



# Parent/Carer Revision Workshop

**Wednesday 4<sup>th</sup> February**

Luke Bullock, Acting Deputy Headteacher



# Tonight's Session

- ⇒ How Students Learn and Retain Information
- ⇒ High-Impact Revision Strategies
- ⇒ Maximising Revision Time
- ⇒ Managing Exam Stress/Anxiety
- ⇒ Need-to-knows ahead of Summer Exams

# Knowledge.

How well do you know the 50p coin? On a scale of 1-10?

You have seen it hundreds of times, so you should know all about it.

Think about the front of a 50p coin (not the side with the Queen's head).  
There is an image of Britannia

1. What is in her left hand?
2. What is in her right hand?
3. What is on the shield?
4. What is on her head?
5. What is at her feet?



We have seen the coin many times (“shallow repetition”) but most will not have *thought* about it.

Therefore we are familiar with it but we do not *know* it!

# So What?

“Knowledge is the residue of thought”

- True knowledge is different to familiarity
- Knowledge is power – control

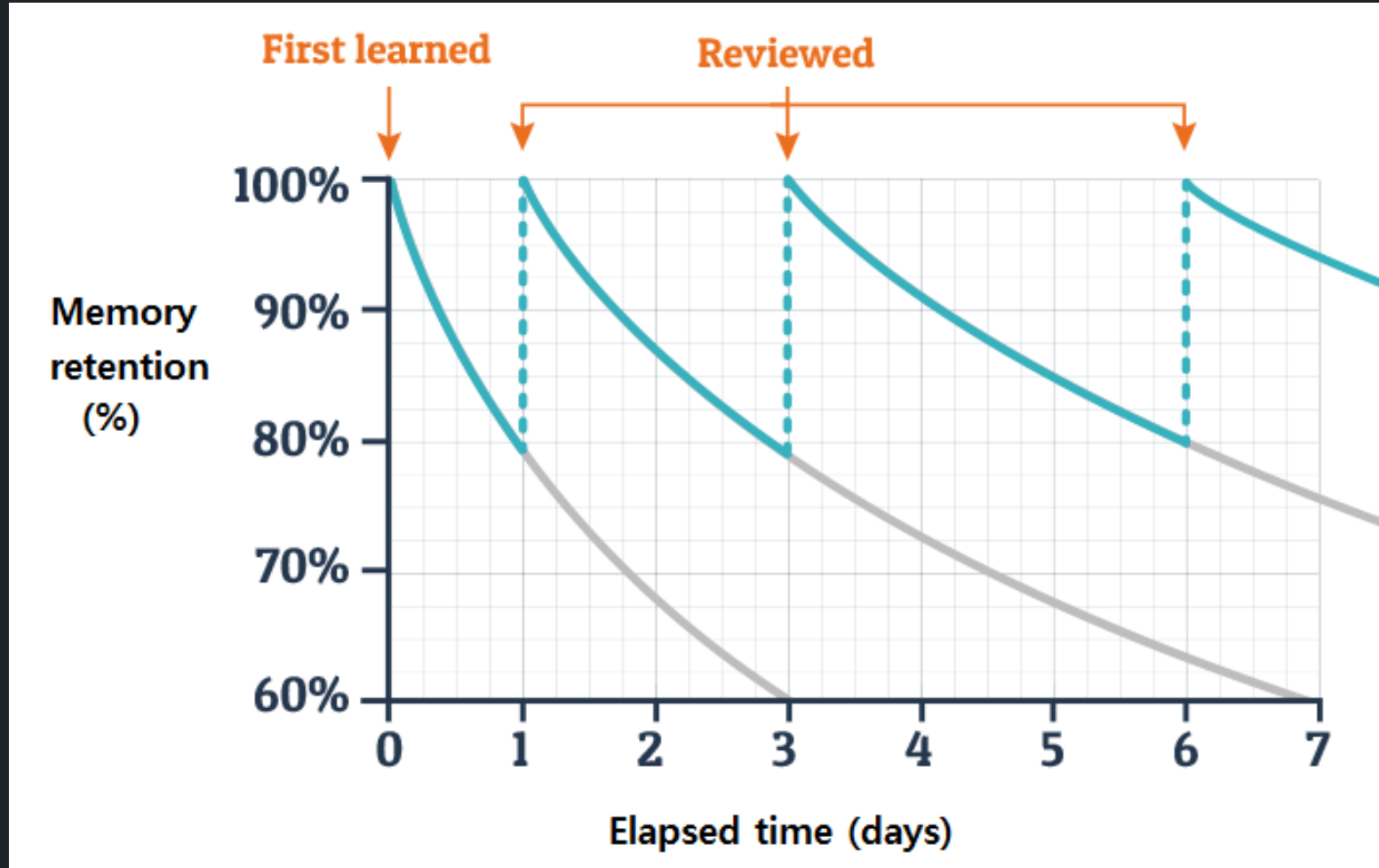
The good news:

Thinking hard ultimately leads to you having to think less hard- that's learning!

