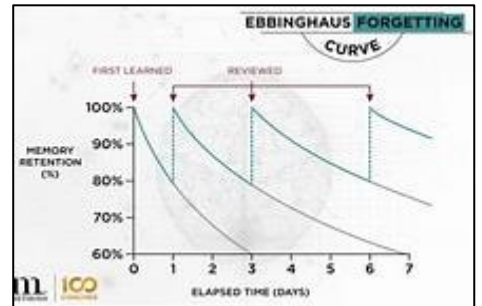# Active Revision, A Parent Guide: Key Principles

A lot of research has been done recently on the most effective study strategies:

1. **Retrieval Practice**: this is retrieving knowledge from memory, without any cues.

2. **Spacing**: this is leaving a gap between learning information and revisiting it.
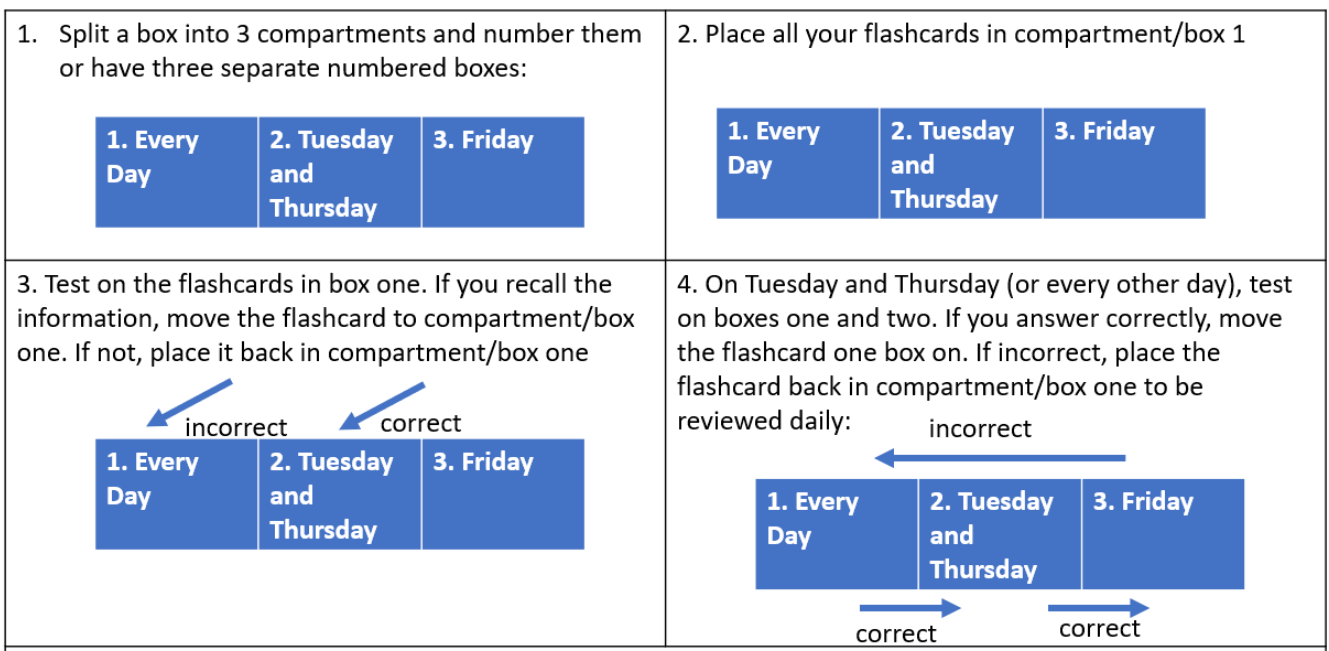

3. **Interleaving**: Mixing different topics and using varying methods of revision in each study session rather than blocked practice where you focus on single subjects before moving on to another.

4. **Elaboration**: this is using 'how' and 'why' questions to explain our learning.

5. **Dual-coding**: this is using images to help remember our learning.

Protégé Effect - There is also research showing that **teaching** and **self-explaining** are very effective study strategies. Therefore, you can support your child by allowing them to 'teach' you key content!

