

## Supporting your child with revision





By reading and completing your own work such as paying bills or completing forms alongside your child, you are modelling the right work ethic.

# Revise and Revisit

Support your child to revisit their learning everyday to help retain knowledge.

Doing a little bit of work every day will help to reduce workload and improve skills.

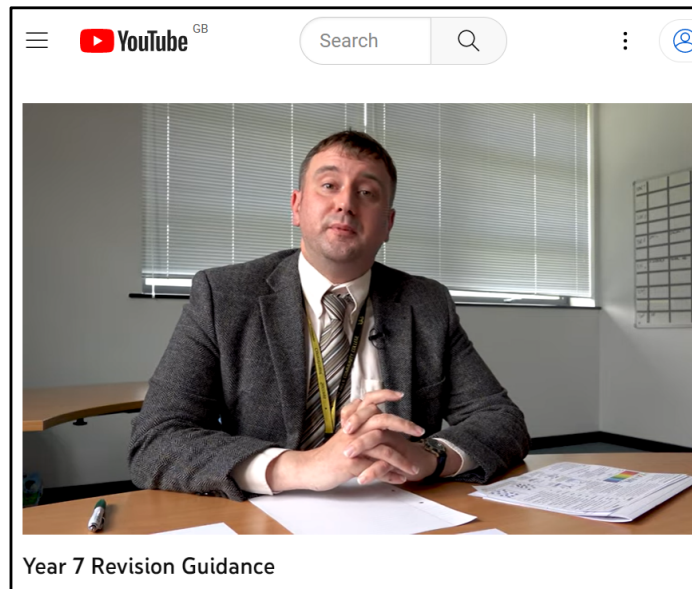


**Within 24 hours your child will forget 70% of what they learnt**

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.



## Revision guidance for students



Year 7 Revision Guidance

**'Look, Cover, Write, Correct'**

[https://www.youtube.com/watch?v=K990\\_X6crGg](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>



**LOOK**



**COVER**



**WRITE**



**CORRECT**

## 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!

## 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.

## Using and making knowledge organisers

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.



Here's a small strategy that will make a big impact on your learning – based on decades of cognitive science research. We call it **free recall** or **brain dumping**.

### Here's how it works:

1. Take pauses during your revision. A pause is during your revision session and is for revision. A break is between your revision sessions and is actually for you to take a break – no revision during that time.
2. Write down everything, which you can remember about either the topic you're studying or topics you've previously studied or even whole subjects/texts but for 5 minutes only (time yourselves!).
3. Continue with the rest of your revision session (20 minutes maximum without taking a break).

The whole purpose of brain dumping is to space out your retrieval practice of past knowledge. Therefore, for maximum effect, you should plan your brain dumps in the pauses inside a revision session just as you should plan the revision sessions themselves.

For example, for 20 minutes on Monday, I know I'm going to revise the characters in 'Macbeth'. In the pause in the middle of that session, I will stop to recall everything I know about context in 'Macbeth'. Then, after 5 minutes, I will continue revising the characters in 'Macbeth' again. In doing so, you are more likely to see 'big picture' connections between different but ultimately connected ideas in a topic or in an entire subject area.

Use the brain dumping process to **organise your thoughts**. Annotations and arrows etc. will help you to do this.

### How to do a brain dump in your 5 minute pauses:

- choose (ideally pre-choose and plan) the topic/subject area you would like to revise;
- write down everything you know about it;
- check your revision guide (or other source of information) – what have you missed?
- add this to your brain dump in a different colour;
- try your brain dump again the next day (or soon afterwards) to check how much you have remembered.