# The Statistics

- 66% of new material is forgotten after 7 days
- 88% of new material is forgotten after 6 weeks
- Reading notes and textbooks leads to a mere 10% retention

# Why Is This Important?



Ebbinghaus forgetting curve from *Chun, Bo Ae & hae ja, Heo. (2018). The effect of flipped learning on academic performance as an innovative method for overcoming ebbinghaus' forgetting curve. 56-60.*

# What is revision?

Actively retrieving information on an ongoing basis:

1. To remind you of things you have forgotten
2. To make links with other learning so you have a bigger picture
3. To reinforce learning
4. To identify what you don't know
5. To check understanding





# High Impact Revision Strategies

# How do we 'help them study'?

## Revision methods

### What not to do:

- Just read over notes
- Highlight with no purpose (they need to then do something with the highlighted information)
- Re-writing notes
- Revising without testing yourself- how do you know it is working?
- All knowledge, no skill or application
- Focusing too much time on their strengths
- Taking a big 'break' and losing momentum



# How do we 'help them study'? Revision methods

## Knowledge

- Mind maps
- Flashcards/ Quizlet
- Putting notes into your own words and condensing them
- Test yourself

## Skills

- Timed practise
- Targeted practise- planning or just one element
- Critically check if the work is correct

## Both

- Past paper questions
- Using past paper marking schemes
- Asking if stuck!

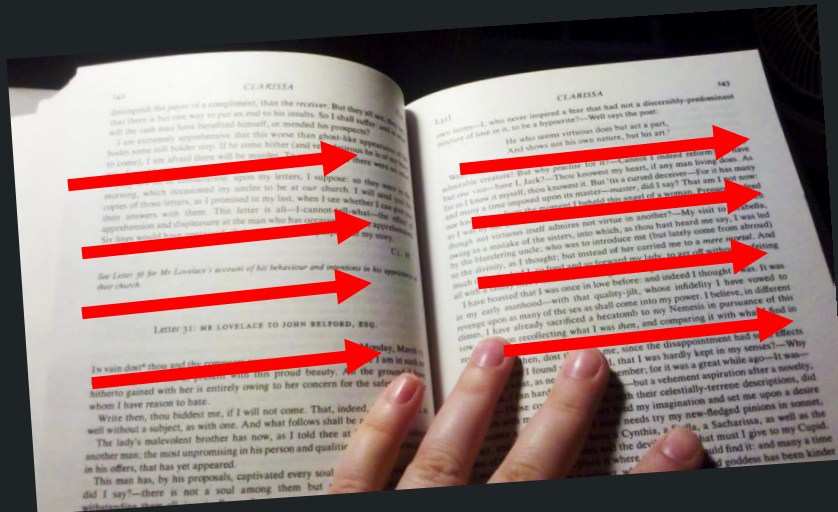
# Revision Activities

- Mind-maps
- Key words – post-its
- Flash Cards
- Podcasts
- Family and Friends Test
- Highlight
- Chant/Rap
- Exam Questions and Mark Scheme
- Write your own Q's
- Mnemonics

# What is a mind-map?

Mind-maps were invented by a man called Tony Buzan who said...

Although we read  
and write like this...

