



GCSE Support and Guidance for Parents:

Revision and Examinations





What we hear...

I don't need to revise
for the mocks, I want
to see how well I can
do without

Revision doesn't
work- I tried it for my
Y10 exams

I don't need
French/History (insert
subject) for my future

It's fine, my grades
don't matter, I'm going
to work for my dad

I don't have enough
time to revise

What's the point, I
can't do it

I'm just going to focus
on my A Level
subjects

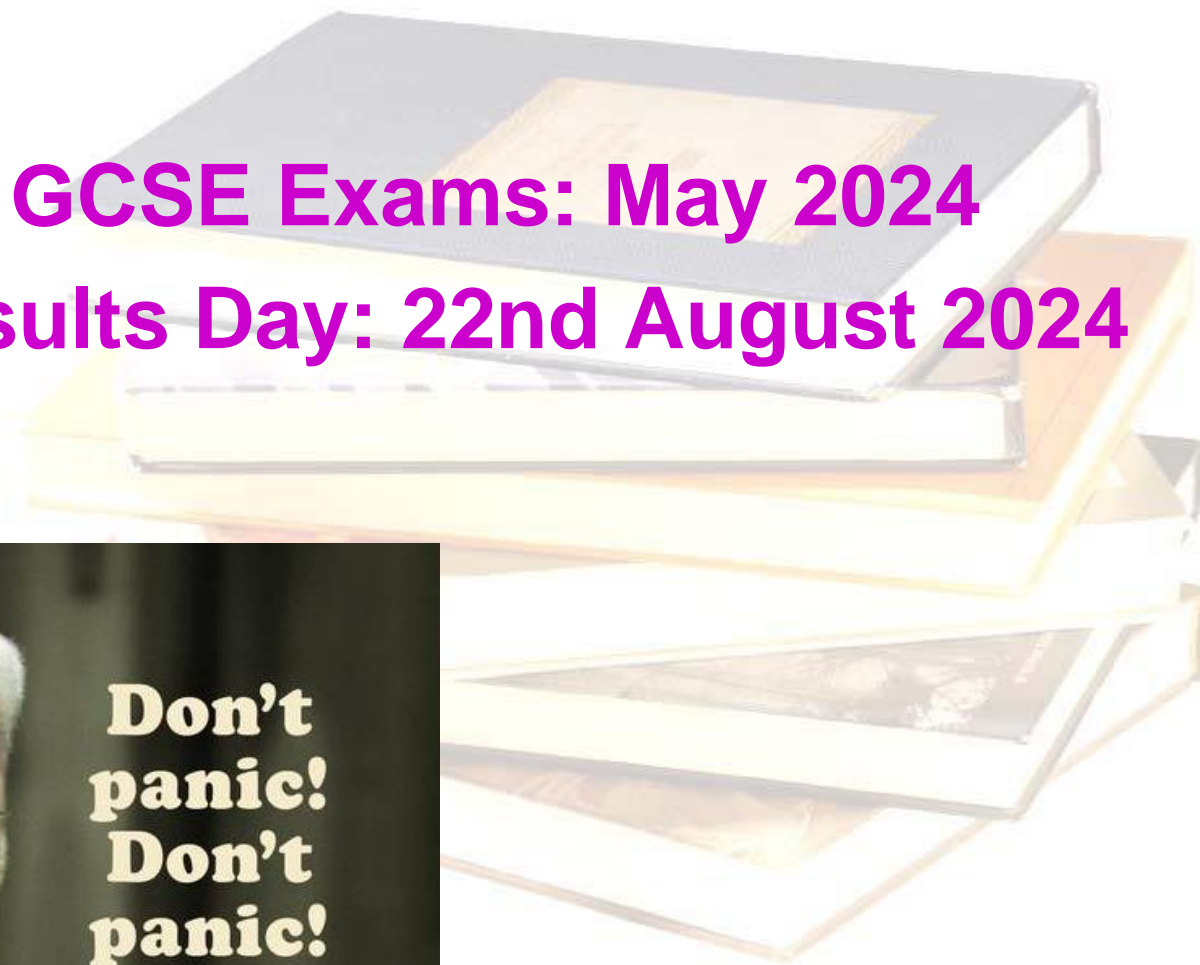


Key Dates:

January Mocks: Monday 15th -26th

GCSE Exams: May 2024

Results Day: 22nd August 2024





Parental Engagement

The biggest factor in raising achievement!

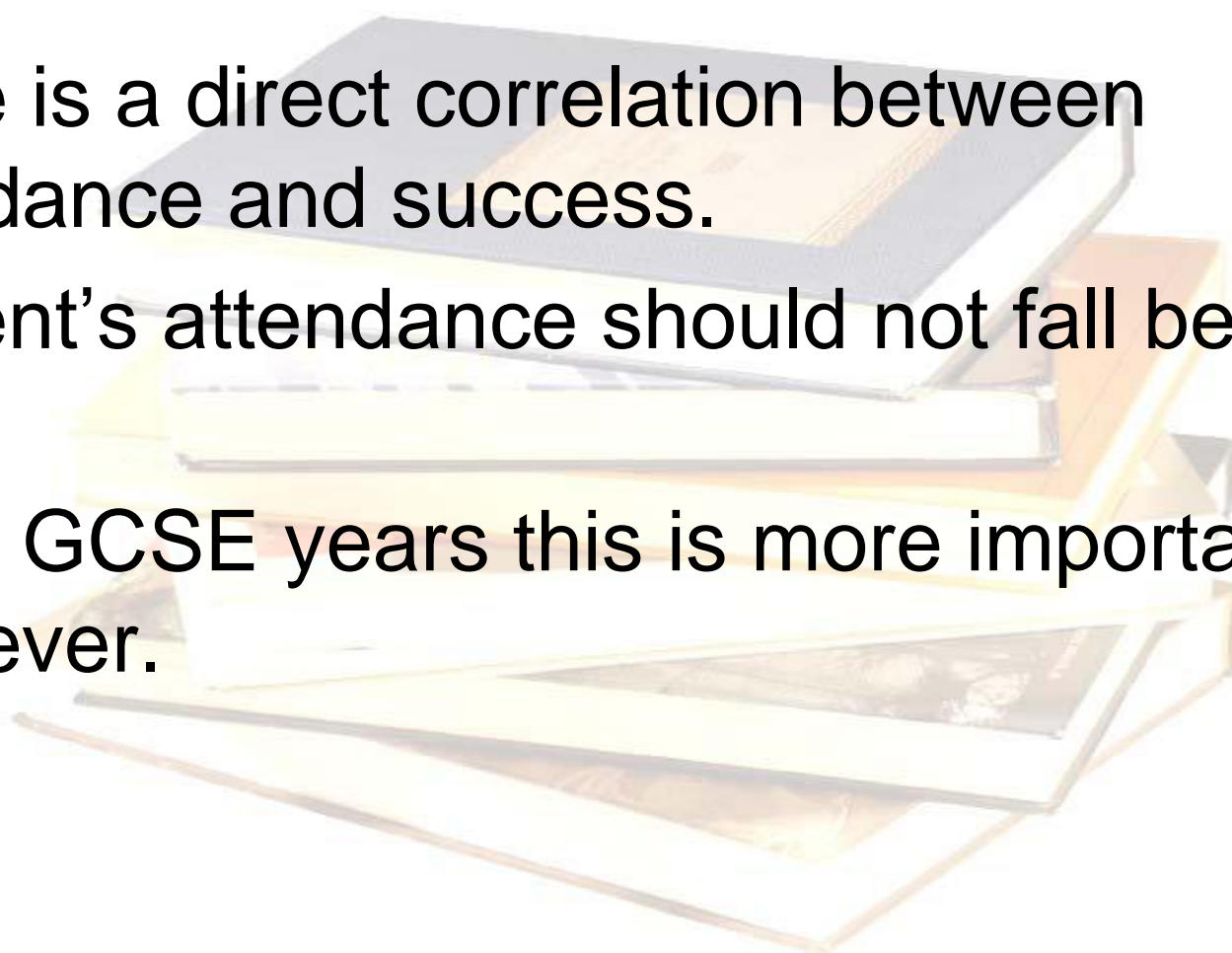
- Emotional and wellbeing
- Academic
- Positive distractions





Attendance

- There is a direct correlation between attendance and success.
- Student's attendance should not fall below 95%.
- In the GCSE years this is more important than ever.





