


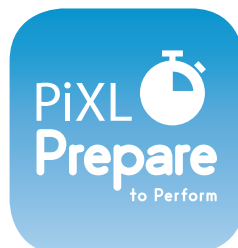
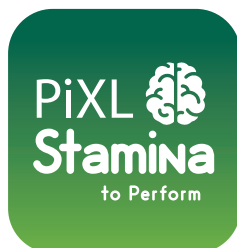


PiXL   
Endurance
to Perform

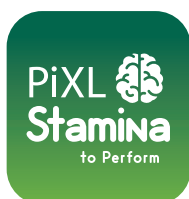
PiXL ENDURANCE



PIXL ENDURANCE

PiXL Endurance is a strategy (with supporting resource) designed to help students develop exam related stamina and resilience in the period before they take their exams. We know that students are being well prepared at school for the content they will face in their exams and all of us are working hard to help them identify their weaknesses and to address them, assess them regularly and equip them as best we are able. However, sometimes students fail to help themselves. We know of the students who after eating a doughnut, some fizzy sweets and a can of energy drink, think they are prepared to sit their exams. We know that some of them are not sleeping enough, not developing good working habits, finding it difficult to know what to do first. We also know that issues around mental health are on the rise – students who find the pressure and intensity of an exam period overwhelming and the expectation on them crippling.

The PiXL Endurance strategy is focused on the whole child through the lens of the 3Cs: how to help them understand and grasp the Currency, how to help them develop their Character and how to help them create a Culture that is conducive to effective learning. The strategy is made up of 3 parts:



PiXL Stamina (Currency)

Warm up, endurance and warm down activities teachers can do in lessons, plus effective re-visiting using some of the other strategies like PiXL Independence and PiXL Knowledge



Prepare to Perform (Character)

A focus on mental preparation and good habits and behaviours



Power to Perform (Culture)

A focus on health and physical well being

Each area focuses on different elements of resilience and stamina with stories taken from the world of sport and from other successful people in the world of business and education. The material can be used by teachers for assemblies and/or lessons or can be given to parents and/or students to access it themselves. How you launch and use this material, and with whom, will depend on your context. We hope the '20 ways to use PiXL Endurance' document will provide some helpful ideas for you to consider.

GETTING STARTED WITH PiXL ENDURANCE

STEP 1: Identify what would be helpful for ALL students, what would be good for some and then what could make a real difference to a few, perhaps the students who are working really hard but who are not making the progress you would hope for? Who are the students who need more support in the next 10 weeks?

STEP 2: Quickly identify what the main issues are with these students using the checklist below: Currency, Character or Culture or a mix of all 3.

PiXL Endurance for the next 10 weeks	RAG	Support
Currency – PiXL Stamina: knowing what they do and don't know		
Students know 5-8 things they need to do in priority subjects		Smith Proforma
Students can show clear evidence of their learning not just their completion of work		DTT form and learning template
Students know what the next 'level' looks like - i.e Knowit to Graspit		PiXL Knowledge
Students are working on low stakes testing		PiXL Independence/Quizlet
Students know HOW to re-visit		Phil Stock's material
Students can remember content when put under pressure		PiXL Stamina lesson ideas
Character – Prepare to Perform: study habits are helpful and mental preparation effective		
Students are able to face pressure with a positive 'can do' attitude		Horsforth Quadrant assemblies
Students know how to prepare for the challenges ahead		Student booklet/assemblies
Students are able to show resilience/determination		Athlete videos
Culture – Power to Perform: students are able to keep a healthy mind and body whilst facing pressure		
Students know what to eat to get the best results out of their bodies		Recipes/snacks/videos
Students know the importance of getting a balance between work and exercise		Fitness videos

STEP 3: Decide which of the resources are the most helpful in addressing the problem and who will take responsibility for their implementation and where they would be delivered.

PIXL STAMINA

- A powerpoint of re-visiting activities that can be used in any subject which encourage students to think under pressure.

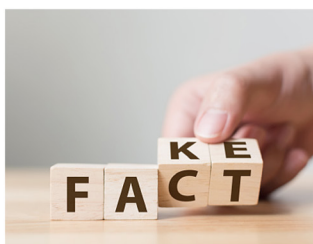
Skimming and scanning

- You have 5 minutes to read the piece of information in front of you.
- After 5 minutes, you will be asked to find a piece of information by your teacher.
- As soon as you have found it, stand up (or put your hand up)!



