

Nathan knew that to revise properly he would need a technology 'blackout'. With a little help from his father, Nathan made his bedroom more like an office than a games room during his GCSE revision.

Each evening at seven o'clock, just after dinner, Nathan would switch off his phone and go upstairs to revise. First, he'd check his revision plan and get out what he needed before steeling himself to do some hard work. Strategy number one was always a quick flashcard challenge, mixing up his cards from his different subjects, before testing himself. Then Nathan would test himself on different topics, with past questions or simply seeing what he could recall with a blank piece of paper, before ticking them off his revision plan.

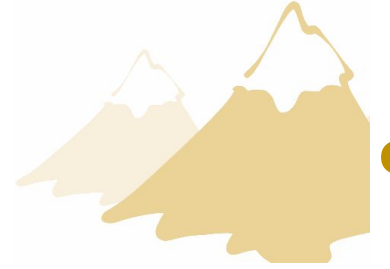
Expecting his usual lull after forty-five minutes, Nathan would grab a drink and a biscuit (or three) before getting back to his revision. At the end of his revision session, he would end with the nightly ritual of returning to his revision plan to chalk up his victories and losses.



The purpose of tonight:

- An opportunity to strengthen the home-school partnership
- To share strategies that will help your child to be successful

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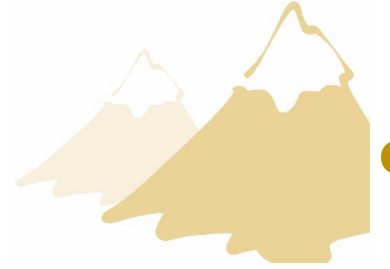




Who thinks:

- That there are good learners and bad learners?
- Learning is an active process that can be learned and applied to a wide variety of situations. Unfortunately many people don't know what that active process is – or they've never had it explained to them; they just assume they are poor learners.

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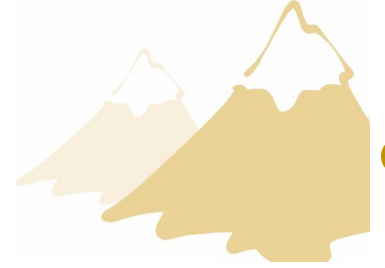




The How and Why of learning

- If you want to learn anything, then you need to be clear about two things:
- Why you want to learn it (desire)
- How to learn it (technique)

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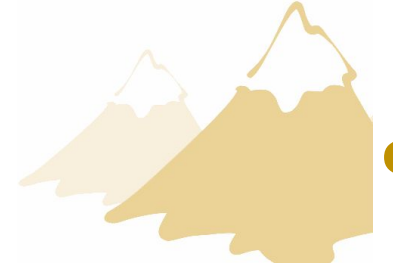


The why of learning

- What is it that you want?
- How much do you want it?
- What are you prepared to do to get it?

- Why can people who say they can't learn, digest the whole of the Highway Code?

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Talking partners – Which techniques are most effective and which are least?

Some are high, some moderate and some low

Technique	Description
1. Elaborative interrogation	Generating an explanation for why an explicitly stated fact or concept is true
2. Self-explanation	Explaining how new information is related to known information, or explaining steps taken during problem solving
3. Summarization	Writing summaries (of various lengths) of to-be-learned texts
4. Highlighting/ underlining	Marking potentially important portions of to-be-learned materials while reading
5. Keyword mnemonic	Using keywords and mental imagery to associate verbal materials
6. Imagery for text	Attempting to form mental images of text materials while reading or listening
7. Rereading	Restudying text material again after an initial reading
8. Practice testing	Self-testing or taking practice tests over to-be-learned material
9. Distributed practice	Implementing a schedule of practice that spreads out study activities over time
10. Interleaved practice	Implementing a schedule of practice that mixes different kinds of problems, or a schedule of study that mixes different kinds of material, within a single study session



The answers

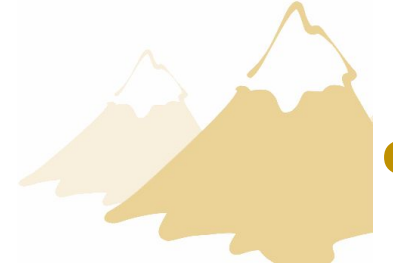
Technique	Utility
1. Elaborative interrogation	Moderate
2. Self-explanation	Moderate
3. Summarization	Low
4. Highlighting/underlining	Low
5. Keyword mnemonic	Low
6. Imagery for text	Low
7. Rereading	Low
8. Practice testing	High
9. Distributed practice	High
10. Interleaved practice	Moderate

Hard work, trust & fairness

Mastery, autonomy & purpose



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What doesn't work

Three commonly used revision techniques that appear to have very little impact on learning were:

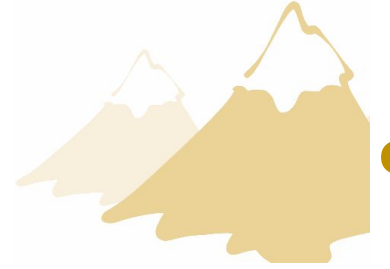
- Highlighting texts
- Re-reading
- Summarising text

