

S4 Parents' Information Evening

Year Head: Mrs McCrea

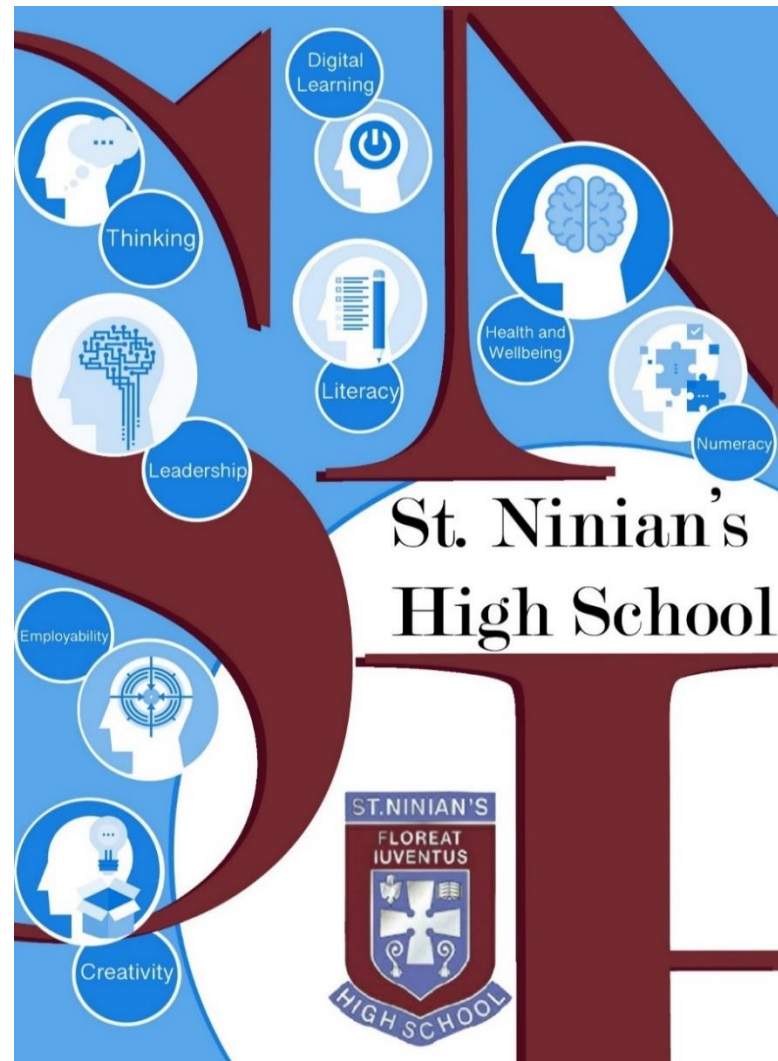
School Prayer

Jesus, as a child you grew in learning and wisdom. Bless Saint Ninian's High School, a community of faith and love where young people learn, work and grow together.

Help us to make our school a place where teachers are valued for their dedication; where pupils are encouraged to develop their talents and where all staff, young people and parents – work together in trust and friendship.

Live among us now and forever.

Amen



Format Of The Evening

- Mrs McCrea Depute Head Teacher
S4 so far....
- Miss Hall Principal Teacher of Chemistry
Study Techniques & Retrieval Practice
- S5 Pupil
Developing the individual pupil



The S4 Experience So Far.....

- A big hello and welcome....
- Surviving COVID 19
- Looking for commitment & participation
- Aiming for enjoyment & success in learning
- Developing ambition & determination to do well
- Increasing maturity & independence



Expectations & Standards

- Excellent uniform
- Excellent attendance and timekeeping
- Punctual for classes
- Working hard in class
- Ask for help/support
- Completing all homework
- Striving for excellence in all that you do
- Aiming for an excellent S4!



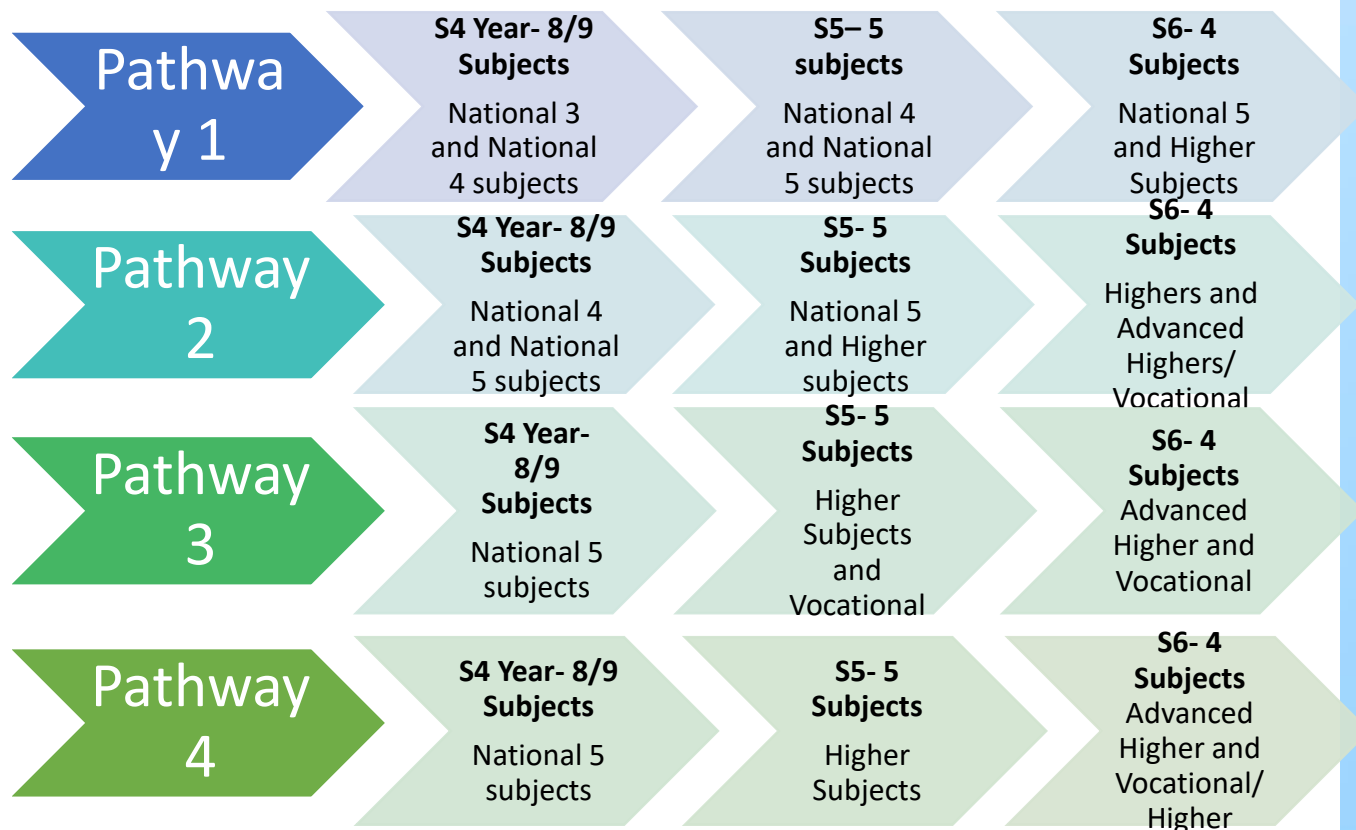
Qualification Structure

O Grade	Standard Grade	National Qualifications	New National Qualifications
A	Credit 1	Int 2 A	National 5 A
B	Credit 2	Int 2 B	National 5 B
C	General 3	Int 2 C	National 5 C
	General 4	Int 1 A	National 4 Pass/Fail
	Foundation 5	Int 1 B	
	Foundation 6	Int 1 C	National 3
		Access 3	National 1/2
		Access 1/2	



Progression

The curriculum pathway for each individual pupil is unique to them.



