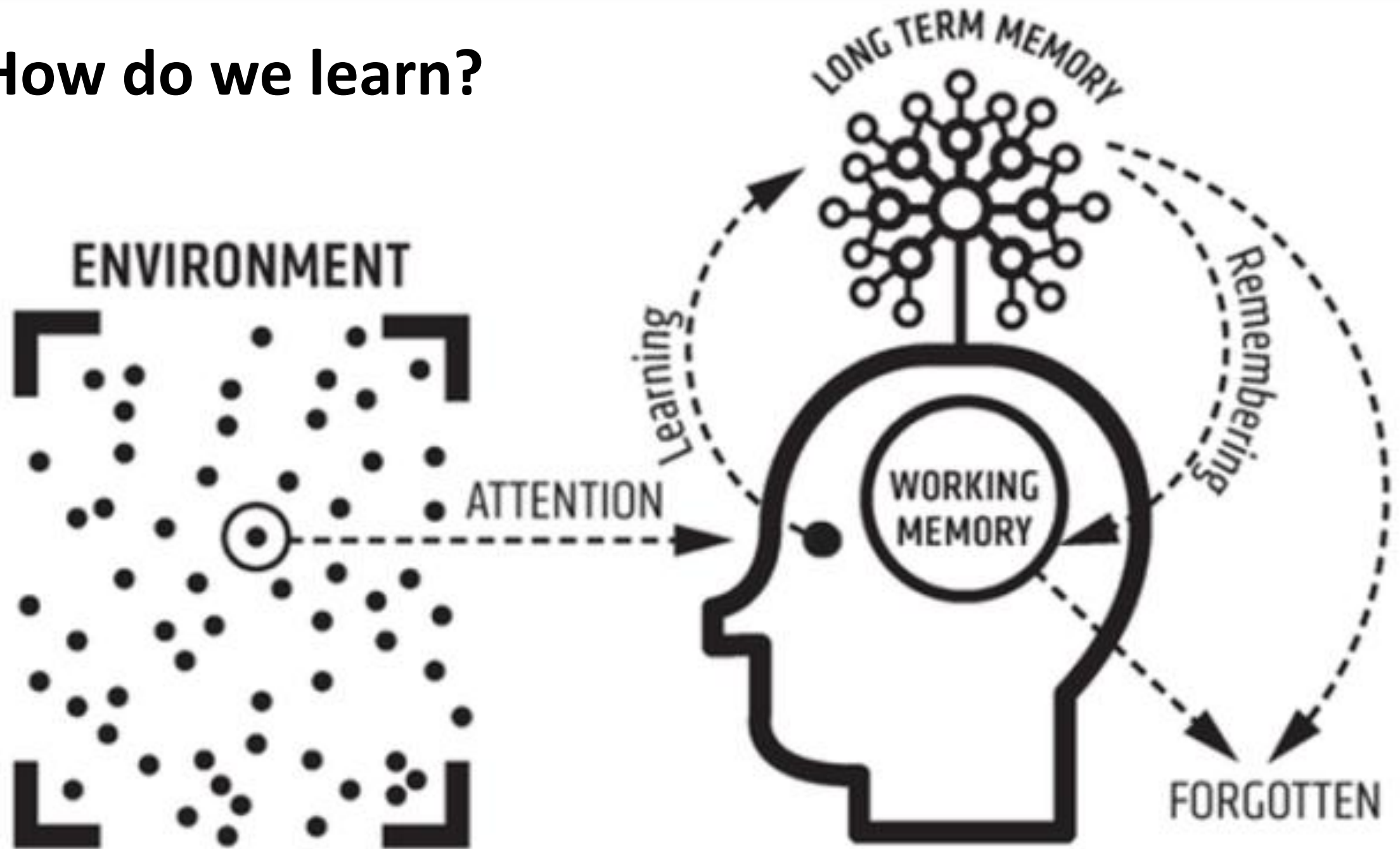


This is what Y11 pupils at Downlands have told us about revision

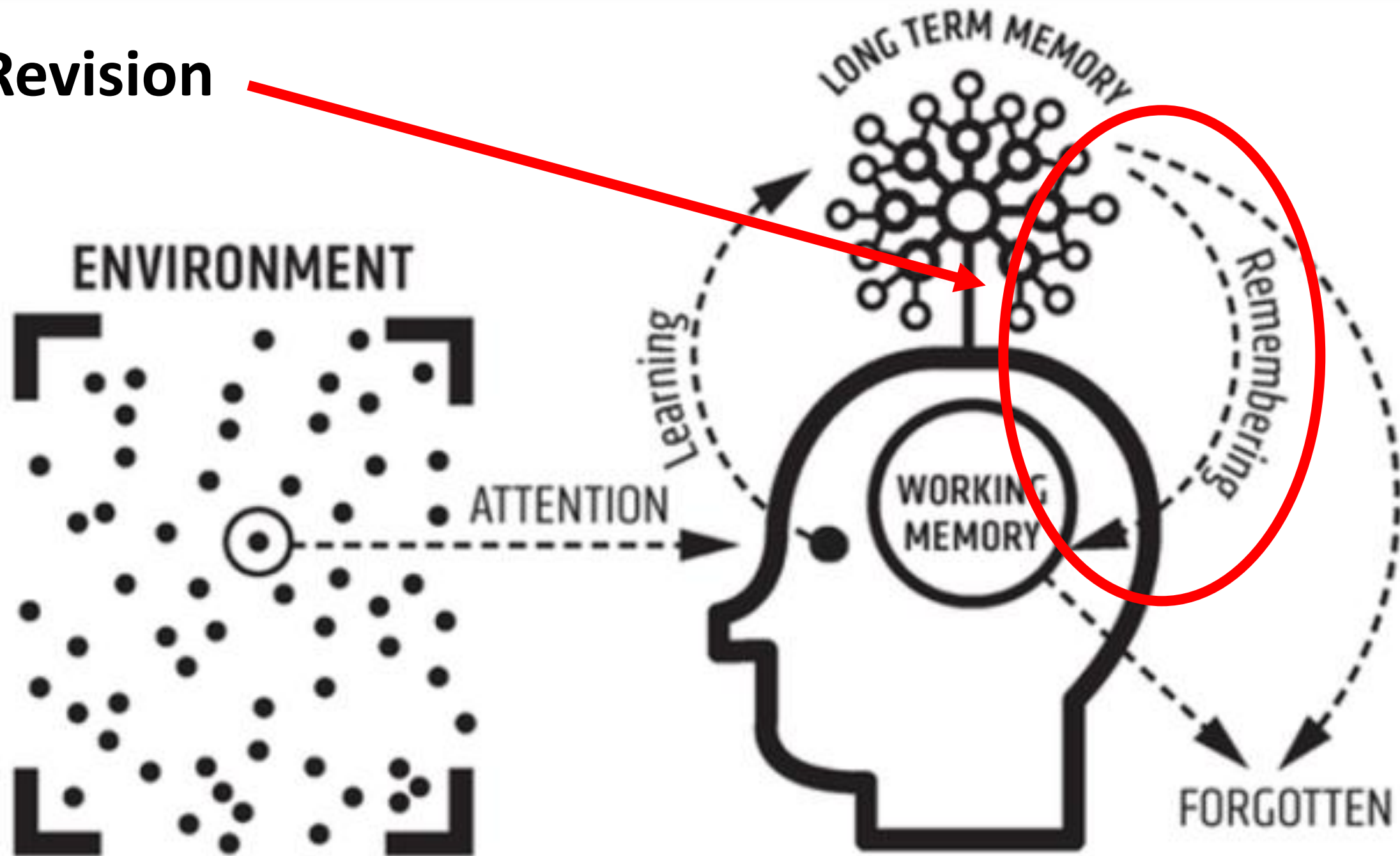
1. 74% were satisfied that they are prepared for the exams ahead
2. 79% of pupils were using revision timetables
3. 86% used Past Paper questions
4. 35% needed more help about how to construct a revision timetable
5. 48% were re-reading notes, this is one of the least effective revision methods
6. 63% were concerned about getting enough sleep
7. 76% thought that mobile phones were a distraction
8. 33% wanted more strategies to cope with stress
9. 31% wanted more revision strategies

On your MWB note
those numbers 4-7 that
apply to you.