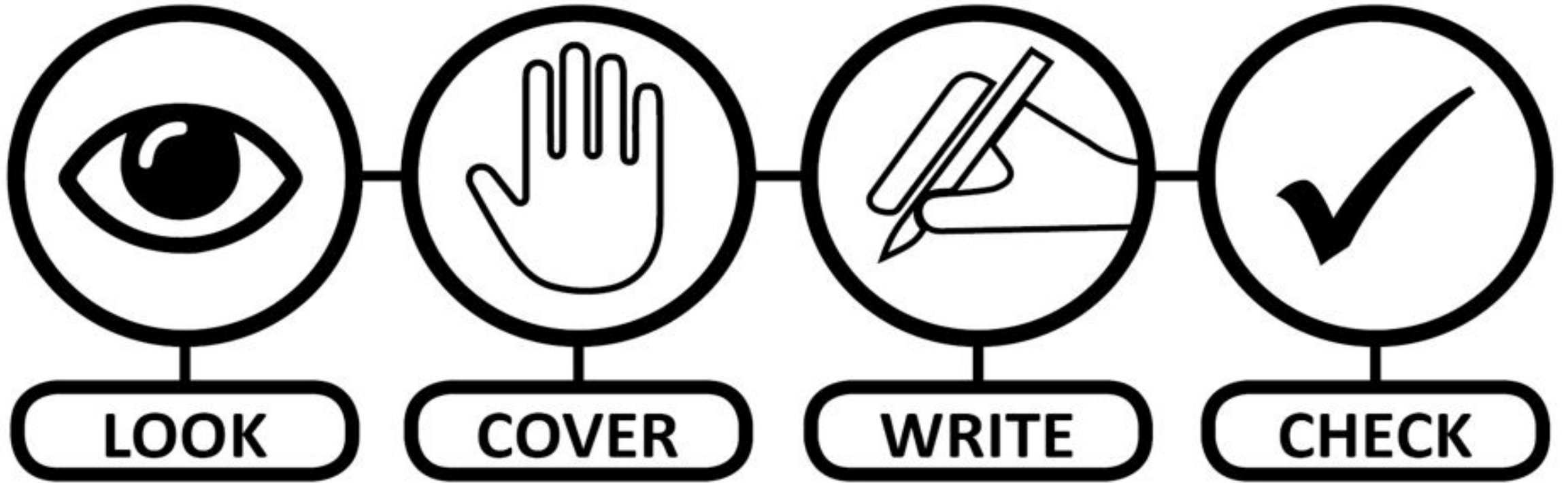


The three areas of learning

- Registering – How to take information in
- Retaining – How to make information stick
- Recalling – How to make sure you can recall information when you need it.

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Task:



Testing yourself on the information:

- 1. Parents can ask questions from the section studied**
- 2. Turning the information into flashcards:**

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Elaborate interrogation

- One of the best things that students can do (either to themselves or with a friend) to support their revision is to ask why an idea or concept is true – and then answer that why question. For example:
- In science, increasing the temperature can increase the rate of a chemical reaction....why?
- So, rather than just trying to learn facts or ideas by reading them over and over, students should get into the habit of asking themselves why these things are true.

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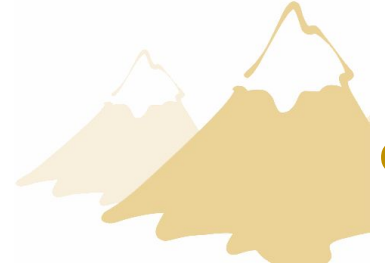


