



Dronfield Henry Fanshawe School

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Success with Care

Headteacher: Mr M. J. Cooper

26th March 2025

Dear Parents and Carers,

**Well-Being Evening
For Parents, Carers and Y11-13 Students
6:30-7:45pm on Wednesday 2nd April 2025**

As a parent or carer of a student about to embark on a series of very important examinations, you will already be aware of the pressures placed on young people today and how challenging it can be supporting them during this time. We have previously held an evening session, in January 2025, focusing on effective revision techniques and exam preparation. If you and your child were unable to attend this revision session, please remember that all students have a **summary of our nine high impact revision techniques in their planners** and the **school website** has short video clips and PDF files explaining these techniques, how they work and some examples of how they can be undertaken. A version of these planner pages is on the reverse of this letter. The QR below takes you directly to this part of the website:



As a school founded on the philosophy of 'Success with Care' we are leading a sequel session on 'Well-Being'. Well-being is a vital yet often overlooked element of revision and exam preparation, by young people. This session is designed **for Y11-13 students as well as their parents and carers**. The session will be most valuable for attendance by your child and you as their parent or carer.

To gauge the most suitable size space to this session, please complete the following very short survey by **Monday 31st March at midnight**. Please either follow this link <https://forms.office.com/e/2yheYJ8XSh> or use the QR code:



We are grateful for your continued commitment to working with us regarding your child's education and their ability to thrive and succeed in these final examinations. We look forward to seeing you at the event. If you have any queries, please do not hesitate to contact us.

Yours faithfully,

Andy James
Associate Deputy Headteacher – Quality of Education
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Marc Howell
Director of Sixth Form
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A copy of the double-page in student planners that summarises our nine high impact revision techniques, drawn from national research.



What are the Best Ways of Revising?

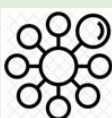
Revision, like any learning, works best when it is **active** and makes us **think hard**. Here are nine of the best strategies – so good we use them in lessons too. Revise in **20-minute bursts** with a **5-minute break** and repeat 3-4 times in a revision session. Videos and more information can be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



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. Quiz yourself or ask others to.



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 the front) and answers (on the back). Questions you cannot answer go in a pile that you ask more often (pile A). Questions you can answer go into a separate pile (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 (column 4).



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

- **Slow** – firstly, focus on doing an answer well but do this slower than you get in the real exams
- **Slow** – the second time, a few days later, answer the question again, again slowly but to your best
- **Fast** – a few days later, do the same question well but this time 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. Even use AI.