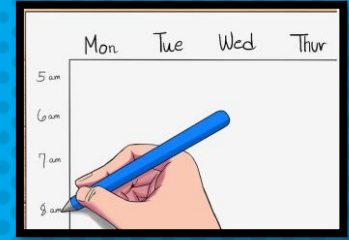
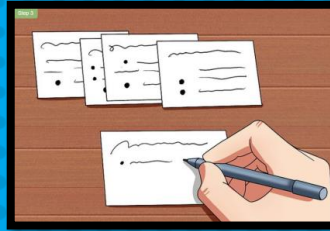
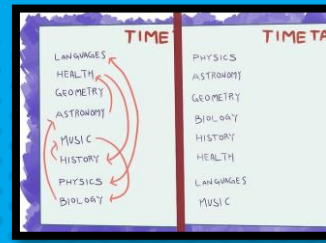
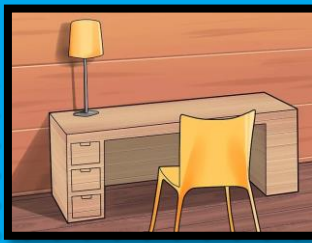


Recommended Effective Revision Techniques



How To Use This Booklet



- ✓ This booklet is to **help you get set up for effective revision**
- ✓ It has lots of **ideas and things to try** - you **do not** need to do them all
- ✓ Find a **technique that works for you and use it**
- ✓ The most important thing is you **do something – rather than nothing**
- ✓ Its important to involve other people, use your friends and family, test yourself regularly and have a break
- ✓ Revision is hard work, but **it can be fun**, it does **not need to take all your time**
- ✓ Do not over think it! Working hard at school, plus a bit extra, well planned to suit you is the **best combination!**

TECHNIQUES THAT DO NOT WORK!

- Revision techniques that **require little effort are ineffective**
- **You need to process information by meaning rather than visually**
- This requires more effort
- This means more cognitive demands- making your brain think!
- This leads to being able to recall more from your memory

AVOID

- × Highlighting lots of information
- × Cramming
- × Rereading information
- × Copying everything down word for word
- × All of the above techniques require little brain effort and you process the information visually rather than understanding what it means

CREATE A SPACE WHICH IS GOING TO HELP YOU TO LEARN

Setting up the perfect revision space

- ✓ Get rid of the clutter

Having an untidy desk will make it easy to procrastinate. Your priority when setting up a study space should be to get everything as organised as you possibly can

- ✓ Keep distractions away - Television, computers and **phones** are the obvious ones to avoid

(Lock phones away!)

- ✓ Get comfortable - Ensure good light - Control the noise level

- ✓ Make it easy to manage your time – **Personalise it!**

Create a timetable that is realistic, and you can achieve

Use a clock (that you can see, not your phone) and stick to times

Create resources that you can use, so you do not waste time looking for things – Use what works for you

- ✓ Keep the main thing, the main thing - **You must actually do some revision!** Make it a habit, little and often is better than a big session or nothing at all!

Make a Revision Timetable

✓ A revision timetable will help you focus and make the most of the time you have available to study for your exams

✓ **Create study blocks for each topic.** Use your textbook and learning materials to determine the specific topic areas within each subject

✓ **Chart your weekly revision timetable on a piece of paper.** Make a paper revision timetable and put it up in your study space

✓ **Revise your revision timetable on a weekly basis.** At the end of each week leading up to exams, reflect on what worked, and what didn't work in your revision timetable

✓ **Prioritise your study time.** You should think about the subjects on your list. You should make more time for the subjects that you find more difficult. You should also make more time for subjects that you need to achieve a particular grade in

