

GCSE OFFER

PARENT PACK

2024 - 2025

AMBITION - CARE - COURAGE



AMBITION - CARE - COURAGE



Year 11 Support

What we hear

Parent's view; They look like they're revising but I don't know what I can do to help?

Student's view; Revising is boring and I don't 100% know how to do it, to make it work for me.

GCSEs

After Feb Half Term there are:

- 9 school weeks
- 42 school days

GCSEs start on Thursday 8th May (written exams)

Performing well in GCSE examinations

1. Hard work - practise does improve results
2. Attendance and punctuality to lessons
3. Focus and behaviour for learning in lessons
4. Maximum effort in coursework and controlled assessments
5. Accessing revision sessions
6. Accessing the library as a quiet study space at lunchtime
7. Use teachers when you need help
8. Turn off technology

Parent/Carer Role – Part A

- Partner with school and child – going to parents' evenings and information events and asking questions to find out how best to help your child at home.
- Provider of tools for homework and revision – a quiet space, a 'workbox' of pens, post its, flash cards, paper and any other necessities.
- Banker – paying for the tools, revision guides, files that they need. Contact us if you need support.
- Study buddy – showing an interest in the subject, testing them when they ask you, helping with homework where you can, (but not doing it for them).

Parent/Carer Role – Part B

- Sounding board – listening to your child’s worries and anxieties and offering advice.
- Advisor – helping your child to break down tasks so that they are more manageable, keeping a subtle eye on progress and celebrating achievements.
- Project manager – agreeing the rules for homework or revision, (they won’t work if they are imposed), helping make a reasonable timetable, balancing work against ‘fun’ and revising plans if necessary.
- Cheerleader- helping to find a positive way forward when things go badly.

Key Contacts

- SENCO – Mrs Quigley
- Heads of House – Miss Ford, Mrs White, Mr Higgins
- Tutor – Mrs Wills, Mr McKevitt, Mr Eifler
- Class Teacher
- Head of Faculty

How to Revise

- Have a Revision Timetable AND STICK TO IT!
- Revision is not reading books or looking at formulas. Use the REVISE strategies that are being promoted in school/assemblies.
- Actively be answering questions.
- Complete weekly practice papers.
- Encourage students to read questions carefully.
- Students should be encouraged to do a few questions everyday rather than trying to fit their revision into a single block.
- Use online platforms – GCSE POD, SPARX Maths, Seneca, MS Teams
- Use Revision Guides
- Attend After-School Revision sessions

Revision Timetable

- Start early – do not cram!
- A quiet/clutter free space and alternative space if possible! No devices for that small window.
- If you are thinking of doing rewards – go early and reward effort and motivation for revision rather than outcome!
- Maintain hobbies but maybe adapt times.
- Be careful of passive revision (revision guides). Target revision on areas of development.
- Stay positive and remind them of the support.

Other advice

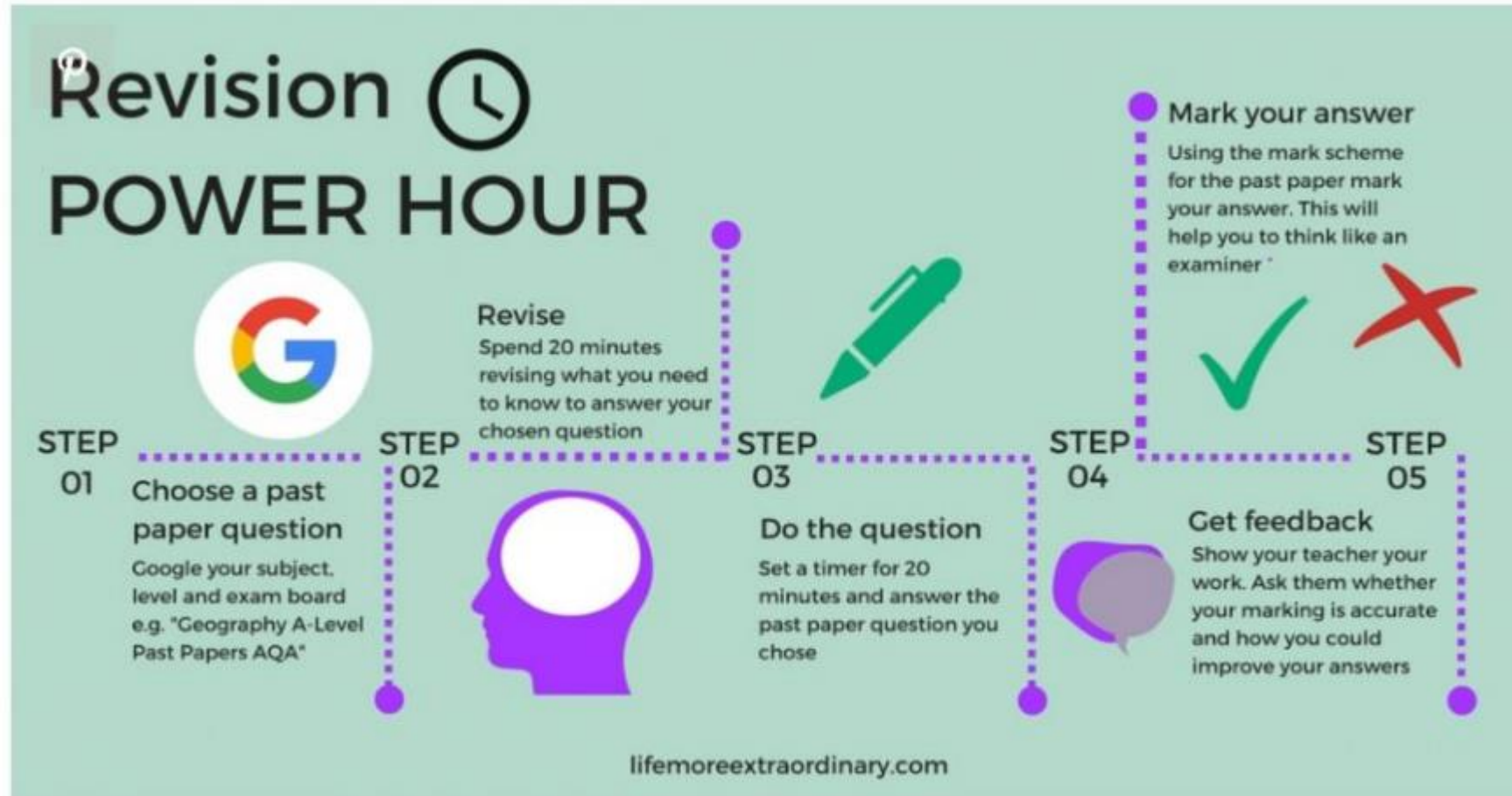
- 2 - 2.5 hours a day
- Separate revision sessions up to 25 minute blocks...
- Categorise them in two ways;
 - Revise/Review (R)
 - Practice/Check (P)
- Do these on separate nights – make sure there is space between the two sessions for ‘forgetting’.

