



Professional Learner Skills Menu



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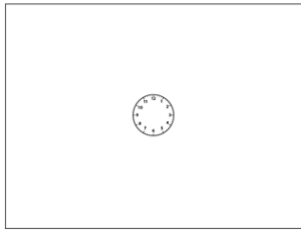
Revision Clocks



A revision clock is a way of **summarising** a topic into manageable chunks. It breaks down revision time into pacy, manageable, directed chunks. They are visual and encourages dual coding.

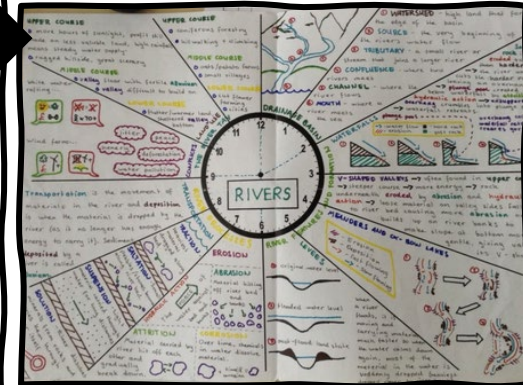
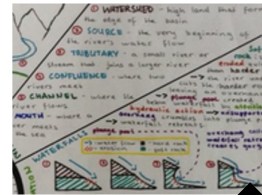
Step 1

- Take an A3 piece of paper with a clock in the centre or..
- Use a premade template



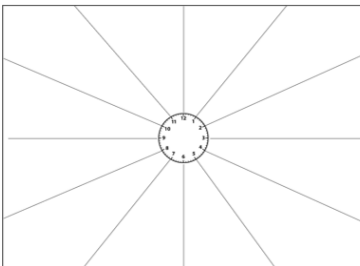
Step 4

- Depending on the number of chunks, spend this amount of time summarising the content into the section.
- You should be...
 - Using dual coding (pictures)
 - Summarising/condensing information
 - Using a different colour/highlighting key terms (this could be done at the end)



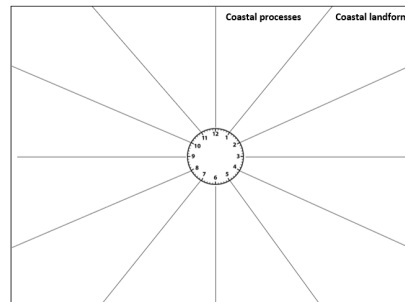
Step 2

- Decide how many chunks to divide the topic into.
- Maximum 12
- Draw lines to divide up the clock template



Step 3

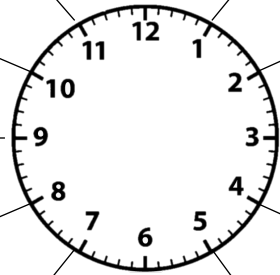
- Give each chunk of time a title



WAGOLL (What A Good One Looks Like)

- ✓ Equal sections
- ✓ Breaks down the topic into equal chunks
- ✓ Colourful
- ✓ Key words easily identified
- ✓ Small pictures / dual coding
- ✓ Condensed







Mind Maps



Mind maps were created by Tony Buzan. They are an effective technique of connecting key concepts using lines, images and linkages. A mind map shows the relationship between different ideas and facts, supports learning and improves creative problem solving and information recording.

STEP 1: Start from the middle

The centre of the map should be big, inviting and consist of at least 3 to 5 colours. It must be something you want to have a look at. That way it is easier to look back at your notes and your brain will remember it much easier.

STEP 2: Add thoughts to the centre

Adding information to the map - This is done by simply drawing a little line (a branch) from the centre, pulling it outward and writing our image or work on the line. Make sure the line is under the entire word/image.

Then start to add associated ideas around the word 'home'. From this you will be able to branch out with new concepts.



STEP 3: Use images, colour and text

You should use as many images as possible to stimulate your entire brain. Normally you would use words. These stimulate (in the classical teachings) the left side of the brain. The right hemisphere is stimulated by colours and images. You should add these to your mind map to make sure you use your entire brain as much as possible.

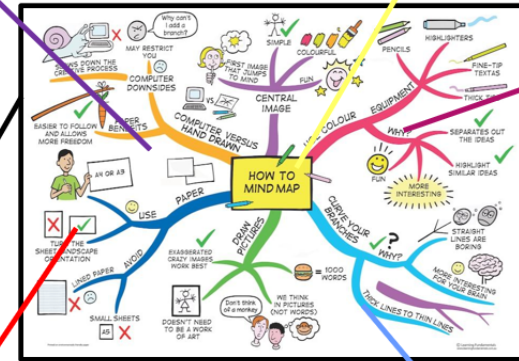


WAGOLL

(What A Good One Looks Like)

Eye catching title. Clear and the doodle links to the topic.

Paper is landscape and large meaning the mind map is not over crowded and aids the brains way of reading.



Different colours used for different stems. This shows different subtopics. In this case, different 'features' of a good mind map.

Use of images to dual code and aid retention of information.

Branches are curved NOT straight to encourage your brain to read and store the information.


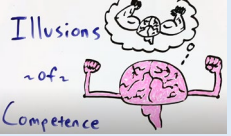





Flash Cards

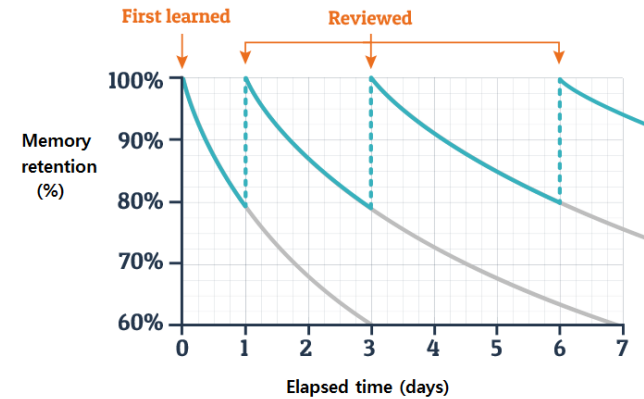


Flashcards encourage you to engage in active recall by having to recall a fact or piece of knowledge which creates stronger neuron connections. They encourage you to engage in metacognition – you have to check your ‘correctness’. If used correctly, they build confidence with weaker knowledge.

