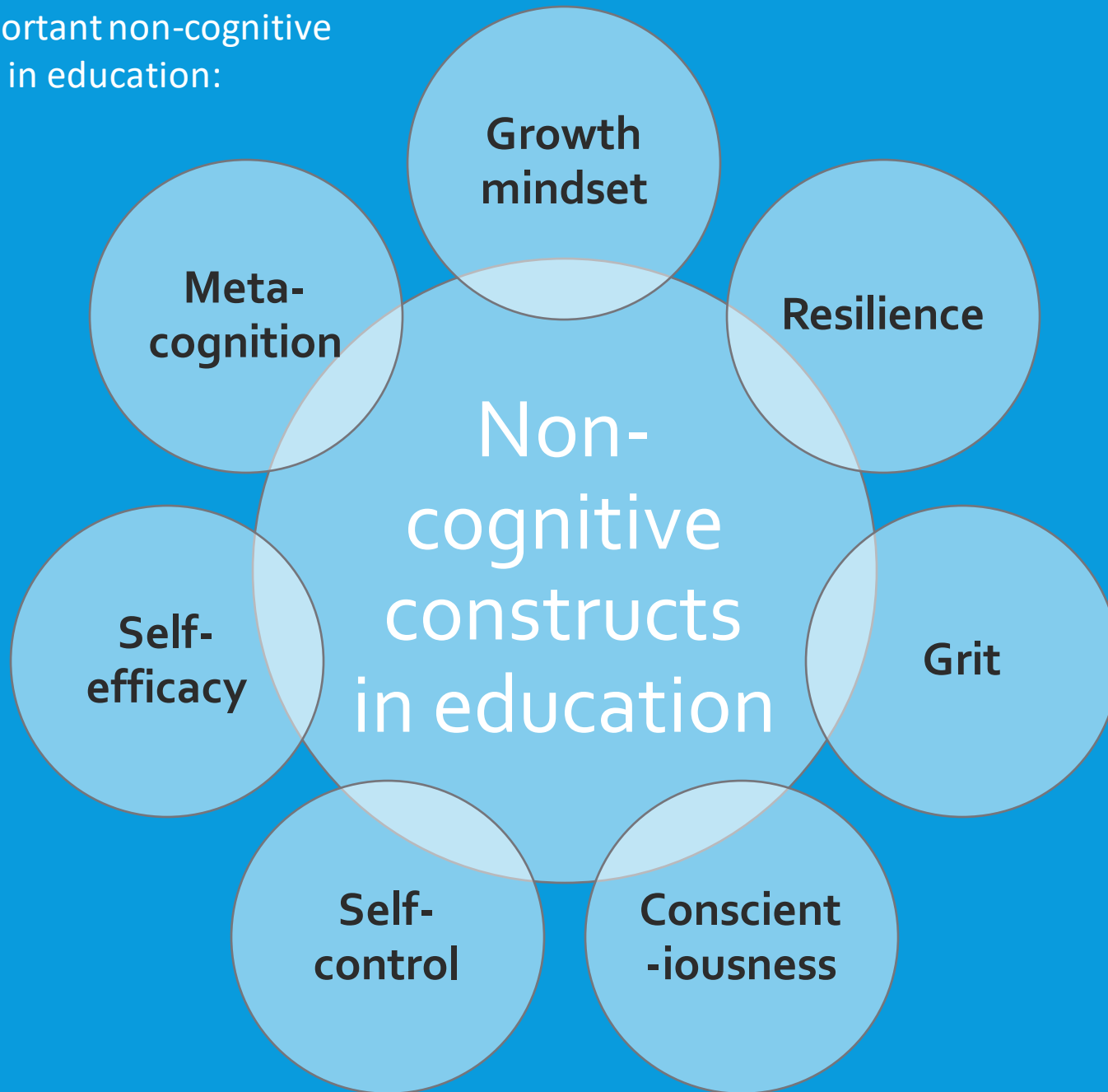
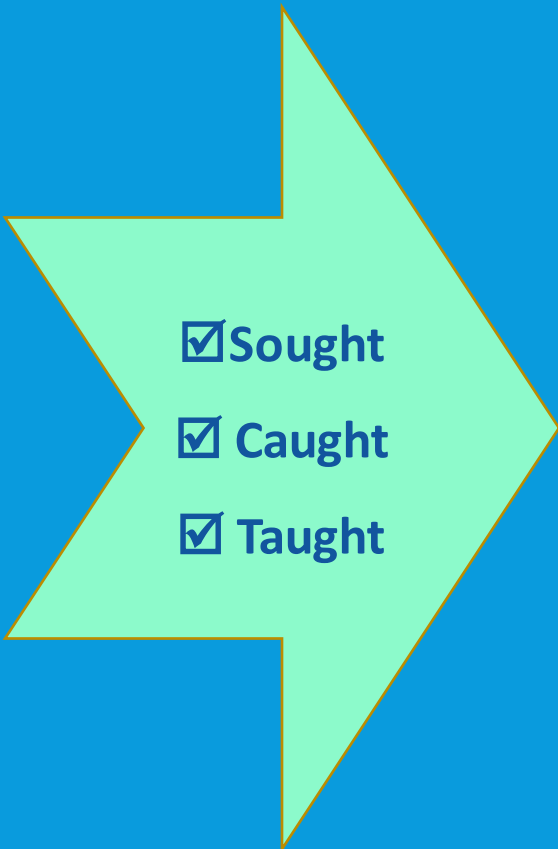


‘Numerous instances can be cited of people with high IQs who fail to achieve success in life because they lacked self-discipline and of people of low IQs who succeeded by virtue of persistence, reliability and self-discipline.’ Heckman and Rubinstein

‘While cognitive ability reflects what an individual *can* do, it is non-cognitive factors that reflect what an individual *will* do.’ McGeown

