



Welcome to
Norlington School

Y11 Parents Information Evening 2020

Wednesday 26th February 2020, 600 - 730pm



Norlington wants to:

- Inform parents /carers of the Norlington approach to GCSE Exams and its success.
- Equip parents/ carers and students with key guidance and strategies to succeed in the GCSE exams.
- To ensure at this crucial time the strong support network between home and school helps our boys exceed their potential.

Key Questions

- What is the school doing to prepare my son for his GCSE exams?
- What does my son need to do to do well in his GCSE exams.
- What shall we do if my son is struggling with exam pressure
- What about Ramadan and Eid?
- **What can you do to support my son?**



Norlington's Achievements

- Top 4% of schools since 2014
- Recognised by the government as a top 100 school in the country on three occasions
- In the top 5 boys schools nationally on 3 separate occasions
- Boys have performed higher in this school than any other school in the borough for the past 5 years.
- RS Results – Students performed 1 1/2 grades above expected compared to student 1 year older than them.

Norlington is now helping several schools in Waltham Forest (and beyond) to improve their boys GCSE performance

Norlington's approach to Outstanding Results



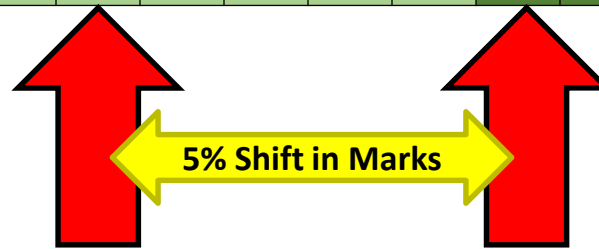
The 5% Rules

Improving performance by 5% will almost certainly improve overall performance

by **HALF** a grade or
1 in every **2** GCSEs

5% is often **1** or **2** questions in each exam

Mark	19	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34
Grade	L4	L4	L4	L5	L5	L5	L5	L5	L5	L5	L5	L5	L5	L6	L6	L6	L6

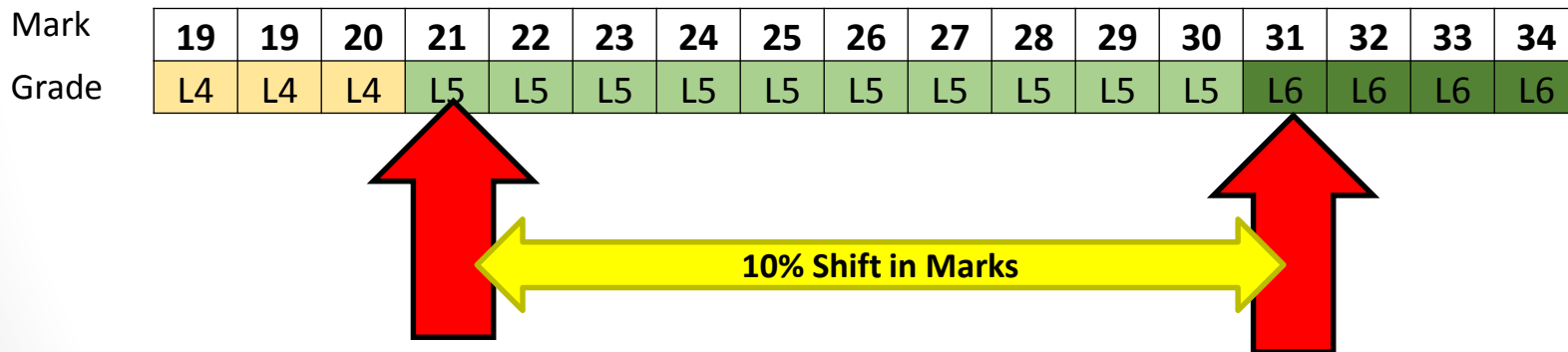




The 10% Rules

Improving performance by 10% will almost certainly improve overall performance
by 1 grade

10% is often **2** or **3** questions in each exam





5%/10% rule

11 Marks difference between a Level 4 and a Level 6

Mark	19	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34
Grade	L4	L4	L4	L5	L5	L5	L5	L5	L5	L5	L5	L5	L5	L6	L6	L6	L6

Diagram illustrating the 5%/10% rule. A yellow double-headed arrow labeled "Shift in Marks" spans from the mark 20 (Grade L4) to the mark 31 (Grade L6), indicating an 11-mark difference. Red arrows point upwards from the mark 20 and mark 31 cells.



Key to Improving 5/10%

- Attendance
- Student engagement in Revision
 - Parental support
 - School strategy
- Our Exam methodology
 - Student awareness



What we need from you..

