



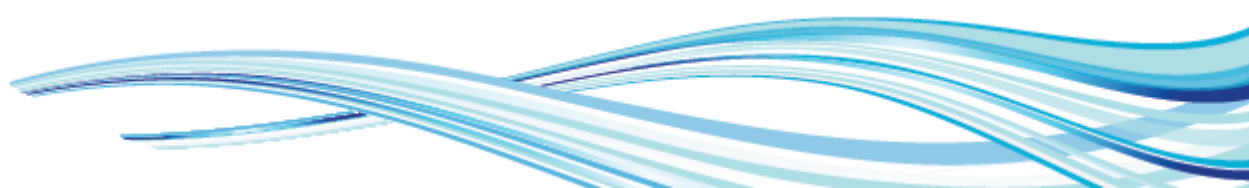
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SCHOOL

EMPOWERING EVERYONE TO ACHIEVE



#86030278





Strategy for 2018/19

- Academic progress of the more able, boys and disadvantaged students.
- Attitude to learning including aspirations, expectations and behaviour.
- Attendance.
- Making a difference.
- Leadership.
- Communication with parents/carers.





Attendance of students since Year 7 who achieved grade 5 or above in English and Maths 2018

	Year 11	Year 10	Year 9	Year 8	Year 7
More than 90%	97%	97%	97%	100%	99%
Greater than 95%	80%	76%	81%	95%	93%

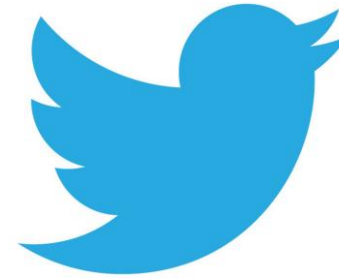




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Communication



@SWRSchool

Weekly School Newsletter





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The Governing Body



Who are we?



Mrs Christine McLintock
(Headteacher)



Prof Bryan Mogford
(Chair of Governors)



Mr Paul Fleming
(Vice Chair of Governors
& Parent Governor)



Mr Stuart Carter
(Governor)

We are all unpaid volunteers from a diverse professional background with a wide selection of skills, knowledge and experience.

Specific roles:

Personnel Chair: Stuart Carter
Finance Chair: Nigel Cole
Curriculum Chair: Mark Mearden
Child Protection: Cliff Brown
Gov development: Paul Fleming
Premises and Safety: Matt Spooner



Mr Nigel Cole
(Governor)



Mr Kieran Hughes
(Staff Governor)



Rev Mark Meardon
(Parent Governor)



Mr Matt Spooner
(Governor)

School action plan link governors:

1. All students make at least good progress – Mark Mearden
2. No gap in the progress of students – Nigel Cole
3. Consistency in the classroom – Julie Irwin
4. Heads of Year impact on the academic progress – Stuart Carter



Mr Cliff Brown
(Governor)



Mr Kim Frost
(Governor)



Mrs Julie Irwin
(Governor)



Ms Liz Walker
(Clerk to Governors)

Contact us: clerk@swr.school



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What is the main role of the Governing Body?

- Provide strategic direction for the school with clear priorities and targets.
- Support the Head and constantly look to raise standards.
- Ensure accountability.





So what do we get involved in?


- Setting and monitoring the school's values, aims and policies.
 - Making sure the curriculum is broad and stretches all students.
 - Deciding how the budget should be spent and ensuring good value for money.
 - Making sure the school buildings are welcoming, safe and well used.
 - Overseeing the appointment of staff and making sure the right development and reward arrangements are in place.
 - Sitting on Student Discipline Panels and other Human Resource Panels involving staff.
- 



What we don't do

•The role of a governor is largely a thinking and questioning role, not a doing role.

A governor does NOT:

- Write school policies.
 - Undertake audits of any sort even if the governor has the relevant professional experience.
 - Spend much time with the students of the school.
 - Fundraise but we do look for potential income generation streams.
 - Undertake classroom observations to make judgements on the quality of teaching – the Governing Body monitors the quality of teaching in the school by requiring data from the senior staff and from external sources
 - Do the job of the school staff.
- 



Year 11 Key Dates 2018/19

Sixth Form evening	Wednesday 14 th November 2018
Progress report	Week beginning 19th November 2018
Pensioners' Party	Friday 14th December 2018
Art Mocks	Thursday 3rd January & Friday 4th January 2019
Pre-Public Exams (Mocks)	Monday 7th – Thursday 17th January 2019
MFL Oral Mocks	Friday 18 th January & Wednesday 23 rd January 2019
Photography Mocks	Monday 21 st January & Tuesday 22 nd January 2019
Mock results published	Week beginning Monday 4th February 2019
Parents Evening	Thursday 14 th February 2019





Year 11 Key Dates 2018/19

Food and Nutrition GCSE Controlled Assessment Practical	Monday 4th – Friday 8th March 2019
Year 11 Report	Week beginning Monday 25th March 2019
Walking, Talking Mock Week	Monday 29th April 2019 – Friday 3rd May 2019
Art GCSE Exam	Monday 29 th & Tuesday 30 th April 2019
Photography GCSE Exam	Wednesday 1 st & Thursday 2 nd May 2019
MFL GCSE Orals	Tuesday 7 th & Wednesday 8 th May 2019
GCSE Exams start	Monday 13 th May 2019
GCSE Exam Results	Thursday 22nd August 2019





Year 11 Key Contact Details 2018/19

Miss Sparks	Head of Year 11	<u>bsparks@swr.school</u>
Mrs Thomas	Year 11 Pastoral Manager	<u>cthomas@swr.school</u>

Miss Roser	1.1 Form Tutor	<u>groser@swr.school</u>
Mr Thomas	11.2 Form Tutor	<u>dthomas@swr.school</u>
Mr Cartwright	11.3 Form Tutor	<u>icartwright@swr.school</u>
Mrs Cummins	11.4 Form Tutor	<u>zcummins@swr.school</u>
Mrs Gunter	11.5 Form Tutor	<u>cgunter@swr.school</u>
Mrs Thorburn	11.6 Form Tutor	<u>jthorburn@swr.school</u>





It might *seem* a long way off...