‘Good character education is good education...we need to take character education as seriously as we take academic education.’
Berkowitz and Bier

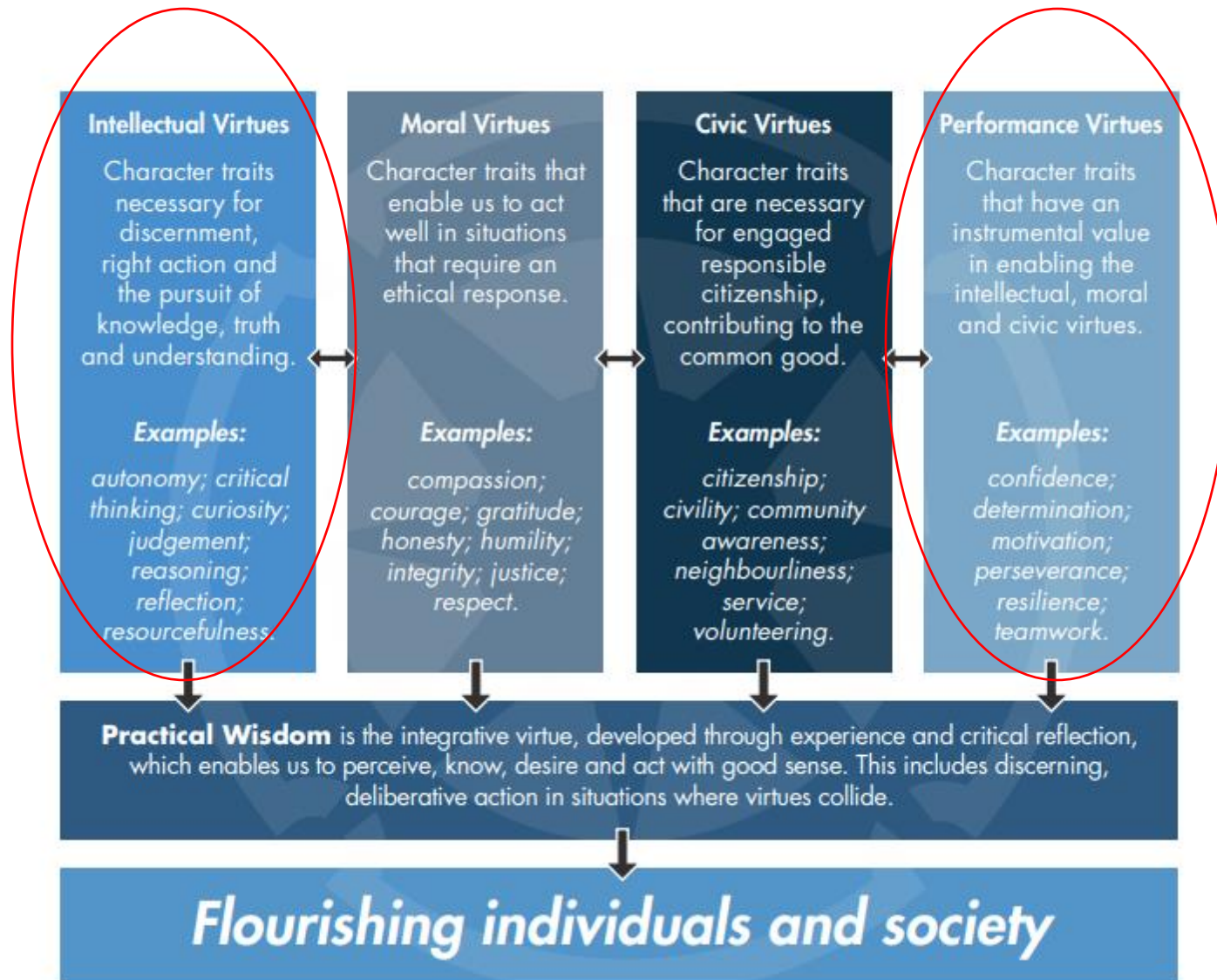
Seven important non-cognitive constructs in education:



	Vision	Effort	Systems	Practice	Attitude
Grit	✓	✓			
Growth mindset		✓			✓
Resilience					✓
Meta-cognition	✓	✓	✓	✓	✓
Self-efficacy	✓				✓
Conscientiousness		✓	✓	✓	
Self-control	✓	✓			✓

V E S P A

THE BUILDING BLOCKS OF CHARACTER



The Jubilee Centre for Character Education

Performance & Intellectual Virtues

The business of making pupils better learners.

Work Ethic is composed of the following 3 areas:

- **Attitude** in class: behaviour, co-operation, resilience and self-discipline;
- **Effort** in Homework: the application, effort and achievement in work produced at home;
- **Systems:** organisation, punctuality, appropriate equipment and time-management.

Vision
Effort
Systems
Practice
Attitude

Year 7

Year 8

Year 9

1. Emerging, Beginning to grasp some of the main ideas and skills

2. Developing, Grasped some of the main ideas and skills, others are still developing

3. Approaching, Grasped most of the main ideas and skills and is approaching 'secure'

4. Secure, Has a secure understanding of the main concepts and skills and can apply them to familiar contexts

5. Extended, Has a secure understanding of the main concepts and skills and can apply them in new contexts

6. Mastered, Demonstrated a comprehensive understanding of all concepts and skills

7. Outstanding, Regularly demonstrates a deep understanding of and fluency in all concepts and skills

Academic attainment

Reports
(Systems
Effort
Attitude)

A student's systems, effort and attitude are graded as:

++ Excellent
+ At Expected Princethorpe Standard
- Approaching Expected Princethorpe Standard
-- Below Expected Princethorpe Standard

Past performance \neq future performance

Habits, routines, attitudes and approaches to study are much better indicators of future success.



