



Christ the King
Catholic Voluntary Academy

Parent Revision Support Guide

COMMUNITY • ACHIEVE • RESPECT • ENCOUNTER



Revision Organisation

Many of our pupils find organisation one of the most challenging skills to develop. Although we teach this during Personal Development lessons, it is the enforcing of this habit on a daily basis that allows for organisational skills to be developed. Our pupils often tell us that when thinking about revision, they don't know where to start. They inform us that they often feel overwhelmed when thinking about revision for many different subjects, and don't have a plan in place for their time.

Outlined below are a number of tasks that can be used to support your child with developing their organisation for revision:

- When revising, find a quiet space where your child won't be interrupted. It is hard to concentrate when there are distractions nearby
- Turn off your child's phone and all other devices, or leave them in a different place to where they are revising
- Organise their resources, whether that be flash cards; mind maps; study guides or past papers. Decide what works best for them, and use this strategy to aid their learning
- Ensure your child has a timetable which outlines what they will revise and when this will take place. Ensure your child is realistic with their revision timetable and encourage them to cross off the revision session once they have completed it
- Build regular breaks in for food/drink/fresh air/exercise to support your child's wellbeing. It is important that the brain has time to rest during periods of revision

Top Tips for Revising

- Revision cards help information to be processed. Reading and highlighting is not enough on its own.
- If your child reads the information and teaches it to someone else then they are more likely to remember and understand it.
- Make mind maps and pictures to help your child to remember key information.
- Make up rhymes or mnemonics and even songs; break things down.
- Music and television needs to be off. Phones needs to be away - the distraction is too tempting.
- Your child needs to have a dedicated quiet place.
- Create a timetable each week with your child.
- Use the websites suggested for each subject and Microsoft Teams where you can access subject information
- Get your child to complete practice papers/questions each week. Underline key words and help them to decode the question.
- Use the revision guides/easy guides given to students - test them on sections. Get them to highlight and speak to you about what they have read.



Strategies to Revise

There are lots of different ways to revise and your child will have a strategy that works best for them. This may be a strategy that they have tried before and will revert to, or it may be a strategy that they are yet to learn. Outlined below are a number of different revision strategies that can be used to embed knowledge into your child's long-term memory.

Mind-Maps

Encourage your child to create mind maps with topic headings in the middle, and further information on the outside of the mind map.

Create Flashcards

Your child can write down questions on the front and answers on the back. Question your child by using these flashcards. Get your child to note down content that they find challenging and get them to read it each night before they go to bed. Small chunks of information will be easier for your child to remember.

Ask Family and Friends to Test

Use the flash cards to test your child on specific knowledge. Any member of the family can help with this!

Chants/Raps

Although this may seem a little strange, getting your child to repeat words will help the knowledge to go into their long term memory. This works in the same way as remembering the lyrics of a song on the car radio!

Make Mnemonics

Using this strategy helps your child to remember specific processes in a simpler way.

Use Post-its of Keywords

These can be placed around your child's bedroom, or in other parts of the house!

Listen to Revision Podcasts

There are lots of podcasts online which can support with your child's revision. Just make sure they are listening to content from the exam board that they are studying.

Highlight Key Information on Worksheets

Encourage your child to use a highlighter to outline the key points on marksheets and within their work.

Exam Questions and Mark Schemes

Encourage your child to look at past exam questions to identify what exam boards are looking for. The same content of questions is tested frequently, so this will help them.

Brain Dumps

Get your child to write as much as they can about a specific topic.



Strategies to Revise

Retrieval Practice

This is a learning strategy where we focus on getting information out. Through the act of retrieval, or calling information to mind, our memory for that information is strengthened and forgetting is less likely to occur. Retrieval practice is a powerful tool for improving learning.

Evidence from research proves the benefits of retrieval and it is an immensely powerful strategy to help learners make progress. Your child will know more and remember more. It is also effective in identifying where their gaps in knowledge are. Regular retrieval can also boost confidence and motivation.

To use retrieval effectively you should:

- Encourage your child to use their class notes, textbooks and knowledge organisers to make a list of the important information and content that they need to know across different subjects.
- They close their books and test themselves. They can create quizzes, use flashcards, complete verbal recall, write from memory, create mind maps, revision clocks or complete past exam papers. They can even ask you to quiz them, but they are not allowed to use their notes.
- Retrieve as much information as they can before they can check their answers. It's important for them to know what they know and what they don't know ... yet!
- Use their answers to inform the next stage of their revision. Focus on the areas that they struggled to recall from memory.

