



**LONGSANDS
ACADEMY**
Astrea Academy Trust
LEARN, THRIVE, SUCCEED

REVISION TECHNIQUES

INTRODUCTION

Learning is a complex process that requires time and effort. One of our core values is Tenacity and this is key to helping you succeed.

Everyone learns more easily when new information can be connected to something they already know. However, even with these connections, how well you learn new knowledge depends on you putting in the effort and using effective learning strategies.

Before we explore these strategies in detail, here are some simple tips you can use to support learning something new:

- **Take regular breaks**

Study in short, focused bursts with breaks in between. During study sessions, try saying the information out loud or explaining it to another person - this helps the brain consolidate knowledge.

- **Connect to existing knowledge**

When learning something new, think about things you already know that are similar. Making these connections strengthens memory and understanding.

- **Use visual images**

Create mental images related to what you are learning. Visualising concepts helps the brain store and recall information more effectively.

- **Create rhymes or mnemonics**

Rhymes and memory tricks make learning more memorable. For example, to remember compass points, you could use: Never, Eat, Shredded, Wheat.

By using these tips and the strategies shown over the next few pages, you can build stronger connections in your learning, retain knowledge more effectively and gradually become a knowledge expert in your subjects.

YOUR REVISION ENVIRONMENT

To be productive, it's important to know what environment you revise best in. Everyone works in different ways, what works for your friends may not work for you.

There is no right place to revise. Based on how you work best, you'll find some places make you feel more productive than others.



Library

- Lots of books about subject you're revising
- Access to the internet for research
- Fewer distractions than at home or with friends



- It may be busy and hard to get a desk
- It can involve time spent travelling



Bedroom

- You can set up your study space as you want
- You can shut yourself away for privacy
- It's easy to get healthy snacks and drinks



- You may get distracted by your family
- Television and games are easy to find



Friend's House

- You can discuss revision problems with your friend
- You and your friend can test each other



- You may distract each other
- You may become stressed or disheartened if your friend seems to know more than you

LOOK, SAY, COVER, WRITE, CHECK

When revising, scholars are encouraged to use their memory rather than simply copying information from one piece of paper to another. This active use of memory helps knowledge move into long-term memory. Using the strategy of look, cover, write, check supports with this.

Encourage your child to review their knowledge regularly

Scholars should:

- **Look** - look at their Knowledge Organisers and identify a specific piece of knowledge to focus on.
- **Say** - say the knowledge out loud to themselves, a friend or family member.
- **Cover** - cover the information so it can't be seen.
- **Write** - write down what they can remember.
- **Check** - check their answer to see if they got it right. Any mistakes or missing information should then be corrected using a green pen.

How parents and carers can support this at home

Parents and carers can help by:

- Verbally quizzing your child by asking them questions from their Knowledge Organiser e.g. 'How many degrees are in a full circle?'
- During look, cover, write, check, holding your child's Knowledge Organiser so it can't be seen by them when they write in their Knowledge Organiser book.
- Checking their Knowledge Organiser regularly. If there are no corrections in green pen, ensure the answers are correct.
- If there are corrections in green pen in your child's Knowledge Organiser, ask them to re-do these questions next time they complete their homework so they focus on areas that need further practice.

FLASH CARDS

Using flash cards is another effective revision technique that promotes active recall. Active recall involves retrieving information from memory, rather than passively re-reading notes or copying information and is one of the most effective ways for the brain to learn and retain knowledge. There are many ways parents and carers can support scholars with flash cards.

Encourage your child to create flash cards regularly

Effective flash cards should be:

- Homemade - with the question or key word on one side and the answer on the other.
- Simple - focusing on one point of knowledge per card; not overloading them with information.
- Visual - flash cards that contain a picture/diagram where appropriate can be more memorable.
- Concise - making use of mnemonic devices helps with learning important points in a concise way.

Helping your child use their flash cards effectively

Quizzing your child using their flash cards is a valuable way to support their learning. Read out the question or key word and ask your child to recall the information from memory. Flash cards can be used in both directions, with either side acting as the prompt.

If a flash card is new, your child may find it difficult to recall the information accurately at first - this is completely normal and is an important part of the learning process.

THE LEITNER SYSTEM

The Leitner System is a popular and highly effective flash card–based revision method. It helps scholars focus their revision time on the knowledge they find most challenging, rather than repeatedly revising information they already know well. Parents and carers can play an important role in helping scholars set up and use this system at home.

Setting up the Leitner System

Support your child in organising their revision by helping them set up the Leitner System:

- Find 4 or 5 boxes or cups and number them clearly.
- Place all flash cards in box 1 to begin with.

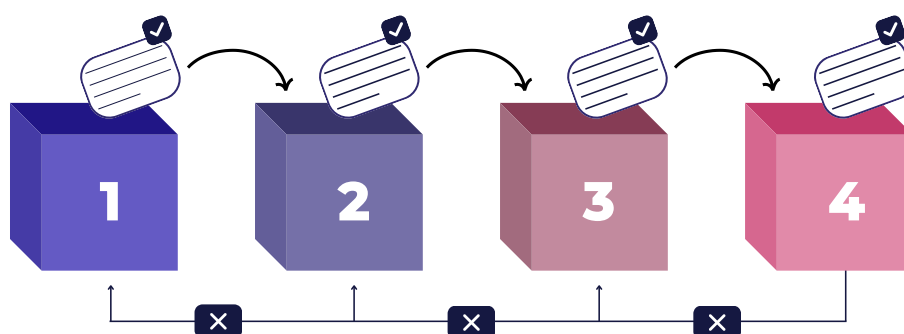
How the Leitner System works

1. Review the flash cards with your child by looking at the question side.
2. Ask your child to recall the answer from memory before turning the card over.
3. If the answer is correct, move the flash card up one box (e.g. from box 1 to box 2).
4. If the answer is incorrect, place the flash card back into box 1.

Using the system over time

- At the start of each study session, your child should always review the cards in box 1, as these are the areas that need the most attention.
- Cards in box 2 should be reviewed less frequently (once every two or three study sessions).
- When reviewing box 2, move any cards answered correctly up to box 3. Any incorrectly answered cards move back down to box 1.
- Continue this process as cards move through box 3, box 4 and beyond.
- Cards in higher-numbered boxes are reviewed less often, as they have repeatedly been answered correctly and represent more secure knowledge.

As your child learns new content and creates new flash cards, these should always be added to box 1. The system should be used regularly, with cards continually moving between boxes based on how well the knowledge is recalled.





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