Characteristics and behaviours of *breakthrough* pupils:

1. Detailed note taking
2. Tidiness and organisation of learning resources
3. Acknowledging and working on weaknesses
4. Commitment to independent study

} Systems

} Effort & Attitude

The VESPA Model



Immersion Days

Assemblies

Tutor Time

Lessons

Which student will do better in an exam?

Student 1 does 15 hours of revision - all of it reading through class notes.



Student 2 does 10 hours of revision - 2 hours making mind maps, 2 hours making flashcards of key terms, 3 hours writing timed essays, 2 hours working through past papers and looking for patterns in questions asked, and half an hour doing the hardest question they could find, followed by half an hour talking it through with their teacher. Then they spend five hours shopping with their friend and watching TV.



Which student will do better in an exam?

Revision Skills

360 Evening





When?

Where?

What?

How?

When?



START REVISING

April 2023

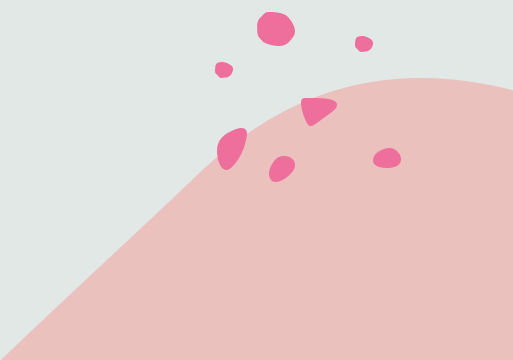
SUN	MON	TUE	WED	THU	FRI	SAT
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

May 2023

SUN	MON	TUE	WED	THU	FRI	SAT
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22 EXAMS	23 EXAMS	24 EXAMS	25 EXAMS	26 EXAMS	27
28	29	30	31			

You are here.

You have four weeks to revise.





When?

- Write down some goals to set the tone for the next few weeks
- Write down the subjects you're studying for and the grades you want to achieve in each
- Underneath each subject, write out the list of topics you'll need to understand and the question formats used
- **Top tip:** Always look at the marking criteria
- Build a solid revision timetable - start at the end and work backwards

April 2023

SUN	MON	TUE	WED	THU	FRI	SAT
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

May 2023

SUN	MON	TUE	WED	THU	FRI	SAT
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22 EXAMS	23 EXAMS	24 EXAMS	25 EXAMS	26 EXAMS	27
28	29	30	31			

When?

Get into healthy routines NOW

Keeping a regular wake up time is essential to good sleeping patterns and encouraging productivity.



Keep your energy levels high with some **aerobic exercise**.



Revise.



Get a way from wherever you're studying and enjoy your meal times properly.



Relax. Get to bed early. Keep your phone out of the bedroom.



Let off some steam.



Take regular breaks.



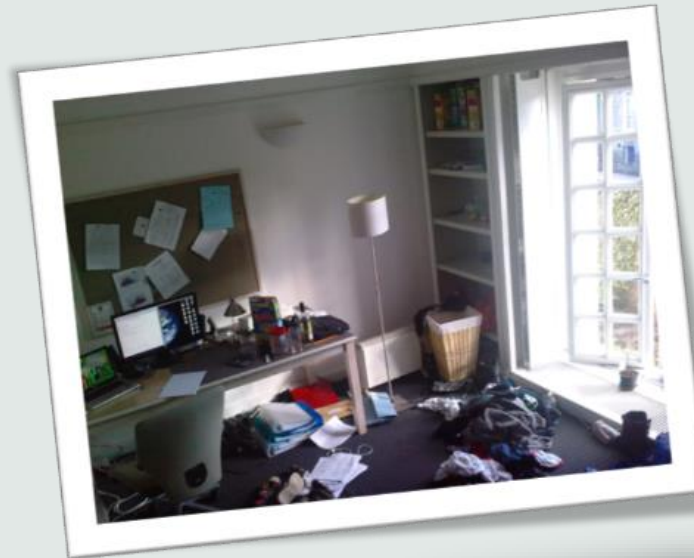
Back to revision. Try to keep it varied.



Where?

Research shows that we are significantly less productive as our work environment becomes more crowded or cramped, as temperatures vary or as the quality of light diminishes.

