

Year 10 Parents & Pupils Welcome Back Evening



Mr Holden

Mrs Rutter

Mrs Hodgeon

11th September 2024

How Can Families Help?

Ensure excellent attendance

Attendance Yr 11 2023 -24	Pupils	Average Progress Grade
97.1 – 100%	102	+0.84
95.1 – 97%	41	+0.44
90.1 – 95%	38	-0.28
80.1 – 90%	31	-0.4
50.1 – 80%	7	-1.6
0 – 50%	4	-3.4

Opportunities to become Senior Pupils and Prefects in Year 11

Mentoring younger pupils

School Council

Chaplaincy

Sport Teams / Extra Curricular Activities

Safeguarding Ambassadors

Well Being Ambassadors

Blackpool Trip and Rewards

House Rewards / Events

Positive Monitoring and Progress

How Can Families Help?

Ensure excellent attendance

Monitor home learning

Check and engage with revision throughout the year

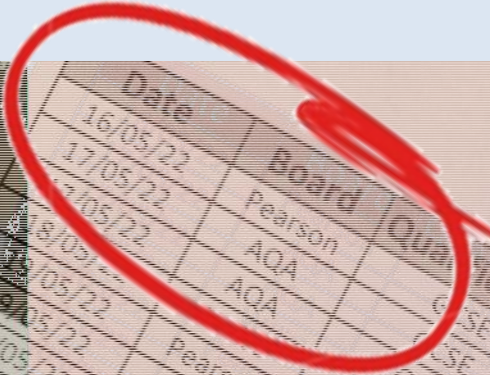
Monitor behaviour points

**Keep in touch! If there's a problem
or a concern, let us know.**

A collection of colorful pencils and a pencil sharpener on a lined notebook background. The pencils are in various colors: purple, blue, light blue, green, lime green, orange, red, and pink. A purple pencil sharpener is also present. The background features horizontal blue lines and large, soft watercolor-style washes in pink, orange, and purple.

Mr Holden

May 2025 / 26



Date	Board	Qualification	Exam Code	Subject
16/05/22	Pearson	GCSE	1RA0 1A	Religious Studies
17/05/22	AQA	GCSE	8464/B/1F & 1H	Combined Science
17/05/22	AQA	GCSE	8461/1F & 1H	Biology
18/05/22	AQA	GCSE	C700U10-1	English Language
19/05/22	Pearson	GCSE	1H10 10-12	History
20/05/22	WJEC	GCSE	C690U30-1	Drama
21/05/22	Pearson	GCSE	1MA1 1F/1H	Mathematics
22/05/22	AQA	GCSE	8035/1	English
23/05/22	OCR	GCSE	R051/0	English
24/05/22	Pearson	Cambridge Nats		
25/05/22	WJEC	GCSE		
26/05/22	AQA	GCSE		
27/05/22	AQA	GCSE		
28/05/22	Pearson	GCSE		

Supporting Together

Routines at home
Healthy balanced choices

Study Club / Revision / Home
Learning

Assessment and Monitoring

December

Year 10 Monitoring + Progress Report

March

Year 10 Monitoring and Progress

May

Year 10 Exams

*Prov 23rd April – 2nd May

July

Year 10 Written Report

Common Concerns

- There is too much to learn
- I don't know what to revise
- I don't know how to revise
- I don't know where to start
- I don't have enough time
- My notes are too messy/disorganised
- I don't know how to memorise things
- I feel too anxious about exams.

Reducing Concerns

- I know when/where to start
- I have enough time
- I know what to revise
- I know how to remember more – revision skills
- My notes are organised
- There is a lot to learn
- I feel less anxious about exams

