

Parent Workshop

Revision Strategies and support for young people with SEND

10 & 17 June

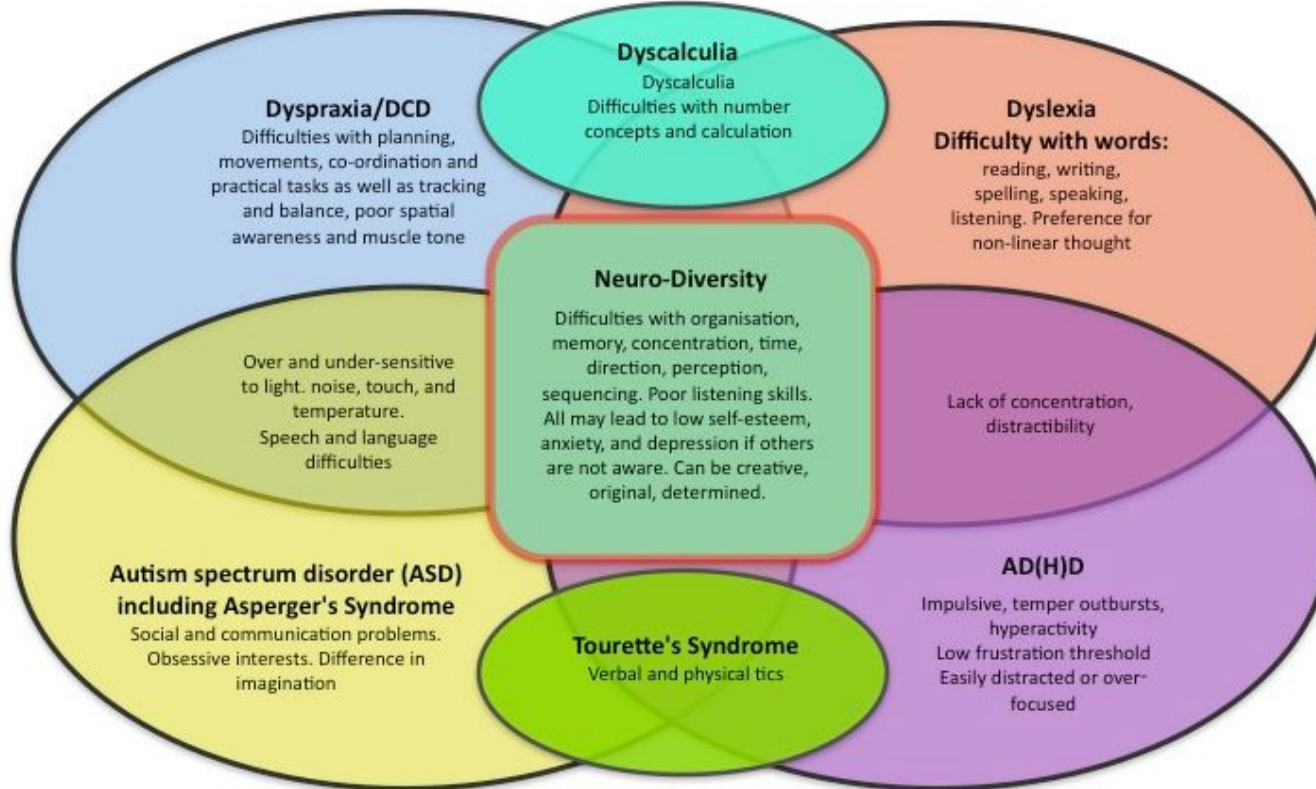
Aim:

- To develop an understanding of how SEND needs impact learning and revision
- How to prepare for year 10 exams
- Revision strategies and techniques for learning information



The Make-up of Neuro-Diversity

This is a document for discussion, concentrating mainly on the difficulties of those with neuro-diversity. It must however be pointed out that many such people are excellent at maths, co-ordination, reading etc . We are people of extremes.



Executive functioning

- Organisation
- Time sequencing
- Sequencing
- Time
- Direction

Memory and processing

- Working memory
- Remembering what has been read
- Manipulating information

SEMH

- Anxiety
- Self esteem

Practical issues for students with poor working memory

- sequencing activities
- knowing what to do and in what order to do it
- personal organisation, etc.
- being a “frequent forgetter”

If the central executive isn't working effectively it can mean that the individual has difficulty with some or all of the following:

- filtering out information that isn't required
- working out what needs to be done first
- the order of importance of a series of instructions (prioritising)

Strategies to help poor working memory

Strengthening poor working memory is essential when following instructions and knowing what to write down. Often the child will be able to answer questions verbally but will also often struggle to articulate what they want to say and frequently have difficulties writing down what's in their head.

- Give clear instructions, no more than two at a time
- Visual timetables are often useful
- Short tasks with regular checking in to help ensure that the child understands their task
- Allow for practise and repetition, enabling information to be embedded
- Link learning to relevant areas for the child, like visuals or topics of interest
- Visual records of learning aid memory and ease of reference
- Use reference cards with definitions to enable regular recapping of facts in a user-friendly format



Processing

Children will often have difficulty concentrating, which will affect memory and may give the impression that the child is not listening. Anxiety and stress often follow. Planning is often compromised, as difficulty accessing the memory will cause problems when there is a need to remember rules, sequences, or formulas.

Children with processing issues often struggle with reading. This may be due to a specific reading difficulties like dyslexia, but this is not always the case. If a text is long and laborious, it may be difficult to maintain concentration without visuals or different styles to maintain interest. Concentration issues, memory problems and reading difficulties can all contribute to poor self-esteem, as the individual may feel that they are not as intelligent as their peers.



Executive functioning

Executive function and self-regulation skills are the mental processes that enable us to plan, focus attention, remember instructions, and juggle multiple tasks successfully.

- Organisation
- Time sequencing
- Sequencing
- Time
- Direction



Organisation



Support your child to organise their work

- Have a set of files for every subject - with sub sections for each part of the course.
- Print work that is stored on chromebooks.
- Help find work that is stored on floor, lockers and bottom of bags.
- Organise and have a clear workspace.



Hints for an Ideal Revision Area

providing some of these will go a long way to helping



Work space - In a communal or or bedroom?

However:

- Depends on how the child work.
- Too long working on their own in a bedroom can be isolating and demoralising
- Mix up where they are working for a change of scenery

However

- Be mindful of the use of mobile phones.



