

**YEAR 9**

**Tuesday 24<sup>th</sup> November**

**YEAR OVERVIEW - ASSESSMENTS**

**HOW TO REVISE EFFECTIVELY**

# YEAR OVERVIEW - Assessments

## **Assessment Week 1**

**Monday 14<sup>th</sup> December to Friday 18<sup>th</sup> December  
2020**

## **Y9 Exam Week**

**Monday 26<sup>th</sup> April to Friday 30<sup>th</sup> April 2021**

# REVISION GUIDANCE

PRINCIPLES OF EFFECTIVE TEACHING & LEARNING  
OUR LESSON INGREDIENTS



RETRIEVAL



READING



QUALITY EXPLANATION

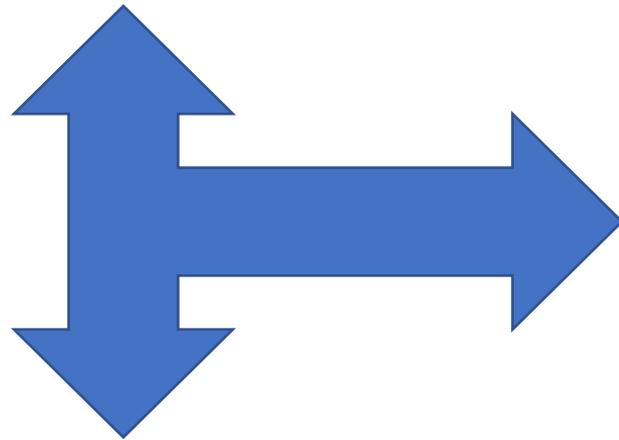


CHECK  
UNDERSTANDING



SCAFFOLD,  
SUPPORT &  
CHALLENGE

## KNOWLEDGE FOLDER



WHAT?



Every knowledge  
organiser  
Every subject



WHO?



Every student



WHEN?



Every day



WHY?



Self-quizzing  
Flashcards  
**Encoding**

HOMEWORK

# HOMEWORK

## Out-of-lesson learning

Daily homework expectation	How long should they spend on this each day? (approx.)	How can parents support this?
<b>YEAR 9 AND 10</b>		
Retrieval practice	60 minutes in total	<ul style="list-style-type: none"><li>o Ask to see the flashcards they have created.</li><li>o Use the knowledge organisers and retrieval questions to 'quiz' them.</li><li>o 'Test' them on their flashcards (re-visiting previous learning)</li><li>o 'Quizzing' with directed questions from knowledge folders.</li></ul>
Coursework	Frequency of coursework will change depending on course studied and time of year	<ul style="list-style-type: none"><li>o Monitor coursework completion outside of school, using information in planner to ensure deadlines are adhered to</li><li>o Ensure support sessions, drop-in coursework sessions are attended.</li></ul>

# Assessments

Why do we have them?

# Assessments

## What can you do?

- Check you know the dates of your assessments?
- Record the dates of each subject assessment in your planner
- Check you know the format of the assessment
- Listen to the guidance from your teachers
- Spend time conducting effective revision in the weeks leading to your exams
- Give all assessments your very best attempt

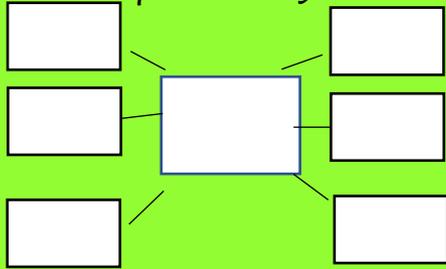
# How to make my learning stick

We know that to move something into your long-term memory - so that you have REALLY learnt it, you need to practice and keep retrieving this knowledge. Here are 4 ways that you can do this.

## Brain dump

Write the name of a topic at the top of the page and write down everything you can remember about this topic. This could include diagrams, pictures, formulae, quotes, key names.

