

**PiXL**   
ThinkingHard  
Memory & Revisit

**A strategy for revision in the sixth form**

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The increased complexity and content of our Vocational Level 3 courses 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. 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 as 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.

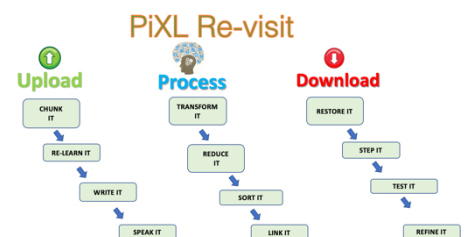
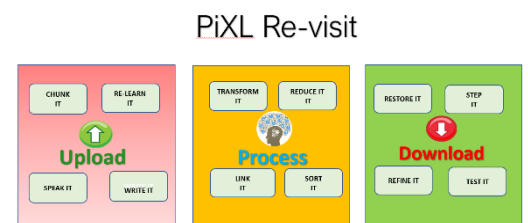
- Stage 1 - **Upload** - Embedding the knowledge.
- Stage 2 - **Process** - Deepening the knowledge.
- Stage 3 - **Download** - Demonstrating the knowledge.

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.

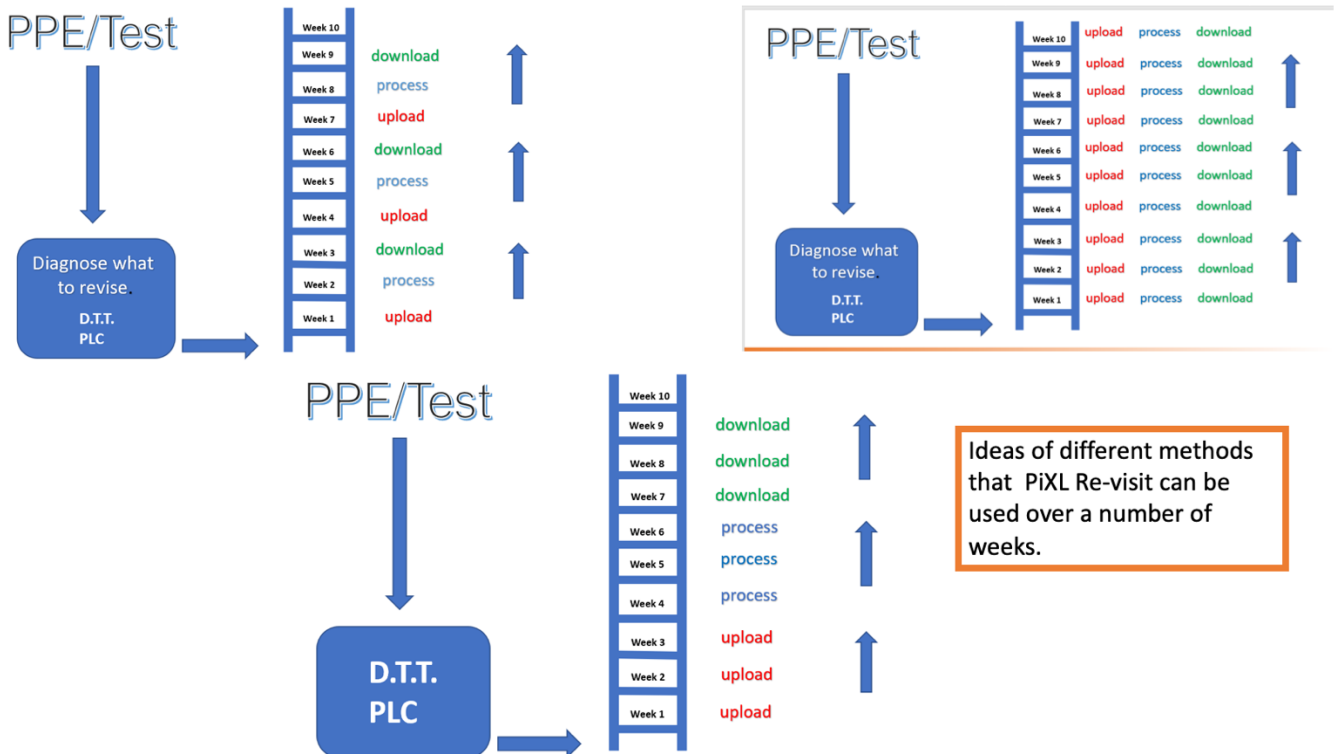
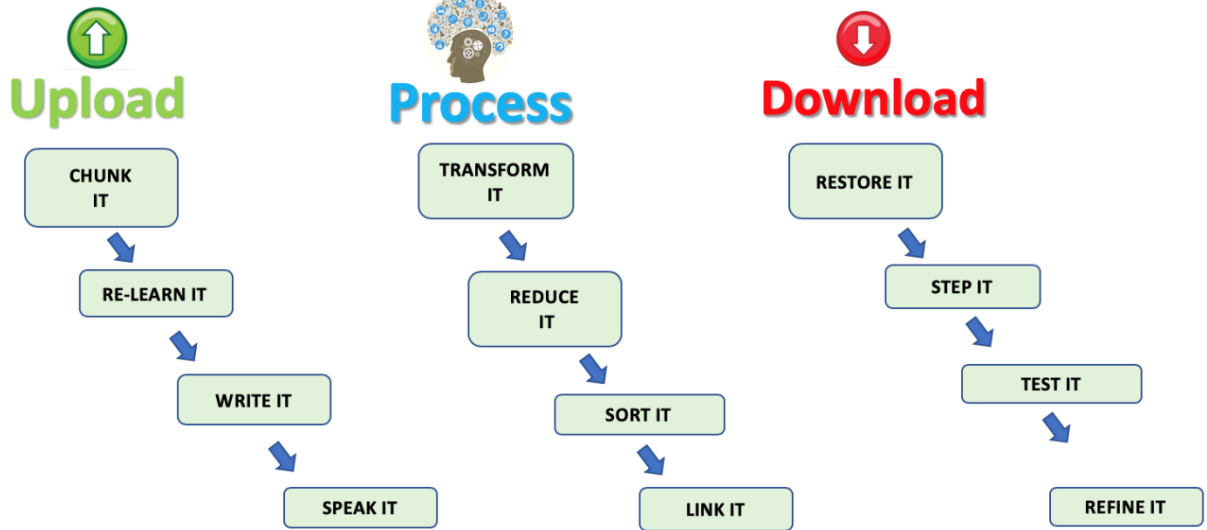
This pack contains templates we have produced to embed the "Thinking Hard" devices and use them in the PiXL Revisit Strategy. It also includes a calendar to enable our students to be more independent in their revision. This is most effective when used by individual subjects to ensure that revision is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

The methodology 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.



**Upload**

## PiXL Revisit



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

## PiXL Revisit

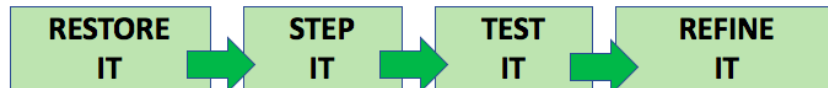


<p>Transform key facts into a series of images.</p> <p>Transform what you have learnt into a diagram.</p> <p>Transform your learning into a poem or a story.</p>	<p>Reduce what you have learnt about this topic into five bullet points or prompts.</p> <p>Reduce the three most important facts in this topic into nine words.</p>	<p>Use the ranking template to rank the most important facts from this topic.</p> <p>What is the most difficult point to remember? Why?</p> <p>Categorise key facts from this topic into three groups. You choose the group headings.</p>	<p>Find three links between this topic and other topics you have studied.</p> <p>Link the points together.</p> <p>Link the ideas.</p> <p>Find some random links.</p> <p>Link the factors.</p>
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**Download**

## PiXL Revisit



<p>Go back to your Reduce It bullet points. Restore them to their original state.</p> <p>Go back to your images and restore them back into written form.</p>	<p>Create a five-step process explaining the most difficult learning points here.</p> <p>Recall the process or order of events you have studied.</p>	<p>Use the Thinkit images to test your knowledge.</p> <p>Write yourself 3-5 exam questions on this topic or skill.</p>	<p>Improve it</p> <p>Rank it</p> <p>Reorder it</p> <p>Change it</p> <p>Condense it</p> <p>Add to it</p> <p>What did you miss out from your topic on a page?</p>
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## **How can I use the Sixth Form Revisit resources?**

### **What resources are included?**

- A PowerPoint that can be used with staff and/or students which outlines how the Revisit materials can be used and how this links to memory and revision.
- A range of templates in Word, so that they can be adapted and altered, as well as in PDF.
- A set of Thinking Hard examples from the A Level/Vocational transition strategy Year 12 to 13, which use the Revisit templates. These examples cover a range of subject areas.
- A set of templates which have been populated with Geography A Level content; these are supported by some examples of student responses.

### **Models of how the A Level Revisit materials can be used in schools/colleges.**

1. The Sixth Form Revisit materials could be introduced via the sixth form pastoral team – with tutors explaining to students how to use the materials to process information. The aim is that by using these, students will develop independence.
2. The materials could be used within departments. Subject areas would decide which templates to use with their students, as some templates lend themselves to certain subjects more than others. The aim is that subject areas adapt the resources for use within their subject area.
3. The final option would be a whole school approach whereby the materials are used across departments and within a pastoral setting.

