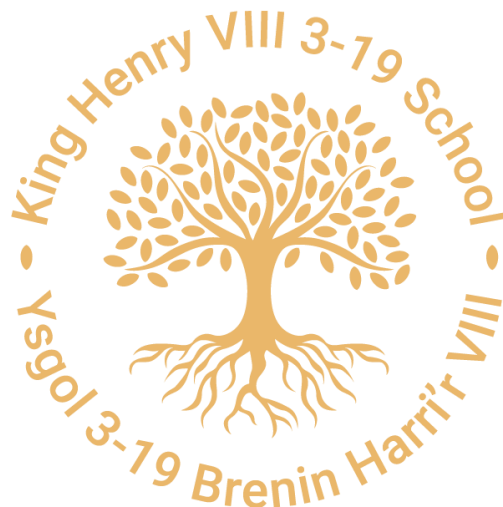


Years 10 and 11 - Supporting your Child

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REVISION



We believe in the limitless capacity for everyone to achieve great things



Even when it is difficult.
Especially when it is difficult.

100% all the time



Make the most of now

Pupils will have many different assessments throughout Years 10 and 11, including internal and external examinations and controlled assessment tasks. They will also be preparing for their final GCSE examinations at the end of Year 11. During Years 10 and 11, parents and carers will be kept up to date with their child's progress through written reports and by inviting you to parents' evenings.

This booklet aims to...

- Provide ideas for how you can support your child at home
- Outline sources of further support and information



How we support revision in school

- Pupils will be provided with advice regarding revision techniques by their subject teachers. They will also be provided with revision materials, and directed to helpful resources.
- Subjects will provide additional revision sessions which pupils are encouraged to attend. These can take place at lunchtime, after school or even during the holidays. Subject teachers will make pupils aware when they are taking place.
- We provide additional revision support to certain pupils at risk of under achievement when necessary. This takes a variety of forms. Some pupils/classes may receive support during their lessons via an additional adult who may be a teacher or teaching assistant. Another form of support is when pupils are withdrawn from lessons to be taught by a teacher or a specialist teaching assistant in small groups.
- Prior to examinations the school will be planning to run Walking Talking Mocks (WTM). These will take place during the school day for all core subjects prior to exams.
- In addition to this, the Post 16 Resource Area in Upper School is available from Monday to Thursday for an hour after school for pupils to complete independent learning.

Helping your child to cope with exam pressure and stress

Tests and exams can be a challenging part of school life for both pupils and parents but there are ways to ease the stress. Remind your child that feeling anxious is normal. Nervousness is a natural reaction to exams. The key is to put these nerves to positive use. Being reminded of what they do know and the hard work and time they have put into study can help them feel confident.

If your child is feeling stressed and anxious about exams, please speak to their teachers, form tutor or Wellbeing Leader. We have a team of staff who can help and support pupils through exam periods.

<http://www.nhs.uk/Conditions/stress-anxiety-depression/Pages/Coping-with-exam-stress.aspx>

What you can do to support revision at home

Where should revision be done?

Revision can take place at school in our Resource Area after school every day, at home, in a local library, at a friend's house, anywhere! It is helpful for pupils to have a designated work space at home for revision. Where possible, a desk and chair in a quiet, well-lit and ventilated area works best. Equipment and stationery can be kept in the same place. Some pupils will not like absolute silence and may prefer to have some background music on. Try to minimise distractions such as television, computer games and web browsing/social media. It is strongly recommended that mobile phones are kept in separate rooms during revision, to avoid distraction.

Build in time to enjoy enjoyable activities once revision is completed. For some revision, access to a computer or another device may be necessary. Don't forget to provide snacks!

Who should help with revision?

Teachers, parents, friends, tutors, siblings can all help with revision. Pupils may want you to test them on recall of facts or help them understand something they are finding challenging. They may also want to be left alone. Some pupils may want to revise with their friends in a study group. This will work well for some and not for others, it may be more suitable for some subjects than others. It is advisable to let them try it if they are keen and then afterwards encourage them to reflect on whether it was successful or whether, in that instance, independent revision would have been better. Revision, whilst necessary, does not have to be an unbearable task, and if it is possible to make it more enjoyable, take every opportunity.

Ensuring your child achieves highly

We have high expectations of all pupils; we want them to meet these expectations in both lessons and assessments.

