

# Year 10 - New Norms and study Skills

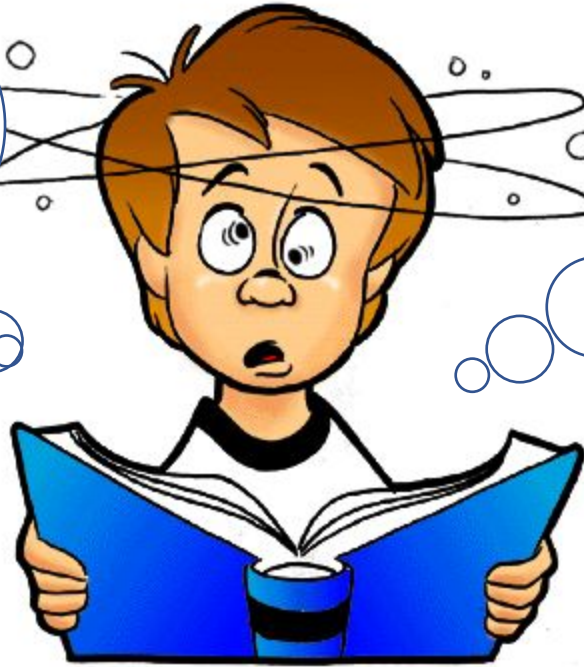
Miss Rutledge - Head of Upper School



## Aims of the session

1. To work in partnership for the student
2. Knowledge of strategies to help/ try.
3. Students to have energy, and be positive about revision and exams.
4. Parent to feel confident to be able to help their child.

**I've been here  
for hours and I  
still don't  
understand it  
fully.**



**This is  
not  
going  
in!**

**Do you think your children ever  
feel like this?**

# **NEW NORMS**

Bubbles

Detentions

Tutor time

Work load

Change in emphasis

Homework/ coursework

Support

# **Good Habits IN SCHOOL:**

- Drinking water regularly
- Good diet having food at break and lunch time
  - Active Listening
  - Asking questions
  - Using past papers
- Getting revision guides/ resources
  - Doing homework
- Being on time and attending every day

# **Good Habits AT HOME:**

- Drinking water regularly
- Having breaks and doing revision in sections  
45-1hr at a time
  - Regular movement breaks
    - Good diet
  - Healthy sleeping patterns
    - Ask for Support
  - Area to study/ quiet space
    - Device free time

TIME/ DAY	monday	tuesday	Wednesday	Thursday	friday	saturday	sunday
Session 1	SCHOOL	SCHOOL	SCHOOL	SCHOOL	SCHOOL		Lay in till 9.30am
Session 2	SCHOOL	SCHOOL	SCHOOL	SCHOOL	SCHOOL	Training	
Session 3	SCHOOL	SCHOOL	SCHOOL	SCHOOL	SCHOOL		
Session 4	Homework	Homework	Homework	Homework	Homework	See friends	See friends
5pm	Dinner						Computer time
6-7pm		Dinner	Dinner	Dinner	Dinner		Homework
7-8pm			Football Training	Visit nan			Coursework
8-9pm							

# Study Skills:

- Flash cards
- Taking notes
- Revisions guide
- Storytelling and memory techniques
  - Reading
  - Writing out
  - Mind maps
- Pair work / testing
  - Past papers





## PiXL Revisit: Reduce to 6 points

Unit / Topic:

Information

R  
E  
D  
U  
C  
E



Reduce to 6 points

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.



Reduce to 3 key points

- A.
- B.
- C.

Information

P  
R  
I  
O  
R  
I  
T  
I  
S  
E



Prioritise (most important)

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.



