



## HOW TO HELP MY CHILD STUDY IN KEY STAGE 3

## KS3 Timeline


Year 7 Parents' evening	Tuesday 12 March
Year 8 Parents' evening	Thursday 7 December
Year 9 Parents' evening	Wednesday 7 February
Reports published	Friday 15 December (interim report), Tuesday 26 March (interim report), Thursday 11 July (full report)
GCSE Options Evening for Year 9	Thursday 25 April

# What does 'success' look like in a Key Stage Three pupil?

- ▶ Success is more than just achieving academic potential
- ▶ Years 7–9 in particular is about developing into that 'well-rounded pupil' – one who works hard in addition to seizing the many opportunities the school has to offer.

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
	<ul style="list-style-type: none"> <li>String Group (GK) 8.20-8.50 am, Drama Studio</li> </ul>	<ul style="list-style-type: none"> <li>GCSE Music Revision (GK) 8.20-8.45 am, Rm 18</li> </ul>	<ul style="list-style-type: none"> <li>Music Theory (GK) 8.20-8.45 am, Rm 18</li> </ul>		
Lunch Time	<ul style="list-style-type: none"> <li>KS3 D&amp;T Makers Club (EH) 1.00-1.30 pm, Rm 8/9</li> <li>Spectrum Club (SB) 12.40-1.10 pm, Rm 34</li> <li>Yrs 7/8 Badminton Club (AU) 1<sup>st</sup> half of lunch and Yr 9/10 2<sup>nd</sup> half of lunch, Sports Hall</li> <li>Gym/Parkour Club (LC) 1<sup>st</sup> half of lunch, Gym</li> <li>Y11 French drop-in (KS) 1.10-1.35 pm, Rm 30</li> <li>KS3 Computing Club (CG) 1.00-1.35 pm, Rm 24</li> <li>Fun Friends Club (AC) All lunchtime, Rm 2</li> <li>GCSE Music Revision &amp; Music Theory (GK) 12.40-1.20 pm, Rm 18</li> </ul>	<ul style="list-style-type: none"> <li>Yr 11 Spanish drop-in (LO) 1.00-1.30pm, Rm 35</li> <li>KS3 Girls' Basketball Club (GD/CN) 1<sup>st</sup> half of lunch, Sports Hall</li> <li>KS3 Dodgeball (MN) 2<sup>nd</sup> half of lunch, Gym</li> <li>Geography Club (DN) 1-1.30 pm, Rm 33</li> <li>Maths Homework &amp; ICT Puzzles Club (JN) 12.55-1.35 pm, Rm 24</li> <li>Ukulele Club (CG) 1.00-1.35 pm, Rm 18</li> <li>KS4 Book Club (HB), 1<sup>st</sup> half of lunch, Rm 25</li> <li>Fun Friends Club (AC) All lunchtime, Rm 2</li> <li>Mindful Art Club (MZ) 12.40-1.10 pm, Rm 41</li> <li>KS3 Art Catch-up (JT) 12.40-1.10 pm, Rm 40</li> <li>Chess Club All Years (CJ) 1.00-1.35 pm, Rm 14</li> </ul>	<ul style="list-style-type: none"> <li>KS4 History homework Club (SB) 12.40-1.20 pm, Rm 34</li> <li>Yrs 7/8 Basketball Boys' &amp; Girls' (LH) 1.10-1.40 pm, Sports Hall</li> <li>Grow @ Goldington (NS) 12.45-1.30 pm, Garden Area</li> <li>Eco Club (KP) 1-1.30 pm, Rm 32</li> <li>KS3 Debate Society (BR) 12.40-1.10 pm, Rm 22</li> <li>Fun Friends Club (AC) All lunchtime, Rm 2</li> <li>Bandits (GK) 1.50-1.30 pm, Rm 18</li> </ul>	<ul style="list-style-type: none"> <li>Grow @ Goldington (NS) 12.50-1.30 pm, Garden Area</li> <li>STEM Club (OL) 