



King Edward VI School

Exam Success Evening

Thursday 10th October 2019

Lee Walker

(Headteacher)

Henry Stevenson

(Asst Headteacher)

Subject Leaders:

Megan Reynard

(English)

Robin Woodhouse

(Maths)

Dave Thompson

(Science)

Former students:

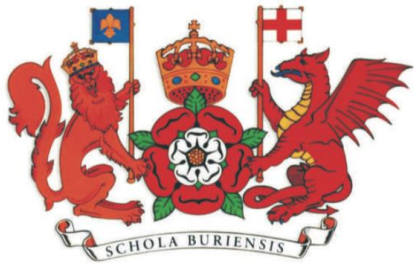
Millie O'Driscoll

George Cooper

Amelia Baker

Respect | Aspiration | Creativity

Inspiring young people in Bury St Edmunds since 1550



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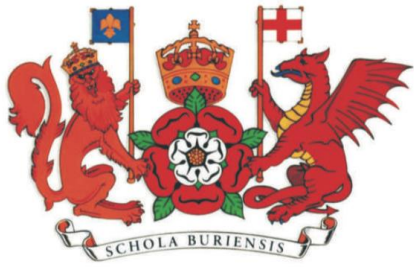
Start with the end in mind...



**Just remember
that by the
summer you will
be able to relax!**



Respect | Aspiration | Creativity
Inspiring young people in Bury St Edmunds since 1550



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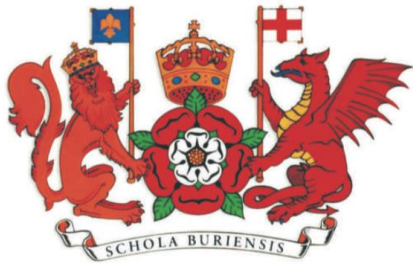
Henry Stevenson
Assistant Headteacher
Working together



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KS4 Outcomes 2019

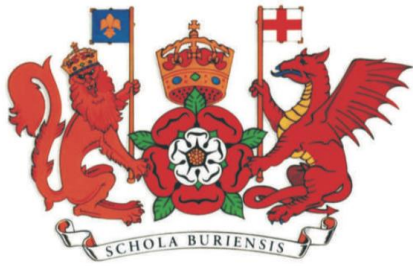
- Estimated Progress Score = 0.31
- 69% of students passed both English and Maths (grade 4 or better)
- **Your children: Progress Target = 0.5**



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What has the greatest impact on student outcomes?





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Go4Schools



- Homework
- Attendance
- Behaviour
- Assessment
- Progress





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“How much work should
they be doing?”



