



Blackfen School for Girls

Raising aspirations - releasing potential

Passport to success

19th September 2018



Helping your child achieve in KS4

Year 10 *Passport to success* programme

Positivity

Ms L Hand - Deputy Headteacher

Resilience

Lily Maltby and Connie Walker – Year 11

Introspection

Mr A McGee - Assistant Headteacher

Determination

Ms N Hoad - Assistant Headteacher, Year 10 raising attainment
co-ordinator

Ms K Brewer – Assistant Headteacher, Head of Sixth Form

Effort

Mr S Neil - Assistant Headteacher

Introduction:

How can I make a difference?

Many parents feel confused when their daughter enters their examination years (called Key Stage 4 in schools), overwhelmed by the complicated systems of choosing subjects and courses, entry tiers, exams, and practical assessments. If you feel like this you are not alone! The exam system has changed a great deal over the past few years and continues to change, and sometimes it feels as if it would just be best to let the “experts” at your daughter’s school get on with it.

But your involvement during these crucial years can make a huge difference

Parental support is eight times more important in determining a child’s academic success than social class, according to a study.

We hope the information we share tonight will help you enable your daughter to make the right choices over the next two years.

“It is our choices, Harry, that show what we truly are, far more than our abilities.”

J.K. Rowling, Harry Potter and the Chamber of Secrets

Year 10- Key Dates

Events marked with an asterisk - * - are particularly recommended for family intervention.

AUTUMN TERM

September - October

- 19.09.18*: Year 10 GCSE and Btec planning briefing with Duke of Edinburgh information
- Autumn term Action Plan* in Learning Journals agreed, completed and signed off

November - December

- 29.11.18*: Year 10 Parents Evening
- 10.12.18*. Autumn Progress updates Published

SPRING TERM

January - February

- Spring term Action Plan* in Learning Journals agreed, completed and signed off
- 08.02.19. Work Experience. Deadline for placements to be found. Details to be returned to Mrs Smith in Room 106

March - April

- 12.03.19*: Careers Forum
- 25.03.19. Spring Progress updates published

SUMMER TERM

May – June

- 17.06.19. Pre-Public Examinations run*: the opportunity for families and students to practise managing examinations: revising and checking equipment; turning up at the right time and in the right place; coping with examination pressure
- 01.07.19. Summer Progress updates published
- 08.07.19. Y10 Work Experience commences for two weeks

“If you don't give anything, don't expect anything. Success is not coming to you; you must come to it.”

Marva Collins.



Positivity

There will be many new expectations of your daughter in years 10 and 11 – expectations which for many are hard to meet. However, you do not need to know anything about maths, science or textiles to help them with these things – you’ve been doing it all of their lives!

New demands on your daughter are likely to include:

- Being more self-motivated and taking more responsibility for their own learning
- Asking when they do not understand.
- Developing their abilities to overcome frustrations, and strategies for persisting when they are learning material that they find challenging.
- Organising themselves, notes, handouts and information for different subjects, and different topics within subjects.
- Completing more work at home, independently.
- Organising and planning their time over longer periods.
- Understanding the exam structure and the relative importance of each piece of work to their final grade.
- Planning and carrying out their revision.
- Perfecting “exam technique”.

Perhaps the hardest demand on year 10 and 11 students is that of understanding the long-term importance of doing the best they can, and learning to shelve short-term fun at times in the interest of long-term benefits (not easy even for adults!). Unfortunately for us, from the teenage perspective, interest and effort in education and the long-term benefits these can bring often come rather a long way down the priority list, after friendships, the “right” clothes, social life, romantic concerns and hobbies.

Tips:

- Agree the balance between work and social life and stick to the agreement. Flexibility is the key – if a special night out comes up, agree that they can make up the work at a specified time.
- Be a study buddy – showing an interest in your daughter’s subjects, helping with homework (but not doing it for them!), testing them when they ask you to.
- Be an entertainments officer – finding out about TV programmes, theatre productions, films, exhibitions relevant to your daughter’s learning and enjoying them together.
- All pupils will fall behind, feel demotivated or overwhelmed, or struggle with the balance of social life; work and school demands at times. When your daughter feels like this, berating and threatening them will have a negative effect. Talk to them about the issues; acknowledge their feelings and sensible attitude in wanting to find a solution. Help them to prioritise and if necessary talk to the school about rescheduling deadlines.
- Consider using a reward structure to motivate your son/daughter. This is NOT bribery (bribery is generally for encouraging anti-social or illegal behaviour). It is a reward, just

as you are rewarded by a salary or bonuses for working when you don't feel like it. Rewards do not have to be financial or very big – an extra night out, an extension to the time they can come in, a trip with friends, being let off household chores etc. Little and often (for small achievements) is more motivating than one big reward for good results in the future.