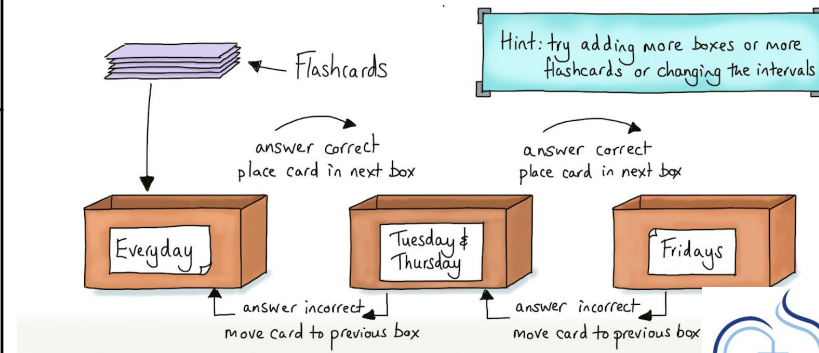
Feature	So...	Benefits
1. Use pictures (picture superiority effect) 	People remember pictures more so than words	Helps people remember chunks of info
2. Use mnemonics <small>«Richard Of York Gave Battle In Vain»</small>	Associating information with letters or patterns	Easier to remember Richard Of York Gave Battle In Vein (Red, Orange, Yellow....etc)
3. Illusions of competence 	Confusing recognition with recall – these are different. 1 question/fact per card	Too many facts can mean you recall parts but not all – making it hard to assess progress.
4. Break complex concepts into simple concepts or questions 	Focus on one ‘element’ of a topic rather than a huge area	Breaking topics into smaller parts means you can fully assess whether you know everything. <i>E.g. you might know effects of earthquakes but not the responses</i>

Effective Use of Flashcards

FACT: Spaced repetition using flashcards is a scientifically proven way to optimise memory performance



Use the Leitner System to use your flashcards for spaced repetition:





Brainscape



Getting started ...

www.brainscape.com

Click on 'Login'

Rise to your challenge.

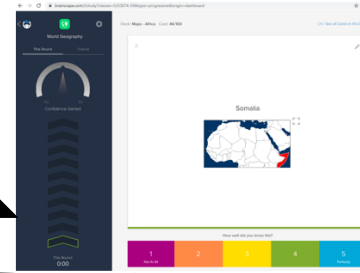
Searching for Subjects

Click on 'Search'

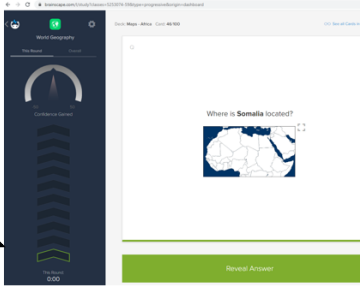
World Geography Flashcards

Click 'Study this Class'

The answer will reveal itself then you must rate how well you remembered it.
 1 = Did not know
 5 = Perfect and instant recall!



You will now be shown Q&A flashcards. You must try to answer the Q in your head, then click reveal answer (or hit space bar).



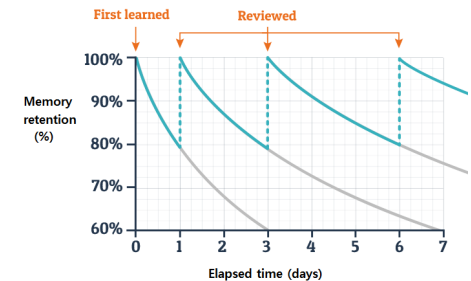
Choose a deck and click 'study decks'

Your overall progress is shown on the left if you click on "Overall". You should study until you have 100% mastery – perfect recall!!

91.0%

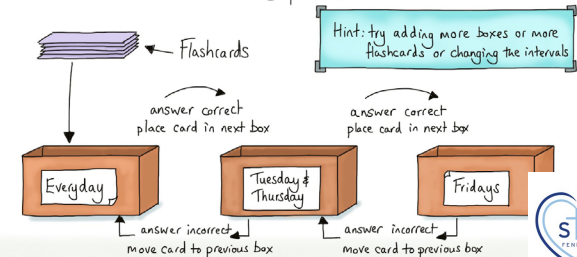
Cards that you rate a 5 wont show up as much as cards given a 1!

The science bit...



How does it work?

LEITNER Flash card method
 @ImpactWales





Seneca



When working in Seneca, make sure you are accessing the appropriate work using the 'Classes & assignments' option

You will then be able to access your classes and assignments set by teachers correctly

You can find a list of all assignments you have currently been set across all classes here.

You will be able to see that you are working on assignment correctly

When you select a class you will then see any upcoming assignments.

If you are doing revision yourself you can access the course your teacher has selected at the bottom.

If you are asked to complete an assignment by a teacher you must make sure you click 'Start assignment' and not just try to find the revision yourself!

Make sure you click 'Continue' to move onto each section. When complete you will see your score for each section and you can then make use of some further tools to target areas you need to work on more

If you select the course you can then choose 'Revise content' to review material or 'Exam prep' for more challenging questions if you have studied the content already

If you are doing your own revision then you can use the left hand menu to navigate to specific topics

'Get 100%' gives you the option to go back and try the questions you got wrong.

If you click continue you can always go back to the assignment to work on it later.





