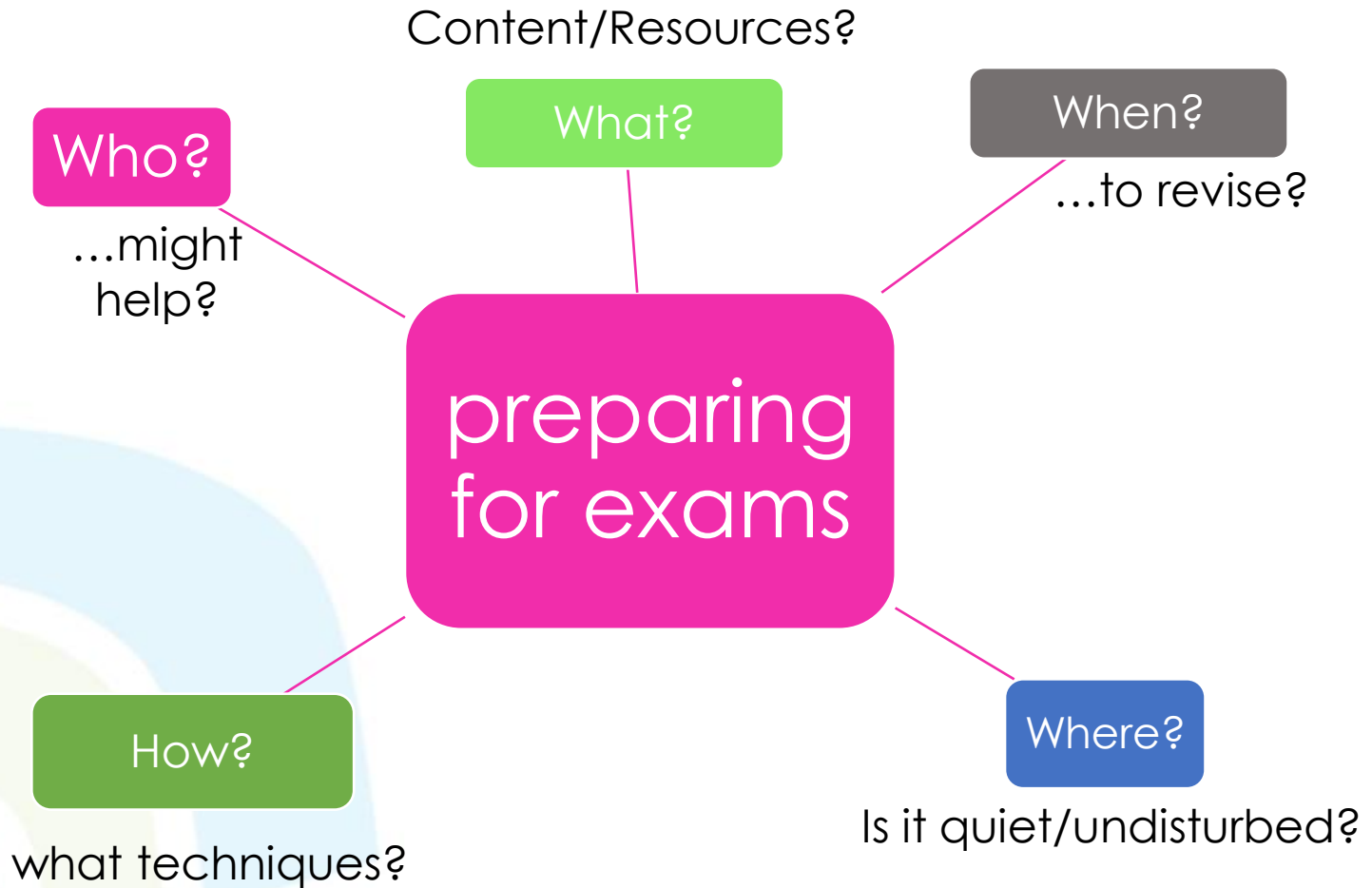


Supporting your year 11 pupil through the exam season

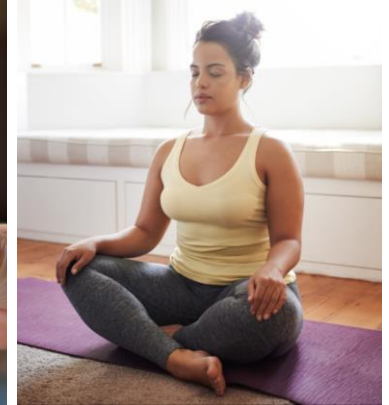
Jamie Freeman, Assistant Principal
Zach Beamish, Assistant Principal



Before we start

Is your child ready to learn?

Fed, rested and watered?



The learning environment

- Undisturbed
 - Without distractions
 - Uncluttered
-
- School library (8 am - 4 pm)



When?

- Exam timetable
- Revision timetable

When?

Summer 2024 Exam Timetable



Updated 14/02/2024

Day	Date	AM/PM	Qual	Subject	Board	Code	Duration
Tuesday	07-May	AM	L1	NUMBERS & MEASURES	EDEXCEL	ANM10/2	1HR 30
	07-May	AM	BTEC	HEALTH & SOCIAL CARE (TECH AWARD)	EDEXCEL	BHS03	2HR
Thursday	09-May	AM	GCSE	RPE	OCR	J625 01/02	2HR
	09-May	AM	BTEC	SPORT (TECH AWARD)	EDEXCEL	BSP03	1HR 30
	09-May	PM	GCSE	DRAMA	EDEXCEL	1DR0/03	1HR 45
Friday	10-May	AM	GCSE	BIOLOGY	AQA	8461/1	1HR 45
	10-May	AM	GCSE	COMBINED SCIENCE	AQA	8464/B/1	1HR 15
	10-May	PM	GCSE	GERMAN L&R	AQA	8668	1HR 45
Monday	13-May	AM	GCSE	ENGLISH LITERATURE	AQA	8702/1	1HR 45
	13-May	PM	GCSE	ECONOMICS	OCR	J205/01	1HR 30
	13-May	PM	GCSE	TURKISH LISTENING & READING	EDEXCEL	1TU0	1HR 50
	13-May	PM	BTEC	HEALTH & SOCIAL CARE	EDEXCEL	31629H	1HR 30
Tuesday	14-May	AM	A Level	BUSINESS	AQA	7132/1	2HRS
	14-May	AM	GCSE	FRENCH L&R	AQA	8658	1HR 45
	14-May	PM	GCSE	BUSINESS	AQA	8132/1	1HR 45
	14-May	PM	GCSE	CHINESE LISTENING & READING	EDEXCEL	1CN01 &3H	1HR 50
	14-May	PM	GCSE	LATIN LANGUAGE	OCR	J28201	1HR 30
	14-May	PM	BTEC	APPLIED SCIENCE(EXT DIP)	BTEC	31629H	2HR 30

When?