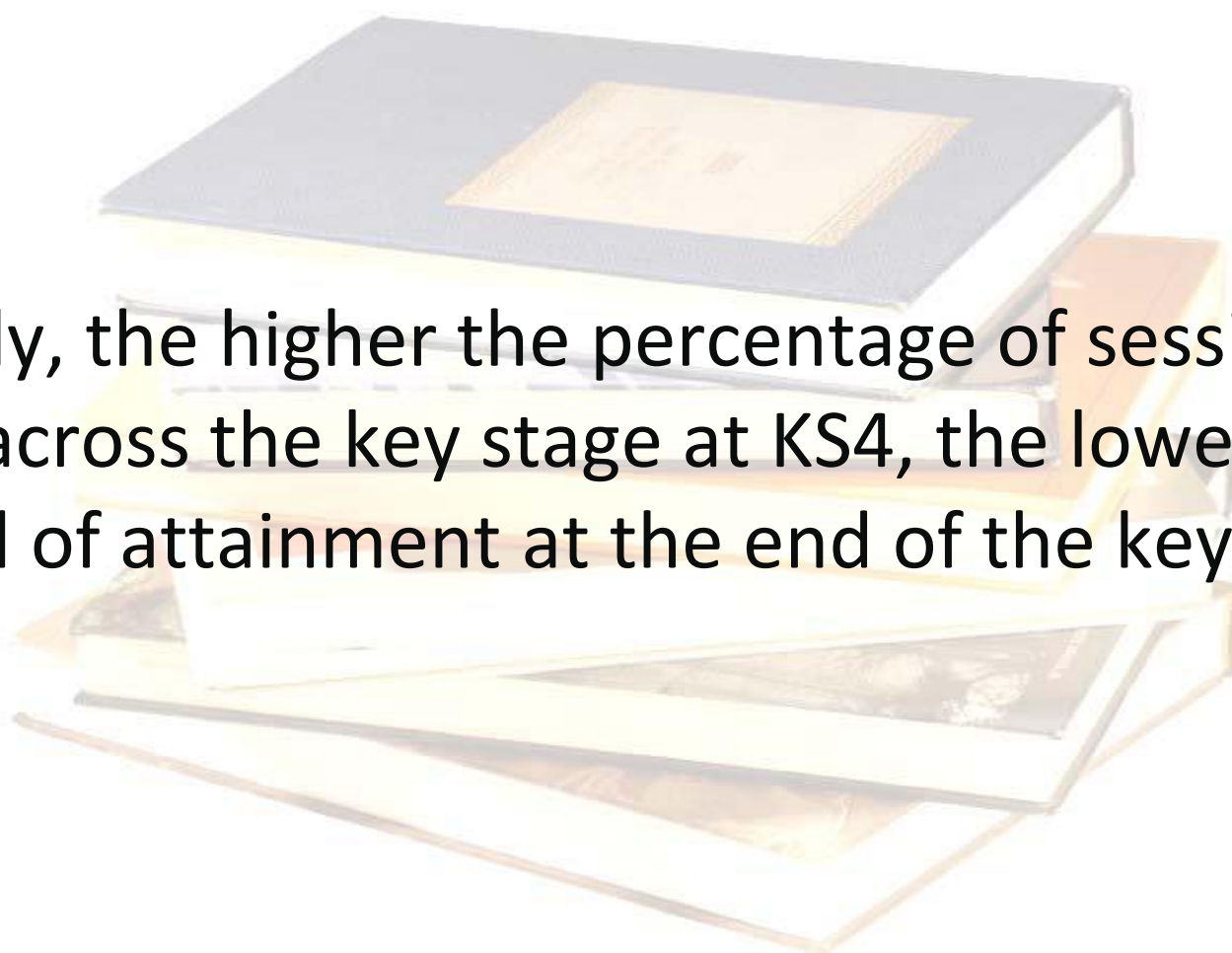
Link between absence and attainment

Pupils with higher attainment at KS4 had lower levels of absence over the key stage compared to those with lower attainment.



Link between absence and attainment

Generally, the higher the percentage of sessions missed across the key stage at KS4, the lower the level of attainment at the end of the key stage.





Supporting Together – Key Dates

- Progress Grades reported three times a year – November, January and June
- Progress Grade Reviews-in school
- Year 11 exams -15th & 22nd January
- Year 11 Parents Evening – Wednesday 22nd February in person, in school.



Supporting Together – Key Goals

- Basic expectations – uniform, equipment, books
- Keep a track - MCAS (My child at School)
- Detentions
- Afterschool behaviour





CGS Safeguarding Team



Designated Safeguarding Lead:

Mrs Goymer

Deputy Safeguarding Leads:



Mr Newell



Mr Offer



Mrs Angell



Mr Smith

I am worried about something- who can I talk to in school?

1. Form tutor
2. Head of Year
3. A teacher you trust
4. Student Support
5. Mrs Goymer or a deputy

Safeguarding Governor:



CGS Student Support Team

Overseen by Mrs Millband and Mrs Goymer



Mrs Clapham



Mrs Millband



Mrs Manley



Mr Appleby

Mrs Sivyer

Mrs Dale

Top floor
of School
House
(MFL) -
next to
room 37



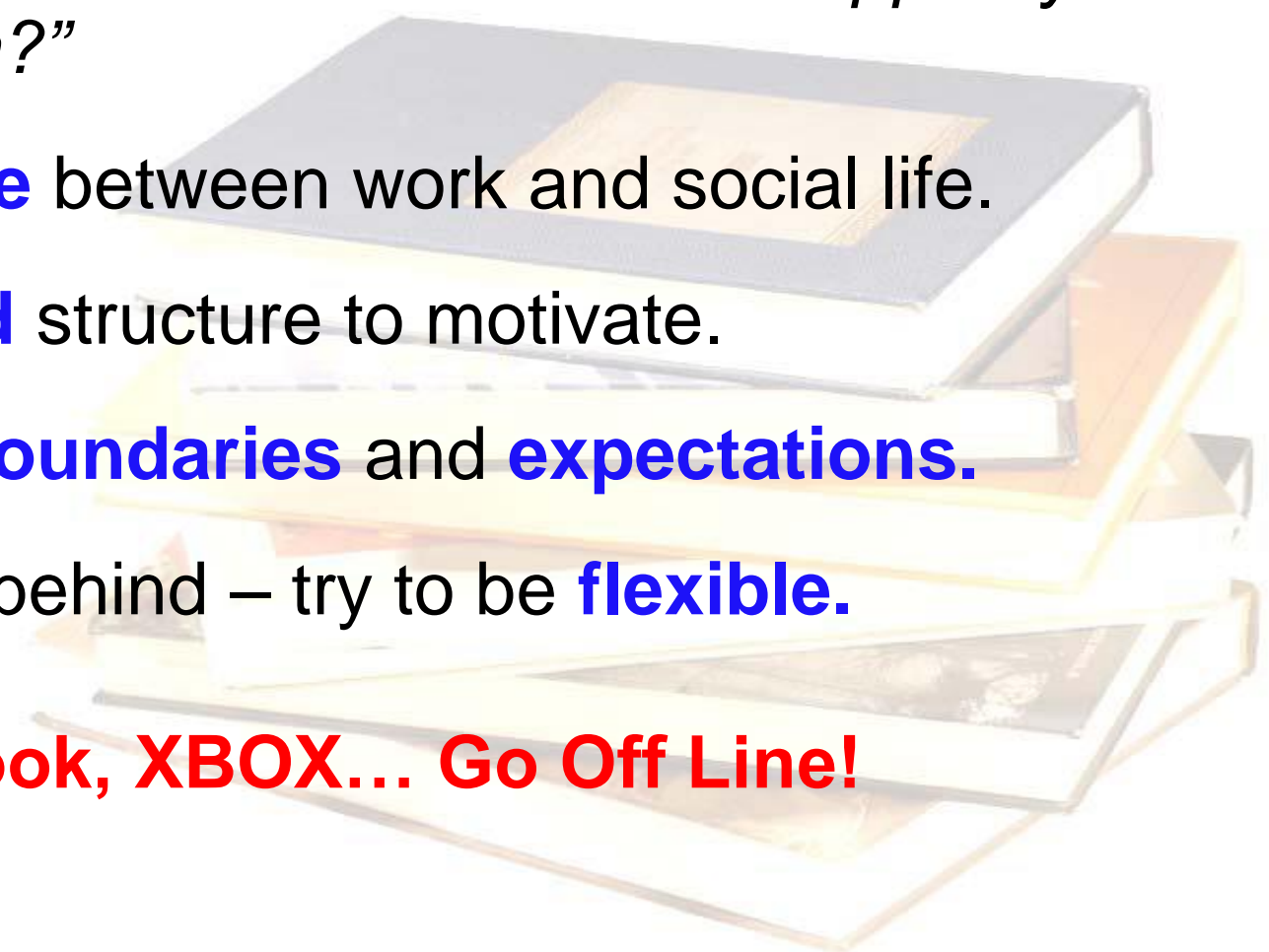
Encourage your son to read: The power of reading.

