

# Year 10 Information Evening

October 2022



**ARDEN**  
*Excellence In Education*

# Overview

## **Miss Page - Deputy Headteacher**

- Results Overview
- Key dates for the next two years
- Key information about Key Stage 4

## **Mrs Collett - Assistant Headteacher**

- Revision advice
- How you can support your child with revision and exam preparation

## **Miss Berry - Director of Pastoral Care**

- Key ways in which the school supports all pupils

# Results Overview

## Year 11 Highlights

- ?? Progress 8 = +0.8
- ?? Our results keep getting better, against the national downward trend
- ?? Our PP students do as well as anyone else
- ?? Children with SEND performed better than everyone else
- ?? Almost half our GCSE grades were 7, 8 or 9
- ?? 3 students achieved 10 grade 9s
- ?? 6 students achieved 9 grade 9s

# Results Overview

## Year 13 Highlights

?? Average grade is B+

?? (Value added +0.27)

?? Almost half the grades were A or A\*

?? An amazing 80% are in their first choice of university.

?? 10 students achieved A\* A\* A\*

# Key Dates

Event	When
Year 10 Parents Consultation	End of November 2022
Three reports in year 10	October 2022, January, May 2023
Year 10 Mock Exams	End of March 2023 (just before Easter)
Two Year 11 Parents Consultations	October 2023, February 2024
Two reports	November 2023, January 2024
Mock Exams 1	December 2023
Mock Exams 2	Start of March 2024, after Feb half term
Structured in school revision	Starting mid April 2024
External Examinations	Start mid May 2024



No longer any adjustments in place due to COVID.

# What is my child studying?

## Core Curriculum

Hours per fortnight	Subject
7	English Language GCSE
	English Literature GCSE
7	Maths GCSE
7 (+5)	Combined Science GCSE (two grades) or Biology, Chemistry & Physics GCSEs (3 subjects)
2	Core PE (not examined)
2	PSHE (not examined)

## Option subjects

Five hours per fortnight for each of the five chosen option subjects.

# Homework

- ?? Schedule is in place, sometimes this is adjusted by the teacher to suit the needs of the class and the pace of learning.
- ?? Roughly two pieces a day, occasionally three.
- ?? Maximum duration of 40 mins each.
- ?? (Independent) revision is additional to this.

# LEARNING P.R.I.D.E

## EXPECTED LEARNING BEHAVIOURS



### Participation

Actively responding to work set  
Engaging in group work  
Showing active listening  
Coming equipped and ready to learn



### Respect

Showing good manners  
Being polite  
Focusing on the teacher  
Caring about the learning of others  
Showing excellent presentation in my work



### Independence

Problem Solving  
Working independently  
Ensuring home learning is high quality  
Regularly and effectively revising



### Determination *(dedication)*

Visibly progressing in books and assessment  
Showing resilience  
Working hard at every opportunity in every lesson  
Getting the best outcomes possible



### Energy

Sitting up and focusing on the teacher  
Starting work promptly  
Being punctual  
Being enthusiastic  
Show passion for my learning





### Standard Procedures for Lessons

- Sit down as soon as you are told to do so, immediately begin the **STARTER** task. This will usually be a **DO IT NOW** task.
- Always wear your blazer, unless you are given permission to remove it. If you take your blazer off, it must go on the back of your chair.
- Sit in the seating plan, or where your teacher instructs you to sit.
- No phones/tablets at KS3 or KS4, under **ANY** circumstances.
- The uniform standard should be maintained at all times in lessons.
- All use of IT systems and on-line learning platforms must be appropriate and lesson focused, they must not be used for social communication.
- Go to the toilet at break/lunch, not during lessons.
- Fill up your water bottle at break/lunch.
- If you are given permission to leave, you **MUST** have your planner signed and take it with you.

### BAGS


- Leave your bags outside when going into the canteen/assemblies.
- Put your bags under your desk during your lessons.

### Standards for Written Work

- You will keep your work neat and tidy all times, like your initial perfect page. Keep sheets organised, use glue: **NO DOODLING**.
- The date and any title must be written and underlined using a ruler.
- Errors are crossed out neatly with a single line.
- All sentences start with a capital letter and end in a full stop.
- Peer marking and self-assessment (green pen) means clear ✓ or ✗ and corrections/amendments.
- All written feedback should be responded to, when required.
- Any typed work must be presented following the teacher's instructions.