School Name ↕	Exam ↕	Exam Date ▼	Exam Time ↕	Seat Location In Exam Room ↕
Comberton Village College	Drama Option B (Set Text B-theatre Makers)	09/05/2024	13:15	
Comberton Village College	Combined Sci: Trilogy Tier F (Combined Sci Trilogy Biology P1f)	10/05/2024	09:00	
Comberton Village College	English Literature (Paper 1)	13/05/2024	09:00	
Comberton Village College	History B (shp) Option Hf (Hist B:history Around Us Wtn)	15/05/2024	09:00	
Comberton Village College	Mathematics Tier H (Mathematics Paper 1 Tier H)	16/05/2024	09:00	
Comberton Village College	Combined Sci: Trilogy Tier F (Combined Sci Trilogy Chemistry P1f)	17/05/2024	09:00	
Comberton Village College	English Literature (Paper 2)	20/05/2024	09:00	
Comberton Village College	Combined Sci: Trilogy Tier F (Combined Sci Trilogy Physics P1f)	22/05/2024	09:00	
Comberton Village College	English Language (Paper 1)	23/05/2024	09:00	
Comberton Village College	Mathematics Tier H (Mathematics Paper 2 Tier H)	03/06/2024	09:00	
Comberton Village College	History B (shp) Option Hf (Hist B:mgrnt Brit Elizabethans Wtn)	04/06/2024	13:15	
Comberton Village College	Spanish Tier H (Spanish Listening Test Tier H)	04/06/2024	09:00	
Comberton Village College	Spanish Tier H (Spanish Reading Test Tier H)	04/06/2024	09:00	
Comberton Village College	English Language (Paper 2)	06/06/2024	09:00	

When?

Date	AM	PM
Thu 9 May		Drama
Fri 10 May	Biology P1	
Sat 11 May		
Sun 12 May		
Mon 13 May	English Lit P1	
Tue 14 May		
Wed 15 May	History B	
Thu 16 May	Maths P1 non-calc	
...		

When?

There are contingency sessions within the Summer 2024 exam timetable:

- Thursday 6 June afternoon
- Thursday 13 June afternoon
- Wednesday 26 June morning and afternoon

Please add these dates to your exam calendar. You **must** be available for all three sessions.

Who?

- In this session, we discuss generic techniques and ideas that are relevant to all subjects
- Your child's class teachers have discussed recommended ways to put these ideas into practice in their own subject

What?

- An up-to-date set of class notes
- Any revision materials given out by departments
- Revision checklists
- Details of what is assessed in each paper
- Study guides
 - Check they cover the correct specification
- Revision timetable

What?

Level 1

The subject

Level 2

The topics within
that subject

Level 3

The individual
topic divided
into study units

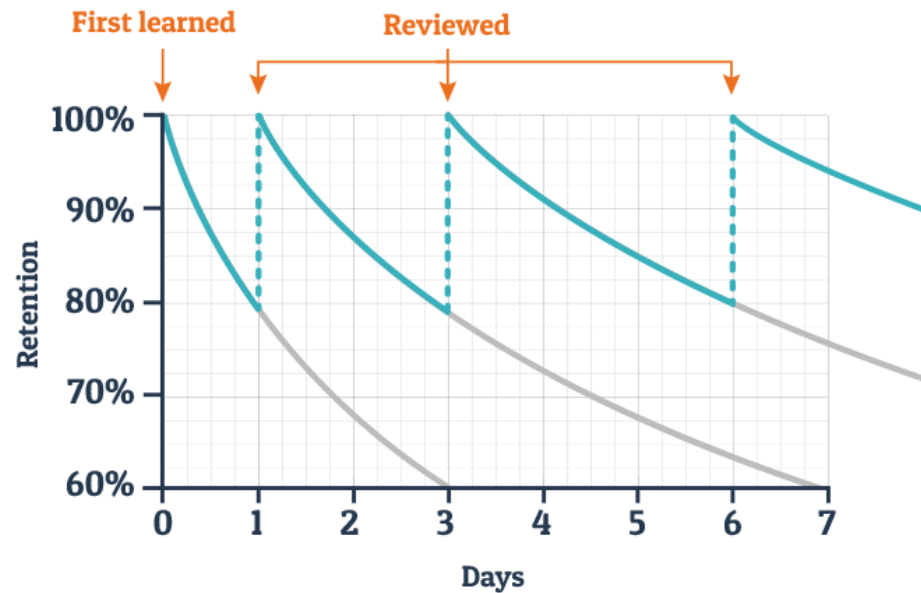
Date	Before school	Morning	Afternoon	Before dinner	After dinner
Thu 9 May		School	School		
Fri 10 May		School	School		
Sat 11 May					
Sun 12 May					
Mon 13 May		School	School		
Tue 14 May		School	School		
Wed 15 May		School	School		
Thu 16 May		School	School		
...					

How?

