



Year 13

Learning Evening

Liz Monelle

Why are we here?

- We want our children to do well and reach their full potential in their post 16 studies
- To ensure they get the results they need to help prepare them for their futures whichever route they choose

I AM A GREAT BELIEVER IN

LUCK

AND I FIND THE HARDER I WORK
THE MORE I HAVE OF IT

- THOMAS JEFFERSON -

Expectations

- What you can expect from us:
 - All students will be given resources and teaching to cover content required for their studies
 - Access to teaching staff and support staff (including tutors) to help them prepare for their assessments
 - A comprehensive support system to help them choose suitable pathways for their future careers

Expectations

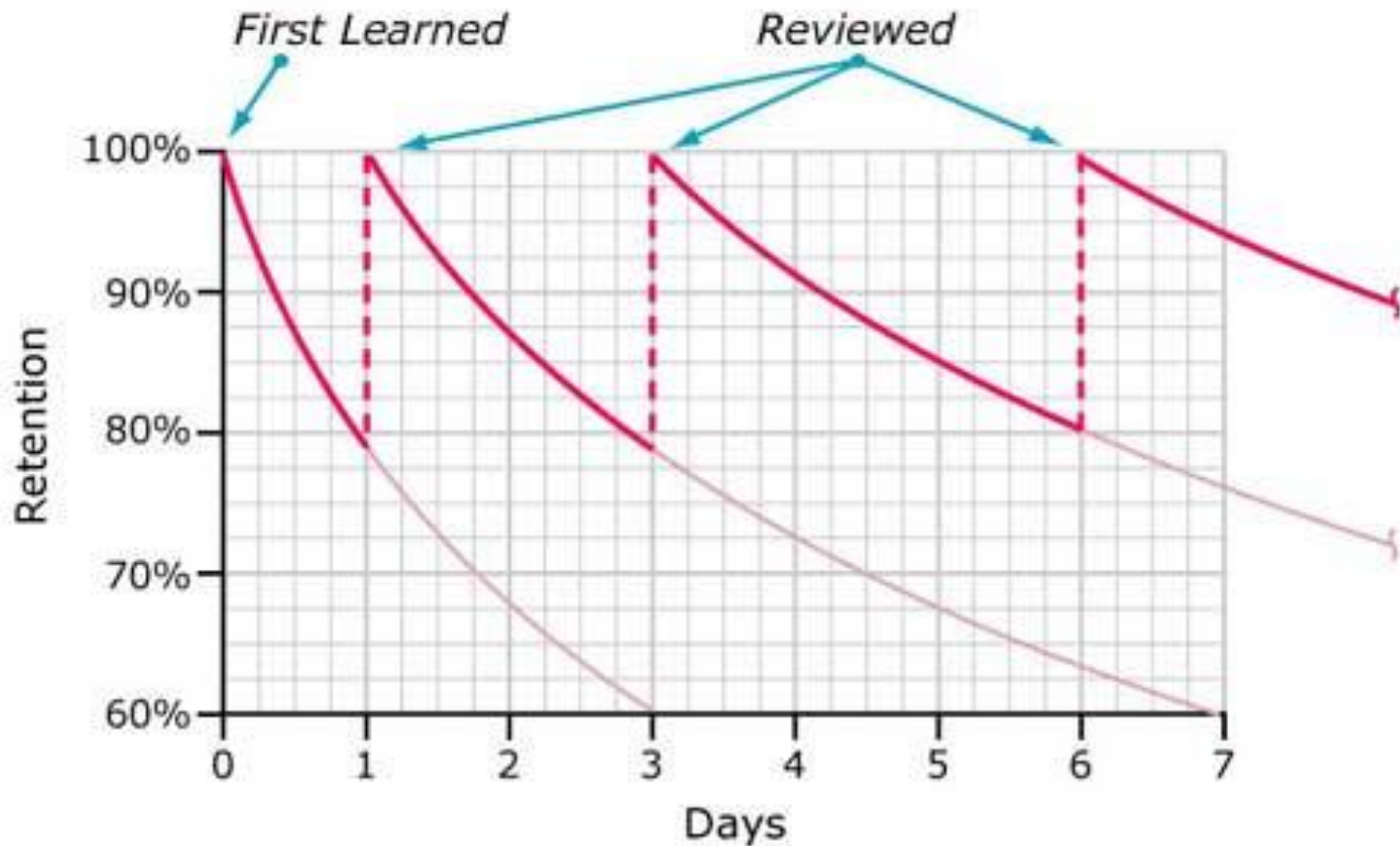
- What we expect of the students:
 - To attend all lessons and catch up on any work missed through illness (email teacher / show my homework)
 - To complete all class work and home work to the best of their ability, seeking help if needed
 - To use their study periods productively
 - To strive to achieve their very best (not just what they need)
 - To focus on school work (paid jobs are secondary we recommend no more than 10 hours per week)

