

# *Prepare to Perform Update*

## *What should you be doing now?*

Issue 6 February 2020

“Set your goals high, and don’t stop until you get there” Bo Jackson



Welcome to issue six of the Prepare to Perform Newsletter supporting Year 11 students prepare for their GCSE exams.

*February Message from Mr Bateman*

*Year 11 are now focusing on preparing for the start of the May examination window which is come around fast. Students in most cases will be completing practice exams in core subjects in class and should be looking forward to receiving improved grades from the November Practise Exams having had an extensive period of feedback and subject specific interventions. We have been working hard to support all students with their self-study and independent revision strategies; they should all be committing themselves to regularly attending ESP's and making use of drop-ins in the LRC and various subject areas. We have placed great emphasis on the completion of exam questions under timed conditions at home rather than simply reading a revision guide or textbook, and teachers are expecting to receive these for marking. Whilst exam technique will be an ongoing focus for Year 11, all students are to be expected to be preparing themselves as best as they can for their forthcoming exams. After half term all students will have an after school timetable which will automatically contain their ESPs. This should help them organise their revision time after school. A reminder that an ESP in a subject must come before a clinic or drop in to another subject.*

*With the long, dark month of January done, Spring is firmly on the horizon and I know that our fantastic students are also starting to see their bright futures coming into view also. As ever if you have anything you would like to discuss please get in touch with either your child's subject teachers, tutors or myself.*

## Mix up their revision!



### Same but different



Ask them to list four similarities and four differences between XXXXX and XXXXX.

### A-Z (For revising in groups)

Give them a topic. They then have three minutes to try and think of a word related to the topic for every letter of the alphabet.

They then with a partner have two minutes to complete any spaces. Finally, they have one minute with a group to try and complete any outstanding spaces / compare ideas.



### Show Me What You've Learned!

Ask them to draw and label a picture which represents what they have learned at school today. Ask them to talk through the picture and what it means to them.

## Staying calm, feeling good, being effective



### Top 10 tips to support your child through their exams

This month's TOP TIP 5; help your child control different aspects of their life to help them perform better when it comes to exam time next year.

## 5. Time Out

Encourage them to build in opportunities to take some time out every week, away from study. For example:

- Going out for food
- Seeing friends
- Having a bath
- Listening to music
- Reading a book
- Doing a hobby
- Going shopping
- Going to the cinema

**TAKING TIME OUT**

IS AS IMPORTANT AS PUTTING TIME IN



Boost Brain Power with this easy to make meal (Every little helps as they say)

## TUNA NICOISE

**TUNA NICOISE, IT'S AN OLDIE BUT A GOODIE. SERVES 4.**

2 large eggs  
100g fine green beans, fresh or frozen  
4 large, ripe tomatoes  
100g pitted black olives, try to get the ones in oil  
225g can tuna  
1 Iceberg lettuce, ripped into chunks, washed and drained  
8 teaspoons olive oil  
Juice ½ lemon  
40g croutons, you could use toast, cooled and cut into cubes  
6 anchovy fillets, they add a lovely saltiness, but aren't for everybody

### METHOD:

Bring a pan of salted water to the boil, add in the eggs and cook for 5 minutes, remove the eggs and add the green beans and cook for 4 minutes. Run both under cold water until fully cold.

Tip the tomatoes, olives and half of the olive oil into a bowl and mix gently.

Arrange the lettuce on plates and then top with the tomato-olive mixture, saving their flavoursome juices in the bowl.

Drain the tuna and build up the salad with roughly broken chunks.

Using the reserved juices left in the tomato mixture's bowl, make the dressing: whisk in the olive oil, lemon juice and pour over the salad.

Peel and quarter the almost but not quite hard-boiled eggs and add to the salad along with the croutons, anchovy fillets (if using).

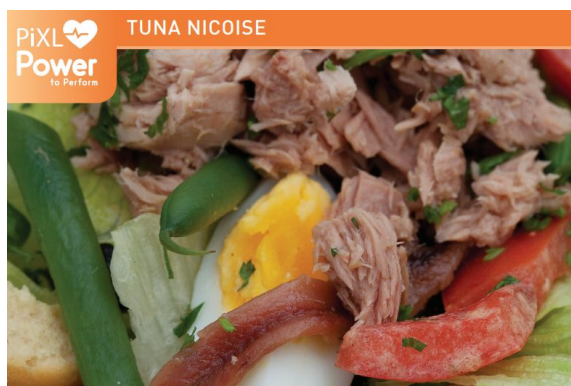
### EAT THIS DISH AND YOU WILL GAIN THESE BENEFITS:

Maintains blood sugar levels, improves mood, mental alertness and promotes brain functioning.

