



Key Stage 4

**Engaging
Parents &
Raising
Achievement**



**OUR LADY
&
ST BEDE**

Autumn Term 2022

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Welcome

Key aims:

- To develop relationships between school and home to ensure our Key Stage 4 pupils are best prepared for the year ahead
- To share strategies to develop supportive environments for our pupils
- To share strategies to develop independence in our pupils so they can be the best they can be



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Our vision

"Through mutual respect and ethical integrity, we aim to develop the 'whole' child and every adult's best sustainable self, so that we can all take our rightful place as one of God's global citizens, nurturing resilience, maturity, and accountability as well as serving the community for the benefit of each other and future generations"

resilience

accountability

maturity



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The Working Memory – Long Term Memory Model

is a valuable explanation of the learning process



The model is based on the following ideas –

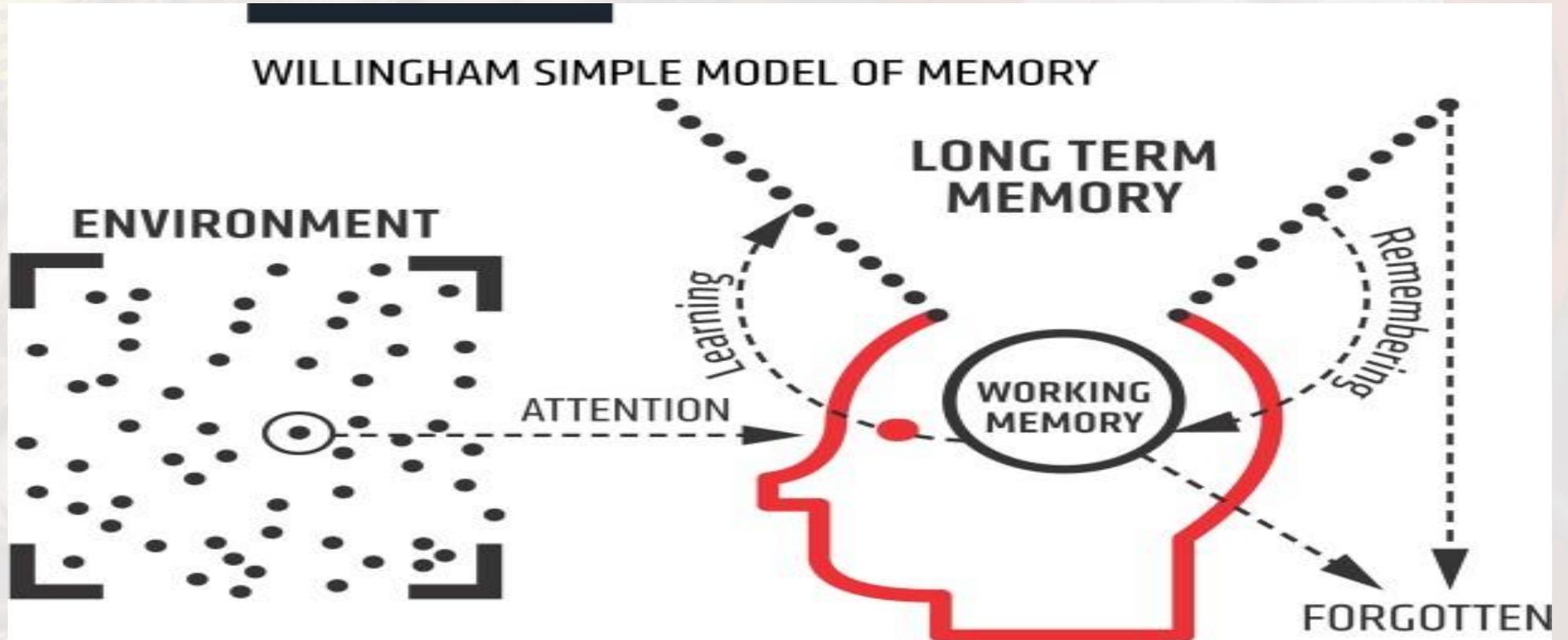
- Our environment
- What a person attends to may enter working memory
- Working memory has a very limited capacity and duration
- If pupils are to learn something, the information or procedure must move from temporary storage in the working memory to more lasting storage in the long term memory
- Items in long term memory are forgotten quickly unless they are consolidated by being anchored to prior knowledge and revisited regularly in increasingly varied ways.

