

Thursday 27th March 2025: Meeting will begin at **7:30pm**

St Bede's Inter-Church School



SUPPORTING YEAR 11 STUDENTS: PRIOR TO AND
THROUGHOUT GCSE EXAMS

ST BEDE'S INTER-CHURCH SCHOOL



Reminder that the school website contains all the information mentioned in this presentation:

<https://www.st-bedes.org.uk/parents-and-carers-hub/assessments-and-reporting/exams-information/gcse-revision/>

KEY AGENDA ITEMS

Twilight Meeting
March 2025



Key timelines



Motivation and encouragement



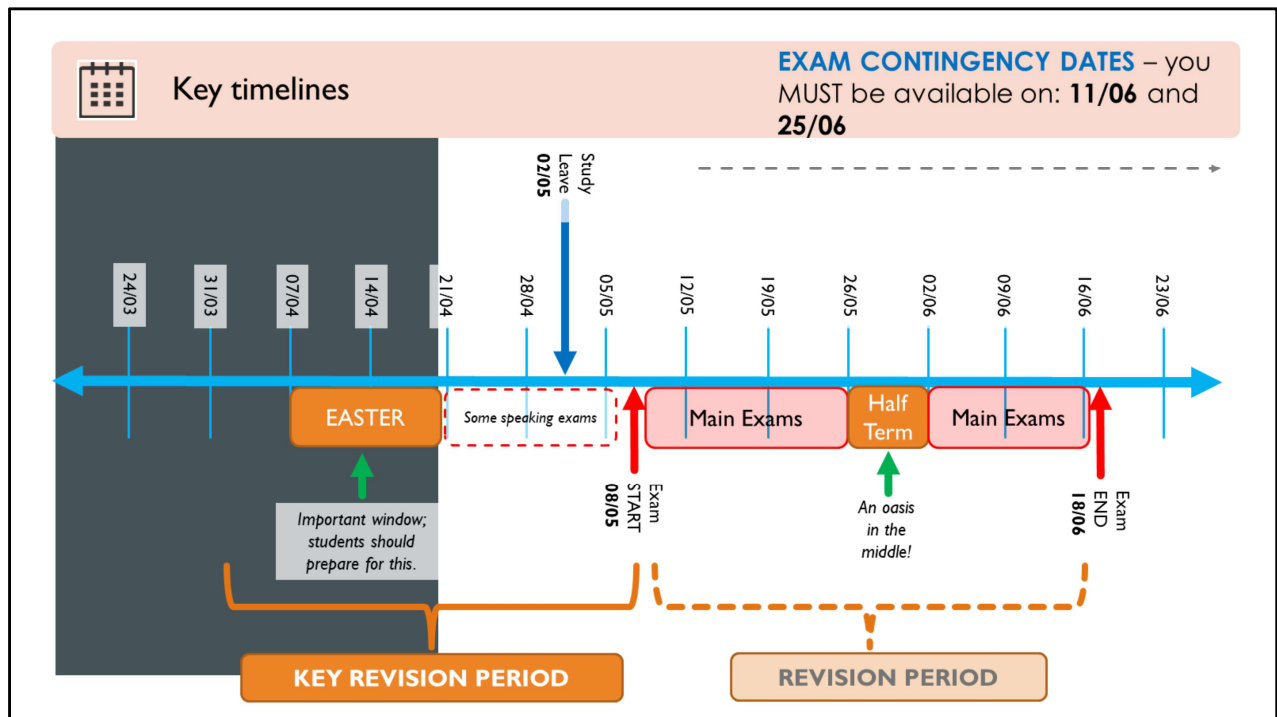
How you can help



Getting the balance right



Dos and don'ts



Students should prepare for the revision window prior to exams starting, but remember that there will be lots of time available throughout the exam period, too. The focus now should be on preparing for the Easter holiday which is an invaluable period.

