



It's never too late to start!

# Revision and Well-Being Session 13th March 2024

***Mr Howell***

Director of Sixth Form

***Mr James***

Associate Deputy Headteacher  
Quality of Education



***Success with Care***



# Revision and Well-Being Evening

13<sup>th</sup> March 2024

**Why do we have this evening?**



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## Why do we have this evening?

During the exam period, revision and well-being need to go hand-in-hand.

During this evening we will:

- Share our **9 high impact revision strategies** (based on national research)
- Discuss how to use **revision and exam preparation time** effectively
- Share strategies to help students **manage themselves in a healthy way** over the next few months
- Discuss how **other family members** can support revision, exam preparation and student well-being



## Reluctant Revisers

- 1) Make sure they know how to revise
- 2) Show them how long they have until their exams
- 3) Bribe them! (with short-term rewards) – Pasta Jar!
- 4) Prove to them that revision is necessary
  - **Too clever to revise:** quiz them on a topic in their textbook
  - **Already given up:** set them a task to revise (proper revision) a topic over the weekend, test them before and after
- 5) Get them to buy in to the ‘why’ they need to revise.



## Over Revisers

- 1) Make sure that the revision is effective – 10 hours per week on effective strategies might be more beneficial than 20 hours of non-effective strategies.
- 2) Set a non-revision timetable, planning down time.
- 3) Plan activities to do during that time
- 4) Understand the ‘guilt’ feeling of not revising
- 5) If the ‘guilt’ is ruining the activity, take some flashcards for a short revision activity if needed.



## VESPA

It was created approximately 9 years ago by two Sixth Form Heads of Year from the Bluecoat School in Oldham. Similar to DHFS.

It stemmed from a conversation about 'ceiling students' and 'breakthrough students'

**Ceiling students** made slow starts to A Levels and were underperforming in usually all subjects, never really catching up.

**Breakthrough students** just flew! Exceeded targets and were committed to their studies.



## VESPA

**V**ISION – they know what they want to achieve, why they are doing GCSEs/A levels/BTECs, career plans

**E**FFORT – they put in many hours of proactive independent study (purposeful practice)

**S**YSTEMS – they organise their learning resources and their time

**P**RACTICE – they practise and develop their skills

**A**TTITUDE – they respond constructively to setbacks and criticism.



# Revision and Well-Being Evening

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Having  
a **Vision**

Commitment  
to the  
**Effort**  
needed

Having  
suitable  
**Systems**  
in place

**Practising**  
your  
learning &  
skills

Developing  
a positive  
mental  
**Attitude**

Think of someone you admire.

Often your first choice is not always right, take a minute to consider who?

What is it about them that you admire most?

The characteristics you admire most in others can say a lot about the type of person you want to be.



A\*

A

A

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# Revision and Well-Being Evening

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Having  
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Asking 'what is your goal?' is not a very good way of unlocking vision.

It is abstract, slippery, embarrassing and frightening.

You don't often get an honest response.

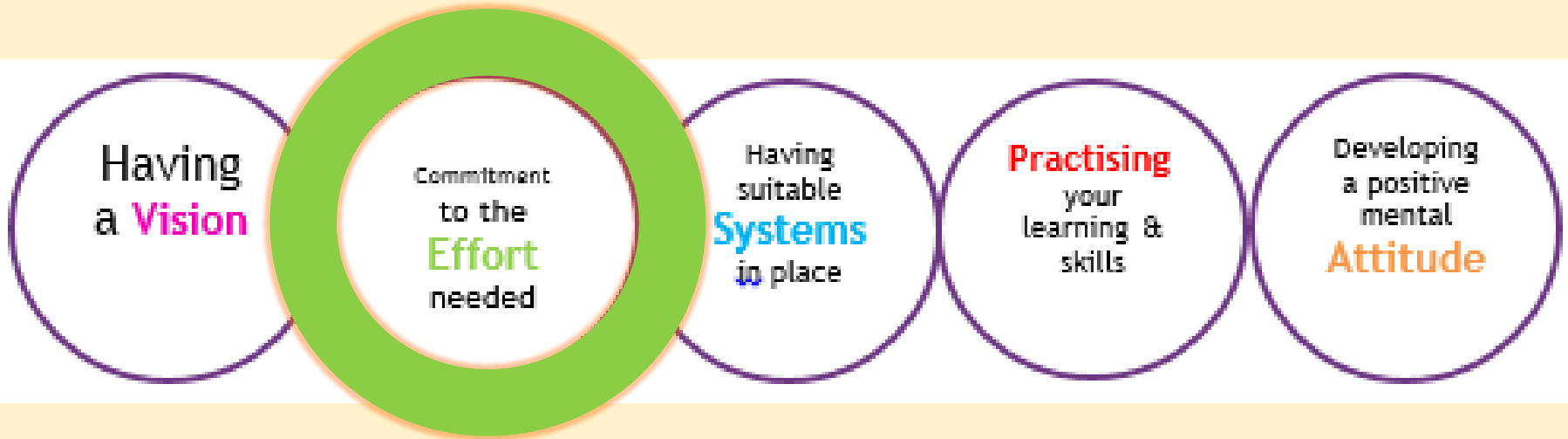
Asking questions around the subject helps build awareness and foster positive thinking.

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## Effort

This refers to how much purposeful practice students do  
'Ceiling' students often believe in effortless success.

You may have heard people say *'You've either got it or you haven't'*.



# Revision and Well-Being Evening

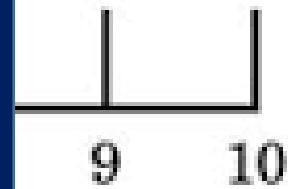
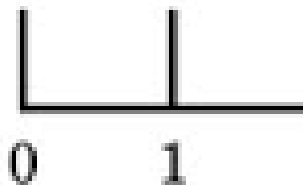
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Having  
a **Vision**

Developing  
a positive  
mental  
**Attitude**

E

e



Can you guess what score the majority of students gave themselves?

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## Effort 1 – 20-hour Challenge (per week)

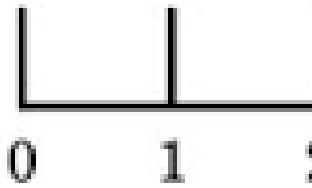
The numbers mean different things to different people

- 7 says I am working quite hard, but I know I can do more – it keeps them out of trouble
- Students tend to surround themselves with people who do similar (or slightly less) work. This normalises their behaviour.
- It doesn't allow them to compare with the hardest working students in the Sixth Form or nationally.



Effort

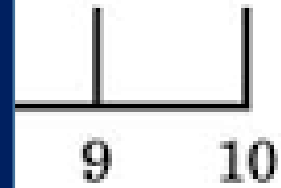
We ask  
themselves



- 1: 0-2 hours of
- 5: 10 hours of i
- 10: 20 hours of

Grade

rank  
effort



4

Can you guess what score the majority of students gave themselves?



## Effort 1 – 20-hour Challenge

Almost all students became less than 5, often 2-3.

So where did the 20hours come from?

Research by Oakes and Griffin show that the most successful GCSE and A level students do 20+ hours of independent study.

Please note: These students are not necessarily the highest attaining, but are **'breakthrough' students**.



## Effort 1 – 20-hour Challenge

Help and guide your children to undertake independent study outside of school.

The amount of time is important but also how that time is being used.

Why? Because all the evidence shows that it is a **game changer**.



## Know Your Blockers (as Reluctant Revisors)

- 1) **Initial lack of motivation** – either getting started or completing a task.

**Fool yourself** – start a task by doodling some of the key words on a sheet of paper, start making links, before you know it you have a bit of a plan.

