



# **Year 11 Supporting Success Evening**



- Summer exam season
- Planning for effective revision
- Revision strategies
- Metacognition and using PPE feedback to feed forward
- Well-being and support



# Summer exam season

- Summer exam season will begin when we return after the Easter holidays.
- The final MFL speaking exams will be held straight after the Easter holidays.
- *Tues 18th-Thurs 20th April - Home Language exams.*
- *Tues 25<sup>th</sup> April - Fri 5<sup>th</sup> May - French/German/Spanish exams.*
- **These are the final speaking exams and make up 25% of the final grade.**
- Exams for Art, Design and Technology will also take place after the Easter holidays.
- *Art and Photography: 25<sup>th</sup> and 26<sup>th</sup> April*
- *Textiles: 26<sup>th</sup> and 27<sup>th</sup> April*
- *3D Design: 27<sup>th</sup> and 28<sup>th</sup> April*
- Examinations in the sports hall will begin on Monday 15th May.
- Individual exam timetables will be issued after Easter.



# Summer exam season

- GCSE exams in England will largely return to pre-pandemic arrangements.
- Students will continue to be provided with support in GCSE mathematics, physics and combined science with formulae and equation sheets.
- For the June 2023 exams, the awarding bodies have introduced two additional half-day contingency sessions. These are on **Thursday 8 June 2023** and **Thursday 15 June 2023**.
- The standard contingency day remains at the end of the timetable being scheduled on **Wednesday 28 June 2023**.
- Results Day will be on 24 August 2023 for GCSEs.

# Planning for Revision: Maximizing the efficiency of revision

## Interleaving

1. Adopt short slots  
max. 1 hour.

2. Switch between topics

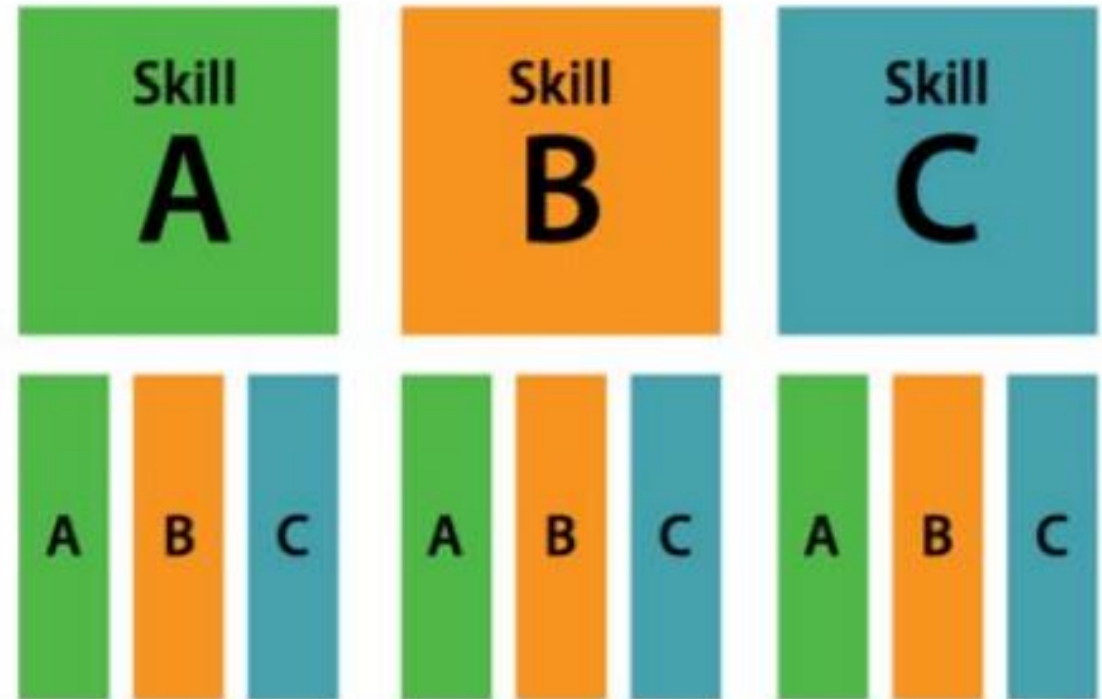
3. Include breaks

4. Mix it up

If students are revising more than one top within the same subject, they can try mixing the questions.

