

The logo for St Luke's Church of England School features the text 'St LUKES' in a bold, black, sans-serif font. The 'S' is lowercase, while 'LUKES' is uppercase. To the right of the text is a stylized graphic consisting of a yellow swoosh that forms an oval shape, with a red circle at the top center of the swoosh. Below the main text, the words 'Church of England School' are written in a smaller, black, sans-serif font.

St LUKES
Church of England School

Y11 Study Skills Evening Welcome

**Harrison Littler – Headteacher
Mat Kelly – Head of Year 11**



Our Mission

We are an ambitious and inclusive Church of England School, dedicated to ensuring all students live life to the full.

Our Values

As a community:

We work hard
to achieve our
best

We are
inclusive

We give hope

We take
responsibility

We show
respect



SPOTLIGHT



St Luke's mixed year 10 football team had the incredible opportunity to represent our school in a tournament hosted at Exeter City's stadium - St James Park. The students represented the school brilliantly and went on to win.

We're very proud of their achievements.



DUKE OF EDINGURGH

We're thrilled to announce that our DofE journey is in full swing for 2024. We have 20 enthusiastic and dedicated Year 9 students aiming for the Bronze award.

They're diving into volunteering, mastering various skills from tennis to piano, and embracing physical challenges like rock climbing and swimming.

Now, our focus shifts to the big expedition! We're gearing up for a day-long practice walk on May 22nd to sharpen our navigation and walking skills for the qualifying overnight expedition on the 4th and 5th of July.

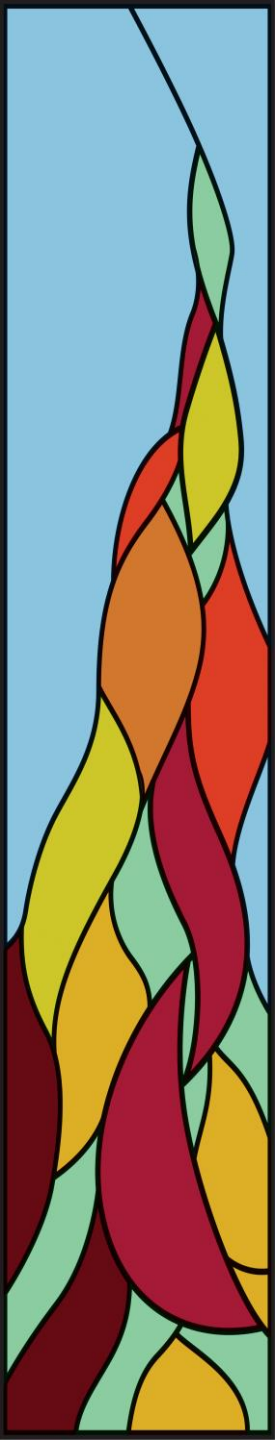
Let's keep our fingers crossed for sunny skies! Go St. Luke's DofE Team!



GLOW IN THE DARK DODGEBALL

Our recent glow-in-the-dark dodgeball event was a hit! The gym lit up with neon colors as students battled it out under blacklights.

We're really grateful to the Youth Sports Trust who collaborated on this.



SOLAR CAREERS FAIR

A group of students in Year 10 spent the day at Exeter College Institute of Technology last week meeting employers and exploring careers in all things solar. This is a growing industry with so many new employment opportunities in research, manufacturing and installation. The students who went are all interested in careers in Science, Technology, Engineering and Maths and have come back to school ready to share all they have learned.



GRADUATION EVENT- EXETER UNIVERSITY

Some of our year 8 students 'Graduated' this week at Exeter University, receiving certificates for their hard work on sentence accuracy. They were tutored by some wonderful undergraduates and are excited to pay that forward by supporting year 7s with their reading in the future! They heard from the Chancellor of the University and

COMMUNITY

Our Anti-Bullying Ambassadors Shine Bright!

This week, our Anti-Bullying Ambassadors completed their Diana Award training at Trinity Academy in Bristol. They're now armed with fresh ideas and knowledge to improve our anti-bullying efforts.

Eager to make a difference, they're gearing up for the Community Badge. Stay tuned for updates as we work towards a safer, kinder community!



HEALTH & SOCIAL CARE VISIT

On 21st May some of our Year 10's visited Jack Simpson House in Heavitree to allow our Health and Social Care Students to expand their knowledge in a health and social care setting, as well as gain an insight into a possible future career.

The students engaged in conversation with residents about their lives and interests, and played games with them over tea, coffee and biscuits.

It was a privilege to take our students who represented us brilliantly. Residents were asking them to come again (with one individual trying to return with us on the mini bus as she loved her conversations). It was so lovely to see them all flourish in a completely different setting.



PHILOSOPHY AND ETHICS YEAR 10 TRIP



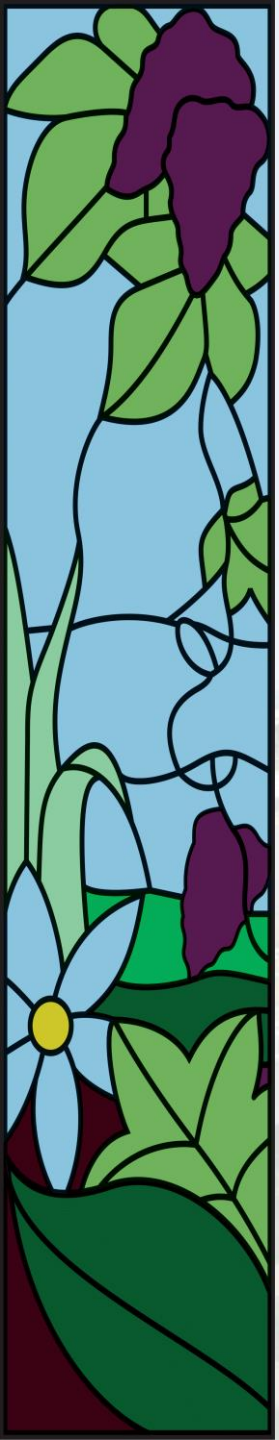
Year 10 students visited Exeter Cathedral, Exeter Mosque, Sacred Heart Church and Unlimited Church. A special thanks to our Governor, Rev. Matt Clayton, Deacon Kelvin Russell and Imam Ahmed Kowsar for all welcoming us so warmly into their places of worship and showing us around.



