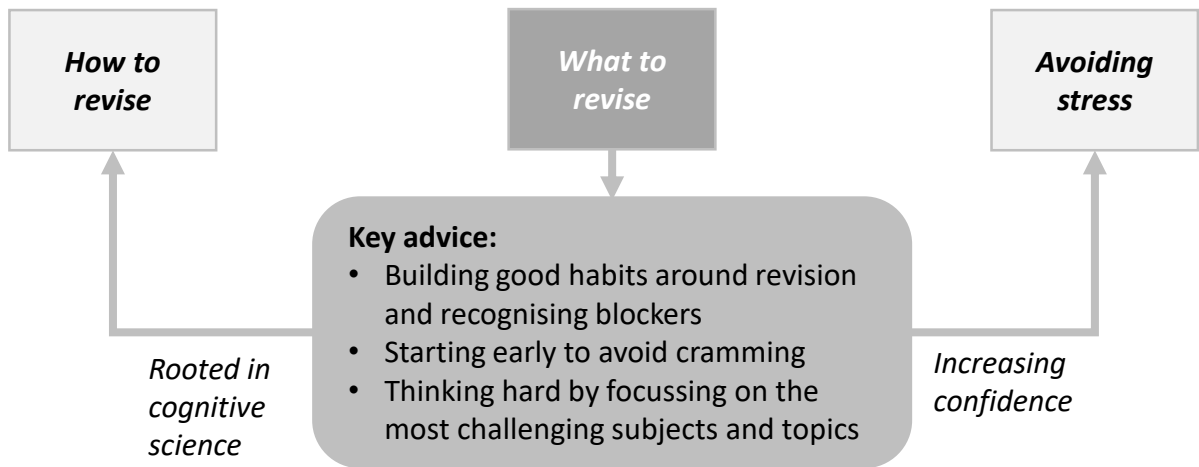


Why is it important to get organised?



[What can cognitive science tell us about how to design learning experiences? - BBC Teach](#)

Giving students the best chance of success

Effort is a habit. If you struggle to work independently, you are not “lazy”, rather you have developed habits and patterns of behaviour which prevent you from putting in large amounts of effort. You can develop good habits using the Three Rs.

The Three Rs of Habit:

1. The **Reminder**- this could be a feeling, a place or a time of day- choose a particular time and place to complete revision;
2. The **Routine**- The behaviour itself- the revision activity;
3. The **Reward**- The good feeling (even if only temporary) you get from engaging in the behaviour.

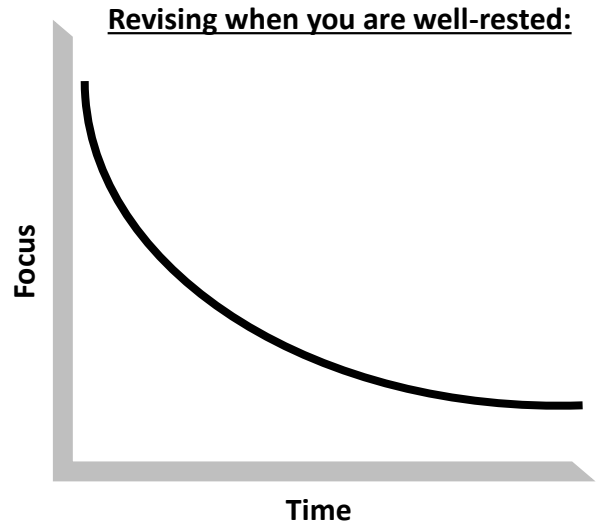
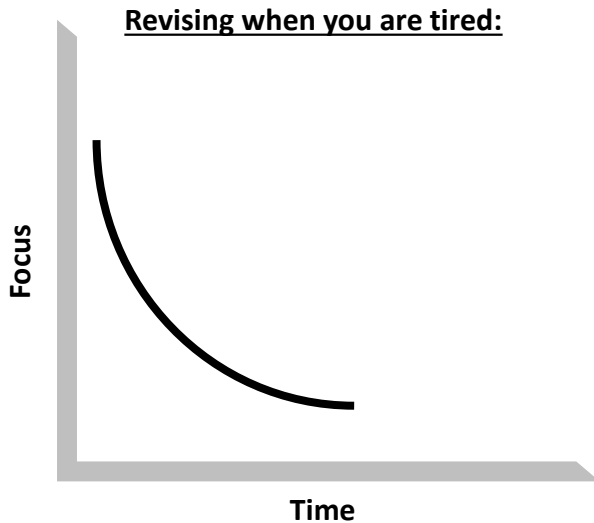
Also, where possible, try to ensure students have access to the following when revising:

- ✓ A quiet space
- ✓ A wide table
- ✓ An upright chair
- ✓ Enough space to organize their books and resources
- ✓ Good air circulation/ correct temperature
- ✓ Somewhere they can put their phone to avoid distraction

