How to get your revision

SORTed

Student Guide

Summarise
Transform and condense your notes

Organise
Use your Personal Learning Checklists

Recall
Repeat, repeat, repeat to rote learn

Test Yourself
Practise low and high stakes questions

Find out more …

Student login required

SORT online resources: **www.tretherras.net** -   **NT Revision Resources – SORT**

SORT Your Revision Strategy: Guide for Students

Revision involves 4 stages:

Summarise	Organise	Recall	Test Yourself
Summarise your class notes using flash cards, mind maps, visual organisers, intelligent graffiti, revision clocks, Cornell sheets etc **to condense and transform them. Dual coding** is best for long term memory.	**Organise** your revision materials **by topic or sub topic**. Traffic Light your PLC sheets to **identify areas of weakness or gaps** (Red/Amber). Use **revision timetables** to organise your time.	Use active **recall** and spaced **repetition** to memorise your revision materials until you can recall information e.g. look, say, cover, write, check or blurting. **Focussing on areas of weakness**.	**Use low stakes online tests and quizzes** and answer **high stakes past paper or sample questions** to check and apply knowledge & understanding.
40% Ongoing (e.g. weekly), before unit tests and at least 8-12 weeks before PPEs/Exams	**10%** Half termly/before unit test and at least 8-12 weeks before PPEs/Exams	**30%**	**20%**

Revision should be done in manageable 'Chunks' and should be spaced out and repeated.

What can my parents/carers do to help each stage?

Summarise	Organise	Recall	Test Yourself
Provide materials to help you summarise information and store revision notes. Pens/Pencils/ Highlighters Blank flash cards A4/A3 paper Get parents/carers to make sure that you are not spending all your time on this part!	Help you create a revision timetable and put this somewhere prominent. Ensure you build in regular breaks and offer you rewards as incentives along the way.	Help you with 'self -testing' or ask you to explain to parents/ carers something you have revised. Allow you to put revision notes around the house. Mini-whiteboards and whiteboard pens can be useful tools for you to test yourself without wasting paper.	Encourage you to answer past questions and mark them yourself. Explain to them what is required for top marks. Get parents/carers to ensure you are not simply trying multiple choice questions e.g. low stakes online tests!

What else can I do to support my revision?

Dedicated study space

Remove distractions

Make sure revision is spaced with breaks

Healthy food and drink

Plenty of sleep

How to Summarise

Whichever method you use to **summarise**, it is important to **chunk** what you are revising into manageable bits. **Dual-coding** (using words and images) is the most effective way to strengthen long-term memory. Ensure that you **condense** and **transform** your notes - do not just copy, as this does not help you to remember it.

Mind Map

A mind map is a diagram where you chunk ideas and information, around a central topic or idea, into categories and sub-categories. Use words and images to summarise your notes (dual coding). Useful for; case studies and topic overviews, remembering facts within a topic and making links between different parts of a topic.
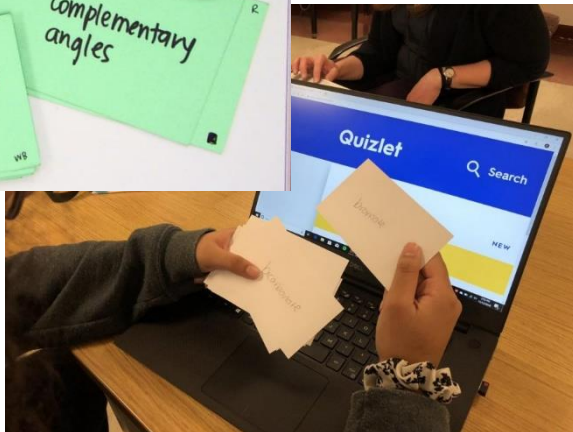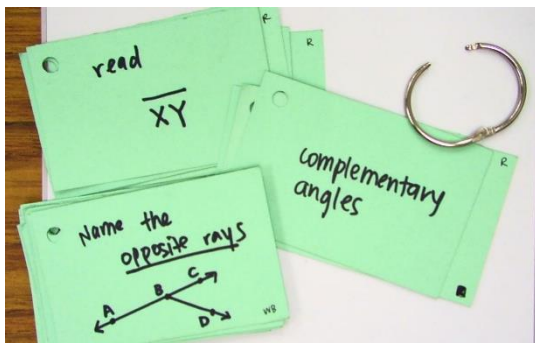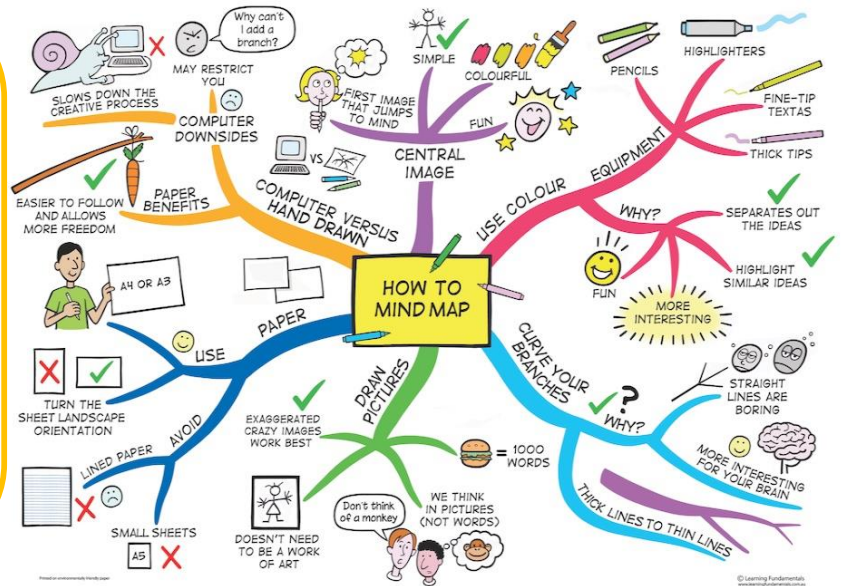
Flash Cards