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Willingham – Simple Model of Memory



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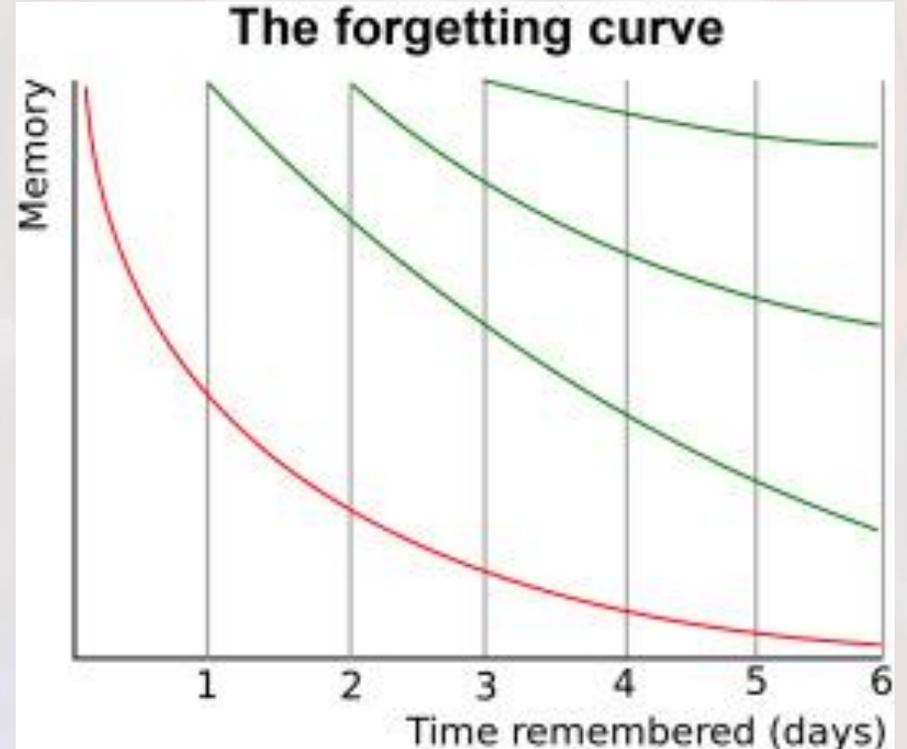
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The 'Forgetting Curve'



- Back in 1885 Professor Ebbinghaus looked at how our memory works.
- He found that we forget things rapidly unless we go back over them again and again
- This has helped form our classroom practice principles



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OUR LADY AND ST BEDE



TEACHING AND LEARNING



KEY PRINCIPLES

O OBJECTIVES



Learning objectives are clear and match curriculum goals

Success Criteria is shared and understood

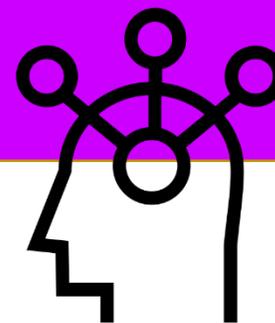
L LINK THE LEARNING



Teacher and pupils can explain 'why this, why now?'

Links to careers and virtues

S SUBJECT KNOWLEDGE



Subject knowledge which addresses misconceptions

Well structured lesson design and subject pedagogy to achieve curriculum goals

B BREAKING DOWN



Present new material in small steps

Scaffold to support working memory

M MODELLING



Provide models of process, with clear worked examples

Provide effective cognitive support to focus on the specific steps to solve problems

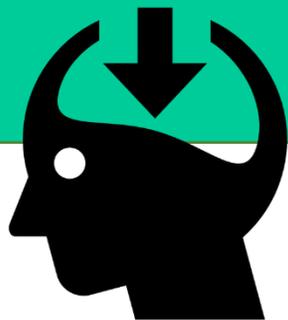
A ASSESSMENT ACTIVE QUESTIONING



Assessment opportunities built in throughout the lesson, including self and peer assessment

Active and effective questioning which develops pupils thinking, confidence and understanding

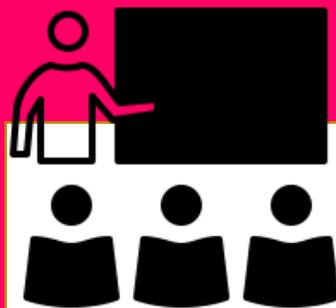
S STUDENT INDEPENDENT LEARNING



Opportunities for pupils to rephrase, elaborate and summarise new material to store in long term memory

