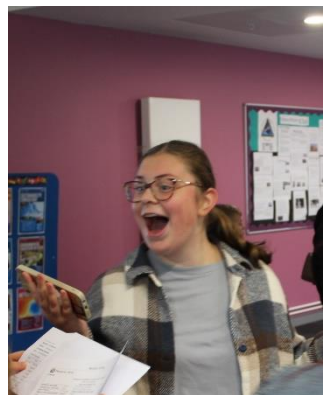




TRANSFORMING LIFE CHANCES

# Outcomes 2023/24 – Year 11 Stories



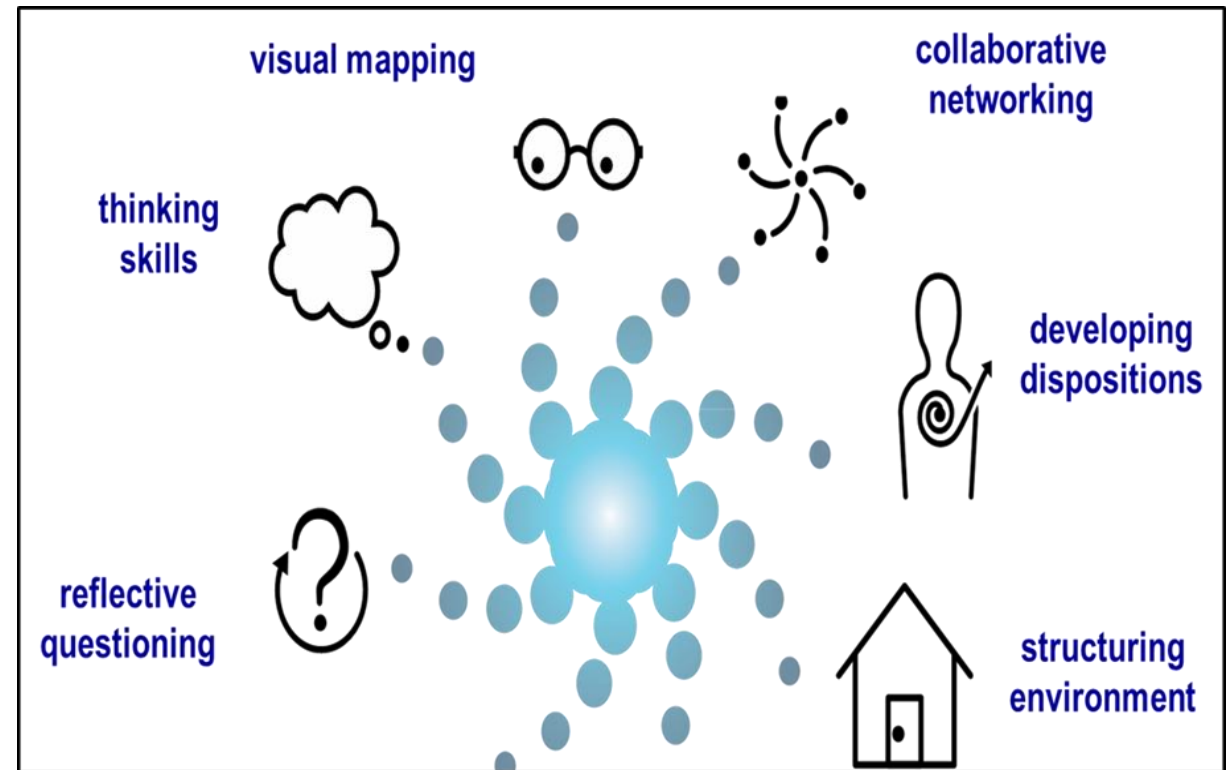
TRANSFORMING LIFE CHANCES

# Thinking, Teaching & Learning

So.... being a Thinking School means we regularly think about everything that takes place.

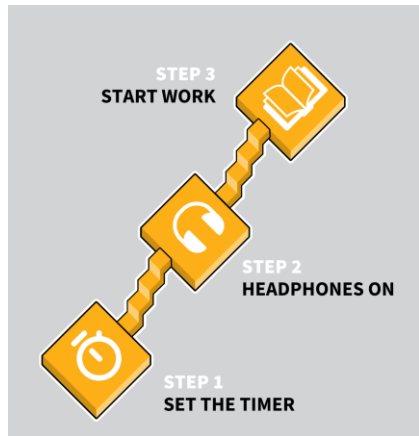
We explicitly teach students **and staff** to think reflectively, critically and creatively by using Thinking Skills.

We equip staff and pupils with tools they can use throughout life in order to look at a topic from various perspectives, achieve and enjoy learning.



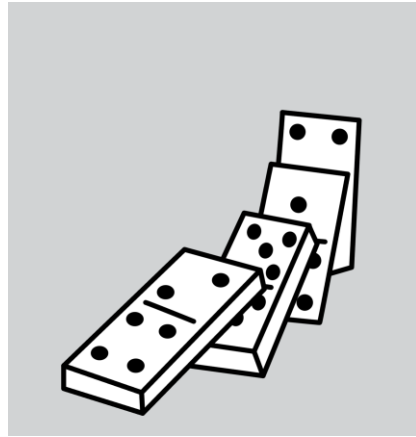






1

DECIDE SEQUENCE OF ACTIONS



2

IDENTIFY THE FIRST DOMINO



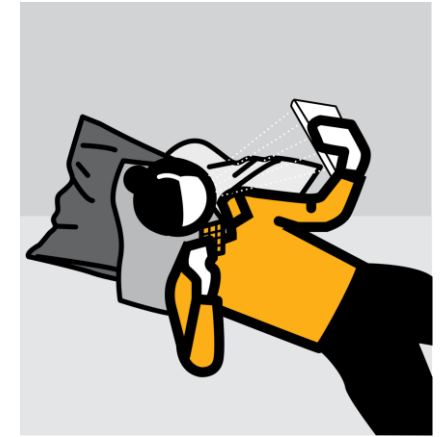
3

REPEAT YOUR HABIT



4

JUST SHOW UP



5

ADD A FINISHER'S REWARD

- When we make something a habit, our brain does it automatically, without really having to think about it.
- Bad habits like biting your nails or staying up late can be really hard to change. However, the same is true of good habits.
- If we make studying into a habit, we'll find ourselves doing it more often, finding it easier to do; even enjoying it more.
- Making something a habit requires us to follow a bit of a formula.

~~UNPREPARED~~



Explore different  
revision  
techniques

Less stress  
and anxiety

Time for  
repetition

Identifying topics  
that need  
attention

Get support  
early on

Benefits of  
starting  
revision  
early

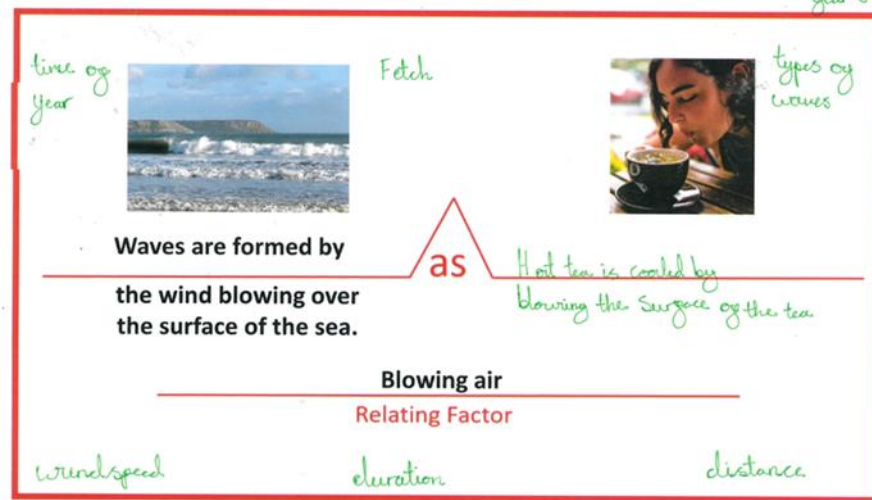
There's no rush  
(no cramming  
necessary)

Supports your  
mental health  
and well being

Time to practice  
exam techniques



# Thinking skills as effective revision strategies



**Fractions**

To add fractions

Order these fractions from smallest to largest.