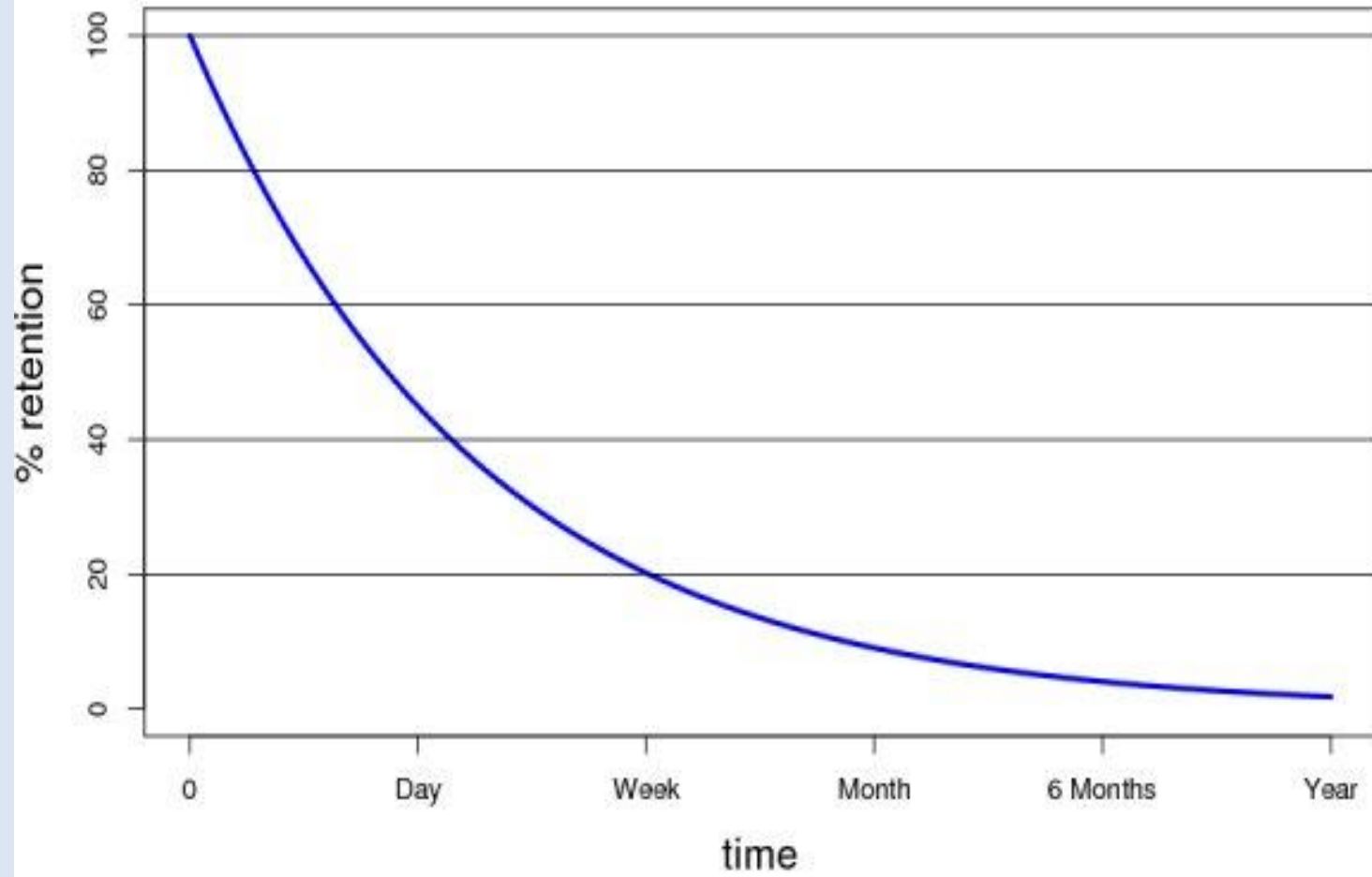
Long Term Memory

If information in the short term memory is rehearsed long enough, it eventually ends up in the long-term memory.

