

# Key Stage 4 Information Evening

# Our Teaching & Learning strategy aims

- To have a clear learning journey
- For routines to be consistent and effective across all classrooms
- To hook the students in and make them curious and excited about their learning
- To develop students who can work independently and who are resilient.
- To empower students to know where they are at and what they need to do to move on.
- To ensure progress is made across time, for each and every individual



### Fulfil 4

#### 1. Do It Now:

You will be met at the door and greeted by your teacher.  
Enter and sit down, put your bag on the floor and coat on your chair – get your equipment out ready to learn.  
There will be an activity ready for you to start.

#### 2. The Big Picture / Aim:

You will know your learning journey and what you are working towards over the next lesson / series of lessons.  
You will know what skills and knowledge you will need for this area of study and how you are going to achieve them.

Astra

#### 3. Getting involved:

We want everyone to enjoy learning and actively involved.  
You be told what activities you will be undertaking each lesson / series of lessons.

How do you learn best? Are you working to the best of your ability 'Every Lesson, Every Day'?

#### 4. Reflect & Improve:

You will be expected to regularly review your work.  
Have you read it through, checked your spellings, made sure it is answering the questions?  
Have you presented your work to a high quality?  
Have you responded to teacher feedback?

#### The Astra Challenge

In each lesson there will be a selection of challenges for you to engage with. Once you have 'Fulfilled 4' you will be challenged to 'Ad Astra'.

For example:

- STAR1: Can you write a quiz to support the recall of the information you have learnt today?
- STAR2: Can you develop a greater understanding of two key words in this work?
- STAR3: Can you answer the exam questions?

Our strategy aims to ensure that no learning time is wasted.

Students have an activity to complete as soon as they arrive, a range of activities during, including extension activities.

Homework is set weekly on Go4schools and is embedded into the curriculum.

# Supporting your child

- Understand level of course
- Know college requirements
- Be aware of workload
- Be aware of a variety of revision / work strategies





# Types of level 3 course

- **AS and A2 level – academic, theory based**
  - Give access to university courses (honours degree)
  - A and AS levels are one of the main routes into higher education, but they're also useful if you want to go straight into a job, such as office administration or trainee accountancy.
- **Vocational – vocational, learning by doing**
  - Give access to university courses (foundation degree)
  - Vocational qualifications can help you:
    - get the skills you need to start a job
    - progress in your career
    - go on to further learning



# Possible post-16 establishments

- Most of our students go to either **Reigate College** or **East Surrey College**
- Other post-16 providers may have different courses or entry requirements
- Some local or specialist providers are; St Bede's and Royal Alexandra and Albert in Redhill; Oxted School; NESCOL in Ewell; Croydon College in East Croydon; Collyers in Horsham; The BRIT School in Selhurst; ACM in Guildford; Merrist Wood in Guildford.



# East Surrey College



your current qualifications/grades	types of courses you can progress on to	
<b>5</b> BTEC National/Extended Diploma NVQ Level 3 Access to HE Courses A-Levels	<input type="radio"/> Foundation Degree <input type="radio"/> Degree <input type="radio"/> Diploma of Higher Education	<input type="radio"/> Degree Apprenticeship <input type="radio"/> Professional Qualifications
<b>4</b> BTEC National/Extended Diploma NVQ Level 3 Access to HE Courses A-Levels	<input type="radio"/> Certificate of Higher Education <input type="radio"/> Higher National Diploma/ Certificate	<input type="radio"/> Higher Apprenticeship <input type="radio"/> Professional Qualifications <input type="radio"/> Level 4 Diploma
<b>3</b> 4 or 5 GCSEs Grade 9-4 (A*-C) NVQ Level 2 BTEC Level 2 Extended Certificate Intermediate Apprenticeship	<input type="radio"/> A-Level <input type="radio"/> Access to HE Courses <input type="radio"/> BTEC Extended Diploma <input type="radio"/> BTEC Subsidiary/90 Credit Diploma	<input type="radio"/> NCFE CACHE Level 3 Award/ Certificate/Diploma <input type="radio"/> Level 3 Diploma <input type="radio"/> Advanced Apprenticeship
<b>2</b> 4 GCSEs Grade 9-3 (A*-D) Functional Skills Foundation Level (Merit) NVQ Level 1 BTEC Level 1 Diploma (Merit)	<input type="radio"/> BTEC Level 2 Diploma <input type="radio"/> BTEC Level 2 Extended Certificate <input type="radio"/> NCFE CACHE Level 2 Diploma	<input type="radio"/> Level 2 Diploma <input type="radio"/> Intermediate Apprenticeship <input type="radio"/> GCSE English and Maths
<b>1</b> GCSEs Grade 2 (E) / Functional Skills Employability/Work Skills Programmes Progression Awards Basic Skills Entry Level 3	<input type="radio"/> Foundation Level Courses <input type="radio"/> BTEC Level 1 Award/ Certificate/ Diploma	<input type="radio"/> Level 1 Diploma <input type="radio"/> Functional Skills English, Maths and IT
<b>e</b> No or few formal qualifications, or if you are looking to improve your basic skills	<input type="radio"/> Functional Skills English and Maths <input type="radio"/> Progression Award	<input type="radio"/> Skills for Working Life Programme <input type="radio"/> Vocational Studies <input type="radio"/> Life Skills Programmes



