HOULTON SCHOOL

Independent Learning and Study Skills Evening

‘Supporting your child to be the best they can be’

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Vice Principal Buckenham

Character and LORIC Curriculum

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The Dream

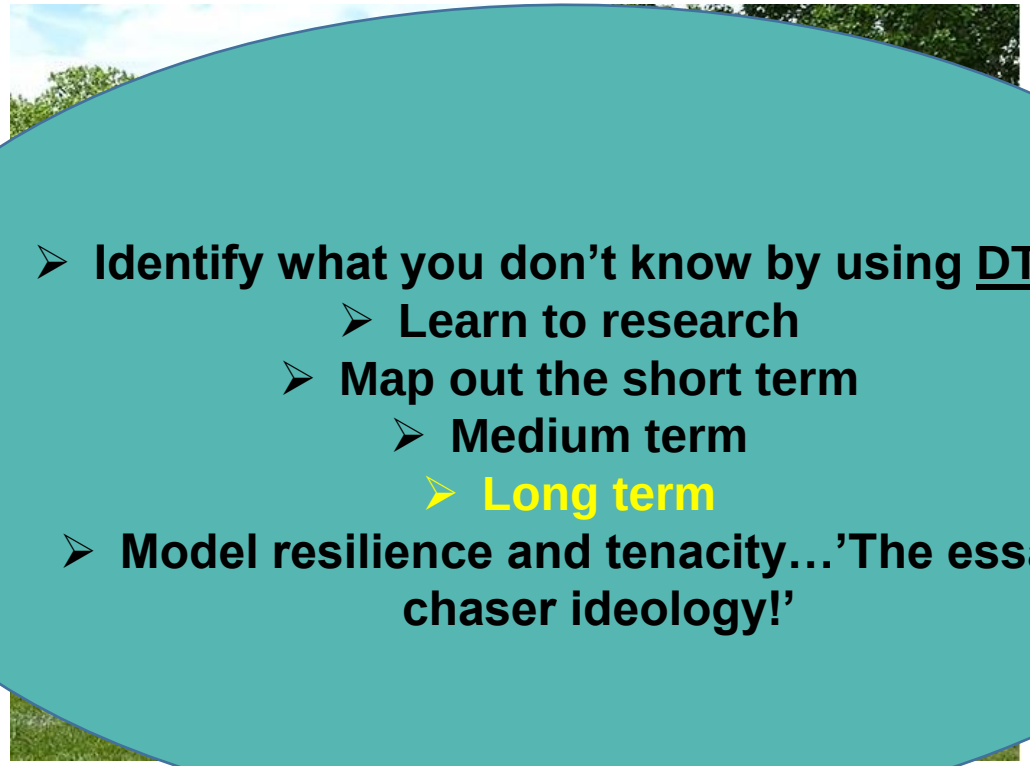

The Reality…


istudy

Embedding Key Learning

	I ntify the gaps	S Set measurable goals and targets	T Try new methods	U Undertake extended work	D Do review	Y Yes to test!
	Look at your last HW task and identify three things you could do to improve.	Set one measurable target to challenge yourself above and beyond what you have been set for HW.	Try a mnemonic or Loci method to help you remember something. Your Tutor will show you how to do this.	Ask another pupil or a teacher to give you a one minute speed teach of a question you find hard.	Re – write a summary from your lesson either in six bullet points or six pictures. Pick out only the key points.	Team teach: Tell a friend what you know and get them to ask you questions on what they don't understand.
	EBI's t piece of work you got back if you yourself one more EBI to complete.	Make a weekly plan where you allocate an appropriate amount of time for each subjects HW. Don't forget to put in things you do for fun!	Find an online resource that you have not used before.	Find out a new fact on a subject of your choice and write it in the back of your book under 'new knowledge'.	Spend 10 minutes reading through what you have done in class.	Practice your writing stamina. Aim to write as many words as you can in 15 minutes on a topic of your choice. Does it make sense? Could you improve it?
Wednesday	Check your class work from one of your lessons against the persons sitting next to you, have you got enough detail / missed anything?	Identify one thing you can't do and write down three things that will help you tackle this.	Use either mind mapping or chunking to revise a lesson you have done this week.	Read a news article. Pull out one thing that could help you in one of your subjects and explain why.	Re read a HW answer before you hand it in. Add three points in a different colour to make it better.	Practice planning an answer or a short story before you write it. Have a think about what makes a good plan?
Thursday	Ask at least one question either on something you don't understand or something you want to know more about to a teacher or a study buddy.	Aim to get two consecutive R points for outstanding pieces of work.	Summarise one section from one of your lessons using pictures or symbols and not words.	Visit the CFC and find three things that will help support your learning this week.	Go back over a HW task and identify where you missed out information and add it in using a different colour pen.	Re- do a piece of work that you are not happy with or ask your teacher for an extension task.
	Add in three pieces of missing owledge or detail to your otes.	Work in silence for at least 10 minutes and then summarise in 20 words or less what you have done in that time.	Write / design a song / rhyme or game with your friends to help you learn one new thing this week.	Use the internet to find out what someone else thinks about a topic you are studying. Why do they think that? Do you agree?	Check through one of your class books and correct any errors you can see.	Learn to spell three new words ad ask your tutor to test you.

Helping pupils set effective goals



- Identify what you don't know by using <u>DTTR</u>
- Learn to research
- Map out the short term
- Medium term
- Long term
- Model resilience and tenacity…'The essay chaser ideology!'

Using a homework TT style that works using the Elevate Education research

- What are the common mistakes pupils tend to make?
- Why do so few pupils stick to them?
- What is actually the most important thing in a homework timetable?
- How can parents / carers help?
- What part does homework play in the curriculum and how is this preparing pupils for the rigour of KS4?

Practical ideas for independent study

- Set aside one hour or more a week at home for your child to do purely for stretch and challenge activities. Use a **variety** of sources to delve deeper into the Big Questions from lessons.
- Encourage your child to see Miss Fleck in the library or any of the teachers, they can show pupils how to research properly on the web and can help source valuable reading.
- Encourage your child to use a RAG technique in stretch and challenge work, always thinking about ***reliability, validity and credibility.***
- Create PLC's at home and use them to check off what your child knows.
- Question booklets – encourage your child to build thier own and spend a few minutes a week doing non homework tasks.

Practical ideas for parents / carers to support independent learning at home

- ‘Corner’ libraries – broadsheets, journals, books
- Lecture nights with study buddies at home? Or lecture lunches in school?
- The value of parents – they are a captive audience!
- The importance of rewards
- PLC’s – how can parents help pupils use them?
- WTM, parent style

Continued…

- Learning outside the classroom – where can you go with your family that will support your learning? What can you watch? Who can you talk to?
- Local libraries, museums, exhibitions
- Journals / magazine subscriptions
- American style study groups – the best way to learn is to teach…
- Complete a MOOC - ***Why not!!!***

What are the barriers to pupils getting the top grades?

- Coasting
- Anxiety
- Lack of relationships
- Pupils are not always proactive or don't know how to be
- Time management
- Procrastination
- Lack of direction
- Western affluence…. plays a huge part in underperformance at school

Tackling anxiety

This is a huge issue made worse by technology, Social Media and societal pressures. We have to teach pupils to manage this to enable them to build their resilience before they can be truly independent.

As parents/carers, be mindful of the dangers / distraction of Social Media and be aware of what your child is accessing.