✓ **Schedule study breaks**

✓ **Make sure revision time slots are realistic**



Example Revision Timetable

| TIMES | 8.00am - 4.00pm | 4.00pm - 6.00pm | 6.00 - 6.45pm | 6.45pm - 7.45pm | 7.45pm - 8.00pm | 8.00pm - 9.00pm |
|-----------|-------------------------|-------------------------|---------------------|-------------------|-----------------------------------|---------------------------------|
| MONDAY | School time! | Drama Club | Dinner | Homework | Social Media | Homework / revision |
| TUESDAY | School time! | Revision | Dinner | Homework | Social Media | Homework / revision |
| WEDNESDAY | School time! | Netball | Dinner | Homework | Social Media | Homework / revision |
| THURSDAY | School time! | Revision | Dinner | Homework | Social Media | Homework / revision |
| FRIDAY | School time! | Chill out! | Dinner | Homework | Social Media | Homework / revision |
| TIMES | 9.00am - 10.00am | 10.00am - 11.00am | 11.00am - 1.00pm | 1.00pm - 3.00pm | 3.00pm - 5.00pm | 5.00pm - 6.00pm |
| SATURDAY | breakfast / shower etc. | Hour of power revision! | See friends / Lunch | Revision | Watching / playing sport / gaming | Revision |
| SUNDAY | breakfast / shower etc. | Revision | Sport / Lunch | Flash card review | Out with family | Get someone to test me / dinner |

Its important to break up the revision!

Timetable other activities you enjoy doing

Make sure you have some fun, see your friends and family

Remember 5 school lessons per day should be your main focus!

Template Revision Timetable You Could Use

| TIMES | | | | | | |
|-----------|--|--|--|--|--|--|
| MONDAY | | | | | | |
| TUESDAY | | | | | | |
| WEDNESDAY | | | | | | |
| THURSDAY | | | | | | |
| FRIDAY | | | | | | |
| TIMES | | | | | | |
| SATURDAY | | | | | | |
| SUNDAY | | | | | | |

CVS BIG 3

Recall & Retention Strategies

01



Quizzing

- Recall questions built into the start and end of lessons.
- Designed to recall knowledge from previous lessons, terms and years.
- Students cannot “fail”.

Testing effect to:

- Build confidence
- Identify gaps in knowledge
- Make links in learning
- Improve metacognition

02



Flash Cards

- Distilled learning.
- One key idea or concept.
- Chunked learning “boiled down”.
- Key information summarised on one side.
- Used to recall learnt knowledge.

Testing effect to:

- Active recall
- Make links in learning
- Improve metacognition
- Spaced repetition

03



Timed Retrieval

- Often in a clock format (but not limited to).
- A focus on random topics, a category or one specific skill within a set time frame.
- Students fill each section with information, key words or pictures to represent what they can remember.

Testing effect to:

- Master links in learning
- Improve organisation of learning
- Information retrieved aids deeper learning
- Improves transfer of knowledge



Chew Valley School

in association with



PE SCHOLAR

01



Quizzing

- Recall questions built into the start and end of lessons.
- Designed to recall knowledge from previous lessons, terms and years.
- Students cannot "fail".

Testing effect to:

- Build confidence
- Identify gaps in knowledge
- Make links in learning
- Improve metacognition

This method is built into your lessons everyday- however, you can make your own!

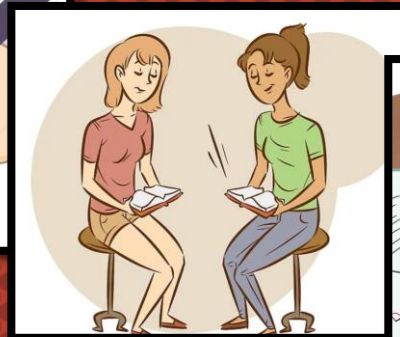
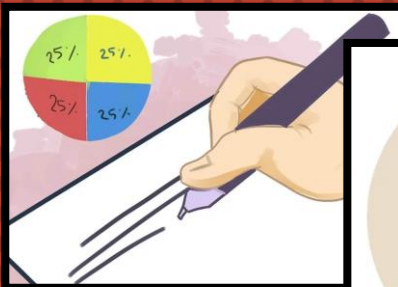
1. Use your notes to create a mini quiz. Write your own questions – This is part of the learning process

2. Answers the question in full. Mark your question in a different pen. Relearn any questions that you get wrong.

Important: Work with a friend or family member, swap questions and mark each other's but always relearn the mistakes.