How do we learn?



Revision

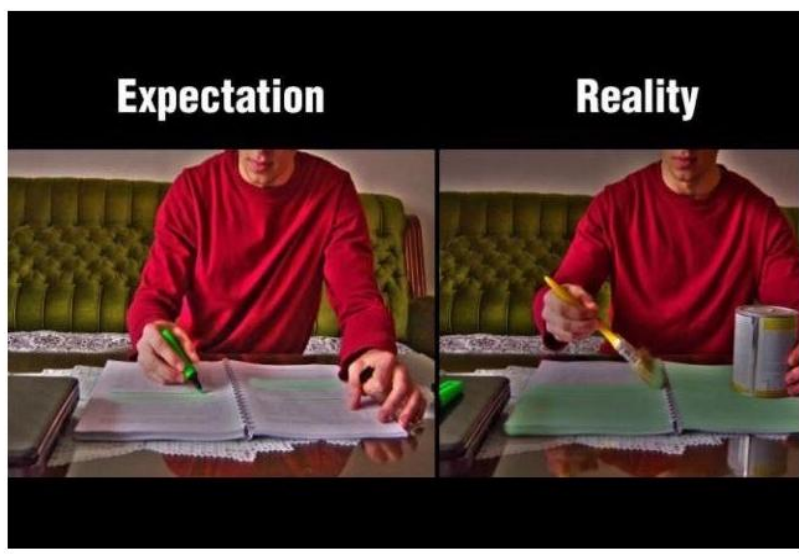


How do you revise?

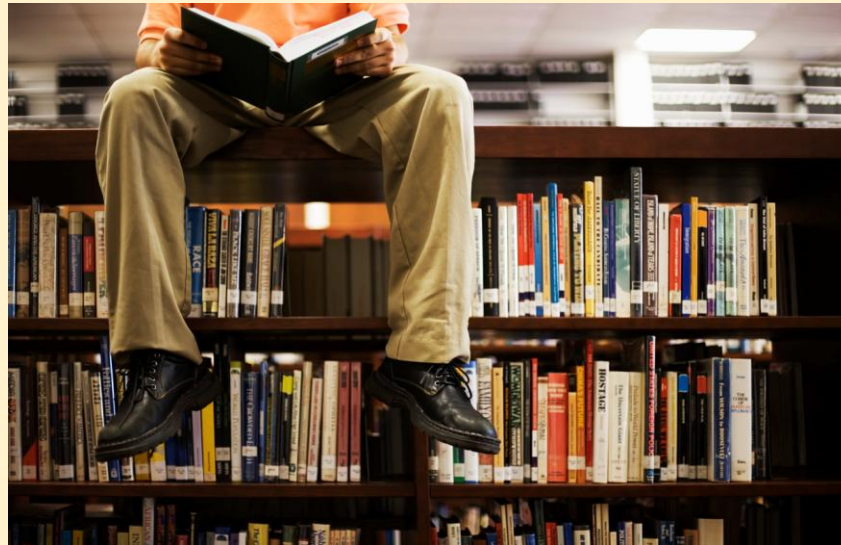
- Write answers on MWBs

Common Revision Issues

- Revision usually takes place outside of the classroom and so is 'uncontrolled'.
- Students can spend a lot of time revising, but this time can be wasted on ineffective activities...



Highlighting



Re-reading



Summarising

Why are these ineffective?

- Low challenge
- Little thinking required
- **Make you feel like you are 'doing something' – a false sense of accomplishment**
- You look busy!

