



The Ellesmere Port
C of E College

Parent Forum: Assessment Preparation



Part of the
Frank Field
Education Trust

To act justly, to love with mercy and to walk humbly with our God – Micah 6:8

Assessment at EPC...

- At EPC we use our Annual Learning Programme Cycle to map out what happens during the academic year.
- At two points in the year (LP2:5 and LP4:2), pupils complete summative assessments.
- These assessments are based on everything the pupils have learnt so far in the year and provide teachers with a full and complete picture of what your child knows and what their next steps are.
- We also have an exam fortnight at the end of the school year (LP5:5 & 6). This serves a similar purpose to the summative assessments that we complete throughout the year.



Our Vision:

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to walk humbly with our God

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Our Vision...

- We want to ensure that every child understands both the importance of these assessments, as well as how they can effectively prepare for them.
- If we can develop good habits early on, then it will mean by the time pupils face external examinations in Year 11, they will already know how to revise.
- Creating excellent habits now will ensure better outcomes in the future.

Our Vision:

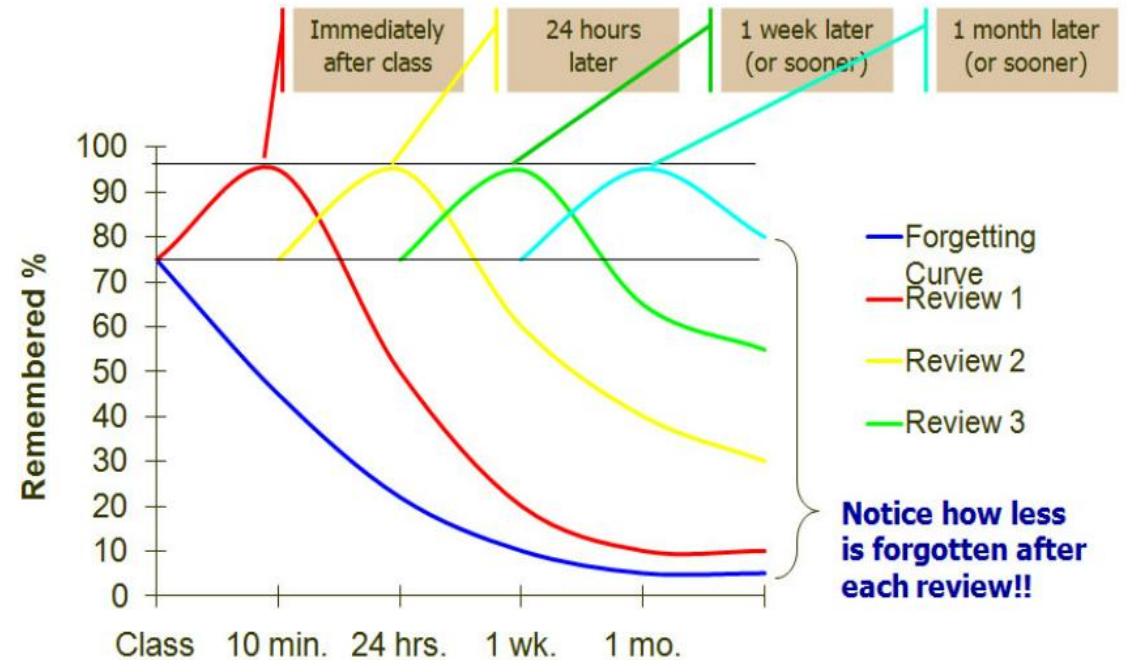
**To act justly, to love with mercy and
to walk humbly with our God**

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Why revision is important...

- Regularly revisiting information helps form neural pathways in your brain, making it a permanent fixture.
- Effective revision can help increase confidence and reduce anxiety surrounding your assessment.
- Studies have shown that an effective revision strategy can help explain up to **30% difference** in how well people do in their final exam/assessment.



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Where to start...

- Each subject creates a **'Learning Programme'** to map out the content for each part of the school year.
- These are available on the school website.
- Each subject also creates a **'Knowledge Organiser'** to identify the core knowledge pupils will need for each topic.
- These are in every pupils' book.
- Most subjects use an exercise book for your child to complete their work in. This will contain everything your child needs to revise. It will also contain PRTs and teacher feedback so your child knows how to improve on what they have already done.

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Year 7 English Learning Programme 5

The CORE skills for this LP are: COMMUNICATION, The Moral Virtues focus for this LP are: COURAGE and HUMILITY. Overview: Capital letters must be used at the start of sentences and for the first letter of longer words. Punctuation: Full stops must be used at the end of a sentence.

What will be learned about in this Learning Programme?
 Consideration of study of nature poetry and reading and writing around the theme of 'Some of them'.

What should I use it for?
 To say that I study of poetry and from fiction and from texts.

