



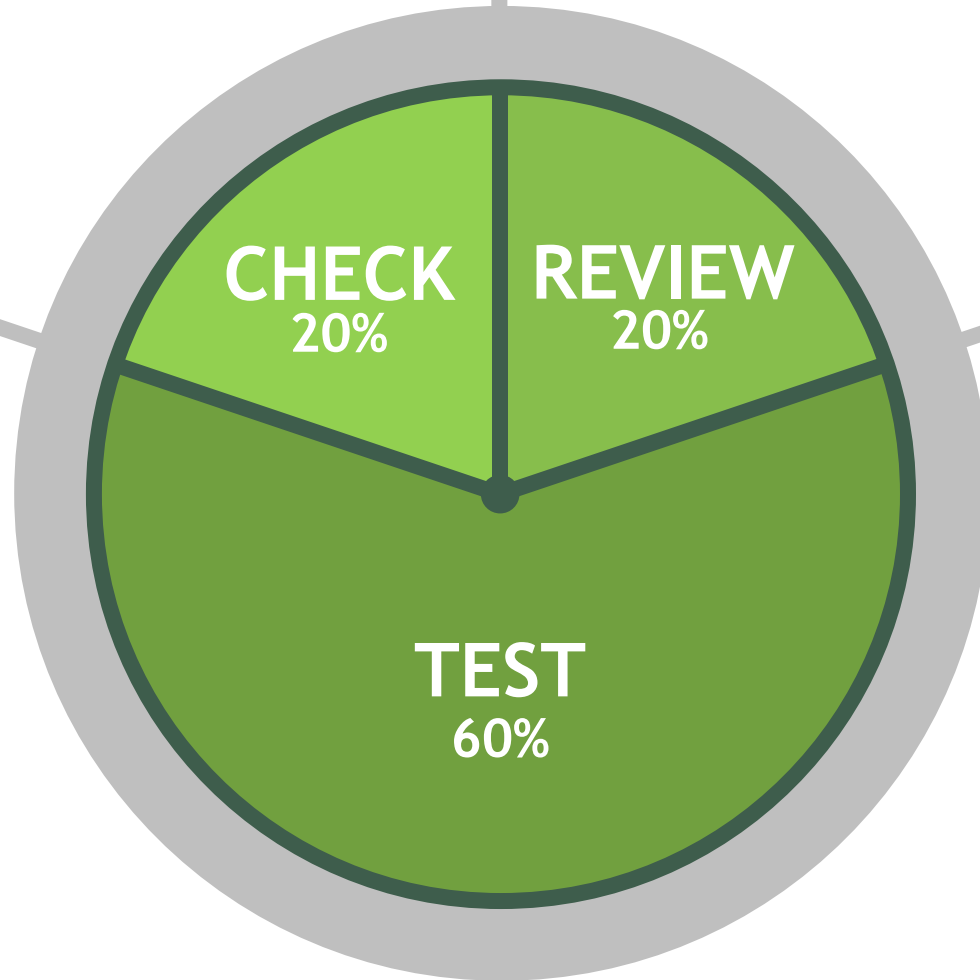
Heathfield

Community College and Sixth Form

Independent Revision



THE REVISION CLOCK



Independent Revision

Students will be actively taught independent study skills, what these are and where and how to use them:

1. Using images for text
2. Mnemonics
3. Summary
4. Highlighting
5. Re-reading
6. Self-Explanation
7. Interrogating a topic
8. Interleaving
9. Distributed practice
10. Testing

Some of these strategies are not effective on their own.

Some are sometimes effective when used together

Some are almost always effective

RE-READING NOTES

RE-READING:

Although used by a majority of students the problem is:

