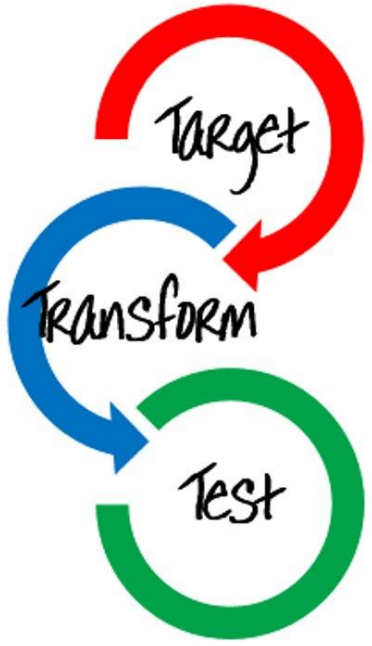


Target Transform Test



Preparing our students for exam success



RIDGEWOOD
HIGH SCHOOL

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Welcome to our Parents Revision Evening...

1. *The final 15 months...* (Mr Cannon, Deputy Headteacher)
2. *Practical ideas for helping your child...* (Mrs Harper, Learning and Teaching Lead)



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The Final 15 Months...

- Year 10 Exams – w/c. 8 May 2023 (Sports Hall, exam conditions, AM and PM sessions). These will be one of three exam experiences students have prior to the Summer 2024 Exams.
- Year 11 Parents Revision Evening – October 2023. This will include bespoke workshops on English, Maths, Science and well-being and mental health.
- Year 11 Mock Exams – December 2023-January 2024... a two-week cycle of examinations in all subjects, with a 'Results Day' experience afterwards.
- Year 11 Mini-Mocks – April 2024... a final check-in to identify remaining gaps in learning.
- Year 11 GCSE Exams – expected to be w/c. 7 May 2024 – w/c. 24 June 2024
- End of Year trips, Leavers Assembly, Prom...





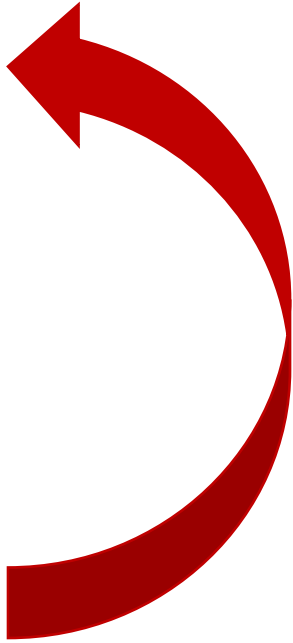
Why do we do Mock Exams?

- There are lots of reasons why we ask students to do Mock Exams...
 - For students to show us **how well they are doing** – and they really are doing well.
 - To **celebrate the progress** students have made so far. This is very important to us.
 - For teachers to see where any **gaps in knowledge** might be and **adapt teaching and the curriculum** to address these gaps.
 - For students to **'live' the experience of an exam** – lining up, entry in silence, working under timed conditions, the Sport Hall. Research tells us that practicing this over time, works and **reduces stress!**
- The Year 10 Mock Exam TT is on our website, and a copy is in your pack this evening. Stick it on the fridge!



Preparation begins now...

- It is important that students **begin thinking about their preparations for their final 15 months, now.**
 - Identifying **gaps in knowledge** through assessments, exams and self-checking
 - Dividing these gaps into **small, manageable** revision activities
 - **Revisiting this knowledge** repeatedly over time, to ensure its place in the long-term memory
- This should **not be a stressful experience**, but it will be if students wait until next May to begin their preparation.
- Some anxiety is a good thing – it shows care and passion – but too much **could be toxic and could lead to paralysis.**
- At Ridgewood, **how do we support this process** with our students?



Target, Transform, Test

- This is our shared language of revision, and it is really beneficial if you also use this language at home when supporting your child...

Target

- Using **Confidence Grids** to identify gaps in learning.
- Being resilient, brave and honest – where are the issues?

Transform

- Active revision – **Transform activities** to address the gaps.
- Chunking, over time with lots of opportunities to revisit.

Test

- **Deliberate practice** using exam questions.
- Timed, replicated conditions, handed in for feedback.



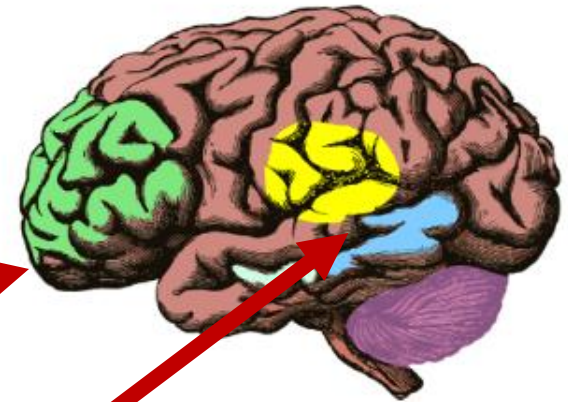
Confidence Grids?

- These are *lists of knowledge* that students will be/have already been given in their lessons. **These indicate what needs to 'be known' in order to experience success in assessments or exams.** There is an example in your handout.
- Students will have **hard copies** – ask to see them 😊
- They will also be **available on our website** for you to download and use. These will all be shared with you before Easter to allow ample opportunity for revision prior to the Year 10 Exams.
- Conversations with your child using these, give you the questions you can ask them to **support them even further.**

Supporting your child with developing their long-term memory...

In this context, the brain has two functions...

1. Short term memory which is where new information goes. It is extremely limited in capacity and can only store small amounts of information. This means that most of what goes in, will come out unless it is revisited.
2. Long term memory, which is where learnt information (knowledge) is stored once it has been remembered. The capacity is infinite.





Moving from the short-term memory into the long-term memory...

