

HOW TO MAXIMISE STUDENT REVISION USING THE MEMORY CLOCK

A whole school approach to improve revision

https://www.youtube.com/watch?v=yVz_KuI_FQE

- The Golden triangle for maximum achievement

THE PROBLEM WITH REVISION

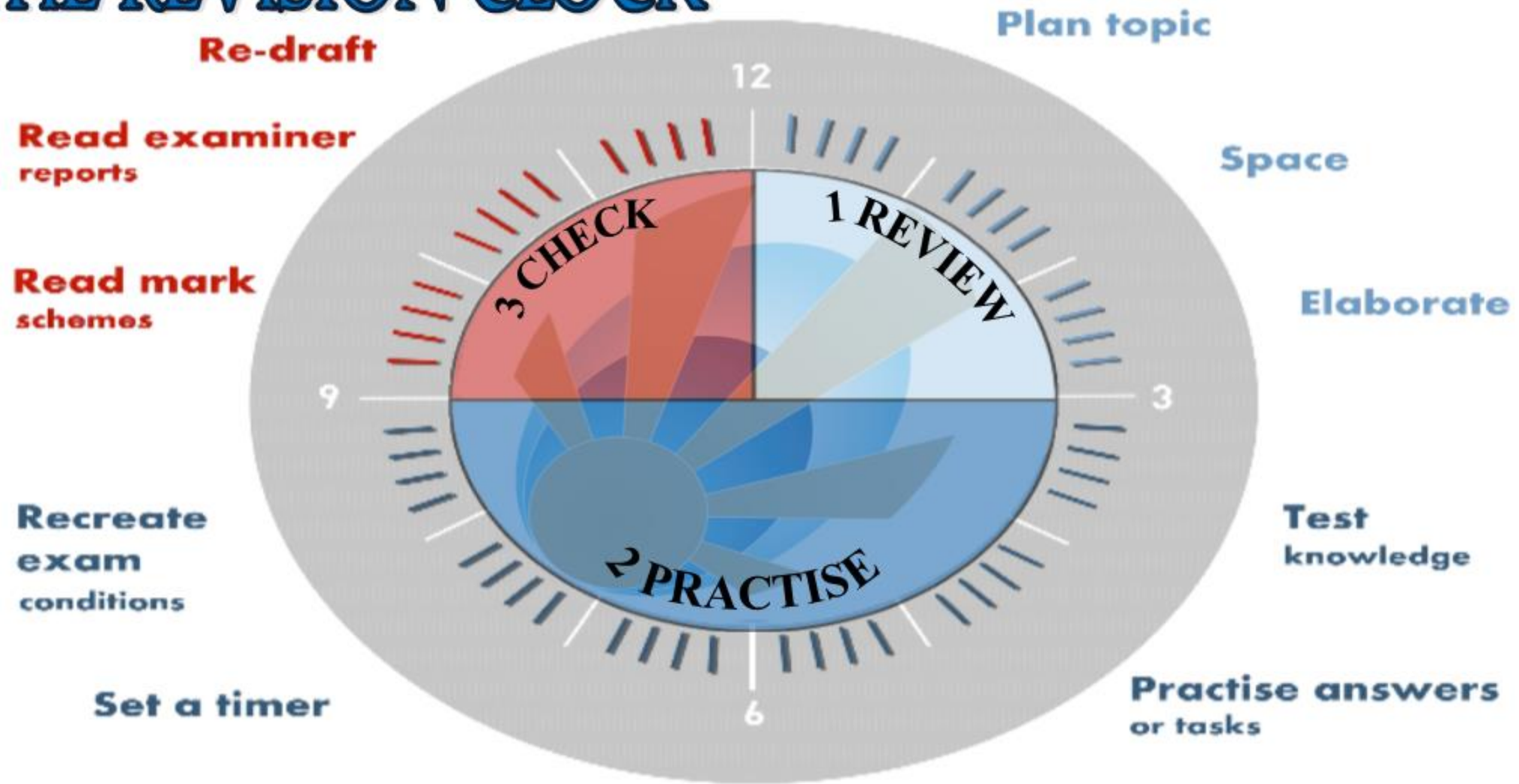
How do you revise?

