



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

Issue 8 May 2024

“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.” Nelson Mandela



Welcome to issue eight of the Prepare to Perform Newsletter supporting Year 11 students

**GCSE Exam Booklet 2024**

**GCSE Exam Timetable 2024**

## **May Message from Mrs Fearon**

*We are now into the final week on full timetables as on Thursday students switch to their seminar programmes (as shown on insight). As always, every lesson and moment 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 that they face. I hope that Year 11 enjoyed the final assembly and shirt signing on Tuesday 7th May.*

*It is important that students realise that this is not the end, but in fact the beginning of what they set out to do. For the majority of the year group the exams start on Friday 10th May with the expectation of attending 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 I am genuinely excited for the students at this time for them. This is their opportunity to demonstrate just how amazing we all know them to be and reap the rewards of the past 5 years of learning. It will no doubt fly-by and before we know it they will be enjoying a well-earned summer rest.*

*I have included some important dates below for your diaries. More information will come out via email, and in paper form via tutors but please check the school calendar should you require any further information. Finally, I would also like to take this opportunity to offer my sincere thanks for your continued support, not just now, but for the last few years. These students have experienced an unprecedented school journey but have faced the highs and the lows with smiles on their faces and a 'can-do' attitude. The resilience and determination learned in the past 5 years will stand them in good stead moving forward. I look forward to seeing their happy faces on results day in August.*

### **Key Dates :**

- *Final Assembly - 7th May P4*
- *Shirt signing - 7th May P5*
- *Exam / Seminar Timetable begins 9th May*
- *Prom - Friday 5th July*

*Good  
Luck!*  


# 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



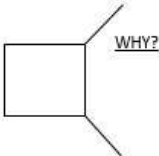

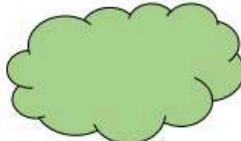
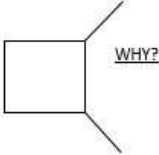
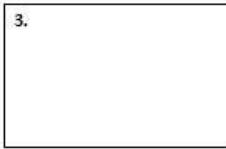
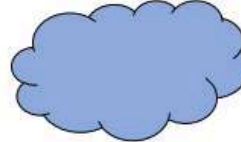
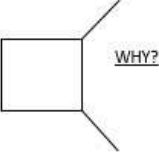


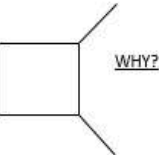

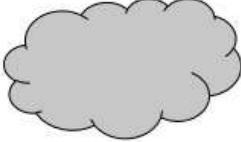
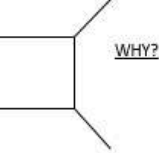
This newsletter contains templates we have produced to embed the use of them in the Revisit Strategy.

**Mix up their revision! Print and try these**

## Revisit Strategy

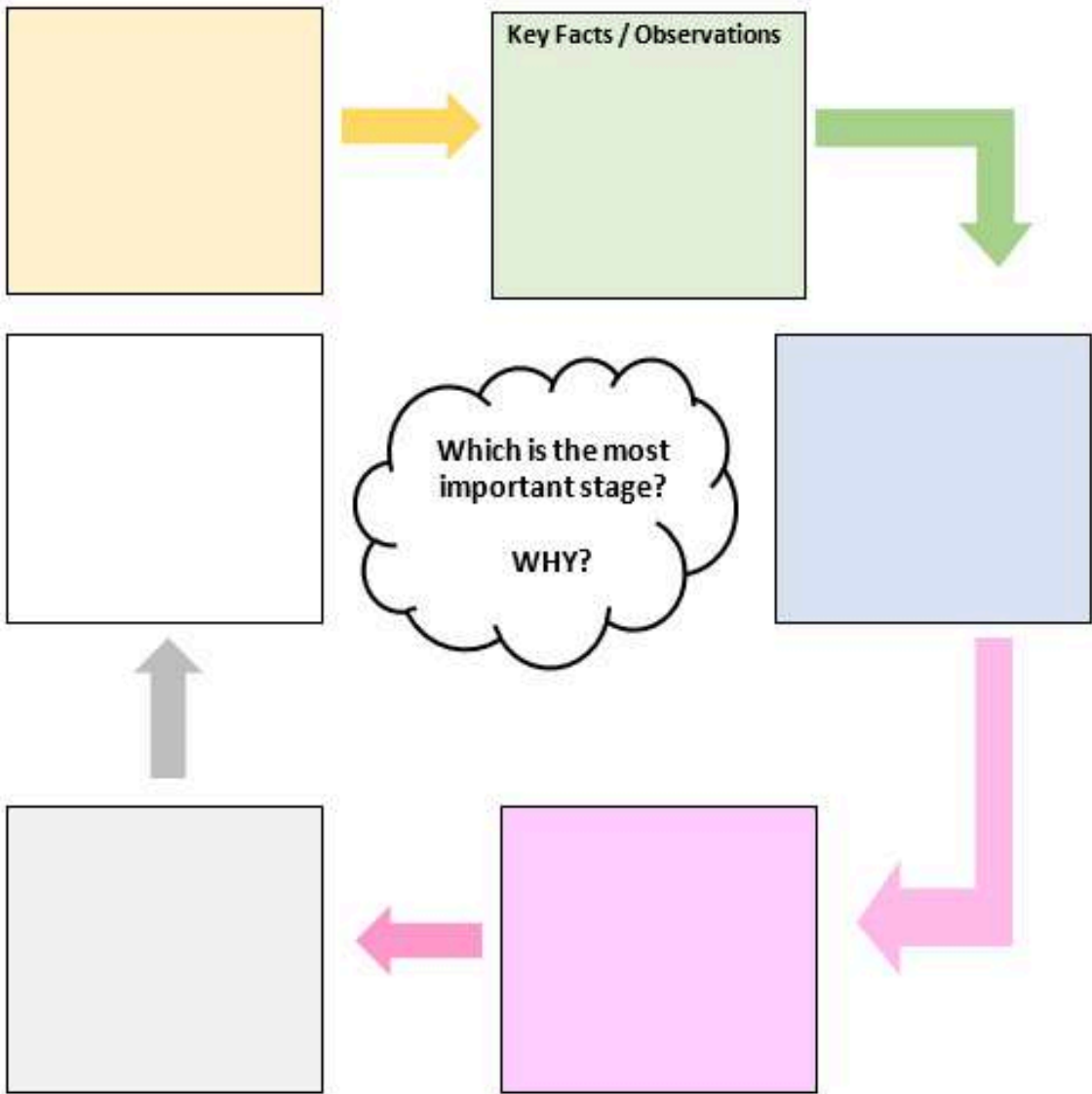
### Prioritise - Significance and Importance