Regular active and challenging homework

T TEACHER EXPECTATIONS



High expectations, engagement and participation

Behaviour is managed consistently with clear rules and routines

E EXPLICIT INSTRUCTIONS



Clear and prescriptive instructions which enables pupils to complete tasks quickly and successfully

Expert explanations to support pupil understanding

R RETRIEVAL & READING



Retrieval to start every lesson to review and to connect new concepts to prior knowledge

Regular supported reading in lessons and promoting wider reading around the subject and for pleasure

Secrets of Success



1. Got a good grade in:

History

2. What did you do to get good at it?

Practise

3. What things did you need?

Lessons Practice
Books Questions
Revision guides/knowledge organisers

4. What help did you need?

Help from my teacher
Notes / books / videos
Support from people at home

Research shows that regular practice makes a difference of **1.4 grades!**

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How does learning work?



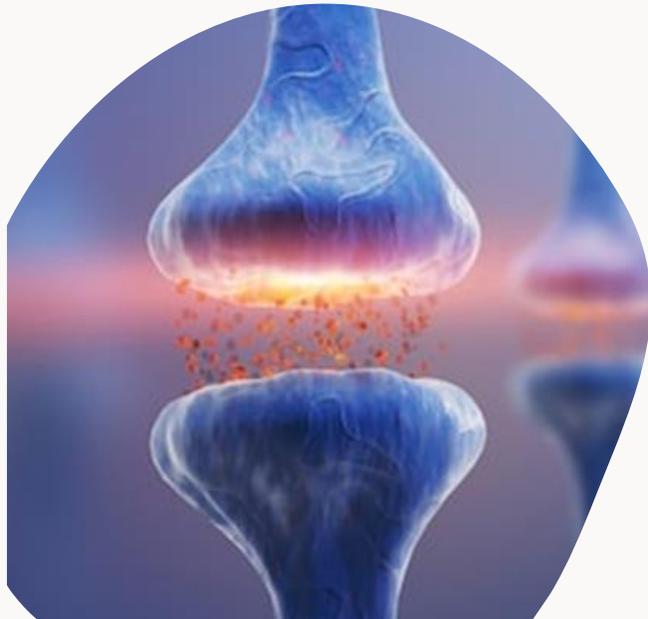
The brain works by **making connections** between ideas.



The brain **links new knowledge** to **what we already know**.



As we learn connections grow.



Connections that are used frequently become permanent connections.

Connections that are not are removed in a process called **pruning**.



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Growth Mindset – the power of Yet!

"I can't do that yet . . . "

"I cant do that because I'm no good at Maths"



Research shows a Growth Mindset makes a difference of **one and a half grades!**

People with fixed mind sets believe a fiction:

that their brain is not capable of making new connections.

People with a growth mind set believe the truth: that you can!

People with a growth mindset also realise that learning requires a lot of effort.



Mulling Over



Do I know the meaning of key words?



How does this fit with what I already know?

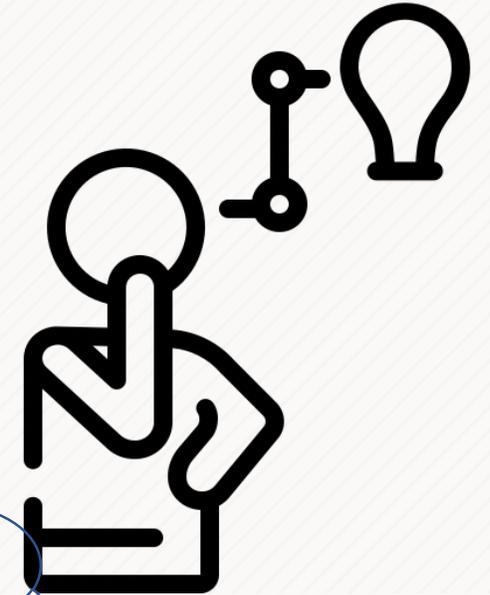


How might I use this? In what situations might it apply?



What am I unsure of? What questions should I ask?

Do I have any concrete experiences I can link my learning to?



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Rank the effort that you put into homework and revision outside of lessons in an average week.



