



# **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.

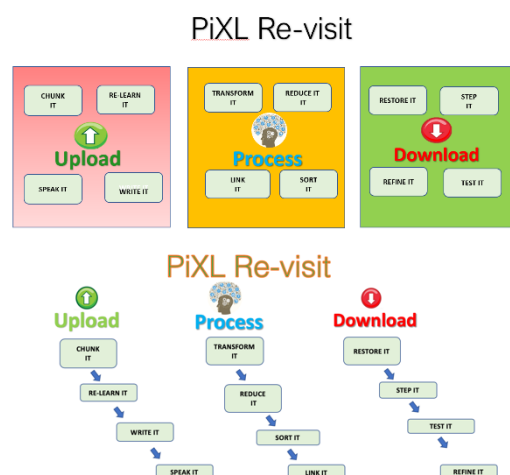
- Stage 1 - **Upload** - Embedding the knowledge.
- Stage 2 - **Process** - Deepening the knowledge.
- Stage 3 - **Download** - Demonstrating the knowledge.

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.

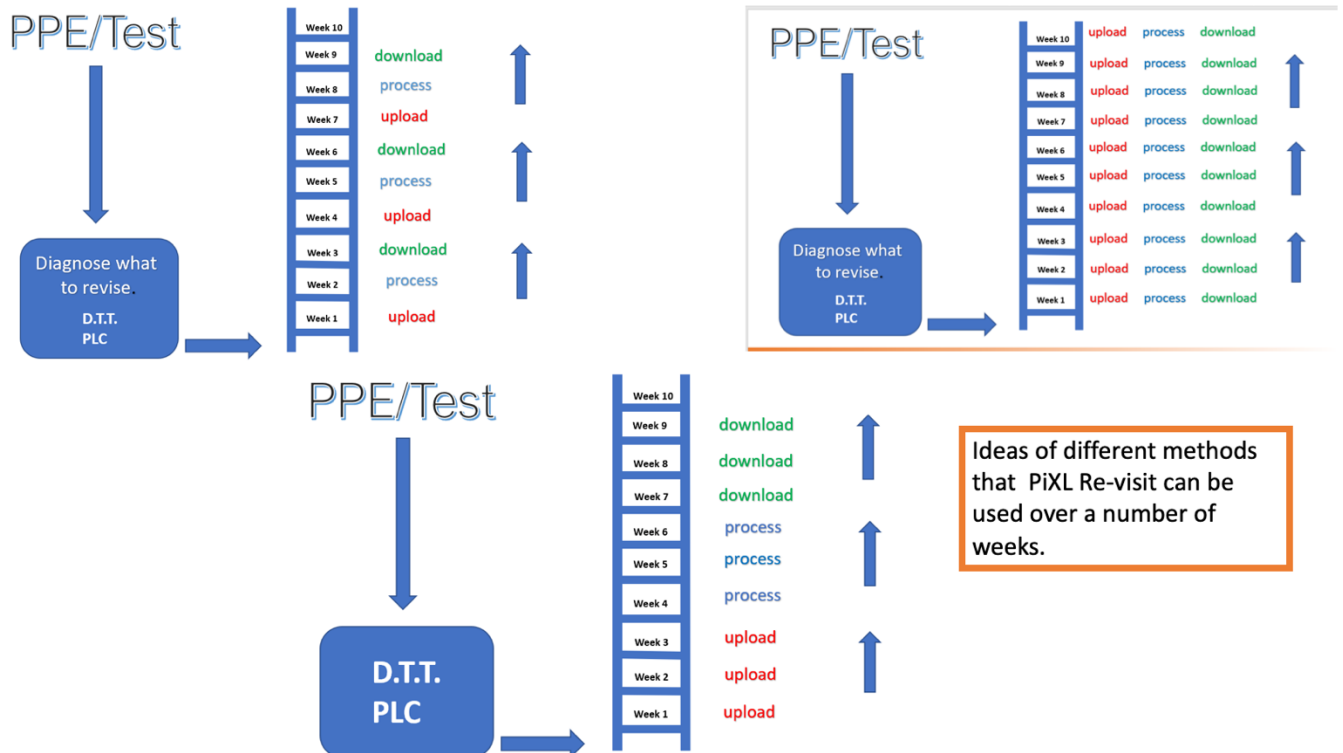
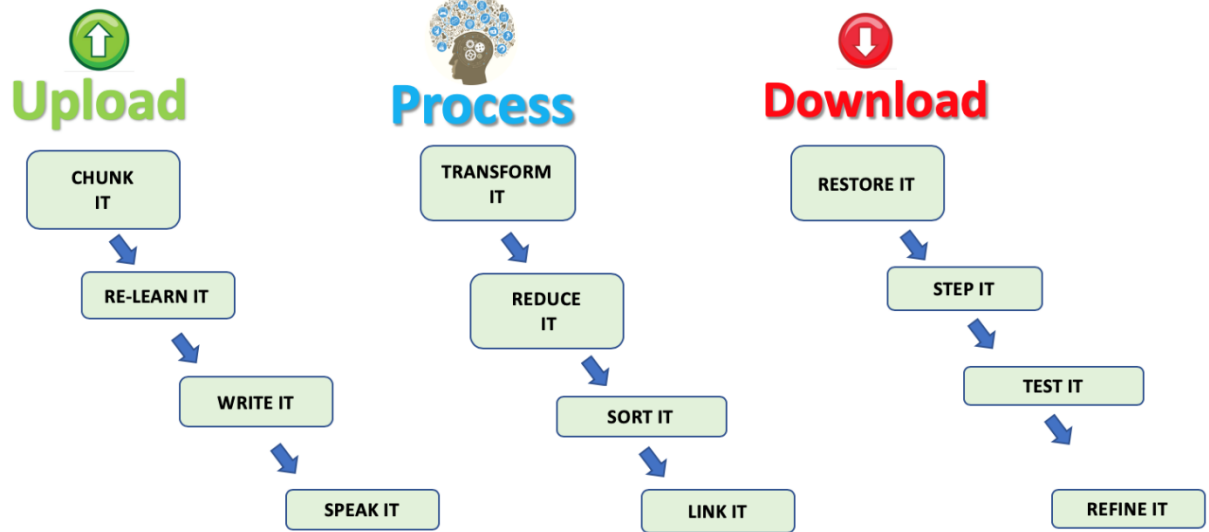
The methodology of PiXL Revisit is described in more detail in the breakout slides. We hope this is useful in enabling students to *engage with* and *think deeply* about the material they are revisiting and, by doing this, embed it into their memory.

