Craigmount
High School
aim high · adapt · succeed

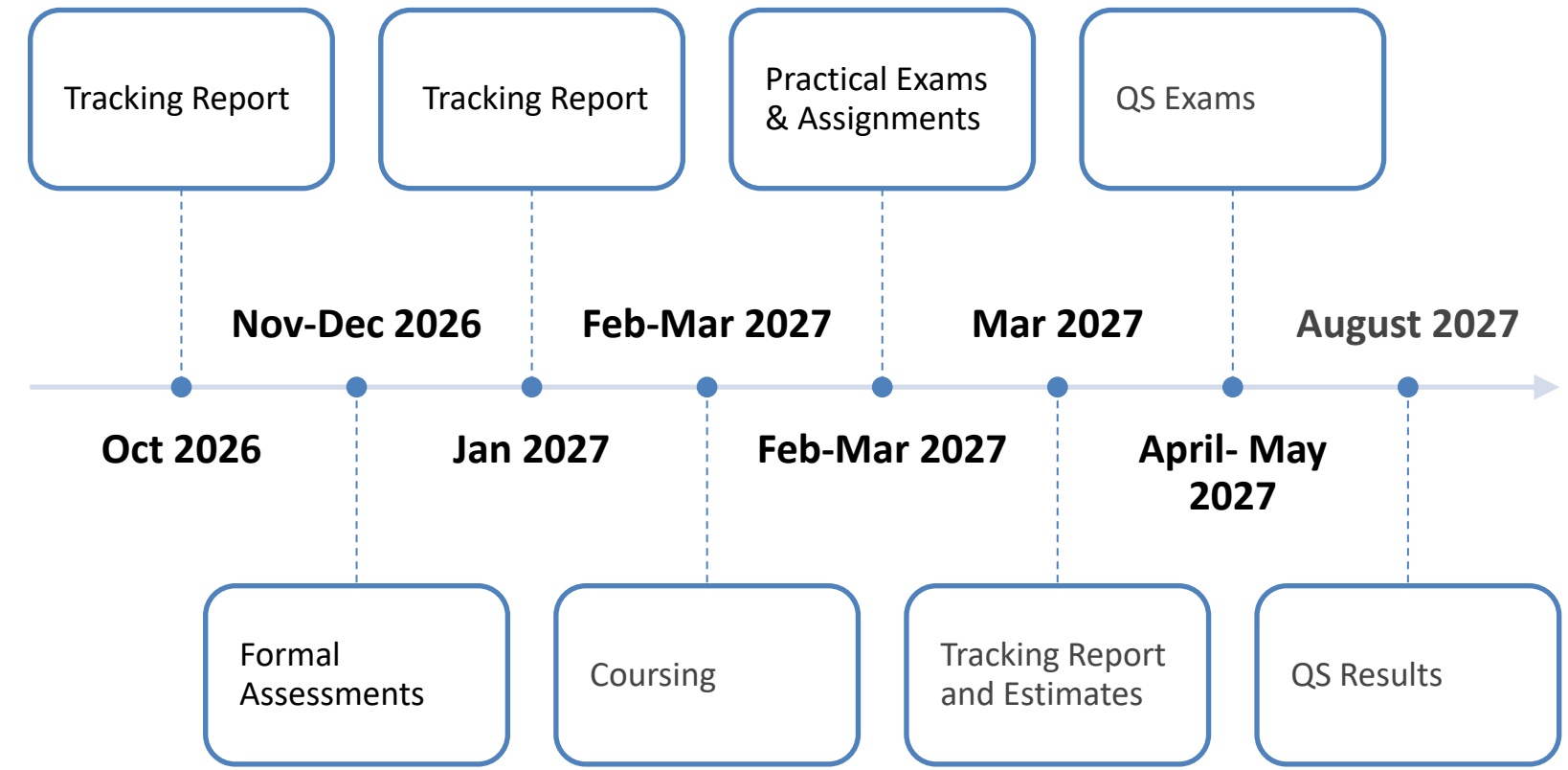
Craigmount Information Evening
Senior Study Skills- Part 1

awareness drive aspiration purpose trust

Aims

- To understand the Senior phase pupil experience.
- To understand the key principles of learning, revision, practice and feedback.

