

Ampleforth College

Welcome to Year 11 Parents' Day 2024



My name is John Devitt, Deputy Head Academic.

There is no need for you to take notes, this presentation will be shared with you within the coming days.



Today's contents...

1. John Devitt - Summer 2024 at Ampleforth – one of academic focus.
2. Revision
3. Dr Beveridge - Head of Year 11
4. The Pupil-progress meetings / Important dates
5. Other things to consider
6. John Devitt – Sixth-form Options and Exams
7. Miriam Cook – Christian Living

Summer 2024 at Ampleforth

1. Summer 2024 at Ampleforth – one of academic focus
2. Easter
 - i. An undistracted environment
 - ii. Mobile-phone and distraction-free
 - iii. For the recommended number of hours
 - iv. Doing the recommended holiday work
3. Students and teachers not being Out Of School, so we can make the most of the available time
4. In houses, prep time means work-time and will be distraction-free
5. Students staying on timetable for the full of exams season
6. An adapted Y11 timetable to meet the demands of exam season

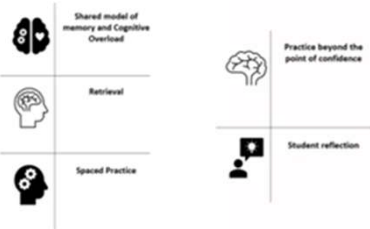


Most Effective GCSE Revision



Avoiding Working Hard at the Wrong Things

Ampleforth College - Shared Principles of Revision



How To Revise

WORKING HARD AT THE WRONG THINGS



Re-reading and highlighting is a bad idea. It may make students feel good but, in reality, they will soon forget the content they have covered.

Here, by contrast, are the best few methods your students should know about and adopt.

1 RETRIEVAL PRACTICE



Retrieval practice means trying to remember material you have learned, so when you sit your test, it comes readily to mind. Like this:

- 1 Make a list of important info you need from a topic
- 2 Close the book and create a quiz for yourself
- 3 Try to retrieve everything you've committed to memory
- 4 Go back and check all your answers

2 QUESTIONING AND ELABORATION



Once you have learned a lot of material, what should you do with it? Ask questions about it and make connections. Here are questions about this quote:

It is a dagger which has fallen me, 'Tis here, 'Tis here, 'Tis here, 'Tis here!

- 1 Why does Shakespeare use this imagery here?
- 2 What does this reveal about Macbeth at this point?
- 3 How does this connect to what we know of Macbeth?

3 CONCRETE EXAMPLES

Concrete examples help concepts come alive – as in the transformation of lettuce depicting osmosis.



And in these questions used to find out exactly what an excellent essay looks like:

- 1 How has the essay been structured?
- 2 What particular phrases have been used?
- 3 What specific examples have been used as evidence?

4 SPACED PRACTICE

Recognising that procrastination is part of our nature, helps us avoid it. Cutting up revision into smaller chunks and spacing it out over a period of time is the best strategy to adopt.

For example, with 6 hours to prepare for a test in a week's time, here's how to space out the revision.



5 INTERLEAVING

As with spaced practice, leaving gaps between studying is very effective. When studying multiple topics, mixing up the material you study adds to its impact. Such a mix is called interleaving.



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Research – least effective



Re-reading



Highlighting



Mnemonics



Condensing
notes



Imagery

Dunlosky et al. (2013).



Research – most effective



Self
testing,
quizzing



Distributed
practice
space it out



Elaborative
interrogation
why?



Self explanation
how do I know?



Interleaving
mixing it up

Dunlosky et al. (2013).



Student Well-Being and Exam Anxiety

WHAT 'FIGHT, FLIGHT OR FREEZE' LOOKS LIKE IN THE CLASSROOM

FIGHT

- Acting out
- Behaving aggressively
- Acting silly
- Exhibiting defiance
- Being hyperactive
- Arguing
- Screaming/yelling

FLIGHT

- Withdrawing
- Becoming disengaged
- Fleeing the classroom
- Skipping class
- Day dreaming
- Sleeping
- Avoiding others

FREEZE

- Exhibiting numbness
- Refusing to answer
- Feeling unable to move or act
- Refusing to get needs met
- Giving a blank look
- Sense of stiffness
- Feeling numb



CAMUS



Further information and Resources

The screenshot displays a webpage titled "Parental Guide to Effective GCSE Revision" with the subtitle "Further support and resources". It features a grid of seven resource cards:

- Effective Revision**: A card with a red header and icons for effective techniques like mind maps and flashcards.
- Least effective**: A card with a red header and icons for ineffective techniques like rereading and highlighting.
- Avoiding working hard at the wrong things**: A card with a white header and a diagram showing the relationship between revision and learning.
- Revision POWER HOUR**: A card with a green header and a three-step process: 01 Choose a past paper question, 02 Revise, and 03 Do the question.
- Our shared principles of revision**: A card with a white header and a list of principles.
- educationendowmentfound...**: A card with a white header and a diagram of the "Seven-Step Model".
- Retrieval Practice**: A card with a purple header and a diagram showing the benefits of retrieval practice.



