



# Southmoor Academy

ASPIRE · ACHIEVE · ENJOY

***Welcome-Y10***  
***Parents and carers***

*This is not just  
education.  
this is...*

**Aspire**  
**North East**  
MULTI ACADEMY TRUST

— EDUCATION —



## Vision

To provide the highest quality education for young people in the community we serve.

Our vision goes beyond our own Trust.

We want to contribute to the broader regeneration of our region by empowering our students to have

high **aspirations**, **achieve** excellent outcomes and **enjoy** learning.

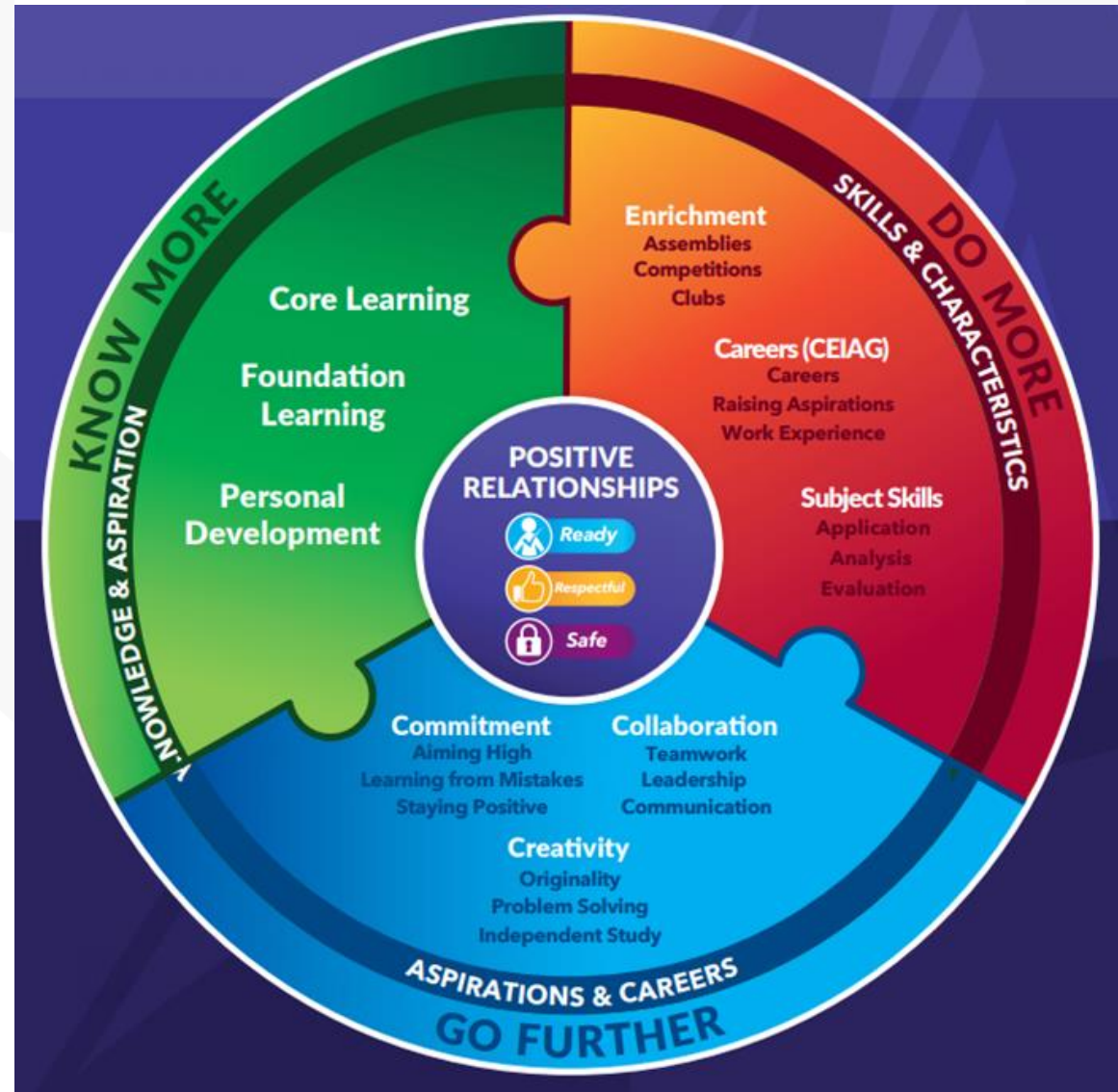






Positive relationships are central to our success as a learning organisation.