Revision timetables/pomodoro



Common errors with revision timetables:

- X** Not sticking to them
- X** Including too much
- X** Not allowing for flexibility – life sometimes cannot be planned
- X** Starting too late

Benefits of using revision timetables / lists correctly:

- ✓ A revision timetable allows you to cover everything you need in good time for the exam.
- ✓ It will break the topics down into manageable chunks.

LIST OF THINGS TO DO

START TIME	END TIME	TASK	✓
			<input type="checkbox"/>
			<input type="checkbox"/>
			<input type="checkbox"/>
15 - 30 MINUTE BREAK			
			<input type="checkbox"/>
			<input type="checkbox"/>
			<input type="checkbox"/>
15 - 30 MINUTE BREAK			
			<input type="checkbox"/>
			<input type="checkbox"/>
			<input type="checkbox"/>
15 - 30 MINUTE BREAK			
			<input type="checkbox"/>
			<input type="checkbox"/>
			<input type="checkbox"/>

Options:

1. Pomodoro List

Use a list system, breaking each study period into 'pomodoro' chunks of tasks.

After 4 tasks, have a short break of 5-10 minutes.

Repeat until complete.

2. Pomodoro Timetable

Each header to the left,

is a pomodoro time chunk.

Record specific tasks in the box next to each time chunk. Complete as much of the timetable as you can.

How to do your first Pomodoro:

Take a longer break (30 minutes). **8**

Repeat 3 times. **7**

Take a 5-minute break. **6**

STOP when the timer ends. **5**



1 Get into an optimal work space without distractions.

2 Choose ONE task to focus on.

3 Set your timer for 25 minutes.

4 Do your work.

SB

Weekly Study Timetable

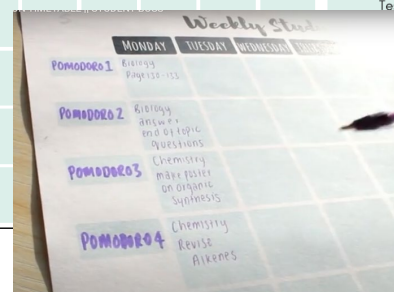
FROM: — TO: —

MONDAY TUESDAY WEDNESDAY THURSDAY FRIDAY SATURDAY SUNDAY

Goals

-
-
-

Test





Weekly Study Timetable

FROM: _____ TO: _____

MONDAY

TUESDAY

WEDNESDAY

THURSDAY

FRIDAY

SATURDAY

SUNDAY

Goals

Test

Blank area for notes or additional goals.

LIST OF THINGS TO DO

START TIME	END TIME	TASK	✓
			<input type="checkbox"/>
			<input type="checkbox"/>
			<input type="checkbox"/>
			<input type="checkbox"/>
15 - 30 MINUTE BREAK			
			<input type="checkbox"/>
			<input type="checkbox"/>
			<input type="checkbox"/>
			<input type="checkbox"/>
15 - 30 MINUTE BREAK			
			<input type="checkbox"/>
			<input type="checkbox"/>
			<input type="checkbox"/>
			<input type="checkbox"/>
15 - 30 MINUTE BREAK			
			<input type="checkbox"/>
			<input type="checkbox"/>
			<input type="checkbox"/>
			<input type="checkbox"/>



Revision Strategies Overview (Y7)

Revision Strategy 1: Mnemonics

Mnemonics assist your memory in remembering long lists of information in a particular order. For example:

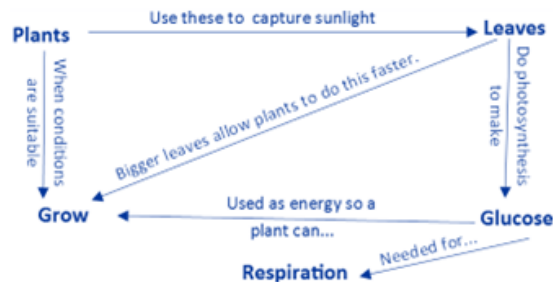


This helps us to remember the order and colours of the rainbow:

Red, Orange, Yellow, Green, Blue, Indigo, Violet.

Revision Strategy 2: Concept Mapping

Concept maps encourage you to **find connections** between ideas and key words. For example:



1.7 GRIT Revision Strategies

Revision Strategy 3: Q&A Flashcards

Q&A flashcards force you to **retrieve** learned information. This assists your recall of facts and builds a pool of knowledge from which you can develop more complex ideas.



Revision Strategy 4: Transformation

'A picture paints a thousand words'

Transforming information from one form into another can help you to remember large amounts of information.



The bear is an orange-brown colour. It is holding 17 flowers. There are 2 blue, 6 yellow, 3 pink, 2 orange and 4 purple flowers. The bear is smiling. There are two types of flower. The blue flowers are the biggest etc...



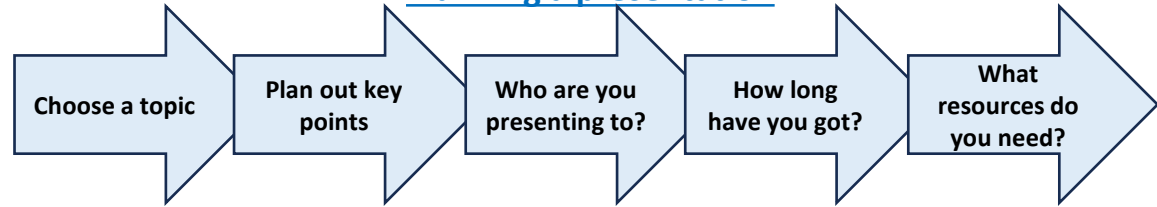
Powerful Presentations



Features of a good presentation

Features of a bad presentation	Features of a good presentation
<ul style="list-style-type: none"> ✗ Too much information on one slide ✗ Boring information ✗ Too many bullet points ✗ Busy charts ✗ Confusing information / charts ✗ Clipart ✗ No point to the presentation ✗ Reading from the slides/paper ✗ Poor body language ✗ Unenthusiastic presenter ✗ PowerPoint? 	<ul style="list-style-type: none"> ✓ Planning out the points of the presentation first ✓ Useful / important information ✓ Use of props/aids ✓ Less on the slides ✓ Memorable information on slides ✓ Prepared prompts to remind presenter of key points ✓ Enthusiasm ✓ Positive, confident body language ✓ Not using PowerPoint?

