Wanstead High School

Education with Character

Wanstead High School

Year 10 Parent information Evening

Wanstead High School

Education with Character

Ms Murray
Head of Year

Words of Wisdom… from Year 11

- Listen in lessons.
- Learn as you go.
- Develop your independent learning skills.
- Build Independent study time into your homework.
- Make and collect you revision materials throughout the year.
- Think about your next step now.
- Try and find balance between too much and too little revision.

Key Events Ahead

- 6th October-21st November – Challenge Week Cycle 1
- 11th December – Year 10 Progress Evening
- 20th February – March 6th – Challenge Week Cycle 2
- 5th May – 17th June – Challenge Week Cycle 3
- 11th June – July 2nd – Year 10 Mocks
- Year 11 Mocks tbc (rough guide this year running from 10th -28th November)

Checking Progress

KS2 Score	EndOfYr7	EndOfYr8	EndOfYr9	EndOfYr10	End KS4
80-87	Initial	Establishing	Substantial	<2	<3
88-96	Establishing	Substantial	Complete	3	4
97-105	Substantial	Complete	Fluent	4	5
106-114	Complete	Fluent	Fluent	5+	6+
115-120	Fluent	Fluent	Fluent	7+	8+

Reference Request Information

- Attendance
- Behaviour records year 10 and 11 (and in some cases year 9)
- Uniform
- KS2 Scores (if taken)
- Mock Exam Grades
- Targets Grades
- Predicted Grades

Attendance

- 96% and over is considered ‘good’ attendance. 7.5 days out of 190 days.
- Attendance is calculated as an average throughout the school year.
- Absence at the start of the year impacts attendance more due to the way it is calculated.
- U codes count as absences.
- DfE say “Year 11s with near perfect attendance are twice as likely to attain Grade 5 or above in Maths and English compared to children whose attendance is 90-95%. The likelihood of these children achieving those grades is reduced by 50%.”

Pathways to Sixth Form

Subject Entry Criteria Varies a lot

- Music - Grade 5 in Music or Grade 5 practical examination or equivalent.
- Politics Grade 5 in English.
- Psychology Grade 6 in Biology (or 6 and 6 in Combined), 5 in Maths and 5 in English.
- English Literature - Grade 6 in English Literature and 5 in English Language.
- Maths - Grade 7 in Maths.
- Further Maths - Grade 8 in Maths and must take A-Level Maths.
- Biology -At least a grade 6 in two sciences, including a 6 in Biology and a 6 in Maths.
- Sociology Grade 5 in Sociology if studied or a 5 in English.
- Spanish Grade 6 in Spanish.
- Art Photography - Grade 5 in English.

Wanstead High School

Education with Character

Ms Cini

Director of Inclusion / SLT Link for Year 10

Behaviour and Success

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EDUCATION WITH CHARACTER

Good behaviour isn't just about following rules – it's about creating the right habits, focus, and mindset.

Behaviour and Success

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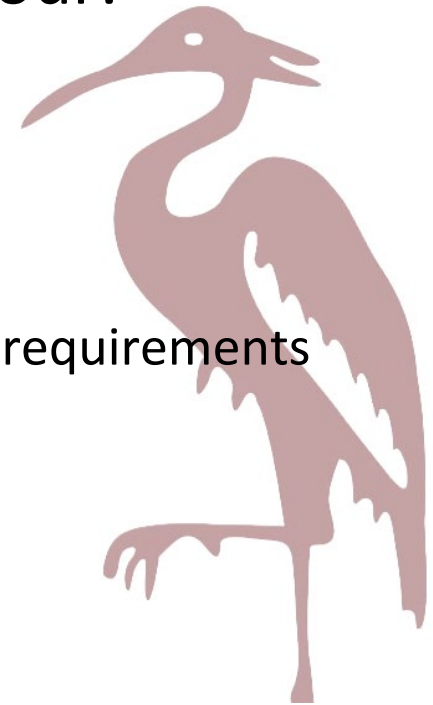
Students with consistent positive behaviour:

- Achieve higher GCSE grades
- Show better progress from baseline
- Are more likely to meet college or sixth form entry requirements



Behaviour and Success

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EDUCATION WITH CHARACTER

- Attendance & punctuality
- Engagement in class
- Completing homework
- Managing distractions
- Respect for teachers and peers

Behaviour and Success

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- Better concentration
- More learning time
- Lower stress and anxiety
- Stronger teacher-pupil relationships

- Lost learning minutes
- Missed content/sanctions
- Increased stress before exams

Behaviour and Success

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The pitfalls along the way

Behaviour and Success

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- Being in possession of substances
- Physical interactions
- Community behaviour

Behaviour and Success

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- Clear expectations and consistent consequences.
- Reward systems for effort and positive attitude.
- Support for wellbeing and mental health.
- Regular communication with parents.

