



Teaching and Learning Newsletter for Year 11

Welcome

Dear Parents and Carers,

Welcome to our third edition of the Teaching and Learning Newsletter and the 2nd half of the Spring Term. I hope you have found the previous editions useful in terms of keeping informed of what your child is learning, how they are learning and how you can best support. The focus for this edition is Independent Learning. We are keen for our students to be independent learners that are in charge of their own learning. Of course, this does not mean that they are left on their own but rather work in partnership with their teachers to develop skills of organisation, self-evaluation, resilience and resourcefulness. This is not an exhaustive list but merely a starting point on our journey together. In particular this term, we have been working with the students and teachers on Flipped Learning which is where students prepare for the lesson in advance by building up their knowledge of the topic which then allows dynamic, challenging and engaging activities to take place in lesson time so as to take the learning deeper. In addition to this, Home Learning is continuing to develop so as to give students more choice of home tasks which will be more tailored to their current level of ability and progress. This will be more prevalent higher up the school but I expect it to be evident across all years. As always, I would be interested to hear your comments and views on how your son/daughter is finding this. I do hope you enjoy the following pages and find them useful in helping to support your child over the next 6 weeks or so.

Ian Henry

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From your Year Leader

As the exam season approaches, it is imperative that Year 11 students are now fully engaged with their independent learning. Towards the end of last half term, we hosted a revision session for students and their parents and carers held by Bournemouth University which focused solely on effective revision techniques for students. The evening was hugely successful with a good number of students attending and engaging with the advice and tips which were provided.

I will be sending a letter home soon which will provide information as to which after-school revision sessions will be compulsory for individual students in the lead up to their exams, to best support their learning in preparation for their exams. It would be of great benefit if parents and carers were able to encourage students to attend each of these sessions and re-emphasise the message of their importance. This will be further supported by information being sent home directly from subject leaders as to best support revision in their specific subjects. This will include any useful tips and tricks for revision as well as places to best source revision materials for individual subjects.

In addition to this, Mrs Murphy-Parry delivered an assembly to students on Monday 19th February on dealing with the anxieties that students may be facing in the lead up to their exams. This will be further supported with intervention taking place in tutor time to support students' wellbeing and provide further techniques for effective preparation for their exams.

I'd like to take this opportunity to thank you for all the support given to both students and the school at this crucial time of Year 11.

Many thanks,

Kerrie Hodder

| Subject | Topic Title | Main Assessment Task | Deadline |
|---------------------|--|---|---|
| Science | <p>These relate to revision guide sections: B7. Ecology C9. Chemistry of the atmosphere C10. Using resources P7. Magnetism and electromagnetism</p> <p>Note - This includes all content in the revision guides. Pre-public examinations PPE B1 – start B1 – complete C1 – start C1 – complete P1 – start P1 - complete B2, C2, P2 papers</p> | <p>Assessment tasks are an end of topic test. This is completed in class and marked. All students in the year group complete the same tests and students receive a GCSE grade from 1-9 such that they can see how they are performing on that topic compared to their target grade.</p> <p>Past GCSE style papers, each 1 hour and 15 minutes in duration sat at either higher or foundation tier</p> | <p>Fri 23 Feb Mon 26 Feb Tues 27 Feb Wed 28 Feb Thurs 1 Mar Fri 2 Mar Thurs 8 Mar</p> |
| Maths | <p>Sine and Cosine rules Transforming functions Circle Theorems Gradients and rate of change Numerical Methods Solving Quadratic equations Quadratic graphs Vectors</p> | P.P.E, 3 exam papers. | Week commencing 5th March |
| Computing | A crash course in everything! | Practice exam question | TBC |
| MFL | French & German: The world of work | GCSE Exam Preparation PPE exams in March | N/A |
| Art | GCSE Exam preparation-all students have been given their exam paper with a timetable. they are now working on the supporting work for their exam in class and for home-work | final exam | April 23rd-refer to your exam timetable and complete all tasks listed |
| Resistant Materials | 1. Coursework Folder 2.Theory Revision | Complete coursework folder Theory and exam technique | Thursday 8th Mar 2018 Exam 14th Jun (pm exam) |
| Textiles | Theory Revision | Theory and exam technique | Friday 25th May (exam) 2018 |
| Food | GCSE | NEA 2 | May 2018 |
| Graphics | Theory Revision | Theory and exam technique | 19.6.18 (Exam) |

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| Business Studies | Financing business growth and break-even analysis | Students will be completing examination style questions focusing on whether a business such as Dyson should sell shares, use retained profit or take out a loan to finance their global objectives. | End of March 2018 |
| Music | Managing a musical product | Plan, produce and promote a CD in a group. Write evaluation of the process. | TBC |
| BTEC Sport | Sports Psychology | Various assignments to complete | week beginning 19/2 |
| Drama | Presenting and Performing Texts | Perform or design 2 extracts from The Curious Incident of the Dog in the Night Time. | To be set by exam board |

RE

Students have been completing their last unit before we begin revision ahead of the exams in May. This has been around the practices of Judaism, we have previously studied the beliefs of the religion, and now are looking at the impact these beliefs have on the day to day life of the Jewish community. We have considered the Synagogue, what it means to keep Kosher, and how Jews celebrate milestones in their life. The year 11 students will then move on to revision which will take place over the next 10 weeks in lessons, and every Thursday after school in the RE department.

Geography

Year 11 Geographers will be completing their studies on River landscapes in the UK. They will explore the different processes that shape and form the distinctive and famous river features that many tourists admire each year. Whilst examination question application will be a lesson by lesson feature of the GCSE we will continue to support the students in their effective preparation for their exams by reviewing and assessing their understanding of Coastal landscapes of the UK this will be done by a formal examination style paper.

Students will be encouraged to develop their skills of independent learning through continued use of their revision guides whilst they complete the RAG and review process. Padlet resources are available to support the students in their mastery of case study material, students will be emailed with the links.

English

Up until Easter, Year 11 are revising set texts for Literature and continuing to prepare for Language Paper 2. We are placing a heavier focus on how to analyse writers' use of language, structure for effect, skills of comparison and also evaluation as these are key skills that are assessed across the English Language exams and were highlighted as areas to improve in the mock examinations for all students.

History

Students will be looking at AQA GCSE topic 8145AB of the Wider World Depth Studies. This covers Germany, 1890 -1945: Democracy and dictatorship. They will look in depth at how Hitler was able to become Fuhrer of Germany signalling an end to Weimar democracy. They will then look at the social and economic experiences of German people living under Nazi rule. Students growing knowledge will be applied to different GCSE question stems and students will be expected to consider cause, consequence, change and continuity alongside consideration of different interpretations and what they can teach us about historical events. Students can find sample question papers, mark schemes and answers, together with guided revision tools at:

https://padlet.com/sara_sinaguglia/sjokd5iaihhy

Students will be guided throughout the half-term to develop independent revision skills and flipped content opportunities, such as listening to podcasts, reading articles and researching individuals in greater depth to support their ability to analysis and evaluate the impact and importance of specific events and policies.

For further updates please find us on:



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