Work Smarter, Not Harder

- a concept that encourages students to be more productive by using their time and energy more efficiently

Session Objectives:

- **What:** explore ways my child can structure and use revision time effectively to maximise potential across a range of subjects.
- **Why:** help my child to complete more tasks in the same amount of time; support my child so they feel a sense of achievement and productivity during revision time.

TE@CHER TOOLKIT

“ Whether your child is seriously keen to get on with their revision or they need a bit of coaxing, these 16 tips will stand them in good stead for a productive study period. ”

Revision timetable – Colour code, highlight and tick off what has been achieved. Timetable in treats and breaks.

Varied revision methods – Use whatever works for them; post its, video clips, mind maps or other ideas.

Build confidence – Keep encouraging and motivating. Remind them that they are awesome and whatever the outcome, they will still be awesome.

Revision Timetable

Revision Timetable

- First 45 minute chunk
- 15 minute break
- Second 45 minute chunk
- Spread of subjects
- Commit to the schedule
- Build in free time



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Week commencing: _____

My Weekly Revision Timetable

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
8:00 am							
9:00 am							
10:00 am							
11:00 am							
12:00 am							
1:00 pm							
2:00 pm							
3:00 pm							
4:00 pm							
5:00 pm							
6:00 pm							
7:00 pm							
8:00 pm							

Varied Revision Methods

Summary: Brain dumps



1.

Identify knowledge

Identify the knowledge/topic area you want to cover.



2.

Write it down

Take a blank piece of paper/white board and write down everything you can remember about that topic. (with no prompts)

Give yourself a timed limit (e.g. 10 minutes)



3.

Organise information

Once complete and you cannot remember any more use different colours to highlight/underline words in groups.

This categories/links information.



4.

Check understanding

Compare your brain dump to your K/O or book and check understanding.

Add any key information you have missed (key words) in a different colour.



5.

Store and compare

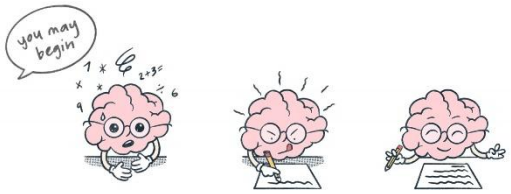
Keep your brain dump safe and revisit it.

Next time you attempt the same topic try and complete the same amount of information in a shorter period of time or add more information.

Brain dumps are a way of getting information out of your brain.

Brain Dump – The Pigs' Use of Language to Manipulate





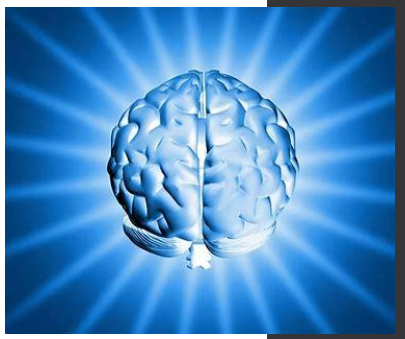
Supporting Questions:

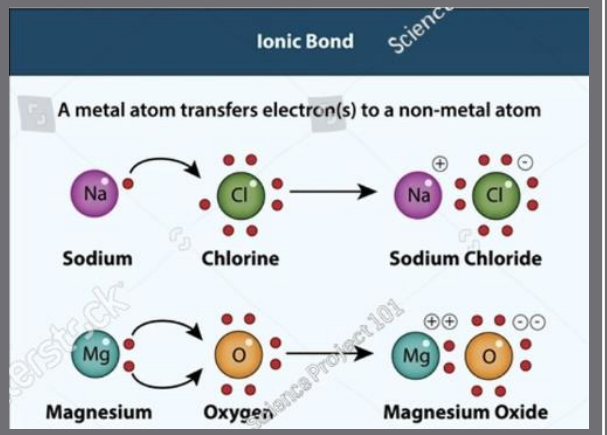
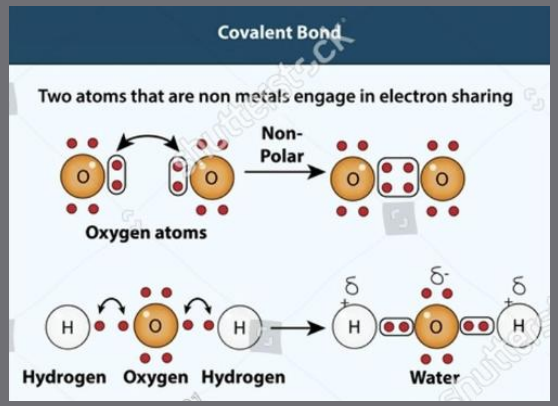
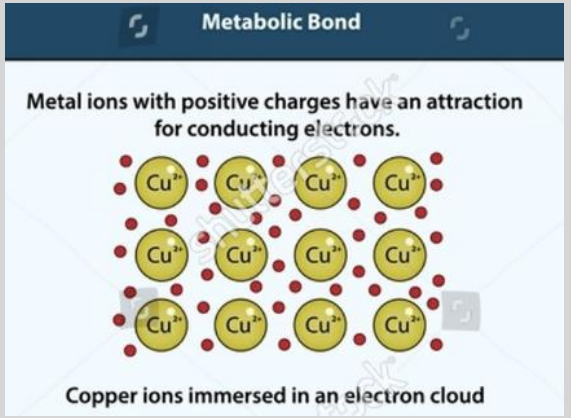
- How do other characters treat Snowball in the novel?
- How does Snowball link to Orwell's allegory?
- What quotes can you recall about Snowball?
- How is Snowball's character tragic?
- Why did Orwell create him?

