



Ormiston Shelfield Community Academy

KS4 Student Handbook

2026 - 2027



Name	
Form	
Form Room	
Form Tutor	

Autumn Timetable

Gates open at 08:15 and you should be on-site and inside the building by 08:30. The first bell rings at 08:37, followed by the second bell at 08:40, signalling that you should be in your form room. This routine helps establish order and set a positive tone for the day, promoting punctuality and focus.

A WEEK Timetable					
Lesson	Monday	Tuesday	Wednesday	Thursday	Friday
Morning Reg					
Period 1					
Period 2					
Period 3					
Period 4					
Period 5					
Afternoon Reg and activities					
Study Subjects					

B WEEK Timetable					
Lesson	Monday	Tuesday	Wednesday	Thursday	Friday
Morning Reg					
Period 1					
Period 2					
Period 3					
Period 4					
Period 5					
Afternoon Reg and activities					
Study Subjects					

During Mock Exam weeks, Breakfast Club will run from 8.00 - 8.30 for some breakfast and revision in the Canteen.

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Period 2					
Period 3					
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The aim of this booklet is to provide you with some tools to help you prepare for the exams you are going to be doing.

Everybody learns and revises differently and so contained within this booklet are a range of strategies that can be used by you in a way that suits you and your learning style.

Revising isn't always about working harder but more about working smarter and using better techniques to help you learn the information and the skills needed to show how good you are.

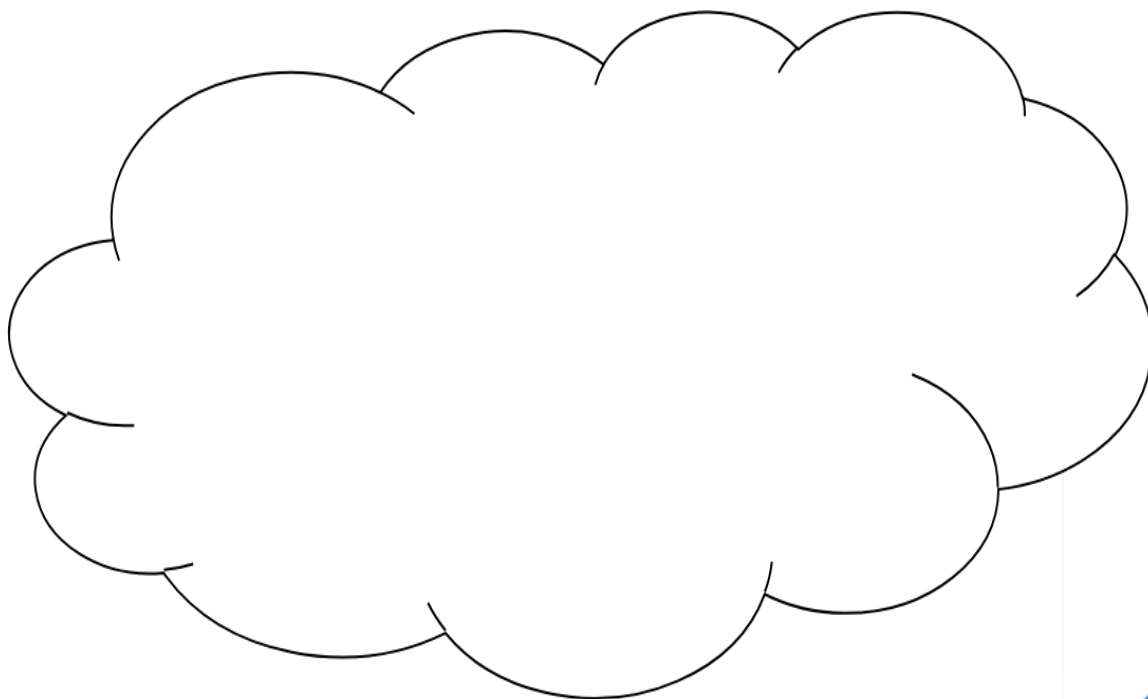
The strategies in this booklet can be used any time to revise topics or to review what you've learnt in lessons earlier in the day.

We have also included some general advice for you as students, on practical ways to support you through both exams and the preparation for them.

We hope that the advice and techniques help you to reinforce your learning.

Remember, all we want is for you to do your best. That's all. No-one can ask more than that.

On your own - **NO TALKING** - You have **ONE** minute
Write down as many points that you can think of why you need to study



A resilient person is able to bounce back, survive, recover, and get stronger through challenges, or stress. Use this worksheet to reflect on 10 ways to build your resilience.



See challenges, mistakes, and failures as opportunities to learn and grow.

What is a challenge, mistake, or failure you have been through? The next time you experience a challenge, mistake, or failure, what can you say to yourself to remind yourself that it is a learning opportunity?



Seek the valuable lesson in every setback or problem. Ask yourself, "What can I learn from this experience?"

What is something positive you learned about yourself or others from a past challenge, mistake, or failure you went through?



Keep your mind focused on your goals, and continually search for ways to achieve them.

What are 2 current goals in your life you can focus on to keep you moving in a forward direction?



Maintain a hopeful outlook, and look for the good in every problem or difficulty. Tell yourself "Something good will come from this."

What is something in the future you can look forward to when you are going through a difficult situation?



Maintain a problem-solving and solution-oriented mindset when facing difficult situations.

Do you usually focus on the problem, or on solutions when you are going through a difficult situation?



Learn to be flexible in situations you can't control - Go with the flow, Let things go, Don't let things get to you, Be agreeable, Be patient, Be accepting of help.

Choose one of the flexibility skills on the left that you can use the next time you are in a stressful situation.



Recognize when to ask for, and accept help from others.

Who are two caring and supportive people you can turn to when you are going through a difficult time?



Be unaffected by the negativity of others.

What are two coping skills you can use the next time you feel frustrated or annoyed by a negative peer?



Practice Self-Care - Exercise, sleep well, eat well, focus on interests and creative outlets, spend time with positive and encouraging people, use healthy coping skills to manage stress.

What are 3 self-care activities you can practice over the next week?



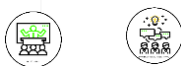
Practice gratitude and optimism in all situations.

What are 3 things in your life you are grateful for?

The Four Elements of Learning

At Key Stage 4 your classroom experience needs to be more independent and driven by you. Your involvement and engagement with the learning and content has a direct impact on what your next steps

Purposeful and prompt start.



Securing 100% attention through Narrated Countdown.



Drive thought.



Sustained independent application and feedback.



What is the purpose?

This ensures there is a calm and purposeful start and end to the lesson. It is also important to ensure learning starts straight away.



Humans can only fully focus on one thing at a time. Using a narrated countdown ensures this happens consistently and timely.



Through a range of teaching techniques this will ensure that new learning is used and retrieved regularly. By using it regularly it will ensure that knowledge is moved from short to long term memory.



This will require us to use new learning in different contexts. The more we use it the more fluent we will become. We will then have a better understanding.



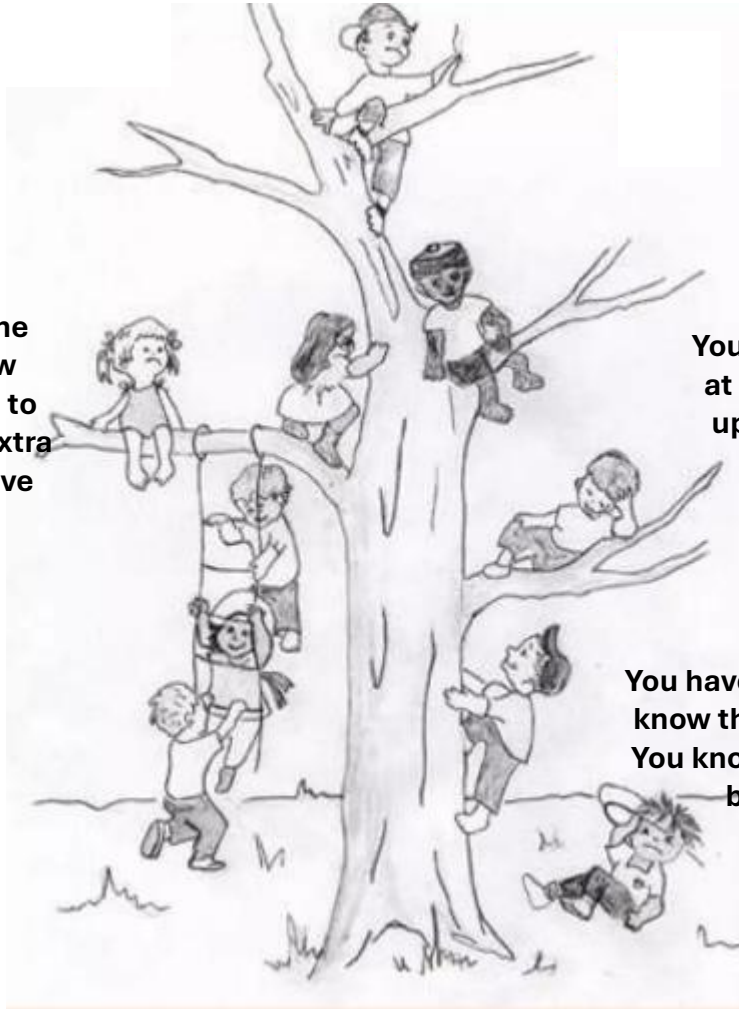
How you listen, think, and act upon what you are told is what will make the difference to your grades.

