

Welcome to our Year 11 Information Evening





Tutor Time Programme

- In May of Yr10 students were given a 24 page Revision Strategies booklet.
- This was worked through in the build up to the Summer Mock Exams.
- Its intention was to provide the students with a variety of revision techniques to try.
- By now students should have a general idea of HOW to revise and a method that best suits THEM.

Revision Strategies

Preparing for Mocks

Year 10 Mocks 8th June to 16th June 2023					
Date	Start	Duration	Component Title	Cands	Room
Thurs 8th June	8.45	90mins	Maths Paper 1 Non-calculator	236	Gyms
"	11.00	75mins	Religious Studies	62	Gyms
"	13.45	90mins	Design and Technology	29	Hall
"	"	90mins	Food Preparation and Nutrition	41	Hall
Fri 9th June	8.45	100mins	English Literature	236	Hall
"	11.00	75mins	Physical Education	49	Hall
"	"	90mins	Music Listening	13	Recital hall
"	13.45	90mins	Business Studies	98	Hall
"	13.45	90mins	Economics	34	Hall
Mon 12th June	08.45	90mins	Biology	236	Hall
"	11.00	60mins	German Reading	73	Hall
"	13.45	60mins	Computer Science	37	Hall
"	13.45	90mins	Drama	11	Hall
Tues 13th June	8.45	90 mins	Physics	236	Hall
"	11.00	75mins	History	123	Hall
"	13.45	90mins	Maths Paper 2 calculator	236	Gyms
Weds 14th June	8.35	105mins	English language	236	Hall
"	11.00	60 mins	French Reading	62	Hall
"	13.45	90mins	Geography	123	Hall
Thurs 15th June	8.45	90mins	Chemistry	236	Gyms
"	11.00	60mins	Spanish Reading	113	Hall
"	13.45	90mins	Maths Paper 3 calculator	236	Hall
Fri 16th June	8.45	60mins	Creative Media	40	Hall

Tutor Time Programme

- This year we have listened to the student body and tried to incorporate a bit of 'down time' as well as some time to use the revision techniques learnt in year ten (Tutor Time Activity).

YEAR 11: TUTOR TIME PROGRAMME



Monday	Tuesday	Wednesday	Thursday	Friday
Silent Reading (+ADMIN)	Quiz	Well-being	Tutor Time Activity	Assembly

