



The Rudheath  
Senior Academy

## OUR MISSION

Opening Children's Eyes to the Wonderful World of Possibility

## OUR VALUES

**Excellence:** 1% improvement and 100% responsibility every day

**Kindness:** No act of kindness, no matter how small, is ever wasted

## OUR VISION

■ RSA will be an oversubscribed school of choice at the heart of the Northwich community which every student, staff member and parent is proud to belong to.

■ RSA will be relentlessly ambitious about a curriculum that leads to excellent outcomes and careers, creating remarkable experiences and making memories that last a lifetime.

■ RSA will be continuously driven about nurturing resilient, literate and articulate young people, who will be creative, confident and compassionate as they make their distinct mark on the world.



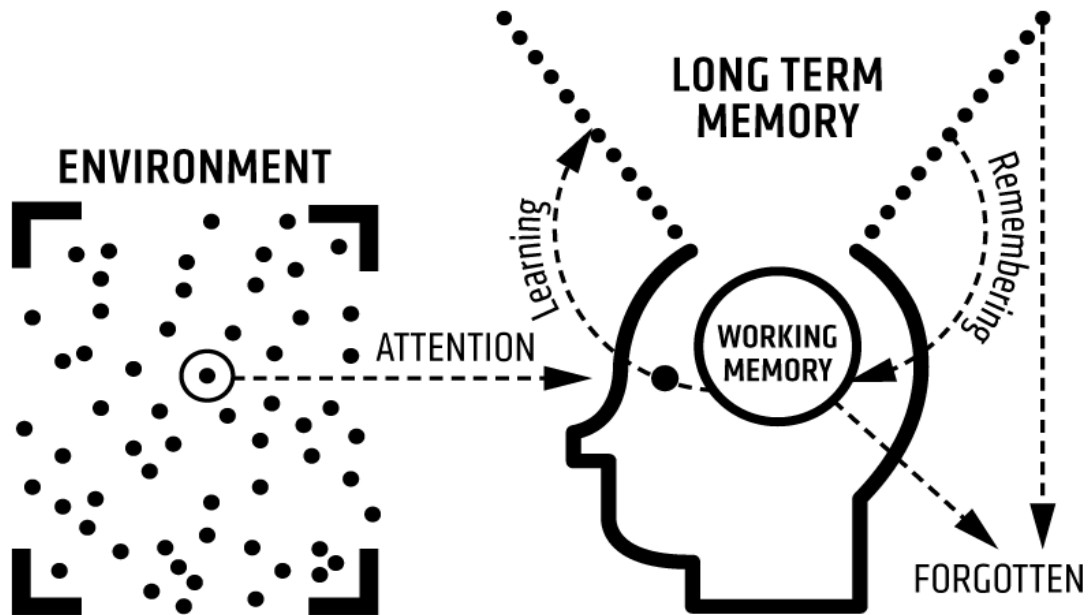
# The Rudheath Revision Guide

## Effective Revision Strategies KS4



REMARKABLE RUDHEATH

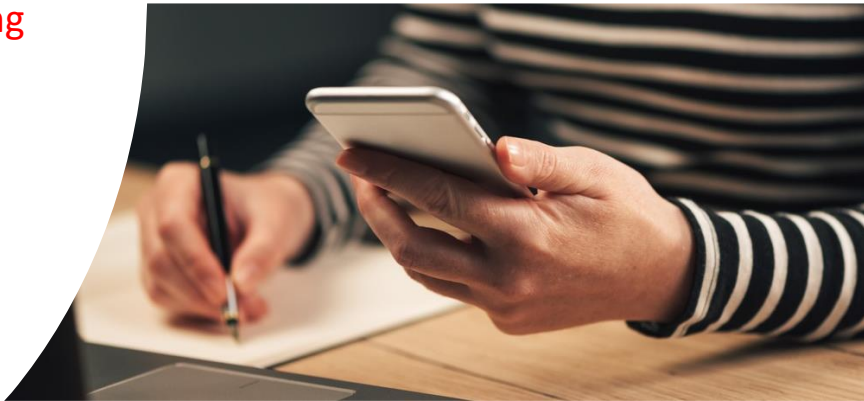
# How does learning happen?



