

# Independent Learning in the Sixth Form

November 2023

## What is the purpose of the Sixth Form?

- To get fantastic A Levels
- To be ready for the greater independence associated with higher education / university / employment

## What do you need to do?

- Attend every lesson and complete all homework on time
- Know the content of your courses really well
- Know how to answer every question accurately
- Know how you study best
- Take responsibility for your own independent learning

# What to do in Supervised Study, self-directed study and 'No home study' Club.

- Homework / tasks set by teachers
- Sort folders – ensure all pieces of paper are correctly filed
- **Summarise / review and recall previous work**
- Independent practice – practice exercises / past exam papers
- **Further reading / research – extend your knowledge (pre & post lessons)**



# Further Reading and Research

## Super-curriculum Booklet

- Wide range of suggested books, videos, websites, magazines and online courses organised by subject
- Important for applications to all universities - especially good for Russell Group Applications
- Second page – Tick list to record the super-curricular activities you are completing.
- Will be shared via email and is on the School website too.

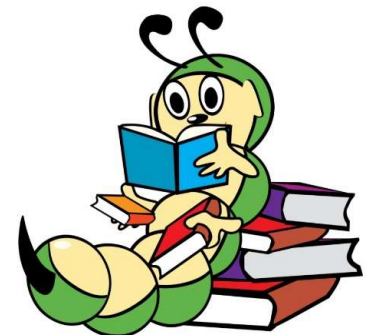
## Year 12 Academic Enrichment

Record the Academic Enrichment activities that you have participated in/ completed to extend your learning beyond the taught curriculum:

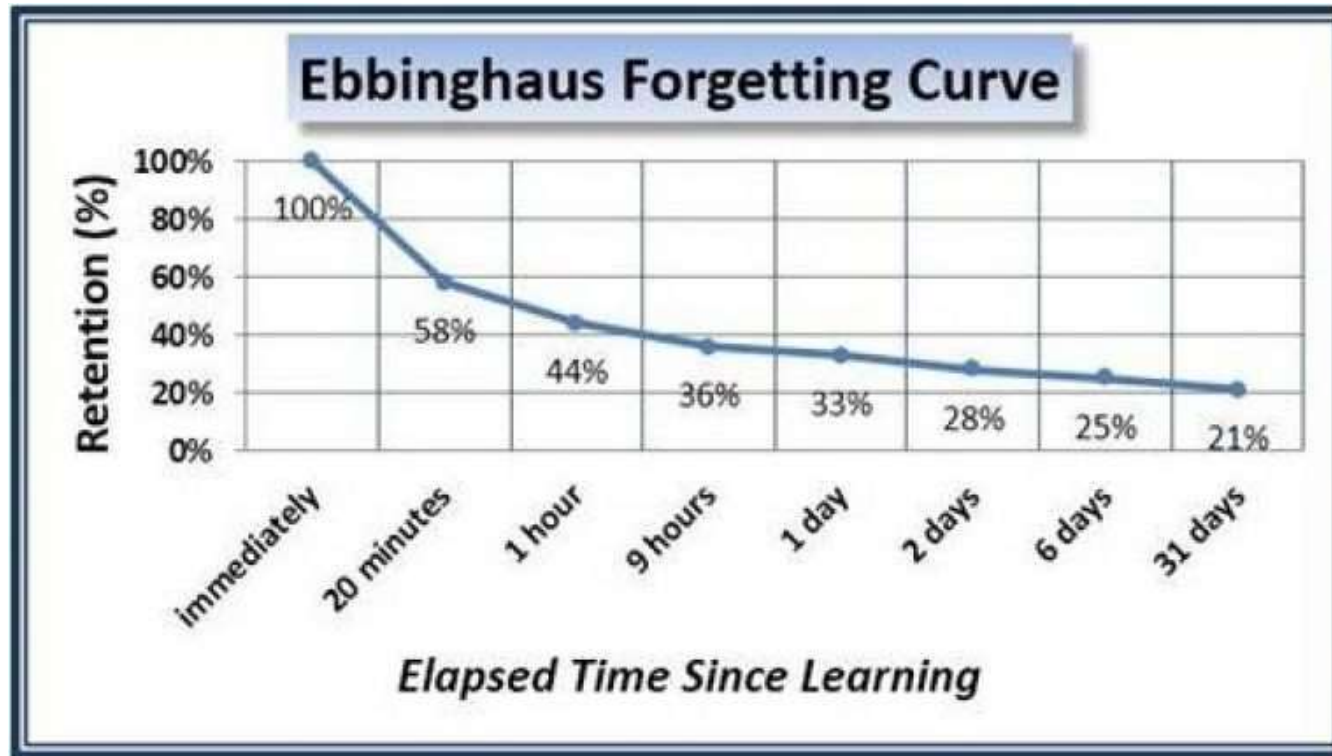
Example	Description of activity/ What have you learnt?
Extended Project Qualification (EPQ)	
Future Learn	
MOOC	
Further reading for a subject	
Subject based Olympiad/ Challenge	
Subject based club	
Teaching English as a Foreign Language (TEFL)	
Activity completed from the Super Curriculum booklet	
Tedtalk	
Podcast	