Things that can help

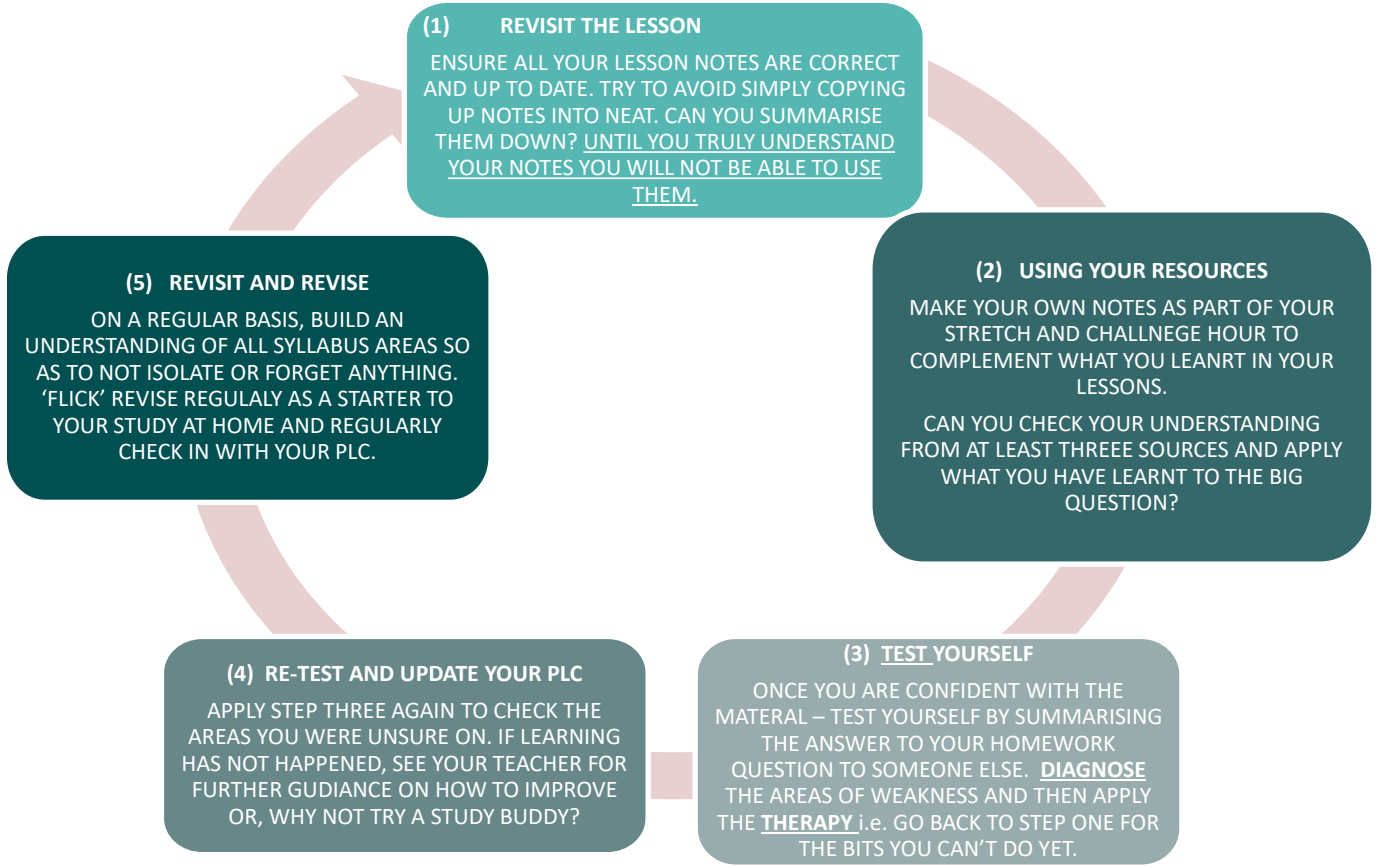
- Organisation
- Mindfulness
- Mind Chi
- Using standard deviation models to help pupils be aspirational
- Support in school inc.. High quality CIEAG
- Support at home
- Seeing the bigger picture
- Phone detox time

The Cycle of Independent Learning

What is it?

- Simple principles = more progress
- Independent learning in a nutshell
- This will be introduced to pupils this term and will be sent to parents/carers
- Please encourage pupils to use this to support them in reflecting on their home learning and understanding how to fill in gaps in their own knowledge.

CYCLE OF INDEPENDENT LEARNING



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1) REVISIT THE LESSON

ENSURE ALL YOUR LESSON NOTES ARE CORRECT AND UP TO DATE. TRY TO AVOID SIMPLY COPYING UP NOTES INTO NEAT. CAN YOU SUMMARISE THEM INTO KEY HEADINGS? UNTIL YOU TRULY UNDERSTAND YOUR NOTES YOU WILL NOT BE ABLE TO USE THEM EFFECTIVELY.

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(2) USING YOUR RESOURCES

MAKE YOUR OWN NOTES AS PART OF YOUR STRETCH AND CHALLNEGE HOUR TO COMPLEMENT WHAT YOU HAVE LEANRT IN YOUR LESSONS.

CAN YOU CHECK YOUR UNDERSTANDING FROM AT LEAST THREE SOURCES AND APPLY WHAT YOU HAVE LEARNT TO THE BIG QUESTION?

Top Tip: Choose a different subject each week to focus on for your stretch and challenge hour

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(3) TEST YOURSELF

ONCE YOU ARE CONFIDENT WITH THE MATERIAL – TEST YOURSELF BY SUMMARISING THE ANSWER TO YOUR HOMEWORK QUESTION TO SOMEONE ELSE. **DIAGNOSE** THE AREAS OF WEAKNESS AND THEN APPLY THE **THERAPY** i.e. GO BACK TO STEP ONE FOR THE BITS YOU CAN'T DO YET.

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(4) RE-TEST AND UPDATE YOUR PLC

APPLY STEP THREE AGAIN TO CHECK THE AREAS YOU WERE UNSURE ON. IF LEARNING HAS NOT HAPPENED, SEE YOUR TEACHER FOR HELP ON HOW TO IMPROVE OR, WHY NOT TRY A STUDY BUDDY?

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(5) REVISIT AND REVISE

ON A REGULAR BASIS, BUILD AN UNDERSTANDING OF ALL TOPICS COVERED SO AS TO NOT ISOLATE OR FORGET ANYTHING. ‘FLICK’ REVISE REGULALY AS A STARTER TO YOUR STUDY AT HOME AND REGULARLY CHECK IN WITH YOUR PLC.

Top Tip: Try at least one istudy habit per week…

Character, Culture, Currency

We all want the same thing

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Jasmine Etheridge
Head of Faculty:
Mathematics and Numeracy

Supporting Your Child with Maths

I say Maths, you say…

"Maths scares me."

"I can't do maths."

"Maths has changed since I was at school."

"I don't even use maths!"

“Maths Scares Me”

This is a genuine emotion towards maths and it shouldn’t be ignored.

It can stem from ‘Mathematical Anxiety’ and can cause physical reactions when a person is exposed to mathematics.

It can be present in both adults and children but there is evidence to suggest that if an adult is mathematical anxious it can effect the pupils they interact with.

