



LYMM
HIGH SCHOOL

*'How to help your
child revise'*

Parent Information
and Guidance



At Lymm High School, we recognise the importance of working in partnership with parents to secure the best possible outcomes for our students. The next few months represent a crucial stage of your child's education and whilst students and parents may feel the weight of what lies ahead, we want to reassure you that we are here with you every step of the way to support, guide and advise.

We understand that encouraging your child to complete their independent revision can feel challenging and knowing where to start can be tricky to navigate. Whilst we can support students through lessons and revision sessions in school, we want to equip you with the knowledge, confidence and tools that you need to help them with independent revision at home.

This booklet has been designed to guide and support you in working with your child in preparation for both the mock exams and the GCSE external exams in the summer term. Driven by the scientific research behind learning, this booklet contains tried and tested revision methods which work on knowledge retrieval, and therefore how we can effectively move new knowledge from students' 'working memory' to their 'long-term memory'. These strategies, shared with students during Form time each fortnight, are designed to maximise productivity, improve information retention and manage stress. By reinforcing these approaches at home, you can ensure your child remains on track and motivated.

We will be providing all Year 11 students with a 'student-friendly' version of this booklet to support them throughout their preparation and ask that it is brought to school to help them get the most out of their independent study skills sessions in Form time. Within their booklet, students will also be provided with a comprehensive timetable of targeted revision sessions which will be delivered by our expert staff across each faculty. By regularly attending these additional interventions, students will have the opportunity to sharpen their skills and feel more prepared. Students will also be receiving support and guidance around their mental health and wellbeing during the mock period as we recognise that this can be a time of worry for them.

For full details of the upcoming mock exams and further links to helpful resources, please visit our school website.

SUPPORTING YOU, SUPPORTING THEM: THE YEAR 11 TEAM

WHO IS WHO?

Pastoral support:

- Mrs Wagstaff: Head of Year
- Miss McMullen: Pastoral Support Manager
- Mrs Hunter: Designated Mental Health Lead
- Ms Green: Attendance Officer (KS4)
- Mrs Jennings: Deputy Headteacher, Behaviour and Attendance

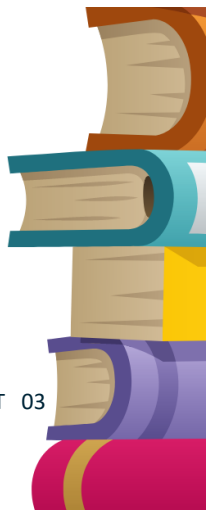
Academic support:

- Mrs Feast: Senior Deputy Headteacher, Achievement and Exams
- Mrs McGahey: Associate Assistant Headteacher, Raising Standards
- Mrs Tasker: Raising Achievement Tutor
- Mrs Monks: Exams Officer

SEND support:

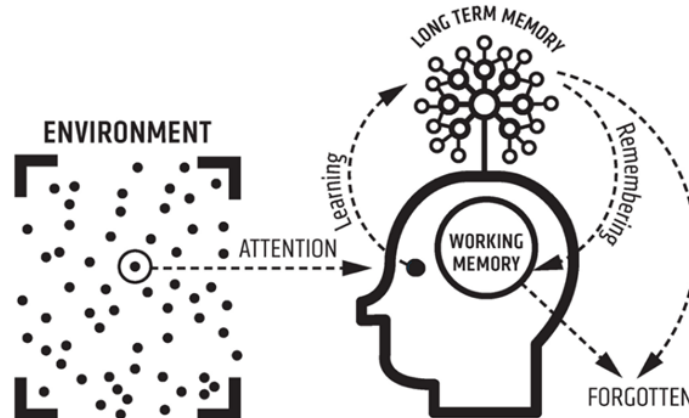
- Miss Yates: Assistant Headteacher, SENDCo
- Mrs Neal: Assistant SENDCo, Exams Access Arrangements
- Mrs Lawson-Corney, Assistant SENDCo

All email addresses for staff can be found on the school website.



