



GCSE Mock Exam Results



Redmoor Academy – GCSE Examinations

GCSE Examinations

How can I support my child as they prepare for their exams?

“Education is the most powerful weapon which you can use to change the world.”

Nelson Mandela

“I have failed over and over again in my life. And that is why I succeed.”

Michael Jordan

“Tell me and I forget. Teach me and I remember. Involve me and I learn.”

Benjamin Franklin

Redmoor Academy – GCSE Examinations

Mock Exams

- **Mid November**
- **Exam experience and quantitative judgement**
- **Can provide *students and teachers* with important information;**
 1. **Where am I now (6 months/ 19 school weeks before “real” exams)**
 2. **Affirmation or motivation**
 3. **Which topic, question style etc do I need to improve on?**
- **Expect to see improvements between now and exams**



How can I support my child?

- How are they handling the pressure?
Too much or too little work!
- A work space: quiet, no distractions
- Avoid filling up their weekends with activities
- Make sure they eat and sleep!
- Carrot and stick
- Keep things in perspective
- Keep talking
- Understand



How will we continue to support students to achieve beyond their potential?

- **High quality teaching in lessons**
- **Additional support and intervention**
- **Personalised support**
- **Carrot and stick**
- **High quality revision materials and links**
- **Feb Half Term catch up sessions and a comprehensive Easter revision programme**
- **Working with parents**



So year 11.....

**Did you do as much for these
mocks as you could have and
complete all revision tasks you
were given?**

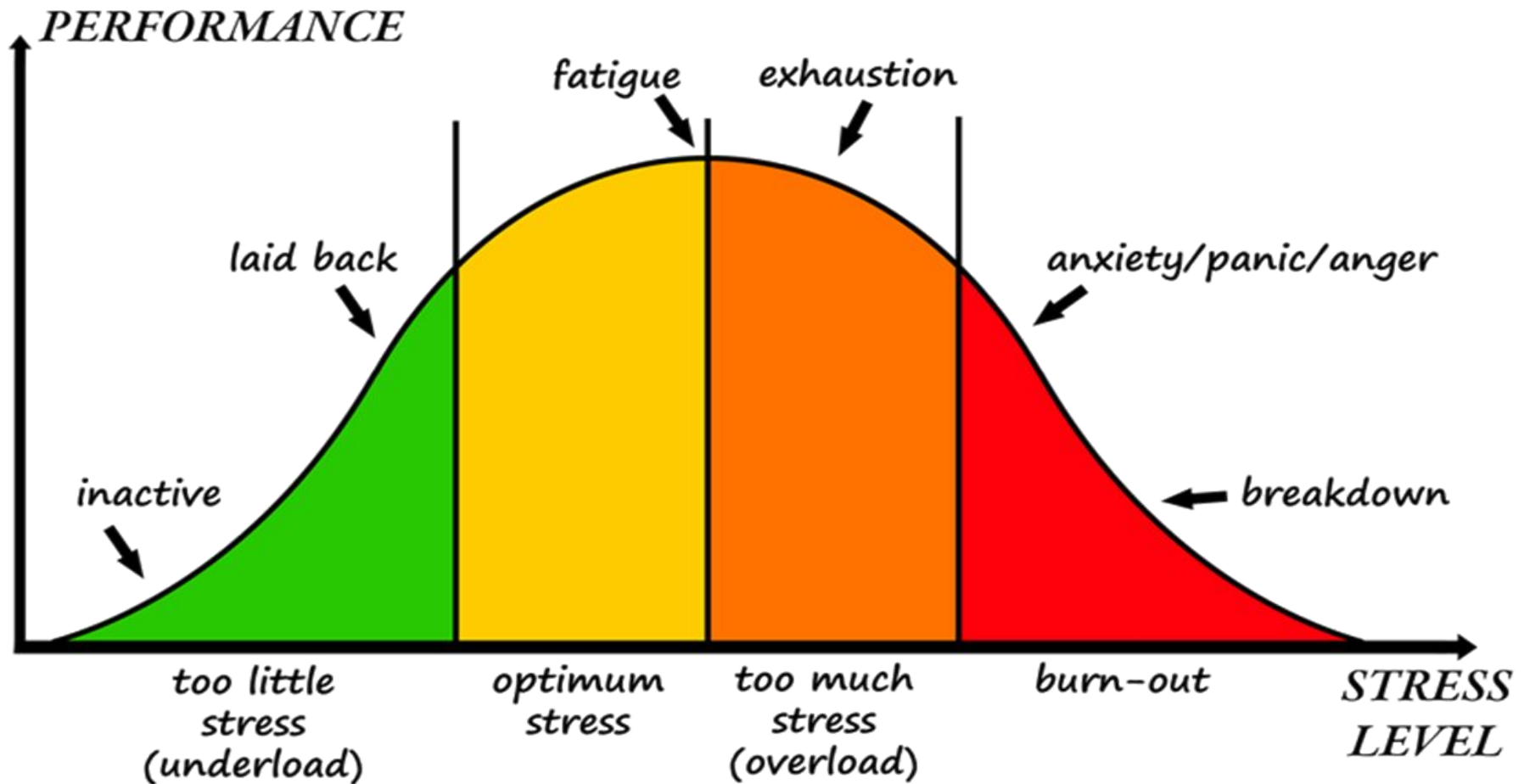
Or is there more to come?

