

# Year 11 Intervention Evening



Community - Resilience - Excellence - Respect - Integrity

# Welcome

## Mr Pan Panayiotou

Headteacher



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# The Worthing Way Core Values



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# Why are you here?



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- **Independent learners**
- **Self-motivated**



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# Mr Adrian Cook

Deputy Head teacher



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# The impact of **excellent** attendance:

Below 90% attendance average progress 8 of -1.20

Below 92% attendance average progress 8 of -0.94

Below 94% attendance average progress 8 of -0.66

Below 96% attendance average progress 8 of -0.24

Above 96% attendance average progress 8 of +0.45

## What does this mean?

With poor attendance, it's more likely:

- Target 5, actual 3
- Target 4, actual 2





# Mock exams - reaction

They're only mocks... I'll revise for the real thing

I'm nowhere near my target grade. I'm never going to achieve it

I don't need that subject anyway

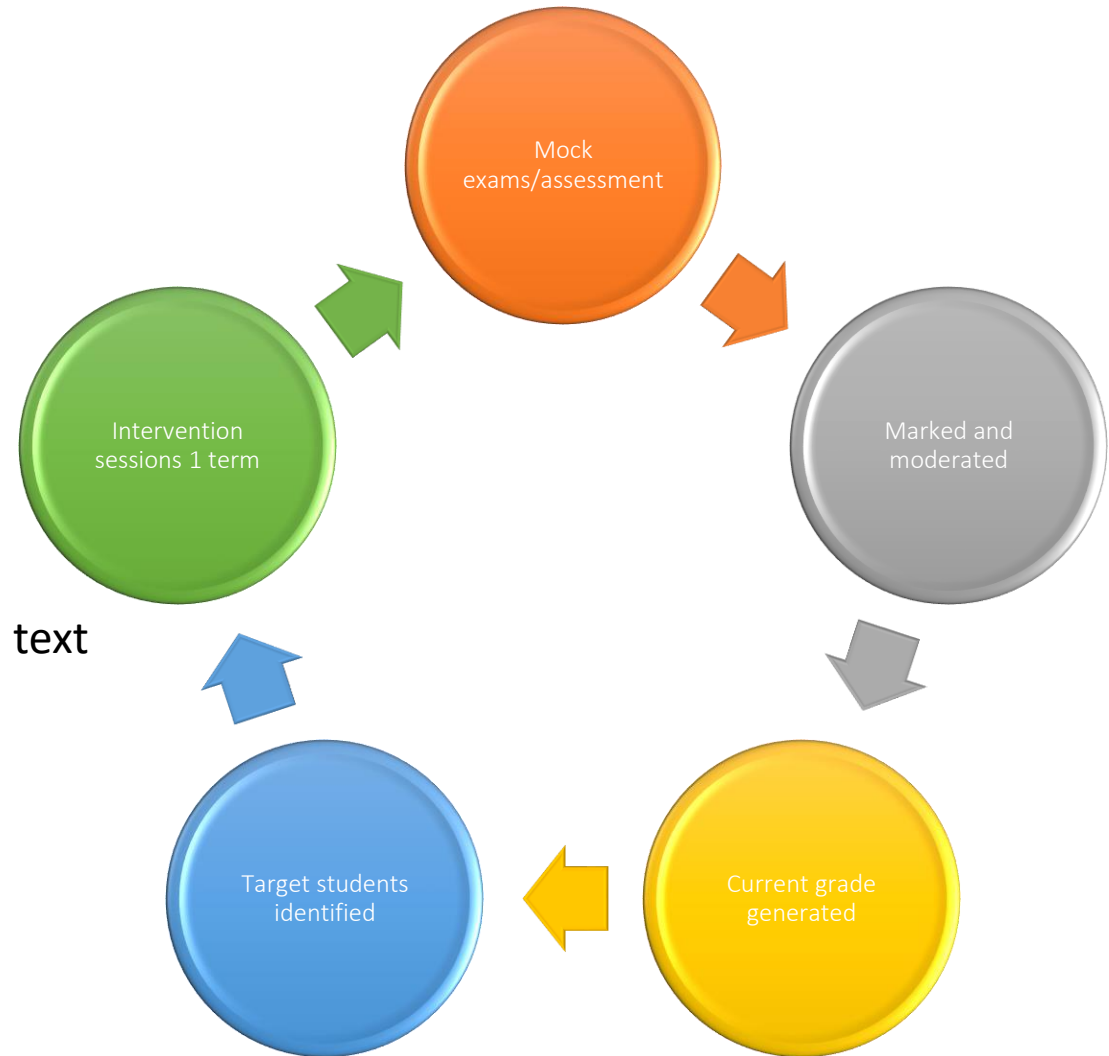
- Revision is a skill and something that improves
- Think beyond the next 2 years. University/work – breadth of qualifications will set you apart
- The mocks are an early indication, you will improve





# How we use the mock exams

Click to add text



# What is intervention?

- **Targeted**
- **Focused**
- **Invitation only**
- **Tailored**
- **Small groups**
- **Period zero or period six**



