

# The Eastwood

A c a d e m y

*Believe, Succeed, Together*



## Year 11 Parental Revision Evening

Welcome





February 2019

MO	TU	WE	TH	FR	SA	SU
28	29	30	31	1	2	3

March 2019

MO	TU	WE	TH	FR	SA	SU
				1	2	3

April 2019

MO	TU	WE	TH	FR	SA	SU
1	2	3	4	5	6	7

# 9 teaching weeks remain

	1	2	3	4	5
6	7	8	9	10	11
14	15	16	17	18	19
20	21	22	23	24	25

	1	2
3	4	5
10	11	12
17	19	20
24	25	26
27	28	29
30		

# Key dates...

- wc Monday 4<sup>th</sup> March –
  - Year 11 Drop Down “Revision” sessions\*
- Tuesday 5<sup>th</sup> – Friday 22<sup>nd</sup> March\*
  - Pupils complete revision timetables
- 8<sup>th</sup> April – 19<sup>th</sup> April -
  - Easter Holiday
- Monday 13<sup>th</sup> May
  - GCSE examinations begin

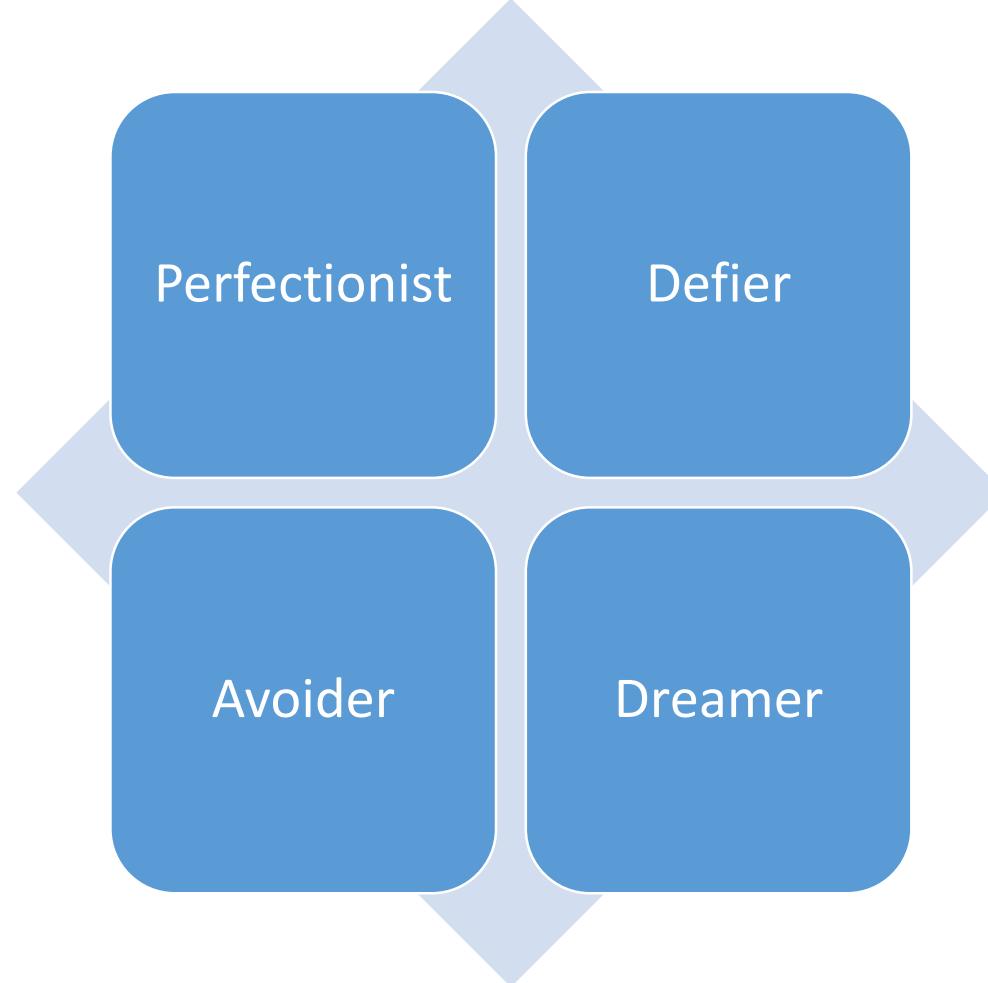
- Monday 27<sup>th</sup> – Friday 31<sup>st</sup> May
  - Half term
- Tuesday 18<sup>th</sup> June
  - GCSE examinations end
- Wednesday 26<sup>th</sup> June\*
  - *Contingency day for GCSE examinations*

They have the longest summer break ever!