Our young people know that we work tirelessly in their best interests.





The bad news is time flies.  
The good news is you're the pilot.

Michael Altshuler

*Dr Kellyann XO*

drkellyann.com

**139 Days**

**28 Weeks**

**2 Terms**



1%



Sir Dave Brailsford

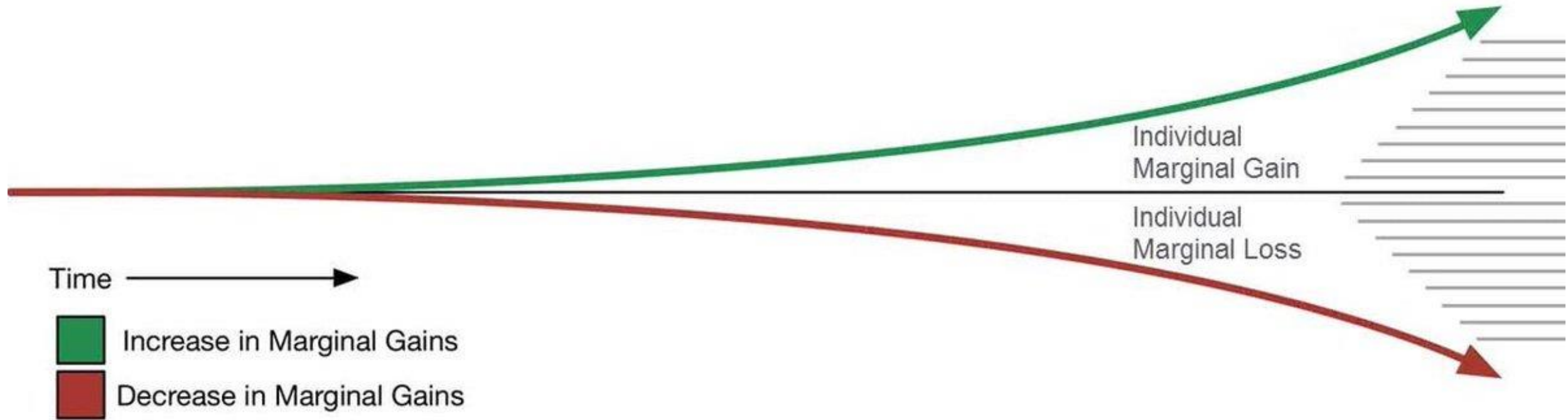
## Marginal Gains

A method of reaching high-performance levels through constantly making small, incremental improvements.

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# 'The Aggregation of Marginal Gains'



The marginal choices we make have minimal impact at the start. The 1% improvement or decline aggregates over time, creating a much larger risk than first envisaged.





**1. Attendance =  
attainment**

Old grades	New grades
A*	9
A	8
B	7
C	6
	5 STRONG PASS
	4 STANDARD PASS
D	3
E	2
F	1
G	1
U	U

The impact of attendance

	A8	P8	7+EM (%)	5+EM (%)	4+EM (%)
<b>95%+ (117)</b>	<b>5.5</b>	<b>0.4</b>	<b>22</b>	<b>62</b>	<b>75</b>
<b>90-95 (45)</b>	<b>4.4</b>	<b>-0.3</b>	<b>6.7</b>	<b>38</b>	<b>56</b>
<b>85 to 90 (21)</b>	<b>4.2</b>	<b>-0.6</b>	<b>0</b>	<b>38</b>	<b>62</b>
<b>50 to 85 (39)</b>	<b>3.3</b>	<b>-1</b>	<b>0</b>	<b>10</b>	<b>33</b>
<b>&lt;50 (13)</b>	<b>1.6</b>	<b>-2.8</b>	<b>0</b>	<b>0</b>	<b>8</b>



