

Prepare to Perform.

What is 'Prepare to Perform?'

- A toolkit to help you and your child control different aspects of their life to help them perform better when it comes to exam time.
- It will give you strategies to support them to focus, set themselves a plan and work towards being prepared in the best possible way.



How is the program being delivered?

Through a series of assemblies and workshops in school with students.

Information sent home for families at key times.

Information / workshop evenings for families.



Y 10		Y 11	
	Activity		Activity
Autumn term	Power to perform introduction / celebrating y 9. Subject evening.	Autumn term	Subject evening. Making the most of year 11.
Spring term	Maths and English GCSE skills workshops.	Spring term	Subject evening. Preparation for exams evening, practically and academically.
Summer term	How to support with revision workshop as a preparation for the y10 Mocks.	Summer term	Sixth form information evening.

As a year group they are doing really well!

- **They are averaging just over a grade above their MEG.**
- **They are averaging a 6 in their predicted grades.**
- **93% of them are projected a 4 or above in English.**
- **86% of them are achieving a 4 or above in Maths.**
- **Average effort is a 4.**

Generally completes all classwork and homework to the best of their ability. Usually brings the correct equipment, is punctual and engaged throughout the majority of lessons, and typically demonstrates perseverance in their work and can work independently

Does effort matter?

- Sometimes we hear students say that they think that their attitude doesn't matter, just the grades that they achieve at the end of year 11.
- However as adults we know that effort is the precursor to success and that a positive attitude is as important as academic ability.
- That's why **the students' attitude to learning matters**. It matters **as much as** **their academic achievement**.



How can you support us to develop a good learning attitude in your children?

- 1. By supporting your child to develop good learning habits.**
- 2. Role modeling resilience.**
- 3. Supporting your children to review learning.**

**Supporting your child to
develop good learning
habits.**





‘Inside the mind of a
master procrastinator.’

Tim Urban

Support them to develop the habit of goal setting

- **Encourage** them to write down their weekly half, termly and termly goals. Keep their goals visible – e.g. printed and displayed on their bedroom wall.
- Help them create a clear target that is inspirational but realistic and talk about how to achieve it with them.
- **Help focus** them and talk to them about their goals regularly.
- Give **positive reinforcement**.
- **Connect** with them about **‘why’** and **‘what’** they want to achieve, rather than what you want them to achieve.



Support them to develop healthy sleep habits.

- Young people need between 8 – 9 hours sleep per night.
- Help your child create a relaxing evening routine.
- Make sure they don't eat too late at night as this can impact their sleep.
- Make sure they don't work or revise too late before going to bed.
- Encourage them to switch off from social media / technology at least an hour before bedtime.

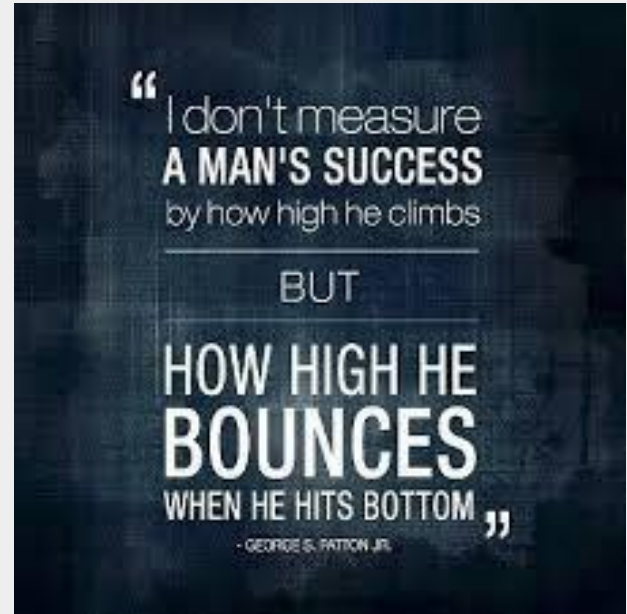


Support them to develop habits to Staying Calm and focused.

