



WE ARE  
**R**ESPECTFUL



WE ARE  
**A**SPIRATIONAL



WE ARE  
**C**ARING

ACHIEVING BEYOND  
EXPECTATIONS

How can I support my child in the coming months?

Welcome to Longfield  
Academy!

# We know that this is not easy...

- We know that supporting (cajoling, persuading, forcing etc) your children to the end of Year 11 can feel like pushing a boulder up a hill
- The aim of this session is to help you feel equipped and informed for the next few months



# The Iceberg Illusion

Success is an iceberg

SUCCESS!

WHAT PEOPLE SEE

Persistence



Failure



Sacrifice



Disappointment



WHAT PEOPLE DON'T SEE

Dedication



Hard work



Discipline



# What will we be doing?

- The most important opportunity students have is their scheduled lessons and it is vital they see the importance of every day
- Sessions after school (Mon - English, Tuesday - Maths, Thursday - Non-core Friday -Science)
- Before school sessions - morning blasts in English!!
- Tutor time sessions
- Saturday School
- Holiday sessions:
  - As much notice will be given as possible
- **Supported** independent work - this is where you come in!!

# MyTutor

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Specialist Online Tutoring

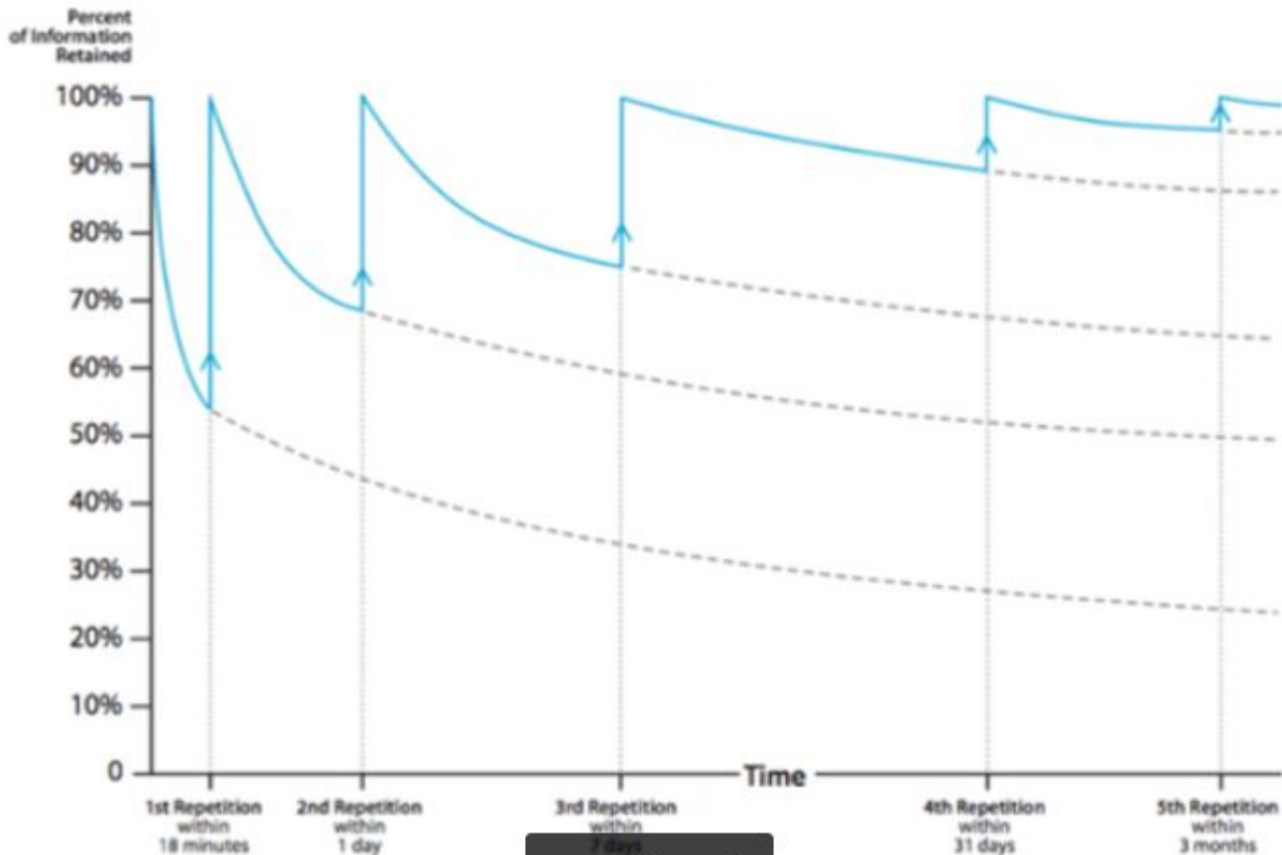
# What we need you to do?

