



Moorside
High School

Enriching Lives, Inspiring Ambitions

'Make It Stick'

2nd November 2023



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Welcome

Mrs Ryles-Dean

Headteacher



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High School

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Miss Smalley

Deputy Headteacher

Our Purpose...

To ensure every student leaves us ready for their next successful chapter, with students attending university or starting a fulfilling career.

We **enrich lives** and **inspire ambitions**
to ensure students thrive in the world around us.



TEAM MOORSIDE - THE MOORSIDE WAY



Complete all homework and hand in on time



Play your part in the positive learning environment



Wear correct uniform



Planner, equipment, knowledge organiser out on desks



Be respectful to everyone



Use technology appropriately



Look after school property and keep the school tidy



Move around the corridors sensibly



Listen and follow instructions first time



Arrive on time to school and lessons

Formal assessments



- English and maths : Monday 13th November 2023
- Mock exams : from 10th January 2024
- Conditions will mirror the experience of the final exams
- Special arrangements given to eligible students
- Question Level Analysis informs teacher planning and allows us to identify individual revision needs and put targeted interventions into place
- Walking Taking Mocks : in week beginning 18th March



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Progress Reports



- Expected grades for college applications : 20th November 2023
- Mock exam results assembly for students : 15th February 2024
- Progress report : 26th February 2024
- Parents' Evening : 29th February 2024



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External Examinations



- First exam Thursday 9th May 2024
- Last exam Wednesday 19th June 2024
- Contingency afternoon sessions/day in the event of national or significant local disruption to examinations in the United Kingdom
6th June PM, 13th June PM and 26th June all day
- Results Day : Thursday 22nd August 2024



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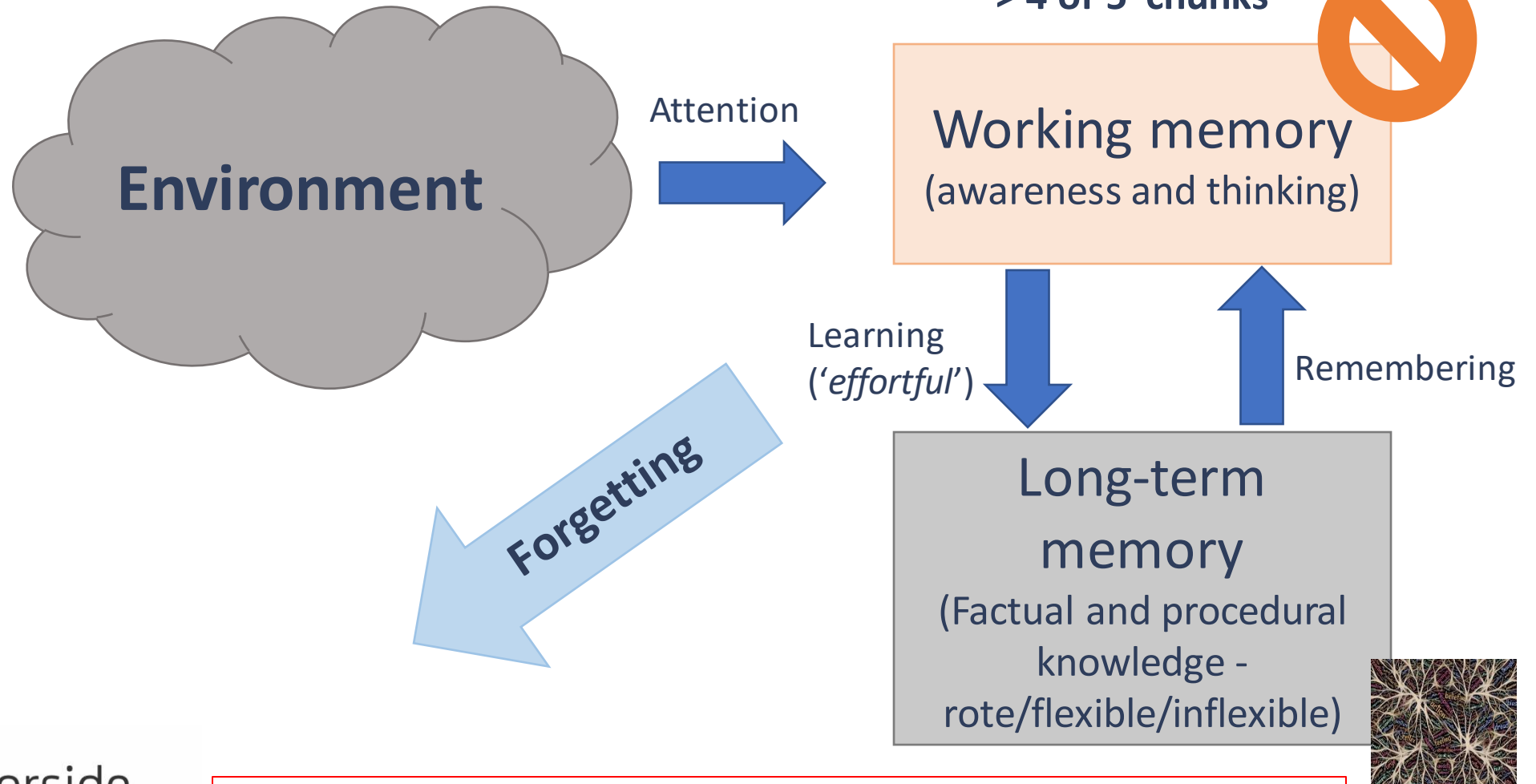
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The Science of Successful Learning

Miss Smalley

Cognitive Load Theory



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Learning = building/developing/assembling schema in long-term memory
Remembering = transferring information from schema to working memory



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Retrieval practice makes learning challenging and effortful

- Because retrieving information requires mental effort, we often think we are doing poorly if we can't remember something.
- We may feel like progress is slow, but that's when our best learning takes place.



The more difficult the retrieval practice, the better it is for long-term learning.



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Spacing and Interleaving

Spacing

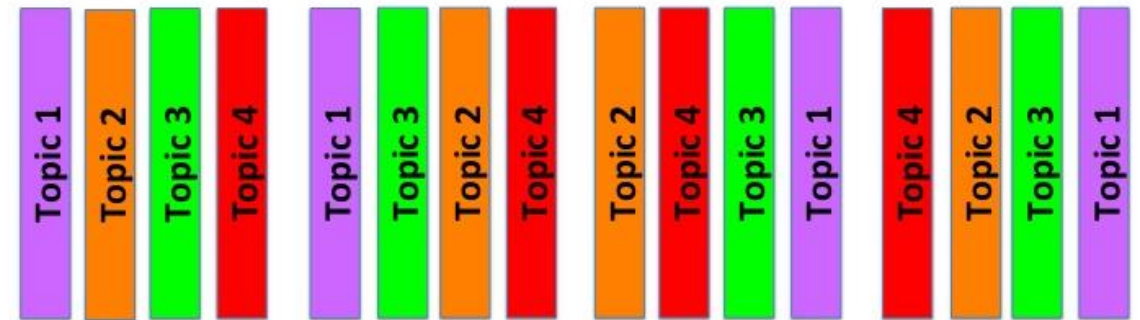
- Spacing is revisiting a topic sometime after first teaching it.
- Throughout a course you should revisit / review topics which were covered last week, last month and all the way back to the start of the course.
- Research has shown that this is effective because it allows for some forgetting time. Retrieving this information is more difficult and so long-term memory in the learner is improved.



