

Prepare to Perform Update *What should you be doing now?*



Issue 4 January 2021

“You can't cross the sea merely by standing and staring at the water”



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

January Message from Mr Denman

It feels rather inappropriate to open this with 'Happy New Year!'. So far, 2 weeks in, it has been far from it. We leave behind an incredibly challenging year only to find that the world looks very much the same, if not worse than it did before. This can be incredibly difficult for us all to process. In particular for our young people. Our feelings of dread were then compounded further by the news that GCSEs were to be cancelled. I am aware that this will have been very difficult news for everyone involved, it certainly is for me. I always knew this was a possibility but never thought it would happen. While we all digest this news and await further guidance on what happens next, all I can do is refer back to the mantra that I have stood by through last year's challenge. I urge them now, more than ever to focus on what they can control and not allow worry of what they can't control to overwhelm them. No matter what happens, 2021 will still be the year that they leave School. It will still be the year that they move onto the new chapter in their lives, colleges, apprenticeships and the next exciting phase of growing up. Now, more than ever before it is so important that all Year 11s engage with home learning. Every single time they submit work they will be increasing the pool of evidence that we have to assess them and give them the grade that they deserve. We know more this year about how this process works so my advice to all year 11 students is to play the game! Keep working hard and keep proving to your Teachers what you can do and what you are capable of. There may be no exams but hard work and exceptional attitude will always prevail!

The young people of my year group will need all the help, love and support that we can possibly give them. But nothing will stop them from following their path onto the next phase of their lives. Please continue to work with us as you always have done and together we will get these incredibly special young people over the line.

Mr Denman

Mix up your revision!



Mix up their revision after the Practice Exams. Try some of these with them or virtually with a friend!

Flash Cards

Write a question on one side of the card and an answer on the back. Show someone the question - can they get the answer?



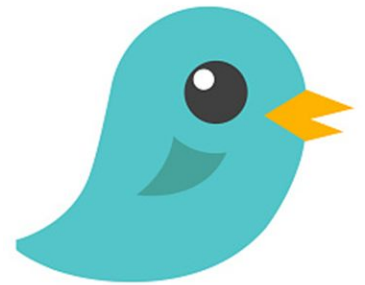
With your son or daughter, how many can you get right in two minutes?

Tweet Tweet!

Reflect on a topic they want to revise.

Now, think about what they would write if they had to tweet about this.

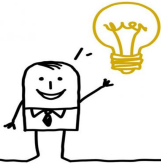
Write their tweet – try to stick to **140 characters**.



Show Me What You've Learned!

Draw and label a picture which represents what they have learned today.

Next ask them to talk through their 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 4 is in two parts to help your child control different aspects of their life to help them perform better when it comes to exam/assessment time later this year.

4. Healthy Eating



- Plan your family meals for the week – breakfast, snacks, lunches and evening meals
- Carry out a weekly food shop and make sure you write a list
- Avoid high sugary and fatty foods or drinks
- Aim to eat clean, fresh and healthy foods
- Have a couple of 'treat' meals / or meals out per week
- Use the Mark Lloyd recipes and meal planner as guidance
- Encourage them to eat breakfast everyday
- Hydration is key to brain functioning so make sure your child carries a bottle of water with them



4. Healthy Eating

Eating the right food and drink can energise your system, improve alertness and sustain your child through the long exams



A BALANCING ACT

Keep your sugar levels under control.

Carbohydrates

Breads	Beans	Chicken	Eggs	Acocado
Rice	Sprouted	Turkey	Salmon	
Couscous	Grains	Egg Whites	Bacon	Nut Butters
Cereals	Quinoa	Fish	Bison	Egg Yolks
Brian	Most Yogurts	Buffalo	Chia Seeds	Cottage Cheese
Potatoes	Skim Milk	Turkey Bacon	Whole Fat Milk	Nuts
Pasta	Peas	Lean Beef	Duck	Oils
Oats		Low/Non-fat cottage cheese	Whole-Fat Yogurt	Olives
Cream of Wheat		Low/Non-fat greek yogurt	Flaxseed	
Corn				
English Muffins				
Pancakes				
Whole Wheat/				
Whole Grains				
Vegetables				
Squash				
Pumpkin				
Berries				
Fruits				
Sugars				