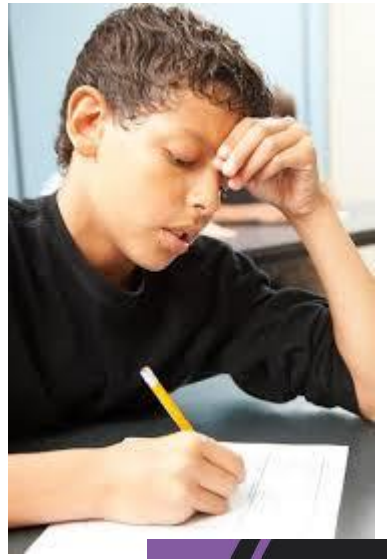
Timeline for Senior Phase



Ongoing assessment and learning checks following column plan

awareness drive aspiration purpose trust

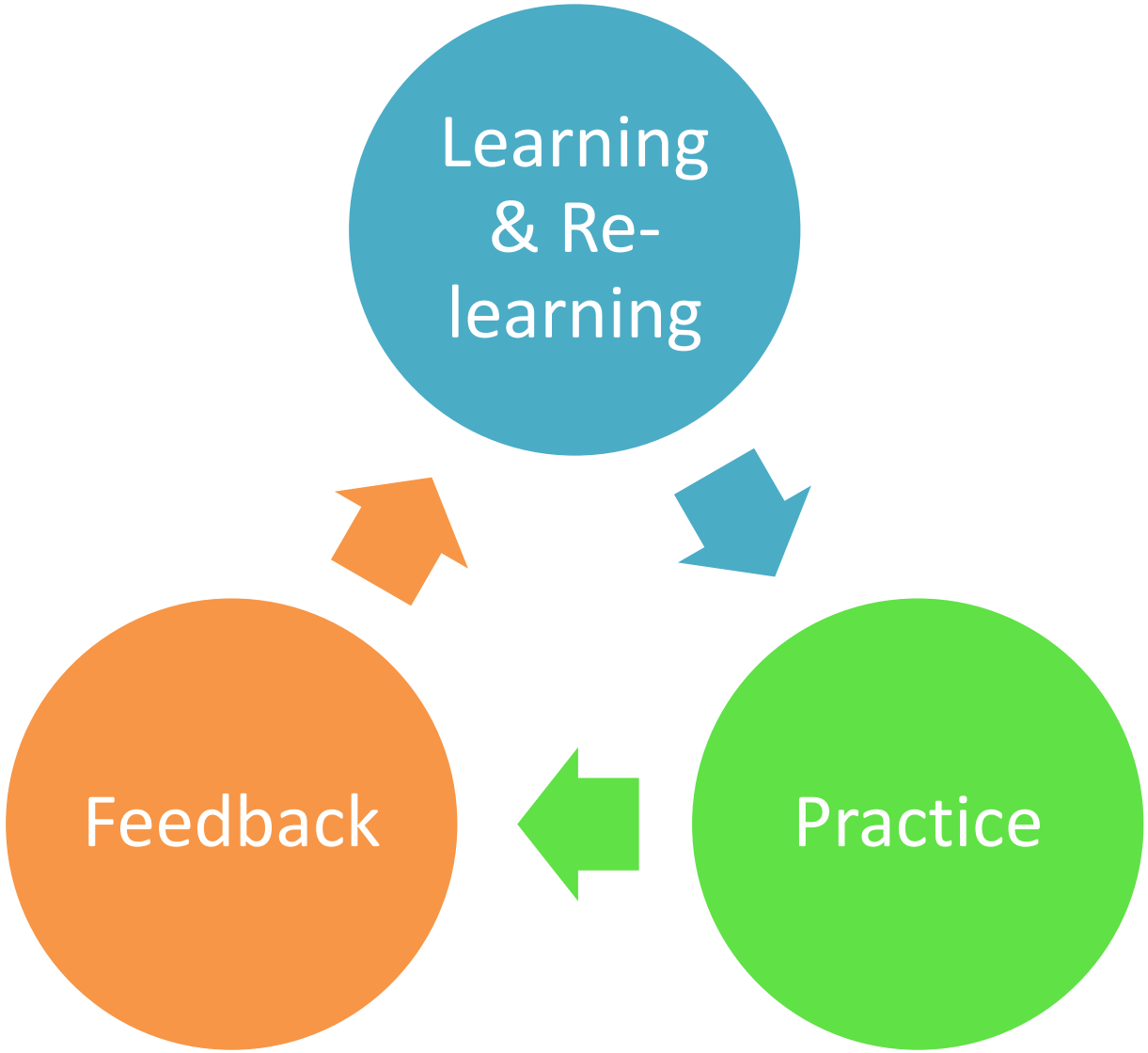
What does 'good' revision look like not these?



- Copying out notes?
- Highlighting notes?
- Working for 4 hours straight?
- Doing past papers continuously?
- Going to Study Support class (and being passive)







- **Establishing Key Terms**
- Put simply, learning is taking in new knowledge
- Re-learning is revision of previously learned knowledge
- Practice is trying to put learning/ re-learning into action i.e. past paper
- Feedback is the process of finding out how the practice went and identifying what to 're-learn'/ revise next

What is Learning?



It is the process of going from not knowing or being able to do something.

To being able to understand and apply something new independently.

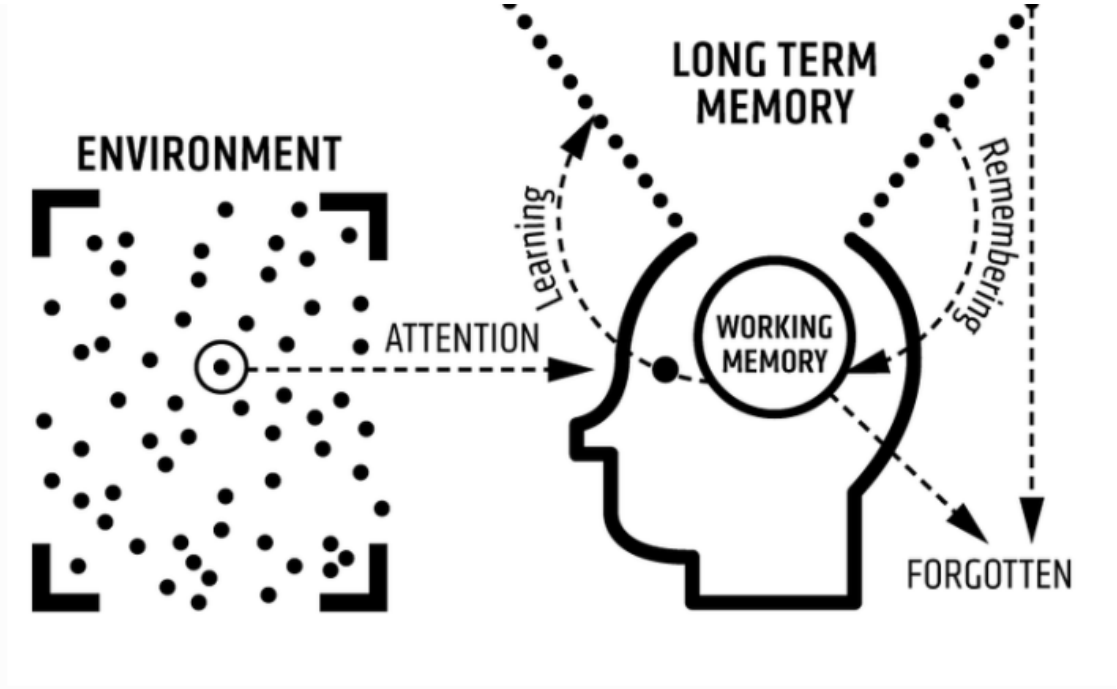
Teaching is the process where teachers scaffold and support learning through careful choice of pedagogy, strategies and activities, to take learners from 'not knowing' to being able to 'do independently'.



The learning gap is often experienced by pupils who understand the new information as presented in school with its supports. They can contribute well in class to discussion and activities and can manage information in small chunks such as unit assessments.

However, they struggle to remember, retain or apply large amounts of new learning independently.

How do we learn?