Instructions:

1) Write down everything you can remember in one coloured pen in the bubble.
2) When we feed back, grab a different coloured pen, filling in any new ideas.

Brain Dump



Complete the grid by filling out as much as you can about each of the topics.	**Ionic Bonding** 	**Covalent Bonding- Simple Molecules** 
Covalent Bonding- Large Molecules	Covalent Bonding- Giant Structures	**Metallic Bonding** 

Summary: How to create a mind map



1.

Identify knowledge

Select a topic you wish to revise. Have your class notes/knowledge organisers ready.



2.

Identify sub topics

Place the main topic in the centre of your page and identify sub topics that will branch off.

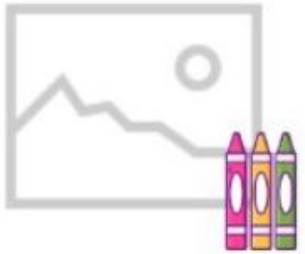


3.

Branch off

Branch of your sub topics with further detail.

Try not to fill the page with too much writing.



4.

Use images & colour

Use images and colour to help topics stick into your memory.



5.

Put it somewhere visible

Place completed mind maps in places where you can see them frequently.

Avoid using too much information: mind maps are designed to summarise key information and connect areas of a topic/subject. If you overcrowd the page, you lose the point of the mind map and will find it harder to visualise the information when trying to recall it



Refer closely to your Act 1, Scene 5 extract!

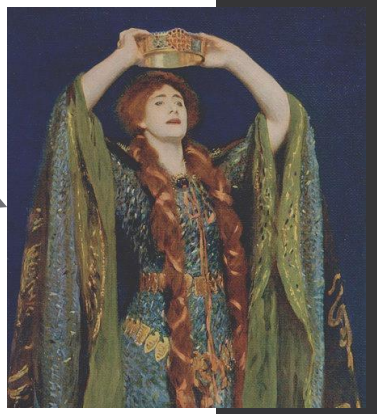
Out, damned spot! out, I say!--One: two: why, then, 'tis time to do't.--Hell is murky!



"Why did you bring these daggers from the place? They must lie there. Go carry them, and smear the sleepy grooms with blood" (Act 2, Scene 2)

Starting with this speech, explain how far you think Shakespeare presents Lady Macbeth as a powerful woman.

Context: principles of womanhood; medieval women; Elizabeth I's motto; patriarchal



