



Preparing for Success Information Evening



Preparing for Success Information Evening

Achieve Your Potential

Be Kind

Be On Time

Be Prepared

Give 100%





Exam Information

Helping students achieve success

Mrs C Duffy, Senior Deputy Headteacher

Mock Exams

Practicing to get it right

- Year 11 mock exams begin Monday 16th November and run for 2 weeks until Friday 27th November.
- Mock MFL speaking exams are the 1st – 2nd December and 9th - 10th February.
- Art mock exam is the 10th December (9th December for smaller group).
- All subjects offer at least one paper to give students a taste of what to expect in timed exam conditions.
- Teachers go through the papers with the students with opportunities to reflect on areas of strength and areas of development to aid revision.
- There will be a mock exam results day on Monday 14th December.
- Year 11 Autumn report comes home Monday 14th December and will provide the most up to date prediction of final grades based on mock exam performance and teacher judgement from classwork.

Once the mocks are over, we turn the focus to the real exams...

Year 11 Mock Exams Timetable November 2026

Week 2

	Monday 16 th November	Tuesday 17 th November	Wednesday 18 th November	Thursday 19 th November	Friday 20 th November
Reg 8.35 – 9.00	Register in Tutor Groups and go straight to Exam Room for 8.45am or lessons as normal	Register in Tutor Groups and go straight to Exam Room for 8.45am or lessons as normal	Register in Tutor Groups and go straight to Exam Room for 8.45am or lessons as normal	Register in Tutor Groups and go straight to Exam Room for 8.45am or lessons as normal	Register in Tutor Groups and go straight to Exam Room for 8.45am or lessons as normal
Lesson 1 9.05 – 10.00	8.45am start English Language Paper 1	8.45am start Biology / Combined Science Biology	8.45am start Maths non-calculator	8.45am start English Literature Paper 1	8.45am start Chemistry / Combined Science Chemistry
Lesson 2 10.05 – 11.00	1 hr 45 mins	1 hr 45 mins / 1 hr 15 mins	1hr	1 hr 45 mins	1 hr 45 mins / 1 hr 15 mins
Break time 11.00 – 11.15					
Lesson 3 11.20 – 12.20	Lessons as normal	Lessons as normal	Lessons as normal	Lessons as normal	Lessons as normal
Lesson 4 12.25 – 13.25	All students to register for Lesson 4. Students with afternoon exam - Lunch 12.40 – 1.10	All students to register for Lesson 4. Students with afternoon exam - Lunch 12.40 – 1.10	All students to register for Lesson 4. Students with afternoon exam - Lunch 12.40 – 1.10	All students to register for Lesson 4. Students with afternoon exam - Lunch 12.40 – 1.10	All students to register for Lesson 4. Students with afternoon exam - Lunch 12.40 – 1.10
	Normal lesson if no afternoon exams	Normal lesson if no afternoon exams	Normal lesson if no afternoon exams	Normal lesson if no afternoon exams	Normal lesson if no afternoon exams
Normal Lunch 13.25 – 14.05	1.15pm start French Listening	1.15pm start GCSE PE Paper 1 CNAT Sport Studies	1.15pm start History Paper 2: History Around Us	1.15pm start Geography	1.15pm start Music Listening
Lesson 5 14.10 – 15.11	F: 45 mins H: 60 mins	1 hr 15 mins	1 hr	1 hr	1 hr 30 mins

	Monday 23 rd November	Tuesday 24 th November	Wednesday 25 th November	Thursday 26 th November	Friday 27 th November
Reg 8.35 – 9.00	Register in Tutor Groups and go straight to Exam Room for 8.45am or lessons as normal	Register in Tutor Groups and go straight to Exam Room for 8.45am or lessons as normal	Register in Tutor Groups and go straight to Exam Room for 8.45am or lessons as normal	Register in Tutor Groups and go straight to Exam Room for 8.45am or lessons as normal	Register in Tutor Groups and go straight to Exam Room for 8.45am or lessons as normal
Lesson 1 9.05 – 10.00	8.45am start Drama	8.45am start Physics / Combined Science Physics	8.45am start Religious Studies Paper 1: Christianity & Buddhism	8.45am start Food Preparation & Nutrition	8.45am start Design & Technology
Lesson 2 10.05 – 11.00	1 hr 45 mins	1hr 45 mins / 1hr 15 mins	1 hr 45 mins	1hr 45 mins	2 hrs
Break time 11.00 – 11.15					
Lesson 3 11.20 – 12.20	Lessons as normal	Lessons as normal	Lessons as normal	Lessons as normal	Lessons as normal
Lesson 4 12.25 – 13.25	All students to register for Lesson 4. Students with afternoon exam - Lunch 12.40 – 1.10	All students to register for Lesson 4. Students with afternoon exam - Lunch 12.40 – 1.10	All students to register for Lesson 4. Students with afternoon exam - Lunch 12.40 – 1.10	All students to register for Lesson 4. Students with afternoon exam - Lunch 12.40 – 1.10	All students to register for Lesson 4. Students with afternoon exam - Lunch 12.40 – 1.10
	Normal lesson if no afternoon exams	Normal lesson if no afternoon exams	Normal lesson if no afternoon exams	Normal lesson if no afternoon exams	Normal lesson if no afternoon exams
Normal Lunch 13.25 – 14.05	1.15pm start French Writing	1.15pm start Business Paper 1: Business Activity, Marketing & People (With Calculator)	1.15pm start Maths Calculator	1.15pm start Citizenship Paper 2: Life in Modern Britain & Rights and Responsibilities	1.15pm start French Reading
Lesson 5 14.10 – 15.11	F: 1 hr 15 mins H: 1 hr 20 mins	1 hr 30 mins	1 hr	1 hr 45 mins	F: 45 mins H: 60 mins

Exam Season

Year 11 Exams and NEA Deadlines 2026 – 2027

Exams and Practical Exams

16th – 27th November 2026

Mock Exams

1st – 2nd December 2026

MFL Mock Speaking Exams No. 1

9th – 10th December 2026

Art Practical Mock Exams

w/c 8th February 2027 (day to be confirmed)

Drama Practical Exam

9th – 10th February 2027

MFL Mock Speaking Exams No.2

22nd & 24th February and 1st & 3rd March 2027

Food & Nutrition Practical Exams (NEA 2)

20th – 21st April 2027

Art Practical Exam (M+)

22nd – 23rd April 2027

Art Practical Exam

27th – 28th April 2027

MFL Speaking Exams

NEA / Coursework Deadlines

GCSE Art & Design	NEA 1 & 2 – 23 rd April 2027
Design & Technology	NEA due March 2027
Drama	NEA Written elements final submission – 5th November 2026
Food Preparation & Nutrition	NEA 1: 16 th October 2026 NEA 2: 23 rd March 2027
Music (Final recording)	20 th January 2027 INTEGRATED PROJECT SOLO Performance 20 th January 2027 INTEGRATED PROJECT COMPOSITION No. 1 3 rd February 2027 PRACTICAL PORTFOLIO ENSEMBLE 3 rd February 2027 PRACTICAL PORTFOLIO COMPOSITION No. 2
GCSE Physical Education	NEA Coursework – 8 th January 2027 Video evidence – 8 th January 2027
CNAT Sport Studies	Leadership deliveries – w/c 9 th November 2026