# Intervention is not:

- **Punishment**
- **A substitute for hard work**
- **Revision**
- **Enough by itself**



# What's the magic fix

# Hard work!!!



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# Mr Jim Fenlon

Pastoral Leader – Year 11



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### What I do:

- Offer Pastoral Support for students that are struggling across all subjects. If subject specific then subject teacher would be the first point of contact.
- Non teaching member of staff contactable by phone or email during the day 01903 237864 or [jfenlon@worthinghigh.net](mailto:jfenlon@worthinghigh.net)
- Liaise with external agencies to ensure best support available for students
- Available for some 1 to 1 work with students if needed
- Available at break, lunch, before and after school to meet with students – priority to keep in lessons where possible.
- If issue is more complex than contacting tutor. i.e. issues at home affecting attendance or concentration across more than 1 subject.

### What I don't do:

- Fix things!
- Deal with subject specific issues
- Tell students how to deal with issues affecting them.



# Miss Sophie Palmer

Core Assistant Headteacher - English



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## Tutor Time Intervention

(15- 20 minutes – Tuesday, Thursday and Friday)

- Revising key subject terminology
- Analysing individual quotes from the Literature texts
- Recaps and practice of exam technique for individual questions
- Learning from model answers

## Period 6 Intervention

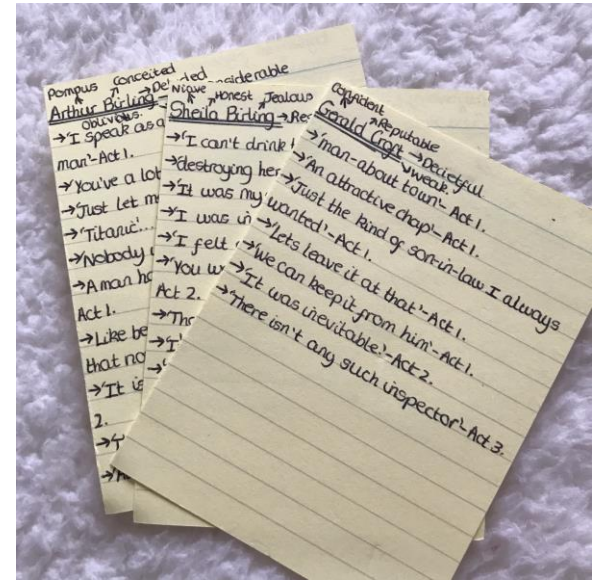
(15:25-16:10 – Tuesday)

- English Language focus
- Revise exam technique for individual questions
- Students practise answering individual questions
- Teachers plan sessions based on the responses produced



## At home, students should be:

- re-reading and editing previous work in green pen
- using GCSE pod, Seneca Learning and other online resources to revise
- learning **key quotations**
- learning key **subject terminology**
- making posters for the individual themes, characters and poems for Literature
- reading – both **fiction** and **non-fiction**



# Mr Ed Vale

Core Assistant Headteacher Maths



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## Tutor Time Intervention

(15- 20 minutes – Wednesday, Thursday and Friday)

- Revising High Frequency Topics. (The 2-3 Mark questions in the GCSE that appear year on year).
- We will look at the same topic for the 3 sessions each week to promote fluency. Then change the topics each week.
- Repetition, repetition, repetition.

## Period 6 Intervention

(15:25-16:10 – Thursday)

- Student will work in small groups focusing on key topics at the appropriate level.
- They will practice/unpick the longer questions that involve more reasoning and problem solving.
- Look at the Mark Schemes to see where the marks are awarded.



## At home, students should be:

- Revising the topics highlighted in RED in their most recent mock exam. These can be found on their RAG feedback sheets that were given to them after the mock exams.
- They should use Hegarty Maths as a starting point, as each topic on the RAG feedback sheet is linked to a video and quiz.
- They should also be doing some past paper practice using Method Maths. This program gives instant feedback if they are correct. It also tells them how many marks they need to get to the next grade.
- Other revision techniques are making flash cards, use of revision guides/workbooks, using you as parents to help test them.
- Remember - Little and often is the key!