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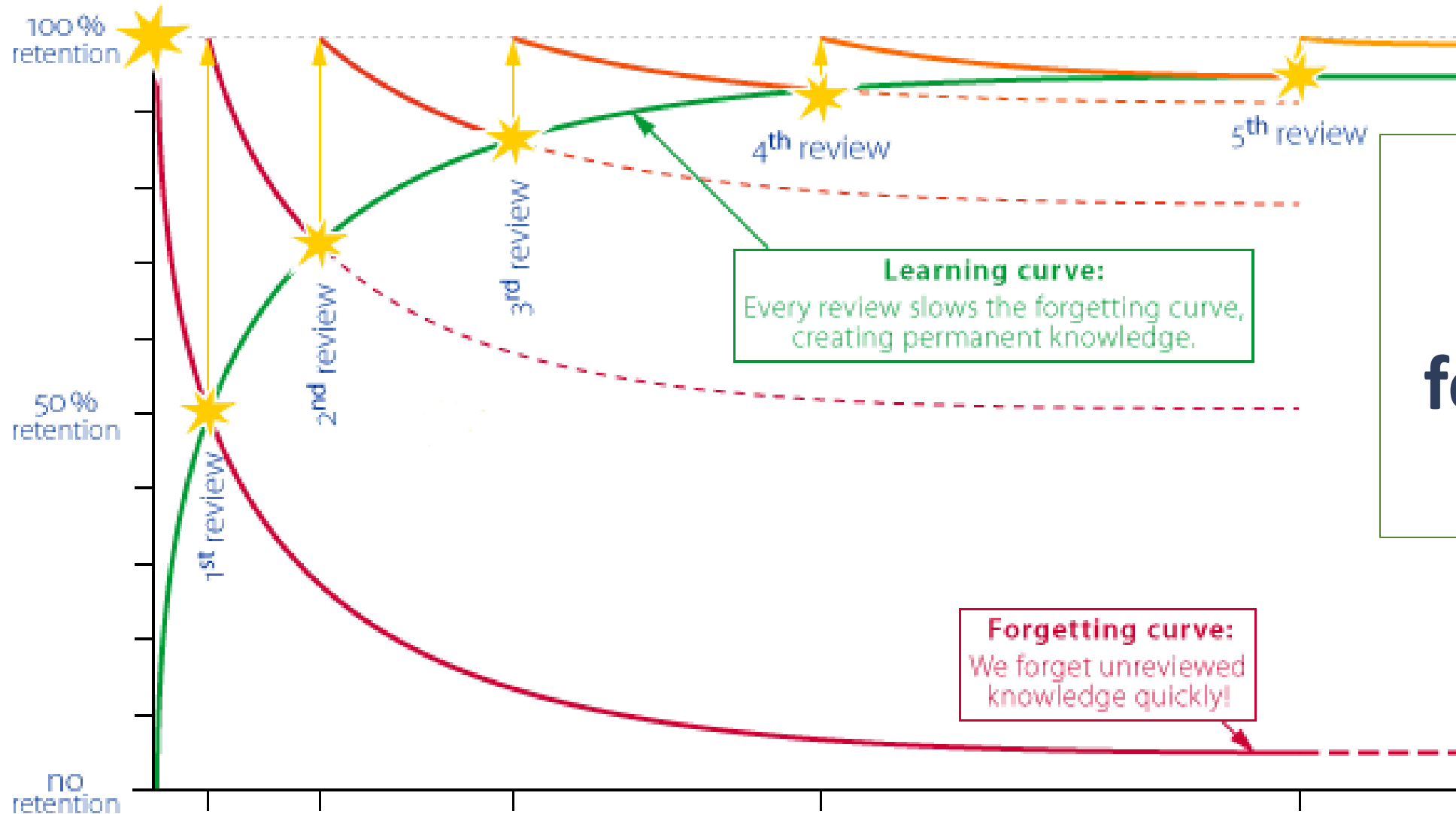
Interleaving

- Interleaving is mixing up lots of different subjects or topics when students undertake independent study.
- Research has shown that students will remember more if they do this rather than studying one topic for a block or time and then another.



Why spaced review works

www.LearnThat.org, a LearnThat Foundation project



**Beating
the
forgetting
curve!**

'Hacking' long-term memory

Look at these numbers for 3 seconds, look away and try to write them down:

601681129166

This exercise will probably have quickly overloaded the capacity of your working memory.

Some people do better at this by '*chunking*'. Instead of trying to remember twelve digits, they remember 601, 681, 129 and 166.

This is still challenging, but 601 takes up less space in **working memory** than 6, 0 and 1 do individually.



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'Hacking' long-term memory

Now here's the same exercise, but as an *expert*:

1066 1812 1966

Easy, isn't it? Not only do you have only three chunks to remember, but each is already a richly constructed **schema**.

The difference between the two exercises is **knowledge**. The first set of numbers meant nothing, so you were a novice, and your **working memory** was quickly overloaded. The second set were rich in meaning (in schema) so you became an **expert**.



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Revision Strategies 'Make it Stick'

Miss Powell

Raising Standards Leader KS4

What do pupils think effective revision is?

- Highlighting
- Re-reading notes
- Cramming
- Making mind-maps/answering past papers NOT from memory



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What is effective revision?

- Retrieval practice
- Spaced practice/interleaving
- Elaboration
- Desirable difficulties



*“Using your memory,
shapes your memory.
Using your memory,
changes your memory.”*

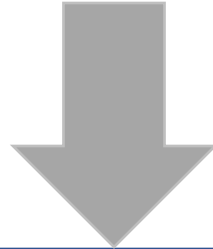
Professor Robert A Bjork



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Stage 1 – Review a topic

- For the first 20 minutes students should utilise any technique they are comfortable with to review the topic.
- Often, they might stop after this and think ‘my revision is done!’. But no, this is just the start of an effective learning technique.



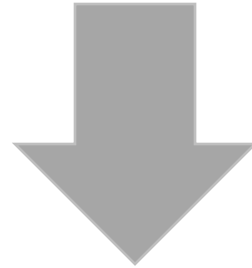
Stage 2 – Transformation task

This is building on Stage 1.

- Here the students need to transform the notes or highlighting that they have from Stage 1 into something different. This could be a mind map, flashcards,

Stage 3 – Practice Testing

With a friend, family member or one of the many websites online that have relevant quizzes –students should test themselves on the area that they have reviewed.



Stage 4 – Exam Questions

Finally, students complete an exam question or questions on the area they have reviewed and mark this themselves using a mark scheme or ask their teacher to mark it.



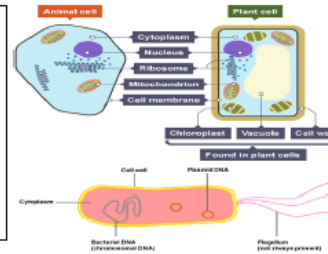
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Knowledge Organisers

- Aids in class and home learning.
- Facilitating more independent learners.
- Revision tool for upcoming tests.