How to prepare for year 10 exams - w/c 10 & 17 June

Please see the exam timetable in your takeaway folder - it looks like this:

Date	Assessment
Week B Monday 10 June	P2 or 4 Combined Science Physics P3 Option B Physics Triple P3 Option C Physics Triple P5 Option D Physics Triple
Tuesday 11 June	P1 Option A Drama P3 or P4 Maths
Wednesday 12 June	P2 Option D Drama/Geography/History/Music/PE P2 Option D Food and Nutrition/DT Product Design/DT Textiles P2 Option D Biology Triple P3 Option C Biology Triple P3 Option B Biology Triple
Thursday 13 June	P1 or 2 English Literature P4 Option B Computing/Music
Friday 14 June	P1 Combined Science Biology P4 Option A Computing/Drama P1 Option C Chemistry Triple P1 Option D Chemistry Triple P3 Option B Chemistry Triple
Week A Monday 17 June	P1 or P4 Maths P3 Option B Computing/French/German/History/Geography/Music/PE
Tuesday 18 June	P3 or 5 English Literature P2 Option C Drama/Spanish/History/Geography P2 Option C Food and Nutrition/DT Textiles
Wednesday 19 June	P1 Option A Computing/Drama/Geography/History P1 Option A French/German/Spanish P2 or 3 Religious Studies
Thursday 20 June	P2 or 4 Combined Science Chemistry P3 Option D Drama/Music
Friday 21 June	No formal exams however subjects on the day may complete catch ups

- Highlight the exams
- Put this on the fridge or prominent place.

Know your exam criteria and how to
answer questions



How to prepare for year 10 exams - Planning

Planning

- Know the syllabus - exam content listed subject by subject is in your takeaway folder
- RAG
- Know when/ where the exams are
- Timetable/ lists



Revision Timetables

[illegible]

Revision timetable

science B	maths	English	swimming	geography	rowing	history
science C	RE	maths	swimming	geography	rowing history	Science B
French	RE	English	swimming maths	science P	rowing	Science P
science C	RE	English	swimming	French	rowing	maths

Revision Strategies

Planning for Revision / Deadlines

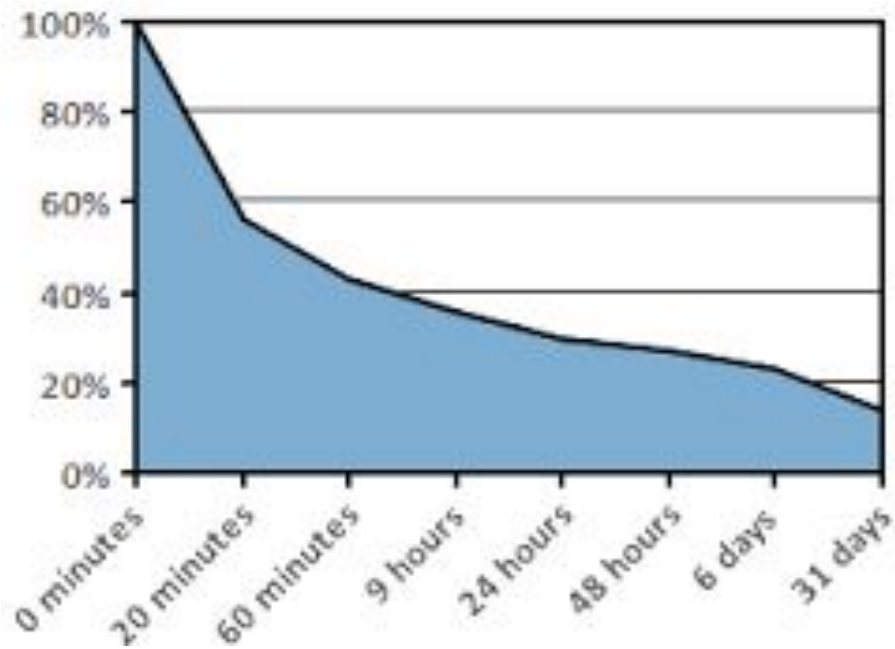
Subject	Area	Topic	Resources	Priority
Further Maths	Numbers Graphs	Equations Pie Charts	<ul style="list-style-type: none">Revision bookClass notesPast paperClass notes (some missing)Past paper	Low High

Audit

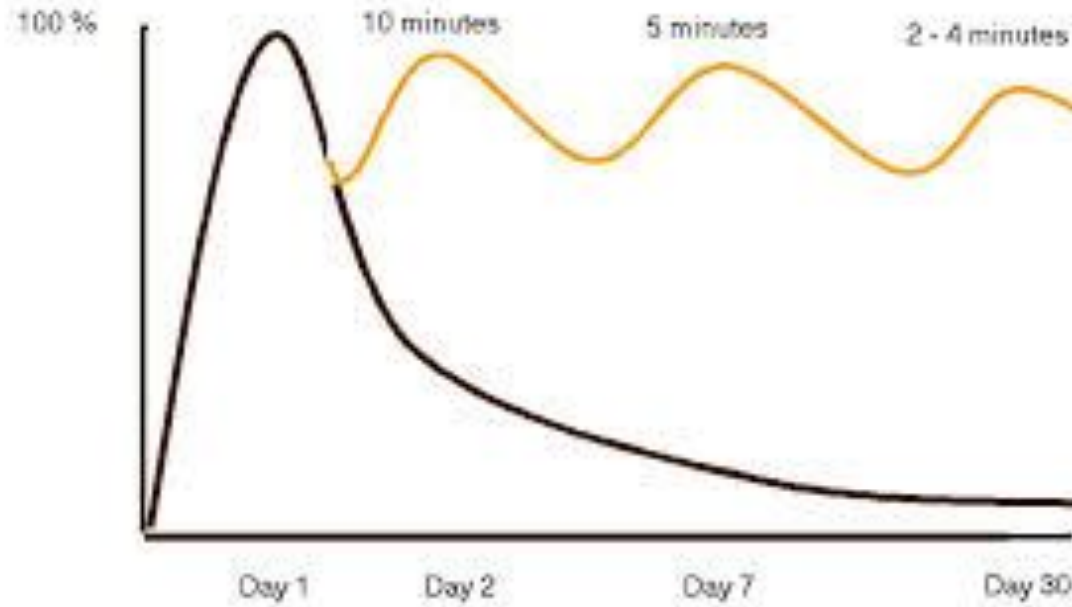
Date	Session 1 (40min)	Session 2 (40min)	Session 3(40min)	Session 4 (40min)
Mon 21/05	Maths	Science	English	French
Area	Number	Planets	Anthology	Oral
Method	Mind Mapping	Cards	Notes	Cards
Aim	To Understand...	To list the...	To look for...	To Prep...

