



KING CHARLES I SCHOOL

REVISION AND PRACTICE POLICY

DATE POLICY WAS APPROVED	25.06.2026
DATE POLICY WILL BE REVIEWED	SUMMER 2027
MEMBER OF STAFF WITH RESPONSIBILITY FOR REVIEW	DOCL



Key Definitions

All policies incorporate the following schools or organisations, unless specified otherwise, within Four Stones Gateway Trust ('the Trust'):

- Clee Hill Community Academy
- Cleobury Mortimer Primary School
- Haybridge High School and Sixth Form
- Haybridge Teaching School Hub
- Haybridge SCITT
- **King Charles I School**
- Lacon Childe School
- SHaW (Shropshire, Herefordshire and Wolverhampton) Maths Hub
- Stottesdon CofE Primary School
- TDMS (The De Montfort School)
- Any other schools or organisations that may join the Trust from time to time and not listed above.

The terms Academy, School, Organisation and Trust are considered interchangeable in the context of all Trust policies.

Where appropriate, in this policy the term:

“CEO” includes the Chief Executive Officer

“CFOO” includes the Chief Financial Officer

“Trust Senior Leadership Team” includes Executive Headteachers, Headteachers, strategic operational leads and Teaching School/SCITT Directors.

“Headteacher” includes the appropriate School Headteacher.

“Trustees or Trust Board” are appointed Trustees who oversee the business of Four Stones Gateway Trust, agreeing the overarching strategic direction and ensuring robust governance.

“Local Academy Boards (LAB)” are appointed Governors at a local level. Governors act as advocates for their school's Safeguarding, SEND, Standards and Stakeholder engagement.

“Chair” responsible for leading the board and ensuring its effectiveness

“Stakeholders” are any individuals or companies who are invested in the welfare and success of the Trust and/or School and its students, including staff members, students, parents, community members, LAB or Trust members, trade unions, local business leaders etc.

Revision and Practice within Four Stones Gateway Trust is centred around reading, numeracy and revision of knowledge taught in class to ensure long term retention from the moment that students enter our schools to the time that they leave to pursue their next steps. As such, students within the Trust are set accountable revision tasks and activities in all year groups to develop specific knowledge, skills and understanding beyond the classroom. Year on year, the complexity and length of time to be spent on these revision and practice tasks and activities increase to meet the demands of the key stage and courses studied.

The following policy is designed to provide schools with a clear philosophy and rationale about what we believe revision and practice to be across the Trust, alongside suggested guidance for schools to utilise when creating their own revision procedures.

Learning at home is an essential part of good education. Regular revision and practice are important, since it serves as an intellectual discipline, establishes good study habits, eases time constraints on the amount of curricular material that can be covered in class, and supplements and reinforces work done in school. In addition, it fosters student initiative, independence, and responsibility, and brings home and school closer together. It helps students to become confident and independent in their learning, which will help throughout their time at school, and in adult life.

Why are revision and practice important?

If a student completes an hour of work per school night for five years, it is the equivalent of an extra school year. In addition:

- It can help students to make more rapid progress in learning.
- It can provide students with the opportunity to:
 - practise further what has been learnt in class.
 - apply what they have learnt in new contexts or situations.
 - prepare them for future learning.
 - integrate skills with knowledge and concepts.
- It can allow students to develop the practice of independent learning. This way of working is vital at the later stages of secondary education and after.
- Work at home can provide the quiet and private conditions needed for work of all kinds.
- It gives the most enthusiastic students the opportunity to apply their passion and gain a deeper insight into the subject.
- It can allow students to use materials and other sources of information that are not always available in the classroom.
- It can involve parents/carers and others in students' work for their mutual benefit.
- It can give opportunities for long term research, enquiries, and other work.
- It can form an important part of the student's notes – in preparation for the next lesson.
- It gives students valuable experience of working to deadlines.

Creating sustainable study habits

All of the teaching methods, advice and guidance that we offer to students and parents/ carers is based on research and on strategies that have been proven to work. We believe that there is a positive correlation between hard work, excellent effort and success - good study habits, from how and when to study, are a key aspect of this and can have a significant positive impact on the wellbeing of students, as well as on their academic success.

Clear routines, high expectations and hard work have a positive impact on students. A study conducted by researchers at University College London¹ found that uncertainty is a cause of stress, so this is why we have explicit rules and behaviours that we expect from our students. Stress should not be viewed as a negative emotion and research has shown it can be a good thing. It helps individuals work harder, focus and feel better. We firmly believe that getting into good study habits and building routines is the key to success.

