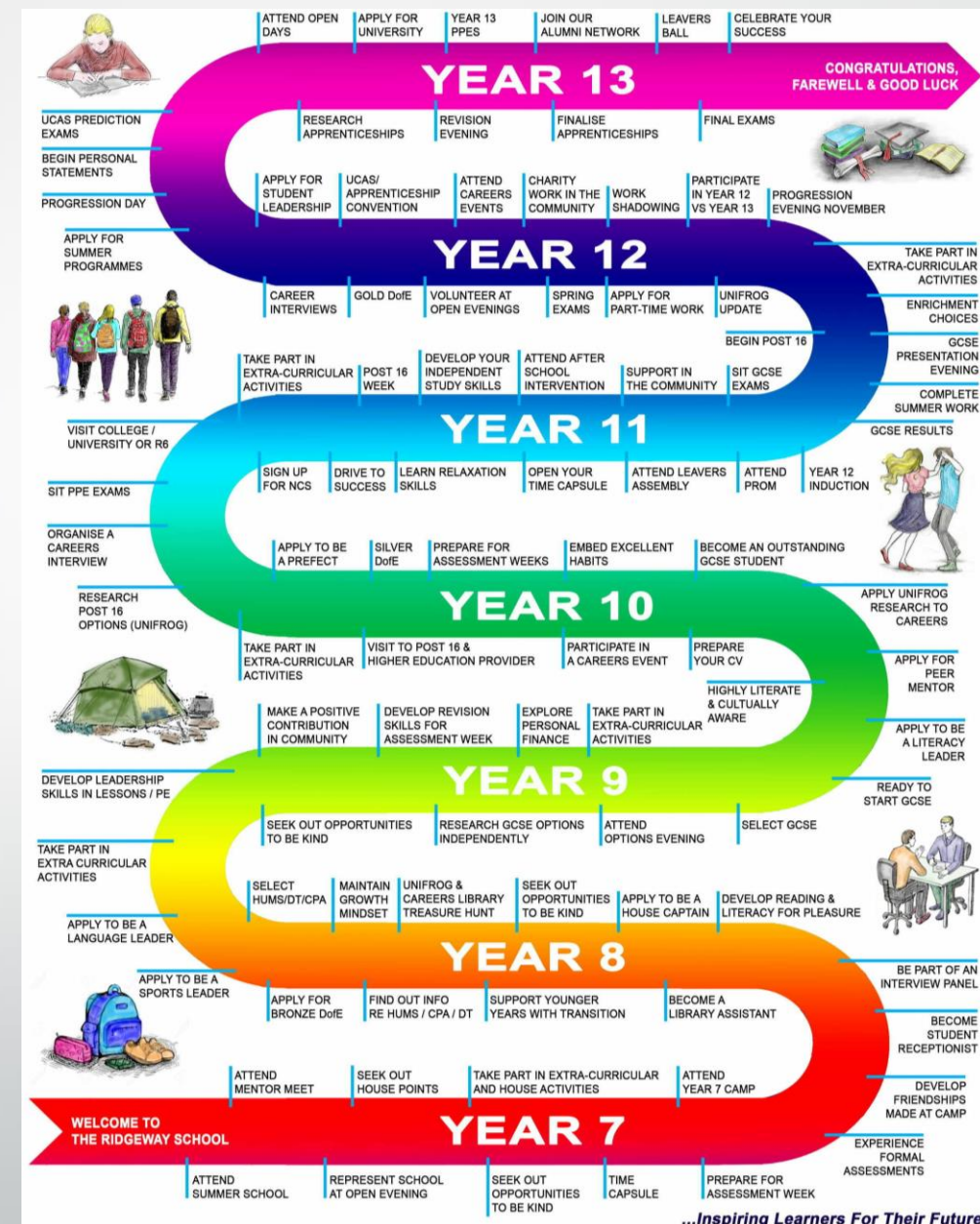




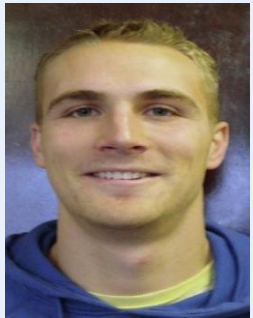
# Year 11 Information Evening

# Journey into the Sixth Form at St. Mary's



# The Year 11 Tutor Team

**10A**  
**Mr Wright**



**10B**  
**Mr McElhinney**



**10J**  
**Mrs Vermaak**



**10K**  
**Mr D'Cruz**



**10M**  
**Miss Matthews**



**10T**  
**Mr Mason**



## Key responsibilities:

- Monitor the behaviour of learners in Year 11.
- Monitor attendance and punctuality
- Form tutor report system (fortnightly reviewed)
- Praise and achievement – through AP assemblies & St. Mary's award
- Form time activities & AP reviews with learners during form time
- Delivery of the PSHE Programme.

Please feel free to contact tutors as first point of call for attendance/behaviour concerns via [info@stmarys.net](mailto:info@stmarys.net)  
'FAO FORM TUTOR NAME'



# Year 11 values





# Y11 STUDENT VALUES THIS YEAR: THE THREE C'S



Commitment



Clarity



Care





# Commitment



To:

THEIR **STUDIES** (high Attitude to Learning, Attendance to school)

The **STANDARDS THEY SET FOR THEMSELVES & OTHERS;**

**EXAM PREPARATION** (attendance to revision sessions at school, revision at home);

**EXTRA-CURRICULAR CLUBS**







# Clarity



DO THEY KNOW EXACTLY WHAT THEY NEED  
TO DO TO ACHIEVE THEIR FULL POTENTIAL?





# Clarity



What their **ACADEMIC DATA** is saying (target grades, current working grade, atl, attendance. Minus & positive house points);

What their **TARGETS FOR IMPROVEMENT** are;

What are they **planning to do next year** (sixth form, employment)







# Care

OF:

**THEMSELVES** (sleep, rest, balanced diet, friendships, seeking help when worried or anxious)

**OTHERS** (help each other through the difficult moments)



# REFORMED GCSE's

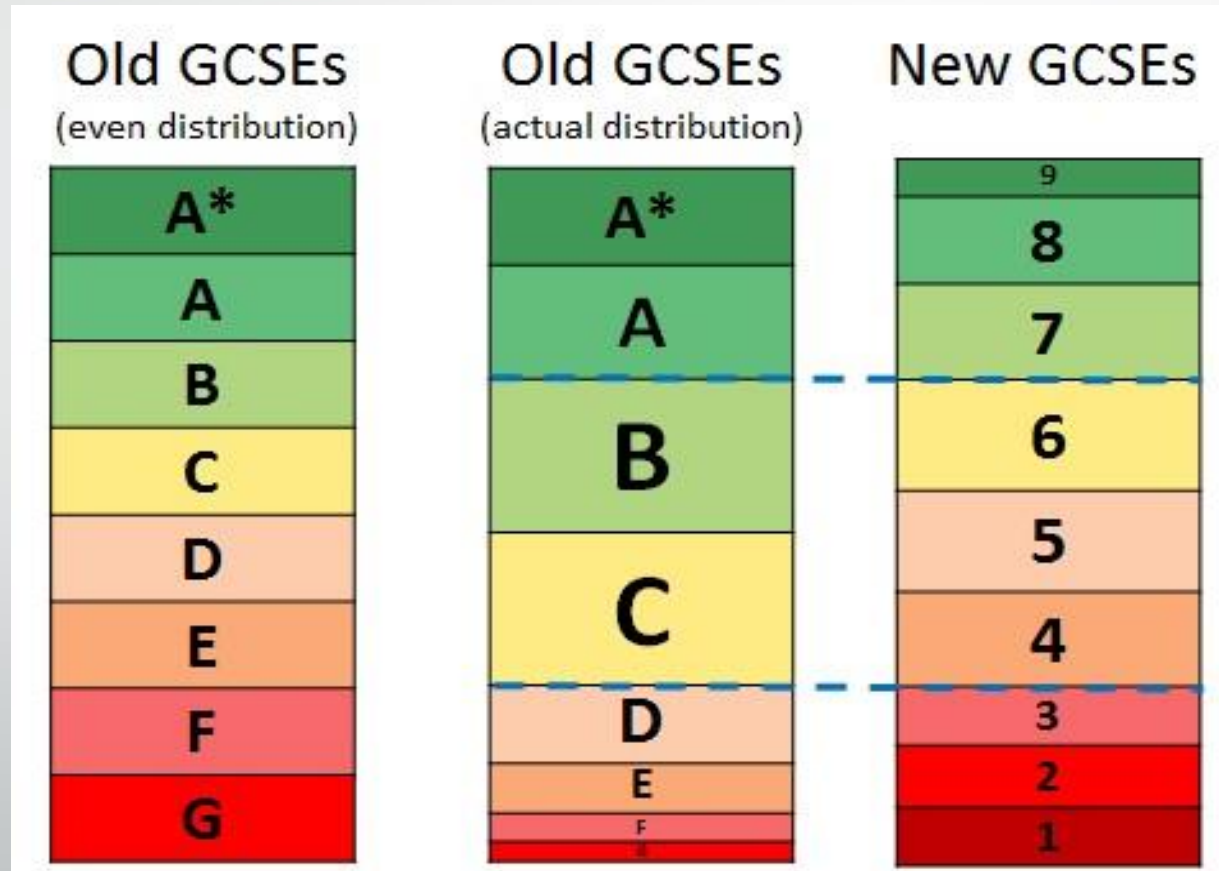
The majority of subjects have been reformed at GCSE. Exceptions are Business Studies, D.T and Italian

