



Welcome

Welcome to our penultimate Teaching and Learning Newsletter of the year. I do hope that you are finding them useful and, as always, please do contact me here at school if you have any questions or points that you would like to raise. The focus of this newsletter is on supporting boys' achievement and I am grateful to Rachel Dell for writing the article below to help guide our thinking on this issue.

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Assistant Headteacher

Supporting our Boys

There has been a worrying trend over the last 15 years that girls are outperforming boys. At GCSE, 2016 saw an 8.9% gap between the achievement of girls and boys, a pattern repeated in further and higher education also. Gary Wilson (please see website below) has been working on raising boys' achievement for many years and has identified a number of barriers to boys' achievement including a lack of independence prior to starting school, difficulties in structuring written work and a lack of opportunities for reflection.

Peer pressure is often cited as one of the biggest reasons for boys orientating away from education and as such Wilson argues that it is vital for boys to be able to achieve away from the 'prying eyes of their peers'. This could be in the form of helping younger students at school, or siblings at home with home learning, reading or organising their own projects for example. By giving boys a positive focus for their natural leadership ability, it can be a means of allowing boys to succeed and challenge gender stereotyping. A common misconception is that boys love competition: In fact, boys who win, love competition. It seems more accurate to say that boys love challenge, an idea which is being embodied across the school with changes to students' working practice such as flipped and independent learning. This also creates an opportunity for perhaps the biggest motivator: Rewards. We like to receive praise, yet on average boys will hear more negative comments compared to words of encouragement. Wilson argues that setting short-term goals that are recognised and rewarded, are a successful strategy for raising boys' engagement with work and subsequent achievement. Some further practical ideas for supporting your son include:

- Be active in their education
- Develop their independence – don't do everything for them
- Get good male role models

You can visit his website for more information

<https://www.garywilsonraisingboysachievement.com/>

From Your Year Leader

During this half term you will have received your child's most recent report. This report will demonstrate how your child has been performing recently, what their targets are, and what the teachers predict they will achieve. With this report we also have had parents evening where all teachers were available to discuss the recent report and give some verbal comments on how they are working. If you were not able to attend, then you can contact your child's tutor or teachers directly at the school.

On average boys are achieving 0.8 grades lower than girls. At St. Edward's we are working to reduce this gap by monitoring, encouraging with a problem-solving approach; something which research has indicated helps boys to learn best; as well as having interventions early on. We will be adopting a proactive response rather than a reactive approach to help students to have the confidence to achieve the best they can. When working at home, it would be useful for students to have a quiet place, where they can work efficiently. It would also be beneficial for students to talk through their studies with you so they can gain confidence in what they are talking about.

We have the Duke of Edinburgh Bronze Award beginning very soon which will be a fantastic opportunity for the students to develop a variety of skills and learn to work as a team with one another. We also have the Sports Presentation Evening on 26th April where we will be celebrating the successes of the students who have participated in sports events throughout the year. I look forward to seeing some of you then.

Collete Morgan - Year Leader

MFL

During this half-term students in Year 10 will be studying a unit on their home town. They will be learning the language required to describe their home and town, compare the facilities available to those elsewhere and discuss the advantages and disadvantages of life in Poole. They will learn how to describe their future plans and their dream home. Grammar will include use of prepositions, combining tenses, using the comparative, and the conditional.

Lessons will include activities that test listening, reading, writing and speaking skills and the usual complement of games and competitive challenge. Boys always seem to enjoy a competitive element to lessons (especially if they are given the opportunity to beat their teacher!)

Graphics, Resistant Materials and Textiles:

In this half term, students will be learning core knowledge of all materials used within Design and Technology, each teacher will deliver a session with their specialist knowledge. This will be followed with a mock NEA challenge. Students will explore a contextual challenge set by the exam board to research, design, make, test and evaluate a product using the iterative design process. This is an excellent opportunity for students to prepare for you their NEA which will begin shortly before the summer holidays.

Student Challenge: Who will find the best solution? Who will design the most effective product?

Business

Over the next 6 weeks, students are studying the marketing mix, business planning and the importance of stakeholders in making business decisions. These are especially important when undertaking a new business enterprise, and we will relate the principles learned in this topic to their own plans and aspirations for the future. The main assessment piece is for students to write their own business plan, where they will be applying for finance from a potential lender. In this plan, they will be asked to consider the marketing mix and business location.

