



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.

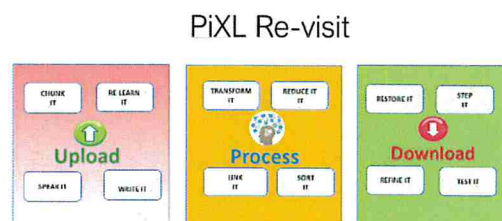
As teachers, our capacity is already stretched to the limit, ensuring that content and skills are covered during curriculum time. Our evenings are often busy with intervention and therapy sessions to consolidate knowledge and to prepare students as fully as possible for the rigour of their exams. We 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.

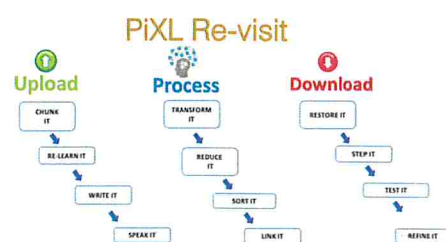


The strategy comes with a clear and simple methodology, as well as revisiting templates to organise the learning. A learning schedule is also provided, which can be dictated by the teacher or planned by the students.

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.

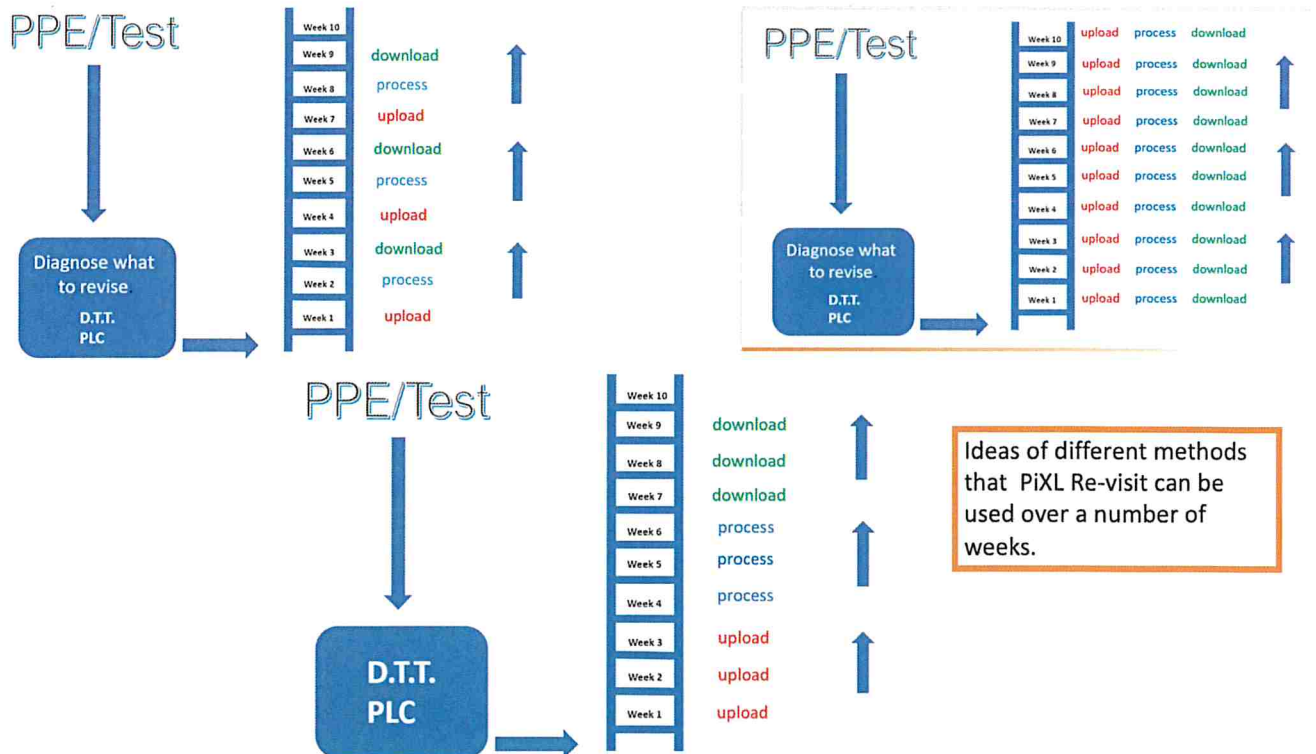
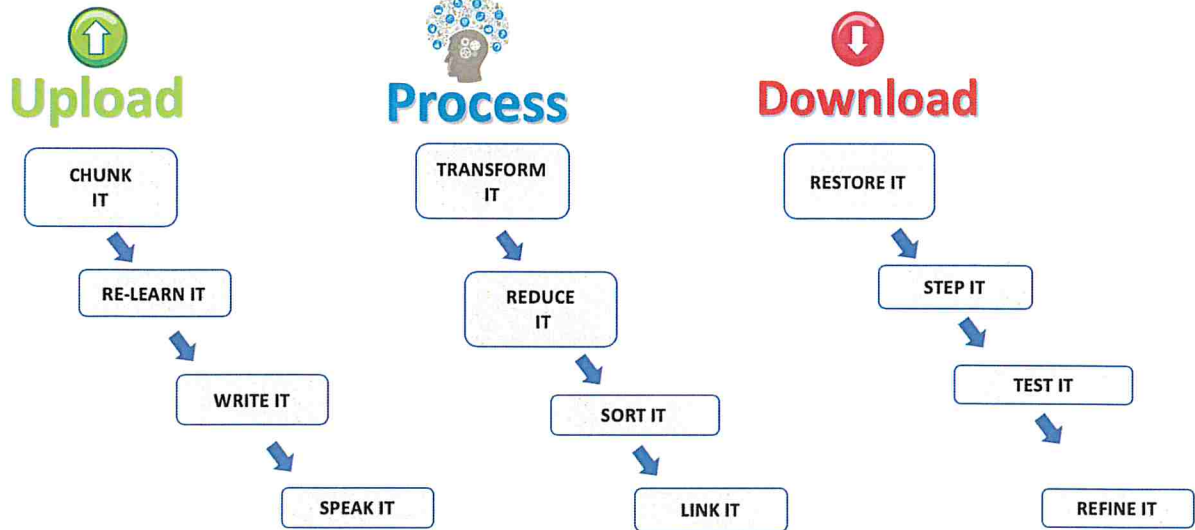
The methodology of PiXL Revisit is described in more detail in the breakout slides. We hope this is useful in enabling students to *engage with* and *think deeply* about the material they are revisiting and, by doing this, embed it into their memory.

The PiXL Thinking Hard Team





PiXL Re-visit

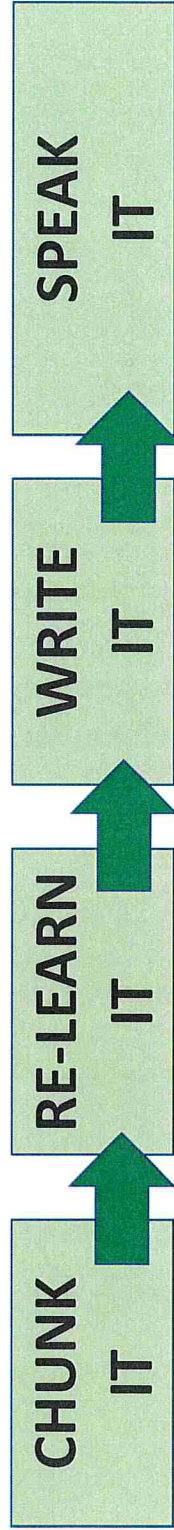


Ideas of different methods that PiXL Re-visit can be used over a number of weeks.



Upload

Re-visit



Split the topic 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**.

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.

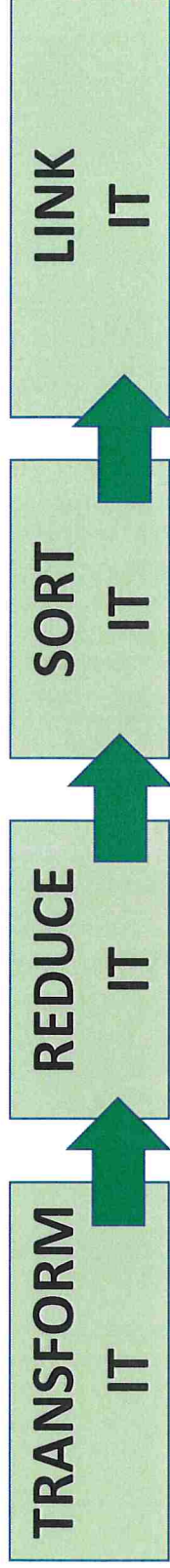
Record key facts about this topic on your phone.

Say what you've learnt from memory, using **images** to prompt you.



Process

Re-visit



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**.

Rank the most important facts from this topic.

What is the most difficult point to remember? Why?

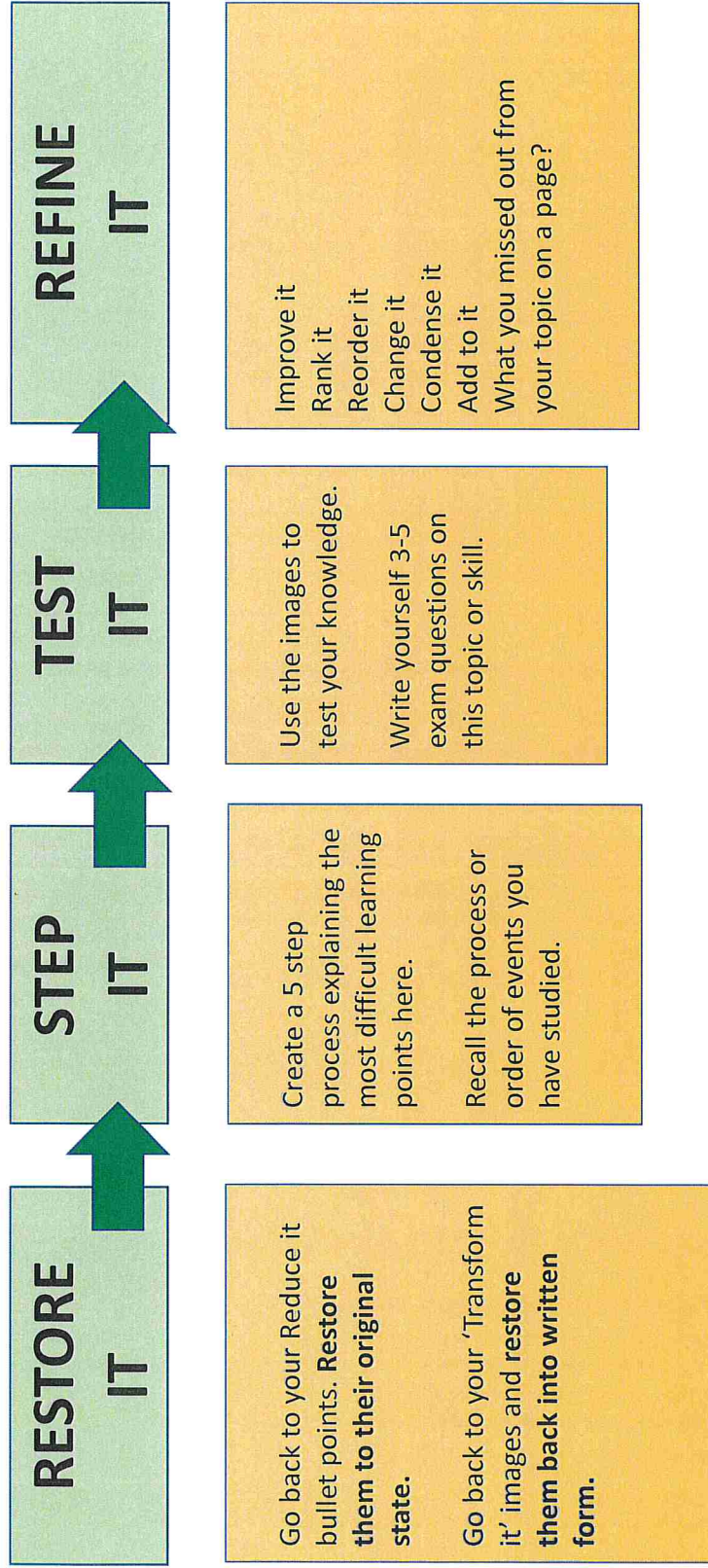
Categorise key facts from this topic into 3 groups. You choose the group headings.

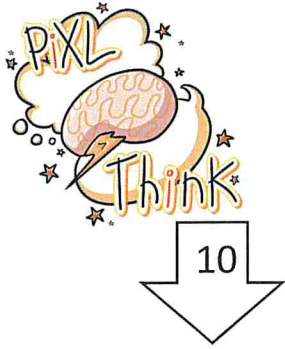
Find 3 links between this topic and other topics you have studied.
Link the points together.
Link the ideas.
Find some random links.
Link the factors.



Download

Re-visit





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: 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.

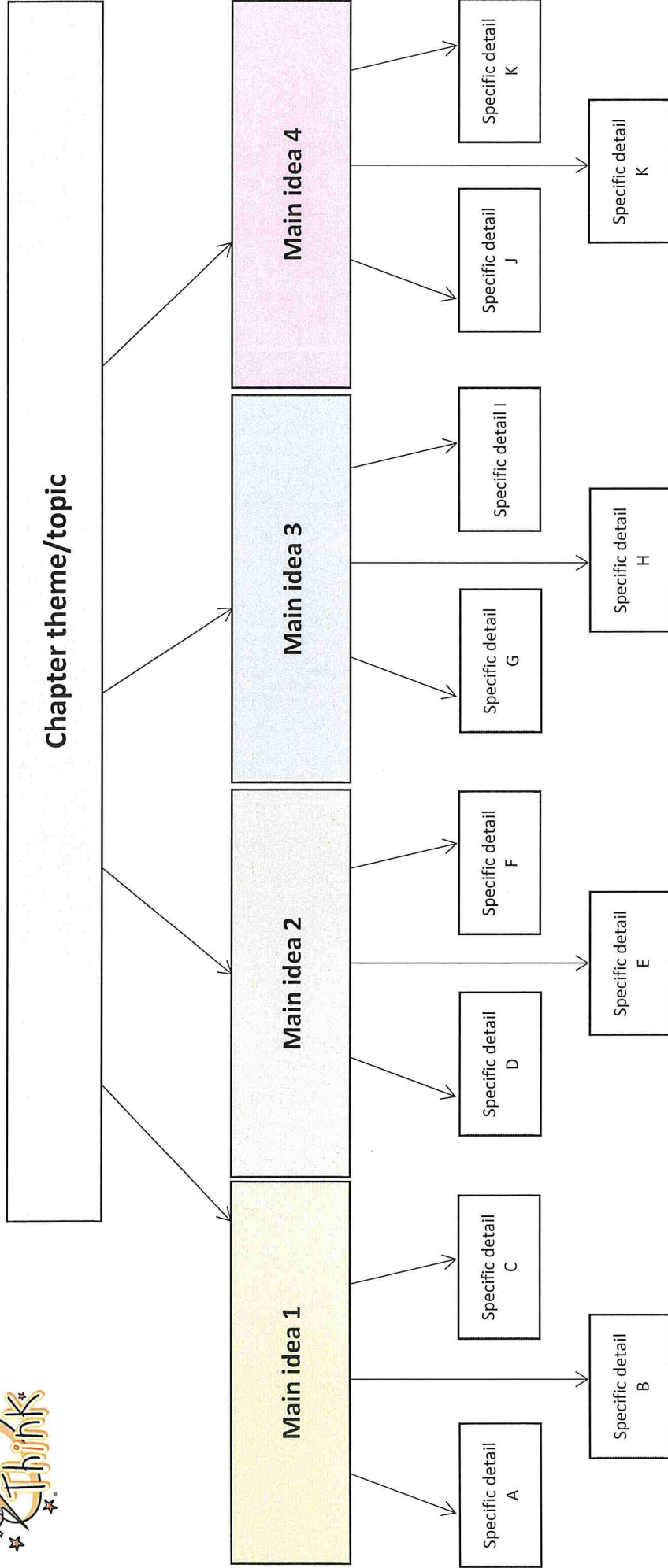
- 3) Transform: Transform this information into four pictures or images (no words allowed).

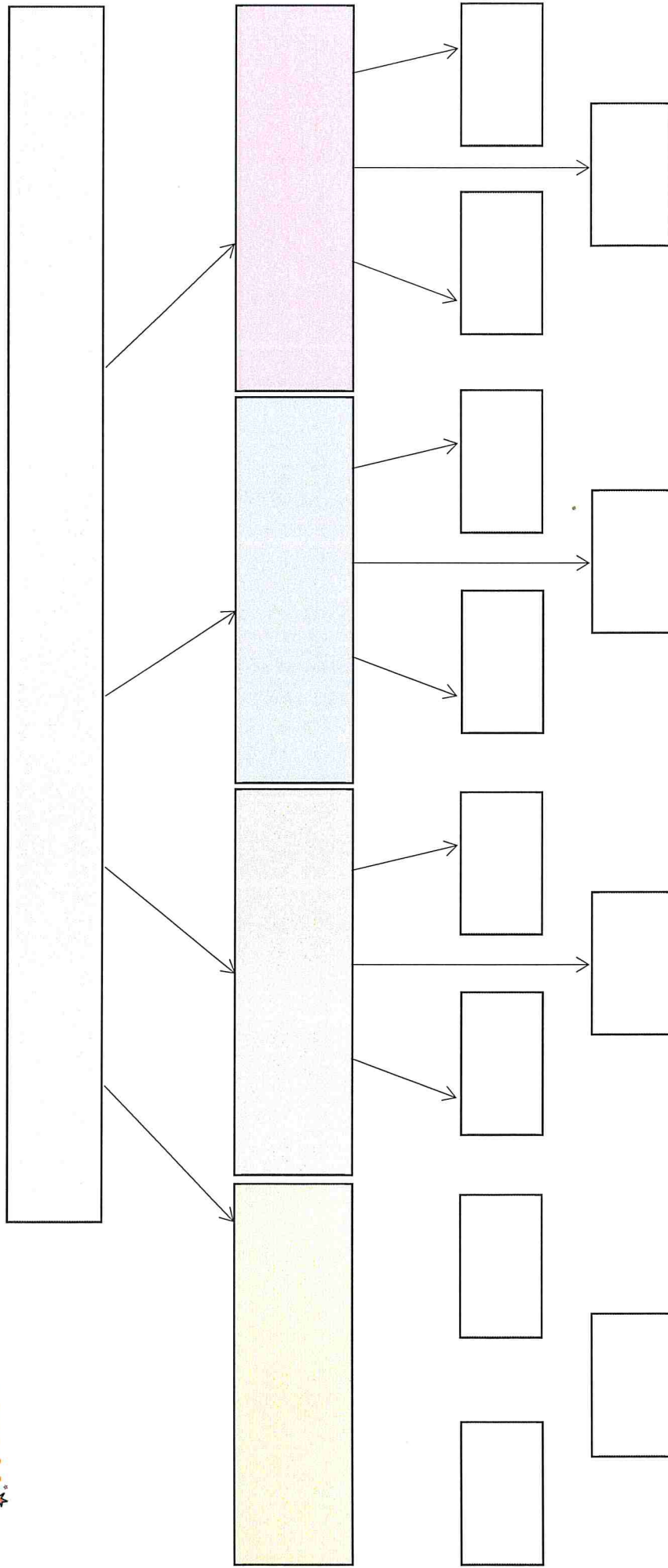
- 4) Categorise: Sort this information into three categories. Highlight and think of a suitable title for each category.

- 5) Extend: Write down three questions you'd like to ask an expert in this subject.



Write it – topic on a page







PiXL Revisit: 'Boxing Up' Activity

Write - it

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.

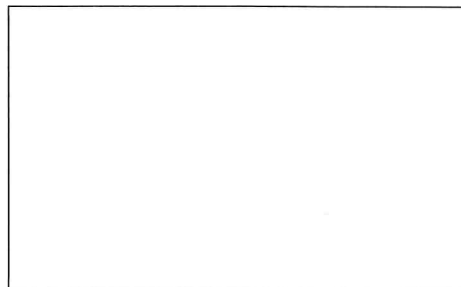
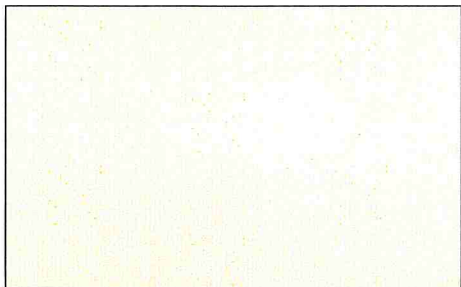
Box 3 – three things I already knew.



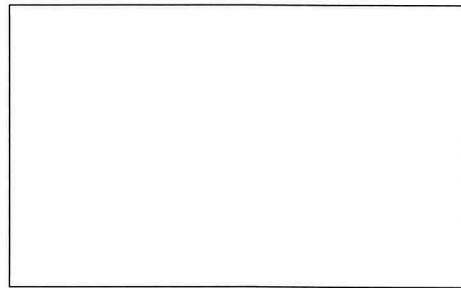
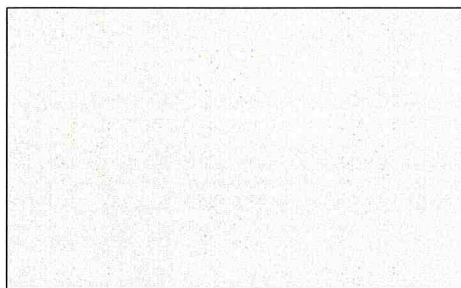
PiXL Revisit: Reduce and Transform

Unit/Topic:

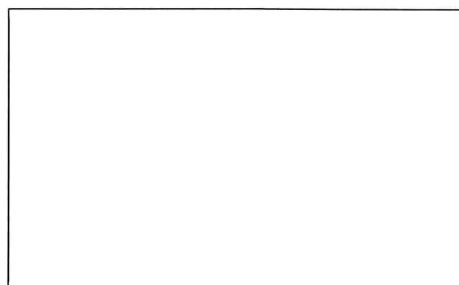
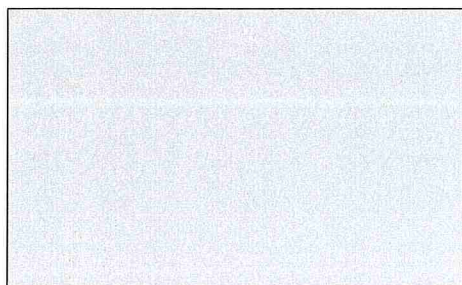
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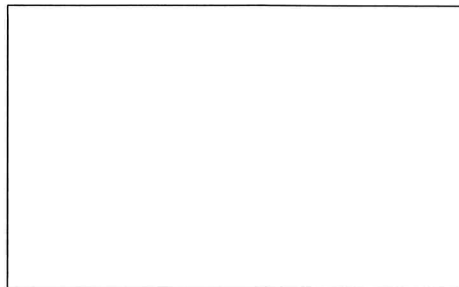
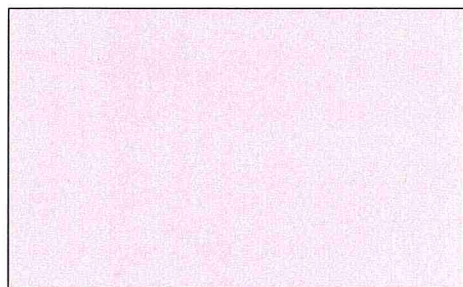
2.



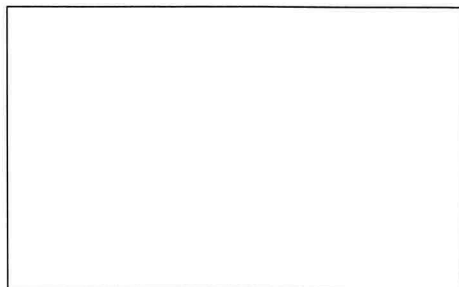
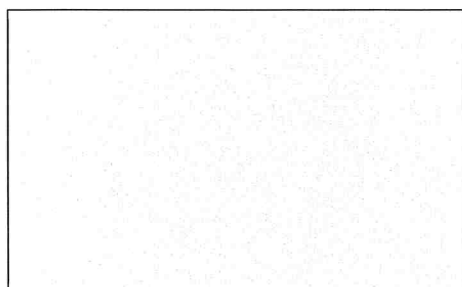
3.



4.



5.





PiXL Revisit: Quizzing

Transform-it

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.

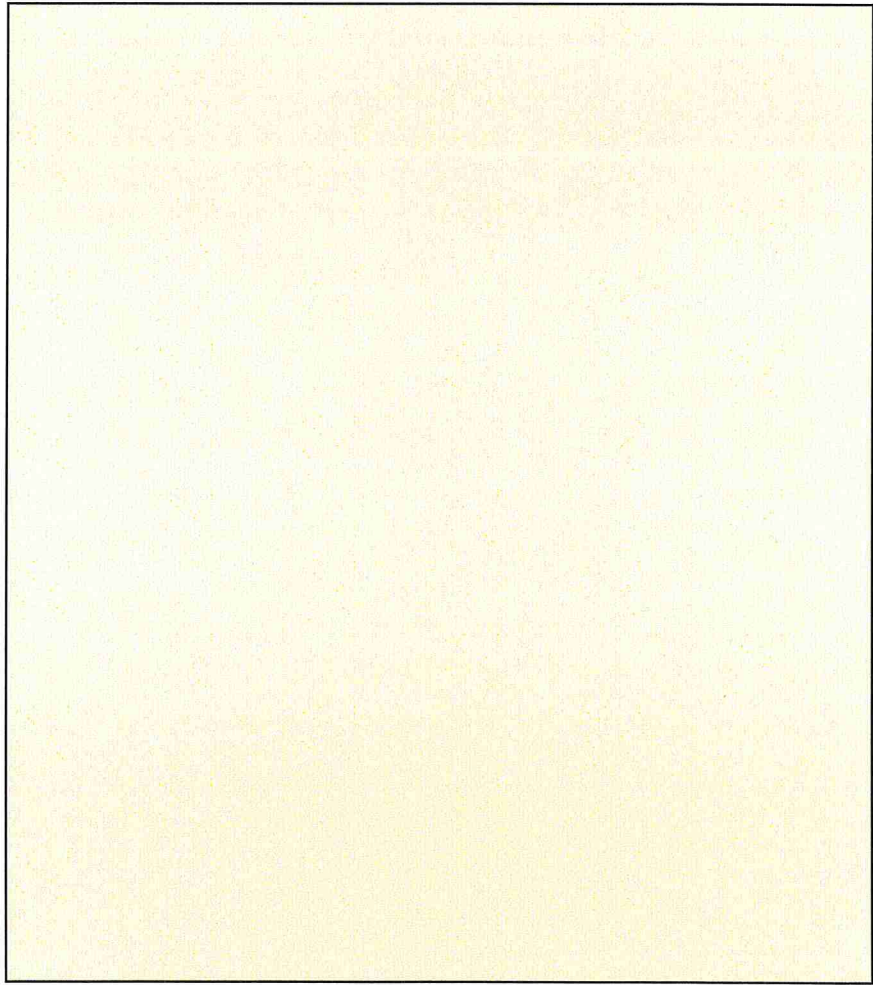
Now restore your pictures back into their original form.



PiXL Revisit: Transform-it

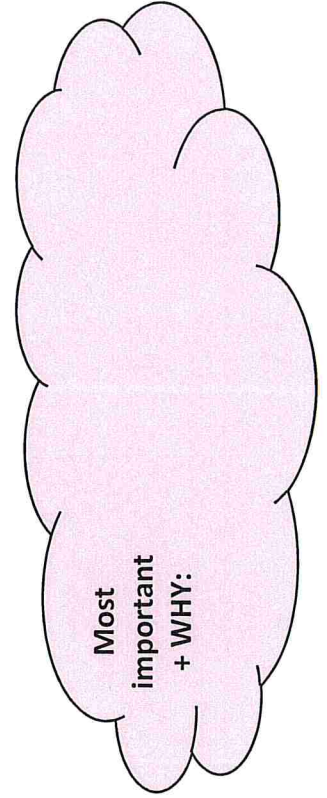
Unit/Topic:

PICTURE/SOURCE/INFO/RESOURCE

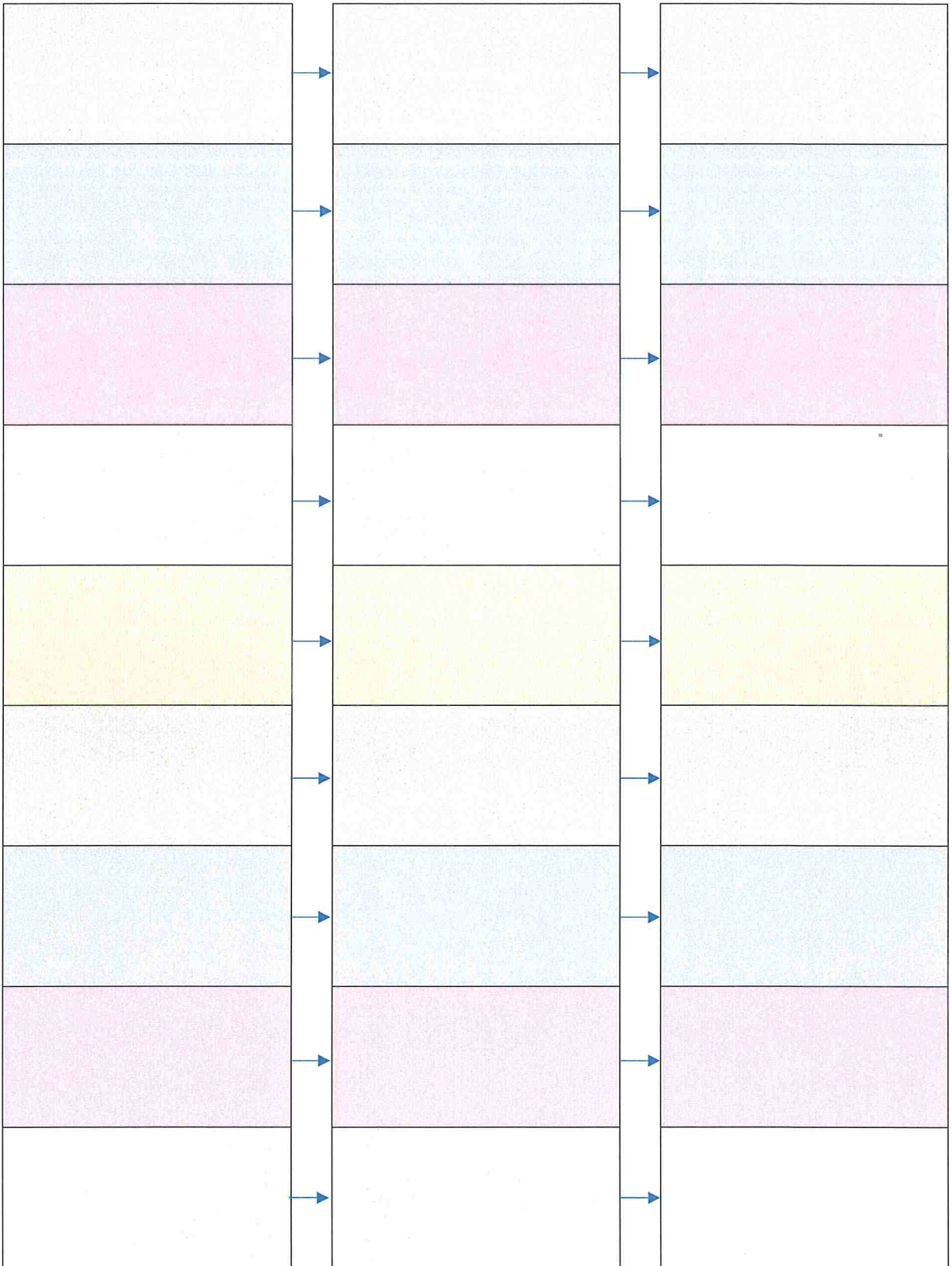


Key Points

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



[illegible]

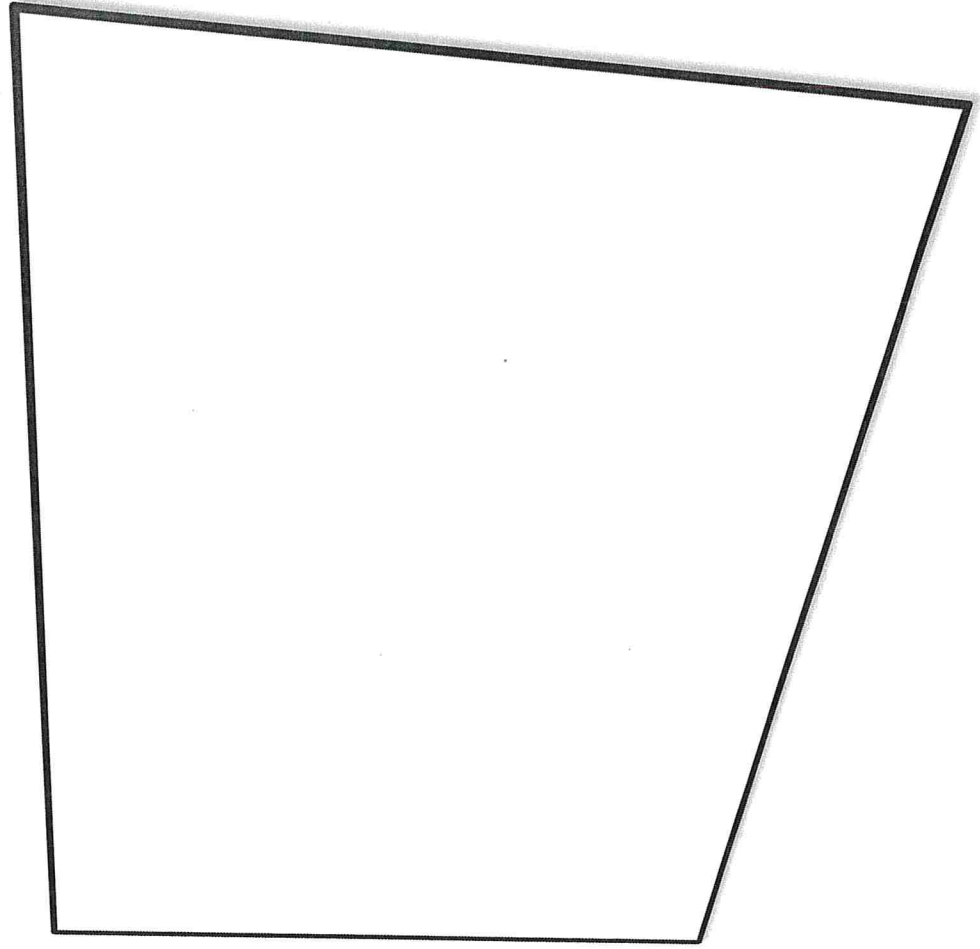




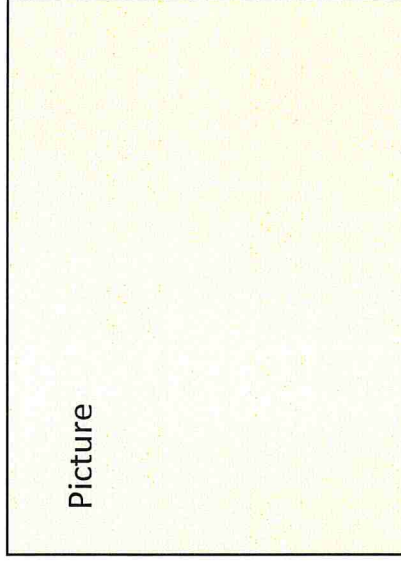
PiXL Revisit: Transform-it

Unit/Topic:

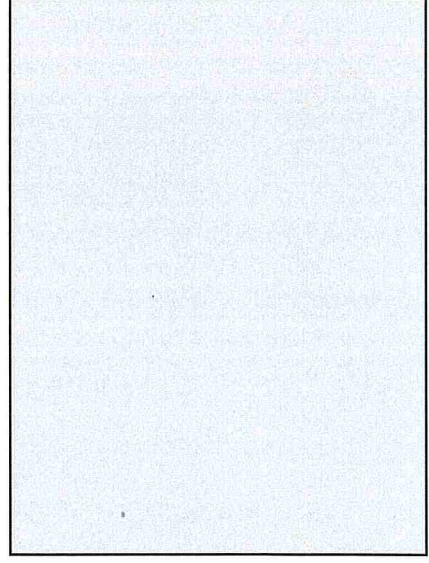
NOTES:



Picture



Picture





Reduce-it

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.



R E D U C E

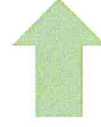
Information



Prioritise (most important)

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

WHY?



P R I O R I T I S E



Reduce - it

PiXL Revisit: Experiment on a page

Experiment Title:

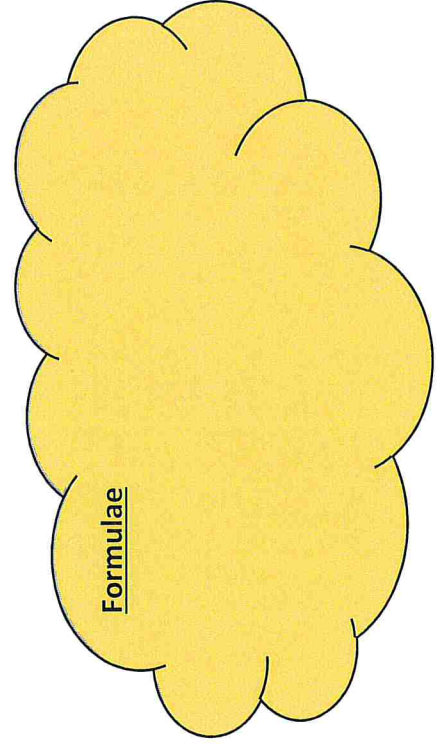
Process/Method

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

Results

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Experiment Diagram





Sort - it

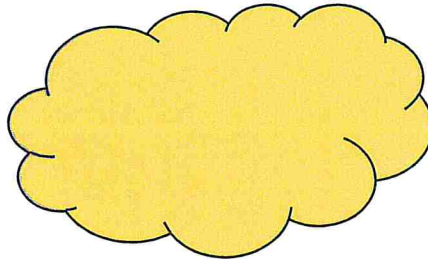
PiXL Revisit: Prioritise - Significance and Importance

Unit/Topic:

Notes:

1.

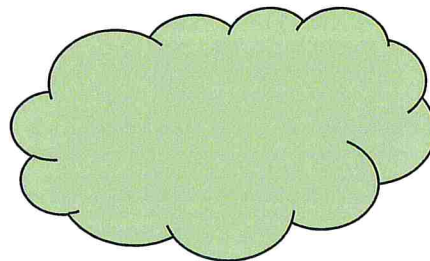
Key Facts, Dates, Words, Vocab:



Number of Priority:

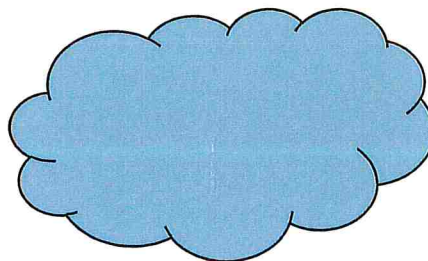
WHY?

2.



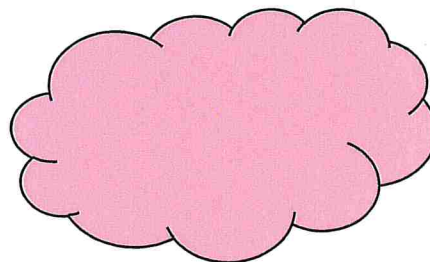
WHY?

3.



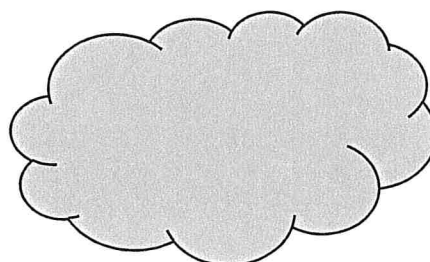
WHY?

4.



WHY?

5.



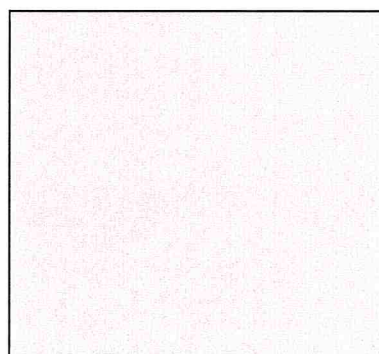
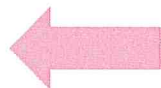
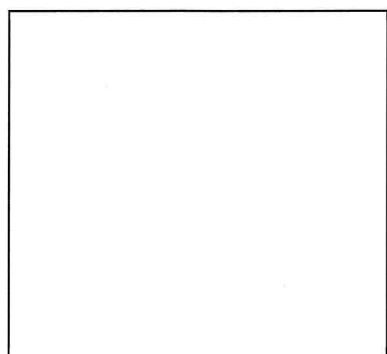
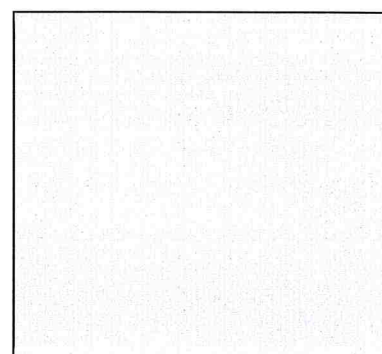
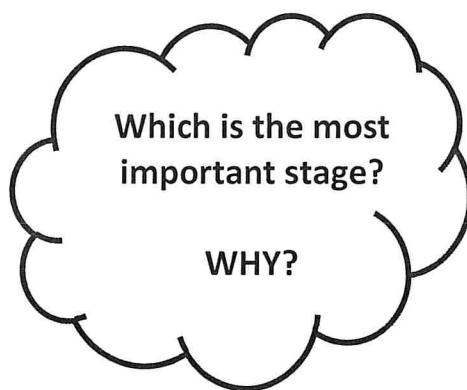
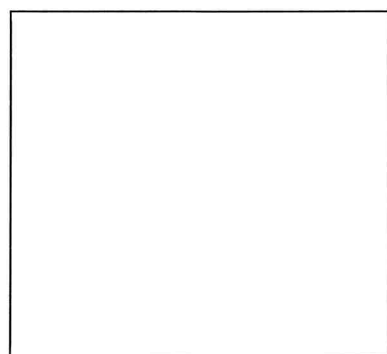
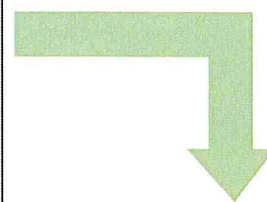
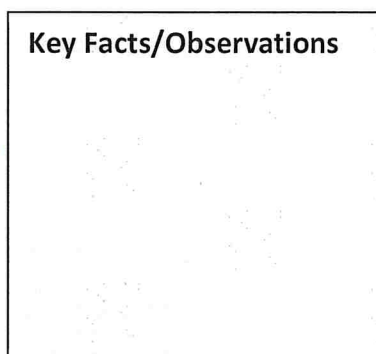
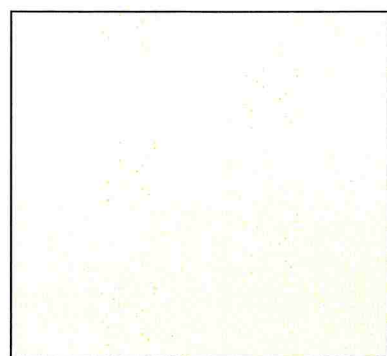
WHY?



PiXL Revisit: Process and Categorise Steps and stages explained

Sort-it

Unit/Topic:





PIXL Revisit: Ranking Triangle

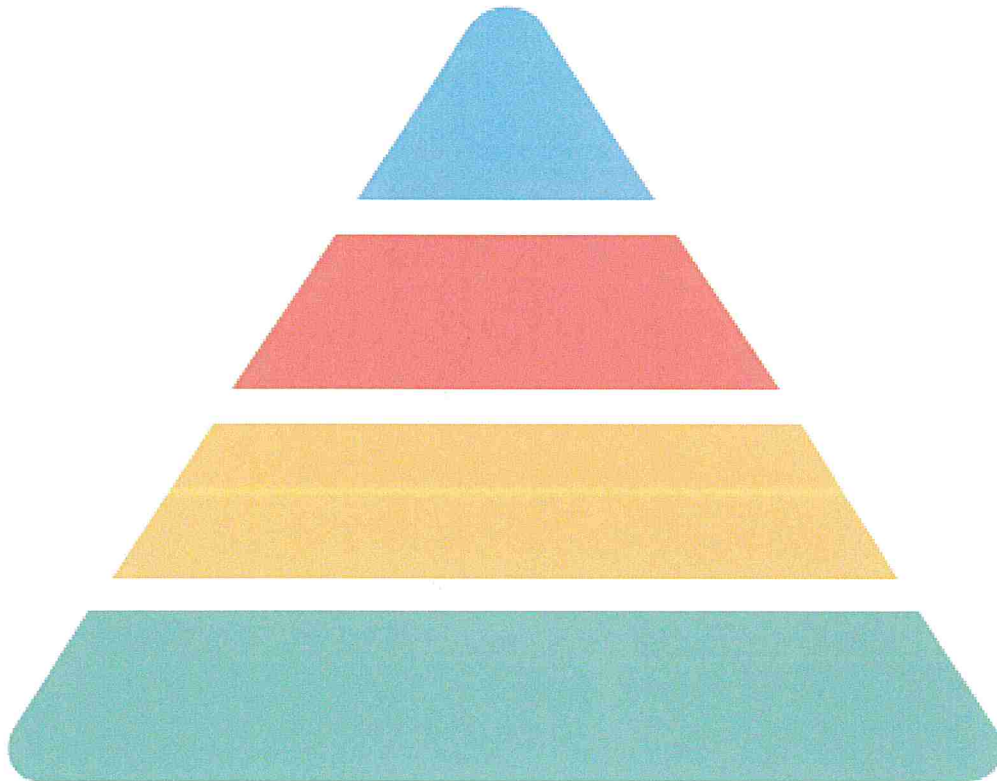
Sort-it

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.





Test-it

PIXL Revisit: Examine It

NOTES

Topic:

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

Exam Question



PiXL Revisit: Chunk It Revision Timetable, April - June

Monday	Tuesday	Wednesday	Thursday	Friday																														
20 th April	21 st April	22 nd April	23 rd April	24 th April																														
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PiXL Revisit: Chunk It Revision Timetable, April - June

4 th May	5 th May	6 th May	7 th May	8 th May															
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PiXL Revisit: Chunk It Revision Timetable, April - June

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



PiXL Revisit: Chunk It Revision Timetable, April - June

1 st June	2 nd June	3 rd June	4 th June	5 th June															
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