*The first step is the hardest* – Frodo, Lord of the Rings

**Reflection:** what are your blockers [discuss as a family]?

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# Know Your Blockers

## Pomodoro Technique

- 20-minute bursts of revision (focus on time rather than a task)
- Before you start make sure you are fed, watered, phone is in another room and have had a toilet break – to avoid these distractions later!



## Know Your Blockers

### 3) Creating an opportunity – looking for distractions.

Some students work near others and tell themselves this is beneficial because they can ask for help if needed.

Some students subconsciously sit near students that will distract them.

What they are hoping for is a deliberate distraction to occur.

This goes for workplaces too, e.g. at the noisy kitchen table, near laptop, phone or TV or listening to music!!!



## Know Your Blockers

**4) Getting away with it**– for the pattern to continue you need to feel that you have got away with it ‘I didn’t get picked up for this, so I’ll do it again’.

“I got a good score on that section last time so I won’t bother revising it this time”

Everyone has blockers, but the most successful people have learnt how to fight the feeling!



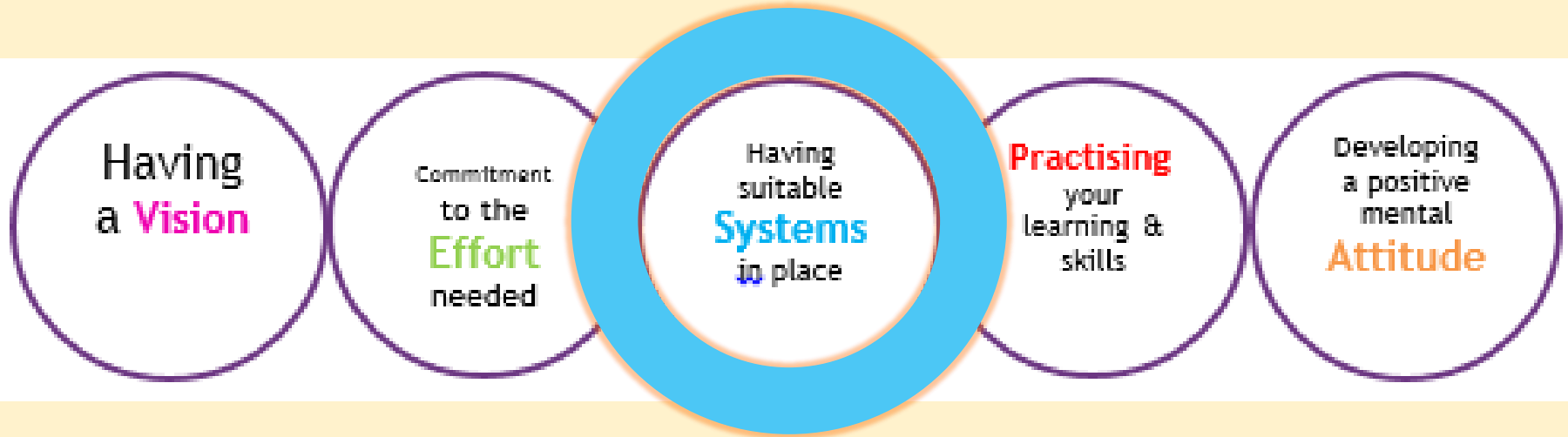
# Revision and Well-Being Evening

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- GCSEs and A Levels are taught in one-hour chunks
- That's 130 chunks in Y12 and 130 in Y13 (260 chunks to organise for each course)
- Three A levels = 780 chunks
- At GCSE it's 110 chunks per subject per year.
- If students can't organise these bits, they can't learn them
- There is a direct link between their level of organisation and the final grade
- When organised they can see patterns, create connections and make sense of all the information.

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## Systems (1) – snack, don't binge

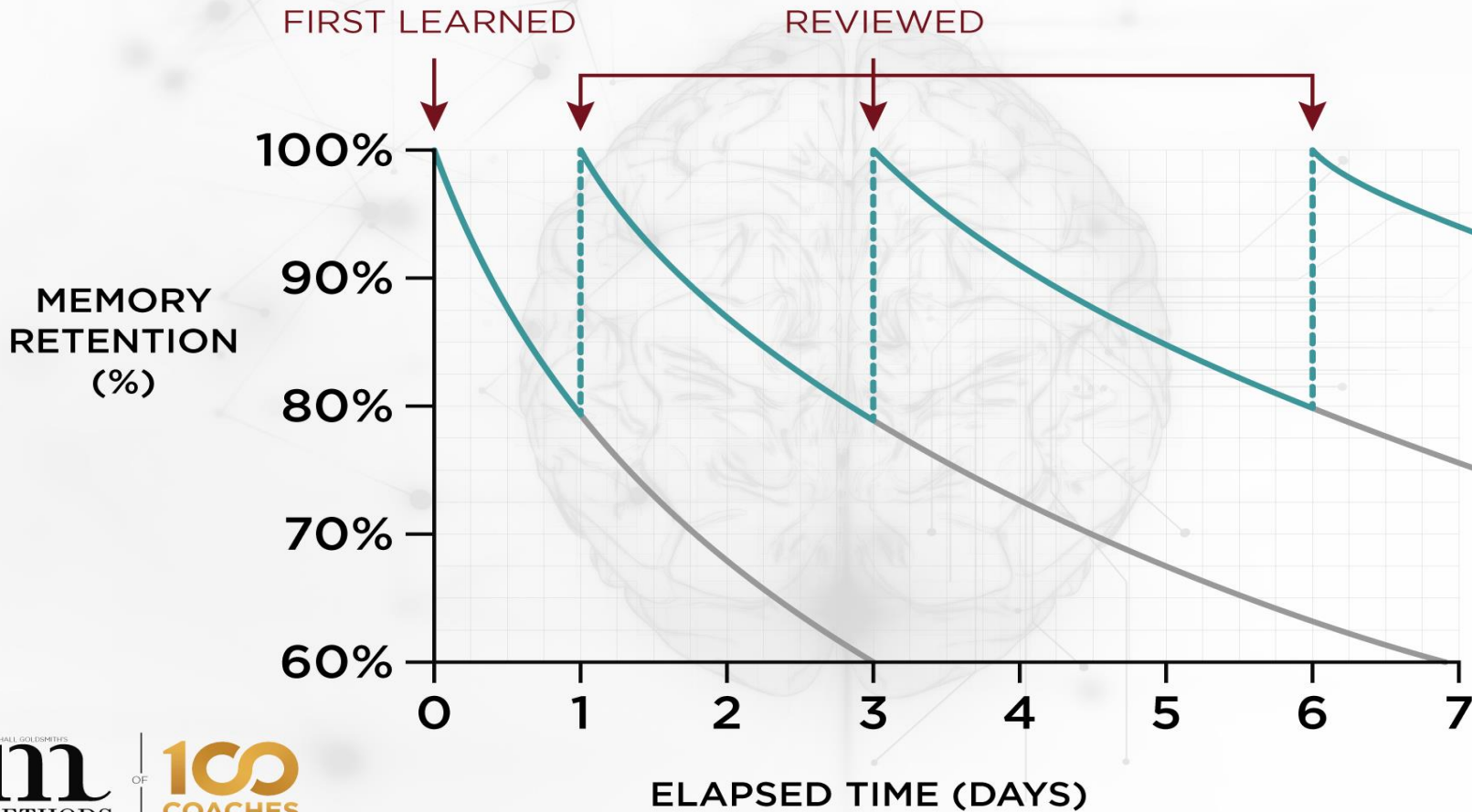
When it comes to revision, cramming (or 'binging') is less likely to be successful than regularly 'snacking'.

