

Ulidia Integrated College



Working together... Helping your child with revision

Ideas and techniques to help you support your child to achieve their potential

What is Revision?

I've read all my notes but can't remember any of it!

It means actively looking over work on an ongoing basis:

1. To remind you of things you have forgotten
2. To make links with other learning so you have the bigger picture
3. To reinforce learning
4. To identify what you don't know
5. To check understanding

Why encourage your child to revise?

- It reduces panic – gives them control and confidence
- It means that exams reflect what they can do, not what they didn't bother to do!!
- It can help identify problem areas
- Achieve better results!

Talk to your child about what their subjects are about, what they have to do in them, what they feel confident/ less confident about. Talking to you about their learning will help them to think about their learning needs.

Should I help with revision?

- Research and experience shows that children whose parents/carers take the opportunity to be frequently interested in their child's learning make most progress.
- You will get to know your child's strengths and difficulties and find out what they are studying
- Helping them do their work is not the same as doing it for them!!!
- Discussing work with them strengthens their understanding

Let them be the teacher – if you don't know anything about what they need to know in a subject – ask them to teach you

Where to start? When to do it?

- Help them work out **how much time** they have – being realistic
- Don't forget to factor in a bit of **play time** also!
- Get them to take into account their ideal time day of work – work out **when** they will revise
- Break it down into manageable “**chunks**” e.g. ‘revising French verbs’ sounds more manageable than ‘revising for GCSEs’

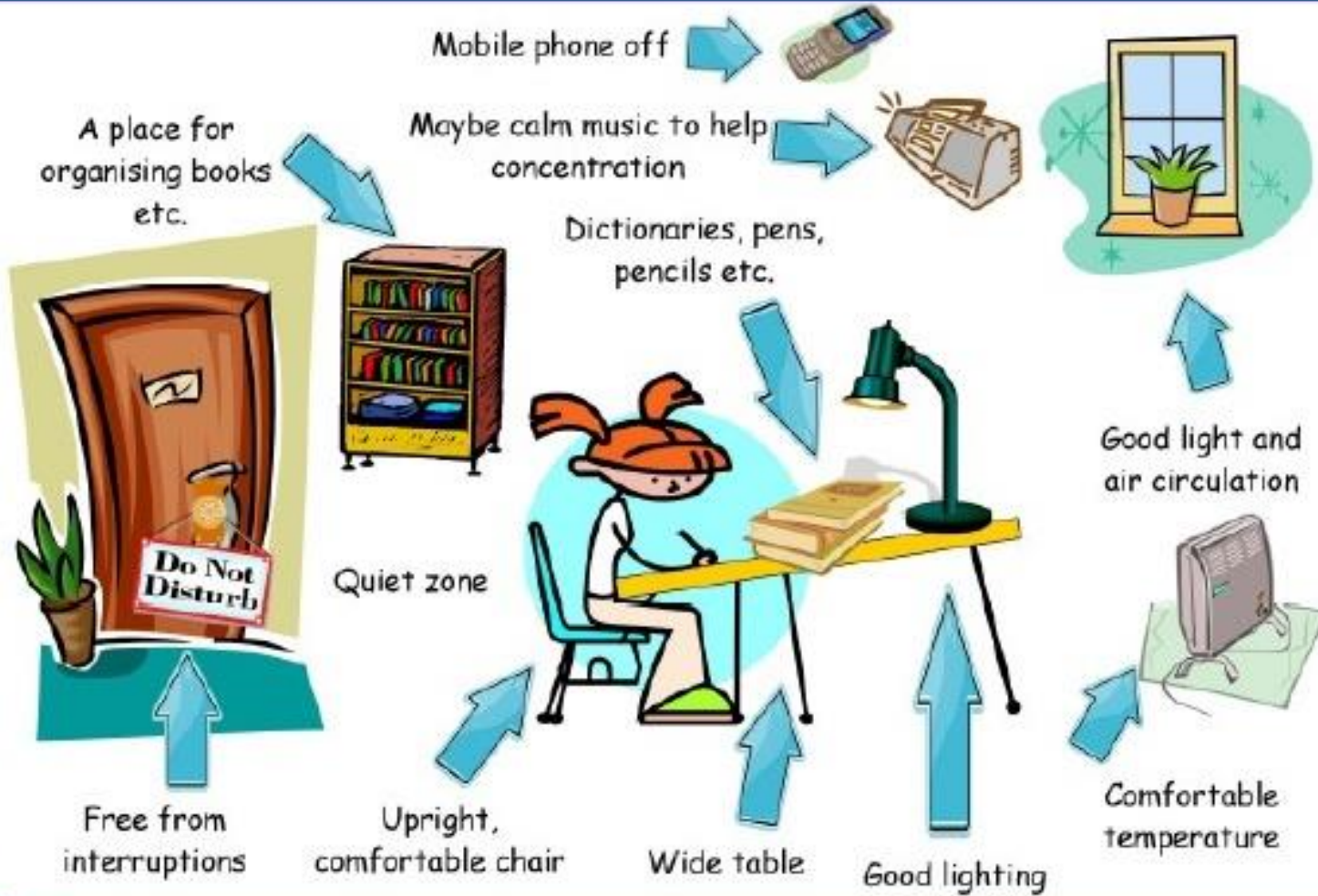
Make sure they use their planner/timetable to keep up with revision and encourage them to attend revision sessions outside school hours where offered

