



## Teaching and Learning Newsletter for Year 11

### 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.

**Ian Henry - email - [ihenry@st-edwards.poole.sch.uk](mailto:ihenry@st-edwards.poole.sch.uk)**

**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

We have reached the crucial point in the year where exams are only a matter of weeks away. I would like to start by thanking you for the support you have given our Year 11 students at home. I truly believe it is the constant support and consistent messages received by our students in school, and at home, that equip them to be fully prepared for their exams that begin this half term.

In the final few weeks before exams begin, it is now essential that every student is as engaged with their learning and revision as possible. Our compulsory revision sessions continue into this half term, with each student required to attend sessions which have been identified, as areas where their learning can be further strengthened. In addition to this, we will continue to build upon the revision techniques work which has been on-going throughout the year to ensure our students are confident in their ability to revise effectively, and are utilising their time efficiently.

As further support for our students at this demanding time of year, I am pleased to be able to tell you that Mrs Berry is offering our students the chance to engage in mindfulness sessions which she will deliver to a small group of students who are feeling the pressures of exams. If your child feels this is something they would benefit from, they can go directly to her to discuss the details of this.

As always, myself and my tutor team are here to support each Year 11 student through the upcoming period. If there is any more we can do to assist your child, please do not hesitate to get in contact.

Kerrie Hodder—Year Leader

### Technology



All Design and Technology subjects including Food and Nutrition will be focusing on exam revision and tips leading up to the final examinations. We will be working on topics areas identified in the subject knowledge audits through a variety of activities in class. Students should use their personalised revision packs for home learning.

### MFL



Students will spend the first part of the summer term preparing for their GCSE speaking exams, which are taking place in the week beginning 30th April and which comprise 25% of their final grade. They will be supported in this preparation in their lessons through additional revision and intervention classes, and teachers will be available for student drop-ins at lunchtimes and after school. The speaking element of languages exams is crucial and is usually the exam where students perform best (and worry most) so parental support in their preparation during the Easter break and after is very important. Just ask them to show you what they are working on.

### Business



Year 11 students will be completing the syllabus content and embarking on thorough revision for the external examinations. The students have been provided with a variety of revision material such as workbooks, revision guides and past papers. Weekly tasks are set from this but students should have a personalised checklist completed which will guide their revision priorities.

Our present A Levels students found that practising the GCSE past paper booklets and then discussing answers in-depth with their teacher accelerated their response time in the examination. This discussion needed to happen swiftly to make the most impact. Many students exceeded their target grade by two grades using this method.

Year	Topic Title	Main Assessment Task	Deadline (if known)
Maths	Recap of Yr 10 and 11 work. Revision.	Past exam papers	
PE GCSE	Revision Tasks - Easter revision mornings - Question resource pack- this has tasks and exam questions in. - Re-writing notes - Creating revision cards with questions and answers on	Students will be sitting their GCSE exams in May.	16th and 18th May
PE BTEC	Completion of BTEC assignment	To complete their assignments	On going

Drama	<i>Blood Brothers</i> and Response to Live Theatre	Preparation and revision for written exam	Exam 14 <sup>th</sup> May '18
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RE	GCSE Revision	Ongoing Past Paper assessments	
English	Revise key reading and writing skills for English Language and continue to revise the conflict poetry, <i>An Inspector Calls</i> , <i>Macbeth</i> and <i>A Christmas Carol</i> or <i>Jekyll and Hyde</i> for Literature.	Literature mock paper  English Language Paper 1	Various dates
Geography	Paper 3 Fieldwork task and pre-release booklet tasks	Assessment booklet completion	
History	Germany 1890-1945	Summer Exam	
Art	Student selected theme	External Exam (40% of final mark)	
Music	Managing a music product	Coursework project	27.4.18

Science students have now completed learning new course content and are now revising. The outcomes of the PPEs in March should be used to guide the key areas for focus and these should be developed by using the revision guides. Students have had the opportunity to purchase past paper packs (£3)

<b>Biology</b> 1. Cell biology 2. Organisation 3. Infection and response 4. Bioenergetics 5. Homeostasis and response 6. Inheritance, variation and evolution 7. Ecology	<b>Chemistry</b> 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	<b>Physics</b> 18. Energy 19. Electricity 20. Particle model of matter 21. Atomic structure 22. Forces 23. Waves 24. Magnetism and electromagnetism
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## 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.