### **How could the Sixth Form Revisit materials be introduced to students?**

- Subject leaders become familiar with the templates in the pack.
- Decide as a department which templates are most useful.
- Decide whether to use the newly-created subject packs as a whole or whether to give individual sheets to students.
- Present the PowerPoint to students so they can see how to use the templates.
- If needed, adapt the materials to match subject/specification requirements.
- Insert specific stimulus materials, e.g. photographs, quotes, graphs etc.
- Prompt students to adapt templates to encourage students to think about their own learning process.

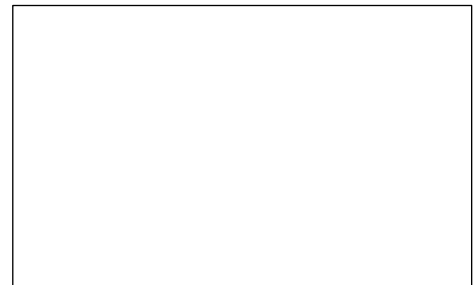
## PiXL Revisit: Reduce and Transform

Unit/topic:

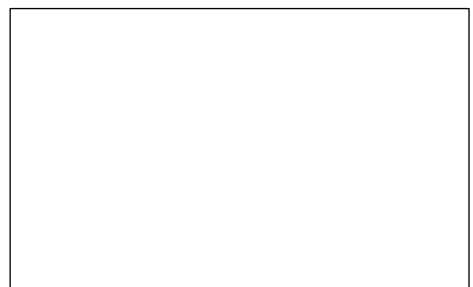
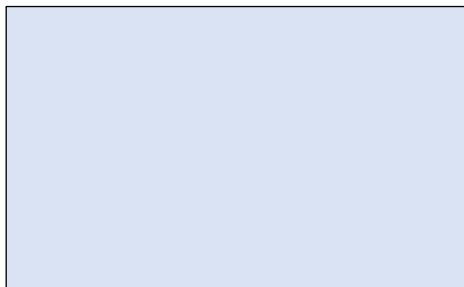
1.



2.



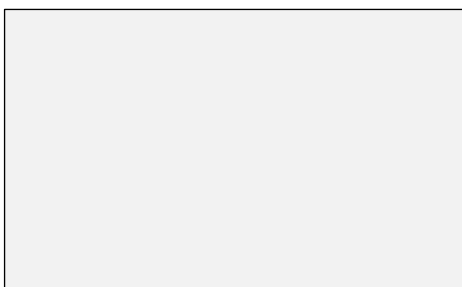
3.



4.



5.



## PiXL Revisit: Trends and Pattern

Unit/topic:

Describing graphs – **PADDL**

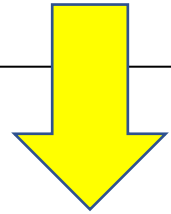
P = pattern + trend

A = anomalies

D = data to support

D = data manipulation

L = link to the question



Analysis

P.

A.

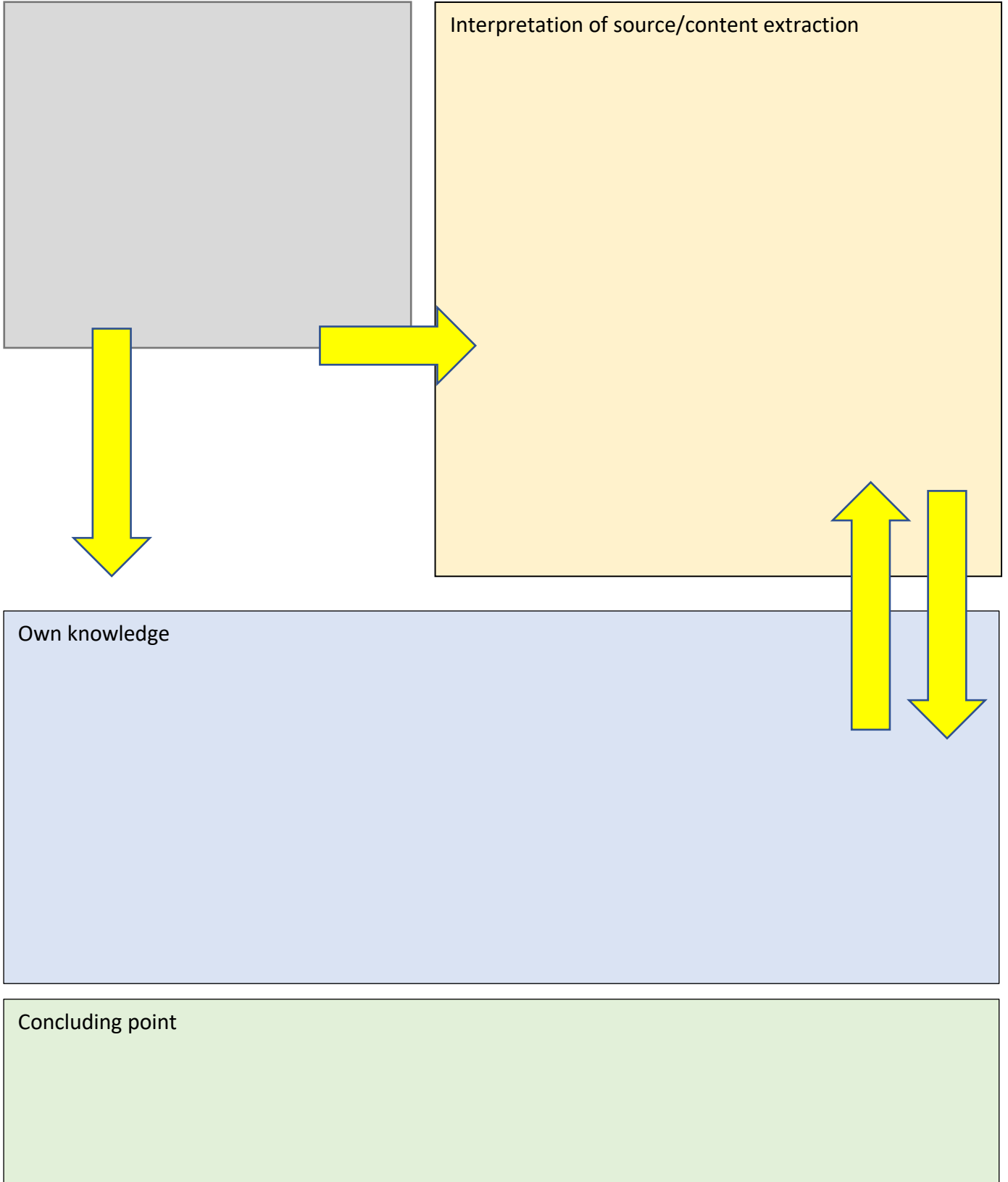
D.

D.

L.

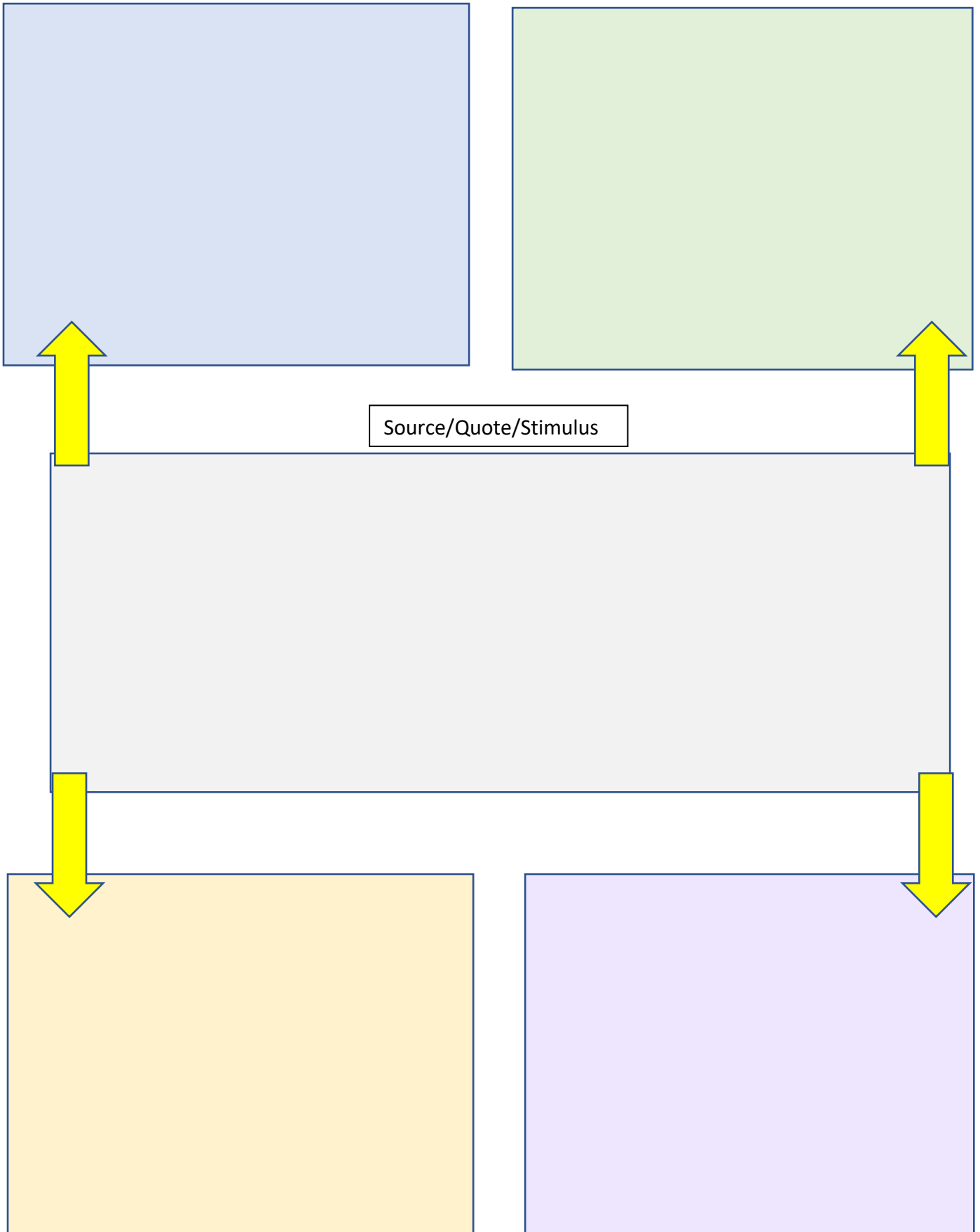
The most  
important  
point + why.

