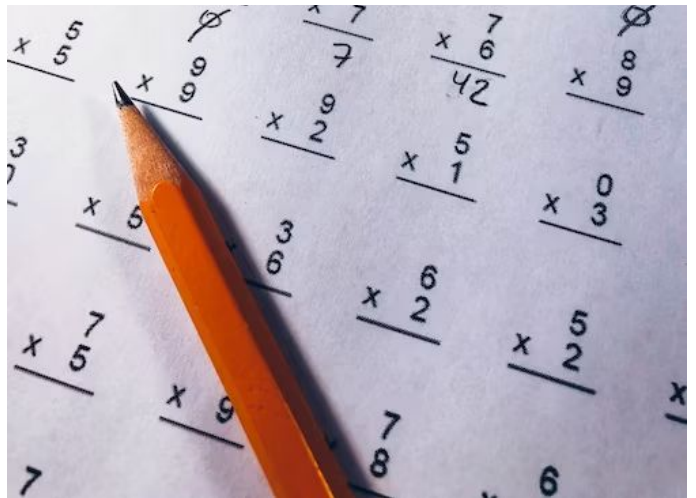




How We Learn at *Redmoor*.

A Guide for Parents and Carers at KS3



Positive attitude leads to excellence

Knowledge Organisers

Knowledge organisers (KOs) help students to remember the knowledge that they have to understand to be successful in school and wider life. KOs organise and break down the key elements of the topics to be covered so that students can practise these chunks of knowledge that then become transferred to their long term memory.

This fundamental knowledge is deepened when students are in the classroom and over time this knowledge becomes like building blocks to create a real understanding of the world we live in, across all subjects areas.

Your child will be given new knowledge organisers every term in year 7,8 and 9.



How we learn at Redmoor

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!



Useful links:

- The learning scientists: <https://www.learning-scientists.org/>
- Memrise: <https://www.memrise.com/>
- Quizlet: <https://quizlet.com/en-gb>
- Seneca: <https://www.senecalearning.com/>

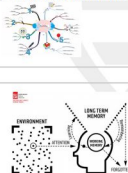
Mind Maps

Mind mapping is simply a diagram used to visually represent or outline information.

It is a powerful graphic technique you can use to translate what's in your mind into a visual picture.

Mind maps help with memorisation of key knowledge as it helps to organise information and begin to make links and connections to different pieces of information.

The use of visual images helps your brain to memorise the information with simple words next to them - links to dual coding!



THINK HARD. WORK HARD. GO FAR

REDMOOR ENGLISH DEPARTMENT: WHAT ARE MYSTERY NARRATIVES?

What is Narrative Writing?	What is the mystery genre?
Narrative writing A narrative is a piece of text or prose that focuses on telling a story. We refer to a story by a narrative . Narratives are the most common form of writing.	The Mystery Genre Mystery is a genre of literature whose stories focus on a putting crime or situation that needs to be solved . Many mysteries involve a 'whodunnit' scenario, meaning that the mystery revolves around an investigation into uncovering a suspect or criminal . There are always a set of suspects who come under suspicion before the crime is resolved at the end.
Genre Genre comes from the French word 'type'. It is a way to describe the style of a piece of writing. It is a way to describe the style of a piece of writing. It is a way to describe the style of a piece of writing.	When and why did mystery stories appear? Mystery stories appeared in the 1800s. At this time, people began to crowd into cities and there was more crime. As the need for detectives emerged, the mystery genre emerged. One of the first mystery writers was the American Edgar Allan Poe. In the 1930s, novels like <i>The Maltese Falcon</i> by William Faulkner became popular. Perhaps the most famous mystery writer is Arthur Conan Doyle. He created <i>Sherlock Holmes</i> in 1887.
Plot A plot is the sequence of events that happen in a story. It is the sequence of events that happen in a story. It is the sequence of events that happen in a story.	Plot The mystery story typically begins with a crime or murder , after which readers follow the detective as he or she conducts an investigation.
Setting A setting is where or when a story is set. It is usually introduced at the beginning (beginning) of a story along with the characters.	Key features: the author may hide clues and motives, revealing information as the story progresses. Red herrings are false clues that lead the reader and the detective away from the true culprit.
Character A character is a person, animal or being who is a part of a story. They are usually introduced at the beginning (beginning) of a story along with the characters.	Character: the central character will often be a detective, like <i>Sherlock Holmes</i> , who eventually solves the crime by using his/her great mind , becoming a hero . Mystery novels always feature a villain who tries to cover up their crime.

