PiXL Revisit

A Strategy for Revision

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PiXL Revisit - a strategy for revision.

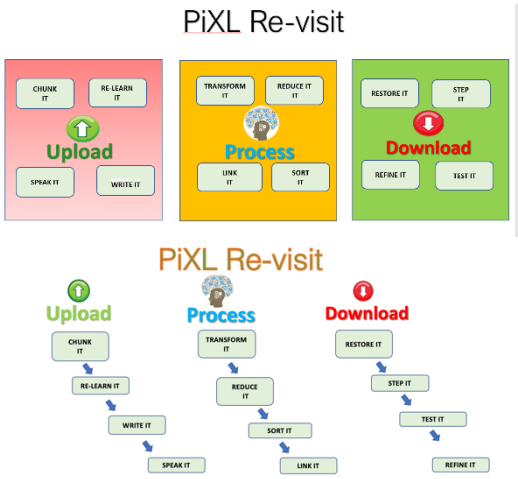
The increased complexity and content of the newly reformed GCSE and A Level exams means that effective revisiting is essential if our students are to achieve academic success.

As teachers, our capacity is already stretched to the limit, ensuring that content and skills are covered during curriculum time. Our evenings are often busy with intervention and therapy sessions to consolidate knowledge and to prepare students as fully as possible for the rigour of their exams. We teach, challenge, assess, feedback and intervene in the hope that our guidance will get them through. However, there is a time every year when we must leave our students to their own devices. We must let them go… armed only with their revision guides, some general advice and some well wishes.

Our main concern, for some pupils, is whether they will actually revise enough in the time they have left. Our second concern is whether the methods they use to revisit will be effective. We certainly don't want our students expending energy and time studying in a way that produces no fruit.

So how can we ensure our students are working effectively outside of the classroom? What does good revisiting look like? The newly reformed exams mean that students will have to recall greater amounts of facts and knowledge quickly. While rote learning and regurgitating content doesn't lead to deep thinking, we know that **firstly** the information needs to go in, through memorisation of key facts. Fundamental knowledge needs to be embedded, even imprinted on the minds of students to facilitate quick and easy recall. **Next,** students need to deepen their knowledge through higher-order thinking because information learned and processed through higher-order thinking processes is remembered longer and more clearly than information that is processed through lower-order, rote memorisation. **Finally**, students need to retrieve, demonstrate, apply and test their learning.

PiXL Revisit is a simple revisiting method that ensures students are preparing for external exams in an effective way. It is based on the three key stages explained above and is arranged around a 10-week cycle.



- Stage 1 - **Upload -** Embedding the knowledge.
- Stage 2 - **Process -** Deepening the knowledge.
- Stage 3 - **Download -** Demonstrating the knowledge.

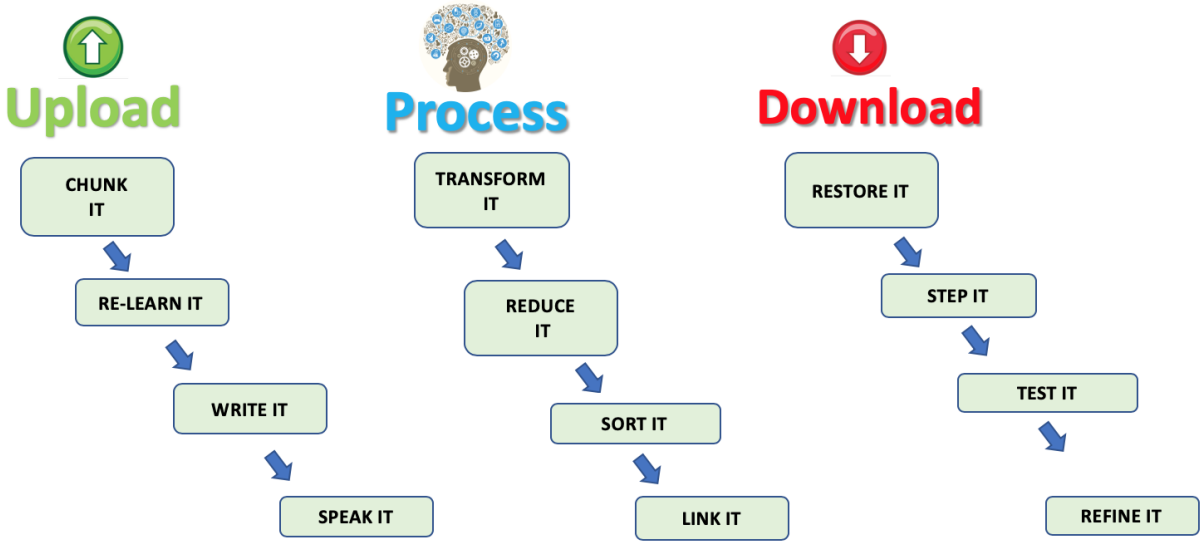
The strategy comes with a clear and simple methodology, as well as revisiting templates to organise the learning. A learning schedule is also provided, which can be dictated by the teacher or planned by the students.

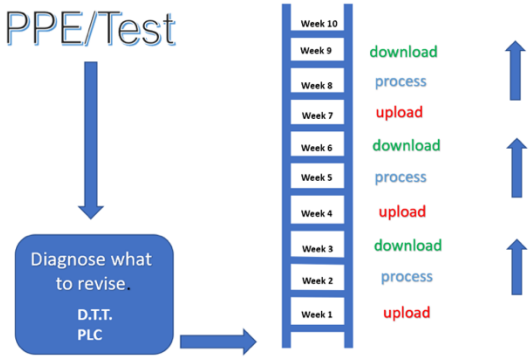
This pack contains templates we have produced to embed the "Thinking Hard" devices and to use them in the PiXL Revisit Strategy. It also includes a calendar to enable our students to be more independent in their revision. This is most effective when used by individual subjects to ensure that revision is targetted and precise. In the pack, we have also included *BLANK* sheets and sheets with instructions.