Unit/topic:



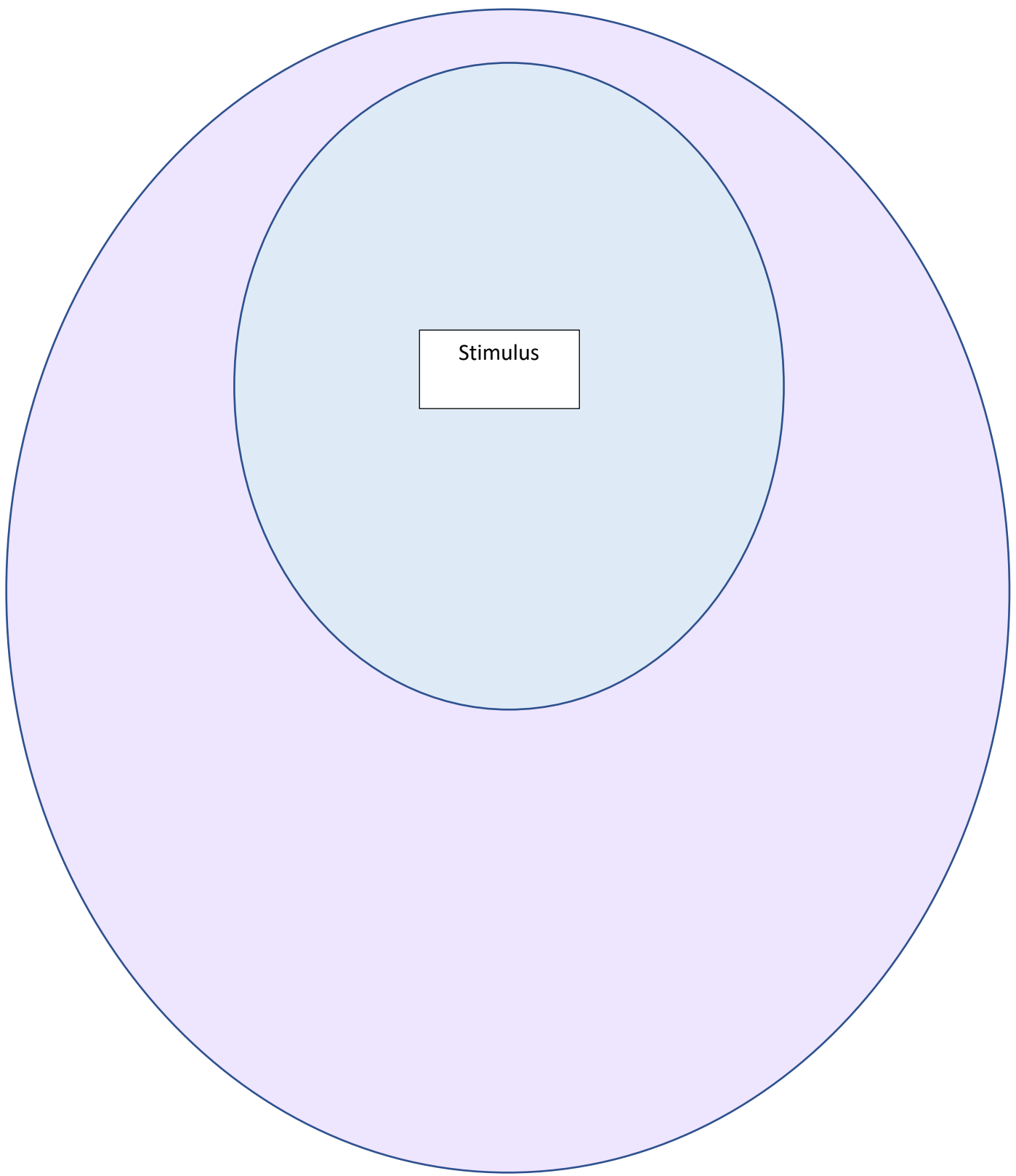


**PiXL Revisit: "Thinking on your feet"/extrapolation  
of ideas or thoughts**





Unit/topic:



Stimulus

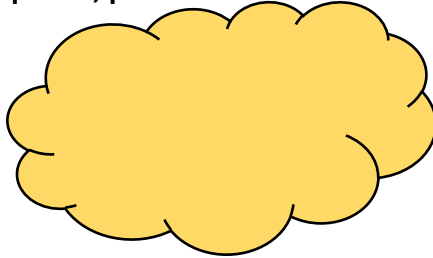
## PiXL Revisit: Prioritise - significance and importance

Unit/topic:

Notes:

1.

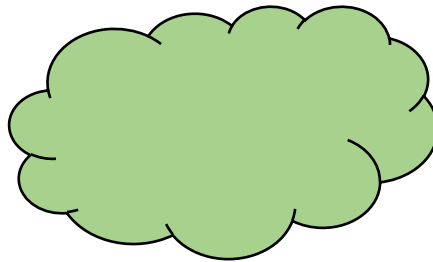
Key facts, dates, words, vocab,  
quotes, place:



Number of priority:

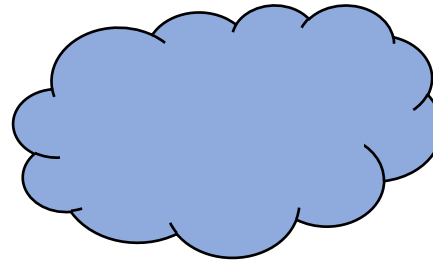
WHY?

2.



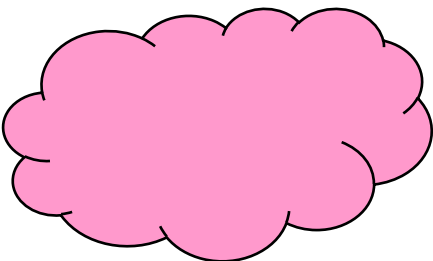
WHY?

3.



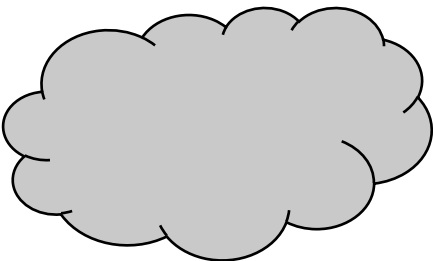
WHY?

4.



WHY?

5.



WHY?