Frequency

As a guiding principle, we believe that students should be given a full week to complete the revision and practice tasks and activities set. This is to ensure that students are able to manage deadlines given around

¹ <https://blog.innerdrive.co.uk/why-uncertainty-breeds-stress>

extra-curricular activities and family commitments and to allow students to prioritise their revision and practice according to deadlines in place. We believe that our approach supports students to master this valuable life skill. In the lower years, students complete revision and practice for fewer subjects to begin with in order to get into good routines. For example, in Year 7 and Year 8, students complete Sparx Maths tasks, reading tasks and subject revision focused on retrieval practice. Building routines early on will ensure that foundations are secure, enabling all students to cope as revision and practice demands increase in later years.

Staggered Start

To support their smooth transition into secondary school, Year 7 students will be given a staggered start to their revision and practice. Across the Trust, we value a gradual increase in length and complexity of revision and practice tasks and advocate a staggered approach to revision and practice which incrementally increases year on year for students.

Supporting organisation

Schools within the Trust support student organisation using a variety of methods. These may include providing revision timetables or schedules, revision clubs or quiet workspaces during break, lunch, and after-school, and communicating revision tasks, deadlines and expectations clearly with both students and their parents/carers.

Revision and practice set during the holidays

- Year 7 students are not set subject revision and practice during the holidays.
- Year 8 and 9 students are not set subject revision and practice during the holidays, but will be expected to complete 20 minutes of reading each day, with 40 minutes of this weekly allocation being completed on Sparx Reader.
- Years 10 students will be set revision and practice activities and will be expected to read their tutor reading book according to the schedule in place during the holidays.
- Year 11 students will be set revision and practice activities during the holidays.
- Years 12 and 13 students will continue to be set revision and practice during the holidays as all A Level courses demand extensive study beyond the classroom.

Revision and practice expectations

- **Quantity:** We expect all students to be spending the appropriate amount of time on their revision and practice tasks. However, we appreciate that some students may struggle to complete the tasks in the allocated time. If a student has spent the allocated time on their revision and practice tasks but has not been able to complete all tasks, parents/carers can give them a signed note to be shown to the class teacher so that no sanction is given.
- **Quality:** We have a sharp focus on effort levels both in school and for revision and practice as there is a strong correlation between the amount of quality work completed and student progress. All work produced must be a true representation of what a student can do when they put in their best effort. When providing feedback, teachers will make a judgement on the quality of work based upon the students' previous work.
- **Support:** When genuine reasons for not completing revision and practice are communicated to us, sanctions will not be given. If a student does not understand the task set, they should speak to their teacher well before the deadline date to clarify what to do or get some extra support.
- **Absence:** If a student is absent when the revision and practice task is set, it is their responsibility to catch up with any work missed in the lesson and find out what was set. However, they will not receive a sanction.

Effective revision and practice tasks

Although not an exhaustive list, the following gives broad guidance on the types of effective revision and practice tasks that students can expect to be set:

1. **Reading:** reading underpins everything that our students do in school. We believe that our students are entitled to become competent, resilient and fluent readers by equipping them with a range of skills and strategies; promoting the reading of challenging texts; and developing an appreciation of a wealth of literature to build upon their cultural capital. According to a study led by the University of Malaga and UCL Institute of Education (IOE), children who read every day perform better in tests than those who

don't. Additionally, reading develops a broader vocabulary, increases general knowledge and gives a better understanding of other cultures.² A Department for Education study showed that there "is a difference in reading performance equivalent to just over a year's schooling between young people who never read for enjoyment and those who read for up to 30 minutes per day".³ At Four Stones Gateway Trust, we recognise the importance of reading and expect that every student should be reading at home every day for a minimum of 20 minutes in addition to their in-school reading. In Years 7-9, 40 minutes of this weekly allocation is to be completed on Sparx Reader, with the remainder of students' time being allocated to independent reading, whether this be their own reading book or further reading on Sparx Reader. Please see appendix 1 for further details and expectations.