- The **battle against forgetting** begins as soon as you experience new knowledge. The best time to try to retrieve something from the long-term memory is when you begin to forget it – for teenagers, this is usually after the lesson, which is why **revisiting** and **retrieval** is so important!
- The more often we **retrieve** and **revisit** information, the stronger the neural pathway (a memory) becomes... (*e.g... a mobile phone number*)



With all that in mind...

- Encourage your child to engage with their **Confidence Grids**, divide revision activities and thorough preparation for Year 10 Exams.
- Talk to them, encouraging them to **revisit previous learning repeatedly**... this way, the learning becomes sticky and remains in the long-term memory!
- Check the **Mock Exam Timetable**, and your child's personal Timetable. Are they ready?
- Maintain **environments of low stress** – too much stress or anxiety could lead to paralysis which helps nobody!





What is the capital of Peru?



Answer: Lima



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Revision is 'Actively looking over work on an ongoing basis'.

Why do we do it?

- To remind ourselves of things we have forgotten
- To reinforce learning
- To check our understanding
- To identify what we don't yet know

COMBATING THE FORGETTING CURVE

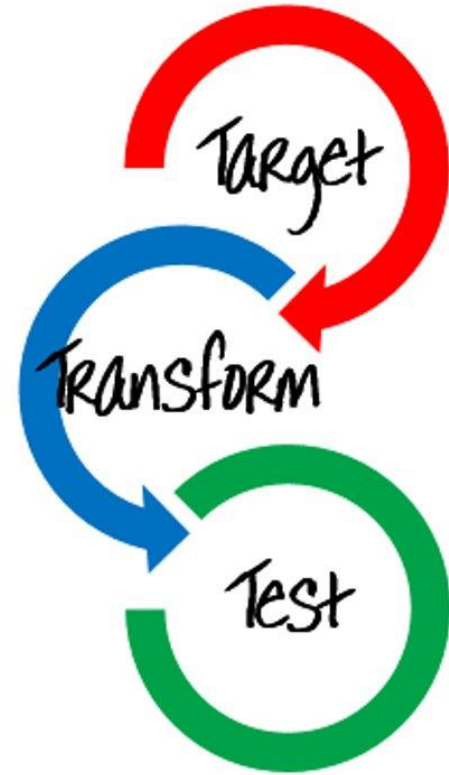


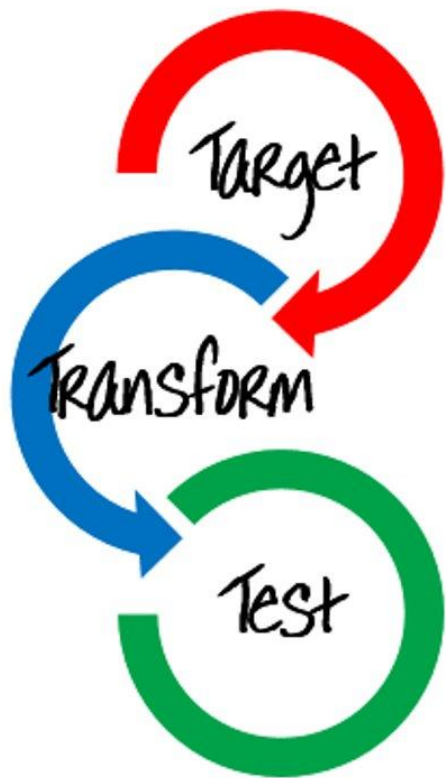
Why is forgetting the best way to remember?

We asked teachers...

***How are you preparing Year 10
for success in their exams?***

- ✓ Target: Confidence grids
Self-review and rating confidence
Prioritise and organise
- ✓ Transform: Revision strategies
- ✓ Test: Quizzing
Deliberate practice