Topic	Learning Objectives	Skills
W1.1.1.1	have to complete these points present tenses in a range of genres.	present
W1.1.1.2	have to complete these points past tenses in a range of genres.	past
W1.1.1.3	have to complete these points modal verbs and infinitives in a range of genres.	modal verbs
W1.1.1.4	have to complete these points relative clauses in a range of genres.	relative clauses
W1.1.1.5	have to complete these points adjectives and adverbs in a range of genres.	adjectives and adverbs
W1.1.1.6	have to complete these points conjunctions in a range of genres.	conjunctions
W1.1.1.7	have to complete these points punctuation in a range of genres.	punctuation
W1.1.1.8	have to complete these points spelling in a range of genres.	spelling
W1.1.1.9	have to complete these points handwriting in a range of genres.	handwriting
W1.1.1.10	have to complete these points grammar in a range of genres.	grammar
W1.1.1.11	have to complete these points punctuation in a range of genres.	punctuation
W1.1.1.12	have to complete these points spelling in a range of genres.	spelling
W1.1.1.13	have to complete these points handwriting in a range of genres.	handwriting
W1.1.1.14	have to complete these points grammar in a range of genres.	grammar
W1.1.1.15	have to complete these points punctuation in a range of genres.	punctuation
W1.1.1.16	have to complete these points spelling in a range of genres.	spelling
W1.1.1.17	have to complete these points handwriting in a range of genres.	handwriting
W1.1.1.18	have to complete these points grammar in a range of genres.	grammar
W1.1.1.19	have to complete these points punctuation in a range of genres.	punctuation
W1.1.1.20	have to complete these points spelling in a range of genres.	spelling
W1.1.1.21	have to complete these points handwriting in a range of genres.	handwriting
W1.1.1.22	have to complete these points grammar in a range of genres.	grammar
W1.1.1.23	have to complete these points punctuation in a range of genres.	punctuation
W1.1.1.24	have to complete these points spelling in a range of genres.	spelling
W1.1.1.25	have to complete these points handwriting in a range of genres.	handwriting
W1.1.1.26	have to complete these points grammar in a range of genres.	grammar
W1.1.1.27	have to complete these points punctuation in a range of genres.	punctuation
W1.1.1.28	have to complete these points spelling in a range of genres.	spelling
W1.1.1.29	have to complete these points handwriting in a range of genres.	handwriting
W1.1.1.30	have to complete these points grammar in a range of genres.	grammar
W1.1.1.31	have to complete these points punctuation in a range of genres.	punctuation
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W1.1.1.36	have to complete these points spelling in a range of genres.	spelling
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W1.1.1.38	have to complete these points grammar in a range of genres.	grammar
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The Girl of Ink & Stars Knowledge Organiser

Year 7 Learning Programme 1

Character	Key Information
Isabella	The protagonist and Da's daughter
Da	Isabella's father Cartographer
Lupe	Isabella's best friend
Governor	The cruel dictator of Joya
Pablo	Family friend of Isabella and Da and son of Masha
Masha	Mother of Pablo Protective of Isabella

Whole Class Study: The Girl of Ink & Stars by Kiran Millwood Hargrave

Forbidden to leave her island, Isabella dreams of the faraway lands her father once mapped. When her closest friend disappears into the island's Forgotten Territories, she volunteers to guide the search. As a cartographer's daughter, she's equipped with ink maps and knowledge of the stars, and is eager to navigate the island's forgotten territories. But the world beyond the walls is a monster-filled wasteland – and beneath the dry rivers and smoking mountains, a legendary fire demon is stirring from its sleep. Soon, following her map, her heart and an ancient myth, Isabella discovers the true end of her journey: to save the island itself.

Key themes	Where do we see this in the text?
Fantasy	The map The wood-light
Friendship	Isabella and Lupe
Family	Isabella and Lupe Pablo and Masha
Mystery and Tension	The forgotten territories

Word	Definition
Protagonist	The leading character/one of the major characters.
Cartography	The science or practice of drawing maps.
Territory	An area of land under the control of a ruler or state.
Labyrinth	A maze.
Narrative	A story.
Redemption	The action of saving or being saved from sin, error, or evil.
Suspense	A feeling of uncertainty about what may happen.

Structural devices	Definition
Cliff hangers	A story or event with a strong element of suspense.
Foreshadowing	A warning of something that will happen later in the play.
Flashbacks	A section in a novel set in a time earlier than the main story.

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Knowledge Organisers

The Girl of Ink & Stars Knowledge Organiser Year 7 Learning Programme 1

Character	Key Information
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Whole Class Story
The Girl of Ink & Stars by Hargrave

Forbidden to leave her island, dreams of the faraway lands once mapped. When their closest friend dies, the island's Forgotten Territory volunteers to guide the sea cartographer's daughter, she with ink maps and knowledge and is eager to navigate the forgotten territories. But the world beyond the walled, monster-filled wasteland—the dry rivers and smoking, legendary fire demon is still sleep. Soon, following her map and an ancient myth, Isabella true and of her journey: to itself.

Key Themes

Key themes	Where do we see this in the text?
Fantasy	The map The wood-light
Friendship	Isabella and Lupe
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Key Words

Word	Definition
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Structural devices

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YEAR 7 — ALGEBRAIC THINKING. Sequences

@whisto_maths

What do I need to be able to do?
By the end of this unit you should be able to:

- Describe and continue both linear and non-linear sequences
- Explain term to term rules for linear sequences
- Find missing terms in a linear sequence

Keywords
Sequence: Items or numbers put in a pre-ordered order
Term: a single number or variable
Position: the place something is located
Rule: instructions that relate two variables
Linear: the difference between terms increases or decreases by the same value each time
Non-linear: the difference between terms increases or decreases in different amounts
Difference: the gap between two terms
Arithmetic: a sequence where the difference between the terms is constant
Geometric: a sequence where each term is found by multiplying the previous one by a fixed non zero number

Describe and continue a sequence diagrammatically
Count the number of circles or lines in each image.
1 3 5
What will the next number be? Can you draw the next?