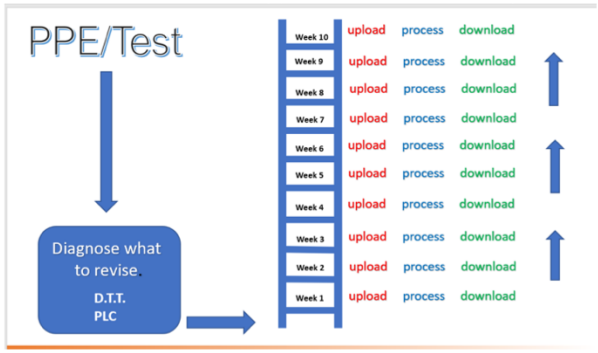
The methodolgy of PiXL Revisit is described in more detail in the breakout slides. We hope this is useful in enabling students to *engage with* and *think deeply* about the material they are revisiting and, by doing this, embed it into their memory.

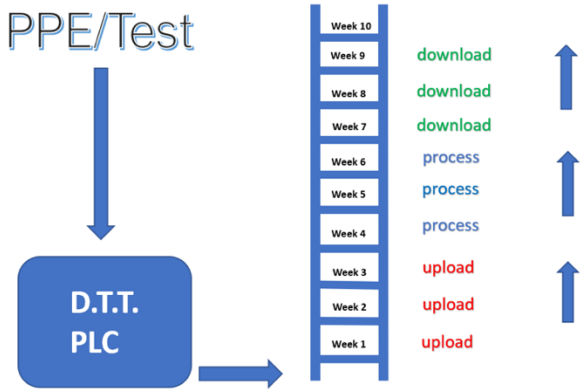
The PiXL Thinking Hard Team

PiXL Re-visit









Ideas of different methods that PiXL Re-visit can be used over a number of weeks.



PiXL Re-visit

CHUNK IT	RE-LEARN IT	WRITE IT	SPEAK IT
Split the Thinkit into manageable chunks. Choose a chunk at a time to memorise. Start with the most important or the most difficult.	Re-read your notes on the chosen topic. Do some wider research on the internet until you understand it. Use: Thinkit/Graspit/Knowit Independence Apps etc.	Write a detailed description or an explanation about everything you know about this topic. Try to do this without your notes. Topic on a page Write key facts you need to memorise over and over until you have memorized them.	Give a verbal explanation about the topic as if you were teaching it. Repeat facts you need to remember 20 times. Record key facts about this topic on your phone. Say what you've learnt from memory, using the Thinkit images to prompt you.



PiXL Re-visit

TRANSFORM IT	REDUCE IT	SORT IT	LINK IT
Transform key facts into a series of images. Transform what you have learnt into a diagram. Transform your learning into a poem or a story.	Reduce what you have Learnt about this topic into 5 bullet points or prompts. Reduce the 3 most important facts in this topic into 9 words.	Use the ranking template to rank the most important facts from this topic. What is the most difficult point to remember? Why? Categorise key facts from this topic into 3 groups. You choose the group headings.	Find 3 links between this topic and other topics you have studied. Link the points together. Link the ideas. Find some random links. Link the factors.



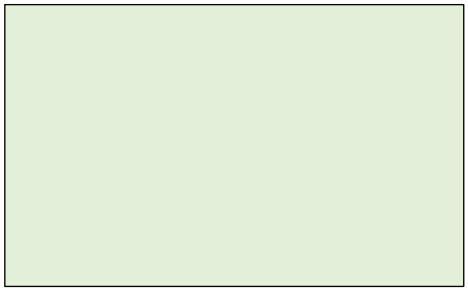
PiXL Re-visit

RESTORE IT	STEP IT	TEST IT	REFINE IT
Go back to your Reduce it bullet points. Restore them to their original state. Go back to your images and restore them back into written form.	Create a 5 step process explaining the most difficult learning points here. Recall the process or order of events you have studied.	Use the Thinkit images to test your knowledge. Write yourself 3-5 exam questions on this topic or skill.	Improve it Rank it Reorder it Change it Condense it Add to it What you missed out from your topic on a page?

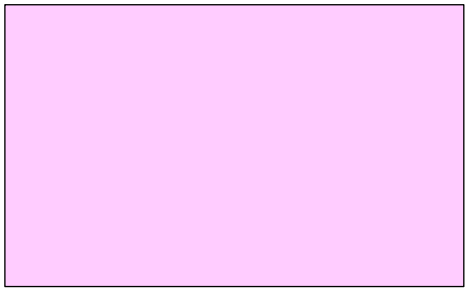
PiXL Revisit: Reduce and Transform

Unit/Topic:

1. 

2. 

3. 

4. 

5. 

PiXL Revisit: Prioritise - Significance and Importance

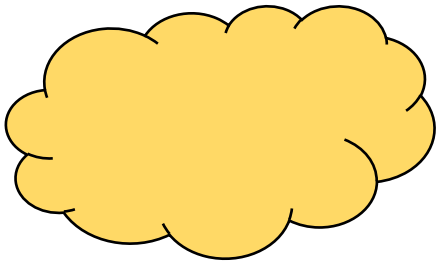
Unit/Topic:

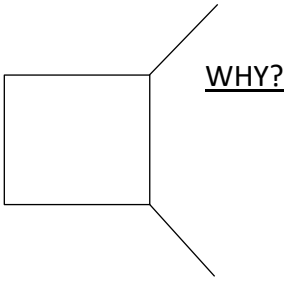
Notes:

Key Facts, Dates, Words, Vocab:

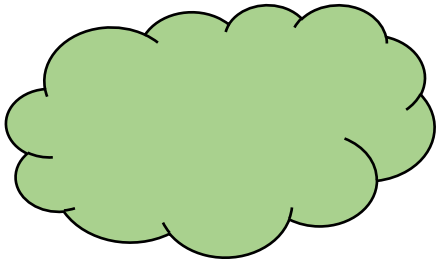
Number of Priority:

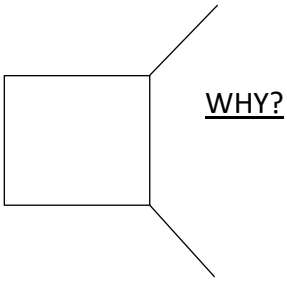
1.