How Narratives are Typically Structured

This diagram is named after **Freytag**, a German playwright in the 1800s, who believed that stories can be broken down into 7 main parts. These are explained in this diagram.

- Exposition**: A series of events unfold to keep the reader interested.
- Inciting Incident**: A problem is introduced and something happens to trigger the rising action.
- Rising Action**: The main character comes face-to-face with a big problem and has a choice to make (the most tense or exciting part).
- Climax**: The main character makes a choice to make (the most tense or exciting part).
- Falling Action**: The problem unravels, and the hero either wins or loses.
- Resolution**: The problem is solved.
- Denouement**: The story ends with a final outcome.

Commonly Used Storylines

The same old story? In 2014, Charles Stempel wrote a book in which he argued that there were only seven basic story plots and that all literature, film, video games and other culture-based products will help you find these archetypal stories (basic plots).

- Overcoming the Monster**: The protagonist (hero) was not to defeat an antagonist (monster) which threatens the hero or their homeland.
- Rags to Riches**: The poor protagonist acquires power, wealth, love and a good life, growing as a person as a result.
- The Quest**: The protagonist and his/her team set out to acquire an important object or to go to a location. They face adventures and, after overcoming the trials it poses or solving important issues, return to their location. They return with wisdom, treasure, and a new perspective.
- Wages and Return**: The protagonist goes to a strange land and, after overcoming the trials it poses or solving important issues, return to their location. They return with wisdom, treasure, and a new perspective.
- Comedy**: Light and humorous character with a happy or idealized ending. It is a form of work in which the central motif (recurring idea) is the struggle over extreme circumstances, resulting in a successful or happy outcome.
- Tragedy**: The protagonist is a hero with a major character flaw or personality which leads to their downfall (tragic flaw). They are usually a noble character who chooses their own fate.

Chemistry 5.1 – Matter

Keyword

Boiling point: The temperature that a substance boils at.

Change of state: The process where a substance changes from one state to another.

Condense (condensation): The change of state from a gas to a liquid. It can happen at any temperature below the boiling point.

Density: The mass of a material in a certain volume.

Diffusion: The process where particles in liquids or gases spread out randomly from a place where there are many particles to a place where there are fewer.

Evaporation: When the particles at the surface of a liquid turn into a gas.

Gas pressure: The force applied on a certain area, on walls of a container. It is caused by collisions of particles with the walls.

Melting point: The temperature at which a substance melts.

Particle: A very tiny object, such as an atom or molecule, that is made from atoms. They are too small to be seen with a microscope.

Particle model: A way to think about how different substances behave in terms of small, moving particles.

Atom: Smallest part of an element that can exist.

Compound: Substance made up of 2 or more elements chemically bonded together.

Element: A substance that cannot be broken down into other substances. They are made up of just 1 type of atom.

Changes of state

Identify the names of the 4 different changes of state. Add them to the diagram.

Explain what happens to the particles when a liquid freezes.

Diffusion is the movement of one type of particle into and through another. Particles move from a high concentration to a low concentration.