- **more demanding** in examination (end of course only), content and assessment (more challenging questions)
- **consistent in standard** between the various Awarding Bodies
- **internationally referenced** to standards in more successful jurisdictions
- **referenced to national standards over time** by national reference tests in English and Mathematics
- **equitable** so that all students' grades count towards Attainment 8 and Progress 8 with higher expectations of students assessed as moderately and less able
- **focussed on effective teaching** through accepting evidence provided by HM Inspectorate and others and by commissioning formal research into effective teaching methods through the Education Endowment Foundation and the London Schools Excellence Fund.

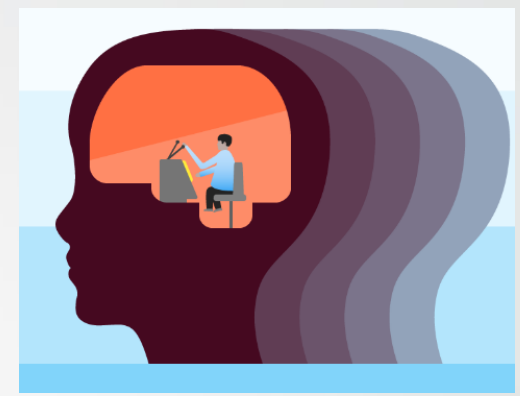
The aim is to provide public recognition of schools that do well with all their students, including the less able and disadvantaged, and to expose those that are coasting or concentrate on the more able.

# GCSE Grading LHA

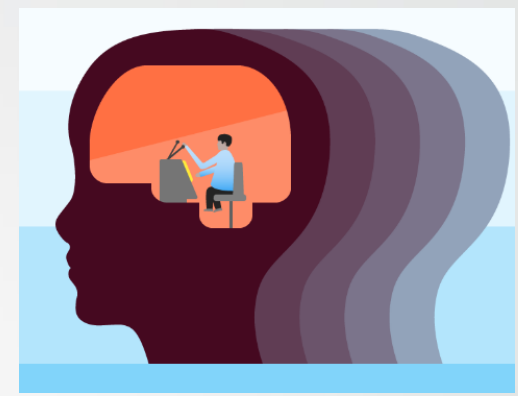
The 9-1 grading scheme was brought in alongside a new GCSE curriculum in England. **The highest grade is now 9, while 1 is the lowest.** The U grade, meaning "ungraded", remains the same. The number scale is not directly equivalent to the old letter one.







# How to Revise – The Parental Support Guide



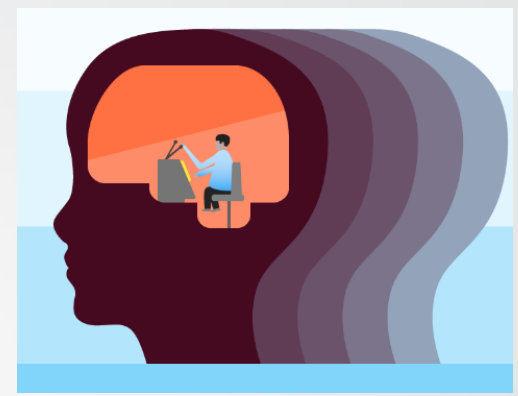
# Effective Revision at St. Mary's

What is it?

*Proper Preparation Prevents  
Poor Performance*



# Exams are coming....

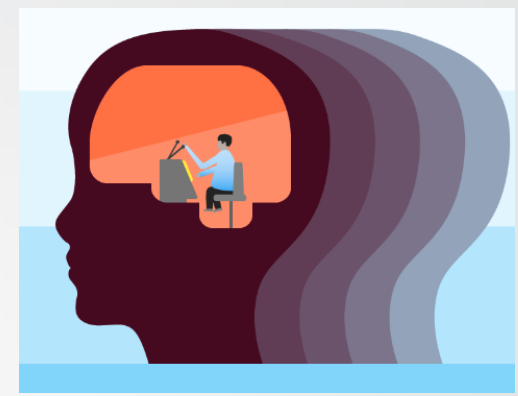


- Have they started to revise?
- How are they revising?
- What barriers are there for succeeding?
- Are they being Smart with their time?





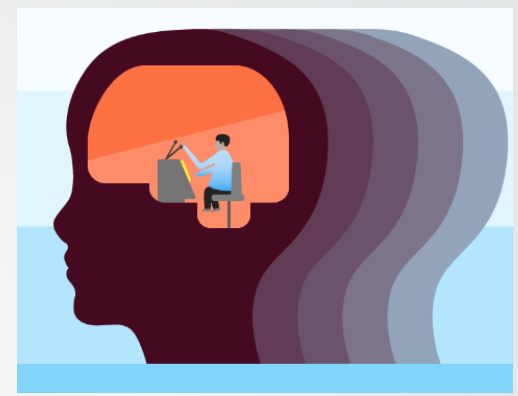
# What are we going to look



- Memory – How it works
- St. Mary's 10 of Effective revision
- Ways to revise Time Smart
- How parents can support



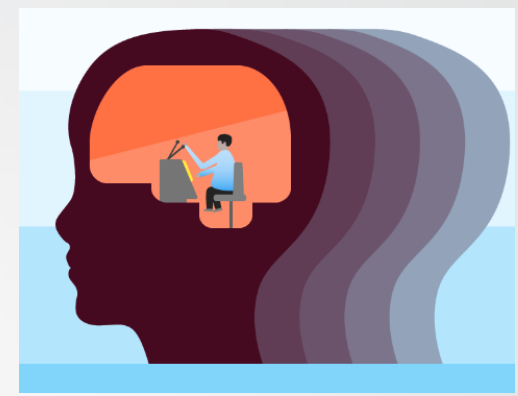
Memory Test – 5 secs



OECRCAOWHST



# Memory Test

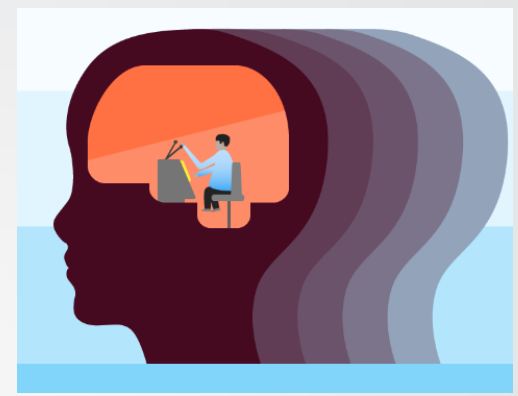


- How many letters were there?
- What letters can you remember?
- What were the first 4 letters in order?
- What were the last 4 letters in order?
- What order were all the letters in?