What does this look like in lessons for you? Write in the boxes what YOU should be doing

Academic reflection is essential for you to achieve deep, meaningful learning. It encourages you to think critically about your experiences, identify strengths and areas for improvement. Rather than passively completing tasks, reflection promotes active engagement, helping you to understand how you learn and how you can progress further.

At the top. You are confident that you are on track to achieve the top grades when you get to GCSE.

You can see the top. You know what you have to do to put that extra effort to achieve it.



You are coasting – maybe at the bottom middle or upper middle of where you should be

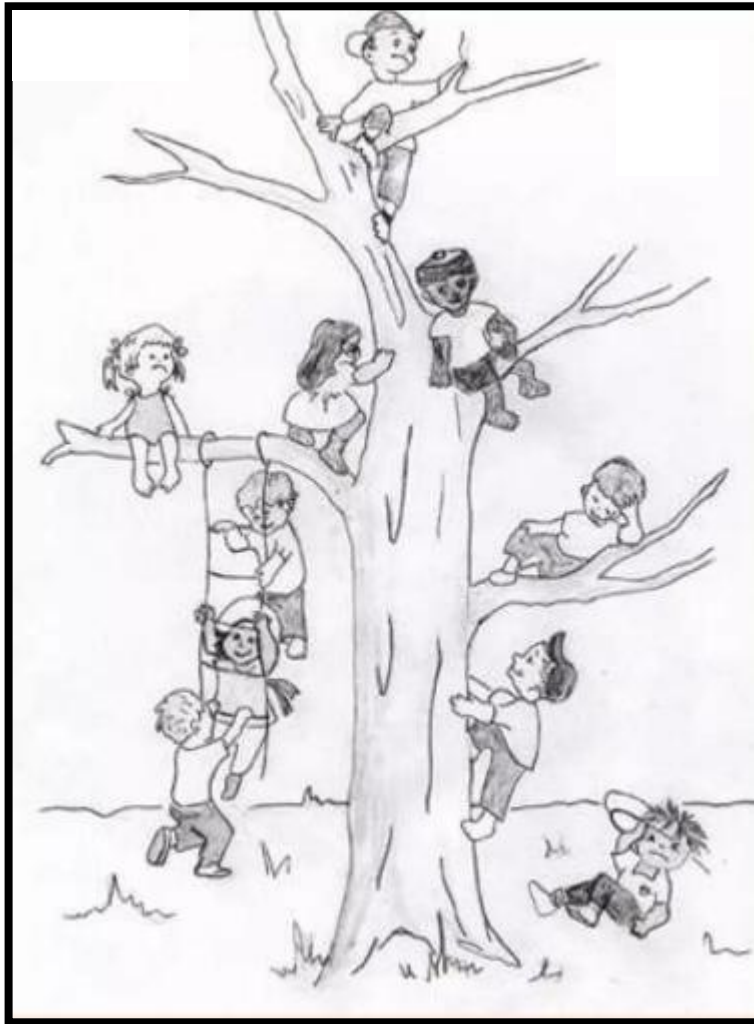
You have made progress and know that you can improve. You know what is needed to be successful.

On the way up the ladder. You are pleased with some of your progress. You need some help and support to get you to the next level.

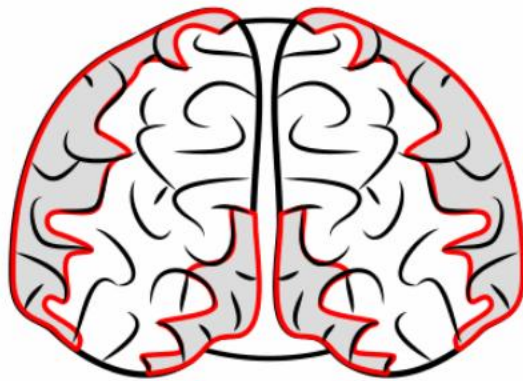
You are underachieving. You are disappointed in your progress and are underperforming. You need some support to get back on track.

Success Tree

Where do think you are in your progress in all subjects on the Success Tree?



Use Your Brain to Learn! Watch the video and learn how your brain works. Your teacher will stop the video every so often to help you make notes.





ACADEMIC ASSESSMENTS

Subject	Rank
English	
Maths	
Science	
Option 1	
Option 2	
Option 3	

	Maths	English
Mock Grade		
Forecast Grade		

In what subject were you ranked the highest?

What have you done well to help you make progress?

Are you on target to pass English and Maths?

What could you do to improve your grades?

Set a target for the next assessment data

Time management is important because it helps you organise your day so you can complete your schoolwork, revision, and responsibilities without feeling overwhelmed. By planning how you use your time, you avoid last-minute stress, produce better-quality work, and build good habits like responsibility and independence. It also helps you balance different parts of your life, so you're not rushing or falling behind, but instead feel more in control and confident in what you're doing.

Five things you can do to help you get organised

1

2

3

4

5

Four Common distractions

1

2

3

4

Three Revision Techniques

1

2

3

Two Tips for meeting deadlines

1

2

One thing to remember when sitting assessments

1

Look at the following common study problems. What advice can you offer to someone who is experiencing these issues?

Issue	Advice
<i>"I just start daydreaming"</i>	
<i>"I can't focus because I'm anxious about the exams"</i>	
<i>"I often fall asleep when I'm supposed to be studying"</i>	
<i>"I'm constantly interrupted by other people"</i>	
<i>"I keep thinking of other things while I'm studying"</i>	
Anything else?	

Our Different ways of Learning

Take this quiz to get you thinking about your best learning techniques. When you are learning lots of content you need to use the strategies that work best for you

1. When you study for a test, would you rather:

- a) read notes, read headings in a book, and look at diagrams and illustrations.
- b) have someone ask you questions, or repeat facts silently to yourself.
- c) write things out on index cards and make models or diagrams.

2. Which of these do you do when you listen to music:

- a) daydream (see things that go with the music)
- b) hum along
- c) move with the music, tap your foot, etc.

3. When you work at solving a problem do you:

- a) make a list, organize the steps, and check them off as they are done
- b) make a few phone calls and talk to friends or experts
- c) make a model of the problem or walk through all the steps in your mind

4. When you read for fun, do you prefer:

- a) a travel book with a lot of pictures in it
- b) a mystery book with a lot of conversation in it
- c) a book where you answer questions and solve problems

5. To learn how a computer works, would you rather:

- a) watch a movie about it
- b) listen to someone explain it
- c) take the computer apart and try to figure it out for yourself

6. You have just entered a science museum, what will you do first?

- a) look around and find a map showing the locations of the various exhibits
- b) talk to a museum guide and ask about exhibits
- c) go into the first exhibit that looks interesting, and read directions later

7. Would you rather go to:

- a) an art class
- b) a music class
- c) an exercise class

8. Which are you most likely to do when you are happy?

- a) grin
- b) shout with joy
- c) jump for joy

9. When you see the word "d - o - g", what do you do first?

- a) think of a picture of a particular dog
- b) say the word "dog" to yourself silently
- c) sense the feeling of being with a dog (petting it, running with it, etc.)

10. When you tell a story, would you rather:

- a) write it
- b) tell it out loud
- c) act it out

Our Different ways of Learning

What was Your Score?

If you scored mostly a's you may have a visual learning style.

Someone with a Visual learning style has a preference for seen or observed things, including pictures, diagrams, demonstrations, displays, handouts, films, etc. These people will use phrases such as 'show me', 'let's have a look at that' and will be best able to perform a new task after reading the instructions or watching someone else do it first. These are the people who will work from lists and written directions and instructions.

You should...

- Draw pictures and diagrams and colour code your work.
- Use highlighters for key facts
- Create posters and use mind maps/spider diagrams
- Use videos, TV programmes or plays of things you are studying
- Use post-it notes to label things
- Create visual displays of key words, facts and text in strategic places e.g. bedroom wall

If you scored mostly b's, you may have an auditory learning style.