The opposite of cramming

## Blocking vs. Interleaving



# Maximizing the efficiency of revision

## Interleaving

- For interleaving to work, students have to break down your revision into “chunks” -
- Eg. It's no good putting “Biology” into their revision schedule – they need to be specific- themes of the topic.
- It's best to deal with each element or topic of the course.

The opposite of cramming

### GCSE Biology includes:

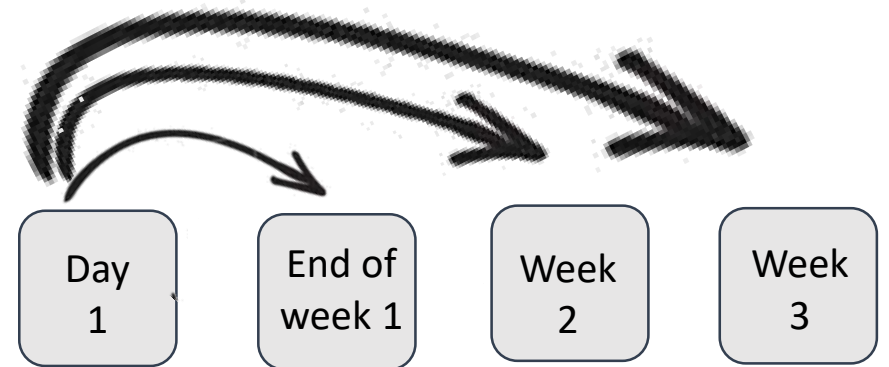
- Health
- Responses to the environment
- Evolution
- Ecology
- Cells
- Photosynthesis
- Organisms and their environments
- Protein functions and uses
- Respiration
- Genetics
- Speciation

# Maximizing the efficiency of revision

## Spaced Retrieval

- short, sharp bursts of learning are more effective than cramming.
- The spaced revision is all about self-test during a number of revision sessions until you can accurately recall the target information from memory.

Involves planning a revision schedule weeks in advance of the GCSEs



# Maximizing the efficiency of revision

Revision Calendar for week starting:							
Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
8am							
9am	English Lit: poetry French reading					English Lit: poetry Physics: Forces	
10am	Break		French reading Physics: Forces				
11am	Physics: Forces						
12 noon		Physics: Forces English Lit: poetry		English Lit: poetry			
1pm							
2pm							
3pm				Physics: Forces			
4pm		French reading					
5pm							
6pm					French reading		
7pm			English Lit: poetry				
8pm							
9pm							