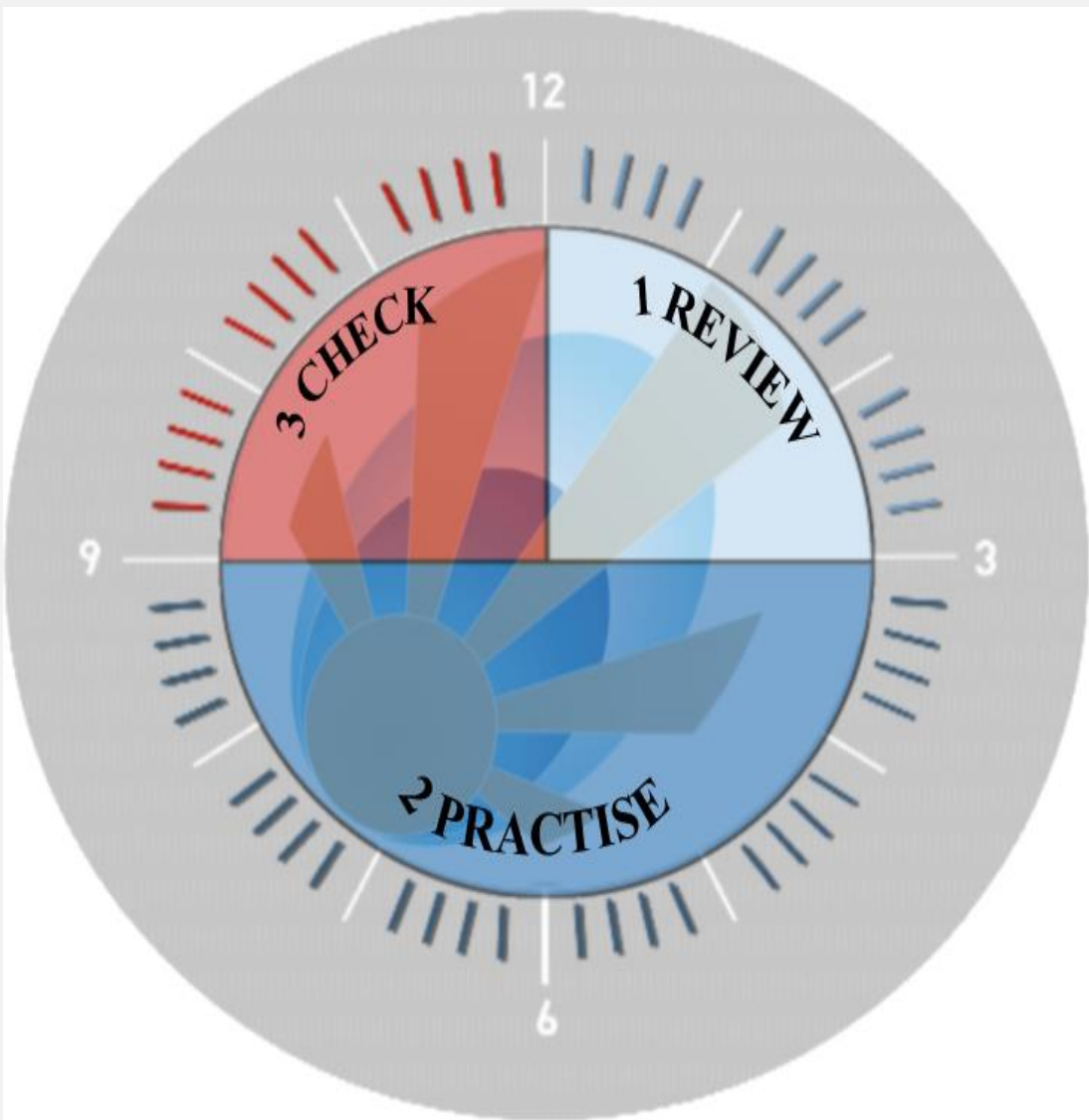
Parents view; They look like they're revising but I don't know what I can do to help?

Student's view; Revising is boring and I don't 100% know how to do it to suit my learning style.

Teachers view; It's so frustrating when you see the people who obviously have and haven't revised.

THE REVISION CLOCK





What is it?

This is our recommendation of how to spend each hour when revising.

Why?

Students can engage in ineffective revision which can limit performance in examinations. Therefore, we have designed a simple model to help breakdown an effective hour of revision. It is our hope that this will help train you in the most effective process of revision.

REVIEW YOUR LEARNING

**Read the
information
and transform
into Q + A**

**Transform
information into
mind maps, story,
acronyms, songs,
raps...**



**Plan the
topic to be
revised**

Shrink it down

**Flash cards
created**

PRACTISE MAKES PERFECT

**Test
knowledge
and practise
answers.**

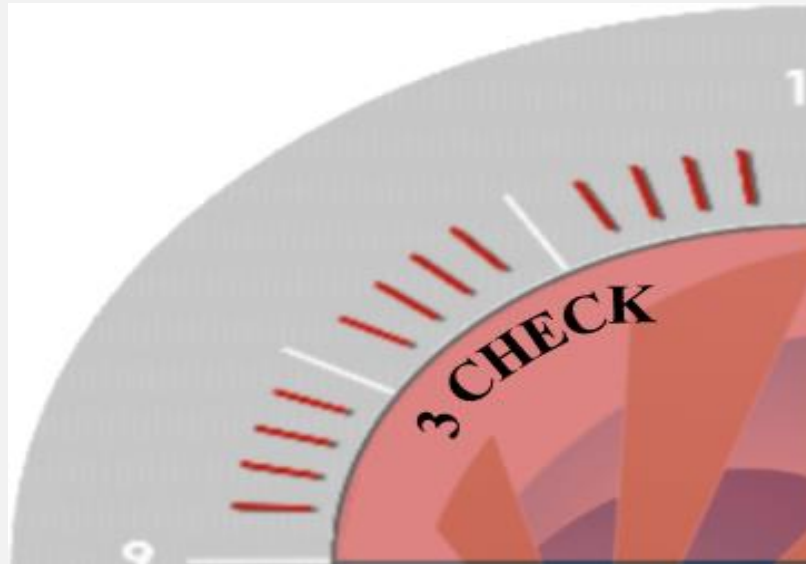


**Set a timer
and recreate
exam
conditions.**

ARE YOU READY?

It is really important to get feedback on the accuracy of practice work.

Re-draft



Compare answers to the mark scheme

Read examiner reports

SO WHAT NOW.....

Ever been accused of not revising enough – even though you know you have?

