

Preparation & Revision Guidance

Year 7 Information Evening

Tuesday 7th November 2017

@TytheringtonSch  @TythyDHTMrP
#TSBestYouCanBe

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5 key strategies for developing independent study and revision

1

QUIZZING



2

SPACING



3

ELABORATION



4

CHUNKING



5

METACOGNITION



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Remember

The Time Is Always Now...

Learning good skills for revision and preparation now will always make life easier in the future!

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6 Steps to Improving Independent Study & Revision



What do I need to study? – gather information about Units, Topics and Concepts for each subject



When/ where do I focus best? – set time and place to work



What order should I study? – plan a study timetable



How do I study best? – quizzing, elaborating, chunking, etc...



What do I now know? - review progress e.g. PLC



What else do I need to know? – focus on areas for development



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Suggested Plan of Action

Units, Topics & Concepts

Ensure that you have a clear understanding of Units, Topics and Concepts for each subject.

Ask your teachers if you do not have this.

Study Timetable

Plan a study timetable that is clear about what you will study, where and when.

Think about "Spacing" while you do this and include "Chunking", "Quizzing", "Elaboration" & "Metacognition"

Study

Use "Chunking",
"Quizzing",
"Elaboration" &
"Metacognition"

Review

What do I now know?
What else do I need to know?

Study

Use "Chunking",
"Quizzing",
"Elaboration" &
"Metacognition"

Review

What do I now know?
What else do I need to know?

Study

Use "Chunking",
"Quizzing",
"Elaboration" &
"Metacognition"

Review

What do I now know?
What else do I need to know?

**...Study &
Do**

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2

SPACING



Spacing

Studies have shown the benefits of a variety of revision and learning strategies have an impact on retention. Spacing combines timing and types of revision to encourage the learner to think about what they are reviewing and distributing their efforts over time...

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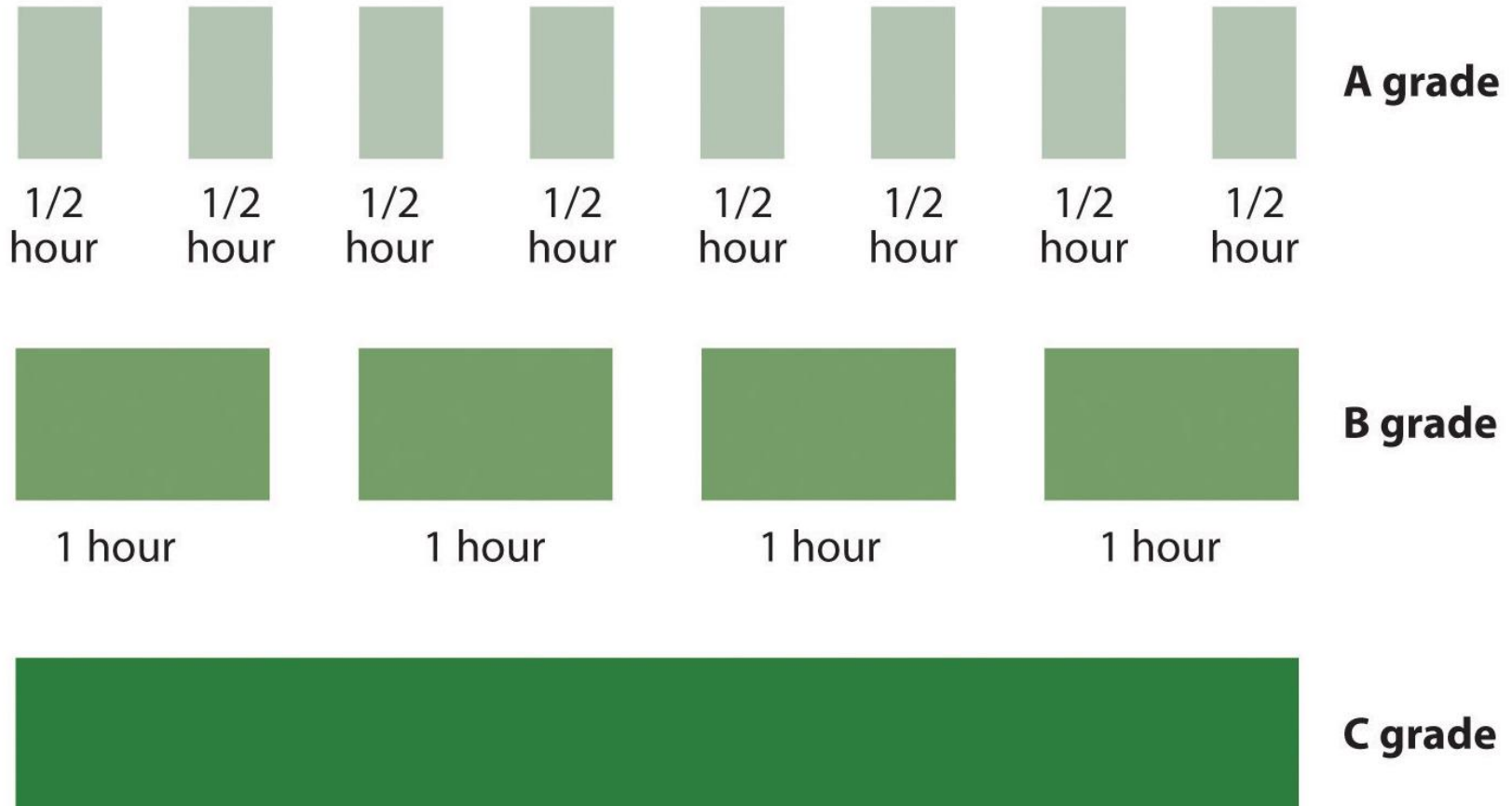
What is “Spacing”?