Understanding Your Report: Grades

Summary of Progress for Subjects

Subject	Teacher	Level of Study	Negotiated Target	On Track to Achieve	Effort	Behaviour	Homework
Accounting	Miss Lorimer	NAT5	3	5	1	1	2
Biology	Mr Macfarlane	NAT5	1	3	2	2	2
Business	Miss Thom	NAT5	1	1	1	1	1

On Track to Achieve (Working Grade): The grade the student is currently on track to achieve based on the evidence to date.

Negotiated Target Grade: An aspirational target grade formed by the pupil after a learner conversation with the teacher. This is a target for the pupil to aspire to, not an indication / estimate of the pupil's ability at this point in the course.



Developing the Young Workforce

- DYW aims to prepare learners for their future pathways and the transition into the world of work, by ensuring a greater focus on employability within Scottish education for all young people.
- Through the variety of subjects our young people gain qualifications and develop skills preparing them for their place in the Scottish workforce.
- Saint Ninian's develops the whole pupil.
- Ensuring from the very beginning young people are on appropriate courses with their needs met and are provided with numerous opportunities.



Participation & Engagement

- Full Curriculum

- Vocational Opportunities

e.g. Child Play & Creative Nails

Extensive Vocational programme on offer S5-S6

- Balance of studies and co-curricular and out of school interests

- Opportunities in school for involvement

Pupil Focus Groups, DYW Ambassadors, Catholic leadership, One St Ninian's Group, Charities Group, Faith Life



Health & Well Being

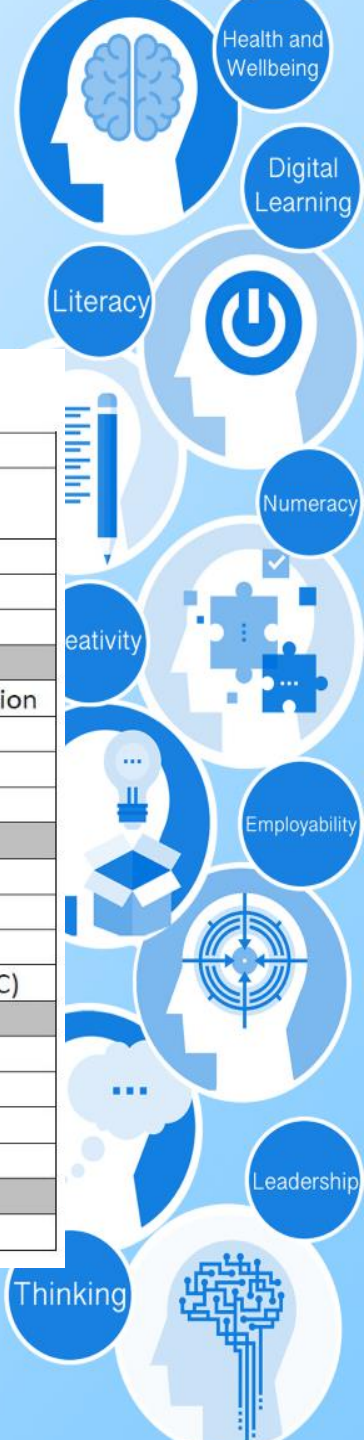


Prelim Assessments

21 Nov-19 Dec

Prelim Assessment Dates

WEEK	DATE	SUBJECT
Week 1	Monday 21 st November & Tuesday 22 nd November	Hospitality Practical
	Tuesday 22 nd November	Spanish
	Thursday 24 th November	Maths paper 1 / Applications of Maths
	Friday 25 th November	Maths paper 2
Week 2	Monday 28 th November	Accounting, Administration, Computing, Graphic Communication
	Wednesday 30 th November	English Close Reading
	Thursday 1 st December	Music
	Friday 2 nd December	Dance
Week 3	Monday 5 th December	Chemistry
	Tuesday 6 th December	Art
	Wednesday 7 th December	English Critical Reading
	Friday 9 th December	French OR Geography/ Mod studies/ History/ Mandarin (Col C)
Week 4	Monday 12 th December	Biology
	Tuesday 13 th December	Fashion Practical, Hospitality, Business Studies
	Thursday 15 th December	Drama
	Friday 16 th December	French OR Geography/ Mod studies/ History (Col D)
Week 5	Monday 19 th December	Physics



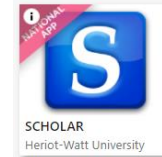
Support Offered

- Study skills
- Booklet
- Supported Study
- Subject/ Class Teams
- PSHE study skills programme
- S6 tutors
- Targeted support in place in departments
- September tracking
- Study Skills videos on website for every course
- SQA website – past papers



Scholar







The Scholar tile is available on the Microsoft Teams launch pad.



Pupils have been issued with their username and password. They can ask their Pastoral Teacher for this if they have forgotten it.

When pupils login, courses related to their timetable can be seen e.g.

Timetabled Courses

 <p>National 5 Biology</p> <p>0% Course Progress</p> <p>Start</p> <p>Activities Downloads Reports</p>	 <p>National 5 Chemistry</p> <p>1% Course Progress</p> <p>Resume</p> <p>Activities Downloads Reports</p>
 <p>National 5 Computing Science</p> <p>9% Course Progress</p> <p>Resume</p> <p>Activities Downloads Reports</p>	 <p>National 5 English</p> <p>0% Course Progress</p> <p>Start</p> <p>Activities Downloads Reports</p>
 <p>National 5 French Support Materials</p> <p>0% Course Progress</p> <p>Start</p> <p>Activities Reports</p>	 <p>National 5 Mathematics</p> <p>0% Course Progress</p> <p>Start</p> <p>Activities Downloads Reports</p>



Scholar

Each course has a wealth of resources including:

- Printed course notes
- Questions and answers
- Online tutorials
- Videos
- Quizzes
- Topic assessments
- Online tutorials (worksheets accompanied by a video recording of teacher going through the answers)



SCHOLAR | National 5 Chemistry | Chemistry in Society | 2nd March 2021

Question 2 – Metals

2. Information about the reactions of three different metals X, Y and Z is given in the table.

Metal	Reaction with dilute acid	Reaction with water
X	reacts	no reaction
Y	no reaction	no reaction
Z	reacts	reacts

Which of the following shows the metals in order of increasing reactivity?

