



# **Year 11 Parents' Information Evening**

Thursday 12<sup>th</sup> September 2019

5pm and 6pm  
in Lady Mabel Hall

**Believe you can and you are  
halfway there!**

## **Year 11 Contacts**

Year 11 Progress Leader: **Mr Hill**

Year 11 Pastoral Leader: **Mr Cater**

Exams Officer/Exams Lead: **Miss Gillott**

For subject enquiries please contact the Curriculum Leader or your child's class Mentor.

Assistant Headteacher: **Miss R Sutcliffe** ([rsutcliffe@eccoschool.com](mailto:rsutcliffe@eccoschool.com))

Assistant Headteacher: **Miss C Johnson** ([cjohnson@eccoschool.com](mailto:cjohnson@eccoschool.com))

School Tel: 0114 2461156

---

### **How can you support your child?**

- Provide your child with a quiet place to study, away from distractions
- Help to establish routines of doing homework and planning study time
- Ensure good attendance and punctuality
- Avoid booking holidays in term time
- Highlight key dates on the calendar
- Be aware of your child's timetable
- Understand course structures and exam requirements
- Show an interest in the different subjects by having conversations about learning
- Buy revision guides if possible
- Read and sign student planners
- Read through homework
- Provide access to the internet, but check that hours are not being spent on Facebook etc
- Encourage good study habits
- Encourage a balance of work and play
- Suggest going on JustMaths or Kerboodle, see next page for further details of online learning platforms.

## Ecclesfield School Online Learning

Revision is an important part of success during Y11. These websites are available for your use. Make sure you know how to log on.

### GCSE Maths



#### Mr Barton

<http://mrbartonmaths.com/students/legacy-gcse/gcse-maths-takeaway.html>

#### HegartyMaths - <https://hegartymaths.com/>

Username – students name

Password – their date of birth the first time they log in and then they are asked to set their own password.

#### Onmaths - <https://www.onmaths.com/>

Students register on the site for free

#### Corbettmaths - <https://corbettmaths.com/>

No login required

### GCSE English

#### Mr Bruff (be sure to search for AQA content)

<https://www.youtube.com/user/mrbruff>

English Language: <https://www.bbc.com/bitesize/examspecs/zcbchv4>

English Literature: <https://www.bbc.com/bitesize/examspecs/zxqncwx>

and websites such as Sparknotes and Lit Charts.

### GCSE Science

<https://www.kerboodle.com/users/login>

username – student first name plus surname e.g. jbloggs

password – same as the username

institution code – lo7



# Guidance for Parents

[http://www.bbc.co.uk/schools/parents/secondary\\_support](http://www.bbc.co.uk/schools/parents/secondary_support)

Find out more about page archiving.

Learning

Home support your child's education

**School**

Choosing a School  
National Curriculum

Your Involvement

College

University

Child development

Parental involvement

Find resources

Links

## Supporting your child at secondary school

Print preview

### At a glance

How to provide practical and learning support for your child at secondary school.

### The beginning and end of the school day

The beginning of the school day can be a rush for everyone. Your child will need to be far more organized at secondary school than he or she was at primary school. Establishing a routine in the morning and evening will help the day start smoothly and with minimum stress.

Tips for a positive start to the school day:

- encourage your child to pack their school bag and lay out their uniform before going to bed each evening
- try to make sure your child eats breakfast - this provides essential energy and will help him or her perform better at school
- allow plenty of time for your child to get to school - build extra time into your morning routine so that if there are transport or other problems he or she won't be late for registration
- check each evening for letters home or permission forms or homework diaries to sign as this will help avoid early morning panic and items being forgotten

### Helping with homework

### Watch and listen

**BBC LEARNING ZONE** Learning Zone  
Short films to provide inspiration for the classroom and beyond.

**School Radio** Audio resources for primary schools.

### Learning Class Clips

▶ Secondary educational video clips

### Related articles

- [The National Curriculum and Key Stages in England](#)
- [Getting ready for secondary school](#)
- [Your child's progress and formal assessments](#)
- [Subjects taught in schools in England](#)

### Related links

# Parent Portal

The screenshot shows a dashboard with several sections:

- Notifications:** A box at the top left points to a list of messages, including a "Weekly bulletin" and "Letters etc."
- Reports:** A box at the top center points to a "Report Y11 DATA CYCLE 3 REPORT 2 for Carroll" under the "Subjects" section.
- Attendance:** A box on the right points to a line graph titled "Attendance This Term" showing a score of 99.8%.
- Behaviour Summary:** A box at the bottom center points to a summary showing "Today: 0", "This week: 0", and "This term: 0" for both "Attendance" and "Behaviour".
- Contact:** A box on the right points to an email composition area with the text "This is a test message, hello staff at Ecclesfield".
- Timetable:** A box at the bottom left points to a list of lessons for "Today", including Science, English, Res. Mats, and German.

