

Useful Revision Strategies

A student perspective

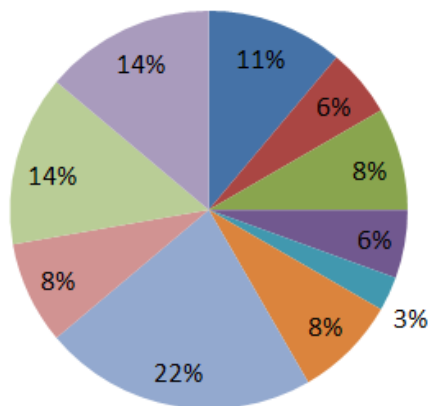


"I find doing essay plans useful, especially when we then go through an example of a past paper later. Seeing how I would personally answer a question, followed by an example answer that got the grade I am aiming for, allowed me to see exactly what I was missing in my own essay and incorporate this into my revision at home and hopefully in the exam situation." Kelly Beestone

"I think the most useful revision lessons are the ones when we are interacting and giving each other ideas, also when we go through things as a class on what we find difficult and help each other. Another useful revision lesson would be when we go through our essays to see where we have gone wrong and what we can improve". Nadir Ahmed

"Revision in my eyes is successful when it is done in segments covering all the areas that I need because when I get a short break I find I'm still stimulating my mind (this can be through listening to music, drawing or anything on the creative side of things). I feel as though it gets all the brain juices flowing and it sticks in my head a lot better." Adam Dignam

Year 11 preferences



- videos
- creating posters for walls
- question grid
- carousel of tasks
- unpredictable lessons
- using colour
- card games
- mind maps
- group work / discussions

Teaching and Learning

Half Termly



Issue 3 May 2013

Editorial

There has been a real sense of development in Teaching and Learning since the last newsletter. Some staff attended Monkseaton Middle School's TeachMeet and picked up exciting new ideas. Others have embraced the Poundland Challenge and are seeing increased engagement from their students. We've also launched the DELTA sessions reinforcing the centrality of Teaching and Learning in the school. Here's just a flavour...

Kat

Starter/Plenary

During coursework lessons I've been struggling with getting the lesson off to a pacey start, because so often students need to focus on different aspect of the project and meet personal targets.

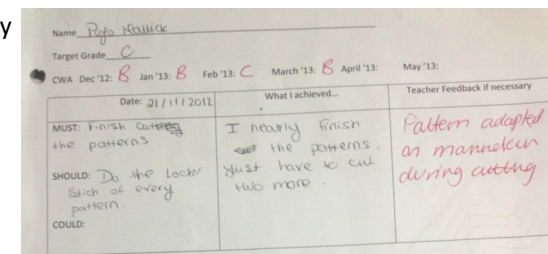
To combat this I gave each student a progress record with three columns: Today's MUST SHOULD COULD; What I actually achieved and Teacher feedback. The students quickly got into the habit of getting their MSC sheets straight out and looking over what they achieved in previous lessons to prioritise their targets into what they needed to do today and what they could move onto to extend progress.

The record also provided a plenary as students could then record how

much they achieved, what prevented them making more progress or what supported them reaching beyond expectation.

The last column didn't make extra work for me, but gives me the opportunity to put a comment where students had overcome issues in their making or had particular success which did really help me when I came to my supporting comments for AQA.

In conclusion it made my planning and marking easier and picked up the pace!



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Literacy tip

Speaking and Listening

I have been trialling differentiated speaking structures for 'Connect' and 'Reflect' activities with both Year 9 and Year 10. Each slide contains an image pertinent to the lesson theme. Around it are starter sentences to prompt a level of response. My colour codes refer to levels of response. Red is L4 / Grade D comprehension. Amber aims at L5/6 or Grade C/B inference. Green is L6/7 or Grade A contextual knowledge. Students have thinking time and I question to extract answers or bounce questions so that a L4 response can be developed into a L7.



Describe . . . I see . . . Infer . . . It makes me think . . .