A. Y, Z, X
B. Z, X, Y
C. Y, X, Z
D. X, Y, Z

Vote for the correct answer now.

Q.02 Select an option (voting is anonymous)

a)
 b)
 c)
 d)

Emma Maclean



E-sgoil



STUDY SUPPORT

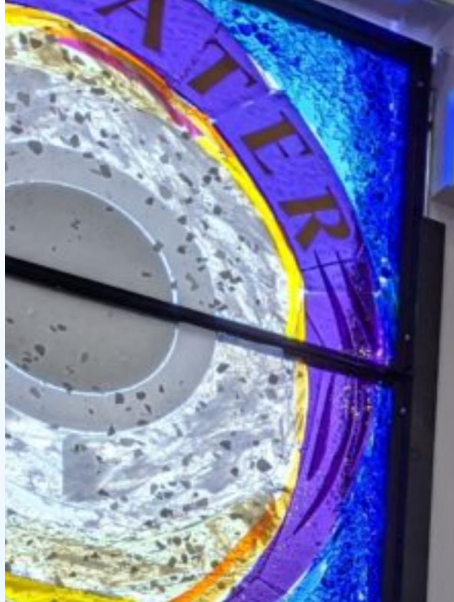
2022-23

REGISTRATION NOW OPEN

Webinars for English,
Maths, Social Subjects and
Sciences start in the week
beginning
26th SEPTEMBER

All other webinars start in
the week beginning
31st OCTOBER





Please click on the links below to access to resources/ advice that are pertinent to S4 pupils.

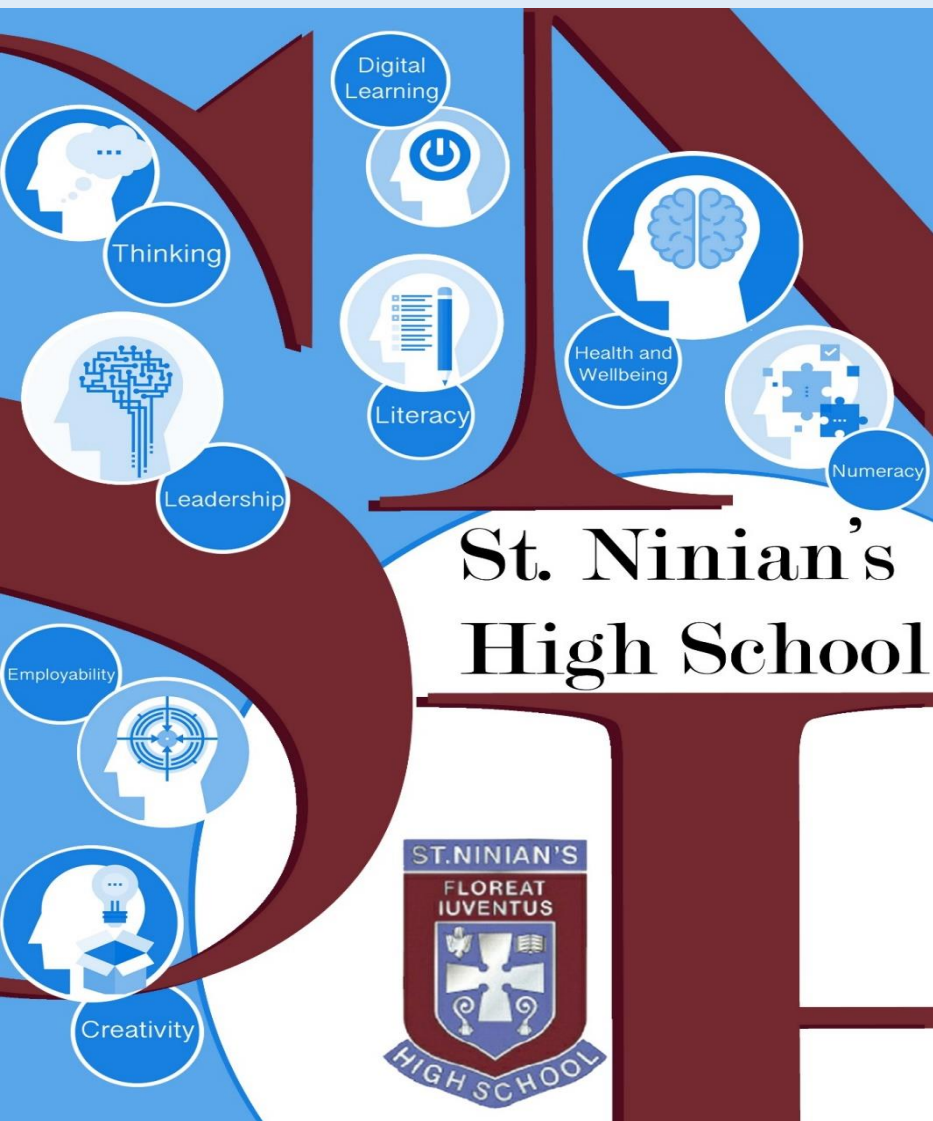
1. [Study Skills](#)
2. [S4 Course Outlines](#)
3. [Parent Information](#)
4. [S4 Course Overview](#)
5. [S4 Supported Study Summary- updated January 2022](#)
6. [Pupil Study Plan](#)
7. [S4 National 5 Departmental Assessment Profiles](#)
8. [2023 SQA Official Exam Timetable](#)
9. [Wellbeing support for pupils and parents](#)
10. [Five habits of an effective learner](#)
11. [Pomodoro](#)



