

Do Now: In your booklet, rank the following revision techniques from most to least effective.

(Number 1 most effective to number 6 least effective)

A: Self-explanation-
explaining how new knowledge is connected to what is already known

B: Practice testing-
recalling learnt information using retrieval exercises such as flashcards, low stakes quizzing, blurting etc

C: Highlighting-marking potentially important part of the text during reading

D: Summarisation-
writing summaries of texts either during or after initial reading

E: Spaced Practice-
scheduling practice with spaces between sessions over time to make recalling the learning effortful but also more memorable

F: Rereading-restudying material after an initial reading

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**Most
Effective**



**Least
Effective**

Revision Seminar

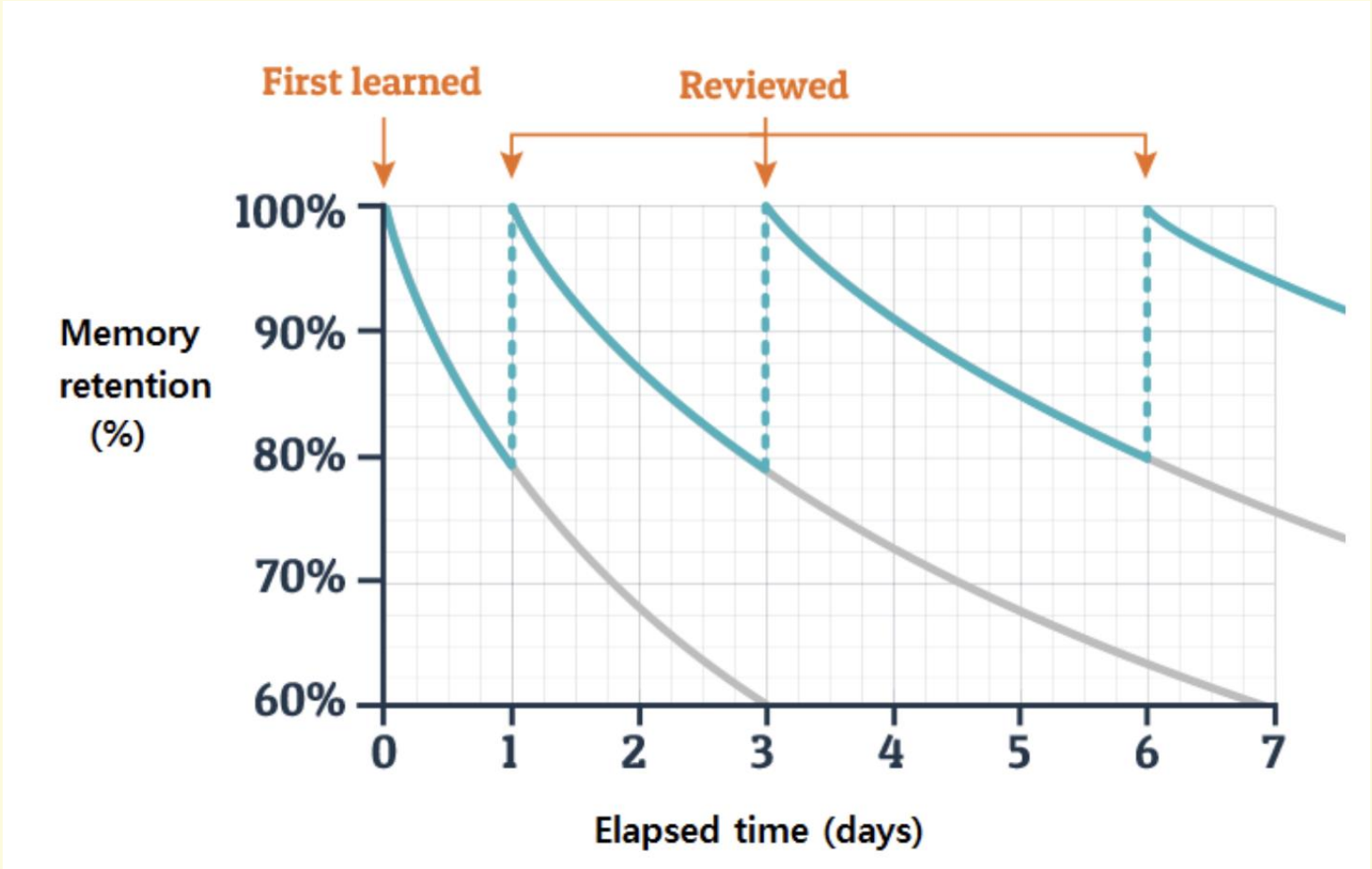
'A hands on learning experience on how to revise effectively'