Encourage students to spend 15-20 minutes per week, per subject

Reviewing and organising the week's notes, working out what they didn't get and need to review again and planning what they will do next week.



## EBBINGHAUS FORGETTING CURVE





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### What are the Best Ways of Revising?

Revision, like any learning, works best when it is **active** and makes us **think hard**. Here are nine of the best strategies – so good we use them in lessons too. Revise in **20-minute bursts** with a **5-minute break** and repeat 3-4 times in a revision session. Videos and more information can be found on the DHFS website or by using the QR code:



#### 1. RAG Rating Your Own Confidence of a Topic

Before you start revising, get a contents list of the for each topic from your teacher or make a list. Use three colours to colour code this list:

- **Red** – I remember very little about this
- **Amber** – I remember some of this
- **Green** – I remember much about this



#### 2. Graphic and Knowledge Organisers

Turn what you need to learn into a **simpler, different and memorable format** (e.g. comparison tables, mind maps, flow charts, graphs, diagrams, acronyms and metaphors)



#### 3. Rosenshine Review Quiz

Design a list of quiz questions (with answers in brackets) on learning from a few lessons, weeks and months ago.



#### 4. Leitner Box Method using Quiz Flash Cards

Create **easy-to-read flash cards** with information that you need to learn, e.g. questions (on front) and answers (on back). Questions you cannot answer go in a pile that you ask more often (A). Questions you can answer go into pile (B)- answer these less often.



### What are the Best Ways of Revising?



#### 5. Mistakes Hit Lists

For a topic or a whole subject, write down a mistake you keep making (column 1). Write down why you make this mistake (column 2). In the 3rd column write the correct response. Tick off mistakes that no longer happen.



#### 6. Two Slow, One Fast (for bigger questions)

- **Slow** – firstly, focus on doing and answer well but slower than you get in the real exams
- **Slow** – the second time, a few days later, answer the question again, again slowly
- **Fast** – days later, do the same question well and in the correct exam time.



#### 7. Right, Wrong, Right

- **Right** – find someone that has done an exam answer well (e.g. a full mark answer). Write down the best bits from their answer
- **Wrong** - write the wrong answer one final time. Where exactly do you go wrong? Compare your answer with the student's answer?
- **Right** - write the correct way of doing it



#### 8. Do Practice Papers and Use Mark Schemes

Ask a teacher or search online for exam papers. Answer them, marks them using mark schemes (examiner answers) and give yourself DIRT tasks



#### 9. Design Your Own Exam Questions

Think about questions the examiners could ask. Swap these with friends. Answer them, mark them and give yourself DIRT tasks.

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## DHFS' Top



Glued into all student planners and in your handout

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# Revision and Well-Being Evening

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The image shows a screenshot of the Dronfield Henry Fanshawe School website. The top navigation bar includes 'Students', 'Sixth Form', and 'Parents'. A dropdown menu is open, listing various school-related topics. A red box highlights the 'Active Revision Techniques' link in the dropdown menu. Below the dropdown menu, there is a sub-menu with 'Ordering Revision Guides' and 'Revision Tips'. In the background, a green sign for the school is visible, featuring the school crest and the text 'Dronfield Henry Fanshawe School' and 'Success with Care'. The sign also displays the phone number '01246 412372' and the email address 'admin@dhts.uk'.

**Dronfield Henry Fanshawe School**  
Est. 1579 – Success with Care

Students ▾ Sixth Form ▾ Parents ▾

- Life At Our School >
- Key Information >
- The Curriculum >
- Safeguarding
- Personal Development >
- Careers (CEIAG) >
- Exams >
- Active Revision Techniques >**
- Ordering Revision Guides
- Revision Tips

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# Revision and Well-Being Evening

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### Do you know the best ways of revising?

Inside the Revision Techniques folder, you will find information on different revision techniques, examples of how they might look and 3-5 minute videos explaining how each technique works.

Active Exam Preparation and Revision Strategies

1. Learn 2. Create and Use 3. Reflect

Revision Technique: RAG Rating Student's Own Confidence of a Topic

1. Learn Why does it work?

Example

a) Firstly, this helps you to understand all the aspects that what might be assessed

b) Secondly, it helps you focus your limited revision time on your priority areas of the topic or subject.

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Active Exam Preparation and Revision Strategies

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Revision Technique: Graphic and Knowledge Organisers

1. Learn How does it work?

a) Graphic and knowledge organisers force us to reshape and consolidate our knowledge into a more concise or different and memorable format

b) They help students to connect their learning together.

c) This strategy may include comparison tables, mind maps, flow charts, graphs, diagrams, acronyms and metaphors.

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### Example of a knowledge organiser

Extreme Earth Year 2

Key Vocabulary	Large thunderstorm clouds	Layers of Soil	
<b>supercell</b>	To suddenly burst out causing lava to explode out of the earth's surface	<b>humus</b>	Starting dead leaves and animals
<b>pyroclastic</b>	The remains of plants or animals that lived a long time ago which can be found deep in the earth.	<b>topsoil</b>	Plant's roots grow here. Very few rocks.
<b>magmas</b>	Extremely hot, liquid rock	<b>subsoil</b>	Rocks and stones. Full of nutrients. Tree roots may reach. <b>leaves</b> .
<b>tectonic plates</b>	The earth's crust is made up of large areas called <b>tectonic plates</b> that join together.	<b>bedrock</b>	A mass of rocks. <b>leaves</b> .

Layers of Earth

**Crust**  
Thin outer layer. Hard rock. 10km-90km thick.

**Mantle**  
Extremely hot rock that flows. 3000km thick.

**Outer core**  
Iron and nickel. Mostly liquid with some rocky parts. 4000°C.

**Inner core**  
Iron and nickel. Hottest layer at over 5000°C.

Many of these techniques we have already begun to teach you in lessons.

Remember, revision is like any learning we do...if it is not making you think hard, it won't help you remember things.

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# Active Exam Preparation and Revision Strategies

1. Learn

2. Create  
and Use

3. Reflect



## Revision Technique: RAG Rating Student's Own Confidence of a Topic

### 1. Learn

#### How does it work?

- You either create a list, or better still, obtain a list of the key content for a topic from your teacher (at KS4 and KS5 this could be the topic specification page)
- You **RAG rate** what they know very little about (**red**), know some about (**amber**) and know much about (**green**)
- You then use this colour coding to prioritise active revision – focusing **more time on red and amber sections.**



# Active Exam Preparation and Revision Strategies

1. Learn

2. Create and Use

3. Reflect



## Revision Technique: RAG Rating Student's Own Confidence of a Topic

### 1. Learn Why does it work?

- a) Firstly, this helps you to understand all the aspects that what might be assessed
- b) Secondly, it helps you focus your limited revision time on your priority areas of the topic or subject.