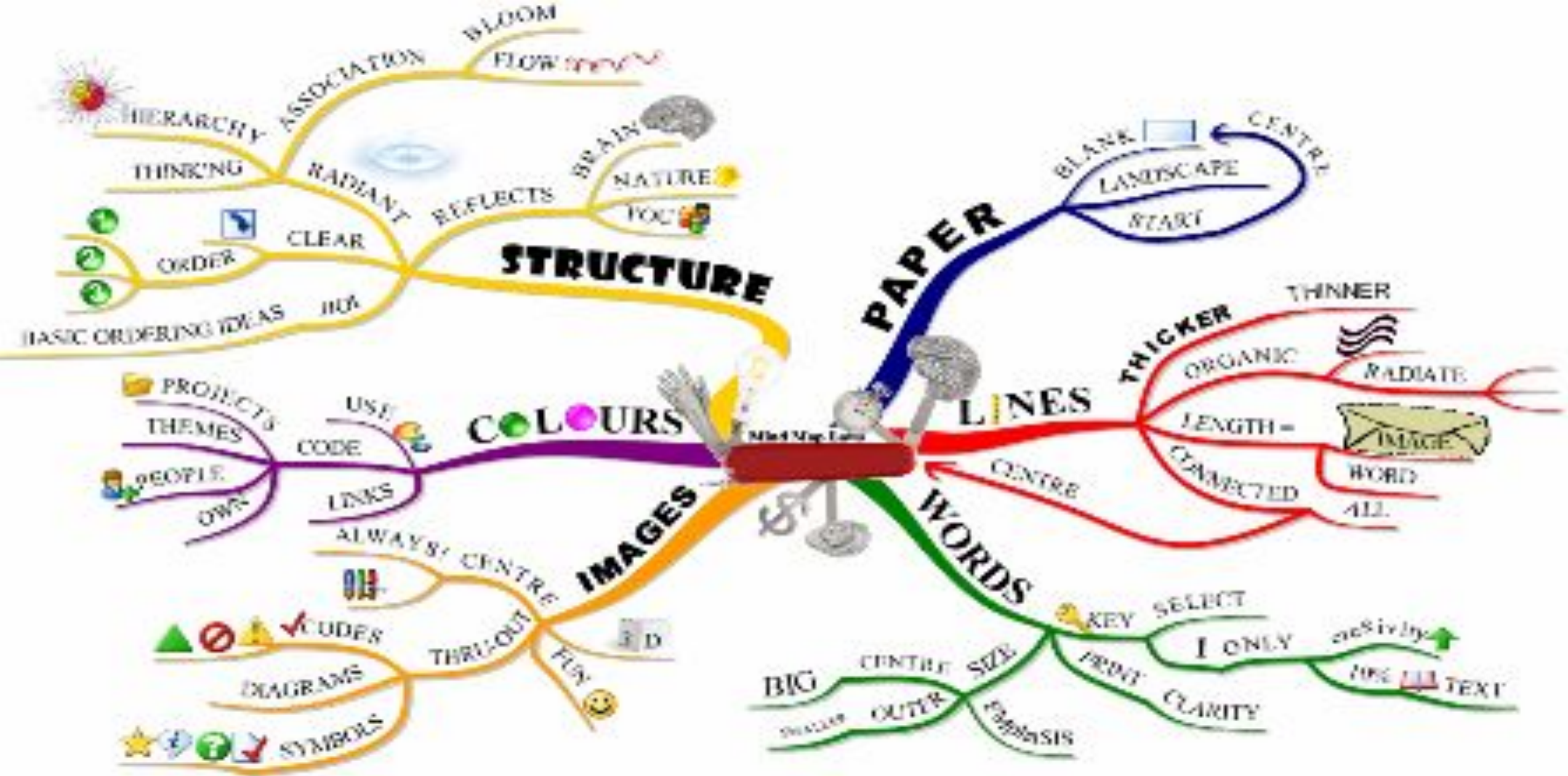


Self explanation

Rather than looking at different topics from a subject in isolation, students should try to think about how this new information is related to what they know already. This is where mind- maps *might* come in useful.

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What are the laws of mind mapping?



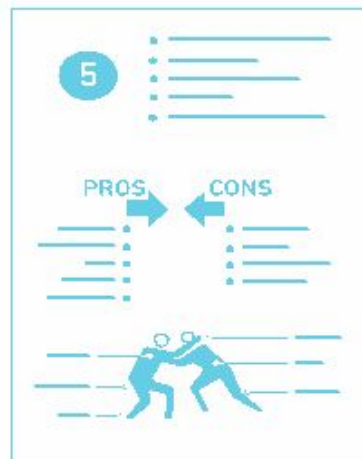
Dual Coding

HOLD ON!

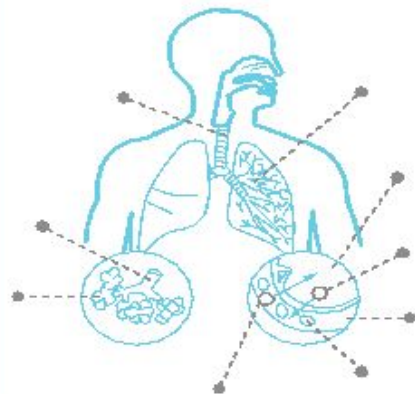
Try to come up with different ways to represent the information visually, for example an infographic, a timeline, a cartoon strip, or a diagram of parts that work together.



INFOGRAPHIC



DIAGRAM



CARTOON STRIP



GRAPHIC ORGANIZER



TIMELINE





Interleaving

HOW TO DO IT

Switch between ideas during a study session. Don't study one idea for too long.

TOPIC

A



TOPIC

B



TOPIC

C





Interleaving

HOW TO DO IT

Go back over the ideas again in different orders to strengthen your understanding.

TOPICS
A B C



STUDY
SESSION
1

TOPICS
C B A



STUDY
SESSION
2

TOPICS
A C B



STUDY
SESSION
3



Interleaving

HOLD ON!

Interleaving will feel harder than studying the same thing for a long time. But don't worry - this is actually helpful to your learning!