Cross-reference . . . because I know . . .

Leanne

Differentiation tip

Planning questions in advance is an excellent strategy for differentiation. I recently went to Monkseaton Middle's TeachMeet and one of the presentations was about a question grid. The stems are of increasing difficulty as you move both down the column and across the row, meaning the question in the bottom right hand corner is the most complex. I first used the grid to prepare for an observation with a year 13 class where I really needed to question students as they were working on a revision carousel with little input from me. In

order to challenge all students I didn't use the top left portion at all. I then planned 21 questions and colour-coded them and my students. During the lesson I felt more confident that I was targeting students with specific questions designed to support their progress. I had an A6 copy on card that I could carry with me as a prompt. Questioning was mentioned as a strength during my feedback so it's definitely a tool I've added to my repertoire.

Kat

QUESTION GRID	IS?	DID?	CAN?	WOULD?	WILL?	MIGHT?
	PRESENT	PAST	POSSIBILITY	PROBABILITY	PREDICTION	IMAGINATION
WHAT? EVENT						
WHERE? WHERE/WHEN						
WHEN? CHOICE						
WHO? PERSON						
WHY? REASON						
HOW? MEANING						

Ask better questions.

Don't leave any answer unexplored.

	H.P.	E.B.	C.A.S.	W.O.L.D.	A.S.K.	W.H.Y?
WHAT?						
WHERE?						
WHEN?						
WHO?						
WHY?						
HOW?						

Action Research update

Information Evaluation

With so much information on the Web being of dubious authority, it is clearly vital that students today can assess the trustworthiness of material they encounter electronically. In particular, they need to give the following criteria special consideration.

- Coverage
- Currency
- Accuracy
- Type of source
- Affiliations
- Presentation and format
- Objectivity and motivation
- Citations
- Recommendations from others.

For more details of the above framework and suggestions on how it can be used effectively, contact: Andrew S.

Cooperative Learning

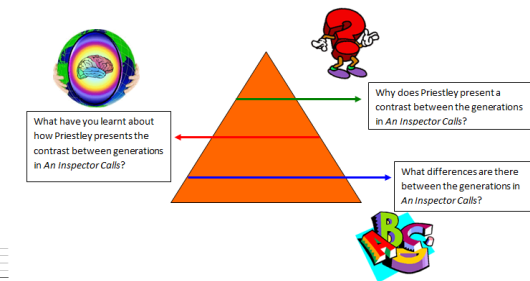
I have been using several different Kagan and other cooperative learning strategies as part of the revision lessons I'm doing with my groups. I have found them to be a good way of motivating students as well as providing differentiated work to challenge each student appropriately. With year 11, there are specific language and presentational devices that they need to know for the exam; differentiated Find Someone Who's have really supported the class in their retention of these devices and their ability to recognise them in a text. With year 12, I have used Mantle of the Expert to enable students to explore texts in detail. This has allowed us to break the responsibility down, making annotating an unseen text less daunting.

Paula

Differentiated Questioning

Over the past half term I've been focusing on differentiated questioning. At first I was pre-planning questions which could be followed up and explained further by more able pupils; however this was not challenging enough of the pupils in the class. I have since looked at how all pupils can be questioned and challenged in a progress check without it taking a long amount of time. I have been using the reflective triangle which I have used regularly at the ends of lessons but not throughout the lesson. The triangle is a hierarchal scale which has the most difficult question at the top and the more manageable question at the bottom. Pupils get three questions which they should try to answer. All pupils should be able to answer the question at the bottom, most should be able to answer the middle question and some will be able to answer the top question. This has been effective in allowing me to work out where pupils are progressing and where they need more input from me. It is definitely helping me to plan more effectively for future lessons as well.

Vicky



Tactical ignoring: secondary behaviour can often be ignored, e.g. tutting when challenged, and if necessary dealt with later.

Don't ask questions if you don't want answers, e.g. 'why are you not working?' -rephrase instead.