



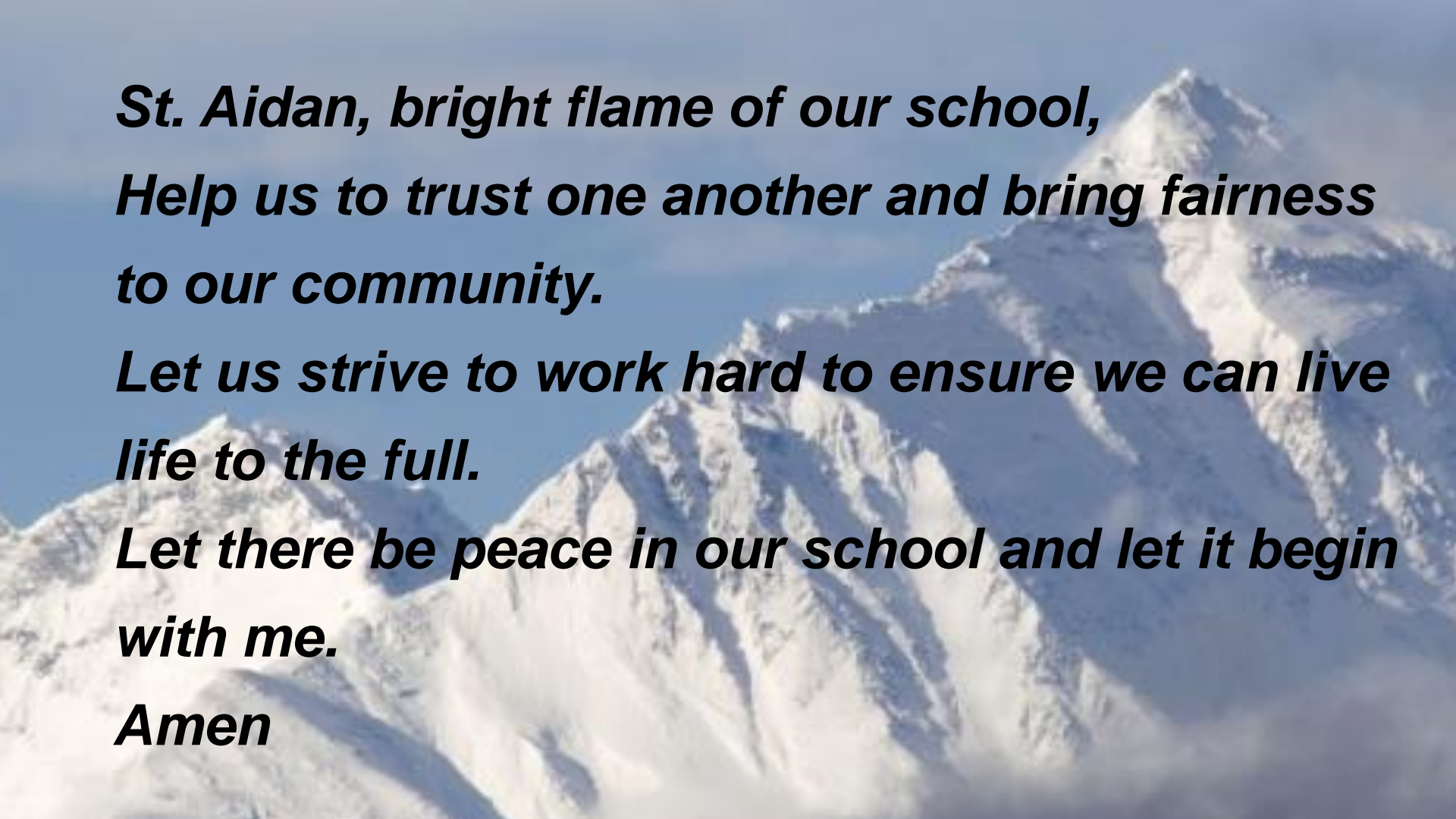
Proud to be part of



Bishop Chadwick
Catholic Education Trust

St Aidan's Catholic Academy

'Where excellence is a habit'



***St. Aidan, bright flame of our school,
Help us to trust one another and bring fairness
to our community.***

***Let us strive to work hard to ensure we can live
life to the full.***

***Let there be peace in our school and let it begin
with me.***

Amen

St Aidan's Y11 Revision Day

2021


Parental Information Session




Mr Sanderson – the current climate.