- Ultimately, students use their **working memory** to acquire new knowledge. If they try to learn too much, too quickly, it is inevitable that this new knowledge will not be retained.
- We build knowledge and experience in our **long-term memory**. Its capacity is limitless. However, it is really important to students try and “think hard” to see what they can remember to retrieve information from their long term memory. This is why quizzing is a really effective tool.
- Because our working memory is limited, learning is more successful when our thinking is focused, communication has clarity and environmental distractions are reduced (that’s why phones need to be put away)

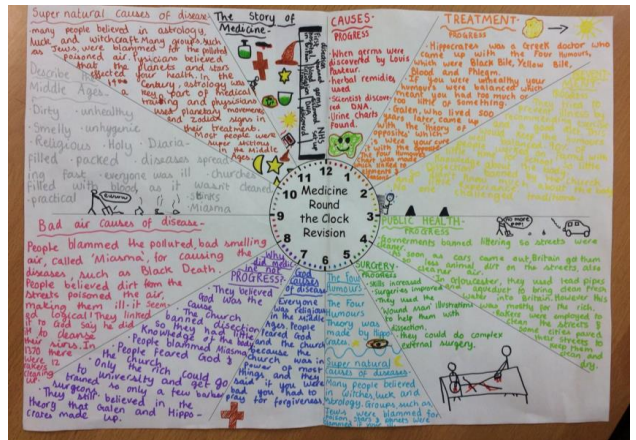
# Ineffective Revision Strategies

- Re-reading
- Highlighting
- Cramming
- Revising with a mobile phone nearby or with music playing are all poor revision techniques.



# Effective Revision Strategies

- Self-quizzing
- Retrieval practice
- Spacing
- Flashcards
- Brain dumps
- Retrieval clocks



# 9 Ways to use retrieval practice

by @inner\_drive | www.innerdrive.co.uk



## What is retrieval practice?

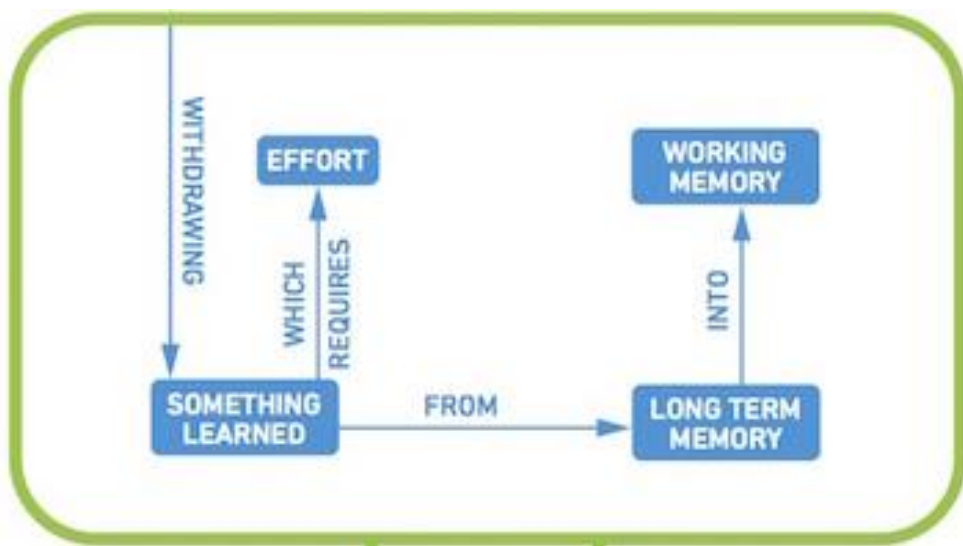
Retrieval practice is a learning strategy which you can use to think hard and bring information to mind.

It is the action of actively retrieving knowledge that boosts learning and strengthening memory.

It means trying to remember material you have learned as opposed to re-reading it.

