Key Stage 3
2026-2027
Year 9

Blessed Robert Sutton
Catholic Voluntary Academy

Curriculum Check Point 1
Advent Term



Assessment and Independent Study
Support Guide

'Academic excellence, spiritual development and social awareness through Christ.'

St Ralph Sherwin
Catholic Multi Academy Trust

Progress = Knowing & Remembering more

Introduction



November 2026

Dear Parent/Carer,
We hope this message finds you and your family well.

As part of our school's vision to ensure that all pupils benefit from a knowledge-rich curriculum, pupils in Key Stage 3 will be taking part in their termly *Curriculum Check Point* assessments.

These assessments are designed to support pupils in consolidating their learning, strengthening long-term memory, and demonstrating the progress they are making by knowing and remembering more.

Research into learning shows that without regular review, knowledge can be forgotten over time (the "forgetting curve"). Curriculum Check Points therefore play a vital role in ensuring pupils revisit, practise, and retain key knowledge so that it becomes secure and readily available for future study.

This booklet has been created to help pupils prepare for their assessments and will outline the following:

- The topics covered in the upcoming Curriculum Check Point
- Which areas of their revision materials, knowledge organisers and classwork to focus on
- How to use their books and resources most effectively
- Additional strategies for practice and recall at home

Please encourage your child to use this booklet alongside their knowledge organisers, lesson notes and online resources to prepare thoroughly. Keeping materials safe and revisiting them regularly will not only support success in the upcoming Curriculum Check Point but also build the strong foundation of knowledge needed for the future.

We want these assessments to be a positive experience for all pupils, helping them develop confidence, resilience, and the ability to demonstrate what they know and can remember. Where gaps in knowledge are identified, pupils will be given guidance and opportunities to address them so that progress continues.
Thank you for your continued support in helping your child make the most of these valuable learning opportunities.

SGray

Mr Gray
Headteacher

St Ralph Sherwin
Catholic Multi Academy Trust

Progress = Knowing & Remembering more

How is progress assessed at KS3?

Progress is assessed across four levels to reflect each learner's engagement with the Curriculum.

KS3 Descriptor	Description
Strong	**Successfully learning the Curriculum.**
Good	**Successfully learning most of the Curriculum.**
Developing	**Successfully starting to learn some of the Curriculum.**
Emerging	**Not yet successfully learning the Curriculum.**

Attitude to learning is also assessed using the following criteria:

Grade	Academic (Subject Teacher)	
	READY to learn and remains focused in lessons	**Engages with home learning**
1 (Always)	Pupil is always READY to learn and remains focused in every lesson. They actively participate, follow the Sutton Way, and consistently contribute positively to the learning environment.	Pupil always completes home learning on time and to a high standard. They show pride in their work, follow routines, and use homework to consolidate understanding.
2 (Most of the time)	Pupil is usually READY to learn and remains focused in most lessons. They engage with the lesson and follow the Sutton Way, needing only occasional reminders to maintain focus.	Pupil usually completes home learning to a good standard. They generally follow routines and take care with presentation, making steady progress in consolidating understanding.
3 (Occasionally)	Pupil sometimes struggles to remain focused in lessons and is not always READY to learn. To improve, they should actively participate in the lesson and continue to follow the Sutton Way.	Pupil occasionally completes home learning, but the quality and consistency could be improved. Setting a clear homework routine and taking pride in presentation will help consolidate understanding.
4 (Seldom/Never)	Pupil rarely remains focused in lessons and is not READY to learn. To improve, they should ensure that they are consistently following the Sutton Way.	Pupil seldom engages with home learning, which is limiting progress. To improve, they should take ownership of this responsibility, stay organised with deadlines, and ask for support when needed.

READY to Learn

Respect



Show respect to everyone by valuing others' contributions, having good manners and following directions.

Engage



Stay mentally and physically engaged: sitting up, eyes on speaker, tracking the reading, asking relevant questions.

Actively Listen



Focus fully on the speaker, avoid distractions and give feedback through appropriate body language.

Do Your Best



Put all your effort into tasks, show persistence and take pride in your work.

Your Responsibility



Take ownership of your learning and actions. Come prepared, stay organised and be accountable.

I will behave in a way that demonstrates Spiritual excellence by:

- Respecting other peoples views.
- Participating respectfully in Masses and Religious events.
- Taking an active role in Masses and Acts of Worship.
- Supporting charity.
- Showing Random Acts of Kindness.
- Exercising forgiveness.
- Helping others in need.
- Being a role model to others.

