



HOW TO HELP YOUR CHILD STUDY IN KEY STAGE 4


Year 10 Timeline

Year 10 All Vocational Courses start coursework (60% of final grade)	September
Year 10 Parents evening	27 March
Year 10 Exams	Weeks beg 17 and 24 June
Year 10 Progress reports sent home	End of each term
Year 10 Exam results	Week beg 15 July

Year 11 Timeline

Year 11 Revision sessions begin	October/November
Year 11 Parents evening 1	Start of November
Year 11 Progress report 1 (predicted grades)	Start of November
Year 11 Post 16 applications	November/December
Year 11 Mock exams	Week before and after Christmas holiday
Year 11 Progress report 2 (predicted grades updated)	End of January
Year 11 Parents evening 2	End of January
Year 11 Saturday School begins	February
Year 11 Progress report 3 (predicted grades updated)	May
GCSE and Vocational exams start	May

The secret to academic success / achieving one's potential

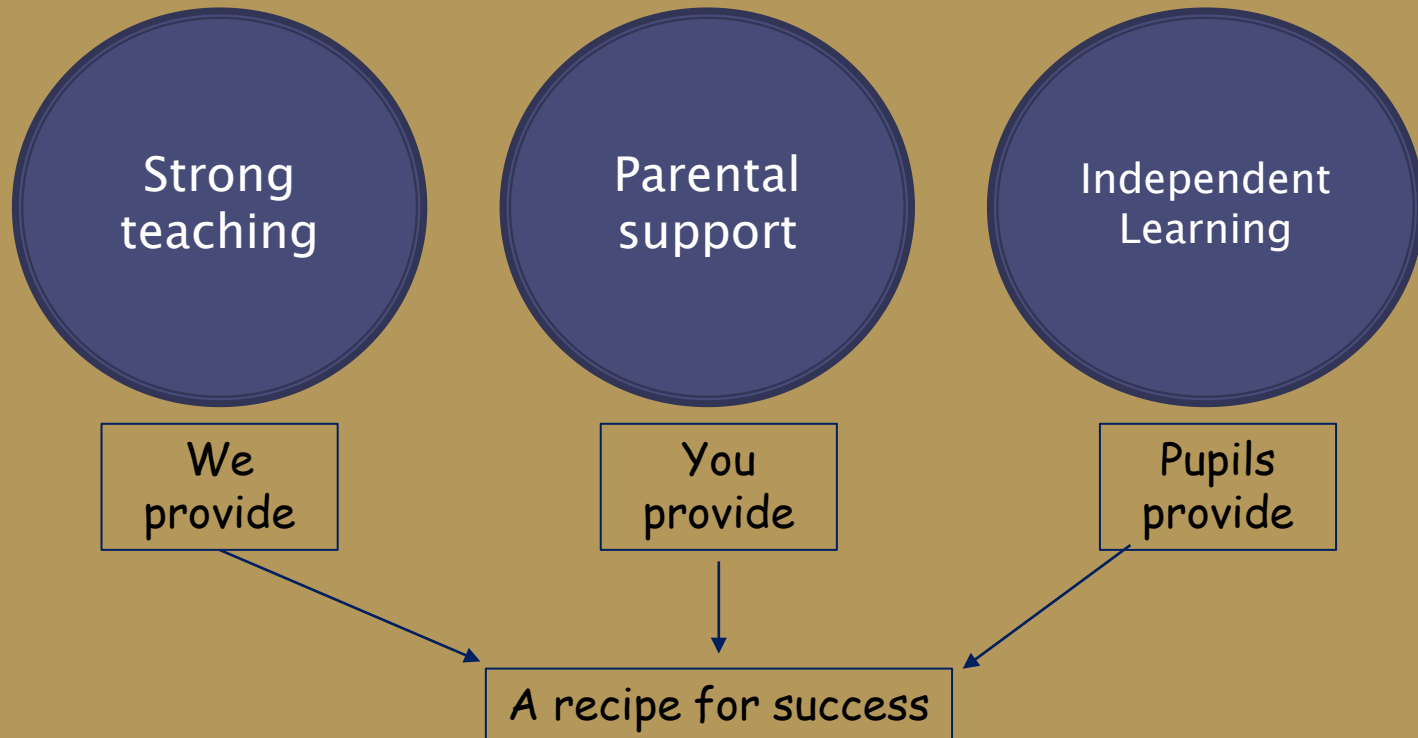


Strong
teaching

Parental
support

Independent
Learning

The secret to academic success /achieving one's potential



How do we support your child in Years 10 and 11?

