

Prepare to Perform Update
What should you be doing now?



Issue 8 May 2019

“There is no passion to be found playing small - in settling for a life that is less than the one you are capable of living.”



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

May Message from Mr Hastings

Almost there... we are now in our final weeks on our full timetables. As always every lesson and ESP counts and I am pleased to report that on the whole students are doing everything they can to benefit from the additional support on offer. As expected the Easter Revision sessions were incredibly well attended; past results have proven the benefits of these additional holiday sessions and I am pleased to say that May half term will also provide extra support in certain subjects. It is an incredibly busy time and Year 11 are continuing to work well and embrace the challenges and pressures they face on a daily basis. No doubt the countdown will be on for some and I am sure students will experience mixed emotions on shirt signing day on Friday 10th May before starting their revision timetables. It is important that students realise that this is not the end, but in fact the beginning of what they set out to do. Their exams start on Monday 13th May and they are expected to also attend scheduled seminars and ESP's throughout the exam period. As always, the support and guidance from the school will be ever-present during the exam period and it may sound bizarre but I am genuinely excited for the students at this tough time for them. Providing the work and effort are there in abundance this is their opportunity to show-off and prove just how amazing we all know them to be. It will be a tough period for them, but will fly-by no doubt and before we know it they will be enjoying a well-earned summer rest.

I have included some important dates below for your information. More information will come out via email and please check the school calendar should you require any further information. Can I also take this opportunity to offer my sincere thanks for your continued support, not just now, but for the last 5 years, it has been an incredible journey and I look forward to seeing the happy faces on results day in August.

Key Dates :

- Friday 3rd May Moirai KingBall (Sports hall)
- *Shirt signing - Friday 10th May - Period 5 (Sports hall) (Invite Only)*
- *May Half Term Revision - Tuesday 28th May - Friday 31st May*
- *Leavers Assembly - Monday 17th June 11:30am (Invite Only)*
- *Book Return Day and Prom ticket, Yearbook, and Hoody collection - Thursday 20th June - Period 5 11A1/A2/B1/B2 - 2pm) (11D1,D2,J1,J2 - 2.20pm) (11P1,P2,S1,S2 -2.40pm) students will only be able to collect Prom tickets/hoodies and Yearbooks once they have returned all outstanding items and paid any owed money.*
- *GCSE Contingency Day - Wednesday 26th June - see the letter on the school website*
- *Prom - Friday 5th July*

Revision Strategies

Don't break the chain

This revision method is a great way to work towards the goal of exam success this summer..

But just like hitting a plateau at the gym, we sometimes lose the steam with revision that once powered a well motivated start. We take one day off, which turns into two days off; eventually, we find ourselves opening up our notes only to realise it hasn't been touched in weeks – or more.

*Let's say they do revise most of the time, but they take one or two days off each week for any number of reasons. That's still a lot of revision. But consider this: at the end of the year, that's roughly 10 weeks, or 2.5 months' worth of days that they **didn't revise anything**.*

*That's where **Jerry Seinfeld's** productivity tip "**Don't Break the Chain**" comes in.*

Years ago, when software developer Brad Isaac was performing stand-up at open mic nights, he received his best advice ever from the already-famous comedian.

Seinfeld explained his method for success: each January, he hangs a large year-at-a-glance calendar on his wall and, for every day he wrote new material, he had the exquisite pleasure that can only come from drawing a big red "X" over that day.

Drawing those Xs got to be pretty fun and rewarding, so he kept doing it. Eventually, he began to create a chain of red Xs.

*The idea is to **never break that chain**.*

Not only does this approach program the body and mind to sit down and revise daily – it also motivates you to continue that beautiful string of big, red Xs. If you don't write one day, you don't get to draw the X.

It doesn't particularly matter what they revise but ensure each subject is covered albeit at different depths and times daily until the last exam in that subject.



Revisit – a strategy for revision



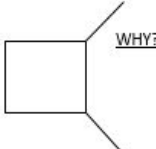


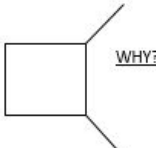


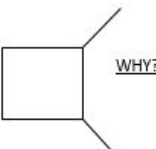


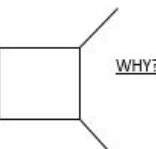


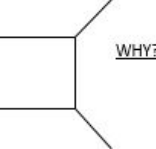
This newsletter contains templates we have produced to embed the use of them in the Revisit Strategy.

