



PAGET HIGH SCHOOL

RESILIENCE, INTEGRITY, COMMUNITY

THE FAMILY GUIDE TO GCSE'S 2024-25

Make it Stick: Helping your child to revise



SUPPORTING YOUR CHILDS REVISION

At Paget High School, we recognise the importance of working in partnership with students and parents to secure the best possible outcome for our students.

The next few months represent a crucial stage of your child's education. GCSE exams are imminent and it is imperative that all parties work together to maximise attainment.



GETTING THEM IN THE RIGHT FRAME OF MIND



The prospect of GCSE exams is very stressful for students. This tends to spark a natural 'fight, flight or freeze' response. When presented with the prospect of revision for exams, students may respond with...

Fight: Students may become argumentative or aggressive

Flight: Students may look to put off revision or run away from the problem

Freeze: Students may panic and be unable to think straight or concentrate

If any of these instincts are triggered it becomes very difficult for the students to revise.

To counteract this try the following:

- Be unerringly positive: repeatedly focusing on the positive, emphasizing belief that the student will be successful.
- Do not join in the anxiety even if you feel it! Try to remain calm and positive.

PLANNING REVISION

You will be receiving advice on how to break down revision running up to the exams. In addition, we have enclosed details of intervention and revision sessions that will be running over the remaining time.

It is crucial that students draw up a revision plan and timetable to make sure they cover all topics in plenty of time, avoiding any last minute panic.

Example revision timetables and blank templates are available for download from the school website.

LOOKING AFTER YOURSELF

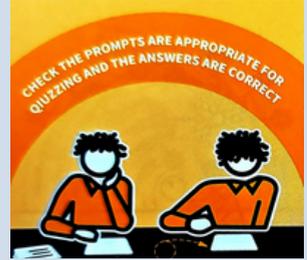
Many students fall into the trap of 'revising' by reading through notes while watching TV. To revise effectively students need a calm, peaceful environment. A little light background music can be conducive to concentration: however, mobile phones, TV and loud music have been shown to have a negative impact.

FLASH CARDS

Gather a set of flashcards and check understanding

If you make your own make sure they are correct for quizzing. The question or key term should be on one side. The answers on the other.

Check the responses. If you do not understand why the answer is the answer check with your teacher.



Run through the set

Prompt - Look at the prompt side.

Respond - Produce the response required. Say it out loud or rehearse mentally.

Check - After each response, flip the card to see the correct answer. Evaluate how well you did.



Explore your wrong or incomplete responses

As you go through the cards separate them into two piles: those you got right and those you got wrong or where you missed things out.

Review the error pile. Study them again and work out where you went wrong. If you just forgot something but you understand then rehearse it again and make a connection to other similar facts.

If you don't understand the answer go back to your notes, look at other examples or ask your teacher for help.



FLASH CARDS

Rerun the wrong answers



Once you have reviewed the answers run through the error pile again. Follow the pattern one card at a time

PROMPT / RESPOND / CHECK

Again, add your correct answers to the original correct pile. Hopefully your error pile will be much smaller this time around.

Repeat the process. Keep focussed on the error pile until you can get a correct response to every card.

Shuffle and retest at intervals

Some time (hours or days) after your previous run-through, return to the same flashcards.

Shuffle them up and go through the whole pile again.

If you've properly learned the material, the error pile will be smaller each time.

With repetition you'll find that the knowledge on the cards becomes much easier to remember, your fluency with the facts will increase.



Practice Questions and Past Papers

Identify Practisable elements

Identify elements of what you're learning that you can do repeatedly.

Look at the pattern of questions, are there any similarities across papers?
Is the wording/writing stems the same?

How many marks are they worth? Are all 4 marks structured the same?

Is there types of problems/solutions that can be grouped?



Practice multiple similar short tasks



As part of your study schedule, between lessons and leading up to the exam, set aside time to run through the structure of questions. Do this as much as you can in the time you have.

Start slowly, following examples you've been shown. Write up some practice questions. Correct your mistakes and try to do better each time. Get help if you find the practice questions too hard. Don't overstretch the practice at first.

Use notes and textbooks to help you answer the questions.

Practice Questions and Past Papers

Increase fluency

Once you have the basics working, you can start to work on improving your fluency.

Do exactly the same thing, but try to do it faster, or more spontaneously. Now try answering the questions but without the notes in front of you or attempt to do the questions under timed conditions.



Build up to more extended tasks

Now you can start to combine tasks/questions together.

Can you do an entire past paper in one sitting?

Increase difficulty

As you gain confidence, you can start to increase the difficulty of what you're practising so you continually improve.

You can do this by:

Reducing your reliance on feedback from the teacher
Increase the range of material you include in one practice.
Try questions that you know are more challenging

Practice for as much time as you can give, it will pay off.

You'll be more confident and enjoy learning even more.

SELF-QUIZZING

Gather or generate quiz questions



Your study material will include quiz questions as a starting point with a range of styles:

Say who, when or what

Explain why or how

Simple problems as in maths

Multiple Choice, true/false

Explain the difference between.

You can also generate similar questions for simple recall: definitions of terms, sequences, labelling diagrams, remembering quotes, retelling events.

Answer the questions unanswered

Run through a set of 5-10 questions, producing answers.

You might write these down to check later or do this mentally.

For a true test of what you really know, it is important to quiz without any help; take your time and think hard. Don't look things up straight away.

You want an accurate picture of your own knowledge, so be honest.

Check your answers

After you have run the self quiz - go back to your notes and check how well you did.

If they are simple right or wrong, make a note with a tick or a cross.

It's important to note what you got right to consolidate your knowledge and give you confidence.

SELF-QUIZZING

Identify areas you need to restudy

Did you just forget i.e you know it and understood it before, but it is not in your long term memory yet? Then you need to keep rehearsing.

Did you not fully understand the question of the material. This is more significant. You might need to reread more of your notes, refer back to other worked examples or seek help from your teacher to re-explain it to you. e difference between.

Test yourself again. Repeat.

If you test yourself again straight away you'll probably remember all the answers.

This doesn't really tell you how secure your knowledge is.

For a more accurate view of what you know, test yourself repeatedly on similar material or the same information at a later point - a day or week later perhaps.

You should find you remember more each time.



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