What should they be doing now? Issue 3 - December 2025

"Don't say you don't have enough time. You have exactly the same amount of hours per day that were given to Michelangelo, Mother Teresa, Leonardo Di Vinci... and Albert Einstein." – H. Jackson Brown Jr.

As the festive season approaches, I wanted to take a moment to acknowledge the hard work and dedication of our students. The practice exams have provided a valuable opportunity for growth and learning. I have been so impressed by the resilience and positive attitude shown by Year 11 Cohort as a

December Message from Mr Nash

whole. Remember, these exams are a stepping stone, not the final destination. Students should use the feedback received to identify areas for improvement and create a personalised study plan for the upcoming GCSEs. Practice exam results and WAD 2 data will be shared on 18th December as part of

our "practice results day". I encourage you all to take some time to relax and recharge over the holiday break. Spend quality time with loved ones, pursue hobbies, and come back refreshed and ready to tackle the challenges ahead.

Wishing you all a Merry Christmas and a Happy New Year! Mr Nash, DOPA Year 11

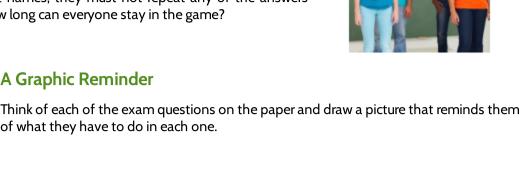
Mix up their revision during December. Try these!

Your child "virtually" with friends will be given a topic/theme/question by you. They then have 30 seconds each to write down as many answers as they can. Everyone will stand up and the quiz master (You) will call out names, they must not repeat any of the answers

of what they have to do in each one.

Virtual Stand and Deliver

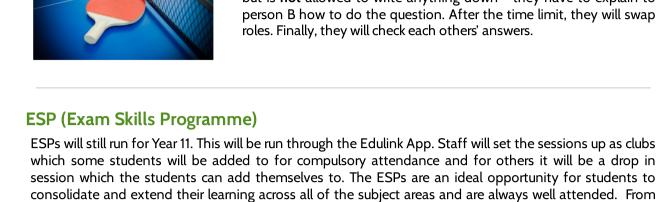
already given. How long can everyone stay in the game? A Graphic Reminder





Revision Blackout Design a poster with all of the key facts/formulas/examples for the topic. Swap with a partner. They will have two minutes to look at their poster, then turn it over and try to recreate it.

Virtual Ping Pong via Google Meet / Zoom



questions and a time limit to answer them. Person A will answer first, but is **not** allowed to write anything down - they have to explain to person B how to do the question. After the time limit, they will swap roles. Finally, they will check each others' answers. ESPs will still run for Year 11. This will be run through the Edulink App. Staff will set the sessions up as clubs

Split into two groups: A and B. Group A will be given a series of

Well Being Endurance Power to Perform Fitness Video

January, these sessions will focus on exam skills for the vast majority of sessions so that students have the opportunity to to maximise their opportunities to practice the skills they need in the summer exams



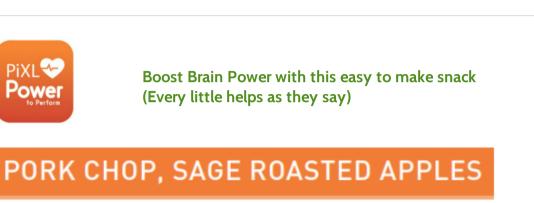
our minds and bodies to cope. You may think that taking a short period away from your studies would

Why Fitness is so important This Months Wildern fitness challenge

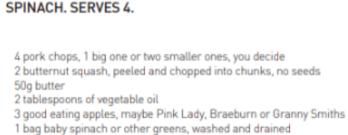
crucial for relieving stress and helping

be counter-intuitive, but it is proven to

be of significant benefit.



PORK CHOP, SAGE AND OREGANO ROASTED APPLES, BUTTERNUT MASH,



1 teaspoon dried oregano

Sprinkle over the sage and oregano.

