



# Supporting Your Child's Revision & Holiday Learning

Read the information sheet on supporting your child's revision. There will be a quiz soon!



## Objectives:

- To recap key ideas about how to make learning stick so that we are sharing the same messages at home and at school;
- To discuss how students can make productive use of their holiday time to support both learning and wellbeing;
- To share some of the tools your child has access to and can be using to support them at home.

# Revision Task #1

1. Which common revision method is NOT an effective way to commit content to long term memory?
2. What is the name of the scientist who developed the 'forgetting curve'?
3. What does the 'forgetting curve' suggest?





## A Note on Home Learning During Term Time

- Homework can assist in the process of formative assessment and planning and help to prepare students for further study by developing independent study habits.
- We aim to set meaningful home learning that related to the teaching and learning which takes place in the classroom and we believe it is especially effective when it consolidates or reinforces learning.
- As in school, we want to set work that is manageable for students with the right level of challenge.



# Home Learning Expectations

Year 7/8: 30 mins per subject, per week; 3 day deadline

Year 9: 40 mins per subject; 3 day deadline

Year 10/11: 1 hour per subject, per week; no homework longer than 30 mins set for the next day

Year 12/13: 5 hours per subject, per week; no homework longer than 30 mins to be set for the next day

# Communication

- Encourage your child to share concerns or challenges;
- Reach out to teachers if needed;
- Homework support club is run by our Learning Support team in the ALN hub every Tuesday & Thursday.



## Revision Task #2

You are going to make two quick flashcards: one on spaced practice and one on retrieval practice.

An effective flashcard should have a topic or question one side and a concise summary of information, perhaps with images, on the other.

It should be possible for you to give your flashcard to someone with no knowledge of the topic and get them to test you with it.



# TERM

POSTMODERNISM

## DEFINITION

- new forms of narrative
- acceptance of different perspectives, versions of truth
- marginalized → center
- diversity
- subjectivity
- media saturation
- Consumerism

## EXAMPLES

- The Crucible
- Sony's Blues
- A Good Man...
- Allen Ginsberg
- Art Spiegelman
- No Name Woman
- Sherman Alexie
- The Devil is A Busy Man

# KEY TERMS

## TYPES OF ERUPTION

■ = magma type.

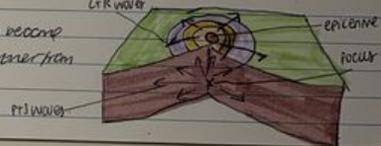
- LEIPADIC** = **basaltic**, gentle lava flow from pillars
- HAWAIIAN** = **basaltic**, gentle lava flow from central vent
- STROMBOLI** = **rich basaltic**, frequent, tenacious steam eruptions, occasional lava flow
- VULCANIAN** = **basaltic andesitic/andesitic**, gas and tephra less frequent
- VESUVIAN** = long inactive then violent gas and ash eruptions
- PELECAN** = **andesitic/andesitic**, violent rules, acidities, eruptions
- PINIEN** = **andesitic**, very violent eruptions of gases, ash and pumice. Renewed rainfalls also occur which cause dangerous lands

## SEISMIC SHOCKWAVES

- P waves (Primary)** - fastest reach surface first, - travel through mantle core to opposite side of earth.
  - push forward into areas of compression.
- S waves (Secondary)** - second fastest reach surface second.
  - move like a moving rope.
  - travel through mantle but not core.
- L waves (Surface)** - side to side
- R waves (Raleigh)** - ground - cause the most damage.
  - up and down
  - low frequency from epicentre.

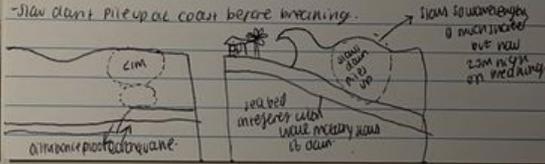
## CAUSES OF SEISMICITY

- Friction along plate margins as moving plate builds up stresses in one lithosphere
- The stress is alternate and the rocky fracture along faults releasing seismic shockwaves to the surface. The release of the stress takes place at the focus.
- The seismic shocks occur that occur further from the epicentre.



