



Teaching and Learning Newsletter for Year 11

Welcome

Happy New Year and a very warm welcome back to St Edward's and to this edition of the Teaching and Learning newsletter which has a special focus on well being. As usual, you will find across the following pages information about what your son or daughter is studying this half term, as well as the main assessment tasks. Ms Berry, our PSHE coordinator, has written a short introductory piece which has some helpful suggestions as to how we can help to improve the well being of our children; I hope you will find this of use. Towards the end of this edition I have included some testimonies from a few of our elite and high performing sixth form students who pursue sport, music and drama outside of school. It was a great privilege speaking to these students and hearing their stories and I would encourage you to share some of what they have said with your own son or daughter. As always, please do contact me if you would like to comment on any of the material, or have any questions or comments about Teaching and Learning. I would love to hear from you.

Ian Henry

Assistant Headteacher

From your Year Leader

Students received their PPE results on Thursday 14 December. These results contained the grade which students achieved in their PPE, as well as the most up-to-date prediction from their teachers as to what they are capable of achieving in their exams in the summer term. As a result of their PPEs, students will receive advice and guidance from their teachers on how to further their progress in each individual subject. Students now only have 4 months until their exam period begins. It is imperative that students use their PPE results and the advice given to them from teachers to ensure they maximise their success in their final exams in the summer.

As year 11 continues, many students begin to feel the pressure of the expectations of the year. It is important that students understand that there are support networks available to them. In the first instance, they can go to their tutor to report any issues they are having who can then discuss with them possible support networks to help them. I would also advise that each student, if they haven't done so already, books an appointment with our Ansbury careers advisor, who helps support students in their decisions about their paths after year 11.

When I started university, I began by studying Forensic Sciences (BSc). I then decided that the course wasn't for me and changed, in my second year, to study Bio-Chemistry instead. Even at this late stage in my educational life, I still wasn't sure where I wanted to go or what I wanted to do. I finished my degree and realised I wanted to go into teaching, but that I wanted to teach maths. I trained as a maths teacher and have been fortunate to work at St Edward's ever since!

Ms K Hodder (khodder@st-edwards.poole.sch.uk)

For further updates please find us on:



@stedwardspolee



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PSHE—mental health and well being

We know that over 50% of mental illnesses start before the age of 14; and 1 in 10 children/young people have a mental health disorder. Anything we can do to open up conversations with children about mental health is good. We need our children to see us looking after ourselves, both physically and mentally, so they learn to do it as well. Evidence suggests there are five steps that we can all take to improve our mental well being. These five steps are listed below. If you approach the steps with an open mind and try them, you can judge the results yourself.

Step 1: Connect.

- Connect with the people around you: your family, friends, colleagues and neighbours. Spend time developing these relationships. Healthy relationships are an important part of staying well.

Step 2: Be active.

- You don't have to go to the gym. Take a walk, go cycling or play a game of football. Find the activity that you enjoy, and make it a part of your life. If you enjoy what you are doing you are more likely to keep doing it. You can do this with a friend or join a group so you encourage each other

Step 3: Keep learning.

- Learning new skills can give you a sense of achievement and a new confidence. Learning keeps us mentally active and we can all learn new skills and try new activities. It might be cooking or sewing; or what about getting the garden ready for growing food next Spring?

Step 4: Give to others.

- Even the smallest act can count whether it's a smile, a thank you or a kind word. Research has shown that smiling at others can make you feel good too. It may be that you could volunteer at a local church or shop or maybe a neighbour needs a little help? Do you have a skill you can share? Or support a charity that is close to your heart

Step 5: Take notice.

- Be more aware of the present moment, including your feelings and thoughts, your body and the world around you. This could involve taking time out each day to have a ten minute walk outside. Even if you're just walking from one place to another try to listen to the sounds, look at what's around you. Breathe slowly and enjoy the journey. Try to not always think about the list of things you have to do. Take time out to just be.