Example

Day	25 mins	25 mins	25 mins	25 mins
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				
Saturday				
Sunday				

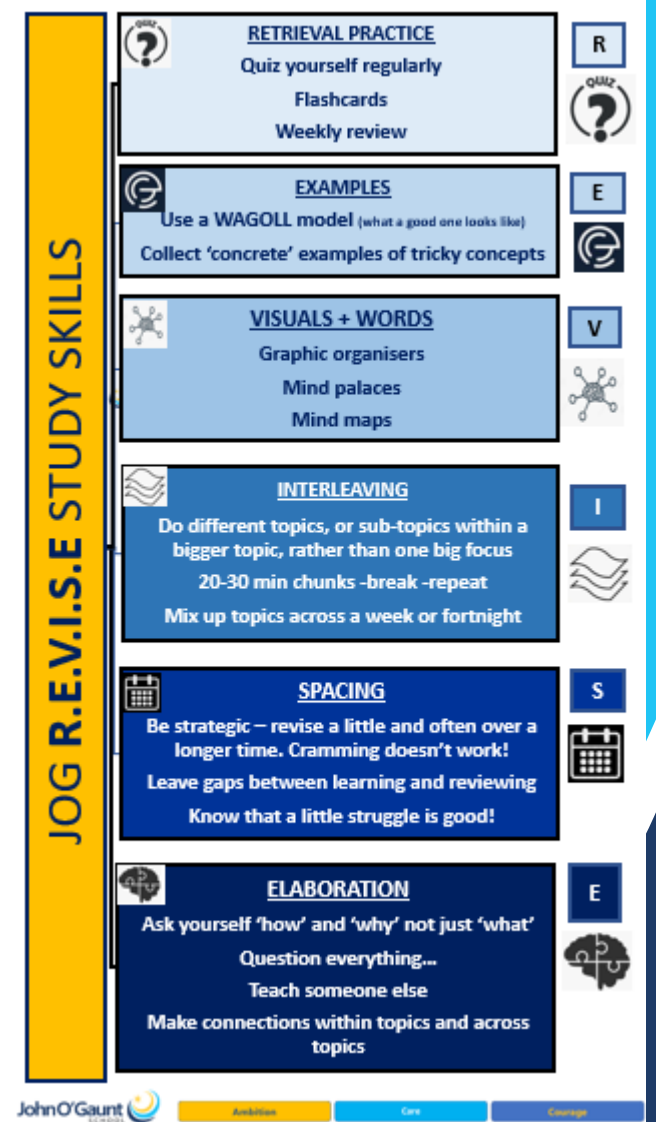
Day	25 mins	25 mins	25 mins	25 mins
Monday	PE [®]	Biology (p)	Maths [®]	History [®]
Tuesday	English Language [®]	French [®]	Chemistry [®]	English Lit (p)
Wednesday	Business [®]	PE (p)	English Lit [®]	English Language (p)
Thursday	Biology [®]	History (p)	Maths (p)	PE [®]
Friday	Physics (p)	French (p)	Chemistry (p)	Maths (p)
Saturday	History [®]	Maths [®]	Business (p)	French [®]
Sunday	English Lit (p)	Business [®]	Physics [®]	French (p)

Power Hour



Simple Revision Strategies

- Strategy 1 – FLIP it – Self Testing
- Strategy 2 – QUIZ it – Self Testing
- Strategy 3 – CHUNK it – Elaboration
- Strategy 4 – TEACH it – Self Testing/Elaboration
- Strategy 5 – CONNECT it = Metacognition/Elaboration
- Strategy 6 – EXPLAIN it – Elaboration



Motivation v Discipline

Motivation	Discipline
<p data-bbox="129 486 1126 586">Motivation comes from the natural drive to achieve something.</p> <p data-bbox="168 658 1087 758">Motivation does not last forever no matter how much you want something.</p> <p data-bbox="160 829 1100 929">It is a TEMPORARY effect created by the brain to boost you in the right direction.</p>	<p data-bbox="1202 486 2198 644">Discipline is the ability to continue pushing in the right direction when you no longer have motivation for doing it.</p> <p data-bbox="1192 715 2211 815">Discipline is far more important than motivation and you should never rely on motivation alone.</p>

YEAR 11 TUTOR PROGRAMME OVERVIEW FOR TERM 3 AND 4

Session 1: How to make a REVISION TIMETABLE

- Understand the importance of writing a revision timetable.
- Common myths on a revision timetable.
- When is best to revise and how much.
- How should I revise.
- Prioritising areas of revision
- Completing a revision timetable

Session 2: What works and what doesn't?

- Strategies that can be used and the relevance of them.
- How the memory works and the importance of reviewing work.
- An introduction to REVISE and methods which can be used.

Session 3: Interleaving and Spacing

- REVISE technique of retrieval
- What each of these are and how the importance of them.
- Focus on interleaving.
- Focus on spacing.

Session 4: Examples AND Visuals + Words

- REVISE technique Examples and Visual + Words.
- How they work together and can support each other.
- How Dual coding works which is words and diagrams.
- How mind maps work.

Session 5: Retrieval Practice

- Methods of retrieval practice.
- Testing your knowledge by quizzing, practice papers.
- Memory techniques.
- Use of flashcards.

Session 6: Elaboration

- REVISE technique of Elaboration.
- Describe and explain and how to do this without looking at cards.

Session 7: A process to support you

- Review and recap strategies.
- REVISE technique.

Example Revision Plan

Week 1:

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
French	RS	History	English Lit	Maths	Maths	Maths
					French	Science
Science 1 hour Tutor	Math's after school 1 hour	Maths	Science after School 1 hour	French	RS	History
					English Lang	English Lit


Week 2:

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
French	RS	History	English Lit	Maths	Maths	Maths
					French	Science
Science 1 hour Tutor	Math's after school 1 hour	Maths	Science after School 1 hour	French	RS	History
					English Lang	English Lit


Supporting your child with Revision - top ten tips for parents

As we approach exam season, your support can make a significant difference in your child's preparation and confidence. Here are ten top tips to help you support your child with their revision:



1. Create a Revision Schedule

- Work with your child to create a realistic revision timetable.
- Include breaks and relaxation time. 



2. Provide a Quiet Study Space

- Set up a dedicated, distraction-free study area.
- Ensure it's well-lit and comfortable. 



3. Encourage Active Learning

- Suggest techniques like summarizing notes, teaching back material, or using flashcards. 
- Encourage them to ask questions and seek help. 



4. Use Online Resources

- Recommend reliable online resources and educational websites. 
- Ensure effective use of these tools. 



5. Promote Healthy Habits

- Encourage regular exercise, healthy eating, and adequate sleep. 
- Remind them that health is crucial during revision. 



6. Be Supportive and Positive

- Offer encouragement and praise efforts, not just achievements. 
- Be available to listen and support emotionally. 



7. Help Them Set Goals

- Encourage specific, achievable goals for each revision session. 
- Monitor progress and celebrate small wins. 



8. Practice Past Papers

- Suggest practicing with past exam papers under timed conditions. 
- Helps with familiarity and time management. 

9. Encourage Breaks and Relaxation

- Remind them to take short breaks to recharge. 
- Suggest relaxation techniques like deep breathing or meditation. 

10. Stay Informed

- Keep communication open with teachers to understand exam expectations. 
- Attend school meetings or workshops on revision support. 

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GCSE Offer 2024-2025

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 11	After School Revision	After School Revision	After School Revision	After School Revision	After School Revision	GCSE EXAMS
	Tutoring for English and Maths	Tutoring for English and Maths	Tutoring for English and Maths	Tutoring for English and Maths	Tutoring for English and Maths	
	PROM Points Launched	Careers Evening	English Tuesday surgeries (lunchtime)	Mock 2 Exams	Targeted Intervention during Registration	
	Attendance Letters	Mock 1 Exams	Revision TEAMS area launched	Post Mock Feedback	Past Paper Practice	
	CGP Revision Guide order	Post Mock Feedback	Revision methods - tutor	Easter Revision Classes		
	Revision Plan Support		REVISE Launch	Targeted Intervention during Registration		
	Consultation Evening		Targeted Intervention during Registration			
Year 10	Welcome to GCSE	Progress Assessments		Revision Plan Support		Mock 2 Exams
	CGP Revision Guide order	Detailed Feedback		Post Mock Feedback		Post Mock Feedback
	Tutoring for English and Maths	NEW! Reward System				Targeted Intervention during Registration

After School Revision 2024-2025

Targeted PM Intervention 2024-2025

	Term 1		Term 2		Term 3		Term 4		Term 5	
	Week A	Week B	Week A	Week B	Week A	Week B	Week A	Week B	Week A	Week B
Mon					English	History	English	History	English	History
Tues					French	Music Media	French	Music Media	French	Geography
Wed	Art	Art	Maths Art	Science Art	Maths	Science	Maths	Science	Maths	Science
Thurs	English		English	Media	Art GCSE PE	RS* Art	Art GCSE PE	RS* Art	GCSE PE	RS
Fri					Drama		Drama			Media

*Priority Subject – Must attend if required by teacher.