- Be flexible – use the 80/20 rule. If your daughter is sticking to what they are supposed to be doing 80% of the time, they will be doing alright.
- If they say that they have no homework in years 10 and 11 they're telling fibs! Let us know so we can clarify
- If your daughter is anxious or withdrawn, encourage them to talk to you or a trusted adult, and let them know you are there for them, and proud of them whatever.
- Agree regular "check-ins" where you are "allowed" to discuss with your daughter where they are in relation to each subject's deadlines, areas they are enjoying, having difficulty with etc. Once a half-term is a good aim.

Key staff in school guide students and families through the Year 10 journey. Ms. Hoad is the Assistant Headteacher/Raising Attainment Leader who directs the Year 10 *Passport to success* programme. Do not hesitate to get professional input and support as soon as it is needed. The school email is admin@blackfen.bexley.sch.uk.

Faculty Leaders	Subject Leaders
English – Ms E McCarthy Mathematics – Mrs K Brown Science – Ms V Smith Creativity and Performance – Mr S Olan Humanities – Mrs N Doyle Art and Technology – Ms R Constant Politics, Philosophy & Enterprise – Ms L Blatch Vocational – Ms J Knowles & Ms I Terry	Art and Design – Ms R Constant Business – Ms J Knowles & Ms I Terry Design Technology – Miss V Brook Drama – Miss B Sunderland Economics – Ms J Knowles Modern Foreign Languages – Mme I Auvinet Geography – Mr R Shaw Health and Social Care – Ms K Morris History – Ms A Allam ICT – Mr L Safo-Antwi Citizenship – Ms L Blatch Music – Mr S Olan Physical Education – Ms N Langham Religious Education – Mrs N Doyle
SENCO/Deputy Heateacher – Ms S Cascarino Head of Sixth Form – Ms K Brewer KS5 Transition co-ordinator – Ms K Drewer Student Support Officers - Behaviour or attendance queries Form tutors – Day-to-day enquiries Careers Advisor – Ms Jody Phillips	

Whatever your daughter's needs; your chief role will always be that of the person who cares most in the world, champion of her needs and admirer of every achievement. The most important role you will play is that of the person who will love them and be proud of them whatever happens.



Resilience

How to support your daughter when the going gets tough!

“I hate this subject/ teacher – I want to give it up.”

Try to find out exactly what is causing the problem by encouraging your daughter to talk about what happens in the class. What is it that the teacher does or says that your child objects to? Try not to minimise your daughters’ feelings as this could lead to the “you just don’t understand” response. Accept that the feelings are real and that it can be sorted by finding a less extreme strategy.

“I will never be able to understand this subject”

The trick is to talk to them using language that makes the problem more manageable by making it seem

1. Specific rather than global “What is it specifically that you find difficult? / don’t like?”
2. Temporary “How long have you been feeling like this about the subject?”
3. Solvable “What would you like to happen? “What would make it more bearable?”

If, after a discussion, there does seem to be an underlying problem, rather than a temporary hiccup in the relationship, or the work really does seem too difficult, it is a good idea to contact the teacher concerned to talk through your worries. All teachers are sympathetic and will listen to and try act upon worries a student in their class may have.

“I’ve missed loads of deadlines and I’ll never be able to catch up”

Encourage your daughter to talk about problems honestly. Accept how things are and look for a workable solution. The issue could be that there are too many deadlines coming or that the tasks are too overwhelming. When you know what the problem is, contact the school and ask for an appointment with the subject teacher or form tutor. Find out exactly what is needed to be done and draw up a plan with your daughter so that they know how and when this is going to happen. Don’t forget to praise them for keeping to the agreed plan.