2 butternut squash, peeled and chopped into chunks, no seeds

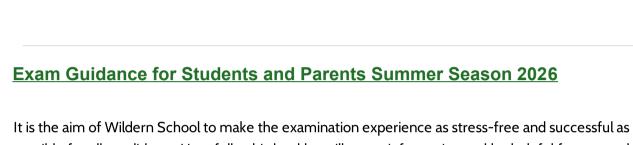


from the oven and leave to rest for 5 to 6 minutes, while you cook the spinach in boiling water for 2 to 3 minutes. Place all the chopped squash into a pan of salted water and boil until tender. Drain into a sieve or colander and leave for a few minutes to allow the squash to steam away any extra water. Mash the squash with the butter, adding salt and pepper to taste. To serve: big dollop of mash, pork and apples on top and a little of the juices from the roasting dish, BAM!

side, before placing them on top of the apples in the baking dish.

Put the pork and apples in the oven for 20 minutes, then remove

1 tablespoon chopped sage leaves, you can use dried



to read more

subject!

country this year is stark.



Endurance

possible for all candidates. Hopefully, this booklet will prove informative and be helpful for you and your parents. Please read it carefully and show it to your parents so that they are also aware of the examination regulations and the procedures to follow in the event of any problems occurring. The awarding bodies (or examination boards) set down strict criteria which must be followed for the conduct of examinations, and Wildern School is required to follow them precisely. You should therefore pay particular attention to the JCQ Information for Candidates and Warning Notices included at the end of this booklet. If there is anything you do not understand, please ask. <u>Click here</u>

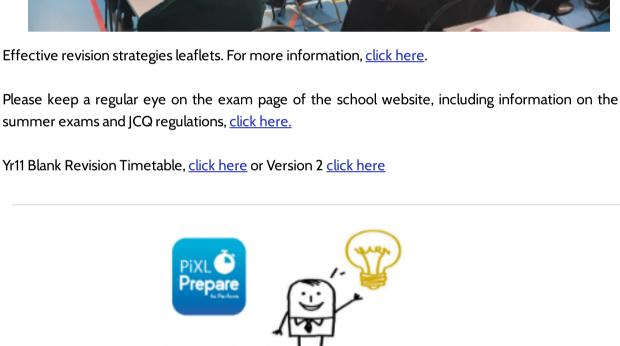
Attendance

Missing lessons means missing learning opportunities, valuable feedback from teachers, as well as having to spend time catching up, which can be challenging. If, for any reason, there is an unavoidable absence, it is vital that your child discusses this with their teacher on return in order to catch up on essential missed content and skills. As we move into the winter months, it is crucial for students to look after themselves to promote good health. This includes eating well, getting regular exercise and adopting good hygiene and

sleeping habits. See the recipe on page 4 for some healthy eating ideas.

The impact of poor attendance on GCSE grades for Year 11 students at Wildern and across the

Students who had an attendance of less than 80% achieved 2 grades lower in EVERY subject in the summer GCSE results in 2025 at Wildern compared to those who attended for over 96% of the time. Students who attended 80-89% of the time achieved a whole grade lower in EVERY



Top 10 tips to support your child through their exams

Encourage them to keep active on a daily

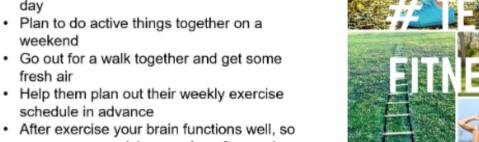
 Carry out exercise in manageable chunks e.g. 3 x 20 min sessions throughout the

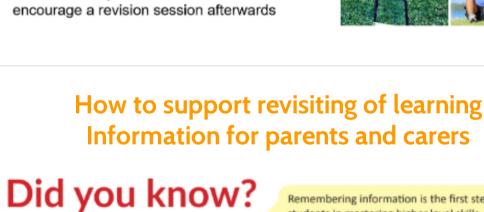
TOP TIP 3: To help your child control different aspects of their life to help them perform better when it comes to exam time next year. 3. Keeping Active 60