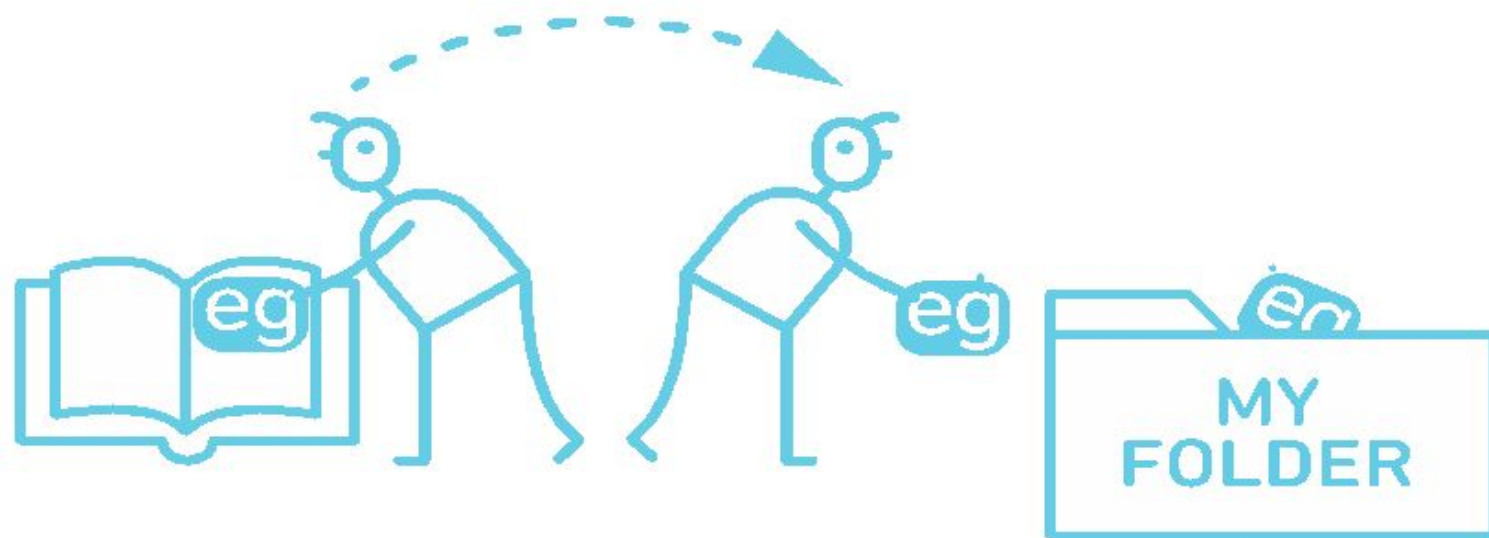




Concrete Examples

HOW TO DO IT

Collect examples your teacher has used, and look in your class materials for as many examples as you can find.



