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MAKE IT

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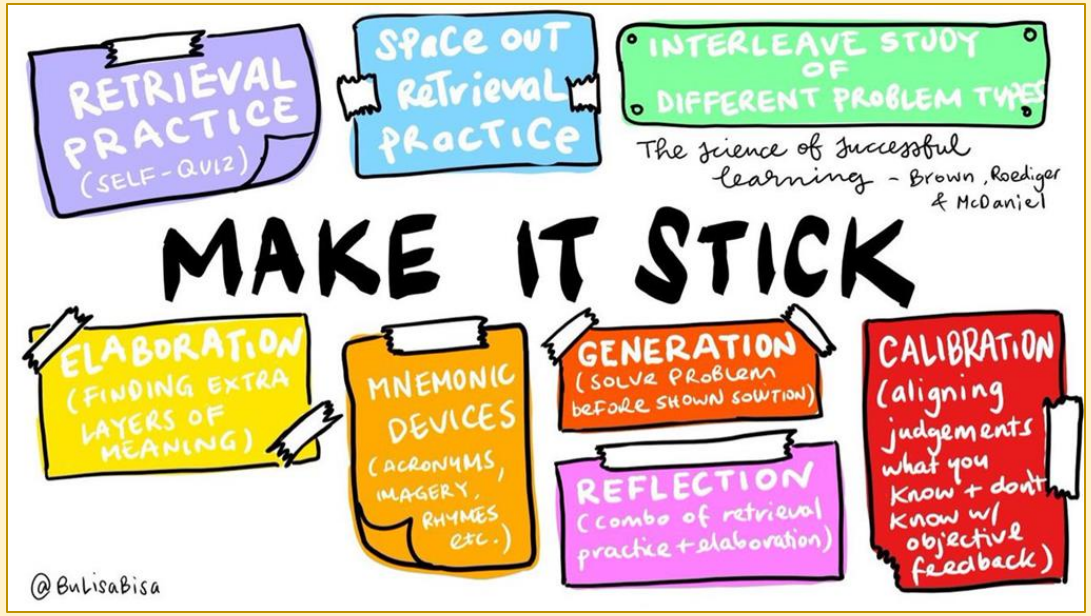

- Introduction
- ‘Making Revision Stick’
- Using Technology to Revise
- Spaced Learning – Effective Planning

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Welcome – the new gcse landscape

- Increased pressure to perform in exams
- No safety net of coursework
- A raised bar
- More exams
- A need to memorise more content

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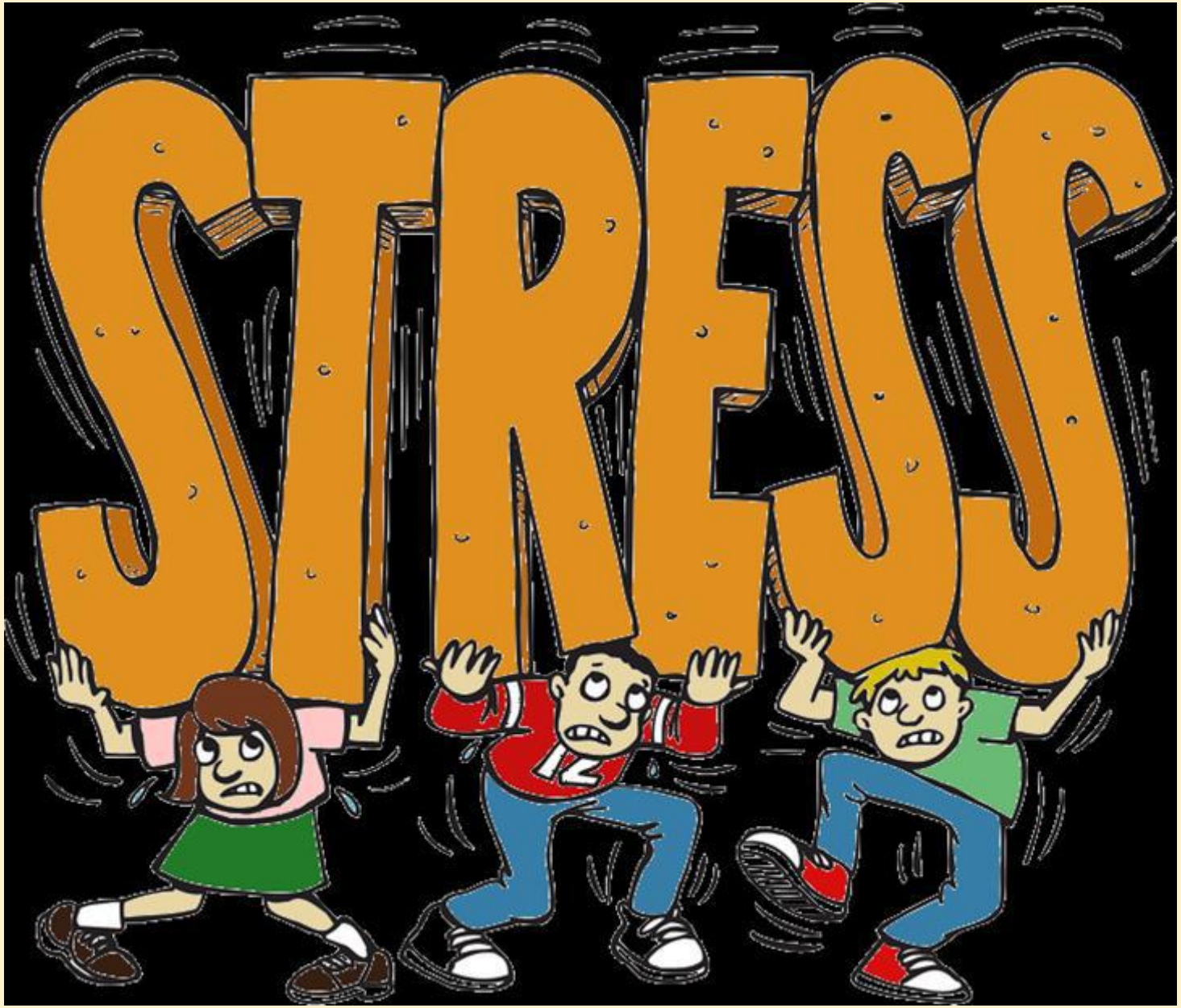

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Finding a little bit of calm

‘Making sure they are the best physically and mentally will improve performance, health and enjoyment’