### Example

2017/2018				
Name of Mine	Region	% / No of Non-Compliances for (Dr)progressions	Reason / Finding not complying	Steps Intend to take to address deficiencies
1. Lafage - Vyterberg Quarry	WC	Not acceptable (25-49%)	not sampling from just dam. No flow/ACTION plan requested, follow-up audit to be done including of water from WFTS Pits dam, irrigation and monitoring submitted action plans water, and dust suppression water.	
2. Tuman Mine	WC	Not acceptable (50-74%)	No stormwater drainage at the operational area/ACTION plan requested, follow-up audit to be done resulting in leakage. Bundled damaged at the and monitoring submitted action plans production plant, unlined gravel stockpile area, non-compliance to WFL conditions.	
3. Mandobutsein Exploration Mine	WC	Not acceptable (25-49%)	Sampling & Groundwater quality & selected parameters not monitored continuously and monitoring submitted action plans Geochemical model not done.	
4. PPC - De reek	WC	Not acceptable (25-49%)	Exceeding water quality limits. Stormwater management works not constructed. W/CMPP and monitoring submitted action plans not developed. No calibration certificates.	
5. Alhnam SA, Fenielsa Quarry	WC	Good but at risk (50-74%)	The mine is submitting documents as required and ACTION plan requested, follow-up audit to be done adhering to the conditions of the license.	
6. PPC Rhabeck West	WC	Good but at risk (50-74%)	No environmental audit, no bio-monitoring taking place. Excessance of water quality limits. Rejand monitoring submitted action plans rehabilitation plan (RSP).	
7. Lafage - Peak Quarry	WC	Not acceptable (25-49%)	No flow meters, SSE not removed from the pond, no incidents register.	ACTION plan requested, follow-up audit to be done and monitoring submitted action plans
8. OMI Minerals SA - Krome Endura Diamond Mining	LP Pretoria	Not acceptable (25-49%)	The mine doesn't have proper stormwater management in place. The dams are not lined.	ACTION plan requested, follow-up audit to be done and monitoring submitted action plans
9. Vele Colliery	LP Pretoria	Good but at risk (50-74%)	The mine still under care and maintenance. The mine still under care and maintenance. The mine still under care and maintenance.	ACTION plan requested, follow-up audit to be done and monitoring submitted action plans
10. Venelia Mine (Diamond)	LP Pretoria	Not acceptable (25-49%)	No calibration of flow meters, exceed groundwater levels, no O&M treatment at P&C) and return and monitoring submitted action plans water dam. W/CMPP not submitted.	ACTION plan requested, follow-up audit to be done

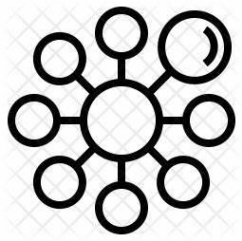


# Active Exam Preparation and Revision Strategies

1. Learn

2. Create and Use

3. Reflect



## Revision Technique: Graphic and Knowledge Organisers

1. Learn


How does it work?

Part one:  
Creating or developing knowledge organisers individually and then as a small group, helps you to see how others can build on what you know and see what you can recall information that others cannot.

### Example of a knowledge organiser

Extreme Earth Year 3

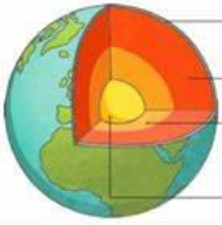
Key Vocabulary	
cumulonimbus cloud	Large thunderstorm clouds.
erupt	To suddenly burst out causing lava to explode out of the earth's surface.
fossils	The remains of plants or animals that lived a long time ago which can be found deep in the earth.
magma	Extremely hot, liquid rock.
tectonic plates	The earth's crust is made up of large areas called <b>tectonic plates</b> that join together.



Layers of Soil	
humus	Rotting dead leaves and animals.
topsoil	Plant's roots grow here. Very few rocks.
subsoil	Rocks and stones. Full of nutrients. Tree roots may reach <b>fossils</b> .
bedrock	A mass of rocks. <b>Fossils</b> .

Layers of Earth



- Crust**  
Thin outer layer. Hard rock. 10km–90km thick.
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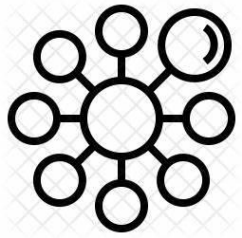


# Active Exam Preparation and Revision Strategies

1. Learn

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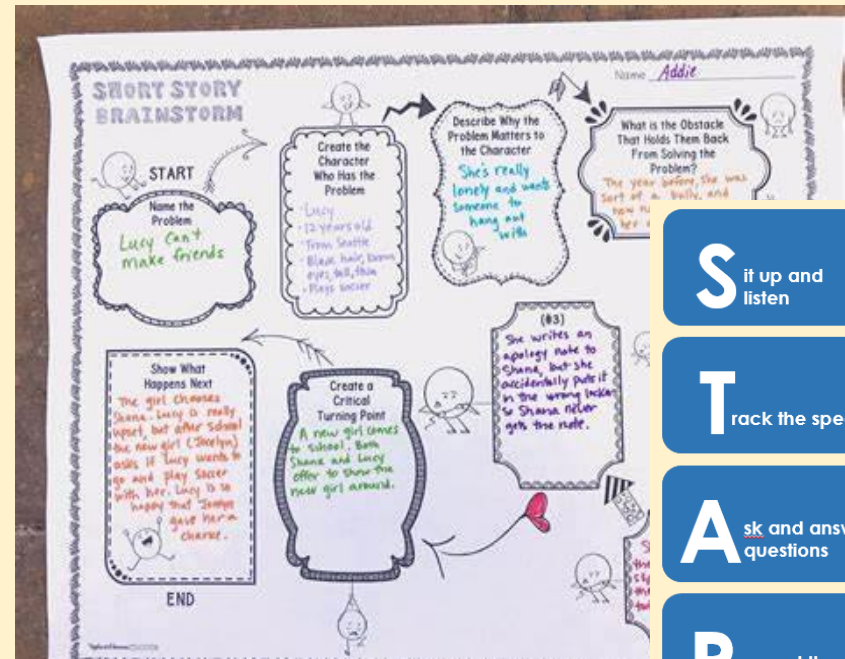
## Revision Technique: Graphic and Knowledge Organisers

### 1. Learn Why does it work?

#### Part two:

Creating graphic organisers helps us to convert our knowledge into a more visual or simplistic format (e.g. diagrams, acronyms and metaphors). These are easier to remember.

### Examples of graphic organisers



**S**it up and listen

**T**rack the speaker

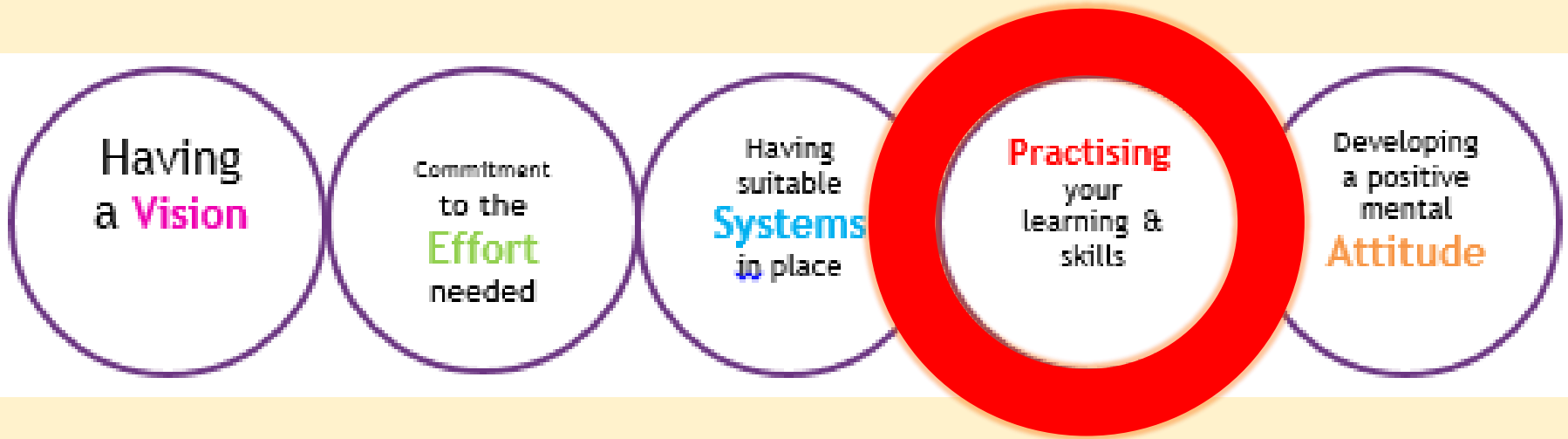
**A**sk and answer questions

**R**espect those around you



# Revision and Well-Being Evening

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**Practice** is different from **effort**.