2. **Maths:** Sparx Maths is used by students within the Trust. It provides full coverage of the curriculum up to and including GCSE. The tasks are scheduled based on the scheme of learning, so each task will be consolidation of prior learning. All skills are demonstrated through carefully scaffolded examples. Students can revisit any concept to get further practice over time to improve working memory and confidence. The methods used by the site are based on the cognitive science behind successful teaching and learning. When set revision from these programmes, students should watch the videos, make notes and complete the quiz on a particular topic which tests their understanding of the content. Their work is marked after every question and a final mark given at the end. Students are encouraged to aim for 100% - the difficulty of the tasks will be calculated on prior performance on the platform. It is important that students complete these tasks independently in order to be allocated the most appropriate questions.
3. **Retrieval:** retrieval practice, also known as the testing effect or quizzing, is the process of getting students to retrieve the information that they have learnt. Despite being called testing, retrieval practice is not a test and the focus should always be on a student thinking hard and trying to retrieve the information as this is what strengthens the memory. At Four Stones Gateway, we use quizzing, flash cards and Cornell Notes to support students in retrieving key knowledge. Other forms of retrieval that are effective include:
 - Draw a mind map on blank paper without looking at notes and write down everything you can remember. Then use your 100% sheet to review fill in any gaps.
 - Create your own quizzes after reviewing content to be learnt.
- a) **Quizzing:** research shows that quizzing is proven to have a significant impact on long term memory retention. Quizzing practice is designed to enable students to develop the skills needed to be effective learners. It is a simple yet effective memory strategy that instructs students how to chunk, memorise and recall key elements of learning. It is essential that students master this skill as the new GCSE specifications requires an even stronger command of subject knowledge. Quizzing enables students to master information at home by ensuring that it is memorised over a longer period of time. It will hugely reduce the pressure of exams as the learning is spread over a number of years and it is a method commonly used by university students.

Some quizzing may be done on paper where students may use the following approach to revise key content:

- **Chunk it:** look at what they have been asked to learn. Organise the content into smaller sections if possible. Doing this will prevent the amount from becoming overwhelming.
- **Memorise the section:** repeat it aloud or write it out the information (use scrap paper) from memory increasing the amount each time over and over again until they cannot get it wrong. They could also get someone in the family to quiz them.
- **Cover it up:** cover up the section they are learning. This really gets their brain to work hard which makes it more likely to stick in the long term.
- **Write it out:** write out what they can remember. They should not look back at your 100% sheet even if they are struggling, instead they need to engage and challenge their brain!
- **Check it:** once they have written what they can remember, they should refer back to the 100% sheet and check and correct their work in a different colour pen.
- **Repeat:** repeat the steps and this time focus on the words/sections that they got wrong.

² <https://www.ucl.ac.uk/ioe/news/2020/feb/children-who-read-books-daily-score-higher-school-tests-vast-new-study-states> and <https://www.pearson.com/content/dam/one-dot-com/one-dot-com/uk/documents/Learner/Primary/Primary%20parents/Enjoy-Reading-Guide.pdf>

³ https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/284286/reading_for_pleasure.pdf

- Please see appendix 3 for examples.

Other quizzing may require the use of interactive online packages which support students' learning by testing what they have learnt in class and then providing instant feedback. Through the use of self-marking quizzes combined with teacher feedback, online quizzes give students a clear picture of their progress and help them take steps to improve their results. Students can access a wealth of reliable, curriculum-mapped materials to support their learning and help fill the gaps in their knowledge. There are various online packages available, but at Four Stones Gateway Trust we use a limited, well-chosen selection to ensure an effective revision approach is in place to support our students. The benefits of online quizzing packages are as follows:

- Instant feedback to students.
- Easy and effective tracking at student, class, and year group level.
- A time saver in lessons – teachers do not need to spend time checking this revision and practice.
- Question level analysis which provides teachers with students' successes and knowledge gaps.
- Workload reduction – no marking is required.

b) **Flash cards:** students may be asked to create flash cards based on the core knowledge from their 100% sheets. For flash cards to work they need to be simple and straightforward. For example, on one side the English word and the other the German word or on one side, the question 'Who became king after the death of Henry VIII?' and on the other side the answer 'His son King Edward VI'. Students can use the flash cards to help them self-quizz or ask someone else to quizz them. Whilst in use, students should place their flash cards into one of three piles:

- **GREEN:** this pile should be used if students get the answer(s) right.
- **AMBER:** this pile should be used if students get the answers mostly right.
- **RED:** this pile should be used if students get the answer wrong or don't feel confident.

