



Y11 Parents Evening

'The Sprint Finish'





Usain Bolt

Usain Bolt won 9 gold medals over 12 years and 3 Olympics.

To win the medals, spectators would have seen Usain Bolt running around 5 minutes in total over the 12 years in the Olympics.

We would not have seen all the hard work behind the scenes to get to this level.

This is like the exams the students will be sitting in the summer of 2026.

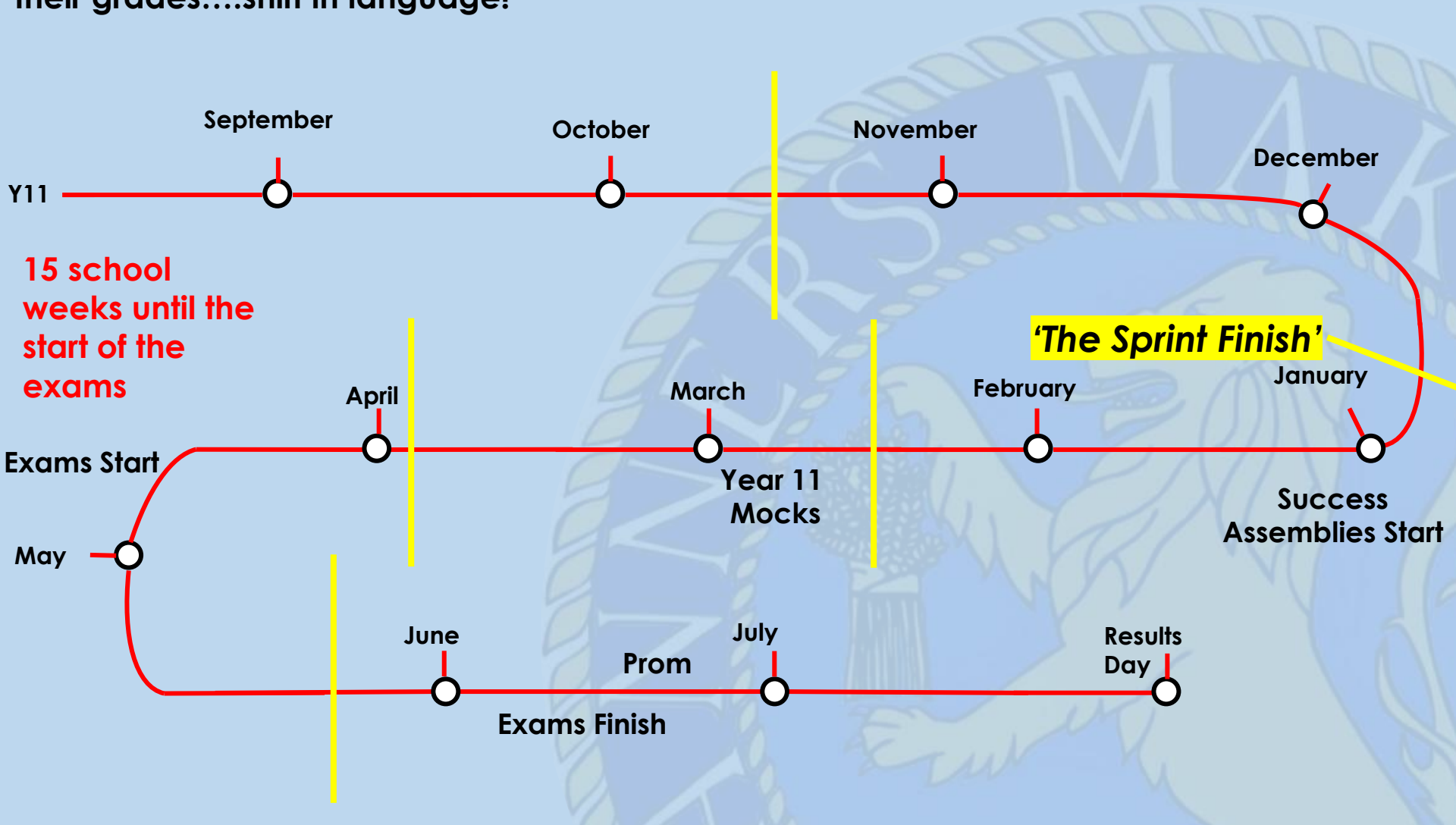




The Sprint Finish

Students are more than the sum of their grades....shift in language!

Year 11 Mocks



15 school weeks until the start of the exams

'The Sprint Finish'

Year 11 Mocks

Success Assemblies Start

Exams Finish

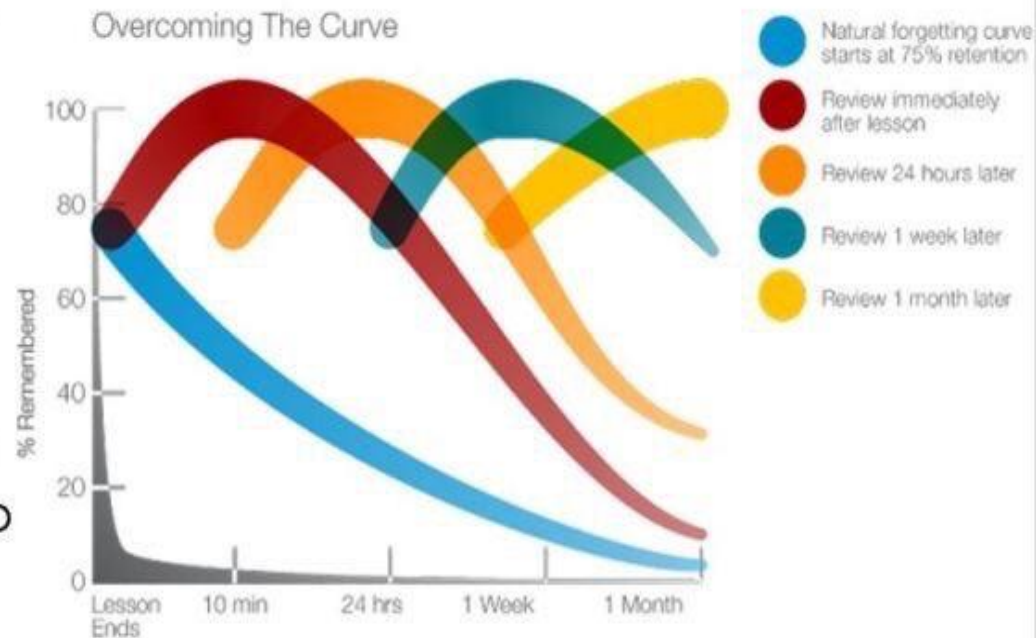


Benefits of Overlearning

Revision is a long term process

80% of what you learn today will be forgotten within 24 hours if you do not make a conscious effort to remember it.