I will ensure social excellence by:

- Attending each day and arriving on time for school and lessons.
- Speaking and acting politely and respectfully to all members of the School community.
- Making it easy for other people to achieve and being pleased when they do.
- Showing **resilience** and communicating a positive image of myself.
- Moving around the school safely and sensibly.
- Not allowing bullying to take place.
- Playing an active part in helping improve the school and the local community.
- Being a role model to others

The Sutton Way

The school expects pupils to follow The Sutton Way

I will ensure my own academic excellence by:

- Being organised for learning every day in the correct uniform and with the correct equipment
- Listening to instructions carefully and following them without question.
- Making it easy for everyone to learn and for the teachers to teach.
- Doing my best and taking pride in all class and homework.
- Show initiative and be an independent learner - accept advice through feedback from teachers. I will ensure I know how well I am doing and what I need to do to make progress.
- Being a role model to others.

St Ralph Sherwin
Catholic Multi Academy Trust

Assessment Timetable

Highlight when you are completing each assessment:

P	Monday A 16/11/26	Tuesday A 17/11/26	Wednesday A 18/11/26	Thursday A 19/11/26	Friday A 20/11/26
P1	9X/Re2 9A/Hi	9A/Gg		9B/Gg	
P2	9X/Ee1 9X/Ee2 9X/Ee3			9C/Es	9D/Hi
P3	9C/Hi	9X/Re1			9Y/Ee1 9Y/Ee2 9Y/Ee3
P4		9Y/Re2 9Y/Re3	9D/Fr 9B/Hi	9C/Gg	9E/Hi
P5		9Y/Re1 9D/Gg	9B/Fr 9A/Es 9D/Gg		
Period	**Monday B 23/11/26**	**Tuesday B**	**Wednesday B**	**Thursday B**	**Friday B**
P1		9E/Es 9B/Cs	9X/Ma1 9X/Ma2 9X/Ma3		
P2	9A/Cs 9C/Sc 9E/Sc				
P3		9A/Sc 9B/Sc 9D/Sc	9Y/Ma1 9Y/Ma2 9Y/Ma3		
P4	9E/Gg	9C/Cs		9D/Cs	
P5		9E/Cs			

St Ralph Sherwin
Catholic Multi Academy Trust

KS3 Curriculum Check Point
RE

Class	Date	Period
9X/Re1	Tuesday 17th November	3
9X/Re2	Monday 16th November	1
9Y/Re1	Tuesday 17th November	5
9Y/Re2 & 9Y/Re3	Tuesday 17th November	4

How will I be assessed?

Assessment	Format	Length	Feedback
Knowledge from Advent term 1&2,	In class assessment	40 minutes	Whole class feedback with actionable targets

During the Advent Term I will be assessed on the following knowledge and skills…

- Biblical teachings from Genesis about the nature of human beings
- Catholic teachings on imago dei
- Catholic teachings on morality and freedom
- Analysis of a range of sources which support Catholic teachings on dignity of the human person
- Catholic teachings on the sanctity and value of human life
- Evaluation of medical ethical issues, including IVF and abortion
- The sacrament of marriage; its nature and the rite of marriage
- Analysis of artwork and the ways it expresses teachings about dignity
- The ways in which the hospice movement supports Catholic teachings on dignity

What should I do to revise and prepare for this Curriculum Check Point?

- Use your revision booklet to revisit key knowledge. Practice the knowledge questions and extended responses.
- Use your knowledge organisers to revisit important key terms, key knowledge and supporting sources of authority
- Complete revision activities such as concept maps, revision mind maps, flash cards and revision posters
- Complete all revision homework quizzes on Seneca

KS3 Curriculum Check Point
English

Class	Date	Period
9X1, 9X2, 9X3	Monday 16th November 2026	2
9Y1, 9Y2, 9Y3	Friday 20th November 2026	3

How will I be assessed?			
Assessment	**Format**	**Length**	**Feedback**
Reading	Knowledge check Extended analytical writing	45 minutes	Teacher

During the Advent Term I will be assessed on the following knowledge and skills…

Knowledge	Skills
• The plot, characters and themes of *Frankenstein*. • The historical, scientific and social context of the Romantic and Victorian periods. • The influence of the Gothic genre. • Themes of ambition, responsibility, prejudice, isolation and the pursuit of knowledge. • How Shelley uses language, structure and narrative perspective to shape meaning. • Key literary terminology, including symbolism, foreshadowing, motif and narrative framing.	• Retrieval of prior knowledge and subject terminology. • Reading comprehension and inference. • Analysis of how a writer presents a character, theme or idea. • Selection and embedding of relevant textual evidence. • Analysis of language and structural methods using appropriate terminology. • Construction of analytical paragraphs using PEETC structure.