## Why is retrieval practice important?

- Retrieval practice is any activity that means you have to retrieve information from your long-term memory.
- This is crucial because of the way in which our memories work. Our long-term memory is where we store information that we have learned previously. However, we have to be able to retrieve this from our long-term memory to our working memory, otherwise it will be forgotten. Retrieval is practising this retrieval. This makes the memory stronger and means you can recall the information more easily in the future. This is shown in the diagram below.
- This has been called the 'testing effect'. Research has shown that pupils do better in their final exams if they learn the information once and then do lots of tests (retrieval practice) rather than if they try to go over the information lots of times and only have one test.
- This means that it is really important that when you are doing retrieval practice you do not use your notes and instead compete any of the activities from memory.
- After you have completed the retrieval practice it is important to make sure you check and correct your responses. This will make sure that you remember the right answers in the future.



## Retrieval Practice - Quizzes

- Quizzes simply involve answering questions.
- You could use questions that you have completed in class or make your own.
- Include a range of questions – multiple choice, knowledge, understanding.
- Remember to answer the questions from memory first and then check if they are correct/complete using your notes afterwards.

## Retrieval practice - Flash cards

- Flash cards have questions on the front and the answer on the back.
- This means you will need to break topics down into lots of small questions.
- Look at the question side and try to answer it. You can do this with another person, say the answer out loud to yourself or write the answer down. You then turn the card over to check if your answer was correct. Make sure you go over the incorrect ones again!
- You can review the flash cards from both sides
- You can use instructions and well as questions, e.g. explain this, evaluate this, etc.

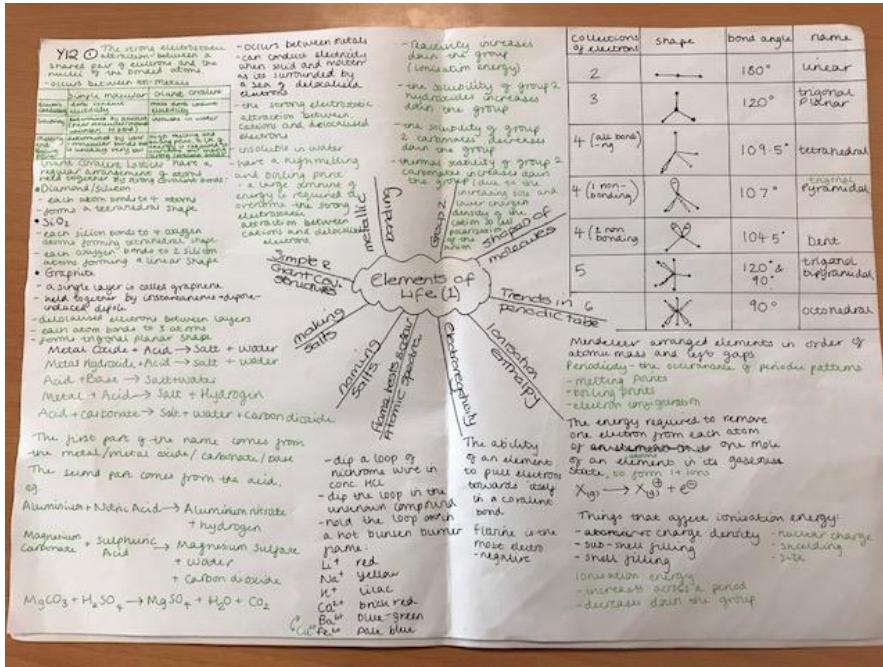


**ATTRITION**

The action of rock fragments colliding into each other causing them to become smaller and rounder over time.