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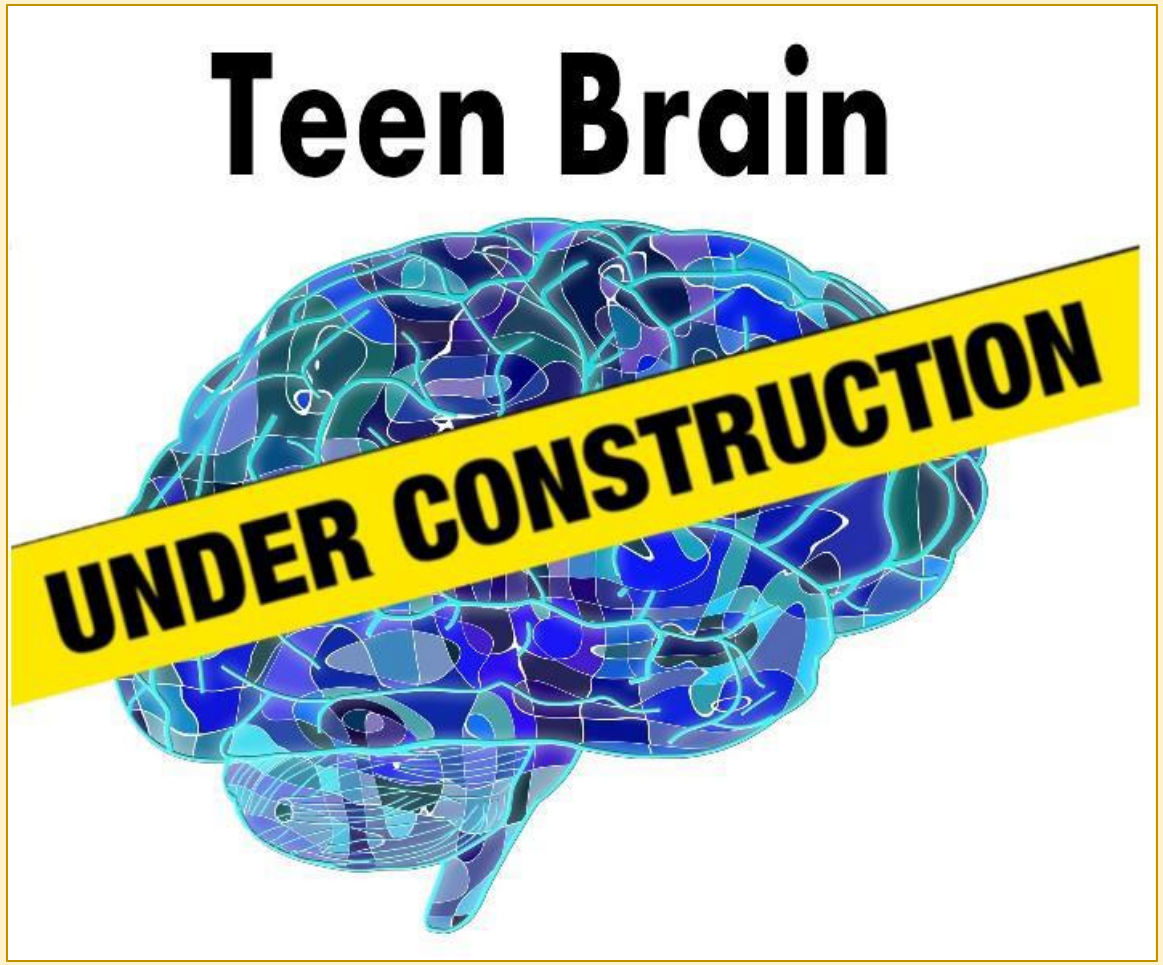
Knowledge is not hard-wired from birth



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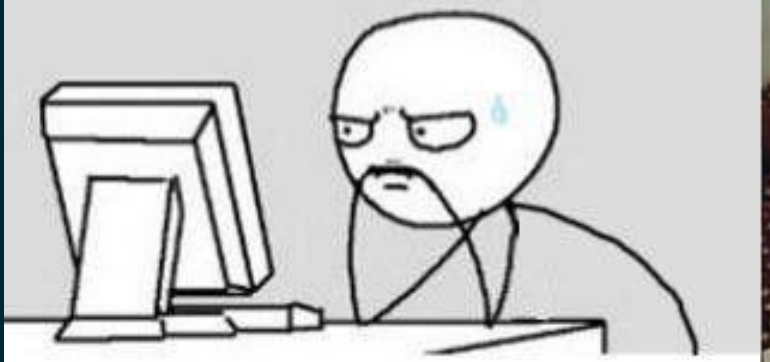
Mastery requires both the possession of facts and the conceptual understanding of how to use them

Simple revision will IMPROVE their GCSE results

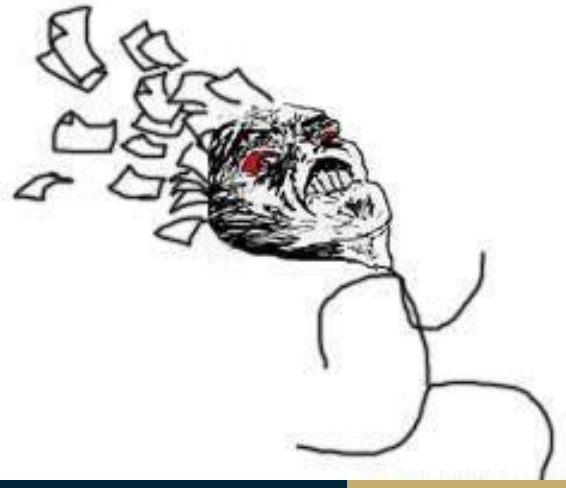
HOW I STUDY FOR EXAMS

*memorize everything 20 minutes before exam



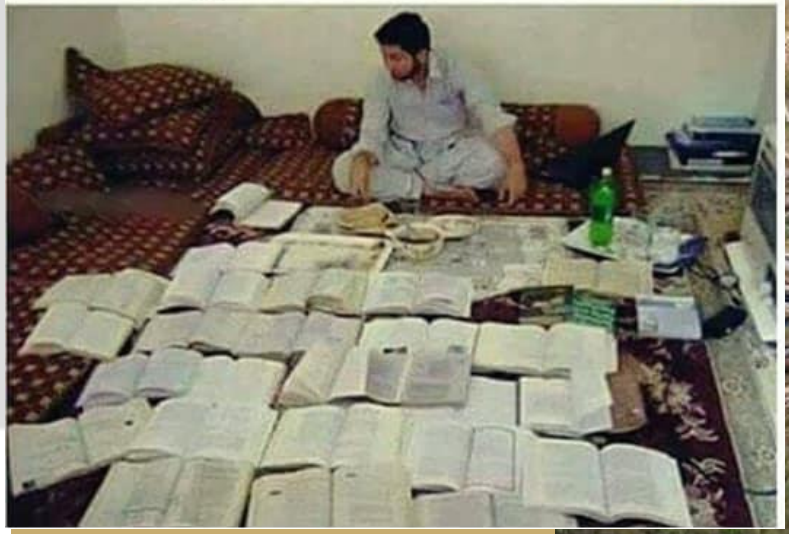
*RUN TO SCHOOL,

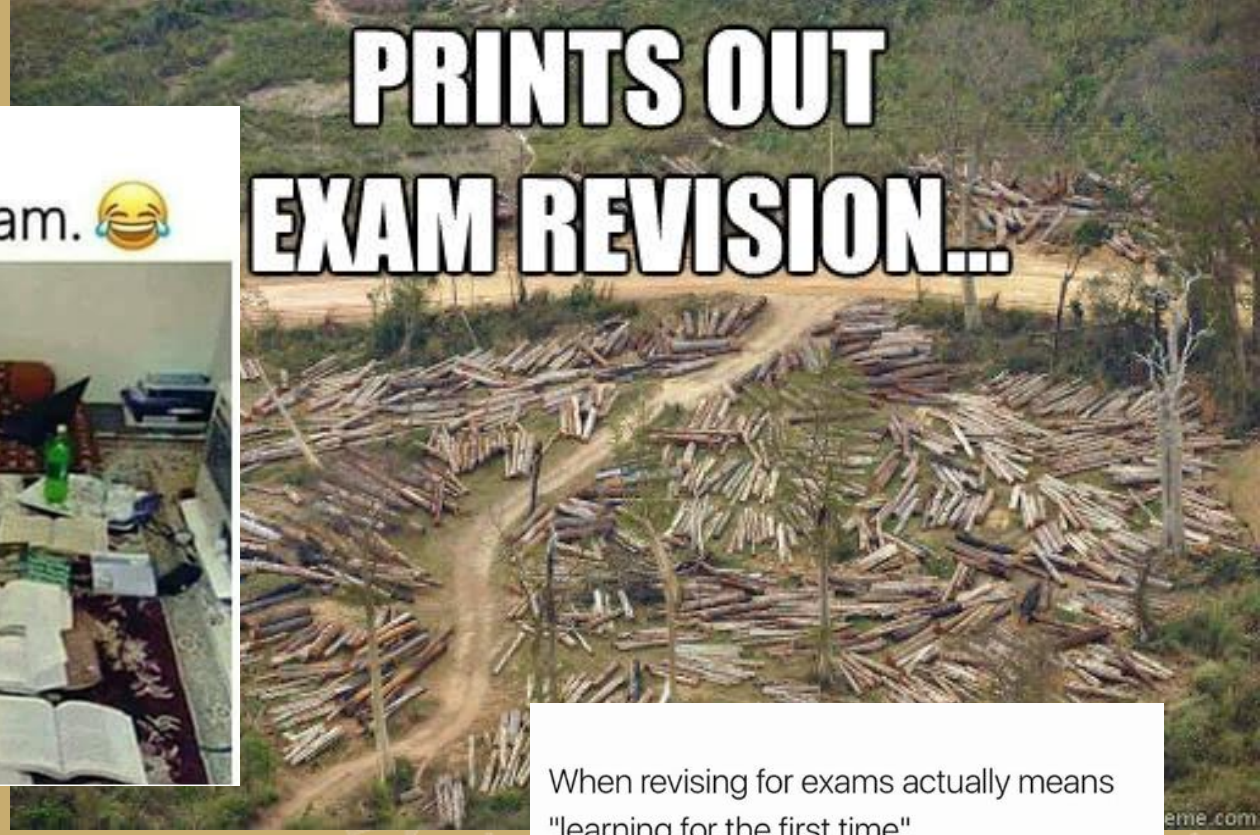
BEFORE YOU FORGET EVERYTHING



This is me.. 🙌

One Night Before Exam. 😂





Trying to cram 4 days worth of revision into 1 because you have the time management skills of a carrot

When revising for exams actually means "learning for the first time"

😭😭

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What does effective revision look like?