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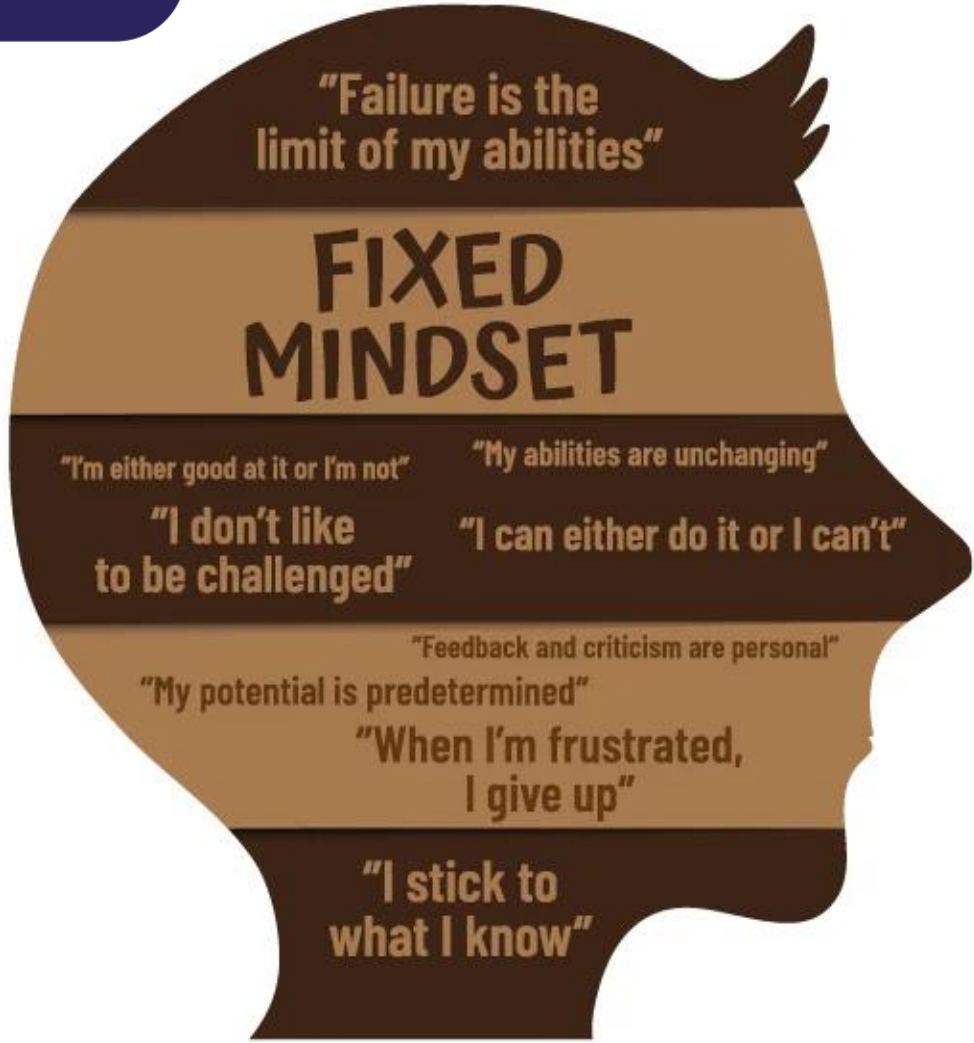
**Subject Name Here**  
at Southmoor Academy

-  **Know More**
-  **Do More**
-  **Go Further**



## 2. Growth mind set





**"Failure is the limit of my abilities"**

**FIXED MINDSET**

"I'm either good at it or I'm not"      "My abilities are unchanging"

**"I don't like to be challenged"**      **"I can either do it or I can't"**

"Feedback and criticism are personal"

"My potential is predetermined"

**"When I'm frustrated, I give up"**

**"I stick to what I know"**



**"Failure is an opportunity to grow"**

**GROWTH MINDSET**

"I can learn to do anything I want"

**"Challenges help me to grow"**

**"Feedback is constructive"**      "My effort and attitude determine my abilities"

"I am inspired by success of others"

