

TRANSFORMING LIVES THROUGH EDUCATION



weeks to the first A Level exam.

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**Where we are now and
where we are headed.**

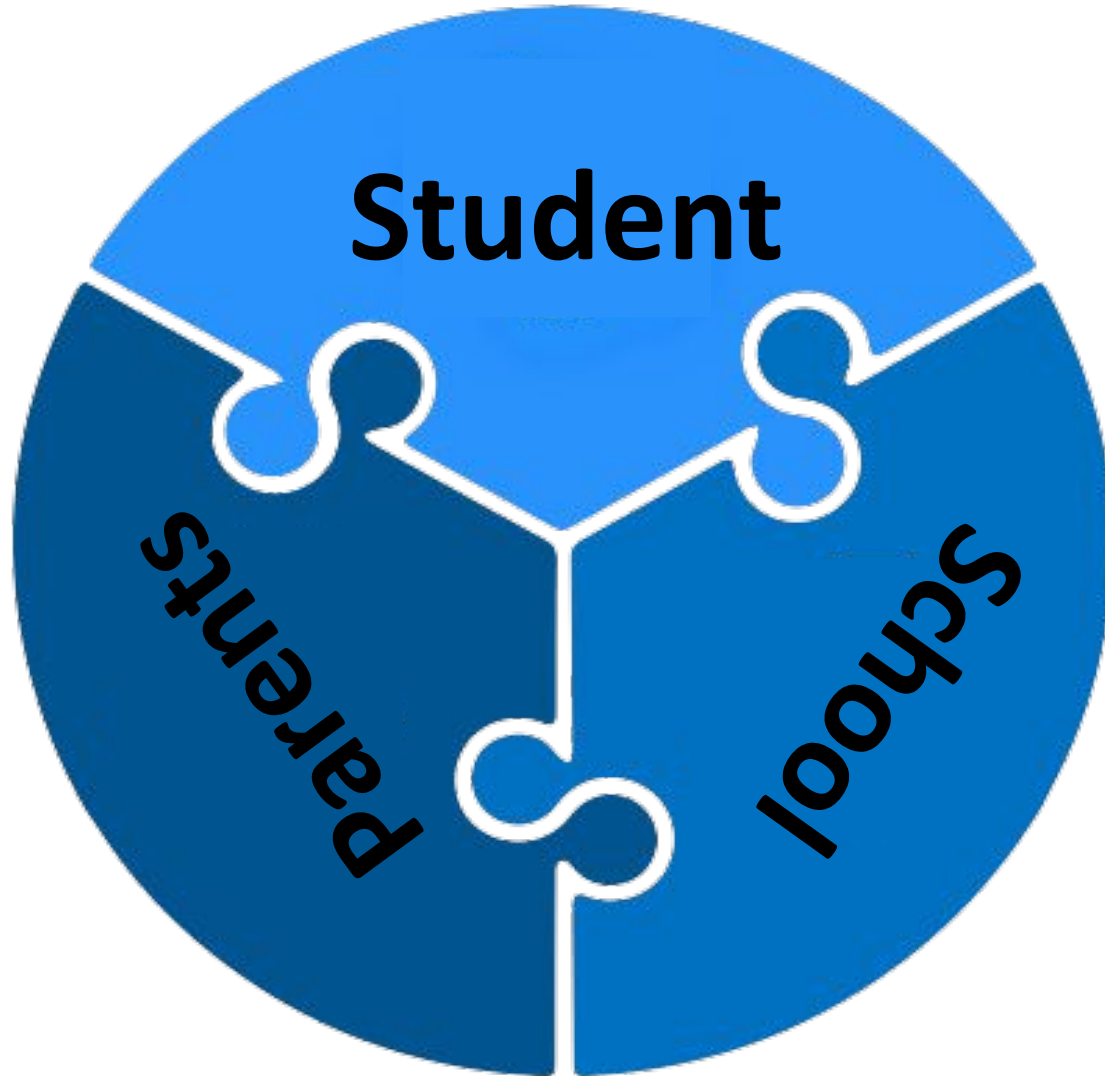


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**IT'S ~~NOT~~
TOO LATE!**

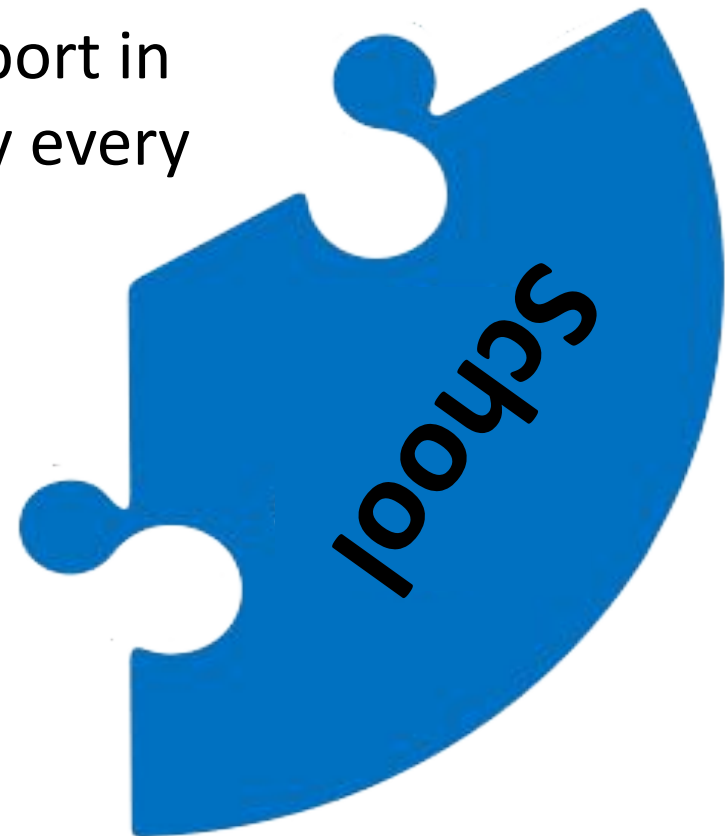
...but it will be soon.

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- Feedback, reflection activities, and improvement targets delivered by teachers to students in all subjects.
- Students who need additional support in and outside of lessons identified by every subject and approaches shared with Sixth Form team.
- Intervention and support sessions being run by many subjects (either as drop ins for everyone or 'by invitation' to target support).



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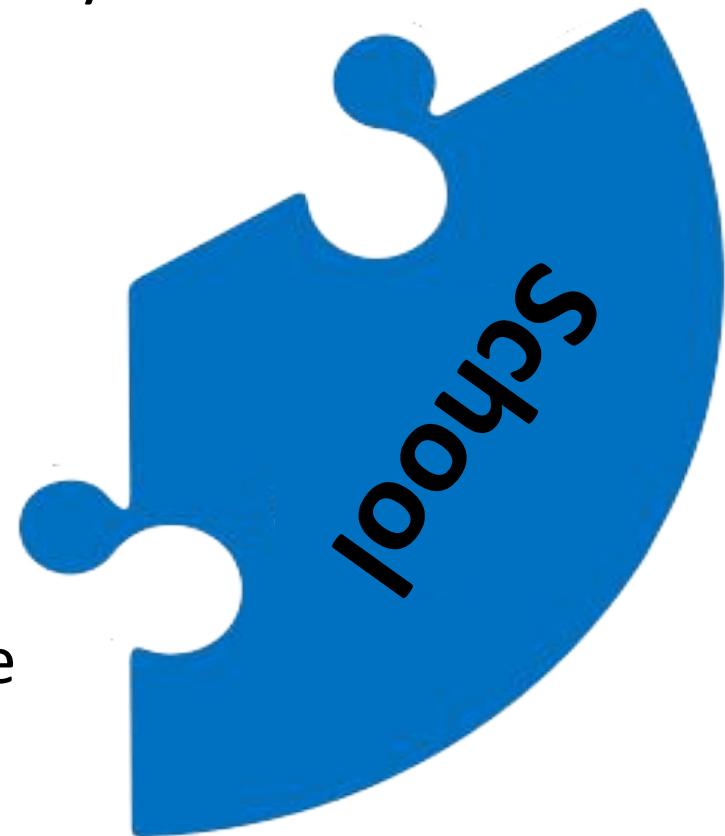


Monday	Tuesday	Wednesday	Thursday	Friday
D&T Drop in until 5:00pm in the D&T rooms	D&T Drop in until 5:00pm in the D&T rooms	English Week 2 drop in from 1:10-1:40 in T4	D&T Drop in until 5:00pm in the D&T rooms	Photography Drop in from 3:30-4:30 in N5
Maths Drop in from 3:30-4:30 S25	Physics By invitation from 3:30-4:30 in L10	Biology By invitation from: 1:10-1:40 in Lab 5	PE Drop in from 3:30-4:30 in T22	
Chemistry Drop in from 3:30-4:30 in Lab 4	Geography Mix of invitation and drop-in from 3.30-4.30 in S17/S15		Art Drop in from 3:30-4:30 in N6	
			Media Week 2 Period 2 by invitation in T29	
			Computer Science Drop in from 3:30-4:30 in S33	
			Economics Drop in from 3:30-4:30 in T23	
			Politics By invitation 1:00-1:45 in T27.	
			Sixth Form Academic Intervention By invitation from 3:30-4:30 in T20	

French and Spanish - Individual interventions scheduled with key students.