Mix up their revision! Print and try these

Revisit Strategy

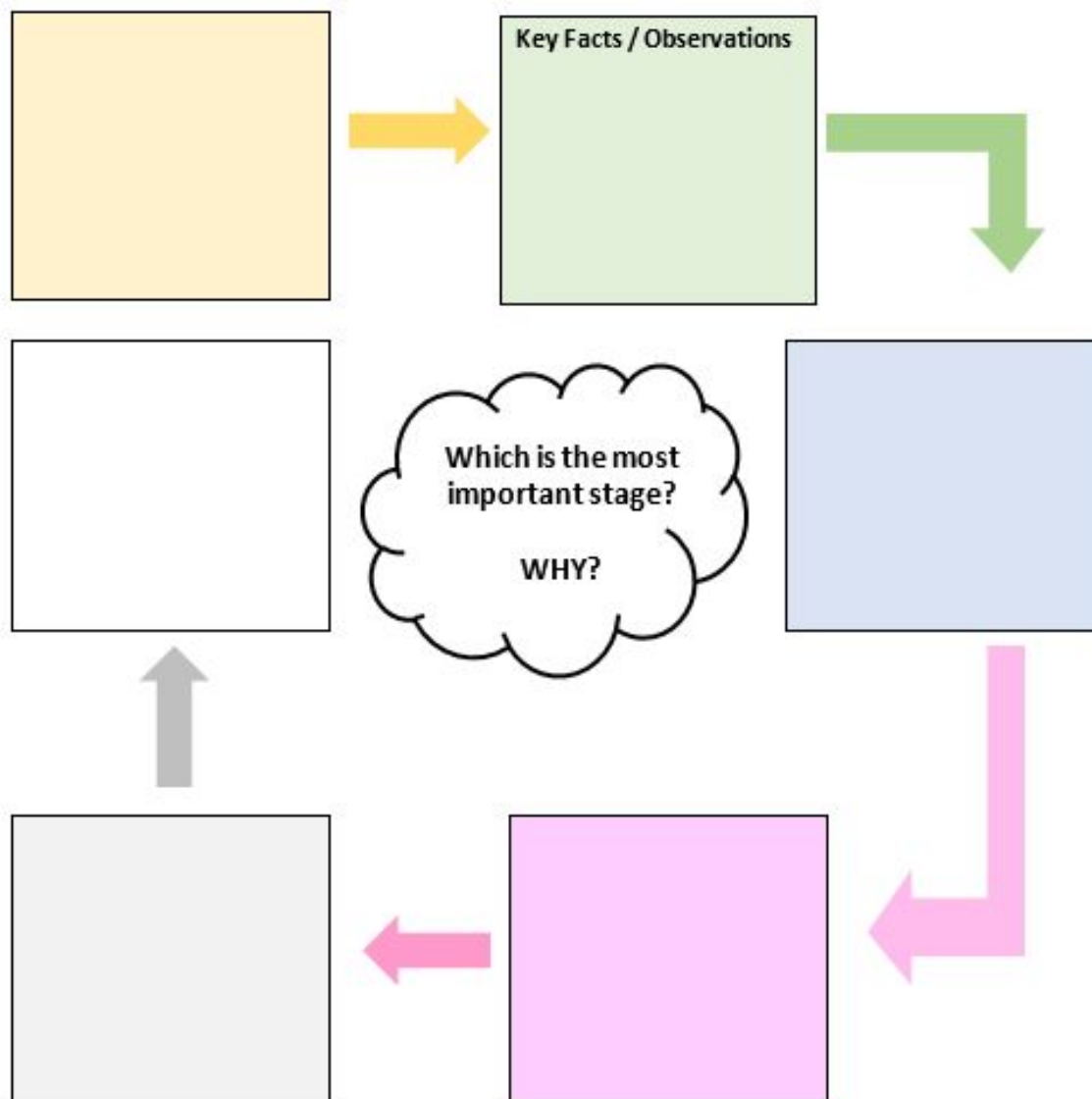
Prioritise - Significance and Importance

Name of Topic:

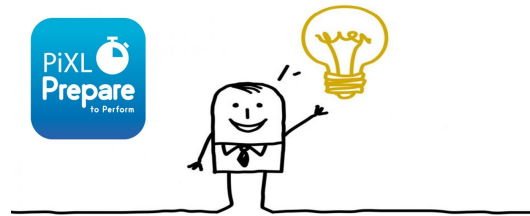
Notes:	Key Facts, Dates, Words,	Number of Priority:
1. 		
2. 		
3. 		
4. 		
5. 		

Revisit: Process and Categorise

Steps and stages explained



Staying calm, feeling good, being effective



This month's **TOP TIP 8**; help your child control different aspects of their life to help them perform better when it comes to exam time this summer.

