

Year 10 Information Evening- Key takeaway advice

1. Consistency is the key to success

The following routine may help your child manage their time more effectively:

SEAS – Study, Eat, Activity, Sleep

- Set a time for **HOME LEARNING** so it doesn't take over the whole evening
- Set aside time for a **MEAL** and, whenever possible, eat with them and catch up with their day.
- Set some time for **ACTIVITIES OR RELAXING** whether it's going for a run, stretching, playing games or spending time online with friends.
- Set a regular, agreed **BEDTIME** and make sure there are no phones or electronics in the room.



2. Creating routines involving home learning and revision now will have a positive long-term impact

Homework is always deliberately set on Monday, every single week so that parents/carers can support their children to organise their time and manage their workload. Sit down with your child and create a plan for the week. Look to build in opportunities to practice independent revision. Students should be spending about 1.5 hours an evening on home learning.



3. Google Classroom is integral to catching up/reviewing or stretching pupils.

We have reintegrated Google Classroom as a resource which will have all lessons for all subjects uploaded to this. This is a tremendous undertaking for teaching staff and this is a resource that pupils should be accessing regularly. Parents can support us with this by...

A- Insisting that when pupils have missed a lesson that they log onto their Google Classroom and **catch-up on any missed work.**

Teachers will welcome the communication if there are any issues with this.

B- If your child expresses that they've not understood a topic or can't remember key information, remind them to log onto their Google Classroom to **review the work set.**

4. Be aware of what resources pupils have access to and ensure they know how to use them and encourage them to use these independently.

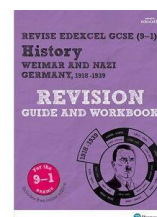
A- GCSEPod- is a paid for suscription we have provided for all pupils. It has 'Pods' (videos) for almost all of their subjects and these are deliberately created with educational scientists to maximise student attention, resemble Netflix and all videos link directly with the school curriculum. Each topic also comes with 'Check and Challenge' questions which are knowledge retrieval questions for them to test their knowledge. The evidence STRONGLY supports the fact that students who use GCSEPod regularly exceed their target grades on average by a whole grade!



B- Acle Academy Revision Zone- This is a bespoke Google Drive which we have created and it has revision guides, exam questions and resources for every subject offered. It is updated every year and can be accessed by any pupil if they click on it via the website (*they must be logged in through their Acle Academy email account to gain access*). From the homepage of the website- Hover over 'students' and click on 'revision zone'. From here, scroll down past all the Information Evening resources and click on 'Revision Zone'.



C- Traditional revision guides and English texts- These are all sold through our school Scopay system.



5. Don't see revision/ home learning as a 'task' to be completed- look at the bigger picture

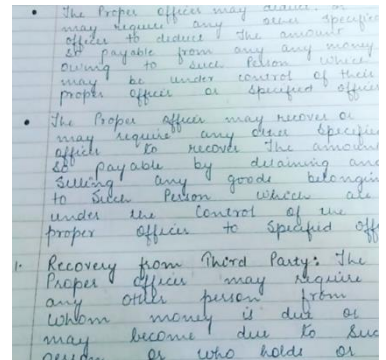


One of the fundamental errors that pupils make across their time at school is seeing home learning/revision or even learning in class as just a series of 'tasks' that need completing. It is vital to look at the bigger picture and realise that if you are completing a revision/ home learning it is not about rushing a piece of work just before a deadline. The focus should be on how is this benefitting my learning/recall; it is getting me to review key knowledge, it is embedding content in my long-term memory and it is helping me become more proficient in different techniques of revision. Ultimately, it's not just an

isolated task. Do not rush homework, do not just copy from friends or do not use AI to complete tasks.

6. Do not use devices to type exam answers or complete home learning/ revision

It is very tempting to use online devices to complete home learning or an exam answer. However, this unfortunately doesn't help much with long-term memory retention. Equally, it adds to the likelihood of copying large chunks of information from Google or using online answers to develop your work. Likewise, there is little point in typing up exam question answers (unless you'll be using a word processor in the final exams). You need to build up your academic stamina and ability to write at length in sustained bursts. You won't get this practice if you type up answers. **Handwritten is always best.**



7. Setbacks are normal and are to be expected

If your child asks for your support, encourage them by helping them to see the difficulties in perspective. Teenagers often take an all or nothing approach to difficulties – “I’ve messed up this exam question, I might as well give up.” Try and help them see the bigger picture and remind them that setbacks are often temporary and usually resolvable.