Someone with an Auditory learning style has a preference for the transfer of information through listening: to the spoken word, of self or others, of sounds and noises. These people will use phrases such as 'tell me', 'let's talk about it' and will be best able to perform a new task after listening to instructions from an expert. These are the people who are happy being given spoken instructions over the telephone, and can remember all the words to songs that they hear!

You should.....

- Record onto MP3 players or your phone and play back repeatedly
- Read all your notes out loud repeatedly
- Create rhymes, raps, chants
- Remember lists by using mnemonics
- Use a 'study buddy'
- Close your eyes when you are listening so that you are only using that sense.

If you had mostly c's, you may have a kinaesthetic learning style.

Someone with a Kinaesthetic learning style has a preference for physical experience - touching, feeling, holding, doing - practical hands-on experiences. These people will use phrases such as 'let me try', 'how do you feel?' and will be best able to perform a new task by going ahead and trying it out, learning as they go. These are the people who like to experiment, hands-on, and never look at the instructions first!

You should...

- Use movement when you are revising – walk around rather than sit still.
- Underline or highlight key facts
- Use online revision activities
- Make mind maps/spider diagrams
- Use the 'journey' method

Using Critical Knowledge Organisers to Study Effectively



Take this easy quiz to make you think about how you go about studying for assessments.

1. **Why is creating a study timetable important?**
 - a) It helps you avoid distractions
 - b) It ensures you manage your time effectively
 - c) It makes studying more fun
2. **What is the best way to take notes during a lesson?**
 - a) Write down everything the teacher says
 - b) Summarise key points in your own words
 - c) Copy from your friend's notes
3. **Which of these is an active revision technique?**
 - a) Reading notes silently
 - b) Highlighting text only
 - c) Creating flashcards and testing yourself
4. **Why should you take regular breaks when studying?**
 - a) To check social media
 - b) To help your brain process and retain information
 - c) To finish later
5. **What is the benefit of setting specific goals for each study session?**
 - a) It makes you feel busy
 - b) It gives you a clear focus and sense of achievement
 - c) It allows you to study less
6. **Which environment is best for studying?**
 - a) A quiet, well-lit space with minimal distractions
 - b) A noisy café
 - c) Your bed while watching TV
7. **What should you do if you don't understand a topic?**
 - a) Ignore it and move on
 - b) Ask your teacher or use reliable resources to clarify
 - c) Wait until the exam

Using Critical Knowledge Organisers Effectively

*You have Critical Knowledge Organisers for every topic you study. CKOs contain powerful and important core knowledge. The information forms the foundation for that subject with the facts and key vocabulary that you can, and should, learn.
They do not replace what you learn in class!*

Where are the CKOs?

You will have stuck in your exercise books. They are also available on the academy website. You can always ask your teachers for another copy.

Do all of my subjects have CKOs?

Yes, GCSE and vocational subjects both have CKOs as there are external exam components for both.

Do the CKOs have everything?

NO. They contain the core critical knowledge. There is a lot more that you will learn in lessons. The CKOs form the foundation for building depth and breadth for the topics.

Are they all I need to revise from?

No, you will need every lesson content which is why attendance at KS4 is vital. Every lesson will introduce new concepts and content.

You can also revise using online resources and there are many revision guides you can buy to consolidate your learning.

1. What is the main purpose of a Knowledge Organiser?

- A) To entertain you
- B) To summarise key information you need to learn
- C) To replace your teacher
- D) To give homework answers

2. When should you use a Knowledge Organiser?

- A) Only before exams
- B) Only in lessons
- C) Regularly, for revision and review
- D) Never

3. Which of these is the best way to use a Knowledge Organiser?

- A) Just reading it once
- B) Copying it out without thinking
- C) Testing yourself on the information
- D) Ignoring questions

4. Which of the following are useful ways to revise with a Knowledge Organiser?

- A) Self-quizzing and covering up answers
- B) Only highlighting everything
- C) Looking at it once and putting it away
- D) Waiting until the night before a test

5. Why is self-quizzing important when using a Knowledge Organiser?

- A) It makes the page look neat
- B) It helps you remember information by testing your memory
- C) It takes less time than reading
- D) It means you don't need to study

6. What should you do if you get something wrong during revision?

- A) Ignore it
- B) Give up
- C) Check the correct answer and try again later
- D) Skip that topic completely

Tracking the Text



There are many proven reasons why tracking the text improves reading. Whether you are a good reader, a weaker reader, dyslexic, have ADHD etc, this is the easiest step on your journey to successful reading.

Why do I Track the Text?

- **It improves my focus and attention:** Tracking helps me stay engaged with the text and reduces distractions.
- **It enhances my eye movement and tracking skills:** Guides my eyes smoothly across the page, preventing skipped words or lines.
- **It boosts word recognition and fluency:** Reinforces the connection between spoken and written words.
- **It supports my comprehension:** Helps me process and understand what I am reading more effectively.
- **It reduces visual stress:** Tools like reading rulers can minimize glare and visual overload, especially helpful if I have dyslexia or ADHD.
- **It encourages independence and confidence:** Tracking tools help my self-guided reading and reduce frustration.
- **It works for all ages and abilities:** Whether using a finger, a ruler, a pen or any of those, tracking is a strategy that benefits me regardless of what I am reading.



How to Track With Your Finger

1. Put your finger *under* the text—not covering it.
2. Move smoothly from left to right.
3. Keep your eyes on the words, not your finger.
4. Follow the line breaks carefully.
5. Aim to read each word once without skipping.

Spelling helps you communicate your ideas clearly so others can understand your writing. It supports your reading, builds your confidence, and helps you use new vocabulary correctly. Good spelling also improves your marks across all subjects and prepares you for future exams.

Application

Syllabification

Breaking words into sound chunks/syllables

This is how you learn more challenging words and their spelling.

You can pyramid the word, letter by letter

Or

You can pyramid the word syllable by syllable

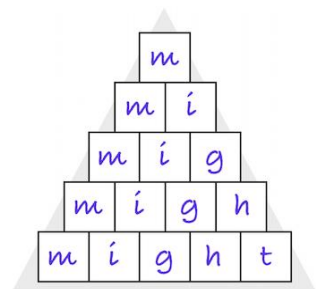
Prefixes: added to the beginning of the root word to create a new word with a different meaning.

Suffix: added to the end of the root word to create a new word with a different meaning.

temperature

from *temperans*, within limits

how hot or cold a thing, place or person is, measured in degrees Celsius, Fahrenheit or Kelvin



might

prefix root word suffix
un comfort able

Practice Place

Whilst revision guides can be useful, the more you personalise your revision the more effective it will be, so the notes you make are best. The process of making the notes is part of your revision and once you "own" the work it is easier to remember.

Which ones do you use?

Mnemonics help you to remember lists by using short words and rhymes that stand for something to help you.

For example, Planets

Can you devise a Mnemonic for something you have to learn in your subjects?

**Mercury Venus Earth Mars Jupiter
Saturn Uranus Neptune Pluto
My Very Earthly Mother Just
Served Us Nine Pizzas**

Highlighting - As you read through your notes use different coloured highlighters to pick out key words /themes/ideas/ points etc. You could try a different colour for each theme or topic.

Condensing - Fitting notes onto one side of paper makes them easier to stomach, so rewrite and cut down as you go

Underlining - As you read through the work in your exercise book underline key words. You could come up with a predicted list before you start or you could make a list of the key words at the end. You could underline in different colours, patterns or lines like wiggly, thick etc.

Learn by rote - Learning by rote is simply reading the text over and over until you remember it. It is the most basic kind of revision, but without the help of other techniques may not be very effective and it can be very boring.

What works for you?

In the 30:5:1 technique we reduce the key words for a topic. You should identify a topic and then write down 30 important key words. Then you decide which are the top 5 Key words from the original 30, and then, finally, from the 5 key words, the one most important key word for the topic.

Topic:

A 6x5 grid of blue squares. The bottom row is a lighter shade of blue. In the center of the bottom row, there is a small, light blue pyramid icon.