- Revision planning.
- Revision techniques.
- Being ready; physically and mentally.





Preparing to Perform

‘By failing to prepare, you are preparing to fail.’

Benjamin Franklin





Planning

- Create a revision timetable.
- Need to plan out their revision
 - what subjects do they need to revise
 - the amount of time needed to revise for each subject
 - when the exams are (during the exam period they mustn't just revise for the next one coming up).
- Routine - same time and same place.
- Remove all distractions!
- Resting and having regular breaks are essential to keep motivated (so these need to be built into a revision timetable).





Staying motivated is important:

1. Set targets
2. Rewards when you hit your targets.





Proven Revision Techniques

- Consolidation and Mindmaps.
- Teaching others.
- Exam questions.





Consolidation

- Active interaction with material.
- Rank information.
- Only consider gaps in knowledge.
- Ensures mind is focused on material.





The Learning Pyramid






Exam Questions

Why?

- Application of knowledge
- Familiar with what the question is asking
- Checking gaps in knowledge
- Timing
- Confidence.

Where?

- Exam board websites
 - Teaching staff.
- 



Remember!

Repetition
Repetition
Repetition
Repetition
Repetition
Repetition
Repetition
Repetition
Mastery





Preparing to perform

No matter how much revision they do, you can help improve your child's performance by supporting them on the following areas:

- Physical activity
- Nutrition (and mental energy)
- Quality of sleep.



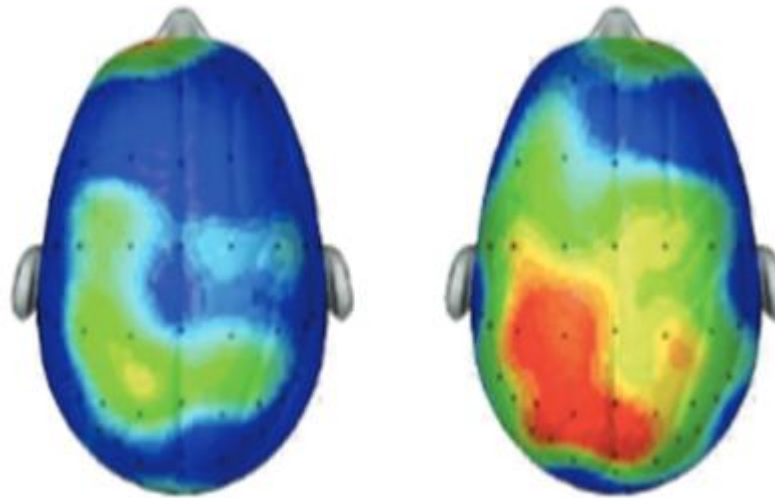


- Relieves stress and gives us a better sense of being able to cope.
- Proven to increase memory power.
- Help improve concentration levels, allowing you to study and focus for longer.





Composite of 20 student brains taking the same test



After sitting quietly

After 20 minute walk

Red areas are very active; Blue areas are least active





For breakfast, try to eat foods with slow-release carbohydrates, such as porridge, whole grain bread or muesli.

Add proteins into the mix to help keep you fuller for longer, for example milk, yoghurt or eggs if you have time!

The best source of Omega 3 is oily fish such as mackerel, salmon, sardines and trout. Other sources are:

- walnuts
- chia seeds (great for adding into baked cakes!)
- spinach
- eggs
- cod liver oil tablets.

Some snacks that can help power our brains are:

- fresh/dried fruit
- nuts
- seeds
- peanut butter and rice cakes
- non-sugary popcorn
- 0% fat yoghurt
- avocado
- a small amount of dark chocolate.



Foods to have sparingly – brain blockers:

- Foods that are high in refined sugar that will lead to energy highs and crashes.
- Sugary and fizzy energy drinks and limit caffeine as these can increase nervousness.
- Heavy carbohydrate meals that can make you feel sluggish.





What do you do before you go to sleep each night?





How can we 'wind down' before bed?

- Turn phones off!
- Have some alone time, listen to music, read a book (for enjoyment!) or relax doing yoga.
- Get some fresh air by taking a relaxing walk.
- Have a bath.





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Growth Mindset

"I'm no good at that"

Vs

"I'm no good at that YET but
I can be much better if I try"





Growth Mindset

"I give up"

Vs

"What can I do differently?"





Growth Mindset

"I'm stupid"

Vs

"I haven't done enough practice YET"





Growth Mindset

"It's too hard"

Vs

"This might take me a while and I might
need to ask for some help"





Growth Mindset

"I've messed this up"

Vs

"It doesn't matter if I've made a mistake ...

What can I learn from it?"





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