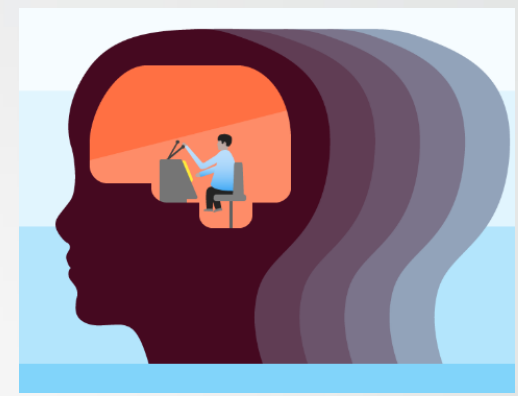
Memory Test – 10 secs



OECRCAOWHST



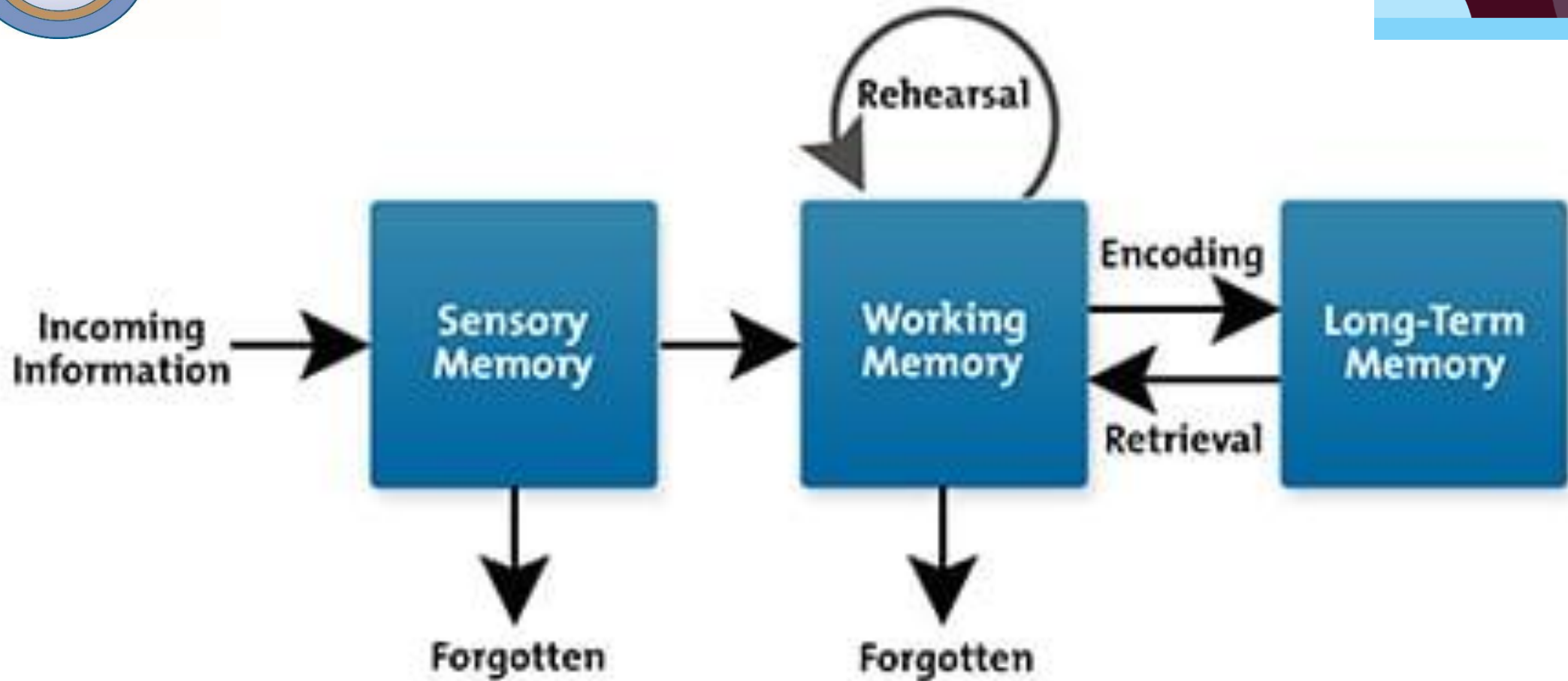
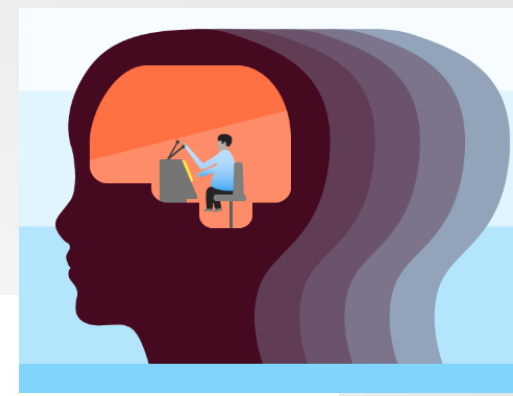
# Memory Test



- How many letters were there?
- What letters can you remember?
- What were the first 4 letters in order?
- What were the last 4 letters in order?
- What order were all the letters in?