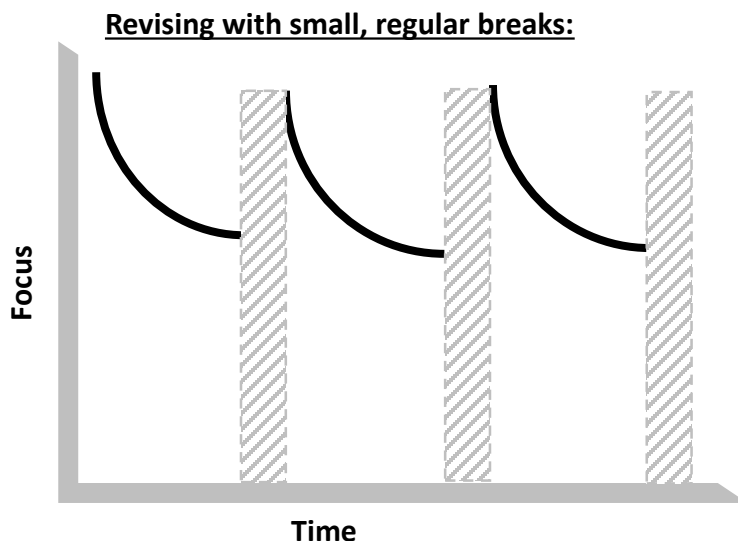
Importantly, students should see there is a separation between the area they study and the area they relax.

When should you revise?

Thinking hard is tiring. Try to choose the time of day when it is easiest to focus and they are well-rested. This will lead to much higher levels of focus and for a much longer period of time.



Aiming to revise while planning in small, regular breaks can increase focus and productivity even more:



This is known as the Pomodoro Technique:

1. Decide on the task that you need to do
2. Set the timer to 25 minutes
3. Work on the task until the timer rings
4. Take a short 5 minute break
5. After a number of cycles take a longer 15-20 minute break

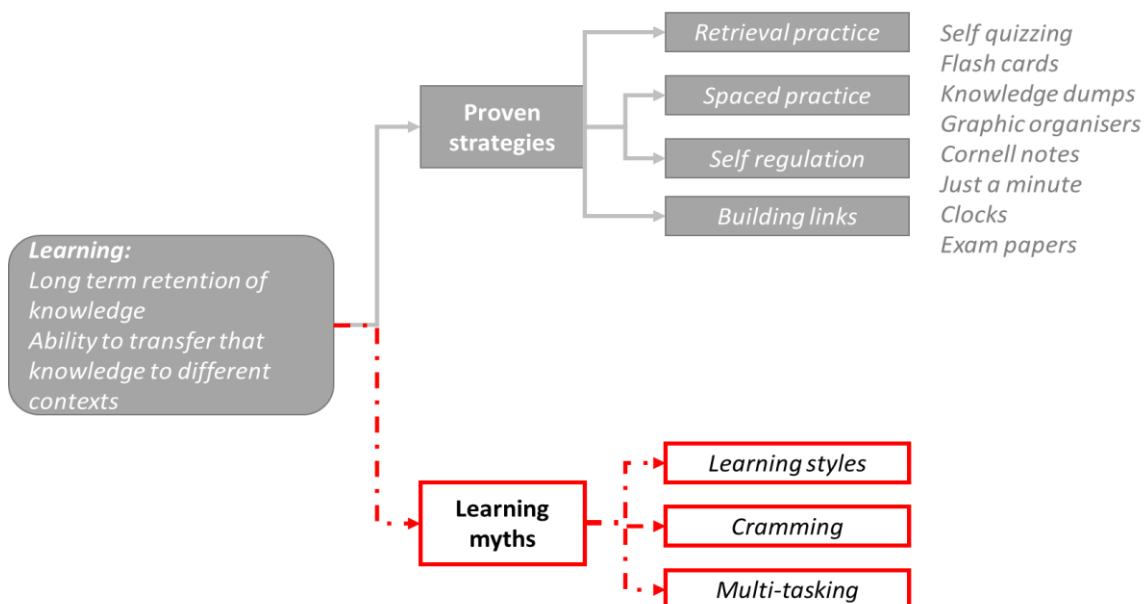
What revision tasks are best to use?

Revision aims to do one of three things:

- Find and close gaps in knowledge
- Strengthen fading knowledge in long term memory
- Practice recalling knowledge quickly.

When planning revision, make sure you have noted the subject, topic and task you are going to complete.

Revision tasks that allow students to retrieve their knowledge over time, and encourages students to self-regulate their learning and build links between the knowledge they have gained are likely to be the most effective. Again, it is really important that students focus on the weaknesses within their knowledge, despite it being really tempting to focus on the things they are already good at.



How do you choose the topics to revise?

It is important to gather information about subjects and topics, for example student friendly spec checks which have broken down subjects into manageable chunks. Students cannot expect to remember all the areas they need to revise, so it is important that they keep a record of the revision they have completed and the revision tasks they intend to complete in the future. You could use this flow chart to help you to prioritise your revision:

