



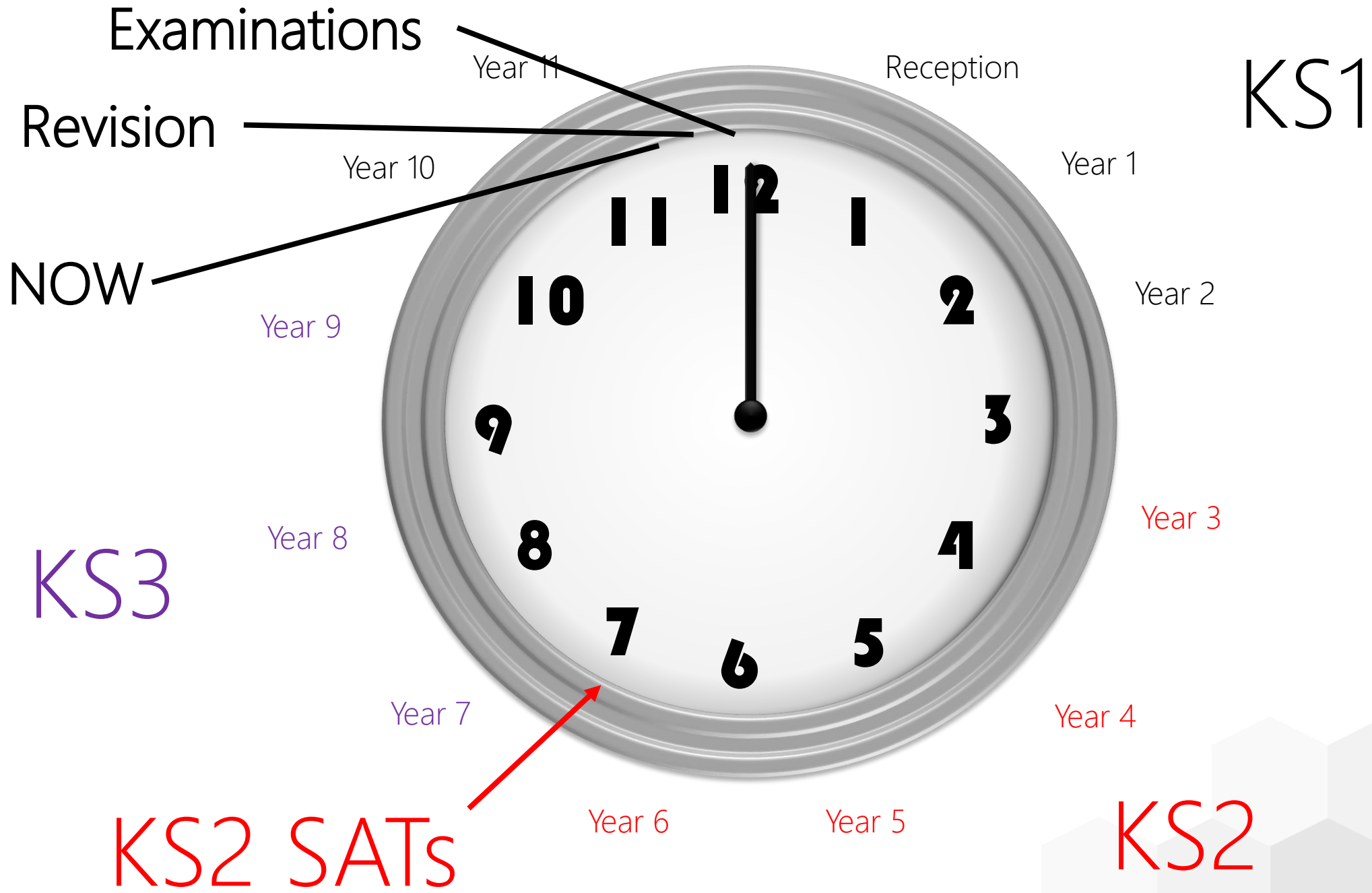
Welcome to Ashby School

Supporting your child
with their revision



Supporting your child with their revision

- How to revise
- Planning revision
- Advice for students and parents



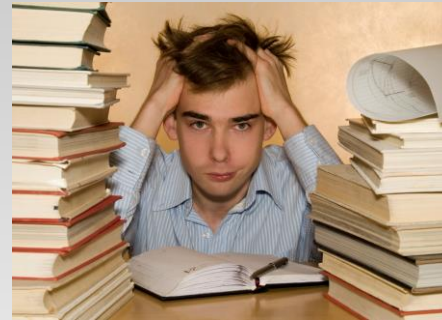


True

True or False?

