



A Parents' Guide to Revision

Welland Park
Academy
An 11 - 16 Community College

Learning for Life

A note about this guide

We've put together this information for families to support their child through their GCSE exams.

We don't claim to have all the answers, but we can share our years of expertise in working with young people and their families through this time.

This period can test everyone's patience and skill set at times and sometimes families need somewhere to turn for some well-sourced advice. We hope that this guide is that place for you. Or that it at least provides the starting point for ideas that work for you and your family.

We've also called upon the support of some local experts – families of previous Year 11 Welland Park students - for their top tips on what worked well for them in supporting their child through their GCSE exams.

We hope you find it useful!

What is your role?

Success in GCSE exams is a team effort. It involves you, your child and us working together.

As a family, you will have a number of key roles in supporting your child towards GCSE exam success.

Don't underestimate the value of **supporting the school**. Just like you, we want the best for your child. Having a positive relationship with the school will have a hugely positive impact on helping your child reach their potential.

At home, you will play a **multitude of roles**: cheerleader; motivator; coach; counsellor; information gatherer; project manager; supplies, and snack co-ordinator.

Exams are an emotionally charged time so you can expect to find yourself navigating some dramatically varying moods at home. One of the most important things is to make **home life** as calm and supportive as possible.

Our top tips:

Make a point of asking your child how they'd like you to be involved.

Be prepared that they may say that they don't want your help.... they may change their mind! They may not! This doesn't mean that you shouldn't do anything in the meantime.

If they do come to you for help, respond positively and ask how you can help. Be mindful that your way of doing things might not be the right way for them. If you are busy and can't help straight away, make sure you let them know when you can help – try not to leave them guessing.

Come and speak to us at Progress Evenings so that we're working together - and the students know that we're working together!

Read information we send out so that you know what's expected of the different courses.

Get in touch with subject teachers, form tutors, the Key Stage 4 Student Support Manager, or Key Stage 4 Progress Leader if you have a question. Welland Park Academy staff are incredibly passionate about their role and every single student. They will respond promptly and will be grateful for your support too! <https://www.wellandparkacademy.co.uk/contact-us>

Make sure your child gets enough sleep and has a regular and 'healthy' bedtime routine.

Ensure that your child has good homework habits – more on this later in this guide.

Always ask if you're unsure and want to know more!

Motivation – It’s the key to everything!

There’s no doubt that motivated students will find studying easier. And there you have it. What could be more simple?

But it’s just not that easy. Motivation can often be hard to find and, once found, it is hard to maintain, especially with so many other things going on in life.

Your interest, encouragement, and support will play a vital role in motivating your child.

Ask them about their revision plan and how they feel it’s going. Do they even have a plan? Do they know HOW to plan? (more on this later) Do they know what’s working well and what’s not going quite so well? Do they know how to improve? Do they know where to get support? Do they feel confident in asking for it? Will they remember to ask? **Will** they actually ask?

Praise their efforts, no matter how small. Noticing even the little things makes a **huge** difference. Especially with teenagers!

Using Attainment Grades, Forecast Grades, Target Grades and MEG’s to motivate.

Grades, grades, grades. They’re everywhere in school. We’re always talking about them...but what do they all mean?

If Grades are going to motivate, it’s important to understand the type of language you will find on Academic Reports and that is needed for Post 16 applications.

We are paperless with our Academic Reports, and you can now access these on Edulink. Log in to your child’s Edulink account and click on the purple ‘student reports’ option. The most recent report will be at the top of the list, but you can access all previous reports here too.

Subjects	Y11 Target Grade	MEG	Forecast Grade	Attainment	Commitment
English Language Mrs N Halloway	8	7+	7+	6-	Expectations for learning are exceeded. Shows independence in learning
English Literature Mrs N Halloway	8	7+	7+	6	Expectations for learning are exceeded. Shows independence in learning
Mathematics Mr Preston-Kleine	8	7	8-	6+	Expectations for learning are exceeded. Shows independence in learning

Your child has provided evidence – through classwork, homework, and assessments - to show that they are currently working at their **Attainment Grade**.

Their **Forecast Grade** is the grade that their teacher - based on evidence - feels they are most likely to achieve. This is the grade used for post 16 applications.