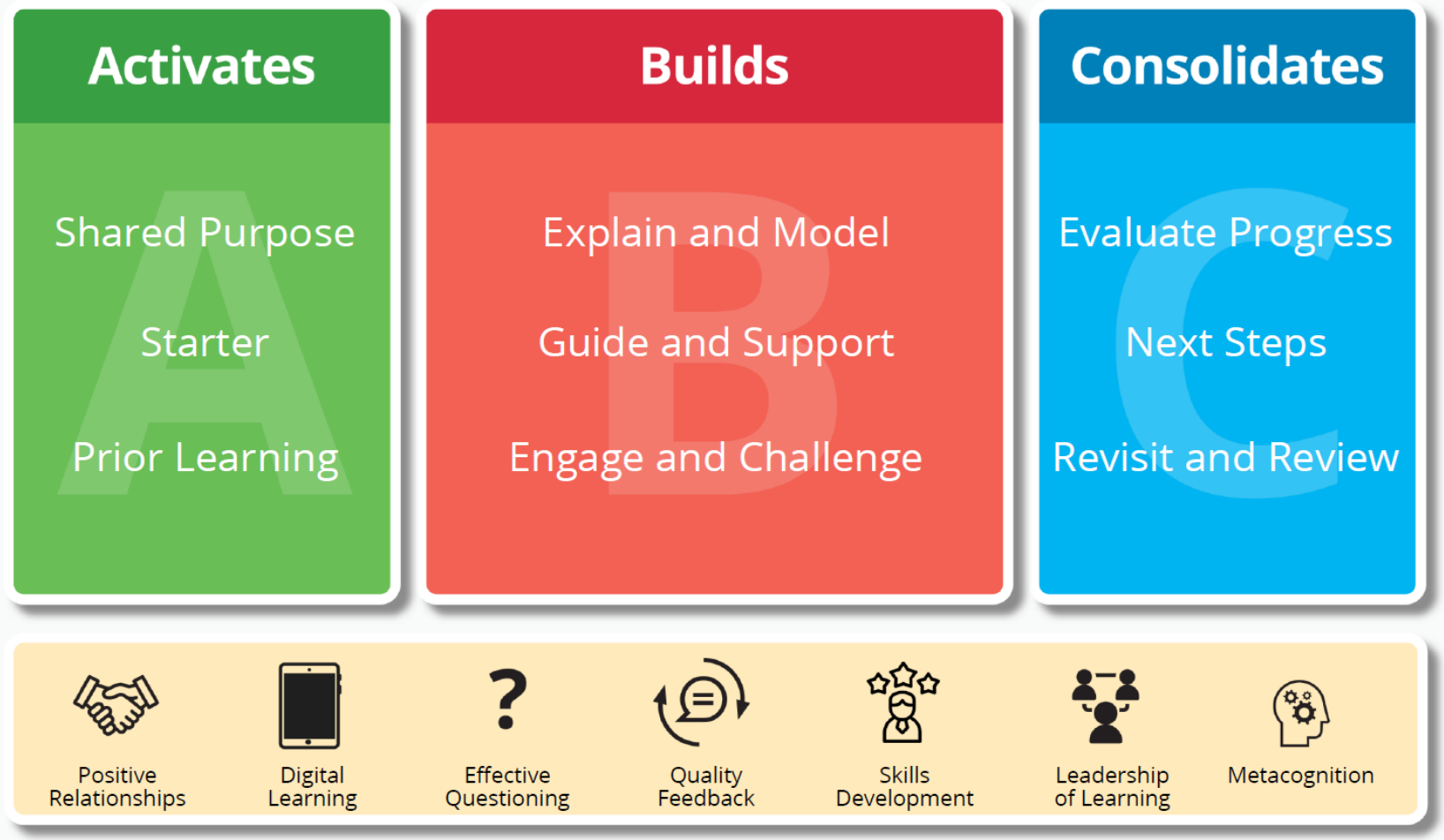
Everything we experience, we take into our working memory. This has a limited capacity and can only hold so much information. We forget easily from our working memory.

Working memory can only easily hold 7 pieces of information at the same time – Kim's Game or the Generation Game conveyor belt :-)

To learn- that is to make a permanent change that we can do independently- we need to move something into our long term memory.

However, we can also forget from long term memory, so we need to 'retrieve' and use information and learning regularly to keep it in our long term memory.