School	Student	Parent
<p>Begin Revision and exam practice in each subject from WB 24th Feb – 9 school weeks before exams.</p> <p>Mock 3.</p> <p>Intervention schedule for targeted pupils (mandatory attendance).</p> <p>Holiday revision classes.</p> <p>Revision packs and exam practice resources.</p>	<p>100% Attendance and punctuality.</p> <p>Follow a routine revision timetable for weekdays and weekends.</p> <p>Recap knowledge of subject content and application using exam questions.</p> <p>Check understanding against specification or checklists.</p>	<p>Ensure your son attends school everyday on time.</p> <p>Ensure your son attends all his interventions.</p> <p>Support your son in his revision by communicating with him and checking what he has learned and the work he has completed each evening.</p> <p>Support and encourage your son to engage in lessons.</p>

Attendance



Attendance: DfE Findings

There's a clear link between poor attendance and lower academic achievement

DfE research on [improving attendance at school](#) found that:

- 73% of pupils who have **over 95% attendance** achieve 5 or more GCSEs at grades A* - C or equivalent (Grades 9 – 4).



School Strategy

1. Lessons.
2. Targeted intervention and Revision sessions.
3. Holiday revision classes.
4. Revision structure during exam window.



Timeline

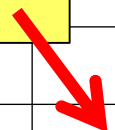
9 school weeks

11 weeks including holidays

Weeks to go		Monday	Tuesday	Wednesday	Thursday	Friday	Comment
9	24th Feb				1 Paper Mock	1 Paper Mock	
8	2nd Mar	1 Paper Mock				ENGLISH EXAM	
7	9th Mar					ENGLISH EXAM	
6	16th Mar	Double Lesson - Exam			LOTB: Science P1-4/ P5: PE /Geography	PE MODERATION	
5	23rd Mar		P.E. Moderation				
	30th Mar	EASTER INTERVENTION (JA - 11Sc2)					Easter Week (OPTIONAL INTERVENTION)
	6th Apr						
4	13th Apr	BANK HOLIDAY			Art Exam	Art Exam	French speaking (2 days)
3	20th Apr						French speaking (3 days)
2	27th Apr						
1	4th May					BANK HOLIDAY	Bank Holiday
	11th May	Computer Science	BIOLOGY PAPER 1	English Lit	CHEMISTRY PAPER 1	French	Exams Revision T/T
	18th May	Geography & Drama	Maths	PHYSICS PAPER 1	English Lit	D&T	Exams Revision T/T
	25th May	HALF TERM INTERVENTION (JA - 11Sc2)					June 1/2 Term
	1st June	BIOLOGY PAPER 2	English Lang	Geography	Maths & History	English Lang	Exams Revision T/T
	8th June	Maths	Music	CHEMISTRY PAPER 2	Geography	PHYSICS PAPER 2	Exams Revision T/T - Whole school Exam week
	15th June						Exams Revision T/T



6TH May last day of normal lessons



Ramadan Begins 23rd /24th April



Ramadan End: Eid 2nd /23rd / 24th May



Double check and add other exams



Revision structure during exam window.

- Study Leave does not exist
- ‘Normal’ timetable replaced by a **FULL** exam & revision timetable.
- Year 11 will have **subject specific** revision sessions prior to all of their exams.
 - Before school – AM exams
 - Before lunchtime – PM exams
 - Afternoon – for exams the following morning.
- Year 11 will all be in school **everyday** to the **12th June 2020** but must be available until **19th June 2020**
 - The last whole year group exam – Physics paper 2



A typical 2 exam day during exam period

	If sitting an exam
8:00	Revision
9:00 – 11:00	2 hour Exam (am)
11:00 – 11:25	Break
11:25 – 12:45	Revision
12:45 – 13:20	Lunch
13:30 – 15:30	Exam (pm)
After school	Revision

All students follow the revision schedule unless they have an exam. Each student will have a particular timetable to follow tailored to his exams.

A typical Non - exam day during exam period

	PM EXAM ONLY
9:05 – 11:05	Revision
11:25 – 13:25	Revision
14:15 – 15:15	Exam (pm)
15:15 – 16:15	Revision

All students follow the revision schedule unless they have an exam. Each student will have a particular timetable to follow tailored to his exams.



Lessons

- All subjects have completed their specification (February Half term).
- From now all subjects begin revision structures in lesson.
- **Revision means practicing**
- **This gives every student 9 school weeks of teacher facilitated revision and exam technique development.**

Targeted Interventions and Revision Sessions



Weekday interventions/Revision					
WK A	Monday	Tuesday	Wednesday	Thursday	Friday
Lunch		CS/Hist	French		
After School	English	Maths	Art/PE	Geography	
WK B	Monday	Tuesday	Wednesday	Thursday	Friday
Lunch		CS/Hist	French		
After School	Science	DT	Art/PE	Geography	
<p>These session will initially be used for atregted students then later will be open to all students</p>					

Easter Holidays Revision Sessions



End of Term Holiday Revision Schedule

March

	Monday 30th	Tuesday 31st	Wednesday 1st	Thursday 2nd	Friday 3rd
subject	Science	English	Maths	Option Subjects	Option Subjects
	Monday 6th	Tuesday 7th	Wednesday 8th	Thursday 9th	Friday 10th
subject	Science	English	Option Subjects	Option Subjects	Option Subjects

Sessions are expected to run from 9 - 1pm unless otherwise stated



Our Methodology: Revision and Exam Techniques

1. Demonstrate application of knowledge in exams
2. 5/10% Rule:
 - a) Learning Hierarchy
 - b) Exam tools



“If you can’t do it in the exam, you can’t do it”

Y11s have 3 mock exams to help them understand what is needed to translate knowledge into application. Each mock is followed by a review.



