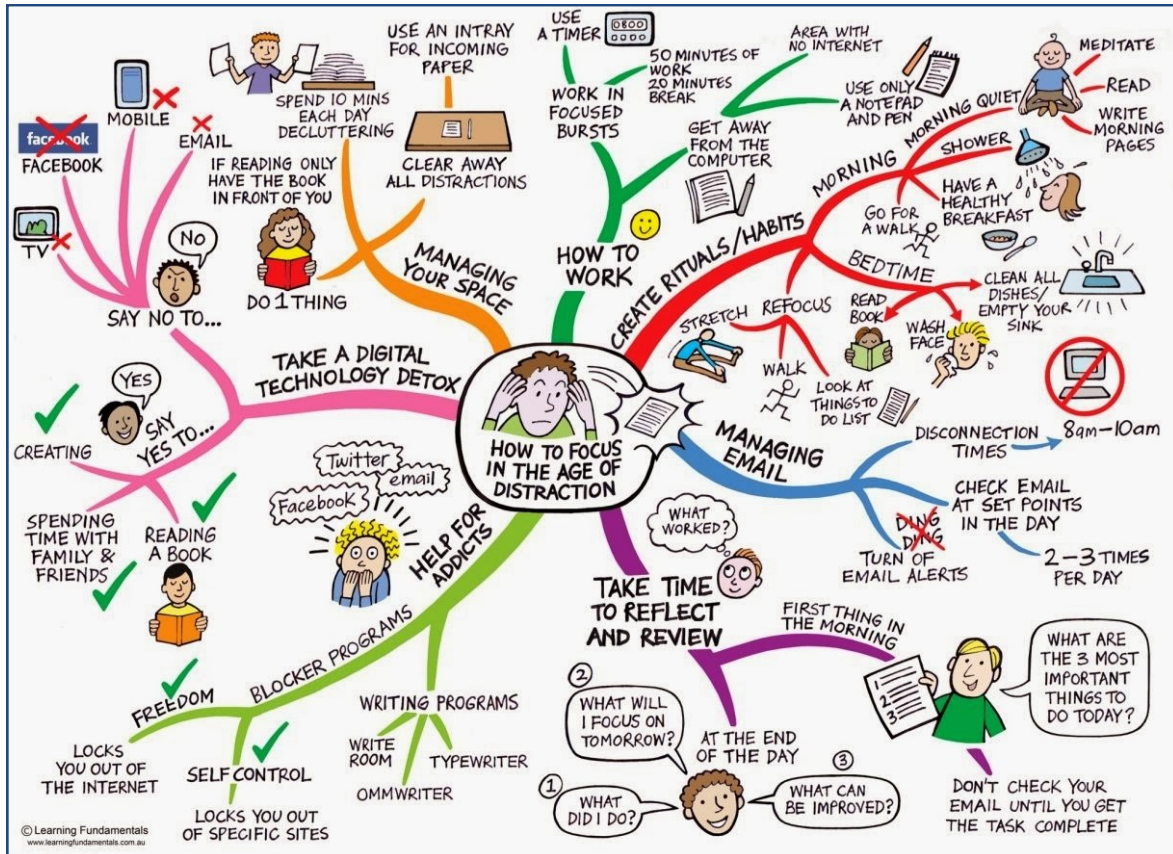


Parents Revision Guide 2022-2023



CONTENTS

Introduction	Page 2
Organise It: Getting Ready for Revision	Page 3
Organise It: The Revision Cycle	Page 4
Ask Your Child...	Page 5
Organise It: Spacing & Timing Revision	Page 6 & 7
Organise It: Interleaving	Page 8
Organise It: Chunking	Page 9
Learn It: Mind-mapping	Page 10
Learn It: Flashcards	Page 11
Example Timetables (Weekday / Weekend)	Page 12-15
Our Message to Parents	Page 16

Introduction

No matter what the past few years have done to change the world, one truth remains: the GCSEs are coming, in some form or another! You are all too aware of how important the next ten months are, and you are also probably very well aware of the pressure your child is under. You may feel that you are worrying more than he or she is, or you may feel anxious that your child is working too hard, or you may feel your child is simply not doing enough.

Whatever stage you (and your child!) are at, this booklet is designed to give you some practical tips to support your child through the next few months. Clearly you know your son or daughter best, and this booklet sets out some suggestions for you to work alongside him or her. It does not offer a quick solution to the problem of revision because **there is no quick fix.**

Hard work, determination, and a clear plan are necessary to secure the results that you want.