Dual Coding

This is the process of combining verbal materials with visual materials. There are many ways to visually represent materials, such as with infographics, timelines, cartoon/comic strips, diagrams and graphic organisers. Dual coding involves the learner drawing images, graphs, diagrams or timelines to support revision notes.

To use dual coding effectively:

- When they are revising, get them to use their class materials to find or create visuals that link with the information. Then compare and combine the visuals with the words.
- Don't worry if your child doesn't consider themselves to be an artist - it isn't about the quality of the illustrations. The focus is to improve and deepen their understanding.
- Make sure your child's images/diagrams are relevant. Be careful when your child is using photos as too many background images can detract from the main points.





Strategies to Revise

Spaced Practice

Encourage your child to start planning early for exams and help them to set aside a little bit of time every day. Five hours spread out over two weeks is much more effective better than the same five hours all at once. This is spaced practice, and it is regarded as one of the most effective revision strategies.

To use spaced practice effectively, your child should:

- Start studying early. Divide up their revision into short manageable chunks of time. When revising, encourage them to aim for 20 - 30 minutes per session.
- Encourage them to plan their time carefully to ensure all subjects and topics are covered in shorter chunks over a longer period of time; spread out over time.
- Dividing up your child's revision into smaller sections which will benefit them in the long term. The revision they do for mocks will stick for the final exams! Little and often is the key.

Interleaving

Interleaving is a process where learners mix and combine multiple subjects and topics while they study in order to improve their learning. Blocked practice on the other hand, involves studying one topic very thoroughly before moving to another. Interleaving has been shown to be more effective than blocked practice leading to better long-term retention.

Marginal Gains

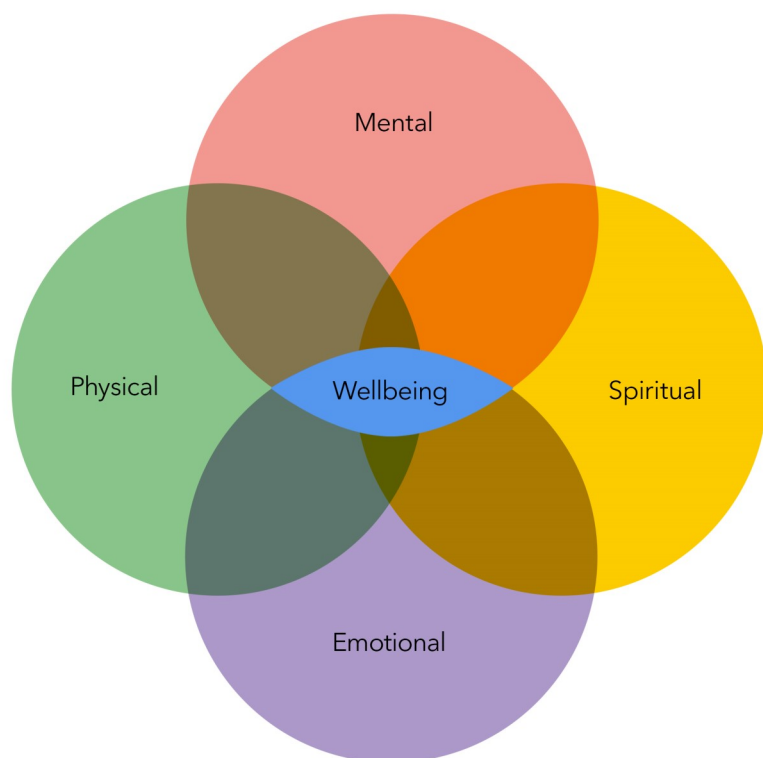
Marginal Gains is a term frequently used in the media and it is used to describe how professional athletes make small changes to improve their performance. For example, an Olympic swimmer might wear a special swimsuit that offers less water resistance, and therefore makes them go a little bit faster.

What are marginal gains in exam revision? What small changes can your child make to be more successful?