Proteins

Fats

MIGHTY MAGNESIUM

Magnesium is involved in over 1000 enzymatic reactions in the body. It's vitally important in providing our cells with energy

- Green vegetables
- Nuts
- Pulses
- Fish
- Bananas

UP THE B'S & OMEGA 3'S

B vitamins are directly involved in creating energy at a cellular level & will give you an energy boost

- Green vegetables
- Asparagus / Spinach
- Broccoli
- Yoghurt
- Chicken / Salmon
- Whole Grains / Brown rice
- Almonds / Pecans
- Eggs

MEXICAN CHICKEN ENCHILADAS

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

MEXICAN CHICKEN ENCHILADAS, CHIVE YOGHURT, BASHED AVOCADO, ROASTED TOMATOES. MAKES 2 ENCHILADAS PER PERSON.

METHOD:

Preheat oven to 180°C/Gas 4.

In a medium, non-stick frying pan over medium heat, cook chicken until no longer pink and juices run clear. Drain excess fat. Cube the chicken and return it to the pan. Add the onion, yoghurt, chives, 125g Cheddar cheese, parsley, oregano and ground black pepper. Heat until cheese melts. Stir in salt, half of the chopped tomatoes, water, chilli powder, green pepper and garlic. Roll even amounts of the mixture in the tortillas. Arrange in a baking dish. Cover the rest of the tomatoes and the remaining 85g Cheddar cheese. Bake uncovered in the preheated oven for 20 minutes. Cool for 10 minutes before serving.



FOR THE AVOCADO SMASH:

Split the avocados, remove the stone and scoop out the flesh, roughly chop or smash and squeeze over the lemon juice, this adds flavour, but also stops the avocado from turning brown.

EAT THIS DISH AND YOU WILL GAIN THESE BENEFITS:
 Energises you over a long period, makes you feel great, boosts memory and promotes healthy brain cells.
The best time to eat this dish: For lunch or an evening meal during peak exam period.
Reason: High in protein from the chicken and the yoghurt which will keep you full, give you energy and make you feel good. Tortillas are high in fibre and complex carbohydrates for more sustained energy and the iron content will help blood move oxygen around your body. Avocado is a superfood rich in stress relieving B vitamins, potassium and healthy fats

- 4 skinless, boneless chicken breast fillets
- 1 onion, chopped
- 225ml yogurt
- 1 bunch of chives, cut into thin rings
- 125g grated Cheddar cheese
- 1 tablespoon dried parsley
- 1/2 teaspoon dried oregano
- 1/2 teaspoon ground black pepper
- 1/2 teaspoon salt (optional)
- 400g tomatoes, roughly chopped
- 125ml water
- 1 tablespoon chilli powder
- 5 tablespoons chopped green pepper
- 1 clove garlic, minced
- 8 flour tortillas
- 85g grated Cheddar cheese
- 2 avocados
- Juice from 1/2 lemon



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

PiXL 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



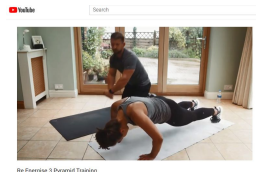
Following the year 11 practice exams, we have been able to link all of the question level analysis to the PiXL Maths App. This means that on each student's login of the PMA there will be personalised revision resources based on their areas of weakness from each of the three Maths papers. This is an excellent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



Well Being Endurance Power to Perform Fitness Video:

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

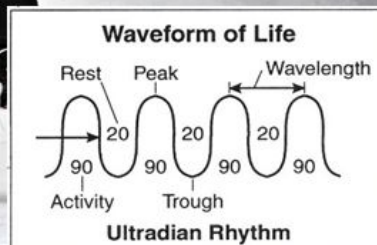
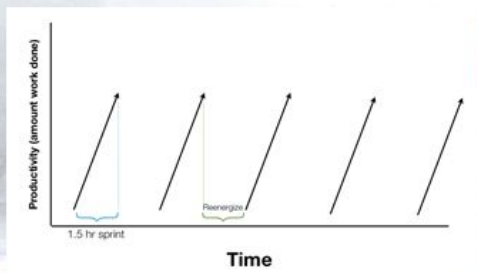
This Months Wildern fitness challenge <https://goo.gl/8RtazD>



During revision - work in 45 to 90 minute intervals

- Your brain uses up more glucose than any other bodily activity. Typically you will have spent most of it after 45-90 minutes
- So take a break: Get up, go for a walk, have a snack, do something completely different to recharge.

