

Helena Romanes School

Welcome

Class of 2024

Ambition



Kindness



Respect



Resilience



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Mindedness

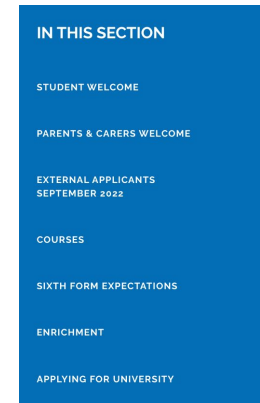


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- I will be providing more information in future assemblies and will write to all parents
- **Sixth Form 'Information evening' Wednesday 15th November and applications go live that evening**
- Application deadline: **Wednesday 20th December**
- For now, go on the website and view the current prospectus

What next...



HOME > SIXTH FORM > SIXTH FORM PROSPECTUS

SIXTH FORM PROSPECTUS

MAKING THE STUDENTS OF TODAY
THE FUTURE OF TOMORROW



To find out more about Helena Romanes Sixth Form, including details of our subject options and entry requirements, please follow the link below:

● Narrow your course choices down to 5/6

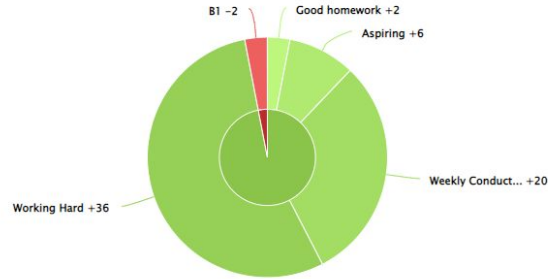


Working Together- Classcharts

Behaviour

- Homework
- Detentions
- Classes
- Timetable
- Attendance

Behaviour score breakdown



Weekly Behaviour Breakdown



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The Importance of Attendance

Descriptor	Threshold Attendance	Actual Attendance	Whole Days Absent	Learning Hours Lost
Excellent	100%	190 days	0	0
	99%	188 days	2	10
Good	98%	186 days	4	20
	97%	184 days	6	30
	96%	182.5 days	7.5	37.5
Cause for concern	95%	180.5 days	9.5	47.5
	94%	179 days	11	55
	93%	177 days	13	65
	92%	175 days	15	75
	91%	173 days	17	85
Unsatisfactory	90%	171 days	19	95
	89%	169 days	21	105
	88%	167 days	23	115
	87%	165 days	25	125
Serious Cause for Concern	86%	163 days	27	135
Critical	85%	161.5 days	28.5	142.5
	84%	159.5 days	30.5	152.5
	83%	158 days	32	160
	82%	156 days	34	170
	81%	154 days	36	180
	80%	152 days	38	190

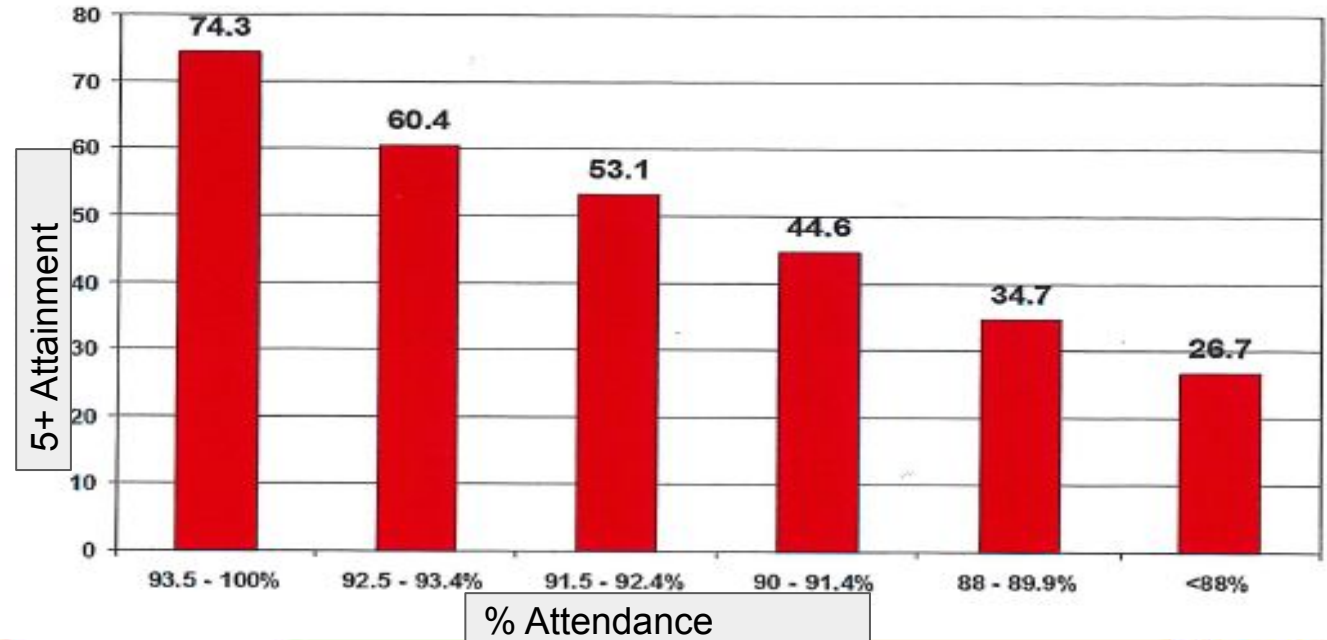
- The numbers of learning hours lost can quickly accumulate
- Lost learning hours need catching up which can add to the stress that year 11 students feel
- Being behind with work and stressed will negatively affect achievement



