



PUDSEY GRAMMAR
SIXTH FORM



YEAR 13 REVISION:

PARENT GUIDANCE

A-Level Revision:

*Supporting Year 13 Students
in preparation for A Level Exams*

A practical guide for parents:

The period from January to the start of A Level exams is demanding for students and families alike. Parents play a vital role in creating the conditions for effective revision, emotional stability and resilience.

This guide outlines what effective revision looks like, how parents can help, and how to manage the pressures of the final months. Teachers will set revision tasks as part of homework but it is essential that students undertake a thorough programme of their own.

How much revision should students do?

There is no single “magic number” of hours, but research and experience suggest the following:

- **January – March:** Around 2 to 3 hours per subject per week, increasing gradually
- **April:** 5 to 6 hours per subject per week, including exam practice (increasing in the Easter Holidays in absence of lessons)
- **May (exam season):** Revision becomes more targeted and flexible, focusing on weak areas and exam technique rather than total hours



A-Level Revision:

Key Principles of Revision



It is important to note that this is not just a matter of time allocation but also of quality of revision.

Key principles:

- Consistency beats cramming. Short, regular sessions are more effective than long, infrequent ones.
- Quality matters more than quantity. Focused, active revision is far more valuable than hours of passive note-reading.
- Students study 3 A Level subjects, so 15–20 hours of independent revision per week by Easter is reasonable. Some of this may be set by the teacher but much of it will be self directed.

Parents can help by encouraging realistic planning, helping students stick to a schedule and testing them on key knowledge.



A-Level Revision:

Revision Essentials

What materials and environment do students need?

A Productive Environment:

- A quiet, predictable space with minimal interruptions and room to display key material on a 'revision wall'
- Good lighting, a desk or table, and a supportive chair
- A clear distinction between "revision time" and "rest time"
- Stationary including highlighters, flashcards and paper

Essential Materials:

- Course specifications (to ensure revision is targeted)
- Exercise books, folders or digital notes
- Past papers and mark schemes
- Subject-specific revision guides
- Access to online platforms (see final section)

Teachers will provide many of these materials. Recommended revision guides have been shared already with students and parents and are linked again below.

["Click here to access resources"](#)

Parents can support by helping students organise materials early, so revision time isn't lost searching for resources.



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A-Level Revision:

Key Principles



What are the most effective ways to revise?

Research into learning is very clear: some revision methods work far better than others.

High-impact strategies: Encourage students to prioritise...

1. Retrieval practice

- This just means that students should be testing knowledge from memory rather than passively reading notes.
- Students have a great deal to commit to memory: quotations, dates, case studies and formulae for example. Students should be producing flashcards, mind maps or revision clocks to support committing essential content to memory and to help undertake recall activities.
- Parents can support with short bursts of quizzing based on resources students have produced

2. Spaced practice and Interleaving

- Mixing older topics with new ones strengthens long-term memory.
- Switching between topics or subjects is preferable to 'blocking' one topic for hours
- Making a revision timetable which is visible to others helps students to organise their time and allocate different times to different topics



A-Level Revision:

Key Principles

3. Exam practice with feedback

- The most successful students complete timed questions. All students have access to Google Classrooms with revision support and past papers. Past papers are also available in the supervised study facility and on exam board websites.
- Reviewing mark schemes and good examples of answers helps students to understand what markers are looking for.
- We identify why marks were lost in lessons as part of our feedback cycle. Students should reflect on their weaknesses and complete our supplementary 'Therapy' work which is set on Google classrooms. Teachers have identified common weaknesses in every subject and tasks that are specifically designed to address these weaknesses are available to all students

4. Metacognitive Practice

- Students should rehearse approaches to papers, know the timings of the exam and revise key terminology used in the questions.



A-Level Revision:

How can parents support effective revision practices?

Lower-impact (less useful) activities

Students often default to:

- Re-reading notes
- Highlighting
- Copying information out neatly

These have much less impact than activities which involve active recall like using flashcards, creating mind maps or tackling exam questions.

