



"Getting one percent better everyday counts for a lot in the long-run".

The 1% Club

ASPIRE Booklet

Year 2 (Year 11)



Name _____

Form _____



Setting Direction



The GCSE Mindset

At Meols Cop we want to develop independent, motivated and self-regulated learners and for GCSE students we have created a programme to develop these characteristics.

We have called this programme for students the '1% Club' as we want to emphasise that small changes to your habits and learning behaviours can lead to huge changes which will impact your GCSE results and your future. It is especially important

Setting direction – Goals matter!

This is my year!
My Year 11 Goals Name: _____

the future What are your plans for next year and future?

WHERE DO I WANT TO GO NEXT YEAR? & HOW? - KNU / Runshaw - Maths - Chemistry/Biology - Sports Studies	WHAT DO I NEED TO GET THERE? WHAT DO I NEED? - 6+ maths - 6+ sciences - 5+ sports/merit	WHAT ARE MY CAREER AMBITIONS? - Dentist - Teacher - Physiologist / sporty route
--	--	--

WHAT ARE MY STRENGTHS?
ON MY BEST DAY I'M...

- Memory - recalling information & applying in practice
- Communicator - confident in articulating my opinion
- Time management - creating revision tables
- Motivated - take control of learning/opportunities

MY COMMITMENTS
THESE ARE THE STEPS I'LL TAKE (THE SYSTEMS) TO HELP ME ACHIEVE MY GOALS!

- Consistently completing my - HW. Creating a routine /timetable
- 2 pg a week in term 1 - gradually increase - prioritise weak subjects.
- Build a revision timetable and stick to it/routine
- Build resilience when struggle/under pressure

Systems and Goals!

SUBJECT GOALS		
ENGLISH	MATHS	SCIENCE
7 ↑	9	7 ↑
Spanish	Sports Studies	Geography
6 ↑	Distinction * 9	8 ↑

Last year we looked the book Atomic Habits by James Clear.

This book talks about how small changes to your habits can deliver amazing results, and this quote below discusses why 'continuous improvement' is important. We looked at building powerful habits in and out of school to help you succeed.

Today we start Year 11 year by thinking about your goals!



"Goals are good for setting a direction, but systems are best for making progress."
James Clear

It's important to start the year with clear direction, both in terms of your GCSE results and future beyond Meols Cop High School.

Task: Setting your Y11 Goals

- Complete the goal setting sheet on the next page
 - Write Your targets for next year and beyond
 - Your GCSE targets
 - What commitments you are going to make for the year
 - What are your strengths!

The 1% Club Plan – Year 2

Year 2 (Year 11)	
Assembly	The GCSE Mindset
ASPIRE 1	Setting direction
ASPIRE 2	Mock Exams – Creating an effective revision system
Year 11 Information Evening	
ASPIRE 3	Wellbeing Matters
ASPIRE 4	Dual Coding – Mapping your learning
Assembly	Post Exams
ASPIRE 5	Exam Wrappers
Aspire 6	Making effective notes
Assembly	The Final Mile
Aspire 7	Every Second Counts - Maximising time and effort

This is my year!

My Year 11 Goals

Name: _____

the future

What are your plans for next year and future?

WHERE DO I WANT TO GO
NEXT YEAR? &

WHAT DO I NEED TO GET
THERE? WHAT DO I NEED?

WHAT ARE MY CAREER
AMBITIONS?



WHAT ARE MY STRENGTHS?

ON MY BEST DAY I'M.....

● _____

● _____

● _____

● _____

MY COMMITMENTS

THESE ARE THE STEPS I'LL TAKE
(THE SYSTEMS) TO HELP ME
ACHIEVE MY GOALS!

1. _____

2. _____

3. _____

4. _____

SUBJECT GOALS

ENGLISH	MATHS	SCIENCE

Systems and Goals!



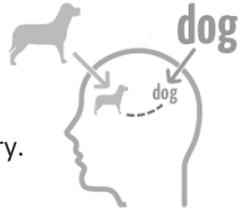
Dual Coding and Learning

Do Now – What do you remember about memory?

What types of memory are there?	
Why do we forget information?	
How do we 'learn' things?	