Give yourself a time limit! (e.g. 4 mins)



When you have included as much as you can (from memory), then check your notes/knowledge organiser and add these on. Highlight those and focus on these next time.

## Look, Cover, Write, Check

Using your knowledge organiser:

- Look at a section for 3 mins and try to memorise the information.
- Cover over the knowledge organiser
- Write down what you can remember on a blank sheet of paper
- Check it against the knowledge organiser. What did you miss?
- Repeat this process regularly and build this up until you can reproduce the whole knowledge organiser without looking

## Flash cards

Create your own flashcards. Question or key word on one side, answer/definition on the other.

### Rules of creating effective flashcards:

- Keep the answer brief and focussed.
- Use visual images to help prompt the memory.
- When using them to test yourself, give thinking time before turning over the card.
- Keep revisiting the flashcards.



You need to use these flashcards regularly - revisiting the ones you get wrong more frequently. Get someone to test you.

## Self-testing and quizzing

Use multiple-choice questions to 'test yourself'. You can also use your flashcards for this.



You will get it wrong sometimes - this is not failure, this is part of the learning process. Stick with these methods and it will

# Creating flash cards

## Creating flashcards step by step...

<p>1. Pick out an important piece of information you want to remember</p>	<p>2. Turn it into a question to answer and write this on one side of your flashcard</p>	<p>3. Turn over your flashcard and very neatly, write your answer in as few words as possible</p>
<p><b>Calcium is a mineral</b> and is one of the most abundant in the body. It can be found in certain foods and is added to others. Having enough calcium is important for people of all ages. Babies and young children need calcium <b>to develop strong teeth and bones</b> while adults need calcium to maintain healthy teeth and a strong skeleton.</p>	<div style="border: 1px solid black; padding: 10px; text-align: center;"> <p>Why do we need the mineral calcium in our diet?</p> </div>	<div style="border: 1px solid black; padding: 10px; margin-bottom: 10px;"> <p>We need this for strong bones and teeth</p> </div> <div style="border: 1px solid black; padding: 10px;"> <p>Why do we need the mineral calcium in our diet?</p> </div>
<p>4. Underline important words, and include all different colours to make different words stand out</p>	<p>5. Try to add to your flashcard clues and hints which will help you to recall the answer</p>	<p>6. Use cards both way round, testing yourself regularly, the trickiest ones the most often</p>
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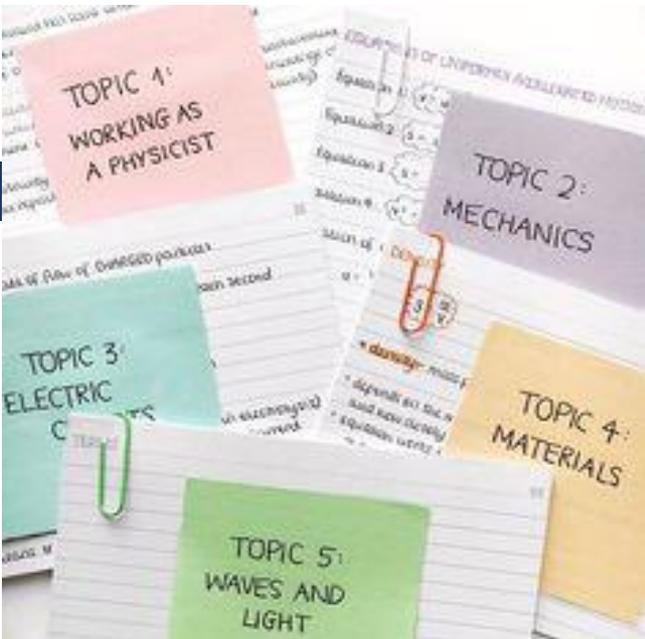
# Over to you....FLASH CARDS

## Creating flashcards step by step...

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1. Select a subject and go to that section of the knowledge folder
2. Select a topic area that you have covered (but don't yet have flash cards for)
3. Create at least 3 quality flash cards for this topic area using the steps shown here

# Organising your flash cards



How would you label the flash cards you have just created?



