A top-down view of a workspace. On the left, a silver laptop is partially visible, with its keyboard and trackpad. To the right of the laptop is a white mouse. Further right is a white coffee cup with a red handle, filled with dark coffee. Below the mouse is a pair of tortoiseshell glasses. At the bottom, a black leather pen holder contains a white pen. The background is a light teal color.

# HELP YOUR CHILD REVISE EVENING

December 2024

OVERVIEW  
OF THE  
SESSION

1 – WELCOME & INTRODUCTIONS

2 – REVISION ACTIVITY

3 – RESEARCH BEHIND REVISION

4 – RECOMMENDED REVISION TECHNIQUES

5 – EXAM STRESS AND WELLBEING TIPS

6 – QUESTIONS

# 1 – WELCOME & INTRODUCTIONS

## On your tables

- Revision Tips Handout
- Exam Stress Support
- Knowledge organizer
- A4 paper and pens
- Exam Timetable

*(these will be given out at the end of the session)*

## WHY ARE WE RUNNING THIS SESSION?

*“Parental support is 8 times more important in determining a child’s academic success than social class. The Campaign for Learning found that parental involvement in a child’s education can mean the difference between grades. You do not have to be an expert in any of your child’s subjects to make a real difference.”*

*(Times Educational Supplement)*

## Activity – How well can you revise?

- 1 – You are going to revise “Types of Number & Sequences” and “Non-Calculator Methods” using the Knowledge Organiser
- 2 – Use any of the materials on the tables to revise
- 3 – You have 5 minutes
- 4 – Mini-quiz

# Activity – Mini-quiz?

Q1 – List the first **ten prime numbers**

2, 3, 5, 7, ~~8~~, 11, 13, 17  
(2 marks)

Q2 – What is the reciprocal of  $\frac{2}{11}$

$\times \frac{11}{2} = \frac{22}{22} = 1$   
19, 23, 29  
(1 mark)

Q3 – **Express** 30 as a product of its prime factors

(2 marks)

Q4 – **Complete the sentence** - The order of addition does not change the result, because addition is \_\_\_\_\_

(1 mark)

Q5 – Find the  $n$ th term of the sequence

5, 11, 17, 23, ...

(2 marks)

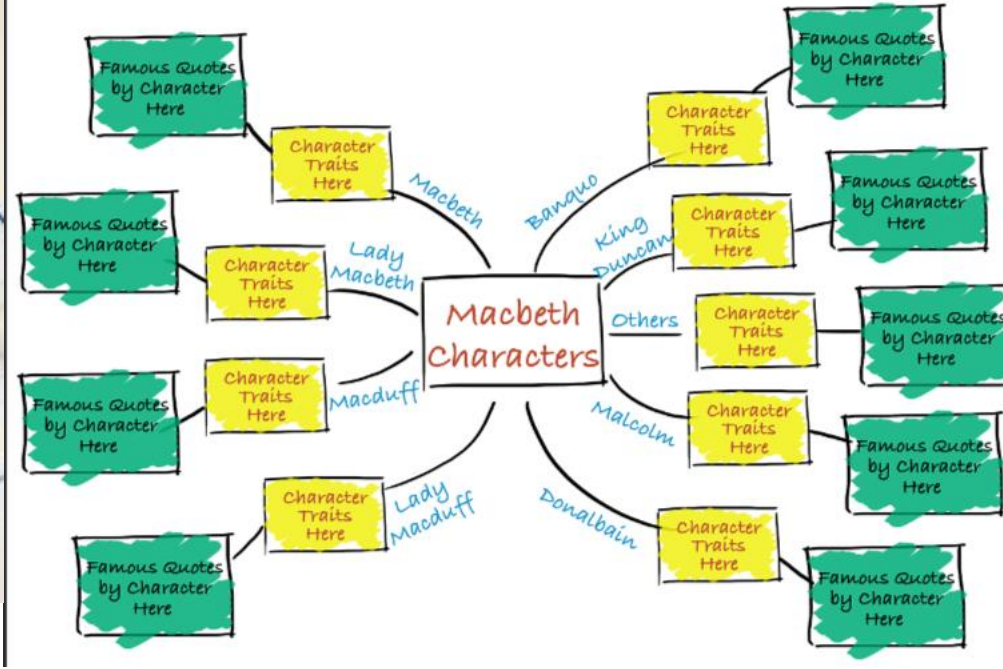
Q6 – A number  $x$  is rounded to 2 decimal places.

The result is 0.18

Write down the error interval for  $x$ .

