

PiXL Independence – A Guide for Parents/Carers



What is PiXL (Partners In Excellence)?

- Our school is a member of PiXL – a leadership organisation which works with 1800 secondary schools and 350 Post 16 providers across the country to help give students a ‘better future and brighter hope’
- They produce strategy and resource to develop Currency (achievement), Character and Culture in schools and young people
- Their mantra is DTT and they produce resources around this model:
 - Diagnosis – What is stopping me moving forward?
 - Therapy - How can I be helped to move forward?
 - Testing – Has it worked?





This is PiXL's newest strategy and resource to help young people

Available to our school but must not be given to anyone who is not in our school. This material is the copyright of PiXL.

Why do need to help our children develop their independence?

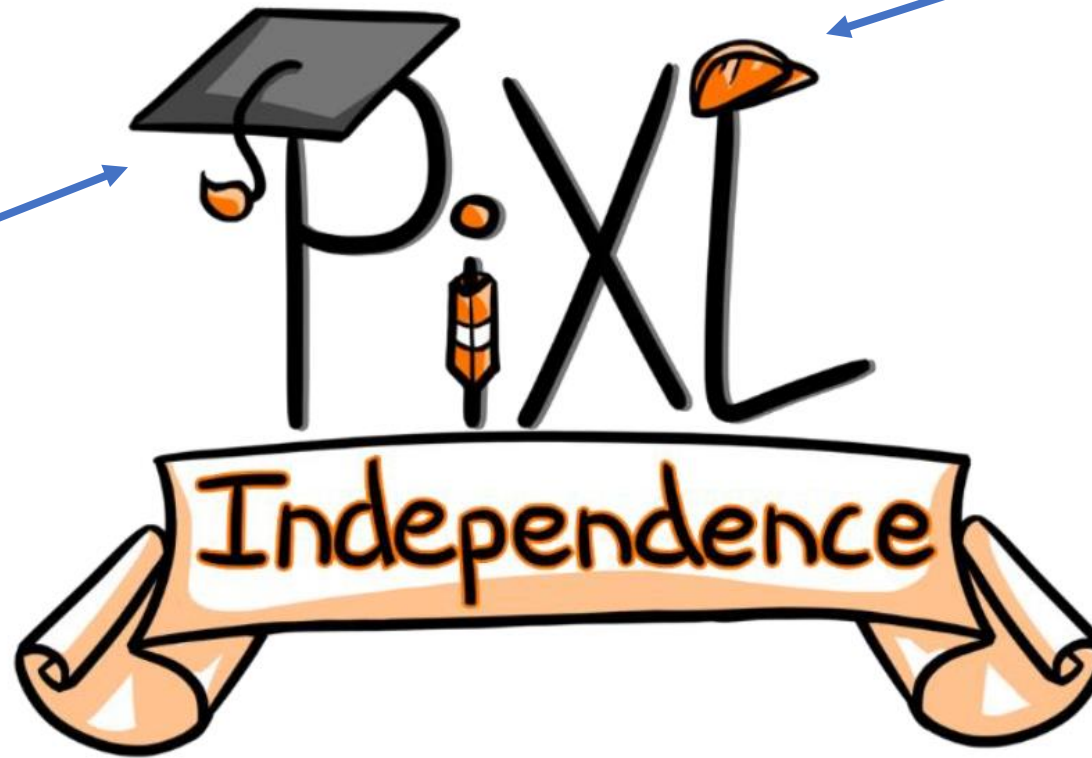
- The reformed GCSEs and A Levels are more challenging
- To get top marks in many of the qualifications, students need to be able to have read widely and think critically
- At Sixth Form, College, University and the world of work, people expect young people to be independent
- We need to get them ready for the next stage of their lives
- They need to take ownership of their own learning



Independence for...

