

Welcome

“How to support your child through the Y11 exams”



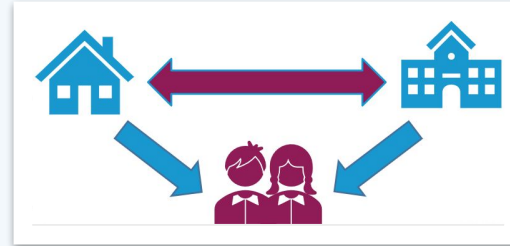
Niall Sully
Assistant Principal

Raising Progress & Achievement

**Thank you for attending.
We will begin at 6pm**

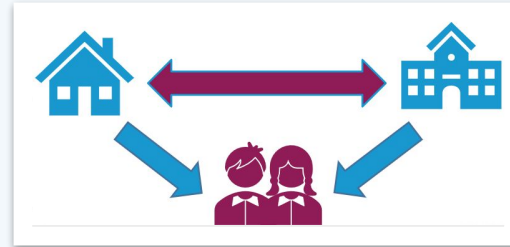
“How to support your child through the Y11 exams”

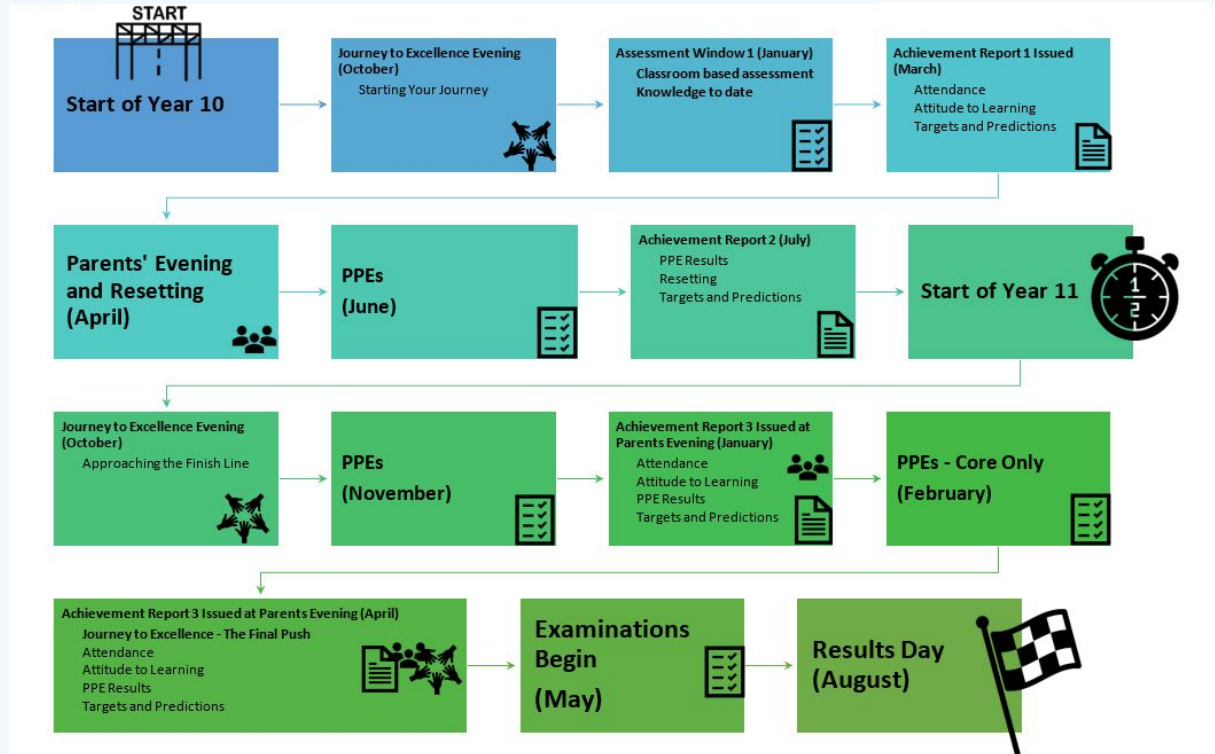
- The journey so far
- Support in school
- Effective revision
- Support at home



“How to support your child through the Y11 exams”

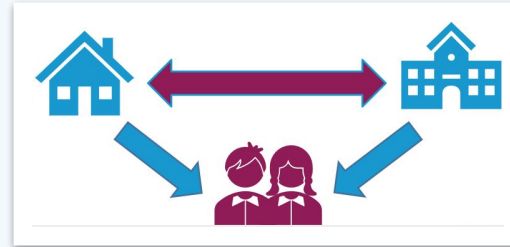
- The journey so far
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“How to support your child through the Y11 exams”



