



Welcome

Dear Parents and Carers,

I am delighted to welcome you to the first of our Teaching and Learning Newsletters which has been especially created for our parents and carers of Year 11 students. This newsletter will be produced each half term and, inside, you will find information from each of your son or daughter's Subject Leaders sharing some of the topics that they will be covering along with some helpful information on how you can support them. I hope that you find it informative and useful and please do contact me via my email address if you have any comments or suggestions to make. I certainly see this as a partnership between home and school.

The focus of this first issue is on home-learning. Last year, as you are aware, we relaunched home-learning, establishing the principle that each student in Year 11 will have a minimum of 1 hour of home-learning per subject per week and we asked parents and carers to work with their child/children to draw up a timetable that fits within the family schedule. All home-learning set is due in one week later. An example is below.

| | 4:00 – 5:00 | 5:00 – 6:00 | 7:00 – 8:00 |
|-----------|-------------------|--------------|--------------|
| Monday | English | Leisure time | Geography |
| Tuesday | After school club | Tech | Mathematics |
| Wednesday | MFL | RE | Family event |
| Thursday | Science | Leisure time | Team Sport |
| Friday | ICT | Music | Leisure |
| Saturday | | | |
| Sunday | | | Drama |

Different subjects will set home-learning in different ways, but the principle will be the same, 1 hour per subject, per week. If your child completes the work within the allocated time, then they can do one of the following additional tasks (a) revise topics covered in the subject (b) read ahead for the topics coming up or (c) read around the subject topic more widely.

Research on Home-learning

- High quality home-learning can have an average impact of 5 months' additional progress.
- Home-learning has the strongest effect when it is set in a way that lets students practise what they have learned in the classroom.
- Home-learning has most impact when students spend 2 or more hours daily after school.

We do hope that we will have you support in this venture. Some parents and carers have asked for the home-learning tasks to be available online, and this is an option we will be exploring this year.

Science

As each course is comprised of topics from Biology, Chemistry and Physics, students will gain a broad foundation in science. They will need to display a similar ability in each subject as the two GCSE grades awarded at the end of the course contain marks from each subject area. The course can be followed at either foundation or higher tier; the decision as to which tier your child will be entered for will be made based upon the evidence gathered in Year 10 and finalised in Year 11. Students should expect to cover most of the topics identified in bold in the second half of the Autumn term.

| | | |
|--|--|---|
| Biology 1. Cell biology 2. Organisation 3. Infection and response 4. Bioenergetics 5. Homeostasis and response 6. Inheritance, variation and evolution 7. Ecology | Chemistry 8. Atomic structure and the periodic table 9. Bonding, structure, and the properties of matter 10. Quantitative chemistry 11. Chemical changes 12. Energy changes 13. The rate and extent of chemical change 14. Organic chemistry 15. Chemical analysis 16. Chemistry of the atmosphere 17. Using resources | Physics 18. Energy 19. Electricity 20. Particle model of matter 21. Atomic structure 22. Forces 23. Waves 24. Magnetism and electromagnetism |
|--|--|---|

Home-learning

- Encourage your child to respond to the targets set in their exercise books which are designed to challenge knowledge and understanding.
- Ask why? When your child explains a concept or responds to a set of questions to check their own knowledge and to extend their answers further.
- Encourage them to link observations to scientific concepts: this might be through including scientific ideas when explaining observations and adding detail by linking to examples from the lesson and from daily experience.
- Learn keyword spellings and definitions: good answers include key words used in the appropriate context to communicate understanding.
- Encourage them to show mathematical working: always write the equation, insert the values and calculate a value with units. This will enable teachers (and students) to see where a mistake has been made.
- Ensure your child has the right equipment: pens, pencils, colours, rulers, calculators and the revision guide will be needed in many science lessons.
- Students are issued a revision guide to use in lessons and at home; there is even an online version which can be accessed using the code in the front of the book .
- Promote on-going revision: preparing for topic tests, year tests and weekly revision will help students to retain information and recall the physics equations which are not provided in the exam.

Mathematics

Volume

3D Trigonometry

Factorising Quadratics

Standard Form

Students continue to build on the mathematical concepts taught previously and are now in their final year of their GCSE studies. The new Maths GCSE signals a stronger emphasis on a students' ability to reason, interpret and problem solve within mathematics and in other contexts. There are numerous topic tests throughout the year to monitor attainment and progress. After each test has taken place, each student will receive a diagnostic sheet with feedback that helps them to monitor their own progress. There will be P.P.E this term on the following dates:

28/29/30 November: there will be 3 papers, each will be 90 minutes in length. Revision sessions take place after school on a Monday from 3:15 until 4:10pm ; pupils should liaise with their class teacher regarding attendance.

Home-learning:

You can support your child by encouraging them to explain the topics studied: teaching another person is one of the best ways to embed a child's learning as it requires them to fully understand the processes behind the knowledge. Explaining information and processes to others can help to clarify a child's own understanding.

MyMaths.co.uk: each student has a MyMaths login that will allow them to access the website, which is full of tasks and step by step guides to maths topics.

Maths club: this takes place every Monday lunchtime in the Maths department. All year groups are welcome.