eat. sleep. revise. And repeat.

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What is “Spacing”?



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Example of a “Spaced” Revision Timetable

				Science	RS	English	Maths
	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
30 mins	Reactions of carbonyl compounds	Biblical examples of experiences	Otto's concept of numinous	Jacobean theatre	Esters, triglycerides and fats	William James - experiences	Properties carboxylic acids
30 mins	The late romance plays	General Binomial Expansion	Features of carbonyl compounds	Partial Fractions	Otto's concept of numinous	Partial Fractions	Jacobean theatre
BREAK							
30 mins	Parametric Equations	Act One character and plot	Algorithms	Properties carboxylic acids	features of carbonyl compounds	Theme of Power and control	William James - experiences
30 mins	Properties carboxylic acids	Swinburne credulity & testimony	Theme of Power and control	Act One character and plot	Algorithms	Parametric Equations	General Binomial Expansion
BREAK							
30 mins	Swinburne credulity & testimony	Esters, triglycerides and fats	Parametric Equations	William James - experiences	Biblical examples of experiences	The late romance plays	Esters, triglycerides and fats

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1

QUIZZING

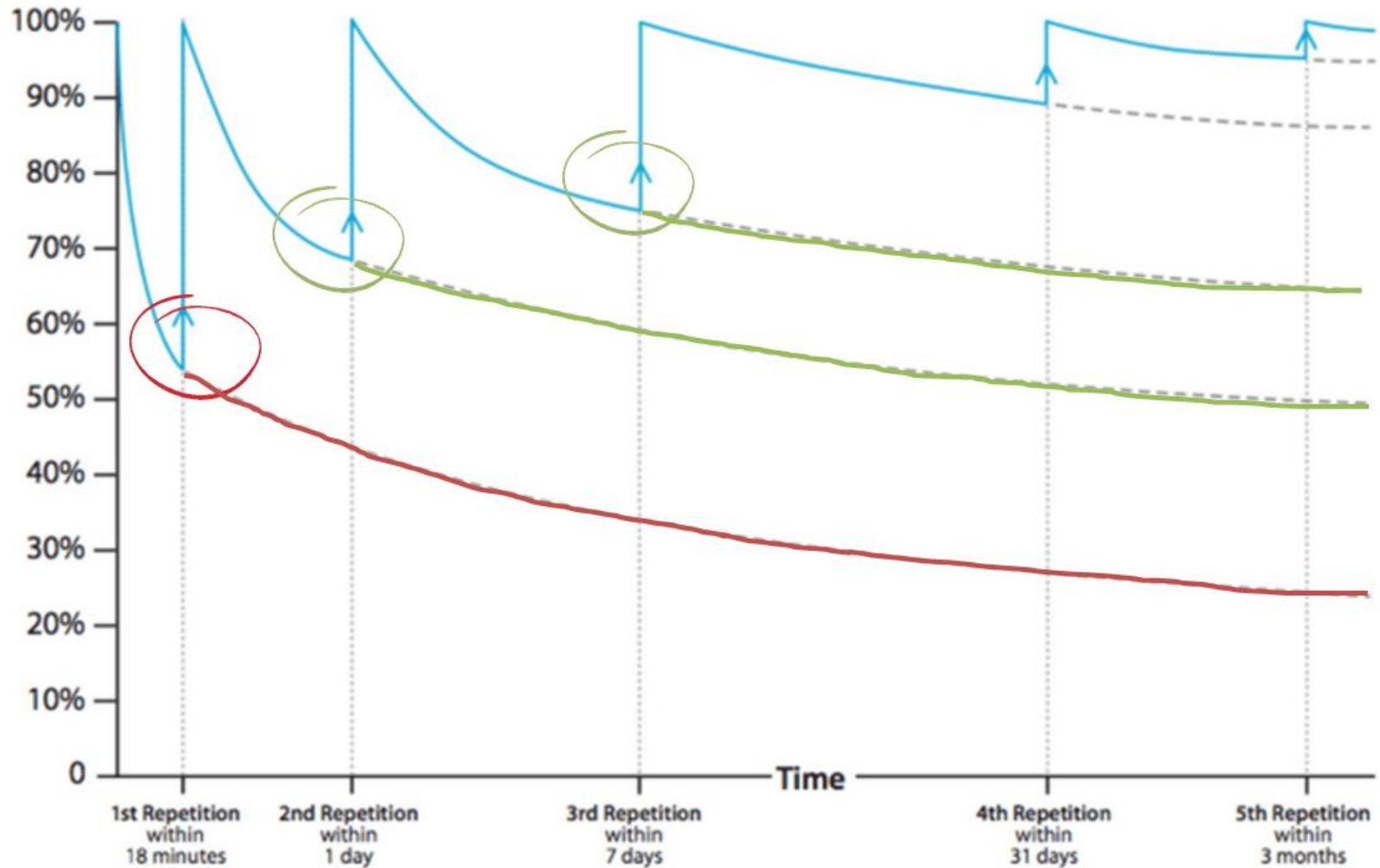


Quizzing

Studies have repeatedly demonstrated that quizzing each other based on studied material promotes remembering that material for an examination, a phenomenon called the “testing effect” ...

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What is “Quizzing” and why does it work?



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What does “Quizzing” look like?

1. Comprehension

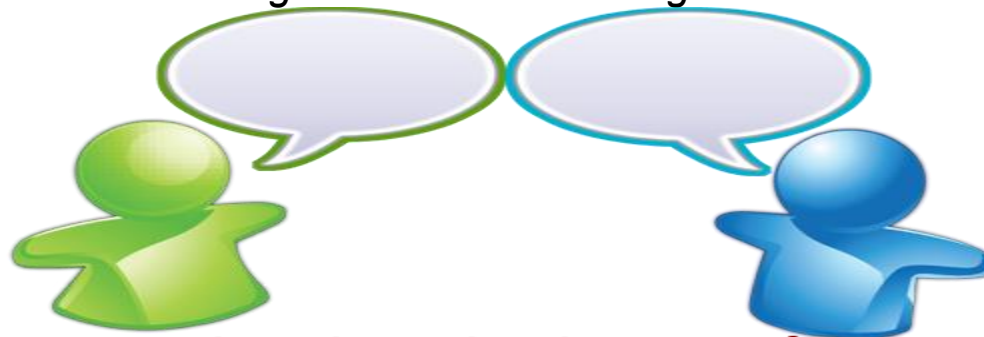
- Why was *A Doll's House* considered radical when it was first performed?

2. Cued Recall

- Complete the following: "This was better than home. Enthralling books. The classroom..."
- Use the following to explain changes to the theatre in the 19th century: *naturalism, romanticism, 'well-made play', royal personages, heroic tragedies, rhyme verse, psychological, elaborate plots, stock types*

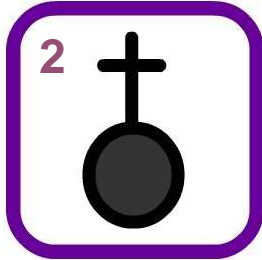
3. Multiple Choice

- How are the details between Weed and the dead mouse connected?
 - a. *The events are not connected. It is just a coincidence.*
 - b. *Both events show that Lennie likes to pet pretty things.*
 - c. *The events show Lennie is an odd character with a simple mind.*
 - d. *The events provide an insight into Lennie's dangerous character.*



