

Year 7 Revision Evening



Tuesday 4th May 2021

Mrs Jefferies – AHT Behaviour / HOY7

This evening

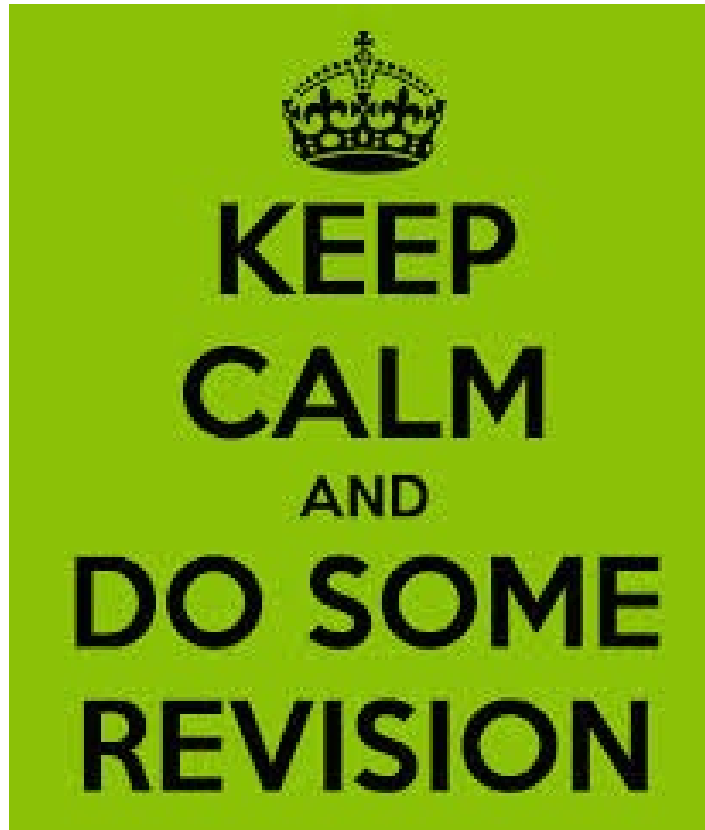
- The logistics of the exam period
- How to revise effectively
- Revision strategies/methods
- How can you help at home?

The logistics of the exam period



Y7 Exam week – 24th May

(Timetable emailed to students)



Year 7 Exam Timetable:

**week beginning 24th
May 2021.**

St George's block

Friday is lessons as normal. It is also a catch up day for any exams missed due to illness / absence.

Day/Time	Period 1 9am	Period 3 11am	Period 5 1.30
Monday	Science (60 mins)	Art (60 mins)	RE (60 mins)
Tuesday	English (60 mins)	Geography (60 mins)	Computer Science (50 mins)
Wednesday	Maths (60 mins)	Music (45 mins)	French (50 mins)
Thursday	DT / Art Textiles (60 mins)		History (60 mins)
Friday			



Satisfaction lies in the effort, not in the attainment, full effort is full victory.

quotespedia.info

Mahatma Gandhi

Revision Materials

Assessment

- Past papers
- Marking Criteria
- Teacher Feedback



Resources

- One Note Books
- Online resources such as My Maths, Kerboodle.
- Revision guides (email or paper copy)

Time Management

Help your daughter plan her time:

- Revision list per subject
- Schedule for revision
 - Manageable
 - Displayed timetable including all subjects



How to revise effectively



??
How can I
revise?
??

Have you ever seen this?

“We learn: 10 percent of what we read; 20 percent of what we hear; 30 percent of what we both see and hear; 50 percent of what we discussed with others; 80 percent of what we experience personally; 95 percent of what we teach to someone else.”

It is complete nonsense and not based on any reputable research.

~~*“We learn: 10 percent of what we read; 20 percent of what we hear; 30 percent of what we both see and hear; 50 percent of what we discussed with others; 80 percent of what we experience personally; 95 percent of what we teach to someone else.”*~~

For students to revise effectively they must:

- Prepare
- Organise
- Memorise
- Recall

(Price and Maier, 2007)

What we have already established as a school:

- The need for students to have a well planned revision timetable
- Little and often is more effective than hours and hours of cramming. (attention span approximately 20 minutes)
- Students / Staff need to take care of their well-being to be effective learners.

What are the two least effective techniques for students to revise?