**PiXL Revisit: Reduce it. Transform it. Prioritise it.**

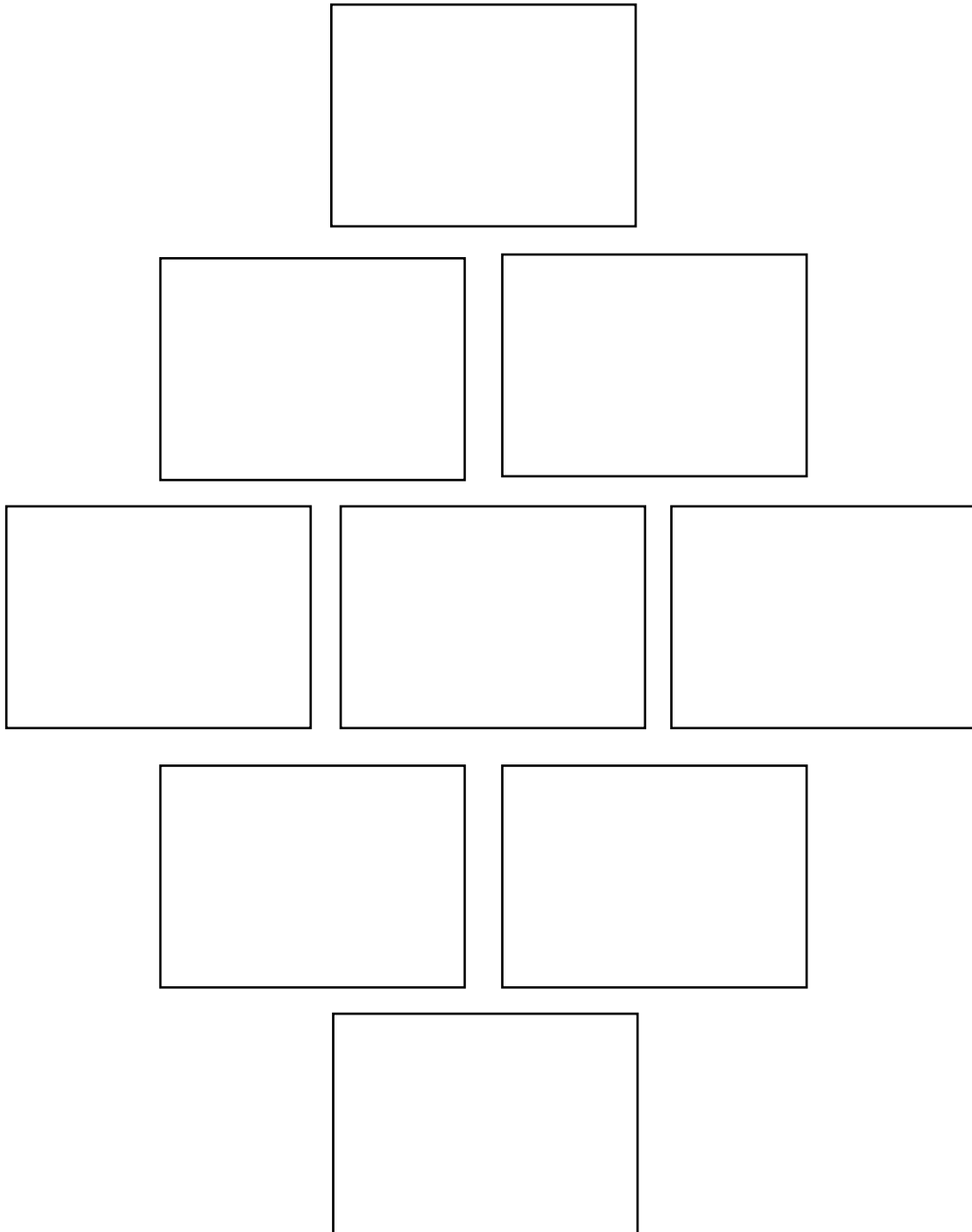
Unit/topic:

Factors/concepts

Picture

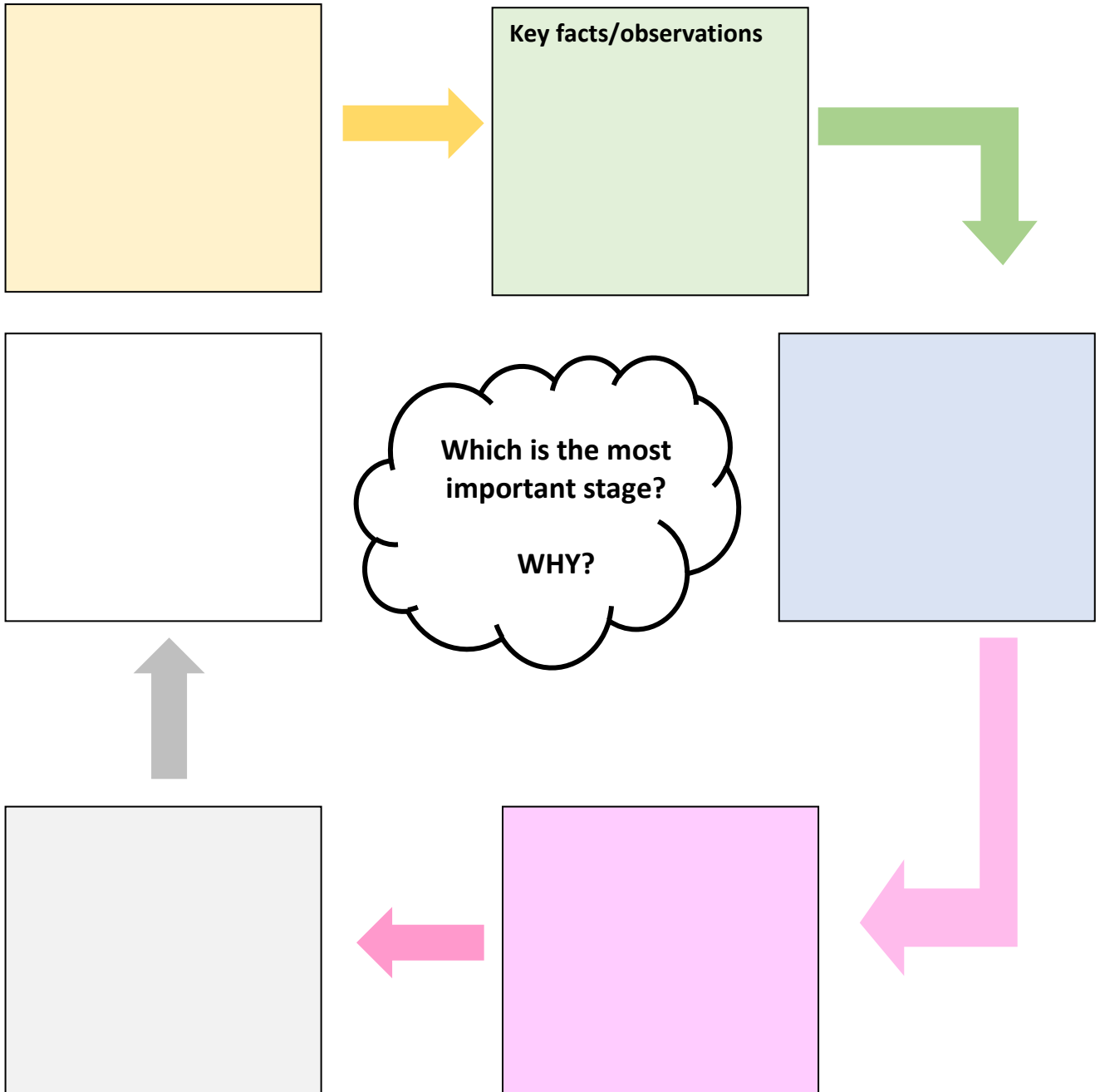
Order

Unit/topic:



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

Unit/topic:



Unit/topic:

Causes

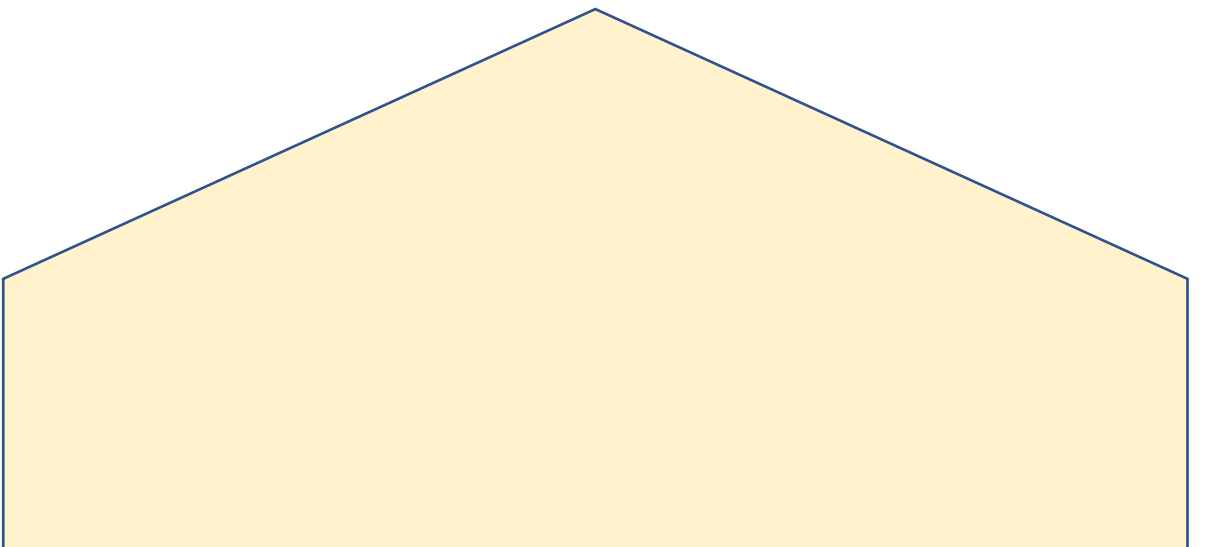
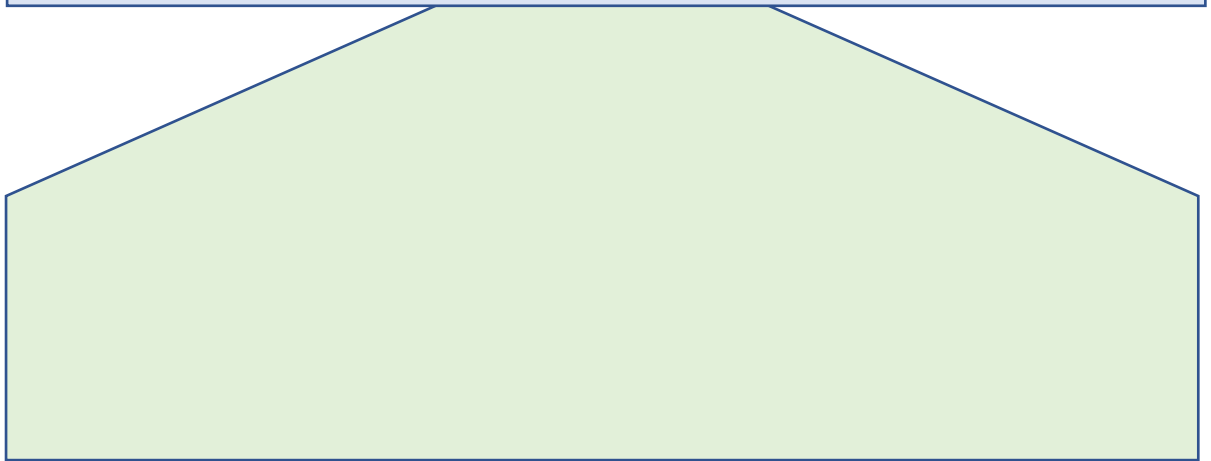
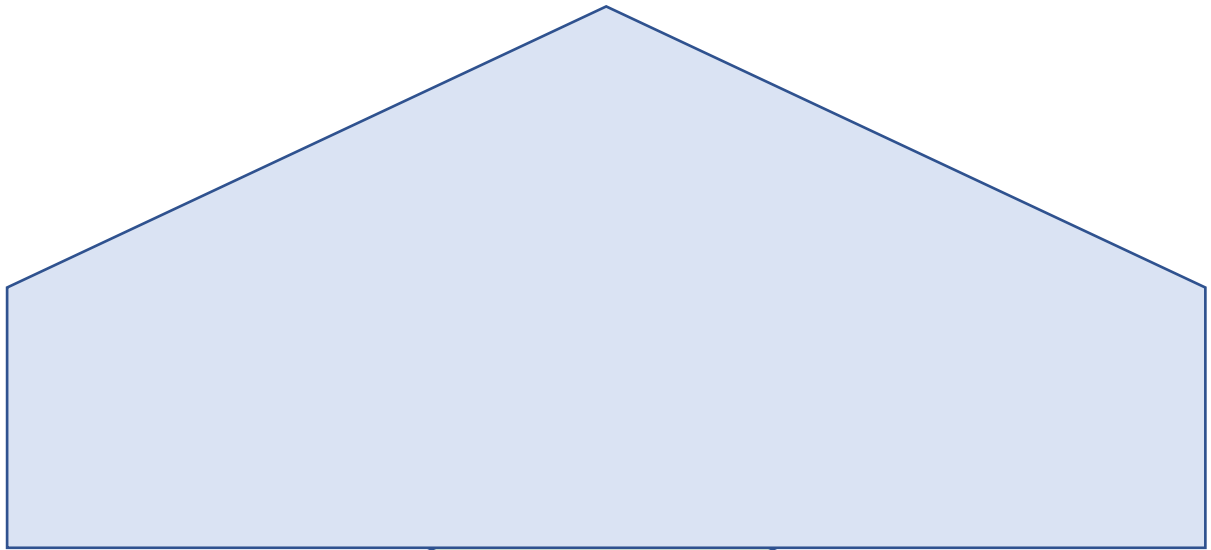
Impacts