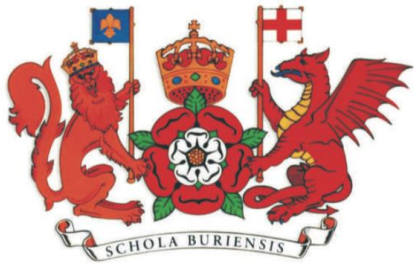


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Technology

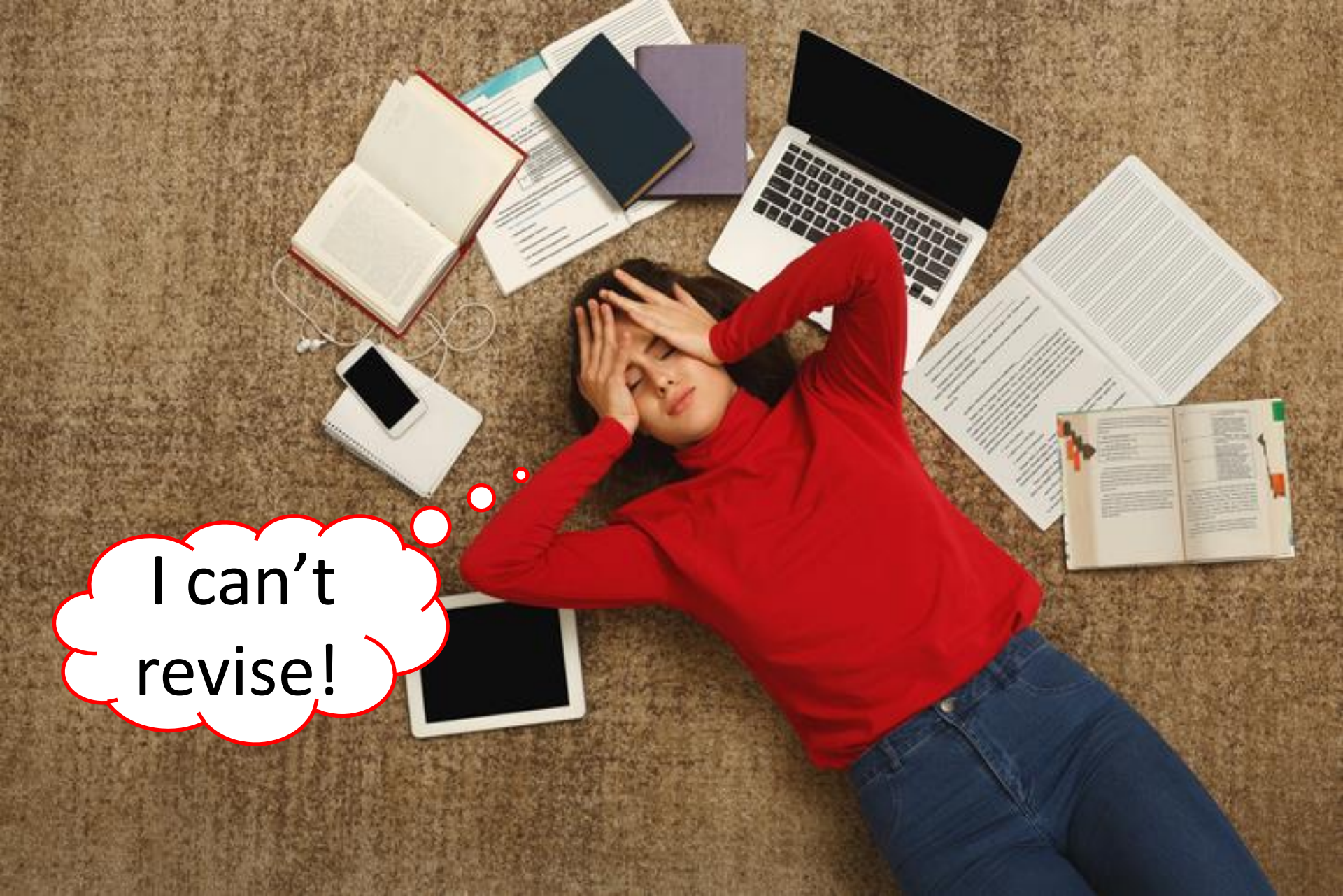




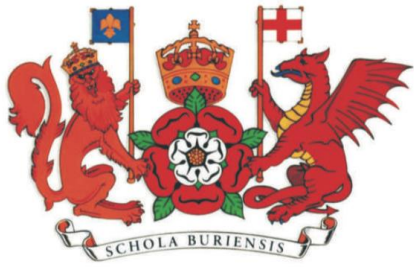
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Lee Walker
Headteacher

The art of revisiting



I can't
revise!



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What do we know about memory?





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“If this is hard to wrap your mind around, here’s an alternative metaphor for you. Don’t think of memory as a databank where you store things. Think of a hill of sand—that’s your mind. You pour water on it—water is **thought**. The water coursing over the sand creates gullies and rivulets. That’s **memory**. It’s a representation of where the water (thought) has been in the past and if the water moves through those same channels they will become a little deeper. The next time you think (pour water) it will likely happen in the channels it’s followed before....but not necessarily. The new water also has the potential to change the gullies on the hill.

This metaphor captures the idea that the difference between long term memory and short term memory is one of state. **Long term memory is a gully**. Short term memory is a gully with water in it (i.e., that is guiding thought).”

danielwillingham.com/daniel-willingham-science-and-education-blog/on-metaphor-memory-and-john-king

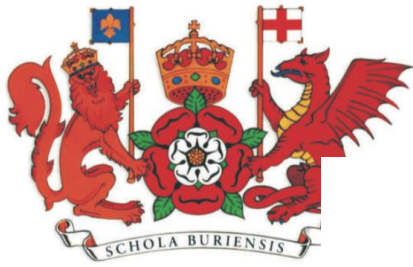
April 2016

Knowledge vs. familiarity


How well do you know the 50p coin? You have seen it thousands of times, so you should know all about it. Think about the front of a 50p coin.

There is an image of Britannia.

1. What is in her left hand?
2. What is in her right hand?
3. What is on the shield?
4. What is on her head?
5. What is at her feet?



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We have seen the coin many times
(‘shallow repetition’) but we have not
thought about it. Therefore we are
familiar with it but we do not **know** it!



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How you think about the material determines what will end up in your long term memory.

“Whatever you think about is what you remember”



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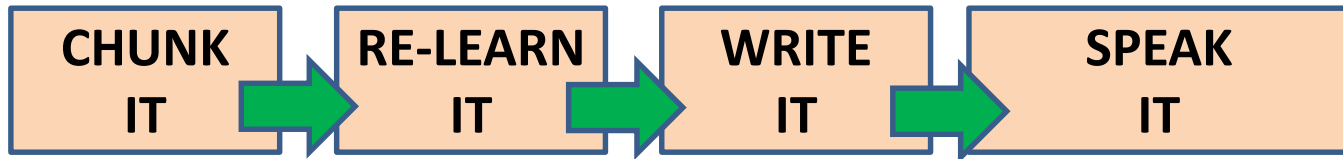
“For successful studying,
little
and
often, often, often
is best.”



Re-visit



Upload



Split the topic into **manageable chunks**.

Choose a chunk at a time to **memorise**.

Start with the **most important** or the most difficult.

Re-read your notes on the chosen topic.

Do some **wider research** on the internet **until you understand it**.

Write a **detailed description** or an explanation about everything you know about this topic.
Try to do this without your notes.

Topic on a page
Write key facts you need to memorise over and over until you have memorized them.

Give a **verbal explanation** about the topic as if you were teaching it.

Repeat facts you need to remember 20 times.

Record key facts about this topic on your phone.

Say what you've learnt from memory, using **images** to prompt you.