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

## PiXL Re-visit



Split the Thinkit 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.

Use:  
Thinkit/Graspit/Knowit  
Independence  
Apps etc.

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.

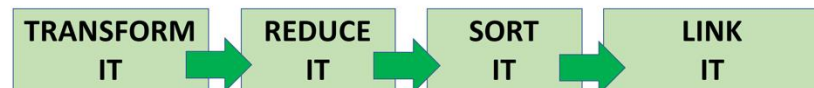
Record key facts about this topic on your phone.

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



Process

## PiXL 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.

Use the ranking template to 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

## PiXL Re-visit



Go back to your Reduce it bullet points. Restore them to their original state.

Go back to your images and restore them back into written form.

Create a 5 step process explaining the most difficult learning points here.

Recall the process or order of events you have studied.

Use the Thinkit images to test your knowledge.

Write yourself 3-5 exam questions on this topic or skill.

Improve it  
Rank it  
Reorder it  
Change it  
Condense it  
Add to it  
What you missed out from your topic on a page?



## PiXL Revisit: Reduce and Transform

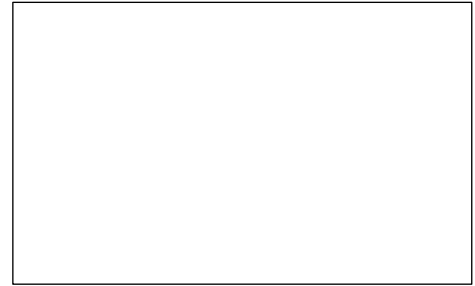
### Unit/Topic:

1. *Reduce* the key ideas about each of the your chosen topic and their function
2. Transform *each of these into a diagram*

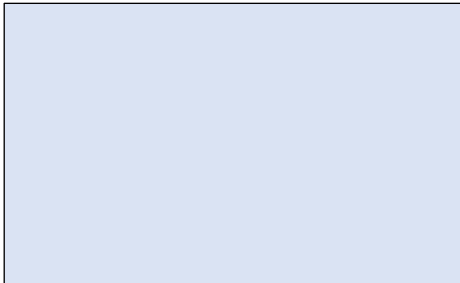
1.



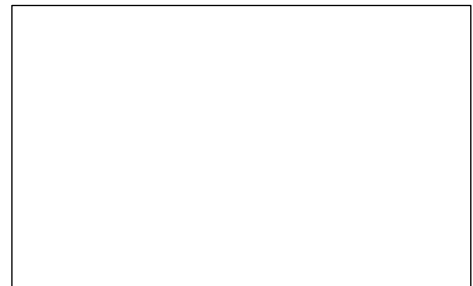
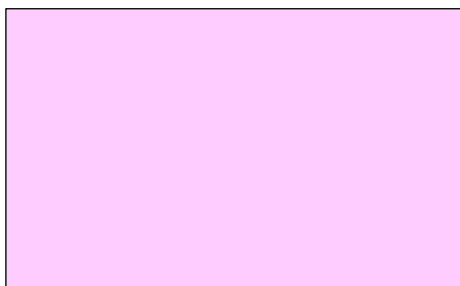
2.



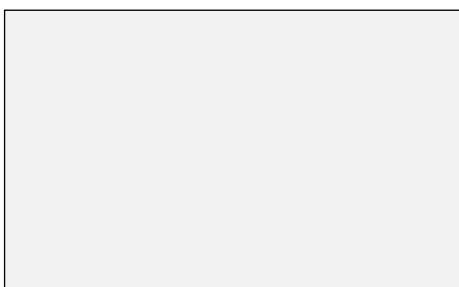
3.



