

HAPPY

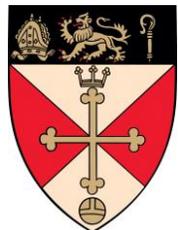
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Year 10 Revision Evening 2026

www.malmesbury.wilts.sch.uk



Year 10 Team



Jess Green
Assistant Headteacher



Harry Humphreys
Head of Year 10



Caroline Fry
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Leads on Access
Arrangements



Lily Hayward
Deputy SENDCo
Leads on Year 10



Charmaine Lees
Pastoral Assistant
Year 10



Barnaby Wakeford
Academic Leader
for Year 10

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What is this evening about?

- An understanding of the Year 10 exam procedures and what to expect
- What good revision looks like and how best to support your child with this
- What to do if your child is struggling
- An overview of access arrangements and learning support

A copy of this PowerPoint will be available on the school website

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GCSE mindset - VESPA



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Year 10 Revision - How can we help?

- This evening
- The school website
- Tutor times and assemblies based on evidence from GCSE mindset focusing on: Vision, Effort, Practice, Systems, Attitude,
- Feedback from assessments and mock exams
- Space to work

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	Monday 23rd February	Tuesday 24th February	Wednesday 25th February	Thursday 26th February	Friday 27th February
9.15	English Language	Option C Computer Science Geography History Music PE (AQA) PE (Vcert) Religious Studies Spanish(Listening and reading)	Maths Non-Calculator	Option A Computer Science German (Listening and reading) Drama French (Listening and reading) Geography History Media Studies PE (AQA) PE (Vcert) Religious Studies	Language writing exam for all students doing: French German Spanish EVERYONE ELSE: NO EXAM - GO TO LESSON
11.05	NO EXAM - GO TO LESSON	NO EXAM - GO TO LESSON	NO EXAM - GO TO LESSON	NO EXAM - GO TO LESSON	NO EXAM - GO TO LESSON
13.30	Science Biology, Chemistry and Physics	Option D Creative iMedia German (Listening and reading) French (Listening and reading) Geography History Media Studies Religious Studies	English Literature Unseen Poetry	Option B Food and Nutrition Geography History Product Design Religious Studies Spanish (Listening and reading) Textiles	Maths Calculator

Art will be in lessons on the **Tuesday 3rd** or **Friday 6th** of March in their morning lessons. They will have a **whole day assessment on 30th June**

When not in exams students will be in normal lessons but revising independently for their next exams. They need to **bring their own resources**

Year 10 Exams set up

- Carried out like real exams.
- Line up by the hall or the gym. Exam regulations read to them.
- Students will have a specific seat in their assessments
- 1 Hour papers but real past paper questions
- 1st of 3 practices before the real exams

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Access Arrangements

- Access Arrangements allow students with special educational needs, disabilities or temporary injuries to access the assessment without changing the demands of the assessment.
- To make sure all students have the same opportunity to be successful in their exams, and ensure a level playing field, and should not give a student an advantage over other students.
- Fall into two distinct categories: some arrangements are delegated to centres, others require prior JCQ awarding body approval.

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What types of support are available?

Access Arrangements are decided on a subject-by-subject basis, according to the needs of an individual student. Students may not need the same access arrangements in each subject. For many arrangements, substantial evidence from lessons and assessments within school are required prior to application. Arrangements may include:

- Reader
- Scribe
- Practical Assistant
- Prompt
- Additional Time
- Rest Breaks

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Extra Time

- Applications require specialist evidence confirming a candidate's disability, or standardised testing demonstrating below average speeds of processing carried out by a qualified assessor
- Substantial teacher and school-based evidence on a subject-by-subject basis
- Cannot be awarded without JCQ awarding body approval
- Y10 Mocks will be used to gather evidence

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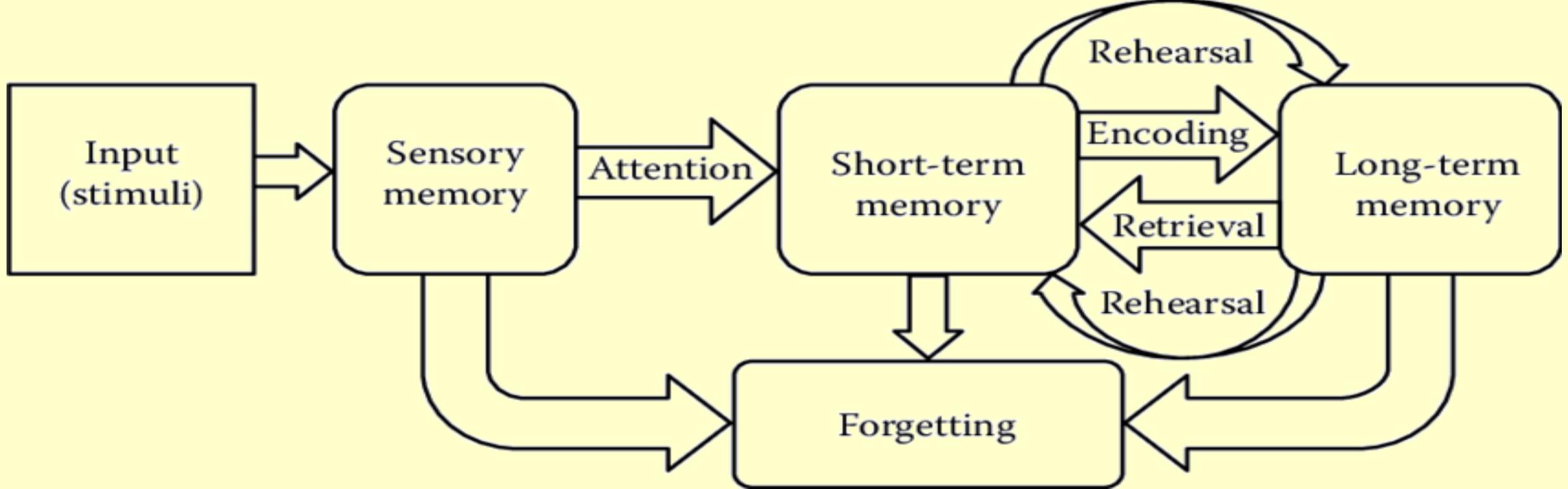
How do we learn?

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Sensory memory: Responsible for taking in the surroundings and information

Sensory Memory to Short Term: Only transferred to short-term memory if attention is paid

Short Term to **Long Term** (Weeks, Months, Years): Regular revisiting and retrieving

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So, how do we move something to LTM?