Parents can help by asking:

- “How are you checking that you remember and understand?”
- “How can I help?”
- “How are you applying your knowledge? Are you doing past papers and questions as part of your revision?”

What can parents do to support revision?

Parents do not need subject knowledge to be highly effective.

Helpful actions include:

- Encouraging routines and realistic daily goals
- Asking students to explain what they revised
- Supporting balance: revision, sleep, exercise and breaks
- Helping students reflect on what is and isn't working
- Offering to test students on key quotations, dates, formulae or case studies.



A-Level Revision:

How can parents support effective revision practices?

Phones and distractions

Phones are one of the biggest obstacles to effective revision.
Practical strategies:

- Phones can be left outside the room during revision
- Students can use app timers or “focus modes”
- Short, planned breaks rather than constant checking of mobiles is essential to fostering the kind of attention that best supports retention of key information and the development of exam skills

Parents can gently encourage students to:

- Start revising with the hardest or weakest topics
- Use past papers early, not just at the end
- Accept that revision feels uncomfortable. That’s a sign learning is happening

Managing stress and workload

Some stress is normal and even helpful.
Too much is not.

Signs of unhealthy stress include:

- Persistent sleep problems
- Avoidance or panic around revision
- Irritability or emotional withdrawal
- Physical symptoms (headaches, stomach issues)



A-Level Revision:

How can parents support effective revision practices?



Support strategies:

- Encourage regular sleep (7–9 hours)
- Maintain routines around meals and exercise
- Normalise anxiety without dismissing it
- Encourage talking: to parents, teachers or tutors
- Help with arranging time for breaks and days off
- Keeping track of commitments to part time work. We strongly advise that students begin to scale these back from February half term.

Online revision platforms and opportunities

Students will receive revision guidance, materials, useful websites and past papers from staff. However, many students benefit from supplementary structured online support alongside independent revision.

Widely Used Platforms:

- Seneca Learning: Free and paid options; excellent for retrieval practice and spaced learning across many A Level subjects.

<https://senecalearning.com/en-GB/>



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A-Level Revision:

Further Supportive Links & Websites

- Up Learn: This is a subscription website with structured video-based courses with built-in checks for understanding, particularly popular for sciences and economics.
- Exam Board Websites - Past papers, mark schemes and examiner reports are invaluable and should be used regularly.
- YouTube channels such as these run by subject-specific teachers can help clarify difficult concepts. These are best used to support, not replace, active revision.
- Additionally, there are lots of useful resources here:
<https://alps.education/opinion/revision-websites-youtube-channels-and-apps-to-support-students-in-the-run-up-to-the-summer-examinations/>
- Finally, here is our subject by subject list of useful resources for staff and students.
["Click here to access resources"](#)



A-Level Revision:

Final Thoughts & Key Dates

The final months of Year 13 are intense, but they are also manageable with the right support. The most successful students are not those who revise constantly, but those who revise strategically, take care of themselves, and feel supported at home.

Your encouragement, structure and reassurance matter more than you may realise. If you would like further support through the revision process, please contact the form tutor:

- Mrs Maloney: c.maloney@pudseygrammar.co.uk
- Mr Connor: s.connor@pudseygrammar.co.uk
- Miss Skitt: k.skitt@pudseygrammar.co.uk
- Miss Storr: m.storr@pudseygrammar.co.uk
- Miss Widdop: o.widdop@pudseygrammar.co.uk



A-Level Revision:

Final Thoughts & Key Dates

The dates below offer a broad outline for when key events might take place. They are not intended to be prescriptive. Many students have started a comprehensive programme of revision already and others are yet to begin.

Event	Date
Students receive "Therapy" work on google classroom in addition to ordinary homework. This addresses weaknesses on their examinations	19 th January
Students ensure they have the necessary stationary, resources and environment outlined in the guide	26 th January
Consolidate any existing revision resources. Make an initial plan with a focus on retaining key information and addressing weaknesses	26 th January
February Half Term and In-School Support	13 th February
Mock Exams	9 th March
Easter Holidays & In-School Support	6 th April
A-Level examinations begin	11 th May