We hope you will find that the contents of this guide have something to offer you and your own situation. It is important to realise that sometimes your son or daughter does not want to talk to you about school and this can lead to confrontation at home. Helping your child to manage their time can create problems. Parents must remember that calmness and encouragement are the key issues for these discussions.

There is a cost associated with spending too much time out with friends or watching television, which will only be recognised too late. However difficult it may feel, always try to keep calm and smile a lot – it is important not to add to the pressure. Tell your child when they have done well, but also **be determined** where time management is concerned.

A NOTE ABOUT PHYSICAL EXERCISE:

Research shows that physically active students have more active brains. Even walking for just 20 minutes can significantly increase activity in the brain. This means that it is really important for students to take regular breaks in their learning.

Exercise triggers the release of various hormones and chemical compounds in the body and has many benefits to learning:

- It improves cognitive brain function
- It improves students' ability to focus for longer periods of time
- It can reduce stress levels
- It can improve memory retention

Studies have shown that exercise helps to oxygenate the brain and release tension, helping students to keep calm, mentally relax and study more efficiently. Productive people often work smarter rather than harder and exercise has a huge part to play in this.

ORGANISATION: GETTING READY

What do we **need** in order to Revise?

Once a revision timetable has been produced, students can still waste hours organising themselves. It may be the only time they choose to tidy their room or offer to take the dog out!

It is important that they maximise their time for actual revision, not sorting out what they need. A lot of this can be done prior to really getting started.

EQUIPMENT:

- Pens
- Highlighters / Colours
- Post-It Notes
- Revision Materials
- Paper
- Timer (optional)
- Good Lighting

WHERE TO REVISE?

- **Not** in front of TV / XBOX / Computer
- At a table, preferably in a **quiet place**
- It's worth it to try and clean out clutter in a bedroom, so a desk is empty enough to have a proper space to work
- Lay out all the materials for each subject before you begin
- Music can be used—but it must be instrumental!

WHAT DO THEY NEED IN ORDER TO REVISE?

- Revision Timetable
- Class workbooks—class notes
- Any Revision Materials given out by subject teachers / departments
- Equipment (see above)
- Lists of Exam Topics for each particular subject
- Clear **approaches** for revising different subjects and topics
- **TIME / EFFORT / APPLICATION OF REVISION TECHNIQUES**

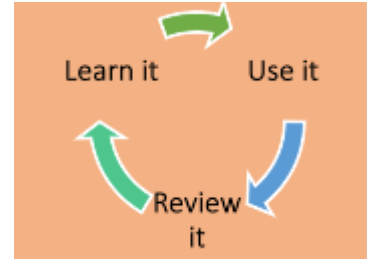


ORGANISATION: THE REVISION CYCLE

How to APPLY the Revision Cycle

The cycle could be completed in one revision session. For example:

- 20 minutes learning quotes about how Scrooge is presented in Stave 1 of A Christmas Carol.
- 5 minutes break
- 20 minutes writing a paragraph about how Scrooge is presented in Stave 1 of A Christmas Carol.
- 5 minutes break
- 20 minutes reflecting on and improving your paragraph about Scrooge in Stave 1, and setting targets for future.



Alternatively, the cycle could take place over multiple days, or even weeks.

Your child might feel that they need multiple 'Learn it' session before they are ready for a 'Use It' session.

In some cases, they might feel that they don't need to plan in any 'Learn it' sessions for a particular topic. If they're confident that they already know everything they need to know, they could go straight to a 'Use it' session.

OR, they might be in multiple cycles at the same time. For example:

- 20 minutes learning quotes about how **Scrooge** is presented in Stave 1 of A Christmas Carol.
- 5 minutes break
- 20 minutes learning vocabulary for **French**
- 5 minutes break
- 20 minutes writing an exam answer on **rainforests** for Geography (which you had learnt about the day before)

WHAT CAN YOU DO?

