



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

Issue 2 November 2019

“Good, better, best. Never let it rest. 'Til your good is better and your better is best.” St. Jerome



*Welcome to the second issue of 'prepare to perform'. Students have made a fantastic start to the year and now have an opportunity to prove themselves in these practice exams. We have the first Year 11 parents evening on the 16th October where students will be able to build on the feedback provided as we look to the practice exams which are now nearly upon us. For many these will be the last time they are in a formal exam setting, in the hall or sports hall, until their real exams start in May. It's an important opportunity not just to practice exams but to practice routines, revision, keeping a healthy balance and independent study. Students will be receiving results on a 'practice results day' just before the Christmas holidays, at which point we can focus on the areas of improvement as we head into 2020. Thanks as always for your continued support and please remember that if you have any questions you can get in touch with your child's tutor and/or subject teachers via the insight app.*

*Mr Bateman 'Attitude will determine your altitude'*

## Mix up their revision before the Practice Exams. Try these!

### A Different Form?

- Ask them to think about the information their teacher has given them to learn.
- Can they present it in a different way? E.g. flowchart, table, image etc.
- They have 8 minutes to transform it into a different form.



### Just a Minute

- With their friends prepare a speech on a topic given to them by their teacher or each other
- They have to speak about the topic for one minute without hesitation, repetition or deviation.
- The person who speaks for the longest time wins!

### 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 [www.gcser.e.vision/p/calendar.html](http://www.gcser.e.vision/p/calendar.html) and also on the school website calendar they are also emailed to all students and parents



**Key Dates :** Year 11 Parents Evening 1 Wed 16th Oct

Year 11 Parents Evening 2 Wed 11th Mar

Easter Revision: Monday 6th — Thur 9th April

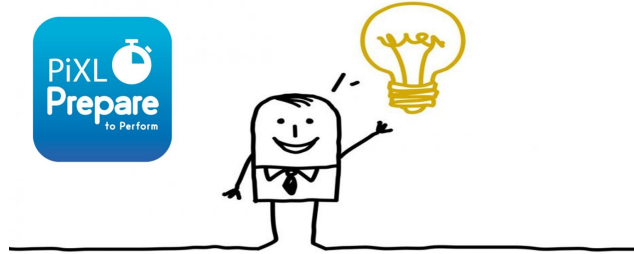
May Half Term Revision: Tues 26th - 29th May



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

**How did you get on with last months exercise?**

**This months Wildern fitness challenge** <https://goo.gl/WHx11w>



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

# Staying calm, feeling good, being effective

A toolkit to help your child control different aspects of their life to help them perform better when it comes to exam time. Every month we will share another top tip. Here is Tip 2; goal setting which links to the work we did in the Year 11 seminar days

## 2. Goal Setting



- **Encourage** them to keep their goals planner visible – e.g. printed and displayed on their bedroom wall
- **Help focus** them and talk to them about their goals regularly
- Give **positive reinforcement**
- **Connect** with them about **‘why’** and **‘what’** they want to achieve



*At the recent Year 11 tutor seminar morning, 1 in 5 students couldn't tell us what their goals were short and long term. If your son/daughter requires further careers advice it is available upon request.*



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

## FLORENTINE PIZZA

**FLORENTINE PIZZA; SPINACH, TOMATO, MOZZARELLA, BAKED EGG. THIS IS MY VERSION OF THE CLASSIC PIZZA, I AM SAYING THIS NOW SO THE 'PIZZA PURISTS' DON'T TELL ME OFF!**

### YOU WILL NEED:

6 eggs  
1 bag baby spinach, washed and dried as well as possible  
Mozzarella balls, for tearing

