

Revision lesson and lessons in revision

- Revision skills should be taught throughout a child's education
- We need to model effective strategies in class and make it explicitly clear to students that this is a method they should replicate when revising independently
- Gagnan and Cormier (2019) present research which states:
 - Distributed (over time) practice is better than massed (cramming) practice
 - Females are more likely to engage than males – implications for 6th form teaching

Do they know what's good for them?

Research by Dunlosky (2013)

What they like doing...

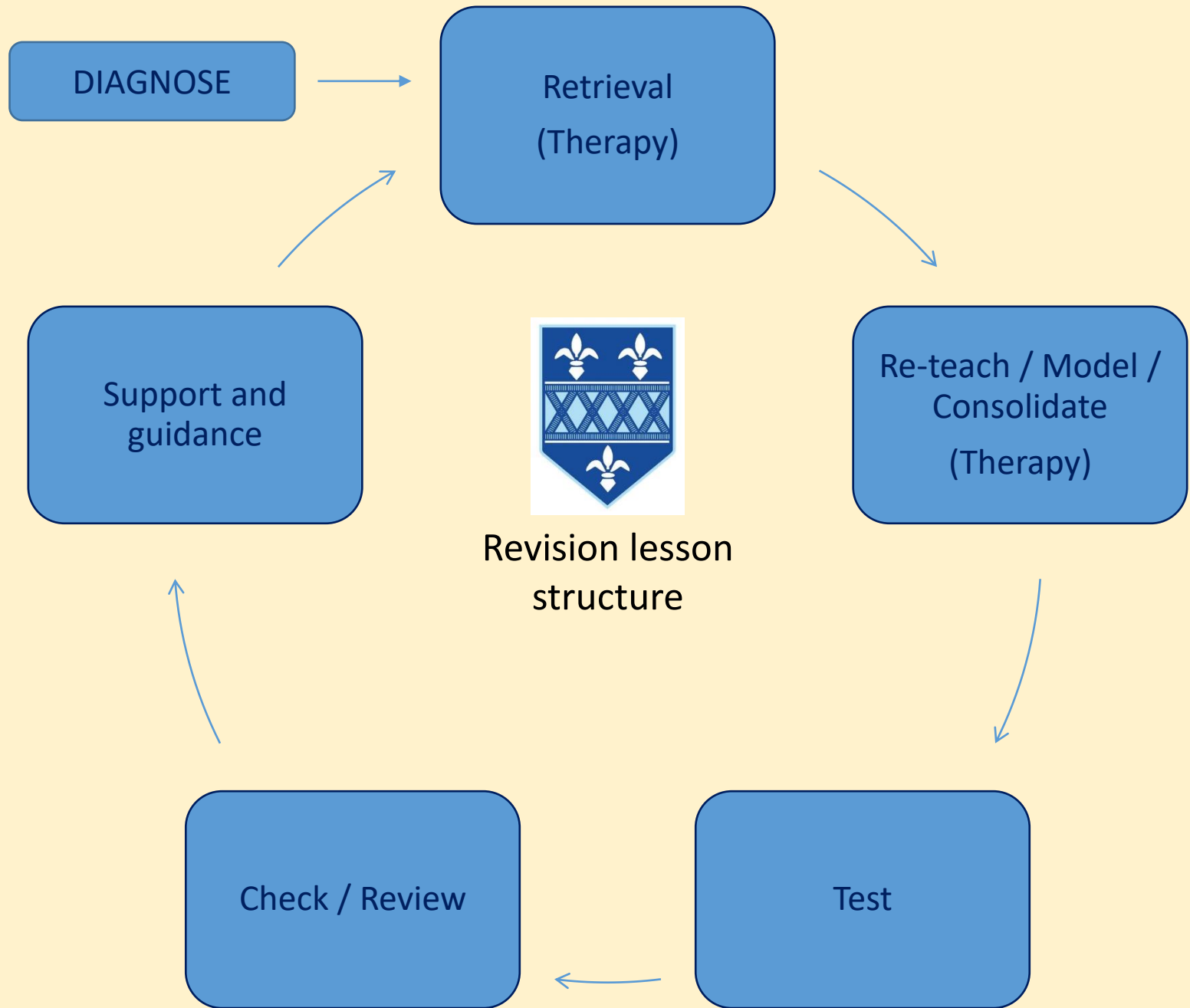
- ✗ Cramming
- ✗ Re-reading
- ✗ Making notes / copying
 - Flashcards - done badly
- ✗ Summarising
 - difficult and needs extensive training to be done well
- ✗ Highlighting
 - only the start of the journey
- ✗ Mnemonics
 - good for simple recall only/prompting deeper thought

