

ANELU AM Y GORAU – gyda'n gilydd!

Canllaw adolygu effeithiol i ddisgyblion ac i rieni



STRIVING FOR SUCCESS - together

An effective revision guide for pupils and parents

ANELU AM Y GORAU – gyda'n gilydd!

I fod yn llwyddiannus yn yr ysgol, mae'n rhaid i fyfyrwyr feddu ar y canlynol:

- Hunangymhellant
- Y gallu i gofio sawl darn o wybodaeth
- Strategaethau adolygu
- Cefnogaeth yn y cartref



Heb yr elfennau allweddol hyn, gall llwyddo fod yn anodd.

Fel oedolion, rydym yn gwbl ymwybodol o bwysigrwydd dysgu ond nid yw myfyrwyr o reidrwydd yn meddu ar y cymhelliant i wneud eu gorau. Mae dyletswydd arnom i ddarparu'r strwythur a'r gefnogaeth angenrheidiol ar gyfer eu llwyddiant.

COFIO'R PETHAU BYCHAIN

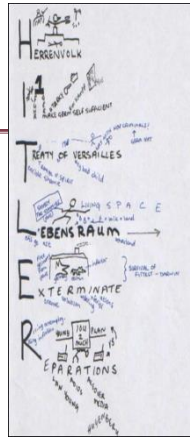
Mae gwaith ysgol yn llawn pethau pwysig i'w cofio, megis rhestrau, ffeithiau amrywiol, fformiwlâu, etc. Mae'r wybodaeth hon yn hanfodol er mwyn llwyddo mewn arholiadau, ond y cwestiwn yw: sut gellir disgwyl i fyfyrwyr gofio'r cyfan?

Ym Mryn Tawe, rydym yn addysgu amrywiaeth o dechnegau cofio hawdd eu defnyddio, hwyliog ac effeithiol sy'n defnyddio gallu naturiol yr ymennydd. Rydym yn dangos i fyfyrwyr sut i ddefnyddio'u dychymyg mewn ffordd resymegol sy'n eu galluogi i ddefnyddio dwy ochr yr ymennydd wrth iddynt ddysgu.

Y TECHNEGAU:

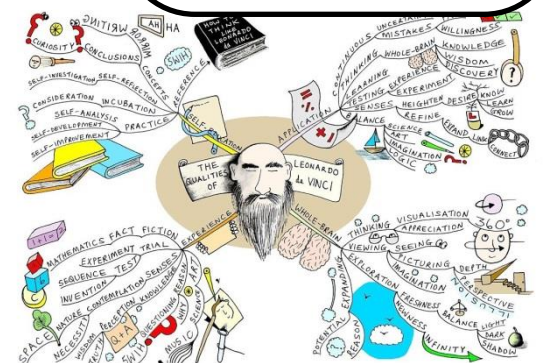
1. Cofrifau (mnemonics)

Mae ysgrifennu cofrifau (mnemonics) yn ymwneud â rhoi rhywbeth cofiadwy yn y cof er mwyn ein helpu i gofio gwybodaeth. Rydych chi'n creu cod yn defnyddio odl, ymadroddion a llythrennau i wneud hyn. Dylent fod yn fyr ac yn gofiadwy. Mae'n syniad da i'w rhoi nhw o amgylch y tŷ.



2. Mapiau Meddwl

- Ar ddarn o bapur gwag, gosodwch eich gair allweddol / topig / uned o waith mewn 'cwmwl' yn y canol.
- Gosodwch y prif themâu ar 'ganghenau' sy'n dod allan o'r cwmwl.
- O'r canghenau, gwnewch ganghenau llai er mwyn gallu ysgrifennu syniadau o fewn eich themâu arnynt.
- Gallwch gynnwys lluniau i'ch helpu chi gofio gwybodaeth.



RHYBUDD! Mae gwaith ymchwil yn dangos i ni mai uwcholeuo ac aiddarllen gwybodaeth ydy rhai o'r ffyrdd lleiaf effeithiol o adolygu. Serch hynny, mae nifer fawr o ddisgyblion yn dewis gwneud y pethau hyn!

Does dim o'i le gydag aiddarllen ac uwcholeuo, ond cofiwch nad ydy'r strategaethau hyn yn cael llawer o effaith o gwbl ar eich gallu i **gofio** gwybodaeth.