- The journey so far
- Support in school
- Effective revision
- Support at home





Maximising Curriculum Time - The Immersive Timetable

Tells you what students can expect in and out of lessons from now until the last exam.

|  | |  | | | | | | |
|---|-----------------|---|---|---|--|---|---|-----------------|
| WK | Day | Warm up | Period 1 | Period 2 | Period 3 | Period 4 | Period 5 | Booster |
| 1 | Mon 1 June | | L Band - Sci R Band - Sci/Ps PE (1hr) | Block C As-Bs, Es, Gg, Hi, Pe, Pe, Rm, Se, TSci PL x 4 | Block B Ar, Co-Gs, Gg, Hi1, Hi2, Ho, Hs, Ms, Pe PL x 3 | L Band - Sci/Ps R Band - En | L Band - PE → Maths Booster R Band - MA -> Science Booster | |
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Maximising Curriculum Time - The Immersive Timetable

Subject Xhr Xm = Formal Examinations

Subject* = Priority Booster

PL = Personal Learning Time

Tells you when each formal exam is (please check individual student exam timetables)

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Maximising Curriculum Time - The Immersive Timetable

Tells you where you students can expect curriculum time pre-exam

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Maximising Curriculum Time - The Immersive Timetable

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Tells you where students have additional booster sessions prior to an exam

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| | | History (1hr 50m) | | French Booster | French Writing (H = 1hr 15m / F = 1hr 10m) English WTM | | | | |
| Fri 5 June | | L Band - Ma R Band - Pe | L Band - Sci/Ps R Band - En | L Band - En R Band - Sci/Ps PL - L Band | L Band - Sci/Ps R Band - Ma | Block B Ar, Co, Gs, Gg, Hi1, Hi2, Ho, Hs, Ms, Pe PL x 5 | | | |
| | | English Language (1hr 45m) | | Biology Booster / Maths Booster (by band) | | | | | |

Pre-Exam Boosters

- Not just another lesson
- **Masterclasses** in the hall or larger spaces
- **Regrouped** classes based on priority and level
- **Carousels** taught by the strongest teachers for topics

| Period 4 | Period 5 | Booster |
|--|--|--------------|
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**Give students an experience that is positive,
different, memorable and targeted.**

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Tells you where students have finished their courses and could be completing additional revision, supervised by their class teachers.

Personal Learning

| | |
|--|--|
| Block A Ar, Bs, Co, Da, Fr, Gg, Gp, Hb, Hs, Pa, Rm PL x 5 | Block D Bs, Eg, Gg, Gp, Hi1, Hi2, Ho, It, Mu, Se PL x 5 |
|--|--|

Personal Learning require structure and high expectations, despite the course being finished. We achieve this by ensuring that the lesson is as normal as possible:

- A starter slide
- Mini White Boards for students to share their focus for the next 60mins
- Circulation and check in
- Addressing poor ATL
- Rewarding effort and commitment.

All students
will have



We support students by providing them with resources that they can use in their PL time

Personalised Home Learning

| Strategy | Actionable Concept | Why it Works |
|----------------------|---|--|
| Personalise via Gaps | Tasks based on individual PLCs (Personalised Learning Checklists) or recent PPE QLA (Question Level Analysis) data. | It stops students from "revising" what they already know to feel comfortable. |
| Step the Complexity | Use "1-3-5" tasks: 1 definition, 3 quick-fire facts, 5 high-mark application questions. | It builds momentum and prevents the "blank page" paralysis of big questions. |
| Make it Tangible | Have a physical output: a flashcard set, a blurt, a marked-up model answer, or self assessed exam style practice. | "Reading" is invisible; a mind map is evidence of cognitive load. |
| Model the 'How' | Provided with "Success Criteria Checklist" for a specific question types. | It turns an abstract 6-mark question into a concrete "to-do" list. |
| Time-Box Tasks | Tasks set by time (e.g., "Spend 15 minutes on X") rather than quantity. | It teaches time management and reduces the urge to spend too long on the basics. |

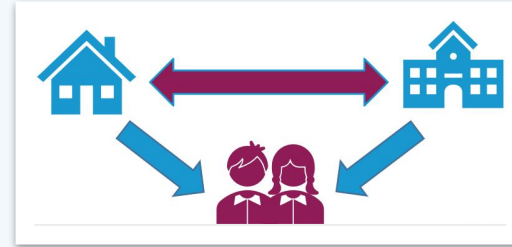
Y11 Study Space

- **Exclusive** use for Year 11's
- A space to **complete revision**, home learning and find important **information** regarding **exams, boosters and support**
- **Open** before school, breaktime, **lunchtime, after school**
- **Supervised** by Assistant Principal or Head of KS4
- **Revision resources** are provide including: revision guides; past papers; subject specific revision materials; PLCs; subject revision cards; revision timetables.
- **Students** are rewarded for their participation