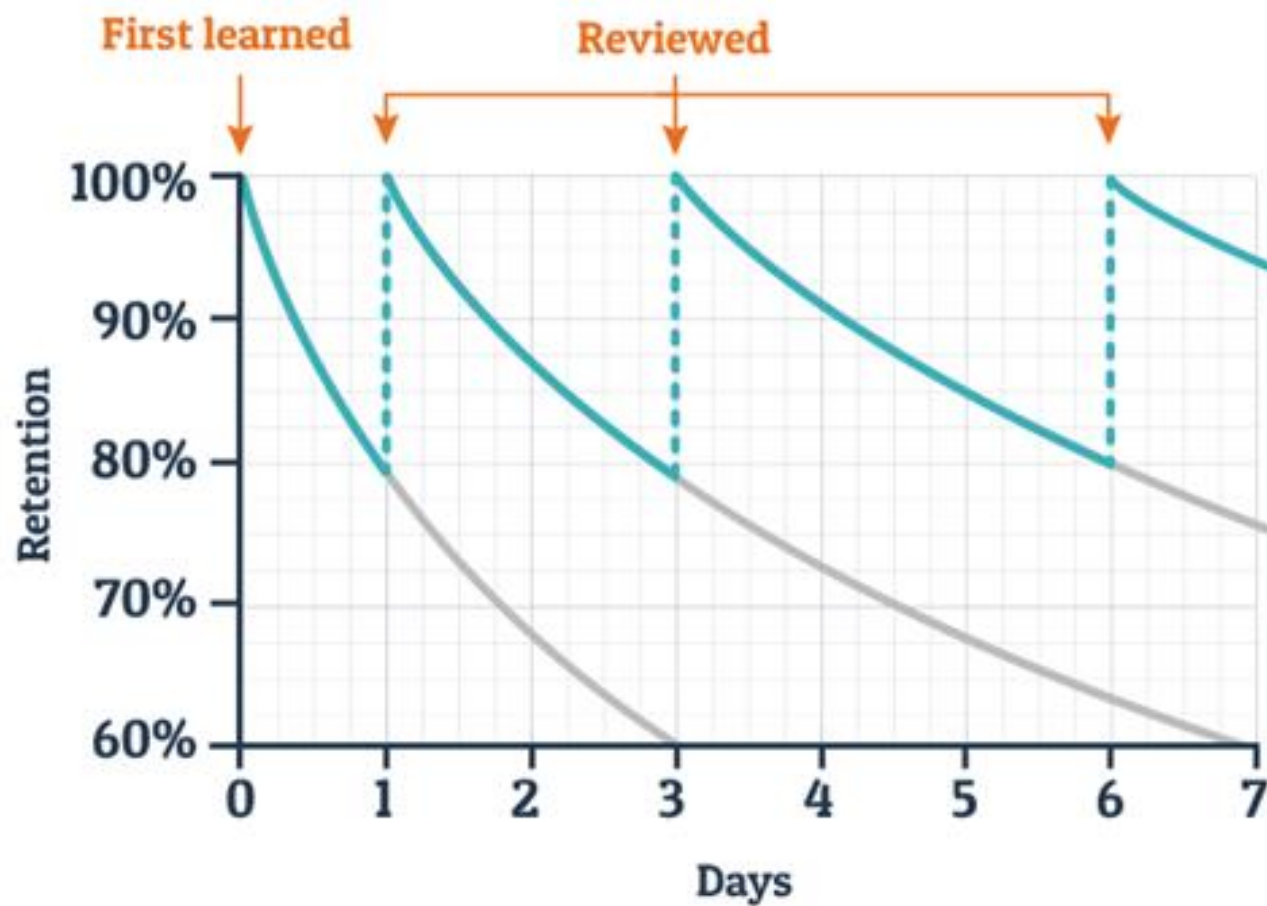
- Transfer the information from short term to long term through repetition.
- Deepen understanding of the content so that it is committed to long term memory and can be recalled effectively.