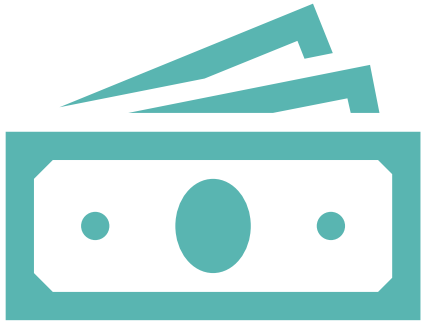
Growth zone diagram (based on Lee and Johnston-Wilder, 2017).

“I can’t do Maths”

You are a success in your child’s eye.

When you say you can’t do maths you let your child know that you can be successful without doing maths.

It is OK to find maths challenging it shows that you have had to work at something and that you value maths enough to put effort into it.



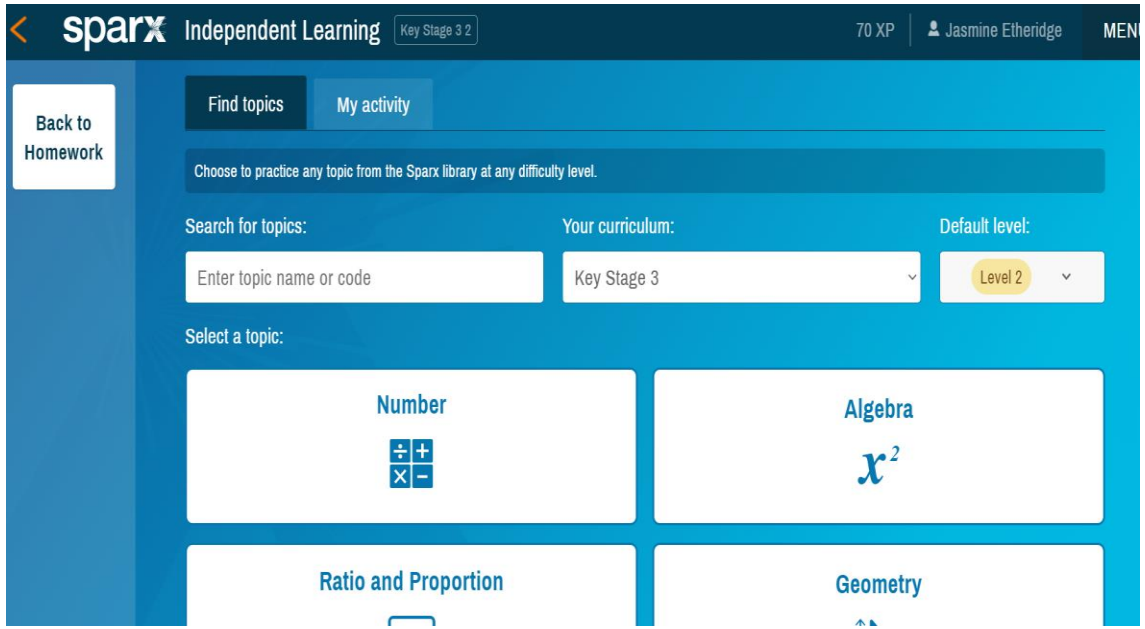
“Maths has changed since I was at school.”

I promise you it hasn’t. Maths is maths. In primary school there can be a lot of focus on a particular method.

In secondary school, we don’t mind what method a pupil uses and we show them a variety for them to pick what works best. You can show them methods to, or if you are unsure of a method feel free to use Sparx.

Asking your child to explain the method, or their thinking is equally valuable.

You can use manipulatives. We always aim to go from the concrete to the abstract.



Independent Learning on Sparx

“I don’t even use maths!”

You use maths every day.

You probably just don’t think it counts.

You deal with bills, shopping, exchange rates, interest rates, cooking measurements, time planning.

- Share bills with them.
- Show interest rates
- Get them to estimate the shopping.
- Ask them to tell you the time.
- Get them measuring in the kitchen.
- Convert units.
- Ask them to budget.
- Recite times tables.
- Timetables for buses and trains.
- Planning journeys.

I say Maths, you say…

Maths can be scary but be aware that fears can be passed on. Try and be positive.

Yes you can. You are a success! Show them that you needed some maths.

All methods count at secondary and if you are unsure you can use our online resources.

You use maths every day and you can share this with your child.

Useful Reading and Websites

BBC Bitesize	Sparx	Worked Examples	Corbett Maths
Why Bother?	Mathsbot	M4ths.com	Google Classroom

I say Maths, you say…

"Maths scares me."

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"I don't even use maths!"

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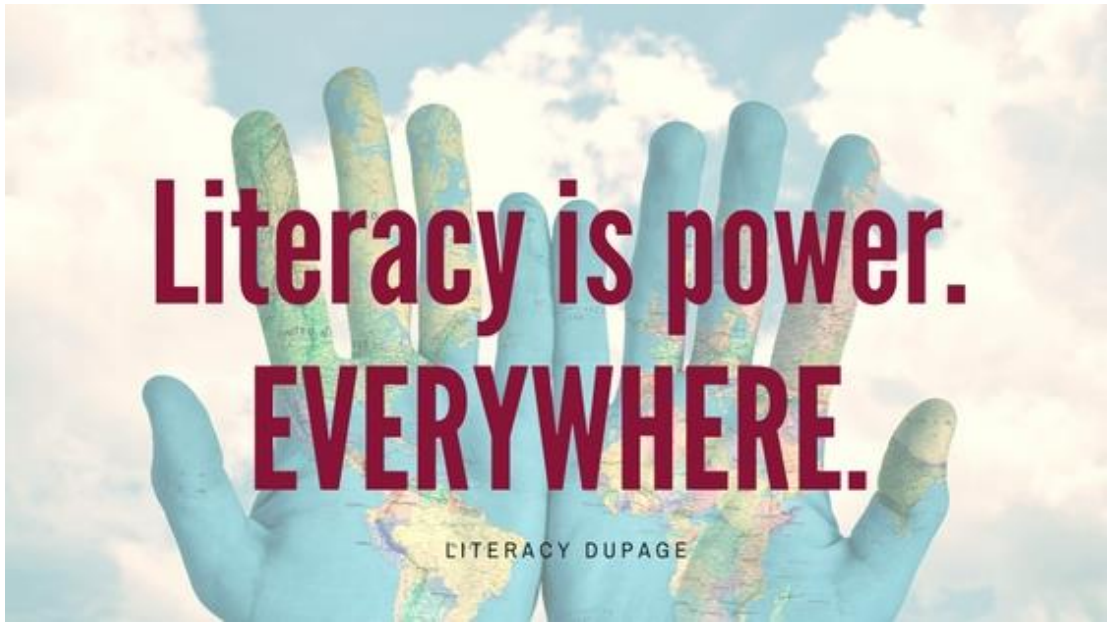
Supporting Literacy at Home

Sian Warde: Head of Faculty English and Literacy

What is ‘literacy’?