# Your role...

- You can make an enormous difference!
- Your support, love **AND PATIENCE** will get them through this unscathed
- In terms of success your children need you as much as they need their teachers

# Procrastination!



## The Perfectionist

- Set impossible high standards
- Will not compromise
- Waste time organising
- Work has to be pristine

## The Defier

- Requires that everything they do is solely their decision
- Has every intention of revising, until the moment someone tells them to do so
- Revision instantly feels like a chore as soon as it is mentioned by a parent

## **The Avoider**

- Easily distracted by technology/people/inanimate objects
- Search for ANY opportunity to do something easier e.g. tidying their room, updating revision etc
- Rather be seen as lazy than as a failure, so will avoid work (and let everyone know!)

## **The Dreamer**

- So many other things to distract them
- Binge-watch whole series on Netflix
- Click through endless links on social media
- Over-optimistic about deadlines and time required to complete work

# Practical advice

- Remember that you love them (or will do once the exams are over)
- Create, and maintain, the balance between challenge and support

*“You must not expect old heads  
upon young shoulders”*

- Keep them calm
- Remember that despite our success as a school WE ARE NOT TELEPATHIC

What are their barriers to revision?

# Commitment Devices

A commitment device is a social tool that pre-commits you to a specific action.

These are strongest when others are co-opted to help.



How to commit



Use your phone's flight mode during revision sessions

Hand your phone to a parent and agree terms for its return

Help each other by avoiding social media at peak revision times

Announce your intention to revise via social media

Plan leisure activities into your schedule, so you are less tempted to skip revision for them.

Agree fines for straying from a course of action

## SPRING/SUMMER REVISION CONTRACT

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Dear Mum/Dad/responsible person who I live with,

With GCSE exams fast approaching, I am sure you will want to make sure I am doing everything possible at home to prepare effectively. I want to assure you that I am just as serious about doing well, but am also aware of the various barriers that I will encounter. Therefore, I have detailed below some actions that I hope we can both agree to that I believe will help me to revise successfully and achieve the best GCSE grades possible.

Things I will commit to	Things I will need your help with
Phone...  I pad/tablet...  X box/PS 4...  TV...	Keeping brother away from me  A revision space  Materials  Rewards!

This contract will come into effect from: \_\_\_\_\_ (date)

I will, to the very best of my ability, live up to the commitments detailed above from the date stated until the completion of my GCSE exams.

