

How to Revise SMART

It is **not enough to revise hard** – students have to **revise SMART** to maximise exam success. Please have a read through these useful tips for families to support with revision below.

1. Revision does not have to be hours sitting in a room. Whilst this has a place, short regular reminders can be **very effective** as well if started early. **Parents and Carers:** Long continuous periods of time revising is unlikely to be focussed. 15/20 min sessions with a short break between them has been proven to be the most effective. Encourage the productive use of small gaps of time in the day – such as the 15 mins before you are about to go out – to have a quick look through some revision cards or complete a single Seneca task.
2. Distraction is very damaging to securing ideas into memory for the future. Doing revision tasks whilst your phone is next to you on the table can be almost as distracting as using it and it draws your attention away to the **possibility** of receiving a message. **Parents and Carers:** Make sure mobile phone/tablet/laptop is not in the same room when revision is happening – unless of course it is needed for that particular task.
3. For Science, we are using Seneca Learning to help students review whole topics independently. It covers all the ideas in a clear, step by step way. Science teachers will set homework tasks to complete certain topics, but this system can be used independently and is especially good if a student is not confident about a topic. It is not expected that students get 100% but 75% should be considered a minimum on average. **Parents and Carers:** ensure that homework set using Seneca is completed by the deadline. This is best done as several short sessions rather than a single long one.
4. Use topic lists available on ClassCharts to do **'quick checks'**. These cover both combined and separate science and so combined science do not need all of the ideas (they are labelled clearly). **Parents and Carers:** Ask your child to explain **one** idea from the list to you. If they cannot – give them 5 mins to go and look it up and have another go. If they still can't get them to come and discuss with their teacher (and check they have the next day). Little and regular is very effective support for retrieval.
5. Make sure students use **brain / book / brain** to practise remembering. Science exams are initially about **memory** and so this needs to be revised and practised. Students pick a topic, write as much as they can. Then use a book to fill in any gaps. Finally using a new piece of paper to have another go to see what can now be remembered. Repeat the same topic a week later. **Parents and Carers:** ask your child to show you their first and second attempts so that you can highlight and celebrate the improvement. Don't expect perfection – just improvement.
6. Make sure students use **practice questions** to get used to the format of exams. **Don't do this as a test.** If you are stuck, find the right answer and practise writing them correctly. **Parents and Carers:** ask to see their practice questions. Check that answers are written clearly and that none are ignored – any which are missed out need to be brought to school and discussed with their teacher (and check they have the next day).
7. **Revision can be hard** on your own and so there are weekly **after school revision sessions** on a Tuesday 3.45-4.45pm. The timetable is attached. Students that cannot attend because of transport issues can access the resources on ClassCharts. **Parents and Carers:** support and encourage participation with these weekly sessions and/or the topic questions on ClassCharts to ensure that revision is spread across the year.