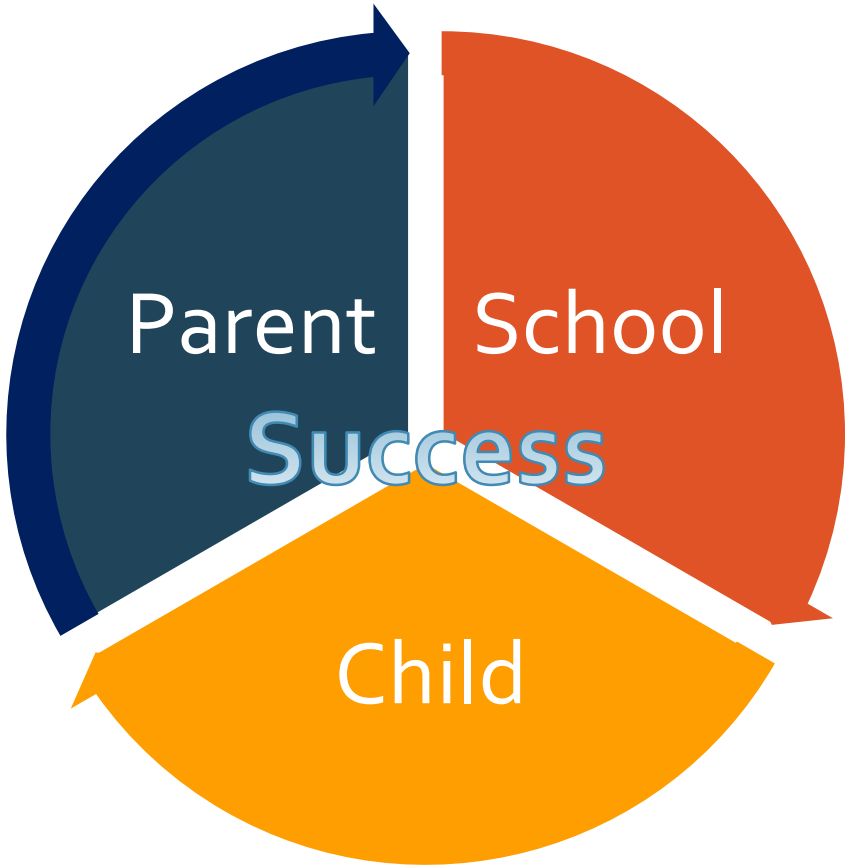
PARENTAL GATHERING

Monday 13th April

Helping your child with organisation and revision


Parent
School
Success
Child

Session Outline

1. Explain what being organised for your child means
2. Share how you can support your child at home
3. Look at some revision techniques together

Please fill in any questions you might have on the sheets – we will go through these at the end.

What does being an organised Crown Hills Student look like?

- Turning up to school with the correct uniform
- Turning up to school on time
- Bringing the correct equipment to lessons
- Completing homework ahead of deadlines
- Completing revision for assessments
- Managing their time in and out of school

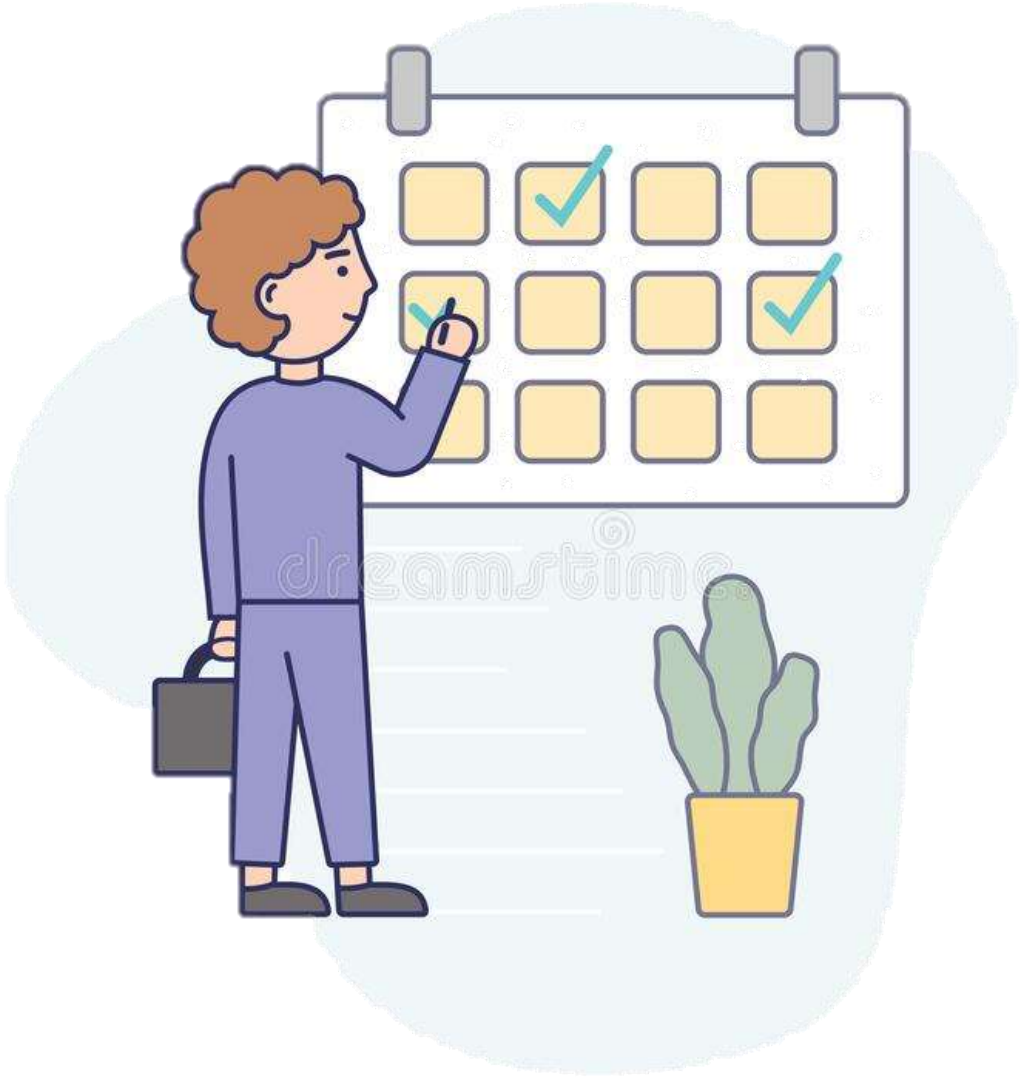
Your child needs a ***table*** *and chair to work effectively at home – enough room!*