It is important to regularly review acquired knowledge; this is how things move from short-term to long term memory and become easier to recall at speed.



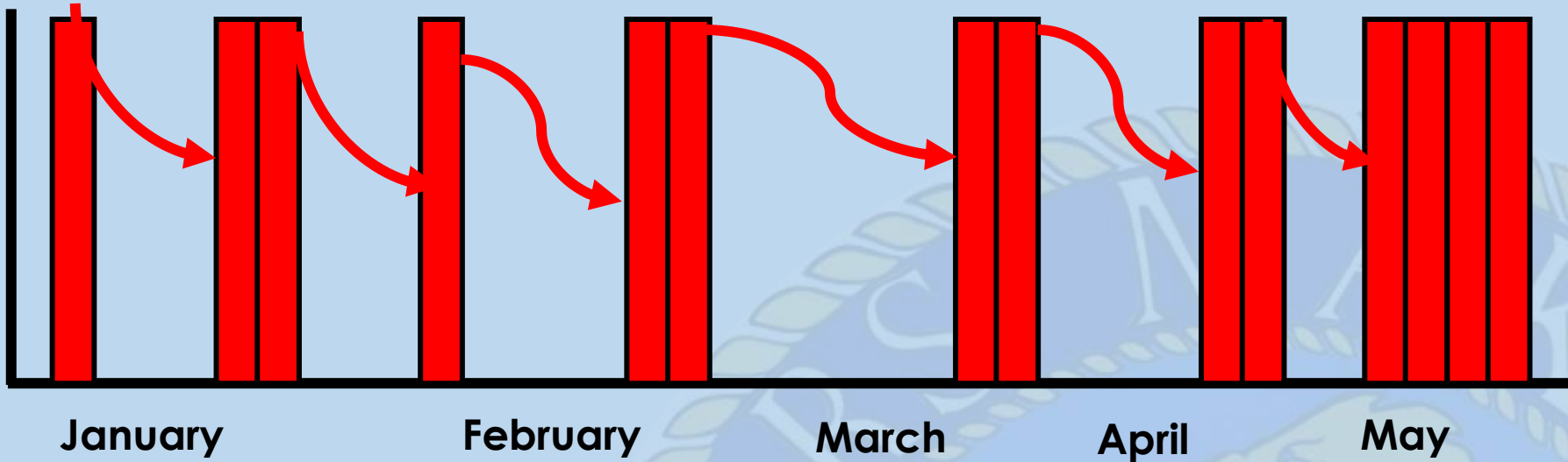
Steel, S (2014) The Impactful 'Curve of Forgetting' [Online]

Effective revision is an on-going process.