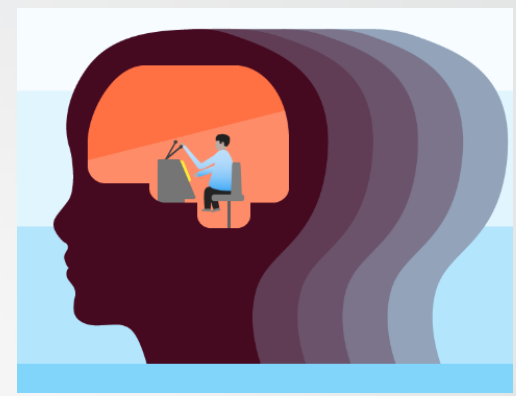
# Working & Long term memory







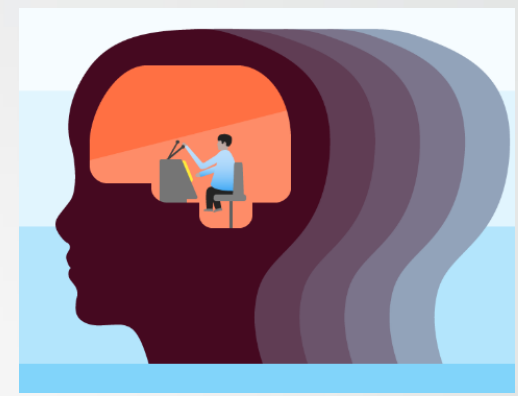
Memory Test – 3 secs



COW HORSE CAT



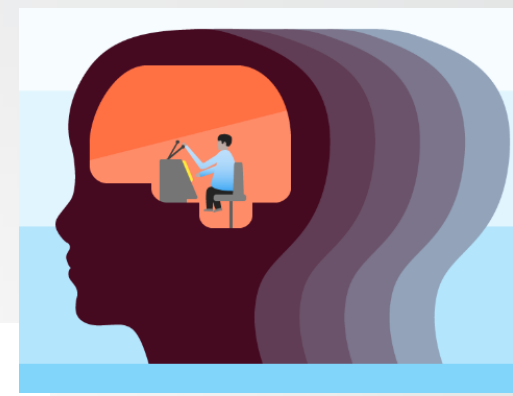
# Memory Test



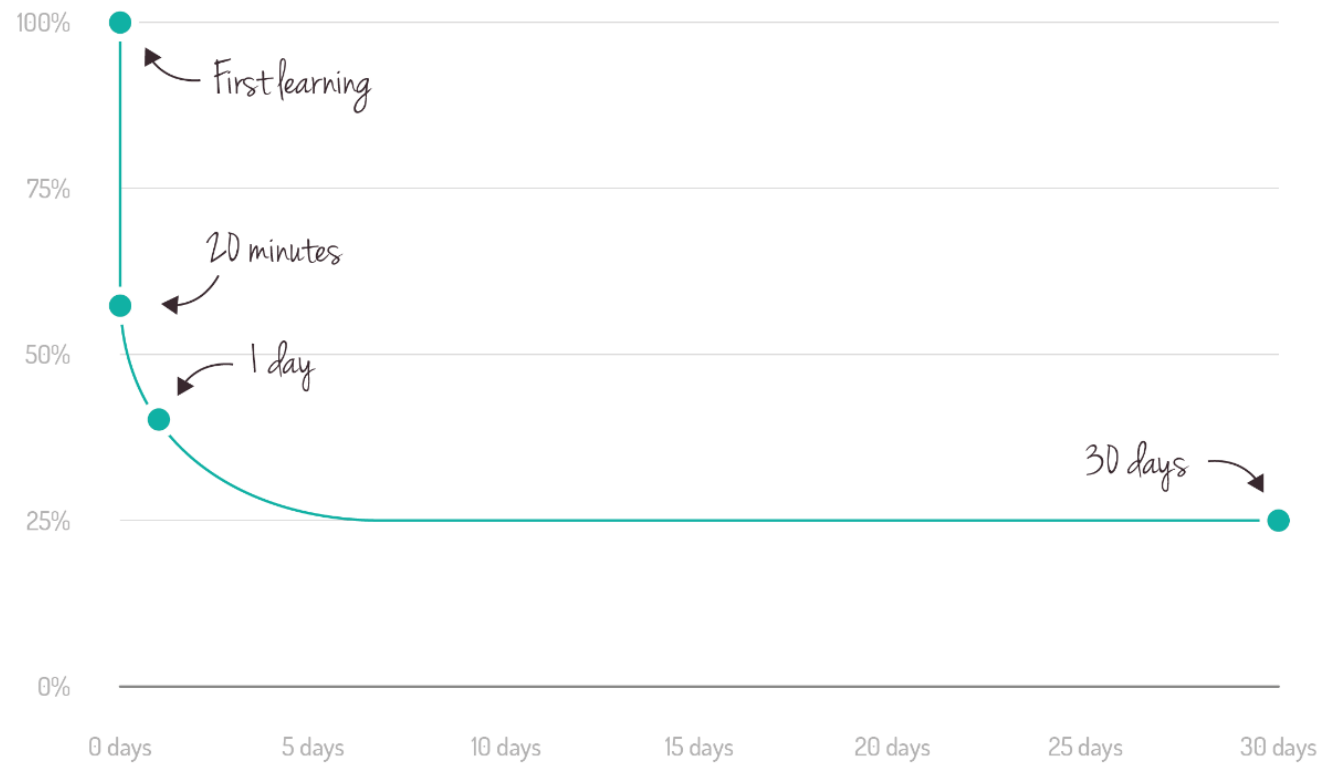
- How many letters were there?
- What letters can you remember?
- What were the first 4 letters in order?
- What were the last 4 letters in order?
- What order were all the letters in?