**Creating Flashcards**

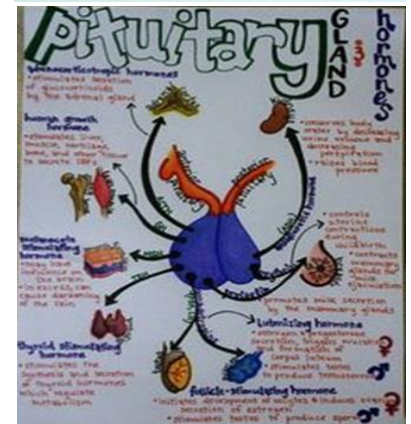
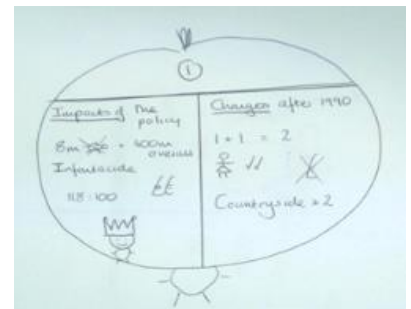
# Retrieval practice - Mind maps



- Use the main parts of the topic as the first braches. You can get these from your notes to make sure that you include everything.
- You should then complete the rest of the mind map from memory.
- When you have done this you can use your notes to check, correct and add to the mind map.

# Retrieval practice - Diagrams

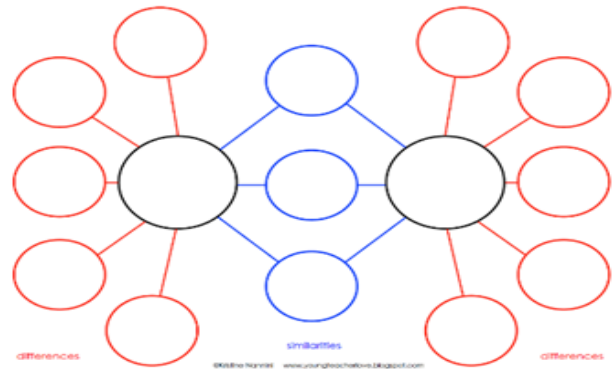
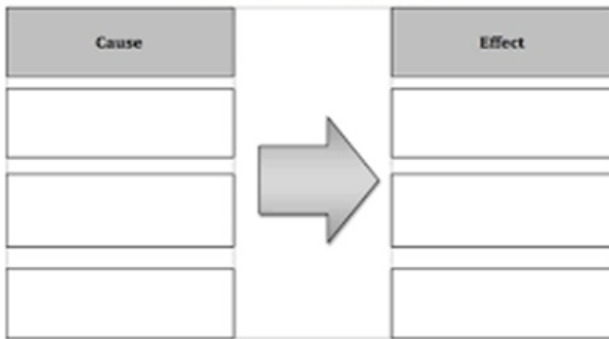
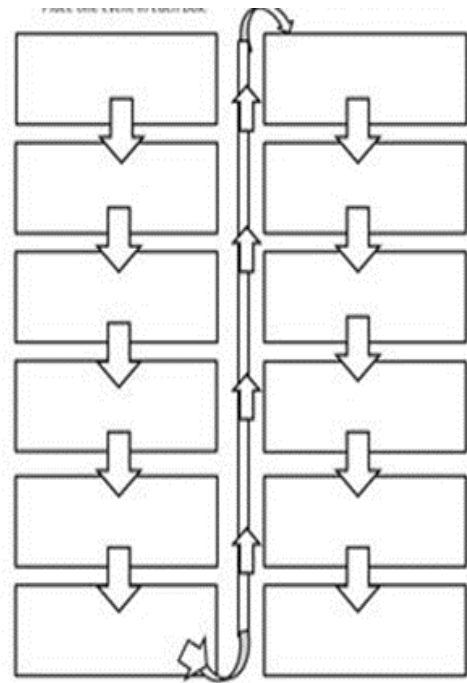
- Diagrams can be a useful way of remembering and summarising a large amount of information.
- Draw a diagram to summarise a topic (from memory first and then use notes to check and correct).
- Tip - Keep pictures simple - use single words/symbols/letters not sentences or paragraphs.





# Retrieval practice - Graphic organisers

- Graphic organisers are any diagram/image.
- For example, double bubble maps can to explore similarities and differences between the two topics. The differences are placed in the outer rings and the similarities in the linked spaces
- Sequence arrows can be used to show order of a process.
- Causes and effect organisers require pupils to the causes and consequences.
- You can complete a graphic organiser from memory and then use your notes to check it is correct and fully complete.