$\frac{2}{20}, \frac{2}{5}, \frac{1}{4}, \frac{3}{10}$

To convert between mixed numbers and improper fractions

1.  $3\frac{1}{3} = \frac{10}{3}$

2.  $\frac{17}{5} = 3\frac{2}{5}$

To multiply fractions

1.  $\frac{2}{5}$  of 30

2. 16 is  $\frac{2}{7}$  of what number?

$\frac{3}{4} \times \frac{2}{3}$

To simplify fractions

Simplify these fractions

$\frac{2}{15}, \frac{1}{15}$

To find fractions of amounts

1.  $\frac{2}{5}$  of 30

2. 16 is  $\frac{2}{7}$  of what number?

To multiply fractions

$\frac{3}{4} \times \frac{2}{3}$

**Student Feedback**

Name: Tiegan

Grade: 9

Mark: 0

**STUDENT FEEDBACK FORM**

1. Overall score through the whole lesson. (Maximum 100% overall marking of 100%)

9 24 Contingently

23 Clearly

22 Adequately

21 Not

20 Contingently

19 Adequately

17 Not

16 Contingently

15 Clearly

14 Adequately

13 Not

12 Contingently

11 Clearly

10 Adequately

9 Not

8 Contingently

7 Clearly

6 Adequately

5 Contingently

4 Clearly

3 Adequately

2 Not

1 Clearly

2 Adequately

1 Not

0 No work

Work not worthy of any marks.

**Student Feedback**

on what they page based on engine study. I was very work as it described the things. I like the style but with a modern feel. To improve I would pin in the page and I would change my background to match the color. I believe the website that I used to be work well as it is clear and detailed. I can add the extra annotations and collage images. I need to complete the rest of my page. I can add collage images and annotations.

**Teacher response to student feedback.**

Student Feedback	
<input type="checkbox"/>	What did you do? What media did you use? What techniques did you use?
<input type="checkbox"/>	How do you feel about your work? Why?
<input type="checkbox"/>	What would you like to change or improve? Why?
<input type="checkbox"/>	What went well? What is the best bit? Why?
<input type="checkbox"/>	What could you do differently? What could you add? How?
<input type="checkbox"/>	What are the things you are going to change? What is your next step?