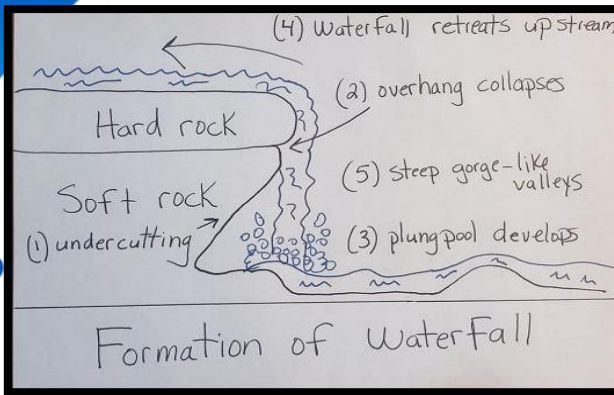
Topic:

[illegible]

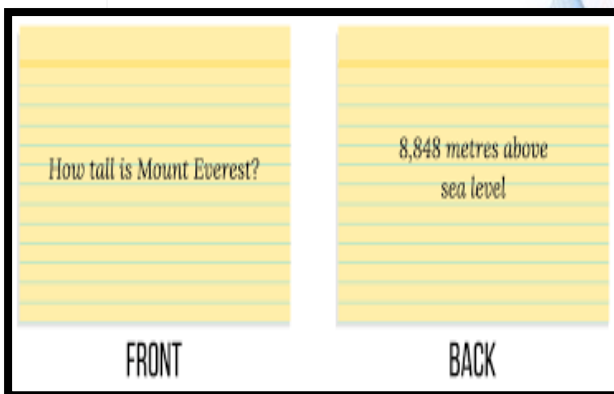


Flashcards

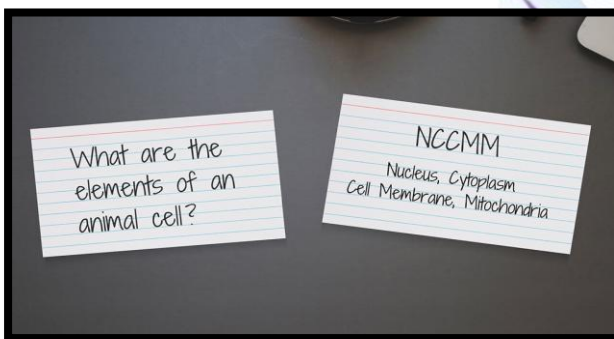
Flashcards are great for revision because they help you remember things more easily. They help your brain get better at remembering the information. Flashcards are quick to use, easy to carry, and make learning more fun



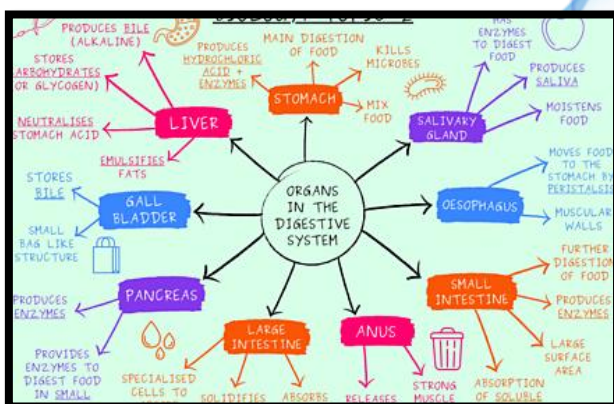
Use flashcards for revision by writing a question or prompt on one side and the answer on the other.



Use flashcards for revision by writing a question or prompt on one side and the answer on the other.



You can then test yourself or have someone to test you and the exact correct answer is on the back.

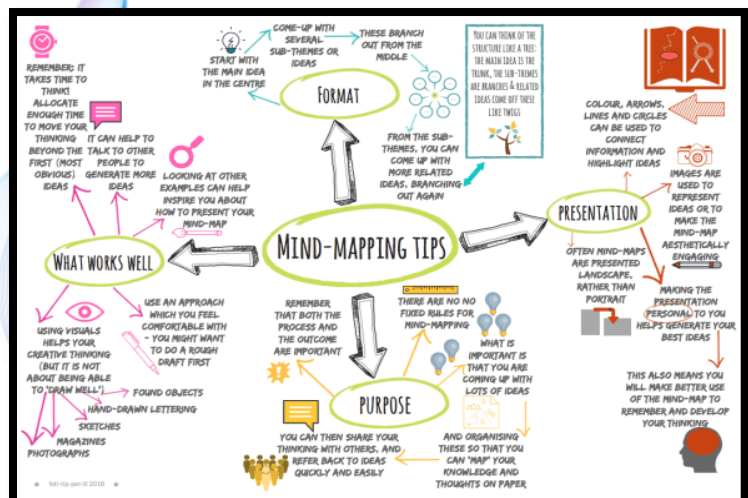
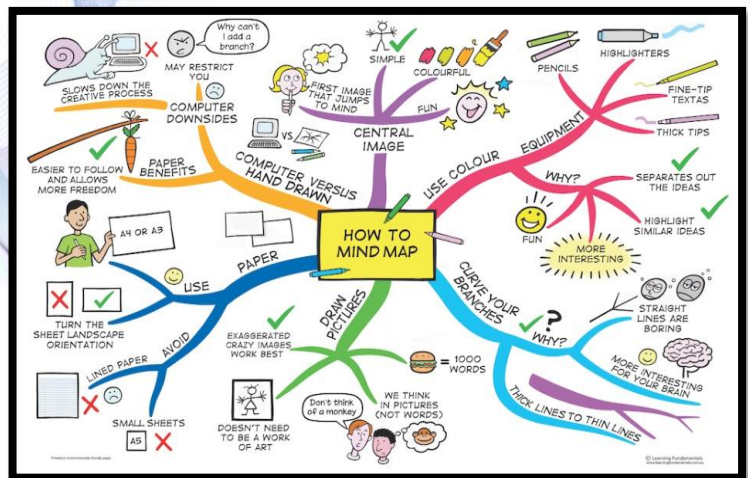
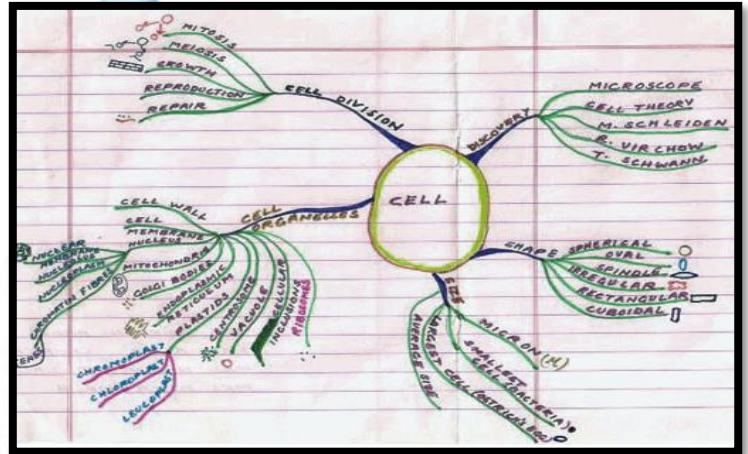


X This is too busy for such a small space and better suited for a mind map as there is too much crammed onto a small card



When creating mind maps, you need to make sure that it works for you. So, how much detail, and whether you use images, acronyms etc depends on how **you** like to remember things.

What is good in these mind-maps?





Re-teaching is a good revision technique because it helps you check what you really understand. Your brain works harder to remember and understand it properly. If you get stuck, it shows you what you need to go over again.

Steps

Step 1

Choose a topic. Write down the key points that are critical – you could use flashcards or a mind map for this.

Step 2

Explain the topic/idea to someone: (parent/carers, family or friend)