Behaviour and Success

Wanstead High School
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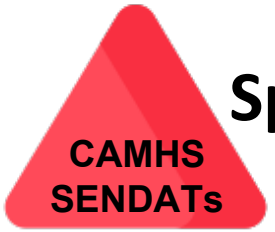
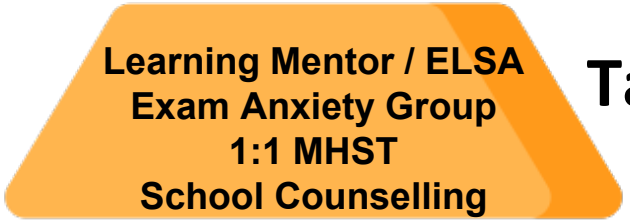
- Encourage good routines: sleep, nutrition, study times.
- Model calm, respectful communication.
- Celebrate effort, not just results.
- Communicate with school early if problems arise.

Behaviour and Success

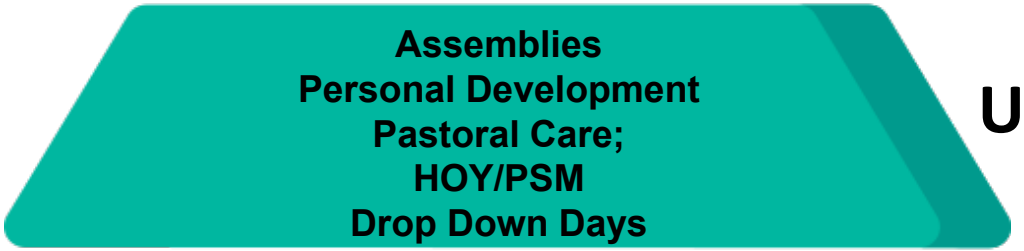
Wanstead High School
EDUCATION WITH CHARACTER



Specialist



Targeted



Universal

WE ARE A TELLING SCHOOL

TALK TO US

talktous@wansteadhigh.co.uk

Miss Hillman
Headteacher

Mrs Martin
Deputy Headteacher / Deputy Designated Safeguarding Lead

Ms Cini
Director of Inclusion / Designated Safeguarding Lead

Mr Wood
Assistant Headteacher

Ms Samuel
Assistant Headteacher / Head of 6th Form

Miss Gullefer
Head of Year 7

Miss Hayes
Head of Year 8

Miss Jacob
Head of Year 9

Ms Murray
Head of Year 10

Mr Tinker
Head of Year 11

Miss Horne
Head of Year 12

Mrs Van Beers
Head of Year 13

Mrs Ahmed
Pastoral Support Manager
Year 7

Ms Khan
Pastoral Support Manager
Year 8 & 9

Ms Seekings
Pastoral Support Manager
Year 10 & 11

Ms Vashisht
School Counsellor

Miss Chouhdry
Learning Mentor

Mrs Kaur
Learning Mentor / Wellbeing Supervisor

Wanstead High School

Education with Character

Metacognition, How we Learn and Revision Strategies

Ms Bray
Deputy Headteacher

METACOGNITION

Or thinking about thinking comes from the Greek "*meta*," meaning "**higher**, beyond."
It includes 3 parts:

- knowledge about thinking (what I know about myself as a learner)
- regulation of thinking (planning, monitoring, and evaluating skills)
- motivation (interest in the task and ability to finish it)

TOP

COGNITION

Includes mental processes such as

- memory
- attention
- learning
- language (producing and understanding)
- reasoning

Think about what you have to do and how you will do it.....