What should I do to revise and prepare for this Curriculum Check Point?

- Revise the plot and key characters of Frankenstein so far.
- Revise key vocabulary such as ‘gothic’, ‘allusion’, ‘sublime’ and ‘frame narrative’.
- Practise selecting key quotations and explaining its layers of meaning.
- Revise word classes and techniques.
- Review Mary Shelley, her influences and Romanticism.

KS3 Curriculum Check Point
Maths

Class	Date	Period
9X1/9X2 9X3	Wednesday 25th November	1
9Y1/9Y2/ 9Y3	Wednesday 25th November	3

How will I be assessed?			
Assessment	**Format**	**Length**	**Feedback**
Knowledge from Advent term 1&2,	In class assessment	40 minutes	Whole class feedback with actionable targets

During the Advent Term I will be assessed on the following knowledge and skills…

- Straight line graphs
- Forming and solving equations
- Testing conjectures
- Draw and interpret graphs and charts
- Averages
- Angles in parallel lines
- Area of 2-D shapes (including circles)
- Fractions, decimals and percentages

What should I do to revise and prepare for this Curriculum Check Point?

- Revisit keywords from vocabulary check lists
- Use knowledge organisers provided at the start of each topic
- Dr Frost- independent work on the topics from Year 8 and Year 9 (Autumn Term)

St Ralph Sherwin
Catholic Multi Academy Trust

KS3 Curriculum Check Point
Science

Class	Date	Period
9A	Tuesday 24th Nov	3
9B	Tuesday 24th Nov	3
9C	Monday 23rd Nov	2
9D	Tuesday 24th Nov	3
9E	Monday 23rd Nov	2

How will I be assessed?

Assessment	Format	Length	Feedback
Knowledge from Advent term 1	Biology, Chemistry and Physics as well as How Science Works	40mins	Teacher Feedback

During the Advent Term I will be assessed on the following knowledge and skills…

Cells
- Animal and plant cells
- Microscopy
- Prokaryotic Cells
- Specialised Cells
- Stem Cells and differentiation
- Chromosomes

Atomic Structure
- Elements and compounds
- Atom and electron arrangement
- Models of the atom over time
- Mixtures and Separation techniques
- Chromatography

Energy Stores and Resources
- Energy stores and pathways
- Work done and power
- Efficiency and Sankey Diagrams
- Renewable and Non-renewable sources
- National Grid and Global Demand

What should I do to revise and prepare for this Curriculum Check Point?

- Keywords from vocabulary
- Content Look, Cover, Write, Check, Flashcards, Revision clocks and mind maps
- Use knowledge organisers provided at the start of each topic
- Seneca- independent work on the topics, and redoing assignments already set

St Ralph Sherwin
Catholic Multi Academy Trust

KS3 Curriculum Check Point
Geography

Class	Date	Period
9A	Monday 16th November	3
9B	Thursday 19th November	1
9C	Wednesday 18th November	4
9D	Monday 16th November	1
9E	Monday 16th November	2

How will I be assessed?			
Assessment	**Format**	**Length**	**Feedback**
Knowledge from Advent term 1	In class assessment	40 minutes	Whole class feedback with actionable targets

During the Advent Term I will be assessed on the following knowledge and skills…

- Understanding how humans benefit from the earths oceans
- Understanding the different 'layers' of the oceans their characteristics and the deepest parts
- Explaining the impact of overfishing, why it is happening and which countries are doing it
- Orcas in captivity
- The great barrier reef, corals and how climate change is impacting them
- Sea level rise and it's impact on Pacific Islands, climate refugees
- Plastic in the ocean

What should I do to revise and prepare for this Curriculum Check Point?

- Use your revision booklet to revisit key knowledge. Practice the knowledge questions and extended responses.
- Use your knowledge organisers to revisit important key terms, key knowledge and supporting sources of authority
- Complete revision activities such as concept maps, revision mind maps, flash cards and revision posters
- Complete all revision homework quizzes on Seneca

St Ralph Sherwin
Catholic Multi Academy Trust

KS3 Curriculum Check Point
History

Class	Date	Period
9A	16/11/26	P1
9B	18/11/26	P4
9C	16/11/26	P3
9D	20/11/26	P2
9E	20/11/26	P4

How will I be assessed?			
Assessment	**Format**	**Length**	**Feedback**
Knowledge from Advent Term 1	In class assessment	40 mins	Whole class feedback with actionable targets

During the Advent Term I will be assessed on the following knowledge and skills…

- Understand the terms and impact of the Treaty of Versailles on Germany
- Recall key facts about the problems in Germany after World War 1
- Explain how the Treaty of Versailles lead to the rise of the Nazis
- Explain and evaluate the significance of the terms of the Treaty of Versailles on the German people

What should I do to revise and prepare for this Curriculum Check Point?