Psychology of Exams and Revision

- **Your child will be stressed!**
- **Stress is a normal reaction to KS4 and exams**
- **It can be clearly linked to a cause**
- **Used positively to motivate**

Stress vs Anxiety

STRESS CURVE



Recognising negative thoughts

- Everyone has negative thoughts - it's normal
- "Ruminating" can become a habit over time



**"I'm going to fail
(so why bother?)"**

**"Everyone is going
to judge me"**

**"If I fail at my
exams my whole
life is going to be a
failure"**

**"It's too late,
there's no
point starting"**

.....so what can you do?

- **Be aware of these thoughts - recognise they are normal**
- **Don't let them turn into a habit.**
- **Discuss revision and exams regularly with your children**
- **Encourage the use of breathing/mindfulness techniques e.g. Headspace App.**
- **Help them avoid procrastinating and in their revision planning.....**

“I’m revising!”

But what does that mean?

What should you see them doing?

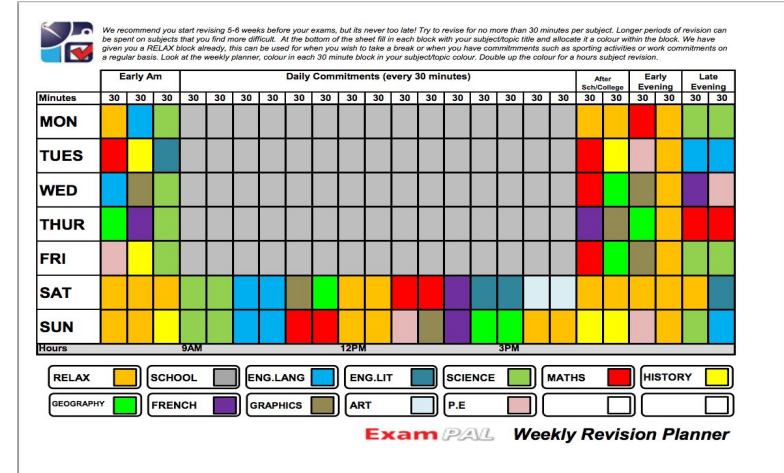
It isn’t:

- **Reading through exercise or revision books**
- **Browsing the internet**

**Revision needs to be active or creative
And it needs to be NOW!!**

Planning successfully

- Making revision plans is essential
- Revision should be planned to peak individually for each exam, basic revision should be complete 3 weeks before.
- Plan together with your child - put the fun and essential things in first and make the revision fit around them.
- Plan to cover topics rather than just give a time slot to a subject - then if you finish that revision early you can keep the gained time - motivation.



