



**GUIDANCE**

# WHAT MAKES THE IPHONE 17 APPLE'S BIGGEST UPGRADE YET

LaptopOutlet  
.co.uk

**Optimising your  
chances of  
success in  
summer 2026**

**Ms Baker  
Deputy Head  
Teacher  
Quality of  
Education**

# First iPhone...2007

Your age in 1993....





A photograph of three men in a factory or industrial setting, jumping joyfully. They are wearing white t-shirts and brown jackets. The background shows a complex metal structure.

HM Government

Land the dream job  
you haven't  
dreamt of yet

**GET  
THE  
JUMP**  
SKILLS  
FOR LIFE

A photograph of three women in a studio setting, jumping joyfully. They are wearing pink t-shirts and blue jeans. The background is dark with studio lighting.

HM Government

Land the dream job  
you haven't  
dreamt of yet

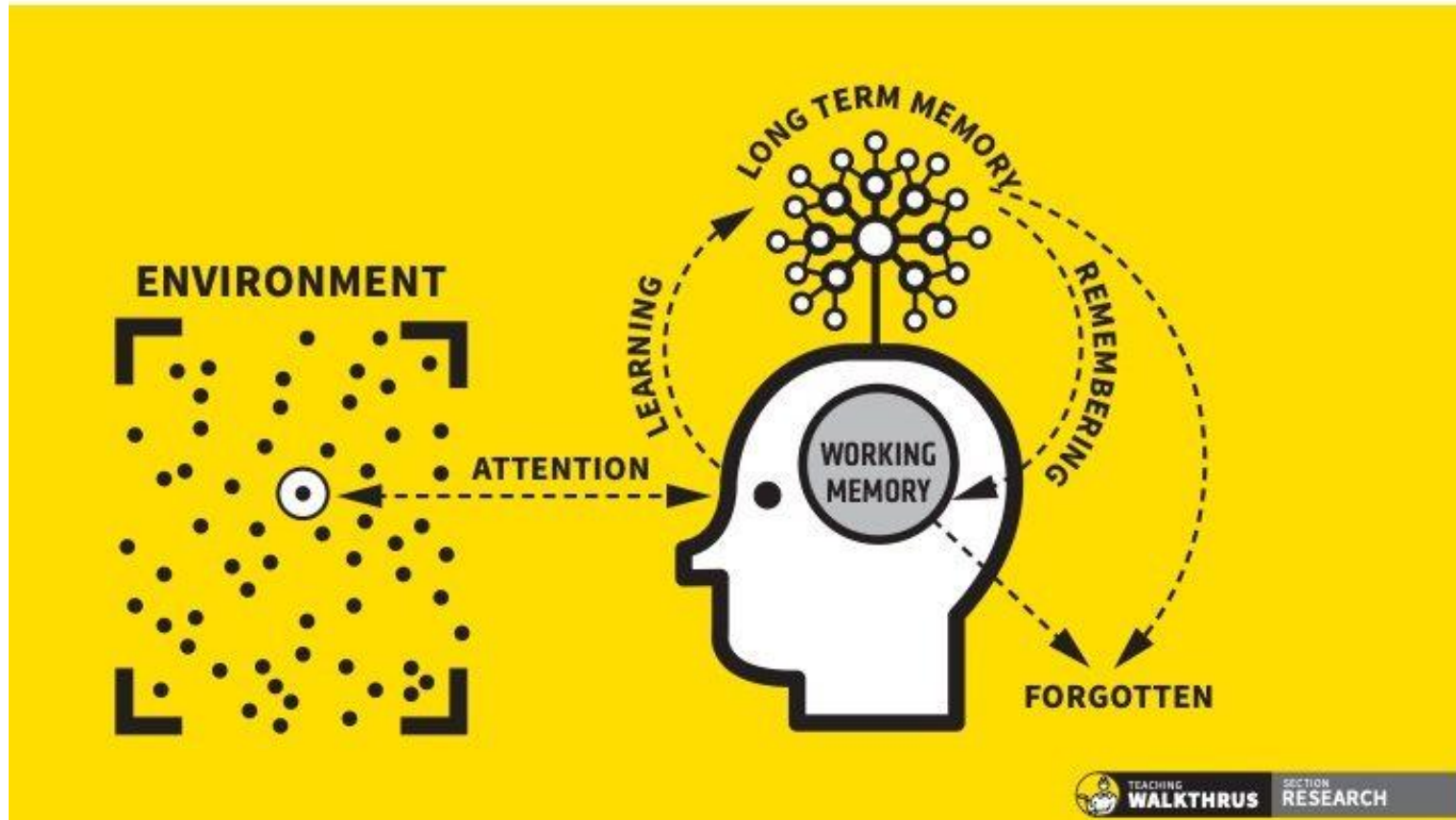
Find your next step in  
education and training.  
Search: Get The Jump

**GET  
THE  
JUMP**  
SKILLS  
FOR LIFE

How can we  
get better  
outcomes?



**TED<sup>x</sup>** ManhattanBeach  
x = independently organized TED event



## The Power of Practice

There is scientific proof that it works.....