“How to support your child through the Y11 exams”

- The journey so far
- Support in school
- **Effective revision**
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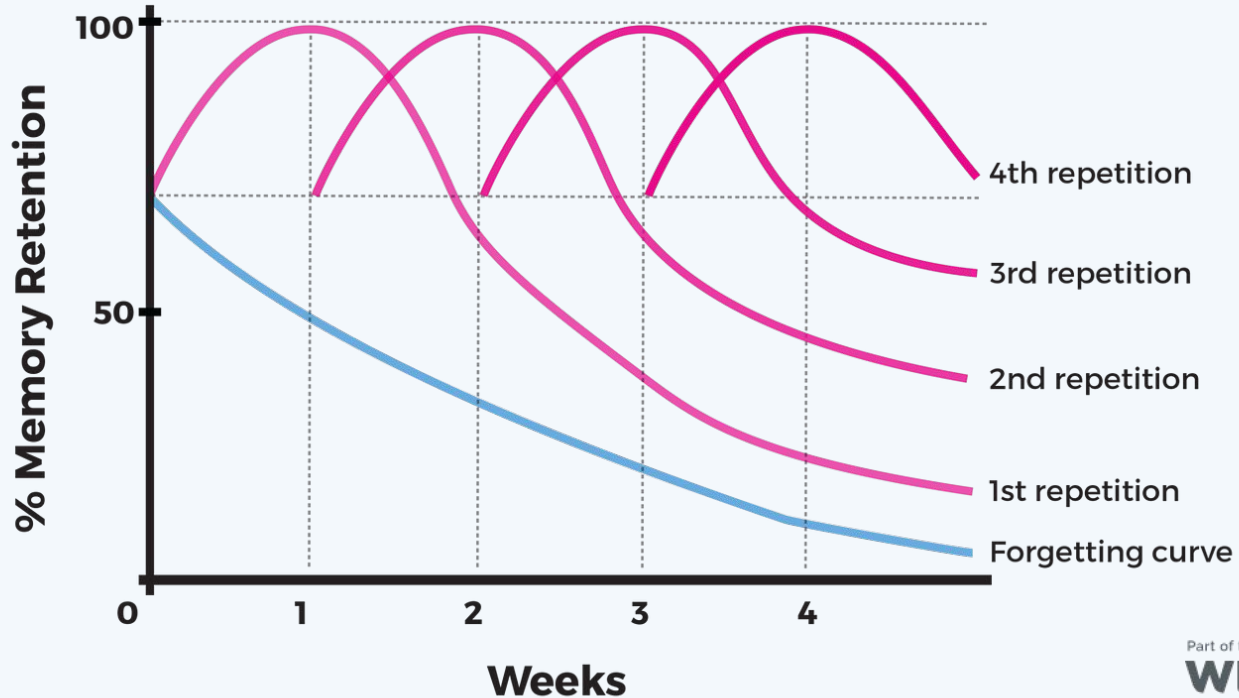
What do you need to do

| Novices | |
|---------|--|
| | Little relevant background knowledge |
| 1 | Relies on working memory |
| | Lacks effective mental representations of successful performance |
| 2 | Has not automatised necessary procedural knowledge |
| | Only has explicit knowledge |
| 3 | Problem solving requires following clear steps |
| | Sees superficial details |
| | Learns little when exposed to new information |
| 4 | Learns best through explicit instruction and worked examples |
| | Is more likely to experience cognitive overload as attention is swamped by new information |
| 5 | Struggles to transfer principles to new contexts |

- Working Memory **has limited capacity**, therefore it struggles when it is overloaded.
Suggestions: Welcoming, ordered, quiet working environment.
- Procedural knowledge/ memory is **how** to complete a task.
Suggestions: You will need practice the techniques used in the subject. Use the instructions provided by teachers, in revision resources/ revision guides. Then practise by writing exam answers for example.
- Suggestions:** You will need to ensure that you have your these instructions with you when completing tasks. Use Google Classrooms and read any instructions properly in order to ensure you are doing it correctly. Check if unsure.
- Explicit instruction is teaching, from a teacher.
Suggestions: Attend lessons, interventions, boosters. Use accredited online instructional videos, as this is also an example of explicit instruction.
- These issues occur due to the issues with Working Memory.
Suggestions: Chuck information down into appropriate sections and repeat it to ensure you are not swamped and that it is no longer new information. Use PLCs to inform revision timetables.