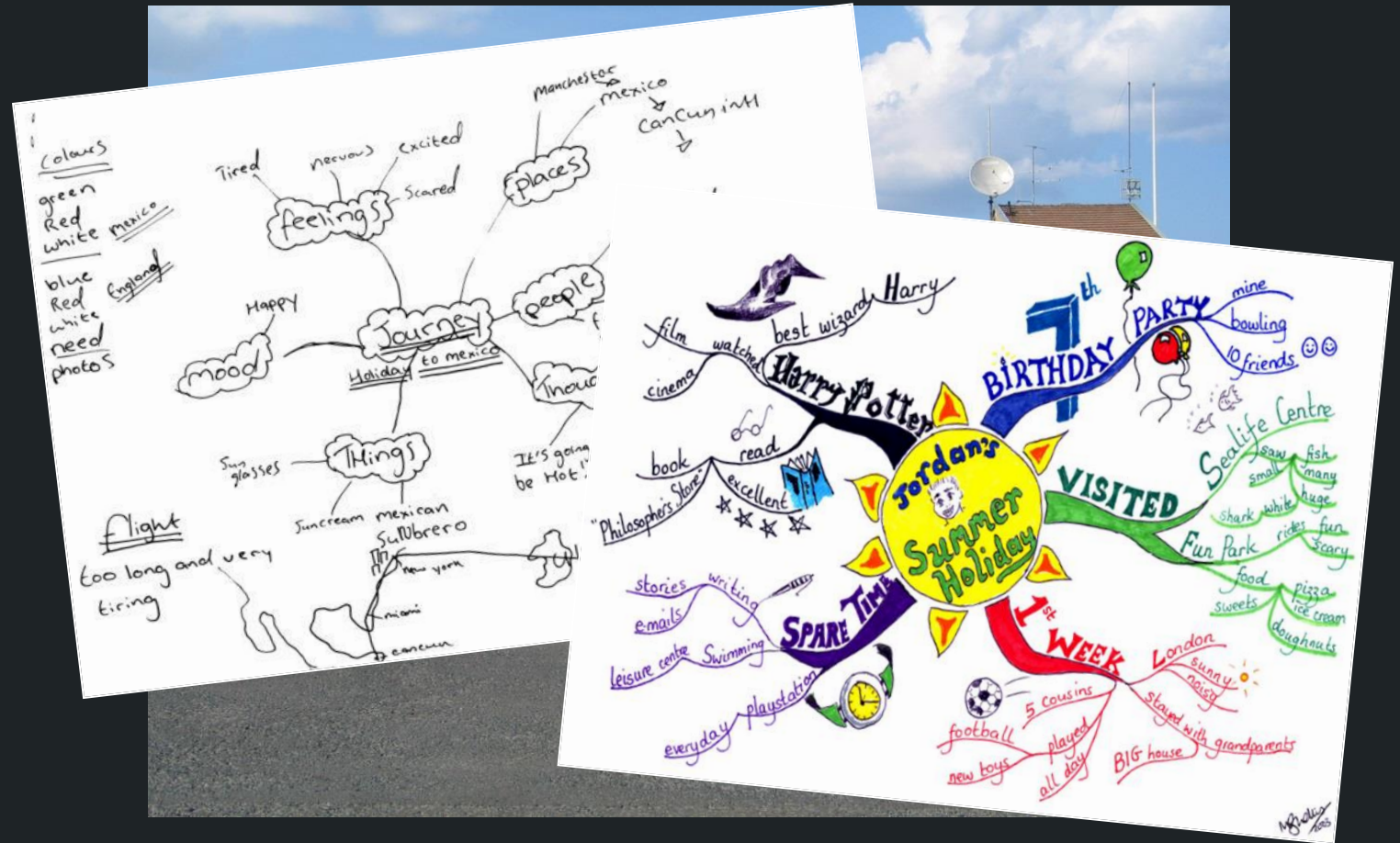


We think  
more like

# What is a mind-map?

People often think spider-diagrams are the same as mind-maps...

but that's a bit like  
saying these are the  
same...

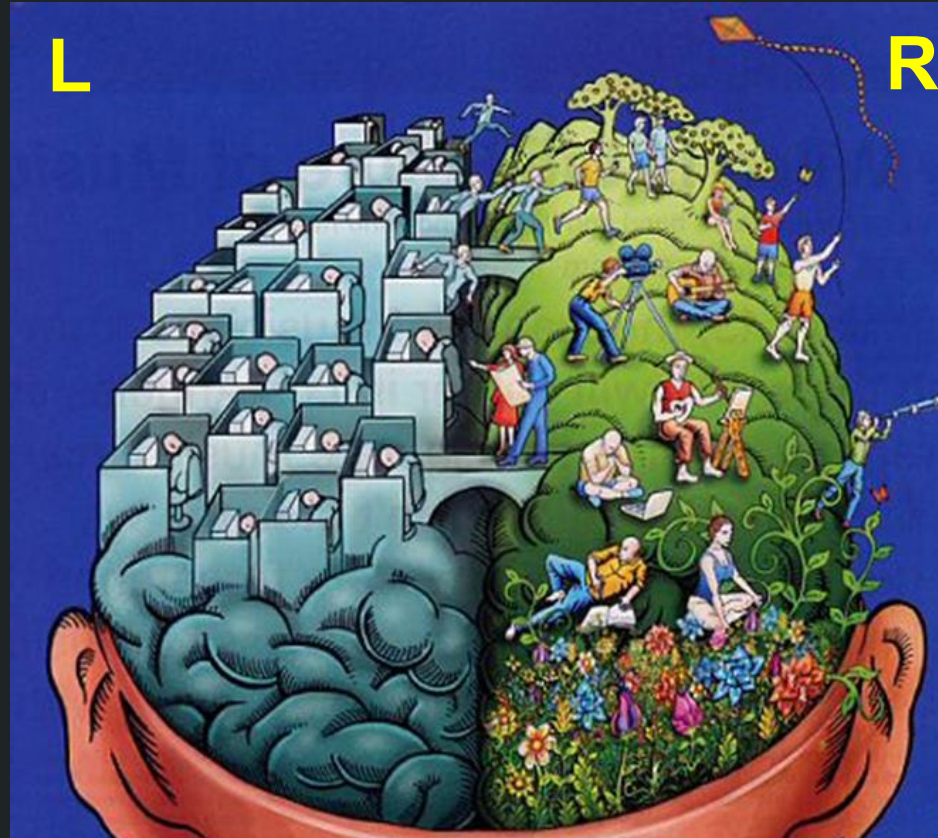




# *What is a mind-map?*

This difference is based on how we use our brains...

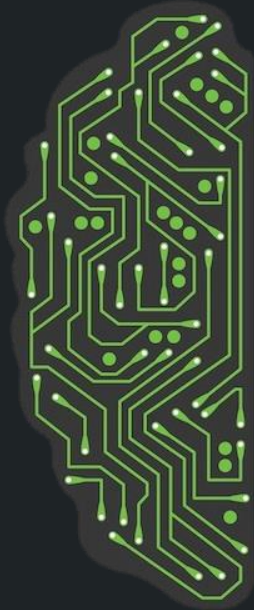
1. Remembering events in words – *what was said*
2. Prefer working alone
3. Good at spelling
4. Enjoy maths
5. Like to read
6. Will make a step by step plan before getting on with a task



1. Remembering events in pictures – *what you saw*
2. Prefer working with other people
3. Good of thinking up creative stories
4. Enjoy art
5. Like to listen to music
6. Will think more about the final product of the task – not how to get there!

# *Why are mind-maps useful?*

Mind-maps help bring the left and right sides of the brain together...





# You could spend 5 - 10 minutes reading this...

During the past six weeks I have been off school because it is the summer holidays. I have checked the weather report most days as I detest getting wet in the rain. At times the symbols on the map have been clouds and a sun but in Louth, where I live, we have had clear blue skies all of the time. So either the weatherman is not doing his job properly or our vicar *is* doing his job properly by sending up prayers for sunshine. Not that I believe God answers such trivial prayers.

