



# Study Support Booklet

A guide for parents & carers

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## 1.1 Background

At Hyndland Secondary we are committed to ensuring that all students fulfill their potential during the Senior Phase. Education is seen as a partnership - of school, home and community. Teachers, pupils and parents working in co-operation, each group and all individuals assuming responsibility for their contribution, can create a positive atmosphere and ethos and bring out the best in all.

We aim to combine our high expectations with a sympathetic, supportive approach to the needs of the individual, all within a culture of mutual respect. This ensures that our learners can develop the skills and knowledge to become active and responsible members of the wider community. Our school motto, 'Spero Meliora – I hope for better things,' reinforces this ideology

## 1.2 Purpose

Fourth year can be a stressful time for everyone in our partnership, but it doesn't have to be. This booklet is designed to provide support for parents & carers during the competition of your child's National Qualifications.

# 02

## Supporting your Child During their Studies

- 2.1 Managing their time
- 2.2 Getting organised
- 2.3 Tips to encourage studying
- 2.4 Keeping well
- 2.5 Hyndland ASPIRE Program

It is important that children and young people are supported at home and school to prepare them well for internal assessments in school and external exams.

The type of support required may depend upon the course assessment. Assessments may be carried out using one or two of the following methods:

- assignment
- case study
- practical activity
- performance
- portfolio
- project / research investigation
- question paper/test

Regular attendance throughout the year will help to ensure that your child or young person keeps up with course work and homework. If they do fall behind, through illness or otherwise, don't hesitate to contact the school about any support which can help them catch up.

Talking to your child or young person to reassure and encourage them and taking an appropriate level of interest in what they are doing will help them get through what can be a stressful time and will help them to do their best.

## 2.1 Managing their Time

The number of competing priorities on a young person's time often makes it difficult for them to decide where to start and what to do next.

Preparing for assessments and exams is often something that some young people only begin to think about in the last few weeks (and sometimes only days) before the event.

Encourage your child or young person to start revising in good time to avoid cramming and panic.

Help your child or young person to plan a realistic timetable of study for each subject.

Use the study timetable at the back of this booklet to set aside time to complete homework, catch up on any work missed in class or to keep on top of your subjects.

Subject teachers will give students information on when internal assessments will take place, this can also be something to consider when planning.

## 2.2 Getting Organised

Talk to your child or young person and help them decide on a fixed area at home where they can study with the least amount of distractions. Make sure that they have everything they need eg pens, pencils, paper, notebooks.

Ensure that snacks and water are available to prevent any unnecessary distractions and make sure the study area is comfortable and well lit.

Speak to other members of the family, particularly younger children, about respecting this study area and as far as possible ask them to try to avoid interrupting.

If it is difficult to study at home perhaps your child or young person could make use of the local library or contact the school to see if we can help.

Encourage your child or young person to get their notes in order for each subject before starting. Having notes organised into topic areas for each subject may be helpful.

Check the dates of each exam and keep a record of them somewhere you can see them easily. Schools will provide pupils with an exam timetable detailing the subjects being presented. You can access the full **exam timetable** on the SQA website. Pupils can also use the SQA **Personal Timetable Builder** facility to create their own timetable.

### 2.3 Tips to Encourage Studying

Exam times can be stressful so encourage your child or young person to take breaks. Hour long revision sessions with short regular breaks of 10 minutes can be effective for children and young people.

They may prefer to complete each task and then build in a break rather than stick to definite time slots. It is the quality of studying which is important.

Some children or young people can focus better in the morning while others prefer the afternoon or early evening. Encouraging them to study at their preferred time may be more beneficial.

Ask your child or young person how you can best support them with studying. They may find it useful for you to read through revision notes with them. Alternatively, asking them what they have learned in their revision may be helpful.

### 2.4 Keeping Well

In order to feel confident and prepared for studying and exams it is important that we feel well both physically and mentally.

- Encourage your child or young person to get plenty of sleep. This is particularly important the night before an exam as it can help them perform better.
- Encourage your child or young person to eat well. On the morning of an exam encourage them to have a healthy breakfast, or lunch if the exam is in the afternoon.

- Help your child or young person to avoid any unnecessary anxiety or panic by making sure they are in plenty of time for each exam and have everything they need for it eg pens, pencils.
- Encourage exercise.

