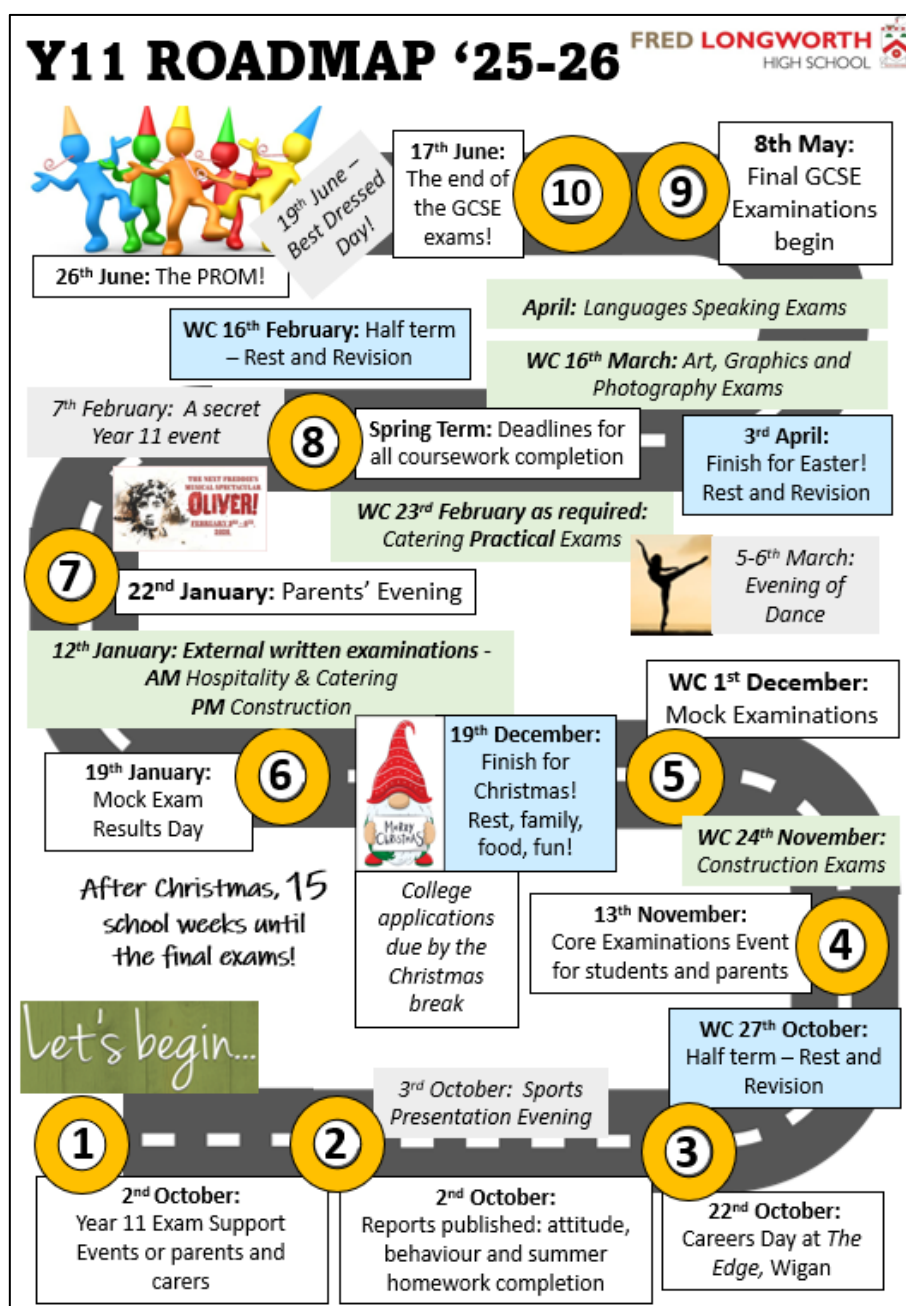


Year 11 Launch

Supporting Your Child with GCSE Revision



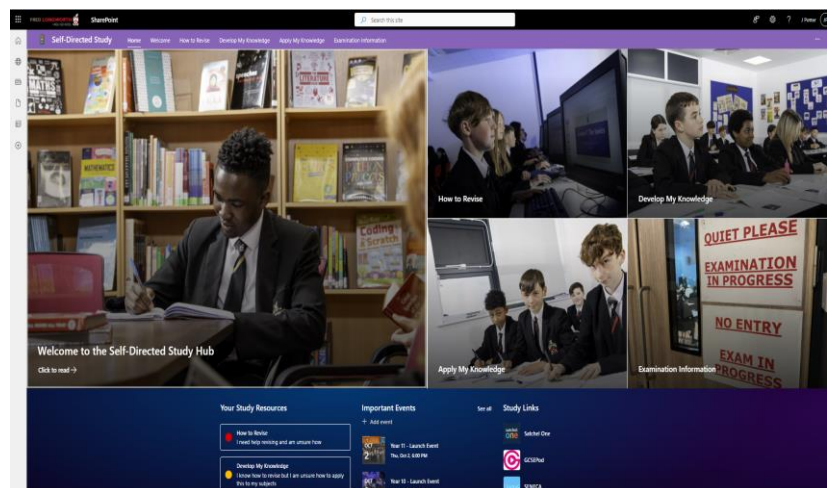
A note from someone special to keep me going this year...