1.00-1.40 pm, Rm 7</li> <li>Table Tennis (all years) (CN) 1<sup>st</sup> half of lunch, Gym</li> <li>Fun Friends Club (AC) All lunchtime, Rm 2</li> <li>KS4 Art Catch-up (MZ) 12:50-1.10 pm, Rm 41</li> <li>Bandits (GK) 1.50-1.30 pm, Rm 18</li> </ul>	<ul style="list-style-type: none"> <li>Journalism Club (AI) 12.55-1.30 pm, Rm 20</li> <li>Sports hall athletics (CN/GD/BB), 1<sup>st</sup> half of lunch, Sports Hall</li> <li>Geography Film Club (DN) 12.45-1.30 pm, Rm 33</li> <li>Yr 11 French drop-in (BD) 12.40-1.15 pm, Rm 36</li> <li>Yrs 7/8 Drama Club (CM) 1.00-1.30 pm, Drama Studio</li> <li>Literature drop-in (HB) all lunchtime, Rm 25</li> <li>Fun Friends Club (AC) All lunchtime, Rm 2</li> <li>Yr 11 History revision (SB) 12.40-1.20 pm, Rm 34</li> <li>Keyboard Club (GK) 12.40-1.20 pm, Rm 18</li> </ul>
After School	<ul style="list-style-type: none"> <li>Running Club (TF), Field</li> <li>KS3 Netball (BB), Courts</li> <li>Yrs 7/8 Boys' Football (MN), Field</li> <li>Yrs 9/10 Play (CM) 3.45- 5.30 pm, Drama Studio</li> <li>KS3 Inklectic (English) (AB) 3.50-4.50 pm, Rm 45</li> <li>U16 Boys' Basketball fixtures (AL/LH)</li> <li>Percussion Club (GK) 3.40-4.45 pm, Rm 18</li> </ul>	<ul style="list-style-type: none"> <li>Table Tennis (CN) Gym</li> <li>Girls' Rugby (OL/GD), Field</li> <li>Yr 11 Drama catch up and rehearsal (CM) 3.45-5.00 pm, Drama Studio</li> <li>Year 7 Boys' Football fixtures (KL)</li> <li>All ages Netball fixtures (BB)</li> <li>Composition Club (GK) 3.40-4.45 pm, Rm 18</li> </ul>	<ul style="list-style-type: none"> <li>KS4 D&amp;T Drop-in (EH) 3.45-4.45 pm, Rm 8/9</li> <li>Y7/8 Girls' Football (GD), MUGA</li> <li>KS4 Basketball Club (AU), Sports Hall</li> <li>KS4 Netball (BB), Courts</li> <li>Boys' Rugby (OL), Field</li> <li>Geography GCSE exam technique (KP/BC) 3.45- 5 pm, Rm 32</li> <li>Musical rehearsal (GK) 3.45-5.30 pm, Main Hall</li> <li>Performing Arts Tech Club (Invite only) 3.45-4.45 pm, Rm various by arrangement</li> <li>Yr 7 Sports Festival (CN/GD)</li> <li>Gospel Choir (GK) 3.40-4.45 pm, Rm 18</li> </ul>	<ul style="list-style-type: none"> <li>Advanced Netball Club (BB), Courts</li> <li>Y7/8 Boys' Football (MN/KL), Field</li> <li>Musical rehearsal (GK), 3.45-5.30 pm, Main Hall</li> <li>KS4 Art Open Studio (MZ/JT) 3.40-4.45 pm, Rm 41/40</li> <li>Yr 8 Girls' Football fixtures (BB/GD)</li> <li>Yrs 10/11 Boys' Rugby fixtures</li> </ul>	<ul style="list-style-type: none"> <li>GCSE PE Practical (AU) until 4.45 pm, Gym</li> <li>Geography GCSE exam technique (DN) 3.45-5 pm, Rm 33</li> <li>Arts Award (HP) 3.45-4.45 pm, Exh Space</li> <li>GCSE Music Revision (GK) 3.40-4.45 pm, Rm 18</li> <li>Band rehearsal (CG) 3.40-4.45 pm, Practice Rm 1</li> </ul> <p>All PE After School clubs during the week run from 3.45 pm – 4.45 pm unless otherwise specified</p>

