

Exam Success Evening

Wednesday 30th October 2024

5 - 6.30pm



Welcome



Our aims tonight:

- Provide you with information to help you support your child to be successful in their forthcoming GCSE's.
- Provide advice on revision and exam technique.
- Provide information on how to support your child in their core subjects (English, Maths and Science).
- Outline how we will support your child.



Year 11 Progress Team



Mr Jack Brownett
Progress Leader



Mrs Tointon
SENCo



Mrs Jayne Jordan
Head of Year



Miss Taz Johal
Assistant Headteacher



Ms Carol Hubbard
Deputy Headteacher



Brookvale Groby @BrookvaleGroby · Aug 24
Congratulations to the 'Class of 2023'



We are delighted to be celebrating alongside our students today as they receive their results!

Please click on the link below for further details:
brookvalegroby.com/22683-2/

Well done & good luck to Year 11 students from the Class of 2023.





Brookvale Groby @BrookvaleGroby · Aug 17
Congratulations to the Post 16 'Class of 2023'



A Level students at BGLC have celebrated some excellent results this morning.

Please click on the link below for further details:

brookvalegroby.com/congratulation...

Well done and good luck to our Year 13 students from the Class of 2023.



Brookvale Groby Learning Campus

Valuing Everyone, Achieving Excellence

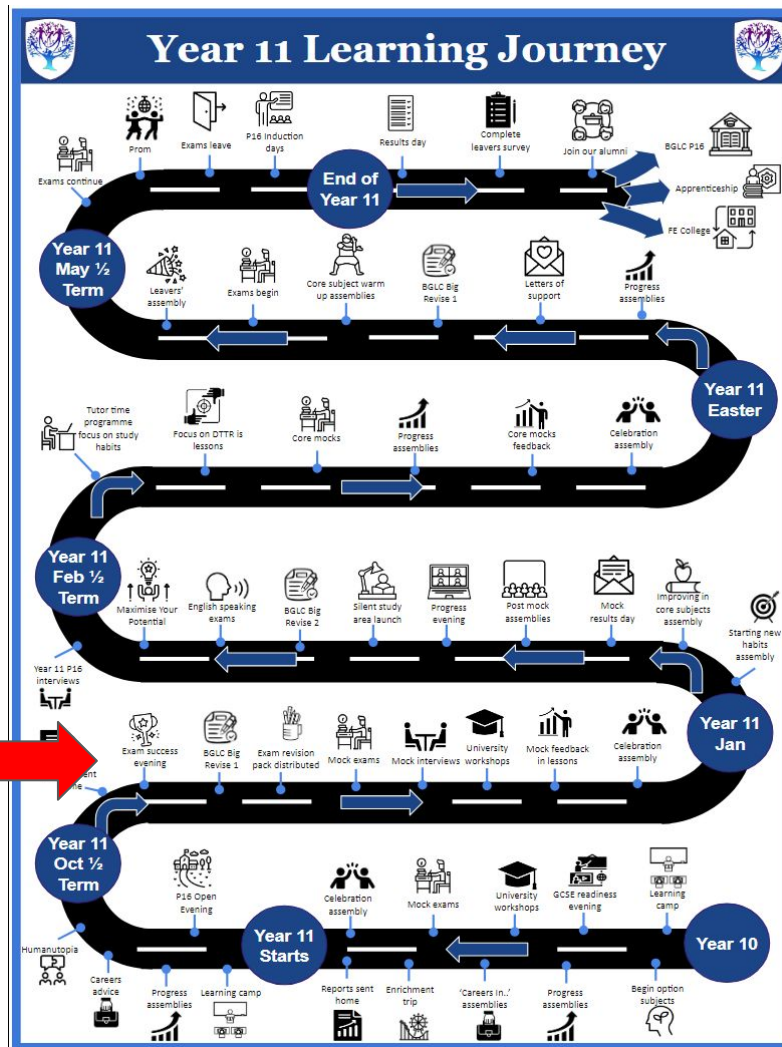




WE CAN NOT DO THIS ALONE.
WE NEED YOUR HELP.



