



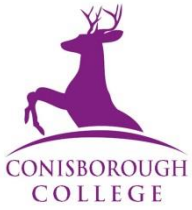
**working together**  
**helping your child with revision**

ideas & techniques to help support your child  
achieve their full potential

New grading structure	Current grading structure
9	A*
8	
7	A
-----	-----
6	B
5	
4	C
-----	-----
3	D
2	E
1	F
	G
U	U

**GOOD PASS (DfE)**  
5 and above = top of C and above

**AWARDING**  
4 and above = bottom of C and above



# What is revision?

It means going over previous work on a regular basis:

- to remind you of all the things you have forgotten
- to make links with other learning to see the bigger picture
- to reinforce learning
- to check understanding
- to remind you of what you don't already know



# Why encourage your child to revise?

- It reduces panic
- It means that their exam results will show what they can do, not what they didn't do
- It helps identify problem areas
- It will improve their results



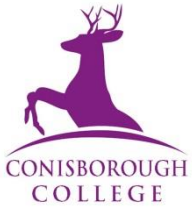
# Why should I help my child revise?

- Research and experience shows that pupils whose parents show a regular and active engagement with their child's learning do better in exams
- You get to know your child's strengths and weakness
- Discussing their work with them strengthens their understanding
- Many students don't know how to revise effectively.
- Students love revision programmes, but too often don't do the work



# What students should be doing

- Attending intervention sessions in school
- Getting advice from subject areas on how to revise
- Committing to around **200 hours** of revision between now and their exams
- Constructing revision timetables
- Revising at home



# What students should be doing

- Accepting that the next seven months are all about school work!
- Being **active**, not passive
- Equal focus on **content** and **exam technique**
- Getting the balance right between work and rest
- Speaking regularly with their teachers to find out what they need to do



# What students should not be doing

- Nothing!
- Revising whilst also doing other things
- Simply reading notes and textbooks
- Spending lots of time making revision timetables
- Being unsupervised (unless you are sure they can do this)
- Focusing only on content – also focus on **technique**





# Where shall I start?

- Help your child understand how much time they have to revise
- Factor in rest & play time
- Help them understand the best time for them to revise
- Break down their revision into chunks



# Your role

- Provide a suitable environment for study at home
- To help provide essential resources
- Removing the excuses
- Monitor both quantity and quality of revision
- Direct help – asking questions, testing, helping learning
- Strike a balance between support and challenge
- Reward them
- Contact teachers for advice or information as needed
- Calm them down and focus them



# Create a suitable work space

- A desk
- An upright chair
- A place to store and organise books
- Calm & quiet music
- Mobile phone switched off
- Bright and well circulated
- Comfortable temperature
- No disruptions – social media, phone, TV etc.
- *If possible – not their bedroom*



# Resources

- Pens, pencil, scissors, paper, glue
- Post-it-notes
- Coloured pens
- Highlighters
- Dictionary
- Revision guides
- Food & drink (fruit, water **not** fizzy or energy drinks)



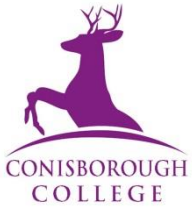
# Essential Ingredients

- Sleep (7-8 hours a night)
- Positive thinking
- Praise & rewards
- Water
- Revision timetable
- Comfortable & tidy space
- Fresh air
- Exercise
- Relaxation
- Healthy & balanced diet



# Breaks are important

- Pupils should take a 5-10 min break every 50 mins and a 20-30 min break every two hours
- Teenagers' brains stop taking in information after 50 minutes
- The break should be short and include refreshments



# Learning Styles

Help your child to discover what learning style best suits them.

Are they a...

- *Visual Learner*
- *Audio Learner*
- *Kinaesthetic Learner*



# Visual

Visual learner respond well to:

- Colour
- Images
- Diagrams
- Charts
- Maps
- Mind maps
- Cue cards
- Highlighting key information

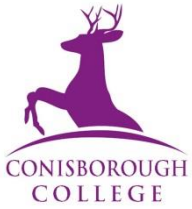




# Audio

Audio learners respond well to:

- Listening
- Talking/discussing
- Recording explanations and listening to them back
- Using different voices
- Mnemonics
- Making a song/rhyme



# Kinaesthetic

Kinaesthetic learners respond well to:

- Touching
- Doing
- Moving around
- Trying things out
- Physical repetition – e.g. flash cards
- Walking and talking

# Mind maps

Association helps a lot of people to remember because it is much more powerful we use our imagination. The idea is to link objects and ideas to each other in the craziest way possible.

Mindmaps (also called Spidergrams) are good for remembering topics and sub-topics such as, characters in a book.







# Mnemonics

**Mnemonics help you remember things by using smaller words that stand for something else.**

**Rest**

**Exercise**

**Variety**

**Imagination**

**Structure**

**Individual**

**Ongoing**

**Not too long**



# Chunking

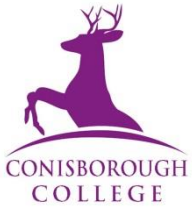
**Breaking down larger pieces of information using bullet points or simple sentences.**

For example

The average person can take in four numbers or words at a time, can concentrate on revision for a maximum of 45 minutes at a time and remembers information best shortly before bedtime.

Becomes...

- Remember four words at a time
- Max 45 minutes



# Questions to ask them

- When is your exam?
- What are you being tested on?
- What do you need to take on the day?
- What strategies are helping you the most?
- What can you tell me about what you've just revised?
- What support do you need?
- Do you need some food or drink?
- Is it time for you to have a break?



# Useful websites

## **BBC revision site**

- [www.bbc.co.uk/schools/parents](http://www.bbc.co.uk/schools/parents)
- [www.bbc.co.uk/bitesize](http://www.bbc.co.uk/bitesize)

## **Revision planning and support**

- [www.getrevising.co.uk](http://www.getrevising.co.uk)
- [www.support4learning.org.uk](http://www.support4learning.org.uk)

## **Exam board websites**

- [www.aqa.org.uk](http://www.aqa.org.uk)
- [www.edexcel.com](http://www.edexcel.com)
- [www.wjec.co.uk](http://www.wjec.co.uk)
- [www.ocr.org.uk](http://www.ocr.org.uk)





# Useful Contacts

- Head of Year 11 – Mr Lewis [slewis@cc.lewisham.sch.uk](mailto:slewis@cc.lewisham.sch.uk)
- Head of Maths – Mr Ellis [wellis@cc.lewisham.sch.uk](mailto:wellis@cc.lewisham.sch.uk)
- Head of English – Ms Brickley [kbrickley@cc.lewisham.sch.uk](mailto:kbrickley@cc.lewisham.sch.uk)
- Head of Science – Ms Robinson  
[probinson@cc.lewisham.sch.uk](mailto:probinson@cc.lewisham.sch.uk)
- Head of MFL – Ms Davies [cdavies@cc.lewisham.sch.uk](mailto:cdavies@cc.lewisham.sch.uk)
- Head of Humanities – Ms Stevenson  
[kstevenson@cc.lewisham.sch.uk](mailto:kstevenson@cc.lewisham.sch.uk)



# Final Advice for Parents

- Be positive
- Be patient
- Try and make the time you work together fun
- Turn off the TV
- Encourage a little and often approach
- Talk to them – ask what they're doing, how they're finding it, if you can help
- Praise