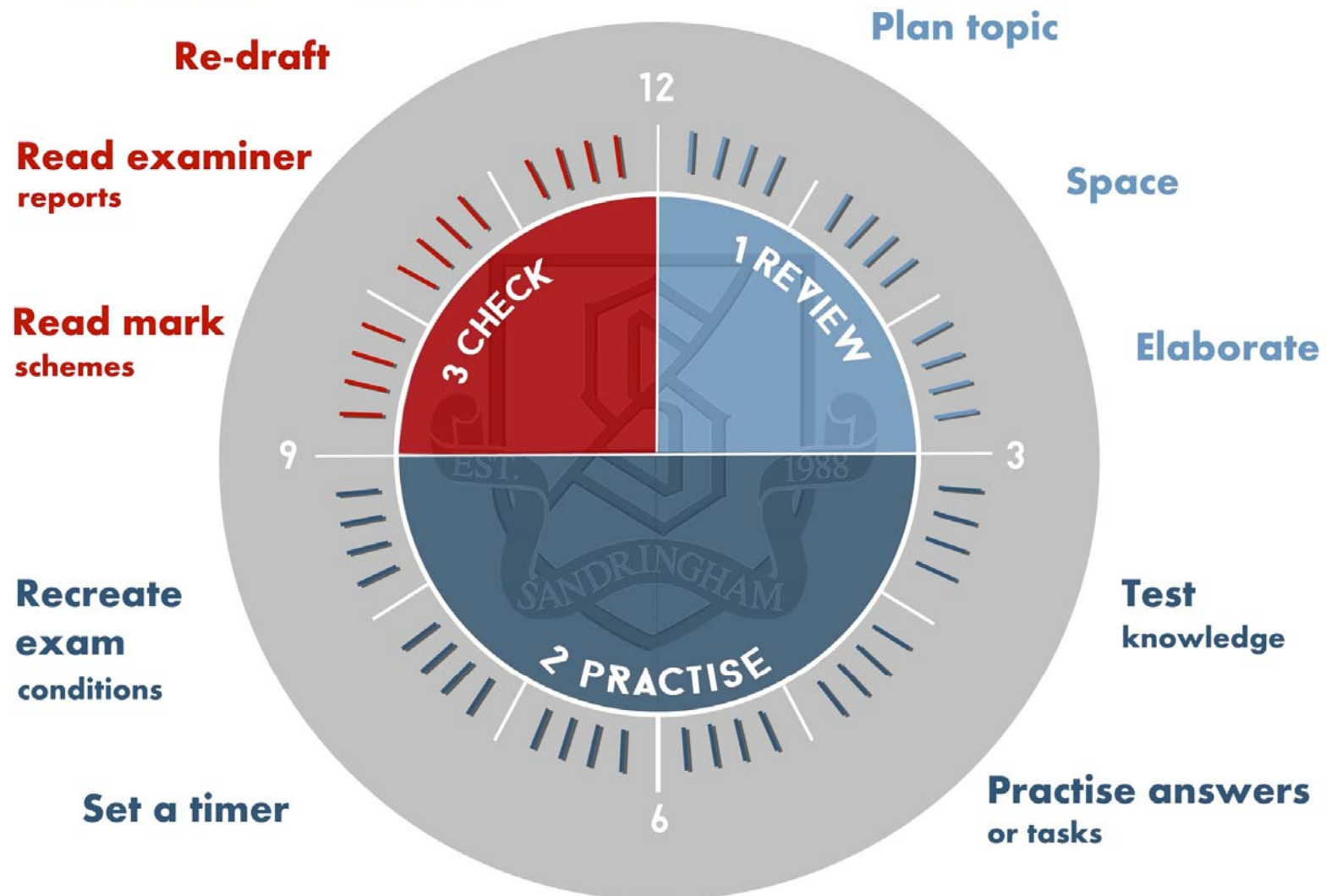


THE MEMORY CLOCK



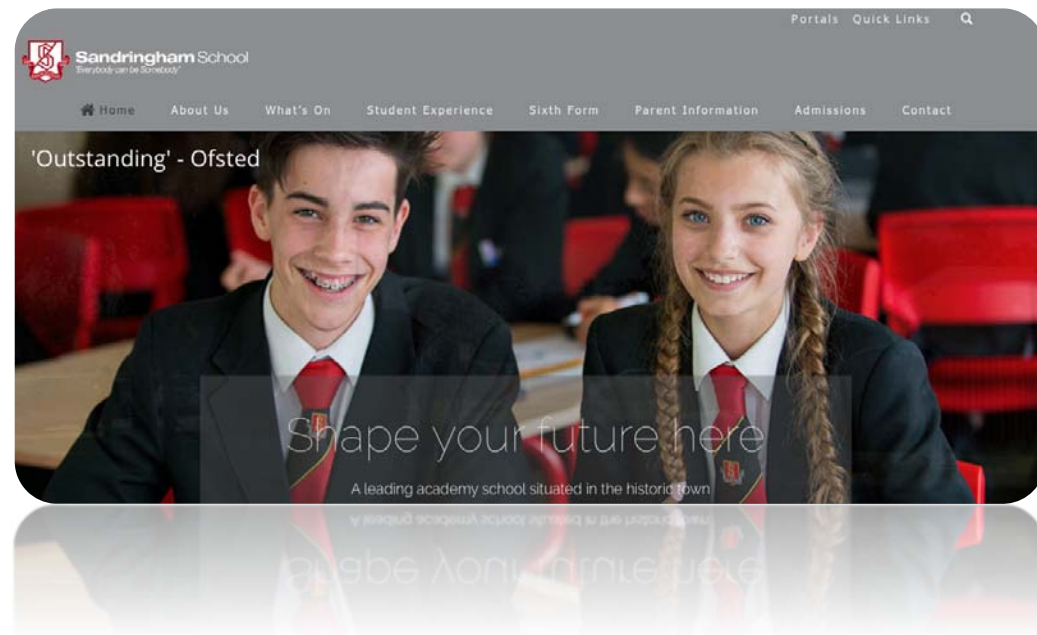
About me

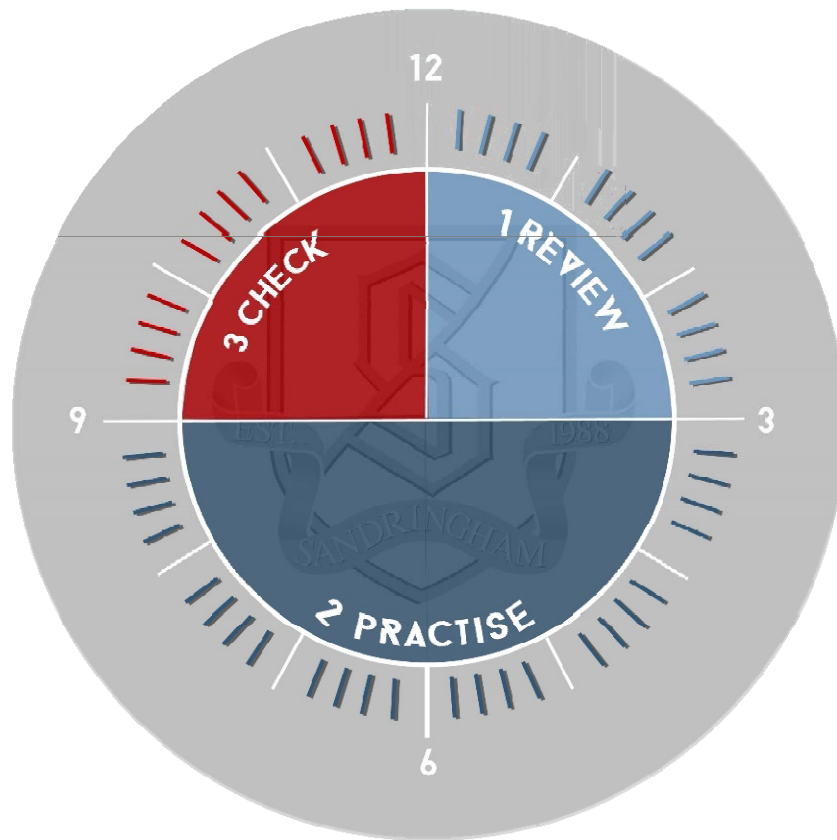
- Dr Caroline Creaby
- Assistant headteacher at Sandringham School – Deputy Headteacher from September 2017
- Teacher of economics and business
- Leadership roles have included teaching and learning, CPD, appraisal and Sixth Form
- Recently completed a doctorate focusing on teacher development
- Experience in evidence informed practice including leading Evidence for the Frontline, a national service connecting teachers and researchers (EEF) and soon to lead Sandringham's Research School