Planning a presentation



Use a 5-minute planning template to help you jot your key ideas down:

Presentation Plan

The audience?

Objectives

What is the presentation about?

What message do you want the audience to leave with?

Will the audience be involved in the presentation?

Useful evidence / photos / information

Timings

Outline of the slides.

Resources needed



How do we learn?



Working memory is where **THINKING** happens

information →

- However, working memory is **limited** in terms of **how much** information it can hold and **how long** it can hold it.
- Information doesn't stay in working memory for long.
- Instead, it quickly moves into the Forgetting Pit.

→ The Forgetting Pit is an alternative way to think about your **LONG-TERM MEMORY** → **unlimited capacity**

EVERYTHING we pay attention to falls into the Forgetting Pit. However, not everything that goes into this pit is forgotten.

The Point of No Return

- Information can be said to be 'forgotten' if it can't be brought back out of the Forgetting Pit into working memory, despite prompts and reminders.
- The reason it can't be brought out is because it has fallen too far down the pit to be retrieved. It has fallen past the **'Point of No Return.'**

Sticky Information

Thankfully, some of the information you pay attention to sticks to the walls of the Forgetting Pit. This is

*** learning ***

The better 'stuck' to the wall something is, the better it is **learned**. Information which has been learned (that is, stuck to the wall) can be **retrieved**.

information →

How easily retrieved information is depends on how far down the pit it has gone. The further down the pit something is, the more difficult it is to retrieve.

One of the laws of learning is that we tend to **forget**

With a few exceptions, everything we have learned is moving down the Forgetting Pit.

What this means is that we can learn something well ~ it can stick tightly to the walls ~ but over time, because it is sliding down, it is less easy to retrieve

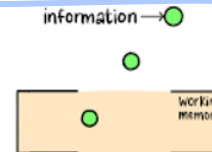
easily retrieved

less easily retrieved

Paying attention & thinking

You learn by paying attention to information and **THINKING** about it.

When you pay attention to information, it enters your working memory.



STAR Listening

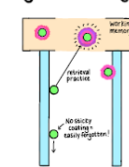
- Sit up straight.
- Track the speaker.
- Ask and answer questions.
- Respect those around you.



Retrieval Practice

The act of recalling learned information from the Forgetting Pit (with little or no support) and every time that information is retrieved, or an answer is generated, it changes the original memory to make it **STICKIER!**

'Using your memory shapes your memory'



Strategies

Brain Dump

- Recall and 'dump' everything you can remember about a topic from memory.
- Organise/categorise your brain dump. Use your knowledge organiser or revision guide to check if you've missed any key bits of information.



Look-cover-write-check

- Read a section from your knowledge organiser or revision guide. Cover it up. Now write down what you can remember.
- Check your notes against your knowledge organiser or revision guide. Use a purple pen to correct/add notes.



Self-quiz

- Choose a section from your knowledge organiser or revision guide. Create some questions to test your knowledge.
- From memory, answer the questions. Once completed, use a purple pen to correct or add notes.



Topic Summary

- Choose a section from your knowledge organiser or revision guide. Summarise this into three sentences.
- Reduce this again to one sentence.



A memory is not a memory until you remember it

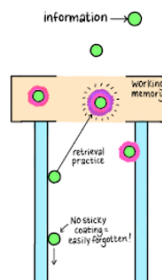
What makes information sticky?

Information sticks to the walls of the Forgetting Pit because of the sticky **COATING** it is given in working memory.

This sticky coating is added when you **THINK** about information in working memory. If you don't think about it, it doesn't get a sticky coating!

When you **RETRIEVE** a piece of information, you bring it back into your working memory. Every time you do this, the stickier the coating becomes!

When this retrieval practice is spaced out over periods of time, the coating gets stickier and stickier.





Coaching (decision making)

