Preparing for Success
How to maximise potential
A guide for parents and carers
This guide covers:

- How your diet affects your progress.
- The best ways to manage stress.
- Getting enough good quality sleep.
- How to manage digital distractions (smart phones, consoles) and how to do it for our students if they are not willing.
- Support with Literacy & Numeracy

We know you want the best for your child and will do whatever it takes to help them succeed. That’s why we have put together this guide full of practical tips for helping them get the most out of themselves.

This guide was first created as a guide to doing well in examinations. However the best way to maximise success from exams is if these ways of working become ‘Habits’. Once they are in good habits they will be far more successful in everything that they do.

“BY FAILING TO PREPARE YOU ARE PREPARING TO FAIL”

Benjamin Franklin

We hope that all our students will ENGAGE, ENQUIRE, EXPLORE and EXCEL. In order to do this they must be active in becoming effective learners.

Further Reading

All of the advice in this booklet is informed by the latest research, if you would like to find out more, try the suggestions below.

Making it Stick
Chris Quigley

Thinking, fast and Slow
Daniel Kahneman

The Marshmallow Test
Walter Mischel

Why we sleep
Matthew Walker
YOU ARE WHAT YOU EAT.

A healthy, balanced diet is linked with academic achievement. In fact, the absence of certain food groups or nutrients in a young person’s diet can negatively impact grades and attendance. Young people who don't eat enough fruit, vegetables, milk and dairy foods tend to get lower grades than students who do meet dietary recommendations.

Furthermore, deficits of specific nutrients like vitamins A, B6, B12, C, folate, iron, zinc and calcium are associated with lower grades and higher rates of absenteeism and tardiness among students.

Yes to..........

No to..........

A diet which includes lots of food that slowly release energy. For example a breakfast which includes granola/oats with yoghurt/milk and some fruit. Intensely-coloured fruits like blueberries and strawberries are good. If that doesn’t sound very appetising, any breakfast cereal or bar which is low in added sugar is an alternative.

Whatever they have for breakfast, DO NOT let them skip it entirely. This would be the worst thing they could do. In order for us to use our brains to full potential we need to give them some energy to get going. Eating at regular intervals is the best way to support all the bodies systems. Having a large meal can make a person sleepy, so little and more often is better for learning. For example a good breakfast, a healthy snack at Brunch time, a healthy lunch including some fruit, a snack at the end of the school day and an evening meal.
ENERGY DRINKS DO NOT GIVE US WINGS (or help us succeed)

Energy drinks are the worst thing your child can consume when they’re trying to study as these make our brains behave completely differently. They will get a sugar high crash AND the massive amounts of caffeine will make it harder to concentrate. Coffee and tea aren’t good for them either. They might feel like they’re waking up and more alert but they’re actually making it impossible for their brain to function normally.

Caffeine is a diuretic too, which means it draws water out of them and makes their brains less active. It can also mean more trips to the toilet which disturbs their learning and means that they miss out on vital instruction from their teachers.

Water is Best!

We all like variety and might think that drinking a non-caffeinated hot drink (such as herbal tea) is fine, but still be careful as even drinking anything which is labelled decaffeinated, as it is not uncaffeinated, as decaffeinated drinks still contain some caffeine. Being a diuretic also means caffeine sends us to the toilet more frequently.

Boring as many people find it, water is always best. Sipping water throughout the day is strongly recommended as it keeps the brain hydrated. It is best to have a refillable bottle (We want to save the planet too)!
Getting into good habits! BAN distractions from the Bedroom.

The worst thing your child can do for their sleep is to keep their phones or other electronic devices within reach of their beds. Exposure to any kind of light prevents adenosine being absorbed normally. TVs and computer screens aren’t good, but the ‘blue light’ from phones and tablets is the worst. It should go without saying that no one should have notifications going off in the middle of the night but some teenagers struggle with turning on the ‘do not disturb’ mode. If they do, encourage them to put the phone on charge in a different part of their room, out of physical reach. And definitely switch off any pings, beeps or vibrations.