4.



5.





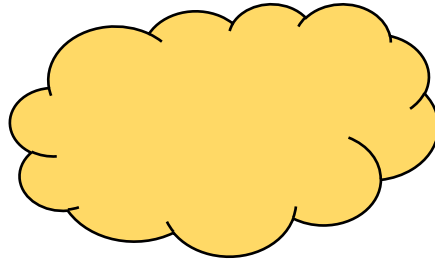
## PiXL Revisit: Prioritise - Significance and Importance

### Unit/Topic:

Choose the 4 most important factors of the unit/topic. In the bubbles, describe why this factor is important and then rank each factor on the right side in order of importance. Justify your reasons for your rankings.

### Notes:

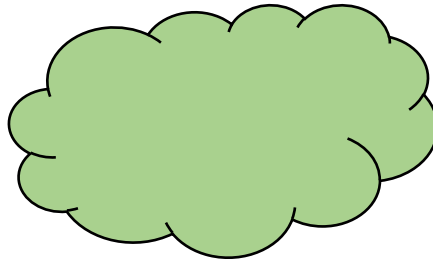
1.



Rank:

WHY?

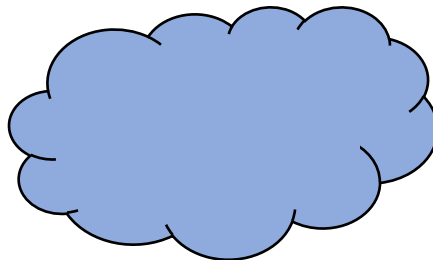
2.



Rank:

WHY?

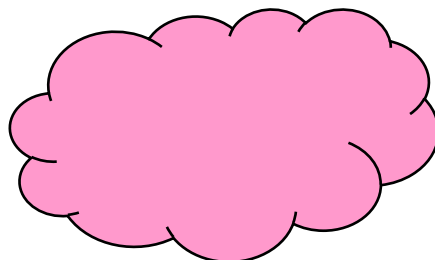
3.



Rank:

WHY?

4.



Rank:

WHY?

