



HOULTON
SCHOOL

Independent Learning and Study Skills Evening

'Supporting your child to be the best they can be'



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Principal Michael McCulley

Character and LORIC Curriculum

The Dream



The Reality...



istudy



Embedding Key Learning

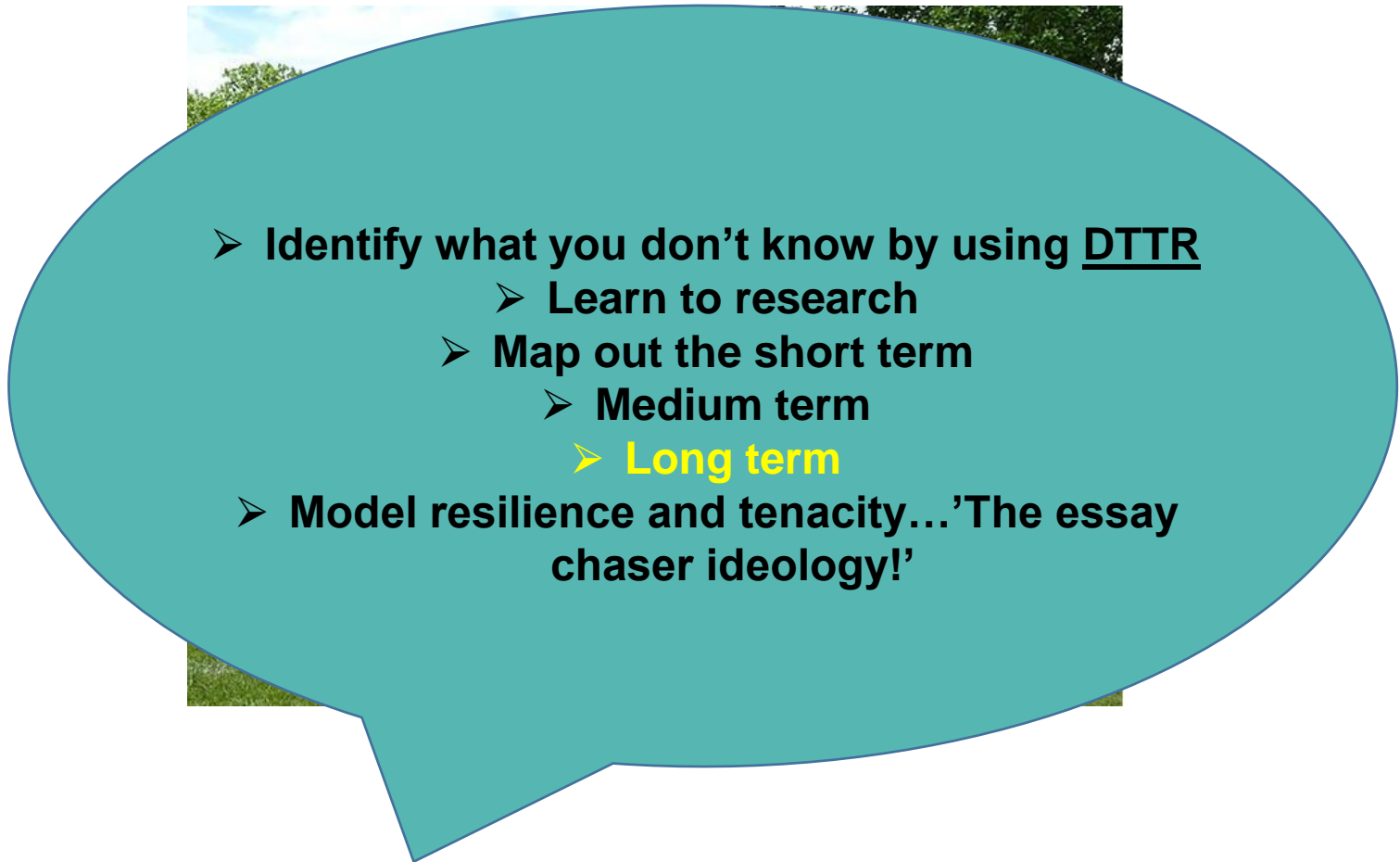


	I	S	T	U	D	Y
	Identify the gaps	Set measurable goals and targets	Try new methods	Undertake extended work	Do review	Yes to test!
Monday	Look at your last HW task and identify three things you could do to improve.	Set one measurable target to challenge yourself above and beyond what you have been set for HW.	Try a mnemonic or logo method to help you remember something. Your Tutor will show you how to do this.	Ask another pupil or a teacher to give you a one minute speed teach of a question you find hard.	Re-write a summary from your lesson either in six bullet points or six pictures. Pick out only the key points.	Team teach: Tell a friend what you know and get them to ask you questions on what they don't understand.
Tuesday	Identify the best piece of work you got back and if you can send yourself one more FBI to complete.	Make a weekly plan where you allocate an appropriate amount of time for each subjects HW. Don't forget to put in things you do for fun!	Find an online resource that you have not used before.	Find out a new fact on a subject of your choice and write it in the back of your book under 'new knowledge'.	Spend 10 minutes reading through what you have done in class.	Practice your writing stamina. Aim to write as many words as you can in 15 minutes on a topic of your choice. Does it make sense? Could you improve it?
Wednesday	Check your class work from one of your lessons against the persons sitting next to you, have you got enough detail / missed anything?	Identify one thing you can't do and write down three things that will help you tackle this.	Use either mind mapping or chunking to revise a lesson you have done this week.	Read a news article. Pull out one thing that could help you in one of your subjects and explain why.	Re-read a HW answer before you hand it in. Add three points in a different colour to make it better.	Practice planning an answer or a short story before you write it. Have a think about what makes a good plan?
Thursday	Ask at least one question either on something you don't understand or something you want to know more about to a teacher or a study buddy.	Aim to get two consecutive R points for outstanding pieces of work.	Summarise one section from one of your lessons using pictures or symbols and not words.	Visit the CFC and find three things that will help support your learning this week.	Go back over a HW task and identify where you missed out information and add it in using a different colour pen.	Re-do a piece of work that you are not happy with or ask your teacher for an extension task.
Friday	Add in three pieces of missing knowledge or detail to your notes.	Work in silence for at least 10 minutes and then summarise in 20 words or less what you have done in that time.	Write / design a song / rhyme or game with your friends to help you learn one new thing this week.	Use the internet to find out what someone else thinks about a topic you are studying. Why do they think that? Do you agree?	Check through one of your class books and correct any errors you can see.	Learn to spell these new words and ask your tutor to test you.



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Helping pupils set effective goals



- Identify what you don't know by using DTTR
 - Learn to research
 - Map out the short term
 - Medium term
 - **Long term**
- Model resilience and tenacity...'The essay chaser ideology!'

Using a homework TT style that works using the Elevate Education research

- What are the common mistakes pupils tend to make?
- Why do so few pupils stick to them?
- What is actually the most important thing in a homework timetable?
- How can parents / carers help?
- What part does homework play in the curriculum and how is this preparing pupils for the rigour of KS4?

Practical ideas for independent study

- Set aside one hour or more a week at home for your child to do purely for stretch and challenge activities. Use a **variety** of sources to delve deeper into the Big Questions from lessons.
- Encourage your child to see Miss Smyth in the library or any of the teachers, they can show pupils how to research properly on the web and can help source valuable reading.
- Encourage your child to use a RAG technique in stretch and challenge work, always thinking about **reliability, validity and credibility**.
- Create PLCs at home and use them to check off what your child knows.
- Question booklets – encourage your child to build their own and spend a few minutes a week doing non homework tasks.

