

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

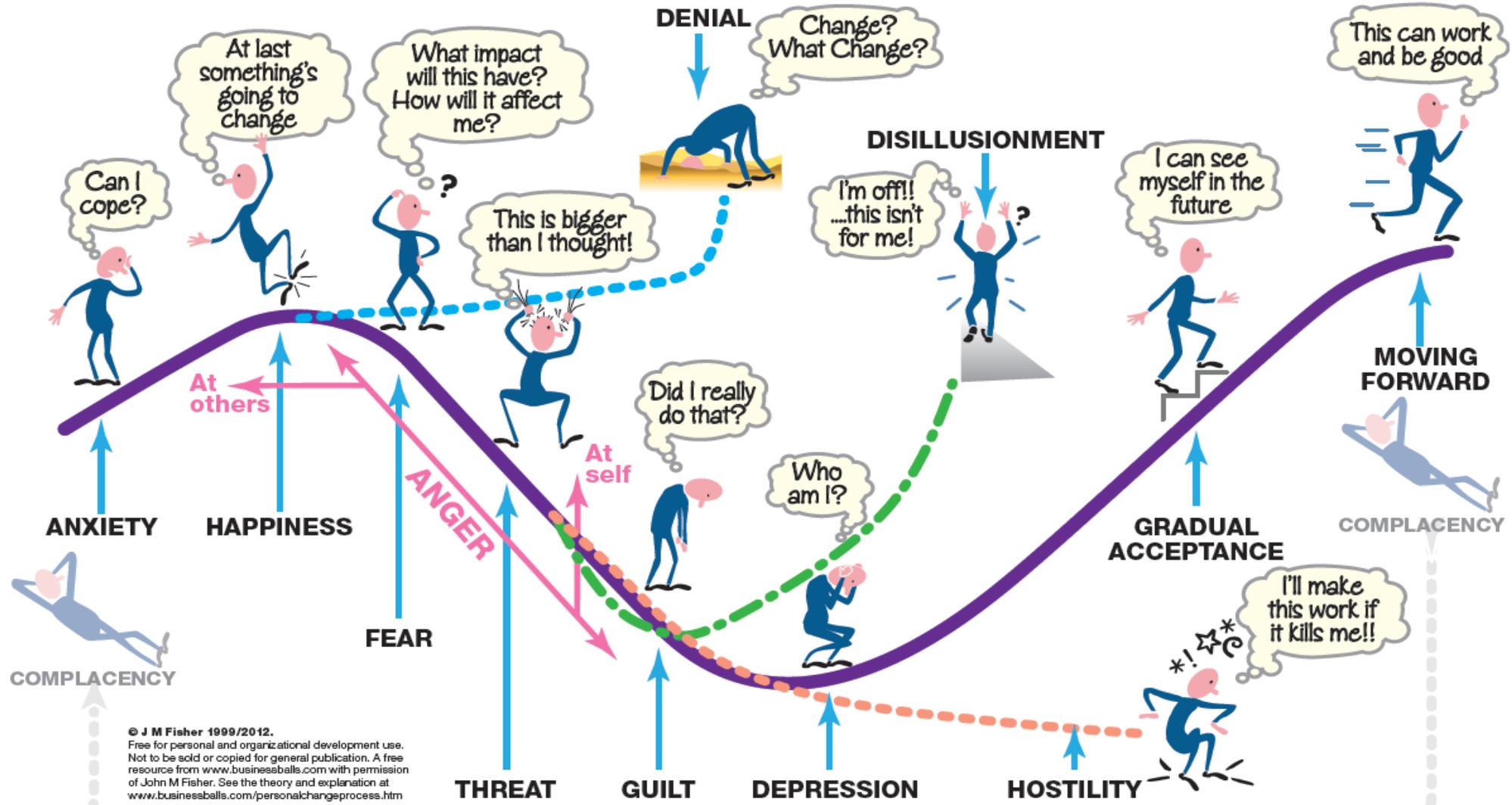
The emotional journey

- 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)



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 resource from www.businessballs.com with permission
 of John M Fisher. See the theory and explanation at
www.businessballs.com/personalchangeprocess.htm



What are we doing to help?

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

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

Every thing we do counts

But we can learn from our mistakes and failures

Failure is not the opposite of success

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

Key dates



Year 10

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

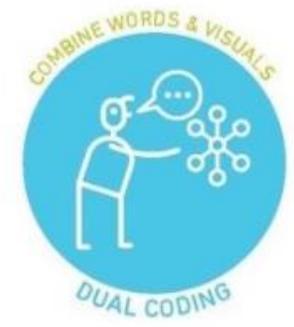
<https://www.learningscientists.org/downloadable-materials>



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

LEARNINGSOCIETISTS.ORG



HOW TO DO IT

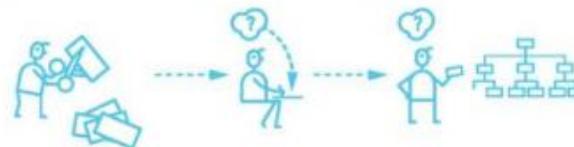
Put away your class materials, and write or sketch everything you know. Be as thorough as possible. Then, check your class materials for accuracy and important points you missed.



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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 - Spellings
- Extra-Curricular Programme
- Student Leadership and Student Voice
- Sport

"Put your children 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

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 in this unit.

Assessment: This will be in the form of exam style questions.

Term 5 & 6 Paper 1: Natural Hazards

Students will focus on natural hazards both globally and in the UK. A range of case studies are looked at including how these natural hazards have on people will be studied as well as responses to managing these hazards from the past.

Assessment: Students will be assessed with exam-style questions.



Spellings - King's School

kingsschoolhove.org.uk/spellings.php?unitid=2&subjectid=2&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.



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Activity 2

Calendar

Chat 4

Assignments

< All teams



KSH - Key Stage 4 Resources

General

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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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Name	M
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