3. Cardiau fflach

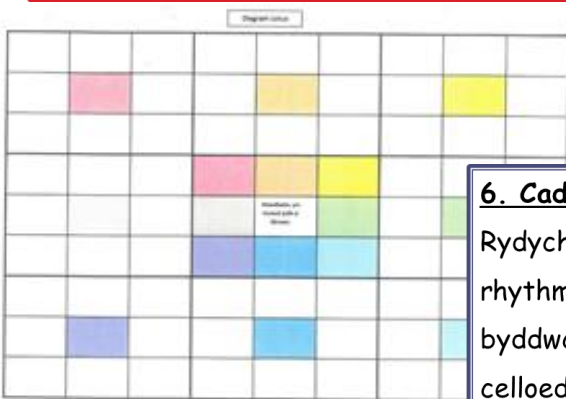
Dyma ffordd dda o grynhoi gwybodaeth.

Defnyddiwch gardiau fflach i ysgrifennu gwybodaeth bynciol / lluniau er mwyn crynhoi gwybodaeth neu ar gyfer adolygu.



5. Grid Lotus

Mae defnyddio diagram Lotus yn strategaeth grynhoi ac adolygu effeithiol. Mae'r dull yma o adolygu yn apelio at sawl gwahanol ddysgwr. Rhowch y prif bwnc ynghanol y grid ac yna rhowch is-bynciau yn y blychau lliwgar. Dylech lenwi'r sgwariau gyda gwybodaeth gryno e.e. ambell i air / dyddiad / ystadegyn.



7. Asgwrn pysgodyn

Mae'r Asgwrn Pysgodyn yn ffordd arall effeithiol o grynhoi prif ffeithiau a gwybodaeth. Dylech osod yr is-bwyntiau yn y blychau ac yna llenwi'r llinellau gyda phwyntiau perthnasol e.e. enwau cymeriadau o nofel yn y blychau a ffeithiau/dyfyniadau ar y llinellau.



Bob tro y byddwch chi'n dychwelyd at y pwnc, bydd y wybodaeth yn cael ei atgyfnerthu ac yn symud i'r cof hir dymor. O ddilyn y patrwm uchod, rydych chi'n debygol o gofio 90%-100% o'r wybodaeth.

4. Coeden gwestiynau

Er mwyn deall gwybodaeth, dylech ofyn cwestiynau am y gwaith. Meddyliwch am y **math** o gwestiwn e.e. A ydy'r cwestiwn yn un lefel isel (*Beth? Pwy? Pryd?*) neu a ydych chi'n gofyn cwestiynau sy'n profi dealltwriaeth ddwys o'r gwaith e.e. (*Beth yw fy marn i am...? Beth petai...? Ydw i'n gallu esbonio'r wybodaeth i rywun arall?...).*

6. Cadwyn luniau

Rydych yn tueddu i gofio delweddau, symudiadau, teimpladau corfforol, lliwiau, rhythmau, odlau a theimpladau yn haws na geiriau a brawddegau. Po fwyaf y byddwch yn defnyddio'ch dychymyg, y gorau y bydd y cysylltiadau rhwng celloedd eich ymennydd a'r cryfaf fydd eich cof.

Beth am ddefnyddio lluniau a delweddau i gofio gwybodaeth?

Dyma ffordd syml a dychmygol o gofio rhestrau o eiriau. Rydych yn cymryd pob eitem ar y rhestr ac yn ei gysylltu â'i gilydd gan ddefnyddio stori.

8. Cofio'r ystafell

Mae'r strategaeth hon hefyd yn ymwneud â'r ffaith ein bod ni'n fwy tebygol o gofio pethau'n weledol yn hytrach nag ysgrifennu pethau i lawr.

Dewiswch ystafell yr ydych chi'n gyfarwydd iawn â hi e.e. ystafell ddosbarth y pwnc, yr ystafell arholiad, eich ystafell wely. Yna cysylltwch wrthrychau yn yr ystafell gyda gwybodaeth/ffeithiau i'w cofio. Y syniad ydy bod meddwl am y gwrthrych yn eich atgoffa chi o'r ffeithiau.

9. Adolygu ymarferol

Mae dwy ffordd o ddefnyddio'r corff fel adnodd adolygu.

1. Ymarfer

Ceisiwch gerdded o amgylch yr ystafell wrth i chi ddarllen eich nodiadau adolygu.

