

## **Our Vision at Co-op Academy Walkden:**

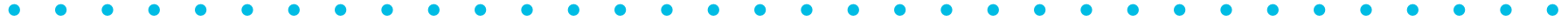
**‘We will be an outstanding learning community, which is ambitious, safe and inclusive’**

We will relentlessly focus on what matters most and ensure that:

- Our curriculum is rich, purposeful and inspiring.
- Every child has the opportunity to develop the knowledge, skills and character that will prepare them for their next steps in life.
- We provide thoughtful, engaging and interesting opportunities beyond the classroom to extend learning and develop students’ personal attributes and skills.
- Through their experience at Co-op Academy Walkden, students will have enhanced chances and opportunities for success in their next steps in life.

Our students deserve an education that is second to none, at an academy that both they and the wider community are proud to call their own.

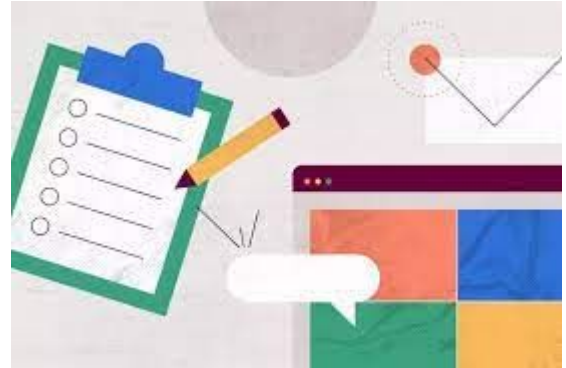
# Creating a Climate for Success



Catherine Earley  
Assistant Principal: Progress

# What we will cover

- Overall aims for your child during their GCSE year
- Key dates
- The GCSE grading system
- Preparation for the mocks and GCSE examinations
- Revision opportunities
- How to support your child with revision
- Managing stress and anxiety



# Key Dates

[The Y11 Journey.pptx](#)

# Useful documents

## Mocks Nov 23 Student Version

- Mocks 1: w/beg 30/10 & 06/11
- Mocks 2: w/beg 05/02 & 12/02

## Progress Review Evenings & Data Update

- 07/12 (Remote)
- 21/03 (In Person)



MOCK  
EXAMS

A yellow sticky note with a white border and a slight shadow, featuring the text 'MOCK EXAMS' in bold black capital letters. The text is underlined with a thin black line.

Start  
SOON

The text 'Start SOON' is written in black on the yellow sticky note. 'Start' is on the top line and 'SOON' is on the bottom line, both in capital letters. 'SOON' is underlined with a thin black line.

# The GCSE Grading system

Old grades	New grades
A*	9
A	8
B	7
C	6
	5 Strong Pass
	4 Standard Pass
D	3
E	2
F	1
G	1
U	U



# Exam Equipment (including mock exams)

- You must bring your own equipment.
- Once in the exam, you cannot ask another candidate to borrow equipment.
- Only clear transparent pencil cases are allowed.
- Only see-through bottles are allowed. If yours has a label on it, it must come off.
- Mobile phones must be switched off and in the pupil bags
- No notes of any kind in pockets

- 2 black biro pens
- (No coloured, gel or erasable pens allowed)
- 2 pencils
- A ruler
- A pencil sharpener
- An eraser
- A protractor
- A scientific calculator
- A highlighter

# Useful documents

[Revision Focus 2022](#) - to be forwarded  
(summer exams only)

[Revision Booklet](#) - to be distributed to the  
pupils





# Preparation and Revision strategies



	Week 1	Week 2				
<b>Monday</b>	<a href="#">Maths</a>	<a href="#">History</a>	<a href="#">Media</a>	<a href="#">Music</a>	<a href="#">Creative iMedia</a>	Sociology
<b>Tuesday</b>	<a href="#">English</a>	French & Spanish	<a href="#">Construction</a>	<a href="#">DT</a>	<a href="#">Business</a>	
<b>Wednesday</b>	<a href="#">Science</a>	<a href="#">Geography</a>	<a href="#">Computer Science</a>	<a href="#">Art</a>	<a href="#">Photography</a>	
<b>Friday</b>		Sports Studies / PE	<a href="#">Drama</a>	<a href="#">H&amp;C</a>	<a href="#">Food Prep</a>	<a href="#">RS</a>

[October Half term Revision 2023](#)



# Additional Tuition

There are various types of revision available:

1. LRC available for private study every evening 2.50 - 3.50
2. Form time revision focus - twice per week.(beginning after half term)
3. Regular support strategies discussed in assembly.