# The secret to academic success / achieving one's potential



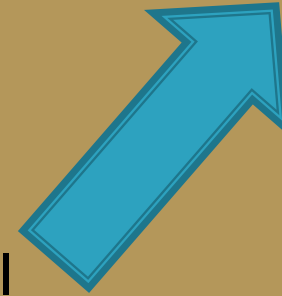
Strong  
teaching

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support

Independent  
Learning

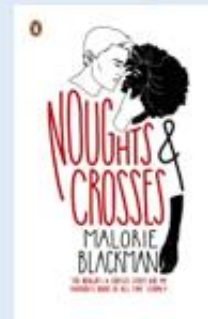
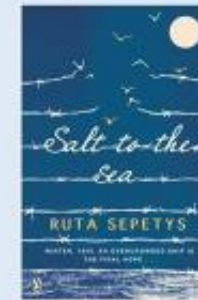
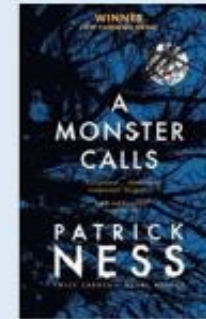
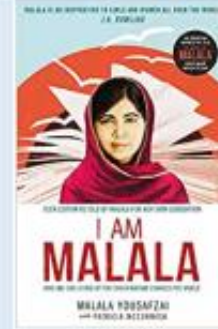
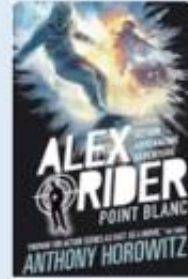
# How do we support your child?

- ▶ Consistently strong teaching by our staff
- ▶ Academic Mentoring programme led by FTs
- ▶ Spaces to work independently before, during and after school
- ▶ Homework – deliberately designed to take learning further. Satchel:One to help pupils organise themselves
- ▶ Study skills – ‘Core 4’
- ▶ The Whole School Read
- ▶ Support materials – e.g. planner. This contains advice about effective study, the learning process and it offers advice
- ▶ Website.



# Reading

The reading journey from Year 7 to Year 9.



# Homework and Independent Study

- ▶ Homework has been extensively researched. There is a relatively consistent picture that pupils in schools which give more homework perform better.
- ▶ According to the Education Endowment Foundation, the impact of homework is, on average, five months' additional progress.

Year	Approximate total time per day
Year 7	1 hour
Year 8	1 hour – 1 hour 30 minutes
Year 9	
Year 10	1 hour 30 minutes
Year 11	– 2 hours

“Study time shouldn’t be a giant big deal that students make a big decision about week to week – it should just be something they always do without question; without thinking too hard about it.”  
(Tom Sherrington)