# Revision strategies

- Flash Cards
- Dual coding
- Mind mapping

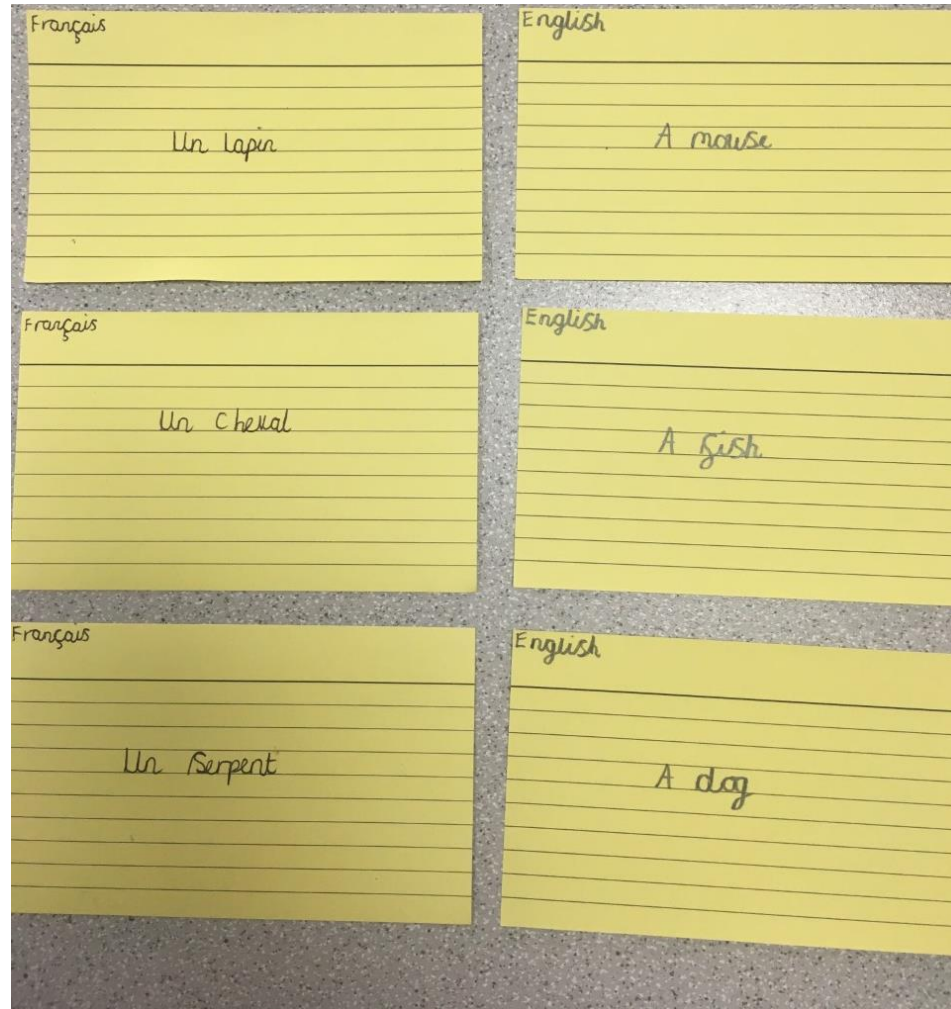
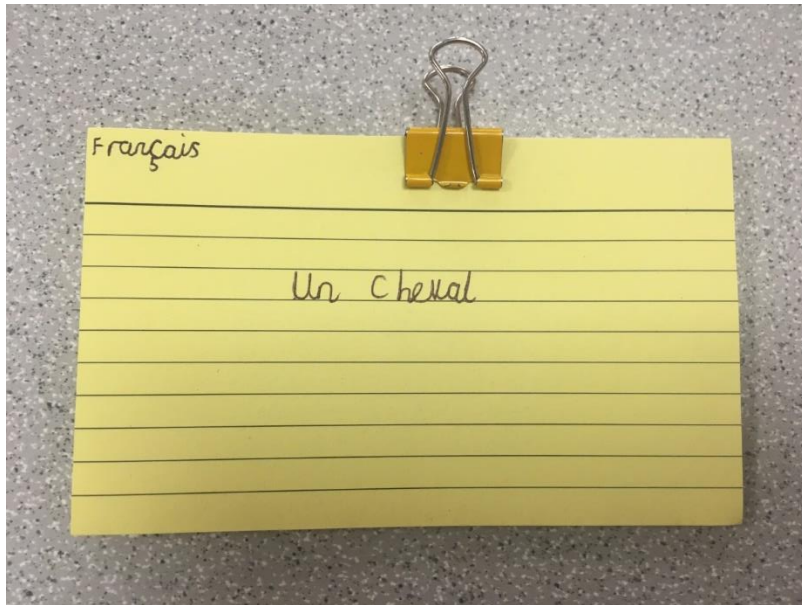