# Ebbinghaus forgetting curve

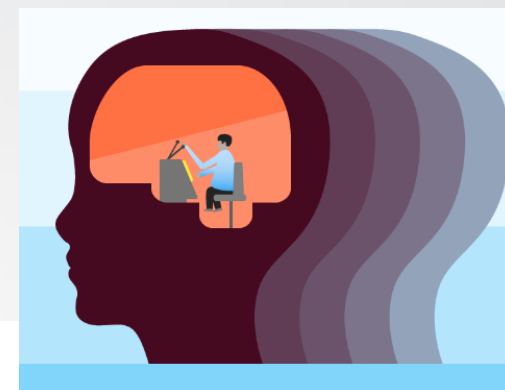


**% information retained**

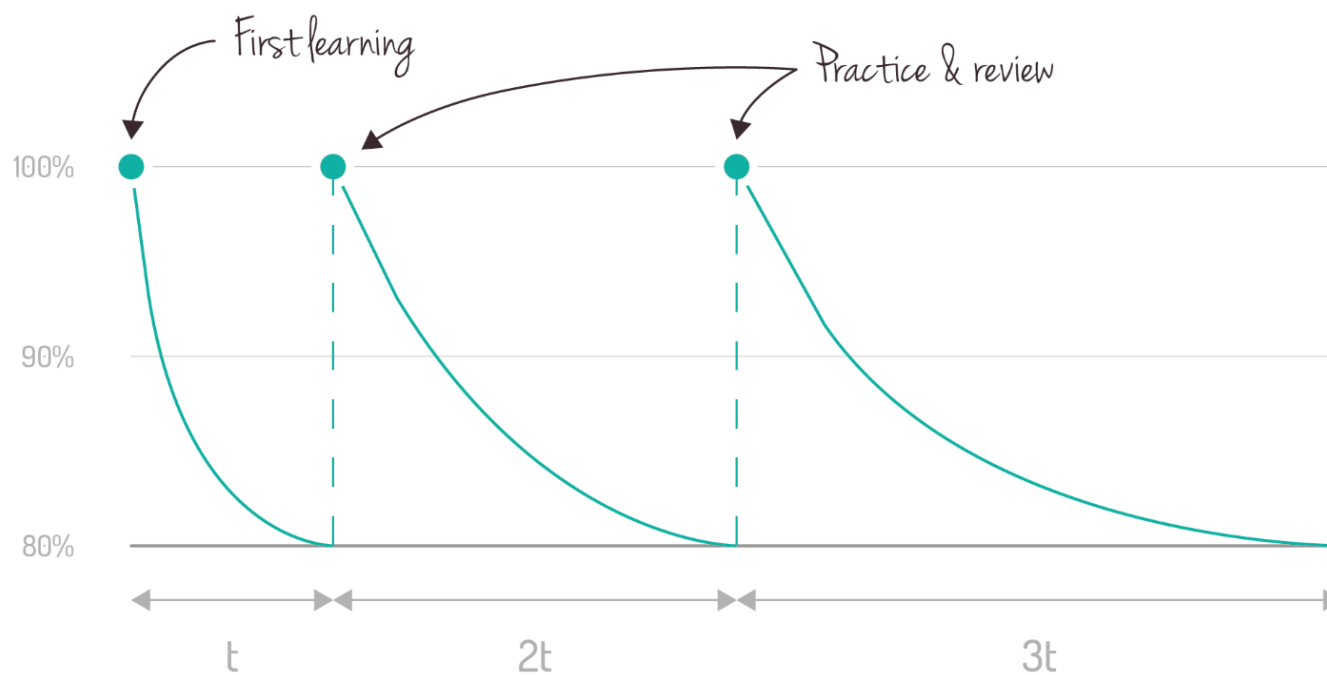




# How can you help?



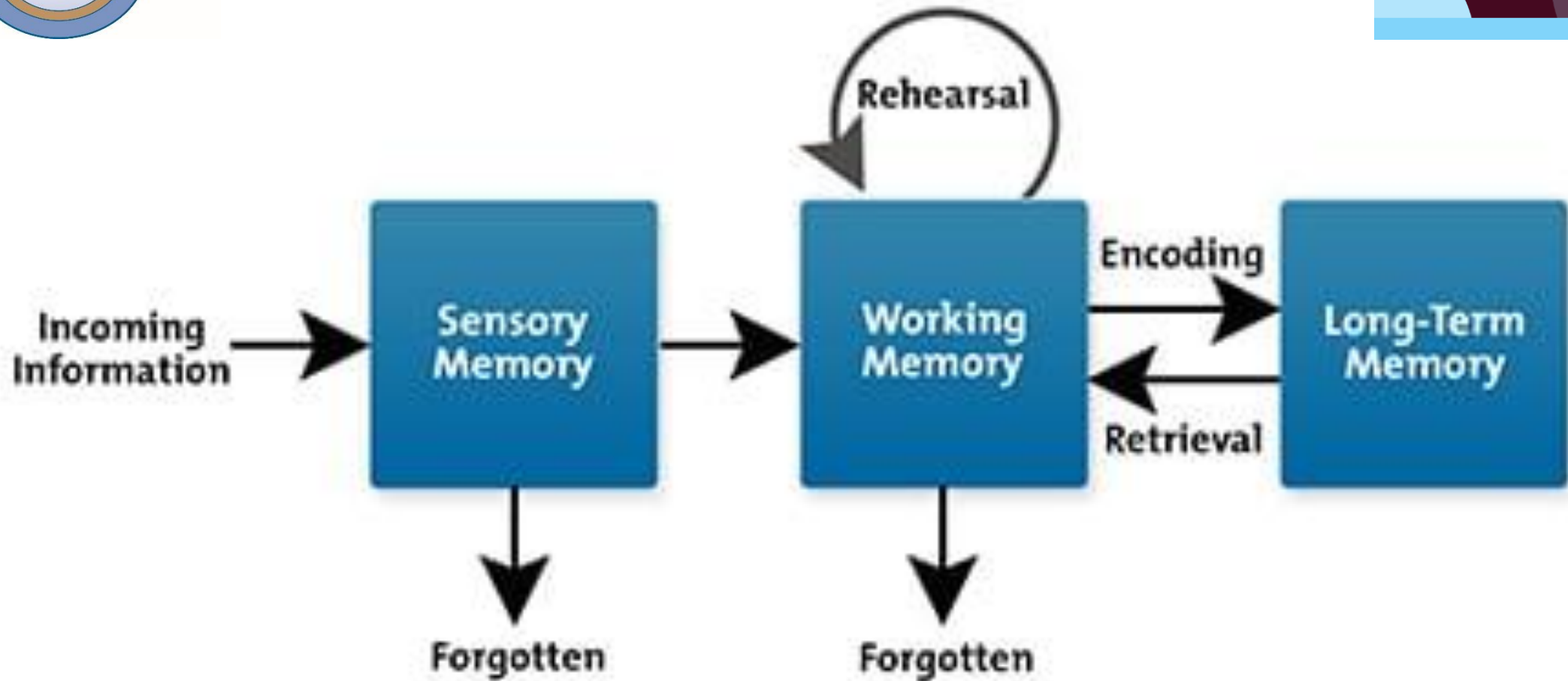
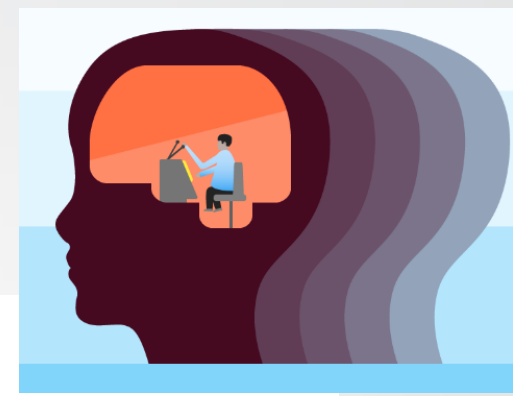
## The Forgetting Cycle





# Working & Long term memory

## v2





# High Tariff / Most effective Revision

Table 1: Effectiveness of ten learning techniques, from Dunlosky et al (2013) <sup>39</sup>

High utility	<b>Practice testing</b>	Self-testing or taking practice tests on material to be learned.
	<b>Distributed ('spaced') practice</b>	Implementing a schedule of practice that spreads out activities over time.
	<b>Elaborative interrogation</b>	Generating an explanation for why an explicitly stated fact or concept is true.
	<b>Self-explanation</b>	Explaining how new information is related to known information, or explaining steps taken during problem solving.
Low utility	<b>Interleaved practice</b>	Implementing a schedule of practice that mixes different kinds of problems, or a schedule of study that mixes different kinds of material, within a single study session.

# Low Tariff / Less effective Revision

Low utility

## Highlighting

Marking potentially important portions of to-be-learned materials while reading.

## Keyword mnemonic

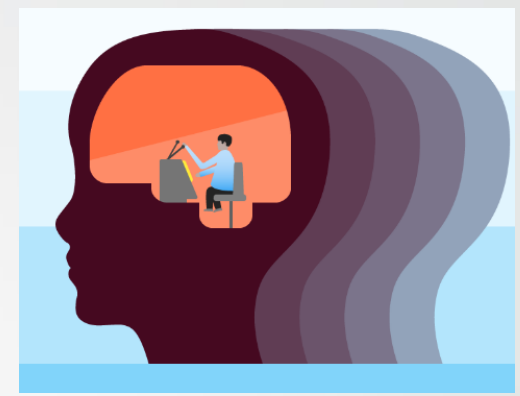
Using keywords and mental imagery to associate verbal materials.

## Imagery use for text learning

Attempting to form mental images of text materials while reading or listening.

## Rereading

Restudying text material again after an initial reading.