# Retrieval practice - Retrieval clocks

- Split a piece of paper into 12 sections.
- Each section is one aspect of the topic.
- You have 5 minutes to complete each section.
- Do this from memory and then use your notes to check and correct.

**Super natural causes of disease:** many people believed in astrology, luck and witchcraft. Many people such as Jews, were blamed for the plagues. People believed that the planets and stars affected your health in the Middle Ages.

**Describe the Middle Ages:** Dirty, unhealthy, Smelly, unhygienic, Religious, Holy, Diarrhea-filled, packed, diseases spreading fast - everyone was ill - churches filled with blood as it wasn't cleaned - practical.

**Bad air causes of disease - Miasma:** People blamed the polluted, bad smelling air, called 'Miasma', for causing the disease, such as Black Death. People believed dirt from the streets poisoned the air, making them ill: it seemed logical! They linked it to God say he did so they had to cleanse their souls. In 1370 there were 12 surgeons trained to university and get-go had you had to pay for forgiveness. They still believed in the theory that water and Hippo- made up.

**The story of Medicine:** When germs were discovered by Louis Pasteur, herbal remedies were used. Scientist discovered DNA. Lime Chalks were used to clean up the streets. The Four humours theory was made by Hippocrates. Super natural causes of disease were believed in. Many people believed in ditches, burials and astrology groups such as Jews were blamed for plagues. Hippocrates was a Greek doctor who came up with the Four humours, which were Black Bile, Yellow Bile, Blood and Phlegm. If you were unhealthy your humours were balanced. You had too much of one or something. Galen, who lived 200 years later, came up with the theory of humours which meant that the humours were balanced. The humours were Black Bile, Yellow Bile, Blood and Phlegm. Hippocrates was a Greek doctor who came up with the Four humours, which were Black Bile, Yellow Bile, Blood and Phlegm. If you were unhealthy your humours were balanced. You had too much of one or something. Galen, who lived 200 years later, came up with the theory of humours which meant that the humours were balanced. The humours were Black Bile, Yellow Bile, Blood and Phlegm.

**CAUSES - PROGRESS:** When germs were discovered by Louis Pasteur, herbal remedies were used. Scientist discovered DNA. Lime Chalks were used to clean up the streets. The Four humours theory was made by Hippocrates. Super natural causes of disease were believed in. Many people believed in ditches, burials and astrology groups such as Jews were blamed for plagues.

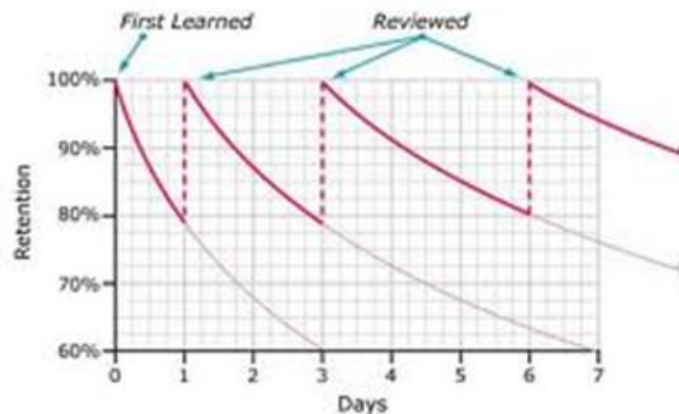
**TREATMENT - PROGRESS:** Hippocrates was a Greek doctor who came up with the Four humours, which were Black Bile, Yellow Bile, Blood and Phlegm. If you were unhealthy your humours were balanced. You had too much of one or something. Galen, who lived 200 years later, came up with the theory of humours which meant that the humours were balanced. The humours were Black Bile, Yellow Bile, Blood and Phlegm.

**PUBLIC HEALTH - PROGRESS:** Governments banned littering so streets were cleaner. In 1854, John Snow discovered that cholera was spread by water. In 1854, John Snow discovered that cholera was spread by water. In 1854, John Snow discovered that cholera was spread by water.

