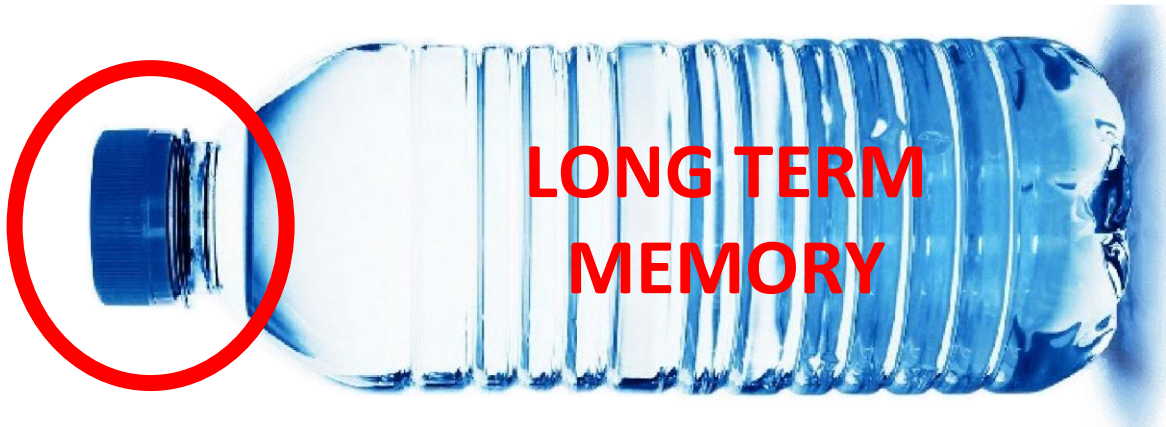


Supporting our Y11 Students to Success



KS4
Parent Workshop



WORKING MEMORY

Key Points:

- Our long-term memory is accepted to be limitless
- To get information into our long-term memory, it has to go 'through' our working memory
- Our working memory is limited
- Because working memory is limited, we cannot technically multi-task
(we're constantly switching between two things, which is less efficient)

- We need to keep connections with memories strong by recalling them - Where connections with memories are lost, they are forgotten
- Revision needs to focus on the process of recalling content back into the working memory

What works?

- Planning out revision, using a revision timetable
- Short bursts of revision with regular breaks
- Regular revision over an extended period of time - Planning in times to relax
- Revising somewhere that is quiet and comfortable
- Revising somewhere with good light/ventilation
- Removing distractions (including mobile devices and TV)
- Testing from memory, even if it means struggling and getting it wrong
- Using a variety of different strategies - Making notes by summarising information

What doesn't work as well?

- Cramming at the last minute
- Just reading, re-reading or highlighting
- Copying out notes
- Revising all of the time, with no breaks

Brain Dump

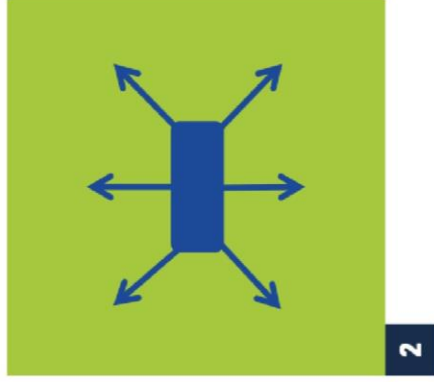


1

CHOOSE YOUR TOPIC

Pick an area that you want to revise.

This might be as wide as an entire topic/text (for example, revising 'Macbeth' for English Literature) or a more focused area (for example, revising the character of Lady Macbeth).



2

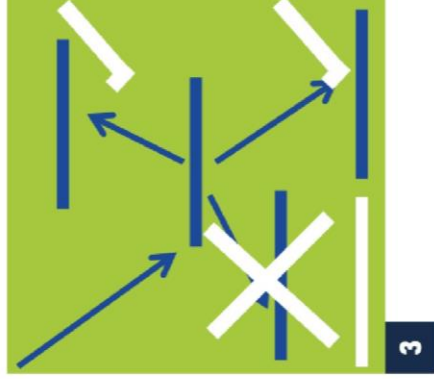
EVERYTHING YOU REMEMBER

On a blank piece of paper (A4 or A3), break down the main topic into sub-topics.

Then write down everything you remember for each sub-topic.

Do not refer to any notes/revision guides at this point (it's important that you're mapping out what you remember, not what is correct).

Use a '?' to note where you're unsure if something is right.