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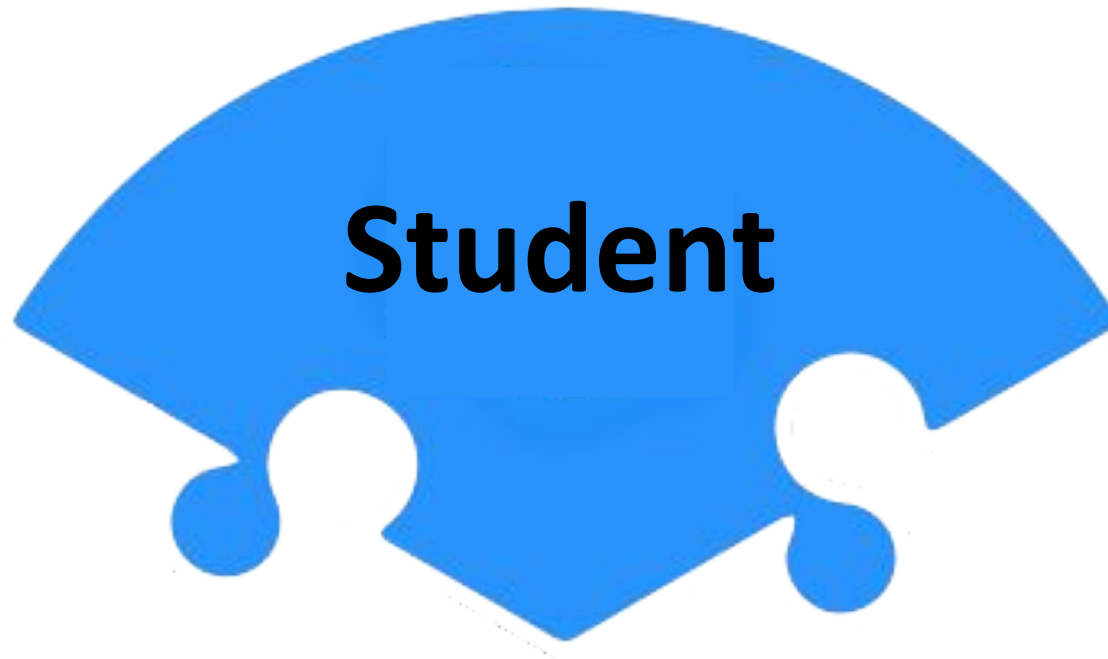
- All Year 13 assemblies and one tutor session between now and the end of the year will be focused on effective approaches to revision and good study habits.
- Year 13 tutors prioritising students whose mock grades suggest they need additional support for 1:1s
- Ms Cockerham (Learning Support Manager) in T19 Mon-Thurs -- additional 1:1 appointments can be made with her if needed.



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Attendance matters for achievement --
every day counts.



- Average academic achievement on tests declines with **any** absence from school and continues to decline as absence rates increase.
- **Every day** of attendance in school contributes towards a student's learning.
- Academic outcomes are enhanced by **maximising attendance** in school. There is no "safe" threshold for absence.

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Attendance matters for achievement --
every day counts.

LESSON

There are roughly 35 lessons left
per subject before exams.

There are roughly 70 study periods
left before exams.

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Time + Effort = Success

- At this stage, students should be doing **30 hours of independent study a week (+ 15 hours of lessons)** -- 2 hours for every 1 hour of class time.
- That **might** break down as 1 hour of assigned work to support new learning and 1 hour of revision.
- **Used effectively, their study periods constitute 10 of these hours per week.**

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	1Mon	1Tue	1Wed	1Thu	1Fri
1		Psychology MBD T2	History AGA T25	English Lites ZJU T04	English Lites TAL T04
2		Psychology MBD T2		English Lites ZJU T04	English Lites TAL T04
3	Psychology MBD			History LCO T25	
4	Psychology MBD T28	TAL T04			
Lun					
Tut	Registration CSA T02	Registration CSA T02	Registration CSA T02	Registration CSA T02	Registration CSA T02
5	Psychology PGR T01				History LCO T25
6					

KEEP

OUT
SICK
☹️

LONG
LUNCH

LONG
LUNCH

THE
early
finisher

= 4 missed lessons = 2 missed study skills tutor times
= 10 wasted hours of independent study

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Students should limit paid work until exams.
Please help us emphasise that exam success is an investment in their *future* earnings.