Responses





Unit/topic:

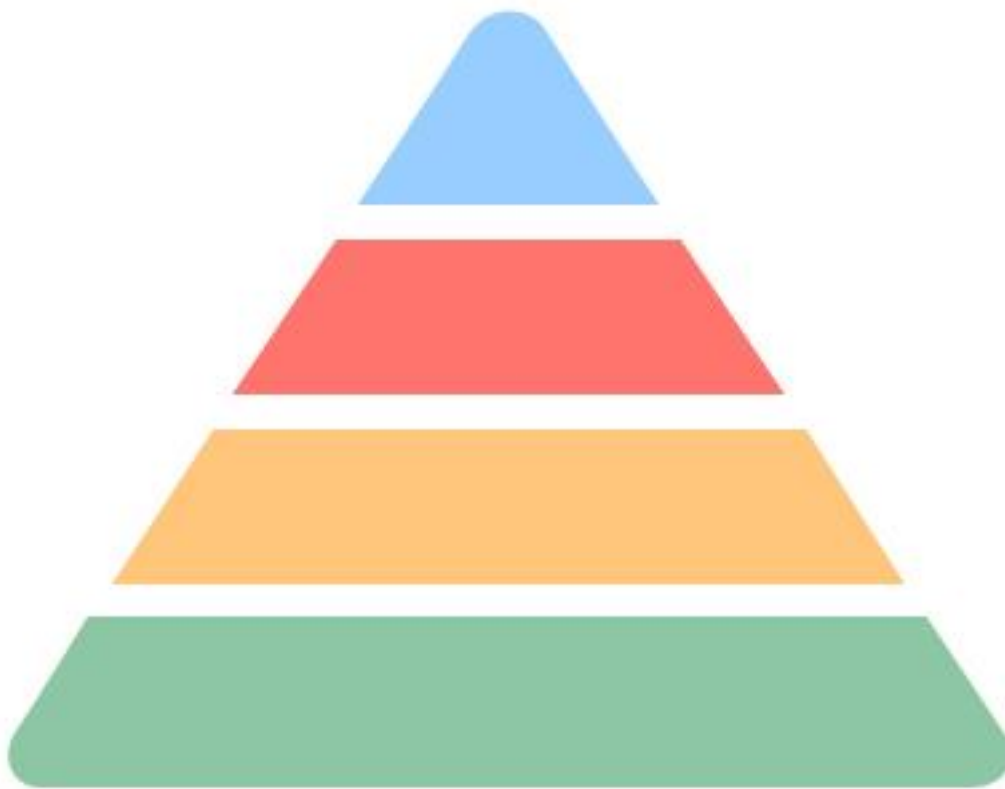


**Name of topic:** \_\_\_\_\_

**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.



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**PiXL Revisit: Chronology and change/continuum/plot development. The impact of multifactors.**

Unit/topic:

Factor:

Factor:

Factor:

Factor:



Unit/topic:

0%

100%

Unit/topic:

Argument

Counter

Unit/topic:

Used to be...

now...

Used to be...

now...

Unit/topic:

Summary: Theory/methods/statistics/technique

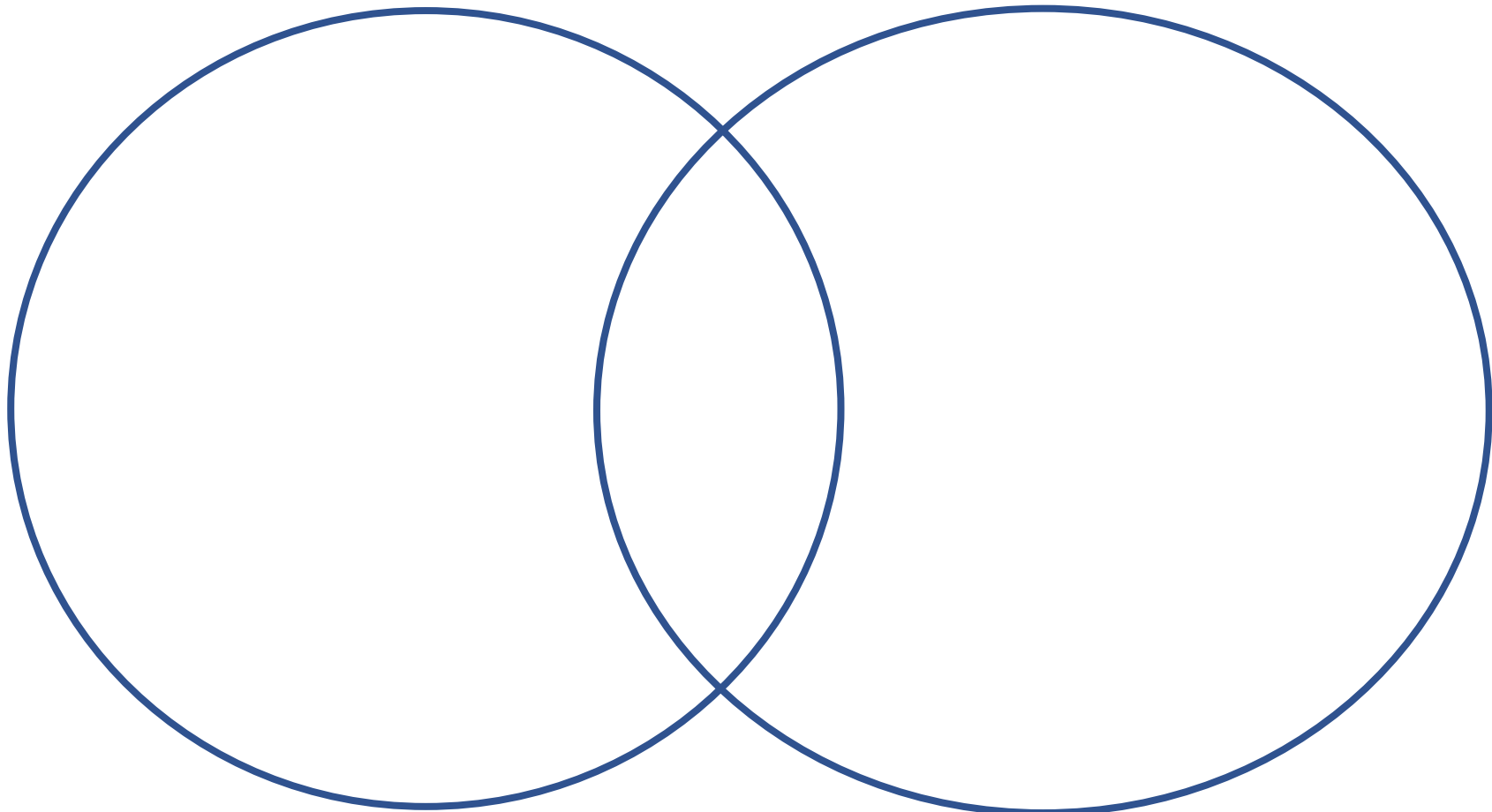
Validation:

Example: Results/analysis/conclusion

Limitations/alternatives:

**PiXL Revisit: Flexibility of thinking - connections/synoptic links/comparison**

Unit/topic:



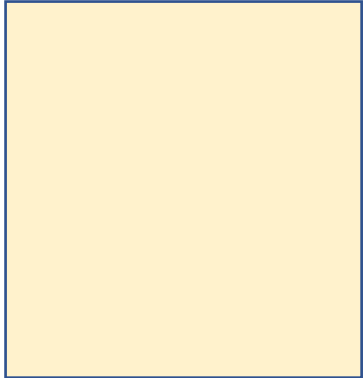
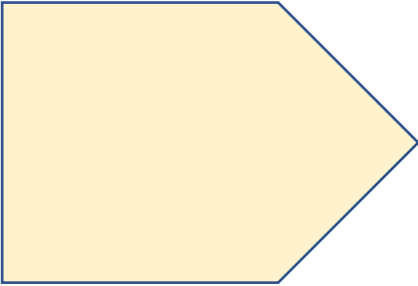
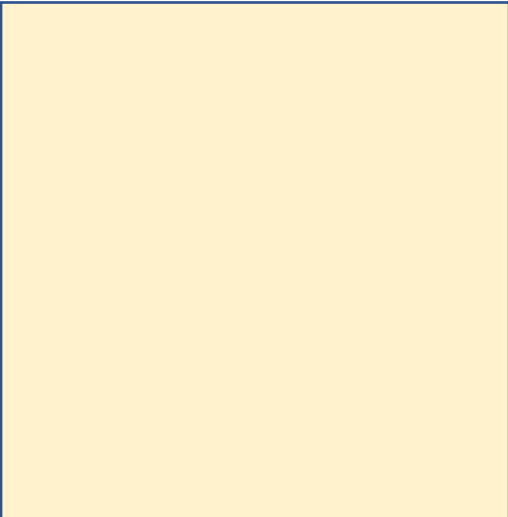
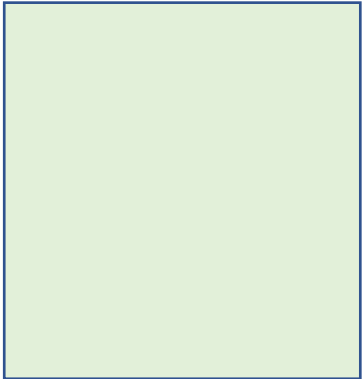
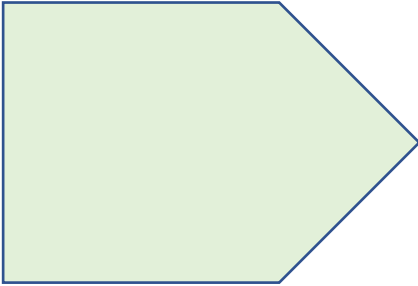
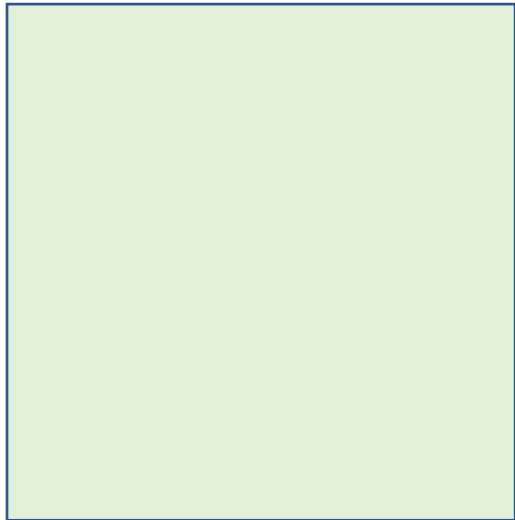
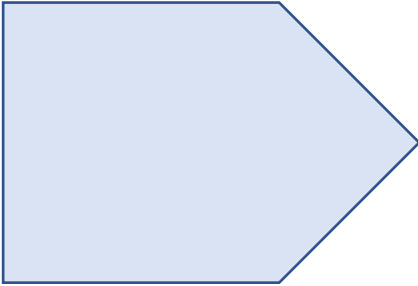
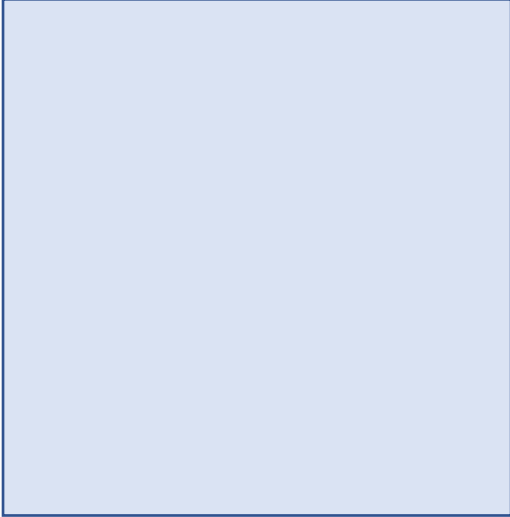


Unit/topic:

Opinion

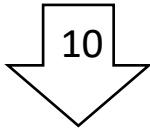
Reason

Example



## PiXL Revisit: Chunk It

Unit/topic:



Chunk the learning for 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: Question Time