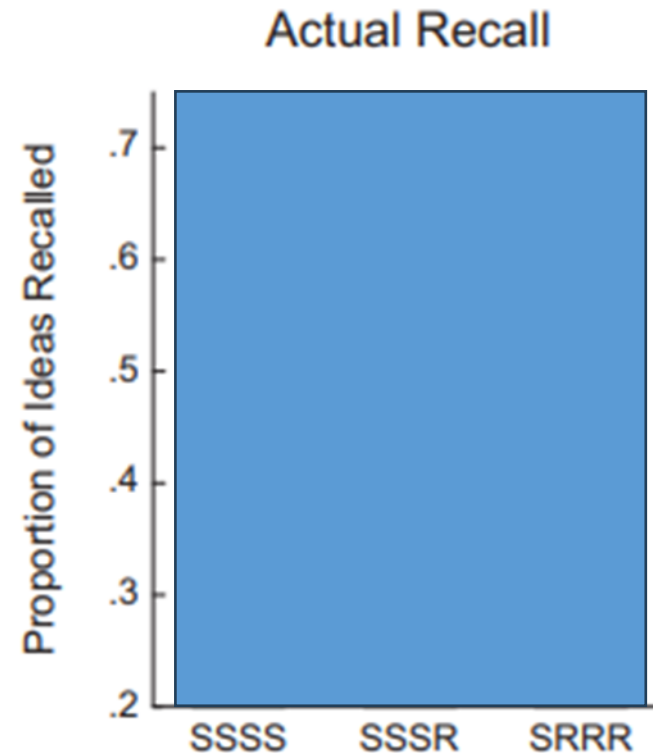
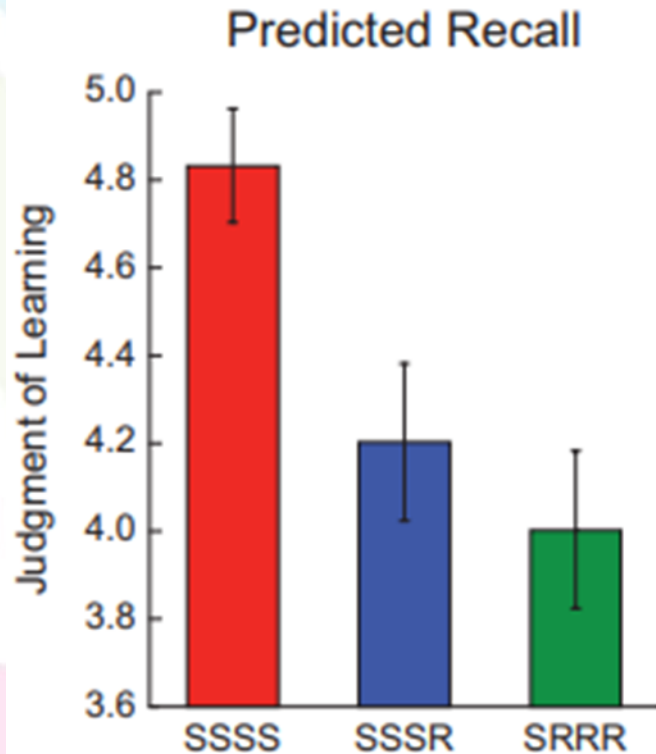
The more times an idea is reviewed, the shallower the forgetting curve becomes.

To help information 'stick' and be easily recalled, information needs to be revisited a number of times.

Typical Forgetting Curve for Newly Learned Information

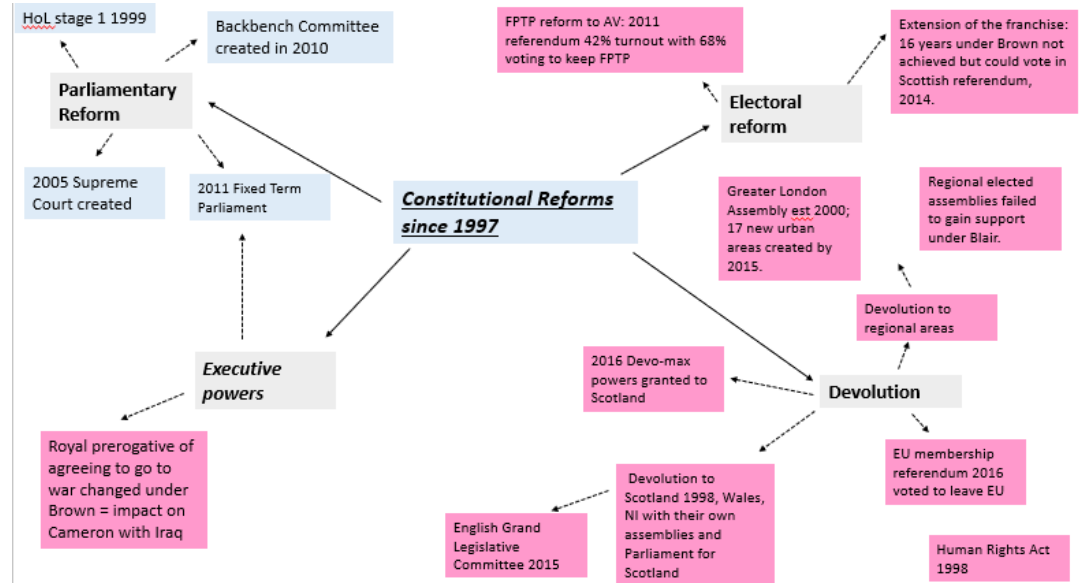


How? Study versus Retrieval



How?



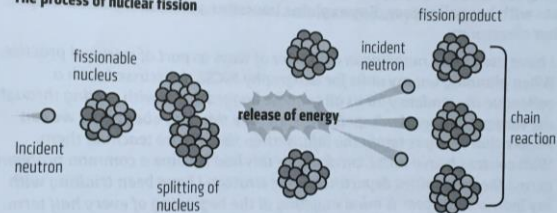
NUCLEAR FUELS

What is it?

It's a substance that is used to produce heat to power turbines. Heat is produced when nuclear fuels undergo the nuclear fission.

The main nuclear fuels are uranium and plutonium. These are radioactive metals. Unlike fossil fuels, nuclear fuels are not burnt to make energy. Instead, nuclear fission reactions in the fuels release energy.

The process of nuclear fission



Advantages

- Unlike fossil fuels nuclear fuels do not produce carbon dioxide or sulphur dioxide.
- This helps slow global warming down.

Disadvantages

- Fossil fuels and nuclear fuels are non-renewable energy resources.
- It must be stored safely.

Did you know?

20% of US electricity comes from nuclear energy

How? Flashcards

REFLEXES

Sensitive receptors
quadriceps
facial muscle
higher centres in cerebral cortex
sensory centre in pons
motor centre in pons
non-myelinate relay neurone

synapse
SENSORY NEURONE
hamstring
MAJOR NEURONE
SPINAL CORD
MOTOR NEURONE

BRAIN

motor area
Sensory area
POSTERIOR
primary auditory area
primary visual area
visual association area
anterior speech area (Broca's area)
posterior speech area (Wernicke's area)
auditory association area
ANTERIOR

LEFT CEREBRAL CORTEX
cerebrum
skull
corpus callosum
hippothalamus
cerebellum
medulla oblongata
pons
pituitary gland
Spinal cord

Hox GENES

- expressed in order along the anterior-posterior axis of the developing embryo.
- sequential & temporal order of gene expression corresponds to that of the development of each body part.