Key dates provided here, with exam contingency dates (students should ensure they are **free** for these dates, should an emergency lead to the re-scheduling of any exams)

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Dos and don'ts



Motivation and encouragement



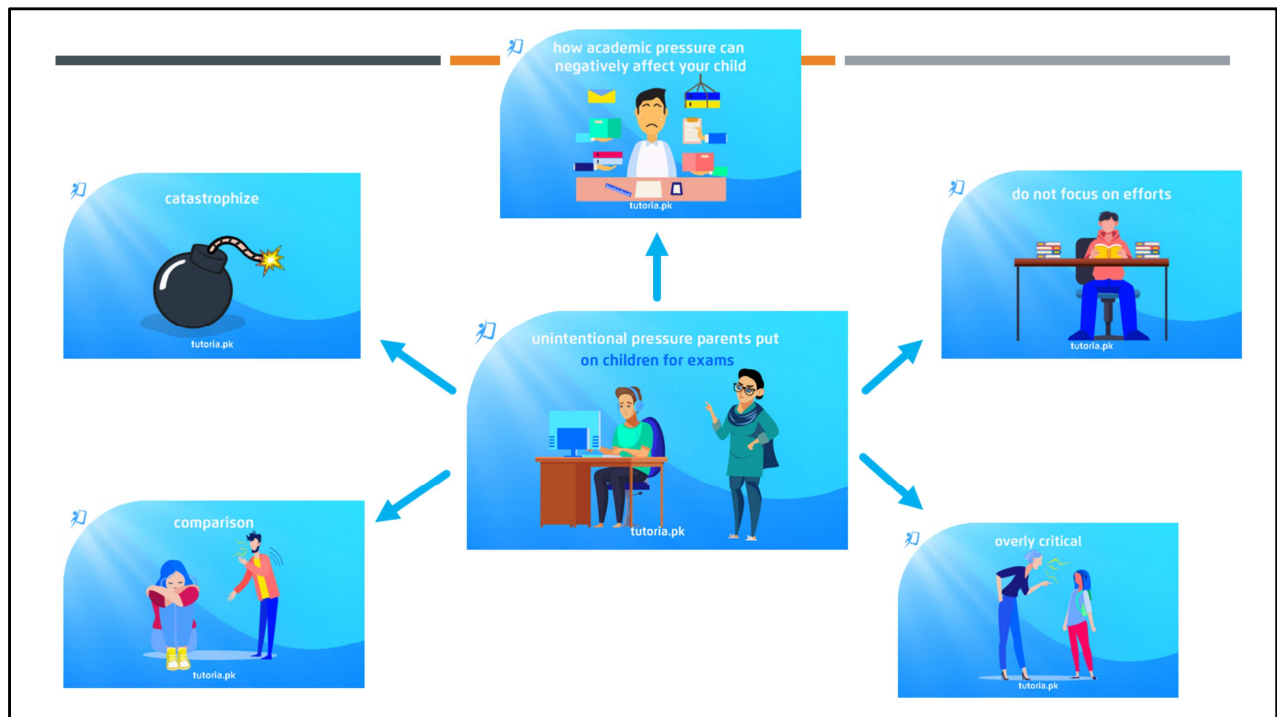
unintentional pressure parents put
on children for exams



tutoria.pk

<https://tutoria.pk/blog/unintentional-pressure-parents-put-on-children-for-exams/>

This is great advice for parents (see link provided on slide). While all parents and carers want to be supportive, it is not uncommon that, despite best intentions, our actions can lead to additional, unintended pressure on our children.



The negative affects of too much academic pressure on your child might be: low self-esteem, procrastination, feeling of failure, catastrophizing (i.e. believing that the worst will happen), using language that is negative about themselves, comparing themselves to others unfavourably

Things that we, as parents and carers, should check that we are not doing when talking with our children:

1. Focusing more on outcomes than efforts: It's easy to focus on a particular score or grade, rather than the effort that was put into achieving it. Always recognise, and celebrate, effort
2. Being overly critical: Constructive criticism can be useful, but monitor how often, and the type of criticism you are directing towards your child. If you are noticing that you criticise quite often, then they will be too. This can have a cumulative, negative effect over time if not checked
3. Comparison to peers: It is easy for any of us to compare ourselves to others we deem to be doing a better job than us. Try, if possible, not to compare your child to someone else you feel is doing something better than them. Phrases such as "[NAME] is apparently revising for 3 hours a night, and 7 hours on both Saturday and Sunday..." will heap lots of pressure onto a child, and is more likely to turn them away from revision, believing that they will never meet your expectations
4. Catastrophizing: This is common, but quite damaging. Use of language like