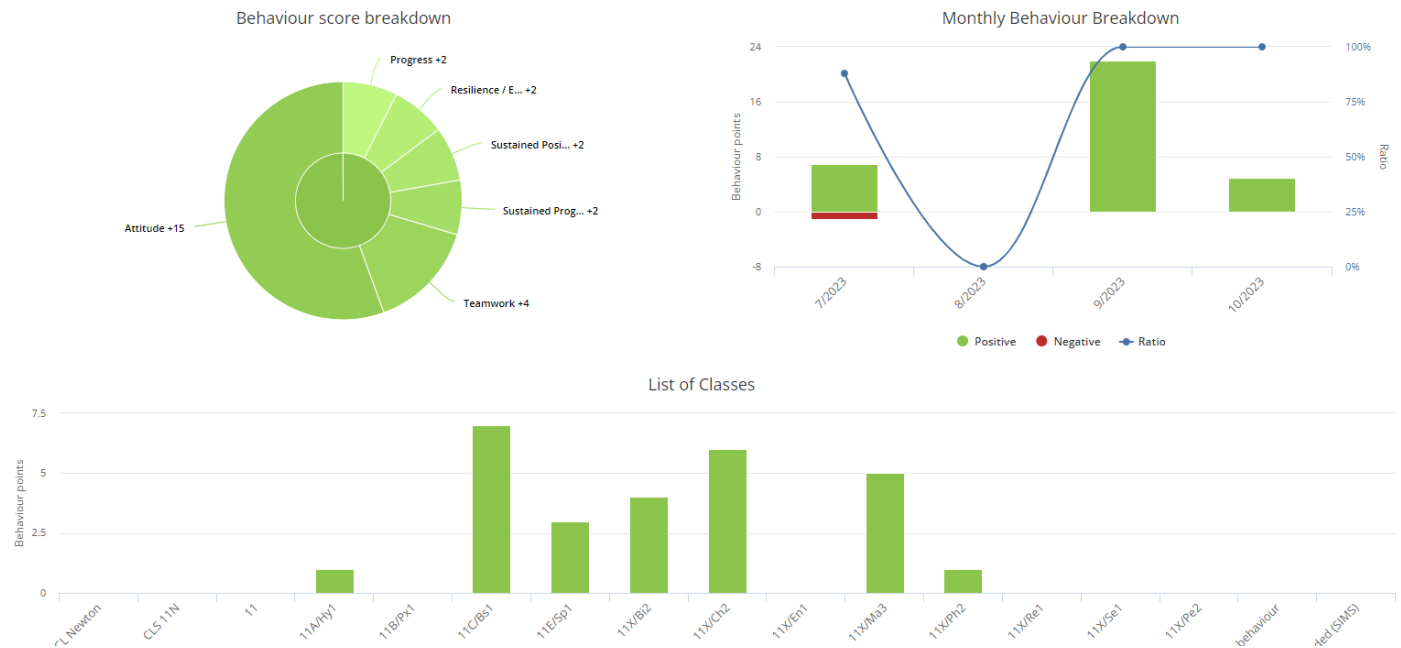
Attendance

- It is well known that attendance to school has a significant impact on attainment. In fact the DfE found that only a 1% improvement in attendance can equate to a 5-6% improvement in attainment.
- There are 175 non-school days a year (holidays etc). This means:

Attendance during one school year	Equals days absent	Which are approximately weeks absent	Which means this number of lessons
95%	9 days	2 weeks	50 lessons
90%	19 days	4 weeks	100 lessons
85%	29 days	6 weeks	150 lessons
80%	38 days	8 weeks	200 lessons
75%	48 days	10 weeks	290 lessons

Behaviour

- I am very pleased to say that maturity, attitude and behaviour of Yr11 since our return has been, on the whole, fantastic.
- It is still very useful to regularly check how well your child is getting on at school by looking at Class Charts.
- www.classcharts.com/parent/login



WELLBEING LOCATIONS WITHIN SCHOOL

LEVEL ONE

Trusted Teacher

Form Tutor

LEVEL TWO

Pastoral Care

LEVEL THREE

Sue Allen (School Counsellor)

NELFT (Emotional Wellbeing Team)

Drawing and Talking Therapy

Prefects – Wellbeing Ambassadors

Level One: Initially, talk to your Form Tutor (or any other trusted teacher) about any problems you have.

Level Two: If you need extra support aside from your form tutor (or want someone different to talk to), find Pastoral Care and talk to them – they will be there for any kind of wellbeing support.

Level Three: The Pastoral Care will direct you to one of these outlets: go through Pastoral Care before going to any of these.

You will see these posters around the school so you know who the safeguarding team is. But, if you are worried about yourself or someone else, speak to **any** trusted adult or person at school in-person or via email.



Rainham Mark Education Trust

Key Personnel with Responsibility for Safeguarding



Ms Hurtado
CEO, RMET
Safeguarding Lead



Dave Brockman
Trustee with Safe-
guarding



Mrs Wilmer
Director of Education and
Trust Inclusion Lead



Mrs Hart
RMGS Headteacher

Rainham Mark Grammar School Designated Safeguarding Leads



Mr Smith, AHT &
Deputy Designated Lead
Safeguarding Lead



Mrs Horstrup
DHT & Designated
Safeguarding Lead



Mr McDowell,
AHT &
Deputy Designated
Safeguarding lead



Mrs Curtis, Safeguarding
Officer & Deputy Designated
Safeguarding lead

Additional contacts in emergencies or urgent safeguarding situations:

Duty Officer/Medway First Response Service	(01634) 33 44 66
Consultation Line (AM only)	(01634) 33 16 62
Fiona Veitch /Kate Barry Medway Education Safeguarding Officer	01634 331464 / 07970 345622 (9:30-11:00am and 2:30-4:00pm) fiona.veitch@medway.gov.uk or kate.barry@medway.gov.uk
Police	999*/ 101 [non-emergency] PCSO Cheryl Hendrie
LADO Medway - Sally-Anne French	(01634) 331065
Kent County Council Social Services	0300 041 11 11
Prevent Referral	channel@kent.pnn.police.uk or sally.green2@kent.gov.uk
FGM Trained Staff	Mrs Horstrup, Mr Smith and Mrs Curtis
Medway Young People's Wellbeing Service (YPWS) Consultation line	07976 742812
NSPCC Whistleblowing Helpline	0800 0280285 help@nspcc.org.uk
National Teachers Helpline for Operation Encompass	0204 513 9990
Cyber Prevent & Protect Officer - Aimee Payne	(01474) 366633/07870 252485

*If you phone 999 but can't make a noise through fear of being found, it will go to the Police Voice Response System. You will then hear a recorded message which tells you that you are through to the Police and to press 55 if you need an emergency service. The message lasts 20 seconds and if the caller presses 55, the operator will know it's a genuine emergency. If 55 is not pressed, the 999 operator will NOT be notified.