**To access the portal, please visit:**

<https://tasc.eccoschool.com/insight>

**Need help setting up? Forgiven your log on details?**

Just email [studentservices@eccoschool.com](mailto:studentservices@eccoschool.com)



@offialecco



Ecclesfieldschool



ecclesfieldschool

## Year 11 Key Dates 2019-20

12 <sup>th</sup> September 2019	Y11 Parents' Information Evening
30 <sup>th</sup> September 2019	P6 Intervention starts
17 <sup>th</sup> October 2019	Careers Opportunity Evening
21 <sup>st</sup> October 2019	Report Home [DC1]
28 <sup>th</sup> Oct to 1 <sup>st</sup> Nov 2019	Oct HT Holiday Intervention sessions
4 <sup>th</sup> Nov to 22 <sup>nd</sup> Nov 2019	School Examinations
15 <sup>th</sup> January 2020	Results Day & Report Home [DC2]
17 <sup>th</sup> Feb to 21 <sup>st</sup> Feb 2020	Feb HT Holiday Intervention sessions
24 <sup>th</sup> Feb to 6 <sup>th</sup> Mar 2020	School Examinations
30 <sup>th</sup> March to 10 <sup>th</sup> April 2020	Easter Holiday Intervention sessions
27 <sup>th</sup> April 2020	Report Home [DC3]
11 <sup>th</sup> May 2020	Exam Period begins (majority of subjects)
3 <sup>rd</sup> July 2020	Prom

### The successful student...

- has an excellent attendance record
- is prepared everyday – bag, equipment, books, planner
- understands what each of the courses needs them to do and knows the exam dates
- uses the school planner for organisation and gets it signed weekly by a parent or carer
- does 1-2 hours of homework each night
- prepares for the controlled assessments
- makes good use of the teacher support (lunchtime activities, after school classes, asks for help)
- is ready for exams – revising and doing past papers
- uses the internet sites recommended and the school MLE
- gets involved in extra-curricular activities
- takes responsibility for their learning
- aims high and doesn't give up when the going gets tough!
- isn't shy of working hard
- gets sleep and eats healthily
- makes sacrifices
- shows GRIT

**... doesn't spend hours at a time on social network sites or playing on Playstations and XBoxes!**



## **Revision guidance for parents**

- ✓ You don't need to be an expert in any of the subjects your child chooses to make a real difference.
- ✓ You also don't need to give up your life and other responsibilities – you just need to know how best to spend the time you do have.
- ✓ One of the hardest demands on students is that of understanding the long-term importance of doing the best they can, and learning to shelve short-term fun at times in the interest of long-term benefits (not easy even for adults).
- ✓ Your support, encouragement and interest can make a spectacular difference to your child's motivation and ability to cope with the academic and organisational demands of the exam period.
- ✓ Agree the balance between work and social life and stick to the agreement. Again, flexibility is the key – if a special night comes up, agree that they can make up the work at a specified time.
- ✓ All students fall behind, feel demotivated or overwhelmed, or struggle with the balance of social, work and school demands at times. When your child feels like this, berating and threatening them will have a negative effect. Talk to them about the issues, acknowledge their feelings and adopt a sensible attitude in wanting to find a solution.
- ✓ Be flexible – use the 80/20 rule. If your child is sticking to what they are supposed to be doing 80% of the time, they will be doing alright.
- ✓ If your child asks for your support, encourage them by helping them to see the difficulties in perspective. Teenagers often take an all or nothing 'catastrophic' approach to difficulties – "I've messed up this essay, I might as well give up."
- ✓ Do not add to the stress levels by 'rising to the bait' when your child pushes the boundaries. Postpone the battles that can be won later.
- ✓ Create quiet time in the house to support revision, build a rewards programme for completing revision tasks and ensure your child is eating a balanced diet and keeping hydrated.
- ✓ Agreement of mobile phone/console/computer usage is key is keeping revision focussed and timely.

## **Revision Guidance for Students**

### **Spaced out learning**

Create a revision plan that meets your needs. Start the plan early, build in small spaces of time for your study and do a little bit at a time so it adds up. Six hours of revision over one week is better than six hours of revision in one day. Try the [Getrevising](#) website for free resources.

### **Interleaving**

Plan to cover a number of different ideas in the time you have given yourself. Go back over them all to make sure you understand them.