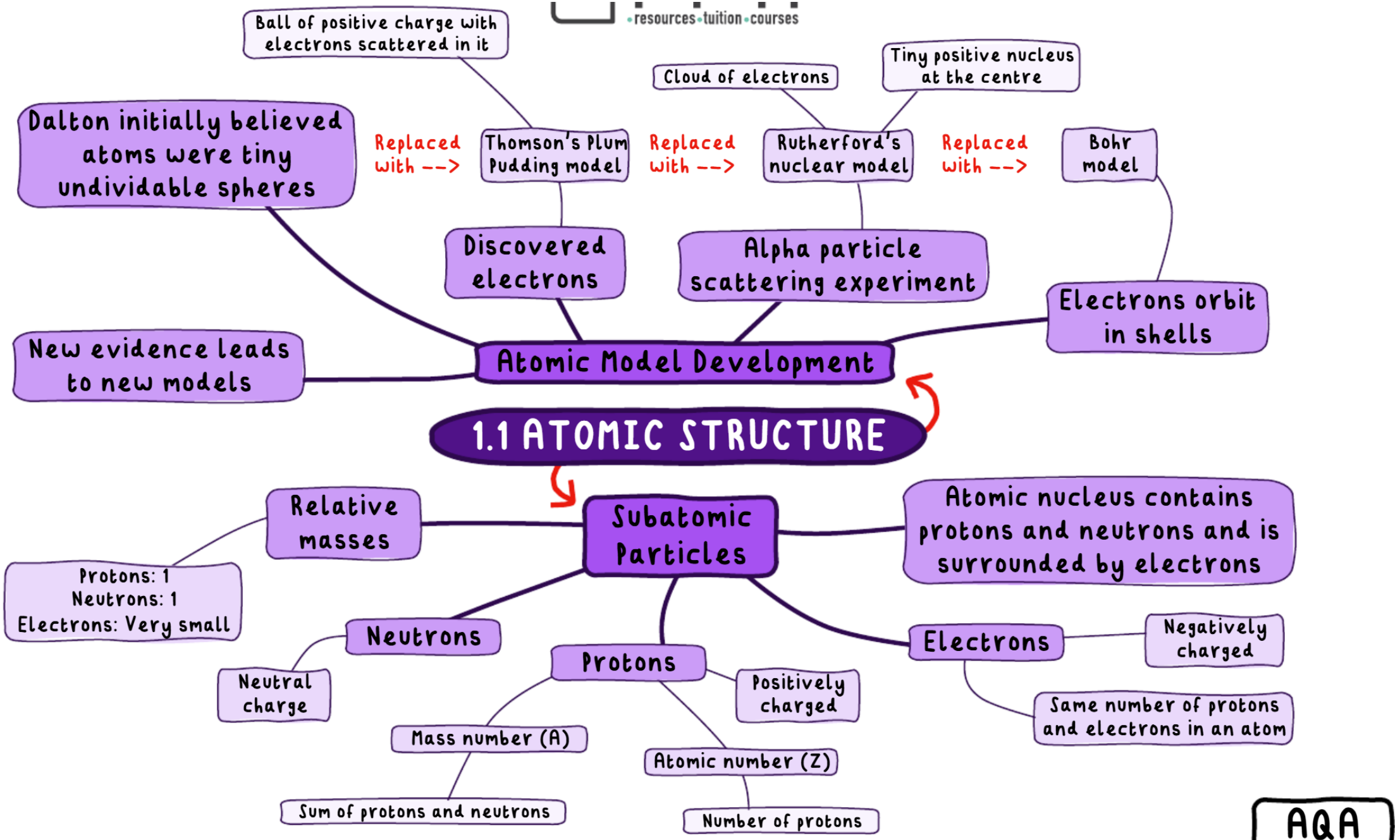
"Had he not resembled my father as he slept, I had done't." (Act 2, Scene 2)





"Come, you spirits that tend on mortal thoughts, unsex me here, and fill me from the crown to the toe, top-full of the direst cruelty" (Act 1, Scene 5)

resources tuition courses



Summary: Self Quizzing



1.

Identify knowledge

Identify knowledge/content you wish to cover.



2.

Review and create

Spend around 5-10 minutes reviewing content (knowledge organisers/class notes/text book)

Create x10 questions on the content (If your teacher has not provided you with questions)



3.

Cover and answer

Cover up your knowledge and answer the questions from memory.

Take your time and where possible answer in full sentences.



4.

Self mark & reflect

Go back to the content and self mark your answers in **green** pen.



5.

Next time

Revisit the areas where there were gaps in knowledge, and include these same questions next time.

Ensure that you complete all subjects and all topics – not just the subjects you enjoy the most of find easiest.
Practice makes perfect!

Flash cards

- Popular way to study
- Make your flash cards

NOTE- they don't have to be pretty!