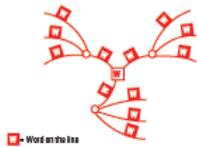
Dual Coding

- Dual Coding is the blending of words and pictures
- Research suggests that combining words and images increases your learning, by visually representing information in two different ways, it cements it deeper into our long-term memory.
- You can use dual coding in a variety of ways (shown below) to support your revision



Timelines

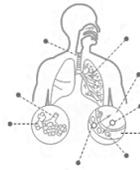
These can show the events that happen in a sequence, and the links between these events.



Word on the line

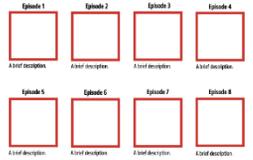
Mind Maps

These allow you to group information in branches from a central theme



Diagrams

Diagrams to annotate key information e.g. biological features about the body.



Story Boards

These can help you remember the key parts in a story or event



I = Input O = Output

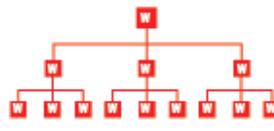
Flow Diagrams

Use flow diagrams to highlight cause and effect, input/output and processes



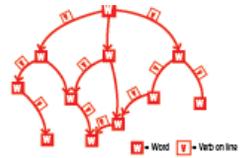
Venn Diagrams

Useful to compare change/continuity in history or characters in English



Graphic Organiser

These can chunk any aspect of a topic; hierarchy, process, cause/effect etc.



Concept Maps

Use to highlights links between themes, concepts and ideas.

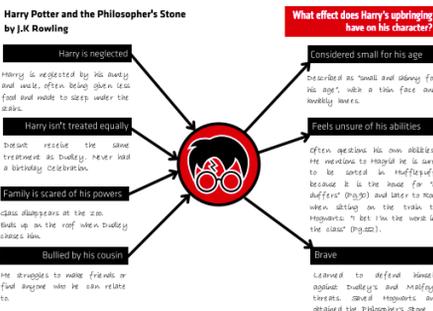
Are there any of these types that you use in your lessons already? Can you give examples

-
-

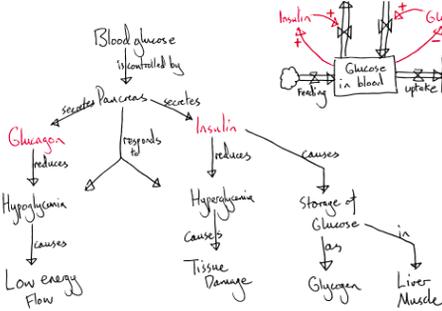
Examples of Dual Coding Revision:

Below are several examples of how you can use Dual Coding to support your revision.

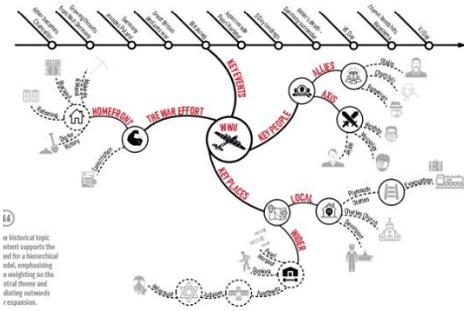
Input/output diagrams for character analysis in English or cause/effect in history.



Flow diagrams to show processes in Science, Tech or Computing. Emphasis key parts in the process.



Using a mind-map to chunk key information within a topic in any subject. Combine with a timeline add context in history or geography





Dual Coding and Learning

Using Dual Coding

Gather information to create; use textbooks, exercise books or knowledge organisers.



Pick a style to represent the topic. E.g. A timeline of the plot of Macbeth, reviewing main events / character development.



- Plan out before you start your design
- Categorise your information in themes
- Draw images to represent key terms/concepts
- Look for links between ideas/information

Advice

Do's

- Aim to eventually recreate your design from memory – build up to it and reduce the detail to the basics
- Choose a style that supports what you are revising
- Verbally explain the content as you go through

Don'ts

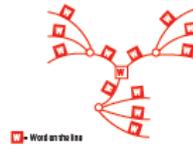
- Don't spend ages making it look pretty – it's a waste of time, remember our focus is being effective!
- Draw images that are irrelevant or confusing or overly complicated.

