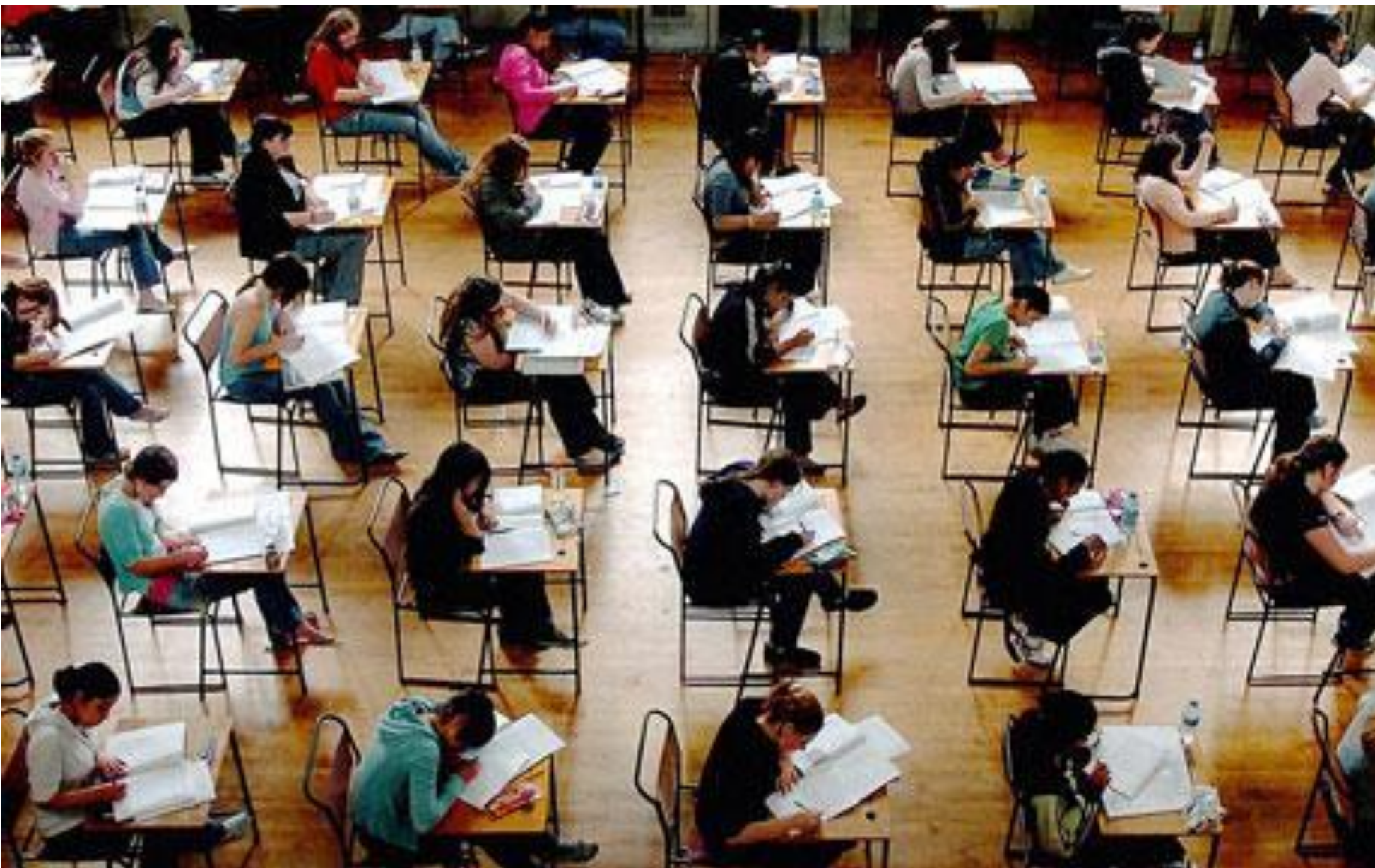


Introductory Talk – Mr Walker





May
2017



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Inspiring excellence....fulfilling potential

- One-stop shop for hints, tips, advice, ideas, motivation, confidence... for parents and students
- Readiness for learning and development through KS4
- Part of the process of embedding a 'can-do' attitude



BUT....WHY?



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20th August
GCSE Results day

Results up 9%

25 GCSE/BTEC
subjects higher than
national
A*-C figures



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We saw...

JOY

elation

relief

excitement



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We also saw...

disappointment
shock
uncertainty
fear
anger



Maths Grade Boundaries Higher (/200)

	A*	A	B	C	D
Jun-15	155 - 126	125 - 154	95 - 124	65 - 94	35 – 64



<p>Fine Grades</p>	<p>A*1 A*2 A*3</p>	<p>A1 A2 A3</p>	<p>B1 B2 B3</p>	<p>C1 C2 C3</p>	
-------------------------------	---	--	--	--	--



Make learning a lifestyle choice

- Read
- Practise
- Discuss
- Revisit
- Think
- Ask

DON'T GIVE UP

YOU CAN'T DO IT...YET



The rest of the evening

- Your folder = your group for the evening
- Individual Programme for each group
- Opportunity to 'browse', ask questions and order materials
- Meet staff and Sixth Form students
- Questionnaire and feedback