These are cards with a key word or question on the front, and the definition or answer on the reverse. They can include images too. Useful for; learning definitions/meanings, learning a language or short case study and topic facts.
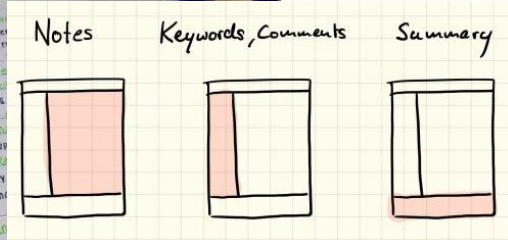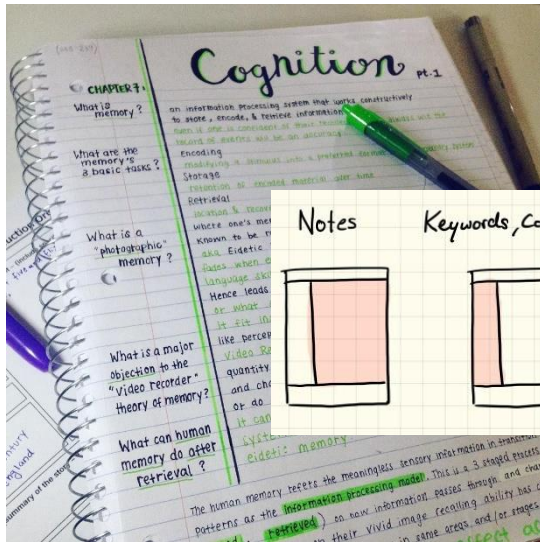

Revision Clock

This is sheet divided into time segments (e.g. 5, 10 or 15 minutes). They help you to divide your topic and time into manageable chunks. Useful for; case studies or topic overviews, larger topics which need chunking and managing your time effectively.
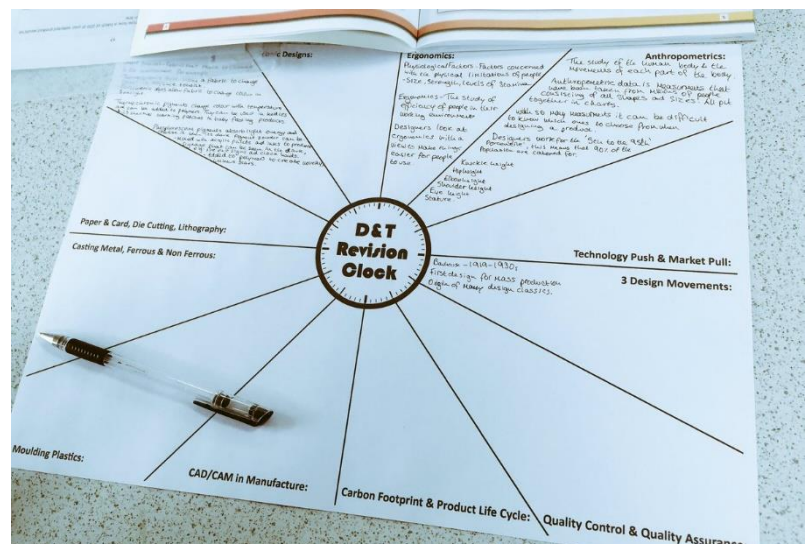
How to Summarise