Some subjects at our school enter the pupils for examination earlier in the school year. We do this for a number of reasons. If pupils have a good chance of achieving a good grade it can reduce the number of exams they have to revise for in the summer. It allows pupils to study for additional qualifications and for some pupils who find the subject more challenging, it provides them with two chances to be successful so they do not have to re-sit in Year 12.

This strategic plan has been put in place to maximise opportunities for pupils not limit them. We want our pupils to be ambitious. If they achieve a grade early but we feel they have not achieved as high as they could, we will advise them to resit. This is due to the fact that places on sixth form course, university courses and in the job market are in greater demand and competition is higher. Many courses are raising the expectation for GCSE mathematics to be a grade B instead of the more traditional grade C. Another reason is that whilst pupils may have chosen a course now that only requires a grade C we do not want them to be disadvantaged if they change their minds at a later date and find they have to retake qualifications later.

What makes revision successful?

 <p>Revise in small chunks</p>	<p>Your working memory (short term memory) is small and can only handle a few pieces of information at once.</p>	<p>This is why you need to revise information in small chunks, so that your working memory is not overwhelmed.</p>
 <p>Revise all your learning</p>	<p>You need to move all your new learning from your working memory to your long-term memory otherwise it is quickly forgotten.</p>	<p>This is why you need to revise all your learning. Revision means that new learning is moved from your working memory to your long-term memory.</p>
 <p>Revise your learning soon after you have learnt it.</p>	<p>The retention of information decreases over time. As time passes, you remember less of what you have learned. Ebbinghaus' experiments showed that you only remember 25% of what you learned six days ago.</p>	<p>This is why you need to revise your learning soon after you have learnt it, so that you do not forget everything.</p>
 <p>Regularly revisit information during your revision</p>	<p>When you revisit information, your forgetting time gets longer. The more times you revisit information, the longer you remember it for.</p>	<p>This is why you need to regularly revisit information during your revision. The more times you revise something, the longer you will remember it. This is why you should mix your revision up to include new revision and what you have already revised.</p>
 <p>Think deeply during your revision</p>	<p>Memory is the residue of thought. You will only remember something if you think deeply about it. Only reading information will not cause you to remember it, you need to think about it.</p>	<p>This is why you need to read the information, cover it up, and test yourself to see how much you can remember. This testing yourself makes you think and causes you to remember it. Don't move on until you remember it all.</p>
 <p>Revise throughout the year</p>	<p>You can only learn something new if you can connect it to what you already know. If you have not fully understood the first thing, then you cannot learn the next thing properly – because you have nothing to link the new learning to. You need to consolidate the previous learning before you can fully understand what comes next.</p>	<p>This is why you need to revise throughout the year and not just at the end of the year. Regular revision means you can learn new things because you have fully understood the previous learning it links to.</p>

How much revision should be done?

Whilst we run revision sessions in school, this is not sufficient revision time for pupils. All pupils need to carry out additional revision at home. We believe this is important as it further develops pupils' independent learning skills. We want them to be resourceful, knowing where to look for sources for support and identifying their own areas for improvement. It also provides an opportunity to hone time management skills.