- A UCL research project found that reading 'high quality' books every day has a huge impact on academic achievement.
- Over a year, if students read daily, they increase the education that they get by 3 months.
- Other research suggests that reading for pleasure is more important for children's cognitive development than their parents' level of education and is a more powerful factor in life achievement than socio-economic background (Sullivan & Brown 2013)



General Advice for Parents

- **Communication** *“How can we support you with revision?”*
- **Balance** between work and social life.
- **Reward** structure to motivate.
- Clear **boundaries** and **expectations**.
- Falling behind – try to be **flexible**.
- **Facebook, XBOX... Go Off Line!**





Supporting your son in **preparing** for revision

- What would he find helpful?
- The simplest things often get in the way of starting revision – a revision pack/box
- Revision guides for each subject and a timetable.
- Help your son to plan topic lists and RAG rate them.
- Nominate a quiet place for revision- preferably not bedroom.
- Provide an area where work and revision notes can be kept safely.
- Relaxation time and plenty of rest.



Support when **doing** the revision

- Try to stick to the revision plan but be flexible!
- Provide snacks and water for revision periods.
- Keep up with regular 'check-ins'.
- Pre-agreed rewards for reaching a goal/target.
- Be aware of the pressure your son will be feeling – he might not look under pressure! He also might not know where to start.
- Anxiety management– there are a range of strategies and techniques!



Health Tips

- Exams and revision are hard work.
- The right fuel e.g. fresh fruit and vegetables (and eat breakfast!).
- Caffeine vs Water.
- Regular exercise and breaks.
- A good night sleep.



Revision Timetables





Revision Checklist/Topic List

Student Revision Checklist



Light

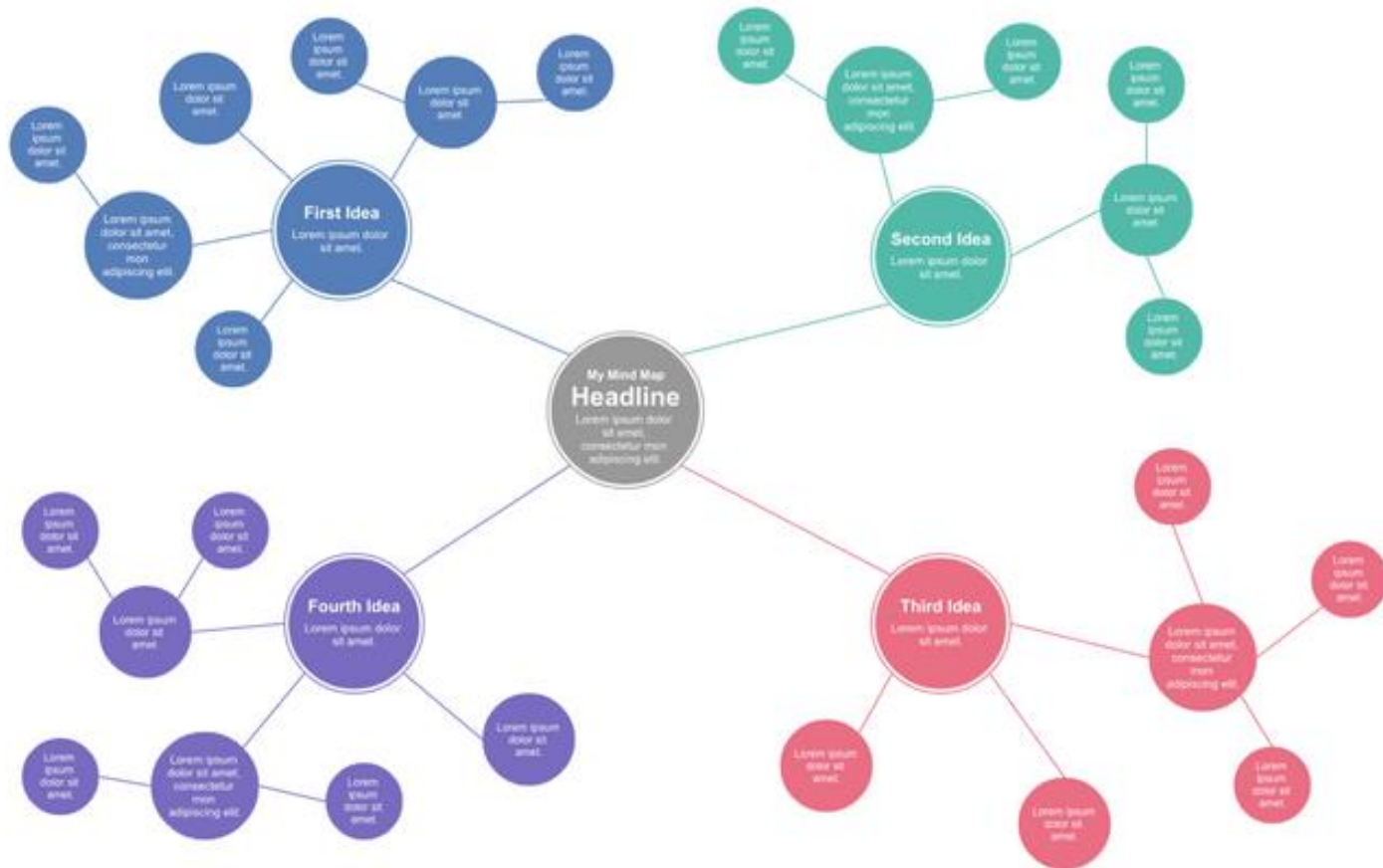
For your revision, make sure that you are comfortable with each of the following areas of knowledge.

Explain the terms transparent, translucent and opaque.			
Label a diagram to illustrate how an object is seen.			
Explain the law of reflection.			
Label a diagram to show the law of reflection.			
State the difference between reflection and refraction.			
Explain how a lens works.			
Label a diagram of the eye.			
Explain how the eye enables us to see objects.			
State the 7 colours that make up white light.			
Name the primary and secondary colours.			
Explain how we see different coloured objects.			