**"I like to try new things"**

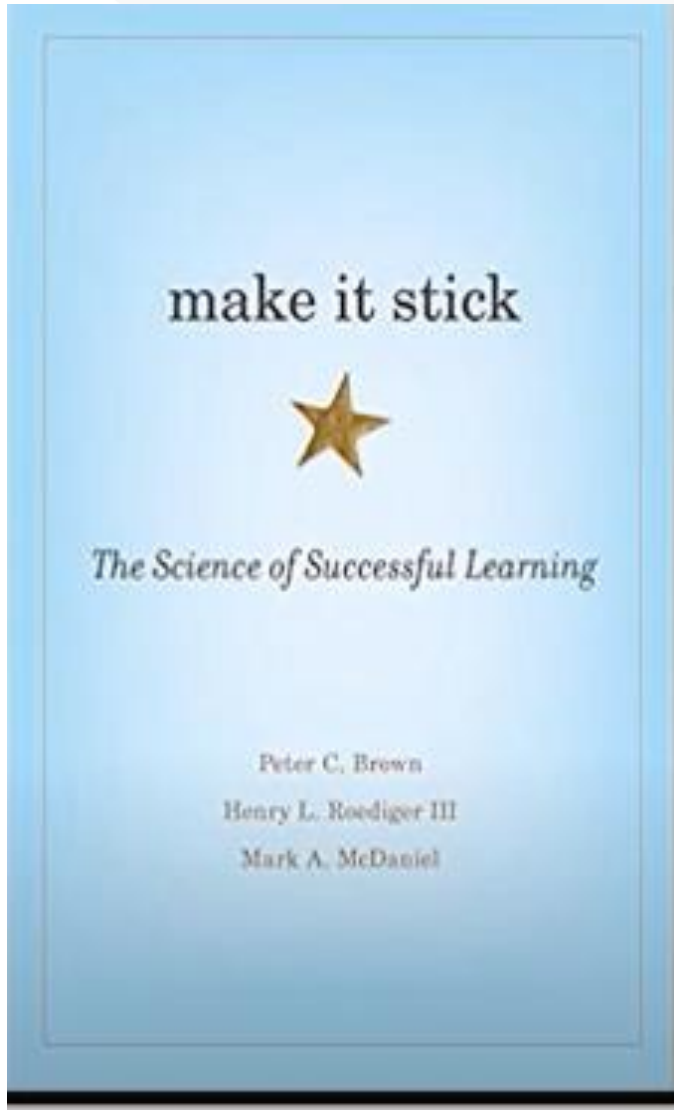


# 3. Make it stick



The simple act of getting students thinking or talking through what they know and understand...is important





- Explain it
- Summarise it
- Draw it
- Link it





## Our Homework as parents and carers

1. Make sure your child **attends school every day**, and **studies every evening**.
2. Use growth mind set language e.g. **'well done for struggling through it'**
3. Help learning to stick **e.g. 'Tell me what you learned in English today?'**



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***Mr Wright***

# What does learning mean?



Learning is not the same as 'being told something'

It is 'an alteration in long term memory'

Learning changes the physical structure of the brain.

For this to happen, you need to repeat and practice until it becomes automatic – once it is automatic, or fluent, you know the structure of your brain has changed.





Learn one thing

Practice it until  
you are fluent

Understand  
how it fits with  
the rest of your  
knowledge



Learn the 8 times table

Practice it until you are fluent

Use the 8 times table AND the 5 times table to solve  $58 \times 34$





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**Exams are not a test of what you can do in a two hour period.**

**They are a test of what you have done in the two years before that.**



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**What will this year look like?**



# Coursework: What Learners Do



Completing coursework is as important as sitting exams.



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**Coursework**  
at Southmoor Academy







## When completing coursework you will be given preparation time and controlled assessment lessons:

- ▶ Preparation time means time in lessons and for homework where you research and develop your ideas with some support from your teacher.





At the start of the course you will be given an information sheet with all Controlled Assessment dates and all deadlines. It's important that you don't miss these.



