



Our vision is to enable each member of our school community, both pupils and staff, to achieve their fullest potential.

Welcome

Workshop focus:

- What actually helps young people to learn?
- What can parents or carers realistically do at home?
- How can we help our children become increasingly independent learners?

Key message

You don't need to become your child's teacher.

You can help create the conditions in which they learn successfully.



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Prioritise Excellent Attendance

Why it matters

Learning is cumulative. Missing lessons creates knowledge gaps that become harder to fill over time.

What parents can do?

- Aim for attendance above 95%.
- Avoid term-time holidays where possible.
- Schedule appointments outside school hours when feasible.
- Treat attendance as non-negotiable.

Key message

Every lesson matters. Missing one day a fortnight equals nearly four weeks of learning lost over a school year.



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Protect the basics

Learning is harder when the foundations aren't in place.

You can support by helping young people with:

ATTENDANCE

Every lesson provides an opportunity to learn.

PUNCTUALITY

Starting calmly and being prepared matters.

SLEEP

Tired brains don't learn as effectively.

DEVICES

Agree when phones and other distractions are put away.

ORGANISATION

Equipment, materials, deadlines and routines.

BALANCE

School – activities – friends – family – rest.

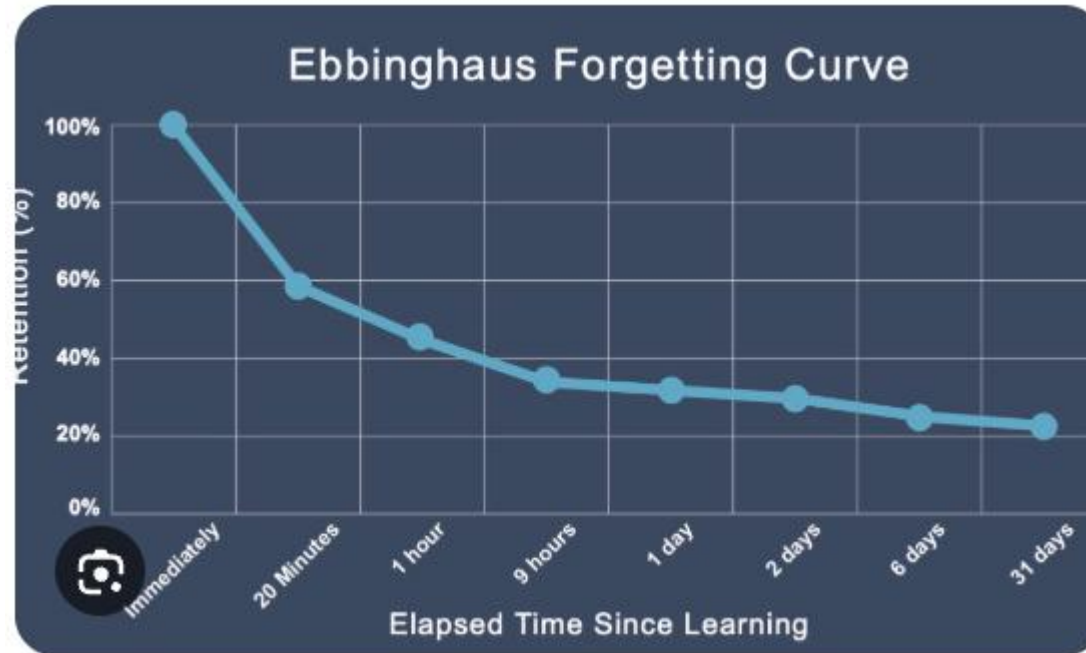
The aim isn't perfection.

It's creating conditions in which young people can learn.



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How the brain retains information



You can lose up to 50% to 70% of new information within the first 24 hours, with the steepest plunge happening in the first few hours.



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What does "studying" actually mean?

Imagine your child says:

“I’ve studied for an hour.”

What might they have done?

- Read their notes
- Highlighted a textbook
- Watched a video
- Made flashcards
- Answered questions
- Tested themselves
- Explained something to someone else

The important distinction

Being busy ≠ learning

Effective learning requires young people to, **think retrieve, explain, practise and reflect.**



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The four things parents can influence

Parents don't need to teach every subject

They can focus on four areas:

1. **CREATE THE RIGHT CONDITIONS**
routine – sleep – attendance – organisation
2. **MAKE LEARNING ACTIVE**
retrieve – practise – explain – revisit
3. **BUILD INDEPENDENCE**
Plan – monitor – respond to feedback
4. **STAY CONNECTED**
Talk – read – encourage – communicate with school

Small, consistent habits can make a big difference over time.



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Create a regular learning routine

Make learning a habit, not an emergency

A predictable routine can reduce arguments and procrastination.

For example:

Monday – Thursday

- Agree a realistic time
- Phone away
- Decide what needs to be done
- Work for an agreed period
- Take appropriate breaks
- Finish at a sensible time

Consistency beats cramming

For S1/2, the aim isn't necessarily lots of homework.

It is developing the habit of:

“This is when I learn”

Try asking:

“What are you going to learn tonight?”

Rather than:

“Have you got homework?”