When I left school in July I was just six years old but since then I have reached the grand old age of seven years old. In other words it was my birthday. For my birthday I have invited ten of my best friends from school, all boys might I add, to come with me to the bowling alley at Fuston Green. I tried to hint to my friends that as my Grandad Colin was paying for all of this, he would be pleased at news of me winning something sporty for once. They took no notice and I came eighth. I suppose two of them maybe did take notice? After bowling, we had a burgers and chips at the restaurant next door. We were given helium balloons which we used to turn our voices squeaky!

We had a grand total of forty two days off for our summer holidays. Unfortunately only one of these could be my birthday. Mum says I can only have one per year. Luckily for me my Mum and Dad have split up and my Dad has moved back to London and this means my Dad, according to my Mum, "overcompensates." He took me to Blackpool for the day as a treat for my birthday. We visited Blackpool Sealife Centre to see the great white sharks but we ended up at Northside Fun Park after I advised Dad, "Once you've seen one fish, you've seen them all." In between the rides I asked Dad if we could try the food at each stall. We had pizza and ice cream. Some of it came back up on the Grand Waltzer which luckily made room in my stomach for donuts and sweets.

My best week of the holidays was visiting London to see my Grandpa Henry and Grandma Betty. This was the first week of the holidays and I am not sure that was a good thing for a tired pupil as I had to spend all day playing football with my five cousins. We also played F1 racing with remote control cars and because I loved this so much, my Grandma bought me two to bring home. I have not raced them yet but the dog does like to chase them.

I spent the rest of my time in the holidays playing on my PlayStation every morning. The rest of my family, namely my Mum, dog and sister, like to sleep in but I always wake up when the sun comes out and the birds start singing (people call it singing, but I really don't think they would get past the first round of X-Factor unless Simon turns them into a group). In the afternoons I would also go swimming. Mum signed me up to a summer school for when she was at work and this was the option I chose. I can now swim three lengths and I have a certificate to prove it.

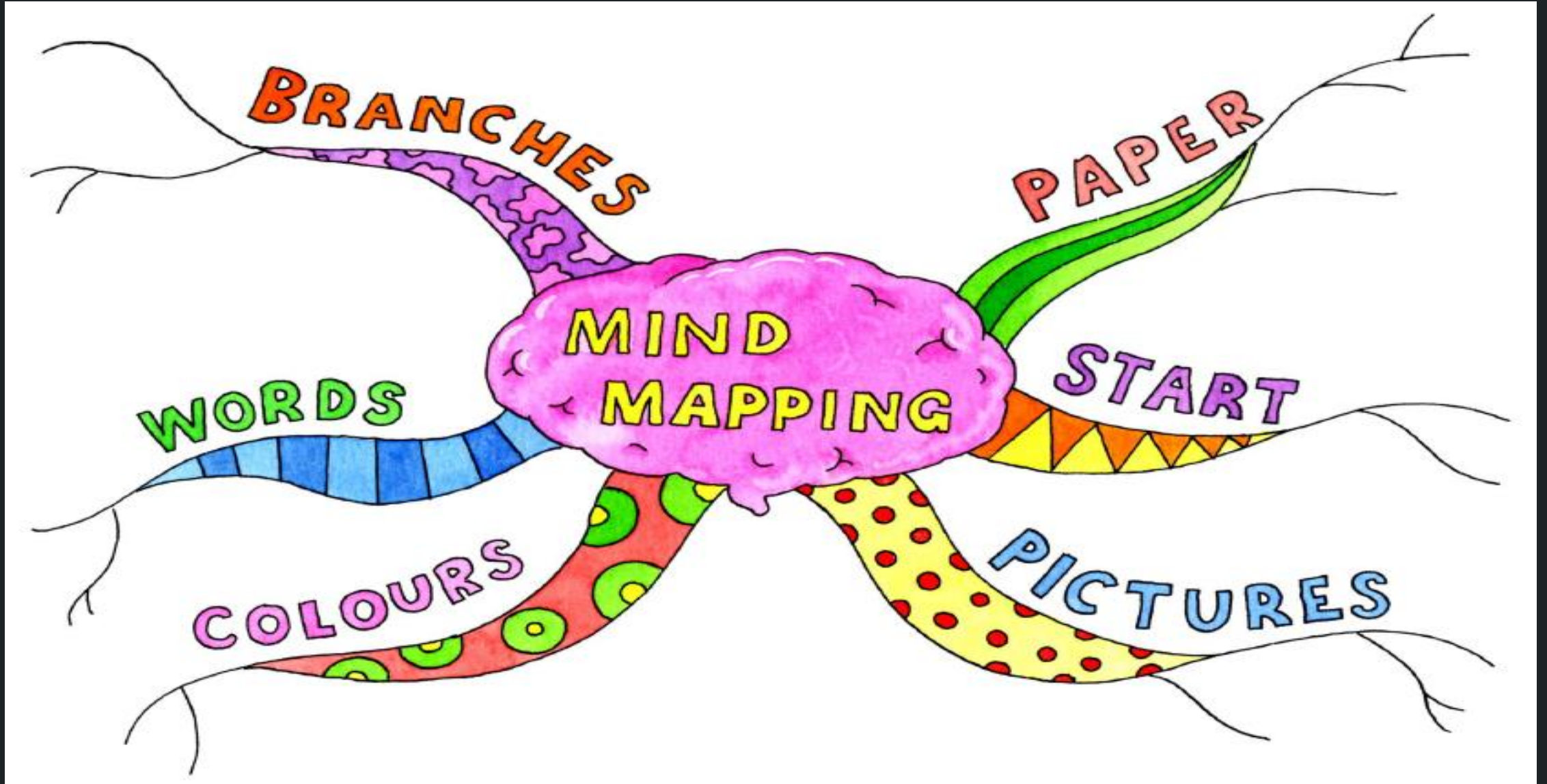
Before bedtime I like to read whilst my Mum and sister watch television. I have read my first novel, the first Harry Potter book. My friends have made the different wizards like Snape, Dumbledore and Hagrid but I just like Harry. Four of us went to the cinema to watch it and we loved it but the book is a bit better. I would have preferred to have started at Hogwarts this September as a trainee wizard rather than go back to East Lincs Junior as a Year 3.