#### The best time to eat this dish:

Lunchtime before an exam or revision session.

**Reason:** Eggs and tuna are both high quality protein sources and contain B vitamins, minerals, iron and zinc for improved mental functioning and immunity. Tuna and anchovies are high in Omega 3s which are essential nutrients for your brain. Green beans are rich sources of vitamins A, C, and K as well as Omega 3s again making them an awesome vegetable.



This dish has been specially created by celebrity chef, Mark Lloyd.

## Apps for Learning are these being used in your home?

What score do they have on each of them?



English, History and Geography

Have these been downloaded by your child? Are they being used?

Click on the circles to see more



Following the year 11 practice exams, we have been able to link all of the question level analysis to the PiXL Maths App. This means that on each student's login of the PMA there will be personalised revision resources based on their areas of weakness from each of the three Maths papers. This is an excellent resource that we really need to encourage your son or daughter to fully engage with. Also, available to all students is [MyMaths.co.uk](http://MyMaths.co.uk)



Seneca Revision is being used by the Science and Geography Departments to support learning and revision

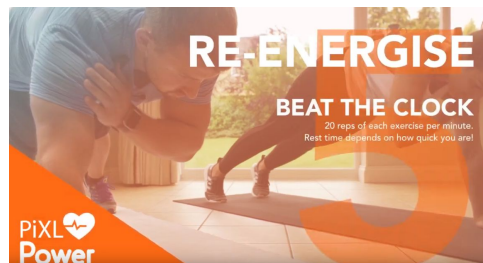




**Well Being Endurance Power to Perform Fitness Video:**

**Why Fitness is so important** <https://goo.gl/NmyoSY>

**This Months Wildern fitness challenge** <https://goo.gl/CWp9R8>



## **Nutrition: Power to Perform – Energy levels**

It is important that your son or daughter eats regularly throughout the day and avoids foods that are high in sugar such as pastries, sweets and fizzy drinks. Although they may taste delicious, they bring energy highs and crashes.

Aim to keep their blood sugar and energy levels stable by providing them with a combination of whole grain carbohydrates, proteins and healthy fats such as sandwiches, jacket potatoes, pasta etc.

### **ESP (Extra support programme)**

ESPs are in place to provide additional support your son or daughter might need in a subject. It is important they attend and ask any questions they have whilst at this sessions. They need to plan their time to ensure they can do this.

ESP Dates can be found here

<https://www.wildern.hants.sch.uk/information/calendar/show/2020-02-03> and also have been emailed to all students and parents

**Key Dates :** GCSE Drama Exams: 13 & 14th February 2020

GCSE Food Exams: wb 2nd March 2020

GCSE Science Practice Exams See letter emailed home

Year 11 Parent Eve 2 - Wednesday 11th March

Easter Revision: 6th - 9th April 2020

May Half Term Revision: 25th - 28th May 2020

## Ten Top Tips For Success



### START REVISING EARLY

An athlete does not train the day before a competition! Space out your revision. For example one hour over ten sessions is more effective than cramming. Spacing allows you time to forget and relearn.



### GET FRESH AIR AND EXERCISE

You can't work all day and nor should you! Getting fresh air allows you to refocus and exercise helps you deal with stressful situations, reduces anxiety and increases self-esteem.



### TEST YOURSELF

Test yourself at the end of a revision session. The most effective way to re-learn information is to practice using past papers or by quizzing yourself.



### PUT YOUR PHONE AWAY

Phones (particularly social media) are distracting. When revising place your phone out of sight and out of mind.



### TEACH SOMEONE

Teach what you have learned to a friend or family member. This requires you to learn and organise your knowledge in a clear and structured way.



### CREATE A TIMETABLE

Revise in blocks (45 minutes studying, 15 minutes resting). Spend each hour on a different topic and schedule a longer break every 2.5 hours.



### SLEEP

Have regular bedtimes, don't use your phone, turn off your TV or computer and keep your room dark and quiet to allow yourself to be refreshed for the day ahead.