Quick on the Draw

- Your teacher is going to give you a key word.
- Draw what that key word means.



Call my Bluff

- Your teacher is going to give you a new term followed by three possible definitions.
- Which one is correct?



Spot the Mistake!

- Your teacher is going to give you a statement or problem that is incorrect in some way.
- Can you spot the mistake?



Team Mastermind

- Each of you needs to write 3 questions to ask a panel.
- Three of you will now sit in front of the class, as a team you have to correctly answer as many questions from the class as possible in 2 minutes.
- The rest of you must listen to make sure you are not asking the same questions!



Mallet's Mallet

- Two of you come to the front.
- Your teacher will give you a key word and then you will play Mallet's Mallet against each other.
- The person with the highest score wins!



Swap Shop

- Go and tell 3 separate people in the class one thing you have understood better this lesson.



Tweet Tweet!

- Reflect on the main learning point in today's lesson.
- Now, think about what you would write if you had to tweet about this.
- Write your tweet – try to stick to **140 characters**.



- Some subjects have produced bespoke material in addition to the PowerPoint available for all: English, German, Drama, Sociology and PE.

PiXL STAMINA - PREPARING STUDENTS FOR 100% EXAM

The idea: Students in KS4 and KS5 face a huge challenge – 100% terminal exams. They will sit more exams, for a longer period of time and they will be harder. Students will need to develop their stamina in order to succeed. Using guidance from experienced runners, here are some ways that we might be able to develop stamina in our young people.

1. Train in the shoes you are going to run in

- Give students the right number of minutes to do a question so that they are used to it – make them handwrite it and not word process it.
- Select the right pen and get used to how it feels
- Walking Talking Mocks
- Display a clock in lessons when doing exam questions (this should be the same clock that you use in the hall).
- Fill in the front of the exam paper so that they are totally familiar with their candidate number/centre number. Get them used to reading through the instructions.

2. Make every workout count – try to reduce time and increase speed.

- Plan an exam question together with the student and then write it together as a model.
- The students write it up with plenty of time.
- Next lesson, they have the same plan but they have to take 5 minutes off their time. This continues until they are eventually able to write the same quality of answer and the same amount but in less time.

3. Run your best race and run against yourself

- Report back to students in raw marks so they can see a genuine like for like improvement.
- Set targets per question, not per paper or per subject so that the goals are small and achievable and stepped. For example, 'your target for next week is to go from 4/10 to 7/10 and this is what you need to do...'. This forces everyone to be focused and specific.
- Teachers could create a leaderboard of the progress they have made from one assessment to the next. Working in raw marks makes this easier: Student A got 45 marks in assessment 1 and 50 marks in assessment 2, so they get 5 points.

4. Plan your gradual adaptation

- Re-think how you do mock exams – do a question a week together, planning and writing it in exam conditions. Once they have done a question a week then add up the marks to give a total, then they sit the whole paper again (the same paper) at the end of the term in timed conditions in the hall and have to beat their previous mark.

- Students write an exam question and write in the margin when they think they can do no more. Then, they take a different pen, and do 5 more minutes (whether this is 5 more minutes of writing or 5 minutes of amending) to get into their "second mind".

5. How to set the pace

- Have activities in lessons that put students under pressure in a safe environment.
- Get them to produce plans/answers in less time than in the real thing.

6. Avoid hitting the wall and what to do if you do hit it

"The wall is the point in the marathon when a runner's glycogen (stored energy) within the muscles is depleted, forcing him to slow down his pace considerably, sometimes to a walk".

How do we get energy back in to students (before the exam period and during an actual exam?)

- Text messages of encouragement to parents/students?
- Postcards to celebrate success at a time when they are low
- Letters from parents to their son/daughter
- The green mile – posters on the way to the exam hall with messages of positivity and challenge.
- Pictures of the students displaying what their goals are as a reminder of what they are trying to achieve
- Sweets in the exam for energy. Allow water in the exam.
- Familiar faces in the exam for reassurance (quite daunting entering the hall and seeing invigilators you don't know or have a connection with)
- An anthem (their own personal anthem that gets them through)
- A soundtrack (perhaps of motivational songs, playing before the exam)
- A mantra ("I know I can do this, you can show them what you can do, focus")

7. Knowing when to sprint and when to hold position

- Teach students how to time keep using their own watches.
- Exam numeracy: They should work out how to 'gain time' back if they go over time in one question.