- Speak to teachers about specific revision topics
- Good lighting in the room
- Removing distractions: phone etc.
- Prioritise workload
- Avoid burning out - switch off after your scheduled time
- A good nights sleep
- Staying hydrated and eating a healthy diet
- Following a revision timetable
- Plan in time to relax



Wellbeing



In recent years, the term wellbeing has been increasingly used within society. The term wellbeing is often described as simply feeling good. It has also been referred to as a state of being healthy, happy and comfortable, both physically and psychologically. The NHS refer to wellbeing as feeling good and functioning well, and comprises an individual's experience of their life; and a comparison of life circumstances with social norms and values.

The image on the left has been created by educational researchers who looked at wellbeing in young people. The image conceptualises wellbeing as being split into four key areas - mental, spiritual, physical and emotional.

Outlined below are five strategies which your child can use to develop their wellbeing:

Start Small

If your child sets unrealistic goals, they will feel worse than when they started if they don't meet them. Set achievable milestones with your child that they can tick off along the way, building up to bigger challenges over time, one step at a time.

Find What They Enjoy

Any movement is good movement. Find what your child enjoys and support them to stick to that. They are most likely to want to do something they love, rather than something that feels like a battle.

Celebrate Small Victories

If you do manage to get your child to exercise - no matter how long for - make sure you celebrate it. Acknowledge that they took the time to do it and reward them for this.

Encourage Exercise

Find a time in the day for your child to exercise that works for them. Don't allow them to feel pressured to wake up at 6am to complete a 5k run. Your child can take a 15-minute walk at any time of day. The crucial thing is to do what works for them when they have the most natural energy. Walking to school could be a good option for your child.

Think Positively

Not only will thinking positively about the outcome of your exams or study reduce stress and anxiety, but it will also go a long way in helping you feel relaxed on the day of the assessment. Go into each day with a positive mindset.



Tutor Time Revision

To support our pupils to become independent, resilient learners who know how to use effective study strategies, we have introduced an Academic Tutor programme during afternoon registration. Starting in Year 7 and running all the way through school, pupils will have a weekly metacognition and study strategy session that is delivered by their tutor.

Providing a well thought out, varied tutor time programme will allow your child to be equipped with the knowledge and skills around different learning strategies which will enhance their metacognitive ability. During these sessions, your child will be taught the science of learning, how the brain works and how to strengthen memory.

We will also ask pupils to be more reflective learners and think about their learning more specifically. These sessions should also equip your child with the skills to overcome challenges, build confidence and have a bank of well-practiced revision and study strategies that have been explicitly taught and they can confidently select from.

Pupils will be explicitly taught the following study strategies that have been proven to be extremely effective:

1. Flash Cards
2. Brain dumps
3. Dual coding
4. Interleaving
5. Spacing



The sessions have been devised so that revision is modelled in small, manageable chunks, allowing your child time to practise and build gradually towards those daunting exams or assessments. The aim is that what happens in these tutor time sessions supports the learning that takes place in the classroom which is further supported by home learning so that our pupils, supported by home, will become independent learners that utilise these strategies to prepare effectively for exams, so that they can achieve their full potential.





Stress and Anxiety

Stress is one of the body's natural responses to something that is threatening or frightening. It is something that we all experience from time to time, and it is not necessarily harmful. However, if your child's stress level is too high then it can cause difficulties, which may then hinder your child's ability to complete their study or prepare for assessments. It can lead to anxiety which will impact their wellbeing.

Controlling stress is an active process which means that you will have to take steps to limit the impact of stress on your child. There are lots of different factors that affect how we deal with stress. These include:

1. **Being careful about what your child eats and drinks** - encourage your child to eat three regular meals a day, consisting of fresh fruit and whole foods instead of processed foods. The body is approximately 75% water, with the brain consisting of approximately 85% water. Therefore, being only slightly dehydrated can increase your child's stress hormone level which will affect your child's mood and focus.
2. **Ensuring that your child gets enough sleep** - your child needs 8-10 hours of sleep each night. Too little sleep can cause impaired memory and thought processes, low mood and decreased immune response which could lead to illness.
3. **Ensuring that your child takes regular exercise** - exercising regularly will not only help to keep your child physically healthy, but it also uses up the hormones and nervous energy produced when they are stressed. Exercise will help to relax the muscles which become tense when your child is stressed, and it can help your child to think more clearly as physical activity makes the body produce endorphins, which improve your mood and help you sleep.
4. **Ensuring your child has a strategy to help control their breathing** - before important events, it is common to feel an increase in heart rate and breathing rate. Working with your child to develop a strategy to control their breathing can have a positive impact on your child's wellbeing. Simple techniques such as breathing out to a slow count of four will help your child's breathing become more regulated. Mindfulness can also help to control breathing rate. This may involve undertaking an activity with your child, such as eating, walking or breathing, and focussing on your senses during this experience.
5. **Ensuring that your child has time to switch off and have fun** - it is important that the brain has time to switch off. Allowing your child time to relax and recharge their batteries is essential for positive well being. Encourage your child to spend time with their friends as it is likely that they share the same feelings - even working together to revise can be highly beneficial.
6. **Ensuring that your child has good study skills** - effective study skills can help to reduce stress as your child will feel more in control of their work. Ask your child how they learn best and identify their most effective method of revision. Getting your child to teach you new material is a great way for your child to learn.





Resilience Strategies

Resilience is defined as an individual's ability to properly adapt to stress and adversity. We would like all of our pupils and students to be resilient young people, but we appreciate that this is not an easy skill to teach.

Please find below a list of strategies that you may use at home to aid the teaching of resilience:

Strategy: Humour

Attempt to engage your child in humour to take their mind off a disappointment or failure which may be upsetting them.

Strategy: Containing Thinking

Speaking to your child can help to put your child's disappointment into context. This is good for young people who are a perfectionist, feel overwhelmed or who has experienced rejection.

Strategy: Distraction

Attempting to distract your child can help in specific situations, such as when they feel stressed or when their lives are busy. This distraction can take their mind off a situation.

Strategy: Seeking Help

Speaking to your child about all the help that can be offered to assist them can help those young people who are handling all types of personal worries and don't know where to go for support.

Strategy: Offering Hope/Put into Context

Speaking to your child about positive experiences can be good for those young people who are experiencing loss, bullying, change or extreme disappointment.

Strategy: Positive Reframing

Speaking to your child about how to think about a negative situation in a more positive way is good for young people who make mistakes or experience disappointment.

Strategy: Nothing Can Be Changed

Speaking to your child about not being able to change what has happened in the past can help those young people who are worried about past exam performance where they haven't achieved the grades they wanted.

Strategy: Maintaining Perspective

Speaking to your child and getting them to think about certain situations or problems in a wise and reasonable way is good for young people who take things out of proportion.

Strategy: Flexible Thinking

Speaking to your child about how they can look at situations differently may be good for those young people who experience extreme feelings or exaggerate specific scenarios.

