

Greenford High School

Year 11 Revision Ready information pack



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- 1. Foreword**

Dear Parents/Guardians,

This handbook is designed to support both students and parents with effective strategies and techniques for revision ahead of their summer exams. Much of the information contained in this information pack had been explicitly taught to Year 11 pupils throughout this year and many are well prepared for their upcoming exams. Please spend time going through this with your child to ensure they reach their full potential. Our Year 11s have worked incredibly hard this year and are on course to achieve fantastic results. The final few weeks will require sacrifice to ensure they achieve the best outcomes they all deserve.

Revision is temporary, results are forever.



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2. Exam Boards and online learning platforms

Please see the table below with information regarding each exam board and online learning platform at Greenford

The link below from our school website gives **information on each subject** and the **exam board** as well as a breakdown of each exam component for each course.

Subject Information, Online learning and Exam Boards

<https://www.greenford.ealing.sch.uk/page/?title=Key+Stage+4+subjects&pid=1179>

The link below from the GHS school website gives information on each learning platform for each subject at GCSE. Please note the middle column titled 'KS4'.

Subject Specific Online Resources

<https://www.greenford.ealing.sch.uk/attachments/download.asp?file=2044&type=pdf>

The final link below gives information on our Digital Learning platforms and how to navigate each platform within each subject area.

Digital Learning

<https://www.greenford.ealing.sch.uk/page/?title=Digital+Learning&pid=1183>

3. Screen time and Applications (apps)

We are aware that the majority of learning now takes place through an interactive screen or device. As exams approach, it's important for parents and guardians to help manage their children's screen time to ensure they stay focused and avoid distractions. **Setting limits on device usage** during revision time can encourage better concentration and a healthier balance between study and relaxation. Encourage breaks, but try to keep them short and purposeful - this helps to prevent extended screen time that can lead to stress or procrastination. It might also be helpful to **set specific 'no phone' zones or times, especially in study areas or before bedtime**, to ensure their focus remains on their work and they get adequate rest. Open **communication about the impact of screen time on well-being and exam performance** can also be key in helping your child stay motivated and on track.

The **Forest app** and **Flora App** (seen in the links below) can help your child manage their screen time - ensuring purposeful revision.

<https://www.forestapp.cc/>

<https://flora.appfinca.com/en/>

4. Organisation and Revision Timetable

Organisation is key to successful exam preparation, and **creating a revision timetable** can help Year 11 pupils stay on track and reduce last-minute stress. A well-organised timetable ensures that all subjects are covered without feeling overwhelmed. Start by **prioritising the subjects you find most challenging**

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and allocate more time to them. Make sure to **schedule regular breaks** to avoid burnout and include some flexibility to accommodate unexpected events or changes in plans.

A link from BBC Bitesize regarding revision timetables can be seen here:

<https://www.bbc.co.uk/bitesize/articles/zn3497h>

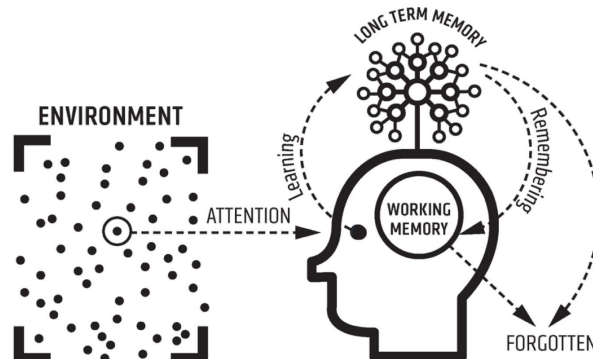
An example of a revision timetable is seen below

WEEKLY REVISION PLANNER								
TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	TIME	SATURDAY	SUNDAY
8:30 AM - 4 PM	SCHOOL	SCHOOL	SCHOOL	SCHOOL	SCHOOL	9 AM - 10 AM	BREAKFAST / SHOWER	BREAKFAST / SHOWER
4 PM - 5 PM	HOMEWORK	TV / GAMING / SOCIAL MEDIA	HOMEWORK	TV / GAMING / SOCIAL MEDIA	HOMEWORK	10 AM - 11 AM	REVISION - ENGLISH	REVISION - SCIENCE
5 PM - 6 PM	DINNER	DINNER	DINNER	DINNER	DINNER	11 AM - 1 PM	SEEING FRIENDS / LUNCH	SPORT / LUNCH
6 PM - 7 PM	REVISION - GEOGRAPHY	HOMEWORK	REVISION - HISTORY	REVISION - FRENCH	REVISION - SCIENCE	1 PM - 3 PM	REVISION - MATHS	REVISION - FLASH CARDS
7 PM - 8 PM	REVISION - MATHS	REVISION - ENGLISH	FREE TIME	HOMEWORK	FREE TIME	3 PM - 5 PM	OUT WITH FAMILY	SPORT / TV / GAMING
8 PM - 9 PM	FREE TIME / SHOWER	FREE TIME / SHOWER	FREE TIME / SHOWER	FREE TIME / SHOWER	FREE TIME / SHOWER	6 PM - 8 PM	DINNER / FREE TIME	DINNER / FREE TIME

5. Memory - the science of learning

In recent years, there has been lots of research around the science of learning and how we learn and retain information.

