

Kettlethorpe HIGH SCHOOL



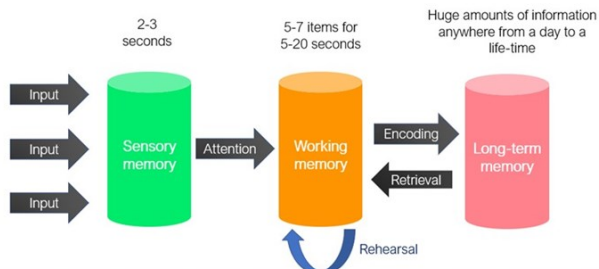
**How to support your
child as they prepare for
their PPEs**



Cognitive Load Theory

- ◆ Working memory is where we process information and its capacity is limited
- ◆ Cognitive load is the amount of information our working memory can hold at any one time
- ◆ When revising children therefore need to avoid overloading their brain with too much information at one time as they will not have the capacity to process it
- ◆ When processes are rehearsed to the point where they become automatic they are stored in the long-term memory and don't use up working memory capacity
- ◆ To store something in long term memory it takes time and repetition – forgetting and re-learning information is what makes it stick
- ◆ Children should therefore review their learning as they go through Y11 as this will help them to store it in their long term memory
- ◆ Distractions like phones, music and tv use up working memory so they should be switched off during revision

How do we process information?





Interleaving

This is the process of spreading learning of a subject out over time, rather than concentrating on one specific thing for a long time. It is effective because each time you revisit information, it strengthens your memory recall. This short video explains what interleaving is and how to use it when planning revision:

<https://www.youtube.com/watch?v=WbDpYMp8F6o>

Revision Timetable

- ◆ Planning revision will help your child to feel in control and stop them from wasting time procrastinating
- ◆ Start by putting in any existing commitments like school, work, clubs, family events.
- ◆ Add in revision sessions but focus on quality not quantity. A few short sharp sessions with breaks in between will be more effective than one long session. Do little and often and keep mixing it up.
- ◆ Make sure there are planned breaks where your child can be active, connect with other people or relax by doing something that they enjoy
- ◆ Once the outline plan is in place children should think about their own learning for each subject. There is no point in them wasting time on topics which they are already experts in but should focus on the key topics that they need to revise.



- ◆ They should then make their revision sessions more specific by adding the particular topic they will focus on. Remember that this will have more impact if topics are broken down and spread out over a number of sessions.
- ◆ Crossing off sessions when they are completed can help to give children a sense of satisfaction of what they have achieved
- ◆ Encourage your child to stick at it. If they do miss a session focus on what they have done and don't allow them to give up.

Re-reading notes will not help your child to learn information. They need to use active learning strategies like: flash cards; mind maps; quizzes and practising exam questions.

Flash Cards

Children can create their own flash cards with a question or key term on one side and the answer or definition on the other. Content on flash cards should be as short and clear as possible. It may help children if they use different coloured cards or pens to categorise particular subjects or topics. Using a mixture of pictures and words can also help to make the content more memorable and using mnemonics can help to remember particular sequences. Flash cards can be created as soon as a topic is learned and returned to during revision. When using flash cards pupils should pause to think before turning the card over and should say their answers out loud. You can support your child by using their flash cards to question them. Flash cards should be used over and over to ensure that the information is stored in the child's long-term memory. Cards shouldn't be discarded if they know the answer but should just be returned to less frequently. The Leitner System is a good approach to use with flash cards.



Leitner System – The Method

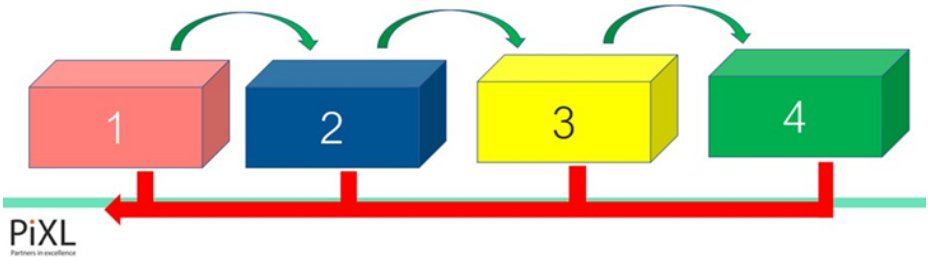
All flash cards start off in Box / Stack 1.