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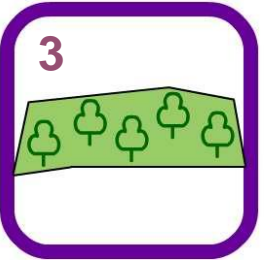
Match the O.S. symbol to the correct description



coniferous forest

bus station 7

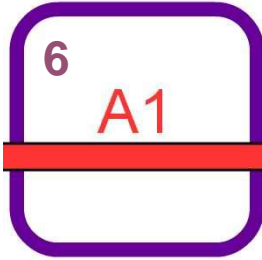
camp site 1



deciduous forest 3

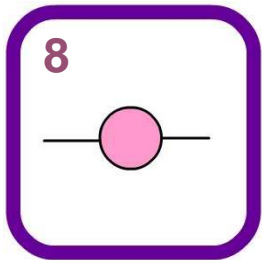
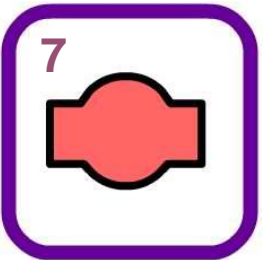
picnic site

view point 5



church with a tower

marsh 4



secondary road

train station 8

main road 6

church with a spire 2

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3

ELABORATION

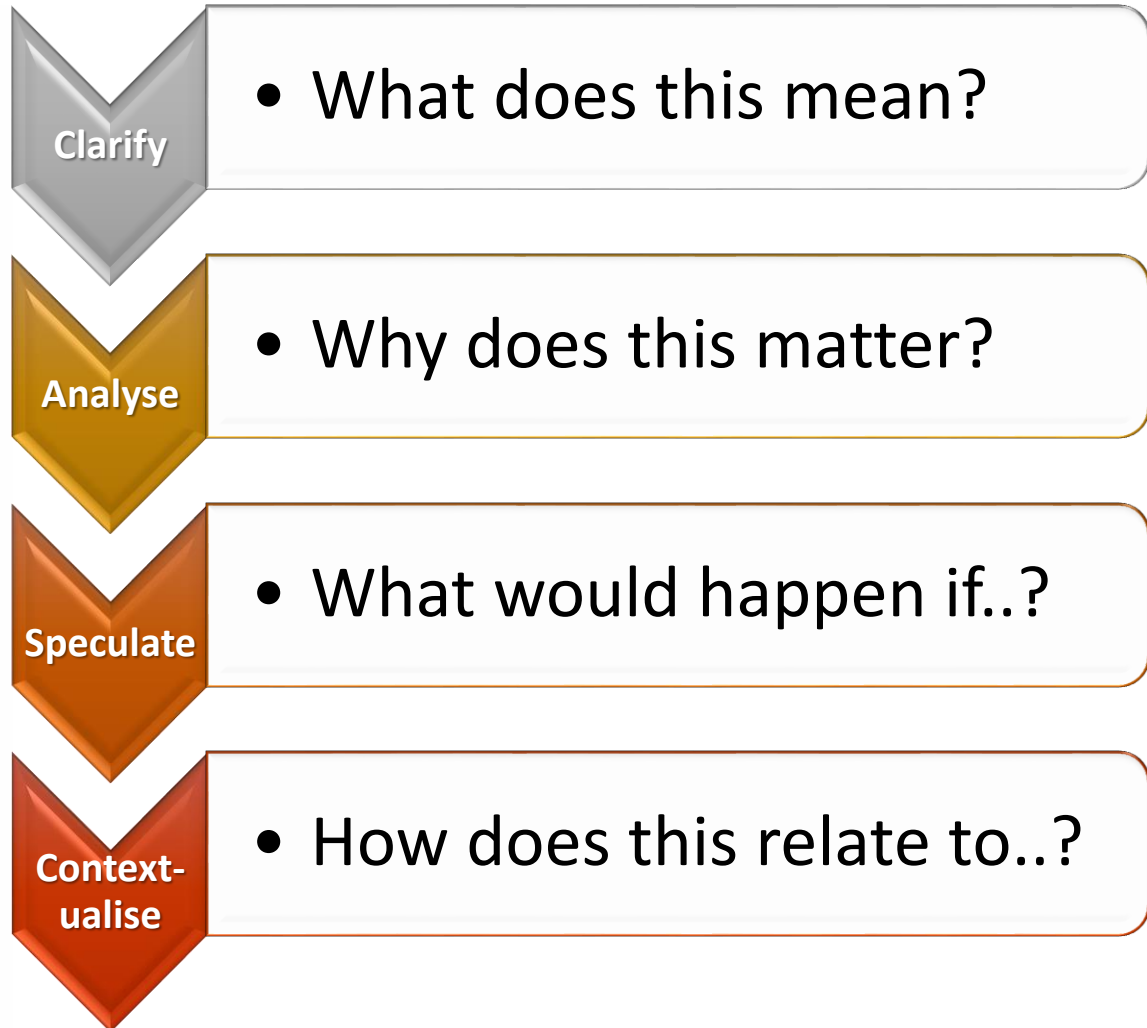


Elaboration

Students often struggle to provide concrete examples that demonstrate their understanding of the content being assessed, and with connecting their ideas back to the focus of the question. The “Elaboration” technique leads to greater understanding of the content of learning and enables better explanation and evidence...

