

YEAR 7 and YEAR 8

YEAR OVERVIEW – ASSESSMENT DATES

HOW TO PREPARE FOR ASSESSMENTS

YEAR OVERVIEW – Year 7 Assessments

Assessment Week 1

Week beginning 30th Jan 2023

Assessment Week 2

Week beginning 12th June 2023

YEAR OVERVIEW – Year 8 Assessments

Assessment Week 1

Week beginning 16th Jan 2023

Assessment Week 2

Week beginning 22nd May 2023

REVISION GUIDANCE

PRINCIPLES OF EFFECTIVE TEACHING & LEARNING OUR LESSON INGREDIENTS



RETRIEVAL



READING



QUALITY EXPLANATION

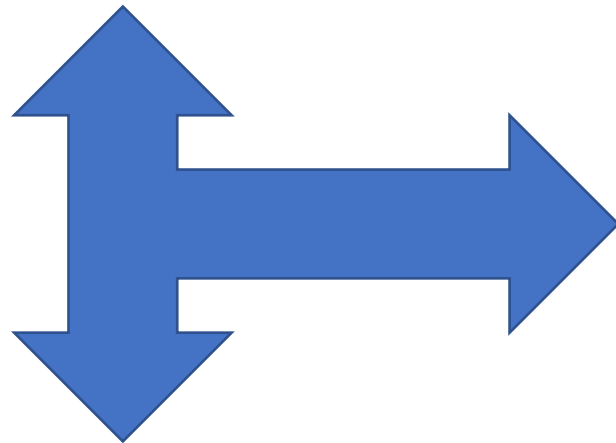


CHECK
UNDERSTANDING



SCAFFOLD,
SUPPORT &
CHALLENGE

KNOWLEDGE FOLDER



WHAT?



Every knowledge
organiser
Every subject



WHO?



Every student



WHEN?



Every day



WHY?



Self-quizzing
Flashcards
Encoding

HOMEWORK

HOMEWORK

Out-of-lesson learning

Daily homework expectation	How long should they spend on this each day? (approx.)	How can parents support this?
YEAR 7 AND 8		
Reading for pleasure	40 mins (minimum)	Talk to their child about their reading.
Retrieval practice	10-20 mins in total (not per subject)	<ul style="list-style-type: none">o Ask to see the flashcards they have created.o Use the knowledge organisers and retrieval questions to 'quiz' them.o 'Test' them on their flashcards (re-visiting previous learning).

Assessments

What can you do?

- Check you know the dates of your assessments
- Record the dates of each subject assessment in your planner
- Check you know the format of the assessment
- Listen to the guidance from your teachers
- Spend time conducting effective revision in the weeks leading to your exams
- Give all assessments your very best attempt

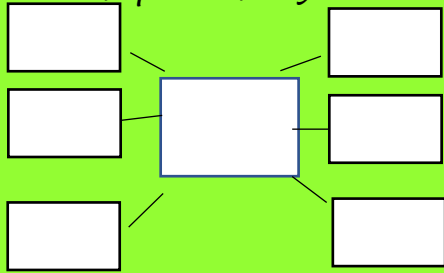
How to make my learning stick

We know that to move something into your long-term memory - so that you have REALLY learnt it, you need to practice and keep retrieving this knowledge. Here are 4 ways that you can do this.

Brain dump

Write the name of a topic at the top of the page and write down everything you can remember about this topic. This could include diagrams, pictures, formulae, quotes, key names.

Give yourself a time limit! (e.g. 4 mins)



When you have included as much as you can (from memory), then check your notes/knowledge organiser and add these on. Highlight those and focus on these next time.

Look, Cover, Write, Check

Using your knowledge organiser:

- Look at a section for 3 mins and try to memorise the information.
- Cover over the knowledge organiser
- Write down what you can remember on a blank sheet of paper
- Check it against the knowledge organiser. What did you miss?
- Repeat this process regularly and build this up until you can reproduce the whole knowledge organiser without looking

Flash cards

Create your own flashcards. Question or key word on one side, answer/definition on the other.

Rules of creating effective flashcards:

- Keep the answer brief and focussed.
- Use visual images to help prompt the memory.
- When using them to test yourself, give thinking time before turning over the card.
- Keep revisiting the flashcards.