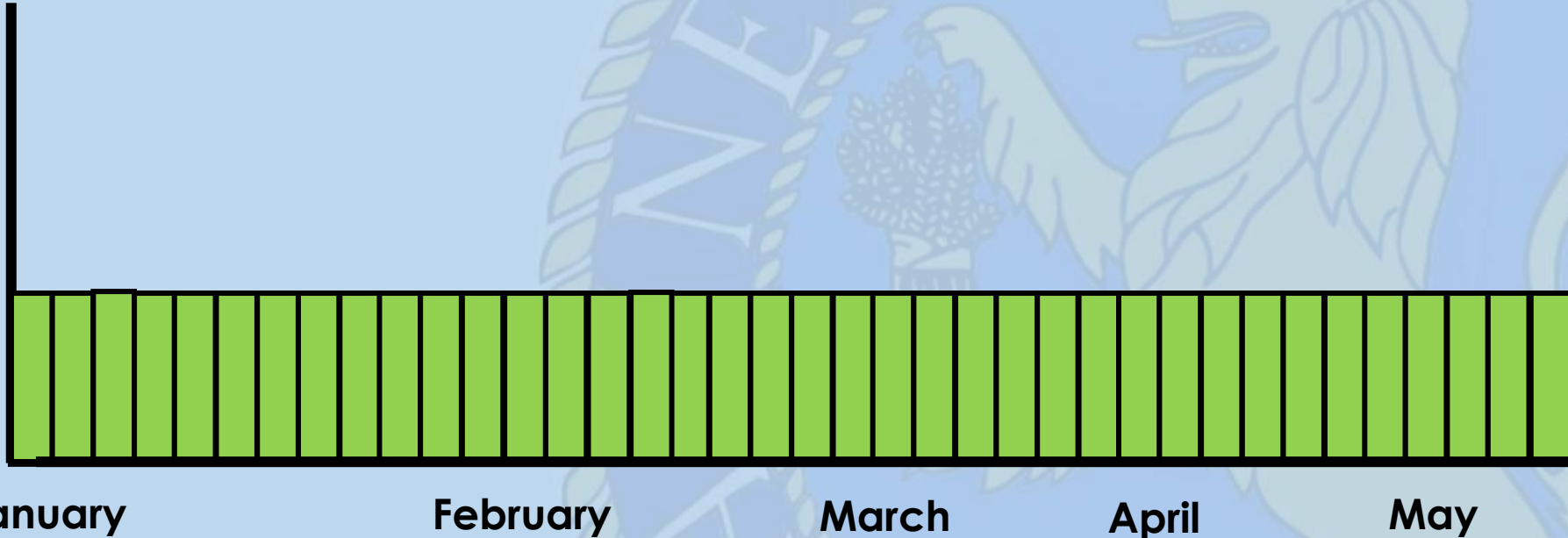


Cramming v Consistency

Duration of Studying



Duration of Studying





Cramming v Consistency

Study Start	Method	Duration	Outcome
5 th January 2026	UGS Spaced Retrieval Timetable (75% success rate)	15 weeks (not including half-terms)	100 hours over 15 weeks = Spaced / Manageable Retrieval which builds Long-term Memory
26 th January 2026	UGS Spaced Retrieval Timetable (75% success rate)	12 weeks (not including half-terms)	80 hours over 12 weeks = Spaced / Manageable Retrieval which builds Long-term Memory
March 2026 (Start of Half-term 4)	UGS Spaced Retrieval Timetable (75% success rate)	10 weeks (not including half-terms)	66 hours over 10 weeks = Spaced / Manageable Retrieval which builds Long-term Memory
April 2026	Cramming	4 weeks	<i>How are you going to get anywhere near the amount of hours above without impacting on your overall health?</i>



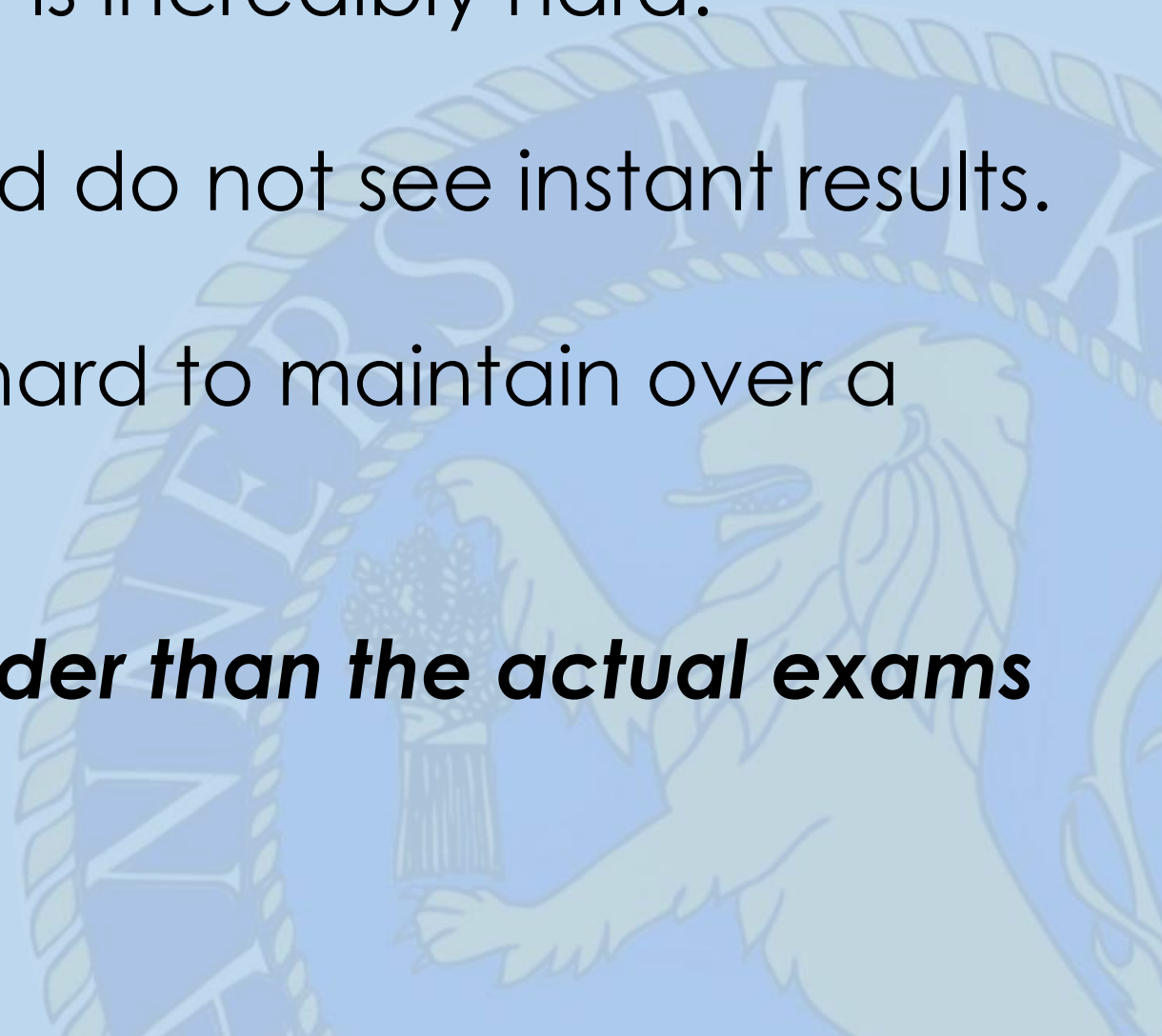
Why doesn't everyone do spaced retrieval?

To build a habit is incredibly hard.

People start and do not see instant results.

Consistency is hard to maintain over a period.

This can be harder than the actual exams themselves!





How can we help?



UGS Spaced Retrieval Practice

This document has been put together to help guide students with their spaced retrieval practice, time management and to help facilitate students' progress across their subjects at Key Stage 4.

We want to stress that the below timetable is a guide, and we understand that some students will have activities outside of school during the week; recognising it is important to strike a good balance between the two.

Each piece of homework at Key Stage 4 will help with students prepare for their examinations. Homework should be the priority for students to complete each night and we encourage them to complete the homework on the day it is set; this can be found on their satchel one account. Alongside this and when students have completed the homework in good time students should be completing independent spaced retrieval practice to ensure effective revision is being completed throughout the year, as research indicates this is the most effective way at supporting student's progress over time.