Top Pupil

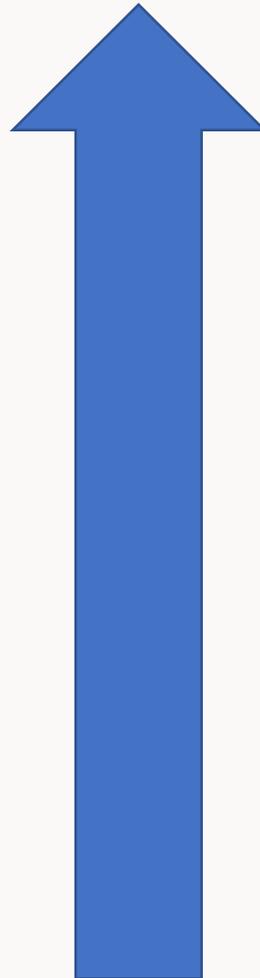
Research shows that students who attain top grades spend on average **2 hours per subject per week** outside of school. Much of that work is **independent study!**

i.e. **work they have set themselves!**



Lowest Effort

10
9
8
7
6
5
4
3
2
1



20 hours + per week

18 hours per week

2 hours per subject

16 hours per week

14 hours per week

1.5 hours per subject

12 hours per week

9 hours per week

1 hour per subject

7 hours per week

5 hours per week

Half an hour per subject

3 hours per week

1 hours per week

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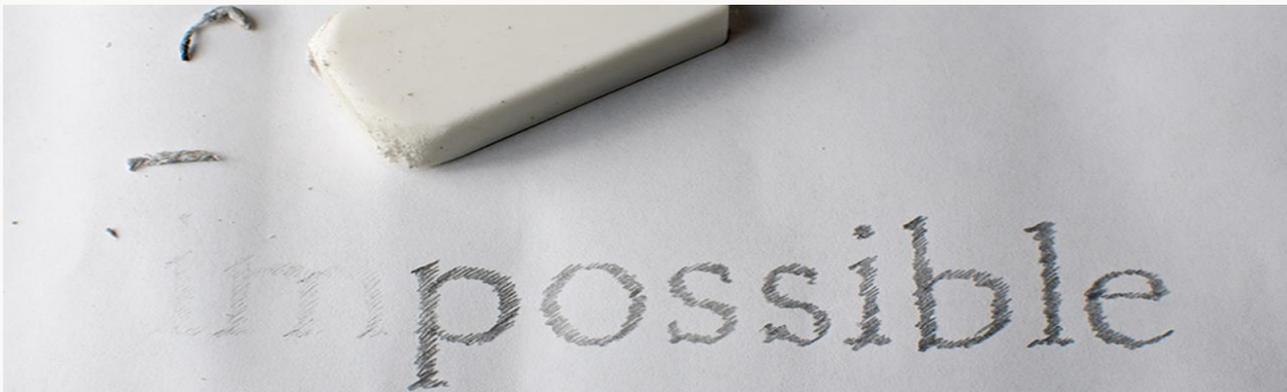




A Working Week



- There are **168 hours in a week**
- 8 hours sleep / night = **112** waking hours
- 2 hours/ day eating / washing / dressing etc **98 hours left**
- 35 hours in school + 5 hrs travel time **58 hours left**
- Take away **18 hours of study** = **40 hours free per week!**



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Revision & Homework Timetable



Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
9:00 am							
9:30 am							
10:00 am						Room Tidy / Jobs	Mass
10:30 am							Football Match
11:00 am							
11:30 am							
12:00 am							
12:30 am							
13:00 am	Revision ½ h		Revision ½ h	Revision ½ h	Revision ½ h		Lunch
13:30 am							
14:00 am							
14:30 am						Lunch	Study 2hrs
15:00 am						Study 3hrs	
15:30 am		Study 2hrs					
16:00 am	Revision 1h		Revision 1h	Revision 1h	Revision 1h		
16:30 am							
17:00 am	Tea		Tea	Tea	Tea		
17:30 am		Tea					Tea
18:00 am	Study 1hr		Study 2hrs	Study 2hrs	Football Training	Tea	
18:30 am							
19:00 am							
19:30 am	Swimming						
20:00 am							
20:30 am							
21:00 am							

So What's Stopping You?



1. Wish

List the subjects you study and the grade you want in each subject.

2. Outcome

What would it mean to you to get these grades?

What would it feel like? What opportunities might it bring?

3. Obstacles

What's holding you back? What gets in your way to prevent you from studying or doing as well as you want to?

4. Plan

Make an **IF ... THEN ..** Plan
e.g. **IF** I get distracted by the internet ... **THEN** I'll turn the wifi off.