S4 Parents' Evening

- Thursday 24th November
- Bright Red Publishing
- Skills Development Scotland



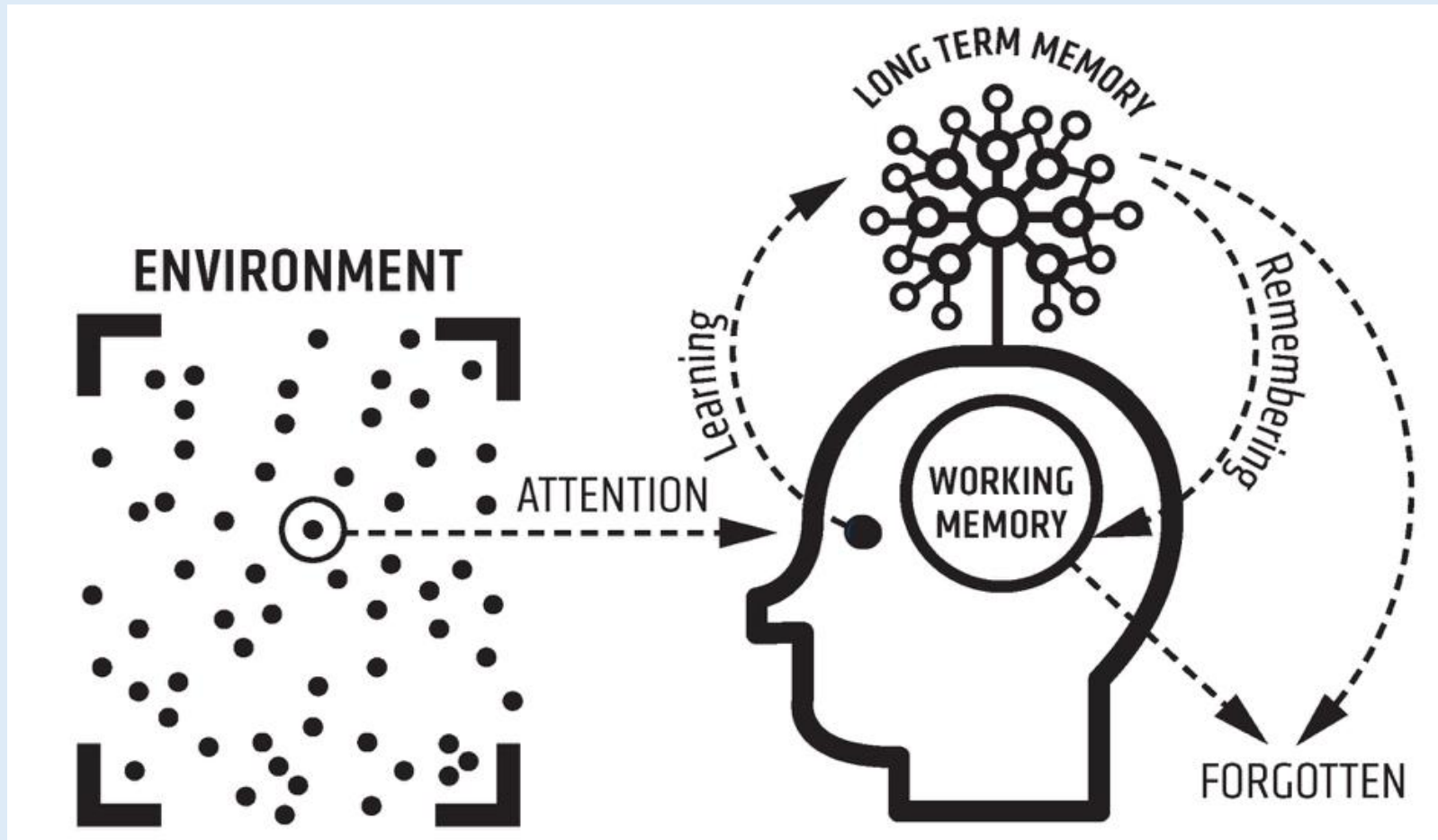


S4 Assembly

Memory and Retrieval Practice

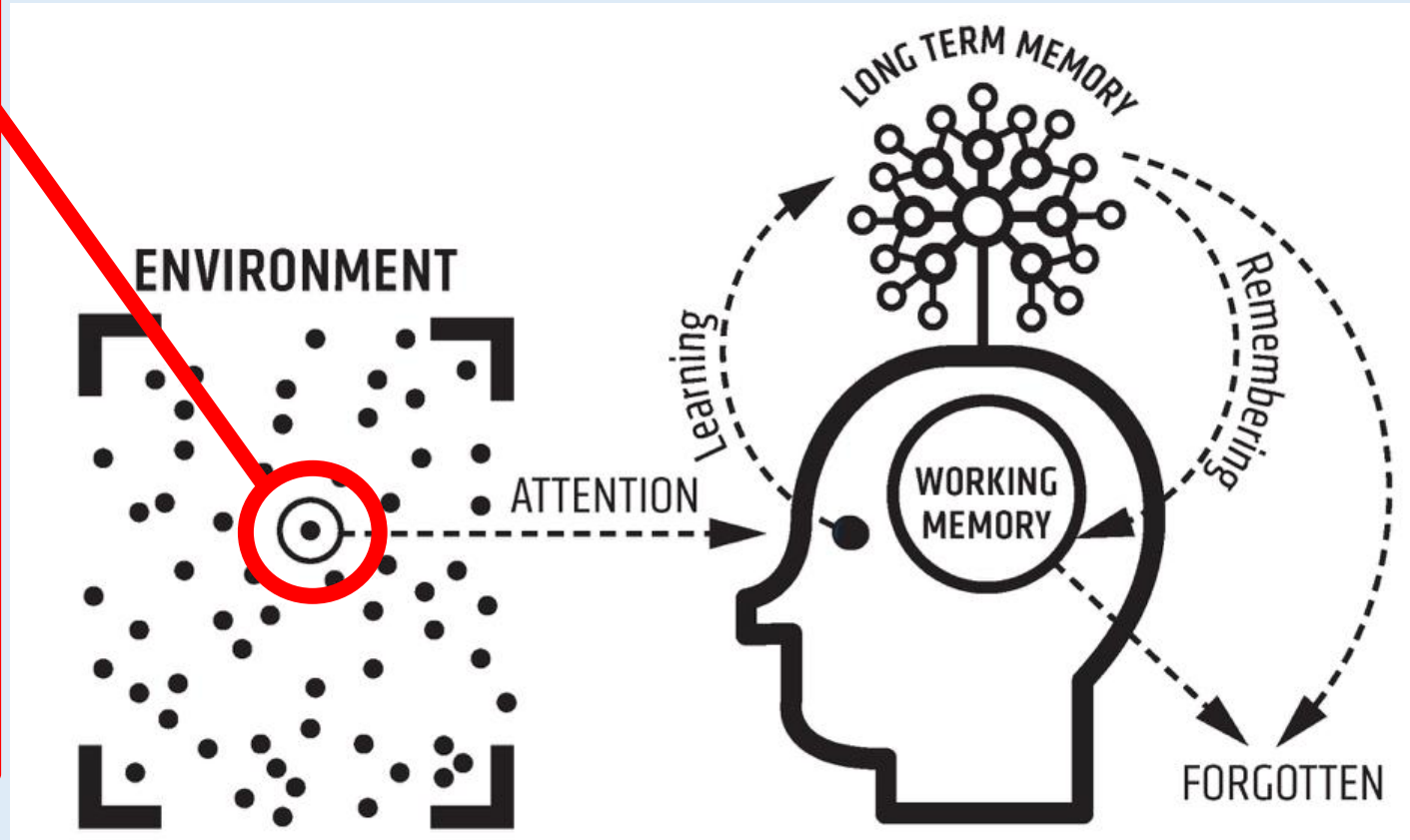
Miss Hall