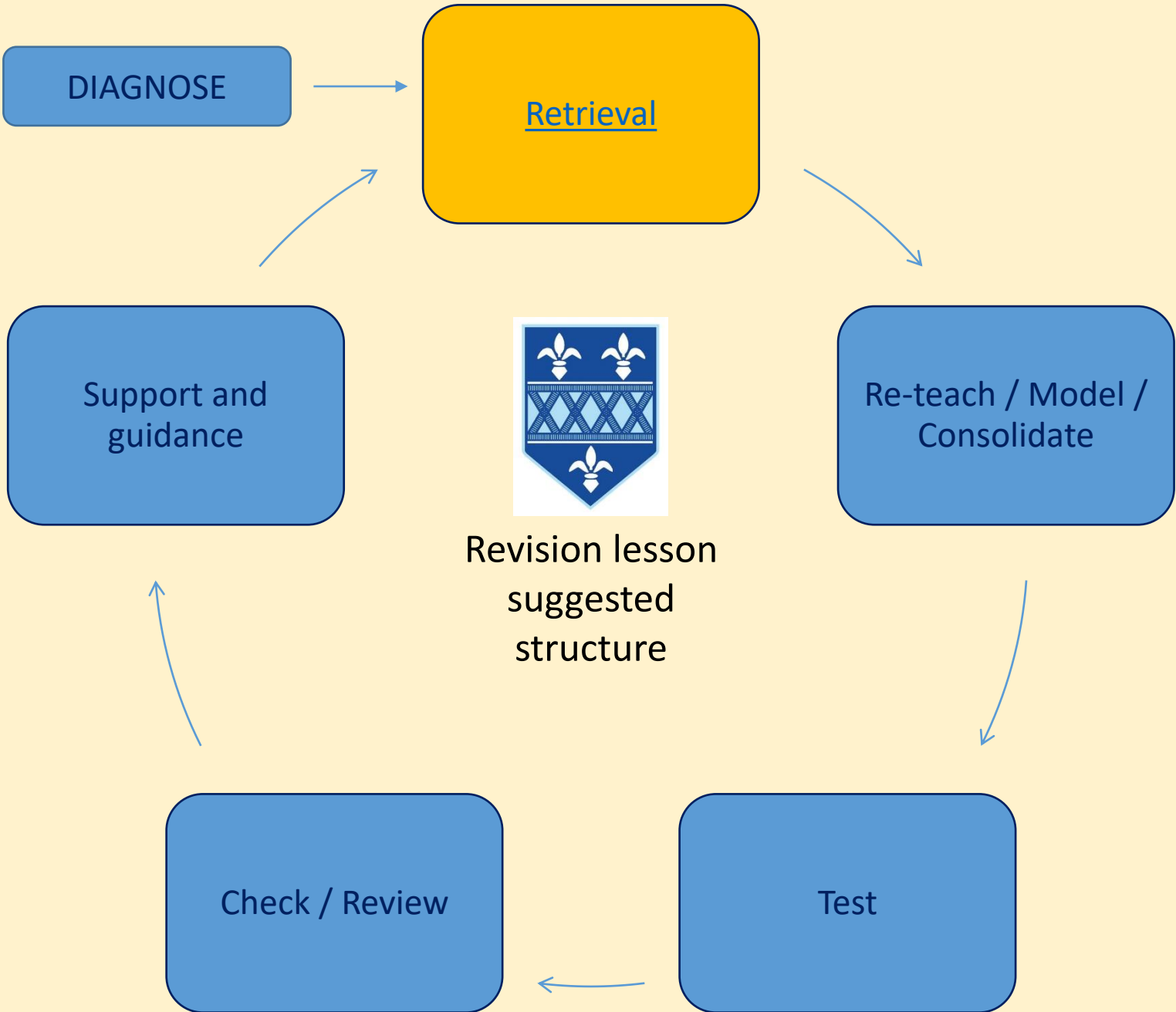
What they need to be doing

- ✓ Distributed practice (regularly overtime) more effective than massed practice (cramming)
- ✓ Practice testing: past papers, flash cards – done well
- ✓ Interleaving – mixing topics rather than chunking them
- ✓ Metacognition / exploration / connections / elaboration

