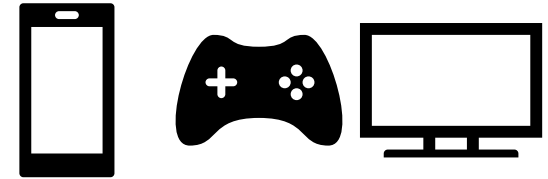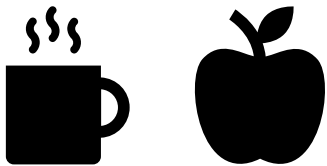# Supporting Healthy and Effective Revision

Make sure children have a quiet and comfortable place to work. Some students prefer to work at school as they feel more productive. They are welcome to stay in school to complete independent revision, as well as attend subject revision sessions.

It is hard to work productively with TVs, games consoles and mobile phones to hand. Devices distract us, making us less likely to remember what we have studied; we are also likely to think we have studied for longer than we have, losing time to scrolling through social media. Encourage students to put mobile phones in a different room to allow focused revision. Save them for their breaks!

Encourage your child to follow a healthy routine around sleep. They need to leave a gap between studying and sleep to relax. Late night cramming does not work and is exhausting over time.

Help your child to manage their time carefully, following a revision timetable which includes regular breaks, time outdoors, socialising and exercise. A good balance is important to maintain physical and mental health. They need a realistic revision timetable that they will stick to.

Keep your child fuelled with a healthy diet.

Make sure they are doing the right kind of revision. Some students spend hours thinking that they are revising: copying, highlighting and reading notes; staring for hours at their books. This kind of revision does not lead to success because it is passive. Revision is effective when students are actively processing information and knowledge and practising skills. This kind of revision promotes changes to long term memory and leads to long term success. The following page has a guide to effective revision strategies and examples.

Study Skill	What Is It?	Why Use It?	Examples
Retrieval	Retrieval is recalling previously studied information from memory, without any clues.	Retrieval is proven to develop long-term memory.	• Brain dump: write down everything you know about… • Self-quizzing: ask yourself specific questions about a topic, perhaps using a knowledge organiser or notes. • Flashcards: write questions or vocabulary words on one side and answers or definitions on the other.
Spacing	Research shows that it's beneficial to space revision out, so it's completed little and often, rather than 'crammed'.	Not only this, but forgetting can actually be a good thing in terms of allowing important knowledge to enter long-term memory. Therefore, it's best to leave a gap after learning the key information and before revising it. This will inevitably make revision feel harder, but it will be more effective in the long term.	• Complete a brain dump on a previous topic. • Include questions from previous topics in your self-quizzing. • Include questions from previous topics on flashcards.
Interleaving	Whilst spacing means leaving gaps between study sessions, interleaving means inserting different topics into those gaps so you don't spend too long studying or revising one topic in isolation.	Research shows that studying in this way helps to reveal connections between ideas, as well as aiding long-term retention.	• Complete a brain dump on two different topics or in two different subject areas. • Include questions from different topics and/or subjects in self-quizzing. • Include questions from different topics/ subjects on flashcards.
Metacognition	Metacognition involves students thinking explicitly about their learning, usually through evaluating their work, setting goals and monitoring their own academic progress.	It involves a level of independence and autonomy that supports revision.	• Before you complete a task, ask yourself when you have completed something similar and what strategy you used. • After you have completed a task, label or explain the steps you took to complete it. • After you have completed a task, check it against class resources or a modelled example, and make a note of your successes and areas to revise and develop next time.
Dual Coding	Very simply, dual coding is combining visuals and words.	Our brain receives information through two channels, visual and auditory, therefore the brain remembers information better when there are two prompts: visual and verbal. The visual doesn't have to be a picture, neither do you have to be an artist. There are many different types of visuals, and some will suit certain information better than others, but combining words and visuals helps students understand and retain information.	• Draw a picture to go with a vocabulary word (you do not need to be an artist!). • Create flashcards with pictures and words on one side, definitions on the other. • Use graphic organisers, such as Venn diagrams, to organise your ideas. •
Elaboration	Elaboration as a study method means developing detailed explanations of ideas by answering questions about how, when, why and what, as well as connecting the ideas to personal experiences, memories and daily life.	This helps improve your understanding by adding detail to explanations with reasons.	• Create 'how' and 'why' questions about a topic. • Use questions to make links between topics e.g. How is X similar to Y? • Answer the questions.