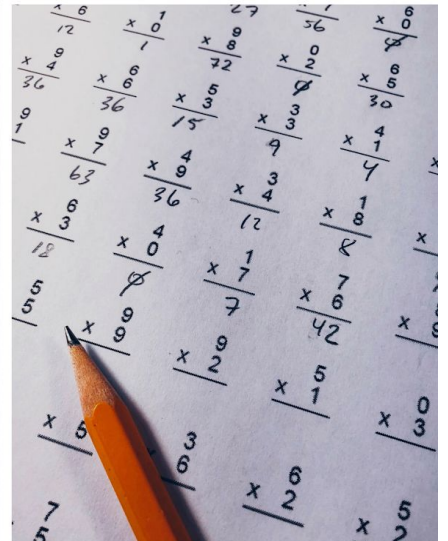




# How We Learn at Redmoor.

*A Guide for Parents and Carers of Year 11*



*Positive attitude leads to excellence*

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*You can click on the links above to be taken to these sections in our booklet.*

# Studying at Key Stage 4

Year 10 and 11 are crucial years in your child's education. It becomes the time when they explore the subjects they love further and begin to focus on qualifications and subjects that can support their future career aspirations. With this can come a range of feelings and emotions, from excitement to stress and anxiety. At Redmoor, we make sure that students are supported in every way, academically and emotionally, so that they can enjoy these years and reach their full potential. We will:

- Deliver a challenging and engaging curriculum so that they enjoy their learning and are well prepared for Year 11 assessments
- Provide them with the best pastoral care so they always have someone in school to support them
- Track their progress carefully and intervene with extra support if necessary
- Communicate with you so you can support your child at home
- Provide emotional well being interventions with trained staff if needed
- Understand your child as an individual and support them to make sure they realise their full potential

As parents and carers we ask that :

- You discuss your child's progress with them
- You engage with us as much as possible so that you know what is going on at school and can support your child
- You support independent learning, encouraging your child to complete all homework, coursework and revision in detail and depth to the best of their ability
- You support our decisions and the extra interventions we put in place for the wellbeing and progress of your child
- You help your child to establish good habits regarding screen time, sleeping, eating and exercise

The following support and information in this booklet will help you and your child make the most of their KS4 experience, as we work together to ensure they achieve.



*We are relentless in ensuring we provide each Year 11 with the very best experience and education*

# The Year 11 Journey

**September:**  
start of Year 11

**October:**  
Settling In Report

**Ongoing:** non-examined  
assessments (coursework)

**November:**  
Academic Report 1

**January:**  
mock  
examinations  
- TBC

**February:**  
Post-16  
applications

**February:**  
mock results  
afternoon and  
Report 2

**Ongoing:** non-examined  
assessments (coursework)

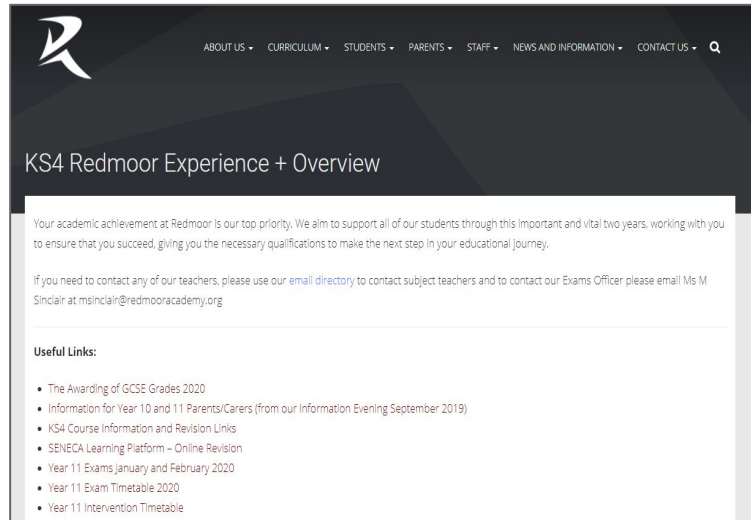
**March:**  
core mocks - TBC  
(likely in lesson time)

**April:** non-examined  
assessment deadlines

**May to June:**  
examinations  
(dates TBC)

# Understanding KS4 Course Requirements

Students are given lots of information about their courses by their teachers, but as parents and carers it can be difficult to understand the course requirements and to know how to support your child. Information about each of our KS4 courses, including the course title and exam board, assessment details / weighting of exams and non-examined assessments (where applicable) can be found on our **Redmoor Academy website** under 'Curriculum' and 'KS4' or by clicking [here](#). We've also added links to websites that are useful for supporting students' independent learning.



Most departments at Redmoor use **Google Classroom**. These are virtual classrooms where we provide lots of online learning, support and resources including:



Google Classroom

- Lesson resources for students who are absent to access
- Assignments (some are set for submission online)
- Course information
- Revision resources and mock exam papers
- Links to revision websites and online tutorials

As parents, you can also receive weekly updates from Google Classroom. You will receive an overview of the updates that have happened on the Google Classroom pages.

*We are relentless in ensuring we provide each Year 11 with the very best experience and education*

# Non-Examined Assessments (NEAs) - formerly known as coursework!

Below are dates for submission for subjects containing NEA to the exam board. Teachers will set short term deadlines as students progress through their coursework and it is essential all deadlines are met. Please make a note of the dates for your subjects.

The following pages contain requirements for some of the subjects below. Class teachers will be in touch in the coming weeks with further information.

<b>Course</b>	<b>Start</b>	<b>Final Deadline</b>
<b>GCSE Art and Design - 3D Design, Art Craft and Design and Photography</b>	Sept 2019	TBC normally after exam which is just before or after Easter 2021
<b>OCR Cambridge Nationals Enterprise and Marketing Level 1/2</b>	Sept 2019	15th May 2021
<b>BTEC Tech Award in PA</b>	Oct 2019	1st April 2021
<b>BTEC Tech Award level 1 and 2 in Health and Social Care</b>	Nov 2019	1st May 2021
<b>Cambridge Nationals Creative iMedia</b>	Jan 2020	30th April 2021
<b>GCSE Media Studies</b>	Sept 2020	5th May 2021
<b>GCSE Music</b>	Sept 2019	Perf - Dec 2020 / Comp Feb 2021
<b>GCSE Physical Education</b>	Sept 2020	Feb 2022
<b>BTEC level 1/level 2 Tech Award in T &amp; T</b>	Oct 2019	28th May 2021

# Non-Examined Assessments (NEAs) - formerly known as coursework!

## GCSE Physical Education:

- NEA will now include 2 practical sports worth 15% each. These are completed both in and out of school and involve students to take responsibility for logging their attendance and training throughout the course. This can now be 2 team sports, 2 individual or 1 of each. I am still waiting on further guidance re: practical marking in light of months off training. **Completion and video evidence of all activities is due by January 2021.**
- The personal exercise programme (written PEP piece) is also worth 10% of the final grade awarded. This involves students planning, carrying out, monitoring and evaluating a 6 week training programme written by themselves on a sport of their choice. **This begins in September 2020 and must be completed by Dec 2020.**
- Numerous deadlines are set along the way to track progress of student work and give support where required.