## TSUNAMIS

- Generated by seismic activity e.g. ocean floor earthquakes / submarine volcanic eruption
- long wavelength 100-1000km low wave height < 1m until shore.
- between 640-800km per hour.
- Usually consist of water with a wave period (time between waves) of 10-60 minutes.
- Slowly don't pile up at coast before crashing.





## Now test each other!

1. Give praise for content remembered.

*"Well done for getting Ebbinghaus' name, you didn't get that last time"*

*"That's nearly everything on this card now"*

2. Use specific, probing questions to prompt without giving away what's missing:

*"You got all but one point on retrieval practice. Can you think of it?"*

*"Can you tell me what percentage would be forgotten by the end of a week?"*

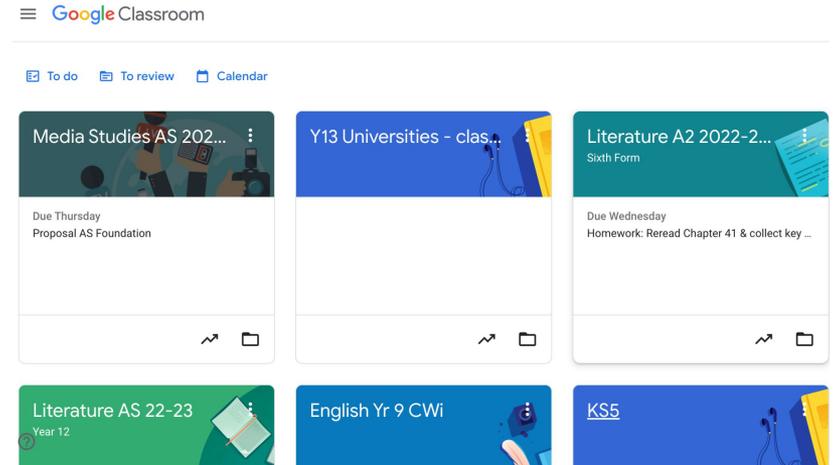


## Holiday Learning and Wellbeing

- We want students to strike a good balance during holidays;
- In exam years, **some** revision time is needed- short, regular sessions NOT hours of cramming;
- Otherwise holidays offer great opportunities for other kinds of activities and learning (museums, cultural visits, treks?) ;
- Sticking to a normal sleep routine is good for teenagers in the holidays too.

# Google Classroom

- Home learning is set on Google classroom;
- This is a useful tool to help students stay organised with work;
- We also use it for announcements and notices.





☰ To do

Assigned

Missing

Done

All classes ▼

No due date

15 ▼

This week

3 ▲



Homework: Anchor Text 2

English Yr 9 CWi

Wednesday, 23:59



Homework: Reread Chapter 41 & collect key quotations for narrative voice

Literature A2 2022-2023 (CWi & DJa)

Wednesday, 23:59



Wider Reading: Coming to an End

Literature AS 22-23

Friday, 23:59

Next week

1 ▼





Calendar

All classes

< Dec 5-Dec 11, 2022 >

| Mon | Tue | Wed   | Thu                                   | Fri   | Sat | Sun |
|-----|-----|---|---------------------------------------|---|-----|-----|
| 5   | 6   | 7   | 8                                     | 9   | 10  | 11  |
|     |     | Assignment: Homework:<br>Reread Chapter 41 &<br>collect key quotations<br>for narrative voice<br><br>Assignment: Homework:<br>Anchor Text 2 | Assignment: Proposal<br>AS Foundation | Assignment: Wider<br>Reading: Coming to an<br>End |     |     |



# Reading

- Many studies have linked independent reading time to increased achievement across subject areas.
- A University of London study in 2013 even found that the effect of regular reading at 16 was four times greater than the advantage children gained from having a well-educated parent with a university degree.
- At the Princeton Social Neuroscience Lab, psychologist Diana Tamir has demonstrated that people who often read fiction have better social cognition, greater empathy and stronger relationships.

"If we want our children to read and enjoy it for the rest of their lives, then we must show them what a reading life looks like"

*Donalyn Miller, The Book Whisperer*



## Revision Task #3

1. Explain in a developed sentence why spaced practice is helpful for improving students' memory.
2. Explain in a developed sentence why retrieval practice is helpful for improving students' memory.
3. Explain in a developed sentence why either method might help student wellbeing.