Cornell Notes

A Cornell sheet is divided into 4 sections: Title, Notes, Key Words/Questions (Cues) and Summary. You take notes in the main section and when you review these you create 'cues' down the side and an overall summary of the topic at the bottom.
Useful for; condensing large amounts of text into smaller notes. You can use these in lectures and then review your notes after.
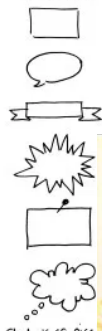
Sketchnotes
(Intelligent Graffiti)

This technique involves filling a page with notes and diagrams about a topic (dual coding). Making connections between ideas and emphasising the most important information. There are no rules!
Useful for; case studies or topic overviews, making links between different parts of a topic and picking out the key points to learn.
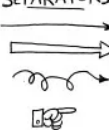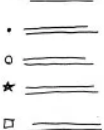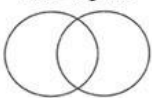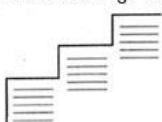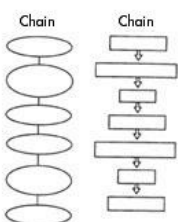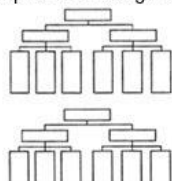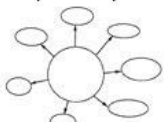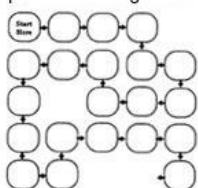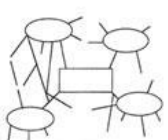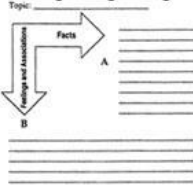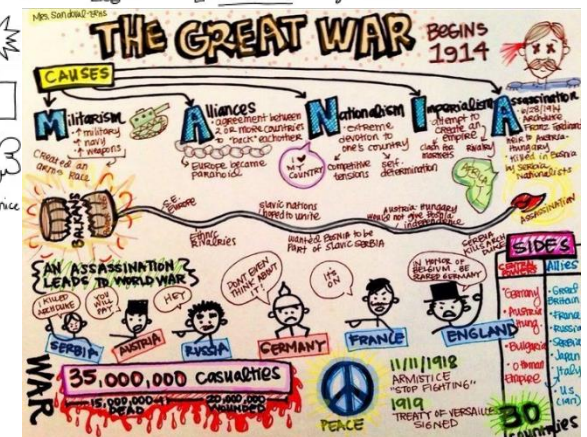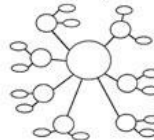
Graphic Organisers

These are templates to create revision notes on. These help you condense, organise, link and sequence ideas. They help you 'think' about the notes in a different way.
Useful for; case studies or topic overviews, larger topics which need chunking, and improving your understanding of the information.
Each template has a different use.

How to Organise

You need to **organise** your revision using **Personal Learning Checklists (PLCs)** so that you know **what you need to learn** for each topic, and to identify your **strengths and weaknesses/gaps.** You **must spend more of your revision time on your weaknesses**! Organising is also creating **revision timetables** to manage your time.

Personal Learning Checklists (PLCs)

These are just checklists of what you are required to know for a unit test or exam. PLCs will vary depending on Key Stage and subject/exam board. Here are some examples from the internet.