The Importance of Attendance

Students who are in school and lessons more often achieve higher grades.

Chances of Success at GCSE



How to support from home

- Pay interest in learning
 - Praise and encourage good habits
- Give them the opportunity to learn at home
 - Quite space
 - Time allocated
 - Access to resources
- Support school efforts
 - After School revision sessions
 - Detentions
- Track and monitor home work
- Seek support from subject teachers

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What should students be doing?

- Be aspirational
 - Work Hard
 - Don't accept "that will do"
- Be organised
 - Coursework deadlines
 - Revision Plans
- Be resilient
 - Attendance
 - It's ok to struggle-that's where you learn
- Positive behaviour for learning
- Take responsibility for learning

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What is the school doing?

- Provide high quality teacher input.
- Tutor time input
- Teach not only content but also exam technique
- Programme of after school intervention
- Prepare students for the future

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Period 6

	Monday	Tuesday	Wednesday	Thursday	Friday
Lunch Time		Art GCSE A101	Business (GCSE & CN) D106 PA		Art GCSE A101
After School	Science Biology A08 Chem A015 Phys A020	English Class teachers' rooms Business (CN) D107 Timber /Textiles E103 & E104	Dance Dance Studio	Maths D106 - Sparx support D110 - Foundation D108 - Higher Food Prep/ Textiles / Timber E103 & E104	French/Spanish D206 Music A012 History C204 D106

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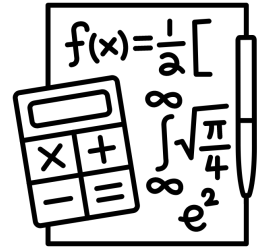


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Mathematics

BBirss@hrs.education



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Attaining the right grade

- HRS & other sixth form centres require a grade 7 at GCSE to study maths at A level
- Core Maths available to others
- Students need to show **now** they look like they will achieve that 7+
- Below a 4 means further study and retake(s)

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What can you do today?

- Homework - Sparxmaths.com (Thu)
- Revision - little and often
- Practice, practice, practice

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Equipment

- Revision guide (Edexcel 9-1 Pearson)
- Method/revision cards
- Ruler/protractor/compass
- Casio fx-83 GT+ scientific calculators

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Support in HRS

- Ask your teacher
- IMPACT Thursday after school
- Mock Fridays
- Sparxmaths.com
- Mathsgenie(past papers)/corbettmaths

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English

- Mrs Gillard - Head of English
egillard@hrs.education

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November Mocks

- English Language Paper 2
- English Literature Paper 2
(‘An Inspector Calls’, ‘Power & Conflict’ Poetry, Unseen Poetry)

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What can students do to revise?

- Join our Year 11 Google Classroom
- Engage with our 'Knowledge Checklists'
- Focus on areas that you are less confident on

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What can students do to revise?

- Use your old exercise books to condense information into mind-maps
- Create 'key quote' banks then use 'look-cover-write-check' to test yourself
- Create cue cards with themes/characters on one side and key quotes on the other

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What can students do to revise?

