

INDEPENDENT

LEARNING

KEY STAGE 4

MAKING THE MOST OF REVISION:

10 STRATEGIES TO HELP YOU WITH YOUR LEARNING

Dear Student

Now that we are learning remotely, you will be set revision work by your class teacher via email or Google Classroom and there are a wealth of materials on the VLE that you can access.

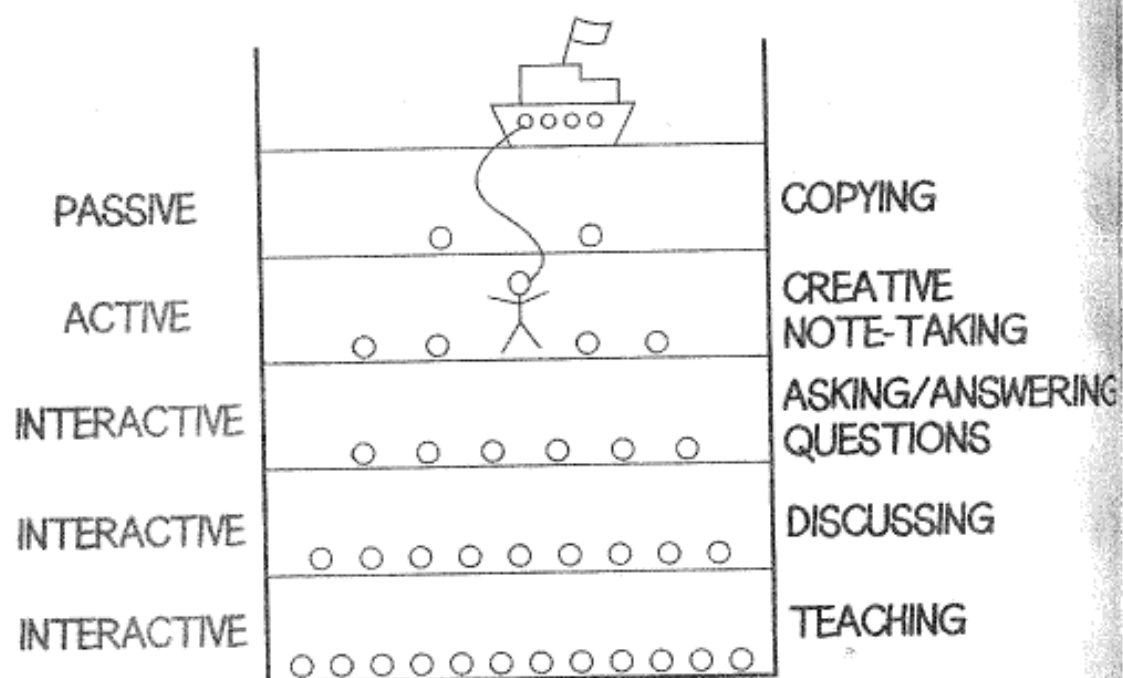
- Check your emails/Google Classroom posts each day and try to follow your normal timetable.
- Complete all set work to the best of your ability.
- You may use email/Google Classroom to communicate with teachers and ask specific questions.
- Consult your CPG Revision Guide for other revision advice.

This pack provides general learning activities that you can use with any subject. You may also like to learn with a friend by using Google Docs and Google Slides – tips on how to collaborate are also included.



RATCLIFFE COLLEGE

*This booklet is designed to provide you with
PRACTICAL revision strategies that are PROVEN to
work.*



The **deep-sea pearl diver analogy**: you will get more rewards by using strategies that promote **DEEP** learning rather than **SHALLOW** learning!

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TOP TIP: Start early and spread it out!

To commit something to memory takes time. **Spreading out your revision sessions** on a particular topic (eg one-hour sessions over 10 days) is more effective than spending the same amount of time in one go (ie 10 hours in one day). This effect, known as “**spacing**”, **helps because it allows time in between revision sessions to forget and re-learn** the material. This strategy has been labelled as “one of the most robust across the entire history of experimental research on learning and memory” .



Ask questions.



Asking questions is fundamental to learning. You could ask questions about what you have learned in each lesson each day. Before you revise a topic, make a list of questions you need to answer. Revision will give you the answers!

