



# Dendrite Education

*The architecture of understanding*

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## *Build Your Own* **AI TUTOR**

*A parent's guide to supporting Year 6 SATS revision*

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*Key Stage 2*

*A learning and revision toolkit for parents*

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## A Word to Parents

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Your child is preparing for the end of Key Stage 2 SATS. These tests are an important moment, and they are also a time when children start to learn how to study on their own. The advice in this booklet is built on a simple idea. Used carefully, an AI tutor can give your child something children never had before. It is a patient helper that knows the work, can practise with your child, and is there at any hour, on any topic, for as long as you need.

Used wisely, an AI tutor can explain a tricky idea three different ways until it makes sense, set as many practice questions as you want, and give honest feedback on every answer. If used carelessly, it will quietly do your child's thinking for them, and any real learning will fade away.

This booklet is for you, the parent, not for your child. Most AI websites and apps say users should be at least thirteen, and some are higher. Year 6 children are usually ten or eleven, so they are too young to use these tools on their own. You are the one who runs the AI. You sit alongside your child, copy the prompts in this guide, and read what comes back together. The thinking, the writing and the working out is your child's.

The method is simple: five steps, a small set of well-chosen prompts, and a habit of being honest about what your child does and does not yet know. Followed properly, it builds confidence as well as knowledge. Your child will not just know more by SATS week. They will know how to answer the questions in front of them.

We are grateful for your support with your child's learning.

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## 1. Why This Works

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### *The science of good revision*

Most children, given a textbook and an hour to revise, will read it through and use a highlighter. This feels like work. It is not. Years of research into how children learn point to a small number of methods that really do help children remember things over time. The good news is that an AI tutor is very good at all of them.

### The four things that make revision work

#### 1. Active recall

Pulling information out of the brain is many times more powerful than putting it in. Every time your child remembers a fact, the memory of that fact gets stronger. Reading through notes and using a highlighter does almost nothing. Closing the book and trying to write down what you remember does almost everything.

#### 2. Spaced repetition

Children forget things in a fairly predictable way. If you go back to a topic just as your child is starting to forget it, you stop the forgetting and the knowledge sticks for longer. Short, frequent sessions over weeks beat one long cram session every time.

#### 3. Feedback

Practising without feedback bakes in the mistakes. Your child needs someone, or something, to say not just that an answer was wrong, but why it was wrong, and what a strong answer would look like. This is where most children struggle to revise on their own.

#### 4. Real practice

You cannot get better at running by walking. You get better by trying, failing, adjusting, and trying again. In SATS, that means practising real questions in the same way your child will see them in May, not just reading about the topics.

#### Where AI fits in

An AI tutor can do all four of these things. It can ask your child to remember things on the spot, it has endless patience to come back to a topic again and again, it gives feedback on every answer, and it can set as many practice questions as you want. That is why this booklet works. You are putting four of the best ways of learning into a single weekly habit.

## 2. Using AI Safely and Sensibly

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### *The rules of the road*

AI is just a tool. Like a calculator or a library book, it is only as useful as the person using it. For a Year 6 child, that person needs to be you. Please read this section carefully and come back to it if anything in a session ever feels uncertain.

### Age and supervision

Most AI websites and apps (including ChatGPT, Claude, Microsoft Copilot and Google Gemini) say users must be at least thirteen, and some are stricter than that. Year 6 children are below this age. Please do not set up an account in your child's name. Use your own account, sit next to your child, and treat every session as something you do together.

### Your family AI agreement

Before your first session, agree the following with your child:

- AI is a way to learn, not a way to copy. We never paste an AI answer into homework as if our child wrote it.
- The AI is the tutor. It explains, asks questions, and gives feedback. The thinking, the writing and the working out is your child's.
- We always check important facts in a textbook, schoolbook, or trusted website before relying on them.
- We never share personal information with the AI. No full names, addresses, dates of birth, school details, photos, or contact details.
- If the AI ever says something that feels unsafe, upsetting or rude, your child stops, tells you straight away, and you decide together what to do next.

### Schoolwork and honesty

Year 6 SATS are taken in a hall, in silence, with a paper and a pencil. Anything an AI does for your child outside that room cannot help them inside it. The only useful preparation is the kind that makes your child's own knowledge stronger. Use AI to teach, quiz and give feedback. Do not use it to write.

