

How Should I Revise Effectively?



Three common revision techniques that are **LEAST** Effective:

- Highlighting texts
- Re-reading
- Summarising texts

Flashcards

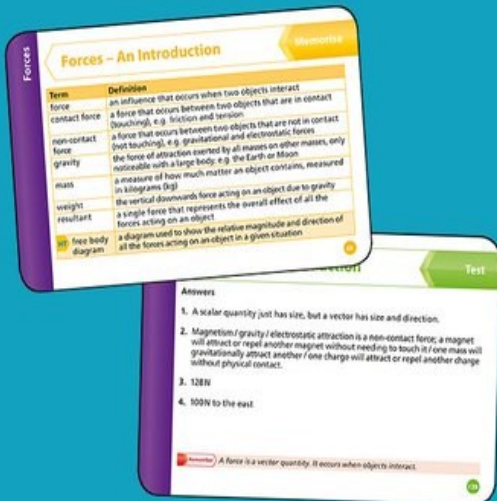
- Simply create with questions on one side and answers on the other side. You can colour code for specific topics
- Or focus on Key Terms, with the key word on one side and the definition on the reverse.
- Quiz yourself or ask someone to quiz you.

Using Flashcards

Try the **Leitner Method**, using the video below

<https://www.youtube.com/watch?v=C20EvKtdJwQ>

You can also create excellent flashcards online or on your phone using **Quizlet**, which also has an app.



Retrieval Practice

Testing what you know is a powerful tool in revision, the effort to remember something really strengthens your memory.

Apps such as **Quizlet** allow you to use or create your own quizzes based on topics.

Create them, test yourself or get someone to test you, it works!

How to use

Spaced learning: test on old and new topics mixed up

Knowledge Organisers: Use these to create 'must know' quizzes

How to use your revision guides

- Use them in the classroom
- Use the contents page/indexes to find the right information
- Focus on what you don't know
- Don't use highlighting strategies
- Don't keep re-reading the same page
- Focus on a small chunk of text
- Do something with the information
- Test yourself
- Teach someone
- Cross-reference your learning against a specification

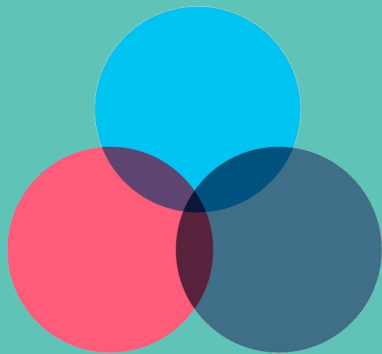


“Failing to prepare, is preparing to fail”

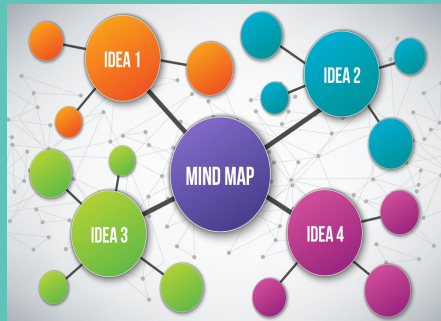
How Should I Revise Effectively?

Transform It

Graphic organiser are a great way of 'transforming' your notes/information into visual revision topics.