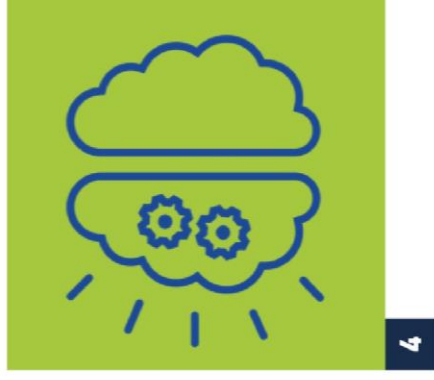
3

CHECK WHAT YOU MISSED OUT

Use your notes or a revision guide/video to check what you have mapped out.

Use a different colour to:

- tick what you got right
- correct/edit what you got wrong
- add what you missed out



4

WORK ON AREAS THAT NEED IT

Use step 3 to identify the areas that you need to go over.

Use strategies that mean you have to 'think hard' about what you didn't remember, such as:

- taking Cornell notes
- turning notes into a diagram
- explaining ideas/concepts to another person
- using flashcards or look/cover/write/check to test yourself



5

WAIT AND THEN REPEAT

Wait at least a day and then repeat this process.

You should remember a little more this time, again allowing you to narrow the focus of your revision to those parts that are most tricky to remember.

Flash Cards



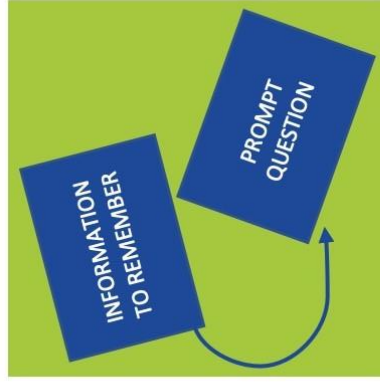
1

ESTABLISH THE QUIZZABLE KNOWLEDGE

For each subject, work out which content could work in a quiz. This is usually factual knowledge that you can easily recall and check yourself.

Examples could be:

- Key terminology or vocabulary
- Quotations from literature texts and analysis of them
- Lists of factors or defining features
- Advantages and disadvantages
- Key equations and how to solve them



2

CREATE TWO-SIDED FLASHCARDS

On one side of a flashcard, put the knowledge that you want to remember.

On the other side, create a prompt question that you can use to test your memory of the other side.

Example:

SIDE 1: Which word can I use instead of 'hate'?

SIDE 2: loath- means extremely strong hatred.



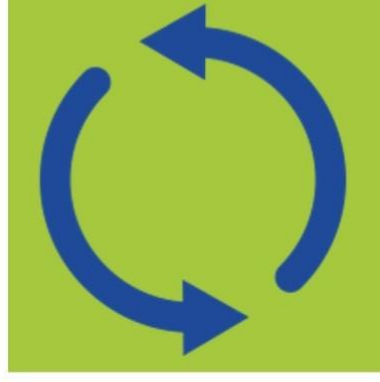
3

DECIDE ON YOUR CHECKING PROCESS

Completing a flashcard quiz in your head means that your brain might trick you into thinking you know something, when actually you only recognise it.

These checking processes are better for remembering content:

- Say the answer out loud before checking
- Draw/write the answer before checking
- After checking, link the answer to other knowledge or explain it in further detail

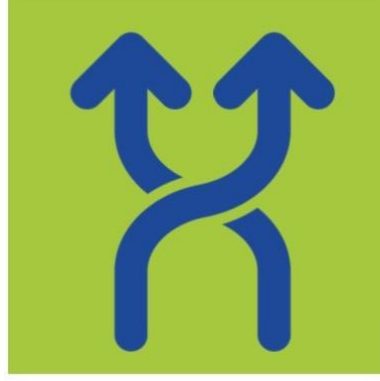


4

TEST, CHECK, REPEAT

Flashcards are most effective when used repeatedly. Test yourself on a certain number of flashcards each day.

You may choose to use The Leitner System to help with this (it helps you space out your flashcards and increase the frequency for the ones that you get wrong).



5

VARY THE CARDS AND THE CHECKS

As you repeat the use of your flashcards, shuffle them to vary the order in which you do them.

You should also use a variety of the methods from step 3 as remembering things in different ways can make the memories stronger.

Quizzing



1

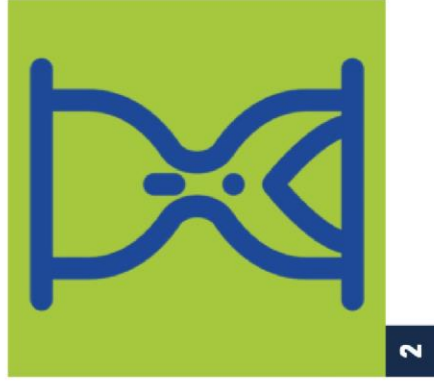
CREATE QUESTIONS, BASED ON NOTES

Use your notes or a revision guide to create factual recall questions.

Use a variety of these question words to help:

- What?
- Where?
- Who?
- How?
- Why?