“GCSEs are the most important thing in your life” will heap pressure on your child, and is neither true, nor helpful. It is much more important to remind your children of all the other important aspects of life, such as character, friends, family and yes, some exams. It is also worth always reminding your children of the fact it is human nature to catastrophize, and the vast majority of the time, reality is no where near as bad as feared (especially true after an exam they feel may not have gone well)!



Motivation and encouragement

The biggest barrier to revision is fear and anxiety;

- Too much to do
- Too little time
- Unsure where to begin

Revision timetables are designed to reduce all of these fears

- Tailor a strategy – help them do this
- Make sure the timetable is flexible

Jump on the positives and celebrate the progress they have made and are making

Let us know of concerns – we're here to help

Week Beginning	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
27-Mar	Maths English History Science PE Art Music RE PSHE	Maths English History Science PE Art Music RE PSHE	Maths English History Science PE Art Music RE PSHE	Maths English History Science PE Art Music RE PSHE	Maths English History Science PE Art Music RE PSHE	Maths English History Science PE Art Music RE PSHE	Maths English History Science PE Art Music RE PSHE
03-Apr	Maths English History Science PE Art Music RE PSHE	Maths English History Science PE Art Music RE PSHE	Maths English History Science PE Art Music RE PSHE	Maths English History Science PE Art Music RE PSHE	Maths English History Science PE Art Music RE PSHE	Maths English History Science PE Art Music RE PSHE	Maths English History Science PE Art Music RE PSHE
10-Apr	Maths English History Science PE Art Music RE PSHE	Maths English History Science PE Art Music RE PSHE	Maths English History Science PE Art Music RE PSHE	Maths English History Science PE Art Music RE PSHE	Maths English History Science PE Art Music RE PSHE	Maths English History Science PE Art Music RE PSHE	Maths English History Science PE Art Music RE PSHE
17-Apr	Maths English History Science PE Art Music RE PSHE	Maths English History Science PE Art Music RE PSHE	Maths English History Science PE Art Music RE PSHE	Maths English History Science PE Art Music RE PSHE	Maths English History Science PE Art Music RE PSHE	Maths English History Science PE Art Music RE PSHE	Maths English History Science PE Art Music RE PSHE

Website – download, print and complete

The most important thing to build, prior to an exam – students will receive guidance during their assembly.

See website for a template that can be downloaded, printed and used



Motivation and encouragement

DURING EXAM PERIOD – the following are COMMON:

- **Fear generally peaks in the week before the first exam.**
Remind them of all that they have done, and that their best is good enough!
- **They believe they've had a bad exam and are demotivated.** Remind them that reality is often nowhere near as bad as perception
- **They are tired and finding it difficult to keep revising.**
Encourage rest and relaxation – better to have a rest and return fresh. Revision timetables can, and should, adapt.



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help

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How you can help



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Dos and don'ts



How you can help

1. Provide a **quiet space**, free from distraction
2. Ensure they have all the **equipment** they need (stationery **and revision materials**)
3. Check in with them and their revision timetable– **take an interest**
4. Have them reflect on what is working well, and what isn't, and how they might adapt
5. Recognise **effort** and remind them of the progress they are making. **Celebrate it**
6. Really do encourage periods of **rest and relaxation**



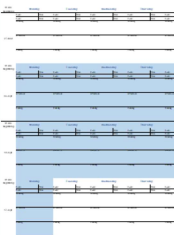
The most important thing is to keep talking to them, provide encouragement and recognise their efforts. During revision, it is a great idea to encourage them to reflect on what is or isn't working well for them. Ask questions like: "do you feel that this method of revision is helping you recall key facts?" or "is this revision technique the most suitable for this subject? How do you know?"



