




Supporting Your Child with Revision.


March 2023


THE SKIPTON ACADEMY
A MOORLANDS LEARNING TRUST ACADEMY





Healthy and Effective Revision


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1. Start as early as you can to prevent cramming. **Spaced Retrieval** is preferable—read more about it [here](#).
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2. **Plan and timetable** when you are going to revise, how many subjects you have to learn etc.—
[Find a sample timetable here](#).
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3. Ensure you have somewhere quiet to study where you can keep your work organised. **Put electronic devices away** if they distract you.
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4. Take **regular breaks**. It is possible to work too hard.
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5. Try revising with a friend either in person or over Teams. Elaborating and explaining key knowledge to someone else **helps learning to stick**.
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6. Look after your **health and wellbeing**: get enough sleep, eating well and staying hydrated is key. Further top tips [here](#).
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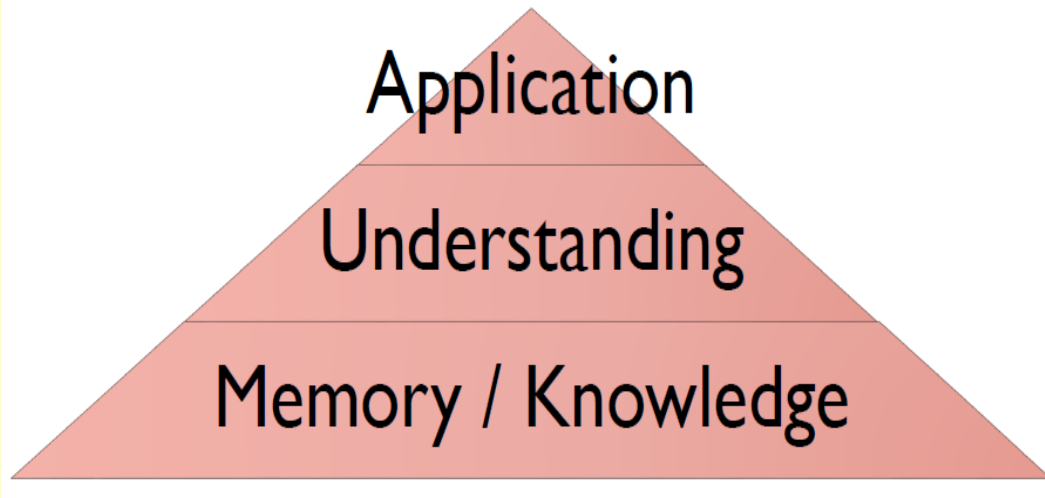
7. Use a variety of **proven revision strategies** to maximise your memory and recall. Find the best bets [here](#).
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8. Ask for help if you need it!

“I don't know how to revise!”

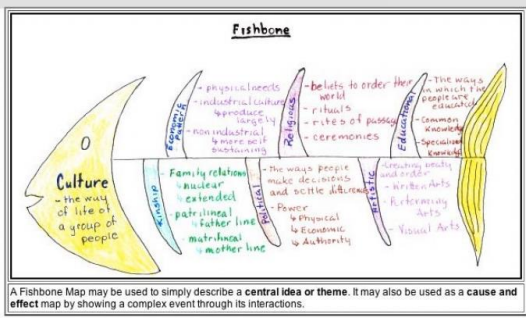
There are a range of strategies students can use in order to help them to retain and remember key knowledge for their exams. It's important students are able to use a range of strategies that work for them so as to embed that knowledge in their long term memory.

Effective revision **must** involve:



Technique	Description	Utility
Practice testing	Self-testing or taking practice tests revision material	1 - High
Long term Revising (Distributed practice)	Implementing a schedule of practice that spreads out study activities over time	1 - High
Asking 'why?' (Elaboration)	Generating an explanation for why a fact or concept is true	2 - Moderate
Self-explanation	Explaining how new information is related to known information, or explaining steps taken during problem solving	2 - Moderate
Varying study topics (Interleaved Practice)	Mixing different kinds of problems, or different kinds of material, within a single study session	2 - Moderate
Summarization	Writing summaries (of various lengths) of revision texts	3 - Low
Mental Images	Attempting to form mental images of revision materials while reading or listening	3 - Low
The keyword mnemonic	Using keywords and mental imagery to associate key words and concepts	3 - Low
Rereading	Restudying text material again after an initial reading	4 - Ineffective
Highlighting/underlining	Marking potentially important portions of revision materials while reading	4 - Ineffective

