



**Developing  
independent  
learners and a  
culture of learning**





A background image showing a group of young people, likely students, at a workshop or event. They are wearing green lanyards with 'STUDENT' written on them. One student in the foreground is smiling, while others are looking towards the camera or slightly away. The image is slightly blurred, focusing on the text overlay.

**How do we foster a culture of self-regulating learners?**

**How are key learner messages established and communicated?**

**How is self-regulation development embedded in the curriculum?**

**How is the development of self-regulation supported outside of subject teaching?**

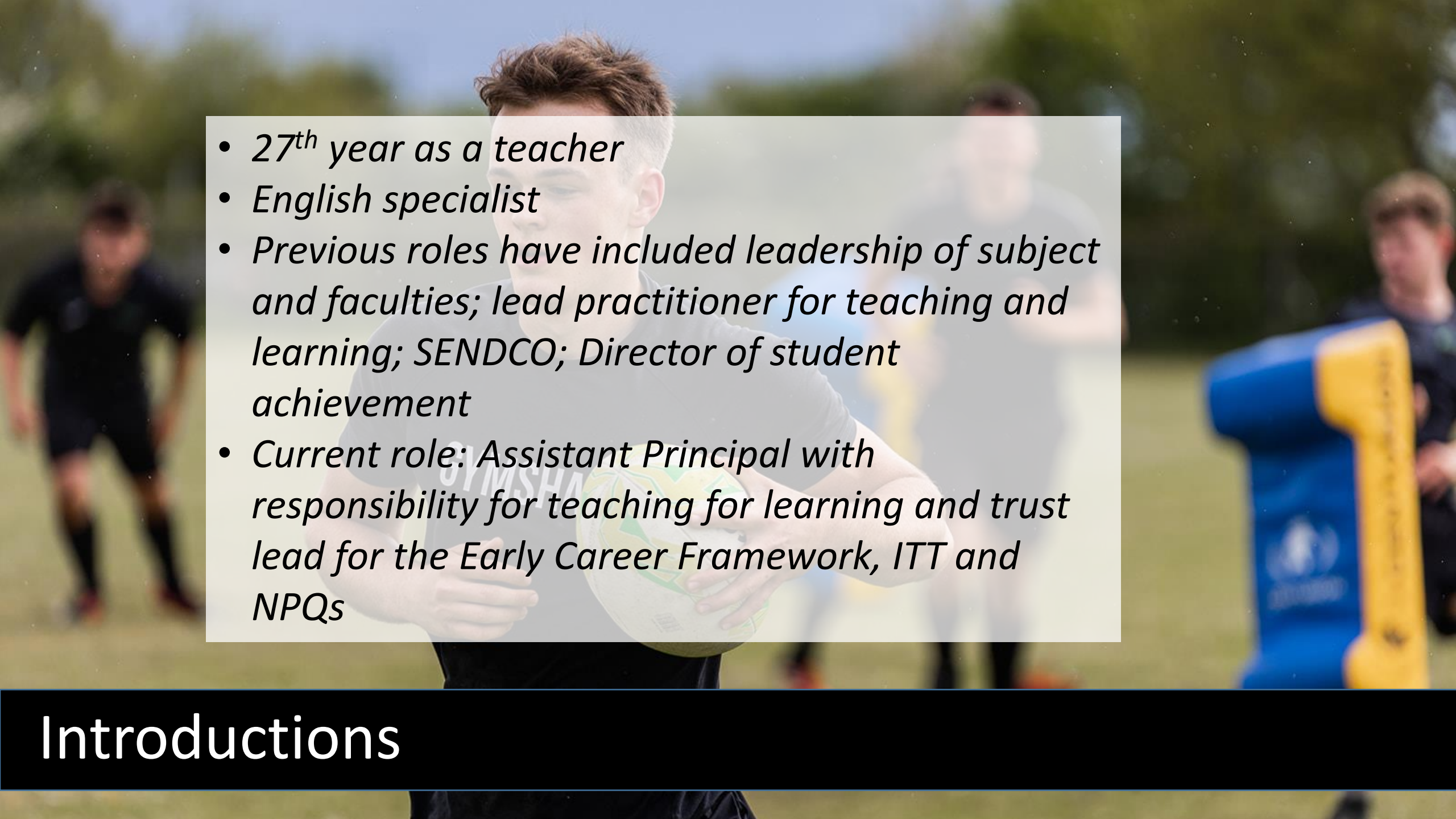
**How was this explored by Ofsted?**

*What do you feel your school / college does very well in relation to this workshop's focus?*

*What do you feel your school / college could improve in relation to this workshop's focus?*

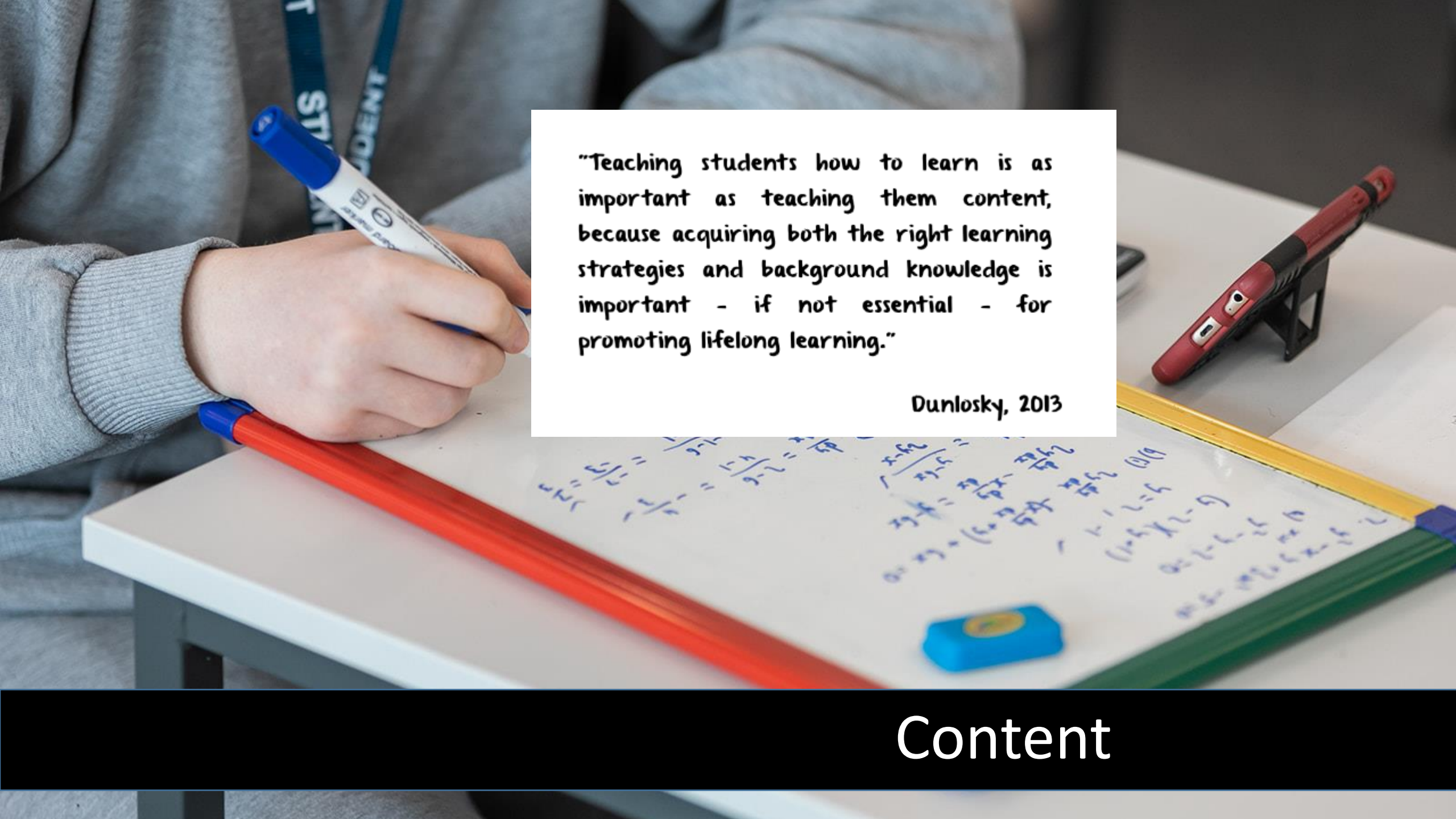
*Is there anything specific that you're particularly keen to find out more about?*

# Introductory Reflections

- 
- *27<sup>th</sup> year as a teacher*
  - *English specialist*
  - *Previous roles have included leadership of subject and faculties; lead practitioner for teaching and learning; SENDCO; Director of student achievement*
  - *Current role: Assistant Principal with responsibility for teaching for learning and trust lead for the Early Career Framework, ITT and NPQs*

# Introductions





"Teaching students how to learn is as important as teaching them content, because acquiring both the right learning strategies and background knowledge is important - if not essential - for promoting lifelong learning."