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 [Know More](#)

 [Do More](#)

 [Go Further](#)



When completing coursework you will be given Draft Deadlines and Final Deadlines:



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at **Southmoor Academy**



# YEAR 10

Half term	What's going on	What you should be doing
1	Foundational knowledge + Coursework	Homework, plus 15 minutes per subject per week Recall/basic knowledge quizzing
2	In class assessment and predictions + Coursework	Homework, plus 30 minutes per subject per week Practice exam questions
3	New units + Coursework	Homework, plus 15 minutes per subject per week Recall of what you did in term 1
4	New units + Coursework	Homework, plus 30 minutes per subject per week Revision for Year 10 mocks
5	Mock Exams + Coursework	Homework, plus 45 minutes per subject per week Revision for Year 10 Mocks
6	Consolidation + Coursework	Homework, plus 15 minutes per subject per week Basic knowledge from year 10

# YEAR 11

Half term	What's going on	
1	Covering content + Coursework	Homework, plus 20 minutes per subject per week Recall/basic knowledge
Holiday		2 hours every weekday
2	In class assessment and predictions + Coursework	Homework, plus 30 minutes per subject per week Practice questions
Holiday		2 hours every weekday
3	Mock exams (real exams for vocational subjects) + Coursework	Homework, plus 45 minutes per subject per week Recall and timed practice questions
Holiday		3 hours every weekday
4	Revision	Homework, plus 45 minutes per subject per week Plugging gaps from Mocks
Holiday		4 hours every weekday
5	Exams	Whatever it takes!

FREEDOM



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**There is no substitute for putting the time in.**



# Revision: What Learners Do



## Organise Your Time and Space Properly

- ▶ Plan short, regular sessions - better to do small amounts every night rather than all in one
- ▶ Schedule breaks
- ▶ Work at a table - not lying down on bed or on a sofa
- ▶ Plan to revise several different topics in short chunks of **20 minutes each**



## Work is Work and Rest is Rest

- ▶ Set a timer for how long you intend to work - **20 minutes** as standard, but you could do longer for more complex tasks or for practice exam questions.
- ▶ Turn the volume up on your phone and place it in the next room
- ▶ **DO NOT** look at your phone until the timer is up
- ▶ **DO NOT** stop your task until the timer is up
- ▶ When the timer goes, stand up to go get your phone and do something else for five minutes **IN ANOTHER ROOM**
- ▶ Return and set a new timer for the next twenty minutes.



## Choose an Appropriate Revision Task

- ▶ For learning key facts: **Quizzing** (perhaps by using an online resource like GCSE Pod, or with a friend); **Flashcards** (where you write questions on one side and answers on the other)
- ▶ For practicing exam skills: **Practice exam questions**
- ▶ For understanding a whole topic: **Mind maps**
- ▶ For relearning something you don't understand: **Cornell note taking** while watching a video/reading a resource

# Revision Tasks



## Quizzing

**Quizzing** where you test your knowledge of **key facts** by perhaps by using an online resource like GCSE Pod, or taking turns with a friend to answer topical questions.



## Flash Cards

**Flash** where you test your knowledge of **key facts** by looking at a a card or piece of paper with questions written on one side before checking your answer on the reverse.



## Practice Exam Questions

**Practicing Exam Questions** by using old or mock exam papers or an online resource to practice your **exam skills** including how to understand and break down what exam questions are asking you to do as well as how to answer them efficiently.



## Mind Map

**Mind Mapping**, where you write down the central theme of the topic you are studying and think of new and related ideas which radiate out from the centre. This can help you break down complex ideas and allow you to **understand the whole topic**.



## Cornell Note Taking

**Cornell Note Taking** is a method you can use to help you **relearn or reconfigure something you don't understand** whilst reading a resource or watching videos on the topic you are finding difficult.


Welcome back, Mr Wright 🙌

Create +


Southmoor Academy

School activity


View all


 **86 +62**  
Active students  
Last 30 days


 **11 +11**  
Active teachers  
Last 30 days

 **438 / 1,413**  
Students with a connected parent

Shortcuts

 **Parental engagement**  
Invite parents to Seneca

 **Magic quizzes**  
Create a quiz in 2 clicks

 **Student insights**  
Identify & fill knowledge gaps

Seneca School League 🏆

My MAT Regional

03:06:31:15  
DAYS HOURS MINUTES SECONDS

School name	XP
  <b>Southmoor Academy</b> Sunderland, Sunderland <span>School synced</span>	46,210

What can you do to support?

