

# Year 10 Parents & Pupils Welcome Back Evening



Mr Holden

Mrs Rutter

Mrs Lowe

**13<sup>th</sup> September 2023**

# How Time Flies...



# How Time Flies...



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# Yr 10!



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# Yr 10!



# How Can Families Help?

Ensure excellent attendance

Attendance	Pupils	Average GCSE Grade	Average Value Added Grade	Average English Grade	Average Maths Grade
Above 95%	115	5.4	+0.5	5.9	5.5
90.1 – 95%	43	4.3	-0.2	4.8	4.5
80.1 – 90%	25	3.3	-0.7	4.2	3.2
50.1 – 80%	19	3.0	-1.0	3.7	2.7
0 – 50%	6	1.9	-2.0	2.5	1.7

Prefects and Senior Leadership Team

Opportunities as Senior Pupils

Mentoring

Chaplaincy

Sport Teams / Extra Curricular Activities

Safeguarding Ambassadors

Well Being Ambassadors

Blackpool Trip and Rewards

House Rewards / Events

Positive Monitoring and Progress

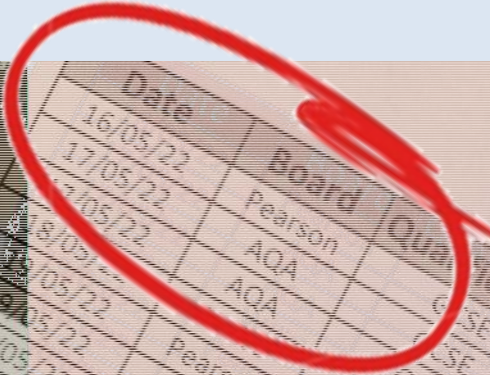
Building a CV

A collection of colorful pencils and a pencil sharpener on a lined notebook background. The pencils are in various colors: purple, blue, light blue, green, lime green, orange, and red. A purple pencil sharpener is also present. The background features horizontal blue lines and large, soft watercolor-style washes in pink, orange, and purple.

**Mr Holden**



# May 2024 / 25



Date	Board	Qualification	Exam Code	Subject
16/05/22	Pearson	GCSE	1RA0 1A	Religious Studies
17/05/22	AQA	GCSE	8464/B/1F & 1H	Combined Science
17/05/22	AQA	GCSE	8461/1F & 1H	Biology
18/05/22	AQA	GCSE	C700U10-1	English Language
19/05/22	Pearson	GCSE	1H10 10-12	History
20/05/22	WJEC	GCSE	C690U30-1	Drama
21/05/22	Pearson	GCSE	1MA1 1F/1H	Mathematics
22/05/22	AQA	GCSE	8035/1	English
23/05/22	OCR	GCSE	R051/0	English
24/05/22	Pearson	Cambridge Nats		
25/05/22	WJEC	GCSE		
26/05/22	AQA	GCSE		
27/05/22	AQA	GCSE		
28/05/22	Pearson	GCSE		

SUMMER 2022 PROVI

# How Can Families Help?

Ensure excellent attendance

Monitor home learning

Check and engage with revision throughout the year

Monitor behaviour points

Keep in touch! If there's a problem or a concern, let us know.

# Supporting Together

Routines at home  
Healthy balanced choices

Study Club / Revision / Home  
Learning

## **Assessment and Monitoring**

November	Year 10 Monitoring Report
December	Year 10 Progress Report
March	Year 10 Monitoring and Progress
May	Year 10 Exams
July	Year 10 Written Report

## Common Concerns

- There is too much to learn
- I don't know what to revise
- I don't know how to revise
- I don't know where to start
- I don't have enough time
- My notes are too messy/disorganised
- I don't know how to memorise things
- I feel too anxious about exams.