About my school

- Comprehensive mixed school in St Albans, Hertfordshire
- GCSE results 2016
 - Basics 89%
 - A* - A grades 35%
 - Attainment 8 60.1
 - Progress 8 +0.58
- A Level results 2016
 - A* - A grades 37%
 - A* - B grades 67%
 - APS 38.5 (B)
 - Level 3 VA +0.33
 - ALPS progress 2





What is it?

This is our recommendation of how to spend each hour when revising.

Why?

Students can engage in ineffective revision which can limit their performance in examinations. Also, we are aware that it can be challenging to change students' ingrained study habits. Therefore, we have designed a simple model to help clarify the most effective strategies and what these might look like over a period of an hour. It is our hope that this will help inform all students about the most effective strategies.

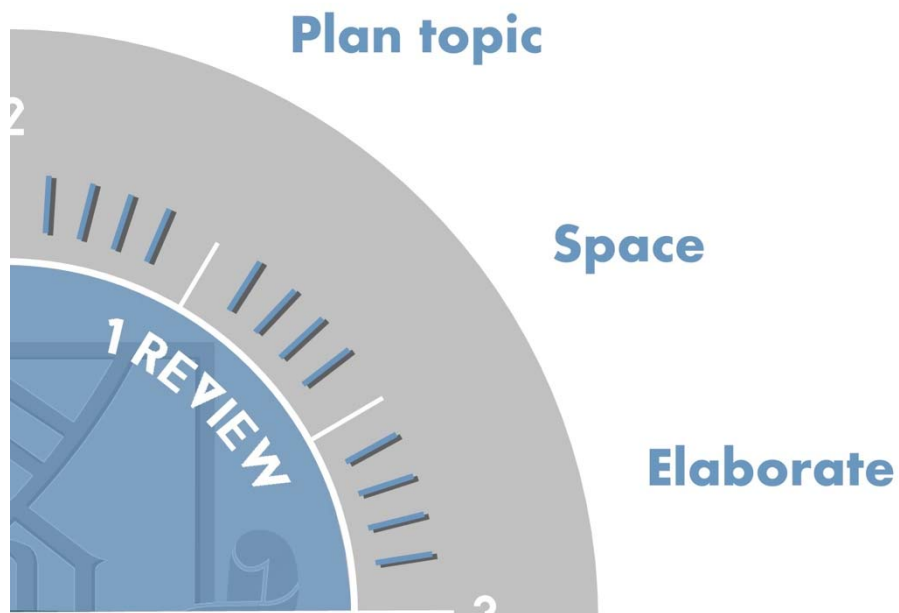
PiXL Main Meeting

It's important to **review** the topic which typically begins with locating notes, past work and books. To review topics most effectively, students should:

Plan the topic to be revised. Students may be studying a course over a one or two year period. Being clear on the entire content and deciding when to revise each topic is essential.

Space out studying. If students are revising a subject, they will maximise their chances of remembering it if they revise all topics over time. 'Mass' revision of individual topics all at once is less effective than revising topics 'little and often'. Revisiting topics at a later point in time, when students may have forgotten some details, has been found to be more effective. Even if it feels frustrating to forget, it's actually helpful in the learning process.