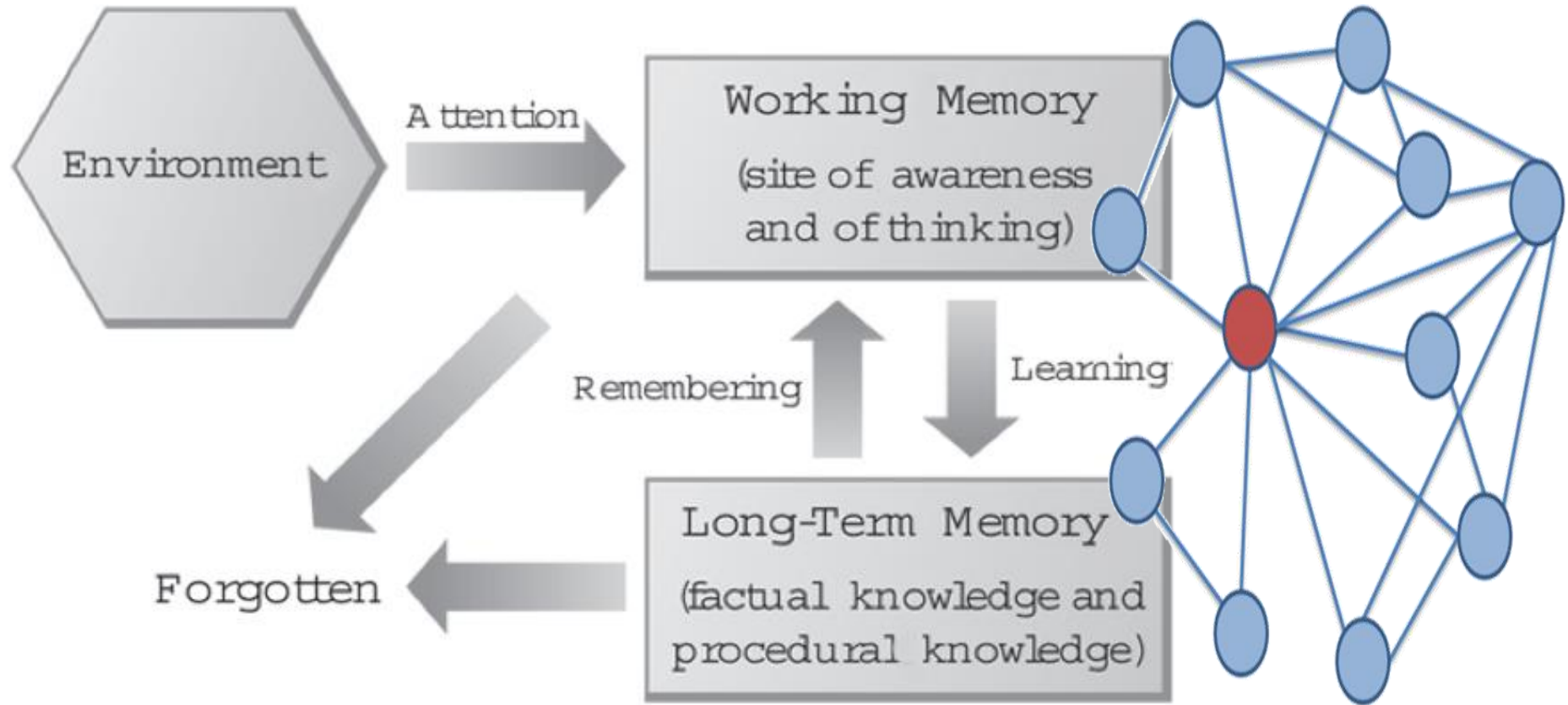
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What is “Elaboration”?



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Why does “Elaboration” work?



“Elaboration” work to combine learning and remembering to form a network of links between knowledge that exists within your memory. Making it easier to retain and recall detailed information and use it when answering examination questions, and in life in general.

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What does “Elaboration” look like?



Science

- What does pH mean?
- What is the pH of an Acid?
- What is the pH of an Alkali
- What happens if you mix an Acid with an Alkali?