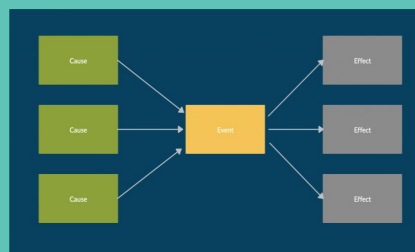
Venn diagram



Mind map



Sequence of events



Sequential thinking model

Dual Coding

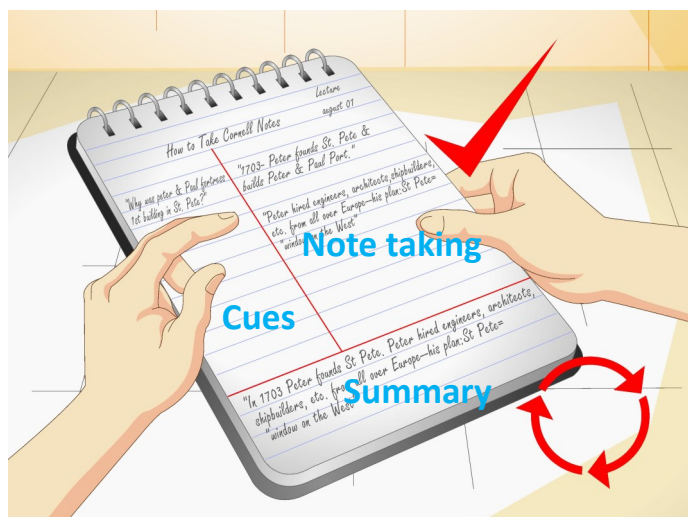
Dual coding is the method of putting your knowledge into visual form alongside words. It increases the chances of you remembering it.

How to:

Look at your notes and visuals, compare these to words.

Look at visuals, and explain in your own words what they mean.

Take information that you are trying to learn, and draw visuals to go with it



The Cornell Method

This method can be used in your revision books as a great method to get you to 'think' about your revision. Use it to summarise a whole topic or theme. Simply split your page into 3 sections as shown on the diagram on the right:

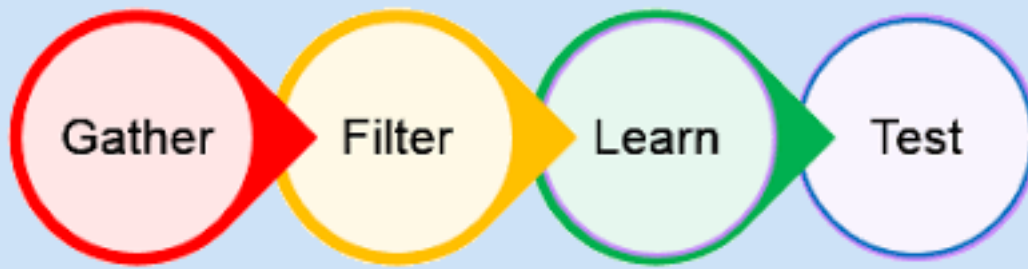
Note taking

Cues

Summary

“Failing to prepare, is preparing to fail”

How Should I Manage My Time Effectively?



Gather	Filter	Learn	Test
Revision session 1	Revision session 2	Revision session 3	Revision session 4 onwards
10% of your time	30% of your time	40% of your time	20% of your time
<p>You will need:</p> <ul style="list-style-type: none"> •Class books •Text books •Revision Guides •Knowledge Organisers •Past Exam papers •Model answers <p>Before you start, rank the topics you need to cover from most to least confidence. Begin with the topics lowest on the list.</p> <p>Read through and become familiar with the information you need to know in order to be successful.</p>	<p>Reduce the amount of information you have down to the essential parts of the knowledge. You could do this by:</p> <ul style="list-style-type: none"> •Mindmaps •Flashcards •Crib Sheets (these are like pages from a revision guide with all the essential information). •Writing exam answers from your notes. •Making your own Knowledge Organiser or summary sheet. 	<p>Use the strategies to learn the information so that you can recall it easily:</p> <p>Look/cover/write/check</p> <p>Read and repeat information for 2-3 minutes, do something else for 10 minutes and then try to recreate from memory.</p> <p>Complete exam questions and then go back to self mark. Fill in the gaps in a different colour pen. Revise the bits you missed again.</p>	<p>Low Stakes Testing</p> <p>Easy, quick quizzes which test small pieces of knowledge. This works well for simple facts, dates, key words or important formulae. You must complete some low stakes testing within 24 hours of revising a topic to anchor learning in your memory.</p> <p>High Stakes Testing</p> <p>These are longer exam style questions which apply knowledge as you would to in the exam. These should be completed within 48-72 hours of revising a topic and then repeated regularly to keep you revision “fresh”.</p>

The Basics

Limit distractions



Find a nice space to learn in



The more you put in the more you get out !