- ✓ *At the beginning of a topic, ask ‘what questions do we need to ask to know about ...?’*
- ✓ *Identify three questions you would like to know the answer to first and identify why they are most important*
- ✓ *To test your friends’ understanding of the topic, what 5 questions would you ask them, in order of easy to hard.*
- ✓ *Before you read the next page in the text book for a subject, think about the questions you wish to answer. When you find the answer, tick off your question.*
- ✓ *When you have read some of your text book, write down what questions you are stuck on. Choose your most important one. Seek help from a friend, parent or teacher.*
- ✓ *Set yourself three key questions to answer. After revising, ask a parent, or friend to ask them you the questions. How well do you know the topic?*

2

Do something with the information...

This helps develop your understanding. In order to make sense of information, you can't just read the text book and write out beautiful notes. You have to **do** something to it to make it stick in your head!

Change it: Revising or re-reading the notes?

Can you change it into...

A flow diagram

A cartoon strip

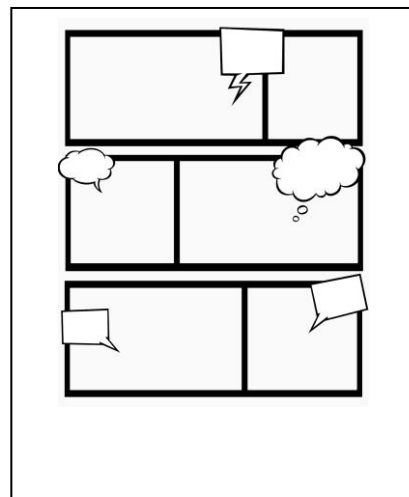
Put key words into a jingle

Turn a written description into a diagram

Create a timeline

Turn it into a picture

e.t.c



- ✓ **Reduce it** - Reducing information is a very effective learning strategy and you can use it in many ways

Reduce a key passage of text to one page, paragraph, sentence, word.

Identify the six most important words in the passage.

Summarise a page in your text book /an article/ the topic in 50 words or on A4 paper

If you have 20 calculations – do the 5 hardest ones

Highlight key points then summarise onto a revision card



@ _____

Tweet your learning in 140 characters

HIGHLIGHTER ALERT!!

Despite being the favourite weapon of many students tackling revision, research suggests they don't work very well. People learn and recall information **better if they connect it to other pieces of information**. Highlighters don't do this, they isolate single pieces of information. Quite often, **students end up highlighting whole chunks and passages of text**, which can give the appearance of having worked hard, but is of little value.

- ✓ **Connect it - Make connections** – connecting information lies at the heart of understanding.

How does the new information connect with your learning from other lessons? Create a mindmap with links, key words and visual images.

What links can you find between A and B? Draw a Venn diagram, a comparison alley etc

Create a 'spot the odd one out' quiz about your topic and explain why.

- ✓ **Arrange it - Arrange information** –the process of arranging information is an effective way of helping you explore an issue /structure a piece of writing.

Reasons why something happens –write your reasons down and number them in order of importance

Number your ideas to show the order of your paragraphs so each paragraph relates to the previous one

Classify the information you have so far into different categories.

3

REFLECT ON YOUR LEARNING

This helps you develop an understanding of learning and makes you a better learner. Better learners learn better!

Think or talk to a friend about what you have learned and HOW you have learned in your revision session, using some of the questions below.

Thinking Menu

- What did you learn today?
- What did you find difficult and why?
- When have you had to think like this before?
- What have you learnt that is similar?
- What connections have you made?
- What should you do to further your thinking?
- What breakthroughs have you made?
- What do you want to know more about?
- How are you going to remember this learning?
- What is the key aspect you will remember from this revision session?
- What did you learn that you didn't know before?
- How will you apply what you have learned?



4

Verbalise your thinking

Asking someone to explain something –SAYING out loud their thinking - can help the brain organise its thoughts. Talking can help you think through and clarify your ideas.