## GCSE Media Studies:

- Year 11 NEA is worth 30% of students' final grade. Students are required to produce one of the following; a magazine front cover & double page article, a DVD cover and film poster or a pop music video. All footage and photographs must be taken by the pupils themselves. Lessons are spent doing some research and planning as well as teaching students how to construct their production, however the majority of work is done at home, with strict deadlines.

## BTEC Health and Social Care:

- Component 2 consists of two pieces of written coursework. The first piece will be completed between September and December 2020, the other will be completed after the exam component in February and completed by April 2021.
- There are specific deadlines for completion and it is imperative they stick to them to avoid a heavy workload and consequences. These will be completed electronically and work will begin in lesson time and students will be expected to complete further work independently.
- There will be opportunities for sessions after school for extra time and help if needed. All assignments and deadlines are set by the exam board and students will risk failing if they miss any deadline dates.

# Non-Examined Assessments (NEAs) - formerly known as coursework!

## Cambridge National Creative iMedia:

- NEA includes three units worth 25% each. The first is a mandatory unit in digital graphics followed by units in website design and animation.
- Written work and research will be set to be done outside of timetabled hours with classroom time focused on the practical elements of the course.

## GCSE Music:

- The qualification consists of two non-examined assessment components and one externally-examined paper (no changes to this component).

### Component 1:

- Performing, is a non-examined component which is internally marked externally moderated by us.
- The component has 30 marks and is weighted at 30%.
- Students must do one performance.
- This performance can be solo or ensemble.
- Ensemble is still allowed but is not required.
- The performance has to be at least 1.5 minutes if it is a solo performance or 2 minutes if the performance includes performing as part of an ensemble. In addition, we will be accepting video evidence in June 2021. The performance can be a recording from a video conferencing platform between the student and the teacher. The teacher must arrange the call and make an unedited recording of the student performing live. The student and their instrument must always be in view.

### Component 2:

- Composition, is a non-examined component which is internally marked externally moderated by us.
- The component has 30 marks and is weighted at 30%.
- Students must do one free composition chosen by the student, of at least two minutes in duration.

**Component 3: Appraising, is a written examination. The component has 80 marks and is weighted at 40%. Students sit a 1 hour and 45 minutes examination (no changes to this component).**



# Non-Examined Assessments (NEAs) - formerly known as coursework!

## Year 11 BTEC Performing Arts:

- Component 2 is a practical unit. This can either be with a Dance or Drama focus. One style & professional work to study. A typed logbook is completed, alongside creating a performance piece. **The deadline for this Unit will be November 2020.** Worth 30%.
- Component 3 is an externally assessed unit & the practical exam paper will be given by the exam board in January 2021. Students create a practical performance & complete a Logbook of the process. From December 2020 to end of January 2021 before we receive the Pearsons exam practical paper, Students will be preparing for this external practical exam paper with a mock, workshops & samples of written work.

## Year 11 GCSE Drama:

- Unit 1 Devising: This is a practical unit, with a typed Portfolio to complete. This is alongside creating a performance piece. **The deadline for this Unit will be November 2020.** Worth 30%.
- Unit 2 Presenting & Performing a Script: This is a practical script unit; learning lines of a monologue chosen. There is a written element: Students will complete four exam style questions in response to the script chosen and the decisions made. **The deadline for this Unit will be February 2021.**
- Unit 3 OCR Written Response Exam: Section A will be questions on 'Blood Brothers' studied throughout Year 9 and Year 10. Section B will be an essay based on a Performance seen and analysed (Both sections will be completed in lessons and revision booklets will be given.) **Prep for this will be from November 2020 and will run in parallel with Units 1 and 2, ready for the summer term exam.** Worth 40%.

## BTEC Travel & Tourism:

- Component 2; Influences on Global Travel and Tourism. Externally assessed examination (worth 30%) February 2021.
- Component 3; Customer Needs in Travel and Tourism (worth 40%) Assignment 1: Trend Spotter. Investigate how organisations identify travel and tourism trends. Due March 2021. Assignment 2: At your Service. Explore how to meet the needs and preferences of travel and tourism customers. Due May 2021.

# Non-Examined Assessments (NEAs) - formerly known as coursework!

## GCSE Art and Design - 3D Design, Art Craft and Design and Photography

- All Art and Design courses for students in Year 11 and due to complete their GCSE next summer will now be fully assessed by students' extended portfolio which used to be worth 60% of the final grade. We commenced this work in September of Year 10 and will now continue to expand and refine it throughout Year 11 to ensure students achieve the best possible grade for their hard work.
- Now that the whole grade rests on the quality of each student's portfolio of work, it is vital that all students meet teacher deadlines. We will continue to communicate with students via google classroom and to keep you informed, subject teachers will communicate with you via email if these important deadlines are not met. We would like to thank you for your ongoing support and if you have any questions or concerns, then please get in touch.

## OCR Cambridge National in Enterprise and Marketing Concepts

- **Unit R064: Enterprise and marketing concepts** Students explore the techniques businesses use to understand their market and develop products, investigate what makes a product viable and understand how businesses attract and retain customers.
- **Unit R065: Design a business proposal** Students are presented with a business challenge from which they create a researched and costed business proposal. They will carry out market research, present data, use idea generation tools, seek and act on feedback, and cost their proposals. In their work on this unit they will develop their self-assessment, collaborative working, creativity, numeracy, research and evaluative skills.
- **Unit R066: Market and pitch a business proposal** Students prepare for and pitch the business proposal that they developed in the previous unit. They develop a brand identity and investigate how best to promote their product and then plan, practise and finally deliver their pitch. Afterwards they review both their performance and their business proposal. This will help develop their analysis and self-evaluative skills as well as those relating to self-presentation.