Abd-B Abd-A
Ubx Antp Scr Dfd pb lab

eg:

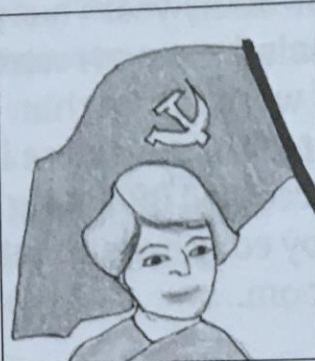
BRAIN

- REBRUM - organises higher thought processes
- REBELLUM - coordinates movement & balance
- ROTHALAMUS + PITUITARY COMPLEX - organises homeostatic responses
- DULLA OBLONGATA - coordinates autonomic responses

How? Pictures, words and diagrams


Abstract styles rejected

Easier for Russia's illiterate/uneducated population to understand



Ballet was the most popular medium during this period

Received praise for its beauty in modern capitals



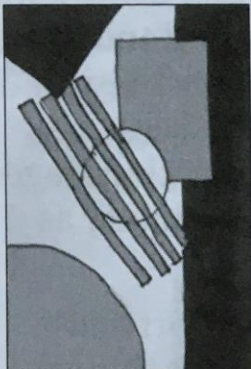
PROLETKULT AND AVANT-GRADE

SOCIAL REALISM

THAW + NON CONFORMITY

SOCIAL BALLET

1917 1920 1929 1930 1930 1940 1950 1953 1954 1960 1964 1970 1980 1985




Introduced shortly after WW1

Old ways of thinking were challenged

Sometimes proved to be too sophisticated for peasants to understand

Difficult to promote political messages



Posters used to promote and challenge non-conformity

Made to encourage citizens to keep each other under surveillance

Khrushchev era posters were a break from the past

"Work hard for your country"

How? Interleaving

Blocking



Blocking involves doing topic 1, then topic 2, then topic 3.

Interleaving



Interleaving involves mixing up topics within a subject.

How? Interleaving

1. Discrimination learning: Spotting **differences between similar things**



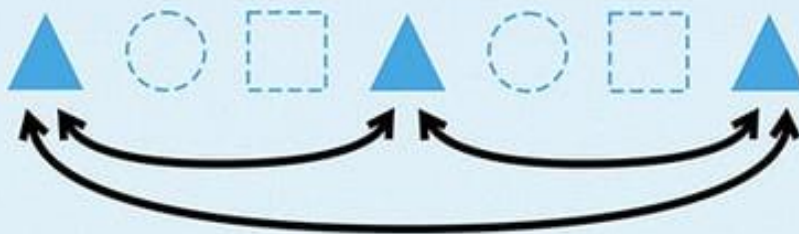
When students think about differences, we prompt them to think harder. Contrasting information is more likely to stick in our mind.

2. Involves remembering **similarities between different things**



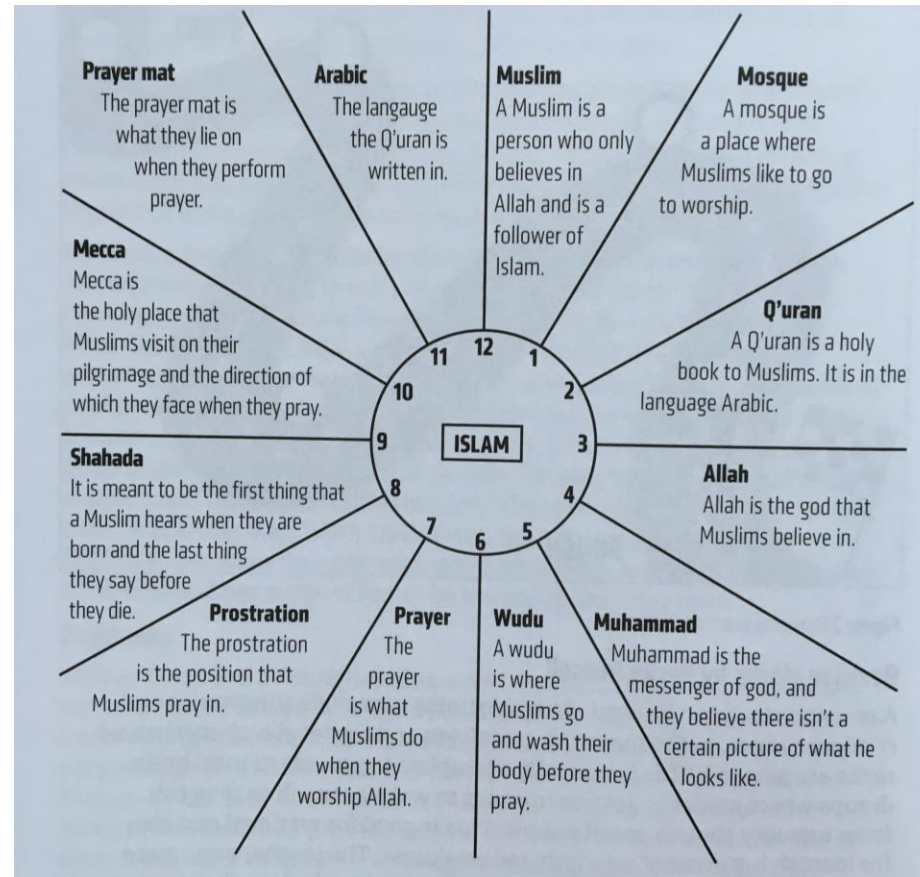
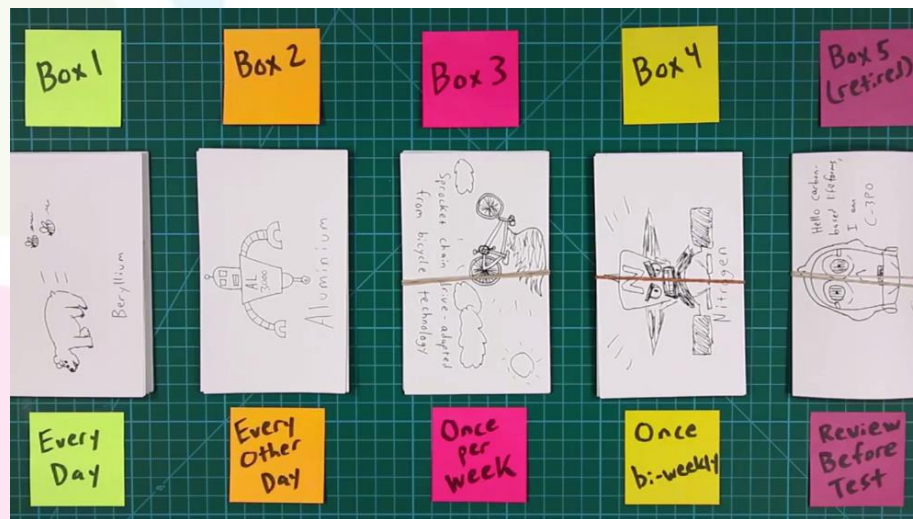
By highlighting similarities between different things, we provide more "anchor points" for students to hook new information onto.

3. Involves the **benefits of spacing**



Each time the information is revisited, it helps ingrain and cement it into our long-term memory.