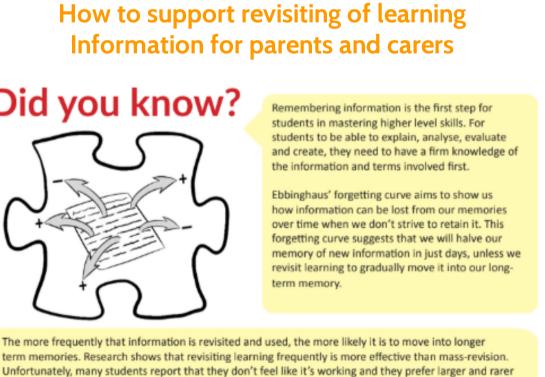
minutes

per day

Staying calm, feeling good and being effective!







move onto next ones and come to the end of a term or

year. Revision shouldn't be revising all the knowledge

from the entire year; we should aim to revisit learning

frequently to embed it into our long-term memories

and then revise the higher skills using this knowledge

Prepare

wish. Colour-coding these can be a helpful tool in as we go further into the course. aiding revisiting as students can identify in green what they are confident with, orange what they are unsure Encourage your child to find ways to address 'red' they would remember long term, and code in red that areas and weaknesses. This doesn't necessarily need information they didn't know until they wrote it down to be seeking a teacher's help, it might be reading about it in a textbook, online or practising a particular or don't fully understand and may need to explore skill. They may wish to use some of the resources PiXL have created as part of our Independence package to

What can you do?

As early as possible, encourage your child to make

studying. They may highlight these in a book/on a

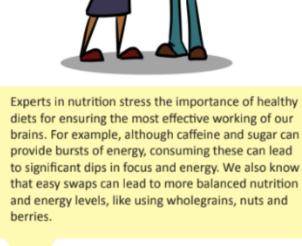
sheet, write them down onto flash cards, create a

mindmap or record them in any other way that they

notes of the key information for topics they are

chunks. Knowing this is useful for us, and the young people we care about, so we can talk about it and address this issue, even showing them typical forgetting curves and sharing examples of these.

Encourage revisiting of topics frequently, using a help them to consider areas of weakness and different ways they can address this. home-learning schedule. Discuss with your child the need to revisit learning as they progress through units, Information for parents and carers Did you know? Having a tidy space can reduce stress and improve productivity. Another way to maximise opportunities for work and reduce distractions is to ensure the space is organised with everything



What can you do?

Help your child to create a productive learning

environment, a quiet space where they can work at

a clear surface with as few distractions as possible.

most impact on the frequency at which young people read, their educational achievement and

What can you do?

3 things to do if your child is at Key Stage 3:

and tease out some of the issues that crop up.

If your child has shown an interest in a recent issue in

the news, or a particular topic at school, look into non-

fiction articles or books related to it and help them see

how they can follow their own interests and develop

their knowledge of different areas they find engaging.

3 things to do if your child is at Key Stage 4:

By this age, young people can sometimes be harder to

inspire in areas like reading. It can sometimes be worth

their personal development.

with no distractions, and know that there is a clear end when we'll get to do something we want to.

all of their 'free' time to study, and that taking breaks

important and valuable for them and their wellbeing.

and investing time in their hobbies and friends is

some snacks and a drink to help sustain them.

Renaissance Learning's report for 2018 showed that in primary school, children are generally reading books that are of a level exceeding their age and

ability. Unfortunately, this changes at secondary school; children in Year 7 generally read books which

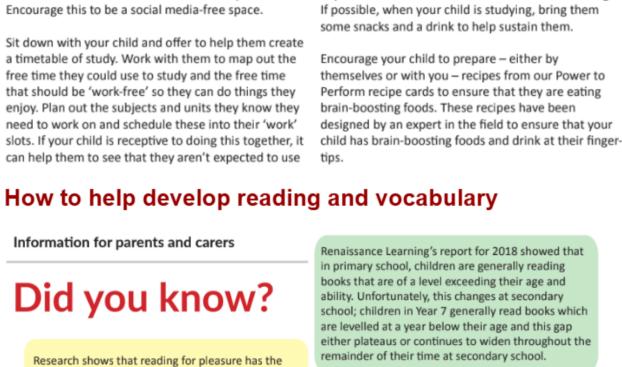
but also aid concentration.