#### **A simple test**

Before your child writes anything down at the end of a session, ask: "Could you write this from memory in the SATS hall tomorrow morning?" If yes, the session was real revision. If no, your child has been watching the AI do the work, and it is time to go back and do it properly together.

### 3. Choosing Your AI and Getting Set Up

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*A two minute setup that saves you hours*

Several AI tools are suitable for Year 6 revision when used with a parent. The most well known are Claude, ChatGPT, Google Gemini and Microsoft Copilot. All of them work with the prompts in this booklet. The free version of each is enough for this kind of revision, although the paid versions tend to give longer and more thoughtful answers.

#### Before your first session

1. Find a quiet place at the kitchen table or a desk, with your child's exercise book, school reading book and a pencil to hand. The AI is a helper, not a replacement for what your child has learned in class.
2. Have this booklet open at the right section. Copying the prompts straight from the page is faster and works far better than trying to type them from memory.
3. Decide what the session is for. Are you learning a new topic, testing one your child has already met, or practising a SATS style question? One goal per sitting.
4. Set a timer. Twenty minutes of focused revision is worth more than an hour of drifting. Year 6 children only have so much focus in them, and so do you after a long day.

#### Give your tutor a name

Give the AI tutor a name and a clear role at the start of every long session. This sounds odd but it works. Your child behaves more like a learner and less like someone watching television. The next section shows you exactly how to do this.

#### A note on privacy

Never paste photos of your child or other children, full names of teachers or classmates, or anything from the school's internal systems into an AI chat. Treat every conversation as if a stranger might one day read it. In a way, they might.

## 4. The Five Step Plan

*One method. Every subject. Every topic.*

Every good session has the same shape. You set up the tutor, your child learns, your child is tested, your child practises a SATS style question, and you reflect together on what to do next. Skip any of these and the session does not work as well. Do all five and your child will learn faster than you might expect.

### The five steps at a glance

Step	What you do	What you get
1. Set up	Set up the tutor with the subject, year group and target.	A tutor that pitches its answers at the right level for Year 6.
2. Learn	Ask for a clear, step by step explanation of the topic.	Knowledge your child could explain to a friend.
3. Test	Get the tutor to quiz your child on what was just learned.	Proof of what your child can remember, and what is still missing.
4. Practise	Have your child answer SATS style questions.	Exam skill, not just knowledge.
5. Improve	Spot the weak areas and plan the next session.	A short, focused list of jobs for next time.

### How long should a session take?

A full run through all five steps for one SATS topic takes about thirty to forty-five minutes. You do not have to do it all at once. Your child can learn on Monday, be tested on Wednesday, practise a question on Friday, and review at the weekend. In fact, splitting the steps across the week works even better, because it builds in spaced repetition without you having to think about it.

## 5. Step 1: Set Up Your Tutor

### *The most important prompt you will ever paste*

This is the single most important prompt in this booklet. It tells the AI who it is, who your child is, and what kind of help is needed. Paste it at the start of every long session. Just edit the parts in square brackets to fit the subject and topic you are working on.

#### **PROMPT · Master tutor setup**

You are my child's Year 6 SATS tutor. Your name is [NAME].

Your job is to:

- Explain things clearly, using examples a ten or eleven year old can relate to.
- Assume my child does not yet know anything about this topic. Use the English National Curriculum for Key Stage 2 to work out what needs to be covered, rather than asking us to tell you.
- Quiz my child often, making the questions a bit harder as we go.
- Give honest feedback. Say when an answer is wrong, and why.
- Link everything back to what is actually tested in the Key Stage 2 SATS papers.
- Show what a strong answer looks like, so my child knows what to aim for.
- Use a friendly, encouraging tone.

About my child:

- Year group: 6
- Subject today: [Reading / SPaG / Maths Arithmetic / Reasoning]
- Where my child is now: [working towards / expected / greater depth]
- Where we want to get to: [expected standard / greater depth]
- Topic today: [insert topic]

Ground rules:

1. Keep explanations short. Use bullet points and simple examples.
2. Use UK English spelling and Key Stage 2 words. Explain any new word in plain English the first time you use it.
3. If you are not sure of a fact, say so. Do not make things up.
4. Do not just give my child the answer. Ask small questions that help my child work it out, and gently correct any mistakes along the way.