Cornell Note Taking and Summarisation

Title	
Keywords/questions	Notes
Summary	

How Does Our Memory Work?

The Forgetting Curve





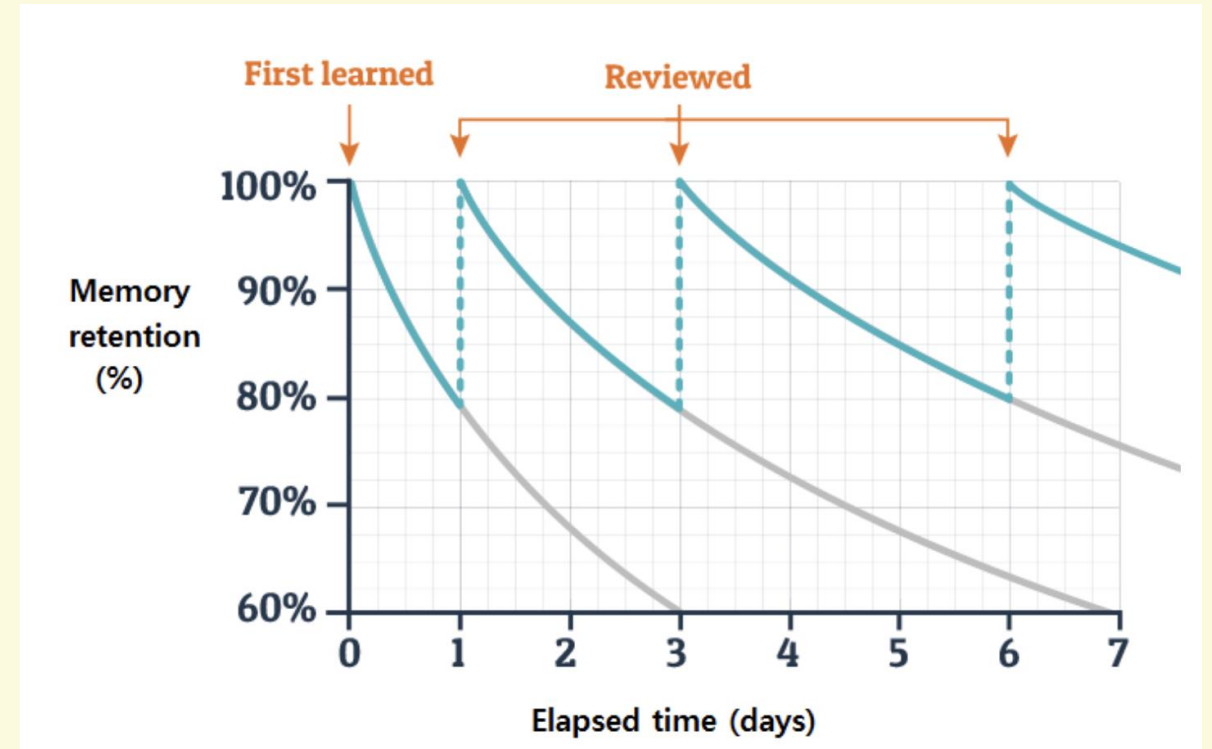
‘Desirable difficulties trigger encoding and retrieval processes that support learning’ (Bjork)

The **greater the effort** required to retrieve knowledge or a skill, the **more the learning is consolidated** and the better long-term retention will be.

There are learning benefits to a small amount of *forgetting*, such that greater effort is required for recall. Forgetting can be utilised as a ‘desirable difficulty’: a short-term impediment which yields stronger learning.