DFE:

‘The more parents are engaged in the education of their children, the more likely their children are to succeed in the education system. Scale of the impact is evident across ALL social classes and ethnic groups’



Key Question: How can we, as teachers and parents, support our sons'/students' learning?
Answer: Using our time wisely.



Your role may include some of the following:

- **The Partner:** attend parents' evenings and ask what you can do to help with homework and revision. Arrive prepared and take notes. Difference between school and home.
- **Provider of the tools:** encouraging the rest of the family to help by not disturbing revision; secure a quiet place for study, where their work can be safely kept; ensuring resources like pens and pencils are in house to cut down on wasted time. Emptying bag – dividers. Water. Snacks. Computer Access.
- **The Banker:** purchase the revision guides on Parent Pay.

Your role may include some of the following:

- **The Study Buddy:** look for opportunities to open up discussions on issues or subjects. By talking to them you will have a better understanding of what they are doing. Check their understanding.
- **Entertainment Officer:** visit websites to find out more about the subjects and specification your son is studying.
- **Project Manager:** help them to plan revision in hour sessions and encourage them to take a short break between each session. Little and often works best at the start, encourage your son to find a regular time to study so it becomes a daily routine. Stick to it. Put key dates in your diary so that you can support before 'panic stage'. Know the year inside out.

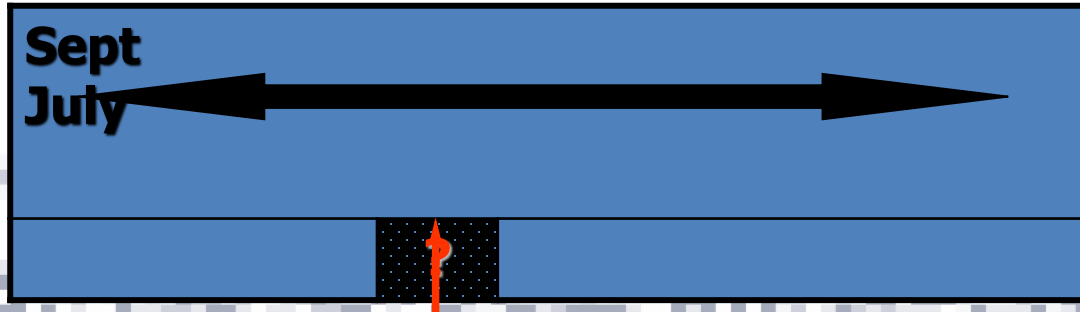
Your role may also include some of the following:

- **Go-between:** for your child and the school where necessary; making sure problems are nipped in the bud and asking the questions your child won't. Homework. Accept no excuses.
- **Friend:** encourage perspective when things go wrong; praise and reward and empathize.

Attendance

1 school year at **90%** attendance = **4** whole weeks of lessons
MISSED!!!
FAST & FULL CURRICULUM