We highly recommended that you collate / organise your flash cards for each subject area.

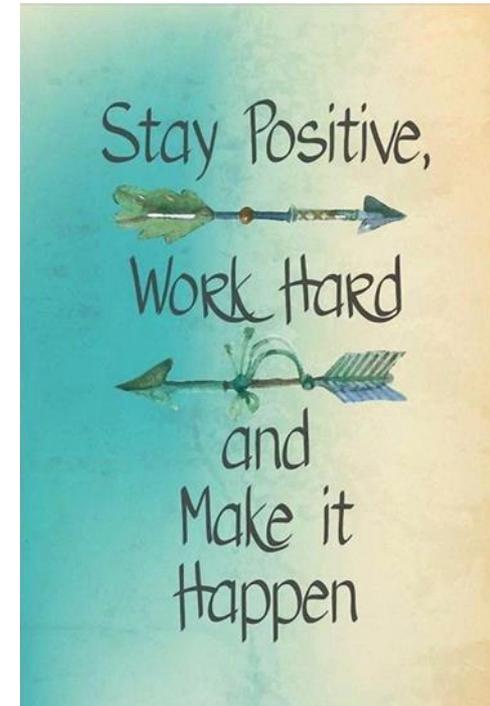
You may also label them / collate them together for different topic areas; this way you can revisit those topic areas you feel less confident with.

# Over to you...reflect

Spend a few moments reflecting on the following questions and share your ideas

Reflect on how you currently organise your flash cards

- What should you do differently?
- Do you need any resources to help you organise them in a different way?



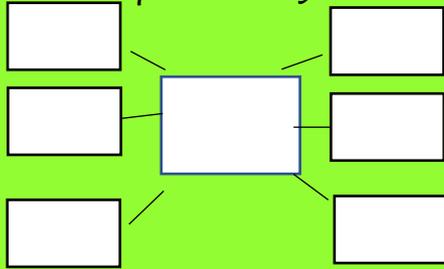
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We want you to spend time conducting **effective** revision practice and two of the most effective techniques we recommend are *practice testing* and *distributed practice*.

Technique	Effectiveness	Description of Technique
Practice Testing	High	Self-testing or using past-exam questions while learning.
Distributed practice	High	Developing a schedule of revisions / learning activities over time.
Elaborative Interrogation	Moderate	Thinking about 'why' you have answered a question or creating an explanation for a response.
Self-explanation	Moderate	Linking new information to known information or using applied questions (problem based learning).
Interleaved Practice	Moderate	Developing a schedule that mixes different techniques during a period of study.
Summarisation	Low	Writing summaries of concepts / area of study.
Highlighting	Low	The use of highlighters or underlining while read / rereading.
Keyword Mnemonic	Low	Use of key terms / acronyms / images to associate with concepts to be learned.
Imagery	Low	Attempting to form mental images of materials while reading.
Rereading	Low	Revisiting text that has already been read.

Table 1: Learning techniques and their effectiveness adapted from Dunlosky et al (2013) pg 6.

Look at some of the ways you may have revised for assessments in previous years – how effective were you?

# Practice Testing; Self-quizzing

- You work hard to create many flash cards for your subject areas; the next step is to ensure that you are using your flash cards in the most effective way and this is by **practice testing**.
- You can self-quiz, where you test yourself using your flash cards, or be quizzed by somebody else.
- If you use the quizzing technique frequently, you are less likely to forget the knowledge that you have been taught.