### COATS

- Take them **OFF** as you enter the classroom.
- **ONLY** blazers should be worn in the canteen. **NO COATS ARE TO BE WORN IN THE CANTEEN.**



### Around School:

- Always be polite and respectful, e.g.
  - Hold doors open for others.
  - Say please and thank you to each other and all adults.
- Use a calm voice, especially when inside the building and talking to adults.
- Walk calmly and purposefully when you are inside the buildings.
- Follow the one-way system.
- Toilets are not a social space.
- Respect your environment, e.g.
  - Put litter in a bin.
  - Do not graffit.

### Equipment List:



You will need to bring these **EVERYDAY** to school.

- Planner
- Pens: black/blue & green
- Pencil and eraser
- Glue stick
- 30 cm ruler
- Protractor
- Pair of compasses
- Calculator
- Colouring pencils
- Highlighter

### Optional Extras:

- 15cm ruler
- Colouring pens
- Set of highlighters
- Small hole punch
- Pair of safety scissors

### Uniform Expectations

- Natural looking hair colour.
- One silver/gold plain stud, with no gemstone, in each ear lobe.
- No other jewellery allowed.
- Minimum tie length of 7 stripes.
- Blazers **MUST** always be **WORN CORRECTLY**. Cardigans/jumpers are optional.
- Shirt or blouse **MUST** be tucked in.
- Shoes, not trainers. No trainers that are designed to look like shoes are allowed.
- KS3 - No makeup allowed.
- KS4 - Subtle, natural looking makeup is allowed. No fake lashes or bright colours.
- Skirts **MUST** be unrolled with a visible letter 'A'.
- No nail varnish, gels, or false nails are allowed.
- Tights or ankle socks with a skirt.

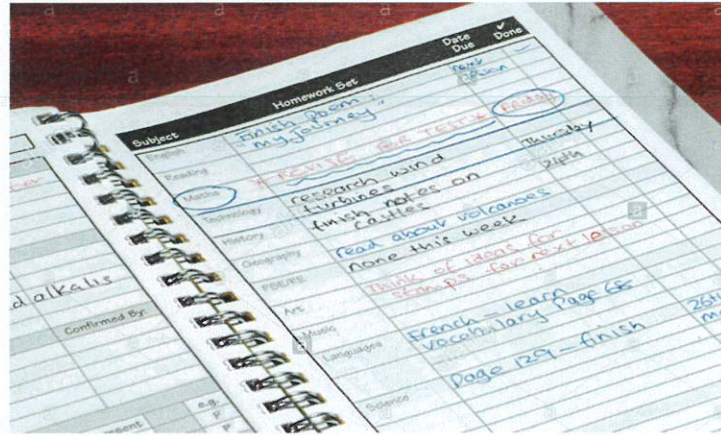
### CONSEQUENCES

### Standard Procedures During Lessons: 6th Formers

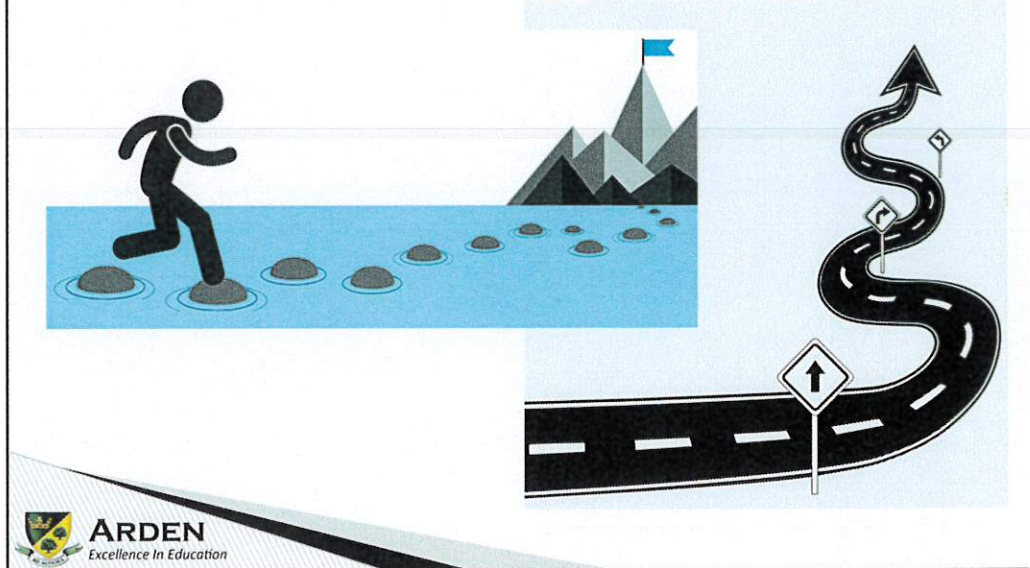
- Remove coats in classrooms.
- Sit down as soon as you are told to do so, immediately begin the **STARTER** task. This will usually be a **DO IT NOW** task.
- Sit in the seating plan, or where your teacher instructs you to sit.
- Make sure you have all of the equipment you need.
- You will keep your folders and books organised. You will use a day/topic folder. All folders must be organised with labelled dividers.
- In lessons, phones should not be visible unless they are being used with the permission of the teacher. Your phone may be confiscated if you use them for other reasons in a lesson.

