



St Edward's  
School

Unity - Achievement - Faith

# Learning and Teaching Newsletter

## Spring 2020

### Year 11

#stedwardspoole

**Telephone:** 01202 740950 **Email:** [enquiries@st-edwards.poole.sch.uk](mailto:enquiries@st-edwards.poole.sch.uk)

**Website:** [www.st-edwards.poole.sch.uk](http://www.st-edwards.poole.sch.uk)

St Edward's School, Dale Valley Road, Poole, Dorset BH15 3HY

# From Assistant Headteacher Mr Henry

Dear Parents and Carers,

Welcome back to the Spring Term at St Edward's. I do hope that your child has enjoyed their first term here and has now found their feet. It is such a busy term with loads of changes to absorb as well as lots of different experiences and opportunities. Hopefully they will have established good learning routines both in and away from the classroom and will be clear of the expectations required of them in order to build a platform from which they can push on. Having returned after the Christmas break they will probably feel like they have been here forever and that this is now their school (which it is) and which will only help to give them the confidence to succeed. The second formal assessment point is scheduled for the end of February (details of the assessments are found at the end of this newsletter) so this will be a good opportunity to be able to examine the progress made. The next two half terms are quite short and so students need to begin on the front foot and hit the ground running in order to get the most from their learning.

Ian Henry, Assistant Headteacher

[ihenry@st-edwards.poole.sch.uk](mailto:ihenry@st-edwards.poole.sch.uk)

## Our Pedagogy

Two of our key learning principles in the school this year (and last) are that of **Guided Independent Learning** and **Metacognition**. Research states that Independent Learning is really about shifting the responsibility for the learning process from the teacher to the student whereby the student will have an understanding of their learning, will be motivated to learn and will work in partnership with the teacher to explore what they learn, when they learn, where they can get their resources and how they can access them. (WR Meyer 2010)

Students do not become effective independent learners by themselves and so we have trained and supported our teachers at St Edward's in helping students on how to learn (metacognition) and not just what to learn. This is a change from traditional teaching with much more focus on the process which ensures that students are actively involved in the learning process and so become lifelong learners. Research suggests that independent learning has led to improved test scores and wide-ranging benefits for students. These benefits seem to have a specific impact on particular groups of students, such as boys and girls; more able students, those with special educational needs; and disadvantaged. (Meyer 2010).

- Learning of key words, timelines, key events, formulas (for example, maths formula or parts of the periodic timetable)
- Reading or researching information that will be tested in the lesson and applied (for example, reading and annotating/analysing a chapter from a book or preparing a graph to show climate patterns)
- Consolidation of learnt practice (for example, mathematic questions to test understanding of equations, i.e. Hegarty Maths)
- Activities to broaden their understanding/experience (for example, visit to art gallery or historic site, viewing of a theatre production, a sporting event or a documentary)
- Using the Personalised Learning Checklist (often placed at the beginning of a unit which closely mirrors the exam syllabus and which can then be evaluated using red/amber/green colour). Students can then fill the gaps in their knowledge of identify which skill to develop.

In many cases, these activities are presented to students by way of a booklet to cover the whole unit as well activities and resources placed on the Subject's Sharepoint Page which can be accessed by logging into the student's account on Office 365. Please do ask your child to speak with their subject teacher if they are unsure of how to do this.

**23 Metacognition Questions & statements**

Inspired by Lisa Chesser @ImpactWales

<ol style="list-style-type: none"> <li>1. What do you think about what was said?</li> <li>2. How would you agree or disagree with this?</li> <li>3. Can you describe a similar answer?</li> <li>4. What can you add to this solution?</li> <li>5. Convince us yours is the best solution.</li> </ol>	<ol style="list-style-type: none"> <li>1. How did you determine this to be true?</li> <li>2. Why didn't you consider an alternative solution?</li> <li>3. Why does that answer make sense to you?</li> <li>4. What if I said you're wrong?</li> <li>5. Is there a way to show exactly what you mean?</li> </ol>
<ol style="list-style-type: none"> <li>1. Why do you think this works?</li> <li>2. How would you prove your answer is right?</li> <li>3. What assumptions have you made?</li> <li>4. What steps did you take to solve this?</li> <li>5. How might you argue against this solution?</li> </ol>	<ol style="list-style-type: none"> <li>1. How might you show the differences &amp; similarities?</li> <li>2. What patterns have you noticed?</li> <li>3. How many possibilities are there? Why?</li> <li>4. What would the results of your answer be?</li> </ol>
<ol style="list-style-type: none"> <li>1. When have you met a similar problem?</li> <li>2. What other problems fit this style?</li> <li>3. What steps have you taken in the past to solve similar problems?</li> <li>4. Which examples would match this type of question?</li> </ol>	

Get your pupils thinking about how they think and learn by using these metacognition questions. Contact us at [enquiries@impact.wales](mailto:enquiries@impact.wales) for bespoke support that has a real impact!