The Self-directed Study Hub:

The Study Hub was created for all Y11 students to help simplify self-directed study by placing everything students need in one location.

It can be accessed via Sharepoint which is available as an app your child can download onto their chosen device OR they can log into it through their Office 365 accounts.



To log in, students just need their school usernames and passwords which all use daily.

The Study Hub is split into 3 clear sections designed to support all students, regardless of where they are in their self-directed study journey:

Red – 'How to Revise'

Amber - 'Develop my Knowledge'

Green – Apply my Knowledge'

Revision Guidance using OSCAR = ORGANISATION

Strategy: Revision Timetables

During year 11, students have a lot to think about and a lot of different things to juggle. Self-directed study is essential so that they can close the specific gaps in knowledge and practice key skills specific to their ability and confidence.

Planning when and what they are going to revise reduces the number of decisions they need to make every day, and will reduce the risk of them not revising or revision being ineffective because they have left it until the last minute.

1. For students: Prioritise your subjects

- List all your subjects
- Rank your subjects from number 1 -9 (1 being strongest)
- Then re-write your list in the order of the subjects you have numbered.

Sport Studies
Music
Chemistry
English Literature
English Language
Biology
Geography
Physics
Business

Your subjects:

Your subject ranking:

Write your Timetable:

1. Write in everything you have planned prior to creating your revision timetable. (Going out for tea, going to the gym, extra-curricular activities etc.)
2. Write in homework deadlines and upcoming assessments (if applicable) that week
3. Not every space needs to be full – leave yourself time to relax too!
4. Focus on the subjects in RED first. These are the ones you are least likely going to choose – but they are the highest priority.
5. Write in the specific topic you are going to cover and when. Be specific around what you want to achieve each time you sit down and revise.

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday Sessions:	Sunday Sessions:
Homework/ revision _____ (e.g. 4:00 - 4:45 PM)	Subject: Topic: _____ Outcome:	Subject: Topic: _____ Outcome:	Subject: Topic: _____ Outcome:	Subject: Topic: _____ Outcome:	Subject: Topic: _____ Outcome:	Subject: Topic: _____ Outcome:	Subject: Topic: _____ Outcome:
Revision session one _____ (e.g. 6:00 - 6:45 PM)	Subject: Topic: _____ Outcome:	Subject: Topic: _____ Outcome:	Subject: Topic: _____ Outcome:	Subject: Topic: _____ Outcome:	Subject: Topic: _____ Outcome:	Subject: Topic: _____ Outcome:	Subject: Topic: _____ Outcome:
Revision session two _____ (e.g. 7:30 - 8:15 PM)	Subject: Topic: _____ Outcome:	Subject: Topic: _____ Outcome:	Subject: Topic: _____ Outcome:	Subject: Topic: _____ Outcome:	Subject: Topic: _____ Outcome:	Subject: Topic: _____ Outcome:	Subject: Topic: _____ Outcome:

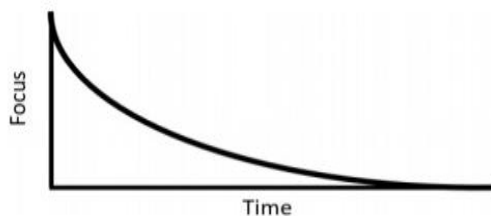
oSCAR = SELECTION

Strategy: POMODORO TECHNIQUE

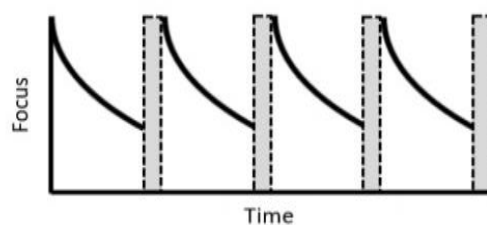
To revise effectively, children need time to focus. This should be a time when they are **well-rested** and suitably **prepared** for a revision session. This is why a revision timetable is so important. If they make a realistic revision timetable with suitable breaks, leisure activities and then a specific revision period, it will be much more beneficial.

You should also take regular breaks when you revise. These breaks can be structured using a method called the Pomodoro technique.

Revising without a break:



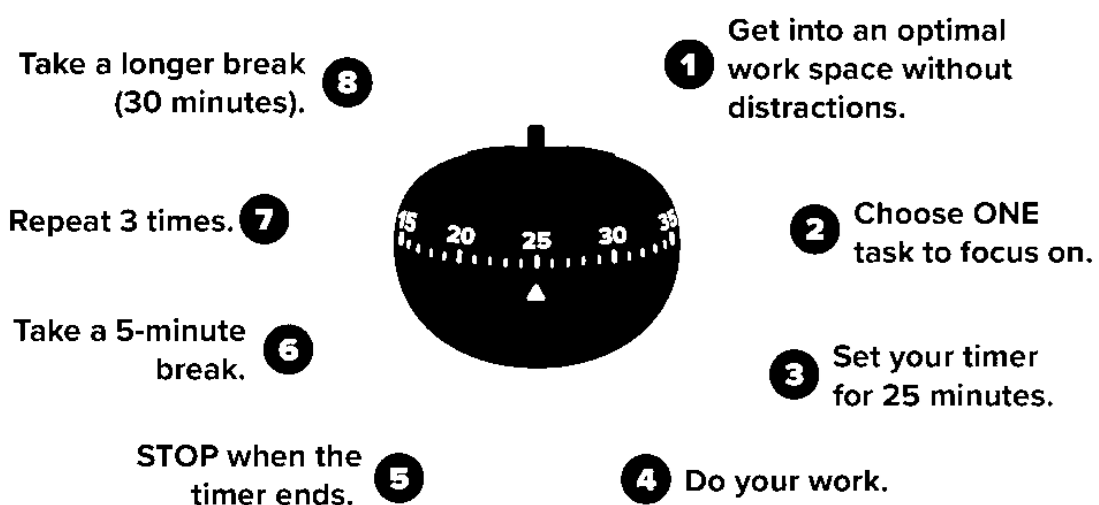
Revising with small regular breaks:



For students: Managing your time when revising

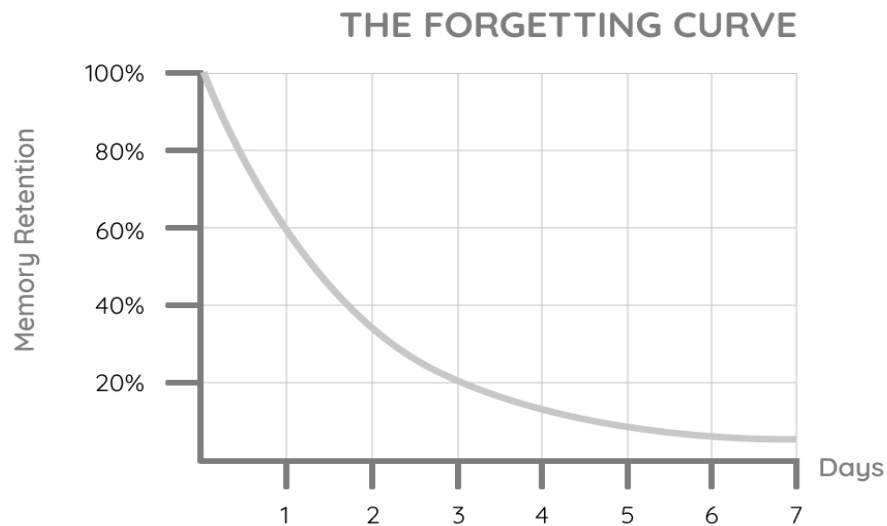
The **Pomodoro technique** is highly effective as it helps you effectively manage your time and work on a task without distractions.

It is also beneficial as it helps you become more disciplined and stay focused on your work. This technique is designed to combat multitasking and improve concentration.



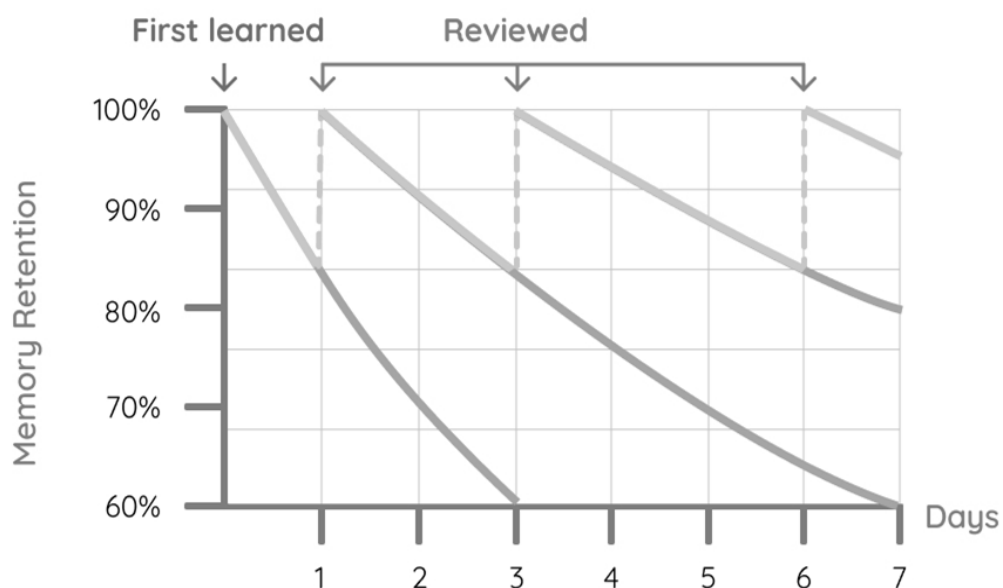
Strategy: SPACED LEARNING

What makes learning difficult is how easily new knowledge and skills can be lost from our memory. If we don't revisit our learning, we simply forget it over time...



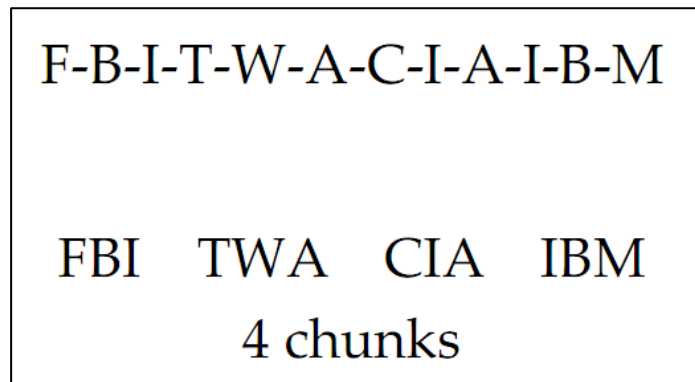
What is SPACED LEARNING?