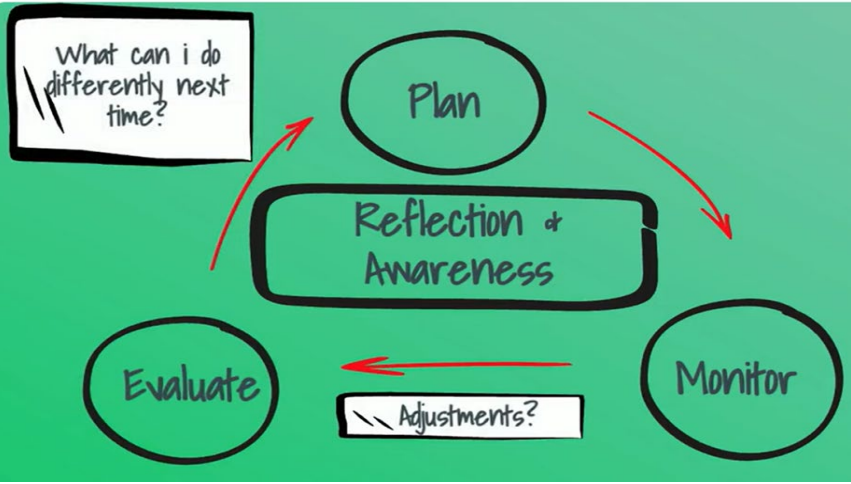
Think about what learning strategies you have used previously and if you should use them again.....

Be aware of the actions you will take and reflect on them....

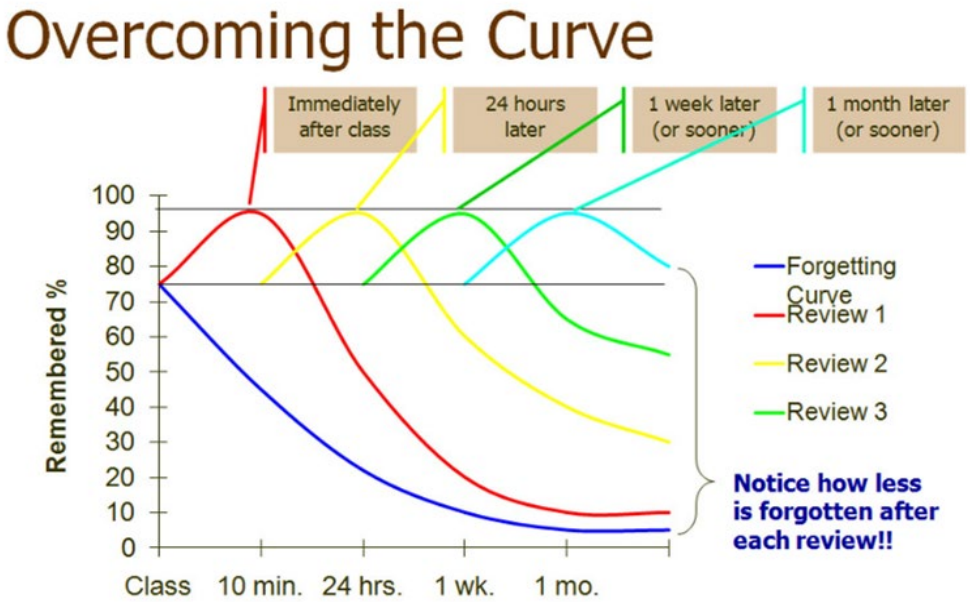
It's not about what we will learn!

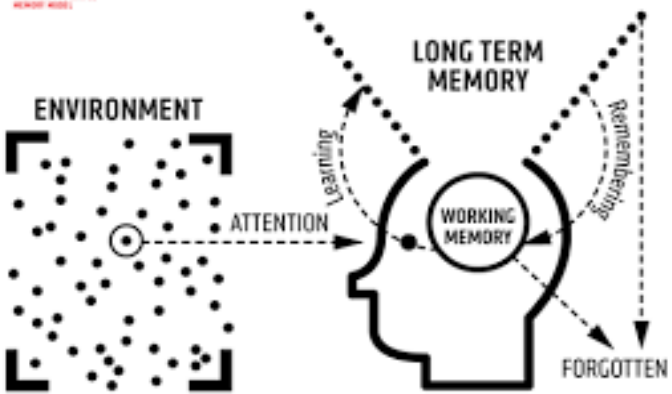
It's about how we will learn it!

What skills and strategies will we use?