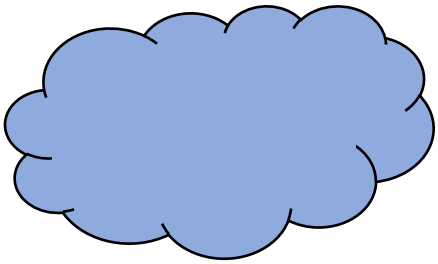


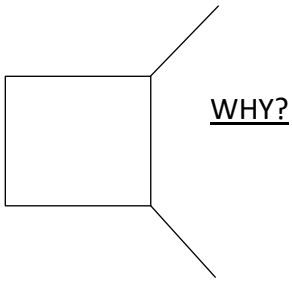
2.



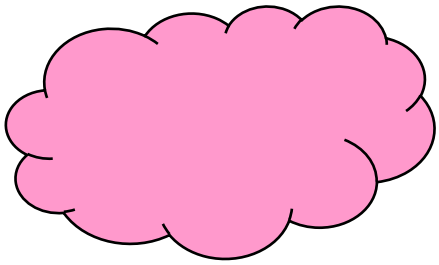


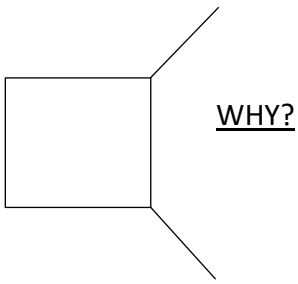
3.



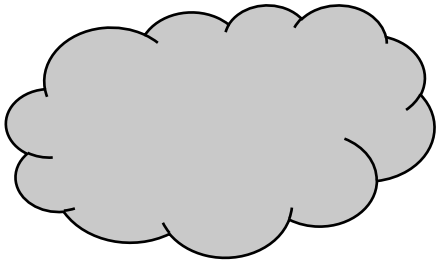


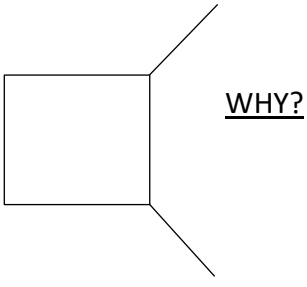
4.





5.