# Mr Michael Rae

History teacher and Professional Tutor



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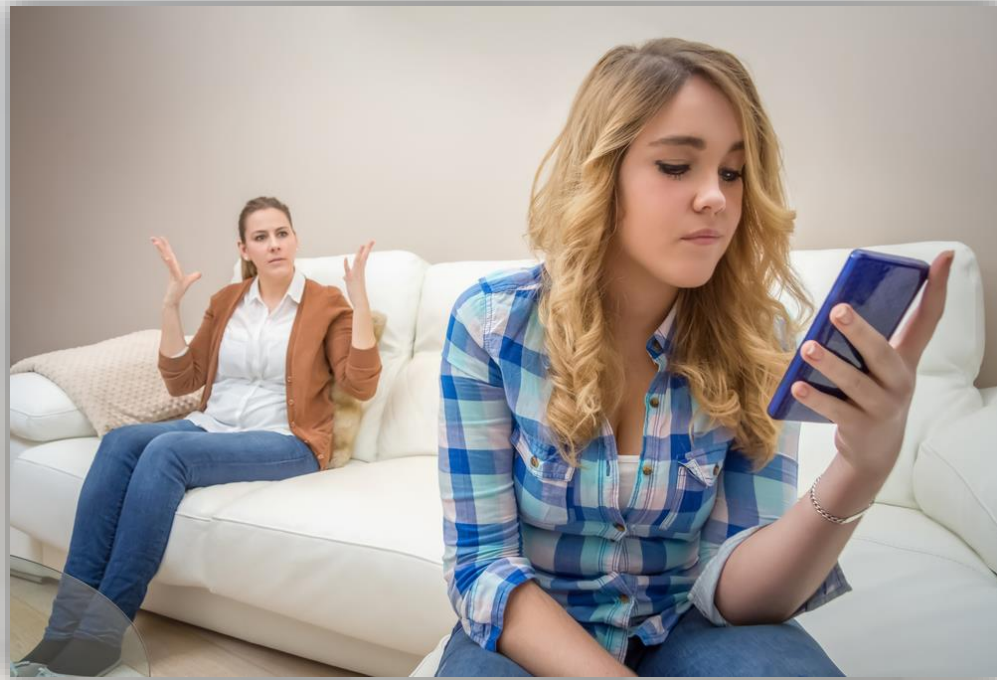
# How to support your child during GCSE revision

REVISION

- The science behind memory
- First steps and next steps; *What can you do to support your child?*
- Practical revision tips; *What should they be doing during revision?*



A disclaimer....



R E V I S I O N

However....

# The idea of a 'good' memory and a 'bad' memory is a myth.

- It is in fact possible to develop the skill of remembering.
- A person who appears to have a good memory will probably be either subconsciously or consciously using techniques that are easily learned by others.
- Students need to dismiss the idea that they have a bad memory and focus on helping themselves develop techniques to remember things more effectively.
- Memory has been proven to be a better indicator of success in exams in IQ.
- Your memory is like a muscle, the more it is used the stronger it gets.

# Sacrifice – I asked them..

- What could you sacrifice in your life that would mean that you have more time to revise?

Social media

Seeing friends

Sport

Computer games

Walking the dog

Sleep

Food

Looking after pets

Going shopping

Going to the cinema

Watching television/films

Playing a musical instrument

Listening to music

Which of the following would not be appropriate to give up completely in the run up to your exams? Can you explain why?



# First steps What can you do?

- Ask to see all their exercise books and revision guides. Where do they keep them? Do they have them all?
- Ask to see a revision list for every subject. Do they know what they need to revise?
- Do they have examples of past questions/papers?
- Do they know their log ins for GCSE pod/Tassomai/SAM learning? Get them to show you the websites and how they work.
- Discuss with them what they are going to sacrifice to give them more time to revise, they may need to make some difficult choices. It's only for 6 months.
- Discuss with them their goals, what are they doing all of this for?



## Next steps

### Every day

- How many subjects are they revising that evening?
- Do they have any specific revision tasks they have been set?

### Every week

Plan the week ahead with them. They will need to account for every hour of the day.

# Don't accept the following excuses.....

“We revised in class..”

“I didn't revise much for my mocks and I did ok”

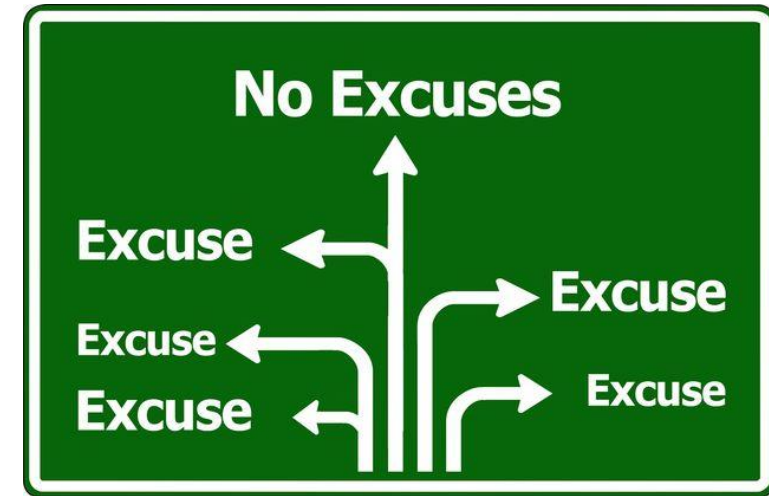
“I went to period 6 so I don't need to revise”

“I'm revising on the computer”

“I don't need to revise for this subject”

“I've copied out my notes/highlighted them/read the revision guide...I'm alright.”

“I only need this (the minimum) to get into college”



**Get some sleep:** Brain recall becomes stronger after sleep and information becomes easier to access, Professor Della Sala says. "Sleep is fundamental, as it allows memories to consolidate. It's a good idea to learn something just before going to bed, and then let your brain do the work."