Predict and check terms
Predictions: Look at your pattern and consider how it will increase.
eg How many lines in pattern 6?
Prediction - 15
If it is increasing by 2 each time - in 3 more patterns there will be 6 more lines.
CHECK - draw the next terms.
9 11 13
Linear and Non Linear Sequences
Linear Sequences - increase by addition or subtraction and the same amount each time.
Non-linear Sequences - do not increase by a constant amount - quadratic, geometric and Fibonacci.
Do not plot as straight lines when modelled graphically.
The differences between terms can be found by addition, subtraction, multiplication or division.
Fibonacci Sequence - look out for this type of sequence.
0 1 1 2 3 5 8 ...
Each term is the sum of the previous two terms.

Sequence in a table and graphically
Position the value in the sequence.
1 2 3
3 5 7
Term the number or variable (the number of squares in each image).
Graphically
Value of Term
Position
Because the terms increase by the same addition each time this is linear - as seen in the graph.

Continue Linear Sequences
7, 11, 15, 19...
How do I know this is a linear sequence?
1 increases by adding 4 to each term
How many terms do I need to make the conclusion?
At least 4 terms - two terms only shows one difference not if the difference is constant (a common difference)
How do I continue the sequence?
You continue to repeat the same difference through the next positions in the sequence.

Continue non-linear Sequences
1, 2, 4, 8, 16...
How do I know this is a non-linear sequence?
1 increases by multiplying the previous term by 2 - this is a geometric sequence because the constant is multiply by 2.
How many terms do I need to make the conclusion?
At least 4 terms - two terms only shows one difference not if the difference is constant (a common difference)
How do I continue the sequence?
You continue to repeat the same difference through the next positions in the sequence.

Explain term-to-term rule
How you get from term to term
Try to explain this in full sentences not just with mathematical notation
Use key maths language - double, halves, multiply by two, add four to the previous term etc.
To explain a whole sequence you need to include a term to begin with...
The next term is found by tripling the previous term. The sequence begins at 4.
4, 12, 36, 108...
First term

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Art & Design

In this Learning Programme we will apply our knowledge of the formal elements to design and create a large scale of the mixed-media drawing inspired by the work of Children's book illustrator Sandra Dieckmann.

Key Vocabulary

Line	A long, narrow mark or band.
Scale	Scale refers to the overall physical size of an artwork or objects in the artwork.
Mark-making	Mark making is a term used for the creation of different patterns, lines, textures and shapes.
Composition	Composition is the arrangement of elements within a work of art.
Tone	The lightness or darkness of something - this could be a shade, or how dark or light a colour appears.
Colour theory	Colour theory is the art of combining colours based on the colour wheel, an organized illustration of the primary, secondary, and tertiary colours.
Texture	Texture is one of the elements of art that is used to represent how an object appears or feels.

Colour Theory

HUE
A colour or shade.

PRIMARY COLOUR
Red, blue and yellow. All colours can be created by mixing primary colours.

SECONDARY COLOR
A colour resulting from the mixing of two primary colours.

TERTIARY COLOR
The resulting colour formed when an equal amount of a primary and a secondary colour are mixed.

COMPLEMENTARY COLORS
Colours that sit opposite each other on the colour wheel. For example, purple and yellow. Complementary colours will contrast greatly.

Grid Drawing
Grid drawing is a technique that will help improve your accuracy.

Mark-making
Mark-making is used to create texture in a drawing.

Sandra Dieckmann
Sandra Dieckmann is an illustrator, author and maker. Her work is deeply inspired by nature, drifting, thoughts and dreams. She is best known for her colourful and patterned, often intricate drawings and works in a range of media from pencil and paint to digital and ceramics.

Formal Elements

- LINE
- tone
- TEXTURE
- SHAPE
- PATTERN
- COLOUR

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MUSIC

Y7 LP1: Elements of Music (Pitch)

3:1 Notes on the Keyboard
C D E F G A B

3:2 Grand Staff
Treble Clef: C D E F G A B
Bass Clef: A C E G B D F A

3:3 PITCH - The notes on the staff
FACE in the space
Every Good Boy Deserves Football
Bass Clef Mnemonics
All Cows Eat Grass
Good Boys Do Fine Always

3:4 Accidental: symbols applied to notes which change the normal pitch of that note:
Sharp #
Flat b
Natural n

3:5 What is the mnemonic for the notes on the treble clef? FACE
3:6 What is the mnemonic for the notes on the bass clef? All Cows Eat Grass
3:7 The treble clef notes pitch and is played by which hand on the piano? The right hand
3:8 The bass clef notes pitch and is played by which hand on the piano? The left hand

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Revision Timetables

- Building a revision timetable can add **structure** to your **revision** and help you to identify which subjects you need to **prioritise** to get better marks.
- Creating a revision timetable is a great way to **organise** your study time, plus it also helps boost your **motivation** to revise for your assessments. Recognising a need for a revision timetable means that you have already made a great start to **combat assessment stress**.
- Planning out what you will revise, when you will revise it, and how you will revise it is the very first step to completing assessments successfully.