Six Learning Strategies

1. **Retrieval practice**
2. **Spaced practice**
3. **Elaboration**
4. **Interleaving**
5. **Concrete examples**
6. **Dual coding**

On Tuesdays and Wednesdays we will :

- Explore the study strategies
- Consider how to use these strategies for revision.
- Use them to revise English and to show how they work in practice

1. Retrieval Practice

- Retrieval practice is when you think about something that you have learned in the past (e.g. a quote from a novel you have studied in English)
- It's crucial that the thinking occurs **after** the learning: weirdly, you have to forget to remember (**to increase the strength of the memory**). Forgetting then retrieving will
 - a) make the information more retrievable later
 - b) help make the information useful in new contexts
- You **must** to retrieve the information on your own (no looking at notes!)
- It only works if you previously learned the material. You can't use it to learn something new.

When do you do retrieval practice in school?

- Write answers on MWBs

Using Retrieval Practice for Revision

1. **Quizzes** (includes online such as Carousel)
2. **Practice tests and practice questions.**
3. **Flashcards.**
4. **Write down everything they know about a topic on a blank piece of paper.** Check and add what's missed.
5. **Create concept maps.** Take the main ideas and link them together with phrases that explain the relationships.

The Strategies in Practice

Flashcards

Set 1
(retrieval)

Question

Answer

Set 2
(elaboration)

Instruction

- Draw this concept
- Give a concrete example
- When is this likely to happen?
- What is the opposite?
- What is similar to this concept from another subject?

2. Spaced Practice

- Spaced practice is the opposite of cramming. It involves **spreading studying over longer periods of time**, but studying for shorter blocks
- Five hours spread over two weeks is better than five hours in one go
- Spaced practice involves early planning and organisation
- You need to get used to setting aside a bit of time every day: **shorter** but more **frequent** bursts of revision
- As with retrieval practice, allow time to forget. Go back to older information
- You study in the **weeks before** the exam rather than only in the hours before. It's about **forming habits**.

2. Spaced Practice

Example of Spaced Practice for Revision

- Making a **revision timetable** encourages spaced practice. There are lots of templates online
- Use techniques that involve short bursts of retrieval practice:
 - a. Quizzing
 - b. Flashcards
 - c. Revision apps
 - d. Practice questions

WEEKLY REVISION PLANNER								
TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	TIME	SATURDAY	SUNDAY
8:30AM-4PM	SCHOOL	SCHOOL	SCHOOL	SCHOOL	SCHOOL	9AM-10AM	BREAKFAST/SHOWER	BREAKFAST/SHOWER
4PM-5PM	HOMEWORK	TV/GAMING/SOCIAL MEDIA	HOMEWORK	TV/GAMING/SOCIAL MEDIA	HOMEWORK	10AM-11AM	REVISION - ENGLISH	REVISION - SCIENCE
5PM-6PM	DINNER	DINNER	DINNER	DINNER	DINNER	11AM-1PM	SEEING FRIENDS/ LUNCH	SPORT/ LUNCH
6PM-7PM	REVISION - GEOGRAPHY	HOMEWORK	REVISION - HISTORY	REVISION - FRENCH	REVISION - SCIENCE	1PM-3PM	REVISION - MATHS	REVISION - FLASH CARDS
7PM-8PM	REVISION - MATHS	REVISION - ENGLISH	FREE TIME	HOMEWORK	FREE TIME	3PM-5PM	OUT WITH FAMILY	SPORT/ TV/ GAMING
8PM-9PM	FREE TIME/ SHOWER	FREE TIME/ SHOWER	FREE TIME/ SHOWER	FREE TIME/ SHOWER	FREE TIME/ SHOWER	6PM-8PM	DINNER/ FREE TIME	DINNER/ FREE TIME

WEEKLY REVISION PLANNER								
TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	TIME	SATURDAY	SUNDAY

How could we divide up half-term?

- Write answers on MWBs
- What is the right amount?
A former headteacher of Harrow suggests 7 hours per day in the lead up to exams....

[illegible]

3. Elaboration (Elaborative Interrogation)

- In this context, elaboration means **explaining and describing ideas with many details**
- **Elaborative interrogation** is a specific type of elaboration. This involves asking questions – **how** and **why** things work or happen
- **Elaboration** and **elaborative questioning** is about making connections:
 - a. between different ideas you are learning in class
 - b. between ideas that you are learning in class and what you experience outside of the classroom
- Making these connections helps to organise ideas in your memory. This makes the ideas easier to recall and use in the future
- Elaborative questioning will work differently for different subjects and topics.