After sorting flash cards into piles, students should then work through the 'getting there' pile and begin to move these cards to the 'sorted' pile as their confidence and retrieval strength builds. The final step is to tackle the cards in the 'needs more work' pile, using the same process. Please see appendix 2 for examples.

c) **Cornell Notes:** these are one-sided A4 notes pages created by the students which can be used for self-testing of key content. To self-test, students complete one side of the paper according to the template, fold back the 'cues' section and test themselves on the other side of the paper. This self-testing can be repeated multiple times from the same sheet by stapling additional blank pieces of paper to the back. Please see appendix 4 for examples.

Cornell Notes follow a particular template including three sections:

- **Main notes:** the right-hand side is the section used to record the main class notes.
- **Cues:** on the left-hand side, a thin column (the width of a margin) is used to record key words and retrieval questions.
- **Summary:** at the end of the document, the final section is for students to summarise the key points of the lesson, in 3 bullet points.

Application tasks

Students will complete a range of application and deliberate practice tasks including exam questions, worksheets, pre-reading with questions and planning for extended writing pieces where appropriate.

Expectations of stakeholders

All students should

- demonstrate a commitment to spending an allocated time doing the tasks set
- complete all work set the best of their ability
- speak to their teacher about any issues with the revision and practice tasks before the deadline
- present revision and practice tasks appropriately
- hand the work in on time
- read for at least 20 minutes every day, as this is a good habit to get into to support the education as a whole and improve students' life chances

All parents/carers should

- aim to provide a reasonably peaceful, suitable place in which students can do their revision and practice or help students attend other places where revision and practice can be done, such as the Library
- make it clear to students that they value revision and practice, and support the school in explaining how it can help them make progress at school
- encourage students and praise them when they have completed revision and practice
- expect deadlines to be met and check that they are
- support their child to read for at least 20 minutes every day
- if concerned, sign the revision and practice task to say that the required amount of time has been spent on the tasks
- inform the school if an issue arises or if revision and practice tasks have not been set

How can I help and support my child at home to develop good work habits?

- Revision and practice should be a key priority and part of the daily routine at home
- Make sure they have a quiet, distraction free place to complete work at home
- Mobile phones are a distraction and are proven to reduce concentration by 20% when completing a task.⁴ Make sure your child puts their mobile in another room when they are working
- Regularly log on to Arbor to access your child's revision and practice to support with organisation and ensure they stay up to date with tasks
- Believe your child can achieve the highest grades
- Listen to your child read for 20 minutes per night. Show an interest in what they are reading and ask them questions about the book
- Ensure they get enough sleep: have a cut off point for electronic devices and encourage them to read when in bed rather than using their phone
- Buy your child an alarm clock so that they do not need a phone in their room
- Make sure they are eating a balanced diet and drinking plenty of water
- Talk to them about the need to be organised and help them to prepare their school bag the night before
- Talk to them about the link between feeling anxious and being disorganised
- Remind them that re-reading notes and highlighting notes are not effective ways to study. This is why we do not set them as revision tasks
- Take an interest in what they are learning. Ask them to show you their exercise books, 100% sheets, booklets and revision guides. Ask them questions using the 100% sheet as a prompt

General Revision and practice information

- Revision and practice for all year groups will be set via Arbor, making it easy for students, parents/carers, and staff to monitor the revision and practice set and due dates.
- Students will also receive a revision and practice timetable which specifies the day that revision and practice is set for each subject.
- Students will be given a week to complete their revision and practice. E.g. tasks set Tuesday-to-Tuesday.
- Students are able to access the school library every day at break time, lunchtime and after school which provides a quiet and access to resources.
- Identified students are invited to a revision and practice club to provide additional support where needed.
- Students will be taught how to revise using the recommended strategies via a number of methods. These include during assemblies; through parent/carer information evenings; through practice and use of these methods during lessons, modelling how to apply them to revision and practice tasks, and through activities in tutor time.
- If a parent/carer has concerns about their child's revision and practice tasks, they should email the relevant Curriculum Leader.