needed for studying: laptop, books, pens and any other equipment. If you want to go a step further, plants are shown to not only create a calm space

Many people find approaches like the Pomodoro

productivity as it allows for focused 'work' time for 25 minutes, and then a 5-minute reward break. It is often surprising how much we can actually achieve in short bursts of time when we are fully focused,

technique help to increase their levels of



are levelled at a year below their age and this gap either plateaus or continues to widen throughout the remainder of their time at secondary school. Research has shown that as they grow older, children find reading less enjoyable and they also read less frequently. We also know from research that, in general, boys enjoy reading less than girls.

having a discussion about what your child dislikes, or finds difficult, about reading; be open-minded about

Consider, with your child, what subjects or topics they

are particularly enjoying and seek out fiction and/ or non-fiction linked to those. For example, some

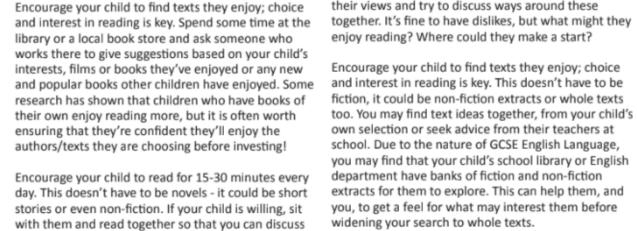
young people who like science enjoy biographies of

well-known scientists from across the ages, those

interested in history have a whole wealth of fiction

and non-fiction available to them in their chosen areas

of interest and those who enjoy maths may find books about topics like Alan Turing's Enigma machine of



interest.

Information for parents and carers Did you know?

of depression, and lower wellbeing.

The British Psychological Society recommends that

Encourage your child to do new physical activities

Key Dates

What can you do?

Screen Time

a depressing part of family life. Recent research has revealed that it's not so much the length, but the nature of the screen time that matters. What is important is that whatever young people are watching, playing and reading is high-quality, ageappropriate and safe. The University of Oxford examined 120,000 UK 15-year-olds in 2017 and found that among those teenagers who were the lightest tech-users, it was found that increasing the time spent using technology was linked to improved wellbeing possibly because it was important for keeping up friendships. In contrast, among the heaviest users of technology, any increase in time was linked to

lower levels of wellbeing.

Further research has shown that more than two hours of smartphone use on a weekday, and more than four hours on a weekend day, was linked to lower wellbeing. Several other studies suggest that higher levels of screen use in children and adolescents is associated with reduced physical activity, increased risk

Battles over screen time and devices have become

instead of screen-based inactivity. This could be new

18 December - Practice Exam Results 8am 19 March 2026 - Parents' Evening Face2Face

7 April - 11 April 2026 - Easter Revision 27 - 30 May 2026 - Half Term Revision

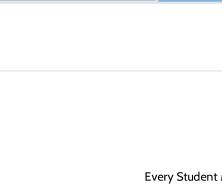
parents and carers use technology alongside children hobbies, going for a walk, playing sport, being creative and engage them in discussions about media use. or joining a youth group. Role model good behaviour by being mindful of your own screen time. Help your child get into a screen-free bedtime routine. Screen time in the evening is especially bad for sleep patterns. Set limits like no screens during meal times or no screens after a certain time. Suggest having one day a week with no screen time like Screen-Free Sundays. If they have a smartphone, encourage them to turn off as many notifications as possible and to turn on flight mode when they're with friends and family.

Please click here for a full list of Key dates for Year 11 throughout the year ahead.



SPARSH





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Open Open Event Event **Event** CEMAST & CETC **Fareham College Open Event CEMAST & CETC Open Event** Southampton College Open March 2026 March 2026 **Event March 2026** 18/03/2026 5:00 - 7:00 pm 24/03/2026 5:00 - 7:00 pm 19/03/2026 5:00 - &:00 pm back to the top

Wildern Wellbeing

Click here for the Wildern School Wellbeing Hub for further support