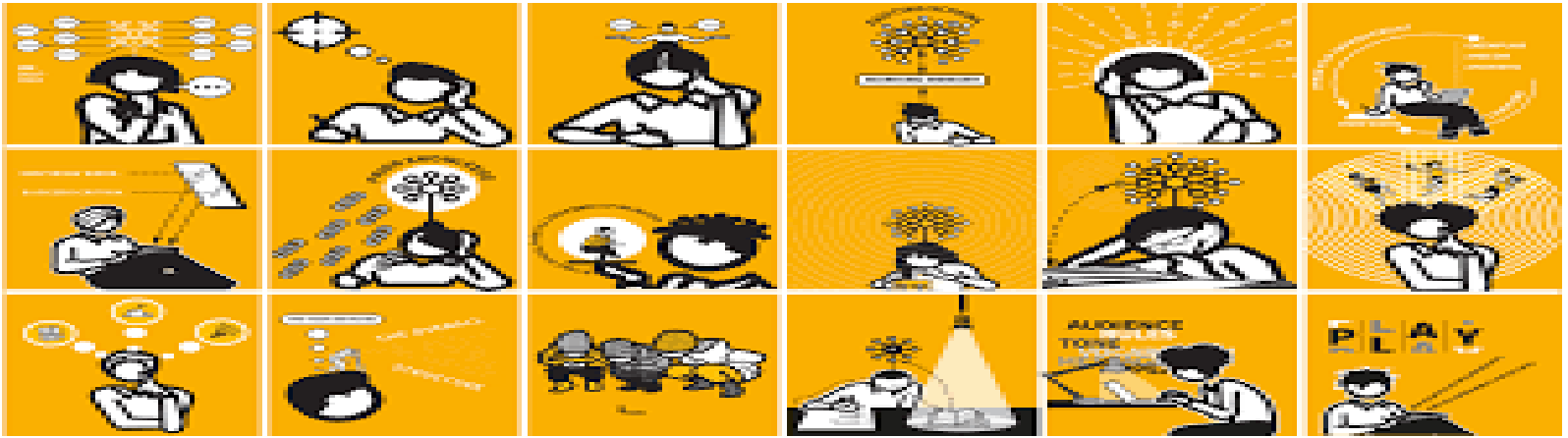
Forgetting


Overcoming the Curve
Immediately after class
24 hours later
1 week later (or sooner)
1 month later (or sooner)
Remembered %
100
90
80
70
60
50
40
30
20
10
0
Class
10 min.
24 hrs.
1 wk.
1 mo.
Forgetting Curve
Review 1
Review 2
Review 3
Notice how less is forgotten after each review!!


ENVIRONMENT
ATTENTION
Learning
LONG TERM MEMORY
Remembering
WORKING MEMORY
FORGOTTEN

How We Learn

- Not every technique works for every child — there is no one “magic” strategy.
- It takes time and regular practice to make strategies habitual.
- Sometimes progress is slow; the gains are often gradual but cumulative.
- Communication with school helps — the techniques used at school and at home can align.



Examples of Techniques (Home / Parent Support)

- **Spaced Retrieval / Distributed Practice** — revisiting material over time rather than in one block
- **Self-Questioning / Retrieval Practice** — pupils asking themselves questions (or using flashcards) to retrieve facts
- **Elaboration / Making Connections** — linking new ideas to prior knowledge
- **Interleaving** — mixing topics rather than doing one subject in isolation all day

Spaced Retrieval / Distributed Practice

What is it?

- Spaced Retrieval (also called Distributed Practice) is a learning method where your child **revisits and practices information over time**, instead of trying to learn it all in one sitting (sometimes called "cramming").
- Think of it like **watering a plant regularly,** not pouring the whole week's water in one go. The brain needs time and repetition to make learning stick.

Why does it work?

- The brain learns best when it has to **work a little to remember something** after some time has passed. That small mental effort actually **strengthens memory** and helps information move into long-term storage.
- Research shows that **repeating topics over days or weeks** builds much stronger understanding than doing it just once for a long time.

What does it look like in practice?

- Instead of your child studying all maths facts the night before a test, help them **review a few each day** over the week.

Spaced Retrieval / Distributed Practice

How can I help at home?

- **Flashcard games** – Make or use online flashcards and revisit them every few days.
- **Mini quizzes** – Ask your child 3–5 quick questions from last week's learning.
- **Talk about learning** – At dinner or bedtime, ask "What did you learn last week?" to encourage recall.
- **Mix it up** – Don't just review yesterday's lesson. Go back to material from last week or earlier.

Key Tips:

- Keep review **short but frequent** – 5–10 minutes is enough.
- Use **variety** – reading, writing, saying, drawing.
- Make it **low-pressure** – it's not a test, just memory practice.
- Space it out – **don't leave all revision until the last minute**.

