



Langley Park School for Boys

Raising Achievement

Tuesday 6 October

Educating the whole child. Ambitious for every child.

Aims



- ▶ Expectations of the year ahead
- ▶ Go Revise
- ▶ Key dates, support for year 11

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Expectations of the year ahead



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Who are you - What has your term been like?



- ▶ The 'Save it to the Exams'
- ▶ The Intervention Guru
- ▶ The Stress head
- ▶ The Workaholic
- ▶ The 'Drama'
- ▶ The Focused
- ▶ The Successful
- ▶ The Quietly Confident
- ▶ The Disaffected
- ▶ The Oblivious
- ▶ The Full of good intentions
- ▶ The Rebel
- ▶ The Overwhelmed
- ▶ The Attention Seeker
- ▶ The Sleeper
- ▶ The Avoider

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The Stats



Langley Park School for Boys

- ▶ Attendance: $100 - 96\% = +0.49$
- ▶ $96\% - 90\% = +0.28$
- ▶ Below $90\% = -0.17$

With over 200 students receiving their results this summer, the cohort achieved close to 2,000 qualifications in total. Impressively, 27% of all grades awarded were 9–7, significantly outperforming the national average for boys at 20.7%. The overall pass rate (grades 9–4) reached 83%, which is a remarkable 16% above the national average for boys.

The school's commitment to a broad and ambitious curriculum continues to yield excellent outcomes. Particular highlights this year include:

Computer Science 32% grades 9-7 88% grades 9-4

Drama 50% grades 9-7 94% grades 9-4

French 50% grades 9-7 97% grades 9-4

German 39% grades 9-7 90% grades 9-4

Geography 36% grades 9-7 86% grades 9-4

Music 38% grades 9-7 93% grades 9-4

Sports Studies 31% grades 9-7 86% grades 9-4

Triple Science

Physics 39% grades 9-7 100% grades 9-4

Biology 37% grades 9-7 97% grades 9-4

Chemistry 29% grades 9-7 94% grades 9-4

Things you should know....

- ▶ 1) We do better in every nationally judged statistic, than the national standard for boys.
- ▶ 2) 90% of you will pass English
- ▶ 3) 87% of you will pass Maths
- ▶ 4) Disadvantaged student data is in line if not exceeding data for the National Average
- ▶ 5) Teachers predict accurately and will let you know how you are doing
- ▶ 6) SEND students make their expected target levels
- ▶ 7) Some of you will get mentors: 80% of them gained 2 grades in average from their starting point of TES 1
- ▶ 8) Some of you will be given revision guides
- ▶ 9) P6 / P0 and Easter School are there to provide the support the teachers think you need - and are therefore not optional
- ▶ 10) 77% of you will return here

We will look after your enrichment and down time too!

Which one are you?



BE BOTH BEARS!!!!!!

Be Both Bears



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Tutor time visits

Session 1 – The science of learning, DOSE habits and timetabling

Session 2 – Effective Revision Techniques





The Science of Learning



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The science of learning

- Your brain is made of billions of nerve cells called **neurons**.
- When you learn something new, these neurons **communicate** using tiny electrical and chemical signals.
- Every time they communicate, they form **connections** called ***synapses***.
- The more you practise something, the **stronger** and *faster* these connections become.



Mistakes help the brain grow

When you make a mistake:

- Your brain becomes more **active**.
- It looks for new ways to solve the problem.
- Each correction builds new pathways.

Mistakes = growth

Sleep saves new learning

During sleep:

- The brain reviews and organises the day's learning.
- It strengthens important synapses.
- It clears away unneeded information.

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= memory consolidation





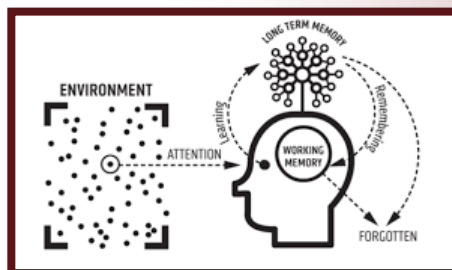
Repetition Strengthens Learning

- When you repeat a skill—like reading, solving maths problems, or playing a sport—the brain strengthens synapses.
- This process is known as long-term potentiation, which helps information move from:

Short-term memory → Long-term memory

Practise = stronger neural pathways.