# Flash Cards

A flash card is a small piece of card or paper which is used to help remember key information from a topic or subject

On one side ...	On the back ...
A question	The answer
French / Spanish / German vocabulary or phrases	A translation
A formula	Use of this formula in a context
A quotation from a book or poem	An analysis of the quotation, picking about key points
Key terminology that is specific to a subject	The definition
An exam question e.g. 12 mark question	How to structure your response
Part of a process, cycle or story	Details of the process, cycle or story – mix them up and reorder into a sequence

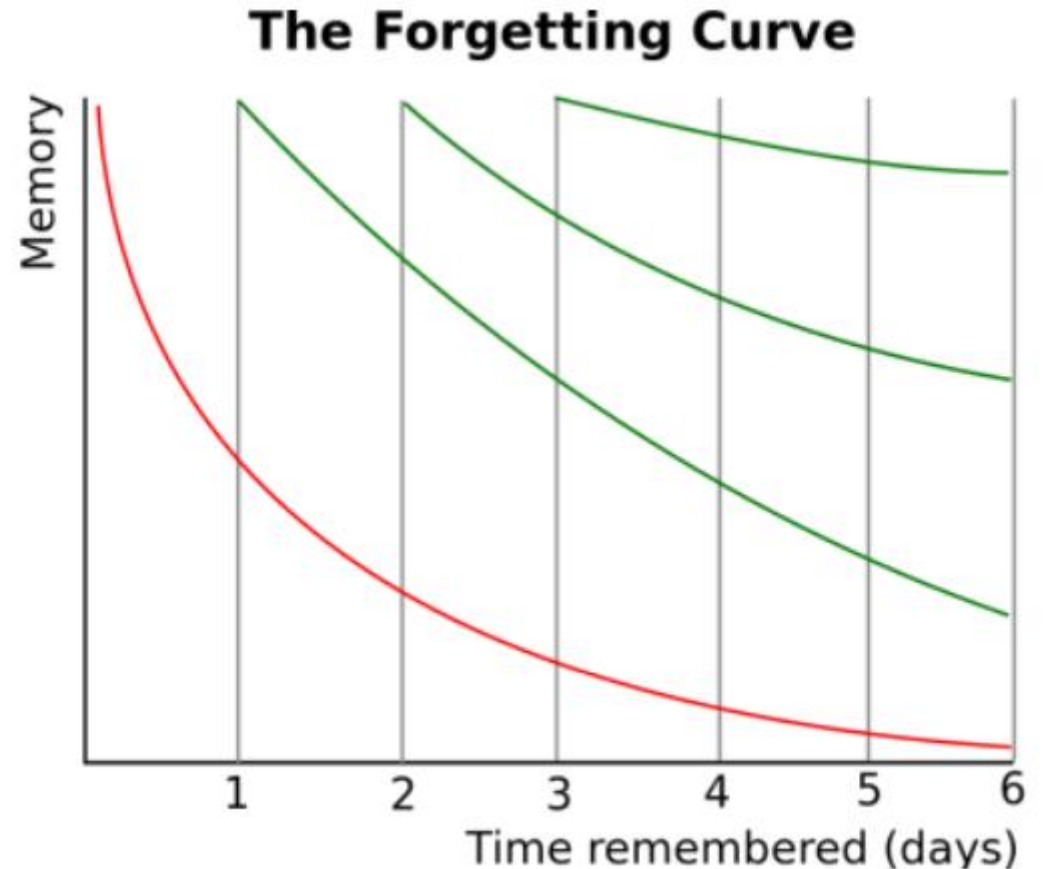
# Flash Cards



# Maximizing the efficiency of revision

## Retrieval Practice

- The act of students trying to recall information without having it in front of them.
- Students practice bringing information to mind for better results.
- It's a great way for students to identify gaps in their knowledge so can actively take steps to close them before the exam.