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# Afterschool Club

- Monday, Wednesday, Thursday:  
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



**OUR LIBRARY**



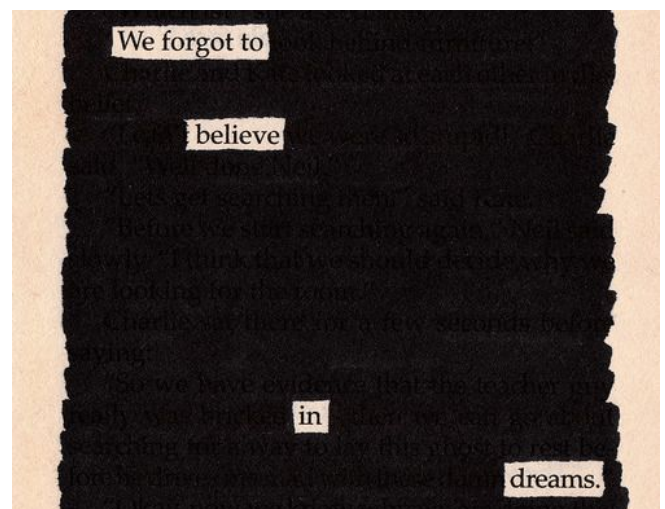
# Ban the highlighters!

Re-reading and using highlighters for revision is largely ineffective



Highlighting key text is too safe because even if mistakes are made, the text is still there.

Instead, use a black marker pen to black out the information that isn't important. This method ensures more thought as information will be lost if a mistake is made.







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# Knowledge Organisers

**Remember, the more retrievals practiced the stronger the memory becomes!**



## Read aloud

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



## Teach it!

Teach someone your key facts and get them to test you, or test them!



## 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.



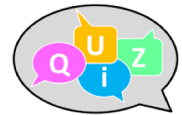
## Post-its

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.



## 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!



## 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.



## Back to front

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



## 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.

# Ideas for your children

# 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*

# Revision Timetable

Day	8-9pm	9-10am	10-11am	11-12pm	12-1pm	1-2pm	2-3pm	3-4pm	4-5pm	5-6pm	6-7pm	7-8pm	8-9pm	9-10pm
Monday														
Tuesday														
Wednesday														
Thursday														
Friday														
Saturday														
Sunday														

<https://getrevising.co.uk/planner>

## Instructions

1. Add in the dates for each week under the days e.g. Monday 5<sup>th</sup> November between now and your child's exams/assessments
2. Block out the sections that your child cannot revise because you have other commitments e.g. school times, sports activities, family commitments.
3. Block out sections for eating, sleeping and breaks
4. Fill the rest of the slots with 40-60 minute subject focussed revision
5. Do not do one subject for more than one block
6. Try and be specific on what will be revised e.g. Don't just put Biology – put Topic X
7. Colour coding may help to see if the planning

# Template to photocopy - 1 per week

10:00 – 11:00							
11:00 – 12:00							
12:00 – 1:00							
1:00 – 2:00							
2:00 – 3:00							
3:00 – 4:00							
4:00 – 5:00							
5:00 – 6:00							
6:00 – 7:00							
7:00 – 8:00							
8:00 – 9:00							
	Mon	Tues	Wed	Thur	Fri	Sat	Sun

## *What to tell your child to support them with maths revision...*

'Revising in small chunks, more frequently is better than revising for long periods of time'

'Remind yourself how to do something you've already been taught at school'

'Practise this until you feel comfortable – this may mean spending another 10 minutes on it the following day'

'Try exam style questions to prepare you for the exams!'



# GCSE Maths Revision

## Mr Barton Maths

Google 'Mr Barton Maths Takeaway'

- Step 1 Choose a topic
- Step 2 Practise as many questions as you can
- Step 3 If you are struggling, watch the video
- Step 4 Try again!
- Step 5 Finished? Mark it!
- Step 6 Then try the Diagnostic Questions Quiz
- Step 7 When you have finished, click Review Answers and read through other students' explanations
- Step 8 Repeat!

## Corbett Maths

Google 'corbettmaths' and select the first link

Click on 'Videos and Worksheets'

Videos and Worksheets

Select the topic you need to revise

Graphs: histograms (draw)

Watch the video if necessary for additional support

[Video 157](#)

Try the Practise Questions, or move onto the Textbook Exercise

[Practice Questions](#) [Textbook Exercise](#)

Answers are provided by clicking on the icon, seen below:



Check your work and speak to your teacher if you need further support

## Maths Made Easy

Google 'Mathsmadeeasy'

Select the topic you wish to revise

4-5

Density Mass Volume  
RATIO AND PROPORTION

Revise the topic

Revise

Attempt the worksheet

Worksheet Question

Check your answers

Worksheet Answer

Try the online test!