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IF . . . THEN . . . Thinking



- **IF** I feel demotivated, **THEN** I'll sit down to my work with a cup of Tea to give me a boost.



- **IF** I get distracted by my phone or games console **THEN** I'll give the phone / controller to my mum who won't give it back until I've done the work.



- **IF** I just want to go out with my mates **THEN** I'll arrange to meet them in an hour as a reward for doing some focused work.

Creating new habits is easier than breaking old ones.



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The Three R's of Habit



Reminder:

- This could be a feeling, a place or a time of day
- It's your body or brain giving you a **trigger to start your work.**
- It could be coming home from school, finishing your tea, at the end of your favourite t.v. programme,
- OR the alarm you set on your phone!



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The Three R's of Habit



Routine:

- Set a routine of working, USE your revision planner, put it on your wall,
- The key thing is this: It does not matter how you start **it just matters that you start.**
- When you find it hard to start use the 10min rule. Aim to work for 10mins, once you get going it is often easy to work for longer.

Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
9:00 am							
9:30 am							
10:00 am							
10:30 am							
11:00 am							
11:30 am							
12:00 pm							
12:30 pm							
13:00 pm		Revision ½ h					
13:30 pm							
14:00 pm							
14:30 pm		Revision 1h					
15:00 pm							
15:30 pm		Tea					
16:00 pm							
16:30 pm		Study 1hr					
17:00 pm							
17:30 pm							
18:00 pm							
18:30 pm							
19:00 pm							
19:30 pm							
20:00 pm							
20:30 pm							
21:00 pm							

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The Three R's of Habit



Reward:

- This is the good feeling you get – the benefit you gain from engaging in the work.
- You could reward your self with exercise, listening to music, watching TV or going to see your friends when all your work is done.



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Making Learning Happen – What Works?



Read a revision guide

Explain it to someone else.

Write down what you already know.

Summarise in your own words.

Spaced practice - review your work a day later, a week later, a month later.

Fill in the blanks / do corrections in green.

Make it visual, draw diagrams / mind maps

Test yourself

Watch a video

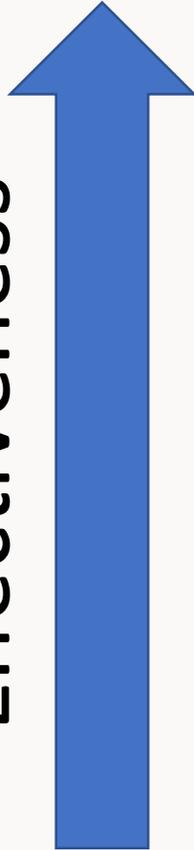
Try some exam questions

Make some notes or flash cards





Effectiveness



High

Low

Spaced Practice - review your work a day later, a week later, a month later.

Reflective

Explain it to someone else.

Try some questions /
exam questions

Test yourself / ask some
one to test you.

Active

Summarise in your
own words.

Make it **visual**, draw
diagrams / mind maps

Write down what
you already know.

Fill in the blanks / do
corrections in green.