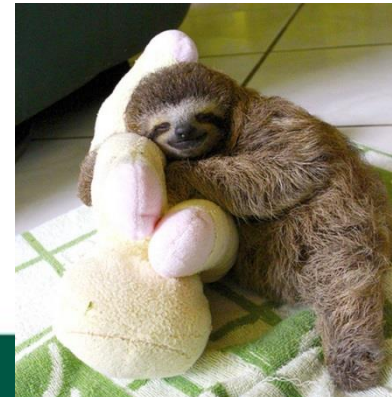
Angel Butler

Key Stage 4 Study Skills for Success – Miss Nightingale





EACH OF THESE IMAGES SYMBOLISE
AN IMPORTANT ASPECT OF
SUCCESSFUL LEARNING – CAN YOU
GUESS WHAT THEY ARE?





STEPS TO SUCCESS

- According to the experts, who have researched what makes effective learning, there are a few key characteristics of most successful learners.
- Following these simple steps can make a massive difference to the outcomes on GCSE results day.





1. Plan ahead and start early:

“The best revision is continuous revision, started as early as possible,” says Professor Della Sala.

Revision should be *“spread into several sessions, rather than lumped in at the last minute”*.



Revise on the go – you don't have to be at home

“By not confining your revision to one place, you can revise regularly, even if its for short periods of time”, says George Brooke-Smith, PPE student at York University.

“Flashcards are great because you can carry them in your bag. Having them on the go and help you take in information.”

MP3 players and smart phones are also handy for listening to audio files, like literature texts or quotes.



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2. Organise your ideas, your notes

These tips work both for paper and electronic notes:

- Use a separate file for each subject – and file dividers to separate major topics.
- Use a separate page for each minor topic.
- Label files and dividers clearly.
- Number and label pages so you can find and re-file them quickly.
- Keep an updated contents page at the front of each file.

Understand the information

Understanding material is as important as learning it, says Professor Martin Coyle, lecturer at Cardiff school of English, communication and philosophy:

“Pages of notes can often be reduced to single page – don’t let them dominate and crowd out your understanding and perceptions”

Professor Della Sala agrees: ***“You’ll remember what you understand, as you can consign this to knowledge that you already have. Think of your knowledge system as a cupboard with hangers and the new material as the items that need to be hung up. The greater the number of hangers, the easier it is to hang up new material.”***



3. Get a good night's sleep

Brains become stronger after sleep and information becomes easier to access, according to Sergio Della Sala, professor of human cognitive neuroscience at the University of Edinburgh.

“Sleep is fundamental as it allows memories to consolidate. It’s a good idea to learn something just before going to bed, and then let your brain do the work.”



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4. Repetition

- Neuroscience student David Cox says that ***repeating information is one of the best ways to remember it***, as “*pathways between neurons can be strengthened over time*”.
- As well as repetition you can try “*retrieval practice*” which is “*one of the best ways to revise*”, according to Professor Della Sala. He says: “*Instead of highlighting or underlining text books, produce maps of the material, or read it a number of times, and then call what you have just read to memory and test yourself.*”
- Another technique is “*spaced repetition*” where you increase the amount of time between recollecting information by recalling it to memory just before you forget it.



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5. Avoid distractions

- Teenagers are generally social beings – and technology had made it possible to be sociable for 24 hours a day!
- At home, Google Chrome's StayFocused and Facebook Nanny can help you restrict your child's online activity and Facebook use.
- Asking a friend to help can also work, says Rachel Barry, who's studying law at LSE: *"Facebook and Twitter are the big thing, I give my passwords to my partner. Because then another person will know if I attempt to use them."*
- Another option is to turn the computer off altogether, says history student Zoah Hedges-Stocks:
- *"Writing by hand helps to avoid all the distractions that come along with using a computer."*



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6. Teach someone else

- Teaching others is a good way to understand and therefore remember your notes, says Oscar Tollast, multimedia journalism student at Bournemouth University:
- *“For law exams, my course’s Facebook group was a great way to revise. We could bounce ideas and answers off one another, which was brilliant. By answering somebody else’s query, you were reaffirming and verifying what you had already learned.”*



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7. Taking care of physical and mental health

- **Plan breaks:** In order to stay focused you should plan set times for other things and have a clear finish time, says Professor Della Sala: “Distraction is not necessarily bad provided its planned, so it’s good practice to take breaks.”
- **Exercise:** it wakens your mind as well as your body – and it gives you a break from revising.
- **Nutrition** – choose foods carefully. High carbohydrate foods are great if you’re about to run a marathon, but protein and salads are better if you’re sitting at a desk.



THE STYLES OF LEARNING



Visual Learners



Auditory Learners



Read/Write Learners

Some also believe that there's another type of learner called "Read/Write", who prefers to learn and memorize things by reading and writing.