It is what they DO with the time.

It is not HOW MUCH, more HOW that is important.

Practice doesn't make perfect, perfect practice makes perfect.

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There is a strong correlation between the type of independent study/revision students do and outcomes they get.

Student Group 1 – does 15 hours revision- all of it reading

Student Group 2 – does 15 hours revision- 10 hours creating flashcards, 3 hours looking at past papers and 1 hour talking it through with friends and

**GROUP 2!**  
**They achieve more by doing less**

10 hours creating flashcards, 3 hours looking at past papers and 1 hour talking it through with friends and

**Which group is statistically more likely to be successful?**



# Revision Strategies Checklist

Are they active strategies and do you have a balance?

Revision Strategies (c – content, s – skills and f – feedback) Tip: a balance of all three types works best	Always	Sometimes	Never
Reading through class notes (c)			
Making / re-making class notes (c)			
Using a revision wall to display your learning and make connections (c)			
Using resources on online or course textbooks to increase your knowledge base (c)			
RAG rating your confidence with a topic or subject (c)			
Creating and using knowledge and graphic organisers (c)			
Creating and using Rosenshine review quizzes (c)			
Flash cards and quizzing yourself/ someone else quizzing you – using the Leitner Method (c)			
Writing exam answers under timed conditions – e.g. using Two Slow, One Fast (s)			
Reading model answers – e.g. using Right-Wrong-Right (s)			
Using past exam questions to plan out and practise answers and marking your work with mark schemes (s)			
Creating and updating a central mistakes list (f)			
Designing your own exam questions on possible questions that might be asked (f)			
Studying mark schemes or examiner’s reports and learn from mistakes from previous students (f)			
Re-reading written feedback from your teachers, others peers and yourself – are you still making these mistakes>			
Working with other students in groups/pairs (f)			
Comparing model answers against your own work (f)			
Handing in extra exam work to teachers for marking (f)			
One-to-one discussion with teachers / tutors (f)			

**Low impact strategies**

Very poor at helping us remember information

**DHFS’ Top 9 Strategies**

High impact (according to the research)

**Other effective strategies**





# Revision and Well-Being Evening

## 13<sup>th</sup> March 2024

### Revision Strategies (c – content, s – skills and f – feedback)

Tip: a balance of all three types works best

	Always	Sometimes	Never
Reading through class notes (c)			
Making / re-making class notes (c)			
Using a revision wall to display your learning and make connections (c)			
Using resources on online or course textbooks to increase your knowledge base (c)			
RAG rating your confidence with a topic or subject (c)			
Creating and using knowledge and graphic organisers (c)			
Creating and using Research and revision guides (c)			
Flash cards (c)			
Writing questions (c)			
Reading past papers (c)			
Using past papers (c)			
Creating your own questions (c)			
Designing your own exam questions on possible questions that might be asked (f)			
Studying mark schemes or examiner's reports and learn from mistakes from previous students (f)			
Re-reading written feedback from your teachers, others peers and yourself – are you still making these mistakes>			
Working with other students in groups/pairs (f)			
Comparing model answers against your own work (f)			
Handing in extra exam work to teachers for marking (f)			
One-to-one discussion with teachers / tutors (f)			

### Students

- Please spend some time going through this list ticking the most appropriate box for each revision strategy.
- Talk this through with parents or carers as you go down the table.

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Very poor at helping us remember information

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# Revision and Well-Being Evening

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Revision Strategies (c – content, s – skills and f – feedback) Tip: a balance of all three types works best	Always	Sometimes	Never
Reading through class notes (c)			
Making / re-making class notes (c)			
Using a revision wall to display your learning and make connections (c)			
Using resources on online or course textbooks to increase your knowledge base (c)			
RAG rating your confidence with a topic or subject (c)			
Creating and using knowledge and graphic organisers (c)			
Creating and using Rosenshine review quizzes (c)			
Flash cards and quizzing yourself/ someone else quizzing you – using the Leitner Method (c)			
Writing	<p style="text-align: center;"><b>Reflection</b></p> <p style="text-align: center;">How balanced are your revision strategies? Does your approach cover content, skills and feedback?</p>		
Reading			
Using p...			
Creating			
Designi...			
Studyin...			
Re-reading written feedback from your teachers, others peers and yourself – are you still making these mistakes>			
Working with other students in groups/pairs (f)			
Comparing model answers against your own work (f)			
Handing in extra exam work to teachers for marking (f)			
One-to-one discussion with teachers / tutors (f)			

**Low impact strategies**  
Very poor at helping us remember information

**DHFS' Top 9 Strategies**  
High impact (according to the research)

**Other effective strategies**



# Active Exam Preparation and Revision Strategies

1. Learn

2. Create and Use

3. Reflect



## Revision Technique: Rosenshine Review Quiz

1. Learn

Example

Rosenshine Review Quiz	
Last week [UK in the 21 <sup>st</sup> Century]	a) Why is the UK's population ageing?
Last week [UK in the 21 <sup>st</sup> Century]	b) Give one impact or consequence of an ageing population.
Last month [UK in the 21 <sup>st</sup> Century]	c) What stage is the UK in on the demographic transition model?
Last term [Distinctive Landscapes]	d) What flood management strategies have taken place on the Porter Brook in Sheffield?
Last term [Urban Futures]	e) London is an ethnically diverse city. How many different languages are spoken in London?
Interconnections	e) Today we are looking at how the UK's economy has changed since 2001. How might the questions above link to today's lesson?

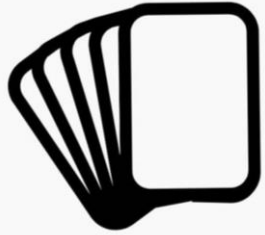


# Active Exam Preparation and Revision Strategies

1. Learn

2. Create  
and Use

3. Reflect



## Revision Technique: Leitner Box Method using Quiz Flash Cards

### 1. Learn

#### How does it work?

#### Part two: using the quiz flash cards

- a) A few days after making them, ask yourself the questions or get someone to ask you the questions
- b) For every flash card you get fully correct place it into a second box (box 2)
- c) Every day or few days answer questions from box 1 and occasionally check that those in box 2 can still be answered
- d) Over time the pile in box 1 should get smaller.

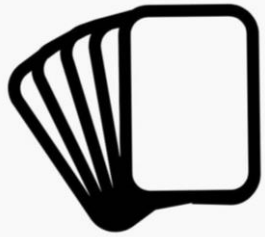


# Active Exam Preparation and Revision Strategies

1. Learn

2. Create and Use

3. Reflect



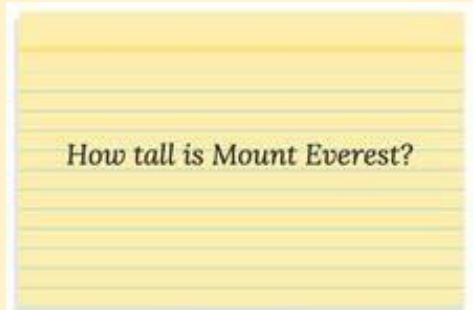
## Revision Technique: Leitner Box Method using Quiz Flash Cards

1. Learn

Why does it work?