## Reducing Concerns

- I know when/where to start
- I have enough time
- I know what to revise
- I know how to remember more – revision skills
- My notes are organised
- There is a lot to learn
- I feel less anxious about exams

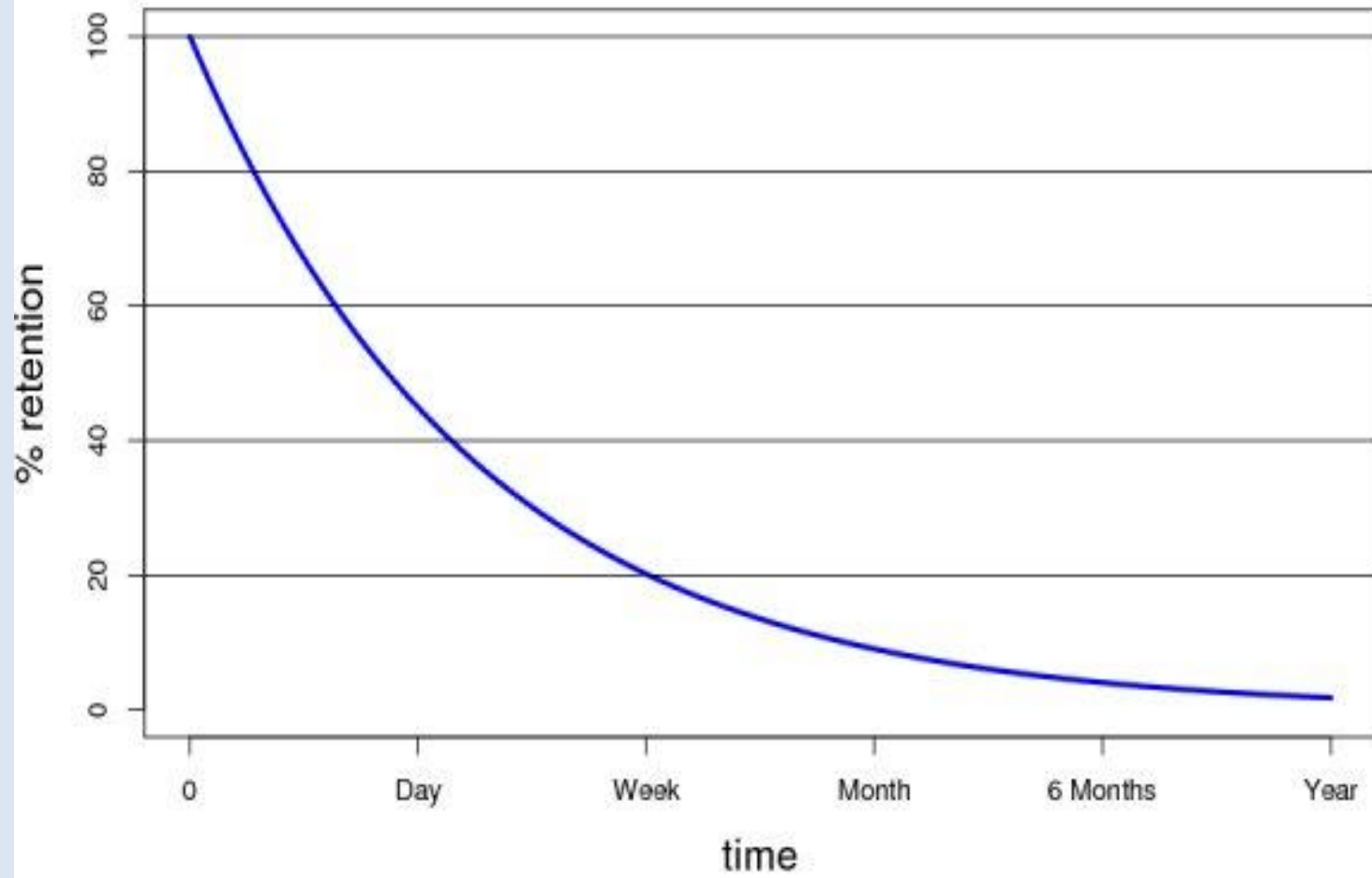
## Long Term Memory

If information in the short term memory is rehearsed long enough, it eventually ends up in the long-term memory.

- Transfer the information from short term to long term through repetition.
- Deepen understanding of the content so that it is committed to long term memory and can be recalled effectively.