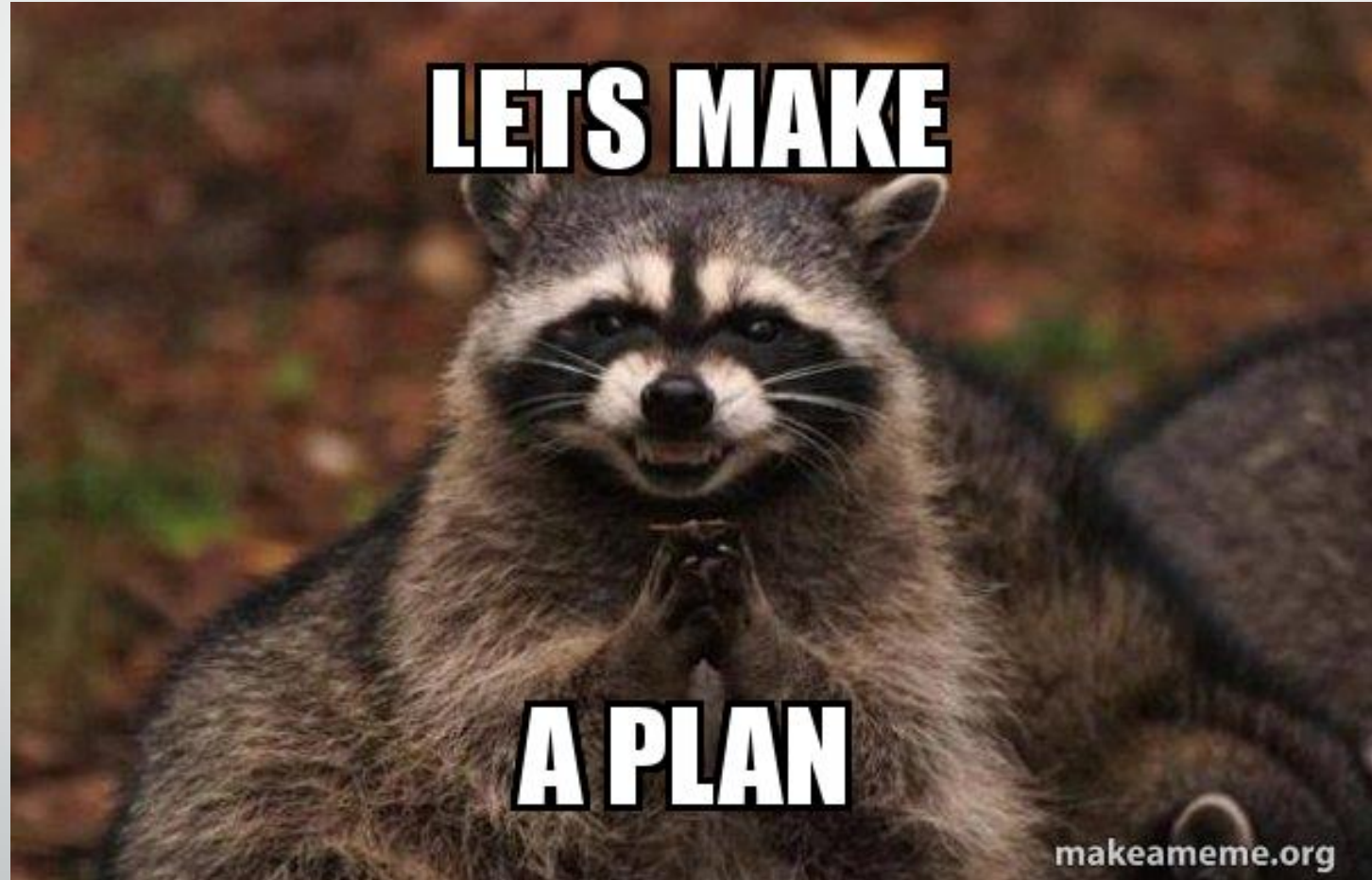


1. ***Be prepared*** – Create a Revision Timetable, know what resources you need/have available to you – “Fail to Prepare, Prepare to Fail” – Put the plan somewhere visible for all to see.
2. ***Find a Space*** – Ideally quiet, uncluttered, a space that has everything you need to succeed.
3. ***Limit Technology*** – Get app/social media blockers, turn on “focus time”, and avoid Procrastination – A plan will help you
4. ***Self-Care*** – Make sure you are eating healthily, drinking water, exercising, sleeping, & having time for rewards
5. ***Be Time Smart*** – Memory Clock technique – Recap/Review topic, Test knowledge, Review/Mark answers – Ensure your time is effectively used. 1 hour revising, 20 minute break, or 30 min revising, 10 minute break, little and often.

1. ***Be prepared*** – Create a Revision Timetable, know what resources you need/have available to you – “Proper Preparation Prevents Poor Performance” – Put the plan somewhere visible for all to see.

#### **Making a 'home study' plan**

- Sit down with your child and go through the teacher's homework instructions, noting exactly what needs to be done and by when.
- Plan how long the homework will take.
- Split each homework period into 30-minute sessions.
- Make sure your child has a break between each session, especially if they are using a computer.
- Each session should start with tackling the parts your child finds most difficult.







<https://getrevising.co.uk/planner>

## Organise your revision time

Building a revision plan helps you manage your time more effectively. It gives you a clear idea of what subjects and topics you'll be revising each day and helps you organise your studies around your life.

Download our iPhone app now

- ✔ Builds revision sessions around your life
- ✔ Automatically adds revision sessions for you
- ✔ Has a free iPhone app that syncs with your desktop planner

**This week**      **◀ 20th - 26th April ▶**      **Week Month**

[See earlier](#) ▶

	Mon 20th	Tue 21st	Wed 22nd	Thu 23rd	Fri 24th	Sat 25th	Sun 26th
09:00 - 10:00	GCSE Law	AS Mathematics	AS Psychology	AS Biology	AS Psychology	Lie in	Lie in
10:00 - 11:00	AS Mathematics			add activity	add activity	Badminton	AS Psychology
11:00 - 12:00	AS English Literature (AQA)	Free time	AS Biology	GCSE Law	AS English Literature		add activity
12:00 - 13:00	AS Mathematics (Edexcel)	add activity	add activity	AS English Literature (AQA)	add activity	AS Biology	AS Mathematics (Edexcel)
13:00 - 14:00	Extra Maths revision	AS English Literature	add activity	AS Biology	Lunch with Izzy	AS Biology	add activity
14:00 - 15:00	AS Biology	Free time	GCSE Law	AS Psychology	add activity	AS Psychology	add activity
15:00 - 16:00	Individual help			AS Mathematics	AS Biology	AS Psychology	Sarah's birthday
16:00 - 17:00			AS Psychology	add activity	add activity	AS Mathematics (Edexcel)	
17:00 - 18:00	add activity	add activity	add activity	add activity	add activity	GCSE Law	
	Play rehearsal		GCSE Law	Play rehearsal			
18:00 - 19:00	Dinner	Dinner	Dinner	Dinner	Dinner	Dinner	Dinner

## 2. *Find a Space* – Ideally quiet, uncluttered, a space that has everything you need to succeed.

- Creating the right environment
- The ideal space needs to:
  - Clear work surface
  - Good lighting
  - Quiet and free from interruptions.

Avoid Distractions

**3. *Limit Technology*** – Get app/social media blockers, turn on “focus time”, and avoid Procrastination – A plan will help

- Only set for very limited periods
- Have the conversation as part of the revision plan
- Consider what technology children will need to complete revision.

**Young people exploring  
ancient ruins.**



## 4. *Self-Care* – Make sure you are eating healthily, drinking water, exercising, sleeping, & having time for review

### Brain Food

SNACKS THAT'LL BOOST YOUR ENERGY AND FOCUS

*As excerpted from Fast Company*



AVOCADO

As if we needed another reason to smear it on our toast every morning, it helps with cognition.



DARK CHOCOLATE

It improves focus and energy, fights stress and is delicious.



WATER

Water improves every single bodily function, including quick thinking and focus.



ALMONDS

The healthy fats in nuts help your brain process information and make connections.



GREEN TEA

Drink a cup after lunch for better mental speed and accuracy.



PUMPKIN SEEDS

Throw them into trail mix with some almonds and dark chocolate for a brain-boosting snack.



BROCCOLI

Mix it into a stir-fry, bring it for lunch and improve your cognitive function.



BROWN RICE

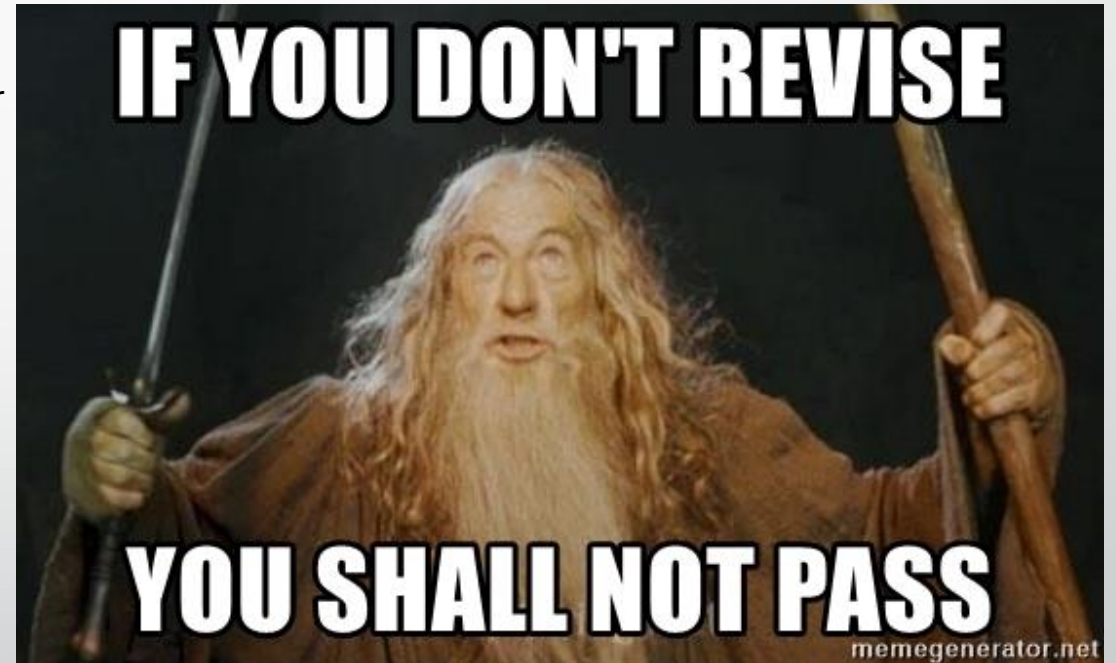
Cross two off the list—avocado sushi with brown rice. Done.