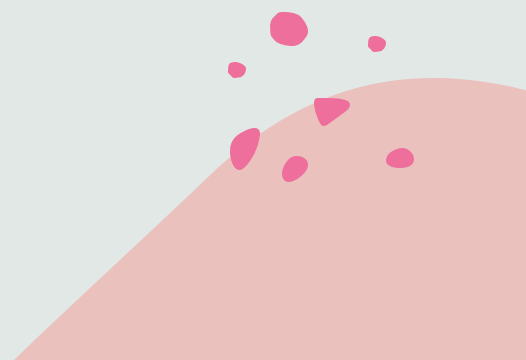
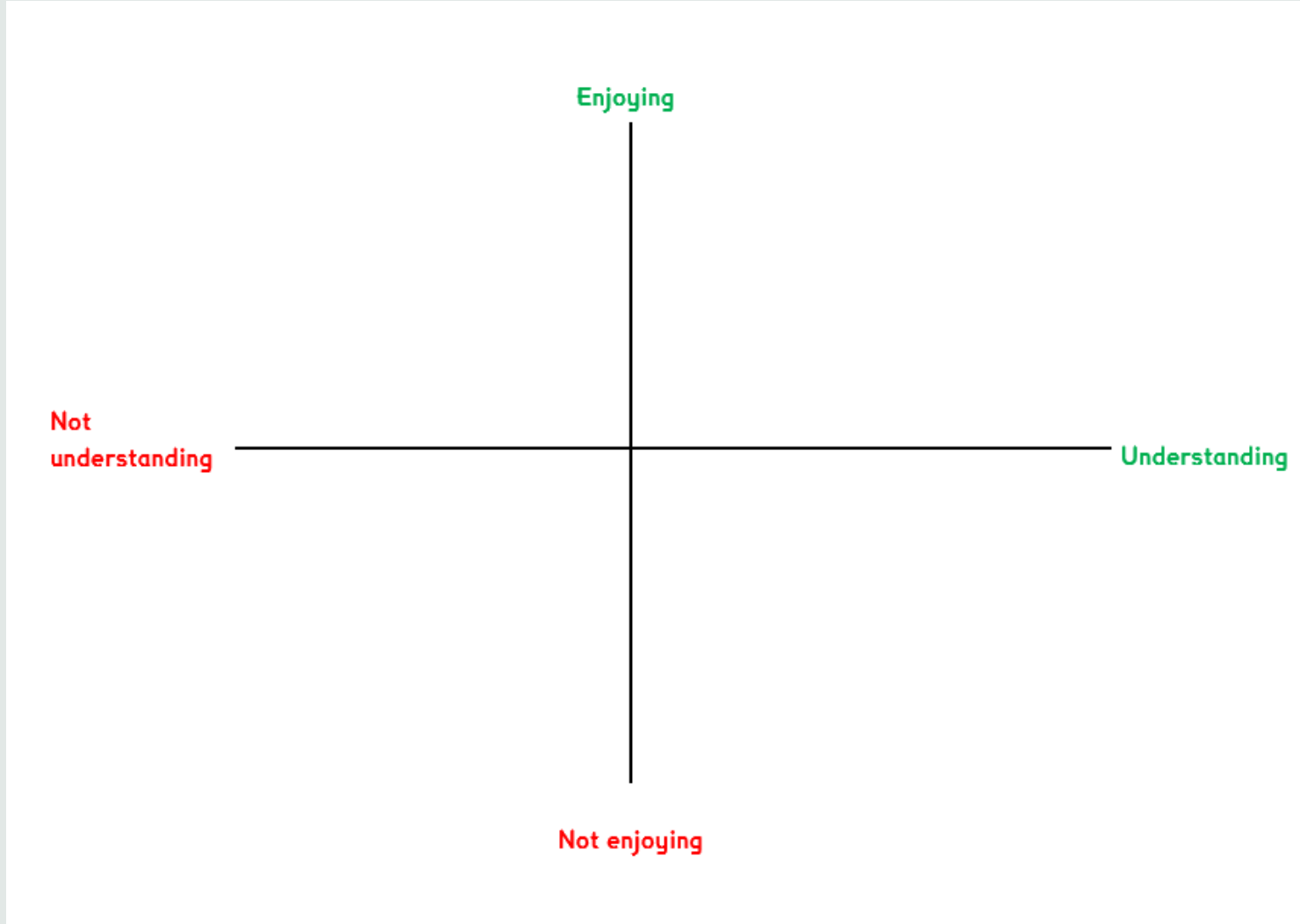
High concentration spaces	Positive qualities
Low concentration spaces	Negative qualities



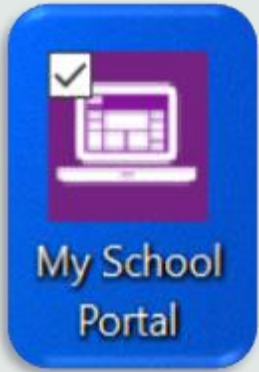
What?



Prioritise your weaknesses



Where?



The Princethorpe Foundation website header. It includes a navigation menu with items like Home, My Children, Home Learning, Students, About Me, Staff, and School Information - Princethorpe. A sidebar on the left lists Key Links, Key Contacts, Communications, Billing Information, School Day, Events, IT Support Information, News, Key Documents, and Sports Results & Fixtures. The main content area is titled "Library" and contains information about the main library, opening hours, resources, and facilities.

Gale In Context Science search page. It features a search bar, a "Search" button, and a "Browse Topics" button. The background shows a DNA double helix.

The Day website header. It includes a navigation menu with Resources, Topics, and Subjects, a "Log in" button, a "Subscribe" button, and a "Search" button.

Science



Proof of the pudding: ice-cream is healthy!



China's artificial sun sets new world record



How mobile phones have changed our brains



The insect with a bigger personality than you

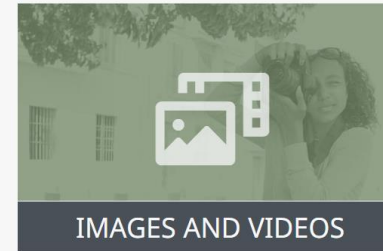
Princethorpe
(myschoolportal.co.uk)

NewScientist website header. It includes a navigation menu with News, Features, Newsletters, Podcasts, Video, Comment, Culture, Crosswords, and This week's magazine. The main content area features a "Technology" article titled "Artificial intelligence: 5 questions answered that you should know" and a "Society" article titled "We know how kids learn to read, so why are we failing to teach them?".



SEARCH Your Britannica Resources Students Teachers Help My Britannica

Explore

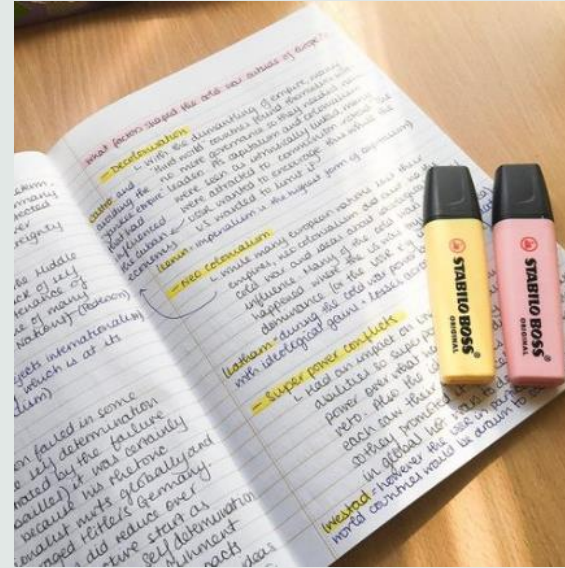


How?