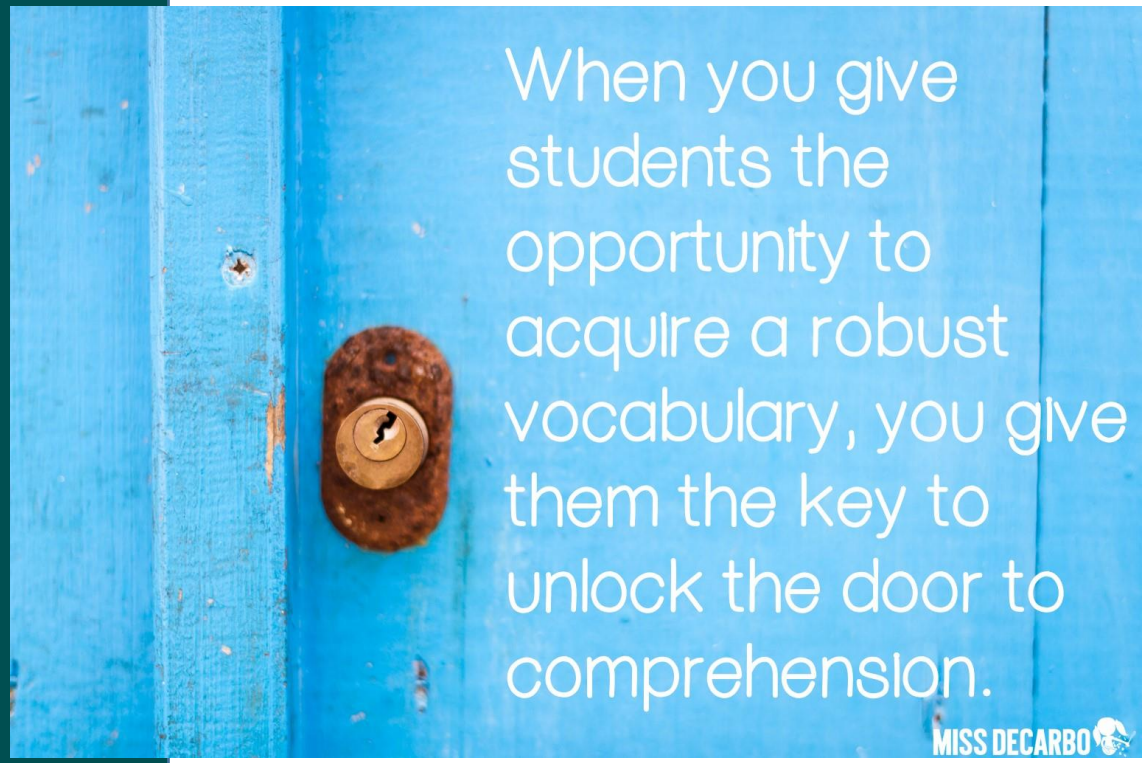


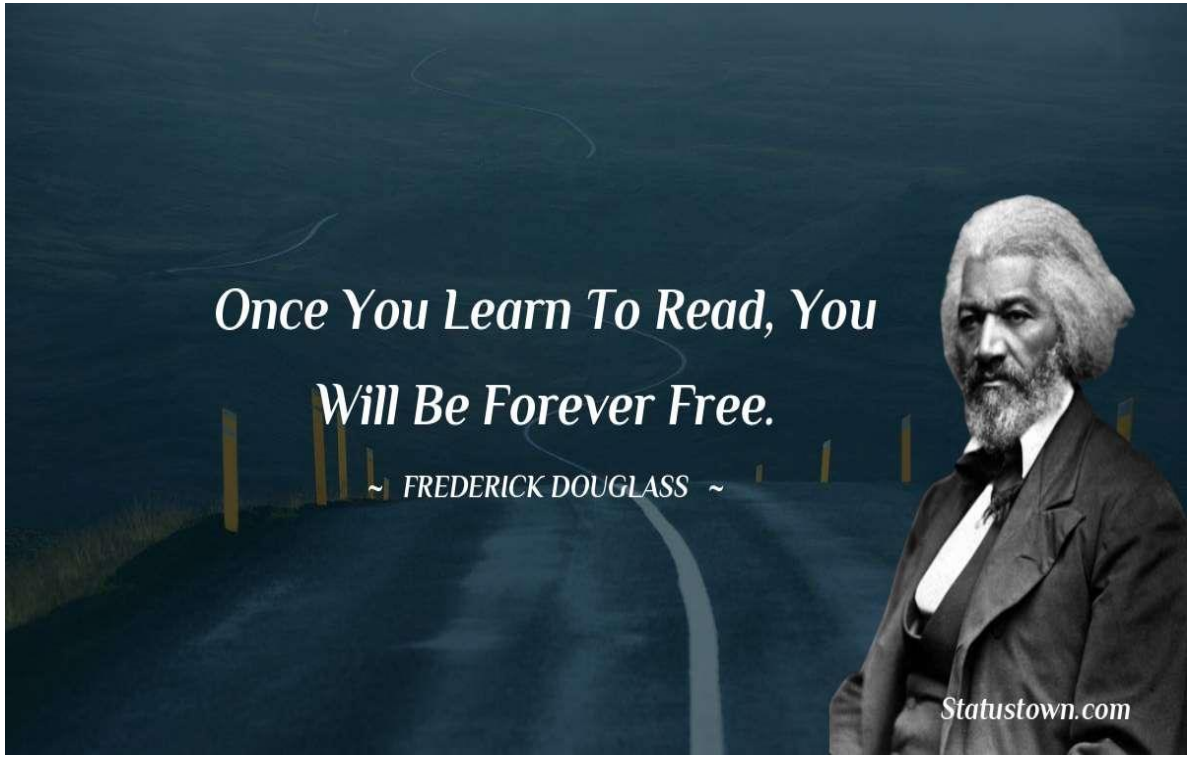
5 strands of literacy:

1. Reading for pleasure.
2. Reading for progress (reading to learn) .
3. Vocabulary.
4. Oracy (speaking and listening skills).
5. Writing (including grammar for clarity).

Vocabulary and Reading for Pleasure.

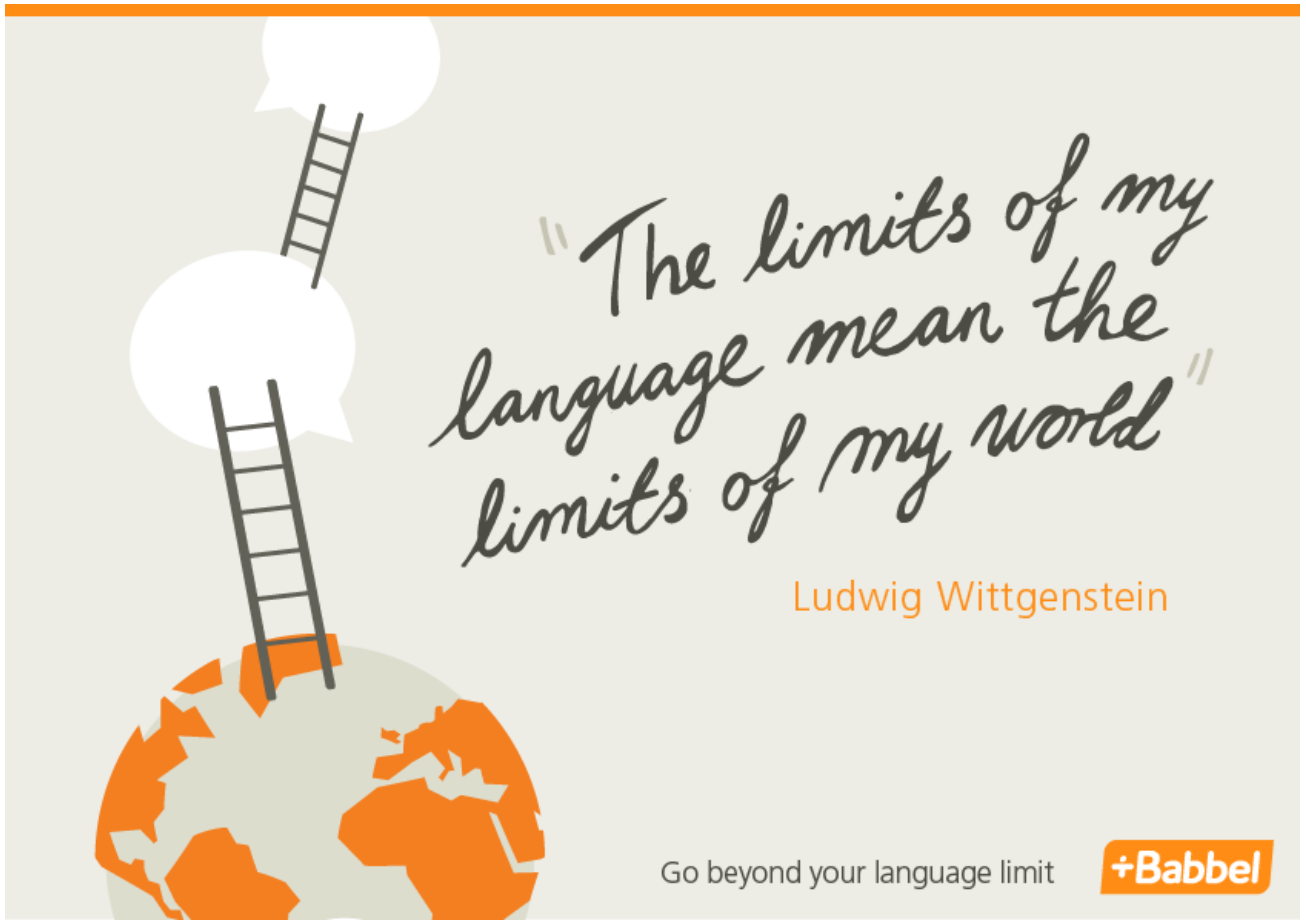
Why do they matter?
What can we all do to support our young people?