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1) **Make** a mind map.
2) **Make** a poster with everything you know on that topic. Put it on your bedroom wall.
3) **Make** flash cards.
4) **Make** a revision timetable, and make sure each subject is a different colour, so you can see how much you are revising each subject.
5) **Use aromatherapy oils like rosemary** to help your memory.

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I'll revise HISTORY today

Revision doesn't work for me.

Why am I so stupid?

I don't get ANY OF IT.

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I'll revise HISTORY today

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capacity: 3-7 units
duration: 0.5-3 seconds

Sensory Memory

attention

Working Memory

rehearsal

capacity: 7-9 units
duration: 5-15 seconds
(without rehearsal)

stimuli

encode

retrieve

forgotten

Long-Term Memory

capacity: infinite
duration: permanent

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When you are encouraging your child to "revise", try to re-frame

- No more than 9 chunks at a time
- ***Remembering*** not *revising*

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Read, cover, write, check, correct

Word class	Definition	Example
Verb	A **verb** is a word or set of words that shows action (*runs, is going, has been painting*); feeling (*loves, envies*); or state of being (*am, are, is, have been, was, seem*)..	The normally subdued child, tore off the wrapping paper and beamed at her gift. She was elated.
Adverb	An adverb labels how, when or where something happens (and they often end in '–ly').	The dog growled menacingly whenever the inquisitive bird flew gracefully towards the window.
Noun Pronoun	Nouns are names, places and things; they also signify imagined things like 'a ghost'; and ideas or concepts, such as 'love', 'guilt' or 'fate'. Words used instead of a noun i.e. 'he', 'she', 'they', 'it'.	The was a flash of hope in his eyes as he looked through the window. She was surprised it was happening.
Adjective	An adjective is a describing word or phrase that adds qualities to a noun. It normally comes before a noun, or after verbs like 'am', 'is', 'was', 'appears' or 'seems'.	He was normally such an insular character; his newly vibrant demeanour had surprised everyone.
Preposition	Prepositions are short words and phrases that give information about place, time and manner	The money was hidden under the bed, beside the old duvet, on top of the shoe box.

Sentence types	Examples
Imperative (giving a command)	Accept that there is nothing to be done. Change the way you think. Pick up the litter.
Declarative (stating information)	It is wrong to assume that everyone is as fortunate as you. There was a disconcerting quality to his grin. As a group, they felt forlorn by their lack of freedom.
Interrogative (asking a question. They end with a question mark)	Was it everything you wished for? How could she not feel ex[illegible]d by their ignorance?
Exclamatory (expressing a heightened emotion. They end with an exclamation mark)	I felt obliged! I have resigned [illegible] can be done!

Language Features	Definition	Example
Metaphor	A descriptive technique that names a person, thing or action as something else.	The mesmerising circus was a magnet for the children.
Simile	A descriptive technique that compares one thing with another, usually using 'as' or 'like'.	The horse's majestic mane was like fire.
Personification	Describing an inanimate object as having human feelings.	The carpet lamented the demise of his beloved hoover.
Zoomorphism	A technique in which animal attributes are imposed upon non-animal objects, humans, and events.	The maid had a brusque manner; she snarled at anyone who dared to approach her.
Imagery	A technique in which the author appeals to the senses i.e. seeing, hearing, touching.	The earthy, unmistakable aroma of coffee weaved through the air.
Semantic field	Words from a the semantic field are part of a common category.	The writer includes a series of words from the semantic field of nature, 'Seedling…hedge…..plant'.
Intensifier	A word, especially an adverb or adjective, that has little meaning itself but is used to add emphasis to another adjective, verb, or adverb.	He was too dispirited to continue. The contract was very confusing. The card was extremely sentimental.
Minimiser	A word that is used to make another adjective, verb or adverb sound lesser.	She was slightly traumatised. They were just considering it. We were a little forlorn.
Listing	When the writer includes several words/ phrases/ ideas, one after the other.	The familiar tapping, scratching, tearing and shouting echoed down the street.
Oxymoron	A phrase combining two or more contradictory terms.	There was a deafening silence.
Pathetic fallacy	A type of personification where emotions are given to a setting, an object or the weather.	The clouds crowded together suspiciously overhead as the sky darkened forebodingly.

Structural Features	Definition
Opening	The first mood/ image of the text.
Cyclical	When end of the text repeats an idea/ character/ setting from the opening.
Widening/ narrowing the perspective	When the writer switches from a broader overview (i.e. describing a crowd) to a more specific point of view (i.e. an individual).
Character development	When the writer presents a character differently as the text progresses.
Repetition	When a word/ phrase is noticeably repeated throughout a sentence/ paragraph/ whole text.
Shift in tense	When the writer deliberately changes tense i.e. I was powerless, I was beaten, I was a wreck. I will never feel that way again.
Juxtaposition	Two ideas placed together for contrasting effect.
Foreshadowing	A warning/ hint about what is going to happen next.
Introduction of speech	Direct speech between characters.
Change of mood/ tone	When the writer alters the overall feeling of the text.
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Links across paragraphs	A pattern that can be identified across the text.
Ending	The final mood/image of the text.

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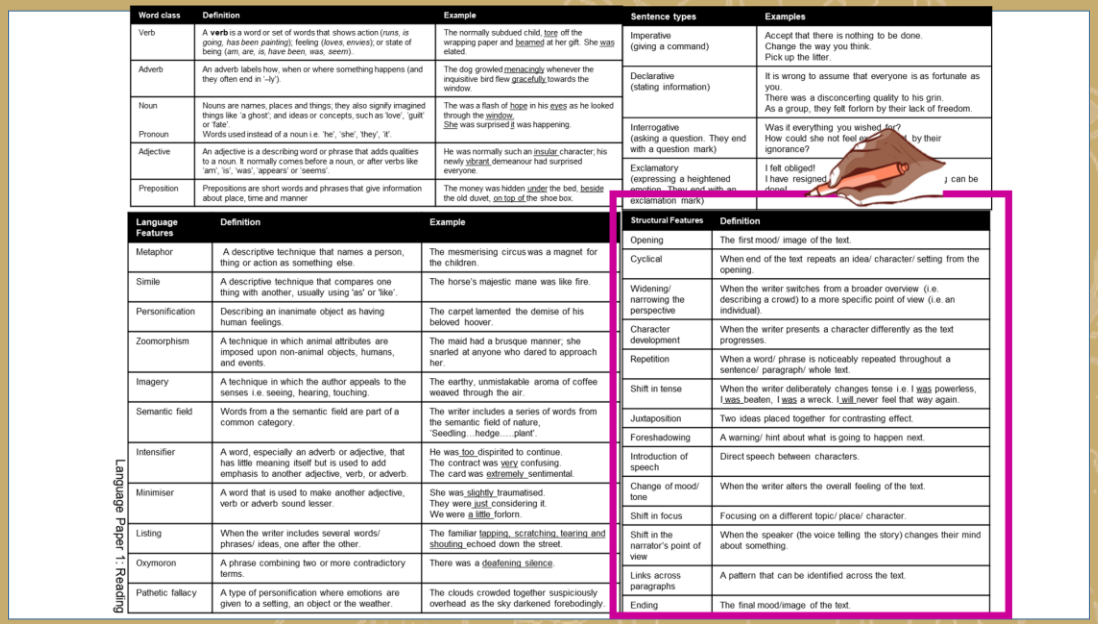
Read, cover, write, check, correct

Structural Features	
Opening	
Cyclical	
Widening/ narrowing the perspective	
Character development	
Repetition	



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Language Paper 1: Reading

This is the list that you would write at the start of your revision/ remembering.

