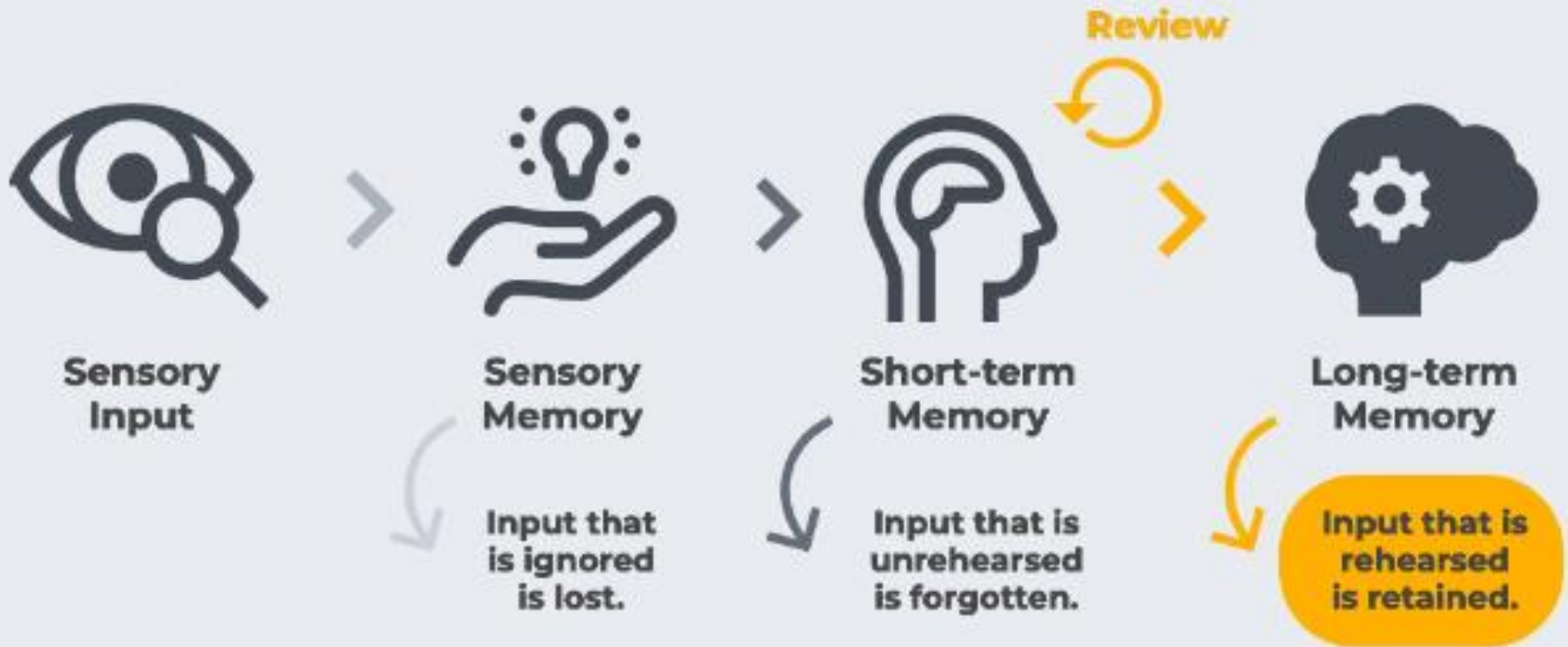


Your memory

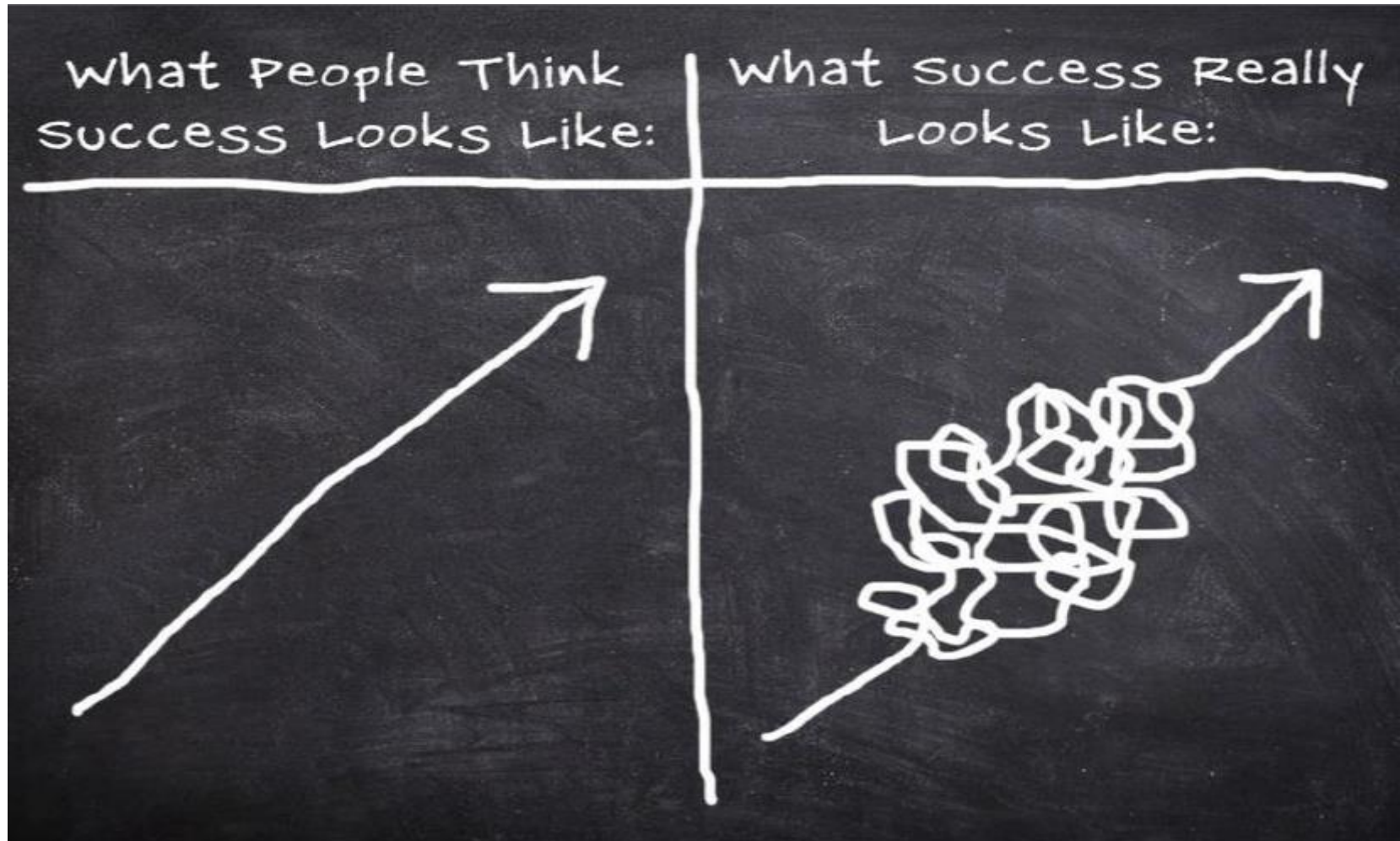
Short-term to Long-term Memory



Fuel



Life is about learning from setbacks – for everyone!



Study clock – give yourself time to practice exam questions and ‘stress test’ your brain