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January 2025							February 2025							March 2025							April 2025							
SUN	MON	TUE	WED	THU	FRI	SAT	SUN	MON	TUE	WED	THU	FRI	SAT	SUN	MON	TUE	WED	THU	FRI	SAT	SUN	MON	TUE	WED	THU	FRI	SAT	
NOTES:			1	2	3	4	NOTES:						1	NOTES:							1	NOTES:		1	2	3	4	5
5	6	7	8	9	10	11	2	3	4	5	6	7	8	2	3	4	5	6	7	8	6	7	8	9	10	11	12	
12	13	14	15	16	17	18	9	10	11	12	13	14	15	9	10	11	12	13	14	15	13	14	15	16	17	18	19	
19	20	21	22	23	24	25	16	17	18	19	20	21	22	16	17	18	19	20	21	22	20	21	22	23	24	25	26	
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May 2025							June 2025							July 2025							August 2025							
SUN	MON	TUE	WED	THU	FRI	SAT	SUN	MON	TUE	WED	THU	FRI	SAT	SUN	MON	TUE	WED	THU	FRI	SAT	SUN	MON	TUE	WED	THU	FRI	SAT	
NOTES:			1	2	3		1	2	3	4	5	6	7	NOTES:		1	2	3	4	5	NOTES:					1	2	
4	5	6	7	8	9	10	8	9	10	11	12	13	14	6	7	8	9	10	11	12	3	4	5	6	7	8	9	
11	12	13	14	15	16	17	15	16	17	18	19	20	21	13	14	15	16	17	18	19	10	11	12	13	14	15	16	
18	19	20	21	22	23	24	22	23	24	25	26	27	28	20	21	22	23	24	25	26	17	18	19	20	21	22	23	
25	26	27	28	29	30	31	29	30	NOTES:					27	28	29	30	31	NOTES:		24	25	26	27	28	29	30	
																					31							
September 2025							October 2025							November 2025							December 2025							
SUN	MON	TUE	WED	THU	FRI	SAT	SUN	MON	TUE	WED	THU	FRI	SAT	SUN	MON	TUE	WED	THU	FRI	SAT	SUN	MON	TUE	WED	THU	FRI	SAT	
	1	2	3	4	5	6	NOTES:			1	2	3	4	NOTES:						1		1	2	3	4	5	6	
7	8	9	10	11	12	13	5	6	7	8	9	10	11	2	3	4	5	6	7	8	7	8	9	10	11	12	13	
14	15	16	17	18	19	20	12	13	14	15	16	17	18	9	10	11	12	13	14	15	14	15	16	17	18	19	20	
21	22	23	24	25	26	27	19	20	21	22	23	24	25	16	17	18	19	20	21	22	21	22	23	24	25	26	27	
28	29	30	NOTES:				26	27	28	29	30	31		23	24	25	26	27	28	29	28	29	30	31	NOTES:			
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Yearly Calendar & Planner 2025 ©BouCub

Ensure learning is spaced across several weeks with opportunities to revisit it

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Short-term memory (working memory) can hold only chunks of information