JUNIOR CHEF ACADEMY

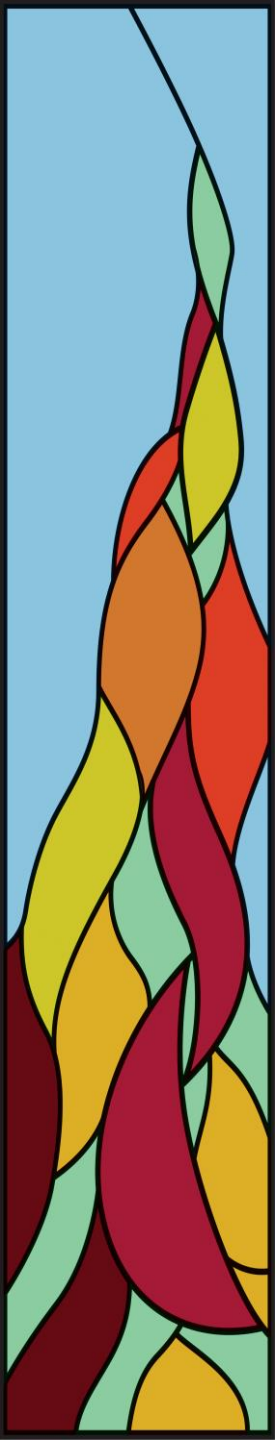
We're really proud of Oliver Brewer and Weronika Pawlacyk in Year 10, who have graduated from the JCA. After completing the 10 week programme at Exeter College, working with professional chefs and lecturers, they spent a day at in the kitchens of the Britannia Naval College, Dartmouth, where they cooked a four-course meal for their parents and other guests. They were presented with their own set of knives and chefs whites. It was a lovely event and the food was stunning





An aerial photograph of a school campus, featuring several interconnected buildings with light-colored facades and flat roofs. A paved walkway winds through the grounds, and there are green spaces and trees. The image is overlaid with a semi-transparent purple text box. On the left side, there is a vertical decorative border with a stained glass pattern in shades of blue, green, and yellow.

**“Top 5 schools in
Devon for progress.”**



Headline	2018	2019	2022	2023	2024
Progress 8	-0.62	-0.19	+0.28	+0.33	+0.22*
Attainment 8	20.79	43	47	46.53	46.44
% 5+ En & Ma	29%	38%	49%	50%	47%
% 4+ En & Ma	55%	62%	71%	72%	71%
Progress 8 (PP)	-0.9	-0.71	-0.27	+0.07	-0.21*
Progress 8 (SEND)	-0.63	-0.43	-0.46	-0.2	-0.49*

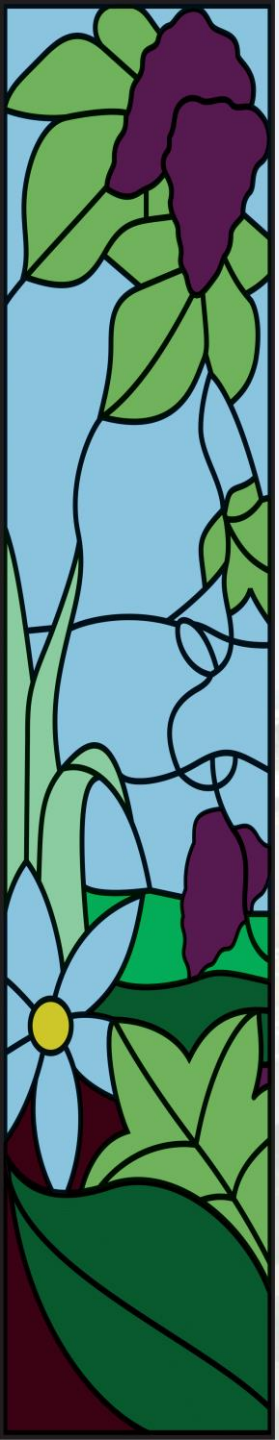
* Unvalidated progress scores

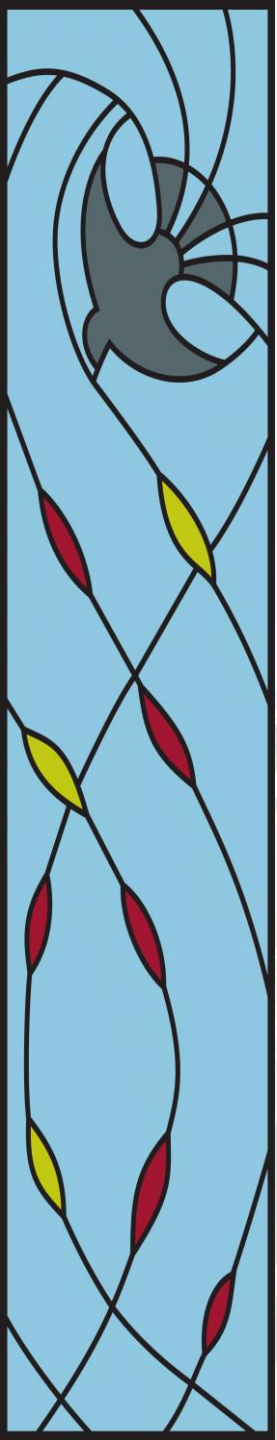


No silver bullet...