This all has to be modelled in lesson

- Timings are up to you
- Structure replicates what you would want students to do in a revision session at home
- Strategies involved in various sections also guide strategies to be used when revising
- Topics to be covered DIAGNOSED via QLA and student/class need





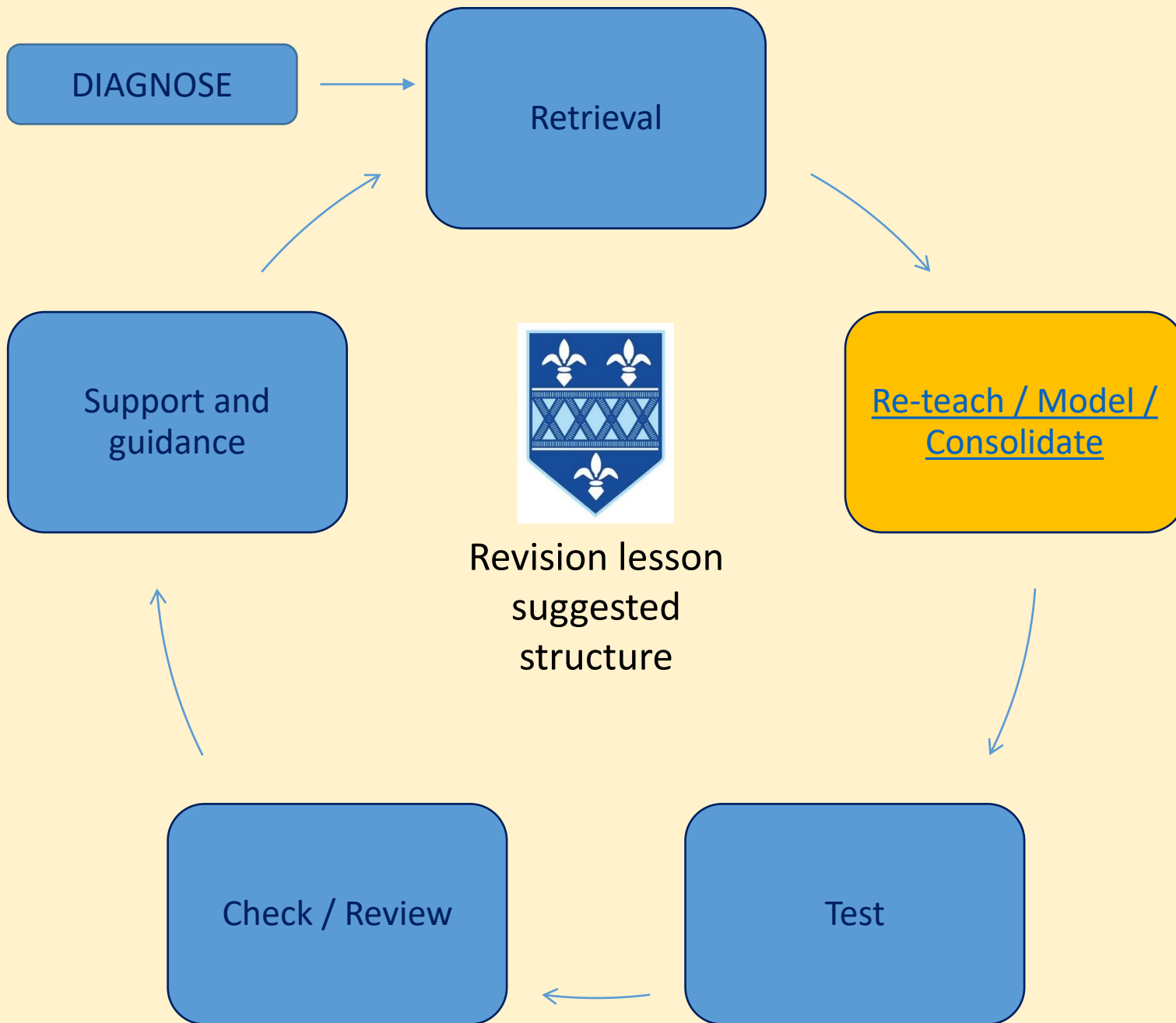
Principles employed:

- Practice testing
- Interleaving
- Distributed practice

If looking at multiple topics in a lesson this stage may be skipped on cycle #2

Strategies: [LINK TO GUIDANCE AND TEMPLATES](#)

1. Low stakes quizzes: 5 a-day, Kahoot, retrieval roulette
2. Retrieval grid
3. 1 pen, 1 dice
4. Multiple choice grab
5. Brain dump / table graffiti
6. Rubik's cube
7. Give me 5
8. Find and fix
9. Knowledge pyramid

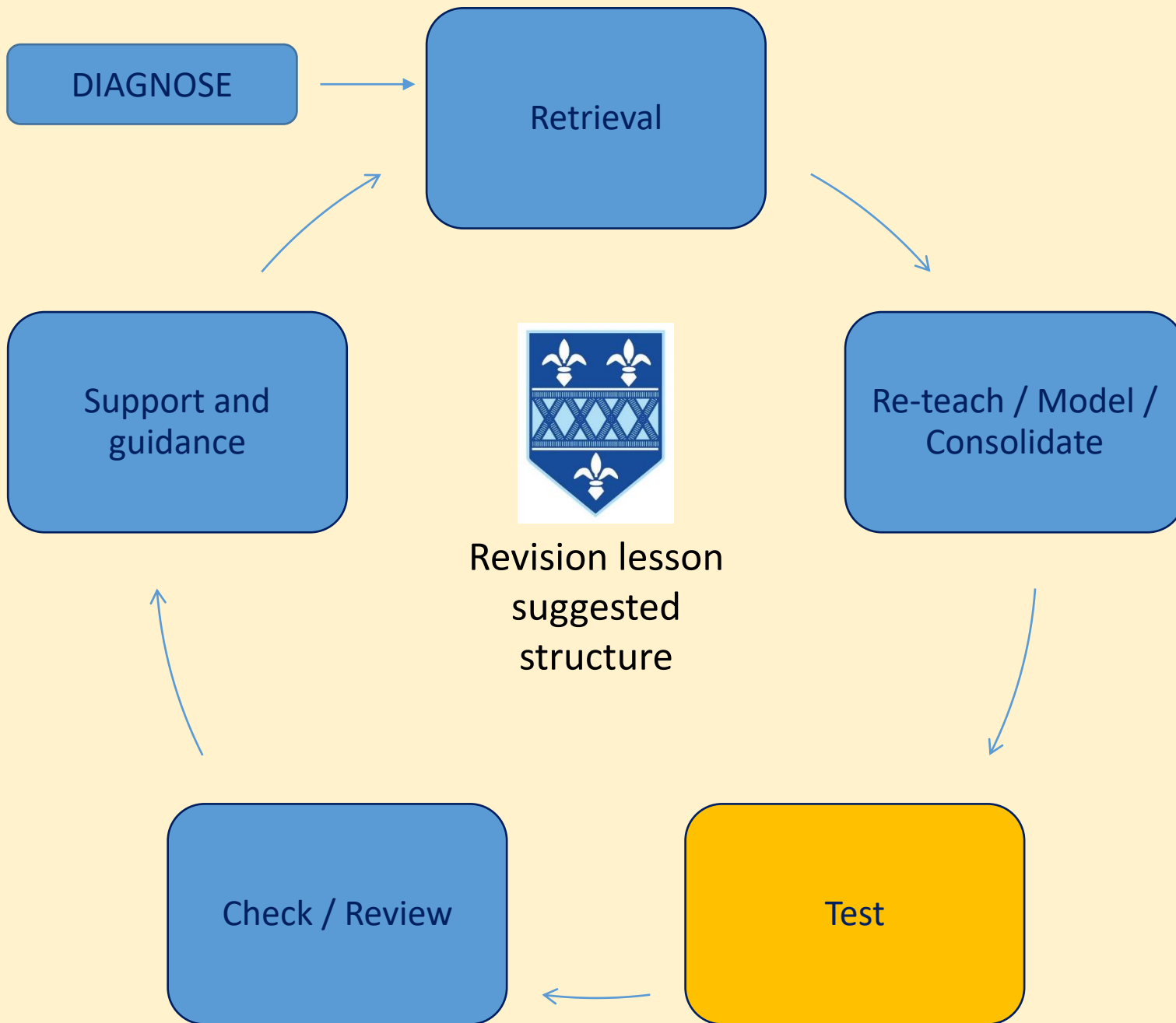


Principles employed:

- Distributed practice
- Metacognition
- Elaboration
- Connections

Strategies: [LINK TO TEMPLATES](#)

1. Connect 4
2. Highlight heads
3. Connection hexagons
4. On the other hand
5. Debate boxing
6. Cops and robbers
7. Think aloud: I do, We do, You do
8. Dual coding
9. Be the examiner
10. Structure strips / writing frames