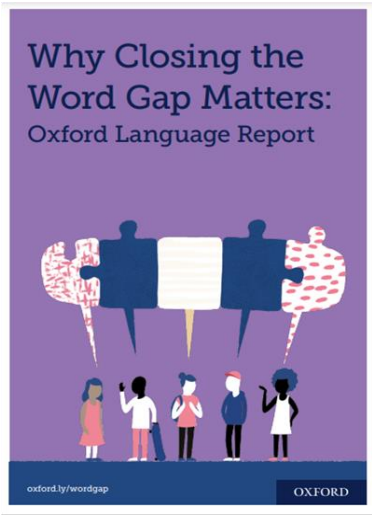


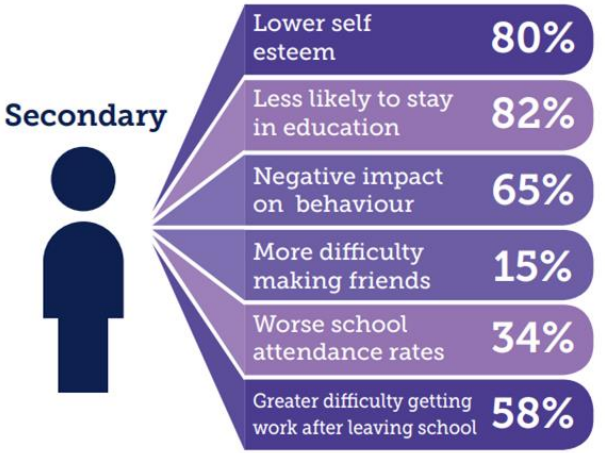


Why does vocabulary matter?

A restricted vocabulary as a young child goes on to correlate with factors later in life such as employment, pay, health and wellbeing.







- **To fully understand what we read, we need to know a minimum of 95% of the words in it.**

How can we help our children to increase their vocabulary?

- **Vocabulary is both taught and ‘caught’.**
- Explicit vocabulary teaching is happening in school but also in their **Bedrock** vocabulary home learning – encourage your child to do two or more sessions a week to support them. Check their knowledge organiser and start using some of these words at home to aid retention.
- Children absorb huge amounts of vocabulary from being in a language rich environment. The more we speak, the more vocabulary they will be able to ‘catch’ by simply hearing it used in context.
- **Reading for pleasure is vital!** Pre-school children who are read to every day know (on average) a million more words than their peers who are not. Reading for pleasure for **20 minutes** or more a day can increase vocabulary by 1.8 million words per year.

How can we get our children reading?

As good readers, we often don't realise the amount of factors that we need to be expert in, in order to read well.

This means we often find it hard to understand why our children say that they, 'don't like reading'.