Dunlosky, 2013

Content



# Metacognition

*The key to becoming a successful learner*

## Peculiarities of Human Memory

- Learn by linking to what we already know.
- Retrieving from memory is fallible.
- Retrieval modifies memory.
- Limitless capacity to learn and store info.

## Cognitive Processes of Learning

- Attention - getting information into memory
- Encoding - making information meaningful
- Storage - stabilising & consolidating info
- Retrieval - getting info out of your memory

1

## Meta-memory



To help students understand how they learn and how their memory works:

- Highlight the peculiarities of human memory.
- Outline the cognitive structures of the brain.
- Explain the key cognitive processes of learning.
- Describe differences between novices & experts.

## Definition

The ability to:

- think about thinking
- be consciously aware of oneself as a learner
- monitor and control one's thinking
- accurately judge one's level of learning.

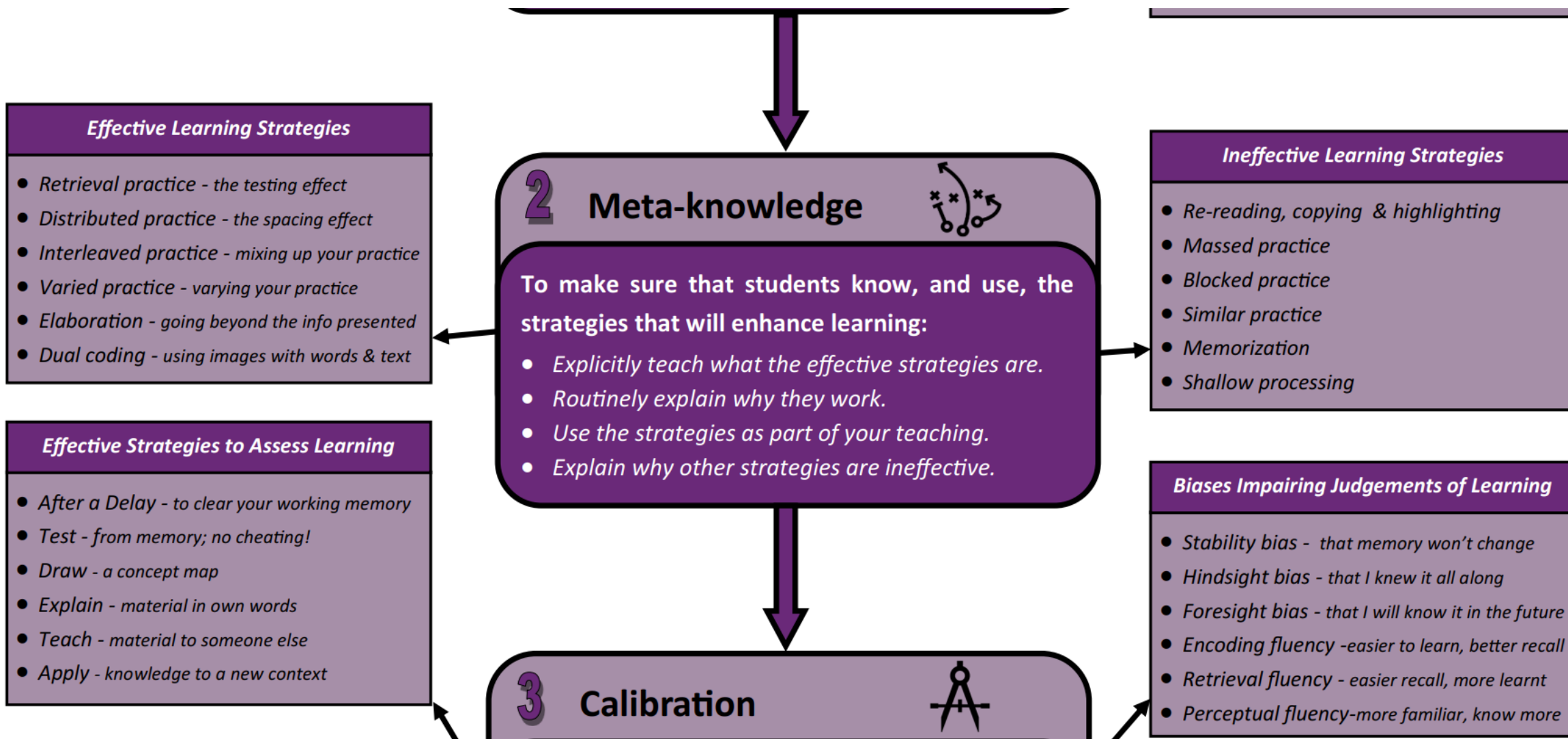
## Cognitive Structures of the Brain

- Working memory - limited capacity and duration for novel information, BUT limitless capacity and indefinite duration for information stored in long-term memory.
- Long-term memory - limitless capacity, indefinite duration, works by association and reconstruction.

**How do we foster a culture of self-regulating learners?**

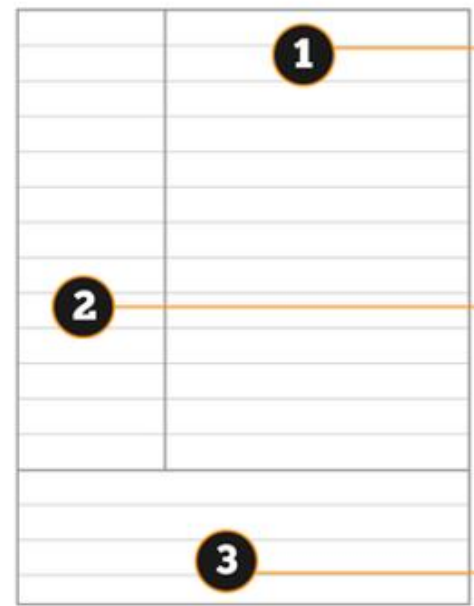






Students need to be taught how to learn as well as what to learn.....

The Cornell Method



Notes

This is the section where you should take your notes during the course of the lecture. Use bullets, sentences, short-hand, etc.

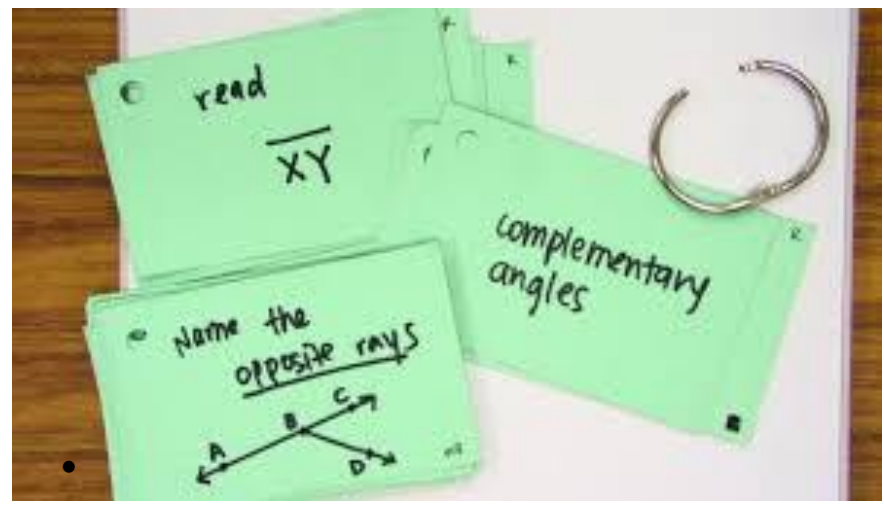
Cues

Questions, main points, visual clues, and other clues that jog your memory go here. Fill this section in after class.