Stay Safe Online

Join *The National Online Safety* platform here







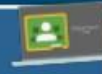



<https://nationalonlinesafety.com/enrol/rainham-mark-grammar-school>


At National Online Safety we believe in empowering parents, carers and trusted adults with the information they need to hold an informed conversation about online safety with their children, should they feel it is needed. This guide focuses on one platform of many which we believe trusted adults should be aware of. Please visit www.nationalonlinesafety.com for further guides, hints and tips for adults.

NOS National Online Safety
#WakeUpWednesday

REMOTE EDUCATION 10 TOP TIPS FOR PARENTS

Remote education ensures continuous learning outside the classroom. For parents and carers, remote education isn't always straightforward and there can be a number of factors they need to consider, especially around ensuring their children feel comfortable and are familiar with the whole concept. That's why we've created this guide to help parents and carers support their child in getting the most out of their remote education experience.

- 1. TAKE AN ACTIVE INTEREST IN YOUR CHILD'S LEARNING**
As a parent or carer, your school may have explained how remote education works already, but children may still need help. Take an active interest in their learning and help support them whenever they need a helping hand.
- 2. MONITOR YOUR CHILD'S COMMUNICATION AND ONLINE ACTIVITY**
It's important to remind your child that despite being at home, the same level of behaviour and conduct exists as if they were at school. Encourage them to remain polite, remember their manners and not to post or send any negative comments just because they are behind a computer.
- 3. ESTABLISH A DAILY SCHEDULE AND ROUTINE**
Working from home and trying to learn in a more casual setting that children might associate more with play and a degree of freedom might take a bit of getting used to. Try to stick to a daily routine and use the timetable/schedule that schools have sent home to help children keep on top of their daily learning.
- 4. ENCOURAGE SCREEN BREAKS AND PHYSICAL ACTIVITY AWAY FROM DEVICES**
Remote learning will inevitably require more interaction with computers, laptops and tablets. Teachers will invariably advise on screen breaks; however, it doesn't hurt to keep a check on their time online or encourage them to get some fresh air/exercise.
- 5. ENSURE YOUR LEARNING DEVICE IS IN PUBLIC SPACE IN THE HOME**
It's important to consider where your PC or laptop is placed if live video is being used. Try to keep the background neutral, with no personal information visible and move learning devices out of the bedroom as this could be deemed inappropriate.
- 6. IMPLEMENT SAFETY CONTROLS AND PRIVACY RESTRICTIONS ON APPS AND SOFTWARE**
Dependant on how your school implements remote education, your child may be required to download certain software or apps. Whilst these are likely to be relatively safe to use, like any other new app or platform, parents should still implement safety controls as a precaution.
- 7. ENSURE YOUR CHILD ONLY USES OFFICIAL SCHOOL COMMUNICATION CHANNELS**
It's important that all communication with teachers and school staff is directed through approved school channels, whether that be through the school's online portal or the relevant secure messaging site.
- 8. FAMILIARISE YOURSELF WITH RELEVANT SCHOOL POLICIES**
Schools should have a policy on remote education that they can share with parents. Familiarise yourself with this and ensure you know what is expected of teachers and your child during lessons, both online and offline.
- 9. MAINTAIN FEEDBACK WITH TEACHERS**
Engage in communication with teachers where possible, and try to feed back progress and development as well as any helpful suggestions around the learning process. Be transparent but remain professional and only use official channels to communicate.
- 10. MONITOR YOUR CHILD'S WELLBEING AND MENTAL HEALTH**
Remote education will likely mean that your child won't get the same level of social interaction and might not see their friends for a while. Keep a check on their wellbeing and try to encourage them to get out as much as they can. Whilst learning from home might seem fun and exciting to start with, missing out on seeing their friends every day might take its toll.



Stay Safe Online

At National Online Safety, we believe in empowering parents, carers and trusted adults with the information they need to hold an informed conversation about online safety with their children, should they feel it is needed. This guide focuses on one of many topics which we believe trusted adults should be aware of. Please visit www.nationalonlinesafety.com for further guides, hints and tips for adults.

SUPPORTING CHILDREN TO DEAL WITH UPSETTING CONTENT

A Guide for Parents and Carers

Raising children in the digital age seems to be getting tougher, with the world currently experiencing so many uncertainties. From climate change to the war in Ukraine and the conflict in Israel, right now children across the globe can scarcely go online without being exposed to unsettling stories, images and ideas. Reassuring a concerned child can be difficult, especially when bad news feels omnipresent. We've put together some advice to help you in discussing upsetting events with young ones.