38 school weeks



Absent for 4 weeks

How to revise effectively

Period 6

100% and retrieval practice

Solid revision timetable

Knowing effective revision strategies



Revision Timetable

Weekly Revision Timetable

Name: _____



Day	8:30 – 10:00	10:00 – 11:00	11:00 – 12:20	12:20 – 1:50	1:50 – 2:50	2:50 – 4:00 <small>(Revision / Intervention)</small>	4:00 – 5:00	5:00 – 6:00	6:00 – 7:00	7:00 – 8:00	8:00 – 9:00	9:00 – 10:00
Monday						English	RE	Break	Music	English	Relax	Relax
Tuesday						Science	Break	Break	Maths	Geography	Relax	Relax
Wednesday						Break	Geography	English	Break	Maths	Music	Relax
Thursday						Maths	Science	Break	Business Studies	Relax	Relax	Relax
Friday						Play football	Break	English	Break	Maths	Business Studies	Relax
Saturday	Science	Maths	Geography	Science	Football	Football	Football	Football	Relax	Relax	Relax	Relax
Sunday	Geography	Football	Football	Relax	Relax	Science	Maths	Break	Geography	RE	Relax	relax

***Remember: make sure you give yourself breaks and allow time to relax and do the things you want to do and enjoy doing.

So how much revision should I do?

For one GCSE subject, allow 1 hour of revision per topic.

Therefore, the **minimum** amount of revision time needed for one subject is “1 hour X total number of topics”.

If a subject covers 50 topics, then that subject would require at least 50 hours of revision time.

If your son is doing 8 subjects, he would need at least 400 hours of studying.

Therefore if your son set aside 3 hours every day for revision. He would need to start revising at least **5 months** before the GCSE exams to cover all topics.

**How long do I need to revise
for?**

At least 3 hours per night

Weekly Revision Timetable

Name: _____

Day	8:30 – 10:00	10:00 – 11:00	11:00 – 12:20	12:20 – 1:50	1:50 – 2:50	2:50 – 4:00 (Revision / Intervention)	4:00 – 5:00	5:00 – 6:00	6:00 – 7:00	7:00 – 8:00	8:00 – 9:00	9:00 – 10:00
Monday						English	RE	Break	Music	English	Relax	Relax
Tuesday						Science	Break	Break	Maths	Geography	Relax	Relax
Wednesday						Break	Geography	English	Break	Maths	Music	Relax
Thursday						Maths	Science	Break	Business Studies	Relax	Relax	Relax
Friday						Play football	Break	English	Break	Maths	Business Studies	Relax
Saturday	Science	Maths	Geography	Science	Football	Football	Football	Football	Relax	Relax	Relax	Relax
Sunday	Geography	Football	Football	Relax	Relax	Science	Maths	Break	Geography	RE	Relax	relax

*****Remember: make sure you give yourself breaks and allow time to relax and do the things you want to do and enjoy doing.**

How do I know what to revise?

Exam board specification.

Appropriate websites to help with revision.

Your own revision notes.

Past papers and mark schemes.



Where should I revise?

You need a quiet space, with the resources you need, free from distraction. This space will differ for each of you.



Cornell Notes

This method is a really good way to organise revision notes.

They could be used in lessons, for revision notes or when taking notes from some reading.

The advantages of a Cornell approach to note taking include:

- ❑ Students will have an organised set of notes.
- ❑ The quality of the notes will be much better and suitable for revision.
- ❑ The information is in a format that suits both short and long-term memory.
- ❑ A simple homework of recording information which is already effective becomes more challenging
- ❑ Preparing students for note taking at university.

Recall

After the lesson (or after you have finished taking your notes) cover up your notes with a piece of paper.

In this column try to write down all the key words and ideas that are involved.

You could also write down questions that you think your notes answer.

When you're done, ask the questions you wrote down out loud and try to answer them.

You should then reflect on the material by asking yourself questions, for example: "What's the significance of these facts? What principle are they based on? How can I apply them? How do they fit in with?"

TOPIC	DATE
CUES <small>WRITTEN AFTER CLASS</small>	NOTES
	TAKEN DURING CLASS LECTURE OR DURING TEXTBOOK READING
MAIN IDEAS	. MAIN POINTS
	. PARAPHRASE
VOCABULARY	. BULLET POINTS
	. OUTLINES
QUESTIONS ANSWERED BY NOTES	. CHARTS/DIAGRAMS

BRIEF SUMMARY OF NOTES HIGHLIGHTING
MAIN IDEAS

SUMMARY
WRITTEN AFTER CLASS

Note-Taking

This is where you take your notes. If you are using this method in class do not try to write everything down. You won't have time for this and you won't really be engaging with the material. You need to decide what's really important and use abbreviations. You can use the ones you normally use for text messages!