Possible actions if they are not getting good sleep;

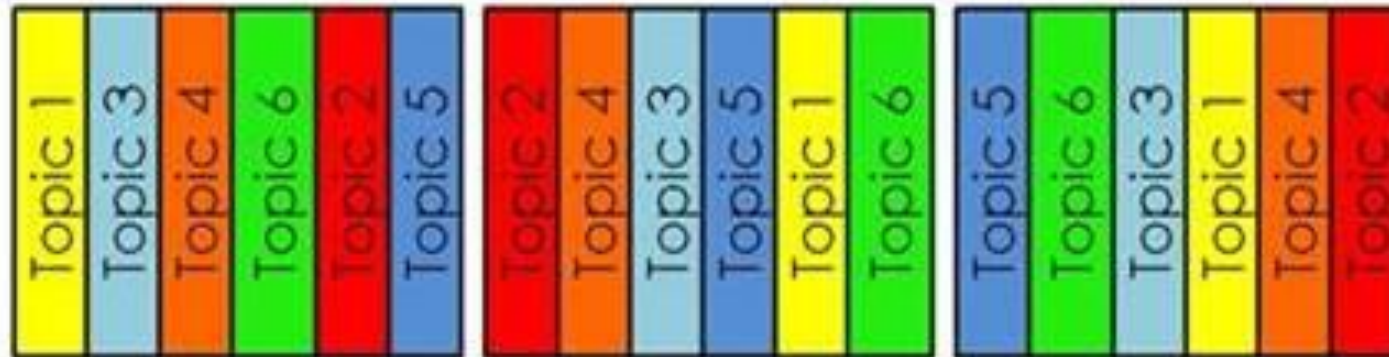
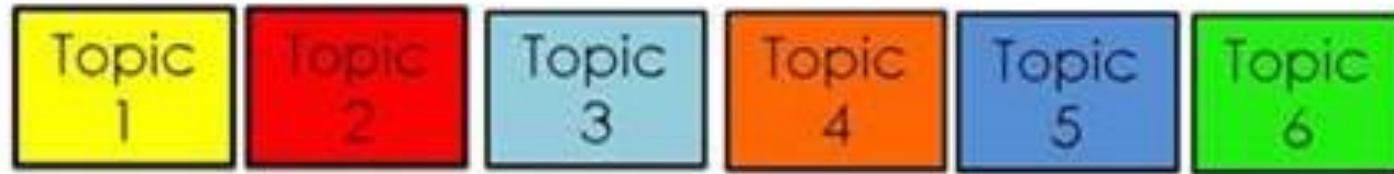
- Speak to your GP.
- Not using screens for at least an hour before they go to bed.
- Reading in bed
- Avoiding caffeine
- Not exercising too close to bedtime
- Lavender oil/diffuser





# Planning revision

## Blocking vs interleaving





# Revision timetable

	MO	TU	WED	THU	FRI	SAT	SUN
Period 0			Geog	Ma			Family/Friends
School							
P6	Eng	After school club	Art			Eng	
Pre dinner	His	Eng/P E	Football	French	His	Geog	
Post dinner	Ma/sc	Insta		IT/Geog g	Ma/Sc	French	
S L E E P							

## Plan....

- Specific subjects they are going to revise.
- Revise subjects in **20 minute blocks**. In a 1.5 hour session they could revise three GCSE subjects with breaks in-between.
- Space subjects out so they can revisit them.
- Plan in leisure time (after school clubs, sports, social media, socialising etc.)
- Plan times when they are going to 'unhook' from the internet.

# BEST WAYS TO REVISE

So what are the best ways to revise? Strategies that have been proven to improve memory and exam grades include:

- **Using The Testing Effect** – doing quizzes, tests, and



Three common revision techniques that are **LEAST** effective in helping you revise are:

- Highlighting texts
- Re-reading
- Summarising text

- **Get Plenty of Sleep** – sleep is a key component for good memory
- **Finding a Good Revision Buddy** - revise with people who help you work harder
- **Teaching Someone** – this helps ensure you understand and can explain key concepts

# WORST WAYS TO REVISE

What does poor revision look like? These are some of the common mistakes that poor revisers make:

- **Excessive Highlighting** – using highlighters for



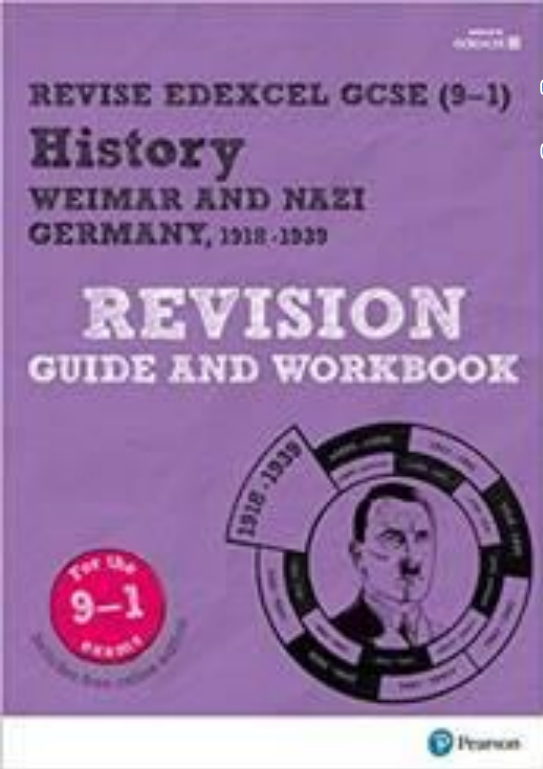
doing it all last-minute

- **Long Breaks** – having the wrong ratio of revision time to break time
- **All Nighters** – sacrificing sleep in order to stay up and revise