Kinesthetic Learners



VISUAL
SEE IT

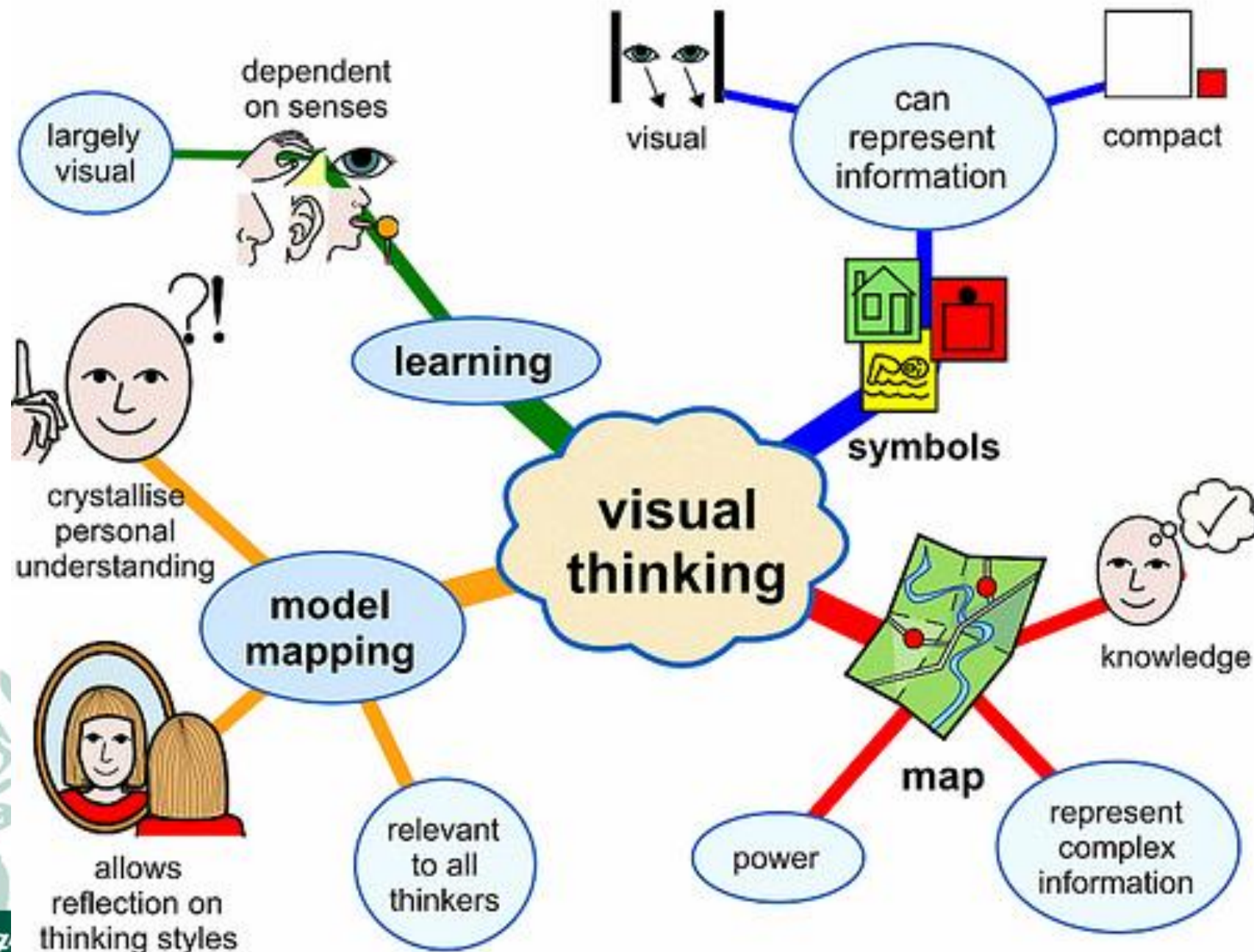


AUDITORY
HEAR IT



KINESTHETIC
DO IT





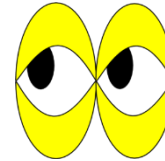
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Learning styles

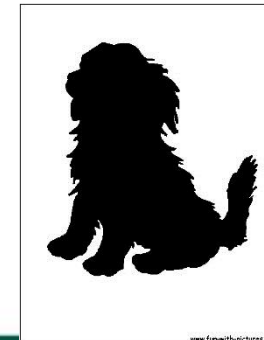
What have you found most useful during this presentation?

- Listening?
- Looking?
- Talking?



What have you found most frustrating?

- Sitting still?
- Being quiet?



Preferred learning style

1. George Brooke-Smith, PPE, York University: *“In the past I’ve memorised by playing the piano and putting the information to music. You always remember the lyrics to songs so I’ve put (what I need to learn) into a song and remembered it that way. I’ve also written on my bedroom walls with pencil, drawing mind maps or tick boxes.”*
2. Oscar Tollast, multimedia journalism, Bournemouth University: *“I revise by filling out a notebook with everything I need to know and then recording myself reading these point aloud. I’ll listen to them back until they stick in my memory.”*
3. Rachel Barry, law, LSE: *“I avoid the library because a lot of my revision is saying things out loud, so I have to do it in my room to avoid embarrassment. When I get into the exam I can hear myself saying (my notes), especially if I have said them animatedly.”*



1. Plan your time – and start early!
2. Organise your notes and your learning space
3. Get the most out of your brain – get a good night's sleep
4. Repetition: understand, repeat – again, again, again
5. Teach – you have to know your stuff to teach others
6. Avoid distractions – know who and what is a distraction and save them for breaks
7. Look after yourself – exercise, nutrition and regular breaks
8. Know your preferred learning styles