3. Repeat the process with different topics

Use different techniques to answer questions, verbal, written etc. Always revisit any questions you get wrong.



TASK

Work with a partner or family member to answer 5 quiz questions

Person 1:

Ask their questions

Person 2:

Answer the questions-Mark together-Record which questions you got right and wrong

Person 2:

Ask their questions

Person 1:

Answer the questions-Mark together-Record which questions you got right and wrong

Revise the questions you got wrong independently- Re-test

02



Flash Cards

- Distilled learning.
- One key idea or concept.
- Chunked learning “boiled down”.
- Key information summarised on one side.
- Used to recall learnt knowledge.

Testing effect to:

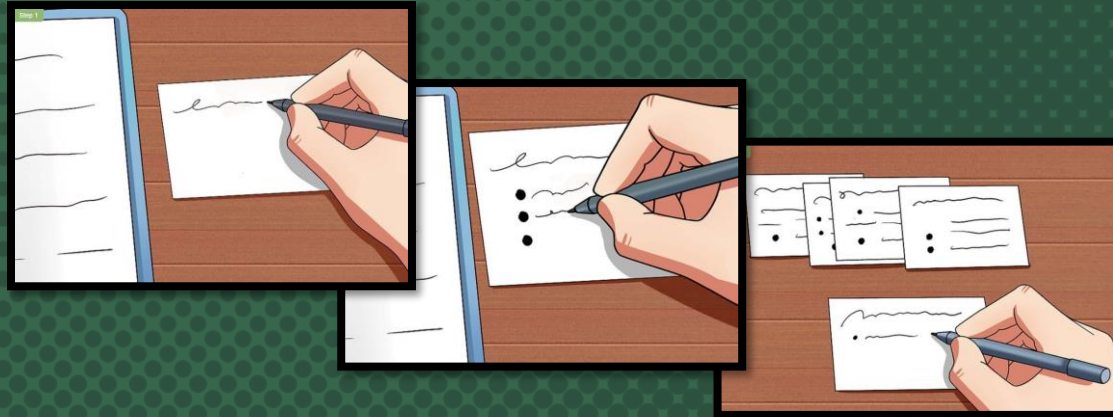
- Active recall
- Make links in learning
- Improve metacognition
- Spaced repetition

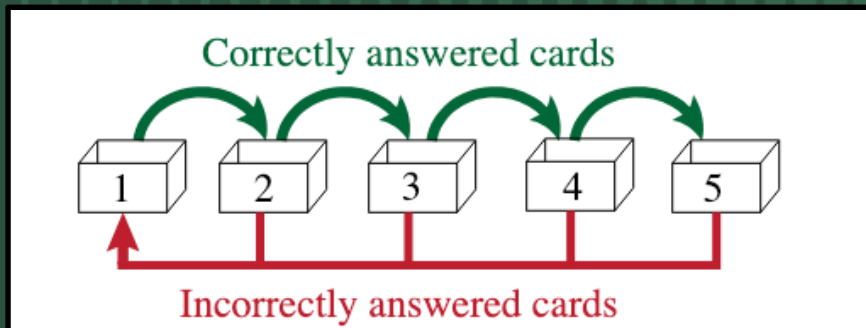
1. Write the key term or concept on one side of the flash card. Write it in large letters so it will be easy for you to read. You don't want to include any of the key information on this side. The point of flash cards is to see a basic concept and then be able to identify information about that topic.

2. Write short, concise notes on the other side of the flash card. Your goal is to scale down the key information on this side of the notecard.

- Write with pencil or light ink so that this information doesn't bleed to the other side of the card.
- Draw diagrams if you need to.

3. Make sure your writing is large, clear and well spaced. You need to be able to read it. Write clearly to enable you to read and use your cards!





Day 1: Put all your cards in box 1 and review them. If you get a card right, move it to box 2. If you get it wrong, it stays in box 1.