Syniad arall ydy eich bod chi'n actio'r wybodaeth gyda ffrind neu'n darllen y nodiadau mewn llais doniol er mwyn cofio! Gallech hyd yn oed recordio'ch hun a gwrando'n gyson er mwyn cofio. cofio.

2. Defnyddio'r corff

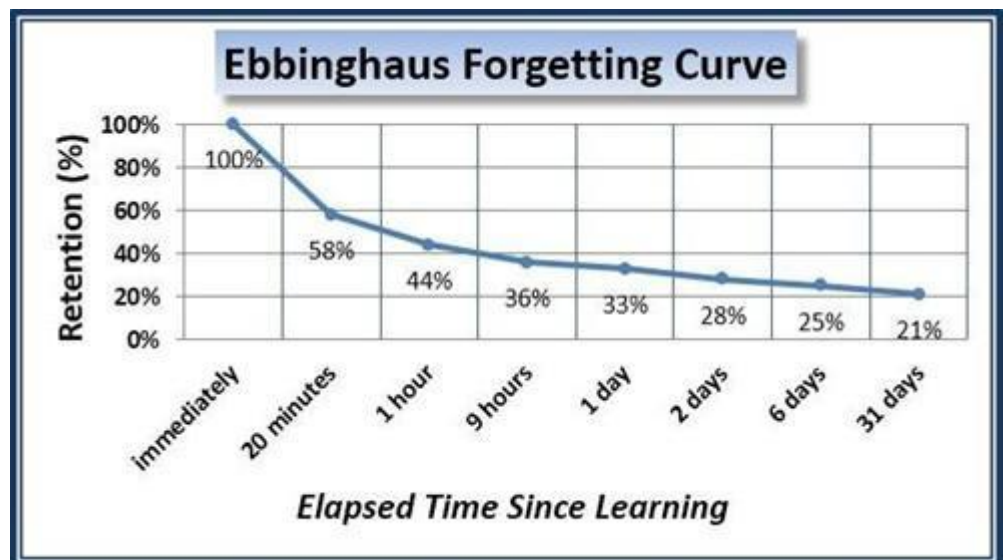
Yn lle defnyddio ystafell neu wrthrychau i'ch helpu i gofio pethau, beth am ddefnyddio'r corff? Dechreuwch gyda'r pen a defnyddiwch rannau o'r corff i'ch atgoffa chi o wybodaeth neu ffeithiau pwysig.

10. Ymarfer, ymarfer, ymarfer

- Cyflawnwch o leiaf un cyn-bapur ar gyfer pob pwnc o dan amodau arholiad o flaen llaw.
- Meddyliwch am y ffordd y byddwch chi'n wynebu pob papur.
- Meddyliwch am amseru pob cwestiwn.
- Meddyliwch am y nifer o farciau sydd ar gael ar gyfer pobl cwestiwn.
- Bydd hyn yn codi eich hyder ac yn gwneud i chi deimlo'n barod ar gyfer yr aholiad ei hun.

GOOD REVISERS	POOR REVISERS
Eat breakfast	Skip breakfast
Sleep 8-10 hours a night	Get little sleep
Have regular bed times	Have inconsistent bed times
Get fresh air each day	Stay indoors all day
Exercise regularly	Do no exercise
Do past papers	Mostly revise highlighting "key" passages
Spread out their revision	Cram their revision
Keep a diary to capture negative thoughts	Dwell on worst case scenarios
Revise in a quiet environment	Revise while listening to music or TV
Drink water regularly	Forget to stay hydrated
Put their phone away during revision	Revise with their mobile phone next to them

Cofiwch bwyisgrwydd ailymweld â phynciau'n rheolaidd. Mae angen ail atgoffa'n hunain o ffeithiau/gwybodaeth yn rheolaidd er mwyn ei gofio!



SUT I GEFNOGI'CH PLENTYN

Anogwch eich plentyn i ddilyn y rhaglen adolygu. Efallai y gallech roi pinfwrdd iddo ar gyfer ei fapiau cysylltu, nodiadau, amserlenni, etc? Dylech wneud y broses ddysgu a chofio yn rhan o'r cartref. Sicrhewch fod ganddo ardal addas ar gyfer gweithio, ymhell o bethau a allai dynnu ei sylw.

Dylech ddangos bod diddordeb gennych yn ei waith; sicrhewch eich bod yn cael gwybod yr hyn sy'n ddisgwyliedig o ran gwaith cartref ac aseiniadau.

O dro i dro, ewch dros ei waith gydag ef. Dylech ganmol ei gyflawniadau a'i ymdrech, a'i annog i ymarfer ei feysydd gwan.

Peidiwch â digalonni! Bydd pethau'n anodd weithiau, ond cofiwch fod yn rhesymol ac yn gadarnhaol. Peidiwch â chael eich tynnu i ddadleuon a negyddoldeb. Os yw plentyn yn ddig am ei waith ysgol, mae hyn fel arfer oherwydd ei fod yn meddwl nad yw'n gallu ei wneud. Eich swydd chi yw dangos iddo ei fod yn gallu ei wneud. Cofiwch hyn:

"Os ydych chi'n meddwl y gallwch chi, neu beidio - rydych chi'n iawn"

- Henry Ford.



MEDDYLFRYD I WELLA (Syniadau!)

- ✓ Meithrin Meddylfryd i Wella personol
- ✓ Annog eich plentyn i beidio â gwneud y dewis hawdd bob tro
- ✓ Cofio mai nid rhywbeth academiaidd yn unig ydy meddylfryd
- ✓ Peidio ag annog cenfigen o eraill
- ✓ Annog eich plentyn i feithrin gwytnwch personol ac i beidio ag idlio pan fo pethau'n mynd yn galed
- ✓ Gosod disgwyliadau uchel i'ch plentyn
- ✓ Dathlu methiant
- ✓ Defnyddio modelau rôl ysbrydoledig

10 Growth Mindset Statements

FIXED MINDSET **GROWTH MINDSET**

What can I say to myself?

INSTEAD OF: TRY THINKING:

I'm not good at this. 1 What am I missing?
I'm awesome at this. 2 I'm on the right track.
I give up. 3 I'll use some of the strategies we've learned.
This is too hard. 4 This may take some time and effort.
I can't make this any better. 5 I can always improve so I'll keep trying.
I just can't do Math. 6 I'm going to train my brain in Math.
I made a mistake. 7 Mistakes help me to learn better.
She's so smart. I will never be that smart. 8 I'm going to figure out how she does it.
It's good enough. 9 Is it really my best work?
Plan "A" didn't work. 10 Good thing the alphabet has 25 more letters!

(Original source unknown) @sylvia duckworth

POB LWC! EWCH AMDANI!

STRIVING FOR SUCCESS - together

To be successful at school, students need a healthy balance of the following:

- Self-motivation
- Ability to remember a wealth of information
- Revision strategies
- Support from home



Without these key ingredients, success becomes more difficult.

As adults, we are well aware of the importance of learning but students don't necessarily have the motivation to do their best. It is up to us to provide the structure and support necessary for their success.

MEMORISING THE LITTLE THINGS

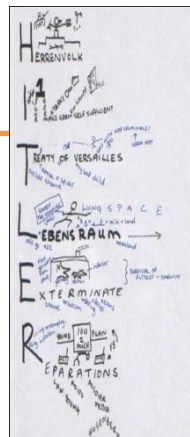
School work is full of important things to remember such as lists, random facts, formulae, etc. This information is vital to exam success, but the question is: how can students be expected to remember it all? At Bryn Tawe, we teach a selection of easy to use, fun and effective memory techniques which tap into the brain's natural ability for recall. We show the students how to use their imagination in a logical way which enables them to use both sides of the brain as they revise.

THE TECHNIQUES:

1. Mnemonics

Do you remember 'Never Eat Shredded Wheat' or 'Big Elephants Can Always Understand Small Elephants'? These are called mnemonics.

Mnemonics offer memorable ways of recalling key information or spellings. You create a code using rhyme, phrases and letters in order to recall effectively. These phrases should be short and memorable. It might also be a good idea to place them around the house.

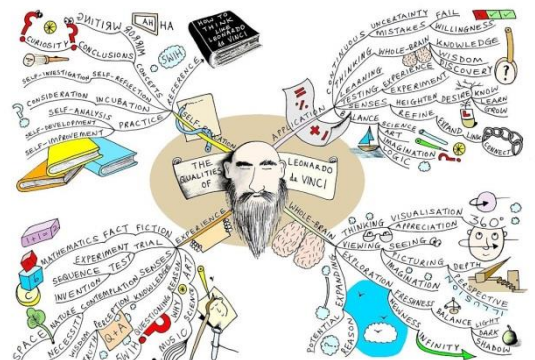


WARNING! Studies show that re-reading and highlighting information are some of the **least effective** ways to revise. Yet many young people choose these strategies whilst revising!