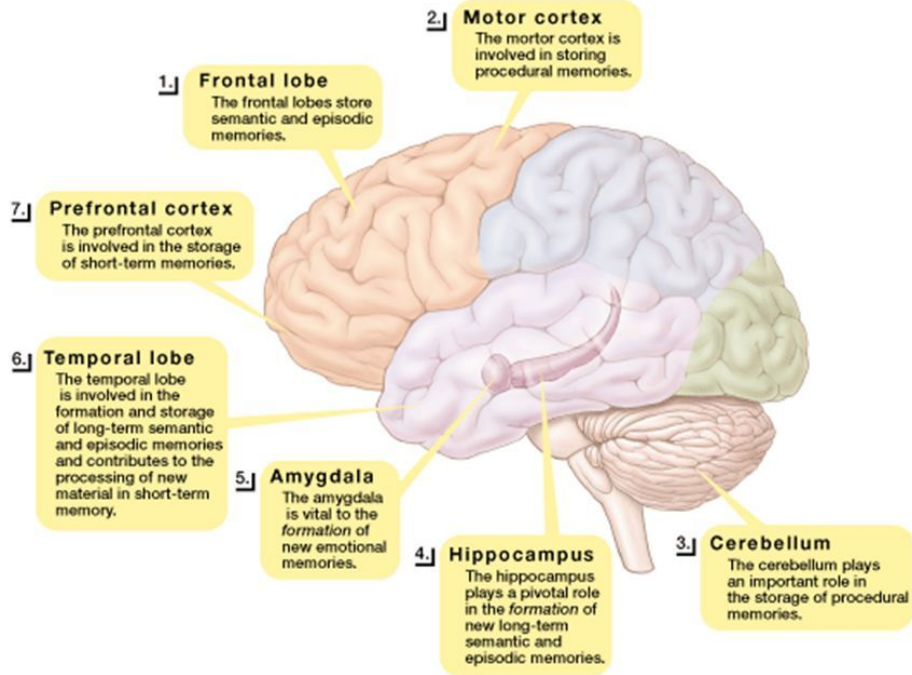


# Preparation and Revision strategies

*Do something today  
your future self will  
thank you for*



# Where Are Memories Stored?



## What we know

When we first learn any new material it goes into our short term memory in the prefrontal cortex.

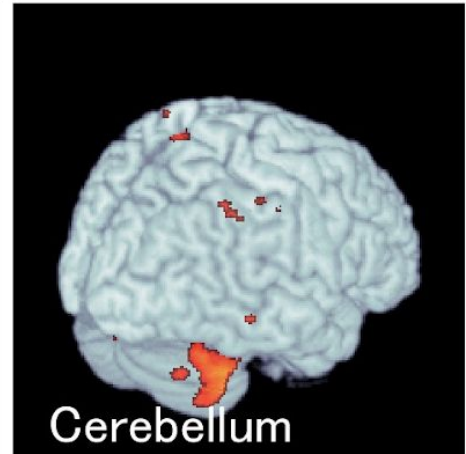
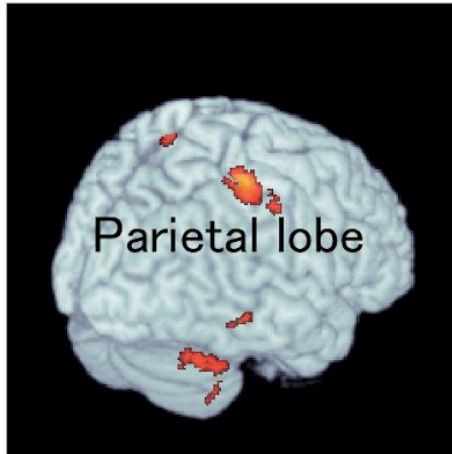
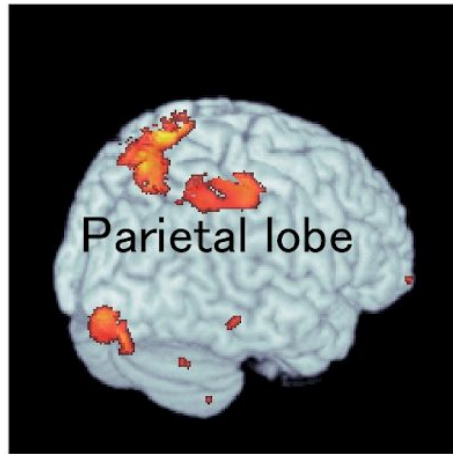
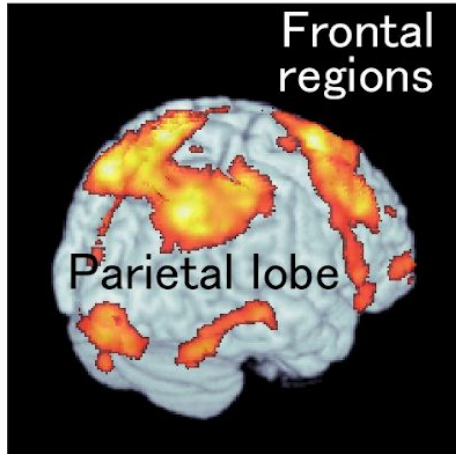
This part of your brain is:

- Able to store information for a short period of time
- Able to store 7 pieces of information +/- 2
- Is affected by stress

Short term



Long term



In order to move the information you must process it more deeply. In other words, know that material more fully and understand the concepts within it.

# Revision: A three step process

1. Miniaturise
2. Produce
3. Retrieve



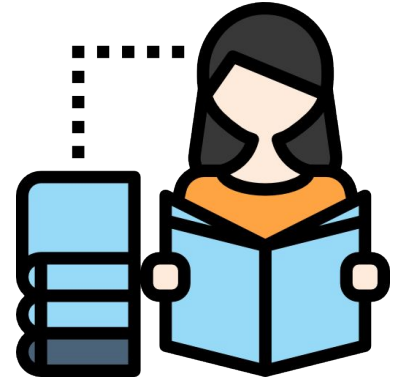
# Miniaturise your notes

Go over your subject notes and pull out the key points.

Where you can abbreviate, use arrows, symbols, short phrases.

By miniaturising your notes you will make the content more accessible and easier to deal with.

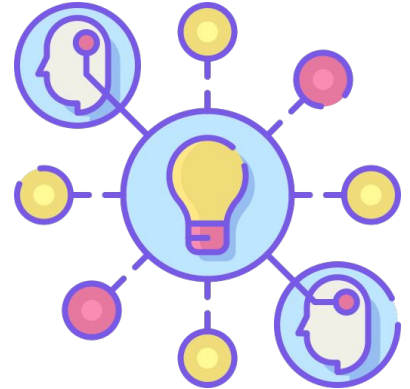
Find the method that works best for you.



# Produce: Studying using The Production Effect

The Production Effect describes how doing something with the material you are studying helps increase the chances of ingraining it into the long term memory.

By producing something with the material the learner is actively engaged in strengthening connections in the brain as opposed to passively letting it wash over them.





# Brain Dump

## 1. The question or task is...

The teacher explains the task; the pupil writes it down.

## 2. What I know...

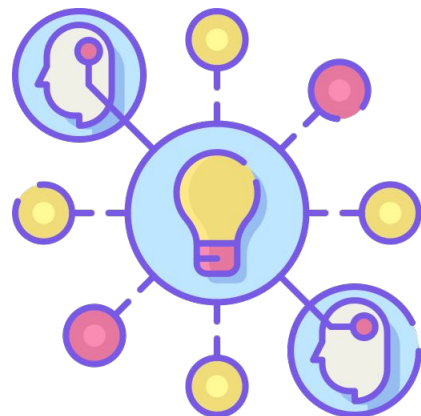
The pupil writes down as much as they know in 3-5 minutes; this can be text, sketches, diagrams and keywords.

