PiXL Revisit

A Strategy for Revision

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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 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 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 targetted 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

Upload
- CHUNK IT
- RE-LEARN IT
- WRITE IT
- SPEAK IT

Process
- TRANSFORM IT
- REDUCE IT
- SORT IT
- LINK IT

Download
- RESTORE IT
- STEP IT
- TEST IT
- REFINE IT

PPE/Test
- Diagnose what to revise
- D.T.T. PLC

Week 1
- download
- process
- upload

Week 2
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Week 31
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Week 32
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- process
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Ideas of different methods that PiXL Re-visit can be used over a number of weeks.
PiXL Re-visit

**Upload**

- **CHUNK 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-LEARN IT**
  - Re-read your notes on the chosen topic.
  - Do some wider research on the internet until you understand it.
  - Use: Thinkit/Opnot/Knowit/Independence Apps etc.

- **WRITE IT**
  - 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 memorised them.

- **SPEAK IT**
  - Give a verbal explanation about this topic as if you were teaching it.
  - Repeat facts you need to remember 20 times.
  - Record key facts about this topic onto your phone.
  - Say what you’ve learnt from memory, using the Thinkit images to prompt you.

**Process**

- **Transform 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 IT**
  - 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.

- **SORT IT**
  - 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.

- **LINK IT**
  - 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.

**Download**

- **RESTORE IT**
  - Go back to your reduced bullet points. Restore them to their original state.
  - Go back to your images and restore them back into written form.

- **STEP IT**
  - Create a 5 step process explaining the 3 most difficult learning points here.
  - Recall the process or order of events you have studied.

- **TEST IT**
  - Use the Thinkit images to test your knowledge.
  - Write yourself 3-5 exam questions on this topic or skill.

- **REFINE IT**
  - Improve it.
  - Rank it.
  - Rescore it.
  - Change it.
  - Condense it.
  - Add to it.
  - What have you missed out from your topic on a page?
### Notes:

1. 

2. 

3. 

4. 

5. 

### Key Facts, Dates, Words,

1. 

2. 

3. 

4. 

5. 

### Number of Priority:

1. WHY?

2. WHY?

3. WHY?

4. WHY?

5. WHY?
| Last Lesson | 1. |
| Key facts: |
| 2. |
| Last Week | 3. |
| Key facts: |
| 4. |
| Last Year | 5. |
| Key facts: |
| 6. |
| One topic to revise next: |
Which is the most important stage?  
WHY?
Chunks of learning of this / topic / area

* You could start with the most important or the most difficult to learn

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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 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.
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 knew
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 ‘....’?"

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<th>Answers to those questions</th>
<th>Things I need to ask my teacher</th>
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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.

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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.
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:

Key Points
1.
2.
3.
4.
5.
6.
7.
8.
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Most important + WHY:
<table>
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<tr>
<th>Key Words</th>
<th>Key Dates</th>
<th>Key Facts</th>
<th>Key Quotes</th>
<th>Key Formulae</th>
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NOTES

Topic:

1.
2.
3.
4.
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6.
PiXL Revisit: Flexibility of thinking Connection Map

Title
PiXL Revisit: Flexibility of thinking Connection Map

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 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.

Results

Experiment Diagram

Formulae
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.

Prioritise (most important)
1. 
2. 
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WHY?
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PiXL Revisit: Chunk It Revision Timetable, March - April
# PiXL Revisit: Chunk It Revision Timetable, April

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What do you need to re-cover?
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