# What to do in Supervised Study, self-directed study and 'No home study' Club.

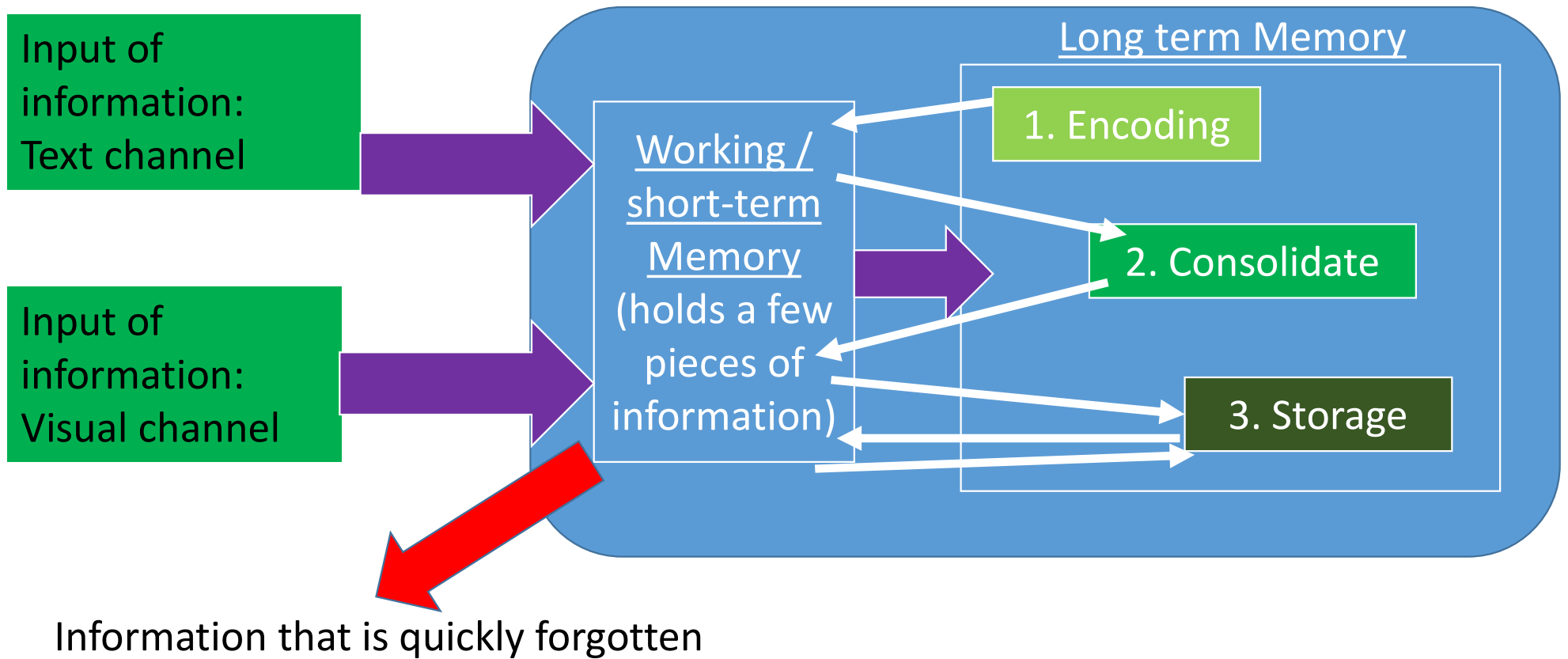