Online Test

[illegible]



[illegible]



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[crownhills.com](http://crownhills.com)

# Q&A Session

*Please write down  
any questions you  
have. They can be  
anonymous!  
We will read through  
and try our best to  
answer everything!*



  
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**Q&A Session**

*Please list any questions or concerns you  
may have below and we shall try to  
answer them in this session*

# New to English?

Variety of free classes for parents



## Free English classes for adults new to English

We are delighted to be able to provide free courses and support sessions to parents/carers and the community. All classes will start the week beginning Monday 2nd September 2024, held in our CLC building on Gwendolen Road.

Please call Leicester College on 0116 224 4068 or email [bmanek@crownhills.leicester.sch.uk](mailto:bmanek@crownhills.leicester.sch.uk) to book your place on the ESOL Classes.

Alternatively, you can book your place by meeting our community teacher Bhav Manek on Monday evening at one of the drop-in sessions.

**Parent Testimonial:**

"I recently started a job as a carer. The classes gave me confidence to apply and the support to write a CV"



**Parent Testimonial:**

"I no longer require an interpreter at hospital appointments or at parents evenings".



Class/session	Course dates/times	Information
Drop-in Advice Sessions Open to CHCC parents/carers 	Monday's 6-7pm term time only	Open advice session where you can get help with form filling or discuss letters that you don't understand
New Introductory Group Sessions Open to local community 	Monday's 7-8.30pm term time only Autumn Term	Beginners ESOL English class
ESOL Class Open to CHCC parents/carers 	Tuesday's 9-11am term time only	ESOL Speaking and Listening, Reading and Writing Class leading to a qualification



**ASPIRATION**  
*Be the best that you can be*



**COMMITMENT**  
*Do what it takes for as long as it takes*



**SUCCESS**  
*Be ready to take on the world*

# Drop In Support Service

## Help with things at home?

Help and guidance for  
anything



- Monday Evenings 6-7pm  
term-time only
- CLC Building near the main  
entrance
- Drop In support and advice  
for anything – form filling  
etc.

*This is to increase the amount of homework done to improve student outcomes.*

*The aim is to have this system in place for all subjects and all year groups this year.*

# New Homework Policy

- In the past we did not set detentions for the non-completion of homework
- Lunchtime detentions will be given for the non-completion of homework for Years 7 and 10 in English, Maths and Science this term
- Parents/carers will/have be informed
- Once the system is trialled this will be rolled out to all year groups in all subjects
- All homework needs to be completed – check planner

# Homework Study Space

Monday - Friday: 2.55 – 3.45pm

Library / Dining hall

All year groups

Chromebooks available to use

Textbooks and revision materials are also available

Leave from Gwendolen Road gate.





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# Revision and Homework Study Timetable

Study Timetable Template

Top section: Three empty circles for notes.

Days of the week: MONDAY, TUESDAY, WEDNESDAY, THURSDAY, FRIDAY, SATURDAY, SUNDAY.

Each day has a vertical column of time slots, each with a 15-minute interval (e.g., 07+ to 20+).

Bottom section: A ruler scale from 0 to 30 cm.