Signed: \_\_\_\_\_

Signed \_\_\_\_\_

# Approaches to Revision Timetabling

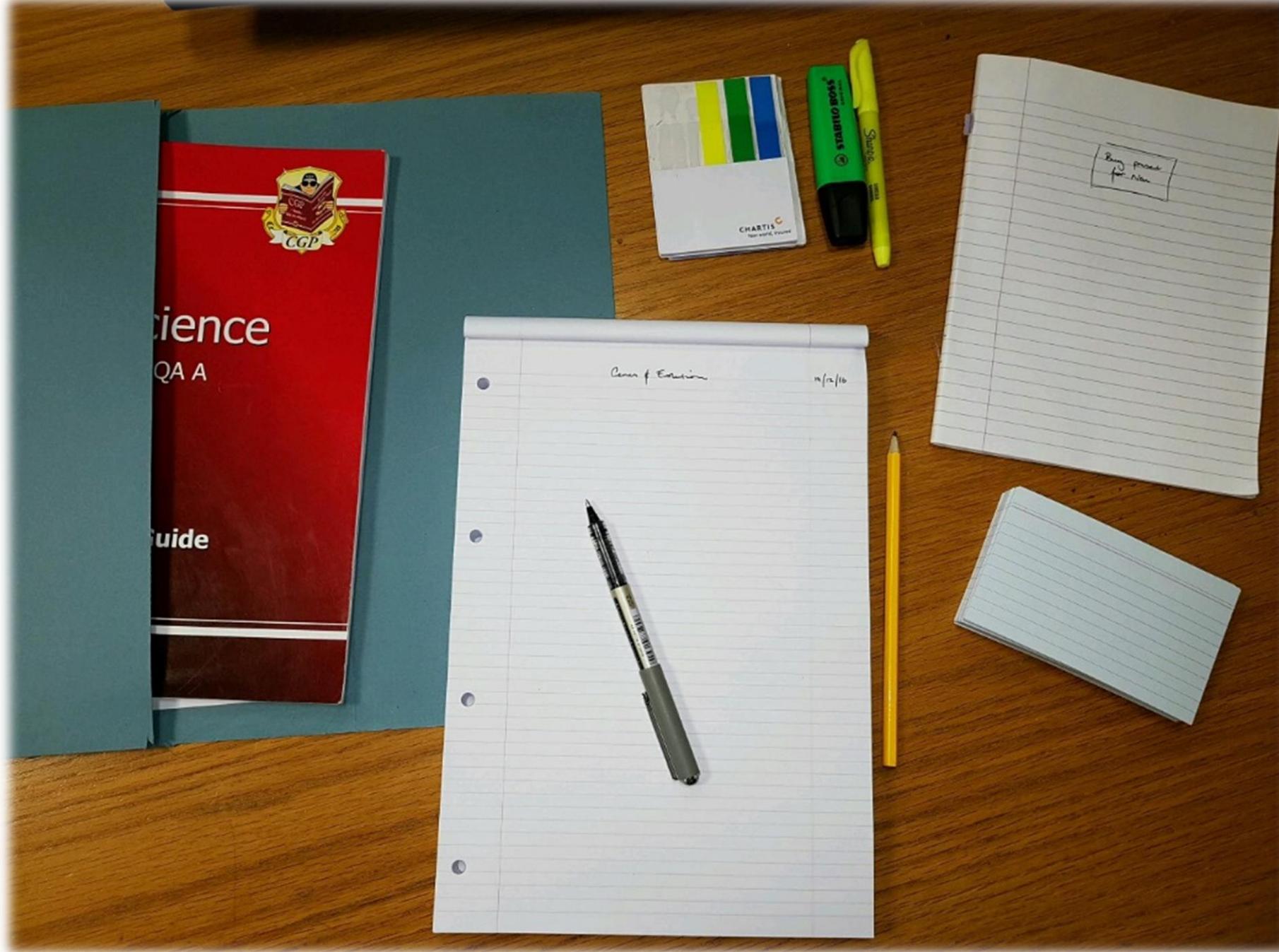
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1. **Rigid timetabling** emphasises commitment to a predetermined pattern of activities

- Each subject is assigned to a **specific day and time**.
- For this to work, you **must** stick to the timetable