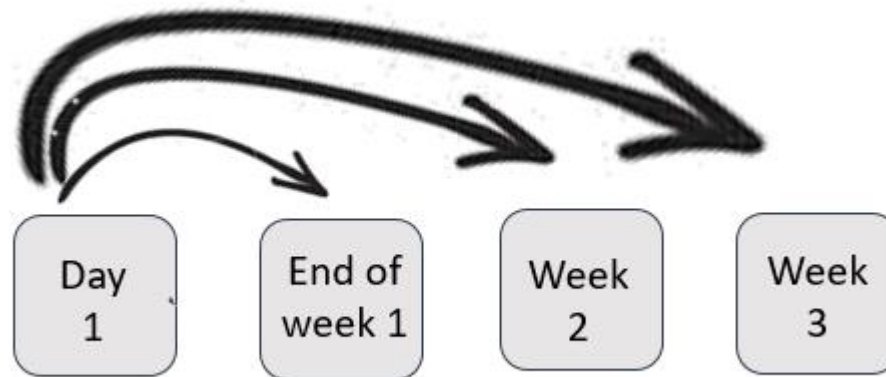
The Ebbinghaus Forgetting Curve

# Flash Cards

‘I have made so many flash cards, but I can’t remember any of them’

How can I use this to test myself, and ask my family to test me?

Test yourself on your flashcards in a **structured** way, so that you know what you **can recall** and what you **cannot recall**.

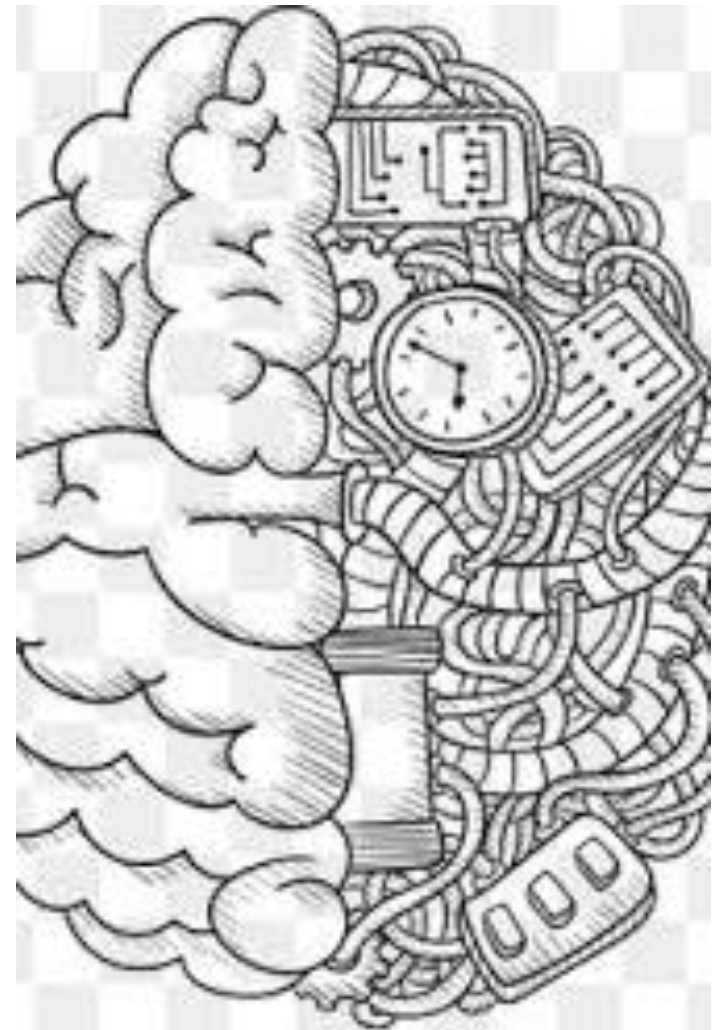


# Dual Coding

When we make and store a new memory in our brains we also store information that occurred around it **(cues)**, such as the way we felt or the place we were in.