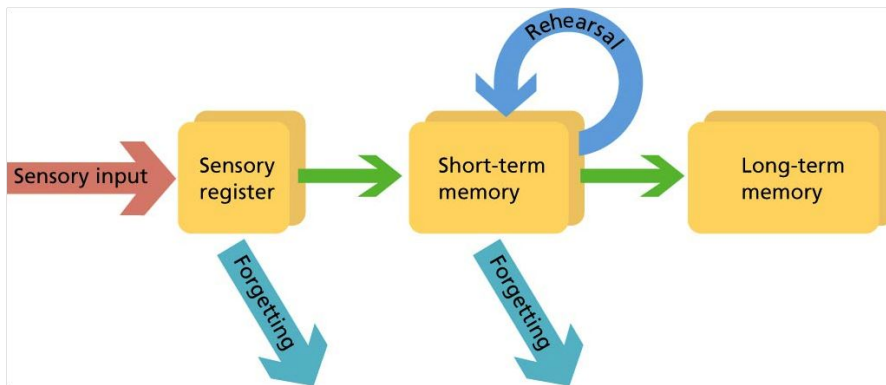
The graph shows the temperature of a liquid as it is heated. The temperature for all of the particles to get enough energy to form a gas.

How do you know from the graph what the boiling point is?

Cognitive Load Theory

As a parent/ carer, you may be asking:

- Why do we ask students to learn facts off by heart?
- Why does your child have constant knowledge organiser tests?
- Why is your child constantly revising for 20 minutes a day?



At Redmoor, we look at the most recent research from educationalists, psychologists and cognitive scientists, to make sure that the learning of our students is as effective as possible.

We understand that the cognitive load theory tells us that students can only hold so much in their shorter/ working memory at one time - only about 6 or 7 facts. So we need to transfer knowledge into long term memory and the only way we can do that is by constantly practising new material. Our long term memories have so much capacity, but we have to commit to constant revising to transfer knowledge there. Memorising from the knowledge organisers means that the key facts stick in students' long term memory, which allows their short term memory to take in new information.

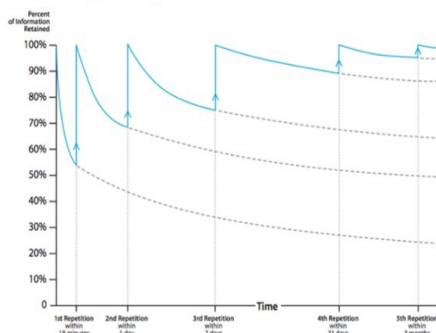
Top Tip: Think about how easily you can remember song lyrics. This is because we repeat them over and over again, so they stick in our long term memory.

Ebbinghaus Forgetting Curve

Ebbinghaus, a German Psychologist explained this further. He noted that as soon as we are given information, it begins to fall out of our memories. However, the more we review facts, the more they stick in our long term memory.

Our knowledge organisers help this review and with constant practice, our students' long term memories become filled with knowledge that they can draw upon at any time to help them be successful in their academic learning, but also in understanding the world around them.

Rate of Forgetting with Study/Repetition



"That which is learned with difficulty is better retained .."

Hermann Ebbinghaus (1909)

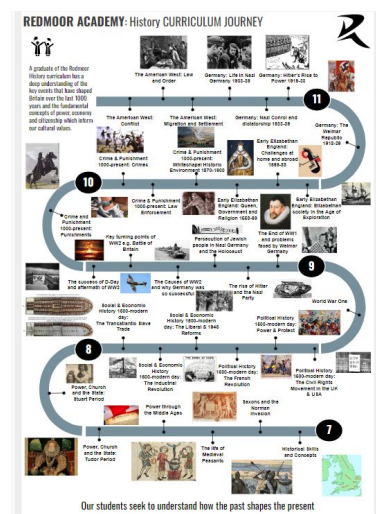
German Psychologist (Memory Curve)



Enriching Our Curriculum

Our curriculum is ambitious and equips all students to be successful. The curriculum has been carefully sequenced to allow knowledge to build up over time. We want Redmoor students to be inspired to be the best version of themselves and a desire to be lifelong learners.