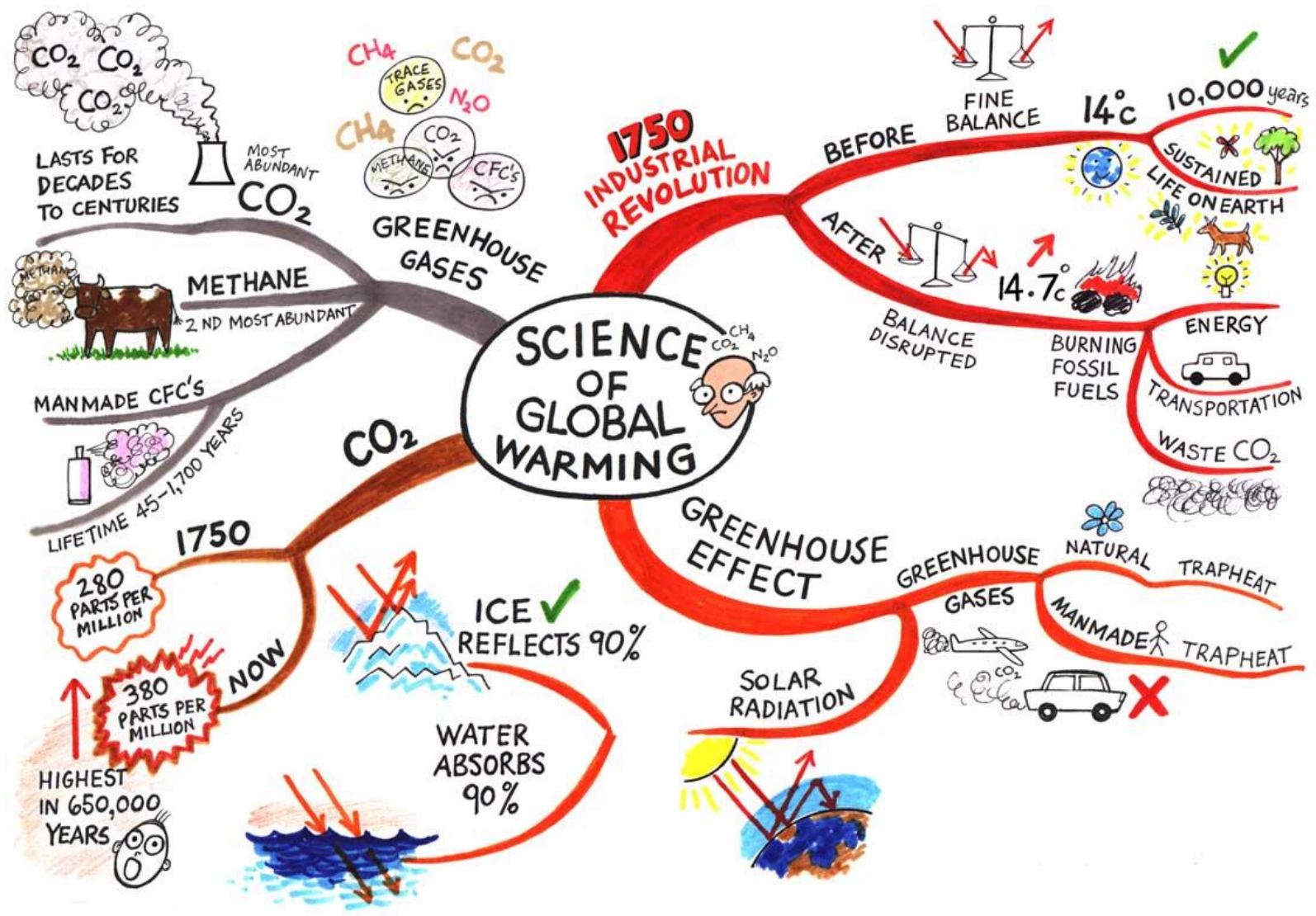
I Need to Work On...

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Make by hand or by using software online.





Important to plan but adapt as necessary...

Day	4pm	5pm	6pm	7pm	8pm	9pm	10pm
Mon							
Tues							
Wed							
Thurs							
Fri							



REVISION TIMETABLE

Week Commencing:

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
9:00am							
10:00am							
11:00am							
12:00am							
1:00pm							
2:00pm							
3:00pm							
4:00pm							
5:00pm							
6:00pm							
7:00pm							
8:00pm							
9:00pm							
10:00pm							



Revision Timetable

	11.00 – 11.45	12.00 – 12.45	1.00 – 1.45	1.45 – 3.00	3.00 – 3.45	4.00 – 4.45	4.45 – 6.00	6.00 – 6.45
Monday	English Lang.	Maths	RE	Lunch	Physics	English Lit.	Evening Meal	French
Tuesday	Biology	History	Graphic Prods	Lunch	English Lang.	Maths	Evening Meal	RE
Weds.	Physics	English Lit.	French	Lunch	Biology	History	Evening Meal	Graphic Prods
Thursday	English Lang.	Maths	RE	Lunch	Physics	English Lit.	Evening Meal	French
Friday	Biology	History	Graphic Prods	Lunch	RE	French	Evening Meal	English Lang.
Saturday	Day Off	Day Off	Day Off	Lunch	Day Off	Day Off	Day Off	Day Off
Sunday	Maths	RE	Physics	Lunch	English Lit.	French	Biology	History



Remembering Information

Learning Pyramid

- 10% - If read
- 20% - If heard
- 30% - If seen
- 50% - If heard and seen
- 70% - If discussed
- 80% - If experienced
- 90% - If taught to someone else





Memory

- What is your current limit?

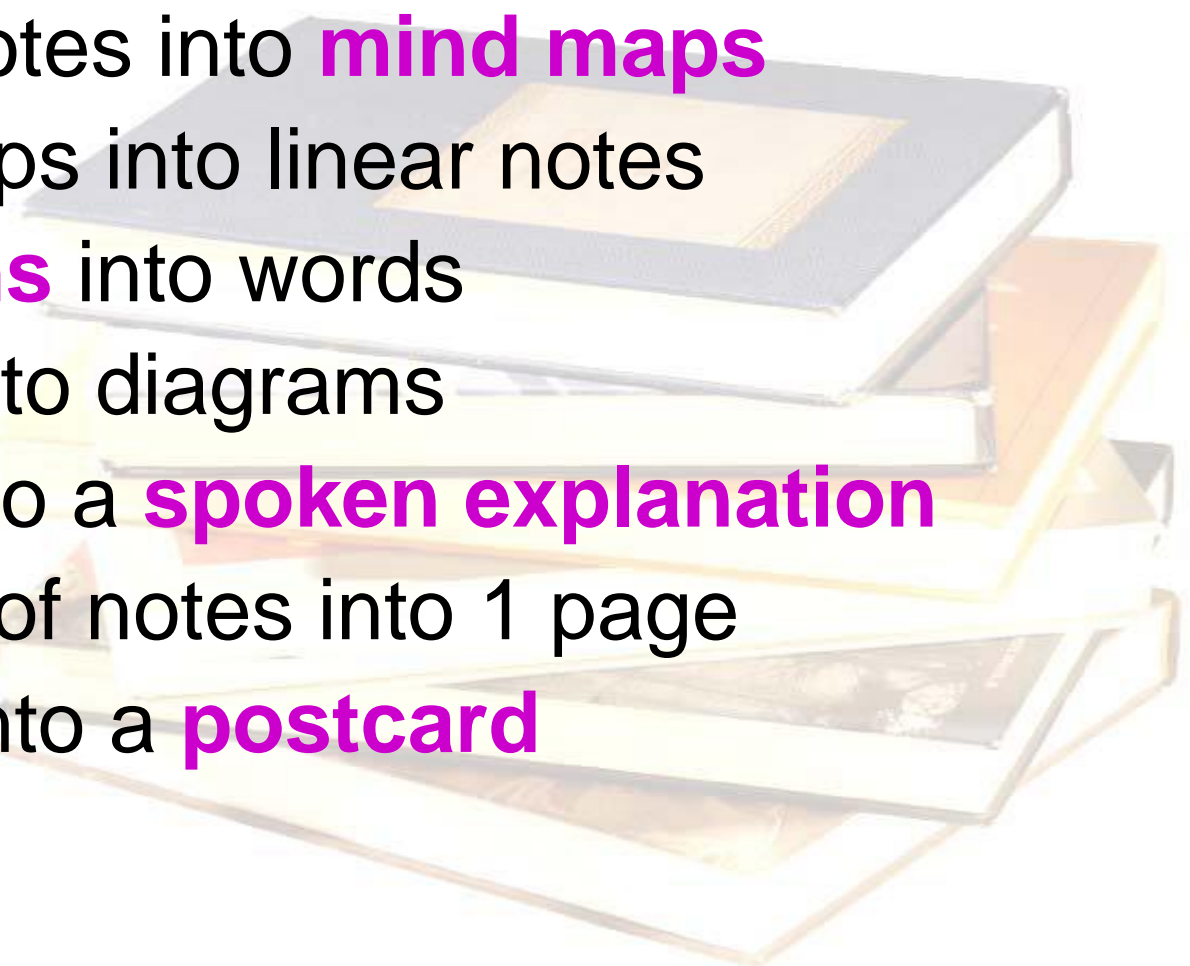
The science says that we remember a maximum of 7 new concepts in one go.