- Cells**
1. Most animal cells have a **nucleus**, **cytoplasm**, **membrane**, **mitochondria** and **ribosomes**.
 2. Plant and algal cells also have a **cell wall** and often have **chloroplasts** and a **permanent vacuole**.
 3. Plant and animal cells are **eukaryotic** cells which have a membrane, cytoplasm and a nucleus.
 4. Bacterial cells are **prokaryotic** cells.
 5. They are smaller than eukaryotic cells and have a cell wall, membrane and cytoplasm, but do not have a nucleus.
 6. Their genetic material is a single loop of **DNA** or several small rings of DNA called **plasmids** in the cytoplasm.



Specialised cell	Function	Adaptations
7. Red blood cell	Carries oxygen.	<ul style="list-style-type: none"> • Large surface area. • Contains haemoglobin. • No nucleus to create more space.
8. White blood cell	Destroys microorganisms.	<ul style="list-style-type: none"> • Irregular shape to get out of blood vessels.
9. Egg cell (ovum)	Join with sperm cell and provide food for new cell formed.	<ul style="list-style-type: none"> • Large • Contains lots of cytoplasm
10. Sperm cell	Reach and join with egg cell.	<ul style="list-style-type: none"> • Long flagellum (tail) for swimming • Enzymes of head to break into egg.
11. Nerve cell	Carry nerve impulses to different parts of the body.	<ul style="list-style-type: none"> • Long • Connections at each end. • Carry electrical signals.
12. Muscle cell	Move the body.	<ul style="list-style-type: none"> • Contain protein fibres that contract. • Large numbers of mitochondria.
13. Ciliated cell	Move mucus.	<ul style="list-style-type: none"> • Thin layer of tiny cilia (moving hairs).
14. Palisade cell	Absorb sunlight for photosynthesis.	<ul style="list-style-type: none"> • Large surface area. • Lots of chloroplasts.
15. Root hair cell	Absorb water and minerals.	<ul style="list-style-type: none"> • Large surface area.
16. Xylem cell	Moves water through the plant.	<ul style="list-style-type: none"> • Made of dead cells. • Thick, strengthened cellulose cell wall. • Hollow lumen.
17. Phloem cell	Moves food through the plant.	<ul style="list-style-type: none"> • Made of living cells. • Connected by sieve plates to form a tube.

- Cell differentiation**
18. Cells **differentiate** to form different types of cells. Animal cells differentiate at an early stage, whereas many plant cells can differentiate throughout life.
 19. Differentiation is the generation of specialised cells which acquire different organelles to enable them to carry out specific functions.
 20. Cells may be **specialised** to carry out a particular function.
 21. **Stem cells** are unspecialised cells that can differentiate to form many different types of cells.
 22. Stem cells from human embryos and adult bone marrow can be cloned and made to differentiate into different cells.
 23. Stem cells may be used to treat paralysis and diabetes in the future.
 24. In therapeutic **cloning an embryo** with the same genes as the patient is produced. Cells from this embryo will not be rejected by the patient.
 25. Risks e.g. transfer of viruses, associated with the use of stem cells in medicine.
 26. Stem cells from **meristems** in plants are used to produce clones quickly and cheaply.

COMPONENT 1 - SECTION A: ADVERTISING

MEDIA LANGUAGE

CODES & CONVENTIONS:

- **Visual codes:** images, photographs, illustrations, text, layout, design, colour, typography, etc.
- **Verbal codes:** headlines, sub-headlines, body text, slogans, etc.
- **Formal codes:** layout, design, colour, typography, etc.
- **Stylistic codes:** layout, design, colour, typography, etc.
- **Technical codes:** layout, design, colour, typography, etc.
- **Contextual codes:** layout, design, colour, typography, etc.

CHALLENGING CONVENTIONS:

- **Visual codes:** images, photographs, illustrations, text, layout, design, colour, typography, etc.
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HISTORICAL CONTEXT:

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CULTURAL CONTEXT:

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REPRESENTATION

REMALE REPRESENTATIONS:

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THEORETICAL APPROACHES:

- **Visual codes:** images, photographs, illustrations, text, layout, design, colour, typography, etc.
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PRODUCT CONTEXT:

- **Visual codes:** images, photographs, illustrations, text, layout, design, colour, typography, etc.
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- **Contextual codes:** layout, design, colour, typography, etc.

POLITICAL & SOCIAL CONTEXT:

- **Visual codes:** images, photographs, illustrations, text, layout, design, colour, typography, etc.
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Knowledge Organisers- Look, Cover, Write, Check

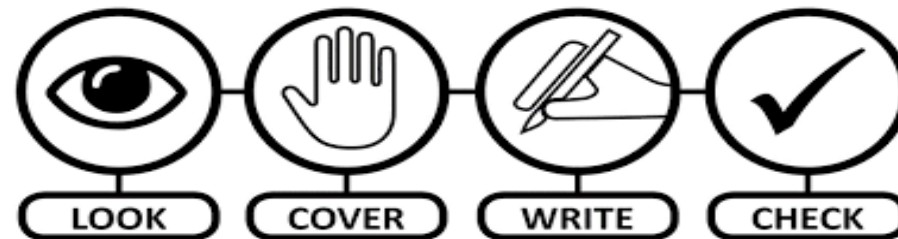
At home Look over a small amount of content in your knowledge organiser.

Cover it up with a sheet of paper.

Write down what you have just read.

Check if you have written down the correct information. Repeat.

- A simple strategy that your child can do independently but a great way to check whether that are starting to remember and recall the “threshold concepts” that they need for that particular subject.
- Helps pupils to become more resilient learners because they are then able to address the misconception for themselves.



Chunking

After chunking: 6 groups, or even 3 categories

C A T A B C I B M X Y Z H E N K F C

Chunking further: grouping by theme

C A T H E N I B M K F C X Y Z A B C

Animals

Companies

Alphabet

Step 1 is remembering the “big picture”

Step 2 is remembering the details under the headings



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Retrieval Practice

What's the name of the final ghost that visits Scrooge?

Type your answer here...

Check

The turkey

- Scrooge asks the boy to run to the poulterers (a poultry) and buy the biggest turkey



ACT 1 - Mr Birling
Mr Birling sees himself as a mentor (he's delusional)
Infantilises men.

ACT 3 - Mr Birling
Mr Birling vents and criticises the younger generation, despite raising it