## Why this prompt works

- It sets a clear job: “Year 6 SATS tutor”, not a general helper.
- It pegs the difficulty to the National Curriculum, so the examples match what is actually taught and tested in school.
- It asks for honesty, which means your child gets real feedback, not just praise.
- The “do not make things up” rule cuts down, although does not stop, the AI inventing facts.

### Practical tip

Save the prompt above in the Notes app on your phone. At the start of every session, copy it across, fill in the brackets, and paste. Ten seconds of setting up saves ten minutes of drifting.

## 6. Step 2: Learn

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### *Build understanding before testing memory*

Once the tutor is set up, it is time to learn. The aim is not for your child to skim. It is for your child to understand the topic well enough to explain it to a younger sister or brother. Use the prompts below in order, and read every reply together.

**PROMPT · Teach my child this topic**

Please teach my child [TOPIC] step by step.

For each step, please give us:

- A one sentence definition in plain English.
- A worked example my child can follow, or a short piece of text if this is a reading topic.
- The key word my child should know.
- How this links to what is tested in the SATS papers.

After your explanation, please give us three short check up questions to make sure my child has understood the basics before we move on.

### **Follow up prompts when something does not click**

If part of the explanation does not land, do not just stare at it. Push back with one of the prompts below. The tutor will rework its explanation rather than just saying it again the same way.

**PROMPT · Explain it differently**

Please explain that again in a different way. Use a real life example, and assume my child has never heard of [the tricky word] before.

**PROMPT · Show how the ideas connect**

Please show us how the key ideas in [topic] link together. Use bullet points and indents instead of a picture.

**PROMPT · Teach the common mistakes**

Please tell us the three most common mistakes Year 6 children make on [topic]. For each one, show us the wrong answer and the right one.

## 7. Step 3: Test

*If your child cannot remember it, your child has not yet learned it*

Testing is where the real learning happens. The moment the explanation is closed, and your child has to remember the information, the brain is doing the work of building lasting memory. Do not skip this step, even if your child seems confident.

### PROMPT · Test my child

Please test my child on [TOPIC].

- Ask ten short answer questions, one at a time.
- Wait for the answer before showing the right one.
- After each question, say whether the answer was right, partly right, or wrong.
- If my child got it wrong or only half right, ask a guiding question that helps my child work out what was missing.
- Keep score. After question ten, tell us the total and the weakest area.
- Use a friendly, encouraging tone when telling us whether the answer was right.

Start with easier questions and get harder. Do not let my child off the hook for vague answers. Push for clear, exact answers.

### When 8/10 becomes easy, raise the challenge

- **Mix topics together:** “Test my child on a mix of the last three topics, so we cannot guess which is coming next.”
- **Mix question types:** “Swap between calculation questions and explanation questions, so my child has to think on the spot.”
- **Explain it back:** “Instead of testing my child, ask my child to teach this topic to you as if you were a Year 4 child. Stop and ask questions wherever the explanation is unclear.”

### The teach it back test

If your child cannot explain a topic simply to a younger child, your child does not understand it yet. This is the most honest test of real understanding. The AI is the perfect listener. It will happily play the part of a confused younger child for as long as your child needs.

## 8. Step 4: SATS Style Practice

*Knowing the topic is not the same as answering the question*

Every year, children who know their subject lose marks because they did not answer the question that was asked. SATS papers use a particular kind of question, with set marks and set ways of asking things. Your AI tutor can copy all of this very well.

### PROMPT · Full SATS style drill

Please give my child three SATS style questions on [TOPIC].

Set each one out like a real SATS question:

- Say how many marks it is worth.
- Use the kind of words children see in SATS papers.
- Mix the types. Include at least one short answer and one longer multi step question.

After my child has answered all three, please:

1. Mark the work fairly, in the same way a SATS marker would.
2. Show what a strong answer would look like for each question.
3. Say where my child lost marks and what to add to get them.
4. Point out any technique problems, for example reading the question carefully, showing working out, or checking the answer.