Toilet signs – you have already done this!

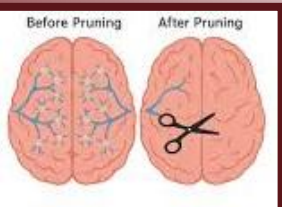


Think of it like walking through grass:

- The first time you make a path, it's hard.
- If you walk the same path every day, it becomes clear and easy to follow.



The brain prunes unused connections



- Just like gardeners cut away weak branches, the brain removes connections you don't use.
- This is called **synaptic pruning**. It helps your brain become more efficient by keeping the useful pathways and removing the unused ones.

Use it or lose it!



The image shows the exterior of Langley Park School for Boys. The main building is a large, modern structure with a prominent red brick facade and a curved roofline. The school's name, "Langley Park School for Boys", is written in large white letters on the red brick wall. Above the name is a small crest. To the left, there is a smaller building made of red and tan bricks. The foreground is a well-maintained green lawn. A paved path leads towards the school entrance. The sky is blue with scattered white clouds. A semi-transparent dark red banner is overlaid across the middle of the image, containing the text "Building and Effective Timetable and DOSE".

Building and Effective Timetable and DOSE



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WEEKLY REVISION PLANNER

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	TIME	SATURDAY	SUNDAY
8:30AM-4PM	SCHOOL	SCHOOL	SCHOOL	SCHOOL	SCHOOL	9AM-10AM	BREAKFAST/ SHOWER	BREAKFAST/ SHOWER
4PM-5PM	HOMEWORK	TV/ GAMING/ SOCIAL MEDIA	HOMEWORK	TV/ GAMING/ SOCIAL MEDIA	HOMEWORK	10AM-11AM	REVISION - ENGLISH	REVISION - SCIENCE
5PM-6PM	DINNER	DINNER	DINNER	DINNER	DINNER	11AM-1PM	SEEING FRIENDS/ LUNCH	SPORT/ LUNCH
6PM-7PM	REVISION - GEOGRAPHY	HOMEWORK	REVISION - HISTORY	REVISION - FRENCH	REVISION - SCIENCE	1PM-3PM	REVISION - MATHS	REVISION - FLASH CARDS
7PM-8PM	REVISION - MATHS	REVISION - ENGLISH	FREE TIME	HOMEWORK	FREE TIME	3PM-5PM	OUT WITH FAMILY	SPORT/ TV/ GAMING
8PM-9PM	FREE TIME/ SHOWER	FREE TIME/ SHOWER	FREE TIME/ SHOWER	FREE TIME/ SHOWER	FREE TIME/ SHOWER	6PM-8PM	DINNER/ FREE TIME	DINNER/ FREE TIME



1. 'Revision' is too generic
2. The timings are not chunked
3. No time built in to check whether revision has worked!

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Timetable 'hacks' that make a difference!

1. Your TT should be personalised and specific.
2. Where possible, break sessions into smaller chunks of time 25-30 minute slots
3. Ensure your timetables includes time to check that your revision has worked, as well as looking over content.



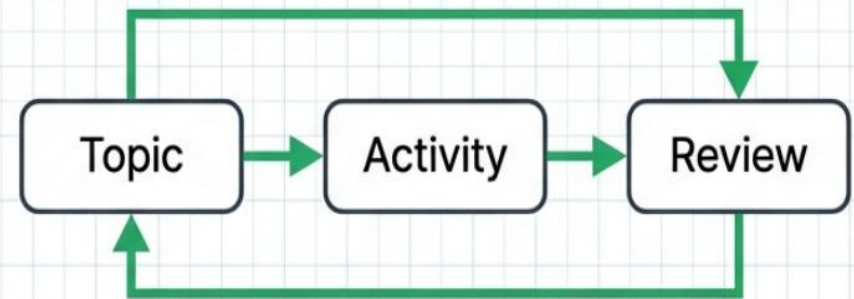
A Timetable is Not a Strategy

The Status Quo: The Timetable

		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	31		

Defines WHEN you work. It is static. It builds the habit of showing up.