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Work *around* Homework tasks. These tasks *are* revision.

Be REALISTIC – you know what will challenge you.

Build around the school day and any activities you may have after school.

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday	Subject	Sessions Per Week
9am									
10am									
11am									
12pm									
1pm									
2pm									
3pm									
4pm									
5pm									
6pm									

Be DETAILED – write times, subjects, even topics to revise.

Aim to fit *some* revision in every day.

Plan breaks and give yourself adequate time to 'switch off' and relax after your revision.

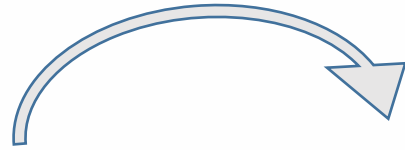
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Be Specific:

Once you have the bones of a revision timetable in place, you can now be more specific with what you will revise.



	MON	TUES	WED	THUR
4pm	Maths			
	PE			
5pm	RS			

	MON	TUES	WED	THURS	FRI	SAT	SUN
4pm	Maths	RS	English Lit.				
	MathsWatch	Christianity	'Macbeth'				
	Practice questions	Concept Map	Character Concept Map				
5pm	Practice questions	Practice questions	Character essay plan timed				
			MathsWatch				

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2. Create the right environment

Paying attention to information you are trying to revise will help ensure it is encoded into your memory. Working in a noisy environment or where there are distractions can make it more difficult for revision to be effective.

You can accommodate this by providing a desk or space to work at. Or by encouraging your child to work in a quiet space – without the distractions of the television or their mobile phone!



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3. Use different revision methods...

- Flash Cards
- Mind Maps
- Concept Maps
- Mnemonics
- Dual Coding

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Flashcards

- Flashcards are a great way of training your **memory**. They train you to actively recall information.
- You write key topics/prompts on one side and all the information you need for that topic on the other. It is essentially like writing your own revision guide! When you reveal the answer side of a flashcard to assess your correctness, you are essentially asking yourself “How did my answer compare to this correct answer?” and “How well did I know (or not know) it?” This act of reflection is known as **metacognition** and metacognition deepens knowledge. Fact.
- They will support you to feel **confident** about a topic and because flashcards exist loosely, rather than tied to a book or document, you are able to **separate them into piles** based on whether (or how often) you need to study them again.

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Buy or make some cards. Make sure that they are **small** (half A5) and that you cannot see through them.



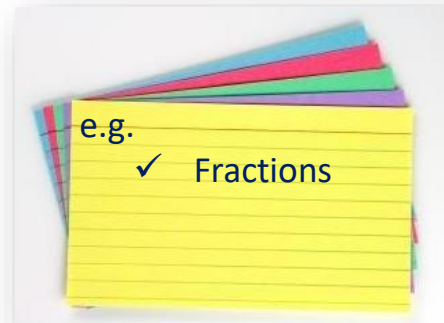
On the back, you can then list or detail the **key things (cues) you need to remember about the topic.**



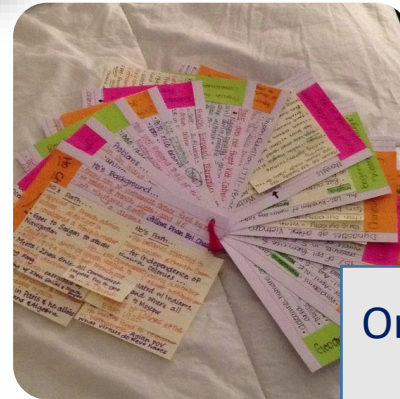
Brief e.g.

- Macbeth's friend
- Loyal, betrayed
- Ghost scene
- Quotations

Add key **subjects or topics clearly** on the front which will be your **prompts.**



You can use the prompt to **recall** the information out loud and then check it.



Or you can have someone show you the prompt and check the information as you recall it.