Targeted AM Intervention 2024-2025

	Term 3		Term 4		Term 5	
	Week A	Week B	Week A	Week B	Week A	Week B
Mon						
Tues	English Int. + Eng Tutoring Maths	English Int. + Eng Tutoring Maths	Maths	Maths	Maths	Maths
Wed	Science Maths	Science Maths	Science Maths	Science Maths	Science Maths	Science Maths
Thurs	English Int. Maths	English Int. Maths	Maths	Maths	Maths	Maths
Fri	Science	Science	Science	Science	Science	Science

Lunchtime Intervention 2024-2025

	Term 1		Term 2		Term 3		Term 4		Term 5	
	Week A	Week B	Week A	Week B	Week A	Week B	Week A	Week B	Week A	Week B
Mon					Drama	Drama	Drama	Drama		
Tues					Drama	Drama	Drama	Drama		
Wed	ART	ART	ART	ART	ART	ART	ART	ART		
Thurs					3D	3D	3D	3D		
Fri	ART	ART	ART	ART	Science	ART	Science	ART	Science	

GCSE Offer 2024-2025

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 11	After School Revision	After School Revision	After School Revision PS	After School Revision	After School Revision	GCSE EXAMS
	Tutoring for English and Maths	Tutoring for English and Maths	Tutoring for English and Maths PS	Tutoring for English and Maths	Tutoring for English and Maths	
	PROM Points Launched	Careers Evening	English Tuesday surgeries (lunchtime) PS	Mock 2 Exams	Targeted Intervention during Registration	
	Attendance Letters	Mock 1 Exams	Revision TEAMS area launched PS	Post Mock Feedback	Past Paper Practice	
	CGP Revision Guide order	Post Mock Feedback	Revision methods - tutor SS	Easter Revision Classes		
	Revision Plan Support		Year 11 Revision Carousel JM - DATE	Targeted Intervention during Registration		
	Consultation Evening		Targeted Intervention during Registration PS			
Year 10	Welcome to GCSE	Progress Assessments		Revision Plan Support		Mock 2 Exams
	CGP Revision Guide order	Detailed Feedback		Assessment Feedback		Post Mock Feedback
	Tutoring for English and Maths	NEW! Reward System				Targeted Intervention during Registration

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How to R.E.V.I.S.E and BE SUCCESSFUL

*Because failing
to plan is
planning to fail...*



Ambition

Care

Courage



**BUILDING
INDEPENDENCE
and RESILIENCE
for LEARNING**

Successful learners...

...have the **ambition** to keep learning and improving...

...have the **care** for themselves to aim high, but can balance this with supporting wellbeing...

...have the **courage** to take control of their future.

Example REAL GCSE Timetable

To support yourself with this YOU are going to need to:

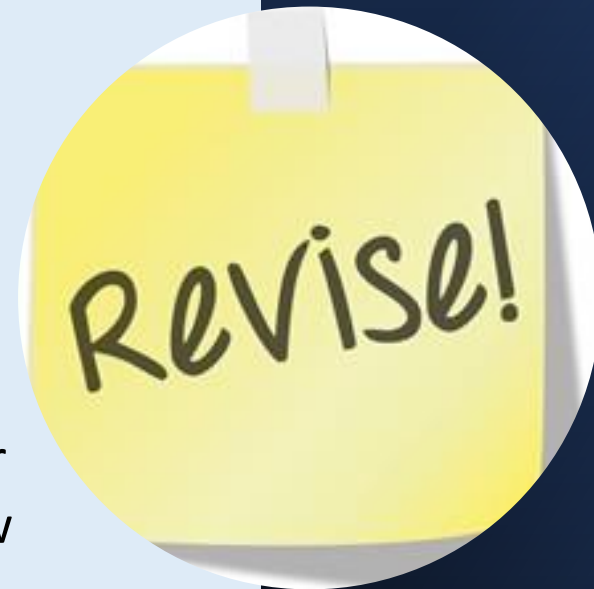
- Take control
- Get into good habits
- Build stamina and resilience

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	Speaking Exam	Art		RS	Biology 1
Week 2	English Lit 1 Media 1	French Listening French reading	History 1	Maths 1 RS 2	Chemistry 1 Geography 1
Week 3	English Lit 2 Media 2		Physics 1 PE 1	English Lang 1	French Writing
Half-Term					
Week 4	Maths 2 PE 2	History 2	Geography 2	English Lang 2	Biology 2
Week 5	Maths 3	Chemistry 2 History 3			Geography 3 Physics 2

And you are going to need to revise...

Post mock feedback and NEXT STEPS:

- You do **NOT** have to revise **EVERYTHING!**
- You should **target** your revision, by identifying specific areas of need.
- Use your **feedback from assessment** and/or within class.
- Use the **Grade Sheets**, available on our website, to see what you need to know for each Subject/Grade.
- **Attend intervention and revision** sessions.



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Courage

Example Revision Timetable

Ambition

Care

Courage

Here is an example used by a real student last year:

Note that they did each subject, **twice a week on stronger subjects and three times a week on weaker.**

They tried not to put a least favourite subject on the same day in the week.

They did **30 minute sessions with 5 min breaks and aimed to do at least 90 mins a night.**

Example Revision Plan

Week 1:

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
French	RS	History	English Lit	Maths	Maths	Maths
					French	Science
Science 1 hour Tutor	Math's after school 1 hour	Maths	Science after School 1 hour	French	RS	History
					English Lang	English Lit

Week 2:













Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
French	RS	History	English Lit	Maths	Maths	Maths
					French	Science
Science 1 hour Tutor	Math's after school 1 hour	Maths	Science after School 1 hour	French	RS	History
					English Lang	English Lit

Useful article: [The revision timetable you'll actually stick to](#) | [The Student Room](#)

The REVISE strategies

Supporting you with independent study skills.

JOG R.E.V.I.S.E STUDY SKILLS

 RETRIEVAL PRACTICE Quiz yourself regularly Flashcards Weekly review	R 
 EXAMPLES Use a WAGOLL model (what a good one looks like) Collect 'concrete' examples of tricky concepts	E 
 VISUALS + WORDS Graphic organisers Mind palaces Mind maps	V 
 INTERLEAVING Do different topics, or sub-topics within a bigger topic, rather than one big focus 20-30 min chunks -break -repeat Mix up topics across a week or fortnight	I 
 SPACING Be strategic – revise a little and often over a longer time. Cramming doesn't work! Leave gaps between learning and reviewing Know that a little struggle is good!	S 
 ELABORATION Ask yourself 'how' and 'why' not just 'what' Question everything... Teach someone else Make connections within topics and across topics	E 

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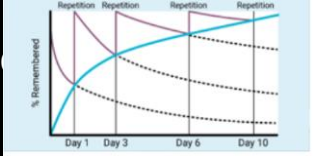
Courage



[The Learning Scientists - YouTube](#)