Please consult your exams officer to ensure you remain compliant with all regulations in the run up to the exams.

CONSOLIDATION OF LEARNING

- PiXL Independence and Knowledge: re-visiting structures for students to use in their preparation to ensure they are learning and not being passive

PiXL Independence:
Mathematics - Student Booklet
KS4 FOUNDATION

Topic 2 – Powers and roots. HCF/LCM. Ratio/ proportion

Contents:

- Basic skills check
- Short Exam Questions
- Further Practice
- Investigations
- Academic stretch

1

Section 3: Powers and roots

II. Short Exam Questions

- Work out 3×3^2 .
- Work out the cube of 4.
- Work out $3 \div 0.7^2$. Write down the full calculator display.
- Use your calculator to work out $\sqrt[3]{\frac{59231}{27.9^2}}$.
Write down the full calculator display.
- Use the x^2 button on your calculator to work out:
a) 13^3 b) 10^3 c) 8^3
- Use your calculator to find the values of
a) $\frac{4.75}{3.21 \times 5.78}$. Write down all the figures on your calculator.
b) $\sqrt{10 - \pi}$
i) Write down all the figures on your calculator.
ii) Give your answer to 3 significant figures.
- Calculate $(3.24 \times 10^{-2}) \times (2.4 \times 10^3)$.
Give your answer in standard form.
- Simplify these expressions, giving your answer in index form.
a) $5^3 \times 5^2$ b) $3^2 \div 3^3$ c) $9^3 \times 9^2 \div 9^2$ d) $\frac{2^3 \times 2^3}{2^3}$
- Simplify, leaving in index form:
a) $(3^2)^3$ b) $(5^3)^2$ c) $(4^2)^3$ d) $(7^2)^2$

5

PiXL Independence: Ranking Triangle

Name of Topic: _____
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.

PiXL Maths

Differentiation – A Level

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Differentiation – A Level

Find the gradient of $f(x) = \frac{5x-2}{x^2}$ at the point $(\frac{1}{2}, -24)$

Find the gradient of $f(x) = 8x^2 - \frac{1}{x^3}$ at the point $(1, 4)$

Find the equation of the normal to the curve $f(x) = \frac{3x^2-2x}{x^2}$ where $x = 3$

Find the equation of the normal to the curve $f(x) = \frac{3x^2-2x}{x^2}$ where $x = 2$

By considering the gradient on either side of the stationary point on the curve $f(x) = x^3 - 3x^2 + 3x$, show that this point is a point of inflection.

The line L is a tangent to the curve with equation $y = 4x^2 + 1$. L cuts the y -axis at $(0, 8)$ and has a positive gradient. Find the equation of L in the form $y = mx + c$

Find the coordinates of the points where the gradient is zero on the curves. Establish whether these points are maximum, minimum or points of inflection.
 $y = x(x^2 - 4x - 3)$ $y = x^2 + \frac{54}{x}$

The normals to the curve $2y = 3x^3 - 7x^2 + 4x$, at the points $O(0,0)$ and $A(1,0)$, meet at the point N .
a. Find the coordinates of N .
b. Calculate the area of triangle ONV

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Differentiation – A Level

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The line L is a tangent to the curve with equation $y = 4x^2 + 1$. L cuts the y -axis at $(0, 8)$ and has a positive gradient. Find the equation of L in the form $y = mx + c$

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a. Find the coordinates of N .
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ThinkIT PiXL Thinkit: Diagnosis, Therapy & Testing

Name of the area that I am 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?

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

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

All of these resources are available on the PiXL website as below:

PiXL: pixl.org.uk – member login – subjects and tools – select your subject – PiXL Knowledge / PiXL Independence
PiXL6: pixl.org.uk – member login – PiXL Knowledge / PiXL Independence

PREPARE TO PERFORM

- A student booklet to help students prepare for the next 10 weeks

OUTCOME GOALS

What do you dream about achieving?
What would be your 'gold medal' performance?