# Why is practice important?

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1. Practice greatly increases the likelihood that you will **permanently remember** new information (be able to commit it to our long-term memories).
2. Practice increases **automaticity** (being able to perform something unconsciously, as a reflex or ingrained habit).
3. Practice **increases motivation** by improving your levels of confidence and changing your thinking about your ability to do well.
4. Practice has ability to increase your **grade potential** by nearly a whole grade.
5. **Deliberate practice** helps you to become an expert.
6. Practice will help you to secure **fantastic outcomes** and life-long opportunities.



“

We are what we repeatedly do. Excellence, therefore, is not an act but a habit.

-ARISTOTLE  
(VIA WILL DURANT)

# ‘It’s about doing, not just knowing’

- You go spend 100 hours reading books on Mixed Martial Arts. I’ll spend just 50 hours sparring. Then we’ll fight. Who’s going to win? Exactly.
- One of the biggest mistakes people make is thinking that *knowing equals doing*. It doesn’t.
- Watching a lot of football does not make you a great player.
- 60 years of sitcoms hasn’t made people funnier.
- I know all about how to swim butterfly. But I can’t swim the butterfly at all. Not even 25 metres.



# Excellence for all

A school built around a big HEART

HAPPINESS · EXCELLENCE · AMBITION · RESPECT · TOLERANCE

## How are your teachers going to help you?

We know you are all unique and we are ambitious for every one of you!

# Collective Teacher Efficacy = +1.57 effect size

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*Twice* as effective as feedback and teacher/student relationships and over *three* times as powerful a predictor of achievement than socioeconomic status



John Hattie Professor of Education  
'Visible Learning': 2016



**Subject  
intervention  
'The Final  
Countdown'**

# What is the 'Final Countdown'



The **Final Countdown** is the additional support your subject teachers are offering to you, to ensure academic success next summer. The interventions are designed to give you time to practice and get that all important feedback on what your next steps are.

Certain subjects, such as English and Maths will be compulsory, for some of you, but there will still be plenty of opportunity to practice your knowledge and skills in your option subjects, too.



The Final  
Countdown  
Offer  
Autumn  
Term



Trinity High School  
& SIXTH FORM CENTRE  
Part of Bordesley Multi Academy Trust

## Intervention Model 2025-26

Day	Lunchtime	After School
Monday	Physics KS4/KS5 - Room 21/22	Geography - Room 37
Tuesday	MFL -Room31 Photography - Room 49 Biology KS5 - Room 20C Drama - Drama Studio	Geography - Room 36 Business Studies - Room 33/34 Psychology - Room 50/52 Photography - Room 49 Music - Room 28 Computer Studies - Room 38/42 ICT - Room 9
Wednesday	Art - Room 66 Photography - Room 49 Biology KS4 - 20B Chemistry KS4- Room 19 Drama - Drama Studio History - Room29 "Aim Higher"	Mathematics - Rooms 12,13,14,15,16 History - Room 30 "Grade Booster" Photography - Room 49 Health & Social Care - Room 2 Child Development - Room 2 Food - 65 Computer Studies - Room 38/42 GCSE PE - Sports Hall
Thursday	Product Design - Room 61 (starting Autumn 2) Media Studies - Room 44	English - Room 25 Sports Studies - Room 1 GCSE PE - Sports Hall RE - Room 29A Photography - Room 49
Friday		

# Autumn Term: Form time support 8.40-9.15

What **strategies** should I use when revising independently?



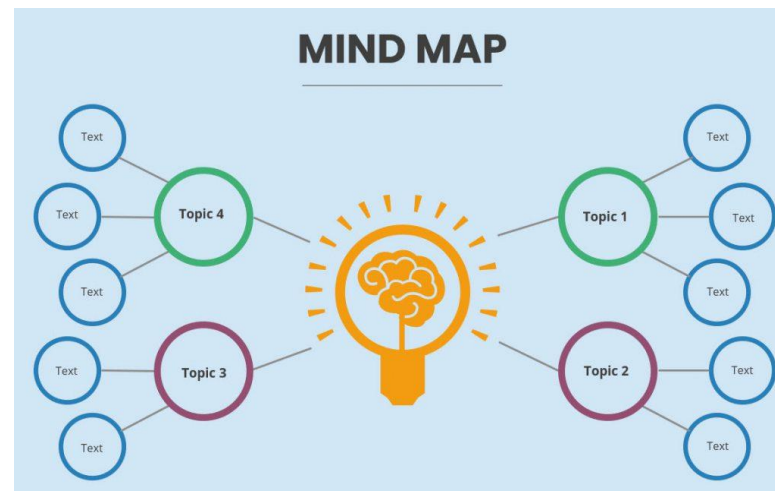
# Revision: The core 4

**Brain Dump** is an activity to write down all our ideas, thoughts, to-dos and more. It is a mental health tool that helps people get organized and fosters mental clarity.

