

Welcome to our Learn to Learn Evening



Mr Millatt

Yr11 2024-2025

We are in a great place to **ACHIEVE**

Some of the activities Yr11 have been engaging with:

Sixth Form / College / Apprenticeships - **Schedule via Email**

- Assembly
- Open Days
- **Applications** in before Christmas break
- If applying for Apprenticeships, apply for a course too

‘I have’ versus ‘I am targeted to achieve’ from the November Mocks in College interviews.



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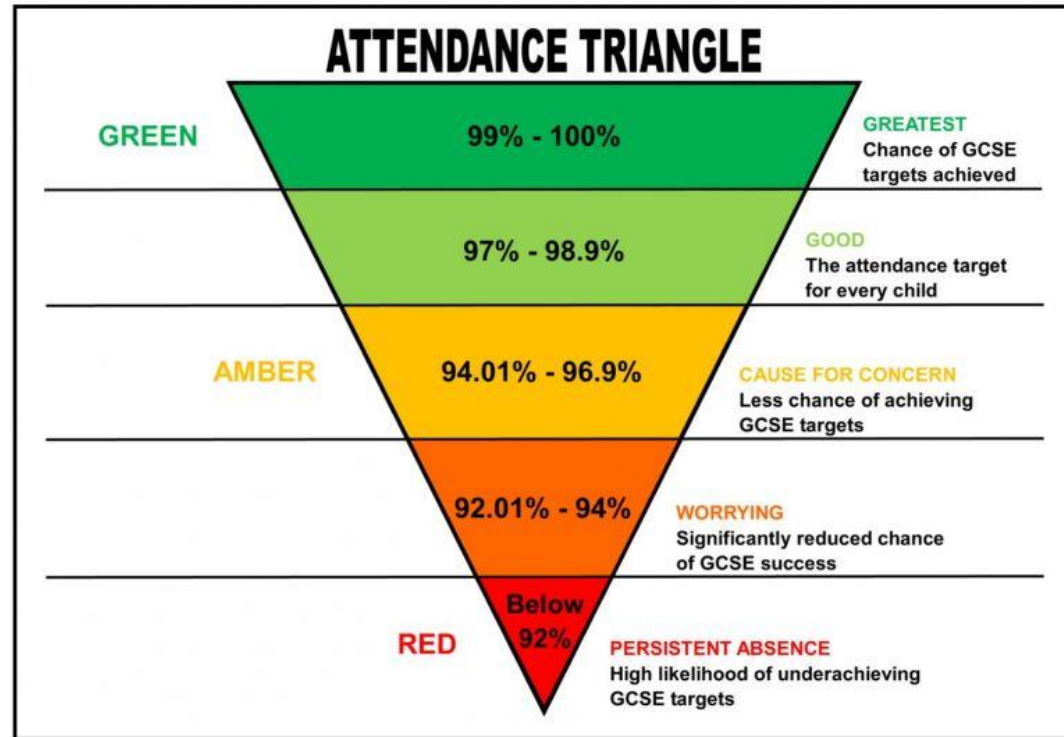
Attendance

Last year 87%

Yr11 target is 97%

Please use your
access to Bromcom

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Mr Grindley

- Year 11 lead for Academic Achievement 24-25
- GCA invested

KEY DATES

Mock 1 Monday November 4th until Friday
November 15th

Mock 2 February 2025 schedule TBA

GCSE May 2025



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- Year 11 afterschool Intervention timetable

Monday- English / Options

Tuesday- Maths /Options

Thursday - Science /Options

Friday - Options



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- As well as after school intervention classes on offer GCA has implemented a much more directed and focussed intervention strategy during form time.

Tuesday- Whole school English intervention, alongside targeted small group intervention with specialist English, Maths and Science staff.

Wednesday- Whole school Science intervention, alongside targeted small group intervention with specialist English, Maths and Science staff.