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Key academic dates for Y11 2024

Mock Exams	January 22 nd – January 30 th
Y11 retreat	January 31 st
Half-term	Mid February
Y11 Pupil Progress meetings	w/b February 26 th
Easter holidays	March 22 nd to April 15 th
First big formal exams	w/b May 8 th (English Language) 74 days to go!
	Exhibition (25/5)
Final (I)GCSE exam	June 18 th – TBC All finished in 115 days!
Exam Contingency Day	June 26th - You must not book holidays before this date.
(I)GCSE results day	Thursday 22 nd August



We have to point out the “Exam Contingency Days”. Though they haven’t been needed in the past few years, we are asked to warn parents of them – the last of which is June 26th. If anything goes wrong before then (Exam paper leak, Teacher strike, Power Cuts, etc.), the Exam Boards keep these up their sleeves to be able to reschedule exams. These dates apply for GCSE and A level.

PLEASE DO NOT BOOK HOLIDAYS BEFORE THIS DATE

https://www.jcq.org.uk/wp-content/uploads/2023/08/JCQ-Preparing-to-sit-your-exams-2023_24.pdf

The Pupil-progress meetings

- 10-15 minutes per student
- Those of most concern will meet with both me and John Devitt.
- Starter questions shared in advance
- Most pupils will add at least 1 to 2 grades of improvement.
- **Christmas** revision should have been approx. 4h per day; **Easter** = a minimum of 5h to 6h per day.



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Dr Beveridge will start to meet with all students from the beginning of next week. Except his own tutees – who will see John Devitt
This will be in addition of any 1-to-1 meetings that students will have with their tutors.
Those students whose Mock grades Dr Beveridge is most concerned by will have a meeting with both he and John Devitt.

Your role as parents/carers today

Today is all about **progress, not about the outcome itself.**

*Unfortunately, our teachers **simply cannot** tell you today what grades your children will get in their GCSEs and IGCSEs. What they can tell you is how we will help them achieve their potential.*



*Instead, what the teachers **can and will** tell you about is the progress that has been made to date, and how your children can improve and develop the skills they need to consolidate their performance, or how to improve their performance.*

With sustained and increased efforts, most students will increase their attainment by 1-2 grades between the mock results and their actual exams.

But students cannot be complacent about this – much effort will be required.

Mental Health Support

We know that the uncertainty being faced by our Year 11s has been significant,
and that there may be anxieties in the coming months.

That is why, Year 11 will be a particular focus of our House Teams.

We want them to be happy in the valley, enjoying the company of friends;
laughing and feeling supported; and in an environment in each
House where work is happening.



Mental Health Support – *Our Goal*

For each boy and girl in Year 11, we will ask tutors to:

- 1) Help them to create **positive goals** in 1-to-1s.
- 2) Explain how their teachers are helping them to make **positive change** and **reach their goals**.
- 3) Reinforce the sense of a **team around each child**.

Supporting a Y11 student

Encouragement and support

TLC

Holidays: revision *and* relaxation



Other things to consider

- Summer work experience
- Year 12 options – start with three; or four if unsure -
 - all A levels
 - all BTECs or
 - a mix of A levels and BTECs



Please, please, please, organize some work experience for your child this summer – we can help with networking and opportunities, but due to our location and safeguarding restraints, we are limited in what we can provide here onsite. It is a valuable introduction to the adult world and it is a great addition to their UCAS/university application form. Any work experience is good, though if it can be in the area of study they intend to go towards at university, then this even better, but not essential. It says that your child can be trusted to turn up on time and not steal from the till amongst many other points.

Choosing A level subjects

- Please discuss these with subject teachers today – they will be expecting these conversations
- High achievement in favourite subjects will open more doors than low achievement in 'career orientated' subjects



The tutor is key in these discussions!!!