Memory techniques



Get active.....Get creative

Don't just read the text over and over. That'll never work. Let your brain play with the material, in as many ways as you can. Make notes, figure out the key points and how they link together. Drawing a spider diagram, mind map or using a graphic organiser can help to clarify how everything connects. Boil those endless paragraphs into nuggets of information. This will help you to understand the subject in a deeper way than by just reading it.

Use flashcards...

Note down the 'powerful knowledge' on one side of the card. Write questions regarding the knowledge on the other. Test yourself, test others, get others to test you.



Explain it to someone else...

If you can explain a concept to someone else and field any follow-up questions they have, then you'll know you've understood it. This also prompts your brain to work with the material in a new way, which will help to lodge it in your long-term memory. And if your friend asks you a question you can't answer, how great to find that out *before* the exam...

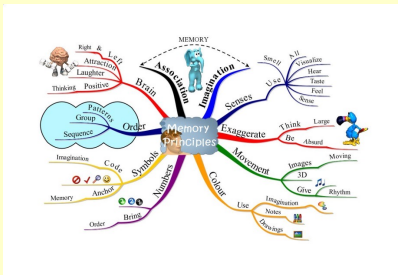


Test Yourself!

Create ways of testing your knowledge as you go along. This forces your brain to practise retrieving the information from its memory banks. If you're sitting exams, get your hands on as many past papers as possible, so that you can put your new knowledge to the crucial test – do you know enough to convince an examiner?

Rehearse it

Your brain has a massive memory bank, but unlike a computer, it needs you to go over new information several times for it to really sink in. Creating a new memory involves a new pathway being laid down between brain cells, but this pathway will disappear unless it's strengthened by being thought back over many times. Look back over what you've learned at the end of every study session to consolidate the memory. And have another quick look the next day, week, and month. Otherwise all your hard study will slip through your neurons like water through a sieve...