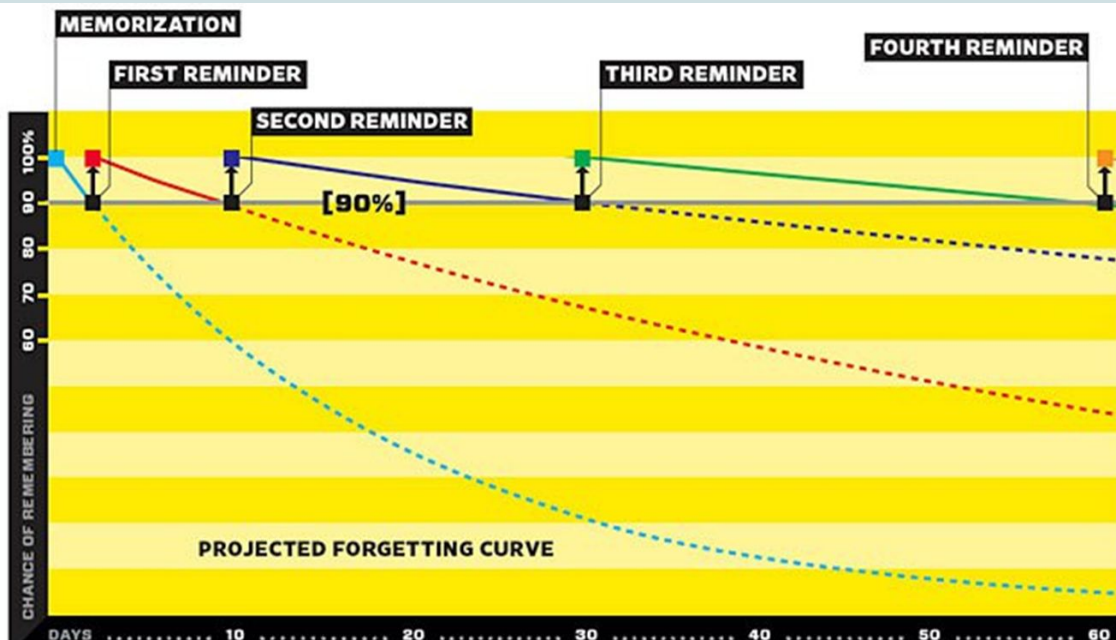
Thursday - Whole school Science intervention, alongside targeted small group intervention with specialist English, Maths and Science staff.



Mr Grindley

Revision starts now! Working as a **community** I feel this year our year 11's have the potential to achieve greater than any previous year group.

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Mr Conway

Starting the process
of learning to learn



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Learn to Learn - Getting ready to revise

Ask yourself the following:

Where am I going to study? (somewhere quiet without interruption)

Plan for this before the exams (including mock exams) start

What resources do I need before I start revising? (water, pens, paper, knowledge organiser, chromebook, revision guide etc)

Where do I start revising? (Use subject checklists to sequence your revision and check off when you have revised each topic).

Learn to Learn - Getting ready to revise

When should I use different revision techniques?

- *I need to check my knowledge and identify gaps....*
- *I need to develop my understanding of a topic... Use your books and revision notes plus other tools such as sparks*
- *Write a list of topics you need to get help from your teacher with. Work out what you know and don't know. Fill any gaps!*
- *I need to memorise a topic that I understand....*
- *I need to to develop my exam skills.... Use past paper questions*

Learn to Learn - How to make revision notes



Ensure that you create revision material on all topics/sub-topics. This will allow you to have the subject information all in one place. It should be concise and well-presented (this will make revisiting the information easier).

BEFORE	DURING	AFTER
<ul style="list-style-type: none">·What am I creating revision material for?·Do I have the resource (textbook/booklet/revision guide) with this information in?·Do I have a topic list of what I need to know?·Do I have all the equipment I need?	<ul style="list-style-type: none">·What do I need to know?·What has to be written?·Where shall I write this?·How can I make this more concise?·How can I do this in a way that will make it easy for me to come back to?·What other topics does this link to?	<ul style="list-style-type: none">·Where is this revision material going to be stored/displayed?When will I revisit it?·Use this material to create flashcards/quizzesReview your successes and areas for development after the exam/mock

