

An overview of what to expect in  
the GCSE years

And

how to help your son or  
daughter to be successful

Mr. Stevenson – Deputy headteacher



# Getting through GCSEs successfully!

I. What we will do

II. What they should do

III. What you should do

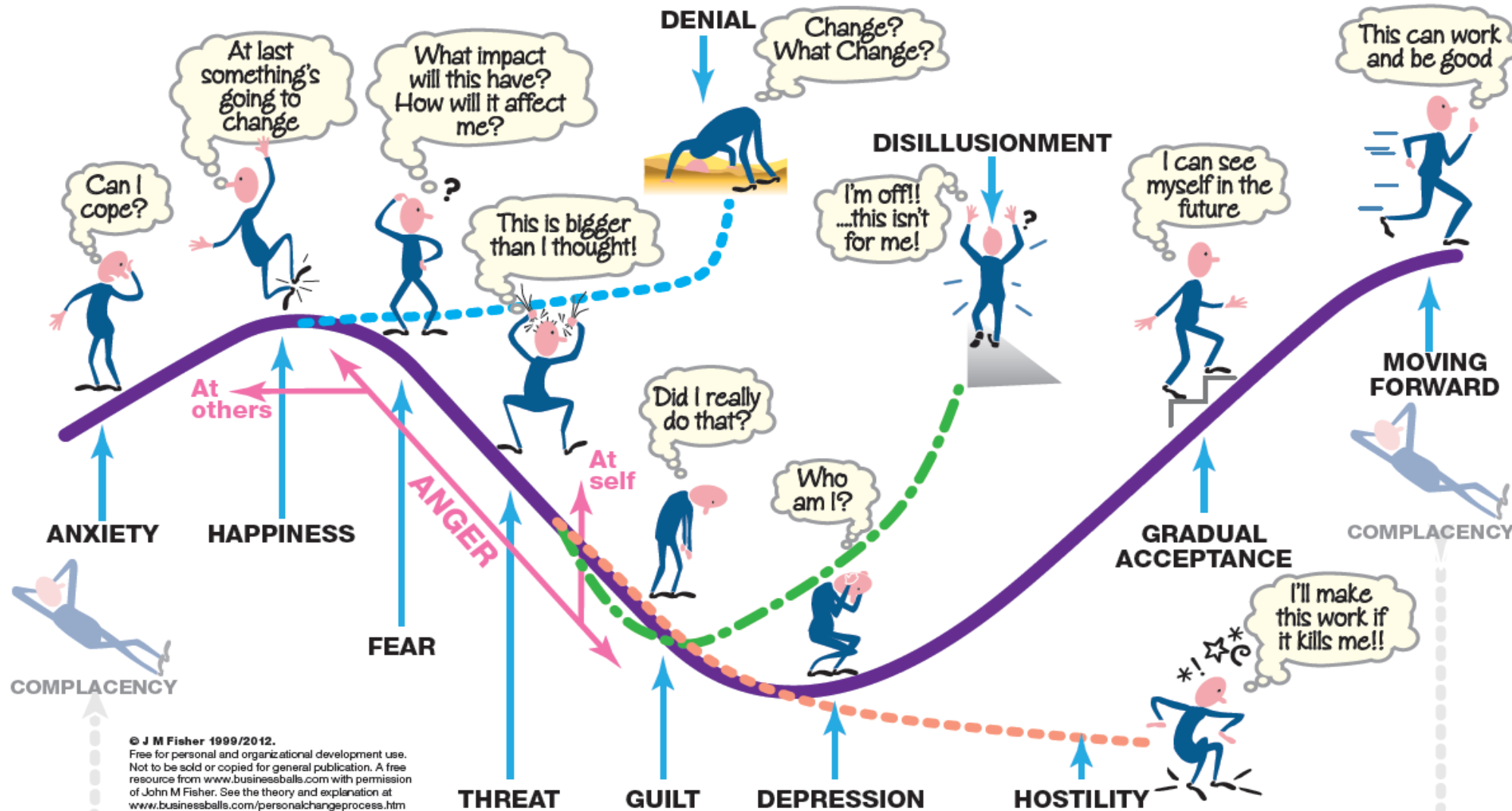
# The emotional journey

- KS4= change
- Change always brings on an emotional reaction.
- Understanding the emotional journey helps



# The Process of Transition - John Fisher, 2012

(Fisher's Personal Transition Curve)



- Excellent Teaching
- Gap analysis
- Mocks at the end of year 10
- Communicating progress
- Supporting them pastorally
- Careers advice and guidance
- Working with you