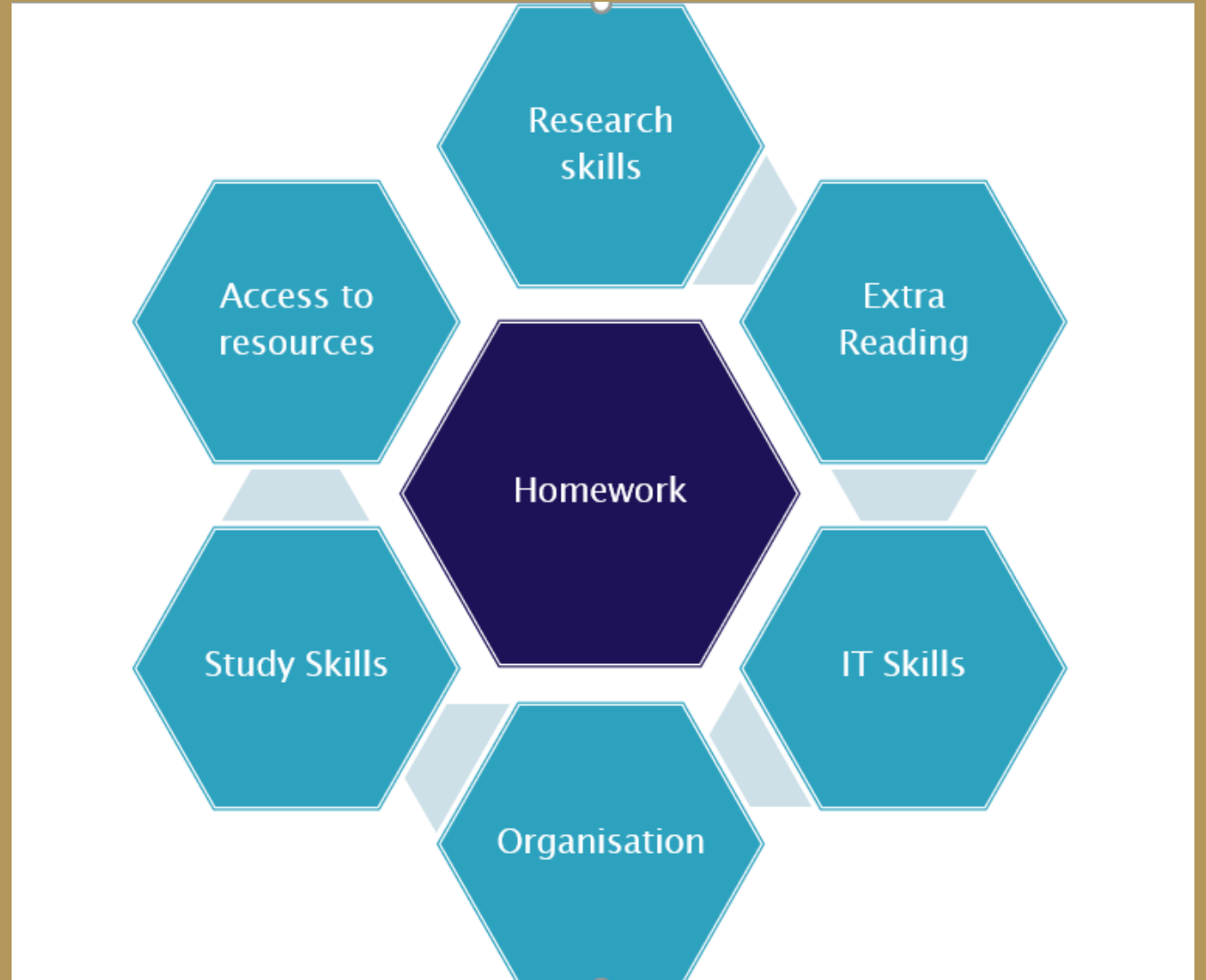
# The benefits of homework done well

If you have any questions about homework/learning at home, please contact us:

[galbraithf@goldington.beds.sch.uk](mailto:galbraithf@goldington.beds.sch.uk)

[chapmanl@goldington.beds.sch.uk](mailto:chapmanl@goldington.beds.sch.uk)

[andrewsv@goldington.beds.sch.uk](mailto:andrewsv@goldington.beds.sch.uk)



# Study skills – Core 4

Four common learning methods to support independent retention and recall of knowledge:

- ▶ Flash cards
- ▶ Self-Quizzing
- ▶ Mind maps
- ▶ Brain dumps / 'Empty your head'.

# Summary: How to use flash cards



1.

## Identify knowledge

What are you creating flash cards on?

Do you have your knowledge organizer?

Use your book to look at previous misconceptions from whole class feedback.



2.

## Colour coding

Use different coloured flash cards for different topics. This helps with organization. NOT recall.



3.

## Designing

1 Question per flashcard.

Making them concise and clear.

Use a one word prompt, so that you can recall as much as you can.

No extended answer questions.



4.

## Using

Write your answers down, then check. Or say your answers out loud. This really clearly shows the gaps in your knowledge.

