



# Welcome

## Year 11 Study Support Evening

- Creating a realistic revision timetable.
- Breaking revision into manageable sections.
- Prioritising subjects and topics.
- Using active revision techniques.
- Providing information to parents/carers on revision and how to best support their child through GCSE examinations.

# Objectives



Provide more clarity on the different ways young people can revise



Provide parents/carers with guidance on how best to support young people with revision



Provide more subject specific support



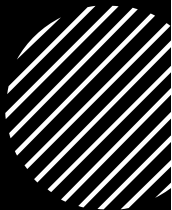
Give an overview of important key dates for year 11



**Student Stress**



# Long Term Memory



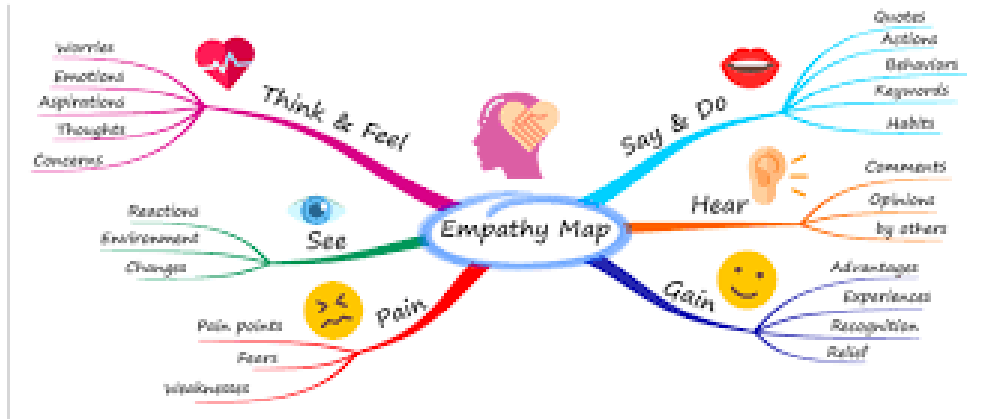
**Acquisition** of New  
Information



**Consolidation** – the  
information becomes stable



**Re-call** – ability to recall and  
access the information



# Types of Recall

## Types of Recall

| Revision method                          | Tick which type you use | Rank |
|------------------------------------------|-------------------------|------|
| Mind Maps                                |                         |      |
| Teaching the topic to friends            |                         |      |
| Making notes                             |                         |      |
| Reading and highlighting notes           |                         |      |
| Past papers                              |                         |      |
| Quiz                                     |                         |      |
| Posters with visual images and key words |                         |      |
| Mnemonics                                |                         |      |
| Diagrams                                 |                         |      |

# Parental Support

❑ Creating a revision plan: Subject information

| Subject      | Exam board | Name Number | Structure and method of assessment |               |                   |                       | Notes                                                          |
|--------------|------------|-------------|------------------------------------|---------------|-------------------|-----------------------|----------------------------------------------------------------|
| English Lang |            |             | Course work % and deadlines        | Modular exams | Final Paper 1     | Final Paper 2         |                                                                |
|              |            |             | N/A                                | n/a           | Reading Paper 50% | Narrative writing 50% | Revision sessions<br>Monday Lunch<br><br>Wednesday afterschool |

# Parental Support

☐ Creating a revision plan: Subject information

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|--------------|------------|-------------|------------------------------------|---------------|---------------|---------------|-------|
| English Lang |            |             | Course work % and deadlines        | Modular exams | Final Paper 1 | Final Paper 2 |       |
|              |            |             |                                    |               |               |               |       |

# Parental Support

## ❑ Creating a revision plan: time requirements

- For each exam (not subject) list the topics that have to be revised
- Estimate how much time will be needed for each topic (tell your child to ask the teacher; they will know their strengths and weaknesses)

| <b>English</b>         | <b>Time needed for revision</b> | <b>Resources needed</b> |
|------------------------|---------------------------------|-------------------------|
| <b>Paper 1</b>         | <b>Total: 10 hours</b>          |                         |
| <b>Skill: Reading</b>  |                                 |                         |
| <b>Practice papers</b> | <b>8 hours</b>                  |                         |

