



With the Lords help
Faith
Excellence
Determination



Revision

With the Lords help

Welcome

- Common question!
- Revision Day
- What works for them
- Hints, tips, suggestions
- Individual
- Year 11 and 13



Overview

- Role of the parent
- Revision
- Resources
- Research
- Tough Love
- The Big Day (exam excitement)





BYRON

SIXTH FORM COLLEGE

Role of the Parent

With the Lords help

Role of the Parent

- Team effort
- Calming influence (listener)
- Not another teacher
- Protect relationship
- Cheerleader, counsellor, coach, motivator, chef, project manager
- Above all you are on their side



Role of Parent

- Ask how you can support
- Take an interest (test)
- Praise effort
- Perspective (the why?)
- Working environment
- Normal life will return





BYRON

SIXTH FORM COLLEGE

Revision Strategies

With the Lords help

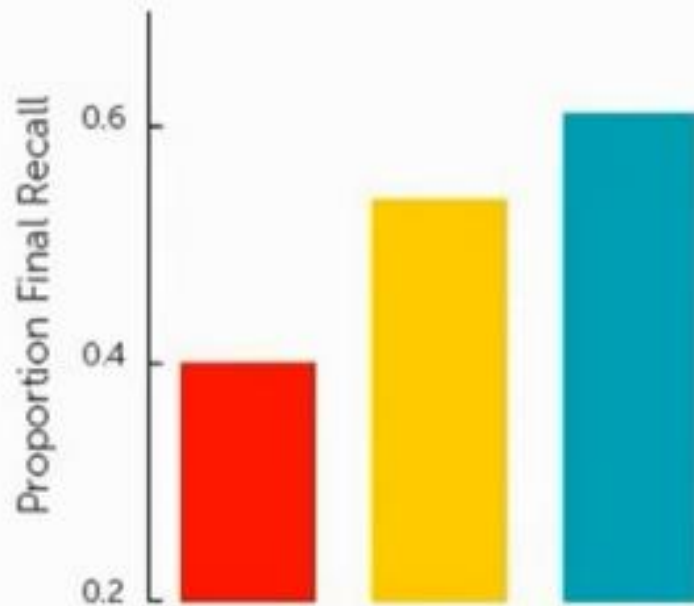
Re-Reading v Testing

Reading, reading
reading, reading

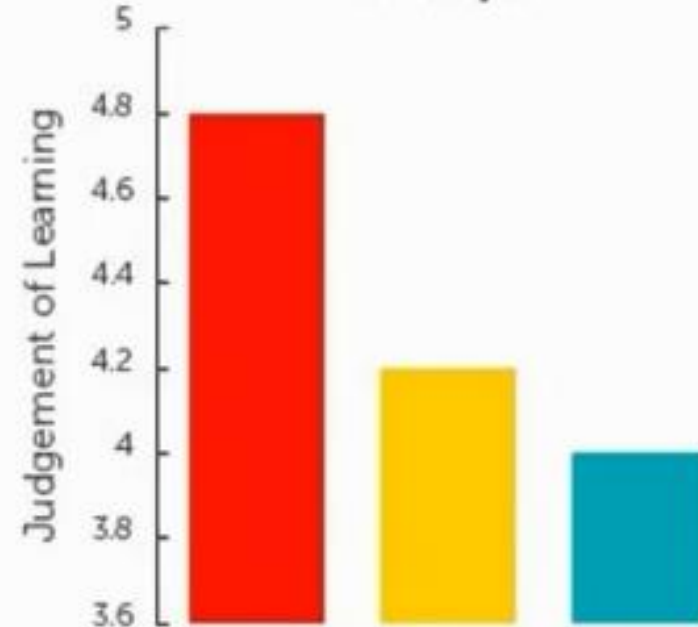
Reading, reading
reading, testing

Reading, testing,
testing, testing

Final Exam Performance



"Did it help me?"