There's nothing wrong with re-reading and highlighting if you prefer these strategies, but please bear in mind that they have a very limited effect on your ability to **remember** information.

2. Mind Maps

- Use a blank sheet of paper; put your key word of the topic you are revising in the middle.
- Put the main topics on thicker branches coming from the middle.
- Then from your main topics use thinner branches to note the smaller sub-topics and details.
- Include pictures as it's easier to remember pictures.





3. Flash Cards

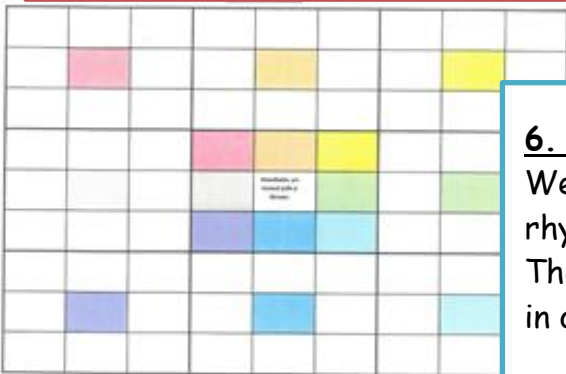
This is a good way of summarising information. Use flash cards to write information or to draw pictures to summarise information necessary to revise.

4. Question tree

In order to understand information, you should ask questions about the work. Think about the **type of question** e.g. Is it a low challenge question? (*What? Who? When?*) or are you asking questions that truly prove a deep understanding of the work? e.g. (*What is my opinion on...? What would happen if...? Can I explain the work to somebody else?*).

5. Lotus grid

Using a Lotus grid is an effective strategy to summarise and revise your work. This strategy appeals to many different learners. Enter the main theme in the middle of the grid and sub-topics in the colourful boxes. You should fill the squares with brief and concise information e.g. A few key words / dates / facts.



6. Picture chain

We are all more likely to remember images, movements, colours, rhythms, rhymes and feelings better than words or sentences. The more we use our imagination, the stronger the connections in our brains in order for us to remember information.

What about using pictures and images to remember information?

This is a simple and imaginative way of remembering information. Take the information that you need to remember and create a story, using images in order to remember them.

7. The fish bone

The fish bone diagram is also a very effective way of summarising important information. You should write sub-topics in the boxes and then fill the lines with relevant information e.g. a character's name from a novel in the box and facts/quotations on the lines.



8. Remembering the room

This strategy is useful as we are more likely to remember things visually than by writing things down. Choose a room that you are very familiar with e.g. the room in which you have lessons for a particular subject, the examination room or your bedroom.

Every time you return to a topic/subject, the information will be reinforced and will move to your long term memory. By returning to a topic time and time again, you are likely to remember 90%-100% of the information.

Then connect different objects within the room with important information/facts to remember. The idea is that a certain object within the room will remind you of an important piece of information.

9. Physical Revision

Try walking around the room as you read your revision notes.

Act out the topic with a friend.

Read out your notes in a funny voice.

You could make a podcast or record yourself and play it back to yourself as many times as necessary.

Use your body!

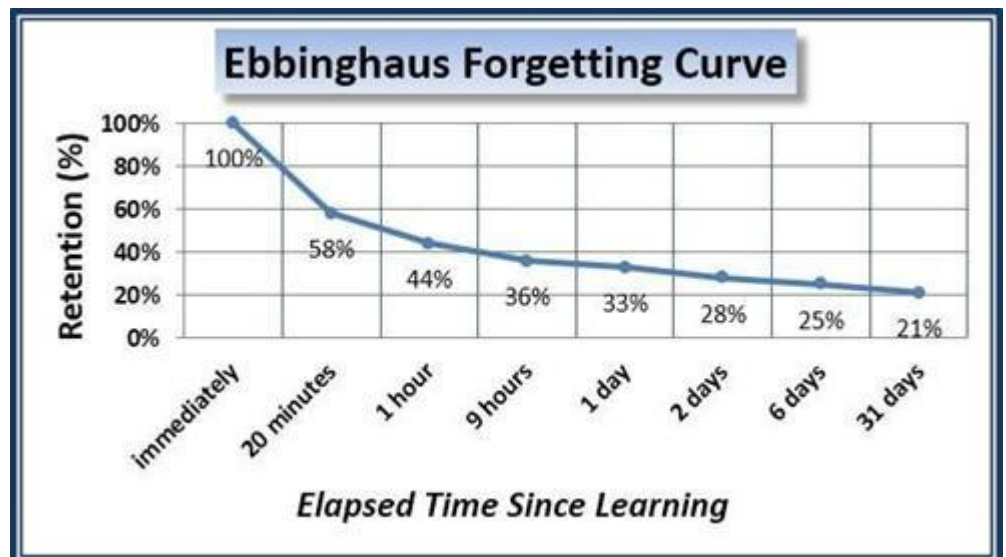
Instead of using a room or objects to remember information, what about using your body? Start with your head and use different parts of your body to remind you of information or important facts.