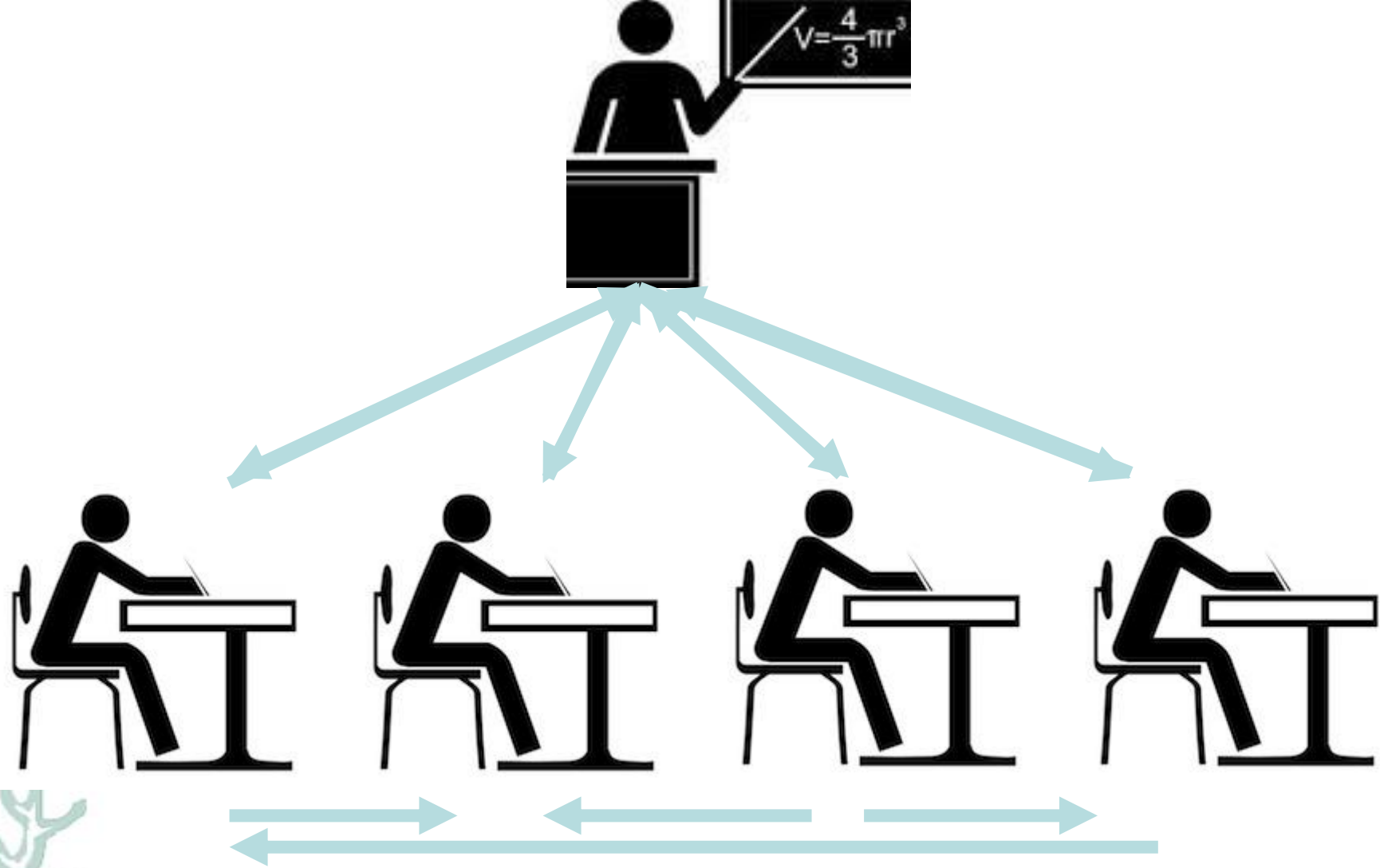
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Using ICT to aid KS4 exam success – Mr Woodfine



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Create a new account

Welcome to the PiXL Maths App

Please enter your school id

Please enter your userid

Please enter your password

Login

Forgot password

Sequences

Question 1 of 1

Here is a pattern roughly made using matchsticks:



How many matchsticks will there be in pattern 5?

What is the next term in each of the following sequences?

5, 10, 20, 40, ...

2, 8, 18, 32, ...

3, 8, 13, 18, ...

3, 7, 10, 17, 27, ...

Here is a sequence: 7, 9, 11, 13, ...

Calculate the 100th term in the sequence.