Curve of Forgetting

For newly learned information



English Language Revision



The Analytical Edge: Aiming for Grades 7+

At this level, students must still have the foundation

- **Complex punctuation**
- **Varied Sentence Structure:** Ask them to review their past work and highlight every sentence that begins with "The." Challenge them to rewrite those sentences using different openers (e.g., starting with a preposition, or an adverb).
- **Using real world examples - to connect with today's society**

If writing about space for example...

"They sent Katie Perry into space, imagine if she made first contact with extraterrestrial life, it would be a firework"



English Literature Revision

The Foundation: Aiming for Grades 4, 5+

Goal: Secure the "Who, What, Where, and When." At this level, marks are often lost due to gaps in basic plot knowledge or an inability to recall key events. The priority is **retrieval practice**.

- **Flashcard Memorization:** Use tools Quizlet for core quotations. They should aim for 5–10 high-impact quotes per character and 5–10 per theme.
- **Plot Timelines:** If they are struggling to remember the order of events, have them draw a chronological timeline of the text on A3 paper. This provides a mental map of the narrative.
- **Character Profiles:** Create a "Character Bio" for major figures. Include three key adjectives for each and one specific event that proves that trait.
- **The "So What?" Drill:** For every key event they study, ask them: "What does this tell us about the character?" Keep the answers short, sharp, and focused.

English Literature Revision



The Analytical Edge: Aiming for Grades 7+

Goal: Connect themes to the writer's craft. Students at this level have the knowledge; now they must connect the dots. They need to stop retelling the story and start **analysing** the author's choices.

- **Thematic Mind-Maps:** Instead of character maps, move to thematic maps. For example, if the theme is "Power" in *Macbeth*, they should map how *Macbeth*, *Lady Macbeth*, and *The Witches* all relate to this single theme.
- **Arcs and progression of characters** - how do they link together
- **Contextual Integration:** Students often "bolt on" context at the end of a paragraph. Challenge them to weave it into their analysis. Why did the writer write this - how did the time influence the writer and visa versa.
- **Practice Paragraphs:** Don't write full essays yet. Write 15-minute "timed paragraphs" focusing on a specific extract. This builds stamina and forces them to prioritize quality over length.

English Revision



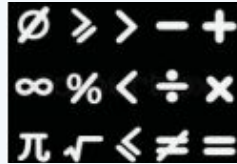
Essential Tips for Every Student

- Unlike **Language**, which is primarily a **skills-based** discipline, **Literature** is **knowledge-heavy**. It requires students to hold an entire "world" of a text—its characters, plot, themes, context, and quotations—in their heads.
- To revise effectively, students must move from passive reading (reading the book through) to **active retrieval** and **practice** (testing what they know and can do). **Positive Reinforcement:** Revision is mentally exhausting. Celebrate their small wins, such as completing a timed task or learning three new pieces of vocabulary.

**Attend your interventions
and boosters**

IF NOT
now
WHEN?

Maths Revision



The Foundation: Aiming for Grades 4, 5+

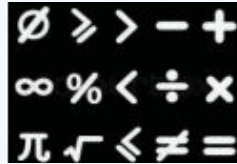
RAG Rating (Red-Amber-Green): Encourage them to go through their specification checklist.

- **Red:** Don't understand it at all. (Needs teaching/watching a video).
- **Amber:** Can do it with help. (Needs practice).
- **Green:** Can do it independently. (Needs review).

The "Show Your Working" Rule: Even if they can do the maths in their head, they *must* write it down. At this level, method marks are often the difference between a Grade 3 and a Grade 5.



Maths Revision

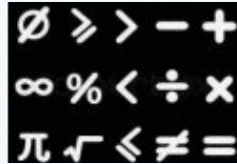


The Analytical Bridge: Aiming for Grade 7+

At this level, the focus shifts to **application and multi-step logic**. Students need to be comfortable dealing with questions that span different topics—for example, using algebra to solve a geometry problem.

- **The "Why" Behind the Method:** Instead of just practicing "how" to do a question, challenge them to explain "why" they chose that method. This deepens conceptual understanding.
- **Wordy Problems:** Grade 6–7 questions often wrap simple maths in long, confusing sentences. Encourage your child to highlight the key numbers and translate the text into a mathematical equation.
- **Correction Logs:** When they get a question wrong, they must write down:
 1. The correct method.
 2. *Where* they went wrong (e.g., "I misread the question," "I used the wrong formula," "I made a basic arithmetic slip").
 3. A similar question they will try again in 48 hours.