The world of
post 16
education

The world of
work



We want to help our young people

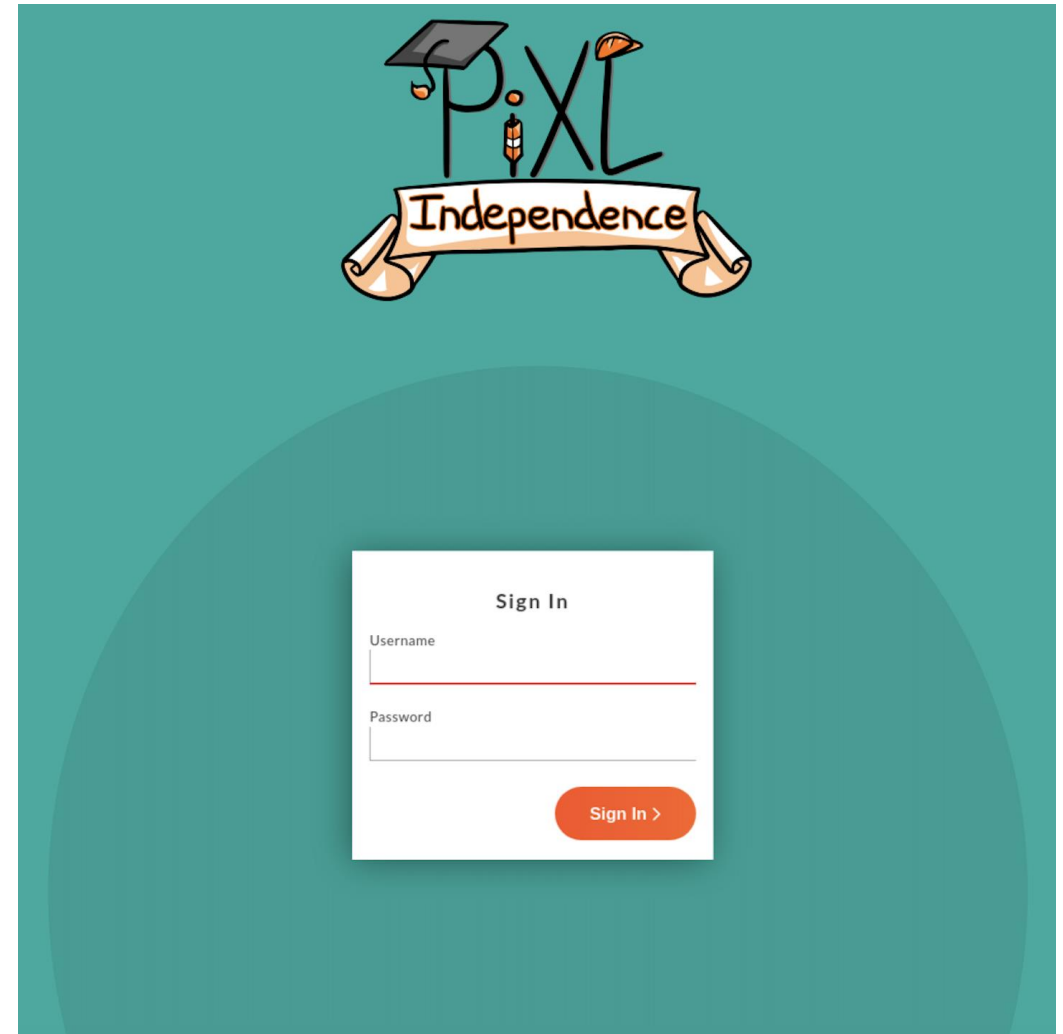
- Learn to be more independent
- Work on knowledge gaps
- Engage in wider reading
- Be motivated and accountable
- Understand what they do, and do not, know
- Learn how to address their OWN weaknesses
- Raise their achievement

How does this work?

- Each subject has at least 1 Independence booklet - some have more
- The booklets are available via a student website
- They log on and download a booklet
- They also download the learning templates, DTT forms and log
- They work through an area of their choice
- They work out what they do not know yet
- They then have to work out how to address the issue
- They show their teacher their learning
- The teacher can ask them questions about it

First things first – how does my son/daughter access this?

- School put own website and login details here



They write 5 questions that their teacher (or you!) can ask them about their new learning

Homework is set or independent learning given

Your child completes a part of a booklet then identifies 1 weakness they need to work on

They record their understanding and learning on one of the templates provided.

The Strategy



They identify where they are going to learn about this area they are not sure about.
e.g read an article, watch a youtube clip

What do the booklets look like?



PiXL Independence: GCSE Physics – Student Book KS4

Topic: Forces

Contents:

- I. Level 1- Multiple Choice Quiz – 20 credits
- II. Level 2 - 5 questions, 5 sentences, 5 words – 10
- III. Level 3 - Science in The News – 100 credits
- IV. Level 4 - Scientific Poster – 100 credits
- V. Level 5 - Video summaries – 50 credits each