### Ways to do a Brain Dump

- A brief topic** - To know your purpose
- Materials** - Pen, paper, phone
- Activity** - Write down everything on your mind
- Mini breaks** - Breathe, walk, hydrate
- Organize** - Create some order
- Step back** - Leave your list alone for some time
- Prioritize** - Critically evaluate the list, prioritize
- First tasks** - Get some small wins right away
- Big tasks** - Create a timeline for the bigger tasks

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The Pleasant Mind



### A Guide to Self-Quizzing

STAGE 1		<b>LEARN:</b> Choose a small 'chunk' of your Core Sheet to learn. Read it over and over again in your head.
		<b>COVER:</b> Turn over your core sheet
		<b>WRITE:</b> Write out the chunk from memory
		<b>CORRECT:</b> Correct your answer, write any missing or incorrect words in green pen
STAGE 2		<b>LEARN:</b> Identify the next 'chunk' of your Core Sheet to learn. Read it over and over again in your head. Also go back over anything incorrect from your first 'chunk'.
		<b>COVER:</b> Turn over your core sheet
		<b>WRITE:</b> Write out both chunks from memory
		<b>CORRECT:</b> Correct your answer, write any missing or incorrect words in green pen

## Revision: The core 4

# Summary: How to use flash cards



1.

### Identify knowledge

What are you creating flash cards on?

Do you have your knowledge organizer?

Use your book to look at previous misconceptions from whole class feedback.



2.

### Colour coding

Use different coloured flash cards for different topics. This helps with organization NOT recall



3.

### Designing

1 Question per flashcard.  
Making them concise and clear.

Use a one word prompt, so that you can recall as much as you can.

No extended answer questions.



4.

### Using

Write your answers down, then check. Or say your answers out loud. This really clearly shows the gaps in your knowledge.

Do not just copy & re-read.

Shuffle the cards each time you use them.

Use the Leitner system to use flash cards everyday.



5.

### Feedback

How have you performed when you look back at your answers?

Is there anything you need to revisit in more detail?

Is your knowledge secure? If so, move onto applying knowledge in that area in specific extended exam questions.

Avoid answering the questions in your head: research shows that when you read a question and answer it in your head, you aren't actually testing your knowledge effectively. Say the answer out loud or write it down before checking it against the card, so you are truly testing if you can explain the answer properly

## Revision: The core 4

# Summary: Self Quizzing



1.

### Identify knowledge

Identify knowledge/content you wish to cover.



2.

### Review and create

Spend around 5-10 minutes reviewing content (knowledge organisers/class notes/text book)

Create x10 questions on the content (If your teacher has not provided you with questions)



3.

### Cover and answer

Cover up your knowledge and answer the questions from memory.

Take your time and where possible answer in full sentences.



4.

### Self mark & reflect

Go back to the content and self mark your answers in **green** pen.



5.

### Next time

Revisit the areas where there were gaps in knowledge, and include these same questions next time.

Ensure that you complete all subjects and all topics – not just the subjects you enjoy the most or find easiest.

Practice makes perfect!

## Revision: The core 4

# Summary: Brain dumps



1.

### Identify knowledge

Identify the knowledge/topic area you want to cover.



2.

### Write it down

Take a blank piece of paper/white board and write down everything you can remember about that topic. (with no prompts)

Give yourself a timed limit (e.g. 10 minutes)



3.

### Organise information

Once complete and you cannot remember any more use different colours to highlight/underline words in groups.

This categories/links information.



4.

### Check understanding

Compare your brain dump to your K/O or book and check understanding.

Add any key information you have missed (key words) in a different colour.



5.

### Store and compare

Keep your brain dump safe and revisit it.

Next time you attempt the same topic try and complete the same amount of information in a shorter period of time or add more information.

Brain dumps are a way of getting information out of your brain.

## Revision: The core 4

# Summary: How to create a mind map



1.

### Identify knowledge

Select a topic you wish to revise. Have your class notes/knowledge organisers ready.



2.

### Identify sub topics

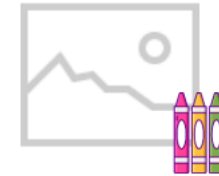
Place the main topic in the centre of your page and identify sub topics that will branch off.



3.

### Branch off

Branch off your sub topics with further detail.  
Try not to fill the page with too much writing.



4.

### Use images & colour

Use images and colour to help topics stick into your memory.



5.

### Put it somewhere visible

Place completed mind maps in places where you can see them frequently.

Avoid using too much information: mind maps are designed to summarise key information and connect areas of a topic/subject. If you overcrowd the page, you lose the point of the mind map and will find it harder to visualise the information when trying to recall it

Then when  
you're  
ready....

# Revision POWER HOUR



STEP  
01

Choose a past  
paper question

Google your subject,  
level and exam board  
e.g. "Geography A-Level  
Past Papers AQA"

STEP  
02



Revise

Spend 20 minutes  
revising what you need  
to know to answer your  
chosen question

STEP  
03

Do the question

Set a timer for 20  
minutes and answer the  
past paper question you  
chose



STEP  
04

Get feedback

Show your teacher your  
work. Ask them whether  
your marking is accurate  
and how you could  
improve your answers



STEP  
05

Mark your answer  
Using the mark scheme  
for the past paper mark  
your answer. This will  
help you to think like an  
examiner



**What will the Final Countdown look like next year?**

**Subject Support during form time**



## Form time intervention

Example - Maths

6-weeks



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# The *what* and *how*....