It helps you to focus **more time quizzing the knowledge that you do not yet know** rather than the knowledge already can remember or recall.

### Quiz flash cards example



FRONT



BACK





# Active Exam Preparation and Revision Strategies

1. Learn

2. Create  
and Use

3. Reflect



## Revision Technique: Two Slow, One Fast

### 1. Learn

#### How does it work?

This is a skills development drill ideal for complex calculations or extended writing (e.g. essay questions). It needs sufficient time in class or at home.

- a) **Slow** - the complex calculation or essay question is attempted once with far more time than you would really get in the exam (e.g. 60 minutes rather than 30 minutes). The focus is on structure and content and getting it done well but not quickly
- b) **Slow** - the question is repeated perhaps a few lessons later or at home – again slowly
- c) **Fast** – a few lessons later or at home the question is repeated a final time, but this time is undertaken in the correct exam time-frame (e.g. 30 minutes)



# Active Exam Preparation and Revision Strategies

1. Learn

2. Create  
and Use

3. Reflect



Revision Technique: Right, Wrong, Right

## 1. Learn How does it work?

- a) You or your teacher find someone that has done something well (e.g. a full mark answer) that another you have not yet done well
- b) **Right:** You are provided with a copy or write down the best bits from the other student's answer
- c) **Wrong:** You write the **wrong answer or method out one final time** and compare the differences
- d) You then ask yourself '**where exactly do I go wrong?**' and '**How does my answer compare with the other student's answer?**'
- e) **Right:** Finally, write out the **right way** of doing the answer to the question



# Active Exam Preparation and Revision Strategies

1. Learn

2. Create  
and Use

3. Reflect



## Revision Technique: Doing Exam Papers and Using Mark Schemes

1. Learn

How does it work?

- a) You are provided with a set of past assessment or exam questions to attempt, or you go to the exam board website
- b) You are taught how to use the mark schemes or answer sheets
- c) You assess your own work and identify WWWs and EBIs for the next similar exam question you do





# Active Exam Preparation and Revision Strategies

1. Learn

2. Create  
and Use

3. Reflect



## Revision Technique: Doing Exam Papers and Using Mark Schemes

### 1. Learn

#### Why does it work?

- It helps you to get to know how assessments and exams are structured
- It gives you the chance to attempt real questions and find out what you do and do not yet know
- It helps you to understand what examiners are looking for and think like an examiner.



## Mechanical vs Flexible

What does this mean for GCSE /A Level study?

The most common response from students after exams are...

**“The question paper wasn’t like any of the ones I practiced or the past papers I did”.**



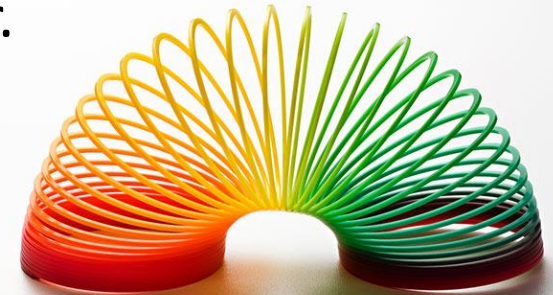
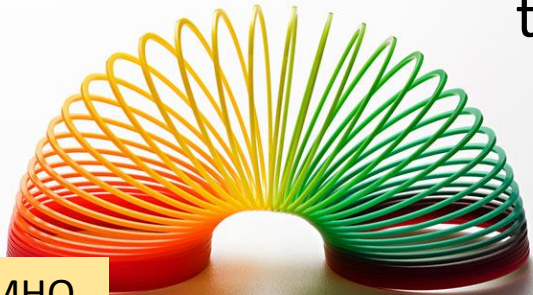
## Mechanical vs Flexible

If this happens, those who practice **mechanically** are likely to have a nightmare in the exam.

**It throws them, they lose concentration and outcomes are not as good as they could have been.**

Those who practice **flexibly** are likely to have worked through the differences better.

**Outcomes are often higher with this group.**





## Mechanical vs Flexible

How can you encourage your students to practice flexibly?

Seek out the weirdest questions you can find

Create your own, strange questions and even swap them with other students. Use AI to write questions (then answers) can help.

Visit different exam board website and get students to complete these papers as homework/ independent study.





# Active Exam Preparation and Revision Strategies

1. Learn

2. Create  
and Use

3. Reflect



## Revision Technique: Designing your own Exam Questions

1. Learn

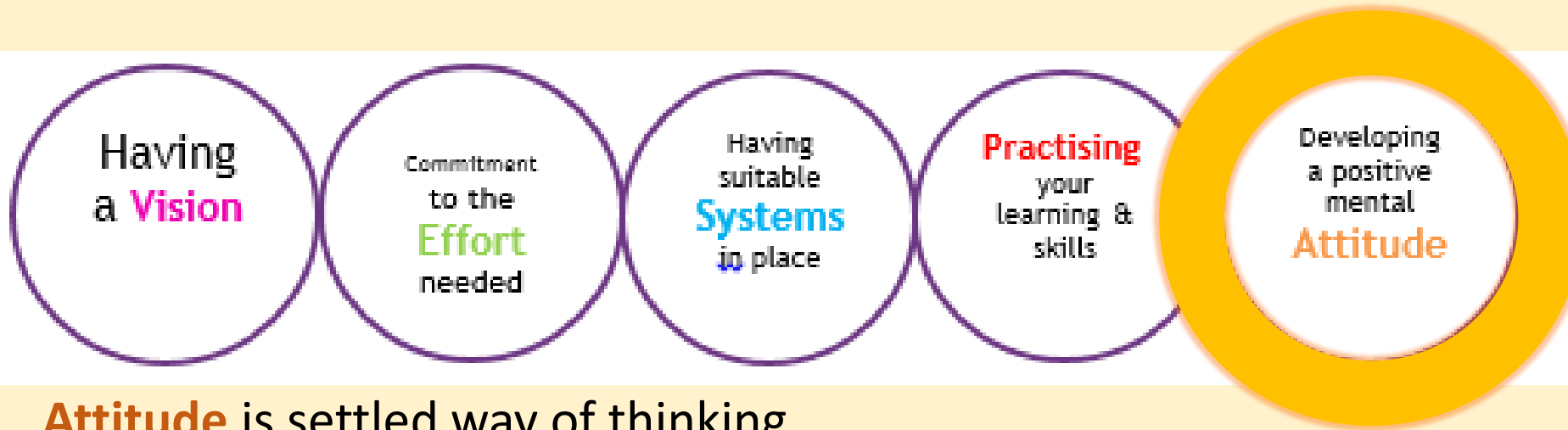
How does it work?

- a) You are **given some assessment- or exam-style questions**
- b) You **answer these questions**, they get feedback and make DIRT improved answers
- c) You then use these questions and their learning of a topic to **design other possible questions**
- d) You then **answer your own questions** and either hand them in or self-assess.