The **MEG** is the target grade that would mean that they make average progress, but their **Target Grade** is the grade that means they would make better than average progress. MEG grades are therefore a minimum expectation and target grades provide more aspirational targets.

Other goals that motivate

Using short and long-term goals can motivate. It could be that they have a particular post-16 course in mind or, thinking further ahead, a particular University course, Apprenticeship, or career or even a dream lifestyle that provides the motivation to do well.

Your role may be to provide reminders of this every now and again! They may need to research – with your help - what is needed to get them there.

To reward or not to reward? A carrot rather than a stick?

This is a hot topic for debate. For many, the drive to have a decent set of GCSE grades for the future is enough, but others respond well to other incentives. This is a choice for individual families to make themselves and it does work. Before you enter into this, here are some points for consideration:

- ★ Will offering incentives **really** increase the effort your child will put in? How will you know?
- ★ Make sure the targets are realistic but also sufficiently challenging
- ★ Would it be better to offer a treat at the end of the exam period regardless of the exam results instead of an incentive based on their results?

It's not for ever....

GCSE exams **are** important – of course we'd say that! But it's important to remind them every so often that it won't last for ever and at the end of the study period they will have a few months of freedom and perhaps even – dare we say it? - **boredom** before post 16 commitments start.

We will, of course mark the start of this 'freedom' with leaver's events in school but they may also want to plan something for themselves too. Having something to look forward to is a brilliant motivator!

Normal life will return – with a greater level of independence!

Becoming a master of revision planning

In school, we will offer an extensive programme of revision and support throughout Year 11 and during the exam period. However, every student needs to have their own revision programme at home. Final grades will depend on how many hours are dedicated to studies outside of school and how well this time is used! At the end of the day, revising for GCSE's is an important life skill.

Every student will have their own style of revision and each student will have their own revision plan. As a school, we will give students tools so that they can create this independently but it's down to them to create it and make it work for them.

Staff are always on hand to offer advice along the way, and we will run a study skills workshop in November / December to give students some concrete ideas to work with.

But it's **never too early** to start revising but the sooner the better!

What exactly do they need to revise?

Your child is studying a lot of subjects. Knowing where to start is a huge challenge, especially when you are managing busy lives yourselves!

- ★ Attending our Progress Evenings is a great place to start. We'd advise bringing a pen and paper to make notes. We cram a lot of information into our appointments and there's quite a lot to remember. We will write to you to let you know when booking will open. Here's a link to a video to show you how to book appointments <https://www.youtube.com/watch?v=d99kiS3BLWw> but we're always happy to help make appointments if you struggle. If you can't make that date, please contact the Key Stage Progress Leader and they will look to arrange an alternative for you.
- ★ Make sure you keep up to date with information sent out to you. Social Media and the weekly school newsletter are great ways to keep up to date with what's going on in school in general, but staff will contact you directly with subject specific information via email or Edulink. **Please make sure we have up to date contact details for you so that you don't miss out!** Here's a link to a quick video to show you how to do this on Edulink https://www.youtube.com/watch?v=D_TXCwKGq8s
- ★ It's really useful if your child has a full list of the topics they have covered. They can access this on our school website on the subject curriculum maps. Here's a link to the relevant section of our website.

https://www.wellandparkacademy.co.uk/files/ugd/adb49b_b31ac6909d324f2392b1f68784dd8520.pdf

It's worth noting that some subjects will have started the GCSE Curriculum in Year 9!

Students don't have to revise topics in the same order that they were taught but it's a good idea for them to pick a topic that they like or found easier to start off with as this will boost their confidence with revision.

That said, students shouldn't avoid the challenging or the least liked topics and subjects.

Topics should be revised more than once – sometimes several times if they were difficult topics – if they are going to sink in!

Planning is the key!

Students often claim that 'Plans don't work' and that they 'have to be in the mood to revise' but this often leads to very little revision being done. Realistic and flexible revision planning helps ensure that revision actually happens.