Maths Revision



Essential Tips for Every Student

- Unlike many other subjects, Maths is not a "reading" subject; it is a "**doing**" subject. Reading through notes is largely ineffective. Success in Maths comes from active problem-solving and the ability to diagnose one's own mistakes.
- **The 15-Minute Rule:** If they are stuck on a question for more than 15 minutes without progress, they must stop, look up the solution or a worked example, and then try the question again from scratch without looking.
- **Use the Mark Scheme:** When they complete a practice paper, the marking process is the most important part. They must be brutal with themselves—if they missed a negative sign, that is a mark lost. They need to understand the examiner's perspective.

**Attend your interventions
and boosters**

IF NOT
now
WHEN?



BE AMBITIOUS

BE ORGANISED

BE FOCUSED

BE PREPARED

BE AN EXPERT


BE PRACTISED

REVISION SKILLS


REVISE. REVIEW. SUCCEED.

Revision Week









REVISION SKILLS



REVISE. REVIEW. SUCCEED.





BE AMBITIOUS

BE PREPARED

BE ORGANISED

BE AN EXPERT

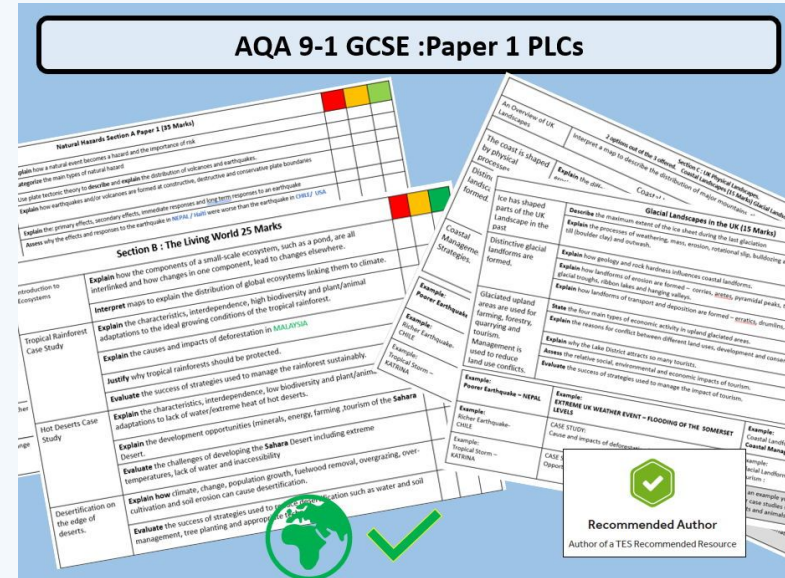
BE FOCUSED

BE PRACTISED

Prioritise: PLCs

- **Audit Your Knowledge (RAG Rating):** Review the list of topics in your subject's PLC. Color-code them based on confidence: **Red** (do not understand), **Amber** (need more practice), **Green** (confident).
- **Targeted Revision:** Prioritise studying the red and amber areas. Do not waste time re-reading topics already marked green.

AQA 9-1 GCSE :Paper 1 PLCs



The image shows a collage of AQA 9-1 GCSE Paper 1 PLCs. A grid at the top right is used for RAG rating, with columns for Red, Amber, and Green. The PLCs include topics like 'Natural Hazards Section A Paper 1 (15 Marks)', 'Section B: The Living World 25 Marks', 'Tropical Rainforest Case Study', 'Hot Deserts Case Study', 'Desertification on the edge of deserts', 'The coast is shaped by physical processes', 'Glacial Landscapes in the UK (15 Marks)', 'Coastal Management Strategies', 'Power Earthquakes', 'Tropical Storms - MONSOON', 'Power Earthquakes - ISLIP', 'Extreme UK Weather Event - Flooding of the Somerset Levels', and 'Coastal Landscapes in the UK (15 Marks)'. A 'Recommended Author' badge is visible in the bottom right corner of the collage.

Prioritise: PLCs

- Continuous Updating: Update the PLC as you progress. Move topics from red to amber to green as your understanding improves.
- Compare with Specification: Use the PLC to check that all specification points are covered, ensuring no topic is overlooked.
- Apply the 2-3-5-7 Rule: Revise topics on day one, then again on days two, three, five, and seven to aid memory retention.

