

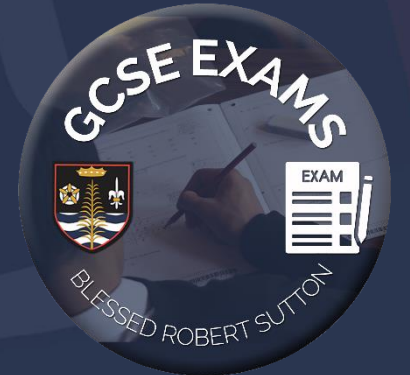


Blessed Robert Sutton
Catholic Voluntary Academy



St Ralph
Sherwin
Catholic Multi Academy Trust

Welcome to our GCSE Success Session



'Academic excellence, spiritual development
and social awareness through Christ.'



www.robertsutton.srscmat.co.uk



Blessed Robert Sutton Catholic Voluntary Academy

- Committed to **all** students realising their potential
- Providing an Excellent Education for All
- The highest expectations of all students
- Dedicated pastoral care
- Developing the whole child
- Working in partnership with Parents and Carers





GCSE Grades

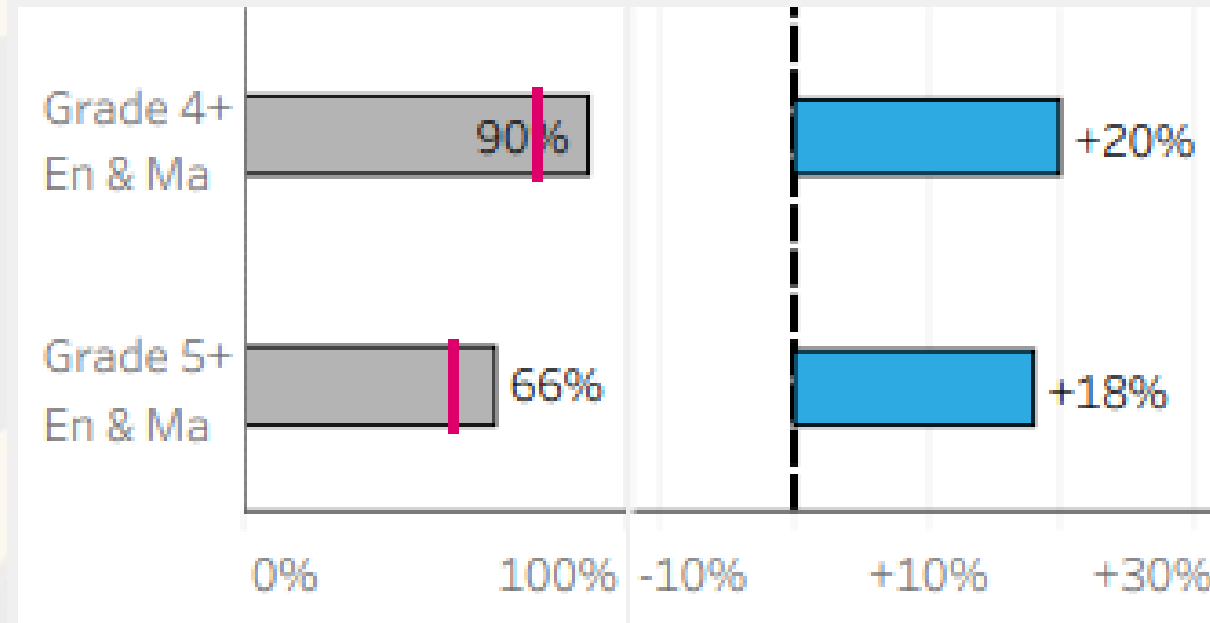
- Grade 4 = 'standard pass'
- Grade 5 or above = 'strong pass'
- 'Standard pass' equivalent to old grade C
- Students will not have to re-sit English or Maths if they have a grade 4 or higher
- Most 6th form providers want a 5 or higher for pupils to enrol on A-Level courses



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An
**Excellent
Education
for all**

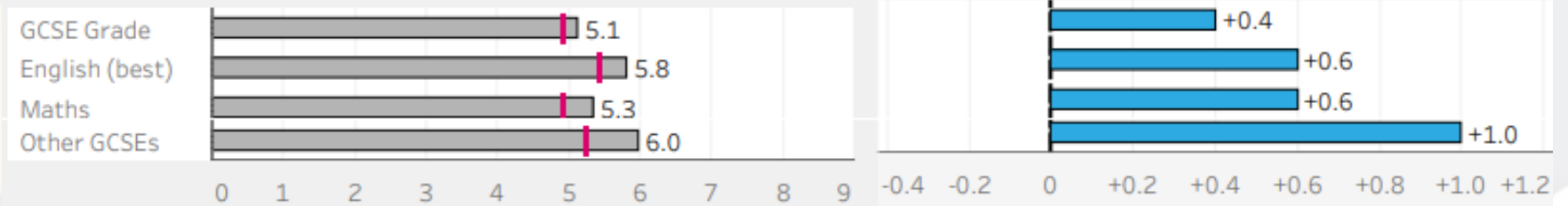
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Average GCSE Grades

Attainment

Value Added



Pink bar | = FFT 'national attainment'



Parental engagement in supporting learning in the home is the single most important changeable factor in student achievement.