### Question words to learn

Question word	What it really means
Tick / Circle	A quick choice. No working out needed.
Find / Calculate	A number answer. Show clear working out.
Write / Complete	A short answer. Match exactly what is asked.
Show your method / Show your working	Set out the steps. The mark is often for the method, not the final number.
Explain / Give a reason	Use the word "because". Link cause to effect.
Estimate	A sensible rough answer. Round before working it out.
What does the word ... mean?	Use the surrounding sentences for clues. A definition or close meaning.
Find and copy	Take the exact words from the text. Do not change them.

## A useful drill

Ask your tutor: “Please give my child five questions on the same topic, each starting with a different question word. After my child answers, explain how the answer should change depending on the question word.” This is one of the most useful drills in the whole booklet.

## 9. Step 5: Improve

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*Turn every session into a plan for the next one*

The children who improve fastest are not the ones who work the longest. They are the ones who finish every session with a clear list of what went wrong and what to do about it. Your AI tutor will write that list for you, if you ask.

**PROMPT · End of session review**

Please look back over our whole session today.

Tell us:

1. A short summary of what my child got right and got wrong.
2. The three things my child needs to work on most, in order.
3. For each one, one clear job for next time  
(for example: "Redo question 4, then try two more like it").
4. A three session plan for the rest of this week, with each session lasting twenty to thirty minutes.

Please be honest. Do not say my child has done well if my child has not.

### Write it down

Do not just read what comes back and close the tab. Copy the three weak areas and the next job into the Reflection Log near the back of this booklet. This is the most useful minute of your whole session.

### Spaced review

Every Friday, ask the tutor to test your child again on the weak areas you noted earlier in the week. Then once a month, do the same with everything from that month. This is spaced repetition in action.

**PROMPT · Friday recap**

This week we studied [list the topics]. Please test my child on the areas we marked as weak, mixing questions from all of them. Keep going until my child gets at least 80 per cent on each topic.

## 10. English Reading

*Subject focus: comprehension and reading between the lines*

The Reading SATS paper is the one most children find hardest, because it tests something that is difficult to teach. It is about reading a text closely, working out what it says, and what it really means. There is one hour to read three texts and answer all the questions, and time pressure trips up even strong readers. Your AI tutor is very good at showing your child what a careful reader does.

### **PROMPT** · Reading comprehension coach

Please act as my child's Year 6 Reading SATS tutor. We are working on the skill of [finding facts in the text / reading between the lines / working out word meanings / summing up a passage / working out what the writer meant].

Please:

1. Write a short story or a short non fiction passage of about 250 words, suitable for a Year 6 reader.
2. Set five SATS style questions on it. Mix "find and copy" questions, "what does X mean here" word meaning questions, and at least two "reading between the lines" questions starting with "Why do you think ..." or "How can you tell that ...".
3. Say how many marks each question is worth (1, 2 or 3).
4. Wait for my child's answers, then mark each one in the way a SATS marker would.
5. For any answer that lost marks, show what was missing and explain how to find the evidence in the text.

### Reading drills that really make a difference

- **Reading between the lines:** "Take the same passage and ask my child five 'reading between the lines' questions, each one harder than the last. Use phrases like 'how can you tell' and 'what does this suggest'."
- **Working out new words:** "Choose ten unfamiliar words from a Year 6 level passage. Without telling my child the meaning, ask my child to work out what each word means using the surrounding sentences."
- **Three mark questions:** "Give us a three mark question that asks my child to find evidence and explain it. Mark the answer in the way a SATS marker would, giving marks for evidence and for the explanation separately."
- **Timed practice:** "Write a 600 word story and set 12 mixed questions. My child has 20 minutes. Mark the work and tell us where time was lost."

**Never trust quotes from a real book**

AI tools sometimes invent quotes that sound right but are not really in the book. If your child has been studying a particular book in class, do not let the AI quote from it. Ask the AI to write its own short passage in a similar style instead. Check every direct quote your child plans to learn.

## 11. Grammar, Punctuation and Spelling

*Subject focus: word types, sentence types and the spelling test*

The SPaG paper rewards getting things exactly right. Either a comma is in the right place or it is not. Either an apostrophe shows possession correctly or it does not. The good news is that this kind of clear, rule based knowledge is exactly what AI tutors do well. The trick is to test again and again until the rules become automatic. The technical names below (such as fronted adverbials and subordinate clauses) are the same words your child's teacher uses in school.