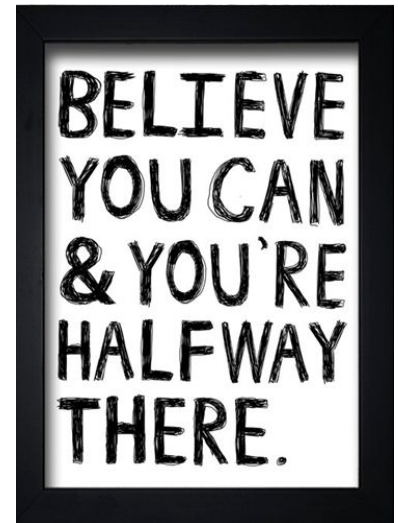
8. Staying Cool & Calm

- Set a good example by staying calm yourself
- Create a relaxing environment for your child
- Help them plan out coping strategies to deal with their stress
- Give them positive distractions away from studying
- Help them understand their stress & to focus on controlling the controllables
- Promote a balance of their academic studies & other activities during the week



Belief

- Give them positive reinforcement
- Boost their confidence daily
- Celebrate any successes and reward them e.g. if they have achieved their mini-goals
- Try not to set your expectations too high
- Show them how proud of them you are
- Highlight things to make them feel good
- Give them the belief in themselves to help them achieve



Be Supportive

- Be a good listener
- Be approachable
- Encourage them to take breaks in between revision
- Show some understanding of what they are going through
- Help them deal with their emotions & feelings
- Offer caring advice
- Just be there for them!





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

EDIBLE PLANT POTS

150g cottage cheese
50g wholemeal croutons, buy them and blitz them to a powder in the food processor
your choice of vegetables; carrots, cucumber, things you can eat raw or lightly cooked.

METHOD:

Layer the cottage cheese into a glass, mug or even a clean plant pot, top with the crumb to make the 'soil'. Push in the veggies to make it look like a garden, simple! Pretty to look at and tasty to eat, plus it'll give you a boost!



SOFT BOILED EGGS AND MARMITE SOLDIERS

2 eggs
2 slices toasted wholemeal bread
Marmite



METHOD:

Heat a saucepan of salted water until it boils, add the eggs and set a timer for 6 minutes. Take your warm toast, spread with butter and Marmite and slice into 'soldiers'. Take the tops off the eggs and get dipping!

CINNAMON BAKED PLUMS AND APPLES, OAT CRUMBLE, CRÈME FRAICHE

2 ripe plums, stone removed and quartered
2 red eating apples, cored and 1cm diced
45g caster sugar
100ml water
75g porridge oats
15g butter, melted
¼ teaspoon vanilla extract
80ml crème fraiche



METHOD:

Preheat the oven to 180°C. Boil the water and sugar until half of the water has gone, add the plums and apples, remove from the heat and leave for 5 minutes. Mix the melted butter and the oats. Put the apple and plum mix into an ovenproof dish and top with the oats. Bake for 15 minutes. Stir the vanilla extract into the crème fraiche. Spoon the crème fraiche on top of the crumble and get stuck in!

PEANUT BUTTER AND BANANA WHOLEMEAL TOASTIE

Toast 3 slices of wholemeal bread and make a triple decker, layering crunchy peanut butter with thinly sliced bananas.



HONEY, FRUIT AND NUT GRANOLA BARS

Pre-heat the oven to 160°C.
100g butter, melted
200g porridge oats
200g mixed nuts and seeds, buy them already done to save time and money
100g bag mixed dried fruit, cranberries, golden raisins etc.
85ml runny honey



METHOD:

Mix everything in a large bowl, pour the mix into a baking paper lined baking tray and bake for 30 minutes, allow to cool before slicing.

COCONUT CHIA POT AND FRUIT COMPOTE

30g chia seeds
100ml coconut milk
Your favourite selection of berries, lightly dusted with caster sugar and left for about an hour to macerate (they will create their own syrup).
Toasted coconut shavings



METHOD:

Soak the chia seeds in the coconut milk for about 20 minutes. Arrange the fruit on a plate or top the chia seeds with them and finally top with the toasted coconut.



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

TRY SOME OF THESE DELICIOUS AND REALLY EASY TO MAKE SNACKS TO TAKE A BREAK AND BOOST YOUR BRAIN POWER....