...but, *best bets*

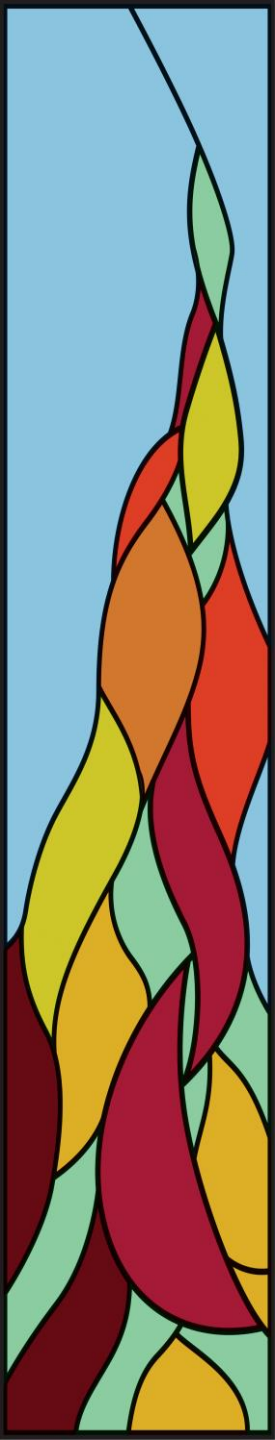


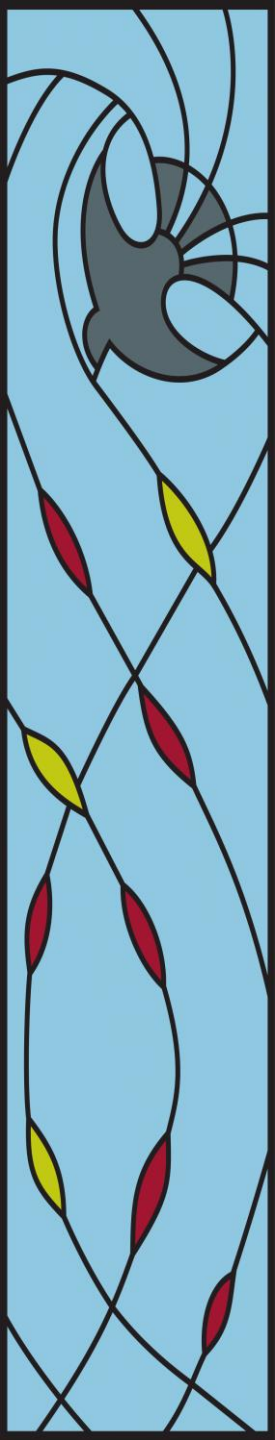




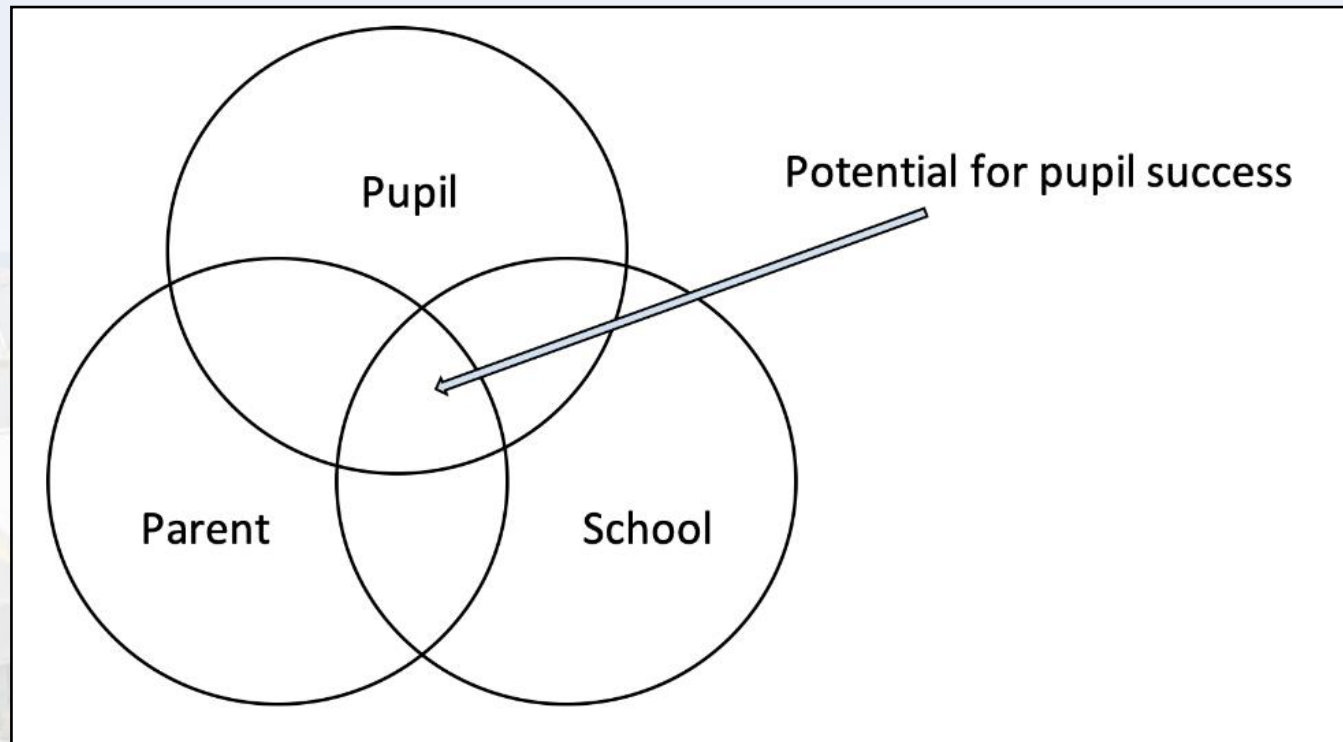
sparx







A shared vision for success



St LUKES

Church of England School



**Parents
+ family**

**Exams
staff**

**Heads of
subjects**

Teachers

**Head of
Y11**

**TEAM
ME**

Friends

Tutors

**Clubs/
hobbies**

**Post 16
providers**

**Mental
health
practitioners**

Autumn Term

Half term 1

Morning mastery – 90 mins a week E, M+ Sc
Monthly papers in E/M/Sc
Tutor retrieval
Exeter College careers interviews
Independent careers interview
Exeter College open evening 10th October
Parents study skills evening

Half term 2

Morning mastery – 90 mins a week E, M+ Sc
Monthly papers in E/M/Sc
Tutor retrieval
Exeter College careers guidance
Independent careers interview
Drop Down course work days
1st set of mocks 18th Nov – 29th Nov
Exeter College open evening 20th Nov
Post 16 application support
Phase 1 Intervention starts – 135 mins a week E,M +Sc
Parents report (predictions)