- Help your child take responsibility for their learning, prioritise their work, set themselves targets and get into a good routine with out of school learning.
- Ask questions regarding what KIND of revision your child is doing during sessions

THINK ABOUT IT: ASK YOUR CHILD

1 When / where do I focus best?



set place and time to work

2 What order should I study?



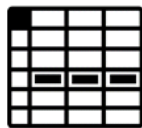
plan study timetable

3 How do I study best?



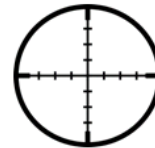
read, chunk, diagrams, quiz

4 How am I getting on?



review progress e.g. PLC

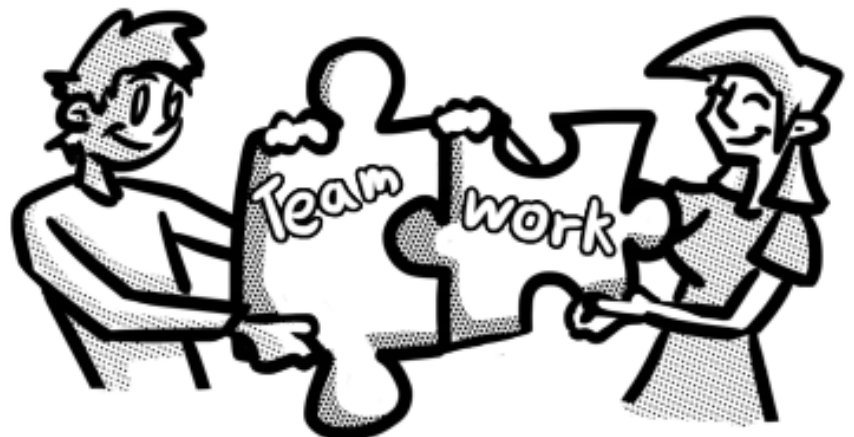
5 What else do I need to know?



focus on weaknesses

Key Points:

- Encourage your child to start revising **NOW**.
- Revision IS NOT JUST HOMEWORK. Start planning **BEYOND** homework!
- During holidays/study leave, revision should be far more intensive
- Build in treats – time with friends, evenings out etc. Social time is **vital** in the overall scheme, as long as there is a balance between work and play
- Try and get a variety of subjects across each day
- Has he/she built in slots



ORGANISATION: Spacing & Timing

WHEN we revise is ***AS IMPORTANT*** as WHAT we revise!

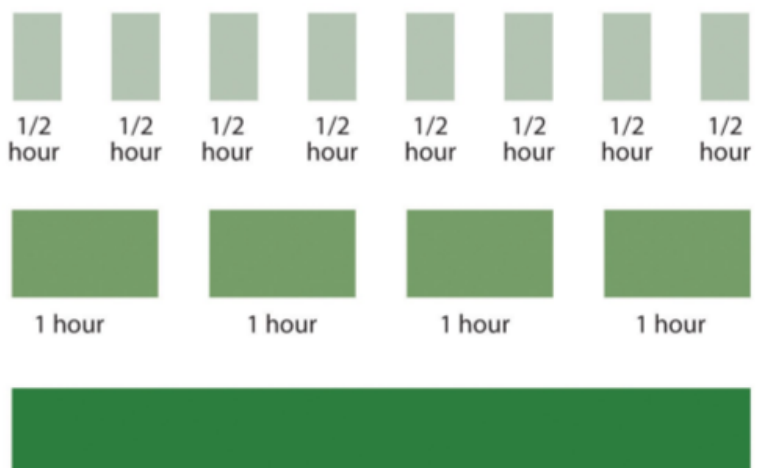
Spacing is a revision technique which is all about spacing revision so students don't get swamped and overwhelmed. It means **introducing time intervals** into their revision sessions as well as **spacing out** the days on which they revise for topics.