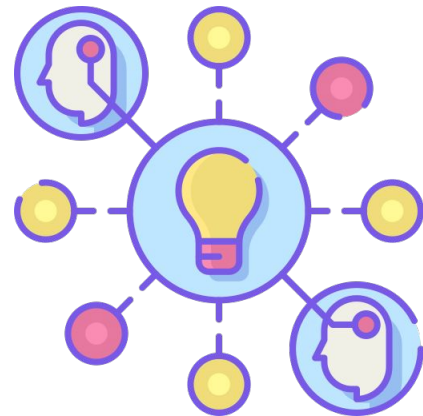
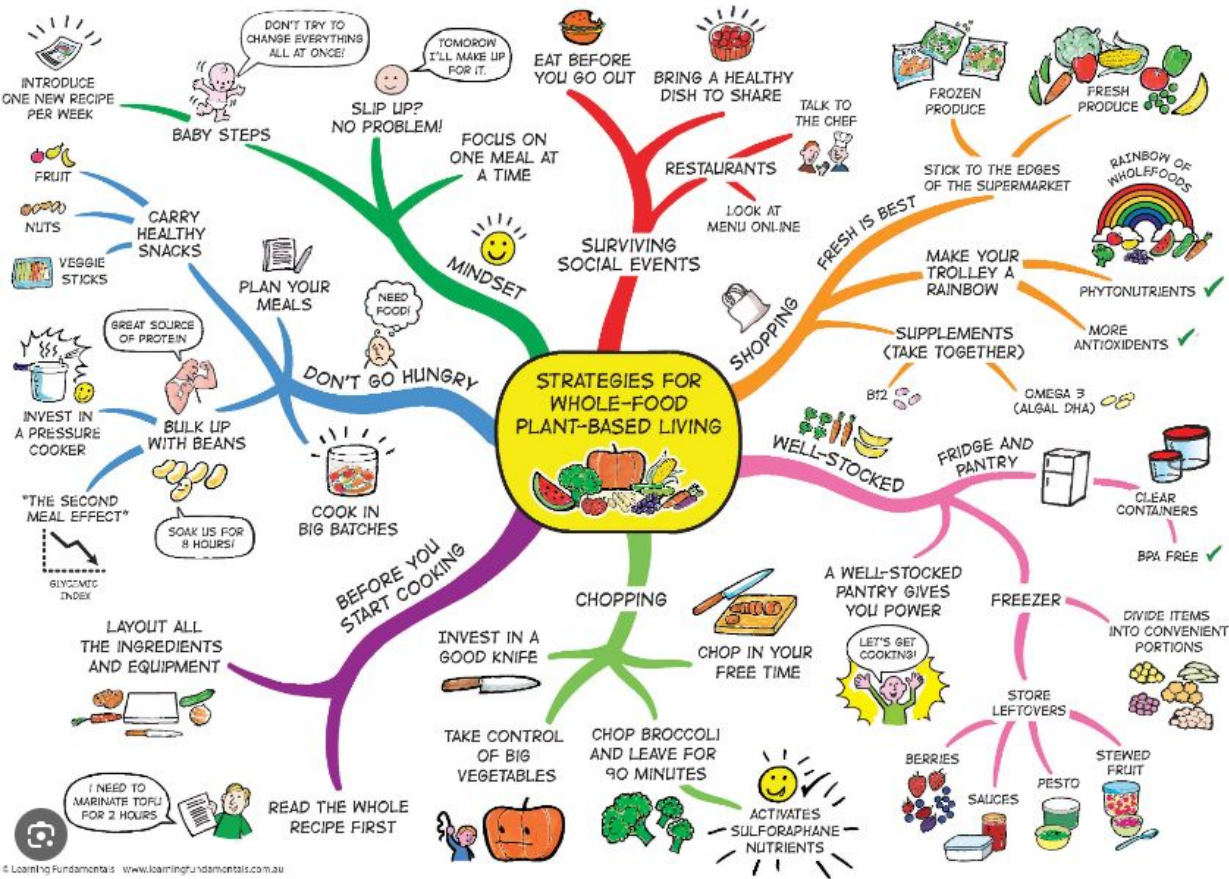
## 3. What I didn't know...

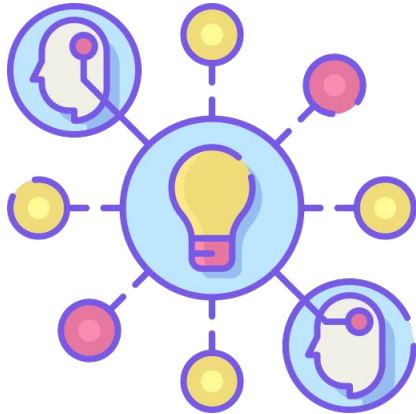
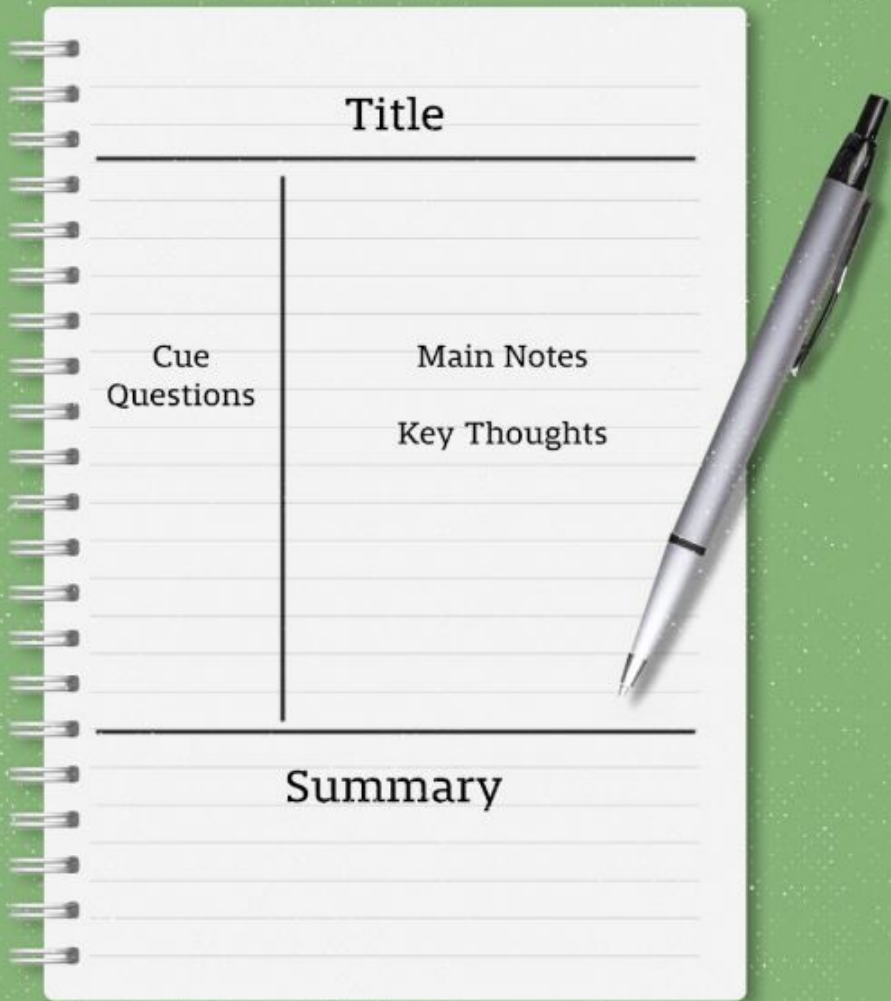
The teacher pairs pupils with somebody else and they swap notes, recording any information in this area they did not include in stage 2.