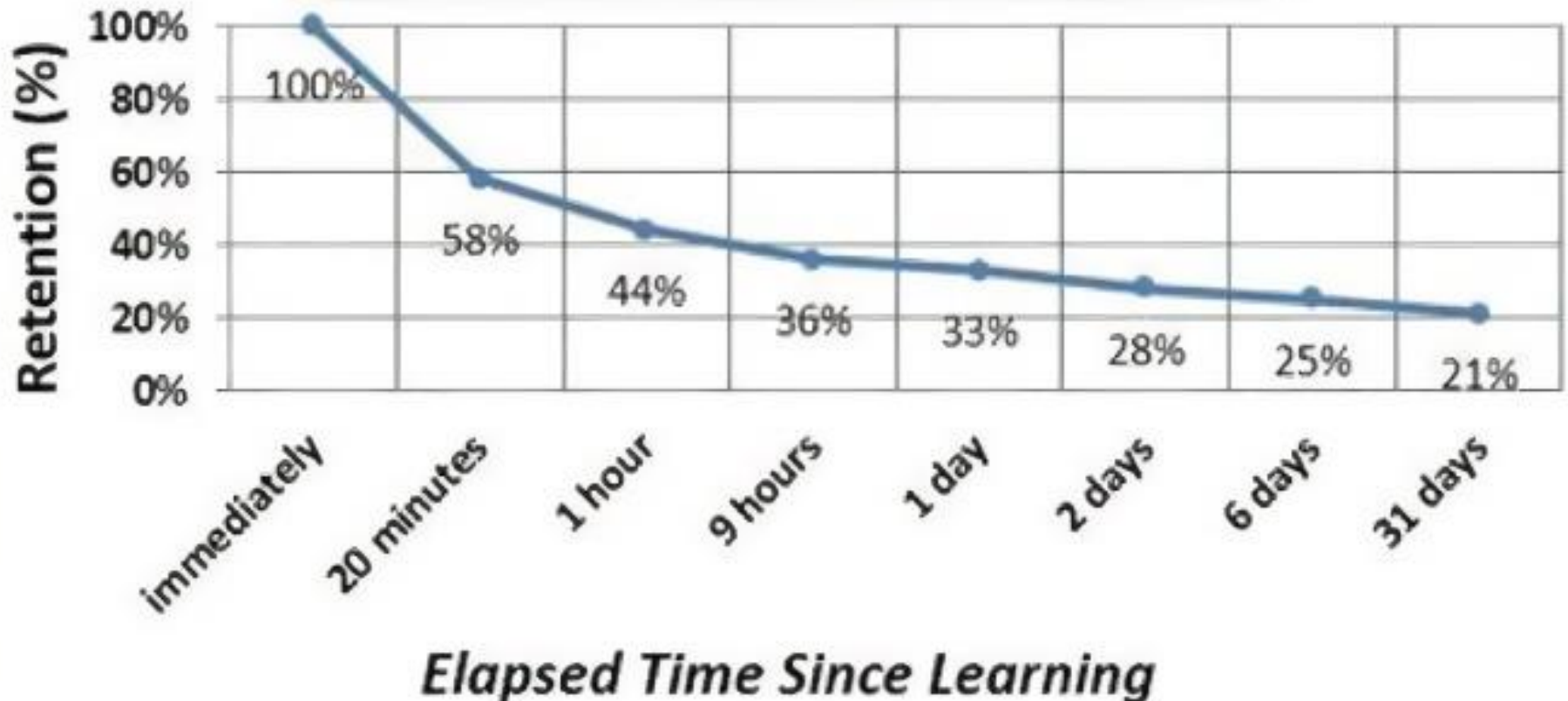
R.E.V.I.S.E = the answer to revising well!

R	Retrieval Practice	Quiz yourself – finding out what you don't know is helpful – repeat tests; review learning every week by recalling everything you can and then filling in any gaps using notes; use flashcard approaches.
E	Examples	Link difficult, abstract ideas to an example that means something to you
V	Visuals + Words	Use graphic organisers or mind palaces to links words ideas and picture
I	Interleaving	Within a revision session, do a number of topics rather than one big chunk of one and mix up content across your revision week
S	Spacing	Revise over time. Leave gaps between learning or reviewing information and coming back to it – struggle is good. Cramming does not work well – remember Ebbinghaus!
E	Elaboration	Ask yourself 'how' and 'why' not just 'what' Teach someone else Make connections with other knowledge or topics



It's normal to forget but you need to use strategies that help you to secure knowledge...so that you can then apply it.

Ebbinghaus Forgetting Curve



Tools to
help



NEW

The JOG Way for STUDENTS

Support **yourself**
to know more, do
more, remember
more...

Ambition

Care

Courage

The JOG Way...
for STUDENTS

T&L AT JOG

CORE ROUTINES



- **ARRIVE ON TIME**
- Enter/exit calmly
- Follow the seating plan
- Bags on floor; equipment out
- Correct uniform
- Stand behind chairs in silence
- **DIN – always recall**
- Answer the register "Yes Miss/Sir"

1. LEARNING INTENTIONS



- Be clear on what you are learning and why- listen carefully when the learning intention is explained to you every lesson

2. EXPLICIT INSTRUCTION/ EXPLANATIONS



- Pay attention when new knowledge is taught
- Be actively involved when the teacher checks for understanding
- Do not shout out; use the means of participation (e.g. hands up; MWBs)
- Learn key vocabulary linked to the subject; use your knowledge organisers

3. MODELLING AND SCAFFOLDING



- Listen, watch and learn in 'I do'; try it out with 'we do'; aim high and be independent with 'you do'
- Use resources designed to support you e.g. knowledge organisers; WAGOLLS; graphic organisers etc.
- Stay on task when doing group/ pair work

4. ESTABLISH FEEDBACK LOOPS



- Be ready to answer questions and listen to other people's answers
- Take on board all verbal and written feedback
- Act on feedback and close your own gaps – DIRT
- If you don't understand something, tell your teacher!

5. FOSTER INDEPENDENCE



- Respect 'silent time' in lessons – try hard and be silent
- Take notes in lessons as well as completing all set tasks
- Practise HOW to apply your knowledge to questions/ tasks
- Use the R.E.V.I.S.E independent learning study skills
- Complete all independent learning to the best of your ability and on time
- Read regularly – reading is power!

6. HIGH EXPECTATIONS



- Focus and listen in every lesson
- Give everything a go and try your hardest
- Get involved and contribute to class discussions
- Use online platforms to stretch yourself and aim higher e.g. GCSE Pod, Spax Maths
- Read around your subjects- ask your teachers for reading lists to support you

Supporting yourself to know more, do more, remember more

What is 'The JOG Way'?

- At JOG we use research to help us know what the 'best bets' are in terms of supporting you to learn...
- We call this 'The JOG Way'.
- Core routines + 6 strands to support you to know more, do more, remember more and **LEARN!**
- Now we have a version for you which helps you ensure **YOU** are doing the best thing to learn **EVERY LESSON!**

Ambition








Care

Courage

We can't **MAKE** you learn...you have to be **ACTIVELY** involved!

The JOG Way...
for STUDENTS

T&L AT JOG

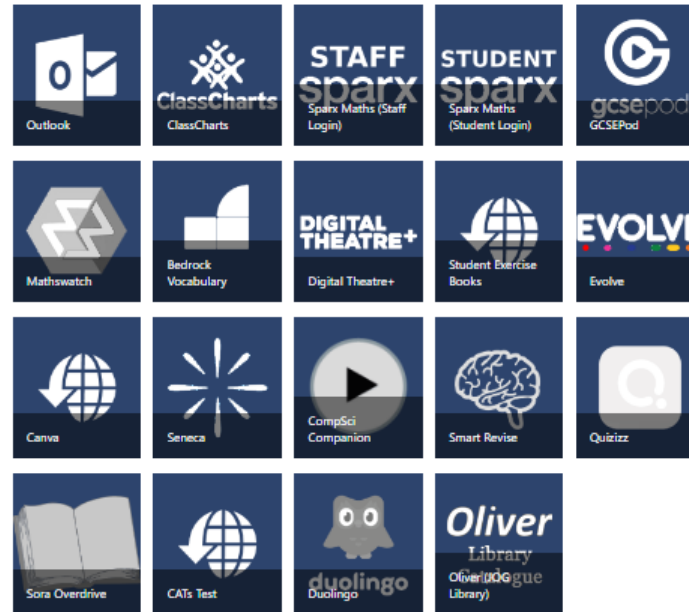
CORE ROUTINES	
	<ul style="list-style-type: none"> • ARRIVE ON TIME • Enter/exit calmly • Follow the seating plan • Bags on floor; equipment out
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4. ESTABLISH FEEDBACK LOOPS	
	<ul style="list-style-type: none"> • Be ready to answer questions and listen to other people's answers • Take on board all verbal and written feedback • Act on feedback and close your own gaps – DIRT • If you don't understand something, tell your teacher!
5. FOSTER INDEPENDENCE	
	<ul style="list-style-type: none"> • Respect 'silent time' in lessons – try hard and be silent • Take notes in lessons as well as completing all set tasks • Practise HOW to apply your knowledge to questions/ tasks • Use the R.E.V.I.S.E independent learning study skills • Complete all independent learning to the best of your ability and on time • Read regularly – reading is power!
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Supporting yourself to know more, do more, remember more	

MS365 Homepage

Using school login details...