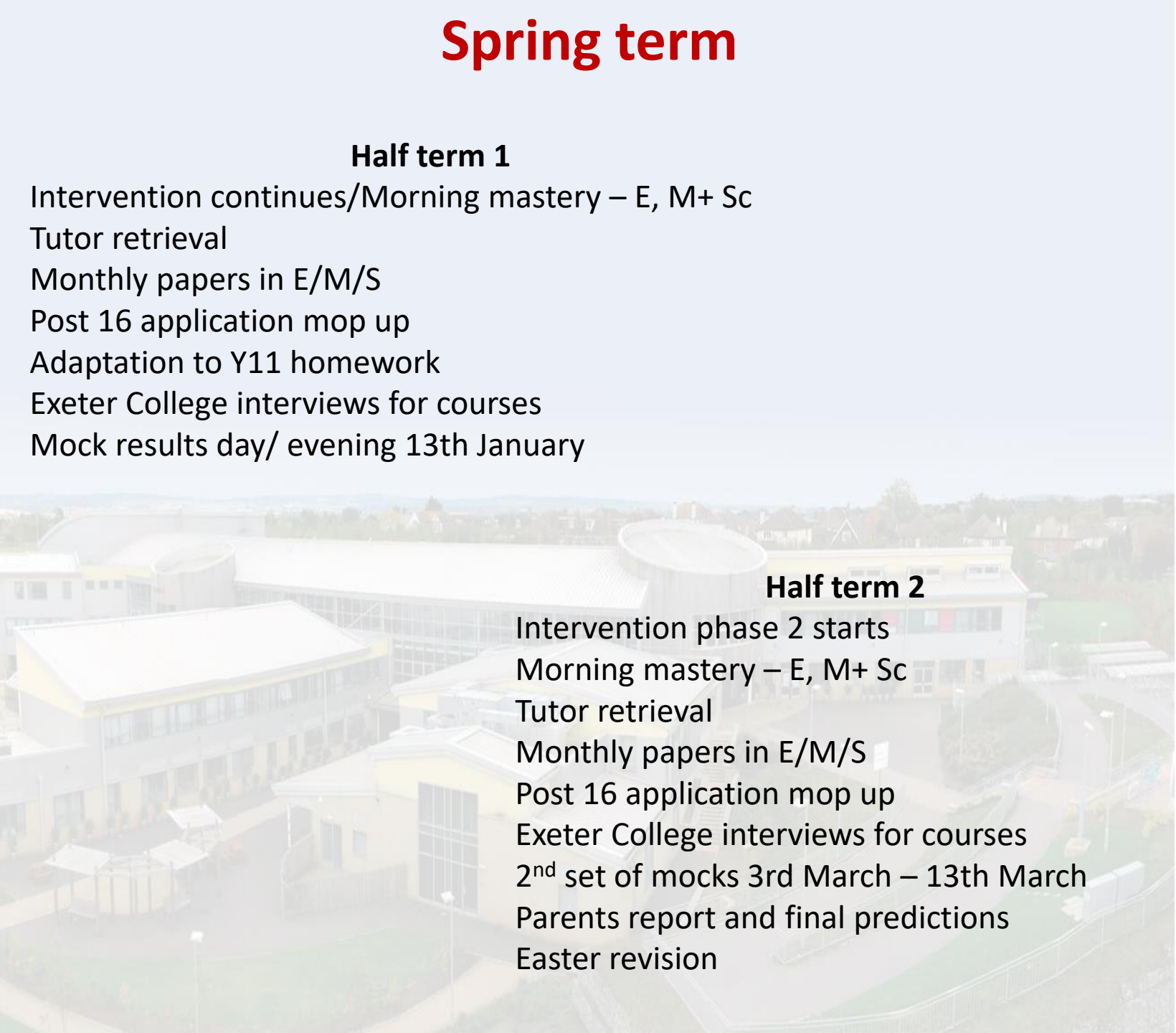
Spring term

Half term 1

Intervention continues/Morning mastery – E, M+ Sc
Tutor retrieval
Monthly papers in E/M/S
Post 16 application mop up
Adaptation to Y11 homework
Exeter College interviews for courses
Mock results day/ evening 13th January

Half term 2

Intervention phase 2 starts
Morning mastery – E, M+ Sc
Tutor retrieval
Monthly papers in E/M/S
Post 16 application mop up
Exeter College interviews for courses
2nd set of mocks 3rd March – 13th March
Parents report and final predictions
Easter revision



Summer Term

Half term 1

Intervention continues/Morning mastery – E, M+ Sc
Tutor retrieval
Exeter College interviews for courses
Final Exeter College open evening 23th April
Final Parents evening 24th April
Half term revision

Half term 2

Intervention continues/Morning mastery – E, M+ Sc
Tutor retrieval
Monthly papers in M/E and Sc
Intervention timetable begins with booster lessons
GCSE Exams 6th May – 18th June
Y11 Leavers assembly
Prom 4th July



The Science of Memory

I don't know how to revise!





Revise!

What are we going to cover?

- How your memory works
- Introduce you to **proven** study skills and tools, telling you **what** works (*and why!*)



Learning and Memory

- Learning is the process of **acquiring new information**
- Memory is **retaining learning** that be used at a later time

How do we become good at remembering things?

“I don’t know how to revise”

I don’t know how to get good at
remembering!

Remember this number

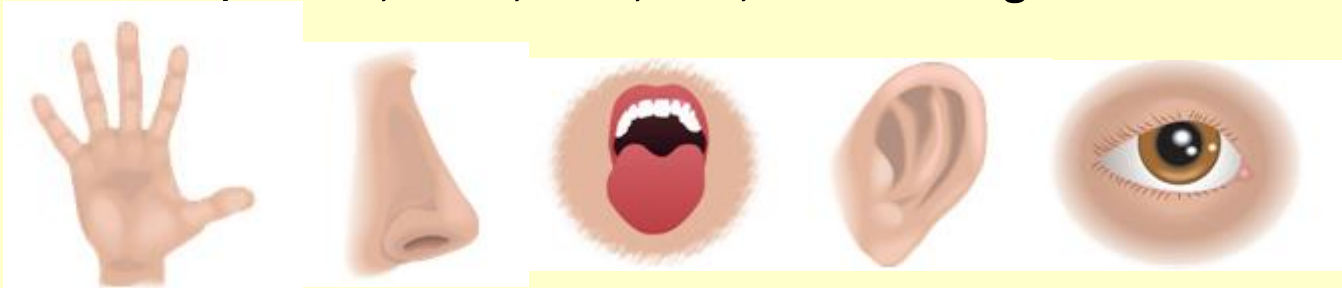
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How does your memory work?

Stage 1: Sensory Memory

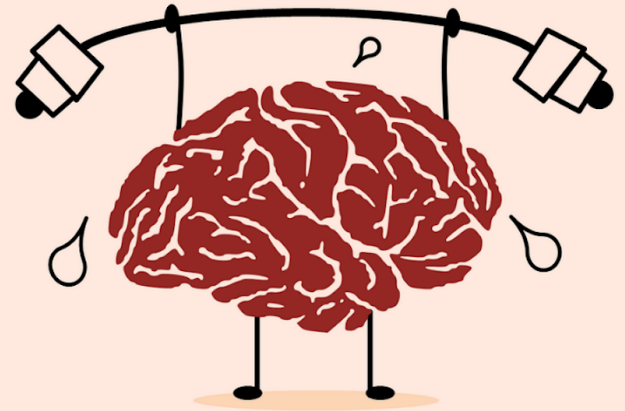
Information inputs all the time into our brain through our senses.