- FIND OUT WHAT YOUR CHILD KNOWS**
There are many ways that children are exposed to upsetting content in the media, both online and offline. Before swamping your child with information, find out what they know already. Show them you're interested in what they have to say, practice active listening and try to gauge how much your child has been impacted by what they've seen.
- RIGHT TIME, RIGHT PLACE**
Starting a conversation about upsetting content probably isn't the best idea when your child is studying for an exam or about to go to bed. Choose a time when they're relaxed and open to talking, to make sure you have their full attention. Remember, these conversations can become emotional, so choose somewhere your child feels safe and comfortable.
- KEEP IT AGE APPROPRIATE**
With younger children, try and keep the conversation more general and avoid leading questions and complex details. You can go slightly deeper into the specifics with young teenagers but keep monitoring their emotional responses. With older teens, you can be more open about the realities and consequences of what's happening – but again, do stay aware of their emotional state.
- EMPHASISE HOPE**
Upsetting content can make anyone feel angry, scared, sad or overwhelmed. Try to find stories of hope, generosity and strength related to the content you're discussing. Children often feel reassured when they know they can do something to help, so encourage your child's sense of control through activities which make them feel they're positively impacting the events they're concerned about.
- MONITOR REACTIONS**
All children react differently, of course, and young people might not directly say that they're scared, angry, anxious, confused or uncomfortable. Emotional reactions are natural when discussing upsetting topics, so take note of your child's body language and reactions. Allow them to express their feelings in a non-judgmental space and try to stay mindful of how they might be feeling.
- CONSIDER YOUR OWN EMOTIONS**
It's not only young people who find upsetting news difficult to process; adults also have to deal with strong emotions in moments of stress. Children develop coping strategies by mirroring those around them, so staying on top of how you appear to be regulating your emotions on the outside is important for supporting your child through worrying times.
- SET LIMITS**
Managing screen-time and content can be difficult, even in normal circumstances, but especially in unusual or stressful periods (at the start of the pandemic, for example). It's virtually impossible to try to limit exposure by using parental controls completely, but it's important to try to limit exposure by using parental controls, talking about the dangers of harmful content and enforcing screen-time limits.
- TAKE THINGS SLOWLY**
Try not to overwhelm your child with information all at once. Instead, take the discussion one step at a time. You could make the first conversation a simple introduction to a potentially upsetting subject and then wait until your child is ready to talk again. Opening the door to the conversation and demonstrating that your child can talk to you about this type of issue is a vital first step.
- ENCOURAGE QUESTIONS**
Online, troubling images, posts, videos and stories are shared across multiple platforms, many of which your child might access. Even if the content is actually inappropriate, encourage your child to discuss what they saw instead of being angry at them for seeing it. Children are still learning that not everything online is accurate – you want to be their ultimate source of information, not their device.
- FIND A BALANCE**
There's often a tremendous compulsion to stay right up to date with events. Our phones frequently send us push notifications urging us to read the latest article or view the most recent video on social media. It's essential to remind your child that it's healthy to take regular breaks, and to focus on positive events instead of 'doomscrolling' and making themselves overwhelmed by bad news.
- BUILD RESILIENCE**
News has never been more accessible. While our phones may be so handy, children are getting stories. It's important that they're equipped with the tools to manage this content when they are exposed to it. Talk about upsetting content more generally with your child and emphasise that they can always tell you or a trusted adult if something they see makes them feel uneasy.
- IDENTIFY HELP**
It's hugely important that children know where to find support if they encounter upsetting content online. Encourage them to open up to an adult that they trust, and make sure they're aware of their trusted adults. It is essential that children understand that they're not alone, and that help is available if and when they need it.

Meet Our Expert
Coryley Jurgensen is the director of Focusup South Africa, which is a reporting system that is currently being used by schools and companies to fight bullying around the world. Focusup helps give a voice to bystanders by encouraging them to speak up and get the help they not only want but need.

National Online Safety
#WakeupWednesday

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What parents need to know about ONLINE GROOMING

Online Grooming is when someone befriends and builds an emotional relationship with a child and communicates with them through the internet with the intent to commit a sexual offence. This type of victimisation can take place across any platform; from social media and messaging apps to online gaming and live streaming. Often it involves young people being tricked, forced or pressured into doing something they wouldn't normally do (coercion) and often the groomer's goal is to meet the victim in a controlled setting to sexually or physically abuse them. In some cases children may be abducted or have long-lasting psychological damage.