**SURGERY - PROGRESS:** The first surgery was performed in 460 BC. The first surgery was performed in 460 BC. The first surgery was performed in 460 BC.

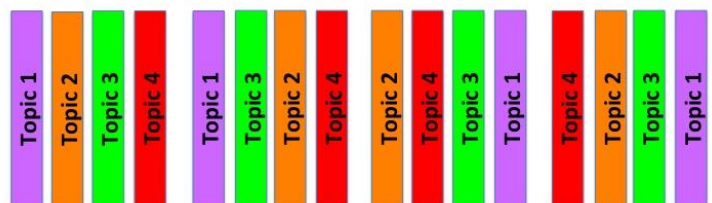
## Strategy 2 - Spacing

- Spacing is revisiting a topic sometime after first learning it.
- You need to Go over topics multiple times, with a gap in between. This is because each time we go over a topic (after a gap) we forget less of it and remember more. This is shown in the diagram below.
- Throughout the course, you should revisit/review topics that you covered last week, last month and all the way back to the start of the course
- Research has shown this to be effective as it allows for some forgetting time. Retrieving this information is therefore more difficult and so long-term retention is improved.
- This is opposed to traditionally massed practice, where a skill/knowledge is practiced/recovered again and again and then a new skill or topic is covered.
- This has traditionally been seen as effective because massed practice leads to the quickest gain in performance. However, this type of practice also leads to more rapid forgetting.



## Strategy 3 – Interleaving

- Interleaving is mixing up of lots of different subjects or topics when you do independent study. Research has shown that you will remember more if you do this rather than studying one topic for a block of time and then another.
- Make sure you do retrieval practice on lots of different topics.
- This is shown in the diagram.






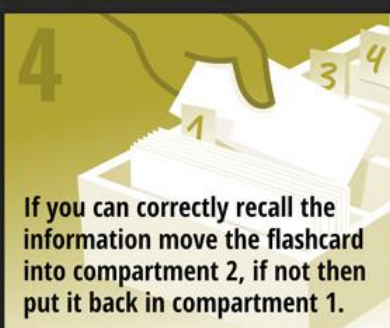


# The Leitner System

The Leitner system falls under the sacred repetition category.

It is a learning technique that incorporates intervals of time.

## USING FLASHCARDS TO REVISE

by @inner\_drive | [www.innerdrive.co.uk](http://www.innerdrive.co.uk)

- 1** Split a box into 5 different compartments and label them 1 to 5.  

- 2** Place all your flashcards in compartment 1.  

- 3** Test yourself on a flashcard  

- 4** If you can correctly recall the information move the flashcard into compartment 2, if not then put it back in compartment 1.  

- 5** Continue to test yourself and each time you correctly recall the information, move the flashcard into the next compartment. Flashcards from compartment 1 should be reviewed daily, with flashcards from compartment 2 being reviewed every other day, compartment 3 every third day and so on.  

- 6** Eventually, all your flashcards will have been transferred to compartment 5 and the information they contain stored in your long-term memory.  


# Can't I just read my notes? - Ineffective Learning Strategies

**Research has shown the following study strategies to be ineffective:**

- 1. Writing a summary of your notes.**
- 2. Highlighting your notes.**
- 3. Re-reading.**
  - This is because they make you feel like you know the material and may help you to remember the information in the short-term (e.g. just after re-reading your notes) but this will not last so you are more likely to forget the information in the coming days.
  - These techniques should be used to highlight important information and make your revision notes but not as ways to help you remember that material.



## Can't I just revise?

- Revision or 'cramming' is when students try to memorise knowledge before an exam.
- However, GCSE are terminal exams (all of content is tested at the end of the 2 or 3 years) and this means there is too much to 'cram'!
- There is a limit to how much to can 'revise' and so lots of the knowledge will be forgotten.
- Independent study means going over topics of a regular basis as the course progresses.
- It will help to ensure that you remember the information as you go and keep it in your long-term memory to use in the exam.