# Final Key School Message...

## Deadlines



## Understanding the journey

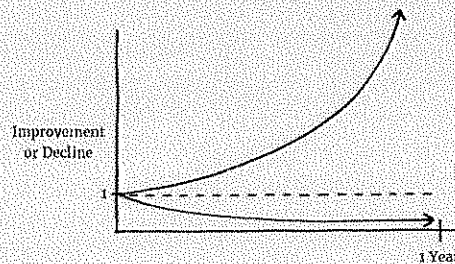


The journey to GCSEs is a long and steady one. It is important to take small steps towards the big goal now rather than have to take much bigger steps next year.

# Understanding the journey

## The Power of Tiny Gains

$$\begin{aligned} 1\% \text{ better every day} & \quad 1.01^{365} = 37.78 \\ 1\% \text{ worse every day} & \quad 0.99^{365} = 0.03 \end{aligned}$$



Marginal gains is the thinking behind the power of making small incremental changes and improvements over time which add up to long term and sustained improvements. It is the power of marginal gains which is why we are talking about revision now.

## **What is the purpose of revision?**

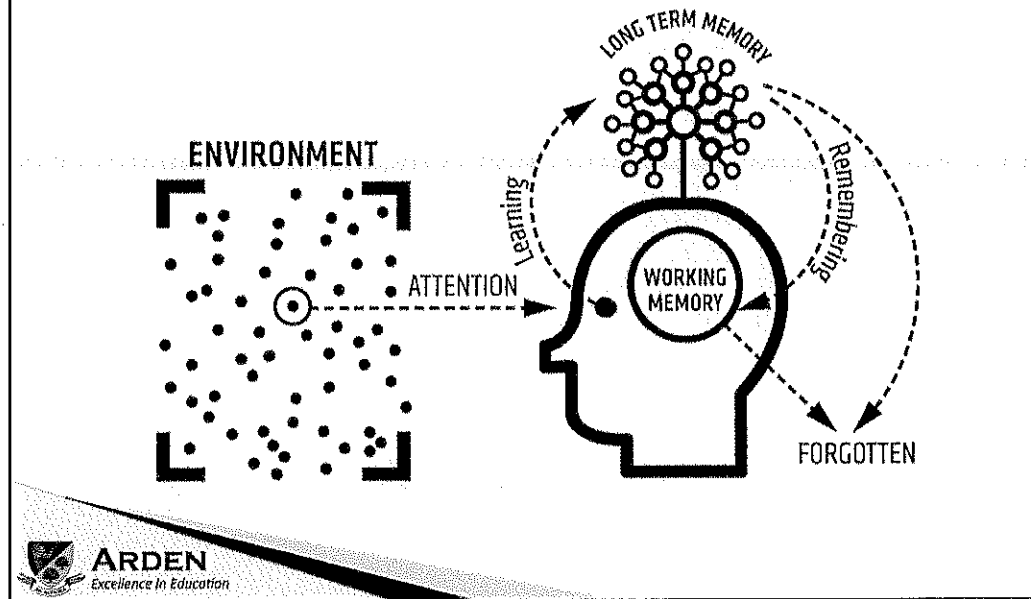
**Revision means going over work in order to:**

- 1. Check your understanding.**
- 2. Make links between different topics to see how the whole subject fits together.**
- 3. Remind yourself of material you have forgotten.**
- 4. Reinforce your learning.**
- 5. Identify and fill gaps in your knowledge.**



Most important thing is to understand the purpose and the process of revision. What is it trying to achieve - variety of elements to this as shown. At different stages the different purposes will more more important.