- It does not always increase understanding
- Benefits are not long lasting

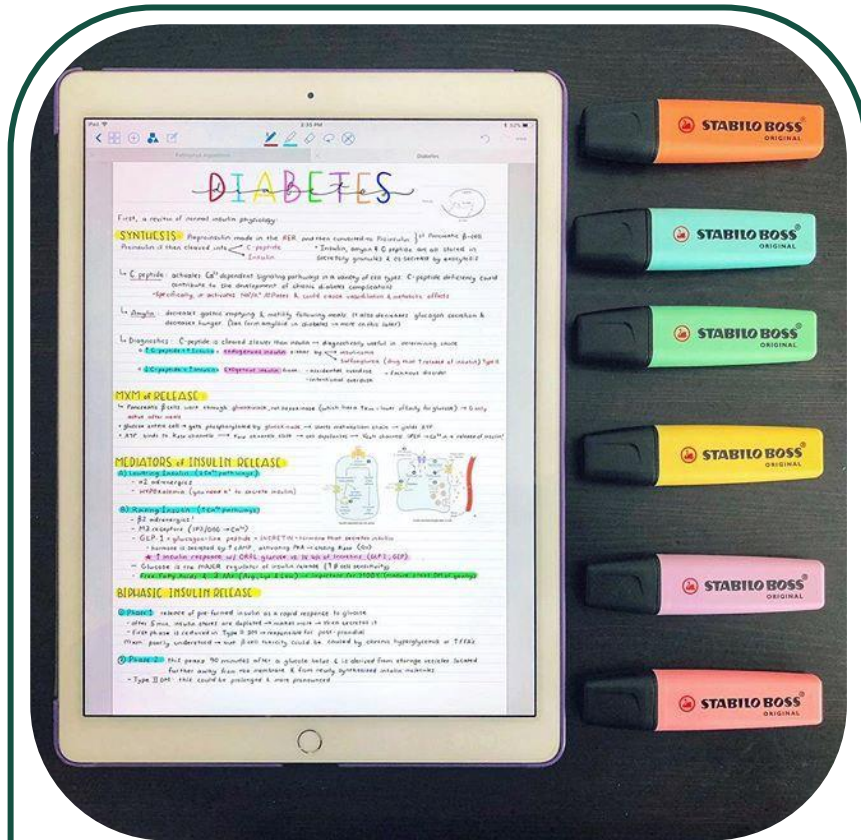
Combine this with other more effective techniques:

- Re-read then test.
- Re-read then explain.



Literally reading through notes or pages of a text book/website on a topic you know you need to develop

HIGHLIGHTING NOTES



Combine with more effective strategies like Testing and Explaining

HIGHLIGHTING:

Lots of people like a highlighter, but:

- It focuses the mind on one single aspect, with less room for connections between concepts.
- It does not explain inference or deepen understanding