- ▶ Strong, consistent teaching by expert staff
- ▶ Additional teaching/revision opportunities
- ▶ Provide spaces to work independently before, during and afterschool
- ▶ Homework
- ▶ Study skills – Core 4
- ▶ Support materials – e.g. student planners, specification requirements, curriculum summaries, past papers, revision books, revision activities, GCSE Pod, Show my homework, etc
- ▶ Small group on line tutoring/Saturday School
- ▶ Website

	Before School	Lunchtime	After School
Mondays		General revision room open 12.40-1.30 pm, Rm 1	iMedia and Enterprise & Marketing (LH/ML) 3.45-5.00 pm, Rm 24
		GCSE French Higher Tier (KS) 1.00-1.35 pm, Rm 30	GCSE Foundation Maths (CB), 3.45-4.:45 pm, Rm 12
		GCSE Music (GK) 1.00-1.30 pm, Rm 18	GCSE Physics/Combined Physics (OL), 3.45-4.45 pm, Rm 7
Tuesdays		General revision room open 12.40-1.30 pm, Rm 1	Computer Science (ML) 3.45-5.00 pm, Rm 24
		Computer Science (ML) 12.40-1.40 pm, Rm 24	Travel & Tourism (JP) 3.45-4.45 pm, Rm 1
		Spanish (LO) 12.40- 1.10 pm, Rm 35	GCSE Maths Foundation (CG) 3.40-4.45 pm, Rm 11
		Art (ML/JT) 12.40-1.10 pm, Rm 40/41	GCSE Music (GK) 3.40-4.45 pm, Rm 18
		GCSE Biology/Combined Biology (AMc) 1-1.30 pm, Rm 6	
		History (YH) 1.00-1.30 pm, Rm 19	
Wednesdays	Music Theory (GK) 8.15-8.45am, Rm 18	General revision room open 12.40-1.30 pm, Rm 1	GCSE D & T (EH) 3.45-4.45 pm, Rm 9
		GCSE RS (YG) 1.00-1.30 pm, Rm 19	English (WA) 3.45-4.45 pm, Room 11
		Art (ML/JT) 12.40-1.10 pm, Rm 40/41	Geography exam technique (DM) 3.45- 5.00 pm, Rm 32
			GCSE Higher Maths (ST) 3.45-4:30 pm, Rm 17
			GCSE PE & Sports Studies (AU/LC) 3.45-4.45 pm, Rm 24
		English (SR) 3.45 pm - 4.45 pm, Rm 20	

	Before School	Lunchtime	After School
Thursdays		General revision room open 12.50-1.40 pm, Rm 1	GCSE Foundation Maths (AS) 3.45-4.45 pm, Rm 10
		GCSE History (SH) 1.10-1.40 pm, Rm 31	GCSE Higher Maths (JN) 3.45-5.00 pm, Rm 43
		GCSE French Foundation intervention (KS) 1.15-1.45 pm, Rm 30	English - Assorted rooms with class teachers 3.45-4.45 pm
		Art (ML/JT) 12.50-1.20 pm, Rm 40/41	Art (ML/JT) 3.40-4.45 pm, Rm 40/41
		GCSE Psychology (CJ) 1.15-1.45 pm, Rm 13	Geography (FG) 3.40-4.30 pm, Rm 14
		Geography (FG) 1.00-1.30 pm, Rm 14 (by invitation only)	
Fridays	GCSE Chemistry/combined Chemistry (SG) 8.15-8.45 am, Room 6	General revision room open 12.40-1.30, Rm 1	Geography exam technique (DM) 3.45-5.00 pm, Rm 33
		GCSE French Foundation intervention (BD) 12.40-1.10 pm, Rm 36	GCSE Music (GK) 3.40-4.45 pm, Rm 18
		GCSE Higher Maths (KJ) 1.00-1.40 pm, Rm 14	
		Art (ML/JT) 12.40-1.10 pm, Rm 40/41	
		GCSE History (SB) 1.00-1.30 pm, Rm 34	
		GCSE Foundation Maths (CJ) 1.00-1.40 pm, Rm 13	
		Health & Social Care/CWK catch up (GD) 12.40-1.40 pm	
		GCSE History (VA) 12.50-1.30 pm, Rm 34	
	English Literature 12.40-1.30 pm, Rms 25 & 23		

