

Stanchester Revision

Revolution

A Guide To Supporting Your Pupil's Success



Stanchester
Academy

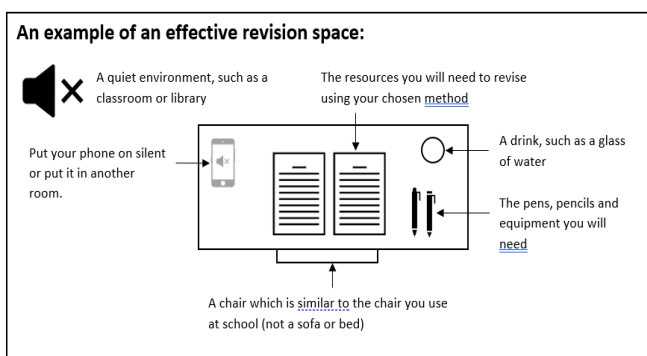
Tip #1: Support your pupil creating and sticking to their revision timetable

- Research shows pupils should spend 20-30 minutes revising and then take a break.
- Their revision timetable should be achievable – so encourage them to spread it over the full two weeks.
- Pupils revise better when well rested, so they might prefer to rest straight after school and then revise a little late.
- They should revise the subjects they don't enjoy first each evening – this will mean if they start to lose enthusiasm for revising over the evening their enthusiasm for their preferred subjects will keep them going.
- They should keep at least one evening and one day at the weekend free to allow them time to rest and relax.
- Research shows that our concentration is better after exercise, so planning in subjects they find challenging after a sports club or exercise may help.
- See the example to below for how they might plan their revision time:

Monday	Time: 3.30-4.15	Subject: Relax after school	Time: 4.15-4.45	Subject: Science	Time: 5-6	Subject: Football Club	Time: 6.15-6.45	Subject: History	Time: 6.45-7.15	Subject: English

Tip #2: Support your pupil to create a space for revision

- A revision space should be tidy and have all the equipment and resources needed before the revision is started – if pupils don't have their own desk they could have a box or bag to store their revision resources in for when they need them.
- A revision space should be quiet – if this is challenging, then a pupil could use noise reduction loops, noise cancelling headphones playing music (without lyrics – music with lyrics can distract attention from what they are revising).
- Encourage pupils to put their phone in another room or out of their sight when revising – studies have shown that just having your phone on and near you can lead to split attention and lost focus.
- Remind pupils they can come to Revision Club at school.



Tip #3: Tried and tested revision strategies

Revision is an **active** process, which means that information must be taken in, processed, and then output in some way. Passive activities such as re-reading, highlighting, and re-writing, in which pupils are not **thinking** about the information is not an effective way to revise. The best strategies vary from subject to subject, but overleaf are infographics on 3 of the most commonly used revision strategies, all of which work excellently alongside the knowledge organisers provided by each curriculum area.

Self Quizzing



1.

Identify knowledge

Identify knowledge/content you wish to cover.

2.

Review and create

Spend around 5-10 minutes reviewing content (knowledge organisers/class notes/text book)

Create x10 questions on the content (If your teacher has not provided you with questions)

3.

Cover and answer

Cover up your knowledge and answer the questions from memory.

Take your time and where possible answer in full sentences.

4.

Self mark & reflect

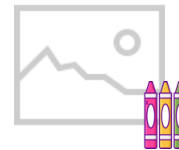
Go back to the content and self mark your answers in **green** pen.

5.

Next time

Revisit the areas where there were gaps in knowledge, and include these same questions next time.

Mind Maps



1.

Identify knowledge

Select a topic you wish to revise. Have your class notes/knowledge organisers ready.

2.

Identify sub topics

Place the main topic in the centre of your page and identify sub topics that will branch off.

3.

Branch off

Branch of your sub topics with further detail.

Try not to fill the page with too much writing.

4.

Use images & colour

Use images and colour to help topics stick into your memory.

5.

Put it somewhere visible

Place completed mind maps in places where you can see them frequently.

Flashcards



1.

Identify knowledge

What are you creating flash cards on?

Do you have your knowledge organizer?

Use your book to look at previous misconceptions from whole class feedback.

2.

Colour coding

Use different coloured flash cards for different topics. This helps with organization NOT recall

3.

Designing

1 Question per flashcard.

Making them concise and clear.

Use a one word prompt, so that you can recall as much as you can.

No extended answer questions.

Number your flash cards for self quizzing.

4.

Using

Write your answers down, then check. Or say your answers out loud. This really clearly shows the gaps in your knowledge.

Do not just copy & re-read.

Shuffle the cards each time you use them.

Use the Leitner system to use flash cards everyday.

5.

Feedback

How have you performed when you look back at your answers?

Is there anything you need to revisit in more detail?

Is your knowledge secure? If so, move onto applying knowledge in that area in specific extended exam questions.