Practical ideas for parents / carers to support independent learning at home

- ‘Corner’ libraries – broadsheets, journals, books
- Lecture nights with study buddies at home? Or lecture lunches in school?
- The value of parents – they are a captive audience!
- The importance of rewards
- PLCs – how can parents help pupils use them?
- WTM, parent style

Continued...

- Learning outside the classroom – where can you go with your family that will support your learning? What can you watch? Who can you talk to?
- Local libraries, museums, exhibitions
- Journals / magazine subscriptions
- American style study groups – the best way to learn is to teach...
- Complete a MOOC (Mass Open Online Course)- ***Why not?***

What are the barriers to pupils getting the top grades?

- Coasting
- Anxiety
- Lack of relationships
- Pupils are not always proactive or don't know how to be
- Time management
- Procrastination
- Lack of direction
- Western affluence.... plays a huge part in underperformance at school



Tackling anxiety

This is a huge issue made worse by technology, Social Media and societal pressures. We have to teach pupils to manage this to enable them to build their resilience before they can be truly independent.

As parents/carers, be mindful of the dangers / distraction of Social Media and be aware of what your child is accessing.



Things that can help

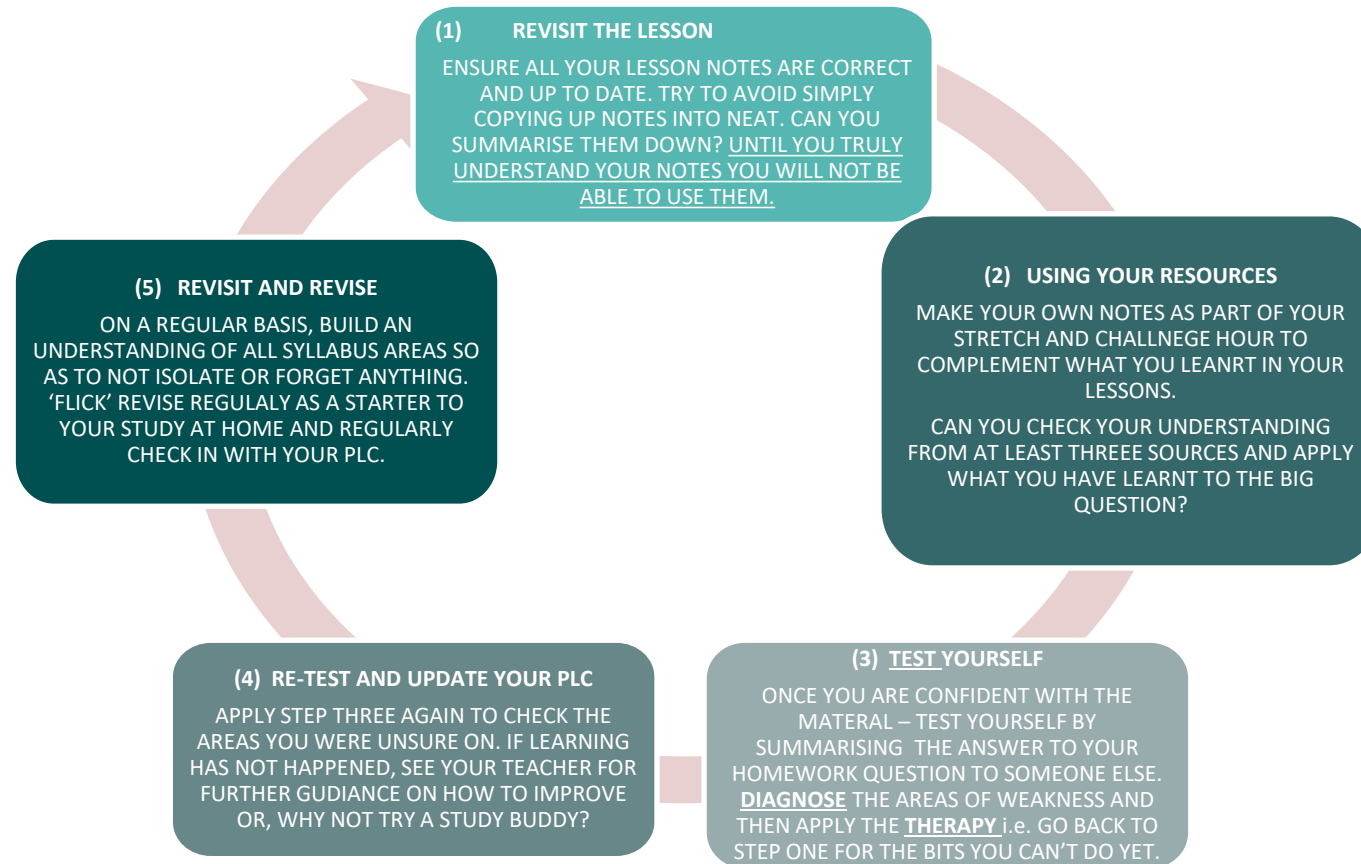
- Organisation
- Mindfulness
- Mind Chi
- Using standard deviation models to help pupils be aspirational
- Support in school inc.. High quality CIEAG
- Support at home
- Seeing the bigger picture
- Phone detox time

The Cycle of Independent Learning

What is it?

- Simple principles = more progress
- Independent learning in a nutshell
- This will be introduced to pupils this term and will be sent to parents/carers
- Please encourage pupils to use this to support them in reflecting on their home learning and understanding how to fill in gaps in their own knowledge.

CYCLE OF INDEPENDENT LEARNING





1) REVISIT THE LESSON

ENSURE ALL YOUR LESSON NOTES ARE CORRECT AND UP TO DATE. TRY TO AVOID SIMPLY COPYING UP NOTES INTO NEAT. CAN YOU SUMMARISE THEM INTO KEY HEADINGS? UNTIL YOU TRULY UNDERSTAND YOUR NOTES YOU WILL NOT BE ABLE TO USE THEM EFFECTIVELY.



(2) USING YOUR RESOURCES

MAKE YOUR OWN NOTES AS PART OF YOUR STRETCH AND CHALLENGE HOUR TO COMPLEMENT WHAT YOU HAVE LEARNT IN YOUR LESSONS.

CAN YOU CHECK YOUR UNDERSTANDING FROM AT LEAST THREE SOURCES AND APPLY WHAT YOU HAVE LEARNT TO THE BIG QUESTION?

Top Tip: Choose a different subject each week to focus on for your stretch and challenge hour



(3) TEST YOURSELF

ONCE YOU ARE CONFIDENT WITH THE MATERIAL – TEST YOURSELF BY SUMMARISING THE ANSWER TO YOUR HOMEWORK QUESTION TO SOMEONE ELSE. DIAGNOSE THE AREAS OF WEAKNESS AND THEN APPLY THE THERAPY i.e. GO BACK TO STEP ONE FOR THE BITS YOU CAN'T DO YET.



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(4) RE-TEST AND UPDATE YOUR PLC

APPLY STEP THREE AGAIN TO CHECK THE AREAS YOU WERE UNSURE ON. IF LEARNING HAS NOT HAPPENED, SEE YOUR TEACHER FOR HELP ON HOW TO IMPROVE OR, WHY NOT TRY A STUDY BUDDY?

(5) REVISIT AND REVISE

ON A REGULAR BASIS, BUILD AN UNDERSTANDING OF ALL TOPICS COVERED SO AS TO NOT ISOLATE OR FORGET ANYTHING. 'FLICK' REVISE REGULARLY AS A STARTER TO YOUR STUDY AT HOME AND REGULARLY CHECK IN WITH YOUR PLC.