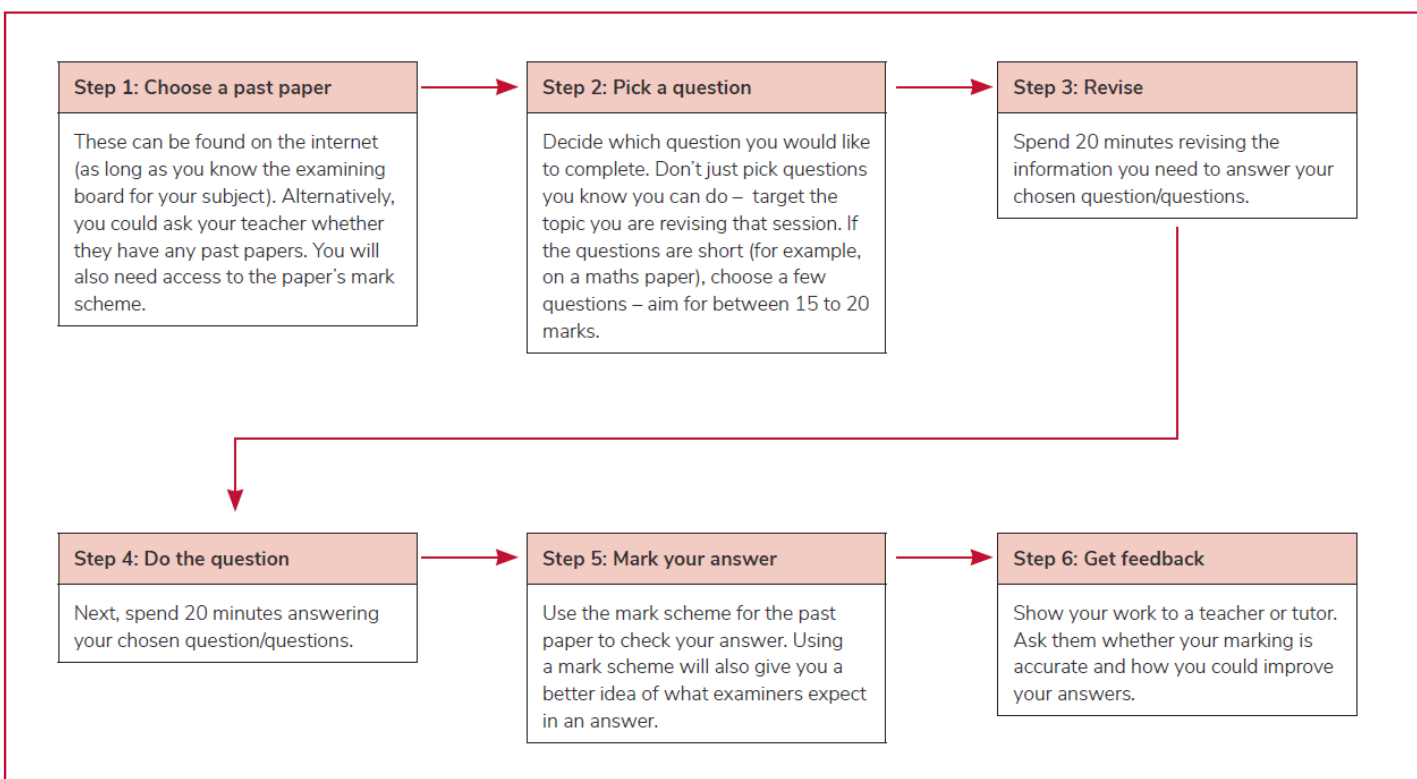
Step 3

Identify where you have a knowledge gap/something you could not remember, and go back to learn it.

Step 4

Go through the process again, refine your explanation until you can explain the topic simply and accurately.

Find out which exam boards you do for your subjects –this will make sure that you access the correct resources when you are revising online and doing practice questions



Subject	Exam board	How many exams papers and length?
English Language		
English Literature		
Maths		
Science		
Option 1		
Option 2		
Option 3		

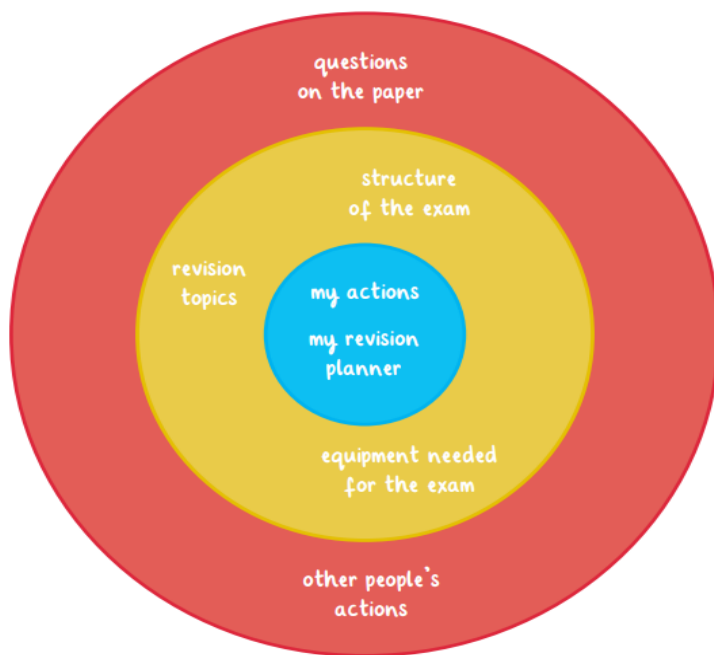
Studying for national qualifications and preparing for your future can be exciting and also worrying and at times you may find yourself feeling overwhelmed.

This activity can help you think about what you can and cannot control to allow you to focus on your exam preparation a little better

List of things you can and can't control

- | | |
|---------------------------|--|
| ✓ My actions | ✓ Where the exam is |
| ✓ When I revise | ✓ How long the exam is for |
| ✓ How long I revise for | ✓ How many marks are available |
| ✓ My revision planner | ✓ Structure of the paper |
| ✓ Topics I need to revise | ✓ How other students revise |
| ✓ My nutrition/hydration | ✓ Types of questions, long, short, m/c |
| ✓ Equipment | ✓ Questions on the paper |
| ✓ Where I revise | ✓ Other people's actions |

Example:

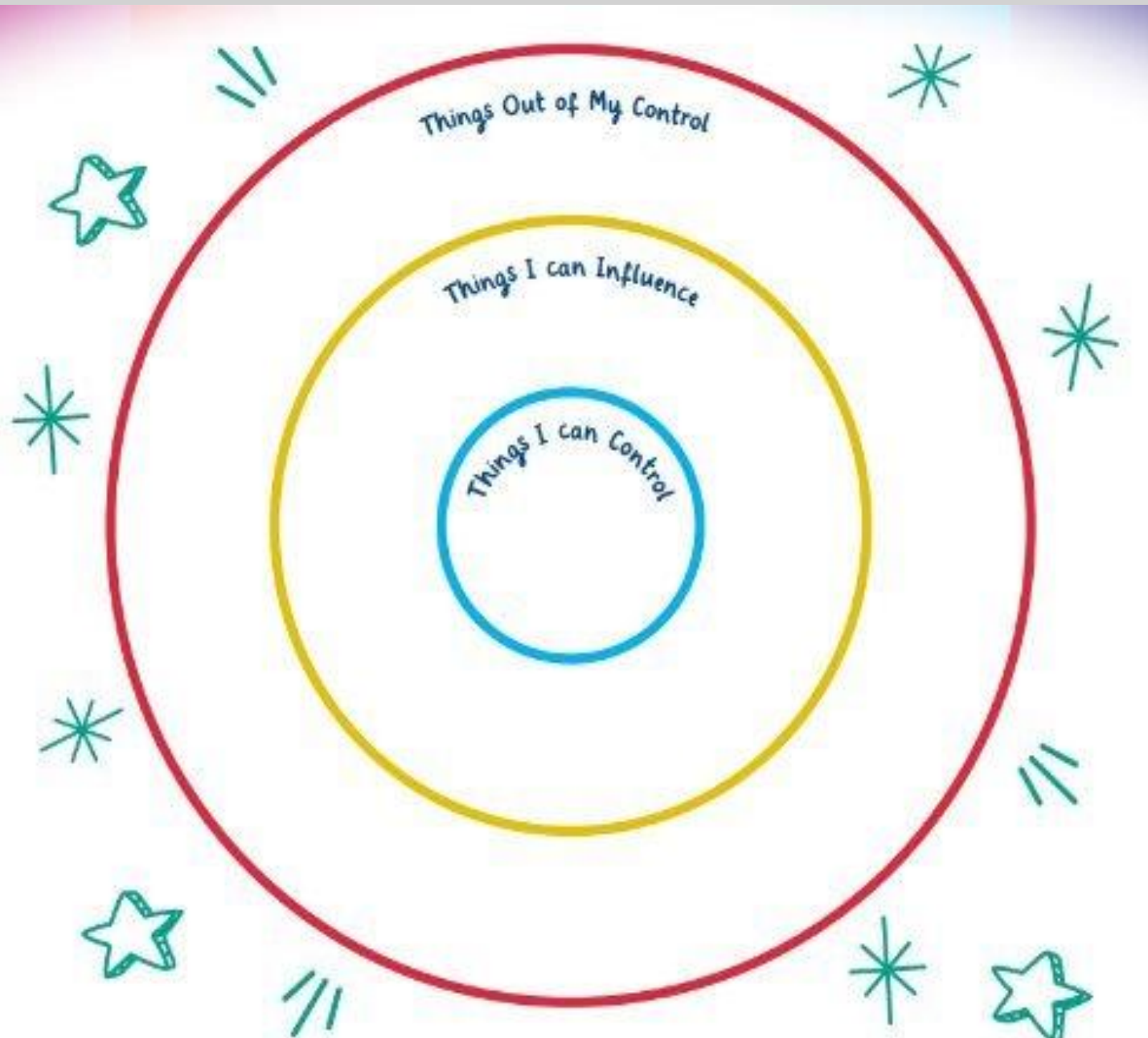


The inner circle is for the things you can control, for example, what you know and the things you can change.

The middle circle is for the things you have some influence over but not full control. For example, your revision list or topics which will be on the test.

