



Effective Revision Techniques

Lauren Gray
Year 11 Form Tutor

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KING EDWARD VI
SCHOOL LICHFIELD

The Question Every Parent Asks ...

Have you revised?

What is the most common answer you get when you ask your child if they've revised?

- A. "I've done loads."
- B. "I was just about to start."
- C. "I know it already."
- D. "Revision starts tomorrow."
- E. "Lots, don't worry"



Working Hard vs Working Smart

Tonight isn't about getting students to revise more. It's about helping them revise more effectively.

Students often think revision looks like:

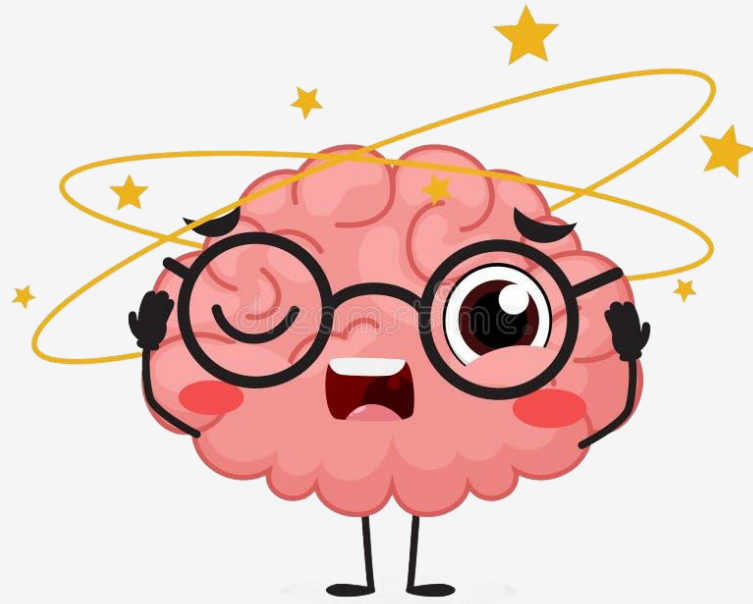
- Reading notes
- Highlighting pages
- Copying information

But exams require:

- Retrieving information
- Applying knowledge
- Thinking under pressure



The Illusion of Knowing ...



Looking at information
is not the same as
remembering it.

Why active recall
matters



Active Recall: The Most Powerful Revision Strategy

Active Recall = Retrieving information from memory without looking at your notes.

Examples:

- Brain dumps
- Flashcards
- Quizzing
- Explaining a topic to someone else

The harder your brain must work, the more it learns.



Memory Challenge

APPLE

RIVER

CAMERA

MOUNTAIN

FOOTBALL

TIGER

WINDOW

PENCIL

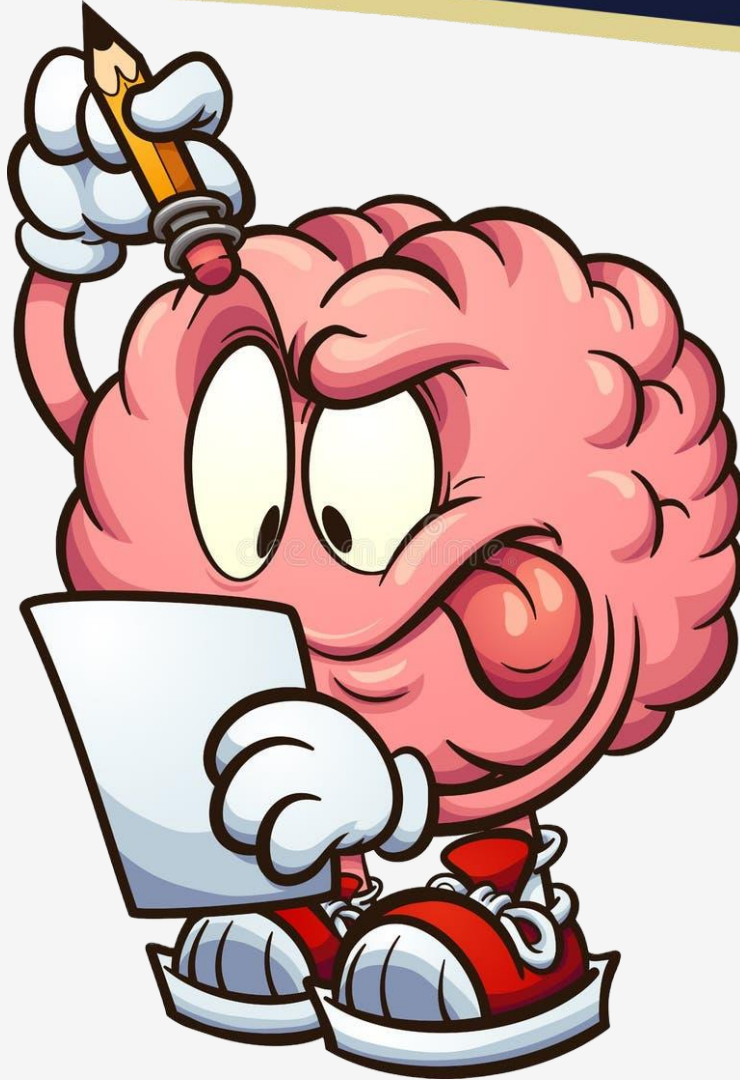
JACKET

CLOCK



How many can you remember?

Task: Write down as many words as you can remember on your whiteboard.



What just happened?

1. Looking at the words felt easy.
2. Remembering the words felt harder.
3. The remembering is where the learning happens.

Revision should involve retrieving information, not just reading it.



Making Learning Stick - Spaced Repetition



**The goal is not to learn it once.
The goal is to stop forgetting it.**

Little and often beats cramming ...

Student A	Student B
5 hours the night before	30 minutes across 10 days
Feels productive	Feels repetitive
Knowledge quickly forgotten	Knowledge retained longer

- ✓ Revisit topics regularly
- ✓ Mix subjects across the week
- ✓ Use flashcards and self-quizzing
- ✓ Don't wait until mocks to revisit old content



One final challenge ...

Active recall is *how* students should revise.

Spaced repetition is *when* students should revisit information

However ...

Even if a student can remember the information, and even if they've revisited it regularly, that doesn't necessarily mean they'll score highly in the exam



Can you score full marks?

Draw a house. You have 30 seconds.



Fantastic!



How did you do?

Award 1 mark for each of the following:

- ✓ Front door
- ✓ Two windows
- ✓ Chimney
- ✓ House number
- ✓ Path leading to the door
- ✓ Fence
- ✓ Roof tiles
- ✓ Curtains/blinds in at least one window
- ✓ Tree in the garden
- ✓ Letterbox



Learn the exam not just the content!

Knowing something and scoring marks for it are not always the same thing.

How students can use past papers effectively:

- ✓ Practise exam questions regularly
- ✓ Use mark schemes to understand what examiners reward
- ✓ Learn from mistakes and improve responses

Past papers turn knowledge into marks.



Summary

1. Students often mistake activity for learning.



2. Exams require retrieval.



3. Students need to regularly test themselves.



4. Spaced repetition makes learning stick.



5. Past papers help students turn knowledge into marks.



How can you help?

- Ask your child to explain a topic to you.
- Encourage short, regular revision sessions.
- Test them using flashcards or knowledge organisers.
- Encourage use of past papers and mark schemes.
- Praise effort and consistency rather than hours spent revising.



Your feedback is appreciated

Year 11 Parents' Information
Evening 14/10/2026

