

## WHERE TO BEGIN?

Students must begin by self assessing what they know and what they do not. To do this they will need to know everything that they are expected to learn. If they do not already have this information in their book or revision materials they should begin by asking the teacher for it.

Students should also begin preparing for their P2, T1 or T2 by looking at their previous assessments so they know what style of questions will be asked.

When they know what they will be assessed on and how they should create a revision timetable, prioritising the subjects they struggle the most with, so they avoid last minute stressful revision cramming.

## MIND MAPPING

### How do you do it most effectively?

- ✧ Begin revision by creating an overview of the entire topic on a large mind map using class notes and revision materials
- ✧ Then create more detailed mind maps or key facts/statistics sheets that go into more depth
- ✧ Use these resources to try and answer questions that could come up in the assessment, this will help them know if they have gone into enough detail on their mind maps

### How can parents/carers help?

When your student has created the mind map you can help them to assess if it is effective and in enough depth by asking them knowledge based questions using it as a prompt.

## Quick everyday ways to make revisiting learning easy and stress-free.

### Post-it Note Reminders

- When memorising key words, facts or spellings encourage your student to pick the most important 5-10 things and put them on a post-it note. Pop the post-it notes in strategic locations replacing them when they have learnt the information.

### Family Discussion

- Whilst having dinner or in the car ask your student one thing they have learnt about in a subject. Challenge them to explain it to you and ask for their opinion on it or why they learn it.

### 1 Minute Meeting

- Looking in your student's workbook to see what they did that day, ask them to verbally summarise what they learnt in one minute.

### Remember to praise your student for sharing what they have learnt with you.

- ✧ Assessments are stressful for most students and putting a regular routine in at home encouraging them to revisit what they have learnt regularly, plan revision effectively and being praised for doing so will help them cope better with the pressures assessments bring.



**KEEP  
CALM  
AND  
GET  
REVISING!**

**The  
Bishop Challoner  
guide to  
effective Key Stage 3  
revision.**

## FLASH CARDS

Once a student has identified what they need to revise flashcards can help them summarise topics and test their understanding.

### How do you use them effectively?

- ✧ After they have identified what they need to memorise within a topic they should cut A4 card or paper into 4 smaller pieces to create the flashcards
- ✧ Then they should create a set of questions overviewing the entire topic
- ✧ Each question should be written on one card and bullet point detailed answers summarised on the back

### Top Tips

- ✧ You can create flashcards on websites and mobile phones (turn over for more information)
- ✧ When the exam is getting closer students can reduce the number of flashcards they read frequently to those they find most difficult to memorise

### How can parents/carers help?

- ✧ Students should be encouraged to create revision resources as early as possible and then reminded to use them. Having a set of flash cards and testing your student with them, over breakfast for example, will help them to recognise the benefit of regular revision over last minute cramming.

## TEACH IT

According to educational research the most effective way to learn something is by teaching it. When your student has created revision resources they should have a good understanding of the topic, now is the time to teach it to someone else.

Students should identify what they want the person they are going to teach to know and explain it, using visual aids such as your mind maps if they wish

### How can parents/carers help?

- ✧ Parents/carers are often the best people for students to teach because they have not been in the lessons so it is easy to see if the student's explanation is clear enough or not.
- ✧ Summarise what you have learnt back to your student to help them identify if they explained it well.
- ✧ Ask challenging questions as they explain it to you

## Exam Question Practice

When revising students often forget to practice exam style questions in timed conditions which they should do both with and without notes. Encourage your student to create possible exam questions (using past exams as guidance on how questions are written) or ensure they ask the teacher for some. Read through their answers to offer feedback or check they have taken them to their teacher for marking

## QUIZ ME

### How can parents/carers help?

You can encourage your student to create their own multiple choice or true/false quizzes and use it to quiz them. You may also want to encourage them to 'buddy up' swapping quizzes with friends and testing each other.

## ONLINE RESOURCES

<https://getrevising.co.uk/> This is a great website where students can create revision timetables, quizzes, revision notes, flash cards, crosswords and mind maps. Students can also see the resources other students have made and use them for their revision.

## USING YOUR MOBILE

### Recoding questions and answers

Often hearing something explained several times helps us to recall this information more easily. Encouraging your child to record themselves speaking on a mobile will help them to summarise difficult topics clearly and easily revisit it for frequent easy revision.

### Flashcard & Quiz Apps

There are many free apps that help young people to create their own flashcards and quizzes to help them test themselves or others.