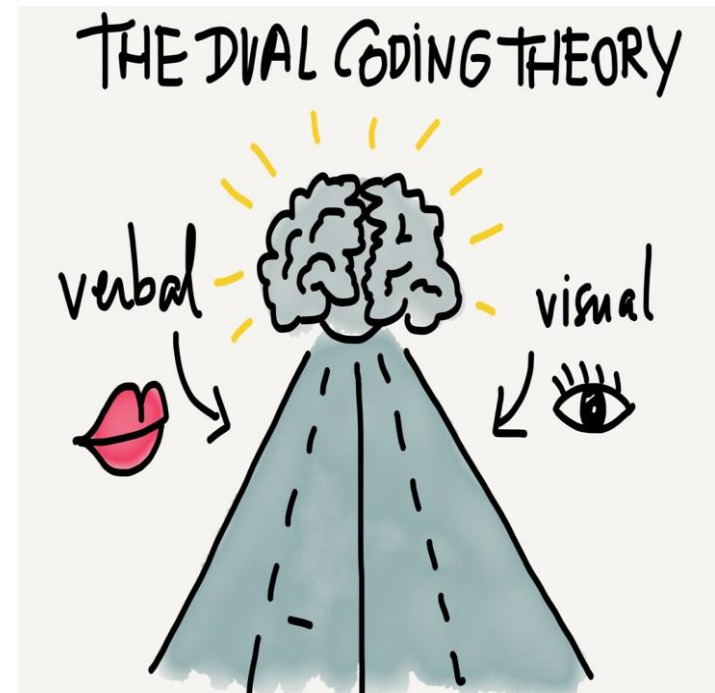
If we cannot remember or recall it, it could be because we are not in a similar situation to when the memory was originally stored.

We can exploit this in our revision by using dual coding to help our memory recall.



# Dual Coding

1. Divide your page in two and write your question/topic at the top of it.
2. On one side rewrite your text – split it up in 5-9 ‘chunks’ of information (this is the capacity of your short term memory)
3. On the other side, draw pictures and symbols that will help you remember each chunk of text
4. When you have made your resource, fold it in half so you can only see the images and try to explain the topic area using only the visual cues available.





# Mind Maps

## What is it?

A visual way to record your key topics, information and notes.

## Who will this work best for?

This will work best for someone who is visual and likes to colour code and doodle to stimulate memory!

## What subjects will this work best for?

Any exam based subject where there is exam content and knowledge to revise – English, Science, Humanities, PE, Technology

## How can I use this to test myself?

You create questions to test yourself based on your mind map, or ask a friend or family member to ask you questions!