If you have any concerns or would like to know how your child is progressing in their studies then please don't hesitate to contact the Maths department either through the class teacher or by contacting the Head of Department: jhulme@st-edwards.poole.sch.uk



MyMaths.co.uk

Computing

| Topics studied during this half term. | How can you help your child with their home learning? | Resources to support learning. |
|--|---|---|
| <p>Theory: Databases, SQL, Recap string manipulation, functions and procedures. Errors in coding, testing and testing plans. Revision for PPE (including Year 10 topics).</p> | <p>Help your child to create a day-by-day revision planner so that they can revise all previous topics and new topics in Computer Science: focus on the first PPE period, then the second PPE period, and finally for the final exams in May.</p> <p>Home learning is based around all the textbook questions on the chapters covered this half term. The questions are set on the first theory lesson and are due in a week later. Answers are written into students' exercise books. You can support this by checking whether the questions have been completed each week and that where tasks have been missed/are incomplete that these are finished prior to the next theory lesson: printed worksheets with an information section followed by questions are often in exercise books to help with this.</p> <p>Prompt your child to go onto the MOOC (see to the right) for extra help and support.</p> | <p>Cambridge GCSE Computing MOOC, with many videos and tests so students can check their knowledge: Computer Science; https://www.cambridgegcsecomputing.org/</p> |
| <p>Practical work – controlled assessment: They are completing a task during lesson time (2 lessons per fortnight, every Wednesday lesson 5) and cannot bring work into these (NEA) lessons.</p> | <p>Help them to structure their work based on the mark scheme which has been given to all students. Remind them to work specifically according to the mark scheme.</p> <p>Encourage them to plan/read ahead for next section, to make faster progress in class.</p> <p>Remind them that they get marks for all parts, not only the difficult coding part. Here, encourage them to write answers in plain English first, to have an understanding of the problem, before attempting to code a solution.</p> <p>Help them to write down a step-by-step plan in plain English, to solve some of the problems they can remember from class.</p> | <p>Microsoft Virtual Academy: "Getting Started with Visual Studio" is an excellent resource with detailed video guidance to understand this programming language: https://tinyurl.com/y735kabn</p> |

For further updates please find us on:



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Autumn Term Programme

| Subject | Topic Title | Main Task Assessment |
|---------------------------------|---|---|
| Textiles | Controlled Assessment | Written element and final practical outcome |
| Resistant Materials | Controlled Assessment | Written element and final practical outcome |
| Food and Nutrition | NEA 1 | NEA 1 Food Science Experiment |
| GCSE PE | Health, Fitness and Well Being | 9 mark answer - 'Discuss the possible effects of an active lifestyle on emotional and physical health' |
| BTEC PE | Assignment for Unit 2 | Complete Unit 2 assignment B- factors affecting exercise Complete Unit 2 assignment C - complete a successful 6 week training programme |
| English (Depending on class) | GCSE English Literature Macbeth English Language Paper 1 19th Century novel 'Power and Conflict' poetry from the AQA anthology Unseen poetry | AQA English past paper question |
| French | Les vacances Discussing holidays and France as a holiday destination | PPE Papers 1-4 |
| German | Globale Probleme Discussing environmental and social issues | PPE Papers 1-4 |
| RE | Human Rights Human Rights & Good and Evil | Mid Unit GCSE Assessment End of Unit GCSE Assessment |
| Art | Collections | Individual Final Piece |
| History | Elizabeth I, Power and the People, Conflict and Tension 1894-1918 | PPE |
| Business | Investigating a small business | Controlled Assessment. Students are to research their chosen title on their chosen business. Than they will write-up their findings. This contributes 25% of their GCSE |
| Geography | Weather Hazards revision Climate change revision Changing UK economy Living with the physical environment Challenges in the human environment | Exam Style Paper Exam Style Paper Exam Style Paper PPE Paper 1 PPE Paper 2 |
| Music | Composition for advertising brief | 2 developed ideas and one finished |

A word from your Year Leader

The Year 11 'Exam Information Evening' for parents is on Thursday 9th November. Information will be provided with regards to the new style GCSE exams; there will be input from core subject leaders on revision tips for their subject as well as general guidance for parents on providing support for their child/children during Y11

If your child would like any further information about their pathway beyond Year 11, please ask them to speak to myself or a member of the Sixth Form team, who will be happy to help.

What home-learning should I expect to see?

Your child should be completing 1 hour of home-learning per week for each subject studied. This should be recorded in their diaries with a due date to make sure they complete it in time and are not left with a sanction. At this stage in their studies home-learning will be vital to your child's success at GCSE; many subjects will be setting tasks that will aid revision or help students to perfect their exam technique. It is therefore vital that all tasks are completed fully and to the best of your child's ability.

What can you do to help?

- Check that your child is completing their homework-learning/revision to a good standard.
- Help to design a revision timetable and ensure this is being adhered to.
- Encourage your child to complete revision in a quiet, focused area which mimics that they will experience in their exams.
- Ask your child to teach you the key concepts in the topics that they have studied: research has demonstrated that this way of revising helps students to identify their own misconceptions because they are actively recalling and demonstrating their learning.
- Use the advice communicated home during information evening and parent's evening from subject leaders/teachers to ensure that children are focused on their November PPE's. Use the table in this newsletter to see what your child should be studying and which exam board they are following so that they can look up sample papers and mark schemes on the exam board website.
- Please re-emphasise the school's message that PPE's are important and, in extreme circumstances, may provide the final grade for a student if they are unable to sit their exams in the summer.
- Communicate regularly with your child's teachers about their progress; if you are concerned about any element of their progress during this crucial year it is far better to make early contact with their teachers so that any issues arising can be addressed efficiently.
- Encourage your child to have a balance of study and relaxation: this year will be stressful and beginning revision early through a 'little and often' approach will help avoid last minute panic and cramming in May.
- Attendance at this time of year is a vital factor in success. Students with a 90% attendance rate will have missed the equivalent of 1/2 a day each week, this is equal to four whole weeks of lessons in the school year. In March 2016 the Department for Education published a report stating that a student with 100% attendance is 2.2 times more likely to achieve 5+ GCSEs grades 9-4 than pupils with lower attendance. We completely understand that some absences are unavoidable and seek to support students for whom this is an issue. However, we would appreciate your support where appointments can be made outside school hours or where good attendance can be encouraged at home.