How you can help

DURING EXAM PERIOD:

1. **Double-check the exam start time in advance of the exam** (their revision timetable should show whether they've recorded it correctly)
2. **Use a checklist** every morning to reduce headspace (i.e. exam equipment, revision notes, food, drink, etc.)
3. **Arrive in plenty of time!**
4. Know exactly what to do in case of emergency (such as running late): **CALL ST BEDE'S – store in phone (EXAMS)**



Source: Exam Timetable 2022					
Date: 10/01/2022 10:00:00					
Page: 1/1					
Time	Day	Subject	Room	Start	End
08:00	Mon	Maths	Room 1	08:00	09:00
09:00	Mon	Science	Room 2	09:00	10:00
10:00	Mon	History	Room 3	10:00	11:00
11:00	Mon	English	Room 4	11:00	12:00
12:00	Mon	Lunch	Room 5	12:00	13:00
13:00	Mon	Maths	Room 1	13:00	14:00
14:00	Mon	Science	Room 2	14:00	15:00
15:00	Mon	History	Room 3	15:00	16:00
16:00	Mon	English	Room 4	16:00	17:00
17:00	Mon	Lunch	Room 5	17:00	18:00
18:00	Mon	Maths	Room 1	18:00	19:00
19:00	Mon	Science	Room 2	19:00	20:00
20:00	Mon	History	Room 3	20:00	21:00
21:00	Mon	English	Room 4	21:00	22:00
22:00	Mon	Lunch	Room 5	22:00	23:00
23:00	Mon	Maths	Room 1	23:00	24:00
24:00	Mon	Science	Room 2	24:00	25:00
25:00	Mon	History	Room 3	25:00	26:00
26:00	Mon	English	Room 4	26:00	27:00
27:00	Mon	Lunch	Room 5	27:00	28:00
28:00	Mon	Maths	Room 1	28:00	29:00
29:00	Mon	Science	Room 2	29:00	30:00
30:00	Mon	History	Room 3	30:00	31:00
31:00	Mon	English	Room 4	31:00	32:00
32:00	Mon	Lunch	Room 5	32:00	33:00
33:00	Mon	Maths	Room 1	33:00	34:00
34:00	Mon	Science	Room 2	34:00	35:00
35:00	Mon	History	Room 3	35:00	36:00
36:00	Mon	English	Room 4	36:00	37:00
37:00	Mon	Lunch	Room 5	37:00	38:00
38:00	Mon	Maths	Room 1	38:00	39:00
39:00	Mon	Science	Room 2	39:00	40:00
40:00	Mon	History	Room 3	40:00	41:00
41:00	Mon	English	Room 4	41:00	42:00
42:00	Mon	Lunch	Room 5	42:00	43:00
43:00	Mon	Maths	Room 1	43:00	44:00
44:00	Mon	Science	Room 2	44:00	45:00
45:00	Mon	History	Room 3	45:00	46:00
46:00	Mon	English	Room 4	46:00	47:00
47:00	Mon	Lunch	Room 5	47:00	48:00
48:00	Mon	Maths	Room 1	48:00	49:00
49:00	Mon	Science	Room 2	49:00	50:00
50:00	Mon	History	Room 3	50:00	51:00
51:00	Mon	English	Room 4	51:00	52:00
52:00	Mon	Lunch	Room 5	52:00	53:00
53:00	Mon	Maths	Room 1	53:00	54:00
54:00	Mon	Science	Room 2	54:00	55:00
55:00	Mon	History	Room 3	55:00	56:00
56:00	Mon	English	Room 4	56:00	57:00
57:00	Mon	Lunch	Room 5	57:00	58:00
58:00	Mon	Maths	Room 1	58:00	59:00
59:00	Mon	Science	Room 2	59:00	60:00
60:00	Mon	History	Room 3	60:00	61:00
61:00	Mon	English	Room 4	61:00	62:00
62:00	Mon	Lunch	Room 5	62:00	63:00
63:00	Mon	Maths	Room 1	63:00	64:00
64:00	Mon	Science	Room 2	64:00	65:00
65:00	Mon	History	Room 3	65:00	66:00
66:00	Mon	English	Room 4	66:00	67:00