OUTCOME GOAL

BENEFITS OF STUDY GOALS:

- You can see the bigger picture of what you want to achieve
- Goals produce action
- Goals motivate you
- You become more productive
- You know what you should be doing and when
- You won't panic as much
- Reduce your stress levels
- Better sleep
- Feel more relaxed
- Peace of mind for how you approach the exam period

examtime

"What keeps me going is goals."
- Muhammad Ali

PLANNING TO PERFORM

HOW TO APPROACH THE EXAM PERIOD:
Time management and planning is essential to make sure you can realistically keep on track of your work, revision and ultimately your health and wellbeing.

We all have our own internal body clock called a circadian rhythm. All of our physical, mental and behavioural changes follow a 24-hour cycle. There are times when we:

- Have natural energy dips
- When you are on fire - a good time to tackle difficult tasks
- When you are struggling - a good time to take a break or do a different task

DAILY ENERGY LEVELS

Your brain uses up more glucose than any other body activity. Typically you will have spent most of it after 45-90 minutes. Productive people work smarter and not harder!

TOP TIPS FOR PLANNING TO PERFORM:

- Plan out your revision timetable so that you can track and monitor your progress. Make sure you allow time for fun and relaxation so that you avoid burning out.
- Leave plenty of time to revise. Being prepared allows time to help to boost your confidence and reduce any pre-exam stress as you know you have prepared well.
- During revision aim to work in 45-90 minute intervals.
- Track your natural energy levels throughout the day so you know when to tackle harder tasks.
- Take a break as soon as you notice your mind is losing concentration. You will then come back to your revision refreshed. Get up and go for a walk or have a healthy snack.
- Equip yourself with alternative revision techniques so that revision is more fun and your motivation to study is high.
- Do something completely different to challenge yourself during your exam period.
- Plan to reward yourself for your hard work after an exam. Do something you enjoy that makes you feel good such as going for a walk, going out for dinner and seeing friends. It's important that you let the stress of the exam go if you have more exams to sit over the next few days or weeks.

BREAKFAST SMOOTHIES - BUILD YOUR OWN

Use this guide to help you build your own delicious smoothie.

PICK A LIQUID

- Water / Ice
- Almond milk (unsweetened)
- Coconut milk
- Soy milk (unsweetened)
- Mango milk (unsweetened)
- Leafy green tea
- Coconut water

PICK A FRUIT

- Apples
- Bananas
- Berries
- Cherries
- Dates
- Pineapple / mango
- Frozen mixed fruit
- Lemon juice

PICK A VEGGIE

- Dark leafy greens: Spinach / Swiss chard / Kale
- Pumpkin / sweet potato
- Beets / beet greens
- Cucumber / celery
- Frozen veg mix
- Carrots

PICK A PROTEIN / CARB

- Chia seed
- Chia seed yogurt
- Cashews
- Granola
- Quinoa

PICK A HEALTHY FAT

- Almonds
- Walnuts
- Flax seeds, chia seeds
- Cashews
- Almonds
- Peanut and nut butters

PICK A TOPPER

- Coconut
- Dark chocolate chips
- Cinnamon
- Fresh fruit
- Sunflower seeds

SMOOTHIE NAME

SMOOTHIE NAME

SMOOTHIE NAME

- Assemblies to go alongside the student booklet (can be used on their own)

What makes a successful athlete?

- Athletes work on having the psychological edge to enjoy the experience.
- A key part of this is about what they focus on.
- Typically, they focus on the process, the things within their control not what might or might not be the outcome.



Getting the balance right

- The other important thing for you is to make sure you have a good balance between work, rest & relaxation and sleep.
- Having fun things to do alongside working hard are key.



The next 10 weeks...

are all about YOU!

- ✓ having great training runs
- ✓ going through the routines you are already using
- ✓ keeping focused
- ✓ looking after yourself



Beware of the Chimp Paradox!

- Sports psychiatrist Steve Peters has broken down the sporting brain into a simplistic model of "chimp" and "human".
- When the brain is working well, it's a computer.
- When problems start, either the chimp (emotion) or the human (reason) take over.



PREPARE TO PERFORM

- Presentation for parents

How can you help your child and prepare them to perform?