We are
here



Mock exams
start:

18th
November



BROOKVALE GROBY LEARNING CAMPUS

BIG REVISE

3 events - Nov, Feb and May

3.15 - 5.05pm

2 x sessions

No buses running at 5.05pm





Year 11 Competition

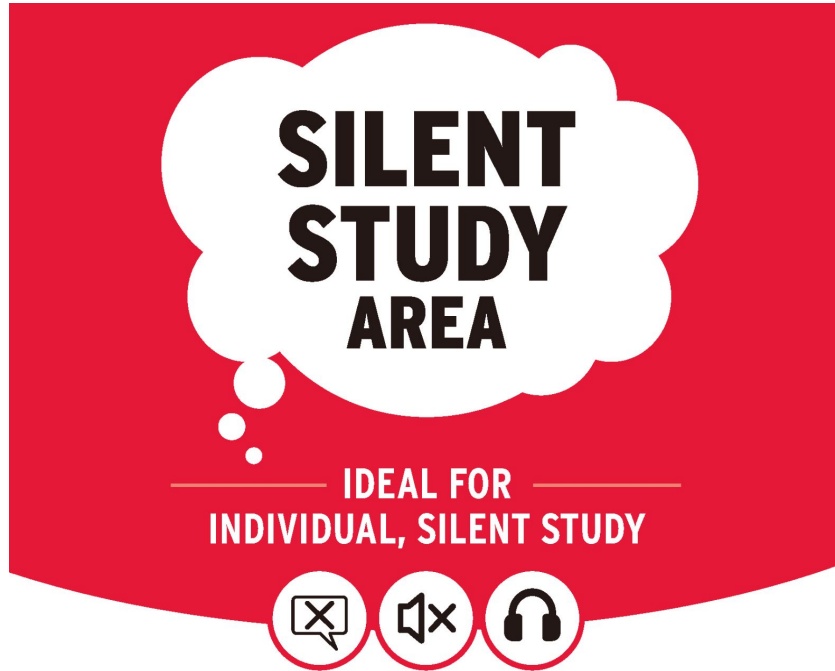


£100

Criteria

Attend:

- BGLC Big Revise 1 - November
- BGLC Big Revise 2 - Feb
- BGLC Big Revise 3 - May
- Progress Evening - January (online)
- Attendance 95%



Book via Arbor

B25

Mon - Thurs

3.15 - 4pm

Preparing to Perform



How can we work together to support your children?





Habits for Success

Success does not come easy. You have to be prepared to embody certain qualities and characteristics.

Attendance and Punctuality

Effort and Attitude

Organisation and Independent Revision

Grasp Opportunities

Resilient and Aspirational



The impact of revision

Year 10 mocks	Year 11 exam results
-0.16	+1.71
Attitude and behaviour on all reports: 1 - 2 Average grade increased from 5 to 6+	

Imogen

How did she make this level of progress?

Work smarter, not necessarily harder...



Working smarter

Year 10 mocks	Year 11 exam results
-0.16	+1.71

Average grade increased from 5 to 6+
Attitude and behaviour on all reports:
1 - 2

- **Structure and routine to all revision**
- **Consistent use of PLC**
- **Effective revision strategies**
- **Testing element to every revision session**