3. Elaboration (Elaborative Interrogation)

Using Elaboration for Revision

1. You can **list everything you need to know** about a topic. Then ask questions about **how these ideas work** and **why**. *For example: Why does photosynthesis need carbon dioxide?*
2. You can make connections between the ideas you have been learning by **comparing** and **contrasting** them. *For example: How is Romeo different to Ebenezer Scrooge?*
3. You can make connections between what you have been learning and what you already know from previous lessons. *For example: How does the portrayal of Juliet link to second wave feminism?*
4. You can make connections between what you have been learning and your experiences. *For example (PE GCSE): Name an ectomorph in the sports team you support or play for*
5. Have a bank of elaborative questions that you can apply to the answers on your **flashcards**

Elaborative activity

- On MWBs explain how 2 or more of these mathematical terms link:
- Algebra
- Ratio
- Proportion
- Rates of Change
- Probability
- Statistics

4. Interleaving



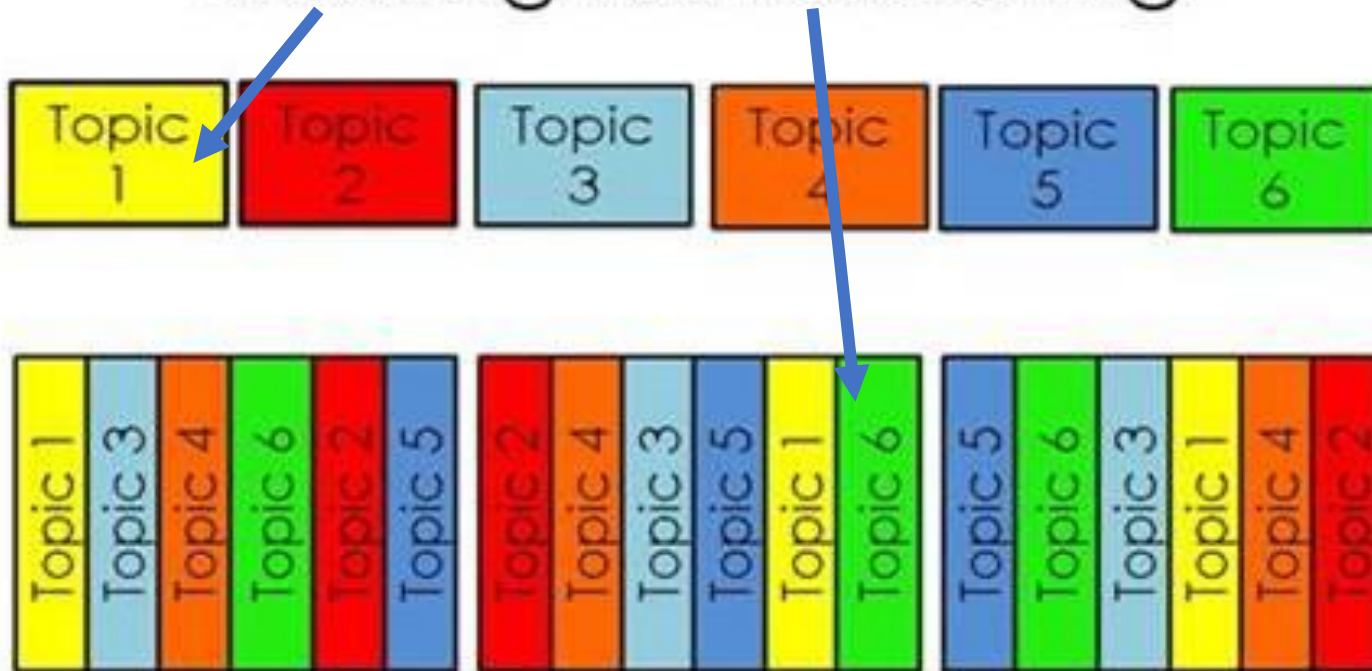
- **Interleaving** means not studying one topic, idea or type of problem for too long in isolation
- Instead, revision will be more effective if you switch between different ideas and topics in a revision session
- Interleaving requires **balance**. You need to spend long enough on a topic to learn but also not study one thing for too long
- Interleaving means **switching between topics in the same subject** (this helps with finding connections). It is not about switching between subjects, e.g. from science to drama, in one session
- Upi should change the interleaving order.