See the useful websites below for more information:

<https://www.timeshighereducation.com/student/advice/how-deal-exam-stress>

<https://www.nhs.uk/conditions/stress-anxiety-depression/coping-with-exam-stress/>

<https://youngminds.org.uk/find-help/feelings-and-symptoms/exam-stress/>

<https://young.scot/campaigns/national/aye-feel>

<https://breathingspace.scot/>

<https://www.npfs.org.uk/>

## 2.5 Hyndland Aspire Program

Every year, Students in S4-S6 will be issued with a copy of the ASPIRE Programme of Study Support and Revision classes which will run from in two blocks from November until January and then February until the end of March.

A wide range of support is on offer including Saturday morning study sessions, use of our school library after school for supervised study and, in previous years, a study weekend to Blairvadach Outdoor Educational Centre. Our staff at Hyndland are dedicated to getting the most out of every student. It is important that your child makes use of the variety of support available to them.

### 3.1 Tips for Students from Students

Understand the difference between command words. This will help you to answer exam style questions.

- **State** – Give a simple answer such as a correct term or name.
- **Describe** – Give detail about what happens, where it happens and when it happens. If it is “describe a graph”, give numbers and data from the graph.
- **Explain** – Give detail about how and why it happens. Use specific key terminology within the topic/subject.
- **Suggest** – Come up with an idea based on what you have learnt (do not panic you may not know the answer – the examiner just wants you to apply your knowledge).
- **Calculate** – Come up with a numerical answer from facts, figures or information in the question.

Make sure you read the question thoroughly a good technique is **BUG**.

- **Box** – Firstly, box the command word. This highlights what type of answer the examiner is looking for.
- **Underline** – Underline key words, this allows you to jog your memory of the topic.
- **Glance** – Finally, glance over the question again to gain any more information. This allows you to analyse the question and find out what the examiner is asking.

Structuring your answers is just as important as reading the question.

The Point, Evidence, Explanation method (**PEE**) is great for organising paragraphs around your ideas and gives your argument some direction. This method is good for essay questions and written exams.



## 3.2 Advice

### Check past papers

This is a great way to get accustomed to the type of questions you'll face in an exam, as well as the language the questions will be told in – something like this might throw you off if you're encountering it for the first time on exam day.

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**Put down those revision cards and mind-maps once you've learned them. There's no point going over something a million times; you need to be able to apply it. At least two weeks before your exams, start concentrating on past papers. Do each one at least twice. With each one, trawl through the mark scheme and ensure you understand everything there. This gives you a better idea of how to think through an exam question.**”

### Be prepared

It might seem tedious, but it's best to have all your bases covered than spend the exam kicking yourself that you didn't revise that one area you glossed over.

“

**If you're unsure what will come up in an exam, get a copy of the course specifications off the SQA website and literally tick off every single thing on the list.**”

### Don't be tempted to cram

Don't leave things to the last minute, thinking that it will stick in your head if you do (it won't).

Get into the habit of doing a little nightly or weekly throughout the year. By the time you get to revision season, everything will (hopefully) feel more manageable. This will also leave you more time to practise and test what you really know.

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Revise continually. Don't leave it a few weeks before an exam. Revise the stuff you're learning as you learn it.

Go home from school and make flash cards and posters and so on. That way, when you come to the exam period, you already know most of it and it's just brushing up on final details. Don't frantically cram for an exam. There's no point - it won't go in.

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### **Create a plan**

Having everything written down in front of you will ensure nothing gets forgotten and give you a basis to work from. This can make a real difference when you have multiple subjects to study for.

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The best thing my mum ever did for me was make me set up a revision timetable. I wrote out every topic within every subject I needed to revise, then estimated how many sessions of 50 minutes I would need to revise that topic.

I then put this into a timetable so when it came down to revising I wouldn't spend ages just flicking through any book finding something to revise, but would know exactly what area I was to cover in that time period.

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### **Read the course reports**

Rather than try to guess what those marking your paper are looking for, it can pay off to do a little digging. Believe it or not, the answer is out there...

“

My number one gold-star advice (and I genuinely believe this is the only reason I got my A in English) is this: read the course reports. Then read them again.

What baffles me is that, year upon year, the SQA make public a document that is, wait for it, written by the people who are going to mark your papers. And in it, they tell you what they like to read. They also give you examples of what not to do.

”

# 04

## Going Digital

### 4.1 Glow

### 4.2 Satchel One (ShowMyHomework)

### 4.3 Microsoft Teams

### 4.4 Showbie

### 4.5 iPad Support

Since the introduction of the iPads we are encouraging students to use their iPads to support their learning. Technology can be an amazing tool to enhance learning and teaching and where all your child's resources can be accessed at a tap of a touchscreen. At Hyndland, different departments use different apps to support your child's learning. This section will give you an overview of the digital tools we use.