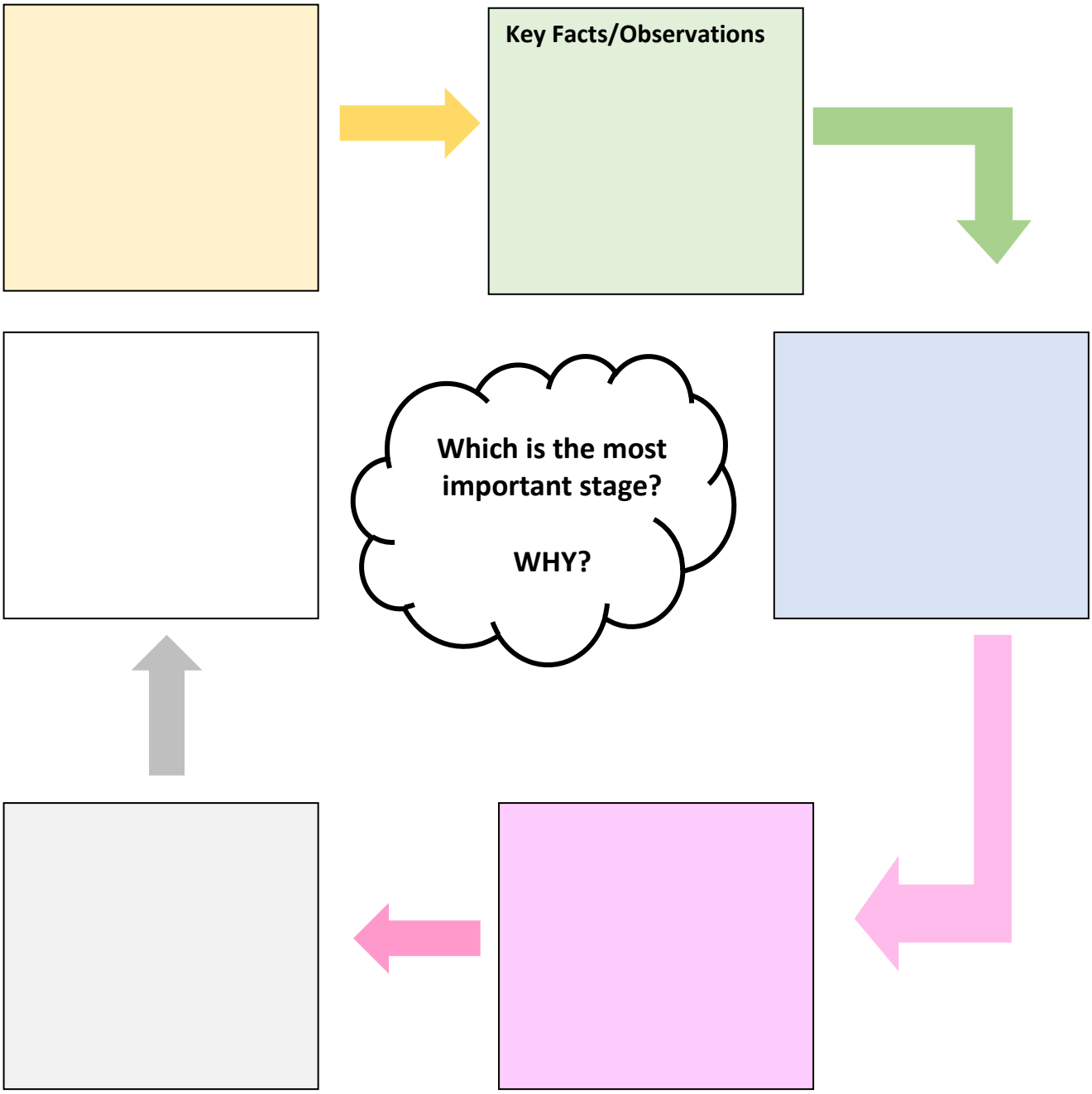
PiXL Revisit: 3 x 2 Testing

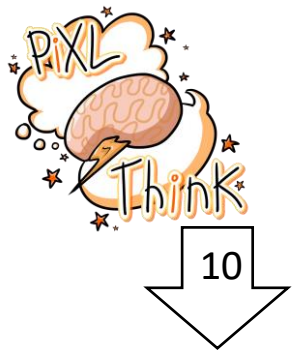
Unit/Topic:

Last Lesson Key facts:	**1.**
	2.
Last Week Key facts:	**3.**
	4.
Last Year Key facts:	**5.**
	6.
One topic to revise next:	

PiXL Revisit: Process and Categorise
Steps and stages explained

Unit/Topic:





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.

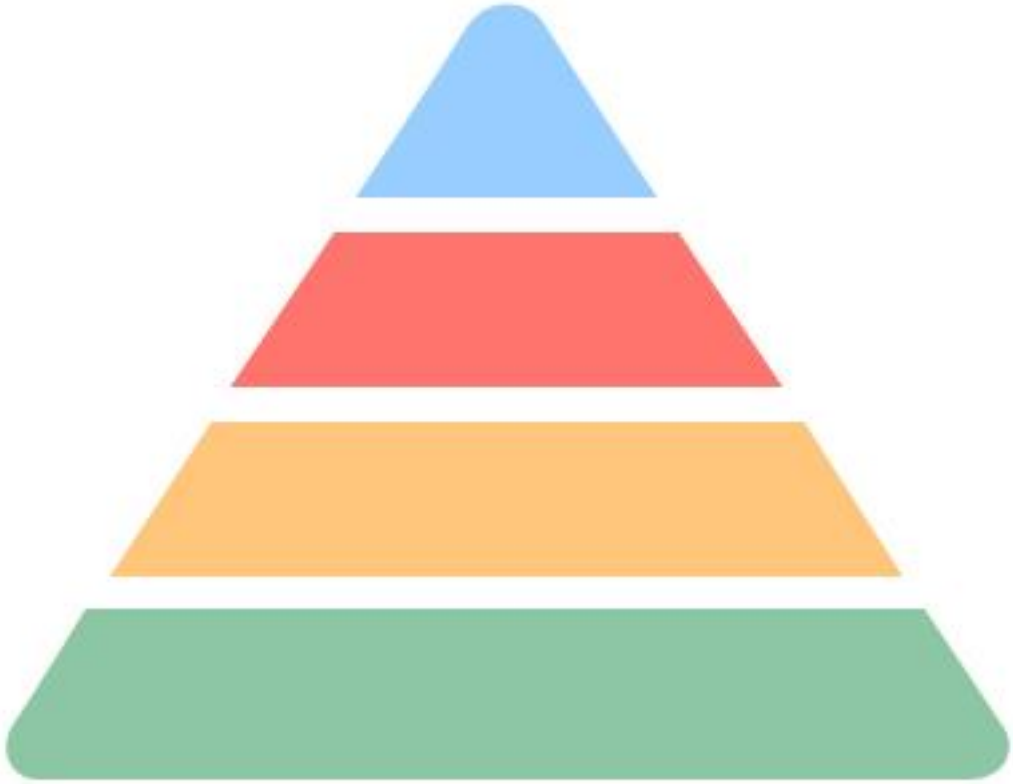
PiXL Revisit: Ranking Triangle

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 the most/least important.



_____

_____

_____

_____

_____

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, 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 four 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.

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 – three things I did not know.
Box 2 – three things I understand better now.
Box 3 – three things I already knew.