# Five-step study plan

by @KateJones\_teach & @Inner\_Drive | innerdrive.co.uk

- 1. Make a list** - What do you need to know?



- 2. Timetable a spaced schedule** - Study each topic little but often, and leave yourself enough time.



- 3. Use effective study strategies** - Test yourself and keep the re-reading and highlighting to a minimum.



- 4. Identify the gaps in your knowledge**  
What do you need to study more?  
What can you move on from?



- 5. Close the gaps** - Repeat steps 3 & 4 as many times as you need until you are comfortable with everything.



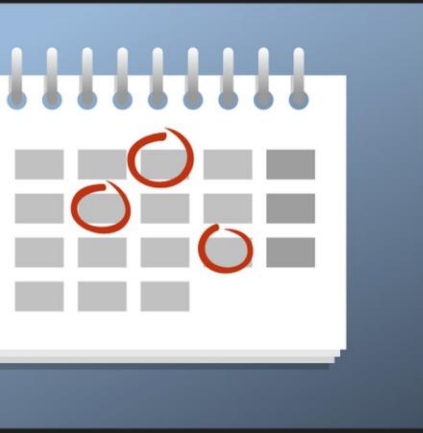
# How Can Students Revise Effectively?

by @inner\_drive | [www.innerdrive.co.uk](http://www.innerdrive.co.uk)

## TEST YOURSELF

Research has shown that testing yourself helps you remember significantly more than just re-reading information.

Testing yourself can also help reduce the negative effects of stress associated with exams.



## USE SPACING

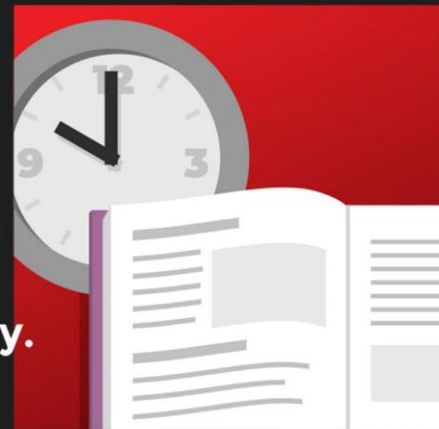
Spread out your learning of material across several days and revisit it.

This helps transfer information to your long-term memory.

## STOP PROCRASTINATING

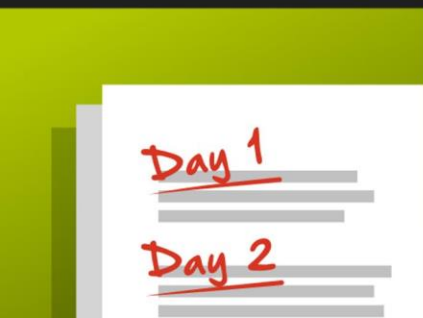
Schedule the revision of harder topics for the morning when you will be most awake.

This stops you using tiredness as an excuse for leaving the harder topics until the next day.



## MANAGE YOUR TIME

Break your revision down and give yourself a certain amount of content to learn each day