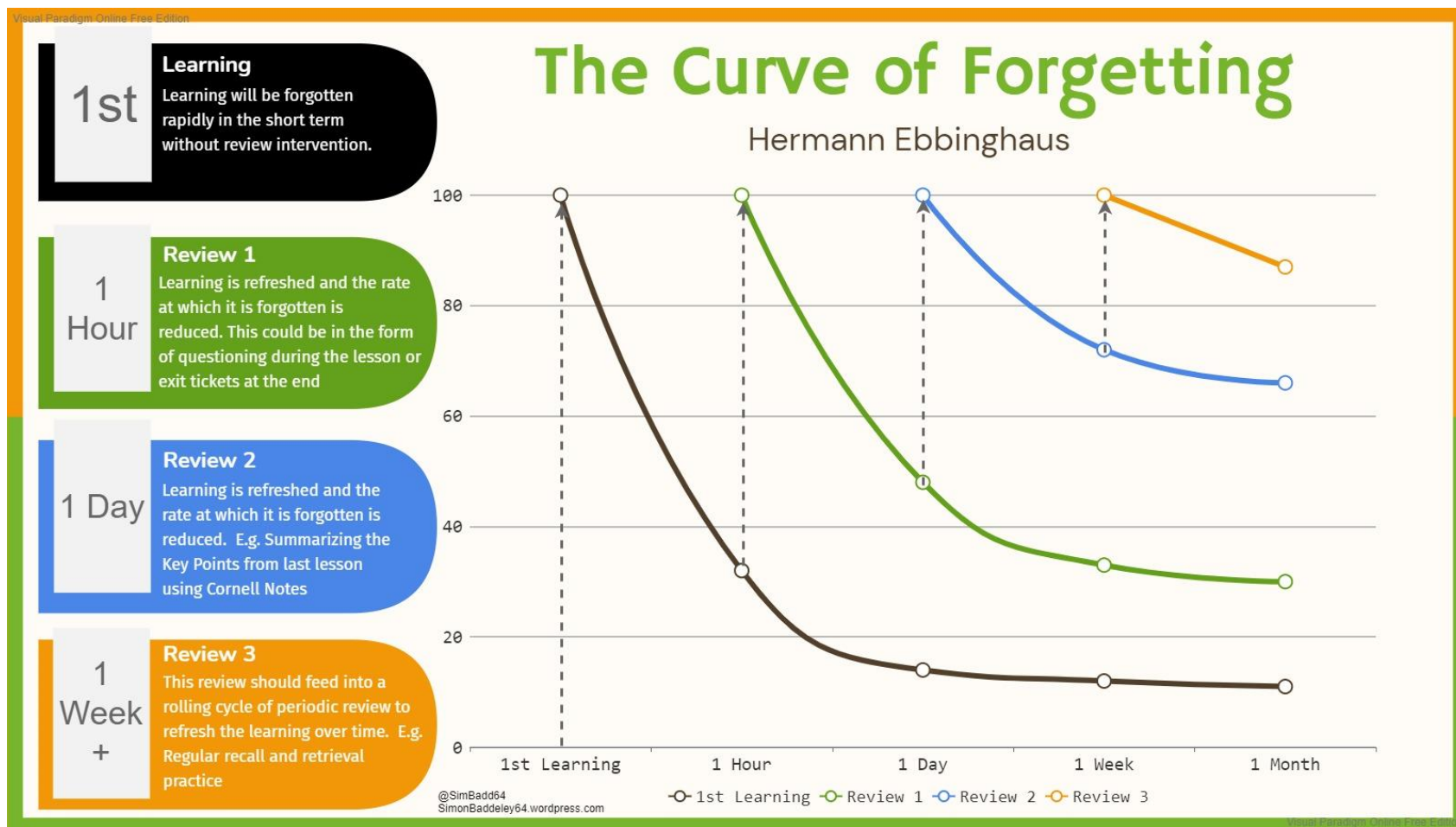
- Build your confidence
- Make sure you are **DOING** (reading isn’t good enough).
- Mindmapping
- Flow diagrams
- Cornell notes
- Create flashcards (ongoing process)



- Bite the bullet regularly!
- Whole papers
- Parts of longer answers (including introductions/conclusions)
- Practicing timed-conditions.
- Get them checked by your teachers/self-assess

- “Manageable stress”
- Requires brain-effort.
- Flashcards to test – put them in different RAG piles.
- Recreate mindmaps/notes and add in separate colour information that you forgot.

Revisit your work – the more you do, the longer you retain it and the less you forget!



Get your systems in place! Make a weekly plan and keep to it!

	1Mon	1Tues	1Weds	1Thurs	1Fri	1Sat	1Sun
09.15-10.15							
10.15-11.15							
11.45-12.45							
12.45-13.45							
14.15-15.15							
16.00-17.00							
17.00-18.00							
18.00-19.00							
20.00-21.00							
21.00-22.00							

Identify where you have time and when you are busy.

Update this weekly!

Benefits:

- Helps you stay on top of things.
- You are in control.
- Working towards a better work-life balance.

Level up your revision – aim for 3e

Level 1 – I READ through my notes

Level 2 – I MAKE NOTES from what I read

Level 3 – I **TRANSFORM** my notes into another format e.g. diagrams, lists, mnemonics, flash cards, tables