4. Interleaving



Using Interleaving for Revision

Blocking vs interleaving



Use the other effective strategies for interleaved sessions.

Interleaving helps with elaborative questioning as you can make connections between topics as they switch.

Interleaving activity

- On MWBs write down at least three quotes from different English texts you have been studying

5. Concrete Examples

- Human memory works much better with **specific, concrete examples** instead of **abstract ideas**
- Information and ideas will be stored more effectively if they are linked to concrete examples
- Concrete examples need to be something that you already fully understand and know.

5. Concrete Examples

Using **Concrete Examples** for **Revision**

- When revising different key terms or vocabulary in a subject, think of specific **concrete examples** to match them e.g. you might have “authoritarian” in history and English and come up with Hitler as a concrete example.
- You can **find concrete examples of concepts** from your **everyday life** outside of school

Concrete examples activity

- On MWBs write down a concrete example for these science concepts:
- Natural selection
- Radioactivity
- Immune response
- Diffusion
- Bonding

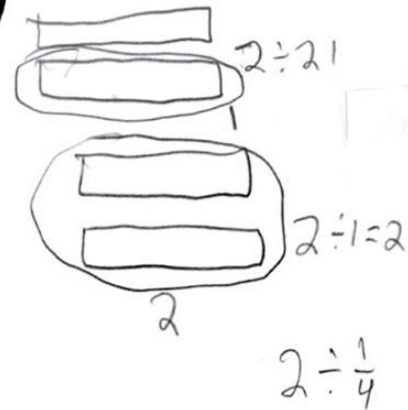
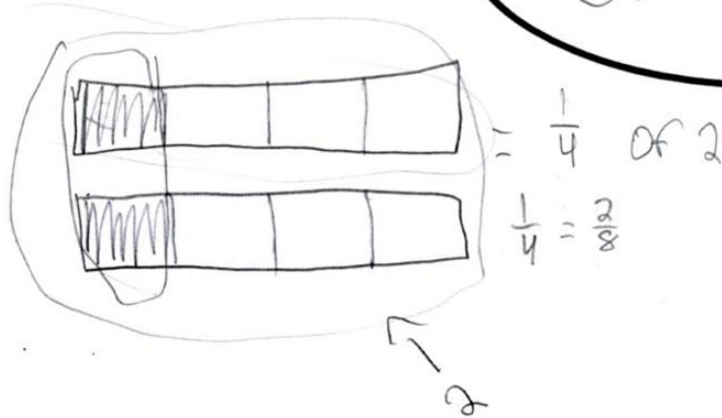
6. Dual Coding

- [
- A
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The + Expression asks, What is 2 divided into $\frac{1}{4}$ groups. $\frac{1}{4}$ is less than 1.

Jack and Nick each have 1 apple. They both divide their apple by $\frac{1}{4}$.

$$2 \div \frac{1}{4}$$



$$\frac{1}{4} \overline{) 2}$$

Based on this way $2 \div \frac{1}{2}$ will be more than 2. So, $2 \div \frac{1}{4}$ will equal more than 2. Which is more than $2 \div 1$.

6. Dual Coding

Using **Dual Coding** for **Revision**

1. **Find visuals that match class materials.** Explain how the visual links to the verbal (text) information from the lesson.
2. Next, explain how the visuals link to the information from lessons **without notes** and **using your own words**.
3. Draw **their own visual representations** using your notes.
4. Finally, **retrieve** the information by writing out ideas and drawing visual representations with **no materials to assist you** (retrieval practice).

Dual coding activity

- On MWBs come up with images to represent the following English themes:
- Love
- Power
- Social class
- Dangerous ambition
- Corruption