**PROMPT · Grammar and punctuation coach**

Please act as my child's Year 6 SPaG tutor. Today's focus is [topic, for example: subordinate clauses / fronted adverbials / the perfect tense / commas in lists / apostrophes for possession / direct speech].

Please:

1. Explain the rule in one short paragraph using Key Stage 2 words. Explain any technical word in plain English.
2. Give three example sentences that follow the rule, and one sentence with a deliberate mistake for my child to put right.
3. Set ten SATS style questions, including: pick out the [thing] in this sentence, rewrite this sentence using [feature], add the missing punctuation, and tick the right option.
4. Mark each answer and, where my child got it wrong, show the rule again with a worked correction.

### Drilling the spelling list

The Year 6 spelling test has twenty words read out one at a time. The Year 5 and 6 statutory word list, plus the spelling rules from the curriculum, are where these words come from. Your AI tutor can drill them in any order, in any sentence, for as long as your child has patience.

**PROMPT · Spelling drill**

Please test my child on the Year 5 and 6 spelling rules and statutory word list.

1. Read out one word at a time, as the SATS examiner would, by saying the word, then a sentence with the word in it, then the word again.
2. Wait for my child to type the spelling.
3. Mark each word right or wrong. For every wrong word, give the correct spelling, the rule it follows, and a short tip.
4. After twenty words, tell us which spelling rule was hardest, and give five more words that follow that rule for tomorrow.

**Read it out loud**

Spelling is partly about how a word sounds. After a wrong answer, ask the AI to break the word into syllables and show how each part is spelled. If your AI tool can speak (some can), use it. Hearing the word read out, syllable by syllable, fixes far more than reading it on a screen.

## 12. Maths Arithmetic

*Subject focus: written and mental calculation*

The Arithmetic paper is thirty minutes, forty marks, and almost all of it is about being quick and accurate with the four operations, fractions, decimals, percentages and order of operations. There is no reading to do and almost no problem solving. Speed and accuracy come from doing many questions, with feedback on every mistake. Maths is the ideal subject for an AI tutor.

### PROMPT · Arithmetic warm up and drill

Please act as my child's Year 6 Arithmetic tutor.

1. Set twenty SATS Arithmetic style questions covering: long multiplication, long division, mixed operations with brackets, fraction addition and subtraction with different denominators, fraction multiplication, fraction of an amount, percentage of an amount, and decimal calculations.
2. Show one question at a time. Wait for the answer.
3. Mark each one. If my child got it wrong, show the full method line by line and ask one guiding question to help spot the mistake.
4. After twenty questions, tell us the total mark, the topic that was weakest, and one drill we should do tomorrow.

### Maths drills that work well

- **Show your working out:** "Mark the working out as well as the final answer. In the real SATS, a clear method earns the mark even if the final answer is wrong, so please give credit for correct method."
- **Spot the mistake:** "Show my child three worked solutions with a deliberate mistake in each. My child has to find the mistake and put it right."
- **Speed practice:** "Give ten arithmetic questions and time how long my child takes. Then repeat with ten more, the same difficulty, and tell us if my child got faster or slower."
- **Tables and number bonds:** "Test my child on times tables to twelve and number bonds to one hundred, in random order, until ten are answered correctly in a row."

### Calculator? No.

Year 6 SATS Maths papers are all done without a calculator. When practising, your child should use mental methods or written methods on paper, never a calculator. Add this line to your setup prompt: "Always assume my child does not have a calculator. If a question would normally need one, please make it simpler."

## 13. Maths Reasoning

*Subject focus: word problems and questions with several steps*

The two Reasoning papers are where many children lose marks they did not need to lose. The maths is often easier than in the Arithmetic paper, but the questions are wrapped up in words and pictures. A child has to work out which operation to use, in what order, and on which numbers. The single biggest cause of lost marks is not reading the question carefully.

### PROMPT · Reasoning question coach

Please act as my child's Year 6 Reasoning tutor.

