



# REVISION

## *Matters*

Issue 2: February 2026

## SUPPORTING YOUR CHILD WITH 3 MONTHS TO GO

Welcome back to Revision Matters, your practical guide to supporting your child through their GCSES.

By now, your child may well be getting into a revision routine and you're wondering how you can help. Try these practical ideas:

- Help them to create an environment conducive to studying - a quiet space with no technology.
- Act as a 'revision buddy' by quizzing them using flashcards, notes or any other revision resource where the answers are provided.
- Ask your child what went well in a study session, what they struggled with and why that might be.
- Help them to set manageable targets for each revision session and reward them when they hit their goals.
- Help them to unwind and relax in between study sessions - take them out for a walk or a hot chocolate and talk about something else!

Mrs K Room  
Associate Senior Leader,  
Raising Standards - Year 11.

Mr S Ottaway  
Head of Year 11.

[enquiries@stjohns.excalibur.org.uk](mailto:enquiries@stjohns.excalibur.org.uk)



**“Give me five!” is a quick and easy recall activity you can do with your child.**

**Ask them to give you a list of topics for each of their subjects and, from time to time, ask them to tell you five things they know.**

**For example:**

**“Give me five things you know about meiosis in Biology” or “Give me five things you know about Lady Macbeth in English Literature”.**

**The process of recalling this information will help them to commit it to their memory so it's there when they need it in the exam.**

**In the next issue, we will include lots more active revision strategies you can use with your child as exams get closer.**

# PARENTS' EVENING - 25<sup>TH</sup> FEB

## HOW TO GET THE MOST OUT OF YOUR TIME

The final parents' evening of Year 11 is coming up and there will be no better opportunity to check in with your child's teachers.

This event is an **in-person parents' evening, at St John's**, which gives you the benefit of speaking to your child's teachers face-to-face, but does require a bit of organisation!

**Here's our guide to getting the most out of parents' evening.**

### PLAN AHEAD

Booking slots are available from Wednesday 11<sup>th</sup> February at 6pm so make sure you're ready to get online and book slots to fit around your availability.

### ARRIVE IN PLENTY OF TIME AND GIVE YOURSELF TIME BETWEEN APPOINTMENTS

The car park will be very busy, so make sure you allow time to park up ahead of your first appointment.

Most teachers will be located in the Theatre, but a handful are in other locations around school, so ensure you have a five-minute gap between appointments to enable you to get to your next one on time.

### COME PREPARED

Bring your child's report so that you have their mock results and predicted grades to hand - it will save time if teachers don't have to double-check their records.

**Bring a notepad and pen in case you need to write down any specific advice about revision or other resources.**

### PLAN WHAT YOU WANT TO ASK

You only have 5 minutes, so be really clear about what **you** want to discuss.

### Some questions you might ask are:

1. Is my child on track against their most likely GCSE grade?
2. What should they be focusing on between now and the exams?
3. Are there specific topics they should be revising?
4. Is anything holding them back from improving?
5. Are they making good use of feedback?
6. What support is available if they're struggling (e.g. interventions, revision sessions)?
7. Would you recommend any extra resources or revision guides?
8. What revision techniques would be most effective in this subject?
9. How can we best support them at home over the next few months?
10. What can we do at home to balance exam pressure and wellbeing?

### ASK YOUR CHILD

Sometimes students feel awkward about asking their teachers for help, so this is where you could step in and ask for them. Check in with your child ahead of the evening to see if there's anything they would like you to ask.

# ATTENDANCE MATTERS

## WHY BEING IN SCHOOL IS SO IMPORTANT

Two whole grades.  
In every subject.

On average, that's the difference between a St John's student with over 95% attendance and a student with less than 85% attendance.

We need to talk about attendance.

In Year 11, maintaining good attendance is more critical than ever.

For some students, there are genuine reasons that attendance at school is lower than average and, where that's the case, we work hard with students and families to support their individual needs.

However, if your child has no genuine reason to miss school, please make sure they attend regularly and punctually. At this stage, every missed lesson is a missed opportunity to improve their outcomes.

Don't let them miss out!

### ATTENDANCE: MYTHS VS REALITY

Sometimes, students have a perception that, with exams approaching, it's better for them to stay at home than attend school. Here, we 'bust' the most common myths around Year 11 attendance.

**Myth: "I'm not missing anything much today."**

**Reality:** All subjects are covering important content and/or exam preparation right up to May 22<sup>nd</sup>, when exam leave begins. They **are** missing something by not attending.

**Myth: "I'm too stressed to be in school."**

**Reality:** When students feel anxious, staying at home might give short-term relief, but being isolated from teachers and peers can actually increase worry and self-doubt.

**Myth: "All we do at school is revise and I can do my own revision at home."**

**Reality:** Students can (and should) revise subject content at home, but what we do in school goes far beyond simple revision. We answer questions, give feedback, show students how to revise, model successful answers, and teach students strategies for tackling specific questions. We spot when someone is struggling and give them the support they need.

**Myth: "I'll get much more done at home."**

**Reality:** Attending school maintains a routine. When students stop attending, sleep patterns slip, revision becomes unstructured, and anxiety often ramps up, leading to a lack of focus or panicked 'cramming'.

