

Helping your child revise

A practical guide for Year 11 parents

Building effective habits, confidence and independence



Be the Best You Can Be

Tonight's focus

Five practical areas that make revision more effective and sustainable

Organisation

0
1

Know what is needed, when it is needed and where to find it.

Attendance

0
2

Every lesson matters; missed learning is difficult to replace.

Concentration

0
3

Create focused study time with fewer distractions.

Repetition

0
4

Return to knowledge regularly so it is retained.

Mental health

0
5

Support sleep, food, movement, confidence and communication.

1. Organisation

Small preparations reduce stress and protect valuable revision time

Equipment

Make sure students have the basics:

- Pens and pencils
- Ruler and calculator where required
- Water bottle
- Revision books, paper and index cards



Exam order

Encourage students to:

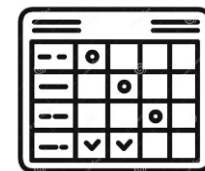
- Check their personal timetable
- Note dates, start times and locations
- Prepare equipment the night before
- Ask early if anything is unclear



School revision sessions

Use the revision timetable provided by school.

- Check session times and rooms
- Arrive prepared
- Attend morning or after-school support where appropriate
- Follow staff guidance



2. Attendance

Being present consistently gives students access to teaching, practice and feedback

Why attendance matters

Students build knowledge lesson by lesson so gaps can make later topics harder.

They hear explanations and examples that may not be repeated.

They can ask questions and correct misconceptions.

Regular attendance supports confidence, routine and exam readiness.

***“Every lesson
is part of the
preparation”***

Did you know

90%
attendance
means your
child has
missed



19
days
and
100
lessons
in a year?

Honeyguide



Turning up just **5 minutes**
late every day adds up to over
3 missed school days
in a year.



3. Concentration

Good revision is focused, planned and realistic

Reduce distractions

Put phones away or use a clear phone-free agreement.

Choose a consistent study location.

Use short, purposeful sessions rather than unfocused hours.

Build in breaks and return to the task.



A simple session structure

1

Set a goal

What will I know or be able to do?

2

Focus

20–30 minutes of purposeful work

3

Check

Test yourself without looking

4

Break

Do something different, then return

What effective revision looks like

- Active recall: close the book and retrieve information from memory.
- Practice questions: use exam-style questions and mark schemes.
- Spaced practice: revisit topics across several days and weeks.
- Interleave: mix topics or question types.
- Explain it aloud: teach a concept in simple language.



Be the Best You Can Be

Useful questions to ask

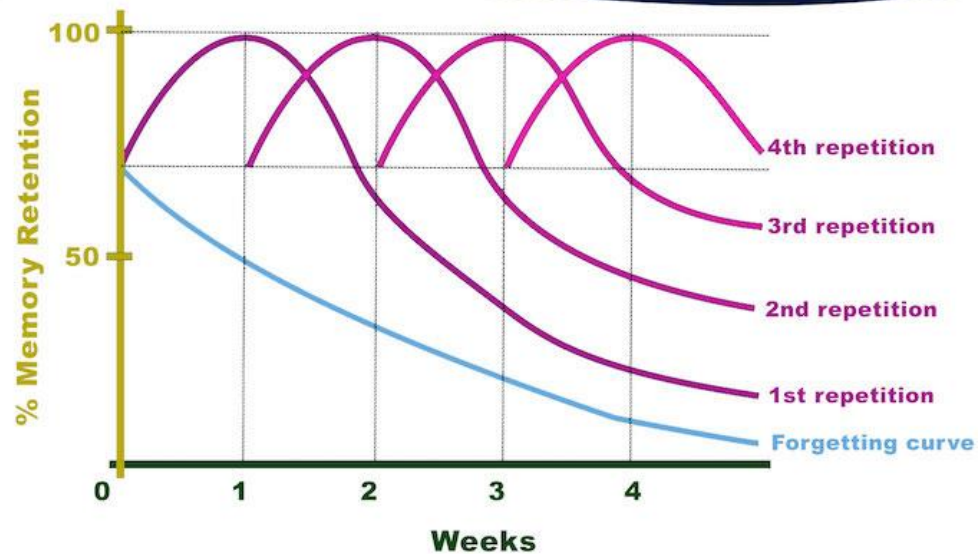
- Ask: “What are you revising today?” rather than “Have you revised?”
- What is the most important thing you need to remember?
- Can you explain that without looking at your notes?
- Which part of this topic is still unclear?
- What did you get wrong, and what can you learn from it?
- What is one small task you can complete in the next 20 minutes?



4. Repetition

Memory improves when students return to learning over time

Forgetting Curve



A practical repetition cycle

- Learn and make a short summary
- Recall without notes
- Use flashcards or quick questions
- Complete a practice question
- Return to the topic and check gaps

Make revision active

Students remember more when they retrieve and apply knowledge

Flashcards

Question on one side; answer on the other. Say the answer before checking.



