



Prepare to Perform Update What should you be doing now?

Issue 5 February 2024

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



February Message from Mrs Fearon

January as always is always a significant challenge; dark, short, cold days. However we have made it through and dare I say the mornings are just starting to look a little brighter.

I am fully aware of how difficult things have become for many of your children. You will know better than anyone how your child is responding to these times and so it is crucial that our students are managing their workload as well as their mental and physical health. Finding a good work/life balance is so difficult to achieve, even for adults, but your guidance, support, positivity and constant routines will make all the difference to them. There is further support available at School which some students have already accessed, so please keep communicating with us and do make sure that you have had a good look around the wellbeing area of our website.

All students have completed a further set of Science papers, which took place in early January, whilst they are currently completing another set of English and Maths exams . The expectation is that everyone will achieve an improvement in their grades from the November practice exams to these as there has been a period of consolidation in their learning. As your children are once again in the habit of revising, I would highly recommend that this is capitalised on at home and the revision programme stays in place from now until the exams. It is really important to continue with established routines as this will ensure that learning is committed to long term memory.

As always, if you have anything you would like to discuss, please get in touch with either your child's subject teachers, tutors or I.

Mix up their virtual revision!

Revision is still important because we do not know what this year will look like for Year 11 yet. These skills are still important for this year and future studying.



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



This month's TOP TIP 5; help your child control different aspects of their life to help them perform better when it comes to exams and other pressures in life

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.

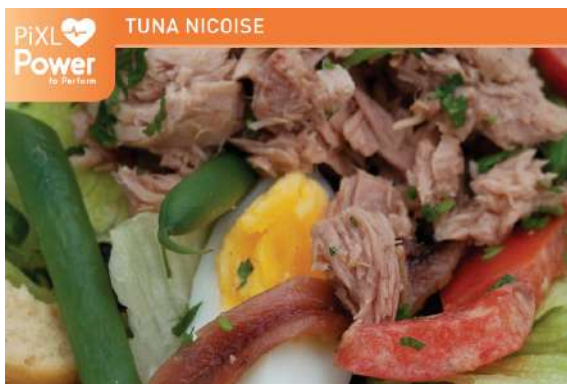
Peel and quarter the almost but not quite hard-boiled eggs and add to the salad along with the croutons, anchovy fillets (if using).

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.



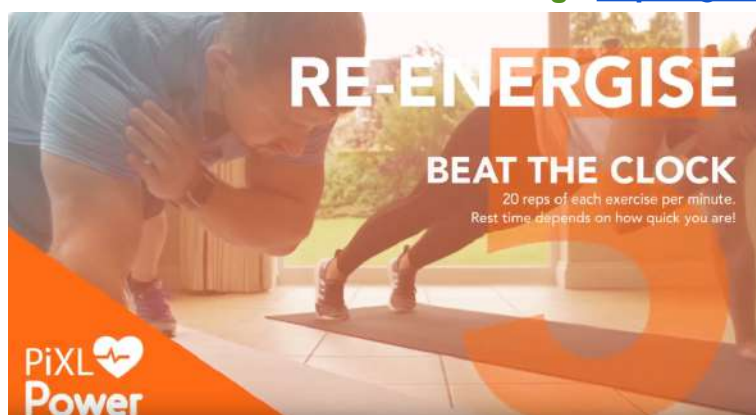
This dish has been specially created by celebrity chef, Mark Lloyd.



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.

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).

ESP (Extra support programme)

ESPs are in place to provide additional support that students might need in a subject. It is important they attend and ask any questions they have whilst at these sessions. ESP dates can be [found here](#).



Key Dates : Y11 Intervention Evening for invited parents

Monday 15th Jan

Year 11 Parents Evening 2: 21st March 2024

Easter Revision: 2nd April - 5th April 2024

Half Term Revision: 28th - 31st May 2024



[Click here for the Wildern School Wellbeing Hub for further support](#)

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.

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 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