Top Tip: Try at least one study habit per week...



Character, Culture, Currency

We all want the same thing



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Sam Edmonds

Head of Faculty: Mathematics and Numeracy

Supporting Your Child with Maths

I say Maths, you say...

“Maths scares me.”

“I can’t do maths.”

“Maths has changed since I was at school.”

“I don’t even use maths!”



“Maths Scares Me”

This is a genuine emotion towards maths and it shouldn't be ignored.

It can stem from ‘Mathematical Anxiety’ and can cause physical reactions when a person is exposed to mathematics.

It can be present in both adults and children but there is evidence to suggest that if an adult is mathematical anxious it can effect the pupils they interact with.



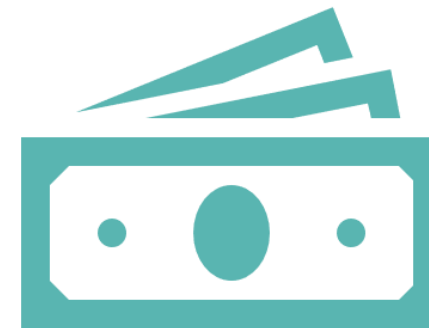
Growth zone diagram (based on Lee and Johnston-Wilder, 2017).

“I can’t do Maths”

You are a success in your child’s eye.

When you say you can’t do maths you let your child know that you can be successful without doing maths.

It is OK to find maths challenging it shows that you have had to work at something and that you value maths enough to put effort into it.





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“Maths has changed since I was at school.”

I promise you it hasn't. Maths is maths. In primary school there can be a lot of focus on a particular method.

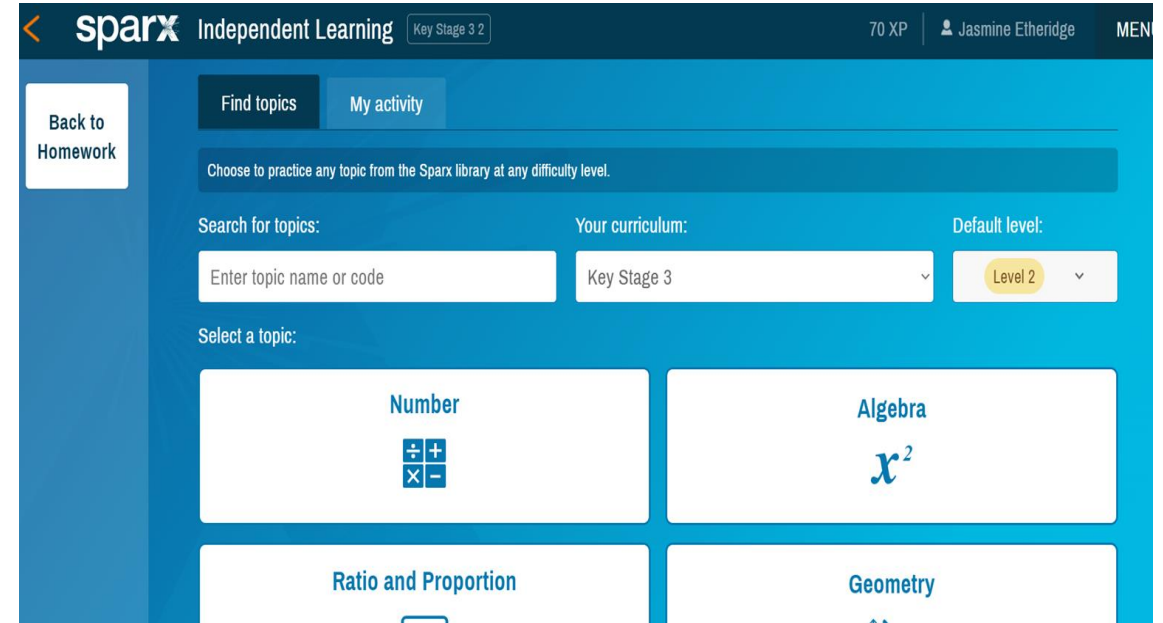
In secondary school, we don't mind what method a pupil uses and we show them a variety for them to pick what works best. You can show them methods to, or if you are unsure of a method feel free to use Sparx.

Asking your child to explain the method, or their thinking is equally valuable.

You can use manipulatives. We always aim to go from the concrete to the abstract.



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Independent Learning on Sparx



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“I don’t even use maths!”

You use maths every day.

You probably just don’t think it counts.

You deal with bills, shopping, exchange rates, interest rates, cooking measurements, time planning.

- Share bills with them.
- Show interest rates
- Get them to estimate the shopping.
- Ask them to tell you the time.
- Get them measuring in the kitchen.
- Convert units.
- Ask them to budget.
- Recite times tables.
- Timetables for buses and trains.
- Planning journeys.



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I say Maths, you say...



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Maths can be scary but be aware that fears can be passed on. Try and be positive.

Yes you can. You are a success! Show them that you needed some maths.

All methods count at secondary and if you are unsure you can use our online resources.

You use maths every day and you can share this with your child.



Useful Reading and Websites



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BBC
Bitesize

Sparx

Worked
Examples

Corbett
Maths

Why
Bother?

Mathsbot

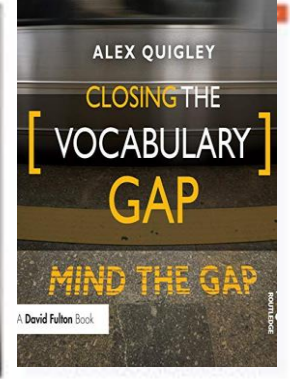
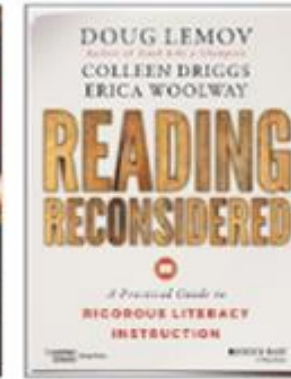
M4ths.com

Google
Classroom



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Recommended reading



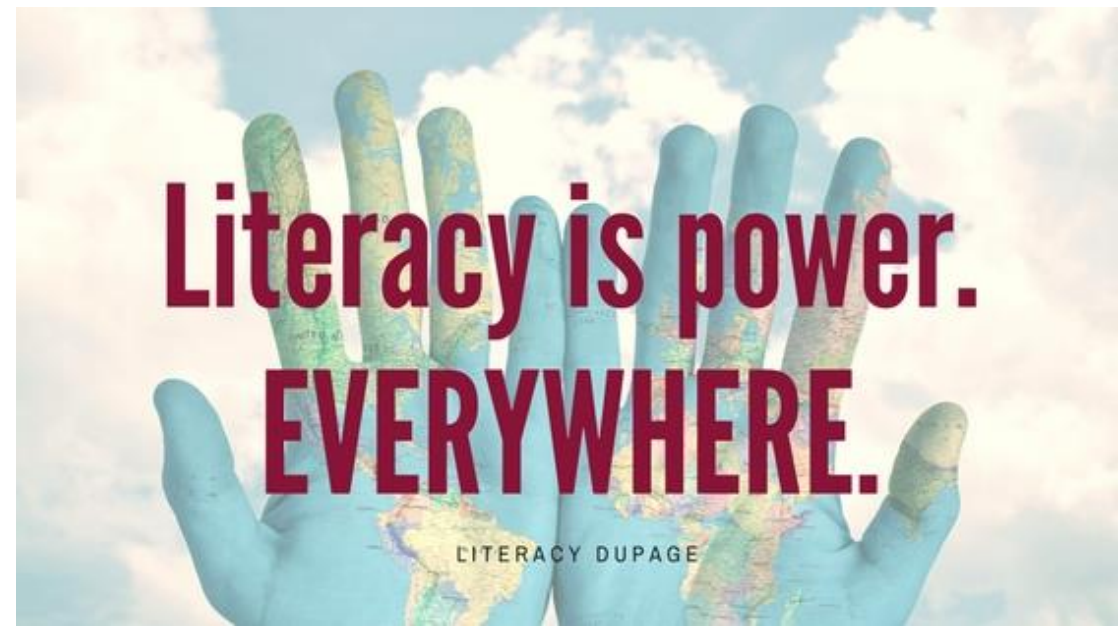
Supporting Literacy at Home

Ben Coleman: Head of Faculty: English and Literacy

What is 'literacy'?