Day 2: Review box 1 (as on day 1: move correct cards up to box 2, but keep incorrect cards in box 1).

Day 3: Review box 1. Review box 2. If you get a card right, move it up to box 3. If you get it wrong, move it back to box 1.

Day 4: Review box 1. Review box 3. If you get a card right, it can leave the box and you don't have to study it again. If you get it wrong, it goes all the way back to box 1.

Day 5: Review box 1 and box 2.

Day 6: Review box 1.

Day 7: Review box 1, box 2 and box 3.

Day 8-13: Repeat days 2-7. Once all your cards have left box 1, your studying is done.

Testing Yourself with Flashcards

- ✓ Flashcards you've made yourself are great because all the questions are directly relevant to your exam, rather than being generic questions about the topic
- ✓ You know what you need to be tested on the most, so you can tailor the questions to your weak spots, while trying to learn them

Asking and Being Asked Questions

- ✓ One of the most effective methods of learning is teaching others
- ✓ This approach combines teaching others with answering questions, so is doubly effective for helping you learn. It also allows you to involve others in your learning
- ✓ Answering questions from someone lets you discover how well you understand the material, as you'll need to explain it to them and they can ask follow-up questions to test your knowledge even further



Revision Card Games

- ✓ Make a game of it with friends or family. Make revision cards together (sticky post it notes work well) summarising the most important features of a topic on each card
- ✓ Screw them up, put them in a hat and pull them out at random – make a question up based on the card you have pulled out and get the other person to guess what was on the card
- ✓ Troublesome cards can be used as “Important cards”. Stick them to the wall and glance at them until they become familiar

Answering a Question Aloud

- ✓ Answering a spoken question is a useful form of practice as replying aloud makes you think about the information differently and make quick connections under pressure.
- ✓ Research has found that reading things aloud is more beneficial than in silence, as it prompts a range of senses and actions.

03



Timed Retrieval

- Often in a clock format (but not limited to).
- A focus on random topics, a category or one specific skill within a set time frame.
- Students fill each section with information, key words or pictures to represent what they can remember.

Testing effect to:

- Master links in learning
- Improve organisation of learning
- Information retrieved aids deeper learning
- Improves transfer of knowledge

Create a revision clock or use a template – Available from school

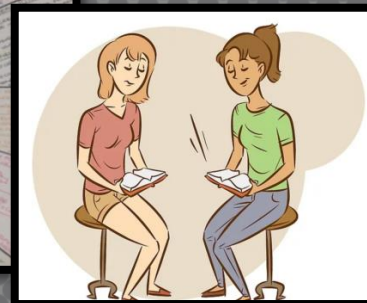
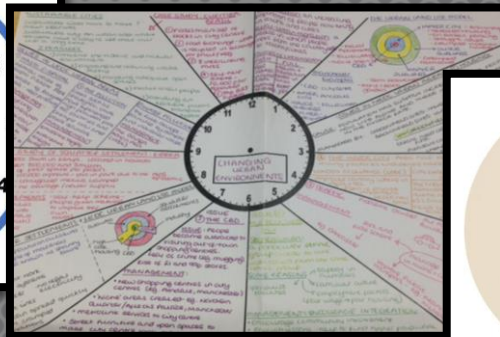
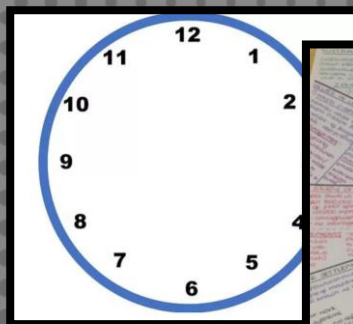
1. Decide on 12 topics to revise- Complete each section using your learning materials (textbooks, exercise books etc.)