# Distributed Practice

- Ideally, over the course of the year you should aim to revisit each topic area in each subject several times.
- Evidence suggests that **distributing** your revision practice in this way is one of the most effective ways to learn the material and knowledge for the course, and particularly important throughout KS4
- You should continue to revisit the flash cards that you feel less confident with or aren't always sure of the answer

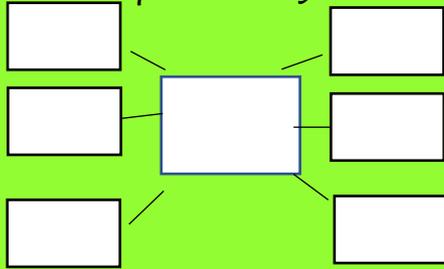
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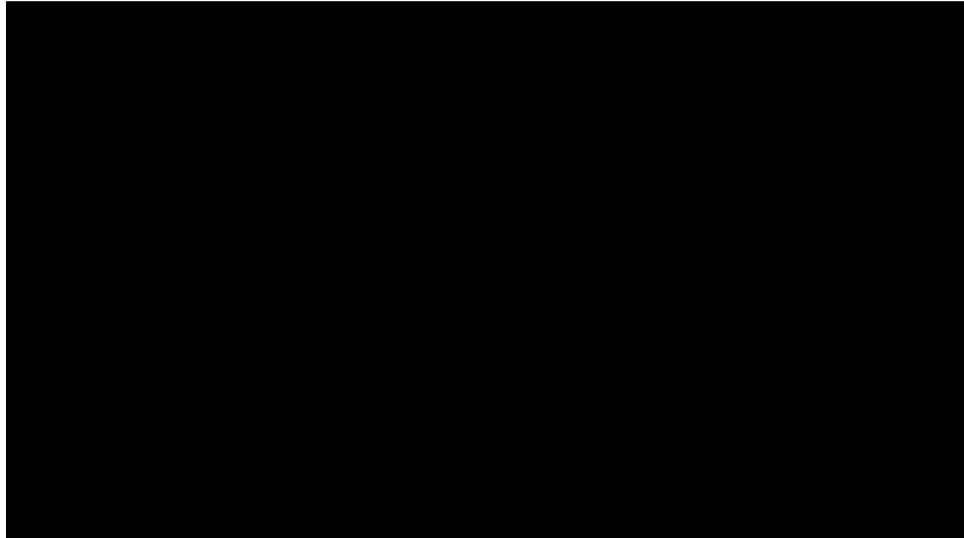
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**Look, cover, write, check**

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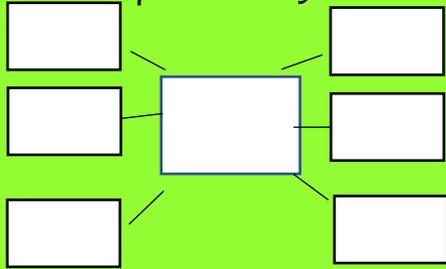
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# Brain dump

- Select a topic area for one of your subjects
- On your paper, record as much as you can remember about this topic area. For example:
  - Key quotes
  - Key vocabulary
  - Diagrams
  - Methods
  - Formulae
- Can you identify any links between this and other topic areas?
- How detailed can you make your brain dump?



# Your weekly revision plan

Write your name on your individual revision timetable



FRAMWELLGATE  
SCHOOL DURHAM

YEAR 9 - PLANNING YOUR REVISION TIME

*Excellence, compassion & respect for all*

Student Name:

Weekly revision timetable – Preparation for Assessment Week

Time/Day	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	Time/Day	SATURDAY	SUNDAY
STEP						8-9am		
PERIOD 1	P1	P1	P1	P1	P1	9-10am		
PERIOD 2	P2	P2	P2	P2	P2	10-11am		
PERIOD 3	P3	P3	P3	P3	P3	11am-12pm		
PERIOD 4	P4	P4	P4	P4	P4	12-1pm		
LUNCH						1-2pm		
PERIOD 5	P5	P5	P5	P5	P5	2-3pm		
AFTER-SCHOOL REVISION						3-4pm		
4-5pm						4-5pm		
5-6pm						5-6pm		
6-7pm						6-7pm		
7-8pm						7-8pm		
8-9pm						8-9pm		

