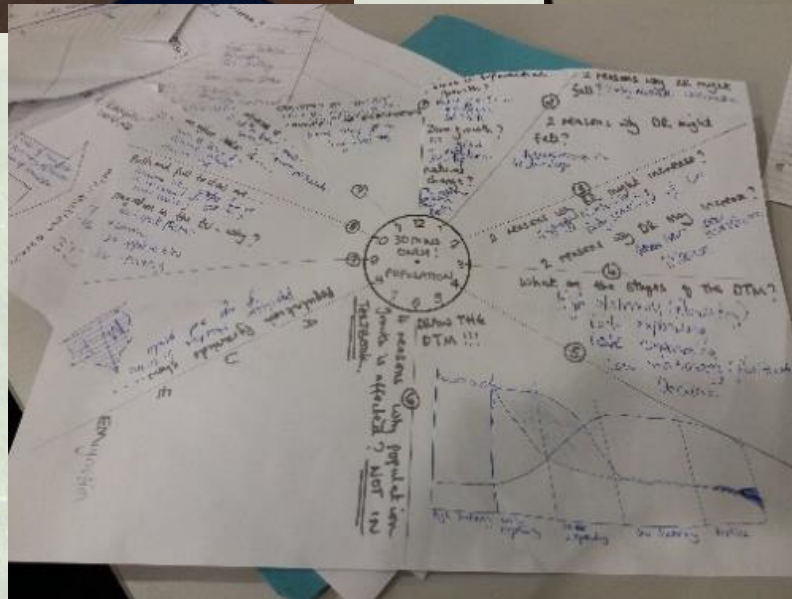


Study Buddies

Then Spaced Practice, Dual Coding & Retrieval Practice

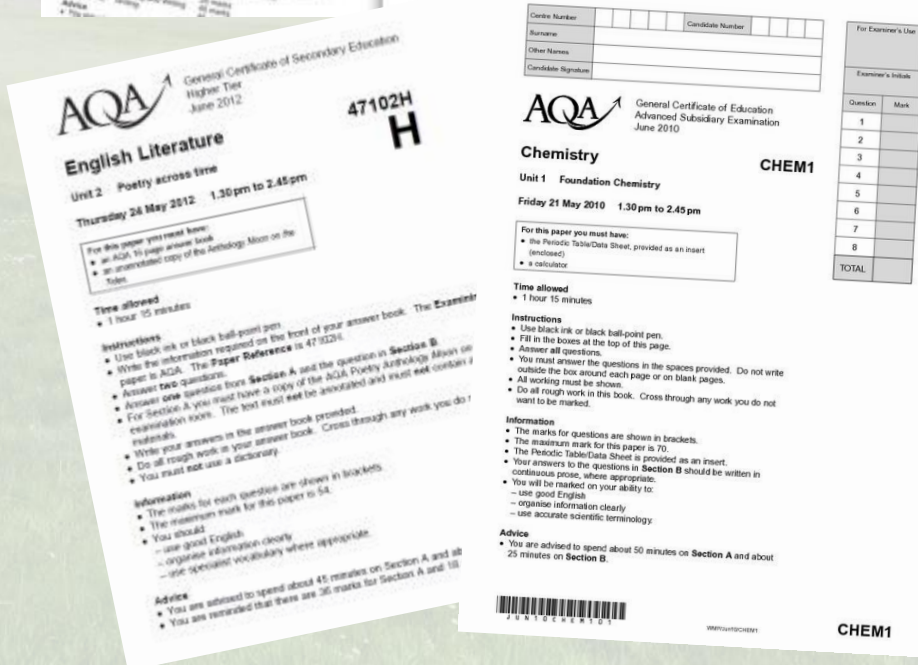
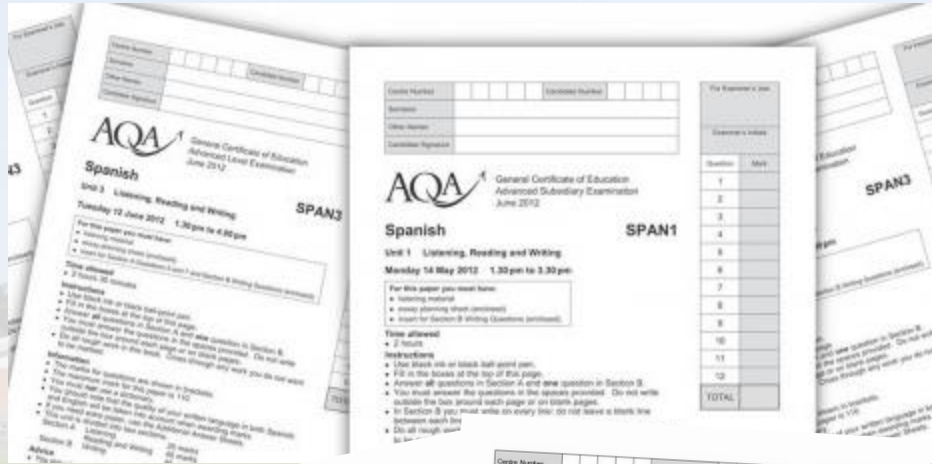


Formulate questions



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.

LEARN TO STUDY USING Retrieval Practice
PRACTICE RECALLS INFORMATION TO WORK

HOW TO DO IT

- Put away your class materials, and write or sketch everything you know. Do so through as possible. Then, check your class materials for accuracy and important points you missed.
- Take as many practice tests as you can get your hands on. If you don't have ready-made tests, try making your own and trading with a friend who has done the same.
- You can also make flashcards. Just make sure you practice recalling the information on them, and go beyond definitions by thinking of links between ideas.