False

I can revise and be
on social media



The Ashby Core Four



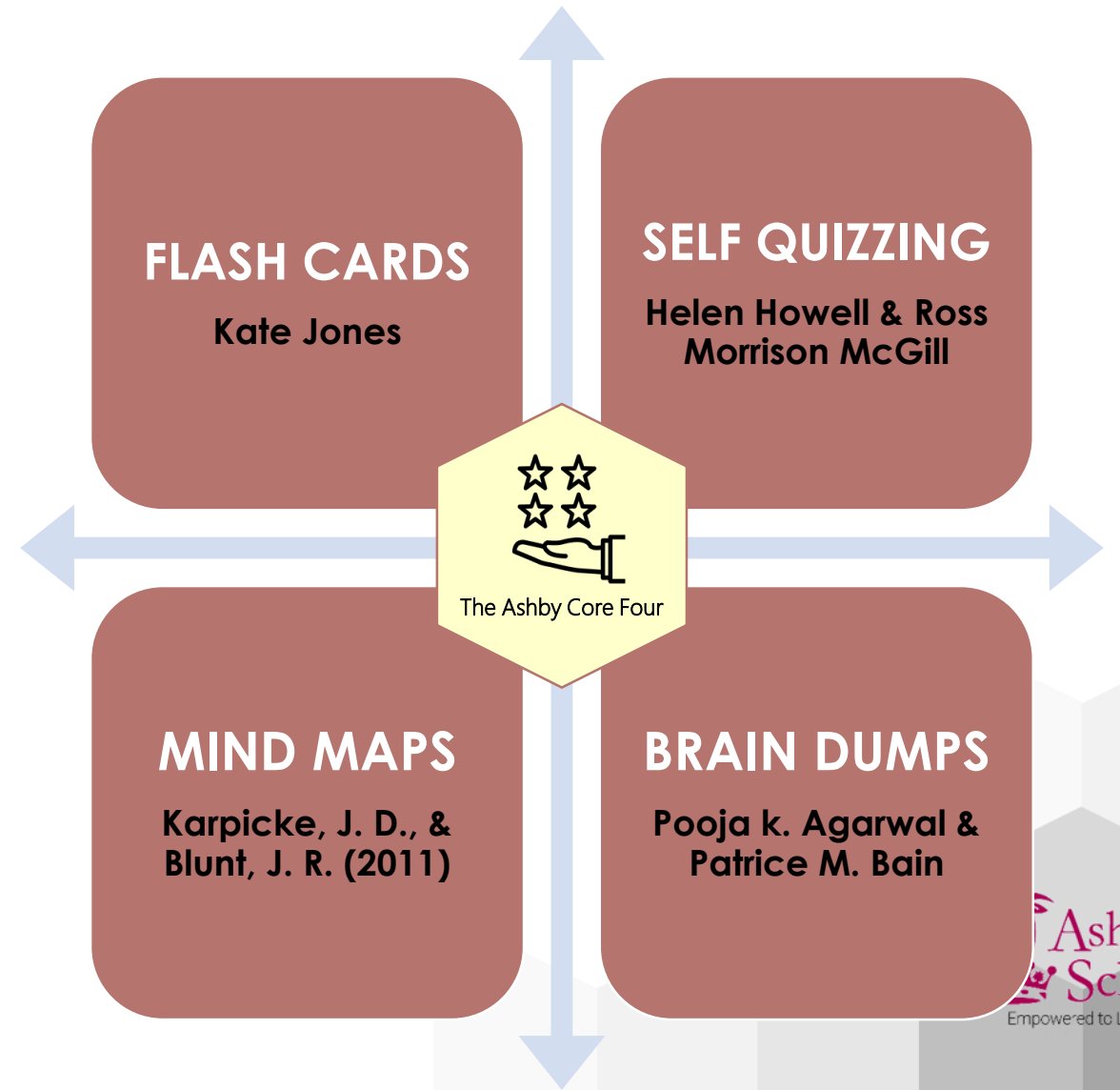
The Ashby Core Four

The Ashby Core Four

Doug Lemov states, practice does not always make perfect, but it does make permanent.

Students should have a bank of well-practised revision and study methods that they can confidently select from.

(Howell & McGill, 2022)





What does it look like?

It's a simple step by step approach to completing revision effectively.

Revision needs to be **modelled** in small, manageable chunks, allowing students time to **practice** and build **gradually towards** those daunting exam questions or full essay tasks.

(Howell & McGill, 2022)

**Tutor
time**

**In
lesson**

**Home
learning**

**Independent
learning**

What does it look like?

Summary: How to create flash cards



- 1. Identify knowledge**
What are you creating flash cards on?
Do you have your knowledge organizer?
Use your book to look at previous misconceptions from whole class feedback.
- 2. Colour coding**
Use different coloured flash cards for different topics. This helps with organization NOT recall
- 3. Designing**
1 Question per flashcard.
Making them concise and clear.
Use a one word prompt, so that you can recall as much as you can.
No extended answer questions.
Number your flash cards for self quizzing.
- 4. Using**
Write your answers down, then check. Or say your answers out loud. This really clearly shows the gaps in your knowledge.
Do not just copy & re-read.
Shuffle the cards each time you use them.
Use the Leitner system to use flash cards everyday.
- 5. Feedback**
How have you performed when you look back at your answers?
Is there anything you need to revisit in more detail?
Is your knowledge secure? If so, move onto applying knowledge in that area in specific extended exam questions.

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.



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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.

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 time 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.