# Creating a Revision Plan

- ☐ Work backwards from the date of their first exam
- ☐ Allow 1 week for each exam paper (not subject), then add 1 extra week. This is the starting date for revision
- ☐ Put the date on the left and then 4 columns as showing morning, afternoon and evening sessions. The last column is to show when staff or you are available to help, or when a helpful TV programme may be on
- ☐ Mark in any days or times of day when there can be no revision; family occasions etc.
- ☐ Colour code chart with different colours for school times, revision sessions, and days and evenings off.
- ☐ Make sure that they have at least 1 day and 2 evenings off per week.

# Parental Support

❑ Creating a revision plan: day to day

| Oct                   | a.m.         | p.m.         | Evening      | Support Available              |
|-----------------------|--------------|--------------|--------------|--------------------------------|
| Sat 30 <sup>th</sup>  | Weekend away | Weekend away | Weekend away |                                |
| Sun 1 <sup>st</sup>   | Weekend away | Weekend away | Weekend away |                                |
| Mon 2 <sup>nd</sup>   | School       | School       | Revision     | After School session - Science |
| Tues 3 <sup>rd</sup>  | School       | School       | Revision     | After school session History   |
| Wed 4 <sup>th</sup>   | School       | School       | Evening Off  |                                |
| Thurs 5 <sup>th</sup> | School       | School       | Revision     |                                |
| Fri 6 <sup>th</sup>   | School       | School       | Evening Off  |                                |
| Sat 7 <sup>th</sup>   | Day Off      | Day Off      | Day Off      |                                |
| Sun 8 <sup>th</sup>   | Revision     | Revision     | Revision     |                                |



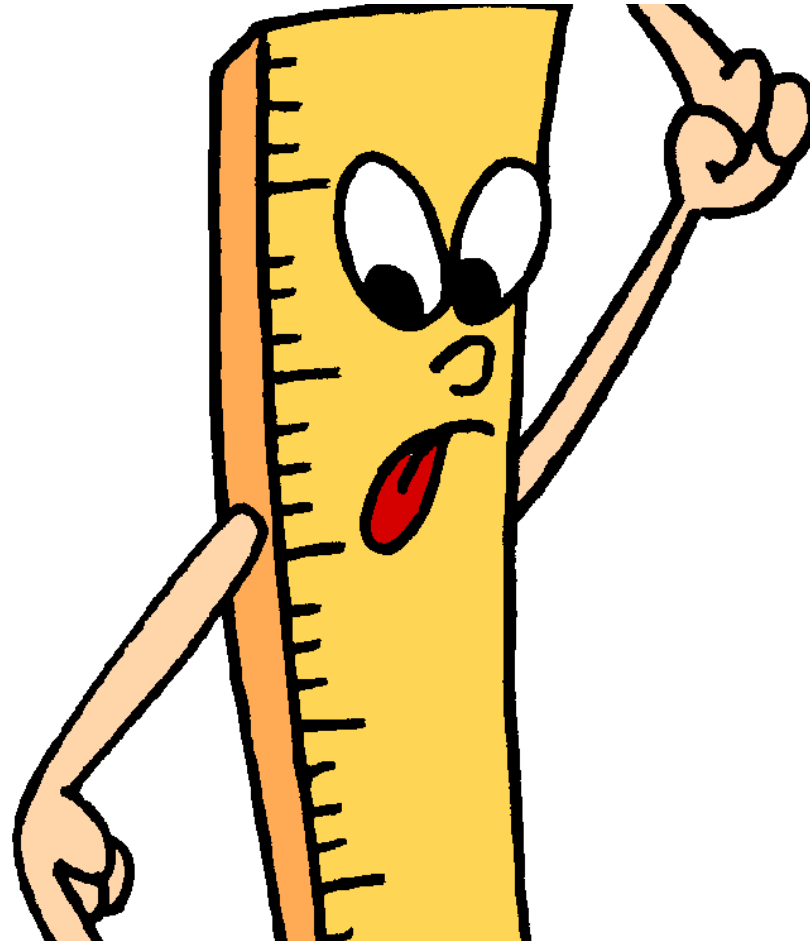
# Subject Specific Apps – chat to your teachers!