# Why revision is important



Revision is built on the research of cognitive science which teaches us about how our brains work. When we are exposed to new information it goes into our working memory. However this only has a limited capacity so we have to be careful not to overload it. When we learn things we move them into our long term memory which has an infinite capacity. The more that we retrieve things from our long term memory the better and faster we can recall it. This is why practice and revision of content previously learnt is so important.


# Why revision is important

## MEMORY RETENTION — and the — FORGETTING CURVE

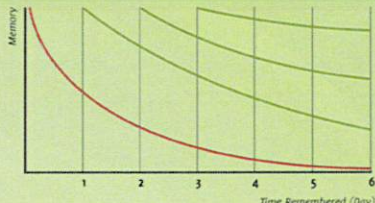


Our brain houses many, many memories, but why do we remember some things so strongly and have a difficult time recalling others? Consider the forgetting curve:

### THE EXPONENTIAL NATURE OF FORGETTING



In the 19th century, psychologist Hermann Ebbinghaus explored the exponential nature of forgetting. He came up with the following:





The following formula explains the curve:

$$R = e^{-\frac{t}{S}}$$

R = memory retention  
S = strength of memory  
T = time

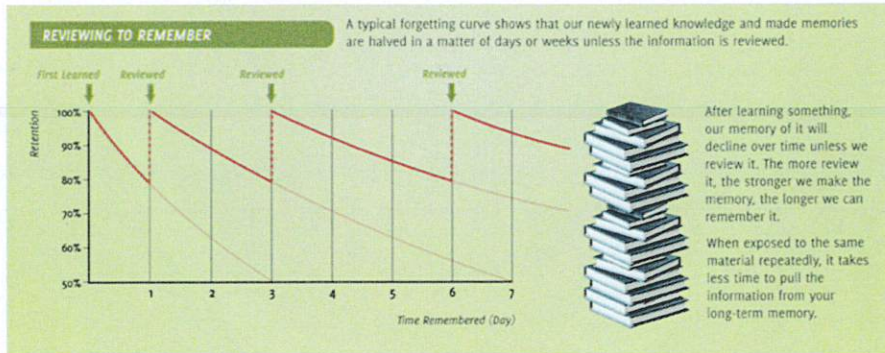
The curves hypothesize the decline of memory retention over time.

Forgetting happens most rapidly right after learning occurs; it then slows as time passes.



Research tells us that we forget things over time unless we revisit them. Therefore throughout Years 10 and 11 it is important to try and build in time to re-visit and revise the information previously covered.

# Why revision is important





# The Life Cycle of Revision

## The Lifecycle of Revision/Consolidation



### 1. How long do I have?

When is my assessment? What can I do in that time?



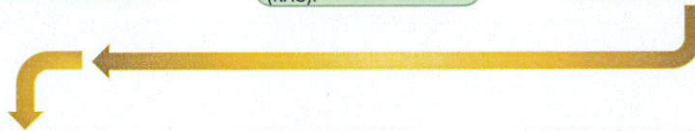
### 2. What do I need to know?

Use learning checklists/objective lists. Review and rate them (RAG).



### 3. Learn it!

Learn the facts and methods. Start with weakest areas first. Flash cards, mind maps, quizzes, Seneca, YouTube.



### 4. Exam Technique

Command word meaning. Structures e.g. PETAZ/PEEL. Use mark schemes.



### 5. Application

Try some questions. Make links between different parts of the course. Mark you work and be critically reflective.

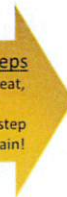


### 6. Review

How successful have the last 5 steps been? To what extent do you know/understand it now? Why were you/weren't you successful?

### 7. Next Steps

Repeat, repeat, repeat. Go back to step 2 and go again!



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We talk to students about the life cycle of revision. In lessons we will help students to access all of these elements but independence is important too. Becoming familiar with deadlines and curriculum requirements are essential at this part of Year 10.

In order to help students with the 'Learn it' stage throughout the year, the following are recommended

## Revision: what works

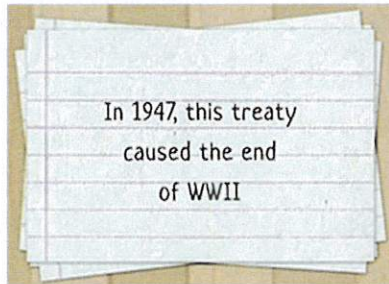
Gather information to create the flashcard. Use your books, textbooks and revision guides.