PRODUCTIVE PEOPLE WORK SMARTER, NOT HARDER.



You might also like to try the Pomodoro Technique [Read more about this online](#)

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 on the school website [Year 11 calendar](#) they are also emailed to all students and parents

Key Dates :



Year 11 Parents Evening 2, Wed 11th Mar

Easter Revision: 1st - 9th April

June Half Term Revision: 1st - 4th June

'BELIEVE' (ft. Will Smith) - Motivational video recently used with all Year 11 students

https://youtu.be/9q_aQFmhig

WINK EVENING VIDEOS [CLICK HERE](#)

How to encourage productive learning

Information for parents and carers

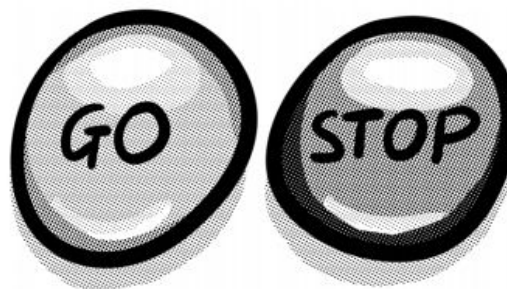
Did you know?



Having a tidy space can reduce stress and improve productivity. Another way to maximise opportunities for work and reduce distractions is to ensure the space is organised with everything needed for studying: laptop, books, pens and any other equipment. If you want to go a step further, plants are shown to not only create a calm space but also aid concentration.

Many people find approaches like the Pomodoro technique help to increase their levels of productivity as it allows for focused 'work' time for 25 minutes, and then a 5-minute reward break. It is often surprising how much we can actually achieve in short bursts of time when we are fully focused, with no distractions, and know that there is a clear end when we'll get to do something we want to.

Experts in nutrition stress the importance of healthy diets for ensuring the most effective working of our brains. For example, although caffeine and sugar can provide bursts of energy, consuming these can lead to significant dips in focus and energy. We also know that easy swaps can lead to more balanced nutrition and energy levels, like using wholegrains, nuts and berries.



What can you do?

Help your child to create a productive learning environment, a quiet space where they can work at a clear surface with as few distractions as possible. Encourage this to be a social media-free space.

Sit down with your child and offer to help them create a timetable of study. Work with them to map out the free time they could use to study and the free time that should be 'work-free' so they can do things they enjoy. Plan out the subjects and units they know they need to work on and schedule these into their 'work' slots. If your child is receptive to doing this together, it can help them to see that they aren't expected to use

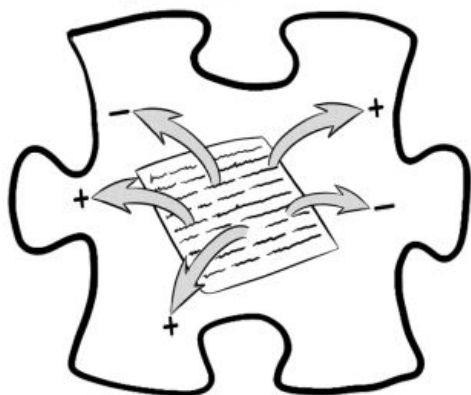
all of their 'free' time to study, and that taking breaks and investing time in their hobbies and friends is important and valuable for them and their wellbeing. If possible, when your child is studying, bring them some snacks and a drink to help sustain them.

Encourage your child to prepare – either by themselves or with you – recipes from our Power to Perform recipe cards to ensure that they are eating brain-boosting foods. These recipes have been designed by an expert in the field to ensure that your child has brain-boosting foods and drink at their fingertips.

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.