- Use your revision booklet to revisit key knowledge. Practice the knowledge questions and extended responses.
- Use your knowledge organisers to revisit important key terms, key knowledge and supporting sources of authority
- Complete revision activities such as concept maps, revision mind maps, flash cards and revision posters

St Ralph Sherwin
Catholic Multi Academy Trust

KS3 Curriculum Check Point
French

Class	Date	Period
9B/Fr	Wednesday, 18th November 2026	5
9D/Fr	Wednesday, 18th November 2026	4

How will I be assessed?			
Assessment	**Format**	**Length**	**Feedback**
Writing	Response to bullet points	45 minutes	Teacher

During the Advent Term I will be assessed on the following knowledge and skills…

- Description of yourself and friends
- Description of celebrations
- Content from Year 8 – specifically on holidays
- Cultural knowledge from European Day of Languages
- Clothing,
- Modal verbs + infinitive structures
- Future tense constructions

What should I do to revise and prepare for this Curriculum Check Point?

- Resource booklets
- Keywords from vocabulary
- Vocabulary Look, Cover, Write, Check, Flashcards, Revision clocks and mind maps

St Ralph Sherwin
Catholic Multi Academy Trust

KS3 Curriculum Check Point
Spanish

Class	Date	Period
9A/Es	Wednesday, 18th November 2026	5
9C/Es	Thursday, 19th November 2026	2
9E/Es	Tuesday, 24th November 2026	1

How will I be assessed?			
Assessment	**Format**	**Length**	**Feedback**
Writing	Response to bullet points	45 minutes	Teacher

During the Advent Term I will be assessed on the following knowledge and skills…

- Expressing opinions and preferences
- Talking about things you love and dislike
- Describing weekly routines and activities
- Discussing television programmes and viewing preferences
- Talking about birthdays and celebrations
- Discussing jobs and the world of work

What should I do to revise and prepare for this Curriculum Check Point?

- Resource booklets
- Keywords from vocabulary
- Vocabulary Look, Cover, Write, Check, Flashcards, Revision clocks and mind maps

St Ralph Sherwin
Catholic Multi Academy Trust

KS3 Curriculum Check Point
Computer Science

Class	Date	Period
9A/Cs	Monday 23rd Nov	2
9B/Cs	Tuesday 24th Nov	1
9C/Cs	Monday 23rd Nov	2
9D/Cs	Thursday 26th Nov	4
9E/Cs	Tuesday 24th Nov	5

How will I be assessed?

Assessment	Format	Length	Feedback
Online test	Multiple choice questions	30 Minutes	Teacher feedback

During the Advent Term I will be assessed on the following knowledge and skills…

Unit: Cyber Security

Knowledge

- Understand how computer systems and data are protected from cyber threats, how attacks happen, and how individuals and organisations can reduce security risks.

Skills

- Recognise cyber threats such as malware, phishing, brute-force attacks and denial-of-service attacks.
- Identify vulnerabilities in a computer system and explain the possible risks.
- Suggest suitable ways to prevent or reduce cyber attacks.
- Explain how an attack happens and its possible consequences.
- Explain how encryption, backups and access permissions protect information.
- Describe how firewalls and security software help protect networks.
- Explain the importance of strong, unique passwords and multi-factor authentication.
- Identify suspicious emails, links and social engineering attempts.

What should I do to revise and prepare for this Curriculum Check Point?

- Revise the key vocabulary, understand common cyber attacks and learn how to protect computer systems.
- Go over the above skills

KS3 Curriculum Check Point
Art

How will I be assessed?			
Assessment	**Format**	**Length**	**Feedback**
Baseline assessment	Drawing	Spread across 2 lessons	Teacher Feedback

During the Advent Term I will be assessed on the following knowledge and skills…

Knowledge
- Define tone and its use in drawing
- Identify different types of printmaking in art
- Describe the basic process of creating a monoprint
- Identify different watercolour techniques
- Name and identify biro drawing techniques
- Develop knowledge of 3D construction techniques using clay

Skills
- Baseline: Create an observational drawing of an object
- Develop skills in basic watercolour techniques from Year 8 (cleaning product study)
- Create a Jim Dine-inspired monoprint
- Present a personal response to Jim Dine on an artist research page
- Review biro technique skills from Year 7, focusing on control and tonal depth
- Curriculum Check Point (CCP): Andrea Joseph biro drawing
- Design and create a 3D clay response object

What should I do to revise and prepare for this Curriculum Check Point?