Insert Title here

Insert text here

Insert text here

Insert title here

Insert text here

Insert text here

Insert text here

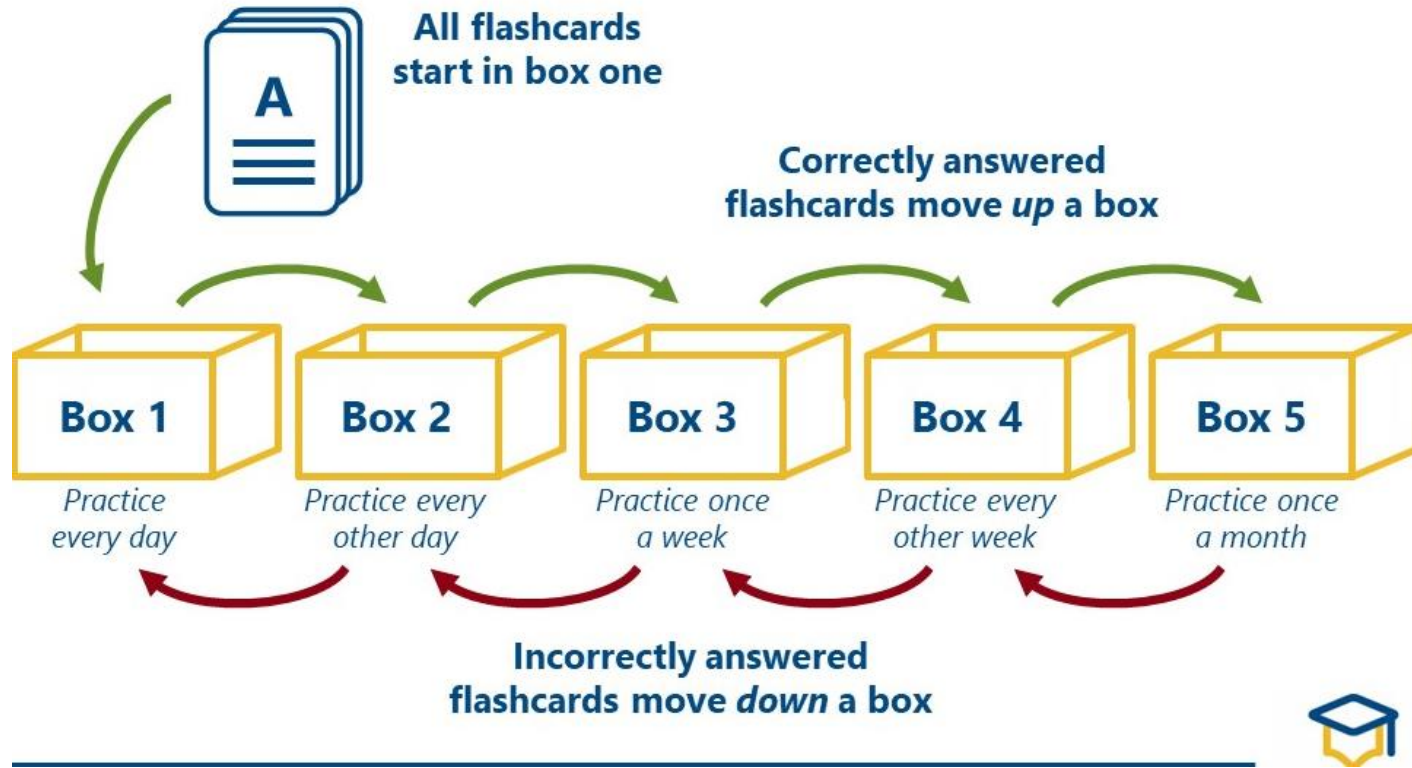
GCSE Revision Questions 2

- Express 140 000 000 in standard form.
- Write $0.001 \times 2\,000\,000$ in standard form.
- Factorise $3x + 6$



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Flashcards



- Retrieve
- Re-order
- Re-shuffle
- One concept and one definition



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Elaboration

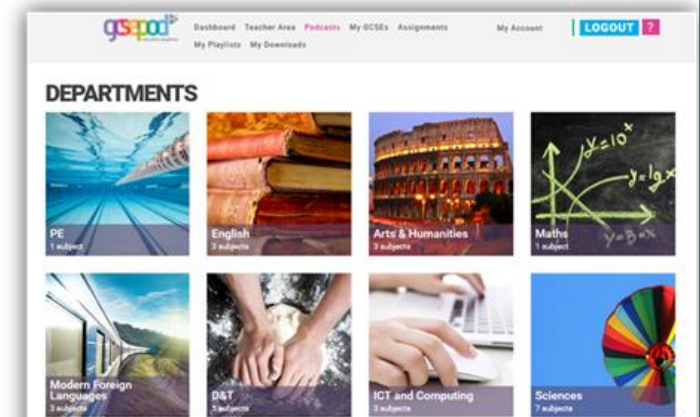
- Put knowledge into a sentence or paragraph asking questions such as 'how', 'when', and 'why' to encourage deeper thinking
- Asking specific questions at home 'what can you tell me about...?', or 'how does this word link to your learning?'
- The knowledge organisers are on the school website to support with this.

GCSE Pod and Online Learning

- Revision via 'podcasts', low stakes assessments, check & challenge, progress tracking.
- Autogenerated 'boost' playlists on areas that have been identified as needing extra learning.
- Data shows students using GCSEPod can achieve 1 additional grade higher in each subject.
- 'Interleaving'- revising different topics or subjects in one session rather than 'blocked learning'- 1 subject per night



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The Importance of Habits and Routines

- **Start small and build up** – reduce distractions and use the 'Make It Stick' timetable.
- **Make it attractive** – 'rewards' at the end of a revision session
- **Make it satisfying** – challenge yourself, track your own progress (different coloured pens to see the progression), tick off lists/timetable.
- **Make it obvious** – Have a revision area, leave revision materials out ready, ensure the environment is clear, uncluttered and comfortable.



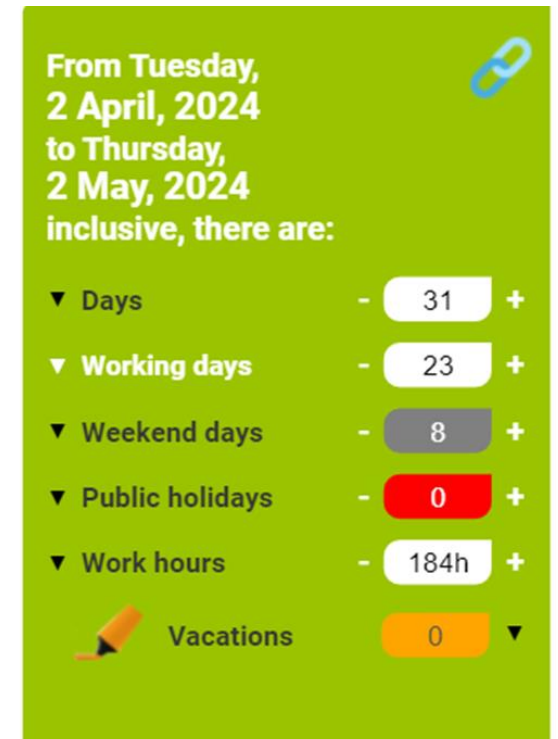
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Make it Stick Opportunities means pupils will gain...