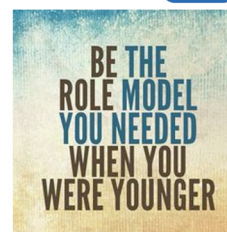
1. Being a role model
2. Help them set goals
3. Keep them active
4. Healthy eating
5. Time out
6. Sleep patterns
7. Unplugging
8. Staying cool & calm
9. Belief
10. Be supportive

Each day you can support your child to make choices which can impact how they perform during the exam period

1. Being a role model

Set a good example by modelling the behaviour you want your child to adopt...

- Planning for the week
- Eating healthily and well
- Keeping hydrated
- Leading an active life
- Staying calm
- Being organised
- Good sleep habits



8. Staying Cool & Calm

- Set a good example by staying calm yourself
- Create a relaxing environment for your child
- Help them plan out coping strategies to deal with their stress
- Give them positive distractions away from studying
- Help them understand their stress & to focus on controlling the controllables
- Promote a balance of their academic studies & other activities during the week

10. Be Supportive

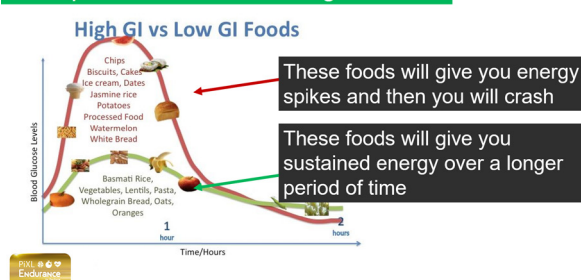
- Be a good listener
- Be approachable
- Encourage them to take breaks in between revision
- Show some understanding of what they are going through
- Help them deal with their emotions & feelings
- Offer caring advice
- Just be there for them!

- Presentation for students

In your role as a student, it is **important** that you are both physically and emotionally **healthy**

You can't perform in or out of school if you don't feel well

How protein affect blood sugar levels



DISCUSS: How does physical activity impact the brain?

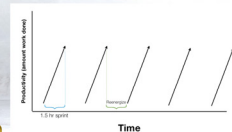
- Boosts your memory
- Improves your concentration
- Helps reduce stress
- Lengthens attention span

Physically active students have more active brains

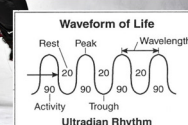
Your brain functions well after exercise so try carrying out some revision afterwards

During revision - work in 45 to 90 minute intervals

- Your brain uses up more glucose than any other bodily activity. Typically you will have spent most of it after 45-90 minutes
- So take a break: Get up, go for a walk, have a snack, do something completely different to recharge.



PRODUCTIVE PEOPLE WORK SMARTER, NOT HARDER.



- Good luck message videos from athletes who have had to develop resilience and stamina in their careers

LOUIS ROLFE



ELLIE KOYANDER



PETER WATERFIELD



MIKE MULLEN



NATHAN STEPHENS



RACHEL MORRIS



JORDANNE WHILEY



GRANT TURNER



ROB RICHARDSON



ALEX DANSON



JON SCHOFIELD



SOPHIE CHRISTIANSEN



CLARE GRIFFITHS



MAGGIE ALPHONSI



CHRIS GREGORY



CRAIG HEAP



POWER TO PERFORM

As busy adults, many of us bemoan our inability to find the time to exercise; we suffer aches and pains from sitting all day at a desk and yet never more has the 'wellness' lifestyle been seen as a badge of honour. In short, we are fast becoming a nation of two halves, not so much the haves and have-nots so much as the movers and move-nots.

How then does this link to the lives of the young people in our schools? Young people identify themselves as 'sporty' or not depending on whether they play in competitive sports; some might be able to afford the privilege of dance lessons, horse-riding or ju-jitsu, but too many young people are increasingly inactive. At home, the temptations of scrolling through social media and playing video games proves all too much and in school, they're spending five hours a day sat at a desk. In the run up to exams, it gets worse. Schools feeling pressured for time all of a sudden find Core PE being swallowed up by one to one Maths tuition; after school extra-curricular activities are playing second best to revision clubs and booster sessions. Essentially, we are providing ever more reason for our students to become inactive.

And yet, the more physically fit and well you are, the better your brain can function. Of course, there are the plentiful and well-known benefits of exercise: overall improved physical health; moderate exercise aids better more restful sleep; it lessens the likelihood of childhood obesity, improves heart health, and contributes to a reduction in anxiety and stress. However, even more interestingly, the impact of exercise on the body's ability to reduce insulin resistance stimulates the chemicals that improve the health of brain cells and even contributes to the survival of new brain cells.