Your child needs to be able to work in a room ***without distractions, including digital devices***

Your child needs a ***supply of equipment.***

*Your child needs to have an **allotted time** everyday to complete work at home – short bursts of time work best.*

Use the planners.



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Planner

Your child needs to use their planner to be better organised at home

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Regular checking slots

Your child needs your help to provide regular check ups on home learning

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Pack bag the night before

Your child needs to pack their bag the night before so that they are prepared for learning

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Routines/habits

Your child needs to develop routines and instil daily habits

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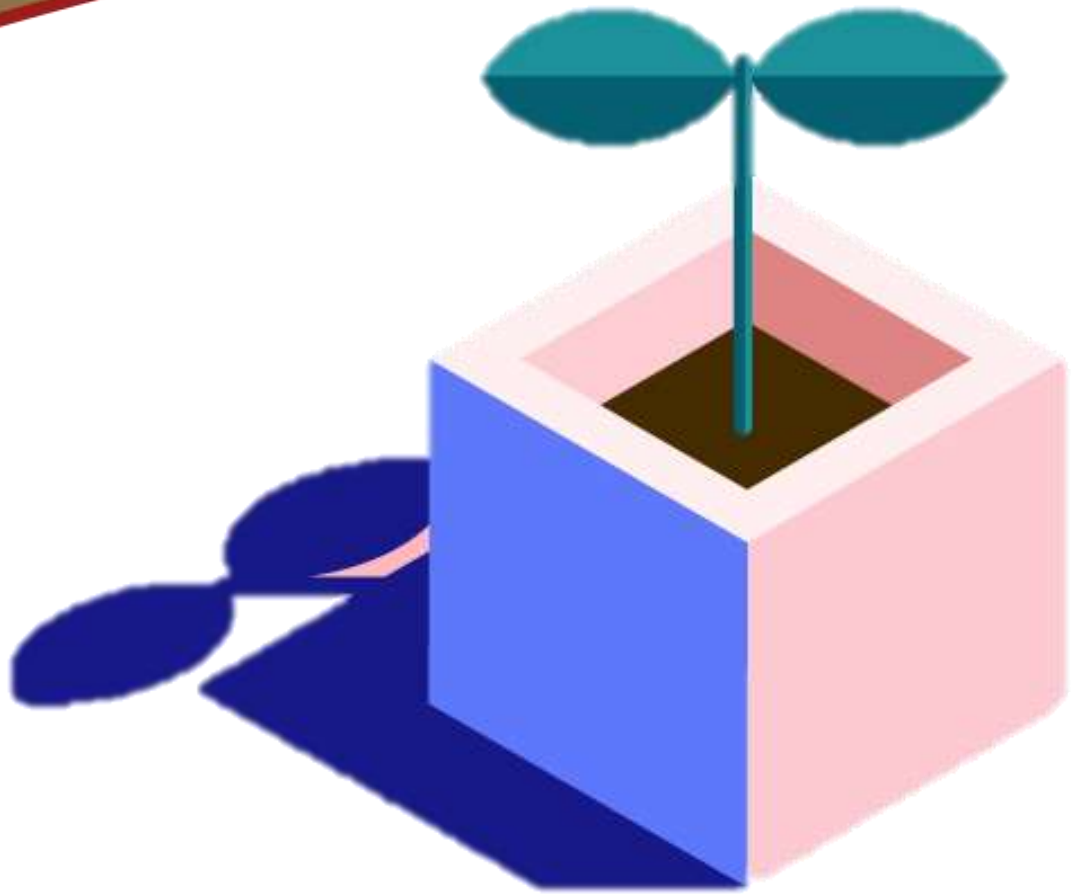
Every day counts