*Research has shown that students **do not like** to use the most effective revision techniques.*

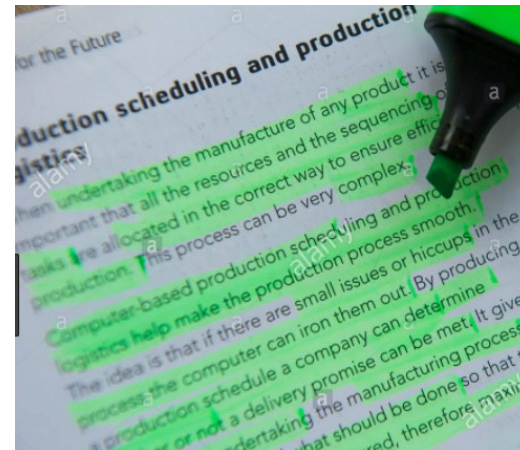
(Bjork, Dunlosky and Kornell 2012)

*In fact, students also **routinely use less effective** revision techniques over long periods of time. They clock up hours of revision in the belief that time spent equates to exam success.*



Two of the least effective ways of revising:

- Re-reading class books / notes



- Highlighting their notes

Revision strategies and methods



What are the most effective ways for students to revise?

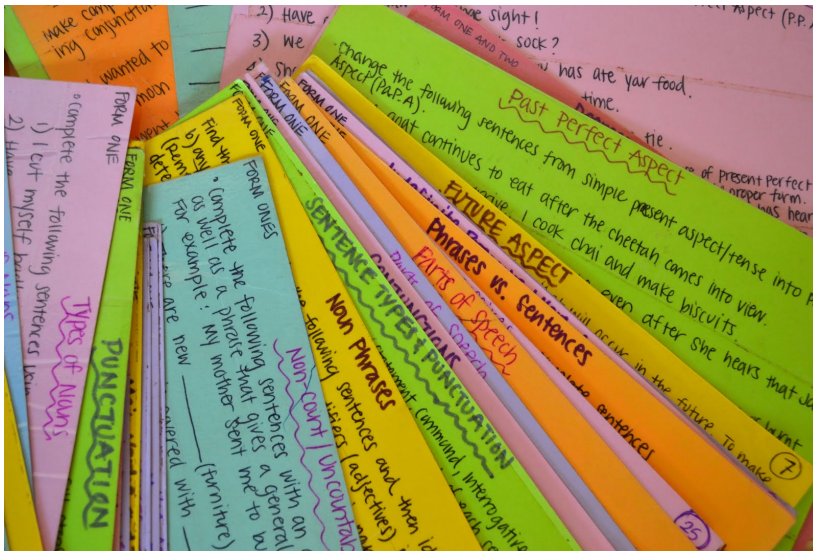


1) Quizzing

Good old fashioned quizzing is an ideal vehicle to get students self-testing, which is proven to be a robust revision strategy, so that students can calibrate their knowledge and remembering. There are various types of quizzes, of course, such as short answer, multiple choice or a hybrid of the two.

The screenshot shows a web browser window displaying the 'getrevising.co.uk/make/quizzes' website. The browser's address bar shows the URL. The website has a blue navigation bar with links for 'Create', 'GCSE', 'A Level & IB', 'University', 'Study planner', 'Past papers', and 'For teachers'. A prominent green 'START NOW' button is visible. Below the navigation bar, there is a list of steps: '1. Click "Start Now"', '2. Click "Add"', and '3. Open a New Tab Page'. A 'My Templates' icon is also present. The main content area is titled 'Quizzes' and includes a sub-heading 'A simple way to engage your brain using questions and answers.' Below this, there are three blue callout boxes: 'What is a Quiz?', 'How are Quizzes useful?', and 'Why create a Quiz?'. Each box contains a short paragraph of text. At the bottom of the main content area, there is a red 'Start creating' button. A preview of the 'Create Quiz' form is shown in a smaller window, and a 'Let's get started!' section with a video thumbnail is also visible. The Windows taskbar at the bottom shows the search bar and system tray with the date 30/04/2018 and time 11:35.

2) Flashcards (but only 30% of students use them for revision effectively)



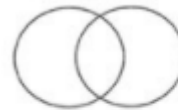
Question:

What mistake(s) are the 70% of students making?

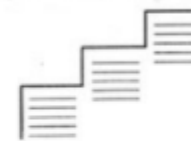
3) Graphic Organisers

Students need to be active in revision, not just reading their notes and doing some colouring in with a rainbow of highlighters.