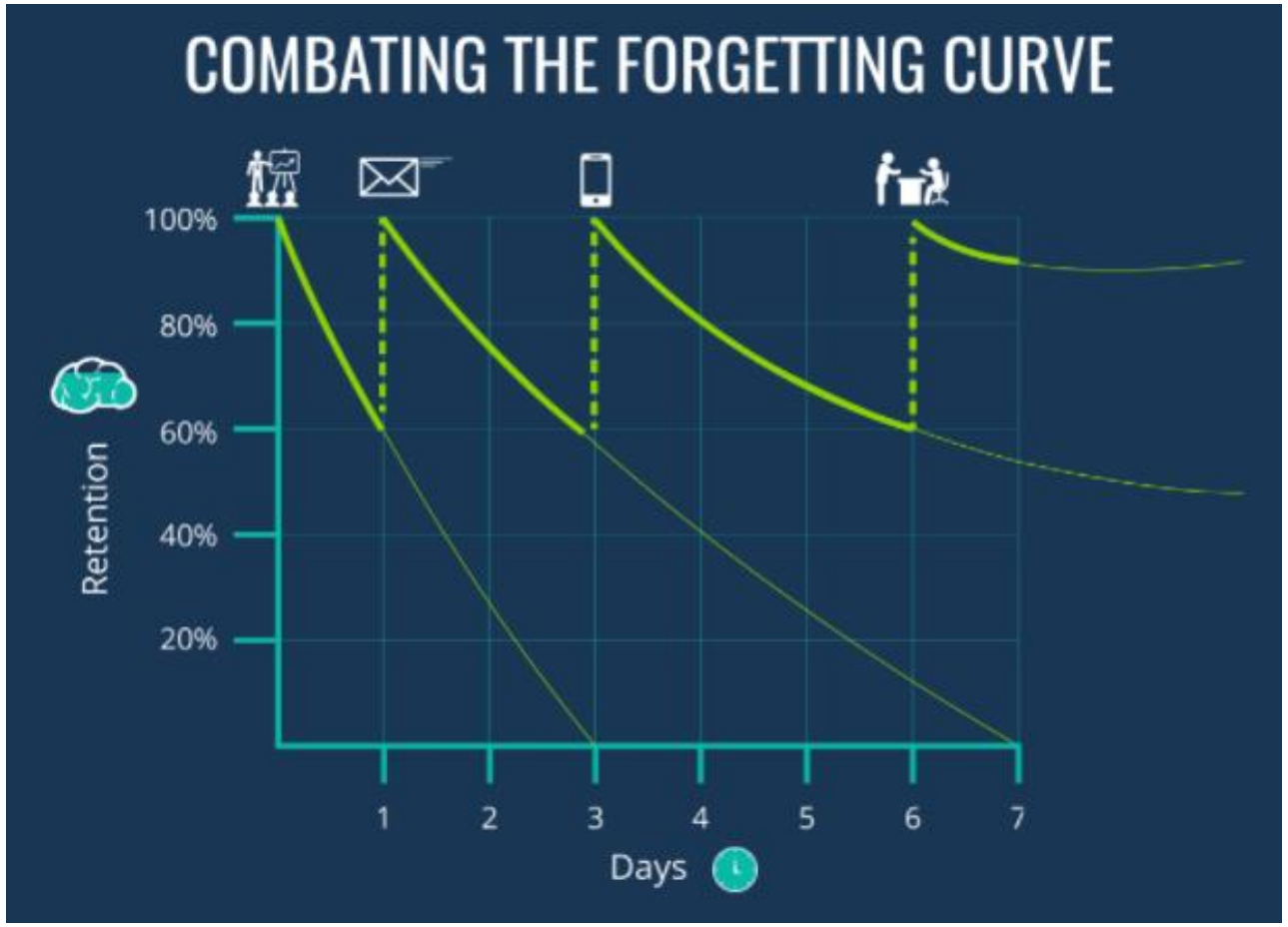
Learning at Craigmount



Our Learning at Craigmount model is how we plan and structure learning- focusing on activating what the pupil already knows; building new learning through varied activities in lessons; and consolidating by evaluating what we have learned.



When we learn new information, unless revised and reviewed, it is easily forgotten. We may retain a few key principles, but the specifics and detail are lost.



How do we combat the forgetting curve?

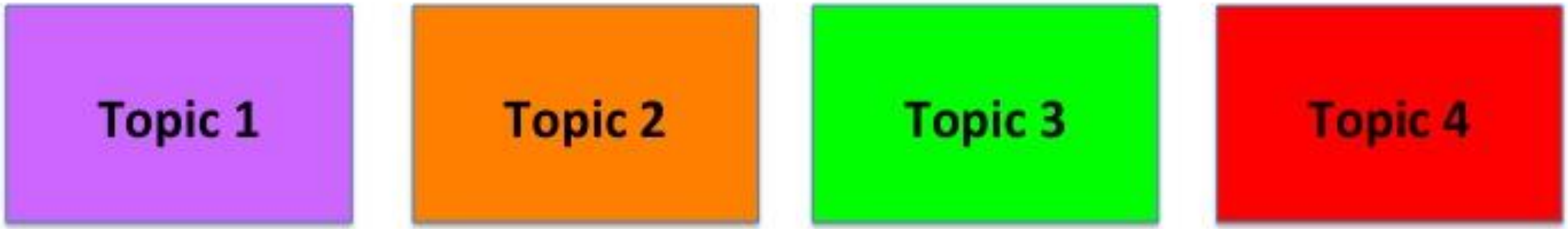
However, when we 'retrieve' learning, we retain a high amount in our working memory for a day or two, but it is then forgotten.

The difficulty with 'cramming' in this way before an exam is that there is often too much information to be retained in our working memory. We remember briefly, but we don't necessarily learn.

Each time we retrieve and revise information, we retain more of it for longer and the forgetting curve decreases.

The key is to retrieve and revise information regularly. We call this 'retrieval practice' and it is best spaced out over time.

Massed presentation



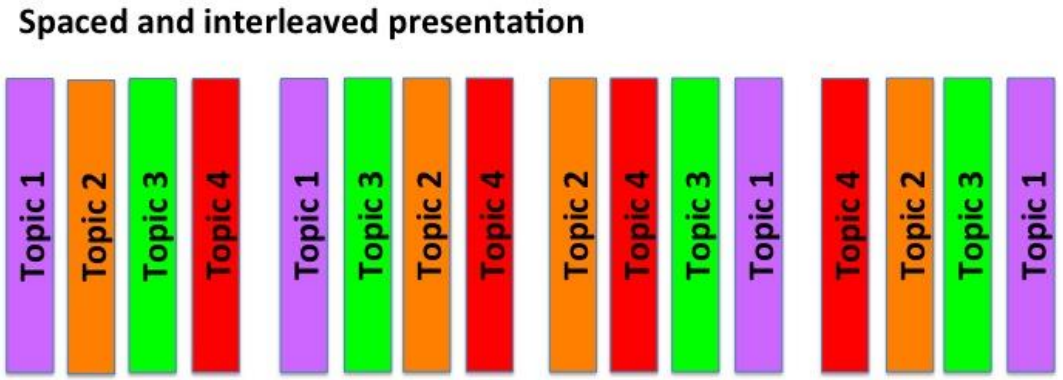
What is massed vs interleaved practice?