Source: Roediger and Karpicke (2006)

innerdrive.co.uk



BYRON
SIXTH FORM COLLEGE

Revision Strategies

- **Engaging with notes**

1. Cornell Notes
2. Mind maps

- **Retrieval Practice**

1. Free recall
2. Cue cards/spaced retrieval

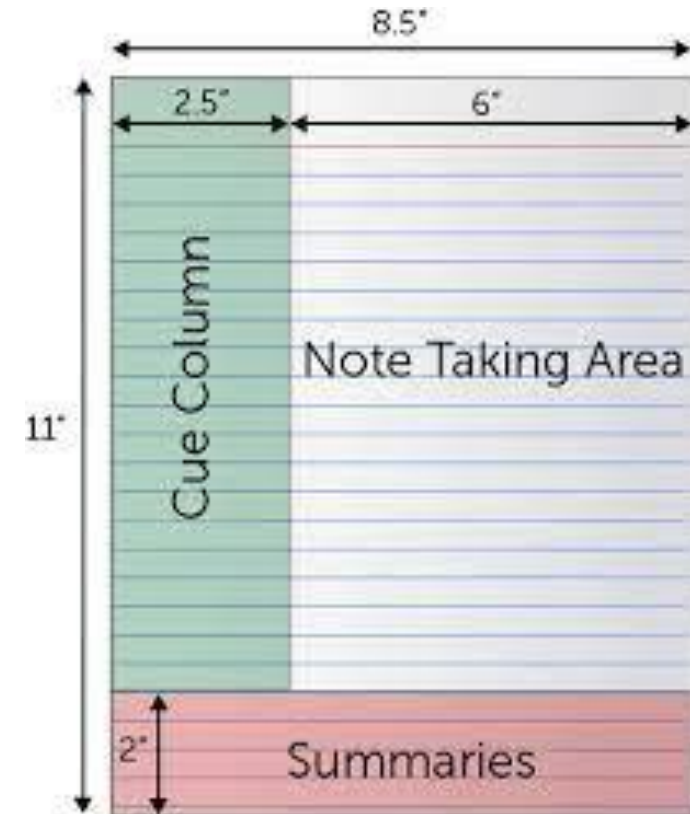
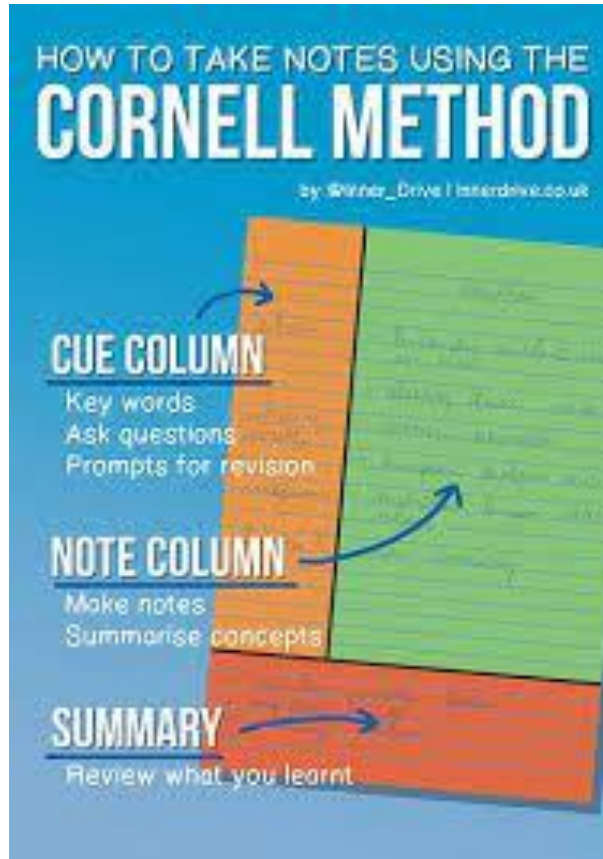
- **Adaptive learning**