As you review the cards, each card you answer correctly goes into Box 2.

If you give the wrong answer the card stays in box 1.

When you review cards in Box 2, if you still get it right you move the card to box 3 and so on until all cards are in Box 4.

If you get a card wrong in any box, it goes back to Box 1.



Cards in box 1 should be revisited more frequently than cards in box 2. Cards in box 2 should be revisited more frequently than cards in box 3 and so on.

Chunking

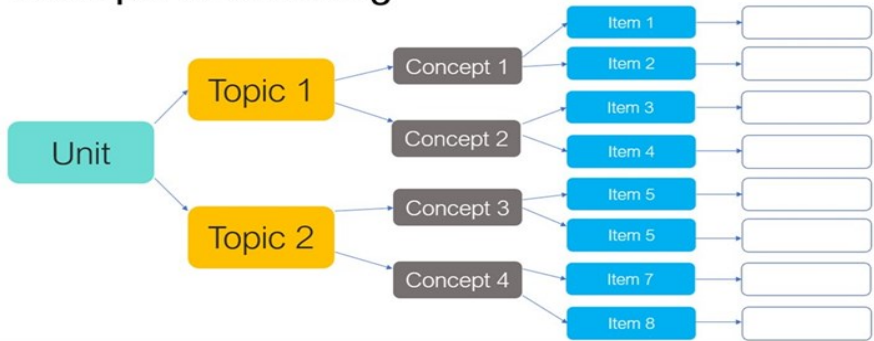
This is the process of taking individual pieces of information and grouping them into larger units, it helps children to remember more information.

Tips for effective chunking:

- ◆ Use headings and titles for different sections
- ◆ Use tables to summarise large amounts of data
- ◆ Use bullet points to summarise and clarify important points
- ◆ Combine quick illustrations with text to create visual associations
- ◆ Try to link groups together – what do they have in common?
- ◆ Linking groups to things in your memory can make them more memorable
- ◆ Build in other strategies like mnemonics



Example of chunking



It's not just all about revision...

◇ Help your child set goals

- ◆ Talk to them about what they want to do after Kettlethorpe High School and what they need to achieve this year to be successful with that goal
- ◆ Help them to create their revision plan and ensure that they have a space where they can learn and revise effectively
- ◆ Keep their revision plan visible, remind them what is on it for the day and talk to them about how it is going
- ◆ Be positive about what they have done

◇ Make sure your child takes time out from learning

◇ Encourage a good sleep routine

- ◆ Children in Y11 should be getting 8-9 hours sleep every night
- ◆ Help them develop a routine in which they avoid caffeine and sugary drinks, stop revision and switch off from technology an hour before bed and do something which they find relaxing



◇ **Keep your child active**

- ◆ Regular physical activity boosts memory, improves concentration and helps reduce stress so active breaks should be built into revision timetables
- ◆ Encourage them to exercise, perhaps by planning a weekend activity or going out for a walk together
- ◆ Encourage them to complete a revision session after being active to capitalise on the positive effects on the brain

◇ **Reinforce your belief in them**

- ◆ Celebrate and reward their successes – this doesn't need to relate to academic outcomes but could be about successfully sticking to their revision plan, completing all their outstanding homework, etc.
- ◆ Show them that you are proud of the effort that they are putting in

◇ **Be supportive**

- ◆ Show understanding that Y11 is tough, be approachable and listen if they want to talk
- ◆ Talk about emotions and feelings and offer advice on how they can manage those
- ◆ Take an interest in their learning and be positive. If you found a subject difficult at school instead of saying "I'm no good at this" try saying "It's a long time since I did this, I think that you are the expert here so can you remind me about it."
- ◆ Encourage your child to talk to their teachers if they need additional support

If your child is suffering stress and anxiety in relation to learning, revision and exams have a look at the [wellbeing page](#).

If you need help supporting your child in Y11 then please contact school.



Here are some links to well-known external resources that have tips on dealing with exam pressure and stress relating to exams.