- SPACING is regularly revising material so that you are doing **little** and **often** instead of all at once.
- Doing a little amount regularly is more effective than doing a lot all at once. It prevents us becoming overwhelmed and trying to cram everything in a short time.
- The act of forgetting and re-learning helps to cement learning into the long-term memory;
- Plan to review your learning at regular intervals and gradually space the intervals out e.g. revisit on day 1, 3, 7, 12...



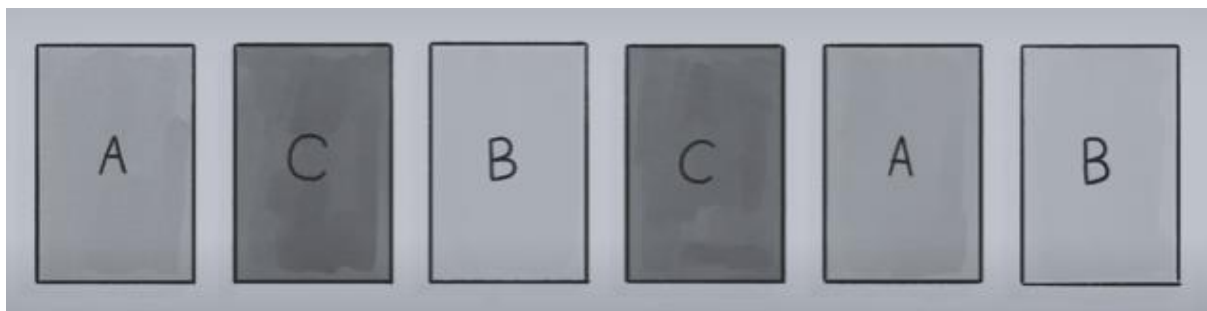
Strategy: CHUNKING

The average person can only hold between 4 and 8 'items' in their working memory. Grouping items together into 'chunks' can increase your capacity to remember. This is generally used for remembering numbers (think of how you remember phone numbers by grouping the seven digits into 2 or 3 chunks) but can be applied in various subjects. **Consider where it might be applicable in your subject areas.**



Strategy: INTERLEAVING

- Interleaving is a technique built on the theory that revising more than one topic in each revision session will help you make better **links** between them.
- Interleaving is generally for topics within one subject, not subjects themselves.
- You can apply it to your revision timetable.



How to **interleave** learning:

- Rather than covering topics in one big block over a series of hours/days, break units/topics down into small chunks and split these over a few days rather than revising one whole topic at once.
- Try to draw links between ideas and revision notes. This will help you make connections between topics and forces you to think harder about which strategies need to be applied to which problems.

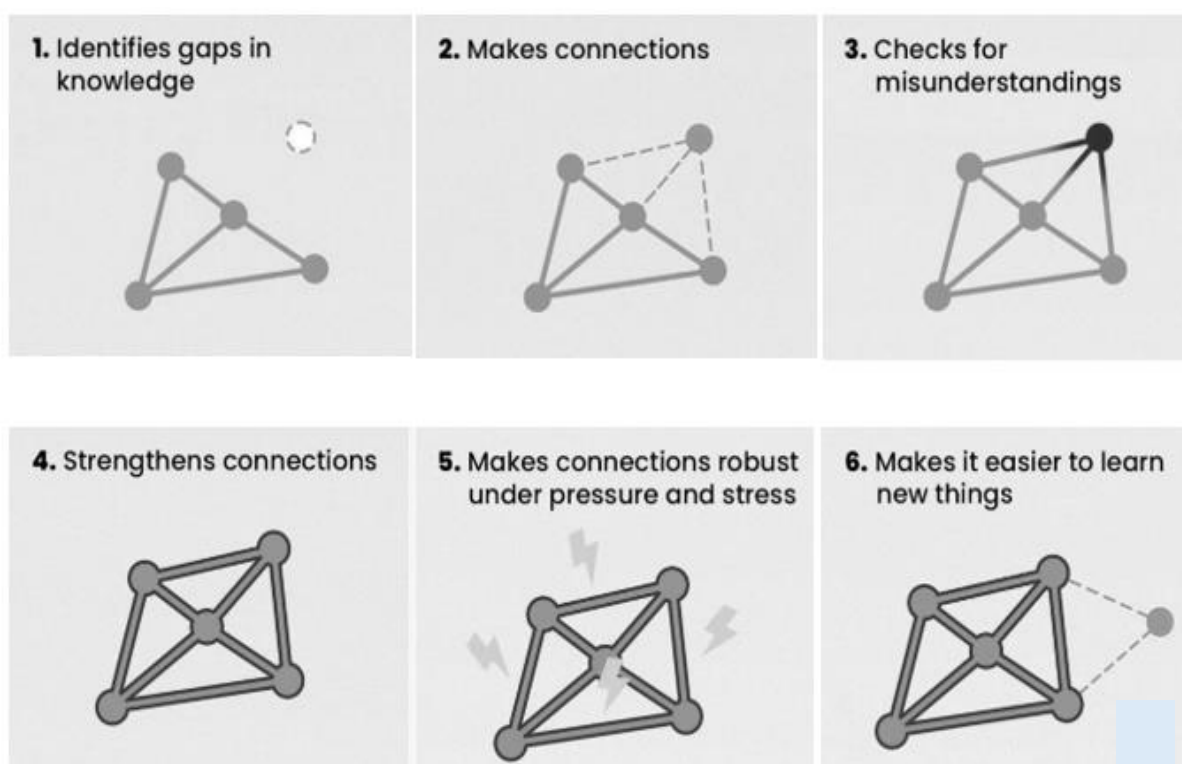
OSCAR = CREATIVITY!