Wednesday 2nd November 2022

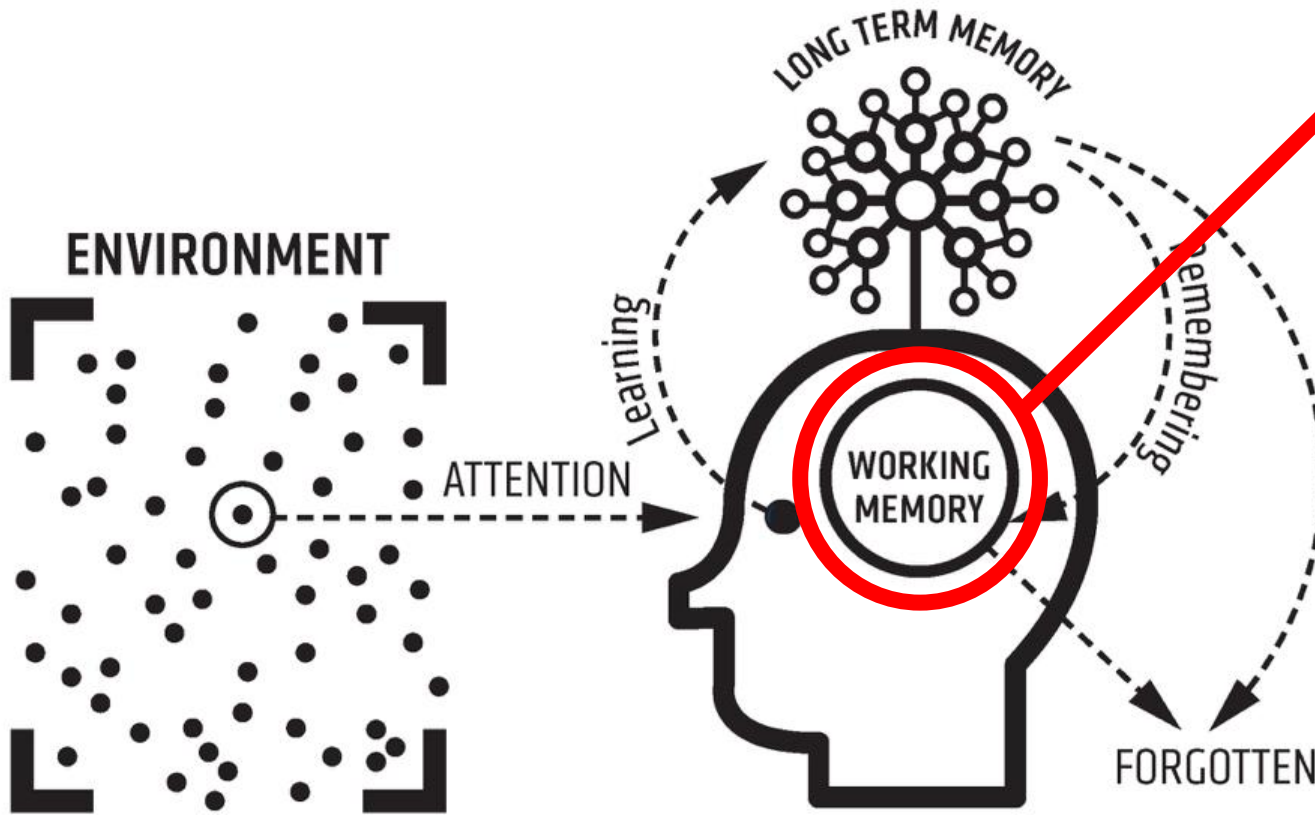
Memory - The Science of Learning



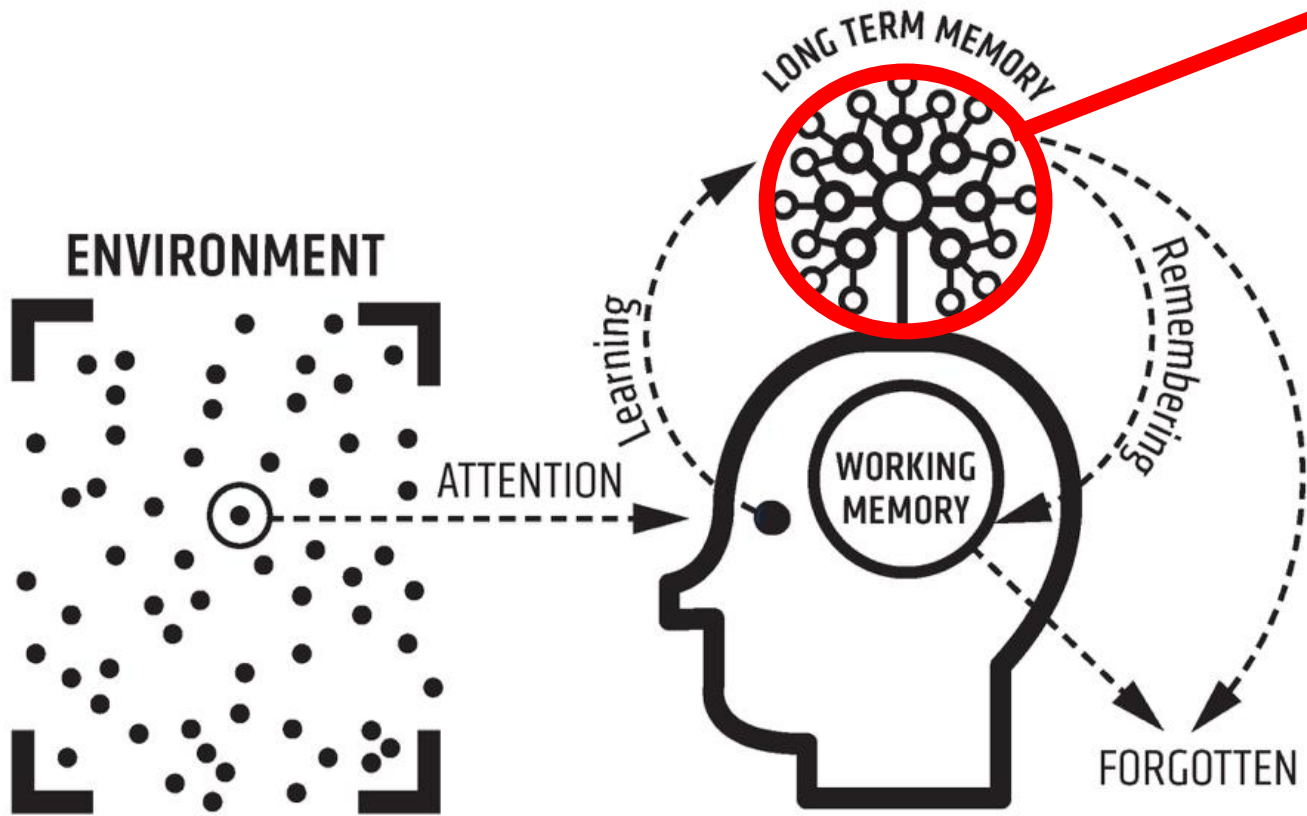
Attention

We acknowledge the new information and it is transferred to our working memory.