In summary:

- **Spaced Retrieval** helps your child **remember more, for longer**. It's a smarter way to study: small bits of review, spread over time.
- **Remember more by forgetting a little first!**
  Let the brain do its job by giving it time to recall and strengthen learning.

Self-Questioning / Retrieval Practice

What is it?

- **Self-Questioning** and **Retrieval Practice** are simple but powerful learning techniques that help children **remember what they've learned by actively bringing it back from memory,** without looking at notes.
- Rather than just re-reading or re-listening, your child **asks themselves questions** about the topic and **tries to answer from memory**.
- It's like exercising their brain muscles, the more they pull information out, the stronger their memory becomes!

Why does it work?

- When pupils try to remember something without looking it up, their brain has to **work harder**, which creates **stronger memory connections**. This is called *retrieval practice*.
- Self-questioning adds another layer, by encouraging children to ask their own questions, they become more **active, curious, and engaged** in their learning.

What it looks like in practice

- Instead of reviewing a topic by reading it again, your child can:
- Ask themselves (or be asked) questions like:
  - *"What are the three states of matter?"…"Why did the Romans build roads?"…"What steps did I take to solve that maths problem?"*
- Answer **from memory** first, then check for accuracy.
- Repeat this over time to strengthen memory.

Self-Questioning / Retrieval Practice

How can I help at home?

1. Use “Look-Cover-Say-Check”

- Great for spellings, definitions, or facts:
- Look at the word or fact- Cover it up- Say it out loud (from memory)- Check to see if it's right.

2. Create Question Cards

- Make flashcards with questions on one side and answers on the back. Quiz each other at dinner, on car rides, or before bed.

3. Ask Open Questions

- When reviewing work, ask:
- *“What can you remember about…?”*
- *“What would be 3 key things to explain this topic?”*
- *“What questions could your teacher ask about this?”*

Self-Questioning / Retrieval Practice

4. Encourage Your Child to Make Their Own Questions

- This helps them *think about their thinking* — a key skill!
- Let them write or say questions about what they learned today.
- Help them answer those questions tomorrow.

5. Use a 'Brain Dump'

- Set a timer for 5 minutes and ask your child to write or say everything they can remember about a topic, no notes allowed! Then review together.

Key Tips:

- Start small: 5–10 minutes a few times a week works well.
- Focus on **recalling** (not just reviewing).
- Be positive , mistakes are part of learning.
- Space out practice over several days or weeks.

In summary:

- **Self-Questioning** and **Retrieval Practice** help your child become a more **independent learner** by training their brain to remember and understand better, not just in the short term, but for life.

"If you want to remember more, try remembering more!"
Pulling knowledge out is how we make it stick.

Elaboration / Making Connections

What is it?

- **Elaboration** is when your child **explains what they're learning in their own words** and tries to **make connections** to things they already know, whether that's from school, home, or the wider world.

Instead of just memorising facts, they *add meaning* by asking and answering questions like:

"Why is this important?"
"How does this link to something I already know?"
"Can I explain this to someone else?"

Why does it work?

- The brain remembers things better when they're **linked to other ideas,** like creating a web of understanding instead of isolated facts.
- When your child makes connections, they:
- **Deepen their understanding**
- **Improve memory**
- **Can apply knowledge in new situations**
- It turns learning from surface-level into **real understanding**.

Elaboration / Making Connections

What does it look like in practice?

- Let’s say your child is learning about the water cycle. Instead of just remembering "evaporation, condensation, precipitation," they could:
- Explain what each word means in their own words
- Connect it to what they’ve seen in real life (e.g. steam from a kettle or rain on the window)
- Ask, *“What would happen if there was no condensation?”*
- Relate it to another subject (e.g. weather in geography, or states of matter in science)

How can I help at home?

1. Ask “Why?” and “How?” Questions

- Prompt your child to explain their thinking:
- *“Why do you think that happens?”…“How is this similar to what you learned last week?”…“Can you give me an example of that?”*

2. Encourage Real-Life Links

- Help them relate learning to:
- Things they’ve seen (e.g. news, trips, family activities)
- Their own experiences (e.g. how maths applies when shopping)
- Other subjects or stories they’ve read

Elaboration / Making Connections

3. Use Mind Maps or Diagrams

- Drawing out ideas and linking them with arrows or labels helps children *see the connections* visually.

4. Teach Back the Topic

- Ask your child to *teach you* what they've learned — explaining it to someone else is one of the best ways to understand it.