CHILDREN ARE MOST VULNERABLE

Unsurprisingly children are often most at risk as they are easy to target and unlikely to question the person who is engaging in conversation with them. Groomers will use psychological tricks and methods to try and isolate them from their families and friends and will often choose to target more vulnerable children who may be easier to manipulate. Predators will stalk apps and websites that are popular with young people and will use a 'scattergun' approach to find victims, contacting hundreds online to increase their chances of success.

LIVE STREAMING CONCERNS

Predators may use live video to target children in real-time using tricks, dares or built-in gifts to manipulate them. Grooming often takes the form of a game where children receive 'likes' or even money for performing sexual acts. Social media channels, such as YouTube, Facebook, Instagram and Snapchat, all have live streaming capabilities, but there are many apps which children can use to live stream, including Omegle, Live.me, BIGO Live, YouNow and many more.

ANYONE CAN BE A PREDATOR

The internet has made the ability to interact with strangers online easy. Many sites and apps are reliant on individual users entering their own information when signing up. However individuals can remain anonymous if they choose to enter inaccurate information and many online predator cases are due to groomers using impersonation techniques. However, often the greater threat comes from adults who 'hide in plain sight', choosing to befriend young children without hiding their real identity.

CAN BE DIFFICULT TO DETECT

Unfortunately, most children find the 'grooming' process (before any meeting) an enjoyable one as the predator will compliment, encourage, and flatter them to gain their trust, friendship and curiosity – a wolf in sheep's clothing's scenario. This often means children fail to disclose or report what is happening. If the groomer is also previously known to the child, their family and their friends, then this can make detection even harder.

FROM OPEN TO CLOSED MESSAGING

Online predators may contact their victims using any number of ways including social media, forums, chat rooms, gaming communities or live streaming apps. Sometimes there is little need to develop a 'friendship rapport stage', as the victim has already shared personal information online and is communicating openly with others. Children may also be prepared to add other online users they don't know so well to gain 'online credibility' through increasing their friends list. Predators will often seize this opportunity to slowly build a relationship and then move their conversation with the child to a more secure and private area, such as through direct messaging.

EMOTIONAL ATTACHMENTS

Online predators will use emotive language and aim to form close, trusted bonds with their victims through showering them with compliments and making them feel good about themselves. Often victims will refer to them as their 'boyfriends' or 'girlfriends' and it can be difficult to convince some young people that they have been groomed, often leading to lasting psychological effects.

National Online Safety
Safety Tips for Parents & Carers

Staying Safe Online

What Parents & Carers Need to Know about ONLINE FINANCIAL SCAMS & EXPLOITATION

To date, nearly 43 million UK internet users have encountered a financial scam online; roughly 20% of those victims wound up at least £1,000 out of pocket as a result. The number of con artists plying their trade in the digital world has grown in recent years (a worrying trend which, unfortunately, appears likely to continue), and their methods have become increasingly creative. It can, therefore, be difficult to recognise an online financial scam – let alone to safeguard our children against them – but it's not impossible. Our guide offers a few pointers on what to look out for.

WHAT ARE THE RISKS?

PHISHING SCAMS

Scammers often use deception to obtain personal and financial information from their target. They might pose as legitimate organisations, such as pretending to be HMRC and threatening legal action for unpaid tax unless the victim provides their National Insurance number. Their efforts have been getting more convincing recently, so be mindful of any unexpected or unusual emails.

IDENTITY THEFT

Criminals can manipulate someone into providing personal data, then use it to assume their identity online and commit fraud, make unauthorised purchases or engage in other illegal activities. Identity theft can be accomplished by tricking victims into downloading malware that scans their device for information; by figuring out passwords to social media accounts; or through phishing scams.

FRAUDULENT INVESTMENTS

Fraudsters might lure victims into offering their hard-earned cash for a "one-of-a-kind investment opportunity" promising high returns or quick profits – such as the many cryptocurrency scams currently circulating online. Some unscrupulous influencers have even used their status to tempt their followers into paying for courses which promise to help them become rich and more attractive.

DECEPTIVE ADVERTISING

Many online sellers use false or misleading advertising to persuade consumers to spend money or supply personal information. Certain websites, for instance, have become notorious for using attractive images to advertise their products, promising to deliver an item for a fraction of its usual price – only for a cheaper-looking, poor-quality reproduction to arrive in the post instead.

SOCIAL MEDIA SCAMS

Scammers use social media to manipulate or deceive victims, often by posing as a popular influencer and exploiting their audience – such as posting a link to a "giveaway" which actually siphons money or personal data to whoever is behind this false identity. This type of scammer commonly impersonates influencers with a younger fan-base, as children tend to make more naive targets.