- Know the dates of the PPEs - Monday 21st November - Tuesday 6th December
- Planning is key - Failure to plan is planning to fail!!
- Produce a revision plan - online, in the 'Revision Strategies' booklet etc
- Plan realistically - help them plan for breaks (5-10 minutes) and leisure; Timing revision sessions - no more than 2 subjects per evening, 4-6 subjects over a weekend. Session length depends on focus!!
- Boundaries - establish the ground rules, agree terms!!
- Establishing specific location to revise - avoid the bedroom where possible.
- MOBILE PHONES AND SOCIAL MEDIA.....CAUTION!!!!!!!!!!

# Rate of Forgetting with Study/Repetition

The key to success is repetition

The more you do it, you increase your chances of it sticking...



# Help them plan out a revision schedule

- Self Assessment - what are my strengths, areas I'm ok on  
— and areas of weakness? Speak to your teachers if you are unsure.
- Build in time for practice questions, past papers and marking
- Ensure you allow for some flexibility and time for relaxation
- Make it easy to read and use (A4? Why not make it A3?)
- Plan realistically

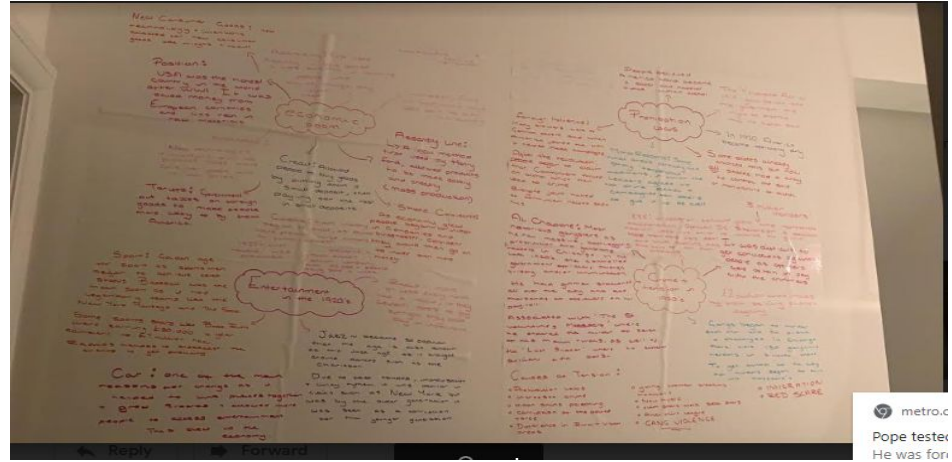


# Today - discussions with teachers - know the gaps and fill them!! But, how?

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Actively engaging with the material

- Flash cards
- Mind maps
- Posters
- Mnemonics -
- Teaching someone else
- Past papers and mark schemes



**Physics** – My Very Easy Method Just Speeds Up  
Naming Planets: Take the first letter of each word, to get the first letter of the planets, in order. Of course now Pluto is no longer a planet this one is slightly outdated – but hard to beat!

# Knowledge Organisers

Each subject has created one or more knowledge organisers based upon the topics that are being studied in the first two modules. Students should learn this information in their own time so that they can recall it easily. This can be done following these simple steps:

- **Read** - Spend 5 to 10 minutes reading through a knowledge organiser.
- **Cover** - Either cover over key topics or simply turn your knowledge organiser over to ensure that the information is well hidden
- **Quiz** - Ask a friend or relative to test your knowledge on what you have learnt.
- **Repeat** - Repeat the steps until you have committed the material to memory and mastered the topic.
- **If you are still struggling with a topic, then you might want to carry out further research and make your own knowledge organiser.**

## Resources - What else may help my son/daughter?

- Revision Pack - £5
- How to revise for GCSE guide - £2
- Knowledge Organisers
- Revision guides
- Google classroom codes (see sheet)
- Subject Specific Websites

IMPORTANT THING IS ASK!! IT VARIES BETWEEN SUBJECTS.

