Ice Breaker

How would you describe your experiences sitting assessments and exams when you were younger?

- Can you recall any positive/negative experiences?
- How did you manage the stress?

Please help yourself to a tea or coffee while you are discussing this.

Help your Child Revise @ KS3

Tuesday, 10 May 2022

AIMS

In this session we will:

- **Discuss the importance of revision and preparation for assessments.**
- **Provide information on the support offered to help your child revise at Etone College.**
- **Share strategies that can support your child in engaging with revision at home and managing assessment stress.**

THE IMPORTANCE OF REGULAR REVISION

It is **very** important that pupils prepare **carefully** for assessments and examinations so that they are fully ready.

Early revision will help them to **reduce** their stress and build **confidence** going into assessment/exams as they will not be relying on last minute preparation.

Revisiting **regularly** will help to **embed** knowledge and content into long term knowledge.

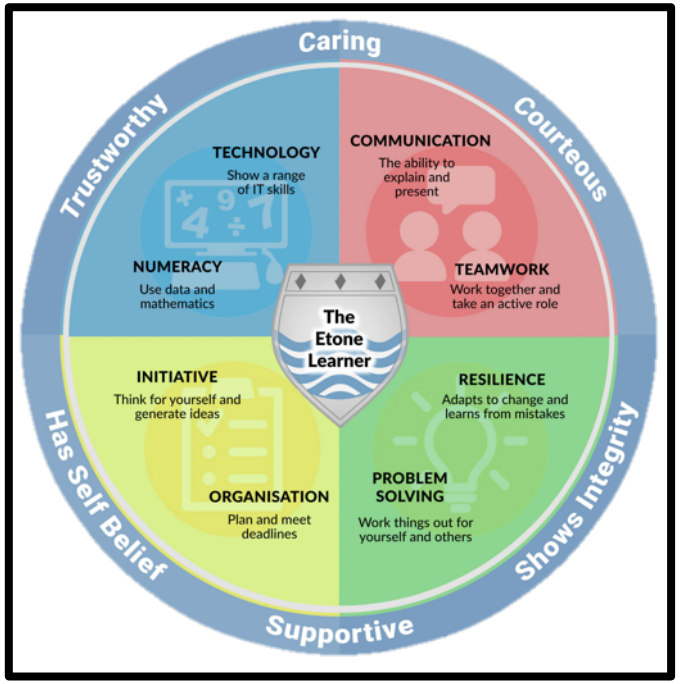
By building on this at KS3 you are not just **embedding knowledge** but developing the skills they will need to access late on.

WHAT ARE THEY REVISING FOR?

- **In class assessments** – topic lists are shared with pupils in advance and lessons focus on recapping prior to the assessment. Where appropriate, these are interleaved.

- **KS3 Exams** – emulating what exams will be like and allowing pupils to experience testing on multiple topics. A very important part of preparing for the future and maintaining high expectations.

The Etone Learner



The Etone Learner underpins everything we do at Etone. It combines eight key Employability Skills with six core Etone Values which together provide the make up of what we expect our pupils to be.

Each term we have a value focus with awards handed out weekly to pupils who showcase the particular talent. For example this term it is **Trustworthy**.

WHEN DO WE ASSESS?

- Subject leaders plan and create their curriculum considering pupils end points.
- From there they will consider when it is best to assess summatively and map this out in their calendar.
- Across lessons, teachers will also assess formatively and use these to guide their next steps.

IN SCHOOL SUPPORT

- Extra Curricular including breakfast and after school support
- Topic Checklists and Knowledge Organisers
- Carefully planned curriculum that allows pupils to revisit previous work with in built revision units
- Revision/ assessment preparation built into schemes of learning
- Feedback sessions built in to give in depth feedback
- Access to high quality materials and resources
- Use of online learning platforms such as SENECA, Bedrock Learning
- Recommended reading lists, websites and resources

Underpinned by the latest research and guidance

Topic Checklists

Year 8 Topic 3: Fundamental Programming - Python

Introduction

In this unit you will be developing your understanding of core programing principles, revisiting these from your adventures into Scratch and HTML in Year 7.

Using this topic checklist as a key tool to refer to in lessons for homework and help when you are practising your coding.

Overview — KEY VOCABULARY: LOOK COVER, WRITE AND CHECK!

Algorithm	An algorithm is set of instructions or rules that need to be followed in order to perform calculations or to solve a problem.
Sequence	The set of instructions or rules that an algorithm uses have to be in the right order. We call instructions in the correct logical order a 'sequence'.
Assign	When we set a variable to a given value – like my_var = 3 – we say that we are "assigning the value of 3 to the variable my_var." We try not to say 'equals' !
Data type	A data type is used to identify data that has common characteristics and purpose. For example, text and numbers are different data types because they are used for different purposes. Python has four data types: string (text), integers (whole numbers), floats (decimal numbers) and Boolean (either a 'true' value or a 'false' value).
Variable	A variable is a name given to an item of data so that the data can be stored in memory while your Python program is running. Variables enable you to input data from the keyboard and to change the data however you need to.
Casting	When we want to change the data types of a value (or the value assigned to a variable), we use casting. Python provides us with the code to do this. So for example, this code changes 43 from a string data type to an integer: **int("43")**
Syntax Error	A syntax error is a mistake in your Python program that prevents it from running (executing). Syntax errors are like spelling and grammar errors. There are also other types of error besides a syntax error: logic error and runtime error.
Input and output	With Python, we can print text and numbers to the screen, and we can also ask the user to input text or numbers using the keyboard.
Pseudocode	Pseudocode is instructions that are written in English (or a language of individual choice). Pseudocode is used to plan-out the correct sequence of instructions and to clarify the key features you may also need to use to make your program work correctly – such as loops and selection statements.
Condition/ Selection	A condition or selection statement is the name given to Python's if-elif-else statement that is used to decide which path a program will take. If a condition is 'true' then Python will choose to run specific lines of code, but if false Python will choose to run different lines of code.
Loops	Python loops allow you to keep revisiting previous lines of code until a certain condition is false. We can do this to use Python to count from one number to another, and then stop. We can also use loops to keep asking the user for input from the keyboard until the user enters particular text (such as 'quit') or a number (such as zero).