The Solution: The Revision Plan



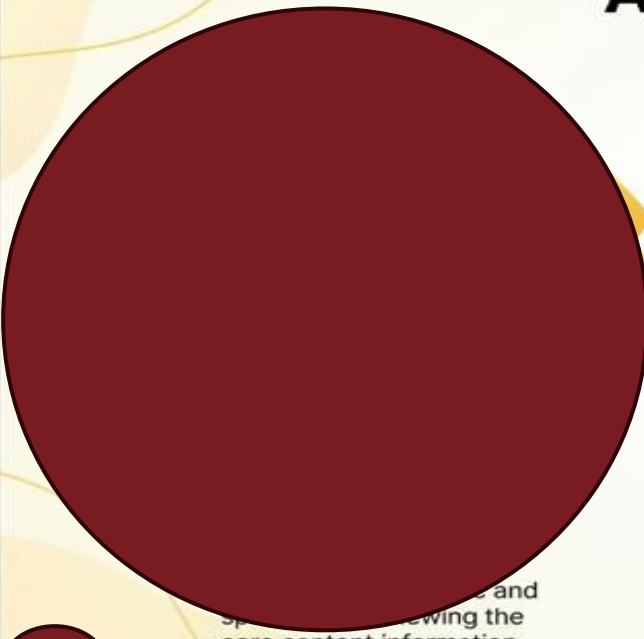
Defines WHAT you do. It determines which topics to revise and with which activities.

“Planning out your revision is not something done just once. It is a dynamic document that evolves based on the needs of each subject and the progress you make.”

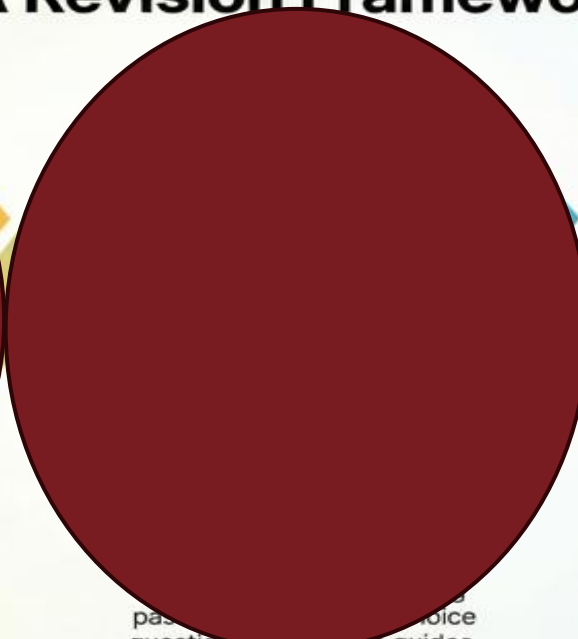


Your timetable should help you review, practice and improve

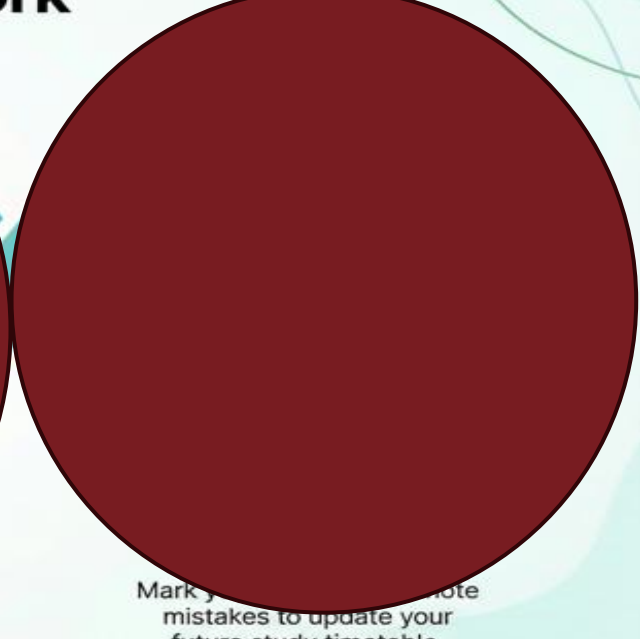
The Three Pillars of Mastery: A Revision Framework



Spaced repetition and
spaced review of the
core content information.



Practice with multiple choice
questions, past papers and
revision guides.