# Google Classroom

This is a great place to find not only resources for revision, but also your lesson!

HW will be uploaded there every week.

There is a year 11 google classroom for revision tips, resources and other general information.

Parents can see all this information too.



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**MATHS**



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# MATHS

Exam Board- EDEXCEL  
3 Papers- 1 ½ Hours Each

1 Non- Calculator  
2 Calculator

# MATHS

What do we do in lessons?

- Following a well thought out SOW depending on their tier
- “Do it now” task - recalls topics learnt previously
- I do/ we do/ you do - modelling in lessons
- Lots of practice time in lessons
- Exam questions addressing AO1/AO2/AO3
- Working in pairs / mobile support from teachers.

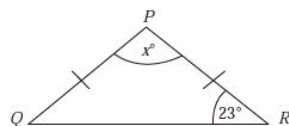


Diagram NOT accurately drawn

$PQR$  is an isosceles triangle.

$PQ = PR$ .

Angle  $R = 23^\circ$ .

Work out the value of  $x$ .

$x = \dots\dots\dots$

(2 marks)



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# MATHS Homework

2 pieces of homework set weekly - all on google classroom

- Sparx homework - Homework task 5 RECAP from year before  
Set at students' level  
Set every Monday 8am
- Paper based homework -  
Set on google classroom  
Exam based questions  
Teachers will go through the work in lessons - self/peer assess

Parents will be emailed from Module 2 for lack of homework !



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Overall completion

100%

0h 50m

Time taken

4 days early

Completion day

35

Questions attempted

0

Questions unattempted

# Sparx

Showing 35 out of 35 task items  Only show incomplete task items

Task Item

Last attempted

> **Item E**  
Homework Task 6 4 days ago

> **Item D**  
Homework Task 6 4 days ago

> **Item C**  
Homework Task 6 4 days ago

> **Item B**  
Homework Task 6 4 days ago

> **Item A**  
Homework Task 6 4 days ago

> **Item F**  
Homework Task 5 4 days ago

> **Item E**  
Homework Task 5 4 days ago

> **Item D**  
Homework Task 5 4 days ago

> **Item C**  
Homework Task 5 4 days ago

Summary information for this school year:

Compulsory homework

1

Incomplete

6

Complete

Sparx XP gained

2703 XP

[View class rewards](#)

Homework history by week

1h 23m  
Working time  
0m

Week 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20

Compulsory

XP Boost

Target

✓

✓

✓

✓

✓

✓

0%

# MATHS

- Longfield Maths revision website
- Revision guides - CGP or Pearson ( includes revision guide and workbook)
- Knowledge organisers
- Practice papers ( accessed via maths revision site)
- Sparx - Homework and independent learning
- Attending interventions on Tuesday
- Attending saturday revisions ( invited only)
- **MUST** bring a calculator to all lessons

## How can you help as a parent/ carer?

Please check they are completing both Sparx and paper homework !  
Teachers will be emailing home for lack of homework.

## What can you do to make sure they are revising effectively ?

Work out a revision timetable. Always get them to revisit topics covered in school, 2 weeks prior and 2 months prior etc to be able recall. Get them to complete past papers and check mark schemes, identify topics. ( topic lists are on their google classroom)



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**ENGLISH**



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In recent years, the GCSE exams have undergone many changes and many parents are, understandably, unsure what they involve.

Today, there are no Foundation or Higher Tiers, no coursework or controlled assessments and you cannot take the set texts into the exams. For GCSE English Literature, your child is expected to be able to recall characters, themes and ideas from a Shakespeare play, a 19th-century novel and a 20th century drama text and a poetry anthology.

Hopefully, this session, will answer some of the most common questions and dispel any concerns. But most importantly provide you with a range of tips on how you can support your child at home.



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## What do I need to know about the exams?

Your child will complete a total of four exam papers for GCSE English; consisting of two for English Language and two for English Literature.

Each exam will last between 1 hour 45 minutes and 2 hours and 5 minutes.