# Always start with a blank piece of paper



A 'blank piece of paper' could also be a practice exam paper

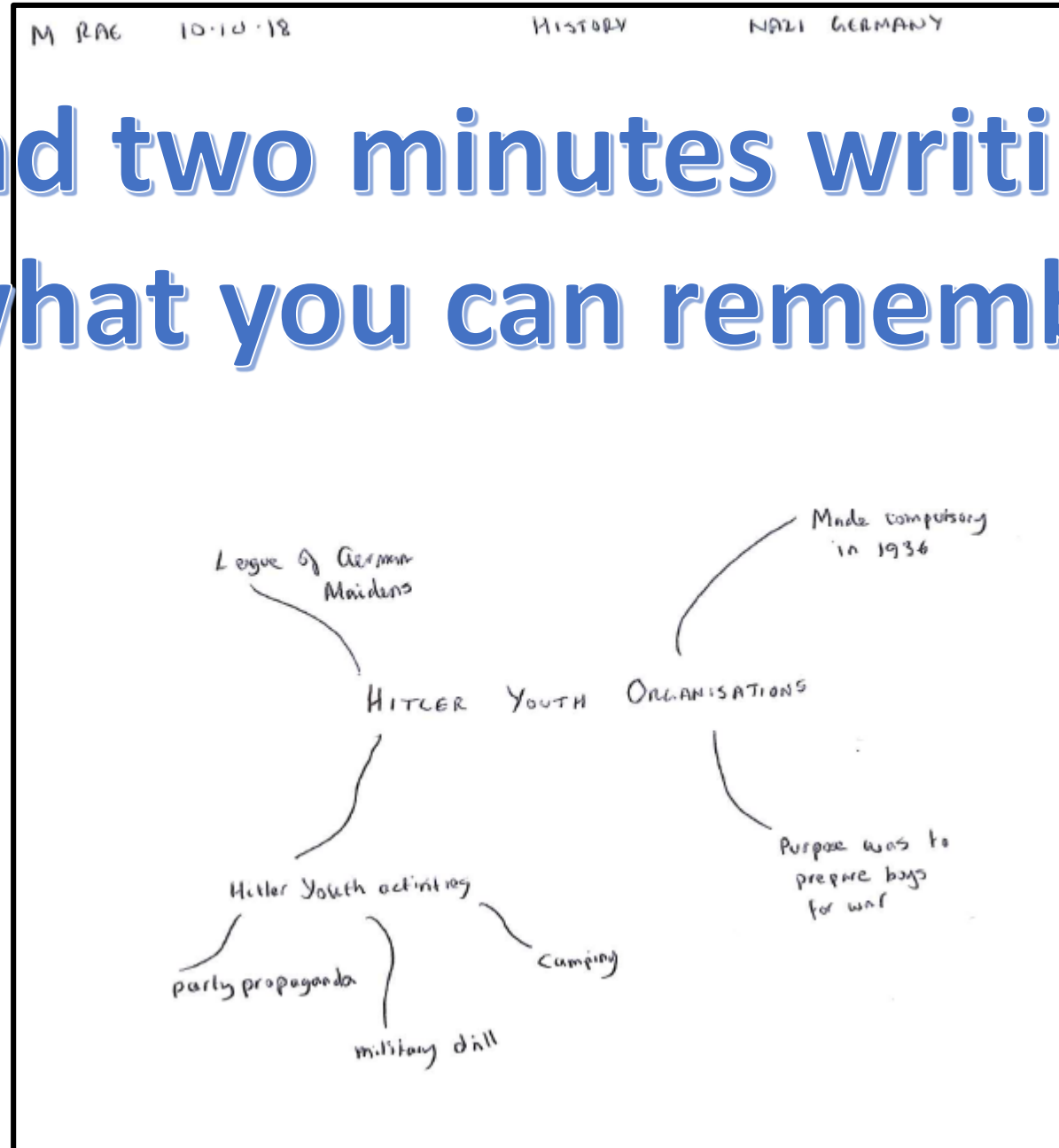


# 1. Grab a revision guide

Contents	
<b>SUBJECT CONTENT</b>	
<b>The Weimar Republic, 1918-29</b>	<b>Life in Nazi Germany, 1933-39</b>
1 The legacy of the First World War	21 Women and the family
2 Strengths and weaknesses of the Weimar Constitution	22 Nazi youth organisations
3 Why the Republic was unpopular	23 Nazi education
4 Challenges from left and right	24 Policies to reduce unemployment
5 The challenges of 1923	25 The standard of living
6 Reasons for recovery, 1923-29	26 Racial beliefs and policies
7 Stresemann's success at home and abroad	27 Jewish persecution 1
8 Changes for workers and women	28 Jewish persecution 2
9 Cultural changes, 1924-29	
<b>Hitler's rise to power, 1919-33</b>	<b>SKILLS</b>
10 Hitler and the early growth of the party	29 Exam overview
11 The Munich Putsch and its aftermath	30 Sources and interpretations
12 Growth in support, 1929-32	31 Question 1: Making inferences
13 Political developments in 1932	32 Question 2: Explaining causes
<b>Nazi control and dictatorship, 1933-39</b>	33 Question 3(a): Evaluating usefulness
14 The Reichstag Fire and the Enabling Act, 1933	34 Question 3(b): Identifying and explaining differences
15 Hitler becomes Führer	35 Question 3(c): Suggesting reasons for different views
16 A police state	36 Question 3(d): Evaluating interpretations
17 Policies towards the churches	37 Sources/Interpretations Booklet
18 Propaganda and censorship	
19 Church opposition	<b>38 PRACTICE</b>