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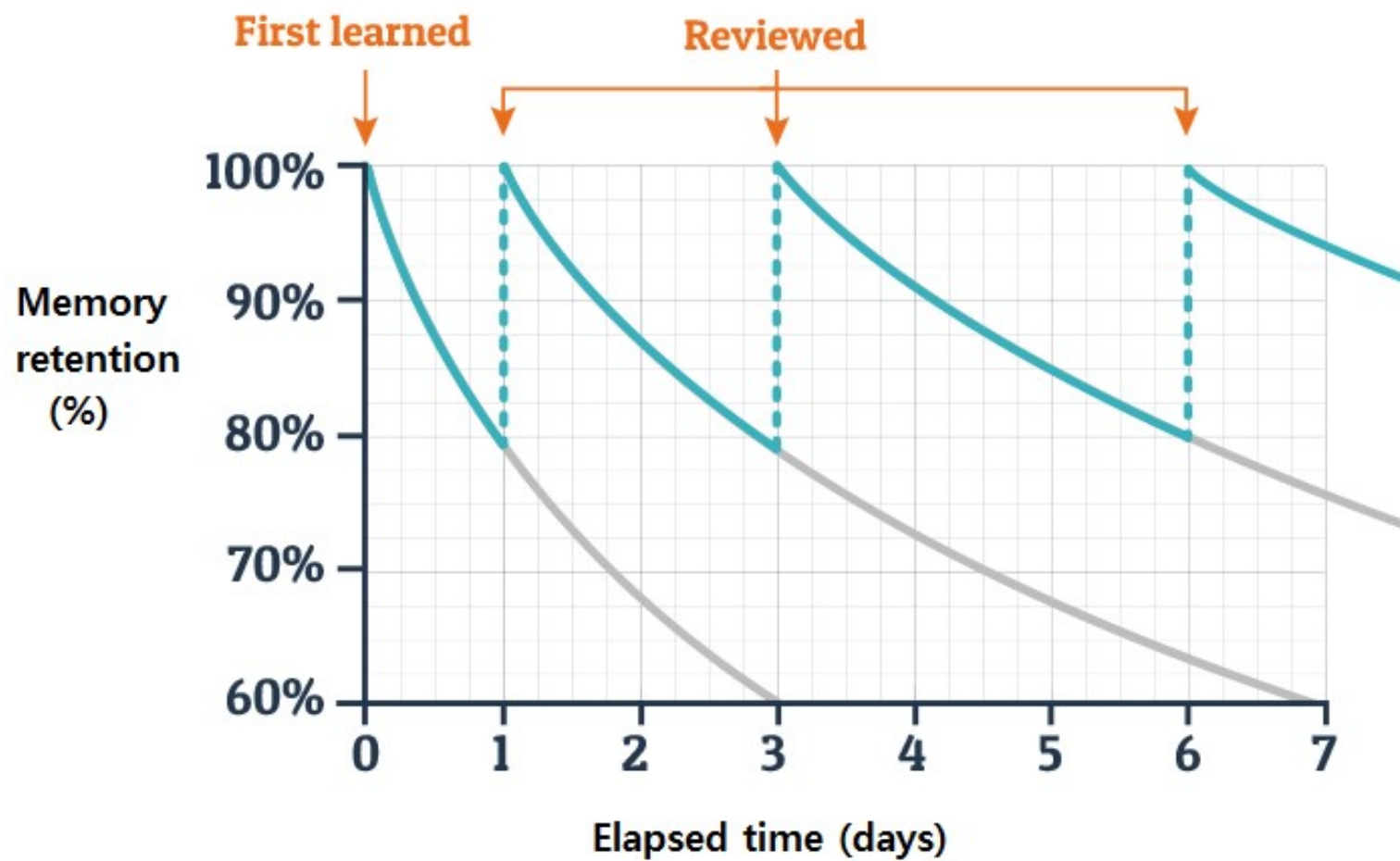
# Why do you need to do your homework AND additional study?