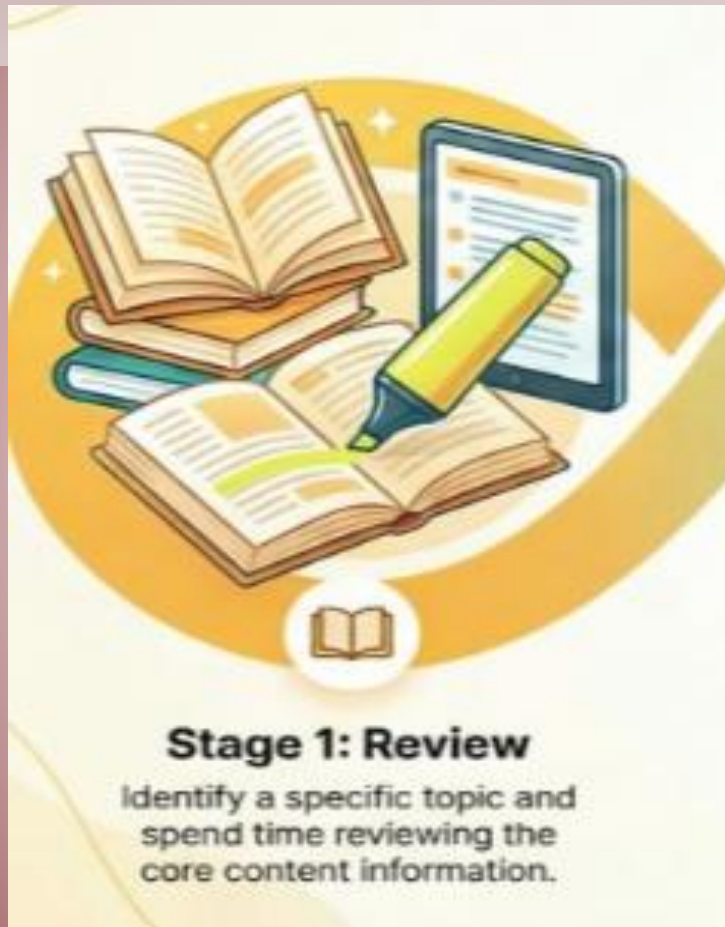
Mark your work and note
mistakes to update your
future study timetable.

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NotebookLM

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Personal Learning Checklists



XUB1 - Pre-production Skills

Topic	Revision Guide Page	Student	Teacher
Learning Outcome 1: Understand the purpose and content of pre-production			
Purpose and uses for mood boards (e.g. ideas and concepts for a new creative media product development, assisting the generation of ideas)	1		
Purpose and uses for mind maps/spider diagrams (e.g. to show development routes and options for an idea, or component parts and resources needed for a creative media product)	2		
Purpose and uses for visualisation diagrams (e.g. for still images and graphics)	3-4		
Purpose and uses for storyboards (e.g. for use with video, animation)	4-5		
Purpose and uses for scripts (e.g. for a video production, voiceover, comic book or computer game)	5-6		
The content of mood boards	1		
The content of mind maps/spider diagrams	2		
The content of visualisation diagrams, i.e.: images, graphics, logos, text	3-4		
The content of storyboards, i.e.: number of scenes, scene content, timings, camera shots, camera angles, camera movement, lighting, sound, locations, camera type i.e. still camera – video camera – virtual camera	4-5		
The content of scripts, i.e.: set or location for the scene, direction, shot type, camera movement, sounds, characters, formatting and layout	5-6		
Learning Outcome 2: Be able to plan pre-production			
Understand how to interpret client requirements for pre-production (e.g. purpose, theme, style, genre, content) based on a specific brief (e.g. by client discussion, reviewing a written brief, script or specification)	9		
Understand how to identify timescales for production based on target audience and end user requirements	11		
Understand how to conduct and analyse research for a creative digital media product, i.e.: using primary sources, using secondary sources	10		
Produce a work plan and production schedule to include: tasks, activities, work flow, timescales, resources, milestones, contingencies	12		
The importance of identifying the target audience and how they can be categorised, i.e.: gender, age, ethnicity, income, location, accessibility	12		
The hardware, techniques and software used for: digitising paper-based documents, creating electronic pre-production documents	13-15,49-51		
The health and safety considerations when creating digital media products (e.g. use of risk assessments, location reces, safe working practices)	15-18		
Legislation regarding any assets to be sourced, i.e.: copyright, trademarks, intellectual property	18-19,52		
How legislation applies to creative media production, i.e.: data protection, privacy, defamation, certification and classification, use of copyrighted material and intellectual property	19-20,52		
Learning Outcome 3: Be able to produce pre-production documents			
Understand how to create a mood board	22-23		
Understand how to create mind map/spider diagram	23		
Understand how to create visualisation diagram or sketch	23-24,48		
Understand how to create storyboard	25		