Quick Links



GCSE POD



3-5
minute
'Pods'

28+
subjects

Easy
to use



gcsepod.com



0191 388 7830

SENECA



The Seneca website is a good, free on-line resource.



Key features are:

- It matches content for the majority of subjects and exam boards
- It gives information then tests recall and understanding
- It keeps track of which topics students have studied

You will need to know:

- Which exam board they are studying for each subject (see website)
- Their tier of entry for the exam (if applicable)
- Any subject specific options

www.senecalearning.com

SPARX Maths



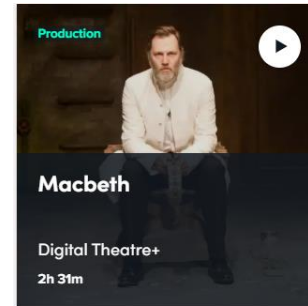
- 'RAG' rate the topics on the list.
- Ensure you work through the topics on Sparx Maths prioritising 'amber' and 'red' topics.
- Even for online exercises, show your method and keep an organised record of their work.

SPARX MATHS

Digital Theatre



- Free online film access to watch:
 - An Inspector Calls
 - Macbeth
 - A Christmas Carol (play version)
- Free online film support with analysis:
 - Poetry Anthology
 - An Inspector Calls
 - Macbeth
 - A Christmas Carol



London by William Blake:
The Analysis

12m



Storm on the Island by
Seamus Heaney: The...

8m

GCSE Revision TEAMS

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Tools

Microsoft 365
<https://www.office.com>

Microsoft 365: Login

Collaborate for free with online versions of Microsoft Word, PowerPoint, Excel, and OneNote. Save documents, workbooks, and presentations online, ...

SharePoint

Search this site



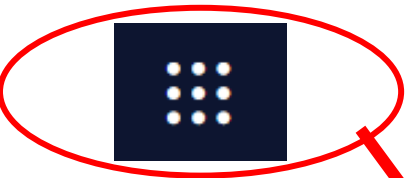
Latest News: Letter to Y11 parents - GCSE results

Home Documents Pages Site contents



















SharePoint



GCSE Revision TEAMS

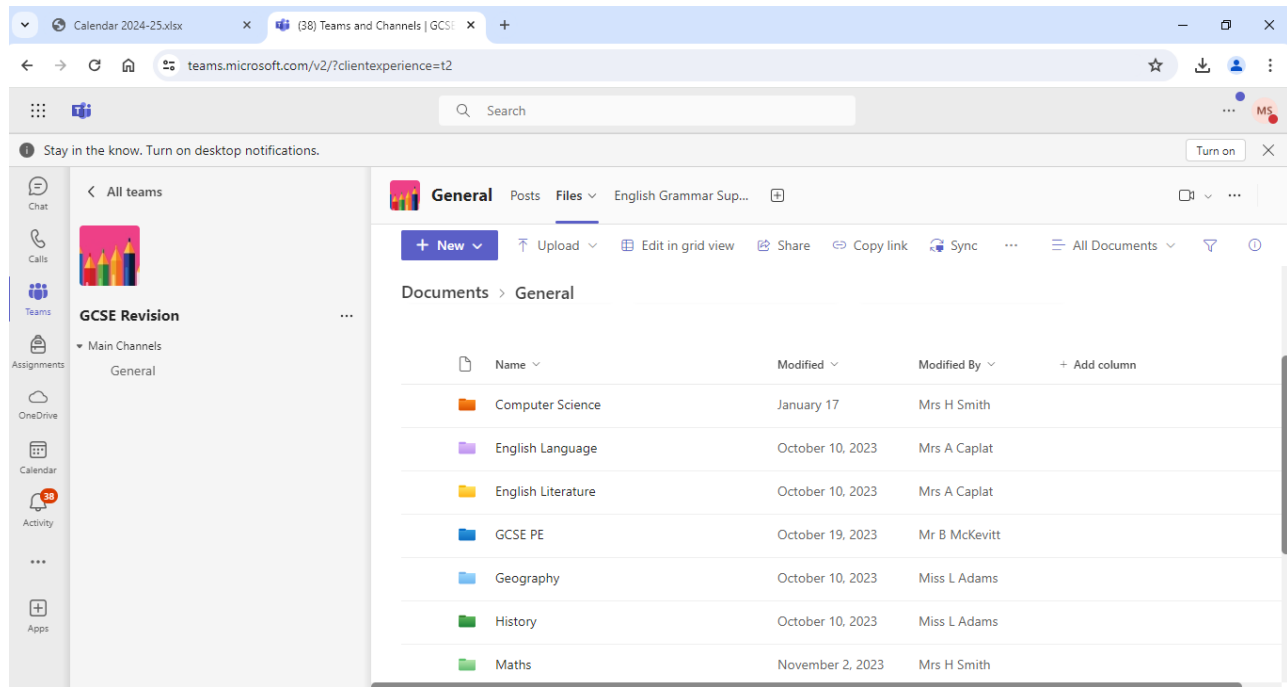


Find Microsoft 365 apps

 Microsoft 365	 Outlook	 Forms	 Stream	 Sway
 Teams	 Whiteboard	 PowerPoint	 Word	 Excel
 OneNote	 OneDrive	 SharePoint	 Digital Theatre	 JOG Parents Evening...
 Power Automate	 Power Apps	 More apps		

GCSE Revision TEAMS

[GCSE Revision | General |](#)
[Microsoft Teams](#)



The screenshot shows the Microsoft Teams interface in a web browser. The browser tabs include 'Calendar 2024-25.xlsx' and '(38) Teams and Channels | GCS...'. The address bar shows 'teams.microsoft.com/v2/?clientexperience=t2'. The interface features a search bar, a notification for desktop notifications, and a left-hand navigation pane with icons for Chat, Calls, Teams, Assignments, OneDrive, Calendar, Activity, and Apps. The main area displays the 'General' channel for the 'GCSE Revision' team. Below the channel header, there are options for '+ New', 'Upload', 'Edit in grid view', 'Share', 'Copy link', 'Sync', and 'All Documents'. A table of documents is shown with columns for Name, Modified, and Modified By.

Name	Modified	Modified By
Computer Science	January 17	Mrs H Smith
English Language	October 10, 2023	Mrs A Caplat
English Literature	October 10, 2023	Mrs A Caplat
GCSE PE	October 19, 2023	Mr B McKeivitt
Geography	October 10, 2023	Miss L Adams
History	October 10, 2023	Miss L Adams
Maths	November 2, 2023	Mrs H Smith

Revision Guides

All available on WEDUC to purchase



Past Papers/ Practice Responses

The **most important part** of effective revision.



- Map out time, when you can complete a paper or timed response, regularly; if it has been set for IL, ensure you do it.
- Remove distractions and do in exam style conditions.
- Get a timer...
- Attempt all of the questions and seek support when you need help.
- Give your paper into your teacher for marking.

**BUILDING
STAMINA,
RESILIENCE and
SUPPORTING
WELLBEING**



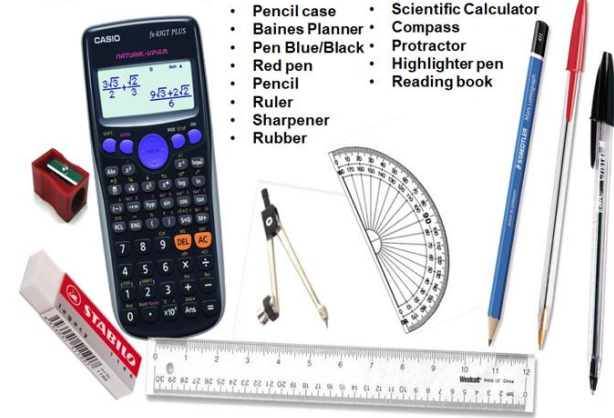
Be Organised and Prepared... Equipment and Environment

Ensure you have the following:

- Pen, pencil, ruler, protractor, pair of compasses.
- Scientific calculator.
- Access to a PC/laptop/tablet.
- A quiet place to study.