There is a proliferation of exercise videos, apps, YouTube channels widely available for young people to access. The issue is, they give out perhaps some mixed messages. The people in the videos may be so extremely fit that their physical forms represent unattainable ideals. All too often they refer to 'weight loss' and 'losing fat' – not healthy messages for body conscious young people. Hence the introduction of exercise videos to the Power to Perform suite of materials. These workouts have been designed with exam preparedness in mind. The 21 workout videos comprise exercises all appropriate for young people with any level of fitness.

Matt Leah, owner of Total Sports Rehab, a private gym and physiotherapy clinic in Manchester, created the workouts specifically so they can be done anywhere, without the need for equipment and they focus on strengthening muscles that will suffer during prolonged periods of sitting (i.e. exams!). Each video takes about 7 minutes to complete. The rationale is that if you were to complete three on any one day, you'd be undertaking the advised 20 minutes, but there is no set way to complete them, we have just suggested how these might help support young people to plan their time during busy periods such as the run up to their final exams.

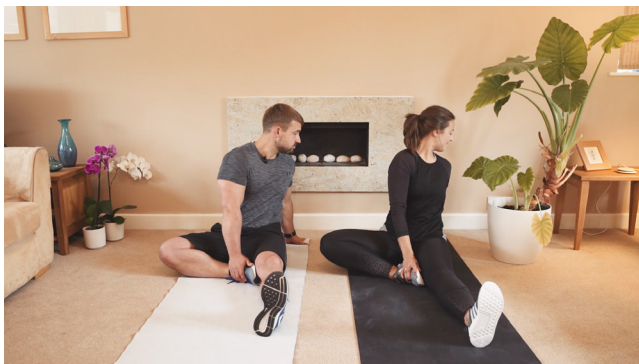
The videos are grouped under three titles:

1. Re-energise: high impact interval training for students to use in the morning to get them ready for the day ahead.
2. Re-focus: low impact, weight bearing exercises to help develop muscular strength which increases focus. This could help break up the day during exam and revision sessions.
3. Re-store: isometric exercises that help stretch and strengthen muscle and promote better relaxation and restful sleep.

We hope your students find them useful and they go some way to helping them secure a brighter future and a better hope.

POWER TO PERFORM


- PiXL Fitness videos – appropriate fitness videos for teenagers, especially created for PiXL by Matt Leah, owner of Total Sports Rehab, a private gym and physiotherapy clinic in Manchester.



- Video tutorials for students/parents on how to cook each dish



INSIDE OUT CHEESE & BACON BURGER





EAT THIS DISH AND YOU WILL GAIN THESE BENEFITS:

Provides slow release energy, helps feeling calm and improves memory.

The best time to eat this dish: As a treat meal after an exam or on a weekend.

Reason: The combination of protein and carbohydrates from the beef, bacon, cheese and a wholemeal bun will all replace your used up energy stores. The kick of thyme increases omega 3s in the brain and garlic powder will support your immunity. Cucumber will re-hydrate you, tomatoes have awesome amounts of anti-oxidants and onions will improve your memory and focus.





This dish has been specially created by our chef, Mark Lloyd



Chickpea Vegetable Curry Recipe

- A recipe book for parents



SNACK RECIPES

TRY SOME OF THESE DELICIOUS AND REALLY EASY SNACKS TO TAKE A BREAK AND BOOST YOUR BRAIN POWER.



EDIBLE PLANT POTTS

100% cottage cheese
1/2 cup of cottage cheese, buy them and blitz them together in a food processor
1/2 cup of cottage cheese, carrots, cucumber, things you can eat raw lightly cooked

METHOD:

Layer the cottage cheese in a glass, pour over an olive plant and top with a little bit of oil to make the plant stick. Plus it's the veggies to make the plant stick. Plus it's the veggies to make the plant stick. Plus it's the veggies to make the plant stick.



SOFT BAKED EGGS AND MARMITE SOLDIERS

2 eggs
2 slices of wholemeal bread, toasted

METHOD:

Heat a saucepan of salted water until it boils, add the eggs and wait a timer for 10 minutes. Then drain the eggs and wash them with cold water. Then drain the eggs and wash them with cold water. Then drain the eggs and wash them with cold water.