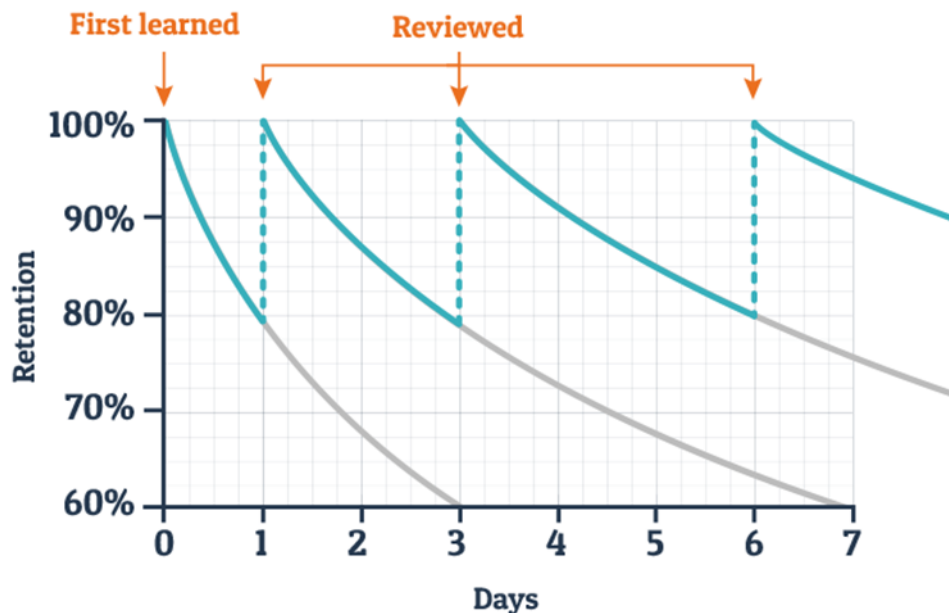
MEMORY – THE SCIENCE OF LEARNING

In recent years, there has been lots of research around the science of learning and how we learn and retain information.



1. We have a certain amount of attention to pay and this can be limited/vary depending on the individual or the environment. In the diagram above, '**attention**' means we acknowledge new information and this is then transferred into our working memory.
2. Our **working memory** is where we do our thinking and where we take in new information. We can only absorb a limited amount of information at a given time otherwise it gets crowded. *As an example, if you write down a long number and try and remember it every 30 seconds, you will be surprised how difficult this is to do!*
3. Information is processed into our **long-term memory** through '**learning**'. This long-term memory is effectively unlimited, and we can retrieve information from here back into our working memory as needed in a given moment. When we remember something, it comes from here. *As an example, this might be your phone number or address. We don't walk around thinking about those two things every second of the day but it is in our long-term memory ready to be used and retrieved when needed.* However, if we don't use the information it fades (is forgotten). **Learning is therefore a change in your long-term memory.**
4. Information in our **long-term memory** is interconnected and linked with prior knowledge. Anything that is not connected or not successfully stored well enough in our long-term memory is forgotten.
5. If students undertake enough **retrieval practice**, generating the information in their long-term memory, it increases a level of fluency within the subject. Practice makes perfect!

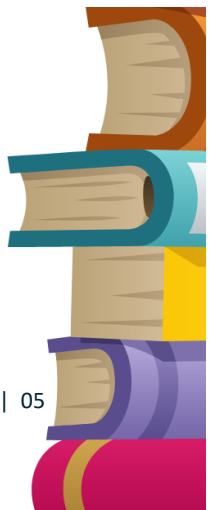
Forgetting is completely natural. Research has shown that over time you forget a majority of what you've learnt, and it happens immediately. The following diagram outlines this process and is called the **Ebbinghaus Forgetting Curve** (1885).



Ebbinghaus proposed that humans start losing 'memory of knowledge' over time unless the knowledge is consciously reviewed time and time again. He conducted a series of tests on himself which included the memorisation of a meaningless set of words. He tested himself consistently across a period of time to see if he could retain the information. He found that:

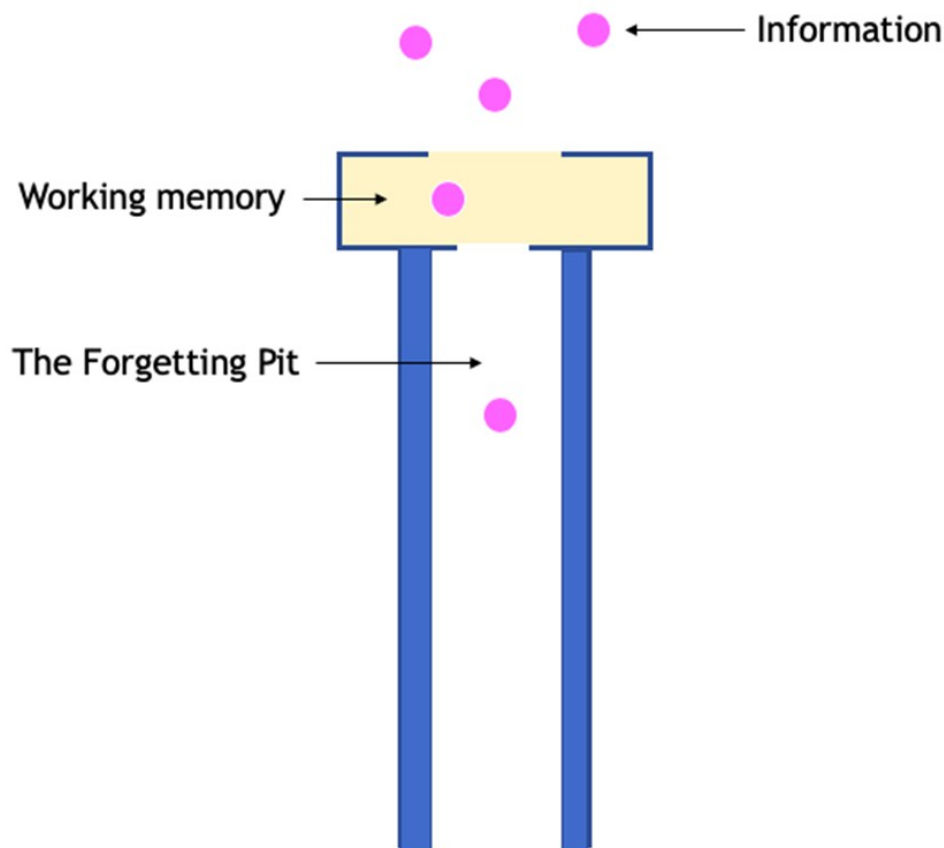
- Memory retention is 100% at the time of learning any particular piece of information (in the moment). However, this drops to 60% after 3 days.
- A range of factors affect the rate of forgetting including motivation, the meaningful nature of the information, the strategies for revision and also psychological factors (sleep, for example).
- If each day, repetition of learning occurs and students take time to repeat information, then the effects of forgetting are decreased.

According to research, information should be repeated within the first 24 hours of learning to reduce the rate of memory loss. This is why homework consolidation is really important when linked to the revision of new information!



THE FORGETTING PIT

The forgetting pit, by contrast, refers to the mental struggle students face when they feel they've forgotten something they previously understood. It's that moment of frustration when learning feels lost or out of reach. However, this 'pit' can be seen as part of the learning process. By pushing through it – using strategies like self-testing or revisiting challenging topics – students can climb out of the pit and reinforce their understanding.



What's the difference between the two?

While the forgetting curve is about how quickly we lose information over time, the forgetting pit focuses on the emotional and mental challenge of temporarily 'forgetting' something and the effort needed to retrieve it.

Both concepts highlight the importance of active, regular revision to strengthen learning.

THE KEY PRINCIPLES OF EFFECTIVE REVISION

All students are individuals, and many often find their own preferred style of revision. However, as you will have picked up from the science behind memory retrieval, just reading through notes has been shown to be highly ineffective. Students need to process and interact with the information in order to maximise retention.

Equally, simply 'cramming' information the night before a test or assessment is not considered an 'effective' method of revision. **Cramming** is the practice of studying a large amount of material in a short period, usually just before an exam. While it can help students remember facts temporarily, it often leads to high stress and poor long-term understanding of the subject.

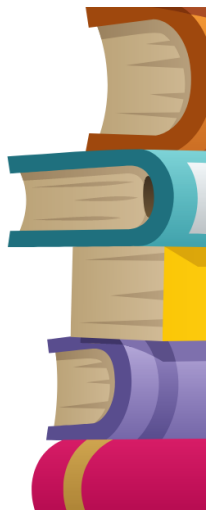


Instead, students must use the recommended revision strategies (overleaf) over a period of time. This is known as **spacing**.