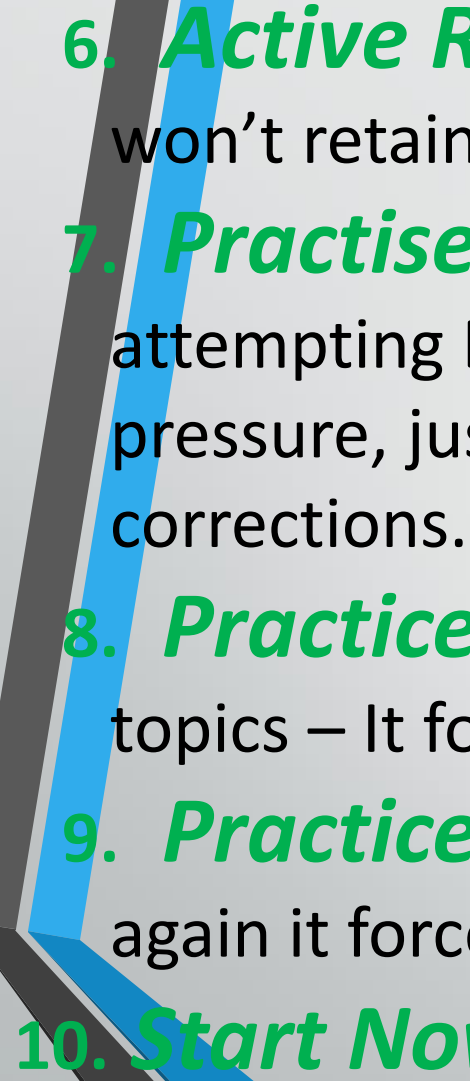


**5. *Be Time Smart*** – Memory Clock technique – Recap/Review topic, Test knowledge, Review/Mark answers – Ensure your time is effectively used. 1 hour revising, 20 minute break, or 30 min revising, 10 minute break, little and often.

- Setting a routine and managing homework Your child needs to learn how to manage their homework. Supporting them in this will help them to take responsibility for their own work, while learning valuable planning and time management skills.
- Routines are important to children, so it may be worth helping your child to find one that suits them. For example, some children prefer to do their homework straight after school, while others like to 'unwind' first and do their homework later.

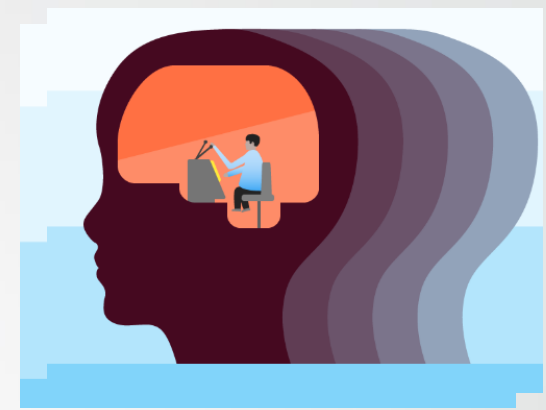




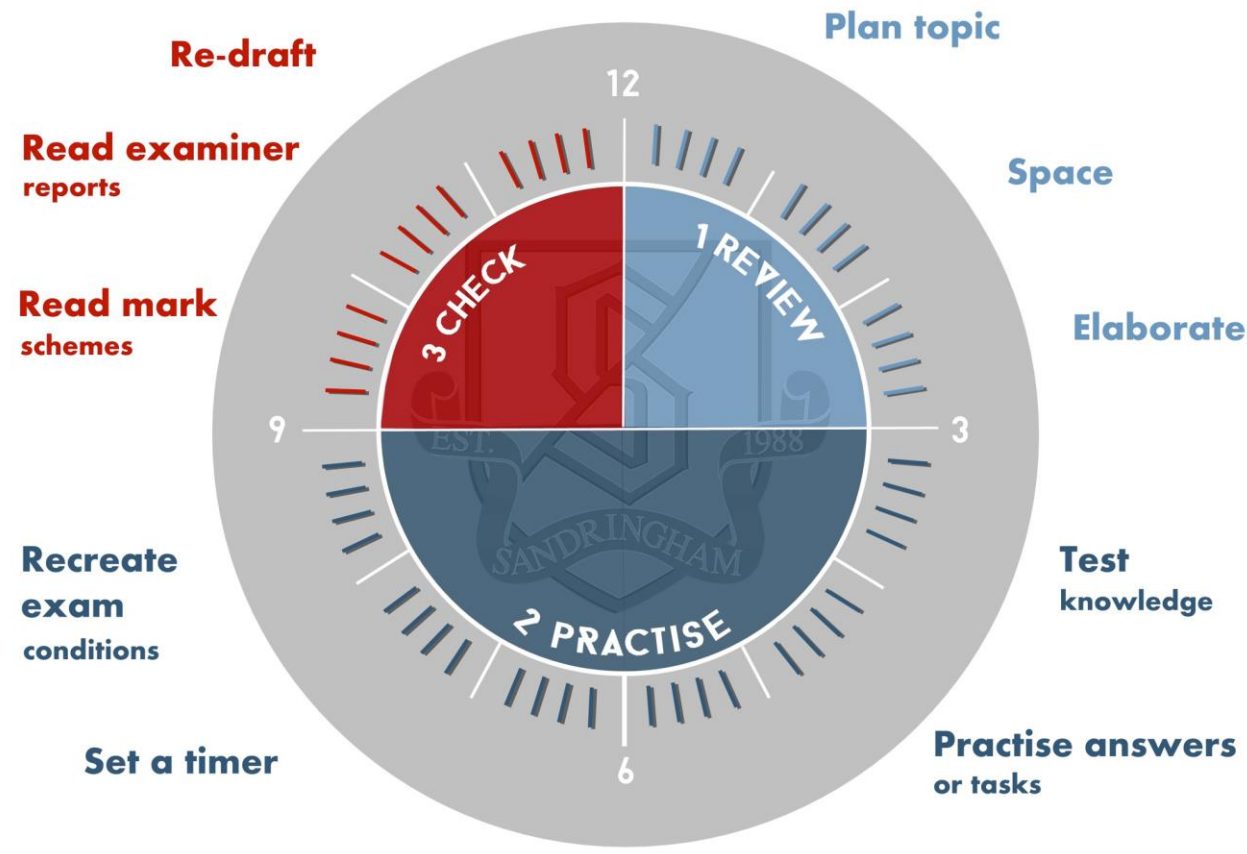
- 
6. **Active Revision** – If you are not being forced to remember then you won't retain it – reading & highlighting is passive learning, don't do it.
  7. **Practise – Testing** – Regularly doing Retrieval questions/practice, attempting Exam questions under timed conditions puts you under pressure, just like an exam. Then use a mark scheme/answer sheet to add in corrections.
  8. **Practice – Distributed** – Space out the time you revise subjects/topics – It forces your brain to remember
  9. **Practice – Interleaved** – Switch up the topics you revise in the day, again it forces your memory to work harder and recall the information
  10. **Start Now!** – Revision needs to start somewhere so start now, Revise!



# Memory Clock



## THE MEMORY CLOCK



Stage 1 – Review –  $\frac{1}{4}$  Time – 15 Mins

Use flashcards, Blurt, Recap Content

Stage 2 – Practice –  $\frac{1}{2}$  Time – 30 Mins

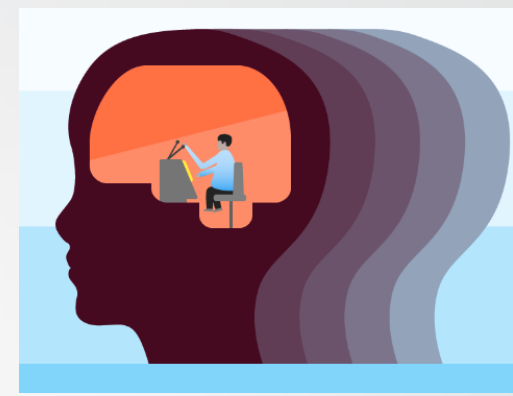
Test yourself/ Friends – Exam Questions –  
“No notes” under time pressure

Stage 3 – Check / Reflect –  $\frac{1}{4}$  Time – 15 Mins

Self Mark using mark scheme, Correct mistakes in green, Highlight topics still to be understood, redraft your answer

# Example

Date: Sunday 10 March		
Times	Subject / Activity	Focus score out of 10
9:00	Biology – Recap B1 & B2	7
9:15	Biology – Exam Paper 1 2017 Q1 – Q4	8
9:45	Biology – Mark answers	8
10:00 – 10:15	Break – Drink water & Eat healthy snack	NA
10:20	Maths – Recap	5
10:35	Maths – Exam Paper 2020 Q1 to 10	7
11:05	Maths – Mark answers	8
11:20 – 11:35	Break – Drink water & Eat healthy snack	NA
11:40	French – Recap	8
11:55	French – Exam Paper	7
12:25	French – Mark exam Question	8
12:40	Flash card Quiz with Mum, Dad, Brother, Sister, Friend	10



Start Now!

