

Revision Guides Criteria – Version 2

- As with resources compiled for Autumn Term AW, subject revision materials need to be prefaced with some general information for students about how to use resources. This should also include an explanation of the differences between **substantive (must know) and disciplinary (must do) resources** to ensure students to do not prioritise 'easy' revision.
- Students should still be directed to make use of exercise books/folders and lesson resources alongside revision guides as these are likely to be more tailored to students' ability. Exercise books and folders will evidence all stages of the 'I do', 'We do', 'You do' teaching model and provide students with tailored feedback. The purpose of revision guides is not to replace books but to identify **foundational knowledge** students **must know** and direct them to questions that they **must do** to practice their application of such knowledge. As such, the quantity and type of information shared in these revision guides will need to be precise and limited.
- To ensure revision guides do not become too large and thereby unmanageable for students, they will **include only: foundational substantive knowledge and suggestions for exam practice for commonly incorrectly/poorly answered questions**.
- Revision guides will provide a first step in supporting students, for the following target groups additional resources and adaptations should be considered:
 - HPA students (KS3) and KS4 students for English/Maths/Science** provided with a supplementary 'Additional Home Learning' resource letter (HoFs).
 - EAL students** will use revision guides in break out interventions and for NEAL, TAs will work to condense and adapt revision guides.
 - SEND students** will use revision guides in break out interventions and SEND will look to reformat or reduce information for students starting with students with an EHCP.
 - SA/PA (low attendance pupils)** will be directed to supplementary resources/websites (VLE/Office 360) -> should these be included on: VLE/Office? Overview document? Additional resource page?

Criteria for Revision Guides:

- Maximum **2 pages of substantive knowledge and 2 pages of disciplinary knowledge/ knowledge application** per topic.
- Substantive knowledge **might include**:
 - key vocabulary; terminology
 - facts; dates; quotations; formulae; theories; principles; concepts
 - images; diagrams
- Substantive knowledge **should not include**:
 - model responses
 - sentence starters; writing frames
- Disciplinary knowledge **might include**:
 - example questions students might be asked to answer in their assessment
 - commonly incorrectly or poorly answered questions
- Disciplinary knowledge **should not include**:
 - worked or modelled examples: though this is disciplinary knowledge, students of different abilities might have been shown different methods and models appropriate to their ability in class and should use their exercise book to reference these

- sentence starters and writing frames: this is substantive knowledge that becomes disciplinary in its application, students will be encouraged to internalise these writing frames in lessons and there may be variance depending on student ability; the purpose of the revision guide is to provide all students will a starting point and not everything needed for their revision
- **Comic sans font; no smaller than size 10.** Whilst size 14 is most effective for some SEND students, this may make keeping to page limits difficult. SEND team and EAL team will work to adapt these for students they support (as mentioned previously) which may include reducing information further and/or increasing font size. Using a consistent font should make it easier for both teams to adapt and enlarge font with minimal impact to formatting.