Level a – I answer **past questions** but avoid hard ones

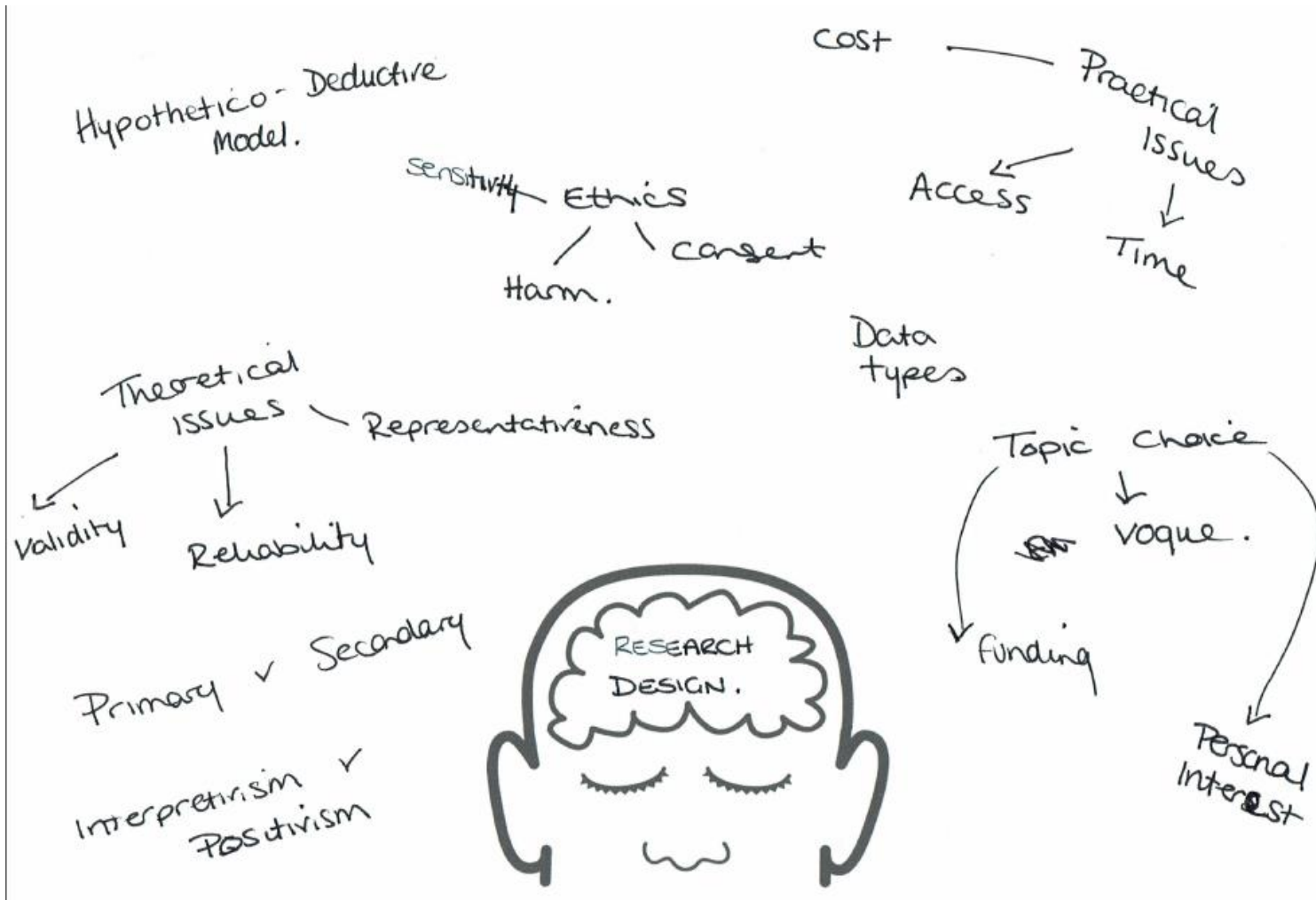
Level b - I answer **hard** past questions until I get it right

Level c – I use **mark schemes** to help me improve my answers