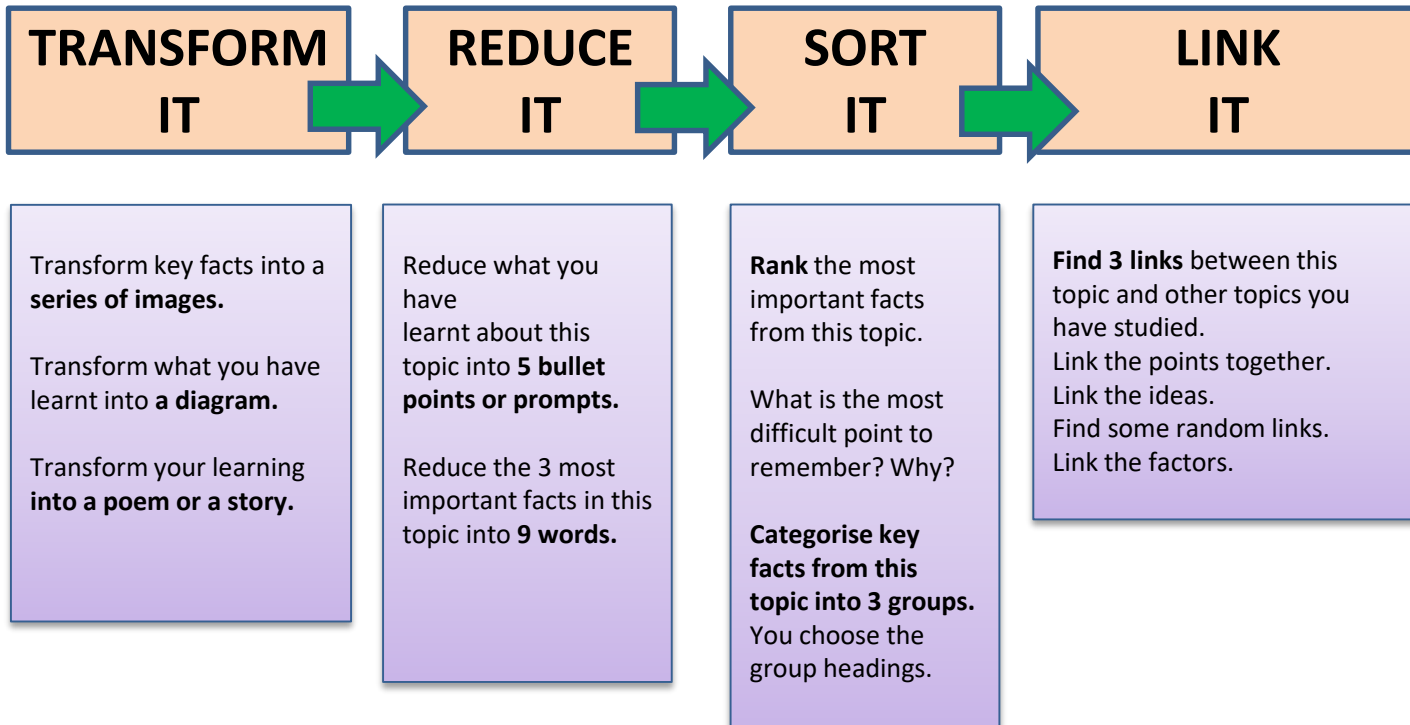


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Re-visit



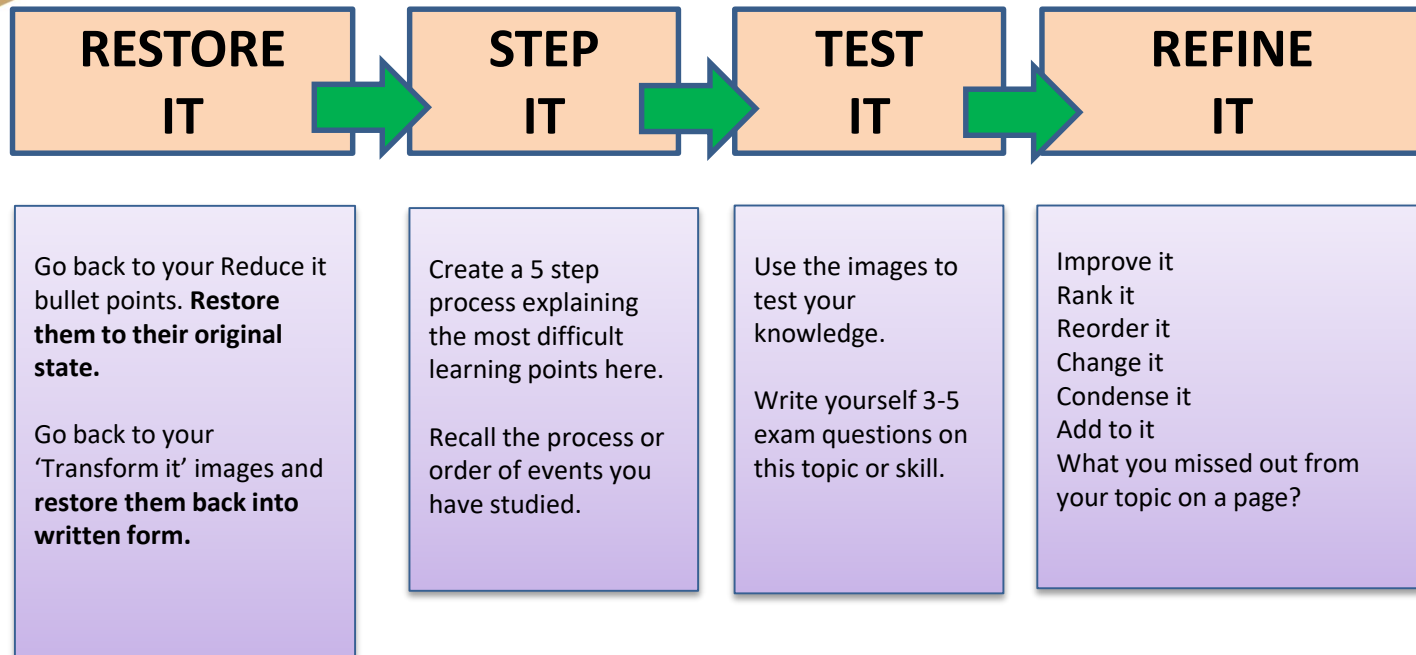
Process





Download

Re-visit





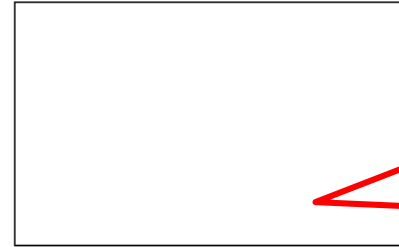
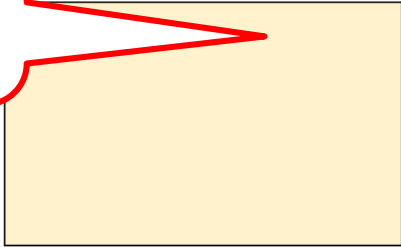
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PiXL Revisit: Reduce and Transform

Page 5

Unit / Topic:

1. Reduce the information down into the key points.

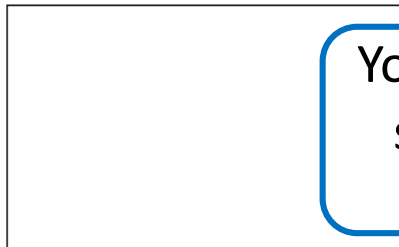
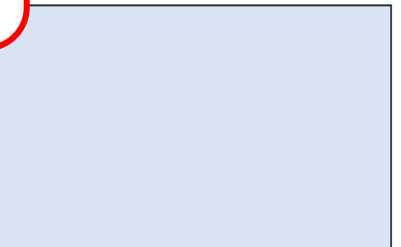


3. Transform: change the information into drawings.

2. Summarise the key points (write in the boxes).



Art work NOT required.



Your visual memory is stronger than your written memory.



PiXL Revisit: Reduce and Transform