Memory ...

- New Level 3 qualifications require extended content and more recall of the content
- Strategies for success:
 - Revision is an ongoing process
 - Frequently look back over last lessons / weeks / months / terms / years work

The forgetting curve

Typical Forgetting Curve for Newly Learned Information



Homework

- Homework tasks will be set on show my homework
- Planning is important (shouldn't leave it to the last minute)
- Ask for help if needed
- Use online resources (research)
- Should include independent revision
- Students will NEVER have 'no homework'

Qualities of successful post 16 students:

- Vision
- Effort
- Systems
- Practice
- Attitude

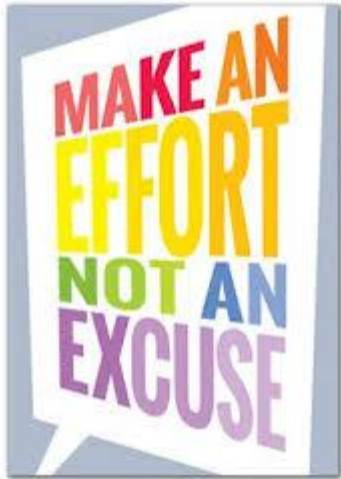
VISION

- Students know what they want to achieve



Effort

- Students put in significant time to their independent study



Systems

- Students organise their learning resources and their time sensibly and productively



Practice

- Students practise and develop their skills



Attitude

- Students respond constructively to feedback and setbacks



What students should be doing

- Organisation
- Challenging thinking
- Metacognition revision strategies (EEF) – will be developing these in school too

Table 1: Effectiveness of ten learning techniques, from Dunlosky et al (2013) ³⁹

High Utility	Practice testing	Self-testing or taking practice tests on material to be learned.
	Distributed ('spaced') practice	Implementing a schedule of practice that spreads out activities over time.
	Elaborative interrogation	Generating an explanation for why an explicitly stated fact or concept is true.
	Self-explanation	Explaining how new information is related to known information, or explaining steps taken during problem solving.
Moderate utility	Interleaved practice	Implementing a schedule of practice that mixes different kinds of problems, or a schedule of study that mixes different kinds of material, within a single study session.
	Summarization	Writing summaries (of various lengths) of to-be-learned texts.
	Highlighting	Marking potentially important portions of to-be-learned materials while reading.
Low utility	Keyword mnemonic	Using keywords and mental imagery to associate verbal materials
	Imagery use for text learning Rereading	Attempting to form mental images of text materials while reading or listening.
	Rereading	Restudying text material again after an initial reading.



Stress busters

- Use tutors / sixth form team
- Have other hobbies and interests
 - should have enough spare time if they are smart!
- Online help



What you can be doing

- Ensure they are working
- Ask them about their studies (you do not need to understand it!)
- Support ...
 - Tea and biscuits
 - Listening ear
 - Praise 😊
- Contact class teachers or sixth form staff if you have concerns