Create and use a revision planner



Set an alarm and start early



Direct Instruction Teaching

As part of a shift towards a knowledge based curriculum, All Saints' is embracing an approach to teaching and learning called direct instruction.

Direct instruction places emphasis on the most effective ways of imparting knowledge through retrieval practice, modelling of techniques, effective questioning to check student understanding, opportunities for students to develop mastery and actionable feedback to help learners improve their work.

What does this mean for your child?

- Your child will have been provided knowledge organisers for each subject that they take. Homework will often be set for students to self-quiz on, in preparation for retrieval tests in class.
- To self-quiz, students need to carefully read the information on a specific section of the knowledge organiser and build up notes on using the look, cover, say, write, check method or using the flashcard technique for writing notes on one side and questions to check their understanding on the others.
- Students should then test themselves on their notes on numerous occasions (up to 5 is optimum), to ensure that the knowledge has been retained.
- Useful videos showing how students can use strategies such as flashcards and look, cover, say, write, check can be found on the school website newsfeed under 'Parental Advice for mock exam preparation' and 'Mock Exam key dates and revision strategies'.

How can you can help?

- By asking your child to show their retrieval notes and regularly testing them on the notes they have made.
- By checking the quality of your child's work and ensure that they have acted on feedback provided by their teacher.
- By discussing the work that your child has been completing in class and getting them to talk you through what they have been learning. The process of students discussing their learning, helps reinforce content in their mind.
- Check that your child is recording homework in their organiser. If they appear to have very little homework, please contact your child's form tutor as a first port of call.

What is Direct Instruction ?

Direct Instruction = Explicit Teaching + Sequential Curricula + Frequent AfL



How does direct instruction differ from Direct Instruction ?



Explicit or direct instruction is teacher-led and designed to produce mastery in pupils as quickly as possible by the teacher carrying content to students personally. It is a teaching model in its own right and should not be associated with lecturing or passive learning.



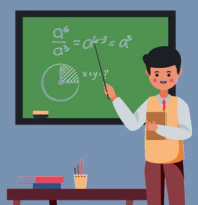
direct instruction (**little d, little i**) is a more expansive form of this approach, which follows many of the key principles of DI, such as modelling, use of worked examples and frequent questioning episodes to assess learning, without the use of scripts or specific programmes of learning.



Direct Instruction was created by Siegfried Engelmann in 1964 and uses scripts and planned lesson sequences to lead students to mastery.

Why direct instruction?

- The more students know, the quicker they develop schema to help learn more. The ability to think critically is related to our knowledge of a topic.
- Cognitive load is reduced using direct instruction methods.
- Students gain confidence from mastery and accomplishment.
- Research shows that teacher-directed methods have the largest impact on outcomes.
- Gives power to the teacher.



What is Direct Instruction ?

How is direct instruction delivered?



- Provide a clear curriculum model, which clearly prescribes the key knowledge that students need and follows principles of retrieval and interleaving to support mastery.



- Clearly explain what you want students to do and build learning into manageable chunks.



- Model the learning process and support students with worked examples and narrated steps to reduce the cognitive load.



- Provide time for independent practice with adapted support for students and active teacher monitoring.



- Formatively assess throughout and re-teach to promote mastery.

direct instruction phases

Retrieval

- Testing short and long term memory.
- Whole class checking.
- Address gaps and misconceptions.



Initiate Learning

- Share success criteria.
- Put learning in context and knowledge
- Provide hook into first steps of learning.



Guided Practice

- Models, scaffolds and worked examples.
- Precise explanations to guide learners.
- Frequent questioning interactions.



Independent Practice

- Repetition to build mastery.
- Support adapted to needs of learner.
- Teacher monitors progress actively



Assess Learning

- Questioning to assess mastery.
- Review progress and re-teach if needed.
- Students use feedback to improve.
- Teacher monitors progress actively.