They are for Testing; not summarising

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Concept and Mindmaps

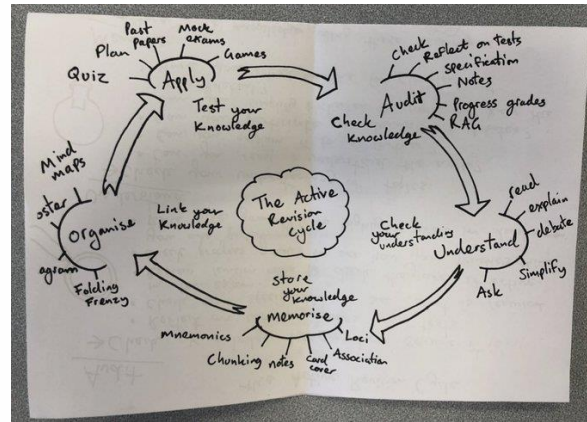
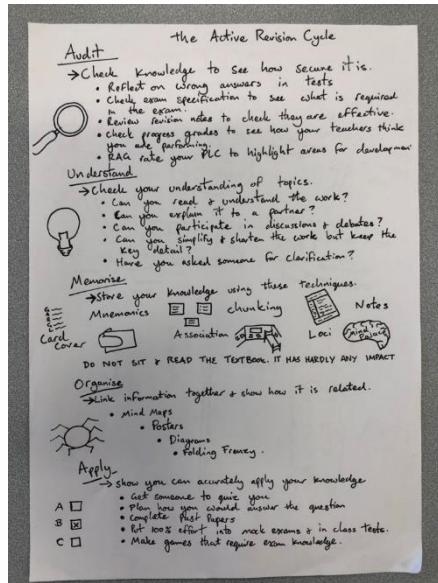
- Concept Maps are a great way of **condensing** lots of information into chunks which are **easy to digest**.
- They are very **visual** and can help you to **explore** ideas, thought processes, problems or topics.
- They can also be carried with you (via your revision files, planners or exercise books), so you can jot ideas **in lessons** and then **review them at home**.
- They can also support you to **prioritise** the information or topics you need to revise.

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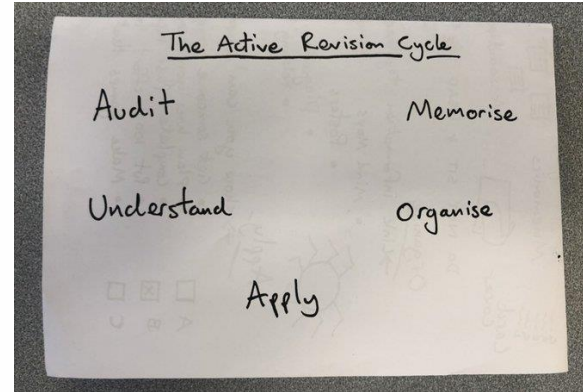
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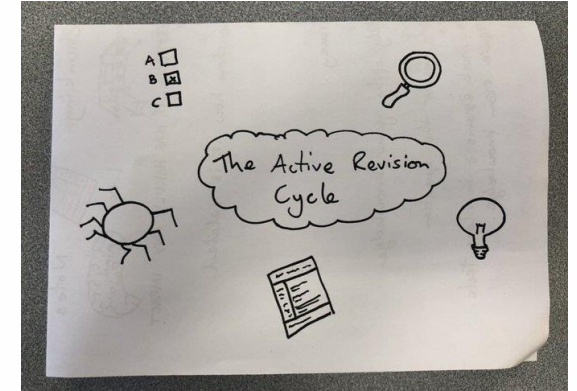
1. Start by making a page of notes on a topic. Use lots of keywords and some images



2. Then fold your notes and make a summary diagram, keeping the keywords you have used but organising the information



3. Then fold again and summarise the whole topic with 5/6 keywords



4. Lastly flip over and summarise the topic with a few images. You have now synthesised the information 4 times. You can be tested and check your knowledge in multiple ways. The more unfolded the folding frenzy, the less confident you are on a topic.

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Macbeth

Both adjectives "black" and "dewy" have negative connotations showing Macbeth as evil.

Devilish Macbeth - Act 4, Sc 1

Macbeth says that anyone who trusts the witches is damned. "I infered be the air on which they ride and damned all those that trust them" Act 4, Sc 1

He believes that nothing will stop him living - he will only die naturally and can't be killed/murdered.

"Our suffering country under a hand accus'd" - Lennox, Act 3, Sc 5

Macbeth is described as cursed.

"I am bent to know... the worst for mine own good" - Act 3, Sc 4

He feels he needs to see the witches - using the supernatural will.

What man dare? I dare! - Act 3, Scene 4

Macbeth is asserting his masculinity to Lady Macbeth.

"I had else been perfect... (on finding that Fleance lives)" - Act 3, Sc 4

"Scorpions" has connotations of stinging/pain - this suggests Macbeth's thoughts are dangerous.

If he had succeeded in killing Fleance, Macbeth feels his life would be perfect.

"I am cabin'd, cribb'd, confin'd, bound in to Saveny doubts and fears" - Act 3, Sc 4

Macbeth is scared. As Fleance lives, he is a threat to Macbeth's throne.

Macbeth manipulates the assassins into killing Banquo by making them think Banquo is responsible for their misfortune. This is similar to how Lady Macbeth...

Act One

"I have almost forgot the taste of fears" - Act 1, Sc 5

"Now does he feel his nose hang loose about him, like a giant's robe on a dwarfish thief" - Lennox, Act 1, Sc 5

Macbeth is arrogant - thinks nothing can stop him.

"Loy on Macduff" - Act 1, Sc 7

"This dead butcher and his fiend-like queen" - Act 1, Sc 7

Macbeth is convinced to go through with the murder.

"Brave Macbeth (well he deserves that name)" - Captain, Act 1, Sc 2

Macbeth is presented as a noble man.

"noble Macbeth" - Act 1, Scene 2 - Duncan

"Worthy Macbeth" - Act 1, Sc 2

Macbeth is a noble man.

"I shall never bag with doubt nor shake with fear" - Act 1, Sc 2

Macbeth is confident.

"Too full of the milk of human kindness" - Lady Macbeth, Act 1, Scene 5

She thinks he is too kind of a person to kill Duncan.