Harris and Goodall, 2007





Aims of this session

- To share key messages about the exam process and support
- To support you to support your child as they prepare for mock examinations
- Find out more about revision for subjects
- To enable you to ask questions!





Common Issues

- Not starting to revise early enough
- Forgetting to revise key topics
- Reading notes again and again
- Not gearing revision to specific exams
- Learning essays off by heart
- Putting off revision – Lack of motivation
- Losing interest
- Unable to fit revision into schedule
- Feeling overwhelmed
- Revising what you are confident with already





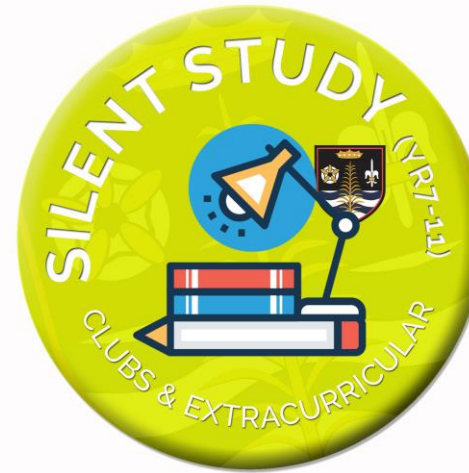
In School Revision

Silent study

Library AM PM

After school sessions – Prep Club

GCSE Revision





What does the rest of your child's time at BRS look like?

- **June** - Mock exams in core subjects
- **September** – Start of Year 11
- **November**- Mock exams in core subjects
- **December**–College application deadline
- **December**–Mock feedback period
- **January/February**–Mock exams
- **February**–Parents evening
- **May**–GCSE exams start
- **June**- Study leave starts (after last core exam)
- **July**–Leavers prom / leavers Assembly
- **August**-Results





What can students do to support themselves?

- 100% effort in lessons
- Ask for help as and when they need it
- Attendance
- Get organised!
- Equipment
- Classcharts access
- Create a revision plan





Support at home

- Create a quiet space away from distractions
- Make sure they have the resources they need –revision guides, post-it notes, highlighters etc.
- Make sure they are getting enough sleep
- Make sure they take breaks
- Help them to create a balance between work and play
- ***Interest not pressure***
- ***Focus on students learning and not their results***





What are we doing to support

- GCSE success evening

For Year 11 -

- Careers Appointments/CV writing workshops
- College and Sixth Form Assemblies/Drop ins
- Personal statement writing support
- Parents evening to help set targets
- Mock experiences for exams and results
- Revision checklist for each subject
- Morning and Afternoon Form Time intervention sessions to help students 'catch up'
- Training on how to revise / modelled in all lessons
- Targeted Tutor Groups
- Practice papers for all subjects
- Revision presentations during assemblies
- Homework club (Prep / Prep +)
- Targeted intervention sessions for identified concerns
- Wellbeing sessions to help students balance school and life
- Anxiety workshops for identified students





What are we doing to support

- Every lesson counts.
- 90% attendance equals 4 weeks missed in a year.
- Evidence clearly shows students whose attendance is poor do not perform well in their GCSE examinations.
- 17 days missed, equals a drop of one grade in every subject, according to DfE research.
- If attendance is 95% or higher there is a 75% chance of achieving 5+ 9-5 grades.
- If attendance is 88% or lower, there is only a 26% chance of achieving 5+ 9-5 grades.





Attendance	A8	P8
97% - 100%	52.89	0.21
95% - 96.9%	42.05	0.13
93% - 94.9%	41.68	0.08
90% - 92.9%	34.88	-0.11
0% - 89.9%	30.18	-0.62





Exam Regulations and Expectations

- School uniform must be worn for **all** examinations
- No bags or coats are allowed in the exam hall

Mobile Phones/Watches/ No web enabled source of information

- You **MUST NOT** have any of the above on your person in the examination room, whether switched on or not
- Anything with writing on it, including water bottles. Water bottles must be see through and labels removed

How you can help: Please reiterate the need for all rules to be followed and the serious consequences if they aren't

AQA City & Guilds CCEA OCR Pearson WJEC

Warning to Candidates

1. You **must** be on time for all your examinations.
2. **Possession of a mobile phone** or other unauthorised material is **not allowed** even if you do not intend to use it. You will be subject to penalty and possible disqualification from the exam/qualification.
3. You **must not** talk to, attempt to communicate with or disturb other candidates once you have entered the examination room.
4. You **must** follow the instructions of the invigilator.
5. You **must not** sit an examination in the name of another candidate.
6. You **must not** become involved in any unfair or dishonest practice in any part of the examination.
7. If you are confused about anything, only speak to an invigilator.

The *Warning to Candidates* must be displayed in a prominent place outside each examination room. This may be a hard copy A3 paper version or an image of the poster projected onto a wall or screen for all candidates to see.