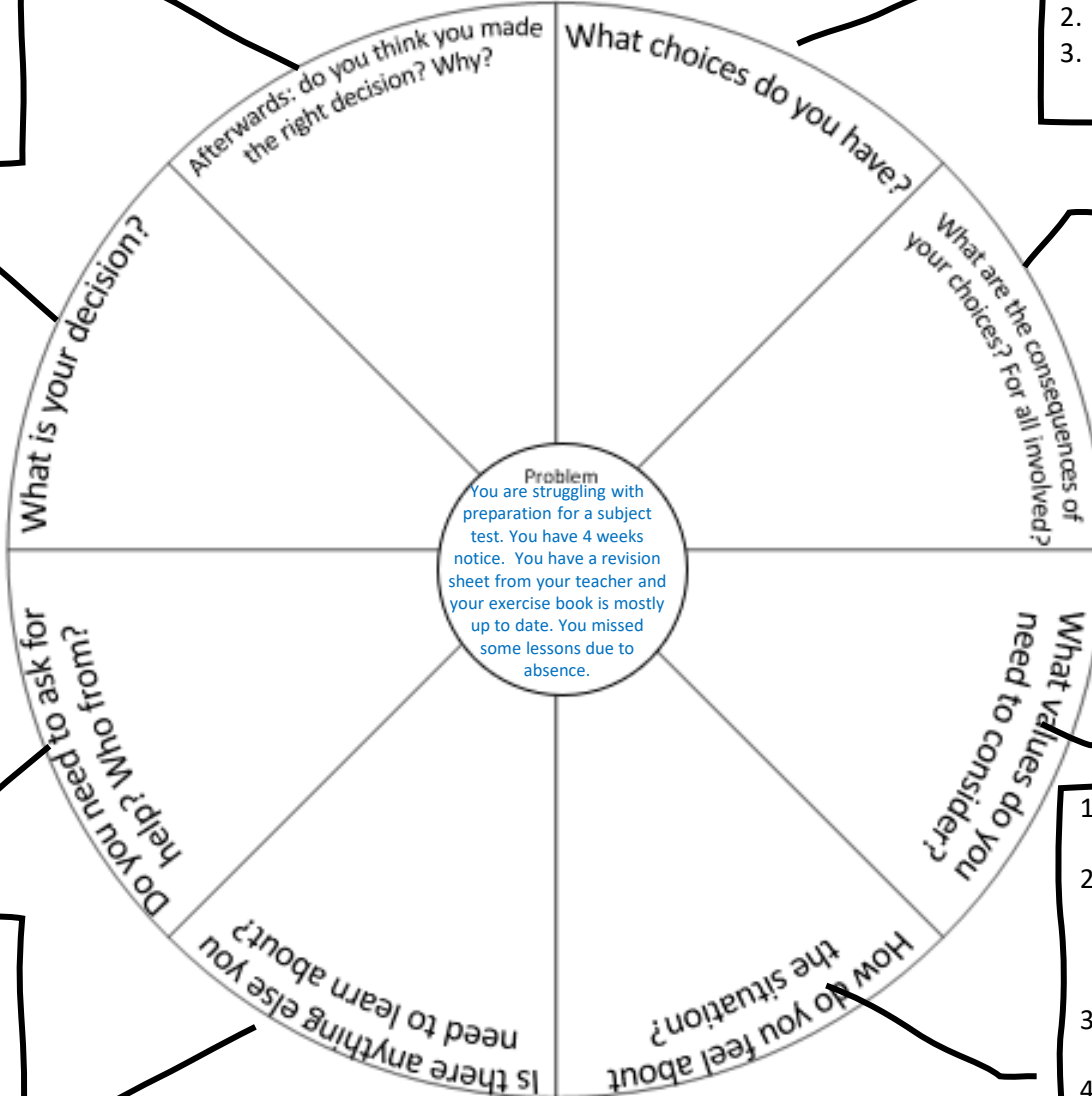


Reflect on the option you chose and also what might have happened if you chose the other options.

Only you can decide what is right for you!

1. Teachers
2. Peers
3. Peer supporter
4. Study ambassadors at study club.
5. Family

- Are there any other lessons that will help me here?
- Is there another subject / skill / strategy I could use?



1. Ask for help from a teacher
2. Go to study club
3. Ask a friend for help / copy their work.

1. Teacher will provide specific help
2. Study club helps me be disciplined & I can get support
3. I might not understand the work / it might be incorrect.

- What is important to you?
- What result do you want to see at the end?





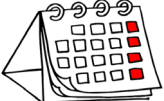
1. You might feel anxious about making mistakes
2. You might feel overwhelmed about getting the work complete
3. You might feel disorganised
4. You might feel positive about getting organised



Effective Learning



Setting SMART targets are an effective way to organise your learning and achieve your goals. This table works with planning a pomodoro revision timetable / to do list as it helps you think about what you need to achieve and how. See example below..

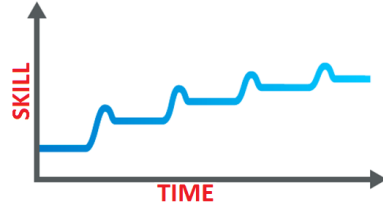
<p>Specific</p> 	<p>What is your specific goal? Which subject, which topic? How often? Which revision strategy?</p>	<p>I would like to revise the subject of I struggle the most with the topic I would like to revise this topic by using the revision strategy of... I would like to revise this every ...</p>
<p>Measurable</p> 	<p>How much revision will you do by when? What will success look like?</p>	<p>I would like to have revised (<i>how much of a topic/subject?</i>) I will have produced (<i>which revision strategy? Mindmaps etc?</i>) I will revise this every (<i>how regularly?</i>)</p>
<p>Attainable</p> 	<p>Are you able to achieve your goal?</p>	<p>My goal is achievable because I (<i>What do you have that helps you achieve this goal? What is going to help you? Any subject resources?</i>) ...</p>
<p>Realistic</p> 	<p>Is your goal manageable in the time frame?</p>	<p>I will be able to complete this in the time frame because...</p>
<p>Timely</p> 	<p>When do you want to achieve this by?</p>	<p>I will achieve this by (<i>date/time?</i>)...</p>



Diagnosing & Tracking Progress



During your time at Sacred Heart your **job** is to master your subjects to the very best of your ability.



Completing RAG reviews of your current knowledge, understanding and skills in a particular area helps you to focus your efforts on areas for improvement (to achieve mastery).

Certificate in Construction

Name: Mark
Grade: Pass

- Brick laying
- Joinery
- Plumbing
- Gas
- Electrics



Mark is not a master.

He needs to go back and **practise** the things he was not good at.

Tracking allows us to keep a record of our personal learning **profile**.

This method of tracking is called **RAG-ing**.

Mark's Profile

- Brick laying
- Joinery
- Plumbing
- Gas
- Electrics

Red = Weak Amber = Nearly there Green = Mastery

Task 1
Would you let Mark build you an entire new home?

Explain your reasoning. Discuss.