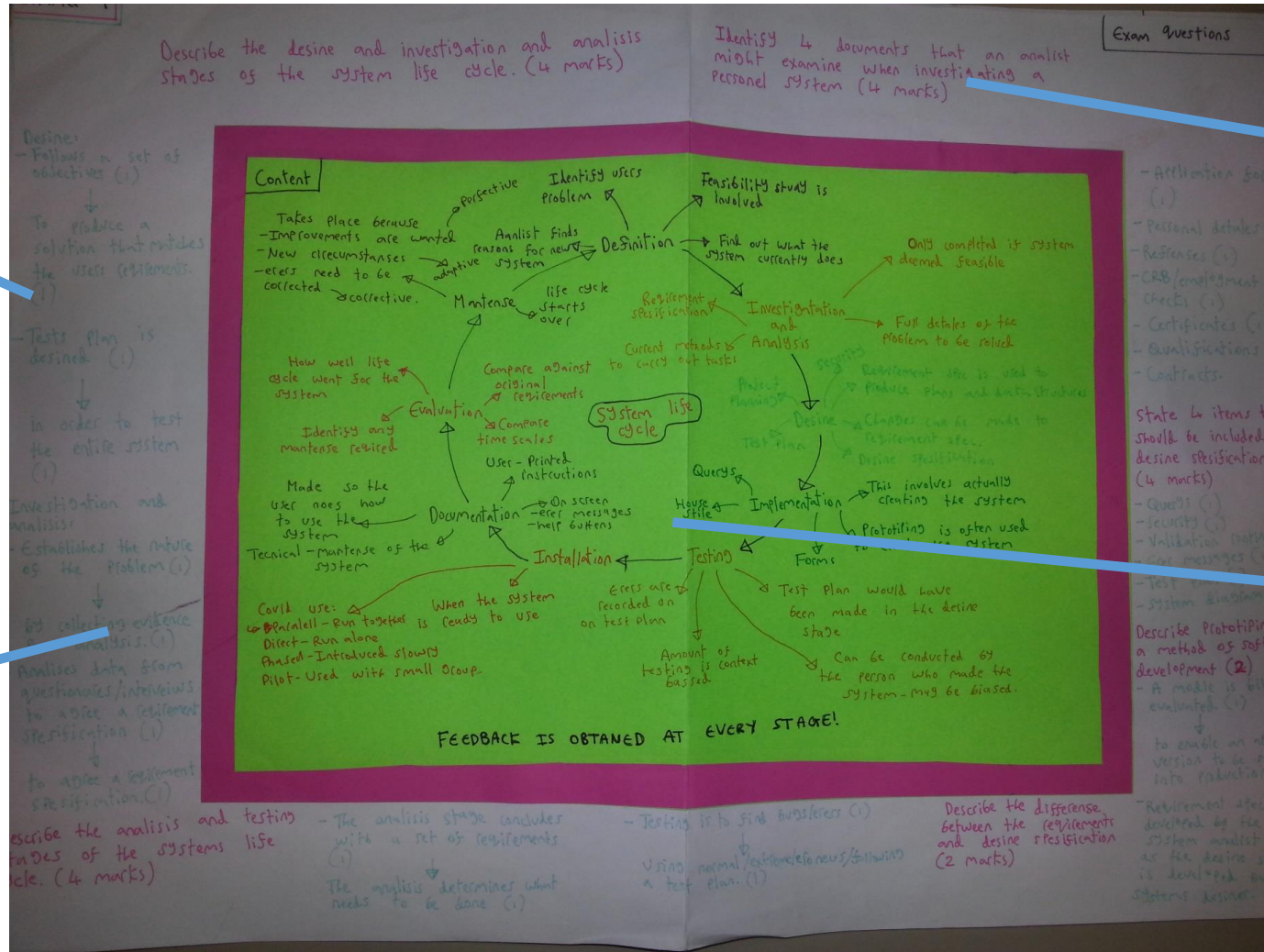


# Thinking skills as effective revision strategies

FoR: Exam question and answers

FoR: Exam question and answers

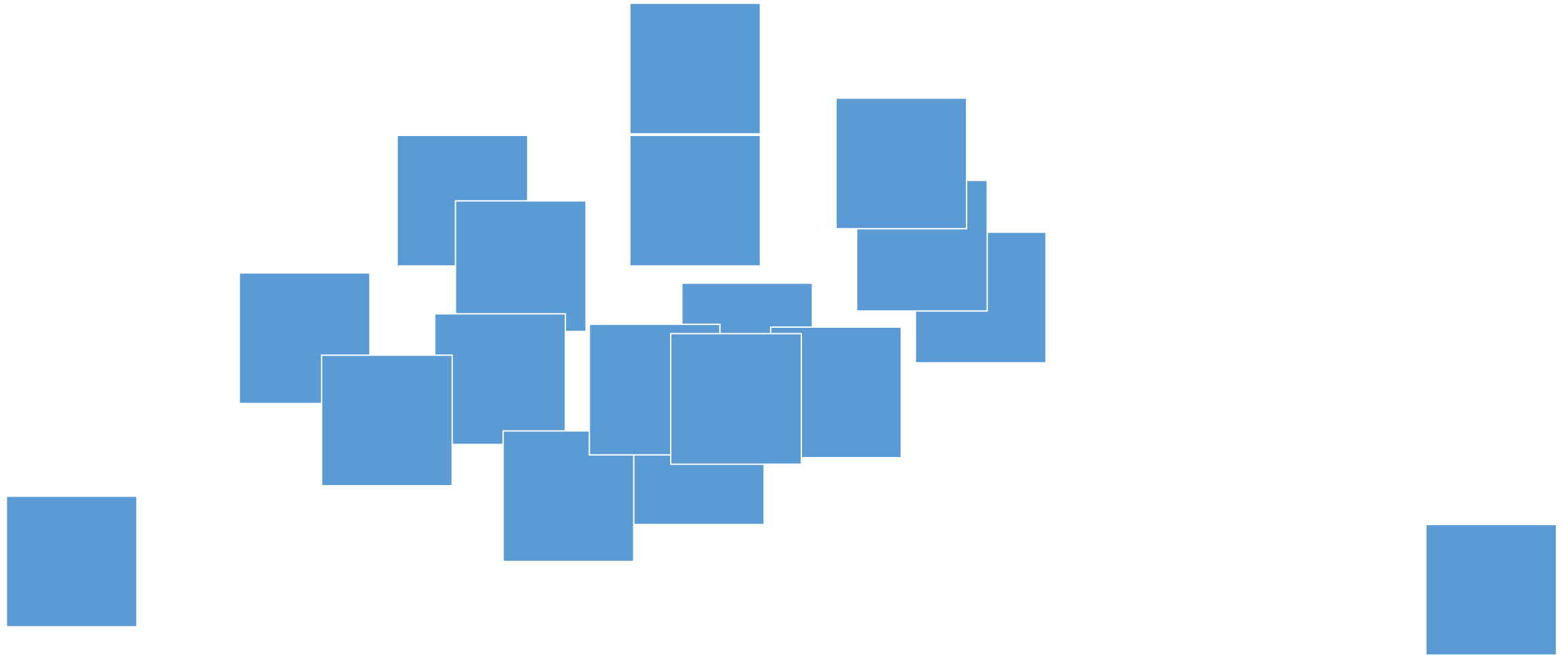
Knowledge from classwork and text books



Topic

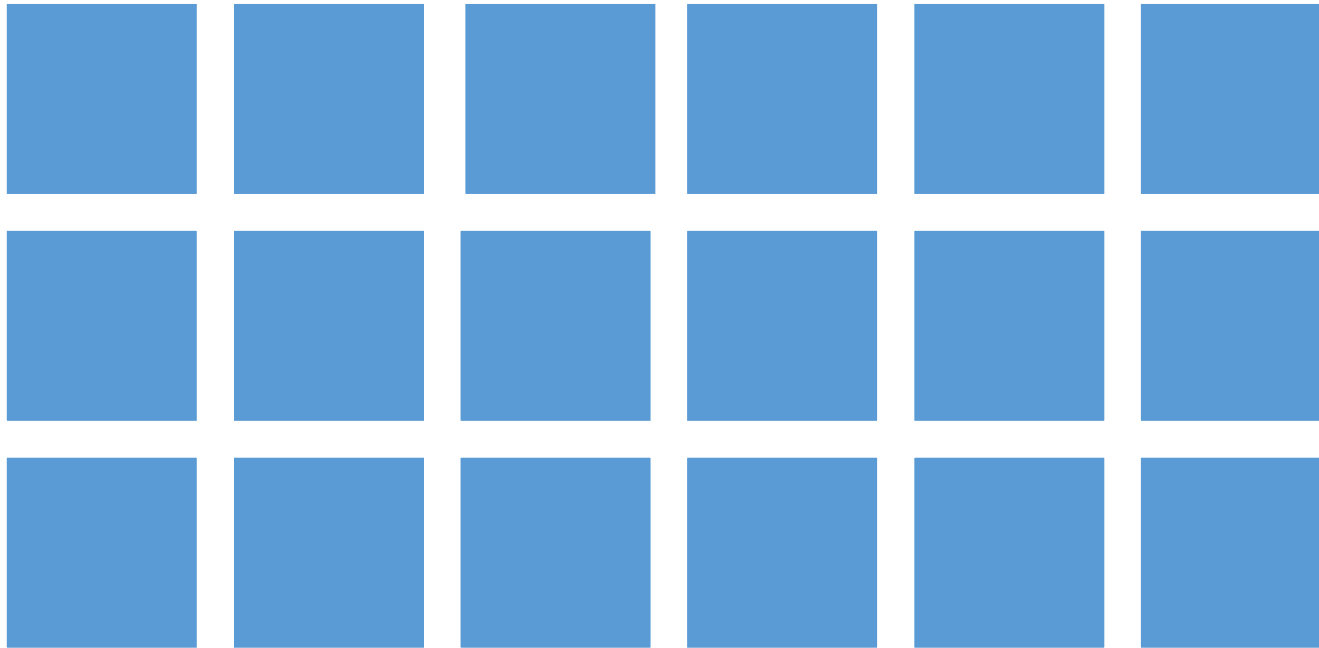


# How many squares are there?



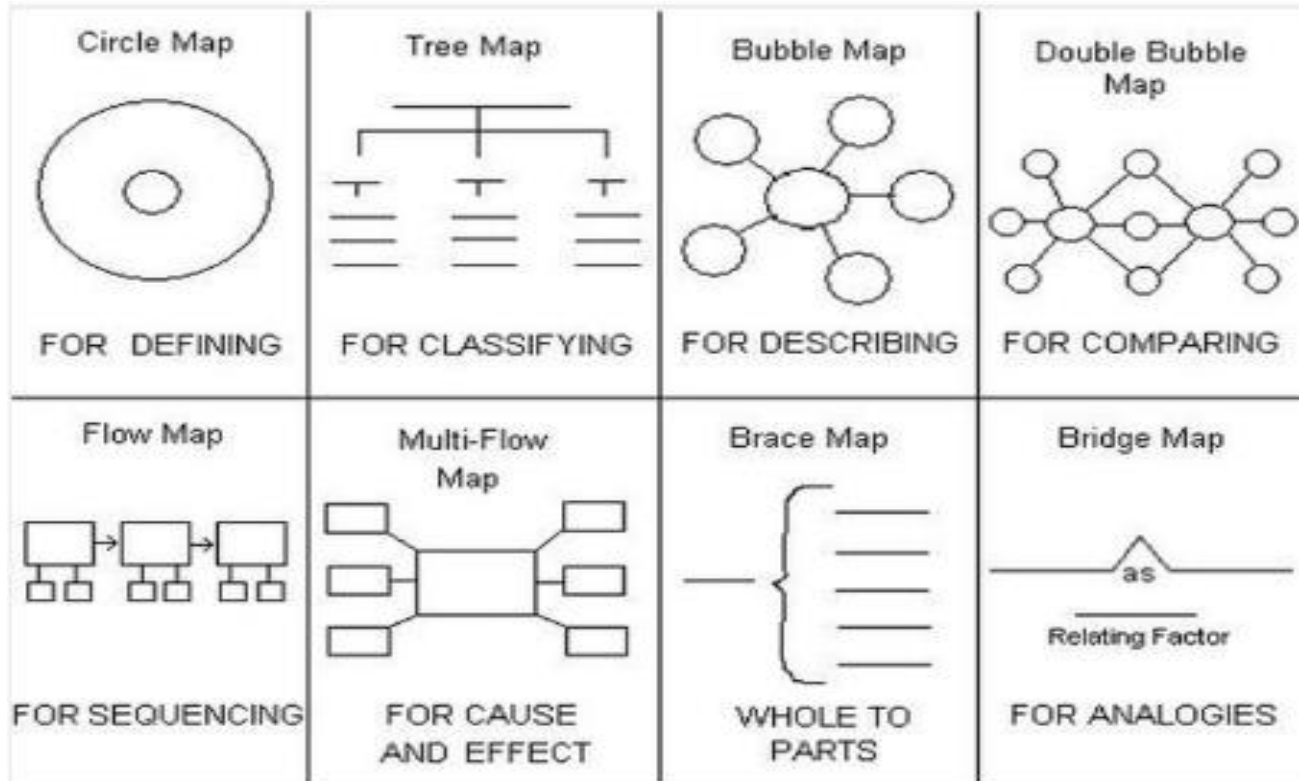
# How many squares did you count?

