

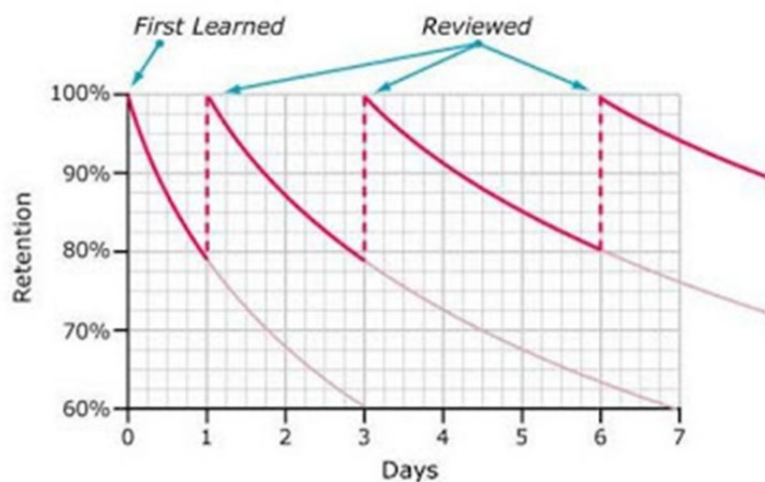
Parent Guide to Effective Revision

The following strategies can be used to support your child with their independent revision.

Interrupting forgetting:

Going back over previously learnt topics is essential for effective learning. Repetition is key to retention which is why this is one of the best ways to overcome the forgetting curve.

Typical Forgetting Curve for Newly Learned Information



By frequently revisiting the newly learned content, the brain will mark the content as important, making it more likely that it stores it as a **long-term memory and is stored permanently**. If we do this regularly, we can **effectively interrupt the process of forgetting**.

Spaced out Study over time:

The **spacing** effect occurs when an individual repeats information **over a spaced-out time**, resulting **in** better recalling and retaining of the information. This slows down the forgetting process.

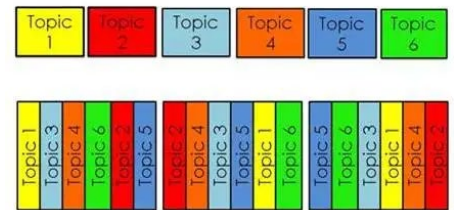
Start planning early for exams and set aside a little bit of time every day. Five hours spread out over 2 weeks is better than five hours all at once.

Interleave topics/subjects:

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

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

Blocking vs interleaving



Retrieval Practice:

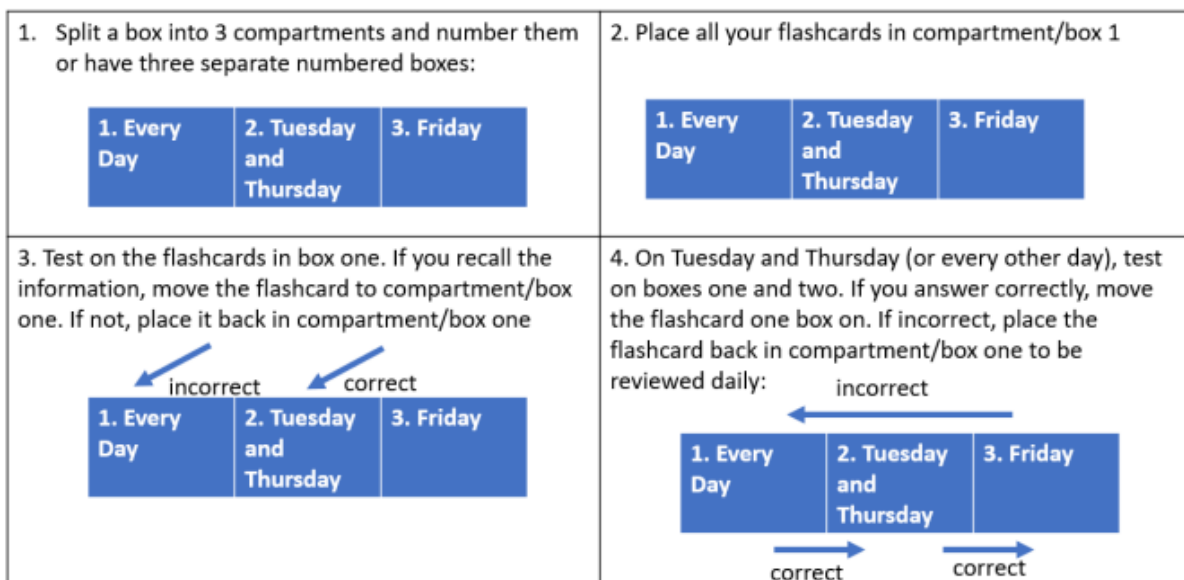
Put away your class materials and write or sketch what you know. Be as thorough as possible, then check you class materials for accuracy and important bits you may have missed.



Flashcards – using the Leitner method:

Use flash cards to recall key information and make links between different ideas. These should help to prompt and retrieve information using keywords and definitions, power-words form quotes and images & 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.



Making learning effective – Test:

Take as many practice tests as you can. Use ready-made tests- or make your own.

Elaborate:

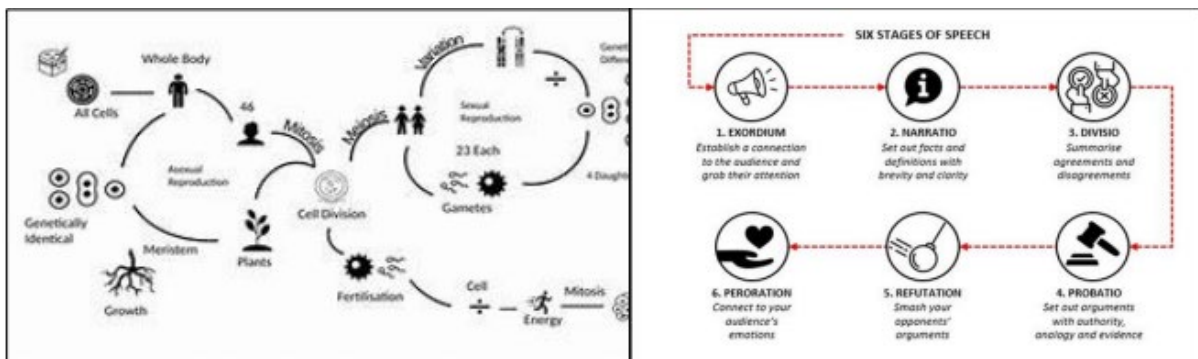
Ask yourself questions whilst studying, about how things work and why, and then find the answers in your class materials.

As you elaborate make connections between different ideas to explain how they work together. Take two ideas and think about how they are similar and different.

Dual Coding:

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:

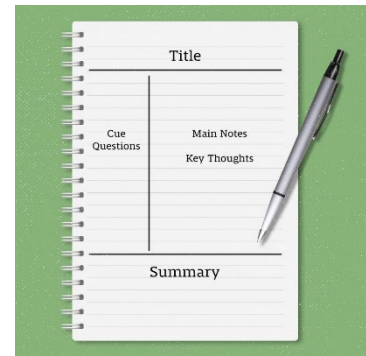


Protege effect:

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!

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.



Brain dump/knowledge splat:

A brain dump or knowledge splat is a very simple revision strategy involving 'dumping' or 'splating' 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

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:

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

Step two: students conceal the information.

Step three: students write down everything they can remember

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.