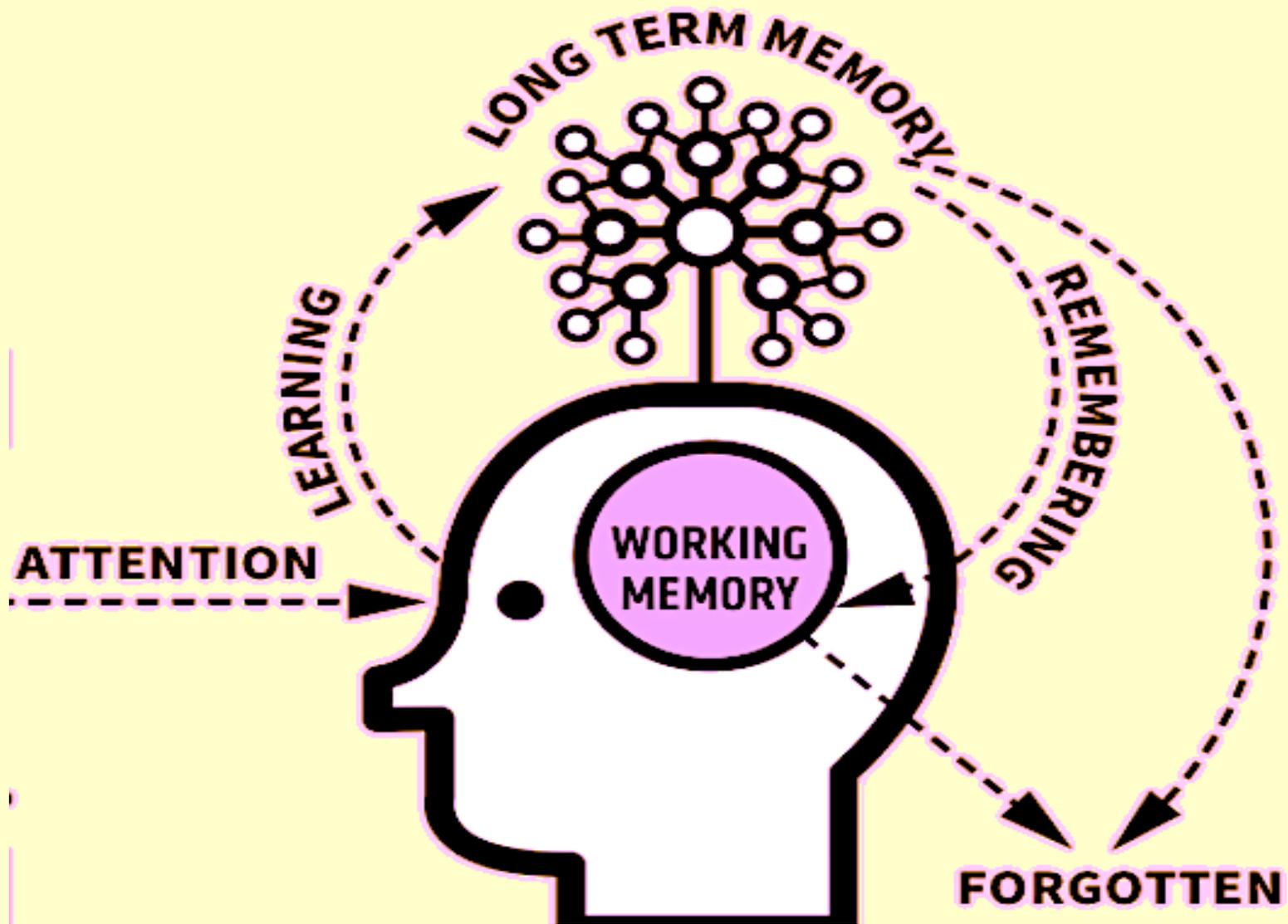
Breaking knowledge down is essential

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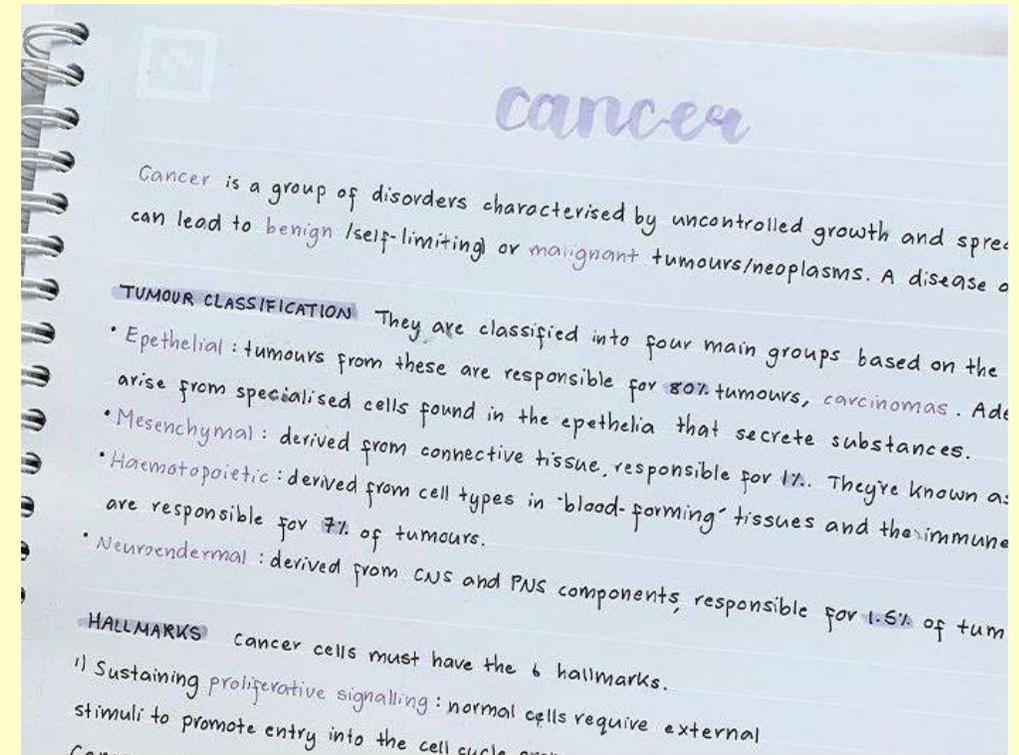


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The best revision resources will be those students create themselves

Don't spend hours making them super neat

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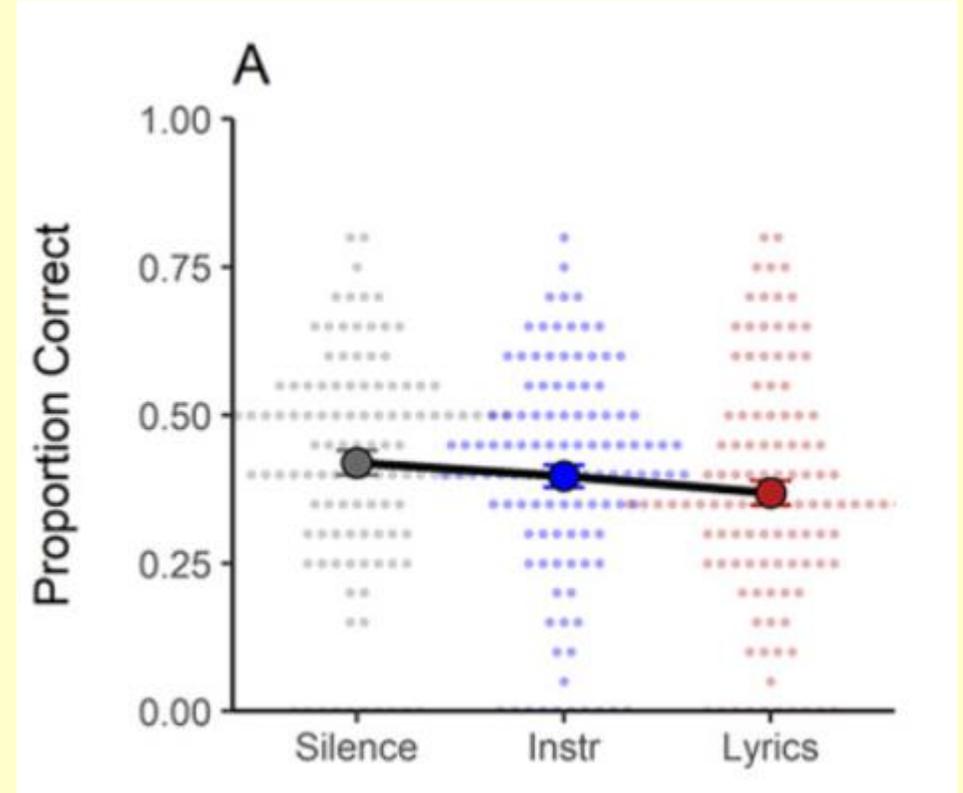
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Remove distractions:
Phones, TV, Music



<https://pmc.ncbi.nlm.nih.gov/articles/PMC10162369/>

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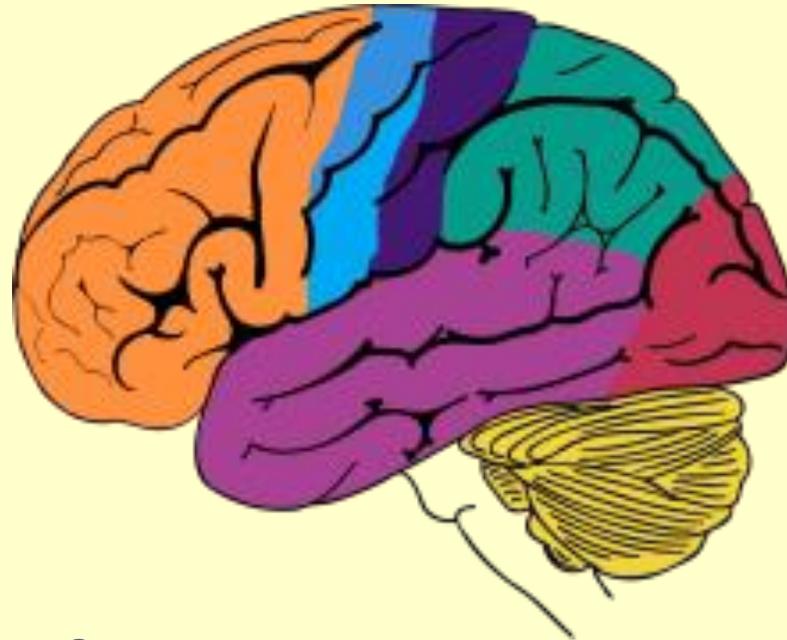
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Repeat, repeat, repeat!