TOPIC	DATE
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	. OUTLINES
QUESTIONS ANSWERED BY NOTES	. CHARTS/DIAGRAMS
BRIEF SUMMARY OF NOTES HIGHLIGHTING MAIN IDEAS	SUMMARY WRITTEN AFTER CLASS

Summary

Finally, once you have reviewed your notes in the left hand column write a summary of the information here. This summary should just be a few sentences that contain the most important points.

TOPIC	DATE
CUES WRITTEN AFTER CLASS	NOTES
	TAKEN DURING CLASS LECTURE OR DURING TEXTBOOK READING
MAIN IDEAS	. MAIN POINTS
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QUESTIONS ANSWERED BY NOTES	. CHARTS/DIAGRAMS
BRIEF SUMMARY OF NOTES HIGHLIGHTING MAIN IDEAS	
SUMMARY WRITTEN AFTER CLASS	

Student Example

Title: Tectonic Theory

Key Ideas

- The theory of tectonics
- The process of tectonic movement
- The distribution of earthquakes and volcanoes.
- The different layers of the Earth
- Build up of pressure

Key Vocab

- convection current
- crust, mantle, outer and inner core
- plate margins - divergent, constructive
- pressure and friction

Potential Exam Questions

Describe the distribution of earthquakes/volcanoes.

Note-Taking

- The inner core - solid and made up of iron and nickel with temperatures of up to 5,500°C
- The outer core - liquid layer made up of iron and nickel.
- The mantle - 2,900km thick - of semi molten rock called magma
- The crust - 0-60km thick, the thickest layer can be either continental or oceanic.
- Heat rising and falling creates convection currents.
- Currents diverge near earth's crust and move the plates apart
- When they converge the move towards each other.
- The Richter scale - the measure of how strong an Earthquake is -
- Subduction - when one plate moves over another, forcing it down



Summary :

Earthquakes are the result of build up of pressure and friction. The process of earthquakes and volcanoes are caused by the movement of

Graphic Organisers



What is a graphic organiser?

Your memory likes logic and imagination because of what goes on in each half of your brain.

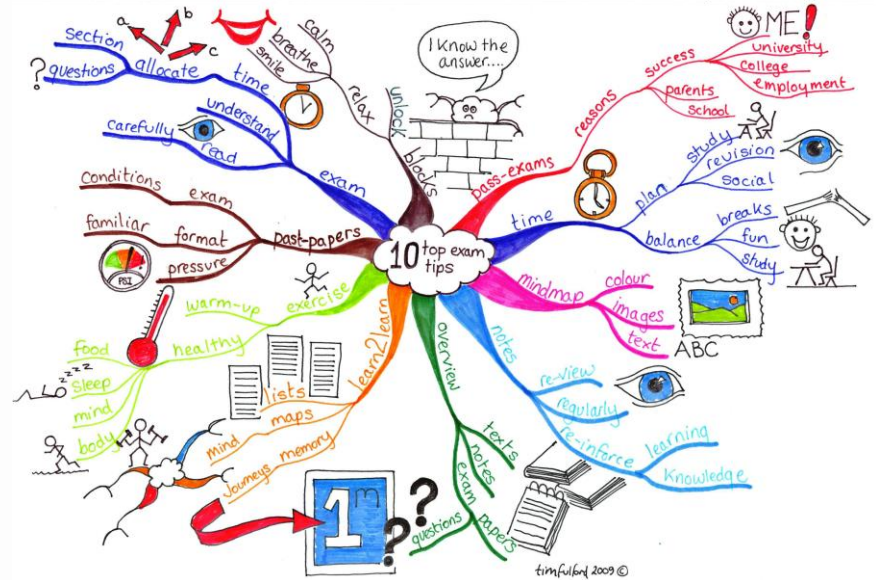
Your **right brain is for creativity** and your **left-brain is for logic**. When the two halves work together you are stimulating more activity in your brain. This means you are unstoppable!