What Parents & Carers Need to Know about MONEY MULING

Money muling involves individuals – very frequently young people – being recruited to transfer illegally obtained funds into and out of their bank account on behalf of criminals (often without even realising that's the kind of activity they've become embroiled in), and usually being allowed to keep a certain amount for themselves. It's essentially a digital form of money laundering. This guide highlights some of the risks associated with money muling, and provides parents and carers with useful tips to help safeguard young people against becoming ensnared by this growing online hazard.

WHAT ARE THE RISKS?

LEGAL REPERCUSSIONS

Young people may be lured by the promise of quick, easy money, but by doing so they will become unwitting participants in activities that can have severe legal and financial consequences. Money muling is a serious offence under UK law: involvement in such schemes can result in imprisonment and fines (or both). Remember, the threshold for criminal responsibility in the UK is 10 years of age.

ONLINE RECRUITMENT

Cyber-savvy criminals are increasingly using various online methods, including social media apps and gaming platforms, in their attempts to recruit young people as potential money mules. The criminals often deploy persuasive, deceptive tactics to gain children's initial interest and attention, then seek to exploit their trust and naivety.

POSSIBLE EXPLOITATION

Money muling is frequently carried out in tandem with other organised criminal activities such as the drugs trade or human trafficking. Not only is money muling a criminal offence in its own right, therefore, but it could also expose young people to harmful situations as well as potentially putting them in contact with some extremely dangerous individuals.

FINANCIAL LOSSES

If they (even unknowingly) transfer funds that are traced back to criminal activities, money mules can face considerable financial losses: their bank may freeze their accounts, and they can be held liable for any illegally obtained funds. People involved in money muling often also find themselves at greater risk of becoming entangled in other forms of criminal financial exploitation and fraud.

LONG-TERM CONSEQUENCES

Involvement in money muling can have a lasting negative impact on a young person's reputation, education and employment prospects, and place colossal strain on their family life. A conviction for financial fraud would significantly damage a young person's future opportunities: they could be blocked from opening a bank account, taking out a mortgage or even securing a phone contract.



Advice for Parents & Carers

Mock Exams

(9.11 – 23.11)

- Final individual timetables were sent to students and parents/carers last week. These exams will take place in our smaller gymnasiums, as they will in the summer.
 - Students must attend 10 minutes before the exam time.
 - All equipment **MUST** be visible to invigilators at all times.
 - Must use **BLACK** ink pen (biro or ball point).
 - No web enabled device such as a mobile phone, ipod, MP3/4 player or smart watch is allowed. They must be switched off before candidates enter the exam room and then handed to the invigilator.
 - As per Mr Brown's communication to parents-a handful of afternoon exams finish after the end of the school day which may disrupt travel arrangements. This is to give students the most realistic exams as possible in terms of length. Please check your child's exam timetable to see if this affects them.
 - All students have been told what their mocks will focus on
- All queries need to be directed to our Exam Officer.



Examination Handbook for Parents and Students

2023-2024

Centre number 61311

Examinations Officer – Nicola Murray

E-mail address – exams@rmet.org

Telephone number – 01634 364151

YEAR 11 Mocks 2023

DATE	START	Subject	Duration	Candidates	Venue
Monday 6th Nov	TBA	Music performance exams	All day	14	Music block
Wednesday 8th Nov	TBA	Music performance exams	All day	14	Music block
Thursday 9th Nov	09.00	English Literature	90min	237	Gyms
	11.30	Religious Studies	75min	62	Gyms
	14.15	History Paper 1	60min	123	Gyms
Friday 10th Nov	09.00	Maths Paper 1 Non Calculator	90min	237	Gyms
	11.30	Spanish writing	80min	114	Gyms
	14.15	DT paper 1	60min	29	Gyms
Monday 13th Nov	09.00	English Language	105min	237	Gyms
	11.30	Spanish Listening and Reading	105min	114	C Floor
Tuesday 14th Nov	09.00	Economics	90min	35	Gyms
	09.00	Business	105min	98	Gyms
	11.30	Chemistry	75min	237	Gyms
Wednesday 15th Nov	09.00	German writing	80min	72	Gyms
	11.30	Biology	75min	237	Gyms
Thursday 16th Nov	09.00	Maths Paper 2 - calculator	90min	237	Gyms
	11.30	German Listening and reading	105min	72	C Floor
	14.15	DT Paper 2	60min	29	Gyms
Friday 17th Nov	09.00	Geography	90min	124	Gyms
	11.30	French writing	80min	62	Gyms
Monday 20th Nov	09.00	Physics	75min	237	Gyms
	11.30	French Listening and reading	105min	62	C Floor
Tues 21st Nov	09.00	Drama	90min	11	Gyms
	09.00	Physical Education	75min	49	Gyms
	09.00	Music	90min	14	RECITAL HALL
	11.30	Food Preparation and Nutrition	105min	18	Gyms
Weds 22nd Nov	09.00	Maths Paper 3 - calculator	90min	237	Gyms
	11.30	Computing	90min	37	Gyms
	11.30	Creative I Media	75min	39	Gyms
Thursday 23rd Nov	TBA	Art Mock	All day	37	Art Room
From 23rd November	TBA	MFL speaking exams	TBA	237	TBA
Friday 24th Nov	TBA	Art Mock	All day	37	Art Room