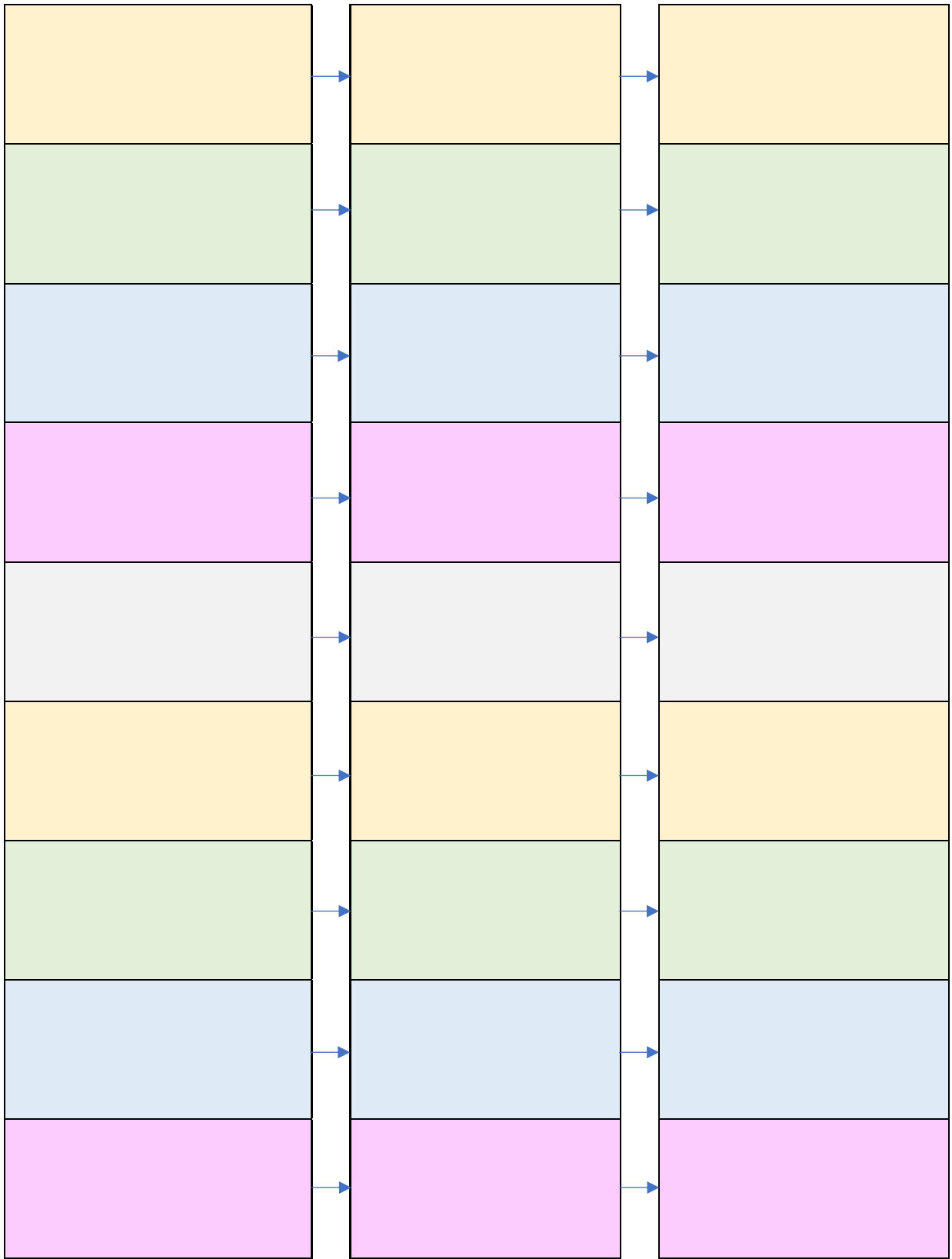
Name of topic: \_\_\_\_\_

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

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

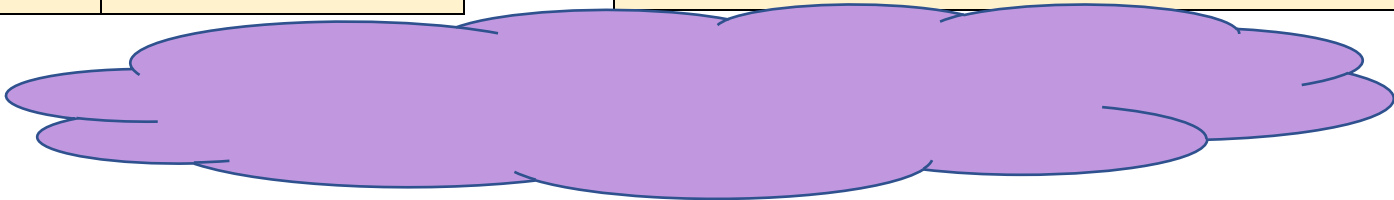
When you read a text, you should be asking it questions, NOT just letting it wash over you. Read your text and pause to ask it questions, e.g. 'what do you mean when you say "..."?''

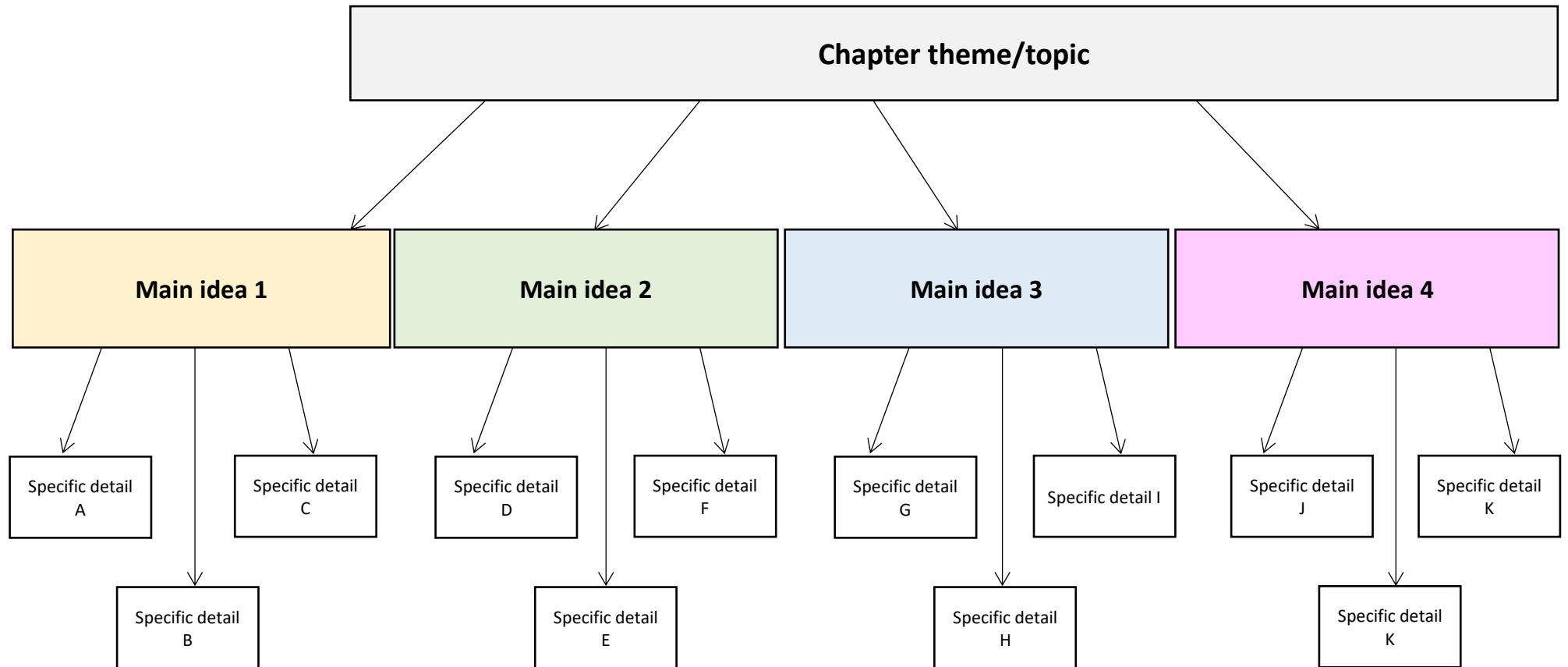
Questions I'm asking the text	Answers to those questions	Things I need to ask my teacher



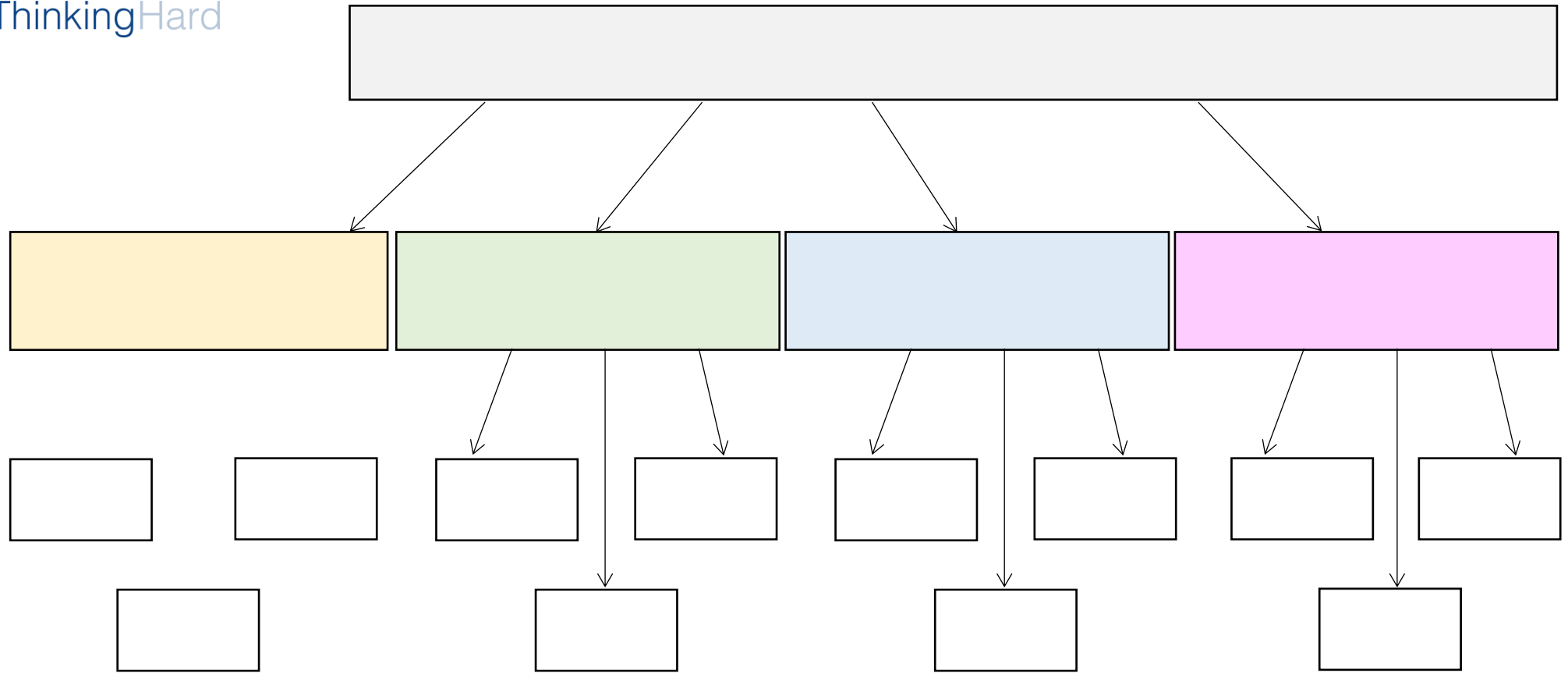
Unit/topic: \_\_\_\_\_

Point	Example	Explanation
	Most significant. Why?	