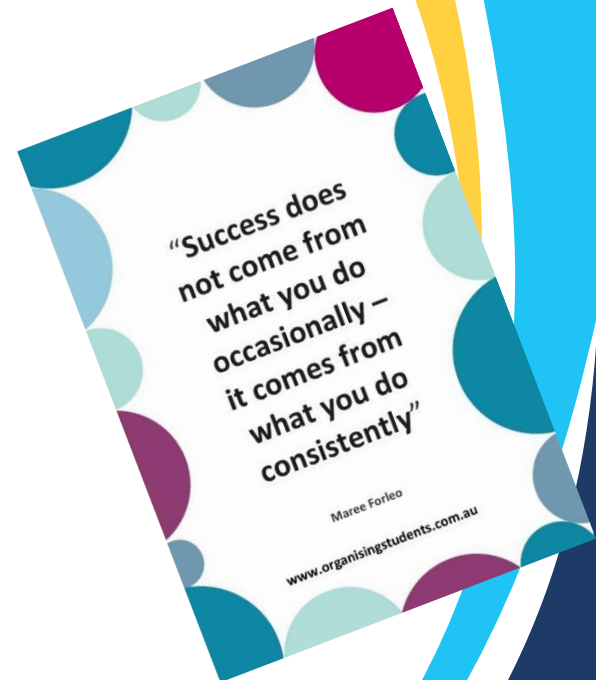
Equipment MINIMUM Expectations

- Pencil case
- Baines Planner
- Pen Blue/Black
- Red pen
- Pencil
- Ruler
- Sharpener
- Rubber
- Scientific Calculator
- Compass
- Protractor
- Highlighter pen
- Reading book



Student Tips from previous years:

- Stay organised – section your book into different topics and lessons, with key information highlighted.
- Use highlighter pens to identify key points in your lesson notes.
- Speak to your teacher when stuck. They are there to help.
- Don't hesitate to ask for help from either friends, parents or teachers – everyone will want to help.
- Focus your revision on all of your subjects not just the ones you find easiest or most enjoyable.



Student Tips Continued....

- Revise thoroughly for each topic test as this will help you understand the subject as you are taught the course. You will also learn which revision strategies suit you best.
- Attend the after-school revision sessions. They are always useful.
- Don't leave revision until the last minute. Do a bit each night over a longer time.
- Use the resources on TEAMS. For example pre-made flashcards, knowledge organisers, example questions, prediction papers.

Coping Strategies

The 'Stress Busters' at a glance:

- Sport and Exercise
- Meditation / Mindfulness techniques
- Music
- Reading a book/watching a film
- Hobby/Interest
- Being with Friends
- Time with Family
- Taking a break
- Nutrition and eating well

Wellbeing



Coping Strategies

- Inner Drive

<https://www.innerdrive.co.uk>

8 REASONS TO TAKE A SHORT WALK

by @inner_drive | www.innerdrive.co.uk



1. IMPROVES HAPPINESS
2. INCREASES ATTENTION
3. INCREASES SELF-ASSUREDNESS
4. REDUCES ANXIETY
5. REDUCES ANGER
6. REDUCES BOREDOM
7. MAKES YOU FEEL CALMER
8. BOOSTS YOUR CONCENTRATION

5 Ways to Manage Time Spent Gaming

by @inner_drive | www.innerdrive.co.uk



- DO** ✓ **GET YOUR WORK DONE FIRST**
You can then spend time enjoying gaming knowing that your work has been done.
- DON'T** ✗ **LOSE SLEEP OVER IT**
Sleep is important as it impacts on how you feel, think and behave the next day.
- DO** ✓ **SET A TIME LIMIT**
This can help ensure you don't spend too much time gaming. All things are best in moderation.
- DON'T** ✗ **SPEND TOO MUCH TIME ON YOUR OWN PLAYING IN YOUR ROOM**
Playing with other people in person and spending time with others is important.
- DO** ✓ **GET EXERCISE**
Be sure to get enough fresh air and physical activity regularly. Don't replace exercise and sport with gaming.

6 Reasons to Put Your Phone Away

by @Inner_Drive
www.innerdrive.co.uk



- Lowers Concentration**
Having your phone out while doing homework or revision has been shown to reduce performance by 20%.
- Increases FOMO**
Fear of Missing Out (FOMO), or the compulsive need to know what others are doing leads to worse moods and increased anxiety.
- Increases Stress and Anxiety**
Over use of mobile phones leads to increased anxiety, feelings of loneliness and low self-esteem. Reliance on mobile phones can cause irritation, frustration and impatience.
- Warps Your View of Reality**
Nobody is as happy as they seem on Facebook or as wise as they appear on Twitter.
- Reduces Memory**
Instant messages are distracting, which often leads to forgetfulness.
- Makes You Sleep Worse**
Prolonged use of a mobile phone leads to poor sleep quality and duration. The backlight on your phone delays the release of Melatonin, which is a hormone important for sleep.

How to Prepare and Succeed

1. Engagement...ensure:

- You don't fall behind
- You are reviewing previous knowledge
- You can ask questions and seek help
- You are going over past papers



2. Be prepared by:

- Creating a balanced work/relaxation/social schedule
- Knowing how you best learn and revise
- **KEEPING YOUR MOBILE PHONE IN ANOTHER ROOM**
- Seeking support from parents, friends, teachers

How to Prepare and Succeed continued...

3. Learn to cope with difficulties, remember:

- Exam content can be difficult
- Build up resilience to not fully knowing
- Try your best and move on

6 Ways to Talk to Yourself

by @Inner_Drive
www.innerdrive.co.uk

Say "Stop"
Saying "Stop" straight after a negative thought helps people manage frustrations, overcome nerves, sleep better and not dwell on the worst case scenario.

Energising Language
Talk to yourself in an energising way. This can increase your motivation, effort and endurance as well as keeping potential distractions at bay.

Ask Questions
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In studies those who give themselves instructions in the first person ('I'), perform worse than those who give themselves advice in the second person ('You').

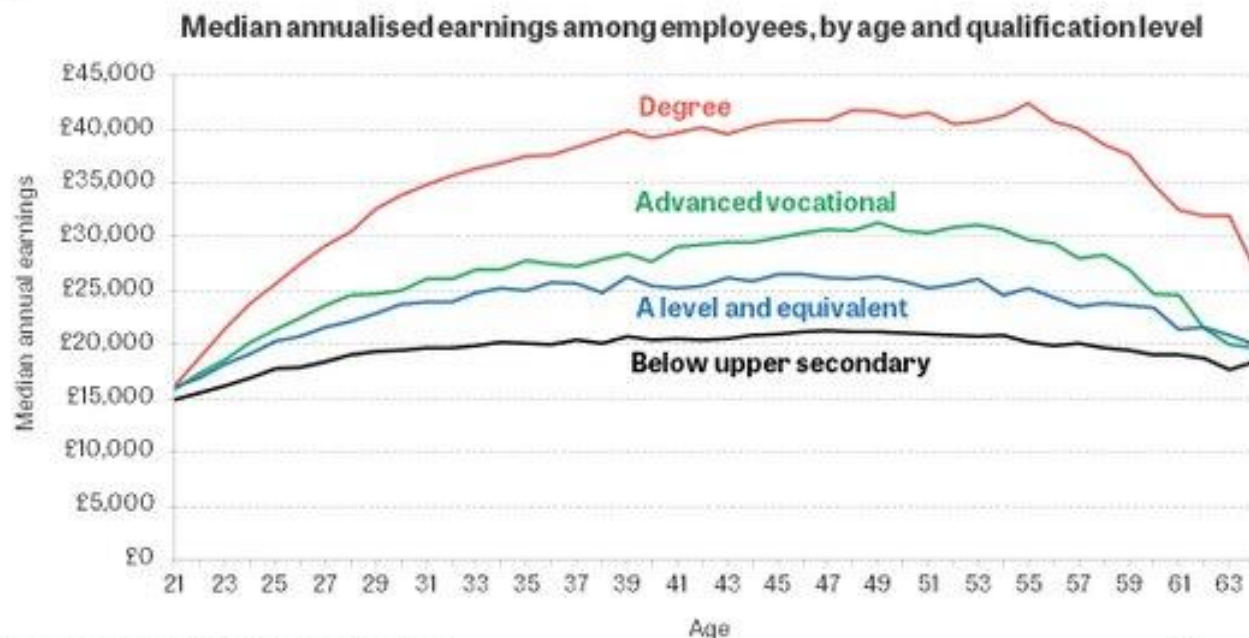
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Telling yourself what to do focuses attention, helps you learn new tasks quicker and helps you perform more consistently under pressure.