67:00	Mon	Lunch	Room 5	67:00	68:00
68:00	Mon	Maths	Room 1	68:00	69:00
69:00	Mon	Science	Room 2	69:00	70:00
70:00	Mon	History	Room 3	70:00	71:00
71:00	Mon	English	Room 4	71:00	72:00
72:00	Mon	Lunch	Room 5	72:00	73:00
73:00	Mon	Maths	Room 1	73:00	74:00
74:00	Mon	Science	Room 2	74:00	75:00
75:00	Mon	History	Room 3	75:00	76:00
76:00	Mon	English	Room 4	76:00	77:00
77:00	Mon	Lunch	Room 5	77:00	78:00
78:00	Mon	Maths	Room 1	78:00	79:00
79:00	Mon	Science	Room 2	79:00	80:00
80:00	Mon	History	Room 3	80:00	81:00
81:00	Mon	English	Room 4	81:00	82:00
82:00	Mon	Lunch	Room 5	82:00	83:00
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84:00	Mon	Science	Room 2	84:00	85:00
85:00	Mon	History	Room 3	85:00	86:00
86:00	Mon	English	Room 4	86:00	87:00
87:00	Mon	Lunch	Room 5	87:00	88:00
88:00	Mon	Maths	Room 1	88:00	89:00
89:00	Mon	Science	Room 2	89:00	90:00
90:00	Mon	History	Room 3	90:00	91:00
91:00	Mon	English	Room 4	91:00	92:00
92:00	Mon	Lunch	Room 5	92:00	93:00
93:00	Mon	Maths	Room 1	93:00	94:00
94:00	Mon	Science	Room 2	94:00	95:00
95:00	Mon	History	Room 3	95:00	96:00
96:00	Mon	English	Room 4	96:00	97:00
97:00	Mon	Lunch	Room 5	97:00	98:00
98:00	Mon	Maths	Room 1	98:00	99:00
99:00	Mon	Science	Room 2	99:00	100:00
100:00	Mon	History	Room 3	100:00	101:00
101:00	Mon	English	Room 4	101:00	102:00
102:00	Mon	Lunch	Room 5	102:00	103:00
103:00	Mon	Maths	Room 1	103:00	104:00
104:00	Mon	Science	Room 2	104:00	105:00
105:00	Mon	History	Room 3	105:00	106:00
106:00	Mon	English	Room 4	106:00	107:00
107:00	Mon	Lunch	Room 5	107:00	108:00
108:00	Mon	Maths	Room 1	108:00	109:00
109:00	Mon	Science	Room 2	109:00	110:00
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111:00	Mon	English	Room 4	111:00	112:00
112:00	Mon	Lunch	Room 5	112:00	113:00
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114:00	Mon	Science	Room 2	114:00	115:00
115:00	Mon	History	Room 3	115:00	116:00
116:00	Mon	English	Room 4	116:00	117:00
117:00	Mon	Lunch	Room 5	117:00	118:00
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125:00	Mon	History	Room 3	125:00	126:00
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142:00	Mon	Lunch	Room 5	142:00	143:00
143:00	Mon	Maths	Room 1	143:00	144:00
144:00	Mon	Science	Room 2	144:00	145:00
145:00	Mon	History	Room 3	145:00	146:00
146:00	Mon	English	Room 4	146:00	147:00
147:00	Mon	Lunch	Room 5	147:00	148:00
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149:00	Mon	Science	Room 2	149:00	150:00
150:00	Mon	History	Room 3	150:00	151:00
151:00	Mon	English	Room 4	151:00	152:00
152:00	Mon	Lunch	Room 5	152:00	153:00
153:00	Mon	Maths	Room 1	153:00	154:00
154:00	Mon	Science	Room 2	154:00	155:00
155:00	Mon	History	Room 3	155:00	156:00