Level d – I use **Examiner reports** and mark schemes

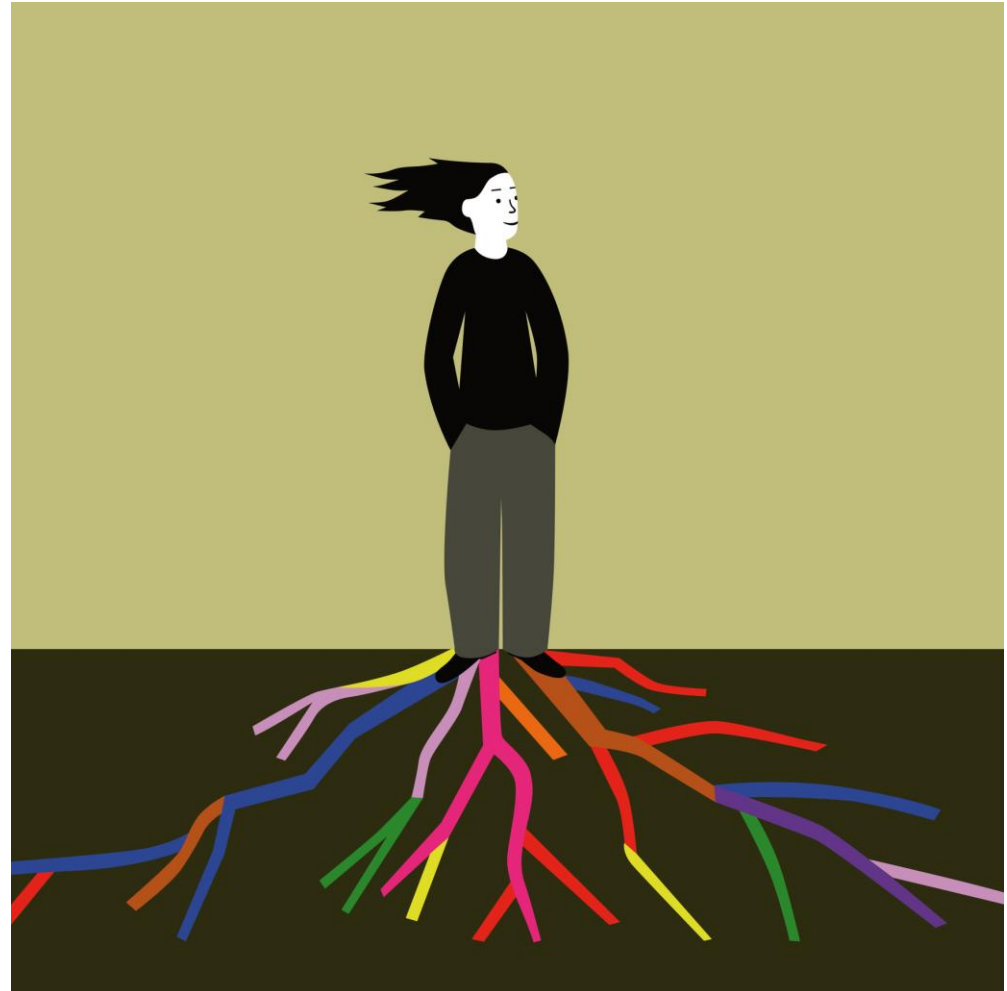
Level e – I **practise AGAIN and AGAIN** until I KNOW I have got it right & seek support when I need it.