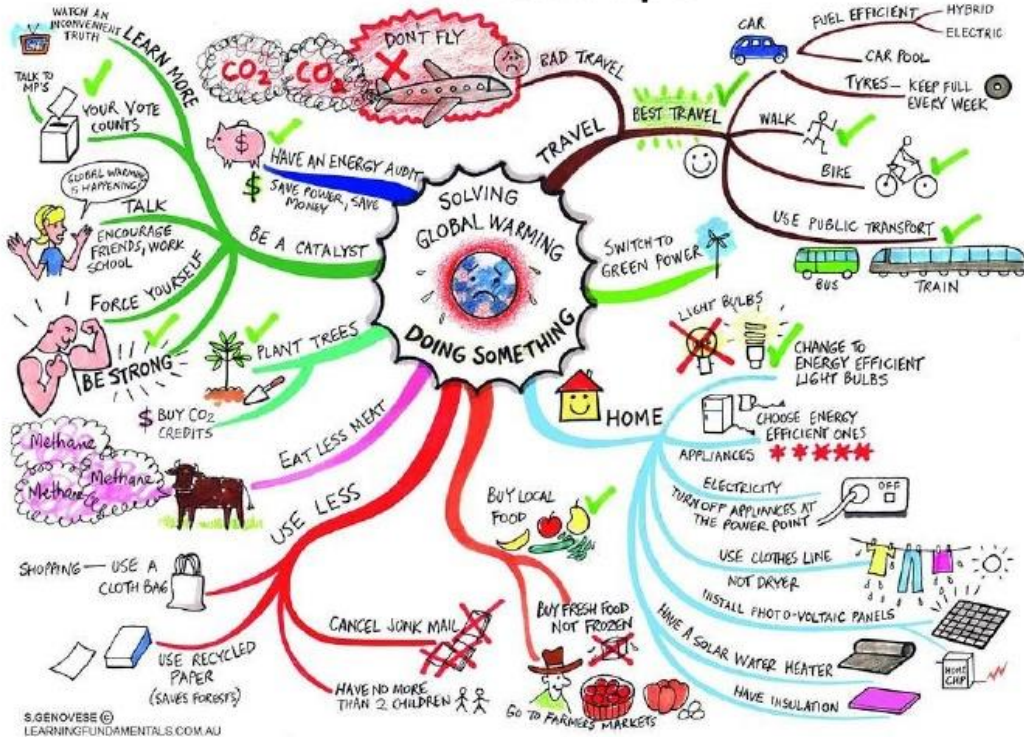
Make sure your child understands the importance of starting revision early rather than leaving things until the last couple of weeks before exam season. The amount of time each pupil needs for revision will depend on them. Some subjects will require more time each week than others. Discuss with your child which subjects they feel least confident with and encourage them to spend more time on these. We recommend a little and often approach, e.g. 45 minutes three times per week rather than a longer session once per fortnight. Consider at what time of day your child works best and try to work family life around this where possible. If they work best during the morning, can a family outing be delayed until the afternoon?

Implementing a revision timetable can be helpful in ensuring pupils manage their time well. Encourage them to plan this themselves. We suggest they build in other commitments, such as school and any clubs, sporting activities or social events, first. Fill in the gaps with short blocks of subject based revision dependent on what they feel is most necessary but make sure they are realistic and the timetable is achievable. It is important to build in time for breaks and treats.

How should revision be done?

Subject teachers will be able to provide ideas for effective revision techniques as these vary depending on the subject. Different strategies will work better for some pupils than others. Copying out long passages of text in a bid to memorise them can be time consuming and may work for some children but be no use to others. Practising exam style questions under timed conditions is recommended for all subjects and teachers can provide these. For languages important vocabulary could be written on flashcards and these could be used for quick fire quizzes. For mathematics it could be helpful to practise mental calculations such as multiplication tables or finding fractions and percentages of quantities by posing questions whilst in the car. Other ideas include creating small revision posters with key facts that can be put up around the house so that they are seen constantly e.g. next to the kettle or on the fridge door. Nowadays, it is easy to record yourself on your smartphone and listen back to yourself. Mindmaps are also very popular and work well with many pupils. These can be done on paper, but there are several apps available to be used with tablets and computers. If you are able to, it is often an incentive if new stationery is available to create revision materials.

MindMaps



- **Use Single Words or Uncomplicated Phrases** – Keep things simple.
- **Use Colour to Separate Different Ideas** – This can help to show the organization of the subject.
- **Use Symbols and Images** – Pictures can help you to remember information more effectively than words.
- **Using Cross-Linkages** – Information in one part of a Mind Map may relate to another part, so draw lines to show these cross-linkages. This will help you to see how one part of the subject affects another.

Upload / Process / Download

The PiXL organisation suggests a simple, three stage revision method. It is based around three key elements

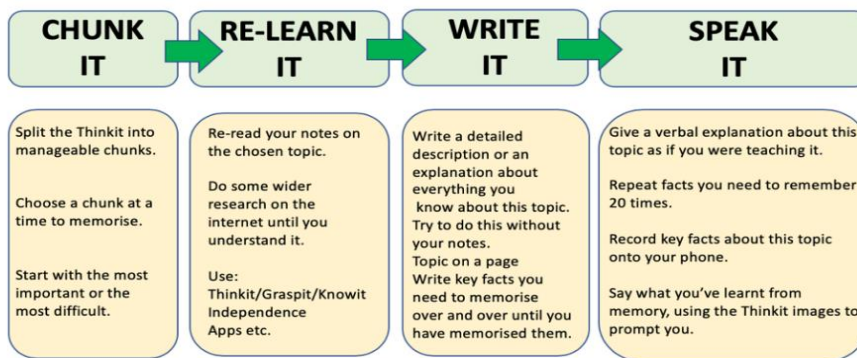
- 1) UPLOAD -Embedding the knowledge
- 2) PROCESS – Deepening the knowledge
- 3) DOWNLOAD – Demonstrating the knowledge

Pages 10-13 contain templates to help organise and learn knowledge, giving an example of how to upload, how to process and how to download.