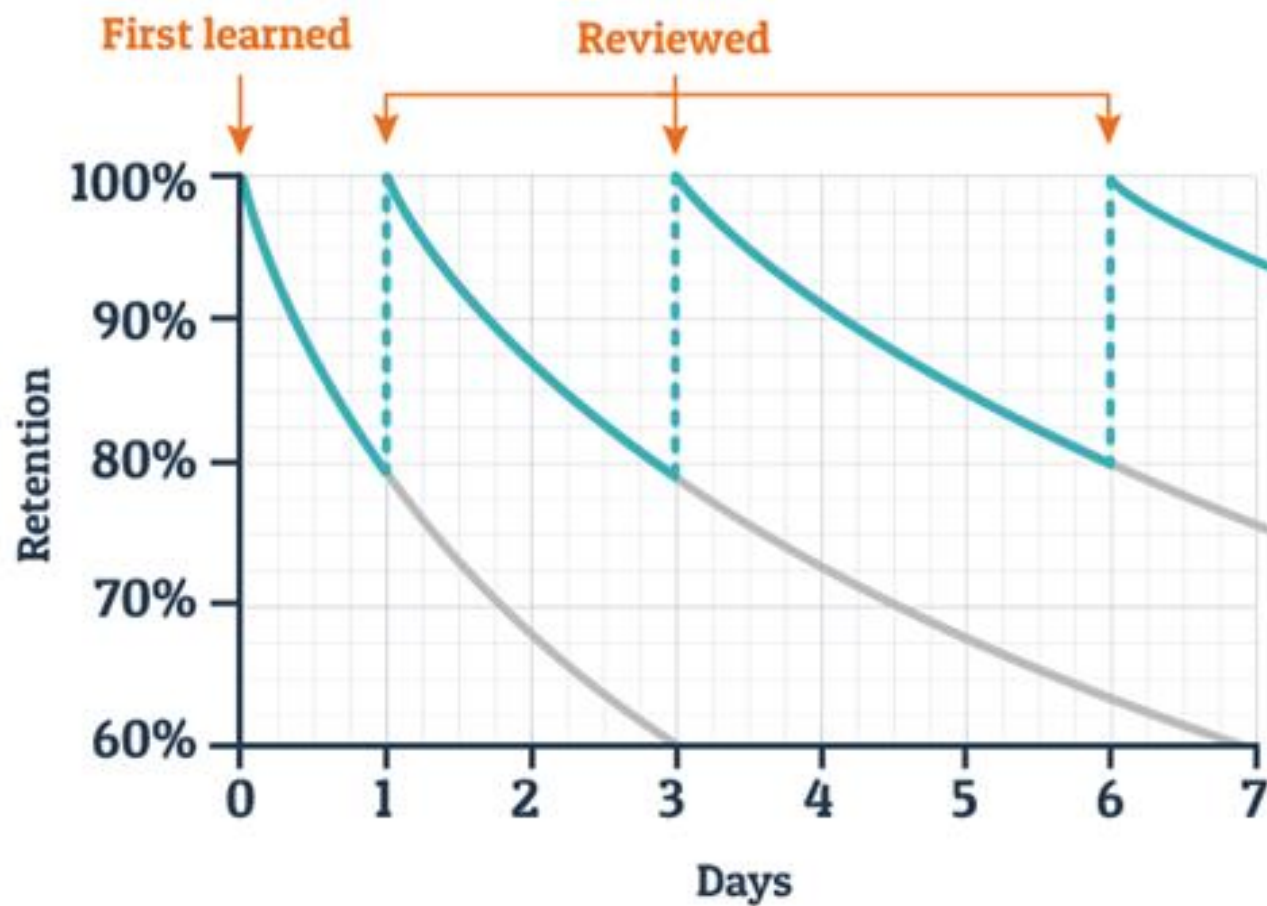


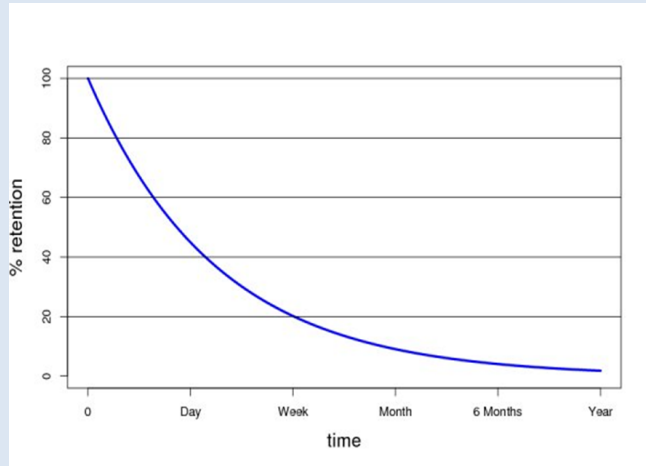
# The Forgetting Curve



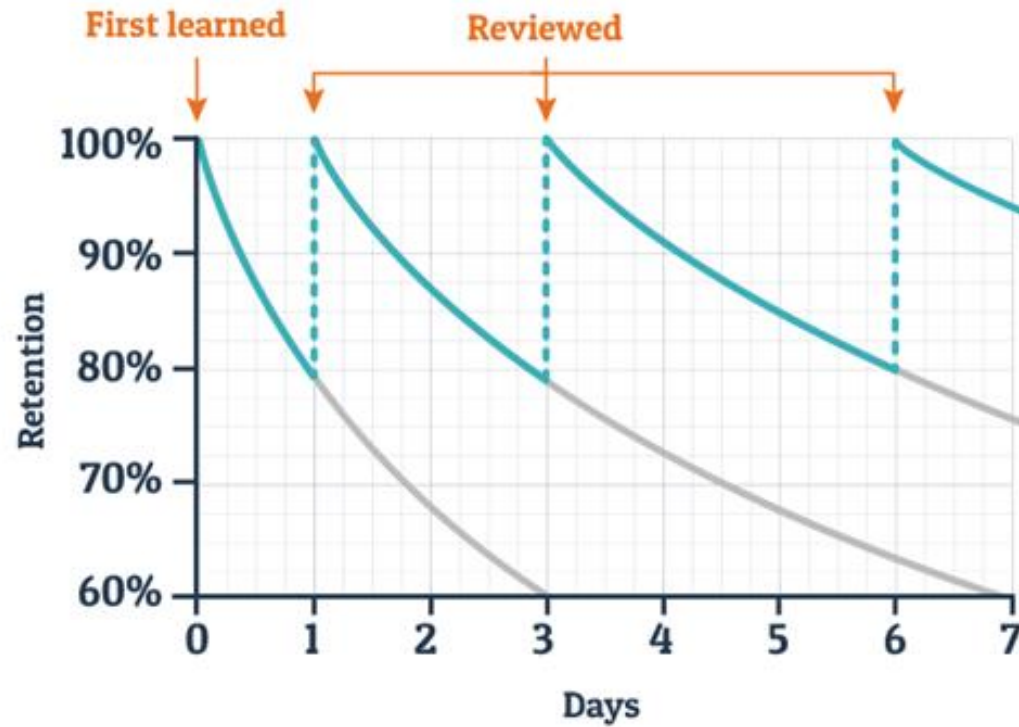


## Typical Forgetting Curve for Newly Learned Information





## Typical Forgetting Curve for Newly Learned Information



## Effective Revision Sessions

- Focussed time with no distractions
- Appropriate resources – Teams / SharePoint
- Regular short breaks (10min)
- Mix subjects and topics within longer sessions – interleaving
- Follow the plan / tick off work done.
- Build in rewards and other activities.
- Eat appropriately and stay hydrated.
- Avoid background music and ensure phone is in another room / switched off.