Learn to Learn -How to create a revision timetable

- Before you create a revision timetable make a list of all subjects and then all topics for each subject.
- Create a revision timetable (electronic is best so it can easily be changed). Put all days and time slots.
- Ensure that you create times that suit you. Don't allocate morning slots before school if this is unlikely to happen. This will only demotivate you.
- Identify times/days where you have other commitments and block that time out.
- Treat your topic lists as checklists when completing the timetable. When am I covering topic x?
- Space your revision out into smaller chunks helps you to remember more.
- Switch topics up – don't do the same topic for hours.
- Once you have created it – stick it up somewhere and hold yourself to account.
- When it comes to revising a subject/topic, ensure you have everything you need. Don't waste your allocated time getting resources together.

Learn to Learn -How to create a revision timetable

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
School 9.00 -15.00	School 9.00 -15.00	School 9.00 -15.00	School 9.00 -15.00	School 9.00 - 15.00	Homework 10.00 - 12.00	General Revision 10.00 - 11.30
Homework 16.00 - 16.40	Homework 16.00 - 16.40	Homework 16.00 - 16.40	Homework 16.00 - 16.40	Homework 16.00 - 16.40	General Revision 13.00 - 14.00	Homework 12.00 - 13.30
Chemistry 17.00 - 17.40	English 17.00 - 17.40	History 17.00 - 17.40	Maths 17.00 - 17.40	English 17.00 - 17.40	General Revision 17.00 - 18.00	General Revision 16.30 - 17.30
Dinner	Dinner	Dinner	Dinner	Dinner	Dinner	Dinner
Maths 18.40 - 19.20	French 18.40 - 19.20	Biology 18.40 - 19.20	Physics 18.40 - 19.20	Geography 18.40 - 19.20		

Learn to Learn- Memory/Revision

The Look Cover Check Repeat Method

Step 1: Set a 5 minute timer and look at your notes for a sub-topic of learning.

Step 2: Cover your notes. On a blank piece of paper write down everything you can remember.

Step 3: Check what you have written against your original notes and in a different colour pen add everything you have missed.

Step 4: Repeat this process several times in one go as well as over time to strengthen your memory.

Learn to Learn- Memory/Revision

Quizzing

Create a set of flashcards that have questions on one side and the answers on the other.

You can then quiz yourself or get a relative/friend to quiz you.

<https://www.cram.com/flashcards/create>

Or use your knowledge organiser and get a relative/friend to quiz you using this.

Learn to Learn - Memory/Revision

Flashcards - The Leitner System

Once you have created a set of flashcards, create 3 boxes/areas marked the following:

Box 1: Every day	Box 2: Twice a week	Box 3: Once a week
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Test yourself on the flashcards in the Box 1 pile. If you get the answer correct on the flashcard, move it to the Box 2 pile. If you get it incorrect, it stays in Box 1.

Twice a week, test yourself on the flashcards in Box 2. If you get the answer correct on the flashcard, move it to the Box 3 pile. If you get it incorrect, it stays in Box 2. The aim is to get all of the flashcards to Box 3.

Mr Millatt

How can parents / carers help?

Revision is **NOT** locked away in a room

Please get involved - quiz using revision notes/guides, apply current affairs, post it up around the house

Revision is **NOT** revising what you already know

Support from Jess Ireland



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Support and Help IN Education
Fylde Coast Mental Health Support Team

Caring • Safe • Respectful

We are delighted to be introducing ourselves to you as SHINE (Support & Help IN Education) Fylde Coast Mental Health Support Team (MHST), covering Blackpool, Wyre and Fylde, secondary education settings and colleges.



Our service has been set up following the government's initiative to tackle early signs of mental health difficulties in young people and to promote positive mental health and wellbeing. This means offering early intervention to help prevent mental health needs escalating. You may have seen Roman Kemp's documentary which explores the role of MHST's.





We cannot always build the future for our youth, but we can build our youth for the future.