### THIS RECIPE MAKES ABOUT 3 GOOD SIZED PIZZA BASES:

500g flour (plain works but bread flour is better)  
300ml water at blood temperature (shouldn't be hotter or colder than your finger)  
10g fresh yeast or 5g dried yeast  
10g salt  
2 tablespoons of olive oil  
For the tomato sauce; this keeps well in the fridge for at least a week!  
500ml sieved tomatoes or passata  
A good pinch of dried oregano  
A bunch of fresh basil, leaves removed and stalks chopped  
1 clove garlic, peeled and sliced as thinly as you can  
Salt and pepper  
A splash of vegetable oil

### METHOD:

Warm the oil in a saucepan, so that it gently sizzles, for 3 to 4 minutes. Pour in the sieved tomatoes, oregano and chopped basil stalks. Increase the heat and reduce the tomato sauce by half, it should be nice and thick. Taste, then add salt and pepper. Remove from the heat and chill until needed for your pizza base. Find the right bowl to make your dough in, or use an electric mixer bowl. It needs to be big enough to incorporate all the ingredients. Combine the yeast with the warm water in the bowl, let the yeast dissolve. To this add 50g of plain flour. Set the bowl aside in a warm place. After 20 to 30 minutes the yeast should have formed a sponge. Add flour, salt and olive oil to the

You can now place the mixture in the bowl of a food processor fitted with a dough hook. Alternatively roll up your sleeves and knead it by hand for 10 to 15 minutes on a lightly oiled work surface. Lightly grease the bowl with olive oil and return the dough to it. Cover with a damp tea towel and allow the dough to rise for 2 hours. Knock the dough back and allow to rise for a further half hour. Divide the dough into 2, 3 or 4 individual balls depending on how many pizzas you wish to make. Roll the pizza out, or if you're feeling brave, give hand stretching a go on a floured work surface to a thickness of 3 or 4 mm. Transfer to a baking tray and top with tomato sauce, spinach, mozzarella. Then, just as you push the shelf into the oven, crack a couple of eggs on top. Bake for 12 minutes or until your eggs are cooked the way you like, I like mine runny to dip my pizza crusts in.

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

Full of great brain food and helps concentration levels, keeps moods under control, feel fuller for longer.

**The best time to eat this dish:** A treat meal after an exam when you still have revision to complete.

**Reason:** Eggs are brilliant for keeping you fuller for longer and maintaining your energy levels. They are a great brain food and when coupled with spinach and tomatoes it is jam packed with anti-oxidants and an array of vitamins and minerals. This recipe will restore your energy and provide you with Omega 3s to support your brain function.



Please send photos of your Florentine Pizzas to our school twitter  
[@wildernschool](https://twitter.com/wildernschool) or Instagram [wildern\\_school](https://www.instagram.com/wildern_school)

**Exam Guidance for Students and Parents Summer Season 2020 [click here](#)**



## Attendance

A number of students have had a bespoke assembly focussing on attendance and the impact poor attendance had on GCSE grades for Year 11 students last year. On average, students who had an attendance of less than 90%, achieve 2 grades lower in every subject in the summer GCSE results in 2019 at Wildern those who attended for over 96% of the time. Missing lessons means missing learning opportunities, valuable feedback from teachers as well as spending time catching up which can be challenging.

As we move into the winter months, it is crucial for students to look after themselves to promote good health. This includes eating well, getting regular exercise and adopting good hygiene and sleeping habits. See the recipe on page 4 for some healthy eating ideas.

## PiXL Apps for Learning

At Wildern we are working with PiXL - Partners in Excellence. PiXL is an organisation that works with schools to develop new approaches to engage students in their learning.

We have purchased PiXL Apps to support students with their studies. These Apps are being shown to and launched to students throughout October.

Each student has a login and once logged in they can access the Apps for Mathematics, English Literature, History and Geography.



**Have these been downloaded by your child? Are they being used? Click on the circles to see more**

## Hobbies & Opportunities

### Information for parents and carers

# Did you know?



A hobby can make a teenager feel happier in a variety of ways. Hobbies allow them to learn new skills, meet new people and discover new passions. It can enrich your child's life and increase physical and social interactions. Hobbies can also prevent teenagers from feeling bored or keep them entertained.