DAY	4pm	5pm	6pm	7pm	8pm	9pm	10pm
MON							
TUE							
WED							
THUR							
FRI							

	Morning	Morning	Afternoon	Afternoon	Afternoon	Evening	Evening
SAT							
SUN							

# What the research says . . . . .

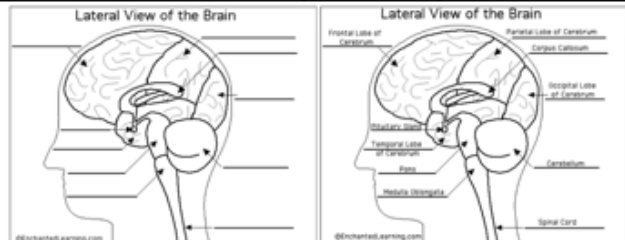
More Effective



Technique	Description
Practice testing	Self-testing or taking practice tests
Distributed practice	Using a schedule of practice over a period of time
Elaborative interrogation	Coming up with an explanation to explain why a fact is true
Self-explanation	Explain how new information relates Explaining steps in problem solving
Interleaved practice	Schedule that mixed different kinds of problems in a single study session
Summarisation	Writing summaries of to-be learned materials
Highlighting/underlining	Marking important information
Keyword Mnemonic	Using key words and images to associate verbal materials
Imagery for text	Forming mental images of text while reading or listening
Rereading	Rereading test material

## Retrieval Practice Revision Techniques

### Simplified Example



### What / How

#### Simple Effective Quiz

1. Work hard to remember the content.
2. Cover notes or answers.
3. Test yourself or ask someone to test you.
4. What did you get correct?
5. What did you miss out / get wrong?
6. Test again after 2 days / 5 days / 2 weeks / 1 month – increase the frequency if errors start increasing.



Advantages	Disadvantages
Reduces consumption of fossil fuels for electricity production	Wind generators are only feasible in certain areas
Reduces production of greenhouse gases	Each wind turbine kills about one bird per year
Reduces production of pollution	Wind generators make a humming sound that can be heard nearby
Can provide extra income for farmers	Wind generators are tall and can block the views of nearby scenery
Wind is a renewable energy resource	

#### Summarising

Check understanding – after a period of time (one week) can you still produce a summary of the key content or advantages / disadvantages of a topic?

Can you recall and reproduce written lists or explain to a partner **verbally**?

#### Can you summarise the:

Strengths and weaknesses  
Advantages and disadvantages  
Positives and negatives



#### Mind Map

Start from a blank piece of paper.

Draw out the mind map from your notes and add simple doodles / colour to help visualise the content.

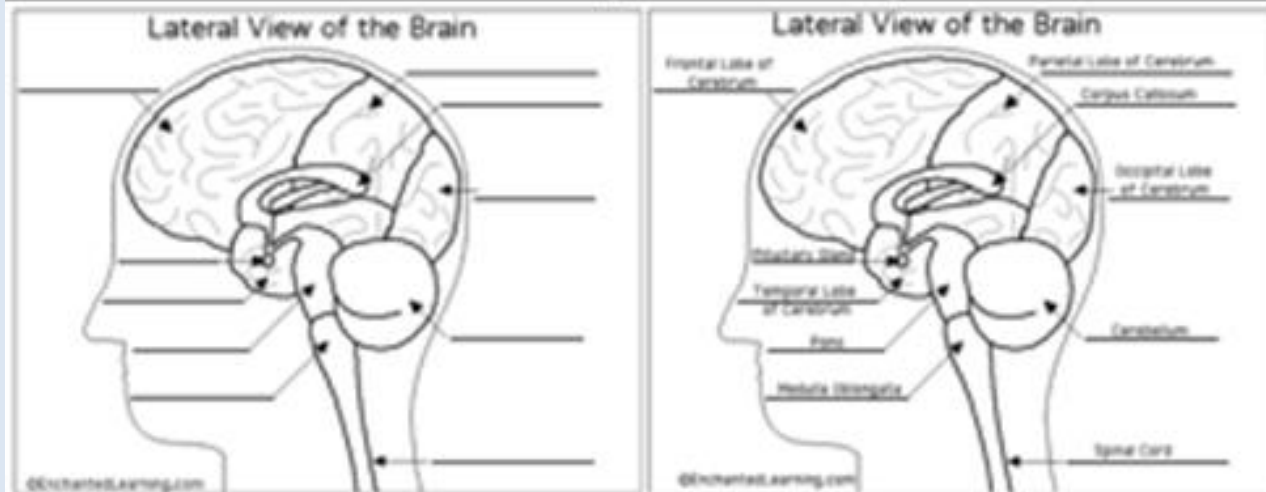
How much of the mind map can you recall from memory?

