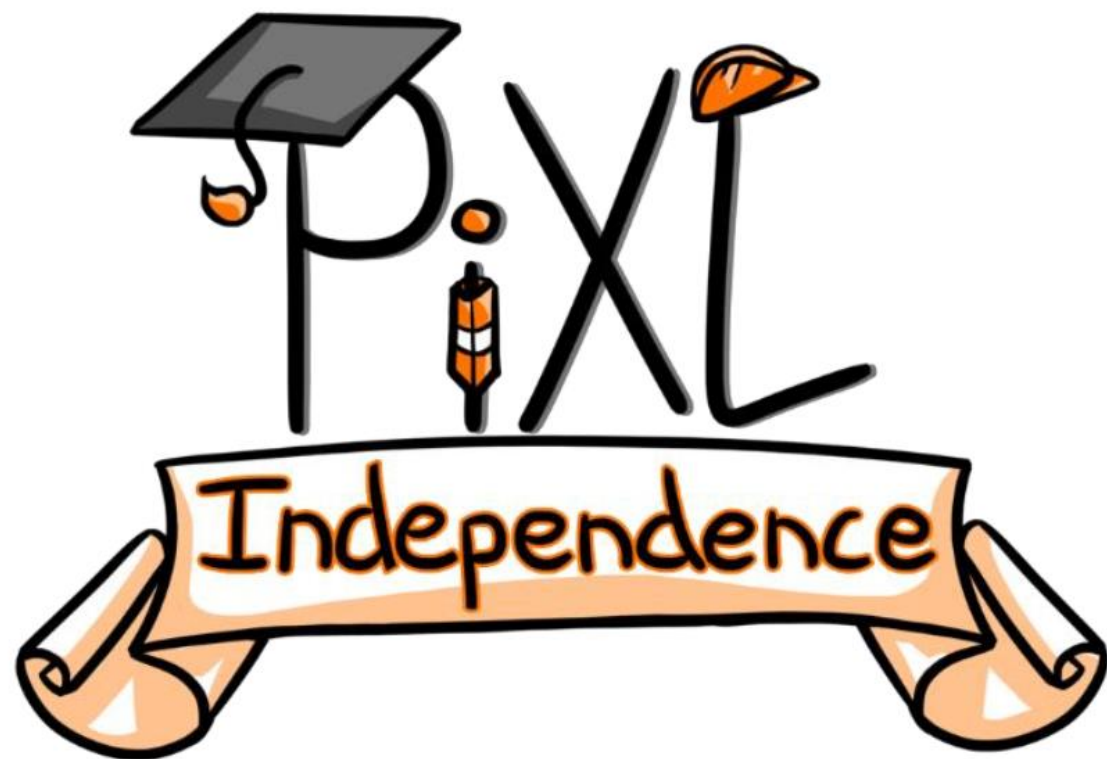


PiXL Independence – A Guide for Parents/Carers



THE PARK ACADEMIES TRUST
SIXTH
FORM

Don't be anonymous...
...be remarkable

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?