## 4. What I need to find out next time?

Based on stages 2 and 3, the pupil sets themselves a specific target to address by the next time a brain dump is completed on the same topic.

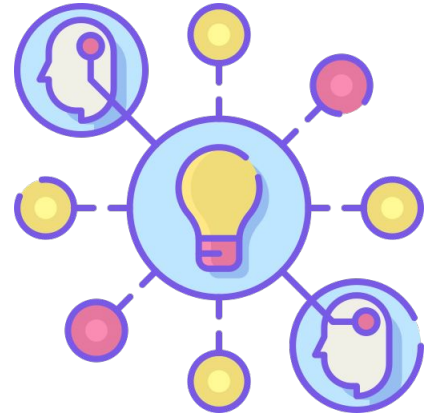






# HOW TO MAKE A GOOD FLASH CARD 🤔

- ✓ **Two-sided** flashcards are good; one side for the **title** and the other for the **content**.
- ✓ Try to include between **five** and **ten points** on each card.
- ✓ Keep them **colourful!** You could **highlight** or **underline** key words, use **images**, **doodles**, **photos** and even **colour code** cards for each subject.
- ✓ **CAPITAL letters** are encouraged as these take slightly **longer** to write and can aid memory.
- ✓ Create from **memory**, and then check it's correct and add to the detail by using your **exercise book**, **textbook** and **revision guide**.



# Apply your learning: Retrieval Practice

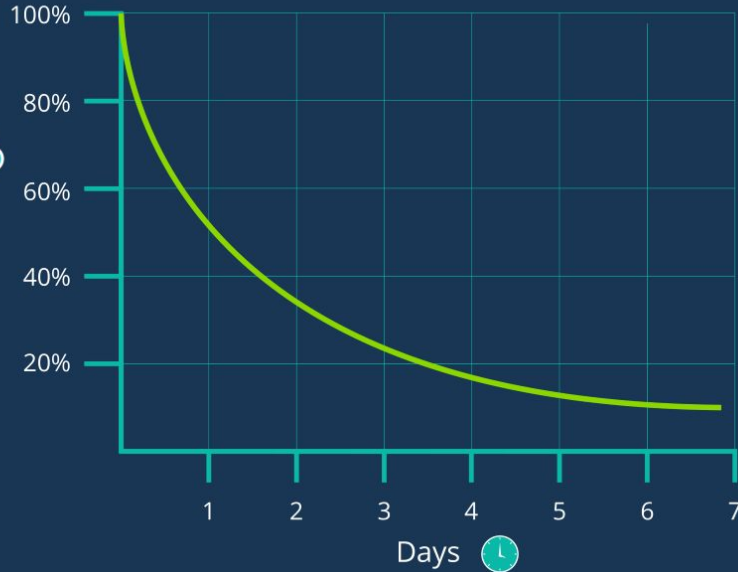
Retrieval practice - also known as the testing effect, this strategy consists in students generating answers to questions in order to develop their ability to recall the material.