The outer circle is a place for you to write down things you have no control over at all and cannot do anything about. An example of this would be other people's actions and the questions on the exam paper.

Look at the list of things you can and can't control – plus the ones you have added and complete the circle as it applies to you



How can I move Things I can Influence to Things I can Control?

Subject	Websites
English	https://www.mrbruff.com A Youtube channel with excellent video explanations, essay writing techniques, language paper walkthroughs https://www.bbc.co.uk/bitesize This covers both Literature & Language with clear explanations for texts (Macbeth, An Inspector Calls, poetry, etc.) Quizzes + videos
Maths	drfrostmaths.com Dr Frost Maths is a powerful, teacher-developed platform with thousands of practice questions, topic tests, and interactive quizzes. It's widely used in schools but also free for independent use. The site analyses performance, showing strengths and weaknesses, and offers printable worksheets as well as interactive tasks. I corbettmaths.com Corbettmaths is one of the most trusted maths revision sites in the UK. It offers short, clear video lessons on every GCSE topic, each supported by printable worksheets and fully worked answers. The site also includes the popular 5-a-day questions, which give students a daily mix of quick practice problems at different levels.
Science	physicsandmathstutor.com Physics & Maths Tutor provides a vast bank of GCSE maths past papers, mark schemes, and model answers. It's ideal for students preparing for mock exams or final revision, giving a real sense of exam style and timing. The site's concise revision notes are also handy for last-minute review.
Option 1	
Option 2	
Option 3	
General	https://www.khanacademy.org/lohp/learner https://www.bbc.co.uk/bitesize https://quizlet.com/gb https://senecalearning.com/en-GB/

What do Examiners Say?

*The job of examiners is to give you marks, not to take them away, but they are powerless to help you if you fall into the most common traps. These are the **biggest pitfalls** they have identified and how to resolve them*

Not reading the paper correctly: This is one of the most regular and fatal errors. They call it the '*triggered answer*'. You have your pre-prepared answer ready but you don't look at the exact terms of the question and therefore supply the wrong information in your answer.

Not finishing the paper: Mismanaging your time within the exam can easily cost you a full grade. The biggest exam 'crime' is to leave suitable questions unattempted. **Remember: it is much easier to get the first 20% of the marks for any question than the last 5%.** Do not spend your remaining time extending and perfecting that answer. Instead, move on to questions four and five. If you have answered only three questions instead of five, the highest mark you can get is 60%.

Ignoring the marking scheme: You must take the marking scheme into account when you allocate time to each question or part of a question. If the marks allotted to a question clearly indicate that a few paragraphs are sufficient, do not write an essay on the subject.

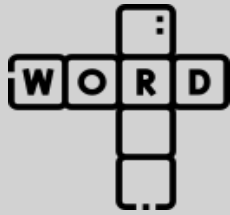
Repetition: Make the point once. There are no extra marks for restating facts Examiners say repetition is a very common mistake. It is also a time-waster and an irritant.

Missing part of a question: Sometimes, part of a question can be carried onto the next page and, in the pressure of the moment, you don't see it. As a consequence, you might fail to do a compulsory part of a question or miss out on the chance to take an option that would have suited you better.

Rough work: Include your rough work with your exam script – you might get some credit for formulae or calculations contained therein.

Make use of past papers : These should be your constant companion in all revision tasks. For each topic you revise, consult the past questions on this subject and then attempt answers to them. Check your answers, fill in the 'knowledge gaps' where necessary, and file away the correct 'model answer' in your notes for future reference. You will also start to notice any trends in the questions asked.

Try a dress rehearsal: Each exam paper contains its own particular structure and challenge, with varying emphasis on answering style and depth. While much of your ongoing revision will be based on individual topics and questions, it is a very useful exercise to tackle a whole exam paper. It forces you to consider your strategy – the questions you will want to attempt or avoid, the issues of timing, the number of points you will need to make in each part of a question.



*The bigger your vocabulary the more power you have.
The following words are all words that you will commonly find on assessments,
GCSEs and BTEC PSAs. By the end of this term –you will have learn them all!*

1. Analyze

- a) To ignore something completely
- b) To examine something carefully in detail
- c) To copy someone's work
- d) To make something bigger

2. Contrast

- a) To show how things are similar
- b) To show how things are different
- c) To make something look better
- d) To hide the truth

3. Justify

- a) To explain why something is fair or reasonable
- b) To make something look attractive
- c) To argue without evidence
- d) To refuse to give reasons

4. Predict

- a) To guess without thinking
- b) To say what will happen in the future based on evidence
- c) To describe something that already happened
- d) To change your mind often

5. Evaluate

- a) To judge the value or quality of something
- b) To ignore all details
- c) To copy someone's ideas
- d) To make something disappear

6. Summarize

- a) To write every detail of a text
- b) To give a short version of the main points
- c) To create a new story
- d) To argue against something

7. Infer

- a) To state something directly
- b) To guess randomly
- c) To figure out something from clues and evidence
- d) To copy what someone said

8. Significant

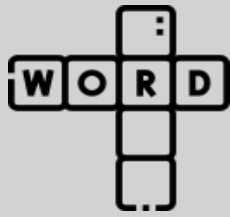
- a) Very small and unimportant
- b) Very important or meaningful
- c) Easy to forget
- d) Something that happens often

Emphasize

- a) To make something less noticeable
- b) To give special importance or attention to something
- c) To ignore something completely
- d) To repeat something without meaning

10. Interpret

- a) To translate or explain the meaning of something
- b) To copy someone's ideas
- c) To make something disappear
- d) To argue without evidence



The bigger your vocabulary the more power you have.

The following words are all words that you will commonly find on assessments, GCSEs and BTEC PSAs. By the end of this term – you will have learn them all!

1. Demonstrate

- a) To show clearly by example or action
- b) To hide something from view
- c) To guess without thinking
- d) To refuse to explain

2. Establish

- a) To destroy something completely
- b) To set up or create something firmly
- c) To ignore all details
- d) To make something disappear

3. Illustrate

- a) To decorate with pictures only
- b) To explain or make clear using examples or pictures
- c) To argue against something
- d) To copy what someone said

4. Maintain

- a) To keep something in good condition or continue it
- b) To stop something suddenly
- c) To ignore something completely
- d) To make something disappear

5. Modify

- a) To change something slightly to improve it
- b) To destroy something completely
- c) To copy someone's ideas
- d) To ignore all details

6. Obtain

- a) To lose something important
- b) To get or acquire something
- c) To make something disappear
- d) To refuse to accept something

7. Require

- a) To need something because it is essential
- b) To ignore something completely
- c) To guess without thinking
- d) To make something disappear

8. Respond

- a) To refuse to speak
- b) To answer or react to something
- c) To ignore all details
- d) To copy someone's ideas

9. Clarify

- a) To make something easier to understand
- b) To confuse someone on purpose
- c) To hide the truth
- d) To ignore all details

10. Indicate

- a) To point out or show something
- b) To destroy something completely
- c) To guess without thinking
- d) To refuse to explain

On Exam Days

The bigger your vocabulary, the more power you have.

The following words are all words that you will commonly find on assessments, GCSEs and BTEC PSAs. By the end of this year – you will have learnt them all!

Get a good night's sleep: While the temptation is to stay up half the night 'cramming' in more facts and figures, the evidence suggests this approach is counter-productive. Having a mind that is refreshed, alert, and ready to respond will obviously be of far greater benefit.

Arrive in plenty of time: To perform well on the day, you need to be relaxed and to feel in control of the situation. This is difficult to achieve if you have missed breakfast and are stuck on a bus in traffic as the exam time approaches. Arrive 15 minutes early.

Have your equipment ready: Each exam has its own requirements. Apart from properly functioning pens, pencils, rulers, etc., you may need a calculator for the Maths or Science exam. Drawing pencils may be required for diagrams in some subjects.

Think positive: On the day of the exam, remind yourself of the good things (the material you know well, the revision you have completed, all the past exam questions done, the good grades achieved) rather than dwelling on areas of weakness. Be confident!

Maintain your focus: There can be a lot of tension, drama, and hysteria in the air on the day of an exam. You want to keep the balance between maintaining your focus and interacting normally with your friends and classmates. Try finding a quiet spot. Surround yourself with people who are likely to add to the calm rather than add to the clamour.

Beware of post-exam analysis: The more you participate in the exam post-mortem, the more confused and disheartened you are likely to become. You can't change what has happened, you can only focus on the present and this will need your full attention.

Allow time to read the paper carefully: The importance of reading the paper carefully and choosing your questions wisely cannot be emphasised enough at this stage. Don't start writing immediately. Take your time. Be smart and size-up the paper before answering.