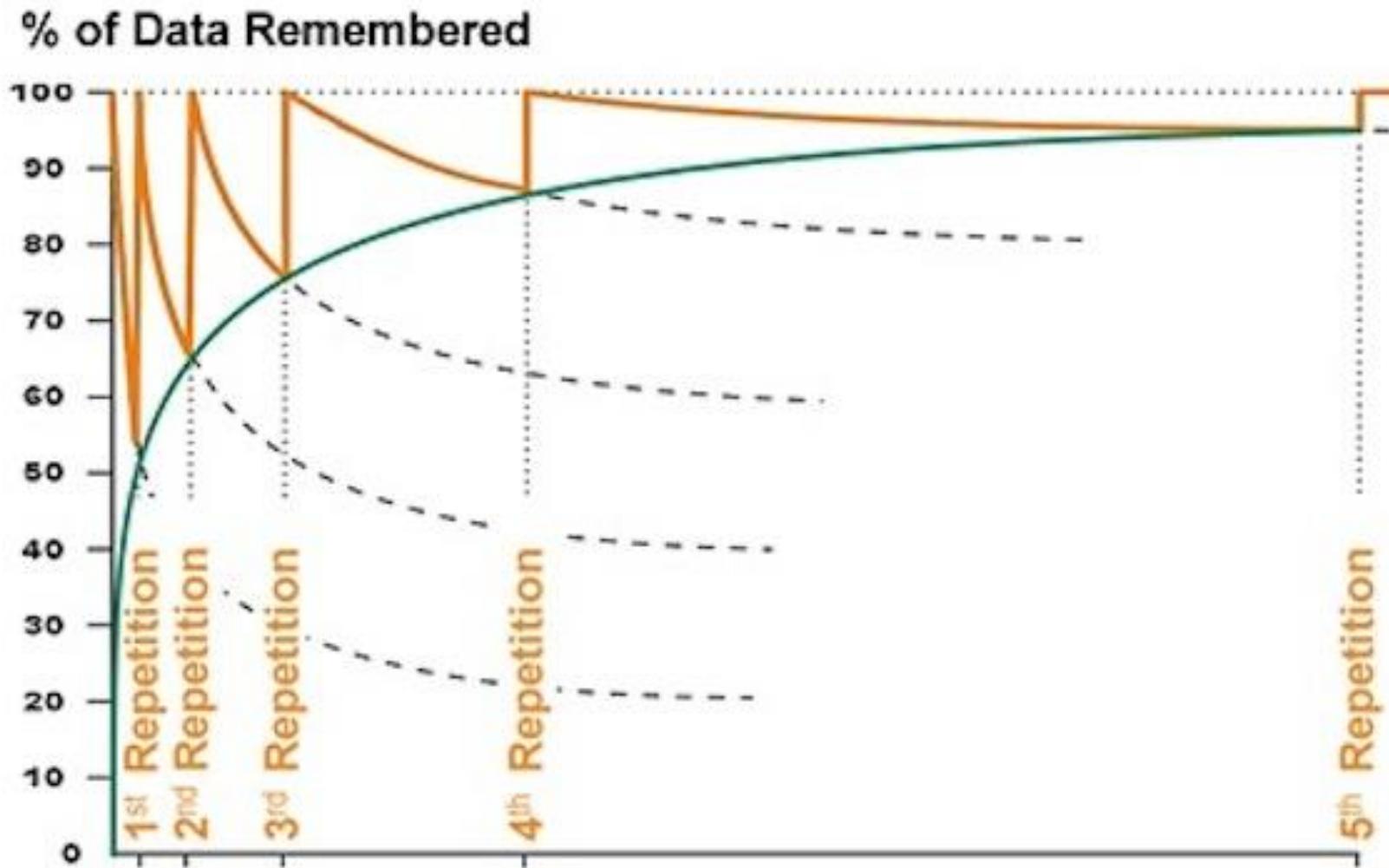
2. **Flexible Timetabling** works by agreeing a set of items to be completed over a week

- Items are **checked off** once completed, moving you closer to a weekly goal
- Sessions should still be **blocked out** for revision, but choosing what to put where is done as you go



How can  
you help?

# The Forgetting Curve



# Intervention

## What is it ?

- A wide range of extra revision sessions available to pupils
- They run every morning, lunch, and after school
- Regular weekend and holiday sessions will also be taking place in the coming weeks

## Who is it for ?

- These sessions are targeted to benefit pupils from all ability groups

## How can parents help?

- We rely on your support to get the pupils to attend these on a regular basis
- Groupcall and letters will be used to keep you informed
- Try to build these sessions into your child's revision timetable

# Benefits of intervention

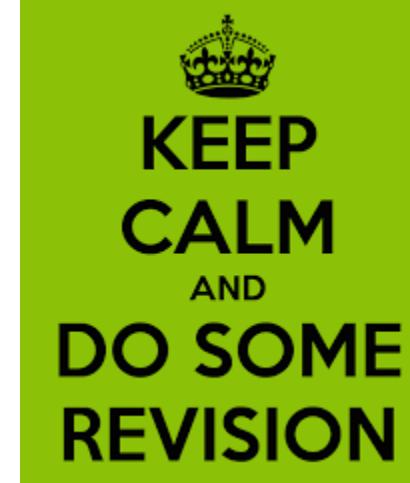
- Focused revision
- Targeted to recap topics of difficulty at a level to allow understanding
- Opportunity for pupils to go over areas of concern and receive greater staff support
- Run by staff with an expert insight into exam requirements
- Undoubtedly regular attendance at these sessions will have a significant impact upon results