21 hours for core sessions

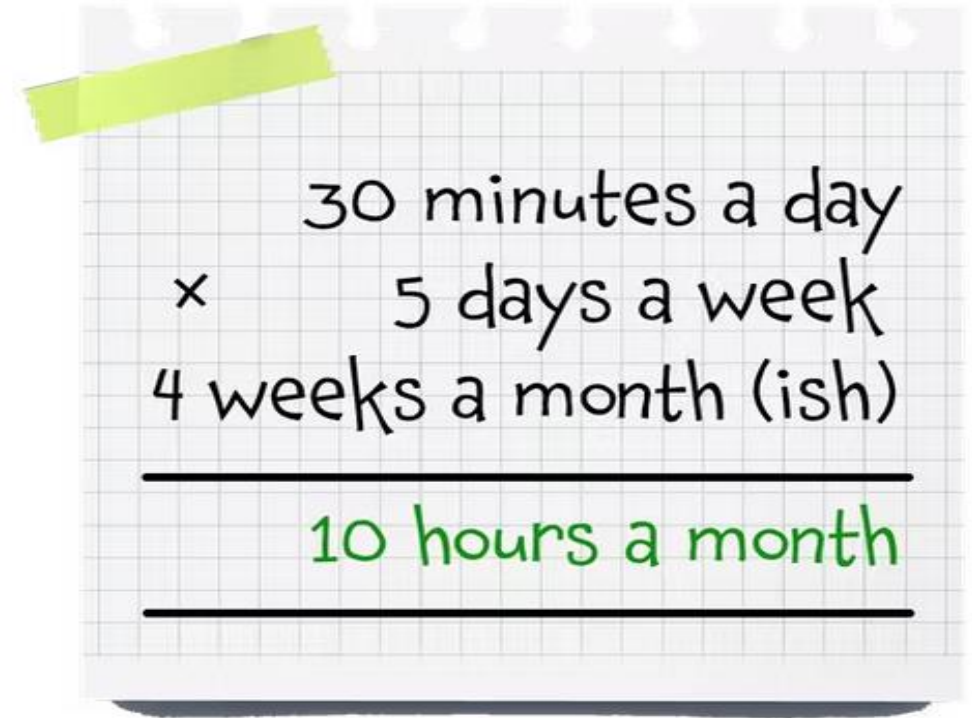
10 and a half hours for non-core sessions

Make It Stick silent room is open **three times a week** for 45 minutes.



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If students start revising now...



30 minutes a day
× 5 days a week
4 weeks a month (ish)

10 hours a month

That's roughly the equivalent of
2 extra school days
of study time each month.

(...and 30 minutes a day is easily manageable!)



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Support for Parents

- First progress reports –26th February 2024
- Parents' Evening – 29th February 2024
- Pastoral Team/Teachers/Everyone!
- Instagram/Twitter/ Website/Email
- ClassCharts Parent App
- Half-termly Year 11 Parent Newsletter/ Bulletin
- Weekly Headteacher Update

January	February	March	April
Su M Tu W Th F Sa	Su M Tu W Th F Sa	Su M Tu W Th F Sa	Su M Tu W Th F Sa
1	1 2 3 4 5	1 2 3 4 5	1 2
2 3 4 5 6 7 8	6 7 8 9 10 11 12	6 7 8 9 10 11 12	3 4 5 6 7 8 9
9 10 11 12 13 14 15	13 14 15 16 17 18 19	13 14 15 16 17 18 19	10 11 12 13 14 15 16
16 17 18 19 20 21 22	20 21 22 23 24 25 26	20 21 22 23 24 25 26	17 18 19 20 21 22 23
23 24 25 26 27 28 29	27 28	27 28 29 30 31	24 25 26 27 28 29 30
30 31			
May	June	July	August
Su M Tu W Th F Sa	Su M Tu W Th F Sa	Su M Tu W Th F Sa	Su M Tu W Th F Sa
1 2 3 4 5 6 7	1 2 3 4	1 2	1 2 3 4 5 6
8 9 10 11 12 13 14	5 6 7 8 9 10 11	3 4 5 6 7 8 9	7 8 9 10 11 12 13
15 16 17 18 19 20 21	12 13 14 15 16 17 18	10 11 12 13 14 15 16	14 15 16 17 18 19 20
22 23 24 25 26 27 28	19 20 21 22 23 24 25	17 18 19 20 21 22 23	21 22 23 24 25 26 27
29 30 31	26 27 28 29 30	24 25 26 27 28 29 30	28 29 30 31
September	October	November	December
Su M Tu W Th F Sa	Su M Tu W Th F Sa	Su M Tu W Th F Sa	Su M Tu W Th F Sa
1 2 3	1	1 2 3 4 5	1 2 3
4 5 6 7 8 9 10	2 3 4 5 6 7 8	6 7 8 9 10 11 12	4 5 6 7 8 9 10
11 12 13 14 15 16 17	9 10 11 12 13 14 15	13 14 15 16 17 18 19	11 12 13 14 15 16 17
18 19 20 21 22 23 24	16 17 18 19 20 21 22	20 21 22 23 24 25 26	18 19 20 21 22 23 24
25 26 27 28 29 30	23 24 25 26 27 28 29	27 28 29 30	25 26 27 28 29 30 31



Any questions after the evening, please email
MHSyear11@consilium-at.com



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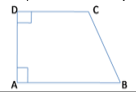
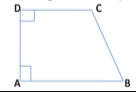
Making it Stick in Maths

Mr Pinches
Director of Maths

Fact: Retrieval practice improves knowledge and retention.

- Reviewing, rereading, and highlighting are not effective study strategies if students do not then follow up on them.
- We recommend frequent, low-stakes quizzes and other activities that require active, effortful recall.
- Make use of the opportunities on offer. Compulsory homework, WTM's, Staple challenge, intervention, papers society, The Moorside Website.

Autumn Term 1a	Retrieval Quiz 1	Year 10 H
These questions all test topics that you have previously met throughout years 7 – 9. Try your best to answer each question fully, showing all working out and making your answer clear. Once you have marked your work, use Hegarty Maths to revise any topics where you have not got full marks or are not feeling very confident. You will be retested on the same topics next week.		
Divisibility Tests		Video 26
N 1. If a number can be divided by 9, then the sum of its digits is divisible by ____		
Square Numbers		Video 99
N 2. Circle all the square numbers 1 2 3 4 5		
Cube Numbers		Video 100
N 3. What is the fifth cube number?		
Addition and Subtraction of Decimals		Video 47
R 4. What is the sum of 2.4 and 3.7?		
Addition and Subtraction of Decimals		Video 47
R 5. What is the difference between 6 and 2.7?		

Autumn Term 1a	Retrieval Quiz 1	Year 10 H
Writing Algebraic Expressions 1		Video 151
A 6. Write the expression that means "Start with n and take 5"		
Writing Algebraic Expressions 1		Video 151
A 7. Write the expression that means "Start with t , double it and add 4"		
Substitution 1		Video 780
A 8. If $x = 12$, find the value of $x - 5$		
Naming Sides and Angles		Video 456
S 9. Which pairs of lines are parallel in the trapezium?  AB and AD AB and BC AB and CD		
Naming Sides and Angles		Video 455
S 10. Which angle in the trapezium could be described as "acute"?  ABC BAD BCD		
Total		
Choose two topics to revise and improve in for next week's retest.		
1.		
2.		

Certain “desirable difficulties” improve learning.