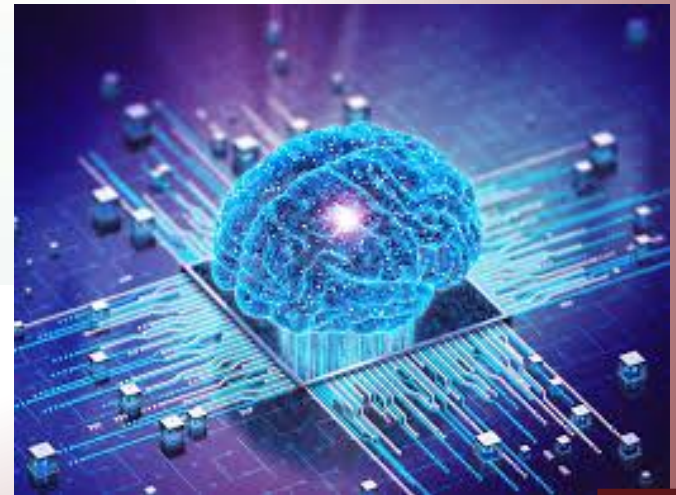
MST 2019

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Stage 2: Practice

Test your knowledge using past papers, multiple-choice questions, or revision guides.



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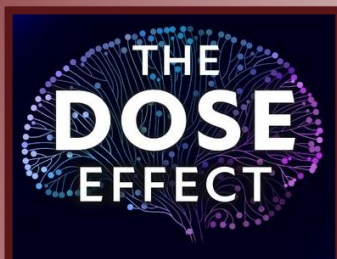
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Your timetable should help you review, practice, and improve

1. Mark schemes.
2. Teacher input (where possible)
3. Examiner reports (these are golden)





Dopamine — “The Motivation Molecule”

- Drives motivation, discipline, and the ability to complete difficult tasks.
- Healthy dopamine comes from *effortful, goal-oriented* activities, not quick hits.
- Quick-fix dopamine sources (sugary foods, social media, gambling, online shopping, alcohol,) create spikes followed by steep crashes.

Building daily habits such as completing small tasks, tidying, or engaging in deep work helps generate sustainable dopamine.

Oxytocin — “The Connection Chemical”

- Supports social bonding, trust, and emotional safety.
- Modern technology and individualism reduce natural oxytocin production by limiting meaningful human contact

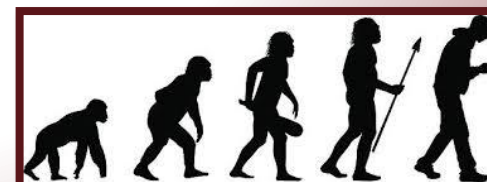
Simple practices to boost oxytocin, such as: Hugging someone for at least 5 seconds, Regular social rituals (weekly meetups, shared meals, group activities)
These practices build consistent, reliable connection.

Serotonin — “The Confidence Chemical”

- Regulates happiness, mood stability, and feelings of confidence.
- **Can be boosted through** gratitude, exposure to natural light, outdoor time, and accomplishing tasks that create order (e.g., cleaning small spaces).

Endorphins — “Natural Painkillers”

- Reduce stress and enhance pleasure. **Triggered by** movement, laughter, stretching, and other physical activities.



Modern Imbalance

Cravings for instant-gratification technologies (like short-form video apps), processed foods, and reduced in-person relationships disrupt our natural DOSE rhythms. This leads to:

Low motivation, Social disconnection, Overstimulation followed by crashes, Anxiety and fatigue



Finding the right blend



Dopamine – no phones for the first 30 minutes when you wake up

Oxytocin – hugging loved ones, including pets

Serotonin – eating single ingredient foods

Endorphins – stretching with up, downs and twists.