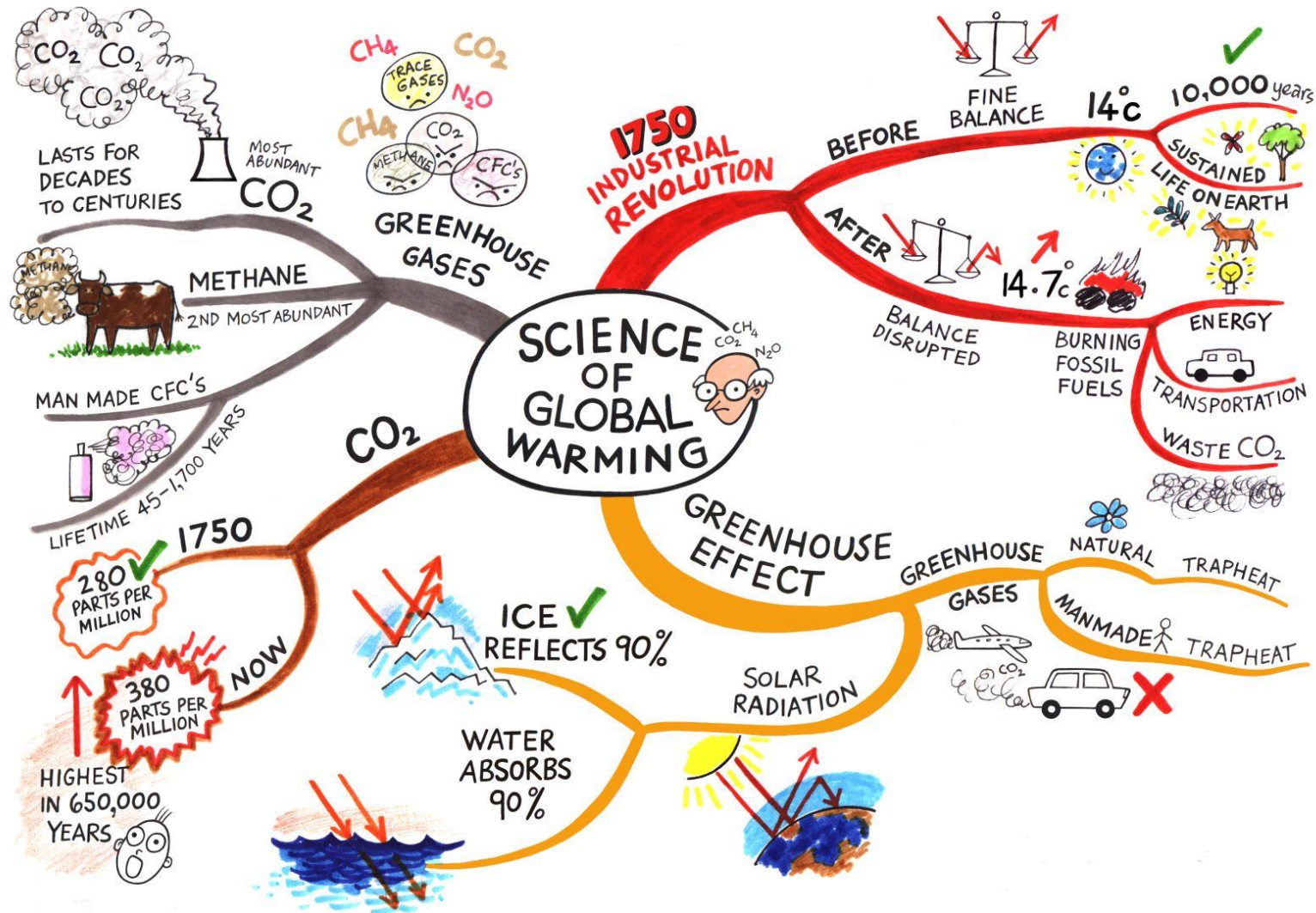




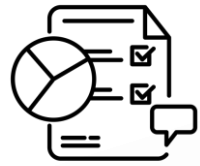
# Mind Maps

- **Balance.** Spend no longer than around 30-45 mins creating the mind map.
- **Learn it.** Focus on visualisation of the physical layout of the map. Start in the middle and work out.
- **Test it.** Verbalise to a member of your family. What can you recall?
- **Reflect.** Any missed areas? Go back to the content and review what you have included.
- **Adapt.** Add additional content in another colour.

# Mind Maps



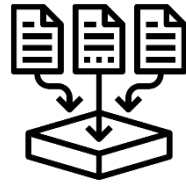
# Closing the 'gap'



Weekly retrieval practice



January PPE feedback



Timely feedback in lessons based on new content



Revision strategies  
Students directing their learning



Successful GCSE examination outcomes for pupils

# Metacognition regulation

**METACOGNITION**

*Is about the ways learners monitor and purposefully direct their learning.*

1. Planning



3. Evaluation

2. Monitoring

*It is the thinking. It is the mental process of knowing and understanding.*

**COGNITION**

# Supporting your child with metacognition regulation

## EVALUATE

Which particular questions did you find challenging in subject X?