(2 marks)

# WHAT STRATEGIES DO WE SEE STUDENTS USING?



Research suggests that some commonly used revision techniques have little impact

(Supporting Learning Through Effective Revision Techniques 2019)

## WHAT DOES THE EVIDENCE SAY?

### *Wadsworth & Hibble (2023) Improving Revision Efficacy*

- Ran a “revision census” in 2020, 2022 and 2023 assessing the revision habits of 33435 students across 56 schools in England
- Students completed a survey assessing the use of revision techniques and attitudes to studying
- The survey results were compared to their predicted and actual grades

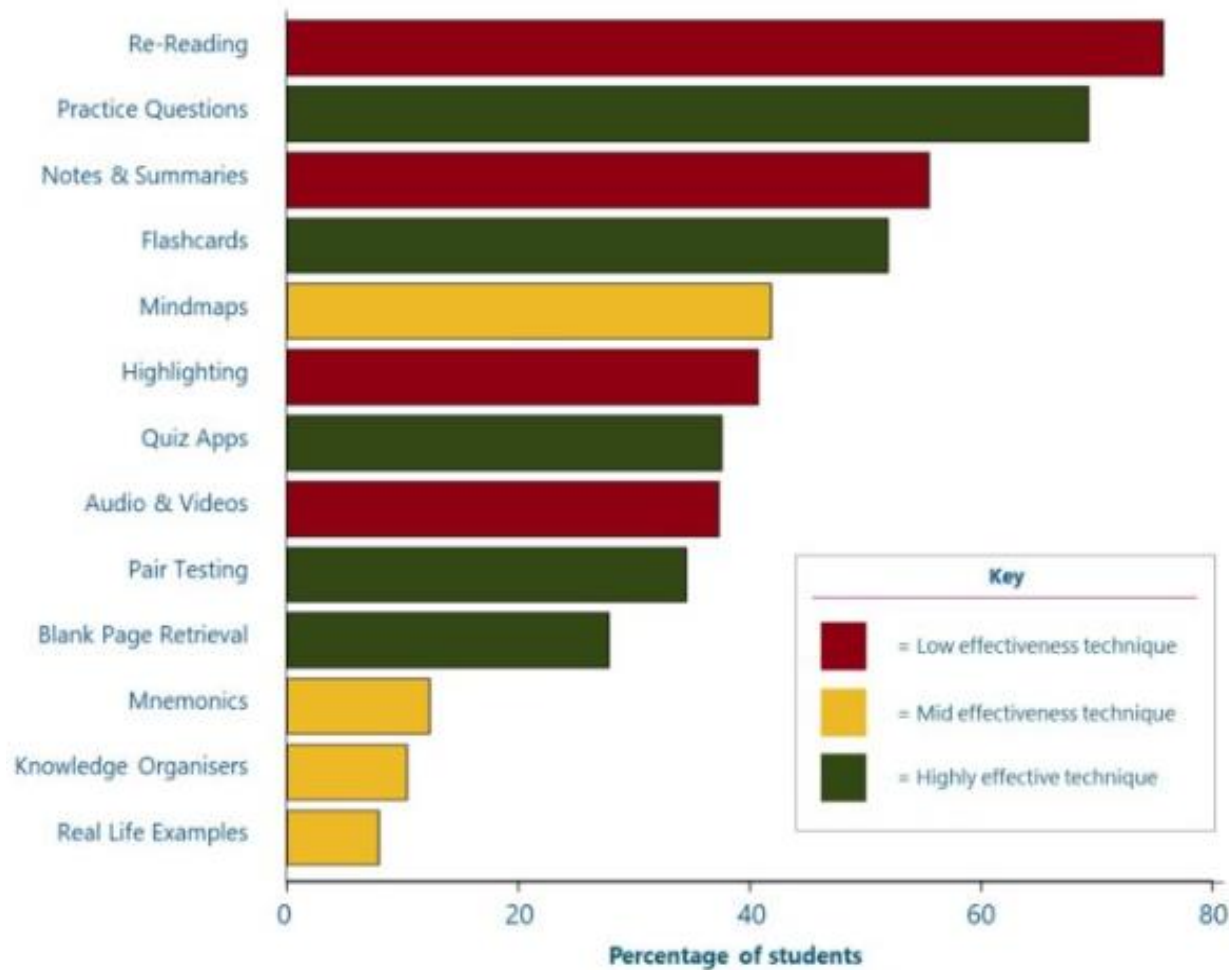
[POSTER-Improving-Revision-Efficacy-BERA-conference-2023-scaled.jpg \(1811×2560\)](#)



# WHICH STRATEGIES ARE MOST EFFECTIVE?

“Memory is the residue of thought...we remember what we think about”

