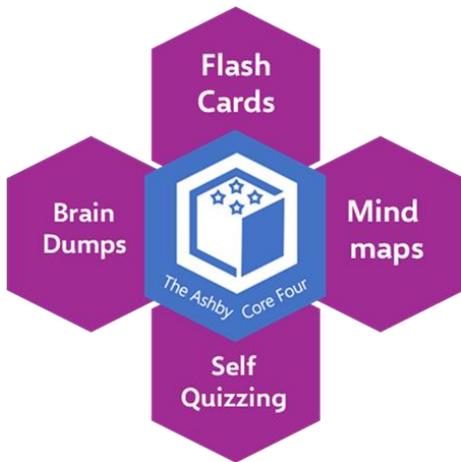


Empowered to Succeed

Focus of the week: Self Quizzing



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

<https://youtu.be/fBAZNOFizXU>

Self-quizzing is a helpful study hack because it makes learning more active and engaging. Instead of just reading over notes, quizzing yourself forces your brain to recall information, which helps you remember it better. Plus, it shows you which areas you're struggling with so you can focus on those. It's also a great way to build confidence—seeing yourself improve over time gives you that boost. Self-quizzing helps you think critically and understand things more deeply, which can make school feel less stressful and more manageable.

Summary: Self Quizzing



1.

Identify knowledge

Identify knowledge/content you wish to cover.



2.

Review and create

Spend around 5-10 minutes reviewing content (knowledge organisers/class notes/text book)

Create x10 questions on the content (If your teacher has not provided you with questions)



3.

Cover and answer

Cover up your knowledge and answer the questions from memory.

Take your time and where possible answer in full sentences.



4.

Self mark & reflect

Go back to the content and self mark your answers in **green** pen.



5.

Next time

Revisit the areas where there were gaps in knowledge, and include these same questions next time.

Easter Revision Sessions

We are pleased to offer the following revision sessions during the Easter holidays:

Monday - GCSE	Tuesday - GCSE	Wednesday - GCSE	Thursday - GCSE
30/03/2026	31/03/2026	01/04/2026	02/04/2026
AM - 9.30 to 11.30	AM - 9.30 to 11.30	AM - 9.30 to 11.30	AM - 9.30 to 11.30
English	Engineering	Geography	Maths (Foundation)
Mr Oakley: E3 <i>Targeting grade 4 to 6</i>	Mr Bagley: H2	Mr Cornell: H2	Miss Gomez: M8
		French - Speaking	Maths (Higher)
		Ms Baker: H1	Mr Blatherwick: M9
		Computer Science	
		Mr Knowles: H3	
PM - 12 to 2	PM - 12 to 2	PM - 12 to 2	PM - 12 to 2
English	Music	Geography	Maths (Foundation)
Mr Oakley: E3 <i>Targeting grade 7 and above</i>	Ms Poole: H3	Mr Cornell: H2	Miss Gomez : M8
	Engineering	Computer Science	Maths (Higher)
	Mr Bagley: H2	Mr Knowles: H3	Mr Blatherwick: M9

To sign up please click on the following link, places are limited and will be allocated on a first come first serve basis:

<https://forms.gle/zpfP4As8ZHir4G59A>

THE ONE ABOUT PARENTAL VIEWS ON FAILURE

@inner_drive | www.innerdrive.co.uk

THE STUDY

After experiencing a failure, children often look to their parents to see how they react. But what impact does their response have on their child's mindset? Parents can view failure as either "enhancing" or "debilitating". An enhancing view of failure sees setbacks as a chance to learn and grow, whereas a debilitating view of failure sees setbacks as a source of shame and forms the basis of a negative judgement on the child's ability.

Researchers from Stanford University ran a series of studies with over one hundred parent/child pairs in order to explore what impact parental mindsets and their view of failure had on the child's mindset. Their results offer guidance as to how parents can help young students develop a growth mindset (i.e. the belief that one can get better).

THE MAIN FINDINGS

- 1 Whether a parent had a fixed or a growth mindset **did not predict** their child's mindset.
- 2 Children **were very accurate** at assessing if their parents viewed failure as either potentially enhancing or debilitating.
- 3 Parents who **viewed failure as debilitating** were more likely to have a child with a fixed mindset.



- 4 Parents who **viewed failure as enhancing** were more likely to have a child with a growth mindset.
- 5 Out of all the parents, older ones were more likely to believe that failure could be a **helpful learning experience**.

As the authors of the study comment, "it may be that parents, like children, have mindsets that shape their own goals and behaviours, but that these beliefs are relevant to shaping children's beliefs only if they lead to practices that children pick up on."

They summarise by stating that "our findings indeed show that parents who believe failure is a debilitating experience have children who believe they cannot develop their intelligence ... these parents react to their children's failures by focusing more on their children's ability or performance than on their learning."

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Afterschool Revision

Monday	Tuesday	Wednesday	Thursday	Friday
16th March	17th March	18th March	19th March	20th March
Day 6	Day 7	Day 8	Day 9	Day 10
Geography H2 MGR	Psychology H7 MGE Psychological problems: OCD	History H2 CLA Britain, Health and the People, Surgery	Independent Study Sparx Maths Seneca GCSE Pod	
Computing M10 LKN Exam technique	Science S1 Biology - Enzymes	Maths M5 Past Paper Club		
English E7 - All the same approach JRU E7 ERE E6 Paper 2 LIT - Power & Conflict Poetry				
Music and Media A5 and A3				
Art A1 and A2				

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