Not ANYMORE

Teachers will be showing you how to effectively revise for their subject using the revision clock

Teachers will be setting every single revision homework in every subject using the revision clock to help you

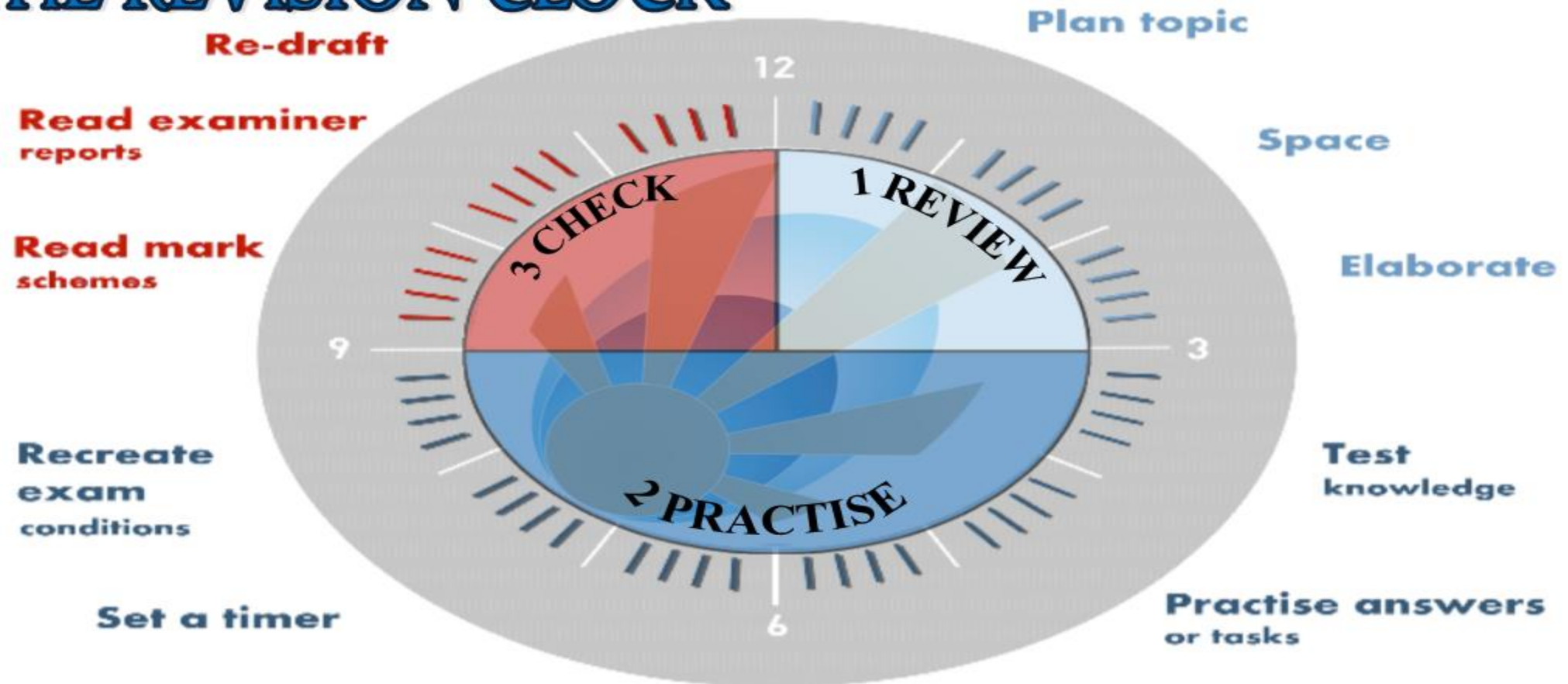
To help your parents we have presentation's to launch the revision clock. Please do discuss with them and welcome them – letter sent out.

YEAR 10 AP6 REVISION SESSION

L.O: to understand how to revise effectively for my upcoming
test

THE REVISION CLOCK

THE REVISION CLOCK



SECTION I – REVIEW WORK

- **1.1 Participation trends – flash cards (5 mins)** – Create flash cards to summarise trends in these categories; Participation in sport from adults, participation in sport for 16-24 year olds, the most popular sports, the fastest growing sports, participation rates by age, participation rates by gender, participation rates of disability compared to able bodied, participation rates of people from rich/poor backgrounds.
- **1.2 factors that affect participation – Mind Map (5 mins)** – Create a mind map that identifies all the key factors – then build on that to describe the impact they can have
- **1.3 Shrink it down (5 mins)** – commercialisation of sport – read the revision guide summary notes on commercialisation of sport – shrink it down into 5 essential key bits of information you will use when discussing the impact of commercialisation in sport

SECTION 2 – PRACTICE

- **2.1 Flash cards quiz (6 mins)** – give your pile of flash cards to your partner, and let them quiz on the facts and figures regarding participation trends. You perform the same quiz with them but for their flash cards. Repeat three times or until both of you get all correct and know these cards/facts off by heart.
- **2.2 Mind map test (12 mins)** – Give your mind map to a partner and see if you can repeat the identified key factors and describe them in the same way you did when reviewing class work
- **2.3 Feed foreword (12 mins)** - commercialisation of sport. Use the feed foreword document to attempt a larger theory question using the model provided on the feed foreword resource. As a level of scaffolding pupils with a target grade of 1-4 you may also use your shrink it down notes to support your working