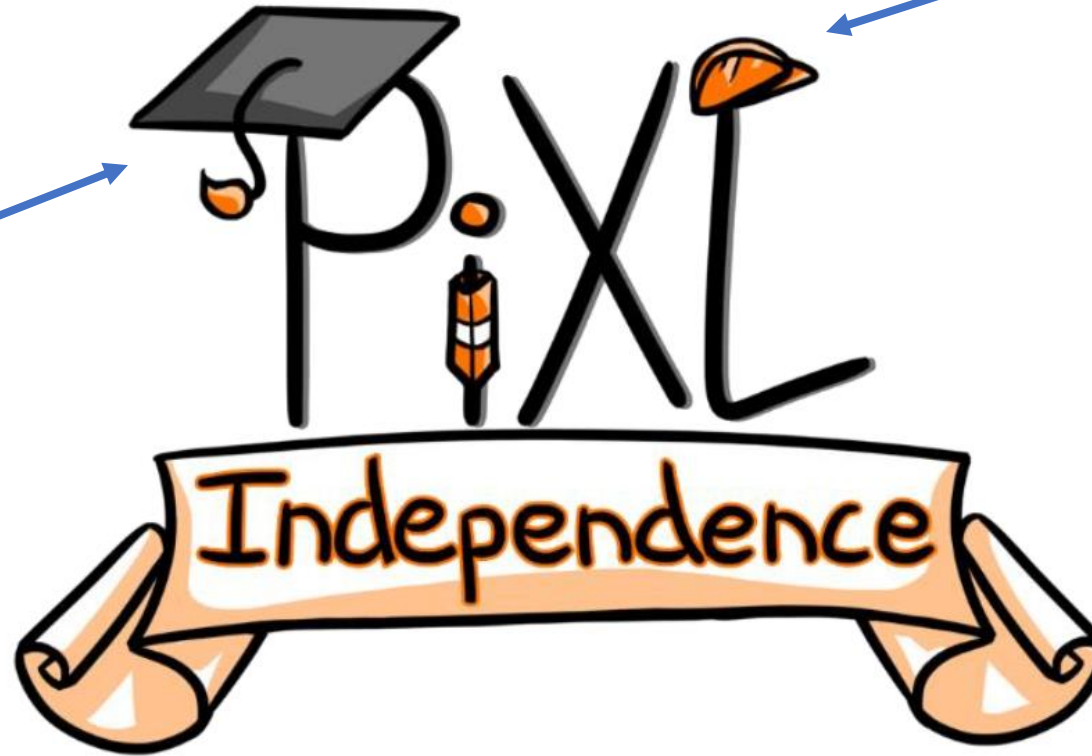
- The reformed GCSEs and A Levels are more challenging
- To get top marks in many of the qualifications, students need to be able to have read widely and think critically
- At Sixth Form, College, University and the world of work, people expect young people to be independent
- We need to get them ready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

The Park Academies Trust Sixth Form Logon Details

Link: <https://students.pixl.org.uk>

PiXL School Number: 502366

Password: Indep31



The logo features the word 'PiXL' in a stylized font, with a graduation cap above the 'P' and a pencil above the 'X'. Below it is a banner that reads 'Independence'.

Sign In

Username

Password

Sign In >

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





PiXL Independence:

GCSE Physics – Student Book

KS4

Topic: Forces

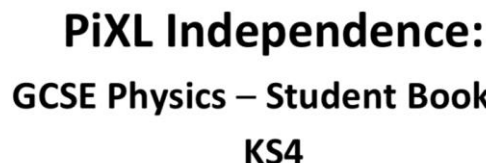
Contents:

- 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

INSTRUCTIONS

- Read the question carefully
- Circle the correct answer
- Answer all questions

1. Identify the correct unit for force.
 - a. S
 - b. V
 - c. T
 - d. P
2. A record car can accelerate from 0 to 400 km/h in 4 seconds. What is its acceleration?
 - a. 4 m/s²
 - b. 2 m/s²
 - c. 0 m/s²
 - d. 8 m/s²
3. Newton's first law states that an object will remain at rest or in uniform motion unless acted upon by a resultant force. Which of the following is NOT a correct statement?
 - a. d
 - b. a
 - c. t
 - d. z
4. Unbalanced forces cause an object to accelerate. Which of the following is FALSE?
 - a. T
 - b. T
 - c. T
 - d. T
5. If the forces on an object are balanced, the object will:
 - a. stop
 - b. start
 - c. stop
 - d. start
6. Select the correct statement.
 - a. N
 - b. N
 - c. N
 - d. K



Contents:

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INSTRUCTIONS:

- 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. Kern

QUESTION 3:	Write a method describing how to determine the centre of mass of a real object.
Source:	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/experiment1.htm

INSTRUCTIONS

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.