Back to menu

Therapy videos

Mark all

Close



Continue a sequence given by an illustration



Calculate the next term of common number patterns



Generate the nth term to calculate the 100th term

Targeted Skill 44: Calculate the next term of common number patterns

Close

Key Skills

- Recognise linear sequences
- Recognise square, cube and triangle numbers

Examples

a) Find the next term in the sequence: 93 85 77 69

b) Find the next term in the sequence: 81 64 49 36

c) Find the next term in the sequence: 2 -4 8 -16



- 4/4 Operate with integers (+, -, x, ÷)
- 4/4 Operate with decimals (+, -, x, ÷)
- 4/4 Operate with directed numbers (+, -, x, ÷)
- 2/2 Calculate a number complement to 100
- 2/2 Calculate an answer to a related calculation
- 1/1 Operate with integers and apply BIDMAS
- 2/2 Round numbers to a decimal place or significant figure
- 1/2 Identify a factor or a multiple
- 0/1 Reduce a number to its prime factors
- 0/2 Find the HCF and LCM of 2 numbers
- 3/3 Simplify a fraction
- 3/3 Convert between fractions, decimals and percentages
- 1/1 Write one number as a percentage of another
- 0/1 Order fractions
- 0/2 Convert between improper and mixed numbers
- 0/1 Add fractions with common denominators
- 0/1 Subtract fractions with different denominators
- 0/2 Multiply and divide vulgar fractions
- 0/1 Add mixed numbers

- 0/3 Convert recurring decimals into fractions
- 0/2 Find a fraction or percentage of a quantity
- 0/2 Increase/decrease a quantity by a given percentage
- 0/1 Find a reverse percentage of a quantity
- 0/4 Recall simple powers, including squares and cubes
- 0/3 Understand and apply the first 3 index laws
- 0/3 Evaluate positive, negative or fractional indices
- 0/4 Convert between standard index form and ordinary
- 0/3 Operate with numbers in standard index form
- 2/2 Simplify a surd
- 1/2 Rationalise a denominator
- 3/3 Operate with surds
- 0/4 Calculate the upper and lower bounds
- 0/8 Calculate using upper and lower bounds

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NUMBER
39.8%



ALGEBRA
20.2%



RATIO
33.3%



GEOMETRY
34.7%



PROBABILITY
100.0%



STATISTICS
34.8%



Take a challenge

Please select your target to view questions designed to help you achieve it:

G/F E D C B A/A*

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Please enter your school id

Please enter your userid

Please enter your password

Login

[Forgot password](#)

[Lord of the flies](#)

????????????????

????????????????

????????????????

????????????????

[Quotation learning](#)[Character learning](#)[Play your quotes right](#)[Events/Happenings](#)[Literature terminology](#)

CHAPTER 1

Quotations learnt - 5 out of 33
Quotations mastered - 0 out of 33

CHAPTER 2

Quotation learning - 13 out of 14
Who is it about? - 13 out of 14

CHAPTER 3

Quotation learning - 13 out of 14
Who is it about? - 13 out of 14

CHAPTER 4

Quotation learning - 13 out of 14
Who is it about? - 13 out of 14

CHAPTER 5

Quotation learning - 13 out of 14
Who is it about? - 13 out of 14

CHAPTER 6

Quotation learning - 13 out of 14
Who is it about? - 13 out of 14



CHAPTER 7

Quotation learning - 13 out of 14
Who is it about? - 13 out of 14

CHAPTER 8

Quotation learning - 13 out of 14
Who is it about? - 13 out of 14

CHAPTER 9

Quotation learning - 13 out of 14
Who is it about? - 13 out of 14

CHAPTER 10

Quotation learning - 13 out of 14
Who is it about? - 13 out of 14

CHAPTER 11

Quotation learning - 13 out of 14
Who is it about? - 13 out of 14

CHAPTER 12

Quotation learning - 13 out of 14
Who is it about? - 13 out of 14

Back to menu

Mark all

Quotation Learning

Choose an activity:

Fill in the gaps

Start it

End it

Complete the following quotation by replacing ... with the correct missing section:

Reset quote

His face was crumpled and freckled, and without silliness

Who is this quotation about?

Jack & Ralph

Piggy

Piggy & Jack

Ralph

Ralph & Piggy

Jack

Play Your Quotes Right

Score: 0

Take a look at the quotation behind each of the two cards below:

They used to call me
'Piggy'

Quotation 1

You're talking too much,
shut up fatty

Quotation 2

Does quotation 2 come before
or after quotation 1?

Before

After

Who said quotation 1?

Who said quotation 2?

SUBJECT WORLD

CARPE DIEM



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STUDENT APP

Tutor time:

- Record lesson monitor data
- Record triumphs/extra cur. activities
- Create generic learning targets
- View random interesting facts

Subject time:

- Track performance across all subjects
- Graph performance over KS3-5
- Create subject specific targets
- Create revision cards and mind maps
- Instantly share resources with peers
- Create a bank of useful websites
- Complete RAG skills sheets

Common tools to above areas:

- Create a revision schedule
- Create a timetable
- Record homework tasks
- Receive reminders about tasks due
- Record important dates
- Take part in AfL activities
- Earn points for using different features



