



What's the point-I'm gonna **FAIL** anyway!

Revision is for **LOSERS!**

It's too **HARD!!** ?

There's too much-I don't know where to start!

I don't know how to organise my time!?

I'm never gonna use it in the future...

I don't even know if I'm doing it right...

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I am **scared to get it wrong...**

There's more to life than **GCSEs!!!!**

I **CAN'T BE BOTHERED!!** !

I will do it **LATER..**

THERE'S TOO MUCH!!!

I don't want to look stupid



LOOKING AT AT THE BIG PICTURE AND HOW CAN WE HELP?

Research shows that parental support and the relationship between teachers, parents and the learners can have a huge impact on a pupil's attitude to learning.

Barriers to Learning: how familiar are any of those shown? – what other barriers to learning do parents see/experience?

Looking at things from the perspective of the learner: GCSE exam papers e.g. Maths English and Science – There is an English Literature Paper that is 2 hours 15minutes long!

Positive attendance and punctuality - LATENESS and ABSENCE are big warning signs of a reluctance to engage with the learning or of growing/potential anxiety.

Communication - Use **positive language** around revision – celebrate when it's started and discuss how much is achieved. What are the plans for tomorrow? Talk to pupils about their targets and what they hope to achieve.

Support Network – Communication with the teachers – who is teaching your child? Email addresses?

Rewards – encourage rewards after a - certain amount of time/unit revised go on SNAPCHAT for 10 minutes etc. Pupils can control this or parents and pupils can arrange this together – an hour and a half and we can watch a programme/go for a walk/have a takeaway/chocolate together etc.

Reading – READ READ READ! Encouraging reading is a huge factor in engaging and enhancing learning

Resources – Awareness of what's available: SMHW, Revision Guides and Revision Sites etc.





PARENTAL ENGAGEMENT IN 'SUPPORTING LEARNING IN THE HOME' IS THE SINGLE MOST IMPORTANT CHANGEABLE FACTOR IN STUDENT ACHIEVEMENT.

HARRIS AND GOODALL, 2007

