



# **Stanchester**

Academy

## **Revision Policy**

### **2023 - 24**

**Signature:**

A handwritten signature in black ink, appearing to be 'L. Smith', written in a cursive style.

**Headteacher**

**Approval Date:** July 2023

**Review Date:** July 2024

## Stanchester Academy Revision Policy

### Intent

At Stanchester Academy, we strongly believe that explicitly teaching our pupils independent revision skills will support their success at GCSE. It will help to develop them into lifelong learners and equip them with skills which will be invaluable for their success in further/higher education, and in their chosen career path.

Over the course of KS3, pupils will follow a cross curricula revision program, which will expose them not only to the 'how' of revision, but also to 'what' revision is and, most critically, the 'why' behind it so that pupils begin their GCSE studies in KS4 with a clear understanding of:

- How to plan and structure their revision
- Strategies they can use to revise
- The cognitive science behind these strategies

### Key Principles

- 'Revision' is used to refer to all additional independent studying completed outside of lesson time
- All revision set has a follow up task in lesson time in which success relies on pupils having revised as directed by their teacher
- Revision is accessible to all students, and the 'how' and 'why' will be explicitly taught using centralised resources

### Revision Expectations

We have set **minimum** amounts of revision that we expect pupils to complete per subject, per fortnight, plus an additional session for a subject that a pupil is underperforming in. As pupils progress through the school, the amount of revision pupils are expected to do will increase, so that we are preparing them effectively for the revision demands of KS4.

| Year | Mins. per subject per <b>fortnight</b> | Number of subjects* | Total hours per <b>fortnight</b> | Total hours per <b>week</b> |
|------|--|---------------------|----------------------------------|-----------------------------|
| 7    | 40 minutes                             | 12 + 1              | 8 hours, 40 minutes              | 4 hours, 20 minutes         |
| 8    | 50 minutes                             |                     | 10 hours, 50 minutes             | 5 hours, 25 minutes         |
| 9    | 50 minutes                             |                     | 10 hours, 50 minutes             | 5 hours, 25 minutes         |
| 10   | 70 minutes                             | 9 + 1               | 11 hours, 40 minutes             | 5 hours, 50 minutes         |
| 11   | 80 minutes                             | 8 + 2               | 13 hours, 20 minutes             | 6 hours, 40 minutes         |

Pupils will be supported to create their own revision timetable, so that they are able to manage this expectation around their other commitments. As these are **minimum** expectations, pupils may choose to do more revision, however we recommend pupils do a maximum of two hours of revision per day.

### \*Subjects:

**KS3:** English, Maths, Science, Languages, History, Geography, Religious Studies, Drama, Music, Art, Bedrock, BDS, +1 additional subject a pupil is underperforming in

**KS4:** English Language, English Literature, Maths, Combined Science x 2, Options x 3 (Y11) and 4 (Y10) - +1 (Y10) and 2 (Y11) additional subjects where a pupil is underperforming

### Setting Revision

Revision tasks for the fortnightly cycle will be set for every subject on Monday Week A. It will be set in a whole cohort Team, and via a whole cohort email, so pupils have two places where they can find the information, and both the task, and the rationale behind it will be explained clearly in class. Pupils will have two weeks to complete the minimum amount of revision, and then can expect an in class follow up task in the following two weeks. We will not always specify exactly when this task will be because we want to encourage regular, spaced revision, rather than the less effective 'cramming' before a test. The revision post/email will be shared using the same template for all subjects in order to reduce cognitive load for pupils.

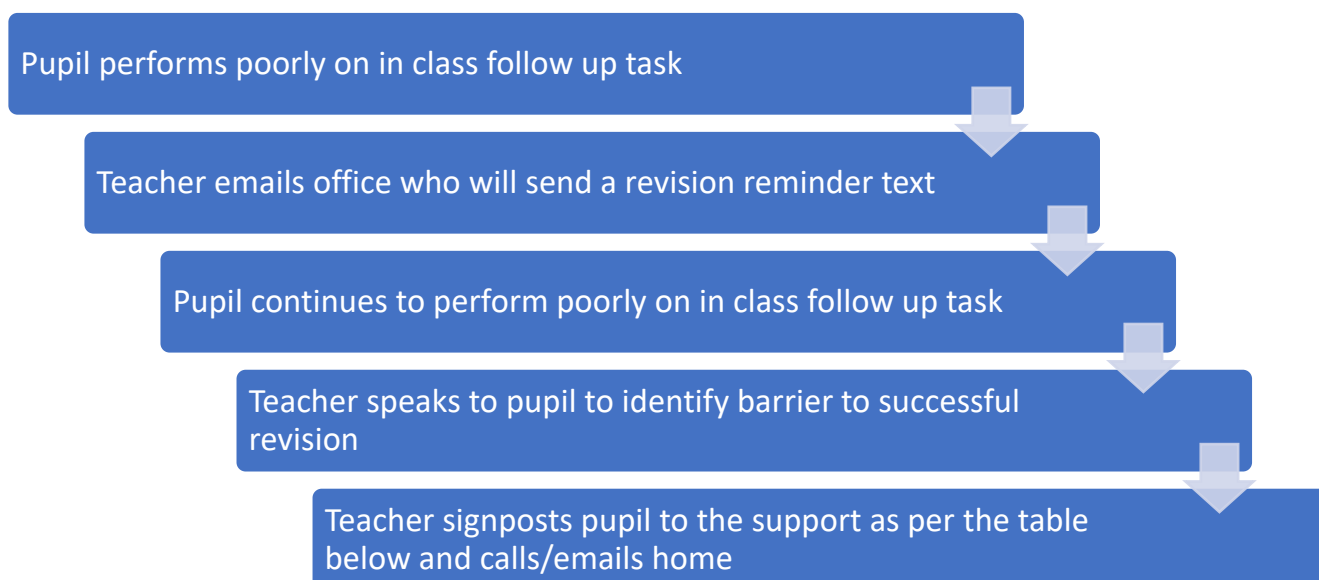
### Rewards

We believe that ultimately revision is its own intrinsic reward, as it will enable pupils to be more successful in their lessons and in life. However, teachers and curriculum leaders will have discretion to reward pupils with reward points for:

- Excellence in the in-class follow up task
- Well-made revision resources
- Effort/achievement on any of the revision software we use

### Support and non-completion

We believe that for revision to truly have an impact, it needs to be a choice made by the pupil because they understand the intrinsic value of revision, and not because of fear of a sanction. By ensuring there is **always** a follow up task in lessons which specifically requires pupils to use the knowledge they have revised, we are encouraging pupils to make the choice to revise for its own reward. However, whilst this will work for most pupils, there may be some pupils for whom there are still barriers to revising successfully, for which we will provide the following support.



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| <b>Barrier</b>  | <b>Support</b>  |
|---|---|
| Pupil lacks a quiet space to revise                             | Teacher directs pupil to use the quiet study space we will provide at lunchtime/after school  |
| Pupil does not understand the 'why' behind home learning        | Pupil attends a tutor time intervention on the purpose behind revision  |
| Pupil is struggling to manage their time                        | Pupil attends a tutor time intervention on how to plan and structure revision time effectively  |
| Pupil finds that the revision strategies do not 'work' for them | Pupil attends a tutor time/lunchtime intervention on how to adapt revision strategies to their needs  |
| Pupil does not feel supported at home with their revision       | Parents will be invited to attend a meeting with their pupil on the 'what' 'how' and 'why' of revision and to develop a personalised plan to support their revision |

NB. This is a non-exhaustive list, and additional support will be provided as needed on an individual basis