## Effective Revision: What do we know?

- Rereading and highlighting is the most common form of revision and probably one of the least effective;
- Self-testing and activities which require students to recall information and apply it are far more effective and less time consuming;
- Interleaving topics is harder, but more effective;
- Revision works best in short bursts, between 20-40 minutes, with breaks.

# Effective Revision: What might it look like?

- An organised revision timetable with subjects interleaved and breaks planned in;
- Self-testing activities like flashcards, quizzes and past paper questions;
- If reading notes or textbooks, generating mind-maps or knowledge organisers.

## Revise with SPIRIT



### Space it

Leave gaps between revision sessions



### Paraphrase

Put ideas into your own words in your notes



### Imagine

Use images and mindmaps to capture key ideas



### Repeat

Cramming the night before only works in the short term. Repeated revision over time is much more efficient.



### Implement

Make sure you apply it to exam-style questions.



### Test

Testing yourself from memory is the best way to remember information in the long term.



CAIE English Literature:

|  |   |
|--|---|
| Units which will be examined:  |   |
| Paper 1: <b>Prose and Poetry</b> (Cambridge 0475/01) <b>1 hour 30 minutes</b><br><i>Texts: The Namesake and Songs of Ourselves Poetry Collection</i>   |   |
| Paper 2: <b>Drama</b> (Cambridge 0475/02) <b>1 hour 30 minutes</b><br><i>Texts: Twelfth Night and Journey's End</i>  |   |
| Key content to revise:   |   |
| <ul style="list-style-type: none"> <li>- Key themes of each text;</li> <li>- Key characters from each text and how they develop over the course of the novel or play;</li> </ul>   | <ul style="list-style-type: none"> <li>- Key passages from each text;</li> <li>- A few key quotations from each text (at least one from each poem).  </li> </ul>  |
| Essential revision tasks:  |   |
| <ol style="list-style-type: none"> <li>1. Reread The Namesake;</li> <li>2. Reread the poetry and make flashcards of two key quotations for each poem;</li> <li>3. Create flashcards of key quotations from The Namesake, Journey's End and Twelfth Night;</li> <li>4. Create a mind-map for 3 important themes from The Namesake, Journey's End and Twelfth Night;</li> <li>5. Write at least one practice passage-based and one open essay question for each text.</li> </ol> |   |
| Useful Resources:  |   |
| <a href="#">Guide to writing open essays;</a><br><a href="#">Guide to writing passage-based essays;</a><br><a href="#">Guide to effectively embedding quotations;</a><br><a href="#">Guide to writing about text structure;</a><br><a href="#">Journey's End Litchart;</a><br><a href="#">Twelfth Night Litchart;</a><br><a href="#">The Namesake Litchart</a><br><a href="#">The Namesake Author Interview</a>  | <a href="#">Poetry Revision Guide</a><br><a href="#">Poetry Masterclass Videos;</a><br><a href="#">Twelfth Night Masterclass Videos;</a><br><a href="#">Journey's End Revision Site;</a><br><a href="#">Example Questions Prose &amp; Poetry;</a><br><a href="#">Example Questions Drama;</a><br><a href="#">Guide to writing your own questions.</a> |

## Effective Revision: How do we help?

- Mentors discussing revision timetables and have covered study skills in PSHE;
- Students provided with guides to revision with relevant resources all in one place;
- Regular retrieval in lessons and spaced practice over the course of the year;
- Home learning and regular low-stakes assessments- they are prepared!

## How can you help?

- Discuss a revision timetable with your child, based on the material in the exam guide;
- Use flashcards they've made to test them on their knowledge, celebrating wins and improvements;
- Regularly talk through what they've been learning, getting them to teach you and explain what they've found more difficult;
- Look out for the trap of rereading!



# How do you already help?

Turn to a parent you have not spoken to before.

Discuss together:

1. What has worked for you so far in helping your child learn at home?
2. Are there any challenges you are facing which they can support (or just sympathise!) with?