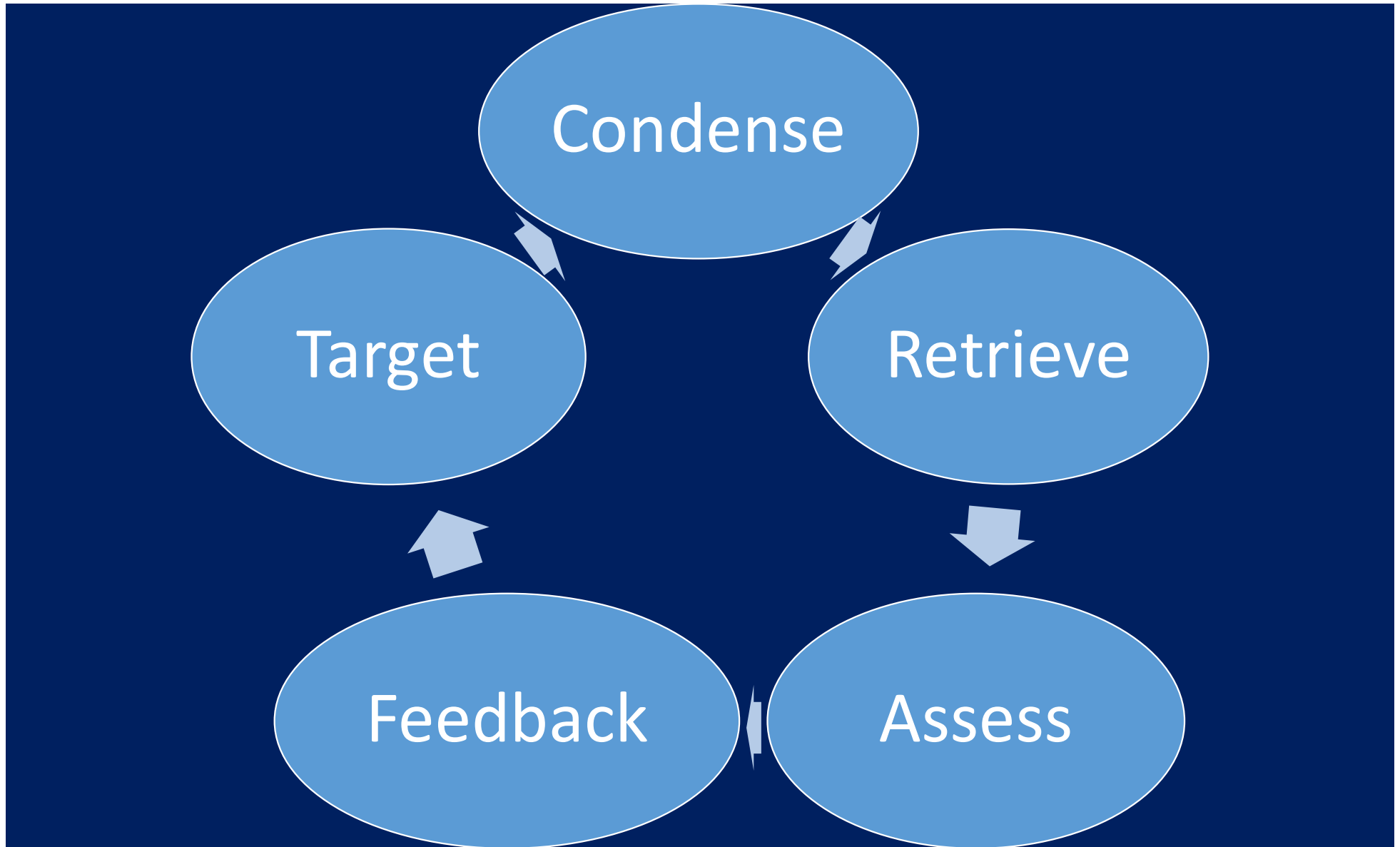


# How do reduce the forgetting curve?









## Condense your Notes

Aim: Identify and record the core or essential knowledge

### What to do:

Chose a manageable section / topic

Chose your method of note-taking

- \* Spider diagram
- \* Bullet point lists
- \* Summary table
- \* Cornell Notes
- \* Flashcards

Use all your notes, textbook, revision guides, extra reading to create one summary that consolidates everything in one place.

## Retrieve / Recall

Aim: Reuse information so that it becomes secure in your long term memory

### What to do:

Select a section / topic

Chose a suitable method to test yourself

- \* Flashcards
- \* Brain dump
- \* Learning grids
- \* Personal quiz questions
- \* Online quizzes eg Quizlet, Seneca
- \* Cornell Notes questions

**Complete your recall tasks from memory – no notes.**

Check your answers against a correct version.  
Identify / record areas you need to revisit.



IT'S A  
MARATHON  
NOT A  
SPRINT

Treat A Levels as a 2 year marathon

Working consistently is more effective than cramming revision at the last minute so you:

- Achieve your goal at the end of yr 13
- Reduce anxiety
- Be a high achieving student who
  - Takes responsibility
  - Knows the content well
  - Knows how to answer questions
  - Knows how best to study

# Why?

1. To achieve the goal(s) you set yourself – where do YOU want to be after year 13?
2. Developing effective study habits now will help reduce anxiety about exams in the future – and help you perform better too.
3. High achieving students will:
  - Take responsibility for their own learning and their grades. At A level, teachers will guide you but you will earn the grade you deserve.