⁴ <https://cep.lse.ac.uk/pubs/download/dp1350.pdf> and <https://blog.innerdrive.co.uk/6-reasons-to-put-your-phone-away>

Revision and practice overview

Term	Year 7	Year 8	Year 9
Autumn	▪ Sparx English – 40 minutes per week. ▪ Sparx Maths – 60-90 minutes per week. ▪ Spellings – 30 minutes per week.	▪ Sparx Reader – 40 minutes per week. ▪ Sparx Maths – 60-90 minutes per week. ▪ Spellings – 30 minutes per week. ▪ Sparx Science – 40 minutes per week	▪ Sparx Reader – 40 minutes per week. ▪ Sparx Maths – 60-90 minutes per week. ▪ Spellings – 30 minutes per week. ▪ Sparx Science – 40 minutes per week ▪ Subject Project: 30 minutes per week
Spring	▪ Sparx Reader – 40 minutes per week. ▪ Sparx Maths – 60-90 minutes per week. ▪ Spellings – 30 minutes per week. ▪ Sparx Science – 40 minutes per week ▪	▪ Sparx Reader – 40 minutes per week. ▪ Sparx Maths – 60-90 minutes per week. ▪ Spellings – 30 minutes per week. ▪ Sparx Science – 40 minutes per week	▪ Sparx Reader – 40 minutes per week. ▪ Sparx Maths – 60-90 minutes per week. ▪ Spellings – 30 minutes per week. ▪ Sparx Science – 40 minutes per week ▪ Subject Project: 30 minutes per week
Summer	▪ Sparx Reader – 40 minutes per week. ▪ Sparx Maths – 60-90 minutes per week. ▪ Spellings – 30 minutes per week. ▪ Sparx Science – 40 minutes per week	▪ Sparx Reader – 40 minutes per week. ▪ Sparx Maths – 60-90 minutes per week. ▪ Spellings – 30 minutes per week. ▪ Sparx Science – 40 minutes per week ▪ Subject Project: 30 minutes per week	▪ Sparx Reader – 40 minutes per week. ▪ Sparx Maths – 60-90 minutes per week. ▪ Spellings – 30 minutes per week. ▪ Sparx Science – 40 minutes per week ▪ Subject Project: 30 minutes per week

Year 10

- Students will be set all revision and practice tasks from Week 1 (W/C 1st September).
- Year 10 students will be set 9 hours 30 minutes of revision and practice each week.
- Year 10 students will receive daily Sparx Maths and reading tasks to complete at home, alongside 30 minutes of revision and practice per subject per week (45 minutes for MFL and English) in all subjects except ethics and core PE. For science, 30 minutes of revision and practice will be set for each individual science subject (biology, chemistry and physics).
- Year 10 students are expected to complete 20 minutes of reading daily, five times per week. Reading logs will be used to monitor this and checked by tutors weekly.
- Year 10 students are set 60/90 minutes of compulsory maths revision and practice on Sparx maths. This is complemented by additional tasks which students can complete on Sparx. We recommend students complete 30 minutes of maths daily, five times per week. This will be set by the Mathematics Department and checked weekly.
- Revision tasks set are likely to include a blend of retrieval practice (quizzing, flashcards, and Cornell Notes) and deliberate practice application tasks (a written response, exam-style questions, or reading task).
- If revision and practice is incomplete or not completed by the given deadline, this should be logged as a behaviour point using Arbor.

Year 11

- Students will be set all revision and practice tasks from Week 1 (W/C 1st September).
- Year 11 students will be set 9 hours 45 minutes of revision and practice each week.
- Year 11 students will receive daily maths and reading tasks to complete at home, alongside 45-90 minutes of revision and practice per subject per week in all subjects except ethics and core PE.

- English, mathematics and MFL will set 90 minutes of revision and practice per week.
- Science will set 45 minutes of revision and practice per week for each individual science (biology, chemistry and physics).
- Option subjects will set 60 minutes of revision and practice per week.
- Revision tasks set are likely to include a blend of retrieval practice (quizzing, flashcards, and Cornell Notes) and deliberate practice application tasks (a written response, exam-style questions, or reading task).
- If revision and practice is incomplete or not completed by the given deadline, this should be logged as a behaviour point using Arbor.

Sixth Form (Years 12 and 13)

- Sixth Form students will be set 6 hours of revision and practice each week, per subject.
- From the start of the autumn term, Year 12 and 13 students will be set revision and practice tasks in all subjects.
- Students will be set a mixture of reactive and proactive tasks. Reactive tasks are responsive to the delivery of the curriculum and will include tasks such as exam questions, revision notes or any activities linked directly to delivering the specification. Proactive tasks are super-curricular and could be tasks such as research, visits, reading books, blog or online masterclasses that go beyond the course specification – these should be set from the subject proactive task lists created for each subject.
- Revision tasks set are likely to include a blend of retrieval practice (quizzing, flashcards, and Cornell Notes) and deliberate practice application tasks (a written response, exam-style questions, or reading task).
- In addition to this, Year 12 and Year 13 students are expected to supplement with their own independent revision, in accordance with the expectations set out by the Sixth Form Team.
- If revision and practice is incomplete or not completed by the given deadline, this should be logged as a behaviour point using Arbor.