Stick to your game plan: An overall strategy should have emerged from your revision and exam preparation in each subject. This covers the areas you will tackle, the topics you will avoid if they appear on the paper, the sequence in which you will tackle the various sections, the style of answering you will employ in each subject, the amount of time you will allocate to answering each section. Don't get flustered. Stick to your plan, trust your judgement, and move on.

Sweep up any mistakes: In the pressure of the exam hall, it is easy to make errors. Misreading the instruction on a question can make an entire answer invalid. Be disciplined with your time. Always leave a few minutes at the end to tidy-up errors.

Attempt all questions: Every year, capable students who just didn't get time to finish the paper lose easy marks. Don't fall into this trap. If the instructions on the front of the paper tell you to answer a certain number of questions – stick to this – don't answer too many!

The Language of Exams

*The bigger your vocabulary the more power you have.
The following words are all words that you will commonly find on assessments,
GCSEs and BTEC PSAs.*

Word	Match the word to the definition
Analyse	Give a good reason for offering an opinion.
Discuss	Use words like because in your answer. You will explain how or why something is that way.
Justify	Explore the main ideas of the subject, show they are important and how they are related.
Give reasons for	Decide after reasoning something out.
Evaluate	Explore the subject by looking at its advantages and disadvantages (i.e. for and against). Attempt to come to some sort of judgement.
Conclude	Give an opinion by exploring the good and bad points. It's a bit like asking you to assess something. Attempt to support your argument with expert opinion.
Factors	The fact or circumstances that contribute to a result.

2026							2027						
September	October	November	December	January	February	March	April	May	June	July			
1 Tu ³⁶	1 Th	1 Su	1 Tu	1 Fr ^{New Year's Day}	1 Mo	1 Mo	1 Th	1 Sa	1 Tu	1 Th			
2 We	2 Fr	2 Mo ⁴⁵	2 We	2 Sa	2 Tu	2 Tu	2 Fr	2 Su	2 We	2 Fr			
3 Th	3 Sa	3 Tu	3 Th	3 Su	3 We	3 We	3 Sa	3 Mo ^{Early May Bank Hol.}	3 Th	3 Sa			
4 Fr	4 Su	4 We	4 Fr	4 Mo	4 Th	4 Th	4 Su	4 Tu	4 Fr	4 Su			
5 Sa	5 Mo ⁴¹	5 Th	5 Sa	5 Tu	5 Fr	5 Fr	5 Mo	5 We	5 Sa	5 Mo			
6 Su	6 Tu	6 Fr	6 Su	6 We	6 Sa	6 Sa	6 Tu	6 Th	6 Su	6 Tu			
7 Mo ³⁷	7 We	7 Sa	7 Mo ⁵⁰	7 Th	7 Su	7 Su	7 We	7 Fr	7 Mo	7 We			
8 Tu	8 Th	8 Su	8 Tu	8 Fr	8 Mo	8 Mo ¹⁰	8 Th	8 Sa	8 Tu	8 Th			
9 We	9 Fr	9 Mo ⁴⁶	9 We	9 Sa	9 Tu	9 Tu	9 Fr	9 Su	9 We	9 Fr			
10 Th	10 Sa	10 Tu	10 Th	10 Su	10 We	10 We	10 Sa	10 Mo	10 Th	10 Sa			
11 Fr	11 Su	11 We	11 Fr	11 Mo	11 Th	11 Th	11 Su	11 Tu	11 Fr	11 Su			
12 Sa	12 Mo ⁴²	12 Th	12 Sa	12 Tu	12 Fr	12 Fr	12 Mo ¹⁵	12 We	12 Sa	12 Mo			
13 Su	13 Tu	13 Fr	13 Su	13 We	13 Sa	13 Sa	13 Tu	13 Th	13 Su	13 Tu			
14 Mo ³⁸	14 We	14 Sa	14 Mo ⁵¹	14 Th	14 Su	14 Su	14 We	14 Fr	14 Mo	14 We			
15 Tu	15 Th	15 Su	15 Tu	15 Fr	15 Mo	15 Mo ¹¹	15 Th	15 Sa	15 Tu	15 Th			
16 We	16 Fr	16 Mo ⁴⁷	16 We	16 Sa	16 Tu	16 Tu	16 Fr	16 Su	16 We	16 Fr			
17 Th	17 Sa	17 Tu	17 Th	17 Su	17 We	17 We	17 Sa	17 Mo	17 Th	17 Sa			
18 Fr	18 Su	18 We	18 Fr	18 Mo	18 Th	18 Th	18 Su	18 Tu	18 Fr	18 Su			
19 Sa	19 Mo ⁴³	19 Th	19 Sa	19 Tu	19 Fr	19 Fr	19 Mo	19 We	19 Sa	19 Mo			
20 Su	20 Tu	20 Fr	20 Su	20 We	20 Sa	20 Sa	20 Tu	20 Th	20 Su	20 Tu			
21 Mo	21 We	21 Sa	21 Mo ⁵²	21 Th	21 Su	21 Su	21 We	21 Fr	21 Mo	21 We			
22 Tu	22 Th	22 Su	22 Tu	22 Fr	22 Mo	22 Mo ¹²	22 Th	22 Sa	22 Tu	22 Th			
23 We	23 Fr	23 Mo	23 We	23 Sa	23 Tu	23 Tu	23 Fr	23 Su	23 We	23 Fr			
24 Th	24 Sa	24 Tu	24 Th	24 Su	24 We	24 We	24 Sa	24 Mo	24 Th	24 Sa			
25 Fr	25 Su	25 We	25 Fr ^{Christmas Day}	25 Mo	25 Th	25 Th	25 Su	25 Tu	25 Fr	25 Su			
26 Sa	26 Mo ⁴⁴	26 Th	26 Sa ^{Boxing Day}	26 Tu	26 Fr	26 Fr ^{Good Friday}	26 Mo	26 We	26 Sa	26 Mo			
27 Su	27 Tu	27 Fr	27 Su	27 We	27 Sa	27 Sa	27 Tu	27 Th	27 Su	27 Tu			
28 Mo	28 We	28 Sa	28 Mo ^{Substitute day}	28 Th	28 Su	28 Su	28 We	28 Fr	28 Mo	28 We			
29 Tu	29 Th	29 Su	29 Tu	29 Fr		29 Mo ^{Easter Monday}	29 Th	29 Sa	29 Tu	29 Th			
30 We	30 Fr	30 Mo	30 We	30 Sa		30 Tu	30 Fr	30 Su	30 We	30 Fr			
	31 Sa		31 Th	31 Su		31 We		31 Mo ^{Spring Bank Hol.}		31 Sa			

Spaced Practice

1. What is the difference between cramming and spaced practice?
2. Why is spaced practice better than cramming?
3. What are the steps in spaced practice?
4. What are your daily and weekly goals

Study Timetable

	4.00pm	5.00pm	6.00pm	7.00pm	8.00pm
Monday					
Tuesday					
Wednesday					
Thursday					
Friday					
Saturday					
Sunday					

This is not just for revising for Mock exams, final exams, or assessments. This is a way to manage your study throughout the year. Your Form Tutor can print out more of these as you need them.

WEEKLY REVISION PLANNER

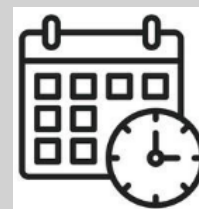
TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	TIME	SATURDAY	SUNDAY
8:30AM-4PM	SCHOOL	SCHOOL	SCHOOL	SCHOOL	SCHOOL	9AM-10AM	BREAKFAST/SHOWER	BREAKFAST/SHOWER
4PM-5PM	HOMEWORK	TV/GAMING/SOCIAL MEDIA	HOMEWORK	TV/GAMING/SOCIAL MEDIA	HOMEWORK	10AM-11AM	REVISION - ENGLISH	REVISION - SCIENCE
5PM-6PM	DINNER	DINNER	DINNER	DINNER	DINNER	11AM-1PM	SEEING FRIENDS/ LUNCH	SPORT/ LUNCH
6PM-7PM	REVISION - GEOGRAPHY	HOMEWORK	REVISION - HISTORY	REVISION - FRENCH	REVISION - SCIENCE	1PM-3PM	REVISION - MATHS	REVISION - FLASH CARDS
7PM-8PM	REVISION - MATHS	REVISION - ENGLISH	FREE TIME	HOMEWORK	FREE TIME	3PM-5PM	OUT WITH FAMILY	SPORT/ TV/ GAMING
8PM-9PM	FREE TIME/ SHOWER	FREE TIME/ SHOWER	FREE TIME/ SHOWER	FREE TIME/ SHOWER	FREE TIME/ SHOWER	6PM-8PM	DINNER/ FREE TIME	DINNER/ FREE TIME

WEEKLY REVISION PLANNER

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	TIME	SATURDAY	SUNDAY

Spaced Study

1. What is the difference between cramming and spaced study?
2. Why is spaced study better than cramming?
3. What are the steps in spaced study?