### EAT BREAKFAST

Skipping breakfast can reduce your ability to recall information effectively. Even something small can help your levels of concentration.



### USE MIND MAPS

Don't simply highlight large chunks of text and hope to remember all of the information. You learn and recall information better by connecting key facts. Use mind maps to test your understanding and make these links.



### UNDERSTAND HOW YOU LEARN BEST

What kind of learning suits you best? Are you a visual learner (uses mind maps and spider diagrams), auditory learner (revises out loud with a friend using Q&A techniques) or a kinaesthetic learner (uses games, revision cards and post it notes).



Your son/daughter has the opportunity to take part in a 6 week yoga or fitness programme facilitated by Wildern Leisure Centre.

Monday	3.15 - 4.15pm	KS4 Yoga (Year 9, 10 and 11)	Gym
Wednesday	3.15 - 4.15pm	KS4 Boxercise (Year 9, 10 and 11)	MUH

The course will run for 6 weeks from 3.15pm - 4.15pm from Monday 24th February 2020

Each course is priced at £12 for 6 weeks. There are 20 places available for each class and these will be allocated on a first come first served basis.

\*Please complete the parental agreement form online through your Parentpay account to give consent for your son/daughter to attend this trip. You will be asked to provide your emergency contact details and any relevant medical information. If a deposit, or full payment, is required this will also need to be paid at the time.

If you have not already activated your Parentpay account and require your login details please do not hesitate to contact the Finance Office at [finance@wildern.org](mailto:finance@wildern.org).

If you have been notified that we as a school receive Pupil Premium funding for your son or daughter, we may be able to offer assistance regarding the cost of this trip. If this is the case, your Parentpay account will automatically reflect this but please complete the consent, emergency contact information and medical details through Parentpay as usual. The same procedures regarding oversubscription for the trip will apply.

If you would like your son/daughter to attend please complete the online Parentpay consent forms accompanied by a payment of £12 by Thursday 13th February.

If you have any further enquiries do not hesitate to contact me.

Yours sincerely

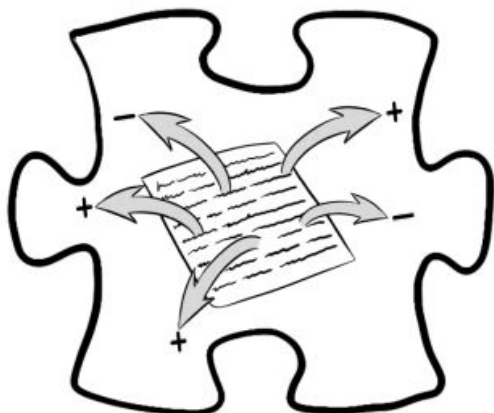
**Miss H Jones**  
**Assistant Headteacher**



## How to support revisiting of learning

Information for parents and carers

### Did you know?



Remembering information is the first step for students in mastering higher level skills. For students to be able to explain, analyse, evaluate and create, they need to have a firm knowledge of the information and terms involved first.

Ebbinghaus' forgetting curve aims to show us how information can be lost from our memories over time when we don't strive to retain it. This forgetting curve suggests that we will halve our memory of new information in just days, unless we revisit learning to gradually move it into our long-term memory.

The more frequently that information is revisited and used, the more likely it is to move into longer term memories. Research shows that revisiting learning frequently is more effective than mass-revision. Unfortunately, many students report that they don't feel like it's working and they prefer larger and rarer chunks. Knowing this is useful for us, and the young people we care about, so we can talk about it and address this issue, even showing them typical forgetting curves and sharing examples of these.



### What can you do?

As early as possible, encourage your child to make notes of the key information for topics they are studying. They may highlight these in a book/on a sheet, write them down onto flash cards, create a mindmap or record them in any other way that they wish. Colour-coding these can be a helpful tool in aiding revisiting as students can identify in green what they are confident with, orange what they are unsure they would remember long term, and code in red that information they didn't know until they wrote it down or don't fully understand and may need to explore further.

Encourage revisiting of topics frequently, using a home-learning schedule. Discuss with your child the need to revisit learning as they progress through units,

move onto next ones and come to the end of a term or year. Revision shouldn't be revising all the knowledge from the entire year; we should aim to revisit learning frequently to embed it into our long-term memories and then revise the higher skills using this knowledge as we go further into the course.