Unit / Topic: **River processes**

Page 5

Example

1. *Hydraulic Action: the sheer force of the water acts at the base of a cliff, causes cliff base erosion.*



2. *Abrasion: when material carried by waves acts like sandpaper to wear away rock surfaces. Acts on cliffs.*





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Page

PiXL Revisit: Prioritise - Significance and Importance

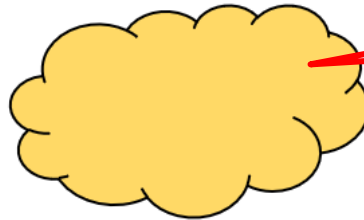
Unit / Topic:

1. Prioritise:
pick out the
key points for a
topic.

2. Summarise
the key points
(write in the
boxes).

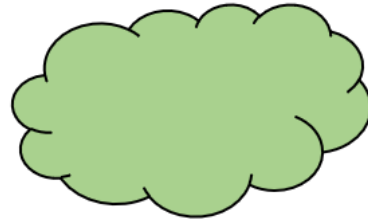
2.

Key Facts, Dates, Words,

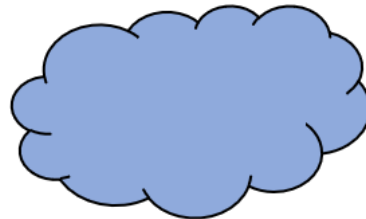


Number of Priority:

WHY?



WHY?



WHY?