In summary, if we think of the learning process using the following diagram, it will help us to have a greater awareness of the most effective revision strategies based upon the available research.

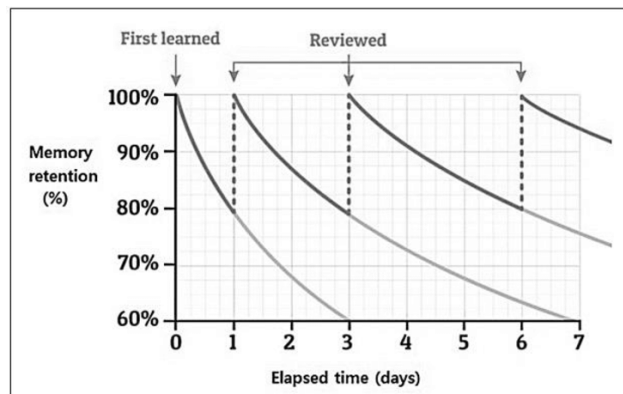


1. We have a certain amount of attention to pay and this can be limited and can dramatically vary depending on the individual or the environment. In the diagram above, '**attention**' means we acknowledge new information and this is transferred into our working memory.
2. Our **working memory** is finite and we can only absorb a limited amount of information at a given time, this may be up to 30 seconds or less.

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- Information is processed into our **long-term memory** through '**learning**'. This long term memory is effectively unlimited, and we can retrieve information from here back to our working memory as needed in a given moment. As an example, this may be your address or telephone number.
- Information in our **long-term memory** is interconnected and linked with prior knowledge. Anything that is not connected or not successfully stored well enough in our long-term memory is forgotten and this is completely natural.
- If students undertake enough **retrieval practice**, generating the information in our long-term memory, it increases the level of fluency with the subject. Practice makes it permanent.

As stated above, forgetting is completely natural. The following diagram outlines this process and is called the **Ebbinghaus Forgetting curve** (1885).



Ebbinghaus proposed that humans start losing 'memory of knowledge' over time unless the knowledge is consciously reviewed time and time again. He conducted a series of tests on himself which included the memorization of a meaningless set of words. He tested himself consistently across a period of time to see if he could retain the information. He found that:

- Memory retention is 100% at the time of learning any particular piece of information (in the moment). However, this drops to 60% after three days.**
- A range of factors affect the rate of forgetting including motivation, the meaning nature of the information, the strategies for revision and also psychological factors (sleep for example).
- If each day, repetition of learning occurs and students take time to repeat information then the effects of forgetting are decreased.** According to research, information should be repeated within the first 24 hours of learning to reduce the rate of memory loss.

In summary, what do we know about memory?

- Consistent practice and revisiting previous material strengthens memory and boosts learning.
- Information, if not revisited, is 'lost' from our memory.
- Our working memory is finite and limited and so overloading this or cramming for revision doesn't work.

6. The key principles of effective revision

Therefore, let's explore a number of different strategies to ensure revision is as effective as it can be.

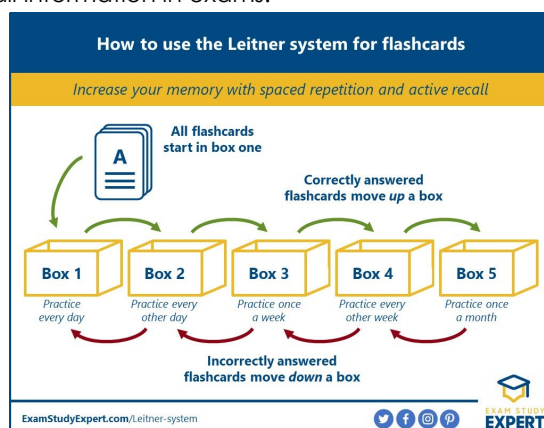
Retrieval practice (Flashcards)

Simply put, recalling information from memory is simple and powerful. **Retrieval practice** is a learning strategy which makes you think hard and brings information to mind. It is the action of actively retrieving knowledge that boosts learning and strengthens memory. It means trying to remember previously learned information as opposed to simply re-reading it. Examples include:

- Knowledge quizzing and low stakes testing.**
- Multiple choice tests.**
- Completing past paper questions or practice papers.**
- Answering verbal questions asked by teachers/peers/parents.**
- Creating flashcards or revision materials where you can 'test' yourself.**

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One particular effective strategy is the creation and use of **flashcards**. Flashcards are generally a card containing a small amount of information as an aid to learning. The use of flashcards are for low stakes testing to improve recall and strengthen memory. **The Leitner system** is a proven revision technique for securing knowledge to recall information in exams.