This is particularly essential for making good progress, it’s best to develop a set sleep routine as early as possible. Scientists and doctors call this ‘sleep hygiene’.

Neuroscientists now know for certain what a lot of people have been suspecting for years: getting fewer than 7-8 hours sleep is really bad for our health. One of the most important functions of sleep is transferring information from our short term store (the hippocampus) to long term memory (the cortex). Without enough sleep, our short term memories become overloaded and we can’t take on-board new information. Sleep is regulated by two things. The first of these, our circadian rhythm, is our body clock and it changes slightly throughout our lives. For teenagers, their rhythm makes their ideal sleep window 11pm-7am (adults run about an hour earlier, so please be reassured that going to bed sooner is just a natural feature of being an adult!). Going to bed much later than 11pm means they won’t sleep as deeply as they should to get maximum sleep benefits. Most deep sleep occurs in the 11pm-3am window so if your teenager is having trouble remembering things or learning new information, it may be because they are going to bed too late.
DIGITAL Distractions

Throughout your child’s life they will be expected to take tests and examinations. Exam success is all about making revision a habit. These good habits need to start when they join us in year 7. But we all know that revision can be challenging and finding a method that works for you can be a long process. Social media and video games are much more appealing to spend hours on with revision less so.

Digital distractions are one of the biggest barriers teens face when it comes to revising at home. And to be fair, it’s something many adults struggle with nowadays too so we can empathise! When it comes to focussing on revision and maximising revision time your teen must learn to duck away from the devices. Perhaps it’s a good idea to switch ‘tempting’ devices off when your teen is revising. Depending on the relationship you have with your teen, accountability can be a good tactic. Some parents agree to sit with their teens whilst they revise or work alongside their teens but this all depends on your home dynamic and availability, of course.

This said we can’t blame technology alone for distractions! Distractions, as we all know, happen for a whole number of reasons: lack of motivation; boredom; getting started; thinking things are too hard- the list goes on. Our advice to you is to find the root of the distraction, through a conversation with your child or a progress meeting with us. That way, together, we can put interventions in place to restore focus.

Similarly, spending hours and hours on video games will not set your child up for achieving their best. The solution for this is just as simple as it is for phones. All modern video games consoles have parental controls so you can limit their playtime. You can find straightforward guides on how to do this here: [www.esrb.org/about/settingcontrols.aspx](http://www.esrb.org/about/settingcontrols.aspx). Of course, you could just take their controllers/consoles off them, although this may be easier said than done.

However, like any form of entertainment, video games are fine in modest doses. But if you think your child is addicted to gaming, get in touch with us and we will do what we can to help.
Anxiety and stress

It is totally normal for your child to feel stressed at different times in their learning journey. This could mean they feel tired, under pressure, confused, worried that they won’t do well etc. This is normal and often encourages them to do that extra bit of revision, listen a little more to the information in a lesson and work a bit harder. This is good.

However, too much pressure and anxiety can make you feel really bad. This may mean that you are unable to concentrate on your work and may find that you are overly worrying about how you will do in your exam(s). It is important to notice this change in your child.

People often deal with exam stress in many unhelpful ways, such as ignoring the problem, not revising because they think that they will do badly anyway and missing exams due to the anxiety they are feeling. It can also be really easy to think that if you don’t try and then you fail, you won’t feel as bad as if you fail after trying really hard! This is an unhelpful way of thinking as it means that you will be limiting your chances of doing really well!

Exam anxiety can also make you worry during the exam, for example you may feel that other people are managing the exam better than you or that they will be finding it really easy whereas you are struggling. This can cause you to feel that your mind has “gone blank” on information that you know that you have revised or that you know well.

Do you worry a lot about getting things right?
Do you fear that you may fail exams, even though you have revised?
Do you feel that you are being overwhelmed by the pressure that you feel with exams?
Does your mind go blank in exams?

If your child can answer “yes” to one or more of these questions, it is possible that they are experiencing Exam Stress / Exam Anxiety. At Great Barr Academy we can offer tailored support from our experienced form tutors, staff and the progress team. Also, we have an in-school counsellor who offers support to our students as and when they require.