# What to take to the exam

- Pen
- Pencil
- Rubber
- Sharpener
- Ruler
- Calculator
- Drink



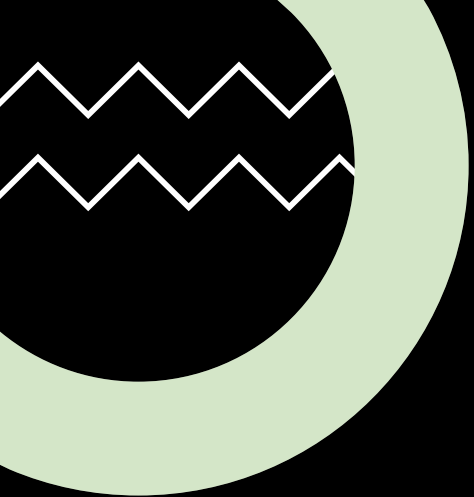
# What not to take to the exam

- Mobile phone
- Ipod/MP3 player etc
- Food
- Bottle with label



You can fail this exam and all your others if you are found with a mobile phone/smart device in the exam,





Good body =  
Good mind

- Eat healthy food
- Drink plenty (water!!)
- Get lots of rest



Queen Elizabeth II High School



# Attendance

What's your  
number?



How does this  
relate to  
attendance?

|      |             |
|------|-------------|
| 100% | 0 days off  |
| 90%  | 19 days off |
| 80%  | 38 days off |
| 70%  | 57 days off |
| 60%  | 76 days off |



# ATTENDANCE MATTERS

## DAILY LATENESS

IS EQUIVALENT TO...