156:00	Mon	English	Room 4	156:00	157:00
157:00	Mon	Lunch	Room 5	157:00	158:00
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159:00	Mon	Science	Room 2	159:00	160:00
160:00	Mon	History	Room 3	160:00	161:00
161:00	Mon	English	Room 4	161:00	162:00
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164:00	Mon	Science	Room 2	164:00	165:00
165:00	Mon	History	Room 3	165:00	166:00
166:00	Mon	English	Room 4	166:00	167:00
167:00	Mon	Lunch	Room 5	167:00	168:00
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169:00	Mon	Science	Room 2	169:00	170:00
170:00	Mon	History	Room 3	170:00	171:00
171:00	Mon	English	Room 4	171:00	172:00
172:00	Mon	Lunch	Room 5	172:00	173:00
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174:00	Mon	Science	Room 2	174:00	175:00
175:00	Mon	History	Room 3	175:00	176:00
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177:00	Mon	Lunch	Room 5	177:00	178:00
178:00	Mon	Maths	Room 1	178:00	179:00
179:00	Mon	Science	Room 2	179:00	180:00
180:00	Mon	History	Room 3	180:00	181:00
181:00	Mon	English	Room 4	181:00	182:00
182:00	Mon	Lunch	Room 5	182:00	183:00
183:00	Mon	Maths	Room 1	183:00	184:00
184:00	Mon	Science	Room 2	184:00	185:00
185:00	Mon	History	Room 3	185:00	186:00
186:00	Mon	English	Room 4	186:00	187:00
187:00	Mon	Lunch	Room 5	187:00	188:00
188:00	Mon	Maths	Room 1	188:00	189:00
189:00	Mon	Science	Room 2	189:00	190:00
190:00	Mon	History	Room 3	190:00	191:00
191:00	Mon	English	Room 4	191:00	192:00
192:00	Mon	Lunch	Room 5	192:00	193:00
193:00	Mon	Maths	Room 1	193:00	194:00
194:00	Mon	Science	Room 2	194:00	195:00
195:00	Mon	History	Room 3	195:00	196:00
196:00	Mon	English	Room 4	196:00	197:00
197:00	Mon	Lunch	Room 5	197:00	198:00
198:00	Mon	Maths	Room 1	198:00	199:00
199:00	Mon	Science	Room 2	199:00	200:00
200:00	Mon	History	Room 3	200:00	201:00
201:00	Mon	English	Room 4	201:00	202:00
202:00	Mon	Lunch	Room 5	202:00	203:00
203:00	Mon	Maths	Room 1	203:00	204:00
204:00	Mon	Science	Room 2	204:00	205:00
205:00	Mon	History	Room 3	205:00	206:00
206:00	Mon	English	Room 4	206:00	207:00
207:00	Mon	Lunch	Room 5	207:00	208:00
208:00	Mon	Maths	Room 1	208:00	209:00
209:00	Mon	Science	Room 2	209:00	210:00
210:00	Mon	History	Room 3	210:00	211:00
211:00	Mon	English	Room 4	211:00	212:00
212:00	Mon	Lunch	Room 5	212:00	213:00
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218:00	Mon	Maths	Room 1	218:00	219:00
219:00	Mon	Science	Room 2	219:00	220:00
220:00	Mon	History	Room 3	220:00	221:00
221:00	Mon	English	Room 4	221:00	222:00
222:00	Mon	Lunch	Room 5	222:00	223:00
223:00	Mon	Maths	Room 1	223:00	224:00
224:00	Mon	Science	Room 2	224:00	225:00
225:00	Mon	History	Room 3	225:00	226:00
226:00	Mon	English	Room 4	226:00	227:00
22					