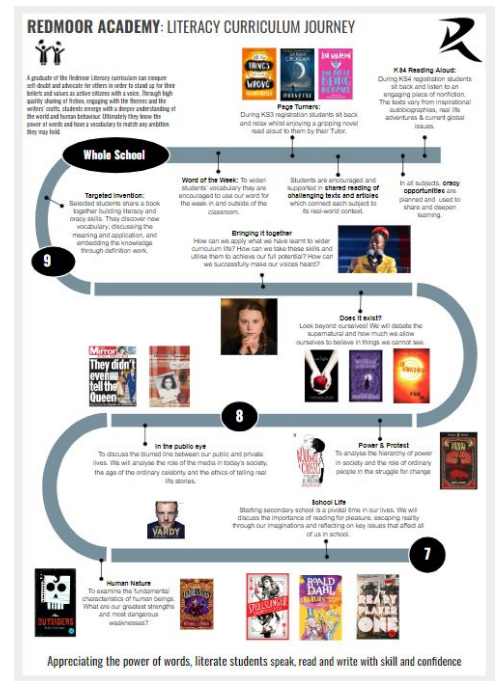
The curriculum journeys developed by each department also have enriching experiences in and outside this classroom. This could be an extended project, a creative homework, outside speakers or subject focused school trips.



Literacy at Redmoor

At Redmoor Academy we recognise that literacy is not only fundamental for academic success, but also for students to become active members of their society once they have left school. At Redmoor we want to show students that literacy is empowering; that they have a voice and to give them the confidence to use it.

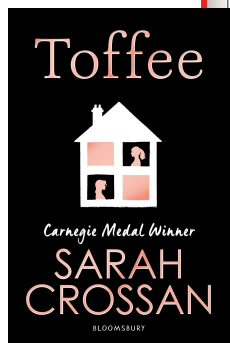
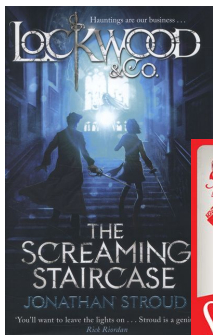
As a school we promote a literacy-rich curriculum through a number of engaging initiatives. We are committed to broadening our students' vocabulary and in each subject we place a high value on developing disciplinary literacy. In addition, we have a Word of the Week. This is shared during registration and students are rewarded for using it throughout the week, as many do - some of them quite creatively!



All students in Year 7 and 8 at Redmoor have lessons dedicated to oracy, comprehension and whole class reading. The Reading Skills curriculum provides students with skills that underpin excellent literacy across the wider curriculum. Firstly, we focus on developing students' ability to articulate their ideas and opinions in order to give them the confidence to participate in high quality discussion and debate. These activities lead to higher quality written work across their subjects. All subjects and key stages plan 'Talking Points' into their topic planning, providing many opportunities for students to practise formal, intelligent talk - a vital skill for success in later life. Literacy development continues in KS4 in all subjects through their continual focus on vocabulary, questioning, academic reading and structured writing.



Many of our students at Redmoor will also be selected to take part in the Lexonik programme: a fast-paced, intensive and fun approach to boosting reading confidence and providing students with the strategies required to develop and maintain phonological awareness. Students will be invited in groups of four to participate in a six week intervention delivered by specially-trained teachers. Lexonik is designed to make students curious about language whilst providing them with the tools necessary to understand the academic language they are exposed to at school and beyond.



All tutor groups have a morning registration dedicated to Page Turners. This is a twenty minute activity where the tutor reads aloud from a novel. Page Turners encompasses the joy of simply being read to, whilst bonding as a tutor group over some great fiction for teenagers. Students will have been exposed to a wide range of quality books by the time they complete KS4.

Additionally, our curriculum promotes a love of reading for pleasure. Each week students are given the opportunity to listen to engaging excerpts and participate in high quality discussions about the literature we read. In Literacy lessons, students also read a Whole Class Reader, stopping to discuss key moments, themes and ideas within the books, as well as pausing for Talking Points.