English Language - Edexcel specification

English Literature - AQA specification



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# English Literature

In English Literature, students will be required to demonstrate their knowledge of the 'set text' they have studied over the last two years from each of the following categories:

- One Shakespearean play - *Macbeth*
- 19th Century novel - *Jekyll and Hyde* or *A Christmas Carol*
- Post 1914 British play - *An Inspector Calls*
  
- Unseen Poetry - two part question a) respond to a poem and b) compare to another poem
- Poetry comparison from the anthology

In order to achieve high marks, your child will need to analyse these texts using quotations and relevant subject terminology.



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## Literature Top Tips

- 1) Encourage your child to read a wide variety of texts, including fiction and non-fiction. Some teenagers can be reluctant readers but it really will help them develop in all areas of English.
- 2) Use a variety of online learning and revision resources.
- 3) Make sure they are familiar with the set texts. They can read them, listen to the audiobook versions or watch the films, but they need to really understand the plot, characters and themes.
- 4) Write key quotations on a Post – it note and stick them on the fridge or next to the bathroom mirror so that they can see them regularly.





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# English Language

All GCSE English Language exams require students to read, analyse, evaluate and compare unseen texts from the 19th, 20th and 21st centuries, using key quotations and relevant subject terminology.

Section B is writing:

- Paper 1 - creative
- Paper 2 - transactional





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## READING (50%)

Read and understand a range of texts to:

- |            |  |
|------------|--|
| <b>AO1</b> | <ul style="list-style-type: none"><li>Identify and interpret explicit and implicit information and ideas</li><li>Select and synthesise evidence from different texts</li></ul> |
| <b>AO2</b> | Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views     |
| <b>AO3</b> | Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts   |
| <b>AO4</b> | Evaluate texts critically and support this with appropriate textual references   |

## WRITING (50%)

- |            |  |
|------------|--|
| <b>AO5</b> | <ul style="list-style-type: none"><li>Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences</li><li>Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts</li></ul> |
| <b>AO6</b> | Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. (This requirement must constitute 20% of the marks for each specification as a whole.)  |



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## Language Top Tips

### AO1:

Watch the news/documentaries as a family. Encourage your children to summarise the stories, events, facts and ideas in a concise way.

Question your children about the novel they are reading/studying. Ask them to support their comments with clues from the text. A discussion may go something like this:

Parent: What page are you up to in your text, son?

Child: Page 87.

Parent: Who's the main character?

Child: A boy called Bruno.

Parent: How would you summarise his personality in two words?

Child: Naïve and kind-hearted.

Parent: Interesting, why did you say naïve?

Child: Well because he doesn't seem to understand that his mother has been crying, even though her eyes are red.

Parent: Ah, can you read me the section that shows his innocence?

Child: (looks in text) Here, on page 47 it says...

Parent: Awesome. Do we know anyone who reminds you of Bruno? How so?



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## AO2:

Find a politician's speech on YouTube. Listen to it together and discuss how he or she has used words and what effect it has on the listener. Speeches could range from those from Martin Luther King to Boris Johnson to (dare I say it) Donald Trump.

Have a family film night with popcorn and all the frills. Discuss the camera shots and angles. What does the camera focus on and why? How does the director want the audience to feel?

Use any fiction or non-fiction book you have at home. Open randomly, ask your child to read the page and discuss the following questions:

- How does this section make you feel? Which word / phrase made you feel that way? Why do you think the writer intended that reaction for their reader?
- What is the tone of the text? (angy, sad, happy, etc) Which word / phrase create that impact upon you? What would you consider the writer's purpose for writing this text is?



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### **AO3 and AO4:**

During dinner, talk about a controversial topic. Say, Social Media, youth violence or immigration laws. Discuss issues openly, sharing different perspectives. Encourage understanding of other people's viewpoints, even if you ultimately disagree with them.

Read/watch and discuss the same issue/topic from two different news outlets. Discuss the differences in the way the topics are presented. Take The Sun and The Guardian, for example. The way they write about Meghan and Harry may differ somewhat! Discuss how effectively the writers have communicated their ideas.



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## **AO5 and AO6:**

When watching family episodes, invite your child to write an article based upon the main plot point or theme.