Apps for Revising 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 PiXL 2 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. The PiXL Maths App updated in early April when we received the PiXL Maths Exam results. 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



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/mDYgpN>



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 www.gcser.e.vision/p/calendar.html and also on the school website calendar and also have been emailed to you

May Half Term Revision: See email from the school with individual timetables

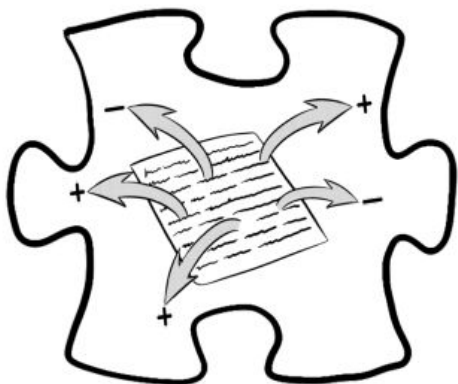
Has your son or daughter won one of these Moirai Recommendation for outstanding work or effort? They are limited to only 276 available and feed into the last House competition Year 11 will be able to take part in.



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,

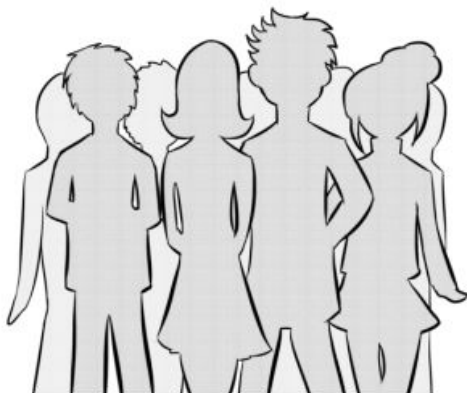
move onto next ones and come to the end of a term or year. Revision shouldn't be revising all the knowledge from the entire year; we should aim to revisit learning frequently to embed it into our long-term memories and then revise the higher skills using this knowledge as we go further into the course.

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.

Aspirations

Information for parents and carers

Did you know?



Aspirations reflect teenagers' hopes or desires to reach a particular level of education or reach a career. Studies shows that students with either high aspirations or high expectations have higher school achievement than those with both low aspirations and low expectations.

Research suggests that there is a correlation between teenage goals, aspirations and psychological wellbeing. Raising aspirations is also believed to incentivise improved attainment.

Further studies have shown that parents believe their child will find it harder to achieve their life goals than they did because there is more competition for job roles than they faced when they started their careers. According to research from the Education Endowment Foundation, most young people actually have high aspirations.

What can you do?

Three
Key
Points



Talk to your child about their career, education or life aspirations. Be positive about what their hopes and dreams are and encourage them to start to be proactive in achieving them.

Try to raise your child's aspirations by highlighting new opportunities. Develop their self-esteem, motivation and expose them to role models to look up to. Inspire your child to be excited about their future and motivate them to pursue their dreams.

Young people who take part in family time or activities with their parents are more likely to continue these, achieve in education and seek out career opportunities. Arrange to do things with your child such as theatre trips, cultural activities, concerts, museums, hobbies or exercising.

Work experience to prepare for their future?

Information for parents and carers

Did you know?



Employers are really keen on work experience and what it gives young people such as the confidence and skills to succeed in a workplace and become 'workplace-ready'. Work experience stands young people in good stead for their future employability. A prospective employer will always look favourably on the effort taken by those who have done work experience, which empowers new talent and gives them an edge to push for the most sought-after graduate positions.

A recent survey (UCAS) showed two thirds of employers look for graduates with relevant work experience because it helps them prepare for work and develop general business awareness.

As well as the many benefits that work experience provides, such as giving young people skills, fostering teamwork, developing communication and providing commercial awareness, experience allows them to stand out to potential employers and helps them choose the right sector to work in.



What can you do?

Work experience isn't just about 'workplace' settings but is a lot broader. All kinds of activities can help your child gain experience, so do encourage them to do an apprenticeship, volunteer, fundraise, complete the Duke of Edinburgh award, take on a part-time job or be an entrepreneur. Help your child apply for placements and get them to start building a CV.

Encourage your child to differentiate themselves and to make themselves more employable. Help them to find work experience placements or new opportunities to try out - which will impress employers and improve their personal development. Try looking on websites with your child, such as targetcareers.co.uk and gothinkbig.co.uk/opportunities. Suggest to your child

that they could also speak to a careers advisor through school to help them find the right experience for them.

Help your child understand what they are passionate about and the different job roles they would like to experience. Start by looking at local companies, charities or by contacting family friends to see if they can help out. Watch this video with your child to help inspire them to find the right experience for them:

https://www.youtube.com/watch?time_continue=102&v=o2F4bZX2yUg