Reading at Redmoor



We see reading as being of vital importance to both the academic progress and well-being of our students. In all subjects, we teach how to read for information, in particular the skills needed to approach more difficult texts. We also place a high value on reading for pleasure. Reading good quality fiction has been proven to help young people in many ways, but in particular in developing a wide vocabulary.

If students are unsure what to read, they can access recommended reading lists on the school website, browse and reserve books through our Online Library Service, or ask Mrs Moore, our school librarian, who is always full of great recommendations!

Students are also encouraged to enter Redmoor Reading Challenges and are rewarded for their successes.

Our librarian, Mrs Moore, also runs a weekly extra-curricular Book Club which all students are welcome to join. Book Club sessions are designed to inspire the students to develop a love of reading through the sharing of a good book in a relaxed environment with an adult to guide them.

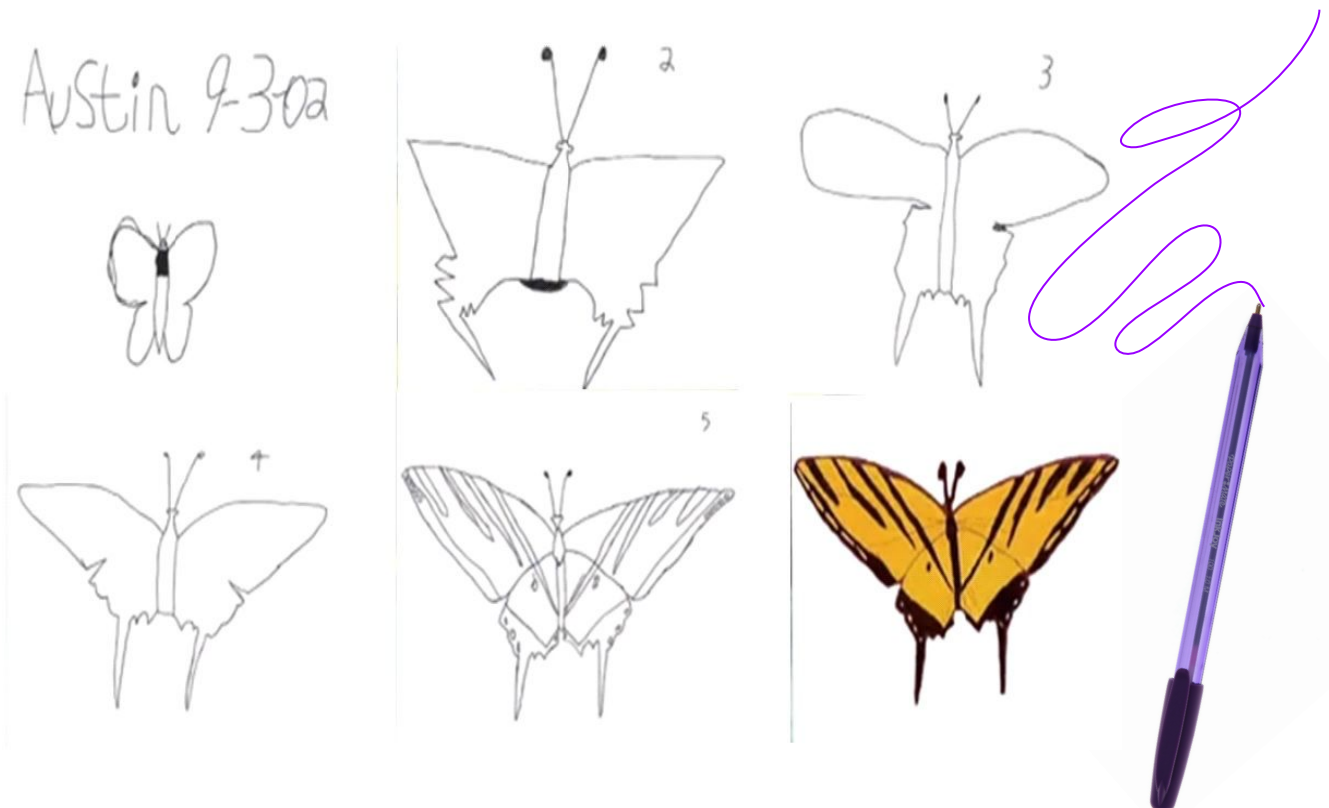
Feedback and Austin's Butterfly

When you look at your child's book, you may expect to see lots of red ticks, 'well done's' and grades.