Metacognition is essentially getting students to think about their own learning more explicitly, to help them to be able to plan, monitor and evaluate their learning. Specifically ensuring that they have a range of strategies to be able to complete a given task. Again, the benefits of this are well founded and can especially support those who find learning difficult by giving them a tool kit to choose from. In lessons students should be used to hearing some of the prompts outlined below in order to help them to think about their thinking.

You'll notice that there is not much by way of answering questions or by giving content, it is more to do with posing questions for self-reflection.

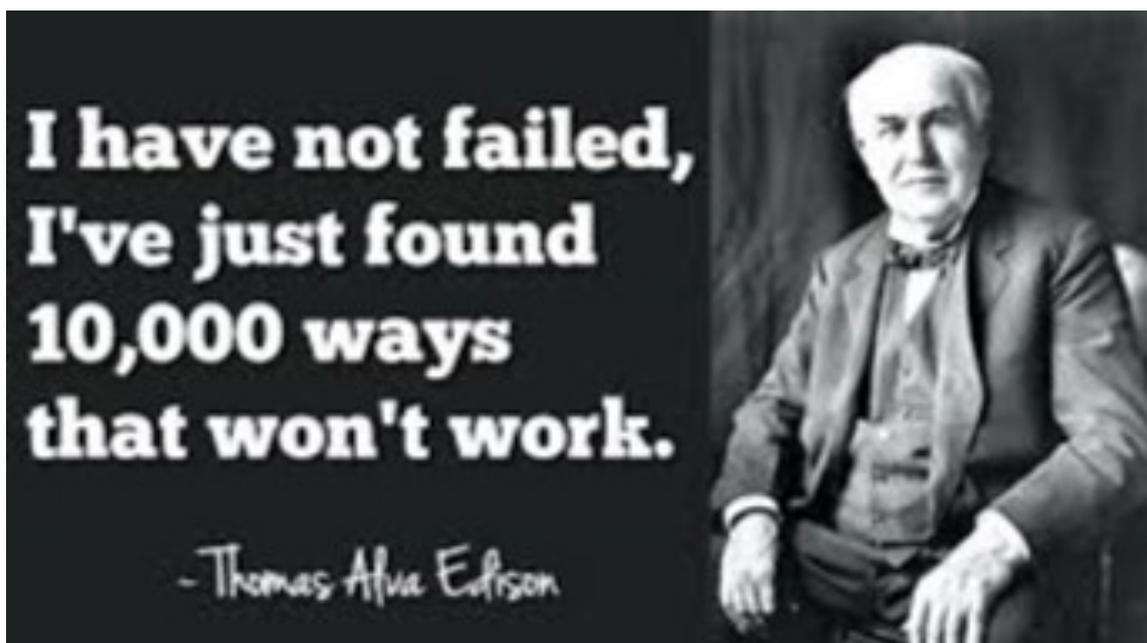
When you are supporting your child at home you might try some of the questions above or perhaps one or two of the following might be helpful to get them to focus on the work itself rather than the emotions of finding it difficult, or of feeling overwhelmed?

- Try to get them to focus on what precisely is making this task difficult: lack of subject knowledge, lack of understanding about the wording of the question? Uncertainty as to how to begin?
- Talking through what the words in the question mean can help your child to 'bank' these command words (explain, describe, compare etc.) and can help them to apply this knowledge independently in other subjects.
- What strategies have they used in the past to help them with similar questions? Can those be applied here?
- Ask them about the process "Can you tell me why you think that?" "How will you know when this piece of work is fully complete?"

*For more information on metacognition, the following sites are a good starting point:*

<https://www.teachertoolkit.co.uk/2018/04/28/metacognition/>

<https://childmind.org/article/how-metacognition-can-help-kids/>



# From Director of Learning

## Mr Kemish

Dear Parents and Carers,

At the start of the New Year it seems like a good time to pause and reflect on how much progress Year 11 have made throughout the last few months. All Year 11 students have been busy and the Year 11 exams held just before Christmas will help them prepare for their GCSE's in the summer - the whole year group were a credit to the school. They have showed great maturity entering and leaving the exam hall.

In the past few weeks attention has moved to the options available as student move onto the next part of their journey. Mr Elliott has led meetings on Post- 16 options and career paths, helping students to consider the different routes they can take to get to a final destination. Part of this saw Year 11 able to question sixth forms here at St Edward's in a 'Question Time' style event, providing the opportunity to ask questions about what life is like here at St Edward's post- 16. The feedback has been so positive and it was great to sit down with Mr Elliott and go through the applications to our Sixth Form... it was really pleasing to see so many of our current students apply to our sixth form.