3. Identify key
facts, places,
dates, words,
quotes.

4. Rank it: Write
a number in the
box to show
rank order.

5. Justify: give
reasons for your
order of
priority.



1. Choose a topic/book/chapter.

Chapter theme / topic

2. Identify the main themes.

Main idea 1

Main idea 2

Main idea 3

Main idea 4

Specific detail A

Specific detail C

Specific detail D

Specific detail F

Specific detail G

Specific detail I

Specific detail J

Specific detail K

Specific detail B

Specific detail E

Specific detail H

3. Pick out the details that link to the main ideas:
these could be, quotes, places, dates, facts, key words.

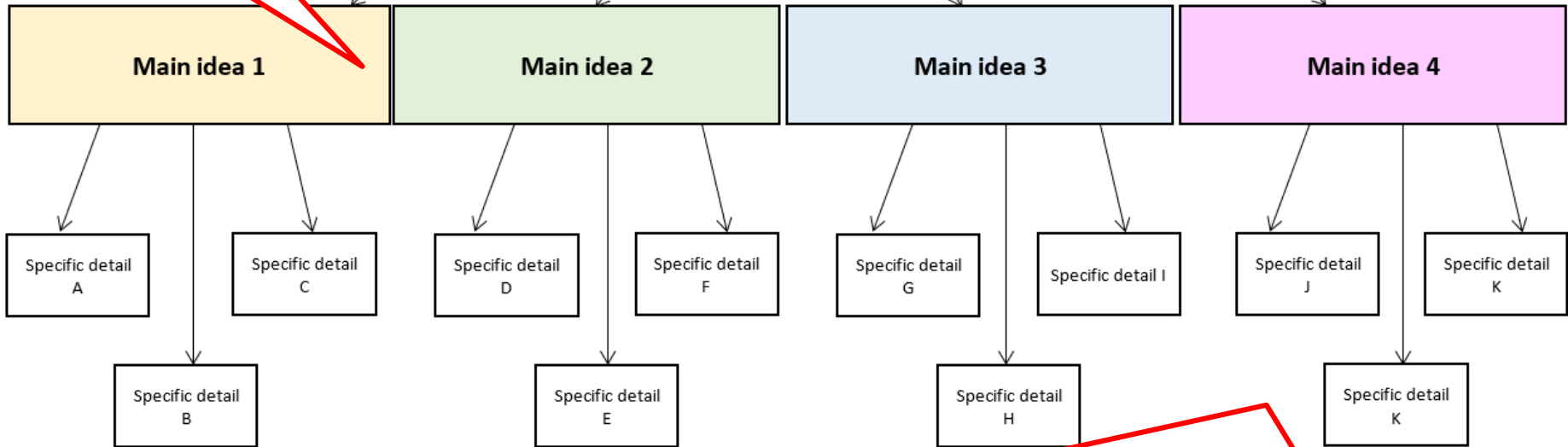
Lots of exam questions will expect you to develop your points and use evidence.



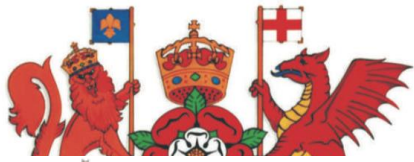
1. Choose a topic/chapter.



2. Identify the main themes.



3. Pick out the details that link to the main ideas: these could be, quotes, places, dates, facts, key words.



Jekyll and Hyde

- On your paper, draw a quick template with two main ideas.
- Add three details for each.

The duality of human nature

Main idea 2

Main idea 3

Main idea 4

Mr. Hyde is in fact Dr. Jekyll

Specific detail C

Specific detail D

Specific detail F

Specific detail G

Specific detail I

Specific detail J

Specific detail K

Jekyll says, "man is not truly one, but truly two".

Specific detail E

Specific detail H

Specific detail K



1. Choose a topic/chapter.

Jekyll and Hyde

Example

2. Identify the main themes in the book.

The duality of human nature

Rational vs irrational

Lack of communication

Hiding the truth

Mr. Hyde is in fact Dr. Jekyll

Specific detail C

Specific detail D

Specific detail F

Specific detail G

Specific detail I

Specific detail J

Specific detail K

Jekyll says, "man is not truly one, but truly two."

Specific detail E

Specific detail H

Specific detail K

3. PICK OUT THE DETAILS THAT LINK TO THE MAIN IDEAS: summarise the main points and then choose quotes that back up your points.



PiXL Revisit: Ranking Triangle

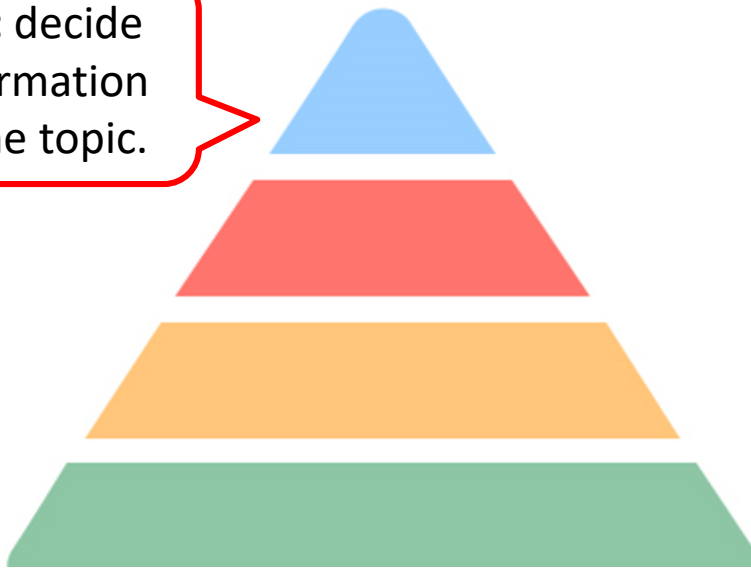
Name of Topic: _____

Name: _____

Class: _____

The most important information goes at the top and then the least important at the bottom. Make sure you justify WHY you think it the most/least important.