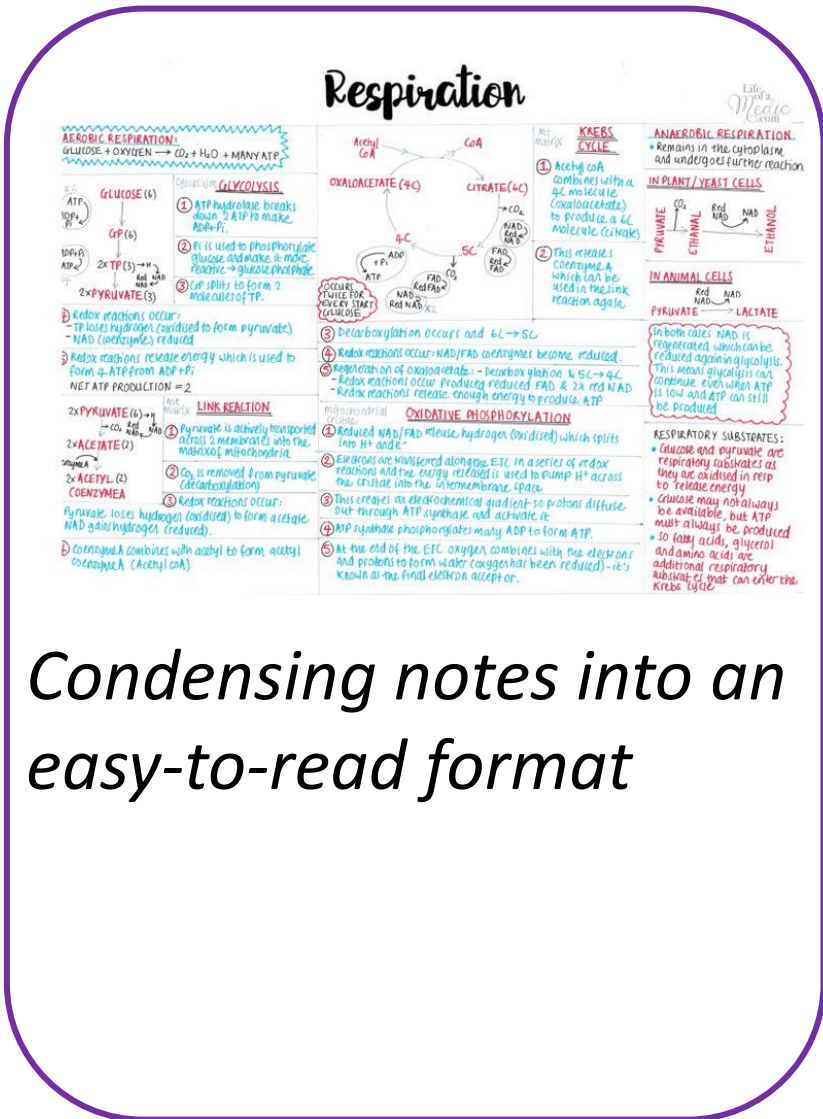
SUMMARIES

SUMMARIES:

Paraphrasing the key ideas:

- Difficult for younger students with less experience of writing good summaries – works best with undergraduates.

Apply and check your accuracy and recall by using testing and explaining



Condensing notes into an easy-to-read format

MNEMONICS & IMAGES

My	M	Mercury
Very	V	Venus
Educated	E	Earth
Mother	M	Mars
Just	J	Jupiter
Served	S	Saturn
Us	U	Uranus
Nachos	N	Neptune

Phrases that stand for words to help you remember key concepts

MNEMONICS & IMAGES :

Can help with knowledge retention of simple concepts, but:

- Not that easy for complex concepts.
- Benefits do not last long.

Must be used with testing to be effective and then revisited frequently

Independent Revision

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These are not particularly effective used on their own but sometimes effective when used with other methods

Self Explanation & Interrogation

Self Explanation:

Explaining how new information *links to existing knowledge.*

Works well when solving problems in maths or science

Interrogation:

Explaining *why a particular fact is correct.*

Why?

Why?

Why?

Works well with facts or a set of concepts built over a chapter.

Massed Practice vs Interleaved

Massed Practice:

For the basics -
practicing the same
thing repeatedly
until it is secure:

- MFL vocab
- Spellings
- Quote Learning
- Dates

Interleaved Practice:

Varying the type of
problem or question:

- Different types of
Maths problems.
- Short answer
questions from a
range of different
topics in a subject.

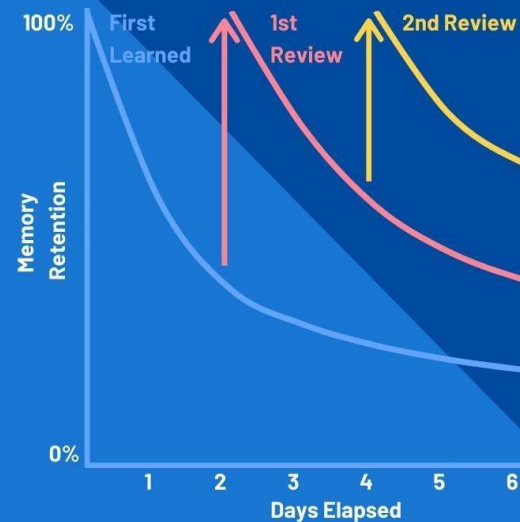
*To be able to problem
solve when you need to.*

Distributed Practice

Instead of cramming all the content in one “massed practice”

Practice and testing of shorter occasions over a longer period of time, interspersed with other topics

Forgetting Curve: Without Revision, Only 25% of Learned Material Retained After ~ 1 Week



Combat this with Active Recall + Spaced Repetition

Practice Testing

One of the most effective ways of improving learning.

test, quiz, exam

Benefits are Indirect and Direct

Direct: e.g 2 students read a book. 1 re-reads sections to remember important parts.

1 hides the answers and tries to recall from memory = more effective. Boosting long term memory.

Indirect: as a diagnostic. Student completes a test. Marks the test. Revisits and re-learns the sections that scored lower.

Used to work out what you know and what you don't know.

How to use Practice Testing

- Short essay without notes.
- A section of a past paper question in timed conditions.
- Multiple questions on the same topic.
- Being tested by someone else.
- Flashcards from memory.
- Multiple choice questions.
- Using a test to highlight areas to re-learn

Recall from
memory is
critical

How to use Practice Testing

Application:
Diagnostic approach.

Do the test, use the mark scheme or compare to the notes.

Then go back and relearn the sections you got wrong.