You need to use these flashcards regularly - revisiting the ones you get wrong more frequently. Get someone to test you.

Self-testing and quizzing





Use multiple-choice questions to 'test yourself'. You can also use your flashcards for this.



You will get it wrong sometimes - this is not failure, this is part of the learning process. Stick with these methods and it will





Creating flash cards

Creating flashcards step by step...

<p>1. Pick out an important piece of information you want to remember</p>	<p>2. Turn it into a question to answer and write this on one side of your flashcard</p>	<p>3. Turn over your flashcard and very neatly, write your answer in as few words as possible</p>
<p>Calcium is a mineral and is one of the most abundant in the body. It can be found in certain foods and is added to others. Having enough calcium is important for people of all ages. Babies and young children need calcium to develop strong teeth and bones while adults need calcium to maintain healthy teeth and a strong skeleton.</p>	<div style="border: 1px solid black; padding: 10px; text-align: center;"> <p>Why do we need the mineral calcium in our diet?</p> </div>	<div style="border: 1px solid black; padding: 10px; margin-bottom: 10px;"> <p>We need this for strong bones and teeth</p> </div> <div style="border: 1px solid black; padding: 10px;"> <p>Why do we need the mineral calcium in our diet?</p> </div>
<p>4. Underline important words, and include all different colours to make different words stand out</p>	<p>5. Try to add to your flashcard clues and hints which will help you to recall the answer</p>	<p>6. Use cards both way round, testing yourself regularly, the trickiest ones the most often</p>
<div style="border: 1px solid black; padding: 10px; margin-bottom: 10px;"> <p>We need this for strong bones and teeth</p> </div> <div style="border: 1px solid black; padding: 10px;"> <p>Why do we need the mineral calcium in our diet?</p> </div>	<div style="border: 1px solid black; padding: 10px; margin-bottom: 10px;"> <p>We need this for strong bones and teeth</p>  </div> <div style="border: 1px solid black; padding: 10px;"> <p>Why do we need the mineral calcium in our diet?</p>  </div>	<div style="border: 1px solid black; padding: 10px; margin-bottom: 10px;"> <p>We need this for strong bones and teeth</p>  </div> <div style="border: 1px solid black; padding: 10px;"> <p>Why do we need the mineral calcium in our diet?</p>  </div>

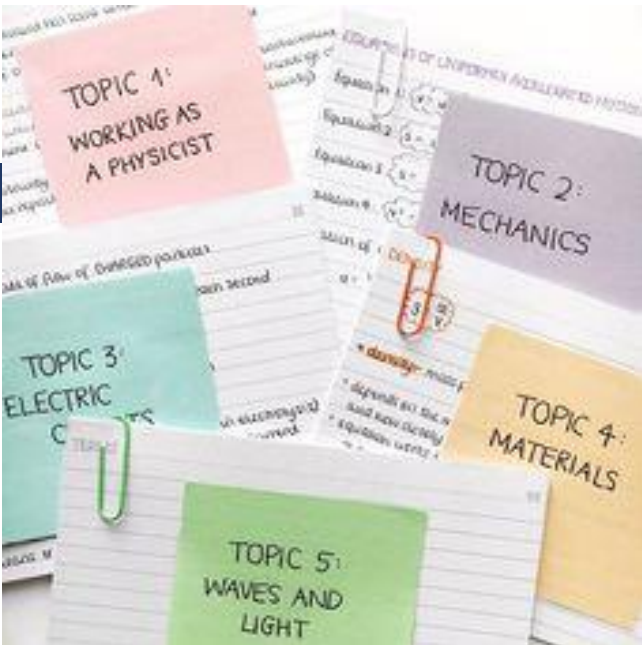
Over to you....FLASH CARDS

Creating flashcards step by step...