Revision Timetable

Making the timetable visible

Adding Variety

Stretch zone

Forming the habit

Day/Time:	4:30pm – 5:15pm	6pm – 6:45pm	7pm – 7:45pm	8pm – 8:45pm
Monday	Subject: Topic:	Subject: Topic:	Subject: Topic:	Subject: Topic:
Tuesday	Subject: Topic:	Subject: Topic:	Subject: Topic:	Subject: Topic:
Wednesday	Subject: Topic:	Subject: Topic:	Subject: Topic:	Subject: Topic:
Thursday	Subject: Topic:	Subject: Topic:	Subject: Topic:	Subject: Topic:
Friday	Subject: Topic:	Subject: Topic:	Subject: Topic:	Subject: Topic:
Day/Time:	Morning	Afternoon	Evening	Other weekend plans:
Saturday	Subject: Topic:	Subject: Topic:	Subject: Topic:	
Sunday	Subject: Topic:	Subject: Topic:	Subject: Topic:	

Creating the right environment

Consistent revision space

Quiet and calm area

Resources to hand

Phone out of sight



Structuring Revision

Diagnose – Therapy – Test

Make use of the Personalised Learning Checklist to identify specific revision topic.

Setting a SMART target for each period of revision.

GCSE
Biology Paper 1
Personalised Learning Checklist

Name: _____

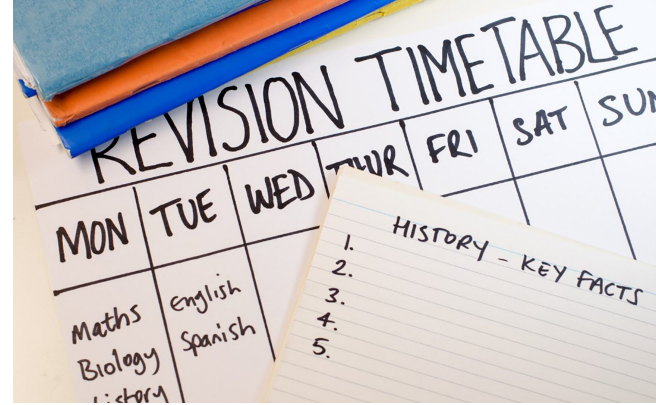
Exam Board	AQA	My target grade is	
Topic/Module	Biology paper 1	My predicted grade is	
Year Group	11	Group	

Use this checklist before your assessment to focus your work and after to check the effectiveness of your work.

G	I am confident about this topic and I know what I need to do.
A	I am not too sure about this topic. I may need to check with my teacher and spend more time working on this topic.
R	I am not confident I could answer a question on this topic. I need to check with my teacher and ensure I have what I need to do it.

AQA Biology (8461) from 2016 Topic B4.1 Cell biology				
Topic	Student Checklist	R	A	G
	Use the terms 'eukaryotic' and 'prokaryotic' to describe types of cells			
	Describe the features of bacterial (prokaryotic) cells			
	Demonstrate an understanding of the scale and size of cells and be able to make order of magnitude calculations, inc standard form			
	Recall the structures found in animal and plant (eukaryotic) cells inc algal cells			
	Use estimations and explain when they should be used to judge the relative size or area of subcellular structures			
	Required practical 1: use a light microscope to observe, draw and label a selection of plant and animal cells			
	Describe the functions of the structures in animal and plant (eukaryotic) cells			
	Describe what a specialised cell is, including examples for plants and animals			
	Describe what differentiation is, including differences between animals and plants			

Revision Strategies



Four key strategies can be used by your children when revising at home



1.

Flash Cards

A flash card is **a card bearing information on both sides**, which is intended to be used as an aid for memory.