Task: Dual Coding

Step 1: Dual Coding- Lets practice doing some dual coding.

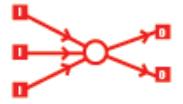
You can choose either of these methods, which suits you and the topic best.

Complete a Mindmap or Flow Diagram about the topic shared by the teacher during your session



Mind Maps

These allow you to group information in branches from a central theme



Flow Diagrams

Use flow diagrams to highlight cause and effect, input/output and processes



Creating an effective revision system

Creating a revision system

If you remember from last year, it's great to have targets around what you want to achieve (e.g. passing your GCSEs, or a Grade 8 in Maths or getting into KGV) as they give you a goal and direction.

However, it is your habits and systems which allow you to best make progress; exam success is the product of daily habits not on day



"Goals are good for setting a direction, but systems are best for making progress."

James Clear

Can you remember what your targets for this year were?

Revision Timetables

To maximise your chance of success, you need to create an effective revision system for yourself. A powerful way to start is by drawing up your own timetable.

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
30 mins	Revision of cellular components	Biological examples of superlatives	Othello's concept of humours	Jacobean: Theatres	Edits, Hippolytus and the	William James: experiential	Propaganda: scientific facts
30 mins	The last romance plays	General: Binomial Expansion	Features of cultural components	Partial Fractions	Othello's concept of humours	Partial Fractions	Jacobean: theatre
Biology							
30 mins	Parametric Equations	Add One: gradient and pH	Algorithms	Properties: carboxylic acids	History of cellular components	Theme of Power and control	William James: experiential
30 mins	Properties: carboxylic acids	Synthesis: esters & tertiary	Theme of Power and control	Add One: esters and pH	Algorithms	Parametric Equations	General: Binomial Expansion

Discuss: What are the benefits of drawing up a revision timetable?

Designing an effective revision timetable can provide a useful way to plan revision, reduce stress/cramming and make sure you have breaks. Importantly designing a revision timetable harnesses what we know about the Science of Learning and two powerful techniques that boost your long-term memory and retrieval of information.

The science behind revision timetables

Interleaving

Interleaving means switching between topics and subjects while you learn or revise

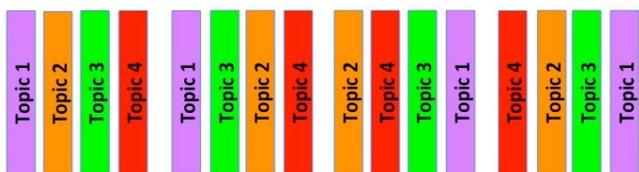


When you are revising the temptation is to do it in "blocks" of topics, completing one and moving onto another – this makes you feel like you've 'completed' it



However method doesn't help your memory or learning

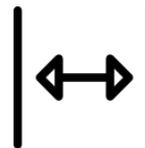
So rather than revising in 'topic blocks' it's better to space them out and mix them up in 'chunks'



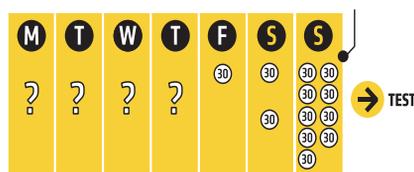
This means splitting up topics within a subject e.g. History where you can split up (Medicine, Germany, American West and the Anglo Saxons) or across subjects e.g. Maths, English, Science.

Spacing

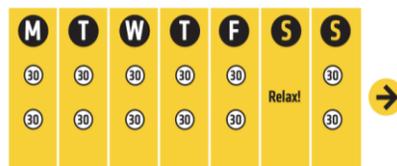
Spacing is introducing time intervals into your revision sessions



There is often a temptation to cram all your revision in the final days before your exam but this will overload your memory and add to stress – you just can't do it



So, it is better to spread out your revision over time 5 hours split across a week is better than 5 hours all at once, do little bits over time, it adds up.



By leaving time between revising and testing, the harder your brain works, the more chance of remembering.



Creating an effective revision system

What are the benefits of using interleaving and spacing?

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.....
.....