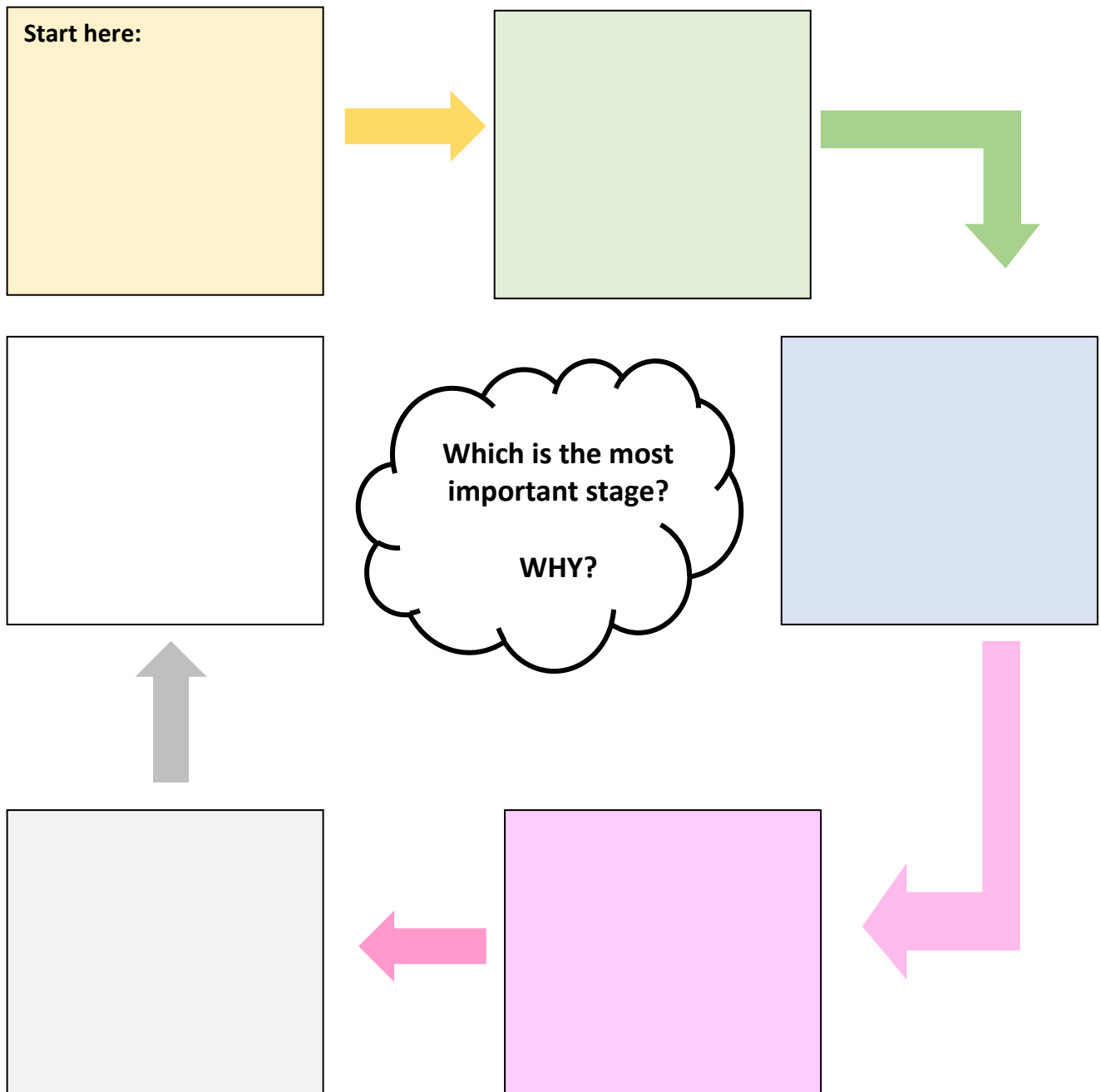


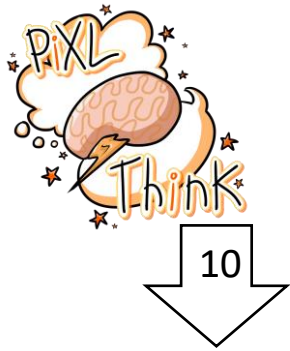
## PiXL Revisit: Process and Categorise

### Steps and stages explained

#### Unit/Topic:

For a topic which includes distinct stages, list those stages in order and provide a condensed description of that stage. In your opinion, identify the most important stage in the centre and justify your reasons why.





## PiXL Revisit: Chunk It

Unit/Topic:

Identify 10 “chunks” of learning in your chosen unit/topic. Provide a condensed description of each chunk.

\* You could start with the most important or the most difficult to learn.

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.





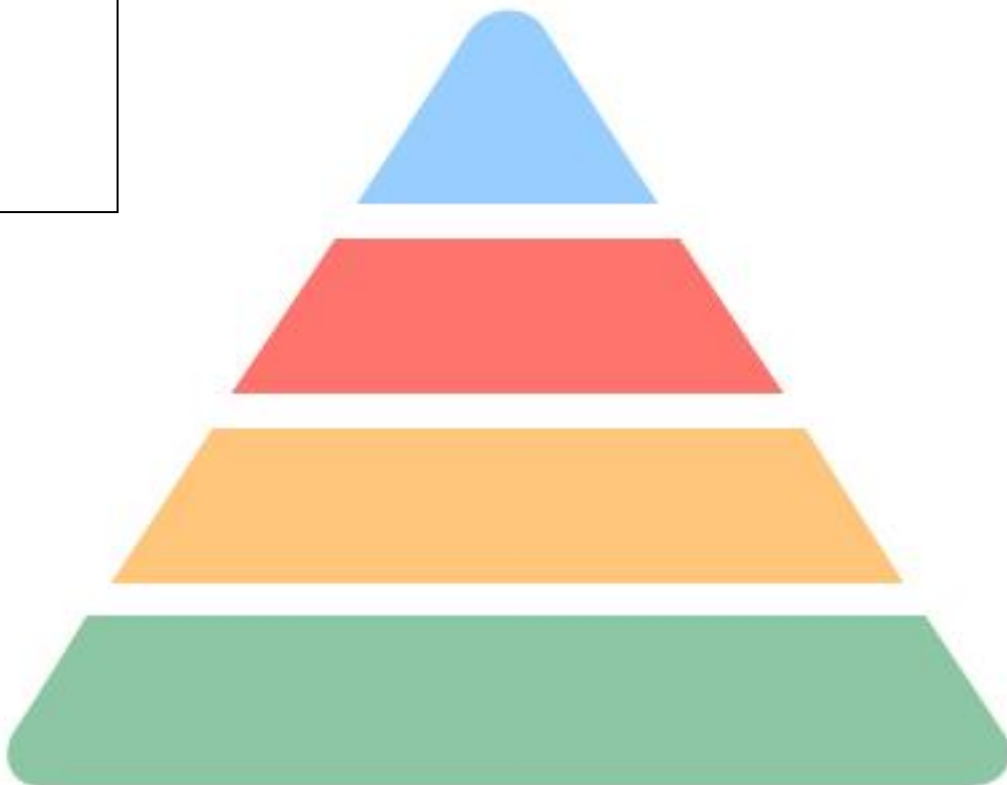
## PiXL Revisit: Ranking Triangle

**Name of Unit/Topic:**

Identify four key factors of your chosen topic. 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.

4 Factors:

- 
- 
- 
- 



**Justification for ranking:**

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## PiXL Revisit: Thinking Hard Model

**Name of Topic:**

Find a section of text online which is specifically designed for your program of study (for example, the GCSE BBC Bitesize page for a unit. 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.



## PiXL Revisit: 'Boxing Up' Activity

**Name of Topic: Identifying and preventing vulnerabilities**

Find a section of text online (or a video) which is specifically designed for your program of study (for example, the GCSE BBC Bitesize page for a unit). Use the instructions in the boxes below to “box up” the topic.