For more information:

The importance of Exercise

Doing a little exercise everyday is very important for our mental health. Physical activity releases endorphins that help us to process information. Regular exercise helps us to retain information. These are important when learning new concepts. Regular exercise also helps us to feel more motivated and positive. Having a ‘can do’ mind set will help your child to be more successful.

Get ahead by using things like;

- **gcepod**: education anywhere
- **Bitesize**: Learn better, faster, free.
Revision – For all years

Here at Great Barr Academy we devote a lot of time in lessons and through targeted, individual intervention in ensuring students know how to revise. Success will be hindered if they do not utilise their time in school and outside of school effectively. However, we know that some students are reluctant to do meaningful revision and, instead, do things they find easier e.g. sitting reading their revision guide. This is called procrastinating. They are putting off doing something that will take a lot of effort by doing something that will take less effort.

The golden rule is: if it takes more effort it will stick in their memory more effectively. The best strategies that we encourage are:

MAKE A PLAN

The first step is to structure your revision. Revision needs to take place for end of unit tests, milestone assessments and then final GCSE examinations. It can be overwhelming when having tests to look at a exam timetable and wonder how you’re going to cover everything in that time period. Yet, if you set out a plan with allocated time to each exam and each topic you want to go over, you’ll find it is not as overwhelming as it might first appear. Knowing what you are going to do today is a great way to stop procrastinating during exam revision. See them as tasks to be achieved rather than mountains to climb.

SCHEDULE BREAKS

A rest is as good as a change, as they say. It may seem strange to encourage people to do nothing, but if you get some exercise, go for a walk in the sunshine or watch a film, you’ll recharge. Sometimes, people procrastinate because they are too exhausted. Scheduling relaxing time can help mitigate the behaviour of wasting time doing nothing. Other times, people procrastinate because they are anxious or worried. Simple mindfulness exercises can be a great way to stop procrastinating during exam revision.

WORK WITH SOMEONE

One of the main tips to stop procrastinating during exam revision is not to go it alone. Revision can be fun and productive if you choose to do it with a friend or two. You can also help each other with weaknesses, by sharing knowledge and understanding. Working together proves very effective in any working environment and exam revision is no different.
SUPPORT YOUR CHILD ON THE PATH TO SUCCESS

Your child’s academy has invested in the award winning resource, GCSEPod, to help your child reach their goals! Join the thousands of parents encouraging their children to use GCSEPod to support learning, homework and revision.

I found GCSEPod especially useful to compliment my knowledge and I’m certain it helped me secure the grades that I have been so happy to receive.

Student

My daughter used GCSEPod for her GCSEs and was very successful with her results, she absolutely loved your Pods and this style of revising.

Parent

The correlation between success and failure was made almost 100% clear by the use of GCSEPod.

Head of MFL, Yateley School

- Proven to increase results
- 25+ exam mapped subjects
- Available online and offline
- Audio visual content
- Builds confidence
- Use on the go, anytime, anywhere

For more information please visit www.gcsepod.com/parents

Student Activation
Please follow the below instructions if your child has not yet activated their GCSEPod account.

1. Go to GCSEPod.com and click LOGIN
2. Click NEW HERE? GET STARTED!
3. Enter your child's details and confirm the name of the school they attend.
4. Create a username and password.
Why use GCSEPod?

What is it?

- One website, 3 apps and over 6000 Pods.
- Content produced specifically for mobile devices, tablets and PCs.
- Designed to squeeze exactly the right knowledge needed for exam success into short 3-5 minute chunks.
- Helps with learning, homework and revision.

It's convenient and effective

The Pods can be downloaded on any device so your child can watch them online or offline. Wherever they go, GCSEPod goes with them. It's like they're carrying an entire world of knowledge and revision in their pocket.

An expert reads and explains everything clearly and precisely with all the right facts, quotes, keyword and annotated diagrams on screen.

Your child won't need to use GCSEPod for long before they feel the impact. Consistent use in just 10 minute chunks is proven to support achievement right up to a grade 9.