5. Use "Because..." and "This reminds me of..." starters

- Encourage sentences like:
- *"This reminds me of…"…"This is important because…"…"It connects to…"*

Key Tips:

- Elaboration doesn't have to be long, even a 5-minute chat can help.
- Let your child do the explaining, resist the urge to jump in too quickly!
- Praise their effort to make links, even if the ideas aren't perfect.

In Summary:

- **Elaboration** helps your child go beyond remembering, it helps them understand and apply what they've learned. The more they can connect new ideas to old ones, the stronger their learning becomes.

"The more connections we make, the better we remember."
Encourage your child to explain, link, and relate — that's where deep learning happens.

Interleaving

What is it?

- **Interleaving** means mixing up different topics or types of problems during learning, instead of focusing on one thing for a long time (called “blocking”).
- So instead of your child doing 10 similar maths problems in a row (all on multiplication), they might do a mix:
- 3 multiplication problems, 3 division problems, 3 addition problems, 1 word problem combining them all.
- This approach helps the brain **spot the differences** between types of problems and **choose the right method,** which is a key skill in real-life learning and exams.

Why does it work?

- Even though it can *feel* harder at first, **interleaving improves memory and understanding in the long term**. It trains your child to:
- **Think more flexibly**
- **Switch between ideas**
- **Recognise which method to use when**
- It’s like practising different shots in tennis during a session — not just hitting forehands the whole time. It better prepares learners for the variety they’ll face in real-world situations.

Interleaving

What does it look like in practice?

Here's a simple example in English:

- Instead of writing 3 paragraphs only using metaphors,
- Mix in metaphors, similes, and personification in one writing task.

How can I help at home?

1. Mix Topics in Practice

- When helping with homework, don't only focus on the current topic, bring in one or two questions from last week or a previous unit.

2. Create "Mix & Match" Quizzes

- Make short revision quizzes that include a variety of question types or subjects. For example:
- 1 science question, 1 geography, 1 from a past maths topic

3. Use Flashcards Across Topics

- Instead of flashcards from only one topic (e.g. just history dates), shuffle cards from several subjects or themes.

4. Spaced Review + Interleaving

- Review older topics alongside new ones. For example:

"You're learning about decimals now, but let's do one question on fractions too — just to keep it fresh."

Interleaving

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"You're learning about decimals now, but let's do one question on fractions too — just to keep it fresh."

Interleaving

5. Talk It Out

- Ask your child:
- *“How is this problem different from the last one?”*
- *“Which strategy should you use here — and why?”*
- This helps them recognise when to apply the right method — a big benefit of interleaving.

Key Tips:

- Interleaving may feel *slower or harder* , that’s okay! It’s actually helping learning stick.
- Make it a mix of **related topics**, not random ones.
- Keep practice **short and varied** – 10–15 minutes of mixed review can be powerful.

In Summary:

- **Interleaving** strengthens your child’s learning by **mixing up topics and question types**, helping them think more flexibly and remember more over time.
- **“Don’t just practise one thing over and over. Mix it up to level up!”**
  Interleaving helps learners become confident problem-solvers — not just memorisers.

Role of Parents/Carers-What You Can Do
How This Helps Learning — Mechanisms

Role of Parents/Carers-What You Can Do

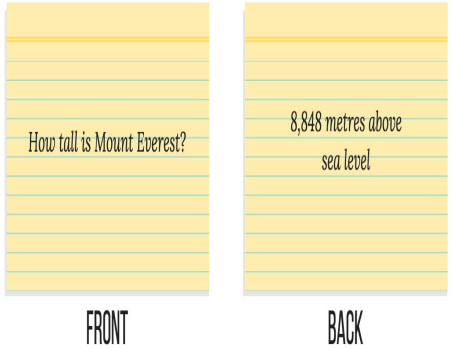
- **Encourage regular review**: help your child spread out revision rather than “cramming.”
- **Provide environments for focus**: reduce distractions, set routines.
- **Ask retrieval questions**: gently quiz them (without pressure)— “What did you learn about …?”
- **Help them plan / chunk workload**: break tasks into smaller sessions.
- **Talk through feedback**: when they get corrections, support reflection—“What could you try next?”