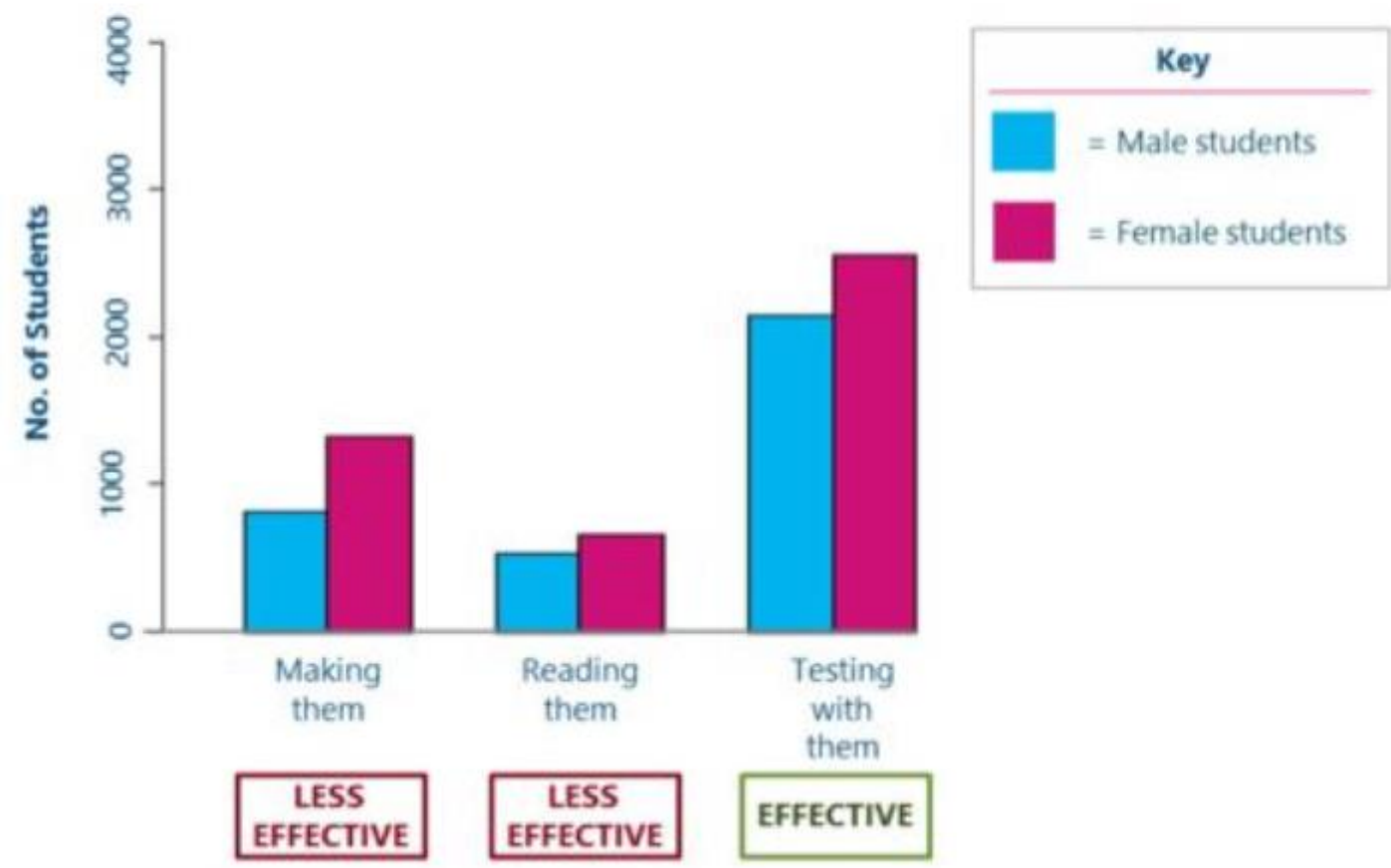
D. Willingham (2009)



- Flash cards are most effective when students test with them.

While many focus on the all-important "testing" aspect, some get stuck on "making" or "reading"

When revising with flashcards, do you spend the most time...



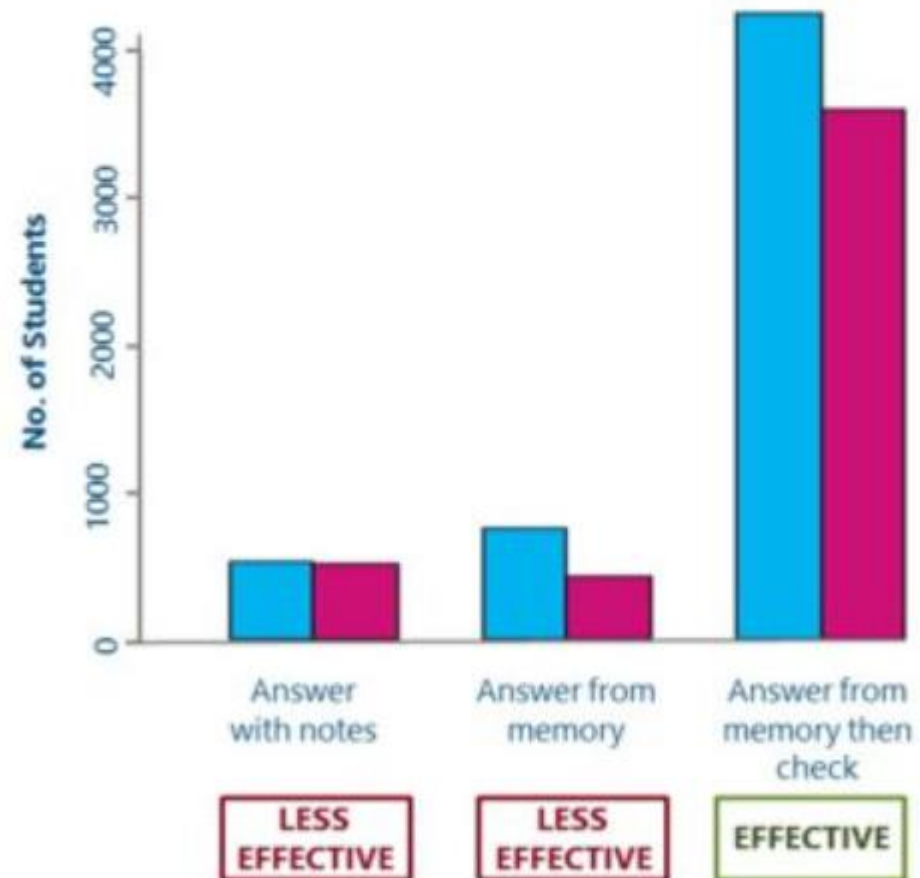
- Practice questions are most effective when students can check their answers