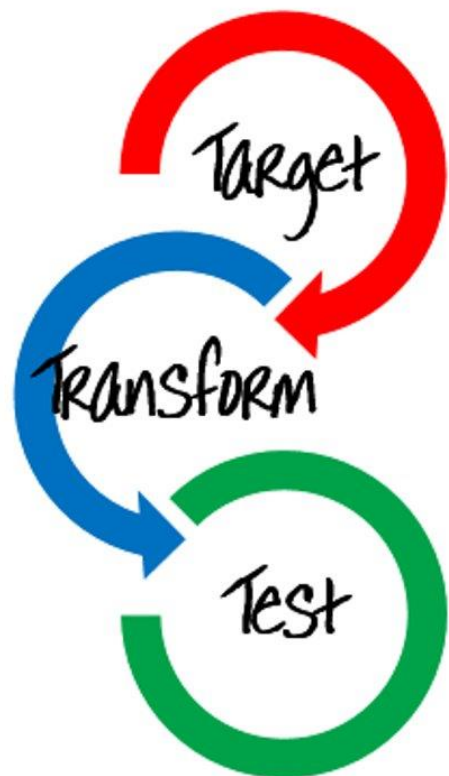


Paper 1 – Section B / D Conflict and Tension in Asia

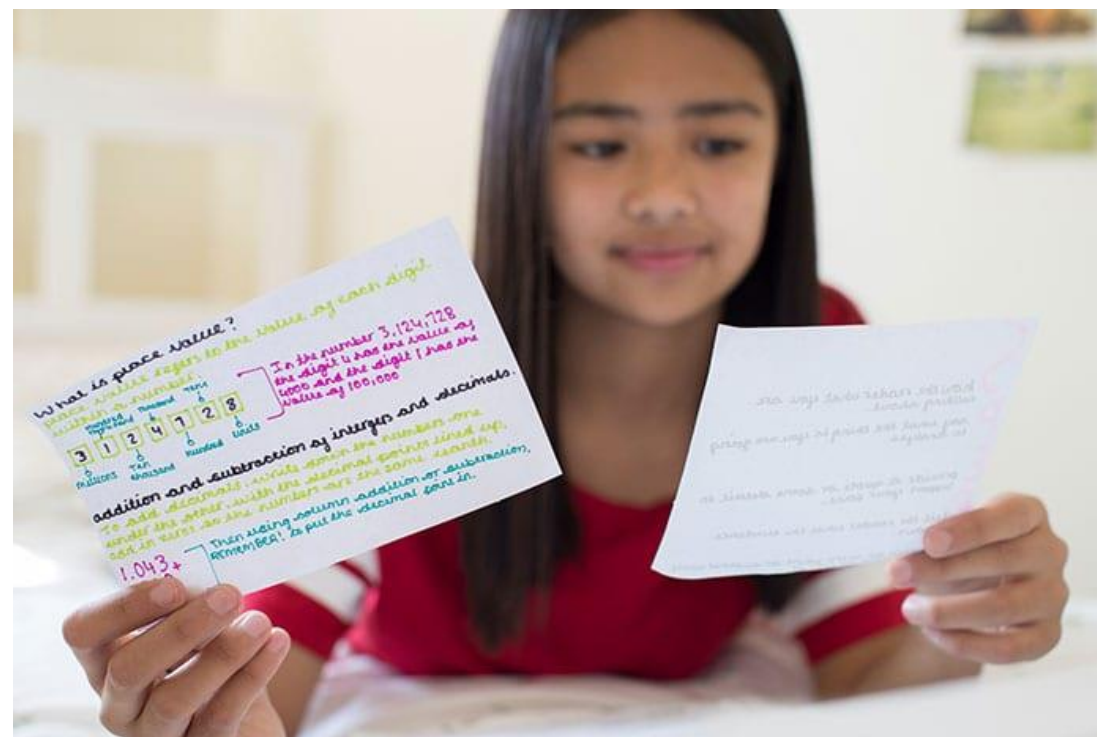
	R.	A.	G.
Why did the USA become involved in the Korean War? <ul style="list-style-type: none"> Different political systems – communism v capitalism The Cold War context – USA v USSR / China The division of North Korea and South Korea North Korea's invasion of South Korea US policy of containment UN involvement 			
What were the tactics of the Vietcong and why were they so effective? <ul style="list-style-type: none"> Identify and describe tactics used by the Vietcong e.g. guerrilla warfare, booby traps, hanging on to their belts, spider holes, tunnel network, weapons used, support from USSR and China, Ho Chi Minh trails etc. Motivations and morale of Vietcong Explain why these tactics proved effective against the US army 			
Why was the My Lai Massacre shocking to the American public? <ul style="list-style-type: none"> What happened at My Lai? How were events at My Lai covered up and then exposed? What was the impact on: US government? US army? US public? Why did My Lai lead to problems in the USA? 			
Why did Nixon introduce Vietnamisation? <ul style="list-style-type: none"> What was Vietnamisation and why did Nixon introduce the policy? Why was Vietnamisation a success initially? Was Vietnamisation a failure? 			
How did the war in Vietnam come to an end? <ul style="list-style-type: none"> Paris Peace Talks US troops withdraw in 1973 The fall of Saigon to communists in 1975 / evacuation of Saigon 			

Paper 2 – Section A / B Britain; Health and the People

What did people believe about illness in Medieval England? <ul style="list-style-type: none"> Supernatural ideas vs scientific ideas Who treated Medieval people when they were ill? How did Hippocrates and Galen influence medieval medicine? Short-term / long-term What was the Theory of the Four Humours? How did it affect treatment? How did Christianity affect Medieval medicine? Positive / negative / help / hinder / short-term / long-term How did Islam affect Medieval medicine? Positive / negative / help / hinder / short-term / long-term
What was public health like in Medieval England? <ul style="list-style-type: none"> What problems were there with public health? What impact did local councils have on public health? Where was public health better and why? Why did poor public health lead to outbreaks of the Black Death? Why did the Black Death spread so quickly? What actions were taken to deal with the Black Death? Were these actions limited? What was the impact of the Black Death on: economic, political, social, religious?
What did people believe about illness in Renaissance England? <ul style="list-style-type: none"> Which ideas about illness stayed from the Middle Ages? What evidence was there of progress in medicine? Who treated people when they were ill? How scientific was seventeenth century medicine? What can we learn from the scientific revolution? What new discoveries / approaches were there? What was the impact of the Renaissance on medicine?
What was public health like in Renaissance England? <ul style="list-style-type: none"> What problems were there with public health? Why did poor public health lead to outbreaks of the Great Plague? What actions were taken to deal with the Great Plague? How did the scientific revolution affect public health approaches? What similarities and differences were there between the Black Death and the outbreak of the Great Plague? Had public health improved in Renaissance England?



What students say Vs What science tell us



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Revision Don'ts

84%



Students who test their knowledge perform better on tests than those who simply study