How to improve by 5%/10%.

- a) The Learning Hierarchy revision structure
- b) Exam Tools



The Learning Hierarchy

Every Child, All the Time Learning

I don't get it!



The Learning Hierarchy

Every Child, All the Time Learning

I follow you

I don't get it!



The Learning Hierarchy

Every Child, All the Time Learning

I follow you and understand

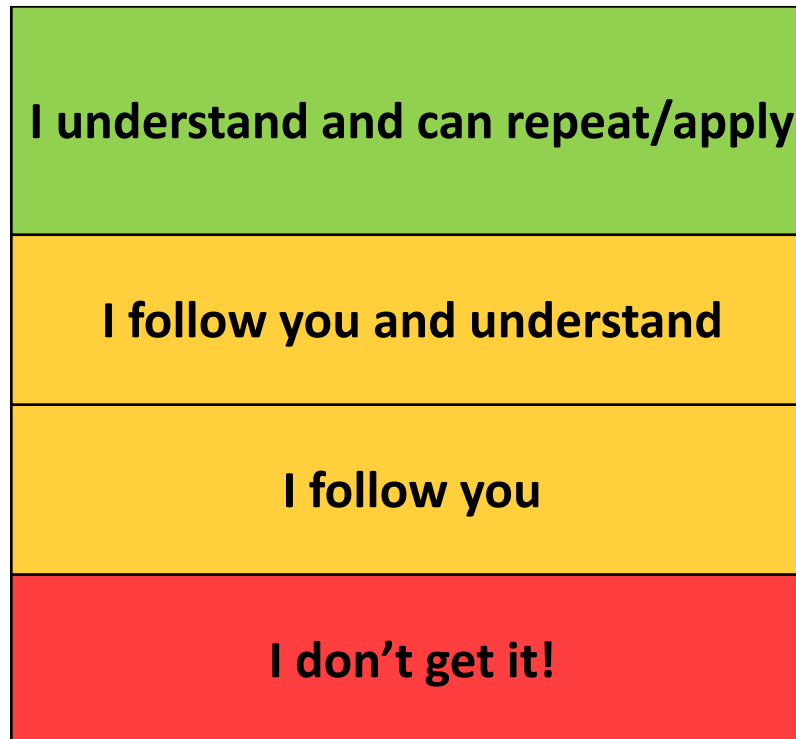
I follow you

I don't get it!