Highlighting

At the end of each week, do a WEEKLY REVIEW where you:

- go back through the work covered
- recast the notes
- highlight key information

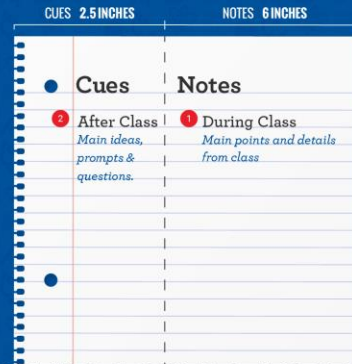


How?

THE CORNELL NOTE TAKING METHOD

BEST FOR

Understanding key ideas and relationships



THE MAPPING NOTE TAKING METHOD

BEST FOR

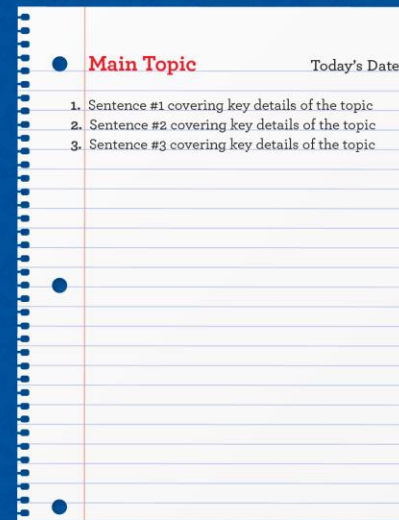
Visualizing connected topics and ideas

SUM
2 INC

THE SENTENCE NOTE TAKING METHOD

BEST FOR

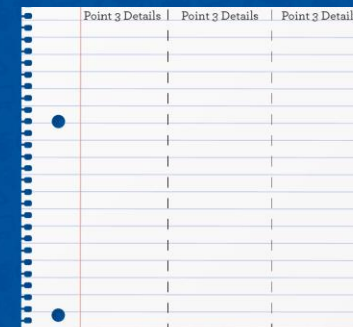
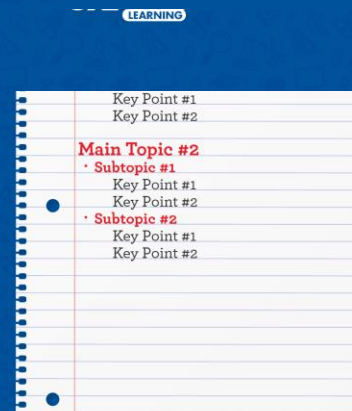
Taking quick and simple notes