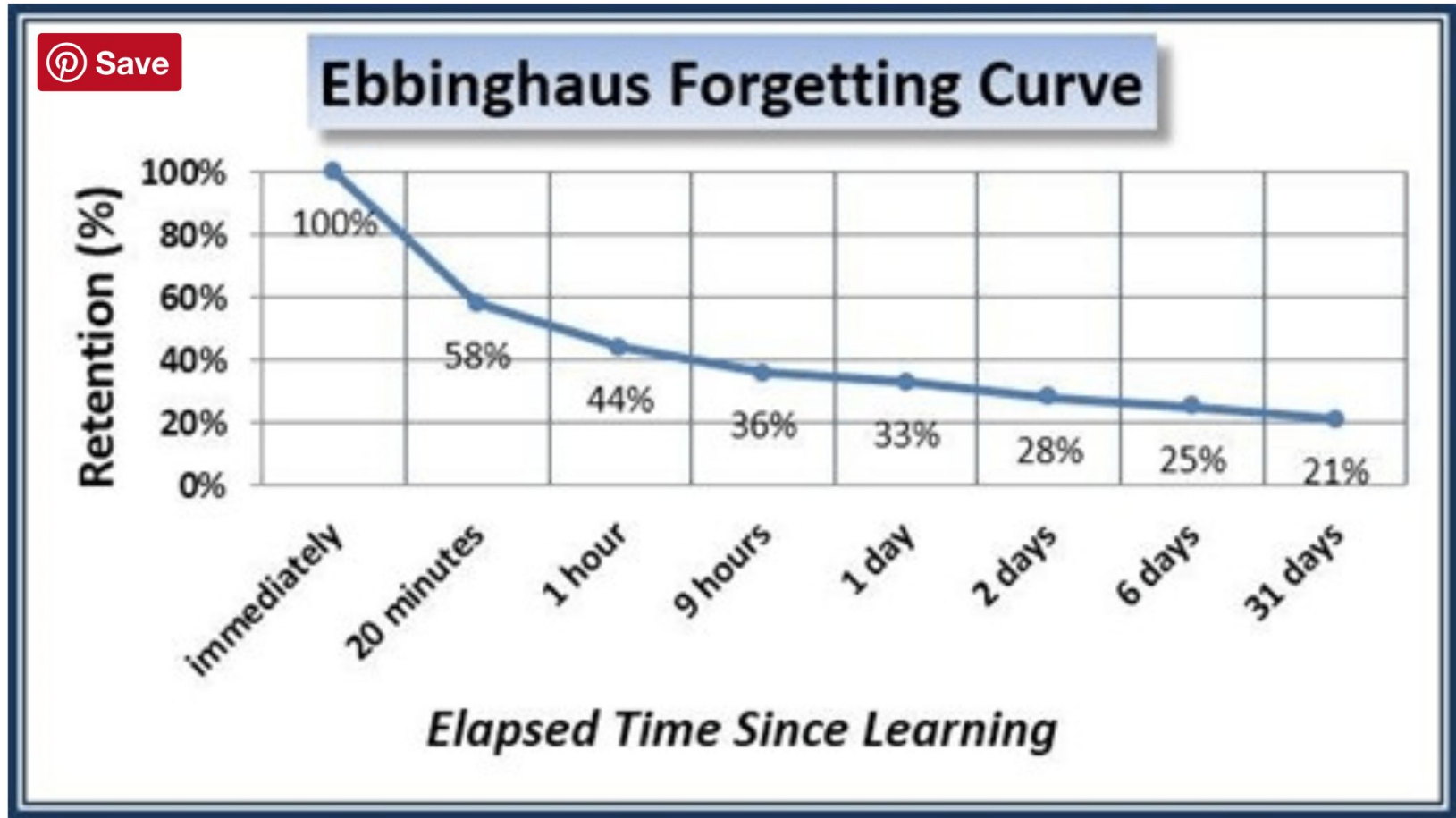
Ask to see your child's revision notes for each subject. If they haven't got them, they need to start now!

Why is important to keep revising and recalling?

Remember this? Ebbinghaus forgetting curve



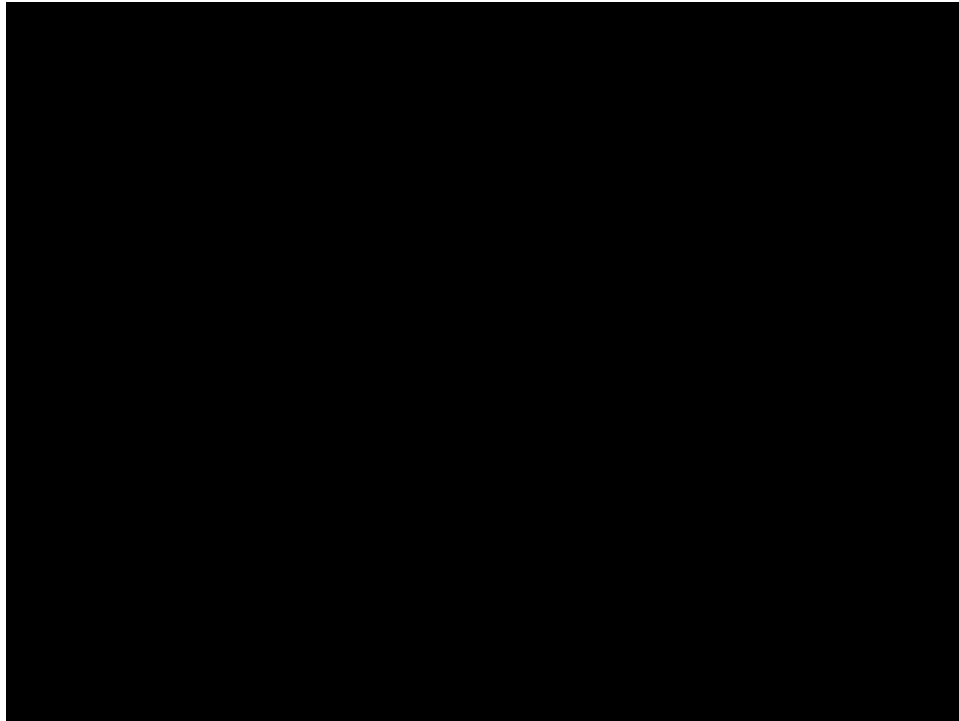
Remember this.....?