How you can help

Six Strategies for Effective Learning



TALK TO THEM ABOUT HOW THEY WILL REVISE:

They have been given information during their revision assembly – ask them about **this** resource (**made available on website**)



- Majority of revision time should be spent **PRACTISING QUESTIONS** (once preparation has been completed...)
- We encourage 30 minute sessions (give or take) – think **25 minutes DO, 5 minutes REVIEW**
- Refer to topic **CHECKLISTS** (or equivalent) and **UPDATE**
- **10-15 minute break** – CUP OF TEA + BISCUITS!

This revision resource is on the website, but would be useful to chat to your child about. What techniques work best for them? Is it true for every subject? Can they incorporate ideas into their revision timetable (such as spaced practice and interleaving)?



How you can help

Food Preparation and Nutrition Revision 2021

Written paper 1 hour and 45 mins		
Section A 20 x multiple choice questions to test your knowledge and get you thinking	Section B A series of longer questions. Starts with 2 – 4 mark questions, then longer 6 – 15 mark questions which require more discussion type answers.	Themes Food Nutrition and Health Food choices Food science Food Provenance Food safety

	CCEA Revision guide These are available via school. Please contact your teacher if you have not purchased one. There is an opportunity to buy a pack which has the revision guide, a workbook with practice exam questions and a sample exam paper and a pack of revision cards to test knowledge.
	Collins Revision Guide Revision guide, practice questions and a practice paper all in one. See Miss Hope if you would like the school to order you one.
	https://www.aqa.org.uk/subjects/food Specification and specimen papers.
	https://quizlet.com/search?query=food-preparation-and-nutrition&type=all Exam practice questions and quizzes on nutrients.
	https://www.senecalearning.com/ A free revision platform with tutorials and quizzes.
	https://www.food4lifefile.org.uk/ A wide range of revision resources including powerpoints , quizzes, worksheets and knowledge organisers. Answer sheets on the site too.
	https://www.bbc.co.uk/bitesize/subjects/zdr9fhw Home Economics: Food and Nutrition (CCEA) This is a different board but still has some really useful tutorials , quizzes, videos etc.

French and German revision

ONLINE:		
Oak National Academy	Online lessons that are tailored to our course content.	https://teachers.thenationalacademy/subjects/french/key-stages/key-stage-4 https://teachers.thenationalacademy/subjects/german/key-stages/key-stage-4
BBC Bitesize	Useful for Topic and Grammar revision.	https://www.bbc.co.uk/bitesize/teaspects/27v647h https://www.bbc.co.uk/bitesize/subjects/282tfr
Seneca Learning	Select a topic to revise key vocabulary and expressions.	https://app.senecalearning.com/classroom/course/2729d83b-205e-4001-8112-76c3a3f4c9d5/section/2c55d041a14c-4d6d-881f-2b6d8b2b1a0e/section https://app.senecalearning.com/classroom/course/66ff432b-876c-4c78-851e-38e518352d82/section/2b748defc1-ee04-dx71-7e9d-ae0c3a2d976e/section
Quizlet	Search the database for interactive vocabulary revision.	www.quizlet.com
Edexcel website	Our exam syllabus website has lots of information for students about to sit exams, including links to past papers and mark schemes .	https://qualifications.pearson.com/en/subjects/support/for-you/0students.html

IN-HOUSE:	
TEAMS	Lots of revision help in the 'Files' folder. Including: <ul style="list-style-type: none">• Interactive vocab tests• Role play and Picture-based discussion past papers. Also included is the teacher/examiner information, so students can look up what the unprepared questions are.• Picture-based discussion prompt sheet.• Course companion (key expressions and advanced structures).
Revision guides	The 'workbook' provides students with exam-style questions in all four skills, plus revision tips. The 'guide' summarises key vocabulary and expressions, as well as essential aspects of grammar.
Extra lessons	Students have been building up a list of key exam structures and vocabulary across all five Themes – write these words / expressions up on to a separate sheet of paper and learn them.

Subject-specific revision guides
(all available on website)



Ensure that your child is aware of (at the least) the subject-specific revision pages (on the website using the link provided earlier)

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Motivation and encouragement