Planner

THE FORGETTING CURVE



The effect of actively reviewing work



Effective Revision Blocks

Study showed better retention of information when:

- Study for 45 mins.

15 minute break

- Study for 45 mins. - first 5 mins is spent recapping session one.

15 minute break

- Study for 45 mins. - first 5 mins recapping session 1, second 5 mins recapping session 3

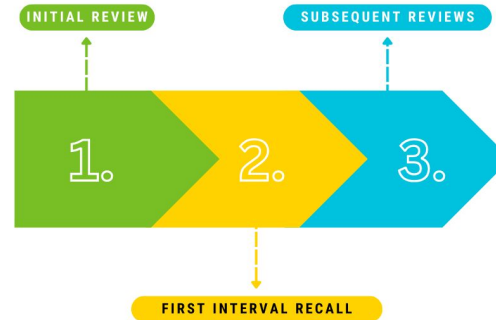
Rather than studying for 3 hours without a break on the same thing.



Spaced learning for revision

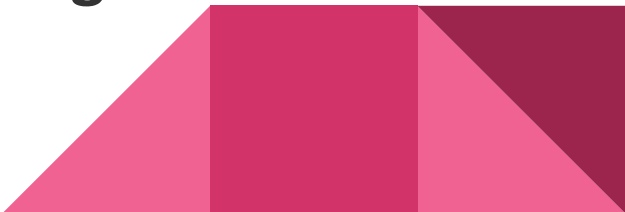
Spaced learning - also known as distributed practice - is an approach designed to improve retention of information by getting the brain to return to, review and consolidate information over extended periods.

Spaced Repetition



For Revision:

Spaced repetition is where you repeatedly review previously learned materials, adding **increasing intervals of time** between reviews, so that you're remembering the information for longer each time. It's therefore considered particularly effective for building **long-term memory**.

- Enhances **memory retention** and **recall**.
 - Promotes **active engagement**.
 - Supports **breaking large tasks into manageable sections** for spaced learning.
- 

Disadvantages

Working memory - Multisensory approach

For revision a multi sensory approach is about using all of the different ways of learning around one topic area

The student should start with the big picture or overview so that the component parts will then make sense (big picture thinking).

Revise a new piece of information that fits into the bigger picture.

Use short videos or auditory responses to what they are doing (someone talk through the work).

Ask them to repeat the information back to you, or ask them questions about what you have said (oral kinaesthetic).

Encourage them to write the information down. It doesn't matter about the spelling, handwriting, etc. it is the process of writing than helps with the processing of the information (manual kinaesthetic and memory aid). The mini whiteboards in their planners are a great resource to support this.

Ask them to read back to you what they have written, or give them written or pictorial instructions or a diagram (visual).



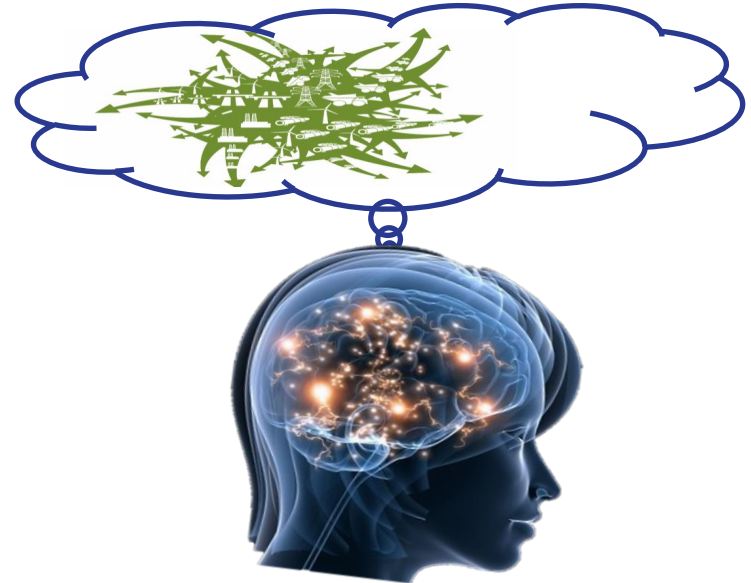
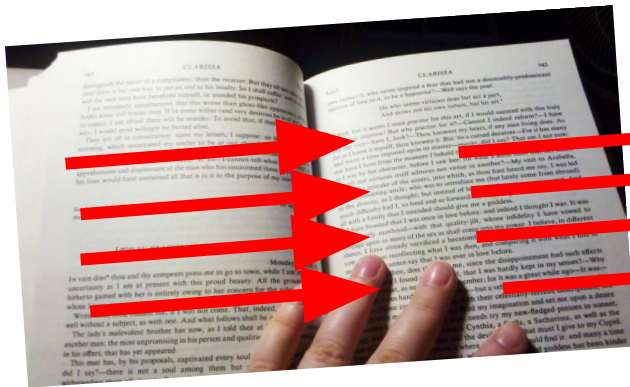
Revision strategies

- Mind maps
- Revision notes/ Note taking
- Flashcards
- Revision Books
- Alternative resources

What is a mind-map?

Mind-maps were invented by a man called Tony Buzan who said...

Although we read and write like this...

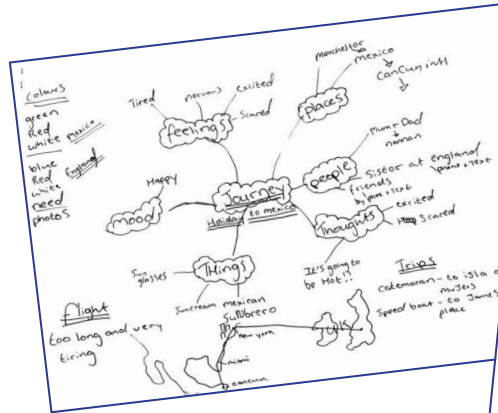


We think more like this...

What is a mind-map?

People often think spider-diagrams are the same as mind-maps...

but that's a bit
like saying these
are the same...



Spending 5 - 10 minutes reading...

During the past six weeks I have been off school because it is the summer holidays. I have checked the weather report most days as I detest getting wet in the rain. At times the symbols on the map have been clouds and a sun but in Louth, where I live, we have had clear blue skies all of the time. So either the weatherman is not doing his job properly or our vicar is doing his job properly by sending up prayers for sunshine. Not that I believe God answers such trivial prayers.