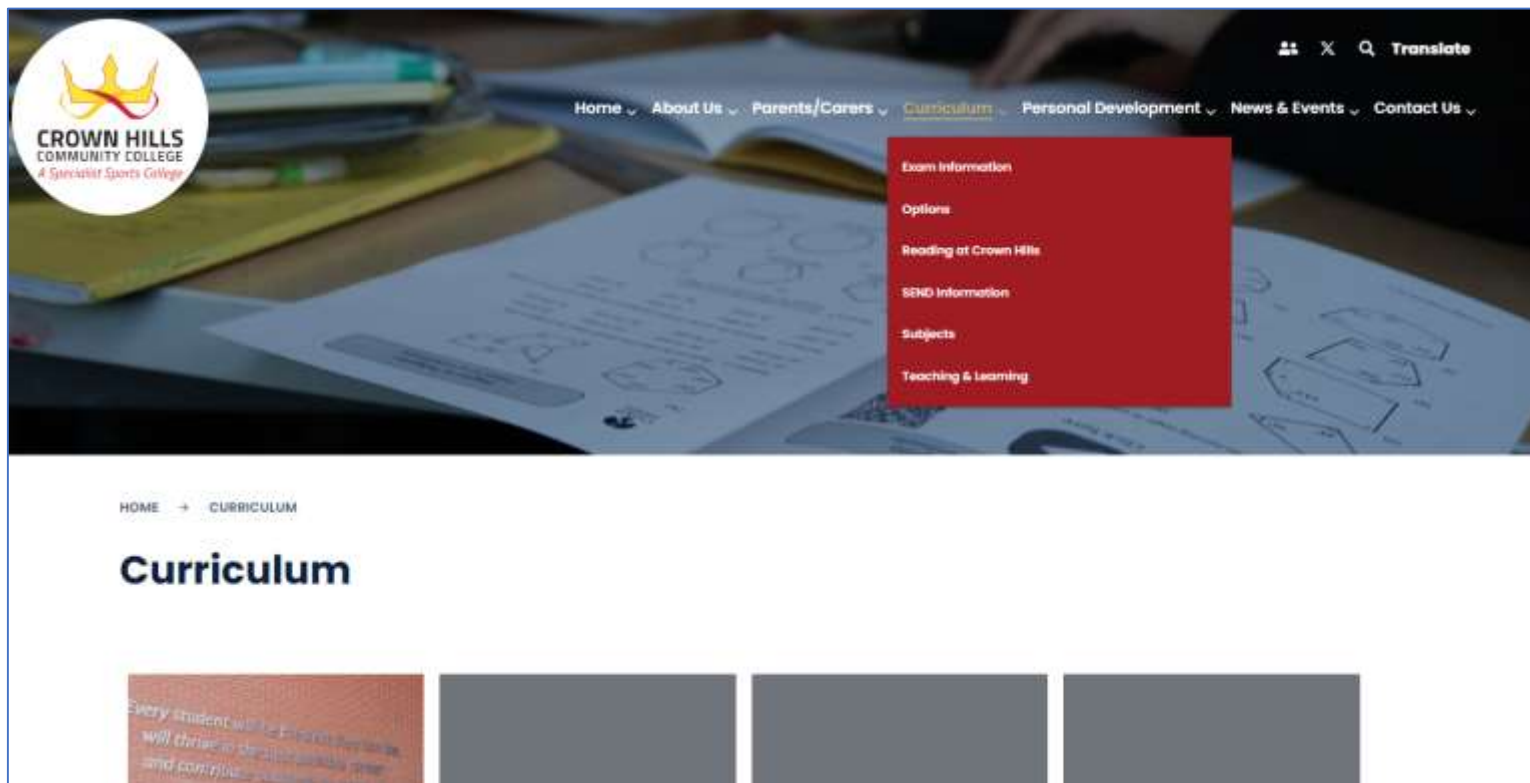
# Revision and Homework Study Timetable

## Instructions

1. KS4: Add in the dates for each week under the days e.g. Monday 9<sup>th</sup> October, between now and your child's exams/assessments. KS3: Consider term time and holidays
2. Block out the sections that your child cannot revise because you have other commitments e.g. school times, sports activities, family commitments.
3. Block out sections for eating, sleeping and breaks
4. Fill the rest of the slots with 40-60 minute subject focussed revision
5. Do not do one subject for more than one block
6. Try and be specific on what will be revised e.g. Biology Topic x
7. Colour coding may help to see if the planning is focussed on one subject too much