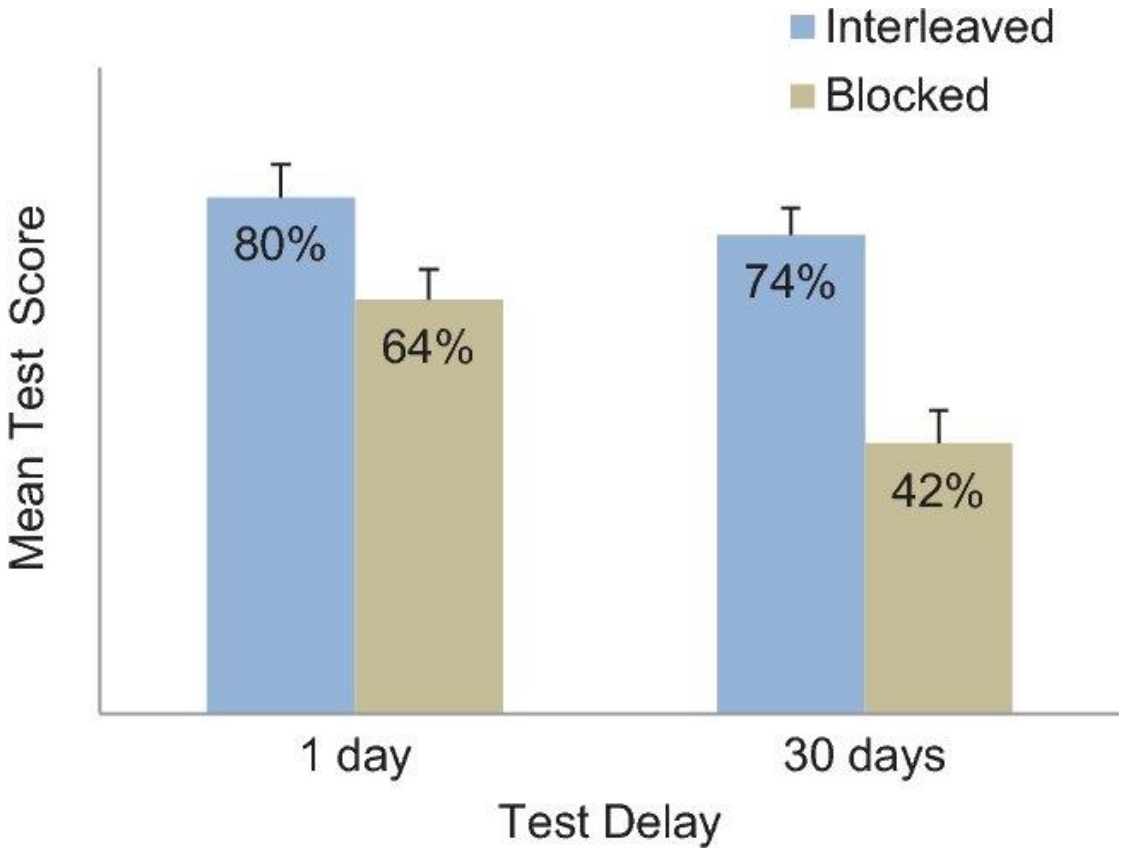
Often, our study involves starting at the beginning and working chronologically through activities.

Sometimes this needs to be done as one concept builds on another.

However, can result in us 'over-learning' the initial topics, which can then lead to a 'false confidence' in our abilities with the whole course.







What is massed vs interleaved practice?

Spaced and interleaved practice involves breaking up revision into smaller parts and 'interleaving' or mixing up the topics.

The graph shows the difference in retention between interleaved practice and massed presentation. You will see that the retention rate for interleaved practice is significantly greater after 30 days.





How can I apply this to my revision?

Retrieval Practice Challenge grid is a way of challenging yourself with key questions across time and across topics.

The grid has been created and young people will decide how confident they are with the topic and pick and activity at a suitably challenging level.

TIME/DAY	4 pm – 5 pm	5 pm – 6 pm	6 pm – 7 pm	7 pm – 8 pm	8 pm – 9 pm	9 pm – 10 pm
Monday						
Tuesday						
Wednesday						
Thursday						
Friday						
TIME/DAY	9 am – 10 am	10 am – 11 am	11 am – 12 am	12 – 1 pm	1 pm – 2 pm	2 pm – 3 pm
Saturday						
Sunday						
TIME/DAY	3 pm – 4 pm	4 pm – 5 pm	5 pm – 6 pm	6 pm – 7 pm	7 pm – 8 pm	8 pm – 9 pm
Saturday						
Sunday						

How can I apply this to my revision?

Key to effective learning that supports retrieval, spacing etc – name the type of revision you are going to do and the specific topic/area.

Plan for activities across a range of subjects and a range of topics over a range of time.

Build in homework time- however this in not a form of study.

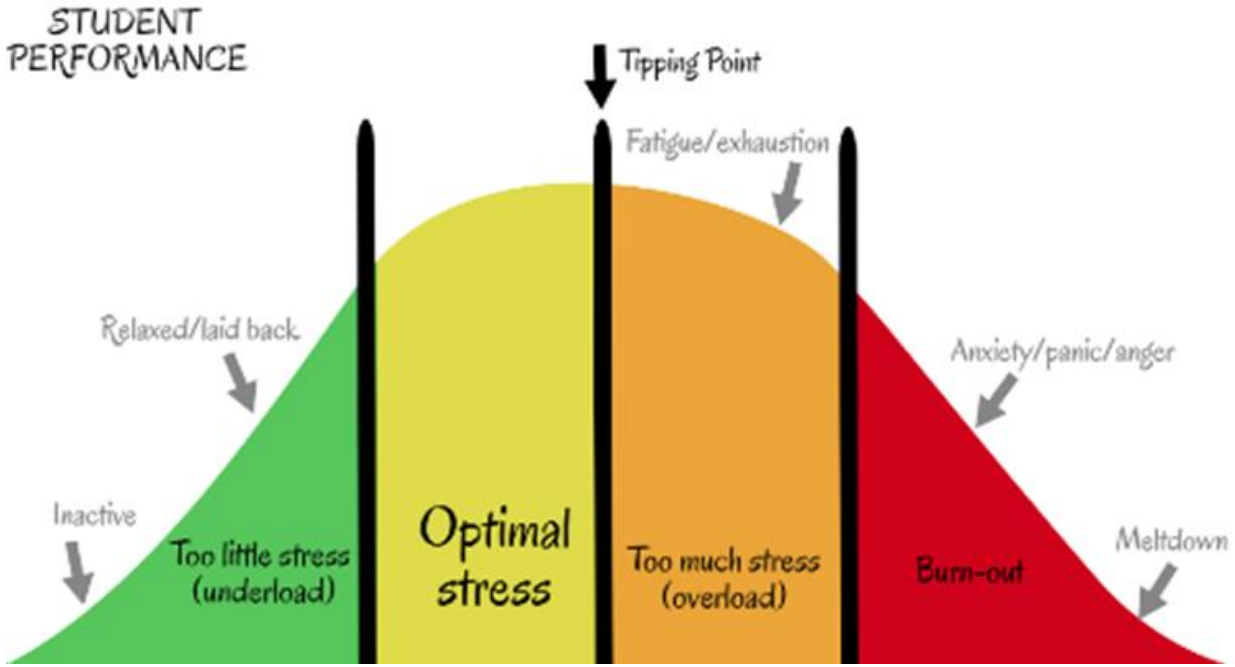
Include leisure/ social events

Prioritise your work- tests / deadlines/ folios.