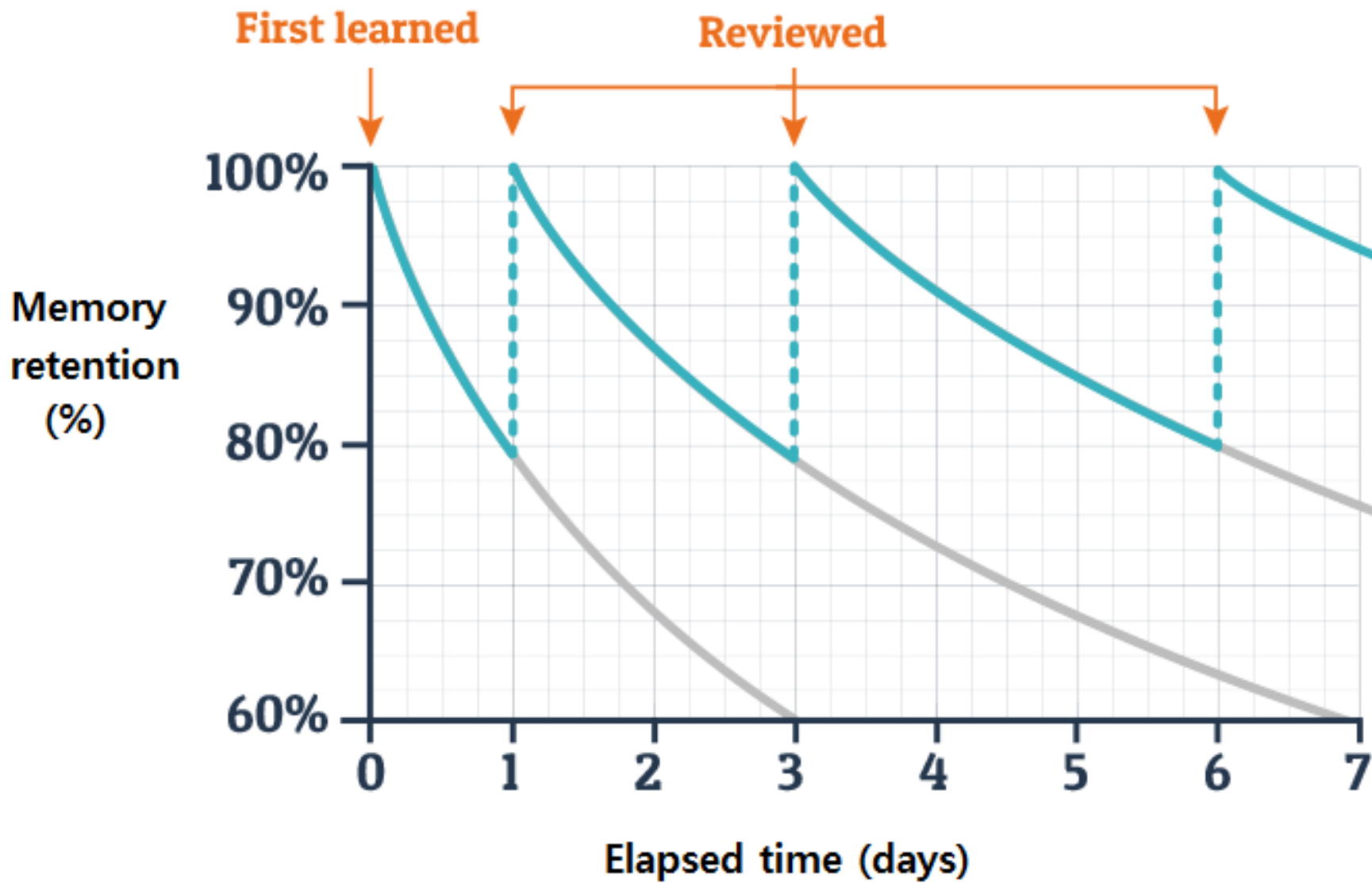
## Revision with practice questions is generally implemented well