How? Interleaving



Revision support

- [The Learning Scientists – YouTube](#)
- [Help students study smarter, not harder – Retrieval Practice](#)

References made in this power point refer to work and research taken from:

Jones, Kate, (2019) 'Retrieval Practice: Research and Resources for every classroom' (John Catt Publication)

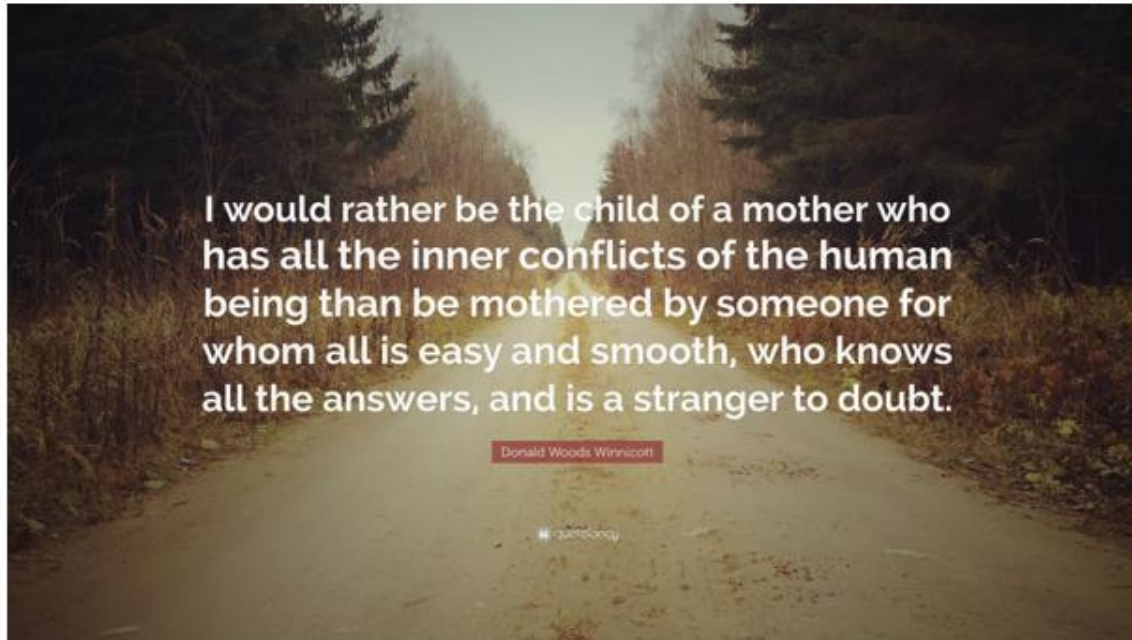
Fordham, M, (2017) 'Thinking makes it so: cognitive psychology and history teaching' in Teaching History (London: The Historical Association) issue 166.

Jenkins, E. and Vousden, B. 'Retrieval Practice' a T&L presentation given to CVC colleagues in January 2020.

Supporting your child's wellbeing during the exam season



You are good enough



I would rather be the child of a mother who has all the inner conflicts of the human being than be mothered by someone for whom all is easy and smooth, who knows all the answers, and is a stranger to doubt.

Donald Woods Winnicott

@guthology

Raising children is not easy!!!

Year	Pastoral team	TG	Room	Tutor	Attached staff
Year 11		C	Hi2	Jason Mannion (M, Wed) Tim Benger(Tu, Th, Fr)	Tim Benger (M, Wed)
DP	Sean Sycamore	O	RPE2	Lily Miles	Ben Auroux (M,W,Th)
AP	Jamie Freeman	M	RPE3	Rebecca Kingston	Morag Gillings, (M)
HoY	Rashpal Phull	B	RPE1	Adrian Waltho	Hannah Carter (M, Th)
AHoY	Rebecca Kirkby	I	Sc8	William Vousden (M, W, Th, Fr) Hannah Carter (Tu)	Mark Dawes (Wed,Th)
A2HoY	Ewa Wojtowicz-Moj	E	MA9	David McNicol	Lily Tang-Gentile (M, Fr)
		R	Hi3	Jessica Landy	Ben Cook (M, Tu, W)
		T	Hi1	Issy Richards	
Active form:	Tuesday	N	Ma8	Meghan Bird	
Assembly:	Friday	V	Sc9	Tristan Bloska	

Email addresses are initial + surname + @combertonvc.org

e.g.

Rphull@combertonvc.org

Ground rules

- **LOOK AFTER YOURSELF** – if the session is too challenging for you, take a moment. Talk about your feelings and experiences with a supportive friend/family member.
- Please be respectful of other people's experiences
- Engage in activities where possible
- Keep your mic muted
- Use the chat function to post questions or thoughts
- You may have your camera on or off (your choice!)

Aims of the session

- Define what is meant by resilience
- To identify strategies to build resilience and support wellbeing



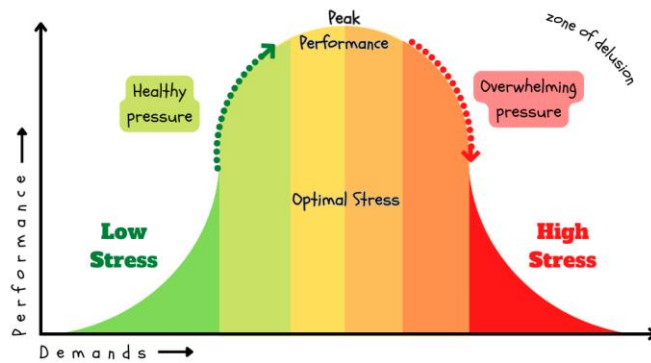
The basics

- Sleep hygiene
- Eat well
- Connections
- Safety



Exam Stress

Stress Performance Curve



Stress Level

Low	Moderate	Optimal	High	Too high
Inactive Bored Unchallenged	Engaged Focused Motivated	Confident In control Productive	Distracted Fatigue Overwhelm	Exhaustion Anxiety Burnout
"I wish I had more to do!"	"I'm feeling focused & energised"	"Now I'm really in the zone"	"I feel anxious & unfocused"	"I can't take this anymore"