Be flexible

Getting the balance between revision and relaxation / personal time is vital. They have to take time away from their studies and can't be expected to study every day of the week. Be prepared to discuss getting this balance right and encourage them to meet up with their friends. Be flexible around Christmas and other celebrations and occasions. Allow them to occasionally miss a pre-planned revision session. A flexible plan will allow them to slot it in somewhere else at another time! If their revision plan is too regimented, it will make them cross, and they'll end up resenting it – not very motivational and it doesn't create the right headspace for being productive.

When should revision start?

It's never too early!

They should definitely be revising for mock exams and will have already practised for this in earlier curriculum years in the school and as part of end of Unit Assessments – it's part of the reason we assess!

Regular revision for the final GCSE's should ideally start in January / February with a more 'full on' revision programme from the start of the Easter break. Starting early means more time to revise 2 years' worth of content and exam practice.

Term Time revision

Routine is key here and involves starting and finishing at roughly the same time every day.

The amount of independent revision will vary according to the amount of homework they also have to do. We will continue to set this throughout the year. Done thoroughly and meaningfully, especially as the exam season approaches, homework can actually form part of revision.

Revision start and finish times will also be affected by when they get home from school, when they prefer to relax and what happens around meals and whether they work part time or take part in any clubs or hobbies. Teenagers and families can have such busy lives!

Any term time revision plan needs flexibility. A key point to reinforce is that they shouldn't be studying late into the night as a good night's sleep is so important!

Have a conversation with them about possible timings for a routine. Encourage them to make a list of the subjects they are going to revise on an evening and don't forget to be interested in what they've done and praise them.

School holiday revision

Students will potentially have a lot more available time for revision in the holidays than during the school day – don't underestimate the need to rest and recharge too though!

Creating a revision timetable is a good idea here so that revision for each subject can be planned.

Here's a link to a very simple weekly revision timetable template that we've created – but it's easy to create your own.

[revision template.pdf](#)

Some students may not be able to study so early or so late and we **certainly** don't advocate for studying every hour of every day. But more on that later in this guide!

Here are our tips on getting started with setting up a revision timetable.

- ★ Print off our revision timetable template / create a format that works best for your child
- ★ Ask your child to make a list of all their subjects. For a really detailed revision plan, it is worth using the topics from the Curriculum Maps so that your child knows they have covered all topics from each subject

https://www.wellandparkacademy.co.uk/files/ugd/adb49b_b31ac6909d324f2392b1f68784dd8520.pdf

- ★ Ask your child to write down a list of all commitments (school and non-school) for the week and plan them into the timetable first.
- ★ Ask your child to write in when they will revise each subject. They need to make sure they balance their time between each subject and space out revision over the week. They also need to vary the subjects they revise on each day. Make sure they don't avoid their least favourite subject or the subject that needs the most work!
- ★ Pop the revision timetable up somewhere it can be seen. They may want to check / tick off what they have completed so that they can show progress. If something comes up, they can shift a revision block to another time. This is a great way to stay flexible but allow them to see that the learning doesn't go away – a valuable life skill!

Make sure you ask them if they'd like help with drawing up this revision plan as it can be daunting at first!

Make sure they create a plan that is realistic and that they can stick to and use flexibly when they need to! If they've not had healthy study habits in the past, they will need to gradually build up to a more extensive revision programme. It takes practice and discipline!

Don't impose a revision timetable that is unlikely to work and that will become a daily battle or source of arguments or one that makes them feel like a failure from the start. Giving them a sense of achievement from the start will motivate them to keep going and give them the confidence to build in a little more gradually over time.

Don't expect them to study all the time! It isn't sustainable. It's really important to watch for signs of burn out and please get in touch if you have any concerns.

How parents can help with revision

Don't worry, your support doesn't involve explaining the formation of the Perfect Tense in German or Surds in Maths! Unless they want you to and are able to, of course!

There are so many other ways parents can support with revision.

Resources

Make sure your child has all the **equipment** needed. They may find highlighters, revision cards, folders, dividers and post-it notes useful for their revision. But ask them before you deplete the shelves of all local stationery shops. They may not be the type of learner that needs that kind of equipment for revision.