What you see, taste, hear, feel, smell etc right now



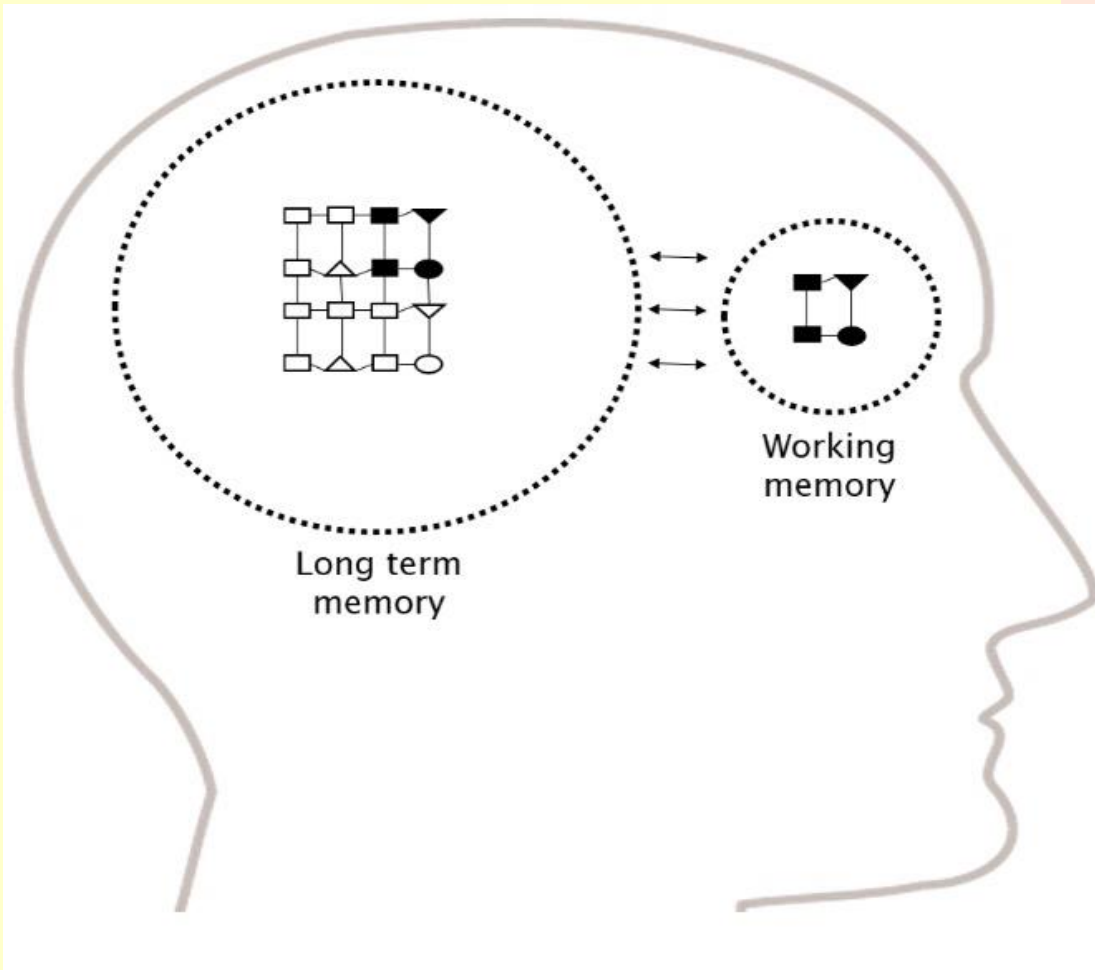
Most of this information is ignored and we don't pay attention and think about it, therefore we don't remember it.





Working memory

Only 3 to 4 items
of NEW
information at any
one time



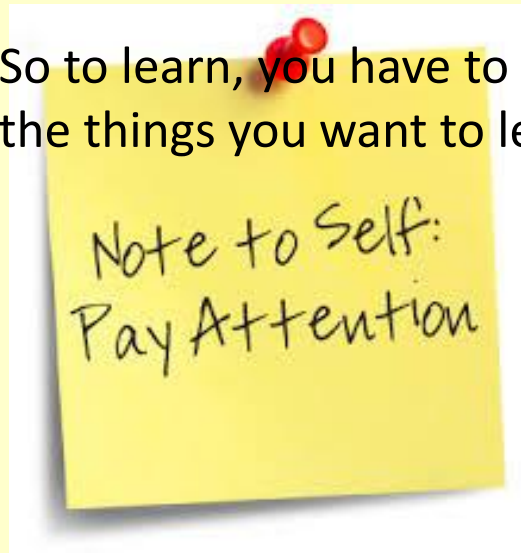
How does your memory work?

Stage 2: Working Memory

When we pay attention to our sensory memory, we give ourselves the chance of learning something.

“Memory is the residual of thought”

So to learn, you have to PAY ATTENTION and THINK about the things you want to learn.



However, even when we do pay attention to information most of it will be forgotten unless we do something with it.



How does your memory work?

Stage 3: Long Term Memory

To move things into our long term memory, we have to make the original information seem important.



DON'T
FORGET

- Meaningful
- Repeated
- Memorable

So rehearsing it and retrieving the information is a good way of ensuring that you don't forget.



How we getting on with the number?