- Set a good example by staying calm yourself.
- Create a relaxing environment for your child.
- Help them plan out coping strategies to deal with their stress.
- Give them positive distractions away from studying.
- Help them understand their stress & to focus on controlling the controllables.
- Promote a balance of their academic studies & other activities during the week .



**Role modeling
resilience.**





Support them to develop resilience through the use of positive language.

“I was always rubbish at maths”

- How will you handle that?
- Would you like to practice your response with me ahead of time?
- How can you take care of that?
- How do you feel about that?
- What do you think you should do about that?
- I have faith in you. I'm sure you can handle it.
- Wow, that sounds challenging.
- It looks like you're working really hard on that.
- Go as far as you can, let's see where you get stuck.
- Do as much as you can and I'll help with the parts you can't do on your own.



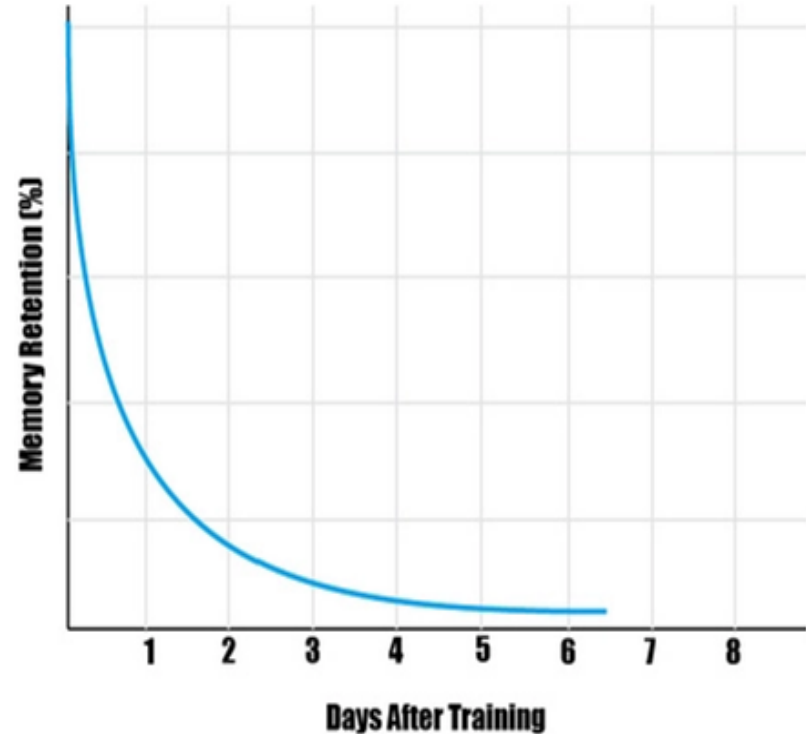
**Supporting your children
to review learning.**

DON'T
STOP
UNTIL
YOU'RE
PROUD

As soon as students
leave a lesson, they
forget over half of their
learning from that lesson!

The forgetting curve

The forgetting curve describes the rate at which something is forgotten after it is initially learned. The idea is over 100 years old. It originates in the late 19th century, with German psychologist Hermann Ebbinghaus, who was among the first scientists to perform experiments to understand how memory works.



How to counter the forgetting curve.

'Cramming' knowledge does not work.

Effective learning and remembering takes place over a period of time.

Work with your child to practise testing them on different topics and to help them complete exam questions. Remind your child that, five hours of time, spent in smaller chunks and spaced periodically, is a far more effective way to learn something than five hours spent the night before.



How to counter the forgetting curve.

Help and encourage your child to review information from their lessons as they go along because this will help improve their retention, adding knowledge to their long-term memory. Help them get into a routine which works for them.

Build in revision time from the start of courses, don't look at it as a last minute strategy.

- Short bursts of revision are more effective than long sessions so encourage your child to mix topics up and do little and often as quality is better than quantity. Encourage them to take regular breaks in their revision and not to focus on the same topic for a whole day!

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