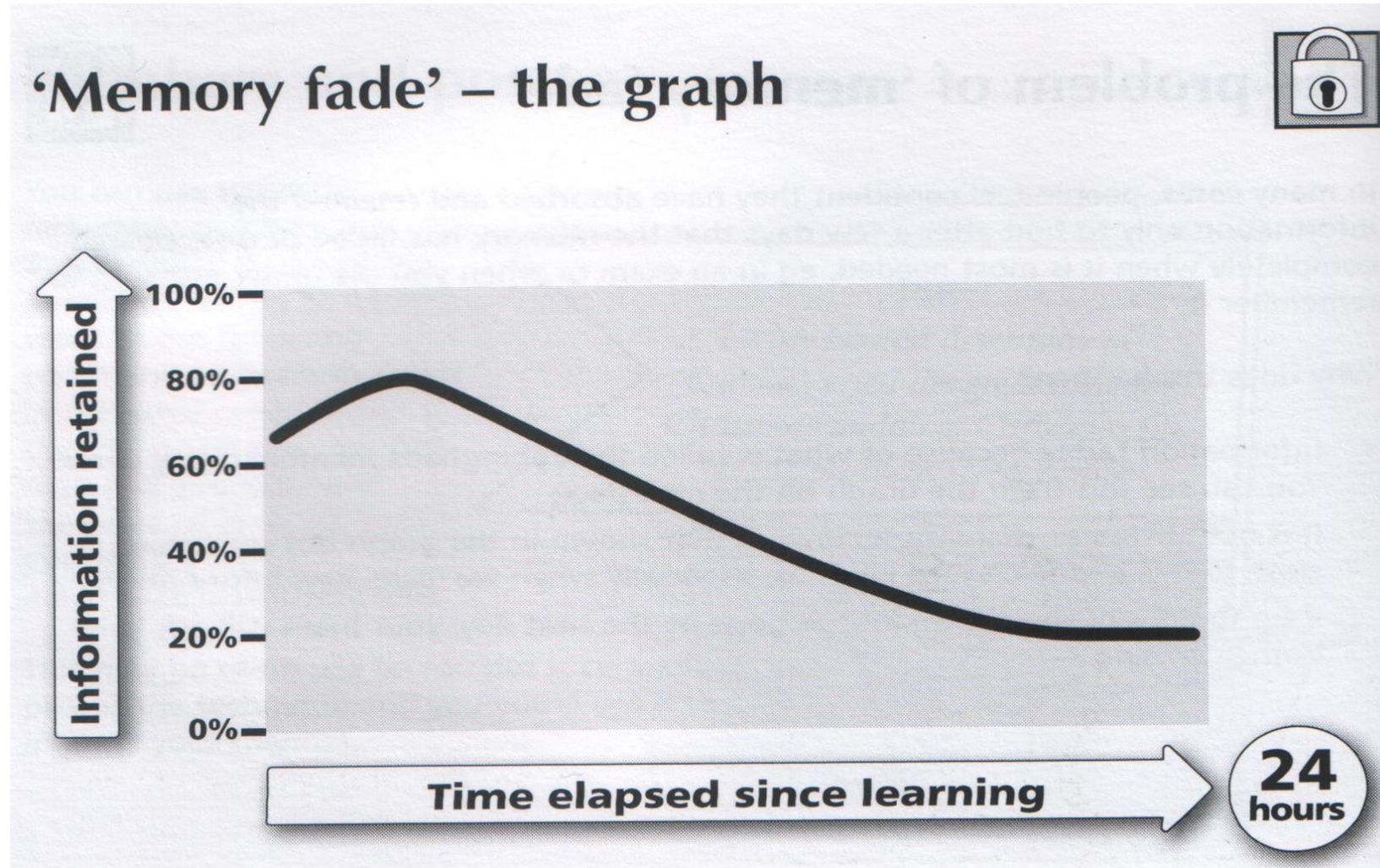
Retaining

Accessing memory, memory techniques and ways to avoid memory fade



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Memory fade – Ebbinghaus effect