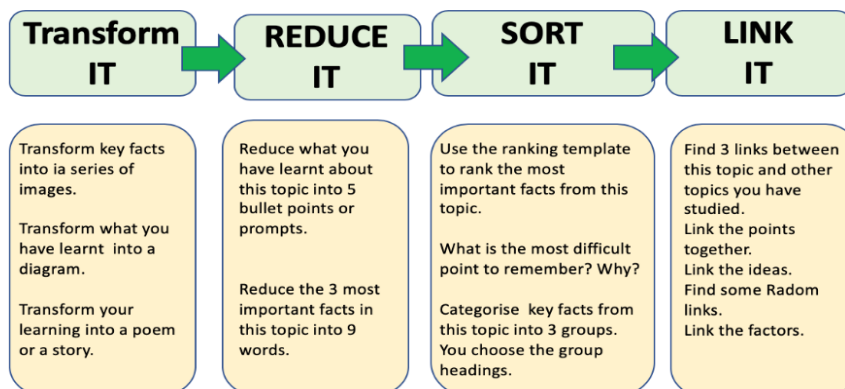
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PiXL Re-visit



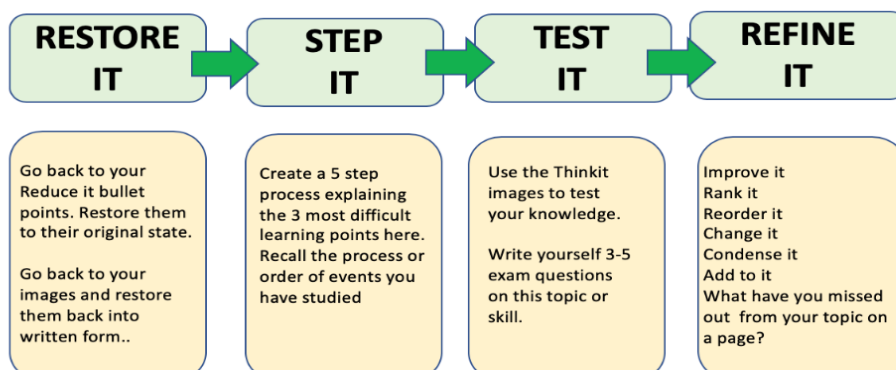
Process

PiXL Re-visit




Download

PiXL Re-visit



UPLOAD – Embed knowledge

Think about how to 'chunk' information, so you learn sections at a time. It is important to write down information, testing what you can remember without notes. Check what you have written, add to it using appropriate sources and then test again. This can be done until all key points are included when you don't use notes.



10

PiXL Revisit: Chunk It

Unit / Topic:

Chunks of learning of this / topic / area

- You could start with the most important or the most difficult to learn

1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	

PROCESS -Deepen the knowledge

Transform what you know into a series of images or into a diagram. Reduce information into prompts to help you remember. Find links between different topics to support your understanding.



PiXL Revisit: Thinking Hard Model

Name of Topic: _____

Name: _____

Class: _____

Take a section of the text and do the following:

1) **Prioritise:** Underline the three most important sentences here. Rank 1-3, briefly explain number 1. Cross out the least important sentence

2) **Reduce:** Reduce the key information into 12 words

3) **Transform:** Transform this information into 4 pictures or images (no words allowed)

4) **Categorise:** Sort this information into three categories. Highlight and think of a suitable title for each category.

5) **Extend:** Write down three questions you'd like to ask an expert in this subject.

DOWNLOAD -Demonstrate the knowledge

Use the work you have reduced and restore them to their original state. Test your knowledge. Think about exam questions, looking at past papers to guide you.



PiXL Revisit: Examine It

NOTES

Topic:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

Key Words

Key Dates

Key Facts

Key Quotes

Key Formulae

Exam Question

REVISION TIMETABLE

	9-10	10-11	11-12	12-1	1-2	2-3	3-4	4-5	5-6	6-7	7-8
MON											
TUES											
WEDS											
THURS											
FRI											
SAT											
SUN											

SUPPORTING YOUR CHILD THROUGH THEIR GCSES

GCSE examinations can be a worrying prospect for your child and they will be under a great deal of pressure with deadlines and examination preparation. Here's how you can help.