Why review?

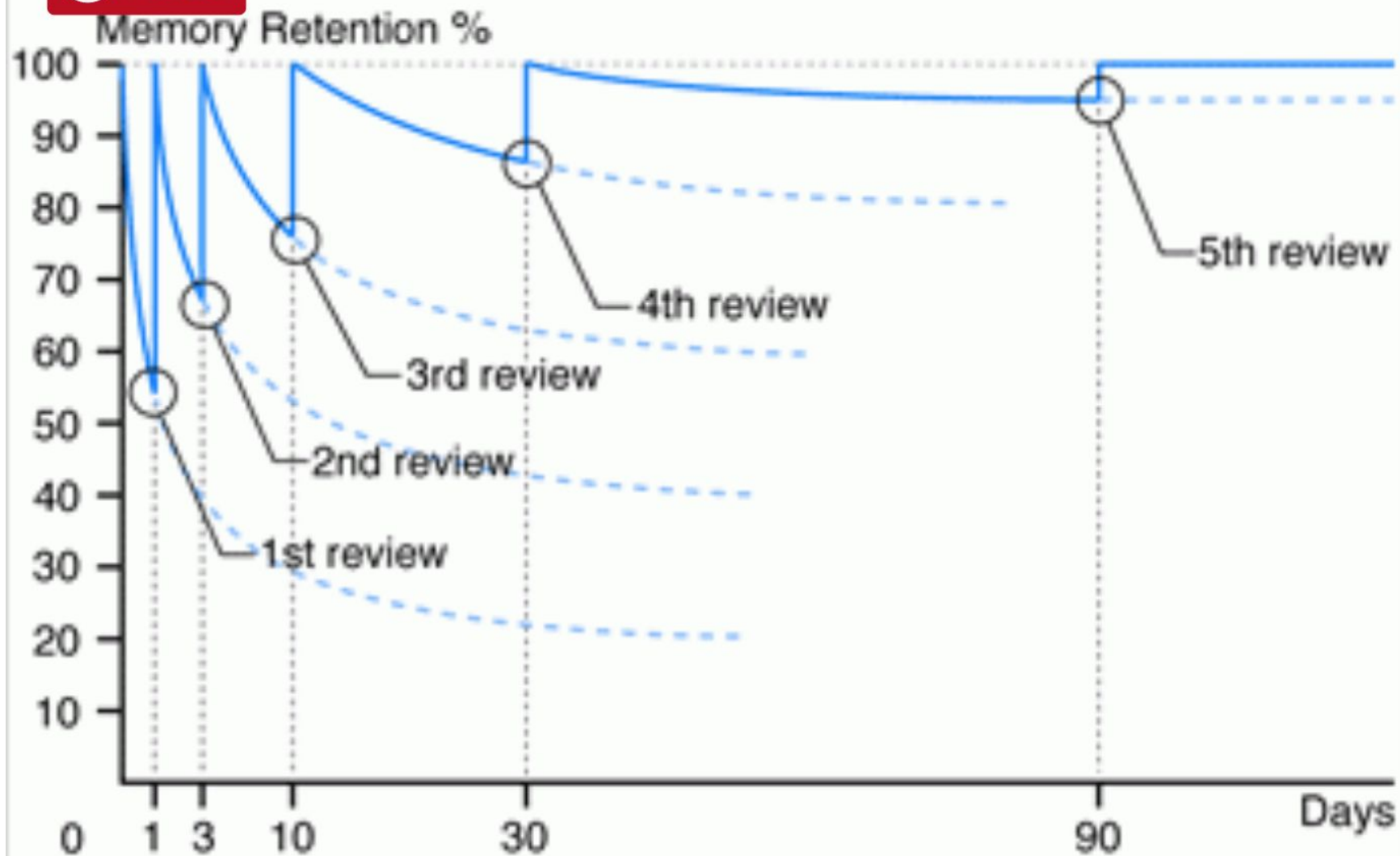
The Forgetting Curve

Hermann Ebbinghaus 1885