- Students will always seek the path of least resistance. Students will revise topics they are always comfortable with
- Use of QLA’s from mock papers.
- ‘When students struggle with a problem, attempt solutions, fail, and try again, learning is improved. The effort required employing retrieval promotes consolidation — fixing ideas into long-term memory’

Questions	Topic	Score	Sparx Code
1	Solving single inequalities	2 / 2	U759
2	Prime factor decomposition	2 / 2	U739
3	Sharing amounts in a given ratio, Finding fractions and percentages of amounts	2 / 5	U577, U881, U554
4a	Using standard form with negative indices	1 / 1	U534
4b	Using standard form with positive indices	1 / 1	U330
4c	Multiplying and dividing numbers in standard form	0 / 2	U264
5	Angles in polygons	3 / 3	U427
6a	Plotting graphs of quadratic functions	1 / 2	U989
6b	Plotting graphs of quadratic functions	1 / 2	U989
6c	Solving quadratic equations graphically	1 / 2	U601
7	Volume of cuboids, Calculating with density, Writing and simplifying ratios	3 / 3	U786, U910, U687
8	Finding averages from grouped data	0 / 3	U877
9	Finding the surface area of cubes and cuboids	0 / 3	U329
10a	Drawing cumulative frequency graphs	1 / 1	U182
10b	Drawing cumulative frequency graphs	1 / 2	U182
10c	Interpreting cumulative frequency graphs	1 / 1	U642
10d	Interpreting cumulative frequency graphs	1 / 2	U642
11	Calculating with ratios and algebra	1 / 3	U676
12	Converting recurring decimals to fractions	1 / 3	U689
13	Using Pythagoras' theorem in 2D, Finding the area of circles	1 / 3	U385, U950
14a	Estimating gradients of non-linear graphs using tangents	1 / 3	U800
14b	Calculating distances from velocity-time graphs	1 / 1	U611
15a	Geometric proofs with vectors	1 / 2	U560
15b	Solving geometric problems using vectors	1 / 3	U781
16	Tree diagrams for independent events	1 / 4	U558
17	Constructing direct proportion equations, Constructing inverse proportion equations	0 / 4	U407, U138
18	Multiplying mixed numbers, Indices of the form $1/a$, Negative indices	0 / 4	U224, U985, U694
19	Adding and subtracting algebraic fractions, Using the quadratic formula	4 / 4	U685, U665
20	Equations of circles and tangents	0 / 4	U567
21	Finding the area of sectors	3 / 5	U373
Total		36 / 80	



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Sparx

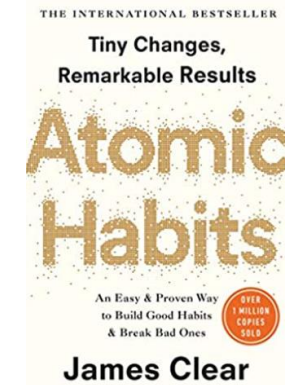
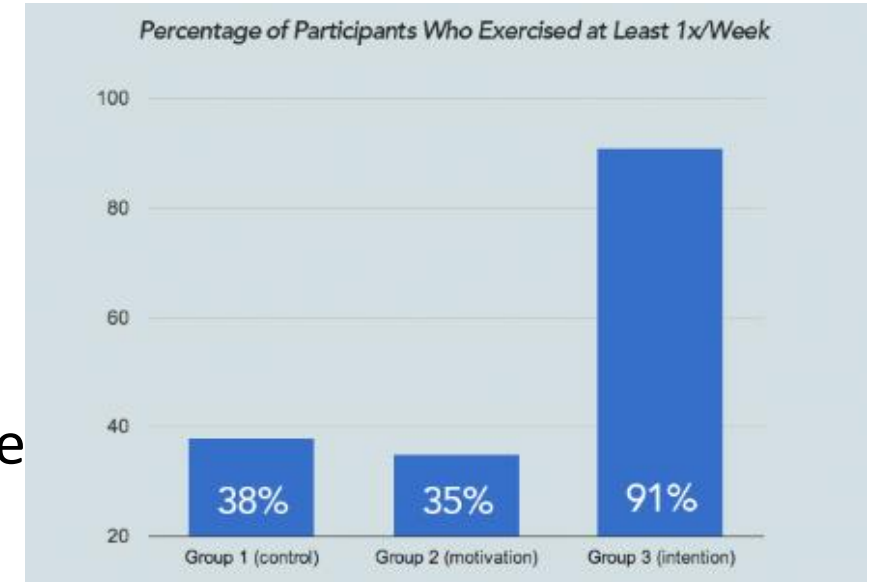


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The Surprising Results: Motivation vs. Intention

How to build an intentional revision schedule.

- Research shows motivation without a plan shows no impact on results.
- You are between two and three times more likely to follow through with a plan if you specify when, where and how you are going to implement it
- Remove 'foggy' statements of intent. 'I'm going to revise tonight'.
- Try – 'I will (BEHAVIOUR), at (TIME), in (LOCATION)'.
- EXAMPLE - I will revise Multiplying Numbers in Standard Form, Sparx code U264, at my revision desk on Tuesday.



An intentional revision timetable.

Interleaved subjects will improve long term memory

Sustainable break days built in

Mon 10/10	Tue 11/10	Wed 12/10	Thu 12/10	Fri 13/10	Sat 14/10	Sun 15/10
1. PE – functions of the skeletal system 2. Computer science – 1 and 2 dimensional arrays 3. Science – Units and prefixes	X	1. Maths – Finding averages from grouped data U877 2. French – Past Tenses 3. English – Inspector calls	1. Maths – Equations of Circles U567 2. Science – Covalent bonds 3. History – Restoration England.	1. Maths – Surds U534 2. English – Motifs in Macbeth	X	1. French - Phrases 2. History – The NHS from retrieval booklet 3. Maths – Tree diagrams U558



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Intentional specific revision. Topic, sub topic and method



Those who adopt a growth mindset are the most effective learners.

Short term goals but not short-termism

- Beware **short-termism**
- *“I just need a grade __ to get into college”*
- *“It’s ok, as long as I get a pass.”*
- Know your long-term goal then set a series of short-term goals to reach this
 - November 2023 – within two grades of target.
 - January 2024 – within one grade of target.

TOP TIPS FOR STUDENTS

- Take charge of your learning.
- Build an intentional revision schedule.
- Accept learning is difficult, then rise to the challenge.
- Make habits of the three keystone strategies;
 - Retrieval of knowledge.
 - Space out the retrieval practice.
 - Interleave your practice.
- Use your teachers, use your QLA's and make use of everything on offer.