Summary

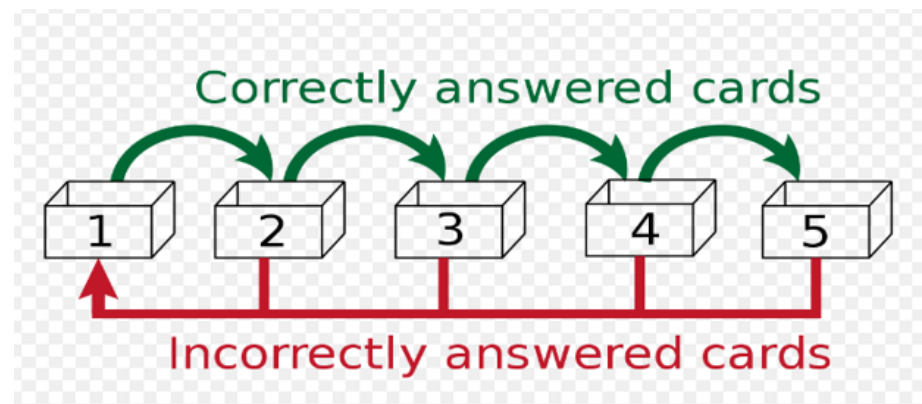
Most important points and main ideas go here. Fill in this section after class when you are in the reviewing process.

CollegeThrive.com



WAYS TO ORGANISE – TYPES OF ORGANISER

OLI  
CAV



CHUNK	COMPARE	SEQUENCE	CAUSE & EFFECT
Tree Diagram	Venn Diagram	Flow Chart	Input-Output Diagram
Mind Map	Double Spray	Cycle	Fishbone Diagram
Concept Map	Crossed Continua	Flow Spray	Relations Diagram





NOTE-TAKING



REVISION



PRODUCTIVITY



WELLBEING

# HOW TO STUDY

Essential tips for study, success and staying well

		OPTIC FOCUS: LAUNCH													
13/P Y12 IA	<p><b>Anthrop: human</b> (Greek word root)</p> <ul style="list-style-type: none"> <li>• <b>Anthropology</b> – scientific study of people, society and culture</li> <li>• <b>Philanthropy</b> – giving money, work or gifts to help others, love of humans <ul style="list-style-type: none"> <li>• Nice people, that's love</li> </ul> </li> <li>• <b>Misanthropy</b> – someone who hates other people <ul style="list-style-type: none"> <li>• Nice people, that's wrong, badly</li> </ul> </li> </ul> <p><b>Thinking questions</b></p> <ol style="list-style-type: none"> <li>1. Would you rather be an anthropologist or a physicist? Why?</li> <li>2. How many misanthropic characters in books or films can you think of?</li> <li>3. What do you think is more common: misanthropy or philanthropy?</li> </ol> <p><b>Super challenge:</b> What does <i>anthropomorphism</i> mean?</p>	<p><b>LAUNCH VIDEO</b></p> <p><a href="https://vimeo.com/362499430/8ff9cc5367">https://vimeo.com/362499430/8ff9cc5367</a></p>	<p><b>High challenge, Low stress</b></p> <p>Consider using the Frayer model to introduce and embed new vocabulary and concepts:</p> <table border="1"> <tr> <td>Definition</td> <td>Characteristics</td> </tr> <tr> <td colspan="2">Word</td> </tr> <tr> <td>Examples</td> <td>Non-examples</td> </tr> </table> <table border="1"> <tr> <td> <b>Definition:</b> A cold blooded, air breathing animal that has scales instead of hair or feathers. There are around 6,000 species. </td> <td> <b>Characteristics:</b> - Dry, scaly skin - Reproduce by laying eggs - Cold blooded &amp; air breathing - Backbone </td> </tr> <tr> <td colspan="2">Reptiles</td> </tr> <tr> <td> <b>Examples:</b> Four existing orders of reptiles: Turtles, crocodiles &amp; alligators, lizards &amp; snakes, and snakes. </td> <td> <b>Non-examples:</b> - Amphibians e.g. Frogs - Mammals e.g. elephants - Fish e.g. sharks </td> </tr> </table>	Definition	Characteristics	Word		Examples	Non-examples	<b>Definition:</b> A cold blooded, air breathing animal that has scales instead of hair or feathers. There are around 6,000 species.	<b>Characteristics:</b> - Dry, scaly skin - Reproduce by laying eggs - Cold blooded & air breathing - Backbone	Reptiles		<b>Examples:</b> Four existing orders of reptiles: Turtles, crocodiles & alligators, lizards & snakes, and snakes.	<b>Non-examples:</b> - Amphibians e.g. Frogs - Mammals e.g. elephants - Fish e.g. sharks
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OPTIC FOCUS: ORGANISATION															
20/P	<p><b>Auto: self, acting on its own</b> (Greek word root)</p> <ul style="list-style-type: none"> <li>• <b>Autobiography</b> – a story of someone's own life (from within it) <ul style="list-style-type: none"> <li>• Auto for yourself</li> </ul> </li> <li>• <b>Autonomy</b> – a government where one person or organisation has all the power <ul style="list-style-type: none"> <li>• Auto, you have yourself</li> </ul> </li> <li>• <b>Autonomous</b> – to act or to choose that can act the way without of others</li> </ul> <p><b>Did you know?</b> A person who, from early on, has the word 'bipedal' written over to the image of the man's legs in every picture of the man and the words are used to describe him.</p> <p><b>Word use questions</b></p> <ul style="list-style-type: none"> <li>• Why was the root 'auto' used for the word <i>autobiography</i>?</li> <li>• An <i>autonomous</i> is a political organisation or a political system. What might the word have for each word 'auto'?</li> </ul> <p><b>Thinking questions</b></p> <ol style="list-style-type: none"> <li>1. Do you think <i>autonomy</i> is a positive or negative development?</li> <li>2. What would it be like to be living in an <i>autonomous</i> country?</li> </ol> <p><b>Super challenge:</b> What does <i>autonomous</i> mean?</p>	<p><b>Cornell notetaking reminder:</b></p> <p><a href="https://vimeo.com/363266356/bf59f2d597">https://vimeo.com/363266356/bf59f2d597</a></p>	<p><b>Big picture</b></p> <p>Use a 'big question' to frame a lesson or series of lessons</p> <div> <p><b>the BIG Question:</b> How does the structure of a text enhance meaning?</p> <p><b>Keywords:</b> Analysis, Accuracy, Structural Terminology, Questions, Effect</p> <p>A good story has a beginning, a middle and an end, supposedly. Does this story follow the classic pattern? Complete this plan:</p> <ul style="list-style-type: none"> <li>• Beginning:</li> <li>• Middle, 1:</li> <li>• Middle, 2:</li> <li>• Middle, 3:</li> <li>• End:</li> </ul> <p>Is this a good model of the structure of the story, or would you show it in some other way?</p> </div>												
OPTIC FOCUS: PROBLEM SOLVING															
	<p><b>Bio: life</b> (Greek word root)</p>	<p><b>WHAT IS METACOGNITION?</b></p> <p><a href="https://sho.co/1B52P">https://sho.co/1B52P</a></p>	<p><b>Varied practice</b></p> <p>Consider a silent debate to explore a topic or problem</p> <p><b>Silent Debate</b></p> <p><b>Each person writes their ideas on the paper.</b></p> <p>Link ideas using</p>												

Student Guide – Effective Study Habits →

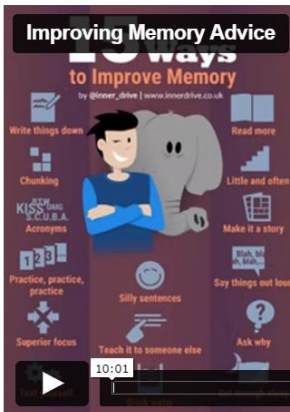
Y12 Preparation for Progression Campaign →