**Reduce the
cognitive load**



Do something with it

Break it down

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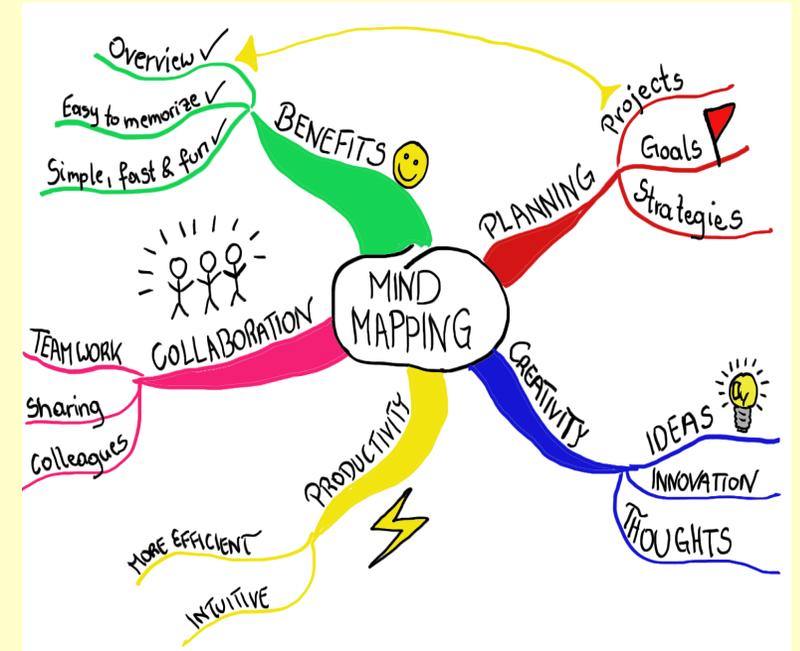
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General Revision Strategies

- Flash Cards
- Mind Maps
- Quizzes and Challenges
- Past Papers and Questions
- Teaching Someone Else.
- Summarising Notes
- Flow Diagrams



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Flashcards are a great tool for recalling facts

[How to Study Effectively with Flash Cards - College Info Geek - YouTube](#)



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What makes a great flash card?

Use pictures

1 fact per card

Group information

Only small chunks

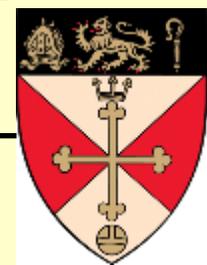
Make it memorable



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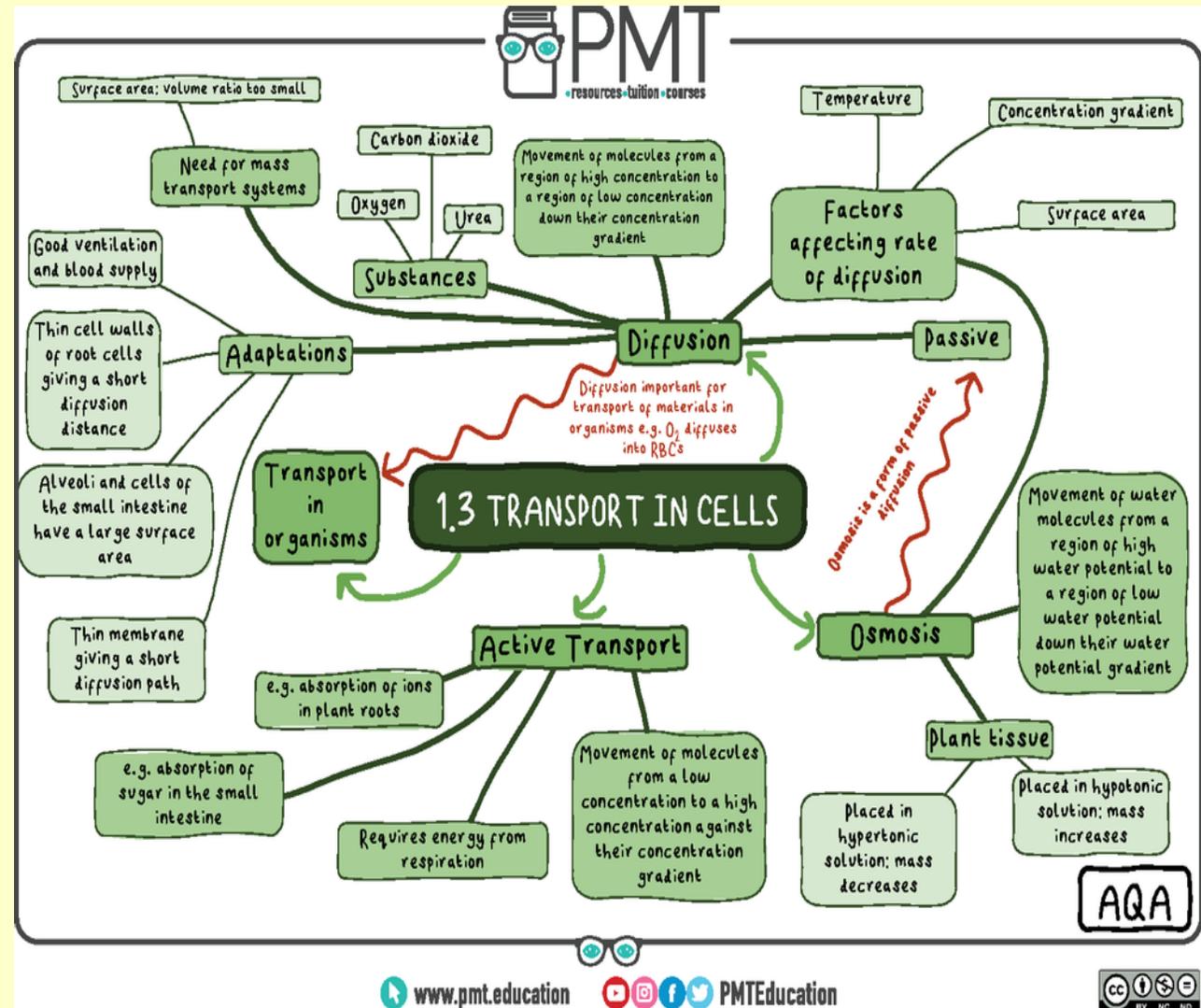
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Mind Maps:
Organise
information

Show relationships
between concepts.