I have been lucky enough to see Year 11 throughout the past term engaged and enthusiastic in their work when dropping into lessons. There are numerous examples I could pick from but seeing the great role models those who mentored Year 7 students have been is a highlight that has remained in the forefront of my mind. There are still a whole host of extracurricular activities going on, from music, art, drama, sport and Kintbury to name just a few - please do encourage your child to take advantage of these opportunities on offer. In the build-up to exams it is great for students to have down time and a release from the day to day pressures that come with GCSEs.

Over the next few weeks we will be ensuring that there is plenty of guidance on offer to help support students during the build-up to exams. One key such initiative is later in January where Bournemouth University come in to explain good revision strategies to both parents and students, to enable them to feel more empowered to revise and to give you some guidance on how to help them at home.

On behalf of the Year 11 tutor team I would like to take this opportunity to thank you for your continued support.

Luke Kemish

Director of Learning Year 10 and Year 11

# Learning when your child cannot attend school

Teachers often receive requests for work from students and families. These requests are for a wide variety of reasons and while staff will always want to support a student who has missed work, the school must consider teacher workload as an employer. The school therefore recommends the following:

- Where a student is excluded from school or is working in inclusion, work will be provided by the student's teachers.
- Where students are unwell we would ask them to approach another student to catch up the missed work upon their return and the teacher will pass them any worksheets or other printed materials that they may have missed.
- If a student knows they will be missing for a period of time for medical reasons (such as for an operation) staff will set work where possible and if appropriate. Sufficient prior knowledge should be given to the teacher.

We would not ask staff to set work if parents or carers have chosen not to send their son or daughter in to school, and in any case of unauthorised absence.

## Some useful free on line resources include:

- St Edward's School Subject Sharepoint (found on Office 365)
- [www.bbc.co.uk/bitesize](http://www.bbc.co.uk/bitesize)
- Quizlet
- Seneca learning
- Memrise (MFL)
- Duolingo (MFL)
- Cool Geography
- Hegarty maths
- Ever learner (PE but there is a cost)
- GCSE Pod (accessed by the students' login)



# Spotlight on... PE

Students have had the opportunity to select the course that matches their learning style and which will develop their individual expertise. Both courses are nearing the end and this is the last push to maximise the students' understanding and attainment.

## **OCR National**

Students have now completed their exam as well as a full unit. They are in the process of completing the 2<sup>nd</sup> unit and will soon start the final unit of the course. Students are nearing the end of their media unit and are moving onto leadership within sport. This will allow them to develop an understanding of leadership and the qualities needed to lead sessions. This theory will then be put into practice when they lead small sessions of their chosen sport.

The positives of this course structure is that these next 2 units can have a huge impact on their overall grade. The students are always asked to complete guided independent learning to develop their knowledge and the more time spent on these tasks the more likely they are to succeed in their assignments. These assignments form part of their final grade so the more time and effort spent in completing them the higher the students will attain.

Below are some strategies which help them achieve their personal best

- Make sure guided independent learning is done to the highest standard
- Listen to teacher feedback and act upon it
- Ask the teacher if they don't understand or topics are unclear
- Make sure they read the assignment brief and include the criteria in their work

## **GCSE**

The GCSE students are now on the home straight. They will be developing their knowledge and understanding across health, fitness and wellbeing as well as sports psychology.

During the spring term they will complete their practical moderation (March 2020) and be preparing for the summer exams (May 2020). There are many ways in which the students can help themselves to achieve their personal best.

### **Practical marks (worth 30%)**

- Attend clubs after school in the sports they are putting forward
- Remain focused in lessons and practice all the finer skills of the sports

### **Theory papers (worth 60%)**

1. Attend revision after school on a Wednesday
2. Obtain the two revision guides (the first one being content and the other being practise papers)
3. Practise the exam questions that are at the front of their folder and given to them prior to exams
4. Make sure their folder is in order and fully completed
5. Actively watch the revision videos on share point & Re-visit old exams and use the perfect answer to help them
7. Begin re-looking over work now. May comes around quickly and those who tend to start earlier get higher grades.

**Mr Pope, PE Subject Leader**

# Literacy and Oracy

This term there has been a word of the week for the whole school to use in lessons and beyond. This comes from the conviction that deliberately focussing on important vocabulary helps students across subjects to articulate ideas better in both speaking and writing. The words we have given particular focus to are 'structural' words like "subsequently...meanwhile...despite" These are the key organising words that develop students' ability to structure extended responses in a wide range of GCSE examinations. Alongside this key term has been a list of 14 words for each week, again to stretch and develop students' vocabulary. Over the year this vocabulary will cover the 500 or so 'headwords' that academics have agreed make students' writing clearer and more compelling, and convincing. After the recent mocks and with examination now only a few months away, really focussing on this vocabulary in all lessons could make a significant difference to the quality of students' responses. The words are scrolling on the monitors around school all the time. In the New Year we aim to more regularly examine and model this vocabulary in lessons. The complete list for the whole year will be available on the school website after Christmas. We encourage you to join in each week.