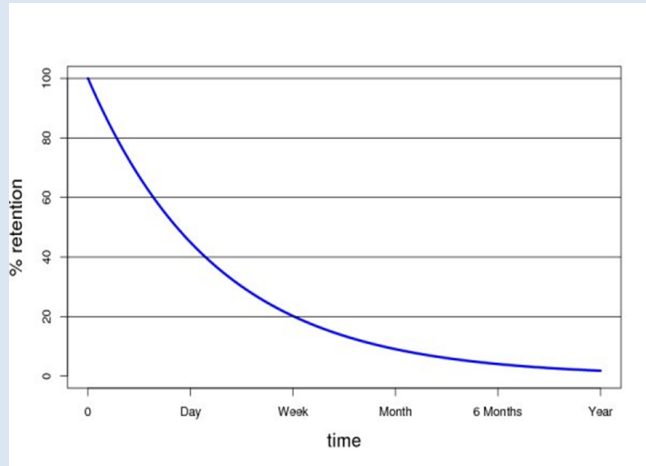


The Forgetting Curve

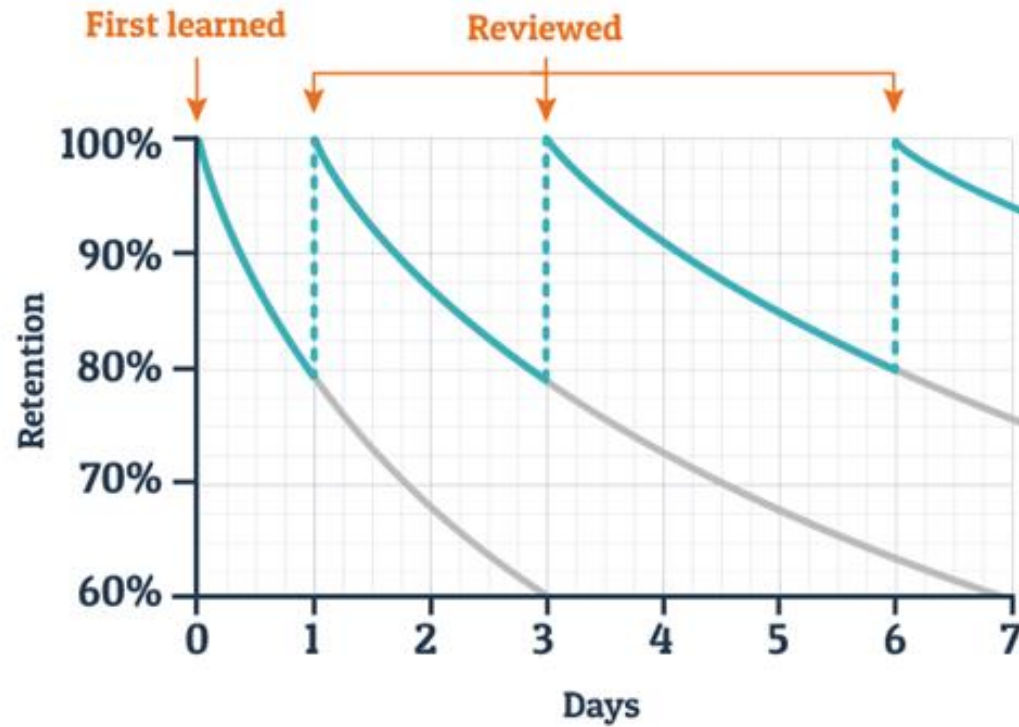


Typical Forgetting Curve for Newly Learned Information





Typical Forgetting Curve for Newly Learned Information



Effective Revision Sessions

- Focussed time with no distractions
- Appropriate resources – Teams / SharePoint
- Regular short breaks (10min)
- Mix subjects and topics within longer sessions – interleaving
- Follow the plan / tick off work done.
- Build in rewards and other activities.
- Eat appropriately and stay hydrated.
- Avoid background music and ensure phone is in another room / switched off.