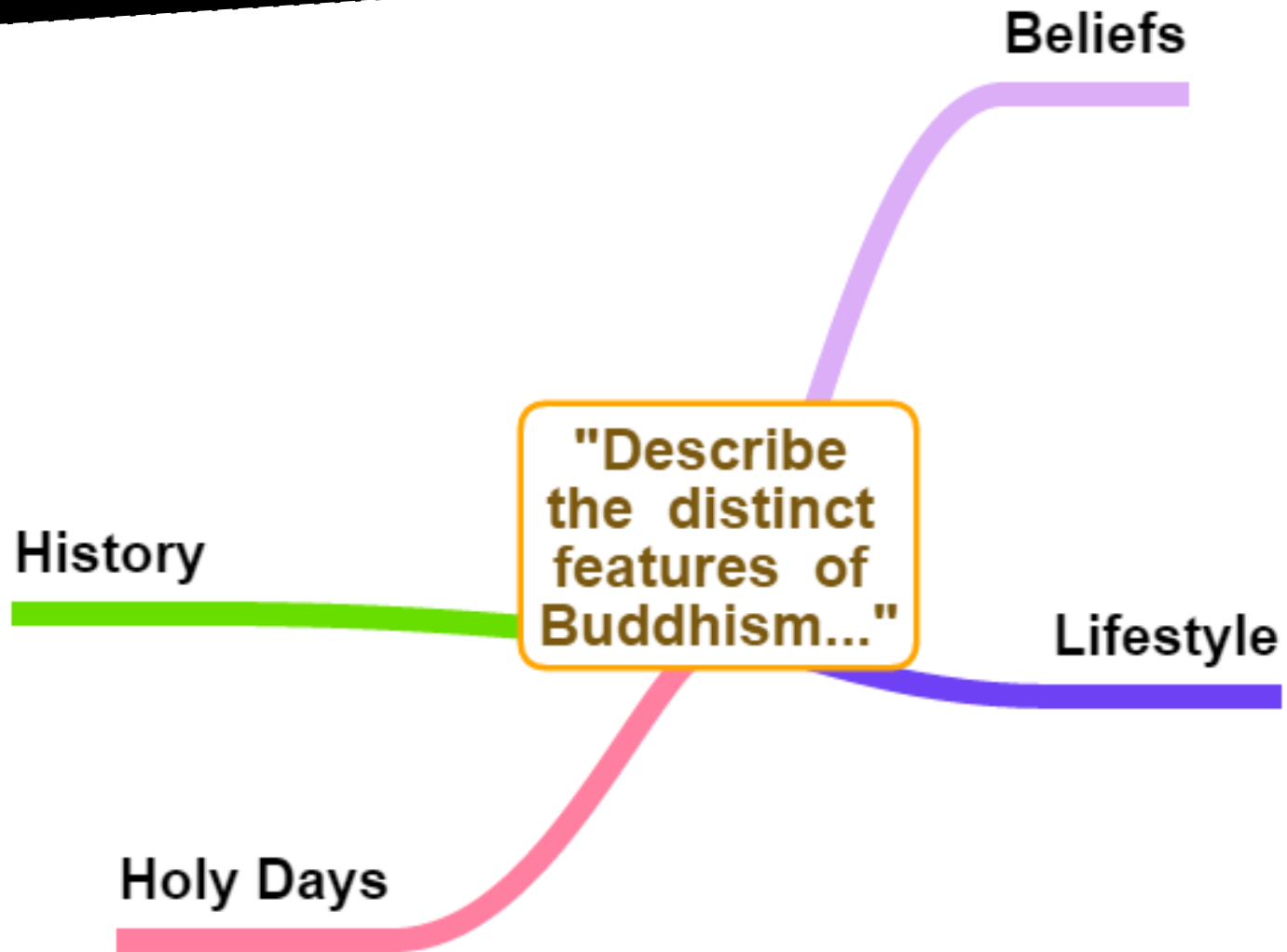
M. B. 2003

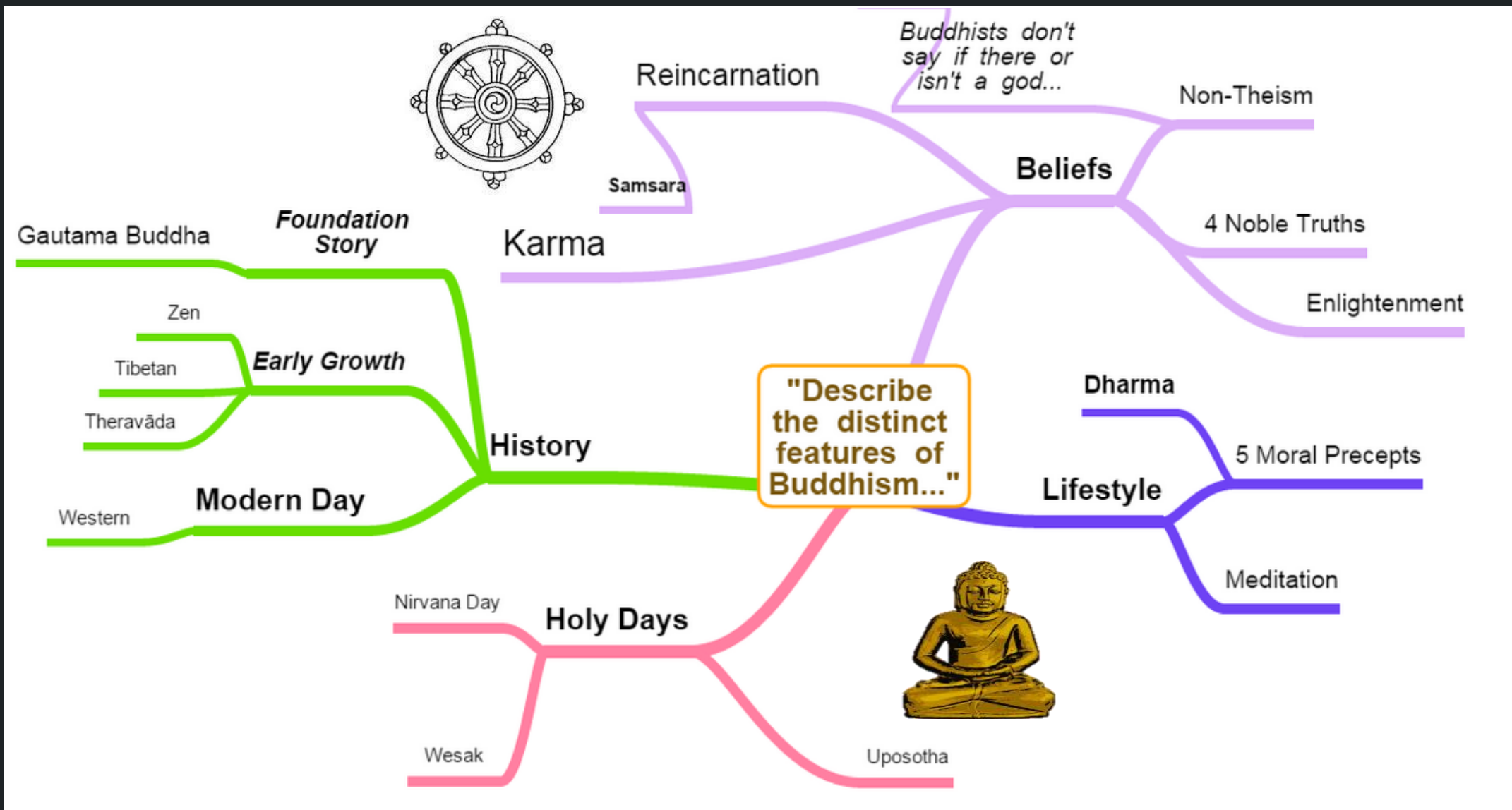


# The six rules of mind mapping



A. Describe the distinct features of Buddhism.





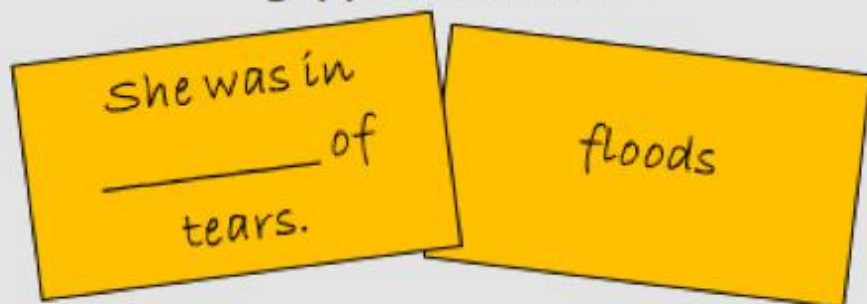
# *Flash Cards*

# What Makes Effective Flashcards?

- <https://www.youtube.com/watch?v=mzCEJVtED0U>
- Make your own
- Good for knowledge/fact recall (facts, formulas, dates etc)
- Minimal information per card
- Images sometimes help
- Test yourself both ways