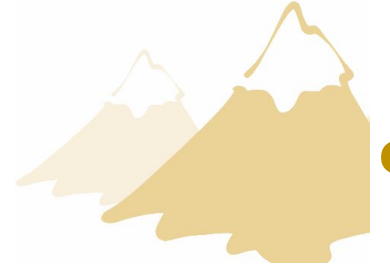




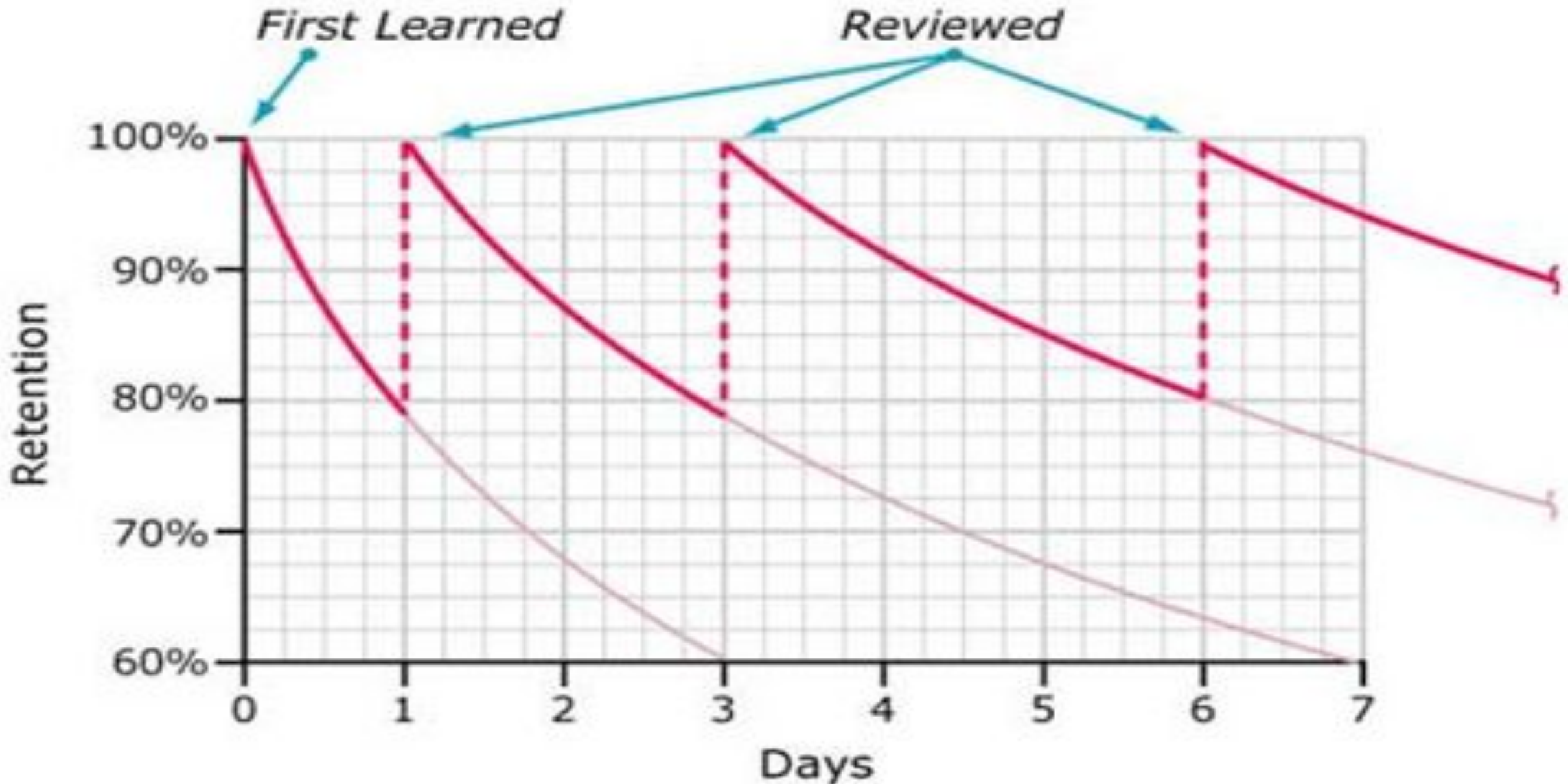
The solution

“All learning without reviewing is like trying to fill the bath with the plug out” Mike Hughes – Closing the Learning Gap

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Typical Forgetting Curve for Newly Learned Information





Quizzes work better than more study sessions

Roediger & Karpicke 2006 identified the Testing Effect

Study	Study	Study	Study	Test
Study	Study	Study	Test	Test
Study	Study	Test	Test	Test
Study	Test	Test	Test	Test

- Testing can be used as teaching
- Testing strengthens students' retrieval pathways
- Students become more aware of what they don't know (Roediger, Putman & Smith 2011)
- Putwain (2008) showed that test anxiety had a negative impact on GCSE results. Regular low-stake testing makes students less anxious about tests (Brown, Roediger & McDaniel 2014)

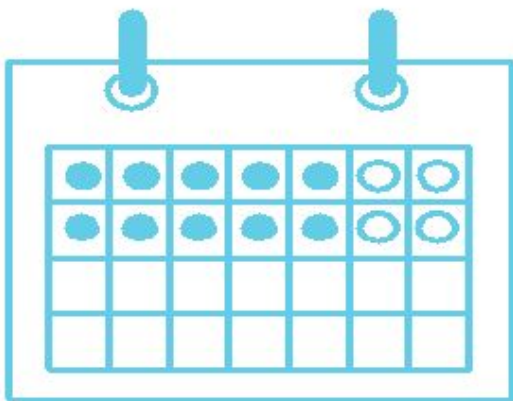


Spaced Practice

HOW TO DO IT

Start planning early for exams, and set aside a little bit of time every day. Five hours spread out over two weeks is better than the same five hours all at once.

M T W Th F Sa Su M T W Th F Sa Su





Spaced Practice

HOW TO DO IT

Review information from each class, but not immediately after class.

LESSON



BREAK



REVIEW





Spaced Practice

HOW TO DO IT

After you review information from the most recent class, make sure to go back and study important older information to keep it fresh.

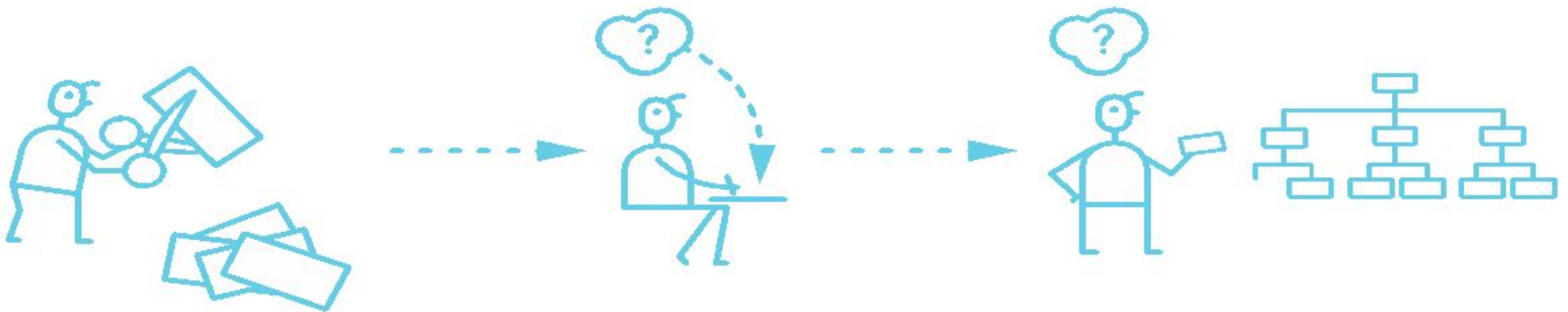




Retrieval Practice

HOW TO DO IT

You can also make flashcards. Just make sure you practice recalling the information on them, and go beyond definitions by thinking of links between ideas.



Hard work, trust & fairness



How you can revise from a revision guide/knowledge organiser?