PiXL Revisit: Question Time

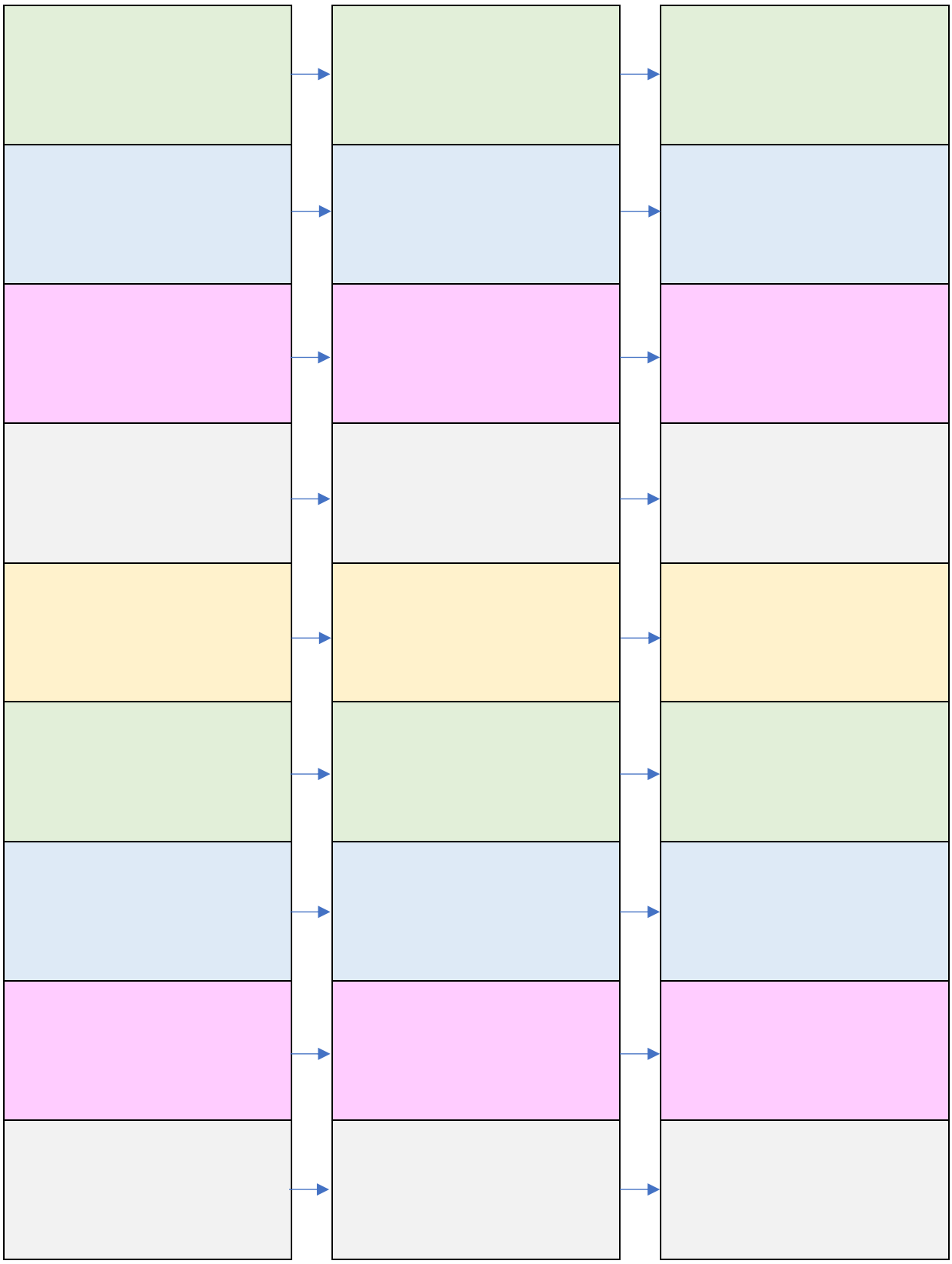
Name of Topic: _____

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



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		

11		
12		
13		
14		
15		
16		
17		
18		
19		
20		

PiXL Revisit: Transforming

Name of Topic: _____

Name: _____

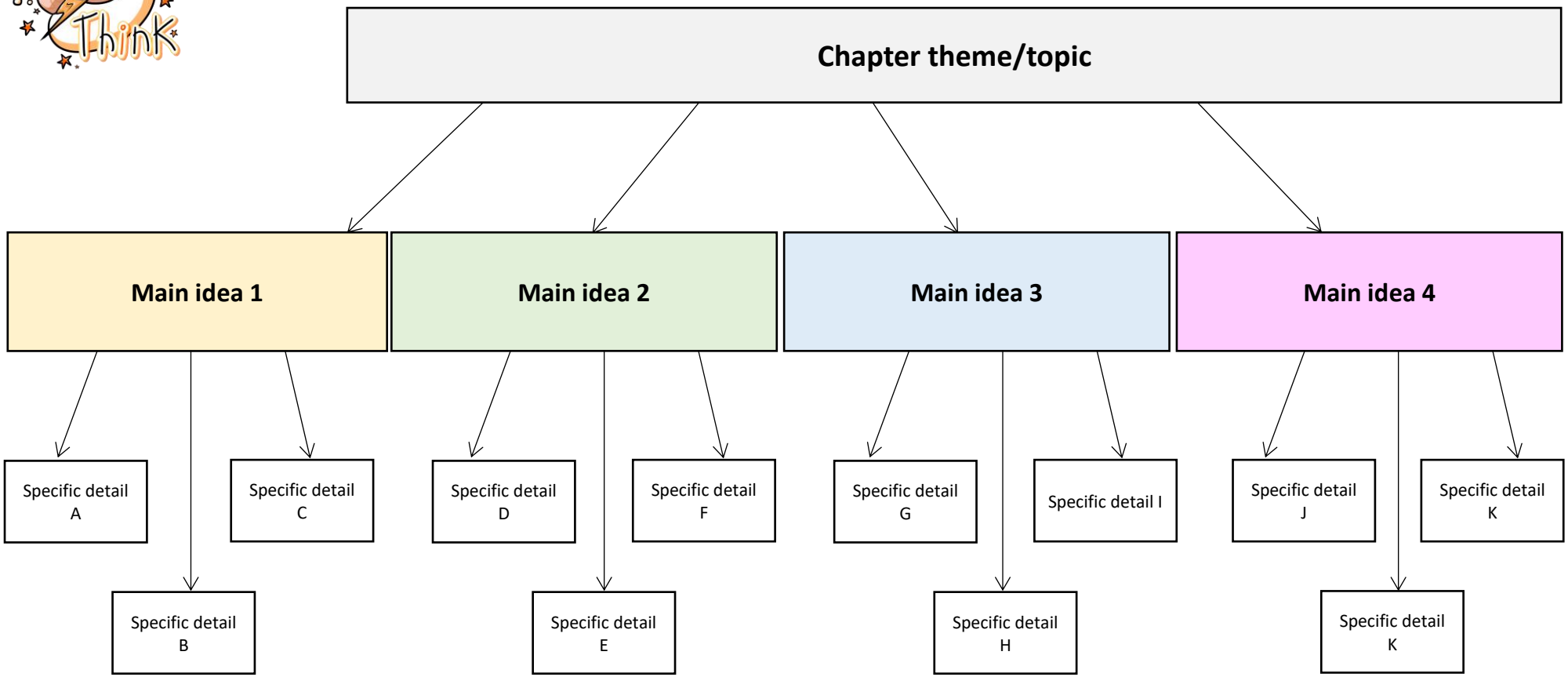
Class: _____

Turn the material you have read into up to six 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.