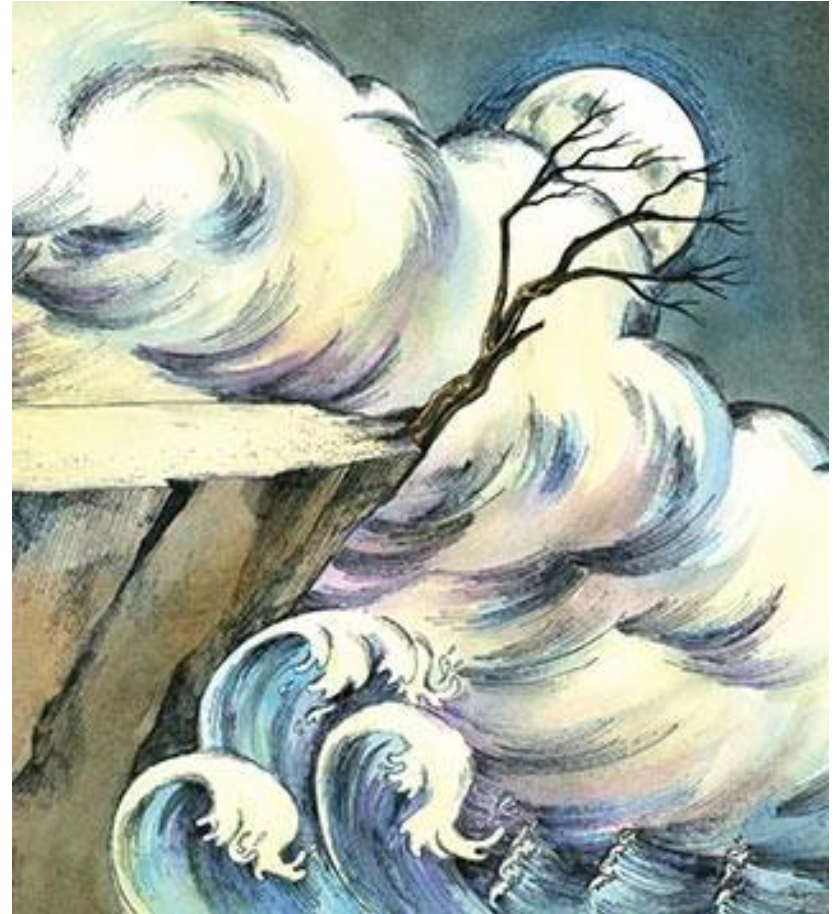


- Feeling 'stressed' is a normal part of life
- Stress can be useful to support performance.
- Stress can also be detrimental to performance.



What is resilience

“Resilience is the product of a number of developmental processes over time, that has allowed children to **experience small exposures** to adversity or some sort of **age appropriate challenges** to **develop mastery** and **continue to develop competently**” (Yates et al.: 2003)



What is resilience?

- Adapt to challenges
- Recover and rebuild
- Something that we use everyday
- Helps us get through the not-so-fun times
- Helps us with challenging but enjoyable times

Is NOT fixed – it develops/changes over time



Resilience is NOT



- Bouncing back immediately from negative experiences
- Leading a stress free life!
- Being wonder woman/superman and being invincible

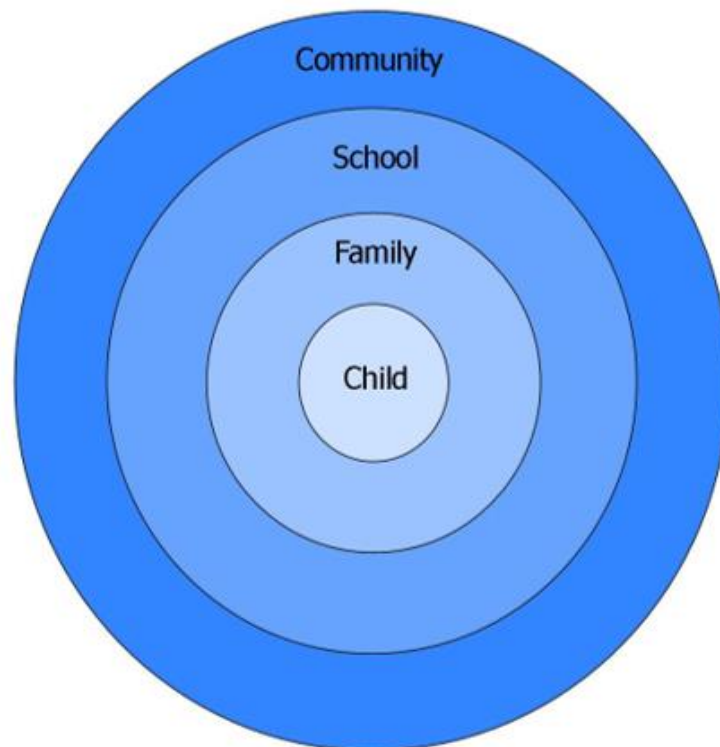
Signs of low resilience

- Struggle with feedback
- Struggle with compliments
- Constant apologising
- In relationships with people we don't like
- Indecisiveness
- Self-blaming
- Self-hating
- Social withdrawal
- Gives up easily
- Avoids stress
- "You're always criticising me"
- "You don't really think I'm kind"
- "I'm sorry, I'm sorry, I'm sorry"
- "If I don't hang out with them I won't have anyone else to hang out with"
- "Can you just make that decision for me?"
- "It was all my fault, it always is my fault"
- "I just a useless person"
- "I'd rather just stay in and watch the telly on my own"
- "This is too hard, it is taking forever"
- "I'm not going to school"

What affects Resilience?

Risk Factors

Parental conflict
Maltreatment
Lack of safe
secure
relationships
with adults
Developmental
delay / special
needs
Struggles at
school
Adverse /
traumatic
experiences
Isolation

