



Congleton High School  
Together in the Pursuit of Excellence

# Success Evening

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THURSDAY 2<sup>ND</sup> NOVEMBER 2023

# Format of the Evening

	Group 1 – A105	Group 2 – A119	Group 3 – A101	Group 4 – A107
6.05pm	English	Maths	Science	MFL
6.15pm	Maths	Science	MFL	English
6.25pm	Science	MFL	English	Maths
6.35pm	MFL	English	Maths	Science
6.45pm	Positive learning Environment and Online resources			
7pm	Purposeful Practice with Effective Revision Techniques			

# Format of the Evening

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	Group 1 – A120	Group 2 – A121
6.15pm Hall	Purposeful Practice with Effective Revision Techniques	
6.40pm LRC	Creating a positive learning environment & Accessing web-based resources	
7.15pm finish		

# Importance of Mock Exams

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**“Summer 2024 examinations still feel like a lifetime away”**



Mock exams are important because they reveal to you what you **do know and understand**.



However, even more important than this, is that they highlight what you **do NOT know and understand**.



It is the content that you still have to learn that is vital to making progress between the mock and the 'real thing'.



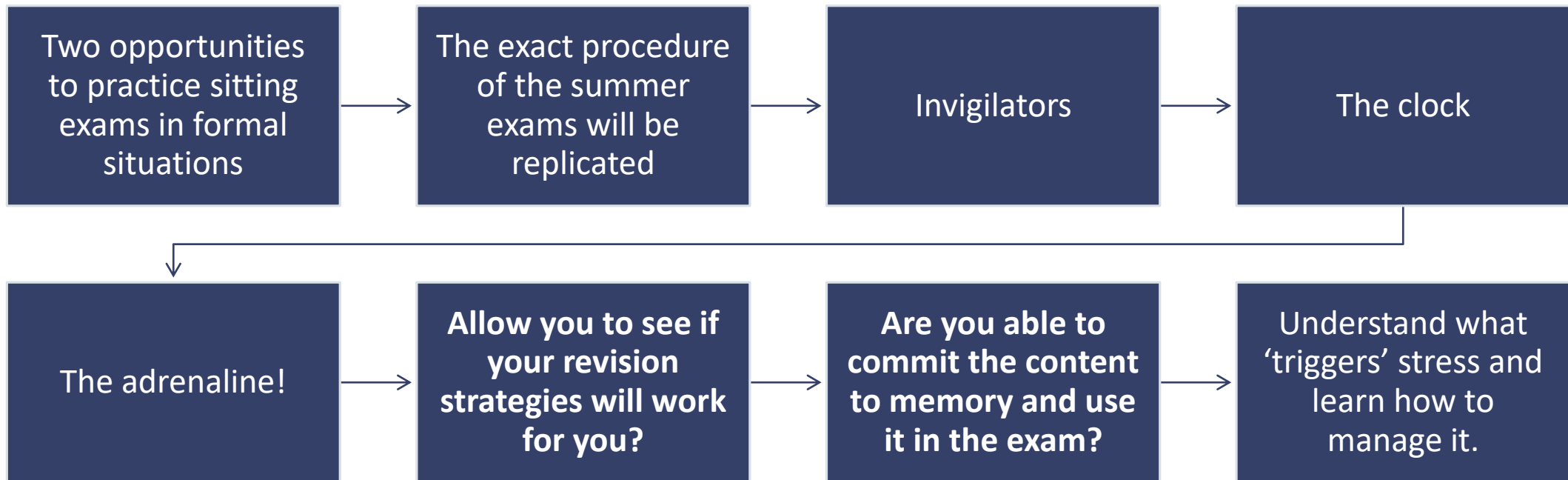
Mock exams provide an opportunity to test what type of questions you are answering well.



It so helps highlight the type of questions you still need to practice in order to gain more marks.

# Importance of Mock Exams

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# Effective strategies for Purposeful Practice