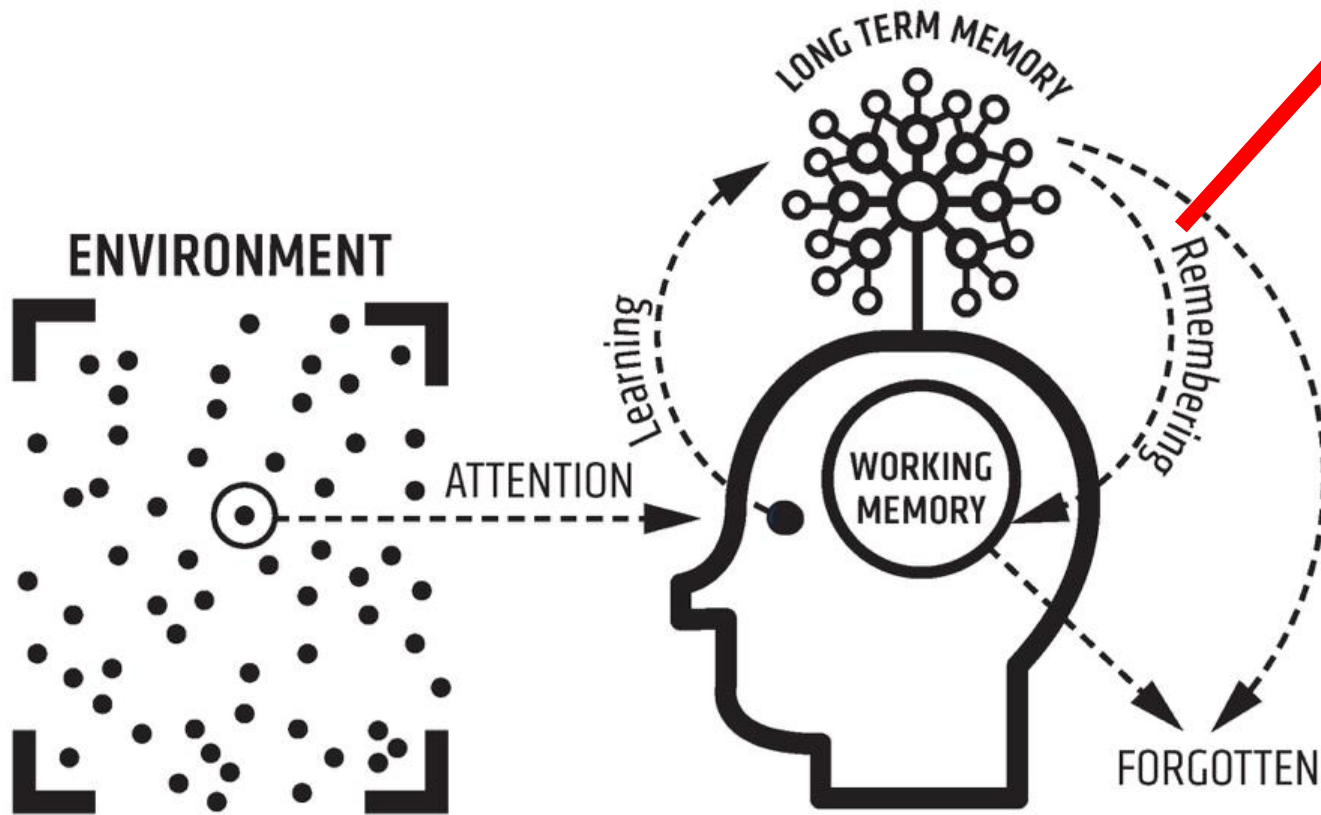




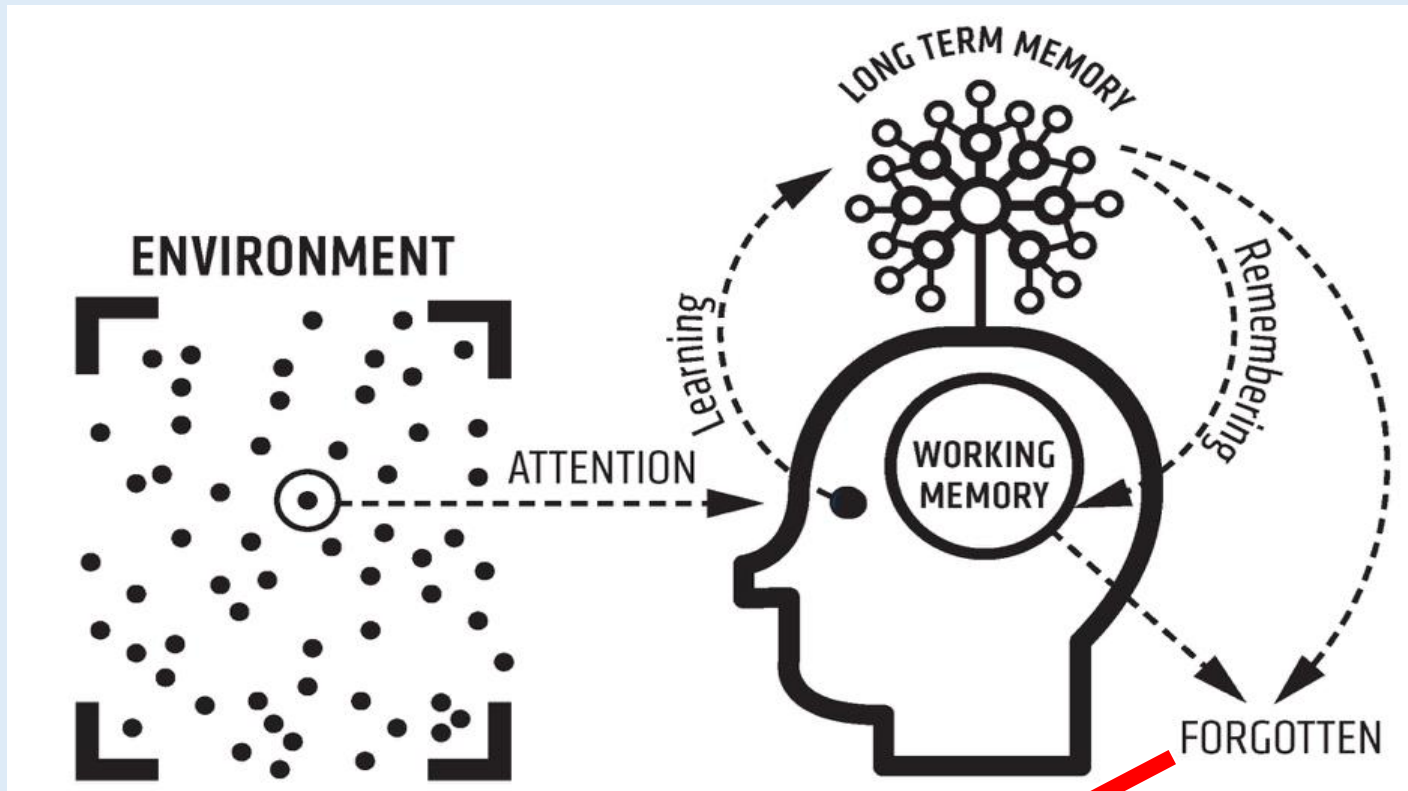
Working Memory
Is finite so we can only take on so much information and it is then 'lost' after about 30 seconds.