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Homework Club

- Monday to Friday: 2.55 – 3.45pm
- Library
- All year groups
- Chromebooks are available to use
- Textbooks and revision materials are available
- Students leave from Gwendolen Road gate

What does effective revision look like?

1. Self Quizzing – Look Cover Write Check
2. Knowledge organiser
3. Flash cards

Minimum expected scores

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Revision Guidance

1. SET UP

On the top of the page, write the date, subject and topic. Underline all three. Count 5 lines up from the bottom of the paper and draw a line across it.

2. LOOK, COVER, WRITE, CORRECT

Look: read (aloud) a small, relevant section of information thoroughly (break up larger sections into smaller sections) – this could be from an exercise book or knowledge organiser.

Cover: the information that you have read.

Write: from the information you have read, you may have to write a key word and its definition, answer a question or draw a diagram or picture. Additionally or alternatively, you could say it aloud. **Do this from memory.**

Correct: if you did not remember the information correctly then correct your answer in green pen and start the process again: 'Look, Cover, Write, Correct'...

Repeat this until you can remember the information that you have been learning. Then, move on to the next section of information. When you have managed to do this for the set section, return to, and repeat, the 'Write' and 'Correct' phases to reinforce the memory. **If you can't remember it – you've not learned it! Transferring knowledge into your long-term memory takes time and effort!**

3. REFLECT (think back)

When you have completed your session, write up to three things that you are less confident about in the bottom 5 lines of the paper. This will remind you to practise these things more later or to ask your teacher for help.

4. MAKE AND USE SOME FLASH CARDS

Over time, review what you have learned regularly and often by:

- using questions and the correct answers already in front of you (for example, in an exercise book), write down the question on one side of a small piece of card and the answer on the other side – ask yourself the question and say or write down the answer then check that what you said or wrote down was correct;
- generating questions and answers of your own from the information you are reading and learning from – learn them;
- using Quizlet (on-line);
- involving other people – to test you or them!

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Making and using some flash cards

From your pack of cards, select a colour for a specific subject, if you can. For example, you could use green cards for Science. Try to use that colour you decide on only for this subject.

Next, have your exercise book, text book, revision guide or knowledge organiser to hand. Select a small section, which you need to memorise. Read through the information first, no more than a page at a time. Further select, one at a time, important/necessary pieces of knowledge (look for clues for importance e.g. bold text, things you have been told to highlight) e.g. a key term and its definition, a key character or event, a process. Then, copy it out, carefully and correctly, onto one side of the card using short bullet points, if necessary. Feel free to use colours, images, patterns or shapes to add meaning to what you have copied down - to help you memorise the information.

On the reverse of the card, write down the answer/meaning/relevance of the information on the front of the card.

When you have completed your flash cards on a topic, you are ready to begin memorising the information. Read the information on the front of the card and say out loud what you remember will be on its reverse. If you are correct, put the card aside; if you are not correct, re-learn the answer on the reverse then put the card to the bottom of the pile to return to it later. Do this in chunks of no more than 20 minutes.

The two separate piles tell you which information you have remembered and that which you have not learned - yet. Not forgetting the cards you know, you should focus your attention on revising the cards you do not know yet - regularly and often - until you know them too. You should then revise and review these cards regularly, until you know the information completely. Space out the times you revise from your flash cards e.g. 1 day, 7 days, 21 days etc. after you first made them. Once you know a flash card completely and can recall the information on it instantly, that is, at a 'flash', over and over, every which way, then you can remove the card from the pack.

To deepen your knowledge, you can use your cards in other ways too:

- group cards with related content together, using them to plan extended answers to longer questions;
- you can also use them to create a mind map, e.g. on an A3 sheet, making thoughtful connections between the cards;
- using Quizlet and/or other virtual flash card makers (on-line);
- involving other people - to test you or them.

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Using and making knowledge organisers some flash cards

Preferably, you should use the knowledge organisers (KOs), which your teachers have given to you. Don't use KOs from the internet without checking with your teacher if they are correct and right for you and our curricula here at Crown Hills Community College.