When I left school in July I was just six years old but since then I have reached the grand old age of seven years old. In other words it was my birthday. For my birthday I have invited ten of my best friends from school, all boys might I add, to come with me to the bowling alley at Fuston Green. I tried to hint to my friends that as my Grandad Colin was paying for all of this, he would be pleased at news of me winning something sporty for once. They took no notice and I came eighth. I suppose two of them maybe did take notice? After bowling, we had a burgers and chips at the restaurant next door. We were given helium balloons which we used to turn our voices squeaky!

We had a grand total of forty two days off for our summer holidays. Unfortunately only one of these could be my birthday. Mum says I can only have one per year. Luckily for me my Mum and Dad have split up and my Dad has moved back to London and this means my Dad, according to my Mum, "overcompensates." He took me to Blackpool for the day as a treat for my birthday. We visited Blackpool Sealife Centre to see the great white sharks but we ended up at Northside Fun Park after I advised Dad, "Once you've seen one fish, you've seen them all." In between the rides I asked Dad if we could try the food at each stall. We had pizza and ice cream. Some of it came back up on the Grand Waltzer which luckily made room in my stomach for donuts and sweets.

My best week of the holidays was visiting London to see my Grandpa Henry and Grandma Betty. This was the first week of the holidays and I am not sure that was a good thing for a tired pupil as I had to spend all day playing football with my five cousins. We also played F1 racing with remote control cars and because I loved this so much, my Grandma bought me two to bring home. I have not raced them yet but the dog does like to chase them.

I spent the rest of my time in the holidays playing on my PlayStation every morning. The rest of my family, namely my

...or just 2 minutes looking...



M. G. 2003

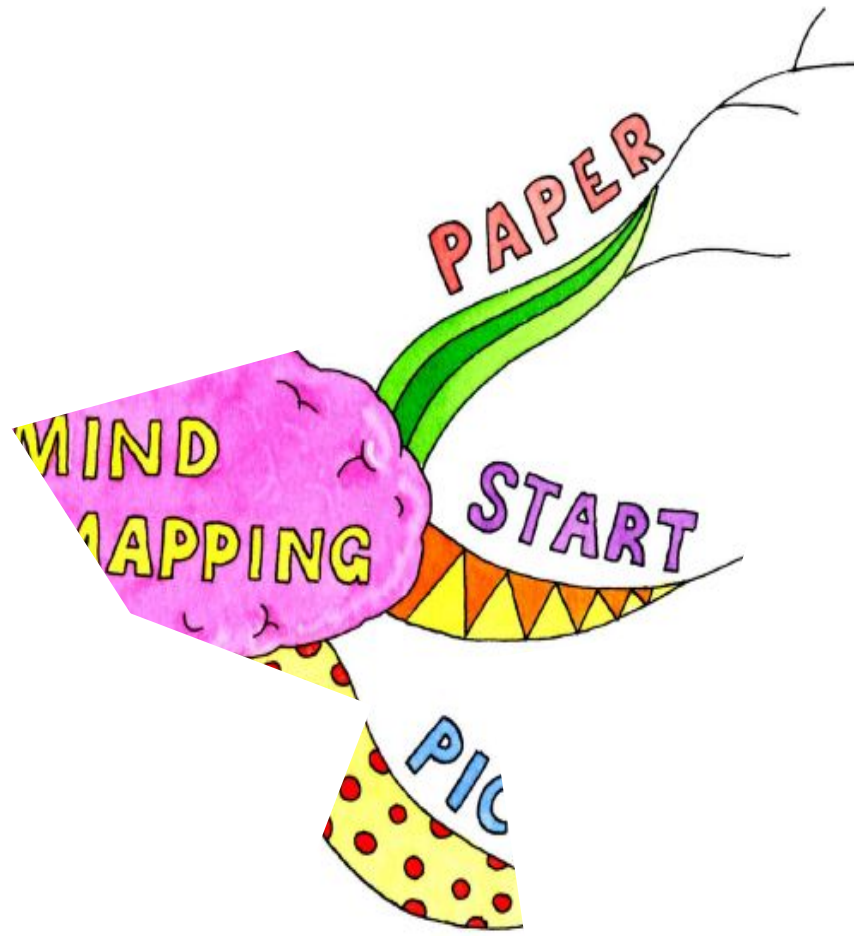
What did Jordan do
on his holiday?

What makes Jordan's
mind map so good?