  - Know the subject content in detail. You need to review each topic regularly so that the information / knowledge becomes really familiar to you.
  - Know how to do specific tasks, exercises, question types. You need to practice tasks / questions so that they become routine / automatic.
  - Know how best they work; for how long; which techniques are best – they are metacognitive learners.

# Plan your time

PLAN – what are you going to do and When  
PLAN and WRITE down your plans

CHECK your progress during each session  
CHECK your completing tasks to the highest standards  
CHECK whether you need to change anything

MARK / TICK OFF as you complete each task  
EVALUATE the quality of your work

# How to ... homework?

It's much easier with Bromcom / Google Classroom!



Be aware of:

- \* when tasks are due in - order tasks in order of priority
- \* how long each task is going to take – plan when you are going to complete longer tasks
- \* when more than one task is set – check the whole message in ePraise. Don't click 'Done' until all parts have been completed.

PLAN when and where you are going to do your homework

CHECK part way through the task that you are completing it to the highest standard

CHECK part way through – do you need to look anything up / check class notes / ask for help

EVALUATE at the end/ when your work is marked – what did you do that was successful?

What else might you need to do in the future to ensure every piece of work is completed to the highest standard?

# Homework – An example

Task: short answer exam questions worth 10 marks in total

PLAN: length of time to write answers: 15 minutes

PLAN: any preparation needed: re-read class notes and handout given out in class too – likely to take 10 – 15 minutes to read this.