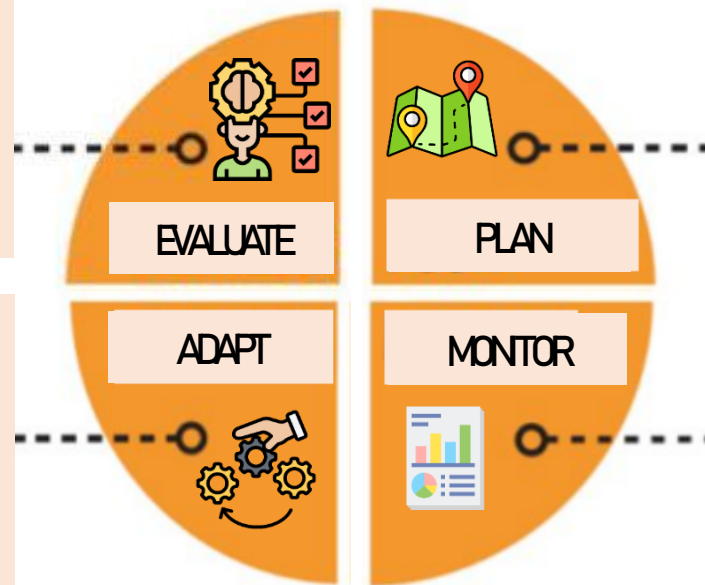
Granular analysis:

What knowledge/skills do you need to improve to get better at this particular question?

## ADAPT

Are the revision strategies working?

Are there new aspects of content/skills that have emerged as an area of development ?



## PLAN

Check your child has created a revision plan, which embeds revision on the 'gaps' in knowledge/skills which the PPE highlighted.

## MONITOR

Feedback from formative assessments in class – is that skill/knowledge gap closing?

Timed mock papers at home. Self-mark and assess if there has been an improvement.

# The FACE it revision model

1.

## LEARNT THE FACTS



- Flash cards
- Graphic organisers
- Mind maps
- Knowledge organisers
- Self quizzing

2.

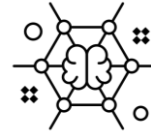
## APPLY IN CONTEXT



- Tackle questions where the knowledge is tested in context – beyond straight forward recall.

3.

## CONNECT IDEAS



- Attempt questions that require students to draw on knowledge from one topic area or apply knowledge to previously unseen ideas.

4.

## TEST IN EXAM CONDITIONS



- Use past exam questions to rehearse the process of responding under time pressure.

## FACE it revision model

Students should use FACE it, to support their revision planning and as a diagnostic tool:

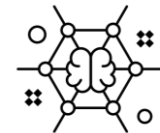
Have you learned your **F**ACTs?



Have you practised **A**pplying your knowledge in context questions?



Have you started to **C**onnect ideas with more synoptic questions?



Have you tested yourself in timed **E**xam conditions?





# Dealing with distractions

It's normal to get distracted sometimes, but the key is to recognise when you are getting distracted and to do something about it.

Here are three things you can do to keep yourself focused:

- If you know there is something you are likely to get distracted by, for example your mobile phone, put it on do not disturb or leave it in a different room
- Work with a clear desk. Get out only what you need and nothing else
- Find a quiet space to work where you won't be distracted. Make sure friends and family know that you are revising and ask them not to distract you too!

Remember, if you do get distracted, don't give up. Think about why it happened, adjust your plan and make sure it doesn't happen next time.





# Well-being

- It is normal to feel worried about exams
- Exam stress can cause you to feel anxious and this might affect your sleeping or eating habits
- Let your friends and family know if you are struggling
- Ask for help. Think about all the practical support you need
- Be kind to yourself and look after yourself!
- Focus on you and don't compare yourself to others
- Kooth, Samaritans, ChildLine, The Education Hub

Make sure you take regular breaks from studying and continue to do things that you enjoy!