Year	Topic Title	Main Assessment Task	Deadline (if known)
Maths	Foundation tier Simultaneous equations, properties of polygons and real life graphs. <i>Higher tier Algebra, introduction to quadratics and rearranging formulae, volume, statistics recap and geometry and measure recap.</i>	Topic tests	
GCSE PE	Health and fitness	Research task into the components of fitness.	First theory lesson back after Easter.
BTEC PE	Practical Sport	Continuing with assignments	On going
Music	Music Industry	Exam Paper	14.5.18
Music	Performing	Coursework and diary logs	End of summer term
Drama	Devising Drama	Creating a piece of Drama from stimulus, using research and applying practitioners' strategies. Write and supporting portfolio, 2000 words.	25 May
Art	Water Project: Response to a theme with wire or clay	Ongoing Portfolio Work	
Religious Education	Issues of Life and Death	Mid Unit and End of Unit Assessment	
Geography	Urban Challenges and ecosystems	Examination based on these topics	May
English	Finish An Inspector Calls Start Macbeth	GCSE essay question on An Inspector Calls and Macbeth	Dates TBC in April and May
History	<i>Power & the People, c.1170-present day</i>	<i>Summer PPE</i>	
Physics	Electricity, particle model of matter, atomic structure and forces	<i>End of unit assessment</i>	
Chemistry	Quantitative chemistry, chemical changes, energy changes and the rate & extent of chemical change	<i>End of unit assessment</i>	
Biology	Organisation, infection & response and bioenergetics	<i>End of unit assessment</i>	

Additional Home Learning Activities

If the Home Learning does not take the full time allocated, students should try one of the activities below

Improve the quality of their written work by:

- Completing all Graft/feedback activities
- Adding to/developing core information by researching it and writing it into their books
- Correct spelling errors and punctuation

Consolidate/learn a topic by:

- Creating a spider diagram/mind map of key information
- Summarising key information into a single paragraph
- Creating a key word list with definitions
- Creating some revision/cue cards
- Writing some questions with answers to capture key information
- Writing an extended answer on the topic being studied
- Turn the key information into a model or drawing

Take the learning further by:

- Researching a related person, event, idea on the internet (e.g. BBC Bitesize) or in the library that is relevant to your topic
- Watching a documentary/programme on Youtube or other platforms
- Listening to a podcast/audio download or using the new GCSE Pod
- Talking to a class friend/family member about the topic to discuss key ideas

The problem with our Monkey Brain



During the week in which 'Living a Health Life' was the theme, all students from Years 7 to 11 were introduced to ways in which they can look after their nervous systems. They learned the neuroscience behind making impulsive decisions, their emotions, anxiety and how these can impact on learning and the enjoyment of healthy positive relationships. Most importantly they were given a toolkit that can be used to 'Tame the Monkey Brain.' Tutors will be working with students to put some of these techniques into practice and, for years 10 and 11, to use specific ones that help them address exam anxiety

Located in the temporal lobe of the brain, **the amygdala** helps trigger the fight-or-flight response.

Buzzle.com

The Impact of the Monkey Brain

- ▶ Impossible to slow down and enjoy the present.
- ▶ Negativity affects our mood—making us unhappy, angry, restless, and anxious.
- ▶ It hampers our ability to concentrate.
- ▶ It has a negative impact on our behaviour
- ▶ It interferes with our ability to have positive interactions with others.