- ✓ *Tell someone three things you learned on the topic. What was the hardest? What are you still stuck on?*
- ✓ *Read a page in your text book / revision booklet and decide which you think is the most important sentence. Tell someone which you have chosen and why.*
- ✓ *Explain your diagrams to someone at home. Record yourself explaining and listen to it. Did you include all the points?*
- ✓ *Describe a process or explain something to someone younger than you. Record yourself explaining and listen to it. Did you include all the points?*

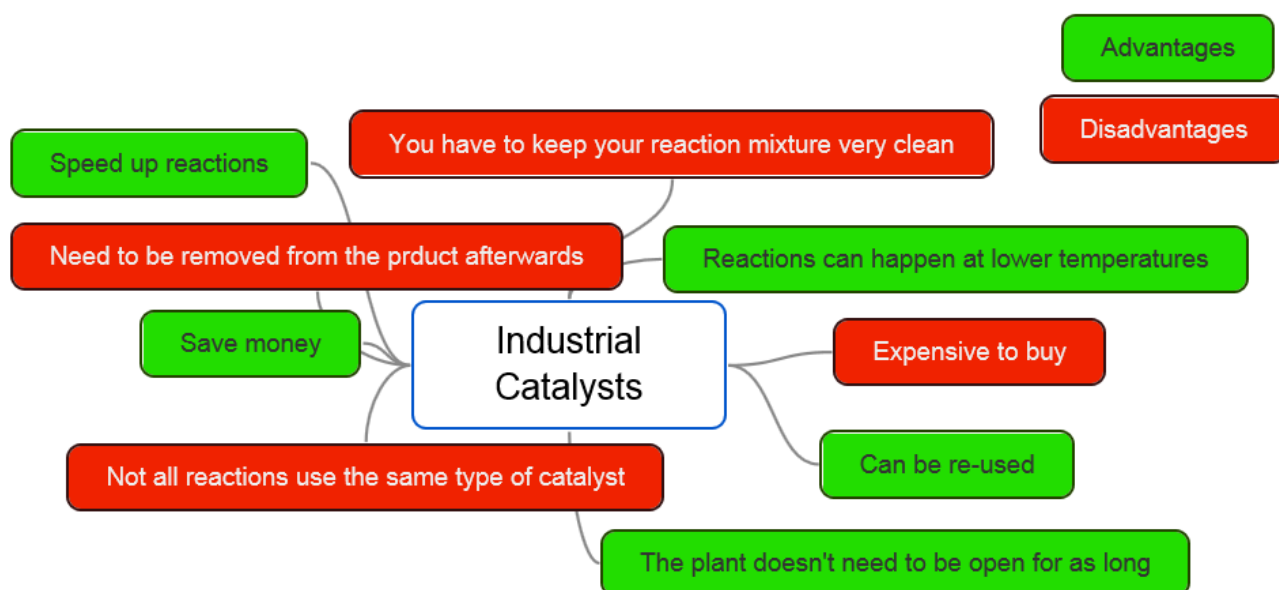


5

Triggers to remember information

There are many different techniques you can use to remember information. Find what works for you.

- **Organised notes.** The way you organise your notes can be a helpful memory trigger so think about a structure that makes sense to you and your understanding of the module. Use coloured MINDMAPS so you can see the picture in your head.