- You will be part of an important 6-week intervention in Maths. It will take place each morning, between 8.40 and 9.15am.
- In the sessions you will be focusing on specific areas identified as your 'weaker' areas in Maths and you will practice, repeatedly, questions around your weaker topics, until you feel more confident with them.
- So, some areas you will see A LOT, and others, not at all. This is important.

# The Hose v the sprinkler



Spring 1 – Maths 4+ - Approximately 40 students in form time / RS





# Why are we using a ‘hose’ and not a ‘sprinkler’ approach?

## EVIDENCE BASED

### 2023-2024 The Active Learning Trust:

Focus Group: Students who wanted to move from a grade 4 to 5 in Maths

School 1: 19-33%

School 2: 33-42%

School 3: 21-30%

The **MAXIMUM** a school can usually shift student outcomes, through an intervention, is 14%.


READ THAT AGAIN.

## What is it?

Feedback is information given to the learner about the learner's performance relative to learning goals or outcomes. It should aim to (and be capable of producing) improvement in students' learning.

Feedback redirects or refocuses the learner's actions to achieve a goal, by aligning effort and activity with an outcome. It can be about the output or outcome of the task the process of the task the student's management of their learning or self-regulation, or about them as individuals (which tends to be the least effective).

This feedback can be verbal or written, or can be given through tests or via digital technology. It can come from a teacher or someone taking a teaching role, or from peers (see [Peer tutoring](#)).



You will  
receive  
important  
feedback



## History whole class feedback – Mock Exams February 2025



**For effort and progress:**  
*Dominik, Evie, Millie, Maddy, Abi, Zahrah, Huma, Ethan*

**Presentation reminders:**  
Remember, new paragraphs when you are making a new point/referring to a new factor. Much easier to award marks when the structure is clear.  
  
Handwriting also, make it as legible as possible. Every mark counts!

- Your Tier 3 vocabulary**
- 1) Lebensraum
  - 2) Reparations
  - 3) Reichstag
  - 4) Consitution
  - 5) Versailles
  - 6) Interpretation
  - 7) Stabilise

**Areas of strength:**

- The question about usefulness of sources was better, but we are still losing marks unnecessarily. (See Misconceptions/Errors)
- Where people were secure in their knowledge, the 12 mark 'explain why' was tackled quite well with good selection and application of supporting detail
- Most people attempted the two four mark questions about the difference between the interpretations and most people accurately identified the difference
- The inference question was done quite well, most people able to find at least one inference and support with detail from the source.

**Model answer:**  
**Behind this sheet are three responses from students in this group.**  
**1. How useful are sources B and C for an enquiry into support for the Nazi Party in the years 1924-1938**  
Strengths of this response / areas for development/ Mark:

**2. Explain why the Weimar Republic was unpopular in the years 1919-1923**  
Strengths of this response / areas for development/ Mark:

**3. How far do you agree with Interpretation 2 about support for the Nazi Party in the years 1924-1928?**  
Strengths of this response / areas for development / Mark:

**Misconceptions/errors:**

- One main area for development is the use of supporting, precise detail – you should be aiming for at least two pieces per paragraph.
- With the 'why are these two interpretations different?' many of you lost marks by not simply linking them to the two sources – B and C
- Although most of you attempted question 3d, many of you simply paraphrased (repeated in your own words) what the interpretations said. This will never get you many marks. You need to identify the argument given in the interpretation and then quickly jot down some precise knowledge which both supports and opposes the view.
- Learn the sequence of events: Treaty of Versailles 1919; hyperinflation 1923; Rentenmark 1923; Dawes Plan 1924; Wall Street Crash 1929; Economic depression in Germany 1930-1933; Hitler becomes Chancellor 1933
- The Golden Years were times of economic prosperity which kept Hitler and the Nazis in the wilderness.

**Moving forward and making progress:**

**R1 Redraft or Re-do**  
Go back to edit and improve certain areas of your work.

**R2 Rehearse or Repeat**  
Go back and practise again and again to master specific skills.

**R3 Revisit & Respond**  
Go back and practise by answering more similar questions.

**R4 Re-learn & Re-test**  
Go back and make sure you understand previous learning.

**R5 Research & Record**  
Go back and develop your work with deeper insight and wider references.

Two of the questions we focused on before the mock were 'Explain Why...' 12 marks; **and** 'How useful are these sources...?' 8 marks. These two questions need practice - So, before Christmas, I am setting you these questions, with Germany content. **R3**  
In addition, there is also a twenty-mark question on three papers, where you respond with your view on a statement/opinion. These need to be balanced and well supported. I'll be setting you some of these up to the exam. This is **R2**

What  
feedback  
might look  
like

### ACE LIVE MARKING CODES

ACCURATE



The response is correct.

CHECK &  
CORRECT



The response is not quite right. Check and correct.

EXTEND



Additional information is required. Extend your response.

SUBJECT SPECIFIC CODES:

## The impact of feedback

### Feedback

Very high impact for very low cost based on extensive evidence

Implementation cost <sup>?</sup>



Evidence strength <sup>?</sup>



Impact (months) <sup>?</sup>



There is also  
a wealth of  
support for  
you here...