How This Helps Learning — Mechanisms

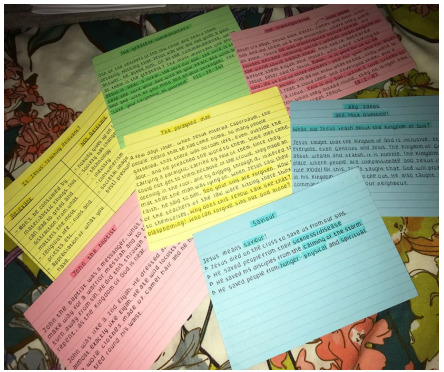
- The techniques help **embed learning more robustly** (less forgetting).
- They improve **metacognition** (students thinking about how they learn).
- They foster **self-regulation** (planning, monitoring, adjusting).
- They provide **scaffolding** — giving structure until pupils internalises strategies.
- Over time, they help pupils become **more independent learners**.

Retrieval Practice

Flashcards



Effective flashcards are clear and simple, with one piece of information per card. The question is clearly written on the front and the answer on the back.



Less effective flashcards might look pretty but they actually have too much information on them and they will be difficult to test yourself from.

PRACTICE BRINGING INFORMATION TO MIND

WHY?

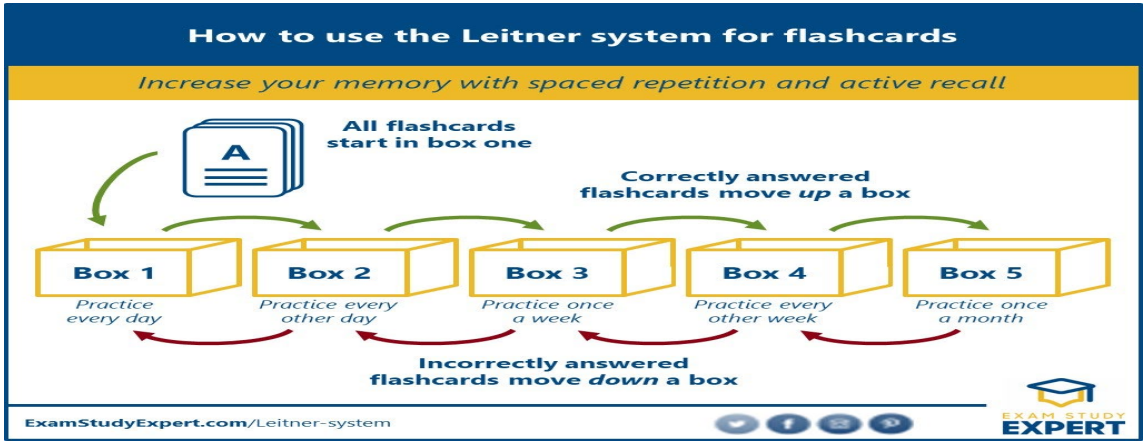
- ✓ Helps to strengthen our memory for information we have learnt. (Deepen learning).
- ✓ Makes us better able to apply our learning to new situations.
- ✓ Forgetting is less likely to occur – beat the forgetting curve.

HOW?

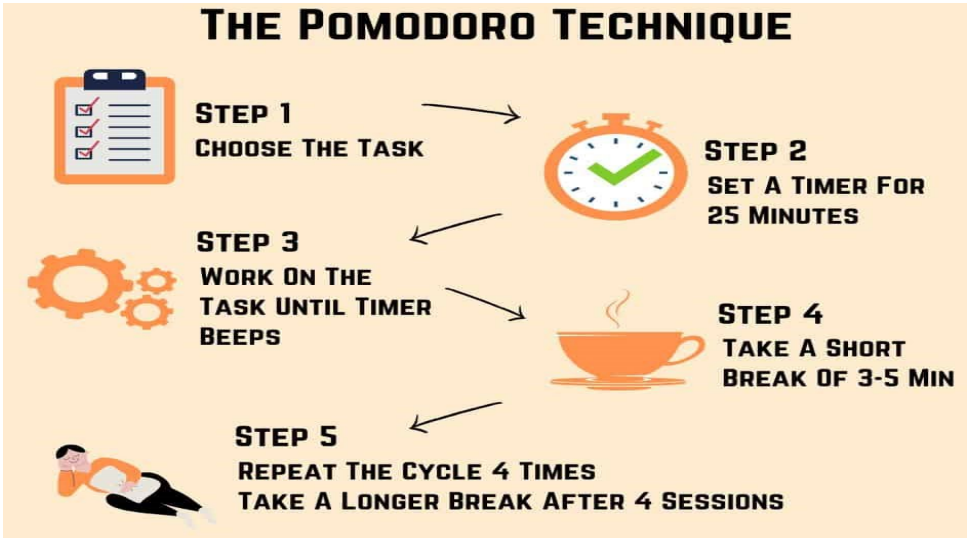
- ➢ Flashcards/Quizlet of key words after each lesson
- ➢ Practice exam questions
- ➢ Text book questions
- ➢ Test friends