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It's not just the **how much**
of study by the **how**.

Practice doesn't make **perfect**,
practice makes **permanent**.

Students have to practice **the right things**
in the right way for maximum impact.

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Rereading

Highlighting

These methods are popular but ineffective because they give the illusion of knowledge.

Mnemonics

Summarisation



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MYTH

“I study better when I am listening to music!”



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FACTS



Research has shown that just the **presence** of a mobile phone during high attention tasks like revision diminishes performance -- some studies say by up to 4x!

Wherever possible students should be **replicating exam conditions** when they revise so that the brain can associate these conditions with learning and retrieving the necessary information -- **this includes no music!**

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Short-Term

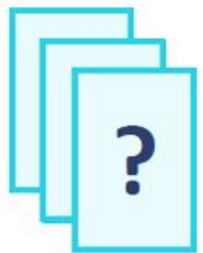
Long-Term



Restudy



difficult



Retrieval
Practice



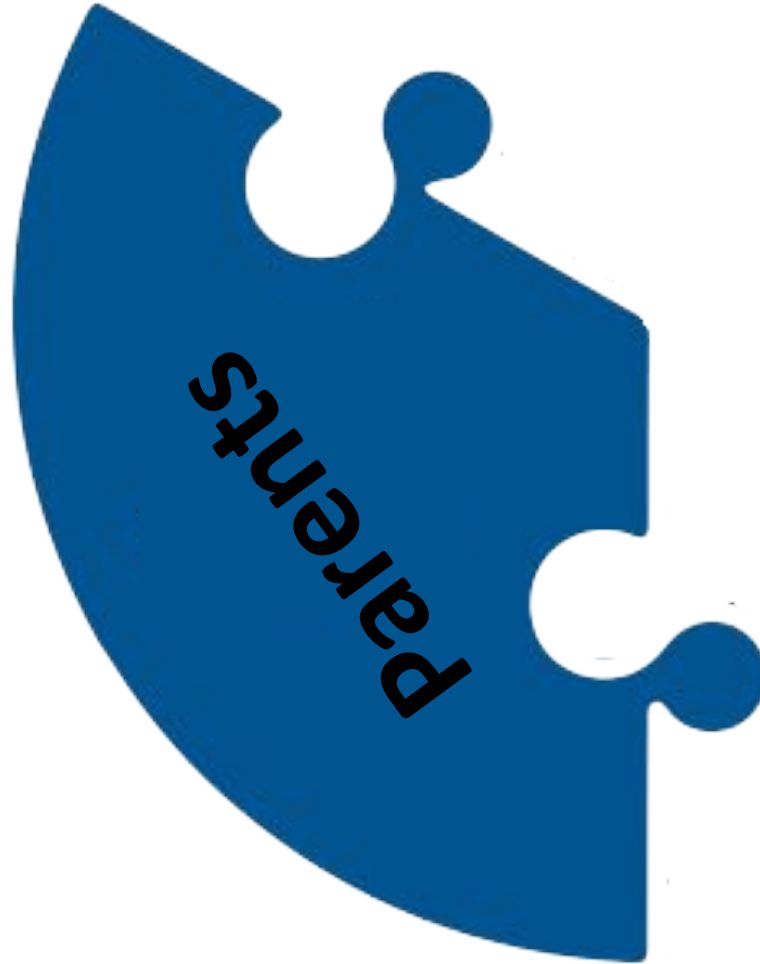
desirable



Desirable Difficulty

(Bjork, 1994)

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Regularly talk to your children about what and how they are revising.

What have you revised today?

What did you find difficult?

What do you need to do to improve?

What help do you need to do that?



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w/c 6th July 2020

	Mon	Tue	Wed	Thu	Fri
AM	✓	✗	✗	✗	✓
1					
2					
3					
4					
5					
PM	✓	✓	✓	✓	✓

Attendance matters
for achievement --
every day counts.

You can see attendance and
punctuality through your SIMs app.

Have conversations about any late
or missed lessons at home.

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MYTH

**I study better
at home.**



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FACTS



Feedback from expert teachers has one of the **highest positive impacts** on outcomes, adding up to **6 months of additional progress**.

Practicing imperfect knowledge or skills at home makes them permanent; frequent formal and informal feedback from teachers helps students improve.

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Make the most of February half term -- Aim for 30-45 hours of school work (including NEAs!) and revision across the week.

Final progress point assessments -- Week before and after Easter, report home to parents **1 May**.

Easter to May Half Term -- Focused exam practice and revision taking place in lessons.



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12

MAKE
PLAN

GET
TO
WORK

STICK
TO IT

REACH
GOAL