- Answer a question
- Explain a concept in your own words
- Teach it to someone else
- Apply the information to a different context
- Recall the information under pressure
- Recall the information after a long period of time.
- Online platforms - Tassomi / Seneca



# Spacing and interleaving

## THE FORGETTING CURVE



### Blocking

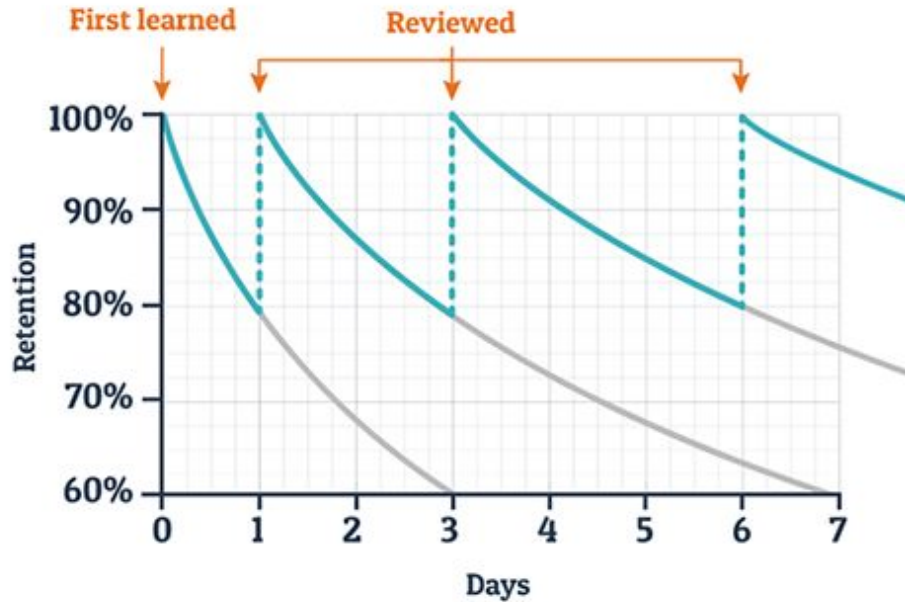


### Interleaving



# Mitigating the forgetting curve

Typical Forgetting Curve for Newly Learned Information



## Blocking



## Interleaving



# The Logistics: Location

Create a revision space:

By having a location that the brain associates with study it maximises the effect of the revision that is taking place.