A revision session, should include looking at topics from different subjects and use varying methods of effective revision - please find a summary of these on the next few pages.

Flashcards and using The Leitner Method

Flashcards are great as long as they don't have too much information on them. They should be created to enable students to prompt and retrieve information using keywords and definitions, Power words from quotes, images and diagrams. **The Leitner Method** is a way of quizzing with flashcards where students move the cards to different compartments depending on whether or not they recalled the information correctly. This strategy makes use of **retrieval** and **spacing**.

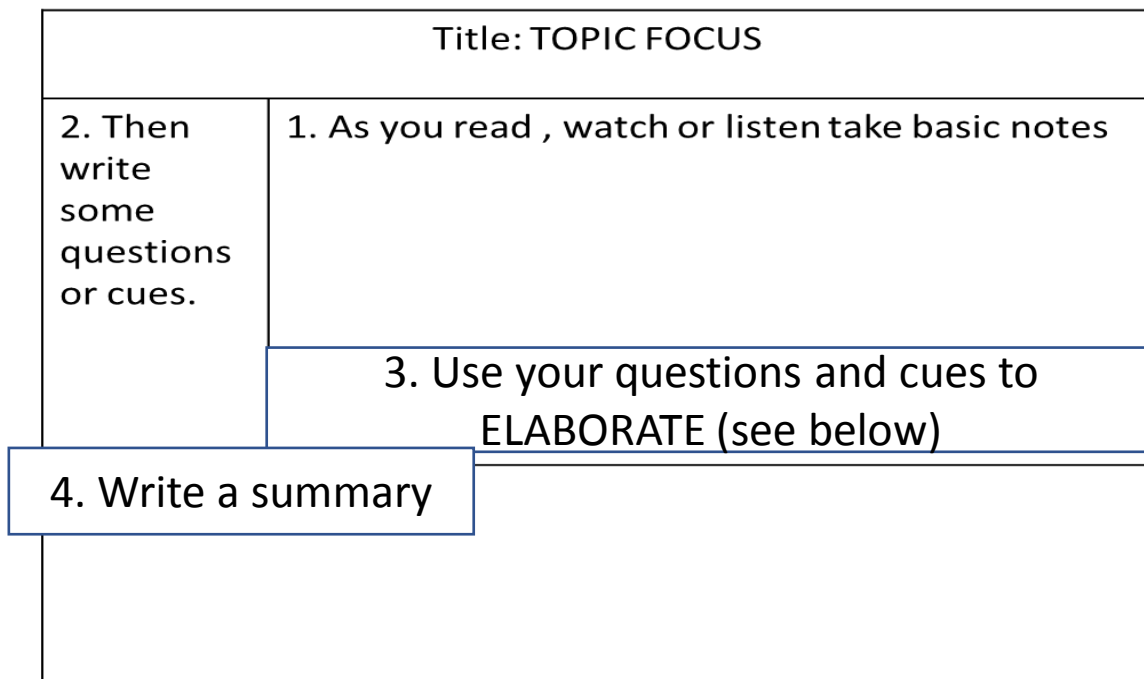| 1. Split a box into 3 compartments and number them or have three separate numbered boxes:	2. Place all your flashcards in compartment/box 1
1. Every Day | **2. Tuesday and Thursday** | **3. Friday**	**1. Every Day** | **2. Tuesday and Thursday** | **3. Friday**
3. Test on the flashcards in box one. If you recall the information, move the flashcard to compartment/box one. If not, place it back in compartment/box one incorrect ← ← correct **1. Every Day** | **2. Tuesday and Thursday** | **3. Friday**	4. On Tuesday and Thursday (or every other day), test on boxes one and two. If you answer correctly, move the flashcard one box on. If incorrect, place the flashcard back in compartment/box one to be reviewed daily: incorrect ← **1. Every Day** | **2. Tuesday and Thursday** | **3. Friday** correct → correct →

Dual-coding is where images are used to help remember important information. Studies show that when students create their own image to represent a vocabulary word, they are more likely to remember it. Students could include simple images on flashcards and use these to test themselves on key vocabulary words or quotes.