Be Prepared

Find a space

Limit Technology

Self Care

Be Time Smart

Practice - Interleaved

Practice - Distribute

Practice - Test

Active Revision

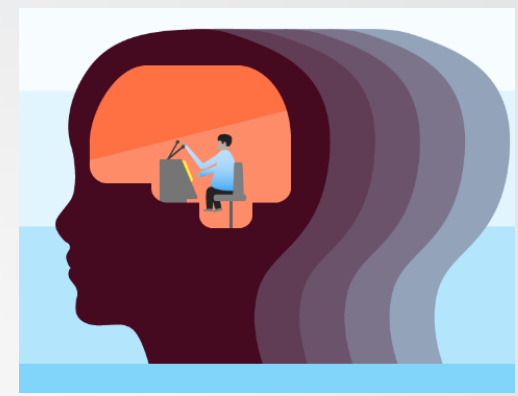
**St Marys 10**



**Effective Revision**



# What to do Now?



- Is there a revision plan in place?
- What are the barriers to success? Time / Phone / Social media / understanding the content
- How can they overcome these barriers with your help?
- Can they access exam papers and mark schemes in all your subjects?

Find opportunities to talk about revision / what they have learnt? Be a supporter





# **Year 11 Mock Exams**

## **November 2022**

# Expectations

- Line up as instructed promptly outside the Hall in silence.
- Enter the exam room in silence, remain silent at all times.
- You are under regulations as soon as you enter the exam room.
- Watches must be removed and placed on your desk.
- Do not turn around, communicate or attempt to communicate with any other pupil(s).
- Remain seated, facing the front of the room at all times.
- Follow ALL instructions from invigilators carefully.

# START TIMES

- The start times for your exams will be on your timetable
- Late students – discretion of the centre
- VERY late – very unlikely that we will be able to staff the exam and it is at the discretion of the school as to whether you can sit the exam

# PREVENTING MALPRACTICE

- Do not ask or borrow anything off any other pupil whilst in the exam room. Ask the invigilator instead.
- STOP WRITING IMMEDIATELY WHEN INSTRUCTED TO STOP BY THE INVIGILATOR. DO NOT be tempted to finish off your word/sentence this is considered malpractice by the boards and you will lose marks.
- You will be reported to the exam board if you engage in or are suspected of involvement in any type of malpractice including unacceptable behaviour.
- Your pockets must be empty and no notes should be taken into the exam room.

# Instructions for Candidates

- <https://www.youtube.com/watch?v=VSugcKXlwHk>



# **GOOD LUCK!**

- **We would all like to take this opportunity to wish you all every success in your forthcoming exams.**
- **If you have any queries please speak to Mr Palmer, Mr Eddleston or Mrs Tatman**

# SIMS APP



# Monitoring Homework through SIMS LBY



## Homework at St. Mary's Catholic School



I am a student

Check SIMS Student App daily for homework notifications.



Check MTeams for resources and assignments when teachers notify you in the SIMS student APP



I am a parent

Daily notification on SIMs Parent App.



Weekly digest of assignments via MTeams email.



I am a teacher

Write a summary in SIMs to set homework. This notifies parents and students.


SIMS

Use MTeams to share resources and set assignments.



Home

Menu



Messages

30 New


08:27

Achievement Update for Dominic

10 Oct 2022

Achievement Update for Elise

10 Oct 2022



Calendar

0 Today


8 Tomorrow


1

2

3

SIMS Options







Back

Dashboard

Menu





▼

Attendance

100

% this term

4 / 4 this week

Conduct

Achievements


1

▲ 1 this week

Behaviour

No incidents this year

Assessment




Homework

4

pieces set

Timetable




Reports

Latest Report


Year 7 AP4 Report

0 More reports

Data Collection



Activities





No new invites

Back

Homework

Menu





▼

Due

☐

Handed In

Today

11th October 2022

No homework due

Wednesday

12th October 2022

Science - Combustion

Set by Dr J D Campbell on 7th October 2022

Mathematic - Responding to feedback in green




Set by Miss Z Atanassova on 5th October 2022




History - Suleiman the Magnificent

Set by Mr T C Juliff on 7th October 2022

Mathematic - Responding to feedback

Set by Miss Z Atanassova on 8th October 2022

Back	Conduct	Menu
		
Yesterday 10th October 2022		
<div>+3</div> <b>Subject Leader's Award (+3pt)</b> Subject Leader award ART Recorded by Miss H A Nairn		
Monday 11th July 2022		
<div>+3</div> <b>Fortnightly Total</b> House Points from Fortnight 18 (20th June to 1st July). A score of '0' may indicate the child was absent from form on the day of the count, or that their points were not entered on time. Please ask to see your child's 'House Point Card' to see their latest progress. Recorded by Mr A M McMillan		
Friday 8th July 2022		
<div>-2</div> <b>Overdue Library Book(s) (-2pt - no detention)</b> Return overdue books by the end of term or replace. Recorded by Mrs L Frino		
Thursday 30th June 2022		
<div>+3</div> <b>Subject Leader's Award (+3pt)</b> History - 7B/Hi1 - ThuB:3 Recorded by Mrs G Benvenuto		
<div>+1</div> <b>Teacher Award (+1pt)</b> History - 7B/Hi1 - ThuB:3 Recorded by Mrs G Benvenuto		
Wednesday 29th June 2022		

Back	Timetable	Menu
		
Today 11th October 2022		
<b>Design &amp; Technology</b>		09:00
C2   Mr T Webb		10:00
<b>English</b>		10:05
B6   Miss R E Rose		11:20
<b>ICT</b>		11:25
E1   Mr F Ssemwanga		12:25
<b>Mathematic</b>		12:30
T02   Miss Z Atanassova		14:05
<b>English</b>		14:10
B6   Miss R E Rose		15:15
Tomorrow 12th October 2022		
<b>Religious Education</b>		09:00
K7   Mrs D G Guidera		10:00
<b>History</b>		10:05
T21   Mr S Hadley		11:20
<b>Science</b>		11:25
H3   Dr J D Campbell		12:25
<b>Physical Education</b>		12:30
PE - Outdoors 5   Mrs G L Wilkinson		14:05
<b>Drama</b>		14:10



# How can we make social media and being online a positive experience for all?



**Respect**

**Support**



**Speak up**

**Report**



**Block**

# Social Media and Advice to Parents

At St. Mary's we recognise the importance of on-line communication in the lives of young people today, but unfortunately as we have seen in the national press recently there can be dangers. We have put together some advice for parents and carers so that we can work together to keep our children safe.

1. Communicate with your children about their online behaviour.
2. Support your child in ensuring that they only add contacts that they also know and trust off-line.
3. Underline the importance of not publishing or forwarding images and videos which jeopardise their safety or integrity.
4. Emphasise the importance of thinking before they post something online.
5. Limit the time your children spends online



Feeling unsafe online?  
Are you a victim of  
cyberbullying?

Contact the following  
members of staff:

- Form tutor
- Learning Coordinator
- Mrs Tatman
- Use the Sharp System
- Talk to friends
- Talk to parents



# Wellbeing