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Read, cover, write, check, correct

Reading Method: highlight 5-9 "bits" to remember **mentally verbalise**.

Structural Features	Definition
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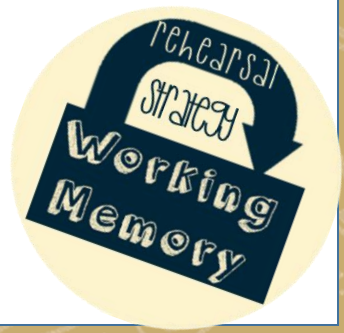

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Read, cover, write, check, correct

Structural Features	
Opening	**The first image.**
Cyclical	**When the idea from the start is repeated.**
Widening/narrowing the perspective	**When the broader idea gets more specific.**
Character development	**When we learn more as the character develops.**
Repetition	**When an idea is noticeably repeated.**

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Read, cover, write, check, correct

mood or of the text

The first image.

an

When ~~the~~ idea from the start is repeated.

at the end

Structural Features	Definition
Opening	The first mood/ image of the text.
Cyclical	When end of the text repeats an idea/ character/ setting from the opening.

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Read, cover, write, check, correct

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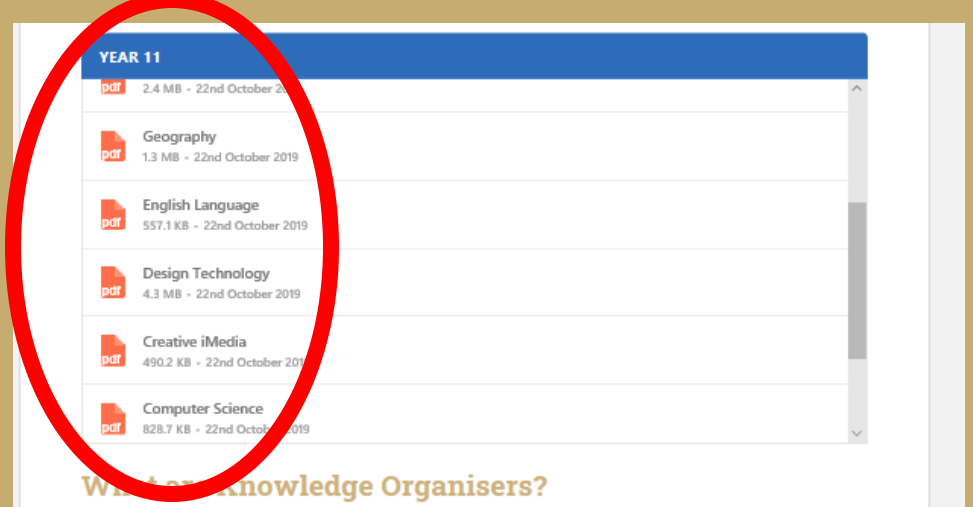
LYMM
HIGH SCHOOL



Knowledge Organisers?

Knowledge Organisers are documents that contain the key information, or "threshold concepts" that your child needs to know for that particular subject. They are usually about one side of A4 for each topic, and children should aim to memorise as much of the detail on their Knowledge Organisers as possible.

Why does my child need their Knowledge Organisers with them in school?

There is currently a lot of academic interest in the role of memory, and how we can maximise its capacity and performance – something that is vital in order to access the new information-heavy curriculum.

One particularly effective method of helping facts to "stick" is something called "spaced practice", where a subject is returned to again and again. Although your child may have moved on from one topic to another, their teacher will be revisiting the content regularly, to help your child to really secure that knowledge in their long term memory.

How should my child use Knowledge Organisers?

All students have been given full training on how to use the Knowledge Organisers effectively. Like any resource, if not used effectively, it will not yield the best results. The method that we endorse is a simple one: Read Cover Write Check Correct. When students use this method to help themselves to remember information, we call the process self-quizzing.

Teachers may set self-quizzing as homework, which they will check by doing a class quiz or test. If your child has forgotten how to self-quiz, please encourage them to watch this 15 minute video,

https://screencast-o-matic.com/watch/cqXQlcU6kt (https://screencast-o-matic.com/watch/cqXQlcU6kt)

With a little practice, ... quickly become adept at self-quizzing. If, however, they would like a "coach through" – step-by-step – this video walks through the process in real time:

https://screencast-o-matic.com/watch/cqXQDIU6Ku (https://screencast-o-matic.com/watch/cqXQDIU6Ku)

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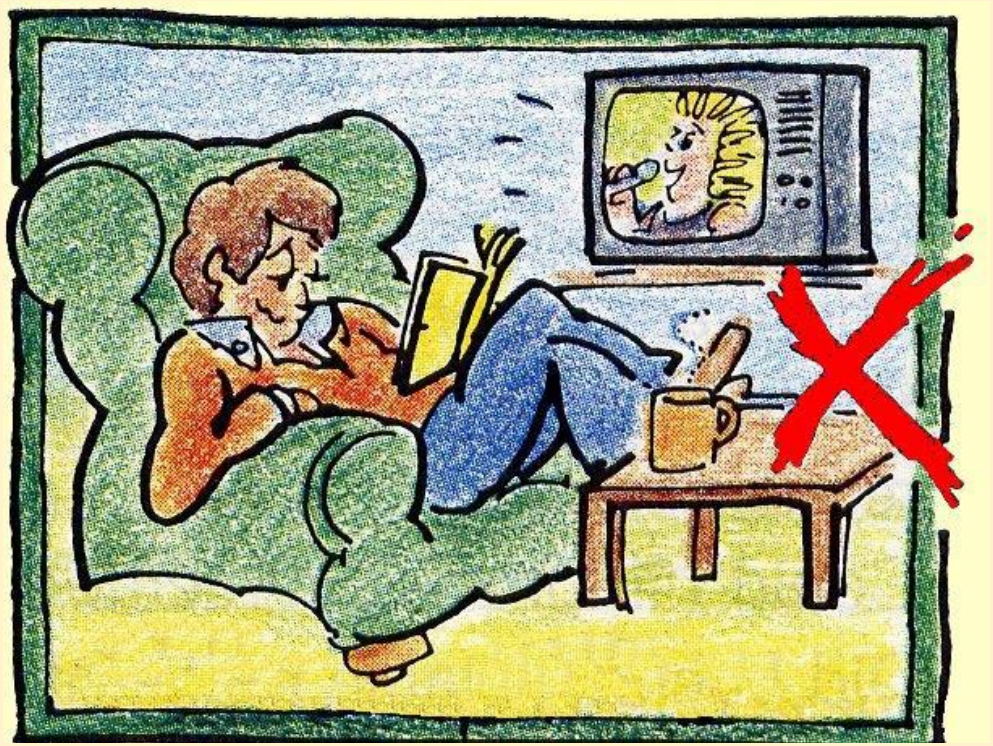
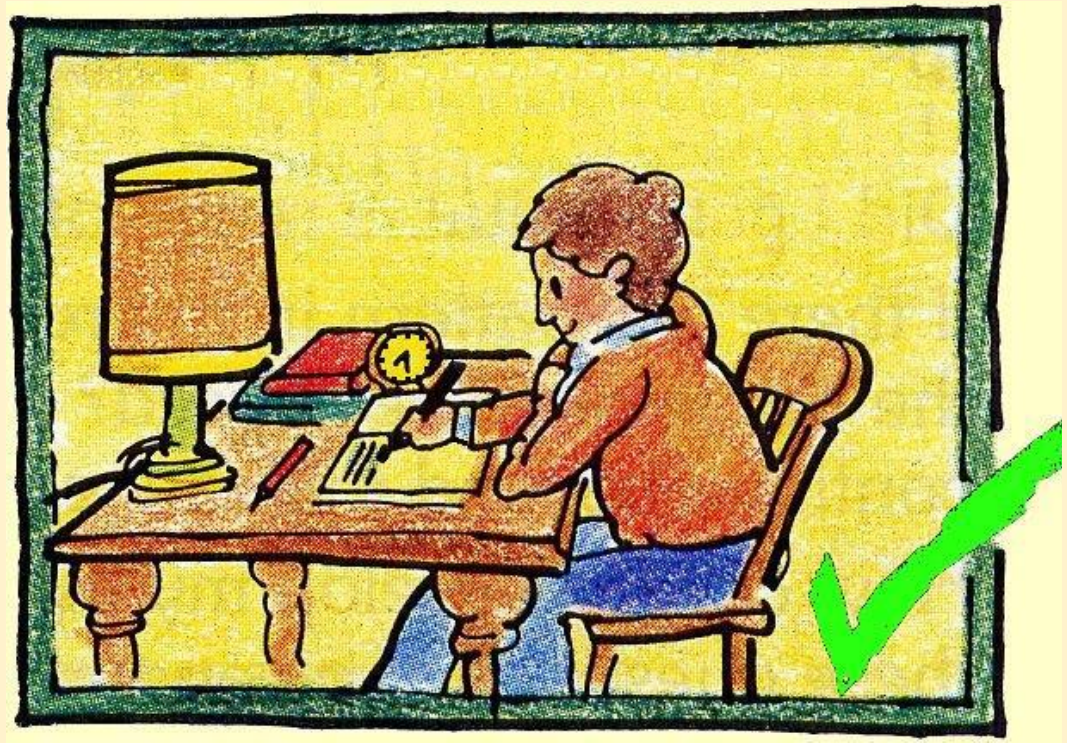
Getting the environment right is the first step!