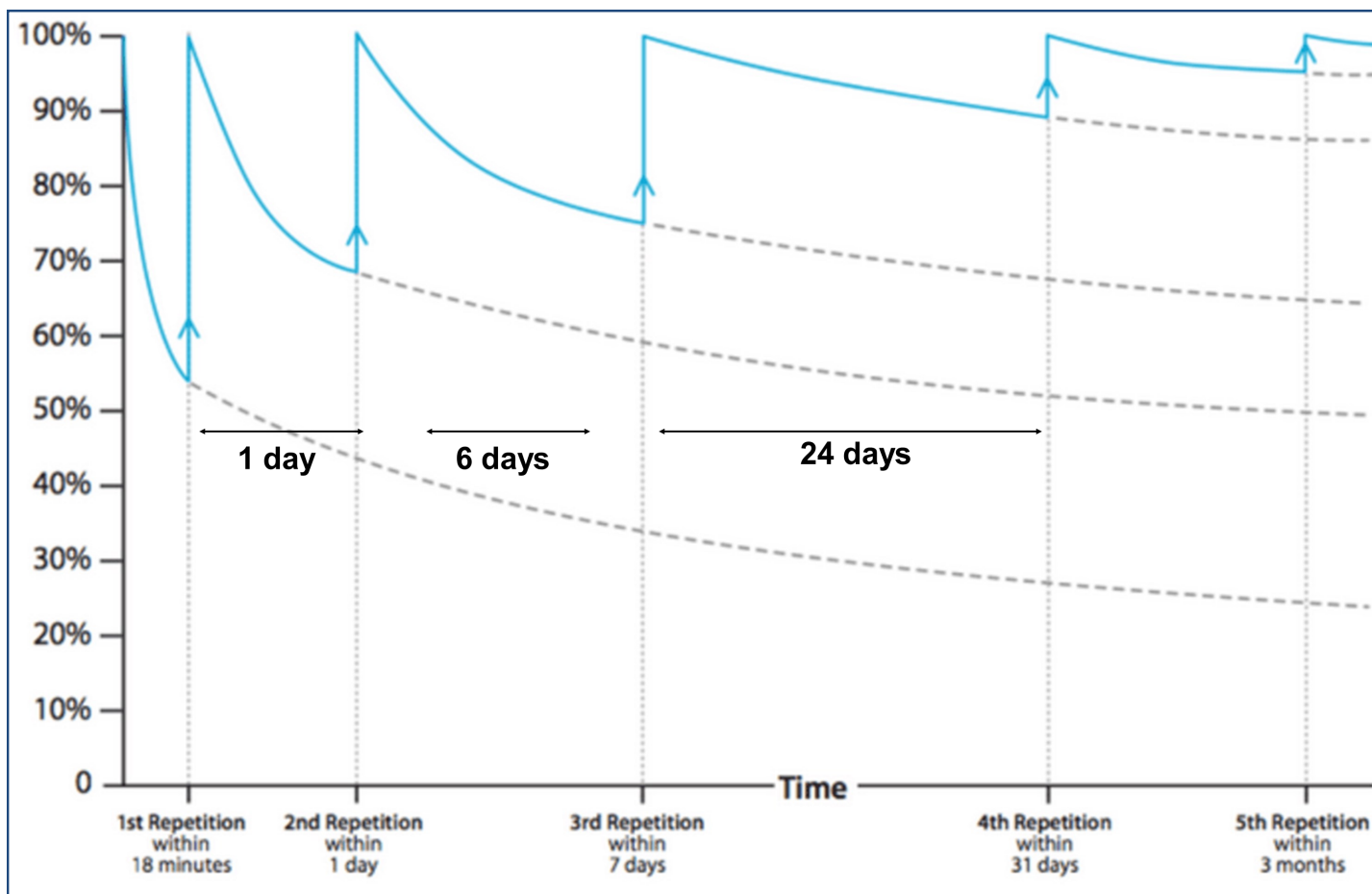
Research shows that doing something **little and often** is better than doing it at once, or 'cramming'. For example, **revising for eight hours in one day is not as effective as doing one hour of revision for eight days**. This is because the time in between revising allows students to forget and re-learn the information, which cements it in their long-term memory.

The 'Spacing Effect' is one of the longest and most enduring findings in cognitive psychology. Research suggests there is an 'optimal gap' between revision sessions for students to retain information. In some studies, using spacing instead of cramming has resulted in a 10% to 30% difference in final test results.

WHAT CAN YOU DO?

- **Help** your child **create** a revision plan which maps out what they are going to revise and when.
- **Help** them to **choose** a mixture of subject topics to focus on each day to make sure they are spacing them out.
- **Encourage** them to **review** information using different revision techniques to help them carry out some 5-10-minute reviews of topics, such as reading through notes, highlighting information or making post-it notes.
- Students can also **transform** their learning by doing 30-minute activities, such as **writing summary sheets, flash cards or mind maps for topics**.
- **Work** with your child to **practise** testing them on different topics and to help them complete exam questions.
- **Remind** your child that **five hours of time, spent in smaller chunks and spaced periodically**, is a **far more effective way** to learn something than five hours spent the night before.