Exam skills/tips?

- The following slides will go into more detail about:
 - Getting organised (study-area/resources)
 - Creating a revision timetable
 - Keeping their brain happy!
 - Taking breaks
 - Learning styles (VAK)
 - Revision strategies

When your child is revising, encourage them to drink water, listen to music and to take regular breaks. This helps keep the body refreshed allowing the brain to process information well.

Hints for an ideal revision area



What and how?!?!

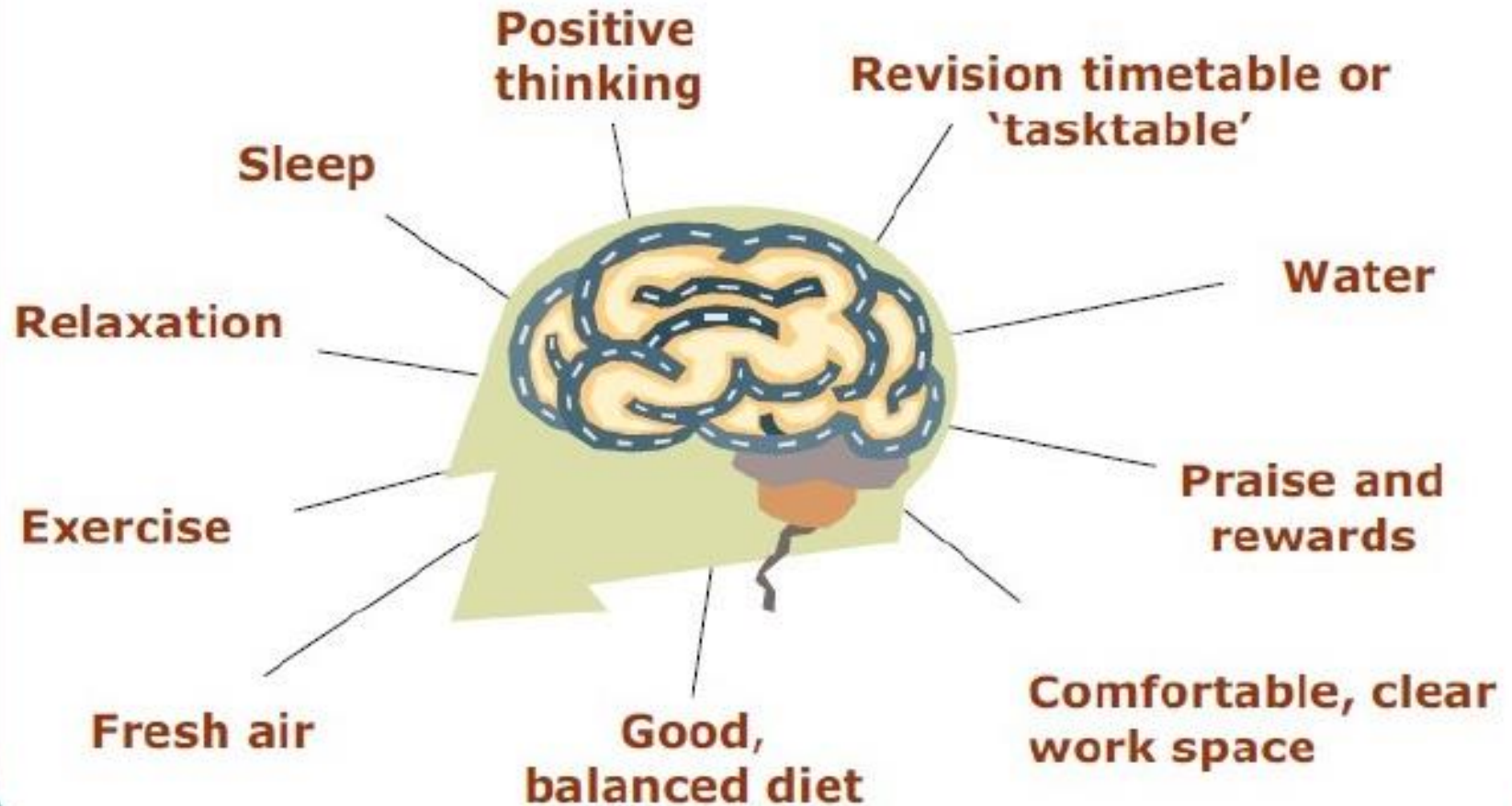
- Does your child know what they need to do?
 - What will be actually tested in the exam? (Revision list)
 - What day is the exam? (Exam timetable)
 - When does the exam start and how long is it?
- Do they have the materials to do it?
 - Exercise books, textbooks, folders...
 - Revision guides
 - Access to internet (websites)
- **If there are any gaps encourage them to ask their subject teacher....**