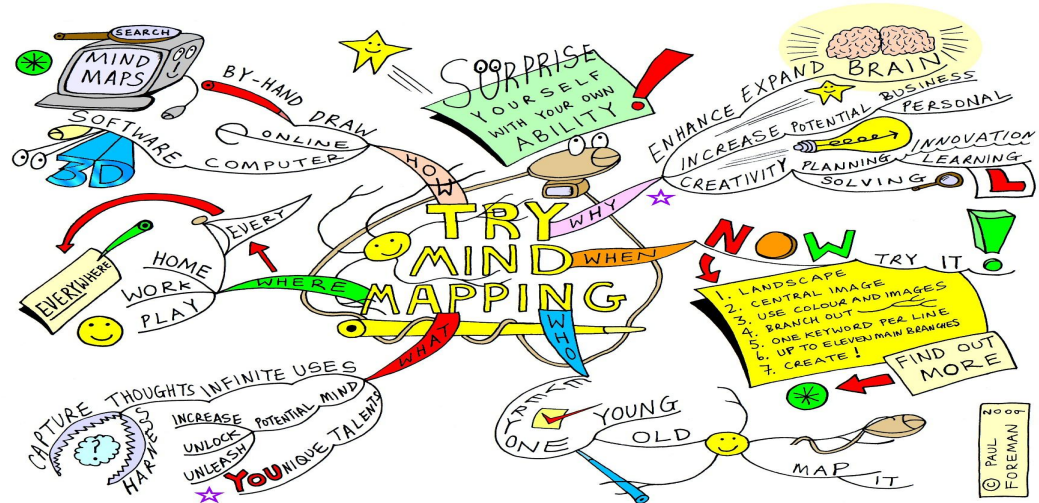
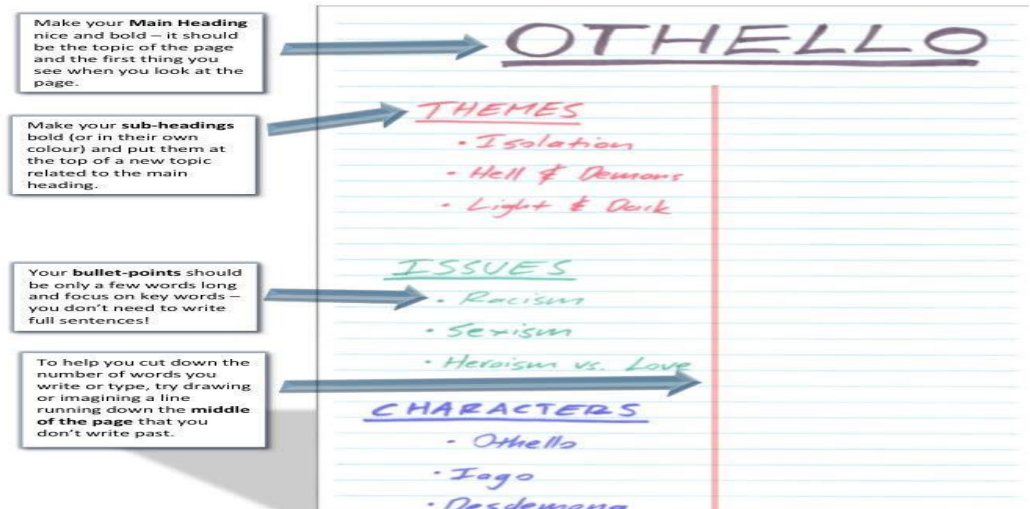
The Forgetting Curve