They may find **Revision guides** and **Revision workbooks** useful. Staff will be able to recommend guides as it is important to buy the guide that corresponds to the exam board for the course your child is studying. We often offer to buy these as a school as we can get a school discount so keep an eye open for communications about these. It's also important to ensure that your child likes the style the guide is written in. They can all look quite different inside. Staff will have lots of examples that students can look through.

Every year, we will share a bank of **Useful resources** with Year 11 to support their revision. You won't be able to access this as it is limited to students only. Staff have also created a list of useful websites to support revision. We update both every year. Here's a link to the useful website list and we will let students know when they can access the Year 11 Useful Resources Team. [Recommended Revision Websites.pdf](#)

Working environment

Independent revision time is so important. Ideally, they will have a permanent, quiet, well-lit desk or table to study where there are very few interruptions and they won't be distracted. However, this isn't always possible, practical, or even preferable! Some students like to work in the kitchen or living room where other people are busy doing other things. Others like to lie on their bed rather than sit at a desk. Every learner is so different. You'll know if it's working as you will be able to gauge if they are concentrating and absorbing what they are studying or whether they are just going through the motions of studying.

Have a conversation with them about whether their study space is working and what they think could improve it.

Make sure that siblings or others in the house are aware that they will need to be more considerate at this time.

If studying at home is a real issue, could they stay longer at school? Could they study with a friend? Or at a grandparent's house? Or is there another solution that could work?

Balance

There are lots of theories on how long revision sessions should be. We love the Pomodoro technique as it incorporates revision and rest. Take a look at how it works

<https://www.youtube.com/watch?v=1l4w7uHdNaQ&t=247s>.

They may need help with structuring their revision sessions. Or perhaps testing at the end of a session. Or they may just want to tell you what they revised.

If you notice that they keep getting up from their studies to get food or a drink, offer to take it to them. Feeding their brain and keeping them hydrated is important for mental performance! Perhaps a simple treat at the end of a revision session will help too!

When boredom hits

Taking regular breaks will help keep concentration levels up – that's why we love the Pomodoro technique.

Everyone's concentration levels vary, and everyone's concentration levels fluctuate throughout the day and vary from one day to the next. Concentrating for lengthy periods of time is a bit like lifting the heavy weights at the gym. You need to build up to it. You can't roll up one day, wearing the best trainers and expect to lift it. You have to start small and build up. It's the same with revision. All students need to build up concentration stamina as some exams at the end of Year 11 are 2.5 hours!

When are they at their best? Is it in the mornings? If so, that would be the best time for them to revise the more challenging topics. They shouldn't avoid afternoons as they will all have afternoon exams. Do they realise when they have stopped concentrating? How do they respond to this?

What does revision look like?

Revision reinforces what students already know and allows them to find out and then learn what they don't know. The best revision usually involves a pen, some paper and some exercise books or textbooks or revision books but with the evolution of technology, revision looks very different from how it did 10 or even 5 years ago. There is no right or wrong way to make the learning stick as long as it sticks.

Try to not relate too much to how you did your revision or how you think they should be doing theirs! It might not work for them. Although they may find more traditional methods useful – or simply amusing, which may make it more memorable. It just depends on their mood!

There are so many ways to learn and everyone has their own preferred style of learning. Every learner is likely to learn differently from subject to subject too. Students need to try out different revision techniques to find out which techniques work best for them.

Revision should be done whilst considering the final exam. You wouldn't show up for your driving test without ever having driven a car and so revision for each subject needs to have a focus on the type of questions that will be asked in the exams or using the skills that will be tested or used in the exam. Your child may say that they can't revise for certain exams but that's simply not true. Every part of every exam can be revised for in some way.

Boost

We run an extensive series of Boost sessions from September of Year 11 for our students. Timetables will be issued for these sessions and where your child has a timetabled session, they are considered compulsory. Students are however encouraged to attend voluntarily to complement their independent revision.

We will run a study skills session for Year 11 in November ahead of the mock exams and will provide voluntary Boost sessions during the Easter break.

Boost sessions provide a great opportunity for your child to ask about topics they are struggling with and to pick up extra tips on exam technique or work on any NEA coursework.

Discuss the Boost timetable with your child and encourage them to attend voluntary sessions and praise their attendance at compulsory sessions.