Prior Perform

End of Key Stage 2 resul

BBC BITESIZE

11

12

13

Annual Performan

Aut 1

5.1

Al

SAM LEARNING

Spr 1

4.0

Sp

QUICKMATH

Sum 1

Su

MYMATHS

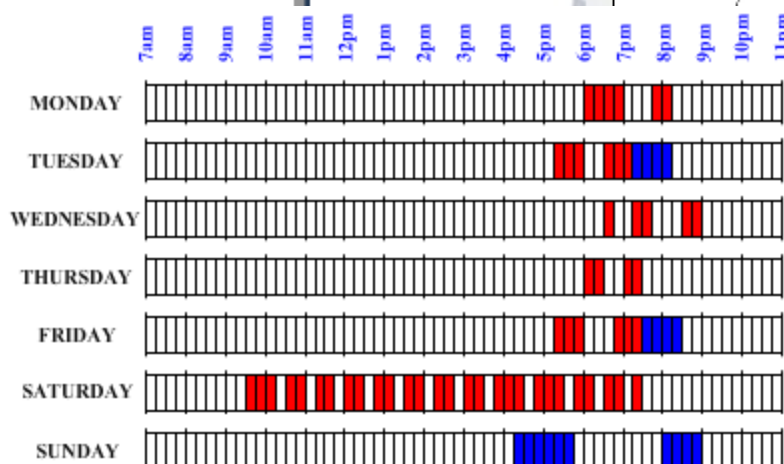
End of year target

HBK MATHS WEBSITE

SUFFOLK MATHS

What is -4 -

MATHS IS FUN



WEEK 1

WEEK 2

WEEK 3

WEEK 4



Report this card

e.g. $2x + x + 4 = 3x + 4$

e.g. $3x + 2y - 2x = 1x + 2y$

Simplifying

$3x \times 2y = 6xy$

$2x$

$x + x$

$2x \times 3x = 6x^2$

means $2 \times x$

means $x \times y$



KHAN
ACADEMY



revision**world** 



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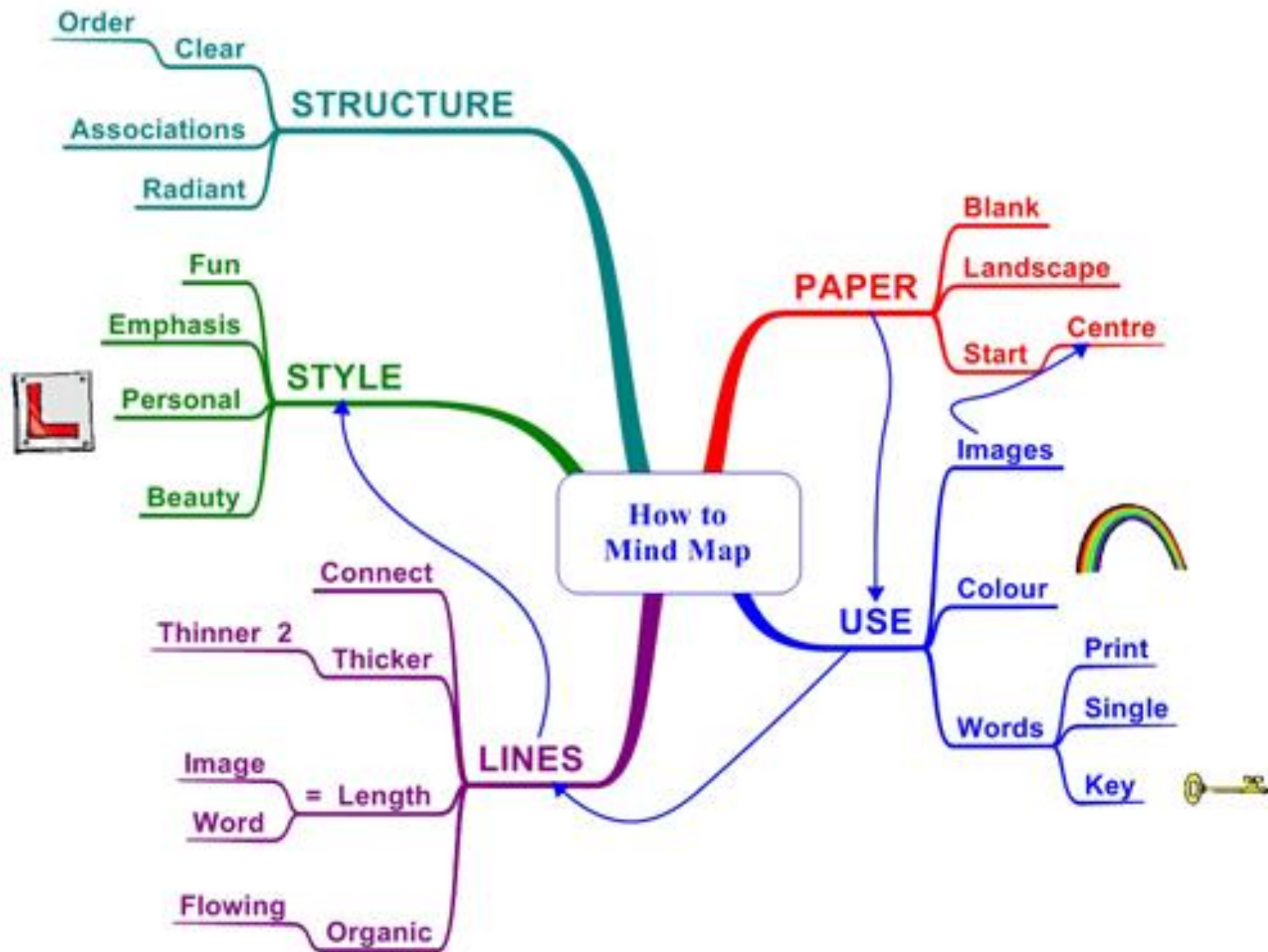


simplemind™

SimpleMind for iOS is a Mind Mapping tool that turns your iPad, iPhone or iPod Touch into a brainstorming, idea collection and thought structuring device.