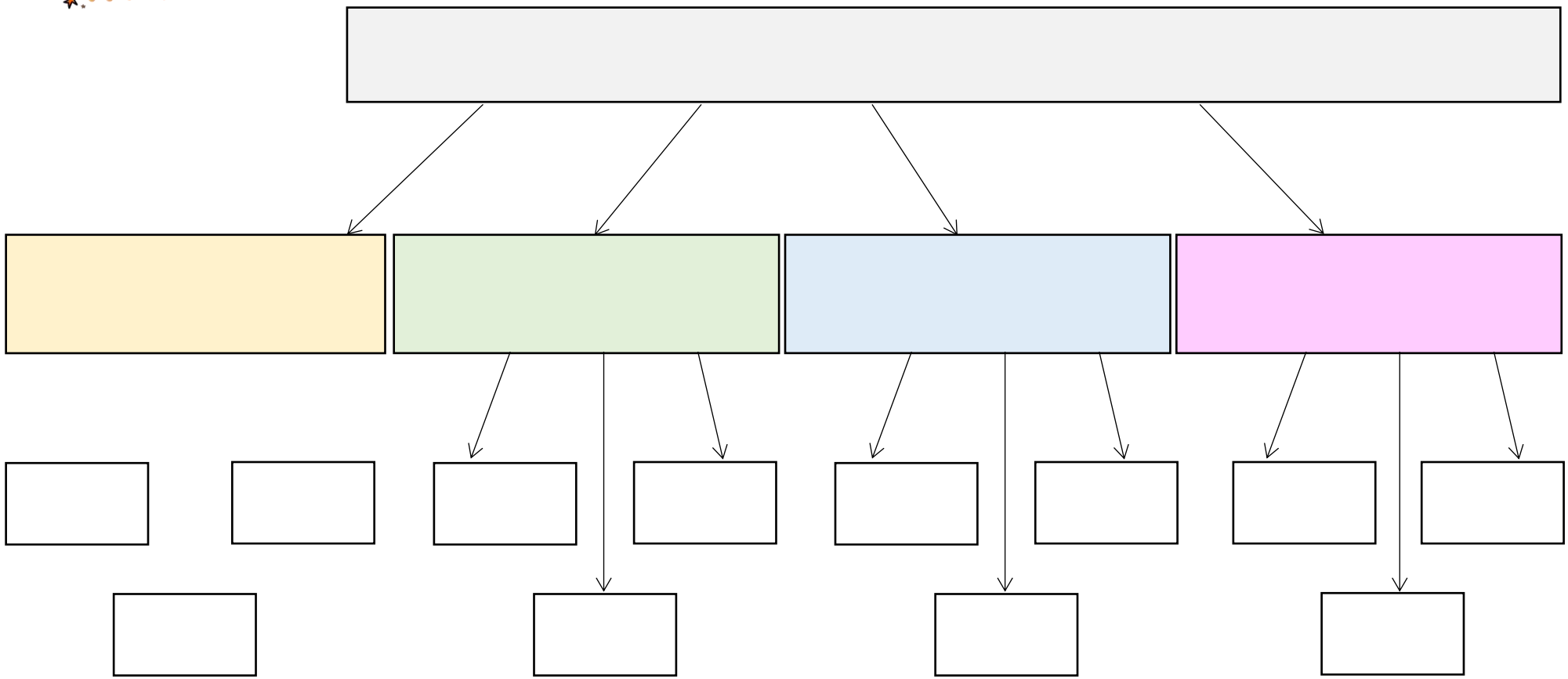
1.	**2.**	**3.**

4.	**5.**	**6.**

Now restore your pictures back into its original form.



Taken from the article: 'What Will Improve a Student's Memory?' By Daniel T Willingham (http://www.aft.org/sites/default/files/periodicals/willingham_0.pdf)



Taken from the article: 'What Will Improve a Student's Memory?' By Daniel T Willingham (http://www.aft.org/sites/default/files/periodicals/willingham_0.pdf)

PiXL Revisit: Transform

Unit/Topic:

PICTURE/SOURCE/INFO/RESOURCE



Key Points

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

Most important + WHY:

PiXL Revisit: Examine It

NOTES

Topic:

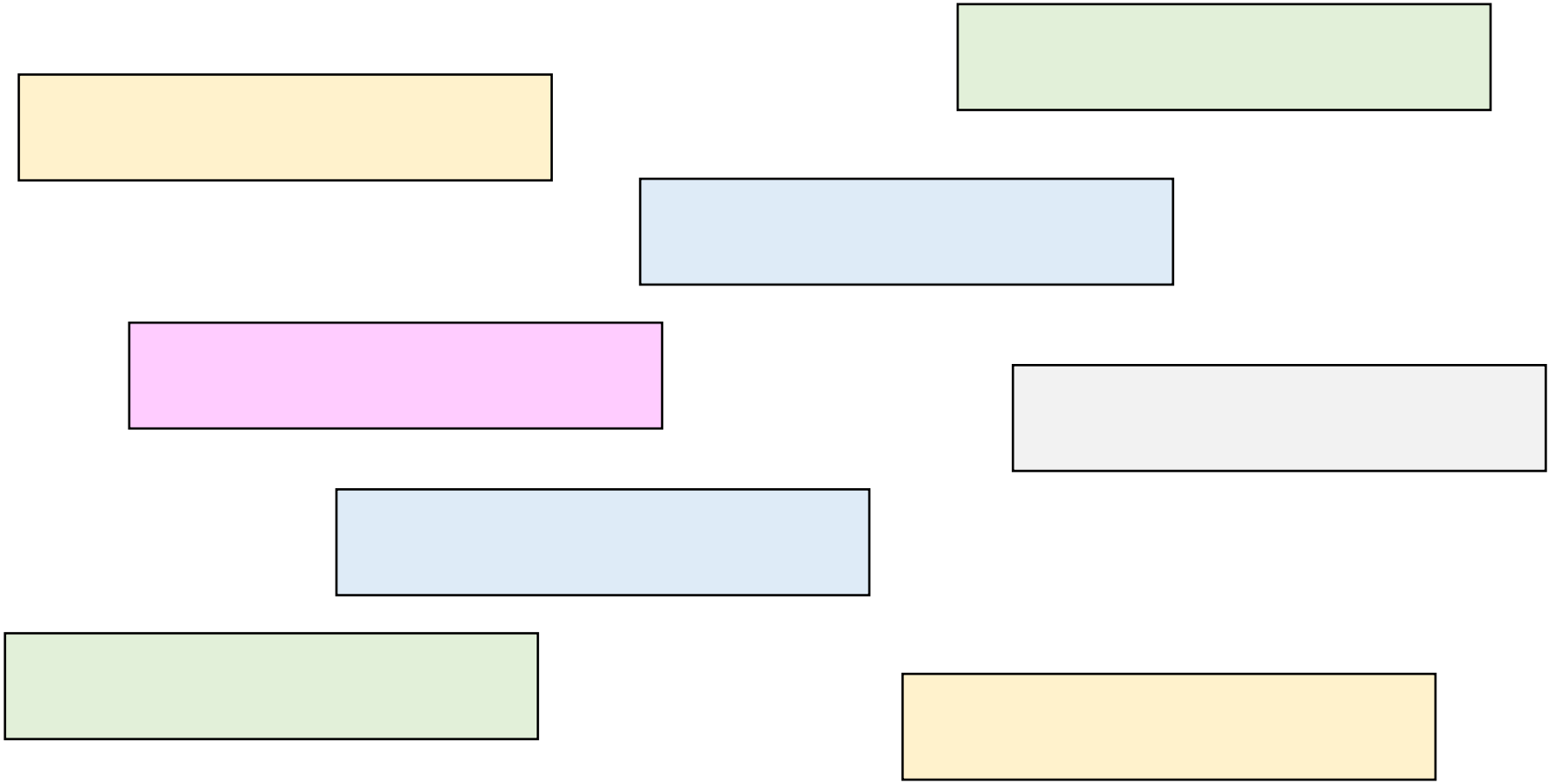
1.
2.
3.
4.
5.
6.

Key Words **Key Dates** **Key Facts** **Key Quotes** **Key Formulae**

Exam Question

PiXL Revisit: Flexibility of Thinking Connection Map

Title



PiXL Revisit: Flexibility of Thinking Connection Map

Title

Place the information/ factors/knowledge in the boxes. Add as many boxes as you want to.

Draw lines linking the boxes. The darker /stronger the line, the stronger the link.

On the line, give reasons for the links - explain the importance or significance of the link.

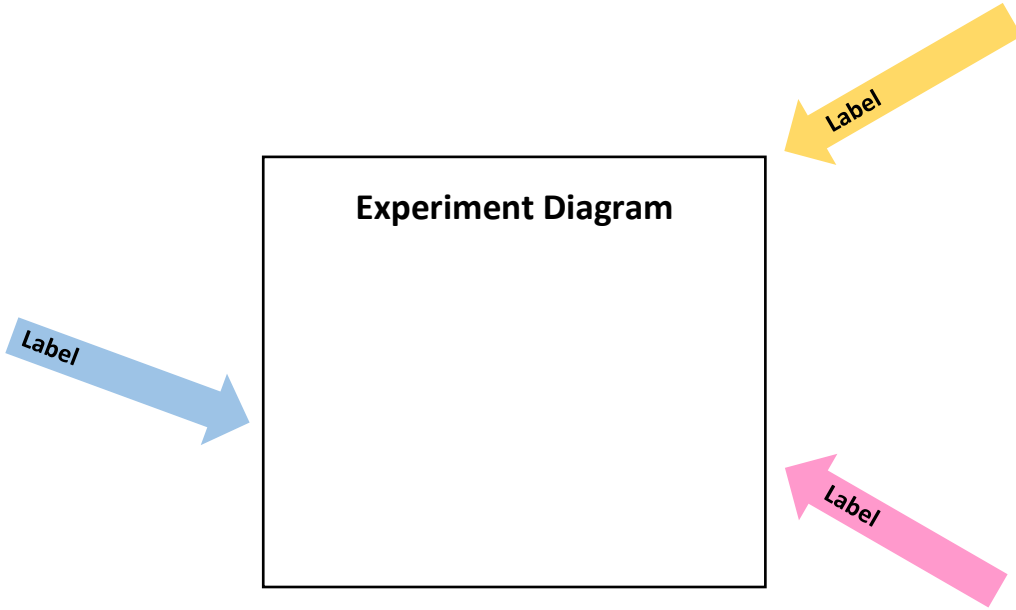
You could also add formula/dates/facts/quotes near, or on, the line to exemplify knowledge.

PiXL Revisit: Experiment on a page

Experiment Title:

Process/Method

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



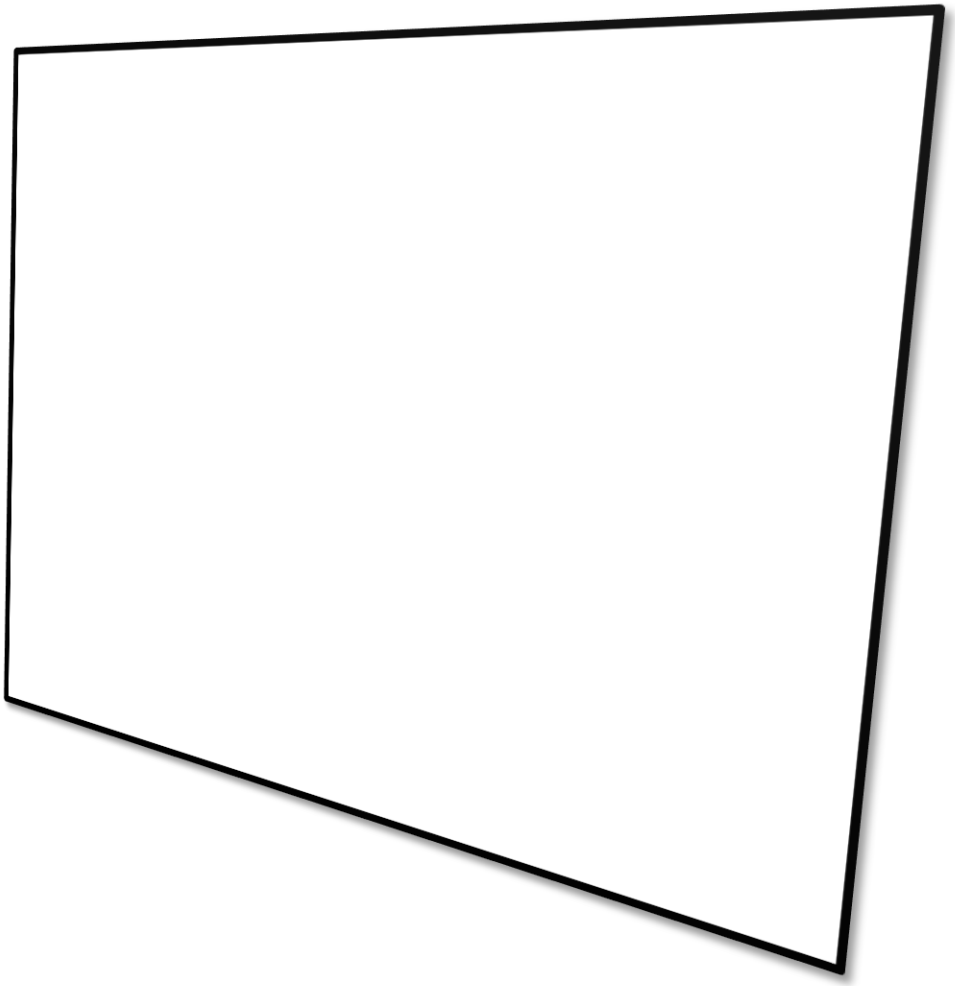
Formulae

Results

PiXL Revisit: Transform

Unit/Topic:

NOTES:



Picture

Picture

PiXL Revisit: Reduce to 6 points

Unit/Topic:

REDUCE

Information



Reduce to 6 points

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

Reduce to 3 key points

A.

B.

C.

PRIORITISE

Information



Prioritise (most important)

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

WHY?

PiXL Revisit: Chunk It Revision Timetable, April - June

Monday	Tuesday	Wednesday	Thursday	Friday
20th April Not sure / OK / Great! I must recap: Page number:	21st April Not sure / OK / Great! I must recap: Page number:	22nd April Not sure / OK / Great! I must recap: Page number:	23rd April Not sure / OK / Great! I must recap: Page number:	24th April Not sure / OK / Great! I must recap: Page number:
27th April Not sure / OK / Great! I must recap: Page number:	28th April Not sure / OK / Great! I must recap: Page number:	29th April Not sure / OK / Great! I must recap: Page number:	30th April Not sure / OK / Great! I must recap: Page number:	1st May Not sure / OK / Great! I must recap: Page number:

PiXL Revisit: Chunk It Revision Timetable, April - June

4th May Not sure / OK / Great! I must recap: Page number:	5th May Not sure / OK / Great! I must recap: Page number:	6th May Not sure / OK / Great! I must recap: Page number:	7th May Not sure / OK / Great! I must recap: Page number:	8th May Not sure / OK / Great! I must recap: Page number:
11th May Not sure / OK / Great! I must recap: Page number:	12th May Not sure / OK / Great! I must recap: Page number:	13th May Not sure / OK / Great! I must recap: Page number:	14th May Not sure / OK / Great! I must recap: Page number:	15th May Not sure / OK / Great! I must recap: Page number:

PiXL Revisit: Chunk It Revision Timetable, April - June

Monday	Tuesday	Wednesday	Thursday	Friday
18th May Not sure / OK / Great!	19th May Not sure / OK / Great!	20th May Not sure / OK / Great!	21st May Not sure / OK / Great!	22nd May Not sure / OK / Great!
25th May Not sure / OK / Great! I must recap: Page number:	26th May Not sure / OK / Great! I must recap: Page number:	27th May Not sure / OK / Great! I must recap: Page number:	28th May Not sure / OK / Great! I must recap: Page number:	29th May Not sure / OK / Great! I must recap: Page number:

PiXL Revisit: Chunk It Revision Timetable, April - June

1st June Not sure / OK / Great! I must recap: Page number:	2nd June Not sure / OK / Great! I must recap: Page number:	3rd June Not sure / OK / Great! I must recap: Page number:	4th June Not sure / OK / Great! I must recap: Page number:	5th June Not sure / OK / Great! I must recap: Page number:
8th June Not sure / OK / Great! I must recap: Page number:	9th June Not sure / OK / Great! I must recap: Page number:	10th June Not sure / OK / Great! I must recap: Page number:	11th June Not sure / OK / Great! I must recap: Page number:	12th June Not sure / OK / Great! I must recap: Page number:

PiXL Revisit: Chunk It Revision Timetable, April - June

15th June	16th June	17th June	18th June	19th June
Not sure / OK / Great!	Not sure / OK / Great!	Not sure / OK / Great!	Not sure / OK / Great!	Not sure / OK / Great!
I must recap:	I must recap:	I must recap:	I must recap:	I must recap:
Page number:	Page number:	Page number:	Page number:	Page number:
22nd June	**23rd June**	**24th June**	**25th June**	**26th June**
Not sure / OK / Great!	Not sure / OK / Great!	Not sure / OK / Great!	Not sure / OK / Great!	Not sure / OK / Great!
I must recap:	I must recap:	What do you need to re-cover?	What do you need to re-cover?	What do you need to re-cover?
Page number:	Page number:			

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