It will help your child get organised

Your child can create personal playlists to listen to in the run-up to an exam, to help with homework or on the go to help consolidate learning.

The viewing history feature enables your child to return to Pods they found useful. There's also a 'Favourites' playlist, which enables them to easily return to Pods on areas they may be finding difficult.

Premade exam specific playlists, available in the 'My Courses' area are neatly organised meaning your child can manage revision quickly and easily whilst prioritising their time.

It can be as discreet (or loud) as they want

Your child can listen to Pods anywhere and everywhere and because it looks like they're listening to music, no one needs to know they're actually swotting up.

Your child may want to show off just how much work they've been doing or even recommend a Pod to a friend, to do this, they can use the social networking links on the site to connect with others.
Quick Start Guide

How does your child get it?

Your child has already been registered by their school and simply needs to activate their account. To help your child activate their account, follow these simple steps:

1) Go to www.gcsepod.com and click “Login”
2) Click “New Here? Get Started!” and select “Student”
3) Enter your child’s name, date of birth and type in the name of their school. The school’s name should appear. Click on it to confirm.
4) Create a username and password

*If you’re having trouble finding your school, double check that you’ve entered the correct date of birth and full name as it appears on the school’s register. Some schools are known by a shorter version of their name so make sure you’re typing the full, official school name.

Key Features

- **Playlists**
  Your child can create their very own bespoke playlist by selecting Pods that they feel they need to focus on. They can then watch the playlist to brush up on their knowledge or download it to take it everywhere they go.

- **Check & Challenge**
  Your child can test their knowledge on Pods by completing quizzes and questions. They will receive instant feedback on their answers with helpful tips to help them understand why it’s right or wrong.

- **My Courses**
  Your child can keep organised by viewing a list of their upcoming exams in subject or date order. They can view an exam playlist to see all the Pods relevant to that exam.

- **Assignments**
  View homework set by your child’s teacher. Your child should watch Pods selected by their teacher and complete the questions to help test their knowledge.

- **Paper to Pod Guides**
  Your child can use our guides alongside their marked past exam papers to identify areas they need to focus on. They can watch the Pods relating to questions they didn’t do so well on to help fill any knowledge gaps.

- **Downloads**
  You can download all our Pods to your child’s mobile device so they can learn on the go, anywhere they are. There are 3 GCSEPod apps which are free to download.
How to support your child using GCSEPod

What is GCSEPod?

GCSEPod is an award-winning expert in subject knowledge. We provide 3-5 minute bursts of audio-visual, teacher written learning which can help to reinforce and consolidate key GCSE topics covered in lessons.

Experts read and explain everything clearly including all the right facts, quotes, keywords, dates and diagrams on screen.

Tips and Tricks

**Watch online or offline**

Ask your child to download Pods to their mobile device so they can learn on the go!

**Favourites**

Challenge your child to ‘favourite’ 10 Pods on topics they find difficult. Watch the Pods together and use one of our other suggested learning techniques to help simplify what it is they’re struggling with.

**Personalised Playlists**

Use the My Playlists area to create bespoke playlists. Having personalised playlists means your child has fast access to Pods that will help fill knowledge gaps.

**Support Homework**

GCSEPod isn’t just for revision, it’s to help expand your child’s subject knowledge. If your child is struggling with a piece of homework, you can search for the topic on GCSEPod and use the Pods as an additional resource.

**Quizzes**

Turn it into a competition and reward your child for correctly answered questions. If you’re stuck on what questions to ask, head over to our ‘Quiz Your Child’ crib sheet!

**Memory Cards**

Watch Pods together and then write down key facts, dates, diagrams and quotes. Test their knowledge to see how much they remember.

How does your child access GCSEPod?

If your child has already activated their account, they simply need to log in with the username and password they’ve created.

If they’ve not yet activated their GCSEPod account, simply follow these simple steps!