History

- What year was the Battle of Hastings fought in?
- Who was it between?
- Why were the two sides fighting?
- What is the connection to Harald Hardrada and Edgar the Atheling?

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4

CHUNKING

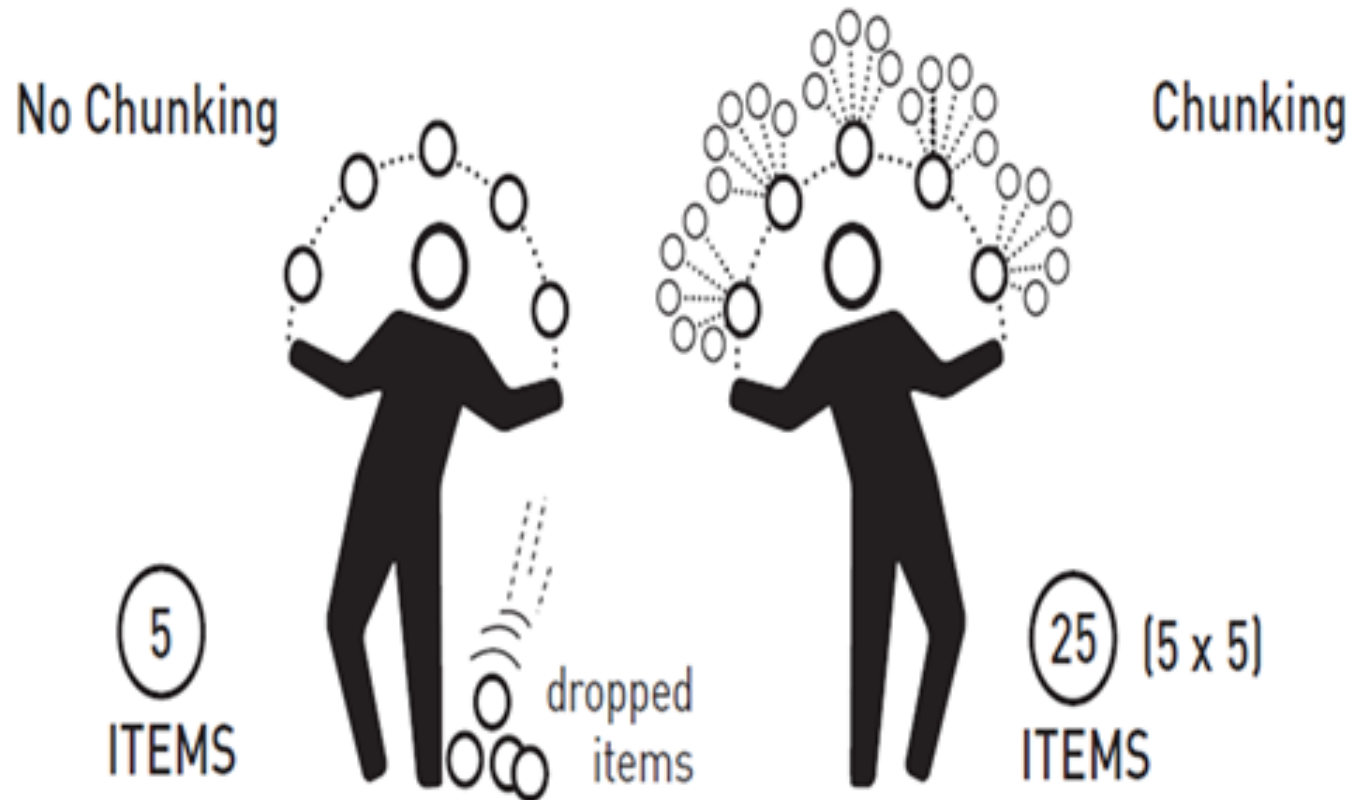


Chunking

Most of us are able to store only about four to seven different items in our short-term memory. One way to get past this limit is to use a technique called chunking. By grouping several items into one larger whole, you'll be able to remember much more...

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What is “Chunking”?



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How does “Chunking” work?