Revision Timetable...

Anything is Possible

Revision support in school -

To further increase the success of the revision programme and support for our students, after school, face to face sessions will be running after February half term.

Week 1					
Day	Monday (1)	Tuesday (2)	Wednesday (3)	Thursday (4)	Friday (5)
Session	English/ Psychology / Film / Art	Science - Drop in clinic	Design Technology	Home study / revision	Home study / revision

Week - 2					
Day	Monday (6)	Tuesday (7)	Wednesday (8)	Thursday (9)	Friday (10)
Session	MFL / Music / Business / options	Maths - drop in clinic	Geography + History / options	Home study / revision	Home study / revision

A further breakdown of session materials and what is happening in the revision sessions will be updated weekly, where details of the revision will be found on the website.

Revision Planning -Start with a Template

A week at a time

	Monday	Tuesday	Wednesday	Thursday	Friday			Saturday	Sunday
16:00							10:00		
17:00							12:00		
18:00							14:00		
19:00							16:00		
20:00							18:00		
21:00							20:00		

Block out time for activities

	Monday	Tuesday	Wednesday	Thursday	Friday			Saturday	Sunday
16:00							10:00	Sports	
17:00							12:00		
18:00							14:00		See Relatives
19:00		Training			See Friends		16:00		
20:00							18:00		
21:00							20:00		

Choose some after school sessions...

	Monday	Tuesday	Wednesday	Thursday	Friday			Saturday	Sunday
16:00	After school French		After School Geography	After School Design			10:00	Sports	
17:00							12:00		
18:00							14:00		See Relatives
19:00		Training			See Friends		16:00		
20:00							18:00		
21:00							20:00		

Fill in relaxation times.....

	Monday	Tuesday	Wednesday	Thursday	Friday			Saturday	Sunday
16:00	After school French		After School Geography	After School Design	Watch TV / Relax		10:00	Sports	
17:00	Eat / Relax	Eat / Relax	Eat / Relax	Eat / Relax			12:00		
18:00							14:00		See Relatives
19:00		Training	Watch TV / Relax		See Friends		16:00		
20:00				Watch TV / Relax			18:00		
21:00	Watch TV						20:00	Watch TV / relax	

Fill in the rest of your slots with all your subjects...