# The Redmoor DNA

## What is the Redmoor DNA?

The Redmoor DNA is a core of 7 character traits that we expect all of our Redmoor students to develop, refine and exhibit each and every day during their five years of study with us.

By being resilient, engaged, dedicated, motivated, organised, optimistic and responsible, we believe our students will develop into well-rounded, knowledgeable and successful young adults who will thrive at school academically and socially - and in their future lives.

These qualities were chosen by our students and we insist that all our students strive to uphold them in everything that they say and do.

## How can students demonstrate their Redmoor DNA?

Students will be expected to work hard to develop and show off their DNA traits as follows: in the classroom; in their independent learning (homework); in their characters, their attitudes to school and each other; and their participation in wider school life, including extracurricular activities and student leadership roles.

We want to see our students:

- ★ Approaching and participating in their academic studies, both in school and at home, with effort and determination
- ★ Completing homework and revision to the best of their ability
- ★ Behaving well and participating fully in the school community
- ★ Taking pride in and participating with the House system's events and competitions
- ★ Engaging with the extra curricular activities on offer to enrich their characters and their knowledge.

Redmoor students are:



R: resilient  
E: engaged  
D: dedicated  
M: motivated  
O: organised  
O: optimistic  
R: responsible

*Click here to watch a  
video explaining  
The Redmoor DNA*

WE ARE EXCELLENT WE ARE REDMOOR

# Our Expectations of Students

As experts in education, we know what makes students successful and the big secret is... **EFFORT**. That's why we expect our students to work hard in every lesson and on every independent learning task. Showing the Redmoor DNA in class means that, as a minimum standard, we expect our students to:

- Take pride in their work
- Complete all classwork and homework / independent learning with detail and depth
- Be able to work independently
- Participate fully
- Show resilience (a never give up attitude) when faced with challenging work

Demonstrating the Redmoor DNA consistently will mean that students will earn house points and praise during lesson time and will receive effort scores of As and Bs on their school reports.

## Our Expectations

**M A K E  
I M P R O V E M E N T  
Y O U R  
C H O I C E**

**A/B** ✓

**C/D** ✗

- PRIDE IN WORK
- DETAIL AND DEPTH
- HOMEWORK DONE WELL AND ON TIME
- ABLE TO WORK INDEPENDENTLY
- PARTICIPATION
- RESILIENCE WHEN FACED WITH CHALLENGING WORK

- LACK OF CARE
- 'JUST ENOUGH' BUT NO MORE
- OVER-RELIANCE ON THE TEACHER
- PASSIVE IN LESSONS
- GIVE UP EASILY
- HOMEWORK IS POOR QUALITY, INADEQUATE OR LATE
- LACK OF ATTENTION
- DISRUPTION

Not good enough		Good enough	
D	C	B	A
Lack of care	Lack of care	Pride in work	Pride in work
Minimum amount of work	'Just enough' but no more	Detail and depth	Detail and depth, originality / creativity
HW not attempted	HW mostly done but poor quality, inadequate or late	HW done well and on time	HW done to a high standard, sometimes extra / over and above
Book often forgotten or lost	Over-reliance on teacher/TA	Able to work independently	Thrive independently
Over-reliance on teacher or blaming / excuses	Passive in lessons	Participation	Full participation without dominating
Failure to participate	Tendency to give up	Resilience when faced with challenging work	Motivated by challenge, even seeking it
Frequent talking in the lesson or poor behaviour	Sometimes talking too much or not paying attention		

# Supporting Progress: KS4 Reports

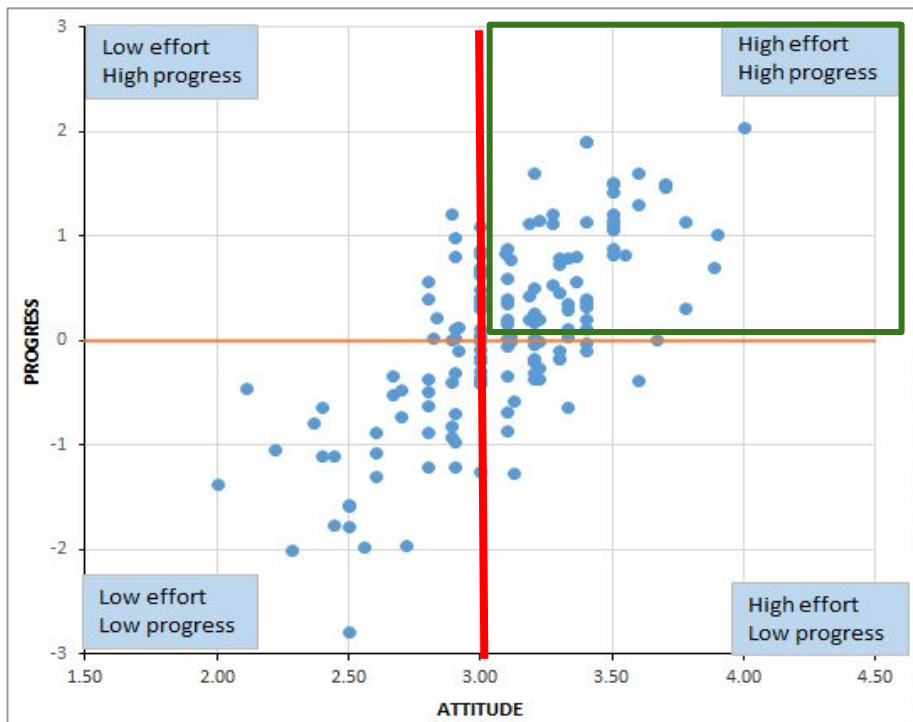
The following information is printed on each KS4 school report.

**Minimum Expected Grade:** this is the minimum grade students should achieve, based on what other students with the same SAT scores have achieved across the country. This can alter slightly each year as it is affected by national GCSE results.

**Redmoor Target:** if this is higher than the minimum grade, it shows the expectation of the student is close to the next grade up - so this is achievable!

**Working At Grade:** the level at which students are currently working, based on GCSE style formal assessments and other informal assessment methods.

**Teacher Predicted Grade:** the grade teachers believe a student will reach by the end of Yr 11 if they continue to work in the same way.



Each student will be given a Horsforth Quadrant alongside their report. This graph shows how much **effort** and **progress** they are making.