Example spaced timetable

Science

RS

English

Maths

Monday

Tuesday

Wednesday

Thursday

Friday

Saturday

Sunday

Reactions of carbonyl compounds

Biblical examples of experiences

Otto's concept of numinous

Jacobean theatre

Esters, triglycerides and fats

William James - experiences

Properties of carboxylic acids

The late romance plays

General Binomial Expansion

Features of carbonyl compounds

Partial Fractions

Otto's concept of numinous

Partial Fractions

Jacobean theatre

BREAK

Parametric Equations

Act One character and plot

Algorithms

Properties of carboxylic acids

features of carbonyl compounds

Theme of Power and control

William James - experiences

Properties of carboxylic acids

Swinburne credulity & testimony

Theme of Power and control

Act One character and plot

Algorithms

Parametric Equations

General Binomial Expansion

BREAK

Swinburne credulity & testimony

Esters, triglycerides and fats

Parametric Equations

William James - experiences

Biblical examples of experiences

The late romance plays

Esters, triglycerides and fats

ORGANISATION: INTERLEAVING

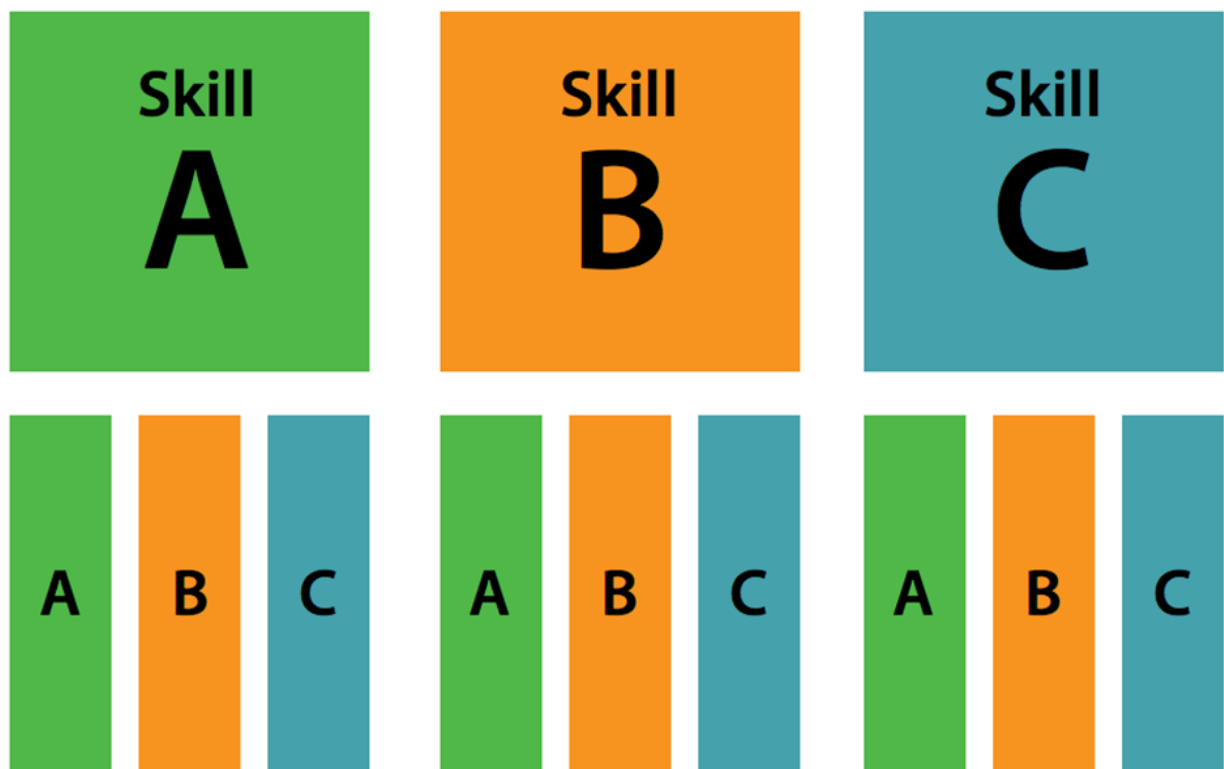
Interleaving Vs Blocking

Interleaving is a method used **to help students revise and remember more** for the exam. *It is about what students do with their time when they revise.*

With the interleaving technique, learning is **spread over time, in smaller chunks**, rather than dedicating a whole day for one subject or topic.