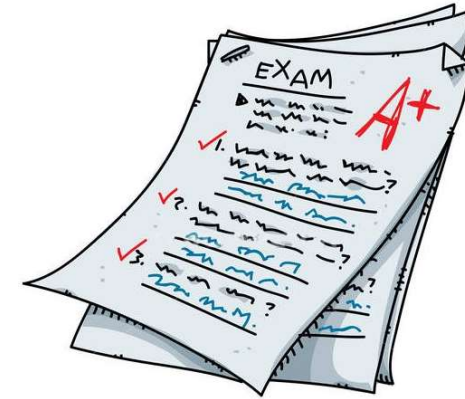
PLAN: set aside 30 – 45 minutes in a supervised study lesson tomorrow

CHECK: Re-read the questions to ensure that all instructions have been followed

CHECK: Re-read the handout as unsure about one response

EVALUATE: 10/10 = superb! But why?

EVALUATE: 2/10 – think about why ... e.g. did not read the handout properly; ignored an extra command in a question.



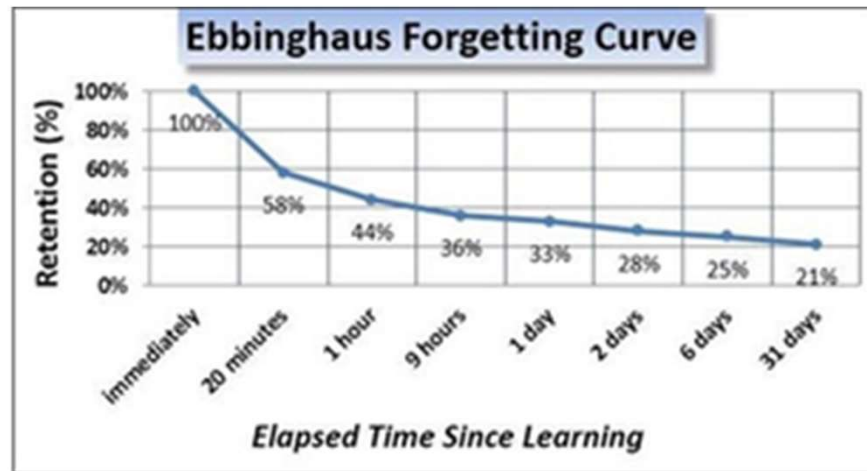
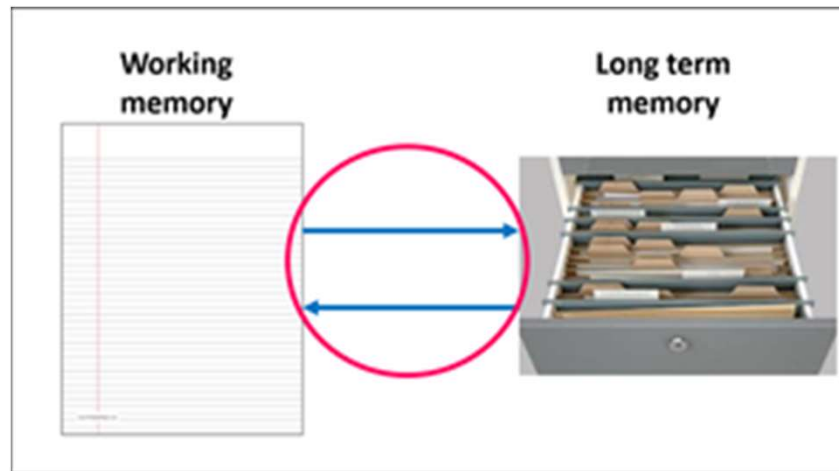


## How to ... SORT YOUR FOLDERS / NOTES

- Date every piece of work during the lesson it is given to you
- If you have lots of loose paper, find a spare classroom so you can spread everything out
- Find the topic overview / lesson sequence / specification content which shows you the order in which lessons have been taught
- Sort all the paper into date / lesson order and file carefully
- Use file dividers to separate out units / topics / work from different teachers
- Fill in trackers every half term
  
- Allocate one supervised / self-directed study lesson per fortnight per subject and use this to file everything for that subject. Different days of the week = only need to bring in one large folder per day
- OR do this at home regularly.

