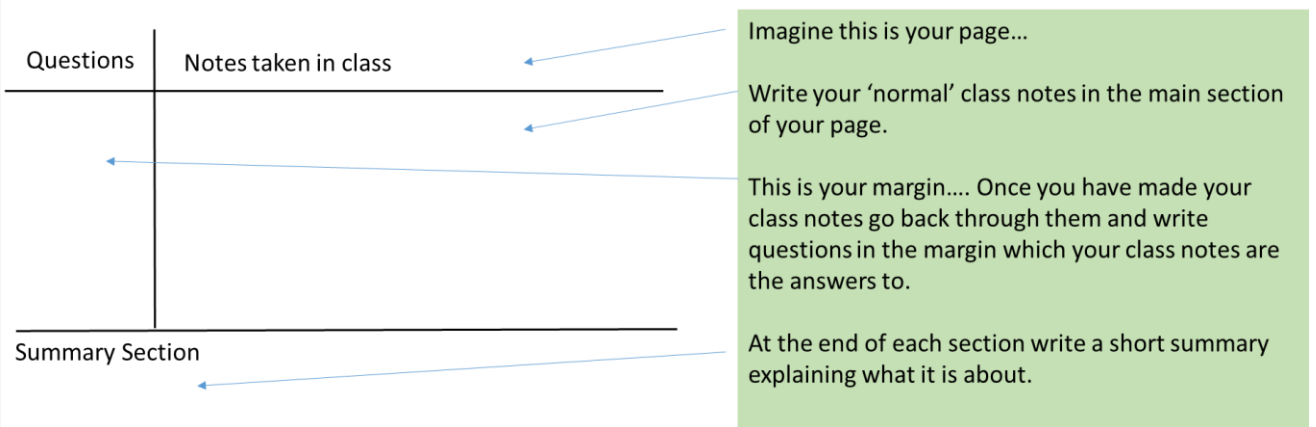


How to help with good regular revision practice to avoid last minute stress

In school we often talk about The Forgetting Curve, if you search for this you'll find lots of evidence which shows that when students regularly return to content it sticks better. When students review their work after each lesson/topic/scheme of learning they have a better grasp of the material when using it in an assessment....therefore performing better! This isn't just something for students in exam classes, it's something for everyone in Years 7-13. There are some useful strategies for doing this:

Cornell Note Taking – Helpful for reviewing tricky content at the end of a lesson/the school day:



If you want to support as a parent, covering up the notes from class and testing your young person with the questions is a good technique to aid revision. Often the best way to check understanding is by asking someone to explain it back – if your young person can explain it they've mastered it!

Some young people favour just looking back over the 5 lessons they have had in a day and writing two speedy summary sentences for each, this active reflection on the day keeps the content fresh in their minds.

In some subjects this regular review is even more straight forward, for example, to stay ahead of reviewing content in maths young people can practice questions in line with the content covered in class. The maths department promote the use of Apps and sites such as PiXL where young people can target their regular reviews to areas they find more difficult, developing their knowledge and understanding along the way.