	Monday	Tuesday	Wednesday	Thursday	Friday			Saturday	Sunday
16:00	After school French	Science	After School Geography	After School Design	Watch TV / Relax		10:00	Sports	Geography
17:00	Eat / Relax	Eat / Relax	Eat / Relax	Eat / Relax	Geography		12:00		French
18:00	English	Psychology	French	Business	Science		14:00	English	See Relatives
19:00	Maths	Training	Watch TV / Relax	Science	See Friends		16:00	Maths	
20:00	Business		English	Watch TV / Relax			18:00	Science	Business
21:00	Watch TV	Design	Maths	Psychology			20:00	Watch TV / relax	Psychology



Making the grade...

Anything is Possible

Make the grade

Ashby School
Empowered to Learn



Year 11 Combined Science Revision Programme 2019 (Higher)

Week starting	Topic	CGP H Tier Revision Guide pages	CGP Workbook Pages (H Tier)	Online resources: SAM Learning activities
Monday				
4th Feb/ 25th March	Cell Biology Atomic Structure + Periodic Table Energy	11-23 96-111 167-178	1-15 91-107 175-185	Cell Biology Atomic Structure + Periodic Table Energy Changes in a system, CoE
11th Feb/ 1st April	Bioenergetics Bonding, Structure + Properties Electricity	50-57 112-122 179-190	42-50 108-121 186-197	Bioenergetics Bonding, Structure + Properties Current, PD + Resistance
18th Feb/ 8th April	Organisation Quantitative Chemistry Particle Model of Matter	24-42 123-128 191-194	15-33 122-129 198-203	Organisation Quantitative Chemistry Particle Model, Change of State
25th Feb/ 15th April	Ecology Chemical Changes + Energy Atomic Structure	83-95 129-141 195-200	78-90 130-143 204-211	Ecology Chemical Changes + Energy Radioactivity, Nuclear Fission/Fusion
4th March/ 22nd April	Infection and Response Rate + Extent of Chemical Change Forces	43-49 142-149 201-217	34-41 144-151 212-232	Infection and Response Rate + Extent of Chemical Change Forces and Motion, Momentum
11th March/ 29th April	Homeostasis and response Organics and Chemical Analysis Waves	58-67 150-156 218-226	51-62 153-161 233-241	Homeostasis and response Organics and Chemical Analysis Waves in Air, Fluids + Solids
18th March/ 6th May	Inheritance, variation, evolution Atmosphere + Using Resources Magnetism + Electromagnetism	68-82 157-166 227-231	63-77 162-174 242-246	Inheritance, variation, evolution Atmosphere + Using Resources Magnetic Forces + Fields, Motors