Mastery, autonomy & purpose



Sites you can use:

Google Classroom

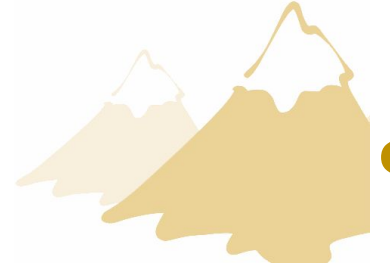
GCSEPod

Quizlet

Socrative

Hegarty maths

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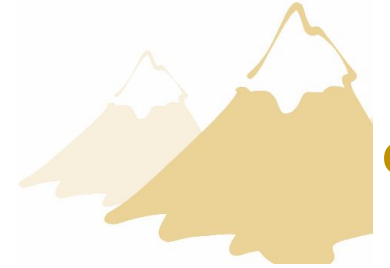
We need to know what it will look like in an exam

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Explain the formation of a spit.

Extra space

(Total 4 marks)



Spits result from transportation and deposition along the coast. Longshore drift carries material in the direction of the prevailing wind. When there is a break in the coast – e.g. a river mouth – or the coast changes direction, the process continues building out a long, narrow ridge of material. Often this is curved at a distance from the coast as it is affected by winds/ waves from a different direction.

Level 1 (Basic) 1–2 marks

Simple statements.

Order may jump about.

Sequence may be incomplete.

Deposition occurs along the coast. Longshore drift carries material along the coast. This builds a spit out to sea.

Level 2 (Clear) 3–4 marks

Statements are developed and linked.

Sequence and formation of spit is clear.

Longshore drift carries sediment along the coast. The swash is how the material is carried up the beach and the backwash takes it back down. In this way, material is moved along the coast in the direction of the prevailing wind. If the coast changes direction, sediment continues to be dropped in the same direction. In this way, a long, thin ridge of material is deposited – this is the spit.

Further out to sea, the end of the spit is often curved due to waves approaching from a different direction.

AO1 – 3

AO2 – 1

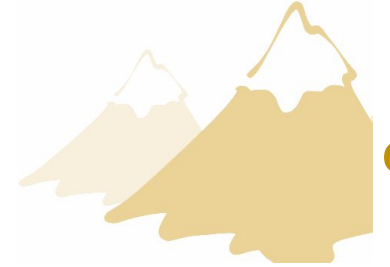
Recalling



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National citizens advice survey of 1000 students

- 80% seeing changes in their behaviour, physical and mental health
- 10% eating more or less than normal
- 10% not having enough time to shower or change clothes between revising
- 20% don't leave the house for days
- 7% sit alone in the dark
- 40% show signs of anger

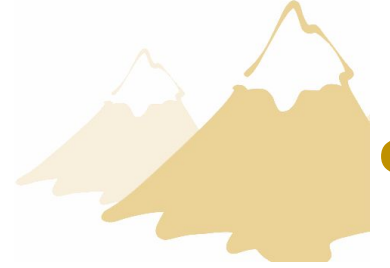




Procrastination techniques

- 38 minutes before becoming distracted
- An additional 43 hours on social media in the 6 weeks leading up to exams

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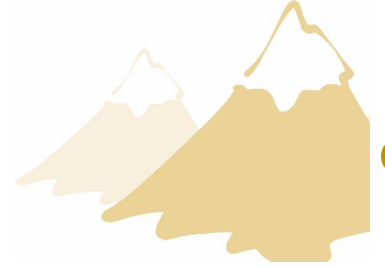




Stress busting

- Sleep, diet and exercise
- Practising self-belief techniques
- Relaxation techniques
- Visualising
- Tricks of the trade
- Preparation and planning

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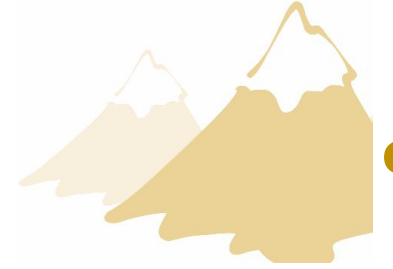




Visualisation

- Picture the whole process leading up to starting the exam
- Picture yourself opening the paper
- Picture yourself answering the questions successfully (make them the hardest questions possible)
- Picture what you will do if you can't answer a question

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Your brain and what happens when you're stressed

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The basics

- Sleep
- Switching off
- Food, drink, oxygen
- Positive beliefs.

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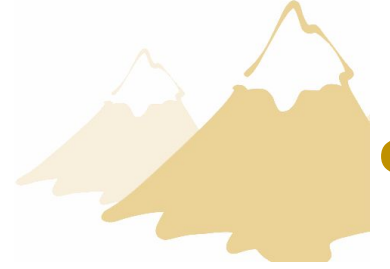




Be prepared

“The best way to make sure you are adequately prepared (and believe it) is to know that you have revised effectively.”

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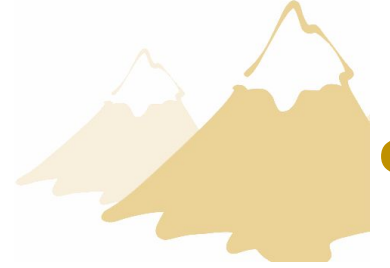




Structure and preparation

- Decorate your room with images of success to focus your mind.
- Organise your working area.
- Have all the equipment you will need handy.
- Gather up all your relevant exercise books and files and read through them. If things are missing, get replacements. Mark the main sections.
- Create a mind map of what has to be done.