## Why ... Summarise / Review and Recall

To ensure you have really learnt something, it needs to be securely stored in your long term memory. To do this, you need to transfer information backwards and forwards repeatedly from your short term / working memory to your long term memory – until the use of this information is automatic.

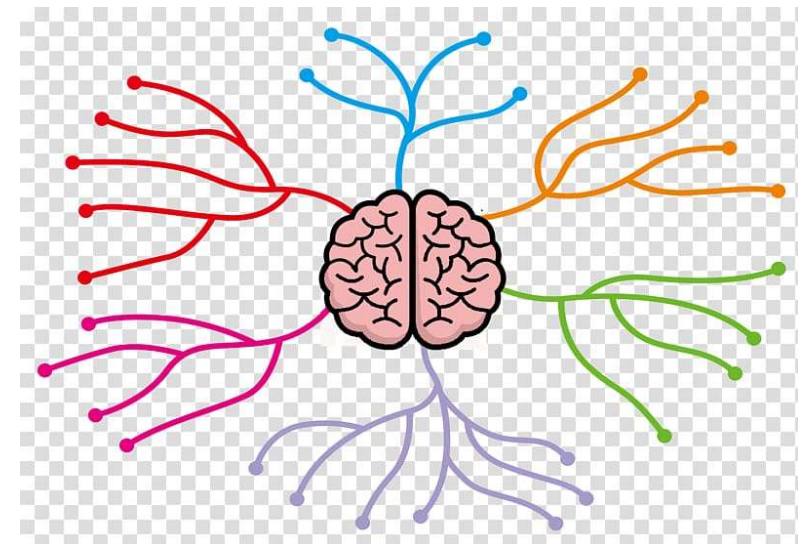


# How to ... Summarise and Review your notes

Identify and record the essential / core knowledge for a topic

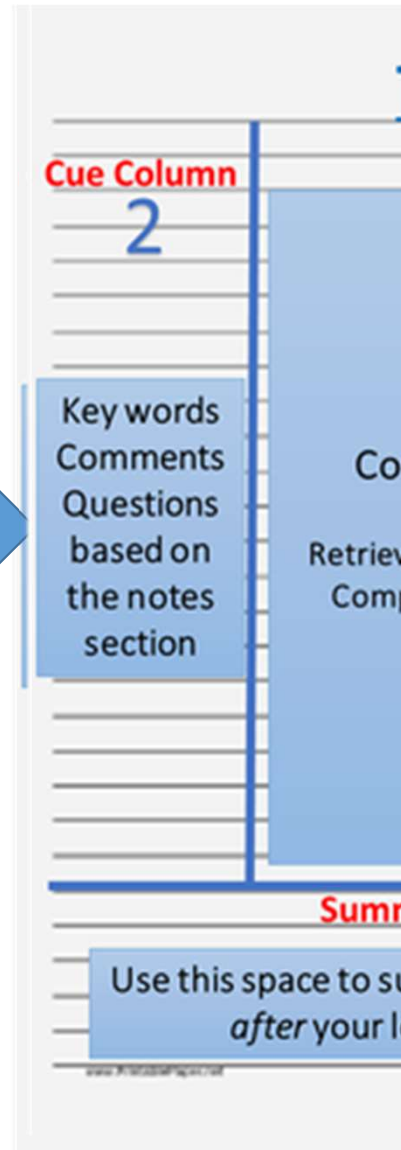
Choose a method that suits you

- \* Spider diagram
- \* Summary table
- \* Bullet point notes
- \* Cornell note taking – recommended!



# Cornell note-taking

Write questions here ...  
which you can use to test  
yourself on at a later date



Cornell notes

10/9/19

## DIGESTIVE ENZYMES

Notes section

### Carbohydrate digestion

Cue Section

\*What is the role of Amylase in Carbohydrate digestion?