20 Youth opposition	<b>52 ANSWERS</b>
	<b>A small bit of small print</b>
	Edexcel publishes Sample Assessment Material and the Specification on its website. This is the official content and this book should be used in conjunction with it. The questions in <i>Allow try this</i> have been written to help you practice every topic in the book. Remember the real exam questions may not look like this.

# 2. Choose a topic

### 3. Spend two minutes writing down what you can remember





**Nazi Germany, 1933-39** Had a look ☐ Nearly there ☐ Nailed it! ☐

## Nazi youth organisations

There were four Nazi youth groups: Young German Folk (boys aged 10-14), Young Girls (girls aged 10-14), Hitler Youth (boys aged 14-18), and League of German Maidens (girls aged 14-18). Meetings and activities took place after school, at weekends and in the holidays.

**Nazi aims for young people**

To be proud Germans who supported a strong, independent Germany.

To be loyal supporters of the Nazi Party and to believe in Nazi policies - preparing children for their future roles as adults.

**How the Nazis wanted children to be brought up for the good of Germany**

Boys to be strong and healthy in order to work for the German economy and fight in the German forces.

Girls to be strong and healthy in order to be strong wives and fertile mothers.

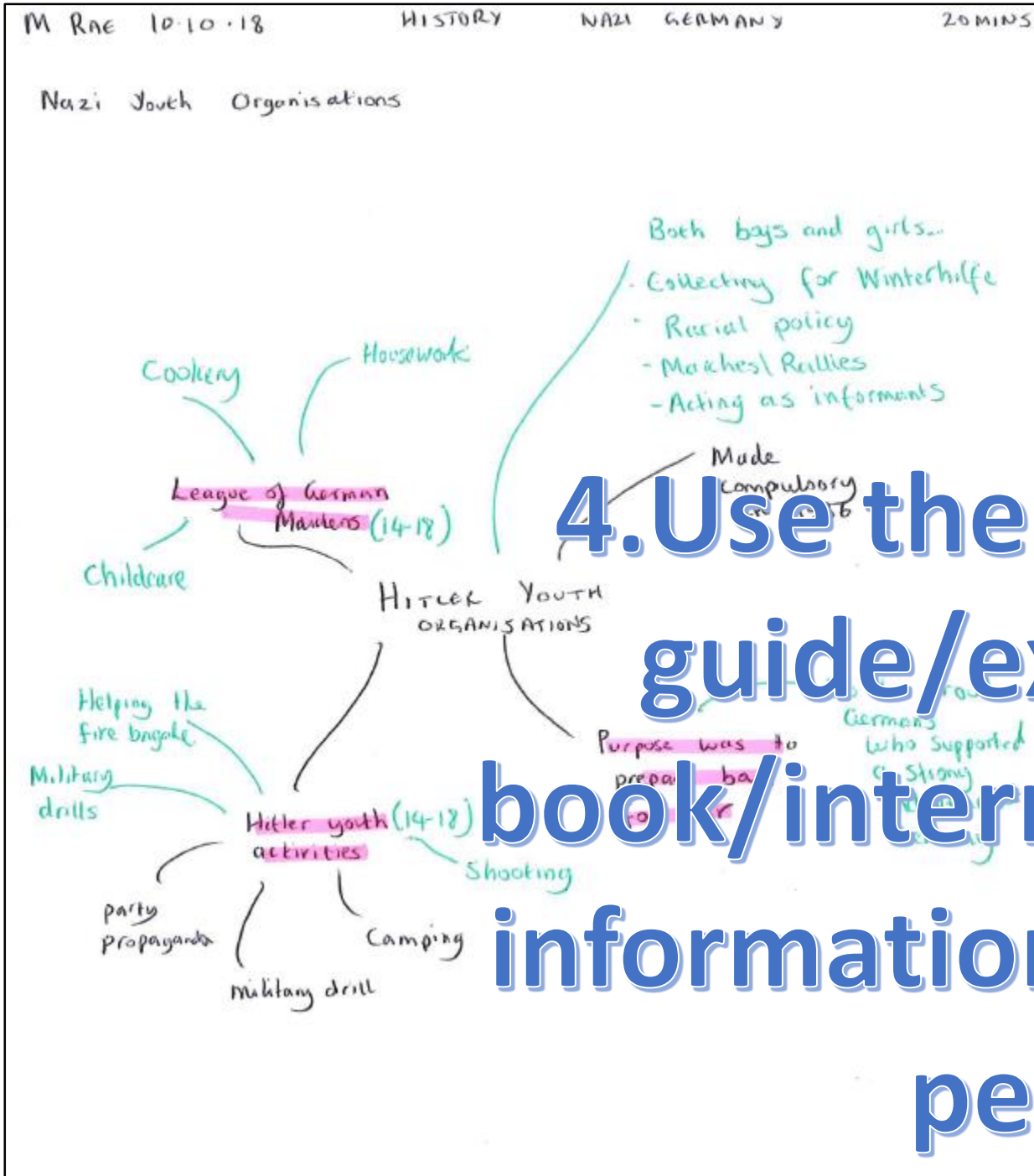
The Nazi policies for the young differed between girls and boys. They encouraged the young to regard Hitler as a father figure and they made sure that the Nazis had control of children outside school.