They can also talk to any member of staff if they have a question about anything that they don't understand or are unsure of. All staff are more than happy to help!

Suggest that they take along topics they are finding challenging

Practice makes perfect

Repeated retrieval is the only way to remember so many facts, formulae, definitions, quotations, theories and ideas. The more frequently students practise recalling information, the more likely they will recall it and, more importantly, the more confident they will feel about their ability to remember it.

Regular testing is a great way for you to help them and it can be done in short bursts. You can test them using their revision notes, a revision guide or workbook, a website or app. Be sure to offer your testing services regularly. Or get them to teach you a topic! If they can teach someone else, they're more likely to remember it themselves!

Flash cards

Creating revision notes is a great method for active revision. It's great for remembering key facts and creating revision notes means that they will have to pick out key pieces of information to reduce it to a more manageable amount.

Students often like to create revision cards or flash cards as they can be carried around easily and these days they come in different colours and can be hole-punched onto a key fob that open easily to add and remove cards.

An effective way to use these is to write questions on 1 side and answers on the reverse. These can be used for self-testing and getting you to test them.

Condensing

The process of condensing involves taking chunks of information and making it into smaller key bullet points – perfect for putting onto flash cards and post it notes!

Students often use colour and images with this method to make the information more meaningful and memorable.

Past papers

Revision shouldn't just focus on learning content, particularly as the exam dates approach. It's back to our driving test analogy again!

Students must practise tackling exam questions and so accessing past papers and exam style questions is essential. We will do this in school and not just in the mock exams. There is a wealth of resources that can provide this access too.

This type of revision helps to identify gaps. Students should revise topics first and then tackle exam questions on the same topic to check that they have closed the learning gap.

Revision time should be devoted to practising exam questions under exam conditions. That means without books and revision notes! They then need to mark the questions to identify any gaps. It can be quite tricky to look closely at the mark scheme to identify gaps and they may need your help here.

Each exam board will have past papers on its website and papers can be downloaded from their website. Your child will know which exam board we are using as knowing this is important. Encourage your child to look at the exam board website for past papers and mark schemes.

At Progress Evenings, make sure you check the name of the exam board for each subject and check whether your child is completing the Higher or Foundation course, where applicable.

We also love this website <https://revisionworld.com/> as it contains past papers and mark schemes and revision material to help in all subjects.

Sacrifice your house a little for a little while....

Lots of students go beyond just making revision flashcards and turn parts of their home into a 'revision zone.' Some students like to write key points on post-it notes and stick them to various items of furniture in the house as regular reminders of key pieces of information. It helps them to visualise the information by placing it in a familiar context. It really works – especially if they are a visual learner!

The most likely place that is going to become their 'revision zone' is their bedroom. Some students like to hang large sheets of paper – even wallpaper - on walls; stick flashcards to the ceiling; use dry wipe noticeboards; or corkboards.....it could get messy and a little chaotic. Don't be tempted to tidy it! It may look like chaos, but chances are, it's a finely tuned and precise work of art and insight into your teenager's glorious brain. Upset at this stage could end in a minor disaster. It won't be for ever! Close your eyes to it and enjoy the fact that it exists temporarily!

Other methods are available...

Making revision notes, completing practice papers and testing are quite traditional revision methods. But there are so many other successful revision methods out there.

Don't compare their revision methods to your own!

Some students like to:

- ★ Make up silly songs / rhymes
- ★ Create silly memory links
- ★ Use memory apps on their phone
- ★ Record key points on their phone
- ★ Watch videos
- ★ Draw cartoons
- ★ Have revision sessions with friends
- ★ Listen to podcasts

Put simply, there is no 'correct' way to revise. It's important for you to stay positive about whichever method(s) your child chooses. They may take a while to experiment before finding a method that works for them. Be encouraging!

Troubleshooting

TV

Unless the TV is providing the content for revision, there's little justification for revising in front of the TV.

Mobile Phones

If the phone is a source of constant 'ping' it's worth an intervention! The constant distraction of messages, social media etc is going to interrupt studying. You're not confiscating the phone, just asking them to place it out of temptations way and on silent! It helps if they know that they can have their phone back after a period of time. Again, it's not for ever!