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Interleaving and spacing

The Principle of Little and Often

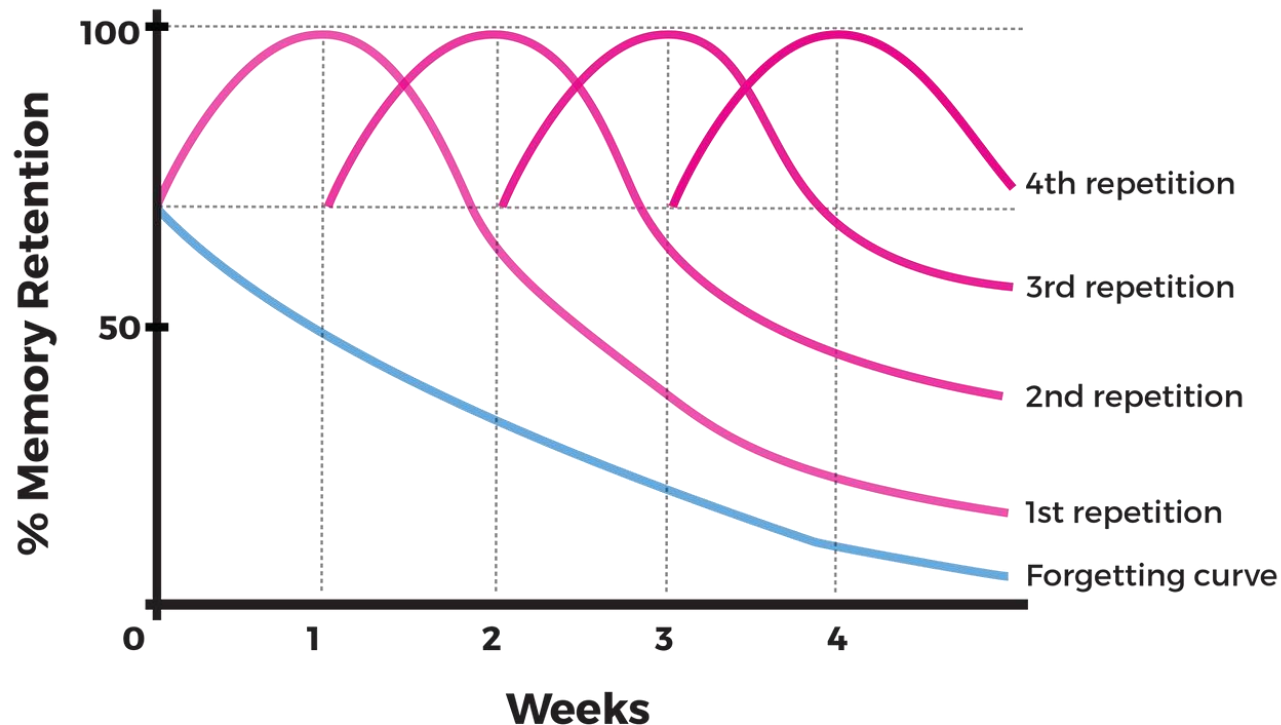
Studies have shown people learn more when they work for concentrated, short bursts every day, frequently switching between topics and returning to them at strategically timed intervals.

Spreading learning enables students to build up solid foundations and embed knowledge.

# Spaced Practice

## Curve of Forgetting

For newly learned information



**This involves studying material over a period of time, with breaks in between, to promote better retention of information.**

**Retrieval practice is a key component of this revision strategy.**

**The main purpose of the spaced repetitions is to give a chance to the learner to (nearly) forget the previous learning before revisiting the same material. It may sound like a bad idea, but forgetting something to remember leads to long-term retention of learning.**

# Interleaving

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## Blocking



## Interleaving



**Interleaving is the theory that revising more than one topic in each revision session will help you make better links between them.**

**E.g. Mix the topics studied or the types of questions that you practice.**

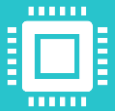


# Effective strategies for Purposeful Practice

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## Retrieval Practice



Every single time you try to retrieve a fact, even if you don't get it right the first time, you code that bit of information deeper and deeper into your long-term memory.



Practice using strategies which identify the gaps in your knowledge. Once you know where the gaps are, then you are able to revise more efficiently

# The Science

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**Retrieval practice, sometimes referred to as “the Testing Effect”**

**By recalling previously learnt information, students create stronger memory traces which not only ensures that information will be transferred to their long-term memory, but also provides a stronger foundation for future learning.**



**Flash cards**



**Making flashcards is preparation for revision**



**Testing yourself with flashcards is revision!**

**Effective  
strategies for  
Purposeful  
Practice**

# Summary: How to use flash cards



1.

## Identify knowledge

What are you creating flash cards on?

Do you have your knowledge organizer?

Use your book to look at previous misconceptions from whole class feedback.



2.

## Colour coding

Use different coloured flash cards for different topics. This helps with organization NOT recall



3.

## Designing

1 Question per flashcard.

Making them concise and clear.

Use a one word prompt, so that you can recall as much as you can.

No extended answer questions.



4.

## Using

Write your answers down, then check. Or say your answers out loud. This really clearly shows the gaps in your knowledge.

Do not just copy & re-read.

Shuffle the cards each time you use them.

Use the Leitner system to use flash cards everyday.



5.

## Feedback

How have you performed when you look back at your answers?

Is there anything you need to revisit in more detail?

Is your knowledge secure? If so, move onto applying knowledge in that area in specific extended exam questions.

Avoid answering the questions in your head: research shows that when you read a question and answer it in your head, you aren't actually testing your knowledge effectively. Say the answer out loud or write it down before checking it against the card, so you are truly testing if you can explain the answer properly

# Effective strategies for Purposeful Practice

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Frequent quizzing or “**low-stakes testing**”

Actively engaging in self-testing helps students understand where the gaps in their knowledge are and it enables them to witness where they are improving and building confidence.