The real exams

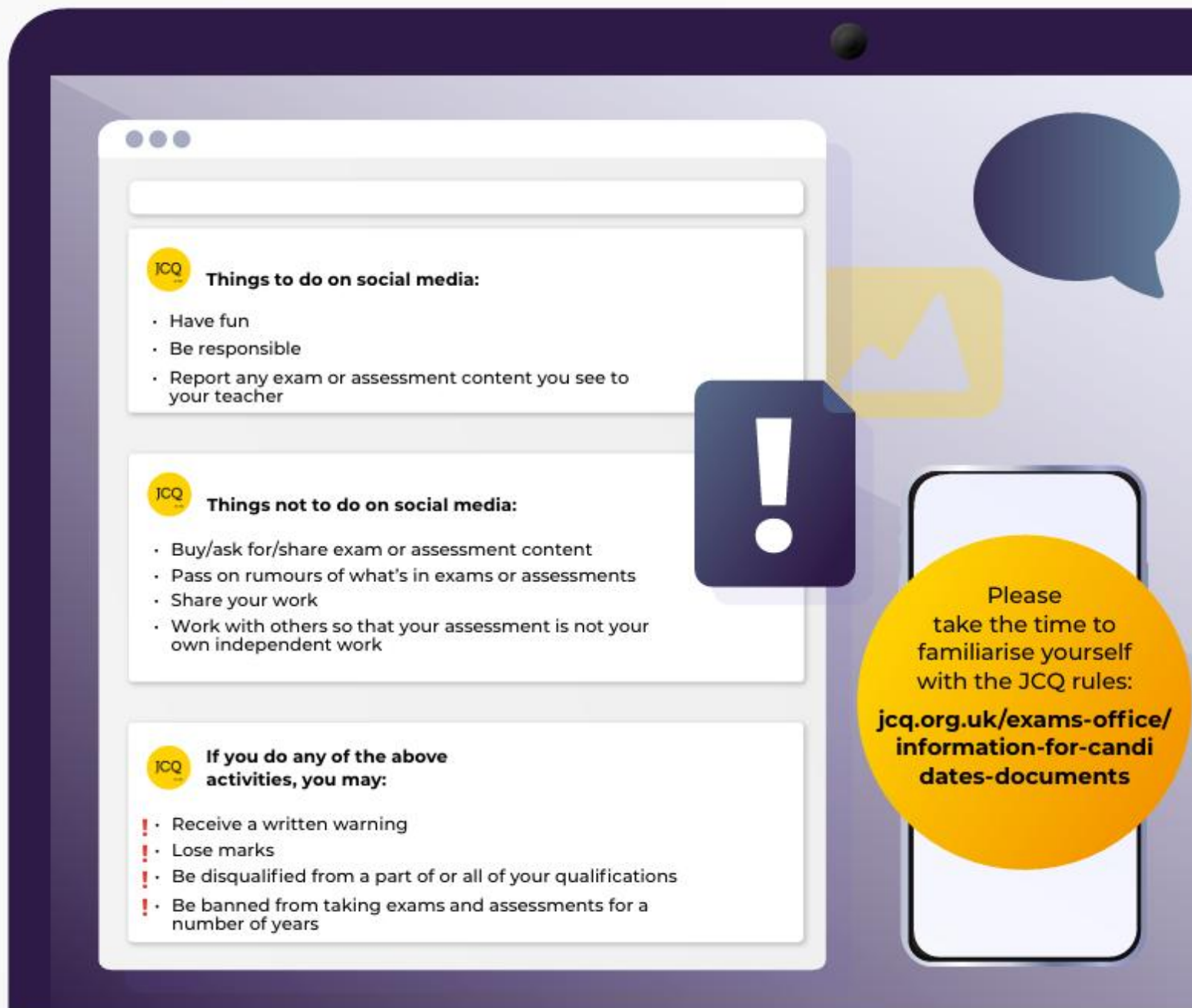
- These dates may flex slightly based on work completed but should be accurate within a day or two. Any changes, if needed, will be communicated to students by the class teacher.
- Subjects with NEAs (Non-Exam Assessment) have separate deadlines for controlled assessments. The NEAs are carefully checked for plagiarism and account for a % of the final grade. For Art, teachers can only share a raw score not a grade as it is 100% NEA.
- **GCSEs** fully begin on the **10th May** and run until the **23rd June**.
- Do not take holiday during these times or book appointments (medical or otherwise).
- Students will receive an assembly and bring home a booklet on exam rules and expectations. Please reinforce at home!
- Students must be available to sit an exam on the exam contingency day (**Wednesday 23rd June all day**).

Equipment needed

- Clear pencil case
- Calculator – not A-Level. Must be suitable for GCSE (see Maths teacher if unsure)
- Maths equipment
- Clear/transparent water bottle (no writing or motifs)
- Full school uniform (no hoodies!)
- Black pens and HB pencil (no blue ink allowed)
- No phones, watches, earbuds, smart glasses or electronic equipment of any kind permitted in the exam rooms

While we like to share our experiences online, when it comes to exams and other assessments, we have to be careful.

- Sharing ideas online can be helpful when you're studying or revising
- However, sharing certain information (see information on the right) can break the rules and could affect your results
- If you're not sure what you can and can't discuss online, check with your teacher
- If you receive exam content on social media, you must tell your teacher
- Don't be caught out by scammers selling fake exam papers



Things to do on social media:

- Have fun
- Be responsible
- Report any exam or assessment content you see to your teacher



Things not to do on social media:

- Buy/ask for/share exam or assessment content
- Pass on rumours of what's in exams or assessments
- Share your work
- Work with others so that your assessment is not your own independent work



If you do any of the above activities, you may:

- Receive a written warning
- Lose marks
- Be disqualified from a part of or all of your qualifications
- Be banned from taking exams and assessments for a number of years

Please take the time to familiarise yourself with the JCQ rules:

[jqc.org.uk/exams-office/information-for-candidates-documents](https://www.jcq.org.uk/exams-office/information-for-candidates-documents)



What is AI?

- AI stands for artificial intelligence and using it is like having a computer that thinks
- AI tools like ChatGPT or Snapchat My AI can write text, make art and create music by learning from data from the internet, but watch out – they can also make things up and be biased



How can AI be misused in assessments?

AI misuse is when you take something made using AI and say it's your own work.

THIS IS CHEATING!



How do I make sure I don't misuse AI?



1 Know the rules

- You're **not allowed** to use AI tools when you're in an exam
- Your teachers will tell you if you're allowed to use AI tools when doing your coursework – the rules will depend on your qualification
- Even if you're allowed to use AI tools, you can't get marks for content just produced by AI – your marks come from showing your own understanding and producing your own work

2 Reference reference reference!

- If you're allowed to use AI tools, you must reference them clearly
- Name the AI tool you used
 - Add the date you generated the content
 - Explain how you used it
 - Save a screenshot of the questions you asked and the answers you got

3 Declare it's all your own work

– When you hand in your assessment, you have to sign a declaration. Anything without a reference must be all your own work. If you've used an AI tool, don't sign the declaration until you're sure you've added all the references

REMEMBER

Misusing AI is cheating!

Know the rules

Talk to your teachers

Reference clearly

What happens if I misuse AI?

If you've misused AI, you could lose your marks for the assessment – you could even be disqualified from the subject.

DON'T RISK IT!



What is AI?

AI stands for artificial intelligence and can be used to create text, images, videos, music and artwork based on instructions given to an AI tool.



What is an AI tool?

AI tools are applications, such as ChatGPT, Snapchat My AI, Google and Google translate. There are many more!*



*The list of certain suppliers of AI-related products is for information purposes only and does not constitute an endorsement by JCQ and awarding bodies. It is each centre's responsibility to investigate and verify any suppliers they use, including any terms and conditions which govern the sale or use of the supplier's products. The list provided is not exhaustive.

When can I use AI?

- Your teachers may use it in class when teaching the course, but remember teaching in the classroom is not an exam!
- There are some assessments where you can use AI – your teachers will tell you if you can or cannot use an AI tool.
- Remember, the rules are different for different assessments and subjects, so always check with your teachers first!
- When an AI tool is allowed, **you must acknowledge**** the AI tools and the material produced by the AI tool that you have used in your work. If you do not acknowledge AI use, it will be **considered as cheating**.



When can I not use an AI tool?

- AI tools cannot be used in an exam or any other assessment where exam rules apply.
- This is what exam boards call **AI misuse and is a form of cheating**.

**Acknowledgment – When producing a piece of work, if you use the same wording as a published source, you must place quotation marks around the passage and state where it came from. This is known as referencing. You must make sure that you give detailed references for everything in your work which is not in your own words, for example, ChatGPT 3.5 (<https://openai.com/blog/chatgpt/>), 25/01/2023.

IF YOU USE AN AI TOOL, YOU CANNOT GET MARKS FOR WHAT THE AI TOOL HAS PRODUCED, AS IT IS NOT YOUR OWN WORK



If I'm allowed to use AI, how is this breaking the rules?

- AI misuse is when you use an AI tool in an exam or assessment where you are not allowed to; and/or
- Where you use an AI tool to create work and then say it's your own.



How to make sure you don't misuse AI

DECLARE

- Remember to sign your declaration form when handing in your work for final assessment.
- Your signature on the declaration form tells your teacher and the exam board that you are saying all the work you're handing in is your own.
- If you have used an AI tool, **you must declare***** that you have used it before signing the declaration form!

***Declare – this means that when you submit your work for marking, the awarding body will normally require you to sign an authentication statement confirming that you have read and followed the regulations.

ACKNOWLEDGE

If you are allowed to use an AI tool in your assessment (remember to check!), you must do the following:

- reference the AI tool you have used
- give the date of when the AI tool generated the content
- give details of how you used it.
- save screenshots of what you have asked or instructed the AI tool to do and what answer the AI gave you, and include this with the work submitted.



Warning to candidates



 AQA	 City & Guilds	 CCEA	 OCR	 Pearson	 WJEC
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1

You **must** be on time for all your examinations.

2

Possession of a mobile phone or other unauthorised material **is not allowed** even if you do not intend to use it. You will be subject to penalty and possible disqualification from the exam/qualification.

3

You **must not** talk to, attempt to communicate with or disturb other candidates once you have entered the examination room.

4

You **must** follow the instructions of the invigilator.

5

You **must not** sit an examination in the name of another candidate.

6

You **must not** become involved in any unfair or dishonest practice in any part of the examination.

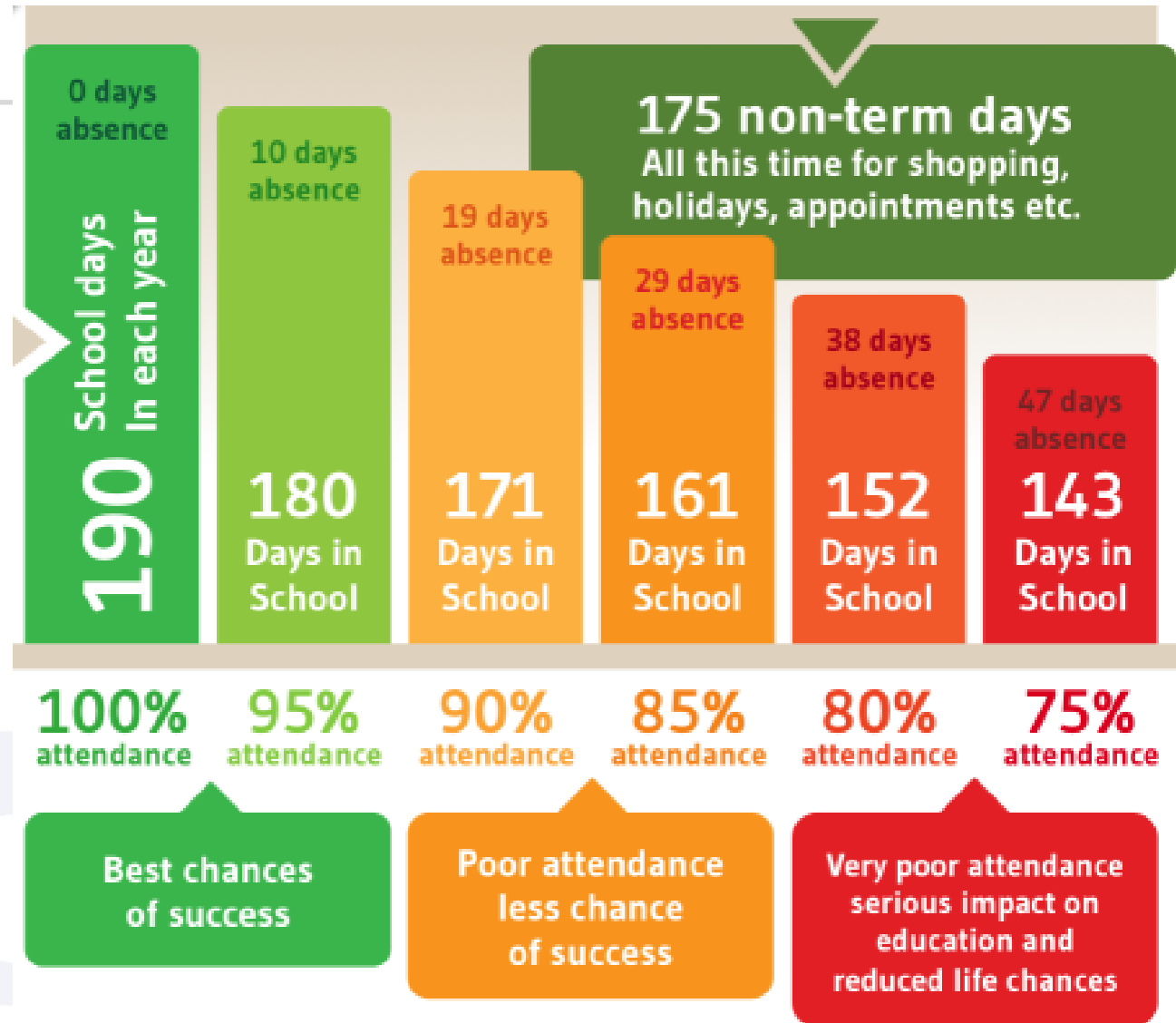
7

If you are confused about anything, only speak to an invigilator.

The *Warning to candidates* must be displayed in a prominent place outside each examination room. This may be a hard copy A3 paper version or an image of the poster projected onto a wall or screen for all candidates to see.

Attendance

- You need to be here to learn!
- Post-16 applications require an attendance figure.
- 95% attendance – sounds good but it means 10 days of learning lost. That's 50 lessons!



*Thank you for your time.
Further information and support can be found
in the exams area of the college website or
email: uccexams@ucc.rutland.sch.uk*



Revision support for parents

Helping students achieve success

Miss R Nash, Assistant Headteacher

Our approach to successful revision

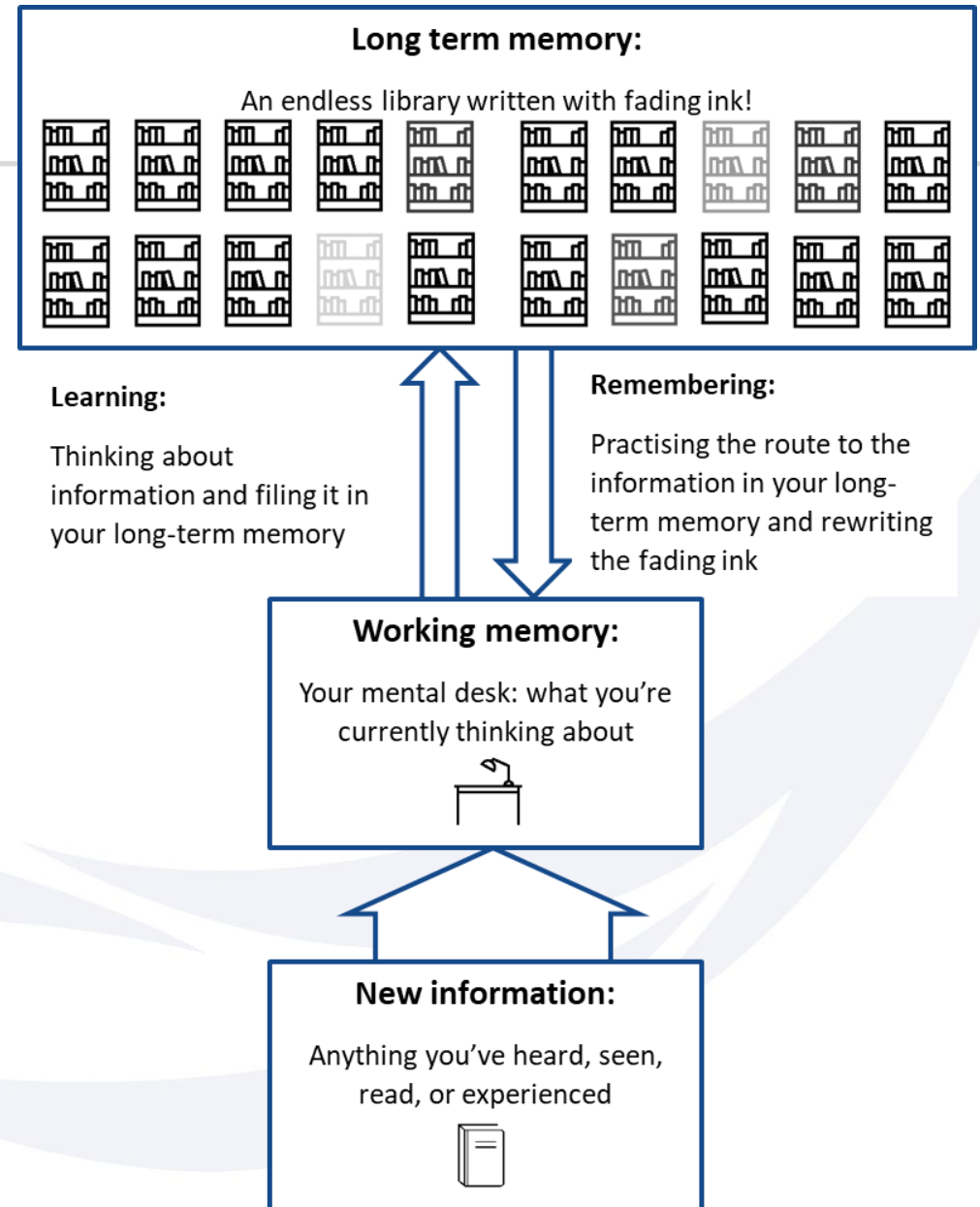
The science of learning

Cognitive load theory – the working memory can only hold 3-5 new pieces of information at any one time.

Knowledge acquisition - relies on the transfer of information from working memory to long-term memory.

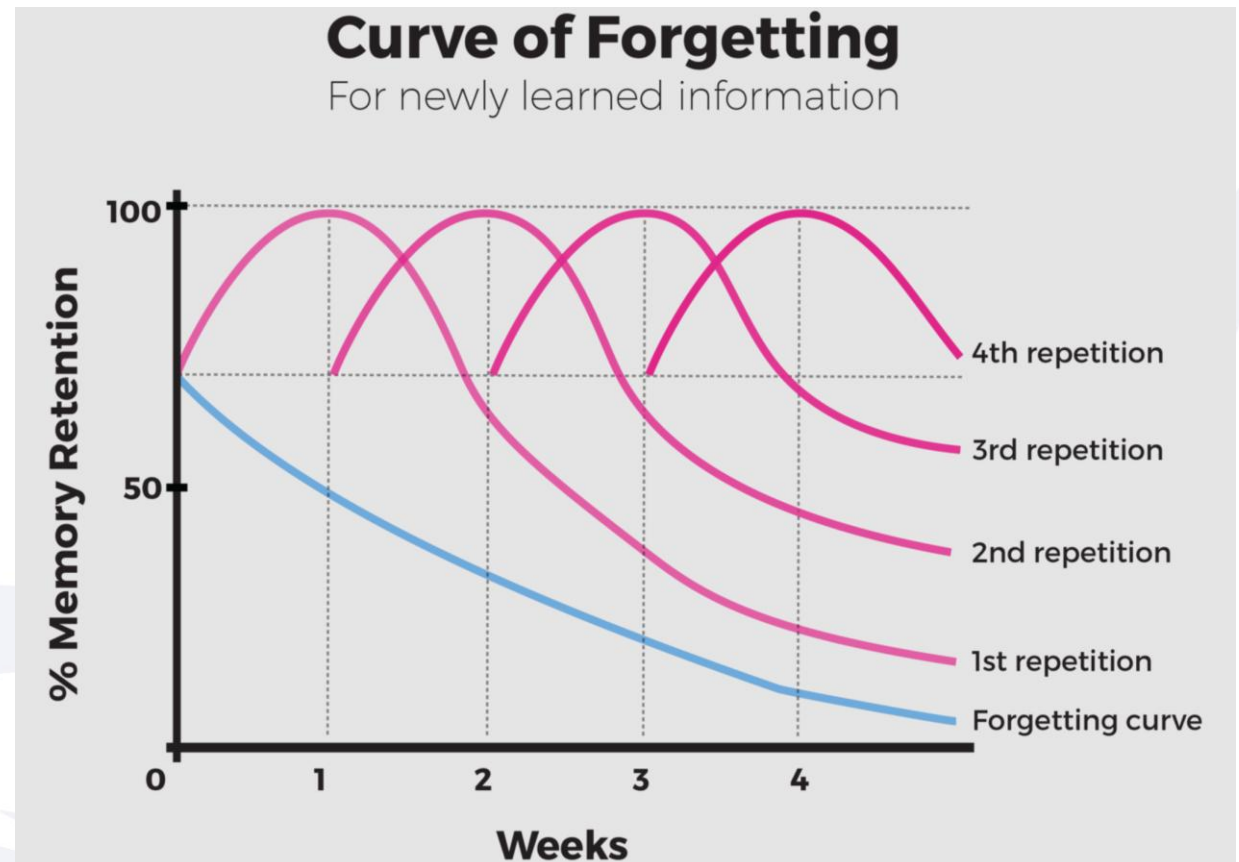
Schema building – connecting new information to information you already know.

Retrieval – recalling information from your long-term memory. Interrupts the forgetting.



Retrieval to stop forgetting

- Regular **spaced** review and revision is needed to stop the forgetting and embed knowledge in your long-term memory.
- This involves **retrieval**.
- In order for retrieval to work your memory needs to work hard to remember the information – just re-reading notes does not work!
- Testing, quizzing and summarising information into new formats (e.g. mind maps, dual coding) are all effective.
- Revision timetables should allow for spaced study with repetition.



Creating an effective revision space...

When creating a space to revise...

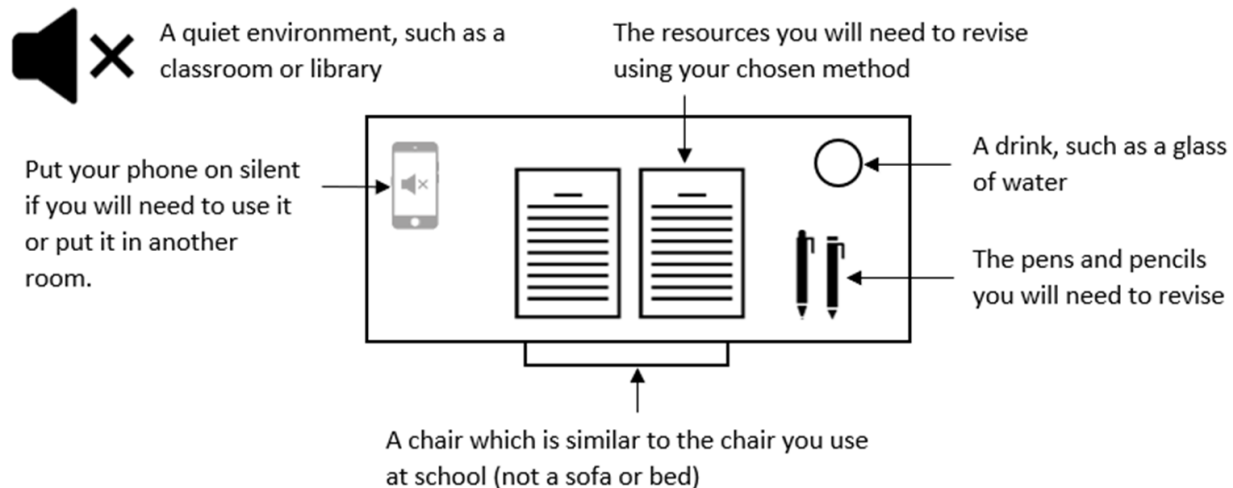
Do:

- ✓ ...work in a tidy environment where you have the tools you need to revise effectively.
- ✓ ...work in a quiet environment.
- ✓ ...put your phone in another room or use an app on your phone which blocks social media.
- ✓ ...work in a space which you only use for home study, schoolwork or revision.

Don't:

- X ...work in a cluttered environment.
- X ...distract yourself with (loud) music or noise.
- X ...work near your phone or other devices which can access social media.
- X ...work in the same space where you relax.

An example of an effective revision space:



Wellbeing

The exam period can be a busy and stressful time for students so it is important that they look after their mental and physical health.

Eat - don't skip meals or drinks as it will reduce concentration.

Sleep – tiredness has a very negative impact on concentration, performance and memory.

Exercise – building activity into your revision can help improve concentration and make you sleep better.

Relax – make time to switch off and do something enjoyable.

WHEN REVISING – DOs AND DON'Ts

Do create a clutter and distraction free area for you to study in.

Do get into a regular routine, revise in short chunks of 30 minutes and take breaks.

Do put away your mobile phone or turn off notifications.

Don't revise late at night or when you are tired.

Don't revise for long periods of time with no break.

Don't listen to music with lyrics when revising as it will distract you.

Revision timetable

Creating an effective revision timetable

When deciding what to revise:

Do:

- ✓ ...gather information about the topics which you need to revise.
- ✓ ...break subjects and topics down into manageable chunks.
- ✓ ...revise topics which you don't enjoy or which you find difficult.
- ✓ ...keep a record of the topics you have chosen to revise and the revision you have completed for those topics.

Don't:

- X ...spend more time making lists of what to revise than actually revising.
- X ...write down entire subjects or topics as areas to revise.
- X ...revise topics you enjoy or topics in which you are already successful.
- X ...expect yourself to remember the areas which you need to revise.

What topics **don't** I enjoy or feel success in?

What does my teacher think I need to revise?

What are my weakest areas on platforms like Educake?

In which topics or questions did I struggle in my last assessment?

Use interleaving throughout, revising more than one topic each session.

Example of a revision timetable

- Stay organised and focused
- Make sure every subject is covered
- Balance revision with hobbies, exercise, and relaxation
- Prioritise topics that need the most improvement
- Build confidence by tracking your progress

Step by step guide on the revision area of the website here:
[Uppingham Community College – Creating a Revision Timetable](#)

Example of a revision timetable

≡ REVISION TIMETABLE ≡

NAME: _____ WEEK COMMENCING: _____

DAY	MORNING (9:00am – 12:00pm)	AFTERNOON (12:00pm – 5:00pm)	EVENING (5:00pm – 9:00pm)	NOTES
MONDAY				
TUESDAY				
WEDNESDAY				
THURSDAY				
FRIDAY				
SATURDAY				
SUNDAY				

GOALS FOR THE WEEK:

REVISION TIMETABLE

NAME: _____ WEEK COMMENCING: _____

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
8:00 – 9:00							
9:00 – 10:00							
10:00 – 11:00							
11:00 – 12:00							
12:00 – 1:00							
1:00 – 2:00							
2:00 – 3:00							
3:00 – 4:00							
4:00 – 5:00							
5:00 – 6:00							
6:00 – 7:00							
7:00 – 8:00							
8:00 – 9:00							
9:00 – 10:00							

SUBJECT COLOURS / CATEGORIES

SUBJECT: _____	SUBJECT: _____	SUBJECT: _____	SUBJECT: _____	SUBJECT: _____	SUBJECT: _____	SUBJECT: _____
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NOTES / GOALS