Music

Music can often help concentration. However, it's useful to remember that students are building up to complete exams that will require them to concentrate in exam conditions. There will be no music!

It may be worth encouraging students to keep music to a low volume and to avoid singing along – that may be too much of a distraction from studying! But don't make too much of a battle out of this as we will provide this style of 'training' in school.

Music without lyrics is also available and has been found to work best!

Screens

Using a screen for revision means they will need to exercise self-discipline when it comes to responding to personal message or off topic scrolling. It's worth suggesting that they don't have social media or emails open when they are online to avoid distractions.

Bedtime

We could spend a long time on the benefits of sleep routines! It's so important to have a regular and healthy sleep routine, especially around exam time.

We recommend doing something relaxing after studying and before going to sleep. It's vital to make sure there is a regular time for lights out – except perhaps at weekends and on special occasions of course!

Winding down after studying is essential.

There's no comparison

Be mindful of whether they **really** want to hear about how you remembered key facts or that their older brother used to get up at 5am to study or that your Auntie Karen's daughter used to revise for 5 hours straight for her exams and she got straight Grade 9's. It's probably not helpful.

Part time jobs

This is a tough one! Work is so important to young people. Many employers are more than willing to have a conversation about hours around exam time as they are always keen to keep on good staff whilst understanding that GCSE exams are important.

You may need to encourage these conversations.

When they really don't want to

You've been a parent long enough to know that there's no quick or easy fix here. But here are some tips that may help. **Please also get in touch with us.** We can be as subtle or as direct as we need to be and will gladly work with you to get the ball rolling. Remember we're working as a team to achieve the best outcomes for your child!

- ★ Stay interested! Ask how you can help and encourage them to let you know if they need anything. Continue to encourage them and give them gentle reminders but don't get on their nerves.....easy, right?
- ★ Perhaps review the incentive discussion?
- ★ Revisit the key motivators
- ★ Encourage them to attend Boost. Have a look at their Boost timetable when it comes out. Pin it to the fridge and praise them when they've attended. Ask them what was useful in the sessions they attended. Get in touch if you're not sure which sessions they should be in. Form tutors can access the information.
- ★ Make revision at home active. Offer to test them. Ask them questions or help them to make notes.
- ★ Support their revision timetable. These can be as detailed as a child wants. We suggest that revision is broken down into 20-minute chunks and that students revise a variety of topics and subjects, paying attention to those tricky topics. Maybe they need a new approach to their revision timetable / plan. Do they need to explore a different revision technique? Do they need to go back to a topic that they feel more confident about?

When they're stressed.

All students will feel a degree of stress and there are many simple ways to reduce this.

They may not want to talk directly about exams. They may want to talk a lot about the exams! Either way, make sure you are available to listen.

Be ready to encounter some mood swings in the approach to and during the exams!

Our school website has a range of links for parents to support well-being.

<https://www.wellandparkacademy.co.uk/safeguardingandwellbeingforparents>

Please get in touch with us if you have any concerns.

<https://www.wellandparkacademy.co.uk/contact-us>

Planning

Students can often feel that they've not done enough revision. Creating a revision plan can help to reduce this feeling and can help to boost confidence.

However, we find that students can feel that they are still not doing enough and need to be encouraged to take time off! Scheduling time off in revision plans is essential too!

Be the voice of reason. Reassure them that they've done enough and that when they need to, they'll be able to access the information they've learnt, absorbed and practiced over the last weeks and months.

Make sure revision plans are realistic.

If they love a revision plan and you feel they are over-working, make sure their revision plan has more leisure and social time built in.

If it's not going to plan, offer some help

Don't nag about jobs around the house, unless you think having a break from studying would help!

Be flexible about attending family events

Exercise for the mind and feeding the brain

Exercise will help to clear the mind and will provide a release for muscle tension that is produced through stress. Getting regular exercise is important. We will continue to run PE lessons in school, but students should be encouraged to find other ways to exercise throughout the week.

Eating well reduces stress on the body and can create a feel-good-factor from within! Avoid unhealthy snacking and make sure they access a variety of healthy meals. Encourage them to drink lots of water – no energy drinks!!