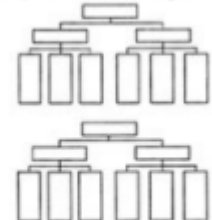
Venn Diagram



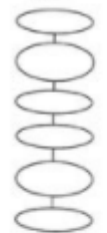
Sequential Thinking Model



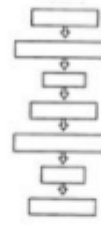
Sequential Thinking Model



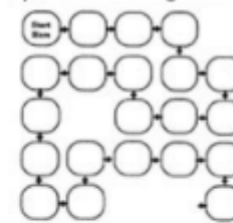
Chain



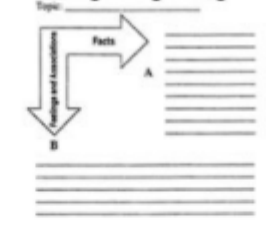
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Sequential Thinking Model



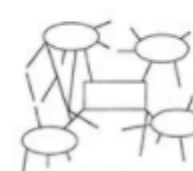
Thinking at Right Angles



Spider Map



Web



Mind Map

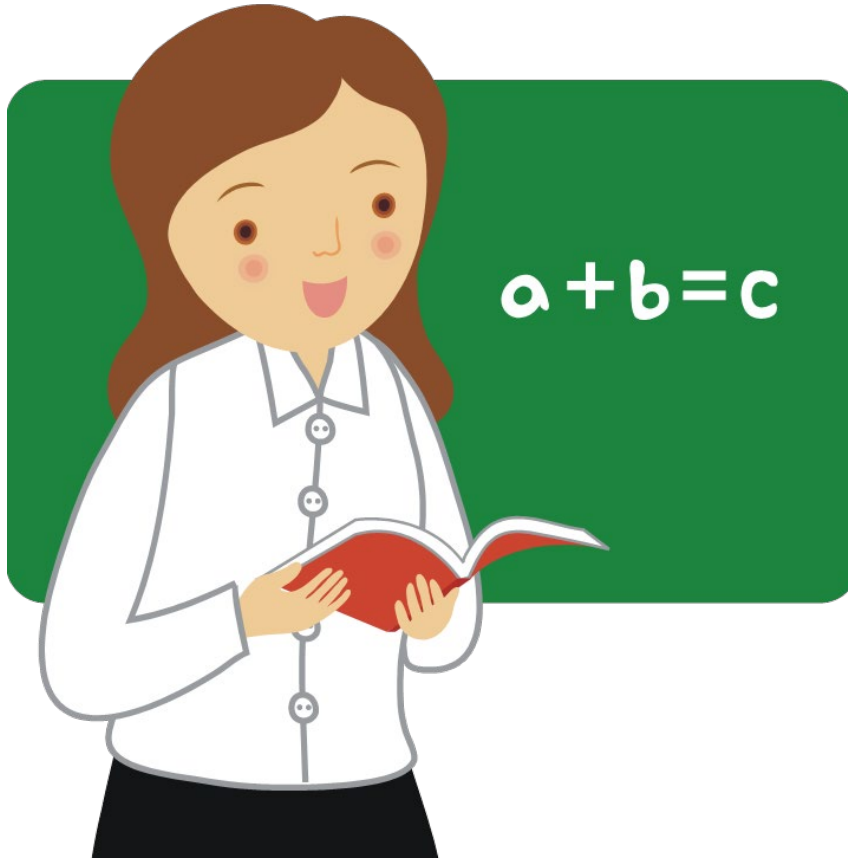


4) Just a Minute

- Students have to talk for a minute on the given term/topic – no pauses, no hesitations.
- Slips or repetitions or micro pauses lose a ‘life’ – three strikes and you’re out.