**Myth: "I'm too ill to go to school."**

**Reality:** OK, this could be true and we definitely don't want students to come to school if they are genuinely too ill. But, if it's a slight sniffle, or feeling a bit tired, they should make every effort to come in.

# TIME FOR A "PEPP" TALK

## UNDERSTANDING YOUR CHILD'S PERSONALISED EXAM PREPARATION PLAN

"WE DO NOT LEARN FROM EXPERIENCE... WE LEARN FROM REFLECTING ON EXPERIENCE"

Research tells us that reflecting on our experiences (thinking about what went well and what could have gone better) is one of the most powerful ways to plan for future success.

During Term 3, your child completed a questionnaire in their Wellbeing lessons, which encouraged them to reflect on their preparations for their mock exams and to set themselves some goals and commitments ahead of their final exams in the summer.

The information from this questionnaire has been compiled into a "Personalised Exam Preparation Plan" (PEPP), which will be emailed to your child by the start of Term 4. They will also receive a printed copy via their tutor.

The plan will look a little like the mock up below, and we'll let you know when they've been sent out so that you can go through it with your child.

### YOUR PERSONALISED EXAM PREPARATION PLAN

Dear Charlie,

Thank you for filling in the post-mock reflection questionnaire. Here is your Personalised Exam Preparation Plan, which is based on the answers you gave in the questionnaire and advice that we know works.

Your teachers will use this information to support you, and they may also share it with your parents to help them support you at home too.

#### Thinking about your mock results

You said:	Advice / next steps:
I was <u>quite happy</u> with my mock results overall	<ul style="list-style-type: none"><li>Think about which subjects you were most pleased with.</li><li>Why did you do well in Chemistry? Did you put most effort into this exam?</li><li>How could you improve your result in English Language? Do you know how to revise? What topics could you ask your teachers for extra support with?</li></ul>
I was most happy with:	
History	
I was least happy with:	
English Language	
My biggest goal ahead of my final exams is:	<ul style="list-style-type: none"><li>Having a clear goal can help you to focus on what you need to do. Think about this goal when revising feels tough and it will help you to stay focused.</li></ul>
To improve my Grade in English Language from a 4 to a 5 because I need it to study History A-Level.	

Use the PEPP to have conversations with your child about where they need extra support

#### My three commitments ahead of my exams are:

1. I will complete one past paper question every week for Maths under timed conditions
2. I will create a revision timetable and tick off my progress
3. I will create flashcards for my English Lit quotations and revise three quotations each week

Having clear commitments written down can help you to focus on what you need to do. Why not copy or print these out and stick them up somewhere near your study space to help you stay motivated?

- Think about how you will achieve your commitments.
- **Could you...**
  - Sign up for revision sessions at school?
  - Ask a parent / carer to help you create (and stick to) a realistic revision plan?
  - Find some past papers online?
  - Draw up a list of the topics you find most difficult and start to work through them?
  - Ask a teacher to go through something you just don't understand?

Remember to reward yourself with a little treat each time you stick to one of your commitments. Whether it's a sweet treat, watching your favourite TV show, or spending time with friends, you've earned it!

Help your child focus on the commitments they have made and reward them when they stick to them.

# REVISION PROGRAMME

## OUR TERM 4 REVISION PROGRAMME

MONDAY							
Maths Paper Society	After school	G136					
Homework Club	After school	F223					
TUESDAY							
GCSE Music Revision	Lunchtime	G140					
GCSE Art and Photography Exam Prep	Lunchtime	F230					
English Literature	After school	F222					
English Language	After school	F220					
Food NEA 2 Catch Up	After school	G112					
Textiles NEA Support	After school	G102					
DT	After school	G102					
Homework Club	After school	F223					
WEDNESDAY							
Art and Photography GCSE Extra Session	Lunchtime	F230					
Science Revision - Required Practicals	Lunchtime	L004					
KS4 Bright Sparx - Maths HWK club	Lunchtime	G101					
GCSE Computer Science	Lunchtime (Week 2 Only)	F234					
Food Theory Revision	Lunchtime (Week 1 Only)	G103					
Homework Club	After school	F223					
GCSE PE Revision & Coursework	After school	F239					
THURSDAY							
Homework Club	After school	F223					
FRIDAY							
Spanish Speaking	Lunchtime	F213					
LUNCHTIME STUDY DROP-INS							
The following rooms are available for quiet study / subject-specific support at lunchtimes							
Week 1				Week 2			
Day	Subject	Room	Teacher	Day	Subject	Room	Teacher
Monday	General	F237C	J Spicer	Monday	General	F237C	J Spicer
	English	F201*	AJS/NHO		English	F201*	AJS/NHO
Tuesday	General	L004	L Wilkins	Tuesday	General	F223	C Walker
	English	F217	K Room		English	F215	C King
Wednesday	General	G182*	S Ottaway	Wednesday	General	G182*	S Ottaway
	Maths	G101*	S Wales		Maths	G101*	S Wales
	Geog.	G119	J Kilbey				
Thursday	General	F208	F Gaskell	Thursday	General	F208	F Gaskell
	English	F218	L Eddy		English	F217	K Room
	Spanish	F213	L Mesa		Spanish	F213	L Mesa
Friday	General	G163	T Willis	Friday	General	G163	T Willis
	English	F221	S Davison		English	F216	N Butchart

\* = Computers available for revision only