Do...get active

Double underline key points from a topic in your prep book

THEN

Create a mind-map of key points

THEN

Create flashcards using your mind-map

THEN

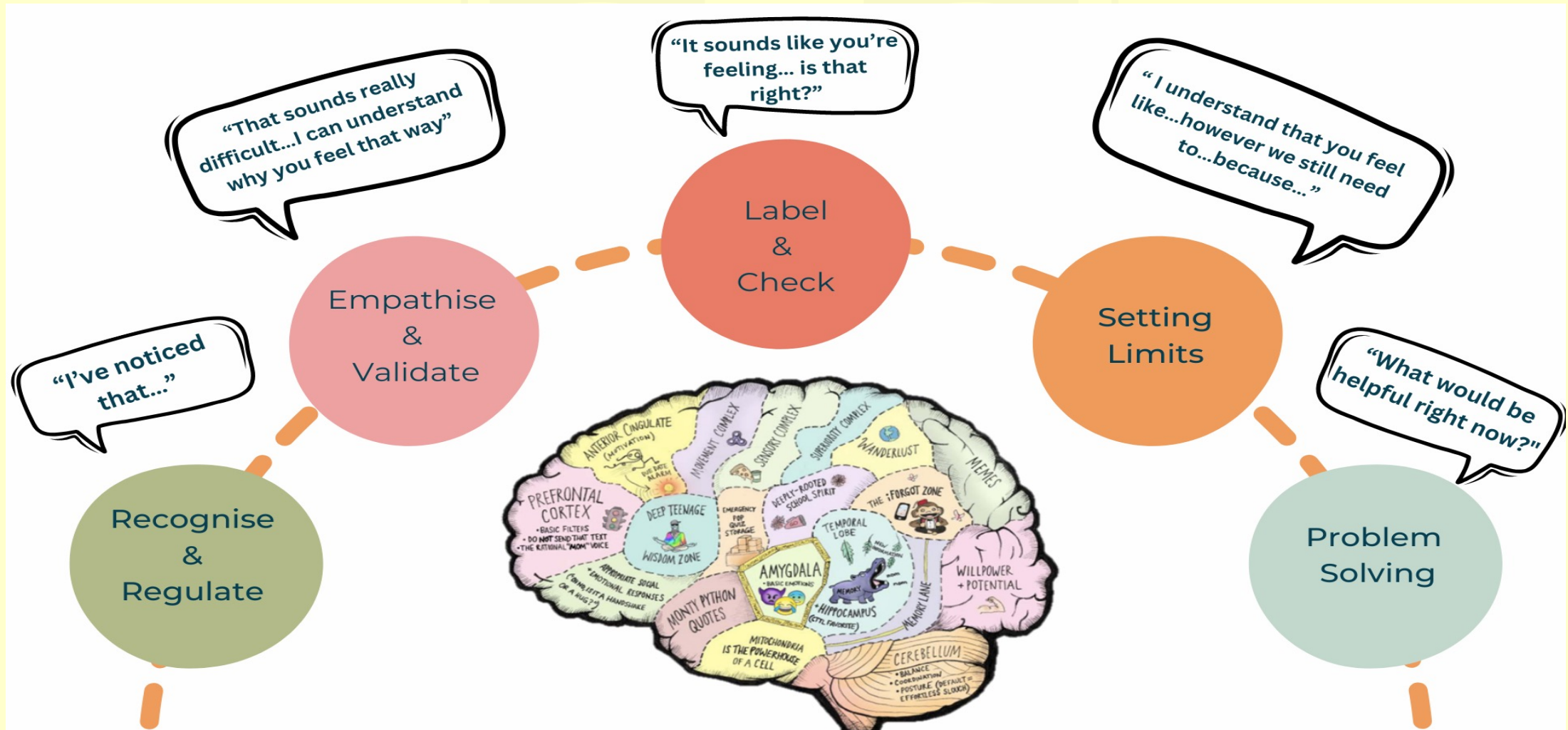
Test yourself



What can I do as a parent or carer?

1. Help your child **understand the big reason for doing their studies**. If they know the BIG reason it can be very motivating and can help to create good habits. e.g. “You are doing exams to help you get to the career you want or the University or College course that you want to do.” “You are doing maths to help you in later life when you need to do use it in everyday tasks like business accounts or online banking”. “These are all things I’ve had to do at work.”
2. Help them **find out what works best for them** – what keeps them motivated and engaged? Try different strategies. You’ll find a combination that works.
3. **Encourage them to talk to their positive friends**, the friends that’ll keep them going and on task. A good positive chat is so helpful.
4. There is merit in **team or paired revision-sometimes!** Quizzing is a brilliant way of recalling powerful knowledge, little and often. You can help your child by quizzing with them too.
5. **Revision, rest and recreation all go together.** • twenty minutes focused study followed by a five-minute break is better than 1 hour staring into space. Find the best timings to suit their brains. Use kitchen timers or countdown apps to time their study times.
6. Have **plenty of snacks and drinks for them to keep energy levels up**. Try to give them a quiet space to work, away from distractions.
7. **The best revision** is the revision that was **started weeks or months ago**, the next best is the one that is started now.
8. We all have **86,400 seconds a day**, no matter who we are. It’s all about **how we use that time** in the run up to exams.

What about my child's mental health and wellbeing during the revision and exam period?



Further Support and Signposting

BRADFORD AND CRAVEN
trailblazer **NHS**

Parent/Carer Support Group Supporting Emotional and Mental Health



Tuesday
18th April



10:30am
or 7:30pm



Zoom
Email the address
below for the link

THIS MONTHS TOPIC: SUPPORTING YOUR CHILD: EXAM STRESS



In this month's Parent Support Group we will be looking at exam stress. At this time of year, Year 6's are beginning SATs and GCSE's are starting. We will be looking at strategies to support your child

✉ mhstparentsupport@bdct.onmicrosoft.com

YOUNG MINDS
fighting for young people's mental health

The
Student
Room

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