1. Go to [www.gcsepod.com](http://www.gcsepod.com)
2. Click ‘Login’.
3. Click ‘New Here? Get Started’.
4. Select ‘Student’.
5. Follow the on-screen instructions to create a username and password.
**Numeracy4All Tips**

### Shape, Space and Measure

**Conversions**
- \(10 \text{ mm} = 1 \text{ cm}\)
- \(100 \text{ cm} = 1 \text{ m}\)
- \(1000 \text{ m} = 1 \text{ km}\)
- \(1000 \text{ g} = 1 \text{ kg}\)
- \(1000 \text{ ml} = 1 \text{ l}\)

- 60 Seconds = 1 Minute
- 60 Minutes = 1 Hour
- 24 Hours = 1 Day
- 12 Months in 1 Year

**Perimeter**
Is the outside of a shape. Add the edges together.

\[
P = 5 + 4 + 5 + 4 = 18 \text{ cm}
\]

**Area**
Is the inside of a shape.

- Area of **Rectangle** = length \(\times\) width
- Area of **Triangle** = \(\frac{1}{2} \times\) base \(\times\) height

**Surface Area**
The area of each face added together.

**Enlargement**
Scale Factor (S.f.) is what you multiply every length by.
- S.f. of 2 – double each length
- S.f. of 3 – multiply each length by 3
- S.f. of \(\frac{1}{2}\) - half each length

**Volume**
\[\text{volume} = \text{length} \times \text{width} \times \text{height}\]

**Scales**
Multiply the length you measure by the appropriate miles or km

- This would mean
  - 2 cm = 26 km
  - 10 inches = 200 miles

**Algebra**

**Substitution into formulas**
Swap the letters for the numbers you know.

- E.g. If \(x = 3\) what is \(y\) when \(y = 2x + 4\)
  - \(y = (2 \times 3) + 4\)
  - \(y = 6 + 4\)
  - \(y = 10\)

**Speed, Distance and Time Formulas**

- Speed = Distance \(\div\) Time
- Time = Distance \(\div\) Speed
- Distance = Speed \(\times\) Time

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Data Handling

Surveys

<table>
<thead>
<tr>
<th>Do</th>
<th>Don’t</th>
</tr>
</thead>
<tbody>
<tr>
<td>Give time frames when appropriate</td>
<td>Ask Biased Questions.</td>
</tr>
<tr>
<td>e.g. How many times do you go to the gym in a week?</td>
<td>Your favourite team is Man U Isn’t it?</td>
</tr>
<tr>
<td>Group figures together</td>
<td>Overlap categories</td>
</tr>
<tr>
<td>e.g. 0-15yrs 16-25yrs</td>
<td>e.g. 0-15yrs 15-25yrs</td>
</tr>
<tr>
<td>Use simple language</td>
<td>Be Vague</td>
</tr>
<tr>
<td>Use closed questions</td>
<td>Be too personal</td>
</tr>
</tbody>
</table>

Averages

Hey diddle diddle!
The Median’s the middle.
You add, then divide, for the Mean.
The Mode is the most common one that you see, and the Range is the difference between.

\[
\begin{align*}
2, 2, 7, 9, 10 & \\
(2+2+7+9+10) & \div 5 \\
= 30 & \div 5 = 6
\end{align*}
\]

\[
\begin{align*}
2, 2, 7, 9, 10 & \\
2+2+7+9+10 & \div 5 \\
10-2 & = 8
\end{align*}
\]

Drawing Graphs

A graph to show teachers’ favourite colours.

<table>
<thead>
<tr>
<th>Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Red</td>
</tr>
<tr>
<td>Blue</td>
</tr>
<tr>
<td>Green</td>
</tr>
<tr>
<td>Black</td>
</tr>
<tr>
<td>Pink</td>
</tr>
</tbody>
</table>

Bar Charts

Discrete Data
Can only take certain values. E.g. shoe size, hair colour and mode of transport. The bars should have gaps between.

Continuous Data
Can take any value within ranges. E.g. height, weight and time. There should be no gaps between bars.