Over the next few years, Mark practised his trade. He tracked his progress over time:

Start	Year 1	Year 2	Year 3
Red Brick laying	Amber Brick laying	Amber Brick laying	Green Brick laying
Green Joinery	Green Joinery	Green Joinery	Green Joinery
Amber Plumbing	Green Plumbing	Green Plumbing	Green Plumbing
Amber Gas	Green Gas	Green Gas	Green Gas
Green Electrics	Green Electrics	Green Electrics	Green Electrics

You would do a RAG for your subject skills list or Learning Journey

Strategies to help you improve in areas of weakness:

Effective Learning

Setting SMART targets are an effective way to organise your learning and achieve your goals. This table works with planning a pomodoro revision timetable / to do list as it helps you think about what you need to achieve and how. See example below.

Specific 	What is your specific goal? Which subject, which topic? How often? Which revision strategy?	I would like to revise the subject of ... I struggle the most with the topic ... I would like to revise this topic by using the revision strategy of ... I would like to revise this every ...
Measurable 	How much revision will you do by when? What will success look like?	I would like to have revised (how much of a topic/subject?) ... I will have produced (which revision strategy? Mindmaps ...) I will revise this every (how regularly?) ...
Attainable 	Are you able to achieve your goal?	My goal is achievable because I (What do you have that is going to help you? Any subject resources?) ...
Realistic 	Is your goal manageable in the time frame?	I will be able to complete this in the time frame because
Timely 	When do you want to achieve this by?	I will achieve this by (date/time) ...

Revision Strategies Overview (Y7)

Revision Strategy 1: Mnemonics
Mnemonics assist your memory in remembering long lists of information in a particular order. For example:

Revision Strategy 2: Concept Mapping
Concept maps encourage you to find connections between ideas and key words. For example:

Revision Strategy 3: Q&A Flashcards
Q&A flashcards force you to **rephrase** learned information. This assists your recall of facts and builds a pool of knowledge from which you can develop more complex ideas.

Revision Strategy 4: Transformation
"A picture paints a thousand words"
Transforming information from one form into another can help you to remember large amounts of information.

Revision timetables/pomodoro

Common errors with revision timetables:

- X Not sticking to them
- X Including too much
- X Not allowing for flexibility - life sometimes cannot be planned
- X Starting too late

Benefits of using revision timetables / lists correctly:

- ✓ A revision timetable allows you to cover everything you need in good time for the exam.
- ✓ It will break the topics down into manageable chunks.

Options:

- Pomodoro List**
Use a list system, breaking each study period into 'pomodoro' chunks of tasks.
After 4 tasks, have a short break of 5-10 minutes.
Repeat until complete.
- Pomodoro Timetable**
Each header to the left, is a pomodoro time chunk.
Record specific tasks in the box next to each time chunk. Complete as much of the timetable as you can.

How to do your first Pomodoro:

- Take a longer break (30 minutes)
- Repeat 3 times
- Take a 5-minute break
- STOP when the timer ends.
- Get into an optimal work space without distractions.
- Choose ONE task to focus on.
- Set your timer for 25 minutes.
- Do your work.

Weekly Study Timetable

LIST OF THINGS TO DO

Weekly Study Timetable

Weekly Study Timetable

ing (decision making)

What are the consequences of your choice of help?

1. Ask for help from a teacher
2. Go to study club
3. Ask a friend for help / copy their work

What are the consequences of your choice of help?

1. Teacher will provide specific help
2. Study club helps me be disciplined & I can get support I might not understand the work / it might be incorrect.

What are the consequences of your choice of help?

1. What is important to you?
2. What result do you want to see at the end?

What are the consequences of your choice of help?

1. You might feel anxious about making mistakes
2. You might feel overwhelmed about getting the work complete
3. You might feel disorganised
4. You might feel positive about getting organised

What are the consequences of your choice of help?

1. Teachers
2. Peers
3. Peer supporter
4. Study ambassadors at study club.
5. Family

What are the consequences of your choice of help?

- Are there any other lessons that will help me here?
- Is there another subject / skill / strategy I could use?

What are the consequences of your choice of help?

Are there any other lessons that will help me here?
Is there another subject / skill / strategy I could use?



Independent Study Habits



Study Periods

- Use them effectively.
- Spend one hour outside of lesson time, for every hour in a lesson.
- 9 hours per subject a fortnight = 4.5 hours per week, per subject.



Reflect...

- 1) I use all of my study periods to get on with independent study/homework
- 2) I use my study periods to chat with my friends/look at social media/I rarely do work during them
- 3) I sometimes use my study periods to get on with independent study/homework but I also spend more than 25% of my time chatting with my friends/looking at social media/not working



Week 1

	Monday	Tuesday	Wednesday	Thursday	Friday
1	Psychology LGY - S6	AH biology KWY - IT3	Psychology ID study	PT	Sociology - S14
2	Psychology JGY - S15	Sociology ID study	Biology ID study	Sociology - S14	Sociology - S14
3	Biology ID study	Psychology ID study	Sociology ID study	AH biology DWR - IT3	Psychology ID study
4	Sociology ID study	Sociology - S14	Careers	Psychology LGY - S6	AH biology KWY - IT4
5	Biology ID study	Sociology - S14	General RE	Psychology JGY - S15	AH biology ARN - EN8

Week 2

	Monday	Tuesday	Wednesday	Thursday	Friday
1	Psychology JGY - S15	AH biology KWY - GS3	Psychology ID study	Biology ID study	Sociology - S14
2	Psychology JGY - S15	AH biology ARN - IT2	Biology ID study	Sociology ID study	Sociology - S14
3	AH biology DWR - IT4	Sociology ID study	Sociology ID study	Psychology ID study	Psychology LGY - S6
4	Psychology ID study	Sociology - S14	Careers	Psychology JGY - S15	AH biology KWY - IT4
5	Biology ID study	Sociology - S14	General RE	Psychology LGY - S6	AH biology ARN - EN8



Are you taking control of your own learning?