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: Question Time

**Name of Topic:**

When you read any text, you should be asking it questions, NOT just letting it wash over you. Find a section of text online (or a video) which is specifically designed for your program of study (for example, the GCSE BBC Bitesize page for a unit). Pause and ask it questions - e.g. 'what do you mean when you say '....''?

Questions I'm asking the text	Answers to those questions	Things I need to ask my teacher



## PiXL Revisit: Quizzing

### Name of Topic:

Find a section of text online (or a video) which is specifically designed for your program of study (for example, the GCSE BBC Bitesize page for a unit). 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:

Find a section of text online (or a video) which is specifically designed for your program of study (for example, the GCSE BBC Bitesize page for a unit). Turn the material 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.
Description:	Description:	Description:

4.	5.	6.
Description:	Description:	Description:

Now restore your pictures back into its original form into the “Description” box.



## PiXL Revisit: Transforming

Name of Topic:      Domain Name Service (DNS)

Turn the material on the next page 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.
Description:	Description:	Description:

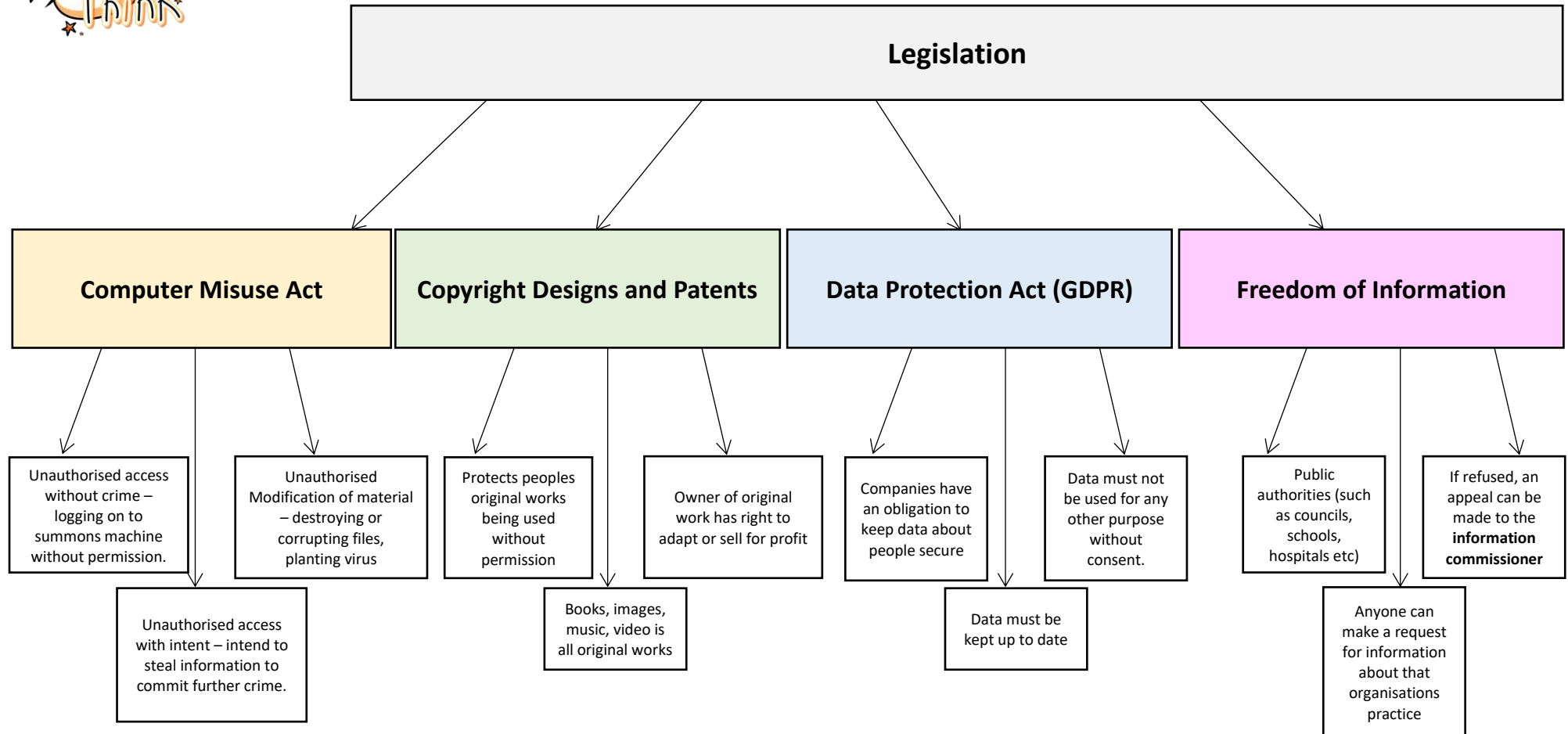
4.	5.	6.
Description:	Description:	Description:

Now, without reading the original text restore your pictures back into its original form in the “Description” box.