# Reigate College entry requirements

**reigate**  
**college**

GCSE Grade Profile	Recommended Study Programme
Mostly Grades 9 to 7	Three A Levels (or equivalent) in the first year, with the possibility of taking an additional fourth A Level over two years. Aspire Programme (including EPQ in the Upper Sixth)
Mostly Grades 7 to 6	Three A Levels (or equivalent) over two years. Aspire Programme (including EPQ in the Upper Sixth)
Mostly Grades 6 to 5	Three subjects including at least one or two A Level equivalent courses
Mostly Grades 5 to 4	Three subjects including two or three A Level equivalent courses
Mostly Grades 3	Intermediate Level 2 Programme (see left)



# Implications for our students

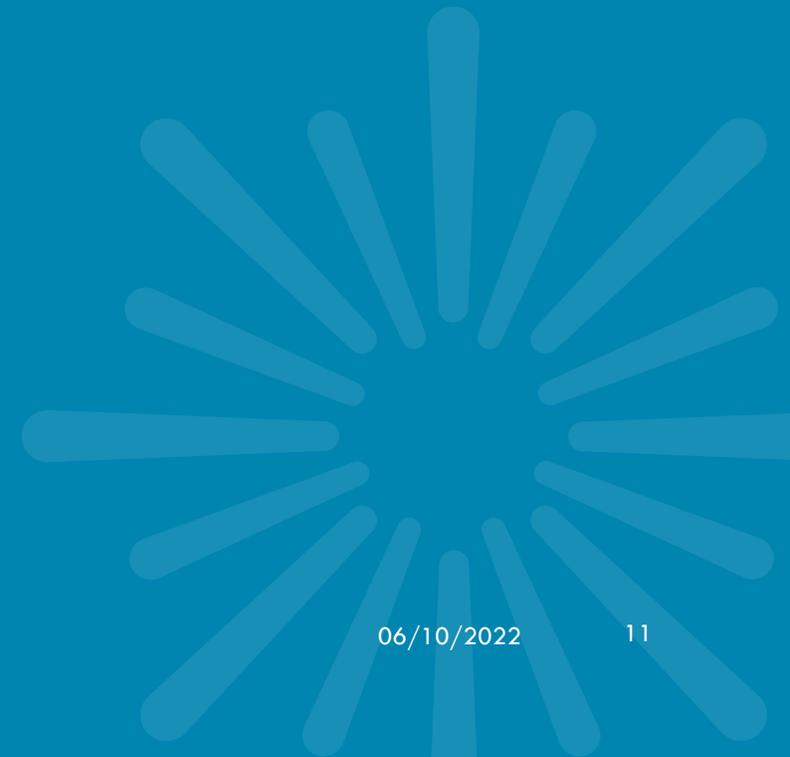
- Offers will be made for the number of 4+ grades but courses will be allocated dependent on numbers of 6+ and GCSE average grades.
- Students can not concentrate only on post 16 options.
- One subject can make the difference.
- Available post 16 options will affect potential career choices.
- Some A-level courses require grade 6+ in specific GCSE subjects.
- These are available on their prospectus which can be downloaded from their website.