MAKING YOUR OWN KNOWLEDGE ORGANISERS

If you wish to create your own knowledge organiser (not recommended), read through the information from your exercise book, text book, revision guide first, no more than a page at a time.
Further select, one at a time, important/necessary pieces of knowledge (look for clues for importance e.g. bold text, things you have been told to highlight) e.g. facts, which you need to group together.
For processes e.g. how to answer an exam question, check it with your teacher first.
Then, copy it out, carefully and correctly, onto one side of plain A4 paper using short bullet points, if necessary. Feel free to use colours, images, patterns or shapes to add meaning to what you have copied down - to help you memorise the information. Do not overfill your knowledge organiser! (Blank templates are available on-line.)
This is a basic contents list for a KO used by your teachers, which you should use too, if you are making your own KO: key vocabulary; key places and people; useful diagrams (as required for the topic); key dates for a subject like History; key themes; important quotes (that demonstrate those themes); stem sentences for a subject like Maths.

HOW TO USE A KNOWLEDGE ORGANISER

1. Learn - by reading and recreating - small chunks of it at a time in no more than 20 minute chunks of time.
2. You should then revise and review these (sections of) KOs regularly, until you know the information completely. Space out the times you revise from your KOs e.g. 1 day, 7 days, 21 days etc.
3. Revise them cumulatively, which means remembering a sample of previously learned facts from old sections with newly learned facts from new sections.
4. Use them to answer other questions and, once learned well, try to work beyond it - can you recreate it on a blank piece of A4 paper or talk it through, making/narrating connections between its sections?
5. Again, don't forget to use the look, cover, write, correct method and/or make and use some flash cards to support your learning of KOs, which you learned how to do in Years 7 and 8.
6. Involve other people - to test you or them on its contents.

The Curve of Forgetting

Hermann Ebbinghaus

1st

Learning

Learning will be forgotten rapidly in the short term without review intervention.

1 Hour

Review 1

Learning is refreshed and the rate at which it is forgotten is reduced. This could be in the form of questioning during the lesson or exit tickets at the end