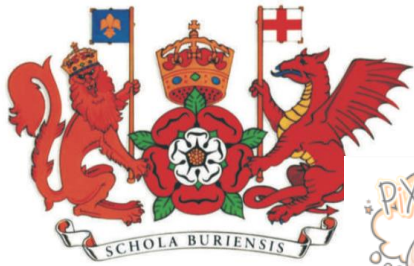
1. Identify: decide on key information linked to the topic.



2. Prioritise: put the most important at the top of the triangle and the least important at the bottom.

3. Justify/make a judgement: give reasons for your order.

Often the questions such as “evaluate” “assess” or “to what extent” need you to think about the most and the least to get the highest marks. A **JUDGEMENT** is needed.



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Page 9

Example

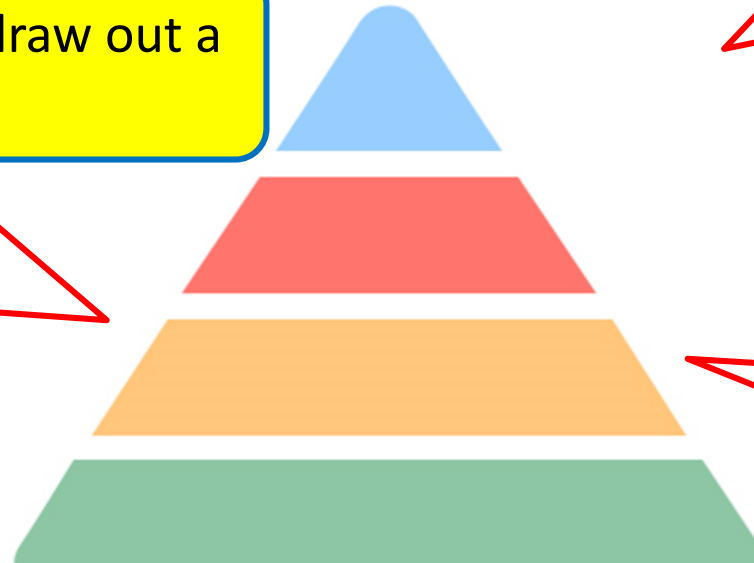
PiXL Revisit: Ranking Triangle

Topic: things that are going to help you prepare for the next PPEs.

The most important information goes at the top and then the least important at the bottom. Make sure you justify WHY you think it the most/least important.

➤ On your paper, draw out a triangle.

1. Identify: decide on key things that might help you prepare for the March PPEs.



2. Prioritise: put the most important at the top of the triangle and the least important at the bottom.

3. Justify/make a judgement: give reasons for this order.



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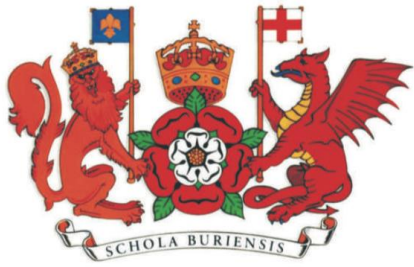
Why revise in this way?

... because in an exam it is unlikely to say *“write all you know about...”*

It is more likely to say *“evaluate...”* or *“assess...”*

So revise in a way that means you have done your thinking already.

The more you *“do something”* with the information, the more effective your revision will be.



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Megan Reynard

Subject Leader for English

How to revise English



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GCSE English Language 9-1 GCSE English Literature 9-1

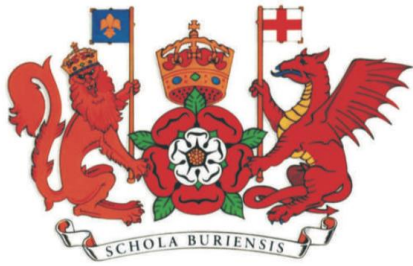


9-1 Reformed Specification (from 2015)



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- 100% examination
- No coursework or controlled assessments
- 4 exams – 2 Language; 2 Literature
- Each exam is 2 hours long
- Closed book examinations
- No tiered entry; every student will sit the same exam papers.



English Language examines...

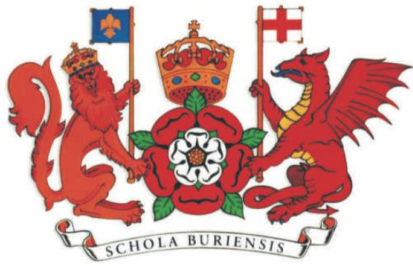
- Reading unseen non-fiction and literary texts – both old and modern.
- Writing – informative, persuasive and descriptive texts. Spelling, Punctuation and Grammar (SPaG) is a key aspect of this section of the exam.



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English Language examines...

- Reading unseen non-fiction and literary texts – both old and modern.
- Writing – informative, persuasive and descriptive texts.



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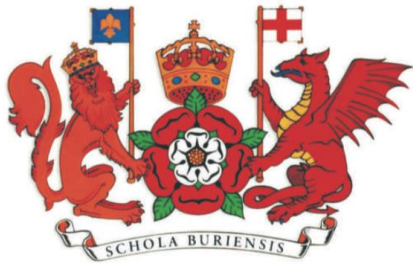
GCSE English Literature examines...