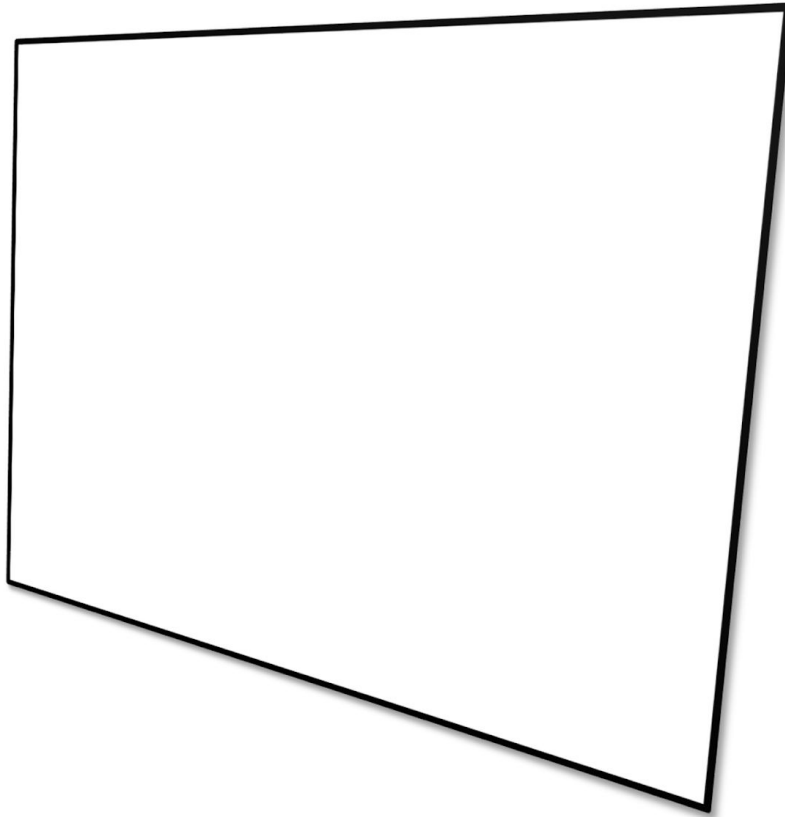
WHY?



## PiXL Revisit: Transform

Unit / Topic:

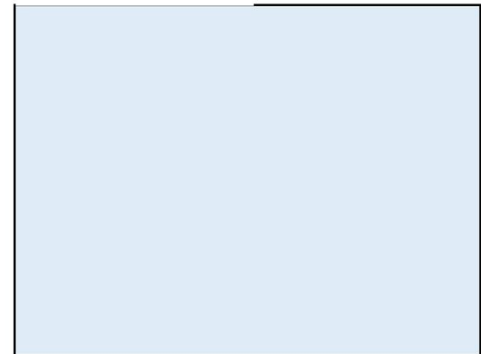
NOTES:



Picture



Picture





## PiXL Revisit: Transform

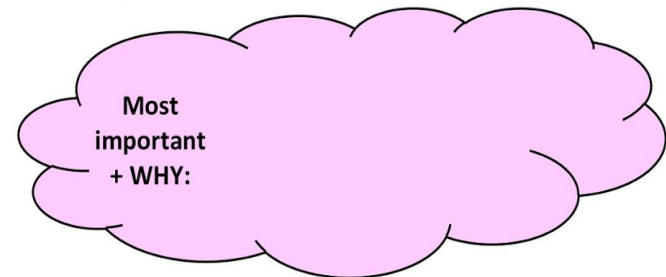
Unit / Topic:

PICTURE / SOURCE / INFO / RESOURCE



### Key Points
















- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.





### PIXL Revisit: Reduce and Transform

Unit / Topic: \_\_\_\_\_











1.			
2.			
3.			
4.			
5.			

2



### PIXL Revisit: Prioritise - Significance and Importance

Unit / Topic: \_\_\_\_\_



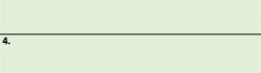



Notes:	Key Facts, Dates, Words,	Number of Priority:
1.		
2.		
3.		
4.		
5.		

3



### PIXL Revisit: 3 x 2 Testing

Unit / Topic: \_\_\_\_\_

Last Lesson Key facts:	1.	
	2.	
Last Week Key facts:	3.	
	4.	
Last Year Key facts:	5.	
	6.	













One topic to revise next:

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### PIXL Revisit: Process and Categorise Steps and stages explained

Unit / Topic: \_\_\_\_\_






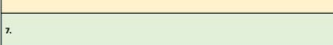
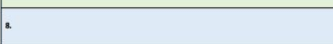
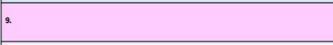


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### PIXL Revisit: Chunk It

Unit / Topic: \_\_\_\_\_

Chunks of learning of this / topic / area  
\* You could start with the most important or the most difficult to learn

1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	

6



### PIXL Revisit: Ranking Triangle

Name of Topic: \_\_\_\_\_  
Name: \_\_\_\_\_  
Class: \_\_\_\_\_

The most important information goes at the top and then the least important at the bottom. Make sure you justify WHY you think it is the most/least important.