Include pictures and
diagrams



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Quizzes and Challenges:

Engaging methods to test knowledge and reinforce learning



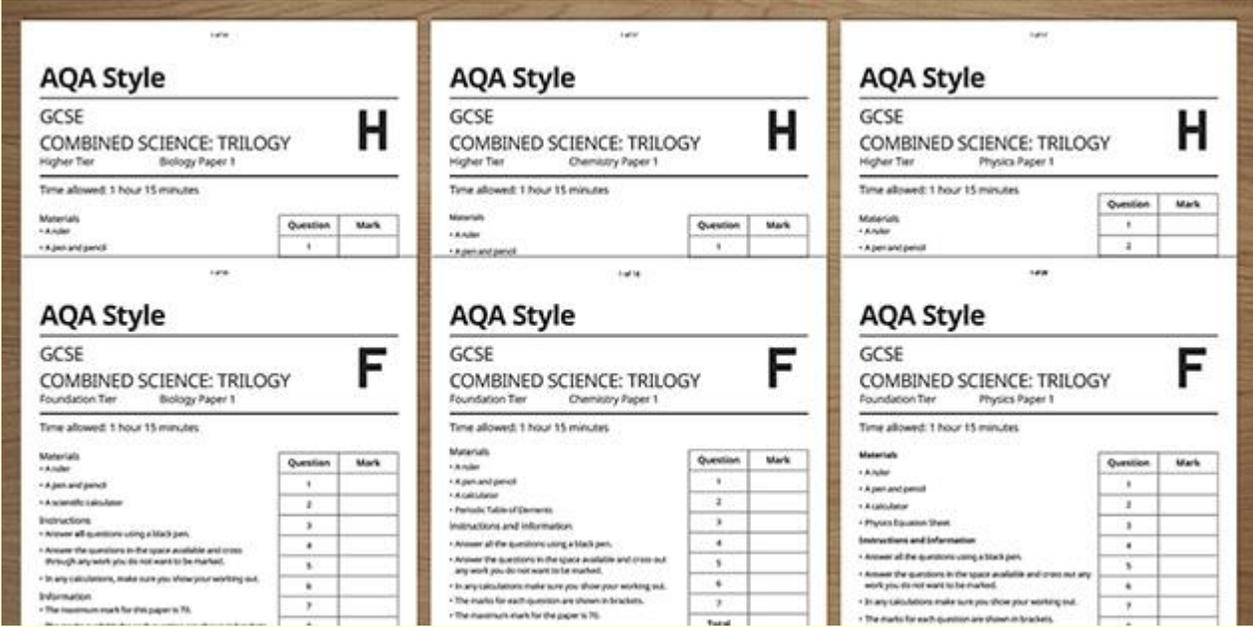
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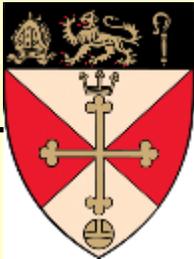
Past Papers and Questions: Practicing with past exam papers and marking them helps familiarise students with the format and types of questions.



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Teaching Someone Else: Explaining concepts to others can reinforce understanding and highlight any gaps in knowledge



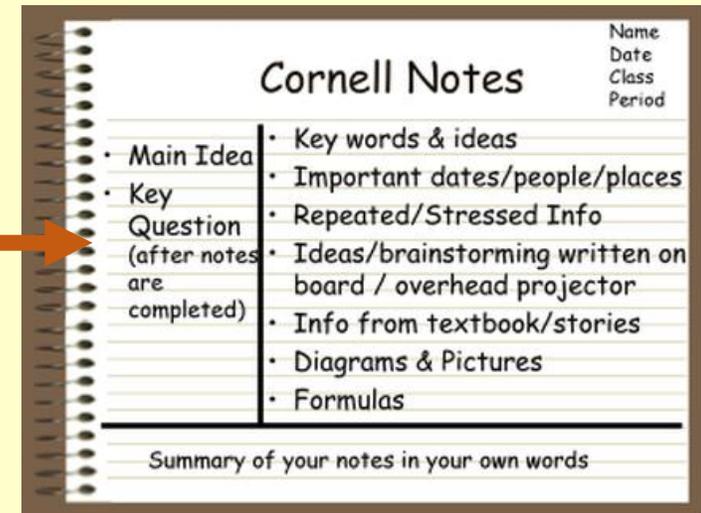
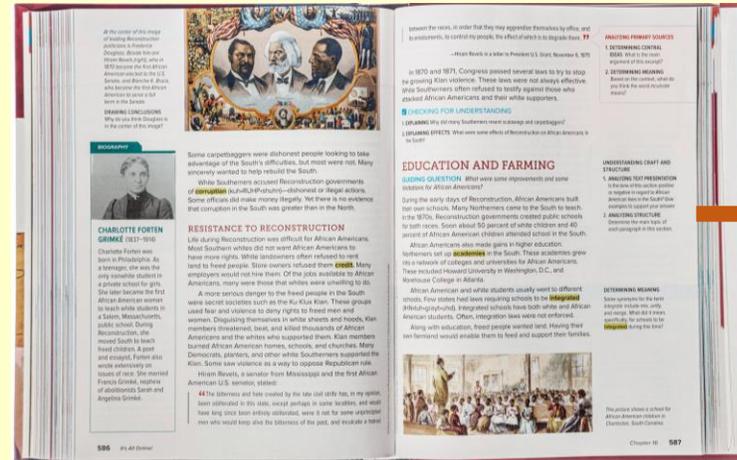
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Summarising Notes: Condensing notes into one paragraph or bullet points helps with retention and understanding.



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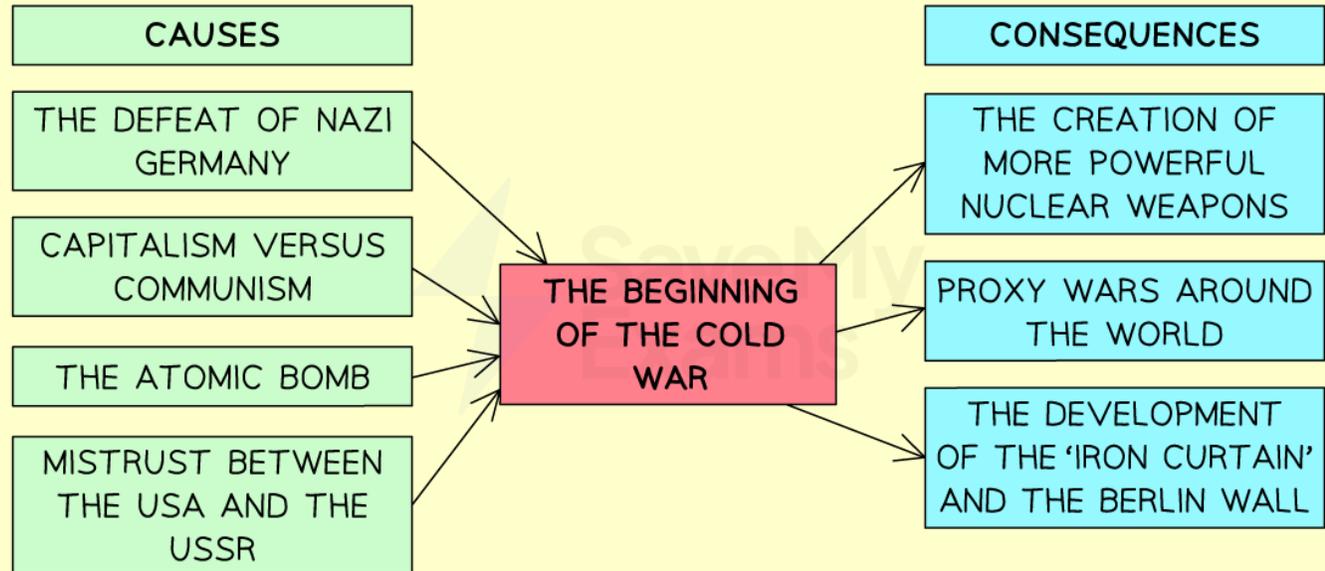
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Flow Diagrams:

Visual representations of processes or sequences of events.



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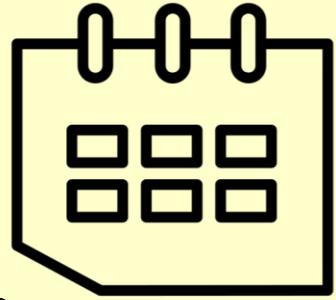
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Revision timetables



Why is this a bad example?

- No breaks – you need rest and food!
- Revising too late
- No clubs/hobbies
- No specificity
- Use of weekends? Is having two whole days off the right thing to do?

Time	Mon	Tue	Wed	Thu	Fri
15:00-16:00	English	English	English	English	English
16:00-17:00	Maths	Maths	Maths	Maths	Maths
17:00-18:00	Chemistry	Biology	Physics	Chemistry	Biology
18:00-19:00	German	History	German	History	History
19:00-20:00	Business	Business	Business	Business	Business
20:00-21:00	Maths	Maths	Maths	Maths	Maths
21:00-22:00	Maths	English	Maths	English	Maths
22:00-23:00	History	History	German	German	History

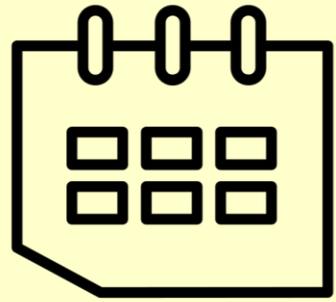
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Revision timetables



What makes this a good example?

Time	Mon	Tue	Wed	Thu	Fri	Sat	Sun
15:30	English	Maths	Rugby	Bio	English	Maths	Rugby
16:00							
16:30	Maths	Bio		English	Phys	History	
17:00	Dinner	Dinner		Dinner	Dinner		Dinner
17:30			German				
18:00							
18:30	Chem	English	Dinner	History	Maths	Dinner	
19:00							
19:30	German	Business	Chem	Business			Business
20:00							
20:30	History		English	Maths			Phys

*This could be improved further with more specificity within subjects – this might be recorded elsewhere!

- Include your non-negotiables (hobbies/clubs)
- Include gaps for rest
- Include food breaks
- Include weekends to provide more gaps throughout
- Revision stops earlier in the evening
- Spreads out subjects – allowing for “forgetting time”

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Revision Timetable

Name: _____

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
7.00am							
8.00am							
9.00am							
10.00am							
11.00am							
12.00pm							
1.00pm							
2.00pm							
3.00pm							
4.00pm							
5.00pm							
6.00pm							
7.00pm							
8.00pm							

- We will give a blank copy to each year 10 pupil during tutor time
- We shall send out a digital copy to everyone following this afternoon's presentation, with the presentation and PDF of booklet

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Beyond revision – support and guidance

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Wellbeing



Ensure that pupils look after their own basic needs: eating well, drinking water, exercising, getting enough sleep, not spending too much time on technology

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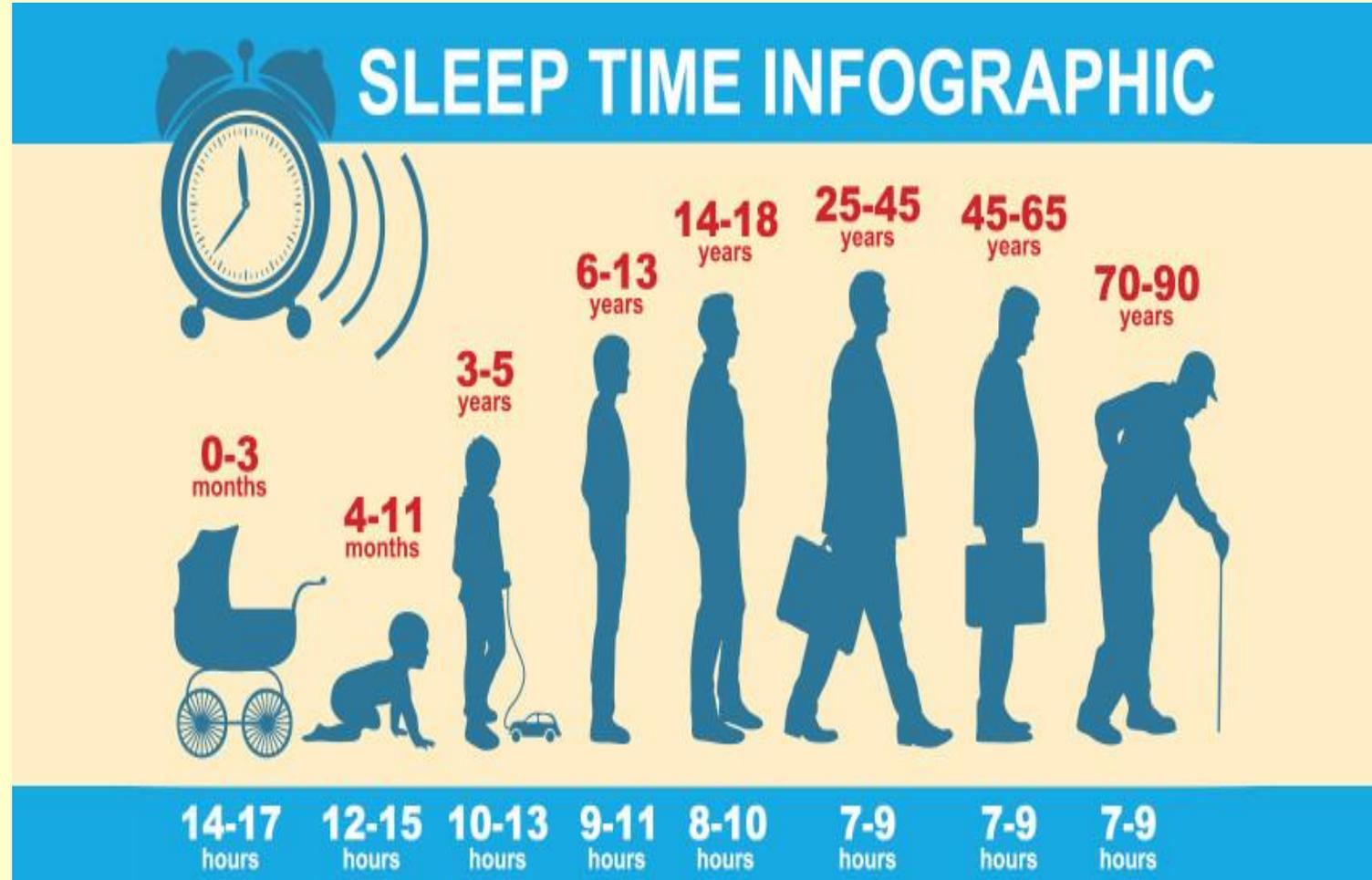
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Sleep