Reading in Years 7, 8, 9 and 10

“The more you read, the better you get at it; the better you get at it, the more you like it; and the more you like it, the more you do it. And the more you read, the more you know; and the more you know, the smarter you grow.”

Jim Trelease

Aims

- To increase the amount of time that students spend reading each week.
- To ensure that students read a greater range and number of texts.
- To improve students' comprehension and inference skills.
- To support students in reading challenging texts that link to the curriculum.
- To improve the reading ages of all students.

Expectations

- Students in Years 7, 8, 9 and 10 will read a range of texts throughout the year according to a centralised schedule. The book list comprises of fiction and non-fiction books which have been carefully selected by each curriculum area to provide a breadth of knowledge and to build upon work completed in lessons.
- Students will read for at least 20 minutes each night (5 nights per week). In years 7-9, a key part of this reading (at least 40 minutes per week) must be completed on Sparx Reader. This completion will be monitored on a weekly basis by teachers and leaders. In addition, students are encouraged to read books of their choice.
- In Year 10, students will read for at least 20 minutes each night (5 nights per week). This will include their tutor read text, but can also include their independent reading book should they complete the allocated reading outlined in the tutor reads schedule.
- On a daily basis they will be expected to complete a reading log and identify which pages they have read. Tutors will check the reading logs and sanction non-completion.
- Regular competitions will be held to promote additional reading.

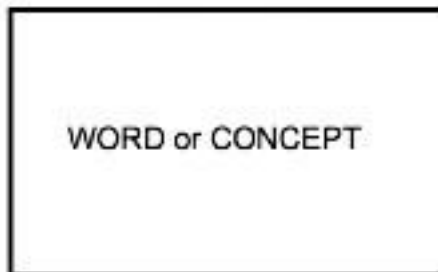
Schedules and literacy support

- For students in Year 10, it is imperative that they read according to the schedule to remain in line with their tutor group.
- Students will be given key resources alongside each tutor read to support knowledge and understanding, e.g. chapter overviews, support with key vocabulary and contextual details.

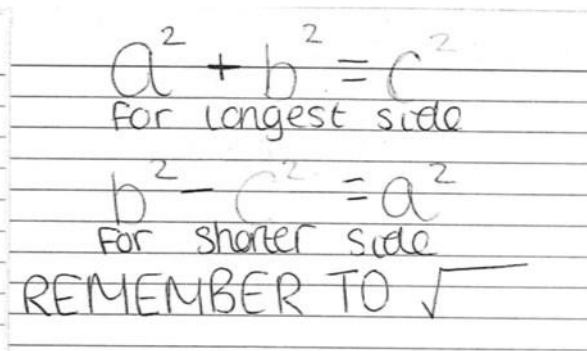
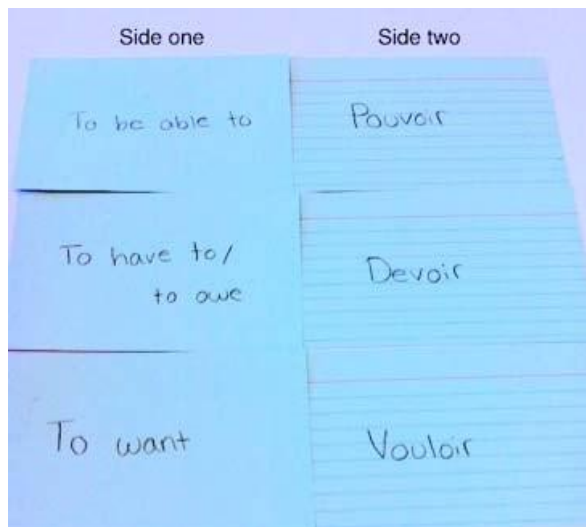
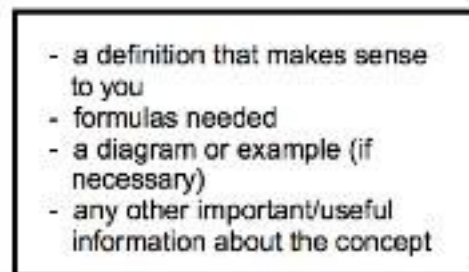
Flashcards