How to prepare for Exams- Wellbeing

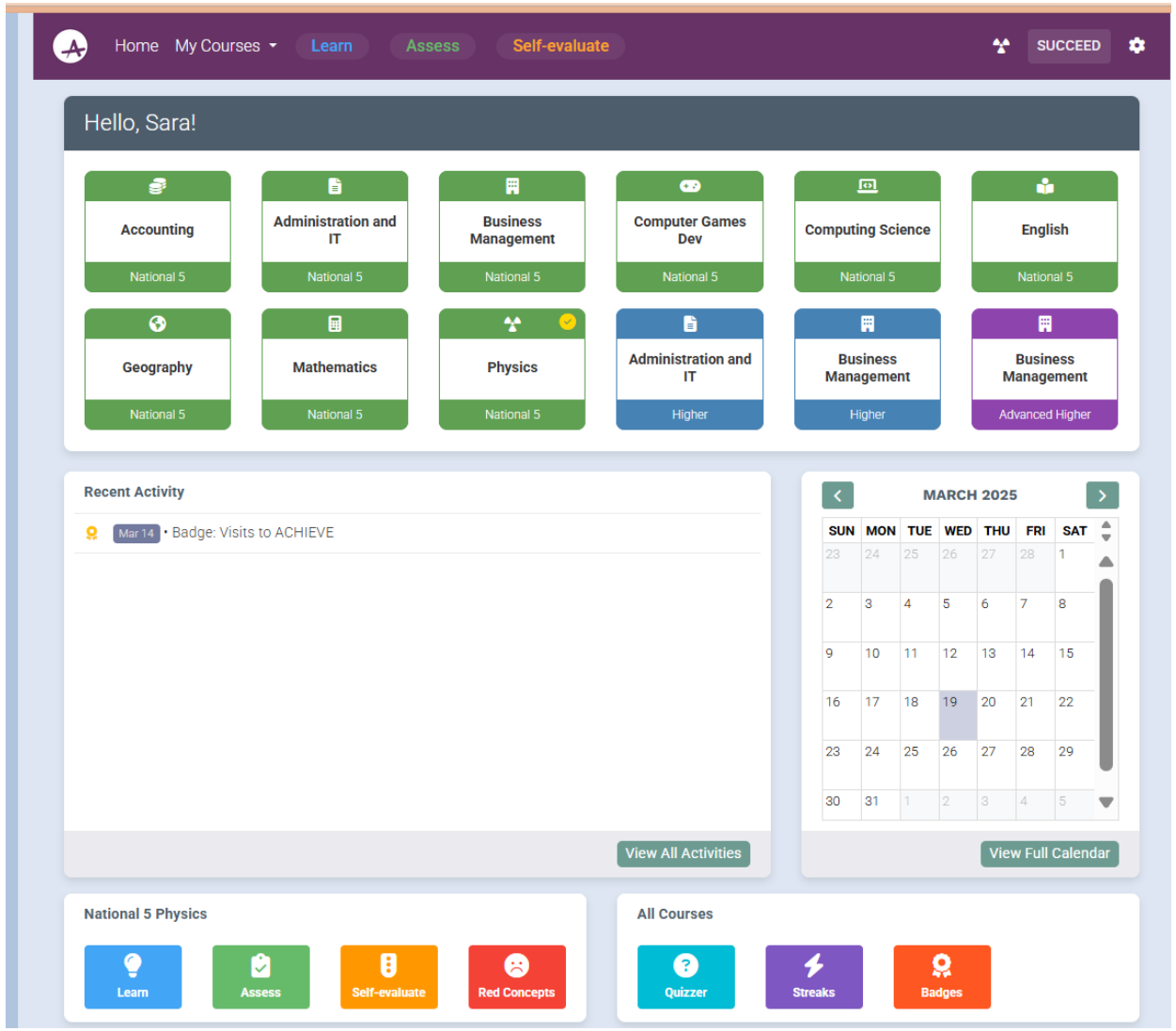
- Look after physical and mental health.
- Limit social media and phone use.
- Understand how to manage stress.