How much forgetting? A **small amount of forgetting** has the advantage that retrieval requires greater effort and leads to better long-term recall. Too much and students have to re-learn material. So, to maximise the benefits of forgetting, a useful principle to follow is: *allow a little forgetting to set in, but not so much that students have to re-learn material and you have to re-teach it.*

‘when you let the memory recede a little, for example by spacing or interleaving the practice, retrieval is harder ... but your learning is deeper and you will retrieve it more easily in the future’ (Brown, Roediger & McDaniel).



An unpopular snippet from Mrs Falcon...

You cannot revise and...

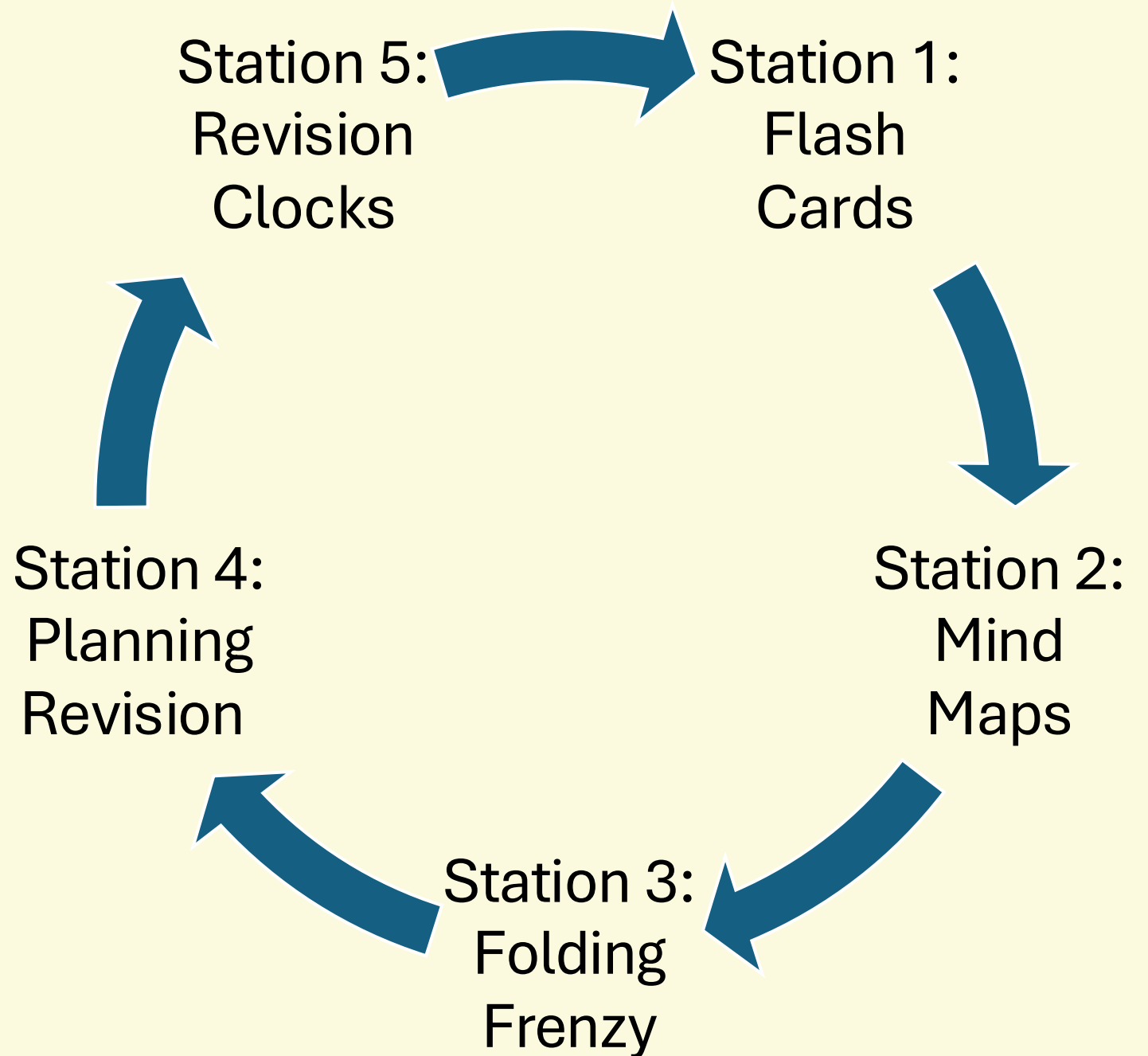
- Watch Netflix at the same time
- Watch youtube
- Scroll through TikTok
- Reply to whatsapp/snapchats/DMs