Assign your children the task of drafting letters to companies and service providers on your behalf. It is important that our children recognise the difference between formal writing and a colloquial style of written expression.

Read newspapers as a family. Discuss the content but also the organisation of the article. Aim to read both tabloid (for example The Daily Mirror) and broadsheet (for example The Guardian) papers.

Write your child a note/letter with mistakes in it. Challenge him/her to correct your spelling, punctuation and grammatical errors. Every child likes to be in charge and demonstrate their knowledge and understanding.





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## Additional Support

### ***Homework*** - set weekly

- One written task that should be completed in our exercise book
- Completing four daily goals on Tassomai

**After- school Intervention** - Monday in Galileo upstairs

**Saturday School** - by invitation

**SCIENCE**

# Science GCSEs - What do they look like?

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- **Combined Science** - a double GCSE in Science
- **Separate Science** - GCSE Biology, Chemistry & Physics
- **No coursework** - 100% final exams
- **Core Practicals** - 18 or more; assessed in the final exams
- **6 final exams** - 2x Biology, 2x Chemistry and 2x Physics

Each **1h 10** for combined, **1h 45** for separate sciences

**You need a scientific calculator!**



# Science GCSEs - How to prepare?

**Quizzing** - to help retain the knowledge\*

- **Tassomai** - 4 daily goals a week
- **Knowledge Organiser and Equation quizzes** starting after October half term

1. **Revision guides** - to introduce the knowledge (these can be purchased from us)
2. **Exam practice** - in the form of homework each week, walking talking mocks and PPE's

\*Once they have the knowledge they will be able to link ideas together in order to explain things...then complete past papers!!