Y13 Preparation for Progression Campaign →

**Improving Memory Advice**

**5 ways to Improve Memory**

by @limer\_drive | www.limerdrive.co.uk

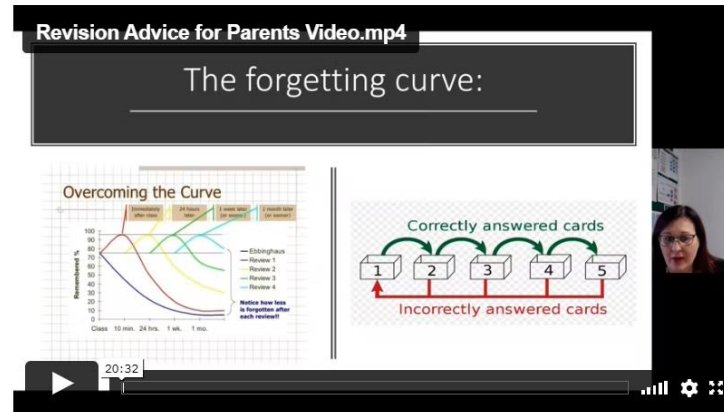


- Testing is proven to be a really effective strategy so:
- Get others to test you
- Use your flashcards
- Space testing effectively
- Build in opportunities to practise answering exam questions

Improving Memory Advice

**Revision Advice for Parents Video.mp4**

The forgetting curve:



Overcoming the Curve

Correctly answered cards

Incorrectly answered cards

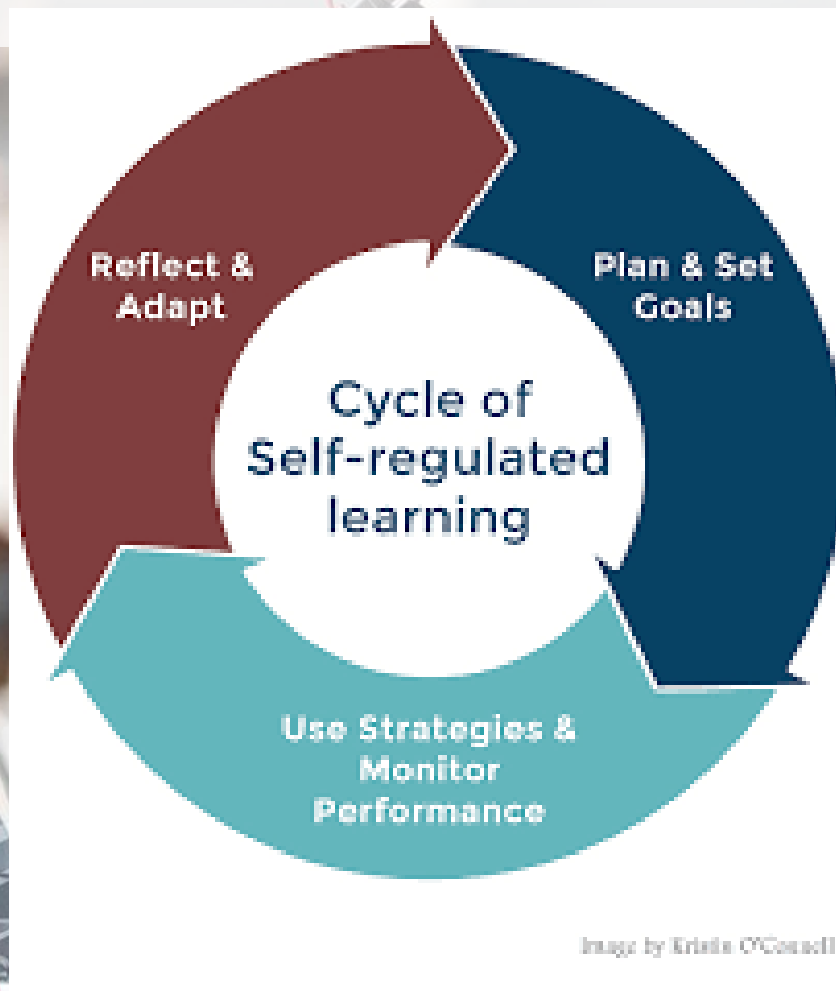
Revision Advice for Parents and Carers

New College Doncaster Study Cycle

Cornell Notes Video







# Students taking ownership for learning

## Exam Wrapper

MTG:

What you did		What the ones you did
Doing full practice essays with no notes		Doing full practice essays with no notes
Distributed (spaced) practice – leaving time to forget between practising recall of information		Using the AO breakdown sheets to modify previous essays/practice essays from L3 to 4 to 5
Using flashcards to learn relevant points, information, terminology, quotations, contexts, perspectives on the text		Mixed practice – mixing up topics and practising them over time
Looking at sample high level responses and cross referencing with the AO breakdown sheets to identify what they have done well		Looking at sample lower level responses and improving them using the AO breakdown sheets to identify how they could be improved
Creating detailed plans (including textual evidence) with your notes around you		Creating detailed plans (including textual evidence) with no notes
Summarising – for example, creating Cornell notes on class materials etc.		Re-reading or re-studying materials after initial reading or lesson.
Re-annotating texts	Rereading the texts	Testing self and making quizzes on terminology, critics, contexts etc.
Looking back over your previous targets and making these a specific focus for your revision		Creating sample introductions and paragraphs
Create context knowledge organiser		Researching the texts/contexts independently, beyond what has been covered in the classroom
Other:		

In your preparation for this assessment, did you move out of your comfort zone to do preparation activities you find difficult but you know will help you improve?

Not really: I went with what felt more comfortable	To some extent: I began to do things I find more difficult	Definitely: I really challenged myself with this
----------------------------------------------------	------------------------------------------------------------	--------------------------------------------------

What grade/level do you expect to achieve in this assessment?

### COMPLETE THIS BEFORE YOU HAND YOUR COMPLETED ASSESSMENT IN

What do you think went well?
How did you achieve marks for each Assessment Objective? Give specific examples
In this assessment, what did you do to ensure that you met your own areas for improvement? Give specific examples.
What do you think you still need to improve, both in this piece of work and in a more general sense?

Mark/Grade achieved	Above, on, below MTG?	If below, how many more marks did you need?	If on/above, how many marks do you need to get the next grade?	Calibration: Did your prediction over/underestimate? Why?
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Teacher marking codes and/or comments. Codes may relate to the 'where did you lose marks' table below (A, B, C etc.), and/or the AO breakdown sheets you have received separately (e.g. 2b, 5e etc). Comments and codes may be found here or, if the teacher feels it is appropriate, on the work itself, so check both:

### Where did you lose marks?

<b>A</b>	Make sure your introduction clearly addresses the question and gives a sense of the path your essay is going to take. (AO1)	<b>N</b>	Use more discourse markers to signpost your argument/debate/comparisons. (AO1)
<b>B</b>	Your essay drifts from the essay question at times. (AO1)	<b>O</b>	Split your work into paragraphs. (AO1)
<b>C</b>	The quotations that you use need to be embedded more carefully. (AO1)	<b>P</b>	Write in more detail about how the writer uses language. (AO2)
<b>D</b>	Include more literary terminology in your response. (AO1)	<b>Q</b>	Write in more detail about how the writer uses elements of form and structure/stagecraft. (AO2)
<b>E</b>	Check your use of punctuation, e.g. apostrophes. (AO1)	<b>R</b>	Your response does not consider how the text conforms to or deviates from generic conventions. (AO3/AO2)
<b>F</b>	Write in a more concise way so that you can cover more ground in your response. (AO1)	<b>S</b>	Your essay needs to bring in and explore contexts more (AO3)
<b>G</b>	Write in a formal essay style. (AO1)	<b>T</b>	Make more regular connections between/across texts (AO4)
<b>H</b>	Look carefully at your expression: at times your sentences run away with you and it makes your meaning unclear. (AO1)	<b>U</b>	Your response is imbalanced: it needs greater focus on ..... (AO4)
<b>I</b>	Make sure you write about the texts, events and characters as constructs; make reference to the writers more. (AO1)	<b>V</b>	Explore your own different interpretations of the text. (AO5)
<b>J</b>	Check your spelling. (AO1)	<b>W</b>	Your response does not fully explore the ambiguities and complexities of the text. Develop your points in more detail (AO2/AO3, AO5)
<b>K</b>	Foreground your argument more clearly: topic sentences, which you then develop, can help. (AO1)	<b>X</b>	Explore others' interpretations of the text. (AO5)
<b>L</b>	Write an effective conclusion. (AO1)	<b>Y</b>	Write more in the time available.
<b>M</b>	Provide more textual evidence (quotations) to support your points.	<b>Z</b>	Be more evaluative of your views/the views of others. (AO1/5)

Using the codes given, write down your specific areas for improvement by copying them from the table above, and/or, if the AO breakdown sheets have been used, by copying the relevant Level 5 box from the breakdown sheets.