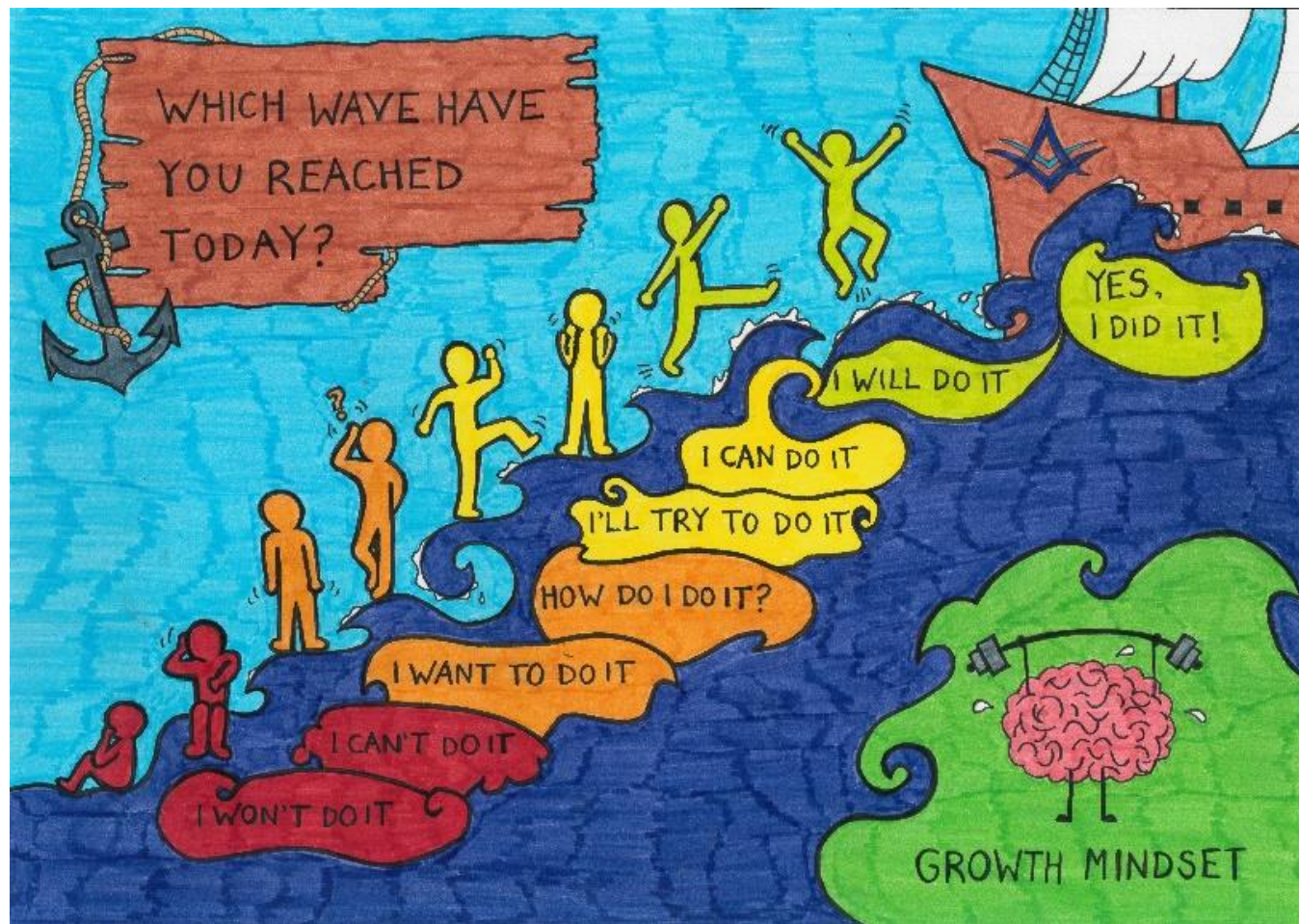
# How many squares are there?





# The reason 'why' Think Tools work





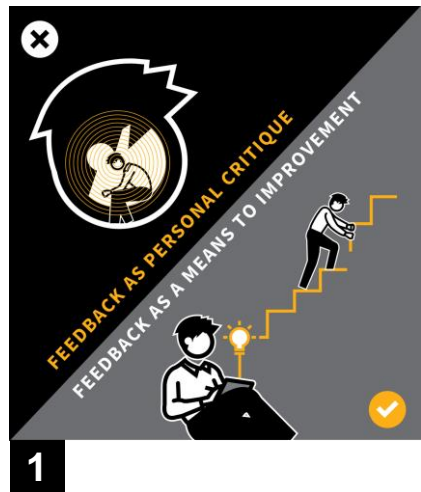
# Students | How we learn in the classroom



TRANSFORMING LIFE CHANCES



# Acting on feedback



1  
RECEIVE/ GENERATE  
FEEDBACK. CHECK  
UNDERSTANDING



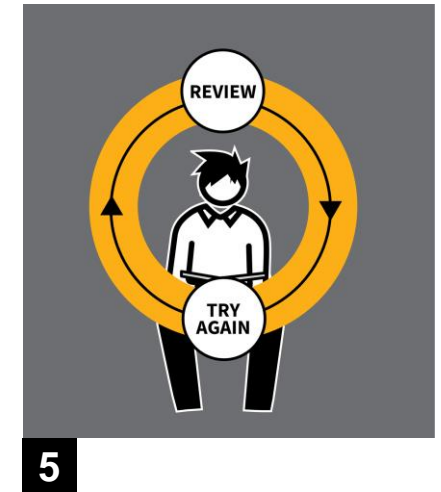
2  
IDENTIFY STRENGTHS  
TO REINFORCE &  
CONSOLIDATE



3  
IDENTIFY  
IMPROVEMENTS AS  
ACTIONS TO TAKE



4  
TAKE THE ACTIONS.  
CLOSE THE GAPS



5  
REVIEW & REPEAT.  
REDUCE RELIANCE

- Receiving and acting on feedback is an essential part of a learning process. You need to know how you're doing so you can take action to improve.
- You might receive feedback from a teacher or peer in various ways; it's then vital to turn that into actions you can take yourself. Understanding how to respond to feedback is key.
- Aim to rely less and less on external feedback, so you can be more independent.

# Supporting your child through their GCSE years

- Form tutor
- Teachers
- Head of Year
- SLT KS4 Lead
- SLT team
- Pastoral support team
- The Bridge
- SEND team



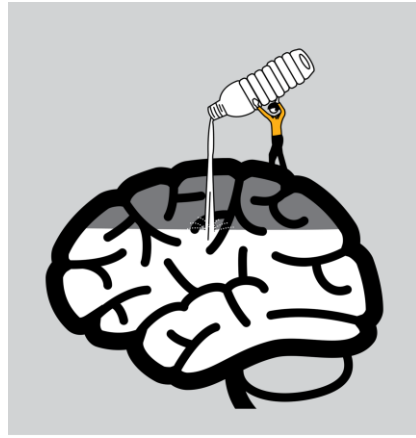


# Healthy learning | The SHED method



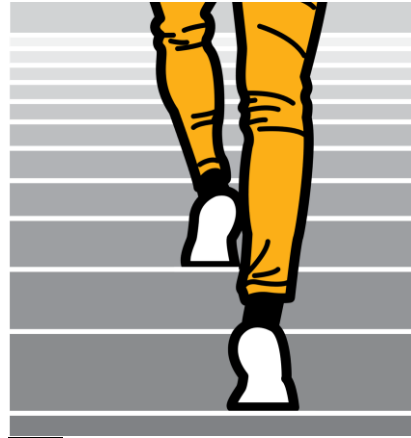
1

SLEEP



2

HYDRATION



3

EXERCISE



4

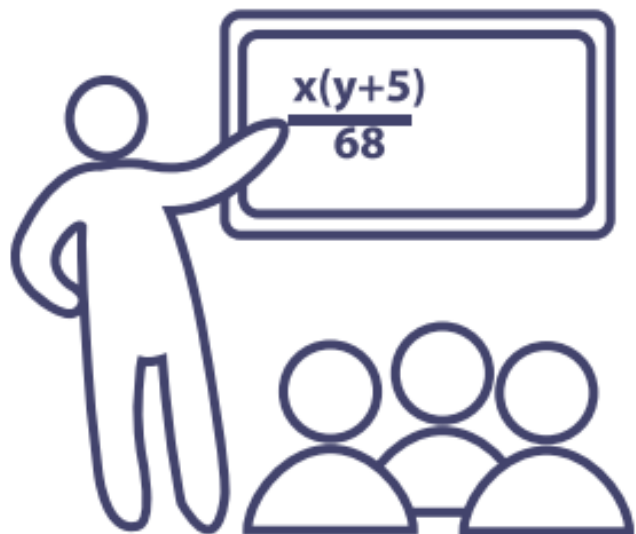
DIET



5

LOOK AFTER YOUR SHED!