“There’s no point revising for my mocks, I’ve left it too late”

It is never too late until you enter the exam room- with revision, a little knowledge is better than none, and could make the difference between a 7 and an 8. Put in place a damage limitation plan, Help your daughter to make use of the time they have got, however little, by helping them to prioritise and structure revision tasks into manageable chunks. Keep up motivation by reminding them of how they have coped with difficult situations in the past.

“It’s not that I’m so smart; I just stay with problems longer.”

Albert Einstein



Introspection

Introspection is defined as “a view of the inside; process of self-examination or inspection of one’s own thoughts and feelings; reflection.” Your work experience is a fantastic opportunity to truly reflect on what you want to get out of your career and working life.

Year 10 Work Experience 2019 – Mon 8th to Friday 19th July 2019

Provider – Bromley Education Business Partnership (BEBP), who check and assess the placement is suitable for your daughter. Information Letters, Guidance and Placement Forms were emailed home in July 2018 before the summer holiday and paper versions were also given to your daughter in September 2018.

In 2018 over 248 placements were arranged. However, only about 31% were found by the school, 69% were found by students, their parent/carers, their wider family and their family friends. Most Bexley & Bromley Schools have their work experience at the same time so places are limited.

For your daughter to get the most out of these two weeks:

- Find her own placement – having identified the type of placement your daughter is looking for, together you can use your own network of family, friends and social groups to secure one
- See Mrs Smith on in Room 106 on Tuesday, Wednesday or Thursday for support if your daughter is struggling to find a specific placement or if she needs help to write a cv or letter of application.
- Start straight away – write letters and prepare a CV to send out to employers. Try to get a placement organised by Christmas 2018 as this will make the experience less stressful for you.

Getting further careers advice:

- Jody Phillips is our Independent Careers Advisor from Propects. Your daughter will attend group interview with her before the end of year 10 Thursday, for the whole day
- Your daughter can request a 1-2-1 careers interview with Jody at any time. She is in school every Thursday. To request this, see Mrs Smith on Tuesday, Wednesday or Thursday in Room 106
- Careers and WEX drop-in and help with CV’s takes place every Tue, Wed, & Thurs before school, during CT, at break and after school in Room 106 with Mrs Smith



- All students have a login for Kudos, the latest careers program from Cascaid, which is accessible online and we are encouraging the use of it at home to involve parents with the important decisions your child has to make about their future options.

To note:

Friday 8th February 2019 – is the deadline for placements to be found and the details to be returned to Mrs Smith in Room 106 to be forwarded to BEBP. If your daughter wants to do two different one week placements there maybe a charge of £50 if the 2nd placement does not have a visit in place by BEBP. Placements must have the appropriate Employer’s Liability Insurance, PLEASE CHECK THIS otherwise it will not be authorised by either the School or our provider. Hours of work may vary and are unlikely to be school hours.



Determination

Blackfen is a Growth Mindset School.

Carol Dweck, world-renowned Stanford University psychologist, talks about the power of our mindset or our beliefs (especially around challenge). We can either have a Fixed Mindset where we let failure (or even success) define who we are, or a Growth Mindset where we see setbacks as opportunities to grow and improve ourselves. Just like how we learned how to walk, there are many stumbles along the way, but to reach our potential and live the life we desire, it takes practice and perseverance. We always have a choice about which view to adopt for ourselves...and it's never too late to change.

A person with a growth mindset will grow and thrive in their various dimensions of development because they embrace the fact that failure can make them stronger. They are determined and don't give up in the face of setbacks.

People with a fixed mindset, in contrast, avoid challenges – especially ones they perceive that might not make them look “clever.” Further, those with a fixed mindset believe they are either good at something or they're not – practice won't make a difference.