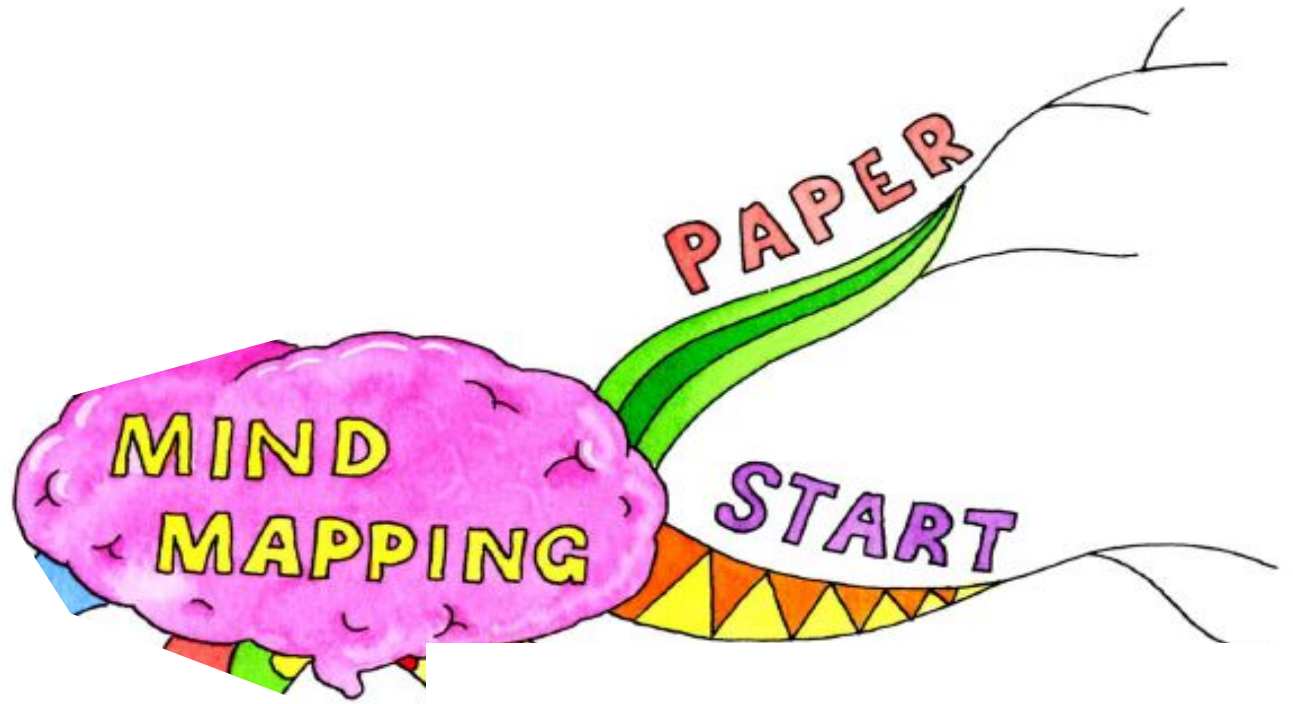


The six rules of mind mapping

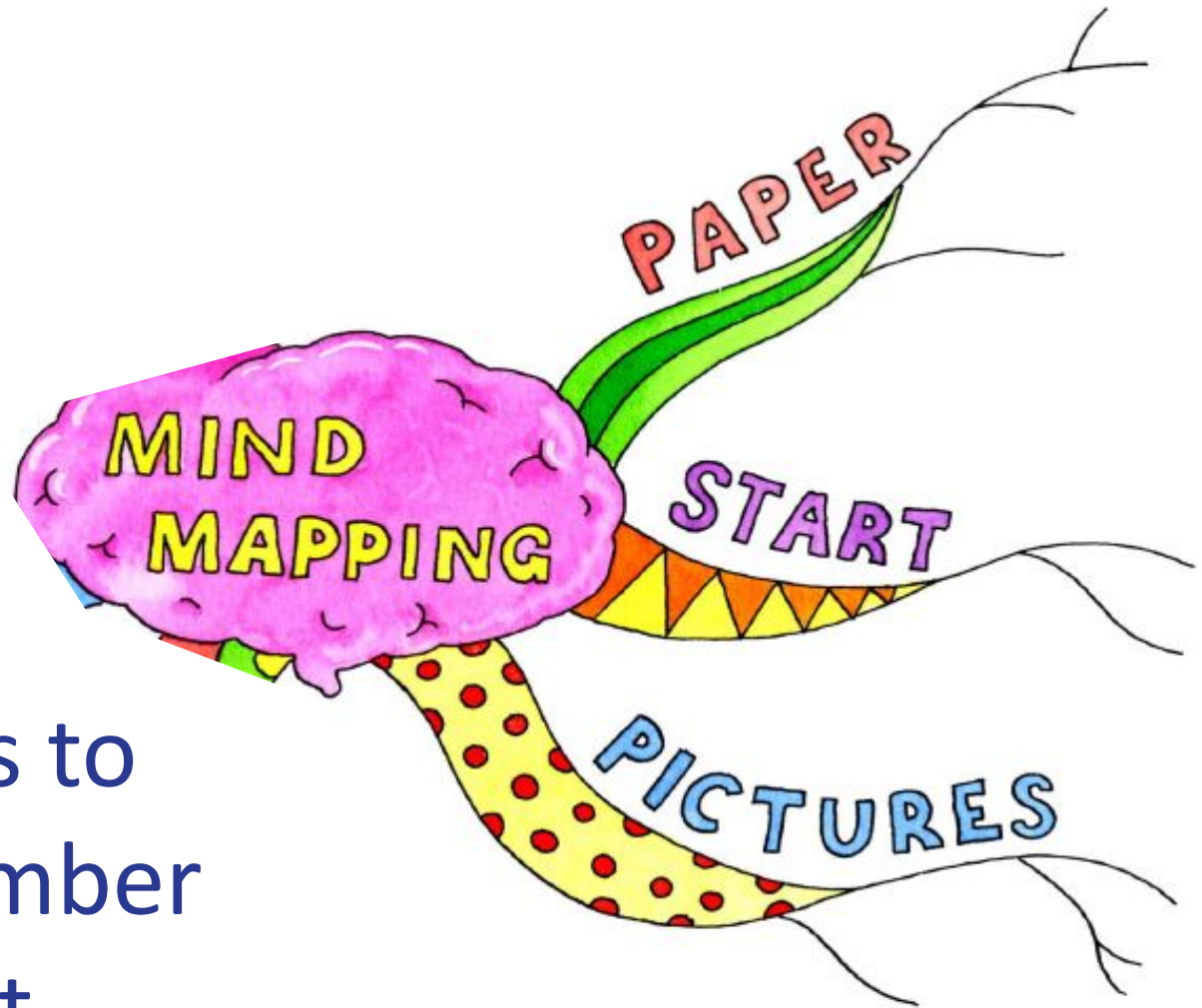




Turn the
page
landscape

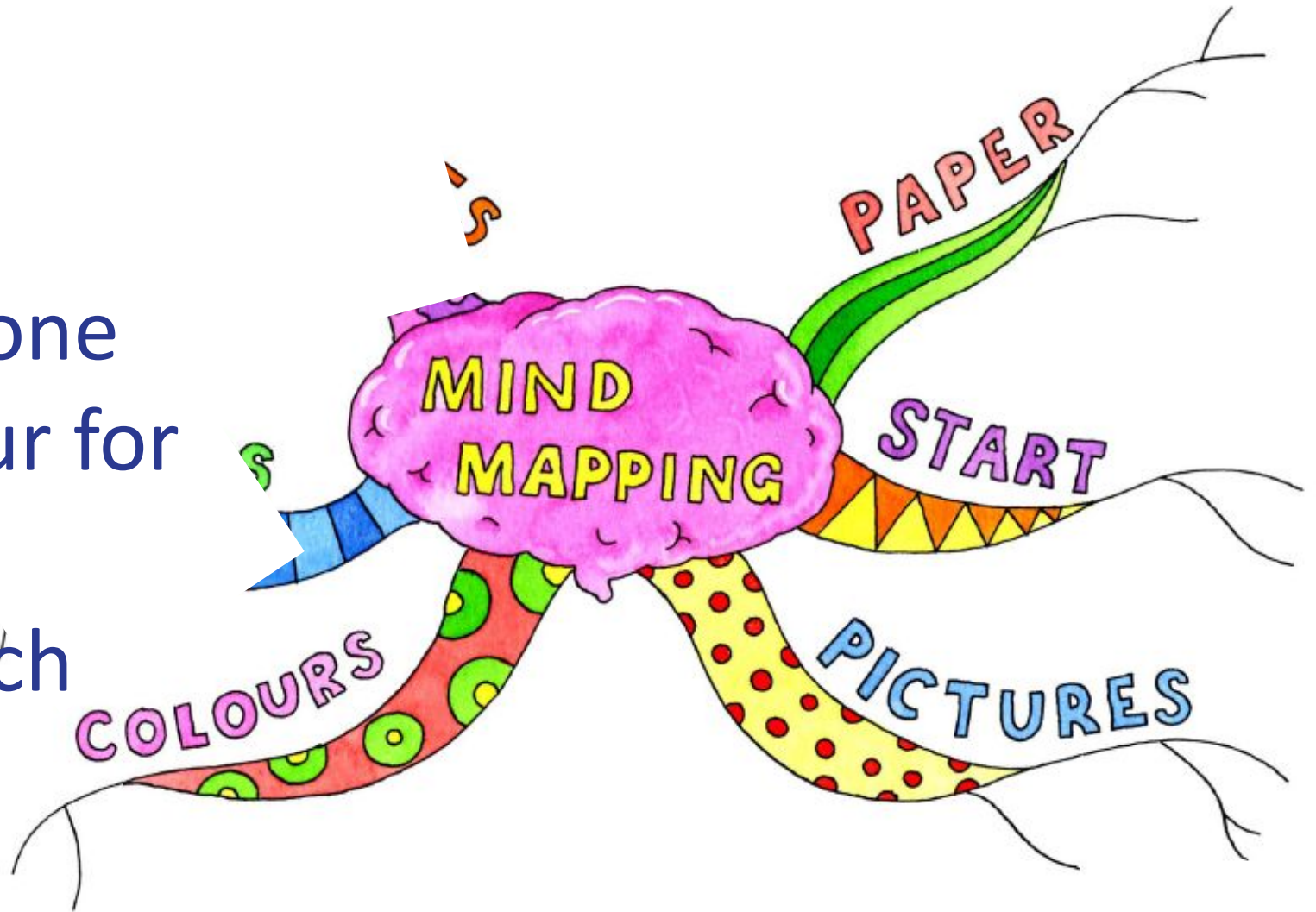


Start in the centre &