Are you utilising your time effectively?

What can you change to improve your learning experiences in Sixth Form?

Do you need to ask staff for help with this?

Possible Study Period Activities

- Complete homework
- Review notes
- Preparatory reading
- Create revision materials
- Unifrog – Read, Watch, Listen



Good Study Habits

- 1) Plan when you're going to study
- 2) Each study time should have a specific goal
- 3) Never procrastinate your planned study session
- 4) Find a good place to study
- 5) Make sure you're not distracted while you're studying
- 6) Reward yourself

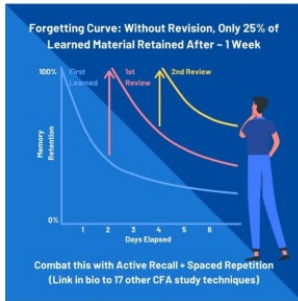




Spaced Repetition and Retrieval



Interrupting Forgetting



Are you reviewing learning at set intervals to check how much you can remember?

Are there any areas that you are still forgetting? WHY is this? WHAT can you do about this?

Is the retrieval tool that you are using appropriate for your subject? Do you need to consider alternatives?

Tips for Interrupting the Forgetting Process

- Regular retrieval practice.
- Diagnosis of problem areas via RAG ratings.
- Reviewing of problem areas.
- Practice, Practice, Practice – SLOP!!



Retrieval Tools



BRAINSCAPE

Quizlet



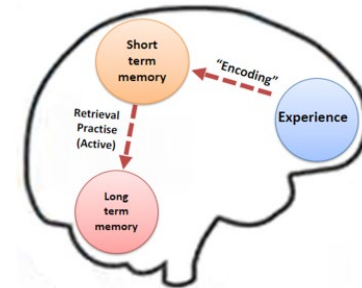
Gojimo



SENECA



Transferring Information





Motivation, Resilience and Mindsets



Level 3 qualifications are **HARD**. You need to think about what your **MOTIVATION** is to achieve in your subjects. You must find your **WHY**, and make sure that it is powerful enough to encourage you to be **BETTER**. You will have to be **RESILIENT** in your Sixth Form journey. You will face **DIFFCULTIES** and **CHALLENGES** as you navigate through your courses. How will you **WITHSTAND** these adversities and **BOUNCE BACK**? Some of this is to do with your **MINDSET**. Are you concerned with **SHOWING OTHERS** that you are “**SMART**”? Or are you more concerned with **GETTING** “**SMARTER**”?

Are you able to answer these questions?

Do you know yourself well?

Are you able to use these ideas to help push yourself in your Sixth Form journey?

Does your motivation come from within you? Is it about feeling successful or being challenged?

How can you reward yourself for being a “good learner”?

Where does your motivation come from?

Does your motivation come from external sources? Is it praise from others?

Are you able to continue when things get difficult?

Do you accept new challenges?



Have you stopped comparing yourself to others?

Do you embrace mistakes? Do you confront problems and work hard to overcome them?



Understanding Exam Papers



If you do not understand **HOW** you are going to be assessed in your Level 3 qualifications, you are not going to be able to achieve your best, no matter how much content you know!

The second step of effective revision is the **APPLICATION** of your knowledge to exam materials, whilst using your own notes, the mark schemes, examiner reports etc. But this only works if you know **WHAT** is required by the exam board.

Are you able to answer these questions for any chosen subject?

If not, where can you find this information?

Do you have a guidance for written work booklet?

Is there information in the specification?

Do you need to ask a subject teacher for further clarification?

Do you know if there are a choice of questions?

How much do you know about your exams?

Do you know what the assessment objectives are for each question?

Do you know how many questions there are?



Do you know how long they are?

Do you know the weighting of each assessment objective per question?

Do you answer the questions chronologically or is there a better approach?



Diagnostic Assessment Preparation



Step 1: Understanding the Content

Do you know the material? Have you identified gaps in your knowledge? How are you going to close those gaps? If someone was to quiz you on the information, could you answer the questions even if they were “obscure”? Have you got strategies to commit information to memory?

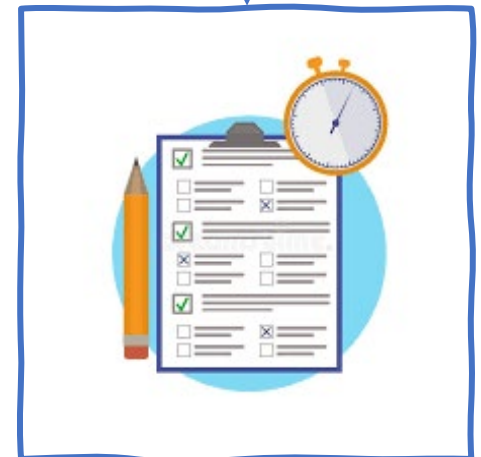


Step 2: Applying the Content to Exam Questions

Do you understand the exam papers? Do you know where you can find them? Are you using mark schemes to check your knowledge and understanding? What skills do you have to learn to use the mark schemes properly? Have you checked with subject teachers for mark schemes that you don't understand? What about the areas of the specification that have not been assessed in exam questions – how are you going to apply that knowledge? What about the examiner reports? What are common areas or questions that students have previously not performed well on?

Step 3: Exam Conditions

How many minutes do you get per mark? Can you recall the relevant content for the questions? How much can you write during that time? Are you reading all the questions from the paper before answering anything? Are you reading the questions in each section first? What about time to proofread answers?



Revision

- There are three stages to effective revision:
 - 1) Understanding the content
 - 2) Applying the content to exam questions – without exam conditions
 - 3) Answering questions in exam conditions

- Where are you in this process?