Pie Charts

360° in a circle

\[
\text{Degrees} = \frac{\text{Category amount}}{\text{total}} \times 360
\]

Reading from Graphs

You will often need to draw a line of best fit. This is a line with an equal amount of point on each side following the trend of the points.

Correlation

The graph tells us if you weigh 62kg your estimated height is 148cm.
Number

**Percent** - Stands for parts per 100

**Percentages of an amount**

- **10%**
  - Divide by 10
  - Half 10%

- **5%**
  - Divide by 100

- **1%**
  - Divide by 100

- **20%**
  - Double 10%
  - Half 100%

- **50%**
  - Half 100%

- **25%**
  - Half 50%

**Percentage increase or decrease**

- **Increase** add the percentage amount on
  (Inflation, interest, rise, etc.)

- **Decrease** subtract the percentage amount
  (Sale, deflation, fall, depreciation, etc.)

**Finding the percentage**

*Remember* Percent is out of 100

E.g. There are 200 people in year 7 and 126 girls.

What percentage are girls?

Write as fraction ___ out of ___

The line in the fraction stands for divide.

**Percentages of an amount**

- To find 10%: Divide by 10
- To find 5%: Divide by 100
- To find 1%: Divide by 100

- To find 20%: Double 10%
- To find 50%: Half 100%
- To find 25%: Half 50%

**Addition and subtraction**

When adding and subtracting numbers remember to keep your numbers lined up.

**Multiplication**

**Division**

**Fractions of Amounts**

*Divide* by the **bottom**, **times** by the **top**

- 3 of £35 is £21
  - \( \frac{3}{5} \times 35 = 21 \)

- \( \frac{7}{3} \times 3 = 21 \)

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<table>
<thead>
<tr>
<th><strong>INVERTED COMMAS</strong></th>
<th>Used to show direct speech (also called speech marks)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>MAIN CLAUSE</strong></td>
<td>An important bit of a sentence that would make sense on its own, eg. we played golf while they watched. ‘We play gold’ is the main clause.</td>
</tr>
<tr>
<td><strong>PHRASE</strong></td>
<td>Part of a sentence, which either doesn’t have a verb or doesn’t have a subject (some phrases might have neither) eg at the pond.</td>
</tr>
<tr>
<td><strong>COMMA</strong></td>
<td>Separates items in a list, extra information and joins clauses together.</td>
</tr>
<tr>
<td><strong>SEMI COLON</strong></td>
<td>Used to separate lists of longer things and join sentences.</td>
</tr>
<tr>
<td><strong>REPORTED SPEECH</strong></td>
<td>What someone has said, but not in their own words</td>
</tr>
<tr>
<td><strong>SUFFIX</strong></td>
<td>Letters that can be put after a word to change its meaning eg joyful</td>
</tr>
<tr>
<td><strong>DIRECT SPEECH</strong></td>
<td>The actual words that are said by someone.</td>
</tr>
<tr>
<td><strong>ADJECTIVE</strong></td>
<td>A word that modifies the noun, eg. a big house, hot coffee.</td>
</tr>
<tr>
<td><strong>NOUN</strong></td>
<td>A word that names something, eg. Sarah, chocolate, bunch, tortoise.</td>
</tr>
<tr>
<td><strong>ADVERB</strong></td>
<td>A word that describes the verb, eg. walk quickly, shout loudly.</td>
</tr>
<tr>
<td><strong>APOSTROPHE</strong></td>
<td>Is used to show missing letter and possession (belonging)</td>
</tr>
<tr>
<td><strong>PREFIX</strong></td>
<td>Letters that can be put in front of a word to change its meaning eg undo.</td>
</tr>
<tr>
<td><strong>CLAUSE</strong></td>
<td>The bit of the sentence that contains a subject and a verb.</td>
</tr>
<tr>
<td><strong>BRACKETS</strong></td>
<td>Used to separate extra information in a sentence.</td>
</tr>
<tr>
<td><strong>CONNECTIVE</strong></td>
<td>A word or words used to link two clauses or sentences. Eg. and, however.</td>
</tr>
<tr>
<td><strong>SUBORDINATE CLAUSE</strong></td>
<td>An extra bit of a sentence which couldn’t be a full sentence on its own, eg. After they left, she cried. ‘After they left’ is the subordinate clause.</td>
</tr>
<tr>
<td><strong>COLON</strong></td>
<td>Use to introduce extra information, eg. a list, but also to join sentences together.</td>
</tr>
<tr>
<td><strong>DASH</strong></td>
<td>Separates extra information, in a sentence or introduces a pause.</td>
</tr>
<tr>
<td><strong>PREPOSITION</strong></td>
<td>A word that tells you how things are related eg. I, you, he, it.</td>
</tr>
<tr>
<td><strong>VERB</strong></td>
<td>A doing or being word, Eg. I walk, you left, he is.</td>
</tr>
</tbody>
</table>
I'd love to go there.