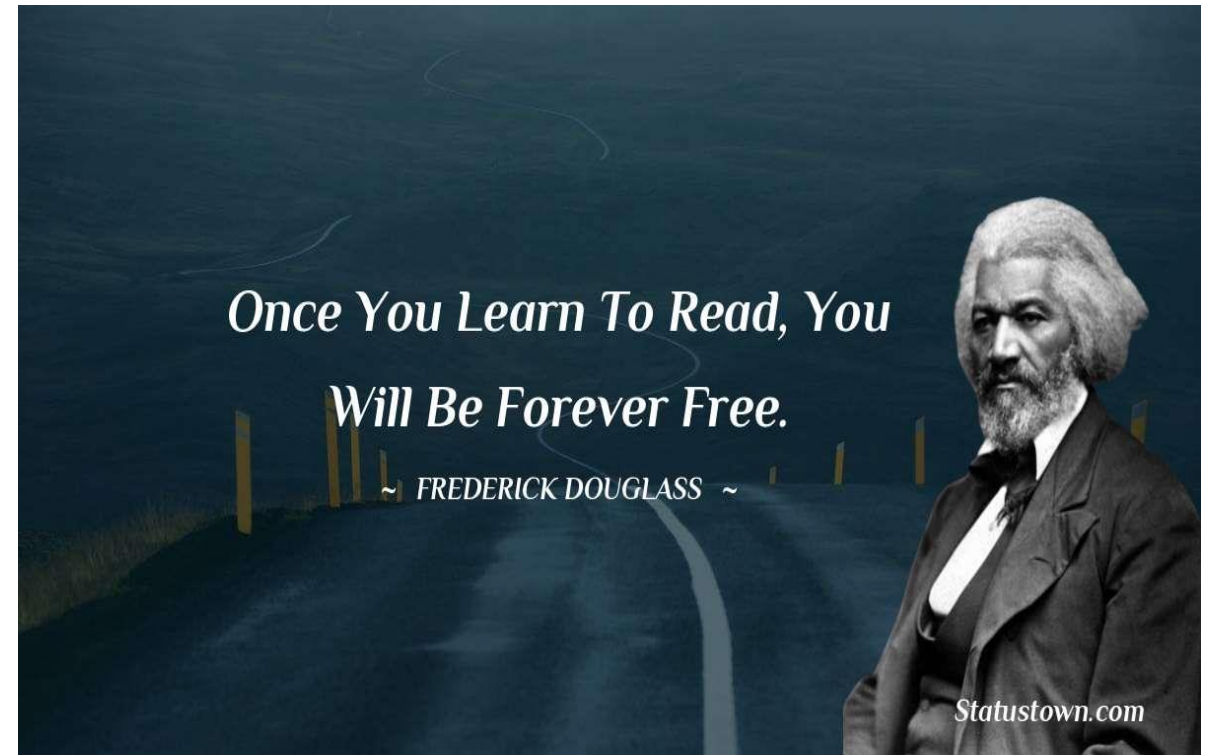
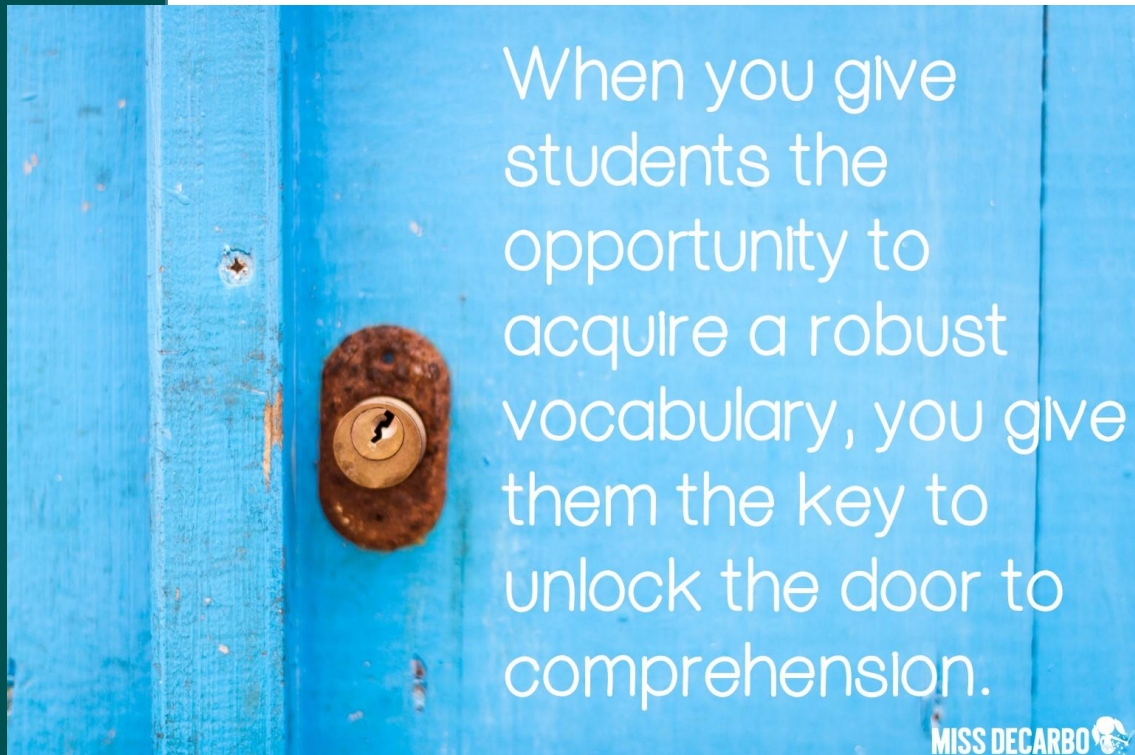
5 strands of literacy:

1. Reading for pleasure.
2. Reading for progress (reading to learn) .
3. Vocabulary.
4. Oracy (speaking and listening skills).
5. Writing (including grammar for clarity).



Vocabulary and Reading for Pleasure.

Why do they matter?
What can we all do to support our young people?



How can we get our children reading?

As good readers, we often don't realise the number of factors that we need to be expert in, in order to read well.

This means we often find it hard to understand why our children say that they, 'don't like reading'.

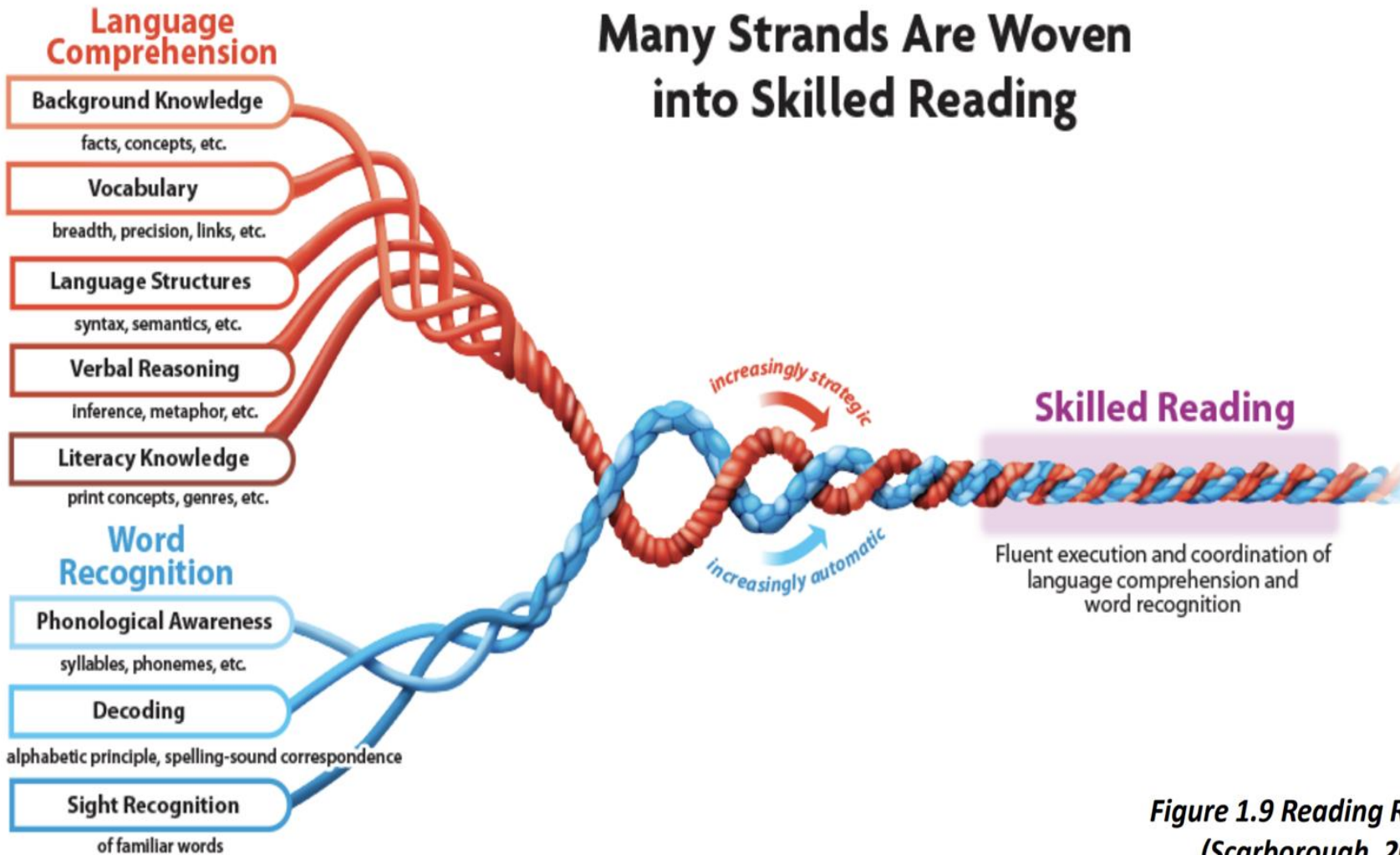


Figure 1.9 Reading Rope (Scarborough, 2001)

What can we do to make reading easier and more pleasurable for our children, so that they are more likely to do it?

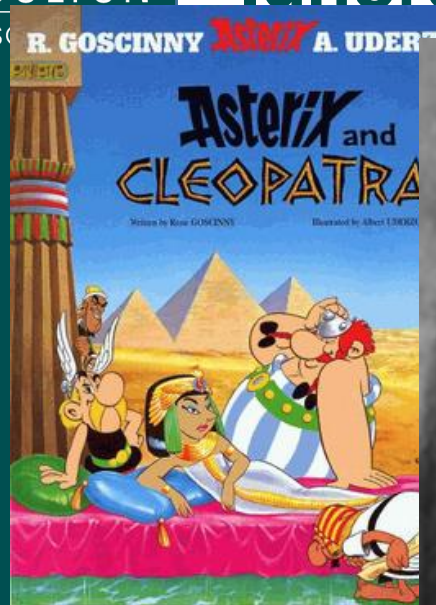
- Help them to gain vocabulary by making time to read or to **listen to audio books for 20 minutes a day (perhaps over breakfast or in the car) with them, this has the same impact on vocabulary as reading for 20 minutes a day. If they see you valuing it, it will help them value it.**
- Background knowledge can be a barrier to accessing complex texts. **Help them to access the texts that they are reading by watching films and TV shows from different time periods/cultures/about key world events.**
- Approximately 390,000 children in the UK have never owned a book, even more than this do not have reading modelled as a behavioural norm at home. **Expose them to a variety of literature and let them pick what interests them. BorrowBox can be a great way to provide a variety of texts for them if you can't get to the library in person.**



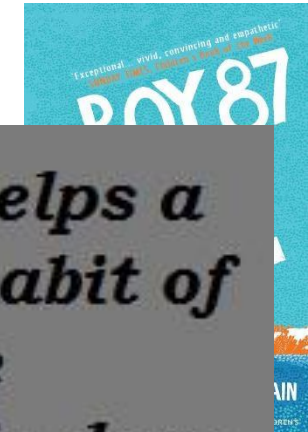
How do I find the right book for my child?

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Ignore literary snobbery! Ask, ask, ask!



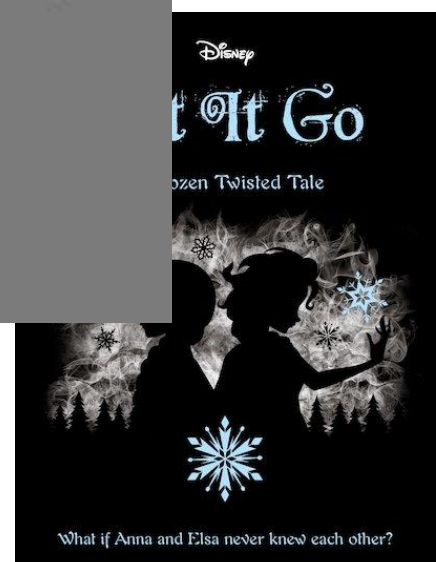
"Any book that helps a child to form a habit of reading, to make reading one of his deep and continuing needs, is good for him."
Maya Angelou



and interests!

Reading
pleasure

Be brave, pick complex themes



ould to be part of the
ansforming Lives
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Reading for
Pleasure

Nominations


The yoto Carnegies

Medal for Illustration & Shadowers' Choice Winner



the Tree and the River
CALDECOTT HONOR WINNER
AARON BECKER

Medal for Writing Winner



This is the story of Erik
he's very good at making
bad decisions

CROSSING THE LINE
TIA FISHER

Shadowers' Choice Medal For Writing Winner



The Boy Lost in the Maze
by Carnegie Medal shortlisted
Joseph Coelho
UK CHILDREN'S LAUREATE 2022-24
Illustrated by Kate Milner