'A must-read for anyone who believes hard work will achieve success'  
Duncan Bannatyne



Matthew Syed  
**Bounce**

*Bounce* is a book published in 2011 that, in a nutshell, about what makes the most successful sports stars so successful.

*Matthew Syed* has competed at the Olympic Games twice, and won the Men's Single Championship at the Commonwealth Games three times at Table Tennis. In *Bounce*, he sets a

scene during his childhood, where a small group of children his age all managed to climb to an elite level, and they all came from the same area.

*Syed* doesn't attribute this down to mere chance that a group of the most talented table tennis players in the country were all born at the same time in the same area, he puts it down to practice. They formed a club, practiced hard together to try and beat each other, and pushed each other to perform better and better.

**We also need our students to believe in themselves**

# Student Self Efficacy = +1.37 effect size

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*“If you think you can, you probably can. If you think you can’t, well that self-limiting and self-fulfilling belief might well stop you doing something you’re perfectly capable of doing.”*



Albert Bandura  
Canadian Psychologist

Advice from Stanford University....



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In 1962, JFK talked about his goal of putting a man on the moon.

In 1962, very little of the technology needed to do this even existed. But he set the goal, anyway.

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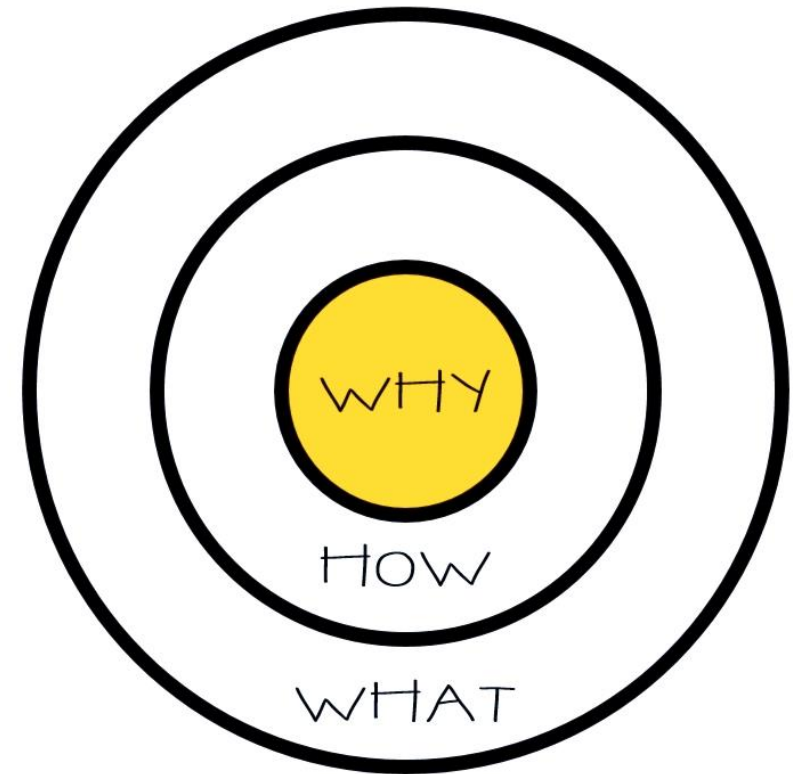
*“One of the most inspiring things truly great teachers and schools do is instil in children the ‘have a go’ confidence that their more privileged peers naturally pick up...” Sutton Trust*

To be aspirational

To feel confident in your ability to ‘reach for the stars’

To be equipped with the knowledge and skills to achieve your goals

To feel as though you have control and agency over your future





***How can you, as parents, support our students to achieve excellence?***

## **We know the importance of parental support....**

Woods, 46, got emotional as he recounted the time his parents took out a second mortgage on their house - one that he would later pay off - so that he, at the age of 14, could compete on the American Junior Golf Association circuit.

"You have to understand I got to this position because of my upbringing, having two unbelievable parents," said Woods. "I know that golf is an individual sport, we do things on our own a lot, for hours on end, but in my case, I didn't get here alone.

"I have unbelievable parents, mentors and friends who ... supported me in the toughest of times, darkest of times and celebrated the highest of times."

## **Thankful Woods enters Hall of Fame: 'I didn't get here alone'**

By Frank Pinguet

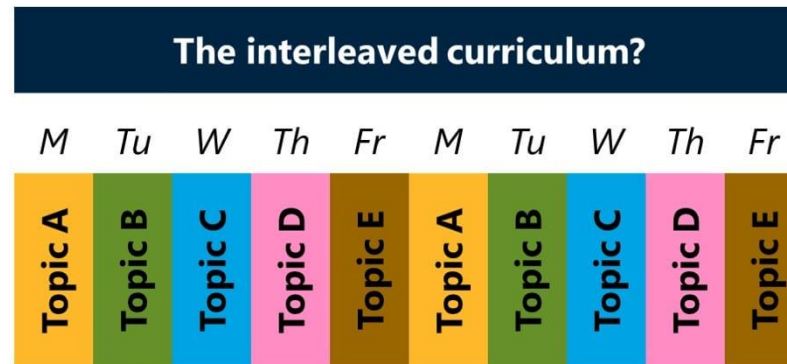


How can you support our students to achieve excellence?