Is that their cat?

They're here.

I'm going to work.

Are you coming too?

I have two hands.

What's your name?

You're welcome.

She has a new phone.

I already knew that.

Is that right?

Can you write that down?

Which colour do you like?

She was a wicked witch.

I wish for peace on Earth.

Do you want a piece of pie?

It's pouring with rain.

I led the horse by the reins.

The King's reign ended.

Where are you going?

What should I wear?

Is that present for me?

I'll take four of these.
Seneca Learning – https://app.senecalearning.com

Seneca provides a range of precise knowledge specifically designed to meet the demands of specific examine boards requirements below are the units that students need to work on for each subject.

1st Check your child’s school email some subjects have sent out links. Click this and it will take you to directed COURSES/ASSIGNMENTS.

2nd If they have a class code or one is listed below click ‘login’ and type in the code this will direct them to directed COURSES/ASSIGNMENTS

3rd If there is no link for a specific subject on your child’s email or they do not have a class code. They need to click on ‘Students, Start Here’. Use this if your child is in KS3

Next type in the course from the List Below into ‘Search for a course’. Click on the course and begin your studies – There are lots of materials that you can access. However to get ahead with GCSE content follow the course guides below.
Course List for each Subject

**English AQA**
- English Lang: AQA GCSE
- English Lit: AQA GCSE A Christmas Carol
- English Lit: AQA GCSE An Inspector Calls
- English Lit: AQA GCSE Romeo and Juliet
- English Lit: AQA GCSE Poetry – Power and Conflict
- English Lit: AQA GCSE Poetry – Love and Relationships

**Maths**
- Higher Tier
- Maths: Edexcel GCSE Higher
- Maths: Edexcel GCSE Higher – Diagnostic Misconceptions
- Foundation Tier
- Maths: OCR GCSE Foundation

**Religious Education AQA Specification A**
- Religious Studies A: AQA GCSE Religions
- Religious Studies A: AQA GCSE Thematic Studies
- Geography Edexcel Specification B
- Your teachers have set up links to the correct modules

**Science**
**Combined Science - Foundation**
- Combined Science Biology: AQA GCSE Foundation
- Combined Science Chemistry: AQA GCSE Foundation
- Combined Science Physics: AQA GCSE Foundation

**Combined Science Higher**
- Combined Science Chemistry: AQA GCSE Higher
- Combined Science Biology: AQA GCSE Higher
- Combined Science Physics: AQA GCSE Higher

**History AQA**
- History: AQA GCSE History Elizabethan England Y11
- History: AQA GCSE Health and the People Y11 Revision
- History: AQA GCSE Germany 1890-1945 Y10
- Y10 Class Code: 5vduwvsbzm
- Y11 Class Code: yyeia1ao0h
- Y11 enter code: nyv6yr21ps
- Y10 enter code: f1dgk9glo2

**Physical Education**
- Physical Education: Edexcel GCSE

**Religious Education AQA Specification A**
- Religious Studies A: AQA GCSE Religions
- Religious Studies A: AQA GCSE Thematic Studies
- Geography Edexcel Specification B
- Your teachers have set up links to the correct modules

**Physical Education**
- Physical Education: Edexcel GCSE

**Use the literacy support modules for support with all subjects especially at KS3**