Your Teacher can print off more of these for you

WEEKLY REVISION PLANNER

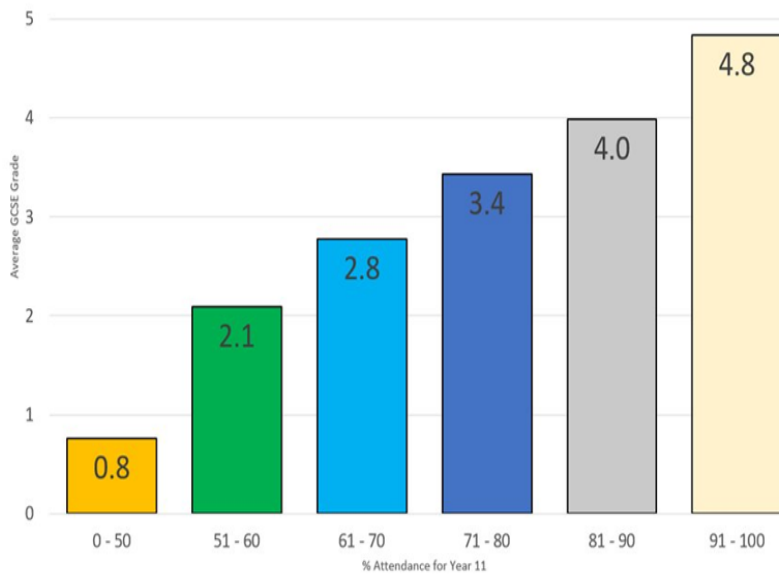
SUNDAY						
SATURDAY						
TIME						
FRIDAY						
THURSDAY						
WEDNESDAY						
TUESDAY						
MONDAY						
TIME						



Attendance and Achievement



Regular attendance is a key driver of academic success, personal development, and future life opportunities. When you attend school consistently, you benefit from high-quality teaching, structured routines, and meaningful relationships that support both learning and wellbeing. Attendance is not only an educational requirement - it is a strong indicator of your future outcomes and long-term potential.



What does this chart tell you about the impact that poor attendance has on academic success?

Work out the following amount of time lost in the following scenarios:

Joseph attends College 5 days a week, and his class starts at 9.00 am, but he is always 10 minutes late because he likes to get a bacon roll from the canteen, which also opens at 9.00 am.

Time lost (1week) _____ Time lost over the year (36 weeks) _____

Beth goes to school 5 days a week. School starts at 8.40am but her bus does not get her to school until 9.10am every day; she says the other bus is too early.

Time lost (1week) _____ Time lost over the year (40 weeks) _____

Sonny Works at McDonald's 4 days a week and is on time every day; however, he goes home for lunch and is always back 10 minutes late for his shift.

Time lost (1week) _____ Time lost over the year (48 weeks) _____

How could each of them do things differently to improve their punctuality?

Joseph:

Beth:

Sonny:

GOOD ATTENDANCE



Ormiston
Shelfield
Community Academy



Target
96%+

Means being in school for at least 96% of the time or having no more than 8 days off!

More time in school
means more time to learn!

0

DAYS
ABSENCE
100% ATTENDANCE

8

DAYS
ABSENCE
96% ATTENDANCE



Less time in school means less
time to be the very best you!

9

DAYS
ABSENCE
95% ATTENDANCE

18

DAYS
ABSENCE
91% ATTENDANCE

Poor attendance gives
less chance for success!

19

DAYS
ABSENCE
90% ATTENDANCE

28

DAYS
ABSENCE
85% ATTENDANCE



Poor attendance drastically
reduces opportunities!

29

DAYS
ABSENCE
85% ATTENDANCE

95

DAYS
ABSENCE
50% ATTENDANCE

EDUCATION + ATTENDANCE + EFFORT = ENDLESS POSSIBILITIES!

Being on time at school, college or at work is just as important as attending in the first place. We can miss so much, and it massively affects our learning.

Work out the following amount of time lost in the following scenarios:

Joseph attends school 5 days a week, and his class starts at 9.00 am, but he is always 10 minutes late because he likes to get a bacon roll from the canteen, which also opens at 9.00 am.

Time lost (1week) _____ Time lost over the year (36 weeks) _____



ATTENDANCE

Target
96%+

Good attendance means being in school at least **96%** of the time, which is at least **182** days of the year.

WHAT DO DAYS OFF MEAN?

DAYS MISSED	GRADES
0 - 8 DAYS	EXPECTED GRADES
9 - 18 DAYS	1 GRADE BELOW EXPECTED
19 - 28 DAYS	1.5 GRADES BELOW EXPECTED
29 - 95 DAYS	2 GRADES BELOW EXPECTED
MORE THAN 95 DAYS	OVER 4 GRADES BELOW EXPECTED

WHAT DO LATES MEAN?

MINUTES LATE PER DAY	MISSED DAYS PER YEAR
5 MINUTES	3.5
10 MINUTES	7
15 MINUTES	OVER 10
20 MINUTES	14
30 MINUTES	OVER 20

Work out the following amount of time lost in the following scenario:

Beth goes to school 5 days a week. School starts at 8.40am but her bus does not get her to school until 9.10am every day; she says the other bus is too early.

Time lost (1week) _____ Time lost over the year (40 weeks) _____

My Weekly Attendance Review

Term 1

Week	Monday	Tuesday	Wednesday	Thursday	Friday
31/08/2026					
07/09/2026					
14/09/2026					
21/09/2026					
28/09/2026					
05/10/2026					
12/10/2026					
19/10/2026					
02/11/2026					
09/11/2026					
16/11/2026					
23/11/2026					
30/11/2026					
07/12/2026					
14/12/2026					

Half term review

Current Attendance:

Days absent:

Actions:

Full term review

Current Attendance:

Days absent:

Actions:

My Weekly Attendance Review

Term 2

Week	Monday	Tuesday	Wednesday	Thursday	Friday
04/01/2027					
11/01/2027					
18/01/2027					
25/01/2027					
01/02/2027					
08/02/2027					
22/02/2027					
01/03/2027					
08/03/2027					
15/03/2027					
22/03/2027					

Half term review

Current Attendance:

Days absent:

Actions:

Full term review

Current Attendance:

Days absent:

Actions:

My Weekly Attendance Review

Term 3

Week	Monday	Tuesday	Wednesday	Thursday	Friday
12/04/2027					
19/04/2027					
26/04/2027					
03/05/2027					
10/05/2027					
17/05/2027					
24/05/2027					
07/06/2027					
14/06/2027					
21/06/2027					
28/06/2027					
05/07/2027					
12/07/2027					
19/07/2027					

Half term review

Current Attendance:

Days absent:

Actions:

Full term review

Current Attendance:

Days absent:

Actions:

Mindfulness Moments for Studying



Here are some simple mindfulness exercises that can be done in 5 minutes or less to help you reset during a study break.



Mindful Breathing: A simple and very effective exercise.

- Sit comfortably with a straight back and your feet flat on the floor.
- Place one hand on your stomach and the other on your heart.
- Inhale slowly and deeply through your nose, feeling your belly expand.
- Exhale slowly through your mouth, feeling the air leave your chest and then your stomach.
- Repeat this for 10 breaths, or count each breath up to ten and start again



5-4-3-2-1 Sensory Technique: This grounding exercise uses your five senses to bring your attention to the present moment.

- Acknowledge **5** things you can **see** around you (e.g., a crack in the wall, the texture of your desk).
- Acknowledge **4** things you can physically **feel** (e.g., your feet on the floor, the fabric of your clothes).
- Acknowledge **3** things you can **hear** (e.g. distant traffic).
- Acknowledge **2** things you can **smell** (e.g., a scented candle, a cup of tea).
- Acknowledge **1** thing you can **taste** (e.g., the lingering taste of coffee, or take a sip of water).



Mindful Movement: Get up and move your body with intention.

- **Stretching:** Reach your arms overhead, roll your neck, and wiggle your fingers and toes, paying close attention to the sensations of tightness and release in your muscles.
- **Slow Walk:** Walk a short distance very slowly, focusing entirely on the sensation of each step and the movement of your body.



Mindful doodling: A good way to calm the mood and improve concentration.

- Find a pen/pencil and paper, sit comfortably.
- Draw basic shapes (circles, lines, zigzags) or patterns repeatedly.
- Link your drawing to your breath – inhale to make a stroke, exhale to pause or make another.