### Target Setting Tips

Targets must be effortful and must produce tangible evidence to show for the work you have put in. Look at the list of preparation activities on the front of this exam wrapper, and the additional ideas below:

- Re-write improved versions of tasks completed in class / as DIL / in assessments in exam conditions. Follow a spaced retrieval schedule to ensure you do this more than once.
- Use questions banks and answer one a week and/or do a detailed plan and/or do a tightly focused paragraph
- Use the AO sheet to improve your assessment
- Type an exam response and use the comment function to articulate how you hit L4/L5 at different points, using the AO breakdown sheet
- Complete SPaG tests and re-test yourself until you get 100% (these can be bought cheaply or accessed online). Follow a spaced retrieval schedule of your own design. Look up rules for the apostrophe and test yourself.
- Create a knowledge bank of wider social, cultural and historical information (and critics' views for Othello), using the internet and the LRC. Add to it every week.
- Extend your subject understanding by reading literature-based resources, e.g. the [Globe](#) or teacher recommendations

### Setting deadlines:

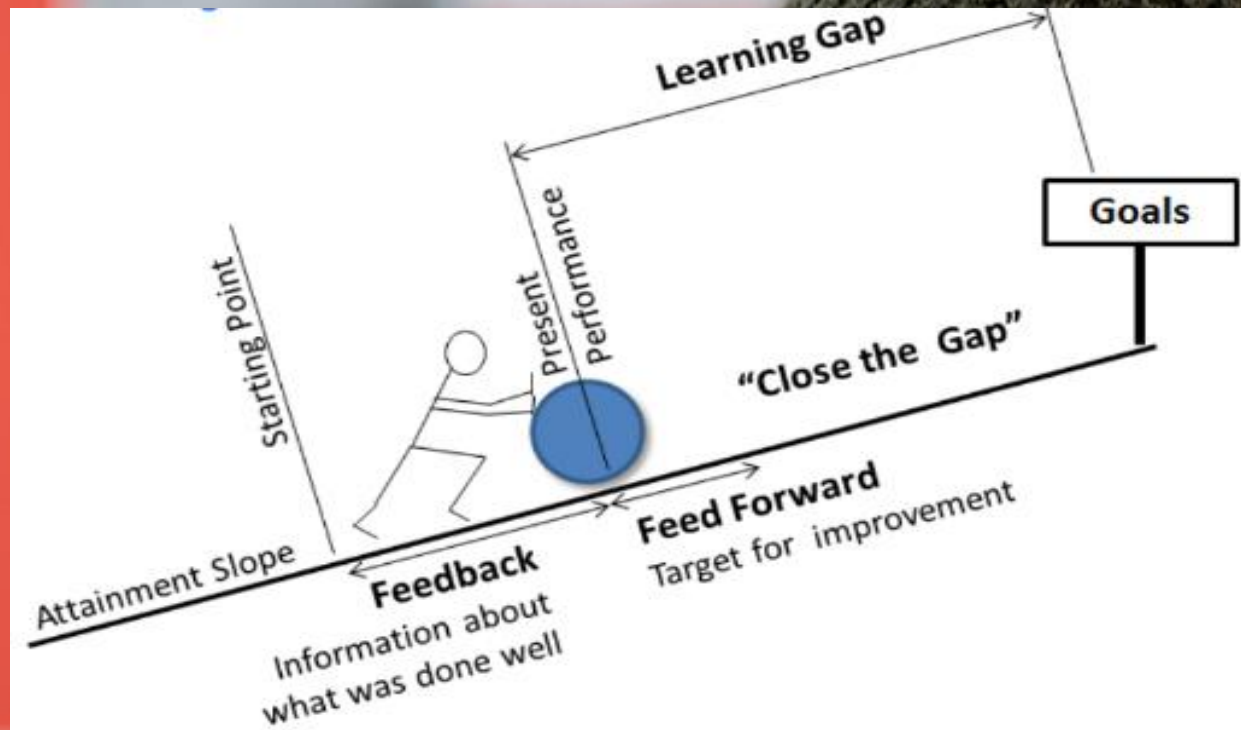
- Give yourself around 4 weeks to work on your targets, so that you have time to see an improvement. It is not realistic to expect a marked improvement if you set a deadline of tomorrow, or even next week.
- If you set yourself a target to be completed in the distant future, you must set yourself interim targets to ensure you don't forget about it. Set yourself a weekly review date. Use your study periods: if you have one Lesson 1 on a Tuesday\*, make this your review date. This then gives you adequate and dedicated time to ensure you have worked on the targets you have set yourself.

\* This is just an example.

Now, based on your feedback, set yourself three key targets.

What are your targets for improvement?	What will you do to meet your target? Be specific. Use the grid on page 1 of this wrapper and the target setting tips on the next page to help you.	When will you review what you've done to meet your target? Consider final and interim targets.	Review: How successfully have you met your targets? What do you still need to do?
I need to work on...	I will evidence this by...	I will check my progress on...	





"The key purpose of feedback is to move learning forward."



## ARE YOU USING EFFECTIVE STUDY METHODS?

**Summarising**



**Self-testing**

**Mapping**



**Drawing**

**Self-explaining**



**Teaching**



# Independent Study Periods

## DIRECTED INDEPENDENT LEARNING TO INDEPENDENT LEARNING

Your teachers will set you DIL each week-it will include the following elements:

**CONSOLIDATION OF CURRENT LEARNING**  
**PREVIEW OF FUTURE LEARNING**  
**REVIEW OR RETRIEVAL OF PRIOR LEARNING**

The guide below shows you the advised study time outside of lessons for each subject to ensure success at the end of the course. This should build gradually and will become increasingly independent as you progress through your courses.

DIL	Y12 Examined Courses	Y13 Examined Courses
	Number of hours/subject/week	Number of hours/subject/week
First Half Term	<b>2 Hours</b>	<b>5 Hours</b>
	October Half Term Break	
Second Half Term	<b>3 Hours</b>	<b>6 Hours</b>
	Christmas Holidays	
Third Half Term	<b>4 Hours</b>	<b>7 Hours</b>
	February Half Term Break	
Fourth Half Term	<b>5 Hours</b>	<b>8 Hours</b>
	Easter Holidays	
Fifth Half Term	<b>5 Hours</b>	<b>10 Hours</b>
	May Half Term Break	
Sixth Half Term	<b>5 Hours</b>	<b>Exams</b>

### Weekly Review

1. Set aside an hour a week. No distractions!
2. Split up the hour evenly. 20 mins per subject
3. For 20 mins, review the week's work in that subject by:
  - a. Checking your notes are clear, legible and in order.
  - b. Summarise your learning in a quick diagram, mind-map or a few lines of notes.
  - c. Highlight or circle material you found hard during the week. This is the material you will need to work on during your study periods.
  - d. Go through the DIL you have been given and the deadlines you've got. Make a prioritised list for the week.
4. Once you've done this for one subject, repeat for the others.

### Focused Study Session

**Plan** 1-2 mins



Decide what you want to learn or accomplish in your study session



**Focus** 100%



Don't get distracted!  
Turn off your phone and find somewhere quiet to study



**Study** 25 mins



Interact with the material: organise, concept map, reflect, summarise, connect and elaborate



**Break** 5-10 mins



Clear your working memory by taking a short break



**Recap** 5 mins



Test yourself from memory to see what you can remember

# The Revision Journey

**01 Are you in a healthy mindset for the revision period?**

What do you need to get organised?

**02 Have you plotted your revision plan for the full revision period?**

How are you using the study cycle in this subject?

**03 Have you carried out a revision checklist audit to help you rank topics?**

Have you used this to interleave and space content needed in your final assessments?

Are you revisiting this audit to make sure you are spacing topics according to how secure your knowledge and understanding are?

**04 Are you using a range of apps and quizzing methods to support revision in your subject?**

Can you summarise topics/methods in a minute in each subject?



**PREPARE  
CHALLENGE  
REVISE  
WELLBEING  
SUCCEED  
EXAM**

**05 Have you created flashcards for knowledge in each subject?**

Has your teacher advised you how to create and use them in each subject?

Are you aware of apps you can use to create these electronically?