- Create and then answer exam questions- time yourself!
- Use the example papers on the Google Classroom to practise technique for Language Paper 2
- Seek the help of your teachers

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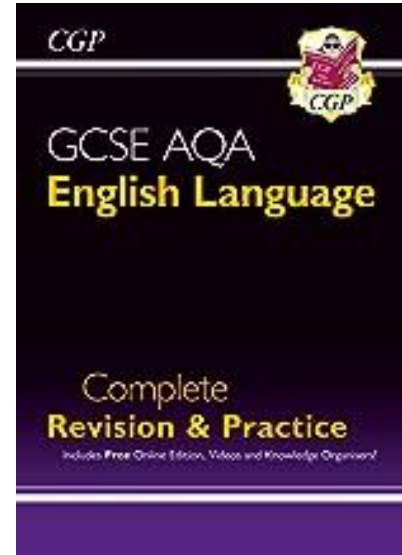
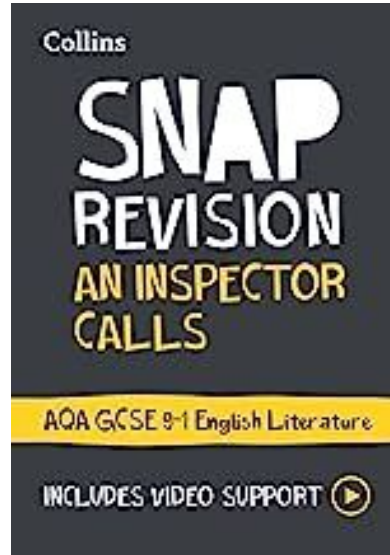


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Revision Guides

- CGP
- Snap
- Look for 'AQA'



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How can parents/carers support students?

- Equipment - pens, highlighters, revision guides
- Check in with revision plans
- Use our 'Revision Discussion Prompts' on the Google Classroom to engage in subject related conversation
- Encourage healthy eating and sleeping habits

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What about after the mocks?

- Targeted intervention will run on Tuesdays after school
- Parents/carers will be made aware of any concerns at parents' evening
- Resources for all exam parts will be made available on the Google Classroom

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The Google Classroom Code:

qqsmg2z

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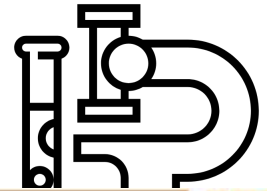


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Science

Dr P Evans pevans@hrs.education



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Class codes- we follow the AQA Exam board

Triple Science - 11A1 and 11B1

Combined Science Higher tier - 11A2 and 11A2

Combined Science Foundation tier - 11A3, 11A4, 11B3 and 11B4

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Triple Science

Working towards separate GCSEs in:

- **Biology** (Paper 1 and Paper 2 each being 1 hour & 45 mins)
- **Chemistry** (Paper 1 and Paper 2 each being 1 hour & 45 mins)
- **Physics** (Paper 1 and Paper 2 each being 1 hour & 45 mins)
- Six exams in the summer.
- Mocks in November & January

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Combined Science Higher and Foundation

Working towards 2 GCSEs in:

- **Biology** (Paper 1 and Paper 2 each being 1 hour & 10 mins)
- **Chemistry** (Paper 1 and Paper 2 each being 1 hour & 10 mins)
- **Physics** (Paper 1 and Paper 2 each being 1 hour & 10 mins)
- Six exams in the summer.
- Biology, Chemistry and Physics mock exams in November & January. We carry out end of topic tests for each module, these are important for us to manage our intervention and support.

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Foundation or higher?

- Foundation tier exams will get students two good passes at GCSE, students who are targeting a 5/4 or below will usually be entered for foundation
- Triple students are all entered for higher tier except in exceptional circumstances
- Students targeting 5/6 or above will be entered for higher and students targeting a 5/5 will discuss entry tiers with their teachers
- Entry level decisions are informed by class assessments, prior exam performance and judgements by experienced members of staff
- Final decision on entry tier will happen at the end of FEBRUARY

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Revision is essential

- Mock exams and tests
- Past exam paper packs and on-line exams and mark schemes (Google classroom and exam board websites)
- Revision websites e.g. PHET physics, freesciencelessons.co.uk
- Seneca
- GCSE revision guides, textbooks and workbooks, having a paper resource at home makes a significant difference to overall outcomes
- Revision sessions after school (Mondays in A block) and prior to exams

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Practical work and mathematical skills

- 20% of the exam questions will be based on ‘core practical’ tasks
 - We expect students to take practical work in year 11 seriously
 - Students have completed or will complete all core practicals in class, attendance is so important, doing it it better than watching a video.
- 25% of the exam questions across all papers will include as aspect of mathematical skill, students must be confident in using a calculator (and have one!)

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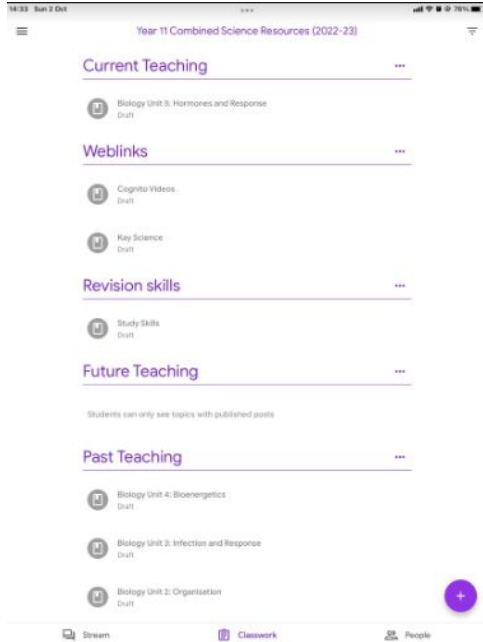
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Google Classroom



We use Google classroom to distribute resources alongside homework tasks on classcharts.

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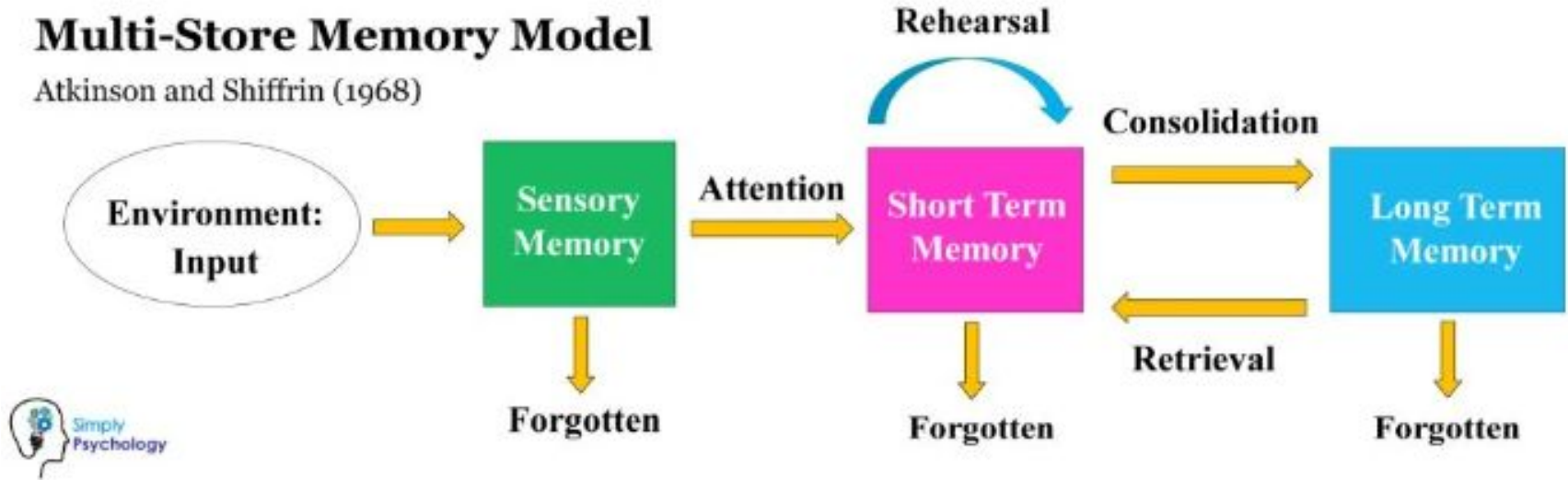
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How do we learn? A lesson in neuroscience.

Multi-Store Memory Model

Atkinson and Shiffrin (1968)



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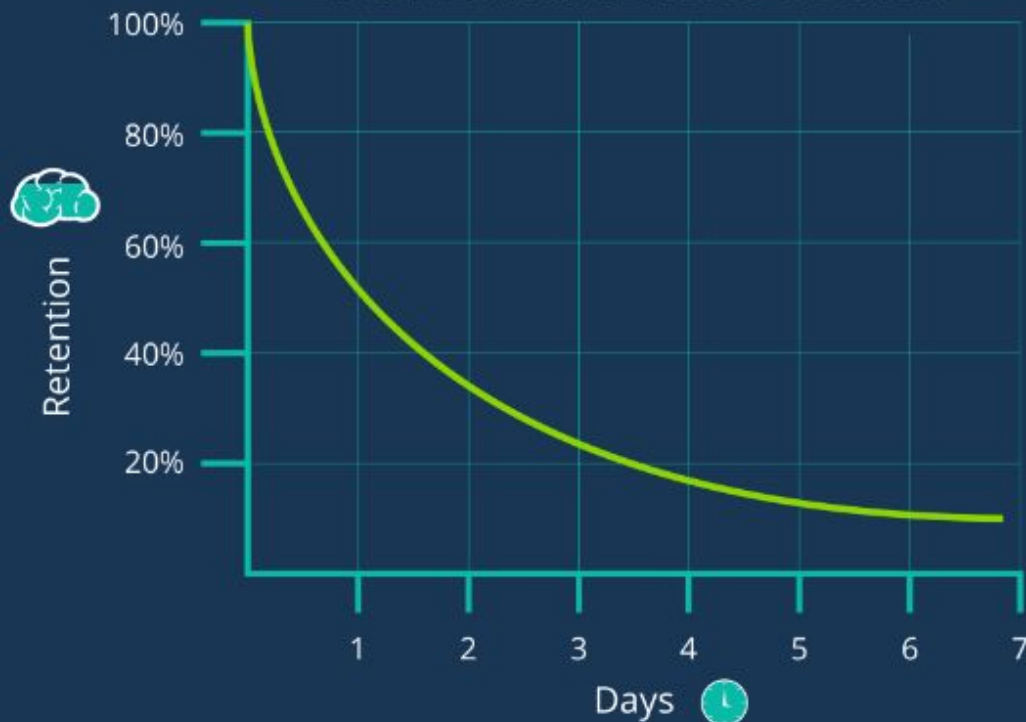
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THE FORGETTING CURVE



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COMBATING THE FORGETTING CURVE



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Effective revision strategies that focus on self testing

HIGH

Distributed Practice- spreading out study over time

Practice Testing- self testing to check knowledge

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Revision Myths



‘I’ve highlighted my notes/book/revision guide as I’ve read them’

Highlighting is only 1% more effective than just re reading your notes!

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Revision Myths



‘I’ve put all of my information on flash cards and I’ve been re-reading them!’

Flash cards- if there are no questions to jog your memory then essentially it’s just a summary and you’re just re-reading your notes

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Revision Myths



'I've drawn out all the information I need on a mind map

Mindmaps-until you can actually recall from memory the entirety of your map, it's actually no more than a 'paper map'!

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1. Flash Cards

- Summarise the key information for the topic on one side of the card
- Use bullet points/colour/codes if it helps
- On the other side write key questions to ensure that you can be tested or test yourself on the key information
- Start with information recall questions then move onto 'How' and 'Why' questions
- **Important: do not discard a flash card once you think you've got memorised it-keep going!**

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Example cue card for the character of Fred from 'A Christmas Carol'

Fred 

- Scrooge's nephew
- Acts as the antithesis (opposite) to Scrooge
- He's Dickens' mouthpiece for views of Christmas
- Defined by good humour
- Only Fred + Fan who initially treat Scrooge 'a good time; a kind forgiving charitable time' with love.

Slide 1-facts and knowledge

Slide 2-questions to test and apply

- Who is Fred?
- Why does Dickens present Fred's views of Christmas in the way that he does?
- Why is the way he treats Scrooge important?
- How does Fred view Christmas?
- Remember a quotation?!

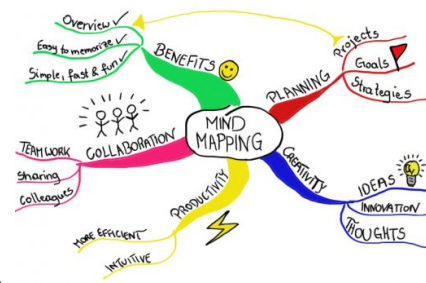
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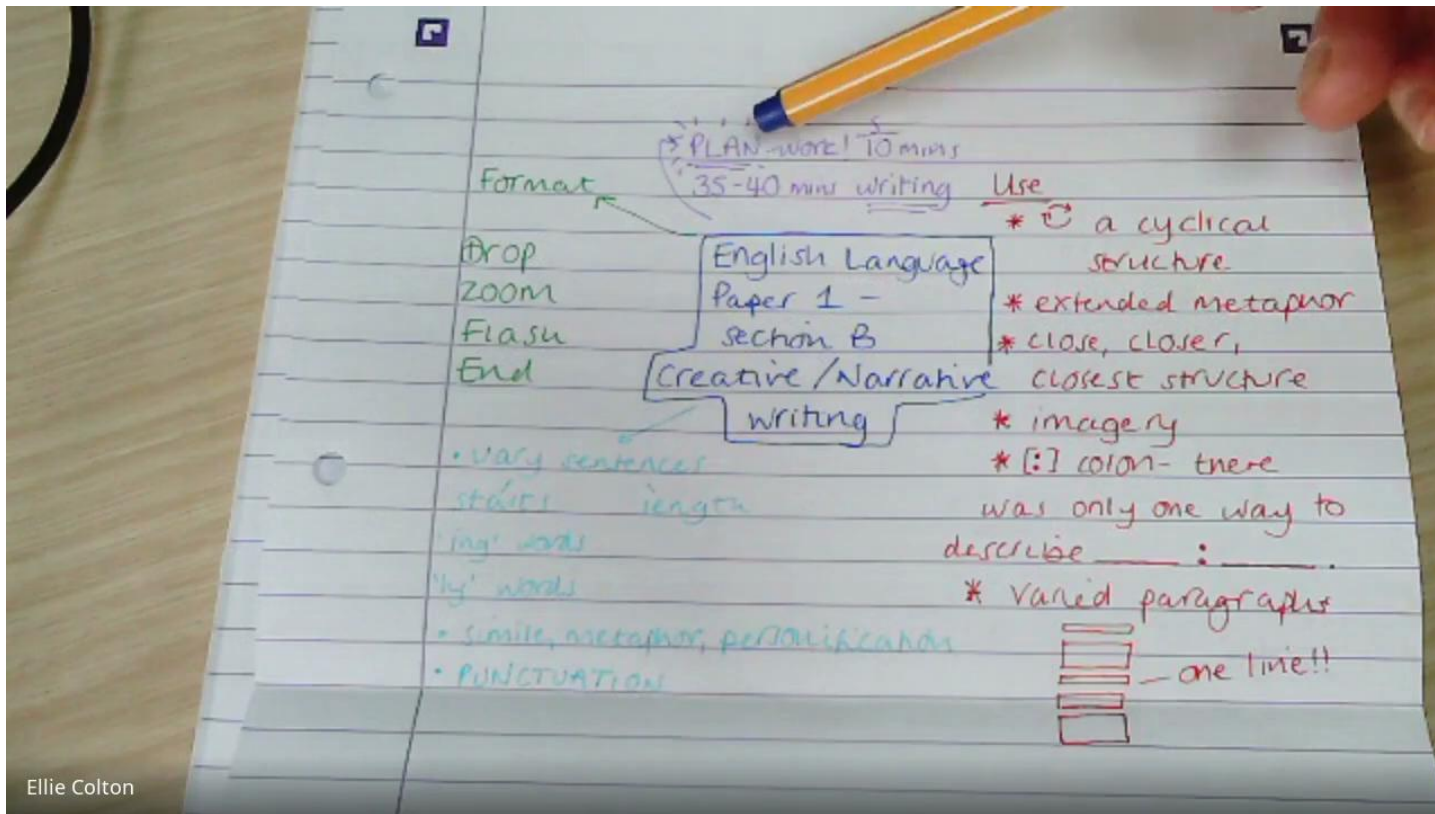
Re



2. Mind Maps



- Make sure that you've linked as many ideas as necessary
- You can use colours and image to help
- Once you've completed the mind map you should then attempt to write it out again without any support
- If you need to look at the original map, mark your new map with a dot
- **Once you've drawn 5 dots on your new map it's time to start again**
- **Repeat until you can copy out the mind map from memory**



PLAN - work! 10 mins
35-40 mins writing

Format

- Drop
- Zoom
- Flash
- End

English Language
Paper 1 -
Section B
Creative/Narrative
writing

Use

- * a cyclical structure
 - * extended metaphor
 - * close, closer, closest structure
 - * imagery
 - * [:] colon - there was only one way to describe _____ : _____
 - * Varied paragraphs
- one line!!

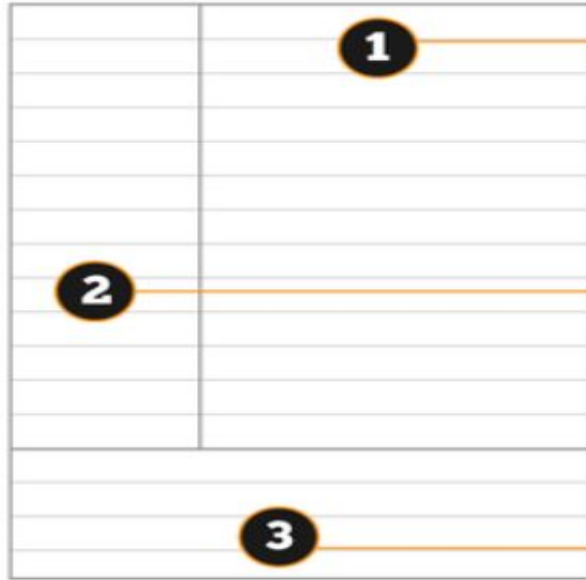
- vary sentences
start length
- 'ing' words
- 'ly' words
- simile, metaphor, personification
- PUNCTUATION

Ellie Colton



3. Note Taking/Re-Writing Notes

The Cornell Method



CollegeThrive.com

Notes

This is the section where you should take your notes during the course of the lecture. Use bullets, sentences, short-hand, etc.

Cues

Questions, main points, visual clues, and other clues that jog your memory go here. Fill this section in after class.

Summary

Most important points and main ideas go here. Fill in this section after class when you are in the reviewing process.

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We work hard, We are kind, We aspire



The Battle of Hastings - 1066

Why did WtC sail so late in the year?

What led to the troops disengaging? Fear? Poorly trained?

What were the reasons for Harold not having archers?

- 14th October – late September when WtC sets sail.
- 8 hours long – lengthy for Middle Ages
- Saxon shield wall meant Norman archers were ineffective. Saxon axes caused lots of damage.
- Rumour of WtC's death. Raised helmet and rallied troops.
- Norman soldiers kept charging the wall. Some of the Saxons **disengaged** from the wall and chased after them.
- The Norman Cavalry were then able to chase the breakaways and kill them easily without the protection of the wall.
- **Why did WtC win?**
- Tactics – wearing down the shield wall. Also had extra range because he had archers. Although cavalry were weakened due to **Senlac Hill**.

The victory for WtC at the BoH was due to a range of factors including tactics (range of troops), leadership (cutting off breakaways from the shield wall) and luck (Harold having to fight a previous battle in the North). There were also a large amount of variables in the build up the battle that could have led to an alternative outcome.

Key questions to jog memory for revision and recall

Key ideas from notes on a topic

Summary of information

How Can You Help...

- Check that their *flash cards* have questions on them, and test them on these questions
- Ensure that they are copying out the *mind maps/diagrams/lists of facts/quotations* once they've drawn the original (use the 5 lives rule)
- Check they are saying parts of their revision out loud
- Check their *pages of notes* have a summary section at the end of the topic and space for questions down the side
- Take their phone/tablet and hide it during revision time



Revision ideas to keep it varied

- Talking about work completed
- Listening to recordings of themselves/others
- Useful documentaries
- News clips
- Structured discussion

- Diagrams
- Mindmaps
- Posters
- Queue cards
- Formulae stuck on walls around the house
- Keyword/key date flash cards
- Reading articles
- Explaining diagrams from textbooks to others

- Card sorts
- Making event timelines
- Washing lines
- 3D revision boxes (topic on each plane)
- 'detectives board'
- Explaining using playdough

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Key contacts

Mrs Cook	Head of Year 11	lcook@hrs.education
Mr Dilley	Year 11 Behaviour/pastoral SLT link	cdilley@hrs.education
Mrs Ward	SENDCO	fward@hrs.education
Mrs Moverley	Senior Pastoral Leader, Year 11	hmoverley@hrs.education
Mr Ellis	Exam officer	tellis@hrs.education
Mr Cooke	Director of Sixth form	lcooke@hrs.education

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