With most students attempting questions from memory first, then checking their answers

*How do you revise with practice questions*



“This should be obvious to students once it’s pointed out to them—but just as students tend to overestimate how complete their learning is, they also tend to underestimate their own forgetting.” (Koriat et al, 2004)



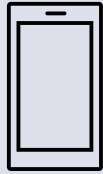
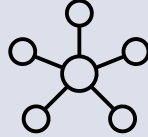




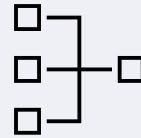
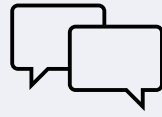



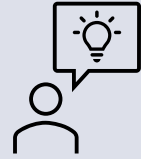



The Curve of Forgetting

## HOW CAN PARENTS / CARERS SUPPORT?

- **Retrieval practice is the most effective strategy** – check students are testing themselves before recapping missed learning
- **‘Little and often’ is a better strategy than cramming** – use arbor to check tasks set by teachers
- **Remind students mistakes are to be expected** and a good indicator they are pushing themselves
- **Highlight the risk of unconscious procrastination** – we all adopt sophisticated avoidance strategies at times!

<https://snacks.pepsmccrea.com/p/retrieval-buy-in>

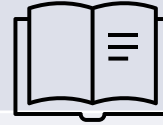
	Close Reading	Summarise	Self-Quiz	Map It Out	Independent Quiz
Step 1	<p>Choose a specific topic from your Knowledge Organiser that you want to revise. Read all of the information on the key topic.</p> 	<p>Use the information in your knowledge organiser to make your own set of flash cards on a key topic. Limit yourself to 3-5 pieces of information per card.</p> 	<p>Create your own quiz or use Educake/GCSE Pod/Seneca to test your knowledge on a key topic.</p> 	<p>Choose a topic and create a mind map of 5-10 key pieces of information that you need to know.</p> 	<p>Ask a friend or someone at home to use your knowledge organiser and flash cards to test you on key topics.</p> 
Step 2	<p>Cover the page and write down everything that you can remember. For example, write down key words that you need to know and definitions.</p> 	<p>Choose subjects/topics which you feel less confident in. Use colour and images to help you to remember key information.</p> 	<p>Cover your knowledge organiser and answer the questions, using full working out/sentences.</p> 	<p>Push yourself further by identifying links between key pieces of information in your mind map.</p> 	<p>They can test you by asking you questions from different sections of your knowledge organiser, or they can focus on one topic.</p> 
Step 3	<p>Check what you have written down and correct any mistakes- this is how you learn!</p> 	<p>Check what you have written down and correct any mistakes- this is how you learn!</p> 	<p>Check your score or mark your quiz yourself to see how you got on. Remember, you are aiming to improve your knowledge each time.</p> 	<p>Use your knowledge organiser to self-check your mind map and make any corrections that you need to.</p> 	<p>Write down your answers, then check your knowledge organiser to see how you did!</p> 



## Close Reading

### Step 1

Choose a specific topic from your Knowledge Organiser that you want to revise. Read all of the information on the key topic.



### Step 2

Cover the page and write down everything that you can remember. For example, write down key words that you need to know and definitions.



### Step 3

Check what you have written down and correct any mistakes- this is how you learn!





## Summarise

### Step 1

Use the information in your knowledge organiser to make your own set of flash cards on a key topic. Limit yourself to 3-5 pieces of information per card.



### Step 2

Choose subjects/topics which you feel less confident in. Use colour and images to help you to remember key information.



### Step 3

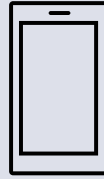
Check what you have written down and correct any mistakes- this is how you learn!



## Self-Quiz

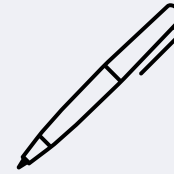
### Step 1

Create your own quiz or use Educake/GCSE Pod/Seneca to test your knowledge on a key topic.



### Step 2

Cover your knowledge organiser and answer the questions, using full working out/sentences.



### Step 3

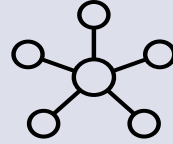
Check your score or mark your quiz yourself to see how you got on. Remember, you are aiming to improve your knowledge each time.



## Map It Out

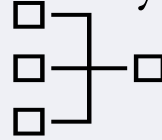
### Step 1

Choose a topic and create a mind map of 5-10 key pieces of information that you need to know.



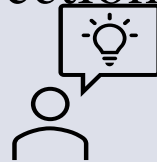
### Step 2

Push yourself further by identifying links between key pieces of information in your mind map.



### Step 3

Use your knowledge organiser to self-check your mind map and make any corrections that you need to.



## Independent Quiz

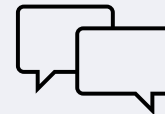
### Step 1

Ask a friend or someone at home to use your knowledge organiser and flash cards to test you on key topics.