Mr Roth, Literacy and Oracy Coordinator

# The Edge



Students in Year 11 will have the opportunity to access the Edge Events and Experiences available to them in the spring term. The Events will be advertised on the Edge notice board in the main hall, through notices in registration and social media posts. The teacher talks for general interest will cover a variety of themes including; how to solve a Rubik's cube using an algorithm, what is it like to be a magistrate and local sustainability initiatives. Students can also attend the Bryanston School Science Society lectures which include a range of topical and cutting edge themes. The Events are free to attend and add to the breadth of knowledge that students can draw upon as they grow their interests in the arts, culture and wider world beyond our school. The Experience in the autumn term presented by Professor Philip Murphy was well attended by Year 11 students, the talk included how medical imaging is used in cancer treatment and new advances in medical imaging that will lead to improved health for us all.

Mr Keene, Edge Coordinator, Science Subject Leader

# Assessment Timetable

Subject	Topic Title	Main Assessment Activity	Deadline
Art	Cubism	Third and final portfolio unit for GCSE interim assessment	End of Half Term
	Cubism	Mock Exam	January 2020
Business	Making operational and human resource decisions.	Students will be preparing for their main PPE, covering all aspects of the syllabus. This will form two 90 minute papers.	March 2020
	Making financial decisions		
Computer Science	Legislation	Topic test at the end of each topic	Ongoing
	Computational Thinking	Regular revision in lessons of content from last year	
	Programming Techniques (Theory)		
Drama	Presenting and Performing texts	Perform or design 2 extracts from a range of published texts to a visiting examiner.	March. TBC by OCR
English	Poetry	Language Paper 2 past paper	Throughout Spring Term (Mock after half term)
	Unseen Poetry Language Paper 2	Poetry Unseen Poetry Mock Exam	
Geography	Coastal Landscapes in the UK	Exam style end of topic test from Paper 1	Throughout Spring Term
	Paper 1, 2 and 3	PPE formal GCSE style exams	
History	Power and the People, c. 1170 to present day	Exam questions from Paper 2	Throughout Spring Term
	The American Revolution 19th Century Social Reformers 20th Century protest	'War and violence were the main ways that authority was challenged from 1170 to the present day.' How far do you agree? Winter examination- Germany; Conflict - WWI; Power and the People	
Maths	A selection of the following topics dependent on path: Equations and inequalities, 2d representations of 3D shapes, Volume, Angles, FDP, Sketching graphs, Quadratic graph, Collecting and representing data, Gradients and rate of change and Vectors	Weekly practice exam papers <u>or</u> Two weekly homework tasks completed online with HegartyMaths. Tutorial video to be watched, notes to be taken and quiz to be completed. PPE (3 papers) - March	Homework given on a Friday  Assessment at the end of term in March
		Assessment tests are also completed after every topic	
MFL	French and German: Theme 2 Unit 8: Travel and Tourism Theme 3 Unit 9: My studies and Unit 10: Life at school	French and German: short assessments	ongoing
Music	Composition for Advertising brief	2 developed ideas and one final with notated score	w/c 30th March
PE	GCSE: Physical Training	End of unit assessment	Dates are on the assignment
	OCR national GCSE BTEC	Ongoing assessment  PPE Exam- covering all content from 10/11	
RE	Judaism: Practices	This unit of study will be assessed through the use of formal Mid Unit and End of Unit Assessments	Students will be informed approximately one week prior to their assessments
	Revision lessons based upon the GCSE Units of Study	Students will be assessed using a range of practice GCSE examination questions	
Science	Biology: Inheritance, variation and evolution	Written tests completed in class for all topics listed using past GCSE science questions	3 <sup>rd</sup> – 14 <sup>th</sup> February
	Chemistry: Energy changes Physics: Waves Biology: Inheritance, variation and evolution. Ecology. Chemistry: Energy changes. The rate and extent of chemical change Physics: waves. Magnetism	Written tests completed in class for all topics listed using past GCSE science questions	
Technology		Written test in the following areas;	Final deadline 14 <sup>th</sup> February w/c 2 <sup>nd</sup> March 2020 Final deadline 14 <sup>th</sup> February w/c 2 <sup>nd</sup> March 2020 w/c 2 <sup>nd</sup> March 2020 Final deadline 6 <sup>th</sup> March
	GCSE Graphics– NEA	Full Course Mock Exam	
	GCSE Resistant Materials– NEA	Full Course Mock Exam	
	GCSE Food preparation and nutrition– NEA 2	Full Course Mock Exam	