However, recent research tells us that the most important aspect of marking student work is what the students then do with it and how improvement is made. This feedback may take the form of whole class feedback, or individual feedback, so you may not always see lots of comments in your child's book.

What you should see, is them responding to teacher marking in purple pen. The more your child acts on their teacher's feedback (or in some cases their classmates' feedback), the more progress they make. Austin's butterfly is a good example of how targeted feedback can lead to success (see the video on YouTube for more details).

"If it's not excellent, it's not finished!"



Supporting Students' Progress

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 / revision 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'

Homework at Redmoor

For homework, we ask our students to constantly practise the facts on their knowledge organisers. We feel, based on research, that it helps them retain important information and use higher level vocabulary. Your child may also be asked to complete creative homework tasks that allow them to apply their learning. We therefore expect students to spend the following time on their homework:

Year 7 and 8:

- 20 minutes per subject per week (except for lessons taught once a week)

Year 9:

- 30-40 minutes per subject per week
- Homework may also include GCSE preparation

The Maths department will also set homework using online programmes to enhance activities in class.

Again, we expect our students to put maximum effort into their independent learning (homework and all of the extra things they might do to extend their knowledge and skills).

By doing this, students will be on their way to achieving 'A's for effort with their homework and receiving lots of house points. Remember, failing to hit these standards will result in students being given sanctions.

All homework is set on Class Charts. Teaching staff will put all the details your child will need to complete their homework, along with deadlines and supportive material to help.

You will be able to monitor and support your child as you can see what homework they have on the parent section of Class Charts.



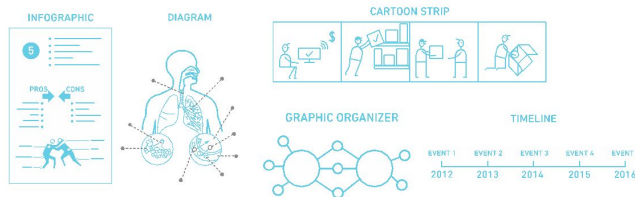
Effective Learning Strategies

Dual coding

Dual coding is the process of combining written materials with visual materials. Simply take information you 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.

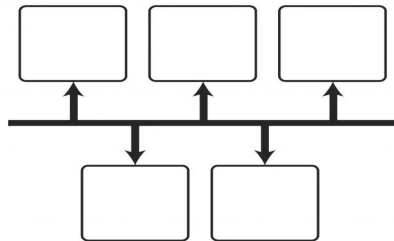


Mind Mapping

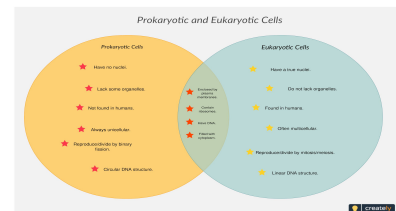
Graphic organisers are a great way of 'transforming' your notes/information into visual revision topics.

How to use:

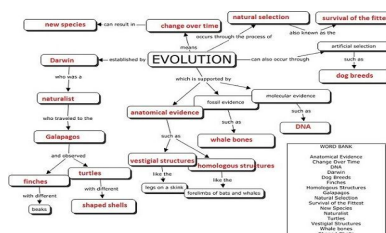
1. Timelines. E.g. create a timeline to explain the chronological plot of a text in English.



2. Comparing ideas: create a Venn diagram to show the difference and similarities. E.g. 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.



Effective Learning Strategies

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.