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AQA City & Guilds CCEA OCR Pearson WJEC

NO MOBILE PHONES SMARTWATCHES MP3/4 PLAYERS

NO POTENTIAL TECHNOLOGICAL/WEB
ENABLED SOURCES OF INFORMATION

Possession of unauthorised items, such as a mobile phone, is a serious offence and could result in

DISQUALIFICATION

from your examination and your overall qualification.

This poster must be displayed in a prominent place outside each examination room.





Exam Regulations and Expectations

- All students need to bring their own equipment IN A CLEAR pencil case/bag
- Black Pen (more than one)
- HB Pencil (more than one)
- Ruler
- Eraser
- Scientific calculator
- For some subjects extra equipment may be required which departments will ensure students know



How you can help: ensure they have plenty of the correct equipment prior to the exams. Encourage them to pack their bag the night before and know what they need for the following day





Useful Information

You will find loads of helpful information on our website:

<https://www.robertsutton.srscmat.co.uk/parents/examinations/>

- Exam Board Details
- Exam policies
- Timetables
- Wellbeing ideas



REVISION

JCQ INFORMATION

EXAMS 2022-2023

EXAM BOARDS

EXAM POLICIES AND PROCEDURES

POST-RESULTS AND CERTIFICATES





Revision Timetables

- Planning your time carefully is key to successful revision
- Create a revision timetable and include non-revision activities
- Ensure you plan sensible time periods of revision and rest gaps
- Plan revision carefully, e.g. what specific topic will you revise and when
- Lots of templates are available online
e.g. Revision: timetables and planning - BBC Bitesize





Active Revision Strategies

- Reading and re-reading is not an effective strategy
- Self testing is key to ensuring memorisation
- Flash cards, past paper questions, online quizzes
- If making notes, summarise don't copy
- Videos –lots available, use them correctly! (note taking, pausing, re-watching)
- Evidence informed strategies –retrieval practise, spaced learning, dual coding





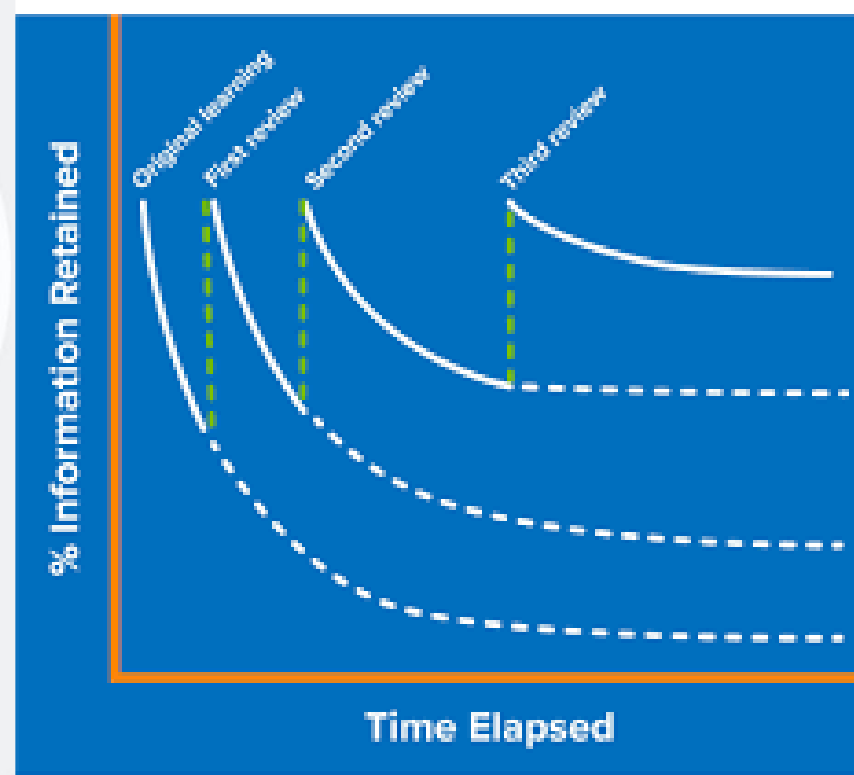
Technique	Effectiveness	Description of Technique
Practice Testing	High	Self-testing or using past-exam questions while learning.
Distributed practice	High	Developing a schedule of revisions / learning activities over time.
Elaborative Interrogation	Moderate	Thinking about 'why' you have answered a question or creating an explanation for a response.
Self-explanation	Moderate	Linking new information to known information or using applied questions (problem based learning).
Interleaved Practice	Moderate	Developing a schedule that mixes different techniques during a period of study.
Summarisation	Low	Writing summaries of concepts / area of study.
Highlighting	Low	The use of highlighters or underlining while read / rereading.
Keyword Mnemonic	Low	Use of key terms / acronyms / images to associate with concepts to be learned.
Imagery	Low	Attempting to form mental images of materials while reading.
Rereading	Low	Revisiting text that has already been read.

Table 1: Learning techniques and their effectiveness adapted from Dunlosky et al (2013) pg 6.





The Forgetting Curve





Support

Please make sure you share any concerns with any member of staff

Online support:

- NHS.UK
- Youngminds
- Mind.org

Please feel free to email me with any questions or concerns:

ewaters@brs.srscmat.co.uk

