Memory and Recall and Exam Wellbeing Workshop

Examination Preparation
13 October 2026

Shaping Tomorrow, Today

Key Dates

Sixth Form Open Evening	12 November 2026
Year 11 Mock Examinations	16 - 26 November 2026
Year 11 Futures Day ***(including mock interviews with employers)***	8 January 2027
Year 11 Progression Meetings	11 - 22 January 2027
Year 11 Mock Exam Results	22 January 2027
Year 11 Visit to Oaklands College ***(selected students)***	27 January 2027
Year 11 Parents and Carers Consultation evening	28 January 2027
Deadline for Application to STAGS Sixth Form	1 February 2027
Summer GCSE Dates	May - June 2027
All Year 11 students will have a personal guidance interview before Easter	

Workshop objectives

- To give parents **practical recall ideas** which can be used immediately to support their child
- To introduce a **variety** of ways to develop memory & recall
- To give an opportunity to **try out** some of these ideas

Memory myths overheard at STAGS!

‘I’m no good at exams’

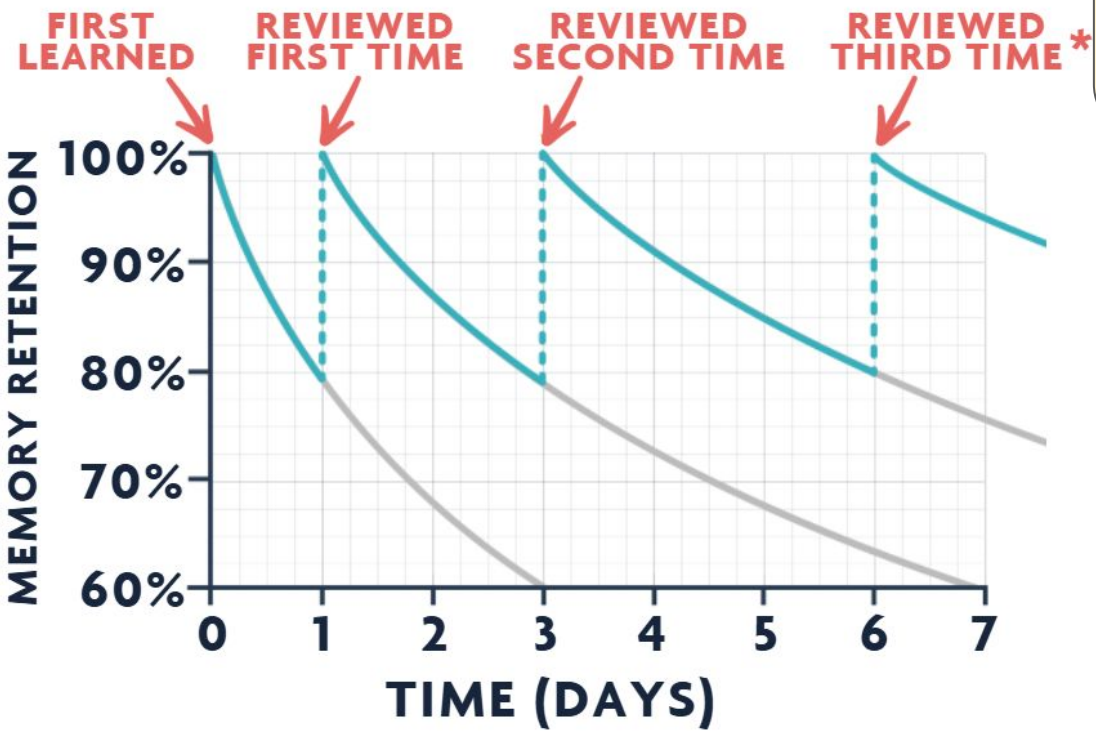
‘I just have a bad memory’

‘Revision doesn’t work for me’

‘I don’t know how to revise’

There is no such thing as a good or a bad memory

The Ebbinghaus ‘forgetting curve’



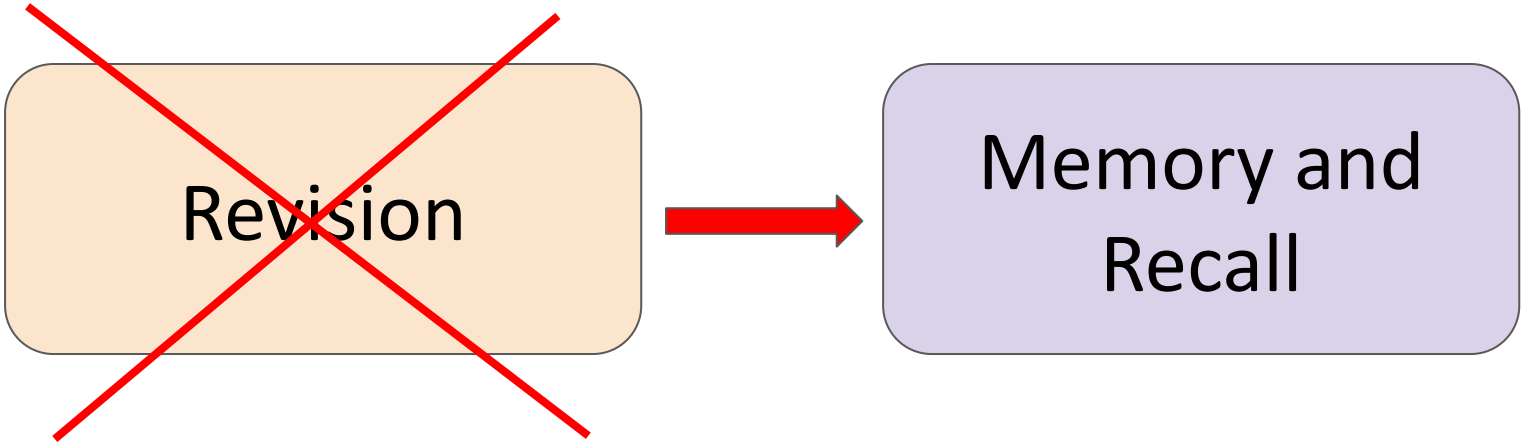
Scientifically Proven:

When knowledge is reviewed and revised more, the more likely it will be remembered

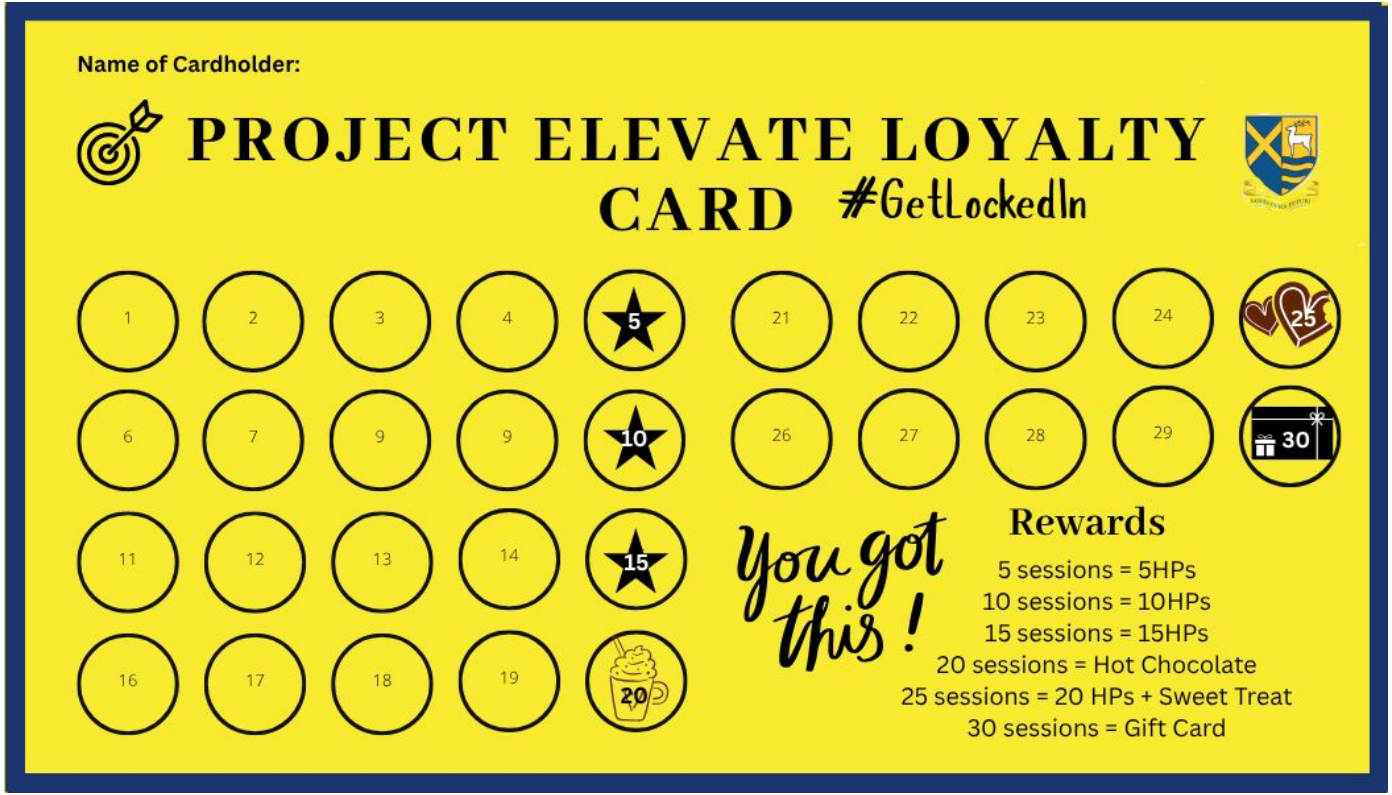
According to the curve, we **ALL** are likely to forget:

- 50% of all new information within a day
- 90% of all new information within a week
- The duration of our short term memory is about 30 seconds without some sort of processing …

What is the difference?



Study Support Sessions



Three proven strategies that support memory and recall:

1. **Spaced practice:** Spacing out your studying over time
2. **Retrieval practice:** Practising bringing information to mind
3. **Dual coding:** Combining words and visuals

THE LEARNING SCIENTISTS

Spaced practice

HOW TO DO IT

Start planning early for exams, and set aside a little bit of time every day. Five hours spread out over two weeks is better than the same five hours all at once.

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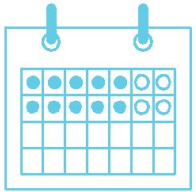
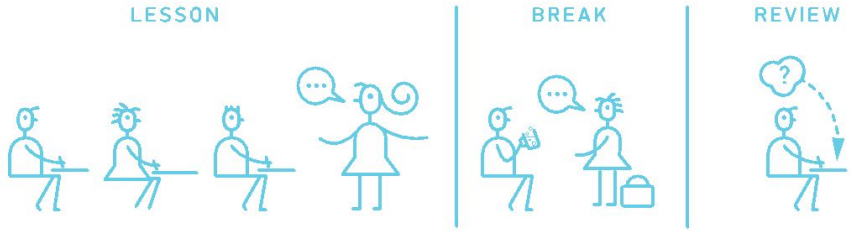


Time	Monday	Tuesday	Wednesday	Thursday	Friday
9:00 - 10:00					
10:05 - 11:05					
11:25 - 12:25					
12:30 - 13:30					
14:10 - 15:10					
16:00 - 16:30	Chill time	Chill time	Bio Revision	English	Chill time
17:00 - 17:30	Maths	Chill time	BREAK	Practice questions	Sociology
18:00 - 18:30		English	Bio - past paper	Homework	
19:00 - 1930	Homework			BREAK	Maths
19:30 - 20:00	French	Homework	Chill time	French	Chill time

Spaced practice

HOW TO DO IT

Review information from each class, but not immediately after class.