Computing Knowledge:

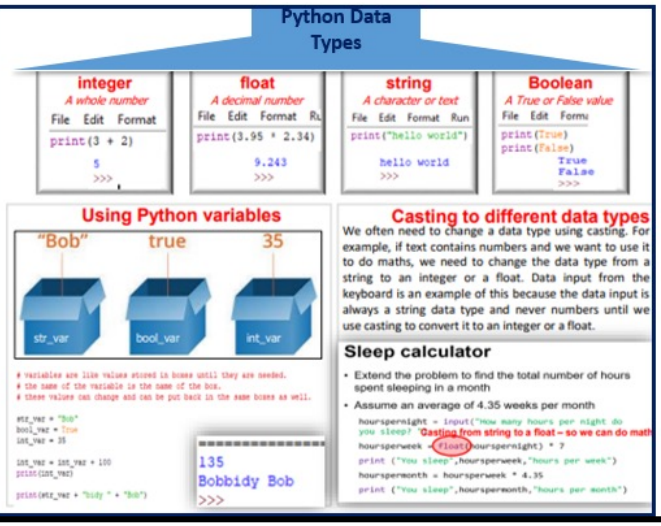
By the of this topic you will know:

- What algorithms in a text based program language would look like
- How text based programming differs from visual block based such as SCRATCH, the shared principles and the use in varying applications
- How inputs, process and outputs work in text based programming with specific links to Python
- The characteristics of Python programming and the fundamentals of the systems to enable them to navigate the software and use the language and complete tasks
- How to create programs that solve real life computation problems using Python programming
- The importance of variable statements in programming, the processes behind selection and the application of this to solving problems

Computing Skills

By the end of this topic you will be able to:

- Describe how programming languages can be used with an emphasis on text based languages
- Apply this knowledge to creating initially simple codes in Python
- Describe the different data types within programming such as float, integer and string and correctly identify them
- Correctly apply strings, integer and use floats whilst creating programmes in Python
- Describe the purpose and method of using variables within code and apply this knowledge to wider world contexts
- Describe the procedures required to create programmes that apply computational thinking, such as decomposition and abstraction
- Apply this knowledge by creating programmes to solve computational problems
- To be able to describe the uses of programmes in the wider world context



Skills and Values

Across this unit you will utilise all of your Employability Skills and Etone Values however the following skills will be the main focus:

Technology – Using the technology available to us such as the programming software Python to create digital packages

Problem Solving – Creating solutions to real world problems using Computational Thinking

Organisation – Using orders of sequences and refining programmes to work effectively

Self Belief – Although coding can be tricky, anything is possible and there are no limits to what problems you can solve

What are the barriers your child faces when revising/ preparing at home? How can you help?

You can help with:

- Equipment
- Planning their time
- Providing a quiet space to revise
- Internet access
- Test them and talk through their notes
- Provide support and encouragement
- Ensure they drink regularly, eat well and take regular breaks

Action Plan

Task:

Make a to do list of what your child needs to do to be ready to revise for their assessments.

What would they need to action?

When do they need to be completed by.

Action Plan

A week is 168 hours		
Commitments	**Hours taken**	**Hours remaining**
8 hours of sleep	56	112
Hours at school (including travelling time)		
Eating		
Seeing Friends		
Hobbies/Clubs		

Work out how much time there is in a week to revise.

Co

Discuss

What else goes into this time? Adjust your calculation based on anything else your child does. What does this suggest about time they could spend on revision? How many 'spare hours' would that leave them? How does the weekend compare to a school day?

Hobbies/ Clubs		**59**

Draw a House

Mark your work

For a triangle roof give yourself a mark

Two marks for a door

One mark for each window you have

5 marks if your windows have cross frames

5 marks if you have a door handle

5 marks for a path

10 marks for a picket fence

10 marks for a chimney

20 marks if you have a puff of smoke from the chimney

5 marks for each bird you have in the sky

How many marks did you get?

Success Criteria

Before your child begins to revise they need to be clear about the success criteria and assessment objectives.

What is it they need to do successfully to achieve?

Providing time to go through mark schemes, criteria and specification allows pupils to better understand their goals.

This is how they learn in school and the more this is replicated at home the better.

REFLECTION

- ✓ Know the success criteria
- ✓ Know how to achieve it
- ✓ Know how they are assessed (points, levels, descriptors)
- ✓ Know how to reach the top criteria
- ✓ Take time to read and decode the question
- ✓ Recognise which skills, knowledge are required for each task

Metacognition

How do they Revise?

How do you think your children could revise?

What methods are you aware of?

Now compare your list with a partner and add ideas.

How do you revise best – talk to each other about how your child might revise.

Remember that different strategies work for different people and different subjects. Teachers will also provide top tips to study.

Common Methods

- ✓ Reading through notes and highlighting key points
- ✓ Condensing notes – summarising into key points
- ✓ Testing yourself
- ✓ Testing and revising with a friend
- ✓ Making mind maps
- ✓ Knowledge organisers
- ✓ Flow charts
- ✓ Flash cards
- ✓ Memory techniques
- ✓ Retrieval practice

Retrieval Practice

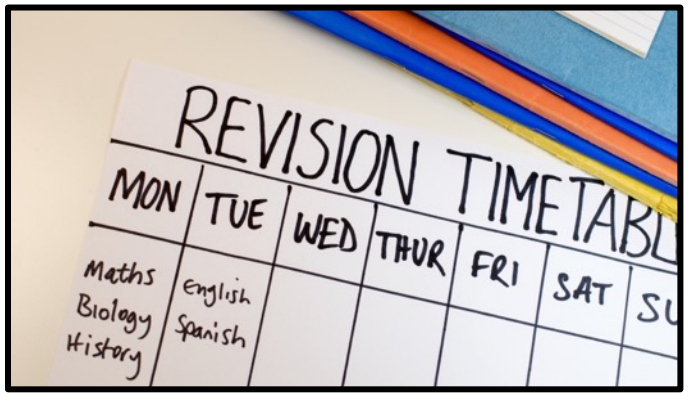
Retrieval practice is where pupils access already stored information from their memory bank and apply it to a task.

