The 1% Club ASPIRE Booklet

Year 1

Name_____

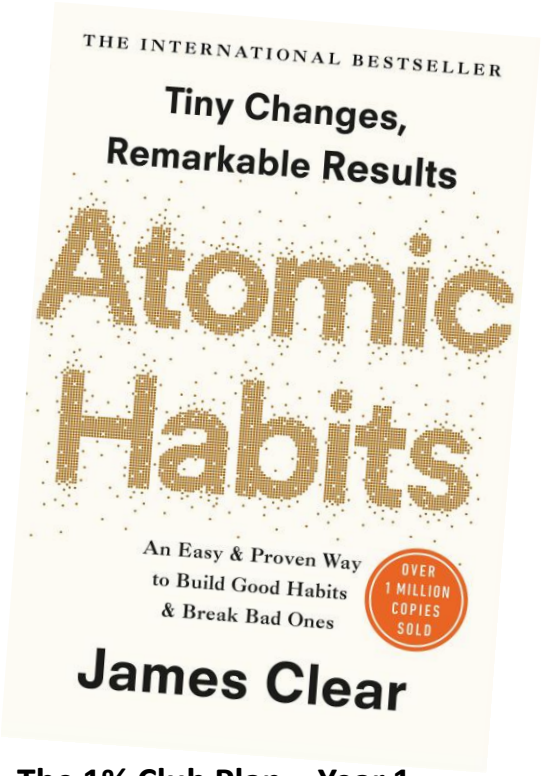
Form_____

The 1% Club

What is the 1% Club?

At Meols Cop we want to develop independent, motivated and self-regulated learners and for GCSE students we have created a programme to develop these characteristics.

We have called this programme for students the '*1% Club*' as we want to emphasise that small changes to your habits and learning behaviours can lead to huge changes which will impact your GCSE results and your future.



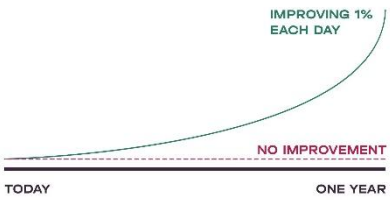
The Inspiration for the 1% Club came from the book Atomic Habits by James Clear. This book talks about how small changes to your habits can deliver amazing results, and this quote below discusses why 'continuous improvement' is important.

"Continuous improvement is a dedication to making small changes and improvements every day, with the expectation that those small improvements will add up to something significant.

The typical approach to self-improvement is to set a large goal, then try to take big leaps in order to accomplish the goal in as little time as possible. While this may sound good in theory, it often ends in burnout, frustration, and failure. Instead, we should focus on continuous improvement by slowly and slightly adjusting our normal everyday habits and behaviors.

If you get one percent better each day for one year, you'll end up thirty-seven times better by the time you're done."

James Clear, Atomic Habits



The 1% Club Plan – Year 1

The 1% Club plan covers two years across ASPIRE sessions, Assemblies and information evening, this is year 1

Year 1 (Year 10)	
Assembly	*The 1% Club*
ASPIRE 1	*The Science of Learning*
ASPIRE 2	*Forgetting and Retrieval Practice*
Year 10 Information Evening	
ASPIRE 3	*Revision Myths*
ASPIRE 4	*Using Flashcards*
Assembly	*Retrieval Practice*
ASPIRE 5	*The power of habits*
ASPIRE 6	*Why practice matters*
Assembly	*Mock Exams*
ASPIRE 7	*Reflective Learners*

Want to read more?

If you would like to know more, please see Mr Thornton, or you can borrow his copy of Atomic Habits

The Science of Learning

Research into cognitive science has provided us with advice on the *'science of learning'* It has shown us the ways that we learn best and also what should be avoided. We can use this knowledge to held us success at GCSEs and beyond!

Firstly, how good is your memory?

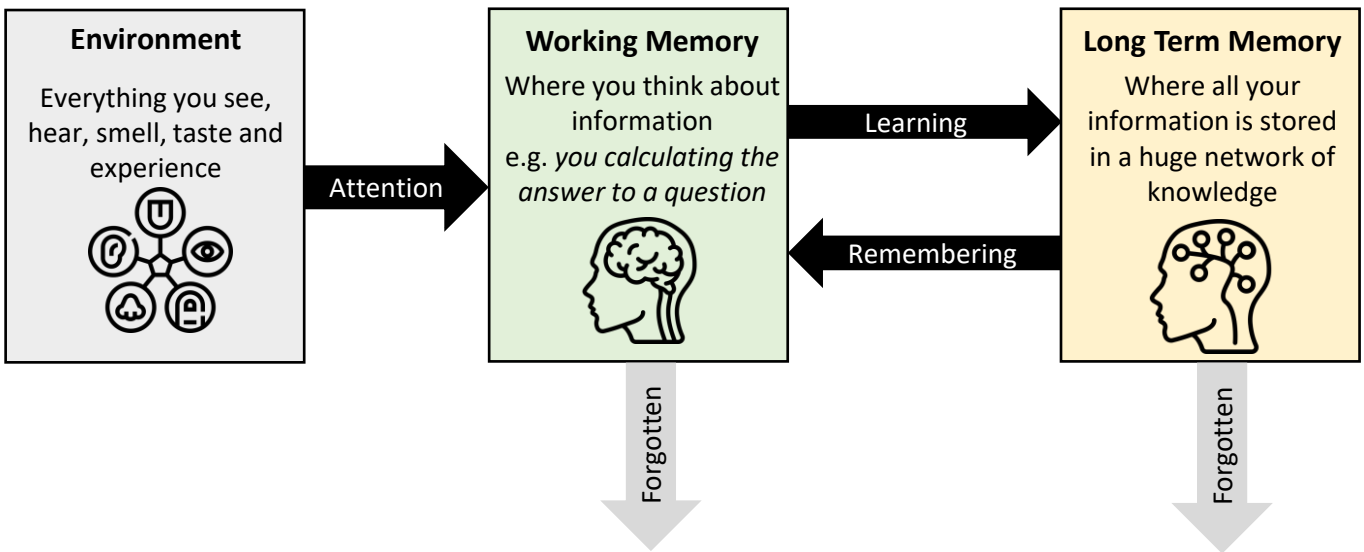
Watch the short video. What does it teach us about our memory?