THE OUTLINING NOTE TAKING METHOD

BEST FOR

Easily creating study questions for review



THE CHARTING NOTE TAKING METHOD

BEST FOR

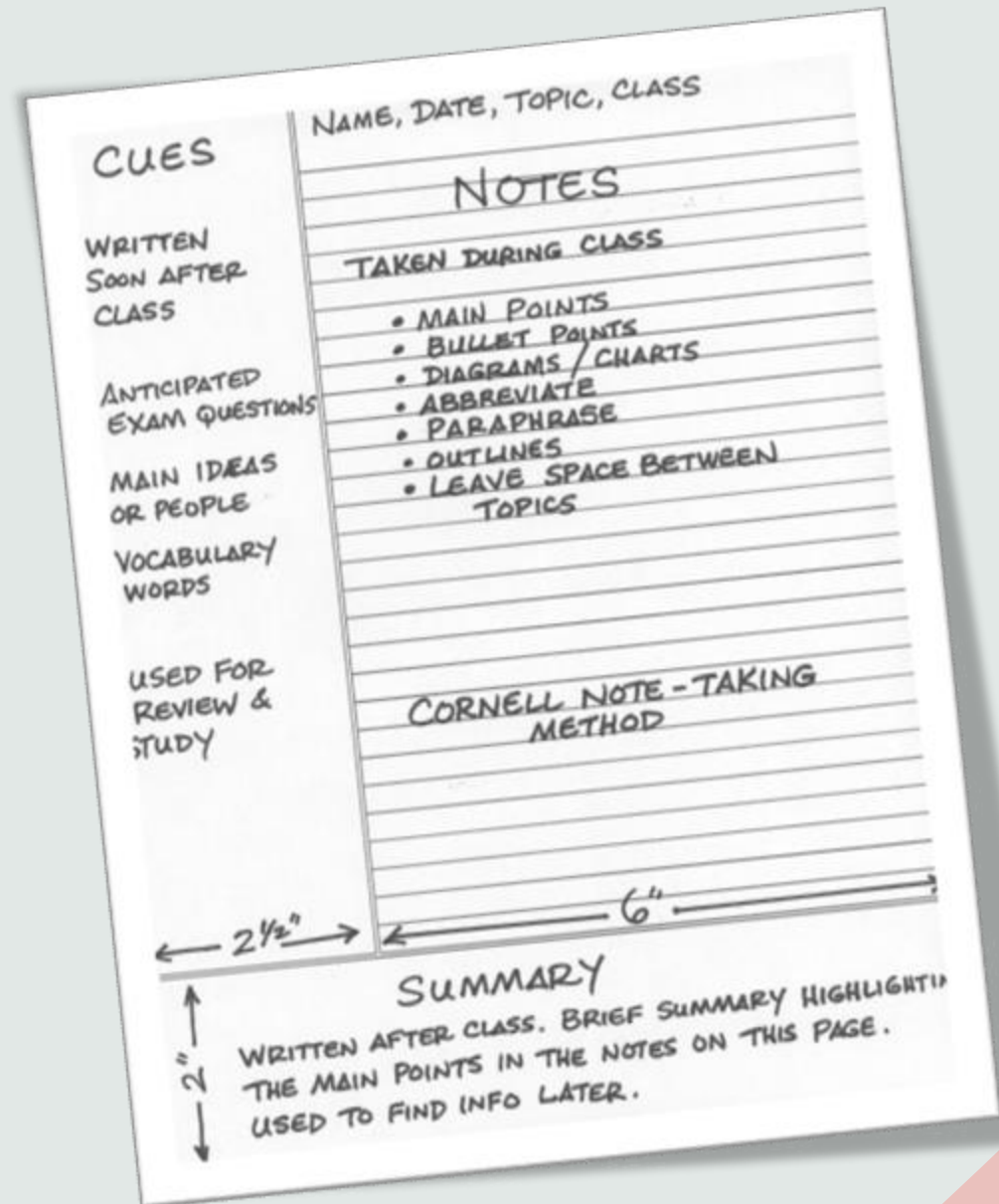
Reviewing lots of facts

How?

The Cornell Note Taking System

The Cornell note taking system was invented in the 1950's by a professor at Cornell University.

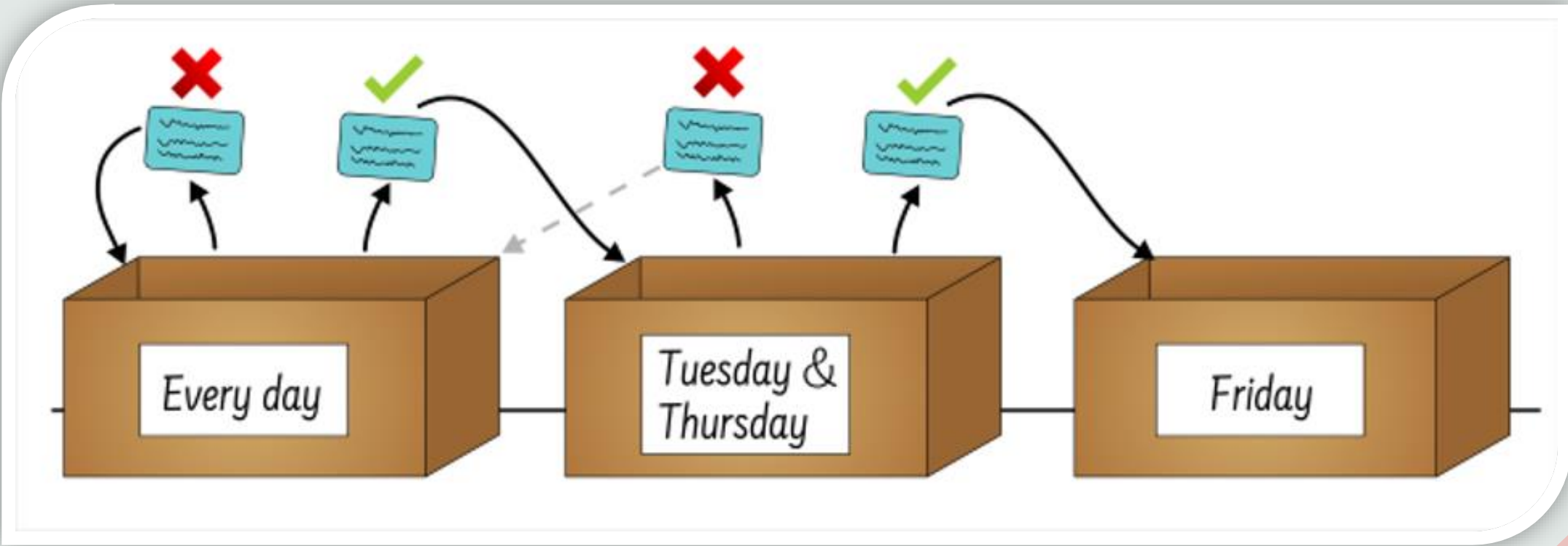
The Cornell method of note-taking is done by dividing a page into 3 sections: Notes, Cues and a Summary section.



How?



The Leitner Box Method



How?

THE POMODORO TECHNIQUE®

A SIMPLE METHOD TO BALANCE FOCUS WITH DELIBERATE BREAKS

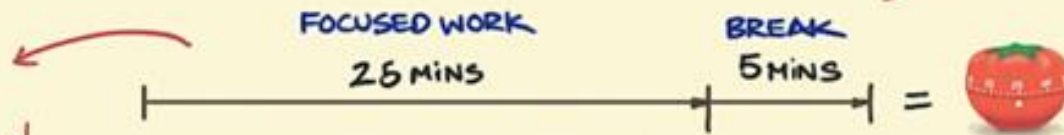


1 PLAN YOUR TASKS
How many pomodoros might you need?

2 DO 1 POMODORO
Time for 25 mins then take a 5 min break

NO SNEAKY WORKING!

PROTECT YOUR POMODORO!



3 REPEAT X 4 POMODOROS
Then take a longer break



How?

Break it down



With notes to support



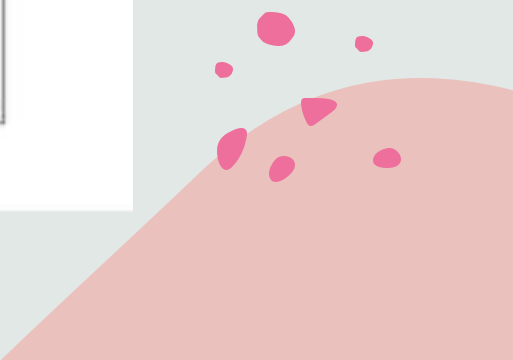
Whole paper



Questions 1, 2 & 3



Questions 4, 5, & 6



How?

C = Content

S = Skill

F = Feedback

Revision Technique		Always	Sometimes	Never
Reading through class notes	C			
Using resources on My School Portal	C			
Using course textbooks	C			
Mind maps/diagrams	C			
Making/remaking class notes	C			
Highlighting/ colour coding	C			
Flash cards	C			
Using a revision wall to display your learning	C			
Writing exam answers under timed conditions	S			
Reading model answers	S			
Using past exam questions and planning answers	S			
Marking your own work to a mark scheme	F			
Studying mark schemes or examiner's reports	F			
Working with other students in groups/pairs	F			
Comparing model answers against your own work	F			
Creating your own exam question	F			
Handing in extra exam work for marking	F			
One-to-one discussion with teachers/tutors	F			

Make sure you do a VARIETY of different types of revision!

Extra Hot

High stakes practice. Timed, exam conditions.

Hot

High stakes practice but with notes and extra time.

Medium

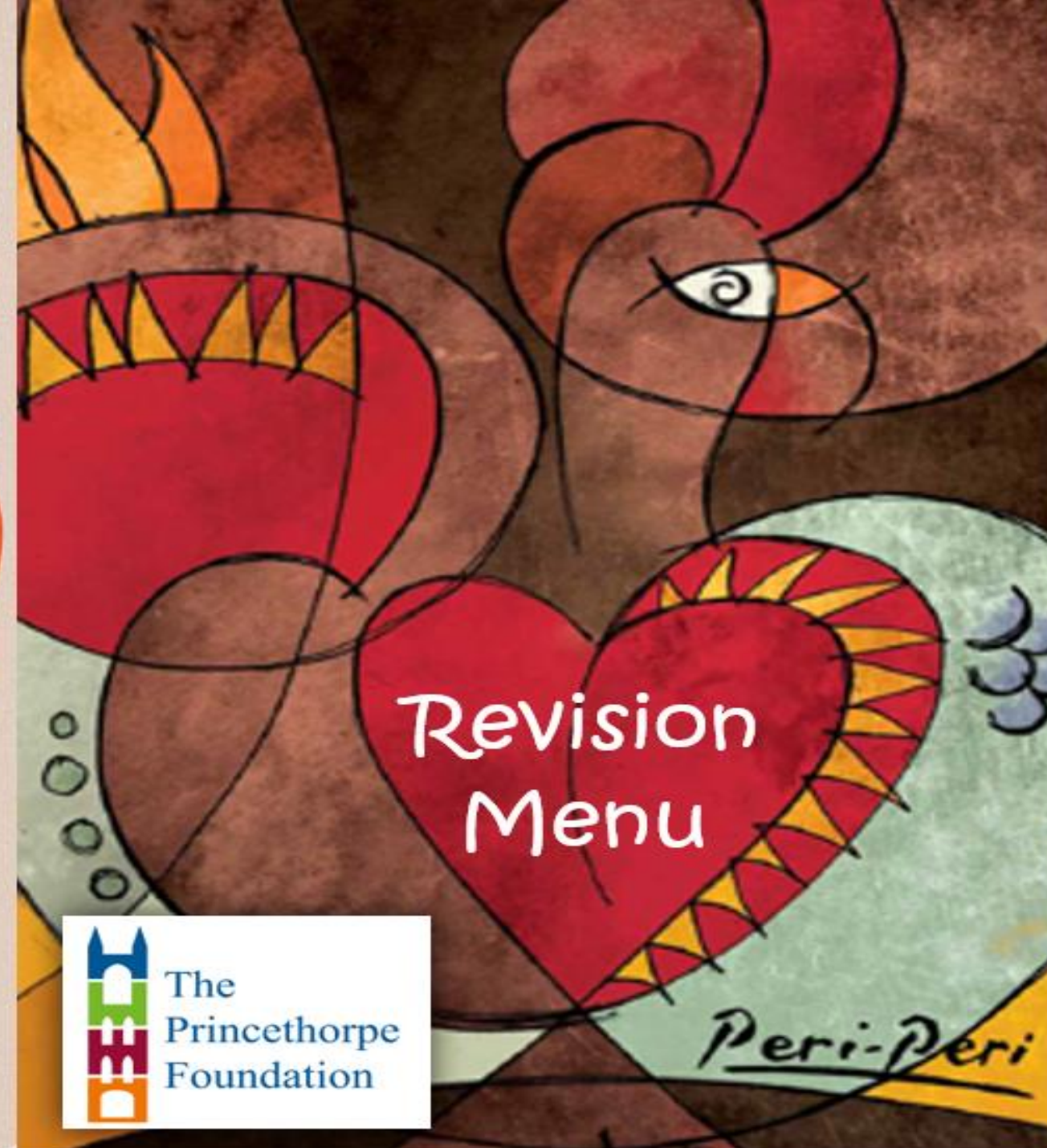
Accessing feedback from teachers & examiners.

Lemon & Herb or Mango & Lime

Reading model answers, using past exam questions & planning model answers.

Plain...ish

Reading through notes, mind mapping, highlighting, colour coding & making flash cards. As mild as we go.