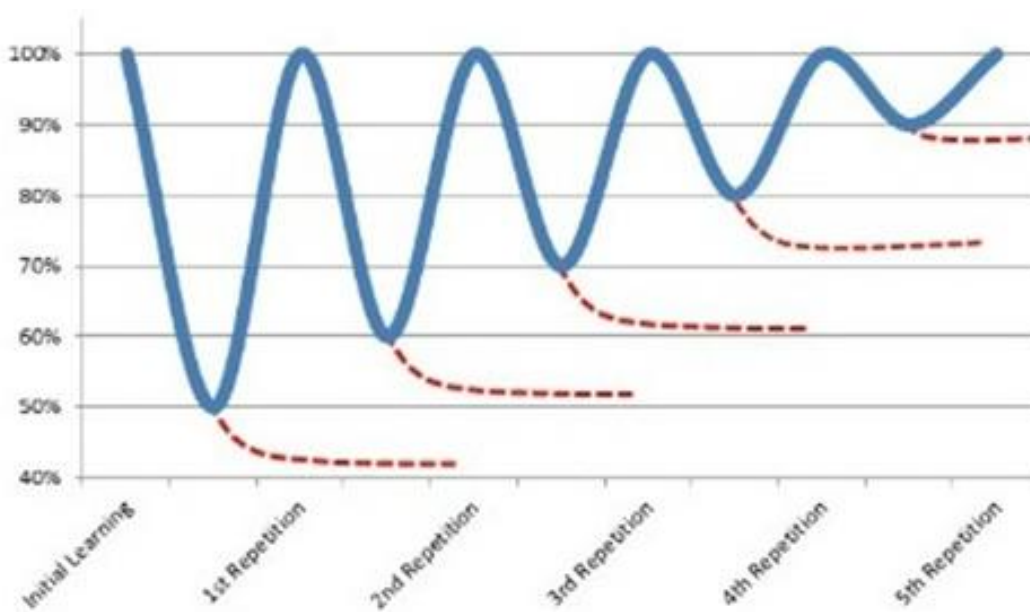


- **Mnemonics** can be a helpful way to memorise facts. The first letter is used to create a phrase or word that you can more easily remember.
- **Association.** Some students find it helpful to associate sounds or images with the information they are learning or to use notes / mind maps as a visual memory trigger.
- **Record information** you need to remember and then you can play it back to yourself.

6

FORGET AND REVISIT. FORGET AND REVISIT. FORGET AND REVISIT.

If we revise something, how much can we remember?
 We forget most of what we learn so we need to go over the same material until it is in our long term memory. This may take over 5 attempts before we have really 'learned' what we need to know.



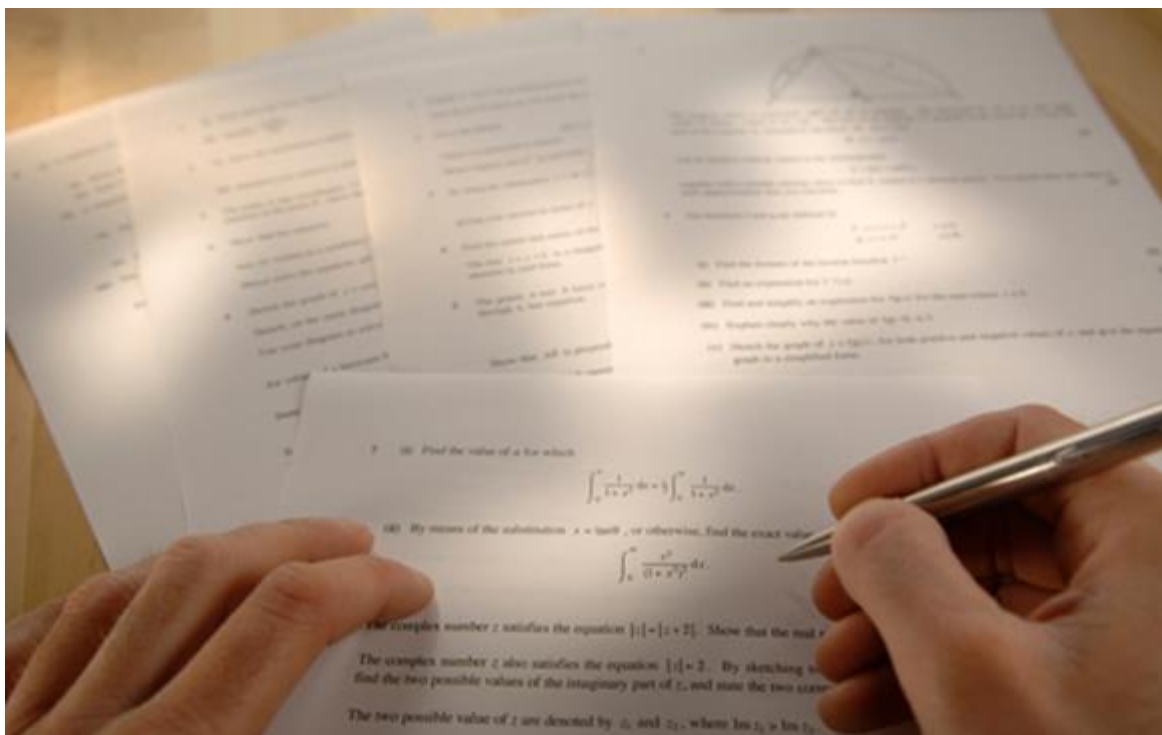
The key is to start **early** but learn in **short bursts**, testing yourself on a subject over several weeks and **leaving lengthy intervals** between each session. The last thing you should do is start cramming.