# Revision and Well-Being Evening

## 13<sup>th</sup> March 2024



**Attitude** is settled way of thinking.

By attitude we mean:

- The process of learning
- Positivity
- Response to challenge or difficulty
- Resilience and grit

*Success with Care*

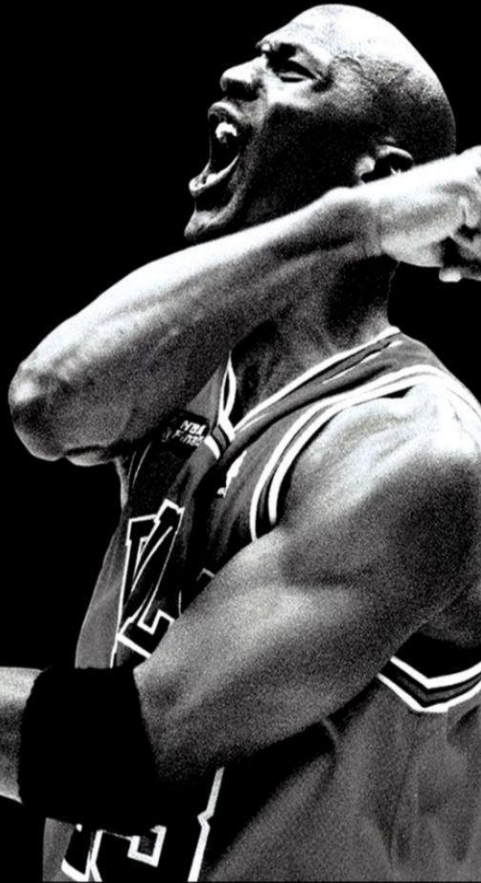


# Revision and Well-Being Evening

13<sup>th</sup> March 2024

I CAN ACCEPT  
FAILURE,  
EVERYONE FAILS  
AT SOMETHING.  
BUT I CAN'T  
ACCEPT NOT TRYING.

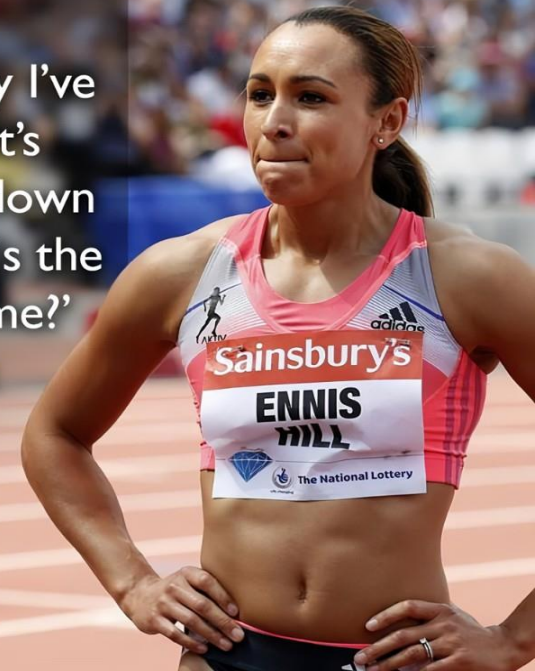
MADE STATUS



'I'm proud of the way I've dealt with setbacks. It's hard when you feel down and you think, 'Why is the world doing this to me?' But you have to pick yourself up again.'

JESSICA ENNIS-HILL

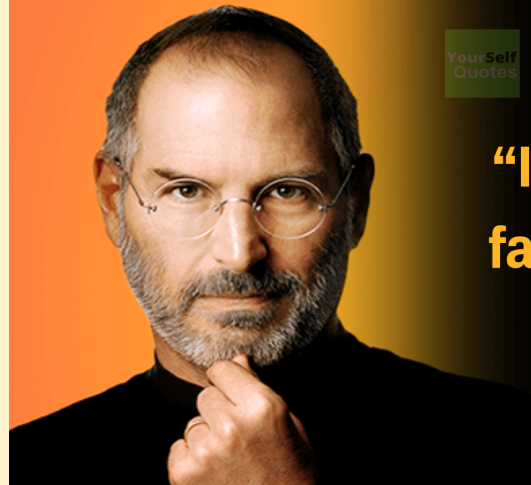
NorthernLife



YourSelf  
Quotes

**"If i try my best and fail well, I have tried my best."**

— Steve Jobs





## Attitude 1 – Failing Forwards

This activity that we did with students got them to reflect on how they respond to mistakes.

American journalist Dan Coyle (*The Talent Code* and *The Little Book of Talent*) argues that mistakes are information.

**People who are brilliant at something got better at it quickly because they made a lot of mistakes and learnt from them.**





## Attitude 1 – Failing Forwards

*'Always make new mistakes'*

– Esther Dyson

Failing Backwards	Failing Forwards
Blame others	Takes responsibility for own mistakes
Repeat the same mistake	Reflect and learns from each mistake
Expect to never fail (avoid failing)	Knows failure is part of the process
Expect to fail continually (defeatist)	Maintains a positive attitude
Being limited by past mistakes (I couldn't do maths in the past...)	Takes new risks
Withdraw effort	Resilience



# Active Exam Preparation and Revision Strategies

1. Learn

2. Create and Use

3. Reflect



## Revision Technique: Central Mistakes List

### 1. Learn

#### Why does it work?

- It helps you to **organise** mistakes in one place
- It helps you to **reflect** on why you are making the mistake
- It also means you can **see progress** being made when mistakes can be **ticked off** because you are no longer making them

#### Mistake list example

Date	Topic area	Mistake made	Tick when mistake is no longer made
		I need to remember to...	





# Attitude 1 – Failing Forwards

## Parents and carers:

Please encourage your child to focus on the process of GCSEs or A Levels, **making mistakes is fine, as long as they learn from them.**

Use the **mistakes list** as part of your discussions at home, discuss with them what mistakes they've made recently, ask to see their mistakes list and chat with them how they are getting on.

 Revision Tool  
Mistakes List 

*Always make new mistakes*

It is important to remember that mistakes are part of your learning process. It is good to make mistakes as long as you act on them and allow them to lead to improvement.

After each piece of work that has been marked, you should summarise the key mistakes you made. Before you begin the next piece of work remind yourself of what happened last time and avoid making the same mistakes again. It may be easier to have a different mistakes list for every subject you are taking.

Date	Topic Area	Mistake Made	Tick (✓) once it is remembered
<small>Example: 8<sup>th</sup> April 2019</small>	<small>Tectonic hazards</small>	<small>I need to remember to ensure there is a balance of social, economic and environmental points in GCSE exam questions unless stated otherwise.</small>	<small>✓</small>



# Revision Timetable

## March - June 2024

Month: \_\_\_\_\_

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY

**COLOUR KEY:**

<input type="checkbox"/>	_____	<input type="checkbox"/>	_____
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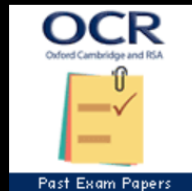
**NOTES:**



## Do you know the best ways of revising?

In the **'revision tips'** section, there are links to revision websites and also revision timetable templates that you can download or print off and use to plan what topics and subjects you are going to revise when.

### Websites to help with revision





# Revision and Well-Being Evening

13<sup>th</sup> March 2024



Preparation for  
examinations

Well-being



# Revision and Well-Being Evening

## 13<sup>th</sup> March 2024

### **Eat and drink well, feel better**

A healthy diet can protect our mental health

### **Believe in yourself and positive thinking**

Low self-esteem can be the root cause of some mental health problems. This can be a vicious cycle. Spend more time with people who make you feel positive

### **Talking things through**

## **Strategies for looking after yourself**

**Take time out to  
recharge the  
batteries**

### **Helping other people**

Doing good feels good. Scientists have shown that helping other people makes us happy.

### **Exercise and mental health**

Scientists have discovered that exercise makes your brain release chemicals that make you feel good - the same chemicals that you get from antidepressants.



**YOUNGMINDS**  
The voice for young people's mental health and wellbeing

## Need to talk?

If you're struggling with how you feel and need to talk, these organisations are there to listen. Don't suffer in silence - pick up the phone, drop them a line or visit their websites.