Pomodometer

Extra Hot

Hot

Mild

Lemon & Herb

Flow and Feedback – Getting Better through Focused Practice

- ❖ Complete practice papers under exam conditions
- ❖ Create your own exam question
- ❖ Hand in extra exam work for marking
- ❖ Compare a model exam answer to your own work
- ❖ Review your feedback to look for patterns
- ❖ Work with other students in groups/pairs
- ❖ Script a 3-5-minute talk on a topic and offer to deliver it to the class (without notes)
- ❖ Mark your own work using a mark scheme
- ❖ Study a mark scheme or an examiner's report
- ❖ Use the Pomodoro technique to complete 40-minute sprints of work

Adapt, Test and Perform – Using your Information to Achieve Outcomes

- ❖ Read a model answer
- ❖ Complete a past paper in sections, with notes and extra time
- ❖ Use the Pomodoro technique to do 25-minute sprints of work
- ❖ Rescue a project that's behind schedule
- ❖ Test yourself on a topic using the Leitner Box method
- ❖ Plan a past paper question
- ❖ Re-do a piece of work to improve it
- ❖ Read lots of exam questions and see if you can recognise 'types' of questions or patterns
- ❖ Have a 1:1 discussion about a topic with a teacher

Adapt, Test and Perform – Using your Information to Achieve Outcomes

- ❖ Fold a piece of A4 paper four times so there are 16 squares. In each square, write a remembered fact about a topic. Turn over and fill in as many of the other squares as you can
- ❖ Turn subject content into mind maps, super notes, or diagrams
- ❖ Write out explanations, explaining how new information is linked to old info
- ❖ Expand class notes using a textbook
- ❖ Get someone to test you on a topic
- ❖ Watch a relevant online video and make notes
- ❖ Read a course textbook or an article from the online library on My School Portal and use the Cornell method to take notes
- ❖ Do a 'Weekly Review'
- ❖ Go to a subject clinic
- ❖ Re-make class notes

Collect and Shape – Gathering your Information

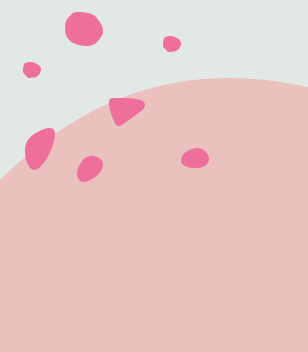
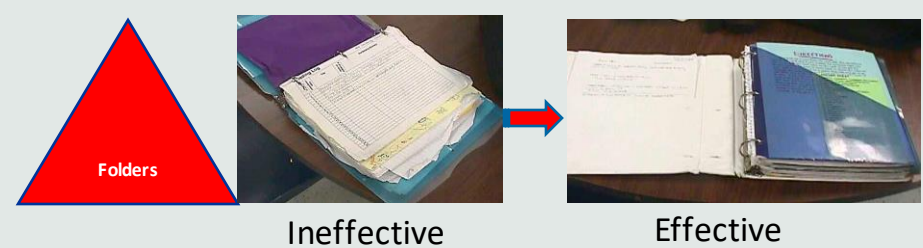
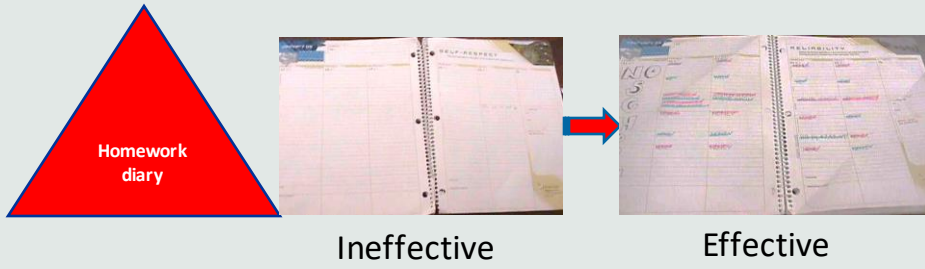
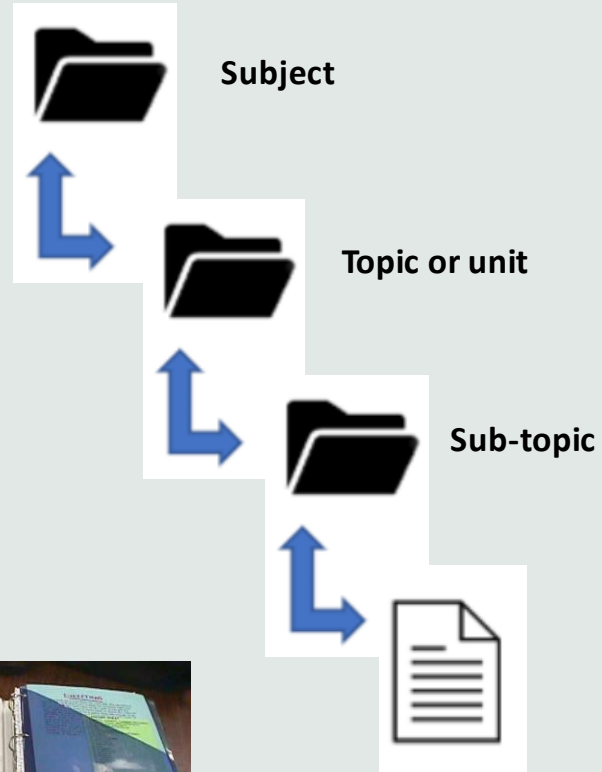
- ❖ Read through class notes
- ❖ Read material with a highlighter
- ❖ Tidy your (digital) resources
- ❖ Make a prioritised 'to do' list
- ❖ Make a revision wall
- ❖ Create memorable phrases to recollect material
- ❖ Send five emails asking for support, help, advice, or an opportunity
- ❖ Make a revision plan (start at the end and work backwards to the present day)
- ❖ Make flash cards (key words/questions on one side and details on the reverse)
- ❖ Read a course textbook
- ❖ Explore the exam board websites of each of your subjects



Quick wins!

Getting yourself tidy and organised will help you feel more in control.

Small incremental changes in your habits will gradually build into larger noticeable character traits.



Think back to student 1 and 2...



15 hours of revision

Only does content revision

Which of these two students are you most like?



10 hours of revision

Does all three stages and then takes some time off

Can you change your routines to improve?

In our experience student 2 will pretty much always get a better grade than student 1 and they put in fewer hours.