Examination Handbook for Parents and Students

2023-2024



Key messages from our exams officer

- Please support us and remind your child that they must NOT take their phone into the examination venue
- It is better not to be wearing a smart watch.
- If a student misses an exam then there is no catch up
- They should have all of their equipment with them

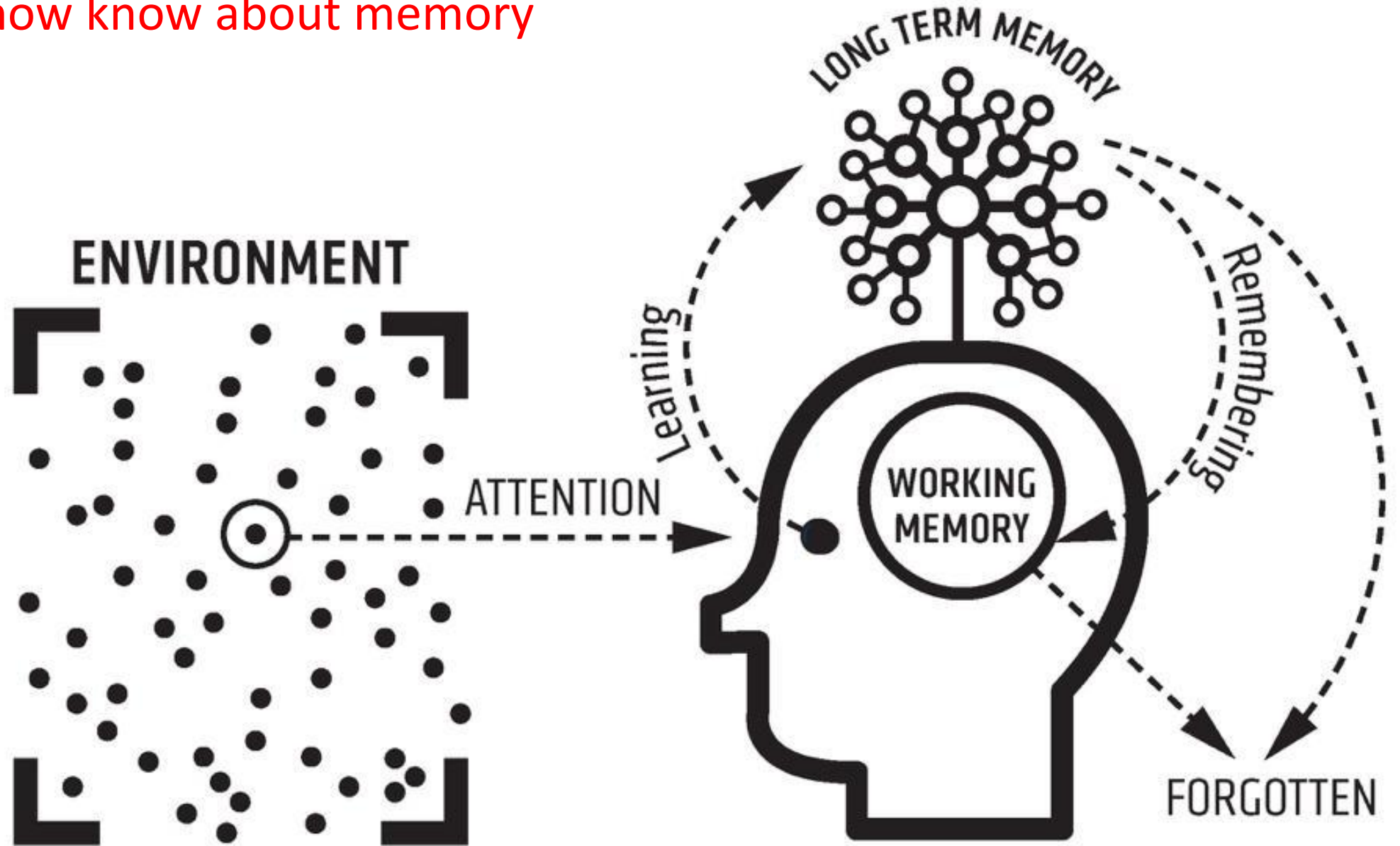


Notable Dates

- Music mocks begin: 6th November
- Sixth Form Open Evening: 7th November
- Mock Exams: 9th – 23rd November
- MFL speaking mocks: 23rd November onwards
- Mock exam results: 19th December
- Interviews with SLT: early January
- Reports home: 9th January
- Year 11 Options for Sixth Form due: mid January
- Extra Maths and English mock: March (TBC)
- Easter Holiday Revision: 2nd – 4th April
- Study leave begins: mid May
- Exams start: 9th May
- GCSE results: 22nd August



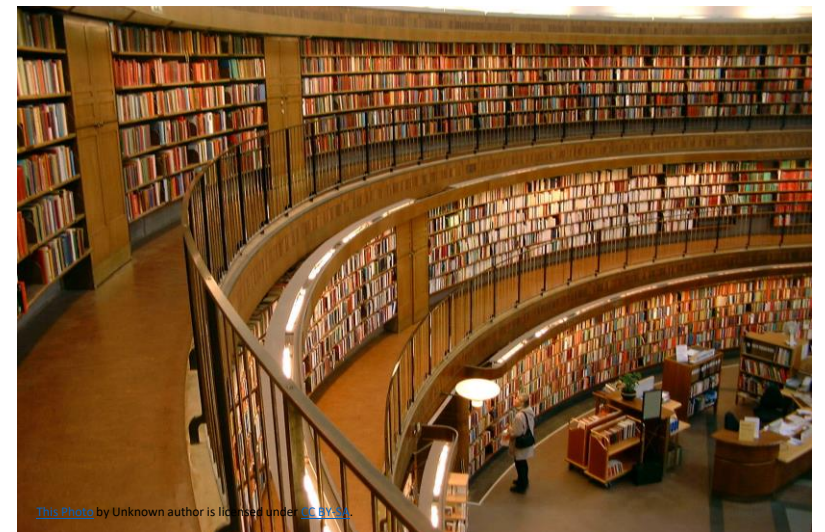
What we now know about memory



Revision and memory

To move things to our long term memory, where it will stick, and from where we can retrieve the knowledge we need and then apply our brains need to:

- Revisit knowledge
- Retrieve it – through questioning and testing
- Deliberately practice using it



Revision strategies

1. Organisation: what are the topics?
2. Find out what you know and what you do not know by creating a brain dump for each topic
3. Condense notes – use all of the class notes and highlight, then jot main ideas, then keep condensing
4. Use mindmaps with images and colour
5. Use flashcards – and self quiz
6. Use revision guides and videos – but do something with this knowledge
7. Research tells us that the BEST way to prepare for exams is.....

The best way to prepare....

USE PAST PAPERS OR MODEL EXAM QUESTIONS

- Practice in the timed conditions
- Use a question and then spend hours securing the knowledge
- Re-write past questions
- Ask a teacher to check that you are on the right track