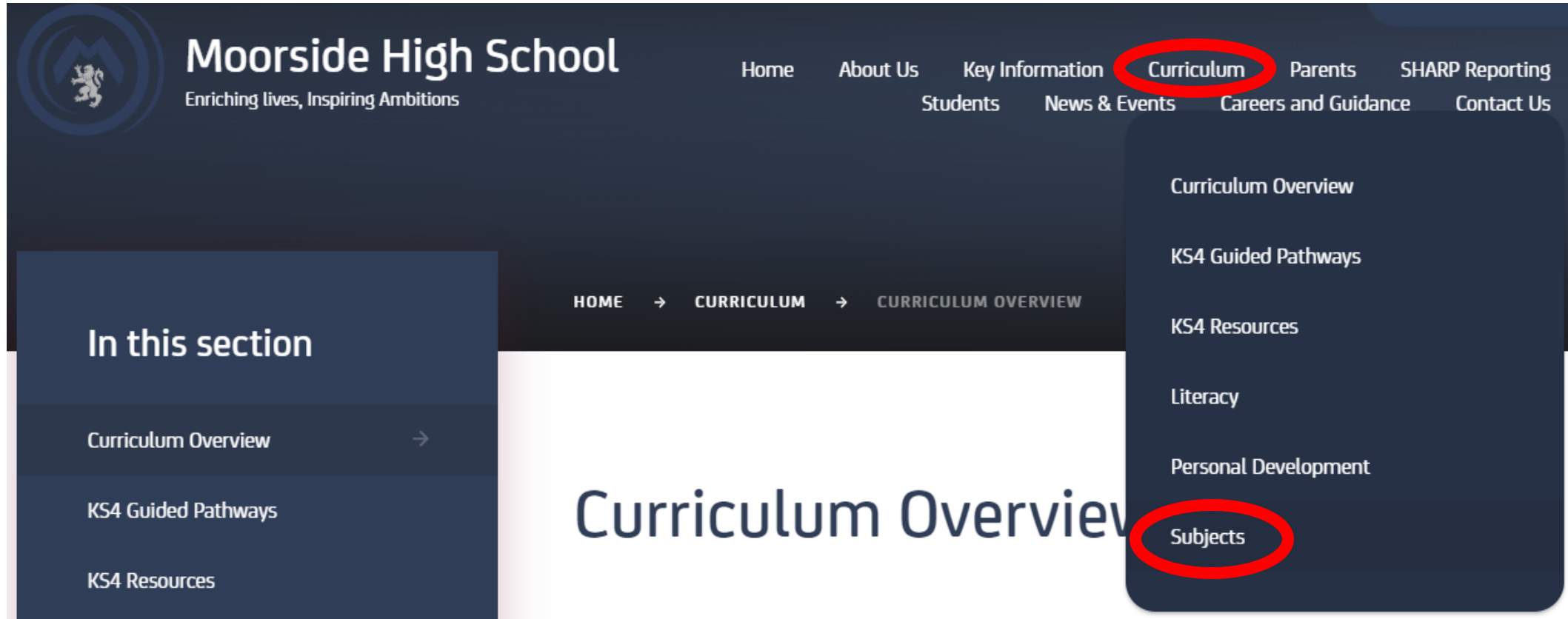
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TIPS FOR PARENTS

- Ask students to talk about what they learned today, push for specifics.
- Use their notes to create low stake quizzes, ask how did you do this? Why did you do this here?
- Encourage retrieval and appropriate difficult challenges rather than rereading and highlighting notes, encourage the use of QLA's, Sparx and past papers.
- Encourage attendance to all intervention sessions.
- Stay in Contact

Useful Resources



The screenshot shows the Moorside High School website. The header includes the school logo and name, "Moorside High School Enriching lives, Inspiring Ambitions". The navigation menu has links for Home, About Us, Key Information, Curriculum (highlighted with a red circle), Parents, SHARP Reporting, Students, News & Events, Careers and Guidance, and Contact Us. A dropdown menu is open under "Curriculum", listing Curriculum Overview, KS4 Guided Pathways, KS4 Resources, Literacy, Personal Development, and Subjects (highlighted with a red circle). On the left, a sidebar titled "In this section" lists Curriculum Overview (with a right arrow), KS4 Guided Pathways, and KS4 Resources. The main content area shows a breadcrumb trail: HOME → CURRICULUM → CURRICULUM OVERVIEW, and the title "Curriculum Overview".



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Useful Resources



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Revision Resources

Year 11 Revision Resources



Revision Checklists:

- [Edexcel Checklist: Foundation](#)
- [Edexcel Checklist: Higher](#)
- [Sparx Maths Checklist: Foundation](#)
- [Sparx Maths Checklist: Higher](#)

Practice Papers:

- [Corbett Maths](#)
- [Maths Genie](#)
- [Revision Maths](#)
- [Pearson](#)

Revision Sites:

- [Corbett Maths](#)
- [Maths Genie](#)
- [Mr. Barton Maths](#)
- [Physics and Maths Tutor](#)

Useful Resources



Topic Mind Maps:

Mindmapmaths GCSE (9-1) Statistics -Probability 1

PDF FILE

Download

Mindmapmaths GCSE (9-1) Ratio - Proportion 1

PDF FILE

Download

Mindmapmaths GCSE (9-1) - Number 1

PDF FILE

Download

Mindmapmaths GCSE (9-1) Geometry 1

PDF FILE

Download

Mindmapmaths GCSE (9-1) Algebra 1

PDF FILE

Download



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Making it Stick in English

Ms Ghelichi
Director of English

Eduqas GCSE English Language

Component 1: 1 hour 35 minutes

Section A (40 marks)

5 questions based on one unseen fiction extract.

Section B (40 marks)

A choice of four narrative writing titles.

Component 2: 2 hours

Section A (40 marks)

6 questions based on two unseen non-fiction extracts.

Section B (40 marks)

Two persuasive writing tasks.



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Eduqas GCSE English Literature

Component 1: 2 hours

Section A (15 marks + 25 marks)

Macbeth

Section B (15 marks + 25 marks)

Anthology poetry

Component 2: 2 hours 30 minutes

Section A (40 marks)

An Inspector Calls

Section B (40 marks)

A Christmas Carol

Section C (15 marks + 25 marks)

Unseen poetry



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What students think 'good' revision looks like in English...

- Memorising quotes for English Literature – this is important but only forms part of a good revision strategy.
- Re-reading information.
- Re-visiting what they enjoy or feel comfortable with.



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What effective revision looks like in English....

English Language

- Past exam papers.
- Essay writing.
- Having a bank of vocabulary that can be manipulated for different purposes.
- Developing a character that can be 'dropped' into any situation.

English Literature

Understanding the plot

Identifying links between different texts, themes and ideas.

Read!

Read!

Read!

Macbeth

Violence



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How can you support your child?

Help them identify areas they need to improve.

- Students will often focus on areas they feel confident in.
- Often the more challenging texts (Macbeth) are left until the last minute.

Monitor your child's homework on Seneca.

- You can view how long your child has spent on their homework.
- You can view homework your child has completed.
- You can view the percentage of correct answers they have achieved.

<https://senecalearning.com/en-GB/parents>

'Book talk' - question your child about the texts they are studying.

- Why is X character important?
- What are the most important parts of the text?
- What is the writer trying to convey?

Consider how your child uses AI (Chat GPT).

- Do they use AI software to help them write their essays or are they using AI software to write their essays?



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Making it Stick in Science

Mr Deva
Director of Science

What is on each paper?

	Biology	Chemistry	Physics
Paper 1 – Nov Mock	Cell Biology; Organisation; Infection and response; and Bioenergetics.	Atomic structure and the periodic table; Bonding, structure, and the properties of matter; Quantitative chemistry; Chemical changes; and Energy changes.	Energy; Electricity; Particle model of matter; and Atomic structure
Paper 2 – Jan Mock	Homeostasis and response; Inheritance, variation and evolution; and Ecology	The rate and extent of chemical change; Organic chemistry; Chemical analysis; Chemistry of the atmosphere; and Using resources.	Forces; Waves; and Magnetism and electromagnetism Triple: Space



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Revision in Science – Recall is king!