The Learning Hierarchy

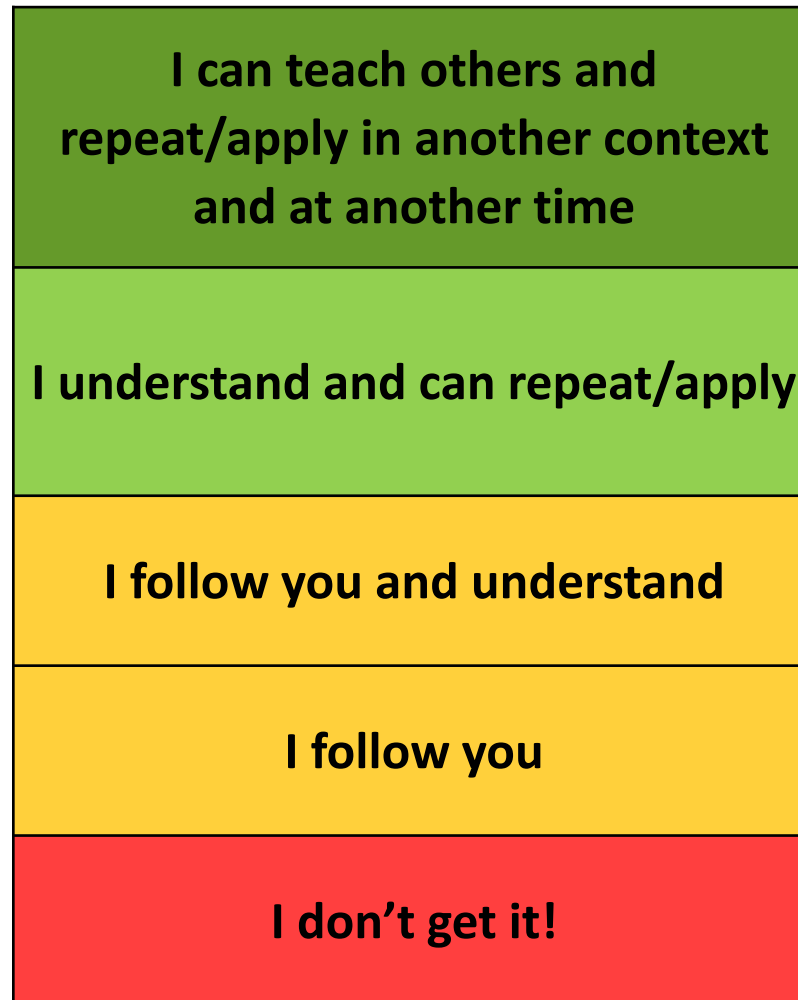
Every Child, All the Time Learning

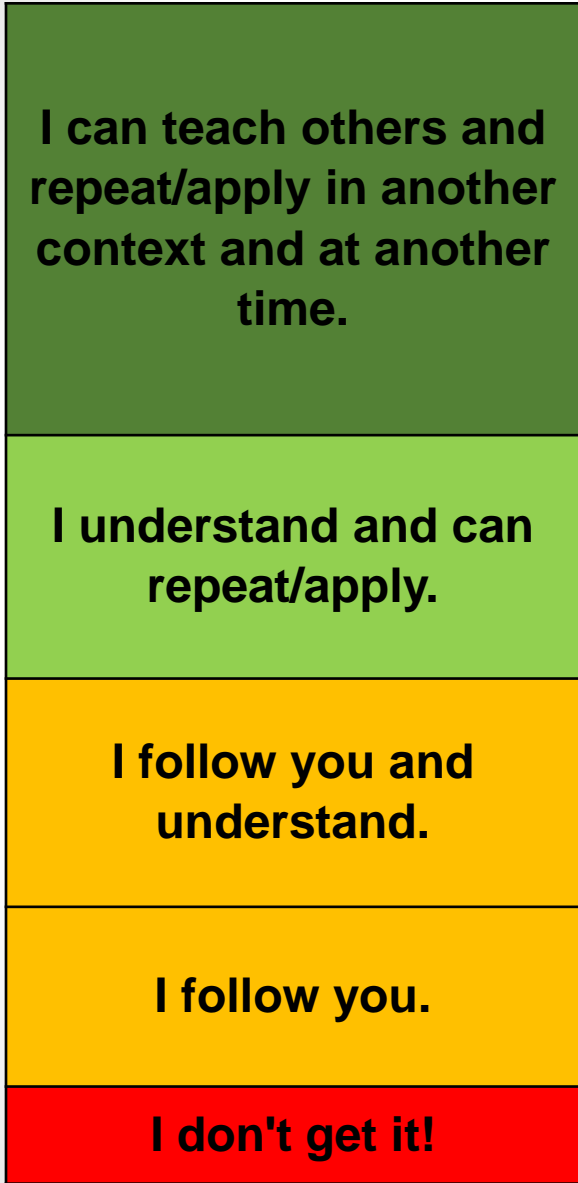




The Learning Hierarchy

Every Child, All the Time Learning





Learning Hierarchy Revision Process applied to Problem Solving and Content Based examination courses

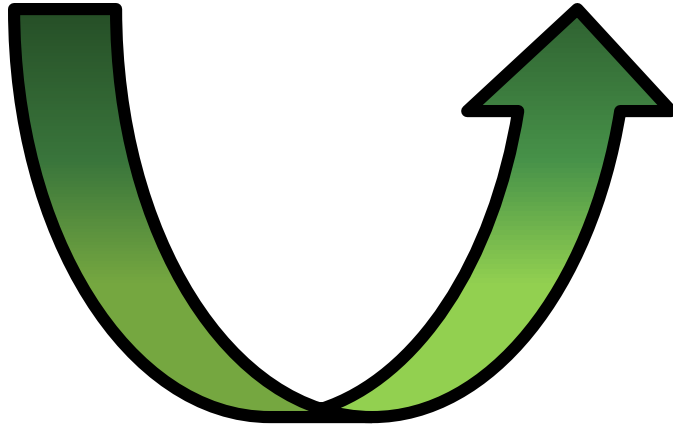
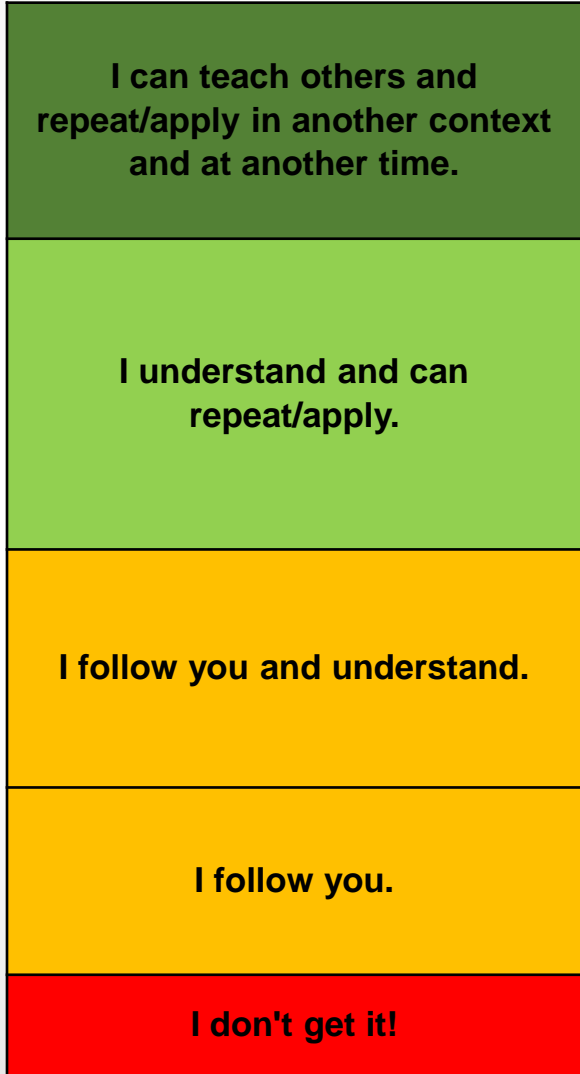