HONEY, FRUIT AND NUT GRANOLA BARS

3/4 cup of oats to 150g
1/2 cup of butter, melted
300g porridge oats
100g mixed nuts, roughly chopped
100g mixed fruit, roughly chopped
100g plain flour
100g honey

METHOD:

Mix everything in a large bowl, pour the mix into a lined tray and bake for 15 minutes. Then cut into bars and eat.



COCONUT CHIA AND PATE CRISPIE

100g coconut oil
100g coconut milk
100g coconut oil
100g coconut milk

METHOD:

Put the coconut oil in a large bowl, add the coconut milk and mix well. Then add the coconut oil and mix well. Then add the coconut oil and mix well.



CINNAMON BAKED PUMPS AND APPLES, OUT CRUMBLE, CREAM CHEESE

2 free pumps, sliced and quartered
2 free pumps, sliced and quartered
2 free pumps, sliced and quartered
2 free pumps, sliced and quartered

METHOD:

Preheat the oven to 180°C. Boil the water and sugar until all the water has evaporated. Then add the sugar and apples, cook for 10 minutes. Then add the sugar and apples, cook for 10 minutes. Then add the sugar and apples, cook for 10 minutes.



PEANUT BUTTER AND BANANA WHIZ

100g peanut butter
100g peanut butter
100g peanut butter
100g peanut butter

METHOD:

Preheat the oven to 180°C. Boil the water and sugar until all the water has evaporated. Then add the sugar and apples, cook for 10 minutes. Then add the sugar and apples, cook for 10 minutes. Then add the sugar and apples, cook for 10 minutes.

20 WAYS TO USE PiXL ENDURANCE

1. Consider giving someone a responsibility for helping students prepare to perform (this person would oversee the assemblies, parent communications, food available in the canteen, student habits and focused ways of re-visiting, bringing groups of students together to motivate/encourage).
2. Hold an assembly each week focusing on each part of the student booklet.
3. Target the students who have a good attitude to learning but low progress and call them together each week for an assembly with the workbook alongside them.
4. Consider holding a parents' evening for the parents of an identified group and take them through what they can do to help their child perform under pressure.
5. Ask the school kitchen to cook some of the recipes designed to help students perform in exams and for lasting energy.
6. Make water readily available for students to drink.
7. Consider showing the Mark Lloyd videos to students/parents to encourage them to eat well.
8. Put the recipes on your website for parents to access (make sure they are password protected).
9. The PE department could introduce the PiXL Fitness videos and explain how they could be used and the importance of activity in times of pressure.
10. Each department to identify HOW they will put students under pressure in a safe environment and help them think under pressure – adapt the Stamina powerpoint.
11. Consider when you use the resources, for example, just before some PPEs you may want to focus on how students should organise their day for maximum impact. Before PPE results, you may want to focus on how to pick yourself and continue (the assemblies that go with the Horsforth Quadrant).
12. Consider holding an assembly on effective re-visiting using the material available on the PiXL website from the meeting.
13. Identify the students who are not making progress and ask them to complete the DTT sheet after their revision each week.
14. Use the videos from the athletes in assemblies or in tutor time and use them to discuss the habits of effective and successful people.
15. Consider using Quizlet for the interactive Independence quizzes.
16. Ensure students have the password for the PiXL Independence website: the videos for Power to Perform and Prepare to Perform are on here too.
17. Use the My Mind material from the Edge if you are an Edge school.
18. Print out the Independence and Knowledge templates for students to use in Independent study/re-visiting.
19. Consider how you will prepare students before the exam and how you will debrief them afterwards in a way that leaves them able to pick themselves up and carry on to the next one.
20. Ask students to complete the Prepare to Perform student book in tutor time or Independent learning time.

PiXL ENDURANCE: ACTION PLAN

Use this sheet to create a clear plan of action from today's conference, before you get back to school and everything else takes over.

3 THINGS I NEED TO TAKE FORWARD **NOW**

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WHAT RESOURCES DO I NEED TO DOWNLOAD FROM THE PiXL WEBSITE?

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3 THINGS I NEED TO TAKE FORWARD **LATER**

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WHO DO I NEED TO HAVE CONVERSATIONS WITH WHEN I RETURN TO SCHOOL? **WHEN** CAN I SEE THEM?

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