Reactions of Metals	
1. What name is given to a list of metals ordered by their reactivity?	The reactivity series
2. In terms of electrons, what makes some metals more reactive than others?	They lose their outer shell electrons more easily
3. What is an ore?	A naturally occurring rock containing metal compounds
4. What is the result of an oxidation reaction?	Addition of oxygen, loss of electrons
5. What is the result of a reduction reaction?	Removal of oxygen, gain of electrons
6. How are metals less reactive than carbon extracted from their ores?	Reduction with carbon
7. How are metals more reactive than carbon extracted from their ores?	Electrolysis
8. What is a displacement reaction?	When a more reactive metal knocks out a less reactive metal from its compound
Acids and Alkalis	
9. What is the pH range for acids?	1-6
10. What is the pH range for alkalis?	8-14
11. What pH range is neutral?	7
12. In terms of H^+ ions, what is an acid?	A substance that releases H^+ ions when dissolved in water
13. How do you measure the pH of a substance?	Universal indicator or pH probe
14. Why can't you use universal indicator to do a titration	It is not used in titration because they have different pH ranges

15. What is a strong acid?	An acid where the molecules completely ionise in water
16. What is an alkali?	A substance that dissolves in water to form a solution above pH 7
17. What is a neutralisation reaction?	A reaction between an acid and a

Salt		
18. What is a weak acid?	22. What is a salt?	A compound formed when a metal ion takes the place of a hydrogen ion in an acid
19. What is an alkaline solution?	23. What is the salt produced in a reaction involving hydrochloric acid?	Chloride
20. What is a neutralisation reaction?	24. What is the salt produced in a reaction involving nitric acid?	Nitrate
21. What is the ion produced in a neutralisation?	25. What is the salt produced in a reaction involving sulfuric acid?	Sulfate
	26. How can you obtain a solid salt from a solution?	Crystallisation
	27. When an acid reacts with a metal, which species is oxidised?	Metal
	28. When an acid reacts with a metal, which species is reduced?	Hydrogen



The difficulty when revising Science

- 28 individual pieces of knowledge (facts) for one unit of work
- They have will be assessed on 13 units worth of work for paper 1!
- That's approximately 299 individual facts to learn...for just paper 1!
- Without recall there is no application

Quizzing is key

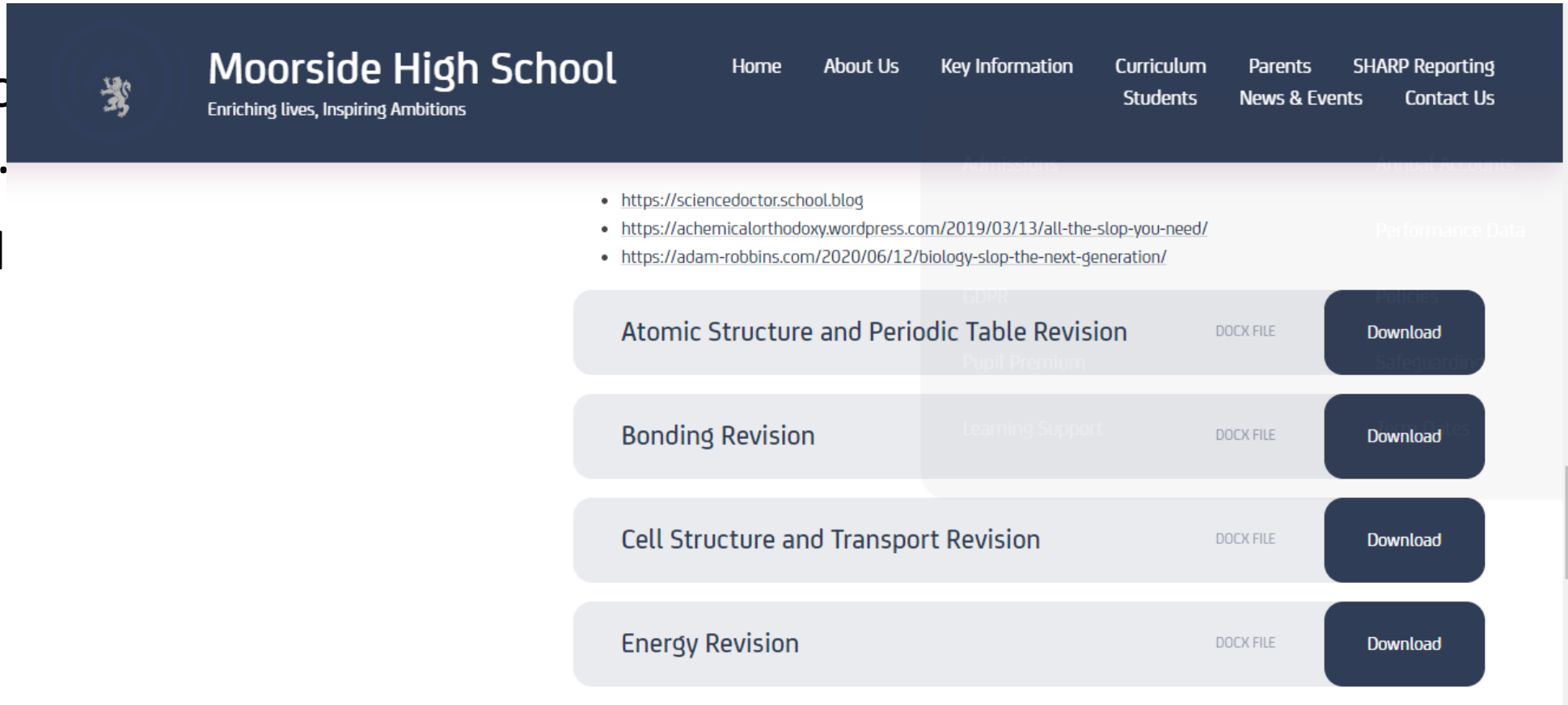
- Fold the KO's
- Pupils create their own quizzes with answers.
- Give them to people at home – breakfast quiz, car quiz, bus quiz.
- Use the carousel study packs!
- MAKE SURE THEY DO THEIR HOMEWORK....
- PROPERLY



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Beyond recall

- Explanation of....but....
- Practice q



The screenshot shows the Moorside High School website. The header includes the school's name, motto 'Enriching lives, Inspiring Ambitions', and navigation links: Home, About Us, Key Information, Curriculum Students, Parents News & Events, and SHARP Reporting Contact Us. The main content area features a list of science topics with download links for revision documents. The topics listed are Atomic Structure and Periodic Table Revision, Bonding Revision, Cell Structure and Transport Revision, and Energy Revision. Each topic has a 'Download' button and a 'DOCX FILE' label. There are also links to external resources like 'https://sciencedoctor.school.blog' and 'https://achemicalorthodoxy.wordpress.com/2019/03/13/all-the-slop-you-need/'.

Topic	File Type	Action
Atomic Structure and Periodic Table Revision	DOCX FILE	Download
Bonding Revision	DOCX FILE	Download
Cell Structure and Transport Revision	DOCX FILE	Download
Energy Revision	DOCX FILE	Download



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Curriculum -> Subjects -> Science



Key Dates

- Parents' Session 'Make It Stick' Evening – 2nd November 2023
- IThrive Managing Exam Stress sessions for students – 12th December 2023
- Mock Exams 10th January – 26th January 2024
- Mock exam results assembly for students - 15th February 2024
- First progress reports – 26th February 2024
- Parents' Evening – 29th February 2024
- External Exams – 9th May – 19th June 2024
- Year 11 Prom – 20th June 2024 (TBC)

January							February							March							April									
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							30	31																						



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**Any questions after the evening, please email
MHSyear11@consilium-at.com**





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Thank- you for your
continued support

Have a safe journey
home.

C

onsideration

Considerate about ourselves, others,
and our community.

A

spiration

Aspire to be the very best in all
that we do.

R

esilience

Work hard and never give up.
Seek help and help others.

E

quality

Value diversity and tackle
discrimination.



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#We are Team Moorside



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