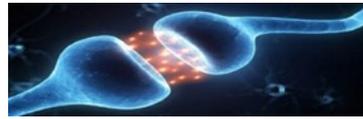
### Know that you can tame it

### How to tame your Monkey Mind

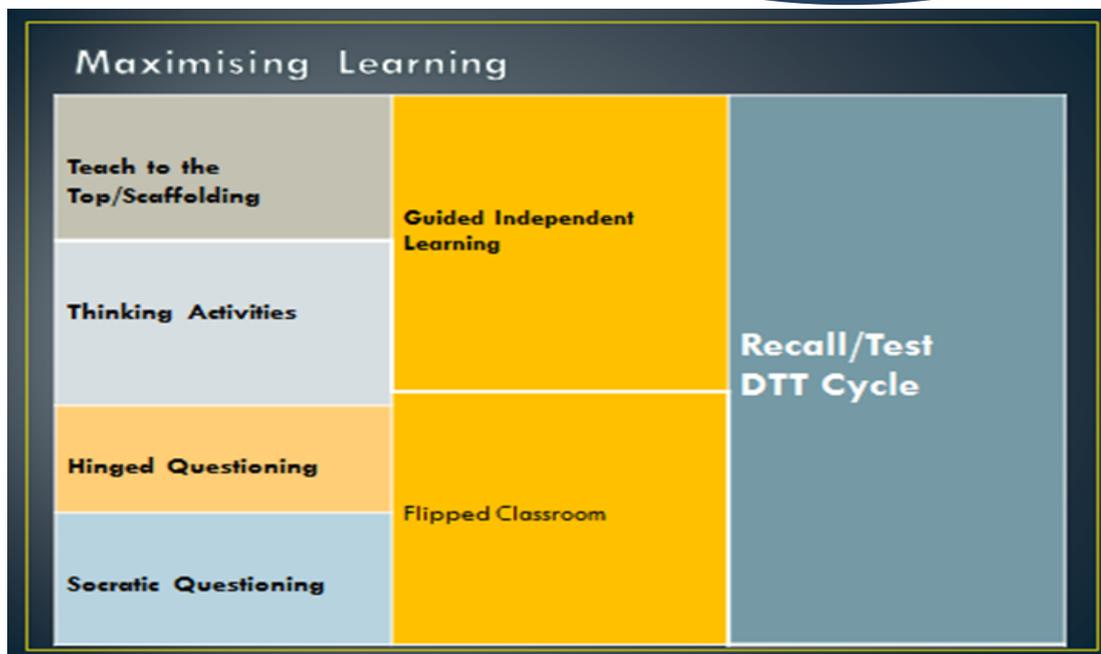
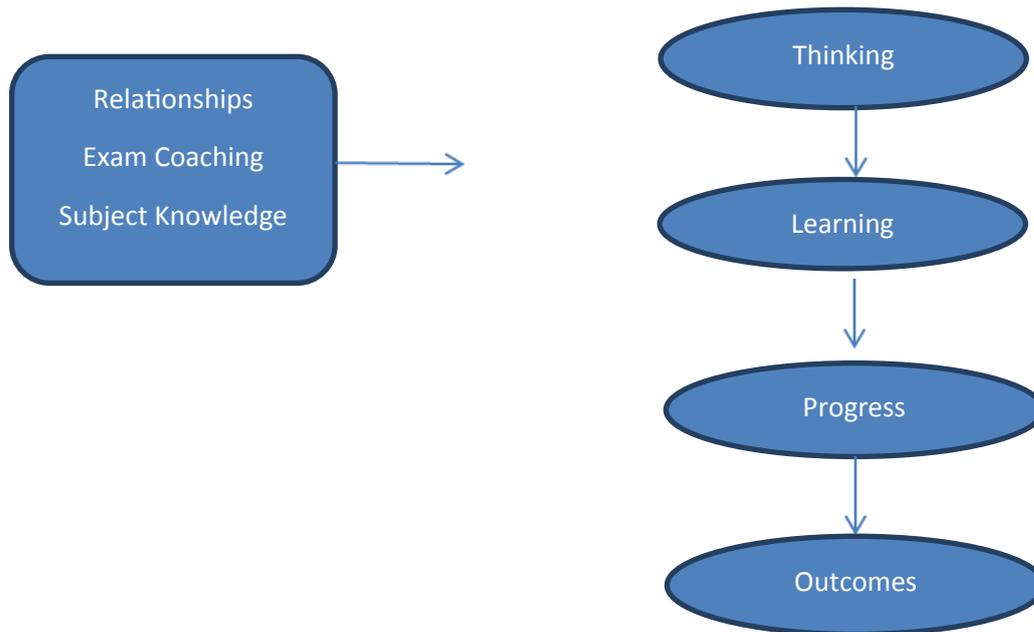
- Talk to Your Monkey Mind
- Establish a Journaling Practice
- Meditate
- Practice the A-B-C Technique
- Stop Assigning Meaning
- Recite a Mantra
- Play a Game of Fives
- Engage Your Mind
- Try Piko-Piko Breathing



## 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.



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