Homework & 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 – 2 hours
Year 11	

Principal – galbraithf@goldington.beds.sch.uk
Vice Principal – chapmanl@goldington.beds.sch.uk

Study skills – Core 4

4 common learning methods to support independent retention and recall of knowledge

- ▶ Flash cards
- ▶ Self Quizzing
- ▶ Mind maps
- ▶ Brain dumps

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 of 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 of 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: How to use flash cards



- 1. Identify knowledge**
What are you creating flash cards on?
Do you have your knowledge organizer?
- 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

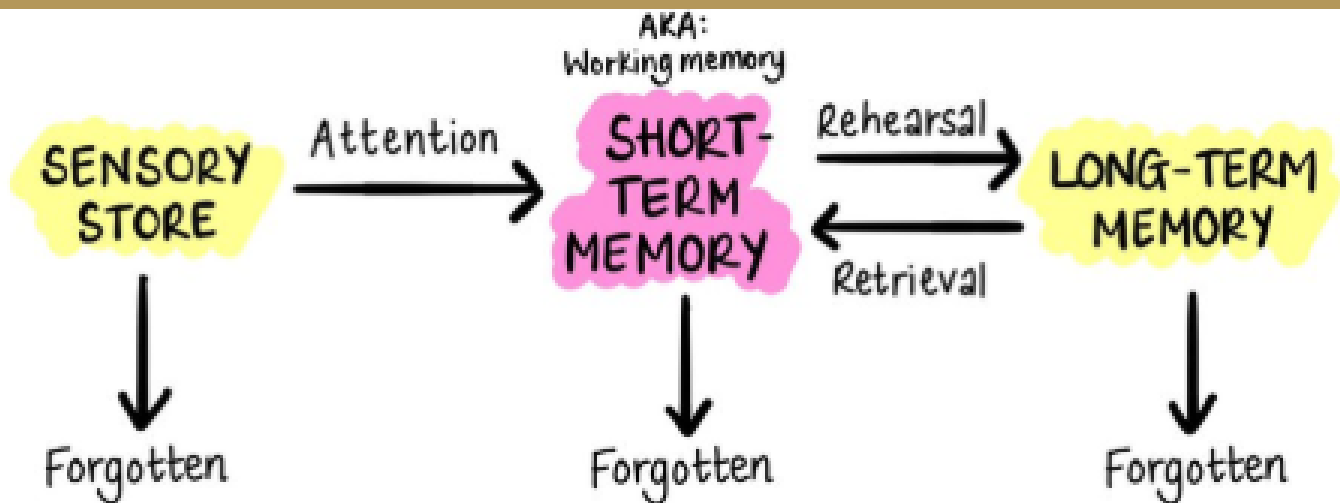
Summary: Brain dumps



- 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)
- 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?



THE MULTI-STORE MODEL OF MEMORY BY ATKINSON & SHIFFRIN (1968)

How can you support your child?

Successful study:

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

Tom Sherrington, 2023

How can you support your child?

- ▶ Know that we have their best interests at heart;
- ▶ Value homework and encourage independent learning;
- ▶ Activate your parent access to your child's Satchel:One account;
- ▶ Inform staff, including the Principal and Vice Principal about any concerns;
- ▶ Be aware of their set texts (*Macbeth; An Inspector Calls; A Christmas Carol; Power & Conflict Anthology*).
- ▶ Provide a suitable space for your child to work in (as far as possible);
- ▶ Help them to avoid distractions – no phones, no music, no tv in the background. Research has shown that it can take **20 minutes** to get refocused after a distraction;

How can your child support themselves?

- ▶ Be self-motivated & organise themselves but keep a healthy balance
- ▶ Develop their ability to overcome frustrations and to manage their feelings
- ▶ Get organised, plan ahead and have everything they need
- ▶ Take advantage of all that is offered to them
- ▶ Active revision
- ▶ Understand the exam structure
- ▶ Practise exam techniques and questions
- ▶ Ask for help
- ▶ Remember that **“The one who does the work does the learning.”**

Terry Doyle, 2012



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