1. Seneca



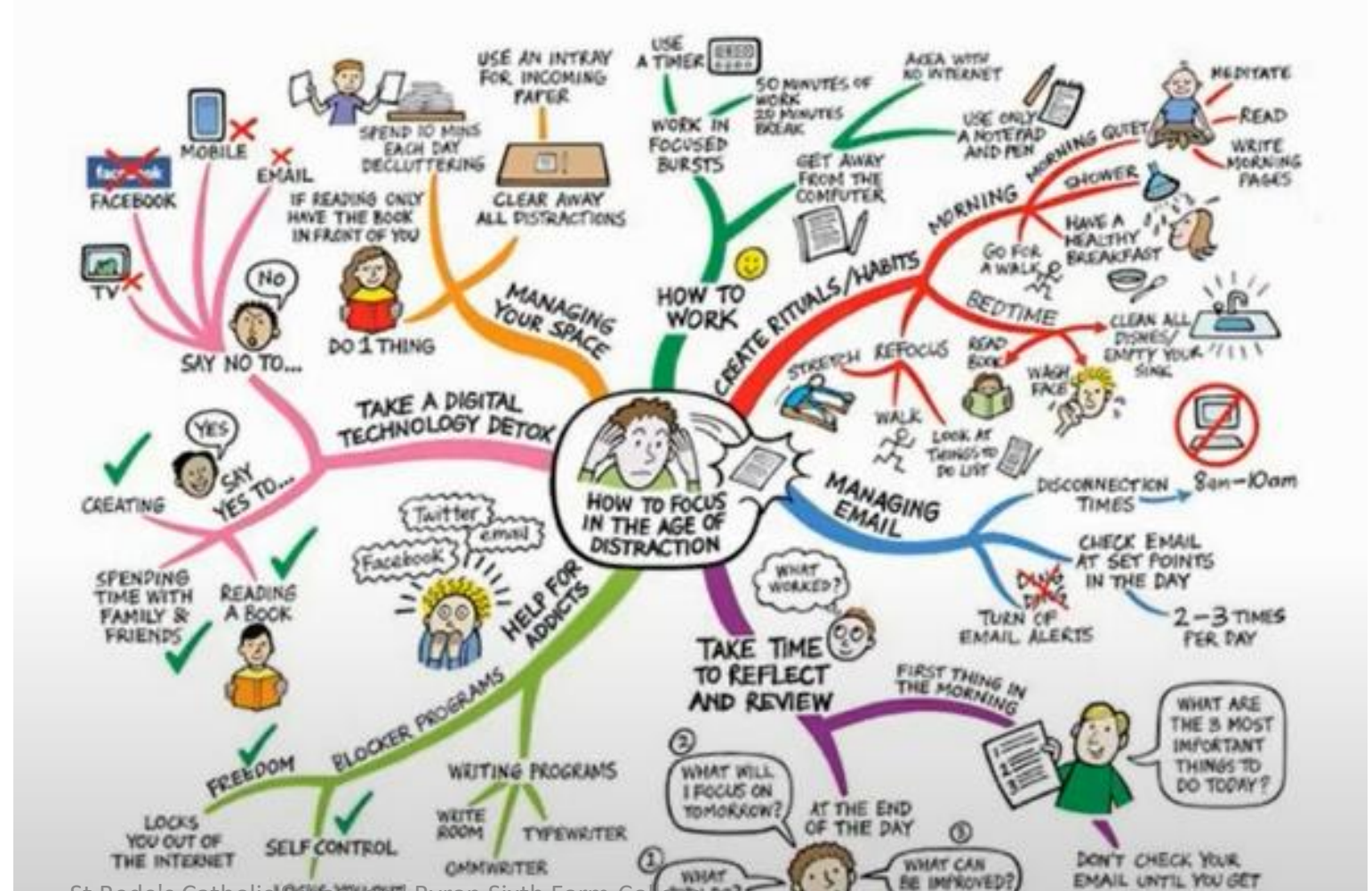
Revision Strategies: Engaging with notes

- Engaging with notes
 - Cornell notes
 - Mind maps



Revision Strategies: Engaging with notes

- Engaging with notes
 - Cornell notes
 - Mind maps



Revision Strategies : Recall Practice

Recall vs Recognition

When you do an exam you have to use a type of memory retrieval called **recall**.