Effective Revision Strategies

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Purposeful Practice and building positive revision habits



LG

GO REVISE! 30 Day Challenge!



WEEK 1 — Build the Foundation (Habits & Organisation)		☒
Day 1 — The Setup Sprint		☐
- Create a revision timetable. - Break subjects into topics. - Choose your revision tools (flashcards, notes, apps).		
Technique: Planning & time-blocking.		
Day 2 — Active Recall Intro		☐
Pick any topic and create 10 question & answer flashcards.		
Technique: Retrieval practice.		
Day 3 — Note Reduction		☐
Turn one page of notes into a half-page summary.		
Technique: Dual coding + concise synthesis.		
Day 4 — Pomodoro Challenge		☐
Try 2 x 20-minute focused sessions with 5-minute breaks.		
Technique: Focus management.		
Day 5 — Identify Your Gaps		☐
- Complete a short self-test from memory. - Highlight weak areas.		
Technique: Metacognition.		
Day 6 — Memory Mapping		☐
Create a mind-map for any topic.		
Technique: Visual learning & connections.		
Day 7 — Light Reflection Day		☐
10 minutes flashcards - Review what worked / didn't work.		
Technique: Reflective practice.		
WEEK 3 — Exam Technique & Application Skills		☒
Day 15 — Command Word Training		☐
Pick 5 past questions and highlight command words (e.g. describe, explain, evaluate).		
Technique: Question decoding.		
Day 16 — Mark Scheme Detective		☐
Complete 2–3 questions, then mark them using a mark scheme.		
Technique: Self-assessment.		
Day 17 — Structure Practice		
WEEK 2 — Core Memory & Thinking Skills		☒
Day 8 — Spaced Repetition Setup		☐
- Review this week's flashcards - Schedule future reviews (Day 12, 16, 20, 24).		
Technique: Spaced repetition.		
Day 9 — Brain Dump		☐
- Write everything you can remember about a topic on blank paper. - Compare with notes.		
Technique: Retrieval under pressure.		
Day 10 — Dual Coding		☐
Turn a text explanation into a diagram OR turn a diagram into text.		
Technique: Multisensory encoding.		
Day 11 — Practice Under Constraints		☐
Answer 3 practice questions with a strict 5-minute timer each.		
Technique: Exam-speed conditioning.		
Day 12 — Spaced Review #1		☐
- Revisit flashcards made earlier. - Add 5 new ones.		
Technique: Strengthening recall.		
Day 13 — Teach It to Someone		☐
Teach a topic to a friend, parent, or imaginary student.		
Technique: The Feynman Technique.		
Day 14 — Rest + Light Recall		☐
10 minutes of low-effort recall (e.g., app quizzes).		
Technique: Mental consolidation.		
WEEK 4 — Efficiency, Confidence & Final Push		☒
Day 22 — 3x3 grids		☐
3 key points, 3 examples, 3 definitions		
Technique: Cognitive compression.		
Day 23 — Exam Scenario Training		☐
Sit a timed mini exam (25–30 minutes).		
Technique: Exam endurance.		
Day 24 — Spaced Review #3		☐
Review hardest flashcards only.		
Technique: Targeted recall.		

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Can you memorise these letter combinations?

XXB

BCLAP

DIGBR

OM

LEYC

CT

VXX

LO



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30 SECONDS OF RECALL





Can you memorise these letter combinations?

XX

BBC

LAPD

IG

BROMLEY

CCTV

XX



30 SECONDS OF RECALL



Both Lists...

XXB

BCLAP

DIGBR

OM

LEYC

CT

VXX

XX

BBC

LAPD

IG

BROMLEY

CCTV

XX

Both Lists...

XXB

BCLAP

DIGBR

OM

LEYC

CT

VXX

XX

BBC

LAPD

IG

BROMLEY

CCTV

XX

British Cycling



- Great Britain's national cycling team only won one gold medal between 1908 and 2003 on the Olympic Games, **almost a hundred years without any major accomplishments.**
- In the biggest cycling tournament, Tour de France, they didn't find success **for 110 years.**
- The performance of the British athletes was so bad, that their bicycles manufacturer didn't want to sponsor them anymore, because it was bad for the brand when they were losing so many competitions riding their products.