Strategy: RETRIEVAL

Retrieval practice is defined by Mark Enser as, 'retrieving something from our memories to make it easier to recall in future.' Given how much there is to know across the GCSE qualifications, this is an essential revision strategy.

By answering questions rather than merely reading or highlighting information, students are putting themselves in the best position possible to succeed and remember as much key information as they can.

Retrieval practice:

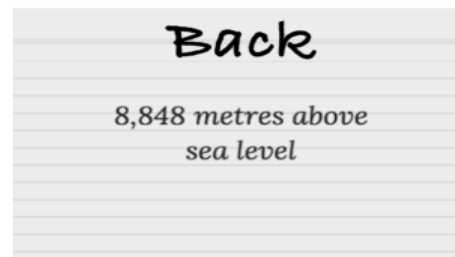
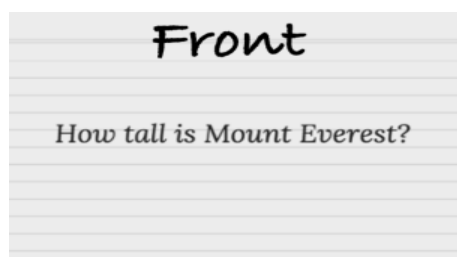


How can you apply the skill of retrieval:

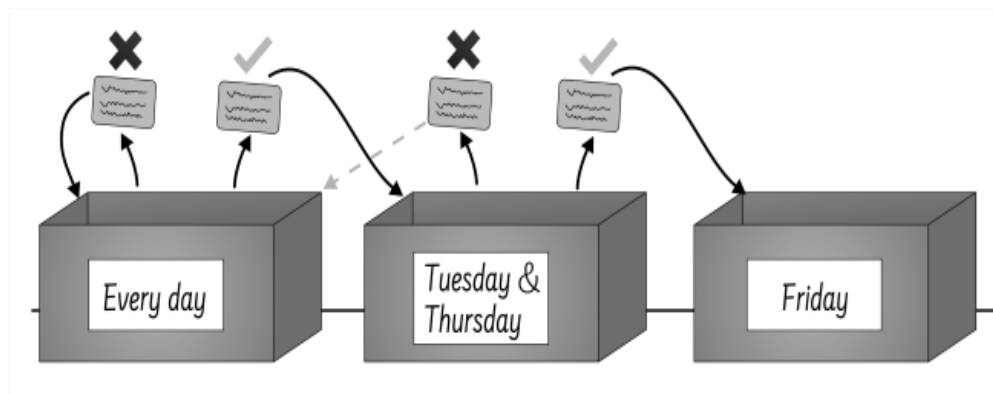
1. QUIZ – Satchel: One quizzes, make your own quizzes, and ask someone to test you
2. TALK – Answer questions asked by others to practice articulating your knowledge, ask someone to ask you three questions on a topic to see how much you have learned.
3. FLASHCARDS – see below.

Strategy: FLASHCARDS

			
1	2	3	4
Identify knowledge	Designing	Using	Feedback
What knowledge are you creating flashcards for? What is your red dot / priority knowledge?	Have up to three questions per flashcard. Make them concise and clear – avoid extended answer questions. It's easier for your brain to process simpler information. One-word prompts can be useful, with an image to dual code and jot memory.	Write answers down or say them aloud before checking. Don't just copy and re-read – you must DO something with the knowledge. Shuffle the cards each time you use them.	How have you performed when you look back at your answers? What needs to be revisited in more detail? If your knowledge is secure, move to the application of that knowledge in exam-style responses.



The Leitner System:



1. Every card starts in Box 1.
 2. If you get a card right, move it to the next box.
- If you get the card wrong, keep it in in Box 1 until the knowledge sticks.

Self-quizzing steps:

1. Read the question on your flash card
2. Write your answer down
3. Put your flashcard down to one side
4. Move onto the next card
5. Repeat steps 1-3
6. Keep your flash cards in the order you have quizzed them in
7. Mark your answers – highlight any answers that were incorrect.

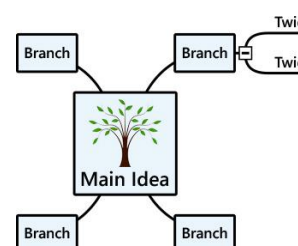
				
1	2	3	4	5
Identify knowledge	Create	Cover and Answer	Self-mark and Reflect	Next Time
What knowledge are you creating your quiz for? What is your red dot / priority knowledge for this topic?	Create questions on the content. Keep your questions concise and clear	Cover the resources/answers for your questions and have a go at answering from memory. Take your time and answer as fully as possible.	In a different colour pen, mark your answers. Compare your answers with your resources and add any missing details.	Revisit the questions regularly but also revisit areas where there were gaps to deepen your knowledge.