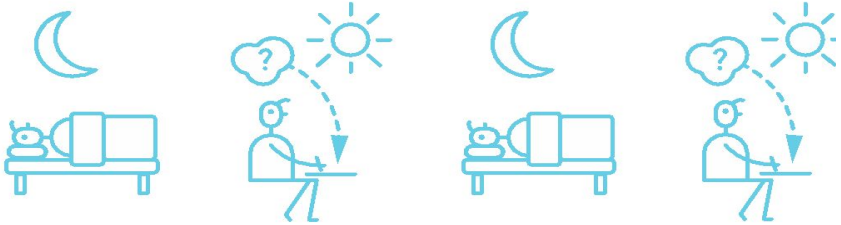
HOW TO DO IT

After you review information from the most recent class, make sure to go back and study important older information to keep it fresh.

Spaced practice

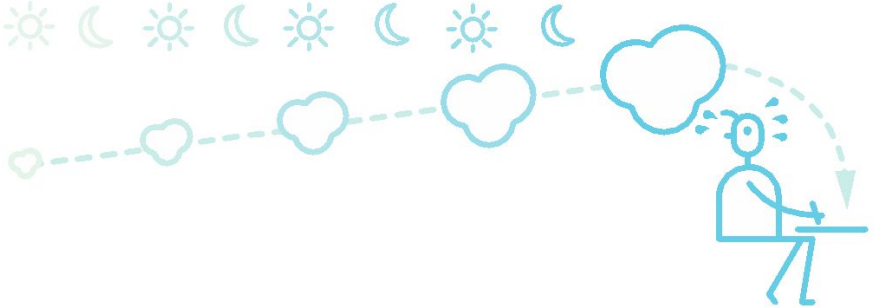
HOLD ON

Create small spaces (a few days) and do a little bit over time, so that it adds up!



HOLD ON

This may seem difficult and you may forget some information from day to day, but this is actually a good thing! This forces you to retrieve information from memory.



Recall spaced practice planner

Time	Monday	Tuesday	Wednesday	Thursday	Friday
9:00 - 10:00					
10:05 - 11:05					
11:25 - 12:25					
12:30 - 13:30					
14:10 - 15:10					
16:00 - 16:30	Chill time	Chill time	Bio Revision	English	Chill time
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18:00 - 18:30		English	Bio - past paper	Homework	
19:00 - 1930	Homework			BREAK	Maths
19:30 - 20:00	French	Homework	Chill time	French	Chill time

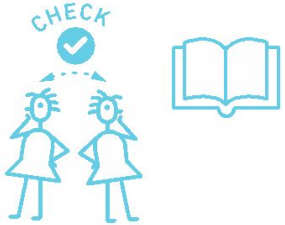
Time	Saturday	Sunday
9:00- 10:00	Chill time	Physics
10:00 - 11:00	Chemistry	English
11:00 - 12:00		Chill
12:00- 13:00	Lunch	Lunch
13:00 - 14:00	Homework	Physics
14:00 - 15:00	Art	Chill time
15:00 - 16:00		Homework

At the end of the week review how much you have achieved and how much time you have GENUINELY spent on ***Recall***

Retrieval practice

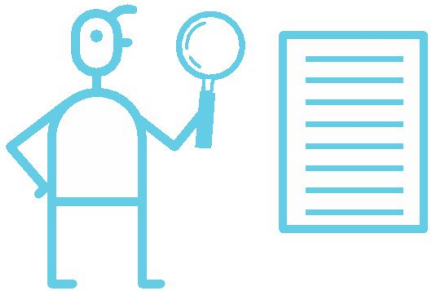
HOW TO DO IT

Put away your class materials, and write or sketch everything you know. Be as thorough as possible. Then, check your class materials for accuracy and important points you missed.



HOLD ON!

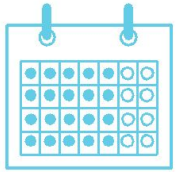
Retrieval practice works best when you go back to check your class materials for accuracy afterward.



Retrieval practice

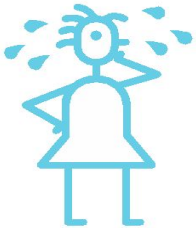
HOW TO DO IT

Take as many practice tests as you can get your hands on. If you don't have ready-made tests, try making your own and trading with a friend who has done the same.



HOLD ON!

Retrieval is hard! If you're struggling, identify the things you've missed from your class materials, and work your way up to recalling it on your own with the class materials closed.



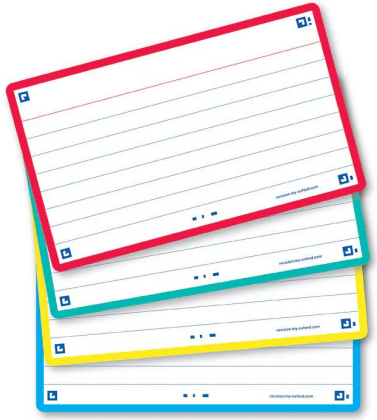
Retrieval practice

Brain dump – Infection and Disease (Chapters B5, 6 & 7)

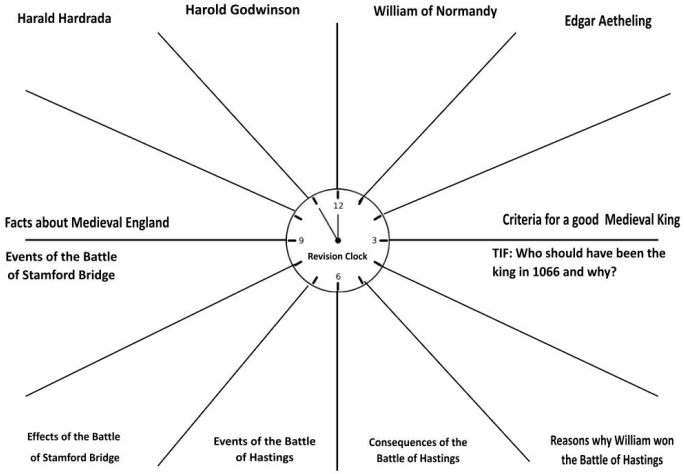
Task – Write as much as you know about each of the following pieces of information. You must spend no more than two minutes on each piece of information.