Teaching others



In order to teach others you must understand the topic/subject yourself

Verbally explaining a concept really does help you to better grasp it

5) Prepare to Teach

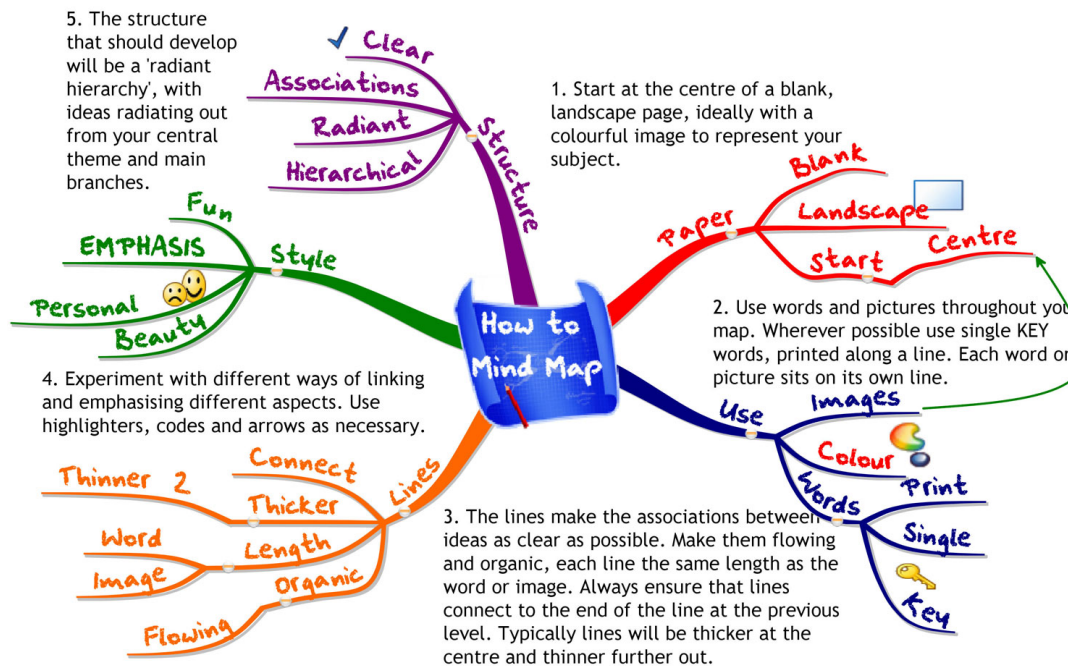


Similar to *'Just a Minute'*, the *'Prepare to teach'* strategy involves the common idea of getting students to teach a peer a topic/term from their revision.

6) Mindmaps



The correct way!



7. Summarise

Summarise with S.U.M.

S

**Skim the headline
and first paragraph**



U

Underline key words
(no more than 10)



M

**Bullet point the Main
ideas** (max. 4 bullet points)



A summary means to write something in short like shortening a passage or a write up **without changing its meaning** but by using different words and sentences.

- Clarity- concise and precise
- Relevant and selective

8. Also visual and acoustic

- Songs
- Poems
- Summary diagrams
- Re-testing

Best approach is a combination

study

(verb)

The act of texting, eating
and watching TV with an
open textbook nearby.

How you can help at home



How you can help?

- Make sure a time plan is in place
- Mobile phone / other devices are not there to distract
- Refreshments and sleep
- Emotional support



- A quiet place to study
- Working materials
- Check revision is underway
- Test your daughter
- Ask her to teach you
- Get her to talk to you about work she is doing



Time and timing is essential

All students need **YOUR** help with
this.

Time of day – Together decide when she works best (morning, afternoon or evening).

Taking breaks - Take regular breaks to let her memory recover and absorb the information she has just studied. She will learn best if she revises one day, has a sleep and then reviews the same material the next day.

Pacing learning – She will learn best if she spreads her learning of a particular topic over an extended period of time. Rather than focusing on similar information for a whole day, she needs to change topics completely. When she next picks up a revised topic take a short time to recall what she has learned previously and then build on it with new information.

Before her exams

- Being prepared will help her feel more confident
- Celebrate her successes in revision and encourage her to tell you what has gone well each day. Focus on the things she has achieved.
- Meditation and exercise are great ways to help her clear her mind, leaving her feeling refreshed and energised. Encourage her to use deep breathing to relax her body and mind.
- Help her plan something for first thing in the morning – if you start your day well, you are more likely to stay calm.
- Help her to eat the right foods and drink lots of water – too much coffee and sugar for example can make her feel more anxious as they are stimulants. Avoid fizzy drinks!
- Use positive language with her and talk positively about her exams going smoothly.
- If possible, avoid classmates who are highly stressed or who want to talk about the exams.
- Practice the relaxation techniques with your daughter so they are natural to her by exam day.
- Make sure she has planned her exam day so she feels in control; allow for travel and proper meals.

In your exams- tips for your daughter

- Breathe – take some deep breaths to relax your body and mind. This will really help if you freeze up or are struggling to get started.
- Focus on your paper. Block out the exam room and other students.
- Read the entire question paper, answering the questions you feel most comfortable with. By answering these first, you will feel more confident and settle into the rest of the exam.
- Stuck with a question? Leave it. Work on the next one and then come back to it.
- Remember, it's not a race. You've been allocated a set amount of time – use it and make sure you have done as much as you can.
- Keep a good attitude and use positive language with yourself; your nerves will pass and you're not alone.