Timetable for choices

- Updated option blocks next week (w/b 26/2)
- Options discussions already between Y11 and SLT and senior teachers
- Options choices will be included with tutor reports at Easter
- Changes possible after GCSE results published if notified before the start of term in September



Help in choosing

- Mr Hall, the Head of Careers
- Advice and information for students from:
Tutors
Teachers, especially Heads of Department
Head of Y11/Y12 – Dr Beveridge/Mr Hudson



Parents, we do not expect you to be experts – you pay us to be the experts – this is what we do every year, and we are very happy to help. There is no such thing as a silly question when it comes to options.

Sixth Form at Ampleforth

- To be enjoyed!
- Greater independence
- Academic specialisation should encourage individual endeavour
- Students must take more responsibility for their own learning
- Transition to and preparation for Higher Education



More info in the Options Brochure which has already been shared with parents.

Sixth Form at Ampleforth

- Intellectual and personal growth
- Unlimited potential for developing interest by reading beyond syllabus
- Own input a key ingredient of success
- Extended Project Qualification (EPQ)



More info in the Options Brochure which will be shared with parents.
Please Google "AQA Extended Project Qualification (EPQ)"

“New subjects”

BTEC Travel and Tourism
BTEC Sport (at the PE stand)
BTEC Countryside Management
BTEC Enterprise and Entrepreneurship
Business
Economics
Politics

All represented here today.



The Heads of Departments for these 'new' subjects will be in attendance today.

Exam timetables

Exam timetables on MSP

Students have a copy

Clash arrangements will be communicated.

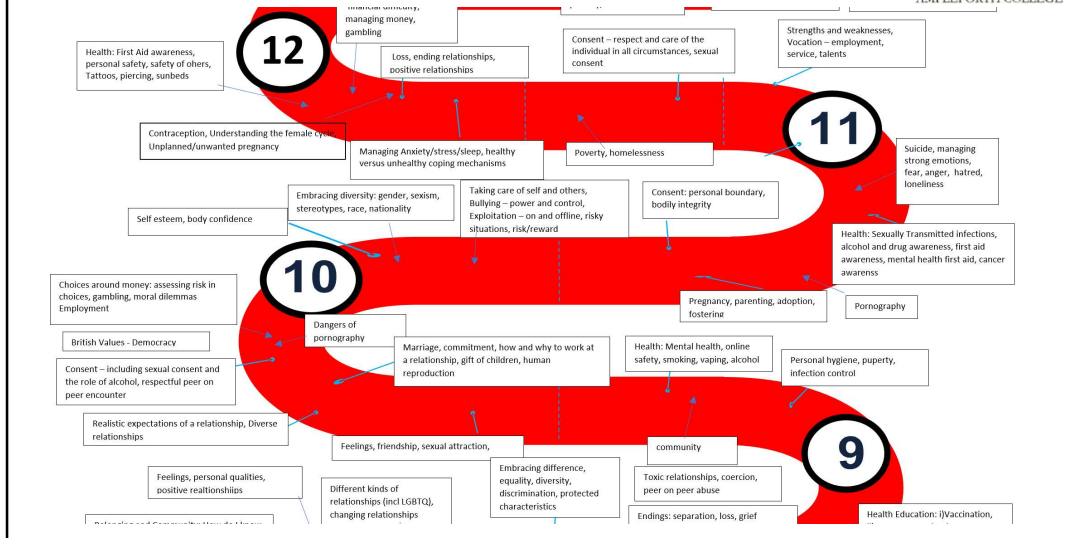


Exam Timetables i) have been handed to Y11 and Y13 students, ii) put onto MySchoolPortal, and iii) shared with the students on pupil portal. Unfortunately, the exam boards do not collaborate on when they set exams, so clashes do happen. Our exams team will write to every student who has a clash or clashes to explain how they will be supervised between sitting the first exams and sitting the clash exam, so that all exam rules are obeyed. They will be quarantined until the clash exam/exams has been sat. In a very few rare occasions, an exam needs to be carried over to the following day, then again, the exam team will inform them of the arrangements.