Resources to revise

- Help provide the right resources for your child to revise actively:
 - Pen, rules, pencils, paper, glue, scissors
 - Post-it notes
 - Coloured pens
 - Highlighters
 - Dictionary
 - Revision guides, CDs & Podcasts
 - Food and drink!!!

Encourage your child to use a variety of appropriate revision methods and equipment. Discuss with them how these methods work, and help them choose the best one for their learning style

10 tips to keep their brain happy (and productive!!)



Create a revision timetable

- A week in your child's life:

Eat...sleep...socialise...relax...work...play



	Mon	Tues	Wed	Thurs	Fri	Sat	Sun
Day time ('till 5)							
5-8							
8-11							

An example of a long term table

Week commencing	Subjects and topics	Day to revise them	Time to revise them
	e.g. English – Short Stories	Monday	8-9pm

Support them with their coursework, ask them what they have to do and what deadlines they had to meet.

We all prefer different ways to learn. Below is an example of 3 major learning types. Knowing your child's preferences may help get the most out of revision activities.

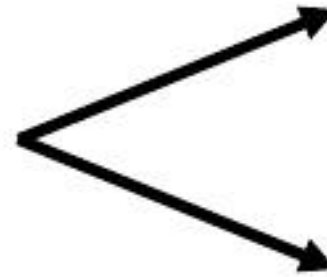
Look at the THINGS TO LEARN then decide if you would prefer CHOICE A, CHOICE B or CHOICE C as a way to learn it. Put a tick in the box to make your choice. The letter at the side tells you whether it's visual, auditory or kinaesthetic method of learning.

THINGS TO LEARN	CHOICE A		CHOICE B		CHOICE C	
Times Table	Cover over and picture it	V	Saying it aloud	A	Adding on fingers	K
Spelling a word	Write it down	K	Imagine what it looks like	V	Say each letter out loud	A
Learning a foreign word	Repeating it out loud to yourself	A	Writing it out over and over again	K	Looking at a picture next to the word	V
Learning a history fact	Watch a video	V	Listen to a person on a radio explaining what happened	A	Role play – act out what happened	K
Learning how something works	Take the object apart and try to put it back together	K	Look at a diagram or a picture on the board	V	Listen to a speaker telling you about it	A
Learning a story	Tell someone else the story	A	Draw pictures/ cartoons to tell the story	K	Imagine the story	V
Learning a new sport	Watch a demonstration	V	Repeat back instructions to the coach	A	Do it	K
Learning a new move on a trampoline	Let the coach support you through the movements so you feel how to do it	K	Look at diagrams of the move on cards (flash cards)	V	Talk through the movements with a friend	A
Learning how to use a new tool in the workshop	Listen to your friend explain how to use it	A	Teach someone else how to use it	K	Watch someone else use it	V
Learning how to make a cake	Look at the instructions on the packet	V	Listen to a tape about what to do	A	Try to make it	K
Learning to count in a foreign language	Sing the words	A	Look at card/ posters	V	Play French bingo	k
Learning how the eye works	Listen to a doctor telling you	A	Make a model	K	Look at a diagram of the eye	V

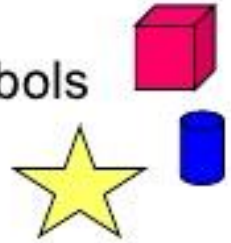
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Learning Styles

Visual



Symbols



Text

Auditory



Kinaesthetic



Visual Learners

- Use post its and stick on wall
- Summarise notes
- Highlight or circle important information
- Use a traffic light system to indicate progress in learning and action points
- Draw diagrams, pictures, mind maps, collage
- Keywords displayed around the room

Auditory Learners

- Make up mnemonics, rhymes
- Create a podcast and listen
- Test yourself or friends
- Be the teacher – teach someone else something you're revising
- Raps, rhyme, chants and verse, dramatic readings
- Music for energising, relaxing visualising and reviewing

Kinaesthetic Learners

- Make your own PowerPoint
- Create your own revision cards
- Act topics out!
- Play a revision game on BBC Bitesize/use SAM learning
- Design and build activities
- Gestures or movements to demonstrate a concept

Learning Styles

It is important not to see learners as fixed to one of these learning styles. Learners need to use all of them, but we all have a preferred style which tends to dominate.