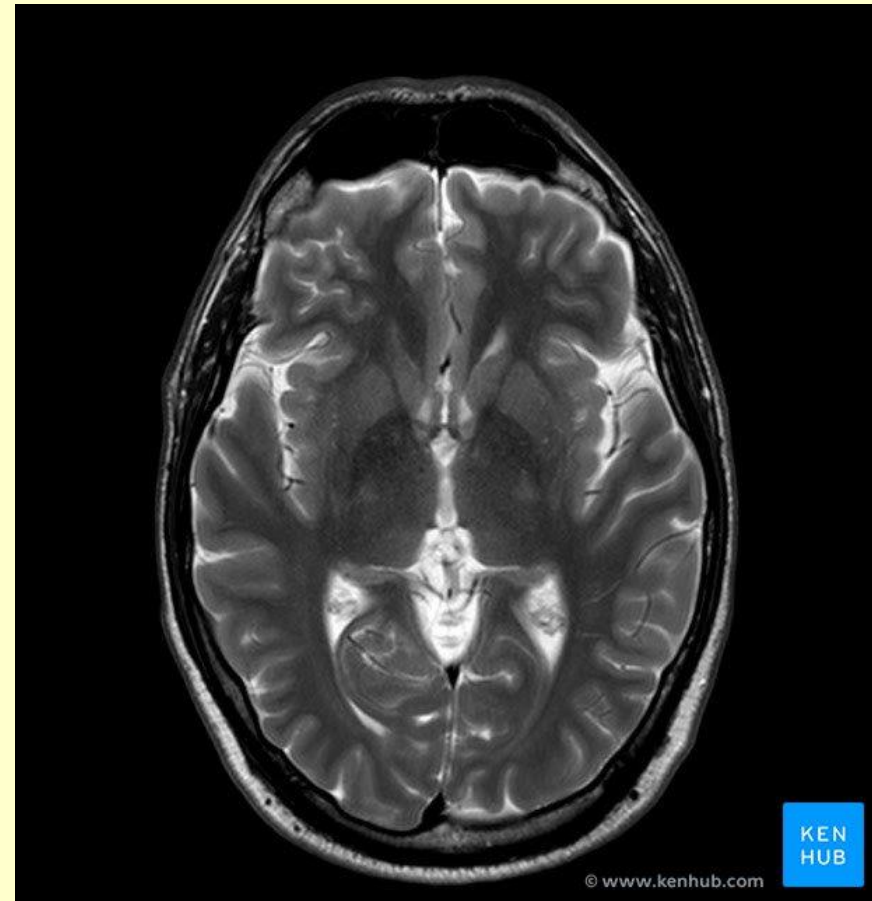
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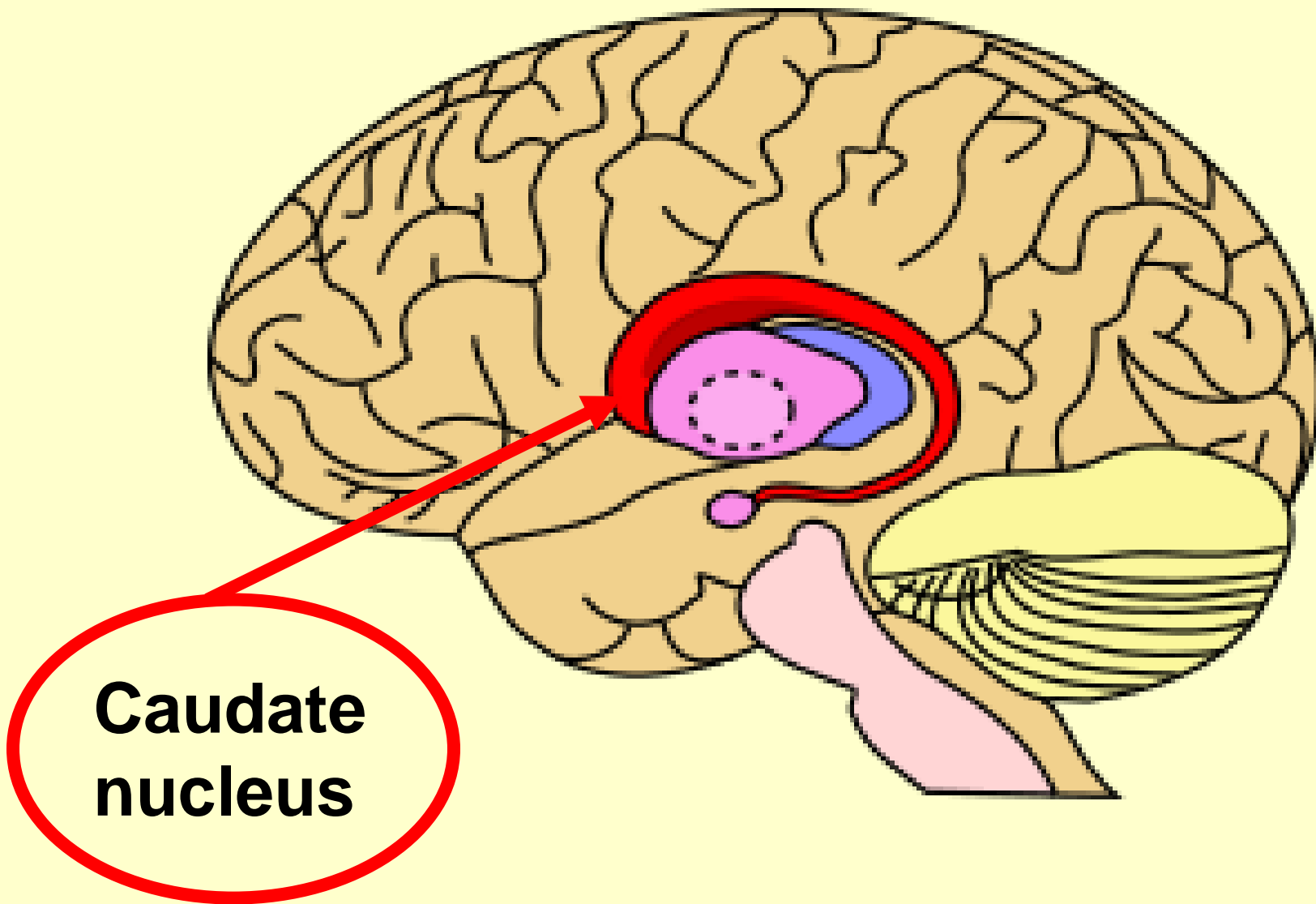
What makes some people have a huge LT memory?

MRI images of brains

2 larger areas

- Temporal lobe
- Caudate nucleus





**Caudate
nucleus**

Chicken or egg?

- Larger brain areas because they were born that way?
- Larger areas because they practiced more?

Short-Term Memory Capacity

- Regardless of the information in the items, the number of items retained is around 7^*

Long term memory

- 4 C's of how LT memory is affected:
 - *Connection* – *BIOLOGY* - how memories are actually made
Needs rest/time to complete
 - *Cognition* – *PSYCHOLOGICAL*. HOW we learnt it?
Misconceptions
 - *Compartmentalization* – *PHYSICAL* how widely the memory is distributed in discrete areas of the brain
Isolated memories easily decay
 - *Consolidation* – *FORGETTING* – important as it makes memories more resistant to loss?