<p>1. Pick out an important piece of information you want to remember</p>	<p>2. Turn it into a question to answer and write this on one side of your flashcard</p>	<p>3. Turn over your flashcard and very neatly, write your answer in as few words as possible</p>
<p>Calcium is a mineral and is one of the most abundant in the body. It can be found in certain foods and is added to others. Having enough calcium is important for people of all ages. Babies and young children need calcium to develop strong teeth and bones while adults need calcium to maintain healthy teeth and a strong skeleton.</p>	<div style="border: 1px solid black; padding: 10px; text-align: center;"> <p>Why do we need the mineral calcium in our diet?</p> </div>	<div style="border: 1px solid black; padding: 10px; margin-bottom: 10px;"> <p>We need this for strong bones and teeth</p> </div> <div style="border: 1px solid black; padding: 10px;"> <p>Why do we need the mineral calcium in our diet?</p> </div>
<p>4. Underline important words, and include all different colours to make different words stand out</p>	<p>5. Try to add to your flashcard clues and hints which will help you to recall the answer</p>	<p>6. Use cards both way round, testing yourself regularly, the trickiest ones the most often</p>
<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p>We need this for strong bones and teeth</p> </div> <div style="border: 1px solid black; padding: 5px;"> <p>Why do we need the mineral calcium in our diet?</p> </div>	<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p>We need this for strong bones and teeth</p>  </div> <div style="border: 1px solid black; padding: 5px;"> <p>Why do we need the mineral calcium in our diet?</p>  </div>	<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p>We need this for strong bones and teeth</p>  </div> <div style="border: 1px solid black; padding: 5px;"> <p>Why do we need the mineral calcium in our diet?</p>  </div>

1. Select a subject and go to that section of the knowledge book
2. Select a topic area that you have covered (but don't yet have flash cards for)
3. Create at least 3 quality flash cards for this topic area using the steps shown here

Organising your flash cards



How would you label the flash cards you have just created?



We highly recommended that you collate / organise your flash cards for each subject area.

You may also label them / collate them together for different topic areas; this way you can revisit those topic areas you feel less confident with.

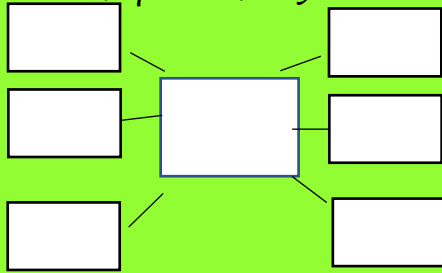
How to make my learning stick

We know that to move something into your long-term memory - so that you have REALLY learnt it, you need to practice and keep retrieving this knowledge. Here are 4 ways that you can do this.

Brain dump

Write the name of a topic at the top of the page and write down everything you can remember about this topic. This could include diagrams, pictures, formulae, quotes, key names.

Give yourself a time limit! (e.g. 4 mins)



When you have included as much as you can (from memory), then check your notes/knowledge organiser and add these on. Highlight those and focus on these next time.

Look, Cover, Write, Check

Using your knowledge organiser:

- Look at a section for 3 mins and try to memorise the information.
- Cover over the knowledge organiser
- Write down what you can remember on a blank sheet of paper
- Check it against the knowledge organiser. What did you miss?
- Repeat this process regularly and build this up until you can reproduce the whole knowledge organiser without looking

Flash cards

Create your own flashcards. Question or key word on one side, answer/definition on the other.

Rules of creating effective flashcards:

- Keep the answer brief and focussed.
- Use visual images to help prompt the memory.
- When using them to test yourself, give thinking time before turning over the card.
- Keep revisiting the flashcards.



You need to use these flashcards regularly - revisiting the ones you get wrong more frequently. Get someone to test you.

Self-testing and quizzing

Use multiple-choice questions to 'test yourself'. You can also use your flashcards for this.



You will get it wrong sometimes - this is not failure, this is part of the learning process. Stick with these methods and it will

We want you to spend time conducting **effective** revision practice and two of the most effective techniques we recommend are *practice testing* and *distributed practice*.

Technique	Effectiveness	Description of Technique
Practice Testing	High	Self-testing or using past-exam questions while learning.
Distributed practice	High	Developing a schedule of revisions / learning activities over time.
Elaborative Interrogation	Moderate	Thinking about 'why' you have answered a question or creating an explanation for a response.
Self-explanation	Moderate	Linking new information to known information or using applied questions (problem based learning).
Interleaved Practice	Moderate	Developing a schedule that mixes different techniques during a period of study.
Summarisation	Low	Writing summaries of concepts / area of study.
Highlighting	Low	The use of highlighters or underlining while read / rereading.
Keyword Mnemonic	Low	Use of key terms / acronyms / images to associate with concepts to be learned.
Imagery	Low	Attempting to form mental images of materials while reading.
Rereading	Low	Revisiting text that has already been read.