2. Spend 5 minutes learning each section (Read, Cover and Write)
Set a timer and stick to it - you will revise for 60 minutes

3. Work with a friend or family member. Hand them the clock, you explain each section **or** get them to ask you questions from each section

4. Repeat the process with different topics

Use different techniques to answer questions, verbal, written etc.
Always revisit any questions you get wrong



TASK

Create a revision clock for a topic

Spend 1 hour (5 minutes on each topic) learning the content
(Remember you should spend more time learning the content then making it)

Ask your family or friends to choose one section and you explain the topic

Ask them to pick topics at random and to highlight anything you forget

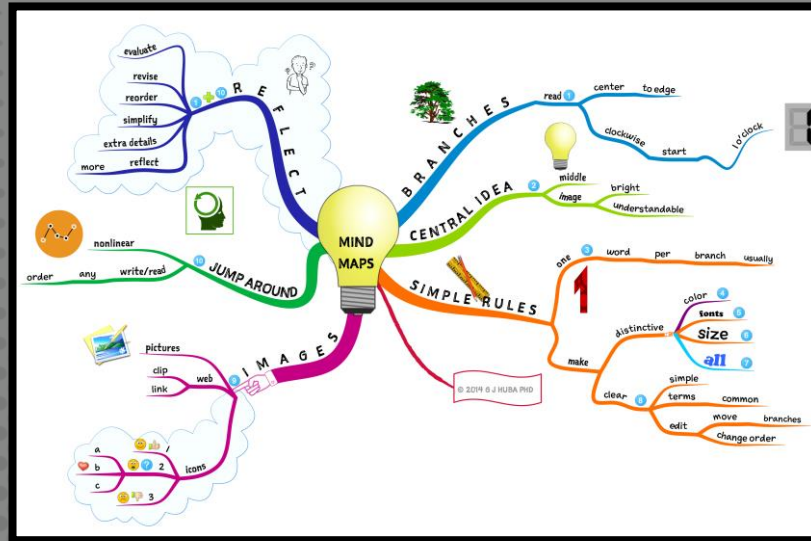
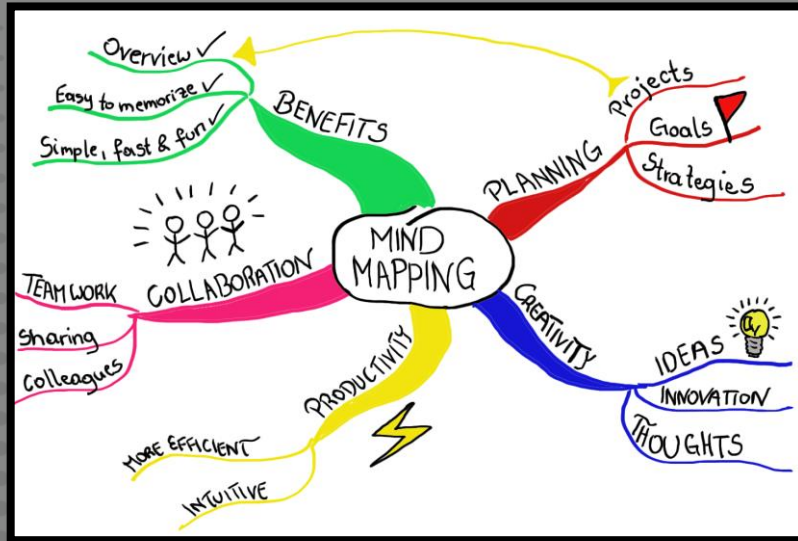
Re-visit your clock for any section you forget and repeat

Did you improve?

Other Techniques To Try

- Mind Maps
- Past Papers
- Online Revision Tools





1. Start with the theme in the middle of the page.
2. The main ideas that make up the topic should be represented by thick branches that come from the theme in the centre
3. Your branches should have one or two words. Think of each branch as a heading in an essay or a book.
4. Create smaller sub-branches which extend out from every branch. Think of these as sub-headings
5. At the end of each branch, write out one key word or concept. This will make it easier to remember key concepts during revision
6. Find images or pictures which illustrate your ideas and put them onto key areas in your diagram.

