

Supporting Your Child Through Revision and Exams

Practical strategies for Parents and Carers

- **Year 11 is a milestone year** - GCSEs are an important step to opening doors to future pathways.
- We recognise that this period can feel challenging for parents as well as students. This session is about working together to **reduce pressure** and **support wellbeing**.
- Success in Year 11 is not about constant revision, it's about **consistency, routines**, and **resilience** over time.

What
effective
revision
looks like

The right
questions
to ask

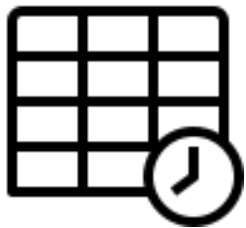
What we
can
provide
you to help

What effective revision looks like

Revision Myths

- ✗ **Longer sessions are better** → Long sessions often lead to fatigue and poor retention.
- ✗ **Silence means focus** → Focus comes from structure, not just quiet.
- ✗ **Motivation comes first** → Waiting to *feel* motivated often leads to procrastination.

What effective revision looks like



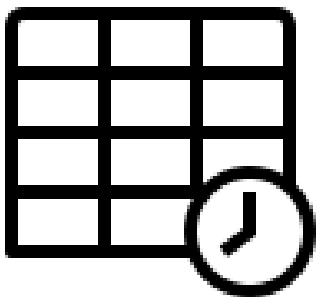
Having a realistic
plan



Being in the right
environment



Using the right
strategies



Having a realistic plan

- Encourage short, focused sessions (25-30 minutes).
- Include breaks, rewards, and rest.
- Balance schoolwork with downtime.

	Monday	Tuesday	Wednesday	Thursday	Friday
8:30am - 3:00pm	School				
My Plans					
Study session 1 (25 mins)					
Study session 2 (25 mins)					
Study session 3 (25 mins)					
Study session 4 (25 mins)					
Study session 5 (25 mins)					

Saturday				Sunday			
My Plans		Study session 3 (25 mins)		My Plans		Study session 3 (25 mins)	
Study session 1 (25 mins)		Study session 4 (25 mins)		Study session 1 (25 mins)		Study session 4 (25 mins)	
Study session 2 (25 mins)		Study session 5 (25 mins)		Study session 2 (25 mins)		Study session 5 (25 mins)	



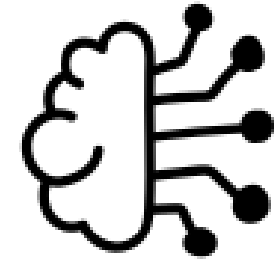
Being in the right environment

How to create a calm, structured environment

How you can support revision at home

- Help create a **regular, quiet revision space** (it doesn't have to be perfect).
- Check they have the **right resources**.
- Support technology boundaries by **agreeing rules together**.
- Praise **effort, routines and consistency**, not just grades.
- Stay calm, **your response sets the emotional tone**.

You don't need to know the content; your role is to create the conditions for learning.



Using the right strategies

Students remember more by testing themselves, not just reviewing content.

- Re-reading notes isn't enough.
- Learning sticks when we *retrieve*.
- Practice makes progress, not perfection.

Self-quizzing

Answering questions from memory (flashcards, knowledge organisers, online quizzes).

Writing without notes

Brain dumps, short answers, or exam questions completed *before* checking notes/answers.

Small, focused goals

Revising *one topic or skill at a time*, rather than “all of science”.

Checking and correcting mistakes

Marking work, correcting answers, and revisiting weak areas.



The right questions to ask

Your role isn't to teach, it's to encourage and reassure.

Instead of:

✗ *"You should know this by now."*

→ Increases anxiety and shuts down effort.

Try:

✓ "Which part are you less confident with?"

Instead of:

✗ *"Just concentrate."*

→ Focus is a result of structure, not a switch.

Try:

✓ "What would help you focus for the next 10 minutes?" or "Do you need a quick break?"

Instead of:

✗ *"This is easy."*

→ Can make students feel inadequate if they're struggling.

Try:

✓ "Which bit feels hardest right now? How can I help you?"

Instead of:

✗ *"You're not revising properly."*

→ Undermines confidence and motivation.

Try:

✓ "How are you testing yourself?"

Instead of:

✗ *"When I was at school..."*

→ Shifts the focus away from the student's experience.

Try:

✓ "What does your teacher expect you to know for this topic?"

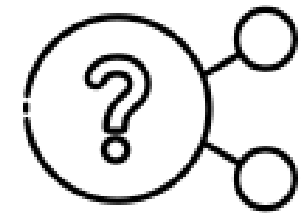
Instead of:

✗ *"You'll regret it if you don't do well."*

→ Adds pressure without improving learning.

Try:

✓ "What's one small thing you can improve next time?"



The right questions to ask

Your role isn't to teach, it's to encourage and reassure.