Green = Confident   **Amber** = OK   **Red** = Unconfident/Gap
(Spend more time revising the **Red** and **Amber**)
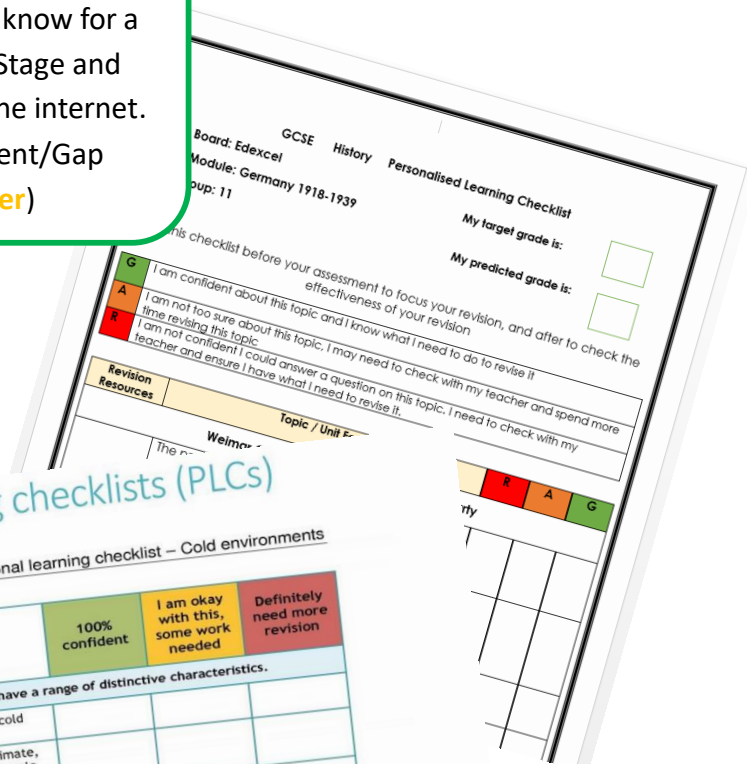
Revision Timetables
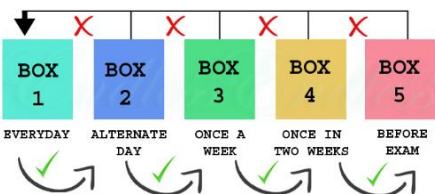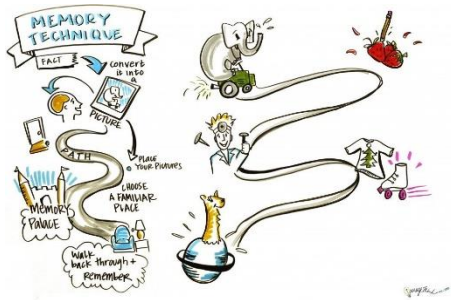
Like PLCs, there is no set format for a revision timetable. You should spend more time on topics you are weaker on and divide your revision into manageable chunks of time (20 – 30 minutes is ideal). Build in breaks and rewards. Be realistic with what you are likely to achieve each day/week. Keep revisiting topics over the course of your revision (don't just revise it once) and mix up the topics as you go along, this is called interleaving, as this will help strengthen long-term memory.

How to Recall

Summarising & organising your revision materials, doesn't mean you have learnt them. You need to use active **recall** strategies to rote learn the material (not just be familiar with them). You should **repeat** your recall at different intervals, using a variety of techniques, to make sure it stays in your long-term memory. Don't forget to focus more time and energy on your areas of weakness. You can use pair or group games too!

Recall Strategy	What it involves
Look Say Cover Write Check	Exactly what it says! Look over your summarised notes. Cover up a 'chunk' of the revision e.g. 10 flashcards/a branch of a mind map, a portion of a revision clock, or the main section of a Cornell Sheet. Either say out loud or write down what you have covered up (you could use a mini whiteboard to save paper). Check what you missed, focus on these the next time you "look". Start again from scratch. Repeat until you get it all right. Build up larger amounts to recall over time.
Leitner System (for use with flash cards)	Start with at least 10 flash cards and put them in Box 1 (The "every day" box). Every day go through the cards in Box 1 (do this honestly). If you know it, it moves to Box 2 (every other day), if you didn't know it, it stays in Box 1 (every day). Every other day go through Box 2 (and Box 1). If you get the card right move it forward one box. If you get it wrong, it goes all the way back to Box 1. Once a week go through Box 3 (as well as Box 1). You can keep topping up your flashcards so you always start with 10 in Box 1 every day. You can add more boxes for once a fortnight/once a month. This system helps you to spend more time on your weaknesses and less time on your strengths.
Blurting	Spend time learning a chunk of your revision materials. Once you think you have learnt it, write down everything you can remember. It doesn't matter what form you use to write down this information (e.g. notes/mind map etc). Check against your original revision notes to see what you got right, wrong or missed, and make corrections in a different colour. Next time you revise spend more time learning the bits you had to correct. Once you are happy get a fresh sheet of paper and 'blurt' again (from scratch). Repeat as above. Over time you will need to make less corrections and you can see the progress you are making.
Memory Journey/Palace	This method is useful for remembering a list of things in a specific order. Convert the items/facts you need to learn into images. Create a story where you imagine these images are found, in order, along a journey or within the rooms of your home (or an imaginary "palace"). Keep repeating and visualising where they are. Try and recall the story and focus on the bits you keep getting wrong. If you make the story/journey silly you are more likely to remember the items.
Mnemonics	Turn the facts or exam technique you are trying to learn into an Acrostic, Mnemonic or Rhyme. E.g. **R**ichard **O**f **Y**ork **G**ave **B**attle **I**n **V**ain (Colours of the rainbow). Keep repeating this over and over again until you can recall it perfectly. Focus on the bits you keep getting wrong. There are loads of examples online!