**ASSESSMENT WEEK – Monday 14<sup>th</sup> December to Friday 18<sup>th</sup> December 2020**

# Example: Weekly revision plan

1) Block out *hobbies / interests or other commitments*  
(time that you are unable to study)

Time/Day	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	Time/Day	SATURDAY	SUNDAY
STEP						8-9am		
PERIOD 1	P1	P1	P1	P1	P1	9-10am	Football Training	
PERIOD 2	P2	P2	P2	P2	P2	10-11am		
PERIOD 3	P3	P3	P3	P3	P3	11am-12pm		
PERIOD 4	P4	P4	P4	P4	P4	12-1pm		
LUNCH						1-2pm		
PERIOD 5	P5	P5	P5	P5	P5	2-3pm		
AFTER-SCHOOL REVISION						3-4pm		
4-5pm		Piano lesson	Childmind younger sibling			4-5pm		
5-6pm						5-6pm		
6-7pm				Badminton Club		6-7pm		
7-8pm	Choir					7-8pm		
8-9pm						8-9pm		

# Example: Weekly revision plan

2) Record the time you will plan to complete revision activities / retrieval practice for *each of your subject areas*

Time/Day	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	Time/Day	SATURDAY	SUNDAY
STEP						8-9am		
PERIOD 1	P1	P1	P1	P1	P1	9-10am	Football Training	Physics / Sport
PERIOD 2	P2	P2	P2	P2	P2	10-11am		Art
PERIOD 3	P3	P3	P3	P3	P3	11am-12pm		
PERIOD 4	P4	P4	P4	P4	P4	12-1pm		
LUNCH						1-2pm	Geography / Food	
PERIOD 5	P5	P5	P5	P5	P5	2-3pm		
AFTER-SCHOOL CLUB	OCR Sport					3-4pm		
4-5pm		Piano lesson	Childmind younger sibling		Biology / Chemistry	4-5pm		
5-6pm	Maths				Sport	5-6pm		
6-7pm		English		Badminton Club		6-7pm		
7-8pm	Choir		Geography / Food			7-8pm		
8-9pm						8-9pm		

Time/Day	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	Time/Day	SATURDAY	SUNDAY
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PERIOD 2	P2	P2	P2	P2	P2	10-11am		
PERIOD 3	P3	P3	P3	P3	P3	11am-12pm		Art
PERIOD 4	P4	P4	P4	P4	P4	12-1pm		
LUNCH						1-2pm	Geography / Food	
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7-8pm	Choir		Geography / Food			7-8pm		
8-9pm						8-9pm		