1. Give my child a SATS style word problem worth 2 or 3 marks.
2. Before my child answers, ask: "What is the question really asking? What information do you need? What sum will you do first?"
3. Wait for my child to plan, then to answer.
4. Mark the answer fairly. If my child went wrong, ask one guiding question rather than giving the answer.
5. Repeat with four more questions, getting harder.
6. At the end, tell us which step my child found hardest: understanding the question, choosing the sum, doing the working out, or checking the answer.

### Reasoning drills that help

- **Underline the important parts:** "Before my child answers, ask my child to underline the numbers and the question word. Then check whether the right things were underlined."
- **Turn words into a sum:** "Take the same word problem and ask my child to rewrite it as a sum, with no words at all, then solve the sum."
- **Estimate first:** "Before working it out, ask my child to estimate the answer to the nearest sensible number. After working it out, check whether the answer is close to the estimate. If it is not, find the mistake."
- **Step by step ladder:** "Give five problems where each one needs more steps than the last, from one step up to four. Mark them as we go."

### Read the question twice

The single most useful habit you can build with your child is reading every question twice before starting. Once for what it says, once for what it asks. Most lost marks in Reasoning come from answering a question that was nearly, but not quite, the one on the page.

## 14. When the AI Is Wrong

### Checking facts and challenging the AI

Every AI tool sometimes says something with great confidence that is just not true. People who work with AI call this a “hallucination”, which is a polite way of saying the AI made it up. The skill is not to avoid AI, but to spot when this happens. For Year 6 SATS, this matters most in Reading (made up quotes), in SPaG (sometimes muddled rules), and in any topic where exact dates, names or definitions are needed.

### Three things to watch for

Watch for	Why it is risky	What to do
Quotes from a real book	AI often invents lines that sound right but are not actually in the text.	Cross check against the book, or ask the AI to write its own passage.
Specific spelling rules	Some explanations of grammar rules are too simple, or partly wrong.	Check against the school book or BBC Bitesize.
Specific maths methods	Some written methods the AI shows are American style, or not the way your child has been taught at school.	Ask the AI to use the method as taught in English primary schools.

### The challenge prompt

If something feels off, push back. Most AI tools will correct themselves when challenged. The less careful ones will at least flag uncertainty when asked directly.

**PROMPT · Challenge**

You said [repeat the claim]. I am not sure that is right.

Please:

- Check that fact again.
- Tell me how sure you are on a scale of 1 to 10.
- If you are below 8, rewrite your answer without that claim.
- Tell us where we could check it for ourselves (a textbook, a trusted website, or a teacher).

### The single rule to remember

Never let your child write something in the SATS hall that came from an AI and was never checked against another source. If there is one sentence in this booklet to remember, it is that one.

## 15. Weekly Revision Planner

*Print this page, or copy it into your family diary*

Each week, plan five or six short sessions. Keep each one between fifteen and thirty minutes. Mix up the subjects. Mix up which step of the plan you are on. Spread the topics across the week. Come back to old weak areas at least once a week.

Day	Subject and topic	Step (1 to 5)	Time	How it went
Mon				
Tue				
Wed				
Thu				
Fri				
Sat				
Sun				

### How to use it

Fill in the Subject and topic and the Step columns at the start of the week. That is your plan. Fill in the How it went column after each session. That is your record of what really happened. At the end of the week, look at which subjects or steps got skipped. Those are the ones to put in first next week.



## 17. Golden Rules for Parents

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*Pin this page somewhere you will see it*

1. Set up the tutor before every long session. Subject, topic and target. Every time.
2. Use the five steps. Set up, Learn, Test, Practise, Improve. Skipping one weakens the whole session.
3. Testing is the point, not an extra. If your child has not remembered it, your child has not learned it.
4. Always check quotes, names, dates, spellings and methods. AI sounds confident even when it is wrong. You are the fact checker.
5. Finish every session with three weak areas and three jobs for next time. Write them in the Reflection Log.
6. The AI is your child's tutor, not your child's ghostwriter. If your child could not write it from memory, your child does not own it.
7. Protect privacy. No personal details, no photos, nothing from the school's systems.
8. Stay in the room. Year 6 children should never use these tools on their own.
9. Tell your child's teacher if anything ever looks wrong. The school would always rather know.
10. Revise little, often, and honestly. Twenty minutes a day beats five hours on a Sunday.