

Senior Information Evening

27th August 2026

Supporting your young person with exam stress and encouraging effective study habits



Work Hard Be Kind

Supporting Young People Through Exam Pressure

A practical 20-minute guide for parents & carers



1. Creating the
conditions for
positive study
habits

2. Having
positive,
meaningful
conversations

3. Knowing
what to do
when things
go wrong

Your child already has teaching input, revision guidance and wellbeing support in school- your role is to help create the conditions for them to use the resources they have.

Lower the emotional temperature

Be the steady person when things feel high-stakes.

Make the basics easier

Protect sleep, food, time, space and manageable routines.

Keep the relationship bigger than exams

Listen, notice effort and make room for life beyond revision.

Think: “How can I make it easier for them to do what they already know they need to do?”

Stress has a Purpose

A little stress can sharpen focus. Too much can block sleep, concentration and recall.

MOTIVATED

“I can get started.”

STRETCHED

“This feels hard.”

OVERLOADED

“I can’t do this.”

Signs stress may be tipping into overload:

- sleep or appetite changes
- irritability, tearfulness or withdrawal
- physical symptoms: nausea, shaking, breathlessness
- can’t start, focus or switch off

Create the conditions for revision

SPACE

A workable place: quiet enough, comfortable, materials to hand.

TIME

Help break a big evening into short, realistic blocks.

FUEL

Regular meals, water and easy snacks — without making food another battle.

REST

Protect downtime and sleep; tired brains learn and recall less effectively.

RELIEVE

Temporarily lighten chores or sibling demands where you can.

Support the plan, don't make the plan

Encourage them to keep the plan visible, simple and flexible.

Mon	Tue	Wed	Thu	Fri	Weekend
Complete and mark RUAE for English (2 hours)	Biology quiz for Unit 1. Draft notes for Unit 2 (1.5 hours)	Geography Assignment write-up practice (1.5 hours)	Netball then working a 5-9 shift	Create Mind Map for Art Paper Section 1 Questions	1 full past paper for Maths-timed (3 hours)

- Help them decide the next small task.
- Offer to quiz/test only if they want it.
- Notice when the plan has become unrealistic and help reset

Quality over quantity

Having Positive and Meaningful Conversations

Try

“What feels most stressful just now?”

“Do you want me to listen, help you plan, or leave you some space?”

“What would make tonight feel manageable?”

“I’m proud of the work you’re putting in ...”

Avoid

“Have you revised enough?” on repeat

Comparing them with siblings or friends

Turning every meal into an exam conversation

Catastrophising: “You need this grade for...”

**Ask fewer questions, make each one safer to answer.
Think about what you want to get from the conversation**

Assessment Day: make home the easy part

BEFORE

- Check practicalities: time, travel, equipment.
- Breakfast / water / calm start.
- Avoid last-minute interrogation.
- A simple: “You’ve prepared. Take it one question at a time.”

AFTER

- Let them choose whether to talk about it.
- Don’t conduct a post-mortem on every answer.
- Food, rest, reset — then move to the next exam.
- Keep perspective: one paper is one part of a wider pathway.

When motivation disappears, respond with curiosity

“Not revising” can mean many things.

OVERWHELM

Too much / don't know where to start

FEAR

Avoiding the possibility of failure

FATIGUE

Running on empty

DISTRACTION

Phone, gaming, friends, noise

“What is the smallest useful thing you could do for 15 minutes?”

Know when to seek more support

Get extra help when worry is persistent, escalating, or stopping normal day-to-day functioning.

- 1 SCHOOL** Contact the pastoral/guidance team. Ask what support, revision help or assessment arrangements may be appropriate.
- 2 HEALTH** If you are worried about your child's mental health, contact your GP. NHS 24 can also provide urgent mental health support via 111.
- 3 URGENT** If there is immediate risk to safety, seek urgent professional help.

For additional support needs, speak to school early about existing support and appropriate assessment arrangements.

Three things to take home

Questions

1

Support the conditions

2

Have meaningful conversations

3

Know when to seek support.