How do pathogens cause disease?	How can diseases spread?	Bacterial/Viral/Fungal Disease Examples
Vaccination	Preventing and treating diseases	Human Defence against pathogens
Drug design and drug testing	Plant Diseases	Non Communicable Diseases

Brain dumps and **revision clocks** work best when you blurt the information **from memory first**, then try using a different colour pen to add detail with access to information/resources



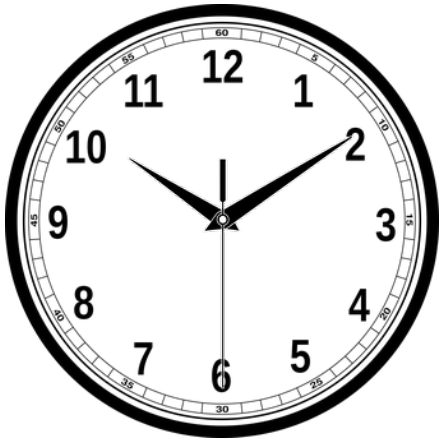
You can also use flashcards to self-test with a question on one side and answers on the other



Idea 1: Revision Clocks

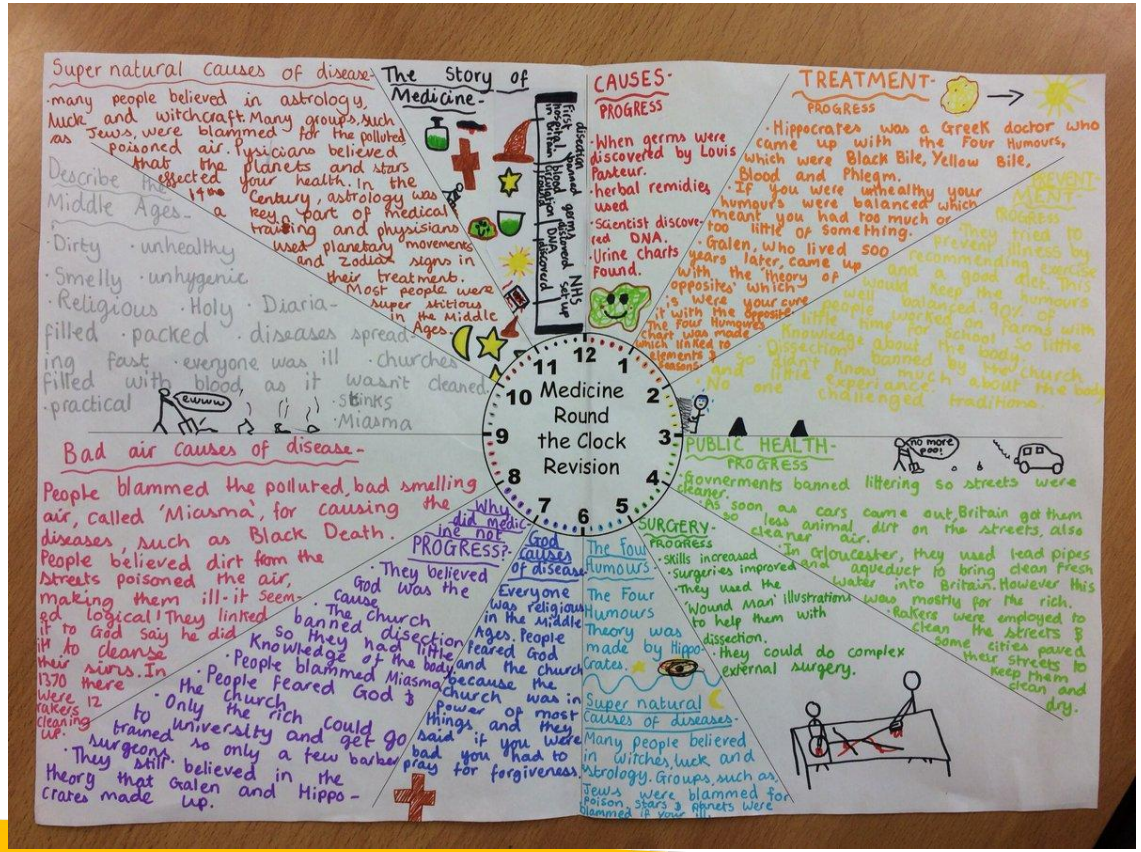
A revision clock is a structured brainstorming activity which aims to structure and condense information. The structure of the activity is built on dividing a topic to be revised into 12 headings [like a clock].

The task is to **write down as much information for each section**. You can do this in prose, key words or bullet points depending on how much you want to record.



Add challenge by adding a time limit for completing each section.

What does it look like?



Why should I use this idea?

Very **quick and easy** recall activity.

By **placing a time limit on each section** helps you improve your **time management skills**.

This revision method taps into both **remembering information** and **applying your knowledge**.

By making your own Revision Clocks, you are **condensing information** – an essential revision skill – on one side of paper.

The end product of a topic summary on one side of paper is an excellent memory aid you can use after you have completed it.

Task

An example of a revision clock is in your pack. The topic you are revising is ‘Fictional Characters’.

Idea 2: Brain Dump

Step 1 - A brain dump is a nine square grid with each square having a heading.

The heading relates to something that links to a chosen topic.

Step 2 - Your task is to **write everything you know** about each heading. You must spend **no longer than two minutes on each heading** and you must **not use any notes**.

Brain dump – Infection and Disease (Chapters B5, 6 & 7)

Task – Write as much as you know about each of the following pieces of information. You must spend no more than two minutes on each piece of information.

How do pathogens cause disease?	**How can diseases spread?**	**Bacterial/Viral/Fungal Disease Examples**
Vaccination	**Preventing and treating diseases**	**Human Defence against pathogens**
Drug design and drug testing	**Plant Diseases**	**Non Communicable Diseases**

Add challenge by aiming to structure what you write by using bullet points and writing different kinds of information, such as facts and inferences, in different colours.

Why should I use this idea?

Very **quick and easy** recall activity.

By **creating your own brain dump activity** rather than relying on a teacher to give it to you, **you are revising in an effective way** even before you use it.

This is structured brainstorming which **helps you process and classify knowledge** in a straightforward way.

Add challenge by **swapping your brain dump revision aids** with other students who follow the same courses.