Research indicates that most children try five hobbies before they find what they like. Studies also show that children who engage with hobbies are more sociable, don't get bored as easily and it supports them to have good mental health.

Teenagers need free time to explore their own interests, unwind, build relationships and have fun. Research shows that young people thrive on connections they develop, which demonstrates how valuable hobbies are.

## What can you do?



There are many different hobbies for your child to choose from, including sports, music, arts, building, computers, reading, photography, pet care and more. Encourage your child to take part in individual or group hobbies to enrich their lives and explore their interests.

Talk to your child about what they are interested in and what hobbies they would like to try. Carry out some research in your local area and community to see what they could get involved in. You could also take part in a new hobby together or they could get some friends involved too.

Explain to your child the importance of hobbies to help them be proactive and to take action. Reinforce the

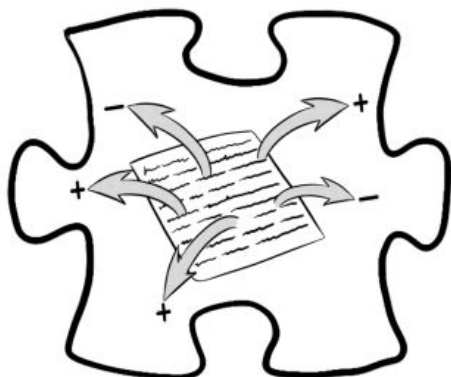
importance of hobbies, such as to build confidence, learn new skills, help to choose a career, meet new people, disconnect from technology and discover new interests.



# 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.

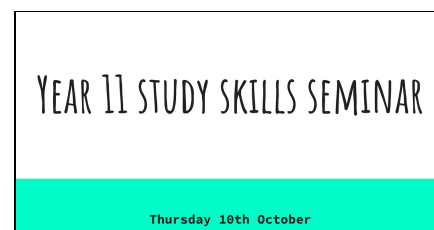
Encourage revisiting of topics frequently, using a home-learning schedule. Discuss with your child the need to revisit learning as they progress through units,

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.

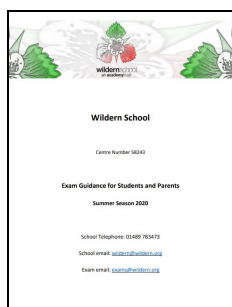
Encourage your child to find ways to address 'red' areas and weaknesses. This doesn't necessarily need to be seeking a teacher's help, it might be reading about it in a textbook, online or practising a particular skill. They may wish to use some of the resources PiXL have created as part of our Independence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

TOPIC LISTS FOR YEAR 11 PRACTICE EXAMS [CLICK HERE](#)

ON THURSDAY 10TH OCTOBER EVERY STUDENT IN YEAR 11 COMPLETED A WORKSHOP WHICH SHARED THE IMPORTANCE OF WRITING AND STICKING TO, A REVISION TIMETABLE. EFFECTIVE REVISION STRATEGIES WERE ALSO SHARED.



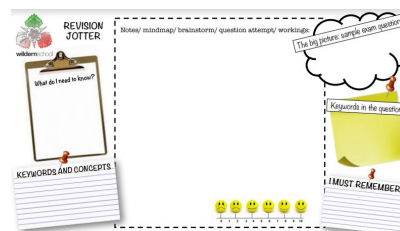
FOR MORE INFORMATION [CLICK HERE](#).



EXAM GUIDANCE FOR STUDENTS AND PARENTS SUMMER SEASON 2020 [CLICK HERE](#)

YR11 PRACTICE EXAM TIMETABLE 4TH/15TH NOV [CLICK HERE](#)

YEAR 11 REVISION JOTTER [CLICK HERE](#)



YEAR 11 BLANK REVISION TIMETABLE EXAM WEEKS

VERSION 1 [CLICK HERE](#) AND VERSION 2 [CLICK HERE](#)