Self-quiz with flash cards

NOTE- you need a filing system

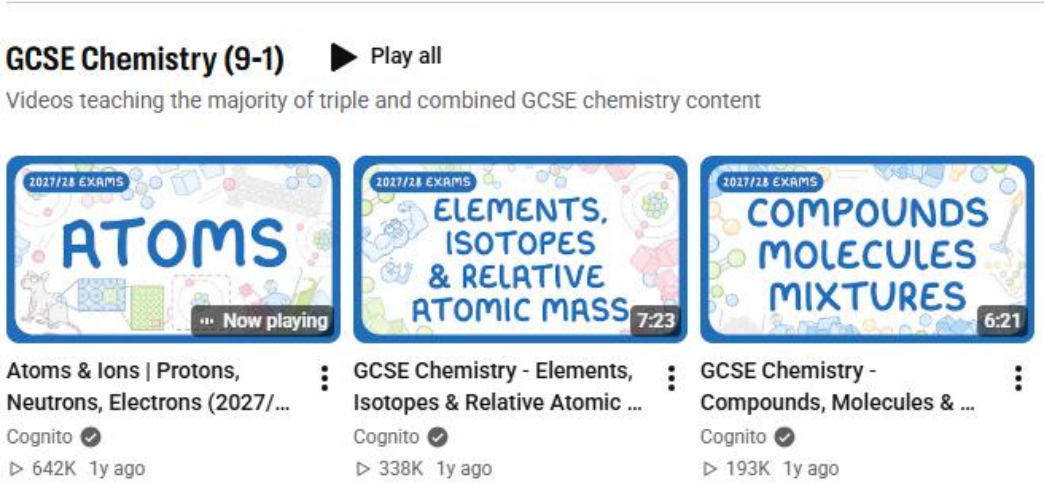


✓Put the cards you got correct a few days away in your filing system; put the cards you got wrong in for the next day

Topic:	
Key Words/Questions	**Main Notes**
Summary	

Cornell Note Taking

- Works well while watching revision videos
  e.g Cognito (youtube)



Building Confident, Resilient Learners

Visual Paradigm Online Free Edition

The Curve of Forgetting

Hermann Ebbinghaus

1st

Learning

Learning will be forgotten rapidly in the short term without review intervention.

1 Hour

Review 1

Learning is refreshed and the rate at which it is forgotten is reduced. This could be in the form of questioning during the lesson or exit tickets at the end