leave enough room
for the branches

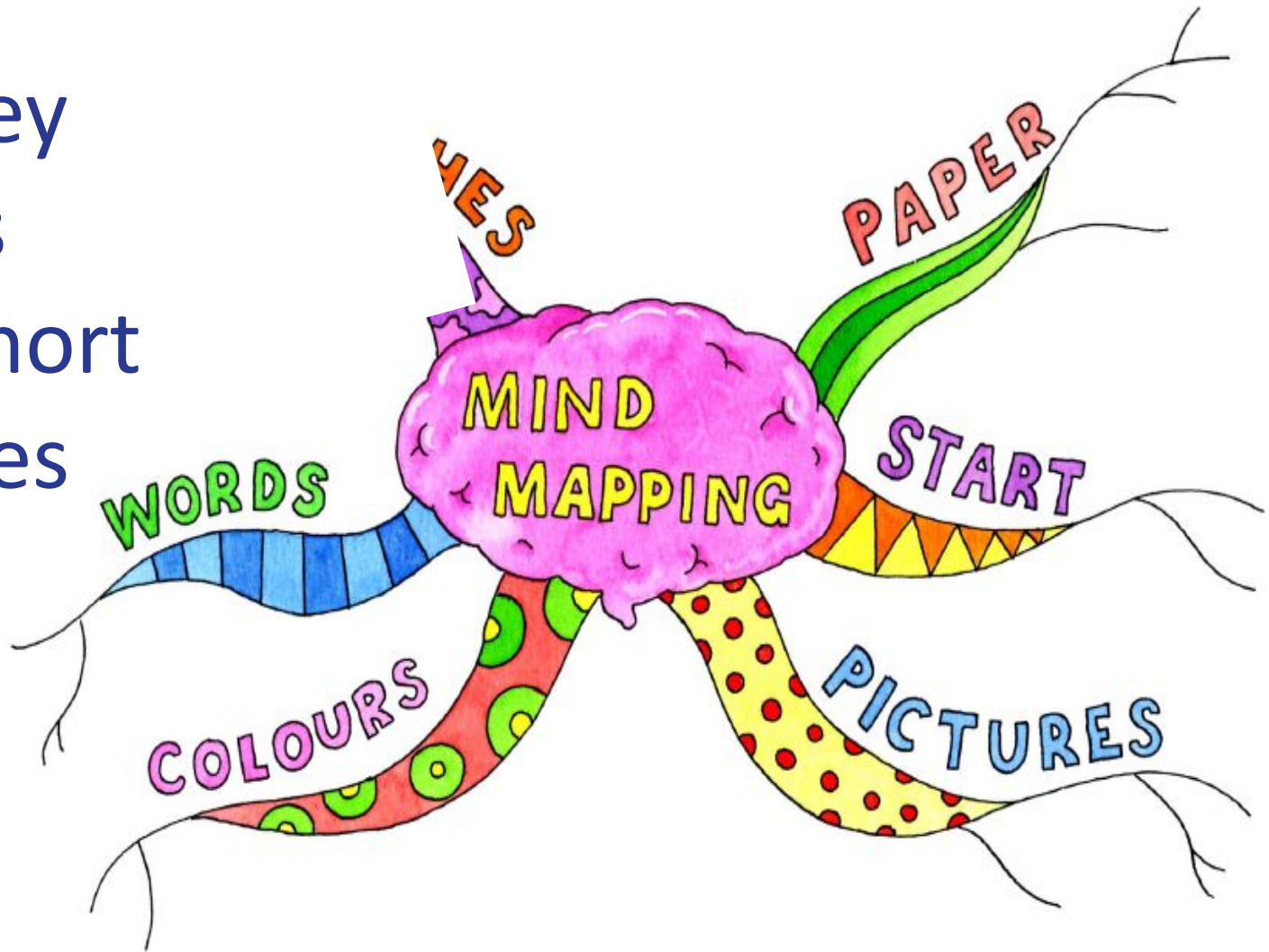


Use images to
help remember
the content

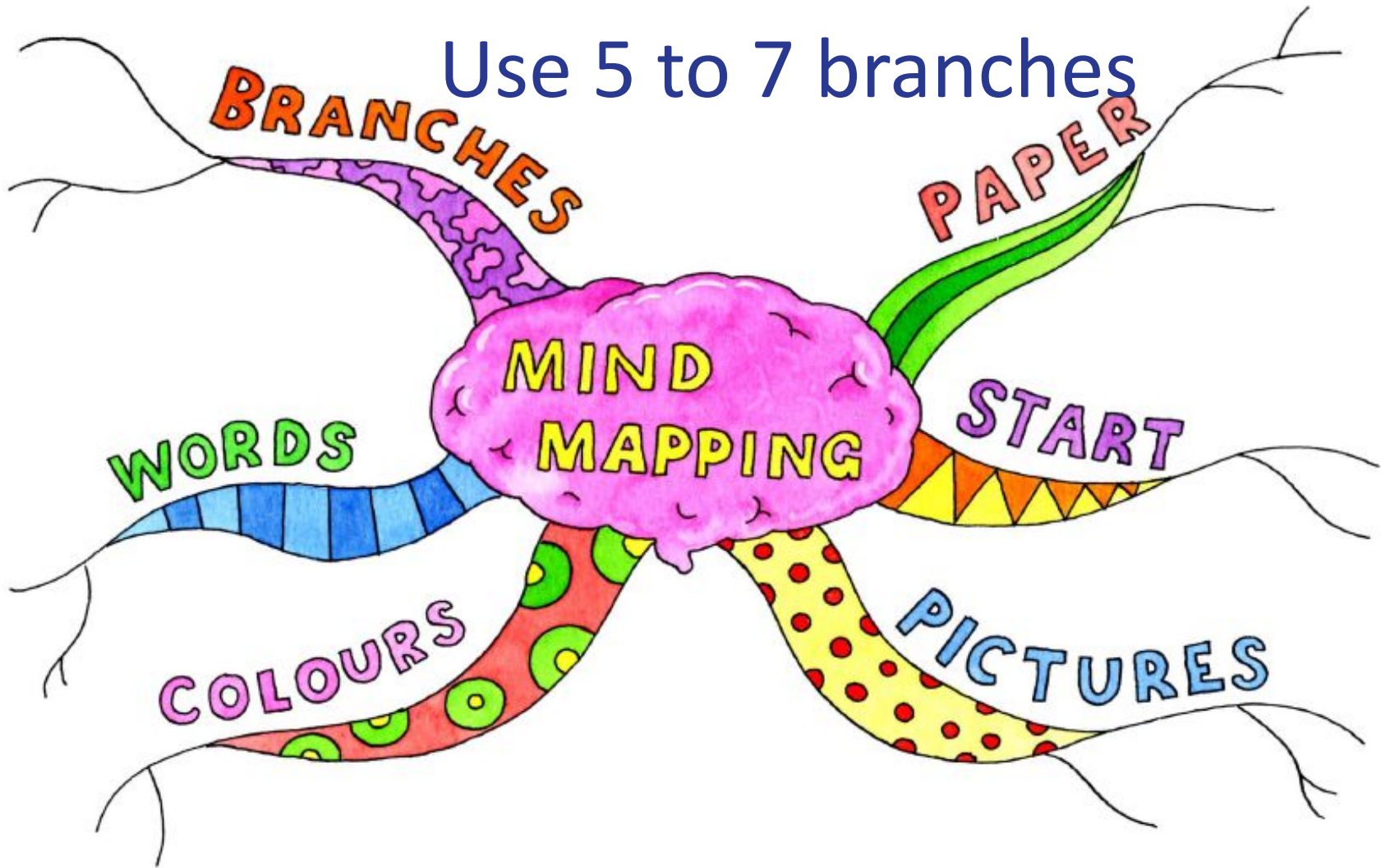
Use one
colour for
each
branch