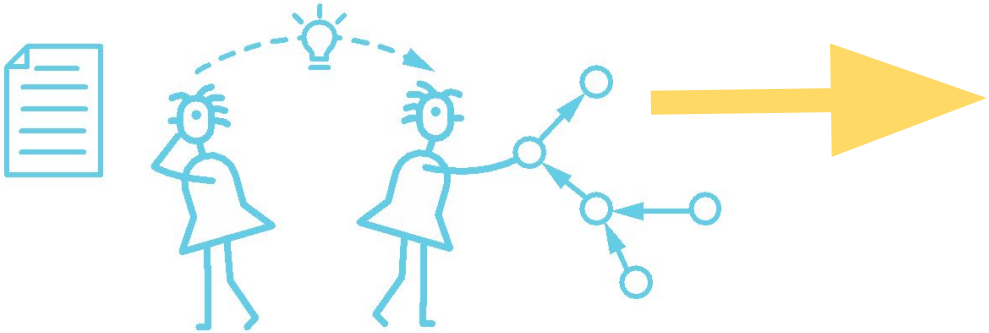
Task

Complete the Brain Dump on Soaps provided in your pack.

Dual coding

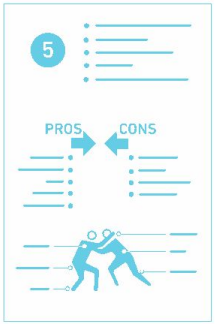
HOW TO DO IT

Take information that you are trying to learn, and draw visuals to go along with it.



HOLD ON!

Try to come up with different ways to represent the information visually, for example...
an **infographic**.



Dual coding

HOLD ON!

Try to come up with different ways to represent the information visually, for example...
a **timeline**.

HOLD ON!

Try to come up with different ways to represent the information visually, for example...
a **cartoon strip**.

Dual coding

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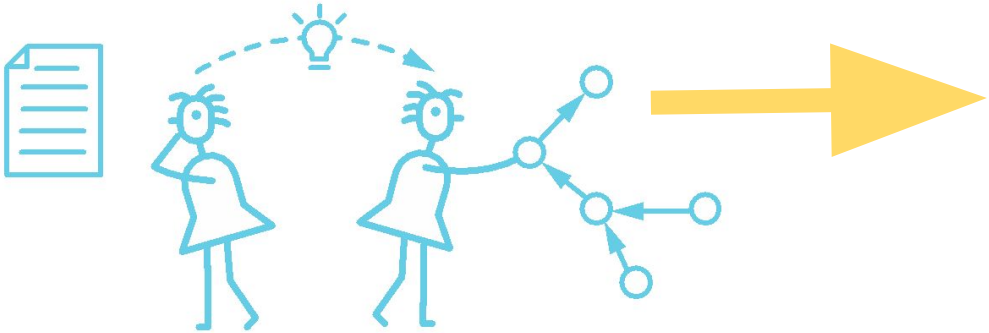

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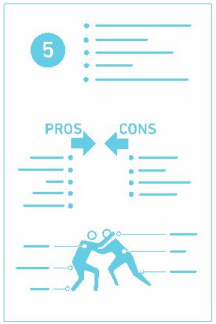

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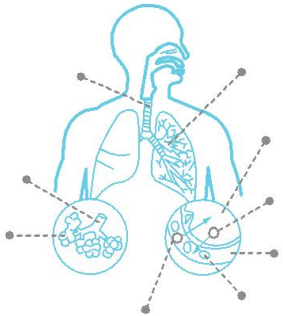
HOLD ON!

Try to come up with different ways to represent the information visually, for example...
a **cartoon strip**.

Dual coding

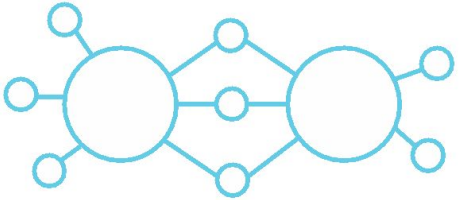
HOLD ON!

Try to come up with different ways to represent the information visually, for example...
a **diagram** of parts that work together.



HOLD ON!

Try to come up with different ways to represent the information visually, for example...
a **graphic organizer**.



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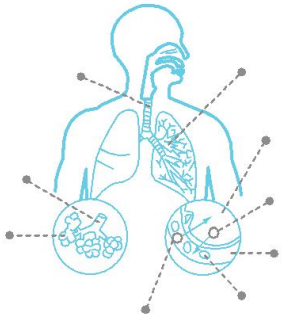

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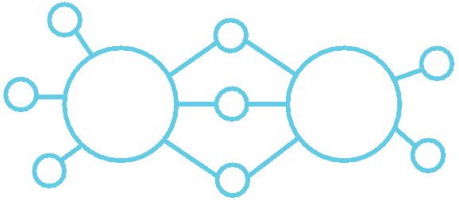
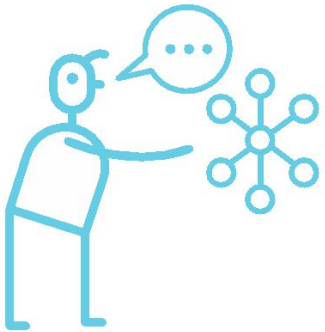


Dual coding

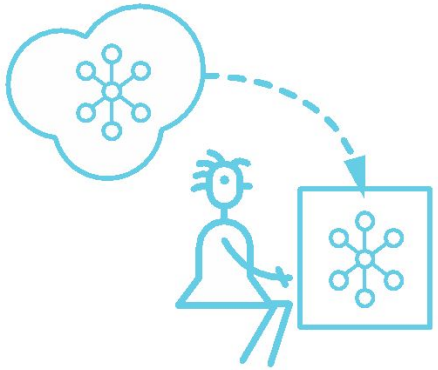
HOW TO DO IT

Look at visuals, and explain in your own words what they mean.



HOLD ON!

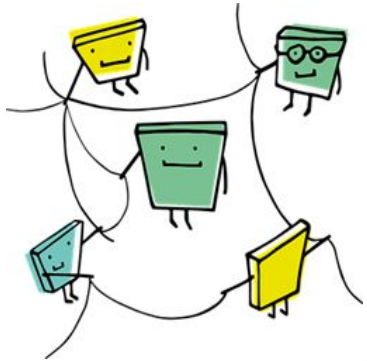
Work your way up to drawing what you know from memory.



