



Prepare to Perform Update What should you be doing now?

Issue 3 November 2019

“Don’t say you don’t have enough time. You have exactly the same amount of hours per day that were given to... Michelangelo, Mother Teresa, Leonardo Di Vinci... and Albert Einstein.” – H. Jackson Brown Jr.



Welcome to the third issue of ‘prepare to perform’. Students have continued their fantastic start to the year and now have an opportunity to prove themselves in these practice exams. 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 teacher..

Mr Bateman ‘Attitude will determine your altitude’

Mix up their revision during 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 and also on the school website calendar INSIGHT App and they are also emailed to all students and parents



Key Dates : 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>



Boost Brain Power with this easy to make snack
(Every little helps during the Practice Exams)

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.

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:

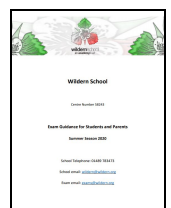
Warm the oil in a saucepan, so that it gently sizzles, for 3 to 4 minutes. Pour in the sieved tomatoes, oregano and chopped basil stalks. Increase the heat and reduce the tomato sauce by half, it should be nice and thick. Taste, then add salt and pepper. Remove from the heat and chill until needed for 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.



Please send photos of your Florentine Pizzas to our school twitter @wildernschool or Instagram wildern_school

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



Attendance

On average, students from last year Year 11 who had an attendance of less than 90%, achieve 2 grades lower in every subject in the summer GCSE results at Wildern when compared to 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.

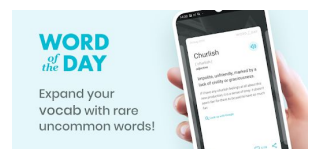


Have these been downloaded by your child? Are they being used? Click on the circles to see more

A Word A Day Widget

Also Download this app to learn some new vocabulary with your child:

A Word A Day Widget puts a new vocabulary word on your device's home screen every day. Android only, but for iOS, try Word of the Day Widget.



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

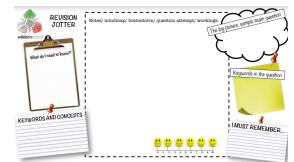
ON THURSDAY 10TH OCTOBER EVERY STUDENT IN YEAR 11 COMPLETED A WORKSHOP WHICH SHARED THE IMPORTANCE OF WRITING AND STICKING TO, A REVISION TIMETABLE. EFFECTIVE REVISION STRATEGIES WERE ALSO SHARED.



FOR MORE INFORMATION [CLICK HERE](#). IS YOUR SON OR DAUGHTER USING THIS OVER THE COMING TWO WEEKS?

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

YEAR 11 REVISION JOTTER [CLICK HERE](#) OR PRINT THE NEXT PAGE



YEAR 11 BLANK REVISION TIMETABLE EXAM WEEKS

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



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REVISION JOTTER

What do I need to know?

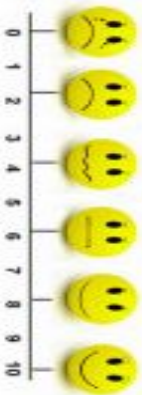
KEYWORDS AND CONCEPTS

Notes/ mindmap/ brainstorm/ question attempt/ workings:

The big picture: sample exam question

Keywords in the question

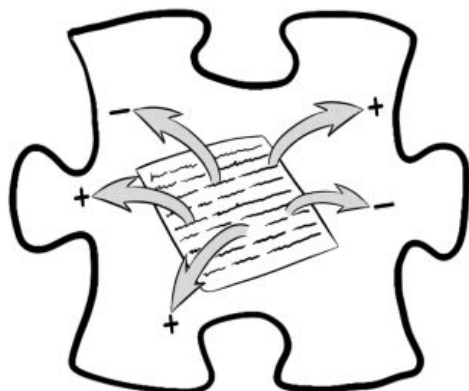
I MUST REMEMBER...



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.

HANDLING THE PRESSURE OF PRACTICE EXAMS

INFORMATION FOR PARENTS AND CARERS

Did you know?



Exam stress can be really challenging, not only for children but for those that live with them. Research shows that having someone to talk to about their work can help. Support from a parent, teacher or friend can help young people share their worries and keep things in perspective.

Survey research has identified that exams are a significant source of stress and worry for pupils in secondary school. In particular, failing important examinations, and the consequences of failing these examinations, are rated as more important than a range of other personal and social worries. (Optimus education)

The NHS highlight that Children and young people who experience stress may:

- worry a lot
- feel tense
- get lots of headaches and stomach pains
- not sleep well
- be irritable
- lose interest in food, or eat more than normal
- not enjoy activities they previously enjoyed
- seem negative and low in their mood
- seem hopeless about the future



What can you do?

Watch out for signs of stress and encourage your child to talk to a member of school staff or someone who they feel is supportive. If you feel your child isn't coping, it may also be helpful for you to talk to their teachers at school.

Encourage and support your child to build and maintain healthy habits before and during the exam period, such as eating a healthy balanced diet, staying hydrated, getting enough sleep, doing exercise, having time to relax and to socialise with friends.

Remind your child that feeling nervous and anxious is

normal. Support them to be organised, have a routine and build a revision timetable. Try not to add to their pressure by being flexible with them. Talk to them about how they feel, remind them of their goals in life and motivate them to stay focused. Staying calm will help them remain calm - and exams don't last forever.