TASK

1. Create a mindmap on a topic you think you know well. Include:

- × Colours
- × Diagrams
- × Labels
- × Links from one area to the next

2. Now use your notes to add the areas you missed

PAST PAPERS



- ✓ Check out command words carefully, to understand what the question is asking of you!
- ✓ Set yourself a time frame to complete each question
- ✓ Test yourself. Find out if your revision has been effective by using past papers or ask someone to test you
- ✓ Go through past paper answers with a different colour pen, to highlight any marks you lose or mistakes you make
- ✓ Write in clear and linked sentences!
- ✓ Repeat your testing – it's important you test yourself more than once
- ✓ Try it ten minutes after revising a topic, one day after, then a week later

TASK

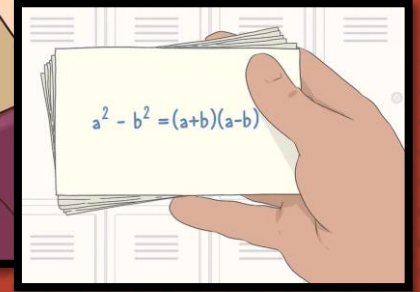
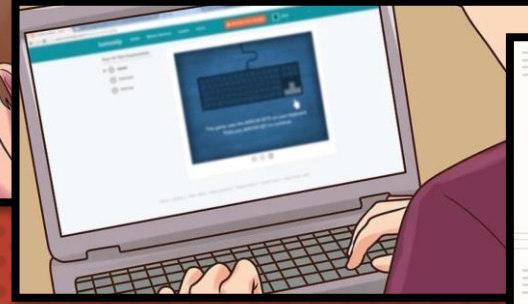
Complete a past paper of your choice

Use the appropriate mark scheme to grade your work and find out which answers/topics you need to work on

Use another revision technique e.g. flash cards to improve your knowledge in that area

Re-test after practising, writing example questions in these areas of missing knowledge

Online Revision Tools



- ✓ Online Tools can be particularly useful if you are at an earlier stage of revision
- ✓ This is an effective method of retrieval practice as you are responding to a question
- ✓ Multiple choice tests may be useful before you use past papers

WARNING – Online can lead to easy distraction! Be disciplined

✓ **At CVS we use and recommend (you may use others):**

<https://hegartymaths.com>

<https://senecalearning.com/en-GB/>

<https://www.bbc.co.uk/bitesize/secondary>

<https://classroom.thenational.academy/subjects-by-key-stage/key-stage-4>

<https://www.linguascope.com/>

1. Make a schedule with:
Times -Topic -Website
2. Complete your schedule and do not go off task
3. Record the topics you did not do as well in
4. Revise topics
- 5 Re-test on the same website

TASK

Log in to an online revision tool

Challenge yourself to complete a section of work

Work out the gaps in your knowledge

Learn and repeat

What if....

Remember: We all have good working days and bad working days-
The important thing is not to give up!

Enjoy revision – You will love learning more things!

| | |
|---|--|
| I don't know how to get started? | <p>Three things you could try:</p> <ul style="list-style-type: none">• Choose a technique and topic/subject you like, and start with things you know - you can always move on later• Spend 5 minutes writing a list of topics you want to revise first, choose one and go for it• Log on to an online platform you have used in school and answer some multiple-choice questions |
| I miss a day of revision? | <p>Do not worry! Sometimes this will happen. Either:</p> <ul style="list-style-type: none">• Forget the day and carry on with your timetable as planned• If you have some free time, re-plan the day when able |
| I don't have the resources I need? | <ul style="list-style-type: none">• Speak to your teachers - they really want to help!• Ask your friends• Check online at the recommended websites |
| I lose concentration during a revision session? | <ul style="list-style-type: none">• Do not worry!• Have a break and then return to your plan• Put away things that are distracting you• Delay or restart the session at a later time |
| I get distracted? | <p>Remove the thing that is distracting you – lock your phone away, turn off background noise</p> <p>Set yourself a timeframe to revise and reward yourself with the distraction</p> |
| I don't understand the topic? | <ul style="list-style-type: none">• Speak to your teachers - they really want to help!• Ask your friends• Check online at the recommended websites |