Spacing is a study technique where students spread their revision over time instead of cramming all at once. This approach leverages the spacing effect, which indicates that information is more easily recalled when learning is distributed over intervals. Spacing promotes better long-term retention and deeper understanding of the material.

This method allows students to experience:

- **Improved transfer of knowledge:**
Better application of knowledge to new situations.
- **Reduced anxiety:**
Promotes a positive study experience, increasing motivation.
- **Enhanced study skills:**
Encourages effective habits like self-testing and retrieval practice.



In summary, what do we know about memory?

- Consistent practice and revisiting previous material strengthens memory and boosts learning.
- Our working memory is finite and limited, so overloading this or cramming for revision doesn't work.
- Information, if not revisited, is 'lost' from our memory.

TRIED AND TESTED: THE MOST EFFECTIVE REVISION METHODS

The Core Four - The Lymm way of learning



**“Practice does not always make perfect,
but it does make permanent”, Doug Lemov**



TRIED AND TESTED: FLASHCARDS



1.

Identify

What are you creating flashcards on?

Do you have the resources you need?

Knowledge organisers
Textbooks
Lesson materials



2.

Design

1 Question per flashcard.

Making them concise and clear.

No extended answer questions.

To help with organisation you can colour code your flash cards per subject.



3.

Use

Read the question

Say your answer out loud
OR
Write your answer down

Check your answer

Put your flashcards in two piles, correct and incorrect.

Quiz yourself on each card at least three times.



4.

Revisit

Resist the questions you got wrong.

Did you just forget? Or make a small error that can be corrected?

Do you need to go back to your notes?

Do you need further help from your teacher?



5.

Review

How have you performed when you look back at your answers?

Which flashcards need to be repeated next time?

Is your knowledge secure? If so, move onto applying knowledge in that area in exam questions.

TRIED AND TESTED: SELF QUIZZING



1.

Identify knowledge

Identify knowledge/content you wish to cover.



2.

Review and create

Spend around 5-10 minutes reviewing content (knowledge organisers/class notes/text book)

Create x10 questions on the content (If your teacher has not provided you with questions)



3.

Cover and answer

Cover up your knowledge and answer the questions from memory.

Take your time and where possible answer in full sentences.



4.

Revisit

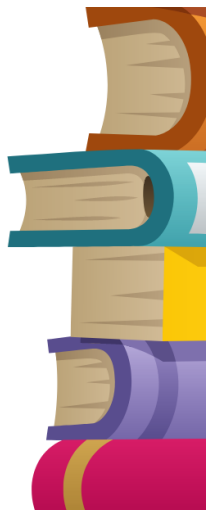
Go back to the content and self mark your answers in **green** pen.



5.

Review

Review the areas where there were gaps in knowledge, and include these same questions next time.



TRIED AND TESTED: MIND MAPS



1.

Identify knowledge

Select a topic you wish to cover.

Do you have the resources you need?
Knowledge organisers
Textbooks
Lesson materials



2.

Identify sub topics

Place the main topic in the centre of your page and identify sub topics that will branch off.



3.

Branch off

Branch of your sub topics with further detail.

Try not to fill the page with too much writing.



4.

Review

Is the information on your mind map accurate?

If you need to correct anything



5.

Revisit it

Place completed mind maps in places where you can see them frequently.

Use it to help you prioritise your revision, you can RAG rate it.

TRIED AND TESTED: BRAIN DUMPS



1.

Identify knowledge

Identify knowledge/content you wish to cover.

Do you have the resources you need?

Knowledge organisers
Textbooks
Lesson materials

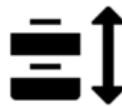


2.

Write it down

Take a blank piece of paper/white board and write down everything you can remember about that topic. (with no prompts)

Give yourself a timed limit (e.g. 10 minutes)



3.

Organise information

Once complete and you cannot remember any more use different colours to highlight/underline words in groups.

This allows you to categorise/link information.



4.

Review

Compare your brain dump to your K/O or book and check understanding.

Correct any incorrect information.

Add any key information you have missed (key words) in a different colour.



5.

Revisit

Keep your brain dump safe and revisit it.

Next time you attempt the same topic try and complete the same amount of information in a shorter period of time or add more information.