1 Day

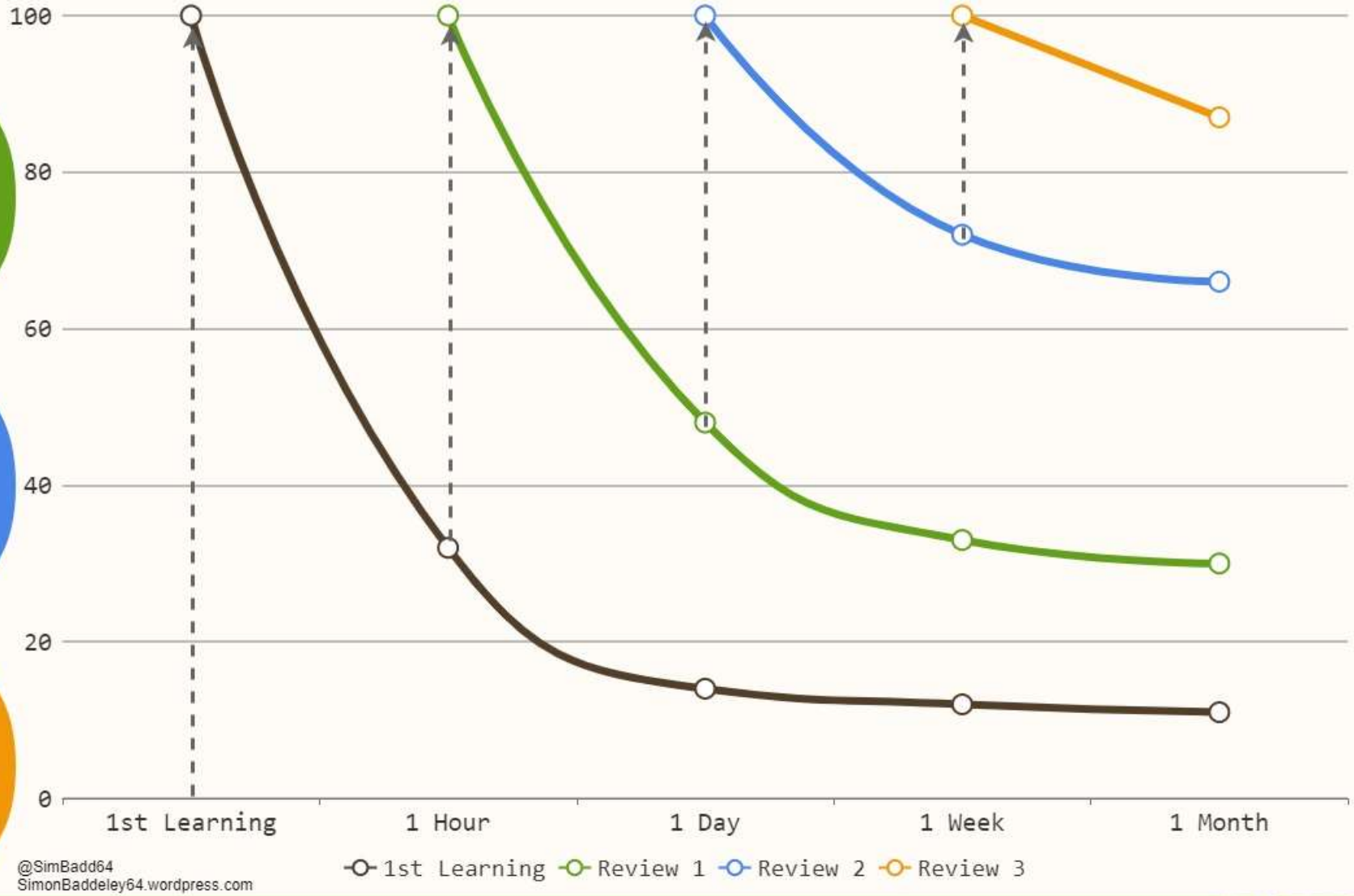
Review 2

Learning is refreshed and the rate at which it is forgotten is reduced. E.g. Summarizing the Key Points from last lesson using Cornell Notes

1 Week +

Review 3

This review should feed into a rolling cycle of periodic review to refresh the learning over time. E.g. Regular recall and retrieval practice



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SimonBaddeley64.wordpress.com

Revision

From Latin – revisionem – to see again

Revision just means to look over your learning again.

Did you know that for something to stay in your long-term memory you need to encounter material **AT LEAST SEVEN TIMES?**

So if your child learns something in class once, and does a quiz on it in the next two lessons, they still have to engage with the material at least four more times before it stays in their brain.

Why are flashcards good for revision?

- Self testing, or with a partner
- Easy to use
- Small and quick – so easy to build in as a habit
- Can easily check what you have and haven't remembered

How to use them:

- Flashcards are best if you make them yourself – rather than buying or pre-printing them
- This is because you are actively engaging with the material even as you make them!
- The flashcard should only have a small amount of information on it. For example:
  - Write a question on one side – answer on the other
  - Key word on one side – definition on the other

How to use them:

- There are different methods for effective use of flashcards
- Today we are going to look at ‘retrieve-reorder-repeat’

1. Retrieve – go through your flashcards and check if you know the answer.

It’s ok if you can’t remember some or lots of them!

Put them into two piles – ones you can remember, and ones you can’t

How to use them:

2. Re-order – shuffle both piles of cards, so they are in a new order. This adds a layer of ‘desirable difficulty’, to make sure that you are really remembering the answer, and not just the order of the cards.

Go through your flashcards again and check what you know

Put them into three piles – ones you remembered last time and this time, ones you remembered this time only, ones you don’t yet remember.

How to use them:

3. Repeat – keep going.

The aim is to keep going until you have remembered each card at least three times.

Why is Look Cover Write Check good for revision?

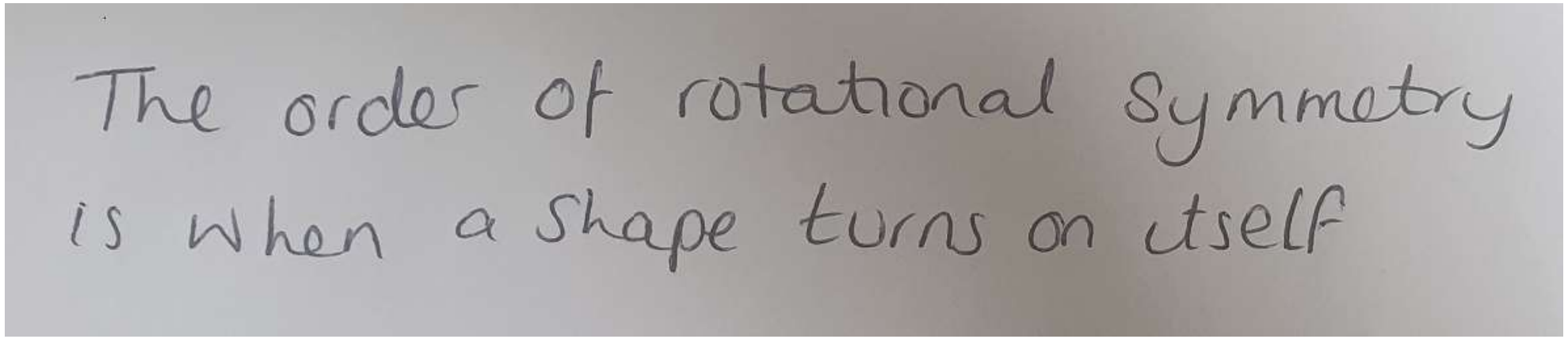
- Self testing – can do it on your own
- Easy to use
- Practise writing correct answers
- Can easily check what you have and haven’t remembered

- Step one:
- **Look** at it; read it a few times and **say** it carefully and clearly three times

