

Learning @ MWS



Welcome Back!

We would like to take this opportunity to say how pleased we are that our students have returned to school. We would also like to say *thank you* to our students for how well they cooperated during the COVID-19 testing process. We are a relentlessly positive school and we are avoiding terms such as 'catch-up' and 'gaps'. Instead we want to talk about 'moving forward' and the future. We want our students to embrace learning and make the most of the opportunities ahead.

We pride ourselves on knowing our students and we will support them throughout their return to learning in school.

Reminder:

We expect our students to be ready to learn. A key list of equipment is on page 4 of the student planner. We ask that students have two reading books- these can be 'booked out' using the reading cloud or through the library if your child is struggling to access the reading cloud.

GCSE update

As you will have seen in the news it was announced on 25th February that teachers will assess GCSE grades for Year 11 students. This will take place in line with exam board guidance. A letter will be sent out updating you on the plans each subject has for assessment

Retrieval Practice

We have been researching ways to help our students store and retrieve information from their long term memory. One such technique is retrieval practice.

This occurs as 'low stakes' tests which happen during a lesson.

At the beginning of the academic year we launched our 'visible consistencies' slide. The aim of this was to give students a routine at the start of each lesson, utilising every moment of learning by giving students a common experience throughout their lessons. Part of this is 5 'quick questions' at the start of each lesson. One from last lesson, last week, last month etc...

We are now reviewing this and looking at how we can develop our retrieval practice across the school, and also how you can support your child at home by being familiar with this method.

Please continue overleaf for more information...



Retrieval practice (continued)

How do we know what our students know?

"It is on the tip of my tongue", "I know it, I just cannot say it" two phrases that teachers hear in the classroom. You might also say them yourself when trying to answer questions on a quiz!

This shows that perhaps knowledge is locked in long-term memory but it cannot be accessed. This is a problem, what if this was to happen in an exam?

Retrieval practice addresses this by regularly testing the students on what they know - this identifies any areas they may need extra support with or they simply need to revisit.

Flashcards and highlighters: Two useful tools for learning/revision

Flashcards - ask your child, what are they doing with them once they have been made? Can you use the flashcards to question them?

Highlighters - great start, but much like an actor learning their lines, you need to practice, and be tested on them.

Useful websites:

[Oak NationalAcademy](#)

[BBC Bitesize KS3](#)

[BBC Bitesize KS4](#)

[Quizlet - you can make interactive revision cards](#)

[Wonderopolis - a new wonder very day, with questions and quizzes](#)

Supporting reading:

Turning on subtitles while children are watching TV can greatly improve their reading skills. A quick, simple, free way to make TV time, reading time. #turnonthesubtitles

[Stephen Fry explaining the benefits of turning on the subtitles](#)

Homework help:

If your child says "I'm finished" they could think deeper about some of these questions