Following up your closed questions (What? Where? Who?) with open questions (How? Why?) will help you with developing more detailed explanations.



2

WAIT A COUPLE OF DAYS

If the questions and answers are fresh in your mind, you're likely to do better on the quiz but the answers are less likely to be embedded in your long-term memory.

Waiting between creating your quiz and using it will mean that you find it easier to remember the key information over longer periods of time.



3

COMPLETE YOUR QUIZ

Complete the quiz, writing out your answers.

Completing the quiz without using notes means that you are testing your memory rather than what you can find/copy.

Writing down your answers means that you have to commit to that answer- so that you focus on remembering (not not just recognising) information.



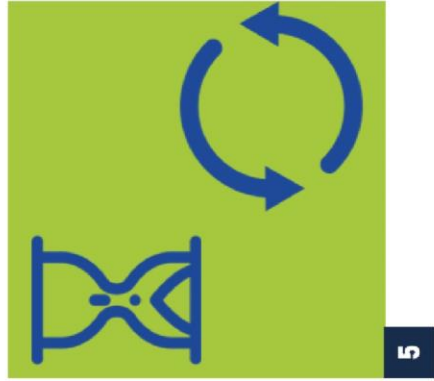
4

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5

WAIT AND THEN REPEAT

Quizzes are most effective when used repeatedly.

Wait a few days after working on the areas that you didn't remember and then repeat steps 3-4.

Check your progress against your previous quiz so that you can unpick which areas you improve at.

Many parents/carers feel at a loss when their children enter their examination years, but your involvement during this crucial time can make an enormous difference. It could be the difference between success and failure, or between a grade 4 and 5 or a grade 8 and 9.

According to a new study, parent/carer support is eight times more important in determining a child's academic success than social class. And the good news is you do not have to be an expert in any of the subjects your child chooses to make a difference.

There are many expectations of your child in Years 10 and 11 – expectations which for many children are hard to meet. The demands you will be able to help your child with are likely to include:

- Being more self-motivated and taking more responsibility for their own learning.
- Asking when they do not understand. This requires confidence and can be difficult at a time when friends' opinions hold such sway.
- Developing their abilities to overcome frustrations.
- Organising themselves, revision notes and hand-outs for different subjects and topics.
- Completing independent work at home.
- Organising and planning their time over longer periods, for example: to complete a coursework project.
- Understanding the exam structure and the relative importance of each piece of work to their final grade.
- Planning and carrying out their revision.
- Perfecting their 'exam technique'.

Your role may include some or all of the following:

- Provider of the tools for homework and revision - a quiet space, a 'workbox' of pens, paper and other necessities.

- Study buddy - showing an interest in the subject, helping with homework (but not doing it for them), testing them when they ask you etc.
 - Sounding board - listening to your child's ideas and responding with feedback • and comments.
 - Advisor - helping your child to break tasks down so that they are manageable.
 - Project manager - agreeing the rules for homework or revision. Helping them to
 - make a realistic timetable, balancing work against the 'fun stuff' and revising the plans as necessary.
-
- Talk to your child about how you can support them and what they would find helpful.
 - Provide the files, dividers, wall charts etc. that your child may need for revision.
 - Encourage your child to empty their bag of hand-outs and information from lessons at the end of each day and file these away.
 - Support your child in choosing one good revision guide for each subject – it is the best investment you will make. Check with the teacher yourself if you are not sure which is best.
 - Help your child to create their revision timetable to plan out their revision.

- Support your child in sticking to their revision plan and keeping to the start and finishing times. Praise them when they do it, and if necessary agree a reward structure.
- Do not make treats dependent on certain results – it will only add to their feelings of disappointment if they do not do as well as expected.
- Provide water and favourite snacks for revision periods.
- Be sensitive to the pressure your child is feeling and let them know that if they are really not up to it on odd days, it isn't the end of the world – remind them of all the good work they have done and will continue to do. It is the big picture that will count in the end.
- Keep up with regular 'check-ins' and do not 'nag' in between times.
- Show an interest in how revision is going, talk through any difficulties and be prepared to help them reschedule their planning as necessary.
- Try and remove all distractions, such as electronic devices.
- Keep things in perspective – your child may not be doing things the way you would do them, or as often as you would like, but they are doing the best they can in the way that works for them.

As always, please feel free to contact us
(office@howdenschool.net) if you need help with
supporting your child.

Useful external agencies:

FOR YOUR CHILD: Childline

(tips on wellbeing, managing exam stress
and more) www.childline.org.uk 0800
1111

FOR PARENTS/CARERS: Family Lives

(confidential helpline for
parents/carers)
www.familylives.org.uk 0808
800 2222

Log on Move on – Website full of resources. Students will be
applying for college through this website. Students have a
log in for this website.

www.logonmoveon.co.uk