Before revision

(Help them get started)

- What topic are you focusing on today?
- What strategy are you using for this session?
- What resources are you using?
- How long are you planning to revise for?



During revision

(Encourage retrieval, not teaching)

Observe, don't distract

- What's one key fact or idea from this topic?
- How are you testing yourself?
- What will you try if you get stuck?



After revision

(Reinforce learning and confidence)

- What went well in that session?
- What do you need to revisit next time?
- What helped you concentrate today?
- What's one thing you're more confident with now?

Praise effort not outcome



Look out for signs of stress

Signs of stress: irritability, fatigue, headaches, withdrawal.

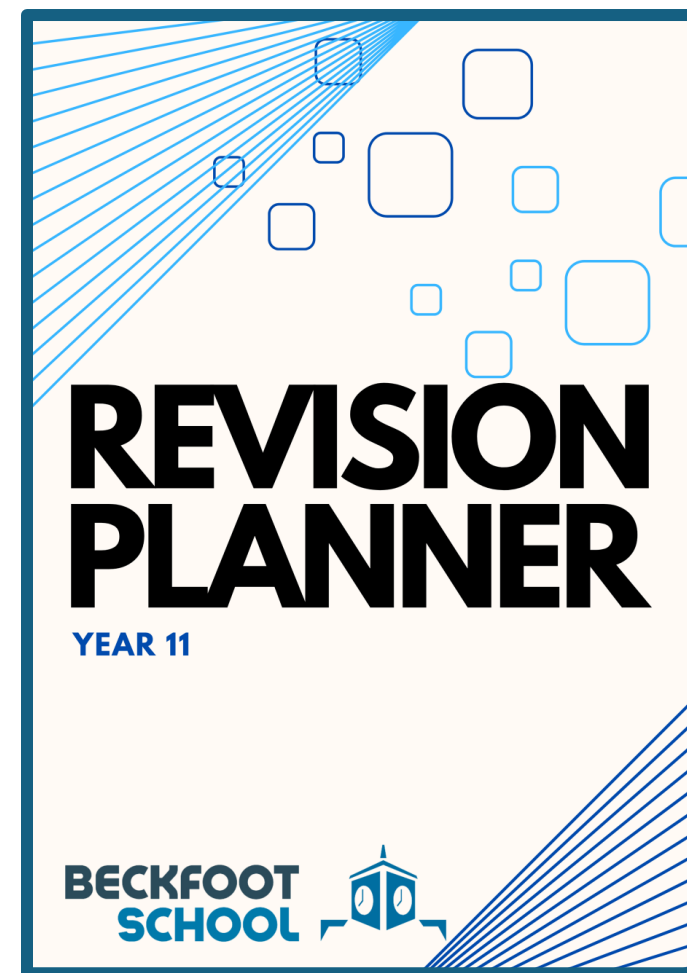
- Encourage sleep & hydration
- Promote breaks & exercise
- Keep things in perspective
- One day off isn't failure, it's recovery



What we provide to help students

Right resources. Right strategies. Better learning.

- Tutor Time focus on supported revision and wellbeing
- Independent Learning Booklets (ILBs)
- The Core Four – Revision Strategies
- Targeted intervention and support sessions
- Digital resources and Class Charts



KS4 Supervision

When: 3.00pm - 4.00pm, Tuesdays and Wednesdays

Where: Room M14

What:

A quiet, structured session for independent study and revision. Teachers may book students to help them meet deadlines or prepare for mock and final exams.

Students can also attend voluntarily.

Sessions are led by senior leaders.

Parents will be notified via Class Charts if a student is booked in.

If a booked session is missed, a detention will be **issued**.

Period 6 Sessions

When: 3.00pm - 3.45pm

Where: Various rooms depending on subject (communicated via Class Charts)

What:

Subject-specific lessons to review content, address gaps and support exam preparation. Students may be invited by teachers or choose to attend.

A personalised Period 6 timetable will be shared on Class Charts.

Attendance is expected when students are invited.

Students may attend additional sessions if they wish.

If a timetabled session is missed, a detention will be **issued**.

Masterclass Sessions

When: 3.00pm - 3.45pm

Where: Various rooms depending on subject (communicated via Class Charts)

What:

Targeted support focusing on exam skills, extended answers and areas for improvement. Usually for selected students, but some sessions may be open to all.

Parents will be notified via Class Charts if a student is booked in.

If a timetabled session is missed, a detention will be **issued**.

Revision Support

When: 3.00pm – 4.00pm, Monday

Where: TBC

What:

A calm, supportive space for students to complete revision and independent study. Staff are on hand to help students get started, use effective revision strategies or stay focused.

Students may be invited by the Year Team or can attend voluntarily.

5 Ways to Support at Home

1. Encourage routine
2. Create a calm space
3. Praise effort
4. Manage technology
5. Be positive

Believe in them.