PiXL Independence – Level 1 Multiple Choice Questions GCSE Physics – Forces

INSTRUCTIONS

Score: /20

- Read the question carefully.
 - Circle the correct letter.
 - Answer all questions.
1. Identify the vector from the list below.
 - a. Speed
 - b. Weight
 - c. Time
 - d. Power
 2. A recovery lorry tows a broken-down bus. The force of the tow rope on the bus is 400 kN. How much force is exerted by the tow rope on the recovery lorry?
 - a. 400 kN
 - b. 200 kN
 - c. 0 kN
 - d. 800 kN
 3. Newton's first law states that if the forces acting on an object are balanced the resultant force is...
 - a. double the original forces acting.
 - b. at its maximum value.
 - c. the sum of the forces acting regardless of their direction.
 - d. zero.
 4. Unbalanced forces can happen when an object is acted on by two unequal forces in opposite directions. Which ONE of the following statements about unbalanced forces is FALSE?
 - a. The resultant force is equal to the difference between the two forces.
 - b. The object experiencing the forces will be accelerating.
 - c. The object experiencing the forces will be moving at a constant speed.
 - d. The resultant force will be acting in the direction of the larger force.
 5. If the resultant force on an object is zero, the object must be...
 - a. stationary or moving at a constant speed.
 - b. stationary.
 - c. stationary or accelerating.
 - d. stationary or decelerating.
 6. Select the correct SI unit from the list for a moment of a force.
 - a. Nm
 - b. N/m
 - c. Nm²
 - d. Kgm

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QUESTION 3: Write a method describing how to determine the centre of mass of a real object.

Website –

1. <https://www.khanacademy.org/science/physics/linear-momentum/center-of-mass/a/what-is-center-of-mass> (Plumb line method)
2. www.schoolphysics.co.uk/age14/Mechanics/Statics/experim

Sources:

PiXL Independence – Level 4 Scientific Posters GCSE Physics – Forces

INSTRUCTIONS

Scientific Posters

Scientists communicate research findings in three main ways. Primarily, they write journal articles much like an experiment write up. These are very concise, appraise the current literature on the problem and present findings. Scientists then share findings at conferences through talks and scientific posters. During a science degree, you would practice all three of these skills.

Scientific posters are a fine balance between being graphically interesting and attracting attention and sharing just the right amount of text to convey a detailed scientific message. They are more detailed than a talk and less detailed than a paper.

Use this information to help structure your poster – www.tiny.cc/posterskills (that's Poster Skills not Posters Kill!) More detailed guidance is available at : www.tiny.cc/posterskills2

Creating your poster

It is easiest to create a poster in PowerPoint; however, you need to add custom text boxes rather than using the standard templates.



Posters need to be eye catching, but readable from a distance. If you use PowerPoint, start with a 4:3 slide (for easier printing, it can then be printed on A3) and use a 14-16 pt font. The first box could be larger to draw people in. You can use a background image, but pick a simple one that is of high quality. Select 'text box fill' and select 'change the transparency' to maintain the contrast and partially show the picture. You can experiment with different layouts and you should include images. Avoid a chaotic layout, posters are read from top left column downwards. Remember to include the authors and references. Finally, look at the examples given on the University of Texas website which also offers an evaluation of each www.tinyurl.com/postereg

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What is included in each PiXL Independence booklet?

Example:

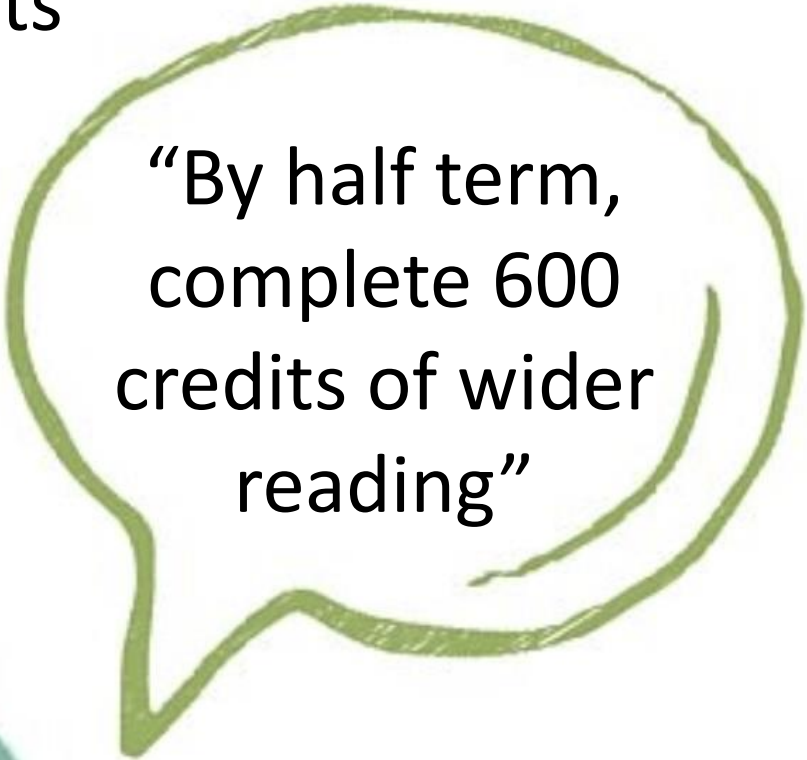
- 1 Knowledge quizzes - 20 credits per quiz
- 2 Short style questions - 10 credits each
- 3 Wider reading– 100 credits
- 4 Academic reading– 100 credits
- 5 Essay style questions– 100 **credits**

The harder/longer the task, the more credits awarded


How teachers may set your son/daughter credits



“60 credits of work by Friday”



“By half term, complete 600 credits of wider reading”



“The Independence Challenge – how many credits can you do by half term?”