## Planning revision time

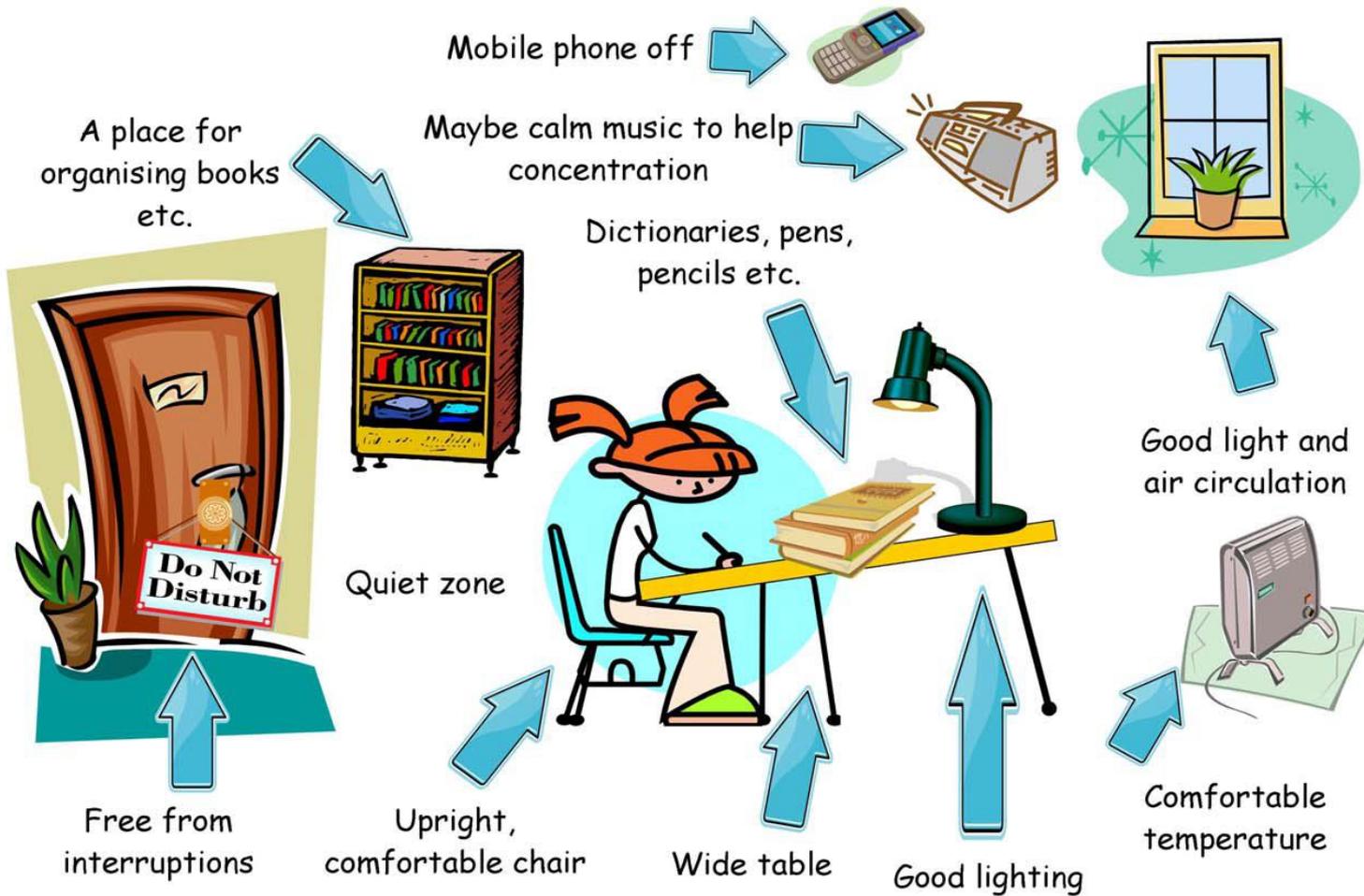
### How to get your revision plan right

- Be **realistic** and plan time away from your work to avoid burn-out!
- Make sure you study your least favourite / most challenging subjects first, and not at end of day when you are tired
- **Be focused:** Give yourself short breaks
- Planning helps you to balance your time so that you don't spend all your time revising one subject
- If you **share** your revision plan with friends or family then you are more likely to stick to it
- Don't worry about other students' revision plans, everyone does it differently!

# REVISION SUPPORT:

## The ideal study environment

# An ideal revision area



# School Website: Revision and Study Support



Main Reception (Miss Lawson): 0191 386 6628 enquiries@framdurham.com

Our School Essential Information Curriculum Sixth Form Contact Us



## CURRICULUM

Curriculum Overview

Subjects

Options

Revision & Support

Homework

Enrichment

Exams

Careers

**REVISION SUPPORT:**  
Useful revision websites and apps

**STUDY SUPPORT:**  
How to make my learning stick  
Using flash cards effectively

**REVISION SUPPORT:**  
The ideal study environment

**REVISION SUPPORT:**  
Planning your revision time

## Over to you...

Spend the rest of your PSHE lesson completing the following tasks:

- 1) Select one of the techniques we have discussed today and focus on one of the topic areas in one of your subjects

If you use the quizzing technique frequently, you are less likely to forget the knowledge that you have been taught.