# Achieving success

Pupils who do well:

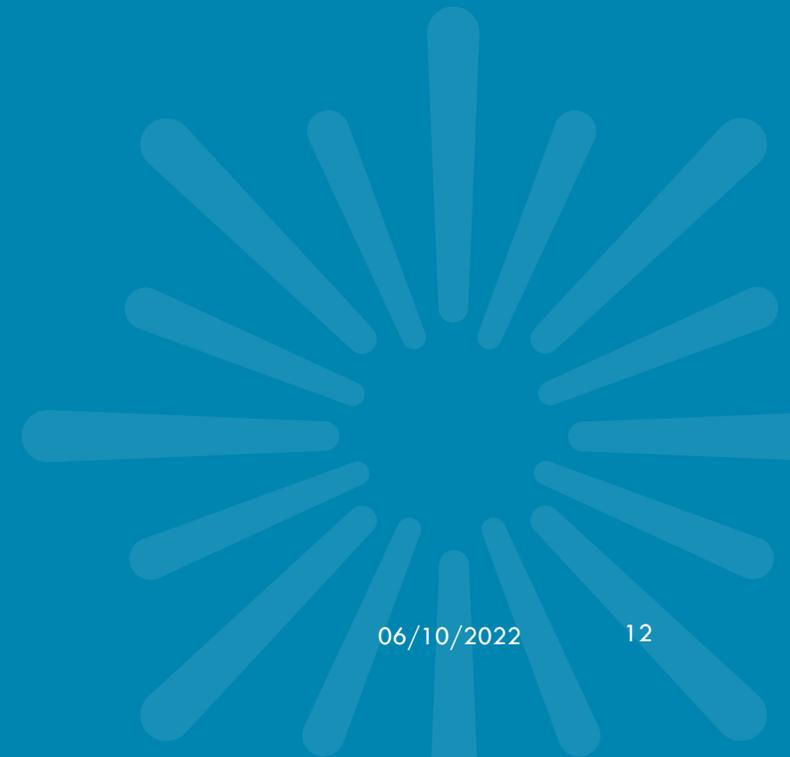
1. Are self motivated
2. Develop resilience
3. Are organised
4. Are independent workers
5. Plan their time over a long period
6. Understand the exam requirements
7. Plan and carry out revision
8. Perfect exam technique



# What can a parent / carer do?

The more parents are engaged in the education of their children, the more likely their children are to succeed in the education system. The scale of the impact is evident across all social classes and all ethnic groups.

1. Home - school link
2. Mediator with school
3. Provide a suitable working environment
4. Provide equipment
5. Pay for materials that will help them succeed



6. Support study by:
  - A) Talk to your sons and daughters about work
  - B) Look at their Record Book
  - C) Check marking and feedback from teachers
  - D) Test them on work they have done
  - E) Help them find past exam papers on the internet
  - F) Help with time management and breaking down tasks
7. Arrange activities that are enjoyable and educational
8. Agreeing and monitoring revision and homework rules
9. Analyse and discuss school reports
10. Challenge teachers, school, governors, yourselves, if your child is underperforming



# Week One

Monday 7 November		Tuesday 8 November	Wednesday 9 November	Thursday 10 November	Friday 11 November
<b>08:30</b> <b>Maths Paper 1</b> <b>Non-Calculator</b> 1hr 30		<b>08:30</b> <b>English Language</b> <b>Walking Talking - Paper 1</b> 1hr 45	<b>08:30</b> <b>Astronomy</b> 1hr 30 <b>Economics</b> 1hr 30 <b>Psychology</b> 1hr 30	<b>08:30</b> <b>History Paper 1</b> <b>Medicine Through Time</b> 1hr 15	<b>08:30</b> <b>Sport</b> 1hr <b>Media Studies</b> 1hr 15 <b>Enterprise &amp; Marketing</b> 1hr 30
Break					
<b>11:25</b> <b>French</b> <b>Reading</b> 45m Foundation 1hr Higher	<b>11:25</b> <b>Spanish</b> <b>Reading</b> 45m Foundation 1hr Higher	<b>11:25</b> <b>Biology</b> Combined: 1hr 10 Triple: 1hr 45	<b>10:35</b> <b>Creative iMedia</b> 1hr 15 <b>Engineering Unit 3</b> 1hr 30 <b>Hospitality &amp; Catering</b> 1hr 30 <b>Computing</b> 1hr 30	<b>10:35</b> <b>Maths Paper 2</b> <b>Calculator</b> 1hr 30	<b>10:35</b> <b>Geography</b> 1hr 30
Lunch					
		<b>14:20</b> <b>French: Listening</b> 35m Foundation 45m Higher		<b>13:35</b> <b>Spanish: Listening</b> 35m Foundation 45m Higher	