Christian Living – Curriculum Snake



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Christian Living – Ten:Ten overview

ONE-PAGE OVERVIEW

Ten:Ten
Resources

LIFE
TO THE
FULL

	RE, PSHE or Tutor Time							Whole Year
Sessions per programme	Session 1 50 minutes or 2 x 25-minutes or 2 x 50-minutes	Session 2 50 minutes or 2 x 25-minutes or 2 x 50-minutes	Session 3 50 minutes or 2 x 25-minutes or 2 x 50-minutes	Session 4 50 minutes or 2 x 25-minutes or 2 x 50-minutes	Session 5 50 minutes or 2 x 25-minutes or 2 x 50-minutes	Session 6 50 minutes or 2 x 25-minutes or 2 x 50-minutes	Session 7 50 minutes or 2 x 25-minutes or 2 x 50-minutes	Cinema Whole or half-year groups
Main Themes	All	Created and Loved by God			Created to Love Others		Created to Live in Community	All
Sub-themes	Religious Understanding	Me, My Body, My Health	Emotional Well-Being	Life Cycles	Personal Relationships	Keeping Safe	Living in the Wider World	Cinema-in-Education
Year 7	Who Am I?	Changing Bodies	Healthy Inside and Out	Where We Come From	Family & Friends	My Life on Screen	Living in the Wider World	Facts of Life
Year 8	Created and Chosen	Appreciating Differences	Feelings	Before I Was Born	Tough Relationships	Think Before You Share	Wider World	The Trouble With Max
Year 9	The Search for Love	Love People, Use Things	In Control of My Choices	Fertility & Contraception	Marriage	One Hundred Percent	Knowing My Rights and Responsibilities	Love, Honour, Cherish
Year 10	Authentic Freedom	Self-Image	Values, Attitudes & Beliefs	Parenthood (Personal Relationships)	Pregnancy & Abortion (Life Cycles)	Abuse	Solidarity	Babies Y10
Year 11	Self-Worth	Addiction	Eating Disorders	Birth Control	Pornography	STIs	Coercive Control	Truth & Lies Y11



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Christian Living – Ten:Ten Y11

LIFE TO THE FULL – YEAR 11

	Core Theme	Session title	Description
Session 1	Religious Understanding	Self-Worth	Respect is many layered, applying to ourselves, others, to God and his Creation. People have an innate dignity, deserving respect, no matter what.
Session 2	My Body	Addiction	The pull of short term highs is strong. Maturity and growth happens through appreciating life as a gift and learning to make a gift of oneself to others.
Session 3	Emotional Well-Being	Eating Disorders	Gaining insight into oneself is a key to well-being. So is understanding our deepest needs and the complexities and contradictions within us.
Session 4	Life Cycles	Birth Control	Appreciating that sex includes the gift of fertility leads to deeper reflection on how love, life, and sex connect to each other.
Session 5	Personal Relationships	Pornography	Sexual desire is powerful. Making it a part of authentic love is a lifelong challenge and responsibility, but one that leads to maturity.
Session 6	Keeping Safe	STIs	The reality of STIs and their impact connects to deeper questions about sexual choices and consequences and how to rethink behaviour that causes harm.
Session 7	Wider World	Coercive Control	Recognising the simultaneous differences and connections between rape, victim-blaming, coercive control, sexism, and misogyny can lead to a more just, aware and respectful society with happier, healthier relationships.

Each session will fit into a 50-minute lesson

All sessions can be divided into 2 x 25-minute sessions, providing a total of 14 x 25-minute lessons per year group

All sessions can be extended, providing 14 x 50-minute lessons (2 in RE and 12 in PSHE).



Christian Living: Y11 overview

Year 11 – Christian Living Overview

Week	Theme
1	TenTen: Self worth
Exeat	
2	Consent – respect and care of the individual in all circumstances
3	Alcohol, parties and choices
Half term	
4	TenTen: Addiction
5	Drugs and the War on Drugs – exploring influence, peer influence, substance use and gangs inc. Prevent
Exeat	
6	TenTen: Eating disorders
Christmas	
7	Managing Anxiety/stress/sleep - unhealthy coping versus healthy strategies. Helping friends
Year 11 trial exams	
Half term	
8	TenTen: Birth Control
9	Pregnancy, Abortion and Choices
10	TenTen: Pornography
Easter	
11	TenTen: STIs
12	TenTen: Coercive control
13	LGBT (rights across the world) and protected characteristics
Half term	



Christian Living Y11: lesson 6 on Mental Health and Eating disorders

Extension Activity:

Choose one of the statements below and write down arguments for and against in the table below:

- 'Resilience is just pretending that everything is fine.'
- 'Dwelling on our own thoughts and feelings is selfish; Jesus teaches us to put others first.'
- 'Low self-esteem and general dissatisfaction are just symptoms of 21st Century life.'

Arguments For	Arguments Against

Discussion:

- Was Sarah's school wrong to treat her like they did? What could they have done better/differently?