Proportion of recall on final testing

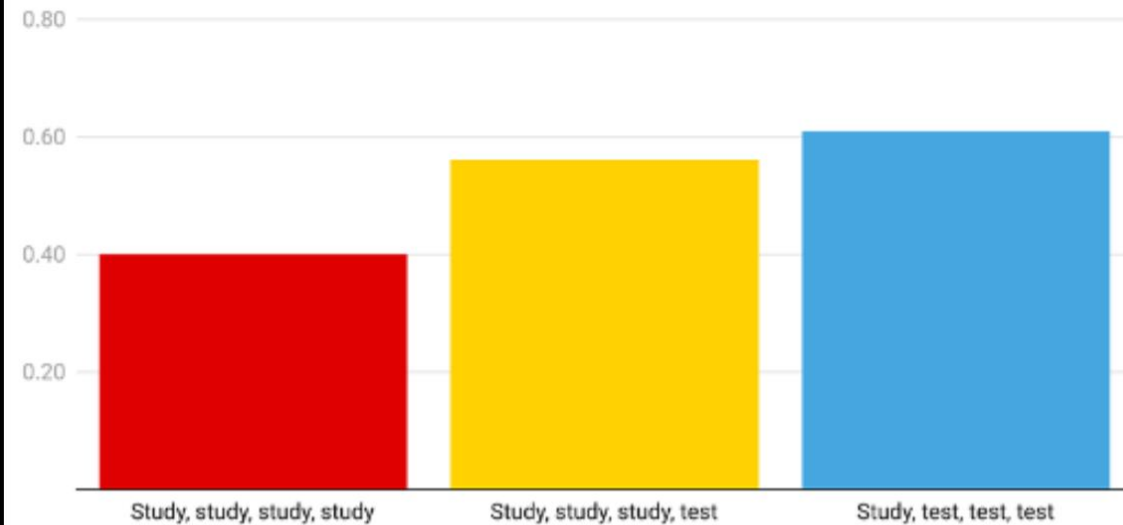


Chart: InnerDrive • Source: Roediger and Karpicke, 2006 • Created with Datawrapper



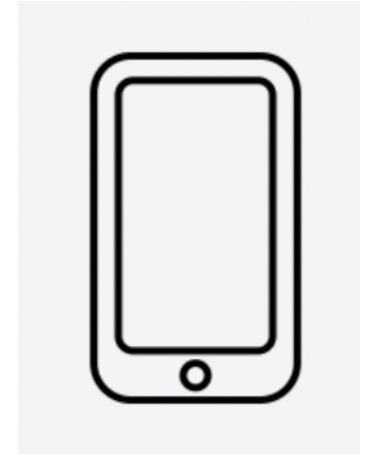
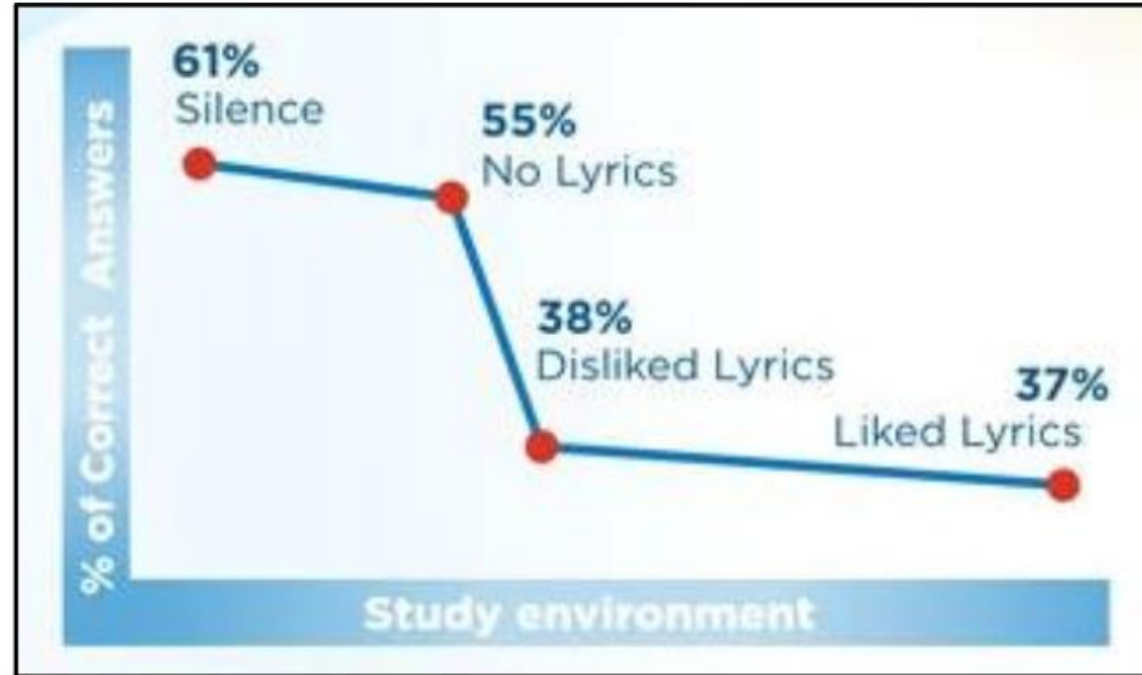
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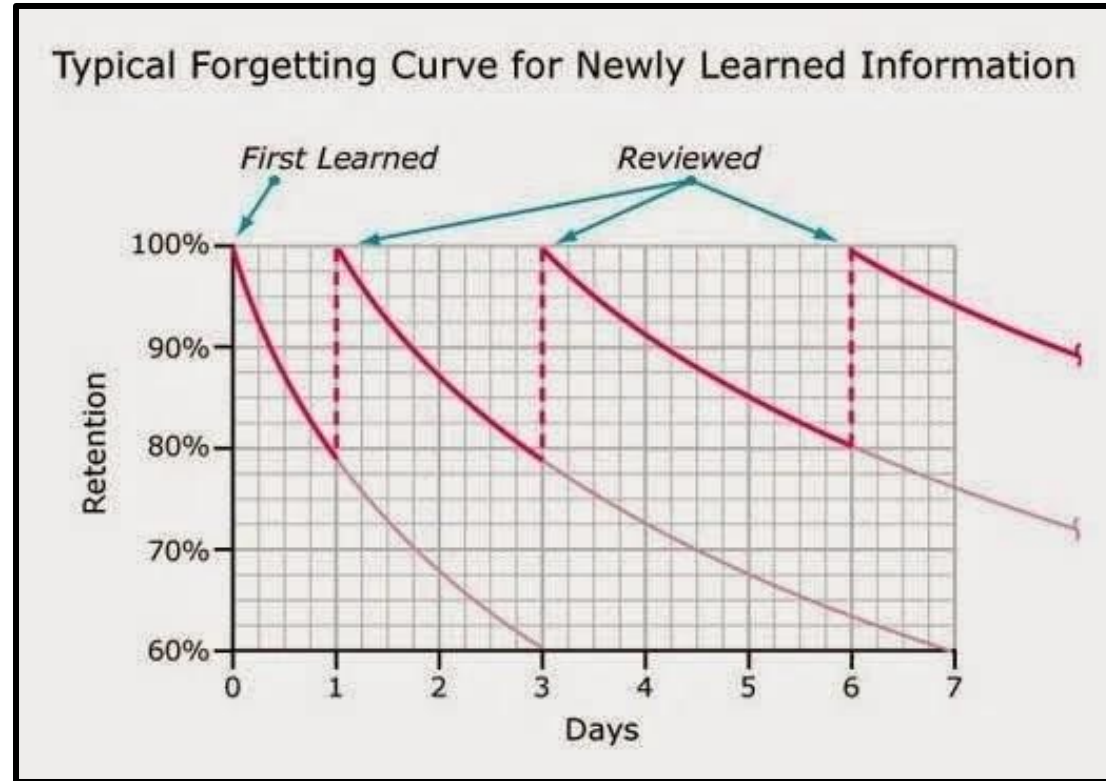
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Revision Don'ts