- **ChildLine** – counselling service
- **Kooth** – online anonymous support service
- **Get Connected** – helps link to other services
- **HeadMeds** – mental health
- **Samaritans** – emotional distress
- **THESITE.ORG** – online guide for help ranging from sex to exam stress





## Revision and neurodiversity

[Parents and carers \(autism.org.uk\)](https://autism.org.uk)

For some students, the build-up to exams can be particularly difficult due to an additional need they have. Helping your child to prepare for exams will reduce their anxiety. It is important to encourage them to think carefully about what works best for them, makes them most comfortable and able therefore to absorb information. This may include:

- Their ideal time of day to study
- What environment works best for them
- Whether to study alone, with help from a parent/sibling/friend
- Which strategies help (e.g. visual, memory aids, online, practice papers, revision guides, flash cards, mind maps)
- Creating a revision timetable will provide a clear structure to each day and help your child prioritise which subjects to revise and when. Include regular breaks for exercise, meals and drinks to reduce stress.



# Revision and Well-Being Evening

## 13<sup>th</sup> March 2024

We are always here to help

The **school website** is packed with subject specific revision materials and exam papers and more information on revision and student well-being

The screenshot shows a web browser displaying the Dronfield Henry Fanshawe School website. The URL in the address bar is <https://dhfs.uk/effective-active-revision-techniques/>. The page header includes the school's name, logo, and navigation links for Students, Sixth Form, Parents/Carers, Staff, and Key Information. A dropdown menu is open, showing options like 'Welcome To Our School', 'Key Information', 'The Curriculum', 'Safeguarding', 'Personal Development', 'Careers (CEIAG)', 'Exams', 'Active Revision Techniques' (highlighted), 'Ordering Revision Guides', and 'Revision Tips'. The main content area features a video player with the title 'Effective Active Revision Techniques' and a thumbnail image of a classroom. Below the video, the text reads: 'Make Revision Active! Revision, like any learning, needs to be active if what we are trying to remember is going to have any chance of sticking in our heads and then being recalled and used in tests, assessments and exams. The research indicates that we only remember approximately 10% of what we read and approximately 20% of what we write. This means we really are wasting our time if we use these poor methods to revise.' A 'REVISION' logo is visible in the bottom right corner of the page content.



# Revision and Well-Being Evening

## 13<sup>th</sup> March 2024

We are always here to help

The **school website** is also a great place for **wellbeing** advice

### Wellbeing



'Success with Care' does not just focus on the academic side of studies but with a key focus on the student as a whole. At DHFS we aim to promote a positive wellbeing in both a universal and personalised approach. The directory of self help below allows further support and guidance on key topics, which may support our young people and their families.





# Revision and Well-Being Evening

## 13<sup>th</sup> March 2024

### We are always here to help

- Mentors, support staff and teaching staff are always here to help. It's not our first time!
- If you have any questions that you cannot find the answer to, **please ask us** – don't risk walking into the exam not knowing the answer

***Mr Howell***

Director of Sixth Form

[mhowell@dhfs.uk](mailto:mhowell@dhfs.uk)

***Mr James***

Associate Deputy Headteacher  
– Quality of Education

[ajames@dhfs.uk](mailto:ajames@dhfs.uk)



# Revision and Well-Being Evening

## 13<sup>th</sup> March 2024

Please can you provide us with some valuable feedback on this session by completing short online evaluation form.  
Thank you.

### Revision and Well-Being Evening Evaluation 2024





# Revision and Well-Being Evening

13<sup>th</sup> March 2024



# Revision and Well-Being Evening

13<sup>th</sup> March 2024



## What are the Best Ways of Revising?

Revision, like any learning, works best when it is **active** and makes us **think hard**. Here are nine of the best strategies – so good we use them in lessons too. Revise in **20-minute bursts** with a **5-minute break** and repeat 3-4 times in a revision session. Videos and more information can be found on the DHFS website or by using the QR code:



### 1. RAG Rating Your Own Confidence of a Topic

Before you start revising, get a contents list of the for each topic from your teacher or make a list. Use three colours to colour code this list:

- **Red** – I remember very little about this
- **Amber** – I remember some of this
- **Green** – I remember much about this



### 2. Graphic and Knowledge Organisers

Turn what you need to learn into a **simpler, different and memorable format** (e.g. comparison tables, mind maps, flow charts, graphs, diagrams, acronyms and metaphors)



### 3. Rosenshine Review Quiz

Design a list of quiz questions (with answers in brackets) on learning from a few lessons, weeks and months ago.



### 4. Leitner Box Method using Quiz Flash Cards

Create **easy-to-read flash cards** with information that you need to learn, e.g. questions (on front) and answers (on back). Questions you cannot answer go in a pile that you ask more often (A). Questions you can answer go into pile (B)- answer these less often.



## What are the Best Ways of Revising?



### 5. Mistakes Hit Lists

For a topic or a whole subject, write down a mistake you keep making (column 1). Write down why you make this mistake (column 2). In the 3rd column write the correct response. Tick off mistakes that no longer happen.



### 6. Two Slow, One Fast (for bigger questions)

- **Slow** – firstly, focus on doing and answer well but slower than you get in the real exams
- **Slow** – the second time, a few days later, answer the question again, again slowly
- **Fast** – days later, do the same question well and in the correct exam time.



### 7. Right, Wrong, Right

- **Right** – find someone that has done an exam answer well (e.g. a full mark answer). Write down the best bits from their answer
- **Wrong** - write the wrong answer one final time. Where exactly do you go wrong? Compare your answer with the student's answer?
- **Right** - write the correct way of doing it



### 8. Do Practice Papers and Use Mark Schemes

Ask a teacher or search online for exam papers. Answer them, marks them using mark schemes (examiner answers) and give yourself DIRT tasks



### 9. Design Your Own Exam Questions

Think about questions the examiners could ask. Swap these with friends. Answer them, mark them and give yourself DIRT tasks.





# Revision Strategies Checklist

Are they active strategies and do you have a balance?

Revision Strategies (c – content, s – skills and f – feedback) Tip: a balance of all three types works best	Always	Sometimes	Never
Reading through class notes (c)			
Making / re-making class notes (c)			
Using a revision wall to display your learning and make connections (c)			
Using resources on online or course textbooks to increase your knowledge base (c)			
RAG rating your confidence with a topic or subject (c)			
Creating and using knowledge and graphic organisers (c)			
Creating and using Rosenshine review quizzes (c)			
Flash cards and quizzing yourself/ someone else quizzing you – using the Leitner Method (c)			
Writing exam answers under timed conditions – e.g. using Two Slow, One Fast (s)			
Reading model answers – e.g. using Right-Wrong-Right (s)			
Using past exam questions to plan out and practise answers and marking your work with mark schemes (s)			
Creating and updating a central mistakes list (f)			
Designing your own exam questions on possible questions that might be asked (f)			
Studying mark schemes or examiner’s reports and learn from mistakes from previous students (f)			
Re-reading written feedback from your teachers, others peers and yourself – are you still making these mistakes>			
Working with other students in groups/pairs (f)			
Comparing model answers against your own work (f)			
Handing in extra exam work to teachers for marking (f)			
One-to-one discussion with teachers / tutors (f)			

Key

Low impact strategies

Very poor at helping us remember information

DHFS’ Top 9 Strategies

High impact (according to the research)

Other effective strategies





# Revision Timetable

## March - June 2024

Month: \_\_\_\_\_

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY

COLOUR KEY:

<input type="checkbox"/>	_____	<input type="checkbox"/>	_____
<input type="checkbox"/>	_____	<input type="checkbox"/>	_____
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NOTES: