

Keeping active during Revision

Information for parents and carers



Did you know?



Research shows that physically active students have more active brains. Even walking for just 20 minutes can significantly increase activity in the brain. This means that it is really important for students to take regular breaks in their learning.

Exercise triggers the release of various hormones and chemical compounds in the body and has many benefits to learning:

- It improves cognitive brain function
- It improves students' ability to focus for longer periods of time
- It can reduce stress levels
- It can improve memory retention

Studies have shown that exercise helps to oxygenate the brain and release tension, helping students to keep calm, mentally relax and study more efficiently. Productive people often work smarter rather than harder and exercise has a huge part to play in this.

What can you do?



Support your child to take regular breaks so they are less likely to get distracted whilst revising. It's much better to spend 60 minutes revising well and 10 minutes on a break than for your child to spend longer half revising and half playing with their phone! Suggest to your child that they take breaks every 60-90 minutes when revising.

Encourage your child to do something active with their break, such as getting some fresh air, playing sport, going for a walk or a run, or doing housework. Remind them that exercise doesn't have to last for hours to count.

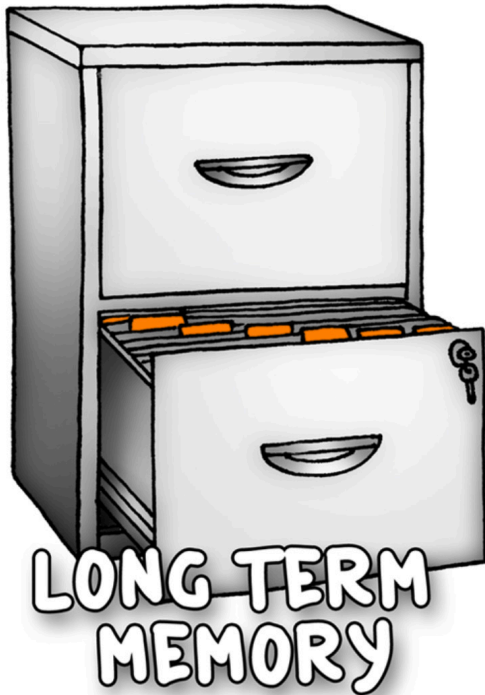
Work with your child to help them work efficiently and find a routine that works for them. They need to be flexible to work around their timetables and could do some exercise early in the morning, at lunchtimes or early evenings. Alongside exercising, help your child to take care of themselves by eating well, sleeping well, relaxing, socialising and having some down time.

The chunking technique

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Did you know?



Chunking is a technique which can improve the **memory**. Chunking is the process of taking individual pieces of information (**chunks**) and **grouping them into larger units**.

The chunking process encourages students to break down larger amounts of information into smaller units, identify similarities or patterns, organise information and group information into manageable units. Studies have shown that students have gone from remembering seven pieces of information to over 80 by using the chunking technique.

Research shows that chunking is useful because it can help students' memory system become far more efficient as they are able to retain information better. They will then be able to recall relevant information in their exams.

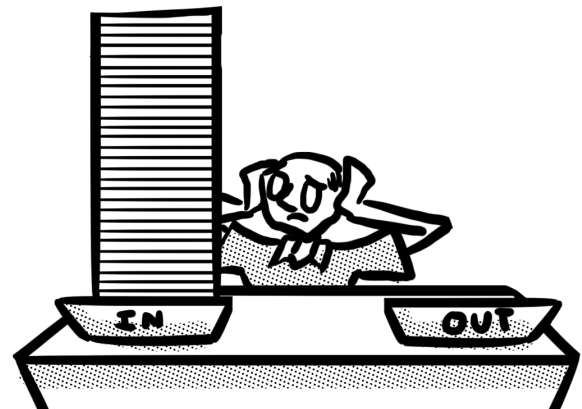
What can you do?

Support your child to **challenge themselves** to remember lists of things, whether it's a shopping list, vocabulary words or important topics they are learning about.

Help your child to **separate their revision into relevant sections** as this will help them digest everything and remember the information more easily. Encourage them to create links between different bits of information and put them into meaningful categories because it can help them remember them better.

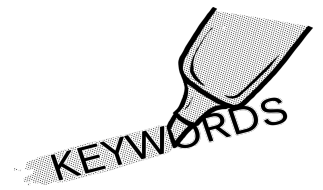
Chunking works well if work is **organised and neat**, so help your child to use headings and titles

for different sections, use tables to summarise data, bullet points to summarise key points and also combine illustrations with text to create visual associations.



Using Flashcards

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Did you know?



Using flashcards is a repetition strategy. They are a simple 'cue' on the front and an 'answer' on the back. Flashcards engage students in "active recall", which means they are creating connections with their memory.

Research shows that using flashcards can enhance long-term learning and help students to memorise facts quickly. Flashcards are not an effective method for last-minute cramming!

Studies have found that it's more effective to review a whole stack of cards in one sitting rather than to carry them around and have students glance at them every so often.



What can you do?

Encourage your child to make flashcards as part of their revision strategy. The key is to have a question or key term on one side and the answer or definition on the other. Suggest using different colours for topics to help categorise information and to keep them neat. Flashcards containing just notes are not effective.

Try testing your child using the flashcards and give them time to digest the question before answering. If they get the answer right, don't discard the card – they need to keep repeating it again and over time.

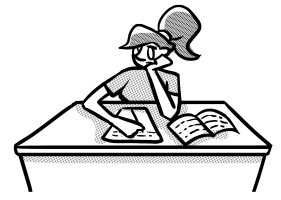
When using the flashcards, help your child review their cards using a system. With your child, read

through this article which explains how to use flashcards effectively using a system approach: <https://www.parent24.com/Learn/School-exams/watch-how-to-study-using-flashcards-20160825>

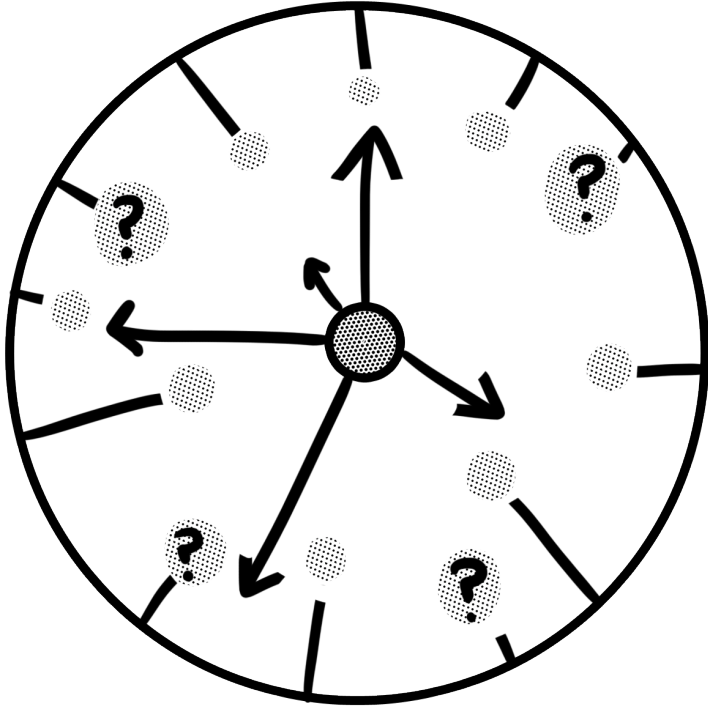


Spacing and Timing of Revision

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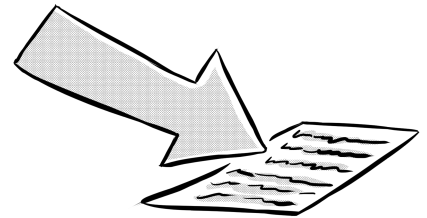


Spacing is a revision technique which is all about spacing revision so students don't get swamped and overwhelmed. It means introducing time intervals into their revision sessions as well as spacing out the days on which they revise for topics.

Research shows that doing something little and often is better than doing it at once, or cramming. For example, revising for eight hours in one day is not as effective as doing one hour of revision for eight days. This is because the time in between revising allows students to forget and re-learn the information, which cements it in their long-term memory.

The 'Spacing Effect' is one of the longest and most enduring findings in cognitive psychology. Research suggests there is an 'optimal gap' between revision sessions for students to retain information. In some studies, using spacing instead of cramming has resulted in a 10% to 30% difference in final test results.

What can you do?



Help your child create a revision plan which maps out what they are going to revise and when. Help them to choose a mixture of subject topics to focus on each day to make sure they are spacing them out.

Encourage them to review information using different revision techniques to help them carry out some 5-10-minute reviews of topics, such as reading through notes, highlighting information or making post-it notes. Students can also transform their learning by doing 30-minute activities, such as writing summary sheets, flash cards or mind maps for topics.

Work with your child to practise testing them on different topics and to help them complete exam questions. Remind your child that five hours of time, spent in smaller chunks and spaced periodically, is a far more effective way to learn something than five hours spent the night before.