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

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/postereq

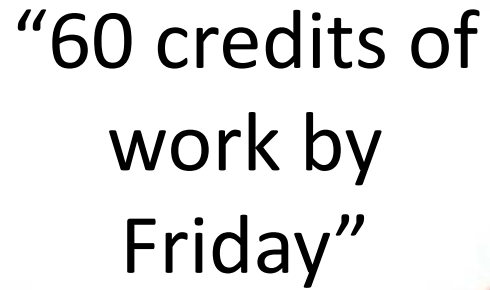
What is included in each PiXL Independence booklet?

Example:

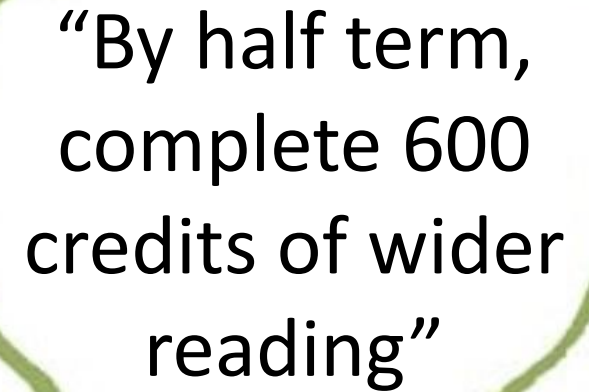
- 1 Knowledge quizzes - 20 credits per quiz
- 2 Short style questions - 10 credits each
- 3 Wider reading– 100 credits
- 4 Academic reading– 100 credits
- 5 Essay style questions– 100 **credits**

The harder/longer the task, the more credits awarded

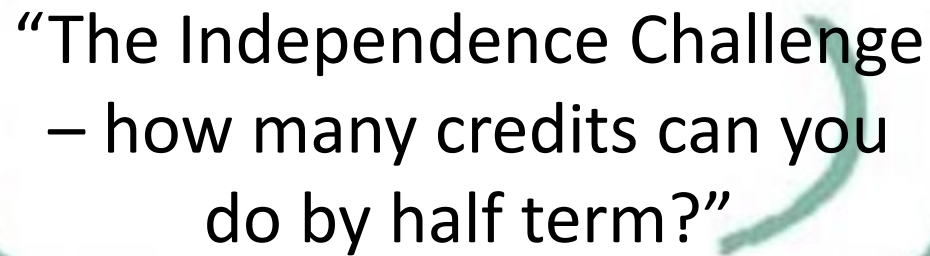
How teachers may set your son/daughter credits



“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: _____



Diagnosis: 1 thing I didn't understand

(Name the questions you got wrong or the areas you struggled with)

Therapy: Where am I going to learn about this?

Which of the templates will I use to transform this information?

Test: 5 questions someone can ask me about my new understanding.

1

2

3

4

5

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



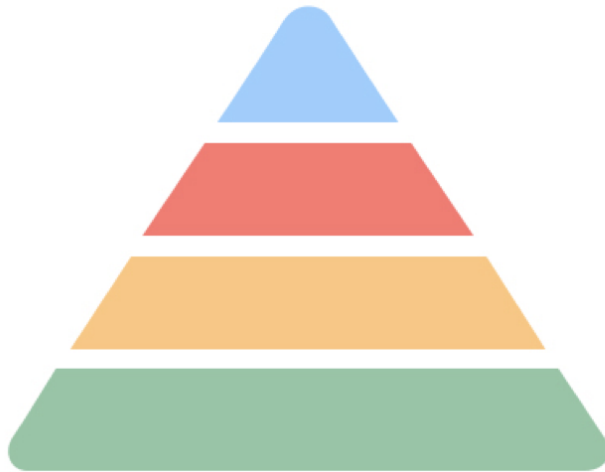
Pixl Independence: Ranking Triangle

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

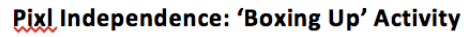
3) Transform: Transform this information into 4 pictures or images (no words allowed)

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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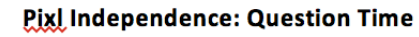
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Class: _____

Box 3 – 3 things I already knew

3



Class: _____

4



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