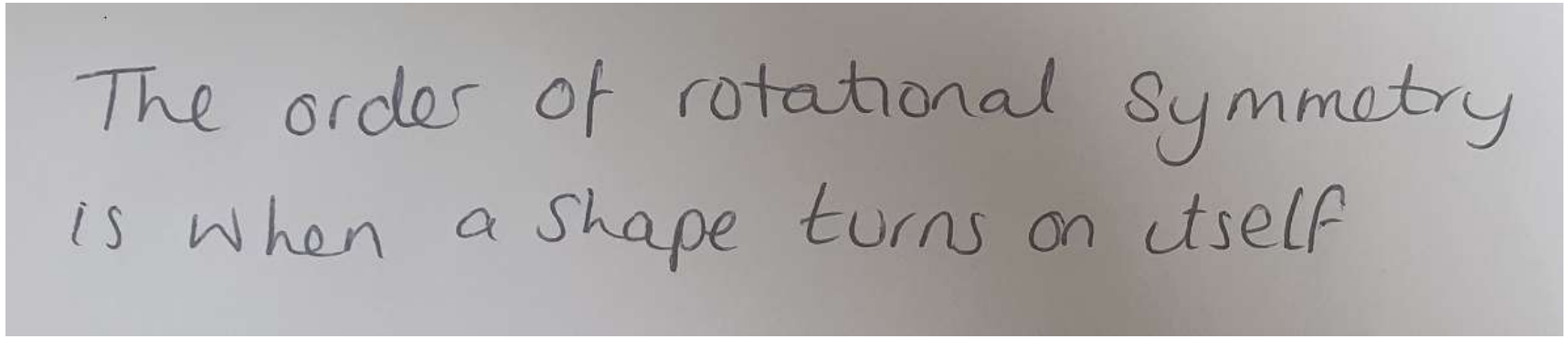
The order of rotational symmetry of a shape is the number of times it will ‘fit on top of its original self’ as it completes a full turn.

- Step two:
- **Cover** it so you cannot see it (don’t cheat!)

- Step three:
- **Write** it out



- Step four:
- **Check** to see if you got it right
- Identify if you made an mistakes and focus on those areas

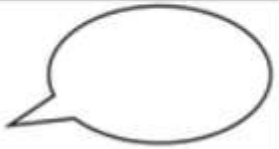


As you can see it not quite right.
So let's go back over the correct definition and try again using LCWC

The order of rotational symmetry of a shape is the number of times it will 'fit on top of its original self' as it completes a full turn.

Try again…

Look 

Say 

Cover 

Write 

Check 

The order of rotational symmetry of a shape is the number of times it will 'fit on top of it's original self' as it com a full turn.

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Self quizzing

Purpose

- Through practice, helps embed information into the long-term memory.
- Really useful for definitions/models/processes.
- Can test yourself.
- Helps to clearly show you what you remember, what you don't.

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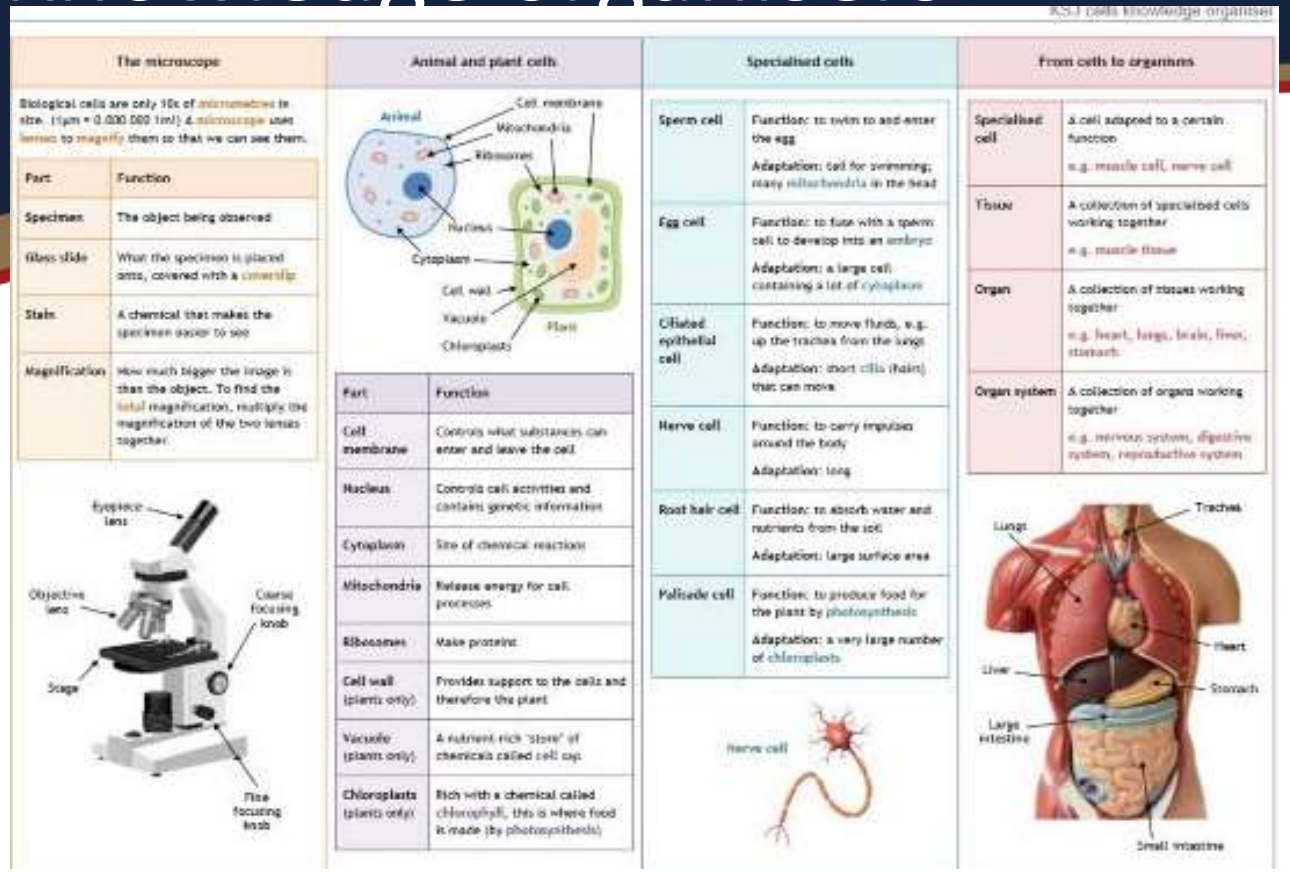
Knowledge organisers