Table 1: Learning techniques and their effectiveness adapted from Dunlosky et al (2013) pg 6.

Look at some of the ways you may have revised for assessments in previous years – how effective were you?

Practice Testing; Self-quizzing

- You work hard to create many flash cards for your subject areas; the next step is to ensure that you are using your flash cards in the most effective way and this is by **practice testing**.
- You can self-quiz, where you test yourself using your flash cards, or be quizzed by somebody else.
- If you use the quizzing technique frequently, you are less likely to forget the knowledge that you have been taught.

Distributed Practice

- Ideally, over the course of the year you should aim to revisit each topic area in each subject several times.
- Evidence suggests that **distributing** your revision practice in this way is one of the most effective ways to learn the material and knowledge for the course, and particularly important when you move into KS4
- You should continue to revisit the flash cards that you feel less confident with or aren't always sure of the answer

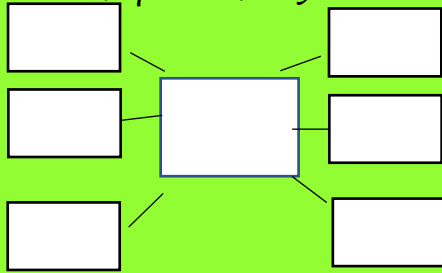
How to make my learning stick

We know that to move something into your long-term memory - so that you have REALLY learnt it, you need to practice and keep retrieving this knowledge. Here are 4 ways that you can do this.

Brain dump

Write the name of a topic at the top of the page and write down everything you can remember about this topic. This could include diagrams, pictures, formulae, quotes, key names.

Give yourself a time limit! (e.g. 4 mins)



When you have included as much as you can (from memory), then check your notes/knowledge organiser and add these on. Highlight those and focus on these next time.

Look, Cover, Write, Check

Using your knowledge organiser:

- Look at a section for 3 mins and try to memorise the information.
- Cover over the knowledge organiser
- Write down what you can remember on a blank sheet of paper
- Check it against the knowledge organiser. What did you miss?
- Repeat this process regularly and build this up until you can reproduce the whole knowledge organiser without looking

Flash cards

Create your own flashcards. Question or key word on one side, answer/definition on the other.

Rules of creating effective flashcards:

- Keep the answer brief and focussed.
- Use visual images to help prompt the memory.
- When using them to test yourself, give thinking time before turning over the card.
- Keep revisiting the flashcards.



You need to use these flashcards regularly - revisiting the ones you get wrong more frequently. Get someone to test you.

Self-testing and quizzing

Use multiple-choice questions to 'test yourself'. You can also use your flashcards for this.



You will get it wrong sometimes - this is not failure, this is part of the learning process. Stick with these methods and it will