Flash Cards

Making them effective

Designing

Make them clear and concise

Use a one word prompt, so that you can recall as much information as possible

No extended answer questions

Number your flash cards for spaced self-quizzing



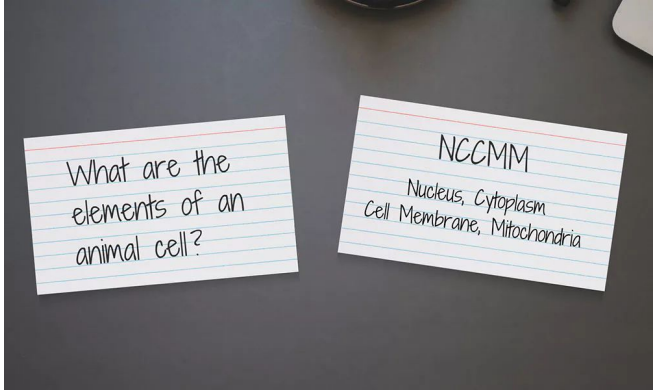
Flash Cards

Making them effective

Colour Coding

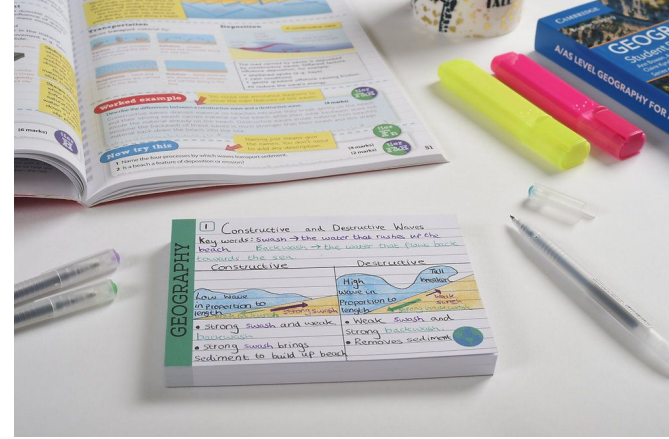
Use different coloured flash cards for different topics

Utilise different coloured pens for definitions/explanation/evaluations



Flash Cards

Making them effective



Using

Vary between writing answers down and saying them out loud.

Engage others in the process

Shuffle the cards each time they are used

Flash Cards

Making them effective



Feedback

How have you performed when you look back at your answers?

Is there an area of this topic that requires further attention?

If your knowledge is secure, can you then move on to some exam question practice on this topic?



2.

Brain Dump

What are
they?

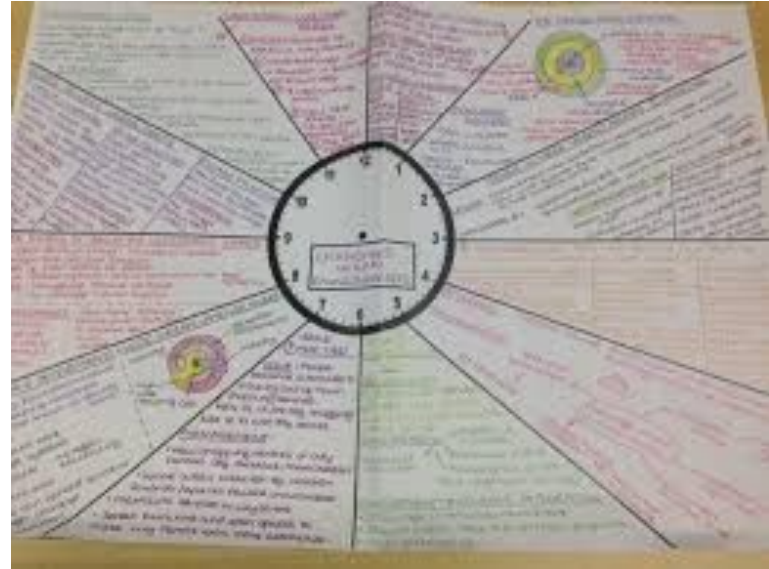
How to make
them?

How are they
used
effectively?



Brain Dump

Step 1: Use a PLC to identify the topic that brain dump will cover.



Brain Dump

Step 2: Take a blank sheet of paper and write down everything that you can remember about that topic- with **no prompts** and a **10 minute time limit**.