- Practice skills we have covered in lesson at home
- Respond to targets in your book from WCF
- Focus on developing areas of 'emerging or developing' on your PLC by revisiting these skills and knowledge

KS3 Curriculum Check Point
DT- Food and Nutrition

How will I be assessed?			
Assessment	**Format**	**Length**	**Feedback**
Knowledge and skills	Written and practical	Spread 2 Lessons plus a practical lesson	Teacher Feedback

During the Food & Nutrition DT rotation, I will be assessed on the following knowledge and skills…

Knowledge:
- To know and understand HACCP and how it is applied in industry.
- To know what bacteria is associated with raw chicken and the implications of it.
- To know what bacteria is associated with raw chicken and the implications of it.
- Can describe the function and sources of fat in the diets and the importance of knowing which fats are good and bad sources..
- To understand the function of ingredients in cake making and the food science behind the processes.
- Consider the wider factors when making food choices.

Skills:
- I am confident and work independently to complete the more difficult stages e.g. pastry making
- I am able to set up for a practical lessons without prompts.
- I use the bridge and claw without being prompted and confidently.
- I can slice, dice, simmer, use the hob and oven with the minimum amount of help from my teacher.
- I can work efficiently and in a tidy manner.

- **apply hygiene and safety rules while cooking.**
- I have a basic understanding of cross contamination.
- I use the bridge and claw when cutting food safely.

What should I do to revise and prepare for this Curriculum Check Point?

- Practice skills we have covered in lesson at home
- Respond to targets in your book from WCF
- Focus on developing areas of 'emerging or developing' on your PLC by revisiting these skills and knowledge

KS3 Curriculum Check Point
DT- Product Design

How will I be assessed?			
Assessment	**Format**	**Length**	**Feedback**
Theory Questions & Schematic Drawing. Make – Light & Stand	Drawing Read and Respond	60 Minutes	Teacher

During the Food & Nutrition DT rotation, I will be assessed on the following knowledge and skills…

Knowledge

Understand the iterative design process
Analyse and describe the difference between; Automation and AI
Understand production systems EG: Just in Time
Understand the system of Input -> Process -> Output
Identify a light or sound output
Evaluate a product using ACCESSFM

Skills

Draw a schematic layout
Solder a PCB board
Bend acrylic into a shape using a jig
Design a graphics poster to support my product

What should I do to revise and prepare for this Curriculum Check Point?

- Practice skills we have covered in lesson at home
- Respond to targets in your book from WCF
- Focus on developing areas of 'emerging or developing' on your PLC by revisiting these skills and knowledge

St Ralph Sherwin
Catholic Multi Academy Trust

KS3 Curriculum Check Point
DT - Textiles

How will I be assessed?			
Assessment	**Format**	**Length**	**Feedback**
Final outcome design task – Tote bag	Drawing and annotation	60 minutes	Teacher

During the Textiles DT rotation Term I will be assessed on the following knowledge and skills…

Knowledge
- Define batik and describe the basic step-by-step process
- Define screen printing and describe the basic step-by-step process
- Identify smart and modern textiles
- Understand the properties of smart and modern textiles
- Define printmaking and identify different examples

Skills
- Create a batik piece
- Create a screen print using a self-cut stencil
- Create a polyblock print from your own design
- Create an appliqué piece with free-hand embroidery detailing
- Select a preferred technique and design and create a final outcome using that media

What should I do to revise and prepare for this Curriculum Check Point?

- Practice skills we have covered in lesson at home
- Respond to targets in your book from WCF
- Focus on developing areas of 'emerging or developing' on your PLC by revisiting these skills and knowledge

St Ralph Sherwin
Catholic Multi Academy Trust

KS3 Curriculum Check Point
Drama

How will I be assessed?			
Assessment	**Format**	**Length**	**Feedback**
'Brechtian' performance and 'Masked Theatre' performance	Staged and choreographed performance during lessons time	4-8 minute group performance and self-reflection/review as part of assessment lessons	Self-review lesson post-performance and in-lesson feedback from peers and teacher

During the Advent Term I will be assessed on the following knowledge and skills…

Effective communication and understanding of Brechtain techniques

Ability to use self-reflection or peer-review feedback to create a review of a group performance

To implement a political message in a dramatic performance

To explain and implement the rule of three when performing in masks

To create effective 'blocking' in a performance

Use of exaggerated body language in masked performance

What should I do to revise and prepare for this Curriculum Check Point?