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Sleeping, Eating, Movement and The Brain for Diagnostic Assessments



Sleeping

- Memory consolidation happens when you sleep!
- Make sure that you get enough SLEEP.
- Go to bed and wake up at the same time.
- Aim for 8 hours of sleep.
- Try to avoid caffeine after 6pm as it disrupts your sleep cycle.
- Blue light from screens also disrupts the quality of your sleep.

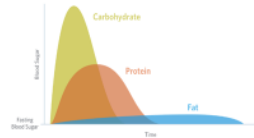
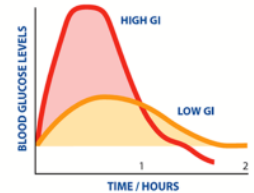


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Eating

- You want to avoid having “spikes” in your blood glucose because it causes energy levels to crash.
- This is not helpful for revision or exam performance!
- Complex carbohydrates keep your energy levels stable throughout the day.
- Sugary foods cause a sharp “spike” in blood glucose, followed by a sharp “crash”.
- Protein rich foods can provide energy without spiking your blood sugar too much.



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Are you creating the best environment for your brain to enhance your performance?

Be kind to yourself!!

Movement

- Exercise relieves anxiety and stress – Stress slows down the brain’s ability to process information, making it more difficult for us to concentrate and focus.
- Exercise improves memory retention – Endorphins are released during movement which has been shown to improve memory and boost your brain-building hormones.
- Exercise increases focus and concentration – Regular exercise releases brain chemicals key for memory, concentration, and mental sharpness.
- Exercise boosts your energy – The more you move, the more energized you will feel. Regular physical activity improves your muscle strength and brain power, giving you the energy you need to think clearer and produce new ideas.

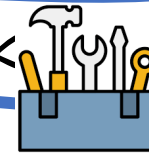


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Understanding Diagnostic Assessment Feedback



Diagnostic Assessments

- Some of you will have been happy with your assessment results.
- Others of you will not.
- You might have had mixed feelings about the results.
- The important thing is to DO SOMETHING about it!



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Why Are You Disappointed?

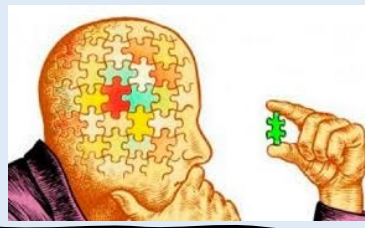
- You did not revise and prepare effectively for the assessment.
- You have not been spending enough time doing the independent reading, note taking and practice questions – 4.5 hours per week per subject!
- You have not been keeping up with your class work.
- You did not read the questions carefully.
- You do not understand the exam structure.



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What is the missing piece of the puzzle?



Do Something About It!

- Ask questions about anything that you do not understand.
- See if a friend can explain something to you.
- We can only help you, if you are able to help yourself.
- Have you thought about:
 - Attending any additional sessions offered?
 - Staying back at the end of a lesson?
- Subject staff have a wealth of knowledge – make sure that you use it!



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Feedback

- Feedback is about making sure that you understand your performance.
 - Do you know what your strengths are?
 - Do you know what your next steps are?
 - Do you know how you can improve?
- Feedback comes in all shapes and sizes.
 - Verbal
 - Written
 - Model answers
 - Advice about previous exams
 - Report data
- The key thing is do you understand it!?!?



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The Year 13 Plan



You are now more than **HALFWAY** through your Sixth Form experience. Before **MOVING FORWARD** in your journey, it is important to think about where you **HAVE BEEN** as this can **DIRECT** where you **ARE GOING**. Take the time to **REFLECT** on your Year 12 experiences. In August of next year, will you feel like you **GAVE IT YOUR ALL?**

Here are some things to **CONSIDER...**

Study in a good environment – make sure that you can work during independent study and that you are not going to get distracted.

Stay organised – it's not just your Level 3 qualifications to consider, but next step applications too.

Create a routine – develop a healthy and realistic structure that you can follow!

Eat well, exercise and sleep enough – your physical body must be in the best possible shape to help your mind work effectively!

KEEP MOVING
FORWARD



Refine your habits – what went well and what could be adapted to make Year 13 even better?

Practice – review the material covered in Year 12 and use past papers to help you apply your knowledge.





A-Level Exam Preparation



Revision

- There are three stages to effective revision:
 - 1) Understanding the content
 - 2) Applying the content to exam questions – without exam conditions
 - 3) Answering questions in exam conditions
- Where are you in this process?



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Where are you in your preparation for A-Level exams?

Is your revision F.L.A.T?

Have you organised your study and exam timetable for May and June?

Do you need to take time off paid work?

Are your friends and family aware of your commitments?



FOCUSED

Put away your phone.
Turn the music off
Avoid distractions
Be in the right physical place to revise.
Be in the right frame of mind to revise.



LONG-TERM

Start early to cut down on stress later in the year.
Make a revision timetable and commit to it.
Plan for 3-4 hours a week from January.
Interleave different subjects and topics.



ACTIVE

Test yourself and get others to test you.
Allow time to pass between reviewing the same content.
Practise exam technique by writing or planning answers.
Revise what you struggle with.



TRANSFORMED

Transform the knowledge you want to learn into a different format.
Produce flashcards.
Invent a mnemonic or acronym.
Take Cornell notes.
Produce a mind map.

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Last Minute Tips

- 1) Do not panic
- 2) Same old, same old...
- 3) Get up early and get going
- 4) Ask those around you for help
- 5) Review summaries, rather than full notes
- 6) Turn off the technology
- 7) Avoid stress—including in other people
- 8) Consider taking a longer break: the whole evening off
- 9) Get everything ready for the morning
- 10) Think positively



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"In The Trenches" Tips

- Eat well
- Get plenty of sleep
- Exercise
- A "treat" a day
- "This too shall pass..."



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