SECTION 3 CHECK

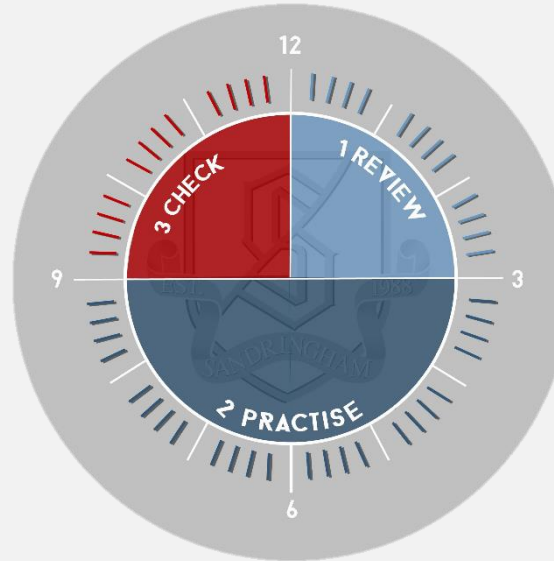
- **3.1 Flash Cards (4 mins)** - Put a green star next to the flash cards you were correct on 100% of the time. Orange for ones where correct most of the time. The ones where you repeatedly stumbled put a red star – target this during revision at home.
- **3.2 (4 mins)** – Use the same RAG colour coding system to annotate your mind map – can you add further points of annotations now you have listened to your partners descriptions?
- **3.3 (7 mins)** – Mark the feed foreword using the mark schemes provided – annotate your strengths and weaknesses.

GEOGRAPHY A LEVEL

3. Check

Go back to your mind map and bullet points.

Redraft your paragraphs to include any missing info. It is crucial to keep the length of answers to short paragraphs.



2. Practise:

Without looking at the mind map, **write out 5 key bullet points** which summarise the issue of gas supply between Russia and Europe, the impact this has on Russian power and the impacts of disruption to supply.

Look back at the mind map. **Add missing info.**

Take away all notes. **Write two short paragraphs to answer** these questions:

1. Assess the amount of power that Russia gains from its gas supply.
2. Explain the possible economic and political impacts of a disruption in the supply of gas from Russia to Europe.

1. **Review:** Look through your notes about Russian to European gas supply (pipelines). **Put together a mind map** to summarise the issue; ownership, control and route of pipelines, European reliance and impact of Russia/Ukraine disputes on supply.

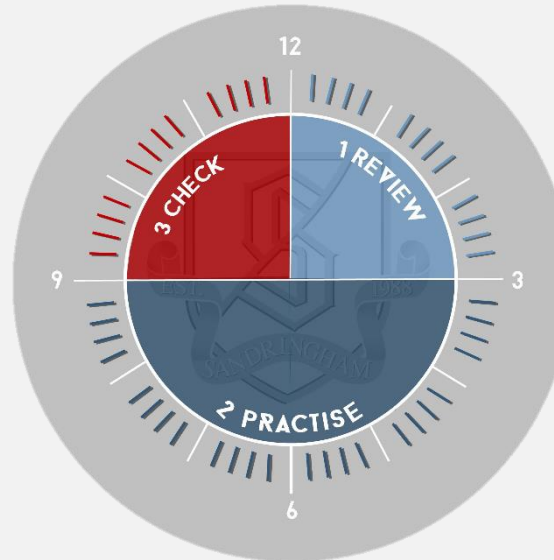
SOCIOLOGY A LEVEL

3. Check

Go back to your mind map and bullet points.

Redraft your paragraph to include any missing info. Is your evaluation relevant to your point?

Check your 10 mark answer and change anything you are not happy with.



1. Review: Look through your notes on the future of childhood. **Put together a mind map** to summarise the evidence for and against the view that childhood is disappearing. Include key concepts, sociologists/studies and sociological perspectives.

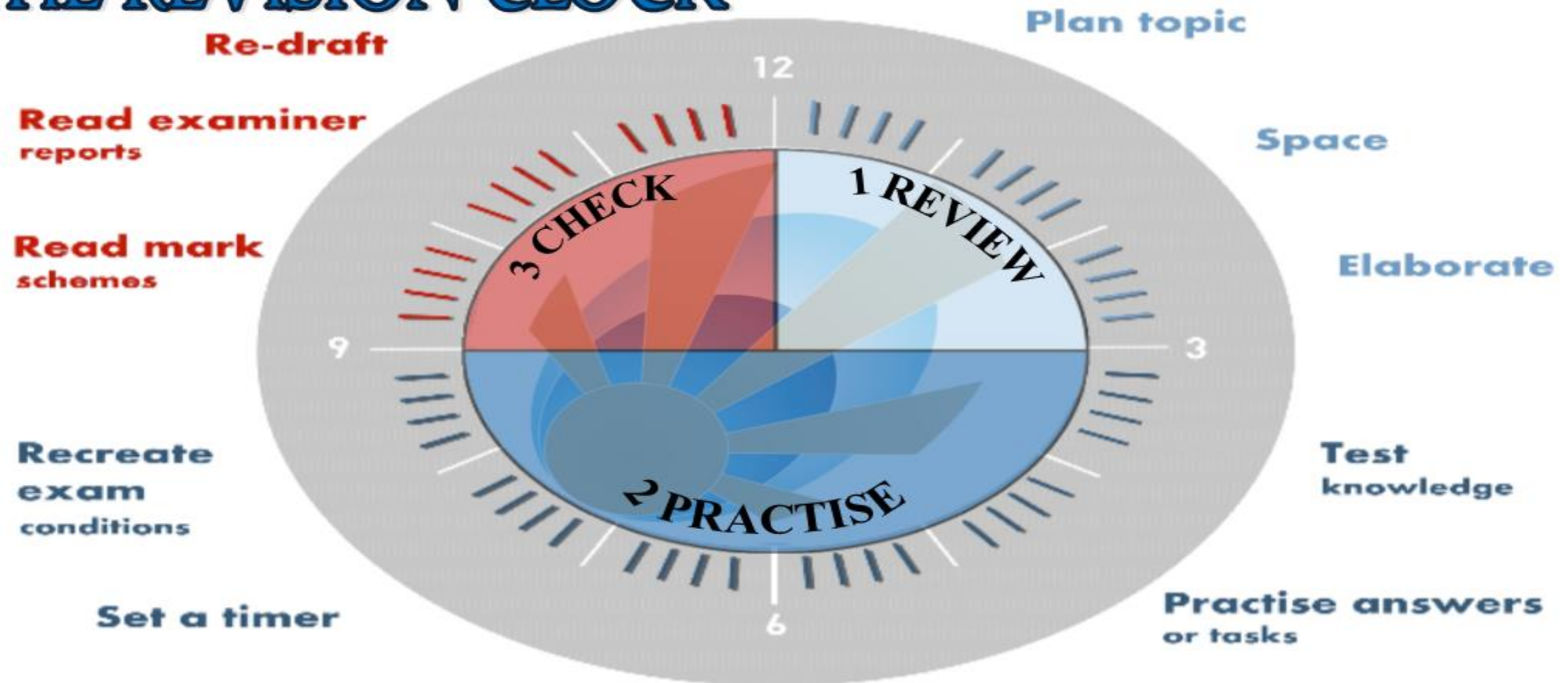
2. Practise:

Without looking at the mind map, **write out 5 key bullet points** which summarise the evidence for and against the disappearance of childhood. Look back at the mind map. **Add missing info.** Take away all notes. **Write one PEEEL (Point, Explanation, Evidence, Evaluation, Link) paragraph** about childhood disappearing: 'One way in which childhood may be seen to be disappearing is....'

And/or, practise a question. Carry out the following question **from memory**: *Outline and explain two changes in society which may be reducing the distinction between 'childhood' and 'adulthood'.* (10 marks)

THE REVISION CLOCK-JSI

THE REVISION CLOCK



SECTION I – REVIEW WORK – UP TO 40 MINUTES LONG

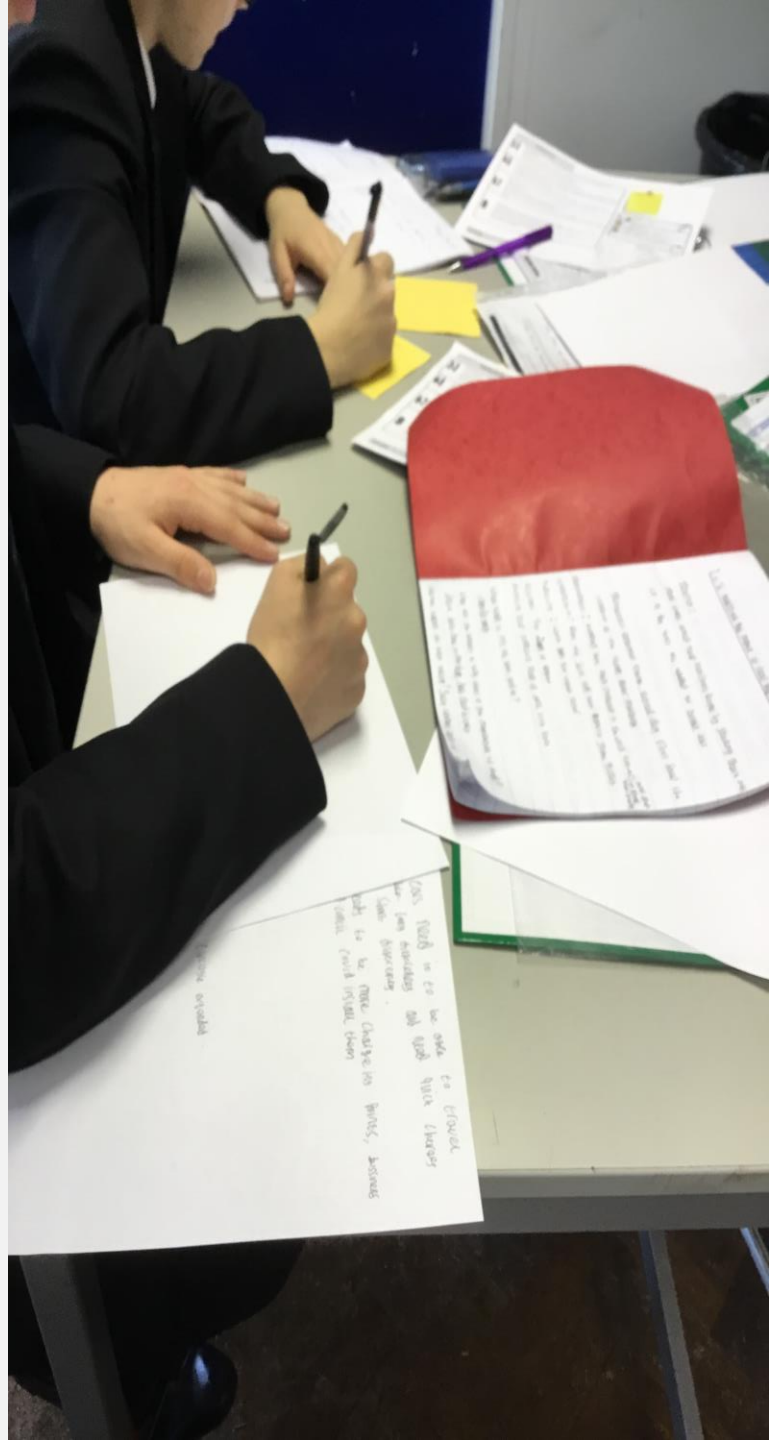
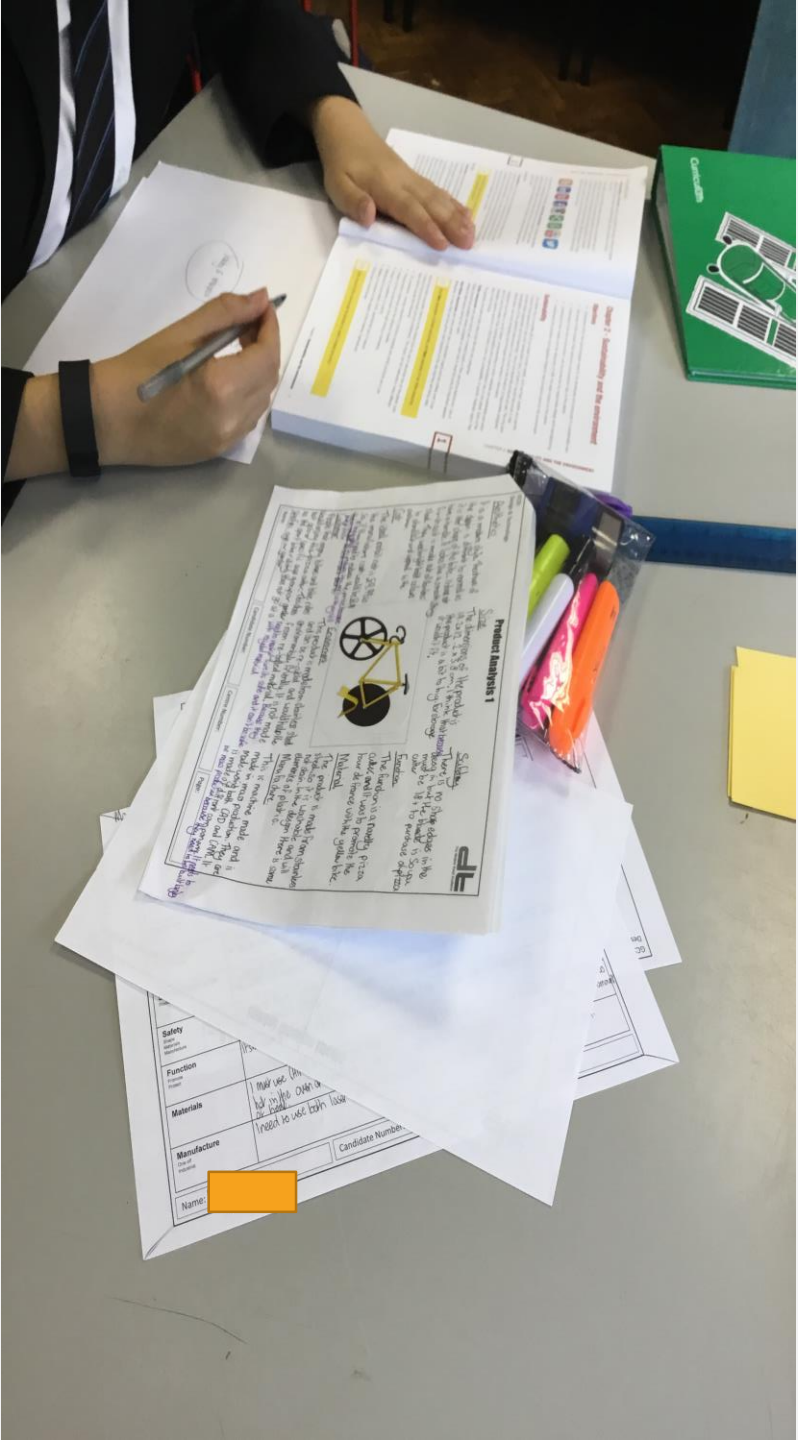
- E.g.
- 1 Revision cards (20-40mins) – Create revision cards with the key factors as questions with the answers(explanation and context) to them on the back so they can answer a specific essay question – go over these revision cards so they are learnt off by heart.
- 2 Mind Map (20-40mins) – Create a mind map that **identifies** all the key factors and **explains** the answers – then repeat the Mind Map again without looking – until you get it right.
- 3 Shrink it down (20-40 mins) – with a revision ppt – condense the information down – rewrite the condensed information out again until you know it off by heart.
- 4 Flash cards (20-40 mins)– create flash cards with the known question and answer on them (factual test) - Repeat three times or until you get them all correct and know these cards/facts off by heart.