\*What type of reaction is involved in the breakdown of carbohydrates?

\*Which bond joins  $\alpha$  glucose molecules?

\*How are monosaccharides absorbed in the S.I.?

① Carbohydrates (Starch)  $\xrightarrow{\text{Amylase}}$  Maltose  
*Hydrolysis reaction across glycosidic bond.*

② Membrane bound disaccharide  
 $\downarrow$   
Bound to epithelial cells of ileum (S.I.)  
 $\downarrow$   
Disaccharides  $\rightarrow$  Monosaccharides (eg,  $\alpha$  glucose)

③ Monosaccharides absorbed via co-transport, (Villi of S.I.) using transporter proteins.

Hydrolysis of maltose into 2  $\alpha$  glucose molecules!

Summary Section:

Starch  $\xrightarrow{\text{Amylase}}$  Maltose  $\xrightarrow{\text{Hydrolysis reaction}}$   $\alpha$  Glucose  
*(Maltase, membrane bound - ileum)*

## How to ... recall

Your personal responsibility is to work your brain hard. Effortful recall of information from your long term memory means that this becomes more familiar to you and you are able to use this knowledge / information more automatically in lessons.

- Flash cards – make them AND use them to self-quiz yourself every day (for the answers you don't know); every other day or every week (for the answers you do know).
- Outline spider diagrams – draw out the main headings from your summary. Then complete the detail WITHOUT your notes. Then check back against the original AND add anything missing in a different colour.

## How to ... assess recall

- Blank tables / knowledge organisers – leave the main headings / prompts and then fill in the details from memory. Check against the completed summary
- Self quiz using the questions written on the Cornell notes sheets – cover the right hand side and write out answers to the questions on a new piece of paper.
- Use online quizzes e.g. Kahoot, Seneca, Socrative, Quizlet. You could also create your own and then revisit them to retest your self in the future.

## How to ... feedback and targets

- Decide on how well you know the topic / sub-topic that has been recalled.
- If well-known / good recall, set a date one month later to review the topic again
- If not well known / poor recall, set a sooner date to review again.
- Flashcards can be split into known / not-known cards. Repeat / retest the not-known cards more regularly than those that are known

# Independent Practice

Why? Using and applying your knowledge to unfamiliar questions / tasks / contexts gives you another chance to retrieve information again and to practice exam techniques.

- Use past exam papers and self-mark your answers
- Complete 'Review' questions in textbooks
- Complete practice questions from revision guides
- Complete tasks / questions / exercises in textbooks that you have not been directed to answer





## Why ... Further Reading / Research

- The highest performing students have a detailed knowledge of the specification AND a wider range of related information that they can draw on.
- You will extend your knowledge of particular topics / subjects and then be able to use that information in your exams.
- Further reading can also help you to fully understand new ideas and helps with embedding that new knowledge into your long term memory as you are revisiting the content of previous lessons.

## How to ... Further Reading / Research

### Sources of Further Reading / Research include:

- Consciously reading all the relevant chapters / units in the textbooks
- Newspapers (paper or online)
- Articles and magazines shared with you by teachers e.g. via email, ePraise, Google Classroom
- Super-curricular booklet (emailed to you)
- Your own research e.g. Youtube clips, Google Scholar articles

### What should you do?

- Add extra notes to your summaries, spider diagrams, Cornell notes
- Make new summaries of the extra information
- Use the extra information in your homework answers

# Review

Every half term, review what you have been doing in supervised study / self-directed study / RI club.

Be honest about how much time you have spent on ...

- \* Homework
- \* Keeping your folder in order
- \* Summarising / reviewing your notes
- \* Recalling information
- \* Practising / applying by completing additional questions / tasks
- \* Further reading/ research
- \* Socialising.

Where are you doing a sufficient amount? Too much? Too little?

What needs to change?



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