The further across to the right they are, the greater the effort. The higher up the graph, the greater the progress in relation to their personal targets. The green box shows the most desirable place to be!

Students who find themselves to the left of the **red line** will have received Cs or Ds for their effort levels with classwork and homework. They should expect to be supported by the **KS4 Progress Report**. This means that they will be given a daily effort score in each lesson. Any further scores of Cs or Ds will be required to stay after school to improve classwork or homework to the expected standard.

## What sort of student?

## Progress

- Grades seem to be good
- This student could be easily distracted
- They could do really well if they worked harder

- Grades are really good
- This student is well motivated and works hard
- They listen to advice and are keen to improve
- They work well independently

- Grades are below targets
- This student probably has a 'can't be bothered' attitude
- They are easily distracted
- There may be problems with attendance or behaviour

- Progress is less rapid despite the student working hard
- They are keen to improve but unsure how
- They need help to work independently
- They may not study the full range of subjects, but are doing well in those they are studying
- Some students may appear in this band as they are expected to achieve the top grades - so working above this level is not possible for them.

## Effort

## How teachers and support staff will help

## Progress

- Help them to visualise what could be achieved
- Review targets - does the student need more of a challenge?
- Use rewards to motivate (and sanctions to deter!)
- Ensure others' learning is not being disrupted

- Reward and celebrate success
- Be clear about the study habits which are bringing success
- Keep an eye on their well-being to avoid 'burnout' or peaking too soon

- Make clear what good effort looks like and use sanctions & rewards
- Explain the steps needed to move towards success
- Work with other staff to identify strategies that work well
- Offer additional attention and support - but students must begin to try and be open to advice and feedback

- Identify specific weaknesses and any extra support needed
- Practise study, memory and revision techniques
- Arrange individual or group intervention
- Keep monitoring; change if necessary

## Effort

# How We Support Our Students

We are committed to helping each of our students achieve to their full potential. We are proud of the support we offer to our Key Stage 4 students. We have:

## **Persistent focus on what happens in the classroom**

- Rigorous checking of the current and predicted grades teachers submitted
- Increasing the level of challenge for all students
- Raised our expectations of students in terms of attitude to learning and behaviour
- Provided every opportunity for students to access academic and emotional support
- Relentless positivity - "you can do it / it's not too late / get it done!"
- Rewards and recognition

## **Subject intervention**

- Based on our assessments and reports
- At lunch and after school
- Academic mentoring and coaching

## **Pastoral support**

- Stress management / yoga/ mindfulness (Year 11)
- Personal mentoring and coaching
- Careers advice and revision guidance

## **Extra sessions**

- A-level challenge lessons
- Interventions during term time and holidays

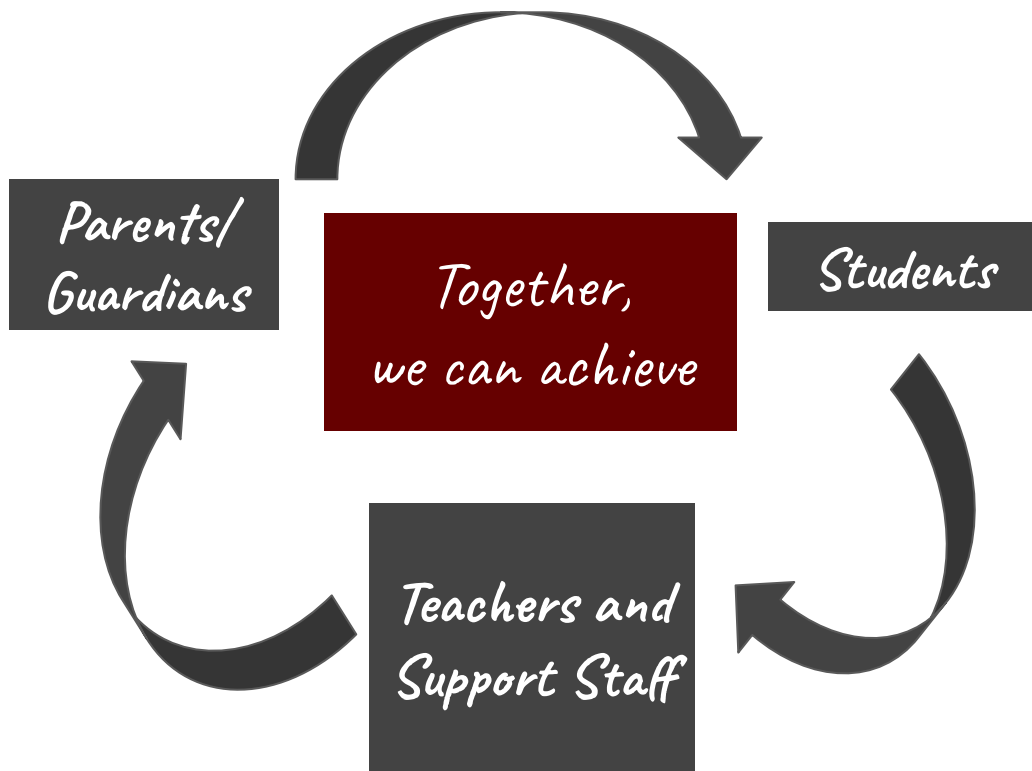
## **Resources**

- Access to online learning tools
- Independent study supported via Google Classroom
- Appropriate revision guides available to purchase
- Support for students entitled to Free School Meals



*This will not change going forward... but we will make some improvements and try new approaches.*

# How You Can Support



*"The more parents are engaged in the education of their children, the more likely their children are to succeed in the education system.... The scale of the impact is evident across all social classes and ethnic groups." (DfE report, 2011)*





# How You Can Support

## If your child is not making enough effort in class and with homework

(some Cs and Ds for 'Attitude to Learning' on school report)

- Talk about the school day: highlights and low points?
- Prioritise attendance and punctuality
- Check their homework diary
- Take an interest (check up on!) their homework. Does the standard look good enough?
- Praise really good effort
- Ensure they get enough sleep
- Limit time on devices - have a family 'cut off' point
- Create a study timetable together
- Support the school's reporting systems that seek to improve effort and attitude to learning



## If your child is trying hard in all their subjects

(Bs and As for 'Attitude to Learning' on school report)

- Celebrate and praise their efforts and achievements
- Help them to see that setbacks or disappointments are part of learning and not the end of the world
- Ensure they get the balance right - study is important but so are exercise, hobbies, socialising and 'downtime'