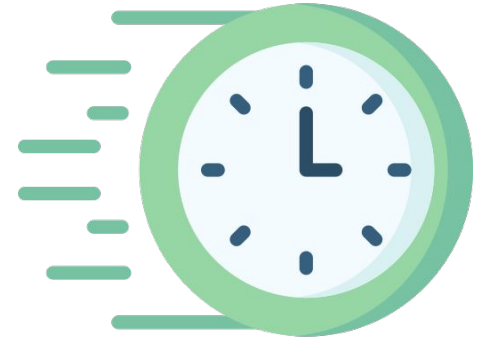
# The Logistics: Length of study time

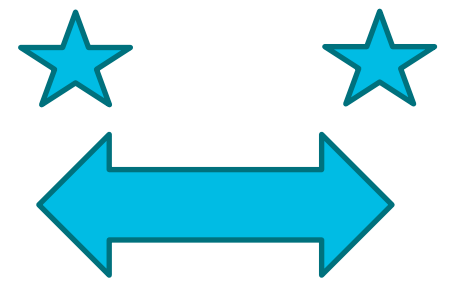
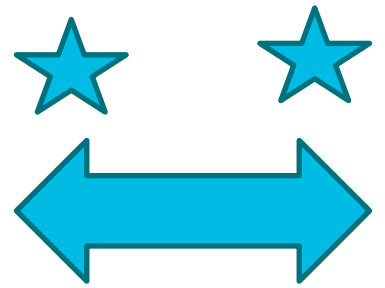
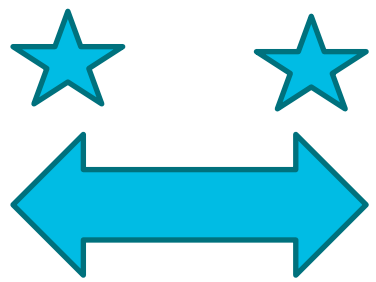
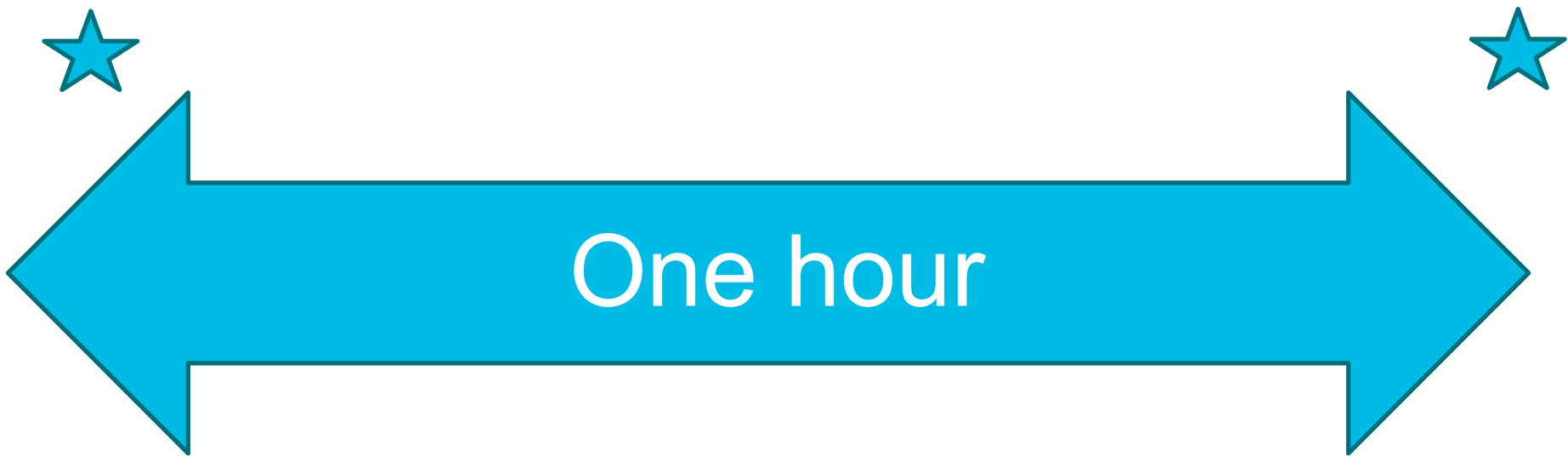
Chronological age +/- 2 up to maximum of

20 minutes

A short break of a minute or two.

Repeat this three times then take a longer break.





# Common revision mistakes

Simply Re-reading Notes

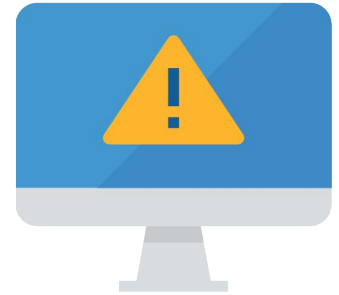
Cramming at the last minute

Too many distractions - trying to revise in sight of their phone!

Revising to music

Leave the hard task to the end

Do not get enough sleep



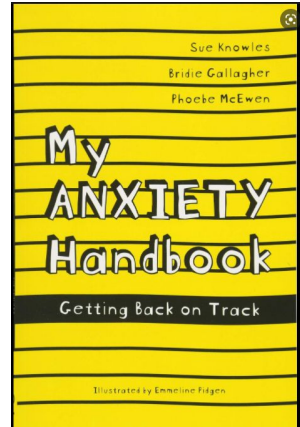
# Managing Anxiety

## Anxiety Support

We will be helping pupils to understand what stress and anxiety is and how it can manifest itself - understanding and being prepared for the physical symptoms can help pupils not to feel overwhelmed.