For example, students could use the images below to self-quiz by covering up the written information:
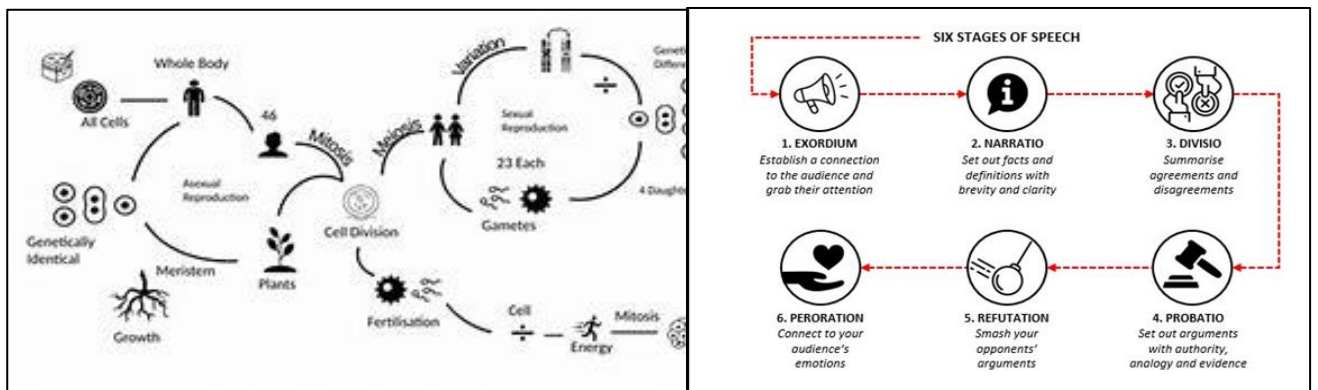
Making effective notes - Cornell Notes

Cornell Notes is a process of taking notes where students write key information and add cues (e.g. questions). They include a summary and a title. **This method can be used when reading a text, for example from their notes, a CPG book, from listening to a podcast or watching a video**. By writing 'how' and 'why' questions, this strategy makes use of **elaboration**.

Title: TOPIC FOCUS	
2. Then write some questions or cues.	1. As you read , watch or listen take basic notes
3. Use your questions and cues to ELABORATE (see below)	
4. Write a summary	

Elaboration is showing understanding of a topic by answering 'how' and 'why' questions.

Below are some sentence stems students could use to practise this:
How does this to what I already know?
What impact does this have ?
How does X work?
Why does X happen?
Why does it make sense that _____?
Why is this true?
Why is X true and not Y?
When did X happen?
What caused X?
What is the result of X?
This is also a great strategy for students to practise **self-explaining** by answering these questions. If they explain them to a partner, they would be **teaching** – another very effective revision tool.

Brain Dump/Knowledge Splat

A brain dump or knowledge splat is a very simple revision strategy involving 'dumping' or 'splatting' everything your child knows about a topic onto a black piece of paper. It could be in the form of a list, diagram, timeline or map. This strategy makes use of **retrieval by following these steps.**

Step one: students choose what they want to revise (e.g. the character of Romeo and Juliet)

Step two: students write down everything they can remember on this topic.

Step three: students read over lesson material / notes to see how well they remembered the chosen topic and check any errors. This is the most important stage as it is where they evaluate their learning. They should use a different colour pen to fill in any gaps or make corrections which become their focus for the next revision session.

Quizzing and Self Quizzing

BBC Bitsize, SENECA and Mathswatch are a good starting point for quizzing

Students can use their notes and key materials from lessons to self-quiz. This strategy makes use of **retrieval**. The process works in four steps:

Step one: students read the key information (e.g. their notes on conflict in Romeo and Juliet)

Step two: students conceal the information.

Step three: students write down everything they can remember (if using a page of Cornell notes, they can use the questions they have written as cues).

Step four: students look back over the key information to see how well they remembered it. This is the most important stage as it is where they evaluate their learning. They should use a different colour pen to fill in any gaps which become their focus for the next revision session.

This self-quizzing process can be done in pairs with students questioning each other or with you questioning them.