Brain dumps – write everything you know down. Check for gaps and correct in a second colour.



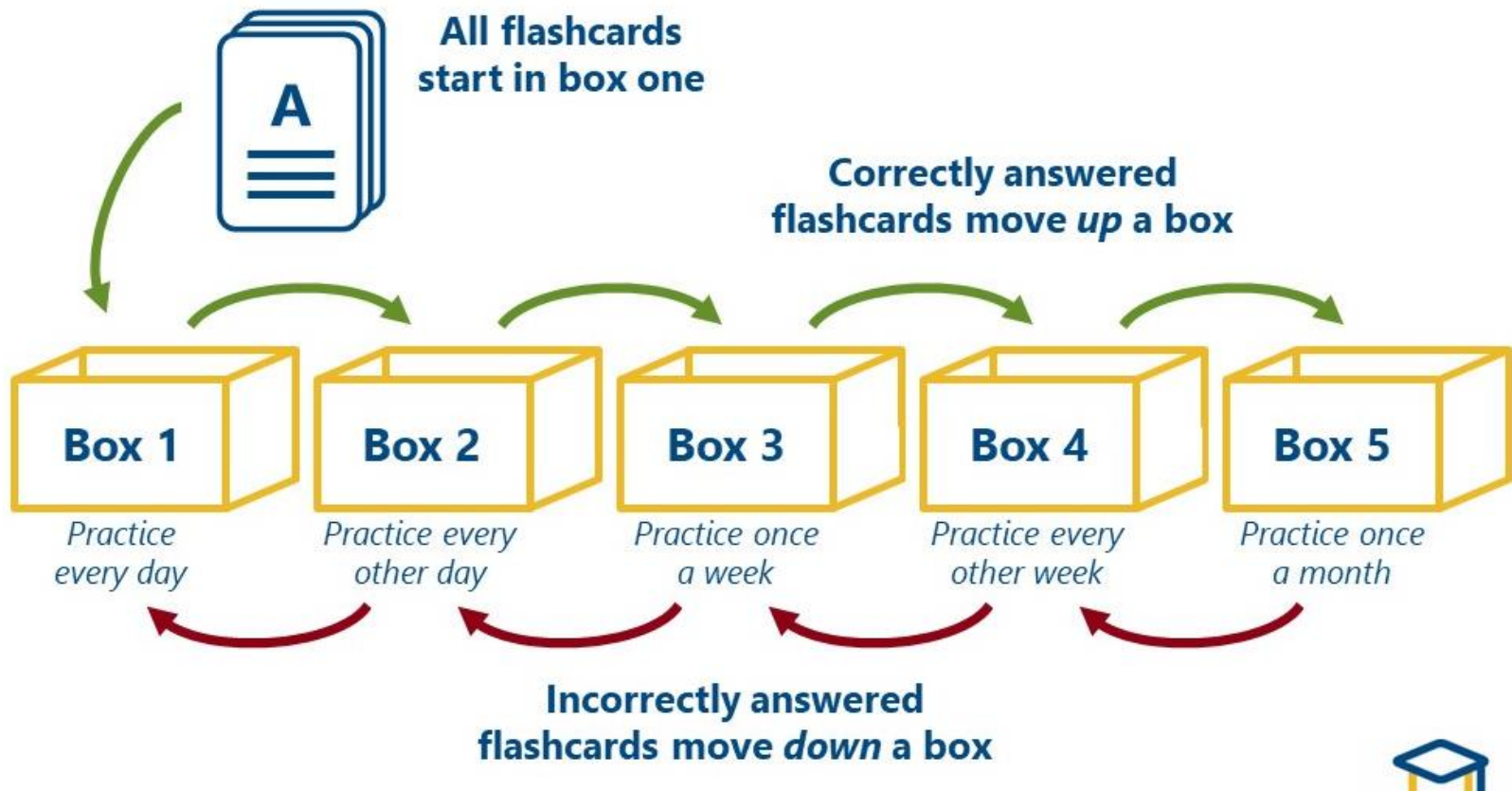
Building resilient roots

- Accept failure as a stepping stone to success – listen and learn from failure.
- Actively seek advice – and follow up on it.
- Step out of your comfort zone to challenge yourself.
- Identify situations which are preventing you from being effective and correct them.



Flashcard properly!

Increase your memory with spaced repetition and active recall



Be in control!

- Effective forward planning
- High attendance
- Putting in the hours of study
- Being active in and responsible for motivating yourself
- Good communication with teachers, adults and peers about the thing you are studying
- Sleeping regularly and well
- Eating healthily
- Taking exercise
- Creating a good study environment
- Avoiding procrastination (social media/devices)

Retrieval methods

Using Folding Frenzy



Notes

Students write a page of notes on a piece of blank paper on a specifically chosen topic. Focussing on;

1. key vocabulary
2. summarising content
3. using symbols

Fold



Graphic Organiser