Select the most important information to put on your flash cards.



Write/draw the information on one side and write the answer on the other side.



Year 10 is about laying good foundations ready for Year 11. The more of the groundwork which you can do now, the better you will be prepared for revision next year.

Flashcards - create these now - then you won't have to repeat the process next year.

## Revision: what works

In order to use flashcards most effectively, the **Leitner System** is a desired strategy for spaced testing. Once you have created a set of flashcards, create three boxes/areas marked as the following:

<b>BOX 1:</b> Every day	<b>BOX 2:</b> Twice a week	<b>BOX 3:</b> Once a week
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### Flashcards

Test yourself on the flashcards in the Box 1 pile. If you get the answer correct on the flashcard, move it to the Box 2 pile. If you get it incorrect, it stays in Box 1.

Twice a week, test yourself on the flashcards in Box 2. If you get the answer correct on the flashcard, move it to the Box 3 pile. If you get it incorrect, it stays in Box 2. The aim is to get all of the flashcards to Box 3.

# Revision: what works



## Timelines

These can show the events that happen in a sequence, and the links between these events.



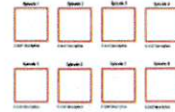
## Mind Maps

These allow you to group information in branches from a central theme



## Diagrams

Diagrams to annotate key information e.g. biological features about the body.



## Story Boards

These can help you remember the key parts in a story or event



Input → Output

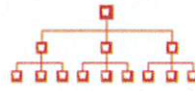
## Flow Diagrams

Use flow diagrams to highlight cause and effect, input/output and processes



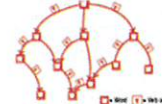
## Venn Diagrams

Useful to compare change/continuity in history or characters in English



## Graphic Organiser

These can chunk any aspect of a topic; hierarchy, process, cause/effect etc.



Word → Word

## Concept Maps

Use to highlights links between themes, concepts and ideas.



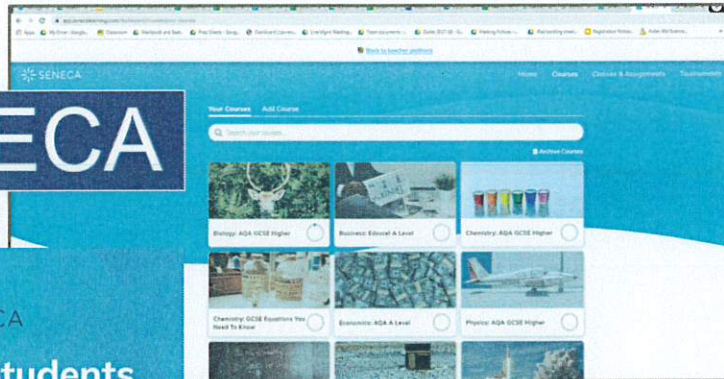
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Re:working material into charts and diagrams. Again, do it now and they will be useful throughout the two year. Ask your teachers for ideas - i.e. use of timelines essential in history.

# Highly recommended

# SENECA

SENECA  
250,000 Students  
Learning 2x Faster



Premium Service has been purchased for Key Stage 4

It will adapt to your learning strengths & weaknesses



# Subject specific support

Subject Specific information for ALL subjects

KS4 Revision Resources

KS4 Revision Resources  
Arden Academy

Click on the pages on the left, each department has provided useful links and ideas to help with your revision

Here are some more resources, including the revision planning booklet, the ideas shared in form time and the revision ideas menu.

[CLICK for Arden Seneca All the subjects in one place...](#)

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Much more guidance and advice available here.



# Creating the right environment

Find a quiet, tidy room with minimal distractions – your bedroom, library or classroom.

Put your revision timetable, exam timetable and other documents visible on your wall

Make sure you have a drink and snack with you, staying hydrated and full is important



Put your phone in another room, it is too much of a distraction -

Loud music is a distraction, if you must listen, it needs to be low tempo, without lyrics

Have all your revision materials and stationary on your desk ready to go - make it obvious



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# Mock Preparation

- Year 10 Mock exams start 26th March
- Mocks matter
- Revision timetables
- Build up to them using Seneca and other revision tools



Direct link between success in mock exams and real exams.