Long-Term Memory
New information is moved to our long-term memory as we learn and make links to prior learning.



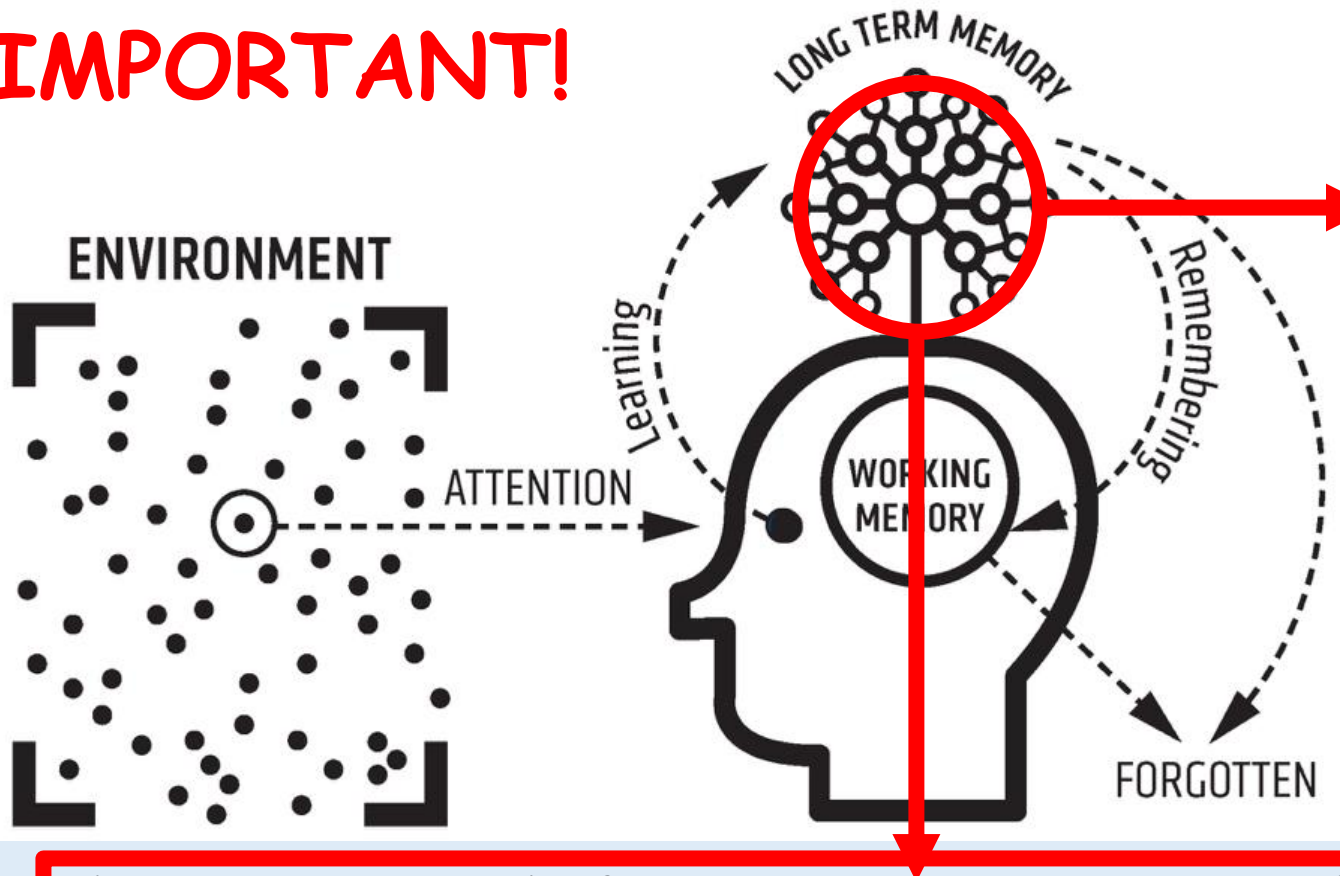
Remembering
If we **retrieve** the information from our long-term memory often enough, it will become easier to move back to our working memory when we need it e.g. during an assessment.



Forgotten

If we do not **retrieve** the information from our long-term memory often enough, we will forget it.

IMPORTANT!



When you retrieve information from your long-term memory during revision, you must check it is correct!

Check your retrieved information against your notes or check with your teacher to avoid storing wrong information in your long-term memory.

What is Retrieval Practice?

‘Using our memory, shapes our memory’



Robert Bjork
Professor of Psychology

What is Retrieval Practice?

- The act of recalling learned information from memory (with little or no support).
- Every time that information is retrieved or an answer is generated, it changes that original memory to make it stronger.
- Also known as the 'testing effect'.

What are the Benefits of Retrieval Practice?

- Helps with long-term retention of information.
- Identifies gaps in knowledge.
- Learn more when you revisit previously tested material.
- Improves transfer of knowledge to new contexts.

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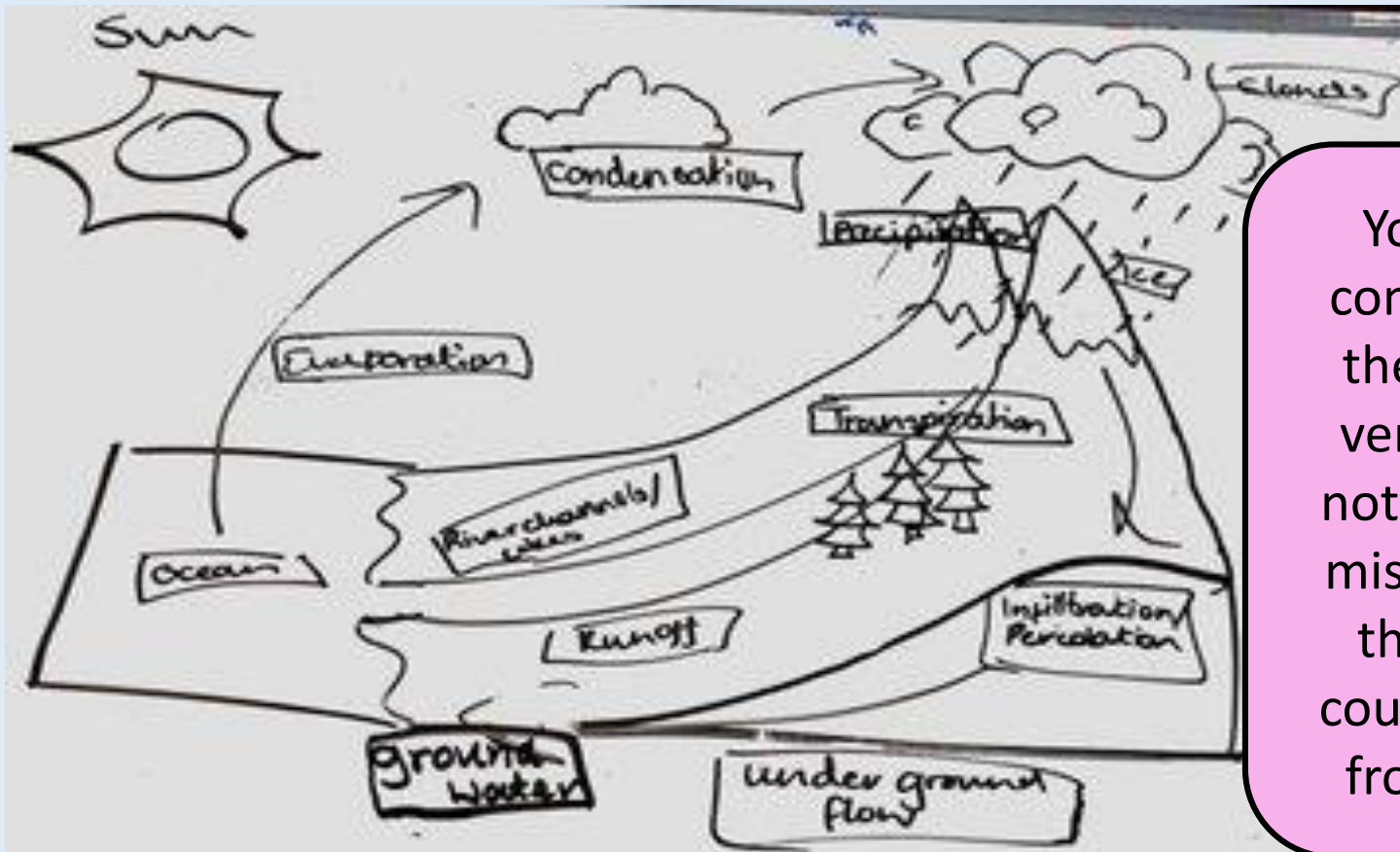
Learning vs. Performance