# Week Two

Monday 14 November	Tuesday 15 November	Wednesday 16 November	Thursday 17 November	Friday 18 November
<p><b>08:30</b> Chemistry Combined: 1hr 10 Triple: 1hr 45</p>	<p><b>08:30</b> Business 1hr 30</p>	<p><b>08:30</b> Art Day 1</p>	<p><b>08:30</b> History Early Elizabethan England 55mins</p>	
Break				
<p><b>11:25</b> English Language Paper 1 1hr 45</p>	<p><b>11:25</b> Maths Paper 3 Calculator 1hr 30</p>	<p><b>10:35</b> Year 10 Religious Studies 1hr 45</p>	<p><b>10:35</b> Art Day 1</p>	<p><b>10:35</b> Physics Combined: 1hr 10 Triple: 1hr 45</p>
Lunch				
		<p><b>13:35</b> Art Day 1</p>	<p><b>13:35</b> English Literature Paper 2 An Inspector Calls 50m</p>	



# Week Three

Monday 21 November	Tuesday 22 November	Wednesday 23 November	Thursday 24 November	Friday 25 November
	<b>08:30</b> Art Day 2			
Break				
	<b>11:25</b> Art Day 2			
Lunch				
	<b>14:20</b> Art Day 2			



# In school preparation

- ✓ Students will have exam specific lessons in:
- ✓ Planning
- ✓ Online revision
- ✓ Offline revision
- ✓ Managing stress

## 1. Planning

- Plan by session (about half an hour a time)
- Plan subjects for revision
- Plan topics to revise (your weakest)
- Set up a working area
- Carry out your plan

[www.getrevising.co.uk](http://www.getrevising.co.uk)

The screenshot shows the 'Study Planner' interface. At the top, there are several interactive buttons: 'Manage your exams' (with a tooltip stating 'All your exam information is stored in here'), 'Add a new commitment', 'Edit subjects', 'Add a new deadline', 'Edit classes', 'Add a new holiday', 'Printable PDF', and 'Put it on your wall' (with a tooltip stating 'Choose which weeks you want to print out'). A 'Help' button is also visible.

The main section displays a weekly calendar for '28th February - 6th March'. The days are: Mon 28th, Tue 1st, Wed 2nd, Thu 3rd, Fri 4th, Sat 5th, and Sun 6th. The time slots are 08:00 - 09:00 and 09:00 - 10:00. The schedule is as follows:

Time Slot	Mon 28th	Tue 1st	Wed 2nd	Thu 3rd	Fri 4th	Sat 5th	Sun 6th
08:00 - 09:00							add activity
09:00 - 10:00	GCSE Mathematics	GCSE English	GCSE Chemistry	GCSE English Literature			GCSE English Literature



# Online revision

## 1. Useful websites

[www.gcsepod.com](http://www.gcsepod.com)

[www.aqa.org.uk](http://www.aqa.org.uk)

[Pearson qualifications | Edexcel, BTEC, LCCI and EDI | Pearson qualifications \(EDEXCEL](http://www.aqa.org.uk)

<http://www.bbc.co.uk/schools/gcsebitesize/>

[www.Tassomai.com](http://www.Tassomai.com) (English maths and science)

### a) GCSEpod

- A full set of revision audiopods, with question banks

- [GCSEPod Student Site Tour - YouTube](#)

### Exclusive Parent Webinars

Join a GCSEPod webinar and find out how you can use GCSEPod to support your child's learning plus get tips and guidance on effective home learning practices.