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

7



### PIXL Revisit: Thinking Hard Model

Name of Topic: \_\_\_\_\_  
Name: \_\_\_\_\_  
Class: \_\_\_\_\_

Take a section of the text and do the following:

1) Prioritise: Underline the three most important sentences here. Rank 1, 3, 5, briefly explain number 1. Cross out the least important sentence.
2) Reduce: Reduce the key information into 12 words.
3) Transform: Transform this information into 4 pictures or images (no words allowed).
4) Categorise: Sort this information into three categories. Highlight and think of a suitable title for each category.
5) Extend: Write down three questions you'd like to ask an expert in this subject.

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### PIXL Revisit: 'Boxing Up' Activity

Name of Topic: \_\_\_\_\_  
Name: \_\_\_\_\_  
Class: \_\_\_\_\_

Read the text and then put your thoughts in to different boxes so that you have 'boxed up' the text.

Box 1 - 3 things I did not know
Box 2 - 3 things I understand better now
Box 3 - 3 things I already know

9



### PIXL Revisit: Question Time

Name of Topic: \_\_\_\_\_  
Name: \_\_\_\_\_  
Class: \_\_\_\_\_

When you read any text, you should be asking it questions NOT just letting it wash over you. Read your text and pause and ask it questions - e.g. "what do you mean when you say '...'?"

Questions I'm asking the text	Answers to those questions	Things I need to ask my teacher
		
		
		
		
		
		
		

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### PIXL Revisit: Quizzing

Name of Topic: \_\_\_\_\_  
Name: \_\_\_\_\_  
Class: \_\_\_\_\_

Read the text and come up with 20 questions to ask someone about the text.

Question	Answer
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	

12

**PIXL Revisit: Transform**

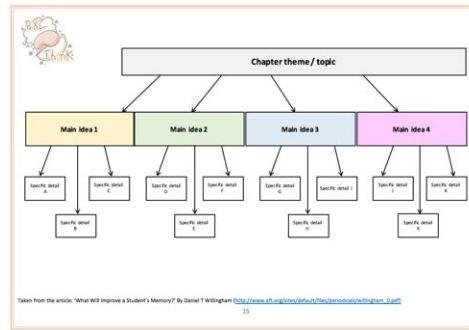
Unit / Topic: \_\_\_\_\_

NOTES:

Picture

Picture

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**PIXL Revisit: Transform**

Unit / Topic: \_\_\_\_\_

PICTURE / SOURCE / INFO / RESOURCE

Key Points

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

Most Important + WHY?

17

**PIXL Revisit: Transforming**

Name of Topic: \_\_\_\_\_

Name: \_\_\_\_\_

Class: \_\_\_\_\_

Turn the material you have read into up to 6 pictures – one per paragraph or one per key piece of information. The pictures must represent the information so that they can act as a reminder of what the text said. Underneath each picture, explain your thinking.

1.	2.	3.
4.	5.	6.

Now restore your pictures back into its original form.

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**PIXL Revisit: Experiment on a page**

Experiment Title: \_\_\_\_\_

Process / Method

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

Results

Experiment Diagram

Formulate

20

**PIXL Revisit: Examine It**

NOTES

Topic: \_\_\_\_\_

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

Exam Question

Key Words Key Dates Key Facts Key Quotes Key Formulas

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**PIXL Revisit: Flexibility of thinking**

Connection Map

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**PIXL Revisit: Reduce to 6 points**

Unit / Topic: \_\_\_\_\_

Information

Reduce to 6 points

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

Reduce to 3 key points

- A.
- B.
- C.

Information

Prioritize (most important)

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

WHY?

REDUCE

PRIORITIZE

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**PIXL Revisit: Chunk It Revision Timetable, March - April**

Monday	Tuesday	Wednesday	Thursday	Friday
28th March	29th March	30th March	31st March	1st April
2nd April	3rd April	4th April	5th April	6th April
7th April	8th April	9th April	10th April	11th April
12th April	13th April	14th April	15th April	16th April
17th April	18th April	19th April	20th April	21st April
22nd April	23rd April	24th April	25th April	26th April
27th April	28th April	29th April	30th April	1st May

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**PIXL Revisit: Chunk It Revision Timetable, May**


Monday	Tuesday	Wednesday	Thursday	Friday
2nd May	3rd May	4th May	5th May	6th May
7th May	8th May	9th May	10th May	11th May
12th May	13th May	14th May	15th May	16th May
17th May	18th May	19th May	20th May	21st May
22nd May	23rd May	24th May	25th May	26th May
27th May	28th May	29th May	30th May	31st May

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# Summary

- Good habits at home
- Good habits at school
  - Study skills review
  - Working together
- Using revision guides
  - Asking school staff



Questions can be asked via the Google  
Form link within the Year group area for  
Parents Information Evening