These are examples of what your flash cards should look like:

Front of Flashcard

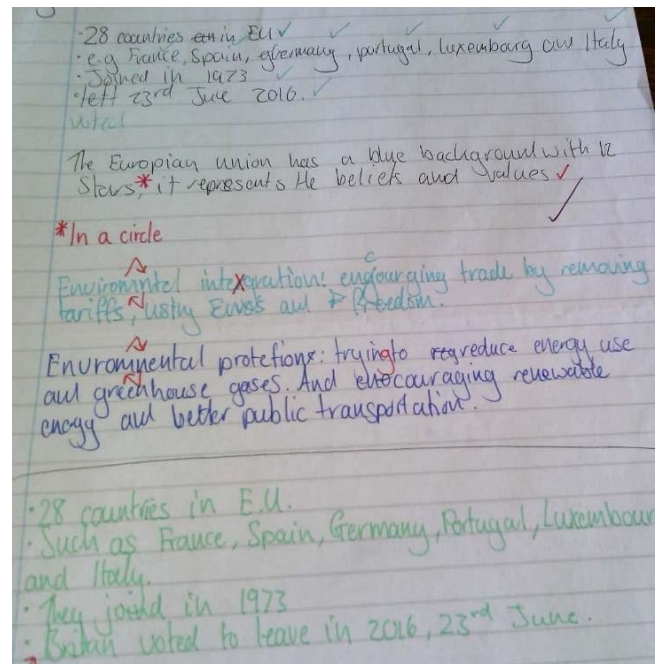
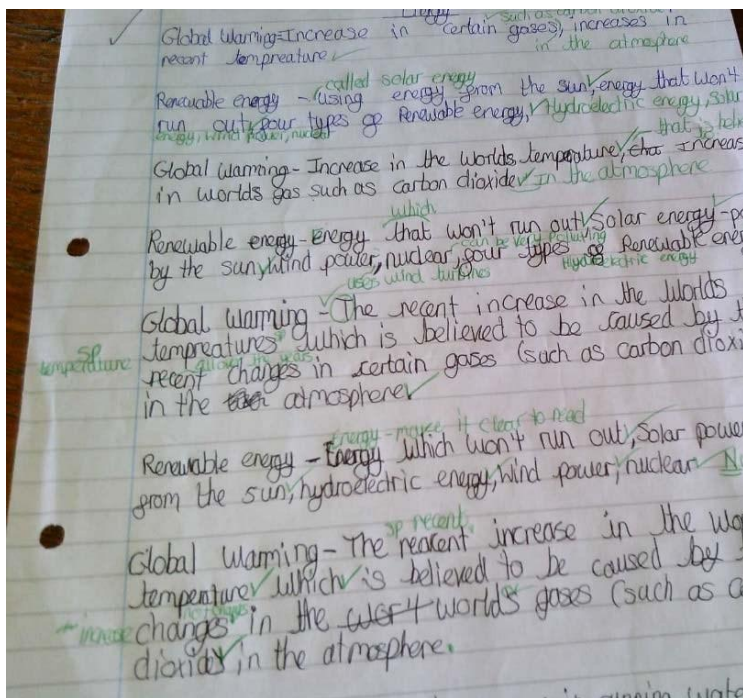
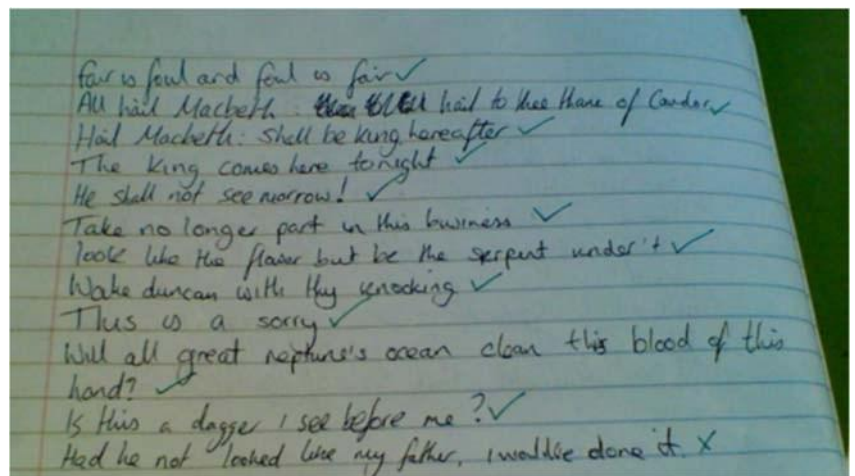
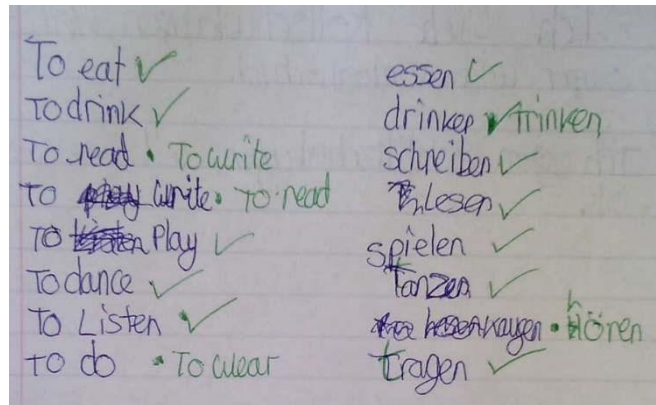
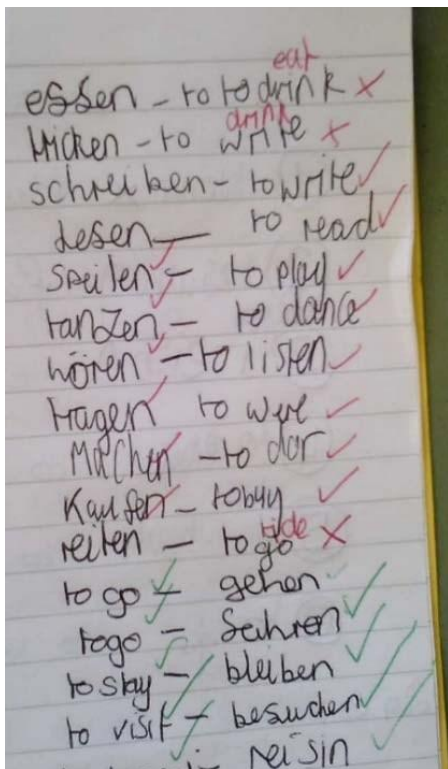