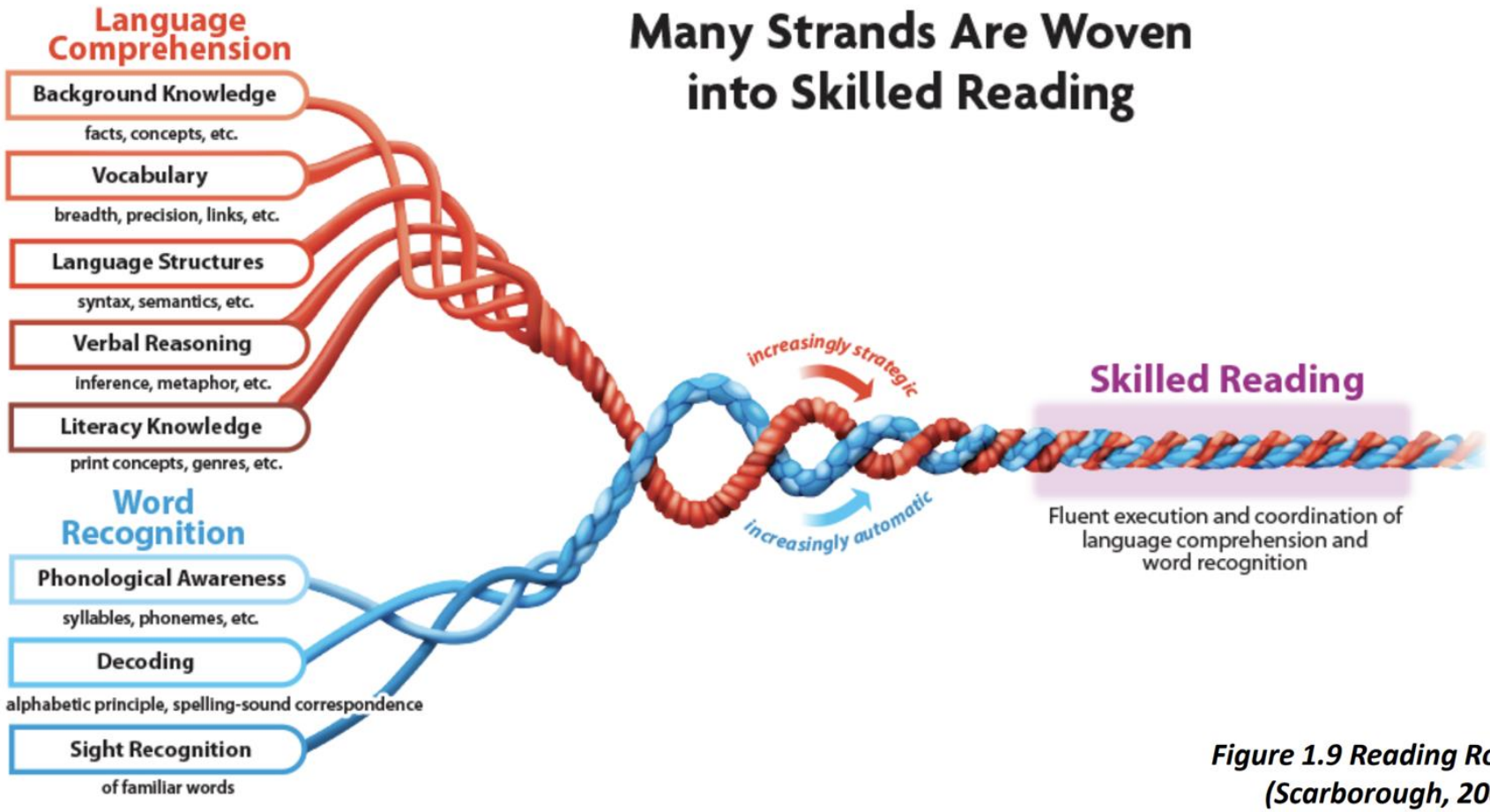


Figure 1.9 Reading Rope (Scarborough, 2001)

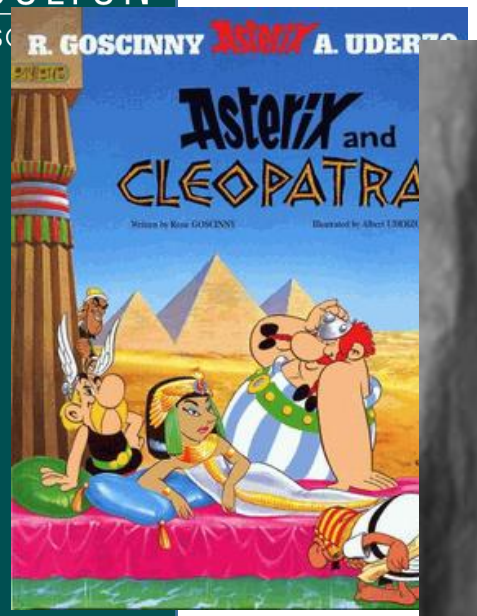
What can we do to make reading easier and more pleasurable for our children, so that they are more likely to do it?

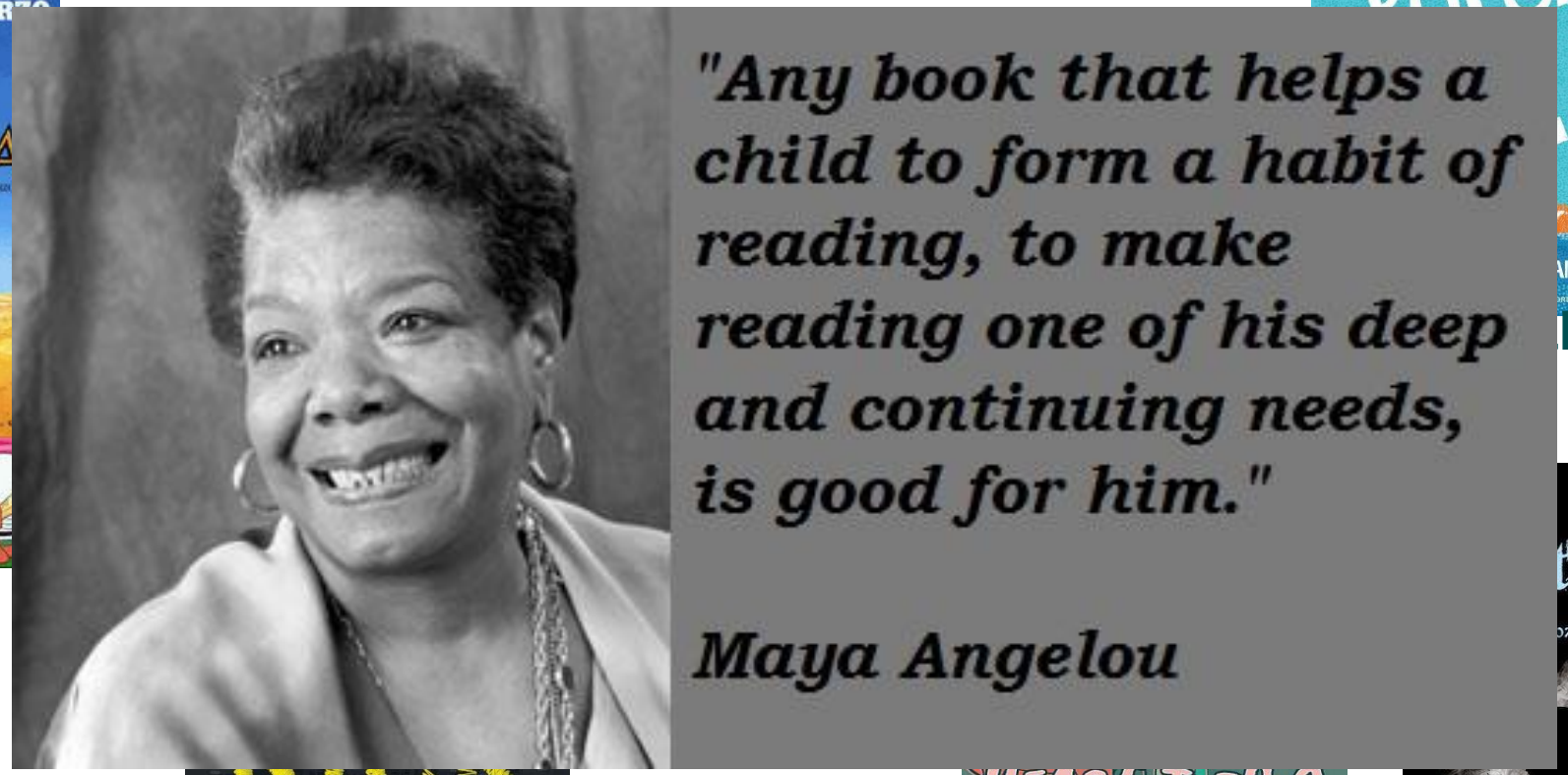
- Help them to gain vocabulary by making time to **read or to listen to audio books for 20 minutes a day (perhaps over breakfast or in the car) with them, this has the same impact on vocabulary as reading for 20 minutes a day. If they see you valuing it, it will help them value it.**
- Background knowledge can be a barrier to accessing complex texts. **Help them to access the texts that they are reading by watching films and TV shows from different time periods/cultures/about key world events**.
- Approximately 390,000 children in the UK have never owned a book, even more than this do not have reading modelled as a behavioural norm at home. **Expose them to a variety of literature and let them pick what interests them. BorrowBox can be a great way to provide a variety of texts for them if you can't get to the library in person.**

How do I find the right book for my child?

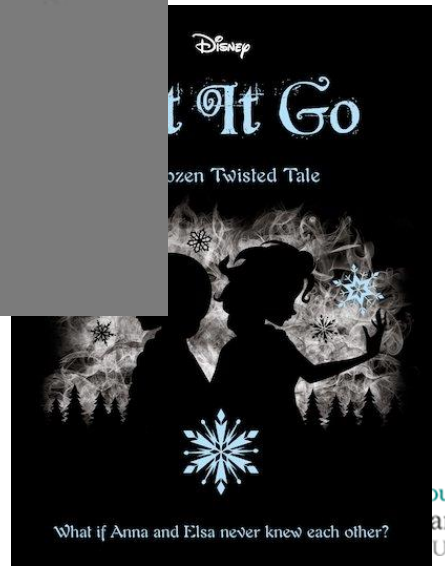
Ignore literary snobbery!