Check against a correct version.

Test and retest until you can remember the full version.

Can you describe it **verbally**?

## Simplified Example



## What / How

### Simple Effective Quiz

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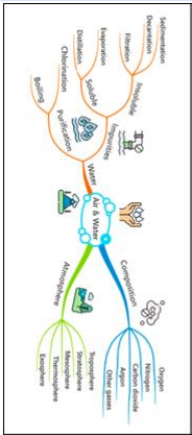
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### Tell the story.....



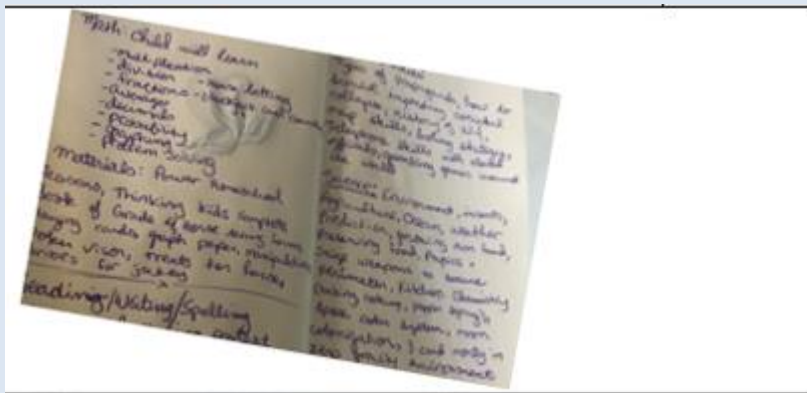
- Key Words**  
Evaporation  
Convection  
Condensation  
Precipitation  
Energy  
Warm/Cool  
Flow  
Vapour  
Fall/rise

### Tell the story

After learning the key content try to create a story that can be written or spoken to include the key concepts.

The story can then be rehearsed and improved with greater detail and accuracy.





## **Brain Dump**

Set a time limit (5min or 10min)

Write everything you know about a topic or theme.

For best practice start each sentence on a new line.

Check what areas you missed out and add these at the bottom in CAPITALS or a different colour.



## Flash Cards

*Spend more time testing yourself with them than making them!*

Add the title to the reverse.

Read the title

**Before turning over** write or speak the key content.

Shuffle the pack to get a different sequence.

## Flash Cards – Leitner System

As above

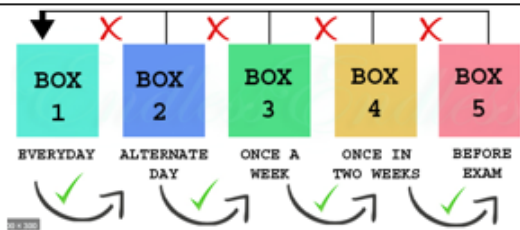
If card is completed accurately move it up a box.

If mistakes are made or answers are incomplete move it down a box.

Test yourself every day for cards in box1.

Every other day for box 2

Every week for box 3 etc.



### Flash Cards – Leitner System

As above  
 If card is completed accurately move it up a box.  
 If mistakes are made or answers are incomplete move it down a box.

Test yourself every day for cards in box1.  
 Every other day for box 2  
 Every week for box 3 etc.

### What do flash cards include?

- Subject/topic on one side
- Bite-size chunks of information opposite
  - Keywords
  - Definitions
  - Lists
  - For/against
  - Main points
  - Mnemonics
  - Colour-coding
  - Diagrams

### Friend (parent) Cue Cards

Use notes / flash cards as cue cards.  
 Person1 reads the title, theme or question.  
 Person 2 tries to **verbally** explain the relevant content.  
 Person 1 helps person 2 with clues and suggestions to complete the card.

18 Describe what is meant by each of the following types of production.

Give an example of each in your answer.