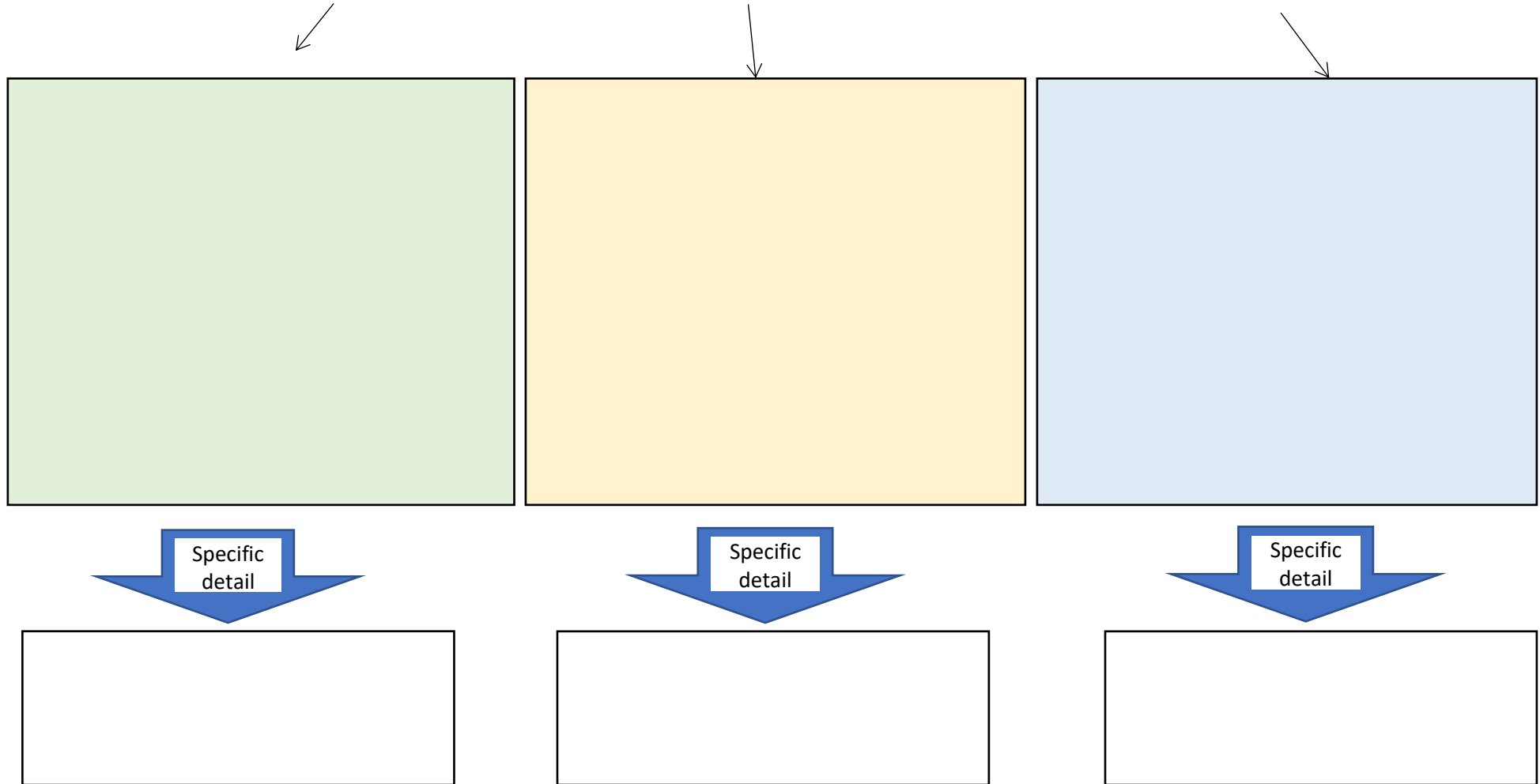
Taken from the article: 'What Will Improve a Student's Memory?' By Daniel T Willingham ([http://www.aft.org/sites/default/files/periodicals/willingham\\_0.pdf](http://www.aft.org/sites/default/files/periodicals/willingham_0.pdf))



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](http://www.aft.org/sites/default/files/periodicals/willingham_0.pdf))

## PiXL Revisit: Categorise/Themes

Unit/topic:



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](http://www.aft.org/sites/default/files/periodicals/willingham_0.pdf))



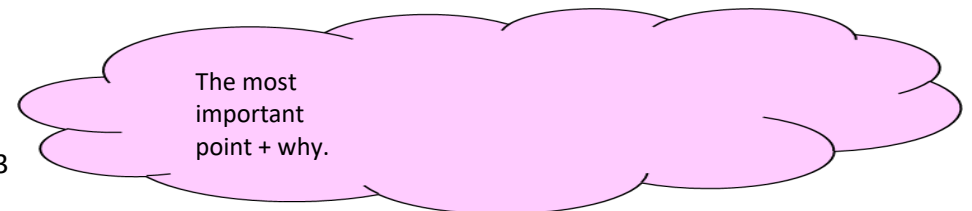
Unit/topic:

Picture/source/info/resource



Key points

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

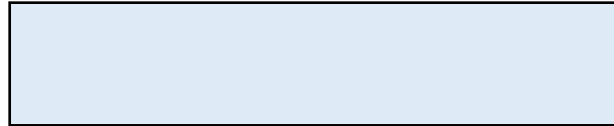
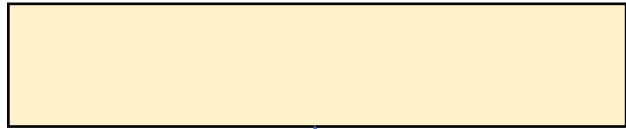


## PiXL Revisit: Flexibility of thinking - Connection Map

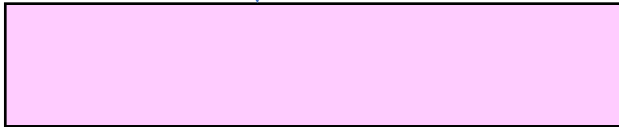
Title

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

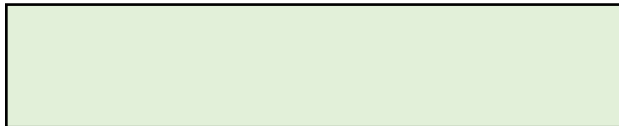
Draw lines linking the  
boxes. The  
darker/stronger the line,  
the stronger the link.



On the line, give reasons  
for the links. Explain the  
link/importance or  
significance.



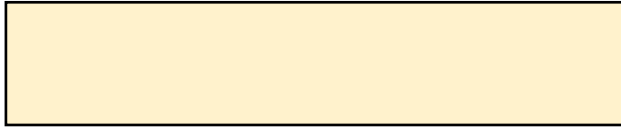
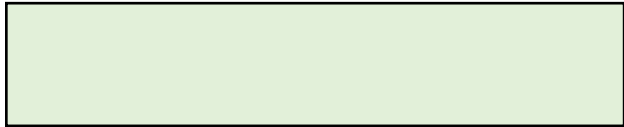
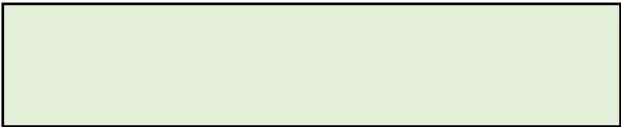
You could also add  
formula/dates/facts/quotes  
near to or on the line to  
exemplify knowledge.





## PiXL Revisit: Flexibility of thinking - Connection Map

Title





Unit/topic:

Practice

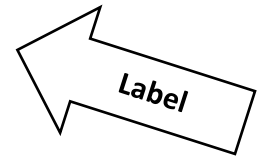
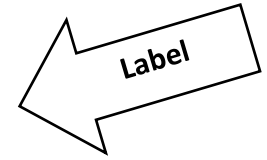
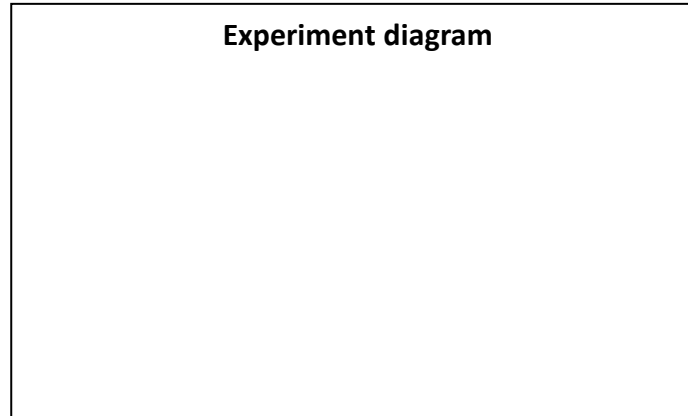
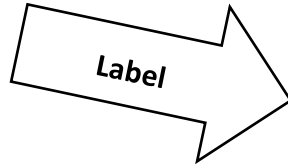
Lessons learned

Equation

Experiment title:

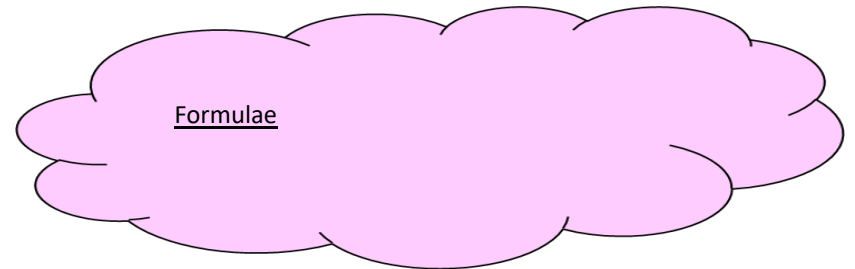
Process/method

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



Results

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**PiXL Revisit: Reduce to 6 points**

Unit/topic: \_\_\_\_\_

Information

**REDUCE**



Reduce to 6 points

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



Reduce to 3 key points

- A.
- B.
- C.

Information

**PRIORITISE**



Prioritise (most important)

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



**WHY?**

Monday	Tuesday	Wednesday	Thursday	Friday																														
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