Spacing and Interleaving

Spacing out your revision into smaller chunks over a period of time helps you to remember the material better and ensures you are less stressed with your revision.



Space out and interleave topics

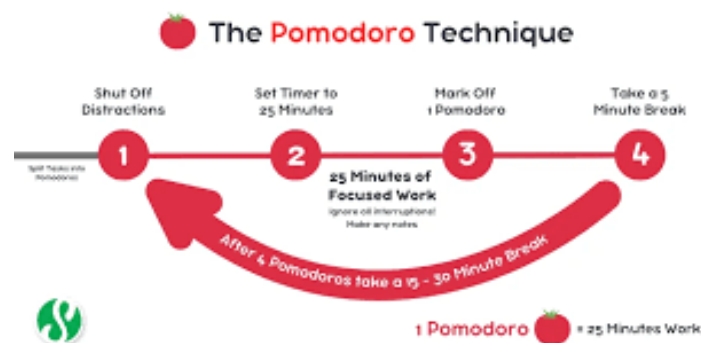


Interleaving involves switching between ideas and topics during a study session. This ensures that you are not studying one idea or topic for too long. Mixing up your revision and chunking it supports learning and strengthens your memory.

Deliberate practice (Pomodoro/Mindmaps)

This follows a simple process to support your revision. Start by spending time reviewing a topic/unit before quizzing/testing yourself with **no notes and from your memory (this is vital for revision)**. Once you've finished, check your answers. **This will support you in showing where your 'knowledge gaps' are and where focus needs to be in your future revision.** Revision shouldn't keep you in your comfort zone, you need to be thinking hard and identifying your own areas for development. Avoid simply revising topics you enjoy. A technique to support deliberate practice is the **Pomodoro Technique**.

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Ineffective revision strategies

With the above in mind, it is vitally important to think about strategies that students may employ that have a limited or no real benefit on learning or memory. These include:

- Simply writing out notes or copying from a textbook/exercise book.
- Reading and doing nothing with the information. Trying to focus on 'too much information' on a single page and cramming revision.
- Highlighting information for the sake of it.
- Not enough silent work or attention to a given task. Attempting to revise while multitasking and doing other things.
- Comfort zone revision of easy material that pupils have already mastered because it makes you 'feel good'.

7. Coping with exam stress

As Year 11 pupils prepare for their summer exams, it's completely normal to feel stressed, but the most important thing is to manage this stress in a healthy way.

One of the best ways to deal with stress is through effective time management - **break your revision into smaller, manageable tasks** and **set realistic goals each day**. Make sure to take regular breaks to avoid burnout: even a short walk or deep breathing exercises can help clear your mind and reduce tension. It's also essential to get enough sleep, eat well, and stay active, as physical health plays a big role in mental well-being. Lastly, **do not hesitate to talk to someone** - a teacher or the year team, friend, or family member about how you are feeling. Sometimes just sharing your thoughts can make a huge difference. Remember it's okay to feel stressed, but managing it well can help you stay focused and perform at your best.

8. Key dates

- Thursday 8th May: first external exam.
- Thursday 19th June: Post-16 entrance exams for Physics and Maths.
- Thursday 26th June: Leavers assembly (AM) and Prom (PM.)
- Thursday 21st August: GCSE results day.

9. Easter Revision

Many Year 11 pupils would have received information regarding **extra intervention** over the Easter holidays. This has been carefully selected to ensure you achieve the best results possible within each subject. If invited **please ensure your child attends these sessions** as their class teachers are giving up their holidays to ensure your child reaches their potential. Information regarding this has been sent out this week.

Final advice

Please ensure that you **rest over the next few days** to relax after a busy term. **From Monday 7th April**, your child should be following their usual **school timetable as a guide to their revision for each subject**. Unless they are invited in for additional intervention.

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For example if they have **Maths period 1 and 2 (9.00-10.35am)** they should be revising that subject at this time. They **should also be completing a minimum of 2-3 hours each evening** using the techniques above.

The next few months for our Year 11 pupils will be **challenging**, however the **sacrifice** that they make over the next few weeks will ensure that they all achieve wonderful results in the summer exams.

Please do get in touch if you require anything further.

Good luck to all our Year 11 pupils.

Mr Dyason and the Year 11 Team.