Encourage your child to find ways to address 'red' areas and weaknesses. This doesn't necessarily need to be seeking a teacher's help, it might be reading about it in a textbook, online or practising a particular skill. They may wish to use some of the resources PiXL have created as part of our Independence package to help them to consider areas of weakness and different ways they can address this.

# Mental health

Information for parents and carers

## Did you know?



Research states that mental health issues affect about 1 in 10 children. The emotional wellbeing of children is just as important as their physical health. Good mental health allows young people to develop resilience, cope with the ups and downs in life and grow into healthy adults.

Surveys suggest that most young people are mentally healthy but more children are having problems due to life changes, traumatic events, feeling vulnerable or not coping with difficult situations. The Guardian has recently published that tens of thousands of young people in Britain are struggling with their mental health and are seeking help online for problems.

Research indicates that common mental health problems for young people include depression, self-harm, eating disorders, post-traumatic stress disorder, anxiety and panic attacks. Poor mental health in childhood affects educational attainment, increases the likelihood of smoking, alcohol and drug use, and has consequences for poorer physical health in later life.



## What can you do?

Take time to do some research about mental health issues and symptoms with young people. Point your child towards websites or helplines that can give them information as well. Here are some useful websites to get you started:

[www.mind.org.uk](http://www.mind.org.uk) [www.youngminds.org.uk](http://www.youngminds.org.uk)

Seek further advice from a professional if you are worried or concerned about your child.

Talk to your child about any worries they have, be supportive and show empathy and understanding. Try to avoid persistent questioning but encourage them to open up to you and reassure them that you are there to help them. Try to make your child feel loved, trusted and safe.

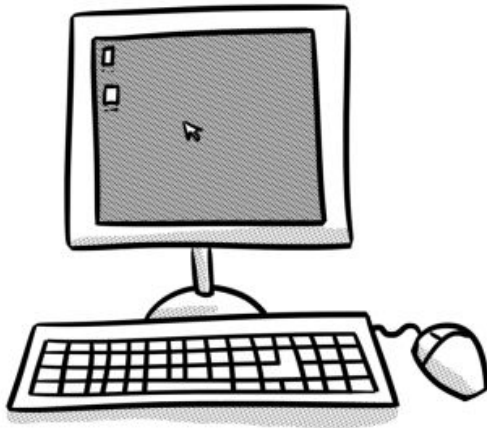
Don't blame yourself for any problems your child is having as this will not help the situation. Be honest and explain that you are worried and help them access the right kind of help. Encourage your child to take up healthy habits to help them to maintain a positive state of mental health. Examples are:

- Healthy eating
- Good sleep routine
- Seeing friends and connecting with others
- Taking time out to relax
- Exercising
- Doing hobbies
- Spend time outdoors

# Screen Time

Information for parents and carers

## Did you know?



Battles over screen time and devices have become a depressing part of family life. Recent research has revealed that it's not so much the length, but the nature of the screen time that matters. What is important is that whatever young people are watching, playing and reading is high-quality, age-appropriate and safe.

The University of Oxford examined 120,000 UK 15-year-olds in 2017 and found that among those teenagers who were the lightest tech-users, it was found that increasing the time spent using technology was linked to improved wellbeing - possibly because it was important for keeping up friendships. In contrast, among the heaviest users of technology, any increase in time was linked to lower levels of wellbeing.

Further research has shown that more than two hours of smartphone use on a weekday, and more than four hours on a weekend day, was linked to lower wellbeing. Several other studies suggest that higher levels of screen use in children and adolescents is associated with reduced physical activity, increased risk of depression, and lower wellbeing.

## What can you do?



The British Psychological Society recommends that parents and carers use technology alongside children and engage them in discussions about media use. Help your child get into a screen-free bedtime routine. Screen time in the evening is especially bad for sleep patterns.

Set limits like no screens during meal times or no screens after a certain time. Suggest having one day a week with no screen time like Screen-Free Sundays. If they have a smartphone, encourage them to turn off as many notifications as possible and to turn on flight mode when they're with friends and family.

Encourage your child to do new physical activities

instead of screen-based inactivity. This could be new hobbies, going for a walk, playing sport, being creative or joining a youth group. Role model good behaviour by being mindful of your own screen time.