POSITIVE START TO THE DAY

The beginning of the school day can be a rush for everyone. Here are some tips for a routine in the morning and evening to help the day start smoothly and with minimum stress.

The night before

Encourage your child to pack their school bag and lay out their uniform before going to bed each evening. Check for letters home, permission forms or homework diaries to sign as this will help avoid early morning panic and items being forgotten.

Breakfast

Try to make sure your child eats breakfast. This provides essential energy and will help him or her perform better at school.

Don't rush

Allow plenty of time for your child to get to school - build extra time into your morning routine so that if there are transport or other problems, he or she won't be late for registration.

ENSURE YOU ARE KEPT INFORMED

Signing up to the schools Facebook, Twitter, text and email communications can ensure you have a better understanding of what's actually going on in school and what teachers are communicating to both students and parents.

PROVIDING ALL-ROUND SUPPORT

The best way to support your child during this stressful time is to make home life as calm and pleasant as possible. Try not to nag or make too many demands. Arguments are counter productive and will only add unnecessary stress. Make sure there are plenty of healthy snacks in the fridge and try to provide good, nutritious food at regular intervals. Encourage your child to join family meals, even if it's a busy revision day - it's important to have a change of scene and get away from the books and computer for a while. Also encourage your child to take regular exercise to help clear the mind.



HOMEWORK

Homework can often feel like a chore, and there are a million things your child would rather be doing! However, in years 10 and 11 your child should aim to do from 90 to 150 minutes of homework per day. Though this work is done independently, your interest and input is still important and helps your child to do well. Ask your child if there's anything you can do to help with homework. Discuss the organisation of the work. If your child has several assignments due in on the same day, suggest they space the work out rather than leave it all until the night before.

- ✓ **Set up the perfect study space**
Provide somewhere that's well lit, not too hot or cold, with enough space for all their materials and without distractions.
- ✓ **Choose the best time to work**
Will they get their homework done better and faster if they do it right after school? Pick the best time and help them stick to it.
- ✓ **No homework right before bed**
Doing homework right before bed can stress them out and mess with their sleep patterns. Help them get it done earlier and enjoy their rest.
- ✓ **Start with the most difficult**
Starting with the biggest or most difficult and then moving on to the easiest parts will make it seem much less of a chore.
- ✓ **Plan ahead**
If they have a large project coming up help them work out realistically how long it is going to take and schedule when it can be done to avoid last minute panic.

REVISION

The secret to doing well in exams lies in planning. You can help your child to create a clear revision plan and method of studying that will make them feel in control of their work.

- ✓ Work out a revision timetable for each subject
- ✓ Break revision time into small chunks - hour-long sessions with short breaks at the end of each session often work well
- ✓ Condense notes onto postcards to act as revision prompts
- ✓ Buy new stationery, highlighters and pens to make revision more interesting
- ✓ Go through school notes with your child or listen while they revise a topic
- ✓ Time your child's attempts at practice papers

THE DAY OF THE EXAM

It's important to get a good night's sleep before an exam, so discourage your child from staying up late to cram. Make sure he or she eats a good breakfast on the morning of the exam and get them there with plenty of time. Reassure them that although you want them to do well no matter what happens you are very proud of them.

Further support:

<http://www.familylives.org.uk/advice/teenagers/school-learning/exam-stress/>

http://www.bbc.co.uk/schools/parents/helping_with_exams/

<https://revisionapp.co.uk/gcse-revision-essential-guide-parents/>

http://www.youngminds.org.uk/for_parents/parents_guide

<http://www.mindmapping.com/>

<http://theconversation.com/eight-ways-you-can-help-your-children-revise-59490>

<https://tutorful.co.uk/guides/a-parent-s-guide-to-gcses>

Key Contacts

Please do not hesitate to contact us with any questions. For subject specific matters we ask that you contact your child's teacher through your child in the first instance, where possible, before contacting the KS4 Leaders.

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Wellbeing and Learning Support Officer 10	Miss K Birch	Karen.Birch@KHS.schoolsedu.org.uk
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KS4 Leader English	Mrs L Flynn	FlynnLJ@KHS.SchoolsEdu.org.uk
Curriculum Leader Science	Mr M Herbert-Jones	JonesMJ@KHS.SchoolsEdu.org.uk
Leader of Lifeskills	Miss L Trew	Trewl@KHS.SchoolsEdu.org.uk