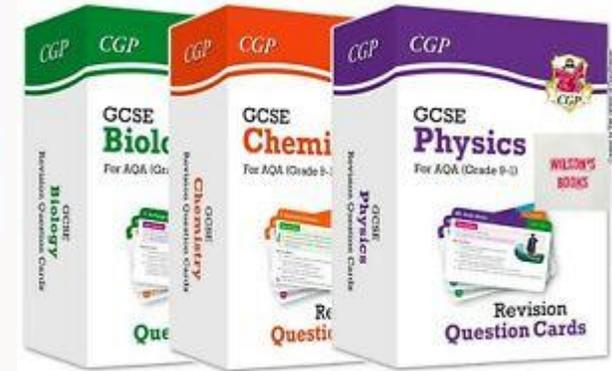
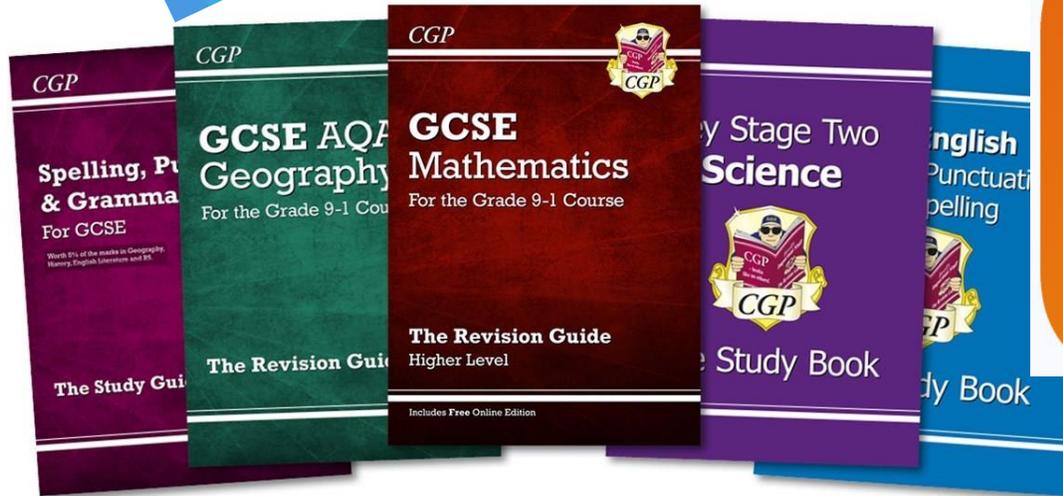
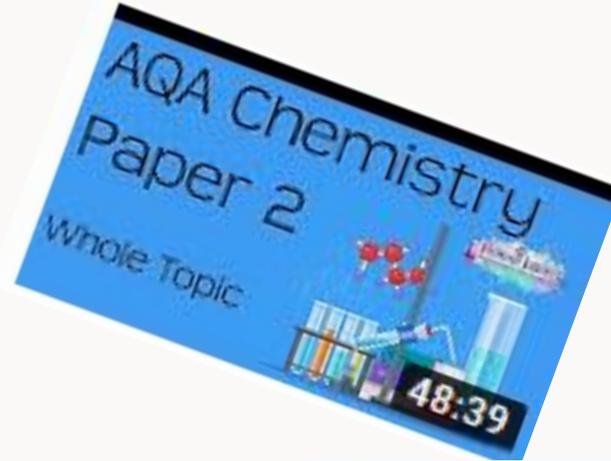
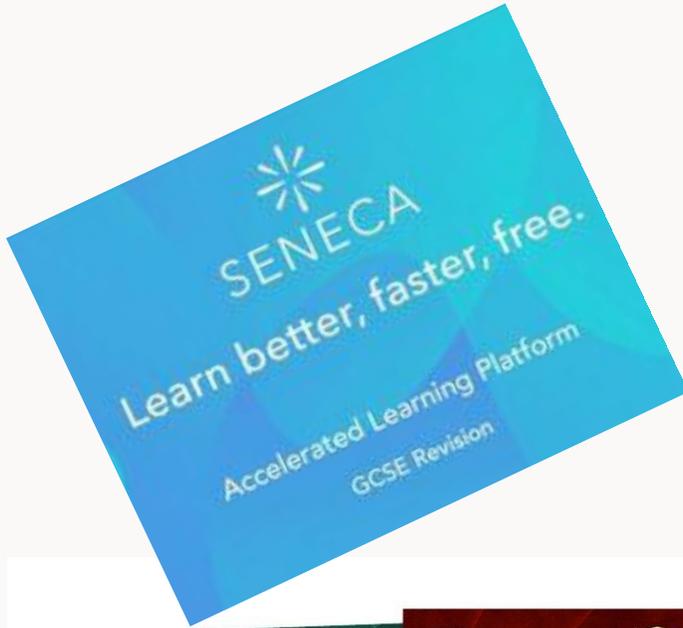
Make some **notes**
or **flash cards**

Passive

Read a revision guide

Watch a video

Useful Resources



What am I Learning and When?



T: 01642 7

A Member Of
Bishop Hogarth
Catholic Education Trust

OUR LADY & ST. BEDE
CATHOLIC ACADEMY

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Curriculum Overview	Science	History	Physical Education & Sp
Religious Education	Art & Design	Modern Foreign Languages	Year 9 Options 2022
Maths	Computing	Holistic Development (RSHE)	Revision Timetable
English	Geography	Performing Arts	Library

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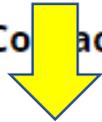
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What am I Learning and When?



Contact: Mr Hughes - Head of Religious Education



RE Long Term Plan

"The primary purpose of Catholic Religious Education is to come to know and love Jesus Christ."

Curriculum Intent

Religious Education at Our Lady and St Bede Catholic Academy is at the heart of our school community and curriculum. Pope St John Paul II stated that Religious Education is the "core of the core curriculum" in a Catholic school and should play a central role in helping educate each





What am I Learning and When?