Example of a revision timetable

REVISION TIMETABLE

NAME: Rosie Nash

WEEK COMMENCING: 30th Sept 2026

DAY	MORNING (9:00am - 12:00pm)	AFTERNOON (12:00pm - 5:00pm)	EVENING (5:00pm - 9:00pm)	NOTES
MONDAY	School	School	Science - Biology revision notes/netball	Focus on weak areas
TUESDAY	School	School	English - Read and annotate	Mind map key dates
WEDNESDAY	School	School	Maths - Mixed questions/gym	Revise key formulas
THURSDAY	School	School	History - Timeline revision	Create flashcards
FRIDAY	School	School	Science - Quick recap/ dinner out	Test myself tomorrow
SATURDAY	Past paper - Maths	History - Source analysis	Review mistakes and notes	
SUNDAY	Light revision - Summary notes	Plan next week	Relax and get ready	

GOALS FOR THE WEEK:

- Complete one past paper for Maths and English
- Improve understanding of key science topics
- Revise a little every day and stay consistent

Recommended strategies

Practice questions

- Strengthen knowledge and improve long-term memory through active recall
- Build confidence with exam-style questions and unfamiliar tasks
- Complete questions independently, then check and review answers
- Identify weaker topics and focus revision where it is needed most
- Practise regularly under exam conditions to improve performance and confidence in assessments

PRACTICE QUESTIONS

PRACTICE MORE. LEARN BETTER. SUCCEED.

WHY YOU SHOULD DO PRACTICE QUESTIONS

- Practice questions allow you to **develop fluency, embed knowledge and skills** in long term memory.
- They are useful to **assess your current strengths and weaknesses**.
- They also allow you to familiarize yourself with **what is expected in exams**.
- They also help you **apply knowledge to new situations** and become more confident tackling unfamiliar formats.

HOW TO USE PRACTICE QUESTIONS EFFECTIVELY

- Find appropriate level questions (with answers) using the open drive, Dr Frost, Seneca, exam boards etc.
- Attempt each question without notes or any form of help.
- Check your answers.
- Make a note of topics which need further practice.

TOP TIPS FOR GETTING THE MOST OUT OF PRACTICE QUESTIONS

- Replicate the conditions that you need to be able to succeed in; Try the questions without help, using the same time you would be allowed.
- Check answers regularly (particularly when starting a new skill). However, you should only check the answers once you've made your best attempt at the question.
- Practise the same skill multiple times, particularly for more challenging topics.
- If you struggle with a skill then set aside time to practise it potentially using help from teachers or videos or notes to help you.
- Focus this work on topics you find more difficult, rather than repeating skills you have already mastered.
- Ensure you practise a mix of topics covering the full spectrum of the course.

WHY PRACTICE QUESTIONS HELP YOU LEARN BETTER

They promote **active recall** and **strengthen neural pathways** associated with long-term memory.

The more you practise retrieving information, the easier it becomes to **remember it under pressure**.

EXAM FAMILIARITY = EXAM SUCCESS

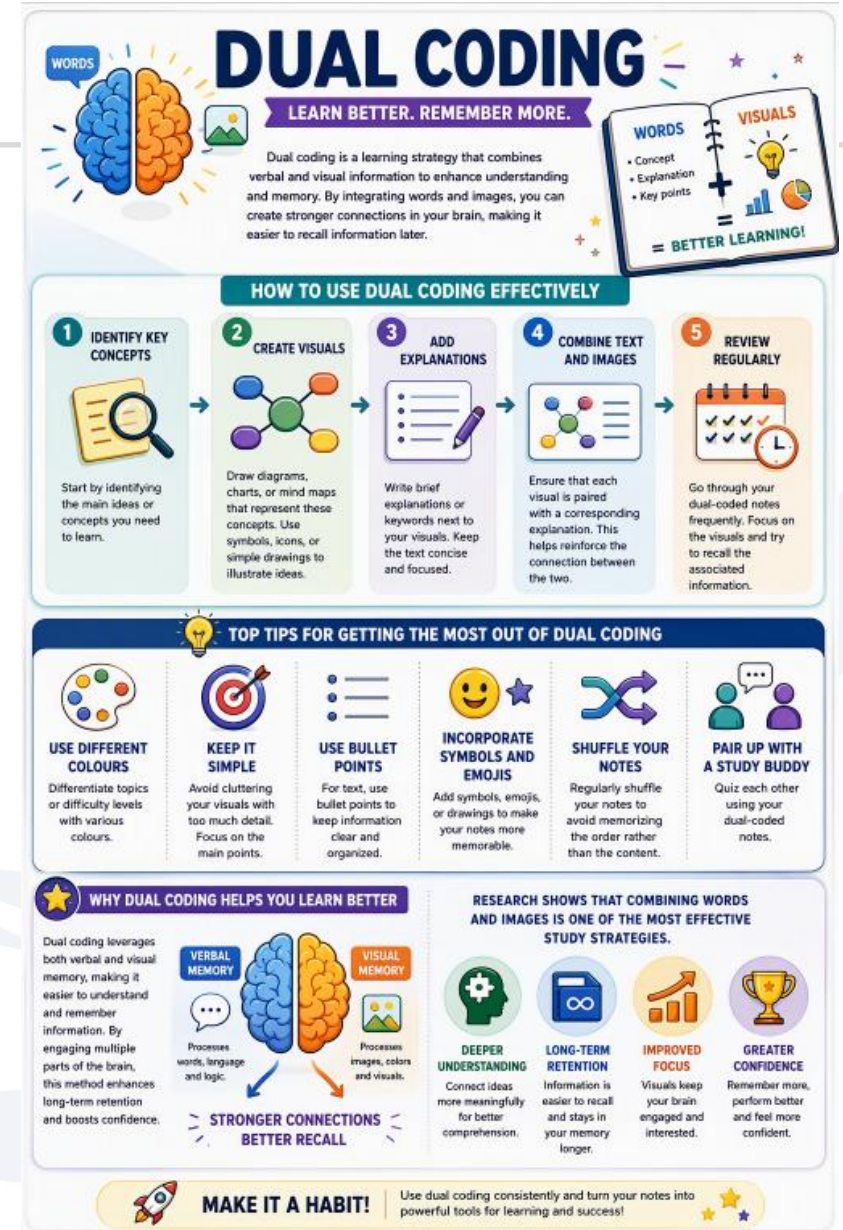
Practice questions will familiarise you with what exam questions look like and give you experience completing them in similar conditions to an exam.

This makes you **more likely to succeed** in exam conditions.

CONSISTENT PRACTICE TODAY BUILDS CONFIDENCE, MASTERY AND SUCCESS TOMORROW!

Dual coding

- Combines words and visuals to improve understanding and memory
- Turn key ideas into diagrams, mind maps, charts or simple sketches
- Add brief keywords or explanations alongside each visual
- Link images and text together to strengthen recall
- Review your visual notes regularly to improve long-term retention and recall under pressure



Flash cards

- Flash cards use a question, keyword or image on one side and the answer on the other
- A powerful way to test yourself and strengthen memory through active recall
- Review cards regularly, focusing on those you find difficult
- Say answers out loud to improve understanding and retention
- Sort cards into "Know it", "Unsure", and "Need to learn" to target revision effectively

WHAT ARE FLASH CARDS?

Flash cards are powerful tools for self-testing. On one side, you write a question, keyword, or image; on the other side, the answer or definition. They are quick to make, easy to carry, and brilliant for practising recall across all subjects.

WHY FLASH CARDS HELP YOU LEARN BETTER

Flash cards are based on **retrieval practice**: making your brain recall something from memory. This strengthens the memory and makes it easier to recall later.

- Improves long-term retention
- Builds confidence
- Research shows active recall is one of the most effective study strategies.

HOW TO USE FLASH CARDS EFFECTIVELY

1. Write a clear question, keyword, or image on the front of the card.
2. Write the answer or explanation on the back.
3. Go through your flash cards regularly, especially focusing on the ones you get wrong.
4. Speak your answers out loud to engage multiple parts of your brain.
5. Sort cards into groups: 'I know this', 'I'm unsure', and 'I don't know'. Focus more on the last two!

TOP TIPS FOR GETTING THE MOST OUT OF FLASH CARDS

- Use different colours for different topics or difficulty levels.
- Keep answers short and focused—use bullet points.
- Add symbols, emojis or drawings to make them memorable.
- Shuffle them regularly to avoid learning just the order.
- Try digital flash card tools like Quizlet, Anki or Brainscape.
- Pair up with a revision buddy and quiz each other.

THE SCIENCE BEHIND IT

See a question (card front) → Retrieve the answer from memory → Feedback (strengthens memory) → Better recall and long-term learning

Every time you try to recall an answer, you strengthen the memory pathway. The more you practice, the easier it becomes!

EXAMPLES OF GREAT FLASH CARDS

FRONT (QUESTION)

What is active transport?

BACK (ANSWER)

- Active transport is the movement of substances from a low to a high concentration, against the concentration gradient, using energy from respiration.
- It requires carrier proteins in the cell membrane.
- Example: Root hair cells absorbing mineral ions from the soil.