Planning revision time

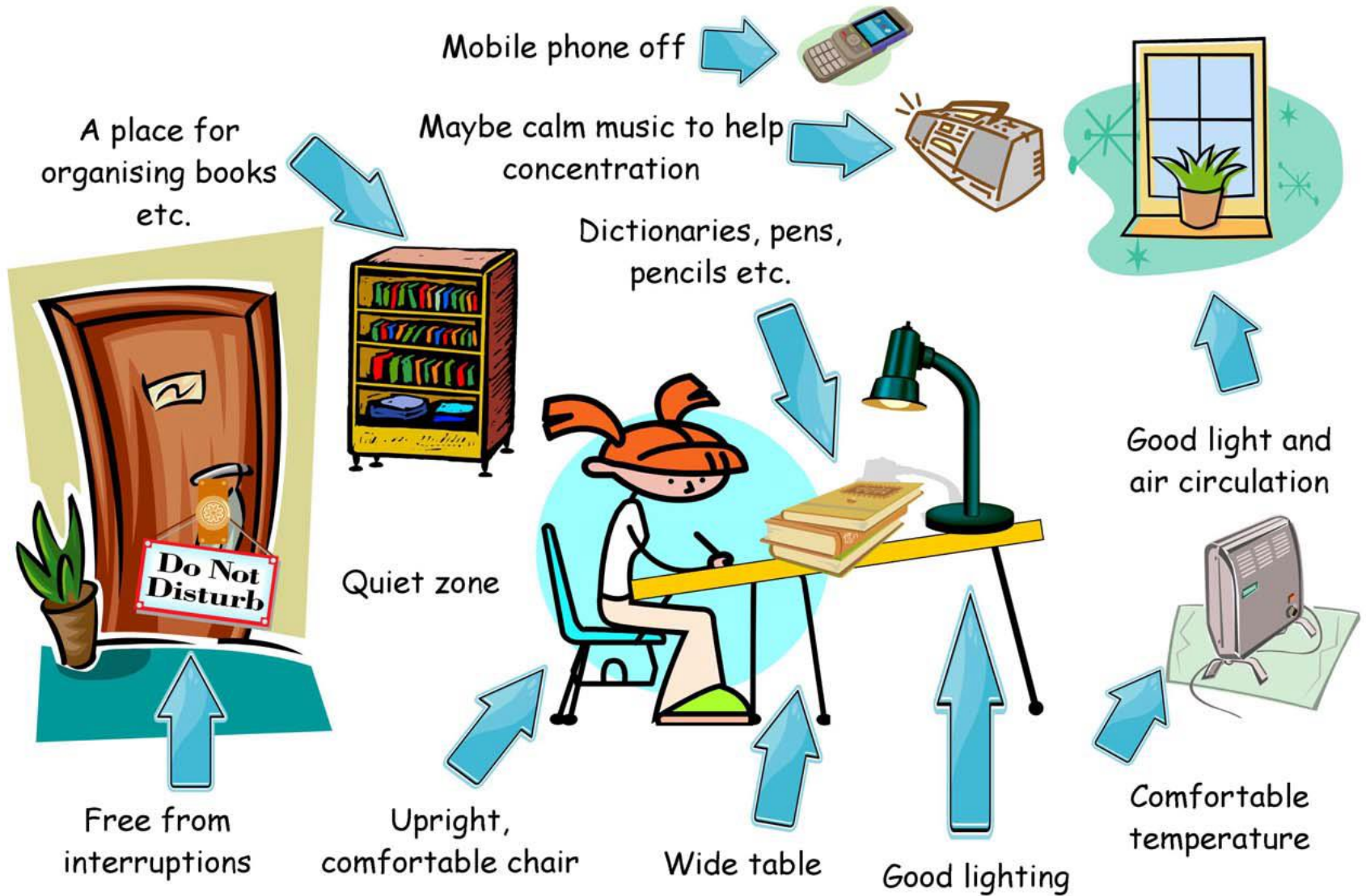
How to get your revision plan right

- Some students do a weekly plan showing when they will conduct some revision for each subject
- Be **realistic** and plan time away from your work to avoid burn-out!
- Make sure you study your least favourite / most challenging subjects first, and not at end of day when you are tired
- **Be focused:** Give yourself short breaks
- Planning helps you to balance your time so that you don't spend all your time revising one subject
- If you **share** your revision plan with friends or family then you are more likely to stick to it
- Don't worry about other students' revision plans, everyone does it differently!

REVISION SUPPORT:

The ideal study environment

An ideal revision area



Sharepoint: Revision Hub and Study Support

SharePoint

Search this site

YR Revision Hub

Private group ☆ Not following 3 members

Home + New Page details Analytics

Published 5/27/2022 Edit

Conversations

Documents

Notebook

Pages

Site contents

Recycle bin

Edit

Revision sessions

+ Add event

Create an event

When you add an event, it will show here where your readers can see it.

Month	Title of event	Month	Title of event
01	Tuesday 12:00 AM - 1:00 PM	01	Tuesday 12:00 AM - 1:00 PM
01	Tuesday 12:00 AM - 1:00 PM		

See all

Subject specific revision resources

- Revision videos
- Study skills
- Maths
- English
- Science
- History
- Geography
- MFL
- RE
- PE
- DT
- Food
- Computer science
- Art
- Music
- Health and
- Business
- Media

Gradebuster and Quicktip sessions

<https://framdurham.sharepoint.com/sites/RevisionHub>