TOP TEN REVISION MYTHS:

WHAT TO WATCH FOR & HOW TO OVERCOME THEM

1. **Cramming the night before works best**

Some students believe that last-minute cramming is effective. In reality, this approach leads to poor retention. Encourage regular, spaced-out revision for better results.

2. **Re-reading notes is enough**

Simply reading through notes may give the illusion of learning, but it's not effective on its own. Encourage active revision techniques like summarising, quizzing or mind-mapping.

3. **All revision sessions should be long and uninterrupted**

Long revision sessions can cause cognitive fatigue and reduce focus. Look for signs of overworking and encourage short, focused sessions with regular breaks.

4. **Revision only needs to happen during study leave**

Some students assume revision can be left until study leave. Help them understand that starting early and gradually building up revision is far more effective.

5. **I don't need a revision plan; I'll just study what I feel like**

Without a structured plan, students may focus on subjects they enjoy rather than those where they need the most improvement. Encourage the use of a personalised revision timetable.

6. **I should revise in silence for it to be effective**

While silence helps some, others work better in a different environment or by quizzing with friends. Encourage your child to find what works best for them.

7. **More time spent revising equals better results**

It's not about the number of hours but the quality of revision. Ensure your child isn't confusing time spent revising with effective learning.

8. **Revision means no time for fun or relaxation**

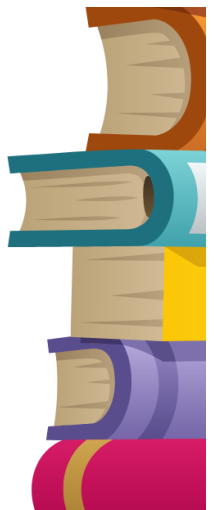
It's important for students to balance revision with downtime. Look for signs of burnout and encourage regular breaks and relaxation.

9. **I have to revise alone to be productive**

Some students think solo revision is the only option. Group study or discussing topics with friends can be an effective way to reinforce learning.

10. **I can't revise until I feel motivated**

Waiting for motivation can delay revision. Encourage your child to start small and build momentum, as action often leads to motivation.



DEVELOPING REVISION ROUTINES AND EFFECTIVE HABITS

Students need to establish a strong routine and have some goals. We need to encourage students to consider what they want to achieve in their revision session. Developing healthy habits which work towards achieving that desired goal are incredibly powerful. Getting 1% better every day counts for a lot in the long run.



Forming good revision habits:

- **Make it obvious** – revise in one area, leave your materials out ready to support organisation and ensure routines are stuck to. Ensure your environment is clear, uncluttered and comfortable.
- **Start small and build up** – reduce distractions where and when you revise. Get your family to encourage the creation of a revision timetable and place it somewhere visual in your house. Ensure someone else is knowledgeable of this timetable to enable accountability and aid support. Start revising for short periods and build up over time.
- **Make it attractive** – collaborative focused revision (with friends) is beneficial (alongside attending interventions or revision sessions) but you could also ensure there is a 'reward' at the end of a revision session. *If I complete this, I can do this.* Write a revision contract.
- **Make it satisfying and rewarding** – challenge yourself, track your own revision progress and ensure you stick to your revision timetable. Small steps build success and motivation. Use Personalised Learning Checklists (PLCs) to support. Focus on *I'm a hard worker* rather than *I want a Grade 8*.

CREATING AN EFFECTIVE REVISION ENVIRONMENT

Goals are good for setting a direction but systems are best for making progress. We know that working memory can only hold a small amount of information at once. Therefore, in order to revise and learn effectively, you should use techniques which free up your working memory and stop it from being overwhelmed. One way is working in an environment which is free from distractions.

Find a quiet, tidy room with minimal distractions – your bedroom, library or classroom.

Put your revision timetable, exam timetable and other documents visible on your wall

Make sure you have a drink and snack with you, staying hydrated and full is important



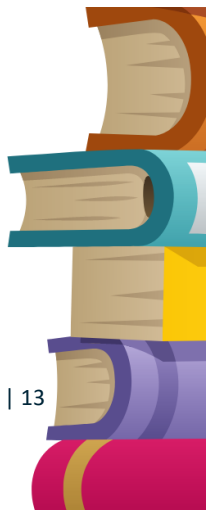
Whilst phones can be a useful resource at times, research has found that they have a negative impact on revision and learning. Phones can reduce concentration, impact the effectiveness of our working memory, impact negatively on sleep due to the bright lights and distractions and reduce motivation. Similarly, research has also found that through listening to music whilst revising, you are more likely to remember the lyrics to the song than the material you are revising.