**Redmoor Students**

Face up to challenges

Are dedicated to improve

Always try their hardest

Take pride in their work

Are kind and respectful

Are excellent each day

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# Supporting Independent Learning

At KS4, students will be set homework by most of their subjects each week and they should be **doing some independent learning most nights**. Homework might include the following activities:

- Revision from a knowledge organiser
- The creation of revision materials
- Extension reading and research
- 'Flipped learning' preparation
- The completion of class tasks or examination questions
- Work that counts towards non-examined assessments (NEAs)
- Revision preparation for mock / actual examinations

**How much homework should you expect your child to be doing?**

**Year 10:**

- Approximately 1 hour of independent learning per week night

**Year 11:**

- Up to 2 hours of independent learning per week night
- Revision also needs to be completed during school holidays and at weekends, especially in the lead up to mock examinations and the final summer examinations



*Co3*

**Religion:** Throughout the play, Shakespeare uses metaphors to emphasize how unnatural the murder is. Religion is also used to imply a spiritual connection and to magnify how evil a person Macbeth has become (with links to the Devil and Hell), as well as this, Shakespeare does reference the Original Sin and the Serpent. Reasoning to go against God would link with Lady Macbeth persuading Macbeth to kill Duncan, an act of going against God. Both couples could be said to die spiritually due to their acts. The serpent planted the seed into Eve's head, as did the Witches for Macbeth. Without persuasion, Macbeth would have been happy with being Thane of Cawdor and King would have simply lived happily in the Garden of Eden.

### Macbeth Context

**The Great Chain of Being:**  
People in the Jacobean time believed in the natural order given to society derived by God. This order is presented with God at the top and then angels, the Monarch, Nobles, Clergy, Gentlemen, Commoners and finally plants, animals and minerals. Religious thinkers upheld this idea where everyone had an allotted place. This order was important as when it is disrupted, big in Macbeth, society goes into chaos.

**Macbeth:**  
Machiavellian leadership - Italian diplomat, Machiavelli, believed that it was better to be cunning and duplicitous instead of being to a successful leader.  
**Aristotle's Tragic Hero Theory:** Aristotle suggested that in a tragedy, such as Macbeth, the protagonist should be of high standard and have a fatal flaw that leads to their downfall. Macbeth's hamartia would be being corrupted by

**Companions (Act 1, Scene 3):**  
Macbeth is a play about conspiracy against the King. The silver medal, that was the icon of the Gunpowder Plot, is referenced with the snake among flowers in Act 1, Scene 5. It symbolises intrigue and deception. SLEEP: The inscription on the medal links to sleep which is a common theme in Macbeth. Duncan is murdered in his sleep and Macbeth and Lady Macbeth cannot sleep as a result of the murder. Which foreshadows what happens to a person who commits treason.

**Divine Right of Kings:**  
The King is above regular humans and is appointed by God in any opposition against the monarch would be seen as sacrilegious (treating something which is holy without respect). Shakespeare is keen to make it known that a monarch is chosen by God as James I watches and it makes Macbeth's crime worse.

**James I:**  
James I paid for Shakespeare's theatre company as Shakespeare makes a lot of reference to the Monarch and James I in Macbeth. He had been on the throne for three years when Macbeth was first performed in 1606.  
James I married the Gunpowder Plot. Macbeth kills King Duncan and the negative effects try to deter people from plotting to murder the monarch.  
James I was said to be related to Banquo so he is said to be and noble in Shakespeare's play.  
James I was interested in the supernatural. His book, Daemonologie, is referenced in Macbeth when the witches are talking about what supernatural events they can cause. Many of these, such as changing the weather, were wrote about in Daemonologie.

**Lady Macbeth and the Role of Women:**  
Women were presented inferior in a patriarchal society and as the weaker sex; Women were only expected to be housewives and mothers and not to be professional. It would have been dishonourable for a woman to act in theatre. Gender is often linked to ambition or the willingness to do something.  
Lady Macbeth would contradict the stereotype in society as she is the more dominant in the relationship with Macbeth. She even asks the spirits to 'unsex me here' as she notices the feminine weakness she possesses. Masculinity and femininity are used quite often in Macbeth with the characteristics of being strong and brave being important. Lady Macbeth uses Macbeth's masculinity to persuade him to murder King Duncan as it was seen as a quality a man must have. This would surprise a contemporary audience as Lady Macbeth challenges the stereotype of women in this era.

*Students will also need to meet NEA deadlines throughout their courses*

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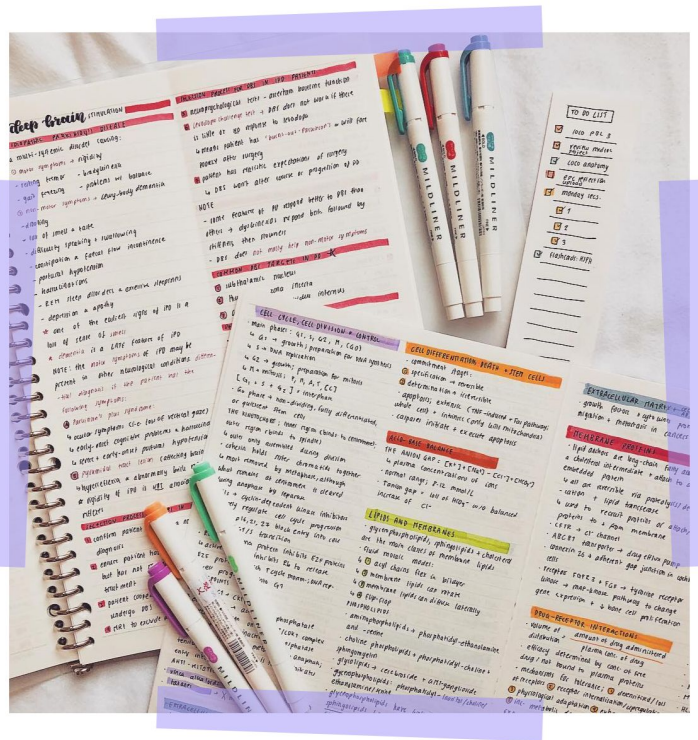
# Supporting Independent Learning

Good / Excellent Homework	Unacceptable Homework (C or D)
<ul style="list-style-type: none"> <li>● Pride taken in work</li> <li>● Time taken over homework</li> <li>● Work is presented well</li> <li>● For revision, resources should be of a high quality</li> <li>● Handed in on time</li> <li>● Sticks to the deadlines given for NEAs</li> </ul> <p>= Rewards points</p>	<ul style="list-style-type: none"> <li>● Scruffy work</li> <li>● Lack of care and effort</li> <li>● Copying straight from the source</li> <li>● No detail or depth</li> <li>● Work that does not meet the task brief</li> <li>● Work that is handed in late</li> </ul> <p>= C1 standards sanction or C1 homework issue sanction</p>

We expect our students to put maximum effort into their independent learning (homework, non-examined assessments and all of the extra things they might do to extend their knowledge and skills, including revision). Above, you can find more information about our expectations for KS4 independent learning.