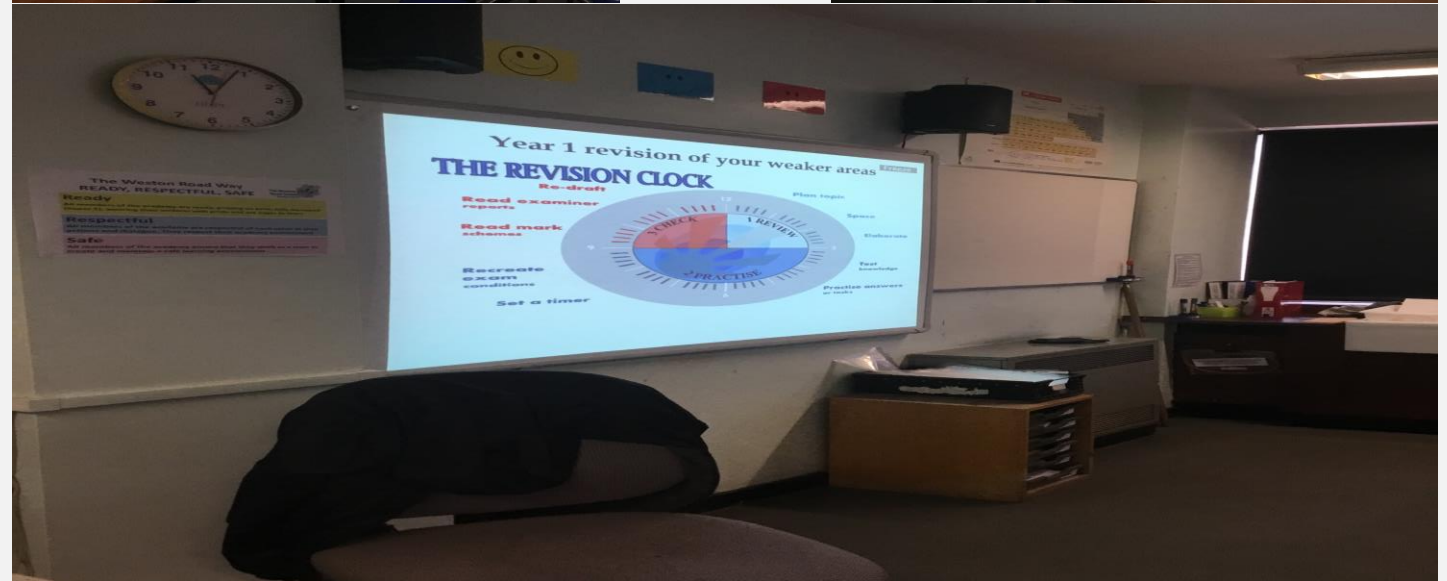
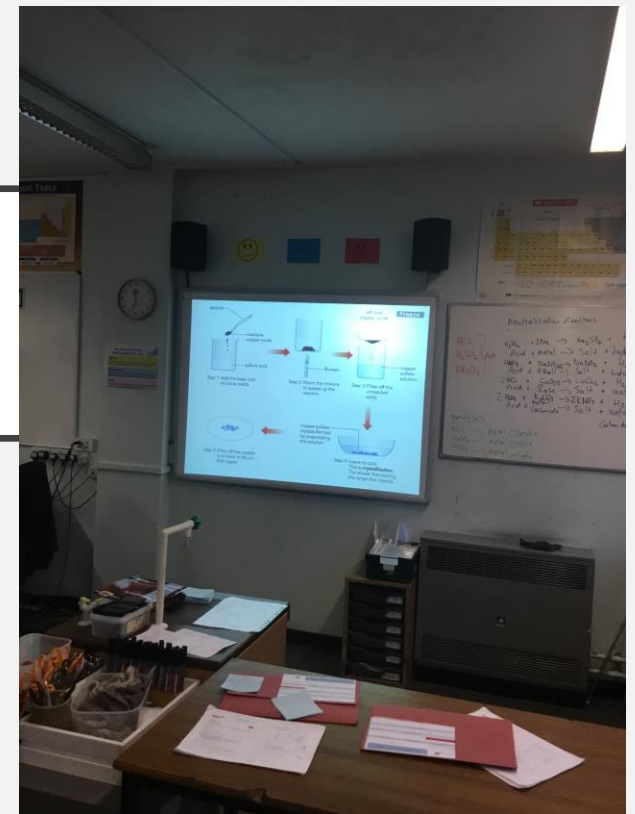
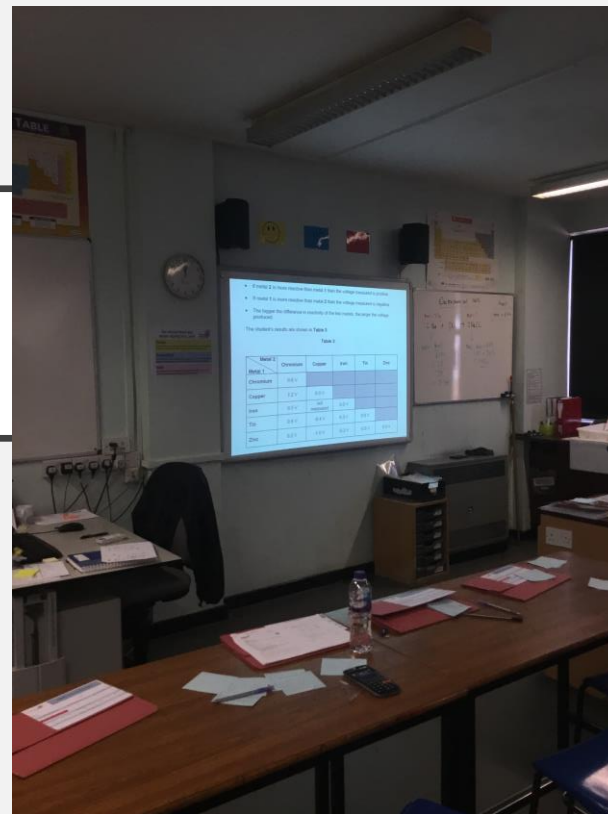
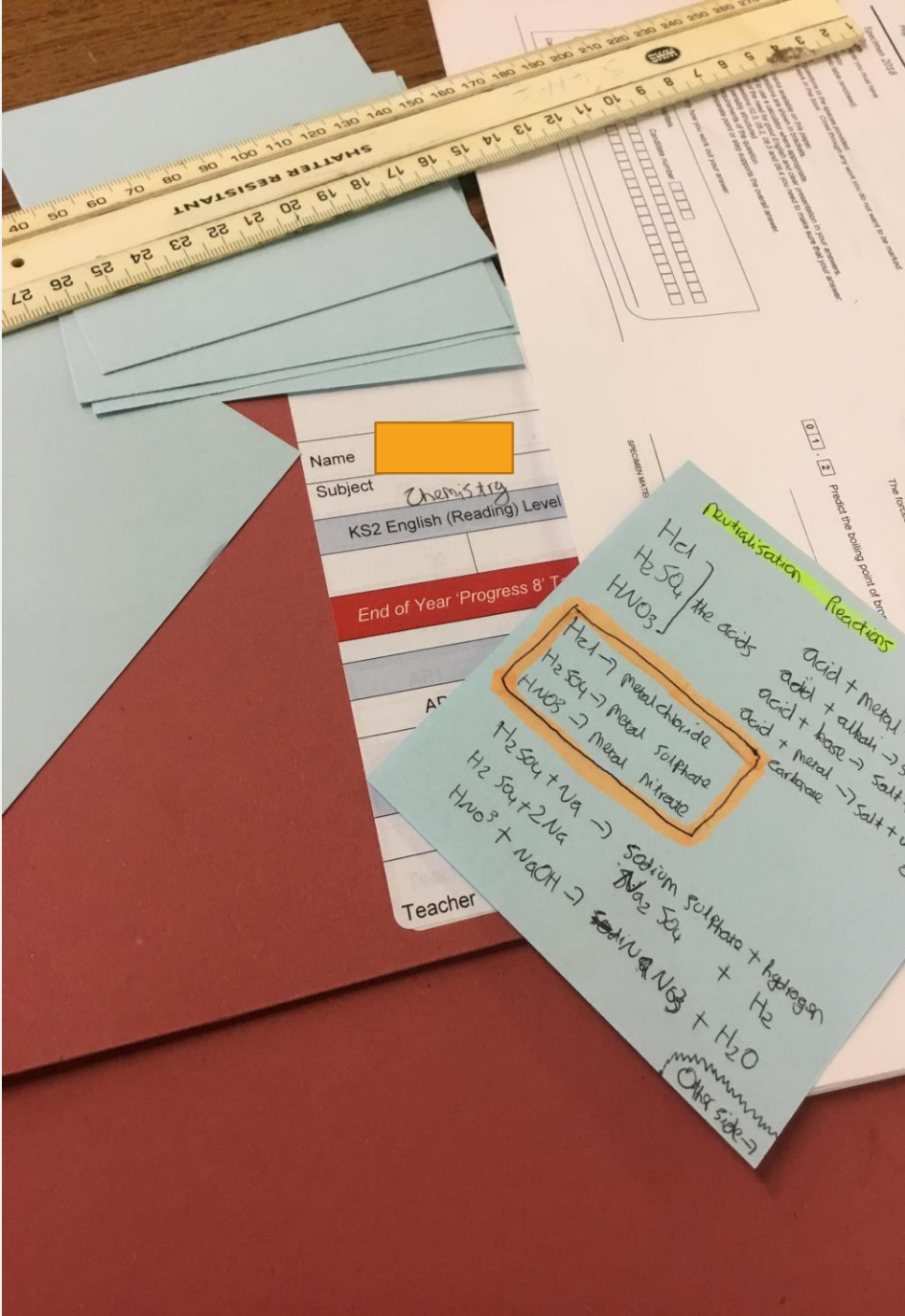
SECTION 2 – PRACTICE 15-25 MINS

- **E.g.**
- **1. Revision cards** – now answer the specific essay or source based question which will then be done in class.
- **2. Mind map** – without looking at your ‘review’ Mind Map - answer the question that will be set for the in class test
- **3. Shrink it down** – complete the factual test without looking at your ‘shrink down’ notes
- **4. Flash cards quiz** –.You perform the same quiz with the questions of the flash cards but they have to fill in the answers.

SECTION 3 CHECK 5-10 MINS

- For all types of review/practice checking is usually done by:
- For **History questions a model answer and mark scheme** would need to be provided so the students could mark it effectively especially for source based questions.
- For a **History factual test** – they would be given the answers to check
- **For all revision clock tasks in the next History lesson the students would have all of their revision checked.**
- **They would then do the factual test or History question.**





PUPIL VOICE FINDINGS

- 60 pupils asked about Teaching and learning initiatives launched
- 100% 'agreed' revision clock had helped them to revise more effectively
- 75% (45) 'strongly agreed'
- Only going to result in impact when embedding a routine and habit change....

FINALLY, THANK YOU!!!!!!

- Handout of the slides is available on desk.
- Any questions please come and speak to me...