Put your phone in another room, it is too much of a distraction -

Loud music is a distraction, if you must listen, it needs to be low tempo, without lyrics

Have all your revision materials and stationary on your desk ready to go - make it obvious



CREATING A REVISION TIMETABLE

We encourage our students to plan their revision so that they know exactly what they are going to focus on and when they are going to do it. This is a visual commitment to their independent study. Here are some top tips:

1. Collate all your topics and determine where you need to focus your time. Which subjects and topics do you need to target?
2. Create a table for a week with 30–45-minute revision slots and breaks built in.
3. Include revision that you can complete in school through attending revision sessions or the silent revision room.
4. Be sure to block off any time that you know will be used for other things (i.e., sports fixture or time at the gym, etc).
5. Write the topics in the table (leaving 2 days before revisiting to see what you remember).
6. Type it up so you re-use it and edit it. Ensure it is easy to check and find.
7. Put it somewhere visible and tick off completed sessions = see the success! Ensure someone at home also has ownership of it. It will support motivation.

The below example revision timetable involves only English, Maths, Science and R.S. to show how a timetable may look but please ensure all subjects are included depending on the focus at a given moment.

Subjects	English	Maths	Science	R.S.			
	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
30 mins	Reactions	Biblical experiences	Buddhism	Features of theatre texts	Atoms, electrons and protons	Experiences of an author	Properties
30 mins	The late romance plays	Expansion	Features of compounds	Partial fractions	Buddhism	Partial fractions	Features of theatre texts
30 mins	Equations	Act One character and plot	Algorithms	Properties	Features of compounds	Theme of Power and Control	Experiences of an author
30 mins	Properties	Buddhism	Theme of Power and Control	Act One character and plot	Algorithms	Equations	Expansion

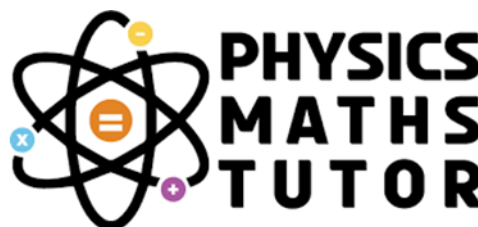
USEFUL REVISION RESOURCES

Many departments will recommend a particular revision guide and/or workbook. If purchasing other revision guides, please be careful to make sure that they match the exam board and specification your child will be sitting. Our school website contains links to school recommended revision guides under 'Academic' and 'Revision'.

There are also many online revision resources available. The school subscribes to Tassomai, Sparx Maths and Seneca. However, there are many more online revision websites, with various interactive activities plus practice exam questions, available.



Sparx Maths



English (AQA exam board):

- Mr Bruff on Youtube: for both English Language and Literature
- Tassomai now also have an English module which students can access through their app.

Maths (AQA exam board):

- Sparx Maths
- Corbett Maths

Science (AQA exam board):

- Tassomai
- Cognito Science
- Physics and Maths Tutor (PMT)



FINAL TIPS

Attend to achieve

One of the single most important factors in determining the outcomes of students at GCSE is their attendance. We want to remind our students and parents in the importance of attending to achieve. By securing excellent attendance, students are able to:

- Stay on top of key lesson knowledge which can support a healthy approach to work and stress.
- Have access to the wealth of intervention opportunities on offer for them to sharpen their skills and feel more prepared to succeed.
- Be supported through our pastoral and mental health teams in maintaining emotional strength and resilience.
- Achieve their full potential.

National data tell us...