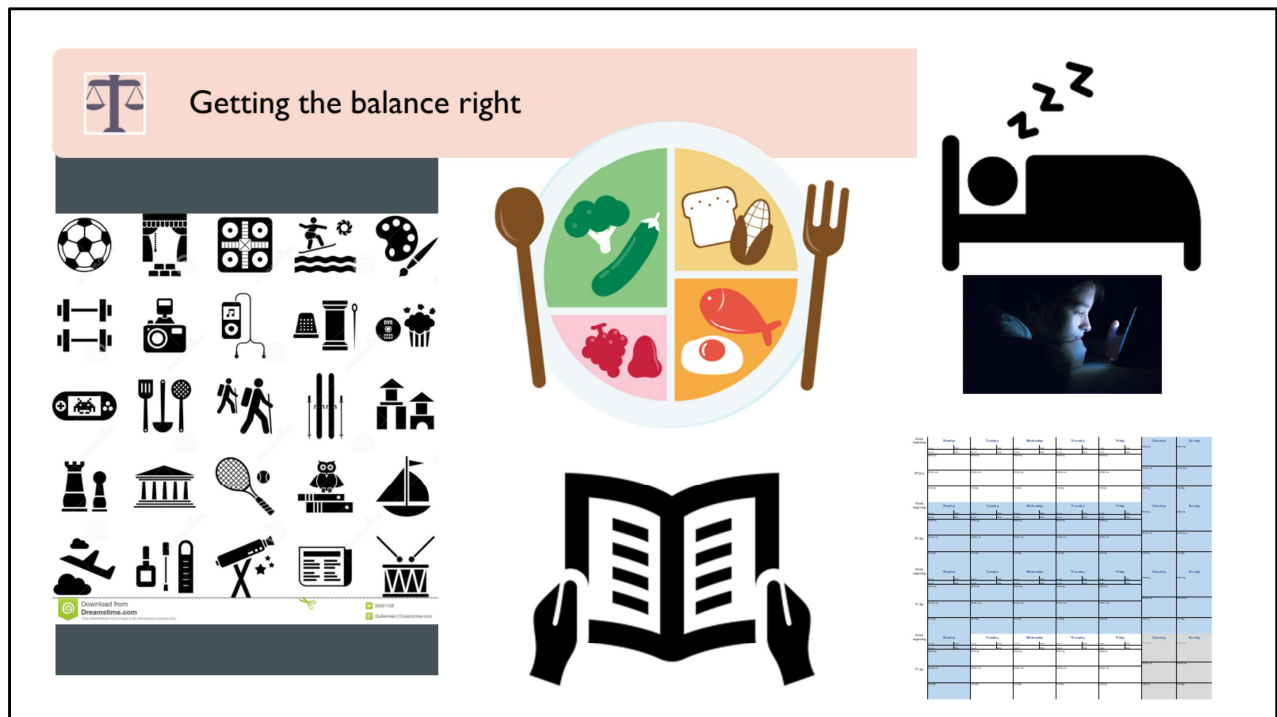
How you can help



Getting the balance right



Dos and don'ts



So important, through an intense period such as exams, to ensure the basics are in place:

1. Regular revision (encourage morning revision at weekends and holidays – reduces pressure in the afternoons if they know it is guilt-free, spare time to enjoy)
2. Eat healthy, regular and substantial meals. Remind them of the need to feed the brain and to encourage endurance
3. Encourage regular, good-quality sleep (8hrs preferably). Discuss the need to resist the temptation of reaching for a phone or electronic device which can stimulate the brain and prevent sleep (perhaps agree a time that devices are turned off for the evening)?
4. Very important – remind your child of the need to factor in rest and relaxation – all important leisure activities should be planned for and prioritised – encourage them to include on their revision timetables

KEY AGENDA ITEMS

Twilight Meeting
March 2025



Key timelines



Motivation and encouragement



How you can help



Getting the balance right



Dos and don'ts



Dos and don'ts



Try not to....

1. Lock them away (or ground them, for example) to try and force study – going out for fresh air or to spend time with friends will be really important during this pressure-filled period
2. Ban games consoles during the exam period – this may be the pressure valve that they need!
3. Ban mobile devices. As mentioned in the previous section, there is a time and a place for mobile devices, but maybe not before bed, and during revision (unless needed for accessing revision website, for example)
4. Offering cash – this is not a healthy incentive, and certainly not one that fellow parents and carers will thank you for....!

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Dos and don'ts

KEY AGENDA ITEMS

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