1 Day

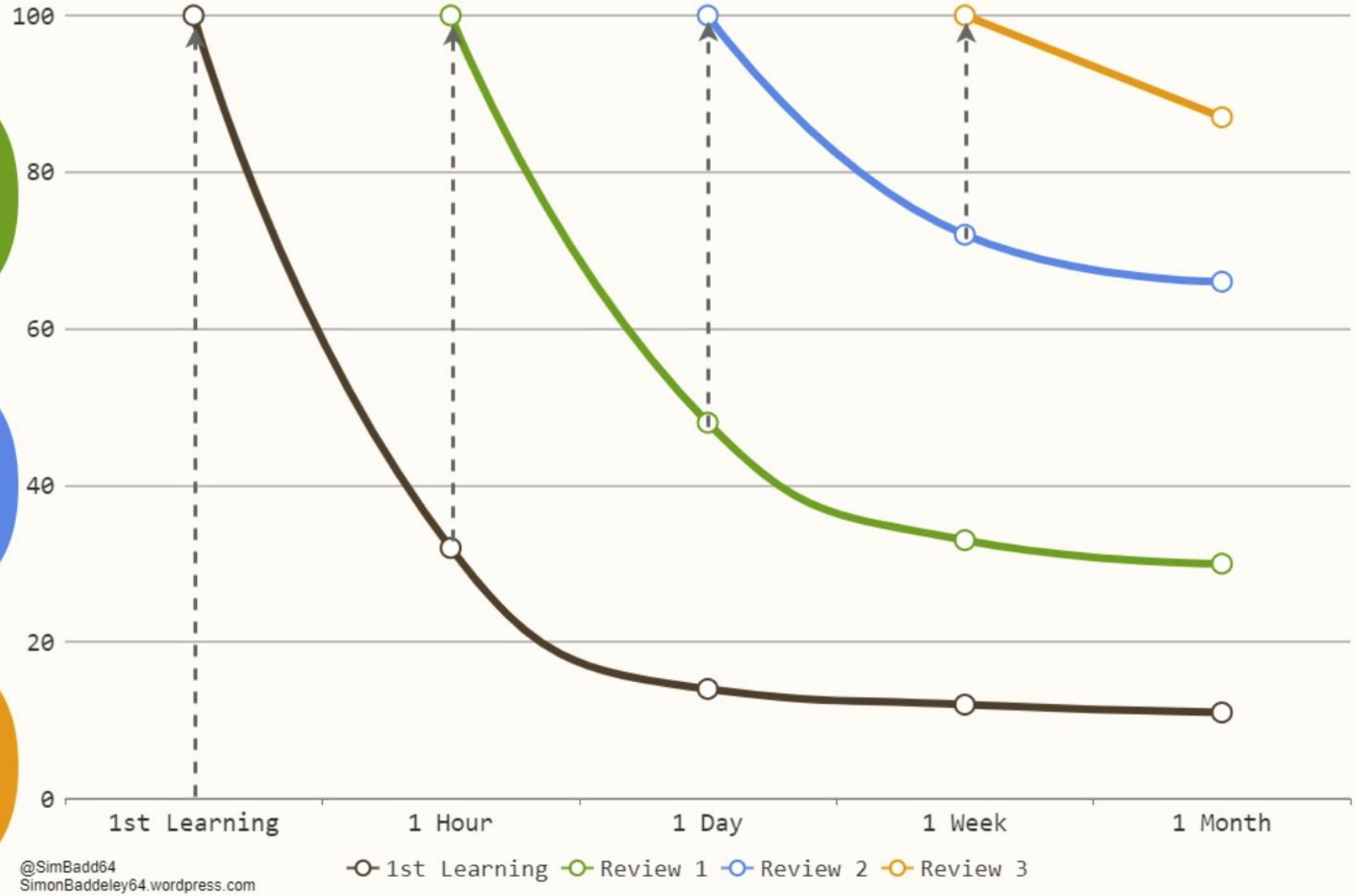
Review 2

Learning is refreshed and the rate at which it is forgotten is reduced. E.g. Summarizing the Key Points from last lesson using Cornell Notes

1 Week +

Review 3

This review should feed into a rolling cycle of periodic review to refresh the learning over time. E.g. Regular recall and retrieval practice



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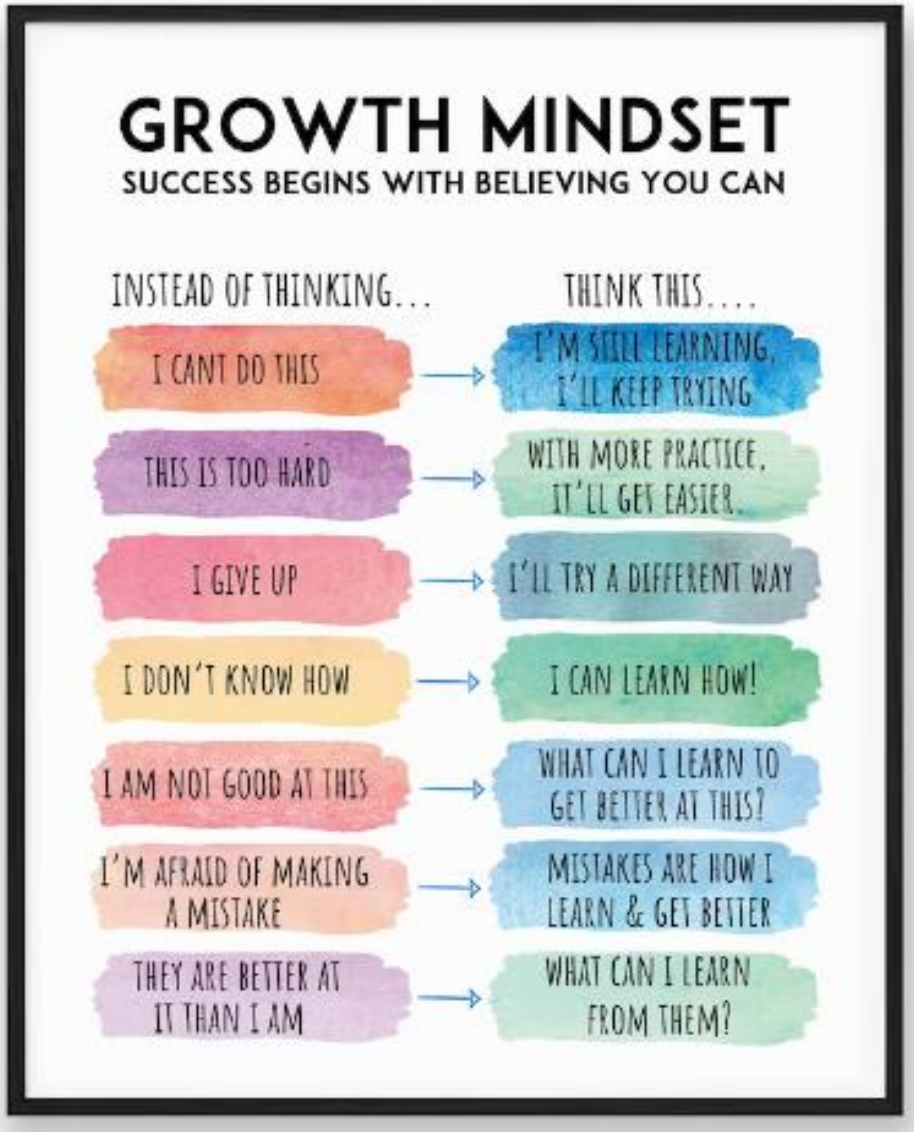

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