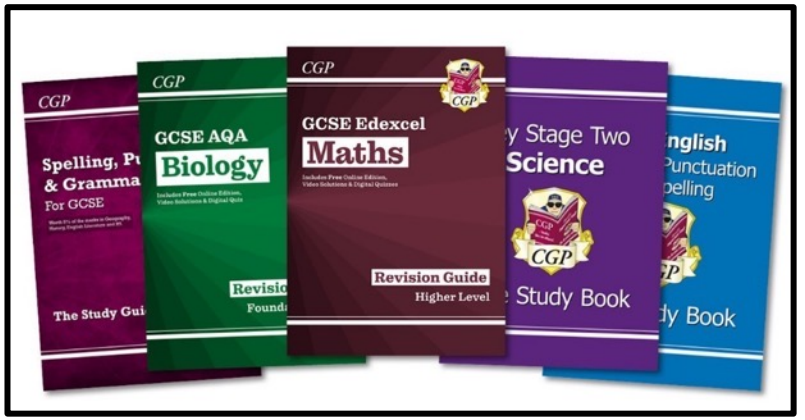
Quite often it starts with simple recall and builds up.

- ✓ **Test them and provide the opportunity to test themselves**
- ✓ **Encourage them to do practice questions**
- ✓ **Use revision websites and testing e.g. SENECA**
- ✓ **Use flashcards to test them and self test**
- ✓ **Spaced practice – revise, rehearse and then come back to it again**

Drawing Mind Maps

- ✓ Help you to organise information in a visual way
- ✓ One mind map for one topic usually
- ✓ Put the topic in the middle and add sub topics and more details around it
- ✓ Use colour and images to help you
- ✓ You can use bubbles or highlight information to help it stand out.





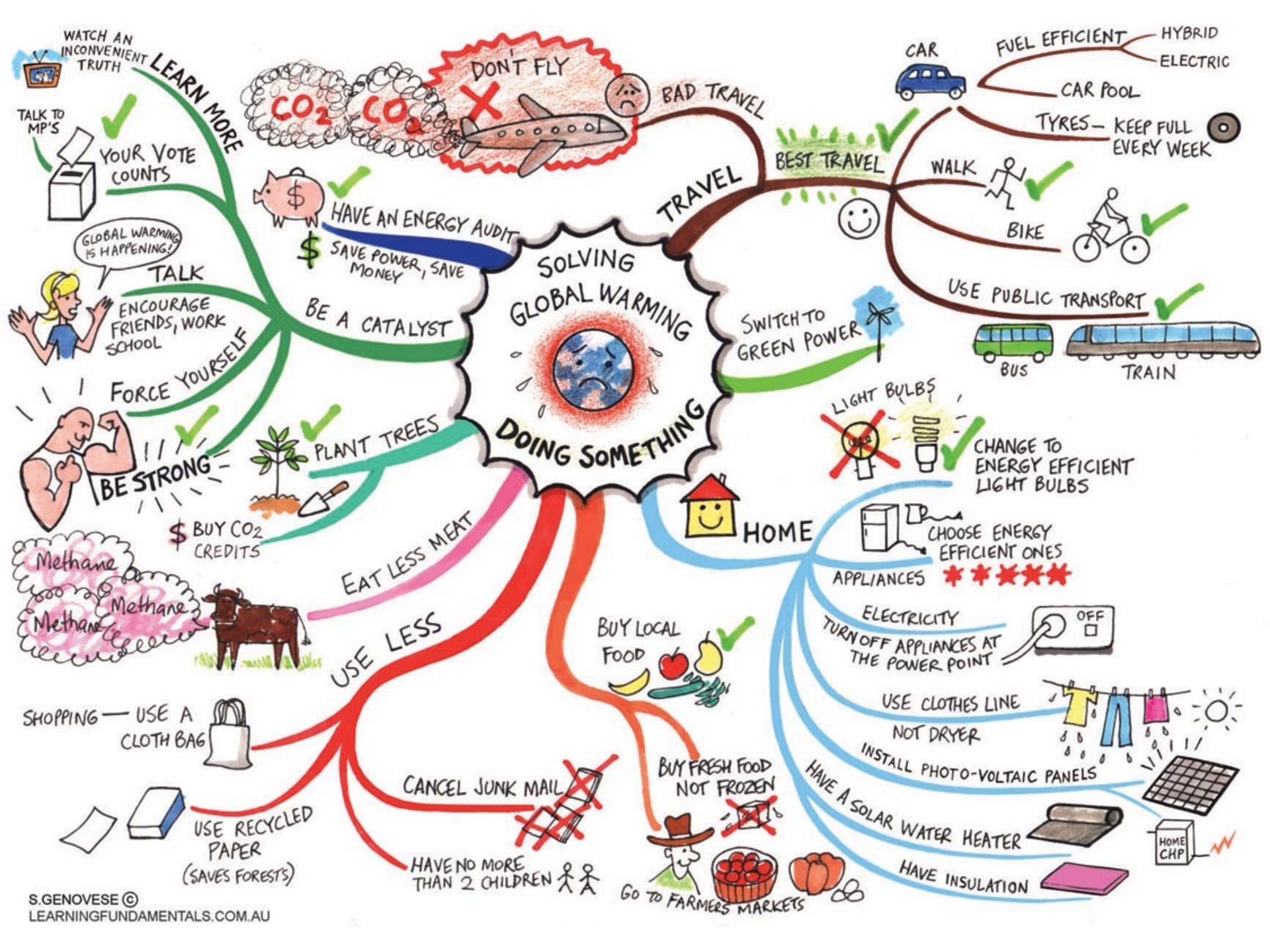
Drawing mind maps

Mind maps can make it easier to recall information in an exam as you have organized it visually

Colour and images help you to remember things

They help you to identify key ideas but also make links between them.

Useful for topics with links but less useful for things like formulae and vocab lists.



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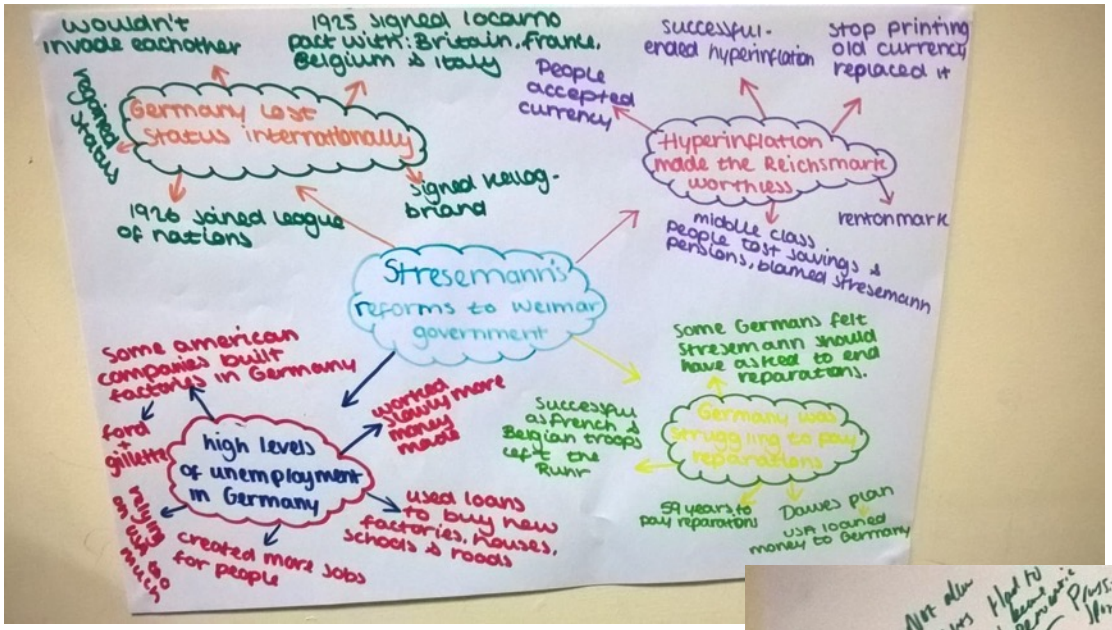
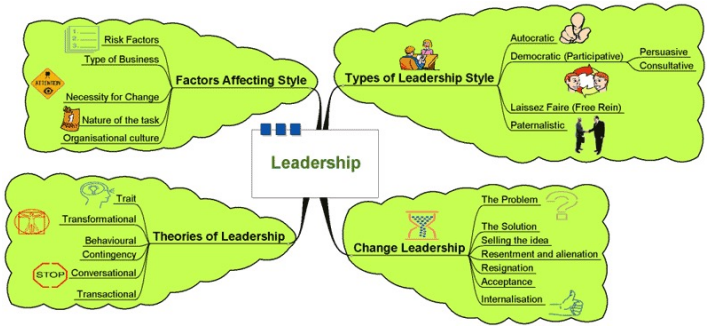
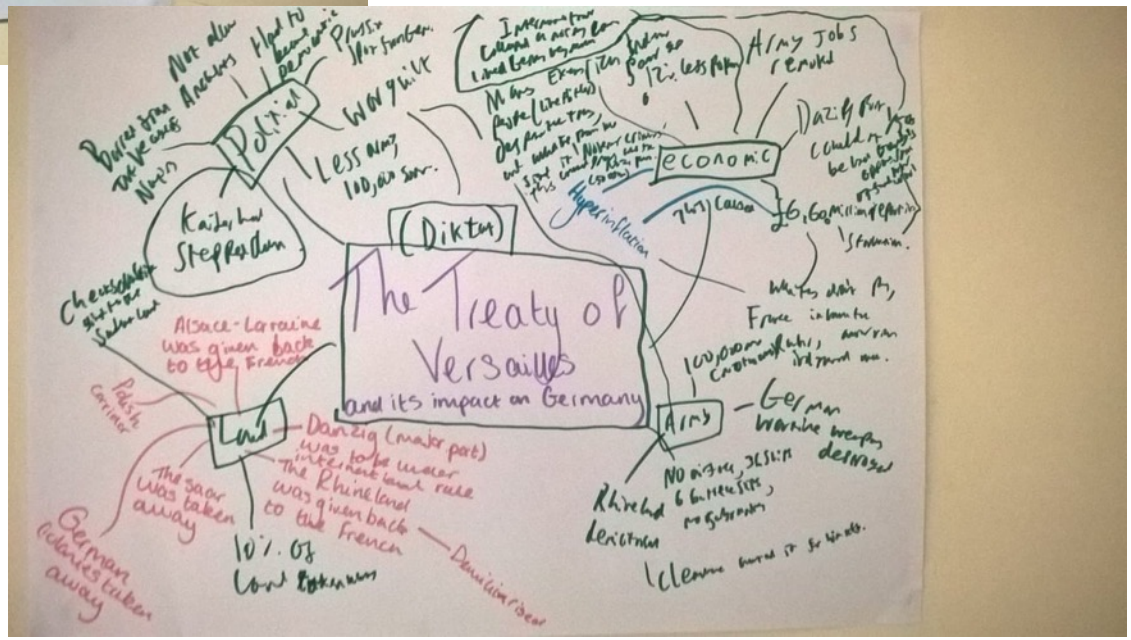

Stresemann's reforms to weimar government
Germany lost status internationally
wouldn't invade eachother
1925 signed locarno pact with: Britain, France, Belgium & Italy
regained status
1926 joined league of nations
signed kellog-briand
Hyperinflation made the Reichsmark worthless
People accepted currency
successfully erased hyperinflation
stop printing old currency replaced it
middle class people lost savings & pensions, blamed stresemann
rentonmark
high levels of unemployment in Germany
some american companies built factories in Germany
ford + gillette
worked slowly more money made
relying on USA too much
used loans to buy new factories, houses, schools & roads
created more jobs for people
Germany was struggling to pay reparations
59 years to pay reparations
Dawes plan
USA loaned money to Germany
successful as french & Belgian troops left the Ruhr
some Germans felt Stresemann should have asked to end reparations.

MIND MAPPING
BENEFITS
Overview
Easy to memorise
Simple, fast & fun
PLANNING
Projects
Goals
Strategies
COLLABORATION
TEAMWORK
Sharing
Colleagues
CREATIVITY
IDEAS
INNOVATION
THOUGHTS
PRODUCTIVITY
More EFFICIENT
INTUITIVE


Leadership
Factors Affecting Style
Risk Factors
Type of Business
Necessity for Change
Nature of the task
Organisational culture
Types of Leadership Style
Autocratic
Democratic (Participative)
Persuasive
Consultative
Laissez Faire (Free Rein)
Paternalistic
Theories of Leadership
Trait
Transformational
Behavioural
Contingency
Conversational
Transactional
Change Leadership
The Problem
The Solution
Selling the idea
Resentment and alienation
Resignation
Acceptance
Internalisation


The Treaty of Versailles
and its impact on Germany
(Diktat)
Politics
Kaiser had Stepped Down
Less army 100,000 soldiers
economic
Army Jobs revoked
Hyperinflation
Land
Alsace-Lorraine was given back to the French
Danzig (major port) was to be under international rule
The Rhineland was given back to the French
The saar was taken away
German colonies taken away
10% of
Army
German warship weapons decreased
NO airforce, 6 battleships, no submarines
Rhineland
Demilitarised

ONLINE SUPPORT

SUBJECT	WEBSITES
English	https://app.bedrocklearning.org/ https://senecalearning.com/en-GB/
Mathematics	https://vle.mathswatch.co.uk/vle/ https://www.drfrostmaths.com/login.php?url=%2Fdashboard.php
Science	https://senecalearning.com/en-GB/
Humanities	https://senecalearning.com/en-GB/
MFL	www.LanguageNut.com Duolingo

Flash Cards

Flash cards are small cards with a question or prompt on one side and the answers on the other.

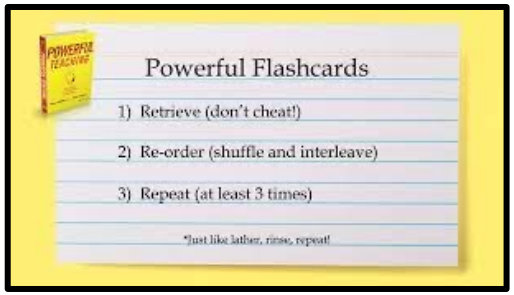
They are great to help your child test themselves and for yourselves to be involved.

They are useful for learning key dates. Vocab, key terms and definitions, formulae.

There are many available online but it is good to make their own.

The best methods are to shuffle frequently and repeat multiple times

You can also put example questions on one side of the flash card and answers on the back.



KS3 English Revision Strategies

KS3 Library Lessons- Spellings

In Years 7 and 8, students have the opportunity to take part in a weekly library lesson.

During the library lesson students start with a key vocabulary test, these consist of various command words that they might come across the whole school curriculum, as well as subject specific terms.

A key spelling strategy that you may have come across when you were at school is ‘Look, Cover, Write, Check’.

Whilst this is a good place to start, it very much relies on students being able to visualize a word.

How can you support spelling?

- You will see a theme occur with revision strategies as we go through ways to help support memory and retention- it is all about **links.**
- In order for students to continue to build their vocabulary across all subjects, it is important for them to make links between words. This will help not only with spelling, but also with their ability to decode and understand words that they are less familiar with.
- An example of this is looking at prefixes and suffixes of words or in essence- roots. If students practice breaking words down into parts that they understand- they should be able to spell and understand it more freely.

Language AND Literature?

- Students at KS3 learn English Language and Literature skills side by side. It isn't until GCSE that we separate the two into their GCSE components.
- How can we support retention of all of the information that they learn?
- Again, it is all about LINKS.
- For example, at the end of year 8 we move on to the study of Romeo and Juliet. However, it isn't all about analysing the language and considering what Shakespeare is saying- it is about understanding the characters and their feelings, how they express themselves.

How to make links

Students may have read the scene where Romeo and Juliet meet at the Capulet's mansion.
How can we be sure that they understand?
Could they consider how Juliet is feeling at this point in time?

Students could create a mind map with a collection of emotions or adjectives to describe how Juliet is feeling.

Could they then move on to create a diary entry from Juliet's point of view?

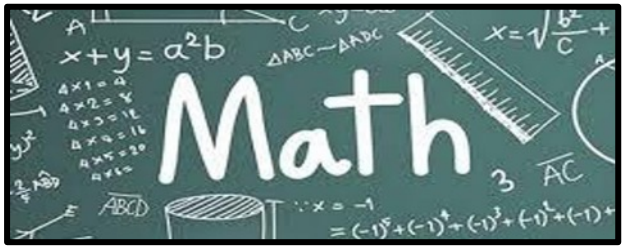
Here is a LINK between Literature and Transactional Writing (a Language skill).

KS3 Maths Revision Strategies

Help Your Child Revise Mathematics

What do your pupils need in any revision situation?

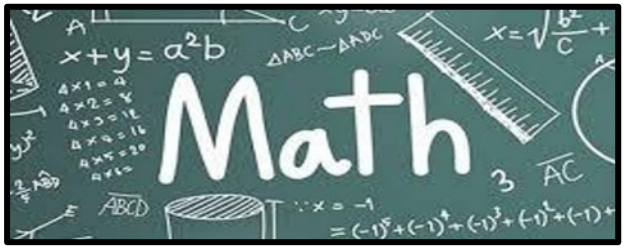
- Quiet room
- Equipment
- Topic List
- Knowledge Organisers
- Formula Sheet
- Worked examples



Help Your Child Revise Mathematics

The Keys to Success in Maths

- **Retention**
- **Recall**
- **Practice**



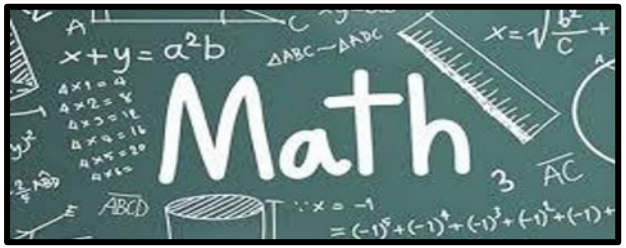
Help Your Child Revise Mathematics

The Keys to Success

Retention

- **Learn key words and definitions**
  - **Factor, multiple, prime,**
  - **expand, factorise, mean,**
  - **mode, estimate, d.p., s.f.**
- **Learn the formulas**
- **Learn the steps**

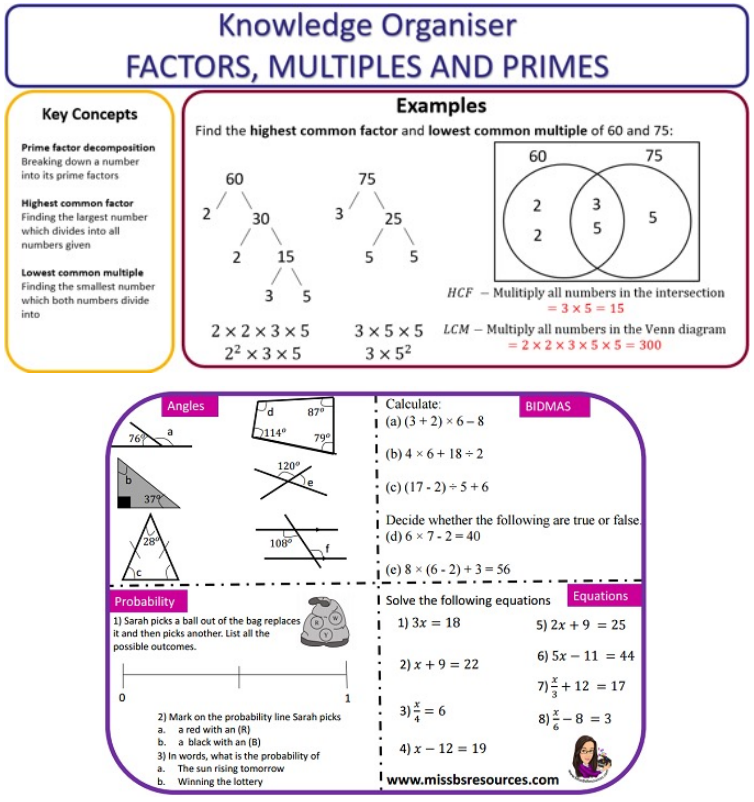
Description	Formula
Area	
Area	
All of them:	
Area	

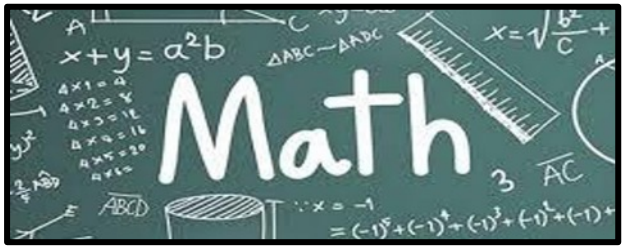


Help Your Child Revise Mathematics

The Keys to Success
Recall

- **Formulas**
- **Steps**
- **Key facts**

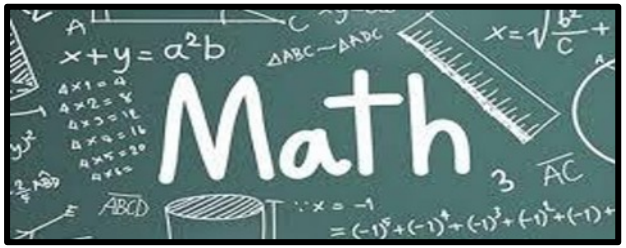




Help Your Child Revise Mathematics

The Keys to Success
Practice

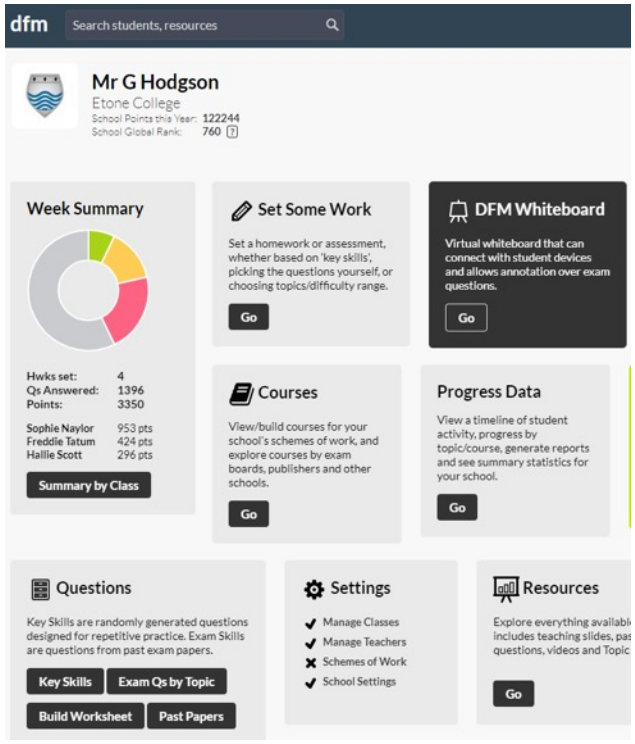
- **Mathswatch clips and questions**

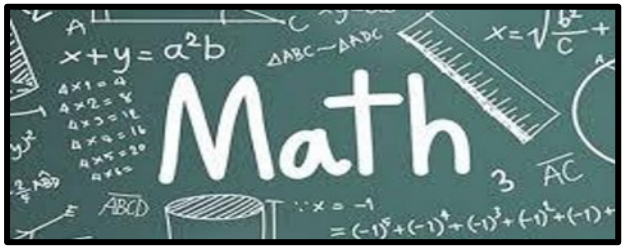


Help Your Child Revise Mathematics

The Keys to Success
Practice

- **DrFrost Maths**
- **BBC Bitesize**
- **Centica**
- **And many others**





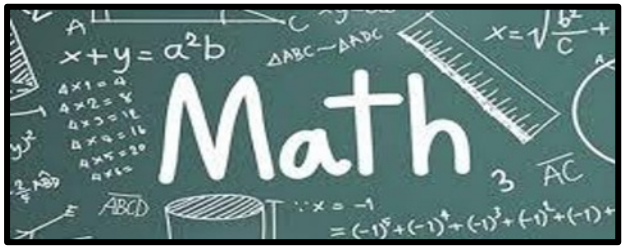
Help Your Child Revise Mathematics

The Keys to Success
Practice from given topic lists

Unit 2 Sequences Reflection

Total:	Percentage: %

Question Numbers	Learning Outcome	Mark	☺	☹
1	Define an arithmetic sequence	/		
2	Generate and describe a sequence using a term-to-term rule	/		
3	Generate and describe a sequence using a position-to-term rule	/		
4	Recognise the features of an arithmetic sequence	/		
5	Find the nth term rule of an arithmetic sequence	/		
6	Use the nth term rule to calculate any term	/		
7	Explain why a number is/isn't in a arithmetic sequence	/		



KS3 Science Revision Strategies

Help Your Child Revise Science

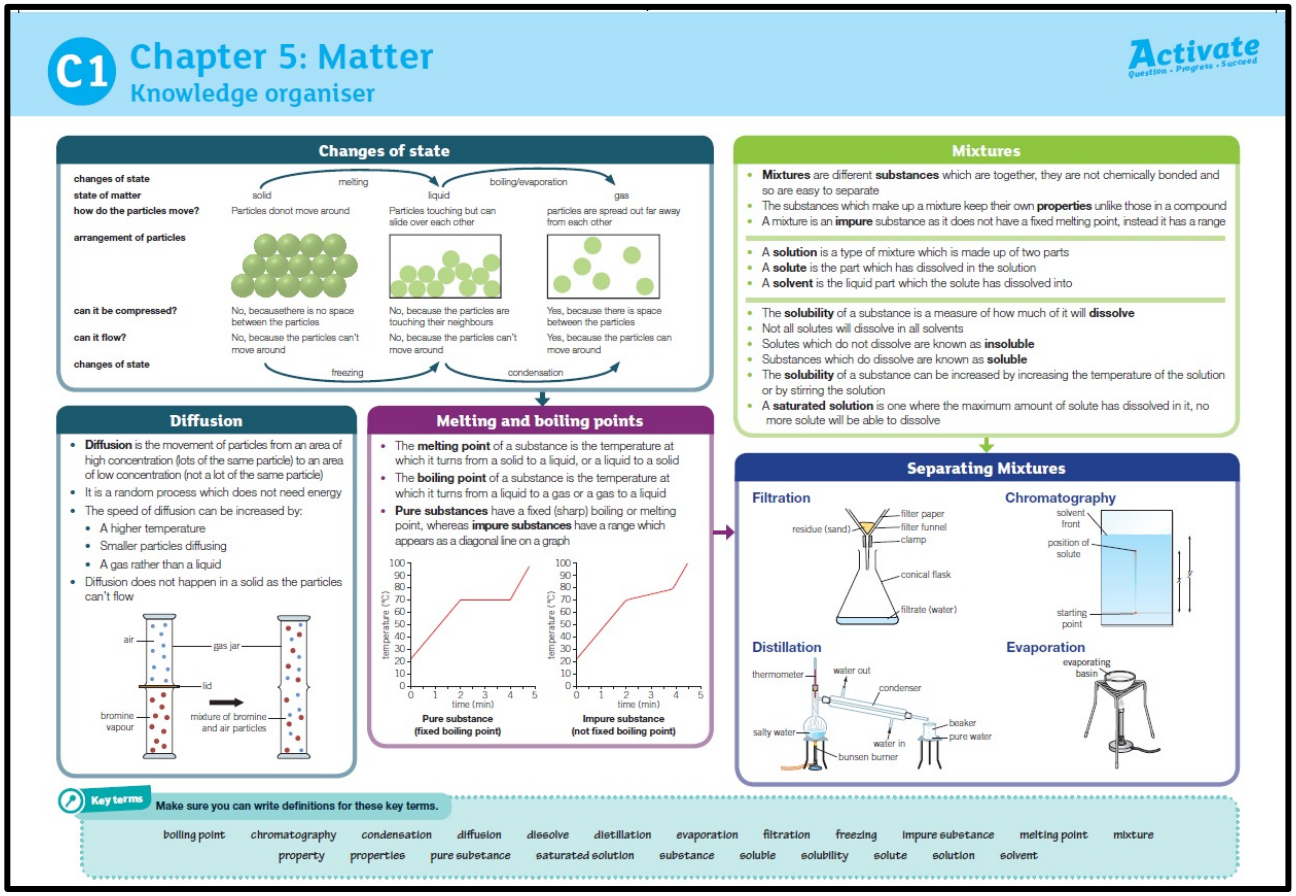
Science comes across as a very broad subject and can be daunting to revise with your child.

There are a number of resources and strategies available.

Does your child know what they need to revise?

This is an example of a knowledge organiser from KS3.

These are available via their classroom teacher.



C1 Chapter 5: Matter
Knowledge organiser

Activate
Question • Progress • Succeed

Changes of state

	solid	melting	liquid	boiling/evaporation	gas
state of matter					
how do the particles move?	Particles donot move around		Particles touching but can slide over each other		particles are spread out far away from each other
arrangement of particles					
can it be compressed?	No, becausethere is no space between the particles		No, because the particles are touching their neighbours		Yes, because there is space between the particles
can it flow?	No, because the particles can't move around		No, because the particles can't move around		Yes, because the particles can move around
changes of state		freezing		condensation	

Mixtures

- **Mixtures** are different **substances** which are together, they are not chemically bonded and so are easy to separate
- The substances which make up a mixture keep their own **properties** unlike those in a compound
- A mixture is an **impure** substance as it does not have a fixed melting point, instead it has a range

- A **solution** is a type of mixture which is made up of two parts
- A **solute** is the part which has dissolved in the solution
- A **solvent** is the liquid part which the solute has dissolved into

- The **solubility** of a substance is a measure of how much of it will **dissolve**
- Not all solutes will dissolve in all solvents
- Solutes which do not dissolve are known as **insoluble**
- Substances which do dissolve are known as **soluble**
- The **solubility** of a substance can be increased by increasing the temperature of the solution or by stirring the solution
- A **saturated solution** is one where the maximum amount of solute has dissolved in it, no more solute will be able to dissolve

Diffusion

- **Diffusion** is the movement of particles from an area of high concentration (lots of the same particle) to an area of low concentration (not a lot of the same particle)
- It is a random process which does not need energy
- The speed of diffusion can be increased by:
  - A higher temperature
  - Smaller particles diffusing
  - A gas rather than a liquid
- Diffusion does not happen in a solid as the particles can't flow

air, gas jar, lid, bromine vapour, mixture of bromine and air particles

Melting and boiling points

- The **melting point** of a substance is the temperature at which it turns from a solid to a liquid, or a liquid to a solid
- The **boiling point** of a substance is the temperature at which it turns from a liquid to a gas or a gas to a liquid
- **Pure substances** have a fixed (sharp) boiling or melting point, whereas **impure substances** have a range which appears as a diagonal line on a graph

temperature (°C), time (min)

Pure substance (fixed boiling point)

Impure substance (not fixed boiling point)

Separating Mixtures

Filtration: residue (sand), filter paper, filter funnel, clamp, conical flask, filtrate (water)

Chromatography: solvent front, position of solute, starting point

Distillation: thermometer, water out, condenser, salty water, water in, beaker, pure water, bunsen burner

Evaporation: evaporating basin

Key terms Make sure you can write definitions for these key terms.

boiling point, chromatography, condensation, diffusion, dissolve, distillation, evaporation, filtration, freezing, impure substance, melting point, mixture, property, properties, pure substance, saturated solution, substance, soluble, solubility, solute, solution, solvent

Great Online Options

https://www.bbc.co.uk/bitesize/levels/z4kw2hv

This has been updated in recent years and has a simple layout to match the national curriculum.