# HOW TO TAKE NOTES USING THE CORNELL METHOD

by @Inner\_Drive | innerdrive.co.uk

## CUE COLUMN

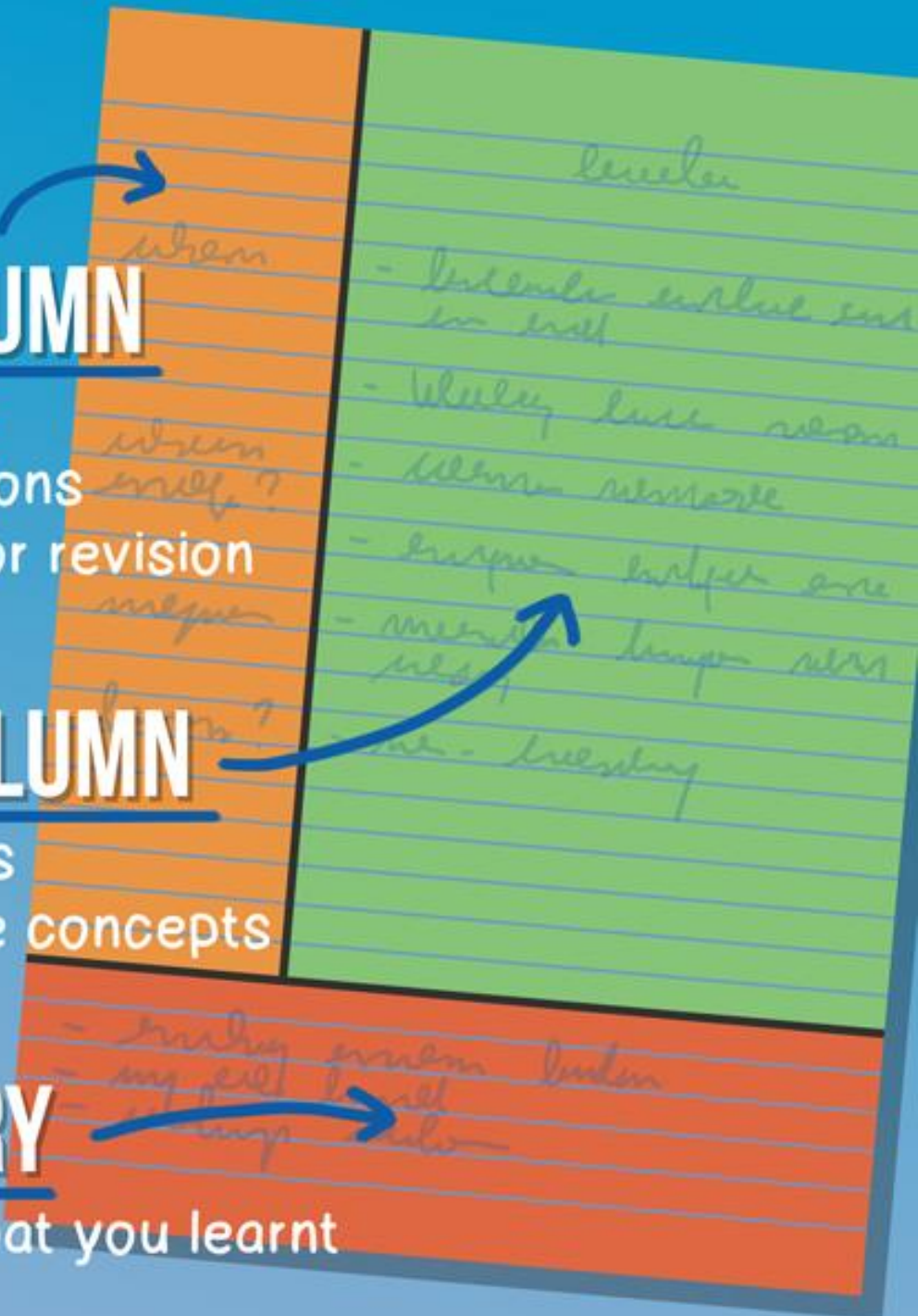
Key words  
Ask questions  
Prompts for revision

## NOTE COLUMN

Make notes  
Summarise concepts

## SUMMARY

Review what you learnt



# The Benefits of Retrieval Practice

by @Inner\_Drive | innerdrive.co.uk

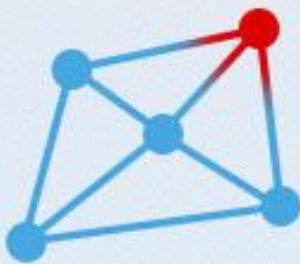
1. Identifies gaps in knowledge



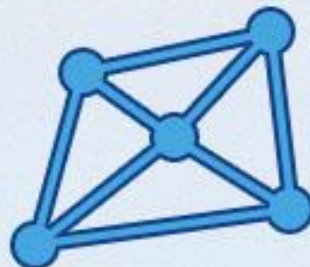
2. Makes connections



3. Checks for misunderstandings



4. Strengthens connections



5. Makes connections robust under pressure and stress



6. Makes it easier to learn new things