the Myth



Not popular, but extremely effective!

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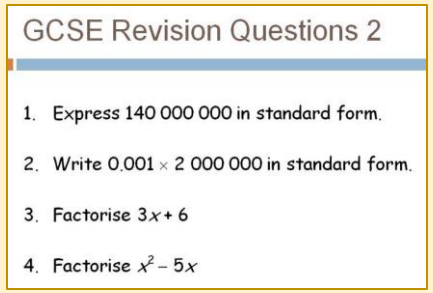
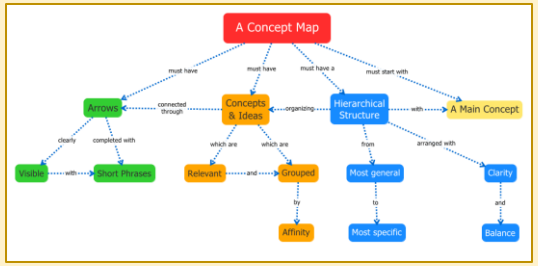
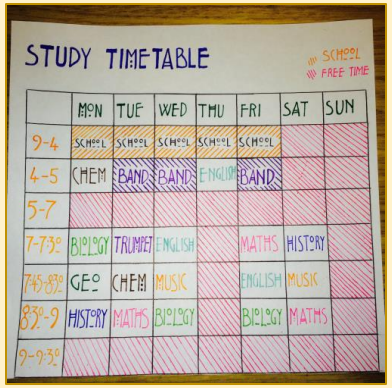
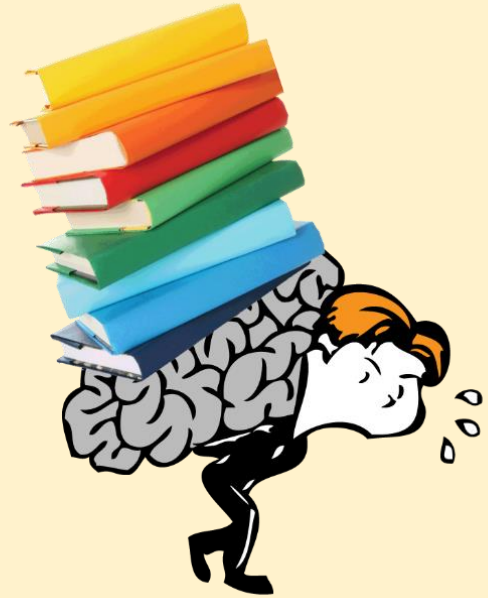
effective retrieval









Don't strain the brain

Train the brain

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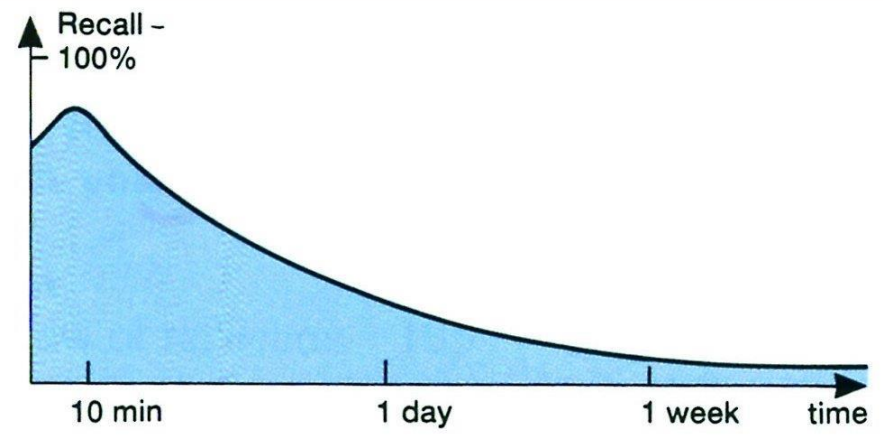
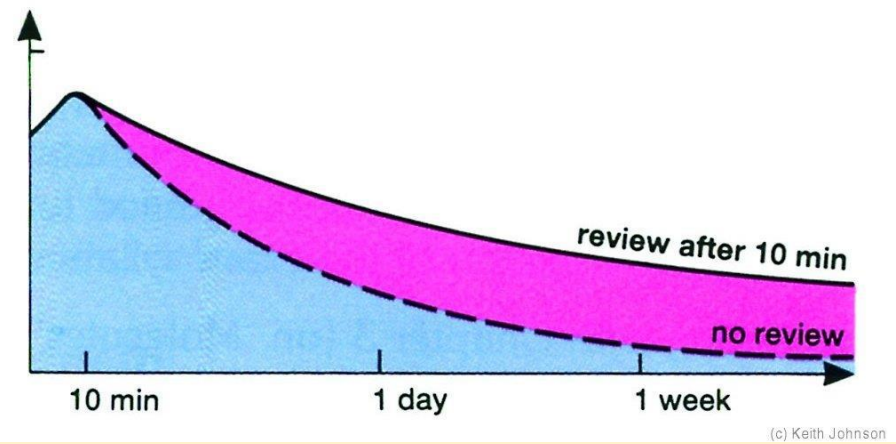
Learning Efficiency