Available in the Y11 Study Space

Part one: Medicine Starts Still

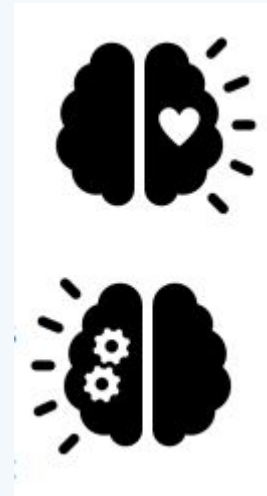
| Medieval medicine | Get it | Not Sure | Nothing at all |
|--|--------|----------|----------------|
| Approaches to medicine including natural and supernatural | | | |
| Ideas of Hippocrates and Galen (4 humour) methods and treatments | | | |
| The medieval doctor + their training | | | |
| Beliefs about cause of illness | | | |
| Medical progress | Get it | Not Sure | Nothing at all |
| The contribution of Christianity to medical progress and treatment | | | |
| Hospitals | | | |
| The nature and importance of Islamic medicine and surgery | | | |
| Surgery in medieval times, ideas and techniques | | | |
| Public health in the Middle Ages | Get it | Not Sure | Nothing at all |
| Towns and monasteries | | | |
| The Black Death in Britain - beliefs about its causes | | | |
| The Black Death in Britain - treatment and prevention | | | |
| The Black Death in Britain – effects | | | |



Effective Revision

Active Recall Techniques

- **Blurting:** Choose a topic, then create a mind-map or bullet-point list of everything you know about it without looking at notes.
- **Teach It:** Explain a topic aloud to a parent or friend to check for fluency.
- **Flashcards:** Use the PLC topics to create flashcards, focusing on, rather than just reading, them.



What is 'Blurting'?

1. Blurting is an active recall technique that helps you remember key information.
2. It involves writing down everything you can remember about a topic **without looking at your notes**.
3. After blurting, you check what you got right and what you missed, then fill in the gaps.



Why is it effective as a revision strategy?

- **Forces your brain to retrieve information**, strengthening memory.
- Helps **identify gaps** in your knowledge.
- Encourages **active learning** instead of passive rereading.
- Mimics the recall process needed in exams.



How to Use Blurting for Revision

1. **Choose a topic** (e.g., key themes in *A Christmas Carol*).
2. **Close your notes and write everything you can remember** on a blank page.
3. **Check your notes** and highlight missing or incorrect information.
4. **Fill in the gaps** and review weak areas.
5. **Repeat regularly** to reinforce learning.



REVISION SKILLS

TOPIC: _____ DATE: _____

1. Use this space to list or mindmap all your knowledge about this topic.



2. Now check your revision guide/book and use this space to list any information you missed in your blurt.

3. Use this space to note priorities and methods for revision.

REVISION SKILLS

TOPIC: English Lit: Ozymandias

DATE: 3rd Feb

1. Use this space to list or mindmap all your knowledge about this topic.

WHERE → Paper 2, Section B, Power & Conflict.

Summary → The shattered remains of an ancient statue of a king are described

- They are in the desert surrounded by nothing.
- The inscription beneath the statue indicates he was arrogant and obsessed with power.

Meaning/ Messages →

- The corrupting influence of power
- The ultimate power of nature over man

3 Quotes

- 'Sneer of cold command' ← tyranny
 disapproval ↓ emotionless ↓
- 'Look on my works, ye Mighty, and despair'
 ↑ command ↑ Capitals ↓
- 'Nothing beside remains.' ← irony, abrupt, isolation

2. Now check your revision guide/book and use this space to list any information you missed in your blurt.

← The narrator meets a traveller who tells him about the statue

- * Written as a sonnet (usually love themed) reflecting his ego.
- * Iambic pentameter mirrors his tyrannical control
- * Inspired by unearthing of statue of 'Ramesses II'.
- * Pharaoh's believed their power was divine and would live-on.

3. Use this space to note priorities and methods for revision.

Context →
Structure → Seneca.