You can see that several of these are closely linked. The key is to start slowly and don't give yourself a hard time if you slip. Try to find things you enjoy. If you can share these with your family, you can strengthen relationships so that you can talk about things when times are a little tougher.

Don't be afraid to ask for help when you need it. We can be great examples for our children by showing that we ask for help too. Help can come in a number of ways. We may have family and friends but there might be times when we want more professional help. There are so many online places it can get confusing. Here are just a few that you can look at. Some are for children and some for families.

<https://www.childline.org.uk/>

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

<https://www.nhs.uk/livewell/fitness/Pages/Fitnesshome.aspx>

<https://www.saferinternet.org.uk/advice-centre/parents-and-carers/have-conversation>

<https://www.nhs.uk/Livewell/Childrensleep/Pages/teensleeptips.aspx>

Textiles

Over the next six weeks students will focus on the completion of their controlled assessment which counts for 60% of their final grade. Students will be aiming to ensure their final products are completed to a high standard alongside completing a plan of manufacture, manufacturing specification and a final evaluation. Students will also be asked to participate in a fashion shoot to showcase their final products.

www.bbc.co.uk/schools/gcsebitesize/design/textiles/ - Revision and theory knowledge.

www.textiles4u.wikispaces.com – Revision and theory knowledge.

www.pinterest.co.uk – Inspiration source for section A of your exam.

Top tips from Sixth Form Students

Keep on top of all coursework and come to after school sessions to ensure deadlines are met.
Make a revision folder of all of the information learnt, this really helped me revise for the exam.

Food and Nutrition

The class are building up to a very exciting time of year in their academic calendar –the making of their final products. They are requested to make three dishes with Young chef expertise. They will also have to add accompaniments to their meals. They are currently practicing after school and are doing research, time planning and working hard to discover their own strengths and weaknesses. Their final exam is the 30th January. Following this, they will be writing up their task and revising for the written exam.

Suggested websites to aid revision

www.illuminate/eduqasfood

BBC Bitesize GCSE revision/activity/test

Masterchef The Professionals/Junior Masterchef

Youtube site that displays how to plate up Fine Dining.

Resistant Materials

Students will be completing practical and written coursework. The deadline for this is Friday 26th January. During this time they will also be looking at the different types of resistant materials. From properties, characteristics and uses, to advantages and disadvantages, materials will be the focus this half term.

Excellent online resources for GCSE are:

<https://www.bbc.co.uk/education/subjects/z3vrwmn>

<https://www.bbc.co.uk/education/subjects/zykw2hv>

<http://www.technologystudent.com/>

French and German

The Spring term (the one in which we will complete our courses!) will begin with a thorough review of the PPE completed in December. The students sat 3 papers, which in the summer will comprise of three quarters of their final grade, so we will spend some time ensuring that the students learn as much as possible in terms of exam technique and gaps in their knowledge so that they are fully prepared for the next round of PPEs in March. In late January, or early February, students will complete a mock speaking exam, using the preparation that students have begun during the Christmas break and will be completing during January. Apart from this focused exam preparation, we will use lesson time to complete the units entitled "travel and tourism" and "life at school".

Our A-level students found that early exam preparation paid dividends in the final exams. The best-prepared students were revising vocabulary and practising key exam skills throughout the Spring and Summer terms, and with Kerboodle, students now have access to a huge resource to support them in this. They also found it useful to take advantage of the additional support offered by teachers and language assistants within the department.