DAY	4pm	5pm	6pm	7pm	8pm	9pm	10pm
MON							
TUE							
WED							
THUR							
FRI							

	Morning	Morning	Afternoon	Afternoon	Afternoon	Evening	Evening
SAT							
SUN							

What the research says

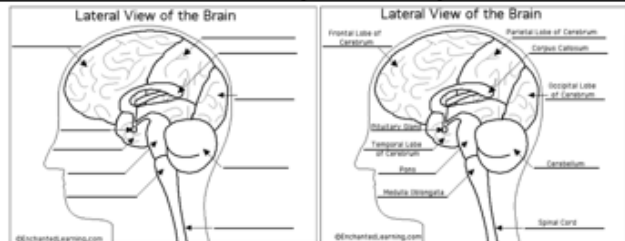
More Effective



Technique	Description
Practice testing	Self-testing or taking practice tests
Distributed practice	Using a schedule of practice over a period of time
Elaborative interrogation	Coming up with an explanation to explain why a fact is true
Self-explanation	Explain how new information relates Explaining steps in problem solving
Interleaved practice	Schedule that mixed different kinds of problems in a single study session
Summarisation	Writing summaries of to-be learned materials
Highlighting/underlining	Marking important information
Keyword Mnemonic	Using key words and images to associate verbal materials
Imagery for text	Forming mental images of text while reading or listening
Rereading	Rereading test material

Retrieval Practice Revision Techniques

Simplified Example



What / How

Simple Effective Quiz

1. Work hard to remember the content.
2. Cover notes or answers.
3. Test yourself or ask someone to test you.
4. What did you get correct?
5. What did you miss out / get wrong?
6. Test again after 2 days / 5 days / 2 weeks / 1 month – increase the frequency if errors start increasing.



Advantages	Disadvantages
Reduces consumption of fossil fuels for electricity production	Wind generators are only feasible in certain areas
Reduces production of greenhouse gases	Each wind turbine kills about one bird per year
Reduces production of pollution	Wind generators make a humming sound that can be heard nearby
Can provide extra income for farmers	Wind generators are tall and can block the views of nearby scenery
Wind is a renewable energy resource	

Summarising

Check understanding – after a period of time (one week) can you still produce a summary of the key content or advantages / disadvantages of a topic?

Can you recall and reproduce written lists or explain to a partner **verbally**?

Can you summarise the:

Strengths and weaknesses
Advantages and disadvantages
Positives and negatives



Mind Map

Start from a blank piece of paper.

Draw out the mind map from your notes and add simple doodles / colour to help visualise the content.

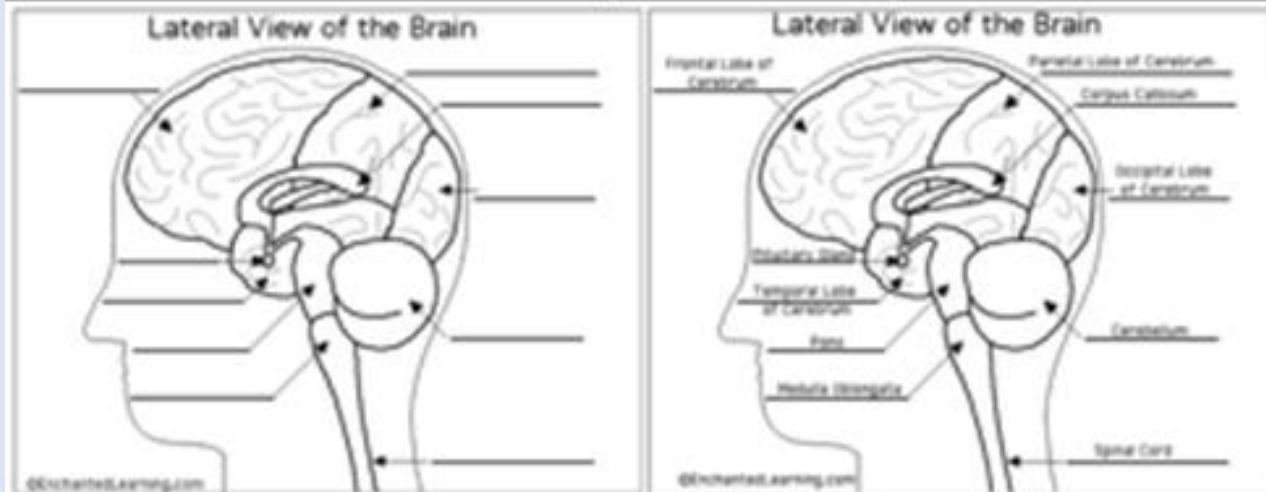
How much of the mind map can you recall from memory?