- The NHS recommend between 8-10 hours sleep
- Avoid using technology later in the evening (blue light)
- Create a sleep –friendly environment
- Try to develop a consistent bedtime routine
- Plan your time carefully



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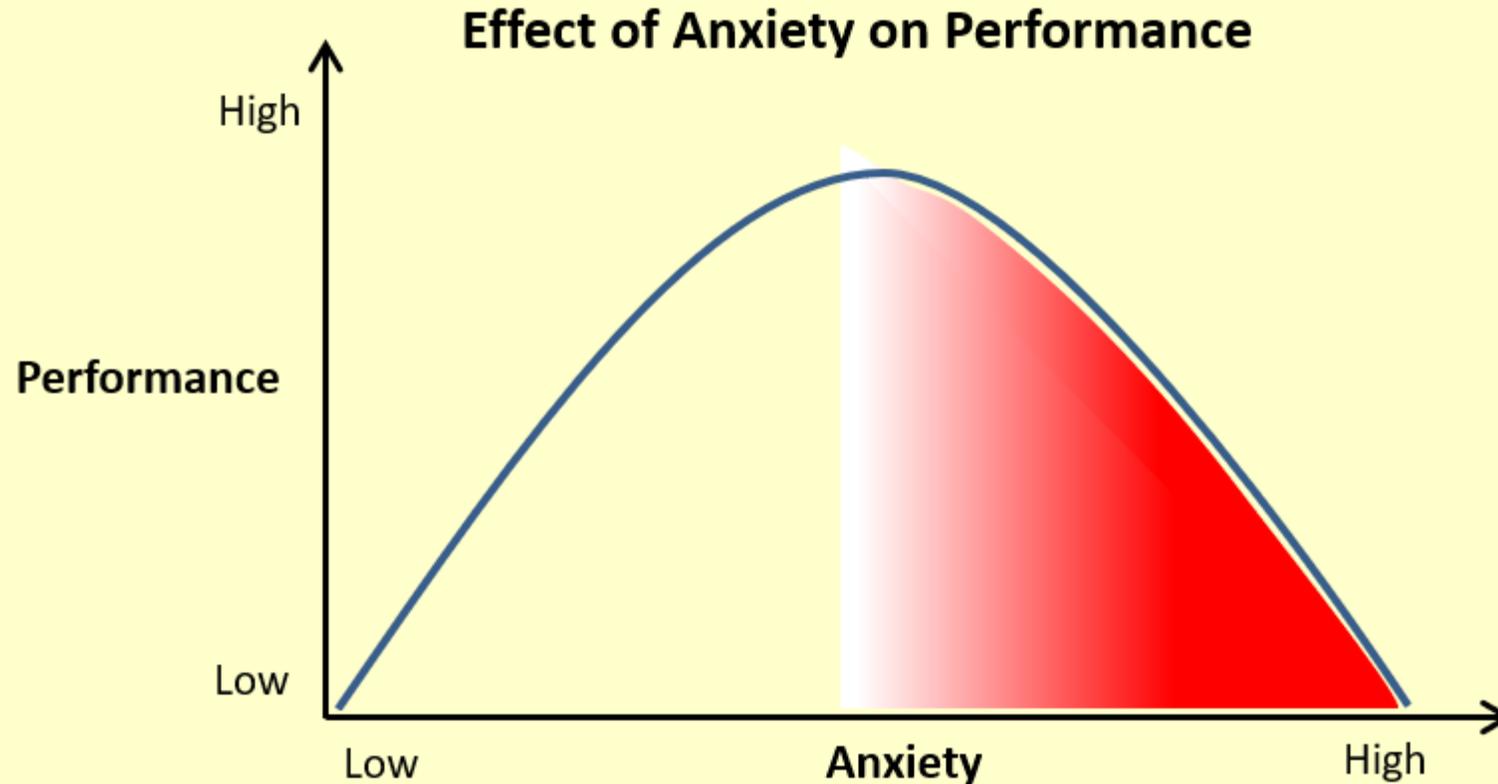
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Understanding anxiety

- Anxiety is a natural response to pressure
- This can lead to positive responses to challenges (e.g exams)
- Talking about anxiety and nerves before exams is expected
- Communication with school from home is always open



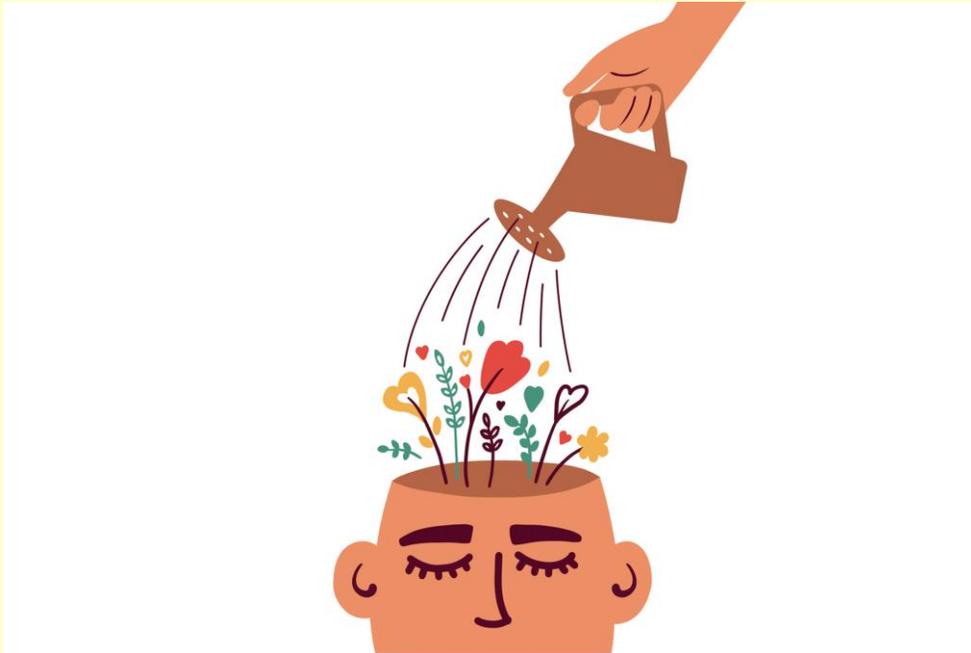
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Understanding anxiety



