



CLASS of 2025 PREPARING TO PERFORM

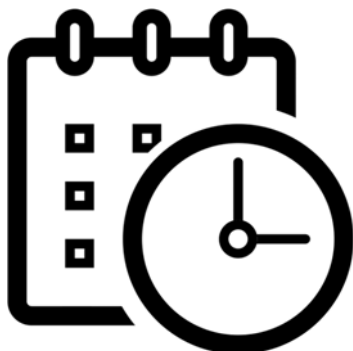
'Don't count the days. Make the days count'

RESPECT

COURAGE

AMBITION

Supporting Revision at Home



ROUTINES: Creating the Correct Conditions for Revision

Students should aim to revise most weekday evenings in a block of 90 minutes, split into three sections of up to 30 minutes with a 5–10 minute break between each section. Each section of 30 minutes should focus on a different subject/topic as this will make revision more effective.

Students should have a quiet place to revise that is free from distractions. They should be sat at a desk or table and ideally this should be the same place each time they revise.

It is important that students do not have access to electronic devices that will distract them from revision. Encourage them to place their mobile phone in a separate room whilst they are revising and encourage them to avoid energy drinks as this will make it more challenging to maintain concentration.

Establishing a routine now, if students have not already done so, is important. Please remember students should be encouraged to have a healthy balance between working and taking part in hobbies.

FOCUS: How can students prioritise?

Students should identify priority areas for revision in each subject following feedback on the last set of mock exams.

Students should plan which three topics they will be working on each evening using spending 20-30 minutes on each subject. When they are confident that they have mastered a particular piece of knowledge they should tick this off the list.

It is important that students review their revision at the end of each week and identify any topics that may need some additional revision.



SUPPORT: How should students be revising?

We recommend the following revision techniques and resources:

Flash Cards - [Retrieval Practice \(rackcdn.com\)](http://rackcdn.com)

Past exam questions – Workbooks are available from our school shop

[Revision Guide Shop - Hope Academy](#)

GCSEPod - [GCSEPod - Hope Academy](#)

Additional support can be found on the following page of the school website:

[Class of 2025 - Everything you need to know and more! - Hope Academy](#)



‘Don’t count the days. Make the days count’

General Notes

Recipe Cards

Information for parents and carers



Did you know?

PiXL Power to Perform

A DIFFERENT FISH FINGER SANDWICH

A DIFFERENT FISH FINGER SANDWICH, OR FISH BURGER. SERVES 4 AS A DIFFERENT KIND OF BUTTIE.

8 slices bread or 4 of your favourite buns
2 whole haddock fillets, weighing about 300g in total, skinned
1 small bag spread or salted nachos, crushed to the size of breadcrumbs
50g plain flour
2 eggs, beaten

A pan of vegetable oil for shallow frying or a fryer, set to 175°C.

METHOD.
Blitz or crush the nachos and pour into a bowl.
Pour the beaten egg into a separate bowl.
Place the flour into a third bowl and arrange them in the following order: flour, egg then crushed nachos.
Cut fish fillets into finger sized pieces, resembling fish fingers.
Place each piece of fish into the flour, then the egg and finally the nacho 'crumbs'.
Once all the fish has been crumbed, carefully lower into the oil and cook for 4 to 5 minutes, until golden brown.
Now the bun is up to you; I like mine toasted with lettuce, tomatoes, gherkins and mayonnaise, maybe even keep a few of those nachos for on the side.

EAT THIS DISH AND YOU WILL GAIN THESE BENEFITS.
Helps improve mood, regulates blood pressure and stabilises blood sugars.
The best time to eat this dish: At lunchtime before an exam or afternoon of revision.
Reason: Haddock is high in protein, low in fat and packed full of essential B vitamins. All the nutrients in this dish are useful for helping our bodies stay energised and motivated.
Omega 3s stimulate brain function and increase your concentration.
Wholemeal bread or buns will maintain your energy levels for longer and enhance your memory function.

This dish has been specially created by celebrity chef, Mark Lloyd.



Research shows that pupils who eat breakfast perform better in exams. Even mild dehydration can lead to tiredness, headaches, reduced alertness and diminished concentration. One of the best ways for pupils to maximise focus is to stay hydrated and to eat healthy foods.