*1. Have an awareness of the best ways to revise and encourage this at home*



Retrieval Practice  
[Practice Testing]



Revision Revolution

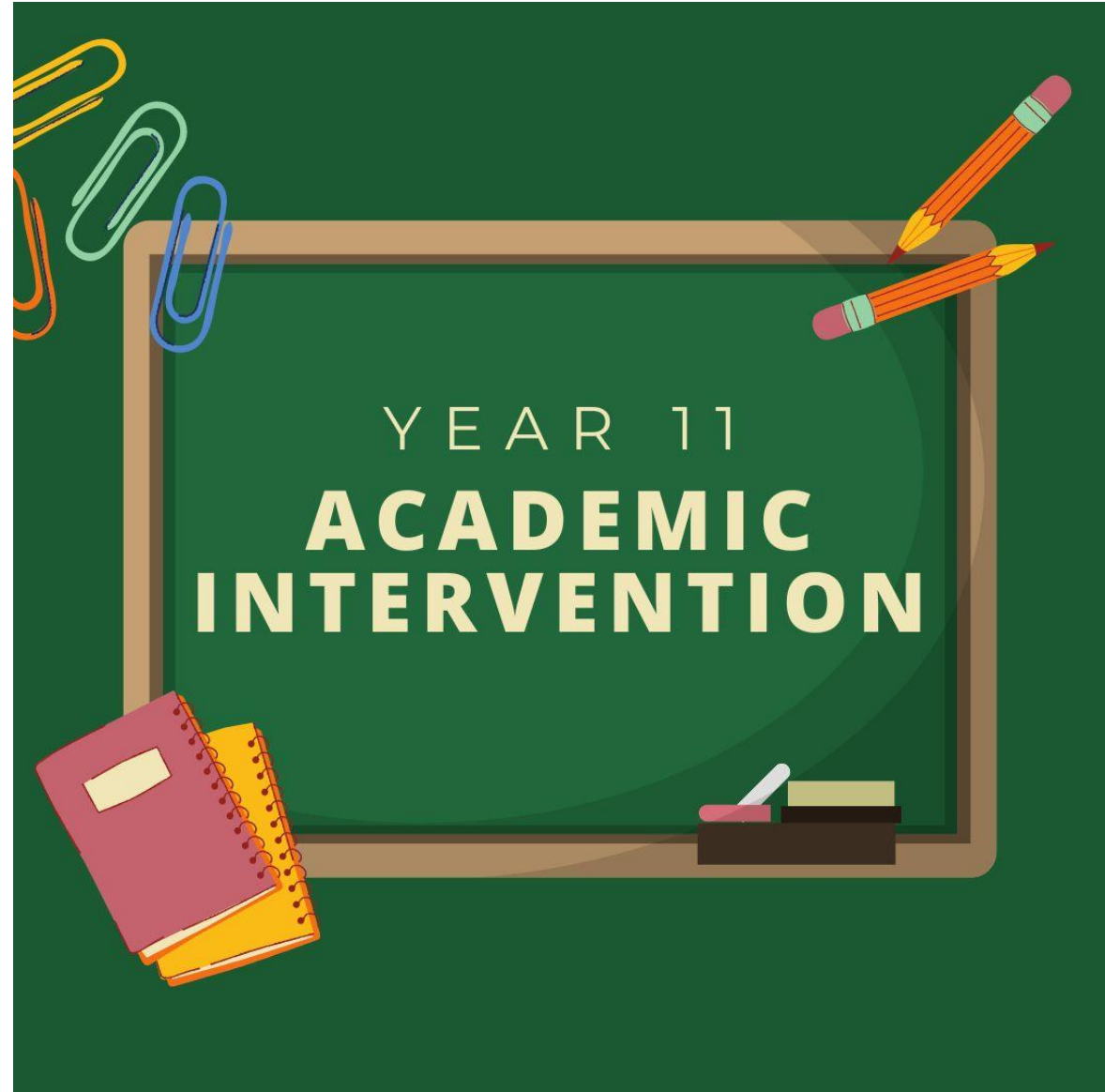


Department of Education

**How can you  
support our  
students to  
achieve  
excellence?**

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***2. Encourage them to  
attend all the extra  
sessions provided***



# How can you support our students to achieve excellence?

## 3. Test them at home and support with their homework

Development of the Plains (circa 1852-1876)

Questions	Answers
1. When did the US Civil War begin and end?	1861 to 1865
2. Who was fighting who?	Northern states vs. the Southern states
3. Give two consequences of this war.	It led many people looking to start a new life in the west, and it gave citizenship to African-American slaves.
4. What did the 1852 Homestead Act aim to do?	Settling the west with individual farmers
5. What did the 1862 Homestead Act promise people?	Settlers could buy 160 acre plots of land for \$10
6. Give one achievement of the 1862 Homestead Act.	By 1875, over six million acres of government land had already become homesteads.
7. Give one limitation of the 1862 Homestead Act.	Others bought land and then sold it for profit.
8. What did the 1862 Pacific Railroad Act lead to?	The building of the Transcontinental Railroad, which was completed in 1869
9. What made this difficult?	Financial cost
10. Give two consequences of the transcontinental railroad.	It enabled the growth of the cattle industry, and it meant farmers could transport their crops to sell in the east.
11. How did the invention of barbed wire help the Homesteaders?	It fenced crops from animals.
12. What was the 'sulky plough'?	It was machinery used to pull up tough weeds.