Basic methods

Reducing notes
down by 80%

Mind mapping



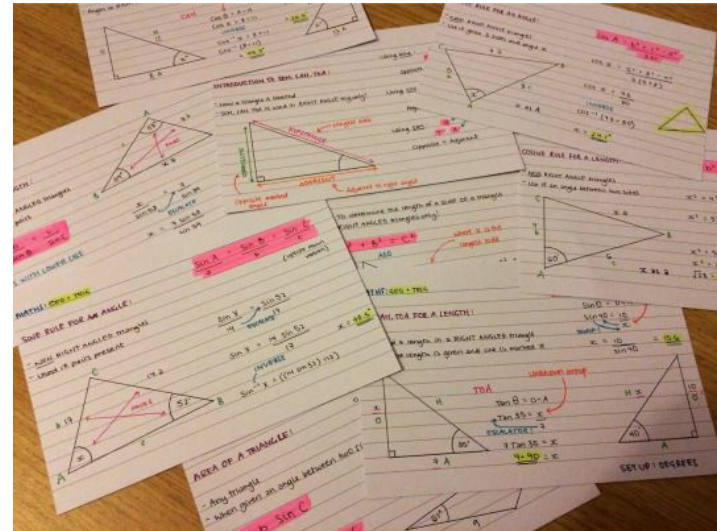
Other Methods

Revision/flashcards -
physical or on-line (e.g.
Quizlet)

Collaborate with friends to
make resources/test each
other

Make up your own exam
questions

Subject specific methods
e.g. timelines and Guess
Who for History



Where to get help

School website has revision advice and resources tailored to each subject

Revision guides are available to buy

BBC Bitesize covers most topics and subjects with videos and quizzes

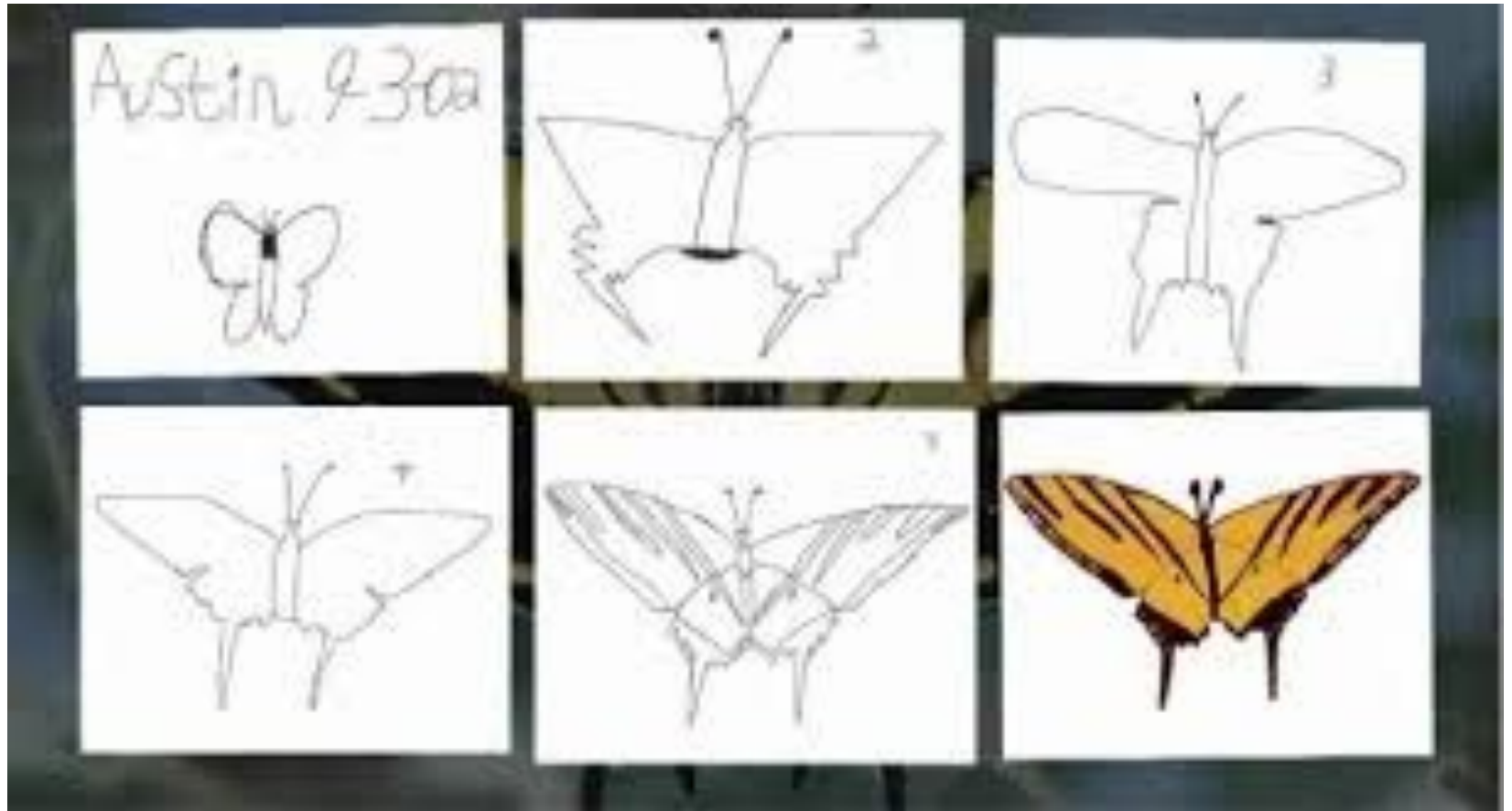
Revision websites:

- GCSEPod
- Tutor2u.net
- Quizlet
- Kahoot

Planning apps and resources



Austin's Butterfly



Revision? What can they actually do?

- A revision **plan** or **timetable**
- **Past questions**: links to exam boards on our web site
Can use in different ways;
 - answer in timed conditions
 - For essay style questions, do a detailed plan or a 5 minute start of the exam plan
 - Complete different sections for different topics
- **Revision cards**: reduce knowledge down to key bullet points
- **Revision grids**: split a text or topic into key areas and add information
- **Mind maps**: use to show lots of knowledge on a subject/topic
- **Web sites**: useful tools and good ones linked to exam boards bbc.co.uk/bitesize or examtime.com and keep checking the KS4 exam information section at Redmooracademy.org
- **Phone a friend**: split a subject into different revision areas, prepare a revision guide and share! Can be on paper or electronically
- Use **revision guides/ books**
- Attend **revision sessions** and ask teachers for help and support



Progress

**Low effort
Good progress**

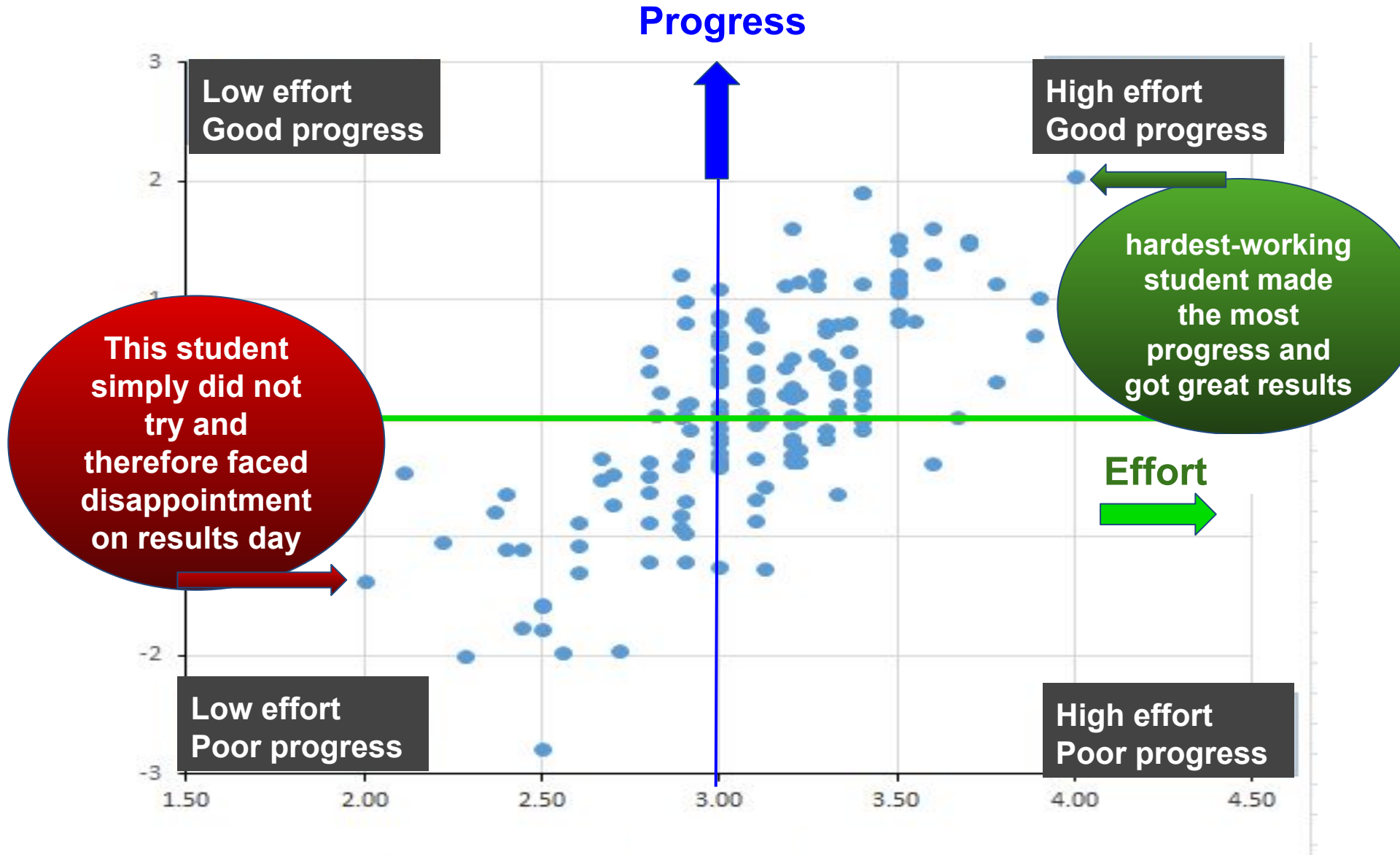
**High effort
Good progress**

**Low effort
Poor progress**

**High effort
Poor progress**

Effort

There's a striking correlation between effort and progress...



What sort of student?

Progress

- Grades seem to be good
- But this student is 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

Effort

- 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

- Grades are low 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

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

Effort

- 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

So what constitutes good enough attitude to learning (or a B)?

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

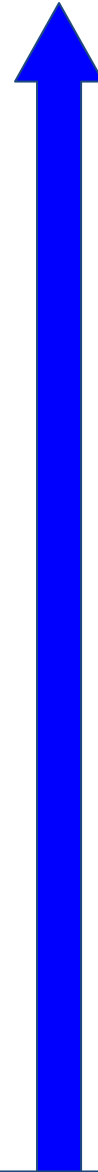
Parents' Response?

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

- Talk about the school day: highlights and low points?
- 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
- Research future opportunities
- Prioritise attendance and punctuality
- Don't let part-time jobs take over

If your child is trying hard in all their subjects

- Celebrate and praise their effort 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'





GCSE Exam Results August 2023



Redmoor Academy – GCSE Examinations

This page in
your booklet
gives a little
more
information



What can you do each day?