Check against a correct version.

Test and retest until you can remember the full version.

Can you describe it **verbally**?

Simplified Example



What / How

Simple Effective Quiz

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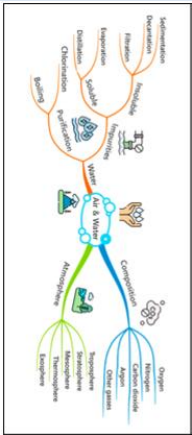
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Tell the story.....



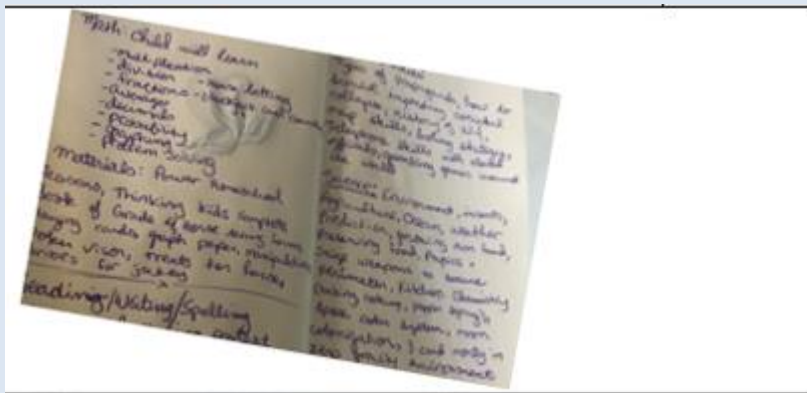
Key Words

Evaporation
Convection
Condensation
Precipitation
Energy
Warm/Cool
Flow
Vapour
Fall/rise

Tell the story

After learning the key content try to create a story that can be written or spoken to include the key concepts.

The story can then be rehearsed and improved with greater detail and accuracy.



Brain Dump

Set a time limit (5min or 10min)

Write everything you know about a topic or theme.

For best practice start each sentence on a new line.

Check what areas you missed out and add these at the bottom in CAPITALS or a different colour.



Flash Cards

Spend more time testing yourself with them than making them!

Add the title to the reverse.

Read the title

Before turning over write or speak the key content.

Shuffle the pack to get a different sequence.

Flash Cards – Leitner System

As above

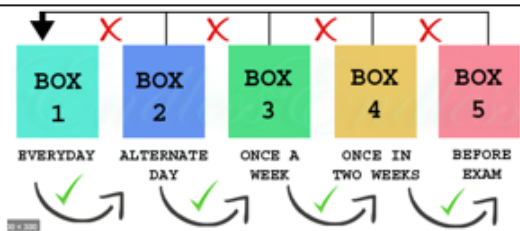
If card is completed accurately move it up a box.

If mistakes are made or answers are incomplete move it down a box.

Test yourself every day for cards in box1.

Every other day for box 2

Every week for box 3 etc.



Flash Cards – Leitner System

As above
 If card is completed accurately move it up a box.
 If mistakes are made or answers are incomplete move it down a box.

Test yourself every day for cards in box1.
 Every other day for box 2
 Every week for box 3 etc.

What do flash cards include?

- Subject/topic on one side
- Bite-size chunks of information opposite
 - Keywords
 - Definitions
 - Lists
 - For/against
 - Main points
 - Mnemonics
 - Colour-coding
 - Diagrams

Friend (parent) Cue Cards

Use notes / flash cards as cue cards.
 Person1 reads the title, theme or question.
 Person 2 tries to **verbally** explain the relevant content.
 Person 1 helps person 2 with clues and suggestions to complete the card.

18 Describe what is meant by each of the following types of production.
 Give an example of each in your answer.

18.1 Mass production (1 mark)

18.2 Batch production (1 mark)

Exam Practice Papers

Consider how long you would set yourself for a whole question or part of a paper.

Practice using the spaces provided.

ALWAYS check using the mark scheme.