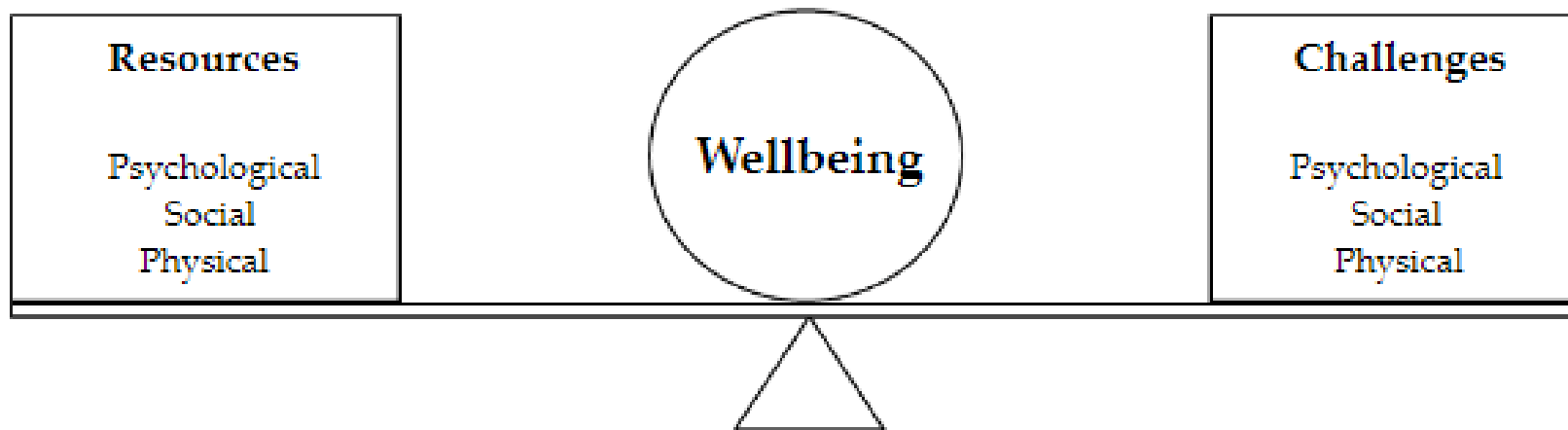


Protective Factors

Supportive and
accessible
parents
Clear and
consistent
boundaries
Good
relationships with
peers / teachers /
community
Positive school
experiences
Community
integration

“It takes a whole village to
raise a child.”

Wellbeing = equilibrium



Dodge et al,
(2012)

The basics of wellbeing

Connect

Keep
active

Mindfulness

Learn

Give

NHS 5
steps to
wellbeing

What could you try to do to help?

- Active coping strategies
- Re-framing situations
- Self-soothing and calming
- Manageable challenges

Imitation, in many different ways, seems to be at the root of how children learn – the old phrases “monkey see, monkey do” and “fake it til you make it” are likely to be very important!

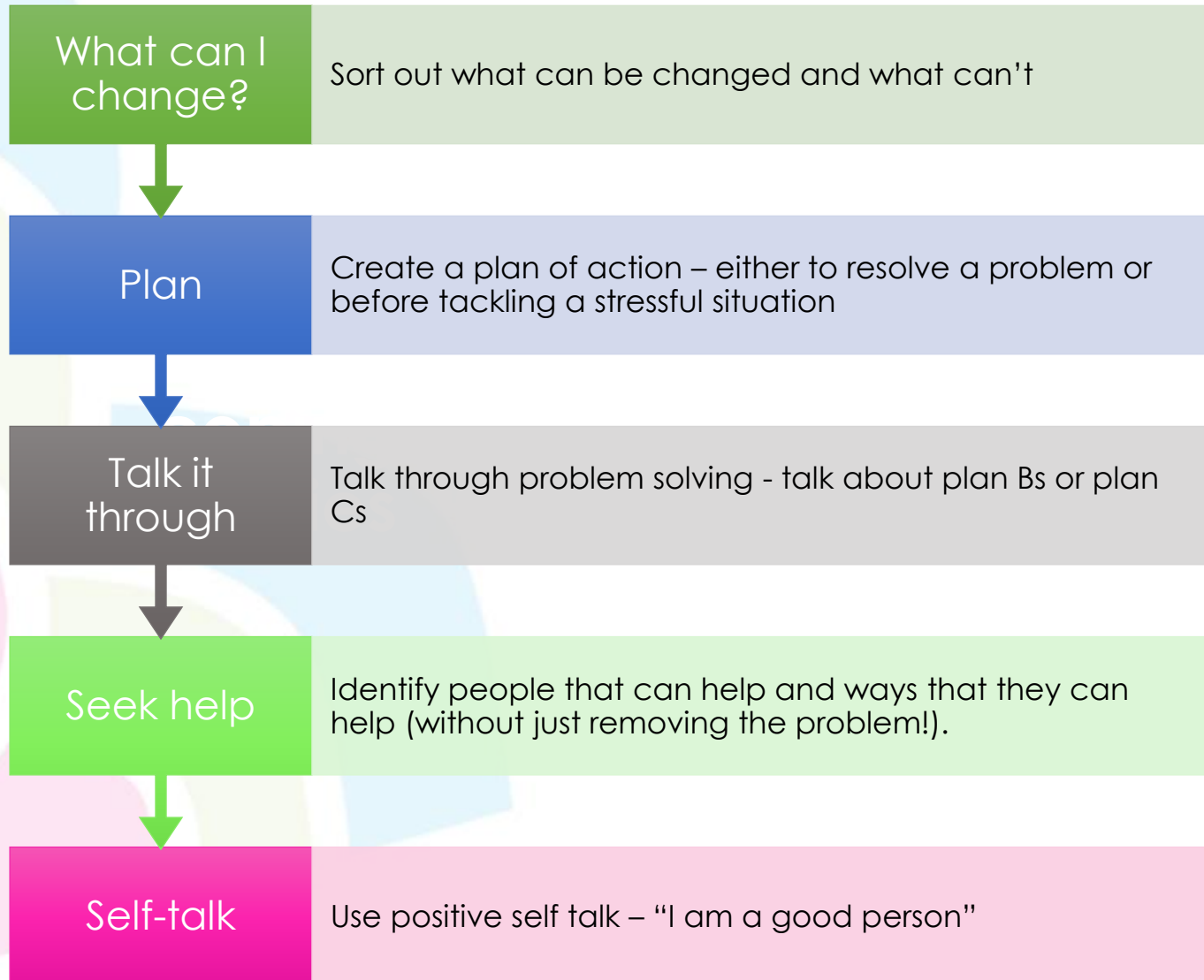
(Bandura (1961) ,Subiaul, F., et al, (2009), Iacobono (2009))



Active coping strategies

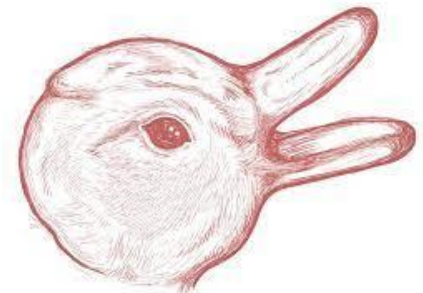
- Bowe Bergdahl – Serial Podcast
- Held captive by the Taliban for 5 years
- Managed to cope by:
 - Counting the number of bricks in rooms
 - Recreating detailed memories of school days,
 - Teaching himself complicated arithmetic puzzles
- Charney and Southwick studied active coping strategies in extreme situations – the key is not to just feel resigned to the problem and think that there is nothing that we can do.