Past papers

Practise the style of questions, mark answers and identify gaps.

Mind maps

Organise key ideas and show links between concepts.



Practice questions

Apply knowledge rather than only rereading notes.



5. Mental health

The aim is consistent progress without unnecessary pressure

Sleep

Protect a regular bedtime and allow recovery.

Food

Encourage regular meals, snacks and water.

Movement

Build in exercise or time outdoors.

Flexibility

Adapt plans when stress or tiredness is high.

Conversation

Talk about nerves and reassure students that asking for help is positive.



Final message for parents

- Be interested, consistent and calm.
- Help your child plan, practise and reflect.
- Focus on habits and progress rather than perfection.
- Aim to build independence over time.
- Keep communication open with school.



Please talk to us...

Tutor

Mr Richards & Mrs Bailey – Pastoral Managers Year 11

Mrs Doherty - Head of Year 11

Mrs Bond – Assistant Headteacher Exams

Miss Hendy – Assistant Headteacher KS4

Mr Brokenshire – Deputy Headteacher



Tutor	Tutor Group	Community
Mr A MacDonald	11GAMd	<u>Godrevy</u>
Mrs R Williams	11GRWi	
Mr TI Williams	11GTWi	
Mr B Lloyd-King	11PBLk	<u>Pentire</u>
Mr J Howcroft	11PJHo	
Miss L Williams	11PLWi	
Miss C Brewer	11RCBr	Rame
Mrs L Shine	11RLSh	
Mr P Shepherd	11RPSH	
Mr T Collinge	11TTCO	Towan
Mrs L Downing	11TLDo	
Miss S Niles	11TSNi	

Session	Rame	Towan	Pentire	Godrevy
Introduction 6.00-6.15pm	Main Hall	Main Hall	Main Hall	Main Hall
1 6.15-6.30pm	Maths Room 129	Science Room 107 Combined Room 106 Triple	English Room 103 & 104	Option Subjects
2 6.30-6.45pm	Option Subjects	Maths Room 129	Science Room 107 Combined Room 106 Triple	English Room 103 & 104
3 6.45-7.00pm	English Room 103 & 104	Option Subjects	Maths Room 129	Science Room 107 Combined Room 106 Triple
4 7.00-7.15pm	Science Room 107 Combined Room 106 Triple	English Room 103 & 104	Option Subjects	Maths Room 129
5 7.15-7.30pm	Option Subjects	Option Subjects	Option Subjects	Option Subjects

Please follow the programme on your handout to visit English, Maths and Science.

If you do not have an option subject available, please return to the main hall for a general session with Miss Hendy.

Option subjects

DT (Engineering/DT/Graphics) – 114
Hospitality & Catering – 122

General Session

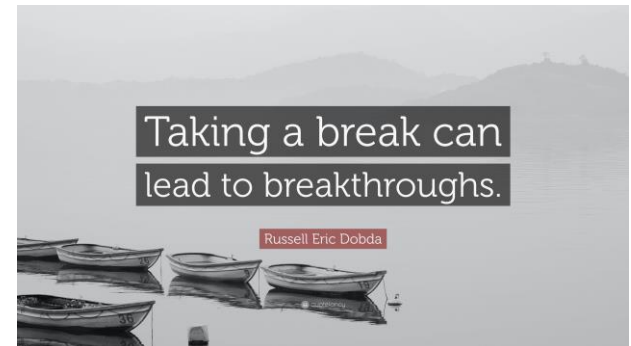
- Homework/Coursework
- Creating the right environment
- Preparing for tests



Organisation:

Start with a realistic plan

- List subjects, topics and upcoming assessments.
- Break revision into manageable 25–40 minute sessions.
- Prioritise difficult topics, not only favourite subjects.
- Let your child take ownership of their revision



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Creating the right environment

Creating a study space is a really positive thing to do – away from all distractions if possible.

Make sure your child has everything they need – notebooks, revision books, pens, paper, post-it notes, index cards, and so on.

You could buy folders that allow them to divide and organise their work into sections, so their work is easy to access.



Homework/Coursework



All homework is recorded on Satchel One.

Students and Parents/Carers all have access to Satchel One.

Please log-in regularly and check that your child is managing their homework.

Speak to your child about their coursework. Contact their teacher if you are concerned about their progress.

Catch-up sessions are offered by coursework subjects.



Preparing for tests

When it comes to sitting down and doing some revision, though, here are a few top tips you might like to share:

- Help your child **create an overview** of what they need to revise and break each subject down into manageable chunks. This is where knowledge of the exam board specification will help.
- Set **definite start and finish times** for revision sessions and have a clear goal for each session.
- Get your child to ask your teachers for practice questions or **past papers**.



AQA

Please write clearly in block capitals.