***'Multi-tasking' can be described as split or divided attention.
Studying effectively, requires attention.***

Revision Support Pack

- Study Skills and Guidance for Students and Parents
 - Technique summaries
 - Assessment Preparation Pages
 - Y10 mock information per subject (2025)
- Flash Cards
- Green pen
- Pomodoro technique information to support learners with chunking time, recommended for those with ADHD
- Supporting exam preparation for those with ASD
- Recourses collected/made today (from all 5 stations)

- I will split you into 5 groups
- I will assign you a station to start at
- Each station will have 2 staff members delivering a hands-on introduction to a technique
- Every 12 mins, a timer will indicate for you to move to the next station
- **Sweets for best student participant** in each group at each station
- I have 5x **£5 costa vouchers** to give to the 5 best participating adults
- Help yourself to a bottle of water and cookie throughout the evening (near the hall door, next to station 1)



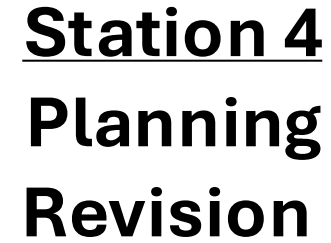
Revision Seminar



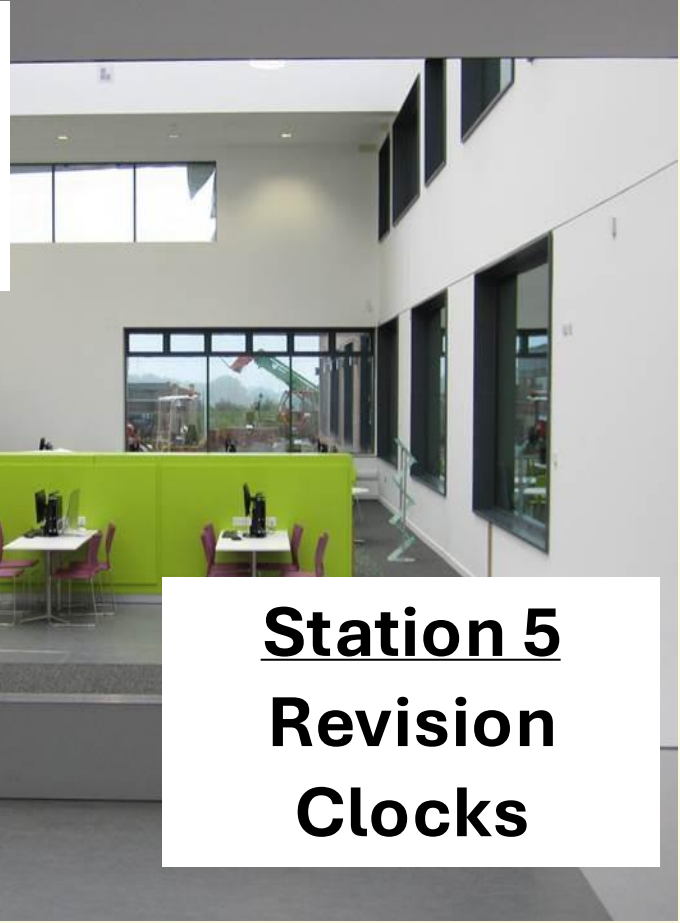
Station 1
Flash Cards

Station 2
Mind Maps

Station 3
**Folding
Frenzy**



Station 4
**Planning
Revision**



Station 5
**Revision
Clocks**

7.30pm Final Bell- End of Event