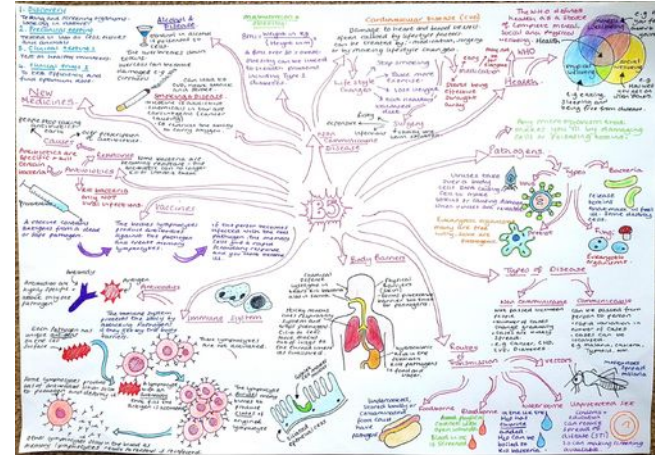


Step 3: Once complete and you cannot remember any more, highlight words in groups to link information.



Brain Dump

Step 4: Compare your brain dump to your revision dump to your revision resources to check the level of understanding. Add any key information that has been missed in a different colour.



Brain Dump

Step 5: Keep the brain dump safe and revisit it. Next time you attempt the same topic, **compare** the amount of information you have been able to recall and begin to **reduce** the time limit.





3.

Self- Quizzing

What is it?

**How to form
questions?**

**How are they used
effectively?**

Self-Quizzing

Step 1: Use a PLC to identify the topic that the questions will cover.



GCSE
Biology Paper 1
Personalised Learning Checklist



Name:

Exam Board	AQA
Topic/Module	Biology paper 1
Year Group	11

My target grade is	
My predicted grade is	
Group	

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	Describe what differentiation is, including differences between animals and plants			

Self-Quizzing

Step 2: Make use of knowledge organisers/google classroom/revision guides to review topic.

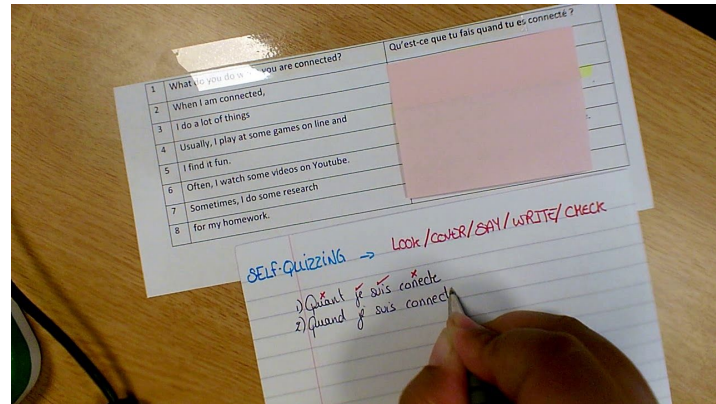
Create 10 questions on this content.

Homelamung 5- Maximal characters.

SHEILA BIRLING ✓	compassionate, warm, generous + sensitive. Regrets her actions feels guilty. <i>patience, active</i>
ERIC BIRLING ✓	Drinks a lot (too much) becomes guilty regrets <i>decisions, immature</i> . <i>frustrated, compassionate</i>
MR BIRLING (ACTIVE)	Arrogant, capitalist, <i>prejudice</i> <i>wealthy</i> <i>prett</i> <i>advocates</i> <i>social justice</i> , selfish, prejudiced, against <i>equality</i> <i>self-made</i> <i>no</i> <i>prejudice</i> , <i>believes</i> <i>personal</i> <i>responsibility</i> , <i>ideal</i> <i>husband</i> <i>social superior</i> , <i>supercilious</i> , <i>remorseless</i>
MRS BIRLING (SYBIL)	Engaged to <i>marriage</i> , <i>politically</i> <i>close</i> <i>to</i> <i>Birling</i> , <i>evangelical</i> . <i>pragmatic</i>
GERALD CROFT ✓	mysterious, <i>mostly</i> <i>wealthy</i> <i>prett</i> <i>advocates</i> <i>social justice</i>
INSPECTOR GOOLE ✓	victim of <i>social</i> <i>exposure</i> , <i>vulnerable</i> . <i>Powerful</i> , <i>unconventional</i> , <i>imposing</i> , <i>same</i>
EDNA EVA SMITH ✓	