Your child will come home with these for some of their subjects.

Purpose

- Making connections between topics.
- Summarising key knowledge
- Section by section to build knowledge
- May use look, cover, write correct to embed knowledge.
- Use to make flashcards

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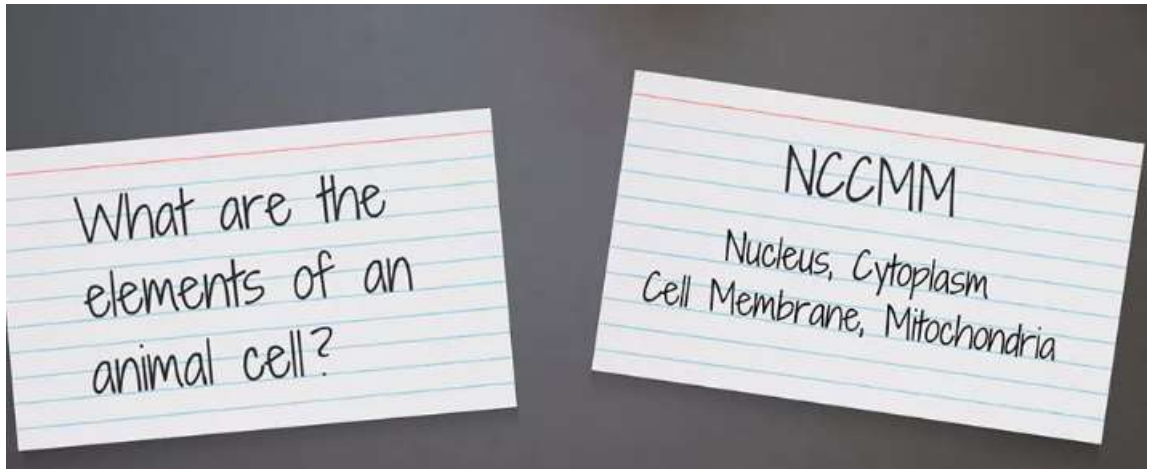
Flash cards



Purpose

- **Q&A** on different sides.
- Summarise information.
- Small and quick - easy to build as a habit.
- Easy to use – on your own or with a partner
- Important to be **responsive** (topics/themes you are struggling with should be allocated more time).

Revision Guidance for Parents

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YouTube Channel

Year 7 Revision Guidance
'Look, Cover, Write, Correct'
https://www.youtube.com/watch?v=K990_X6crGg

Year 8 Revision Guidance
'Flash Cards'
https://www.youtube.com/watch?v=lco1jz6uIMk

Year 9 Revision Guidance
'Knowledge Organisers'
https://www.youtube.com/watch?v=ZI938Q643xQ&t=5s

Year 10 Revision Guidance
'Brain Dump'
https://www.youtube.com/watch?v=7qmDjsycR0s

1. **Short bursts of revision** (30-40 minutes) are most effective. Concentration lapses after an hour so a short break is needed (5-10 minutes).

2. **A quiet place** is needed to study and revise - bedroom, school, library - and limit or remove interruptions or distractions.

3. Ensure revision is **covering the weaker areas** of the subjects and topics being studied– not just the subjects and topics your child likes.