Cramming



Spaced practice





Spacing

Cutting up your revision into smaller chunks and spacing them out over a period of time is much more beneficial than cramming an entire subject in a day. An hour of Physics each day for 5 days is much more effective than 5 hours in one day.



Interleaving

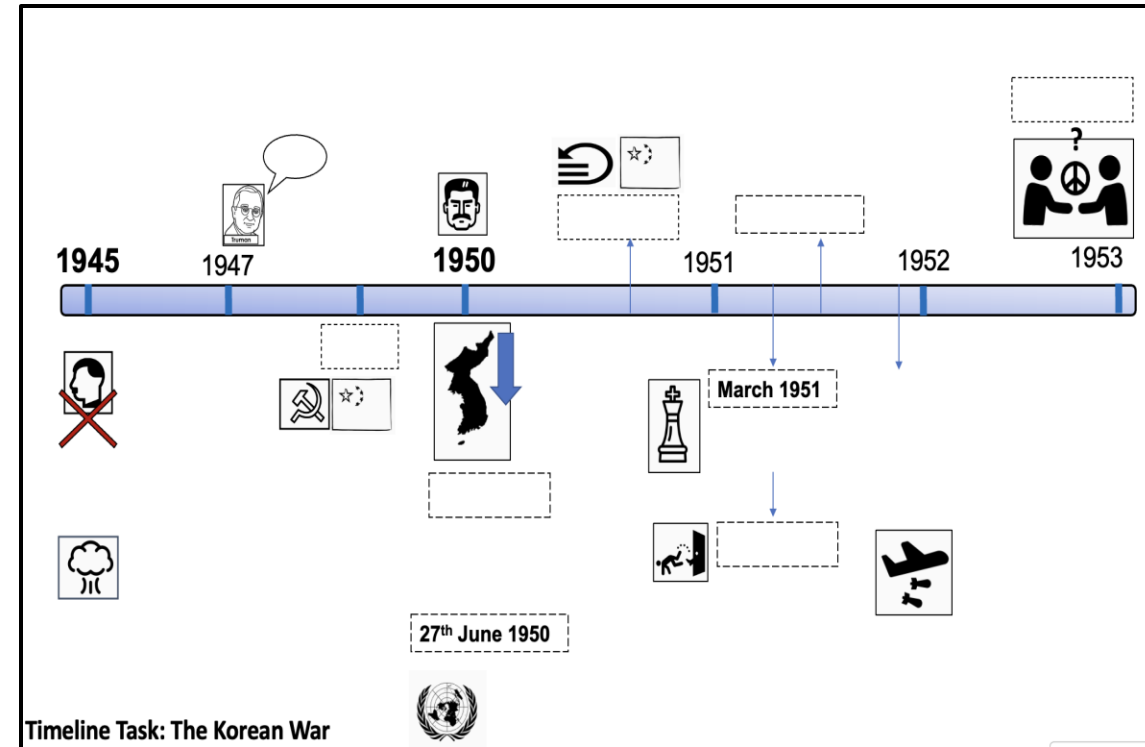
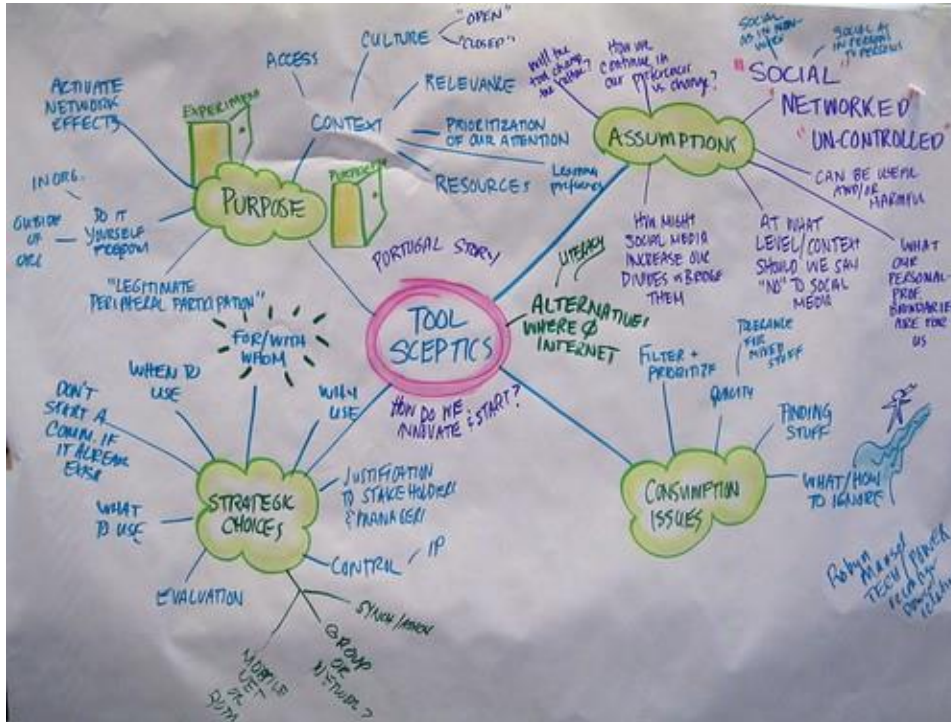
To improve your results further, also consider interleaving. This is where you mix up the subjects and topics you revise: 30 minutes of Shakespeare, 30 minutes of algebra, 30 minutes of Poetry, 30 minutes of Ratio - rather than an hour of English and an hour of Maths.