Quizzes with parents

Choose a topic and get your parent to test you on a minimum of five questions

Date	Topic	Score	Parent signature
		/	
		/	
		/	
		/	
		/	
		/	
		/	
		/	
		/	
		/	

Retrieval with parents

# How can you support our students to achieve excellence?

4. Encourage good food, less phone and more sleep..

## Brain Food

SNACKS THAT'LL BOOST YOUR ENERGY AND FOCUS

*As excerpted from Fast Company*



AVOCADO

As if we needed another reason to smear it on our toast every morning, it helps with cognition.



DARK CHOCOLATE

It improves focus and energy, fights stress and is delicious.



WATER

Water improves every single bodily function, including quick thinking and focus.



ALMONDS

The healthy fats in nuts help your brain process information and make connections.



GREEN TEA

Drink a cup after lunch for better mental speed and accuracy.



PUMPKIN SEEDS

Throw them into trail mix with some almonds and dark chocolate for a brain-boosting snack.



BROCCOLI

Mix it into a stir-fry, bring it for lunch and improve your cognitive function.



BROWN RICE

Cross two off the list—avocado sushi with brown rice. Done.



wikiHow

**How can you  
support our  
students to achieve  
excellence?**

***5. Keep in touch with us; we're here to help!***



We will post key  
**'Study Hacks'** and  
parental support  
tips from  
**'From The  
Sidelines'**

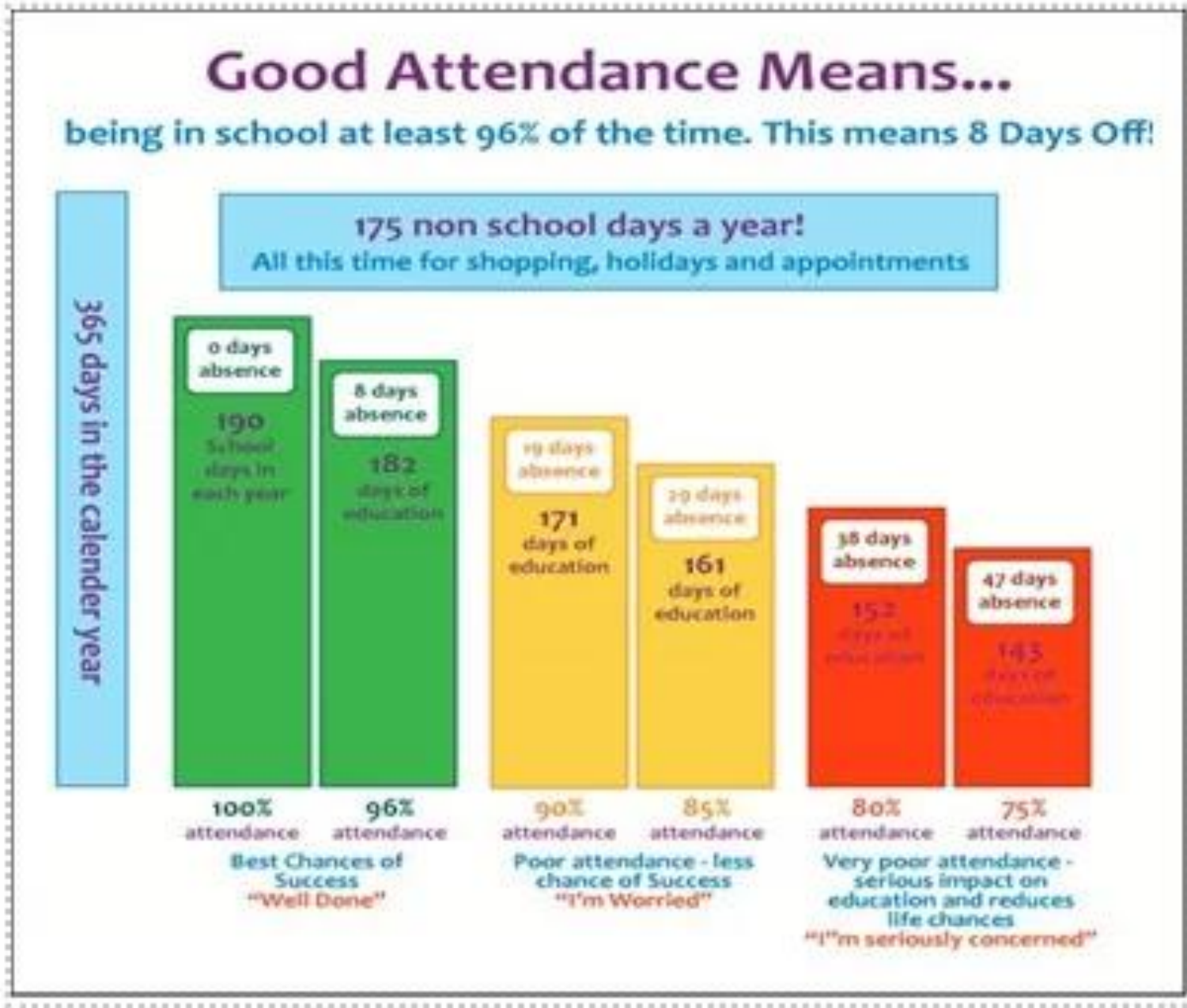
## **'Helping You To Help Them Through'**