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Encourage Retrieval Practice

Don't just ask them to read it again.

One of the most useful things young people can do is **try to remember information without looking at it.**

Instead of:

Read highlight read again

Try:

Look cover remember check correct

You can ask:

What can you remember?

What are the three key points?

Can you draw the diagram without looking?

What is the definition?

Can you list the causes?

What formula do you need?

The golden question:

What can you remember without looking?



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EXPERIENCE IT: Can you remember?

Don't look at the screen for 20 seconds...

Your challenge - try to remember as many of these words as possible:

RIVER
CASTLE
MOUNTAIN
APPLE
CLOCK
GUITAR
WINDOW
BICYCLE
OCEAN
PENCIL
CAMERA
FORESTY

Your task - don't write anything down yet.

Just look.

20 seconds...



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Now Retrieve

Without looking back...

Write down as many words as you can remember.

You have:

30 seconds

Don't worry about getting them all.

Just try to retrieve them from memory.



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What just happened?

You didn't learn by looking, you learned by:

TRYING TO REMEMBER

That is retrieval practice.

The cycle:

LEARN



CLOSE THE BOOK



RETRIEVE



CHECK



CORRECT



RETRIEVE AGAIN



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Now imagine your child doing this with:

History — key dates, people and causes
Biology — processes and terminology
Maths — formulas and method

Languages — vocabulary

English — quotations, terminology and ideas

The parent doesn't need to teach the content.

They can simply ask:

"What can you remember without looking?"

That's a much more powerful question than:

"Have you read your notes?"



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Space learning out

Little and often beats last-minute cramming

Learning is more effective when pupils return to important knowledge over time.

Instead of: Assessment - Thursday panic Wednesday

Try:

Week 1 – learn + retrieve

Week 2 – retrieve again

Week 3 – Practise questions

Week 4 – retrieve + practise + correct

You can ask:

“When will you revisit this?”

Rather than:

How much revision are you doing tonight?

Remember:

Revision is not just preparation for the test

Revision is how we build long-term learning.



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Ask your child to teach you

You don't need to know the answer.

Ask your child to explain something to you

Try:

“Pretend I've never learned this. Teach it to me.”

Then ask:

Why?

How do you know?

What's the difference between X and Y?

Can you give me an example?

What would happen if...?

What's the most important thing to remember?

Don't rescue them too quickly

If they get stuck:

“What do you know already?”

You don't have to be the expert.

Your child explaining is the learning.



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Turn feedback into action

A mark isn't the destination

A pupil receives 68%

The important question isn't simply:
"Is that a good mark?"

Instead ask:

What did you do well?

What do you need to improve?

What will you do differently next time?

Move from:

"I got 68%

To:

"I lost marks because I didn't explain my evidence. Next time I will..."

One powerful question:

"What's your next step?"



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Practise Questions – learn from your mistakes

Practice is more than completing a worksheet.

A powerful cycle is:

1. **Attempt**
try the question without help
2. **Check**
Use feedback, marking instructions or teacher guidance.
3. **Identify**
What went wrong?
4. **Correct**
Work out the correct answer or method.
5. **Reattempt**
Try again

The mistake is not wasted time.

Understanding the mistake is part of the learning.



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Help them plan – then hand over responsibility

The goal is independence.

Parents can initially provide structure, but gradually transfer responsibility to the young person.

S1

“Let’s work out what you need to do”

S2

“What do you need to get done this week?”

S3/4

“What’s your plan?”

S5/6

“How is your plan working?”

The progression:

Parent manages – parent prompts – young person plans – young person manages.

Ask:

“When will you do it?”

“How will you know you’ve done it well?”

“What will you do if you get stuck?”



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Talk / Read

Learning doesn't only happen at a desk.

TALK

Ask:

“tell me something interesting you learned today.”

Discuss:

- News
- Books
- TV/documentaries
- Sport
- Science
- History
- Current issues
- Ideas and opinions

READ

- Reading can be:
- Fiction
- Non-fiction
- Newspapers
- Magazines
- Online articles
- Audiobooks alongside text



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ENCOURAGE

Praise:

- Persistence
- Improvement
- Good strategies
- Asking for help
- Acting on feedback
- Independence

Instead of only:

“You’re clever.”

Try:

“That strategy worked”

“You’ve improved because you changed how you practised.”

“You kept going when it was difficult.”



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Five questions that make a difference

You don't need to know the answer.

Try asking these questions:

1. What did you learn today?
2. What can you remember without looking?
3. Can you explain it to me?
4. What did your teacher say you need to improve?
5. What's your next step?

The aim isn't to become your child's teacher.

The aim is to help your child become an increasingly independent learner.



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One small change

What will you change this week?

Don't try to introduce all ten strategies tomorrow.

Choose ONE.

For example:

- Establish a regular learning routine
- Ask a retrieval question
- Introduce spaced practice
- Ask my child to teach me
- Talk about feedback
- Use practice questions
- Help them plan
- Protect / devices / organisation
- Talk and read together
- Praise the process and improvement

Our shared goal

**Young people who know how to learn,
believe they can improve,
and increasingly take responsibility for their own learning**

School + Young Person + Home

Working together to support achievement

Thank you