- Immediate performance does not indicate long-term learning has taken place.
- Learning strategies that are challenging will have the biggest impact on learning.
- These learning challenges are known as 'desirable difficulties'.

What might Retrieval Practice look like?

- Practice tests
- Quizzes - testing yourself and your peers
- Flash cards
- Writing down information from memory - 'brain dump'

Drawing Diagrams from Memory



You can then compare this to the completed version in your notes to identify mistakes and/or the parts you couldn't retrieve from memory.

Using Flashcards to Self-Test

For flashcards to be effective you should have:

- Key words or vocabulary on the front and definitions on the back
- Questions on the front and answers on the back

Explain why each of the following ingredients are used in a Savoury Macaroni Cheese recipe.

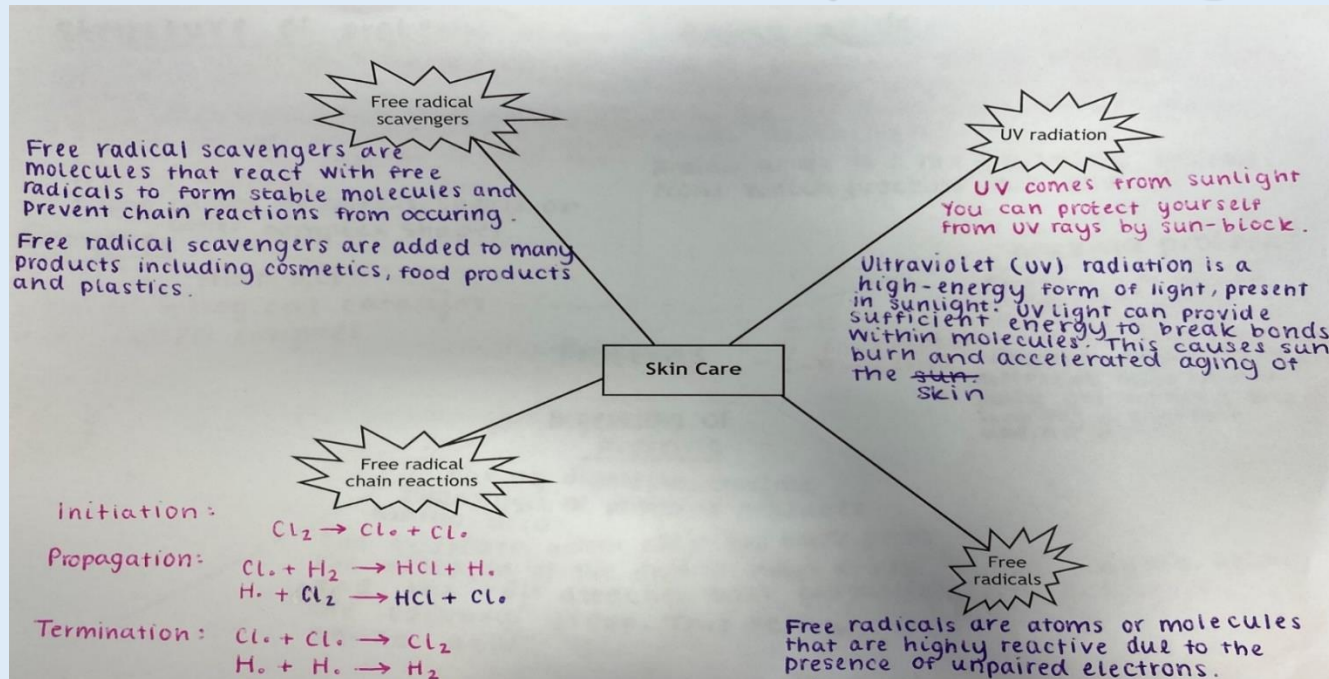
Flour
Cheese

Flour: Used as a thickening agent in a sauce, which will cause the sauce to thicken and be the correct consistency.

Cheese: Has a strong flavour which will prevent the dish from being bland.

TOP TIP...When making flashcards use SQA past paper questions and answers from marking schemes to make them up. That way you will become more familiar with exam requirements.

Retrieval Clock to Identify Knowledge Gaps



Write down information from memory with no support in one colour of pen. Then compare to your notes and fix mistakes or add missed information with a second colour of pen identify your strengths and gaps.

Open-Ended Questions

The Big Questions

Discuss the causes of crime.

Discuss why women are underrepresented in Parliament.

Discuss Government responses to inequalities.

Try writing a response from memory and then go back with your notes to fix mistakes and add in the information you missed out. This will help to strengthen the information in your long-term memory.

Final Thoughts...

- Highlighting, underlining and re-reading your notes can help you to initially identify the information you need to learn but is less effective at strengthening your long-term memory.
- Make your revision challenging, it should **test** your memory!
- Focus on the gaps in your knowledge first. Don't do 'comfort revision' and focus on the things you know because it makes you feel good.

Final Thoughts...

Space your revision by breaking it into chunks over time.

Carry out your revision in a quiet environment.

In a study carried out, pupils performed 60% better in an exam when they did their revision in a quiet environment than those who listened to music whilst studying.

This is because the music takes up processing space in brain so there's less space in your working memory for the information you are trying to learn/revise.

My S4 Experience

- **Francesca Dunn 5a4**