Do not just copy & re-read.

Shuffle the cards each time you use them.

Use the Leitner system to use flash cards everyday.



5.

## Feedback

How have you performed when you look back at your answers?

Is there anything you need to revisit in more detail?

Is your knowledge secure? If so, move onto applying knowledge in that area in specific extended exam questions.

Avoid answering the questions in your head: research shows that when you read a question and answer it in your head, you aren't actually testing your knowledge effectively. Say the answer out loud or write it down before checking it against the card, so you are truly testing if you can explain the answer properly

# Summary: Self Quizzing



1.

## Identify knowledge

Identify knowledge/content you wish to cover.



2.

## Review and create

Spend around 5-10 minutes reviewing content (knowledge organisers/class notes/text book)

Create x10 questions on the content (If your teacher has not provided you with questions)



3.

## Cover and answer

Cover up your knowledge and answer the questions from memory.

Take your time and where possible answer in full sentences.



4.

## Self mark & reflect

Go back to the content and self mark your answers in **green** pen.



5.

## Next time

Revisit the areas where there were gaps in knowledge, and include these same questions next time.

Ensure that you complete all subjects and all topics – not just the subjects you enjoy the most or find easiest.

Practice makes perfect!

# Summary: How to create a mind map



1.

## Identify knowledge

Select a topic you wish to revise. Have your class notes/knowledge organisers ready.



2.

## Identify sub topics

Place the main topic in the centre of your page and identify sub topics that will branch off.

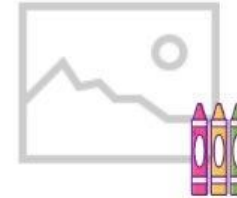


3.

## Branch off

Branch off your sub topics with further detail.

Try not to fill the page with too much writing.



4.

## Use images & colour

Use images and colour to help topics stick into your memory.



5.

## Put it somewhere visible

Place completed mind maps in places where you can see them frequently.

Avoid using too much information: mind maps are designed to summarise key information and connect areas of a topic/subject. If you overcrowd the page, you lose the point of the mind map and will find it harder to visualise the information when trying to recall it

# Summary: Brain dumps



1.

## Identify knowledge

Identify the knowledge/topic area you want to cover.



2.

## Write it down

Take a blank piece of paper/white board and write down everything you can remember about that topic. (with no prompts)

Give yourself a timed limit (e.g. 10 minutes)



3.

## Organise information

Once complete and you cannot remember any more use different colours to highlight/underline words in groups.

This categories/links information.



4.

## Check understanding

Compare your brain dump to your K/O or book and check understanding.

Add any key information you have missed (key words) in a different colour.



5.

## Store and compare

Keep your brain dump safe and revisit it.

Next time you attempt the same topic try and complete the same amount of information in a shorter period of time or add more information.

Brain dumps are a way of getting information out of your brain.

# How can you support your child?

Successful study:

**motivation** + **strategy** + **habits**

Tom Sherrington, 2023

# How can YOU support your child?

- ▶ Know that we have our pupils' – your child's – best interests at heart;
- ▶ Encourage your child to strive for 100% attendance;
- ▶ Value homework and encourage independent learning;
- ▶ Activate your parent access to your child's Satchel:One account;
- ▶ Encourage your child to read for pleasure;
- ▶ Inform staff about any concerns;
- ▶ Encourage your child to work in a suitable space;
- ▶ Help your child to avoid distractions – no phones, no music, no tv in the background. Research has shown that it can take **20 minutes** to refocus after a distraction.



## How can your child support THEMSELVES?

Key Stage Three is the time to develop strong routines and effective behaviours around learning.

- ▶ Be self-motivated, organise themselves but keep a healthy balance;
- ▶ Develop their ability to overcome frustrations and be resilient;
- ▶ Get organised, plan ahead and have everything they need;
- ▶ Take advantage of all that is offered to them;
- ▶ Ask for help;
- ▶ Remember: “The one who does the work does the learning.”

Terry Doyle, Learner-Centered Teaching 2012

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