WHY IT WORKS

- Retrieval practice works best when you go back to check your class materials for accuracy afterward.
- Retrieval is hard! If you're struggling, identify the things you've missed from your class materials, and work your way up to recalling it on your own with the class materials closed.
- Don't only recall words and definitions. Make sure to recall main ideas, how things are related or different from one another, and new examples.

RELATED

- How to create effective retrieval practice in a study strategy

Rodiger, M. L., Putnam, A. L., & Smith, M. A. (2011). The benefits of testing and their applications to educational practice. In J. J. Ashraf & S. Ross (Eds.), *Psychology of learning and motivation: Cognitive educational aspects* (3rd ed., pp. 1-50). Oxford, England: Elsevier.

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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:



Seneca

Courses (6)

Add courses

Combined Science Biology: AQA GCSE Foundation



Combined Science Biology: AQA GCSE Foundation
- Diagnostic Misconceptions



Combined Science Biology: AQA GCSE Foundation
- Standardised Assessments



Combined Science Chemistry: AQA GCSE
Foundation



Combined Science Physics: AQA GCSE Foundation



Combined Science Physics: AQA GCSE Foundation
- Standardised Assessments



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)

The screenshot shows the Pomodoro timer app interface. At the top, there are three tabs: "Pomodoro" (selected), "Short Break", and "Long Break". The main display shows a large digital timer at 24:44. Below the timer is a "PAUSE" button and a play button. The task list is titled "#1 Science - enzymes & digestion 2 x req practical". Underneath, there is a "Tasks" section with two items: "Science - enzymes & digestion 2 x req practical" (0/1) and "Maths - simultaneous equations" (0/1). At the bottom, there is an "Add Task" button and a status bar showing "Pomos: 0 / 2" and "Finish At: 09:48 (0.9h)".

Pomodoro Short Break Long Break

24:44

PAUSE ▶

#1
Science - enzymes & digestion 2 x req practical

Tasks

- ✓ Science - enzymes & digestion 2 x req practical 0/1
- ✓ Maths - simultaneous equations 0/1

+ Add Task

Pomos: 0 / 2 Finish At: 09:48 (0.9h)



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— SCHOOL —

Embed confidence; fuel ambition.

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.



The Market Place



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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

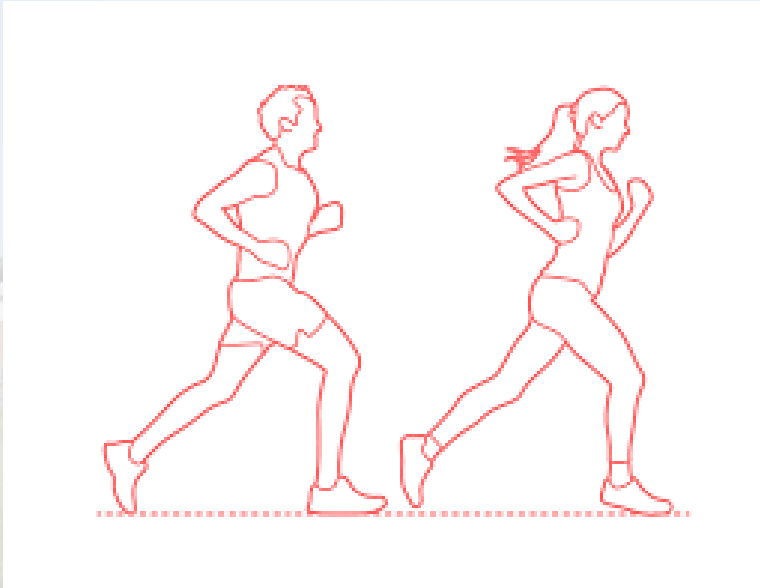
May: w/b 13th GCSE exams start

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

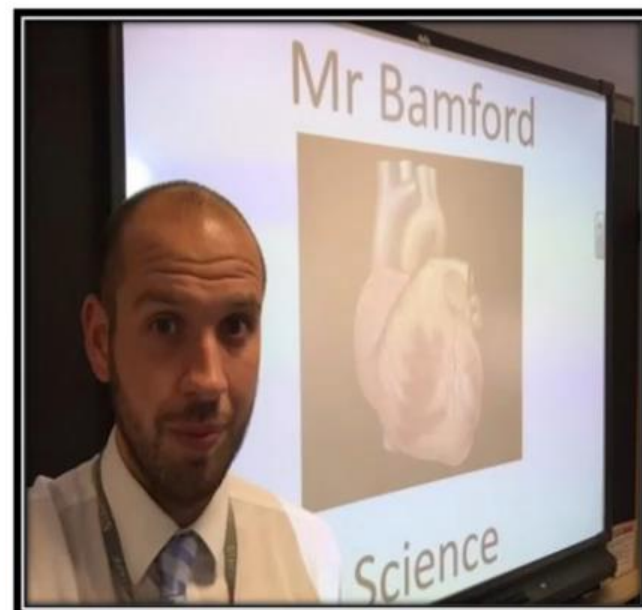
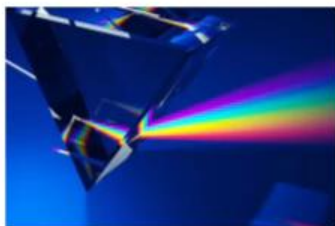
Y10

- 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



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