2024 Medal Winners!

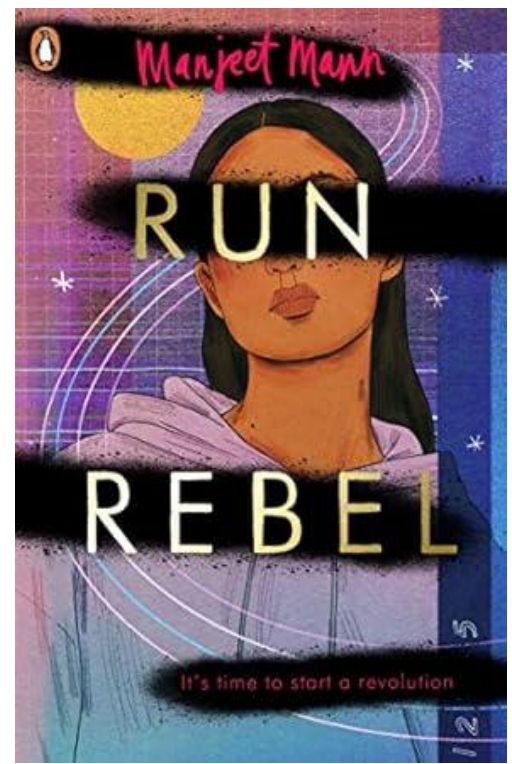
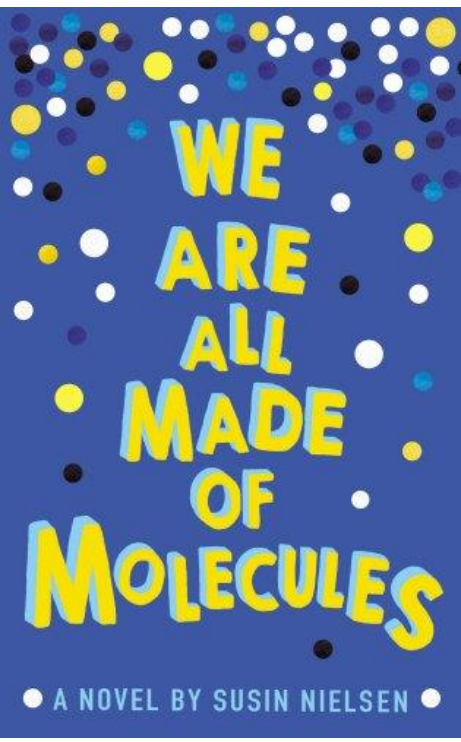
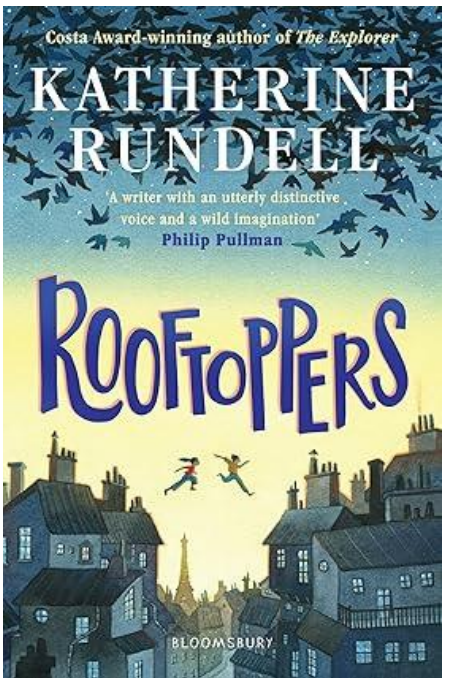
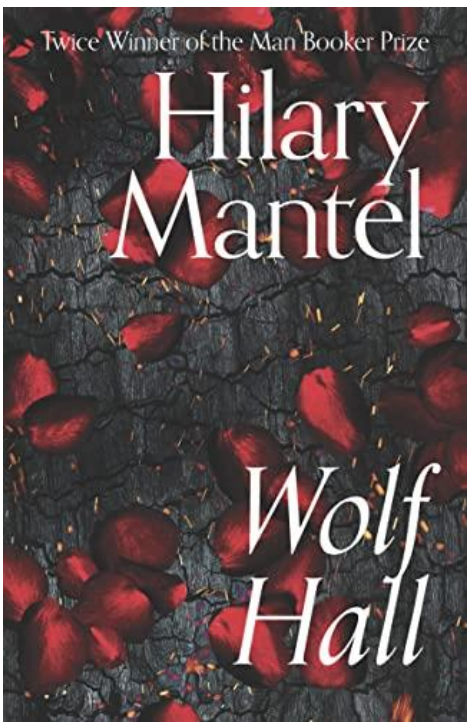
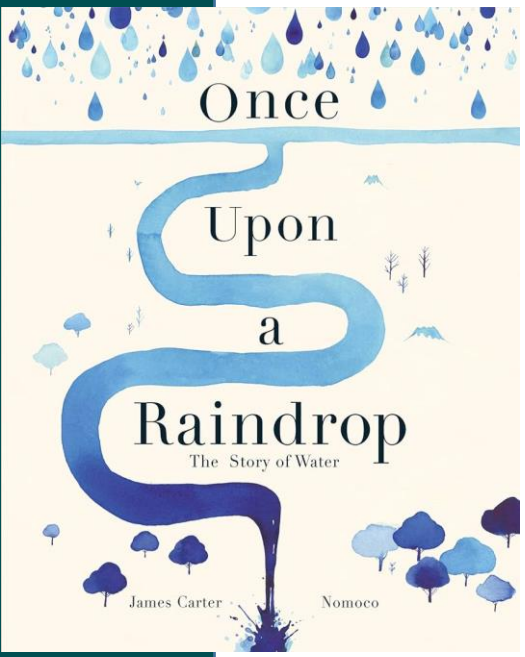
Monday
running c



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Coming Soon...

The Houlton Canon



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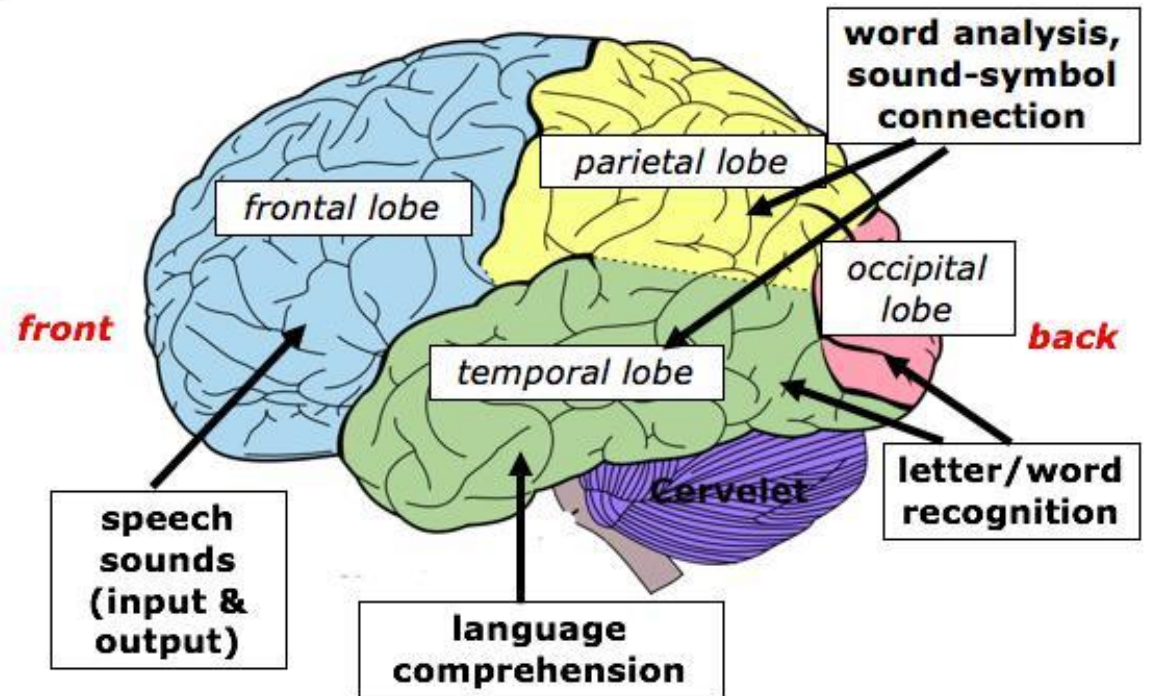
TL Proud to be part of the
Transforming Lives
EDUCATIONAL TRUST

Once we've found a book, how do I help my child to read?

