

Empowered to Succeed

Focus of the week: Half term revision sessions

As part of the continuing support for our Year 11 students we are offering a number of revision sessions during half term.

The timetable is shown below. Each session is 2 hours long, with the morning session starting at 9.30am until 11.30am and the afternoon session beginning at 12pm until 2pm.

If your child is interesting in attending one or several sessions. Please complete the google form, where the link is attached below. Please include the name of the student and contact email address.

<https://forms.gle/HfqYbuf734sVjV3w5>

There are a limited of 30 places per session, which will be allocated on a first come system.

Please note – the mathematics foundation sessions are targeted at selected students, who will receive a separate email that will follow from the Maths department inviting them to session.

If students are attending, they will not be required to wear uniform, they will need to bring refreshments, as the canteen facilities will not be open on site. Students will need to sign in reception and then go to the classroom ready to start at the allocated time.

School Day	Monday 17.2.25	Tuesday 18.2.25	Wednesday 19.2.25	Thursday 20.2.25
	AM - 9.30 to 11.30	AM - 9.30 to 11.30	AM - 9.30 to 11.30	AM - 9.30 to 11.30
Subject	English -	Maths - Foundation paper - targeted session for selected students	Science - Foundation paper	Geography - Paper 1
Room / information	Mr Oakley in E3 Macbeth grade 4/5	Ms Gomez	Mr Wills in S7	Mr Griggs in H2
Subject			Computer science	History - history revision techniques
Room / information	Mrs Boland in E2- An Inspector Calls grade 4/5		Mr Knowles in M10	Mrs Kelly in H4
Subject				Design and Technology -
Room / information	E1 Mrs Morris in E1- Unseen poetry			Mr Cooper in H3
	PM - 12 to 2	PM - 12 to 2	PM - 12 to 2	PM - 12 to 2
Subject	English -	Drama	Science - Higher Paper	Geography - Paper 2
Room / information	Mr Oakley in E3 Macbeth grade 6+	Mrs Conn in Drama studio	Mr Wills in S7	Mr Griggs in H2
Subject		Maths - Foundation paper - targeted session for selected students	Computer science	History - 16 mark questions
Room / information	Mrs Boland in E2- An Inspector Calls grade 6+	Ms Gomez	Mr Knowles in M10	Mrs Kelly in H4
Subject				Engineering -
Room / information	Mrs Morris in E1- Q5 writing skills: persuasive and descriptive			Mr Cooper in H3

THE ONE ABOUT GROWTH MINDSET

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THE STUDY

Students aged 9-12 years old completed a problem-solving game and were then told that they had gotten 80% of the questions right. Some of them were praised for their natural intelligence, whereas others were praised for how hard they had worked. The researchers investigated how the students felt, thought and behaved in subsequent tasks.



THE MAIN FINDINGS

1 Children who had been praised for their **intelligence** were more likely to choose future tasks that they thought would make them **look smart**. Children who had been praised for their **effort** tended to choose tasks that would help them **learn new things**.

2 Children who had been praised for their intelligence said that they **enjoyed the task less**, when compared to the children who had been praised for their effort.

3 Children who had been praised for their intelligence were **less likely to persist on tasks** than the children who had been praised for their effort.



4 Children who had been praised for their intelligence **performed worse** in future tasks. The children who had been praised for their effort **performed better** in future tasks.

5 **86%** of children who had been praised for their intelligence asked for information about how their peers did on the same task. Only **23% of children** who had been praised for effort asked for this type of feedback, with the majority of them asking for feedback about what they could do better.

6 **38%** of children who had been praised for ability lied about the number of problems they solved in the task. Only **13% of the children** praised for effort did.



Subject Focus



Revision

In the next week we will give all students a bespoke maths revision guide. This will be designed towards the tier they are sitting and the grade that they are aiming for.

In the revision guide it has a week by week revision plan. This starts with 5 mixed topic questions that students have a go at, and then they can check their answers on the following page. When they have checked their answers they can either choose to get more help with that topic, or access more tricky questions on that topic, by following the web links in the book.

To get more help with the topic students use our online Sparx tool, which will give them more questions with video support. They could also attend our weekly drop in revision sessions to get extra help with topics, or they could email their teacher to get help with questions.

In addition, we have the Sparx Homework Club every Tuesday lunchtime that students can go to complete their Sparx homework but also to get support with their revision booklets.

If they want stretch and challenge on a topic there is a link in the booklet to a website with extra challenging questions and mark schemes that go with those questions.

Homework

Since October students have been having fortnightly past paper lessons where they work through exam questions with their teachers. Students should be bringing these home to complete. They can get more help with these papers by bringing them to revision on a Wednesday after school.

Students can use Sparx Maths to get extra help with their revision.

The homework that students will be set in the next few months will include more mixed topic practice that we know is vital for exams, as well as giving them homework on the work that they are doing in class.

Exam Dates:

Thursday 15th May Paper 1

Wednesday 4th June Paper 2

Wednesday 11th June Paper 3

Sparx Maths

In addition, students can use Sparx to supercharge their revision. The "Target" section of the website enables students to get the mixed topic practice that we know is so important for exam success. Whilst using websites might feel unfamiliar to parents who are used to doing exams on paper, the online portals give students instant feedback on whether they are getting questions right or not. This means that students know immediately if they're getting the maths right or not. If they're not getting it right then Sparx has videos that can support, or they can send their teacher and email with the question that they are finding difficult. Teachers may not reply, but may use the questions and incorporate them as part of a lesson with their class.

[A parent's guide to Sparx Maths](#)

Why is my child encouraged to do written work as well as online? At Sparx Maths, we believe that written work is essential in supporting your child's understanding of maths and to help them create positive habits.

sparxmaths.com

AI

We are aware that there are some students using apps on their phone to "help" them with their maths. In particular, "GauthMaths" is an app that uses AI to give students answers to their homework and exam questions. Obviously, we would strongly discourage this as we would rather students are honest with themselves about whether they understand work or not.

GCSE Afterschool Revision 3rd – 7th Feb

School Day	Monday	Tuesday	Wednesday	Thursday	Friday
	Day 1	Day 2	Day 3	Day 4	Day 5
Subject	Design and Technology	Design and Technology	Design and Technology	Private Study	Private Study
Room / information	RM and Graphics NEA in D5 with Mr Evans Engineering NEA in D7 with Mr Cooper	RM and Graphics NEA in D5 with Mr Evans	RM and Graphics NEA in D5 with Mr Evans Engineering NEA in D7 with Mr Cooper and D9 with Mr Bagley Textiles NEA in D3 with Mrs Sheldon		
Subject	Geography		Maths		
Room / information	In H1 with Mr Griggs		In M4 with Mr Blatherwick		
Subject	Art		History		
Room / information	In A1 with Mrs Storer		In H5 with Mrs Lawrance		
Subject	PE				
	NEA support in PE1				