Name of Topic:

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

**Revisit: Process and Categorise**

**Steps and stages explained**



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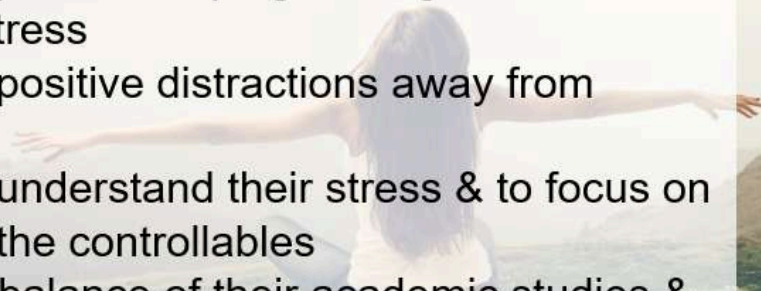
## Staying calm, feeling good, being effective



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....

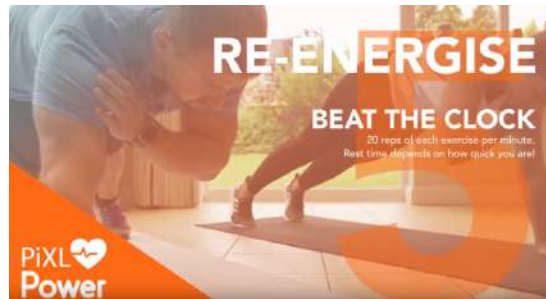




**Well Being Endurance Power to Perform Fitness Video:**

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

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



## Moirai Challenge

The Moirai Challenge is a House competition for Year 11 students. The tutor groups in each house work together to achieve the most Moirai and, therefore, the most points between Tuesday, February 7th, and Thursday, May 4th. The Moirai awards are worth ten points (more than two golds).

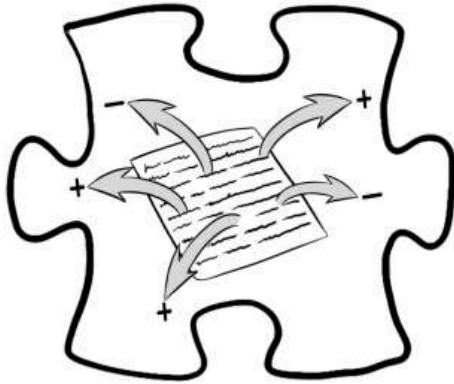
Moirai Recommendations are given to students who are demonstrating something special e.g. exceptional performance or effort in a piece of work/assessment or sustained excellence over a number of lessons.

Congratulations to Jubilee who won this years competition and enjoyed a Dominos lunch

# 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,

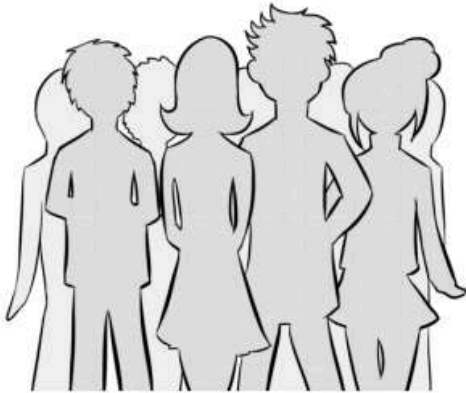
move onto next ones and come to the end of a term or year. Revision shouldn't be revising all the knowledge from the entire year; we should aim to revisit learning frequently to embed it into our long-term memories and then revise the higher skills using this knowledge as we go further into the course.