# Quizzing - the most effective way to build knowledge

Daily Goals

+7/7

Points

498

Correct Answers

133<sub>/209</sub>

Accuracy

63.6%

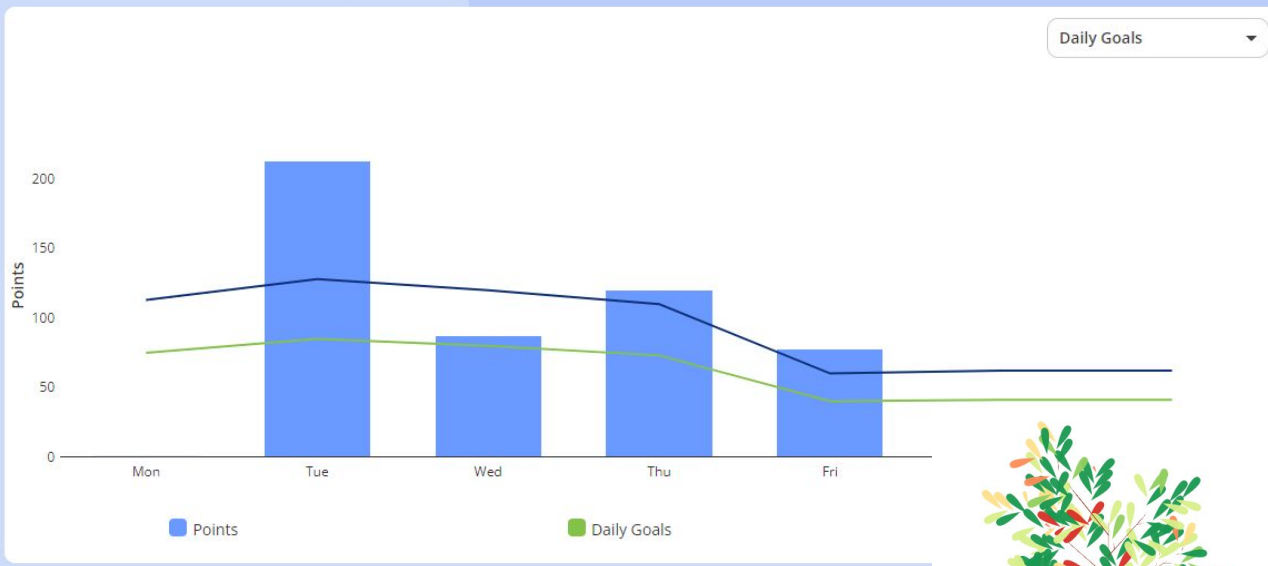
Time Spent

43<sub>m</sub>

Course Completion

+0.5%

Total 21.7%



 TASSOMAI



# Quizzing - the most effective way to build knowledge

— — —

YEAR 11 SCIENCE - Fundamental Knowledge to Learn				SET A: Mon 2nd Sept - Fri 13th Sept	
Biology Paper 1 & 2		Chemistry Paper 1 & 2		Physics Paper 1	
QUESTION	ANSWER	QUESTION	ANSWER	QUESTION	ANSWER
What is the function of <b>mitochondria</b> ?	Where respiration takes place	What are the <b>relative masses</b> of the proton, neutron and electron?	Proton = 1 Neutron = 1 Electron = 1/1835	What is a <b>scalar</b> quantity?	A quantity with size only
What is the function of the <b>ribosomes</b> ?	Where proteins are made	What are the <b>relative charges</b> of the proton, neutron and electron?	Proton = +1 Neutron = 0 Electron = -1	What is a <b>vector</b> quantity?	A quantity with size <u>and</u> direction
What is the equation for <b>magnification</b> ?	Magnification = $\frac{\text{image size}}{\text{actual size}}$	What is maximum number of electrons in each <b>shell</b> of an atom?	1st shell = 2 2nd shell = 8 3rd shell = 8	What is meant by <b>velocity</b> ?	Speed in a specific direction
What are <b>enzymes</b> ?	Biological catalysts	Why are atoms <b>neutral</b> ?	They contain equal numbers of protons and electrons	What are the <b>units</b> for speed or velocity?	m/s (metres per second)
What is the <b>active site</b> of an enzyme?	A small pocket in the enzyme in which the substrate fits	What does the <b>group</b> number in the periodic table represent?	The number of electrons in the outer shell of an atom	What does the <b>gradient</b> on a distance-time graph represent?	speed
What does it mean when an enzyme becomes <b>denatured</b> ?	When the active site changes shape so the substrate no longer fits	What does the <b>period</b> number in the periodic table represent?	The number of electron shells around an atom	What does a <b>horizontal</b> line on a distance-time graph represent?	object is stationary
Which three conditions affect enzyme activity?	Temperature, pH and substrate concentration	What is an <b>ion</b> ?	An atom with a positive or negative charge	What does the <b>gradient</b> on a velocity-time graph represent?	acceleration
What is the process of <b>diffusion</b> ?	Movement of particles from high to low concentration	Which charge do metal ions have?	Positive	What does a horizontal line on a velocity-time graph represent?	constant speed
What is the process of <b>osmosis</b> ?	The movement of water across a semi-permeable membrane from high to low water concentration	What happens in <b>ionic bonding</b> ?	Electrons are transferred	What are the <b>units</b> for acceleration?	$\text{m/s}^2$ (metres per second squared)
What is the process of <b>active transport</b> ?	Movement of particles from low to high concentration	What is an <b>ionic bond</b> ?	An electrostatic attraction	What is the approximate speed for walking?	1 m/s
What are the specialised features of a <b>sperm cell</b> ?	Acrosome, haploid nucleus, mitochondria, tail	What is an <b>isotope</b> ?	An atom of the same element but with a different atomic	How do you find the <b>distance</b> travelled on a velocity-time graph?	Calculate the area under the graph line

# Homework

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Every week students are set two pieces of homework;

- Exam questions to be completed in their book
- 4 Tassomai daily goals

# Science Intervention

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- **Friday's 3.15pm - 4pm**
- Anderson Downstairs Plaza
- Invites have gone out and these will be updated each module
- **Saturday School** - invites have gone out but if this is something that you would like your child to attend then please email me

# Post 16

QUESTIONS?

# Top Tips - things to avoid!!

- Be overly critical and using negative language
- Focus on the effort they are putting in rather than the outcome
- Comparing them to siblings
- Comparing today with how things were when you were a child
- Throwing financial rewards at them for success. They need to be motivated for the right reasons!!
- Try and make sure they are eating and sleeping regularly.
- Not appreciating that for your son/daughter, this is the first time they have had to deal with a lot of pressure. They are likely to be scared, frustrated, worried and are therefore irritable!



BOOO!!





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# PROM!!!!!!

Attendance to prom is not automatic.

Your behaviour and attendance to school must be good if you want to attend prom.