Review/repetition/retrieval are essential!



For example, turn...

- Linear notes into **mind maps**
- Mind maps into linear notes
- **Diagrams** into words
- Words into diagrams
- Notes into a **spoken explanation**
- 2 pages of notes into 1 page
- 1 page into a **postcard**





Key Resources

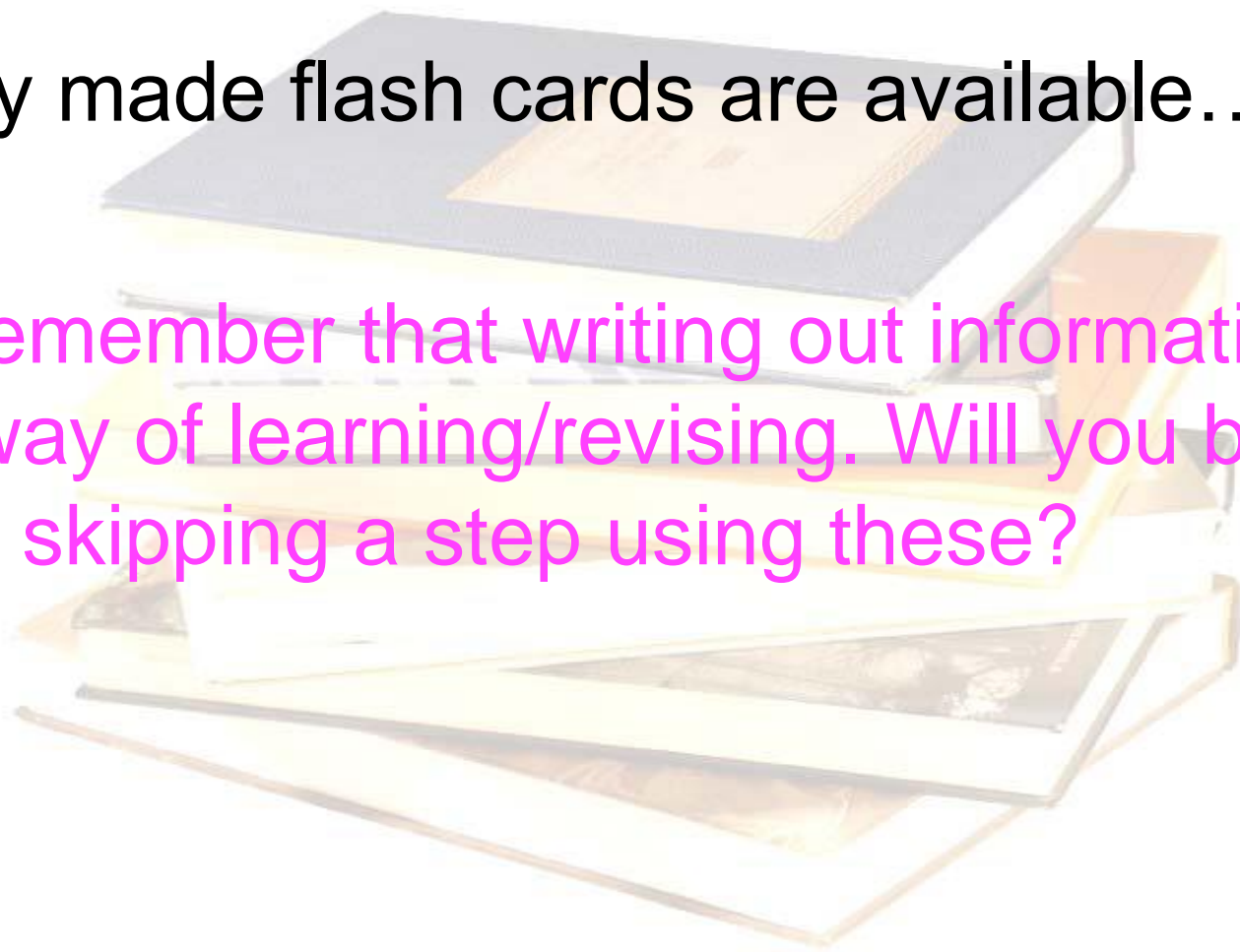
- Websites e.g. *Get Revising, Revision World*
- Topic PowerPoint presentations
- Record audio notes- like creating a Podcast
- Revision guides (we sell these!)
- Revision groups- face to face/ WhatsApp etc. (and parents!)
- Past papers and mark schemes
- YouTube e.g. *My GCSE Science, Hegarty Maths*
- Phone Apps e.g. Exam Count Down, Cram, Memrise



Key Resources

- Ready made flash cards are available...

BUT remember that writing out information is a way of learning/revising. Will you be skipping a step using these?





Techniques to boost your memory...





Repetition

- Repetition
 - Technique for remembering facts in which you read, write and say the facts a number of times.
- Use Repetition
 - When you want to remember a few facts, usually not more than 4-5.
- How to use Repetition
 - Read the facts
 - Write the facts
 - Say the facts
 - Repeat the steps three or four times
- Practice - *Find different ways to learn the same thing.*



Grouping

- Grouping
 - Technique for remembering facts that go together in some way.
- Use Grouping
 - When you want to remember facts that can be placed in groups or categories.
- How to use Grouping
 - Look for ways that facts can be remembered or grouped together.
 - Write a name for each group.
 - Write the facts that go with each group.
- Practice



Acronym Words

- Acronym
 - Technique for remembering facts by forming a word using the first letter of each fact to be remembered.
- Use Acronym
 - When you want to remember facts where the first letters can be arranged to form a real or nonsense word that can be pronounced.
- How to use Acronym
 - Write the facts
 - Underline the first letter of each fact
 - Arrange the underlined letters to form a real word or nonsense word that can be pronounced
- Practice



Acronym Sentence

- Acronym Sentence
 - Technique for remembering facts by creating a sentence from words whose first letters help you remember facts.
- Use Acronym Sentence
 - When you want to remember a number of facts that are difficult to remember using the acronym or abbreviation techniques.
- How to use Acronym Sentence
 - Write the facts.
 - Underline the first letter of each fact.
 - Create and write a sentence using words that begin with the underlined letters.
- Practice

Mercury Venus Earth Mars Jupiter Saturn Uranus Neptune Pluto
My Very Efficient Memory Just Stores Up Nine Planets



Regular Reviews of Information

- *SHORT-TERM MEMORY*
 - Holds up to seven ideas at once
- *WORKING MEMORY*
 - Repeats and embeds ideas or information
- *LONG-TERM MEMORY*
 - Your mental 'filing cabinet'
 - Keep reviewing so it sticks...

Review after.....

- A month
- A week
- 24 hours
- Just before the exam



Anxiety

Anxiety is a feeling of fear or panic. Feeling generally anxious sometimes it is normal. Most people worry about something - money or exams - but once the difficult situation is over, you feel better and calm down.

If the problem has gone but the feeling of fear or panic stays or even gets stronger, that's when anxiety becomes a problem.

1 in 6 teenager will suffer from anxiety (www.youngminds.org.uk)





Possible Symptoms

Cognitive Symptoms

- Memory problems
- Inability to concentrate
- Poor judgment
- Seeing only the negative
- Anxious or racing thoughts
- Constant worrying

Emotional Symptoms

- Moodiness
- Irritability or short temper
- Agitation, inability to relax
- Feeling overwhelmed
- Sense of loneliness and isolation

Physical Symptoms

- Aches and pains
- Nausea, dizziness
- Butterflies
- Chest pain, rapid heartbeat
- Frequent colds

Behavioural Symptoms

- Eating more or less
- Sleeping problems
- Isolating yourself
- Procrastinating or neglecting responsibilities

Remember everyone experiences stress differently and on different levels



What can you do?

Recognise stress indicators

Think about the list on the previous slide



Take regular planned breaks

- *Factor breaks into the study timetable 5-10 minutes every 30-45 mins*

Challenge any negative thoughts-

- *Don't feel that you have failed before you have started.*
- *(STOPP)*

Talk to someone about how you feel- don't bottle it up

- *Parents, Teachers, Student Support, Wellbeing Ambassadors.*

The vital thing is to do something!