***N.B. Each department will explain to your child which app they use for online learning. To avoid confusion, all assignments and homework are displayed first and foremost on Satchel One as we use this as our main form of communication with parents & carers.***

### 4.1 Glow

Glow is Scotland's nationally available digital environment and can support learning across the whole curriculum. Glow is not just one place or platform, instead it offers a username and password that gives access to a number of different web services. Including the office 365 suite, Links to Satchel One (ShowMyHomework) and Heriot-Watt University's Scholar E-Learning suite.

### 4.2 Satchel One (ShowMyHomework)

Satchel One is an online homework calendar showing homework information, deadlines and attachments for students. All homework set by our teachers will be displayed online using Satchel. Teachers create and publish their homework online, on the school's homework calendar. Students can manage submission of homework and view grades all within the app. Parents and carers can view homework deadlines and view grades with parental logins. Speak to your child's pastoral care teacher if you cannot access Satchel One.

### 4.3 Microsoft Teams

Teams is an online communication platform where Teachers can share resources, schedule homework and assignments. Pupils have access to all the resources they need at the tap of a screen and they can ask their teachers questions remotely if needed.

Teachers can provide feedback quickly and easily on assignments which can be used to help your child's progress. Microsoft Teams is part of the Office 365 suite in order to sign in to teams your child will need to sign into their Glow account. If your child has forgotten their Glow password, go to section 4.5 iPad support.

#### 4.4 Showbie

Similar to Teams, Showbie is an easy-to-use classroom management platform. It helps teachers bring their classroom together through one easy-to-use app. It combines all of the essential tools for assignments, feedback, and communication.

#### 4.5 iPad Support

From forgotten passcodes/passwords to issues with apps and accessing the internet we understand that technology comes with its challenges. To support this, the School has weekly iPad support sessions for students. If they have any issues with their iPad, they should bring it along to room **A111** or **L106** every **Wednesday at 1PM**. Our dedicated team will be happy to help!

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Subject Resources

5.1 Introduction

5.2 SQA

5.3 School Website

#### 5.1 Introduction

Your child's teacher will provide resources for them to access course content and homework. For most subjects this is now online and can be accessed through the range of apps discussed in **Section 4**. Each subject and department are different so it is important that your child knows how to access the resources available to them. Pupils can ask teachers how to access resources if they are unsure.

## 5.2 SQA

The SQA website is useful for subject specific content especially Past Papers. Search the subject and level (N4/5/Higher/AH) you require information for from the A-Z list. You should be able to access the past paper questions and the marking instructions for your subject.

When looking at the marking instructions it is important to remember that these are used as guidance for markers and by copying bullet point answers may not be enough to award marks for a question depending on the question command word. See **section 3** for detailed information on command words.

## 5.3 School Website

Information on specific courses can be found under the curriculum section of our school website. This provides useful information on each subject and what each child can do to support their learning. Course overviews for each subject as well as guidance can be viewed. Included how parents can support with each subject.

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Keeping in Touch

6.1 School Website  
6.2 Twitter  
6.3 Contact

### 6.1 School Website

The school website is updated regularly and provides the school community with important information. Subject guidance, Parent Hub, What's Happening @Hyndland and School Policies can all be found on our website. A one stop shop for everything at Hyndland.

<http://www.hyndland-sec.glasgow.sch.uk/>

## 6.2 Twitter

The school Twitter page is a place for the school to keep everyone up to date with important news and events as well as promoting learning and teaching. By following the school twitter account @HyndlandSec and turning on notifications you'll be notified when the school posts anything online. You'll be joining the 3500 strong following that our school has built up already!

## 6.3 Contact

Please note that all email communications should be sent to [headteacher@hyndland-sec.glasgow.sch.uk](mailto:headteacher@hyndland-sec.glasgow.sch.uk) as this is monitored daily, emails will then be forwarded to appropriate individual staff member or department.

Phone: 0141 582 0130

Fax: 0141 582 0131

Email: [headteacher@hyndland-sec.glasgow.sch.uk](mailto:headteacher@hyndland-sec.glasgow.sch.uk)

Facebook: <http://www.facebook.com/hyndlandsec>

Twitter: <http://www.twitter.com/hyndlandsec>