### Step 2

They can test you by asking you questions from different sections of your knowledge organiser, or they can focus on one topic.



### Step 3

Write down your answers, then check your knowledge organiser to see how you did!



# MR WALKERS PREP FOR HIS “GCSEs” 2024



**LAKES IN A DAY**  
50 MILE ULTRA RUN FROM CALDBECK TO CARTMEL

## Mock series 1

Montane Howgills Trail race  
Sunday 28<sup>th</sup> April  
26 miles  
1450 metres of ascent

## Mock series 2

North Wales 14 Peaks  
Saturday 22<sup>nd</sup> June  
32 miles  
3900 metres of ascent

## GCSE exam

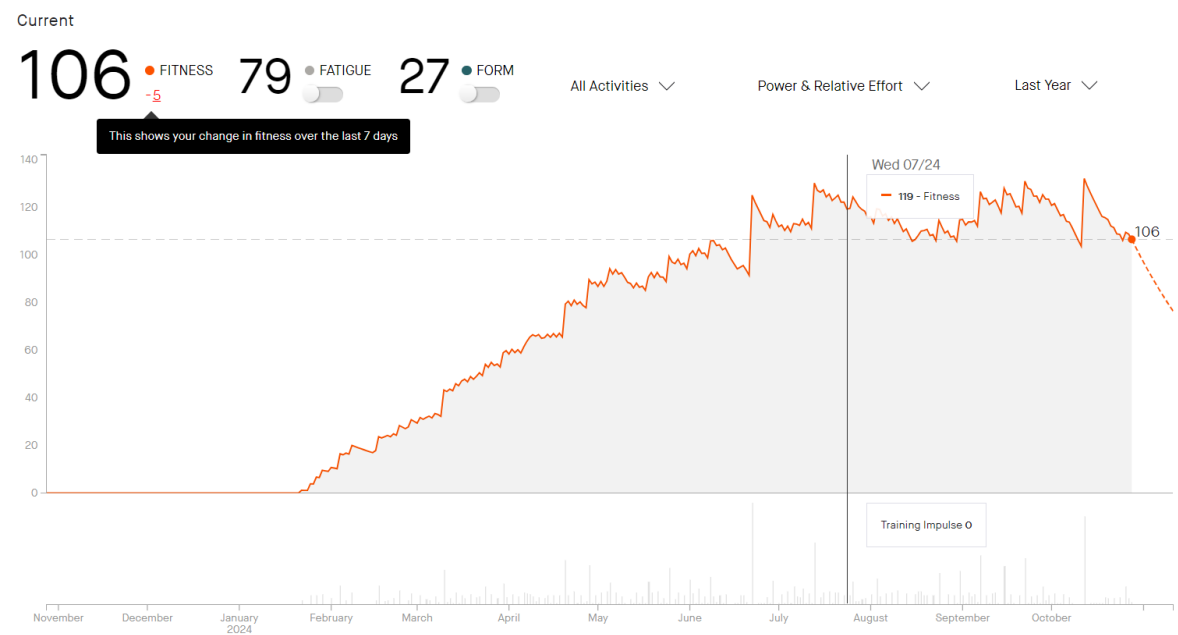
Lakes in a Day  
Saturday 12<sup>th</sup> October  
50 miles  
3700 metres of ascent





STRAVA™

# PREPARING FOR MOCKS



2024 ▾

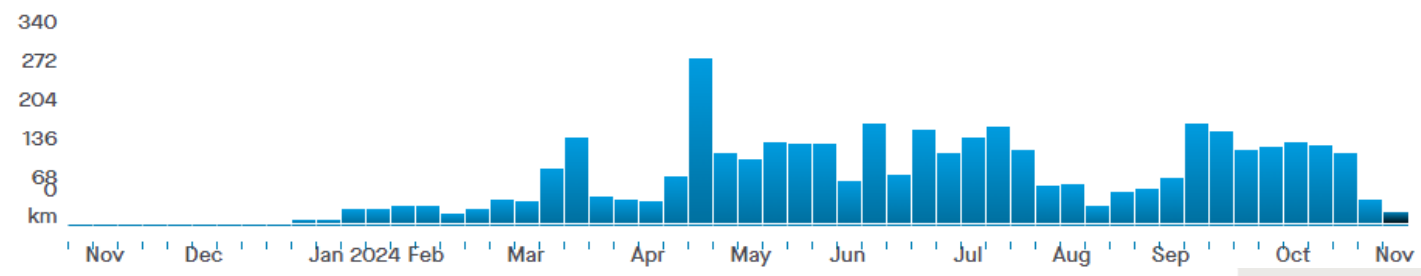
Activities	178
Distance	2,071.6 km
Elev Gain	11,403 m
Time	111h 18m

## Activities for 28 Oct 2024 - 3 Nov 2024

23 Oct 2023 - 28 Oct 2024 ▾

21.7 km | 1h 14m | 80 m

TrainingPeaks - Plan your training, track your workouts and measure your progress