10. Try a dress rehearsal - practice, practice, practice!

- Complete at least one past exam paper for each subject under exam conditions.
- Consider which strategy you would apply to each individual exam paper.
- Think about timings for each question.
- Think about the number of marks per question.
- This will help your confidence levels and help you feel more prepared for the real thing.

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Eat breakfast	Skip breakfast
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Don't forget or underestimate the importance of returning to topics/subjects regularly. We need to remind ourselves of facts/information regularly in order to remember!



HOW TO SUPPORT YOUR CHILD?

Encourage your children to follow the revision programme. Perhaps you could provide them with a notice board for their Mind Maps, notes, timetables, etc.

Encourage the learning and memorising process to be a part of the household. Ensure that they have a suitable space for working, away from distractions.

Show them that you are interested in their work; ensure that you are informed about what is expected regarding homework and assignments. From time to time, go over their work with them.

Give praise for accomplishment and effort, and encourage extra practice in his or her weaker areas. Don't get discouraged!

Sometimes the going gets tough; remember to stay calm and remain positive. Don't let yourself get drawn into arguments and negativity. If a child is angry about school work it is often because they think they can't do it. Please remind them that they can!

Remember this:

"If you think you can or you think you can't – you're right"

- Henry Ford.




GROWTH MINDSET (Ideas!)

1. **Pay attention** and verbally praise children for skills that don't sound pre-determined: hard work, persistence, rising to a challenge, learning from a mistake, etc. rather than being "smart", "brilliant" or "gifted".
2. **Be a growth mindset role model.** How often do you say "I can't (cook/sing/balance my bank account)" or "I'm terrible at (sports/spelling/public speaking)" as if there's no hope for you? Make sure you're sending the right message.
3. **Encourage your child to forget taking the easy route** (where little learning is done) and instead embrace challenges.
4. **Remember growth mindset isn't just academic;** it applies to many areas of life (athletic, musical, social). Discuss the next steps for improvement.
5. **Discourage envy of peers,** and talk to your child about what he or she can learn from others who appear more successful. While skills may come more easily to some, most often there's a (possibly unseen) element of practice, persistence, and hard work which leads to achievement.
6. **Encourage children to be resilient and not give up, even when they find something difficult or frustrating:** help your child to believe that challenge is a positive thing because it means they are expanding their brains!

7. **Set high expectations for your child:** It is commonly believed that lowering our expectations promotes self-esteem in children (e.g. “never mind, let’s try an easier one”), but this is not the case. Having high expectations works like a self-fulfilling prophecy.
8. **Celebrate mistakes!** The fear of making mistakes and associated shame can stop children from giving something a go in the first place. If we are not making mistakes then we are not stretching ourselves.
9. **Use inspirational role models:** Think about your child’s favourite athlete, musician or teacher and talk about their journey to success. Rather than focusing on somebody’s ‘natural talents’, focus on their early efforts, strong work ethic, and the mistakes and learning that led them to where they are now.

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FIXED MINDSET



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Plan "A" didn't work.

TRY THINKING:

- 1 What am I missing?
- 2 I'm on the right track.
- 3 I'll use some of the strategies we've learned.
- 4 This may take some time and effort.
- 5 I can always improve so I'll keep trying.
- 6 I'm going to train my brain in Math.
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GROWTH MINDSET



(Original source unknown)
@sylvia duckworth

GOOD LUCK! GO FOR IT!