Click on Science for Keystage 3.

Our Platform

We use Seneca for our online homework.

This has many benefits.

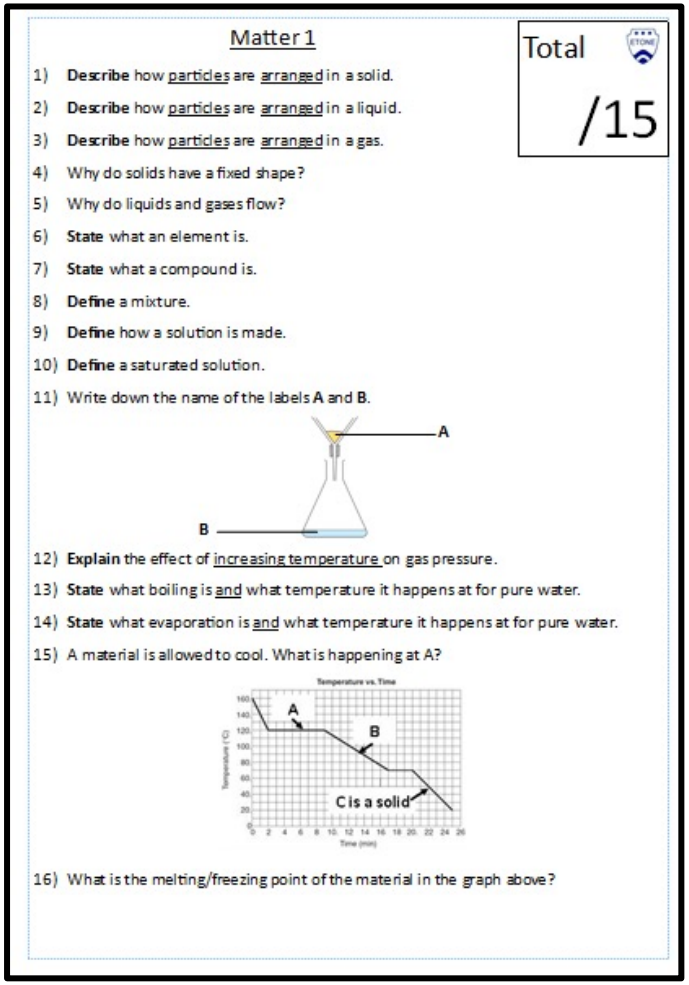
It is great for revision but as a parent you can sign up for a parent account.

https://help.senecalearning.com/en/articles/3661316-how-to-sign-up-to-seneca-as-a-parent

Specification/Knowledge Tests

Our scheme of work has a knowledge based test for each unit.

These include the core knowledge that students need to recall to be successful in tests and to apply to new scenarios in more demanding questions.



Matter 1

Total /15

1) **Describe** how particles are arranged in a solid.
2) **Describe** how particles are arranged in a liquid.
3) **Describe** how particles are arranged in a gas.
4) Why do solids have a fixed shape?
5) Why do liquids and gases flow?
6) **State** what an element is.
7) **State** what a compound is.
8) **Define** a mixture.
9) **Define** how a solution is made.
10) **Define** a saturated solution.
11) Write down the name of the labels **A** and **B**.

12) **Explain** the effect of increasing temperature on gas pressure.
13) **State** what boiling is and what temperature it happens at for pure water.
14) **State** what evaporation is and what temperature it happens at for pure water.
15) A material is allowed to cool. What is happening at A?

16) What is the melting/freezing point of the material in the graph above?

Youtube

The Science Break

https://www.youtube.com/c/TheScienceBreak

Revision Monkey

https://www.youtube.com/channel/UCDLgcm_hDXh4K99LJsSVHbw

READ THE INSTRUCTIONSAND COMPLETE

1. Write down the letters of the alphabet
2. Circle the vowels
3. Underline all the consonants
4. Find the letter that comes before R
5. Work out what is special about this phrase – the quick brown fox jumped over the lazy dog
6. Don't do any of the above except for the first one

What is the point of this fun activity?

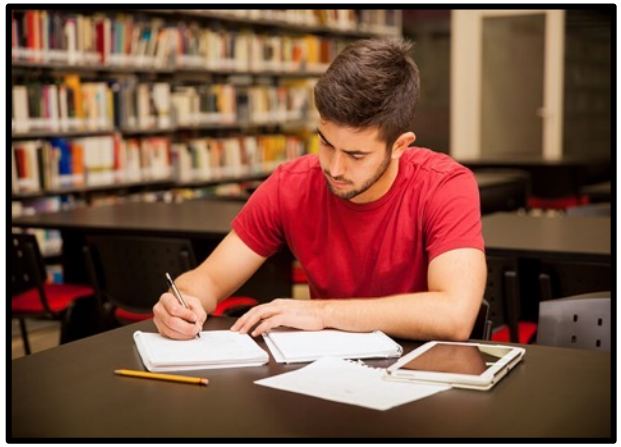
READ THE INSTRUCTIONS

It is important to read the instructions and the question very carefully.

Know what it is asking for.

Timed conditions can prompt urgency, but your child needs to be prepared for this and not rush in.

STUDY TIPS



- ✓ Provide a quiet place if possible free from distractions like the TV, that has good lighting where it is easy to read.
- ✓ Plan ahead – make use of a timetable and structure their time
- ✓ Know their timetable and support them to complete it
- ✓ Keep track of focus to ensure all subjects are covered
- ✓ Provide regular breaks, snacks and little rewards where appropriate
- ✓ Offer your time to support and revise if possible
- ✓ Vary the strategies looked at tonight to provide variety with your child

ETONE SUPPORT

Find our support on our website here:

- Curriculum Plans: What we teach and when
  - https://www.etonecollege.co.uk/curriculum/
- Exam Revision Support: General and subject specific guidance, websites and advice
  - https://www.etonecollege.co.uk/exams/

Evaluation

Please tell us what you found useful about this session:

Please tell us what you would like to see more of next time:

Would you like to attend the session on Helping Your Child Revise on Wednesday 2nd March: Yes / No