Day	Before School (7.30am-8.20am)		Lunch (1.40pm-2.15pm)		Afterschool (3.35pm-4.45pm)	
<b>Monday</b>	MFL	JH – MFL2 – Foundation JHC – MFL3 - Higher	ENGLISH	MP – EN1 – Higher SH – EN5 - Foundation	GEOGRAPHY	EP – HU8 – teaching group(s) NL – HU9 – teaching group(s)
			MATHS	MC – MA7 - teaching group(s) SW – MA2 - teaching group(s)	HISTORY	PB – HU3 – teaching group(s)
<b>Tuesday</b>	Design Technology	MR – DT2 & DT3 – all pupils	MFL	JH – MFL2 – French Higher JCH – MFL3 – French Foundation AAC – MFL1 – Spanish – teaching group(s)	PE	NHE – ICT4 – teaching group(s) & SWH group LHC – PE1 - teaching group(s)
	PE	LHC – PE1 – invitation only			DRAMA	IR – IT4 - teaching group(s)
	BUSINESS STUDIES	NN – IT8 – teaching group(s)			ART	MA – ART1 - teaching group(s) BS – ART2 - teaching group(s)
<b>Wednesday</b>	ENGLISH	JS – EN1 – Foundation AST – EN5 – Higher SH – EN5 - Foundation	CITIZENSHIP	JED – HUM1 - teaching group(s)	MUSIC	SS – PA2 - teaching group(s)
	MATHS	MC – MA7 - teaching group(s) EC – MA9 - teaching group(s) DPI – ICT1 - teaching group(s)			DESIGN TECHNOLOGY	MR – DT2 & DT3 – all pupils
					FOOD PREPARATION	FR – DT4 – all pupils
<b>Thursday</b>	SCIENCE	NH – ICT2 – Higher YM – SC6 - Foundation	GEOGRAPHY	EP – HU8 – teaching group(s) NL – HU9 – teaching group(s)	BUSINESS STUDIES	LHC – DT1 - teaching group(s)
			HISTORY	VL – HU7 - teaching group(s)	ICT	ND – ICT6 - teaching group(s)
<b>Friday</b>	MFL	JC – MFLA – Spanish - teaching group(s)	MATHS	SW – MA2 - teaching group(s)	STATISTICS	SBR – MA3 – all pupils
	CITIZENSHIP	PB – HU3 – teaching group(s)	ENGLISH	JS – EN1 – Foundation AST – EN8 - Higher	SCIENCE	NH – ICT2 - Foundation CC – SC4 - teaching group(s) HS – SC6 - teaching group(s) NLA – SC5 - teaching group(s) YM – SC6 - teaching group(s)
					CITIZENSHIP	JED – Invitation only

# When is revision most effective?

- a) Timetabling key topics (identifying weak areas!)
- b) Useful methods to understand/learn these areas
  - a) mind maps
  - b) cue cards
  - c) plans
  - d) diagrams
  - e) mnemonics

No one size fits all!
- c) Past exam papers to test effectiveness of revision
- d) No phones or other distracting devices



# Planning revision

What is a good  
starting point?

A revision timetable

Alternatives are  
available (apps etc)

How much time should be  
committed?

15-20 hours per week for the final  
8 weeks (inc. intervention)

# Planning revision

# Planning revision

## What is a revision session?

Two lots of 30-45 minutes with a min. of a 15 minute break

## How many subjects need revising?

8 subjects for most pupils

## How many subjects should be covered in a session?

2 subjects

Subjects spread evenly over the revision period

Weekends = extra

# Planning revision

## Is intervention also revision?

Yes

Each session = equivalent to 1 hour of revision

How many sessions should pupils attend?

Min 3-5 sessions a week

## How important?

Crucial!

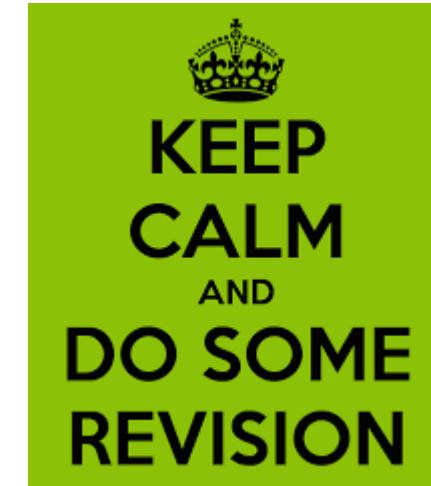
Extra sessions

18 hours per week minimum

# Easter and May half term revision

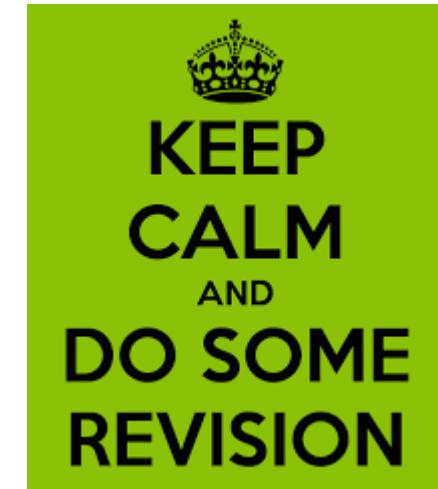
# Be in control

- a) Start now
- b) Easter and May half term
- c) Develop a routine
- d) Sleep well
- e) Eat well
- f) Stay in control