Your brain needs energy from food to work efficiently. Eating and drinking the wrong foods like fizzy drinks, fatty and sugary foods will cause peaks in blood sugar which can lead to anxiety, fatigue and poor memory recall. Eating a balanced and nutritious diet can help pupils maintain energy levels, sleep better and avoid illness.



Research shows that eating the right foods at the right times can benefit mood and motivation, lower anxiety and even strengthen memory formation. The wrong food choices could cause pupils to feel sluggish, making learning more difficult.

What can you do?



- Work with your child to create a healthy meal plan each week. Include wholegrain carbohydrates, such as porridge oats, pasta, rice, wholemeal wraps or bread, which are important for the brain and slowly release energy. Include protein-rich foods such as eggs, meat, fish, nuts and yoghurt for greater alertness and foods high in good fats such as avocado, nuts and oily fish for brain development. Fruit and vegetables have many benefits and will provide key nutrients to support the immune system.
- Watch the videos from chef Mark Lloyd and use the recipe cards to try cooking some of the meals as a family. These recipes are designed to help your

- child perform in exams and have lasting energy. Each recipe outlines the benefits and when the best time to eat each one is - e.g. before the exam, the night before the exam, prior to revision etc.
- Help your child to snack on the right foods such as fruit, vegetables, nuts, healthy protein bars or homemade snacks. Buy a range of healthy snacks and drinks each week to support your child rather than chocolate, sweets and energy drinks. Make sure your child doesn't try new foods out before an exam as you don't know how their body will respond to them, so it isn't worth the risk near exams.

'Don't count the days. Make the days count'

General Notes

Using Flashcards

Information for parents and carers

PIXL
partners in excellence



Did you know?



Using flashcards is a repetition strategy. They are a simple 'cue' on the front and an 'answer' on the back. Flashcards engage students in "active recall", which means they are creating connections with their memory.

Research shows that using flashcards can enhance long-term learning and help students to memorise facts quickly. Flashcards are not an effective method for last-minute cramming!

Studies have found that it's more effective to review a whole stack of cards in one sitting rather than to carry them around and have students glance at them every so often.

What can you do?

Encourage your child to make flashcards as part of their revision strategy. The key is to have a question or key term on one side and the answer or definition on the other. Suggest using different colours for topics to help categorise information and to keep them neat. Flashcards containing just notes are not effective.

Try testing your child using the flashcards and give them time to digest the question before answering. If they get the answer right, don't discard the card – they need to keep repeating it again and over time.

When using the flashcards, help your child review their cards using a system. With your child, read

through this article which explains how to use flashcards effectively using a system approach: <https://www.parent24.com/Learn/School-exams/watch-how-to-study-using-flashcards-20160825>



'Don't count the days. Make the days count'

General Notes

The chunking technique

Information for parents and carers

PIXL
partners in excellence



Did you know?



Chunking is a technique which can improve the **memory**. Chunking is the process of taking individual pieces of information (**chunks**) and **grouping them into larger units**.

The chunking process encourages students to break down larger amounts of information into smaller units, identify similarities or patterns, organise information and group information into manageable units. Studies have shown that students have gone from remembering seven pieces of information to over 80 by using the chunking technique.

Research shows that chunking is useful because it can help students' memory system become far more efficient as they are able to retain information better. They will then be able to recall relevant information in their exams.

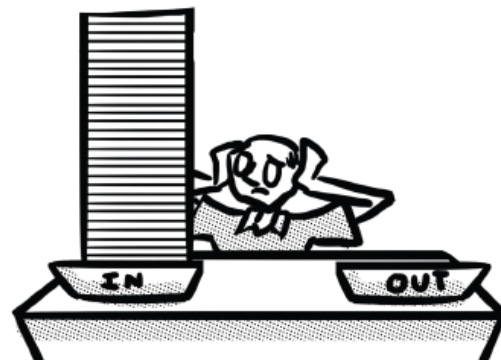
What can you do?

Support your child to **challenge themselves** to remember lists of things, whether it's a shopping list, vocabulary words or important topics they are learning about.

Help your child to **separate their revision into relevant sections** as this will help them digest everything and remember the information more easily. Encourage them to create links between different bits of information and put them into meaningful categories because it can help them remember them better.