**06 Are you using assessment wrappers to reflect on your study methods and understanding of marking criteria?**

**07 Have you explored visual ways to represent knowledge in your subjects eg mindmaps/concept maps?**

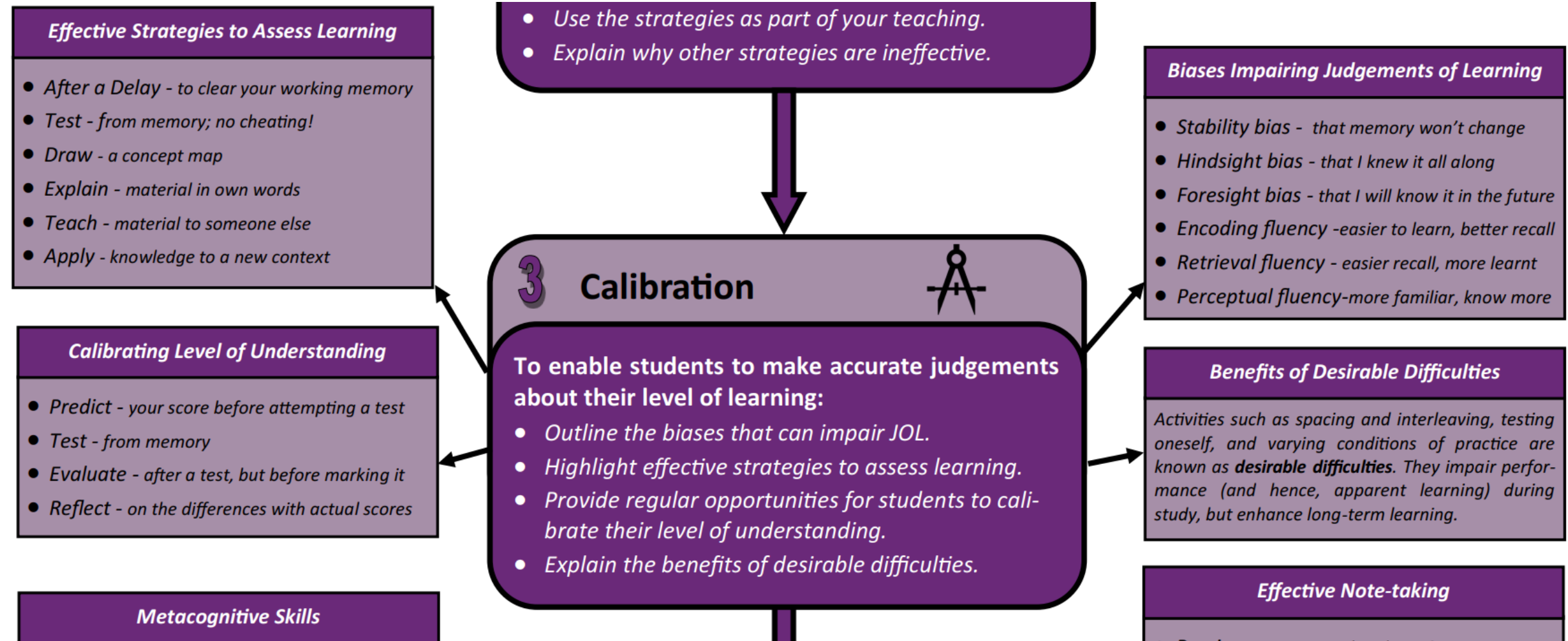
Do you use these to make connections between different pieces of knowledge?

**08 Can you teach examples of content and knowledge to other students?**

Can you explain how to meet the assessment criteria for the high grades?

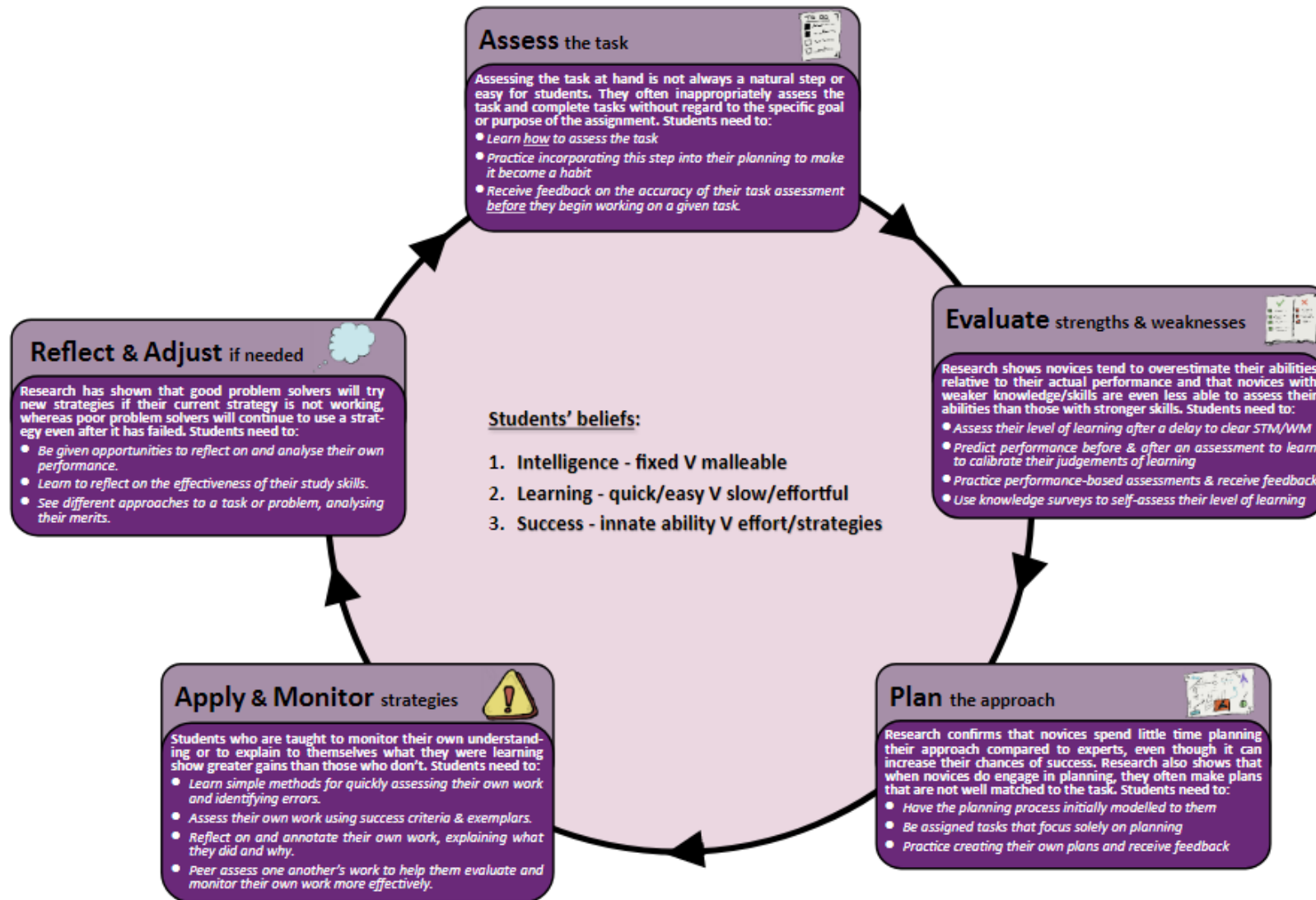
**09 Are you confidently completing exam**







# Cycle of Basic Metacognitive Processes



# How is assessment success scaffolded or modelled? Is this returned to in feedback?

## Exemplar answer for final assessment

Income elasticity	Result
Positive	'Normal' products; an increase in income increases the quantity demanded
Negative	'Inferior' products; an increase in income decreases the quantity demanded
Less than one	Inelastic; the % change in quantity demanded is less than the % change in income
More than one	Elastic; the % change in quantity demanded is less than the % change in income

Income elasticity of demand measures the extent to which the quantity of a product demanded is affected by a change in income.

Firstly, the sales of coffee are likely to increase. With a YED of +2, coffee is a ..... good and is income elastic/inelastic. This means that if incomes rise, coffee sales will ..... twice as much as the increase in income. Therefore overall sales volume for the cafe is likely to .....

Secondly, the sales of tea are likely to decrease. Tea's YED is -0.5 meaning it is an ..... good and income elastic/ inelastic. Therefore if incomes rise the demand will ..... by half as much of the increase in income. However, as coffee is elastic/inelastic, the ..... in tea sales are likely to be outweighed by the ..... in coffee sales meaning overall sales volume for the cafe will .....