Focus

Give your full attention to learning

Understand

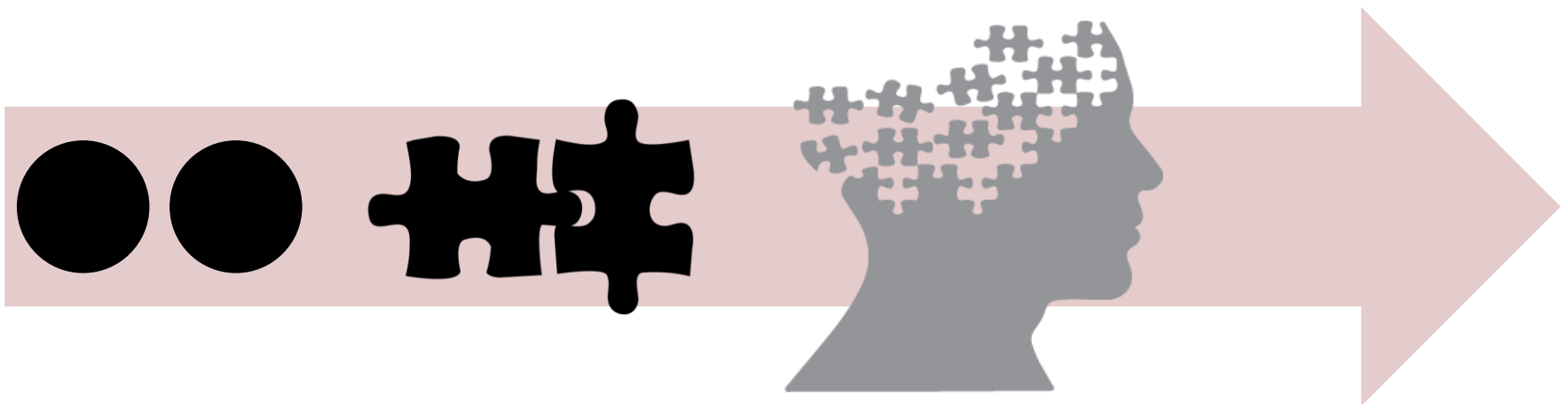
Ensure that you understand the material before chunking it