'From the Sidelines' aims to educate parents and families on the science behind how our children learn, together with how to create the perfect environment at home in which to support them. We break this down into distinct areas of focus where we give parents all the knowledge they need via our expert input, but designed in a fresh and modern way to reach and engage the parents of today.

Each distinct focus has a short and succinct **'Study Hack'** video that lasts approx 1 minute, giving parents a quick and practical overview of what it is and how to do it. Then for parents who are intrigued and want to know more, they can go on to watch or listen to the 15 minute **'Podcast Episode'** linked to the same topic, which gets under the surface of why this works, why it's important and also what to avoid - the perfect way to bridge the gap between teaching and parenting.

We believe this can provide parents with their **'parenting superpower'** which can be the gateway to bridging the disadvantaged gap - unlocking every family's opportunity to level up by supporting their child to achieve in line with their potential, not just their postcode.

Importance of excellent attendance



# Why is attendance important?

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The statistics show that the more you attend – the more you achieve.



A student with 95% attendance is **TWICE** as likely to get GCSE English and Maths at Grade 5's than a student with 90% attendance.



A student with 95% attendance is **FOUR TIMES** is likely to get GCSE English and Maths and Grade 5's than a student with 85% attendance.



School will be asked to provide you with a reference when you leave – your attendance will be included on this!

There is also  
a wealth of  
support for  
you here...





# Wellbeing support

- Small group interventions around exam anxiety - Mrs Hurley
  - Specialist SEMH support - Mr Lawrence and Mrs Green
  - Social time drop-ins in HEART centre - Mr Green and Mrs Senior
  - Drop-in and bookable Careers advice sessions - Mrs Kenderdine
  - Breakfast club available every morning.
  - Lots of work in year 10 surrounding access arrangements.
-

## Rewards

Collect stamps for each session attended to achieve the rewards below:

- 5 stamps - Free snack at break
- 15 stamps - Free lunch
- 30 stamps - Amazon voucher
- 40 stamps - Rewards afternoon at the end of the year
- 50 stamps - **PROM TICKET**



# Rewards linked to 'The Final Countdown'

# End of year activities

- Leavers Afternoon: shirt signings, assembly, guard of honour.
- Prom is booked for 26<sup>th</sup> June 2026 at The Limes County Lodge, Earlswood.
- We are open to listening to other suggestions.
- There will be criteria that needs to be met to access these events.
- More info on this to come in November after the first set of Mock exams.
- Invites to be sent out late April but can be rescinded up to the date of Prom.

# Careers Plans Year 11

[Kenderdiner@trinity.bmat.co.uk](mailto:Kenderdiner@trinity.bmat.co.uk)

Exams and Applications for College and Apprenticeships

Lunch and Break time career meeting drop in – no appointment

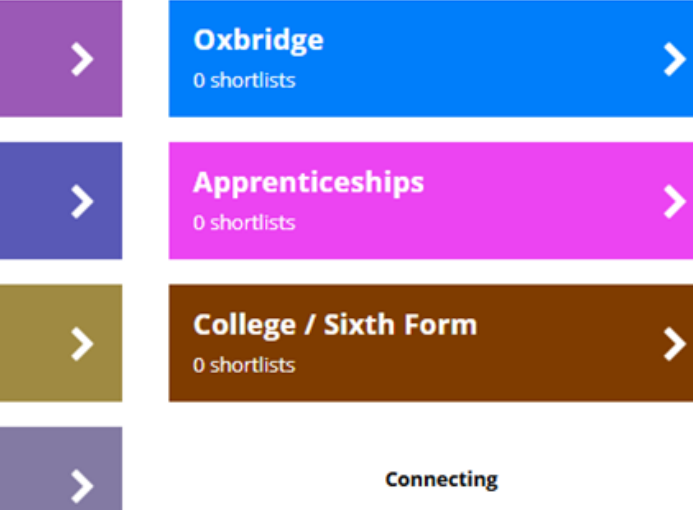
**Unifrog** : School Careers Portal

- Parent Accounts free and available
- Tool to identify colleges and apprenticeship opportunities

Plans for Lunch and Learn Application support events with colleges/ apprenticeship providers Students can book in when the dates are confirmed

Teams Updates on Open Events

Parent Bulletin - Career Corner



>	<b>Oxbridge</b> 0 shortlists	>
>	<b>Apprenticeships</b> 0 shortlists	>
>	<b>College / Sixth Form</b> 0 shortlists	>
>	<b>Connecting</b>	