REVISION

* = revise if possible
 // = no revision/break

TIME	MON	TUES	WED	THURS	FRI	SAT	SUN
8:30-4:30	school	school	school	school	school	*	*
4:30-5:00	media	chemistry	media	maths	english	maths*	//
5:00-5:30	english	chemistry	media	maths	english	maths*	//
5:30-6:00	//	//	maths	english	media	//	//
6:00-6:30	english	english	//	//	//	//	//
6:30-7:00	maths	english	//	//	chemistry	//	//
7:00-7:30	//	//	english	chemistry	//	*	biology
7:30-8:00	//	//	physics	chemistry	//	*	media
8:00-8:30	maths	biology	//	//	chemistry	english	//
8:30-9:00	maths	maths	maths	biology	physics	english	//
9:00-9:30	//	//	//	//	//	//	//
9:30-10:00	biology	maths	biology	biology	phys*	//	//
10:00-10:30	media	physics	biology	media	phys*	//	//

Revision Do's Visuals



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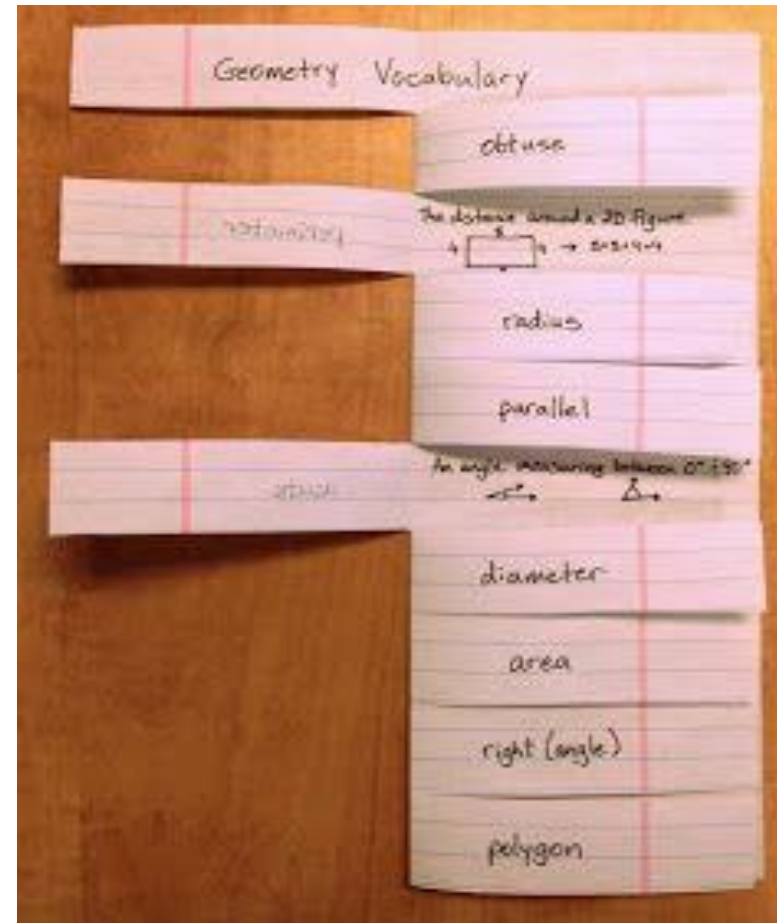
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Revision Do's