# Different types of flash card

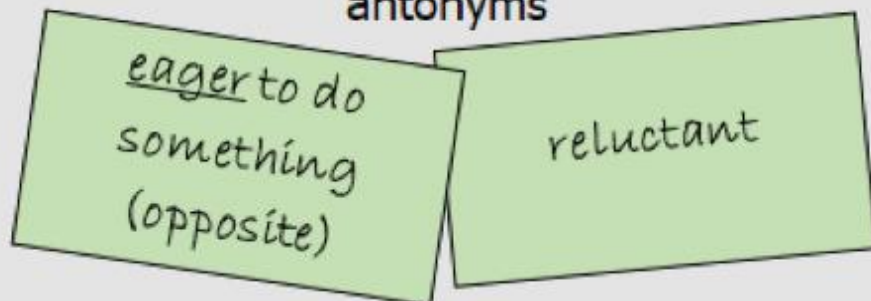
gapped sentences



synonyms



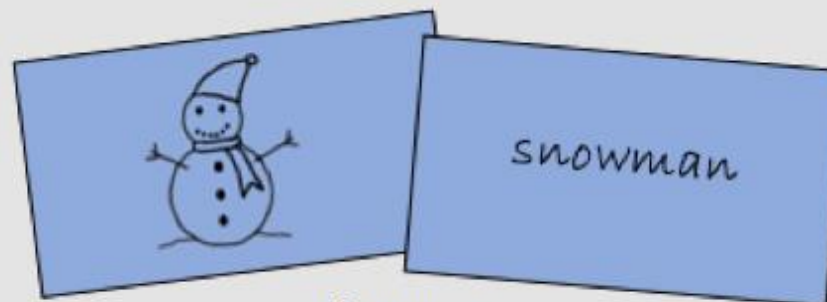
antonyms



definitions



translations



pictures



# Using Flashcards

- The Leitner System – Remembering Forever

<https://www.youtube.com/watch?v=C20EvKtdJwQ>

**Repetition is KEY!!**

**I still remember the opening of my GCSE Spanish speaking exam (which I took in 2011!)**

# Pros and Cons...

Strategy	Pros	Cons
Past Papers	Linked to: grades, specification, lessons, success criteria.	Limited numbers, may be used for formal assessments.
Practice Tests	Linked to: grades, specification, lessons, success criteria.	Take time, formalized, high stakes.
Quizzes	Fast, instant feedback, varying depth.	Varying depth, limited feedback?
Multiple Choice Tests	Scaffolded, good for <u>recognition</u> , early revision, easy wins, easy to mark.	Less depth, less recall.
Essay Answers	Depth, synthesis (Blooms), detail, terminology.	Longer / fiddly to mark, requires more time.
Verbal Questioning	Prompts alternative thinking methods. Involves other senses to invoke connections.	Noisy if class activity, pressure?
Flash Cards	Tailored to: you, exam, weak spots, topics etc. Good for facts.	Can only be as good as you (you only know what you know). Less useful without interrogation of the information.
Question & Answer Writing	Tailored to: you, exam, weak spots, topics etc. Increased depth. <u>Recognition</u> .	Can only be as good as you (you only know what you know). Can lead to misconceptions without checking.
Be Tested by Someone Else with 3 Questions	Teaching others strengthens pathways, synthesis of explanations, reasoning, evidencing.	Needs challenge, requires others, need to talk, without framework this can go off topic.

# Given Formulae Sheets

- Maths and Science:
  - <https://www.aqa.org.uk/news/gcse-maths-and-gcse-sciences-formulae-and-equation-sheets-for-2025-2027>

There is no need to memorise the formulae on these sheets- they will be given to you in the Exams (and the PPEs)

# *Past Papers and Exam Questions*

# Past Papers

- All available (for free) online
  - Just search: exam board, subject, “GCSE past papers”
- Only a limited number of questions that can be asked
- Spot trends in question themes, familiarise self with style and wording



# Managing Exam Stress/Anxiety

# What Parents Can Do at Home (That Actually Helps)

- **Keep the routine boring (in a good way)**
  - Regular sleep, meals, and wake-up times reduce anxiety more than extra revision
  - Brains cope better with stress when days feel predictable
- **Help create a simple revision timetable**
  - Short, regular sessions (30–45 mins) beat long cramming
  - Build in breaks, meals, and an end time
  - Focus on *one subject or topic per session*
- **Support organisation**
  - Help check exam dates, start times, and equipment
  - Encourage use of school revision resources (not endless new ones)
  - One folder / notebook per subject to avoid overload
- **Focus on effort, not outcomes**
  - Praise revision habits, attendance, and persistence
  - Avoid daily questions about grades, marks, or “how it went”
- **Keep revision realistic**
  - Prioritise weaker topics rather than re-doing favourites
  - “Good enough” revision done consistently is better than perfect plans never followed

# What to Say (and What to Avoid)

- **Things to avoid (even when well-meant)**

- “This exam determines your future”
- “When I was at school...”
- “You should be revising instead of resting”

- **Normalise nerves**

- Anxiety before exams is *normal* - it doesn't mean your child isn't coping
- Try: “*A bit of stress shows this matters - we just don't want it to take over*”

- **If anxiety spikes**

- Listen first - don't rush to fix it
- Help them break tasks into small, manageable chunks
- Remind them anxiety rises *before* it falls - it won't last forever





# Need-to-Knows ahead of Summer Exams

# February PPEs Up First!

- 2 week schedule:
  - w/b 9<sup>th</sup> February – before half term
  - w/b 23<sup>rd</sup> February- after half term
- Straddle February Half Term by design