- Sara Milne Rowe advises that, to make better decisions and focus well, it's essential your brain is at its alert best. That starts in your SHED: Sleep, Hydration, Exercise, Diet.
- These four pillars are fundamental to managing your mood and thinking clearly, managing how you react under pressure. Keeping your SHED well-fuelled gives you more control.
- Notice which elements affect you most when they're depleted, then build some better habits to increase your SHED fuel and, as a consequence, fuel your brain.



Classrooms full of students ready to learn?



Rewards and opportunities?



# Attendance – Impact on Outcomes

Those with  
90%+ Attendance

Expected progress

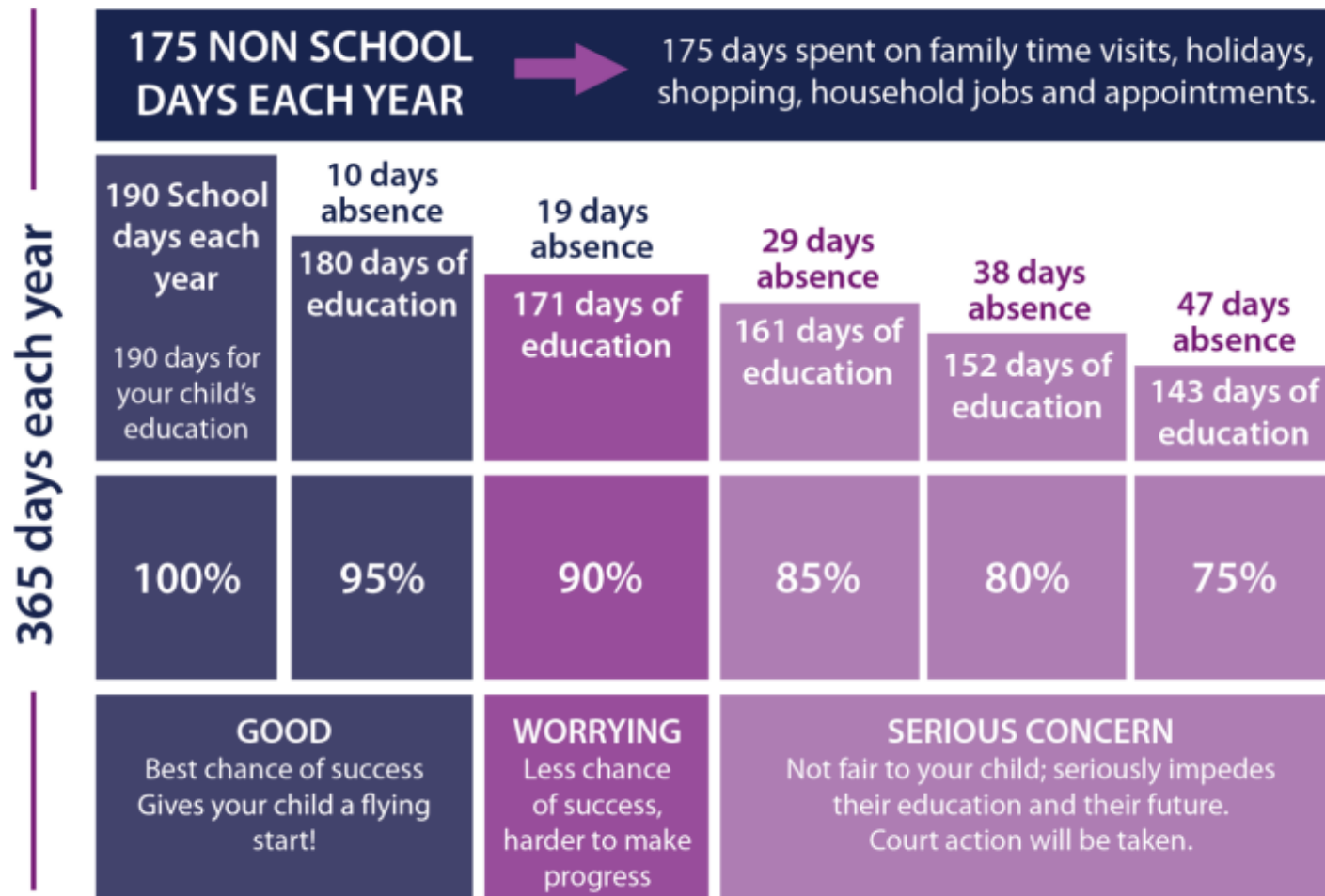
Those with under  
50-90% Attendance

At least 1 grade below  
expected progress  
(on average across all subjects)

Attendance Matters  
Responsibility of Everyone!



## What can you do to help your child's attendance?



# Attendance Matters – Every School Day Counts

## ATTENDANCE

WHY IS IT IMPORTANT?

### ABSENCE FROM SCHOOL

Children are required by law to attend school 190 days per year. The Government states that every pupil's attendance should be at least 95%.

How do YOU measure up?

Attendance	Days	Weeks	Lessons
	Absent	Absent	Miscel
95%	9 Days	2 Weeks	50 Lessons
90%	19 Days	4 Weeks	100 Lessons
85%	29 Days	6 Weeks	150 Lessons
80%	38 Days	8 Weeks	200 Lessons
75%	48 Days	10 Weeks	250 Lessons
70%	57 Days	11.5 Weeks	290 Lessons
65%	67 Days	13.5 Weeks	340 Lessons