"I should against his murderer shut the door, not bear the knife myself" - Act 1, Scene 7

He feels guilty for allowing Banquo to kill Duncan.

"I think not of them" (The Witches) - Act 2, Sc 1

Macbeth tells Banquo he does not think of the witches.

"Earth, hear not my steps" - Act 2, Sc 1

Macbeth is ashamed of his actions (killing Duncan) - he doesn't want the earth (or anyone) to see what he's about.

"I wish your horses swift and sure of foot" - Act 3, Sc 1 (To Banquo)

This is two-fold as Macbeth first represents him, losing his grip on reality/stability.

"Macbeth doth murder sleep" - Act 2, Sc 2

He feels what he has done goes against nature.

"Is this a dagger I see before me" - Act 2, Sc 1

This is Macbeth's first hallucination - represents him losing his grip on reality/stability.

"Will all great Neptune's oceans wash this blood clean from my hand?" - Act 2, Sc 2

He thinks he will never see red at the guilt of...

Act Two

Act Three

"Full of Scorpions is my mind" - Act 3, Sc 2

"For Banquo's issue... the gracious Duncan I have murdered" - Act 3, Sc 1

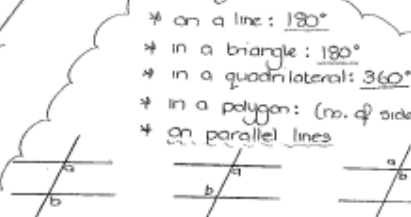
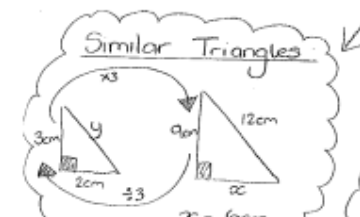
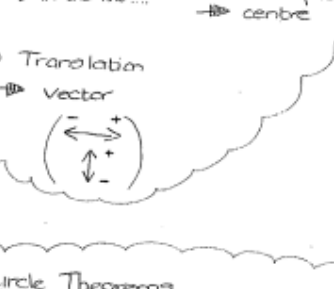
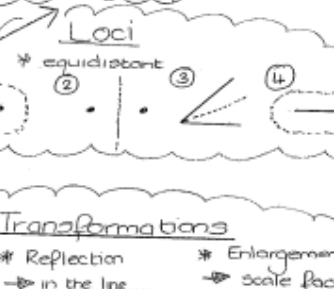
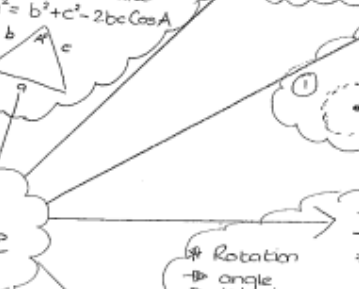
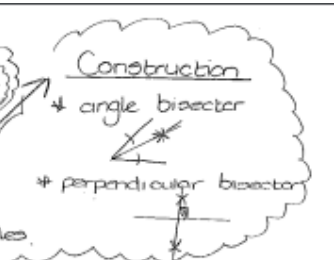
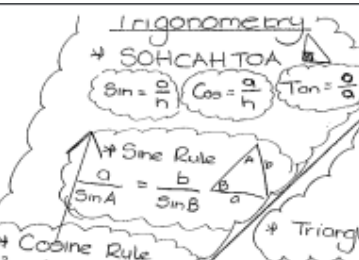
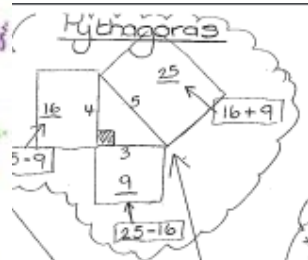
Macbeth takes issue with the fact he has put all the hard work in just for Banquo's kids to be king.

"I wish your horses swift and sure of foot" - Act 3, Sc 1 (To Banquo)

This is two-fold as Macbeth first represents him, losing his grip on reality/stability.

"Will all great Neptune's oceans wash this blood clean from my hand?" - Act 2, Sc 2

He thinks he will never see red at the guilt of...



Mnemonics

- Mnemonics are **memory devices** that help learners recall larger pieces of information, especially in the form of lists like characteristics, steps, stages, parts, phases, etc.
- The word comes from the Greek **mnemonikós**, which refers to the mind.
- It has been regularly proven since the 1960s that **mnemonics increase recall by up to 77%!**
- Many types of mnemonics exist and which type works best is limited only by the imagination of each **individual learner**.
- Some examples of mnemonics include **Song, Expression, Spelling and Rhyme**.
- You will already be aware of many mnemonics, but **creating your own** is a great way to train your memory.