Different students may be set different credits depending on how independent they are already.



PIXL Independence: Diagnosis, Therapy & Testing

Name of area I'm working on: _____

Name: _____

Class: _____

Task: _____



<p>Diagnosis: 1 thing I didn't understand (Name the questions you got wrong or the areas you struggled with)</p>	<p>Therapy: Where am I going to learn about this?</p> <p>Which of the templates will I use to transform this information?</p>	<p>Test: 5 questions someone can ask me about my new understanding.</p> <p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>5</p>
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The DTT sheet that is completed by students as a result of their homework or independent learning.

These are the important bits for parents

Reading Templates – transforming learning from one form into another



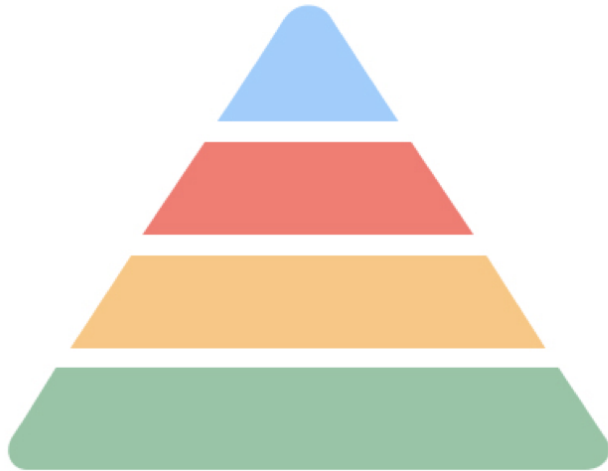
PIXL Independence: Ranking Triangle

Name of Article: _____

Name: _____

Class: _____

The most important information goes at the top and then the least important at the bottom. Make sure you justify WHY you think it the most/least important.



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PIXL Independence: Thinking Hard Model

Name of Article: _____

Name: _____

Class: _____

Take a section of the text and do the following:

1) Prioritise: Underline the three most important sentences here. Rank 1-3, briefly explain number 1. Cross out the least important sentence

2) Reduce: Reduce the key information into 12 words

3) Transform: Transform this information into 4 pictures or images (no words allowed)

4) Categorise: Sort this information into three categories. Highlight and think of a suitable title for each category.

5) Extend: Write down three questions you'd like to ask an expert in this subject.

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PIXL Independence: 'Boxing Up' Activity

Name of Article: _____

Name: _____

Class: _____

Read the text and then put your thoughts in to different boxes so that you have 'boxed up' the text.

Box 1 – 3 things I did not know
Box 2 – 3 things I understand better now
Box 3 – 3 things I already knew

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PIXL Independence: Question Time

Name of Article: _____

Name: _____

Class: _____

When you read any text, you should be asking it questions NOT just letting it wash over you. Read your text and pause and ask it questions e.g. 'what do you mean when you say '....''?'

Questions I'm asking the text	Answers to those questions	Things I need to ask my teacher
	→	
	→	
	→	
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PiXL Independence: Quizzing

Name of Article: _____

Name: _____

Class: _____

Read the text and come up with 20 questions to ask someone about the text.

Question	Answer
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	
12	
13	
14	
15	
16	
17	
18	
19	
20	

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PiXL Independence: Transforming

Name of Article: _____

Name: _____

Class: _____

Turn the material you have read into up to 6 pictures – one per paragraph or one per key piece of information. The pictures must represent the information so that they can act as a reminder of what the text said. Underneath each picture, explain your thinking.

1.	2.	3.
4.	5.	6.

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How can we help our son/daughter with this?

FIRST

- Help them find a quiet and appropriate place to work
- Help them chunk their time into 30 minute sections
- Encourage them to remove distractions of social media for those 30 minutes
- Offer snacks/drinks when appropriate!
- Help them create balance in their work schedule

How can we help our son/daughter with this?

SECOND

- Go on to the website yourself to see how easy it is to navigate
- Talk to them about what they do not know and need to re-visit
- When they have written their 5 questions, ask them and listen to their answers

Help them become independent by...

- Guiding but not instructing
- Not doing it for them but encouraging them to use you as a sounding board
- Helping to create the right atmosphere for success – somewhere where they can focus