As a species, we have only been reading for about 5,000 years. Our brains do not have an inbuilt neural system for reading and therefore different parts of the brain difficult, be 'hijacked' to read effectively.

In other words, reading is not natural, it will be a struggle. So, normalise struggle. Ensure that your child knows that it is ok for something to be difficult. and that great pleasure can be taken from struggling and then succeeding with something.

The Reading Brain
(the left hemisphere)



Bedrock Literacy - What is Bedrock?

Your child's vocabulary at age 4 is a reliable predictor of what they are likely to achieve at age 18. By using Bedrock Learning, your child's vocabulary and language skills will not be left to chance.

We believe that everyone deserves to expand their language and expand their world. Bedrock identifies where knowledge gaps exist and takes them on a journey to build their vocabulary and communication skills.

Bedrock is statistically proven to improve these elements of language by assessing, teaching, and reteaching your child these skills.

Bedrock Literacy - What is Bedrock?

Bedrock's core curriculum explicitly teaches Tier 2 vocabulary and curriculum-aligned grammar content through a range of fiction and non-fiction texts. The curriculum is personalised for each learner.

Vocabulary and grammar are learned best in the context of rich, authentic texts. The range of texts on the Bedrock platform ensures that learners regularly read fiction and non-fiction and also grow their cultural capital from the wide selection of topics on offer.

Bedrock allows us to map our Tier 3 vocabulary curriculum across the school and explicitly teach these key terms. It shows us which words are being learned, in which subjects, when and by whom. It drives our approach to improve disciplinary literacy.

All Bedrock progress data is fed right back to the teacher's inbox and allows staff and leadership teams to meticulously track language acquisition and literacy improvement in schools. The school's adoption of this challenging language curriculum forms one part of our whole school commitment to language and vocabulary growth for all learners.

How can parents get involved?

Step 1: Sit through one Bedrock lesson with your child. You'll get a clear idea of how long it should take them and the level they should be working at.

Step 2: If you have not done so already, create your Bedrock parent account. Visit this page if you need help: www.bedrocklearning.org/createparentaccount

Step 3: Visit <https://www.bedrocklearning.org/supportmychild>

Step 4: Download the talking prompts.

Step 5: Check the **word level data** and the **recent activity** report to monitor your child's progress. Congratulate them when they complete a topic- this will keep them motivated through the next one!



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Vocabulary /
Oracy

How can we help our children to increase their vocabulary?

1. Encourage your child to query any new words they come across

Whether they ask you for a meaning, identify it themselves by probing its context or look it up in a dictionary, make sure they don't feel embarrassed about finding out the meaning of strange words. Take time to explain a new word if they ask you, or enthusiastically find out its meaning together. Show interest and delight when they share a new word with you.

2. Talk constantly with your child

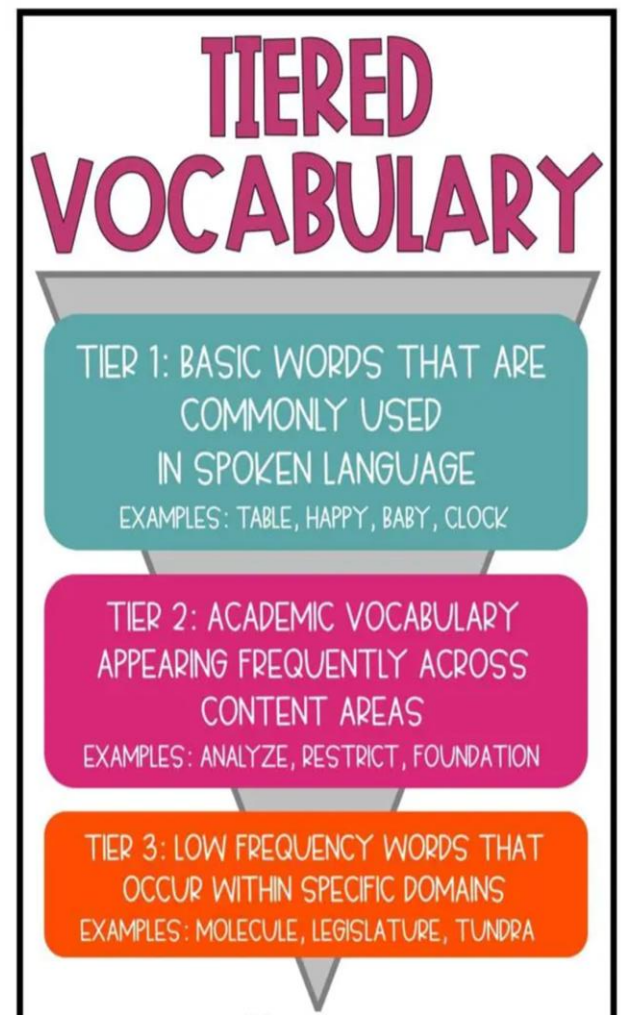
Stimulating parent-child conversations are known to be one of the main influencing factors on vocabulary development. You don't have to talk about anything exciting – if you're at a loss, just describe what happened to you earlier while your child was at school. Your child will have learned new words at school almost everyday – so ask them about it. Further afield – whether you're visiting a museum, a supermarket or boarding a train – talk about what you see and experience and look out for new words on signs and labels.

3. Have "two-way" conversations with your child

Don't just launch into a monologue when you talk to them. Make sure your chat develops into a conversation by asking your child open-ended questions about how their own day has gone (nothing is too mundane to be shared!). The more practice they get at articulating their thoughts and feelings the more confident they'll grow in using newly learned words.

4. Don't 'dumb down' your own vocabulary

Use as wide a vocabulary as you can. Whether you're using nouns to name new or unusual objects, or adjectives to describe emotions, there's no need to 'dumb down' your speech – aim to speak to them as if you're speaking to another adult. Academics call the type of challenging words that you can drop into everyday life Tier 2 words. These are the type of words your child will need to know in order to succeed at school, such as procedure, consistent and analysis.



How can you support your child with literacy?

To sum up:

- Get them on **Bedrock** – check their knowledge organisers on there and start using that vocabulary to help them to retain it.
- **Talk** – a lot!
- **Be a visible reader/listener yourself** – draw attention to any time you are reading, from recipes to articles on your phone. Be positive about this experience.
- Give them **book variety** without judgement of their choices.
- **Show passion, interest and excitement** when discussing literature and books.
- Use **audiobooks**.
- Use **TV and film** to increase cultural capital.





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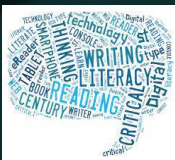
Matt Raffy - Head of Faculty: Modern Languages

Helping your child to learn Foreign Languages

Pourquoi?



¿Por qué?



Pourquoi?



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¿Por qué?