7

ARE YOU READY? TIME TO TEST YOURSELF

Leading researchers in the field of memory consider testing yourself as one of the most effective ways to improve your ability to recall information .

Testing yourself also helps you **check for any gaps in your knowledge**. Practice papers provide a good starting point, as well as **quizzing yourself** at the end of your revision session.



8

REVIEWING YOUR TEST RESULTS

Use this grid to work out your next learning steps. Look at the questions you got right – what you know well – and the questions you got wrong – what you need to learn.

Hard questions/tasks I got right	Hard questions /Tasks I got wrong/ my next learning steps
Easy questions/tasks I got right	Easy Questions I should know/tasks I got wrong showing a gap in my learning



FEEDBACK 5



FEEDBACK 5: My understanding

- 5 Totally got it
- 4 Got most of it
- 3 Got 50% of it
- 2 You need to go over it again
- 1 You lost me

Could I teach it to someone else?

- 5 No worries -I could teach this to someone else
- 4 Pretty sure but might have to check my notes
- 3 with some help I could teach it
- 2 Hummm..I could teach parts
- 1 I couldn't teach it

RESEARCH SAYS: Teach someone!

After you have tested yourself, teach the material to someone else. This has been found to help aid memory and recall: it is known as “the Protégé Effect”. Teaching someone else requires you to learn and organise your knowledge in a clear and structured manner.

10

STAR PRACTICE

You will do plenty of past papers in class but revisiting them in your own time is vital.

- ✓ **Look at past examination papers.** You can access papers online through the examination boards' website. However, make sure you read the instructions carefully on the day of your actual exam and be aware that the format of the exam may be slightly different to previous years.
- ✓ Try **writing plans and full answers** to previous questions with and without your revision notes.
- ✓ **Practise planning** the framework for your answers.
- ✓ **Use lists to compare** points for and points against a statement.
- ✓ **Practise in exam conditions.** Try answering a previous exam paper within the time, not overrunning and not breaking off for cups of coffee. It is much easier to do something like this 'for real' if you've done essentially the same thing 'for practice' before.

USEFUL WEBSITES:
AQA: http://www.aqa.org.uk/exams-administration/exams-guidance/find-past-papers-and-mark-schemes
PEARSON EDEXCEL: https://qualifications.pearson.com/en/support/support-topics/exams/past-papers.html
OCR: http://www.ocr.org.uk/i-want-to/download-past-papers/
WJEC http://www.wjec.co.uk/students/past-papers/
GET REVISING WEBSITE: Free revision timetable planner https://getrevising.co.uk/planner
BBC GCSE BITESIZE http://www.bbc.co.uk/schools/gcsebitesize/

Wellbeing

EAT BREAKFAST!

It is estimated that around 27% of boys and 39% of girls skip breakfast some or all of the time. It's not called the most important meal of the day for nothing: research has found that skipping this meal significantly reduces students' attention and their ability to recall information. Simply having a bowl of cereal will give students the concentration and memory boost you need.

Put your phone away!

Phones can be distracting; they are linked to fomo (fear of missing out), and evidence shows that undergraduate students who spend more time texting and using social media get lower grades. In another fascinating study, researchers found that the mere sight of a phone was enough to reduce a person's ability to focus. The implication couldn't be clearer: out of sight really is out of mind.

Avoid people who stress you out!

Think about who makes you feel calm and confident and actively seek them out. Avoid spending the time before your exam surrounded by people (friends or otherwise) who are particularly negative or who stress you out.

Remind yourself of all your hard work and preparation

Boost your confidence !

NOTES PAGES



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