Learning Hierarchy: Revision and Exam preparation

<p>I can teach others and repeat/apply in another context and at another time.</p>	<ul style="list-style-type: none"> • I practice past papers in exam conditions and get them marked (or mark them myself) to see how I can improve. • Where I make mistakes in past paper practice, I focus on improving these areas and always redo the questions until I get them right. • My revision books contain practice questions which I complete and check. • I use and apply Brain Dump and Mnemonics in every practice paper • I apply 'Read Decode Plan Answer' at all times throughout my revision practice. • I work productively with others in study groups outside of lessons. • I can test others and get people to test me. • I seek help from my teachers and peers when needed. • I have a clear plan and dedicate quality time to my revision starting from February ½ term at the latest.
<p>I understand and can repeat/apply.</p>	<ul style="list-style-type: none"> • I write my own revision notes that I use throughout the revision programme. • I use revision strategies that best suit me such as; <ul style="list-style-type: none"> • revision cards which summarise key topics • mind maps of topics • mapping topics on post-it notes • <u>key</u> word lists for each topic. • I practice brain Dump techniques and Mnemonics until I know them by heart to ensure I am able to apply them in every exam • I have a revision plan for all subjects and topic which includes practice questions to test what I know and where I need to improve. • I use online revision tools which include questions on the topic I am revising.
<p>I follow you and understand.</p>	<ul style="list-style-type: none"> • I am reading through the revision notes and resources provided by the school. • I have a plan for what to revise in each subject and when I will do it. • I have a detailed list of what topics to revise. • I create a safe place to revise. • I leave revision to the last minute.
<p>I follow you.</p>	<ul style="list-style-type: none"> • I am attending school revision sessions. • I know what topics will come up on the exam.
<p>I don't get it!</p>	<p></p>



The Learning Hierarchy Revision Process applied to Problem solving and Content Based examination courses