**Examples of youth group activities**

Boys	Both	Girls
Shooting	Hiking and camping	Cookery
Military drills	Learning about Hitler	Housework
Signalling	Learning about racial superiority	Needlework and craft
Military-style camps	Singing patriotic songs	Learning what to look for in a good husband
Helping the fire brigade during the war	Sport and competitions	Learning about babies and childcare
Formed military brigades to defend Berlin in 1945	Taking part in Nazi marches and rallies	
	Reporting people who made anti-Nazi comments	
	Collecting for Winterhilfe (a charity)	

**Now try this**

Why did Hitler force young people to join the Nazi youth groups?

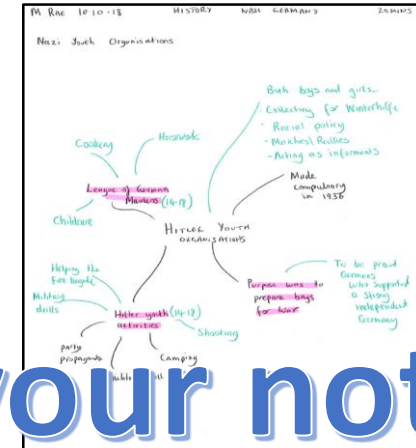
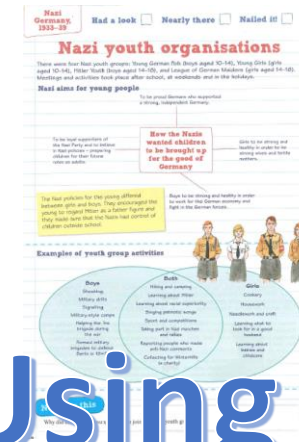


M	RAE	10.10.18	HISTORY	NAZI GERMANY	20MINS
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## Nazi Youth Organisations

## QUESTIONS

1. When was the Hitler Youth made compulsory?
2. What was the age range in the League of German Maidens?
3. List 3 activities boys did in the Hitler Youth
4. Why was the Hitler youth important for the Nazi regime?



# 5. Using your notes and the revision guide create a test

Put the test to one side to complete at a later date!



**Sometime later....(a few days to a week)**

M·RAE 17.10.18 HISTORY NAZI GERMANY

## NAZI YOUTH ORGANISATIONS

QUESTIONS 1<sup>st</sup> attempt (from memory no notes used).

1. When was the Hitler Youth made compulsory?

1935 → this resulted in high levels of membership

2. What was the age range in the League of German Maidens?

14-18

3. List 3 activities boys did in the Hitler Youth

Camping  
Military drill

Shooting  
party propaganda

Helping the  
fire brigade

4. Why was the Hitler youth important for the Nazi regime?

Its purpose was to prepare boys for war, especially once the Nazi ~~starting~~ <sup>started</sup> rearmament. It was also to make proud Germans who supported a strong independent Germany. To be loyal supporters of the party. To make girls and boys strong and healthy.

Take the test....

Afterwards use  
your  
notes/revision  
guide to green  
pen corrections.