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Some examples from across the curriculum

MFL

Opinion

Connective

Reason

MATHS

Some **O**f **H**arry's **C**ats **A**re **H**ealthy **T**ill **O**ld **A**ge

	Negative	Positive
M	malicious	MOTIVATED
A	anxious	AMBITIOUS
C	callous	COURAGEOUS
B	barbaric	BRAVE
E	emotional	EMOTIONAL
T	tyrannical	TORMENTED
H	heinous (immoral)	HONEST

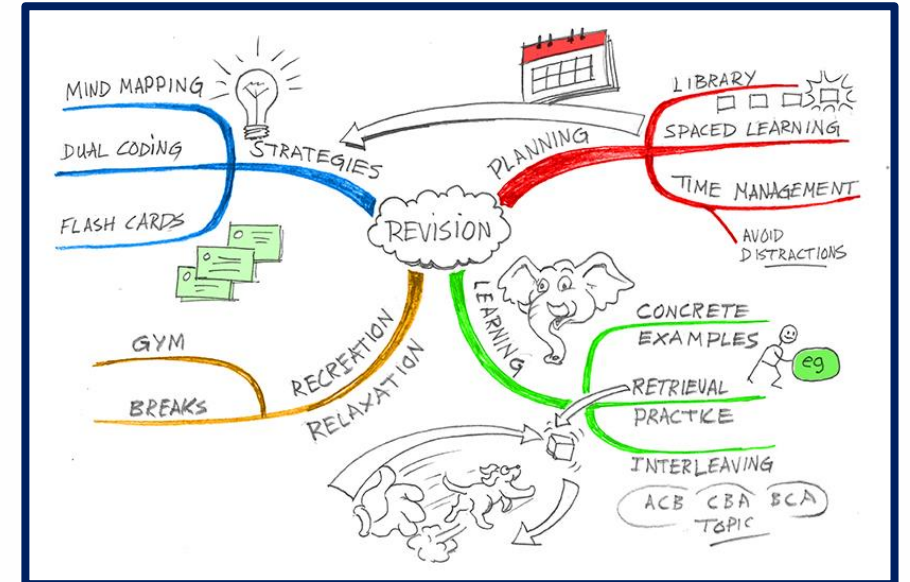
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Dual Coding

- Dual coding is when you use a combination of pictures/visuals and words to help you learn and revise.
- By transferring the material from a visual form into words, or from words into visuals, you are strengthening the connections in your brain around the material itself.
- You are also giving yourself multiple formats to remember things in – the words might act as a memory hook for the visuals, or you might remember the visuals and that will trigger the memory of the words.



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Macbeth

	"vaulting ambition which o'erleaps itself"
	"Hell is murky"
	"dead butcher and his fiend-like queen"
	"devilish", "black", "Hell"
	"brave", "noble", "worthy"

Macbeth

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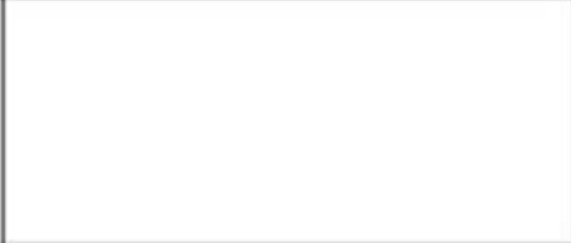


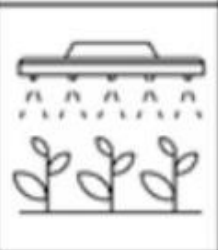



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Geography

There are many causes and impacts of desertification.

- 1) Try to work out what each of the pictures represents.
- 2) Colour code whether it represents a cause of desertification, an impact, or both.
- 3) Explain how each one either causes desertification or is an impact of desertification.
- 4) Extended writing – explain how the different factors interact to cause the process of desertification.

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4. Recall, or Look, Cover, Write, Check

Repeating information several times helps to encode it into your memory, making it easier to recall later. This can be as simple as saying something out loud, writing it down or reviewing it multiple times.

Practising being able to recall information from memory will help strengthen it. This can be done through using **quizzes**, writing down what you can remember or relaying information to someone else.

Look, cover, write, check is a simple way of recalling information. You look at the content, cover it up, write out what you can remember and then check what you included/missed. This helps pupils identify the gaps in their knowledge so they know what to revise next.

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Stress & Emotion

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Identifying Stress

Stress can be good sometimes, it can help you to work harder and focus. But it can also have a big effect on you and make it hard to cope. Stress might be affecting your child if they are:

- struggling to sleep
- having negative thoughts about the future
- getting headaches or feeling unwell frequently
- not eating because of how you're feeling
- always thinking about your exams or worrying about them
- not able to enjoy things.



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Talk

Talking about how they're feeling can reduce the pressure and help them to feel more in control. Or it can help someone realise that they might be putting too much pressure on them.

Encourage:

- talking to an someone they trust – you!
- asking a friend for support



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Keeping Healthy

It can be tough trying to stay healthy when they've got a lot of work to do. But there are small things they can do every day to help them cope:

- **Eat healthily** - Make sure they don't skip meals and encourage them to eat healthy meals.
- **Exercise** - Exercising can clear their mind and give them more energy, they could play sports, go for a run or do some yoga.
- **Self-care** - Taking care means finding things that help them to feel calm and relaxed, this could mean taking a short break or getting some rest.



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Strategies for Coping with Stress & Emotion

Think positively – replace sayings such as ‘I can’t do this’ or ‘I’m going to fail’ with ‘everything is going to be ok’.