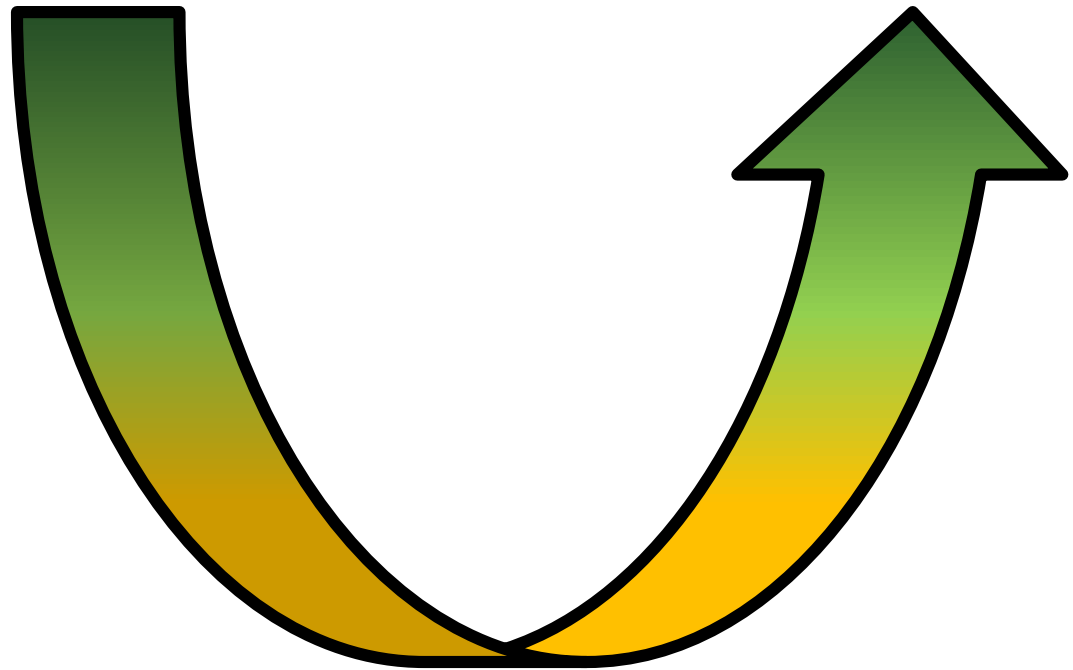
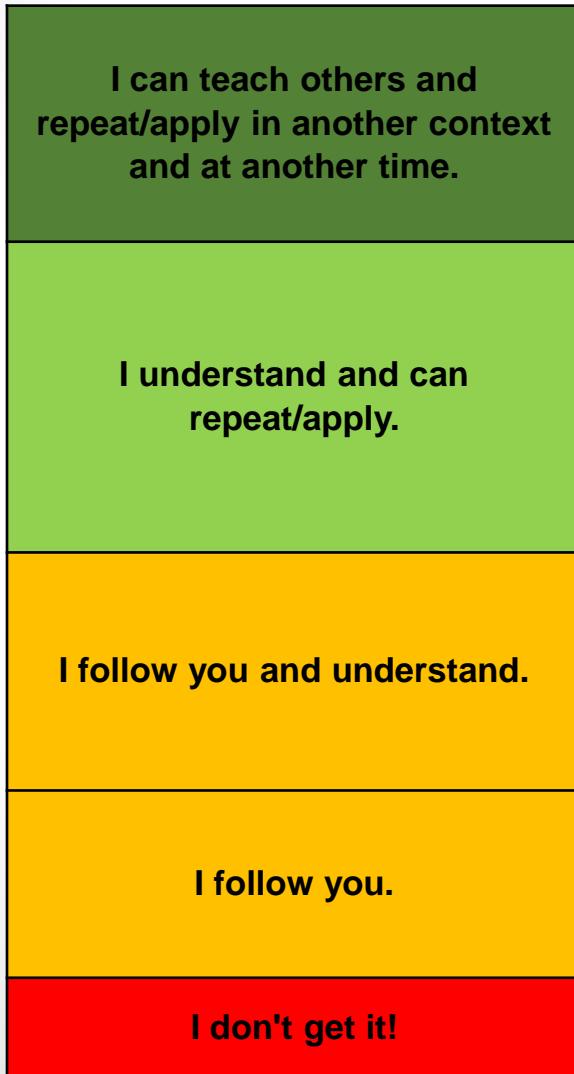
Student Exam Practice



- 1. Answer completed gaining full marks**
 - Move on to the next question**



The Learning Hierarchy Revision Process applied to Problem solving and Content Based examination courses