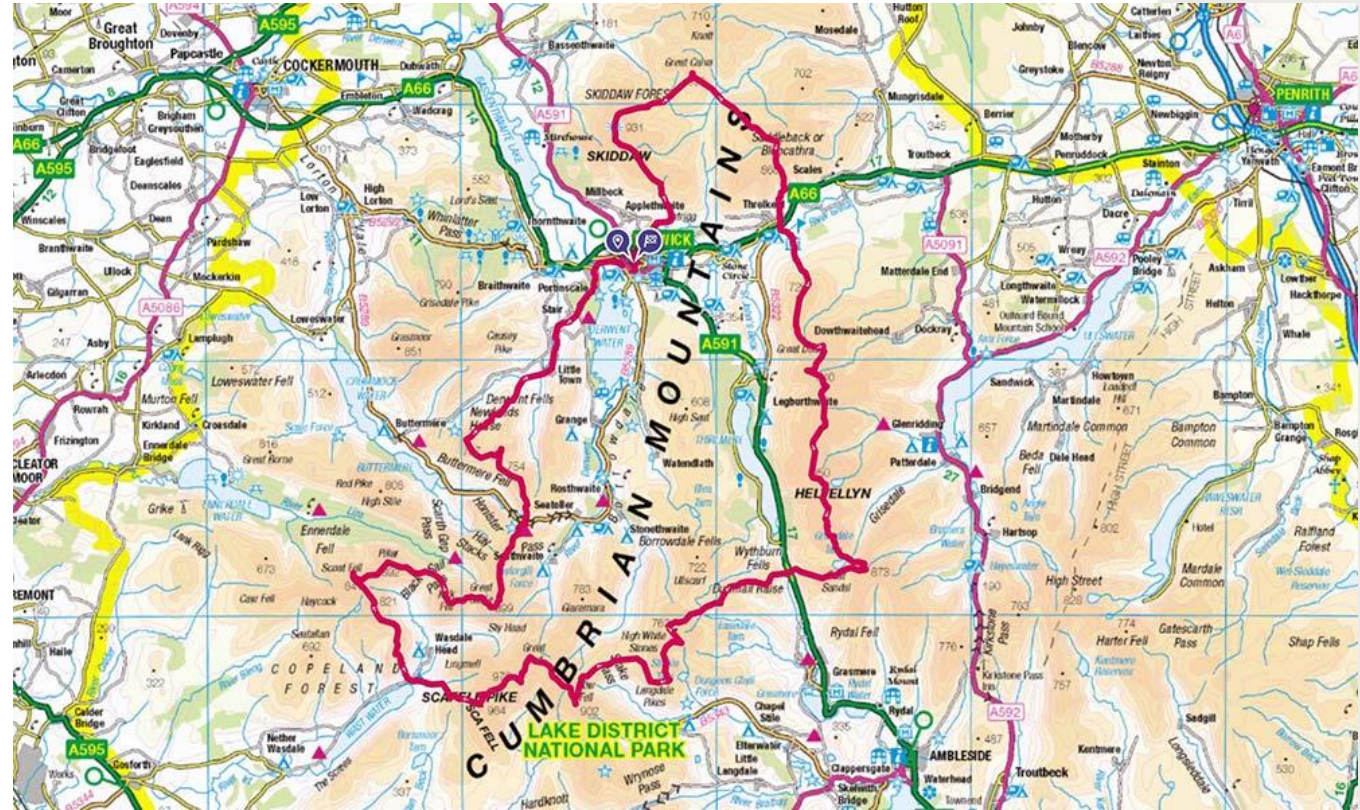


# MR WALKERS GCSES 2025

## The Bob Graham Round

- 42 mountains
- Height gain; 8200 metres
- Distance; 62 miles
- Time allowed; 24 hours

Completed; 2000 ish people



EXAM STRESS AND  
WELLBEING TIPS





# WHAT CAN HAPPEN TO YOUNG PEOPLE'S BODIES AND MINDS WHEN THEY TAKE EXAMS?

## The Fight, Flight or Freeze Response

Anxiety is a **normal** emotion that everyone feels at some point in their life. This is because of something in our brains called the **Fight, Flight or Freeze** response.

Humans developed this response as cave men because it was a much more dangerous time to live back then (think running away from saber tooth tigers and hunting for food).



The Fight, Flight or Freeze response meant that cave men's bodies went into survival mode whenever their brains sensed danger. This meant their heart rate and blood pressure would increase so they had a better chance of running away (flight), fighting the danger (fight) or hiding (freeze).

We all react in different ways when we feel anxious and our Fight, Flight or Freeze response kicks in, but it's important to remember that it is normal!



It is completely normal to feel anxious or stressed about taking exams. It can be helpful to be normalise these feelings, whilst acknowledging how hard they can be.

The body sometimes experiences stress or anxiety physically, as our body is preparing to fight the situation, like a caveman would a sabre-tooth tiger! This is also a normal reaction.