5 MINS LATE TO EACH LESSON  
**3 DAYS LOST**

10 MINS LATE TO EACH LESSON  
**6 DAYS LOST**

15 MINS LATE TO EACH LESSON  
**10 DAYS LOST**



## ATTENDANCE

100% ATTENDANCE

**EXCELLENT**

95-99% Attendance

**WELL DONE**

Up to 6 days absence

95% ATTENDANCE

**CONCERN**

10 DAYS ABSENCE

90% ATTENDANCE

**PERSISTENT ABSENCE**

19 DAYS ABSENCE

# Current attendance

**Year 11**

**90.27%**



# Why does your attendance matter?



Pupils with 95% attendance

**80%**

Achieve 5 A\*-C inc. Ma & Eng

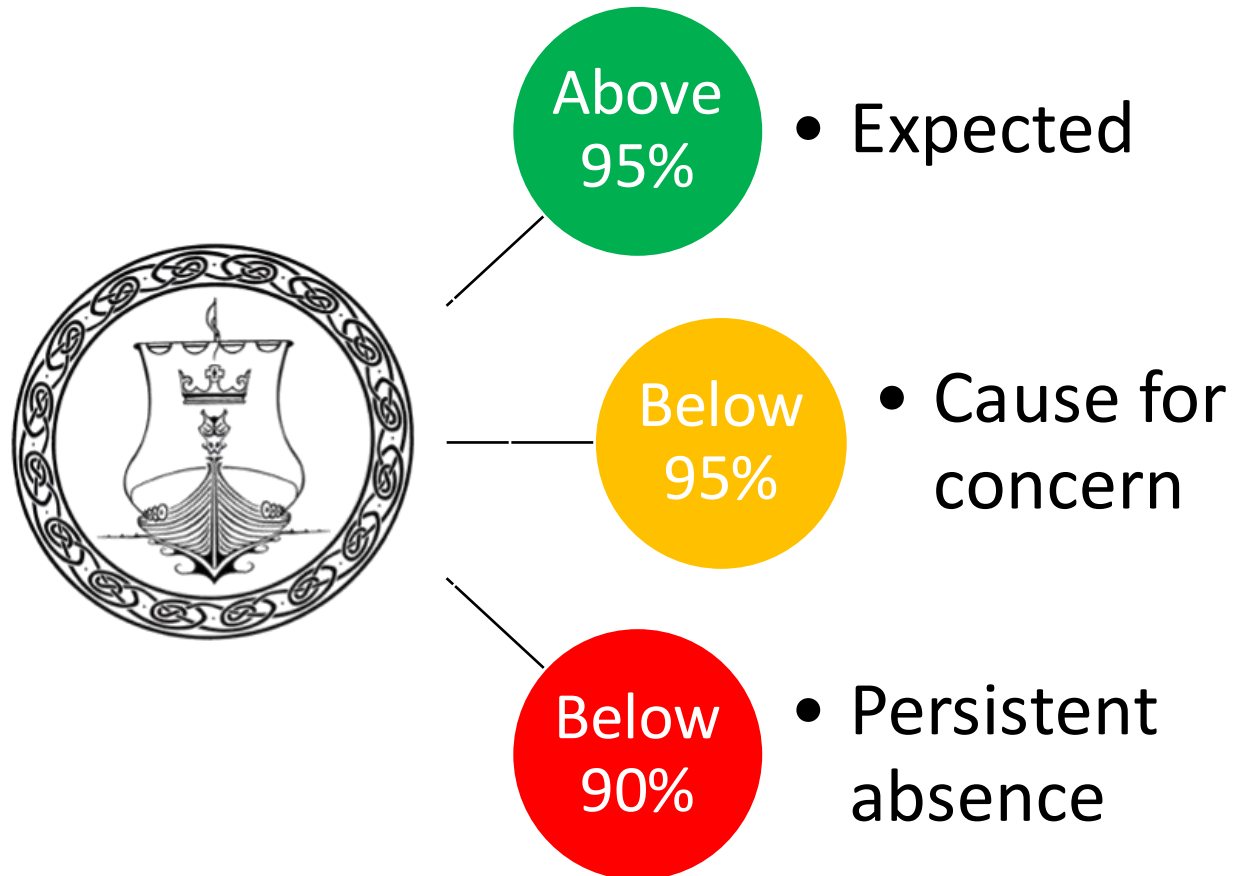


Pupils with 80-90% attendance

**60%**

Achieve 5 A\*-C inc. Ma & Eng

# School expectations



**BE A HERO!**

✓ **H**ere  
✓ **E**veryday  
✓ **R**eady to Learn  
✓ **O**n time

**ATTENDANCE**  
matters

**HELP!**



# Supporting good attendance

- Shared expectations between school – home
- Don't waste time – timely support and intervention
- Communication
- Identifying barriers
- Supporting sleep and healthy habits
- Support with stress and anxiety



## Key Dates for Diary

- Mocks - 9<sup>th</sup> – 20<sup>th</sup> Nov
- Mock results day - 15<sup>th</sup> Dec
- Parents evening – 15<sup>th</sup> Dec
- Art – 4<sup>th</sup> & 5<sup>th</sup> May – All day
- Textiles – 23<sup>rd</sup> April (TBC)
- Graphics – 6<sup>th</sup> - 7<sup>th</sup> May (TBC)
- Written examinations begin in at the end of April – might be changes (there will be examinations in TT week)
- Leavers Day – 30<sup>th</sup> April (Leavers Assembly)
- 2<sup>nd</sup> July - Prom

