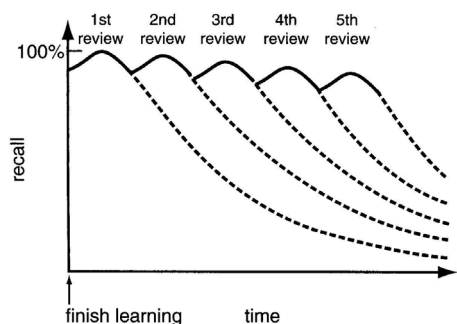


Review curve



Review: Revise, test, re-test

- Are pupils using **criteria sheets/check lists** to focus their revision?
- Are pupils regularly **revisiting** older material and **testing** themselves on it?
- Is **frequent low stakes testing** being used in the classroom?
- Are pupils regularly applying what they know to **exam style questions**?
- Are effective revision strategies **modelled** with pupils? e.g. Mind maps, flashcards
- Are pupils taking **pride in their work** and **checking their work** before they hand it in?

Minimum Expectations

Pride | Presentation | Proof Read

What does your work say about you?

Check your work for:

sp – spelling

p – punctuation

c – capital letters

// – paragraphs

~ – clarity

Don't forget to use subject specific key words

A mistake is only a mistake if you don't learn from it!

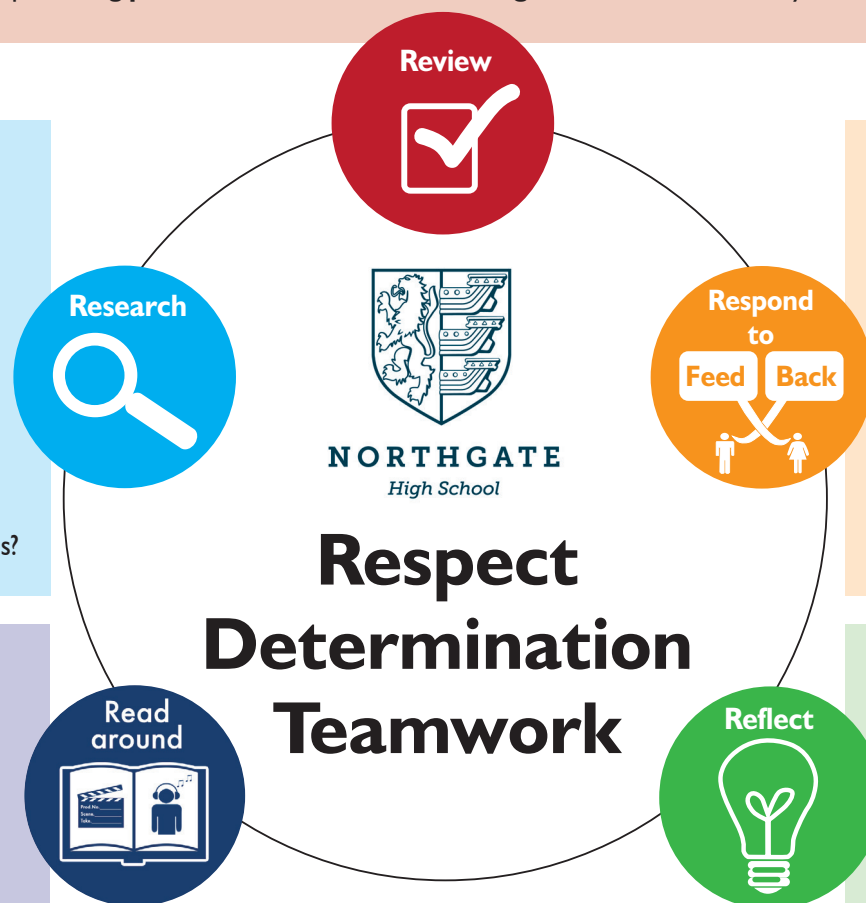


Research: Prepare for the lesson

- Is **clear guidance** given to pupils so that research is focused and relevant resources are used?
- Are **effective note-making and research strategies** modelled with pupils?
- Are pupils able to carry out their own enquiries and **solve problems**?
- Are pupils able to **generate relevant enquiry** questions?

Read Around: Find out more

- Are pupils **reading around key topics** and **making links** to what they are studying?
- Are pupils using resources such as **GCSEPod** and **Bitesize** to help them study?
- Are pupils **reading fiction and non fiction** for pleasure?
- Are pupils **encouraged to share** what they are reading, watching and listening to, **in relation to a particular topic**?



Respect Determination Teamwork

Are pupils taking responsibility for their own learning?

Respond to Feedback: Act on advice

- Is **assessment** being used to **diagnose** the areas that pupils are struggling with?
- Are pupils regularly **using teacher feedback** to improve their work?
- Are pupils **learning from their mistakes**?
- Are pupils **re-attempting questions** they have struggled with?

Reflect: What is working?

- Are pupils able to **identify** their own strengths and weaknesses?
- Do **pupils feed back to the teacher** on areas they find difficult?
- Are pupils **able to identify clear targets** to improve?
- Are pupils able to **transfer what they have learned** in one lesson to future lessons?