### **Elaborative interrogation**

As you are revising, ask yourself questions (some easy and some difficult) about what you are learning, which get you to describe and explain in as much detail as possible. Make connections between the learning. How are some ideas similar or different?

### **Concrete examples**

Be specific on the examples you need to understand the ideas you are learning. Collect examples from your written notes, text book or revision guides. Create your own examples so you fully understand the ideas.

### **Dual coding**

Combine pictures with words. Try different ways that you could visually represent information. For example; graphs, diagrams, cartoons and timelines. Put the text away and describe your visuals. Then draw what you have learned from memory.

### **Retrieval practice**

Practice bringing information to your mind. Use basic testing and quizzes to help improve your learning. You can use flashcards, key words, diagrams or multiple choice questions. Recall key words, ideas and definitions. Then recall how they are linked to other ideas and examples.



## **Revision Methods for Students**

### **'Do what works for you'**

#### **If you prefer to use:**

- Images
- Drawings
- Diagrams
- Charts
- Graphs
- Colour

Then try cue cards, timelines, notes on a pin board, colour coded revision notes, mind maps, drawing of topics, practicing diagram labelling, highlighting and annotating key words, facts and definitions.

#### **If you prefer to:**

- Watch and listen lessons
- Hear explanations and answers
- Listen to recorded notes
- Talk out loud, to yourself or to other people

Then read your notes out loud, watch and listen to videos and podcasts, recording your own notes and playing it back, discussions with a study group, discussion with parents about a topic and making a song or rhyme about your revision notes.

#### **If you prefer to:**

- Write things down
- Create models and diagrams
- Be active while studying
- Explain with real life situations

Then chunk down your big notes into small notes, role play with friends/family, act out using gestures and body movement to represent the learning, post information around the house where you can link your learning to your environment, build representations of your learning.

## **Guidance for Parents and Students**

### **Procrastination**

This is where students put off actual revision activity. Colouring in your revision calendar or putting your flash cards in order may feel like revising but it is not.

If you're procrastinating while attempting to revise a certain subject, study something else for a bit or take a break completely. Chat to your family or go watch a bit of TV. When you sit down for the next attempt, your head will be clear and you will be ready to get going.

### **Planning**

When your revision is organised around your social life but you are unsure what you need to know for the exam, check the syllabus.

You can get a copy from the exam board's website and work through it. Tick off everything on the list and you will not miss a thing.

### **Revising but not practicing**

Revising is essential, but failing to put your new-found knowledge into practice is a big mistake.

Doing past papers for each topic you are covering is a great way to test how much you have retained and will highlight any gaps in your knowledge. You can find past papers on exam board websites or on sites.

### **Boredom**

It is going to happen at some point. You will get bored and you'll then want to do anything else but study. Try to relate your subjects to everyday life – make it funny.

For example, if you need to learn as many quotes as possible for an English literature exam, try including them in conversation with a friend doing the same subject. Who can get as many quotes into random conversation as possible? You are socialising, you are learning, you aren't bored. It is win-win.

### **Not leaving enough time**

Start well in advance of your exams. There is nothing worse than the panic and stress of last minute cramming.

If you start weeks in advance, you will get a good pace and you can go to teachers for help on any topics you're stuck with. Start gently and early and keep a good revision pace.

### **No motivation**

Why are you doing all this revision? Stick up a picture on your wall of your dream university, job, lifestyle, party, reward – whatever it is you want at the end of all this. Keep your goal in sight to help you keep your eye on the bigger picture.

### Example of a revision timetable

Week 1	Time	9:00 – 10:00	10:00 – 11:00	11:00 – 12:00	12:00 – 1:00	1:00 – 2:00	2:00 – 3:00	3:00 – 4:00	4:00 – 5:00	5:00 – 6:00	6:00 – 7:00	7:00 – 8:00	8:00 – 9:00
Day													
<b>Monday</b>								History intervention at school  WWII	Walk home with friends, check email/news	Tea and TV with the family	<b>GCSE PE</b> Muscles & Bones labelling 30 mins each Text book Blank paper Self-test	<b>Maths</b> Probability & Ratio & Algebra 20 mins each Past paper Self-mark	<b>Science</b> Ecosystems & atomic structure 30 mins each Email friend to test me *reward
<b>Tuesday</b>													
<b>Wednesday</b>													
<b>Thursday</b>													
<b>Friday</b>													
<b>Saturday</b>													
<b>Sunday</b>													

*For each day consider: subject, topic, time frame, resources needed, breaks in revision, reward*