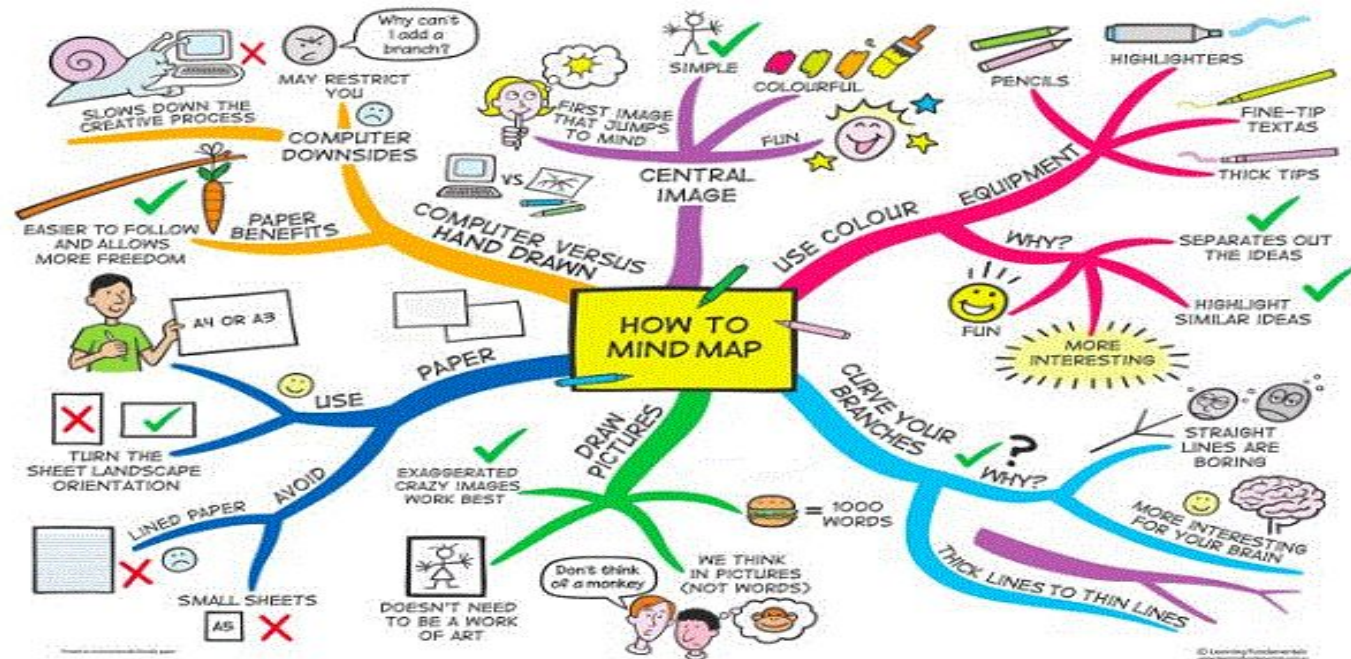
Use key
words
and short
phrases



Use 5 to 7 branches



Write a 1 – 2 minute speech about why students need the summer holiday and how they can enjoy them...