**What are  
we doing  
to help?**

# Who to contact ...



## **Pastoral support**

- Tutor team and Mr McCardie (first port of call – emails on website)
- Pastoral support workers and group work as necessary

## **Careers Advice and Guidance**

- First port of contact is Mr McCardie or Mr Walker (Careers lead)



# What can your children do?



# Develop a good attitude

Trust us

Take it step by step

Start doing small things  
now – they build up



# Turn up! Attendance



- Do you know what it was?
- Is 90% good enough?
- = 4 weeks over a year
- Research suggests that 17 missed school days a year can equal 1 grade drop in achievement relative to their peers (DFES)
- Positively – improving attendance can increase their grades!



# Keep Positive - What is success?



Achieving the  
outcome you  
have been seeking

Feeling excited  
and engaged in  
what you do

Sticking with it  
through hard  
times

Surviving

Learning from  
your mistakes and  
errors

Living a life you  
can be proud of

Developing  
positive  
relationships and  
habits

Getting better at  
something



# How can we be successful



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Every thing we do counts

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But we can learn from our mistakes and failures

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Failure is not the opposite of success

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We must fail to grow and to learn and to be successful





**Think like a queen. A queen is not  
afraid to fail. Failure is another  
steppingstone to greatness.**

~ Oprah Winfrey

[veeroesquotes.com](http://veeroesquotes.com)

# Key dates



## Year 10

- Today – yr 10 information evening
- November – geography field trips
- January – interim progress reports
- March 1<sup>st</sup> – full reports issued
- April 22<sup>nd</sup> – Year mock exams
- June 13<sup>th</sup> – Year 10 Parent's evening
- July 19<sup>th</sup> – end of term

## Year 11

- September/ October – college and sixth form applications and open days
- September – intervention sessions and holiday sessions start. Careers interviews
- October – full reports
- November - Mock exams – reported home
- February – Mock exams 2 - reported home
- May – GCSE exams start
- June – GCSE exams end



# Revision – turning information into memory and practicing retrieving it when it is needed

How to do it





# Spaced practice: little and often



- **Spaced practice is all about “little and often”**: research shows that retention is increased when learning is broken up into short sessions delivered over a longer period, rather than through cramming.
- Leaving space between opportunities for practice allows our brains to (almost) forget the information that has been learned. When this is revisited, our brains are required to retrieve this information, strengthening our memory of it. The longer the gap between practice sessions (as long as information is remembered and retrieved successfully), the stronger our memories of this information become.
- This spaced practice – leaving room for deliberate forgetting – could be particularly useful in curriculum subjects with lots of information that needs to be remembered or memorised, for example, key facts in maths, grammatical terminology, or specific words and phrases in modern foreign languages.





# I. Review your work after every topic

Review your work  
after a topic

Come back a  
week or 2 later  
and review the  
work again

Regularly go back  
and practice  
retrieving the  
information

## How to help your child study ...

- Help them make a plan – maybe a schedule of reviewing topics from each subject each week
- How long spent is less important than being regular
- Discuss with them and help them try different methods of revision

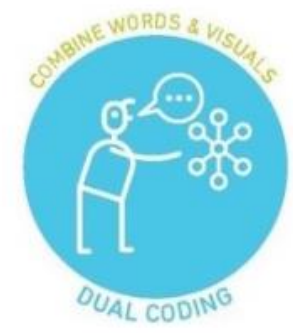
<https://www.learningscientists.org/downloadable-materials>



## Six Strategies for Effective Learning

Materials for Teachers and Students

### DOWNLOAD BY STRATEGY





LEARN TO STUDY USING...

## Spaced Practice

SPACE OUT YOUR STUDYING  
OVER TIME

- 1 TESTING
- 2 SPACING
- 3 SKETCHING



### HOW TO DO IT

Start planning early for exams, and set aside a little bit of time every day. Five hours spread out over two weeks is better than the same five hours all at once.

Review information from each class, but not immediately after class.

After you review information from the most recent class, make sure to go back and study important older information to keep it fresh.



LEARN TO STUDY USING...

## Retrieval Practice

PRACTICE BRINGING INFORMATION TO MIND

LEARNINGSIENTISTS.ORG



### HOW TO DO IT

Put away your class materials, and write or sketch everything you know. Be as thorough as possible. Then, check your class materials for accuracy and important points you missed.



Take as many practice tests as you can get your hands on. If you don't have ready-made tests, try making your own and trading with a friend who has done the same.