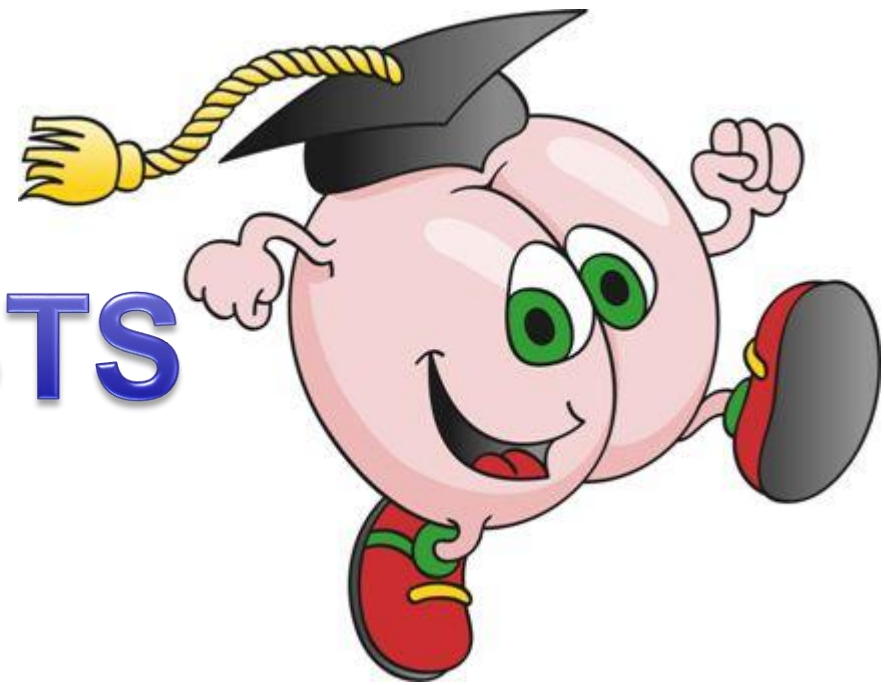
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Revision App is The Ultimate Revision Tool & Flash Card App. With over 1 million flash cards & Revision Notes covering GCSE, A-Level, University and College subjects & many more. Revision App will help you to get the A grade you deserve! Covering subjects such as English, Maths, Chemistry, Economics & Business Management to help your revision! Can even create your own revision cards

SMART ASS LISTS



Your Smartass List of Cold War Specialist Terms – QUESTIONS

Nagasaki

The OTHER atomic bomb, dropped on the Japanese port of Nagasaki on 9 August 1945, three days after the bomb 'Little Boy' had been dropped on Hiroshima.

Kurchatov

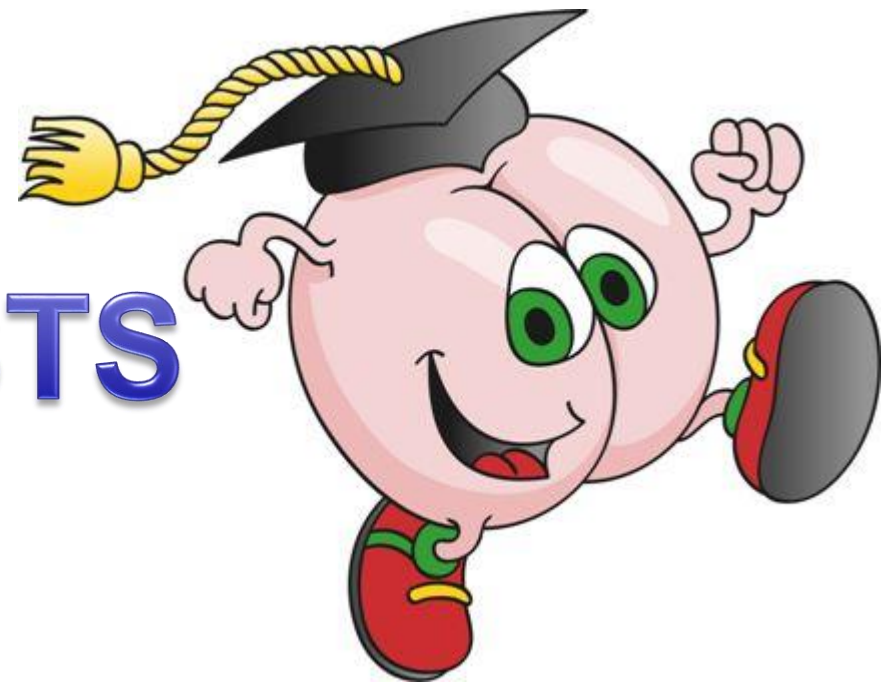
Igor Kurchatov: the Soviet scientist who developed Russia's atomic bomb in 1949.