Re-framing

- An individual is presented the same situation back but invited to consider it from a different point of view (i.e. seeing it in a different 'frame')
- This new understanding enables a shift in perspective so that s/he is able to change how s/he feels about the situation and feel empowered to act.
- Reframing needs to be used with care so that the individual's feelings and experiences are not minimised / ignored, and it needs to fit with the person's value system



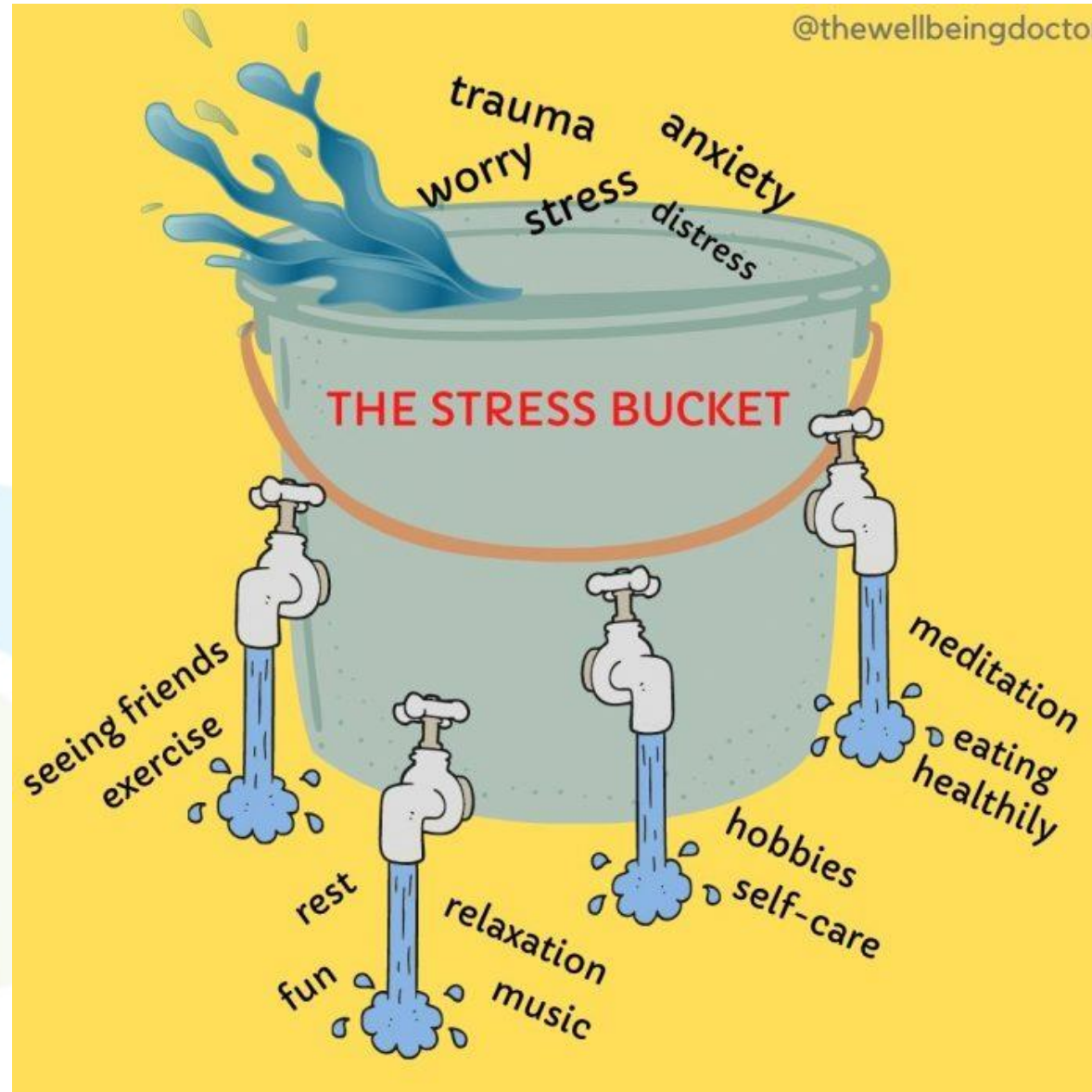
Re-framing

- “I can’t go in there because when I do everyone will turn around and look at me and they will be judging me” 
- “My friends all don’t like me, they just ignore me all the time” 
- “I just can’t do that homework because maths is just too hard” 
- “If you go in there and think like that aren’t you doing the judging?”
- “Can you give me at least 3 other reasons why your friend hasn’t been in contact?”
- “Can you show me what you have managed to do with the maths work so far?”

Self-soothing and calming

- When we feel overwhelmed it is hard to think rationally about a situation.
- Often starting with a calm mind can begin to help us bounce back from challenges.
- Some things that might help:
 - Sensory calming – sight, smell, touch, taste, sound – what is comforting?
 - Breathing exercises – breathe in for 4, hold for 7, breath out for 8.
 - Physical exercise – brisk walk, jogging, skipping, yoga, pilates. **ANYTHING** to get moving.
 - Distraction techniques – creativity, gardening, tidying, cleaning, baking

@thewellbeingdoctor



Manageable challenges

- we make more than 35,000 decisions in a day, most of these are done on 'autopilot'. E.g. can you remember all of your drive home?!
- We tend to fall into habits quite easily.
- When behaviour becomes habitual it is harder for us to change it. **This is NOT the same as 'impossible to change it'**
- Putting ourselves into challenging situations which are manageable begins to unpick these challenges.

Ways of making challenges manageable

- **Chunking** – break large tasks down into small manageable chunks. E.g. goal “I am going to prepare for a sociology test” – step 1. get all materials together, step 2. look at the main topics and rate them from red to green, step 3. create flash cards for amber topics...
- **Graded exposure** – think about challenges on a scale from 1 – 10, start by trying to do aspects of the challenge which are ‘3 or lower.’ e.g. goal “speaking with people I don’t know” 3 – say ‘good morning’ when I walk past people.
- **Modelling** – what do we or did we find challenging? Can we talk about what made the difference in solving the challenge or show ways to meet the challenge? E.g. when I prepare classes for tests I often talk about my failures in tests – why I failed and what I did to try to resolve the failure.

What support is there in school?

- Pastoral team – tutor, Head of Year, Assistant Head of Year
- The Den – break and lunch time support club
- Youth workers – can be referred via Head of Year or can access drop-ins on Wednesday lunch time
- Counselling – via our school counsellor or Centre 33 (can be referred via Head of Year),

Useful resilience resources

- Boing Boing - https://www.boingboing.org.uk/wp-content/uploads/2017/04/Interactive_Resilience_Framework.pdf
- Mind - <https://www.mind.org.uk/information-support/types-of-mental-health-problems/stress/developing-resilience/>

Who to contact in school

- Safeguarding concerns: safeguarding@combertonvc.org
- Support enquiries: studentsupport@combertonvc.org

Zbeamish@combertonvc.org