BOOK FOR 4TH MAY @ 5PM

BOOK FOR 18TH MAY @ 5PM

BOOK FOR 1ST JUN @ 5PM

BOOK FOR 15TH JUN @ 5PM



# Online revision

- b) AQA and Pearson
  - ✓ Can access past paper and mark schemes
  - ✓ Can access advance information
  - ✓ Can access subject specifications
  - ✓ Can access other support materials

- c) BBC bitesize
  - ✓ Revision and quick tests for GCSE subjects
  - ✓ Register to personalise subjects
  - ✓ And to get feedback



**Maximise your science revision time**  
Answer 20 questions and we'll suggest what to study

[Get started](#)

- d) Tassomai
  - ✓ Multiple choice questions in science, maths and English
  - ✓ Helps memory recall for key facts

## All GCSE subjects

These subjects may contain both Guides for students and Classroom videos for use by teachers.



Art and Design



Biology (Single Science)



Business



Chemistry (Single Science)



Combined Science



Computer Science



Design and Technology



Digital Technology (CCEA)



Drama



English Language



English Literature



French



Geography



German



History



Home Economics: Food and Nutrition (CCEA)



Hospitality (CCEA)



ICT



Irish - Learners (CCEA)



Journalism (CCEA)



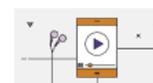
Learning for Life and Work (CCEA)



Maths



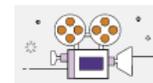
Maths Numeracy (WJEC)



Media Studies



Modern Foreign Languages



Moving Image Arts (CCEA)



Music



Physical Education



Physics (Single Science)



Religious Studies



Science



Spanish



Welsh Second Language (WJEC)



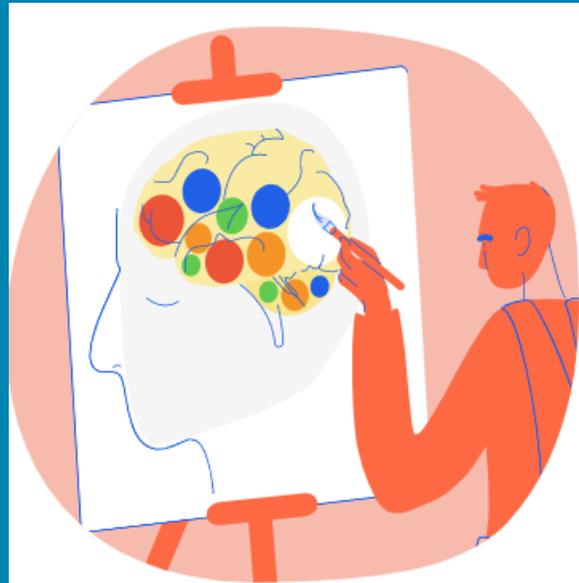
# Online revision

## d) Tassomai

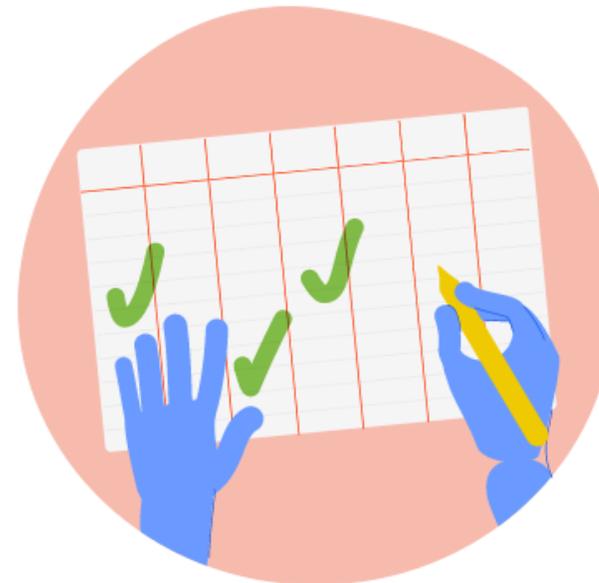
- ✓ Multiple choice questions in science, maths and English
- ✓ Helps memory recall for key facts



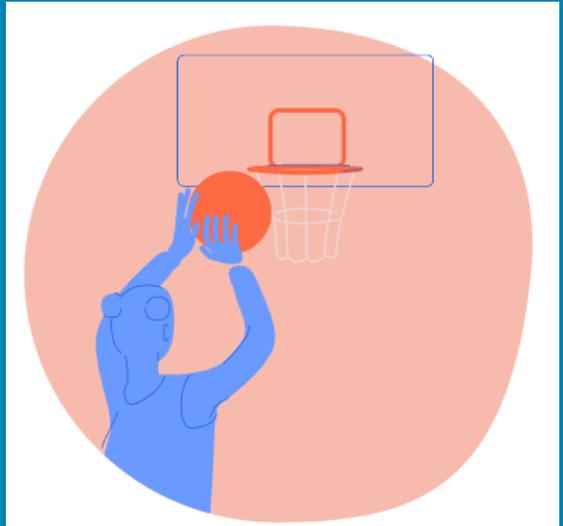
Tassomai helps facilitate learning through regular personalised micro-quizzing.