FLIP TO LEARN!

★ MAKE • PRACTISE • RECALL • IMPROVE • SUCCEED! ★

Mind maps

- Mind maps organise information visually, helping you remember key ideas and make connections
- Start with a central topic and add branches for key themes and concepts
- Use keywords rather than large chunks of text
- Add colours, images and symbols to improve memory and understanding
- Show links between ideas using arrows and lines to support recall and revision

MIND MAPS

THINK, CONNECT, REMEMBER!

Mind maps are visual tools that help you organise information, see connections, and boost memory.



Organise information



See connections



Boost memory



Perfect for study & planning

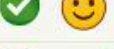
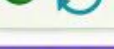


★ Start with a central idea and branch out with keywords, images, and colours. They're ideal for summarising topics, planning essays, or revising big ideas.

HOW TO CREATE A MIND MAP EFFECTIVELY

-  Start with a central idea or topic in the middle of the page.
-  Add branches for key subtopics—use single keywords.
-  Use different colours to group ideas or show links.
-  Add images, symbols, or diagrams to boost memory.
-  Keep it clear: use short words, arrows, and lines to connect ideas logically.

TOP TIPS FOR MAKING POWERFUL MIND MAPS

-  Use landscape paper—you'll have more space to branch out.
-  Stick to one keyword per branch to keep it flexible.
-  Use thicker lines for main ideas, thinner ones for details.
-  Add icons, doodles, or emojis to aid visual recall.
-  Highlight or underline links between branches.
-  Revisit and redraw your mind maps from memory to reinforce learning.

WHY MIND MAPS WORK

Mind maps make use of **dual coding**—combining words and images—which helps your brain process and retain information more effectively.

DUAL CODING POWER



Combining words and images boosts understanding and memory.

SHOWS CONNECTIONS



Visual links reveal how ideas relate, making complex topics clearer.

BETTER LEARNING RESULTS



Research shows mind maps can significantly improve learning and recall.

IDEAL FOR MANY SUBJECTS



Especially effective in subjects that require organisation and explanation.



Think visually. Connect ideas. Remember more. *Map your way to success!*



Wider reading and research

- Wider reading develops subject knowledge, curiosity and independent learning
- Use reliable sources such as books, articles, documentaries and academic websites
- Explore topics beyond the classroom to deepen understanding
- Take concise notes and organise your research effectively
- Apply what you learn through discussions, presentations, writing or exam answers

WHAT IS WIDER READING & RESEARCH?

Wider reading and research involve exploring materials beyond your core lesson content. This includes books, articles, videos, podcasts, and websites that deepen your subject knowledge.

It builds independent learning, critical thinking, and creativity, and helps you stand out academically.

HOW TO ENGAGE IN WIDER READING & RESEARCH EFFECTIVELY

1. Identify a topic or question you want to explore further.
2. Use reliable sources such as school libraries, academic websites, and documentaries.
3. Set a goal for each reading session—what do you hope to find out?
4. Take notes in your own words. Summarise, highlight and question ideas as you read.
5. Organise your research using folders, apps, or journals.
6. Use your research to write, present, or create something that demonstrates your understanding.

TOP TIPS FOR GETTING THE MOST OUT OF WIDER READING

- ✓ Choose sources you enjoy—TED Talks, YouTube explainers, or news articles.
- ✓ Discuss your findings with classmates or teachers to deepen understanding.
- ✓ Use annotation tools when reading PDFs or articles online.
- ✓ Follow reading lists provided by teachers or curriculum guides.
- ✓ Be curious—let one idea lead you to another!

WHY WIDER READING HELPS YOU LEARN BETTER

- Develops a deeper, broader understanding of your subjects.
- Enhances vocabulary and language skills.
- Connects classroom ideas to the real world.
- Prepares you for high-level assessments and success.
- Encourages independence and a lifelong love of learning.

EXAMPLES OF WIDER READING ACTIVITIES

- Reading a historical novel related to your History topic.
- Listening to a science podcast on climate change.
- Watching a documentary on human evolution for Biology.
- Researching different perspectives on a debate in English or Politics.
- Reading news articles to stay up to date with current affairs.

★ Small steps today, big impact tomorrow—read more, research more, achieve more! ★

Other strategies

TEACH SOMEONE ELSE

The best way to learn is to teach.

By doing this, students develop a better understanding, and retain knowledge longer than those who study in more traditional ways. Teaching someone else is the ability to reflect and summarise what you have learnt in a lesson to then share that knowledge and understanding to someone that wasn't in the lesson.

HOW CAN YOU USE IT EFFECTIVELY?

- Think about and reflect upon what you have learnt in the lesson. You could decide upon the three most important things.
- Think about new language or vocabulary that may have been used. Are you able to define these terms correctly?
- Summarise your thoughts/reflections into three/four bullet points.
- Include specific details about what you have learnt.
- As an expert, consider how you would then deliver your reflections to a complete beginner or somebody that hasn't been in the lesson.
- When you think you are ready, go and find someone to teach.

TOP TIPS FOR GETTING THIS STRATEGY

- Ask the person you are teaching questions to check their understanding.
- Ensure you have prepared to teach someone else.
- Do not speak too quickly and practice before delivery.

WHY TEACHING SOMEONE ELSE HELPS YOU LEARN BETTER?

- Encourages you to reflect on a lesson and summarise what the key elements are.
- Enables you to become an expert and reflect on what you have learnt.
- Strengthens the memory and makes it easier to recall later.
- Builds your oracy skills and confidence in your understanding.

Used regularly, this can build your skills for life!

EXAMPLES OF HOW TO TEACH SOMEONE ELSE

- REFLECT & SUMMARISE**
Reflect on what you have been taught in the lesson and summarise your thoughts on a piece of paper or in your independent learning book. You may wish to design a plan or resources to help you teach someone else.
- PRACTICE BEFORE DELIVERY**
Practice before delivery so you can identify any problems that may occur when you come to teach someone else.
- FIND SOMEONE TO TEACH**
Find someone in your house to teach.
- CHECK THEIR UNDERSTANDING**
Check their understanding by asking them questions to see if they have been listening.
- CONFIRM THEIR LEARNING**
Get them to sign your summary notes or ask them to write a sentence about what you have taught them.

★ TEACH IT. EXPLAIN IT. REMEMBER IT. | TEACH SOMEONE ELSE AND TAKE YOUR LEARNING FURTHER!

SUMMARIES OF KEY POINTS

SMART NOTES. BETTER REVISION. STRONGER RESULTS.

WHAT ARE SUMMARIES OF KEY POINTS?

Key points are condensed, concise summaries of lesson content (class notes and/or textbook content).

They can be used for preparation for future assessments such as end-of-topic tests, mock exams and external exams.

WHY DOES SUMMARISING KEY POINTS HELP YOU LEARN BETTER?

- They significantly decrease the volume of notes you will need to use to revise.
- They will also substitute your textbook so it is easier to get a grip on all the exam content.
- If done in advance they will free your time to focus on exam practice, such as past papers.

TOP TIPS FOR GETTING THE MOST OUT OF IT

- Write the key points regularly, ideally after each lesson or once per week. This will keep it up to date and you are not overwhelmed later.
- Do not include too much detail, the notes should be used to prompt your memory of a particular topic.
- Use highlighter, underline the most important facts, use diagrams and drawings, if it helps.
- Keep your key notes safe, do not throw them away after your assessment. They will be a valuable revision resource.

HOW TO USE SUMMARIES OF NOTES EFFECTIVELY

- Read through your class notes (or relevant pages in your textbook).
- Extract the key facts, definitions, equations or concepts.
- Write a fresh set of notes on A4 paper (or in your BBL notebook).
- DO NOT just copy your class notes word-for-word—this is a passive exercise and will not help you.
- Remember to keep your key notes safe, do not throw them away after your assessment. They will make a good revision resource for your future exams.

THE BENEFITS AT A GLANCE

- FOCUSED REVISION**
Focus on what matters most without the clutter of extra detail.
- TIME SAVER**
Less reading, more doing—more time for exam practice.
- BETTER RETENTION**
Active summarising strengthens understanding and long-term memory.
- EASY REFERENCE**
Quick to review anywhere, anytime.
- EXAM READY**
Feel confident and prepared for tests, mock exams and final exams.

★ CONSISTENT NOTES TODAY, EXAM SUCCESS TOMORROW!
Summarise • Review • Practise • Succeed

WHAT DOES IT MEAN TO PRACTISE A SKILL?

Practising a skill means repeating actions or tasks with focus and an intention to get better and more confident over time. Whether it's a mental, physical, or creative skill, improvement comes from consistency, and reflection.

HOW TO PRACTISE SKILLS EFFECTIVELY

- Break the skill into smaller parts**
Focus on one element at a time.
- Repeat regularly**
Until the skill becomes natural or instinctive.
- Challenge yourself**
Push just beyond your comfort zone, be prepared to get things wrong along the way.
- Track progress**
Monitor what's improving and what still needs work.
- Get feedback**
From yourself, a peer, or a teacher.