Positive People
Surround yourself with positive people. Researchers have found that negative statements made by teachers were predictive of how negatively boys talked to themselves.

Qualifications Matter...they mean £££

The median 40-year-old graduate earns twice as much as someone qualified to GCSE level or below.

Educational inequalities translate into significant earnings differences



The IFS Deaton Review

Note: Below upper secondary are GCSE or lower qualifications. Source: Figures 14 and 15, Ferquharson et al (2022).

Inequality: The IFS Deaton Review
An IFS initiative funded by the Nuffield Foundation

IFS Institute for Fiscal Studies



Ongoing support:

- ✓ Tutor
- ✓ Head of House / Head of Year 11 – Ms Ford
- ✓ Welfare Team
- ✓ Subject Teachers
- ✓ Parents/Guardians

AMBITION - CARE - COURAGE



Anxiety UK

Student Series

A guide to exam anxiety



What is exam anxiety?

Exam anxiety is not simply worrying about an exam or the fear of failing it; it is when your mind and body are perceiving the exam as a **threatening** situation to the extent of presenting with the physical symptoms of the 'stress-response'.

What is the **threat**? This tends to be either; self-worth judgements i.e. judging your own self-worth negatively, being judged by others negatively or simply your core attitudes towards academia

It is highly **subjective**. For example some would see a B grade as a failure as opposed to actually failing the exam.

Where does it come from...

Exam anxiety is thought to come from three interacting processes:

1. The beliefs you have about yourself
2. Judgements about the importance of an exam and how you choose to cope or respond to exam pressures
3. Your behaviours in achievement settings

How do I know if I have exam anxiety?

Signs and symptoms

Thoughts

The thoughts that come with exam anxiety include: overwhelm, lack of control, fear of failure.

Affect

The anxiety response to the negative thoughts can trigger: panic, fear, anxiety.

Motivation

This can all be very exhausting and therefore lead to: disengagement, withdrawal of effort, disinterest.

Cognitive interference

When it feels like your brain isn't working. This can present as: going blank, brain fog, inability to concentrate.

Physiology

The 'stress response' can cause physical symptoms such as: heart racing, feeling dizzy, stomach churning, tight muscles.



Who is affected by exam anxiety?

Exam anxiety can start from a young age and continue on through to adult life...

The Mentally Healthy Schools survey found that:

58.2%

of students said exams had a negative impact on their mental health.

Higher exam anxiety is associated with...

- ◆ Lower overall wellbeing i.e. the balance of positive and negatives in one's life
- ◆ Symptoms of diagnosable anxiety disorders
- ◆ Lower academic achievement and exam grades (which is not a product of prior ability or achievement)



Exam anxiety vs exam stress

Aren't exams supposed to be stressful?

Stress is...

A balance between the demands that are made on us and how we respond. Interpreted as a challenge, you know it's achievable and you will work hard to achieve it.

*I can meet
this
demand*

*I can't
do this!*

Anxiety is...

One of several emotions that follow from threat. So in an exam situation, it is the thought of failure or inability that causes an anxious response.

What can be done about it?

If you address the exaggerated thinking, find ways to control the physical response to anxiety and have effective approaches to revision, you can manage exam anxiety.

Cognitive behavioural intervention

Overgeneralisation

This is when you come to a general conclusion on the basis of a single event e.g. “I failed my last exam so I will fail this one too”.



Counter with



Guided Discovery

Challenge this by thinking of instances where you have done well, e.g. passing an exam to counter the idea that failing one exam means you will fail them all.

“So what if I did poorly on one exam? It doesn’t mean I will fail them all.”

What can be done about it?

Cognitive behavioural intervention

Mind Reading

This is when you assume you know how other people will act or think.

Counter with



Put the idea to the test

If you are thinking that failure will result in being judged by your parents, challenge this by asking your parents. You will most likely find they are only supportive of your hard work!

Catastrophising

This is when we see one event as leading to a disastrous outcome that is possible but unlikely.

Counter with



Evidence-based Thinking

Challenge thinking in a catastrophic manner by thinking about alternative outcomes or options. Think of the possibility of succeeding instead of failing.



What can be done about it?

Emotional/Physiological Intervention

Breathing techniques: Try breathing in for a count of 4, then pause and hold the breathe for 2 and slowly breathe out for a count of 6.

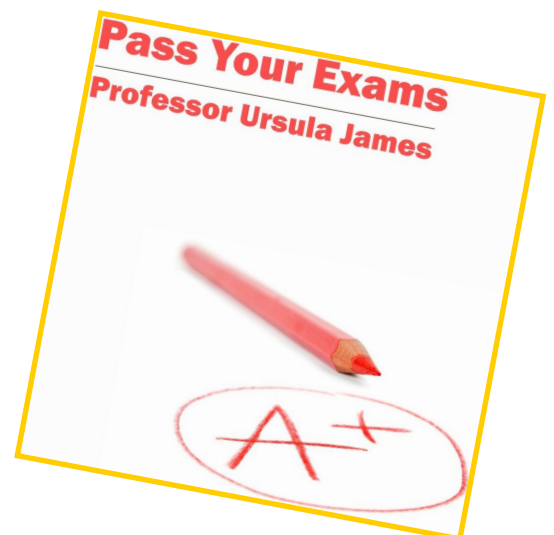
Progressive Muscle Relaxation: Starting at your feet, slowly tense and release your muscles. Pay attention to how your body feels when it is tense and how it feels when it is relaxed. Work your way up the body: feet → legs → stomach → shoulders → hands → arms → neck → jaw

Guided visualisation:

Using mindfulness or meditation can be a really helpful way to help bring relaxation to the mind and body so you feel more resilient to take on the challenges of exams.

There are lots of free guided mindfulness videos available

online or you can purchase a *Pass Your Exams* MP3 download [HERE](#). With the help of the suggestions in this audio you will be focused, calm and relaxed.



What can be done about it?

Behavioural Intervention

Planning

- ▶ Set yourself flexible plans and session goals.
- ▶ Goals must be achievable and be attached to a specific time.
- ▶ Break down each subject into smaller topics.
- ▶ Each of those smaller topics needs to be broken down further into even smaller topics.

→ Plan
→ Revise
→ Evaluate



Revising

- ▶ Try different methods e.g. visual, auditory, textual. Find out what works best for you.

Evaluating Revision

- ▶ Test your learning: write down everything about a topic, tell someone everything about a topic, take a quiz, practice a timed exam question.
- ▶ If it's not stuck, don't panic! Revise again or try a different method of revision.
- ▶ If it has stuck, great! Then back to planning for the next topic and continue with what is working.

Student Resources

Read

Click the scripts below to read some of our blogs to help students...



Exams and university,
when should you stop and
recharge?

Anxiety UK's top tips for managing
exam stress

Helping students combat
stress

Anxiety at university



Therapy services

If you need that bit of extra support, therapy can really help. Anxiety UK members can access a range of [therapy services](#):

- ◆ Cognitive Behavioural Therapy
- ◆ Compassion Focused Therapy
 - ◆ Counselling
 - ◆ Clinical Hypnotherapy
- ◆ Eye Movement Desensitisation & Reprocessing

Anxiety products

Find a wide range of self-help resources and products in our online [shop](#).

Support groups/courses

We host a range of online support [groups and courses](#) for anxiety relief and management.