Creating a Revision Timetable

Designing an effective revision timetable can provide a useful way to utilise spacing and interleaving.

1. List all your subjects/topics & identify where you need to focus your time e.g. which specific topics
2. Fill the timetable with revision in 30 minute slots. This breaks it down, used 'spacing' and stops you getting overloaded
3. Make sure you have a at least two days between each subject – you want forgetting to happen!
4. Include breaks, nights off and leisure activities This is SO important, build in time to rest.
5. Put it somewhere visible and tick off completed sessions = see success!

Your week

Plan out everything you plan to do across a week:

Period 6, Tutoring, Revision, Homework, Clubs & importantly some breaks

	Mon	Tues	Weds	Thurs	Fri	Sat	Sun
Before School		Science Tutoring				Day Off	Homework Morning
Lunch	Art Coursework		Chemistry Revision			Day Off	Homework Morning
Period 6	Physics - 1 Biology - 2		History - 1 English - 2	Maths 1 & 2	Spanish Tutoring	Day Off	
After School 1	Homework	Football	Gym	English Revision	Night Off	Day Off	
After School 2					Night Off	Day Off	

Key Period 6 Revision Homework Tutoring

Task

On the next page, have a go at planning your own timetable

1. Follow the advice above to design your own timetable
2. Use the example from Y11 last year as guidance.
3. Take a blank A3 copy home to have a go at doing your own.
4. Take a photo and show us, we love to see them!

Weekly Planner

Your week

Plan out everything you plan to do across a week:

Period 6, Tutoring, Revision, Homework, Clubs & importantly some breaks

	Mon	Tues	Weds	Thurs	Fri	Sat	Sun
Before School							
Lunch							
Period 6							
After School 1							
After School 2							

Key Period 6 Revision Homework Tutoring

Weekly Planner

Your Week

Plan out everything you plan to do across a week:

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	Mon	Tues	Weds	Thurs	Fri	Sat	Sun
Before School							
Lunch							
Period 6							
After School 1							
After School 2							

- Key** Period 6 Revision Homework Tutoring



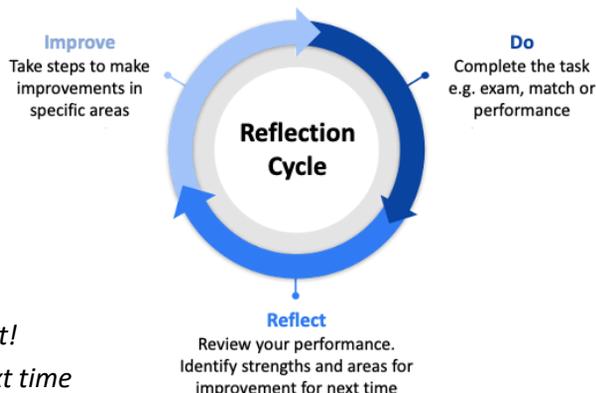
Do Now - Recap

Why do habits matter?	
Why should be regularly practice?	
What is active recall?	

What are reflective learners?

At Meols Cop we want to create learners who are reflective – they reflect on their performances and how they can improve it. Research into **metacognition** (*your ability to reflect on your own learning*) tells us that those students who regularly reflect on their strengths, weaknesses and gaps in their knowledge perform better than others.

Students who follow the 'Reflection Cycle' are powerful learners and this is what we want to create at Meols Cop;



These are several things you can do to be a reflective learner

- Set yourself goals** – Remember goals are great for direction!
- Ask for and use feedback** – Seek out feedback but then use it
- Prepare Properly** – Don't rush, identify what you need to do first!
- Reflect Regularly** – It helps you identify what to do different next time

Year 10 Mock Exam Reflection

Reviewing your Mock Exam performance is an incredibly powerful learning opportunity.

It's opportunity to reflect on your 'goals' (grades) but also the 'systems' (your revision strategies and routines) which you used to prepare for your Mock Exams. It's all about identifying what worked, what did not work, setting targets and importantly being **honest** with yourself.



1. Preparation:

Before you even look at your results, its important to think about what you did to prepare for your exams, especially as you will be doing this again for your Y11 Mocks and GCSE exams next summer – What systems did you use?