Re-revising and reviewing information helps make it stick



This graph shows how much your brain can recall later on



if you re-revise after 10minutes then it falls more slowly

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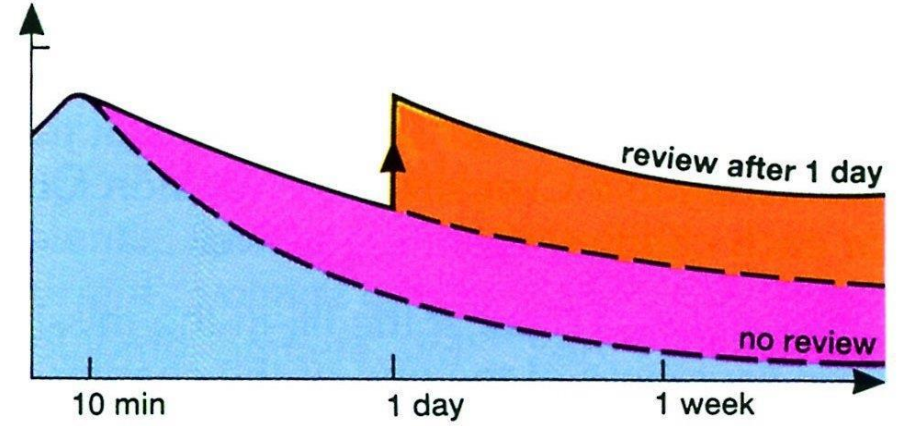
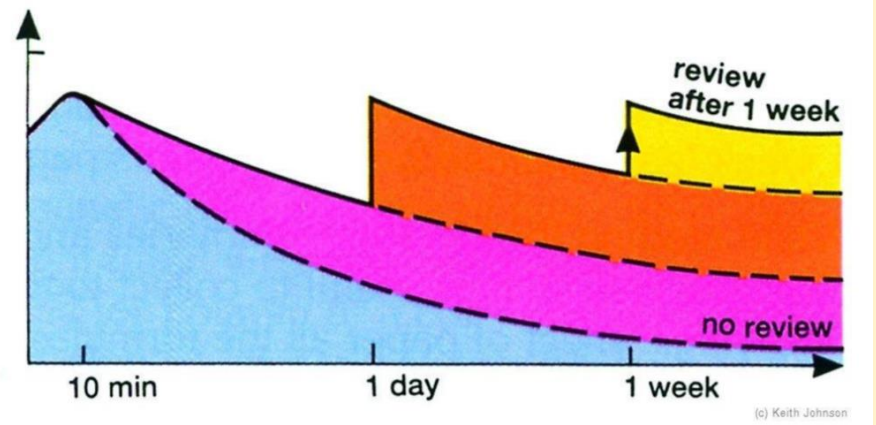
Learning Efficiency

Re-revising and reviewing information helps make it stick



if you re-revise <u>again</u>, after 1 day then it fall even more slowly



if you review after one week, it falls even more slowly

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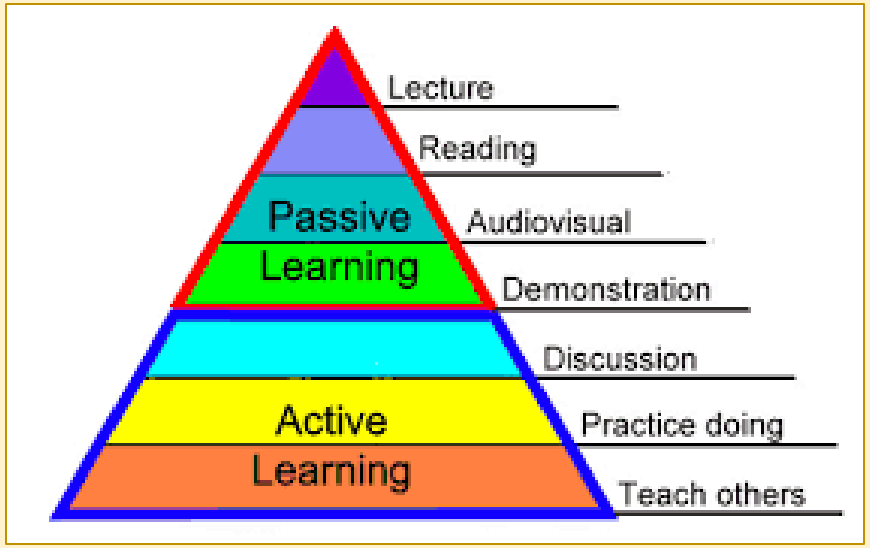
Spaced Revision

Evidence based strategy that involves the four stages, these repeat over a period of time

1. Review a topic
2. Transformation task
3. Practise Testing
4. Exam Questions



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Spaced Revision

Stage 1 – review a topic

- For the first 20 minutes students should utilise any technique they are comfortable with to review the topic. This could be highlighting, making notes, creating flashcards or using post-its.

- Often, they might stop after this and think ‘my revision is done!’. But no, this is just the start of an effective learning technique.

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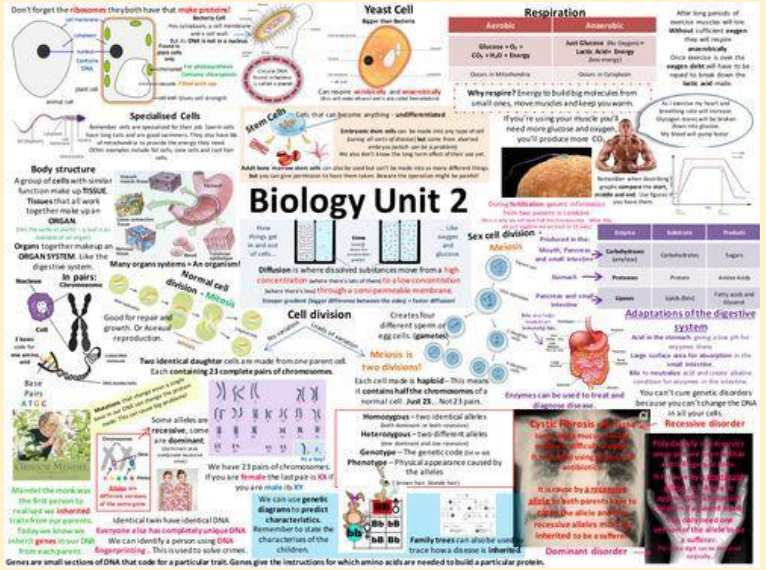
Spaced Revision

Stage 2 – Transformation Task

This is building on Stage 1.

- Here the students need to transform the notes or highlighting that they have from Stage 1 into something different. This could be a mind map, a drawing, a song, a poem.

- By doing this they will have to be thinking ‘how’ am I going to show this content in a different form and ‘why’ does each piece belong.



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Spaced Revision

Stage 2 – Transformation Task

Create	Transform a topic into a cartoon strip or storyboard; Create a song or poem etc. Produce a revision guide including key points and activities
Evaluate	Create a table of strengths and weaknesses for a topic Write a paragraph on whether you agree with something associated with your topic
Analysis	Create a mind map showing links and connections Create a flow diagram showing links and connections
Apply	Explain why a topic is significant or important Explain a topic using a cartoon/TV character
Understand	Pick out 5 key points about a topic and explain them Verbally explain key terms to someone
Remember	Write down a topic in 10 bullet points Create flashcards

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Spaced Revision

Stage 3 – Practice Testing

- With a friend, family member or one of the many websites online that have relevant quizzes –students should test themselves on the area that they have reviewed

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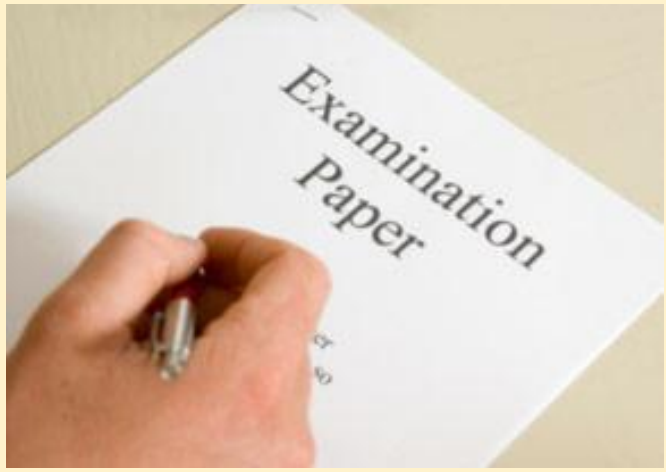
Spaced Revision

Stage 4 – Exam Questions

- Finally, students complete an exam question or questions on the area they have reviewed and mark this themselves using a mark scheme or ask their teacher to mark it