Try it out: Subject and Topic - _____

Question	Answer

Strategy: MINDMAPS

- Mindmaps allow you to visually structure your ideas to help with analysis and recall.
- Mindmaps are a creative way to capture your knowledge, deepen your recall and explore how ideas link.
- Mindmaps can turn a long list of information into a memorable and highly organised diagram that helps you remember it.



1	2	3	4	5
Identify knowledge	Identify subtopics	Branch off	Dual Code	Repeat
Select a topic you wish to revise. Have your resources to hand.	Place the main topic in the centre of your page and identify the main subtopics that branch off. Ask your teacher if you need support; they'll be happy to help.	Branch off your subtopics with further details. This will vary for different topics/subjects but should focus on key information and vocabulary.	Use images/symbols and potentially colour to help topics stick.	Place your mindmap somewhere visible. In your next revision slot for this topic, recreate it before comparing to see if you remembered everything.

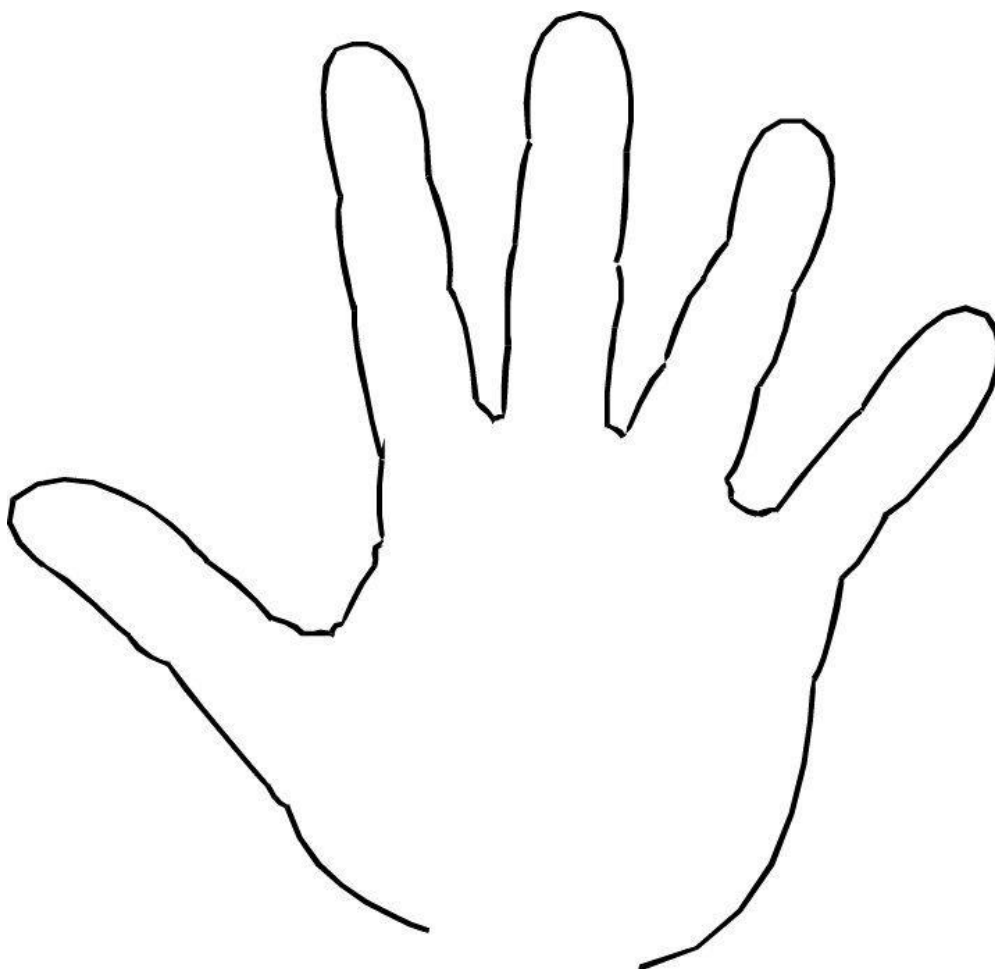
Strategy: BLURTING

Blurting is a technique used to 'dump' all of your knowledge onto a page to allow you to capture it, organise it and see what elements are missing.

STEP 1	Pick a topic you want to focus on. E.g. the supernatural in Macbeth, rivers in Geography or 'sport' in French.
STEP 2	Blurt it out - Relying purely on your memory, write down EVERYTHING you can remember from the topic on to the page. - Don't worry about it looking pretty and take as long as you need to do this. See what you can remember. - This technique will expose the knowledge you've mastered and areas that need a bit more TLC. Top Tip: As exams edge closer, it's best to give yourself a time limit for "blurting" to intensify study sessions

STEP 3	Once you've blurted all your knowledge. You may wish to use different colours/ highlighters to organise your knowledge. This might happen naturally but is a useful way to see connections.
STEP 4	Check your understanding - At this stage, you can look at your book / notes / resources and see what you missed. - Give yourself time to fill in the gaps in another colour by writing down everything you didn't remember.
STEP 5	Store and Compare - Keep the mindmap safe and revisit it, spending time reviewing the information before repeating the process to help the knowledge stick. - Next time you attempt the same topic, try to complete the same amount of information in a shorter period of time or add more details.

You can also try blurring using a diagram such as revision hands or a timeline to help you organise ideas. A useful example for English Literature - *A Christmas Carol* has five chapters, *Macbeth* has five acts and *An Inspector Calls* involves five central characters who contribute to Eva's death (pop Inspector Goole in the palm.)