- Access the mark schemes online to check

How much revision should my child be doing?

- During the term, students will be set homework. All homework is an opportunity for revision – for memory, deliberate practice, exam skills.
- In addition to homework set, there will be times that students will revise independently (such as October half term). Students will be advised by teachers where they can access materials, and how best to revise.
- In school holidays and during study leave, your child can divide their day into three sessions. One is a 'reward session' where they can do what they want to
- Agree what subject(s) they will revise in each session. Make sure this fits with their exam timetable.

How can I help once exams have started?

- Pick your battles! Encourage your child to eat well, sleep, take some exercise and revise.
- Know the exam timetable and what time your child has to be in school.
- Encourage your child to keep to his/her school day routine. Evidence suggests students have a body clock which wants to wake up later and go to bed later than adults do, but s/he needs to be ready to work at exam start time.
- Revision has to work round the exams they are taking. Count each exam as a work session and encourage them to continue to work two out of three sessions a day. If they have two exams in one day and an exam the next day, encourage them to remind themselves of what is in the next day's exam in the evening.
- Remind them that the sun will set and rise each day no matter what happens. All is well as long as they have tried their best.

Looking ahead



Total points of 46 or higher
(best 8)

6 grade 'B' (in 'old money')

and 5 grade 'C' (in 'old money')

$6 \times 6 = 36$ (6 high B grades)

$2 \times 5 = 10$ (2 high C grades)

Total 46

A base level of numeracy and literacy (grade 4 in English Language and Maths. grade 5 in one of Maths, English Literature or Language.



Thank you for coming