Tassomai intelligently adapts to each learner, setting the right questions in the perfect mix for every quiz.



Learners should aim to consistently complete their Daily Goal for each subject - we recommend 4 times a week.



It's important to pay attention to accuracy. Taking time to answer questions correctly will result in much faster progress through the course.



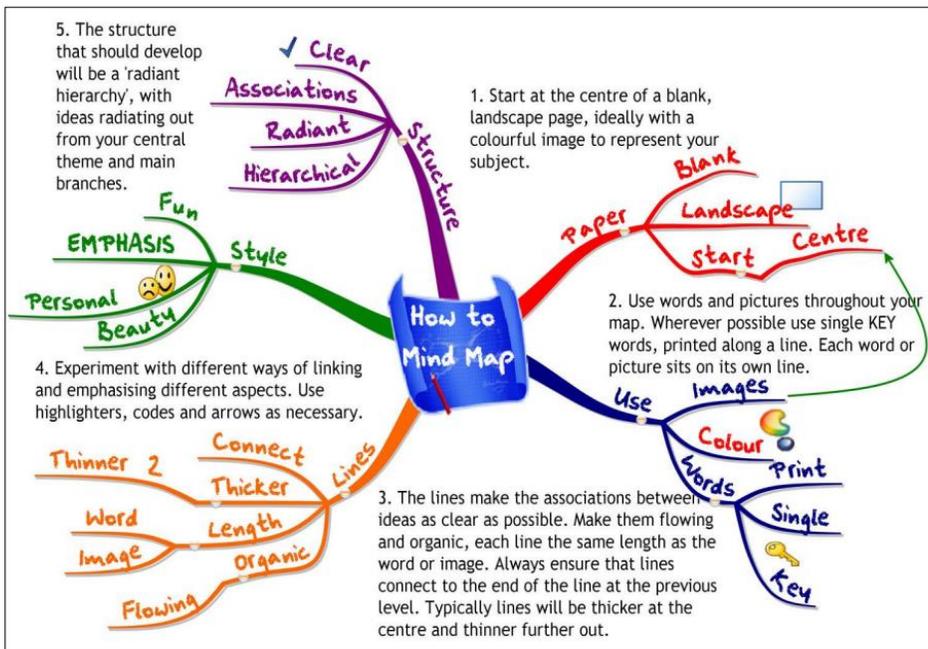
# Offline revision

3 simple techniques – adaptable for a number of subjects

[Revision Guidance - Carrington School](#)

1. Effective note taking (including flash cards)
2. Mind maps
3. Mnemonics

## Yr.11: Revision Skill Focus of the Week



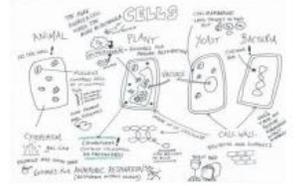
## Yr.11: Revision Skill Focus of the Week

### RULE 1: MAKE YOUR OWN FLASHCARDS

This is the most important part of the learning process:



### RULE 2: MIX PICTURES & WORDS – IT WILL INCREASE YOUR BRAIN'S ABILITY TO RECALL



## Flashcards

a card containing a small amount of information to help aid active recall

### RULE 4: FOCUS ONE FLASHCARD ON ONE ASPECT OF THE TOPIC = YOU WILL HAVE A COLLECTION OF FLASHCARDS FOR EACH TOPIC.



### RULE 3: USE MNEMONIC DEVICES TO CREATE MENTAL CONNECTIONS

Power and Conflict Poetry:  
Compare HOW the poets do 'X'.