Franklin D. Roosevelt

Caring • Safe • Respectful

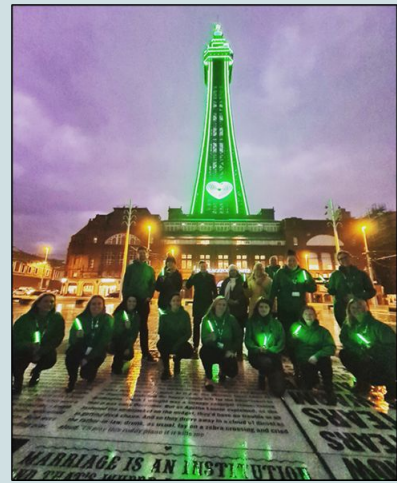
THE BLACKPOOL TOWER

Who's in the team ?

The teams consist of-

- Educational Mental Health Practitioners (EMHPs), these are people who have been trained in **low-intensity** Cognitive Behavioural Therapy interventions. We are all accredited by the British Association for Behavioural & Cognitive Psychotherapies
- High intensity Cognitive Behavioural Therapist
- Senior mental health practitioners
- Service management

Between the team, we have a wealth of experience in supporting children and young people with their mental health (teachers, pastoral, CAMHS, mental health nurses, research etc.)



How can we help ?

The adolescent period is the most vulnerable time for mental health needs developing, research has found 1 in 3 young people have a diagnosable mental health need.

The team can help a young person build on skills to cope with:

- Mild to moderate **low mood**: sadness, low motivation, withdrawal.
- Mild to moderate **anxiety**: excessive worry, irrational fears and concerns.
- Sleep difficulties
- Mild phobias
- Difficulty adjusting to change and transition.
- Negative or unhelpful thinking

We can provide low-intensity CBT interventions either **one-to-one** or in a **group** setting (usually 6-8 sessions based on what they need)



What does low intensity mean?

As we are a mild to moderate service, the interventions we offer are low-intensity and time limited.

Providing typically 6 – 8, weekly (sometimes fortnightly) sessions, where we will help the child or young person to learn strategies they need, to better self-manage their difficulties.

The interventions will usually consist of home tasks to complete in-between sessions to help the young person practice and consolidate what they learn with their practitioners in sessions.

Offering low-intensity treatment first means we are able to:

- Offer help to more young people
- Offer help quicker
- Offer early intervention, before problems escalate.
- Signpost to the right service- 'getting the right support at the right time'



Whole School Approach

- As well as supporting children and young people directly, the team will support parents/carers and teachers with information, advice and guidance about how best to help students and pupils who are experiencing new or emerging difficulties.
- The team also offer support to teachers through inset training, workshops and consultations.
- We can offer coffee and chat mornings for parents
- We can complete assemblies, workshops and groups in school for pupils around mental health and wellbeing
- We attend events such as parents' evenings and transition evenings
- We want to be embedded in the school community, so every young person has access to support. Identifying whether the young person needs support can come through the school or through self-referrals.



What does Fylde Coast MHST not cover ?

The MHST is not an emergency service. If you have an immediate concern for the safety or well-being of a young person in your education setting, please follow appropriate crisis pathways.

The service does not provide evidence-based interventions for children who are at a very high risk or those who present with more complex mental health difficulties. We are happy to discuss these cases with you and provide you with advice.



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BLACKPOOL PMHW



CHILD & ADOLESCENT
MENTAL HEALTH SERVICES

CASHER



How to contact us



Blackpool Teaching
Hospitals
NHS Foundation Trust

Speak with the Senior Mental Health Lead in the education setting and we can have a consultation about the young person

Telephone: 0800 121 7762 (Option 4)
E mail: bfwh.shine-MHST@nhs.net

If you have any further questions do not hesitate to contact us directly and one of our team will respond to you.



Sessions - today

To make parents and students aware of the metacognitive strategies to help students think about their thinking/learning

To equip parents and students with the knowledge of our core subjects: **English, Maths and Science**

Workshops



C4 - Maths

C2 - Science

C1 - English

Learn to Learn Website

<https://sites.google.com/fcat.org.uk/garstang-year11-beexamready>