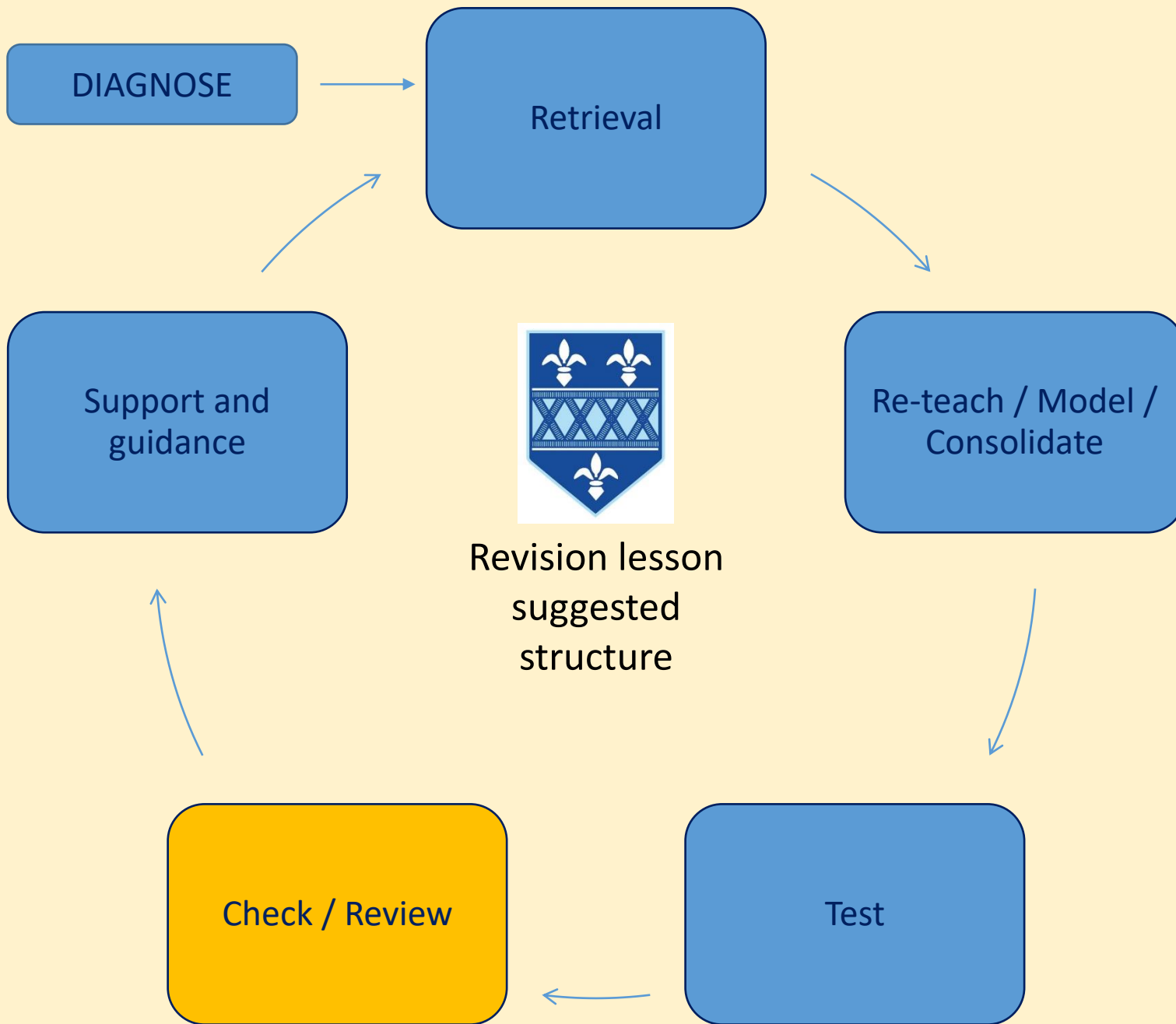


Principles employed:

- Distributed practice
- Practice testing

Strategies: [LINK TO TIMERS](#)