As a rough guide students in Year 11 should be spending around 90 to 120 minutes on a combination of completing compulsory homework and starting to build an effective study habit to support their subject revision each night when time allows.



A 'guide'

The three main types of retrieval practice		
Cued Recall	Free Recall	Practice Questions
Testing yourself on short questions and answers	Testing yourself by recalling lots of information at once without cues	Testing yourself by applying what you know to familiar / unfamiliar situations
<i>E.g. flashcards, smart notes, quiz apps, pair testing and retrieval quizzes</i>	<i>E.g. blurting, mind maps, explaining out loud</i>	<i>E.g. past paper questions, essay practice, practice problems</i>
Best for learning knowledge	Best for organising and linking knowledge	Best for applying knowledge and practising skills

Revision Timetable for Regan, Mr 11M

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Compulsory Home work	Complete compulsory homework	Complete compulsory homework	Complete compulsory homework	Complete compulsory homework	Night Off Homework & Revision	Complete compulsory homework	Complete compulsory homework
Revision Session 1 - Up to 20 minutes	English Lang	Food & Nutrition	Modern Foreign Languages	Maths		English Lit	Modern Foreign Languages
Revision Session 2 - Up to 20 minutes	Maths	English Lit	Chemistry	Textiles		Physics	Chemistry
Revision Session 3 - Up to 20 minutes	Textiles	Physics	History	RE		Biology	History
Revision Session 4 - Up to 20 minutes	RE	Biology	English Lang	Food & Nutrition			



The best bet for effective and efficient **revision** is **SPACED RETRIEVAL PRACTICE**



Repeating the testing, spread out over time with increasing delays between.

Pulling knowledge out of your memory by testing yourself.

*This doesn't just check what you know –
the very act of trying to remember helps you learn the knowledge.*



*Time is not an infinite resource; other techniques can work **but** will take longer to get the same result.*

Challenge is your friend – if a technique feels easy, it's probably not effective or efficient!



There are three main types of retrieval practice

Each subject will require a different balance of them to be used, depending on the knowledge and skills to be learned and applied.





How to **effectively** and **efficiently** use

CUED RECALL

Cued recall involves responding to *specific prompts/questions* that require quite *short, definite answers*, making it perfect for learning *large quantities of factual knowledge*.

Your answer is either **accurate** (correct) or **not** (incorrect or incomplete).

Our recommended '**best bet**' methods are...

Flashcards

- Using flashcards is more important than making them!
- Presentation isn't very important, but content really is.
- The best flash cards have the smallest amount of information on them and use a prompt rather than a question.
- It's good to test yourself in order, but flag which cards you didn't get quite right and need to test again sooner – fold the corner over or add a paperclip.
- You can make online flashcards using apps such as Quizlet and Anki.

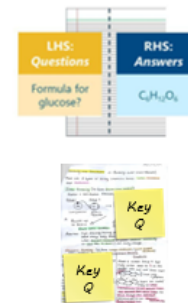


Smart Notes

- Split your page vertically, about a quarter of the way in.
- Write your notes on the right hand side, then add in questions that your notes answer on the left.
- Test yourself by covering the answers and writing them from memory. Don't forget to check and correct your answers!
- To make notes that have already been written smarter, cover over important areas with a post-it note and write a prompt/question on there – then it's a lift the flap quiz!

Quizzing

- Make yourself a retrieval quiz of the key content you need to know, with the answers elsewhere.
- Test yourself by writing the answers out, or ask a family member or friend to quiz you.
- You could even record question and answer pairs as a voice recording – leave a decent pause between the question and the answer so you can try to say the answer before you hear it!





How to **effectively** and **efficiently** use

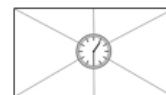
FREE RECALL

Free recall involves answering **wide, open-ended** questions/prompts, and recalling a **large volume** of knowledge all at once. It's fantastic for **linking and organising** knowledge.

Our recommended '**best bet**' methods (ranging from least to most structured) are...

Blurting

- Write down everything you can about a topic on a blank piece of paper from memory – don't worry about presentation!
- Using your notes/textbook etc., correct anything you got wrong and add in anything you missed in a different colour pen, so it's easy to see what you knew well and what you missed later.
- A more structured adaption of this is a **revision clock** – split your page into sections radially and write the title of a sub-topic at the top of each. Then, use a stopwatch to keep you on track as you blurt for each section.



Explain It



- Try to logically and clearly explain a whole topic from scratch to a peer, parent/carer or even just yourself (recording this on a voice note adds extra pressure here!).
- It's easy to identify areas you aren't as strong on, as you'll find them harder to explain - note these down to work on in the future.

Mind Map Retrieval

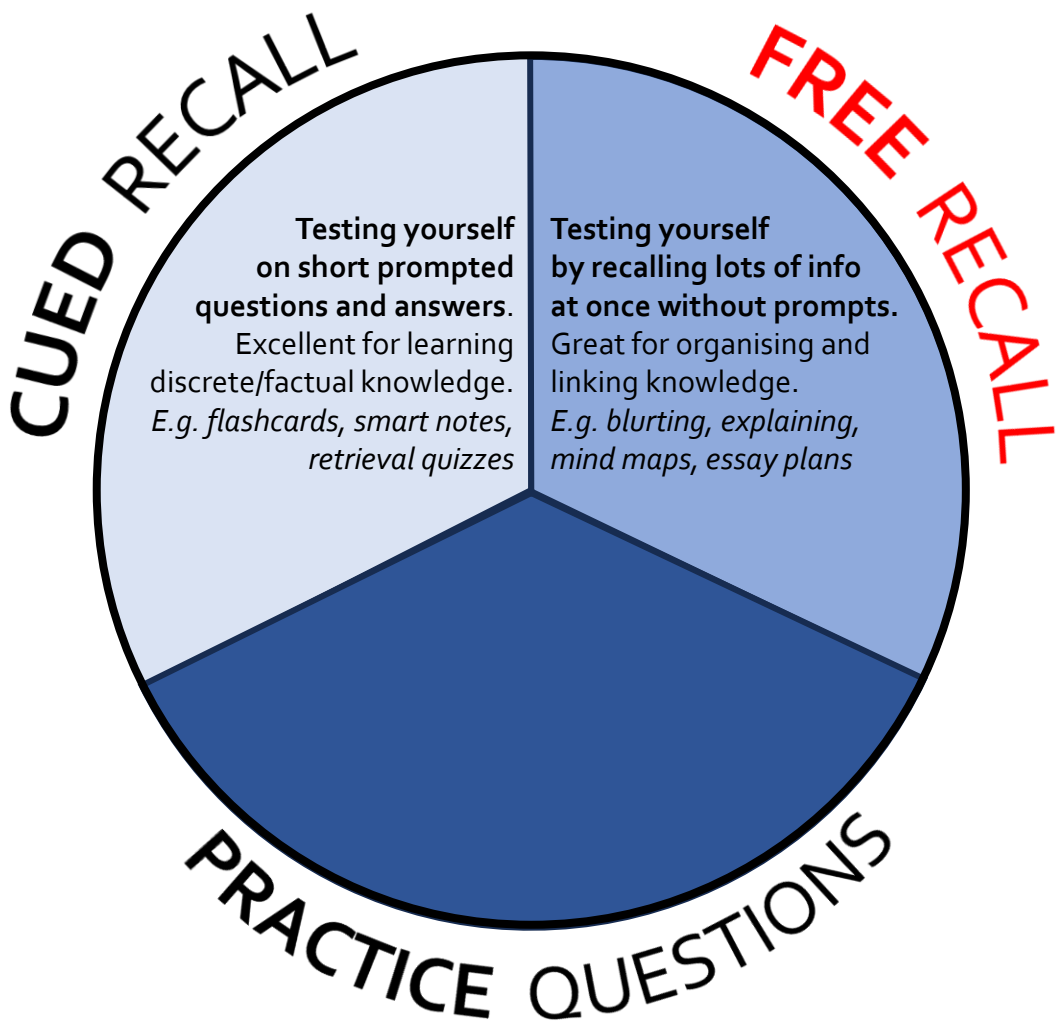
- For the most effective use of mind maps as a free recall activity, you will need to start off with a model version.
- You can make this yourself using your notes/other resources, or you might have a ready made one.
- On blank paper, try to replicate the mind map from memory.
- Use the original version to check how well you've done – make any corrections and additions in a different colour pen.

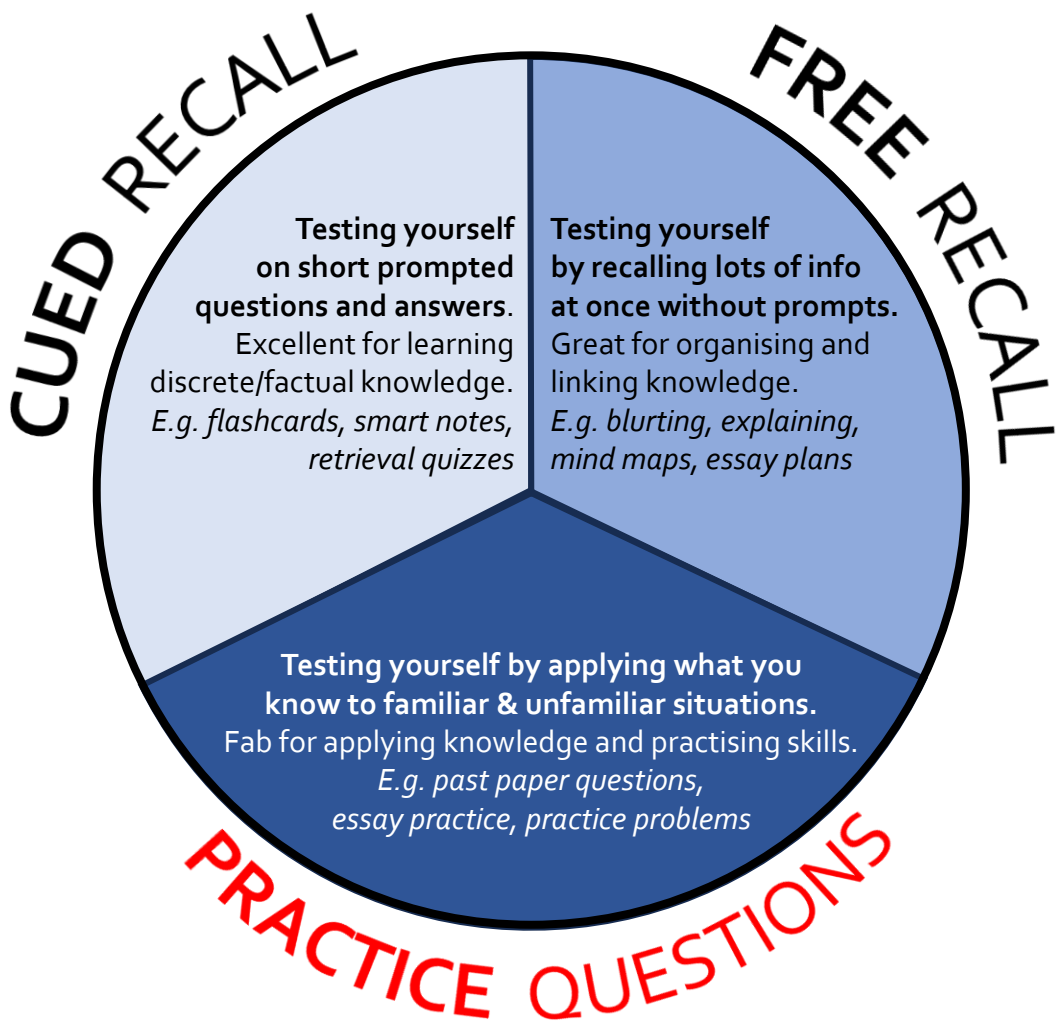


Unsupported Essay Planning



- From memory, bullet point/mind map a plan to answer an extended response question. Make sure it is in a logical order, with only relevant knowledge included.
- Then, use a textbook/other resources to check for any key points you may have missed. Add these and any other edits in a different colour pen.





How to **effectively** and **efficiently** use

PRACTICE QUESTIONS

Using practice questions as part of your revision allows you to both retrieve and then apply knowledge to both familiar and unfamiliar situations - it is the final 'step' of the process.

Importantly, they also allow you to practice the skills that are required, such as problem solving, extended writing and analysis.



Practice questions should be used after you have used cued and free recall to securely learn the core content – using them too early reduces their effectiveness.

Where do I find practice questions?

- The most common place is from past exam papers, which can be found on exam board websites.
- However, don't forget that you can also find further practice questions in other places, such as textbooks, revision guides and revision websites.



Should I complete whole papers or individual questions?



- This depends – if you want to work on an individual area, then completing questions topic by topic is valuable. It can show patterns in the questions asked/marks awarded.
- Completing them this way will also be necessary early on in your studies, before you have studied everything that will be on a paper.
- However, it is vital that you practice completing whole papers well in advance of your exams, to build up your stamina and to get used to having to switch from topic to topic.

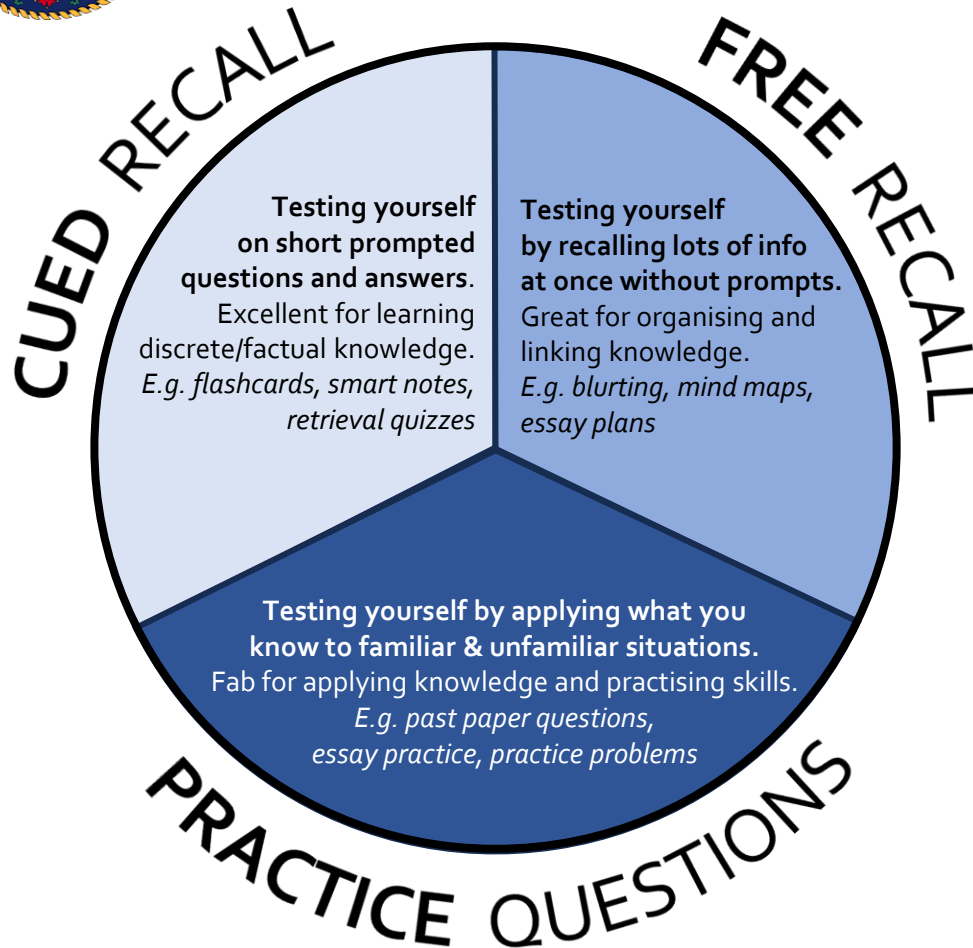
How can I get the most out of using practice questions?

- Firstly, answer the questions from memory in timed conditions.
- Then, allow yourself the chance to look at your notes/extra time to add to your answers in pencil, so you know what parts you could do with/without these aids.
- Finally, mark and correct your work in a coloured pen
- *It's good to leave this final step until the next day, as some space makes you more objective when applying the mark scheme.*



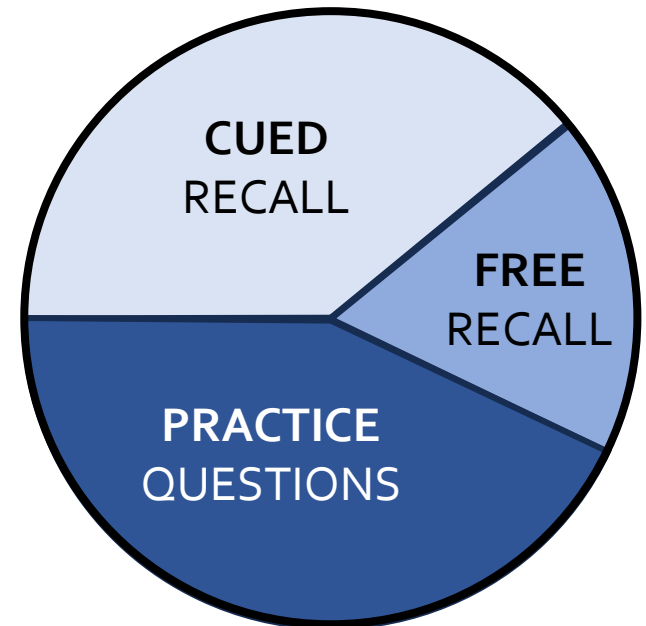
There are three main types of retrieval practice

Each subject will require a different balance of them to be used, depending on the knowledge and skills to be learned and applied.



E.g. What is the recommended balance of techniques in

PHYSICS?





UGS Spaced Retrieval Practice

This document has been put together to help guide students with their spaced retrieval practice, time management and to help facilitate students' progress across their subjects at Key Stage 4.

We want to stress that the below timetable is a guide, and we understand that some students will have activities outside of school during the week; recognising it is important to strike a good balance between the two.

Each piece of homework at Key Stage 4 will help with students prepare for their examinations. Homework should be the priority for students to complete each night and we encourage them to complete the homework on the day it is set; this can be found on their satchel one account. Alongside this and when students have completed the homework in good time students should be completing independent spaced retrieval practice to ensure effective revision is being completed throughout the year, as research indicates this is the most effective way at supporting student's progress over time.

As a rough guide students in Year 11 should be spending around 90 to 120 minutes on a combination of completing compulsory homework and starting to build an effective study habit to support their subject revision each night when time allows.

The three main types of retrieval practice		
Cued Recall	Free Recall	Practice Questions
Testing yourself on short questions and answers	Testing yourself by recalling lots of information at once without cues	Testing yourself by applying what you know to familiar / unfamiliar situations
<i>E.g. flashcards, smart notes, quiz apps, pair testing and retrieval quizzes</i>	<i>E.g. blurting, mind maps, explaining out loud</i>	<i>E.g. past paper questions, essay practice, practice problems</i>
Best for learning knowledge	Best for organising and linking knowledge	Best for applying knowledge and practising skills

Revision Timetable for Regan, Mr 11M

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Compulsory Home work	Complete compulsory homework	Complete compulsory homework	Complete compulsory homework	Complete compulsory homework	Night Off Homework & Revision	Complete compulsory homework	Complete compulsory homework
Revision Session 1 - Up to 20 minutes	English Lang	Food & Nutrition	Modern Foreign Languages	Maths		English Lit	Modern Foreign Languages
Revision Session 2 - Up to 20 minutes	Maths	English Lit	Chemistry	Textiles		Physics	Chemistry
Revision Session 3 - Up to 20 minutes	Textiles	Physics	History	RE		Biology	History
Revision Session 4 - Up to 20 minutes	RE	Biology	English Lang	Food & Nutrition			



The best bet for effective and efficient revision is **SPACED RETRIEVAL PRACTICE**

Repeating the testing over time, with increasing gaps between retesting. Pulling knowledge out of your memory by testing yourself.

There are three main types of retrieval practice

Each subject will require a different balance of them to be used, depending on the knowledge and skills to be learned and applied.



Challenge is your friend – if your revision feels easy, it's probably not effective!
Time is not an infinite resource; other techniques can work but will take longer to get the same result.



Building a Study Habit

Good Practice:

- Follow the UGS Study timetable guide.
- Start small and reward yourself!
- Aim for consistency
- 20-minute sessions.
- Studying should be short chunks over time. This builds up long term memory and consistency.
- Don't miss sessions for 2 consecutive days.
- Use the most effective methods.
- Completing the sessions at a desk/in a semi-supervised space
- Completing them in silence with phones/tablets in a different room.

Bad Practice:

- Doing long study sessions but having distractions. Quality over quantity.
- Not doing them regularly and cramming the week / night before. This doesn't improve long term memory.
- Doing the sessions alongside distractions.
- Doing them lying on the bed/
- Waiting until nearer the exams to start.
- Using music alongside studying.



The Five Pitfalls of Revision

Procrastination & Cramming

Leaving studying to more than a night or two before assessments / mocks.

This will not build up long-term memory and understanding of the content.

Putting off studying until closer to the mocks will increase stress levels.

Possible Solutions:
Follow the UGS spaced retrieval timetable and complete smaller chunked sessions consistently.

Start small! Build a habit!! 35 – 60 days.

Passive studying Strategies

Some studying strategies are passive and may feel like you are learning but do not improve your knowledge recall. E.G re-reading notes or highlighting studying guides

Possible Solutions:
Use effective strategies of Mind maps; Blurting; Flash Cards and online retrieval resources to use active studying that actually makes you think!

The more you have to try and think, the more you will remember!

Reflect, how easy was the study session?

Poor Time Management

Students often think doing large chunks of studying is effective, however it is not.

Students can revise more effectively in less time, if done consistently using active retrieval.

Possible Solutions:
Follow a studying timetable and keep to short, sharp active studying sessions. Keeping to chunked study sessions.

Build effective habits!

Attend teacher led sessions to help support before / after school

Overconfidence of what has been learned

Sometimes overconfidence can be a problem, as students think they know more than they do!

Confidence is good, but when it hinders reflective studying it can impact on progress as students do not cover topics they need to improve on.

Possible Solutions:
Use teacher feedback from your subjects / progress checks / assessments.

Focus on your weaker topics to improve your learning.

Keep revisiting your weaker topics.

'Weapons of mass distraction'

Phones, laptops, music and sometimes friends... can prevent engaging in studying.

Just the presence of a phone, laptop or tablet can interfere with studying when trying to revise.

Possible Solutions:
When revising stick to pen & paper and remove the distractions from the room for the 20 minute session.

Be selfish to you and make decisions which will improve your success.



Academic Support Week A

Week	Day	Lunchtime Sessions (Subject – Teacher – Location – Time)	After School Sessions (Subject – Teacher – Location – Time)
A	Monday	<ul style="list-style-type: none"> - Drama C2 Rehearsals- Theatre- Mrs Glen -RE- Drop in revision in R2 throughout lunch. Different Question types/topics covered each week (check the revision calendar given at the start of the year). -Computer Science- Drop-in sessions taking place in IT1- 13.20-13.55pm – S Verma 	<ul style="list-style-type: none"> -FPN NEA Support. IT4 15:20-16:30. Mrs Rowlands/Miss McDermott
A	Tuesday	<ul style="list-style-type: none"> -English Literature Essay Clinic Miss James E5 -German – L6 (Mr Cummins) / L1 (Mrs Chadwick) -Drama C2 Rehearsals- Theatre- Mrs Glen 	<ul style="list-style-type: none"> -English Language Mr Wise E6 -Drama C2 Rehearsals- Theatre- Mrs Glen and Ms. Graves -French (Specific Skills advertised each week) – Mr Bridge/Mrs Feenan/Mr Gough L4 -FPN NEA Support. IT4 15:20-16:30. Mrs Rowlands/Miss McDermott
A	Wednesday	<ul style="list-style-type: none"> -Drama C3- Drop-in- Theatre- Mrs Glen -Physics Drop in – Mr Murray in S1 13.15- 13.40pm -GCSE PE drop in PE1-IH 	<ul style="list-style-type: none"> -English Literature Paper 2 Essay Gym Mr Connell E1 -Generic English Drop in Mrs McNally E3 -Business Studies Exam Question Drop In – Mr Hains – BUS2 -French Conversation Drop In – Mrs Pabst – L4 -FPN NEA Support. IT4 15:20-16:30. Mrs Rowlands/Miss McDermott
A	Thursday	<ul style="list-style-type: none"> -Maths Clinic in M3: 13:15pm – 13:40pm -D+T NEA drop-in 13.15-13.40pm T1 Mr Barber 	<ul style="list-style-type: none"> -Textiles coursework <u>catch up</u> & exam prep Miss Jones A1 15.15pm-16.30 -History - Exam technique clinic – H3 - 15.15-15.45 -D+T NEA drop-in 15.15-16.15pm T1 Mr Barber -FPN NEA Support. IT4 15:20-16:30. Mrs Rowlands/Miss McDermott
A	Friday	<ul style="list-style-type: none"> -Generic English Drop in Miss Derby E5 -D+T NEA drop-in 13.15-13.40pm T1 Mr Barber -Geography Drop in Ms Bramwell, Mrs Mangham-Dewhurst & Mr Neale G1, G2, G3 -French (Exam Support) – Mr Bridge - L4 	



Academic Support Week B

Week	Day	Lunchtime Sessions (Subject – Teacher – Location – Time)	After School Sessions (Subject – Teacher – Location – Time)
B	Monday	<p>-RE- Drop in revision in R2 throughout lunch. Different Question types/topics covered each week (check the revision calendar given at the start of the year).</p> <p>-Computer Science- Drop-in sessions taking place in IT1- 13.20-13.55pm – S Verma</p>	<p>- FPN NEA Support. IT4 15:20-16:30. Mrs Rowlands/Miss McDermott</p>
B	Tuesday	<p>-English Literature Essay Clinic Miss James E5</p> <p>-German – L6 (Mr Cummins) / L1 (Mrs Chadwick)</p>	<p>-English Language Mr Wise E6</p> <p>-French (Specific Skills advertised each week) – Mr Bridge/Mrs Feenan/Mr Gough L4</p> <p>- FPN NEA Support. IT4 15:20-16:30. Mrs Rowlands/Miss McDermott</p>
B	Wednesday	<p>-GCSE PE drop in PE1 -AME</p>	<p>-English Literature Paper 2 Essay Gym Mr Connell E1</p> <p>-Generic English Drop in Mrs McNally E3</p> <p>-French Conversation Drop In – Mrs Pabst – L4</p> <p>- FPN NEA Support. IT4 15:20-16:30. Mrs Rowlands/Miss McDermott</p>
B	Thursday	<p>-Maths Clinic in M3; 13:15pm – 13:40pm</p>	<p>-Textiles coursework <u>catch</u> up & exam prep</p> <p>-Miss Jones A1 15.15pm-16.30pm</p> <p>-D+T NEA drop-in 15.15-16.15pm T1 Mr Barber</p>
B	Friday	<p>-Generic English Drop in Miss Derby E5</p> <p>-D+T NEA drop-in 13.15-13.40pm T1 Mr Barber</p> <p>-Music Mr Harrison Music Studio</p> <p>-Geography Drop in Ms Bramwell, Mrs Mangham-Dewhurst & Mr Neale G1, G2, G3</p> <p>-French (Exam Support) – Mr Bridge - L4</p>	



Y11 February Mocks

Day/Date	Morning	Mid-Morning	Afternoon
	Reg 8:30 Exam 8:45	11.15 reg 11.30 start	Reg 1.15 in S.Hall 1.30 start
Monday 2 nd Feb (Lesson time)		English Language 1 hr 45 min K Band Students	
Thursday 5 th Feb (Lesson Time)		English Language 1 hr 45 min J Band Students	
Monday 23 rd Feb (Inset)	MFL Listening & Reading 1hr45m	English Literature 2hr15m	
Tuesday 24 th Feb	Religious Studies 1hr45m		Maths – non calc 1hr30m
Wednesday 25 th Feb	Chemistry 1hr30m/ Combined 1hr15m	History 55m	Business 1hr45m
Thursday 26 th Feb	Biology 1hr15m / Combined 1hr		Physics 1hr 15
Friday 27 th Feb	Maths Calc 1hr30m	Geography 1hr	Computer Science 1hr Drama 1hr45m Design Tech 1hr45m
Mon 2 nd March	PE 1hr15min Music 1hr30m	EMC 1hr15m	
Tues 3 rd March	Art & Textiles Mock Exam		
Wed 4 th - Fri 6 th March	Food Preparation & Nutrition NEA 2 (Students on selected days)		



Make the Year Count





Ask...

Form Tutors → Class teachers → Heads of Year / Learning Mentors

jregan@urmstongrammar.org.uk

(Deputy Headteacher)