**As well as homework, students may also need to:**

- Attend extra sessions running at lunchtimes or after school to catch up, achieve a higher grade, revise a topic or complete assessments



*For further information about helping students organise their revision and complete it effectively, please look towards the end of this booklet.*

# Helping Students Get Organised

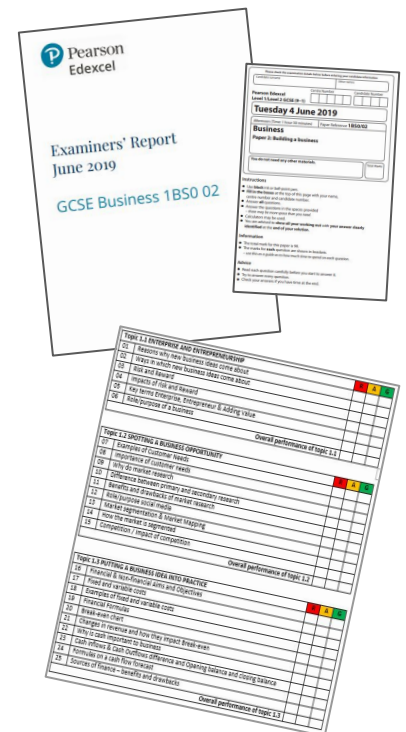
Planning and organising time and resources is a skill in itself. Students are successful in their GCSE exams when they know what to revise, know how to revise and can use and manage their time effectively. **So, what are the best ways for students to plan and organise their time effectively?**

Follow these simple guidelines and before you know it, your child will have time management off to a fine art. These skills are beneficial to learn now before you contemplate A Levels and Degrees - organisation is a life skill that we all have to learn.

## 1 Help students organise what to learn and how to revise

- **Subject Specifications.** Most subjects will provide students with a **topic checklist**, listing everything they need to know in one document. Some might give students the **exam board specification breakdowns**. Students should be encouraged to obtain these checklists from **each of their subjects**.
- **Past Papers & Examiners Reports.** These are liquid gold for most subjects. Students could examine past papers, look at the mark schemes and read the examiners' reports. They will be able to look at how past students have answered the questions and read tips from examiners.
- **Revision strategies.** Once they know what to revise, mastering revision strategies is important. Our best advice is to encourage students not to stick to one method but, instead, to adopt 3 or 4 techniques. Everybody learns differently and not all methods are suitable for everyone. The most effective methods include: creating **flash cards**, summarising information using **Cornell notes**, making **mind-maps** and **dual coding**. All of these methods are explained later on and students have been taught how to use them at school.

**Just reading through class notes or revision guides is not sufficient!**



**Strike while the iron is hot.** These first stages in your preparation you could start doing them now, and begin to familiarise yourself with these documents

# Helping Students Get Organised

In October, we will be supporting Year 11 students' revision during a 12 week build up to their Mock Exams. These sessions, delivered during PSHCE, will provide students with weekly goals and targets as well as activities they should be doing each week.

At the start of this 12 week period, each student will be issued with a folder and dividers for each subject where they will organise their resources. **These will therefore support students in preparing for their actual exams.** Each Friday, students will share their progress with their tutors who will offer further support and guidance.

## 2 Help students to organise their revision timetable

Being proactive with their revision will help students feel more prepared for their upcoming exams. Once they know **what** to revise and **how**, it's time to start!

Planning for revision can take many different forms. The key is knowing **when** exams are and **what** topics need to be covered, working back from that to make a **revision timetable**. In some subjects, students will sit more than one paper so they must make sure that they realise what each paper is going to assess them on.

When creating **revision timetables**, remind students to:

- Allow **extra time** for the topics/subjects they struggle with - or for content they've missed
- **Colour code!** Assign different colours to different subjects.
- Keep your revision sessions to about 45 minutes, then take a short break
- Build in down-time

TIMES	8.00am - 4.00pm	4.00pm - 6.00pm	6.00 - 6.45pm	6.45pm - 7.45pm	7.45pm - 8.00pm	8.00pm - 9.00pm
MONDAY	School time!	Drama Club	Dinner	Homework	Social Media	Homework / revision
TUESDAY	School time!	Revision	Dinner	Homework	Social Media	Homework / revision
WEDNESDAY	School time!	Netball	Dinner	Homework	Social Media	Homework / revision
THURSDAY	School time!	Revision	Dinner	Homework	Social Media	Homework / revision
FRIDAY	School time!	chill out!	Dinner	Homework	Social Media	Homework / revision
TIMES	9.00am - 10.00am	10.00am - 11.00am	11.00am - 1.00pm	1.00pm - 3.00pm	3.00pm - 5.00pm	5.00pm - 6.00pm
SATURDAY	breakfast/ shower etc.	Hour of power revision!	See friends / Lunch	Revision	watching / playing sport / gaming	Revision
SUNDAY	breakfast/ shower etc.	Revision	Sport / Lunch	Flash card review	Out with family	Get someone to test me / dinner

*If a revision timetable isn't working, don't be afraid to help your child reorganise it!*

# Helping Students Get Organised

## 3 Help students to achieve a successful revision session

Once they know **what** to revise and **how**, students need to make sure that every session is as effective as possible. This then motivates them further - especially when they know that their revision is working.

So let's look at how students can really make those revision sessions highly successful.