Spring Term Programme

Subject	Topic Title	Main Task Assessment
Geography	Physical Geography of the UK - Coastal environments	Physical Geography of the UK - Coastal environments
PE		Practical moderation (March), End of unit exam February
BTEC		Ongoing assignments all contributing to their overall grade at the end of the course
English	Literature: An Inspector Calls, 19th Century novel (A Christmas Carol/ Jekyll and Hyde/ Sign of Four)	Essay question on the characters, themes, language and ideas in the novel.
Computing	Feedback from PPE's, Data representation, Images, sound and compression, translators and assembly language.	End of month theory assessment and extra PPE retakes
History	Germany and the Growth of Democracy, 1890-1945	In what ways did the lives of people in Germany change during the First World War? Deadline: not known
Music	Managing a music product	Planning, promotion and production of musical product
RE	Human Rights	GCSE PPE
Art	Externally set task This is the exam paper set by the exam board which students start working on in January and will produce their final piece in April	Exam in April supported by work produced in class and for homework during the spring term

Business

This term students will be studying effective financial management. Successful operations need to be turned into financial success, if only to finance the development of the business. This section considers how to achieve this. The emphasis is on financial decision making, not the recording of information on a Profit and Loss Account or balance sheet. As we will be very close to the final exams the assessment will be based around the final examination paper consisting of short and long question.

PSHE

In tutor time this term, year 11 have been looking at healthy lifestyles. They looked at how their ability to study, can be affected positively by taking care of themselves. They looked at six aspects: caffeine, drinking plenty of water, taking regular exercise, relaxing the mind and taking time out of activities, healthy eating and sleep.

We followed this with sessions on revision. Studying well is closely linked with well being. It is a great idea to create a revision timetable but don't spend too long on making it look pretty! It is doing the revision that will help. Students should know which techniques will help them and getting them to teach parents, carers or friends can be really helpful.

Graphics

Year 11 graphics students are currently completing a prototype product for their coursework. This will be 50% of their final GCSE grade. After school sessions on Thursdays are scheduled in the graphics room to assist students achieve a high quality product. The deadline for both practical and portfolio work is end of January. Students should also revise topics they are unsure of in their home learning. They can access this via <http://www.technologystudent.com/> and www.bbc.co.uk/schools/gcsebitesize/design/graphics/

DRAMA

Students are working on component 2: Presenting and performing texts; The Curious Incident of the Dog in the Night-Time, Simon Stephens. This will be performed to a visiting examiner in March/April.

Y13 Student Tilney Gardner: History, Music and RE A Levels

I regularly practise the piano and cello outside of school to perfect pieces. Looking back to my first piano performance I was very nervous which often meant I would shake before I went to perform. However over time, I have learnt to manage these nerves. By perfecting the pieces I play and practising them constantly I can ensure that even if I make a mistake whilst playing, I can carry on. Indeed, being fluent in a performance is very important and the skill of being able to carry on is developed with the more performances that you do. Although practising alongside A levels can be hard, I find that playing the piano can often relieve stress. Performance is something that I now really enjoy and getting experience of it when you are young is the best thing. Although you may be nervous, you have to believe in yourself and go and do it. Only that way will you get better!



Y13 Student Aimee Cupper: Creative Writing, Drama and Music A Levels

I am a member of the Bournemouth and Boscombe Light Opera Company (BBLOC), a musical theatre company.

What does it feel like to perform?

I love every second! I get an insane adrenaline rush every time I perform and I can't get enough of it. Hearing an audience of 1000+ clapping and enjoying your performance is impossible to beat.

Do you get nervous or feel the pressure when performing?

Initially I get nervous before the curtain lifts, especially when I have friends and family watching, but then I take a breath and remind myself that I know the show inside out. The only way to overcome the nerves for me is to practice so there is no possibility of getting it wrong.

What techniques have you got to help you overcome pressure?

Taking a deep breath, it is clichéd but true, just taking a second to collect yourself makes all the difference, you'll go into your performance calm and ready.

How do you manage to combine your involvement in musical theatre with your studies?

I have to schedule my time and designate certain study periods and evenings to school work. Sometimes I take school work to rehearsals with me and do it in my break. It is important to establish a balance, find a routine that works for you and stick to it.

How does your passion for performance help you to improve your well being?

I get to spend hours doing what I love and gain new friends and experiences, it is hard but I wouldn't trade it for anything.

What advice would you give to KS3 students to help them overcome pressure?

Practice. If you know what you are doing then it can't possibly go wrong .