# Curriculum

<https://www.crownhills.leicester.sch.uk/page/?title=Curriculum&pid=11>



# Revision Guidance

## YouTube Channel

Year 7 Revision Guidance

**'Look, Cover, Write, Correct'**

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Year 9 Revision Guidance

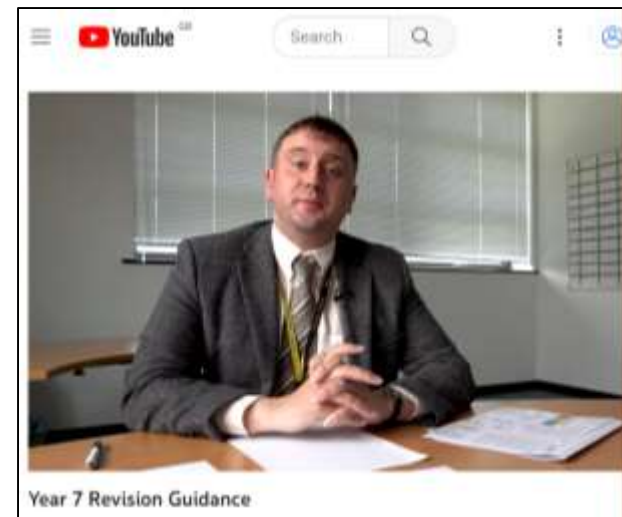
**'Knowledge Organisers'**

<https://www.youtube.com/watch?v=ZI938Q643xQ&t=5s>

Year 10 Revision Guidance

**'Brain Dump'**

<https://www.youtube.com/watch?v=7qmDjsycR0s>










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# Knowledge Organisers

## Expressive Arts – Art - Knowledge organiser: Year 9 Surrealism

1	<b>Surreal</b>	Meaning "Sur-real" not like real life, bizarre, dreamlike, often weird and strange.	1	<b>Surrealism</b>	A twentieth-century literary, philosophical and artistic movement that explored the workings of the mind, the <b>subconscious</b> and the <b>unconscious</b> . <b>Andre Breton</b> a poet wrote he was the founder of this new group.	
2	<b>Subconscious</b>	The part of your brain which works when you are not fully aware of it. It can unknowingly control your actions, feelings and dreams.				
3	<b>Unconscious</b>	Meaning when you are asleep. The Surrealists wanted to channel the unconscious as a means to unlock the power of the imagination	2	<b>Surrealist Art</b>	Surrealism rejected a "normal" vision of what life and paintings should look like in favour of one that showed the beauty of the <b>subconscious</b> and <b>dream</b> state.	
4	<b>Juxtaposition</b>	Two things being placed together with contrasting effects. Juxtaposing objects can make a painting surreal.	3	<b>Juxtaposition in surrealism</b>	Artists such as Magritte used <b>juxtaposition</b> in their work in order to make the paintings look strange or bizarre. Changing the place or size of an object makes the viewer question if what they are seeing is "normal."	
5	<b>Dislocation</b>	Placing a familiar object into an unfamiliar setting. Dislocation is often used with scale change.				
6	<b>Transformation</b>	Objects changing into something new related to the surface and shape.	4	<b>Max Ernst</b>	The inventor of <b>Surrealist collage</b> , he put together images clipped from magazines, product catalogues, book illustrations and other sources. It was the first form of automatism in visual art. Ernst also used frottage (rubbing) and grattage (scraping) to create chance textures within his work.	
7	<b>Sigmund Freud</b>	A psychologist whose 1899 book "The Interpretation of dreams" inspired many surrealist painters including Salvador Dali.				
8	<b>The Exquisite corpse</b>	Surrealist game invented in the 1920's where players are unaware of what the previous person has written or drawn. The result is a random, collaborative, surrealist story or drawing.	5	<b>Salvador Dali</b>	Spanish painter and sculptor. Dali was influenced by <b>Sigmund Freud</b> and used his interpretations and studies of dreams to create bizarre and strange paintings which would be impossible to see in real life, he called these <b>dreamscapes</b> .	
9	<b>Psychic Automatism</b>	Expressing yourself through drawing, painting or writing without rational or conscious thought.				
10	<b>Dreamscape</b>	From the word "Landscape," Dreamscape means the scenery from your dreams. Surrealist artists often paint these in their works.				



# Q&A Session

*Please ask any questions and place into the box.  
We will read through and try our best to answer all of them!*



  
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**Q&A Session**

Please list any questions or concerns you may have below and we shall try to answer them in this session