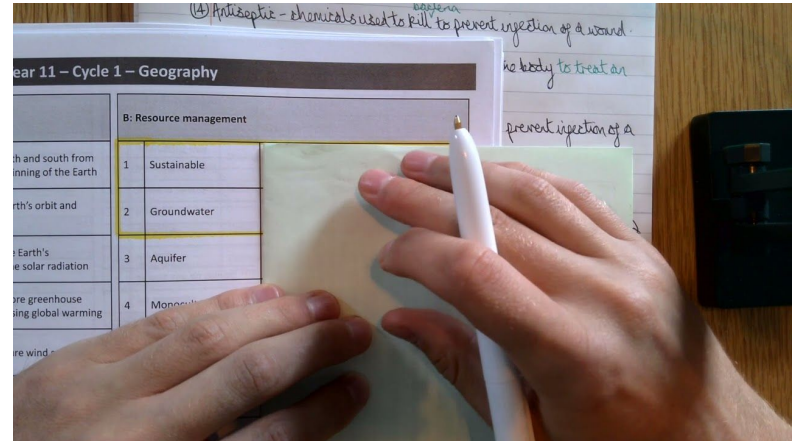
Self-Quizzing

Step 3: Cover the revision resources and attempt to answer the questions by **writing in full sentences.**



Self-Quizzing

Step 4: Go back to the revision resources and self-mark your answers in purple pen.



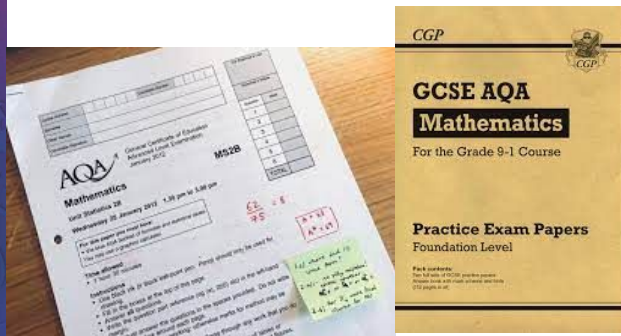
Self-Quizzing

Step 5: Revisit the areas where there were gaps in knowledge and **keep the questions for future revision.**



4.