Chunk

Break down the learning into its conceptual parts

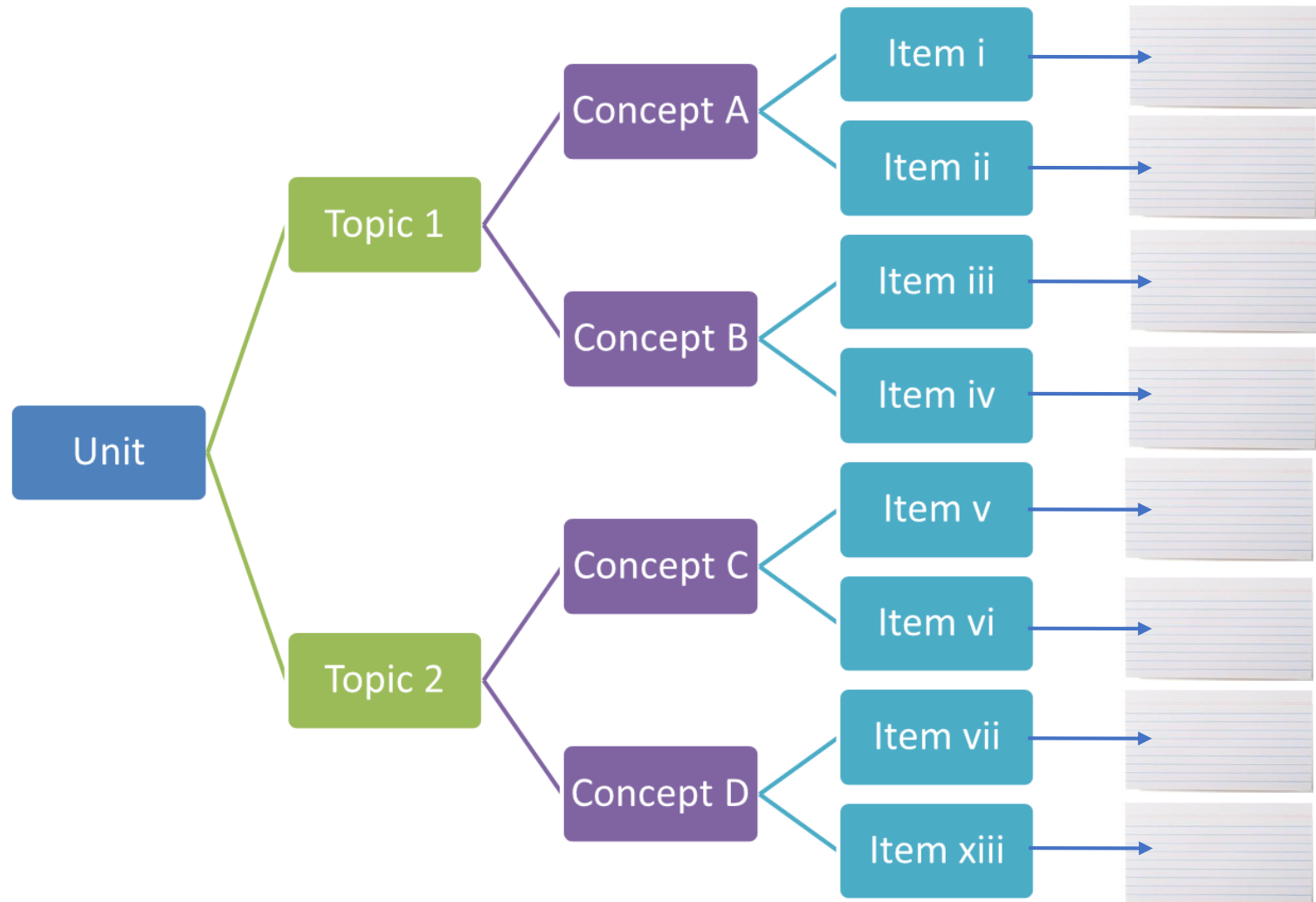
Contextualise

Use your understanding to see when, where and how to apply it



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How does “Chunking” work?



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Examples of “Chunking”

On the FRONT

Acids

On the BACK

Acids:

- ✦ Acids have a low pH. Usually 0-5.
- ✦ An example of an acid is Hydrochloric Acid.
- ✦ Acids turn litmus paper red.
- ✦ Acids taste sour, but you shouldn't taste strong acids as they could...
- ✦ Acids corrode/burn through metal, skin and other materials.

Alkalis:

- ✦ Alkalis have a high pH. Usually 9-14.
- ✦ An example of an Alkali is Bleach.
- ✦ Alkalis turn litmus paper blue.
- ✦ Strong Alkalis can be slippery and slimy feeling.
- ✦ Alkalis taste bitter, but you shouldn't taste strong alkalis.

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Using “Chunking” with “Elaboration”

Concept Cards

The three unities

Realism

Naturalism

Elaboration Cues

Draw this concept

Describe concept without using words on
the card

Give a real life example of this concept

What is the opposite of this concept?

How would you explain this idea to a
novice?

How does this concept relate to another
concept?

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5

METACOGNITION



Metacognition

Before competing, many athletes will close their eyes and visualise themselves performing the perfect jump/throw/race/etc... This is a form of “Metacognition” called mental rehearsal, and with other forms they can combine to give you a great advantage in preparation for examinations...

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What is “Metacognition”?



Knowing steps and timings involved in assessments e.g. through “Walking Talking Mocks” (WTM)



Drawing on coping strategies e.g. acronyms, checklists



Using aids to recall key information e.g. “*memory palaces*” and mnemonics



Evaluating your work against objectives or targets set by yourself or a teacher e.g. a Personal Learning Checklist (PLC)

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What does “Metacognition” look like?

When a question requires a long answer, having a plan of how you will work through providing that answer will help you to remain calm and focussed, and avoid any problems that might arise from nerves.

For example:

1. Highlight the key **command word** in the question (e.g. “Describe”, “Explain”, etc...).
2. Highlight the key **knowledge content** that the question is wanting you to respond to/with.
3. Think about what you know about that would help to answer the question and write those points quickly in the margin.
4. Use your quick notes to write your answer and then check back to make sure you have covered everything.

Analyse how the **writer uses language to describe** the accident.

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What does “Metacognition” look like?

P

- **Point**

- This section of the Bayeux Tapestry shows Harold Godwinson placing his hands on holy relics in Mont Saint Michel.

E

- **Explain**

- He does this in order to promise, in sight of God, that he will support William, Duke of Normandy, as King of England when Edward the Confessor dies.

E

- **Evidence**

- This is shown by the writing within the tapestry that identifies Harold Godwinson and the image looks like the shape of Mont Saint Michel.

When a question requires a long answer, having a plan of how you will work through providing that answer will help you to remain calm and focussed, and avoid any problems that might arise from nerves.

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Thank you for coming!

We hope that you have found this information evening useful and that you are able to take something away from it to use to support you.

A copy of the slides from this evening will be posted on the KS3 Assessment & Monitoring web-page for you to be able to download. Scroll to the bottom of the page to find the file under “Assessment & Monitoring Additional Information”:

<http://www.tytheringtonschool.co.uk/parents/ks3-assessment-monitoring/#AWLT>

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