- Anxiety is a normal part of life
- Find ways to manage the physical symptoms of anxiety
 - Breathing exercises
 - Grounding techniques
 - Talking about worries
 - Asking for help
 - Taking time away from revision to enjoy hobbies/family time

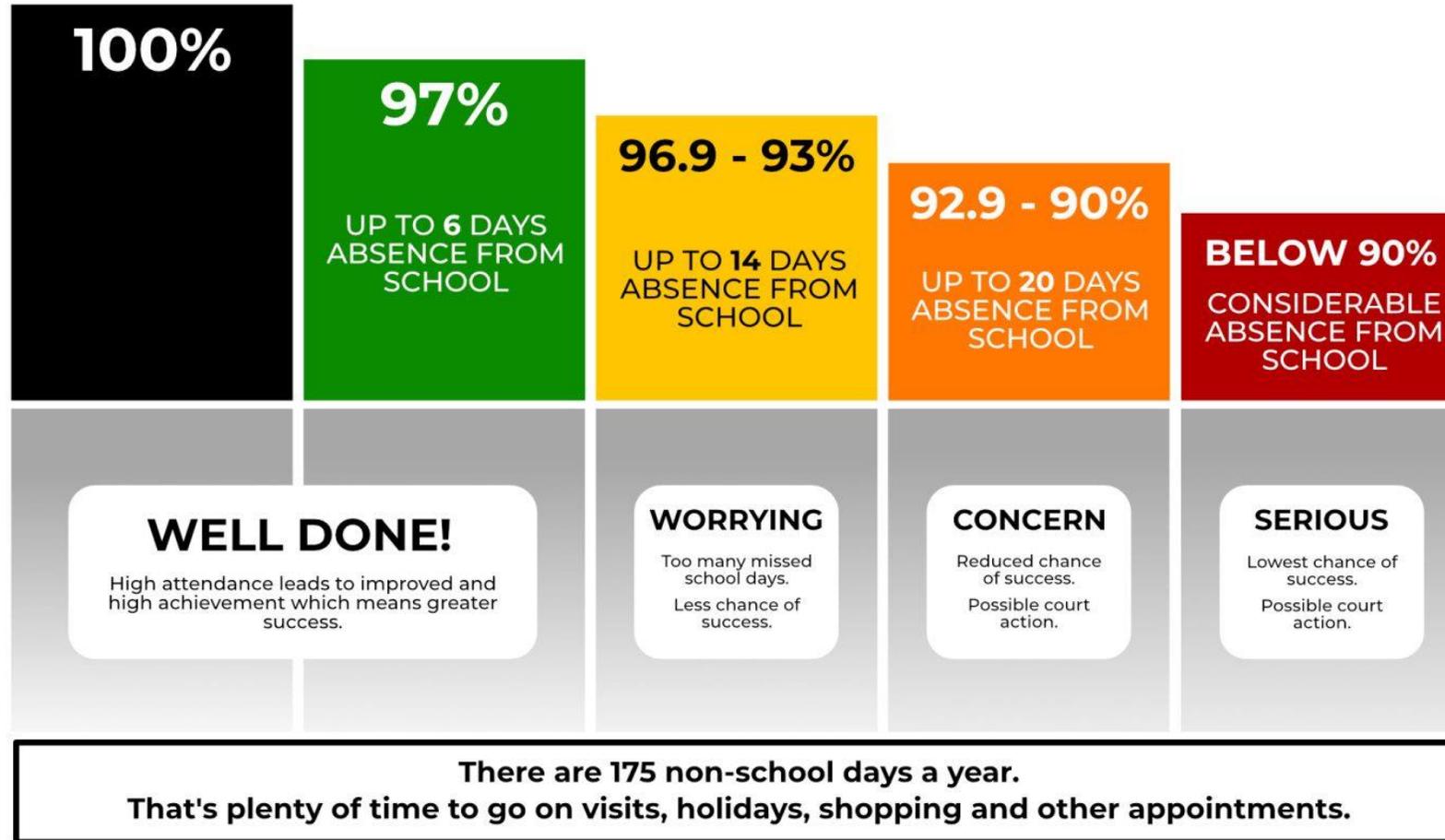
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Attendance = attainment



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Attendance = attainment

A random selection of pupils from this year group had the following attendance last year:

79.80%	90.93%
85.35%	91.92%
89.39%	84.85%
73.42%	100%
100%	94.40%

According to the research only 2 pupils of those in red are likely to achieve 5 GCSEs at Grades 4 and above.

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Quotes from 6th Form

“I would have started my revision earlier, as it would have made exam season much easier because I wouldn't have had to work as hard in such a short time.”

“Look after yourself - You need a positive mindset as everything follows from that.”

“Be as creative as possible with your revision to make it engaging, and start early.”

“Use a timetable to plan each revision session to ensure you revise each topic well enough.”

“Attendance, attendance, attendance!”

“Make the most of year 10 and 11 – it flies by.”

“Past papers are your best resource!”

“The hard work and effort is all worth it in the long run.”

“Don't just read notes, create flash cards, use active recall.”

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Key Contacts

- Subject Specific Queries
 - For Teachers/Senior Curriculum Leaders: mailin@malmesbury.wilts.sch.uk
- General Academic Queries
 - Head of Year 10, Harry Humphreys: humphreys@malmesbury.wilts.sch.uk
 - Academic Leader, Barnaby Wakeford: bwakeford@malmesbury.wilts.sch.uk
- Wellbeing/Attendance
 - Head of Year 10, Harry Humphreys: humphreys@malmesbury.wilts.sch.uk
- Examinations
 - Examinations officer, Eleanor Hull: ehull@malmesbury.wilts.sch.uk
- Assistant Headteacher, Year 10
 - Jess Green: jgreen@malmesbury.wilts.sch.uk
- Learning Support/Access Arrangements
 - Deputy SENDCo i/c Year 10, Lily Hayward: lhayward@malmesbury.wilts.sch.uk
 - Deputy SENDCo i/c Access Arrangements, Caroline Fry: cfry@malmesbury.wilts.sch.uk

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