Good opportunity to have a practice writing a revision timetable and finding out what works well for you

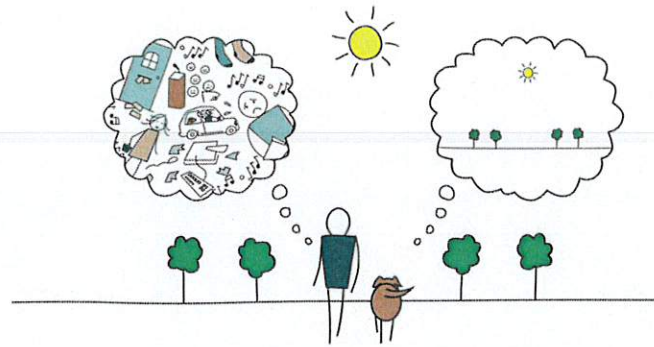
## Pastoral Team & Support

- ?? Deputy Headteacher - Mr Hooper
- ?? Director of Pastoral Care - Mrs Berry
- ?? Head of Year – Miss Thomas
- ?? Director of Learning Support - Mrs Pratt
- ?? Pastoral Support Manager - Miss Avil
- ?? Form tutors
- ?? Subject teachers

# How school provides support

Emotional  
support

Practical  
support



Mind Full, or Mindful?

## **Pastoral Team**

### **Practical support**

- ☐☐ N3 a KS4 only study space. Available first half of lunch every day.
- ☐☐ Pastoral curriculum to embed well-being and revision techniques.

### **Emotional support**

- ☐☐ Pastoral team are available before school, break, lunch and after school.
- ☐☐ We have a number of external services if additional support is needed.
- ☐☐ There will be well-being drop ins available.



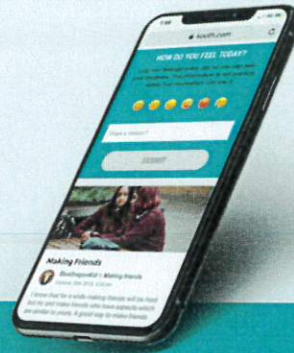
Log i

# Your online mental wellbeing community

Free, safe and anonymous support

▶ [Watch our Kooth video](#)

[Join Kooth](#)



## Just some of the things you'll find on Kooth



### Articles

Helpful articles, personal experiences and tips from young people and our Kooth team.



### Discussion Boards

Start or join a conversation with our friendly Kooth community. Lots of topics to choose from!



### Chat with the team

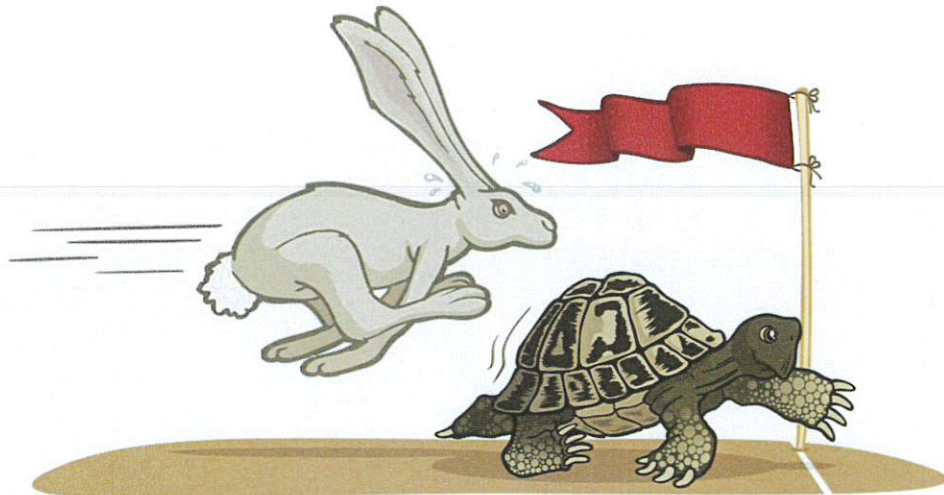
Chat to our helpful team about anything that's on your mind. Message us or have a live chat.



### Daily Journal

Write in your own daily journal to track your feelings or emotions and reflect on how you're doing.

## Marathon not a Sprint



Slow and steady, making sure work is regularly revisited, keeping on top of learning and understanding as you go. A mad dash at the end is not guaranteed to be successful.