- When did you start revising for the exams?** (Weeks before, days before, night before each?)
- How long did you spend revision each evening? Was this enough?**
- Where did you do most of your revision?** (Home, at school, at revision sessions).....
- What methods did you use to revise?**

<input type="checkbox"/> Rereading my notes revision guides	<input type="checkbox"/> Planning out and writing out exam question answers
<input type="checkbox"/> Highlighting or summarising my notes	<input type="checkbox"/> Using Seneca, SPARX or other revision websites
<input type="checkbox"/> Making mindmaps or graphic organisers	<input type="checkbox"/> Watching revision videos
<input type="checkbox"/> Producing and using flashcards	<input type="checkbox"/> Something else? Tell me
<input type="checkbox"/> Retrieval practice: Quizzing/Quizlet

5. On a scale of 1 to 10 (10 = high confidence) how confident were you in succeeding in your Mock Exams?

1 2 3 4 5 6 7 8 9 10

Explain your rating

.....

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.....



2. Results

Fill grades for each of your subjects, Y/N if it met your expected grade and the grade you wish to achieve in Y11

	Mock Grade	Met expectations? Y/N	Target for Summer
Maths			
English Language			
English Literature			
Science (Double Award)			
Humanities:			
Option 1:			
Option 2:			
Option 3:			
Option 4:			

3. Reflection

Receiving your mock results is much more than looking at the individual grades, it's all about reflecting on what worked **and** what did not work, and importantly being **honest** with yourself.

Think about your overall Mock Exam performance, are you happy with how you performed?

Do you think the results you got reflect the amount of work you put in? Were there any 'wins' or surprising 'losses'?

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What Went Well? Are there any techniques or strategies that worked? What will you keep doing next time?

- The revision strategies I used e.g.....
- My revision routine and structure at home
- Lots of practice doing exam questions
- Attending revision with my teachers
- Planning out my revision – Know what & when to revise
- Revising with friends and family

Can you give any specific examples of these? E.g. *I revised Maths for 20 minutes everyday*

.....

.....

.....

What didn't go so well? What impacted your exam performance? What do you need to change for next time?

- Overconfidence in my understanding of the topics
- Insufficient time spent revising, or none at all
- Lack of exam practice (class & at home)
- Not answering questions
- Unsure on **how** to answer questions for my subjects
- Not reading questions properly or rushing
- Inconsistent attendance in lessons
- A lack of detailed subject knowledge for subjects.

Can you give any specific examples of these? E.g. *For history I forgot how to answer the American West questions*

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4. Target Setting

The final stage of any reflection is target setting, without this, it's a pointless task. You may have lots of areas where you think you need to improve, but this can be overwhelming, so think of 3 precise areas using your exam report.

For each – You need to identify **WHAT** you need to do, **HOW** you will do it, and **WHEN** you will do this by. *Goals & Systems!*

Example: *I want to create a revision timetable for my Y11 exams in December, this will help me plan my revision so that I start earlier and don't get overwhelmed when exams begin. I will plan to start revision after October half term.*