Active

Flappy



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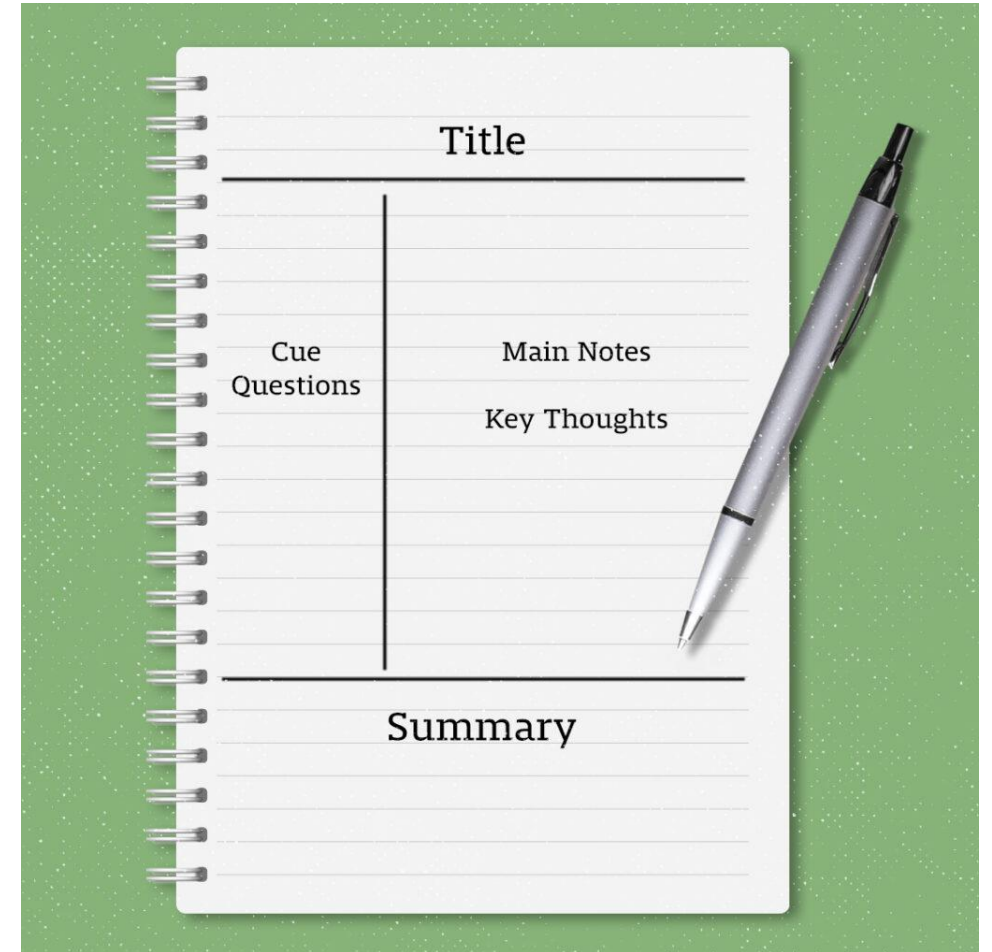
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Revision Do's *Reduction*



Cornell Note Taking



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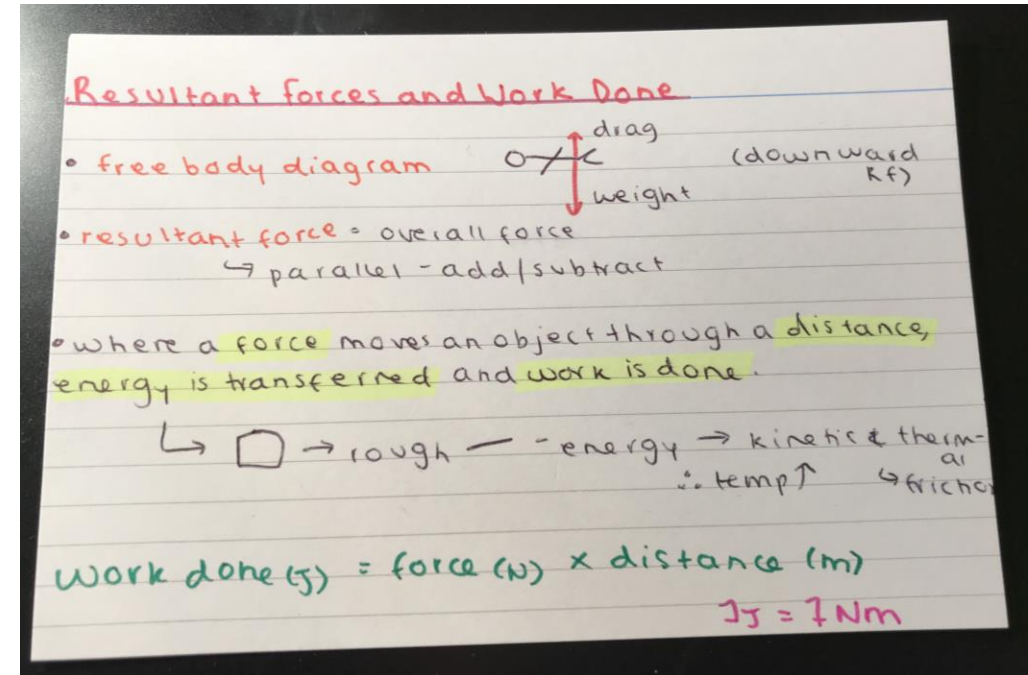
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Revision Do's Reduction