PMA!

They're probably going to say things like 'I'm going to fail,' 'I'm rubbish at...,' or 'There's not enough time.' So much negative thinking will impact their self-belief. They'll need your help to replace these with more positive thoughts!

Remind them of past successes and get them to focus on the short-term task of revising. They can think about the results when they have the results!

Perspective

GCSEs are important – of course we'd say that! But if they don't get the grades they'd hoped for, it's not the end of the world! They may need to rethink their post 16 plans. They may need your help to keep things in perspective by looking at the bigger picture.

Please get in touch with the school if things aren't going well and you feel you can spot unhealthy signs of stress. We can help in many ways. You may also need to consider a visit to the GP.

Our school website also has a lot of links to useful resources for parents.

<https://www.wellandparkacademy.co.uk/safeguardingandwellbeingforparents>

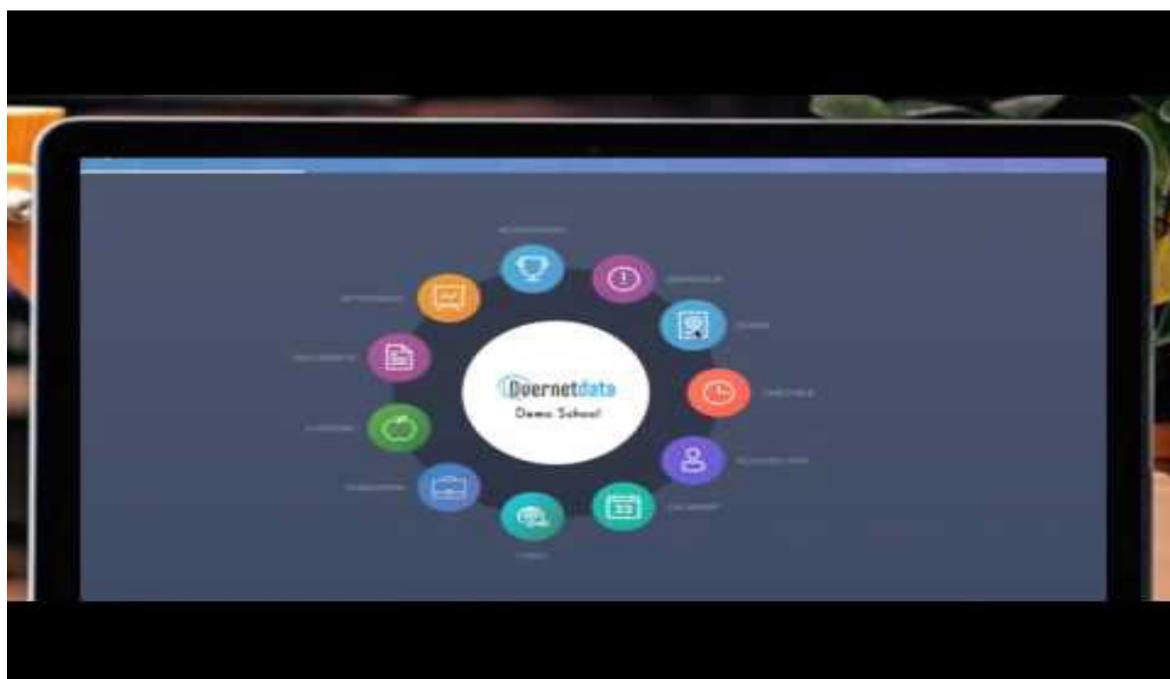
Mock exams are important as they give students a clear indication of how they are doing and where there are gaps in understanding. The results are also used to inform forecast grades, which are used in post 16 applications. Mocks are also the perfect opportunity to practise revision techniques. Encourage your child to take mock exams seriously and to revise for them. We will give your child a printed copy of their exam timetable, but you can also access this information on Edulink.

Here's a quick video to show you how to do this <https://www.youtube.com/watch?v=tN-O20oQD5k>

The exam period.

We send out detailed weekly schedules for revision sessions, pre-exam jams and exams. We factor in some additional well-being time if the exam timetable allows it. These will be sent out to you on a Friday ready for the week ahead.