1. Monitor homework submitted on classcharts
2. Set up a place and time at home for revision. If you are ever told *'I've got no work to do'* simply reply *'Seneca'*
3. Be in contact







# Pathways

## @ Southmoor Academy



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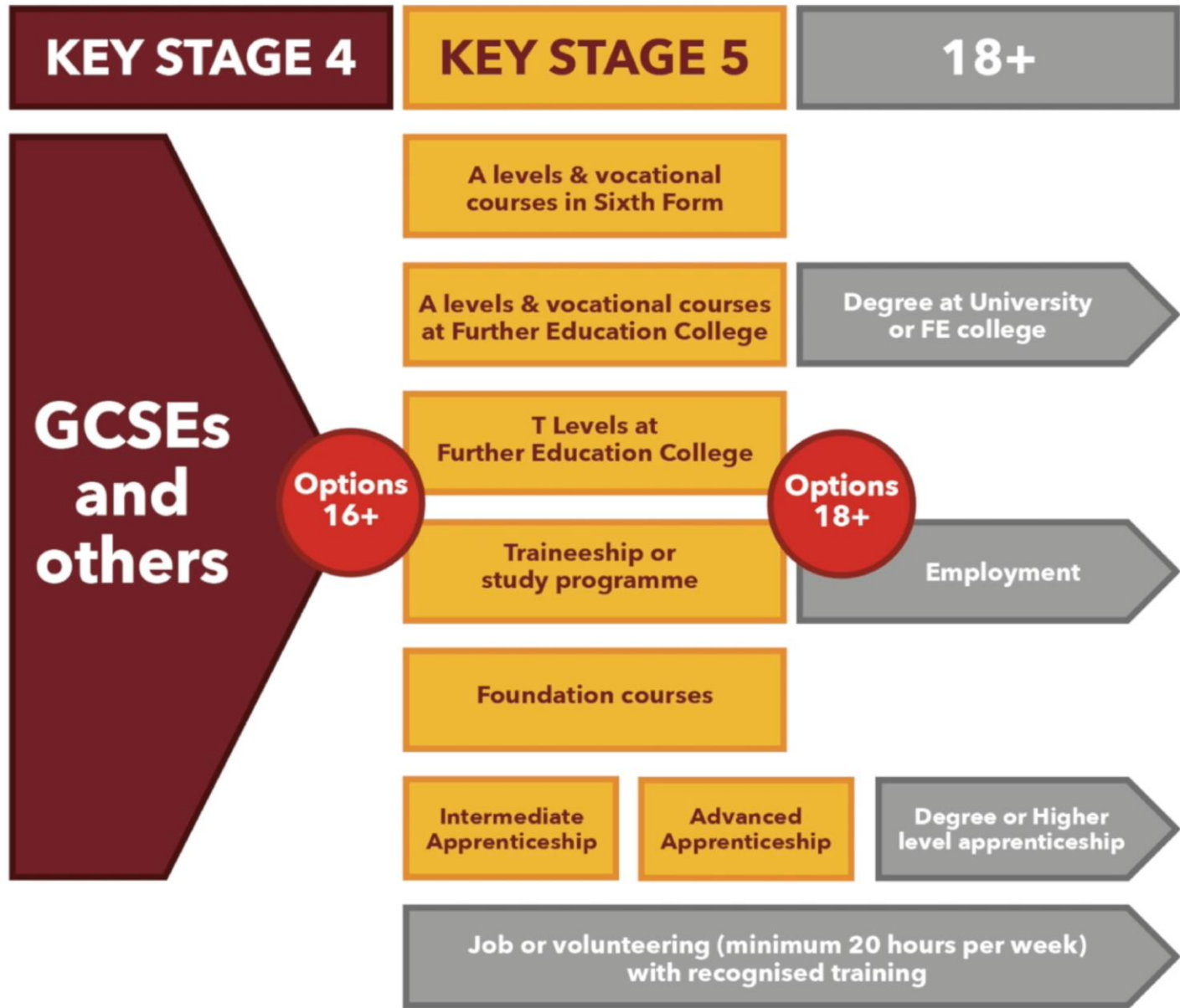


# The participation age

From September 2015 the participation age was increased until the young person's 18th birthday. This does not mean staying in school, you can opt to study or train in any of the following ways:

- Studying full time in school, college or with any training provider
- Working or volunteering, combined with a part-time education or training
- Apprenticeship, traineeship or study programme

The government have decided to do this because it is widely recognised that if a young person stays in education or training they will have better career prospects.