## Exam Question Planning Practice

The ratio that assesses cash and liquidity is...

The ratios that assesses profitability are...

The ratio that assesses reliance on external finance (e.g. loans) is...

If gearing is high, how might this impact funding through a loan?

If the OPM is low, how might this impact funding through retained profits?

|

If the current ratio is high, how might this impact the funding through cash?

Paragraph 1	Calculate two ratios in paragraph 1. Make sure you show the formula, your workings out and the final answer (in the correct format)
Paragraph 2	<p>One financial constraint may be...</p> <p>This is supported by my calculation of...</p> <p>This means...</p> <p>Therefore...</p> <p>As a result...</p>
Paragraph 3	<p>Another financial constraint may be...</p> <p>This is supported by my calculation of...</p> <p>This means...</p> <p>Therefore...</p> <p>As a result...</p>



# Do students know how the examiners work?

- Get them familiar with markschemes asap
- Ensure students are confident with AOs and where they fit different exam questions. Weighting?
- Can you model an examiner's thought process?
- How can this be built upon?

# Student Reflection

**Targets:** (try to think of at least 3 constructive ideas that will help you improve and that you can implement before the next assessment)

Target

## Student Reflection

### November Monthly Assessment Feedback

Mistakes Made
Improvement Points – this assessment
Improvement Points – next assessment



# Are they reflecting on HOW they could prepare better for assessments?

YOU MUST...

## IMPROVE YOUR ANSWER

Using your original answer from your assessment, rewrite and improve your answer to either Q14 and/or Q15. Make sure you use the mark scheme, writing frame, your personalised feedback and my annotations to help you do this.



YOU SHOULD...

## REVISION CARDS

Develop a set of revision cards for a topic that you have found particularly difficult this year to date.



OR YOU SHOULD... DEVELOP MEMORY ASSOCIATIONS

Develop memory associations for any keywords or formulas that you didn't get quite right in the exam. Use images or words to help you make associations with those words to help you remember them. The more bizarre images/associations the better.

E.g.  $\text{CPU} = \text{Selling Price per unit} - \text{Variable Cost per unit}$

Contribution per unit = Simon Pegg – Vacuum Cleaners



Profit using contribution = Total Contribution – Fixed Costs

Profit using contribution = Tom Cruise – Fearnle Cotton



OR YOU SHOULD...

## REVISE DECISION TREES

If you go the decision trees question incorrect, have another go at completing this. For extra revision, develop your own decision trees situation from which you can calculate the expected values and net gains from. Use your notes and the mark scheme to help you.



YOU COULD...

## DEVELOP YOUR OWN CASE STUDY AND Q

Develop own version of a section C case study on a business of your choice. Then write a question that can be answered using the case study and develop a mark scheme which could be used to mark answers to your question.



2021-22	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T							
August						1	2	3	4	5	6	7	8	9	10	11	12		14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	
	SUMMER HOLIDAY															A level Results		GCSE Results																			
September			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30					
											Y12 START				Y13 START	Y12 Initial Assessments												Y12 IA1	Y12/Y13 College Assessment Week								
October					1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31		
											Moderation Week					Y12 IA2 Y13 CEDAR 1	Feedback/Reflection 1													OCT HALF-TERM HOLIDAY							
November	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30							
December			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31				
			Y12 Trust Assessment Week Y13 Mock Exam Week								Moderation Week					Feedback/Reflection 2		Y12 Y13 CEDAR 2	Feedback/Reflection 2																		
January						1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	
February			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28							
			Moderation Week																																		
March			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31				
April					1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30			
May						1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	
June			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30					
			MAY HALF-TERM HOLIDAY																																		
July					1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31		

• Explain the benefits of desirable difficulties.

**Metacognitive Skills**

- *Assess* - the task at hand
- *Evaluate* - one's own strengths & weaknesses
- *Plan* - the approach in light of these
- *Apply* - appropriate strategies
- *Monitor* - performance
- *Reflect* - if current approach is working or not
- *Adjust* - plan or approach if needed

**Study Cycle**

- *Preview* - books, notes & videos before lesson
- *Attend* - every lesson & participate fully
- *Review* - notes after each lesson
- *Study* - purposefully in study periods
- *Self-test* - your knowledge & understanding

**4 Self-Regulation**

**To encourage students to monitor and control their own learning:**

- *Explicitly teach metacognitive skills.*
- *Provide opportunities to use these metacognitive skills with support, and then independently.*
- *Regularly model your own thinking as you teach.*
- *Explicitly teach how to organise, and effectively manage, their learning independently.*

**Effective Note-taking**

- *Preview* - overviews, headings & summaries
- *Reflect* - to activate prior knowledge
- *Ask* - what do I need to know?
- *Select* - what information is important
- *Summarize* - information in your own words
- *Organise* - notes for better remembering
- *Connect* - notes for understanding

**Reading for Meaning - PQ6R**

- *Preview* - the general topics of the chapter
- *Questions* - you want the chapter to answer
- *Read* - one paragraph at a time, carefully
- *Rewrite* - the main ideas in your own words
- *Relate* - material to what you already know
- *Repeat* - for all the other paragraphs
- *Recall* - from memory what you have read
- *Review* - your recall to what you have read



# THE STUDY CYCLE

## PREVIEW

⌚ 5-15 minutes

- Before each lesson preview new material
- Skim the chapter or watch the video
- Note headings, summaries & big ideas
- Think of questions you want answered
- Decide what you want to learn or accomplish in your study session
- This will give you an overview and make learning the details in the lesson easier

## ASSESS

⌚ 25 minutes

- Periodically assess your level of learning
- Test yourself from memory
- Explain the material in your own words
- Teach the material to someone else
- Apply your knowledge to a new context
- This will help you check whether your study methods are effective

## STUDY

⌚ 25 minutes

- Daily study - schedule 3 to 5 focused study sessions every day at college
- Weekly review - set aside an hour a week to review your progress in all your subjects
- Read material. Make notes. Ask 'why', 'how' and 'what-if' questions
- Make connections. This will help you learn the material more deeply and reliably recall it in the future

## ATTEND

⌚ 90 minutes

- Go to every lesson
- Participate fully
- Ask questions
- Take meaningful notes
- Participating in a lesson is much more effective than just reading, listening or watching a recording of a lesson

## REVIEW

⌚ 5-15 minutes

- After each lesson, ideally within 24 hours
- Review your notes
- Fill in any gaps
- Develop any questions that need answering
- This will start the process of moving new material from working memory into long-term memory

## WEEKLY REVIEW

1. Set aside an hour a week. No distractions!
2. Split up the hour evenly. 20 mins per subject
3. For 20 mins, review the week's work in that subject by:
  - Checking your notes are clear, legible and in order.
  - Summarise your learning in a quick diagram, mind-map or a few lines of notes.
  - Highlight or circle material you found hard this during the week. This is the material you will need to work on during your study periods.
  - Go through the DIL you have been given and any deadlines you have been set. Make a prioritised list for the week.
4. Once you've done this for one subject, repeat for the others

## FOCUSED STUDY PLAN

### PLAN

⌚ 1-2 minutes

Decide what you want to learn or accomplish in your study session

### FOCUS

100%

Don't get distracted! Turn off your phone and find somewhere quiet to study

### STUDY

⌚ 25 minutes

Interact with the material: organise, concept map, reflect, summarise, connect & elaborate