## Symptoms of Anxiety

When the Fight, Flight or Freeze response kicks in and our heart rate and blood pressure increases, we might notice some of the following symptoms.

dizziness   shaking   panicky   shortness of breath   angry   noticeably fast heart beat  
headache   worried   stomach ache   frustrated  
pins and needles   scared   tense muscles   upset   feeling sick  
nervous   dry mouth   sweating

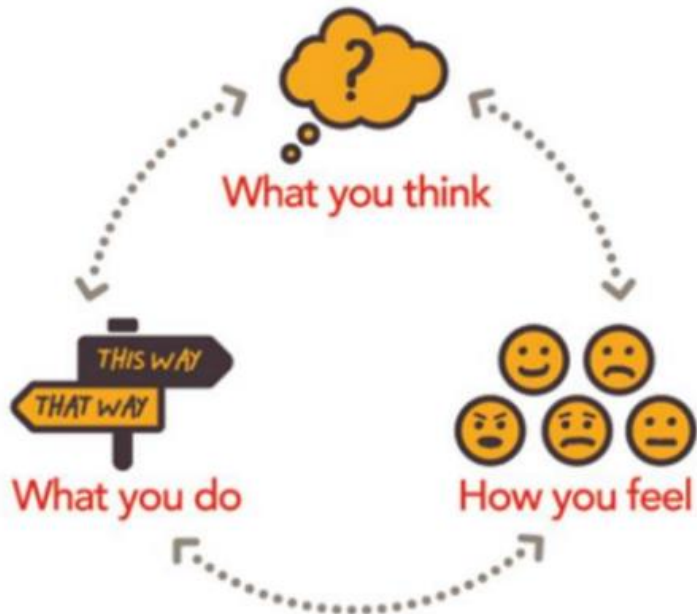


# WHAT CAN WE DO ABOUT STRESS?



Stress results from a perceived inability to cope with a situation.

No matter what our thoughts and feelings are, we have some power over the situation, as we can choose to DO things which help us feel better and more prepared. The five ways to wellbeing encourage taking a balanced approach, to maintain self-care.



## FIVE WAYS TO WELLBEING

**CONNECT**  
 TALK & LISTEN,  
 BE THERE,  
 FEEL CONNECTED

**Give**  
 Your time,  
 your words,  
 your presence

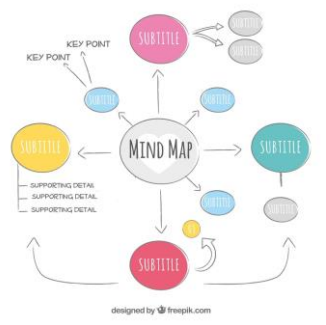
**TAKE NOTICE**  
 REMEMBER  
 THE SIMPLE  
 THINGS THAT  
 GIVE YOU JOY

**KEEP LEARNING**  
 EMBRACE NEW  
 EXPERIENCES,  
 SEE OPPORTUNITIES,  
 SURPRISE YOURSELF

**BE ACTIVE**  
 DO WHAT YOU CAN,  
 ENJOY WHAT YOU DO,  
 MOVE YOUR MOOD

# WHAT CAN I DO TO HELP MY CHILD?

- Help them work out which **revision style** works best for them.
- Encourage them to create a **revision timetable** or plan.
- Practise **active listening** and normalise/validate their feelings. Try your best to be flexible and go easy on them- being this age can be a hard time for many young people's mental health.
- Encourage **regular breaks**.
- Encourage your child to **eat and drink** well, **sleep** well, be **active**, and do a **balance** of activities, including **socialising**.
- **Reassure** them that you are and will be proud of them no matter what.
- **Plan** something fun to look forward to.
- Help them identify ways to **relax** and **calm** themselves in and outside of the exams e.g. meditation, mindfulness, hobbies.
- Encourage them to speak to a **trusted staff member** at school or attend Miss Robinson's lunchtime wellbeing drop-in.



# WHERE CAN I FIND MORE HELP AND ADVICE?

- How to help your child manage exam stress  
*YoungMinds (also have a live chat and helpline for parents/carers)*
- Exam stress – for 11–18-year-olds  
*Mind*
- Exam Stress – Family Lives (also have a live chat, email and helpline)

<https://www.youngminds.org.uk/parent/blog/how-to-help-your-child-manage-exam-stress/>

<https://www.mind.org.uk/for-young-people/feelings-and-experiences/exam-stress/>

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



**YOUNGMINDS**





# Activity – re-test?

Q1 – List the first **ten prime numbers** **(2 marks)**

Q2 – What is the reciprocal of  $\frac{2}{11}$  **(1 mark)**

Q3 – **Express** 30 as a product of its prime factors **(2 marks)**

Q4 – **Complete the sentence** - The order of addition does not change the result, because addition is \_\_\_\_\_ **(1 mark)**

Q5 – Find the  $n$ th term of the sequence **(2 marks)**  
5, 11, 17, 23, ...

Q6 – A number  $x$  is rounded to 2 decimal places.  
The result is 0.18 **(2 marks)**  
Write down the error interval for  $x$ .