GCSE or equivalent grades 1 - 3 are called Level 1 Qualifications.

GCSE or equivalent grades 4 - 9 are called Level 2 Qualifications.

To progress to Level 3, then students will need to have the Level 2 qualification first.

Students must secure English and Maths at Level 2 or they will need to continue studying these post-16.

# Guidance and support during Year 10

- Year 10 ASPIRE lessons



- 1:1 Careers Guidance interviews with Mrs Robinson



- Opportunity to meet employers & education providers

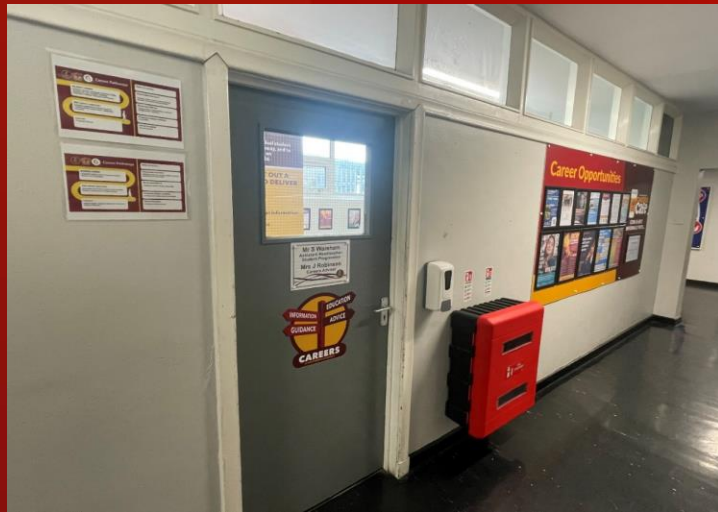


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# Guidance and support during Year 10

- Information available in the Careers Hub – opposite Pupil Reception



# For further support, advice and guidance



Visit the Southmoor Academy website for useful advice and resources:  
[www.southmoorschool.co.uk/careers-education-information-advice-guidance/](http://www.southmoorschool.co.uk/careers-education-information-advice-guidance/)

**Mrs Robinson, Careers Advisor**  
Email: [careers@southmoormat.co.uk](mailto:careers@southmoormat.co.uk)



Follow @SMMATCareers on Twitter!

[www.southmoorschool.co.uk/careers-explorer/](http://www.southmoorschool.co.uk/careers-explorer/)



**CAREERS EXPLORER**



**National  
Careers  
Service**

Helping you take  
the next step

**National Careers Service**

[www.nationalcareers.service.gov.uk/](http://www.nationalcareers.service.gov.uk/)  
Call: 0800 100 900

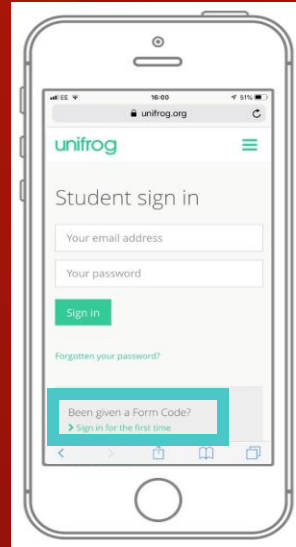


# For further support, advice and guidance



Unifrog is a one-stop-shop where students can explore their interests, then find and successfully apply for their next best-step after school.

- Careers Library
- Subjects Library
- Post-16 and Post-18 course directory
- Webinars
- Record interactions, applications & intentions
- CV writing tool
- Personal statement tool



Scan this QR code or go to [www.unifrog.org/student](http://www.unifrog.org/student) and click 'Sign in for the first time'

You'll be asked for some details and a Sign up Code. This is what you need:

## SMORparents

After signing up, log into Unifrog using your email address and password via the student sign-in page!



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# Year 11 Post-16 Options



For a recap of all this information, go to:  
[www.southmoorschool.co.uk/post-16-progression-pathways/](http://www.southmoorschool.co.uk/post-16-progression-pathways/)