Deliberate Practice



Mark scheme

[Level 3] Answer gives a correct explanation of how Deflex may reduce transmission across synapses in terms of its effect on (neuro)transmitters or receptors. Quality of written communication does not impede communication of the science at this level. (5 – 6 marks) [Level 2] Answer indicates reduction of transmission across synapses OR reduced activity of (neuro)transmitters. Mechanism unclear. Quality of written communication partly impedes communication of the science at this level. (3 – 4 marks) [Level 1] Suggests that Deflex is a depressant or reduces transmission of impulses. Quality of written communication impedes communication of the science at this level. (1 – 2 marks) [Level 0]	6 This question is targeted at grades up to A* Indicative scientific points at level 3 may include: - Deflex binds with receptors in synapses - transmitter can no longer bind to receptors - binds with the neurotransmitter once released - breaks down the released neurotransmitter Indicative scientific points at level 2 may include: - Deflex works on synapses - Deflex reduces amount of transmitter substance Indicative scientific points at level 1 may include: - Deflex is a depressant - no impulse sent along second neurone ignore Deflex is a sedative / sleeping tablet ignore Deflex affects / slows the nervous system
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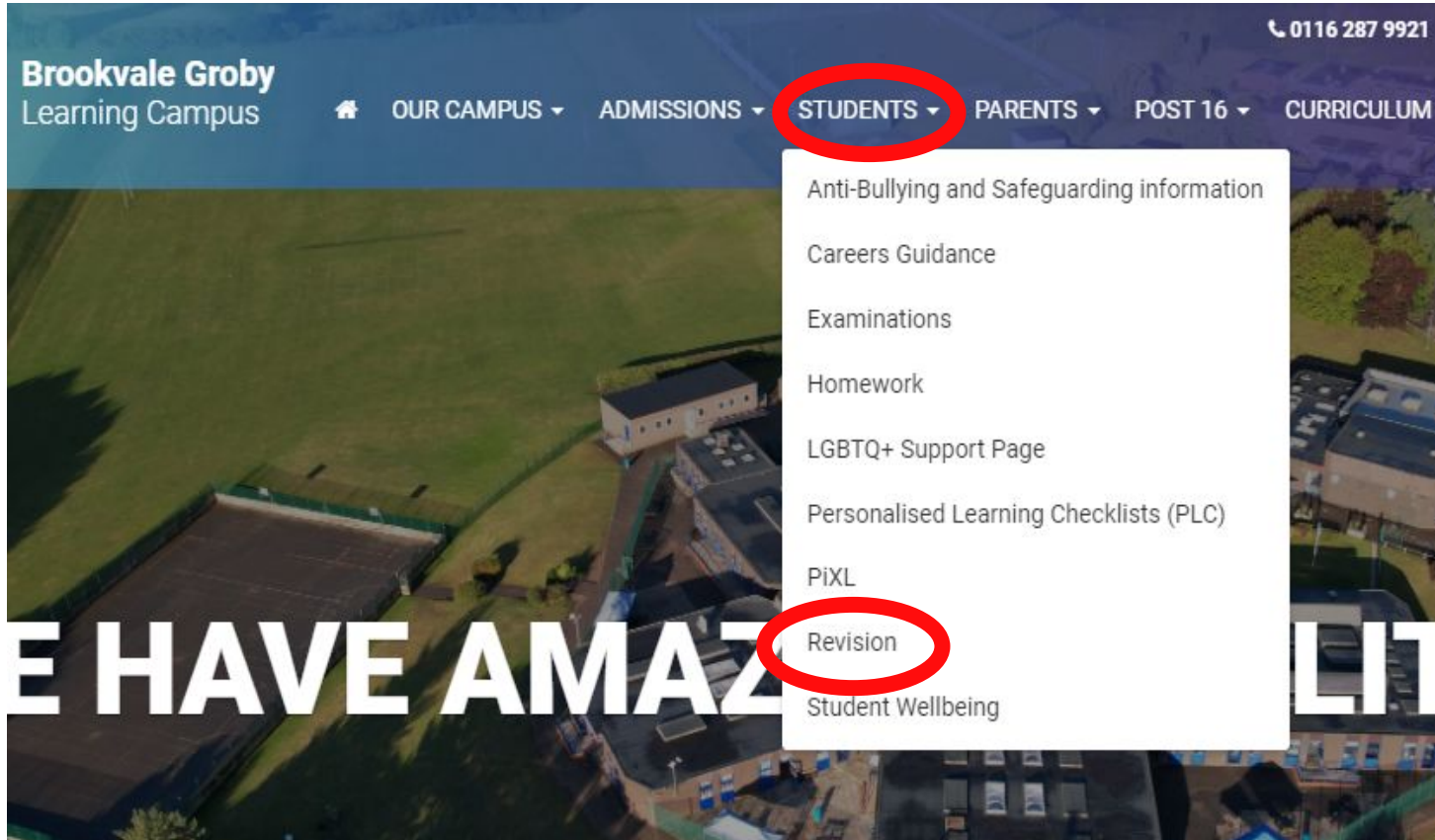