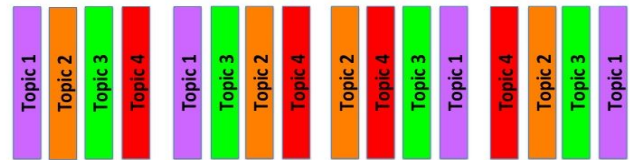
Eg. topic 1 cells, topic 2 digestive system

This will improve your memory!

Massed presentation



Spaced and interleaved presentation



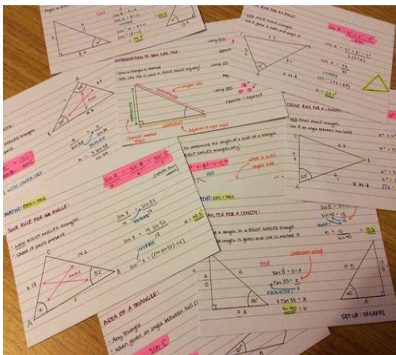
Flash Cards

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 further information about the Leitner system of using flashcards:

[Leitner flashcards](#)

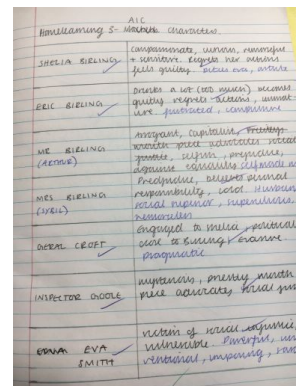


Self-Quizzing

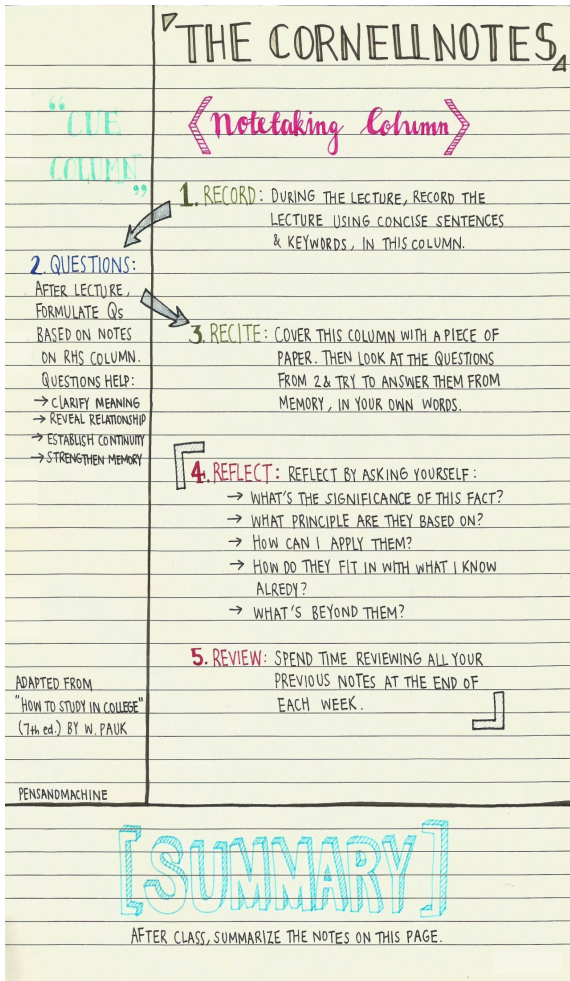
Using your knowledge organisers, flash cards and any form of revision material: read, cover, say it aloud and then check your answers for homework knowing you will be tested on this knowledge.

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 your knowledge.



Effective Learning Strategies



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

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

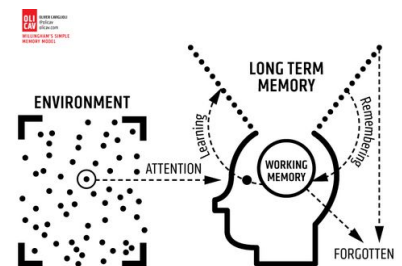
Useful links:

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

Notes...

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There are no margins, text, or other markings on the paper.

Think hard, work hard, go far