# Summary: Self Quizzing



1.

## Identify knowledge

Identify knowledge/content you wish to cover.



2.

## Review and create

Spend around 5-10 minutes reviewing content (knowledge organisers/class notes/text book)

Create x10 questions on the content (If your teacher has not provided you with questions)



3.

## Cover and answer

Cover up your knowledge and answer the questions from memory.

Take your time and where possible answer in full sentences.



4.

## Self mark & reflect

Go back to the content and self mark your answers in **green** pen.



5.

## Next time

Revisit the areas where there were gaps in knowledge, and include these same questions next time.

Ensure that you complete all subjects and all topics – not just the subjects you enjoy the most of find easiest.

Practice makes perfect!



# Past papers and mark schemes

Importance – remove the element of surprise.

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**Using** mark schemes isn't cheating. – use to plan model answers (rather than just doing them)

Look at the 'ingredients' of the answer. Practice applying that to questions with supporting examples.

Timed conditions – practice as close to as possible to the performance conditions.

Be brave – try the past paper and use mark scheme to inform the next steps.

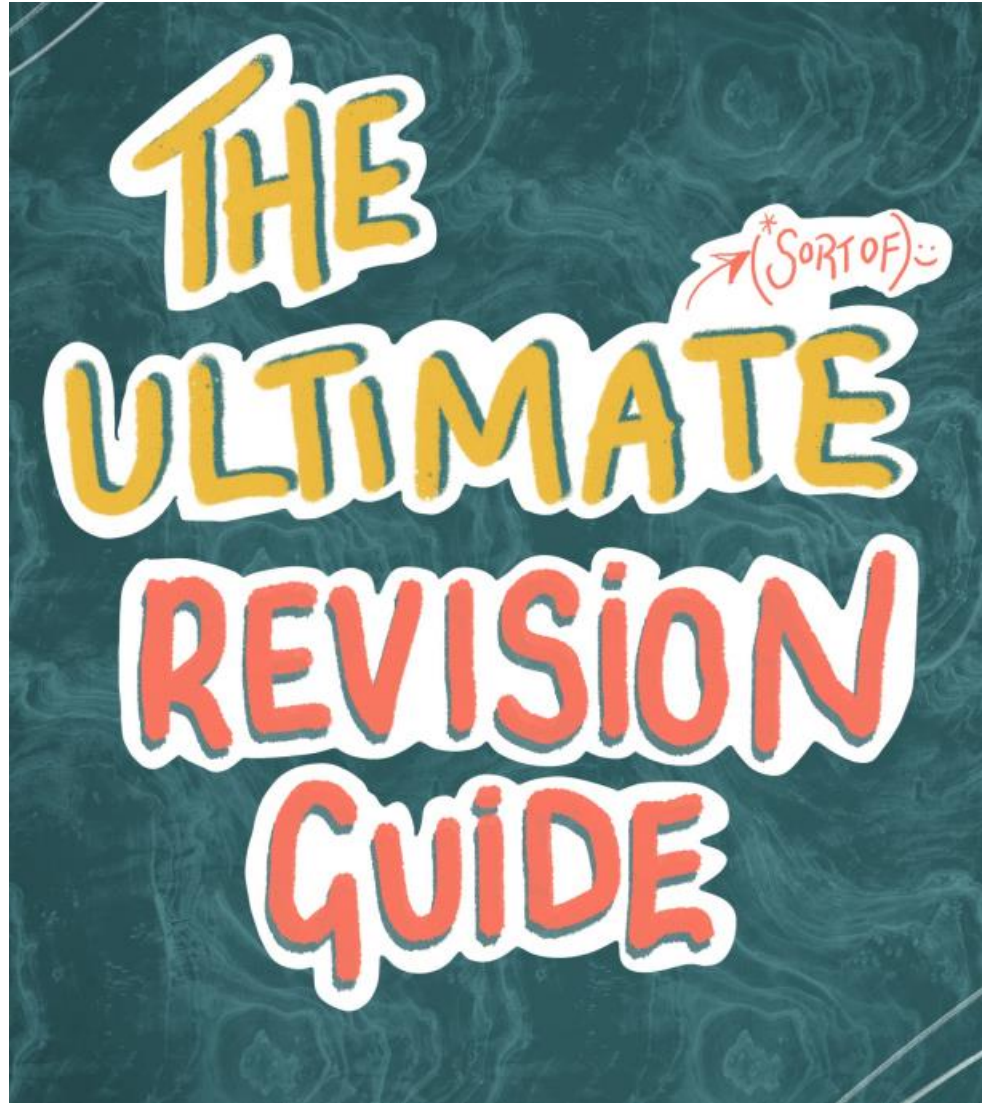
Actions that come after doing the past paper – prioritising topics for revision / talk to your teacher if you don't understand / look to online resources for support

# Effective strategies for purposeful practice

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**Practice makes permanent!**





Written and illustrated  
by Emily Sparey Y13

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