100% attendance

= **85% chance** of achieving 4+ in English and Maths

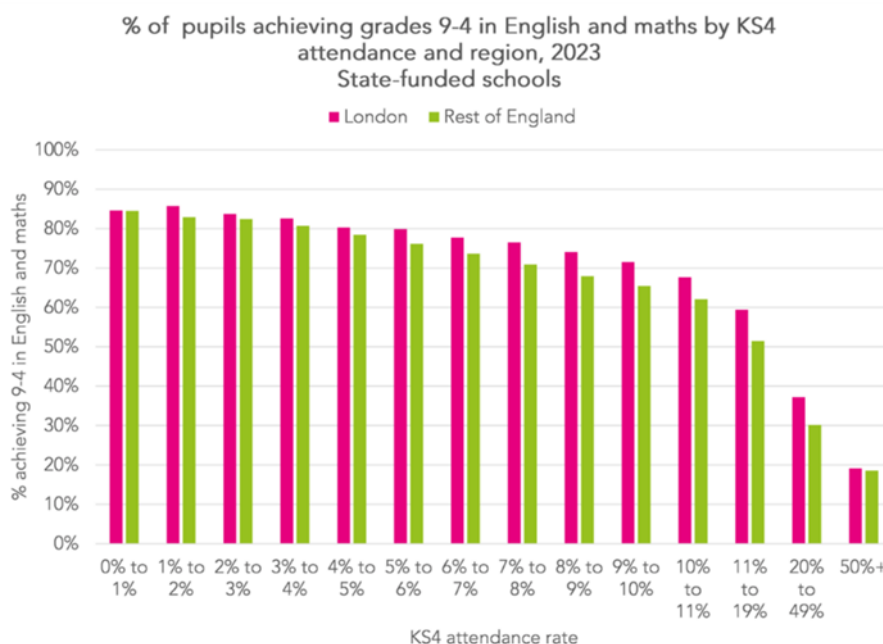
90% attendance

= **60–65% chance**

80% attendance

= **30–50% chance**

Remember, whilst 90% is perceived as a successful outcome in a test or assessment, **having 90% attendance by the end of the school year, means you have missed nearly 4 weeks of school!**



LOOKING AFTER THEIR WELLBEING

At Lymm High School we offer comprehensive support for student mental health and wellbeing. We recognise that the prospect of GCSE examinations can feel daunting and cause some of our Year 11 students to feel overwhelmed. We are passionate about early intervention and equipping students with the tools they need to develop their emotional resilience and feel like they can overcome challenges they are experiencing. Not only do we have our pastoral team, we also have a designated mental health lead and two regular school counsellors who support our students. We also have a school nurse who attends weekly to offer 'drop in' support.

Designated Mental Health Lead: Mrs R Hunter (rhunter@lymmhigh.org.uk)

School Nurse 'Drop In': Wednesdays at break time (based in Student Services)

Below and overleaf are helpful and useful organisations who can offer support for student mental health and wellbeing

Beat – 'Beat Eating Disorders Support'



National Charity Website offering eating disorder support and advice
<https://www.beateatingdisorders.org.uk>

The Mix



The Mix provides a free confidential telephone helpline and online service that aims to find young people the best help, whatever the problem. You can: call 0808 808 4994 for free – lines are open from 11am to 11pm every day.
https://www.themix.org.uk/?gclid=EAlaIqobChMikcvrgYPM6AIVhrTtCh3R6AWFEAAAYASAAEgKtbfD_BwE

PAPYRUS – Prevention of Young Suicide Charity



PAPYRUS' HOPElineUK is for young people (aged under 35) who are having thoughts of suicide and anyone who is worried about a young person who may be at risk of suicide.
<https://papyrus-uk.org/>

Shout – Advice Line



Shout provides free, confidential support, 24/7 via text for anyone at crisis anytime, anywhere. You can: text **SHOUT** to 85258 in the UK to text with a trained Crisis Volunteer and text with someone who is trained and will provide active listening and collaborative problem-solving
<https://www.crisistextline.uk/>

The Warrington School Health Service



The school health service supports young people with a variety of health concerns. The health service can be accessed directly using the link below, via the GP or school staff referral. Our School Nurse can also be accessed confidentially by our students on a Thursday lunchtime 'drop in' from 1.15-2.10pm. (See page 13)
<http://bridgewater.nhs.uk/warrington/warrington-school-health/>

Wired' Warrington Young Carers Service



Warrington Young Carers service supports young people with in their role as a carer by providing one to one support and group support both within school and within the local community.
<https://www.mylifewarrington.co.uk/kb5/warrington/directory/service.page?id=GngJMcCMfJ4>

Chat Health



This award-winning messaging helpline platform provides a safe way for users to anonymously get in touch with a healthcare professional via their mobile phone. (See page 15)
<https://chathealth.nhs.uk/>



LOOKING AFTER THEIR WELLBEING

Happy? OK? Sad?