After her exams

- Sometimes exam stress doesn't just disappear once she has finished her exam as she might be worried about her results.
- Reassure her that she revised hard and did her best.
- Reassure her that you are proud of her determination.
- Avoid a post mortem on the exam – acknowledge it is another one ticked off. Discourage her from having post mortems with friends
- If your daughter fixates on something she did not know; ignore and acknowledge there will be lots she did get right



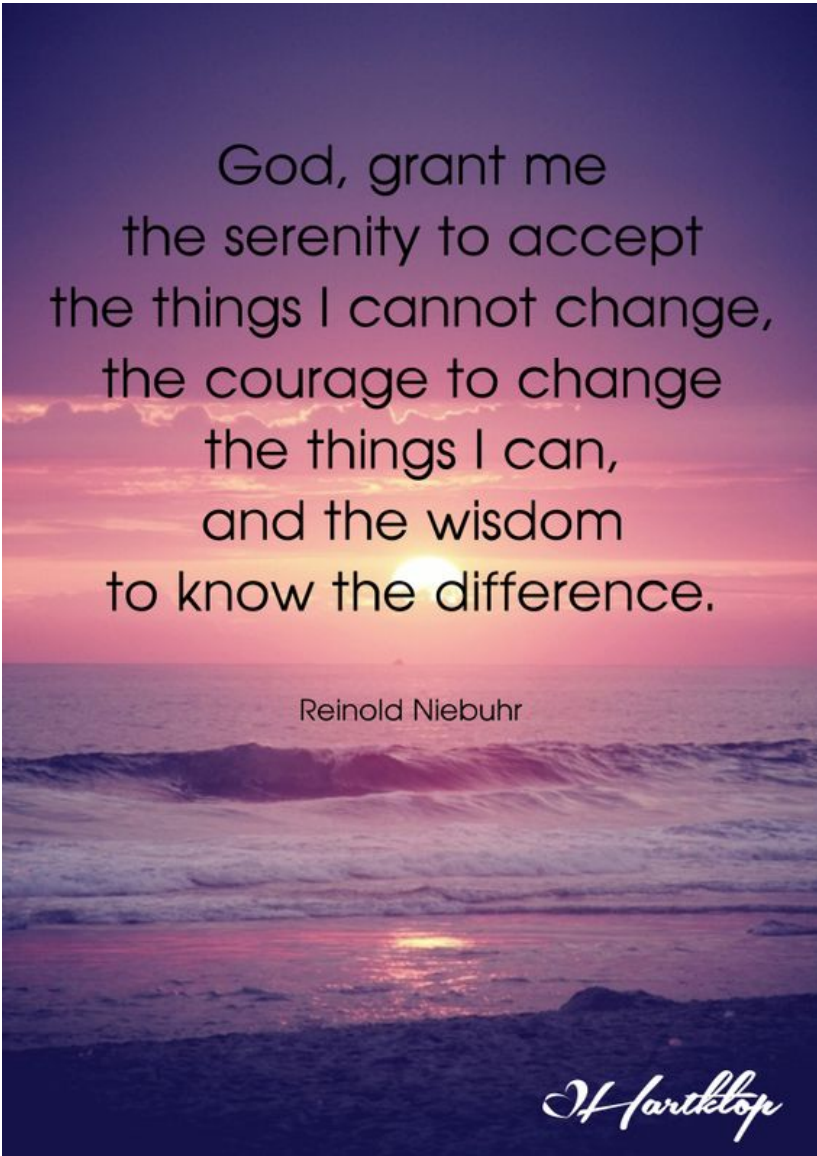
I can
accept
failure,
but I can't
accept
not trying.

- Michael Jordan

In summary

- Help her **plan** her revision time
- Ensure she is **actively** revising
- Encourage her to take **regular breaks**
- Get her to **ask questions** in remaining lesson time
- Help her **focus on the positive**, work she knows
- Help her **eat, drink and sleep well** to perform to her best
- Tell her to do **her best** and that **will be good enough**

In addition to all of this.....pray



God, grant me
the serenity to accept
the things I cannot change,
the courage to change
the things I can,
and the wisdom
to know the difference.

Reinold Niebuhr

Hartklop