A Graphic Organiser is the term given to a task that involves organising knowledge in a particular layout, that can involve the use of images, to trigger memory.



Association Maps

Last year we looked at A Maps. Many enjoyed this task, let's just recap what they are. Association Maps (A – Maps) are an excellent memory tool for large topics, but can help you understand and condense information too. It involves branching off from the main points, eventually down to the finer detail.



Revision Clocks

A way of *revising* which can break a **topic** down into **12 sub-categories**.

1. You make notes in each chunk of the *clock*.
 2. Next, you *revise* each slot for **5 minutes**,
 3. Turn the *clock* over and recite back certain sections of the *clock*.
- You could use your 'I can statement' sheets to help you.



Factoons

This is something I have invented.
This works for people who are **visual learners** (like me), who, once they have drawn something and added a fact, can picture it when they are remembering that particular topic.
You need to **think carefully about how to layout your images.**
The more simple the better. Think about how you can best represent the fact you are trying to draw.



Retrieval Practice

Retrieval practice refers to the act of recalling learned information from memory (with little or no support) and every time that information is retrieved, or an answer is generated, it changes that original memory to make it stronger.

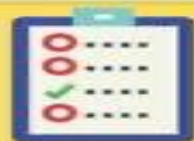


‘Using your memory,
shapes your memory!’

This directly links to the work of Professor John Dunlosky, where he ranked different study strategies in order of how effective they are. **Retrieval** and **spaced practices** were considered to be the most effective and lower down were re-reading, highlighting and summarisation.

Five benefits of Retrieval Practice

1. It's a powerful strategy to support learning.



2. It can identify gaps in knowledge.



3. Can lead to better organisation & transfer of knowledge.



4. Retrieval review is valuable for the student, teacher & parents.



5. Regular retrieval practice encourages students to study & self-test more.



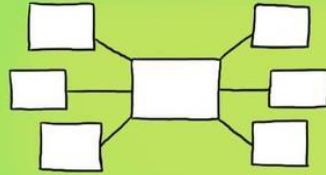
Retrieval practice methods:

Retrieval Practice Examples

- * Exit Tickets
- * Starter quizzes
- * Multiple choice quizzes
- * Short answer tests
- * Free write
- * Think, pair, share
- * Ranking & sorting
- * Challenge grids

BRAIN DUMP

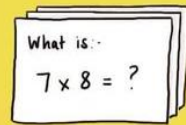
Write, draw a picture, create a mind-map on everything you know about a topic.



Give yourself a time limit, say 3 minutes, then have a look at your books & add a few things you forgot.

FLASHCARDS

Create your own flashcards, question on one side answer on the other. Can you make links between the cards?



You need to repeat the Q&A process for flashcards you fail on more frequently & less frequently for those you answer correctly.

QUIZZING

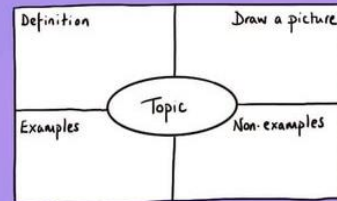
Create practice questions on a topic. Swap your questions with a partner & answer.

Question - What is a metaphor?

- A comparison using 'like, as, than'.
- A comparison where one thing is another.
- A comparison with a human attribute.

KNOWLEDGE ORGANISERS

Complete a knowledge organiser template for key information about a topic.



You can use knowledge organisers to learn new vocab & make links in between subjects or ideas.

After you have retrieved as much as you can go back to your books & check what you've missed. Next time focus on that missing information