Recall involves bringing detailed information to memory without any help.

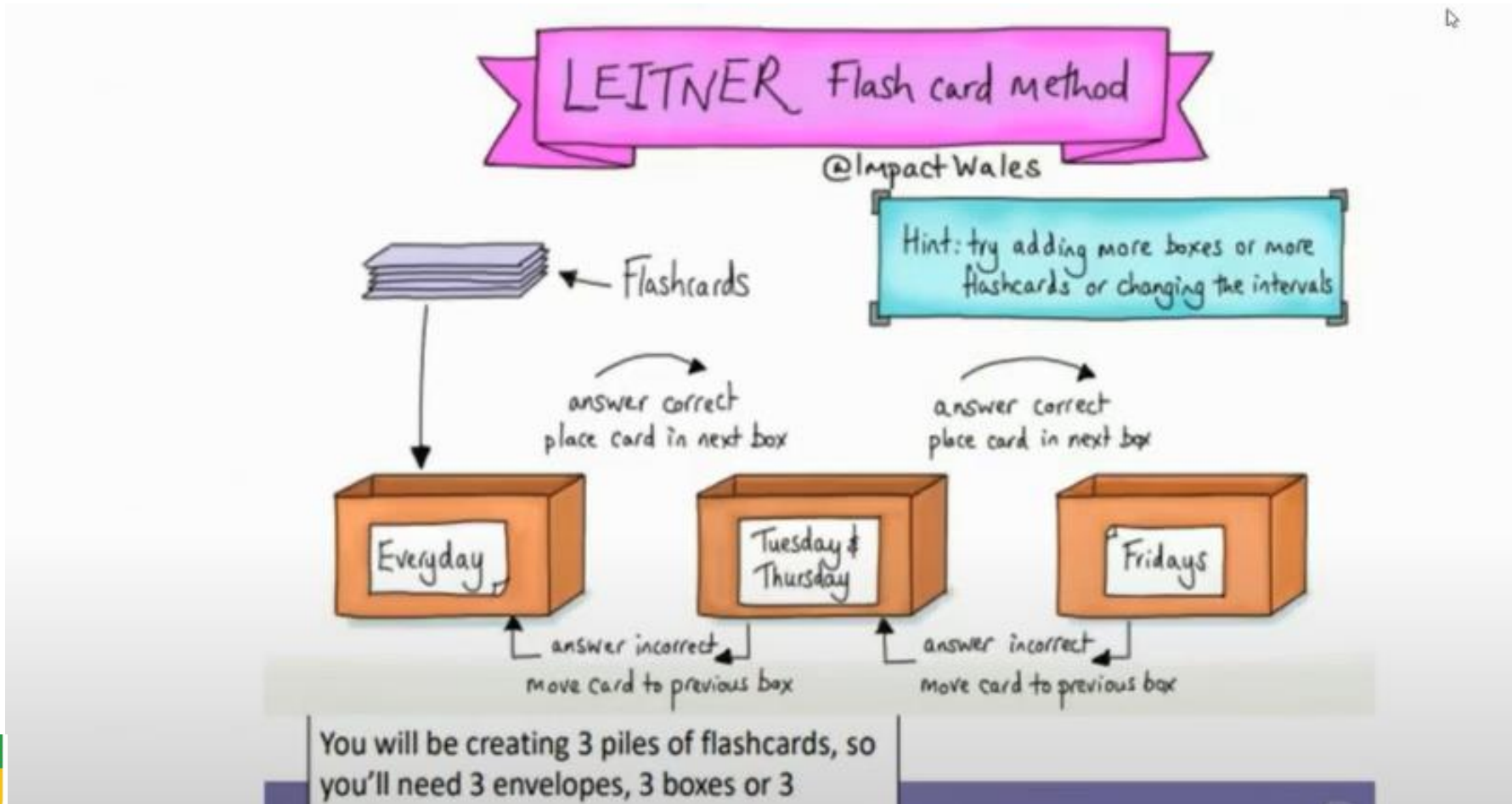
Recognition is where we remember something after we've seen or heard it.