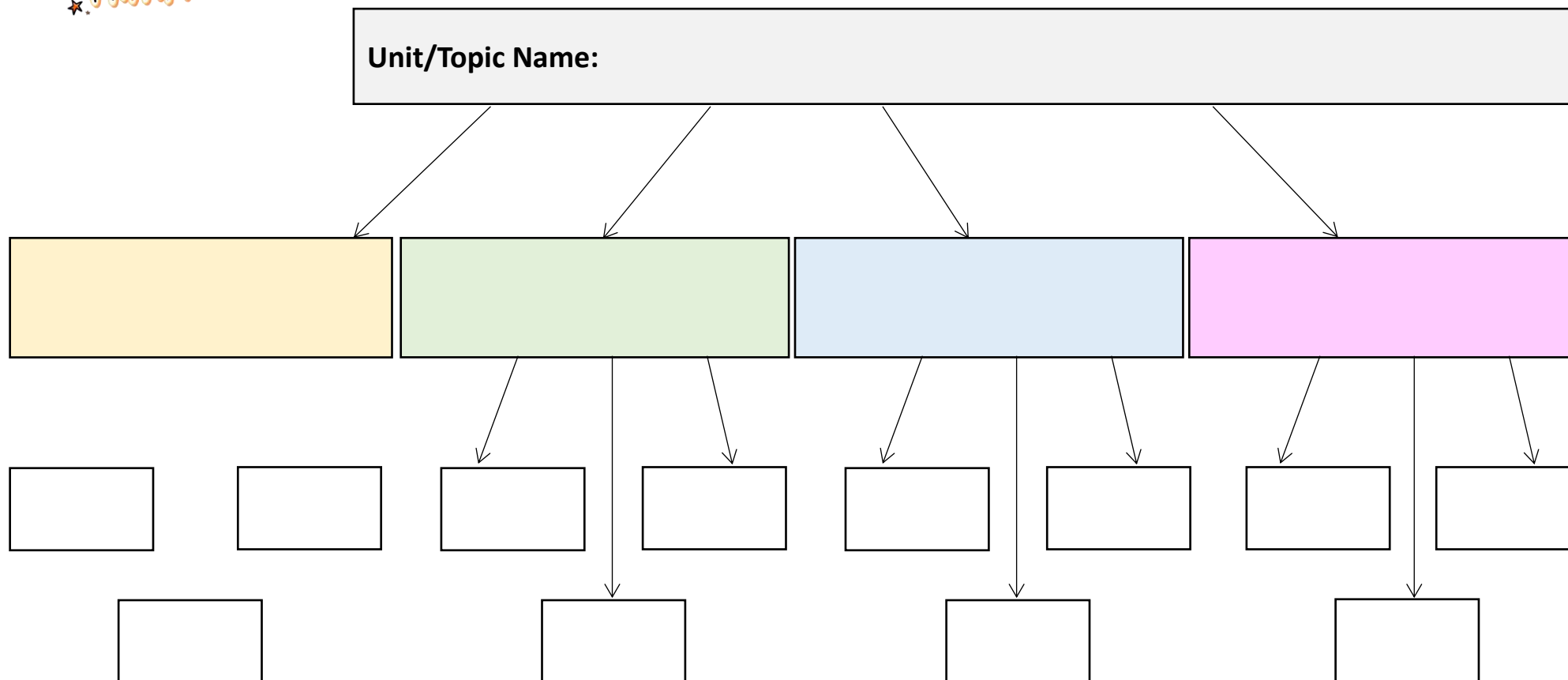


Below is an example of a subject topic “top down” diagram. Use these to break down a topic into its component parts to aid in your learning of that topic





Taken from the article: 'What Will Improve a Student's Memory?' By Daniel T Willingham ([http://www.aft.org/sites/default/files/periodicals/willingham\\_0.pdf](http://www.aft.org/sites/default/files/periodicals/willingham_0.pdf))