Research says '**Mixing it up boosts learning**' when compared to more traditional methods of block learning where students master one topic before moving on to the next in preparation for exams.

Studies have highlighted that students who use interleaving perform better on the examination if the examination was more than one day away.



WHAT CAN YOU DO?

- Help your child **break units down into small chunks** and **split these over a few days** rather than revising one whole topic all at once.
- Work with them to **decide on the key topics** they need to learn for each subject.
- Use interleaving principles to **create a revision timetable** to organise their time and space their learning.

ORGANISATION: CHUNKING

The Chunking Technique

Chunking is a technique which can improve the memory. Chunking is the process of taking individual pieces of information (chunks) and grouping them into larger units.

The chunking process encourages students to **break down** larger amounts of information into smaller units, **identify similarities or patterns**, **organise** information and **group** information into manageable units. Studies have shown that students have gone from remembering seven pieces of information to over 80 by using the chunking technique.

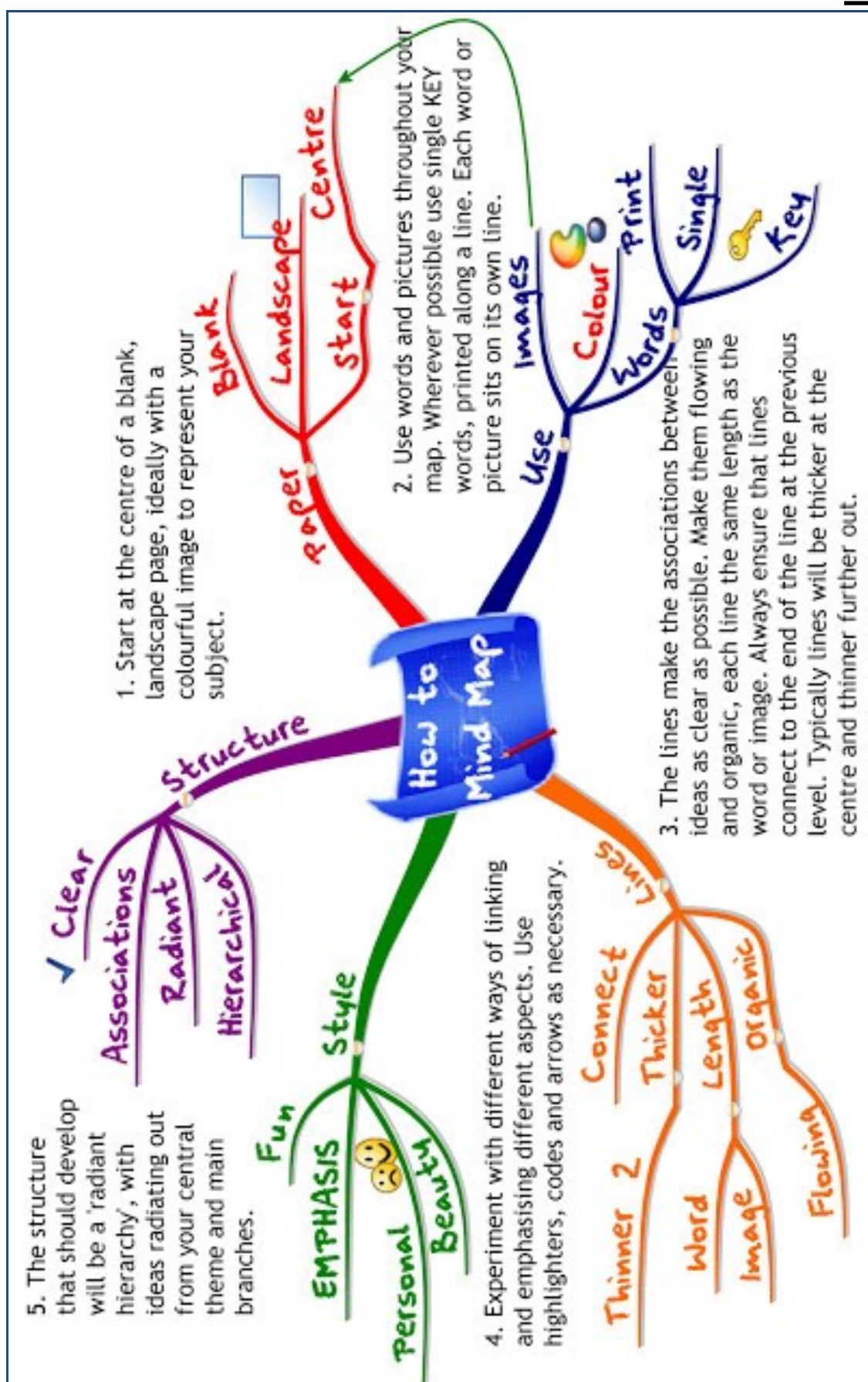
Research shows that chunking is useful because it can help students' memory system become **far more efficient** as they are able to retain information better. They will then be able to recall relevant information in their exams.