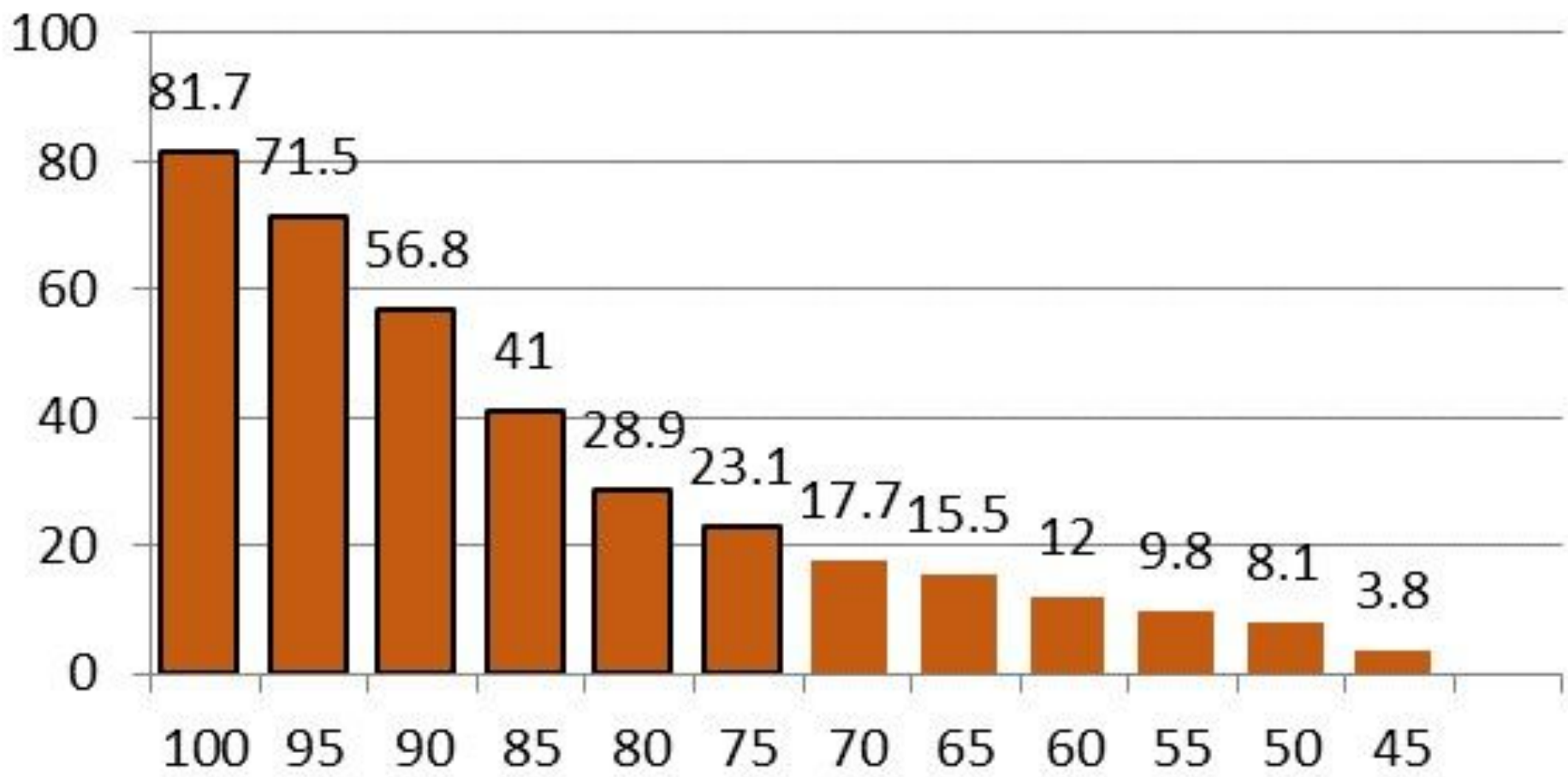
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Hard work, trust & fairness

Chances of 5+ GCSE 5-9 grades including English and Maths

Percentage of students achieving



Percentage attendance in Years 10 and 11

Mastery, autonomy & purpose

Hard work, trust & fairness



Mastery, autonomy & purpose



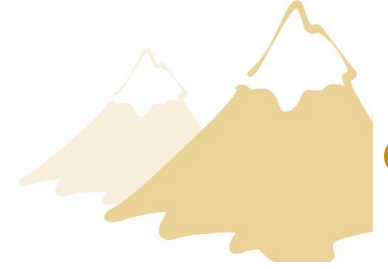
If you have any questions or need more help

Google classroom

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**“We are what we repeatedly do.
Excellence, then, is not an act, but a
habit.”** Aristotle

Mastery, autonomy & purpose