Target:	Target:	Target:
How:	How:	How:
When:	When	When



The Folding Frenzy

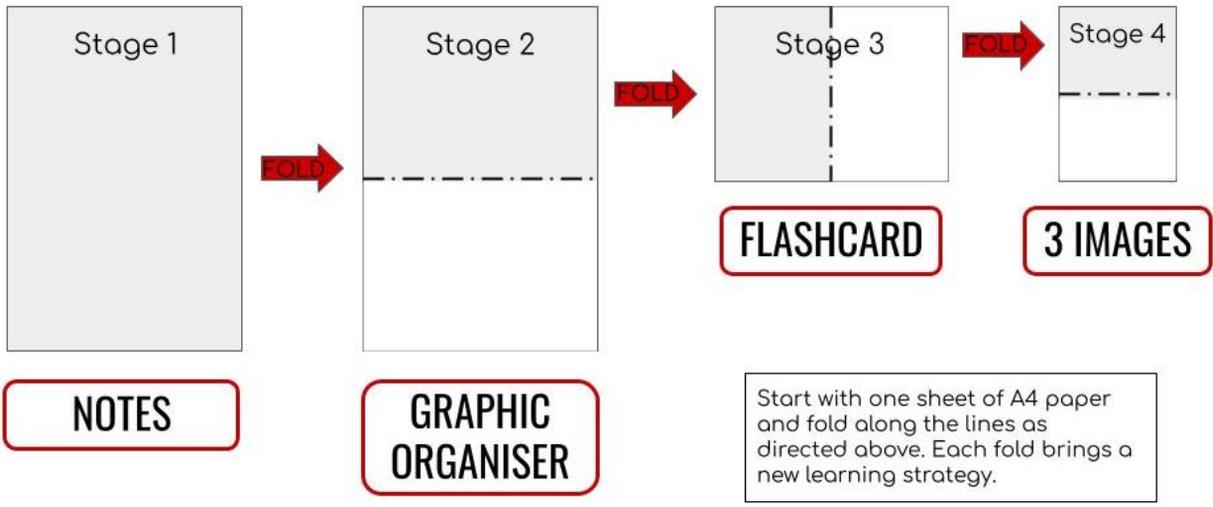
Do Now – What do you remember about dual coding?

Dual Coding is the act of.....

Dual coding helps memory as.....

The Folding Frenzy!

A Folding Frenzy is a multi layered revision technique that uses a range of strategies in one package to rigorously encode & synthesise knowledge for better retrieval during exams. It



What about learning and revision can we see in use here? Why is this a good strategy?

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.....

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Example: The Perfect Baked Potato

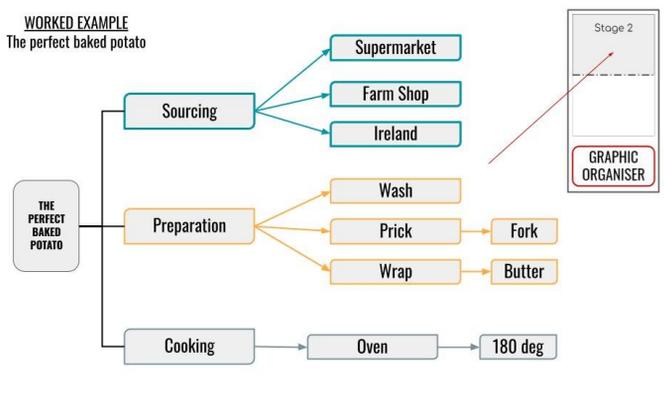
WORKED EXAMPLE
The perfect baked potato

The perfect baked potato

Key to achieving the perfect baked potato is the type of spud you are using and where you buy your ingredients. Most supermarkets are good but some farm shops have been known as a better source of raw materials. The ultimate raw potato is obviously sourced from Ireland however this can be tricky to get hold of and annoy the locals as they take their tatties quite seriously on the east coast of scotland.

The spud will need cared for in abundance at the precooking stage. Make sure that the potato is washed but not too vigorously or you will not only remove dirt but also the skin of the potato, doing this is a travesty. The spud then needs pricked, ideally with a four-pronged dinner fork. Don't cheat and use a knife, the holes will be too big, the spud has already been killed once, you don't need to do it again. Then carefully wrap the spud in tinfoil, and place a generous amount of salted butter on top before sealing.

Place on a baking tray in the oven at 180 degrees for a very long time. The mark of a good baked spud is a bottom skin that won't cut with a regular kitchen knife.



Stage 3

FLASHCARD

- Pick yourself a potato
- Wash the potato to remove any dirt
- Prick with a fork
- Sprinkle with salt, generously
- Top with butter and wrap in foil
- Place in an oven at 180 degrees for 60 mins