Students then create a graphic organiser representing the core terminology of the notes.

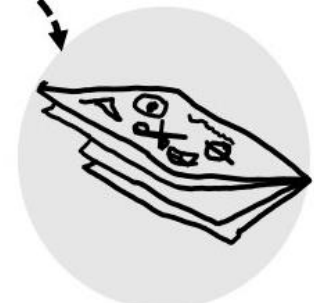
Fold



Flashcard

Students write down 5/6 keywords that summarise the topic.

Flip



Symbols

Students use the symbols from their original notes.

Test yourself on the symbols/key terminology – what can you remember from these stimuli. Unfold as needed!

Use helpful self-talk to keep yourself positive!

EVERY
LITTLE
HELPS

THE
HARDER I
WORK, THE
BETTER I
GET

IF I USE
EASTER, I
WILL FEEL SO
MUCH BETTER

I WANT
THE BEST
GRADES I
CAN GET

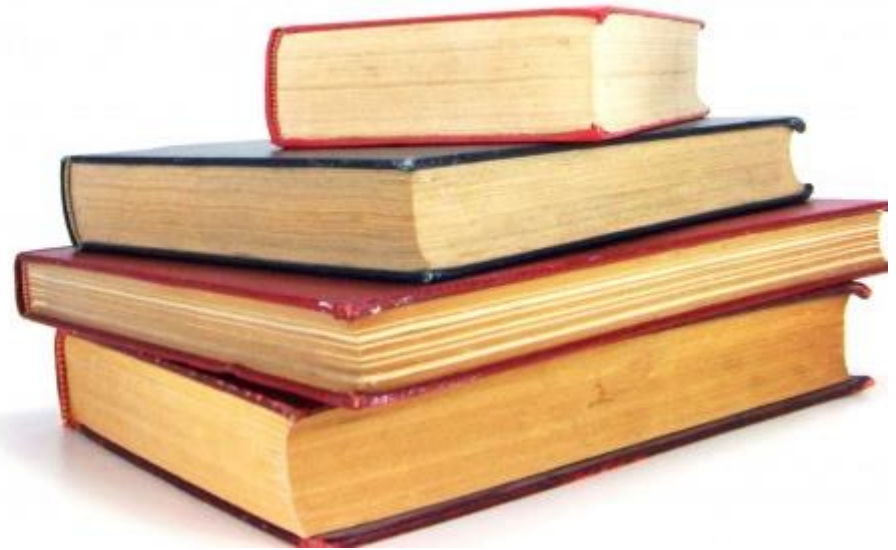


Academic support clubs:

Monday	Tuesday	Wednesday	Thursday	Friday
<ul style="list-style-type: none"> • Biology • Physics • Drama • Geography 	<ul style="list-style-type: none"> • Maths • Criminology • English Literature • History Coursework clinic 	<ul style="list-style-type: none"> • Chemistry • History/ Politics (Alternative weeks) • PR 		<ul style="list-style-type: none"> • Art

Using the library

- Please use the two tables at the far end of the library only.
- This allows for English reading lessons to happen in the rest of the space.
- Return any books used to the shelves or to Miss Wevill's desk.