STOPP

STOPP

TAKE A BREATH

OBSERVE: What am I thinking?
What am I reacting to?
What am I feeling in my body?



PULL BACK: Put in some perspective. See the bigger picture. Is this fact or opinion? How would someone else see this?

PRACTISE WHAT WORKS: What's the best thing to do for me, for others, for this situation?



Where to get help out of school?

No Panic

www.nopanic.org.uk

No Panic are the people to call if you are suffering from panic attacks, OCD, phobias, and other related anxiety disorders.

Helpline: 0844 967 4848 (Daily 10:00 – 22:00 Charges apply)

Youth Helpline for 13 - 20 yr olds: 0330 606 1174 (Mon - Fri 15:00 – 18:00 Charges apply)

Having a panic attack? Crisis number with recording of a breathing technique: 01952 680835 (24 hr)

Email: admin@nopanic.org.uk

Childline

www.childline.org.uk

If you're under 19 you can confidentially call, email or chat online about any problem big or small

Freephone 24h helpline: 0800 1111

[Sign up for a childline account](#) on the website to be able to message a counsellor anytime without using your email address

Chat 1:1 with an [online advisor](#)

The Mix

www.themix.org.uk

If you're under 25 you can talk to The Mix for free on the phone, by email or on their webchat. You can also use their phone counselling service, or get more information on support services you might need.

Freephone: 0808 808 4994 (13:00-23:00 daily)

Kooth

<https://kooth.com/> Monday – Friday 12pm – 10pm Saturday – Sunday 6pm – 10pm (online only)

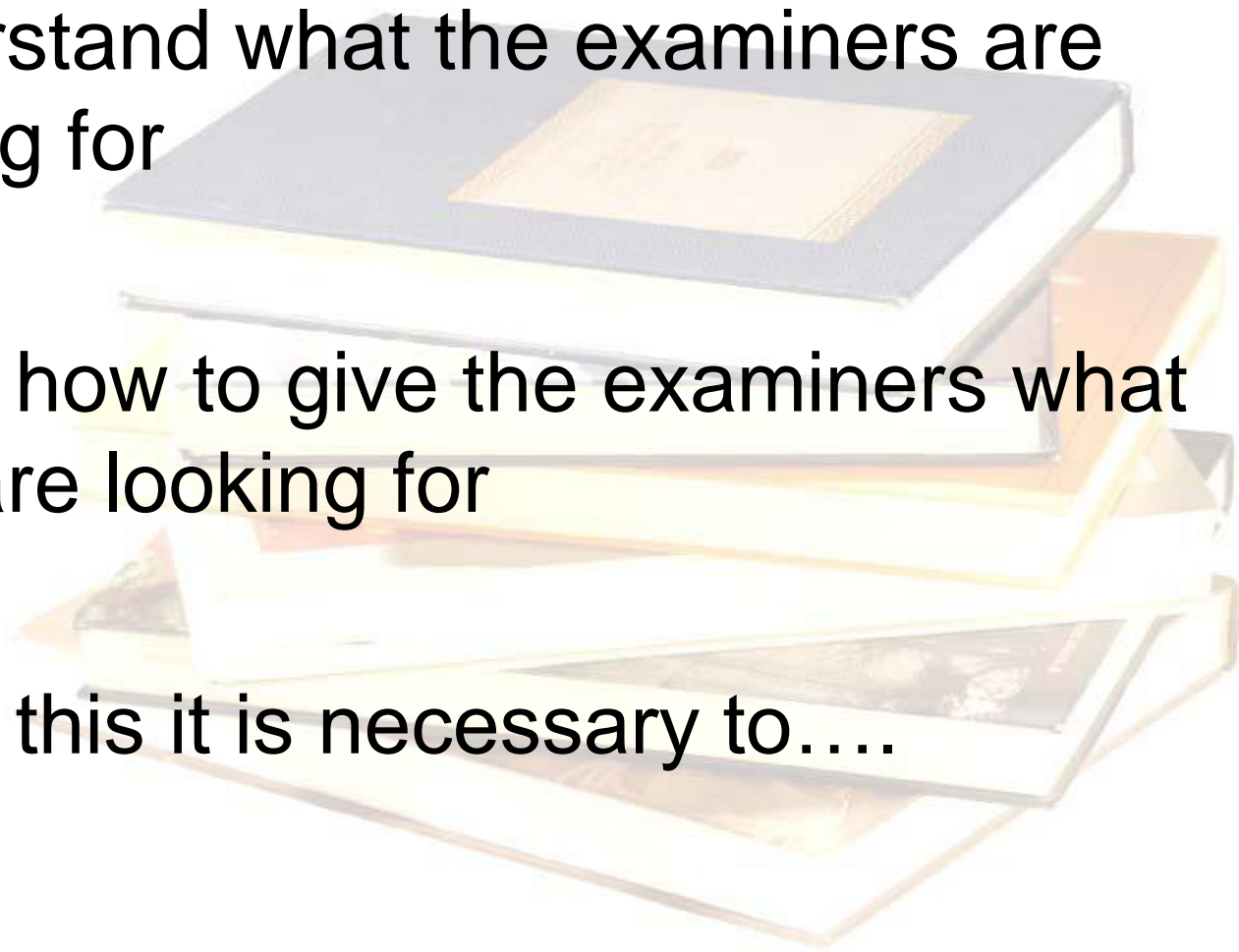
Free, safe and anonymous online support for young people. XenZone is a provider of online mental health services for children, young people and adults. Kooth, from XenZone, is an online counselling and emotional well-being platform for children and young people, accessible through mobile, tablet and desktop and free at the point of use.

Mindfulness Apps



The 'Exam Game'

- Understand what the examiners are looking for
- Learn how to give the examiners what they are looking for
- To do this it is necessary to....





Exam Skills

❖ Understand how the exam papers are structured:

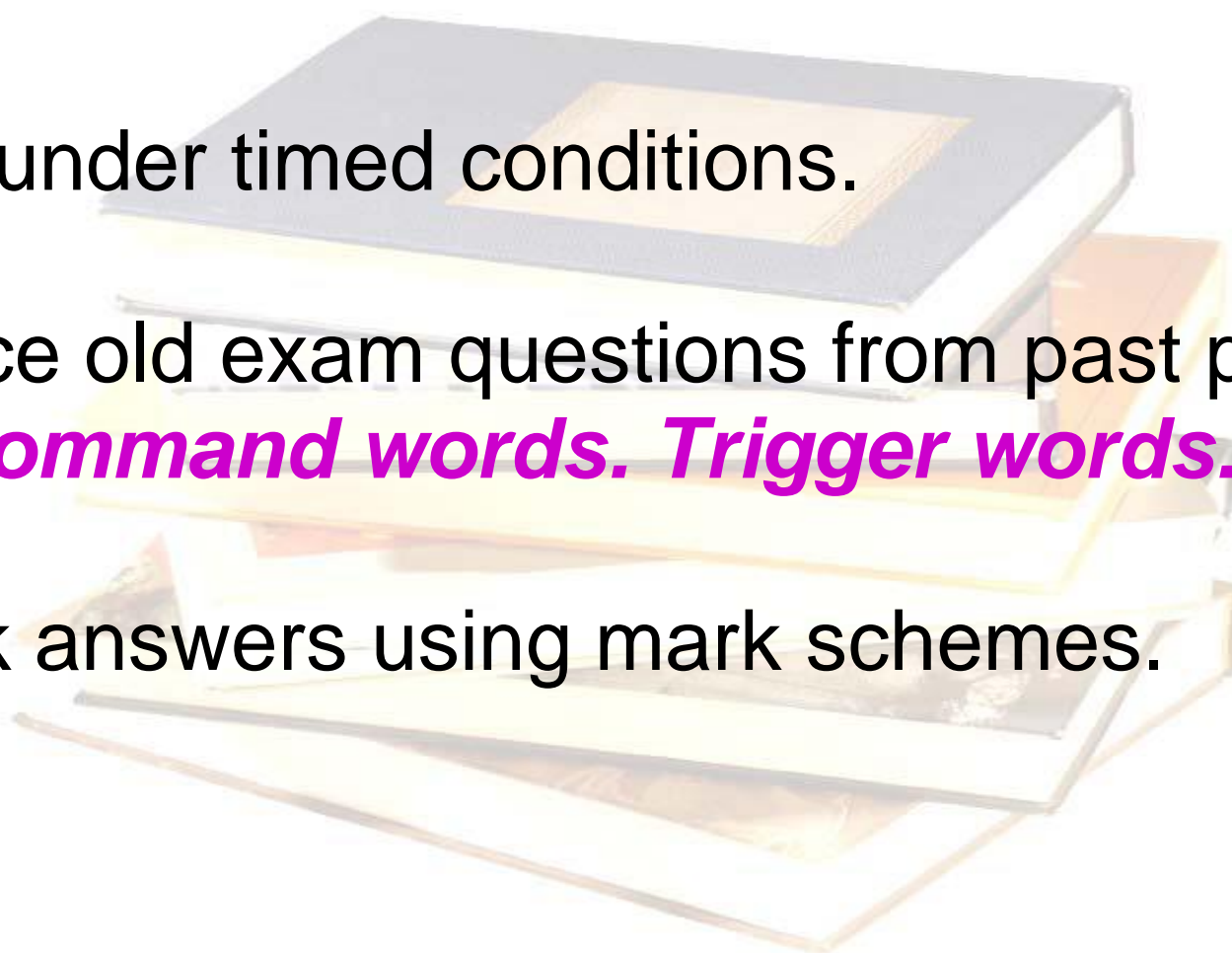
- a) How long is the exam?
- b) How many questions do you have to answer?
- c) What format are the exam questions in?
- d) How are the marks divided?
- e) How are the exams marked?