TOP TIPS

- 1. USE COLOUR CODING**
Reflect on what you're good at already. Use red for skills you struggle with, green for ones you're confident in.
- 2. SET SPECIFIC GOALS**
Create short, clear objectives for each session—e.g., "Play this piece without mistakes," "Hit 10 accurate free throws," or "Draw a hand in five minutes." Having a goal keeps you focused and gives you something to measure progress against.
- 3. MIX IT UP**
Vary your practice environment and methods. Try playing your music in front of others, sketching in different rooms. This boosts adaptability and prevents boredom.
- 4. REFLECT AFTER EACH SESSION**
Always take a few minutes to ask yourself: What went well? What could be better? Keep a journal of reflections to notice long-term trends and improvement areas.
- 5. BREAK IT DOWN**
Don't try to master everything at once. Focus on small parts—like a tricky musical phrase, a single movement in a routine, or shading just one corner of a drawing.
- 6. USE VIDEO OR AUDIO FEEDBACK**
Record yourself practicing, then review it. You'll often catch things you don't notice in the moment, and it helps you self-correct like a coach or teacher would.
- 7. BE CONSISTENT, NOT PERFECT**
Regular, short sessions are far more effective than occasional long ones. Aim for quality practice, even if it's just 15 minutes a day.
- 8. CHALLENGE YOURSELF**
Push slightly outside your comfort zone each time—try faster tempos, more complex techniques, or unfamiliar subject matter. Growth happens where things feel tough.
- 9. CELEBRATE PROGRESS**
Reward yourself for improvements, however small. Mastered a technique? Achieved a goal? Recognise it—it builds confidence and motivation.

WHY PRACTICE SKILLS?

Deliberate practice is a powerful method of learning that helps rewire your brain—transforming awkward, unfamiliar, or difficult actions into smooth, automatic responses over time.

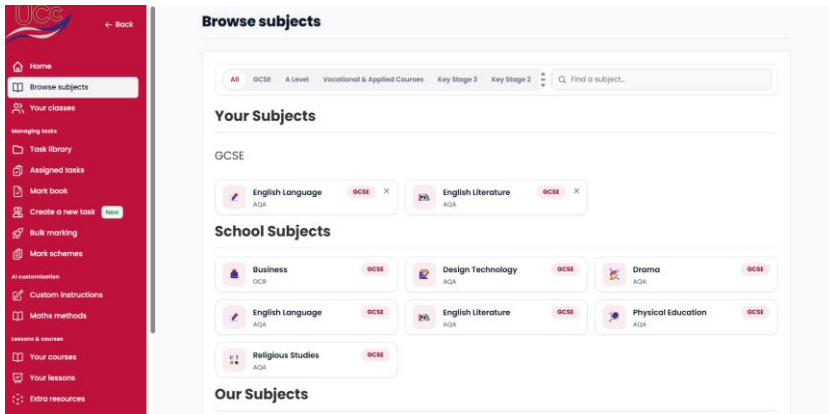
By repeatedly focusing on specific aspects of a skill, you strengthen the neural pathways involved, making each movement or mental process quicker and more precise.

Whether you're learning to play an instrument, speak confidently, solve complex problems, or master a physical technique, regular and purposeful practice pushes you beyond your current ability and accelerates your growth.

In short, deliberate practice is the difference between doing something and mastering it.

★ PRACTISE TODAY. IMPROVE TOMORROW. MASTER FOR LIFE. ★

Website area



[Learn Anything – Uppingham Community College log in](#)

HOME > HOME > STUDENTS > REVISION AND HOME LEARNING

Revision and Home Learning

Please note that updated documents for the 2026-27 exam season will be uploaded here during the Autumn and Spring terms as they become available. Please carefully check the dates on any documents you are using to ensure they are for the correct year.

Below you will find a range of useful resources to help you with your revision. Click the links on the right-hand side for specific revision strategies. Remember - the earlier you start revising, the more prepared you will be!

Your teachers will give you subject-specific revision guidance in your lessons as well. See the 'home learning' section of the website for recommended revision strategies.



[Revision and Home Learning - Uppingham Community College](#)

In this section

- [Answer Practice Questions](#)
- [Creating a Revision Timetable](#)
- [Dual Coding](#)
- [Flash Cards](#)
- [Mind Maps](#)
- [Practise a Skill](#)
- [Revision Strategy Overviews](#)
- [Summarising Key Points](#)
- [Teaching Others](#)
- [Wider Reading and Research](#)

Student support in school

Mock exam preparation

- Revision support booklet with study strategies and wellbeing tips.
- Helps students prepare effectively for November mock exams.
- Five-week tutor programme covering:
 - Creating a revision timetable
 - Identifying strengths and areas for improvement
 - Using effective revision strategies
 - Accessing useful revision websites and resources

Year 11 Study Programme (Summer Exams)

- Additional revision support provided during the exam period including extra revision sessions scheduled around exam dates.
- Details shared with students and families in the Spring term.



Final tips

- Help your child establish a regular revision routine
- Encourage revision in a distraction-free space, away from phones
- Stay informed about what they are learning and studying - see the curriculum maps on the school website and exam specifications
- Quiz them using flash cards, questions or practice tests
- Support healthy revision habits with breaks and different revision techniques

*Thank you for your time.
Further information and revision support
can be found in the student area of the
college website.*



Life after UCC

Helping students achieve success

Mr. P Rhodes, Assistant Headteacher

Careers

What do we mean by Careers Education, Information and Guidance and who is responsible?



What services are we discussing?

Within the lexicon of Careers, CEIAG can be broken down into its individual components as follows:

Sam White



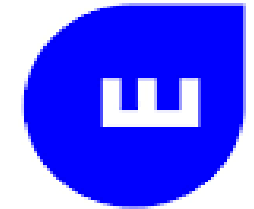
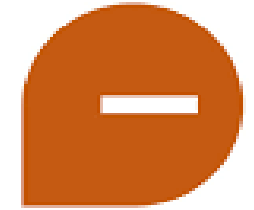
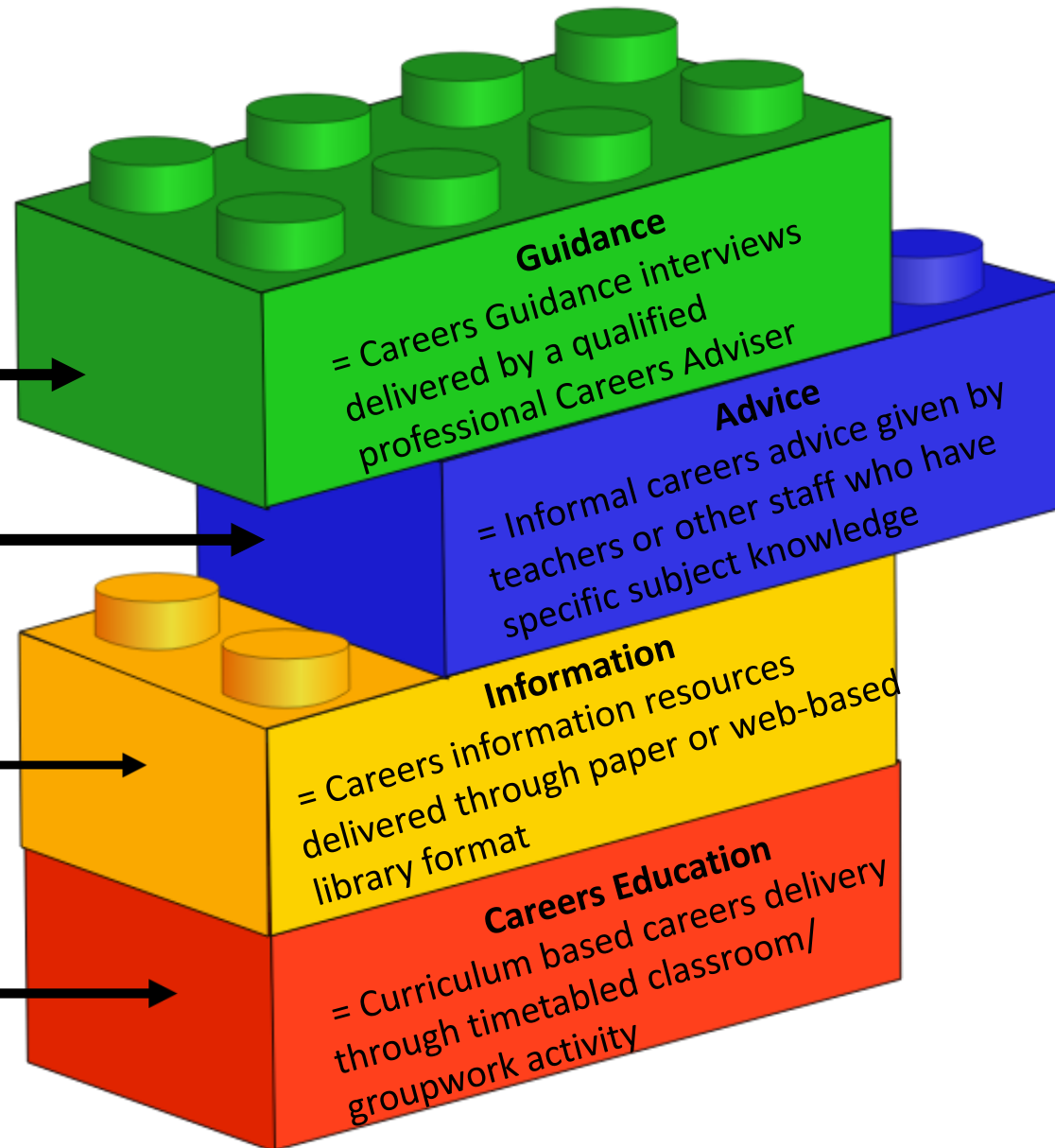
Trusted Adults



Reliable and Trusted Sources



All of Us



Careers Education Information Advice and Guidance

Reflect

**Reflect on your own experience – What did you get?
How reliable was it?**

**Would it have made a difference to what you are
doing now?**

What other things impacted your career choices?