- Rehearse lines, blocking and body language for the assessed performance
- Engage with videos and performances outside of school to find inspiration for your own performances
- Look into GCSE drama on BBC Bitesize to enhance performance

KS3 Curriculum Check Point
Music

How will I be assessed?			
Assessment	**Format**	**Length**	**Feedback**
Performance and musical elements assessment (Film Music)	Multiple choice and written response to knowledge questions. Keyboard assessment.	20-minute written exam Performance 2 minutes.	Peer assessment pre-performance assessment. Post assessment teacher feedback.

During the Advent Term I will be assessed on the following knowledge and skills…

Knowledge

Identify the three main stages of film music history studied this term
To explain what is the 'Golden Age' with examples of composers
Define 'Leitmotif' with examples from TV and film
To explain 'Bittersweet' movie scoring and how it is used in examples
Ability to discern and explain the difference between major and minor scales
Identify and explain what is meant by 'Mickey-Mousing'

Skills

Performance of a study piece of film music on the keyboard

What should I do to revise and prepare for this Curriculum Check Point?

- Focus on developing areas of 'emerging or developing' on your PLC by revisiting these skills and knowledge
- Knowledge retrieval in subject knowledge space in planner
- Use online resources to revisit key concepts and to practice key terms

St Ralph Sherwin
Catholic Multi Academy Trust

KS3 Curriculum Check Point
PE

Evidence used to determine your Curriculum Check Point will include multiple teacher observations across the term, performance in conditioned and competitive activities, application of feedback, and understanding of rules and tactics. This judgement is based on a range of evidence rather than a single performance.

How will I be assessed?			
Assessment	**Format**	**Length**	**Feedback**
Practical Performance Assessment	Teacher observation of core skills during drills, conditioned practices and competitive situations	Ongoing throughout the term	Strengths and next steps linked to skill criteria
Application of Skills	Use of skills in game situations or performances	Ongoing throughout the term	Verbal feedback and WWW/EBI targets
Knowledge & Understanding	Questioning, peer discussion and demonstration of tactics, rules and techniques	Throughout lessons	Immediate verbal feedback
Attitude to Learning	Participation, effort, leadership, teamwork and resilience	Ongoing throughout the term	Behaviour and effort feedback

During the Advent Term I will be assessed on the following knowledge and skills…

Physical Skills
•Demonstrate the key techniques for the sport/activity being studied.
•Perform skills with control, accuracy and consistency.

Tactical Skills
•Apply appropriate tactics and strategies.
•Make effective decisions during games and performances.
•Adapt performance in response to opponents and changing situations.

Knowledge & Understanding
•Explain the rules and regulations of the activity.
•Identify strengths and areas for development.
•Understand how skills and tactics contribute to success.
•Evaluate performances using correct sporting terminology.

What should I do to revise and prepare for this Curriculum Check Point?

- Attend lessons regularly and participate fully.
- Practise key techniques outside of lesson time where possible.

St Ralph Sherwin
Catholic Multi Academy Trust

Revision Strategies



Ensure you get a <u>BALANCED DIET</u> of Revision.

Choose a mix of High, Moderate and Low revision strategies.

Technique	Effectiveness	What It Involves
Practice Testing	**High**	Test yourself using past exam questions or quizzes while learning.
Distributed Practice	**High**	Spread out your learning over time instead of cramming all at once.
Elaborative Interrogation	**Moderate**	Ask yourself "why" questions about the material to deepen understanding.
Self-Explanation	**Moderate**	Explain your answers or reasoning to yourself as you study.
Interleaved Practice	**Moderate**	Mix different topics or techniques during study sessions instead of focusing on one.
Summarisation	**Low**	Write brief summaries of what you've learned.
Highlighting	**Low**	Use highlighters or underline key points while reading.
Keyword Mnemonic	**Low**	Create key terms, acronyms, or simple images to help remember concepts.
Imagery	**Low**	Make mental pictures of the material you are learning.
Rereading	**Low**	Read the same text or notes again.

St Ralph Sherwin
Catholic Multi Academy Trust