- .....
- .....
- .....

What do we know about memory?

Learning is all connected to our memory, and understanding how memory works helps you become a better student. We have two simple types of memory that are central to learning, our **Working Memory &** our **Long-Term Memory.**

This simple diagram helps us understand how our memory works.



Area	Information
Environment	• The environment is everything you take in from your senses e.g. sight, sound, smell, taste • In school this is what happens in lessons; reading, listen to the teacher & doing activities like PE.
Working Memory (Short Term)	• This is where you do your thinking and where you take in new information e.g. *what you read* • Your **working memory only holds a limited amount of information at once** •. It can easily be overloaded if you do too many things at once e.g. i*f you try multitasking (doing too many things at once), or you try to revise too much in one go* • Unless you think about new information, most of it is forgotten.
Long Term Memory	• When you remember something, the information comes from your Long-Term Memory • The more we remember something, the stronger our memory of it is but the information fades (is forgotten) if we don't use it e.g. *think about what you learnt about Science in Year 4..* • Your **Long Term Memory is infinite**, it can hold an endless amount of information and is stored in network of knowledge (think of a huge spider web) e.g. *all you know about trees or football*

If we had to summarise three essential things about our memory, what would they be?

- .....
- .....
- .....

The Science of Learning

How learning works

Learning is the number one goal in your lessons, when you are completing homework and revising independently. When you have learnt something e.g. a skill or knowledge, it is what you remember from memory e.g. *your home address, how to tie laces or how to make toast*

Cognitive scientist Daniel Willingham, who is an expert on our brains and memory, has this to say about learning:

What is he suggesting here?

Learning

Learning is a change in your long-term memory – it is when something is stored for later use

"Whatever you think about, that's what you remember.

Memory is the residue of thought"

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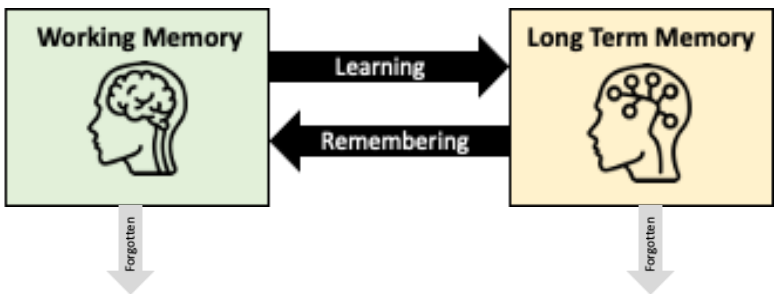
We want information to transfer from your working memory to your long term one (learning)

For this to happen you need to think hard about the information or the skill. This could be by:

- Practicing *e.g. tennis, maths problems, writing*
- Thinking *e.g. summarising, recall from memory*

If we don't think about it or do anything with it, it is simply forgotten and we haven't learnt it



Key Takeaway: When doing any revision activity, you must do things which actively make you think hard.

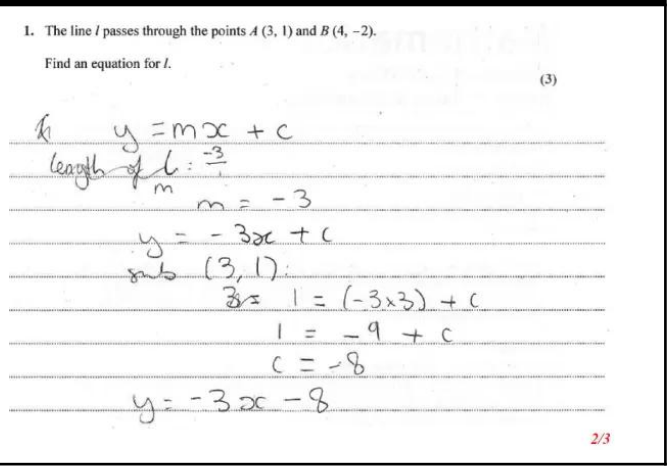
Examples

Let's take a look at two examples of activities students often do in lessons, for homework or during revision

- **In each activity, what are students really thinking about?**
- **Why is the better activity, and why?**

Activity 1: Creating a mind map using your notes. Using lots of colours, pictures and different fonts

Activity 2: Answering GCSE maths exam questions



1. The line l passes through the points A (3, 1) and B (4, −2).

Find an equation for l. (3)

$y = mx + c$

length of l: -3

$m = -3$

$y = -3x + c$

sub (3, 1):

$1 = (-3 \times 3) + c$

$1 = -9 + c$

$c = -8$

$y = -3x - 8$

2/3

.....

.....

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Forgetting and Retrieval

Do Now

What types of memory are there?	
What happens to most information that enters our memory?	
How does information stick as learning?	

Forgetting is natural

We know that information and skills are naturally forgotten if not revisited or practiced….

Think about the following and answer on your mini whiteboards, be ready to share!

1. *What did you have yesterday lesson five?*
2. *What did you do over summer?*
3. *What did you have for dinner on 17th June 2024?*

Why are some of these things easier for you to remember?

……

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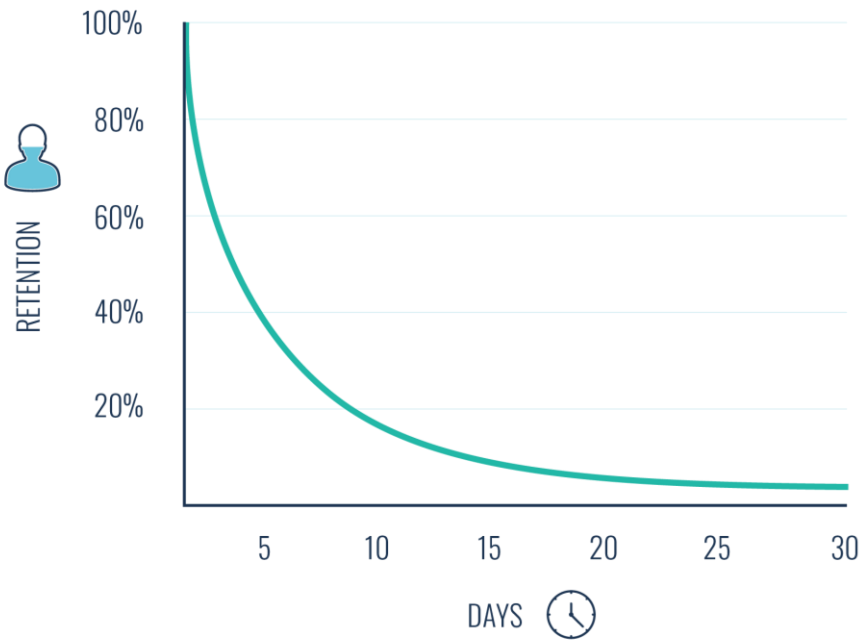
Research has shows that over time you forget a majority of what you've learnt – it starts within moments of information entering your brain – We call it the '**forgetting curve'** as over time you forget more



Why do you think this information is so easily forgotten?

……

……

……

……

……

How might we 'break' this forgetting curve?

……

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……

A way to think of your long memory is to think of it as a huge never ending library, with new books getting added too every time you learn something. The more you read the books (recall information) the ink stays. However, if you don't read the books, the ink begins to fade so you can't read it again.

Forgetting is totally natural but we can actually use it help us learn better, it's a good thing!

Forgetting and Retrieval

The power of retrieval

Research tells us that we can '*Break the Forgetting Curve'*, stopping the forgetting of information through **retrieval practice - But what is it?**

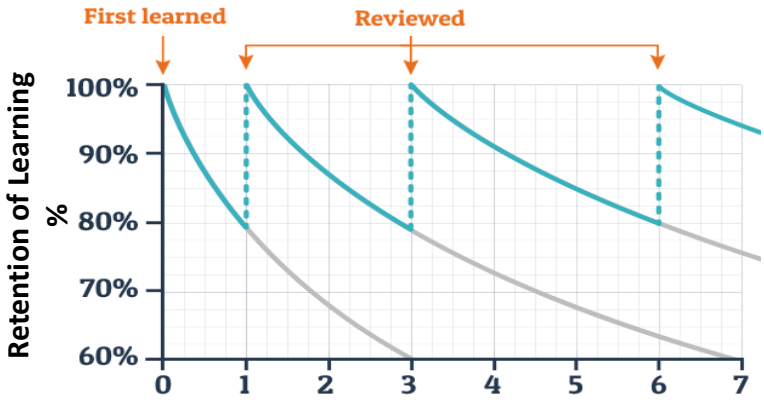
Retrieval Practice
This is the act of recalling learned information from memory
*Also called '**Active recall**'*

Every time you remember (recall) something from your memory (e.g. a fact), you are doing '**retrieval practice**' and this stops the information being forgotten – the more you do it, the stronger the memory becomes.

Think back to what you did last summer, you likely remember it as you have had to tell people over and over.

Also, even if you struggle to remember the information, when you go over it again there is more chance of you remembering it the next time round – forgetting is not a bad thing, it helps you learn!.

Breaking the Forgetting Curve



Why is retrieval so beneficial for learning?

1.The stops information from being forgotten

2.The information you recall becomes deeper, stronger and easier to access in the future.

3. It builds your confidence - You feel you 'know' more information, which makes you feel better

4. It helps you learn even more – knowledge is sticky and the more you know, means its easier for new information to be learnt.

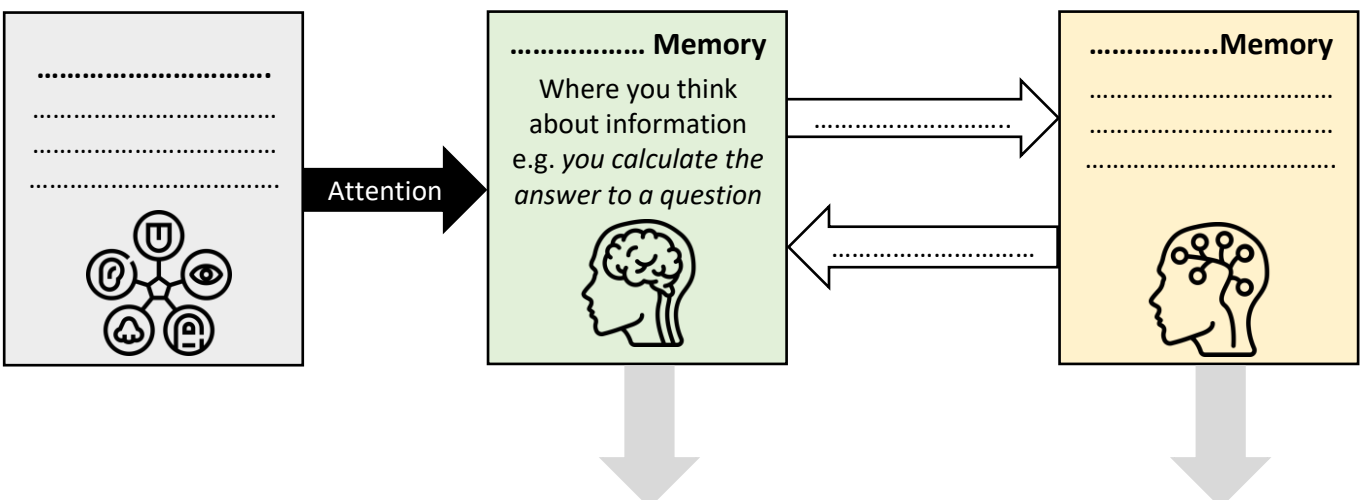
Key Takeaway: You should be using **ACTIVE RECALL** regularly, testing your memory using retrieval practice

Retrieval Practice should be a central part of your learning and revision! How do you use it already? List below

1.	2.

Lets practice some retrieval here, what do you remember about your memory from our first session?

1) Fill in the blanks from memory **2) Compare with your partner** **3) Add/make any corrections**



Revision Myths

Do Now - Recap

What types of memory are there?	
Why do we forget information?	
How do we 'learn' things?	

How do you revise?

Think about when you want to learn something, revise for quizzes or an assessment, what do you do?
Annotate this mind map

What is the problem with our existing revision?

Researcher John Dunlosky argues that "*Teaching students how to study is just as important as teaching them the content'* and we know that those students who put time into revision and doing it correctly perform best.

Our problem is that there are lots of 'myths' around revision, which can cause problems.

Look at these common revision myths

1. **Highlight any of the ones you have heard before, or you believe**
2. **Pick one and discuss with your partner why it might be wrong – why is it is myth?**

I already know the best ways to revise	*I'll just start revising when the exams begin*	*I'll just do 4-5 hours a few hours the night before*	*I just re-read my notes in preparation for the exam*
I've done alright in school so far without revising	*You can't revise for subjects like English*	*I like to listen to music, it helps me relax and revise*	*It's easier revising on my phone*

One of our key problems is that students don't revise effectively, with studies suggesting that 60% of students choose the least useful methods. We know that there are two reasons for this:

1. They do not understand how our memory works, or the the best ways to revise
2. Our brains simply don't like thinking hard.

"Contrary to popular belief, the brain is not designed for thinking. It's designed to save you from having to think, because the brain is actually not very good at thinking. Thinking is slow, effortful and unreliable….the brain wants to take shortcuts to avoid working hard "

Daniel Willingham, Why Don't Students Like School?

Thinking back to our previous sessions on memory and learning, what should our revision do?

1.	2.	3.

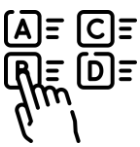
Revision Myths

Challenging Revision Myths

The science of learning has also told us there are several ineffective revision strategies which remain popular. Students often feel as they have been 'busy' doing these, thinking that they are revising hard. However, they have little impact as the strategies used are not using your memory or forcing you to think, so you are not learning!

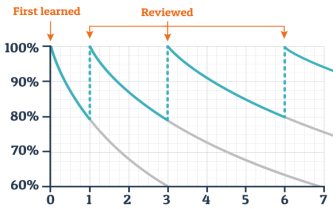
Look at these strategies:

1. **Say if they are good or bad**
2. **Explain why using what we know about memory and learning**

Strategy	Good/Bad?	Why? Explain why it is a powerful strategy or not
Re-Reading 		
Highlighting 		
Quizzing 		
Cramming the night before 		
Re-Writing Notes 	*Bad*	*Your brain is not thinking about the information, simply reading and copying out!*
Practice 		
Listening to music whilst working 	*Bad*	*Your brain is easily overloaded, music causes distraction which gets in the way of learning. If you must listen to music, make it quiet and without lyrics!*

Retrieval Practice

Do Now – What are the benefits



Retrieval is the act of.....
Retrieval breaks the.....
Retrieval helps.....

Retrieval Practice at Meols Cop

At Meols Cop, your teachers actively think about retrieval practice and plan it within the curriculum/lessons

Annotate this mind map with examples of where you use retrieval practice in lessons

Retrieval Practice at Meols Cop

How can you use Retrieval Practice?

Retrieval Practice can be any of the following activities that test your memory, forcing you to active recall.

As teacher Kate Jones says '*Using your memory, shapes your memory*!'

1. **Quizzing** – Creating your own quizzes or completing them online e.g. Seneca
2. **Exam Questions –** Completing past papers tests your knowledge & skills
3. **Speaking –** Verbally answering a question or explaining a story is powerful
4. **Flashcards –** Use these to test yourself or get someone to test you
5. **Brain Dumps – Put** everything you know down on paper, review it and add more
6. **Summarising** – Attempt to summarise a topic into the very basics, the key content

Doing Retrieval Practice

You need to be smart when doing retrieval practice – don't just quiz yourself on random things

Decide
Revise a specific topic using a strategy like flashcards, reading or summarising your notes

→

Strategy
Choose a retrieval activity (see above examples) to use to test yourself on the content

→

Review
Review your practice – compare your result to your notes and previous quizzes.
Make any corrections and add missing info.
Use this to focus on further revision.

There are some Do's and Don'ts with using retrieval practice as even the best strategies can be misused

Do	Don't
• Practice the areas you struggle on & need to improve • Use topic checklists (PLCS) or revision guides as a way to monitor your retrieval practice. • Move beyond recalling simple facts to detail/analysis.	• Assume everything you've written is correct • Throw away your quizzes or brain dumps. • Avoid testing yourself on tough topics or keep testing yourself in easy ones. You want it to be difficult.

Retrieval Practice

The Brain Dump

Brain Dumps are a small strategy that makes a big impact on your learning!

In scientific lingo, we call it **"free recall."** and you simply focus on putting down as much information as possible around a particular topic.

It's a great way of identifying what you do **and** don't know

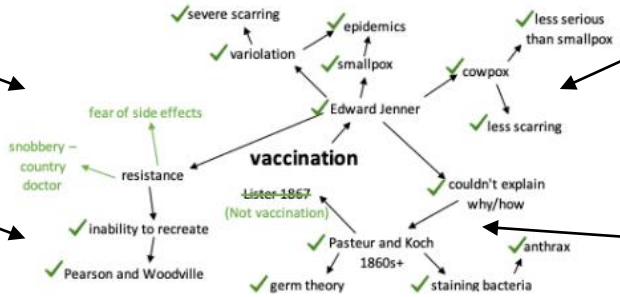
1) Spend 5-10 minutes writing what you know about a specific topic from memory. Create a mind map, it helps you make links and show connections

2) Review your Brain Dump against your notes
- Tick anything you got right
- Make any corrections on mistakes
- Add anything missing in another colour pen

Example

Green writing means bits that have been added from notes – these need to be learnt!

Ticks where your information is correct when you have compared to your notes



Black writing is everything you can remember from memory

The branches and links show how your knowledge is connected together – learning!

Task: Brain Dump

Step 1: Brain Dump - Lets practice doing a Brain Dump on a topic shard by your teacher

Step 2: PAIR - With your partner work together to compare brain dumps

- Is there anything in common that both of us wrote down?
- Is there anything new neither of you wrote down?

Step 3: SELF - Review &

- Highlight any errors or misconceptions
- Add anything you miss in a different colour pen
- Plan to attempt of complete the same brain dump again three times in the next month

The Power of flash cards

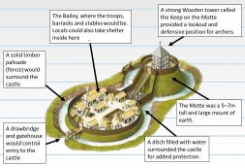
Do Now - Recap

Memory is the residue of…….	
Name two ineffective revision strategies	
How long can we store items in our working memory for?	

Flashcards

Flashcards are small pieces of card with matching pieces of information on either side.

- They can be used to revise in <u>any</u> subject – Create for key words, equations, key diagrams and concepts.
- They allow you to take control of your revision – You create them, use them and review what you have learnt

Front	Front	Front	Front
	***Hazard Risk*** The chance or probability of being affected by a natural event	***Measurement*** Weight	
Back	**Back**	**Back**	**Back**
	What is Hazard Risk? Give an example of a Hazard Risk	Fg = mxg The gravitational force (Fg) which acts as an object on/near the surface of a planet/moon	***Swimsuit*** *El traje de bano*

Why might Flashcards be a powerful strategy for revision?

……

……

……

Creating Flashcards

You need to be smart when creating your flashcards – they need to be worth your time making.

Gather
Gather information to create
Use textbooks, exercise books or knowledge organisers.
Identify what you need to know

→

Select
Choose the most important information to put on your flashcards, what is essential.
Choose different colour cards for specific topics or themes

→

Create
Write/draw the information (definitions, equations etc) on one side, and write the answer or question on the reverse.

Task: Creating a Flashcard

Lets practice creating a flashcard together – You decide what should go on the flashcard but be prepared to explain why. Use the guide above you to create yours.

Chromosomes carry genetic information in a molecule called DNA.
A type of cell division called mitosis ensures that when a cell divides each new cell produced has the same genetic information.
DNA exists in a cell's nucleus within structures called
Chromosomes Each section of a chromosome that contains the code for the production of a particular protein is called a gene

The Power of flash cards

Using Flashcards

Flashcards are so incredibly powerful to us for the following reasons:

1. **They encourage 'active recall'** – You are forced to remember, creating stronger connections in your memory.
2. **They promote self-reflection –** You review what you know, prioritise what to cover again and start again.

There are some Do's and Don'ts with Flashcards as even the best strategies can be misused

Do:	Don't:
• Put a single piece of information of each flashcard. • Sort your flashcards according to your confidence with them (see below). • Create 'decks' for each topic, use different colour card • Mix up topics, so you aren't always on the same topic	• Spend more time making flashcards than using them. • Put lots of information onto each flashcard. • Revise the flashcards in the same order every time that you use them. • Only read through flashcards.- Test your memory!

If you were to sell the benefits of Flash Cards to a friend, what would be your top 2 reasons?

1. ……

……

2. ……

……

How to use flash cards

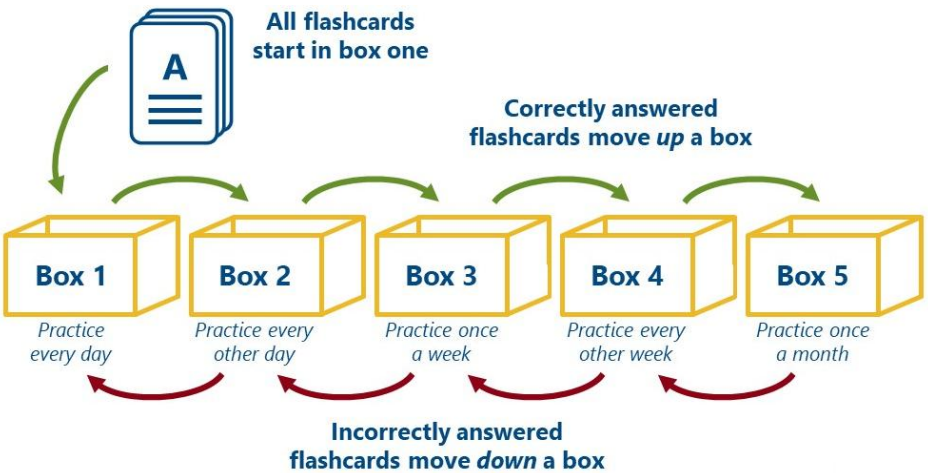
There are several ways to maximise your use of flashcards

- **Recall** – Simply use them to test your memory, have a go at the answer **before** you check.
- Use **spaced repetition –** Review your cards with gaps in-between e.g. Day 1, Day 2, Day 4, Day 7 and Day 11
- Have a '***thinking pause***' – Think about the answer for a few seconds *before* you turn it over
- **Write** down your answers or **say** them out loud – Have someone quiz you, answer is in a much detail as possible

The Leitner System

The Leitner System is a simple but powerful method of using flash cards, it uses spaced practice to test you, and allows you to easily see what you do and don't know. Over time it builds confidence and your knowledge.

The below diagram explains how it works:



The aim is that more cards move towards Boxes 4 and 5 = you know more!

Essay Planning

Flash cards can be actively used to plan out essays, processes and concepts – using memory only.

Use your flashcards to plan your answer to a question, sorting into themes or paragraphs

Example:

"There was considerable progress in surgery between 1800-1900"
How far do you agree?

Agree	Disagree
Chloroform	Surgery Black Period
Carbolic Acid	Blood Loss
Aseptic Surgery	

Reflection Task:

1) Think of a set of flashcards you could make for an assessment or topic you study……

2) Make a commitment to make your first set of flashcards by what date? ……

Why practice matters

Why practice matters

"Excellence is not an art, it is the habit of practice."

Practice is **essential**, you can revise all you like, but without practice it is wasted.
Remember what cognitive scientist Daniel Willingham said "*Memory of the residue of thought, you remember what you think about*!

Think about out of school, what are things you practice on a daily or weekly basis?

1. ……

2. ……

3. ……

Think about when you are 17, you will be legally allowed to drive.

To learn to drive you will need to learn the highway code, how to drive across a range of different roads/junctions and how to look after your car.

To do this, you wont simply read the car manual or highway code and then just pass your test, practice is essential to getting better!

You'll need to:

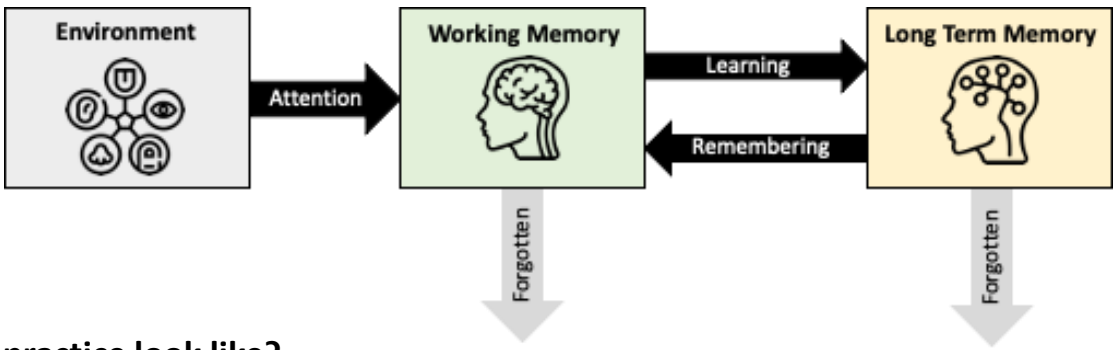
- **Driving –** Practicing weekly, focusing on specific areas e.g. *3 point turns*
- **Testing yourself** – Completing practice theory test exams

Why is practice powerful?

Step 1: PAIR - With your partner discuss why practice is powerful

- Use the diagram below to explain why practice is essential
- Think about what we know about learning and our memory

Step 2: SHARE – Be ready to answer questions to check your understanding



What can practice look like?

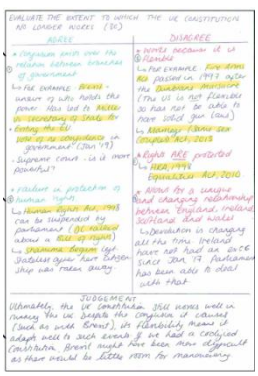
Practice can take many forms – It means applying the knowledge and skills you need to succeed in your subjects.

Pearson Edexcel
GCSE (9–1)

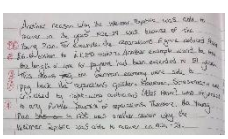
Tuesday 9 June 2020

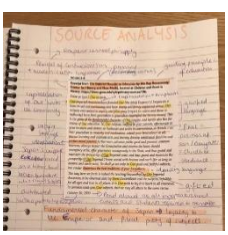
History
Paper 3: Modern depth study
Option 31: Weimar and Nazi Germany, 1918–39

Exam Questions
Do whole or parts of an exam paper, focus on areas of weakness.



Plan Questions
Planning still focuses on the skills and knowledge needed

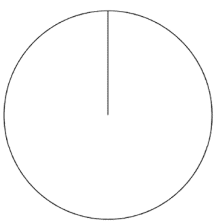




17 (b) In one hour the shop sells 180 scoops of ice cream.
The number of scoops of each flavour is shown in the table.

Flavour	Vanilla	Strawberry	Chocolate	Mint
Number of scoops	45	75	50	10

Complete the pie chart to represent the data. [4 marks]



Specific Skills
Write a history narrative question, practice your freekick technique, text analysis in English, specific Maths problems or shading techniques in Art

Why practice matters

Practice: The essentials

Practice is one of the hardest things to do, it takes effort and brain power but it has the biggest impact on learning. There are some Do's and Don'ts with using deliberate practice as even the best strategies can be misused

Do:	Don't:
• Spend time practicing what you will be tested on – whether writing, singing or drawing! • Practice the areas you struggle on & need to improve • Make sure you review your practice – get a teacher to check it, or review against your notes/mark schemes	• Use notes, the point is you doing it from memory! • Only practice areas you find easy or do well at • Spend too long on a question - If the question is a 18 minute one, aim to stick to that time – stick to the exam conditions

The Memory Clock

The Sandringham Memory Clock is a great strategy to utilise deliberate practice.

This strategy is built around spending 30-60 minutes of revision on a specific subject, focusing on three important areas

Review
Spend time revising specific topic, you want to revise e.g. the growth of Mumbai

Practice
The essential step, putting your revision into action - complete an exam question or quiz

Check
This important step that people often miss! Here you review your practice, give yourself feedback and plan on what to do next. Then you can do the cycle again next time

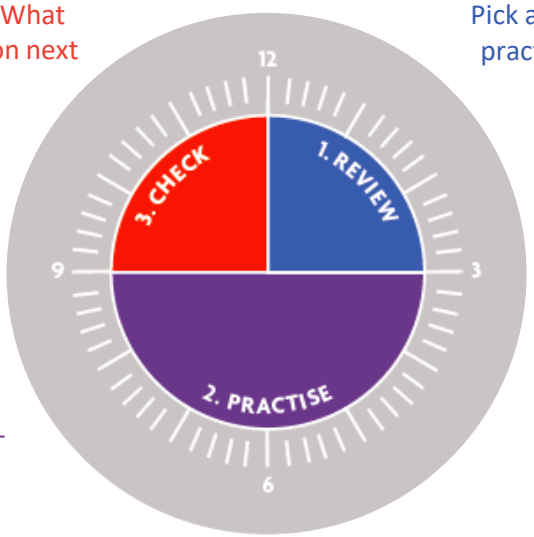
Refocus your revision – What you need need to focus on next

Redraft your answer to make improvements.

Compare your answer to your notes or the mark scheme.

Set a timer and stick to it

Put your notes away- Do it from memory



Pick a specific topic to practice, be precise!

Revise the topic – use flashcards, retrieval or a graphic organisers to prepare

Get yourself in exam conditions – a quiet space with no distractions

Put your revision into practice, complete an exam paper, task or specific practice

Subject	Pick one - What specific skills might you practice in this subject?
English	
History, Spanish or Geography	
Art or Technology	
PE, Dance, Music or Drama	

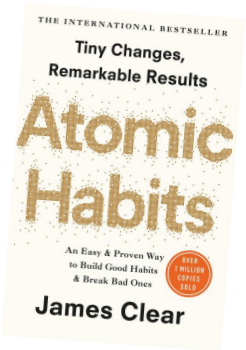
Reflection Task:

1) Think of an upcoming assessment you may have, write it here……

2) Make a commitment to trial the the Sandringham memory clock by what date.. ……

The Power of Habits

The Power of Habits



Habits are incredibly powerful in helping you to succeed – they make the difference!

If you think about the greatest sportspersons or musicians, it is their habits of training and preparation (alongside their talent) which sets them apart from their competitors

This is the same with revision, if you have the mindset of wanting to be a better student and build the habits to become the person you want, the results will come.

This section is based on the book, Atomic Habits by James Clear. This is what he says

"All big things come from small beginnings. The seed of every habit is a single, tiny decision. But as that decision is repeated, a habit sprouts and grows stronger. Roots entrench themselves and branches grow. The task of building a good habit is like cultivating a delicate flower one day at a time."

What do we mean by Atomic Habits?

Watch this short video which summarises Atomic Habits

1. **Summarise what you think are the key messages around habits**

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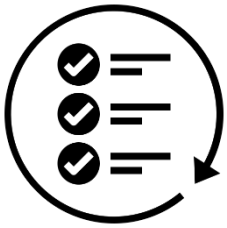
Systems vs Goals

Discussion:

Step 1: THINK– Think about these two questions below

Step 2: PAIR– Discuss with your partner

Step 3 – SHARE – Share your views with your teacher once they ask questions

Why is it good to have a goal or target?	Why is it good to have routines/habits (systems)?
	
Are there any limitations?	**Are there any limitations?**

It is great to have targets around what you want to achieve (e.g. passing your GCSEs, or a Grade 8 in Maths) as they give you a goal and direction.

However, it is your habits which allow you to best make progress; exam success is the product of daily habits not one of transformations.

"Goals are good for setting a direction, but systems are best for making progress."

Do you have any goals or targets in life? How are you using your systems to help you achieve it?

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The Power of Habits

Creating Habits

Developing revision habits is hard, and it takes time for them to 'stick', but if you stay with them, you will reach both your goals and new identity.

There are four principles around building effective habits, whether this be your goal to read or exercise more or revising for your exams – each of them is are essential in making your habit stick

The four principles to build a habit are:

Make it obvious – Make it hard to forget to do your habit. Create a schedule, give yourself visual cues and set timers

Make it Attractive – Increase your motivation to do it. Do it with friends, or combine with something else you enjoy

Make it Easy – Make it easy to complete your habit. Aim to reduce distractions, be organised and start small then build up

Make it rewarding – Reward yourself for completing your habit. Tick off progress,

Task: Forming Learner Habits

- **Have a go at writing the actions you could take to build a better learning habits using the 4 principles**
- **Use the example of building the habit of being a runner to help guide you**

Principle	Example – becoming a runner!	How could you use it to improve your habits as a learner e.g revising more or completing homework?
Make it Obvious	• *Putting trainers & Airpods by the door, easy to see* • *Create a weekly Running schedule* • *Combine with listening to new albums or podcasts*	
Make it Attractive	• *Run with friends* • *Join a running club* • *Track progress using Strava running app* • *Side goal is losing weight, this helps*	*I will attend period 6 with my friends as they will encourage me to go* *I'll tick off when I attend revision on my calendar, so I can see how much I've done*
Make It Easy	• *Start will only small easily achievable runs e.g. 1km* • *Use 'Couch to 5k' to help starting out*	
Make It Rewarding	• *Sign up for a charity 5k e.g. Santa Dash* • *Tick off completed runs on tracker* • *Reward with junk food after run*	

Reflective Learners

Do Now - Recap

Why do habits matter?	
Why should be regularly practice?	
What is active recall?	

What are reflective learners?

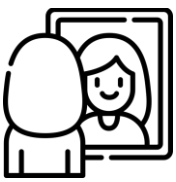
At Meols Cop we want to create learners who are reflective – they reflect on their performances and how they can improve it. Research into **metacognition** (*your ability to reflect on your own learning*) tells us that those students who regularly reflect on their strengths, weaknesses and gaps in their knowledge perform better than others.

Students who follow the 'Reflection Cycle' are powerful learners and this is what we want to create at Meols Cop;

These are several things you can do to be a reflective learner

1. **Set yourself goals** – *Remember goals are great for direction!*
2. **Ask for and use feedback** – *Seek out feedback but then use it*
3. **Prepare Properly** – *Don't rush, identify what you need to do first!*
4. **Reflect Regularly** – *It helps you identify what to do different next time*

Year 10 Mock Exam Reflection



Reviewing your Mock Exam performance is an incredibly powerful learning opportunity.

It's opportunity to reflect on your 'goals' (grades) but also the 'systems' (your revision strategies and routines) which you used to prepare for your Mock Exams. It's all about identifying what worked, what did not work, setting targets and importantly being **honest** with yourself.

1. Preparation:

Before you even look at your results, its important to think about what you did to prepare for your exams, especially as you will be doing this again for your Y11 Mocks and GCSE exams next summer – What systems did you use?

1. **When did you start revising for the exams?** (Weeks before, days before, night before each?) .....
2. **How long did you spend revision each evening? Was this enough?**.....
3. **Where did you do most of your revision?** (Home, at school, at revision sessions).....
4. **What methods did you use to revise?**

- ❑ Rereading my notes revision guides
- ❑ Highlighting or summarising my notes
- ❑ Making mindmaps or graphic organisers
- ❑ Producing and using flashcards
- ❑ Retrieval practice: Quizzing/Quizlet
- ❑ Planning out and writing out exam question answers
- ❑ Using Seneca, SPARX or other revision websites
- ❑ Watching revision videos
- ❑ Something else? Tell me

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5. On a scale of 1 to 10 (10 = high confidence) how confident were you in succeeding in your Mock Exams?

1 2 3 4 5 6 7 8 9 10

Explain your rating

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Reflective Learners

2. Results

Fill grades for each of your subjects, Y/N if it met your expected grade and the grade you wish to achieve in Y11

	Mock Grade	Met expectations? Y/N	Target for Y11
Maths			
English Language			
English Literature			
Science (Double Award)			
Humanities:			
Option 1:			
Option 2:			
Option 3:			
Option 4:			

3. Reflection

Receiving your mock results is much more than looking at the individual grades, it's all about reflecting on what worked **and** what did not work, and importantly being **honest** with yourself.

Think about your overall Mock Exam performance, are you happy with how you performed?

Do you think the results you got reflect the amount of work you put in? Were there any 'wins' or surprising 'losses'?

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What Went Well? Are there any techniques or strategies that worked? What will you keep doing next time?

- ❑ The revision strategies I used e.g……
- ❑ My revision routine and structure at home
- ❑ Lots of practice doing exam questions
- ❑ Attending revision with my teachers
- ❑ Planning out my revision – Know what & when to revise
- ❑ Revising with friends and family

Can you give any specifc examples of these? E.g.*I revised Maths for 20 minutes everyday*

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What didn't go so well? What impacted your exam performance? What do you need to change for next time?

- ❑ Overconfidence in my understanding of the topics
- ❑ Insufficient time spent revising, or none at all
- ❑ Lack of exam practice (class & at home)
- ❑ Not answering questions
- ❑ Unsure on **how** to answer questions for my subjects
- ❑ Not reading questions properly or rushing
- ❑ Inconsistent attendance in lessons
- ❑ A lack of detailed subject knowledge for subjects.

Can you give any specifc examples of these? E.g. *For history I forgot how to answer the American West questions*

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4. Target Setting

The final stage of any reflection is target setting, without this, it's a pointless task. You may have lots of areas where you think you need to improve, but this can be overwhelming, so think of 3 precise areas using your exam report.

For each – You need to identify **WHAT** you need to do, **HOW** you will do it, and **WHEN** you will do this by. *Goals & Systems!*

Example*: I want to create a revision timetable for my Y11 exams in December, this will help me plan my revision so that I start earlier and don't get overwhelmed when exams begin. I will plan to start revision after October half term.*

Target:	**Target:**	**Target:**
How:	**How:**	**How:**
When:	**When**	**When**