Idea 3: Connection Maps

A connection map is **a collection of key words**, features or concepts linked to a specific topic and are written randomly across a sheet of paper.

Your task is to **make as many connections as you can** between the different pieces of knowledge. You should make connections by **drawing a line between [at least] two pieces of knowledge** and then **writing the connection on the line you have drawn**.

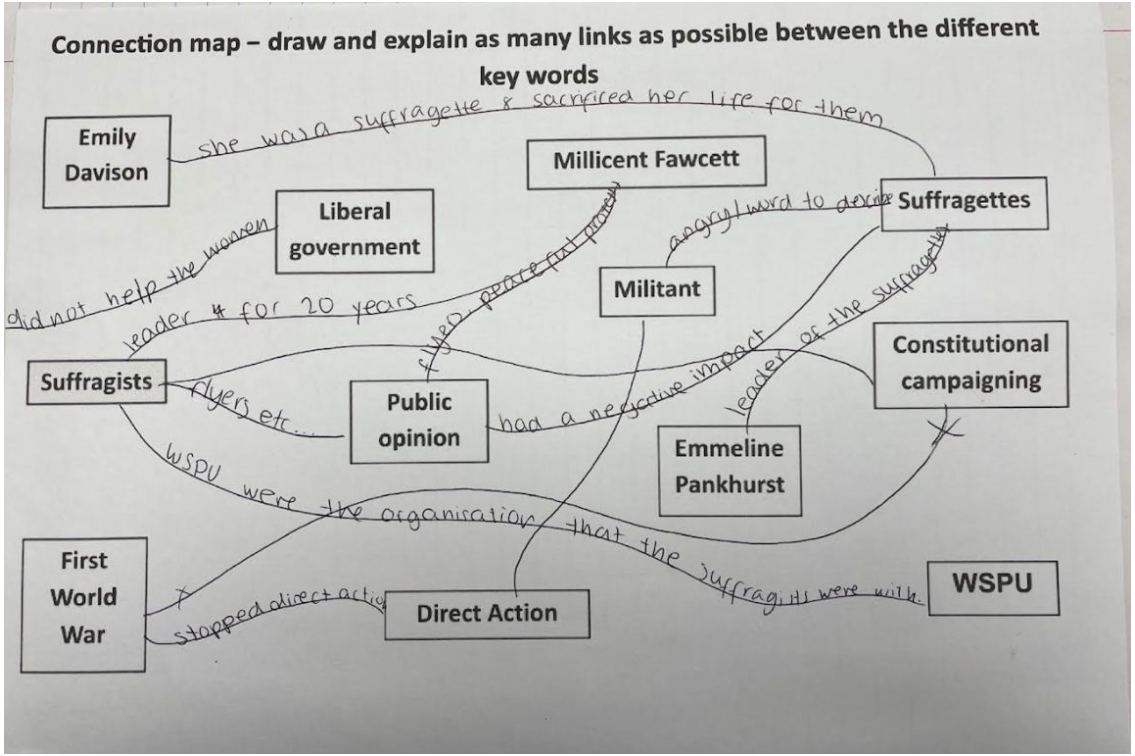


You should aim to connect every piece of knowledge to another.

What does it look like?

Step 1 – Identify your topic and summarise it in 10 to 12 key words, concepts and ideas. Use these to create your Connection Map.

Step 2- Create links between the items of knowledge by drawing lines between them.



Step 3 – Explain the connection between the items of knowledge by writing the explanation on the line drawn.

Why should I use this idea?

Very **quick and easy** recall activity.

By **linking different pieces of knowledge together** this is seen as the most effective way of **remembering information**.

This revision method taps into both **remembering information** and **applying your knowledge**.

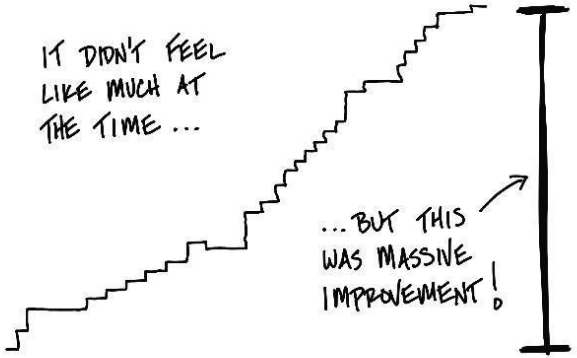
By making your own connection maps, you are **condensing topics into key knowledge triggers** – an essential revision skill – even before you use it.