- An Inspector Calls
- Conflict Poetry
- Dr Jekyll and Mr Hyde
- Romeo and Juliet
- Unseen poetry and play scripts
- SPaG is also tested



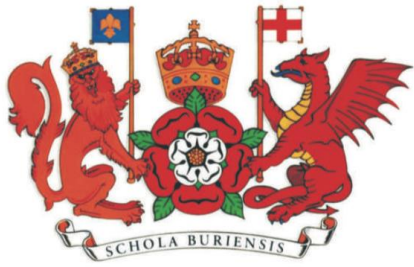
How can you help?

- Working reading and writing skills. Encourage reading a variety of texts including high quality non-fiction.
- Helping with Spelling, Punctuation and Grammar (SPaG!)
- Practising past questions and annotating extracts of texts
- Understanding the characters, themes, ideas, plot, language and structure of the set literary texts
- Learning and remembering language terminology and quotations
- Helping students to **KNOW HOW TO REVISE ENGLISH!**



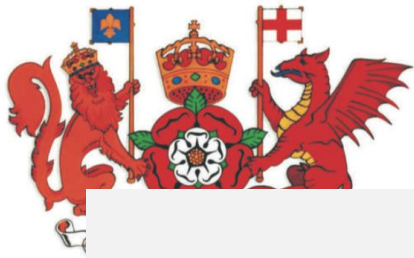
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Robin Woodhouse
Subject Leader for Maths
How to revise Maths



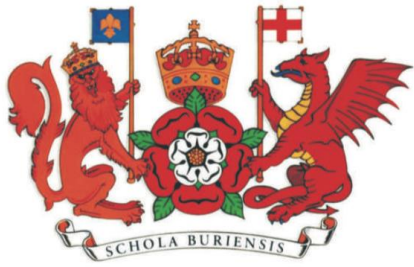
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- Do as many past papers as you can
- Keep on doing the paper until it is 100% correct
- Revision guides/Wednesday nights



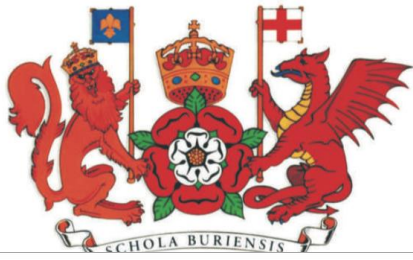
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- <https://vle.mathswatch.co.uk/vle/>
- Username: 4 digit student number followed by @king-ed
- Password: Initials in capitals followed by their 6 digit date of birth
- Mock exam feedback
- <https://www.king-ed.suffolk.sch.uk/subjects/maths-overview/gcse-maths-revision/>

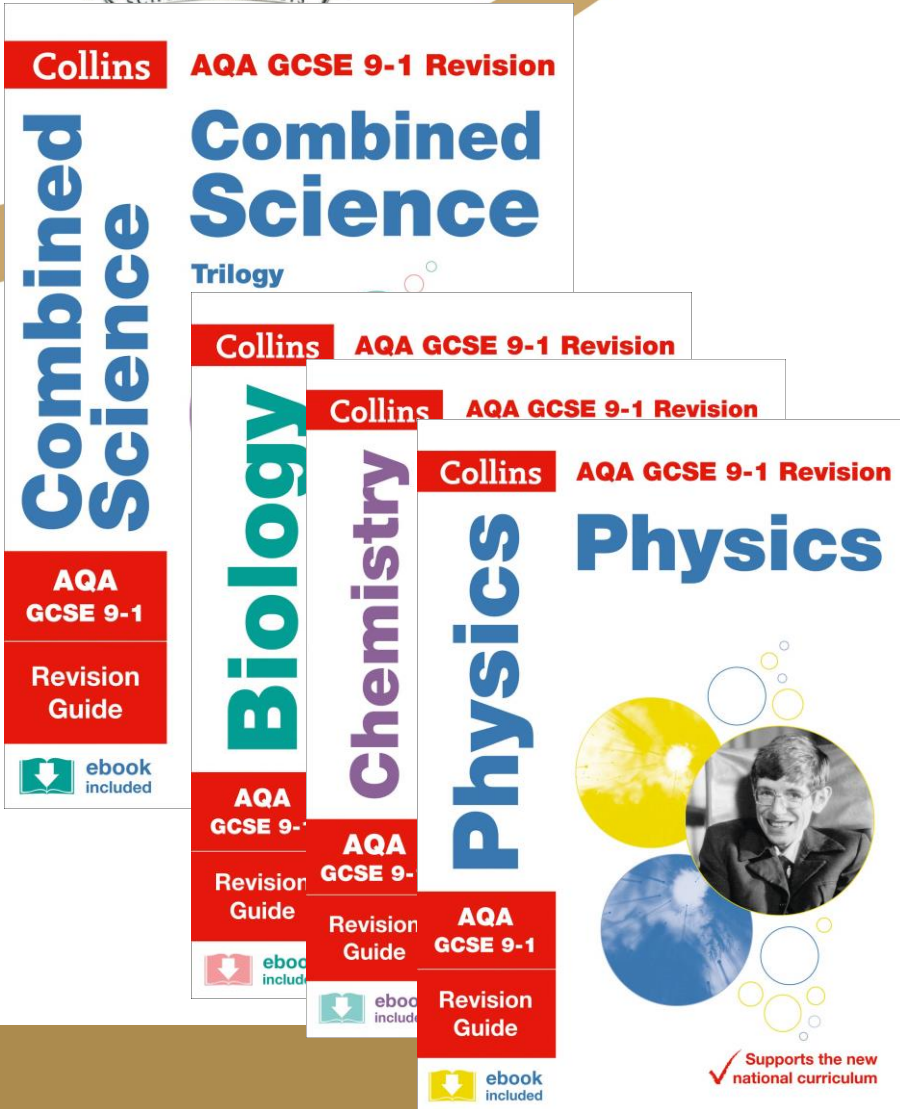


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David Thompson
Subject Leader for Science
How to revise Science



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Students should get revision guides from student services. Students often choose to bring them to lesson so that they can see how to apply what they are learning in lesson to their revision strategy.