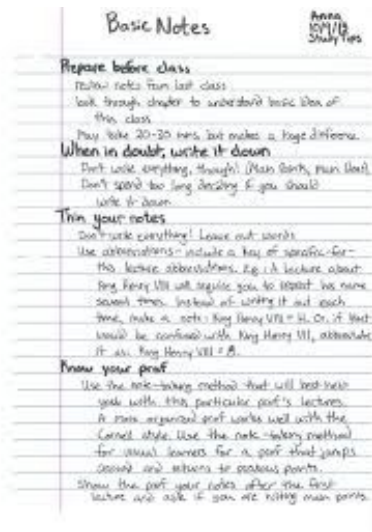


Note taking

- Cornell Note taking

Cornell Name XAVIER	Topic/Question Identify significant literary devices. What does a writer's style and use to interest work.	Name Date Page 10/12/2024
Classroom Question What does "sensation" mean? poem: "Mother to Son", about the speaker to survive difficulty and keep from giving up in life?	Answer - What is the significance of the speaker in the poem? - Similar to narrator - Can be unknown or specific (like character)	
Q How does a poet's choice of speaker affect the mood/ meaning of the poem?	Answer - Both choice of speaker - contributes to the poem's mood/meaning - Who speaks is as important as what is said - different sounds of voice conveying same - even! (ie. parent, child, elderly person) - The person telling the story given point of view and affects the message while it's told	
Q How does Hughes use vocabulary to contribute to and convey his message?	Answer - Contributes to style - "Mother to Son" - helps to understand message - "Mother to Son" - language: metaphor "staircase" - "I'm like the old man born no crystal stair" - "staircase" - replacing later at end of word (staircase) - "Staircase" - staircase - strong - "Staircase" - staircase - strong	
Summary The speaker/voice in the poem is important because it communicates the ideas, feelings of the poem. After the poet chooses the speaker identifies the point of view and affects the message/meaning. Hughes uses vocabulary and style to convey the message that life is hard when mother and son are not both no crystal staircase.		

Note Taking ...



Flash cards

1.

weight (N) = mass (kg) × gravitational field strength (N/kg)

$$W = m g$$

BEYOND

1.

The gravitational field strength on Earth is 9.8N/kg.

Fred has a mass of 70kg, what is his weight?

Fred travels to the Moon. On the Moon his weight is 112N.

What is the gravitational field strength on the Moon?

BEYOND

3.

force applied to a spring (N) = spring constant (N/m)
× extension (m)

$$F = k e$$

BEYOND

3.

A block is attached to a spring, causing the spring to extend by 5cm.

By how many metres does the spring extend?

The spring constant of the spring is 104N/m.

How much force did the block apply to the spring?

A new block with a weight of 7.8N is placed on the spring.

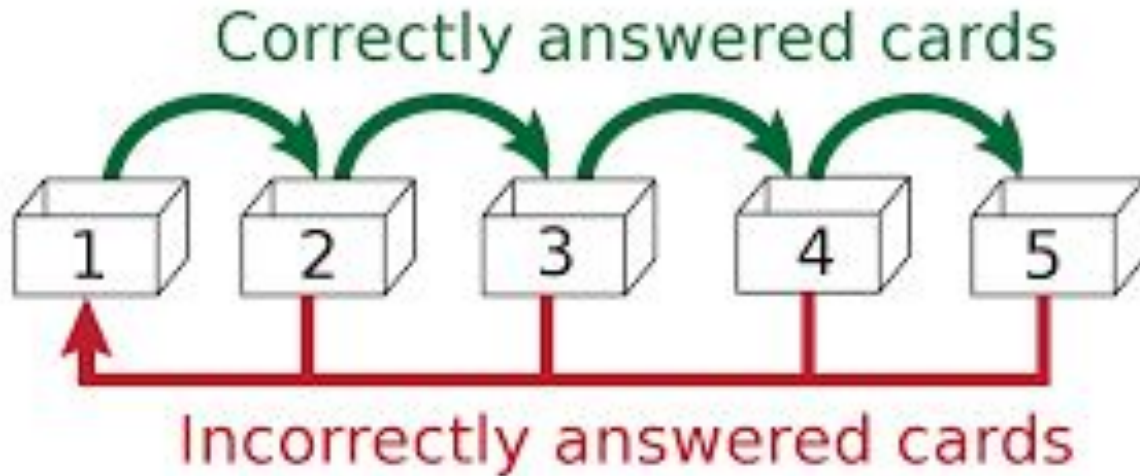
What is the new extension of the spring?

BEYOND

Possibly better to hand make them ..



Leitner Method of using Flashcards



Technologies and interactive revision

Phone alerts - this is useful for repetitive learning of history dates.

You tube videos - for example: [Mr Bruff](#) (For English)

Sparks maths: Seneca Learning - students all have logins for this
GCSE pod

Cognita (Science) - there is a cost

Physics and maths tutor - good for English

Specifications from the exam boards



Exam Boards

- English - AQA
- Maths - Edexcel
- Combined Science - AQA
- Triple Science - AQA
- Computing - Edexcel
- Geography - AQA
- History - Edexcel
- Languages a AQA
- RE Edexcel
- Drama - Eduqas
- Music - Edexcel
- PE - Edexcel
- Food and nutrition - AQA
- DT - AQA

Well Being

- Breaks, treats and praise.
- These are not the real exams - they are the first chance they have to work in the exams conditions, so if the exam has not gone as well as they would have hoped reward their effort.



Access arrangements

Know your access arrangement and what it is for.

25% extra time - students should use this time if they have been awarded it.

Rest breaks - these are not thinking time - students use this for resetting.

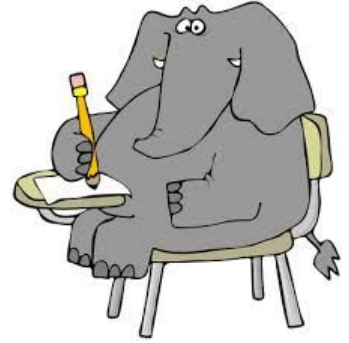
Laptop - this can be specific for all arrangements.



Q+A



One of the biggest challenges
of years 10 and 11 is
remembering and retaining
what they have learnt.



- If possible, provide your son/daughter with a study area where they can work at home
- Ask lots of questions. If your son/daughter can explain what they are learning to you, they are probably doing OK;
- Use the exam board **web sites** to gather detailed information relating to specific exams;
- Contact the school if you have any concerns.
- Ensure they have the correct equipment;
- Reward them for working hard.**