❖ It is also necessary to.....



Exam Skills

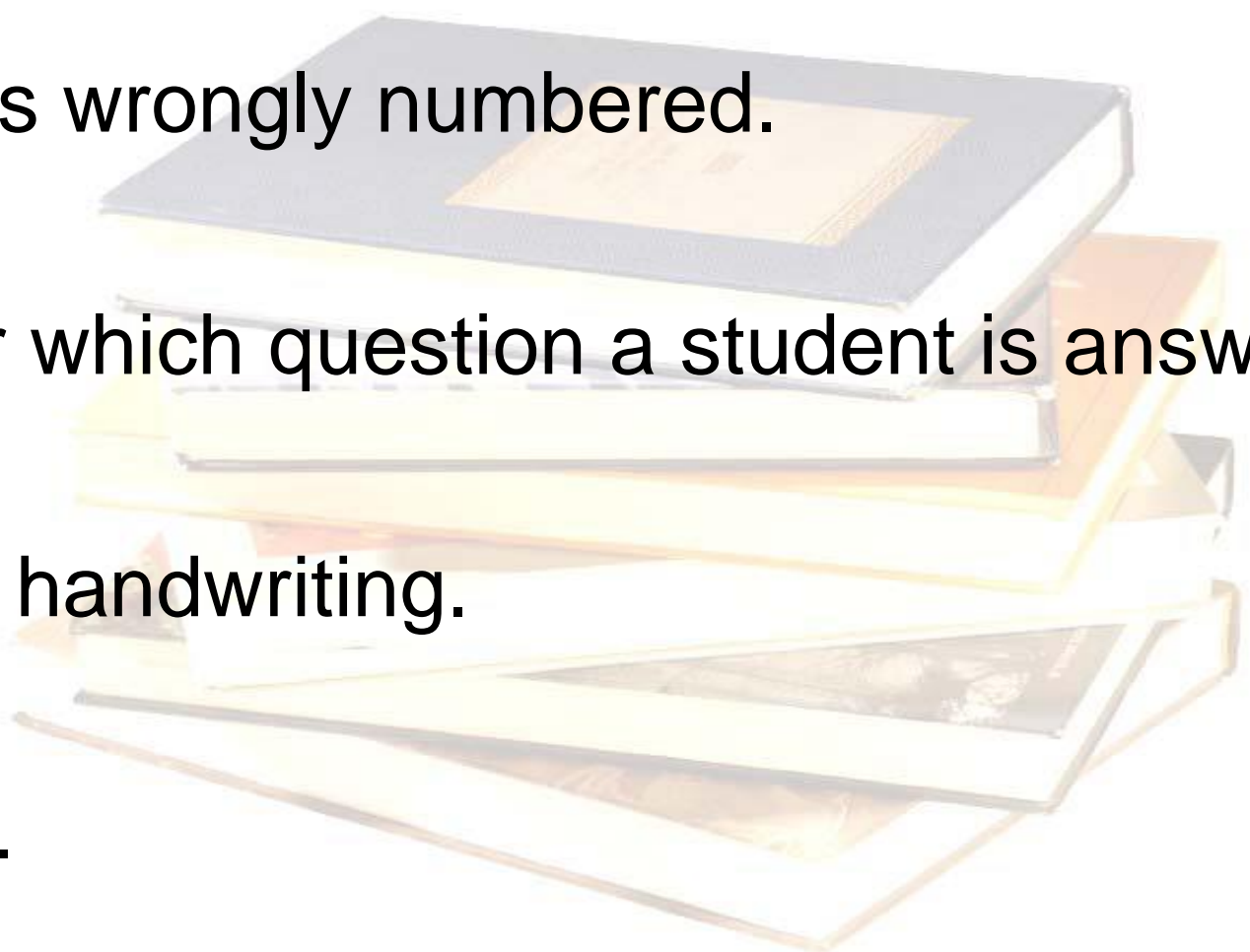
- Practice in realistic conditions.
- Work under timed conditions.
- Practice old exam questions from past papers.
Command words. Trigger words.
- Check answers using mark schemes.





Common irritations for examiners

- Answers wrongly numbered.
- Unclear which question a student is answering.
- Difficult handwriting.
- 'Waffle'.





On the day...

- Eat breakfast.
- Arrive promptly for the exam.
- Avoid too much conversation with friends.
- Use the anxiety techniques we now know.



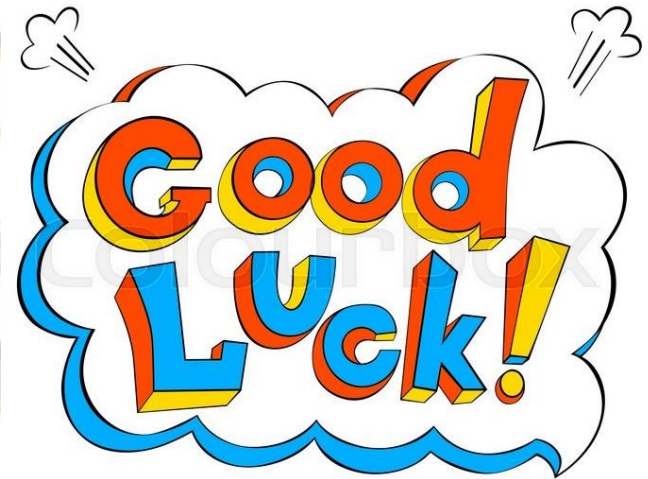


Exam results released on

Thursday 22nd August 2024

Mock results:

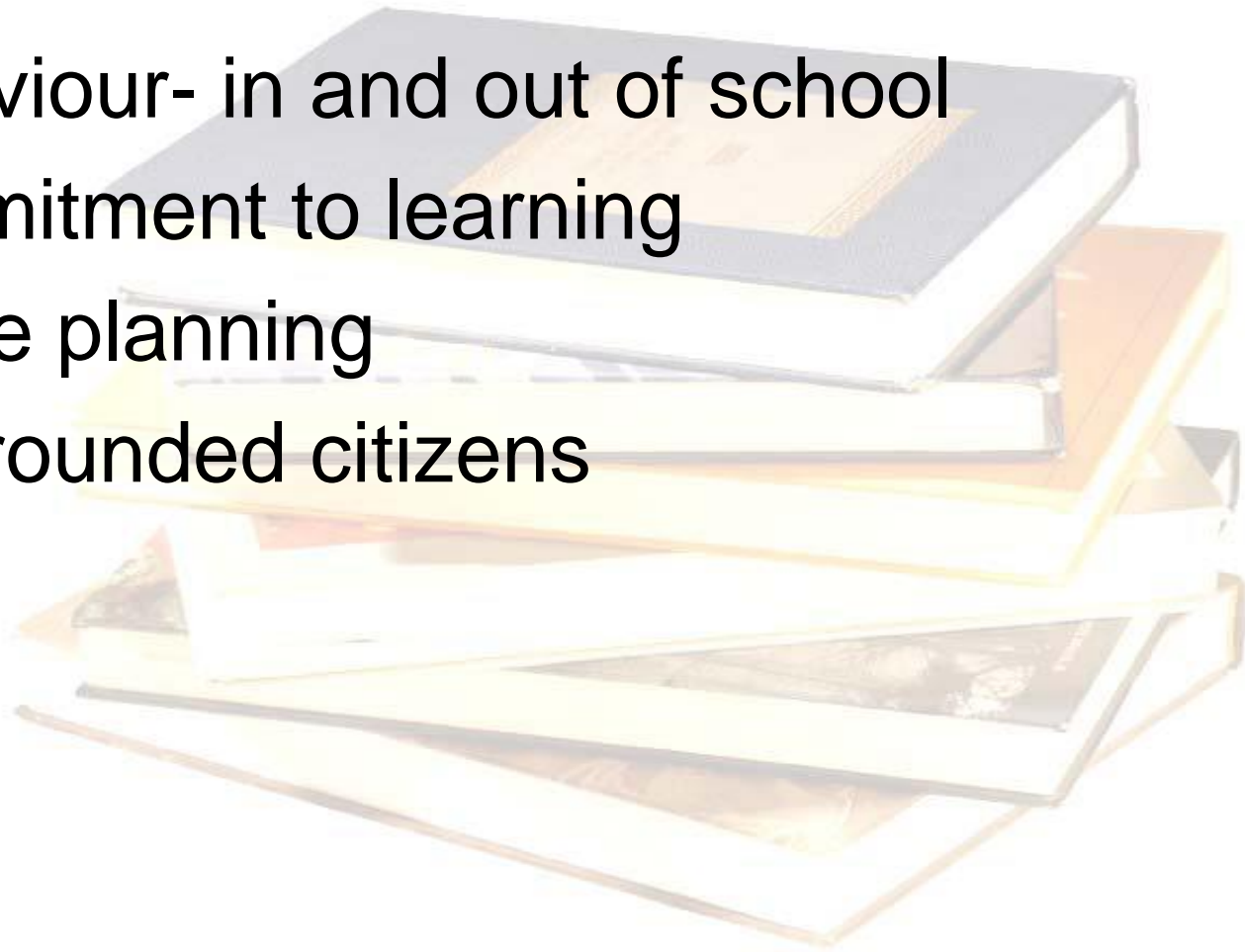
How would you feel if they
were the real thing?





Expectations

- Behaviour- in and out of school
- Commitment to learning
- Future planning
- Well rounded citizens





Rewards- MyCAS

Positive Points

24

From 8 Event Records

Negative Points

-7

From 6 Event Records

Total Points

17

From 14 Event Records

Grid actions

Copy

Excel

CSV

PDF

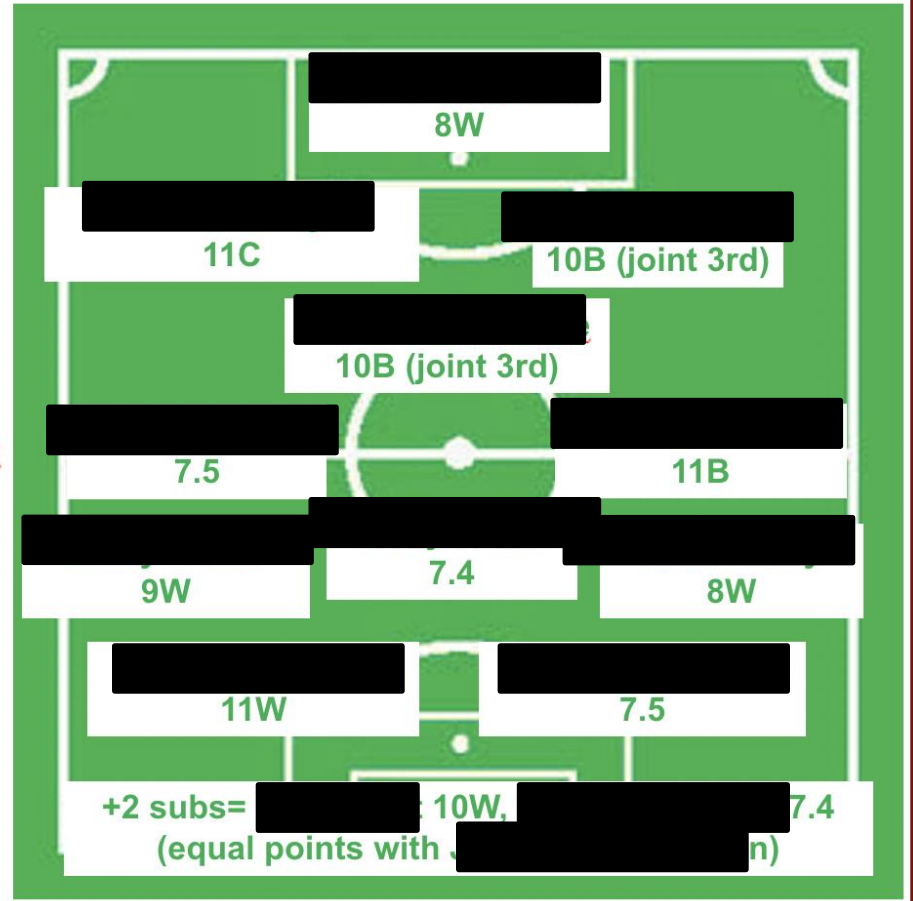
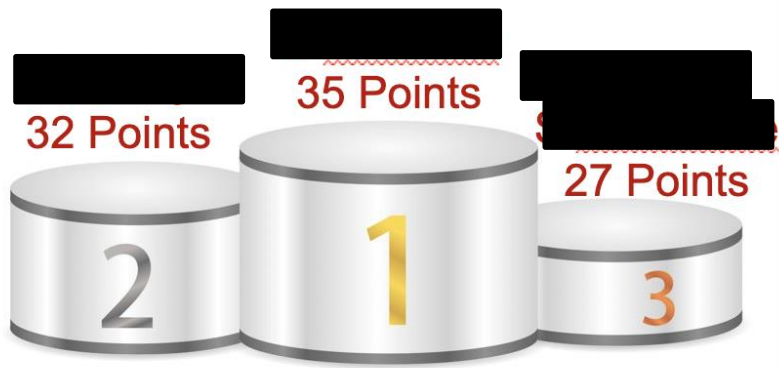
Print

Search:

Event	Event Type	Points	Outcome	Class	Location	Owner
+ Behaviour/actions that disrupt learning (DISRAG)	Advice and Guidance	-1		11B/FR1	Room 34	Mrs H Goymer
+ Homework not completed/submitted (HWK)	Homework Life	-1		11G/MA3	Room 38	Mrs A Blair
+ Valuable verbal contribution (VERBP1)	P1 Positive Event	3				Dr J Robinson
+ Excellent participation in class (VPARTP1)	P1 Positive Event	3		11G/PH4	Room 18	Mr L Whiting
+ Behaviour/Actions that disrupt learning (continued) (DISR2C2R)	C2R Behaviour Event	-2		11G/EN1	Room 10	Mrs K Carpenter
+ An excellent piece of work (EXWKP1)	P1 Positive Event	3		11G/MA3		Mrs A Blair
+ Excellent participation in class (VPARTP1)	P1 Positive Event	3		11G/MA3	Room 38	Mrs A Blair
+ Homework not completed/submitted (HWK)	Homework Life	-1		11G/EN1	Room 2	Mrs K Carpenter



Team of the Week



Early break Fridays/ Swap Shop/ Town Leave/ Rewards Assemblies and Trips