Perfect
PRACTICE
MAKES
PERFECT

Target Grade	C	EXAM 1	D
Class Teacher	Mr Siddons	EXAM 2	C
TEACHING CLASS	Year 12	CURRENT	MARK
Q1	Q2	Q3	Q4
1	Calculating variability of bivariate data (Sas, Srs)	3	3
2	Calculating PMCC	3	3
3	Using the PMCC	3	3
4	Regression line	4	4
5	Interpreting regression line	3	3
6	Using regression line	2	2
7	Interpreting data from boxplots	3	3
8	Linear interpolation to find median and QQR	3	3
9	Drawing boxplots	3	3
10	Using boxplots to compare data	3	3
11	Calculating probabilities from two-way tables	4	4
12	Drawing Venn diagrams (three-way)	4	4
13	Using Venn diagrams to interpret probabilities	2	2
14	Following mean and standard deviation data	3	3
15	Linear interpolation to calculate	2	2
16	Linear interpolation to estimate mean quartile	3	3
17	Estimating the QQR of the distribution	2	2
18	Communicating measures of location	3	3
19	Coding	3	3
20	Measures of dispersion	3	3
21	The expected value for a	3	3
22	The variance of a random variable	3	3
23	Combinatorics distribution function	3	3
24	Probability distribution	3	3
25	Finding probabilities of random variables	3	3
26	Finding the value of the mean - μ	3	3
27	Using the percentage points to calculate probability	3	3
28	Finding the standard deviation - σ	4	4
29		3	3
30		3	3
		75	50

CONSISTENCY
IS 

Campus Website



Campus Website

BROOKVALE GROBY LEARNING CAMPUS
REVISION

Please click on the



BROOKVALE GROBY LEARNING CAMPUS
Valuing Everyone, Achieving Excellence
Will Lewis, Headteacher
Telephone: 0116 287 9921 Website: www.brookvalegroby.com

The Revision Key:

ARM UP SESSIONS ARE HIGHLIGHTED IN YELLOW.

ALL EXAMS ARE HIGHLIGHTED IN BLUE

A guide to the revision process

- Revision preparation (a place to study and prepare for exams)
- Effective revision habits (and the science behind them)
- Successful Revision Steps (summary of key revision points)
- Active revision techniques (a range of different revision techniques)
- Exam vocabulary (careful selection of words for when answering exam questions)
- Exam advice (what to do in exams and how to stay healthy)

Coming soon

UPDATED MARCH

www.brookvalegroby.com

REVISIONS GUIDE

Timetables
Equipment
Food and Drink
Regulations
Start Time
Finish Time
Attendance
Invigilators
Absence
Results Day
Collection of Results
Certificates
RAGS
Information for Candidates
External Exam Reminder

For teachers and students

Valuing Excellence



Supporting your child

- Tutor time and assemblies focused on revision strategies
- 'How to revise' guides bought for each student
- Revision support material available via Google Classrooms
- Subject teaching will finish early so that lessons can become revision and exam focussed
- Use of PLCs and QLAs across subjects - help to identify knowledge gaps
- Extended support sessions
- *'Exam special' newsletter*

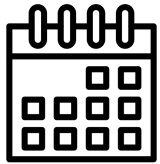


Sleep
Water
Food
Exercise
Phone





Year 11 Key Dates:



- The first BGLC Big Revise - Monday 4th November 2024
- Mock exams begin- Monday 18th November 2024
- Online Progress Evening - 30th January 2025
- Maximise Your Potential - Wednesday 22nd January 2025
- Spring core mocks begin - W/C 10th March 2025
- Summer Exams begin - May 2025
- Prom - 18th June 2025
- Exam results day - Thursday 21st August 2025





Sessions this evening

5.35 - 5.50pm 5.55 - 6.10pm
6.15 - 6.30pm

All the presentations from this evening will be on the school website shortly (with a link on the weekly parent bulletin).

Please complete the evaluation form this evening.

Thank You!