TIMES	8.00am - 4.00pm	4.00pm - 6.00pm	6.00 - 6.45pm	6.45pm - 7.45pm	7.45pm - 8.00pm	8.00pm - 9.00pm
MONDAY	School time!	Drama Club	Dinner	Homework	Social Media	Homework / revision
TUESDAY	School time!	Sports	Dinner	Homework	Social Media	Homework / revision
WEDNESDAY	School time!	Netball	Dinner	Homework	Social Media	Homework / revision
THURSDAY	School time!	Revision	Dinner	Homework	Social Media	Homework / revision
FRIDAY	School time!	Chill out!	Dinner	Homework	Social Media	Homework / revision
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SUNDAY	breakfast/shower etc.	Revision	Sport / Lunch	Flash card review	Out with family	Get someone to test me / dinner

Subject	<b>Business</b>		
Topic	<b>1.3 Putting a business idea into practice</b>		
What I need to learn and Understand	1. <i>Business aims and objectives</i>	2. <i>Finance Formulas</i>	3. <i>Sources of business finance</i>
First 15 minutes Revise the following:	<i>Financial &amp; Non-Financial methods</i>	<i>Revenue, Total Costs, Profit Break-even</i>	<i>Internal &amp; External Methods</i>
	<b>15 Minute Break</b>		
For second 15 minutes Revise the following:	<i>Why aims &amp; Objectives differ in different Businesses</i>	<i>margin of safety &amp; profit and loss</i>	<i>Pros and cons of different methods</i>
	<b>15 Minute Break</b>		
For third 15 minutes Revise the following:	<i>What have I learnt? Can I write down what I have revised?</i>	<i>What have I learnt? Can I write down what I have revised?</i>	<i>What have I learnt? Can I write down what I have revised?</i>
<b>REVIEW OF WHAT I HAVE LEARNT</b>			
What did I learn:			
What Do I still need to Learn:			
What can I do to help me Learn this: (E.g. - Create some flash Cards, Use thinking Maps, use a mind map)			

The **session plan** on the left is one way that students could structure their revision sessions. Using a method like this provides students with a record of what they have revised and gives them the opportunity to review and reflect - therefore allowing them to self evaluate and adjust future revision sessions.

The example here shows that the revision on Finance formulas didn't quite go according to plan. It has highlighted that this topic needs further revision. Students can then factor this into their plans the following week.

After one cycle such as the one above, students should take a good 30 minute break, get a drink and a snack and then complete another cycle in the same way.

# Helping Students Get Organised

## An Overview



Time management is not just an essential skill to use during revision and exams, it's a great life skill as well!

Not sure where to start? Here are our top three tips to improve students' time management during revision.

1. Help students to **identify their goals** and know **what** to revise. For example: to learn all keywords relating to a specific topic, or to be able to annotate the different parts of a cell or skeleton.
2. Help them to create a **revision timetable** like the example above.
3. Expect **distractions** (and then know how to deal with them!).
4. Help students to break down each session using a **session plan**.
5. Help students factor in times where they are going to **test themselves** - this way they can monitor and evaluate whether or not the methods they are using are effective and whether or not they are learning and understanding the materials they are revising.



*If you fail to plan... then plan to fail!*

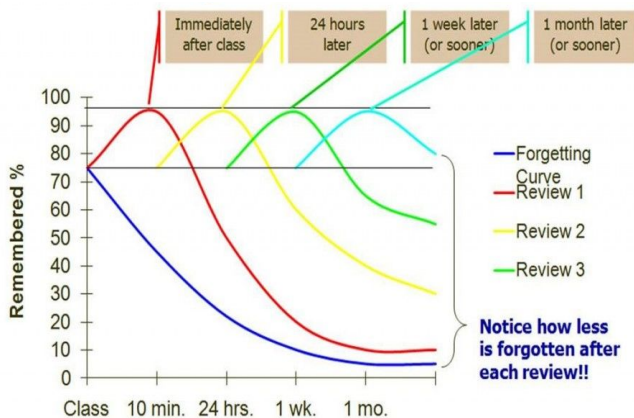
# Supporting Effective Revision

## *Effective learning strategies*

At Redmoor we use the latest educational research to inform our practice. Research tells us that there are some ways that are much more effective than others for your children to learn at home.

We have introduced these strategies to students across all year groups and will give them opportunities to practice these strategies across subjects this year.

We want Redmoor students to now only make excellent progress with us, but be prepared to be success independent learners in the future. Below is a guide to a range of strategies your children should be using to review their learning.



## *Why reviewing your learning is so important*

As soon as we are told a new piece of information, most of that information is 'lost' and forgotten. Hermann Ebbinghaus found that repeating information helps us remember more of it. So we need to be reviewing and going over what we learn in order for us to remember and be able to use the information after a period of time has passed.

This resources summarises some proven strategies that you can use to review your knowledge.

Common methods of revision that are the least effective:

- Highlighting key points
- Re-reading
- Summarising texts



## *Retrieval practice*



Testing what you know is a powerful tool in revision; the effort to remember something really strengthens your memory. Apps such as Memrise and Quizlet allow you to use or create your own quizzes based on topics. Create them, test yourself or get someone to test you. It works!

Learn more about retrieval practice here: [Link to the Learning Scientists](#)

*Think hard, work hard, go far*



# Supporting Effective Revision

## Dual coding

**Dual coding** is the process of combining materials with visual materials.

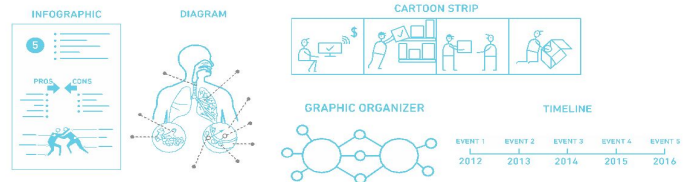
Simply take information that they are trying to learn, and draw visuals to go with it



Try to come up with different ways to represent the information. For example: a timeline, a cartoon strip or a diagram of parts that work together.

Learn more about dual coding here:

[Link To The Learning Scientists](#)



*Click here to watch our video explaining dual coding*

## Mind-Mapping

Graphic organisers are a great way of 'transforming' your notes/information into visual revision topics.