Mutually Assured Destruction

The thing that led to the particular nature of the Cold War as a war without direct fighting - both sides had so many nuclear weapons that each together ('mutually') were sure ('assured') to be destroyed in a nuclear war.



SMART ASS LISTS



Your Smartass List of Cold War Specialist Terms – QUESTIONS

Nagasaki

.....
.....

Kurchatov

.....
.....

Mutually Assured Destruction

.....
.....



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Audio Memos is a voice recorder for the iPhone and iPad.





Video conferencing for easy peer assessment. Create quizzes for one another and share via a message or face to face chat.





Cold War 1945-1949 – Answers

Who was Prime Minister of Britain in 1945?

Winston Churchill

Who was president of the USA in February 1945?

Franklin D Roosevelt

Who became president of the USA in 1945?

Truman

Who was leader of Russia in 1945?

Stalin

What is a 'cold war'?

America and Russia were enemies but they didn't declare war. But they did everything to oppose each other *short of war*.

List FOUR causes of the Cold War.

Beliefs

Aims

Resentment about History

Events

AUDIO

VISUAL



KINEASTHETIC

Your brain has three kinds of memory cells - sound, sight and feel. The best kind of learning occurs when you use all three at the same time. Writing it down does this - you see the words, you say them in your mind as you write them, and you are using your movement/spatial senses as you write them down on the paper.





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Meet the Examiner – Mr Evans



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Exam success evening

Meet the examiner

- Introduction
- Who are examiners?
- The examining process
- Common mistakes
- Top tips



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Exam success evening

Meet the examiner

Introduction

- Head of Geography
- Examiner for 20 years
- Experience examining at GCSE, AS and A2 level



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Exam success evening

Meet the examiner

Who are examiners?

- Nearly always teachers, or retired teachers
- There are different types of examiners:
 - Chief, principal, team leader, examiner
 - Expert and basic



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Exam success evening

Meet the examiner

The examining process – the exam paper

- Paper written by the Chief Examiner (possibly 18 months before the exam is sat)
- The questions are based on the syllabus content and the Assessment Objectives.



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Assessment Objectives

An exam will assess different things.

For instance, in geography the assessment objectives are:

Assessment Objectives		% Weighting
AO1	Recall, select and communicate their knowledge and understanding of places, environments and concepts.	30–40%
AO2	Apply their knowledge and understanding in familiar and unfamiliar contexts.	30–40%
AO3	Select and use a variety of skills, techniques and technologies to investigate, analyse and evaluate questions and issues.	30–40%





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Exam success evening

Meet the examiner

The examining process – after the exam

- Chief Examiner meets the Principal Examiners to decide on the mark scheme, then mark some papers.
- They refine the mark scheme and share it with Team Leaders, who help refine the mark scheme further.
- All markers involved in a standardisation meeting; the purpose being that all markers know how to apply the mark scheme.
- Markers complete a sample (perhaps 10 papers), which are sent off to their Team Leaders, who then mark them to make sure the mark scheme has been applied properly.
- Markers are then cleared to mark, but send samples to their Team Leaders for quality assurance.



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Exam success evening

Meet the examiner

The examining process – after the exam (continued)

- More exams are now being marked on line.
- The same principle for standardisation and checking applies, but even more so.
- Examiners end up marking;
 - The same paper as all the others
 - The same paper twice
- Clearly it is easier to assure the quality of marking when done on line.



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Exam success evening

Meet the examiner

The examining process – after marking

- Once all the marks are in the Chief Examiner will start to look at the distribution of marks.
- If the exam is well written and the mark scheme is easily applied, then the Chief Examiner will see marks from 0% to 100%.
- In reality this doesn't happen and Chief Examiners find that they get many candidates with (for instance) marks between 40% and 70%, so they manipulate the results to get an even distribution of grades.



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Exam success evening

Meet the examiner

The examining process – how examiners mark

- Point marking
- Level marking
 - Think: Point, Evidence, Explain (PEE)
 - Basic, clear, detailed

*** You can help.....**

Candidates cannot get higher marks if they don't write to a higher level; they must learn to develop their ideas and explain themselves.

When sitting round the dinner table ask them to explain something they've studied. Keep asking 'Why?', 'What do you mean?', etc. This helps them develop ideas.



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Exam success evening

Meet the examiner

The examining process – what markers look for

- Clearly developed answers
- Key words* and subject terminology

** i.e. If you explaining how to make a cup of tea, an examiner would expect to see the words: tea bag, kettle, boil, cup, milk, etc.*



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Exam success evening

Meet the examiner

Common mistakes

- Not going to the exam! Look at the exam timetable.
- Answer the question. Too many candidates fail to read the command words.

Q. Explain how to make a cup of tea.

A. Tea comes from India and people in Britain drink a lot of it.

- Answer the right questions. This is called the 'rubric'.
i.e. "Answer one question from the four in section A.....
etc"



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Exam success evening

Meet the examiner

Top tips

- Read (and answer) the question, look for the command words.
- Develop ideas (PEE)
- Look at the marks available
- Examiners can't mark what isn't there.... prove you know
- ~~it~~ If an examiner can't read it, they can't mark it. Make sure handwriting is legible.
- SPAG – spelling, punctuation and grammar.



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