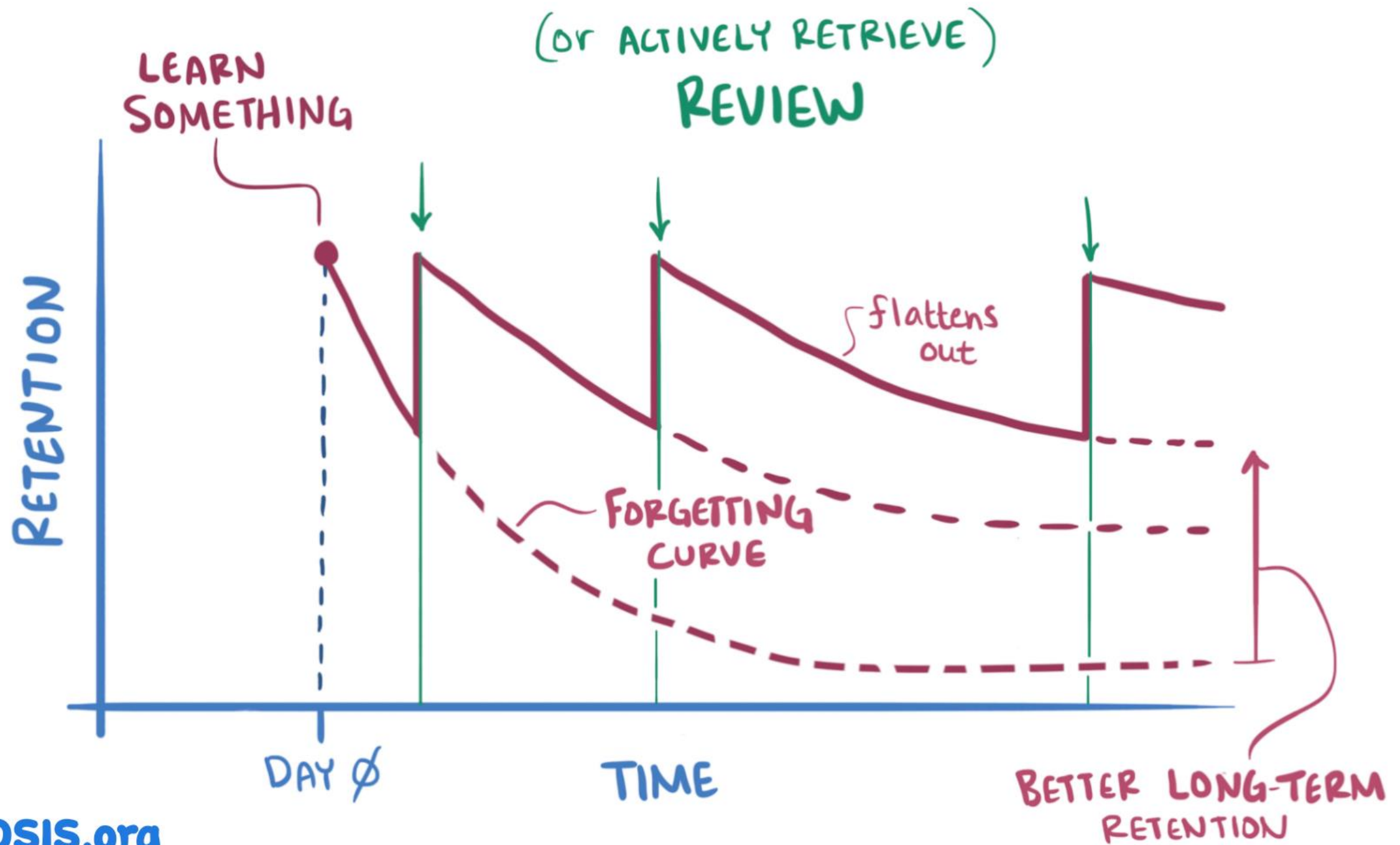
Nazi Youth Organisations

QUESTIONS

1. When was the Hitler Youth made compulsory?
2. What was the age range in the League of German Maidens?
3. List 3 activities boys did in the Hitler Youth
4. Why was the Hitler youth important for the Nazi regime?

The crucial thing is that you repeat this process so it goes into your long term memory.

You revisit the same test later on and then compare your performance the first time round.










Why did Henry divorce  
Catherine of  
Aragon?



### How to make a good flash card

- Two-sided flash cards are good; one side for the title and the other for the content
- Try to include between five and ten points on each card
- Keep them colourful! You could highlight or underline key words, use images, doodles, or photos and even colour code cards for each subject
- CAPITAL letters are encouraged as these take slightly longer to write and can aid memory
- Create from memory and then add to the detail by using your exercise book, textbook and revision guide.

- Make flash cards that you can carry around
- Put the flash cards that you can recall in one pile. Leave the ones you can't remember in another pile to keep working on
- Don't be afraid to re-write your notes. Repetition is really important
- Use patterns of letters to remember key word in topics (mnemonics) e.g. the colours of the rainbow = 'Richard Of York Gave Battle In Vain'
- Mind maps are great visual aids to help you make links within subjects

- Because Henry wanted a SON   
Catherine was getting too old and only gave him a 
- A son was important because an heir would keep the Tudors in power. 
- The  pope would not give him a divorce so he broke with Rome  And changed England to PROTESTANT

Students who revised in quiet environments performed more than 60% better in an exam than their peers who revised while listening to music that had lyrics.

*Students who revised while listening to music without lyrics did better than those who had revised to music with lyrics.*

*It made no difference if students revised listening to songs they liked or disliked. Both led to a reduction in their test performance.*

*Students who revised in silence rated their environment as less distracting and accurately predicted that this would lead to better performances in subsequent tests.*

So what does this mean for home?

Revising in a quiet/silent environment

AND

- Replicating exam conditions at home
- Completing past exam papers in timed conditions



<https://www.theguardian.com/teacher-network/2017/oct/06/what-every-teacher-should-know-about-memory>

# Mr Scott Swift

Deputy Head Teacher



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Thank  
you!!



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