1. Exam conditions
2. Time on the board to replicate exam pressure

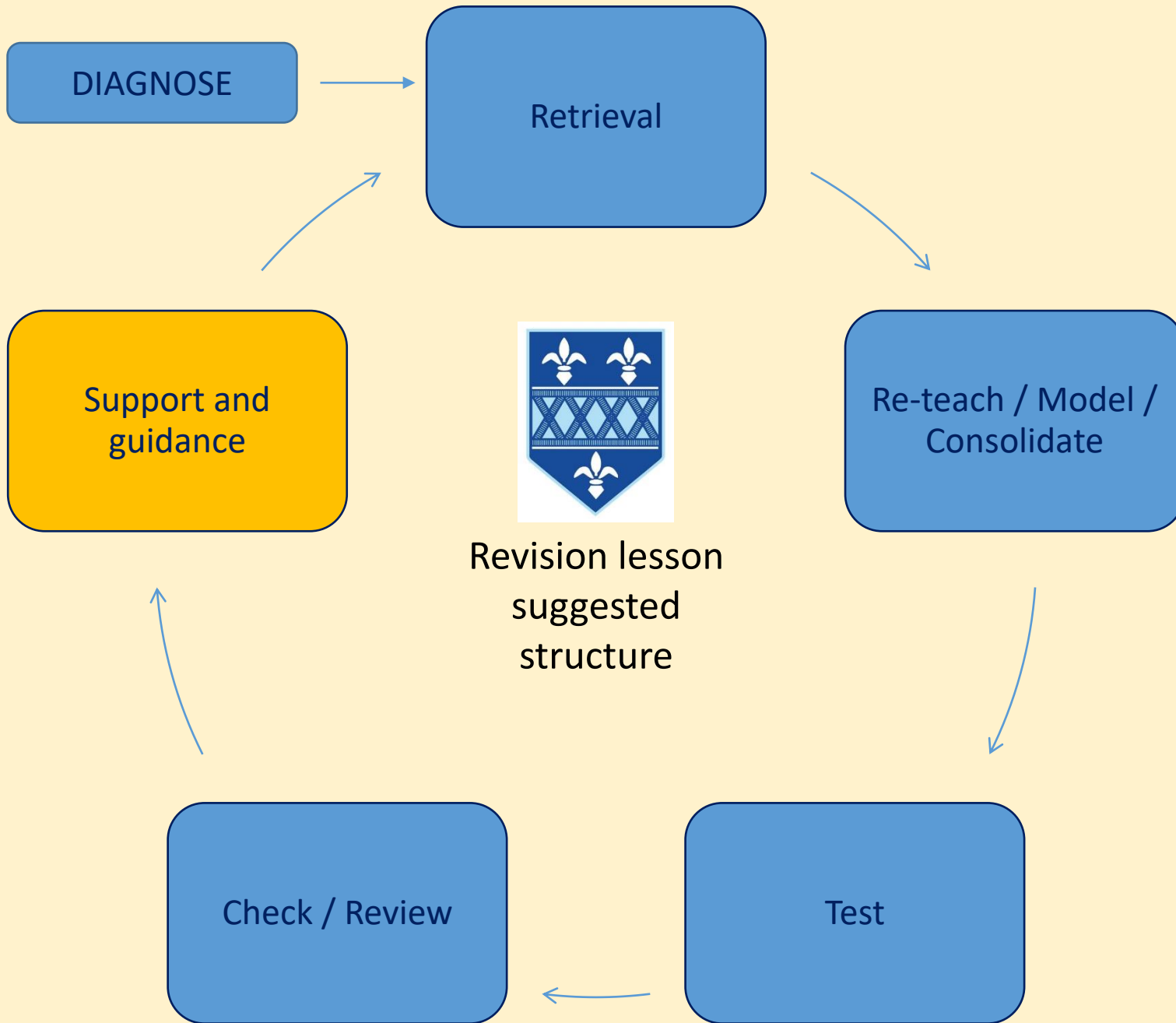


Principles employed:

- Distributed practice
- Practice testing
- Support
- Metacognition

Strategies:

1. Peer marking
2. Live modelling under a visualiser
3. Live marking under a visualiser
4. LIT
5. Using a mark scheme



Principles employed:

- Distributed practice
- Practice testing
- Support

Strategies:

1. Countdown calendar
2. Pre-learning
3. Directed revision
4. Writing their own quizzes
5. Guided past paper practice

Reaching the finish line...

Lessons in the final run up to exams:

- Planned and structured:
 - Every lesson is mapped out and this is shared with students, countdown calendar
 - Lesson content can then feed into independent study
 - Past paper analysis to get a feel of what might be coming, advanced information shared and acted upon
- Focussed:
 - Subject topics - diagnosed through Question Level analysis, students ratings on PLC's, linked to advance release information
 - Exam skills and techniques – subject specific, teacher should know their specifications inside out, common approach across the department (PEEL, BUG, chunking / blending etc)
- Variety:
 - Yes there may be times when it is boring... try to model a variety of strategies and methods to keep them motivated and engaged
- Grit and support:
 - They have got to work hard, be unapologetic in making them do so
 - Build their resilience and determination, the power of not yet...
 - Show and remind them of the support on offer
- Technology involvement:
 - GCSEPod / Seneca / Kahoot / Instagram story polls / quizzes

Recipe for effective revision & successful results ...