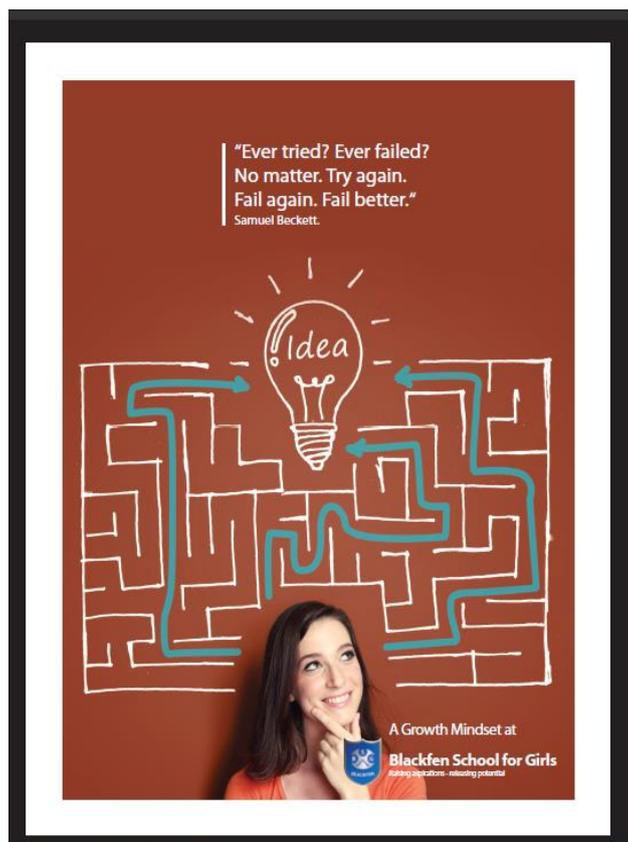
Do you have a Growth Mind-set?



- I respond positively to feedback
- I understand that failure is part of learning and nothing to fear
- I realise that effort is the key to success
- I know there is a limit to how far talent can take you
- I believe that practice makes perfect
- I recognise there is no secret formula for academic achievement

“It is impossible to live without failing at something, unless you live so cautiously that you might as well not have lived at all; in which case you fail by default.”

JK Rowling.





Effort

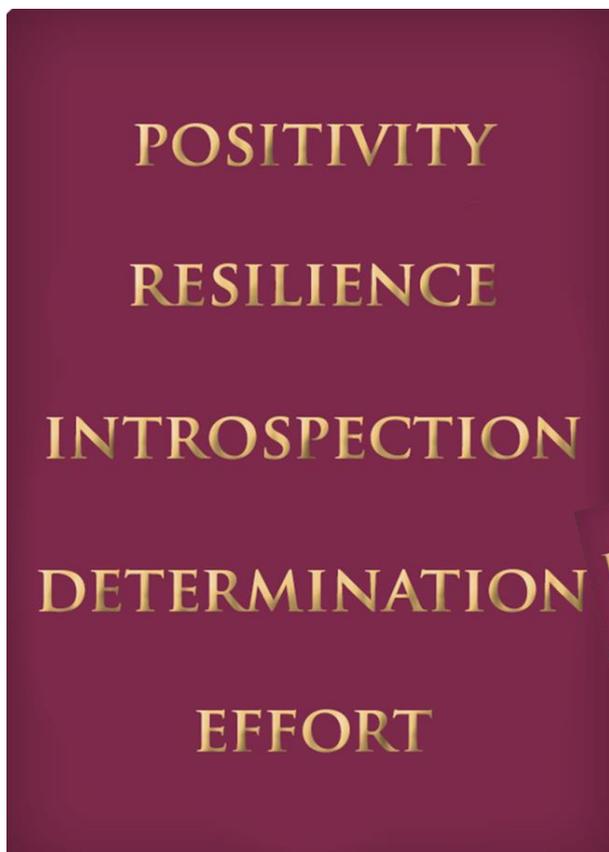
The “Sciencey” bit!

As we’ve all experienced, learning a new skill is difficult – and the more complex it is, the more difficult it is to learn. Take driving, for instance. You have to concentrate on your feet, concentrate on your hands, and then somehow coordinate both at the same time. And while you’re getting to grips with all of that, your instructor has the cheek to tell you that you’ve got to look at the road too.

In the beginning, learning to drive is difficult; but, as we know, it gets increasingly easier – to the point, in fact, that if you’ve been driving for a while you can do all of the above without even thinking about it. More than that, you can also listen to the radio, have a conversation and plan your day. And how is all of that possible? Well, it’s down to something called neuroplasticity.

Neuroplasticity refers to the brain’s ability to hardwire skills into its neural network. It is often shortened to plasticity – plasticity because something is said to be plastic if it can flex its shape and yet retain that shape. And that’s precisely what your brain can do. Your brain literally grows new connections between brain cells. To start with, your brain has to use conscious effort to perform the skill (and not very well at that); but once it is ‘hardwired’, the procedure is performed unconsciously, automatically and efficiently. In short – there is no magic shortcut or “being gifted” in the path to success, it’s all about effort.