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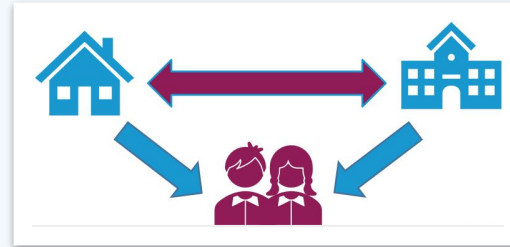
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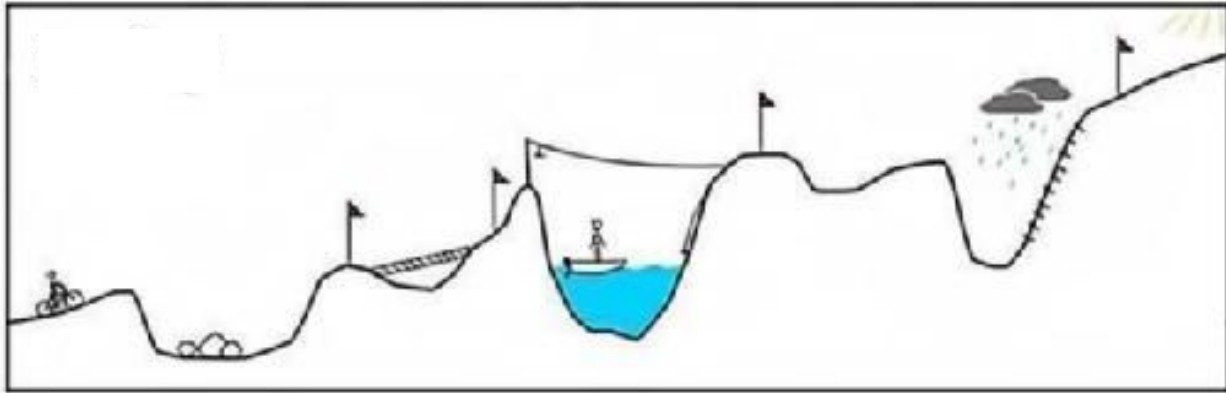
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| | | | |
| <p>Revise Physics - Paper 2 with Tute GCSE Revision Live 14 June 2026 Scheduled for 14/06/2026, 18:00</p> <p>Notify me</p> | <p>Revise Chemistry - Paper 2 with Tute GCSE Revision Live 11 June 2026 Scheduled for 11/06/2026, 18:00</p> <p>Notify me</p> | <p>Revise Maths - Higher - Paper 3 (Calculator) with Tute GCSE Revision ... Scheduled for 09/06/2026, 18:00</p> <p>Notify me</p> | <p>Revise Maths - Foundation - Paper 3 (Calculator) with Tute GCSE Revision ... Scheduled for 09/06/2026, 18:00</p> <p>Notify me</p> |
| | | | |
| <p>Revise Biology - Paper 2 with Tute GCSE Revision Live 7 June 2026 Scheduled for 07/06/2026, 18:00</p> | <p>Revise English Language (AQA) - Paper 2 with Tute GCSE Revision Live 4 ... Scheduled for 04/06/2026, 18:00</p> | <p>Revise Maths - Higher - Paper 2 (Calculator) with Tute GCSE Revision ... Scheduled for 02/06/2026, 18:00</p> | <p>Revise Maths - Foundation - Paper 2 (Calculator) with Tute GCSE Revision ... Scheduled for 02/06/2026, 18:00</p> |



“How to support your child through the Y11 exams”

- The journey so far
- Support in school
- Effective revision
- Support at home





A marathon, not a sprint


Assisting with
Revision



One of the many secrets to doing well in examinations, is staying calm – easier said than done. This really comes down to feeling in control, and you can help your child to feel this way by helping them map out revision routines. This is most effectively done by creating a timetable in a central area of the house, ticking off sessions, and constantly talking about how the revision is going.

It is important that the timetable also has the breaks, exercise and the activities they enjoy mapped out. All of this can help ensure that the balance between work and relaxation is good!


SCHOOL WEEK REVISION



**TOPICS TO REVISE
THIS WEEK:**

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|-----|--------|---------|-----------|----------|--------|
| 3-4 | | | | | |
| 4-5 | | | | | |
| 5-6 | | | | | |
| 6-7 | | | | | |
| 7-8 | | | | | |
| 8-9 | | | | | |

I FEEL CONFIDENT WITH :



LESS CONFIDENT WITH:

Creating the Climate for Success

Creating a calm atmosphere at home is a quick win to reducing stress caused by examinations, but it can be easier said than done.

You may notice your child is more irritable or short tempered. This is typical and understandable.

Try to be flexible around exam time. When your child is revising all day, do not worry about household jobs left undone or untidy bedrooms.

Staying calm yourself can help. Having the whole family's support and understanding is important too. Remember, exams do not last forever.





Keeping Active

Exercise can help boost energy levels, clear the mind and relieve stress. It does not matter what it is – walking, cycling, swimming, football and dancing are all effective.

Activities that involve other people can be particularly helpful

Good Routines

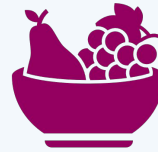


One of the best things you can do for your child is to make sure they are in school for the start of the day... every day.

Having clear routines will help your child manage their focus and time, and get into a consistent rhythm ready for the examinations.

Agree on a suitable morning wake-up – it's OK being in school, but it helps if your child is alert and ready for learning.

Agree on a reasonable bedtime – many students are still tired from irregular sleep patterns. This can cause unnecessary stress and strain.



Eating Healthy

A balanced diet is vital for your child's health, and can help them feel well during exam periods.