89% & Below  
Drastic effect on  
academic achievement

95%-90%  
Cause for  
concern

100%-96%  
Excellent





# Punctuality matters

## Learning



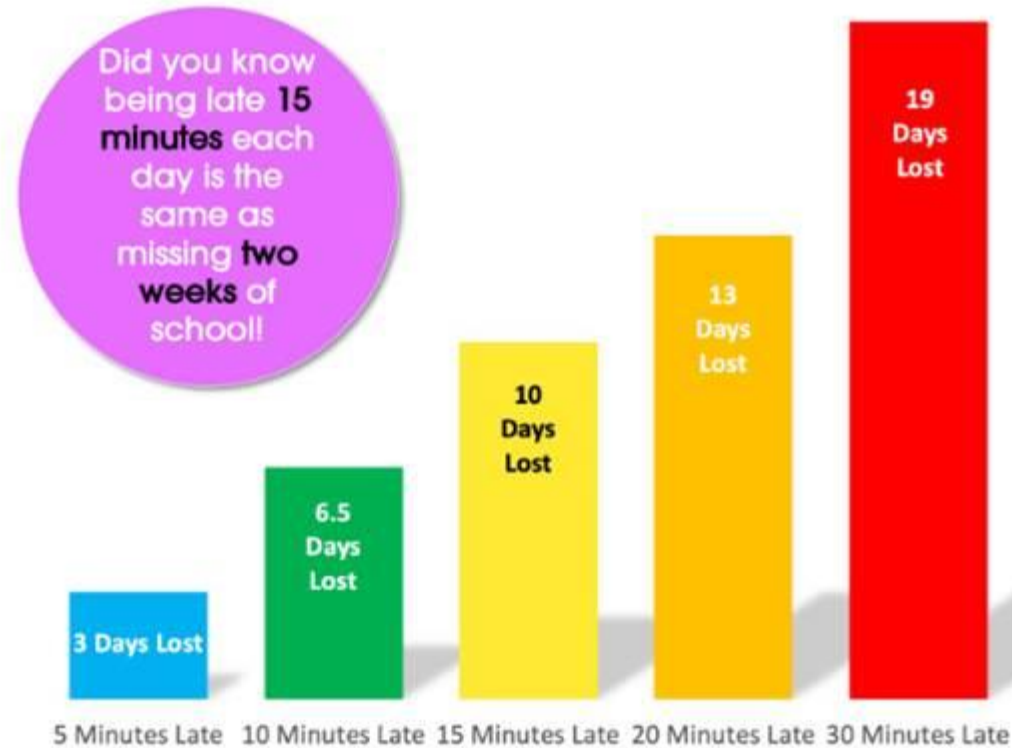
Truancy to LP1



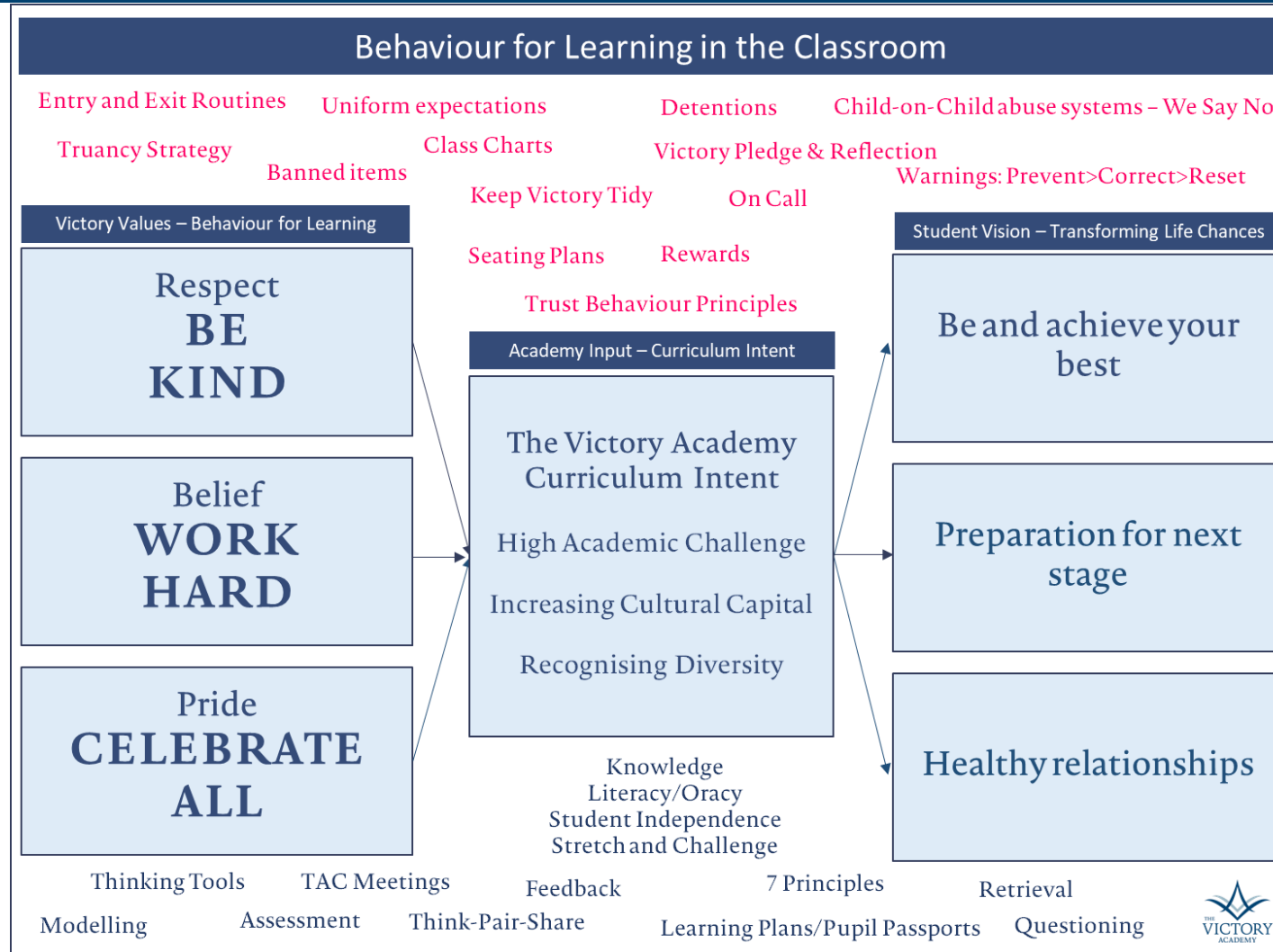
Punctuality to school

## Punctuality Matters!

Lost Minutes = Lost Learning



# Behaviour for Learning in the classroom



TRANSFORMING LIFE CHANCES

# Exploring career opportunities

THE CAREERS &  
ENTERPRISE  
COMPANY



MidKent  
College



University of  
Kent

KMPF  
KENT & MEDWAY  
PROGRESSION  
FEDERATION

TRANSFORMING LIFE CHANCES

# What is the VC curriculum?

Year 7	Year 8	Year 9	Year 10	Year 11 (IAG)
<i>Transition</i>	<i>Community</i>	<i>Online Safety</i>	<i>Financial Decision Making</i>	<p><b><u>IAG lessons</u></b>            Career options/paths            CV writing            FE researching and applications            Interview techniques and role plays            LMI Labour Market            Information trends in Medway South East            Personal Branding            Workforce preparation</p>
Careers	<i>Financial Capability</i>	<i>Crime and the Law</i>	<i>Health and Wellbeing</i>	
Building Relationships	<i>Different Relationships</i>	<i>Financial Capability</i>	<i>Politics and Me</i>	
Human Rights	<i>Staying safe online</i>	<i>Families</i>	Human Rights	
Diversity	<i>Identity and Relationships</i>	<i>Knife Crime</i>	<i>Mental Health</i>	
Wider World	Human Rights	Human Rights	<i>Issues in Relationships</i>	

# Academic interventions and support

- Learning Period 0
- Learning Period 1 – subject focus
- ‘Lunch and Learn’
- Learning Period 7
- Learning Period 7+
- VIB in Science
- Small group interventions
- Reading and literacy groups



# Our reward systems



# Student Voice



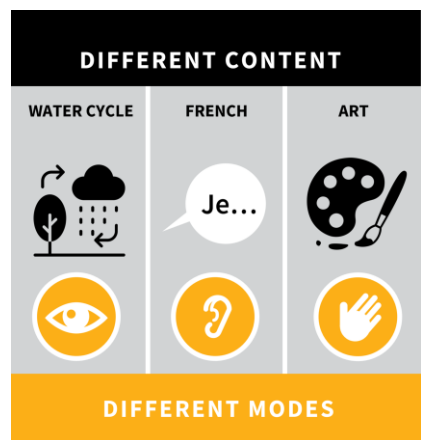
TRANSFORMING LIFE CHANCES

# Students | Learning independently



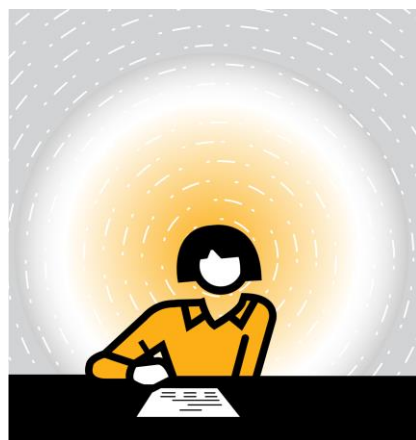
TRANSFORMING LIFE CHANCES

# Some myths & weak study habits



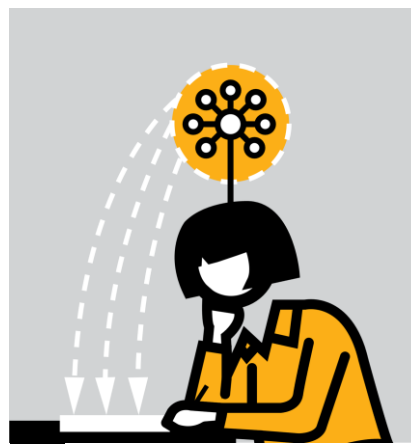
1

FORGET ABOUT  
LEARNING STYLES



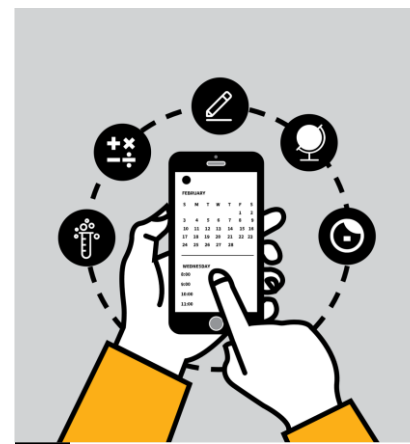
2

INTELLIGENCE ISN'T  
FIXED



3

RETRIEVING BEATS  
REREADING



4

SPACE YOUR  
STUDYING, DON'T  
CRAM IT

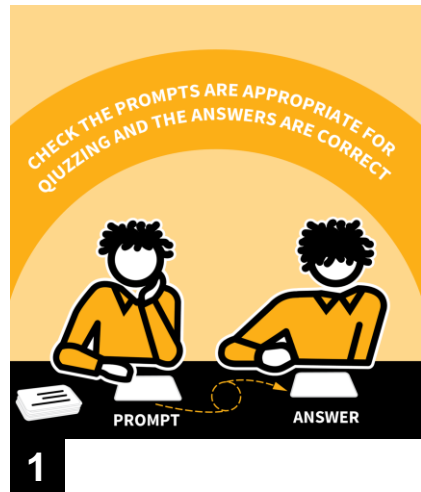


5

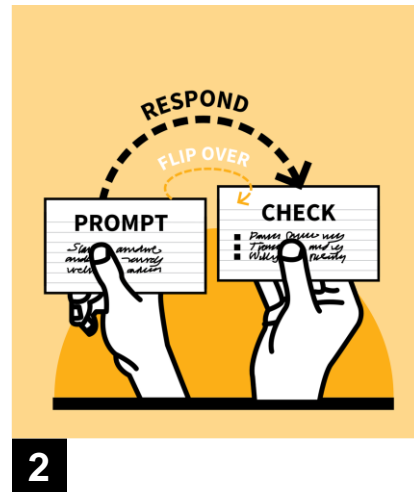
FOCUS, DON'T  
MULTITASK

- There are things we might believe about learning that feel intuitive and even comforting. e.g. we may think we have a preference for learning in a certain way, such as by listening.
- We may think we were born to be better at certain subjects than others, so there's not much we can do. These beliefs can hold us back and are not supported by research.
- We may believe we're using the best study habits to aid our learning. It may surprise us to find out that there are better ways to learn.

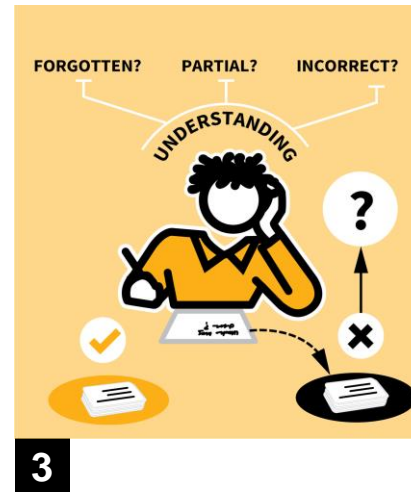
# Using flashcards



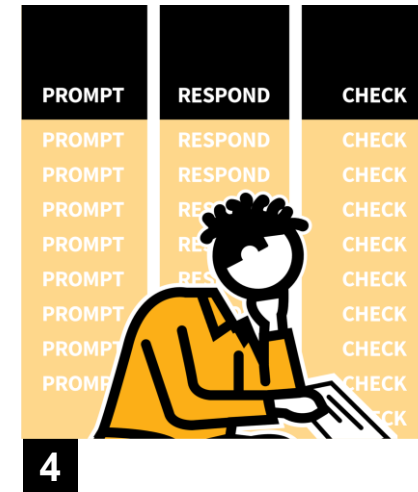
GATHER A SET OF FLASH CARDS & CHECK YOUR UNDERSTANDING



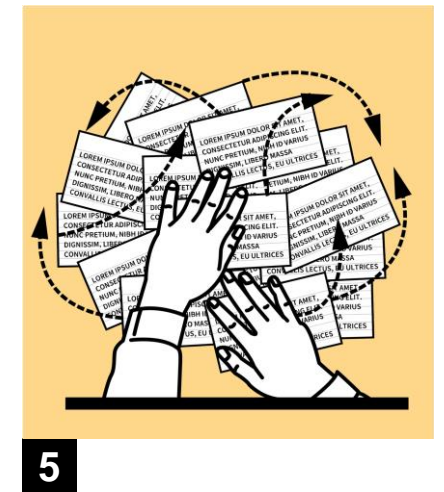
RUN THROUGH THE SET



EXPLORE YOUR WRONG OR INCOMPLETE RESPONSES



RERUN THE WRONG ANSWERS

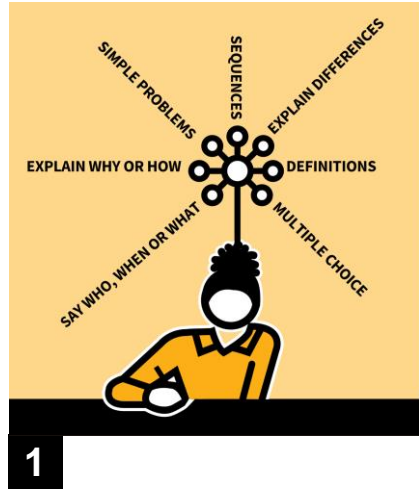


SHUFFLE & RETEST AT INTERVALS

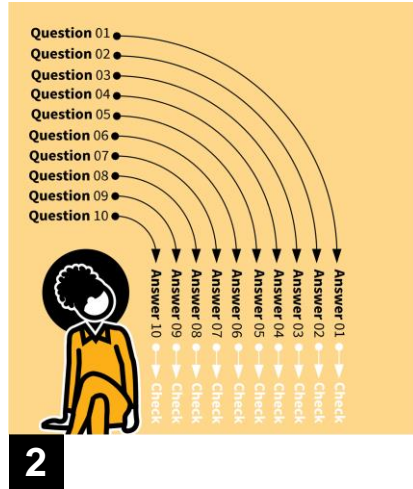
- A popular tool to support revision of factual knowledge is a set of flash cards. These can be physical cards to hold in your hands or digital versions to use online.
- A good flash card has a prompt on one side that requires you to think of a specific answer or requires you to elaborate with multiple details or give an explanation.
- After generating your response, flip the card over to see the correct answer or what a good response should include.



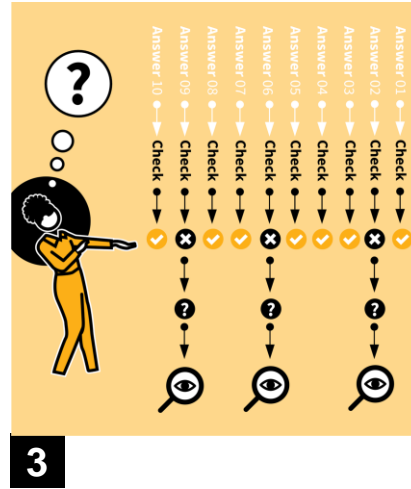
# Self-quizzing



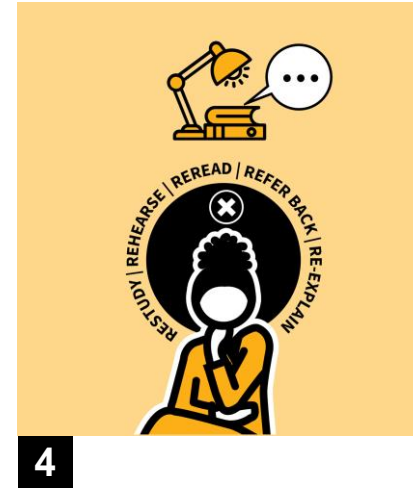
**1**  
GATHER OR  
GENERATE QUIZ  
QUESTIONS



**2**  
ANSWER THE  
QUESTIONS UNAIDED



**3**  
CHECK YOUR  
ANSWERS



**4**  
IDENTIFY AREAS YOU  
NEED TO RE-STUDY



**5**  
TEST YOURSELF  
AGAIN. REPEAT

- One of the pitfalls of studying is the illusion of familiarity: you recognise material as you reread it but this lulls you into thinking you must know it.
- However it's only when you can generate responses yourself with confidence that you can really say you've learned something.
- Self-quizzing is a technique for forming the habit to test your knowledge. It works best with simple factual recall but can also extend into more complex questions.



# Open recall AKA brain dumps



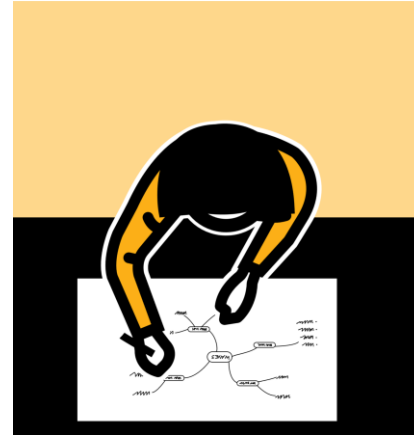
1

SELECT A TOPIC &  
RELATED PROMPT



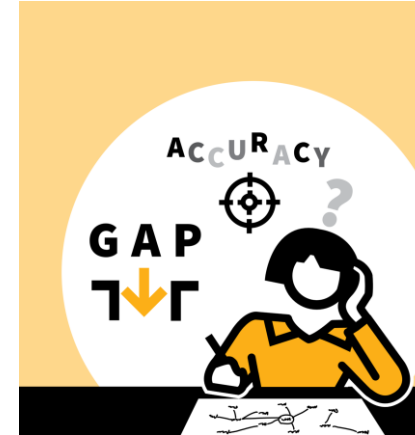
2

WRITE KEY CONCEPTS  
IN A FREE-FLOWING  
MANNER



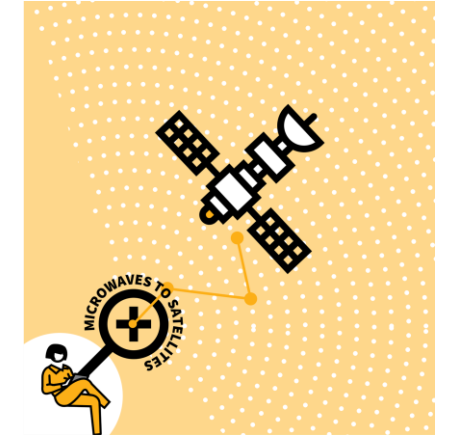
3

ORGANISE &  
CONNECT IDEAS



4

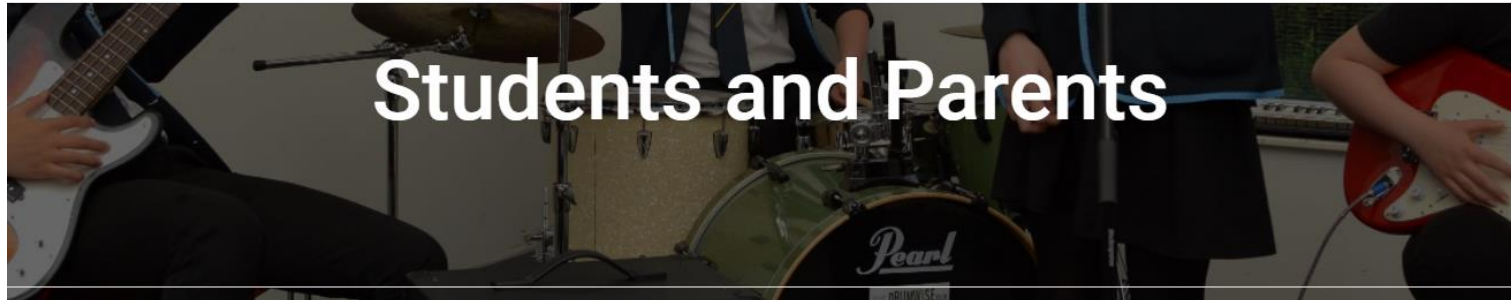
CHECK ACCURACY &  
IDENTIFY GAPS



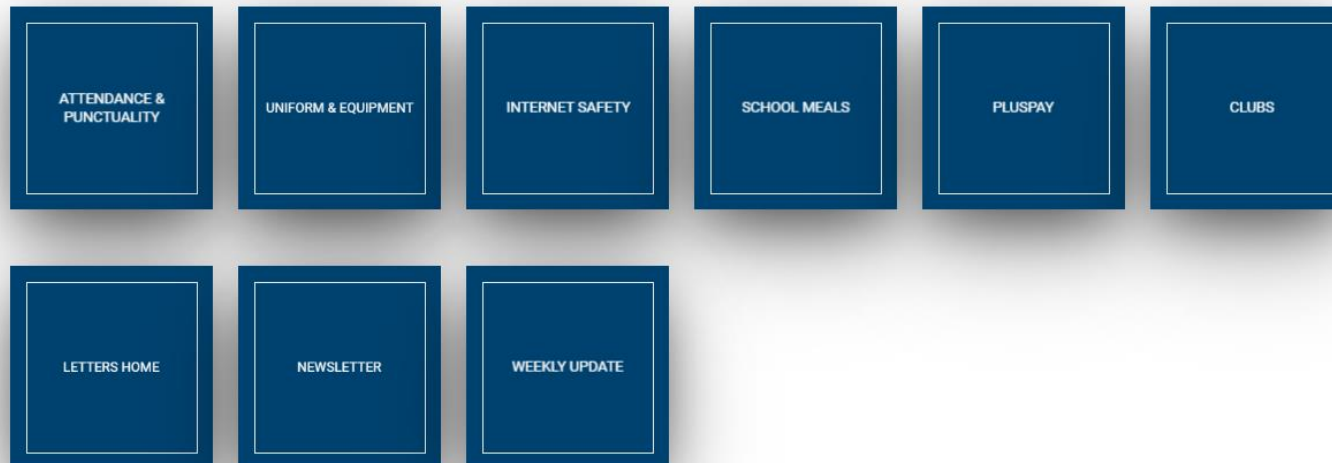
5

EXTEND DEPTH &  
RANGE OF IDEAS

- When we've accumulated a lot of connected knowledge about a subject it can be difficult to retrieve it in a neat, organised manner. As we mentally scan our schema, we might activate knowledge that's connected in a range of unpredictable ways.
- Open recall allows you to retrieve information without restricting yourself too narrowly. The free flow of this brain dump process can help to flush out a more expansive set of ideas.



[Home](#) / [The Victory Academy](#) / [Our School](#) / Students and Parents



# Teams – Resources and OOCL

Search (Ctrl+E)

All teams

TVA-2024-10B-Gg

- Home page
- Class Notebook
- Classwork
- Assignments
- Grades
- Reflect
- Insights
- Parents

Main Channels

- General
- 1. Out of Class Learning
- Geographical skills
- Paper 1 - Section A Natural hazards
- Paper 1 - Section B Living world
- Paper 1 - Section C Coasts and Rivers
- Paper 2 - 1 Section A Urban issues and chall...
- Paper 2 - Section C Resource management a...
- Paper 2 Section B The changing economic w...
- Paper 3 - Fieldwork
- Paper 3 - Issue evaluation

1. Out of Class Learning Posts Files

OOCL - Coasts - Examination questions

Due Sep 27

View assignment

Reply

Assignments 01/10 18:37

OOCL - Coasts

Due Oct 4

View assignment

Reply

Assignments Friday 17:28

OOCL - Coastal landforms

Due Oct 11

View assignment

Reply

Activity Teams

TVA-2024-10B-Gg

- Home page
- Class Notebook
- Classwork
- Assignments
- Grades
- Reflect
- Insights
- Parents

Main Channels

- General
- 1. Out of Class Learning
- Geographical skills
- Paper 1 - Section A Natural hazards
- Paper 1 - Section B Living world
- Paper 1 - Section C Coasts and Rivers
- Paper 2 - 1 Section A Urban issues and chall...
- Paper 2 - Section C Resource management a...
- Paper 2 Section B The changing economic w...
- Paper 3 - Fieldwork
- Paper 3 - Issue evaluation

General Posts Files Resources - Year 10

THE VICTORY ACADEMY

Latest News: test news ga

+ New Upload Edit in grid view Sync Add short

Year 10

Name	Modified
1. Paper 1 - Physical Geography	May 20
2. Paper 2 - Human Geography	May 20
3. Paper 3 - Geographical Application	May 20
4. Key term glossary	May 20
If asked about	May 21
MCQ - All Topics	May 21
Original Revision Documents	May 20
Year 10 Term 6 Mock	May 20