Strategy: DUAL CODING

Dual coding is the process of blending both **words** and **images** while learning. Using these two formats give us two different representations of the same piece of information and can support information *sticking*. Drawings can be added to mindmaps, and timelines/diagrams can help you to connect ideas.

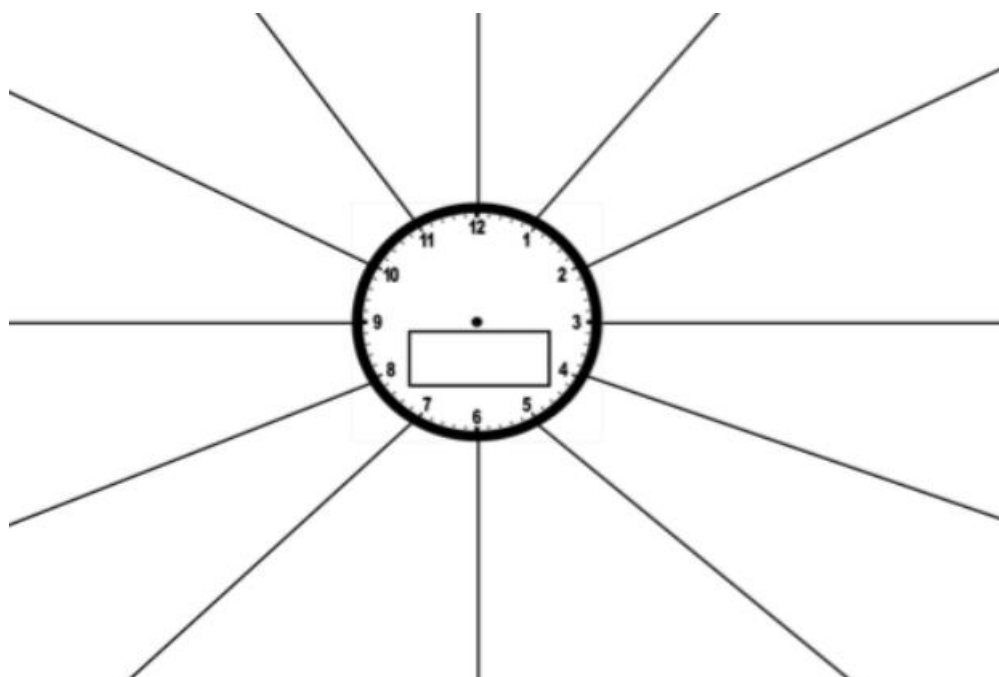


Principles for successful dual coding:

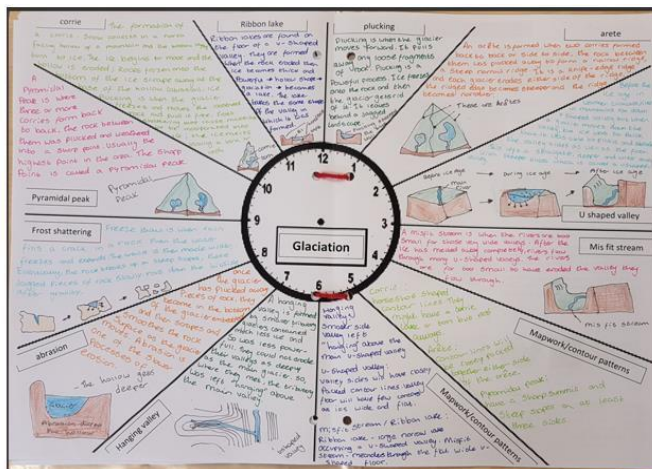
Cut	Chunk	Align	Restraint
Reduce the amount of content, being selective and only using the most important information.	Divide the knowledge into groups of related information.	Make sure words and pictures are clearly ordered to help them be more memorable and easier to read.	Avoid 'overdoing it'. Don't go too crazy with colours and fonts. Keep it simple, using the images and key vocab to trigger the details in your memory.

Strategy: REVISION CLOCKS

Revision clocks are a great way to revise different mini sections of a topic or unit of work. Using the clock's layout, it perfectly separates a topic into small 5-minute chunks. For slightly larger units of work or topics, multiple time slots can be combined, for example you may split your clock up into four 15-minute chunks, or six 10-minute slots depending on subject and area of revision.



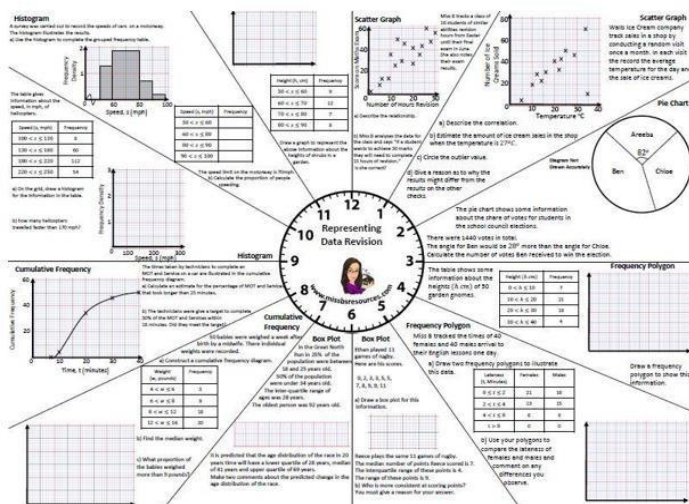
The aim of a revision clock is to chunk work up into different sections using text, pictures, and diagrams. Once you have completed a revision clock, you need to revisit it before completing again to see how much you have retained. You can also ask people to quiz you on the details.