There are also excellent revision cards available from student services



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YouTube is either valuable revision or a huge distraction



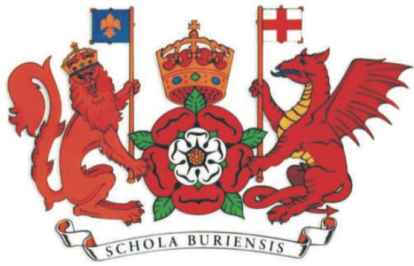
The whole of AQA Biology Paper 1 in only 63 minutes!! GCSE 9-1 Science revision

Science and Maths by Primrose Kitten
9 months ago • 459,535 views

These videos are a revision summary for your 9-1 GCSE science, covering biology, chemistry and physics. To get all the quick-fire ...

SUBTITLES

Students should carefully choose revision videos that are targeted at the AQA specification. They should take notes as they watch to make the activity more active.



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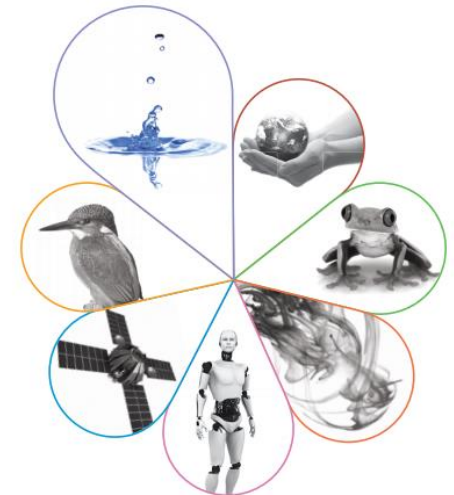
The specification lists
all of the learning
objectives and is a
useful resource to
show students what
they are expected to
know

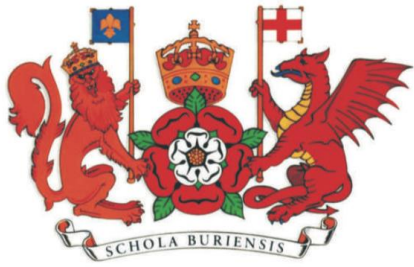
AQA
Realising potential

GCSE COMBINED SCIENCE: TRILOGY (8464)

Specification
For teaching from September 2016 onwards
For exams in 2018 onwards

Version 1.0 22 April 2016



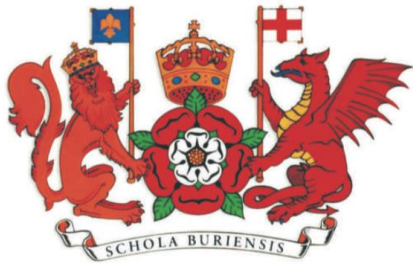


Past Papers

Students will complete 2 papers for each of Biology, Chemistry and Physics.

The paper may be Foundation (for grades 1-5) or Higher for grades (4-9)



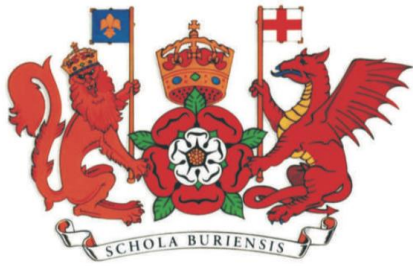


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The most important thing parents can do to help...

Students need encouragement to deal with the increased challenge of the 1-9 GCSE specification. The last set of exams needed only 21% of the marks for a grade 4 for the higher paper and 48% for the Foundation paper!

This means that some students become frustrated and need someone to remind them that their work is worthwhile. The revision cards are an excellent resource for this.



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Millie O'Driscoll
George Cooper
Amelia Baker
Stars of 2019

How we achieved success

Respect | Aspiration | Creativity
Inspiring young people in Bury St Edmunds since 1550



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Henry Stevenson
Assistant Headteacher
What happens next...



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Key Dates

Thu 10th Oct

Mon 18th Nov

Mon 25th Nov

Thu 9th Jan

Thu 9th Jan

Mon 23rd Mar

Mon 11th May

Thu 20th Aug

Exam Prep Evening

Trial Exams 1

Progress Review 1

Trial Results Day

Parents Evening

Progress Review 2

GCSE Exams begin

GCSE Results Day!



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Help is at hand...

Tom Spillane Assistant Headteacher, Pastoral Care

Heads of College

Pastoral Support Managers

Form Tutors

Angela Hahn Careers Information and Advice Guidance

Sharon Scott SENDCO, Learning Support

Alison Light Exams Officer



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Year 11 Exam Success Evening

Thank you for coming