Warrington emotional wellbeing signposting website with advice, guidance and links to support for young people and adults both locally and nationally.

<http://happyoksad.org.uk>

CAMHS



Warrington CAMHS website offers advice and signposting if young people are struggling to cope with their feelings or you are concerned about risk.

<https://www.nwbh.nhs.uk/camhs-warrington>

To help explain what CAMHS support is, see the helpful guides for Young People from Mind and YoungMinds below:

- <https://www.mind.org.uk/information-support/for-children-and-young-people/understanding-camhs/>
- https://youngminds.org.uk/find-help/your-guide-to-support/guide-to-camhs/?gclid=EAIaIQobChMIypz55_LG6AIVhbHtCh3U3QJHEAAYASAAEgJABfD_BwE

Students can also access support by using the 'Tell US' app. This is a confidential way to access help and speak to someone within the school environment about any worries or concerns.

<https://www.lymmhigh.org.uk/tell-us/>

Young Minds



Mental Health Advice and Signposting for Young People.

<https://youngminds.org.uk>

Young Minds also have a crisis messenger service for young people to access 24/7:

- <https://youngminds.org.uk/find-help/get-urgent-help/youngminds-crisis-messenger/#youngminds-crisis-messenger>

Kooth.com



Free online counselling support, peer support and advice forums for young people.

<https://www.kooth.com/>

ChildLine



24 Hour advice and support line for Young People

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

NHS Mental Health Helplines:



Visit this website for a comprehensive list of helplines highlighted by the NHS for emotional wellbeing and physical wellbeing needs.

<https://www.nhs.uk/conditions/stress-anxiety-depression/mental-health-helplines/>

Mind – UK Mental Health Charity



This website highlights support services in your local area alongside looking at specific mental health difficulties and tips to help. Below is a support section we have highlighted for Young People.

<https://www.mind.org.uk/information-support/for-children-and-young-people/>

Child Bereavement UK



Support service for young people following the loss of a loved one. (See page 8)

<https://www.childbereavementuk.org/>



FINAL TOP TIPS

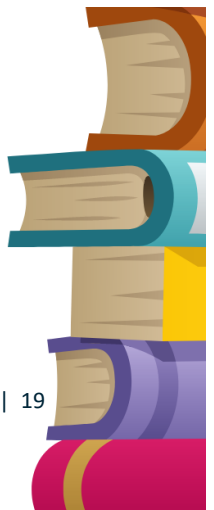
WHAT CAN PARENTS/CARERS DO TO HELP?

- ✓ Help your child to get in the right frame of mind
- ✓ Be ready for stress – stay calm and help them deal with it Help your child plan revision
- ✓ Agree a reasonable revision programme and help them stick to it Provide a quiet calm environment for them to revise in Provide plenty of food and drink, treats and rewards
- ✓ Provide resources – revision guides / stationery / past exam papers and mark schemes
- ✓ Be overwhelmingly positive

WHAT CAN STUDENTS DO TO HELP THEMSELVES?

- ✓ Maximise attendance – be in school, on time, each day.
- ✓ Attend as many revision sessions as possible - Exam tips from teachers can make all the difference. Remember, many of our staff are examiners for the exam boards and can therefore share those all important ‘top tips’.
- ✓ Revise at home - Make a reasonable revision timetable and stick to it. Completing revision through intervention sessions in school and taking advantage of the revision room from 3.10–4pm can help to alleviate some of the pressure too!

Further subject specific guidance will be shared with students via their classroom teachers in the run up to the mock exams. If students have any specific queries, please encourage them to get in touch with their teachers in the first instance.





To successfully complete exams, we ask that students have the following equipment, and follow the JCQ examination guidelines as listed below:

- Black ballpoint pens.
- Pencils.
- Ruler, rubber and sharpener.
- Protractor and compass.
- Scientific calculator.
- Any pencil cases must be clear/transparent.
- Any bottles of water must be in transparent bottles with labels removed.
- No watches of any kind to be worn into the exam venue.
- All phones/smart watches must be switched off and placed in pouches as usual. These will need to be left in bags outside the exam room.