Test again

Application: Taking notes in a way that supports testing.

e.g. Making flashcards as you make notes. Quizzing websites: Quizlet/ Method Maths/ Seneca/ Educake etc

Revisit multiple times, a day later, a week later etc.
(distributed practice)

Useful Revision Activities

Testing Strategies

- Flashcards
- Quizzing websites:
Quizlet/Method
Maths/Seneca/
Educake etc
- Mind Maps
- Past Paper
Questions & Mark
Schemes

A Revision Timetable.

Splitting subjects over
time

The Revision Clock
Approach

A calm, focused revision
environment.

Balanced approach:
exercise, diet, social time

Strategies can vary because.....

Students need to be thinking carefully about the right tools, at the right time, for the right subject.

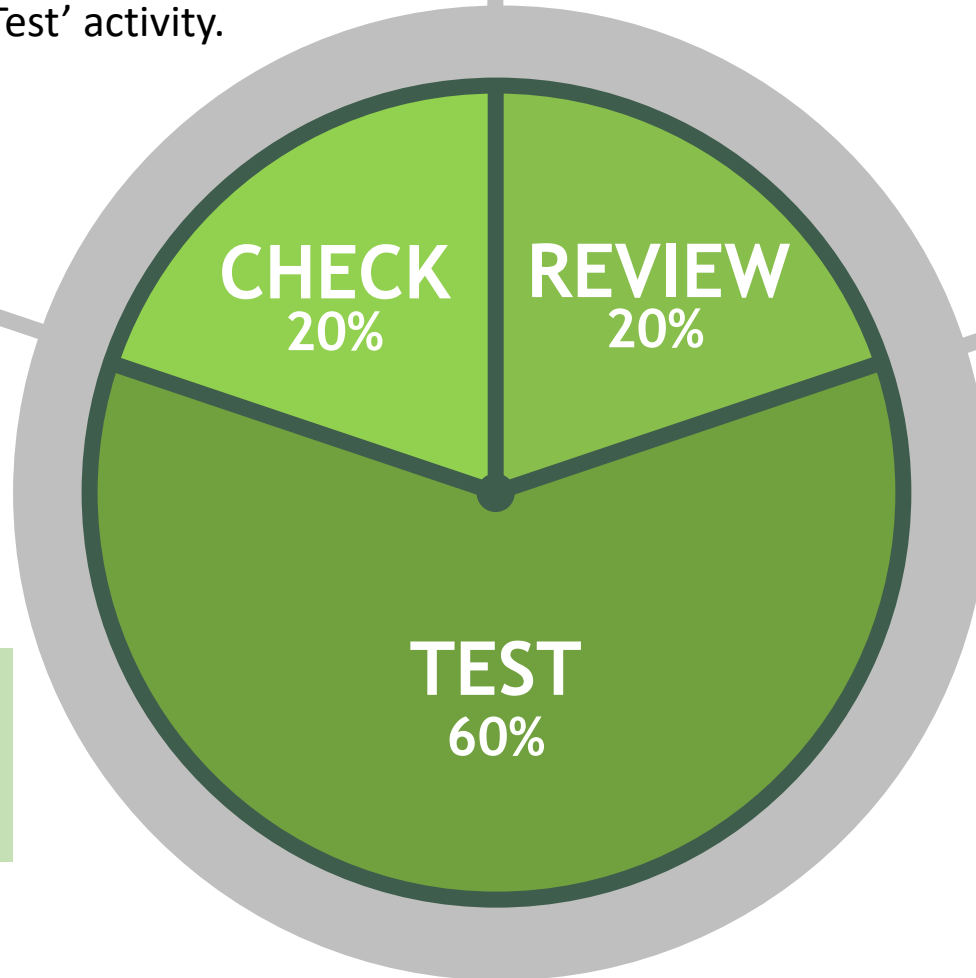
This takes a careful consideration of what they are being asked to do in their exams for each subject and therefore what revision is most useful.

- Mark Schemes for PPQ
- Check against your notes
- Record any points omitted or wrong and re-learn

Check: Check what you've done is accurate.
Correct: Amend and improve what you created in the 'Test' activity.

Plan: Where are there gaps in your knowledge? Decide a focus.
Elaborate: Fill in gaps

- Use PLCs
 - A marked assessment
- Manipulate the information
- Mind Maps
 - Flash Cards
 - Model questions
 - Explain a topic to someone else



- Past Paper Questions
- Look Cover write
- Any of the 'elaborate' activities if done from memory.

Test

- Put the revised knowledge and skills to the test by completing a non- passive activity.
- Do this from memory, without looking at notes.
- Complete the activity in exam conditions (including in an appropriate environment).