See the websites below to check your child's preferred learning style. Maybe have a go yourself!

www.learningstylesonline.com/inventory/questions.asp?cookieset=y

OR

www.chaminade.org/inspire/learnstl.htm

OR

www.ldpride.net/learningstyles.MI.htm

Examples of revision strategies

TECHNIQUE:

Making study cards

- Take key information from the highlighted text, make yourself a study card on that topic - You only need 20% of the words
- Use coloured pens/ highlighters/ pictures
- **MAKE IT MEMORABLE!**
- *Just MAKING that card is revision and is helping your brain to revise.*

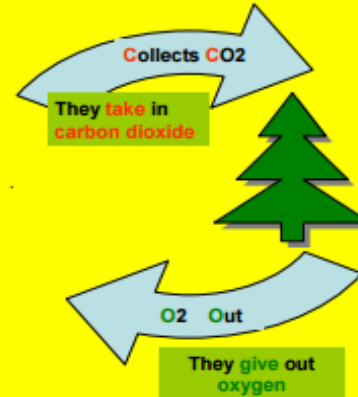
Study card example

Key facts - plants:

Need food



and light.



Plants need:

Nitrogen
Hydrogen
Oxygen
Carbon



Never
Hide
Our
Car

TECHNIQUE:

Making mnemonics

Mnemonics that you probably already know:

Never Eat Shredded Wheat

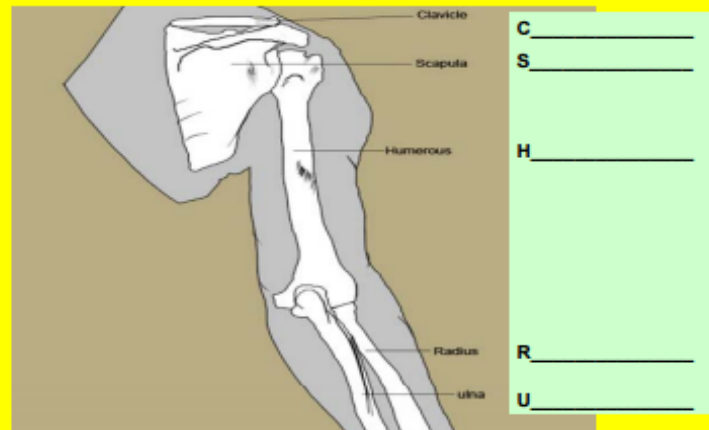
(North, East, South, West on a compass)

*Richard Of York Gave Battle In Vain (Red, Orange, Yellow, Green, Blue, Indigo, Violet colours of the rainbow)

Why and How?!

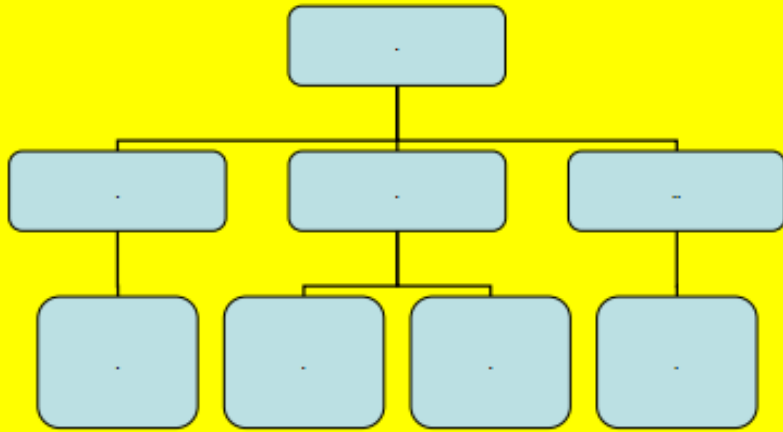
- Mnemonics give your brain a 'hook' to hang a memory on.
- You use the first letter of each word that you need to remember to make up a memorable catchphrase
- Try to make up a mnemonic to help you remember all the bones of the arm in order

