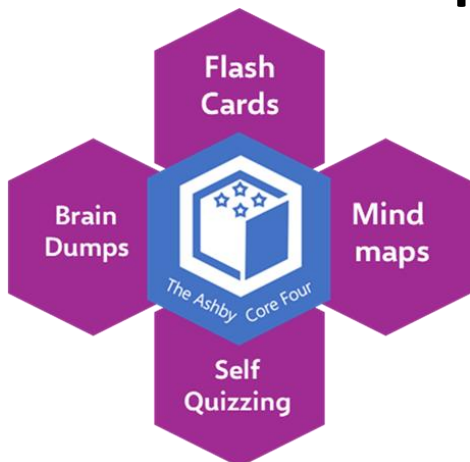


Empowered to Succeed

Focus of the week:



Flashcards

Flashcards are a great way to revise because they help you remember important information more easily.

By writing a question on one side and the answer on the other, you actively test your memory, which makes it easier to recall things in an exam.

Using flashcards regularly helps move information from your short-term memory to your long-term memory. They're also easy to carry around, so you can revise anytime, anywhere.

To help with your studies, all students have been given a pack of flashcards in CREW.

Mr Newton has made a video on how to make flashcards which can be found here:

<https://youtu.be/mqPCEUhcBvk>

Summary: How to create flash cards



1.

Identify knowledge

What are you creating flash cards on?

Do you have your knowledge organizer?

Use your book to look at previous misconceptions from whole class feedback.



2.

Colour coding

Use different coloured flash cards for different topics. This helps with organization NOT recall



3.

Designing

1 Question per flashcard.

Making them concise and clear.

Use a one word prompt, so that you can recall as much as you can.

No extended answer questions.

Number your flash cards for self quizzing.



4.

Using

Write your answers down, then check. Or say your answers out loud. This really clearly shows the gaps in your knowledge.

Do not just copy & re-read.

Shuffle the cards each time you use them.

Use the Leitner system to use flash cards everyday.



5.

Feedback

How have you performed when you look back at your answers?

Is there anything you need to revisit in more detail?

Is your knowledge secure? If so, move onto applying knowledge in that area in specific extended exam questions.

THE ONE ABOUT STUDENT RESILIENCE

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THE STUDY

Calvin Coolidge, the 30th President of the United States of America, once noted that “nothing in this world can take the place of persistence. Talent will not; nothing is more common than unsuccessful men with talent. Genius will not; unrewarded genius is almost a proverb. Education will not; the world is full of educated derelicts. Persistence and determination alone are omnipotent”. Whilst he might have been slightly over-exaggerating the importance of resilience, the desire to help students improve these skills is probably more popular now than ever. But is resilience something that can be learnt and developed?

Resilience, originally studied in young children suffering major traumatic events, has since been researched in both sport and business. A recent study has now turned the focus to resilience in education. Through interviews with students, researchers identified three key attributes that lead to resilient learners, as well as suggesting what academic institutions can do to help facilitate their development.

THE MAIN FINDINGS

Researchers found three key attributes behind resilience:



A sense of perspective

This included managing one's emotions, concentrating on things one can control and setting both short- and long-term goals. Central to maintaining a sense of perspective was the importance of self-reflection, which allowed students to manage new or uncomfortable situations.



Staying healthy

This helped students respond well under pressure and during adversity. Ways to do this included doing physical activity and participating in team sports, which prompted more social interactions. Identifying and celebrating successes and positive self-talk helped improve mental wellbeing.



Social support

The more someone isolates themselves, the more likely they are to brood over bad decisions. Maintaining good relationships with friends, family and teachers helps students either feel better about their setbacks and/or provide suggestions on how they can possibly overcome them.

Finally, the study looked at what academic institutions could do to help foster resilient environments for their students. They found that helping them experience and learn from failures in a safe environment, providing high-quality feedback that focuses on strategies and next steps, as well as access to extra-curricular activities helped.

Empowered to Succeed

After-school Revision

Monday	Tuesday	Wednesday	Thursday	Friday
23rd February	24th February	25th February	26th February	27th February
Day 6	Day 7	Day 8	Day 9	Day 10
Geography H2 MGR	Psychology H7 MGE Research methods- experimental designs, reliability & validity, ethics	History H2 CLA Lenin's new society	Independent Study Sparx Maths Seneca GCSE Pod	
Computing M10 LKN Exam technique	Art/Music/Media Arts Block	Science S1 Chemistry - Rates and equilibrium		
		Food D2 Answers to the extended exam questions		

Lunchtime



French fun club - Mon Week A Lunchtime
For higher grammar revision and listening.
Bring lunch. **12:25 - 12:50.**

- Food Prep NEA – **Monday and Tuesday lunchtimes D2**