The E is the most important stamp in our Passport to success!





Useful Websites & Apps

English (AQA)

Website address and App suggestions	Key notes
BBC Bitesize https://www.youtube.com/user/mrbruff Mobile applications FreeSaurus - The Free Thesaurus App http://www.gojimo.com/  	Excellent resource for vocabulary extension Range of resources for all subjects including English Pixl Literature App

Maths (Edexcel)

Subject	Website address	Key notes
Maths	www.mymaths.co.uk http://www.mathsisfun.com/ http://mathsrevision.com/ http://www.bbc.co.uk/education http://corbettmaths.com/ http://studymaths.co.uk/ https://connect.collins.co.uk	Mymaths : Student login and password given my teachers Collins Connect: https://connectcollins.co.uk
Statistics (Edexcel)	The above maths websites can be used for GCSE Statistics as well	Student log in: BSFGstudent Password: blackfen

Science – (Edexcel)

Subject	Website address	Key notes
Combined Science	www.bbc.co.uk/bitesize/gcse/science/ http://www.s-cool.co.uk/ http://www.gcscscience.com/ https://qualifications.pearson.com/en/qualifications/edexcel-gcse/sciences-2016.html http://www.gojimo.com/ https://kahoot.it/ http://www.physicsandmathstutor.com/ https://www.primrosekitten.com https://gradegorilla.com https://www.youtube.com/	A good general site for extra information and support Useful site for chemistry and physics science courses This website will provide information about the Combined Science, Biology, Chemistry and Physics GCSE. sample assessment material is also available Gradedgorilla is a FREE Physics Revision Questions website. Questions are available for GCSE, IGCSE, IB, SATs (U.S.) and KS3 Physics These videos are to help you if you find Science challenging.

Citizenship (Edexcel)

Subject	Website Address
	https://qualifications.pearson.com/en/qualifications/edexcel-gcses/citizenship-studies-2016.html Revision website
	https://www.bbc.com/education/subjects/z3ckjxs YouTube resources
	https://youtu.be/VKCFGQBEMiQ
	https://youtu.be/-XP-uYIKIjC Parliament Educational resources
	https://www.parliament.uk/education/teaching-resources-lesson-plans?cat=ks4,citizenship
	Text book available from Amazon https://collins.co.uk/products/9780008162924

Computer Science (OCR)

Website address and App suggestions	Key notes
1. BBC Bitesize – GCSE Computer Science: https://www.bbc.com/education/subjects/z34k7ty 2. OCR website - http://www.ocr.org.uk/qualifications/gcse/gcse-computer-science-j276-from-2016/assessment/ 3. Codecademy - https://www.codecademy.com/ 4. Revise Computer Science - https://revisecomputerscience.com/ 5. Teach ICT - http://www.teach-ict.com/	1. A good general site for some extra Computer Science content 2. Exam board website, can access for past papers and sample assessments 3. Online tutorials for Python can be found here 4. Access to revision materials for the Computer Science course (login will be provided by a member of the Computing Department) 5. Access to what is essentially an online course that can be used for revision ((login will be provided by a member of the Computing Department)

Drama (WJEC/EDUQAS)

Subject	Website address	Key notes
	http://www.bbc.co.uk/education/subjects https://www.nationaltheatre.org.uk/learning https://www.youtube.com/user/ntdiscovertheatre	Click on the Drama icon to select the exact pages you require. These websites provides a wide range of resources that will work for several different components on the GCSE course.