You can also make flashcards. Just make sure you practice recalling the information on them, and go beyond definitions by thinking of links between ideas.



### HOLD ON!



Retrieval practice works best when you go back to check your class materials for accuracy afterward.



Retrieval is hard! If you're struggling, identify the things you've missed from your class materials, and work your way up to recalling it on your own with the class materials closed.



Don't only recall words and definitions. Make sure to recall main ideas, how things are related or different from one another, and new examples.

### RESEARCH

Read more about  
retrieval practice  
as a study strategy

Roediger, H. L., Putnam, A. L., & Smith, M. A. (2011). Ten benefits of testing and their applications to educational practice. In J. Mestre & B. Ross (Eds.), *Psychology of learning and motivation: Cognition in education*, (pp. 1-36). Oxford: Elsevier.

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The School Day  
Careers  
Curriculum  
Duke of Edinburgh  
Enrichment  
Extra-Curricular Programme  
Student Leadership and Student Voice  
Sport

Overview  
GCSE Revision Materials  
Key Stage 3  
Key Stage 4  
RSE  
SMSC  
Spellings

"Put your child in this high school" (OFSTED 2018)

Play video

*"The school stands out for me as a place where my children can not only learn, but grow in a safe and friendly environment." Parent comment to Ofsted, 2018*

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Curriculum Guides - King's School

kingsschoolhove.org.uk/curriculumks4.php?subjectid=28&yearid=10

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
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Curriculum Guides

KS4 Curriculum Guide - Year 10 Geography

Term 1 & 2

Paper 2: Urban Issues and Challenges




The first part of this topic is an introduction to urbanisation and megacities. The first term focuses on Mumbai as a megacity - growth, challenges and opportunities. The second term focuses on London as a global city - growth, challenges and opportunities. A fieldwork will be based on this unit.

[Assessment:](#) Students will be assessed with exam-style questions.

[Key Words and Terms](#)

Term 3 & 4

Paper 1: Physical Landscapes of The UK



In this unit we will be focusing on both coastal and river landscapes in the UK. We will study the processes occurring and exploring the relationship that we have with these environments. Case studies will be used to solidify any topics covered in this unit.

[Assessment:](#) This will be in the form of exam style questions.



Spellings - King's School

kingsschoolhove.org.uk/spellings.php?unitid=287&subjectid=28&yearid=10

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Spellings and Definitions

Key terms and Spelling List - Year 10 Geography

Paper 2: Urban Issues and Challenges

Test yourself

Brownfield site	Land that has been used, abandoned and now awaits some new use. Commonly found across urban areas, particularly in the inner city.
Dereliction	Abandoned buildings and wasteland.
Economic opportunities	Chances for people to improve their standard of living through employment.
Greenfield site	A plot of land, often in a rural or on the edge of an urban area that has not yet been subject to any building development.
Inequalities	Differences between poverty and wealth, as well as in peoples' wellbeing and access to things like jobs, housing and education. Inequalities may occur in housing provision, access to services, access to open land, safety and security.
Integrated transport systems	When different transport methods connect together, making journeys smoother and therefore public transport more appealing. Better integration should result in more demand for public transport and should see people switching from private car use.



2

Activity

Calendar

4

Chat

Assignments

< All teams

KSH - Key Stage 4 Resources

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Documents > General > RP

	Name	Modified	Modified By	+ Add colu
	Revision Materials	April 19	Amy Tamplin	
	Year 10	April 19	Amy Tamplin	
	Year 11	April 19	Amy Tamplin	

< All teams

KSH - Key Stage 4 Resources

General

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Documents > General

	Name	
	Art	A
	Computer Science	A
	Design Technology	A
	English	A
	Geography	A
	History	A
	Maths	A
	Music	S
	PE	A
	RP	A
	Science	A



# How can parents support



Motivation – next steps, discussions, prodding



Revision – know the process, monitor it, get them to show you, help them organise, help them test



Support – recognise the emotional journey and help them navigate it

- Your involvement as parents will make a difference.
  - All of our pupils are motivated to some degree but some might be lost in “emotional transition”.
  - You need to either use
    - Light touch accountability - take an interest, talk it through, celebrate success & talk through frustrations.
    - Close supervision – Set short term goals, monitor the achievement of these, praise achievements & solve problems.
- Repeat the messages we give in school re attendance, revision, failure etc.
- Keeping communication open is key. Talk about it. Plan for it.
  - We are here to help – please keep in touch