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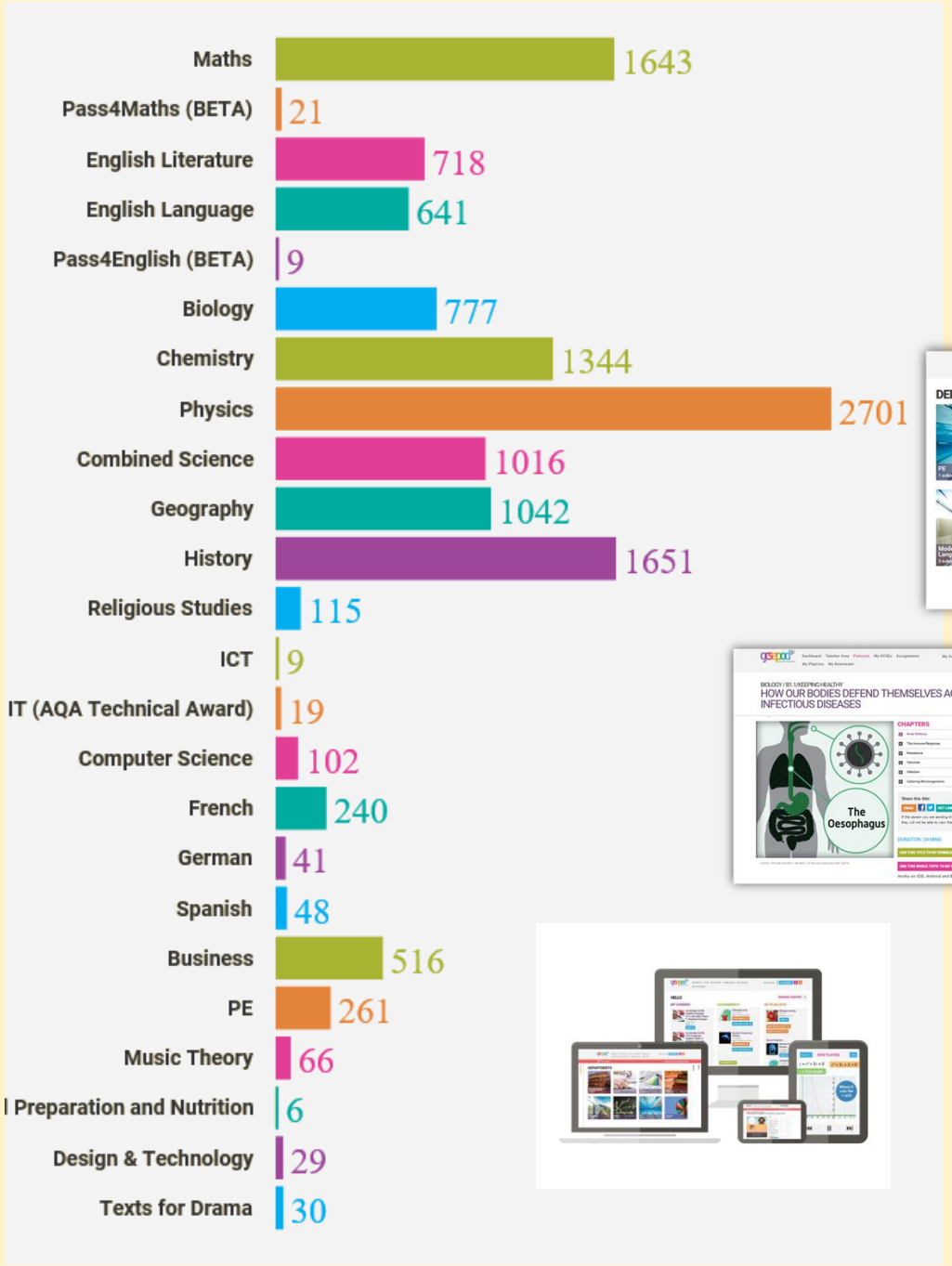

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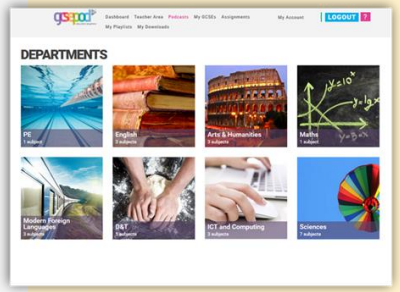

gcsepod® Education on Demand

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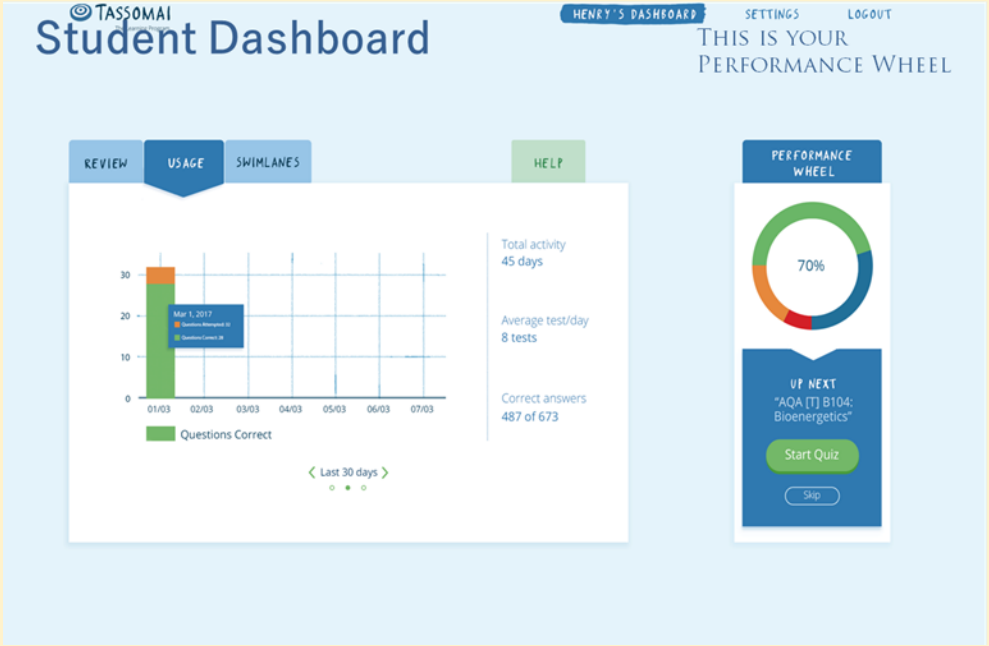
TASSOMAI
The Learning Program

37,522 questions answered in the last 7 days!!

Students should be completing 100 questions a week



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Attendance matters

The more time students spend in school the more likely they are to succeed.

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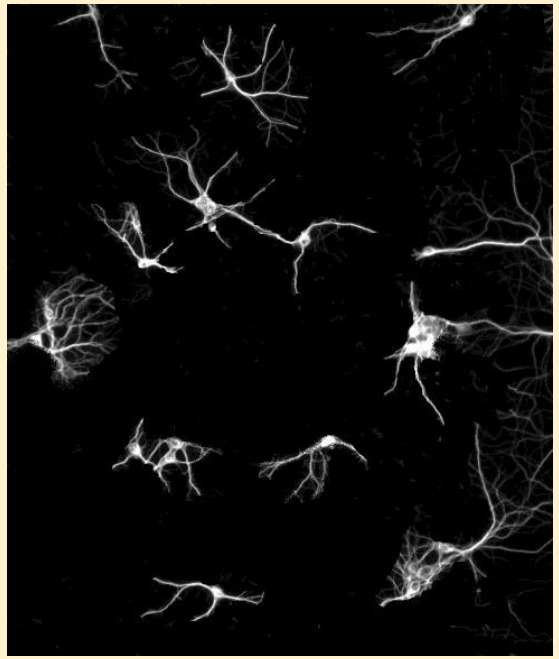
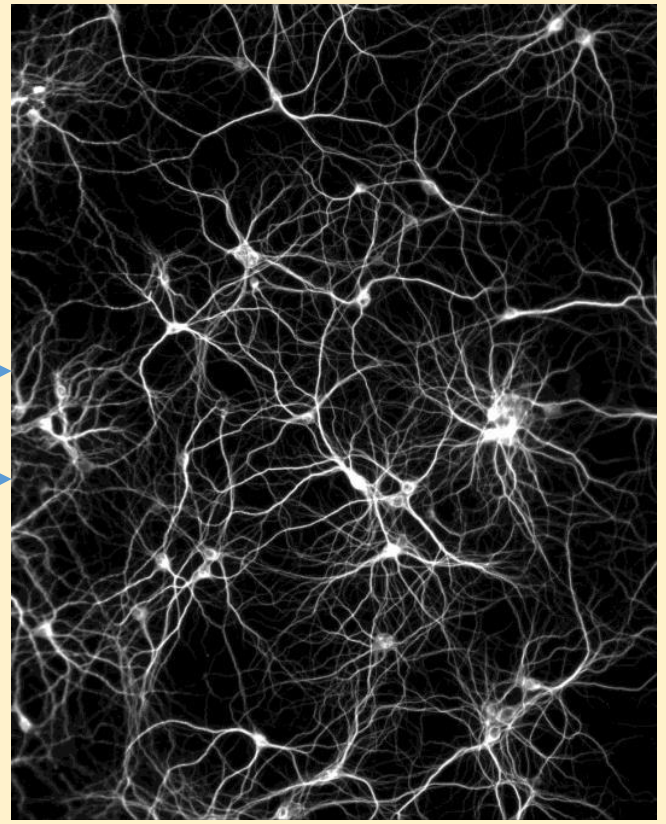
Have a growth mind-set