Check you have included all the key points.
 That all definitions are the worded as the examination board expects.
 Add any missed content in CAPITALS or in a different colour.



Interleaving

Mix up your revision with shorter blocks of varied content or units.

Massed practice – completing lots of repetition of the same large unit or multiple examples of the same type/focus of question.

Interleaved – varying revision with questions from different units.
 Research shows that intervened practice can be more effective for learning to occur.

Put your phone away during revision.

Start revision early enough to allow retesting.

Have an organised revision planner to set out revision sessions and other activities.

Revise in a quiet environment – **no** background music

Sleep 8+ hours a night – with regular bedtimes!

Exercise regularly / fresh air.

Take regular breaks (5/10 min)

Eat a sensible breakfast.

Highlight command words on the question paper. Jot ideas and a plan on the paper before answering the questions.

Focus on activities that force you to retrieve information and test yourself rather than simply rereading or highlighting notes.

The image features a collection of colorful pencils and a pencil sharpener arranged on a background of horizontal blue lines. The pencils are in various colors: purple, blue, light blue, green, lime green, orange, red, and pink. A purple pencil sharpener with a silver blade is positioned in the lower right. The name 'Mrs Rutter' is written in a large, bold, black font in the center of the page. There are also some faint, colorful watercolor-like smudges in the top left and top right corners.

Mrs Rutter

Preparing for moving on

A group of young men are celebrating, holding up papers and smiling. They are in a room with blue acoustic panels on the wall. The papers they are holding appear to be certificates or application forms. The overall mood is positive and celebratory.

Information:
Open Evenings
Application forms

Guidance:
Further studies
Work based
Training

Advice:
Assemblies
Careers
Interviews

Options Post 16

- Full time education
- Apprenticeship
- Work or volunteer [at least 20 hours per week] whilst in part-time education or training – job and apprenticeship alerts via school email to all Yr11 pupils



Options Post 16

- A- Levels
- T- Levels
- Vocational
- Apprenticeship



Level	Qualification / educational route				
8	Doctorate (PhD)		NVQ 8		
7	Masters degree (MA)		Degree apprenticeship / NVQ 5, 6, 7		
6	Bachelors degree BA or BSc				
5	Foundation degree FdA or FdSc	Higher National Diploma (HND)	Higher apprenticeship / NVQ 4		
4		Higher National Certificate (HNC)			
3	A levels Grades A-E	International Baccalaureate	T Levels	BTEC diploma BTEC certificate	Advanced apprenticeship / NVQ 3
2	GCSE Grades 4- 9 (C, B, A or A*)			BTEC first diploma	Intermediate apprenticeship / NVQ 2
1	GCSE Grades 1- 3 (D,E,F or G)			Foundation diploma / entry level qualifications	Traineeship / NVQ 1
	Academic route		Vocational route		Applied / work route

2024 Leavers' Destinations

Provider	Numbers
Burnley College	90
CRGS	34
Cardinal Newman College	31
Blackburn College	23
Nelson and Colne/ ACCROSS	10
Myerscough College	11
St.Christopher's Sixth Form	6

Post-16 Support

Careers Week – January

BRAG – Career Expo – February

Careers lunchtime drop-ins

Work Experience – Summer 25

Taster Day – Nelson and Colne

Careers newsletter

Open Events – Sheet provided

Early careers appointments – Summer 2025

Work Experience

Summer 25 – 23rd -27th June

Self Placement

Employees' Liability Insurance

Online Information Briefing in Spring Term



[HOME](#) » [PUPILS](#) » [CAREERS](#)

Careers

Labour Market Information (LMI)

Lancashire Skills and Employment Strategy

Blackburn with Darwen, Hyndburn, Rossendale, Ribble Valley | Burnley and Pendle

In This Section



[Careers](#)

[Charities](#)

[Examinations](#)

[Options](#)

[Wellbeing](#)

[Y6 Transition](#)



Photo: Getty

I find it easier to revise
with music on my phone

I find it easier to diet if I
eat school flapjack

Thank you for Attending

**Attendance
Behaviour
Effort
Revision**

Working Together