The Pomodoro technique – make the best use of your time!

THE **POMODORO** TECHNIQUE

①



Decide on the Task That You Need to Do

②



Set the Timer to 25 Minutes

③



Work on the Task Until the Timer Rings

④



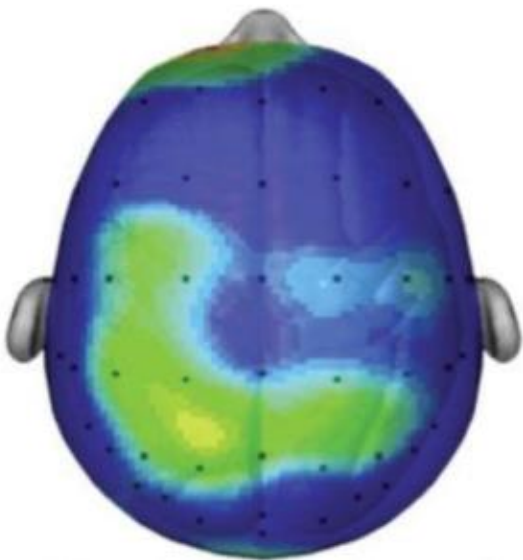
Take a Short 5 Minute Break

⑤

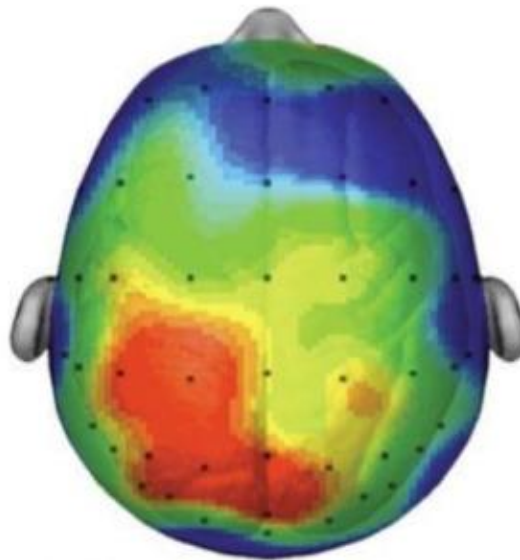


After 4 Cycles Take a 15-30 Minute Break

When you take that 15-30 minute break, do something ACTIVE



**After 20 minutes of
sitting quietly**

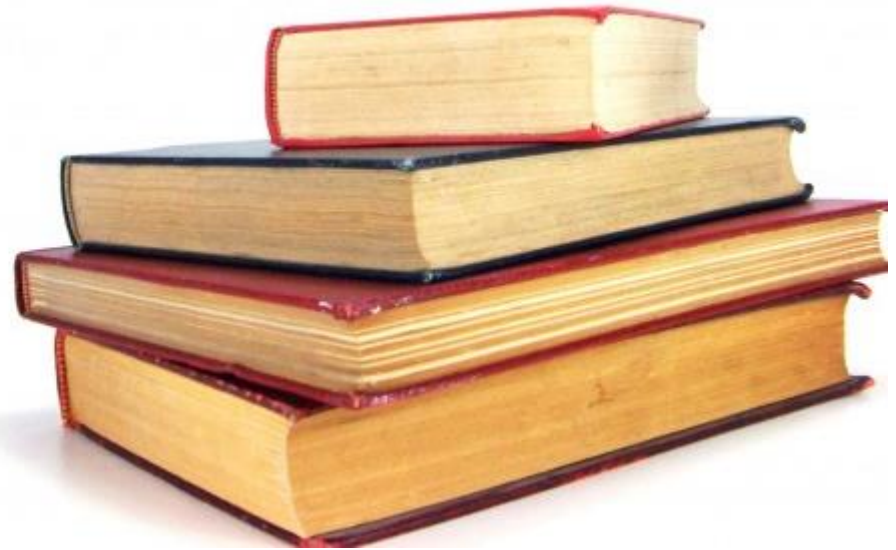


**After 20 minutes of
walking**

Research has shown that movement, especially walking, improves cognitive ability, creativity and understanding