Using Resources- Achieve and AI



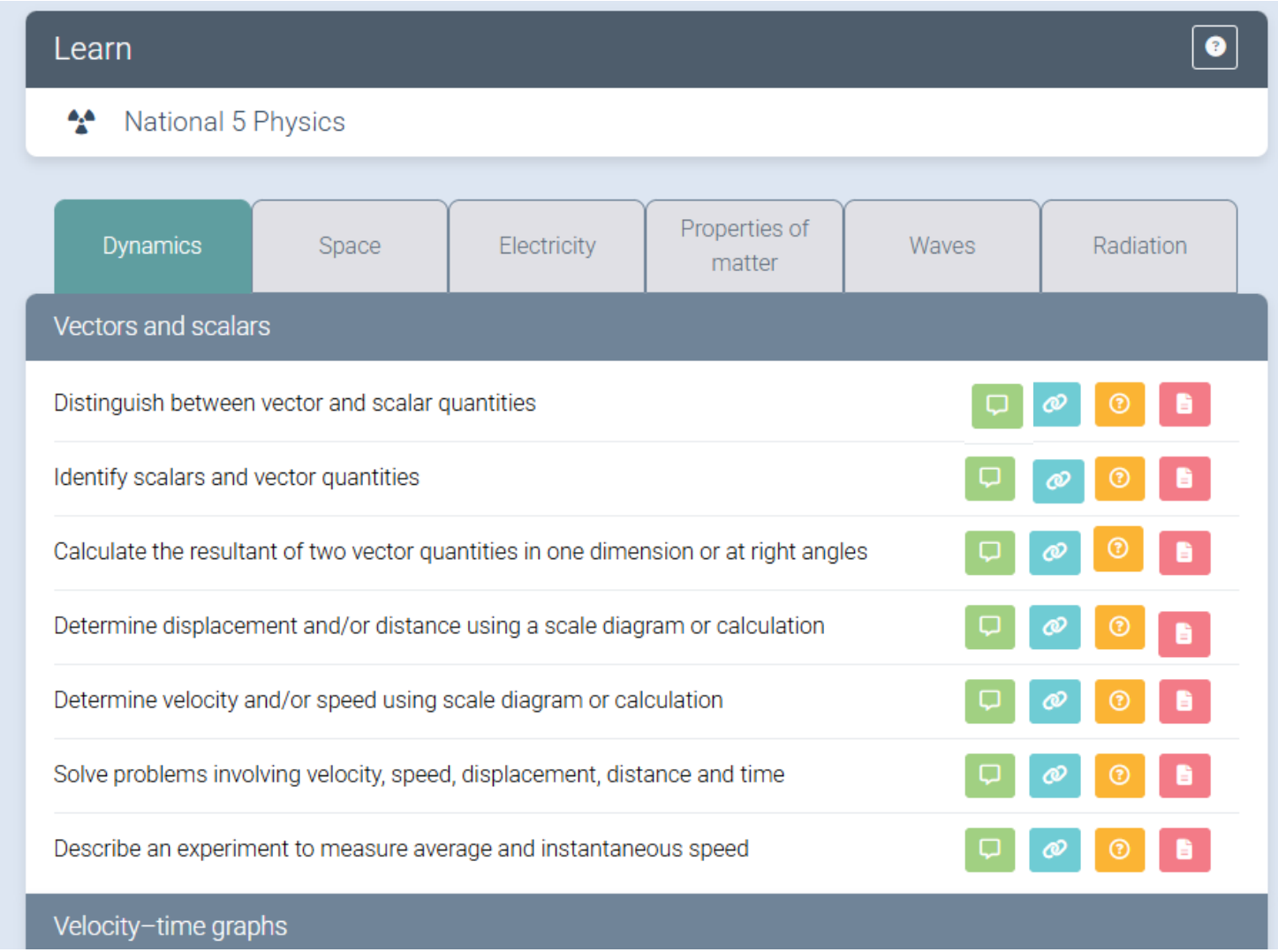
Copilot

NotebookLM

Gemini

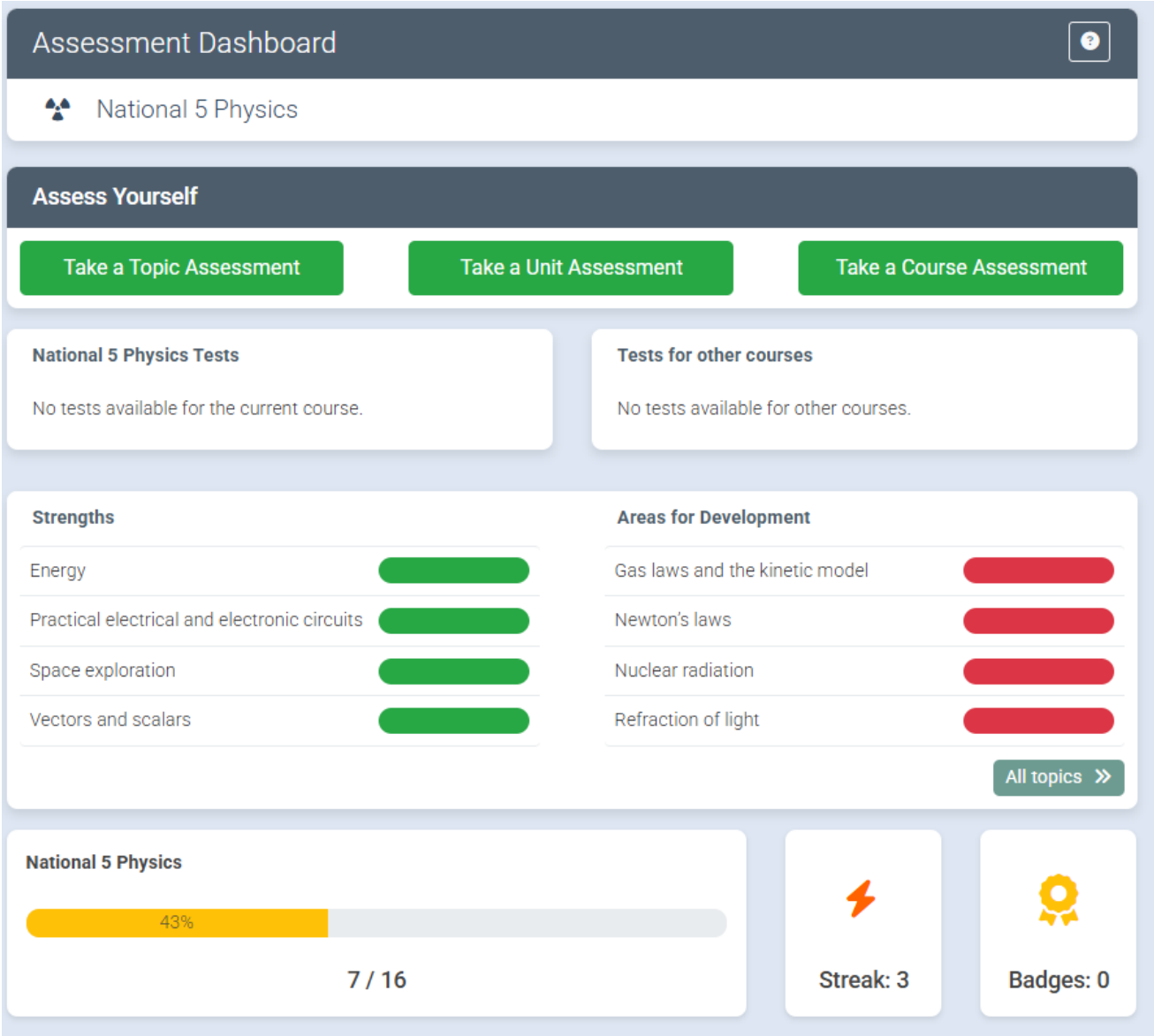
Learn Section

- Notes
- Links
- Short response questions with answers
- Past paper questions and marking instructions