WHAT CAN YOU DO?

- Support your child to **challenge themselves** to remember lists of things, whether it's a shopping list, vocabulary words or important topics they are learning about.
- Help your child to **separate their revision into relevant sections** as this will help them digest everything and remember the information more easily.
- Encourage them to **create links** between different bits of information and put them into meaningful categories because it can help them remember them better.
- Chunking works well if work is **organised and neat**, so help your child to **use headings and** titles for different sections, **use tables** to summarise data, **bullet points** to summarise key points and also **combine illustrations with text** to create visual associations.

LEARN IT: MIND-MAPPING



LEARN IT: FLASHCARDS

Using Flashcards CORRECTLY

Using flashcards is a **repetition strategy**. They are a simple 'cue' on the front and an 'answer' on the back. Flashcards engage students in "active recall", which means they are creating connections with their memory.

Research shows that using flashcards can enhance long-term learning and help students to memorise facts quickly. Flashcards are not an effective method for last-minute cramming!

Studies have found that it's more effective to review a whole stack of cards in one sitting rather than to carry them around and have students glance at them every so often.

HOW DO YOU MAKE THEM?

1. Ensure that the flashcards have a question or key term on one side and the answer or definition on the other:
 - The flashcard must work the memory.
 - If flashcards only contain notes then no retrieval practise will be happening.
2. Ensure the right questions and knowledge are on the cards.
3. Keep information as short as possible.
4. Write clearly. You should be able to read what is written at a very quick glance.
5. Use different coloured cards or pens to categorise the flashcards. For example, use a different colour for each subject or topic. This can help the brain to categorise information better.
6. Make your flashcards as soon as the topic has been learned.

REVIEW IT with the LEITNER SYSTEM

Using a system...

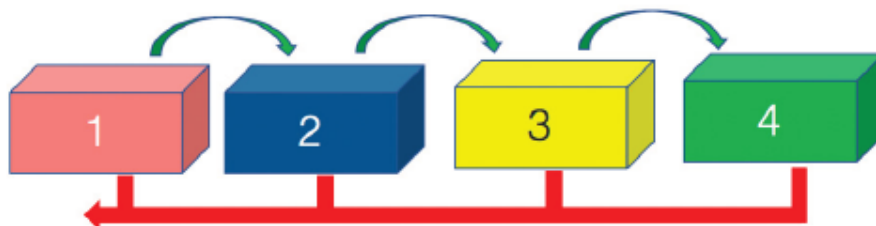
The Leitner system is a well-known and very effective method of using flashcards. It's a form of spaced repetition that helps you study the cards you don't know more often than the cards you already know well.

All flashcards start off in box/stack 1. As you review the cards, each card you answer correctly goes into box 2.

If you give the wrong answer the card stays in box 1.

When you review cards in box 2, if you still get it right you move the card to box 3 and so on until all cards are in box 4.

If you get a card wrong in any box, it goes back to box 1.



- The key is that the cards you know less well are reviewed more frequently than the cards in the higher boxes.
- You now must choose the frequency at which you review each box. For example - Box 1: Every day, Box 2: Every 2 days, Box 3: Every 3 days, Box 4: Every 4 days

WEEKDAY

Time Start	Time End	Subject: Topic	What do I need?	R/A/G Topic
4:00	4:25			
4:25	4:50			
4:50	5:00	BRAIN BREAK—Read something, get a drink, text a friend, then get back to it!		
5:00	5:25			
5:25	5:50			
5:50	6:30	SUPPER BREAK		
6:30	6:50			
6:50	7:00	Prepare what you need for tomorrow! Review your work today and set tasks for tomorrow.		