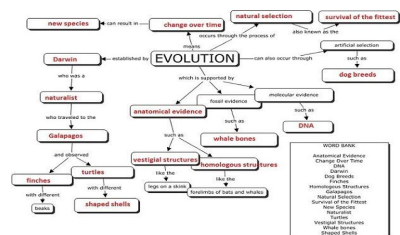
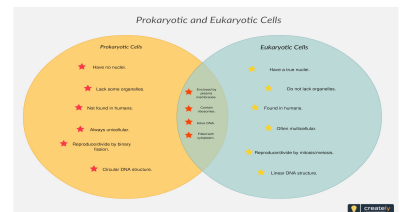
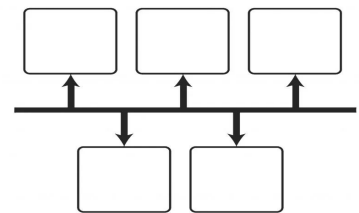
### How to use:

1. Timelines. E.g. create a timeline to explain the chronological plot of a text in English

2. Comparing ideas: Create a Venn diagram to show the difference and similarities. Eg in prokaryotic and eukaryotic cells in science

3. Mind-mapping: At the end of a week, mind map all you can remember about a topic and link areas together.

*Click here to watch our video explaining mind-mapping*



# Supporting Effective Revision

## Spacing and interleaving

Don't revise your all topics in one go (cramming). Instead, you should revise 'chunks' of a topic for small amounts of time (15-30 minutes) and then move onto another 'chunk' from a different Topic.

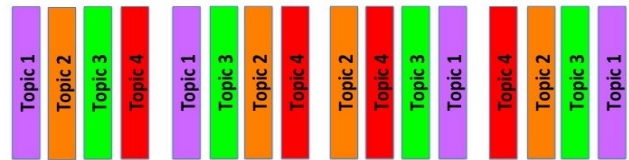
Eg. topic 1 cells, topic 2 digestive system

This will improve your memory!

### Massed presentation



### Spaced and interleaved presentation



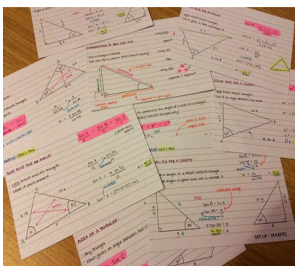
## Flash cards

Simply create questions on one side, answers on the other.

Colour code the cards for specific topics. Post it notes can be useful for keywords and timelines.

Once you have created your flash cards, you need to think about how you will use them effectively.

There is a link below to Leitner system of using flashcards:  
[YouTube: The Leitner Method](#)



Click here to watch our video explaining flash cards

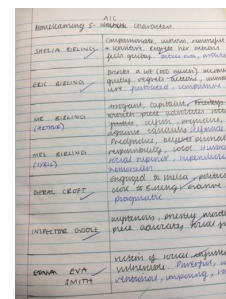
## Self quizzing

Using your knowledge organisers, flash cards and any form of revision material: read, cover, regurgitate and then check your answers for homework knowing you will be tested on this knowledge.

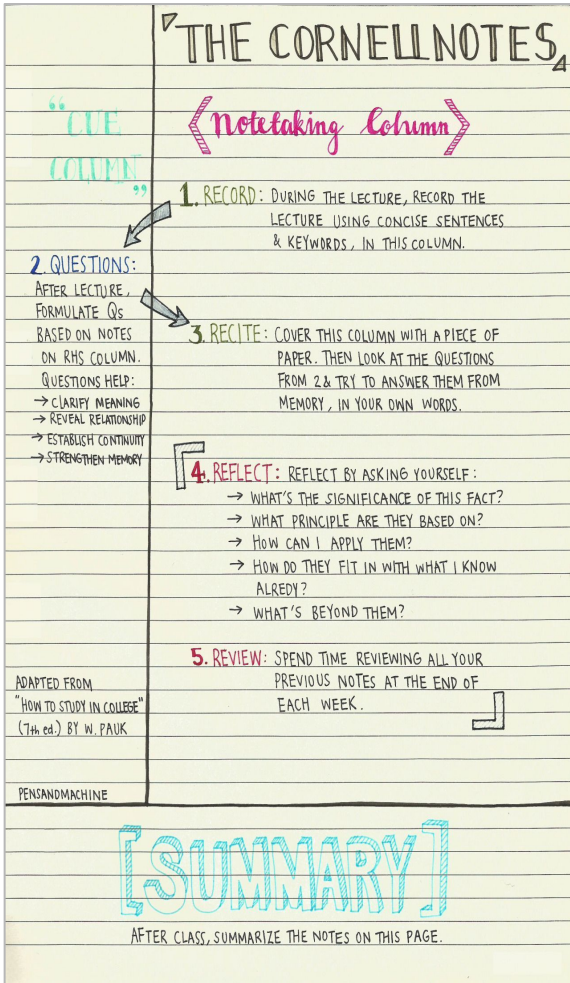
You might want to make quiz questions for yourself.

You can then self assess any missed information in a different colour pen to show where the gaps in their knowledge.

Here is a short video about the power of testing: [The Power of Testing](#)



# Supporting Effective Revision



## Cornell Notes

This method can be used in your revision books as a great method to get you to 'think' about your revision.

Simply split your page into 3 sections as shown on the diagram opposite:

- Note Taking
- Key words / concepts
- Summary

*Click here to watch our video explaining Cornell notes*

After reading the piece of information or knowledge you are trying to revise, you should first condense into notes. You should use sub headings, dual coding and minimal highlighting in your notes.

The keyword section can be used to identify all subject specific keywords or ask yourself questions

This should then be summarised in the bottom section of the page

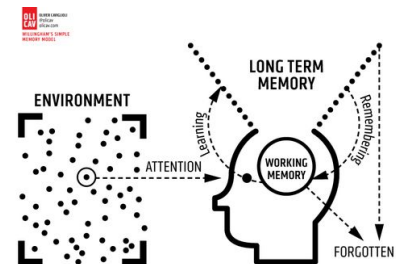
## Useful links:

The learning scientists: <https://www.learningscientists.org/>

Memrise: <https://www.memrise.com/>

Quizlet: <https://quizlet.com/en-gb>

Seneca: <https://www.senecalearning.com/>



*Think hard, work hard, go far*

# Remote Learning



There may be time this year when your child needs to self isolate or spend a period of time at home.

If your child is well enough to learn, online work will be set to ensure your child does not miss out on the learning going on at school.

Google Classroom

Every **Monday at 9am**, work for each subject will be set for your child on Google Classroom.

## Expectations of remote learning:

- ★ To access the work please use the following link to our website:  
[Remote learning](#)
- ★ There will be work from each subject your child studies and they should complete all of the work set for them
- ★ Completed work should be brought back into school and shown to class teachers
- ★ If your child has questions about the work set, your child should contact their class teacher in the first instance
- ★ A good way to work through the work set may be for your child to follow the lessons they would have on their usual school timetable
- ★ If your child has issues connecting to the internet and accessing the work then you should contact the school as soon as possible

*Click here to watch a video from Head of ICT & Computing, Mr Moore, about how to access and support your child's remote learning*