Some parents find high-fat, high-sugar and high-caffeine foods and drinks, such as energy drinks, cola, sweets, chocolate, burgers and chips, make their children hyperactive, irritable and moody.

Where possible, involve your child in shopping for food and encourage them to choose some healthy snacks.

Make Time for
Treats



With your child, think about rewards for doing revision and getting through each exam.

Rewards do not need to be big or expensive.

They can include simple things like making their favourite meal or watching TV.



Avoid Adding Pressure

Support group Childline says many children who contact them feel that most pressure at exam time comes from their family.

Listen to your child, give them support and avoid criticism.

Before they go in for a test or exam, be reassuring and positive. Let them know that failing is not the end of the world. If things do not go well they may be able to take the exam again.

After each exam, encourage your child to talk it through with you. Discuss the parts that went well rather than focusing on the questions they found difficult. Then move on and focus on the next test, rather than dwelling on things that cannot be changed.



Having someone to talk to about their work can help. Support from a parent, tutor or study buddy can help young people share their worries and keep things in perspective. Encourage your child to talk to a member of school staff who they feel is supportive. If you think your child is not coping, it may also be helpful for you to talk to their teachers.

Try to involve your child as much as possible.

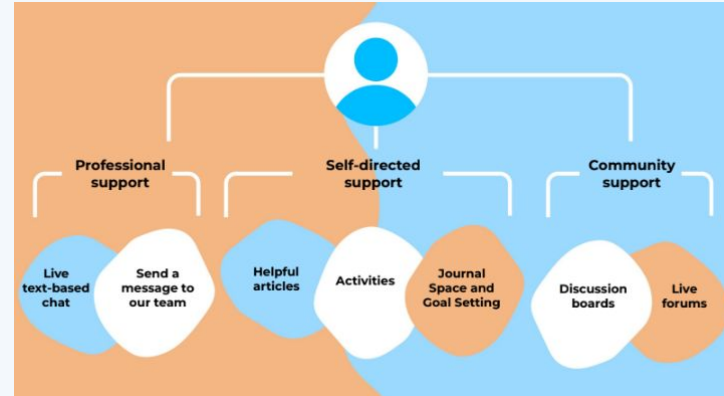
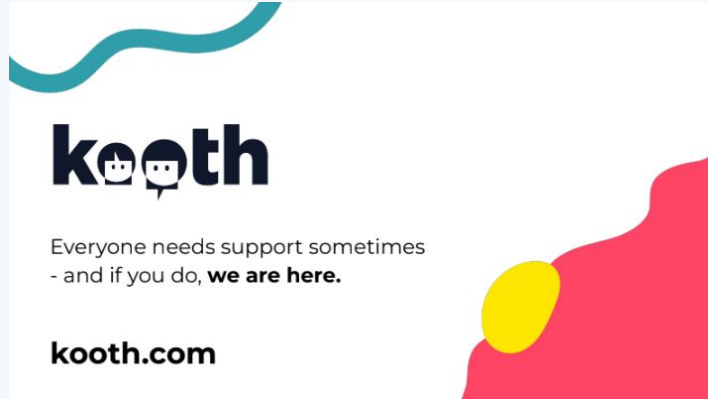
Remind your child that it's normal to feel anxious. Nervousness is a natural reaction to exams. The key is to put these nerves to positive use. If anxiety is getting in the way rather than helping, encourage your child to practise the activities they'll be doing on the day of the exam. This will help it feel less scary.

Help your child face their fears and see these activities through, rather than avoiding them.

Encourage them to think about what they know and the time they've already put into studying to help them feel more confident.

Where to seek support...

- ✓ The school
- ✓ [Childline's advice on Exam Stress](#)
- ✓ [NSPCC - Beat Exam Stress](#)
- ✓ [13 Stressbusting Tips](#)
- ✓ [Coping with Stress](#)



Supporting Wellbeing



Flora

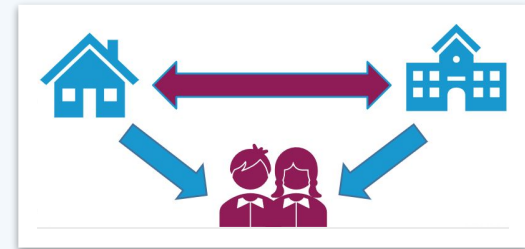
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Productivity Apps

“How to support your child through the Y11 exams”

- The journey so far [Year 11 - Wensum Trust](#)
- Support in school [Exams - Wensum Trust](#)
- Effective revision [Revision Skills - Wensum Trust](#)
- Support at home [Wellbeing - Wensum Trust](#)



Thank You

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Niall Sully

Assistant Principal

Raising Progress & Achievement