STEP 1: Split up your topic into different sections. This could be based on assessment objectives, different skills or subtopics.

STEP 2: Time yourself. Dedicate so many minutes to each section of the clock.

STEP 3: Use it. Ask someone to test you on details. Read each section regularly before attempting to recreate it from memory. Use it as a revision sheet when applying your knowledge in an exam-style question.



Strategy: REVISION GRIDS

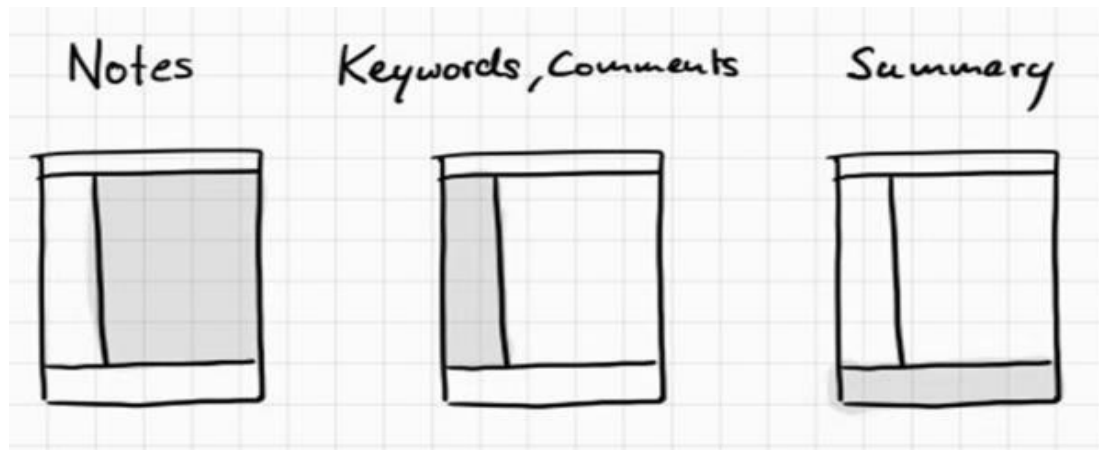
Revision grids are another great way to help you **condense** a lot of information and use dual coding, key words/date and any other symbols to help trigger your memory. Select a topic or unit of work and complete your own grid - one square could be as simple as a letter designed to trigger all the key pieces of vocab beginning with that sound.

TIPS TO USE THEM WELL: 1) Ask a study buddy to create one on the same topic and then compare. 2) Ask someone to quiz you using it. 3) Work with a partner to talk through the board in turns. 3) Go six-by-six and use a dice to guide you talking it through like Bingo!

Strategy: CORNELL NOTE-TAKING

Cornell note-taking is another versatile strategy for self-directed study. It can help you be more effective in understanding what you read, help you organise your thoughts more concisely and provide a better review of the information you need to learn.

Put simply:



The Importance of APPLICATION

Having knowledge is not guaranteed to secure excellent results. The key is in the **APPLICATION** of this knowledge i.e. putting it into an exam context. How do we do this?

Past papers

Ask your teacher for practice questions or exam papers – in some areas, you can even write yourself questions. You might complete them with or without notes before checking your answers and identifying gaps in your knowledge or exam technique to help you target your revision. At first, you may want to complete them without a time limit before building up to full exam conditions.

Practise Introductions / sections

For essay-based subjects with long answers, take a past exam question and practise writing effective introductions and, in some cases, conclusions. Look back at your notes and remind yourself of the important details to include. Practice for different topics, texts and questions.

You can also complete *write for 10* where you apply your knowledge in a shorter time and see how your pace increases with practice.

OSCA**A**R = AREA

It's obvious but SO essential for effective revision...

- **Removal:** Remove any potential distractions so that your attention isn't being pulled. You simply can't get meaningful work done if regularly checking your phone for updates. However disciplined you think you are, we will often opt for anything other than work!
- **Readiness:** Have the resources you need to complete your work – exercise books, booklets, past papers etc. It's best to have an organised workspace so it is all there for you when you return from breaks.
- **Restrictions:** Healthy boundaries are essential. No work beyond 9pm and, if possible, avoid working in your bed as this is the place for relaxation and to switch off from studying.

OSCA**R** = REPETITION

The importance of REPETITION

'Memory is the residue of thought.' Daniel Willingham

As you have probably gathered throughout this booklet, the key to successful revision is the regular reviewing of material: **actively** and **repeatedly**, in **short, sharp bursts** of focused study time.

Sitting and simply reading over notes won't help it to 'stick'; you need to **do something** with the knowledge to learn it or **practise** the skill to embed it.

Rehearsal Loops

'Rehearsal loops' is a term used in Psychology that refers to the **mental processes** involved in maintaining information in working memory through repetition. Visiting information every now and then without doing anything with it will cause knowledge to fall from our memory and it won't be learnt.

Using all of the strategies shared in this booklet regularly as part of your child's daily routine is essential to the information **sticking**. Remember, this is all about spreading out the learning process to avoid unnecessary worry and attempts to *cram* as we approach the exams.