

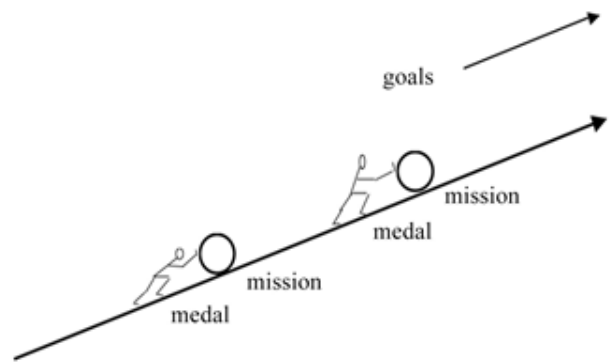
YEAR 11 BULLETIN

CARING - DETERMINED - REFLECTIVE

GCSE mindset: Missions & Medals

As your child navigates their GCSE journey this year, developing the right mindset is key to their success. One effective approach we teach in period one is the **Missions and Medals** strategy, which combines goal-setting and rewards to help students stay motivated and build confidence.

- **Missions** are specific, achievable goals that push students to focus and grow. For example, a mission could be as small as “Complete three past paper questions on algebra and mark them by Friday.” to “Plan and stick to the revision timetable for seven days”. These goals give students a clear direction and sense of purpose.
- **Medals** are rewards for effort and progress, celebrating successes both big and small. For instance, after completing the algebra mission, the student might earn a medal in the form of a getting to choose what is for dinner on Friday night or rewarding themselves with a sweet treat.



This approach encourages students to take ownership of their learning while acknowledging their hard work and achievements. By breaking down their studies into manageable steps and celebrating their progress, Missions and Medals help maintain motivation and build resilience.

What can you do?

As you review your child’s revision timetable for the upcoming week, take the following steps to support them:

1. **Set Missions:** Identify specific goals for the week. Start with a mix of:
 - **Small Missions:** These should be quick and manageable tasks, like “Review five key terms for science” or “Complete one short math question.” These build confidence and create a sense of success early on.
 - **Larger Missions:** Include more challenging goals, such as “Complete a past paper in English” or “Revise a full topic in history.” These stretch their abilities and promote good habits.
2. **Plan Medals:** Decide how you will reward their effort and achievements. This could be a small treat, choosing what’s for dinner on a Friday or a family activity they enjoy.

By combining achievable tasks with meaningful rewards, you can help keep your child motivated and on track for success.

Applying to TMS Sixth Form

Sixth Form interviews are ongoing, and every student will have an interview with a member of the Sixth Form team. A reminder that all applications to TMS must be submitted through KentChoices, which is now open. Deadline for applications is Friday 31st January.

KENT
CHOICES

Period 6

The current period 6 timetable is below. We've had a great turnout to our after-school intervention and encourage as many of you to come along. The sessions run from 3.30-4.30 pm.

Day	SUBJECT	Location
Monday	Maths (by invite only)	Maths corridor
Tuesday	Science (Higher & Foundation sessions)	R7 & R8
	Psychology	M5
	Computer Science	B3
Wednesday	English	R11
	History	B10
Thursday	Maths	Maths corridor

What to revise this week?

Each week the Bulletin will suggest some topics for revision to try and take the stress out of deciding what to revise.

Biology: 7. Animal coordination & control and homeostasis - blood glucose regulation, metabolic rate & adrenaline: - [BBC bitesize: Blood glucose, metabolism & adrenaline](#)

Chemistry: 3. Core practical: Electrolysis of copper sulfate- [BBC bitesize: Electrolysis of copper sulfate with inert electrodes](#) & [Electrolysis of copper sulfate with copper electrodes](#)

Physics: 8. Forces and their effects - [BBC bitesize: Forces & their effects](#)

Geography: Weather and climate - Drought causes and locations, California USA and Ethiopia (CASE STUDIES) - Revision guide p. 39-41.

History: Different types of wounds, treatments, the use of blood banks and the use of gas in WWI - [resource](#)

Business Studies: Theme 1 practice paper – as directed in class.

Psychology: Lateralisation of function (Including sex differences in brain lateralisation) – [The Brain and Neuropsychology CB P8-13](#)

Sociology: Working class achievement - Purple book p.56 and your curriculum book