Ask, ask, ask!





nd interests!



rave, pick complex themes!

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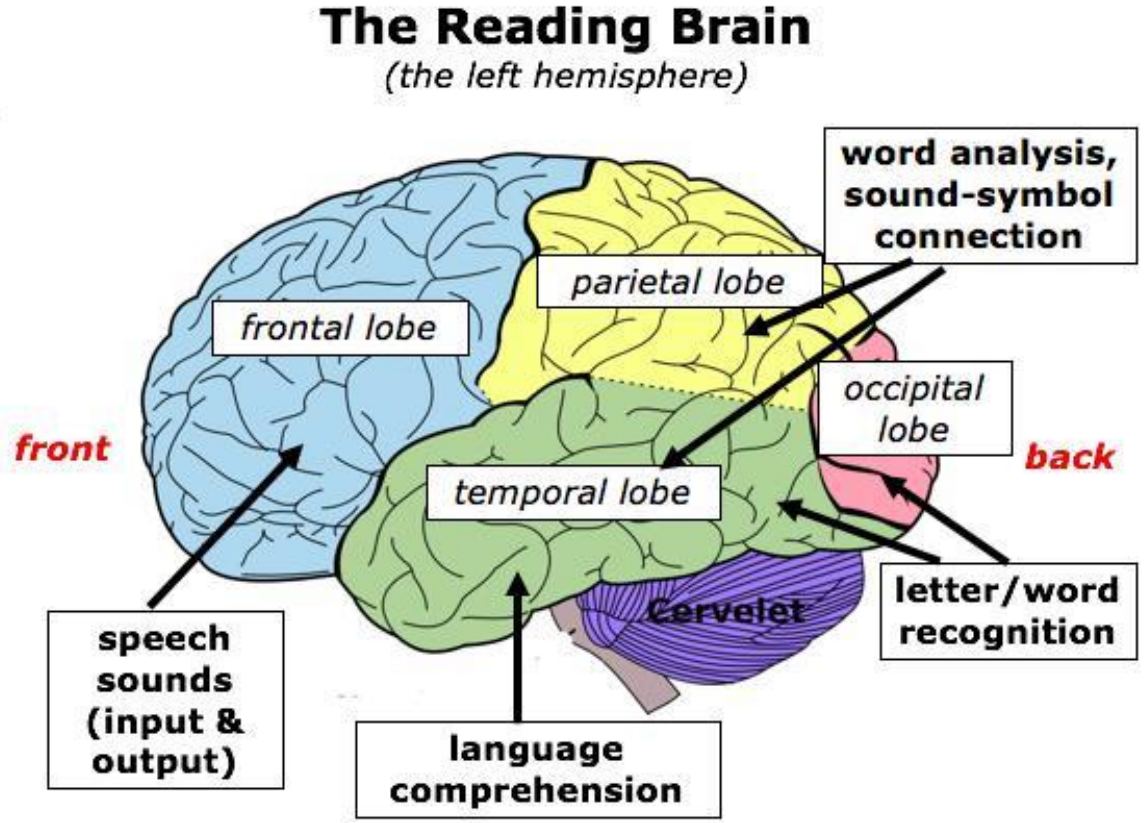
Once we've found a book, how do I help my child to read?

As a species, we have only been reading for about 5,000 years. Our brains do not have an inbuilt neural system for reading and therefore different parts of the brain have to be 'hijacked' to read effectively.

In other words, reading is not natural, it must be taught. To make good readers, this teaching must be overt, repetitive and embedded within every subject.



Reading for Meaning

Predict

Activate

- From the front cover/blurb, what do you think her book will be about?
- After reading the blurb, what did it make you think of?
- Do you know anything about Malala, the Taliban or Pakistan?

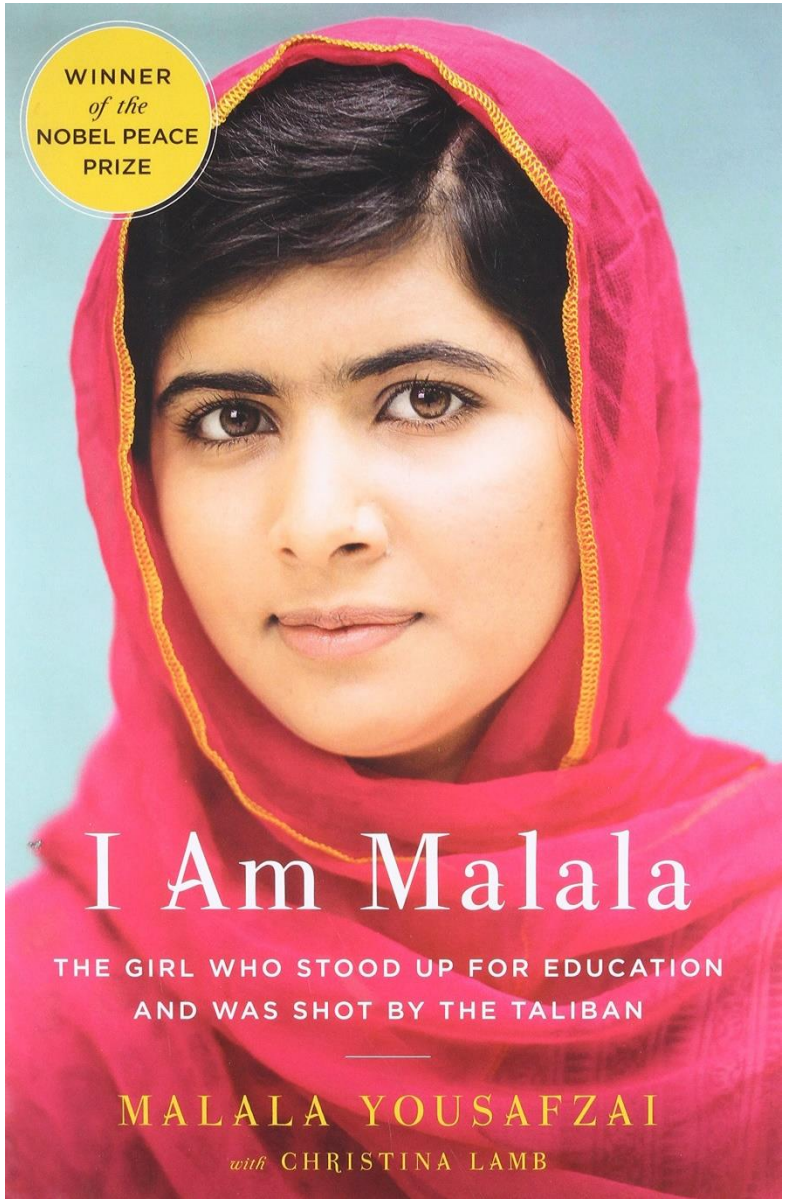
Question

- Who …?
- What …?
- When …?
- Where …?
- Why …?
- How …?