- ◆ Specific advice for young people on how to self-care during exams is offered by [Childline](#) and [YoungMinds](#)
- ◆ Tips for parents/carers on how to support their child during exams from [NHS](#) and [YoungMinds](#)
- ◆ Parents, take a read of our [Conversation with a Cuppa document](#).
- ◇ **Ensure that your child is eating healthily**
- ◆ Plan healthy meals for the week including breakfast and snacks but also include a couple of 'treat meals' that you know they will enjoy
- ◆ Avoid food and drink which is really high in sugar or fat
- ◆ Make sure that they do not eat meals too late at night
- ◆ Make sure they have a bottle of water with them so they stay hydrated
- ◆ Linked [here](#) are some recipes that you can make together.



SNACK RECIPES

TRY SOME OF THESE DELICIOUS AND REALLY EASY TO MAKE SNACKS TO TAKE A BREAK AND BOOST YOUR BRAIN POWER....

EDIBLE PLANT POTS

150g cottage cheese

50g wholemeal croutons, buy them and blitz them to a powder in the food processor
your choice of vegetables, carrots, cucumber, things you can eat raw or lightly cooked.

METHOD:

Layer the cottage cheese into a glass, mug or even a clean plant pot, top with the crumb to make the 'soil'. Push in the veggies to make it look like a garden, simple! Pretty to look at and tasty to eat, plus it'll give you a boost!



SOFT BOILED EGGS AND MARMITE SOLDIERS

2 eggs

2 slices toasted wholemeal bread
Marmite

METHOD:

Heat a saucepan of salted water until it boils, add the eggs and set a timer for 6 minutes. Take your warm toast, spread with butter and Marmite and slice into 'soldiers'. Take the tops off the eggs and get dipping!



HONEY, FRUIT AND NUT GRANOLA BARS

Pre-heat the oven to 160°C.

100g butter, melted
200g porridge oats
200g mixed nuts and seeds, buy them already done to save time and money
100g bag mixed dried fruit, cranberries, golden raisins etc.
85ml runny honey

METHOD:

Mix everything in a large bowl, pour the mix into a baking paper lined baking tray and bake for 30 minutes, allow to cool before slicing.



COCONUT CHIA POT AND FRUIT COMPOTE

30g chia seeds

100ml coconut milk

Your favourite selection of berries, lightly dusted with caster sugar and left for about an hour to macerate (they will create their own syrup).
Toasted coconut shavings

METHOD:

Soak the chia seeds in the coconut milk for about 20 minutes. Arrange the fruit on a plate or top the chia seeds with them and finally top with the toasted coconut.



CINNAMON BAKED PLUMS AND APPLES, OAT CRUMBLE, CRÈME FRAICHE

2 ripe plums, stone removed and quartered
2 red eating apples, cored and 1cm diced
45g caster sugar
100ml water
75g porridge oats
15g butter, melted
¼ teaspoon vanilla extract
80ml crème fraiche

METHOD:

Preheat the oven to 180°C.
Boil the water and sugar until half of the water has gone, add the plums and apples, remove from the heat and leave for 5 minutes. Mix the melted butter and the oats. Put the apple and plum mix into an ovenproof dish and top with the oats. Bake for 15 minutes. Stir the vanilla extract into the crème fraiche. Spoon the crème fraiche on top of the crumble and get stuck in!



PEANUT BUTTER AND BANANA WHOLEMEAL TOASTIE

Toast 3 slices of wholemeal bread and make a triple decker, layering crunchy peanut butter with thinly sliced bananas.





Exam Time

In addition to the information listed previously, you can support your child during exam periods by ensuring that they review their revision and notes for any exams the following day but don't spend too long doing that or go on until late at night. Make sure that they are prepared for the next day before they go to bed with the equipment that they need packed in their bag and their seat number written down. Make sure that they eat breakfast on the day of the exam.

Who to Contact

Exams officer

Our Exams officer is Mrs Lindop and you can contact her on nlindop@kettlethorpe.wakefield.sch.uk with any exam related queries.

Head of Year

The Year 10 Head of Year is Mrs Lancaster and you can contact her on llancaster@kettlethorpe.wakefield.sch.uk

Key Stage 4 Leader

The Key Stage 4 leader is Miss Lee and you can contact her on elee@kettlethorpe.wakefield.sch.uk