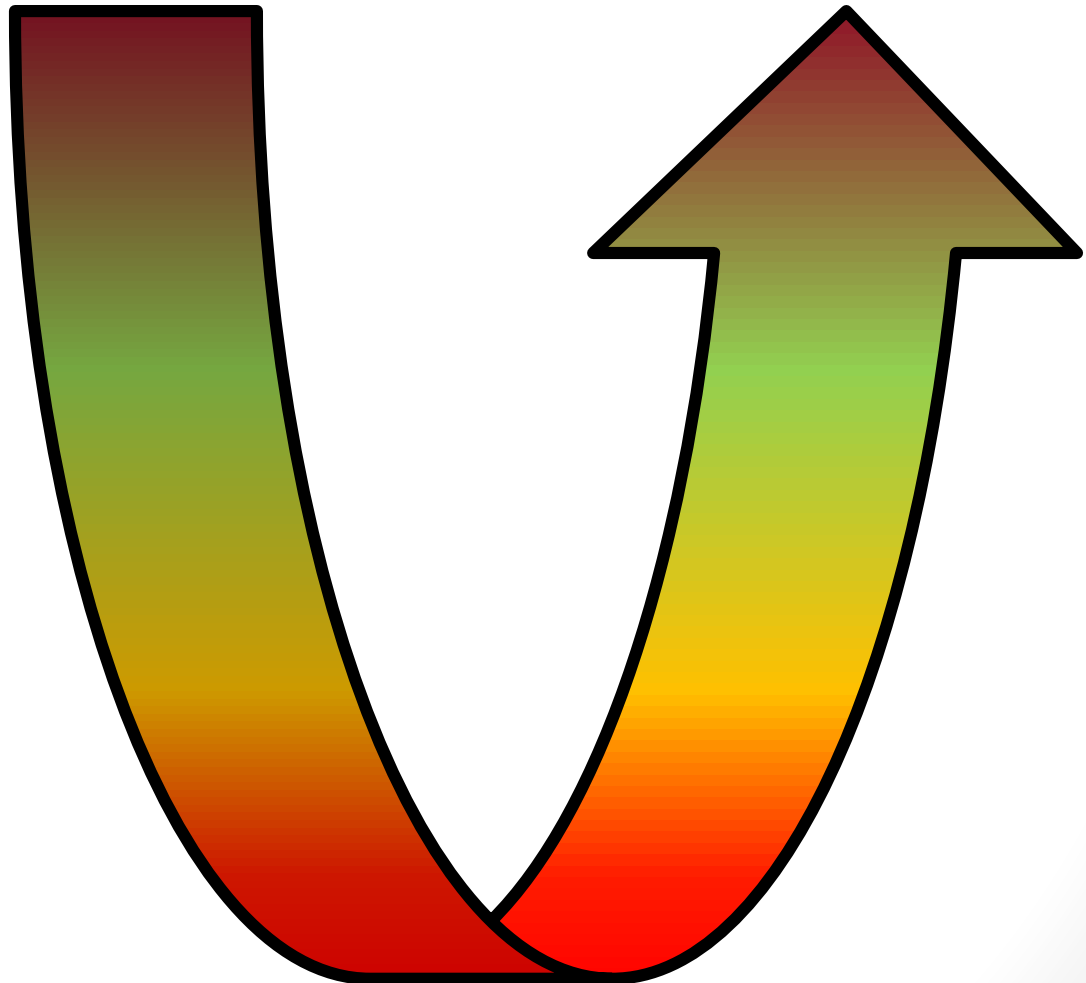
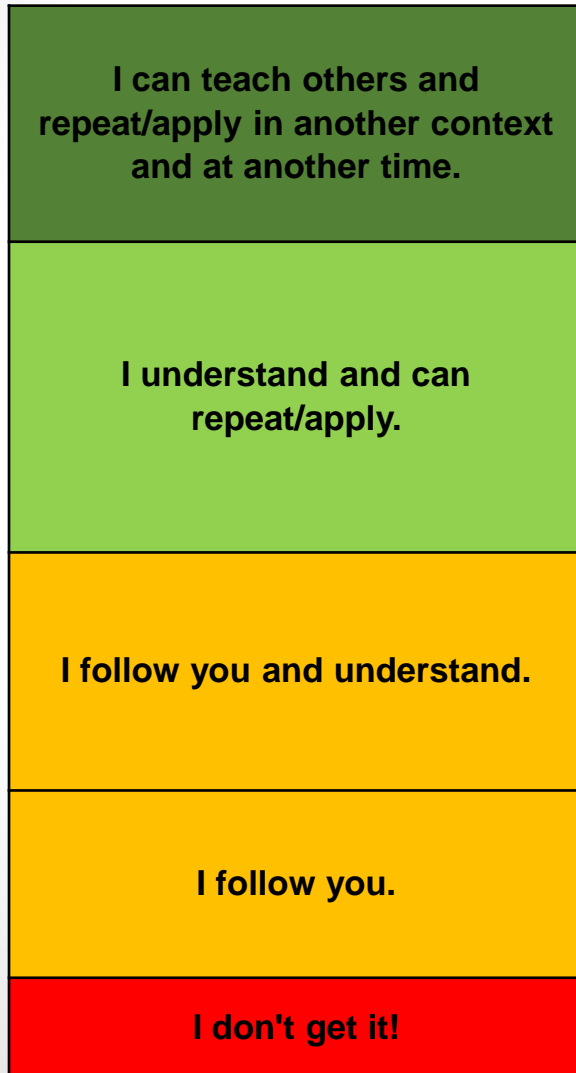


Student Exam Practice



1. **Answer completed gaining full marks**
 - Move on to the next question
2. **Answer almost correct and finished/corrected using worked answers**
 - **Redo question blindly immediately (check against answer)**
 - **Redo question with next 2 hours or at end of practice paper (check against answers)**
 - **Redo question blindly within 2/3 days (check against answers)**
 - **Save question to repeat within 2 weeks of final exam**

The Learning Hierarchy Revision Process applied to Problem solving and Content Based examination courses



Student Exam Practice



- 1. Answer completed gaining full marks**
 - Move on to the next question
- 2. Answer almost correct and finished/corrected using worked answers**
 - Redo question blindly immediately (check against answer)
 - Redo question with next 2 hours or at end of practice paper (check against answers)
 - Save question to repeat within 2 weeks of final exam
- 3. Answer incorrect with significant errors**
 - **Redo Question using model answer – but you need further support***
 - **Redo question blindly using support notes / guidance as soon as possible**
 - **Redo question blindly immediately (check against answer)**
 - **Redo question blindly within 2/3 days (check against answers)**
 - **Save question to repeat within 2 weeks of final exam**

* Support may take the form of reviewing past questions answered, lesson notes, online support, revision guides or direct teacher support



Exam Tools

The Start Of Exam - The First 2 Minutes

1. Write out **all** Formula's required
2. Write out any Mnemonics/Memory strategies you use to help you answer questions (P.E.E.L, RDPA)
3. Write all Case study information (Sports training Principles etc)

To enable you to do this you must practice writing these out accurately and at speed

Year 11 Exam Technique



Pupils should RDPA all questions in exams

Read

Decode

Plan

Answer

A very important technique for boys.

From our experience our male students tend to tackle questions head on this structure provides a framework to their answers ensuring maximum marks can be gained avoiding – ‘silly errors’.