Our Lady and St Bede Catholic Academy
Religious Education Long Term Plan

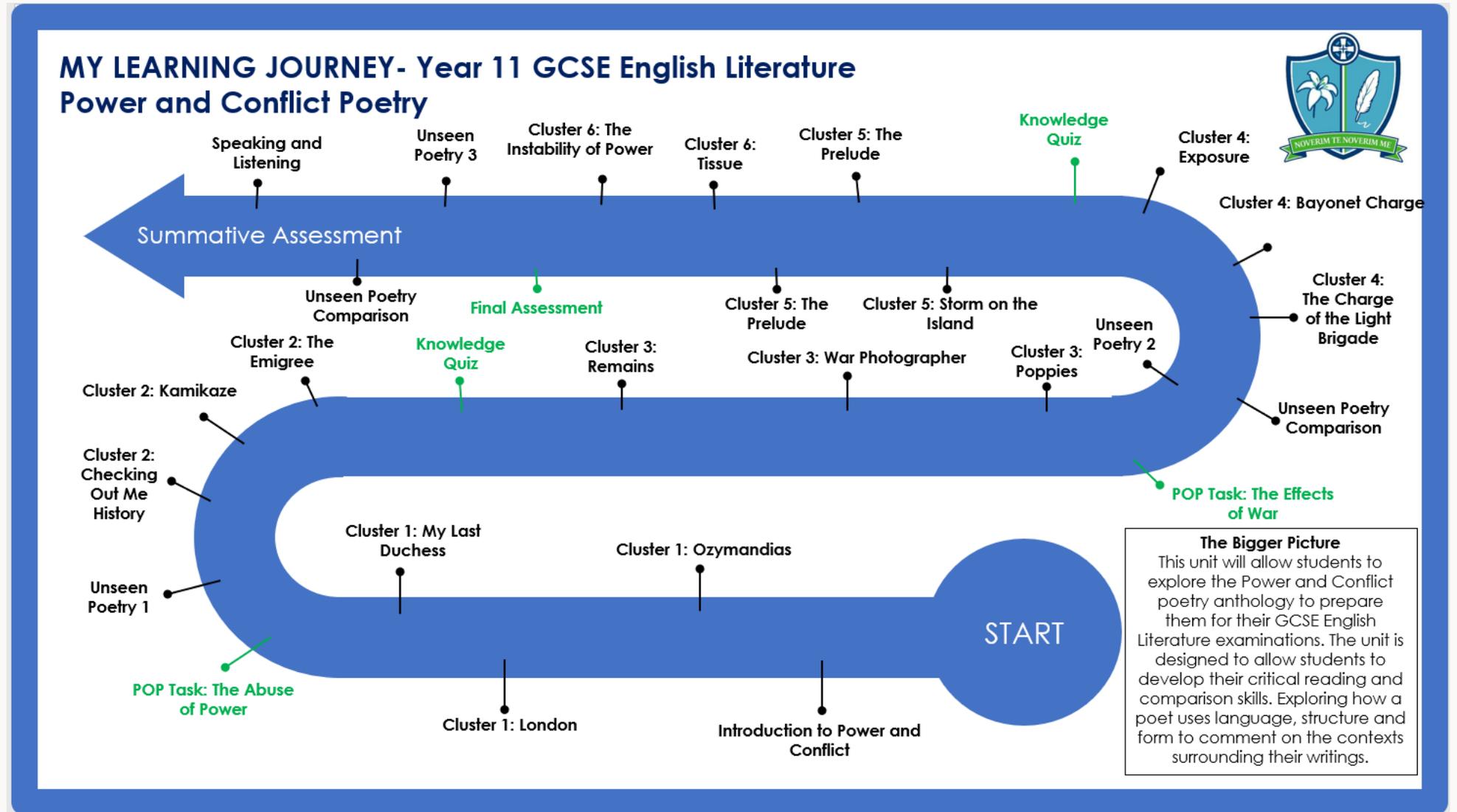
Year 11 Religious Education

Core Concepts and Threads: *Revelation, The Church, Celebration, Life in Christ, Scripture, Diversity and Difference*