Study spaces

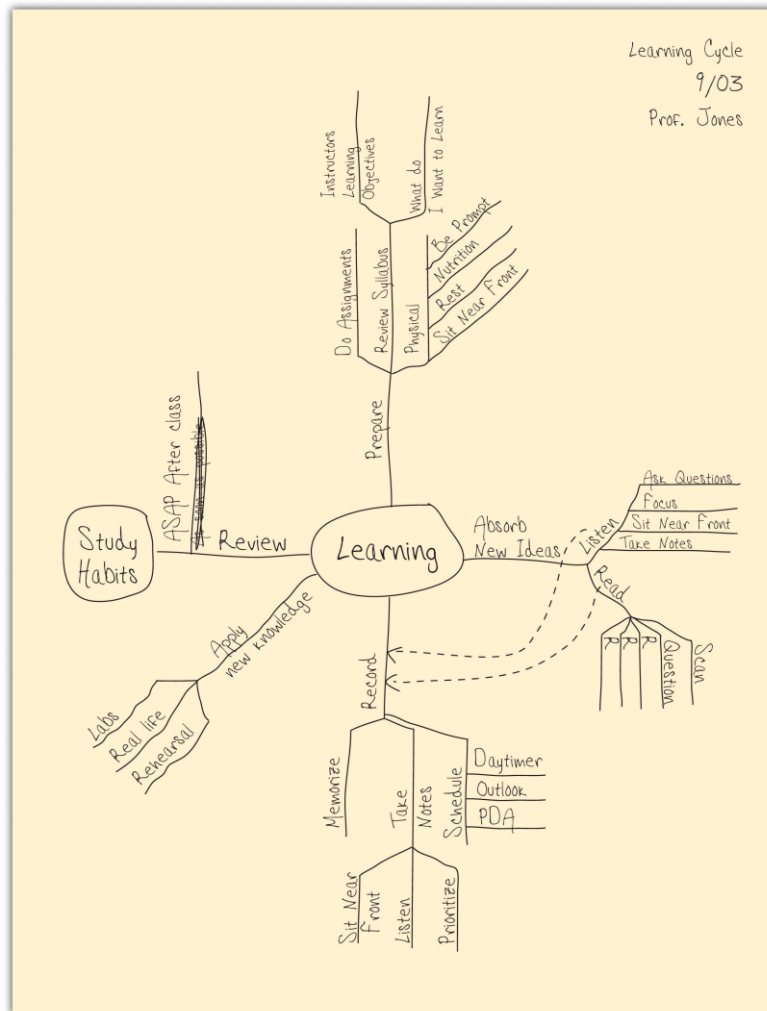
- Speak to your teachers to see if you can use their classrooms/resources to complete silent or quiet group study.
- Remember, the Sixth Form is open until 6pm every day.



Some advice for procrastination:

- Start with the unpleasant activities first – get them over and done with!
- Set yourself time limits to complete the task by – that way the end is always in sight!
- Write a daily to-do list with a tangible reward at the end of the list to keep yourself motivated through the difficult tasks.
- Think about where you are studying – if there are distractions, deal with them.
- Treat your learning as important – it is what will give you the success you need to progress in life. Dedicate time to it.

Make effective notes



ABOUT

The **Cornell** note-taking method was devised in the 1940's by Dr Walter Pauk, at Cornell University.

- ✓ Efficient method of taking notes
- ✓ Encourages reflection
- ✓ Makes an effective study guide for revision and exam preparation

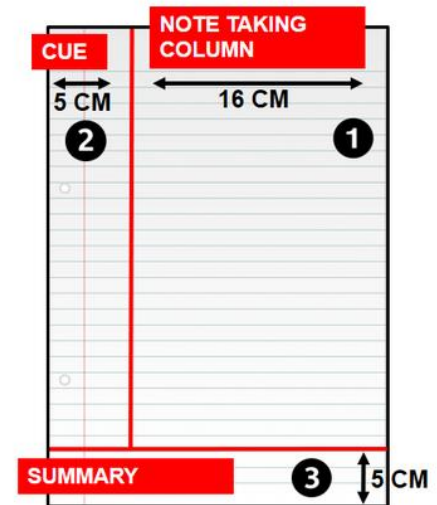
HOW

Divide an A4 page into the three sections as shown.

You can use different dimensions for each section if you prefer

Each section has a specific purpose:

- 1 **RECORD**
- 2 **QUESTIONS**
- 3 **REVIEW**



- 1 Write your notes in this section **during the lesson**
Use **any format** you like to record these notes (for example, mind-mapping)
Record only the **important information** (don't write in full sentences)
Focus on **ideas** rather than the actual words

- 2 This section is for **recall**.
Do not write in this section **during the lesson**
The cue section is created **when you review your notes**.
Do this as soon as possible after the lesson
Cues are in the **form of questions** that you can use the notes to answer.

- 3 A **summary** of the notes taken
It should be **concise** focusing on **key ideas** only
Written in **your own words**
NOTES + CUES + SUMMARY should show how all ideas fit together

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Monitor your stress levels – talk to your tutor or Head of Year if you need to.