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?



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

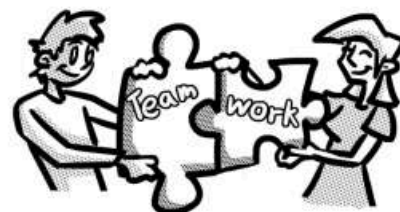
## Did you know?



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](http://targetcareers.co.uk) and [gothinkbig.co.uk/opportunities](http://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](https://www.youtube.com/watch?time_continue=102&v=o2F4bZX2yUg)



**Key Dates :** Leavers Assembly & Shirt signing - Tuesday 7th May P4 & 5

Seminar timetables from Thursday 9th May

Half Term Revision: 28th - 31st May 2024

**(Individual Revision Timetables will be emailed to parents)**

**[GCSE EXAM Timetable 2024, including the contingency day](#)**

#### **CONTINGENCY DAYS**

**Thursday 6th June 2024**

**Thursday 13th June 2024**

**Wednesday 26th June 2024**

**(All students should be available if needed)**

**GCSE Results Day Thursday 22nd August 2024 (10am)**



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

# 10 Top Tips for Parents and Educators MANAGING EXAM STRESS

At some point in their education, children are almost certain to encounter exam stress, which can cast a shadow over their mental, emotional and physical wellbeing. Mental health charity YoungMinds estimate that a staggering 87% of pupils suffer from exam stress – highlighting the urgent need to minimise its impact on children's health and happiness.

## 1 PRACTISE WORKLOAD WISDOM

The build up to exam season is such a busy and pressurised time in a child's education that it can be difficult for youngsters to avoid feeling overwhelmed. Encourage them to consider whether their current workload is realistic and allows them sufficient time to relax and recharge. Work with them in crafting a revision timetable that's manageable and includes breaks and occasional days off.

## 2 ADVISE CLEARING THE CLUTTER

A disorganised work environment is proven to negatively affect our ability to focus, as well as our emotional state. Encourage children to keep their desk, notes and revision materials tidy – creating a dedicated, well-kept study space to promote maximum focus. Foster their creativity by suggesting they incorporate vibrant colours, mind maps and even quirky drawings into their revision notes.

## 3 MASTER THE MATERIALS TOGETHER

Revision seems far harder when a child is uncertain where to begin or what sources to consult. Support them in confirming revision materials with their various teachers – emphasising the importance of gathering a range of resources to get a more comprehensive understanding of the subject. Feeling more prepared should nurture the child's confidence and help to dispel some of their anxiety.

## 4 RECOMMEND CREATIVE NOTE-TAKING

Writing out notes in full – rather than simply bullet pointing – can be a strong start to a child's revision. Reinforce this idea, encouraging the use of flashcards (featuring shorter versions of previously taken notes) for effective repetition and memorisation. Discuss the power of regularly reviewing notes to help them stay in the child's memory.

## 5 USE VISUAL AIDS AND MNEMONICS

Encourage the use of visual aids like videos and sticky notes to enhance learning. Some children find these resources far more useful than simply reading their notes as written. Explore creating mnemonics for a fun and effective study approach – and it's also worth noting that the strategic use of colours is a proven means of triggering recall during exams.

## 6 GATHER A 'TECH TOOLKIT'

Technology can be a huge advantage in exam prep. Educational YouTube channels and revision websites like BBC Bitesize can be immensely powerful resources for helping children to expand and retain their knowledge. You could also recommend the use of flashcard apps and educational podcasts for revision and reminders when young people are on the go.

## 7 KEEP IT FUN

Revision tends to go far more smoothly if children are having fun in the process. Injecting some humour into their notes, for instance, can make details more memorable – as can relating information to their real-life experiences. Try to encourage a variety of study methods, such as incorporating physical activity (even simply taking a walk) into their revision routine.

## 8 SUGGEST ACTIVE REVISION STRATEGIES

Make sure children are aware of different study techniques. You could emphasise the effectiveness of spaced repetition by reviewing material regularly over time to reinforce learning and improve retention. Discuss the benefits of active recall methods – such as self-testing or explaining a concept aloud – in identifying where their strengths and weaknesses lie.

## 9 ENCOURAGE A POSITIVE MINDSET

It can be easy for children's thoughts to fall into a downward spiral when they're stressed about exams. Try to foster a growth mindset by emphasising the importance of giving it their all rather than aiming for complete perfection. Positive self-talk and the use of affirmations can build confidence and reduce anxiety, while visualising success and setting realistic goals can help them stay motivated and focused.

## 10 HELP THEM TO SEIZE THE DAY

There are lots of things children can do on the day of their exam to reduce stress and increase their focus. Talk them through some helpful exam-day strategies – such as arriving early, reading the instructions and the questions carefully, and pacing themselves during the test. Suggest some relaxation techniques, such as deep breathing or visualisation, to help them manage any nerves before and during the exam.