Centre number

Candidate number

Surname

Forename(s)

Candidate signature

GCSE

COMBINED SCIENCE: TRILOGY

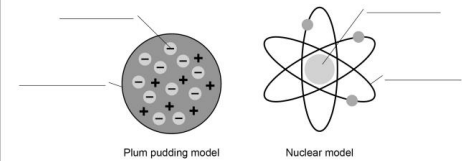
Higher Tier

Physics Paper 1H

H

0 1 Figure 1 shows two models of the atom.

Figure 1



0 1 1 Write the labels on Figure 1

Choose the answers from the box.

[4 marks]

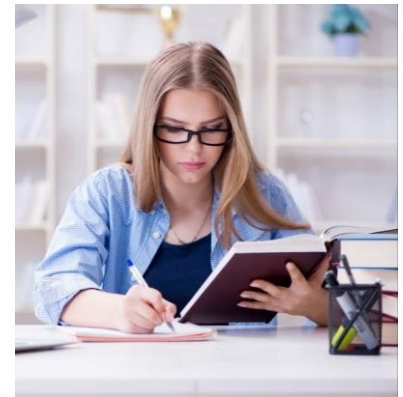
atom

electron

nucleus

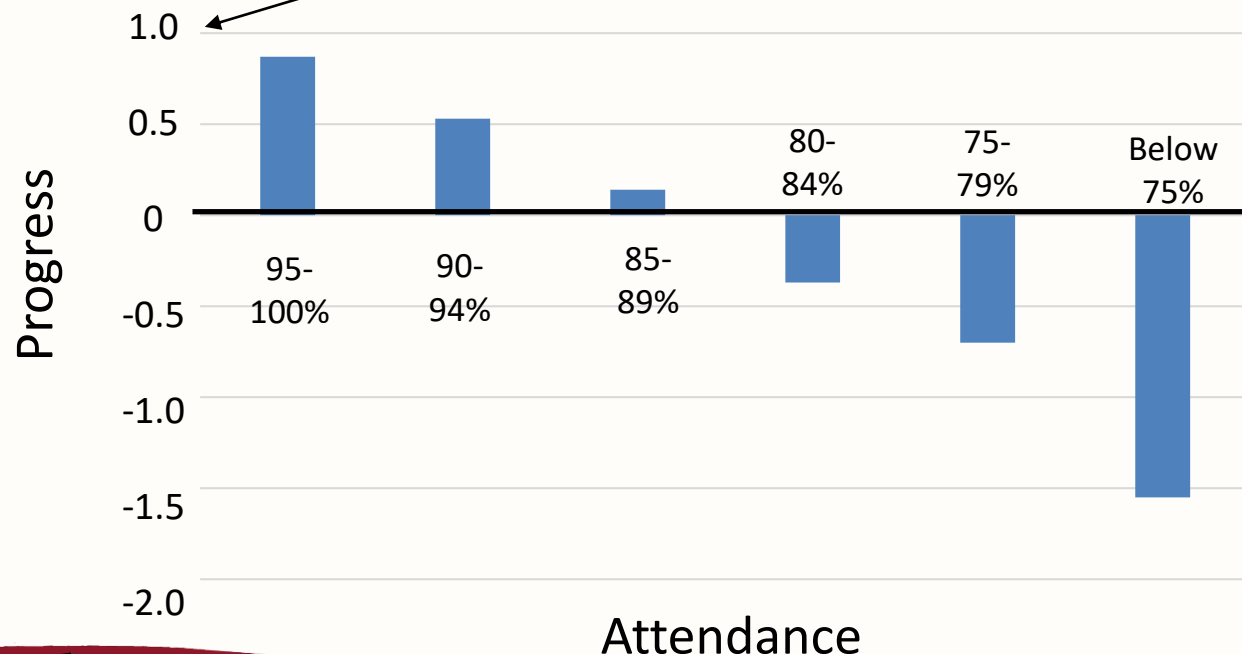
Preparing for tests

- Get them to practise making plans and answering questions under **timed conditions**.
- During **breaks**, have your child **do something completely different** – for example, they could listen to music, have a chocolate biscuit, or make a cup of tea.
- Ensure they **make their revision active**. Don't allow them to just read notes – make flash cards or mind maps, or use the post-it notes you bought when setting up a study space. Then make sure they 'apply' what they've learned – in other words, get them to do something with their knowledge (such as a practice exam question).



Why school attendance matters

A progress score of 1.0 means your child achieved an average of **one grade higher** in every qualification compared to similar students nationally.



When motivation or confidence dips

- Expect some avoidance, frustration and uneven motivation.
- Reduce the task: start with five minutes or one question.
- Use calm, specific encouragement: “Let’s work out the next step.”
- Avoid comparisons with siblings, friends or other pupils.
- Speak with school if worry is affecting daily life.