Task

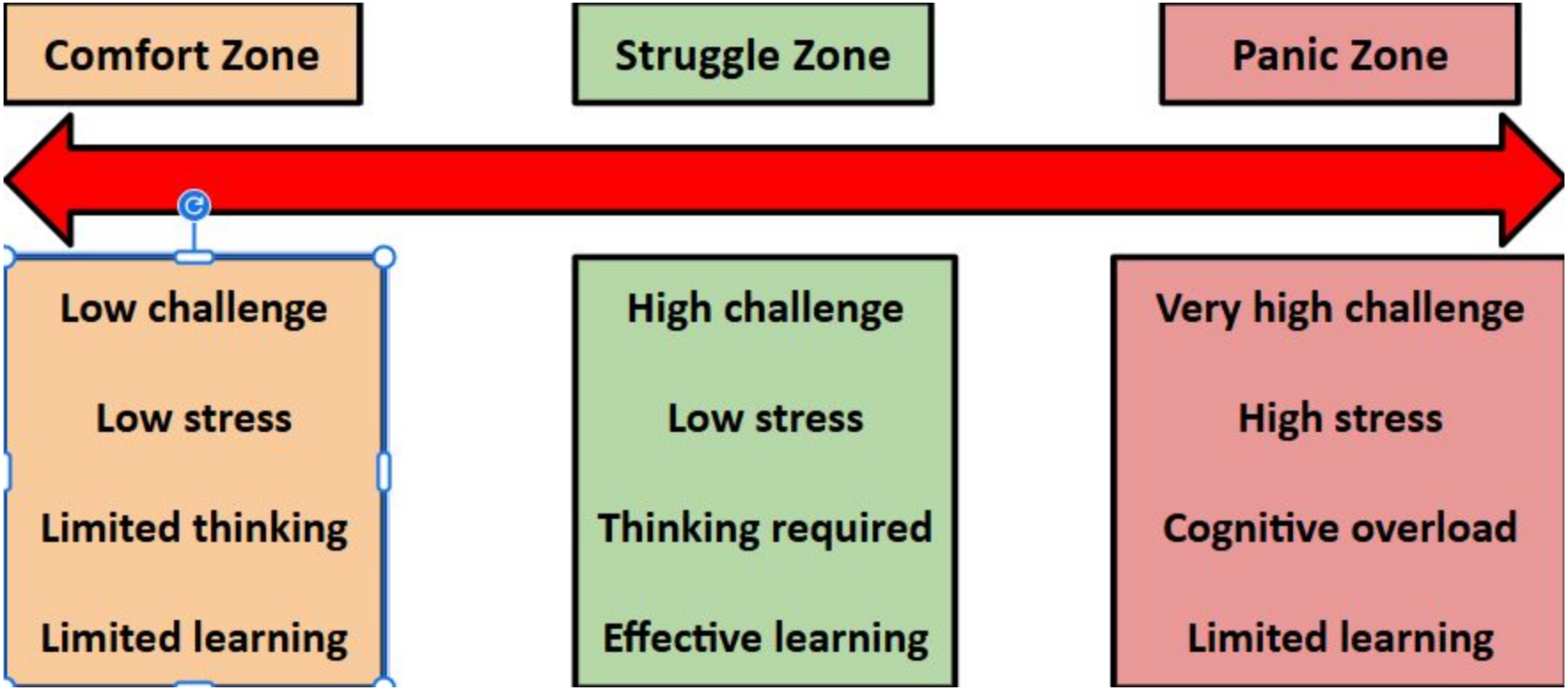
Complete the Connections Map on places in the United Kingdom provided. How many links can you make?

The bottom line: there is no such thing as a good or a bad memory

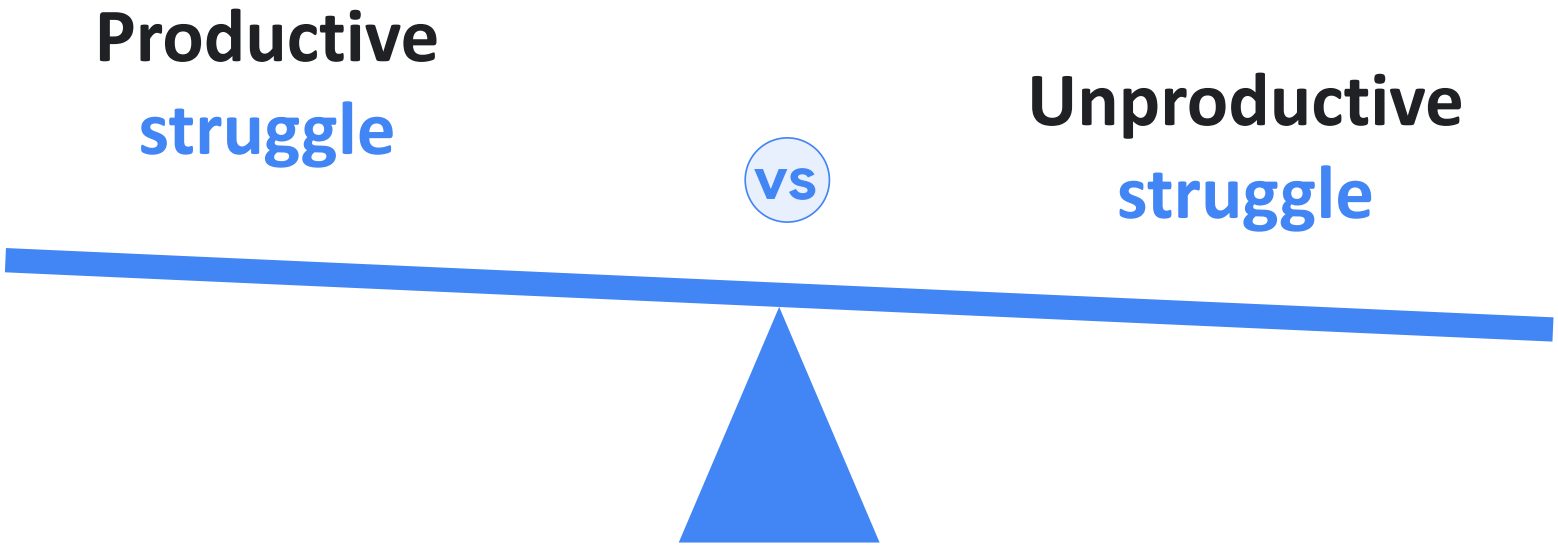
- You must think of ‘memory’ as something you **do** not something you have or don’t have
- Improve by small increments each day
- What starts as a small win accumulates into something much more
- Focus on getting 1% better every day.