8. Subjects that have a coursework/controlled assessment element

Ensure that your child is working regularly on their controlled assessment or coursework for subjects like Art, Product Design and others. If they are able to manage their workload and deadlines for this in Year 10 it will make revision and exams much easier for them in Year 11.



9. Be mindful of Colleges/Sixth forms offering low offers

Parents and pupils need to be aware of what post-16 providers their child might want to apply for. It is important to think about this in Year 10 and look carefully at entry requirements. We have found out in recent years that sometimes colleges will offer a place with low GCSE grades but then withdraw the offer on results day if they are oversubscribed. **It is always good advice to aim for two grades higher than the offer.**

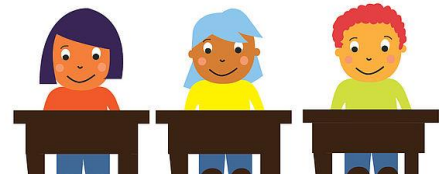
E.g. If a sixth form offers an A-Level place for pupils with grade 5s, aim for a 7.



10. Attendance really does matter

There is a wealth of evidence which supports the assertion that pupils who perform best at GCSE are those who are at school regularly and don't have a lot of unexplained absences. Medical absence cannot be helped but if possible you should try to always ensure pupils come into school if they are well enough to do so. If they are not, communicate with us about catch-up work and support.

ATTEND TODAY ACHIEVE TOMORROW



11. DO NOT underestimate the importance and power of getting a good night's sleep

- ✓ Teens need 8-10 hours of sleep per night for their well-being.
- ✓ Teens often have a natural tendency to stay up late due to their changing biological clocks.
- ✓ Obligations like early school start times, homework, extracurricular and social activities can make it hard for teens to get enough sleep.
- ✓ **Good sleep hygiene, limited screen time, reduced caffeine, and a consistent sleep routine can help improve teen sleep quality.**



12. The Science of revising-

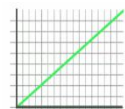
Be aware of what works and what doesn't work in regards to revision. Some forms of revision are used more frequently by pupils such as 're-reading', and highlighting. These are low impact strategies and ultimately, they don't help as much as other better developed forms of revision. Frequent quizzing and retrieval practice alongside exam practice is the best form of revision you can do. We offer all past exam papers on the Revision Zone and we have printed copies of past papers outside reception. Ask any teacher if you'd like a printed exam paper and then hand it in for marking and feedback.

Most Powerful Strategies	Least Powerful Strategies
<ul style="list-style-type: none"> • Practice • Quizzing • Flashcards • Mind-maps • Spacing out your revision 	<ul style="list-style-type: none"> • Re-reading • Summarising • Highlighting <div style="border: 1px solid black; padding: 5px; margin-top: 10px; text-align: center;"> <p>These three make you feel you are doing something, but your brain isn't working hard!</p> </div>

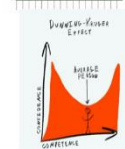
13- The psychological battles on the path to success

- A- **Progress isn't linear-** It won't always feel like pupils are making progress but if they stick with the hard-work and show determination it will make a difference in the end. Short-term hard work will often not show any benefits straight away. It will take time and pupils will need to resist the urge to give up.
- B- **Dunning-Kruger Effect-** At first when pupils begin revising it will most likely feel like they know nothing at all. At this point the temptation to quit and not bother will be very high. Convince them that this normal and that over time they will slowly see the benefits of hard-work.
- C- **Marginal Gains-** The concept that making lots of little changes can add up to big differences in performance in the long-run. For example, speaking to your teacher about what you're struggling with, watching 3 GCSEPod videos an evening and taking notes on this, reviewing lessons on Google Classroom for 10 mins a day.

- Progress isn't linear



- Dunning-Kruger Effect



- Marginal Gains



- High impact



We are part of...