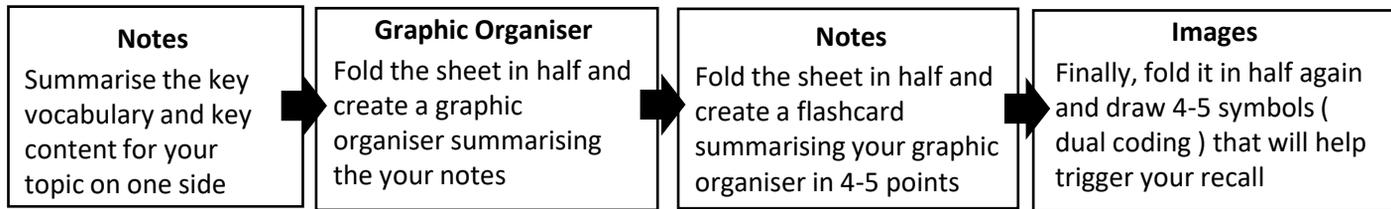
Stage 4

3 IMAGES

The Folding Frenzy

Doing a Folding Frenzy

Take a blank piece of A4 paper, choose a subject and a specific topic to revise



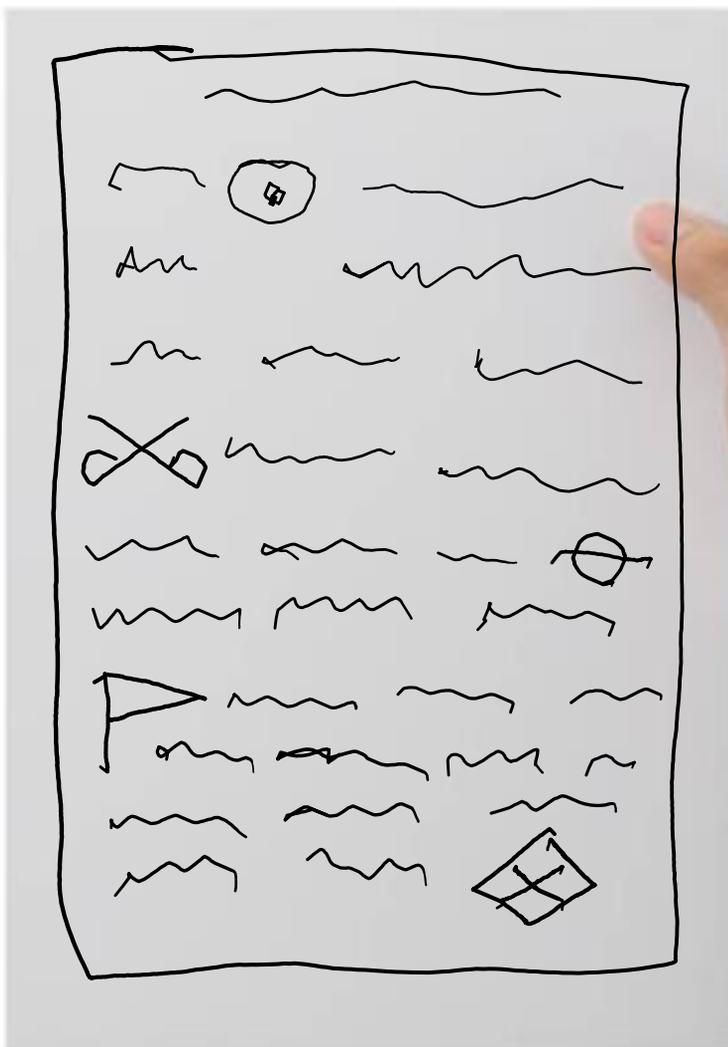
There are some Do's and Don'ts with using the Folding Frenzy as even the best strategies can be misused

Do	Don't
<ul style="list-style-type: none"> • Make sure • Use colour • Use it often for retrieval practice 	<ul style="list-style-type: none"> • Don't rush – this may take you 30-60 minutes!

Task: Folding Frenzy

Lets practice having a go at the Folding Frenzy

- Your teacher will give a piece of A4 paper
- Complete your Folding Frenzy about the topic shared by the teacher during your session





Stress is Natural

Lets start by saying out loud some levels of stress at exam time is a normal. It's a natural part of life and you will experience it at times.



What we want to help you avoid is the feeling over being overwhelmed by anxiety and stress about your exams. We want to help your prioritising own wellbeing throughout the exam season and the rest of your life.

Watch the short video from the charity Mind. What does it teach us about our managing stress



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Acknowledging Burn Out

Stress is simply our body's alarm system alerting us to something being off. Normal, everyday stress is short-term and will eventually go away.