Key Takeaways – 1% gains

Don't look for the big 'one off' change. Look for the many little things!

- Tested suit materials in the wind tunnel in order to find the best one.
- Cyclists switched their outdoor suites to the indoor ones because they were lighter and more aerodynamic.
- Redesigned bike seats to be more comfortable.
- Used alcohol for a better tyre grip.
- Athletes wore specially heated shorts to maintain proper muscle temperature.
- The team took their own pillows with them to Tour de France.
- Tried a wide range of massage gels for the best muscle recovery.
- Hired a person to teach sportspeople how to wash hands properly in order not to catch a cold



Rugby World Cup Win



- Can anyone see the difference in these

"Winning the Rugby world cup was not about doing one thing 100% better, but about doing 100 things 1% better". **Sir Clive Woodward**

- Changed the playing shirt from baggy to tight
- Huge use of video analysis (ahead of its time in rugby and sport)
- Players given specific individual performance targets
- Practiced coping with jet lag
- controlled sleep schedules
- Hydration strategies
- Controlled hotel environment and reduced contact with outsiders
- Practiced kicking under fatigue





Key Takeaways – 1% gains

- Improve lots of **small things by 1%** rather than chasing one big change
- Tiny improvements **add up to a big overall advantage**
- Focus on **details others ignore**
- Gains are often **invisible but measurable over time**
- Look for **continuous improvement**, not perfection
- Ask: *“Where can we gain 1% here?”*
- **Consistency matters more than intensity**





Start as you mean to go on...and we will see you soon!



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The Year to come

Term 1



Langley Park School for Boys

September

Go Revise Session 1 (4th Sep)

P0 lessons begin rotation 1 (4th Sep – 27th Nov)

Launch Langley 30 (9th Sep)

SLT + Mentors with Parents and students of select students (5th – 16th October)

Where we at assembly (16th Sep)

October

Revision booklets to PP students (TBC)

Revision booklet to families for TES 1 (28th Sep)

P6 lessons Slot A (5th Oct – 13th Nov)

Yr 11 Raising attainment evening (6th Oct)

The Year to come

Term 2



Langley Park School for Boys

November

Exam assembly (11th Nov)

TES 1 (16th –26th Nov)

December

P0 lessons begin rotation 2 (30th Nov– 8th March)

P6 lessons Slot B (30th Nov – 15th Jan)

The Year to come

Term 3



Langley Park School for Boys

January

Parents evening 1 (7th Jan)

Go Revise part 2 (wk beginning 12th Jan)

Sixth form open evening (12th Jan)

Where we at assembly (13th Jan)

P6 lessons Slot C (18th Jan - 12th Feb)

Professionals meeting around the TES grades (TES 1) (18th Jan)

February

Revision booklet to families TES 2 (1st Feb)

Exam assembly (10th Feb)

The Year to come

Term 4



Langley Park School for Boys

TES 2 (22nd Feb - 4th Mar)

March

P0 lessons begin rotation 3 (8th March – End of Exams)

P6 lessons Slot D (8th March – 30th April)

Revision Booklet for Public exams (23rd March)

Results Assembly (23rd March)

Parents Evening (23rd March)

The Year to come

Term 5



Langley Park School for Boys

April

Easter school (6th -9th April)

Where we at assembly (14th Apr)

Public exam information online event for families (20th April)

Final exam assembly (28th Apr)

May

Exams begin (10th May)

Timetable changes in line with exams (10th May)

Exam breakfasts (10th May)

June

Study Leave (TBC)

Goodbye celebration (TBC)

Summary - Dos



BE BOTH BEARS!!!!!!

- 1) Ask to see their books and what they are doing
- 2) Encourage revision from today.
- 3) Give them a space / time that is distraction free to enable them to achieve.
- 4) Fight for their right to still be a teenager
- 5) Be positive around them when they are struggling.
- 6) Challenge them when they are 'coasting'.
- 7) Recognise your 'lack of control' in the situation
- 8) Support the school when it comes to exam season
- 9) Ensure they attend school
- 10) Ensure they attend the right interventions

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