They should make sure they have everything they need for an exam so that there's no rushing around before an exam to find a black pen or protractor. A clear pencil case is essential, but students will be well used to this as it is part of our assessment expectations for all mock exams and the end of year exams lower down in the school. Students should also know their exam seat number and row letter. This information can be found on their paper copy of their exam timetable and on the exams section on Edulink. Here's a link to a quick video to show you how to access this



[Overnet Data - EduLink One Exam Feature](#)

Twas the night before an exam...

There shouldn't really be any major revision the night before – just short, sharp recap work that should not go on until very late at night.

They should double check they have everything they need for the exam.

We will run a pre-exam session and, if it's a morning exam, we'll provide a small breakfast and drink for during the pre-exam jam, and they'll need to be in school a little earlier for this - this information will be on the weekly timetable.

Check in with them that they know the timings for their exam and when they need to be in school

Make sure they've packed their equipment for the exam,

Check that they know their seat location

Make extra allowances that they may behave a little differently and could possibly be a little moody or short tempered. Don't react as it'll only escalate! It's not you, it's the exam! **But let us know if there's anything we need to know. No matter how small it may seem! The more we know, the more we can support!**

On the day of the exam

Make sure they're up in plenty of time – perhaps earlier – so that they don't need to rush.

Some like to do some last-minute revision / flicking through notes but others just want to get going.

It's totally normal to be nervous and some may not show any signs of nerves at all!

Whether you're there to see them off in the morning or not, do all that you can to make sure that everything is as calm as possible.

Avoid asking them how they're feeling and giving last minute or new advice.

Encourage them to eat breakfast even if they don't normally have anything – we'll do the same before the breakfast pre-exam jam too!

It may be a good idea to advise them to avoid people who annoy them, or who talk negatively about the exam or who will talk too much about what they've learnt.

They need to trust that they've done enough and that they need to trust that their brain will do what it needs to do!

Here is a link to our exam FAQ (e.g., illness, using the toilets in exams etc) which is updated annually https://www.wellandparkacademy.co.uk/files/ugd/adb49b_870a6227446a4f05a3760468b00a7aa5.pdf

This will also be sent out to you and your child before the start of the exam.

Post exams

Students behave so differently after each exam. Some are positive and pleased with how it went. Others are incredibly negative. Some don't want to talk about it and others will want to dissect every minute detail of every question twice over.

Students quickly learn which conversations they want to be part of after an exam.

When you see them after an exam, they may not want to talk about it. In fact, they might just go straight to their room. If they do talk, listen, and avoid an interrogation.

If they don't want to talk about it, don't press the matter. They need to move on and look at what's coming next. You can help them to move on – a little like directing them elsewhere when they were little when you saw the ice cream van looming ahead and it was dangerously close to teatime.... same skill, just a different context!

Keep everything as normal as possible.

As the end approaches

Maintaining momentum is hard, especially with the half term in the middle of the exam period. Students will get tired, and enthusiasm will start to wane – from you too!

Continue to show an interest – support them and give them plenty of praise and encouragement.

Keep the momentum going.

Remind them of their motivators and that the end is fast approaching. Perhaps it's time to start a countdown if you haven't already?

And when it's over...

Celebrate! It's time for the next adventure!

We'll write to you about the arrangements for collecting results in August.

https://www.wellandparkacademy.co.uk/files/ugd/adb49b_870a6227446a4f05a3760468b00a7aa5.pdf

We asked the families of the class of 2023 how they supported their child's learning at home. Here's what they said:

Give them a safe place to study and learn that suits their personal needs

Try to keep the other children in the house quiet!

Our son is very independent and happily rebuked attempts of academic help. We supported by ensuring he had the space to learn (desk in room and use of kitchen table), equipment (laptop, purchase of resources offered by school - revision guides, text books etc), regular refreshments/snacks, encouragement and praise for being proactive.

Always let them know there is nothing that cannot be sorted and that the school will help.

I always felt comfortable that I could turn to the school whenever I needed.

Tell them the GCSE flashcards sold by the school are great and testing your child on these is a good revision aid for them.

We had frequent conversations about learning and revision and strongly suggested they went to boost sessions.