Back of Flashcard



Paper-based Quizzing

These are examples of what quizzing could look like:



Cornell Notes Sheets

These are examples of what your Cornell notes should look like:

CUES	NAME, DATE, TOPIC, CLASS
WRITTEN SOON AFTER CLASS	NOTES
ANTICIPATED EXAM QUESTIONS	TAKEN DURING CLASS
MAIN IDEAS OR PEOPLE	• MAIN POINTS • BULLET POINTS • DIAGRAMS / CHARTS • ABBREVIATE • PARAPHRASE • OUTLINES • LEAVE SPACE BETWEEN TOPICS
VOCABULARY WORDS	
USED FOR REVIEW & STUDY	CORNELL NOTE-TAKING METHOD
	SUMMARY
	WRITTEN AFTER CLASS. BRIEF SUMMARY HIGHLIGHTING THE MAIN POINTS IN THE NOTES ON THIS PAGE. USED TO FIND INFO LATER.

← 2½" → ← 6" →

↑ 2" ↓

CUES	DATE MODULE/CLASS TOPIC
(reduce & recall)	NOTES (record)
AIM - reduce notes to essential ideas to practice recall WRITE SOON AFTER CLASS Step 1. review NOTES column + pull out: - key words - key concepts - outlines - dates - facts Step 2. Formulate questions based on your NOTES e.g. what are Pascal's 4 principles of complexity theory? Step 3. Write these over and questions in this column alongside the corresponding NOTES	record as many key points as possible TAKE DURING CLASS What do I write here? - key words and ideas - important dates/people/places - diagrams/charts - formulas - examples / case studies - critique - strengths/limitations Top tips - use bullet points instead of full sentences - use symbols and abbreviations - leave a line between ideas - don't mindlessly copy from the slides or textbooks - write in your own words where possible - use a method that works for you. Take notes in a format that you understand so you can make sense of them later.
	SUMMARY (reflect & review)
AIM - review the main ideas + reflect on their importance Briefly summarise the main points from your notes. This section is useful when searching for info later.	WRITTEN AFTER CLASS Think about: - why is this info important? - what conclusions can I draw?