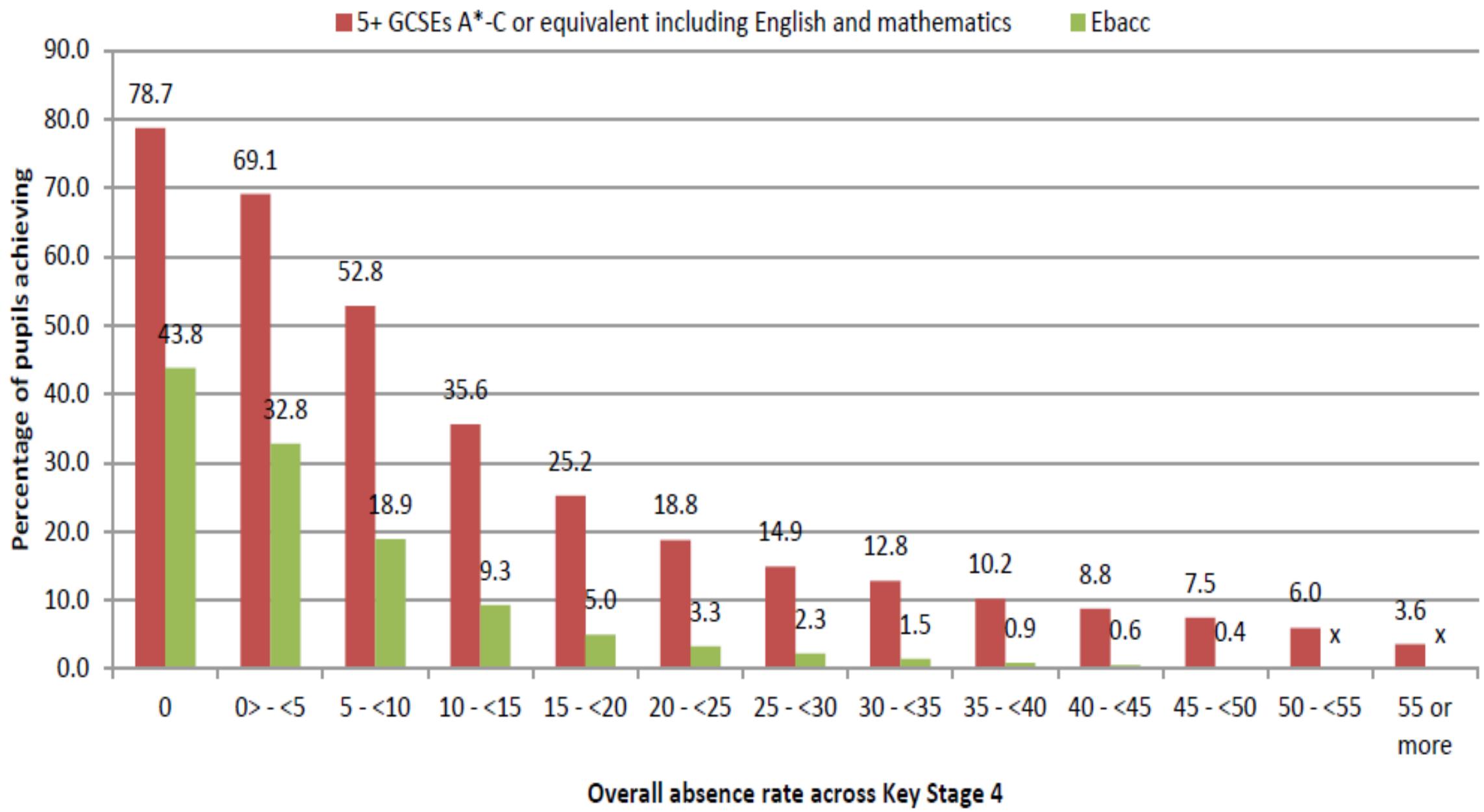
# What can you do?