HOW = techniques/strategies poets use:

- SITUATION
- LANGUAGE
- STRUCTURE



## Yr.11: Revision Skill Focus of the Week

### Similar Traits Technique:

Two words you would like to remember and link in your mind:

RICHMOND - VIRGINIA  
Find things they have in common (e.g., second letter "I"; eight letters)  
Find smaller words within the words:  
RICH MAN - VIRGINIA

Make up a sentence or short visual/story:

"The rich man drinks gin and lives in Virginia"

### Peg Systems

- Uses something you know (and won't forget) to "hang" new information on;
- Pairs old information with new information in a visual format;
- Good for remembering items in order;
- Common pegs: the alphabet; numbers; furniture in your house

## Mnemonics

A pattern of letters, ideas, or associations which assists in remembering something.

### Forming Sentences with First Letters

In this technique, which most students have learned in school, the first letters of a list of words that need to be remembered are taken out to form a silly sentence or another word that is easy to remember.

For example, if one is trying to remember the planets of the solar system:

Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune, Pluto

Take the letters M, V, E, M, J, S, U, N and P and form a sentence:

"My very extravagant mother just sent us nine pizzas"

### The Link & Story Method

Works by making associations between items in a list, linking them in a story, or a flowing image.

The counties of England: Avon, Dorset, Somerset, Cornwall, Devon, Gloucestershire, Hampshire, Surrey.

- An AVON (Avon) lady knocking on a heavy oak DOOR (Dorset)
- The DOOR opening to show a beautiful SUMMER landscape with a SETTING sun (Somerset)
- The setting sun shines down onto a field of CORN (Cornwall)
- The WILTING stalks slowly droop onto the tail of the sleeping DEVIL (Devon)
- On the DEVIL's horn a woman has impaled a GLOSY (Gloucestershire) HAM (Hampshire) when she hit him over the head with it
- Now the Devil feels so RRY (Surrey) he bothered her.

Note that there need not be any reason or underlying plot to the sequence of images; only the images and the links between them are important.



# Revision structure

- Set an aim for each session
- Set a time for each session
- Break each topic into chunks
- Produce notes or mind maps containing key ideas
- Test yourself
- Have a way to check progress
- Revisit revision



# Active revision

- Mind maps on large paper
- Display pictures and posters around the house
- Display revision prompts around the house
- Record revision and play it another time
- Highlighting (some individual subjects have individual highlighting tips)
- Listen to podcasts – GCSE Pod
- Use apps and video clips
- Read then test yourself
- Verbalise what you have learnt
- Ask someone to quiz you



# Revision techniques

Learn the  
keywords or  
spellings

Look – Cover-  
Write – Check

Complete online  
quizzes e.g. BBC  
bitesize of  
GCSEpod

Practice each  
question style

Watch youtube  
clips from teachers  
explaining topics  
or exam content

Make revision  
cards

Complete a  
personalised  
learning check –  
what do they  
already know?  
What do they  
need to go back  
over?

Read through a  
knowledge  
organiser for  
topics

Work through a  
revision guide



# Science:

There is a large amount of content and vocabulary.

Home work consists of 3 parts:

- a) Exam questions – students should look up the content if cannot answer immediately and seek help from teachers if needed.
- b) Completing 4 daily goals a week using our on-line learning app “Tassomai”
- c) Read through work from the week and consolidate their learning using one or more of the methods below:
  - making revision cards
  - reading through content in revision guides and completing workbook questions
  - watching video clips on GCSEPOD or You tube (ensure search incl. Edexcel GCSE)

Support is available in 2-10 on Tuesdays (after school) and 2-03 computer room

Wednesday lunchtimes

## To sum up Successful Students have :

- A full set of notes
- A revision timetable & checklists
- Identify successful work strategies
- A range of resources
- Independent learning skills
- Parents who encourage them!



# Our expectations after Half term

- High levels of attendance
- Correct school uniform
- Positive engagement with PD and Mentoring sessions.
- Positive 'can do' attitude towards school work.



Thank you for your time

We will take a short time for questions, any personalised questions can be directed to the relevant year leaders below

### Year 10

Mrs Davis – [sdavis@carringtonschool.org](mailto:sdavis@carringtonschool.org)

### Year 11

Mrs Miller - [rmiller@carringtonschool.org](mailto:rmiller@carringtonschool.org)

### Key Stage 4 generally

Mr Rolt - [srold@carringtonschool.org](mailto:srold@carringtonschool.org)

Mr Lockhart – [mlockhart@carringtonschool.org](mailto:mlockhart@carringtonschool.org)