WEEKDAY

Time Start	Time End	Subject: Topic	What do I need?	R/A/G Topic
4:00	4:25			
4:25	4:50			
4:50	5:00	BRAIN BREAK—Read something, get a drink, text a friend, then get back to it!		
5:00	5:25			
5:25	5:50			
5:50	6:30	SUPPER BREAK		
6:30	6:50			
6:50	7:00	Prepare what you need for tomorrow! Review your work today and set tasks for tomorrow.		

WEEKDAY

Time Start	Time End	Subject: Topic	What do I need?	R/A/G Topic
4:00	4:25			
4:25	4:50			
4:50	5:00	BRAIN BREAK—Read something, get a drink, text a friend, then get back to it!		
5:00	5:25			
5:25	5:50			
5:50	6:30	SUPPER BREAK		
6:30	6:50			
6:50	7:00	Prepare what you need for tomorrow! Review your work today and set tasks for tomorrow.		

WEEKDAY

Time Start	Time End	Subject: Topic	What do I need?	R/A/G Topic
4:00	4:25			
4:25	4:50			
4:50	5:00	BRAIN BREAK—Read something, get a drink,		
5:00	5:25			
5:25	5:50			
5:50	6:30	SUPPER BREAK		
6:30	6:50			
6:50	7:00	Prepare what you need for tomorrow! Review your work		

SATURDAY

Time Start	Time End	Subject: Topic	What do I need?	R/A/G Topic
8:40	9:00			
9:00	9:25			
9:25	9:45			
9:45	9:50			
9:50	10:10			
10:10	10:15			
10:15	10:35			
10:35	10:40			
10:40	11:00			
11:00	11:30	BRAIN BREAK—Read something, get a drink, text a friend, then get back to it!		
11:30	11:50			
11:50	11:55			
11:55	12:15			
12:15	12:20	Organise your next session before lunch—figure out what you'll be doing, as well as what you need.		
12:20	1:20	LUNCH BREAK		
1:20	1:40			
1:40	1:45			
1:45	2:05			
2:05	2:15			
2:15	2:35			
2:35	2:40			
2:40	3:00			
3:00	3:05	Prepare what you need for tomorrow! Review your work today and set tasks for tomorrow.		

SUNDAY

Time Start	Time End	Subject: Topic	What do I need?	R/A/G Topic
8:40	9:00			
9:00	9:25			
9:25	9:45			
9:45	9:50			
9:50	10:10			
10:10	10:15			
10:15	10:35			
10:35	10:40			
10:40	11:00			
11:00	11:30	BRAIN BREAK—Read something, get a drink, text a friend, then get back to it!		
11:30	11:50			
11:50	11:55			
11:55	12:15			
12:15	12:20	Organise your next session before lunch—figure out what you'll be doing, as well as what you need.		
12:20	1:20	LUNCH BREAK		
1:20	1:40			
1:40	1:45			
1:45	2:05			
2:05	2:15			
2:15	2:35			
2:35	2:40			
2:40	3:00			
3:00	3:05	Prepare what you need for tomorrow! Review your work today and set tasks for tomorrow.		

#LEADTHEWAY

OUR MESSAGE TO PARENTS

Useful Revision involves **DOING SOMETHING** with the information that students are trying to learn and remember. This is **ESSENTIAL** to allow the brain to learn, make connections and remember.

We tell **students** that they need to:

- **Recognise:** Be aware of themselves. Recognise that their thoughts and their internal dialogue are powerful, and to be aware when they are caught up in negative, fear-based thinking. Be aware of their mental state.
- **Relax:** Explore ways to slow down, connect with their breath, and relax their mind and body.
- **Review:** Review their options and ways that they might respond to a difficult situation, question or problem. Ask themselves: "What can I control? What can I change (and not change)? Do I have a choice?"
- **Respond:** Practice responding in the best possible way, while letting go of fear and worry about the past or future outcomes. Focus on what they are doing whilst they are doing it—to give the most honest response possible.
- **Return:** Check in with themselves, and bring themselves back to mindfulness with an awareness of the present moment. Start again, start fresh.

The payoff will be worth it!

**WE KNOW THAT YOUR HELP IS ESSENTIAL TO
STUDENTS BELIEVING THAT THEY CAN DO IT!**