1. **Higher Employability and Pay:** Studies show that bilingual employees can earn 10–35% more than their monolingual peers..
2. **Expanded Career Opportunities:** Multilingual skills open up positions in international businesses, government agencies, education, healthcare, and beyond.. Employers particularly value candidates who can navigate diverse cultural contexts and communicate effectively with global partners.
3. **Cognitive and Personal Development:** Acquiring a new language enhances memory, decision-making, and multitasking abilities, while also delaying cognitive decline in later life.
4. **Cultural Awareness and Networking:** Being able to speak another language improves cultural and emotional intelligence, which is highly regarded by employers for fostering team-building and togetherness.
5. **Global Mobility:** Proficiency in additional languages facilitates international travel and relocation, creating opportunities for work in various countries and enabling remote roles that engage with international markets.

- [CareerAddict on the benefits of language learning](#)
- [EURES - European Job Mobility Portal](#)
- [Top Language Jobs Blog](#)



[Home](#) / [Research](#) / [News](#) / [Want more students to learn languages? Win over the parents, research suggests](#)

Research

[Research home](#)[News](#)[Our people](#)[Spotlights](#)[About research](#)[Business and enterprise](#)[Research impact](#)[Animal research](#)

Want more students to learn languages? Win over the parents, research suggests

“Parents influence children’s attitudes to languages far more than their teachers or friends, research finds.”

Language experiences, evaluations and emotions: analysis of structural models of multilingual identity for language learners in schools in England (Fisher et al. 2021)

Cultural Capital

Vocabulary

Phonics

Grammar

Languages Learning at Houlton School

Ways in which you can support your child to learn a Foreign Language

Let them be the experts

Use post-its

Give it a go

Quiz them

Get involved



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Engaging in STEM outside the Classroom

Jim Towey – Head of Faculty: Science

What is STEM?

- Science
 - Biology, chemistry, physics
- Technology
 - Design technology, computer science
- Engineering
 - Civil, aeronautical, chemical
- Maths
 - Statistics, calculus

Why are STEM subjects important?

- Job Demand
- Transferable Skills
- Analysing information

What can we do?

- Encourage students to complete homework
- Documentaries and Youtube videos
- Bring questions to school - ask your teachers



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How to develop intrinsic motivation



How to develop intrinsic motivation

EXPOSURE

The more prior knowledge you have, the more you understand. The more you understand, the more you want to learn.

How to develop intrinsic motivation

- 1) Be conscious of unconscious bias
 - Challenge stereotypes of careers and subjects being for “boys” or “girls”
 - Challenge young people to be aspirational beyond your own ambitions. “I was never any good at science” is highly damaging.
 - Look to actively promote diversity in STEM.

How to develop intrinsic motivation

2) Make it practical

STEM subjects bring theory and practical together and are equally as important as each other.

- Recreate (safe) experiments from YouTube
- Telescopes/microscopes
- Use your local butcher

Discuss the theory behind what you are looking at

How to develop intrinsic motivation

3) Curiosity and cultural capital

Children emulate adults in their life. Make STEM part of your family life.

- Watch documentaries together
- Go to museums
- Discuss current topics like climate change and space exploration
- Help with homework, even if you don't know



Thank you for supporting your child's STEM education



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How to make studying executive function friendly

Bal Dhadwal - Head of Faculty - Inclusion (SENDCo)

Executive Function...What is it?

A set of mental skills that help with planning, focusing attention, remembering instructions and managing multiple tasks.

These are like the brain's management system, enabling us to organise, prioritise and make effective decisions.

Core Functions



Working Memory

The ability to hold and manipulate information in our minds over short periods of time

Cognitive Flexibility

The ability to adapt to changing situations, shift thinking and see things from different perspectives

Inhibitory Control










The ability to regulate attention, behaviour and emotions, allowing us to stay on task and avoid distractions











Key Challenges with poor executive function.

- Difficulty starting tasks and staying focused
- Struggling to plan, organise and self monitor
- Limited self-advocacy; difficulty expressing needs
- Emotional overwhelm and communication breakdowns
- Rigid thinking; trouble adapting to change

How to make studying executive functioning friendly

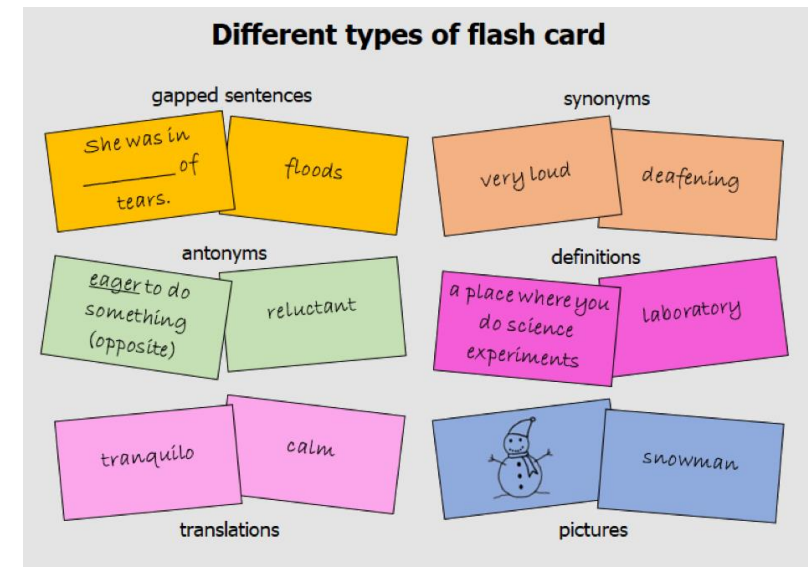
Have a plan in place - having a clear plan in place will make it easier to see and understand that everything can be done in a organised way.

Pupil	MON	TUES	WED	THURS	FRI	SAT	SUN
Week A	English 	History or Geography 	Computer Science 	Maths 	Language Nut 		
Week B	After School Club - Badminton	English 	Science 	Maths 	Language Nut 		

Pupil	MON	TUES	WED	THURS	FRI	SAT	SUN
Week A	Language Homework 	Tutor	Computing or Science  Check if I have any other HW	English 	History or Geography 	Maths  Check if I have any other HW	Rest day
Week B	Language Homework 	Tutor	Computing or Science  Check if I have any other HW	English 	History or Geography 	Maths  Check if I have any other HW	Rest day

Being Creative

Writing things down is one of the best ways to transfer information from short-term memory into long-term memory



Goals with a Twist

Set short term goals together and use a visual tracker to celebrate progress in real-time

Goals boost organisation and planning.

Homework Checklist

Homework Task or Assignment	Task Details What things do you need to do to complete the task?	Date Set	Date Due	Done
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	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>			<input type="checkbox"/>
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Start smart, Stay sharp

Use scripts and prompts to make a task initiation and transitions smooth.

You help them get started without hesitation

Create prompts: Develop simple cues like 'Now it's time to....'

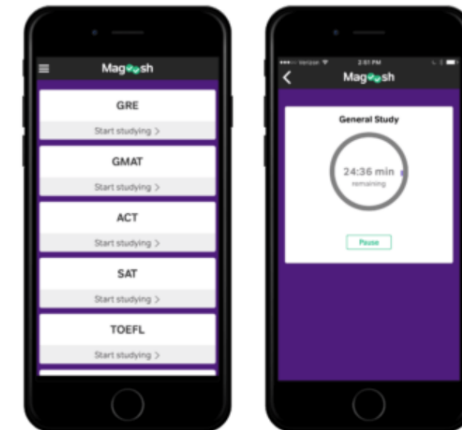
Practise together: use prompts in real tasks

Fade Support: reduce prompts as they gain confidence

Timed for Success

Use timers and alarms to build time management skills

Introduce a sand timer or countdown app to help manage anxiety around timed tasks



Finally,

Manageable steps

Homework Club - supported by
Inclusion Staff 3:15pm - 4:15pm

Take a break

Ask for support



HOULTON

SCHOOL

Thank you for listening