Flash cards



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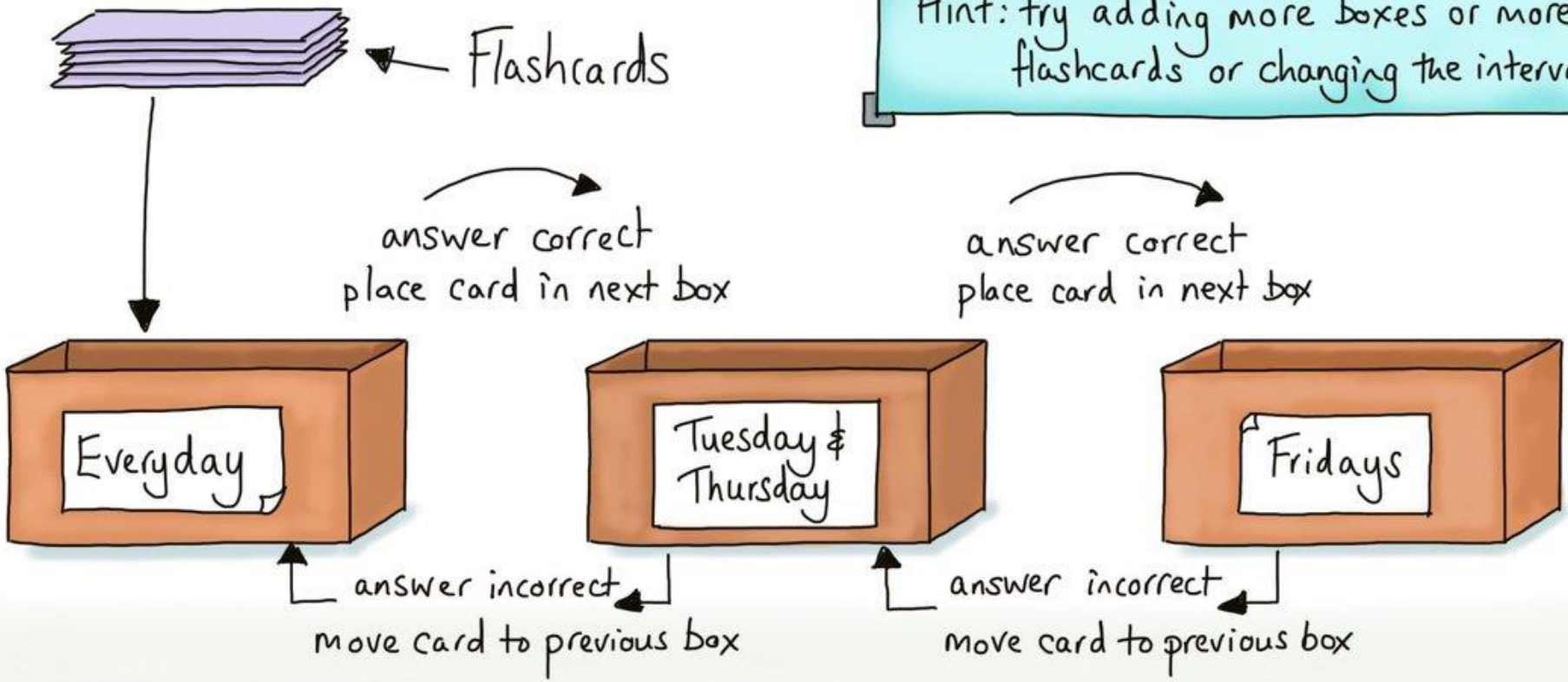
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LEITNER Flash card method

@ImpactWales

Hint: try adding more boxes or more flashcards or changing the intervals

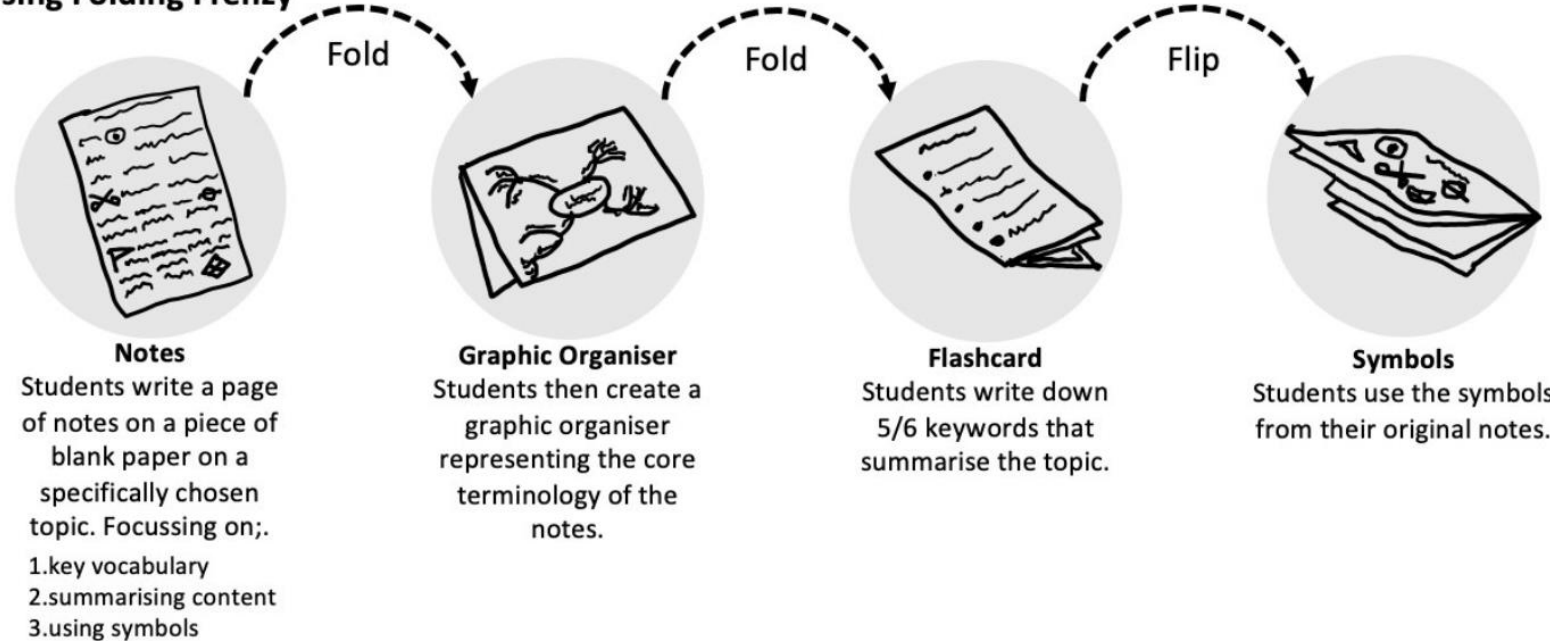


Revision Do's

Reduction

Folding frenzy

Using Folding Frenzy



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Developing effective revision habits

1. Make it easy

- Start small – 10 minutes per night
- 1% improvement
- You are what you repeatedly do

2. Make it obvious

- Have one 'work area'
- Once finished, pack away
- Attach a new habit to an old habit

3. Make it rewarding

- Start successful – with a test / quiz you'll find easier
- Build in rewards – have a contract
- Track your progress