Re-reading and highlighting fool us into thinking we remember things we recognise.

To really be able to recall information we need to use active techniques that make us do stuff with the information.



Revision Strategies : Recall Practice



Revision Strategies: Adaptive Learning



BBC
Bitesize



SENECA
Free interactive content to
keep students engaged



BYRON
SIXTH FORM COLLEGE

Revision Timetable

- Start early
- Spacing
- 3x 30min GCSE 6 hrs per week per subject A Level
- 30 mins at a time – set a target
- Take breaks
- Be realistic



Revision day

1. Getting started

- revision timetable, organisation, time management

2. Finding out what you don't know

- And then revising these weaker area

3. Practice

- Test your memory, exam questions

4. Check

- Mark yourself and mark harshly





Research

With the Lords help

Research

- Parental views on failure
- Parental praise
- Phones and sleep
- Eating breakfast
- Parents and grades



1. Parental view on failure

- Parent's views affect the children's mindset
- Parent's can view failure as 'enhancing' or 'debilitating'
- Parent's who viewed failure as 'enhancing' are more likely to have a child with a growth mindset (i.e. a belief that they are able to develop their intelligence)
- Model and help children view failure as 'enhancing'



2 Parental Praise

1. 'Process praise' (well done you must have worked very hard) vs 'Person praise' (good boy! You are so clever).
2. Children are for more likely to here 'process praise'
3. Process praise develops a 'growth mindset'
4. Important during toddler days, when motivation is set
5. Continue to use the model 'process praise'



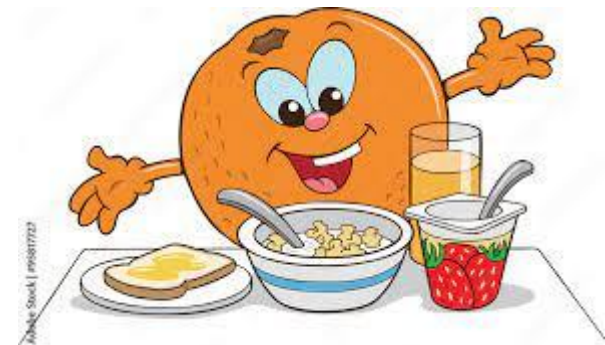
3 Phones and sleep

1. 7-9 hours of sleep is essential to the learning process
2. Blue light reduces melatonin, the sleep hormone
3. Being on a phone 2hrs before bed = 20% less melatonin being released, affecting quality of sleep.
4. Activity on phone is also important – social media/anxiety
5. Have strict limits on the use of devices before bed



4 Eating breakfast

1. Eating breakfast reduces declines in attention/memory
2. Concentration levels, natural decline reduced by 65%
3. Memory recall, +5% (-27% sugary drink)
4. Alertness maintained, no crash
5. 'Breakfast has a positive effect on cognitive function'
6. Reinforce the importance of breakfast





Tough Love

With the Lords help

Tough Love

- TV
- Music
- Phones
- Sleep
- Comparisons



5 Parents and grades

1. Have high academic expectations – biggest impact
2. Regular communication ('what prep do you have')
3. Good reading habits – never too late- reading fitness
4. Clear rules around study/leisure time at home (supervising homework had less of an impact)
5. Continue to promote the above



TV, music and phones

Cognitive load

The amount of working memory used by a task

Three components

- **Intrinsic load** – the content
- **Extraneous load** – format of information and everything else in the room/brain
- **Germane load** – learning ie the important stuff



TV, music and phones

- The adolescent brain has a lower capacity for working memory
- Adolescents have **less life experience** to help process what information is important.
- Mere presence of a phone has proven to cause a **20% decrease** in performance.
- Listening to music decreases productivity by 10%
- Students believe listening to music helps them to study more but this is not scientifically proven.