Chunking works well if work is **organised and neat**, so help your child to use headings and titles

for different sections, use tables to summarise data, bullet points to summarise key points and also combine illustrations with text to create visual associations.



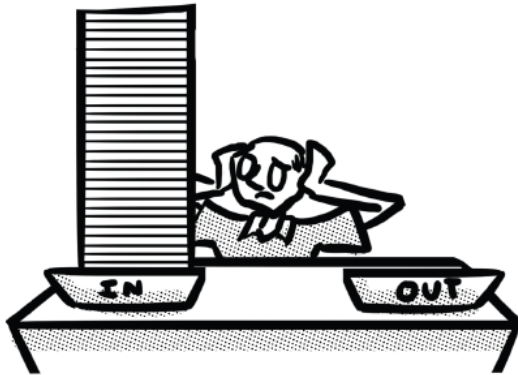
'Don't count the days. Make the days count'

General Notes

Night Before Exam Preparation

Information for parents and carers

Did you know?



Research shows that the night before an exam is a stressful time and that cramming the night before an exam only leaves pupils feeling frustrated and anxious. Studies show that getting enough rest is vital to consolidate new information, so it is best that pupils get a good night's sleep and wake up feeling refreshed.

By the time it is the night before the exam, all revision should have been done. This is the perfect time for pupils to calm their nerves and make sure that they are ready to enter into their exam well-rested and confident in their ability.

Further research shows that limiting distractions can help pupils think better and reduce stress. Distractions include social media, technology, the internet, contact with people who may cause any upset etc. Research also shows that eating a nutritious meal, exercising or completing a relaxing activity the night before an exam can all contribute towards being in the right mindset to succeed.

What can you do?



- Encourage your child to review their revision and notes, covering topics one by one. Late night revision will not be effective so help your child to refresh themselves with what they need to and then to take a break so they get a good night's sleep.
- Encourage your child to have a relaxing evening routine the night before an exam, which could include eating a good meal (but not to try anything new), reading a book, going for a walk together, doing some exercise or having a bath. Be mindful that your child will be feeling stressed: provide them with comfort and reassurance and support them to be as calm and relaxed as possible.
- Help your child to get everything ready in preparation for their exam, such as clothes they need to wear, bag, pens, equipment, revision notes, water bottle, snacks etc. This will eliminate any unwanted stress on the exam day. Make sure your child has a breakfast ready to eat the next day as well.



'Don't count the days. Make the days count'

General Notes

Supporting your child with coaching conversations

The script below is designed to help structure a coaching conversation between you and your child. The aim here is to support students' form positive habits that will help them to achieve their full potential. This may be something that you wish to revisit regularly throughout the year.

SCRIPT:

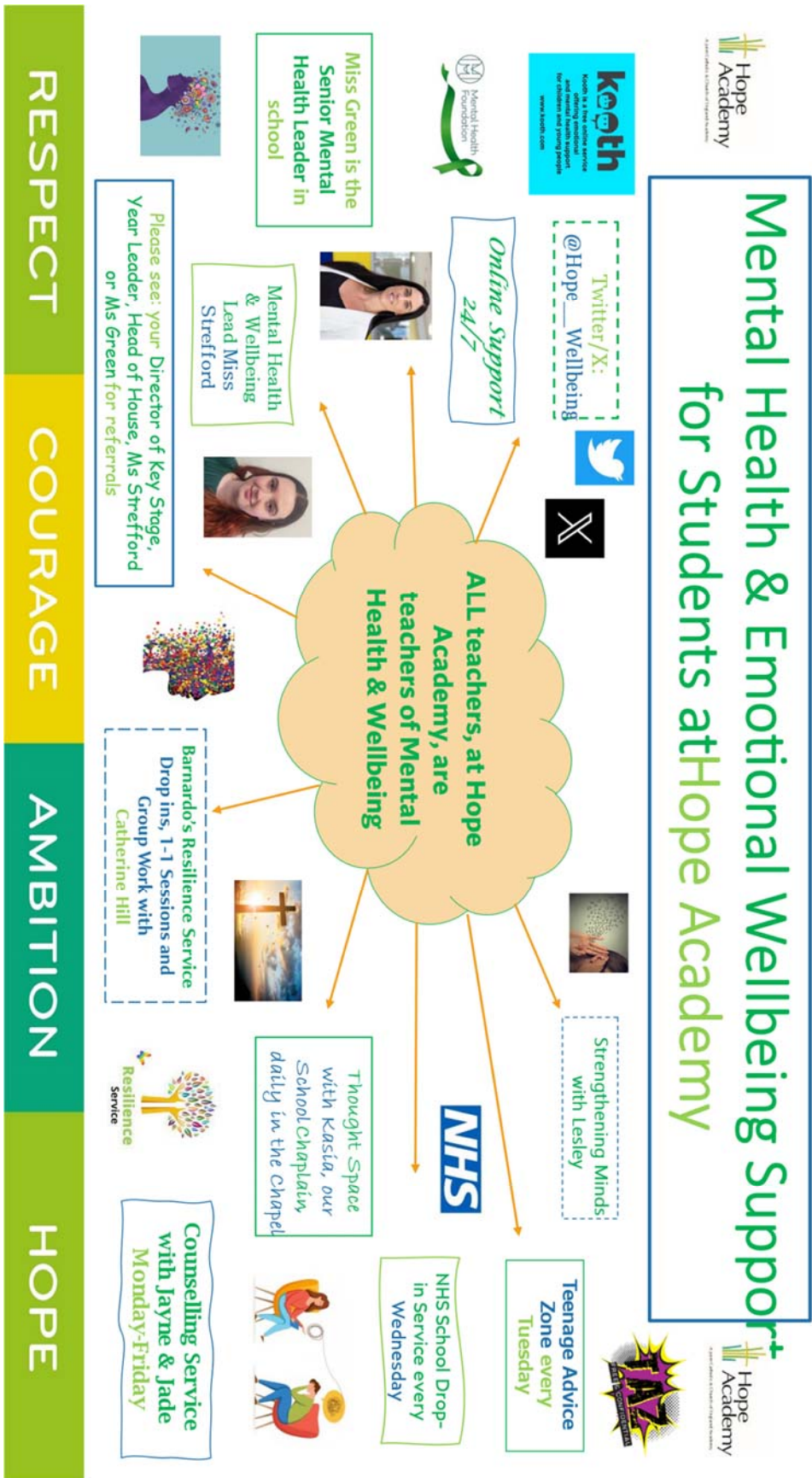
1. What are you worried about with regards to the exam? (Parent and student answer)
2. When do you feel at your most productive for revision?
3. What do you need in terms of support from me? (Tidy or quiet space at home? Food and drink? Timings?)
4. When don't you want to revise?
5. How do you feel at this time?
6. What can you do to improve your feelings towards revision?
 - a. Sleep?
 - b. Devices?
 - c. Food and nutrition?
 - d. Social time?
 - e. Rewards?
7. What have you been able to 'stick' with? A hobby? A job? A subject you do feel successful within?
8. What made that work for you?
9. How can we put those things into practice for two subjects now – one where you feel confident and one where you don't?
10. How often should we have this sort of conversation?
11. What do you want to achieve between now and...
 - a. The Christmas holidays starting?
 - b. The Christmas holidays ending?
 - c. The end of January?
 - d. The start of February half term?
 - e. The end of February half term?

List three practical things you will each do before the end of this week to start the revision process (Parent and student answer).

HELPING YOUR CHILD GET INTO GOOD HABITS PAMPHLET

'Don't count the days. Make the days count'

General Notes



'Don't count the days. Make the days count'

Raising Achievement Sessions

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY					
AM	Independent Study - Canteen									
Registration	Week A Mentor groups	A, B, C, D, E	Science – HA	DCU	English	JLE	Maths – HA	MGA	English – HA	JLE
		Science	VWH	RE - HA	CSE	Maths	API	RE	CSE	
	Week B Mentor groups	F, G, H, J, K	French	RHE	Spanish	RHE	History	JMU	Geography	SBG
		Creative Arts Computing	French/Spanish	History	History	Technology				
Lunch Time	Independent Study – Hope Centre (Invite only)									
PM	Science	Independent Study Canteen	English	Mathematics	Independent Study Canteen					

Preparing to Perform: Subject session notes

Subject	Notes
Session 1	
Session 2	
Session 3	
Session 4	