Know that you can tame it



How to tame your Monkey Mind



Talk to Your Monkey Mind

Establish a Journaling Practice

Meditate

Practice the A-B-C Technique

Stop Assigning Meaning

Recite a Mantra

Play a Game of Fives

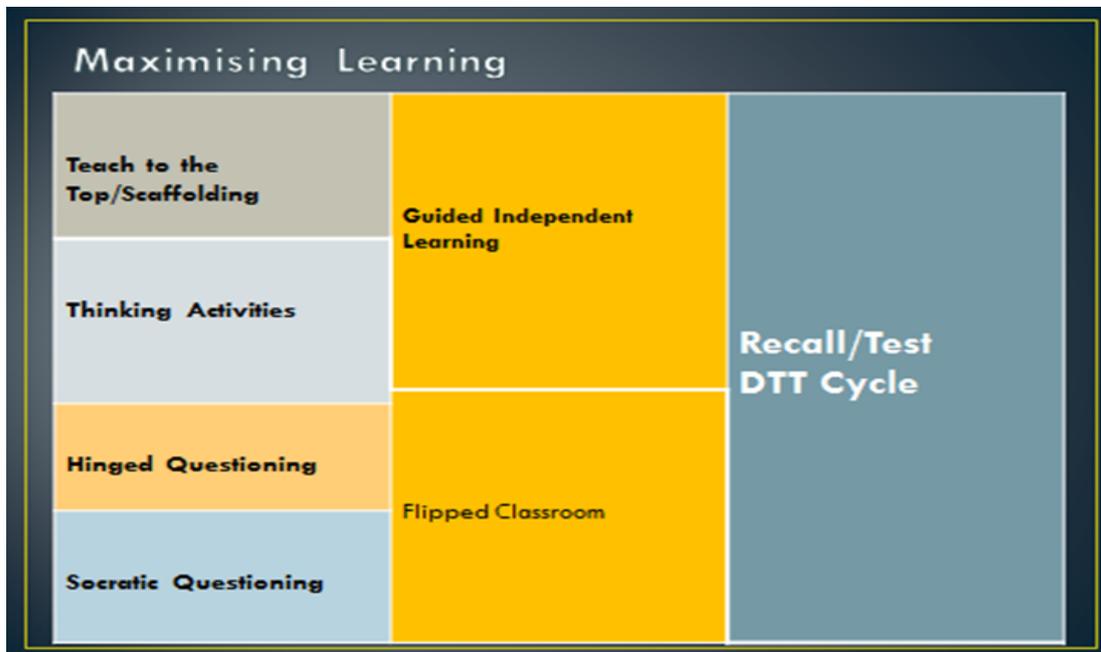
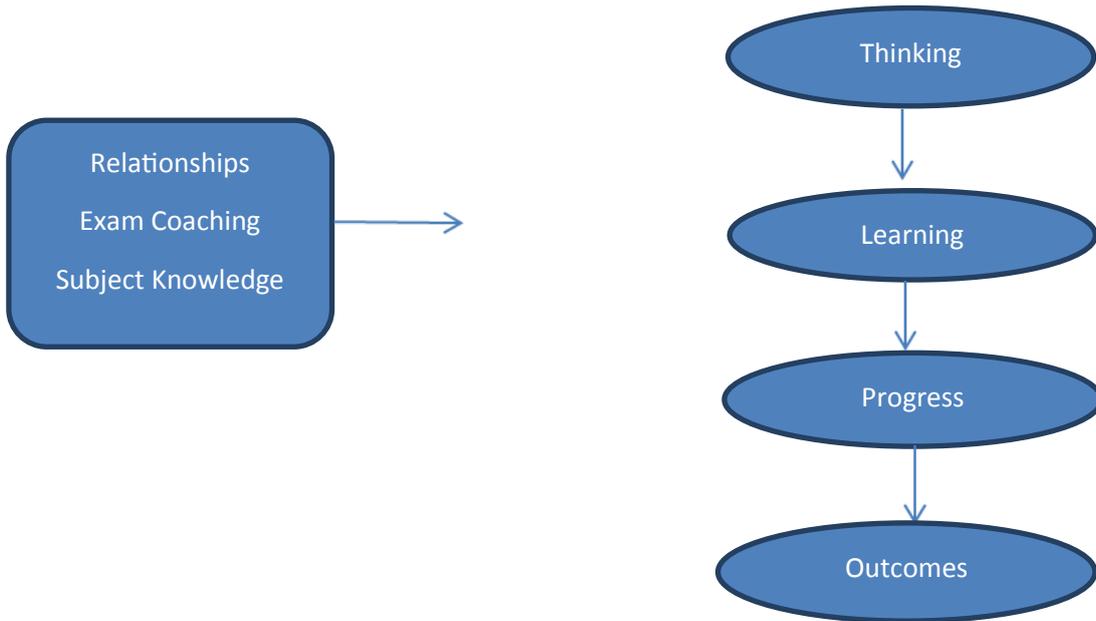
Engage Your Mind

Try Piko-Piko Breathing

Teaching and Learning



From September 2017, staff have been taking part in a 2 year plan that involves receiving training in and implementing strategies across all key stages to encourage highly effective independent learning in students. The aim is to encourage a love of learning whilst equipping students with a toolkit to maximise their learning and improve their personal outcomes. It is based on the Psychology of Learning where laying down neural pathways is essential so that students can 'master rather than acquire' knowledge and improve their recall.



For further updates please find us on:



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