The sections of the arm – use a mnemonic to learn them

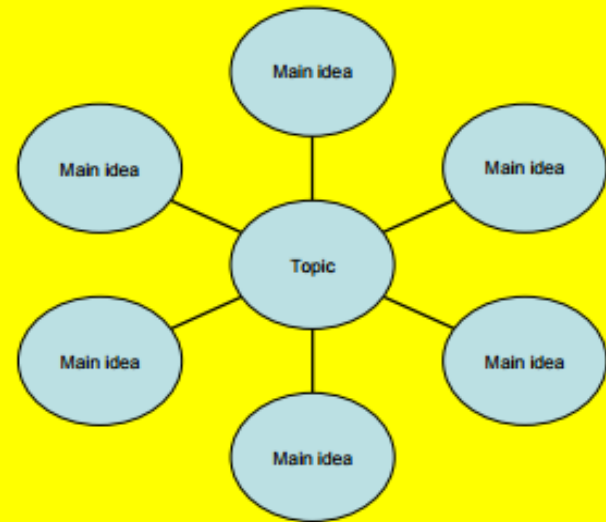


How about using 'CRUSH'?

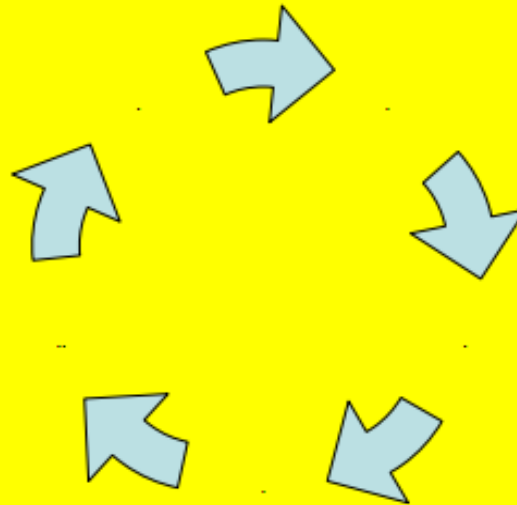
Useful to show hierarchy



Useful to summarise main ideas



Useful for showing processes



Final pieces of advice . . .

- **Be positive** about your child's attempts. Make an appointment with school if you are concerned about their progress.
- **Be patient!** Help your child to become an independent learner. Explain how to look up information or find a word in a dictionary rather than simply giving them the answer in order to get the task finished.
- Don't let working together become a chore. Make it a **special time** that you can both enjoy.
- **Turn off the television** while revision is underway, but do let your child work to music if they find it helpful.
- Agree a place and a time for help - **listening** while you do another chore can work too.

Advice cont..

- It doesn't need to be a marathon session; **little** and **often** is usually best.
- Recognise your own **emotional state** - if you are tense or worrying about something else, it might not be a good time to work with your child.
- Don't be afraid to **STOP** if it isn't going well. Try to agree what the difficulty is and when to come back together later.
- ALWAYS end with **praise** (they'll feel good, you'll feel good) It should be enjoyable... for both of you!

'That's a hard thing to explain. Well done.'

'Be proud that you didn't give up when you were stuck...'

'You're really good at ...'

Helping children with special educational needs

Your child might already have been identified as having a special educational need. This might be dyslexia (specific problems with reading, spelling and writing), dyspraxia (problems with motor skills, movement and organisation), ADHD, autism/ Aspergers, speech and language difficulties or something else that affects their learning.

These difficulties may affect their feelings about revision and their ability to feel confident to tackle it. Perhaps your child does not understand what to revise or is finding the work too hard or too easy. Perhaps the feedback they get is often negative or makes them feel negative.

Working together on revision is a perfect opportunity for you to assess what you think your child's strengths and weaknesses are. You can then feed back any concerns (or evidence of progress) to the school and work with the school from a position of knowing how your child is doing.

Sometimes revising might help you see an area of difficulty that you didn't realise was there. Your feedback to the school might then help identify a need which was previously not apparent.

The first person to speak to at the school might be the form teacher or the SENCO (Special Needs Co-ordinator).

Useful websites

www.bbc.co.uk/schools/parents

- advice on helping your child

<http://www.bbc.co.uk/schools/games/>

- interactive games and quizzes for children

www.topmarks.co.uk

- a gateway to revision sites for every subject

http://revisioncentre.co.uk/parents/helping_with_school_work.html

- lots of advice about revision

www.support4learning.org.uk

- advice for parents about education

www.teachers.tv

- you can watch videos aimed at teachers and pupils online – there are revision programmes/ literacy and numeracy programmes on each week.

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