TV, music and phones

Six reasons to keep your phone away from you while you study.

- Lowers concentration
- FOMO – comparison
- Reduces memory
- Warps view of reality
- Stress and anxiety
- Impacts sleep



TV, music and phones

- Ensure home has a quiet study space without distractions.
- Encourage a tidy and organised workspace.
- Review revision timetable regularly – remove phones, TV and music devices during study times.
- Enforce breaks with time limits.



Sleep

- Sleep has a key role in the consolidation of memory.
- Vital for optimal attention and efficient learning.
- Essential for self regulation and emotional control.
- Use revision timetable to create a regular bedtime and sleep routines.
- Remove devices and disable WIFI
- Protect sleep time – make it a priority



Comparisons

- Assessment results, conversations, social media feed into what others are doing/achieving.
- Normal human behaviour, but detrimental when the focus is on someone 'having more' or 'being better'.
- Not achieving the same as others creates feelings of not being good enough or intelligent enough and this can be demotivational.



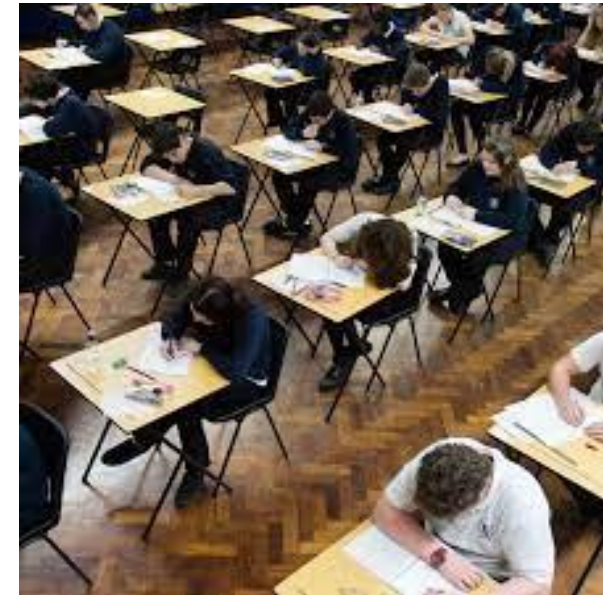
Comparisons

- Our students should only compare themselves to themselves.
- Avoid comparing your child to another.
- Reframe the goal – not ‘be the best’ but ‘be your best’
- Celebrate progress
- Work with them to set personal goals.



The Big Day

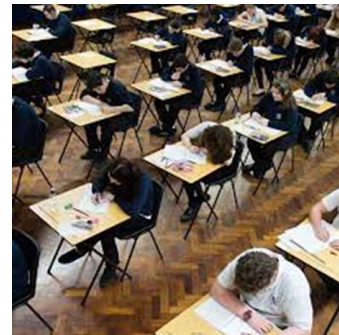
- Be aware of your anxiety
- Nerves ✗ Anxiety ✓
- *“What if?.....so what?.....”*
- Simulation
- Rehearsal



The Big Day

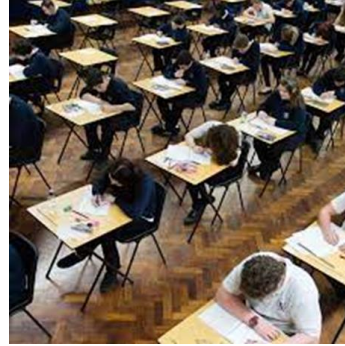
“What if?....so what?...”

- “**What if?**” questions cause a great deal of anxiety around exams.
- “**So what?**” restores balance and perspective.
- A strategy that removes extremes, worries and fears and focuses on the moment.



The Big Day

- Simulation
- Rehearsal



- Opportunities to experience the exam in school and at home.
- Practice paters, controlled environment, timed practice





Questions

With the Lords help