18.1 Mass production (2 marks)

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

18.2 Batch production (2 marks)

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

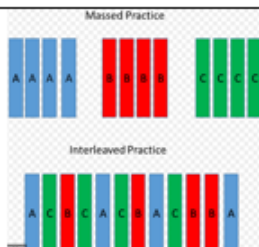
### Exam Practice Papers

Consider how long you would set yourself for a whole question or part of a paper.

Practice using the spaces provided.

**ALWAYS** check using the mark scheme.

Check you have included all the key points.  
 That all definitions are the worded as the examination board expects.  
 Add any missed content in CAPITALS or in a different colour.



### Interleaving

Mix up your revision with shorter blocks of varied content or units.

Massed practice – completing lots of repetition of the same large unit or multiple examples of the same type/focus of question.

Interleaved – varying revision with questions from different units.  
 Research shows that intervened practice can be more effective for learning to occur.

Put your phone away during revision.

Start revision early enough to allow retesting.

Have an organised revision planner to set out revision sessions and other activities.

Revise in a quiet environment – **no** background music

Sleep 8+ hours a night – with regular bedtimes!

Exercise regularly / fresh air.

Take regular breaks (5/10 min)

Eat a sensible breakfast.

Highlight command words on the question paper. Jot ideas and a plan on the paper before answering the questions.

Focus on activities that force you to retrieve information and test yourself rather than simply rereading or highlighting notes.

A collection of colorful pencils and a pencil sharpener arranged on a lined notebook background. The pencils are in various colors: purple, blue, light blue, green, lime green, orange, red, and pink. A purple pencil sharpener with a silver blade is positioned in the lower right. The background features horizontal blue lines and large, soft watercolor-style washes in pink, orange, and purple.

**Mrs Rutter**

# Preparing for moving on

**Information:**  
Open Evenings  
Application forms

**Guidance:**  
Further studies  
Work based  
Training

**Advice:**  
Assemblies  
Careers  
Interviews

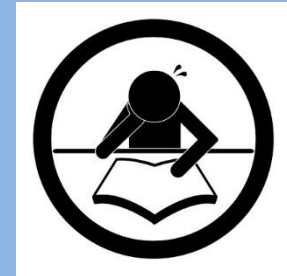
# Options Post 16

- Full time education
- Apprenticeship
- Work or volunteer [at least 20 hours per week] whilst in part-time education or training – job and apprenticeship alerts via school email to all Yr11 pupils



# Options Post 16

- A- Levels
- T- Levels
- Vocational
- Apprenticeship





Level	Qualification / educational route				
8	Doctorate (PhD)		NVQ 8		
7	Masters degree (MA)		Degree apprenticeship / NVQ 5, 6, 7		
6	Bachelors degree BA or BSc				
5	Foundation degree FdA or FdSc	Higher National Diploma (HND)	Higher apprenticeship / NVQ 4		
4		Higher National Certificate (HNC)			
3	A levels Grades A-E	International Baccalaureate	T Levels	BTEC diploma BTEC certificate	Advanced apprenticeship / NVQ 3
2	GCSE Grades 4- 9 (C, B, A or A*)			BTEC first diploma	Intermediate apprenticeship / NVQ 2
1	GCSE Grades 1- 3 (D,E,F or G)			Foundation diploma / entry level qualifications	Traineeship / NVQ 1
	Academic route		Vocational route		Applied / work route

# Post-16 Support

Careers Week – January

BRAG – Career Expo – 7<sup>th</sup> February

Careers lunchtime drop-ins

Work Experience

Taster Day – Nelson and Colne

Careers newsletter

Open Events – Sheet provided

Early careers appointments – Summer 2024



HOME » PUPILS » CAREERS

## Careers

### Labour Market Information (LMI)

Lancashire Skills and Employment Strategy

Blackburn with Darwen, Hyndburn, Rossendale, Ribble Valley | Burnley and Pendle

### In This Section



Careers

Charities

Examinations

Options

Wellbeing

Y6 Transition



I find it easier to revise  
with music on my phone

I find it easier to diet if I  
eat cream cakes

**Do your best!**

**Have no regrets.**

# **Thank you for Attending**

**Attendance  
Behaviour  
Effort  
Revision  
Working Together**