How we getting on with the number?

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FORGETTING

- Its necessary
- Its creates stress = adrenalin = stronger memories
- Decay
- Interference
- Order of learning matters: serial pattern effect
 - –We are better at remembering things in the beginning and ending of a list
 - Repetition/ rehearsal creates the transfer to LT memory
 - How recent it was learnt

Revision techniques



Research says : at least 6 different times:6 different ways.

Get creative

- Make pictures/diagrams from your notes.
- Draw a spider diagram or mind map

Explain it to someone else...

- Prompts your brain to work with the material in a new way, and so lodge it in your long-term memory.



Revision techniques

I CAN
EXPLAIN
IT TO YOU BUT I CAN'T
UNDERSTAND
IT FOR YOU!

Rehearse it

- Creating a new memory involves a new pathway being laid down between brain cells,
- A pathway will disappear unless it's strengthened by being thought back over many times (at least 6 times spaced out!)

Test Yourself

- This forces your brain to practise retrieving the information from long term memory.



Revision techniques



Sleep on it

- Learn and then sleep/rest/nap
- Recall improves after you sleep



Do's and don'ts!!!

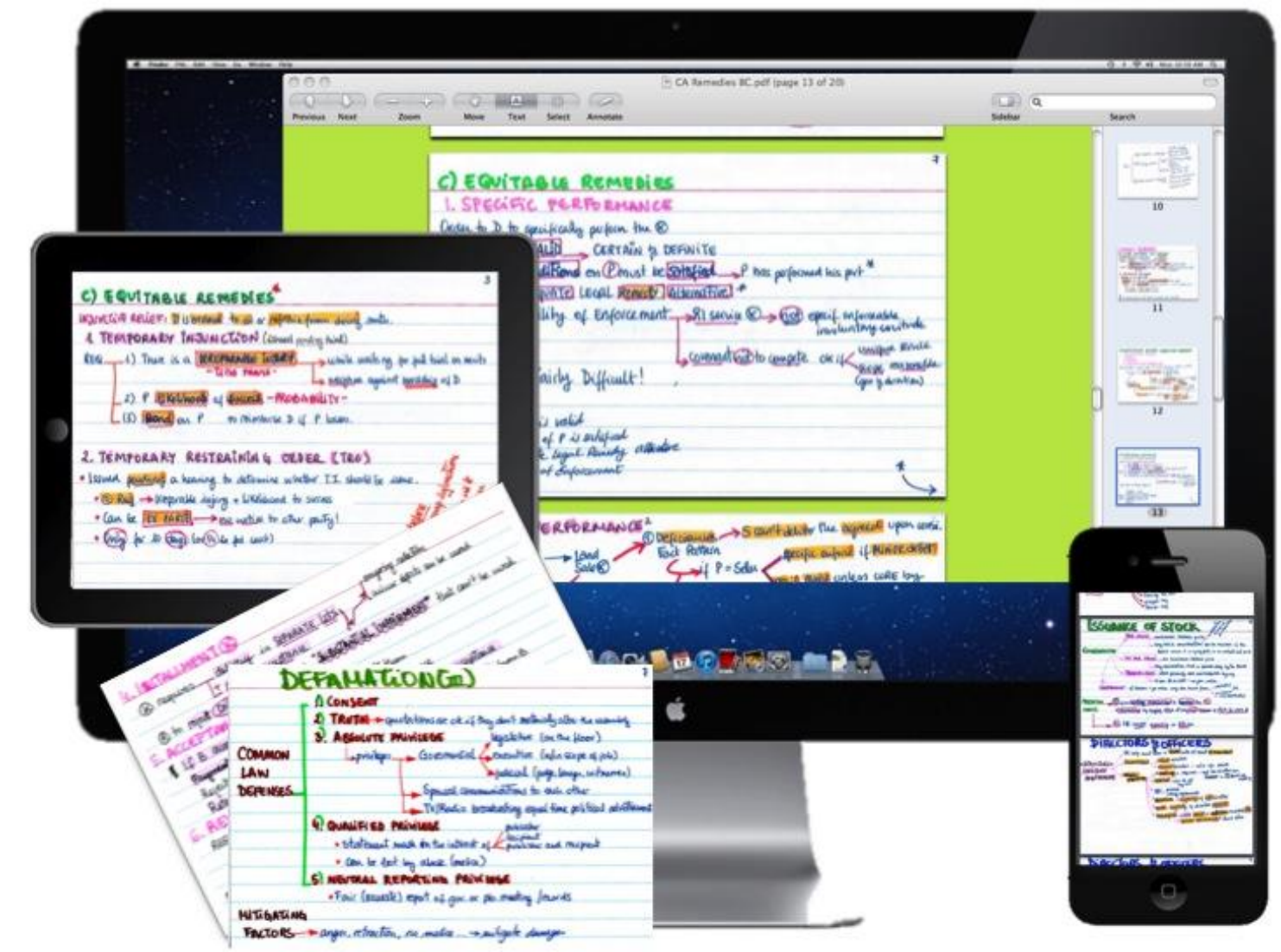
Don't... just re-read your book/textbook