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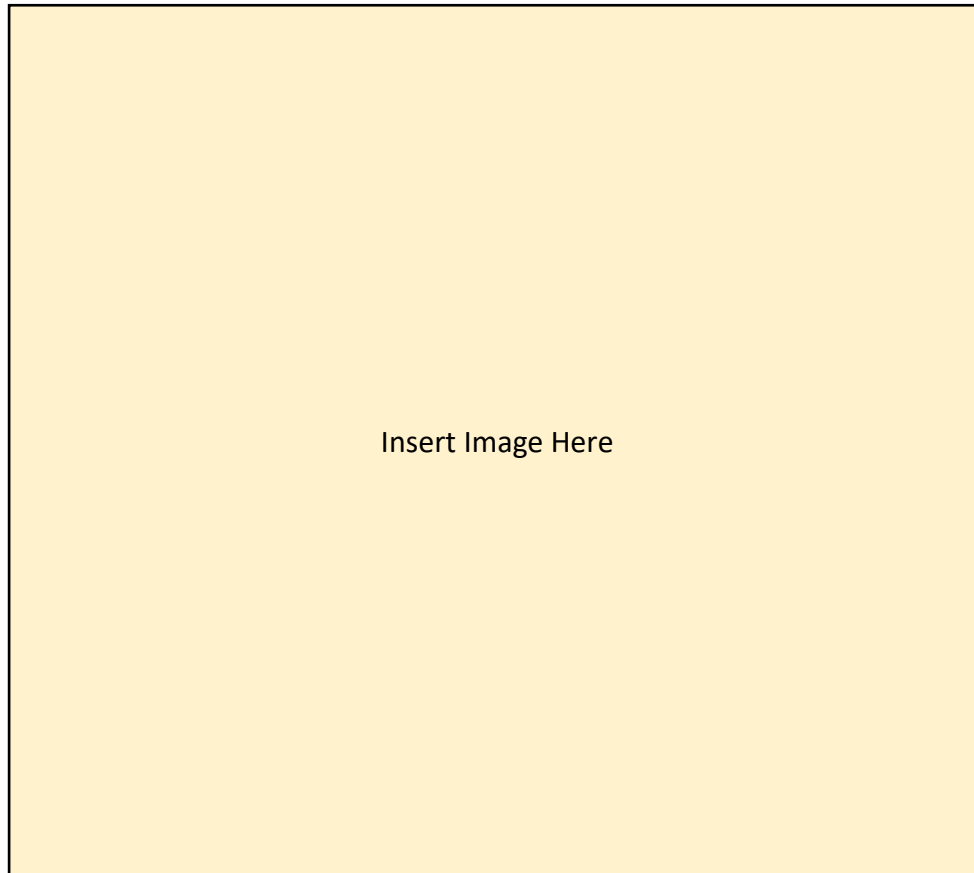


## PiXL Revisit: Transform

### Unit/Topic:

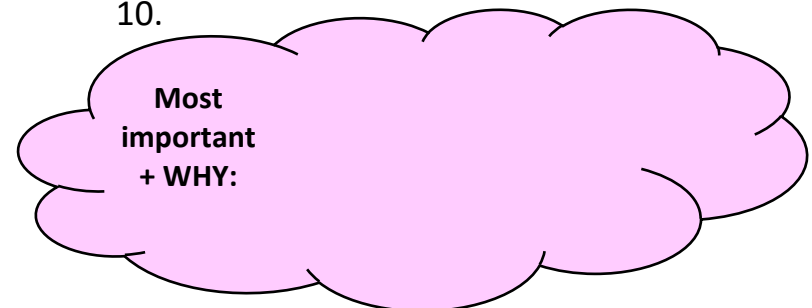
Add an image from a web which describes your chosen unit/topic. *Transform* what you can see in the image below into the key textual breakdown of this algorithm. Your text instructions should be something a novice can follow and understand. Identify the most important element in the bubble at the bottom and justify your reasons for this.

### PICTURE/SOURCE/INFO/RESOURCE



### Key Points

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





## PiXL Revisit: Examine It

### Unit/Topic:

Add an exam question in the space below. Use the left boxes to plan your answer (write necessary notes on the content of your response and identify key content in the box below. Key content could be keywords, facts, dates etc. It depends on the content of the question!

### NOTES

Topic:

### Exam Question:

Write/paste an exam question here:

Key Words

Key Dates

Key Facts

Key Quotes

Key Formulae



## PiXL Revisit: Flexibility of Thinking Connection Map

Unit/Topic:

Place the information/  
factors/knowledge in the  
boxes. Add as many  
boxes as you want to.

Draw lines linking the  
boxes. The darker  
/stronger the line, the  
stronger the link.

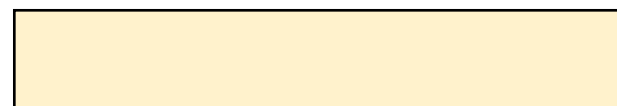
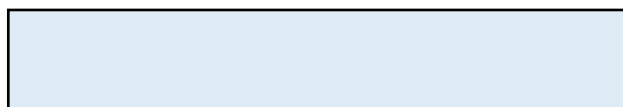
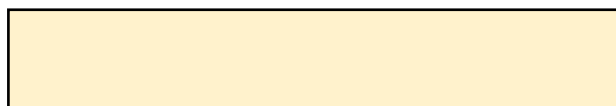
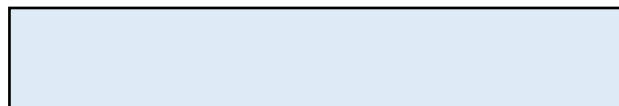
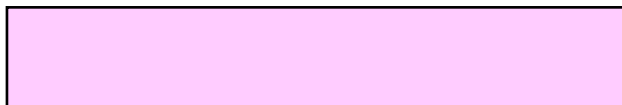
On the line, give reasons  
for the links - explain the  
importance or  
significance of the link.

You could also add  
formula/dates/facts/quotes  
near, or on, the line to  
exemplify knowledge.