- a) Ensure that they have an appropriate space to revise
- b) Ensure that they have the correct materials
- c) Remember the importance of routine
  
- d) Be aware of
  - a) Intervention sessions in school – **these are revision!!**
  - b) Best/worst times to revise?
  - c) Remember the importance of breaks and “downtime”
  
- e) Look at, and plan, their week (including the weekend!)
  
- f) Confirm/agree their revision timetable
  - a) encourage 30 - 45 minute sessions
  - b) as mentioned above include breaks and rewards
  
- g) Share and display their timetable – discuss it each day



# Attendance - Facts!

- If your child's attendance is above 95%, statistically they will have a **70%** chance of achieving 5 or more grade 4's and above, including English and Maths, in their GCSE's.
- However, if their attendance falls below 90%, this changes dramatically to a **35%** chance of achieving 5 or more grade 4's and above, including English and Maths, in their GCSE's.



# The exam period

- There are over 40 exams in total (your child will sit at least 18 !).
- For some subject areas it is possible that a pupil will not have had a lesson in some subjects for **up to 3 weeks** due to exams.
- As a result it is likely they could struggle to perform to their full potential in these subjects.
- The special revision sessions set up in timetabled lessons will ensure pupils are given opportunities to recap in all subjects at an essential time close to the exam.
- **Attendance in this period is as important, if not more so, as the rest of the year.**
- Your support in this period will greatly improve exam performance.
- Pupils are expected in school.
- Their time will never be wasted

# What happens when the exams begin?

- Normal expectations re. attendance, punctuality, uniform
- We will continue to teach them throughout!!
- No study leave!
- From Monday May 13<sup>th</sup> the Year 11 timetable will change...
  - The key difference is that we will offer pupils focussed sessions proximate to their exams

# An example of a typical revised day

Mon
Mon:1 <b>Mathematics</b> MC Ma.5
Mon:2 <b>French</b> JH MFL2
Mon:3 <b>Drama</b> JS TH1
Mon:4 <b>Personal Development</b> DPI ICT2
Mon:5 <b>Science</b> HS Sc.1

Monday	
Period 1	Maths
Period 2	English
Period 3	English
Period 4	Geography
Period 5	Science

On the next day the pupil has English Language and Geography exams. They have gained 3 hours of intense revision in these areas with the support of a member of staff who is able to ensure the pupil receives the best last minute revision.

# Revised timetable

All parents will be emailed a copy of the revised exam timetable.

Undoubtedly attendance in this period will considerably boost exam performance.

Focused revision with an experienced member of staff will be provided.

Pupils are expected in school up until their final exam.

Please note that Wednesday 26th June 2019 has been reserved as a contingency day for GCSE and/or GCE examinations should sustained national or local disruption arise during the June 2019 examination series

# Attendance - Facts!

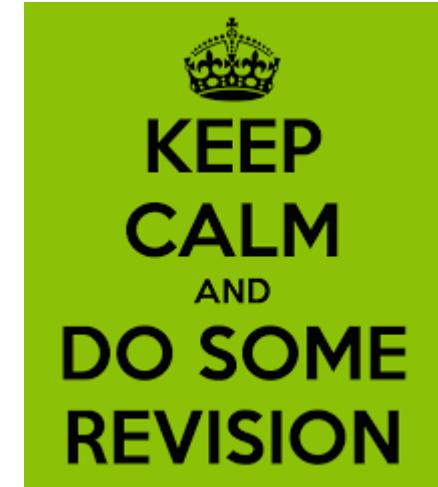
- If your child's attendance is above 95%, statistically they will have a **73%** chance of achieving 5 or more grade 4's and above, including English and Maths, in their GCSE's.
- However, if their attendance falls below 92%, this changes dramatically to a **35%** chance of achieving 5 or more grade 4's and above, including English and Maths, in their GCSE's.

# What the school will do...

- a) Ensure every pupil creates a revision timetable\*
- b) Ensure all pupils understand effective revision
- c) Get pupils ready for their exams

Sadly this is not enough

Need for both the pupil and the parent to play their role



# Finally...

- Thank you in anticipation
  - Attendance
  - Intervention
  - Revision
  - Communication