‘People are made, not born’

Learning helps our neurons GROW





The more we learn, the more connections they make

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How students think makes all the difference

Growth Mind-set	Fixed Mind-set
You know you can develop intelligence	You think your intelligence is fixed
You enjoy challenge and set ambitious goals	You avoid challenging goals
You keep going when it's tough	You give up
You give 100%	You don't think you should try
You take inspiration from others	You feel threatened by the success of others

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Keeping their spirits up!

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Keeping their spirits up!

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SUPPORT SESSIONS 2019-20

SESSION	STAFF	TIME	VENUE
MONDAY BEFORE SCHOOL (8AM)			
MONDAY LUNCHTIME			
GCSE Computing (invite group 1)	Mrs Turner	1.15pm	B210
Geography (invite) WEEK A	Mr Iddon	1.25-1.55pm	A218
Geography (invite) WEEK A	Mr Harman	1.25-1.55pm	A216
Geography - Open Revision WEEK B	Miss Dixon	1.25-1.55pm	A214
RS (1:1 sessions)	Mrs Barraclough	1.20-1.45pm	A206
MONDAY AFTERSCHOOL			
Maths Buddy	Sixth Form Students	3.10-4.00pm	E102
TUESDAY BEFORE SCHOOL (8AM)			
Breakfast Club	Mrs Feast	8.00-8.45	Library
TUESDAY LUNCHTIME			
GCSE Computing (invite group 1)	Mrs Turner	1.15pm	B210
Geography (invite) WEEK A	Mrs Rigby	1.25-1.55pm	A217
Geography (invite) WEEK A	Miss Dixon	1.25-1.55pm	A214
Geography (invite) WEEK B	Mrs Rigby	1.25-1.55pm	A217
Hospitality and Catering (invite 11D/Cg1)	Miss Deane	1.30-2.10pm	E216
RS (1:1 sessions)	Mrs Barraclough	1.20-1.45	A206
Photography (11B/Po1)	Mrs Collins	1.30-2.10pm	E205
Photography (11C/Po1)	Mrs Gray-Jones	1.30-2.10pm	E205
Media WEEK A	Miss Lorenzelli	1.15-2.05pm	B202
Media WEEK A	Miss Hinchliffe	1.15-2.05pm	B202
Music Tech (invite)	Mr Gornall	1.15pm	Music block
Music (starting after Oct half term)	Mr Starkey	1.15pm	Music block
Fashion and Textiles (invite)	Ms Doherty	1.30-2.10pm	E210
Business Studies (Group1invite)	Miss Kenyon	1.30-2.00pm	B203
TUESDAY AFTERSCHOOL			
Fine Art (Invite)	Ms Doherty	3.10-4.10pm	E210
Fashion and Textiles (invite)	Ms Doherty	3.10-4.10pm	E210
RS – Open Revision (STARTING AFTER HALFTERM)	Mrs Barraclough	3.10pm	A206
Maths Buddy	Sixth Form Students	3.10-4.00pm	E102
Maths (11X2A) WEEK A	Miss Heeks	3.10-4.00pm	E212
Hospitality and Catering – Open Revision	Miss Deane	3.10-4.10pm	E105
WEDNESDAY BEFORE SCHOOL (8AM)			
Breakfast Club	Mrs Ryles-Dean	8.00-8.45	Library
Maths Intervention (invite) (6th form support)	Miss Heeks	8.15-8.45	Library
WEDNESDAY LUNCHTIME			
GCSE Computing (invite group 2)	Mrs Turner	1.15pm	B210
Geography – Open Revision WEEK A	Mr Iddon	1.25-1.55pm	A218
Geography (invite) WEEK A	Miss Dixon	1.25-1.55pm	A214
Geography – Open Revision WEEK B	Mr Harman	1.25-1.55pm	A216
Maths (11X2A) WEEK B	Miss Heeks	1.15pm	E212 TBC
Design Tech – Open Revision	Mr Beardsall	1.15-2.10pm	E106 TBC
Fine Art (invite)	Mrs Collins	1.15-2.10pm	E209
RS (1:1 sessions)	Mrs Barraclough	1.20-1.45	A206
History (invite – 11A/Hi2 & 11D/Hi1)	Mr Wilde	1.30-2.00pm	A201
Media WEEK B	Miss Hinchcliffe	1.15-2.05pm	B202
Media WEEK A & B	Mrs Lorenzelli	1.15-2.05pm	B202
Business Studies (Group 2 invite)	Miss Kenyon	1.30-2.00pm	B203
WEDNESDAY AFTERSCHOOL			
Revision Room	Mrs Ryles-Dean	3.10-5.00pm	Library
Computer Science (invite)	Mrs Turner	3.10-4pm	B210
THURSDAY BEFORE SCHOOL (8AM)			
Breakfast Club	Mrs Ryles-Dean	8.00-8.45	Library
Physics (By Invitation)	Mr Bennison	8.15-8.45	E319
Chemistry (By Invitation)	Mrs Kennerly	8.15-8.45	E306
Biology (By Invitation)	Mr Flynn	8.15-8.45	E307
THURSDAY LUNCHTIME			
GCSE Computing (invite group 3)	Mrs Turner	1.15pm	B210
Geography (invite) WEEK A	Mr Iddon	1.25-1.55pm	A218
Geography (invite) WEEK B	Mr Iddon	1.25-1.55pm	A218
Hospitality and Catering (invite11A/Cg1)	Miss Bowdery	1.30-2.10pm	E105 TBC
RS (1:1 sessions)	Mrs Barraclough	1.20-1.45	A206
Business Studies (Group 3 invite)	Miss Kenyon	1.30-2.00pm	B203
German (invite)	Mrs Brettle/Mrs Baldwin	1.15	L204 TBC
Design Tech (invite)	Mr Beardsall	3.10-4.10pm	E106 TBC
THURSDAY AFTERSCHOOL			
Revision Room	Mrs Ryles-Dean	3.10-5.00	Library
Psychology	Mrs Jennings	3.10-4.00	S108
Maths Buddy	Sixth Form Students	3.10-4.00pm	E102
Art	Mrs Collins	3.10-4.00pm	E205
Photography	Mrs Collins	3.10-4.00pm	E206
FRIDAY BEFORE SCHOOL (8AM)			
FRIDAY LUNCHTIME			
RS (1:1 sessions)	Mrs Barraclough	1.20-1.45	A206
FRIDAY AFTERSCHOOL			
Drama WEEK B	Mrs Richards	3.10	Drama studio
Spanish WEEK A	Miss Moreno	3.10	L106 TBC

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“Strive for excellence and success will follow”

Thank you and have a safe journey home

Please visit the website for
additional techniques and top tips