1. Ask about the highlights and low points of the day: what caused these to be so good or so bad? Help by talking through strategies for dealing with things that went wrong to prevent them happening again.
2. Ask to see your child's homework diary. Are they writing down homework clearly and with enough detail to remind themselves of what to do and when homework is due in?
3. Ask to see the homework. You may not be an expert in every subject but we parents can usually tell if homework has been done with care and is detailed enough.
4. Praise your child when they try really hard, and help them to see that lack of effort rarely leads to success.

Create a study plan

Some teenagers benefit from an adult helping them to structure their time. Making a study timetable which also makes time for hobbies, seeing friends etc but includes homework and revision can help to get the balance right.



Getting into good habits:

Sleep: make sure your child gets to bed in good time. If they are well-rested, they will learn more easily in lessons.

Punctuality: please help make sure that your child arrives on time. Even a morning here and a day there can lead to vital learning being missed. Illness can't be helped, but make sure that your child attends (on time!) as often as possible.

Work together for the future

Help your child research what they would like to do after they leave Redmoor.

Having a goal and knowing the qualifications needed can really help to motivate them to try hard.



Limit device time: limit the amount of access/time your child has to electronic games, phones, tablets or TV. We all know that we can easily waste a lot of time on such things ourselves (and there must be time for relaxation) but Year 11 students must make enough time for homework and revision too. Consider having a rule that mobile phones/tablets stay downstairs at bedtime.



	Early Morning 8.30-10.30am	Late Morning 10.30-12.30	LUNCH	Early Afternoon 1.30-3.30pm	Late Afternoon 3.30-5pm	Early Evening 5-7pm	TEA	Late Evening 8-10pm
Saturday	Lie in and b'fast	Football		Maths				TV
Sunday	Match of Day	English		Football	Football			
Monday	School				Drama	Biology, X Box		
Tuesday					F. Maths	X Box, Chem		
Wednesday					RE	French, X Box		
Thursday					E Lit, XB	Football	Footb	
Friday						Social Time		
Saturday	Lie in and b'fast	Football		Maths				
Sunday	Match of Day	Physics		Football	Football			
Monday	School				Drama	History, X Box		
Tuesday					F. Maths	X Box, RE		
Wednesday					RE	Drama, X Box		
Thursday					Media, XB	Football	Footb	
Friday						Social Time		