Strategy: How to Bring About Change

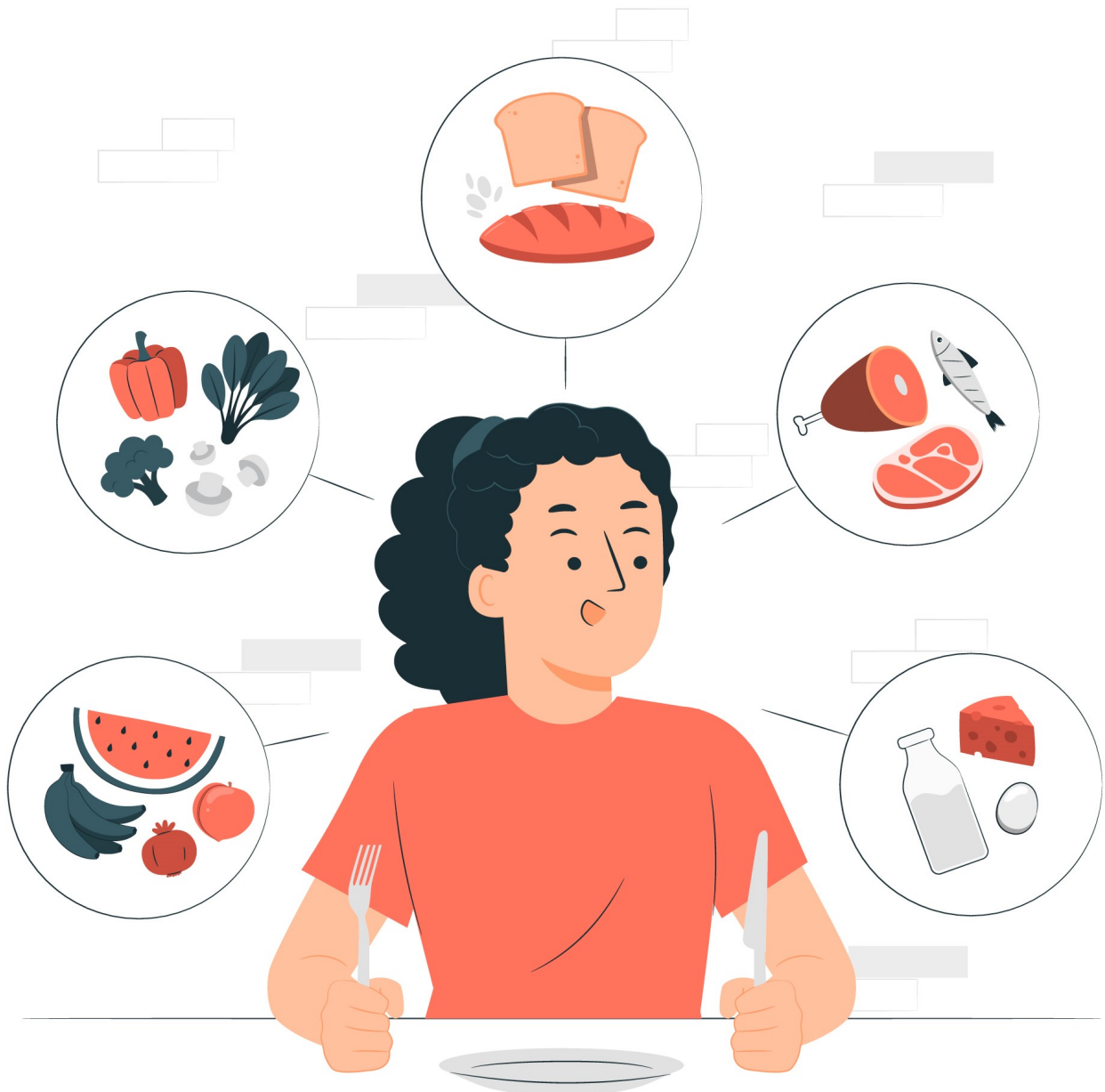
Speaking to your child about how they can move on from the current situation and change their focus is good for young people who feel worried about how to respond to specific situations.



Diet and Nutrition

People underestimate the impact that eating the right food has on wellbeing. A common mistake pupils make during study periods is that they begin to start snacking on things such as crisps, energy drinks and even pizza to keep their energy up, as they are easily accessible and quick to eat and drink. Not only are these snacks unhealthy, more importantly in the short-term, it will really affect your child's performance during exam season.

Our diet plays a very important role in how the brain responds to new information, so if your child is going to snack, make sure they snack right! Foods such as vegetables and fruits, which contain much-needed minerals and vitamins, to snacks such as peanut butter which contains healthy fats and protein which can keep your child's brain going for longer. However, if you want to get creative with your child's exam snacks then you can try out snacks such as apple sandwiches, granola or roasted chickpeas.





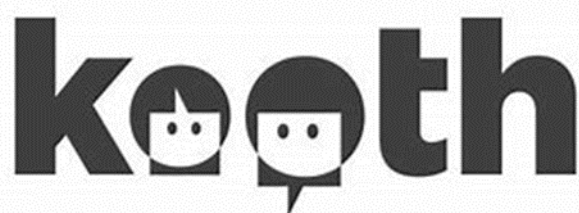
How to Access Support

We recognise that everyone in our care is a unique individual and that we are all different. We understand that school can be a challenging place for some of our pupils and we offer support on a daily basis to allow them to access our curriculum.

However, there are times when our pupils do require guidance from external services to support them to maintain positive mental wellbeing. Outlined below are a list of services which you may want to access in order to support your child with their wellbeing.