WHY DO WE EXIST?

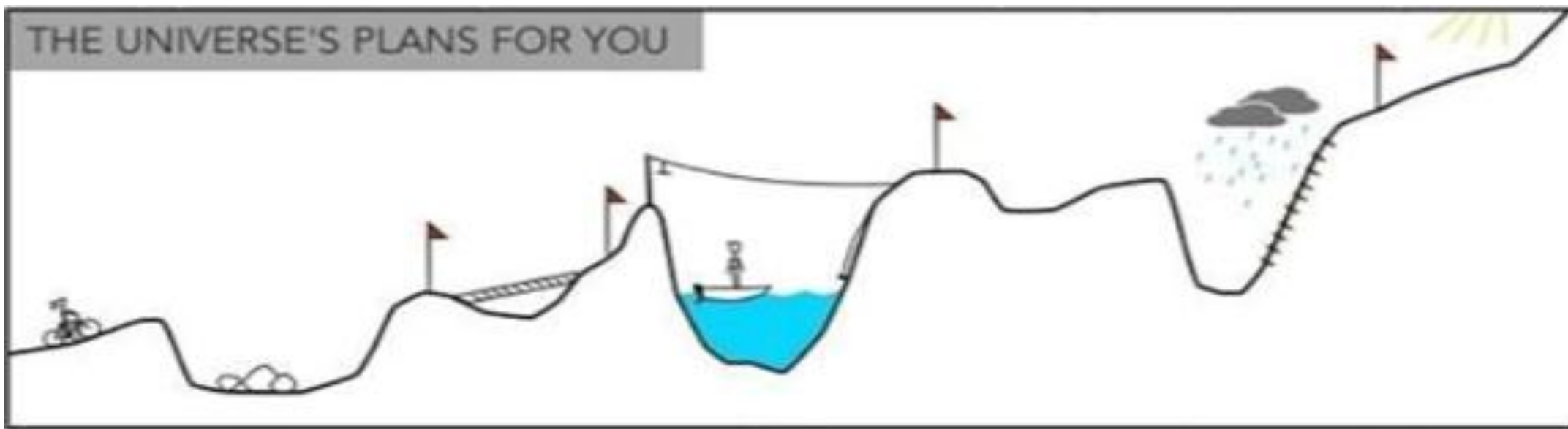
Our mission is to provide an inspirational, inclusive and high quality education, in an environment where everyone is known and valued, that enables our students to lead successful and fulfilling lives and contribute positively to society.



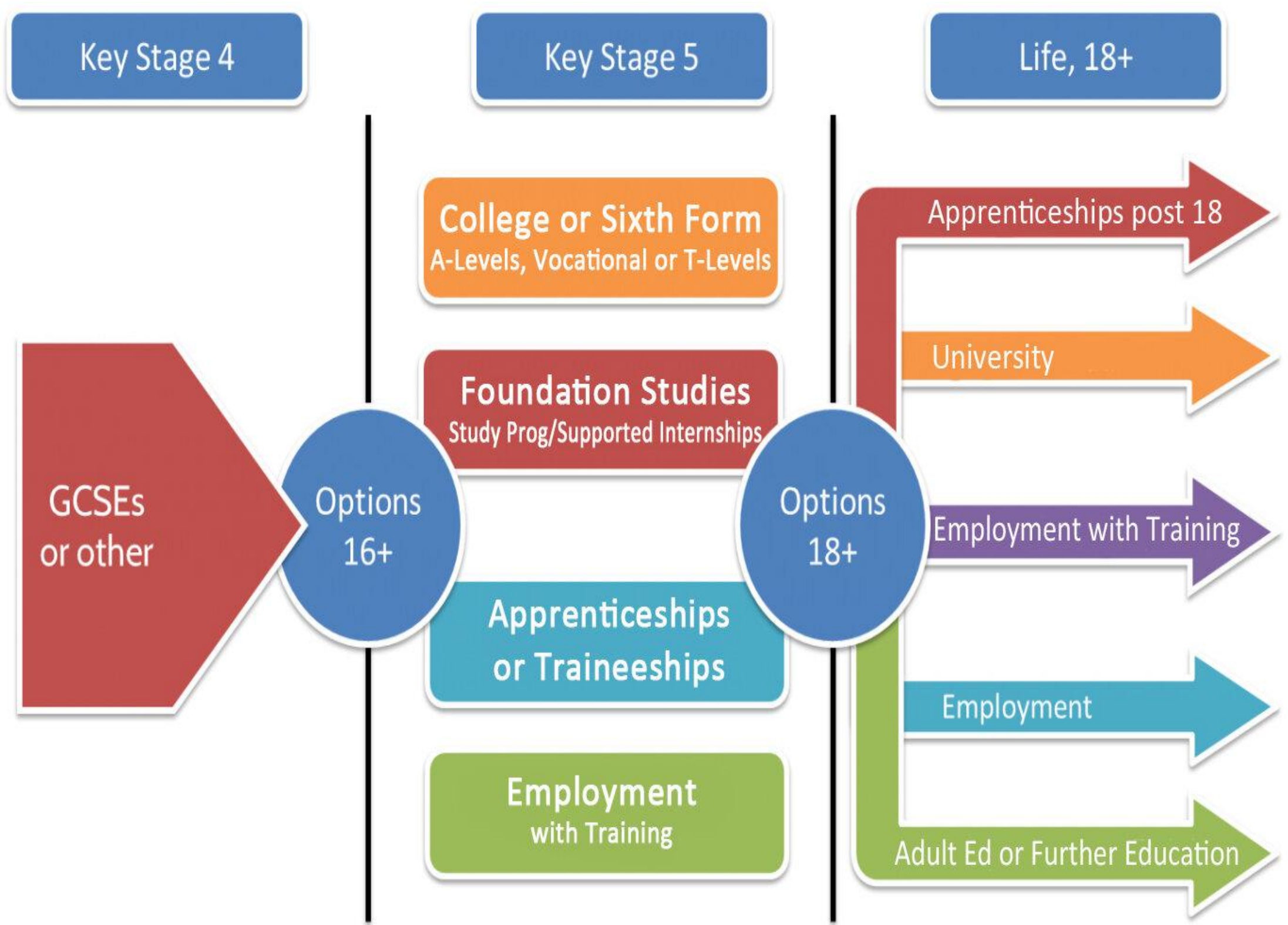
YOUR "PLANS"



THE UNIVERSE'S PLANS FOR YOU







V Levels – What do you need to know?

What are V Levels?

- V Levels are a new **Level 3 vocational pathway** for students who want applied, vocational learning and are considering progression to higher study, higher technical training or apprenticeships.

They will:

- be **2-year qualifications**, the same size as one A Level
- focus on broad vocational subject areas rather than a single occupation
- be able to be combined with other V Levels or A Levels
- sit alongside **A Levels and T Levels**, rather than replacing them

V Levels – What do you need to know?

But there won't suddenly be a huge choice of V Levels

The first V Levels begin in **September 2027** and will be available in just three areas:

• **Education | Accounting & Finance | Digital Systems & Data**

Further subjects will be introduced gradually over the following years. The final range is still being developed, so **not every subject or provider will offer a V Level.**

Action

- Decision Making
- Plan A and Plan B and beyond
- Find what works for you
- Research
- Personal Profile v Academic Profile

Important Information

- Need to start researching and visiting providers.
- Applications are made directly to colleges and sixth forms.
- Our deadline is end of December, colleges say end of January
- Leicestershire applications, apart from Robert Smyth, you need to use the PS16 portal for all applications.
- Most providers will ask for a personal statement
- An interview may be required
- Predicted grades are used on the application forms (these will come from the student's first report of the academic year)

*Thank you for your time this evening.
We hope you found the session informative.*