Biology 1 – Tuesday 4th May

Biology 2 – Friday 7th June

Chemistry 1 – Thursday 6th May

Chemistry 2 – Thursday 13th June

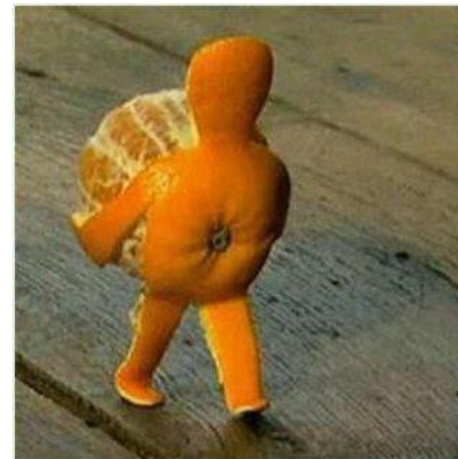
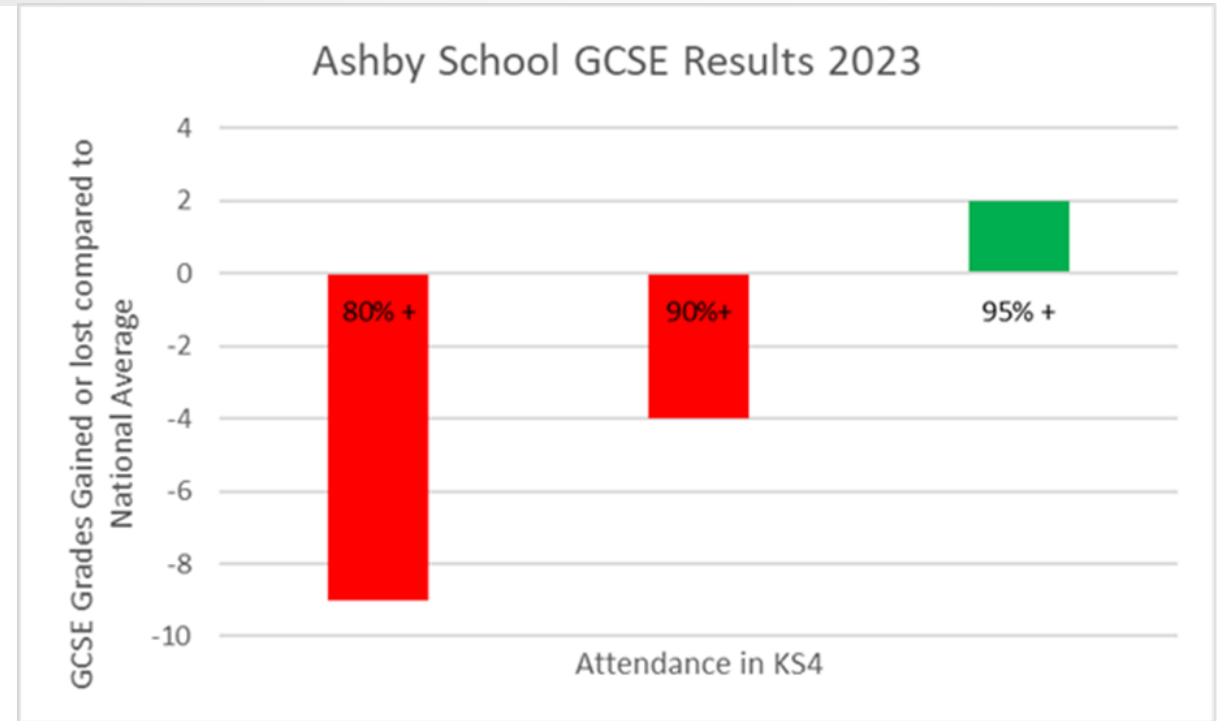
Physics 1 – Wed 22nd May

Physics 2 – Friday 14th June



How can students help themselves?

- Maximise **attendance**
- Be **punctual**
- Attend as many **revision sessions** as possible
- **Revise** at home
 - Make a **sensible** revision plan and **stick to it**
- **Share how you are feeling**
 - Talk to parents, teachers, friends
- **Take responsibility** for your success



Parents – What can you do?

- Be overwhelmingly **positive**
- Help your child to get in **the right frame of mind**
- Help your child **plan revision**
 - Agree a reasonable programme and help them stick to it
- Provide a quiet **calm environment** to revise
- Provide plenty of **food and drink**, treats and rewards
- Provide **resources** – revision guides / stationery / exam pack



If you need support or advice – contact us!!!



HANDOUT...



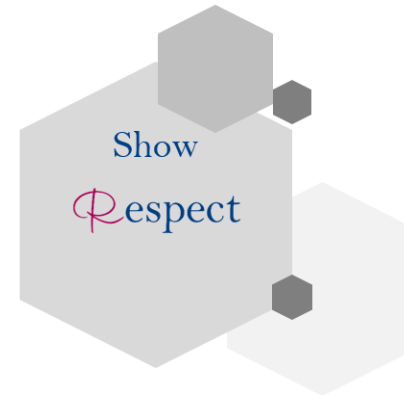
QR Code For Feedback



Student Support Evening 1st
February 2024



HANDOUT...



For yourself & for others