The challenge balance

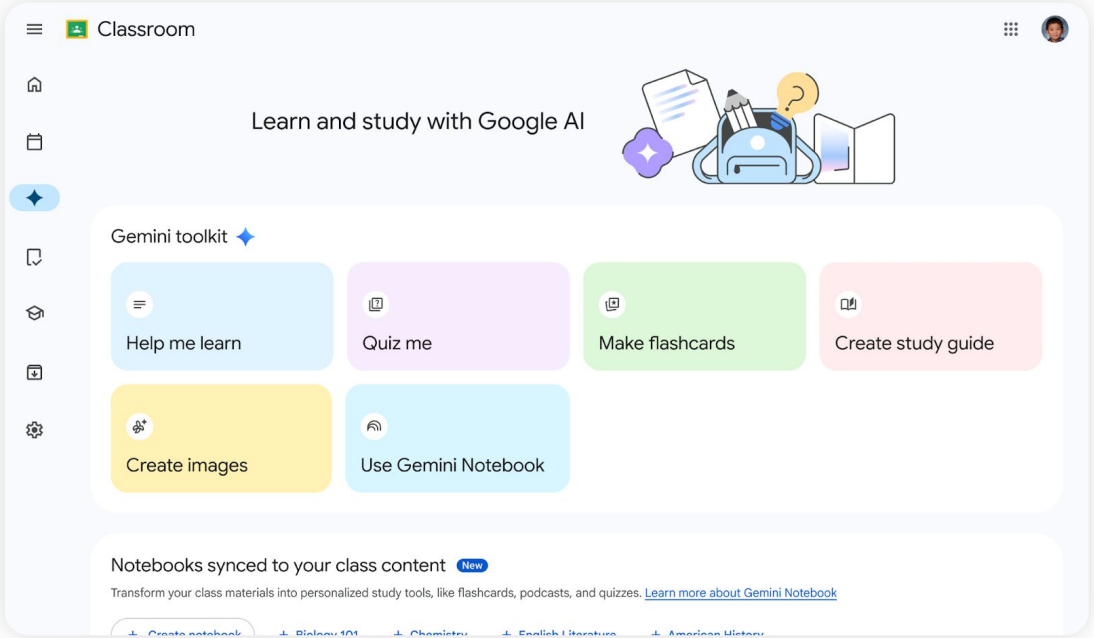


Navigating and embracing AI for Exam Preparation

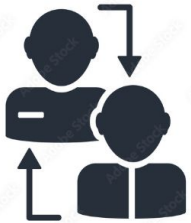


Using Google Gemini via Classroom

Students can turn their class materials into interactive study materials in Google Classroom - but do need to use the right prompting to be successful



Using Google Gemini via Classroom

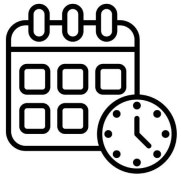


Coaching - if a student is stuck on a concept, use Gemini to help e.g.*"Give me a hint for this problem, but don't tell me the answer. Ask me a question that guides me toward the next step."*
Use it to support with language oral practice, *"Converse with me in GCSE-level French about my weekend plans. Correct my grammar in brackets after every message, but keep the conversation moving naturally."*

Create Quizzes, Self-Tests & Mindmaps - Turn Google Docs & Slides into Interactive Quizzes using prompts such as *"Summarize key definitions and essential case studies from this document into bullet points* **Or** *"Based on the attached Google Doc from my teacher, quiz me on 5 key concepts one by one. Do not reveal the answer until I attempt it."* **Or** *"Create a mind map showing how monetary policy, interest rates, inflation, and consumer spending interconnect"*

Using Google Gemini via Classroom

Draft Practice Essay or Exam Questions - ask Google Gemini to mark answers using a prompt such as *"Review this paragraph against standard exam criteria: Is my argument supported by evidence, and is the structure clear? Tell me how to improve the depth without giving me the rewritten answer."*



Plan mock preparation/NEA work - *"List all upcoming exam revision tasks and due dates across my active Google Classroom courses and put them in a suggested and manageable schedule for completion*

Convert Big Topics into 20-Minute Micro-Tasks - If a topic feels overwhelming, students could ask Google Gemini something like, *"Break down my revision for Cold War into a list of 20-minute micro-tasks I can complete one at a time. Include a specific goal for each 20-minute block."*

Y11 Mocks & Exam Wellbeing

Mocks: w/c 16 November

- Every subject your child studies will have at least 1 mock undertaken in exam conditions
- They will be full papers to give students the best experience
- Students will receive individual exam timetables prior to this period.

Exam Wellbeing

- Assemblies run prior to the mock period
- Exam boards have exam wellbeing information on their website. We recommend Pearson- Exam Wellbeing Portal
- Students will be offered opportunity to attend Exam Wellbeing sessions: 3 sessions lead by Wellbeing advisors at STAGS
- Mind, Childline and Youngminds all have exam anxiety information on their websites too

Y11 Mocks & Exam Wellbeing

Memory and Recall Support

- Students will have a revision workshop in school - **13 & 14 October**
- Students will have support with completing a revision timetable ahead of mock exams
- There will also be revision workshops in the Spring Term

Exam Access Arrangements

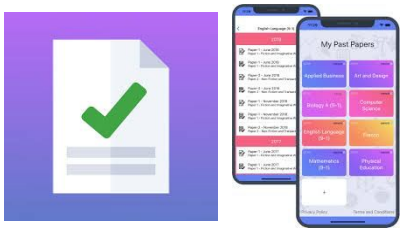
- Please encourage your child to use their specific exam access arrangements in the mocks
- We need to be able to evidence that their access arrangements are their normal way of working

Memory and Recall

- Mock exam weeks: Timetable will go live this week and individual timetables will be sent via edulink by half term
- Subject teachers will share mock exam content and preparation materials in the next week - links will be provided for parents and carers when the first report of the year is shared on the 23 October
- Students should aim to use mocks as an **opportunity** to identity areas to focus on moving forward
- There will be a range of in school opportunities to support with memory and recall - see here for sessions starting now with more being added by teachers in the next few weeks

Some useful apps and websites:

My Past Papers



Cognito

Quizlet

SaveMyExams

Adapt

Save My Exams

Flora or Study Bunnies

1
MAKE A PLAN
Follow a bespoke revision timetable that reflects all of your subjects
2
BE PREPARED
Make sure you have all that you need at home in order to follow your revision timetable
3
WORKING ENVIRONMENT
Create a space that is calm and productive in order to revise
4
TAKE REGULAR BREAKS
Instead of cramming at the end, try doing 30-45 minute bursts of each subject
5
EXERCISE
Keep up with sports or exercise to keep your mind stress-free
6
EAT & DRINK WELL
A healthy body = a healthy mind. Eating nutritious food will help you to concentrate
7
REWARDS
Ensure you have a work/life balance with something to look forward to
8
SLEEP & RELAX
At least 7 hours sleep and no screens 40 minutes before bed will help you switch off
9
TALK ABOUT IT
Talk to friends, family and teachers if you are feeling anxious or stressed
10
PERSPECTIVE
Recognise your efforts, try not to worry about something that is not in your control
NOBIS CURA FUTURI

Final points

- Thank you so much for attending and supporting this workshop.
- This presentation will be sent to all Year 11 Parents and carers over the next few days.
- If you would like any more information with regard to recall then please do not hesitate to contact us via email