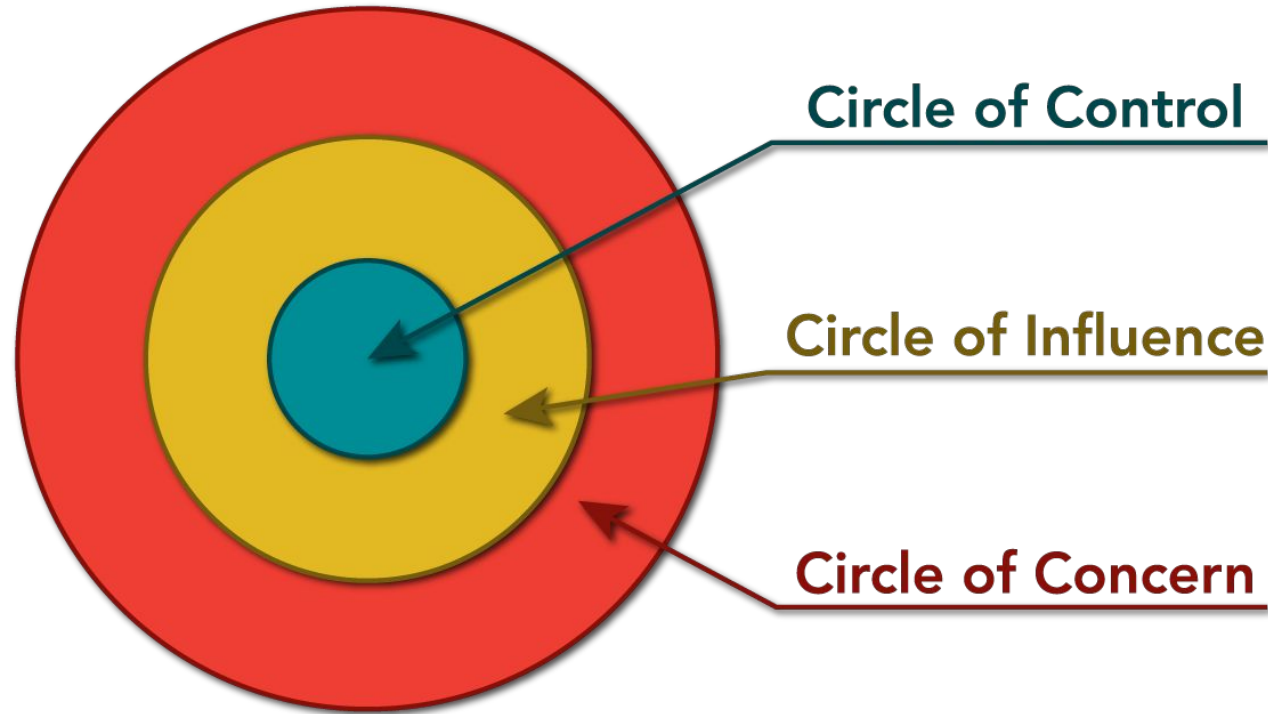
How can you support your child with anxiety?

- Start the conversation
- Encourage them to exercise and get some fresh air
- Try to set up a sustainable routine around exam preparation
- Don't stop them seeing friends
- Allow stress to become sickness



*"The best piece of advice I can give parents and students alike is to remember that you can only do the best you can and not to overthink. I'm so pleased that students have such amazing role models like Simone Biles to look up to these days. It is reassuring for students to know that stress gets to everyone and it doesn't undermine your strength - it's perfectly natural to ask for a break when you need one."* – Karen Collins, Lead Science Associate for PiXL

# Managing Anxiety



**Circle of Control**

**Circle of Influence**

**Circle of Concern**

# How to spot if your child is suffering from Exam stress?

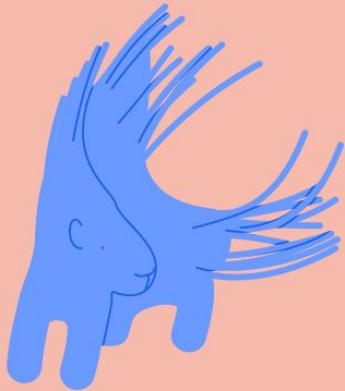


## The Ostrich

The ostrich is that student who, at the mere mention of their exams - or their revision - buries their head in the sand. They could be quite obvious in this behaviour - "I don't want to talk about it" - or it might be subtler, finding an excuse to get out of the room and avoid the topic. Waste no time in confronting this behaviour and making a plan together, because the very act of avoidance means that the revision work will pile up and the stress will increase.

## The Porcupine

Similar to the ostrich in many respects, but rather than avoid the conversation, the porcupine might become rather spikey and start shaking their quills. The reasons are quite similar, and the approach, likewise requires calm, careful conversation and a structured plan to work together to remove the fear of the exams.



## The Meerkat

You might think you've been fortunate if your child is the Meerkat: super busy, extremely diligent, revising late and requesting extra practice papers from the teacher. But this behaviour may indicate a lack of confidence and a tendency to worry. Talk to your child to make sure they're keeping things in perspective and limit the revision schedule in order to allow time for R&R.

## The Lion

A tendency of higher-achievers - the Lion is that child who seems to have it all under control, but spending an inordinate amount of time lying around. If they're behaving as though the exams present no problems - to the point perhaps of arrogance or laziness - then it's time for a conversation. Are they hiding any anxiety and feeling like they can't ask for help, or don't know how to?



## The Bower Bird

A classic behaviour, not unlike the Meerkat. The Bower Bird (who spends large parts of its life decorating its nest) lends its name nicely to the type of student who keeps themselves terribly busy focusing on superficial tasks like colouring in notes or organising files and revision plans. If you are the parent of a Bower Bird, then talk to them, constructively, about their aims for each revision session, and check in with them regularly to see how much they have achieved.

# Any questions

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Y11 Progress Leaders

