



ASHTON
SIXTH FORM COLLEGE

A1 to A2 TRANSITION EVENING

Ensuring Success in A-Level/ Mixed Study (Effective Study Habits & Revision Techniques)





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KEY DATES



December Mock Week: W/C Friday 4th Dec

March Mock Week: W/C Friday 12th March

Message to students: Treat these like the real exams!



Summer Examination Series begins in May

Revision should start 3 months before each series of exams

The background is a collage of various study-related items. At the top, a person's hands are shown writing in a notebook with a green pencil. Below this, there are several open books, some with text visible. A laptop is partially visible in the bottom right corner. A small potted plant is on the left side. A dark blue semi-transparent banner is overlaid across the middle of the image, containing the text "So what can you do to help?".

So what can you do to help?



WHAT CAN YOU DO TO HELP?

ENGAGE WITH THE COLLEGE!

Engaging with senior tutors and teachers regularly:

- Email/Cedar/Phone call
- Parents evening
- Departments may email newsletters/useful information with key dates and enrichment activities

Engagement with the college calendar:

- Assessment, Mock and Formal Assessment dates (CAPS)
- Personal Statement deadlines



WHAT CAN YOU DO TO HELP?

Prod!



Are they using their study day to study?



Are they regularly revising without distraction?



Are they completing examination questions regularly?



Can they explain the topic to you using key terms etc.?



Are they engaged with support sessions/ intervention?



A-Level study
should be
treated like a
9-5 job!

Good habits of an A-Level student



Organisation: Class notes, files, revision materials



Work hours: 8-10 hours per week



Routines: Are free periods/ study days being utilised?



Revision: Revise to a timetable with quality resources



Attendance: Make high attendance a priority



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**Effective
Revision for
A-Level/
Mixed Study
Subjects**



STAMFORD
PARK TRUST

Encourage a Light but Consistent Routine

Students **do not need to revise all day**, but regular short sessions are key.

Aim for:

- 3–4 sessions per week
- 60–90 minutes per session
- A mix of subjects across the week

You can help by:

- Encouraging a routine (e.g. mornings or set days)
- Helping them plan their week (not policing it)
- Valuing consistency over intensity



60 – 90 Minutes



**3 – 4 sessions
per Week**



A mix of subjects

Encourage techniques such as...

Retrieval Practice

- Teaching someone else the content
- Testing themselves **without notes**
- Writing everything they remember about a topic
- Using flashcards or self-quizzing

Example:

"Close your book and write everything you know about cognitive psychology."



Spaced Practice Revisit, Recall, Repeat

Revising topics over time strengthens memory and improves long-term retention

WEEK 1



Learn the content

WEEK 3



**Review the topic
& test yourself**

WEEK 6



**Review again &
focus on weaker
areas**

WEEK 10+



**Review again
& test yourself**

HELP THEM TO IDENTIFY STRENGTHS & GAPS



Encourage students to identify what they don't understand



Create a *“to improve”* list



Focus revision on those gaps



Revision should not be left until the last minute!



Ask: *“What topics do you feel least confident about?”*



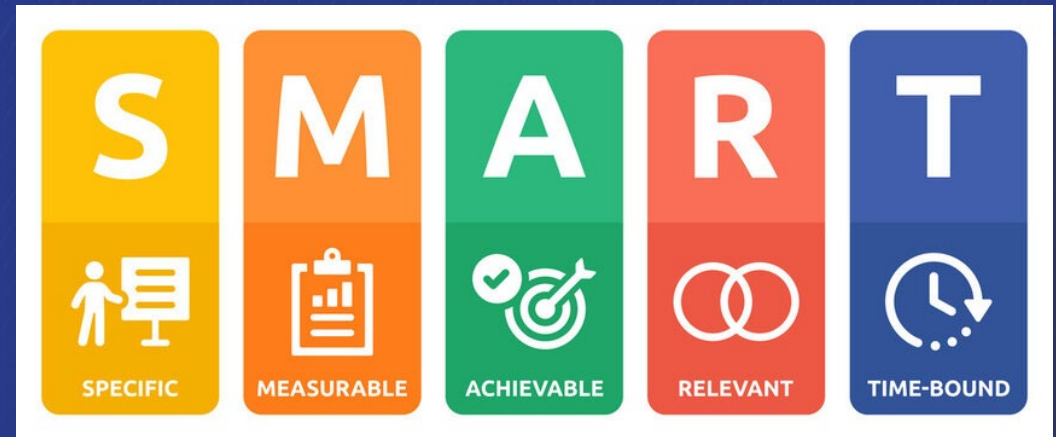
Students often
avoid weaker
topics!

Encourage SMART Goal Setting

Rather than vague goals like *"revise biology"*, encourage:

Specific goals:

- Complete 2 exam questions on enzymes
- Create flashcards for 3 topics
- Test myself on key terminology





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**Any
Questions?**