How to Recall

Pair or Team Games

Hot Seating/Just a Minute

Students in teams - take turns to put someone in the 'Hot Seat'. They either have to guess the key word using clues from their team mates or speak on a topic for 1 minute with hesitation, deviation or repetition.

Cowboy Shoot Out

Students pair up and face each other. Another student asks a question. The first in each pair to 'draw' the correct answer wins (could write it on a mini whiteboard or shout it).

Revision Pong

Students in teams – head to head. Plastic cups are set out on the table with questions in. Take in turn to bounce a ping pong ball into a cup. Answer the question it lands in. If they get it correct, they take the cup. *If they lose, they could do a forfeit.* The team with the most cups is the winner.

Nightmare Before the Exam

Students pair up and try to create a 'nightmare' exam paper/question for the other. Students must then swap and try to answer each other's questions.
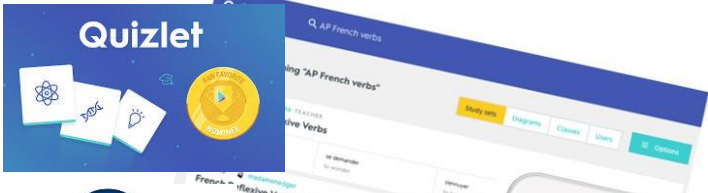
How to Test Yourself

Once you have committed your revision materials to memory using recall, you now need to **apply what you have learnt to real questions** by **testing yourself.** This could be **low stakes** online quizzes (e.g. multiple choice or true/false), or **high stakes** exam questions (extended answers). You don't have to write out lengthy answers, you can write plans or mark schemes for these questions.
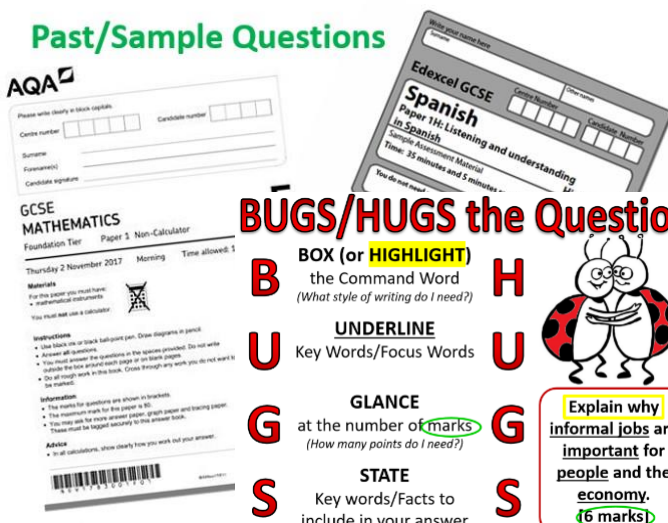
Low Stakes Testing

Websites and Apps are great for testing basic knowledge, but use with caution as real exams tend to be High Stakes questions!
Ask your teacher which is best for your subject.

High Stakes Testing

Past and Sample questions from your exam board (GCSE and A-Level) or Know It, Grasp It, Think It sheets of potential questions. This will vary depending on subject/exam board.

Quizlet

MyMaths.co.uk

Websites and Apps

SENECA
Learn better, faster, free.

Educake
The Recipe for Success

Past/Sample Questions

BUGS/HUGS the Question

B **BOX (or HIGHLIGHT)** the Command Word *(What style of writing do I need?)* **H**

U **UNDERLINE** Key Words/Focus Words **U**

G **GLANCE** at the number of marks *(How many points do I need?)* **G**

S **STATE** Key words/Facts to include in your answer **S**

Explain why informal jobs are important for people and the economy. (6 marks)

PiXL Independence

KnowIT

GraspIT

ThinkIT

Pixl Resources

Top Test Yourself Tips

Traffic light questions (Green, Amber, Red) and focus on trying to answer the more challenging ones. Try answering them without your notes and then make corrections in a different colour, using your original notes to see what could be improved (or swap with a partner and get them to mark it). You can **BUGS/HUGS** the question (see above) or write a plan, rather than write lengthy answers. Use mark schemes to understand what the examiners are looking for. Write your own questions or mark schemes using the Personal Learning Checklists (PLCs).

Past Paper Websites (GCSE and A-Level)

getrevising.co.uk/past-papers (GCSE and A-Level)

revisionworld.com/gcse-revision/gcse-exam-past-papers (GCSE)
revisionworld.com/a2-level-level-revision/level-exam-past-papers (A-Level)

GetRevising
learn together

revision world