GCSE Examination Strategy

Read	Decode	Plan	Answer
<p>Read the question.</p> <p>Read question again to ensure it is understood.</p> <p>Establish which topic is being tested.</p> <p>Read the text/sources/content.</p>	<p>Highlight command words</p> <p>Annotate command words to ensure there is clarity about exam literacy and the specific skills that have to be demonstrated.</p>	<p>Bulletpoint ideas to be included.</p> <p>Use relevant mnemonic to provide framework</p> <p>Include prior knowledge that will support answering of question</p>	<p>Write extended answer using plan as a checklist.</p>

P.E.

Read - What's the topic?

Decode – How do I get the marks?

- **Command Words – Circle and write the action required**
 - Justify/Explain = Impact/Reason
 - Evaluate/Discuss = +/-
- **Number of points I have to make**
 - 3 marks = 1 point
 - 5/6 marks = 2 points
 - 7 or more marks = 3 points

Plan – Make sure I get the marks

- Bulletpoint the points if there are more than 1 point before I start writing
- Write P.E.E. down the side of the page
- Write Impact or +/- depending on command work

Answer – Get the marks

- Answer using P.E.E as a guide
- Cross out each letter (P.E.E.) as you go

English

Imaginative writing

1. Write about a time when you were under pressure.
Your response could be real or imagined.

OR

2. Look at the images provided:



Write about a frustrating experience.

Your response could be real or imagined. You may wish to base your response on one of the images.

Core Structures

- **P**oint
- **E**vidence
- **S**uggestion/Alternate
- **K**eyword
- **S**entence Structure
- **D**evice and Effect
- **E**ffect on the Reader
- **E**valuation

Content	Devices	Order
---------	---------	-------

The Start Of Exam - The First 2 Minutes

Write out any Mnemonics/Memory strategies you use to help you answer questions (PEARL Component Parts, quotations etc.)

To enable you to do this you must practice writing these out accurately and at speed

- **P**oint
- **E**vidence
- **S**uggestion/Alternate
- **K**eyword
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Content	Devices	Order
---------	---------	-------

Start Of Exam – Applying RDPAC to maximise performance in ESSAY type questions

1. Review entire exam paper before starting
2. Apply **RDP** to All essay/longer type questions using highlighter to **Decode** and bullet points to **Plan** answers.
3. Return to start of exam to start (or where guided too)
4. **Re - RDP** each question, adding any further bullet points before starting to answer question in full
5. Students to tick off bullet points as they are included in answer.
6. Students to RDPA **(C)** answer

This element of the thought process is significant in managing the **emotional need** of boys. Boys experience an implicit feeling of success as they tick off elements of their plan. It allows them to focus on the application of content topic as well as demonstration of skill to external criteria.

English

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1. Write about a time when you were under pressure.
Your response could be real or imagined.

OR

2. Look at the images provided:



Write about a frustrating experience.

Your response could be real or imagined. You may wish to base your response on one of the images.

	Content	Devices	Order
1			
2			
3			
4			
5			

MAPSO	AFOREST
Metaphor	Alliteration
Alliteration	Facts and stats
Personification	Onomatopoeia
Simile	Rhetorical question
Onomatopoeia	Exaggeration
	Sentence structure
	Triple emphasis



Student Awareness: Wellbeing and coping with stress



Student Wellbeing and Tips for GCSE Examinations

Exam stress – Childline survey

- **96%** of children feel anxious about exams and revision,
- **59%** feeling pressure from their parents to do well
- **64%** saying they have never received any support in dealing with exams



Why is stress worse for some people?

- Temperament
- Perfectionistic personality traits
- Doing too many things at once
- Outside pressures – pressure to meet family/community expectations
- Unbalanced life

Managing with Stress

- Attendance
- Engaging with lesson structures
- Revision sessions
- Sleeping well
- Eating well
- Parental support
- Organisation for school and Exams.
- Routines at home:
 - Where to work
 - Management of mobile phones
 - Bed times – 8 hours



Supporting Mental Wellbeing



Signs your son is not managing his stress.

- Persistent difficulties falling asleep or waking up in the early hours
- Feeling tired all the time
- Not enjoying things they used to enjoy
- Cutting down on usual activities
- Isolating a lot more
- Developing new rituals that take up a long time



Seeking support and help

Speak to any
member of staff
you are
comfortable with.

Diet and supplements

Diet	Supplements
Complex Carbohydrate	Multivitamins
Low GI food	Iron & B12 (Floradex)
Fruits and Vegetables	
Water	

- Reduce sugar intake as it dehydrates.



Ramadan and Exams

April 24th to May 23rd

- Tiredness
- Afternoon Slump
- Hydration
- Revision Schedule

- Managed by family and student.

Y11 Quiet Study Area

G4 – Available to y11 students
break and lunch.

Quiet area for y11 to study:

- No noise
- No food

Exam dates

Key Questions

- What is the school doing to prepare my son for his GCSE exams?
- What does my son need to do to do well in his GCSE exams.
- How can I support his daily routines?
- What shall we do if my son is struggling with exam pressure
- What about Ramadan and Eid?
- **What can I do to support my son?**