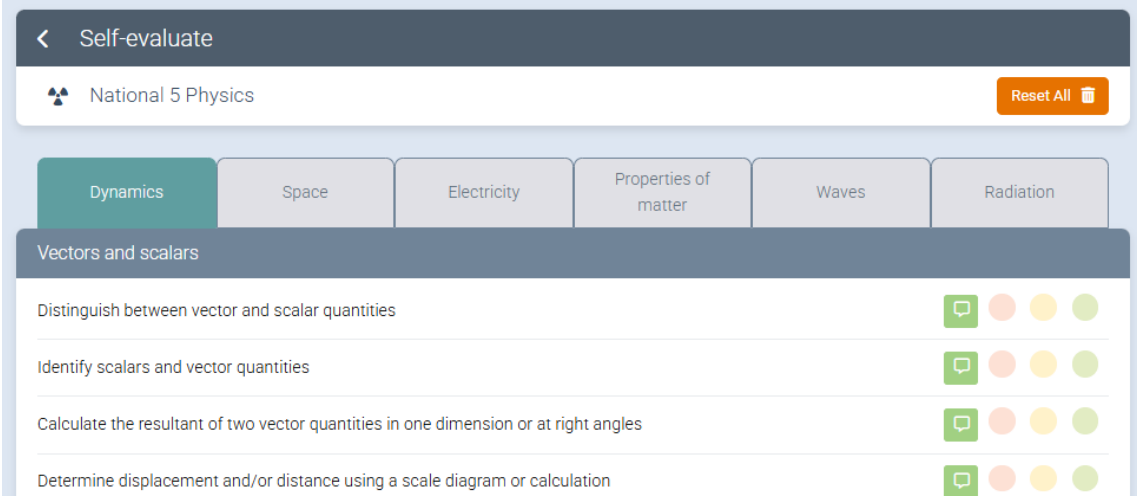
Assess Section

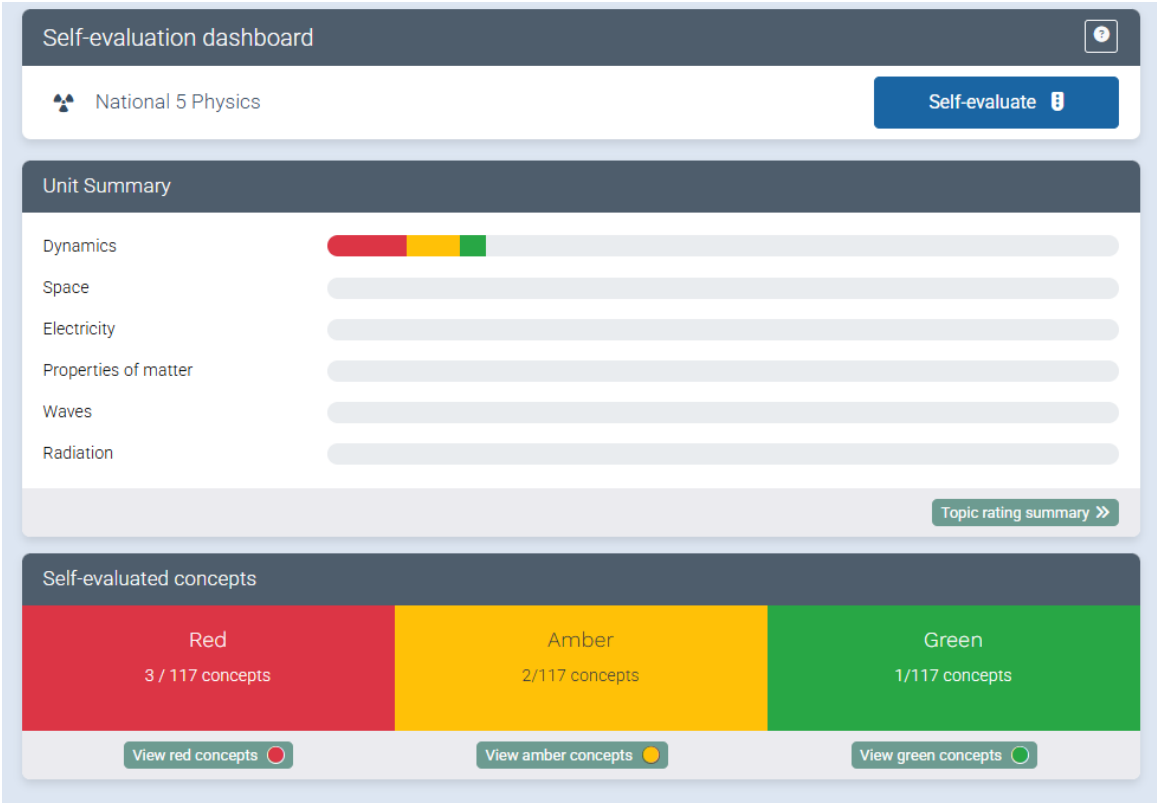
- Multiple choice questions, per topic, unit or full course
- Identifies areas to review
- Dashboard shows a summary of progress



Self Evaluate Section

- Reminder of content
- Traffic lights per statement
- Dashboard





2023 Section 2 (Extended Questions)

Question 4 Solution

4. A space scientist makes the following statement.

'Before we can have human space exploration of the solar system and beyond, we need to build a base on the Moon.'

Using your knowledge of physics, comment on the benefits and/or challenges of using a base on the Moon from which humans could explore the solar system and beyond. **3**

Exam question

Marking instructions

Question			Expected response	Max mark	Additional guidance
4.			**Award 3 marks** where the candidate has demonstrated a good understanding of the physics involved. They show a good comprehension of the physics of the situation and provide a logically correct answer to the question posed. This type of response might include a statement of the principles involved, a relationship or an equation, and the application of these to respond to the problem. The answer does not need to be 'excellent' or 'complete' for the candidate to gain full marks. **Award 2 marks** where the candidate has demonstrated a reasonable understanding of the physics involved. They make some statement(s) that are relevant to the situation, showing that they have understood the problem. **Award 1 mark** where the candidate has demonstrated a limited understanding of the physics involved. They make some statement(s) that are relevant to the situation, showing that they have understood at least a little of the physics within the problem. **Award 0 marks** where the candidate has not demonstrated an understanding of the physics involved. There is no evidence that they have recognised the area of physics involved, or they have not given any statement of a relevant physics principle. Award this mark also if the candidate merely restates the physics given in the question.	3	Candidates may use a variety of physics arguments to answer this question. Award marks based on candidates demonstrating overall good, reasonable, limited, or no understanding.

AI for Learning

- Reviewing answers
- Marking answers
- Offer improvements
- Highlighting keywords
- Explaining command words



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Top Tips

- Be specific eg SQA Higher Physics question
- Fine tune response to get different improve feedback:

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please indicate where a mark has been awarded

please rewrite my answer with your suggested improvements putting the improvements in bold

please explain how to answer questions in Higher Business Management that use the EXPLAIN command word

please highlight key vocabulary

that answer is too long for 5 marks, please rewrite

So...what does good revision actually look like?

- Activities to check what you already know
- Activities to learn unsecure and unfamiliar content
- Planning and interleaving learning
- Purposeful sessions- quality activities over quantity of time.
- Activities to test content
- Getting feedback to improve.