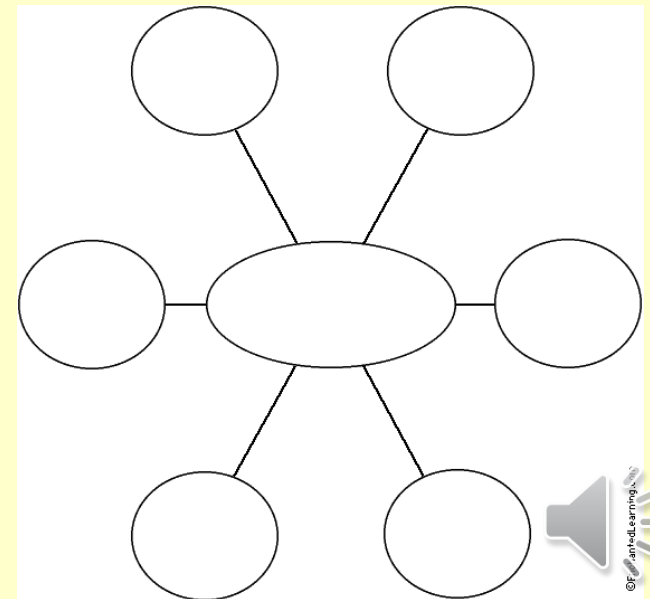
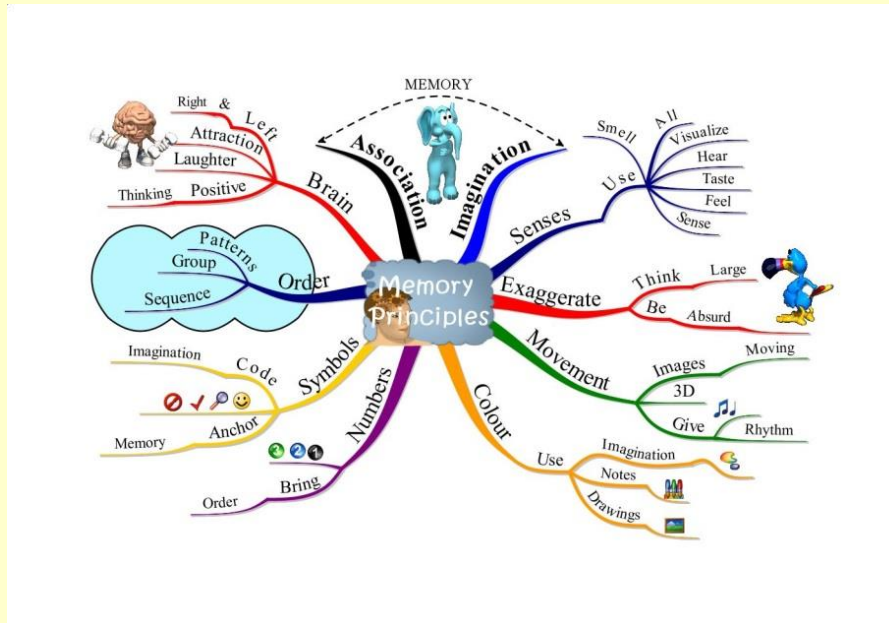
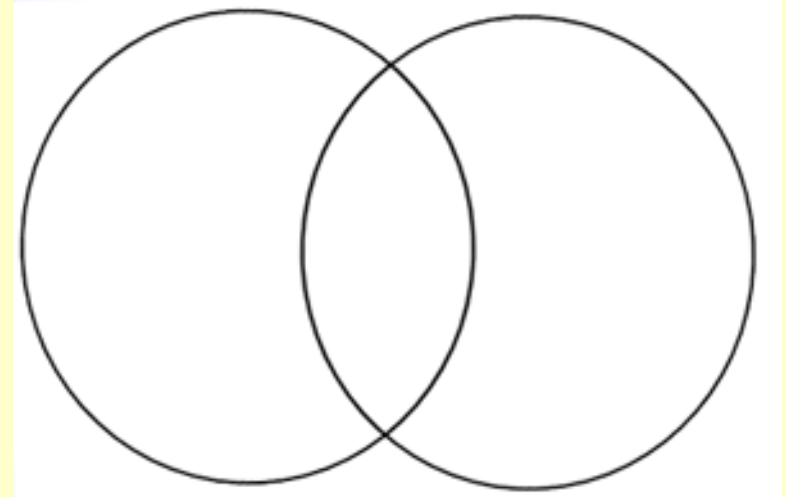
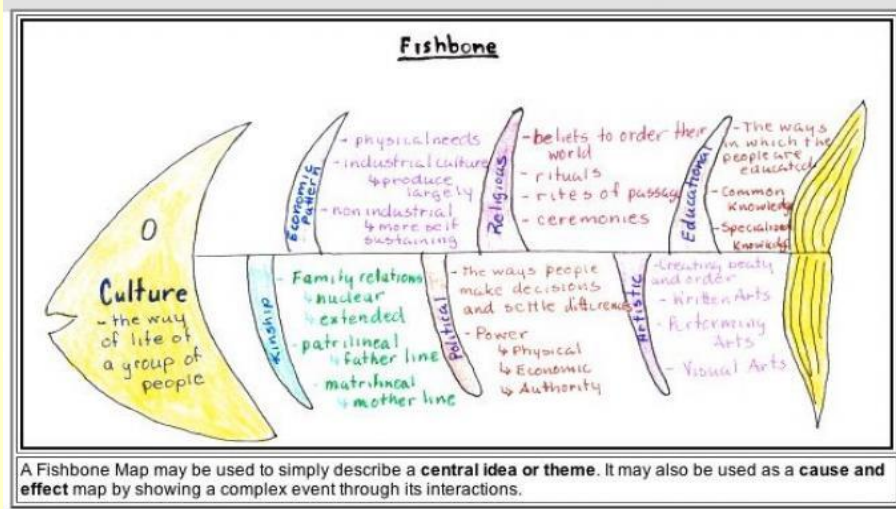
Don't...just highlight everything!



Don't just make pretty flashcards



Do use flash cards to create graphic organisers



Revision Strategies

Technique	Description	Utility
Practice testing	Self-testing or taking practice tests revision material	1 - High
Long term Revising (Distributed practice)	Implementing a schedule of practice that spreads out study activities over time	1 - High
Asking 'why?' (Elaboration)	Generating an explanation for why a fact or concept is true	2 - Moderate
Self-explanation	Explaining how new information is related to known information, or explaining steps taken during problem solving	2 - Moderate
Varying study topics (Interleaved Practice)	Mixing different kinds of problems, or different kinds of material, within a single study session	2 - Moderate
Summarization	Writing summaries (of various lengths) of revision texts	3 - Low
Mental Images	Attempting to form mental images of revision materials while reading or listening	3 - Low
The keyword mnemonic	Using keywords and mental imagery to associate key words and concepts	3 - Low
Rereading	Restudying text material again after an initial reading	4- Ineffective
Highlighting/underlining	Marking potentially important portions of revision materials while reading	4 - Ineffective



So what does this mean about HOW to revise

- **Don't**

Make it easy – ie copying

Focus on short term recall

Revise things you don't actually understand

Work without resting your brain

- **Do**

Create artificial stress (adrenaline)

Affect multiple areas of your brain - visual, auditory, emotional, sensory

Be specific – react EXACTLY what you want to recall

Practice small chunks frequently

Categorise your knowledge
mnemonics

Revise!

- *'I'm best when I revise last minute'.*
- *'I can't revise'.*
- *'My brother/sister/friend didn't revise and they got great grades.'*
- *"My friends aren't revising"*
- *'I don't know how to revise'.*



English
EN1
Mrs Cox-
Davies

Science
MA2
Mr Lundie

Maths
MA1
Mr Coren