Be honest about how you feel – make sure you talk to someone when stress and your emotions feel too much

Don’t compare yourself to your friends – whilst a bit of competition can keep you motivated, it can also make you feel like you are not good enough. Try keeping a list of the revision you have done so you can see what you have accomplished and feel proud.

Let your stress out – write about how you feel, talk to a trusted friend/adult, exercise or meditate

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Getting enough sleep

Sleep is crucial for memory consolidation, which is the process of transferring information from your short-term memory to your long-term memory. Ensuring you get enough quality sleep will improve your ability to recall information from memory.

Once assessments have started, panic-revising into the early hours interferes with memory recall, concentration and, therefore, assessment performance the next day. As well as that, the brain is less able to absorb new information late at night, so it's doubly unhelpful.



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Encourage regular breaks

No matter how much work you have to do, it's important to take regular breaks and find ways to relax. Taking a break can leave you feeling more able to cope, and even make it easier to concentrate when you start working again.

There are lots of things you can do to take a break and relax:

- Set a timer to take a 20 minute break every hour so you don't forget.
- Give yourself something to look forward to, like a treat or an activity you enjoy.
- Plan when you're going to start and finish your revision so you know when to stop.



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Encouraging exercise

Exercise is a great way to destress, increase blood flow to the brain and improve cognitive function.

Stress and anxiety will have a negative impact on the effectiveness of any revision task you undertake. Activities such as yoga, meditation or breathing exercises can help you to de-stress.



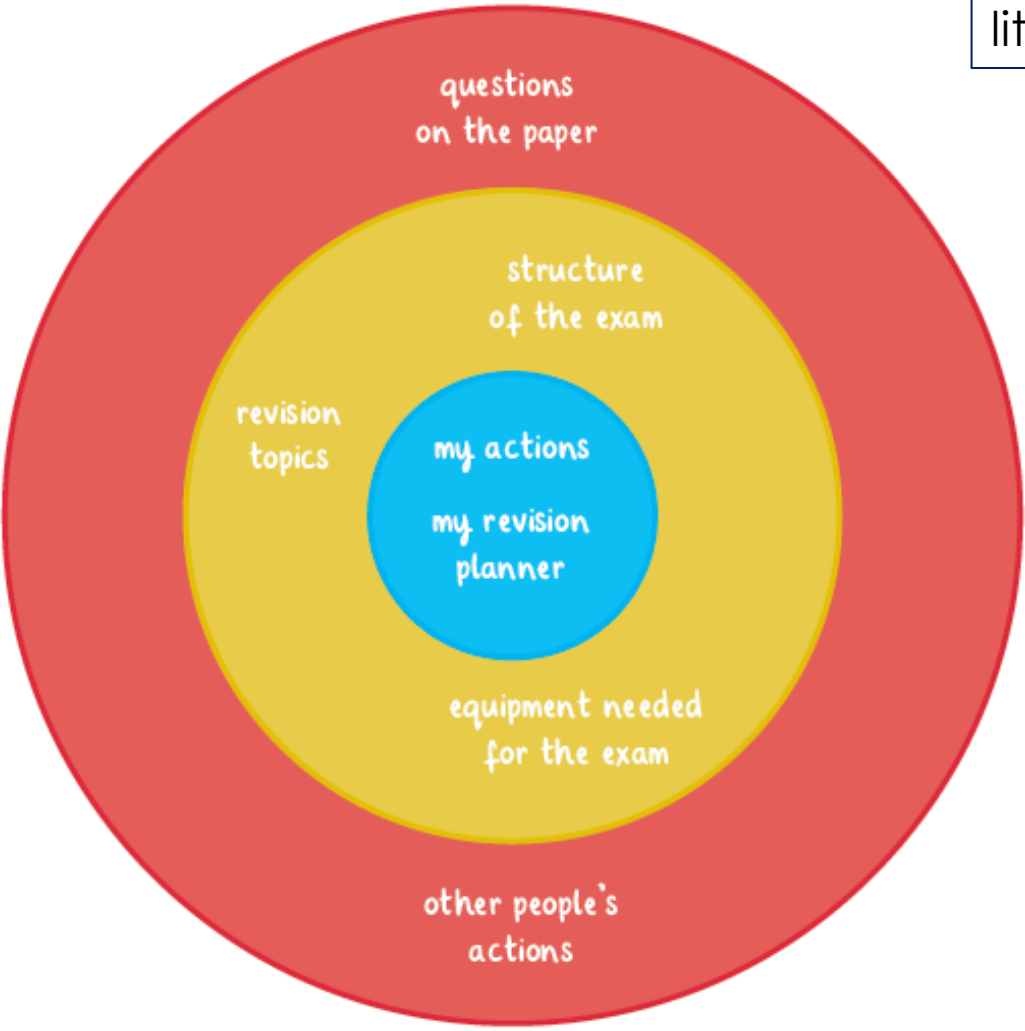
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The Circle of Control

This activity can help you think about what you can and can not control to allow you to focus on your exam preparation a little better.



- My actions
- When I revise
- How long I revise for
- My revision planner
- Topics I need to revise
- My nutrition/hydration
- Equipment list
- Where the exam is
- How long the exam is for
- How many marks are available
- Structure of the paper
- Types of questions, long, short, multiple choice
- Questions on the paper
- Other people's actions

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