

Revision Support For Students Who Have Barriers To Their Learning

Timing	Decide how long the revision session will be (30 min) and set a timer. Decide at the start what will be achieved at the end. Revision time table.
Chunk it and Tick Lists	Decide on an achievable section of a topic. For example. Photosynthesis--- structure of a leaf--- at the end of this chunk you should be able to name and label the parts and say what each part does. Tick off the list when done.
Visuals	For example Bite Size. You tube and My Science. Revision guides Mind maps – these particularly help with chunking so an overview of the topic is clear. Different colours for different sections.
Peer Revision	Make cue cards with questions and answers (that the student has made using a revision guide) to test each other.
Command Word	Use highlighters when looking at past questions. Highlight the command word – describe, explain, compare etc.
Make connections	This is particularly difficult for student with barriers to their learning. This is where a mind map is particularly useful. For example the palisade cells of a leaf are where photosynthesis takes place. Connecting lines on the mind map give visual prompts to the connections
Using past papers	Do what you can do first! Don't be over whelmed by questions on topics you have never been able to do!!