When stress builds up to a level that does not reduce we call this 'Burn Out'. It is a feeling when you feel so overwhelmed that it impacts your physical, emotional, and psychological well-being and you feel like you don't care about exams, work or others.



VS



These are some symptoms of Burn Out – Have you felt these at points during the last year?

Symptoms of Burn Out	Have you felt this before?
<i>You feel frightened, nervous or panicky all the time</i>	
<i>You can't sleep, or have very interrupted sleep with bad dreams</i>	
<i>You have no appetite or are overeating</i>	
<i>You can't concentrate on anything</i>	
<i>You're suffering from palpitations - your heart feels like it's racing.</i>	

Getting Support

If you are experiencing symptoms like these, seek help to get you through this difficult time.

Talk to your family, an appropriate teacher at school who knows you well, the Wellbeing team or your GP.

These websites and platforms also offer support to all young people.



Key Takeaway: Monitor your own and other stress levels and reach out for help!



Wellbeing Matters

We know that prevention always beats cure and there are a number of ways you can look after your own wellbeing that will help reduce your exam stress.

What do you currently do to help your wellbeing?



Wellbeing
Wellbeing is the state of feeling healthy and happy:





6 Ways to Manage Exam Stress

There are a number of ways you can reduce stress, refocus your mind and take a break – all support your wellbeing.

Write a brief description of each and why it helps. Tick if you do any of these already!

Strategy	Description	Do this?
Be active! 		
Plan 		
Detox 		
Move on 		
Socialise 		
Practice 		

Action Plan – Are there any of these you don't do and need to do? Write yourself a target

.....

.....

Sleep your way to success!

Whilst we encourage you to work hard before your exams, sleep is equally as important, and it is essential you get enough sleep. Research shows that sleep duration and quality improves memory and recall, helps your concentration, aids creativity, allows you to think clearer and helps your immune system. So it makes sense to prioritise good sleep!



- **Have regular bed time** – This keeps your body clock in a routine, aim for 8-10 hours a night.
- **Help sleep arrive** – Tire yourself out by exercising, put away your phone, stop gaming or watching TV 30 minutes before bed, don't drink coffee/energy drinks in the evening & make your room dark.
- **Can't sleep?** – Don't go on your phone - read a book or something that occupies your brain.



EVERY SECOND COUNTS

The Final Mile

You've entered the final stages of your time at Meols Cop, the 2000 hours of school time that you've invested in yourself since Year 10 is almost at an end.....

It's the final 100 metres of the marathon

It's time to make sure you have everything ready to succeed in these final stages, we want you to hit exam season at your peak.

1) Complete the checklist below and then create an action plan for the final mile!



Checklist

Yes or No?

Do you have a copy of your own exam timetable?

Paper and digital copies. Add it to your calendar on your phone!

Do you know where you are sitting your exams?

The room, your seat and when each exam is starting

Do you have everything you need to revise from every subject?

All of the revision materials, practice papers and guides.

Do you have enough revision materials

Flashcards, pens, highlighters etc.

Do you know where to go for support?

To help you with your revision or if you are feeling stressed/burnt out

Do you have a revision plan?

A revision timetable for the remainder of your time

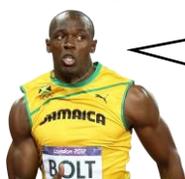
Checklist	Yes or No?
Do you have a copy of your own exam timetable? Paper and digital copies. Add it to your calendar on your phone!	
Do you know where you are sitting your exams? The room, your seat and when each exam is starting	
Do you have everything you need to revise from every subject? All of the revision materials, practice papers and guides.	
Do you have enough revision materials Flashcards, pens, highlighters etc.	
Do you know where to go for support? To help you with your revision or if you are feeling stressed/burnt out	
Do you have a revision plan? A revision timetable for the remainder of your time	

Action Plan – What do you need to do to finally prepare for your exams?

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Make Every Second Count

If you regularly attend Period 6, do your homework & build up your revision – the results **will** come



“Worrying gets you nowhere.

If you turn up worrying about how you're going to perform, you've already lost.

Train hard, turn up, run your best and the rest will take of itself. “

Usain Bolt