

Advice to parents – Presentation by Michele Miller – notes written by Miss Cronin

Parent - how do you currently help?

- Share

Sometimes it feels like all you do is nag.

Anatomy of teenage brain – watch out

- They are naturally negative
- Rarely see how good they are
- Not good at judgement or logic
- Risk-takers
- Spaghetti thinking – one thing goes wrong and they turn it into a mountain

When something bad happens were you prepared?

You are in the eye of the storm at the moment – how do you react when something awful happens? Be calm – get them to take time out and then deal with the situation.

When you hear your child being pessimistic – do you wait until they are calm before dealing with it?

How do you prepare now so there is less stress nearer the exams?

How long should they study for?

Discuss their revision with them.

Parents should support each other.

Today they were taught why revision is important – really emphasised the value of learning. Shown slides of 3<sup>rd</sup> world countries and their struggle to learn.

What does success look like? Have that chat with them.

GCSEs - why bother? Choices.

Tell them about your approach to education – currency to open doors.

Whose 'job' is your revision? You – the child? It is not enough just to be here.

Learning is like exercise. Unless you get off your backside – no progress.

Hard work beats talent.

Hard work outperforms talent.

What do you know about growth mindset?

Flea experiment – my target is a 3 – try to outperform it with hard work.

Attitude is important – parents, you are their role models – when you are stuck what do you do?

Am I motivated / organised / know how to revise?

Becoming 'ready' will take many 25-30 minute steps.  
Study sessions of 30 minutes are recommended.

30 minute chunks are key – well planned so they know what they want to achieve.

How to revise:  
UCLA research offers great advice

Best revision:  
Self-testing  
Spreading revision over time (using distributed practice)

Lots of revision is simply slippery

Short-term memory keeps revision in short term memory for 2-3 days.

GCSEs – 2 years of work to be revised – Get the information into long term memory.

Ebbingham's Forgetting Curve – revisit using self-testing and distributed practice. Keep going back.

The Leitner system – put the information onto flash cards. Take the principle of this and use it to distribute the practice.

Flashcards for basic recall e.g. keywords.

Revision gives children confidence when they go into exams.

Flashcards where they write a definition.

You can get involved by testing them.

Memory maps (ineffective if too much writing) – get them to code it so they are using their brains to elaborate on their condensed information.

Podcast/Youtube revision – wasting time unless you then use to answer a question for instance.

Need to know maths formulae

Get the basics right – sleep / diet / exercise

Turn off phone – there should be no interruptions. Really focused half an hour then have ten minutes on the phone. Takes 11 minutes to refocus once I looked at phone.

Decide what your roles are / set boundaries.

Use the exam specification to prioritise topics that you need.

Do a chart of what you are confident on and not so confident.

Focus then on less confident topics.

Bradley Busch - The teenage brain

- Multi-tasking is difficult
- Spacing out your revision – little and often
- Interleaving – mixing up subjects
- Testing effect is the most effective
- Pupils need more sleep
- Sleep impacts on mood – improve sleep (no mobile phones in bedroom)

How much is enough? No ideal number.

Look at your evening – how much am I prepared to do? (No more than 50% of the evening)

Gold – most I am prepared to do (4x30)

Silver (3x30)

Bronze (2x30)

In a week you might do 2x gold, 3x silver, 4x bronze.

They need to start building the habit now of one 30 minute block a night.

Talk to them about how they are going to do their revision.

Choosing the location.

What am I going to do?

You have the tools now – get on with it.