Food (AQA)

Subject	Website address
	http://www.aqa.org.uk/subjects/food/gcse/food-preparation-and-nutrition-8585/assessment-resources https://www.collins.co.uk/category/Revision/GCSE+-+Ages+14-16 https://www.youtube.com/watch?v=OoaQVdSXR48

Geography (AQA)

https://www.cia.gov/library/publications/the-world-factbook/	Range of statistics and figures about different countries
http://digimapforschools.edina.ac.uk/ (username: DA159NU, password: smysts00)	Mapping website used in the controlled assessment
http://www.aqa.org.uk/subjects/geography/gcse/geography-a-9030	
http://www.teachitgeography.co.uk/home	Range of resources
http://www.coolgeography.co.uk/	Range of resources
http://www.rgs.org/HomePage.htm	Range of past papers and mark schemes Range of Current affairs and resources Revision notes and content tests
https://www.bbc.com/education/examspecs/zy3ptyc	

History (Edexcel)

https://qualifications.pearson.com/en/qualifications/edexcel-gcses/history-2016.html	Exam information
http://www.bbc.co.uk/schools/gcsebitesize/history/	Good range of information, knowledge tests and useful revision videos
http://www.johndclare.net/	A good range of information on all topics and links to other sites. Excellent revision for the 'Medicine through Time' unit
http://medicinethroughtime.co.uk/history/#.Wa7JFWf2a1s	

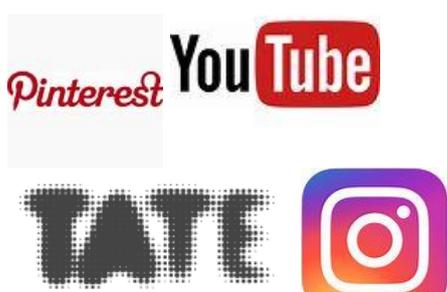
Music (OCR)

http://resources.eduqas.co.uk/Pages/ResourceByArgs.aspx?subId=21&lvlId=2	
http://www.eduqas.co.uk/qualifications/music/gcse/3%20Resource%20Book.pdf?language_id=1	
https://www.youtube.com/playlist?list=PL1r9ahylzWYIIV-8IngM15y20W7-R5Zki	
https://www.youtube.com/watch?v=TVAEX7BvF8s&list=PL1r9ahylzWYIUPLQ1QaX7CkxOU8L-aTVP	
https://www.youtube.com/playlist?list=PL1r9ahylzWYKK2Qlr1LmEK6vWGILgHo_j	
https://www.youtube.com/playlist?list=PL1r9ahylzWYLXRDYbkWcdfY-30BtMXn6j	

Modern Foreign Languages (WJEC) French and (AQA) Spanish

Website address	Key notes
<p>Vocabulary learning websites: 1/ http://linguascope.com/ intermediate * 2/ https://www.memrise.com/ 3/ https://quizlet.com/en-gb 4/ http://www.zut.org.uk/ French only ** 5/ http://oye.languageskills.co.uk Spanish only ** 6/ http://www.languagesonline.org.uk *** 7/ https://www.duolingo.com/ ***</p> <p>KS4 Exam techniques/revision: http://www.bbc.co.uk/schools/gcsebitesize/ *** http://www.s-cool.co.uk/gcse/french French only ***</p> <p>Online interactive verb conjugator and practice http://www.verbix.com/languages/french.html http://www.verbix.com/languages/spanish.html</p>	<p>* login available from your teacher</p> <p>** free access outside school hours</p> <p>*** free access</p>

Art and Photography (AQA)

Subject	Website address	Key notes
Art	<p>http://www.bbc.co.uk/education/subjects</p> <p>http://www.aqa.org.uk/subjects/art/gcse</p> <p>https://www.youtube.com/user/ntdiscoverart</p> <p>https://en.wikipedia.org/wiki/Main_Page</p> <p>http://www.tate.org.uk/</p> 	<p>Click on the Art icon to select the exact pages you require.</p> <p>These websites provides a wide range of resources that will work for several different components on the GCSE course.</p>

ICT (OCR Cambridge Nationals in Information Technologies)

Website address and App suggestions	Key notes
<p>1. BBC Bitesize – GCSE ICT: https://www.bbc.com/education/subjects/zqmtsbk</p> <p>2. OCR website - http://www.ocr.org.uk/qualifications/vocational-education-and-skills/cambridge-nationals-information-technologies-level-1-2-i808/?qualtype_key=cambridge-nationals/</p> <p>3. Teach ICT - http://www.teach-ict.com/</p>	<p>1. A good general site for some extra Computer Science content</p> <p>2. Students can access exam papers, sample assessment materials and other useful content for the course</p> <p>3. Access to a range of materials then will help with subject content ((login will be provided by a member of the Computing Department)</p>