	Autumn HT1	Autumn HT2	Spring HT3	Spring HT4	Summer HT5
Programme of Study	10.1.1 Foundational Catholic Theology: Origins and Meaning	10.1.1 Foundational Catholic Theology: Origins and Meaning	10.1.2 Foundational Catholic Theology: Good and Evil	10.1.2 Foundational Catholic Theology: Good and Evil	Revision
	<ul style="list-style-type: none"> • <i>St Augustine and the Origins of the Universe</i> • <i>Genesis 1 and 2</i> • <i>Different Christian beliefs about the origins of the universe</i> • <i>Non-religious explanations for the origins of the universe</i> • <i>Evolution</i> • <i>The Nature of Humanity</i> • <i>Stewardship</i> • <i>Creation of Adam</i> • <i>Tree of Life Apse</i> 	<ul style="list-style-type: none"> • <i>Catherine of Sienna</i> • <i>Abortion and the Sanctity of Human Life</i> • <i>Humanist Response</i> • <i>Revelation and Inspiration</i> • <i>Literary Forms of the Bible</i> • <i>Catholic Social Teaching</i> • <i>CAFOD and SVP</i> • <i>Interfaith Dialogue</i> 	<ul style="list-style-type: none"> • <i>Introduction to Good and Evil.</i> • <i>Original Sin</i> • <i>Origin of Evil and Suffering</i> • <i>God's Goodness</i> • <i>The Problem of Evil and Suffering</i> • <i>Catholic Responses to the Problem of Evil and Suffering</i> • <i>Free Will</i> • <i>Philosophical and non-religious</i> 	<ul style="list-style-type: none"> • <i>The meaning of suffering</i> • <i>The Book of Job</i> • <i>The Nature of the Trinity</i> • <i>Augustine and De Trinitate</i> • <i>The Incarnation Hymn</i> • <i>Salvifici Doloris</i> • <i>Jesus as a Source of Moral Authority</i> • <i>Natural Law</i> • <i>Conscience</i> 	

What am I Learning and When?



Planning my Revision?



Autumn Term Revision Planner



Subject	W6	W7	HT	W1	Mock Exams		W4	W5	W6	W7	W8	Christmas	W1
	10/10	17/10	24/10	31/10	7/11	14/11	21/11	28/11	5/12	12/12	19/12	26/12	2/1
Maths	Write in the topics you will revise each week.												
English Language													
English Literature													
Biology													
Chemistry													
Physics													
RE													

Write option subjects here

Attendance

Attendance

Attendance %		Overall
95-100		0.90
90-94		0.43
85-89		-0.08
80-85		-0.63
50-79		-0.74
<50		-3.45
Off site		-1.19
<u>Non Attenders</u>		-2.99

Last year, those pupils who had an attendance of over 95% made close to an extra grade of progress in every subject area.

- **Positive relationship between school and home**
- **Resilience**
- **Rewards**





ClassCharts
C1922CU9Lfa

Rewards

Download the 'ClassCharts Parent' app today.

"This is how we do it here!"



#ready #rewardready

Rewards System

We would love you to get logged in to ClassCharts to give you the opportunity to **view positive points awarded** to your child and to **encourage** them to make the most of **spending** points earned on our **wide variety of rewards**.

You will need access to your parent ClassCharts account to do this.

Your child's form tutor has given them an activation code with some instructions – keep this safe and use it as soon as possible to activate your account!





Download the **ClassCharts Parent** app, or log in to your ClassCharts account on your computer at home (or a computer in school) by visiting:

<https://www.classcharts.com/parent/login>

Activate your account using the unique access code your child has been given in their planner.

You will now be able to see how many positive points and how many **spendable** points your child has, as well as seeing what they have received them for.





Step by step guidance

1. Select [Sign up](#) from the main page and fill in the form provided. Enter your [parent code](#) into the [Access code](#) field.

Please note: Your Access Code [is not](#) the same as your password. The access code is only needed for the initial sign up.

2. Click on the [Sign up](#) button below the form.

3. Confirm the pupil's date of birth when prompted. Click on the [Date of Birth](#) field and use the date picker to enter the correct date.

4. A [confirmation message](#) will appear, indicating that the sign up process is complete. [Verify](#) your email address to continue.

LOG IN [SIGN UP](#)

Email address

Access code (provided by school)

Name

Password

Retype password

SIGN UP

Date of birth confirmation

To confirm you are the parent / guardian, please enter your child's date of birth.

Date of Birth

[OK](#) [CANCEL](#)

You have successfully signed up.

Thank you

If you have any questions, please do not hesitate to contact us.

We value the backing of parents and carers and thank you in advance for the close working relationship in the year ahead.



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