

How to best help your child with revision

The next assessment week begins 6th March 2023

Motivation and habits:

As parents, you play a crucial role in ensuring that learning and revising at home is a normal, routine part of your child's life. Finding the motivation to revise is difficult and it is normal for a child to have lapses in willpower.

As parents, the most important area in which you can support your child here is through habit forming. Regular study time can become something that your child always does, without question; without thinking hard about it.

One way to help them form these habits is to assume homework is set and that there is something to study.

Year 11s always have something they can revise. So, a good routine question might be: 'What homework have you got tonight? Lets take a have look.' This assumes that there is work to be done; it's just a question of details.

You can also help your child to plan when they do their homework in the week and, at times take a look it.

In terms of revision, seeing revision timetables pinned on the wall and giving a quiet place for your child to revise can be so helpful. Revision timetables help them to form a routine and plan in times when they don't need to revise. Our advice on revision timetables would be to plan for revision in short bursts. 30 minutes ten times a week is so much better than 5 hours on a Sunday.

How to make a revision timetable:

Plan to revise two 30 to 40-minute chunks each evening. Make sure that they outline specifically what and how they are going to revise.

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Maths - past paper	English Lit - Macbeth flashcards	RE - Judaism Mind Maps	Science - Seneca on Covalent Bonding	Maths - use Maths genie	History - Cold War past paper planning	Go to mass and repent for my sins
RE - Christianity Flashcards	Art - Work on portfolio	English Lit - Poetry Dual Coding		English Lang - practice creative writing		Science - Seneca on Photosynthesis

Think about:

- What topics don't they enjoy or feel success in?
- What does their teacher think they need to revise?
- What are their weakest areas on platforms like Seneca?
- In which topics or questions did they struggle in my last assessment?
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Take a look at what you child should be doing by accessing the Y11 Learning Journeys

You can find them here: <https://www.notredame-high.co.uk/learningjourneys/y11-learning-journeys/>

These learning journeys:

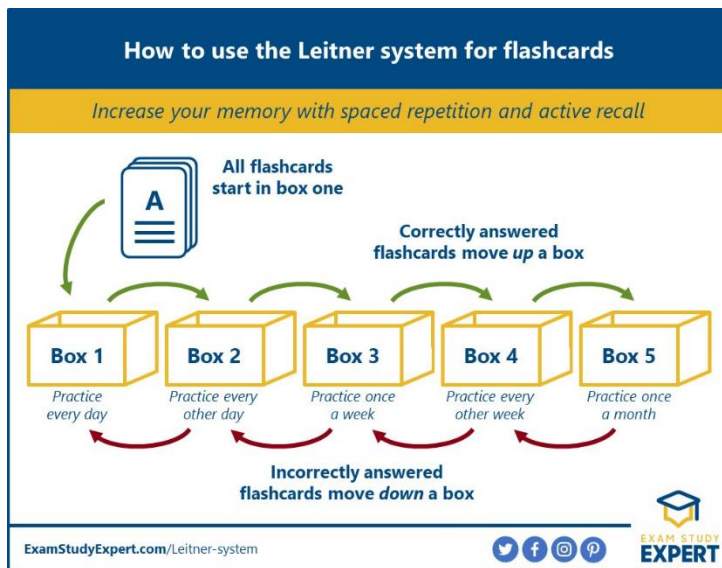
- Outline what your child should be studying;
- Direct you towards revision materials and exam practice;
- Glossaries to support understanding;
- And advice and guidance on revision.

If you want any further information, email your child's teacher or the relevant Head of Department at:

Subject	Head of Department Contact:
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Strategies:

Flashcards



Advice on how to make flashcards	
Do's	Don'ts
<ul style="list-style-type: none"> Put a single piece of information on each flashcard Sort them in order of confidence Mix up topics, so you don't cover the same thing all the time 	<ul style="list-style-type: none"> Spend more time making them than using them. Put too much information on it. Only read through - test yourself

What are the most effective revision strategies?

Technique	Description	Utility
Practice testing	Self-testing or taking practice tests revision material	1 - High
Long term Revising (Distributed practice)	Implementing a schedule of practice that spreads out study activities over time	1 - High
Asking 'why?' (Elaboration)	Generating an explanation for why a fact or concept is true	2 - Moderate
Self-explanation	Explaining how new information is related to known information, or explaining steps taken during problem solving	2 - Moderate
Varying study topics (Interleaved Practice)	Mixing different kinds of problems, or different kinds of material, within a single study session	2 - Moderate
Summarization	Writing summaries (of various lengths) of revision texts	3 - Low
Mental Images	Attempting to form mental images of revision materials while reading or listening	3 - Low
The keyword mnemonic	Using keywords and mental imagery to associate key words and concepts	3 - Low
Rereading	Restudying text material again after an initial reading	4 - Ineffective
Highlighting/underlining	Marking potentially important portions of revision materials while reading	4 - Ineffective