Elaborate. When students are reviewing a topic, passive techniques such as reading and highlighting have been found to be less effective. Instead, students should ensure they are elaborating by transforming information. For example, students should turn text into tables or mindmaps. Also, students can try to explain topics in writing or verbally and check for accuracy. Compiling questions and answers for each topic can be helpful. These activities require thinking about a topic and are much more effective in the learning process.



**Recreate
exam
conditions**

Set a timer



**Test
knowledge**

**Practise answers
or tasks**

As the saying goes, practice makes perfect. Therefore, we encourage all students to ensure that each revision hour contains ample opportunity for them to practise what they are likely to face when they are assessed.

Test knowledge and practise answers. Knowledge tests can allow students to test themselves on the topic to see what they can remember. Importantly, testing brings to mind information which causes learning to take place. Also, students should gather a range of practice questions and tasks and choose one to carry out. Practising answers also causes students to bring to mind information, as well as practising skills such as essay writing, which serve to strengthen memory and learning.

Set a timer and recreate exam conditions. Over time, students should aim to time themselves, work in silence and without review notes. Don't cheat as this harms your ability to review and strengthen memory.

It is really important to get feedback on the accuracy of practice work.

Compare answers to the mark scheme.

Students should read through mark schemes and check their work to see if they were correct. The process of seeing the correct answers helps to support learning. Students should mark their work in line with the mark scheme, identifying what they did well and what needs more work.

Read examiner reports. These are useful documents available from exam boards which provide an overview of how all students handled questions in the particular year of the exam. Many also contain model answers which can be useful to read and compare to.

Re-draft. Once students you have marked their work, they should aim to re-draft part or all of it. Now they know the answers or what's expected, can they re-draft more effectively?

Once the hour, or period of study, is up, it's important to have a short break before beginning a new topic of study. Students may consider rewarding themselves.



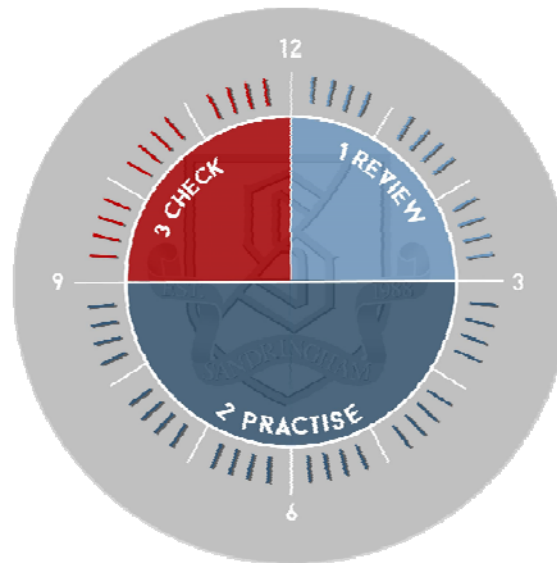
Sociology A Level

3. Check

Go back to your mind map and bullet points.

Redraft your paragraph to include any missing info. Is your evaluation relevant to your point?

Check your 10 mark answer and change anything you are not happy with.



1. **Review:** Look through your notes on the future of childhood. **Put together a mind map** to summarise the evidence for and against the view that childhood is disappearing. Include key concepts, sociologists/studies and sociological perspectives.

2. Practise:

Without looking at the mind map, **write out 5 key bullet points** which summarise the evidence for and against the disappearance of childhood. Look back at the mind map. **Add missing info.** Take away all notes. **Write one PEEEL (Point, Explanation, Evidence, Evaluation, Link) paragraph** about childhood disappearing: 'One way in which childhood may be seen to be disappearing is...'

And/or, practise a question. Carry out the following question **from memory**: *Outline and explain two changes in society which may be reducing the distinction between 'childhood' and 'adulthood'. (10 marks)*