Leitner Flashcard method to space your retrieval and distribute your practice over a period of time

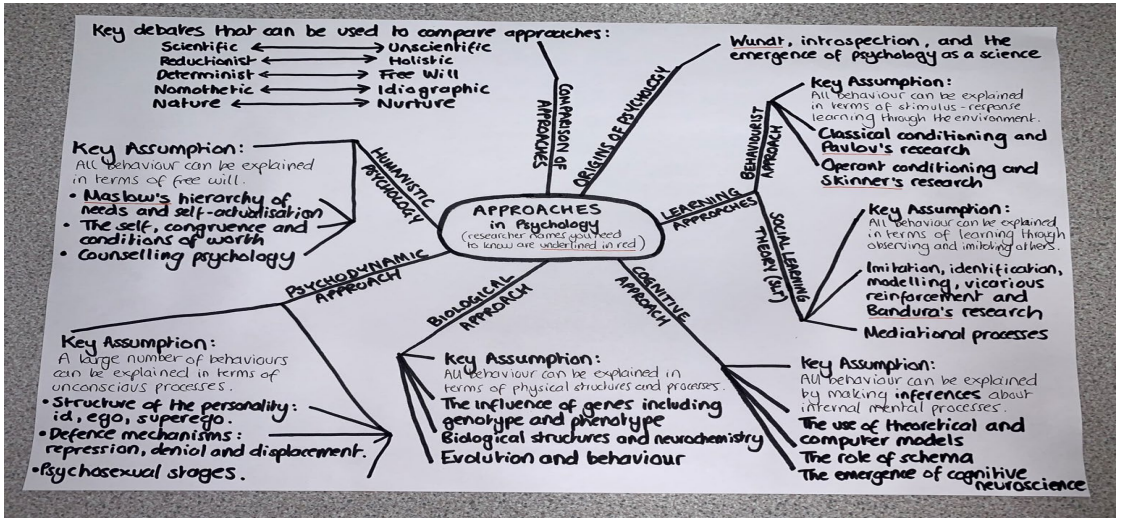
https://www.youtube.com/watch?v=C20EvKtdJwQ&t=7s



Pomodoro Revision Method



Mind-Maps


Key debates that can be used to compare approaches:
Scientific ↔ Unscientific
Reductionist ↔ Holistic
Determinist ↔ Free Will
Nomothetic ↔ Idiographic
Nature ↔ Nurture
COMPARISON OF APPROACHES
ORIGINS OF PSYCHOLOGY
Wundt, introspection, and the emergence of psychology as a science
APPROACHES in Psychology
(researcher names you need to know are underlined in red)
HUMANISTIC PSYCHOLOGY
Key Assumption:
All behaviour can be explained in terms of free will.
• Maslow's hierarchy of needs and self-actualisation
• The self, congruence and conditions of worth
• Counselling psychology
PSYCHODYNAMIC APPROACH
Key Assumption:
A large number of behaviours can be explained in terms of unconscious processes.
• Structure of the personality: id, ego, superego.
• Defence mechanisms: repression, denial and displacement.
• Psychosexual stages.
BIOLOGICAL APPROACH
Key Assumption:
All behaviour can be explained in terms of physical structures and processes.
The influence of genes including genotype and phenotype
Biological structures and neurochemistry
Evolution and behaviour
COGNITIVE APPROACH
Key Assumption:
All behaviour can be explained by making inferences about internal mental processes.
The use of theoretical and computer models
The role of schema
The emergence of cognitive neuroscience
LEARNING APPROACHES
BEHAVIOURIST APPROACH
Key Assumption:
All behaviour can be explained in terms of stimulus - response learning through the environment.
Classical conditioning and Pavlov's research
Operant conditioning and Skinner's research
SOCIAL LEARNING THEORY (SLT)
Key Assumption:
All behaviour can be explained in terms of learning through observing and imitating others.
Imitation, identification, modelling, vicarious reinforcement and Bandura's research
Mediational processes

Wanstead High School

Education with Character

Wanstead High School

Year 12 Pupils

Nana and Rayah