Clarify

Summarise

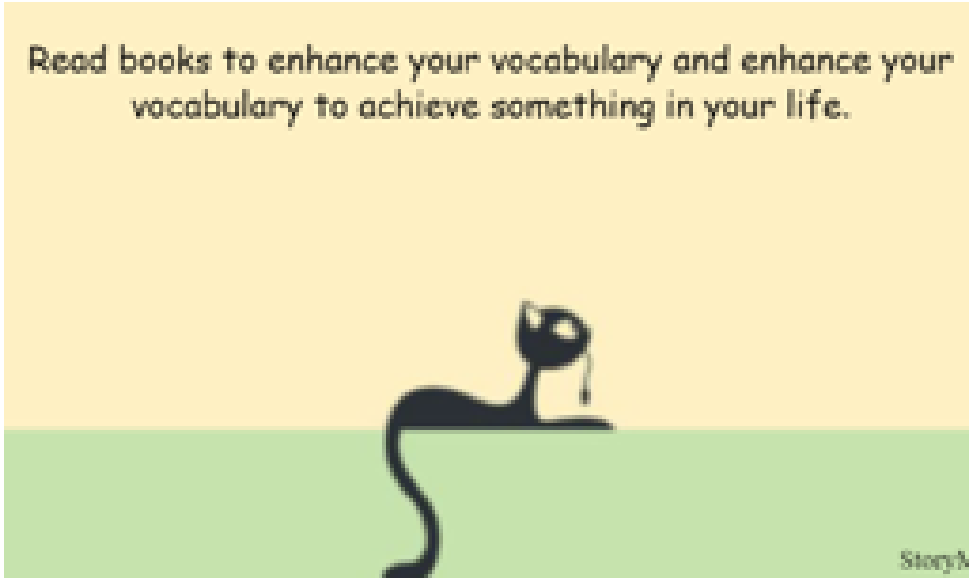
- Were there any areas that were unclear or that you didn't know what they meant? Let's look those words up.
- Sum up what that chapter/page was about.



How can you support your child with literacy?

To sum up:

- Get them on **Bedrock** – check their knowledge organisers on there and start using that vocabulary to help them to retain it.
- **Speak** – a lot!
- **Be a visible reader/listener yourself** – draw attention to any time you are reading, from recipes to articles on your phone. Be positive about this experience.
- Give them **book variety** without judgement of their choices.
- **Show passion, interest and excitement** when discussing literature and books.
- Use **audiobooks.**
- Use **TV and film** to increase cultural capital.
- Use the **R4M** steps.

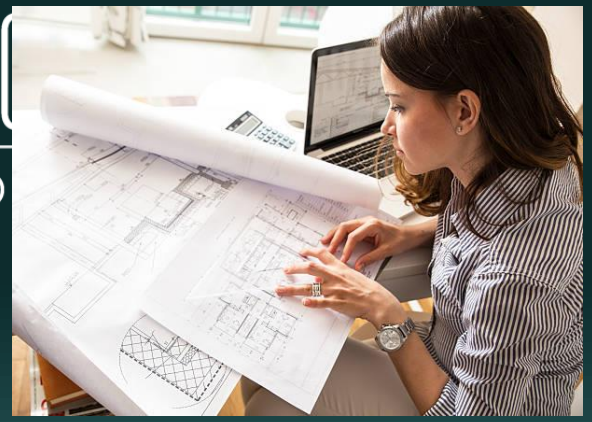


Matt Raffy: Subject Leader Modern Langauges

Helping your Child to learn Foreign Languages

Pourquoi ?

¿Por qué?



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/ Research / News / Want more students to learn languages? Win over the parents, research suggests

Research

Research home | News | Our people | ...nterprise | Research impact | Animal research

Want more students to le... ...e parents, research suggests

"Parents influence children's attitudes to languages far more than their teachers or friends, research finds."

Language experiences, evaluations and emotions: analysis of structural models of multilingual identity for language learners in schools in England (Fisher et al. 2021)

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Ways in which you can support your child to learn a Foreign Language

Let them be the experts

Use post-its

Give it a go

Quiz them

Engage

Languagenut

Secondary

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Engaging in STEM outside the Classroom

Mr Aaron Griffin – Head of Faculty for Science and Computing

What is STEM?

- Science
  - Biology, chemistry, physics
- Technology
  - Design technology, computer science
- Engineering
  - Civil, aeronautical, chemical
- Maths
  - Statistics, calculus

Why the push?

The UK STEM skills shortage (prospects)

- Costs employers over £1.5bn annually
- The creation of STEM jobs has outpaced other sectors by 4.5 percentage points from 2003-2017 (further increasing)
- 76% of employers have to inflate salaries to attract employees
- 48% of employers have to look abroad to fill positions

Skilled worker visa: shortage occupations

75% are STEM

- Health services and public health managers and directors – all jobs
- Chemical scientists – only jobs in the nuclear industry
- Biological scientists and biochemists – all jobs
- Physical scientists – only the following jobs in the construction-related ground engineering industry: engineering,
- Physical scientists – only the following jobs in the oil and gas industry: geophysicist, geoscientist, geologist, geochemist, technical services manager in the decommissioning and waste areas of the nuclear industry
- senior resource geologist and staff geologist in the mining sector, geologist, hydrogeologist, geophysicist
- Civil engineers – all jobs
- Mechanical engineers – all jobs
- Electrical engineers – all jobs
- Electronics engineers – all jobs
- Design and development engineers – all jobs
- Production and process engineers – all jobs
- Engineering professionals not elsewhere classified – all jobs
- IT business analysts, architects and systems designers – all jobs
- Programmers and software development professionals – all jobs
- Web design and development professionals – all jobs
- Information technology and communications professionals not elsewhere classified – only cyber security specialists
- Veterinarians – all jobs
- Actuaries, economists and statisticians – only bio-informaticians and informaticians
- Architects – all jobs
- Quality control and planning engineers – all jobs
- Laboratory technicians – all jobs

Why the push?

Analysis from UCAS (2011-2020)

- 400% increase in students studying AI
- 50% increase in students studying computer science
- 21% increase in students studying engineering
- 49% increase in females studying STEM subjects
- 79% increase in disadvantaged students studying STEM

Is it enough?

- 22% of the STEM workforce is female
- 22% of A level physics students are female, compared to 62% of biology students
- 9% of chemistry professors are female
- Black and ethnic minority males are 28% less likely to work in STEM than white males
- Supply outweighs demand for biological sciences
- Shortfall of 173,000 STEM workers in 2021 (increasing)

Why study STEM

- Greater future earning potential (30% extra in some areas compared to other graduates)
- Cognitive acceleration (CASE study)
- **<u>Because you want to</u>**

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How to develop intrinsic motivation

How to develop intrinsic motivation

EXPOSURE

The more prior knowledge you have, the more you understand. The more you understand, the more you want to learn.

How to develop intrinsic motivation

1) Be conscious of unconscious bias

- Challenge stereotypes of careers and subjects being for “boys” or “girls”
- Challenge young people to be aspirational beyond your own ambitions. “I was never any good at science” is highly damaging.
- Look to actively promote diversity in STEM.

How to develop intrinsic motivation

2) Make it practical

STEM subjects bring theory and practical together and are equally as important as each other.

- Recreate (safe) experiments from YouTube
- Telescopes/microscopes
- Use your local butcher

Discuss the theory behind what you are looking at

How to develop intrinsic motivation

3) Curiosity and cultural capital

Children emulate adults in their life. Make STEM part of your family life.

- Watch documentaries together
- Go to museums
- Discuss current topics like climate change and space exploration
- Help with homework, even if you don’t know

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Thank you for supporting your child's STEM education

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Thank you for listening

If you have any questions please feel free to stay behind