WEEK B	MONDAY 2 FEBRUARY	TUESDAY 3 FEBRUARY	WEDNESDAY 4 FEBRUARY	THURSDAY 5 FEBRUARY	FRIDAY 6 FEBRUARY
PERIODS 1-5 STUDENTS TO HAVE INDIVIDUAL TIMES	MFL SPEAKING (Students who are in School Production of Frozen)	MFL SPEAKING	MFL SPEAKING	MFL SPEAKING	MFL SPEAKING
WEEK A	MONDAY 9 FEBRUARY	TUESDAY 10 FEBRUARY	WEDNESDAY 11 FEBRUARY	THURSDAY 12 FEBRUARY	FRIDAY 13 FEBRUARY
REG + PERIODS 1-2 08:45 - 10:00 10:05 - 11:05	English Literature 2hr 15	Maths 1hr 30	Computer Science 1hr 45 (11C Engineering P1)	Product Design 2 hrs (11B Engineering P1)	Inset Day
PERIODS 3-4 11:25 - 12:25 12:30 - 13:30	History 1hr 30  (11B Engineering P3) (11C Engineering P4)	Health and Social Care 1hr 15  (11A Engineering P3 & P4)	Music 1hr 30 Digital IT 1hr 30  (11A Engineering P3)	Biology 1hr 10 / 1hr 45	
HALF TERM					
WEEK B	MONDAY 23 FEBRUARY	TUESDAY 24 FEBRUARY	WEDNESDAY 25 FEBRUARY	THURSDAY 26 FEBRUARY	FRIDAY 27 FEBRUARY
REG + PERIODS 1-2 08:45 - 10:00 10:05 - 11:05	English Language 1hr 45	Chemistry 1hr 10 / 1hr 45	French/ Spanish Reading / Writing 45mins / 1hr - 1hr10 / 1hr 15  (11C Engineering P1)	Business Studies 1hr 30 (11B Engineering P1)  Spanish Reading / Writing Dual Linguists x 2 students	Maths 1hr 30
PERIODS 3-4 11:25 - 12:25 12:30 - 13:30	Sociology 1hr 45  (11C Engineering P3)	Sports Science 1hr 15  (11C Engineering P4)	Geography 1hr 30  (11B Engineering P3)	Physics 1hr 10 / 1hr 45	P3 French Listening 35mins / 45mins P4 Spanish Listening 35mins / 45 mins

# Summer GCSE Exams

- Exams week beginning: Monday 4<sup>th</sup> May 2026
- 7 Week timetable (including 1 week May Half Term)
- National contingency day: Wednesday 24<sup>th</sup> June 2026

# Practical Support During the Exam Period

- **Protect sleep**
  - Same bedtime and wake-up time every day (including weekends)
  - Avoid late-night revision — memory consolidation needs sleep
- **Fuel the brain**
  - Regular meals and water
  - Light breakfast on exam days, even if nerves are high
- **Manage the day before exams**
  - Short recap only — no heavy new content
  - Prepare uniform, equipment, and transport the night before
  - Plan something calming for the evening
- **Reduce last-minute pressure**
  - Avoid surprise “quick tests” at home
  - Keep mornings calm and predictable
  - Plan to arrive in plenty of time for exams (Breakfast club)

# On Exam Day / During Exam Window

- **There are no second chances/opportunities to sit exams**
- **Arrive with plenty of time**
  - Communication with school
- **Access Arrangements**
  - Awarded by external assessor, not the school
  - If they are not used, they are lost (normal way of working)
- **NEA subjects**
  - Final submissions are before GCSE exam window

After  
School

# UpGrade

Tuesday	Wednesday	Thursday	Friday
Art 15:15-16:15 i21	Art 15:15-16:15 i21	Art 15:15-16:15 i21	Engineering Unit 1 catch up 15:15-16:30 i03
Photography 15:15-16:15 i21	Photography 15:15-16:15 i21	Photography 15:15-16:15 i21	Music NEA 15:15-16:30 P05
Graphics 15:15-16:15 i21	Graphics 15:15-16:15 i21	Graphics 15:15-16:15 i21	Maths 15:20-16:20 T12 and T32
Product Design week B 15:15-16:15 i02	Drama week B (from 23/02) 15:15-16:15 Drama	Product Design 15:15 - 16:15 i02	Science 15:20-16:20 S08 or S04
Drama week A (from 09/02) 15:15-16:15 Drama Studio	Separate Science 15:15-16:15 S07	Music NEA 15:15-16:30 P05	
Food (NEA catch up) 15:15-16:30	English (RFW) 15:15-16:30 E03 MOC - 15:15-16:00 (E04)	Sociology 15:15-16:30 M05	
Science Higher 15:2--14:20 S08	Maths (EKM) Girls Grades 3 and 4 in T12 15.20 - 16.20 (OH) Boys Grades 3 and 4 in T11 15.20 - 16.20		
History 15:15-16:30	Business Studies 15:15-4.00 M04	English (JTI/RCW) 15:15-16:30 E13/E01	
Sport Science 15:15-16:30 i06	Food 15:15-16:30		
English (BRP/KLB) 13:15-14:00 E11/E14	Geography Various dates, please see your Teams pages for info	Sport Science 15:15-16:30 i06	
Maths (DKM) T23 15.20 - 16.20			

# Lunch Time

# UpGrade

## Spring Terms

	Tuesday	Wednesday	Thursday	Friday
Subject Room	History (M04) 13.40 -14.05	Computer Science Paper 1 (I14) 13.40 - 14.05 (starting w/c 2nd March 2026)	Geography (T31/4) 13.40 -14.05	
Subject Room	Sport Science 15:15-16:30 i06		Sport Science 15:15-16:30 i06	
Subject Room				
Subject Room				
Subject Room				



# Any Questions?