## PiXL Revisit: Flexibility of Thinking Connection Map

Unit/Topic:

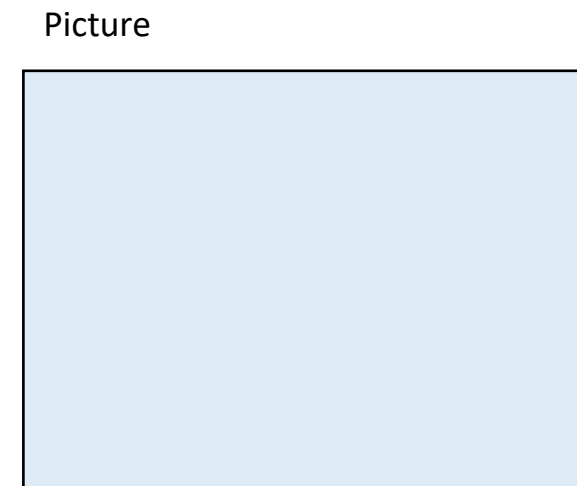
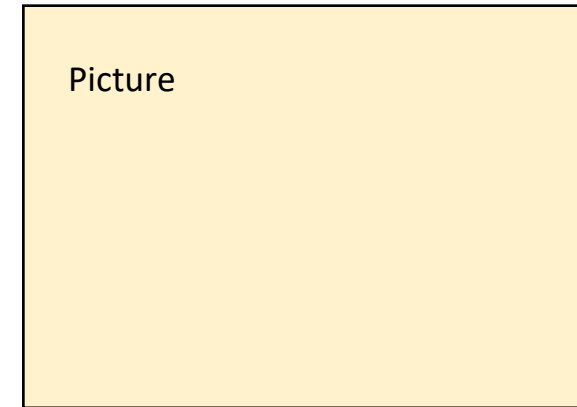
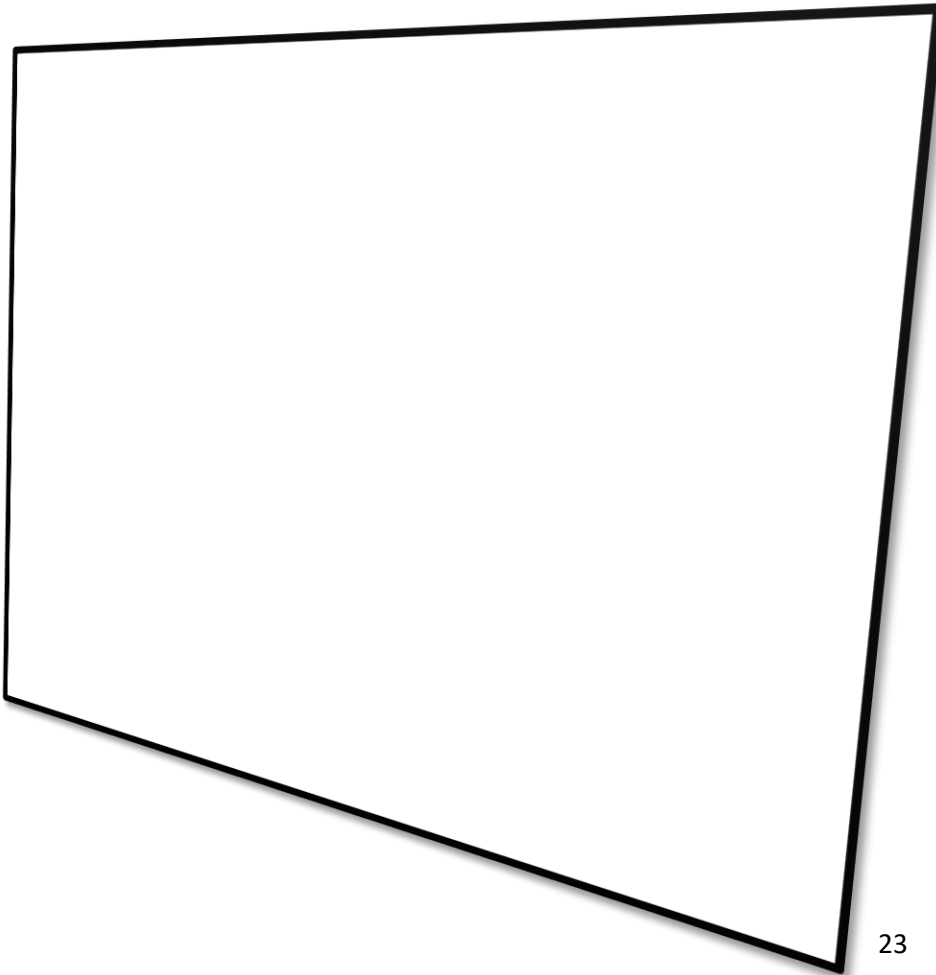




## PiXL Revisit: Transform

Unit/Topic:

NOTES:





## PiXL Revisit: Reduce to 6 points

Unit/Topic:

### Information

R  
E  
D  
U  
C  
E



#### Reduce to 6 points

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



#### Reduce to 3 key points

- A.
- B.
- C.

### Information

P  
R  
I  
O  
R  
I  
T  
I  
S  
E



#### Prioritise (most important)

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



**WHY?**





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