<https://www.youngminds.org.uk/>



www.kooth.com



A school nurse referral comes
from your child's Achievement Leader



www.beusupport.co.uk



A Mental Health Support Team referral comes
from your child's Achievement Leader



Revision Websites

Please find below a link to useful websites which your child can use to develop their knowledge of content in relevant subjects. These websites contain information which can be used for revision purposes:

Subject	Websites
English	Educake: https://www.educake.co.uk/ Seneca: www.senecalearning.com https://schoolreadinglist.co.uk/category/secondary-ks3-ks4-reading-lists/(opens in new tab) https://schoolreadinglist.co.uk/tag/gcse/
Maths	Mathswatch: https://vle.mathswatch.co.uk/vle/ BBC Bitesize: https://www.bbc.co.uk/bitesize/examspecs/zcty7h Corbett Maths: https://corbettmaths.com/contents/ Dr Frost: https://www.dr frostmaths.com/
RE	https://www.youtube.com/@rebeck9420 https://app.senecalearning.com/classroom/course/4d4825f5-8b59-4026-aacf-14dcdbd12a547
Science	https://cognito.edu.org – need to sign up, but is free to do so. https://science-practical-simulator.web.app/ - It is free to download and use, students need to code CK879 (this is the username and password). https://senecalearning.com/en/GB – great for quick learning and self-quizzing.
Art	https://www.bbc.co.uk/bitesize/subjects/z6hs34j https://www.ocr.org.uk/qualifications/gcse/art-and-design-j170-j176-from-2016/planning-and-teaching/
Business	Seneca: https://senecalearning.com/en-GB/
Child Development	https://quizlet.com/392904598/ocr-cambridge-nationals-child-development-ro18-flash-cards/
Computer Science	https://www.bbc.co.uk/bitesize/examspecs/zmtchbk https://www.csnewbs.com/ocr-gcse https://www.youtube.com/@craigndave https://isaacomputerscience.org/?examBoard=ocr&stage=gcse
Design Technology	https://www.bbc.co.uk/bitesize/examspecs/zby2bdm https://senecalearning.com/en/GB https://apps.daydreameeducation.com/pocket-poster-revision-guides/gcse-dt/
Drama	https://www.bbc.co.uk/bitesize/examspecs/zdb6xyc
Food	https://www.foodafactoflife.org.uk/14-16-years/ BBC revision videos: https://www.bbc.co.uk/teach/class-clips-video/design-and-technology-gcse-food-preparation-and-nutrition/zvjh8xs BBC Bitesize - https://www.bbc.co.uk/bitesize/subjects/zdn9jhw
French	www.language-gym.com www.senecalearning.com www.conjuguemos.com



Revision Websites

Subject	Websites
Geography	Seneca: https://senecalearning.com/en-GB/ Educake: https://www.educake.co.uk/
Health and Social Care	https://www.tutor2u.net/hsc
History	Seneca: https://senecalearning.com/en-GB/ Educake: https://www.educake.co.uk/
iMedia	https://www.letslearncomputing.co.uk/imedia/r093 https://www.youtube.com/watch?v=GdRbDnSeQXg&list=PL3KFKOfmI1eChW_uH89bZRleQyOWh7ONn
Media	https://www.edugas.co.uk/qualifications/media-studies-gcse/#tab_keydocuments https://www.youtube.com/@mrsfisher8961 https://www.bbc.co.uk/bitesize/subjects/ztnygk7
Music	www.bbc.co.uk/music/introducing www.musically.com www.digitalmusicnews.com
PE	https://senecalearning.com/en-GB/blog/free-edexcel-pe-gcse-revision/ https://pages.theeverlearner.com/2023-edexcel-gcse-pe-revision https://www.bbc.co.uk/bitesize/examspecs/zxbg39q
Spanish	www.language-gym.com www.senecalearning.com www.conjuguemos.com





Good Luck!

If your child is in Year 11 and their GCSE exams are in the near future, please use the advice and guidance in this booklet to help you plan out your child's time over the coming months.

We frequently meet students who tell us that they have left it too late or that they don't know where to start revising. The purpose of this booklet is to provide you with the support that you can then use with your child, and prevent them from any unwanted worry or distress.

As always, if there is anything that you are unsure about, or have any further questions, please contact the school via email or telephone, and we will get back to you as soon as possible:

Email: office@christtheking.notts.sch.uk

Tel: 0115 955 6262

Website: www.christtheking.notts.sch.uk

'Trust in the Lord with all your heart and lean not on your own understanding' Proverbs 3:5

'My advice is never do tomorrow what you can do today. Procrastination is the thief of time' Dickens

'Success is the sum of small efforts, repeated day in and day out' Collier