Student Membership

Anxiety UK membership is discounted for students and gives access to a community of support and to a range of services, including, but not limited to:

- ◆ Accessible, reduced-cost therapies
 - ◆ Discounted groups and courses
- ◆ Subscription to Anxious Times magazine
- ◆ Members' only online area, message board & access to anxiety support resources
- ◆ Complimentary gift of Understanding Anxiety or Students Guide to Anxiety

Plus access to many more benefits!

Find out more and sign up on our [website](#).

Anxiety UK

Helpline Services

Open Mon-Fri 09:30-17:30

(Check our website for hours of operation during bank holidays)

Call: 03444 775 774

Text: 07537 416 905



You can also reach out to our friendly eHelper *Ask Anxia!* Available 24/7 on our website.

www.anxietyuk.org.uk

Connect with us

[Facebook.com/anxietyuk](https://www.facebook.com/anxietyuk)

[Twitter @anxietyuk](https://twitter.com/anxietyuk)

[Instagram @anxietyukofficial](https://www.instagram.com/anxietyukofficial)



AMBITION - CARE - COURAGE



JoG Parent/Child Support Log



Name of child:





What my parent can help me with:













- Getting back on track
- Organisation
- Study skills
- Getting 'unstuck' with problems or issues
- Helping me to self-regulate and reflect on my own choices
- Knowing how to improve and progress
- Helping me to achieve my goals and aspirations
- Will help me to set some targets and I need to focus on trying to ACHIEVE these; it is MY RESPONSIBILITY




However, I understand that my parent:

- Is NOT the one taking GCSEs....I should be taking responsibility for my own learning.

Some resources to help my revision and mindset:

JOG R.E.V.I.S.E STUDY SKILLS

	RETRIEVAL PRACTICE Quiz yourself regularly Flashcards Weekly review	R 
	EXAMPLES Use a WAGOLL model (what a good one looks like) Collect 'concrete' examples of tricky concepts	E 
	VISUALS + WORDS Graphic organisers Mind palaces Mind maps	V 
	INTERLEAVING Do different topics, or sub-topics within a bigger topic, rather than one big focus 20-30 min chunks -break -repeat Mix up topics across a week or fortnight	I 
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John O'Gaunt School   

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by @Inner_Drive
www.innerdrive.co.uk



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Surround yourself with positive people. Researchers have found that negative statements made by teachers were predictive of how negatively boys talked to themselves.

GROW, STRIDE forwards and be SMART



S.T.R.I.D.E framework

STRIDE question bank (try asking yourself these questions...)

Strengths

Useful questions:

- What strengths do you have that could help you here?
- What would your most trusted colleague / friend say were your greatest attributes?

Targets

Useful questions:

- What do you want?
- Go ahead to a time in the future when you have achieved your goal – what is it like?
- What will it look like? Sound like? Feel like?
- When do you want to have achieved it by?
- What excites you about this goal?
- Thinking into the future when you have achieved this, what do you feel like?
- How will you know when you have achieved this target?
- When will you accomplish this target?

Reality

Useful questions:

- What is the current situation?
- What do you feel about this right now?
- What is missing here that you would like to have?
- What are the problems this is causing?
- What have you already tried, to improve things, and what were the outcomes?
- How does it feel at the moment?
- What are the current obstacles to achieving your target?
- What resources do you need to overcome your obstacles?
- Look back at your target. Is it still what you want / need?

Ideas

Useful questions:

- What might you do if you could move yourself a step forward now?
- What could you do if you didn't have to explain it to anyone else? How would that feel?
- What could you do if resources / time / parents / school / teacher / students and so on were not the blocks here? (Insert the limitation they have identified.)
- What could you do if you did not have to live with the results of your actions?
- Brainstorm one of the options you have come up with. What other ideas are sparked off?
- If you secretly knew what the answer was, what would it be?
- If you had answers lurking just below the surface, and you shared them now, what might you share? And what else?
- From your options, which is the quickest / easiest / cheapest / most comfortable / least comfortable / most effective thing to do?
- Now go through each option. Remind yourself of your target. How will the option you have chosen move you closer to your target?
- What is the benefit of doing the thing that you have chosen?

- What will you know that's new by doing this?
- What impact will it have on you / your friends / your teachers and so on?

Decide

- What are you definitely going to do?
- What are the steps?
- Go forward to the time when this is already achieved. Looking back, what did you do to get there?
- When will you take these steps?
- Who else (if anyone) should be involved in this process? What will they do? How will they know this?
- When will you review your progress towards your target?
- What are the barriers to you taking that first step? How likely is it to stop you? What can be done to overcome it?
- How sensible is your timescale?

Evaluate

- What's been successful?
- How have you made forward progress?
- What's not gone as planned? What did you learn from this?



Optional Logs to Support Conversations and Goal Setting

Date:

Conversation Log

G = Goal
R = Reality
O = Options
W = What now?

S = Strengths
T = Targets
R = Reality
I = Ideas
D = Decide
E = Evaluation

My self-evaluation; (*Strengths...goal or target...reality*)

Moving forward: (*Option or Ideas...what or decide...*)

TARGETS for this week: (*What now?*)

Review of how well you did: (*Evaluation*)

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AMBITION - CARE - COURAGE



CORE ROUTINES



- **ARRIVE ON TIME**
- Enter/exit calmly
- Follow the seating plan
- Bags on floor; equipment out
- Correct uniform
- Stand behind chairs in silence
- **DIN – always recall**
- Answer the register “Yes Miss/Sir”

1. LEARNING INTENTIONS



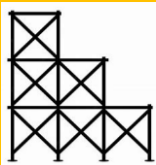
- **Be clear on what you are learning and why-** listen carefully when the learning intention is explained to you every lesson

2. EXPLICIT INSTRUCTION/ EXPLANATIONS



- **Pay attention** when new knowledge is taught
- Be actively involved when the teacher **checks for understanding**
- Do not shout out; use the **means of participation** (e.g. hands up; MWBs)
- **Learn key vocabulary** linked to the subject; use your knowledge organisers

3. MODELLING AND SCAFFOLDING



- Listen, watch and learn in ‘**I do**’; try it out with ‘**we do**’; aim high and be independent with ‘**you do**’
- **Use resources** designed to support you e.g. knowledge organisers; WAGOLLS; graphic organisers etc.
- Stay on task when doing **group/ pair work**

4. ESTABLISH FEEDBACK LOOPS



- Be ready to **answer questions** and **listen to other people's answers**
- Take on board all **verbal and written feedback**
- **Act on feedback** and **close your own gaps** – DIRT
- **If you don't understand something, tell your teacher!**

5. FOSTER INDEPENDENCE



- **Respect 'silent time'** in lessons – try hard and be silent
- **Take notes** in lessons as well as **completing all set tasks**
- Practise **HOW** to apply your knowledge to questions/ tasks
- Use the **R.E.V.I.S.E independent learning study skills**
- **Complete all independent learning** to the best of your ability and on time
- **Read regularly** – reading is power!

6. HIGH EXPECTATIONS



- **Focus and listen** in every lesson
- Give everything a go and **try your hardest**
- **Get involved** and contribute to class discussions
- **Use online platforms** to stretch yourself and aim higher e.g. GCSE Pod, Sparx Maths
- **Read** around your subjects- ask your teachers for reading lists to support you

Supporting yourself to know more, do more, remember more

JOG R.E.V.I.S.E STUDY SKILLS



RETRIEVAL PRACTICE

Quiz yourself regularly

Flashcards

Weekly review

R



EXAMPLES

Use a WAGOLL model (what a good one looks like)

Collect 'concrete' examples of tricky concepts

E



VISUALS + WORDS

Graphic organisers

Mind palaces

Mind maps

V



INTERLEAVING

Do different topics, or sub-topics within a bigger topic, rather than one big focus

20-30 min chunks -break -repeat

Mix up topics across a week or fortnight

I



SPACING

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ELABORATION

Ask yourself 'how' and 'why' not just 'what'

Question everything...

Teach someone else

Make connections within topics and across topics

E



AMBITION - CARE - COURAGE