4. Encourage your child to **make their own revision notes** because they will remember what they have written down more easily.

5. **Stick key notes to cupboards** or doors so you can all see them everyday and quiz each other on them.

6. Ensure your child **rewrites the key points** of their revision notes.

7. **Read the key points out loud together**. We remember more than twice as much of what we say aloud than of what we merely read. Notes could be recorded on audio clips and listened back or even made into songs!

8. Ensure **different revision and study techniques** are used, appropriate to the subject and topic.

Knowledge Organisers

The more retrievals practiced the stronger the memory becomes!

Read aloud
Simply speak the facts and dates out loud as you're readin g the knowledge organiser. Then act out the facts whilst you are reading them. It really helps you to remember!

Teach it!
Teach someon e your key facts and get them to test you, or test them!

Quizzing
Fold the KO and self test the section you can't see.
Quiz a friend and vice versa.
Class Recall: use these opportunities to revisit knowledge.

Hide and seek
Read through your knowledge organiser, put it down and try to write out as much as you can remember. Then keep adding to it until it's full!

Sketch it
Draw pictures to represent each of the facts or dates. It could be a simple drawing or something that reminds you of the answer.

Flash cards
Write the key word or date on one side and the explanation on the other, test your memory by asking someone to quiz you on either side.

Post-its
Using a pack of post-it notes, write out as many of the key words or dates as you can remember in only 1 minute! Create a timeline using post-its with key dates and events. Stick it up in your bedroom.

Back to front
Write down the answers and then write out what questions the teacher may ask to get those answers.

5 REASONS WHY STUDENTS FAIL WITH REVISION

by Alex Quigley

1. Overconfident
Students are routinely overconfident about what they have learnt, revised, and remembered. Students are human. They get through the day by possessing a little too much confidence in what they know and can do. They routinely display unreliable judgements of learning and a deceptive feeling of knowing the content being studied, even from the mere act of recalling some of it. Can they accurately predict their exam performance? Afraid not. Alas, the lowest performing students tend to make the least accurate predictions.

2. Managing time and avoiding distractions
Students can struggle to manage their time and their technology. For teenagers in particular, the part of the brain that regulates planning is in some turmoil and self-control is a struggle. The mere presence of their mobile phone (never mind their mates' messages firing through) can inhibit learning. A quick check of your socials is an easy thief of time, not to mention the potential negative impact on sleep. Students, even with some advice, find it hard to stick to revision plans and schedules, as well as staying off their devices.

3. Cramming
Even if students are taught to know better, they respond to deadlines and cram their revision too near the exam. Low performing students may do more all-nighters before an exam (which may be doubly bad if sleep is an essential prerequisite for remembering), than their higher performing peers, but *all* students love a deadline. This all-too-human trait to procrastinate is as natural as exam nerves. You can teach students about spacing out their study, but that doesn't mean they'll do it. All too often, the urgency of a deadline is the driver to inspire revision.

4. Stubbornness
Students who have been taught how to revise still don't apply it in practice. Researchers, Hartwig and Dunlosky, asked university students the question: 'Do you study the way you do because somebody taught you to study that way?' 80% of students answered 'no'. Students are a stubborn bunch! Strategies can be based on rigorous research, be subject specific, and plain super, but that still doesn't mean they get used routinely well by students.

5. Poor use of revision tools
Students can be taught to use specific revision tools that can prove helpful, like flashcards for self-testing, and still use them badly! I love flashcards. I promoted them over highlighters in the hope of more effective revision routines. Problematically though, pupils drop flashcards too early (overconfidence once more) and they often just re-read flashcards, rather than undertake more effortful (and effective) self-testing.

Teachers, and parents, could be forgiven for contemplating giving up in the face of so many barriers. And yet, we plough on, boats against the current, helping students wade through the travails of revision and managing their exam stresses.
Let's end by recognising that what is taught is not easily recalled and what revision strategies are instructed are typically not enacted either. When it comes to revision, by better understanding the worst, we may go on to help prepare to do their best.

Alex Quigley, November 2021

Further Support: The Pupil Premium Grant

- If you are currently in receipt of a Free School Meal, or have had a free school meal at any point in the last 6 years, you can receive the grant.
- Financial support is provided to help students make progress through the curriculum.
- An allowance of £60 (Y7,8,9) and £100 (Y10,11) per academic year will be provided, as well as additional educational resources.
- Students can access their grant by completing a shop order form.
- Order forms are provided in the School Library or from the Main Office.

Take an order form now to support your revision

Free School Meal Application

How to apply for free school meals and gain access to the grant:

You can find out if you are eligible for a free school meal by accessing our quick tool calculator on our school website. It takes just 5 minutes and you will get an immediate answer.

https://www.cloudforedu.org.uk/ofsm/crownhills

If you have any questions on free school meals please email the City Council: education-fsm@leicester.gov.uk or call 0116 454 1009 (option 3).