### BREAK

⌚ 5-10 minutes

Clear your working memory by taking a short break

### LEARN

⌚ 25 minutes

Learn the material - look, cover, write, check

### BREAK

⌚ 5-10 minutes

Clear your working memory by taking a short break

### TEST

⌚ 5 minutes

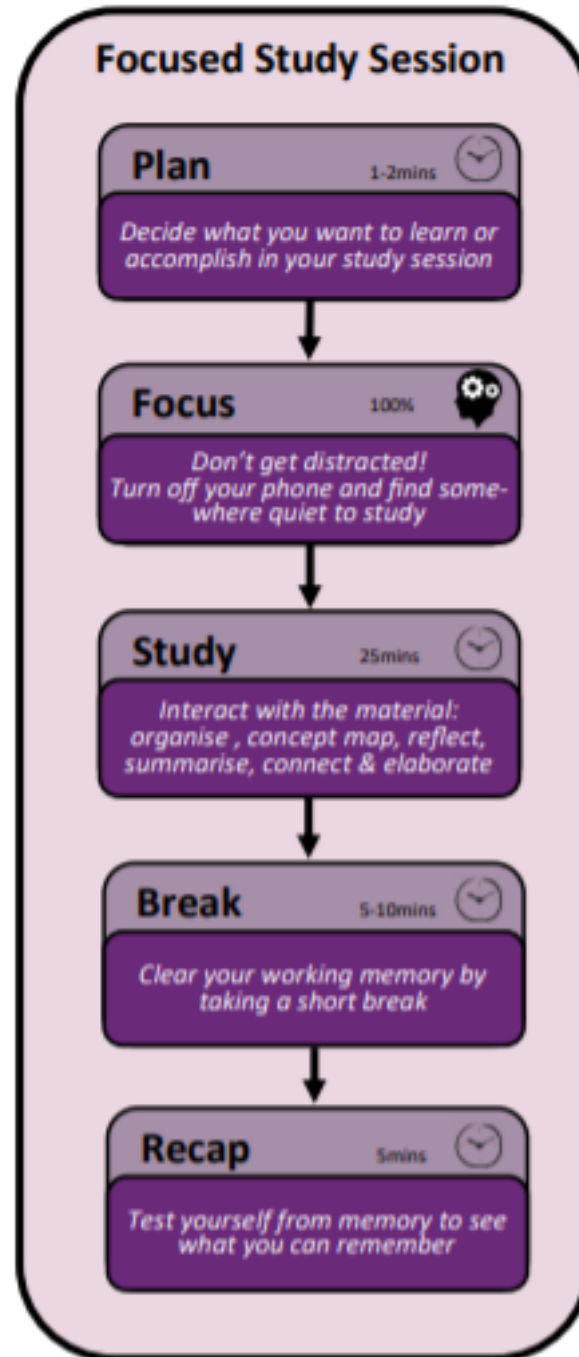
Test yourself from



## THE STUDY CYCLE

is a 5-step approach to learning designed to help you become a more efficient learner. It works the way your brain learns best. The study cycle can be easily adapted to any course at college.

Do  
students  
know what  
an effective  
study  
session  
looks like?



# Will they have effective study habits?



## Weekly Review

- 1. Set aside an hour a week. No distractions!**
- 2. Split up the hour evenly. 20 mins per subject**
- 3. For 20 mins, review the week's work in that subject by:**
  - *Checking your notes are clear, legible and in order.*
  - *Summarise your learning in a quick diagram, mind-map or a few lines of notes.*
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- 4. Once you've done this for one subject, repeat for the others.**



# How can we encourage them to take ownership of their learning?

## Preview

5-15mins

- **Before each lesson preview new material**
- **Skim the chapter or watch the video**
- **Note headings, summaries & big ideas**
- **Think of questions you want answered**
- *This will give you an overview and make learning the details in the lesson easier*

# Do they understand the importance of excellent attendance?



## Attend

 90mins

- **Go to every lesson**
- **Participate fully**
- **Ask questions**
- **Take meaningful notes**
- *Participating in a lesson is much more effective than just reading, listening or watching a recording of a lesson*

# Are we reinforcing key metacognition principles so they study and learn well?

## Review

5-15mins

- **After each lesson, ideally within 24 hours**
- **Review your notes**
- **Fill in any gaps**
- **Develop any questions that need answering**
- *This will start the process of moving new material from working memory into long-term memory*



# Do we discuss study routines? Do peers share effective strategies?

## Study



25mins



- Daily study - schedule 3 to 5 focused study sessions every day at college
- Weekly review - set aside an hour a week to review your progress in all your subjects
- Read material. Make notes. Ask 'why', 'how' and 'what-if' questions. Make connections.
- *This will help you learn the material more deeply and reliably recall it in the future*

## Assess



25mins



- Periodically assess your level of learning
- Test yourself from memory
- Explain the material in your own words
- Teach the material to someone else
- Apply your knowledge to a new context
- *This will help you check whether your study methods are effective*

# How are we building this?

- CPR approach to DIL:
- Consolidation
- Preview
- Review
- Use of Teams
- DIRT time and gap tasks
- Work on academic literacy
- Student study advice guide and videos
- Summer learning and tutorials

## DIRECTED INDEPENDENT LEARNING TO INDEPENDENT LEARNING

Your teachers will set you DIL each week-it will include the following elements:

**CONSOLIDATION OF CURRENT LEARNING**

**PREVIEW OF FUTURE LEARNING**

**REVIEW OR RETRIEVAL OF PRIOR LEARNING**

The guide below shows you the advised study time outside of lessons for each subject to ensure success at the end of the course. This should build gradually and will become increasingly independent as you progress through your courses.

DIL	Y12 examined courses	Y13 examined courses	Non-exam element applied general courses
	Number of hours/subject/week	Number of hours/subject/week	Number of hours/subject/week
1 <sup>st</sup> Half Term	2 hours	5 hours	2 hours
	October Half Term Break		
2 <sup>nd</sup> Half Term	3 hours	6 hours	2 hours
	Christmas Holiday		
3 <sup>rd</sup> Half Term	4 hours	7 hours	2 hours
	February Half Term Break		
4 <sup>th</sup> Half Term	5 hours	8 hours	2 hours
	Easter Holiday		
5 <sup>th</sup> Half Term	5 hours	10 hours	2 hours
	May Half Term Break		
6 <sup>th</sup> Half Term	5 hours	Exams	2 hours

A blurred background image of a person with dark hair and glasses, wearing a dark shirt, sitting in what appears to be a classroom or meeting room. The person is looking towards the right side of the frame. There are some colorful posters or notices on the wall behind them.

### Portal upload:

- SAR and QUIP
- Teaching for learning policy

### During lessons visits and meetings:

- Programmes of study
- Assessment and feedback schedule
- Assessment wrappers
- Examples of Directed Independent Learning tasks to exemplify CPR approach
- Revision campaign materials
- Student communication schedule
- Tutorial programme
- Study advice booklet
- Study cycle poster
- OPTIC posters (employability skills)
- SPOC (student voice) questions and summary of responses
- Parental and student surveys
- Student folders-in lessons and work scrutiny

What information did we provide?



- Lesson visits
- Student interviews
- Teaching staff conversations
- Middle and senior leadership meetings
- Tutor team conversations
- Folder and feedback reviews
- CEDAR reviews
- Paperwork reviews
- Student and parent survey



What activities did inspectors undertake?

### LEARNING CULTURE

- What does it feel like to be a student at this college?
- Do your teachers have high expectations of you?
- Has the course got harder? How have you been prepared for this?
- Do you have to think hard in here? Is that the same in your other subjects?
- Are you becoming a better learner at college? How?
- Do you feel ready to study at university? How has college helped with this?

### SUPPORT

- How do you know how well you are doing?
- Do you know how to improve?
- Are you set work to do outside of lessons?
- Do you receive feedback on this?
- Why are you attending TAP? Is it helping?
- How did college help you make the transition between school and college?
- How were you supported during lockdown? What were lessons like? Do you feel you are behind because of it? How has this been addressed?
- Are you expected to self and peer assess? Do you know how to do this? Is it useful?

### CURRICULUM DESIGN

- How does this work build on what you have done previously?
- Can you make links between your subjects?
- How is this helping you learn/remember more?
- Do you review previous content?

What common questions did inspectors ask students?



The background of the slide is a photograph of a classroom. In the foreground, a young girl with blonde hair in two braids is looking down, wearing a green lanyard with 'STUDENT' written on it. In the background, other students and a teacher are visible, though out of focus.

### To staff:

- How do you provide feedback to your students?
- How do you feedback on spelling and grammar?
- How do you assess student progress?
- How do you identify any learning gaps?
- How do you help students to remember more?
- How do you structure your curriculum? Why?
- How do you adapt your teaching for your SEND students?
- How do you decide what resources to use?
- What skills do students gain from this course?
- Do the students arrive with gaps in knowledge? How do you address this?
- How do you know the students have developed the knowledge/skills you wanted them to today?

### Key areas:

- Planning and adaptations
- Feedback and support
- Knowledge and skills development

What common questions did inspectors ask teachers?



A background image of a young woman with blonde hair, wearing a black hoodie and a green lanyard with 'STUDENT' written on it. She is looking down, possibly at a calculator or a book. The image is slightly blurred, focusing on the text overlays.

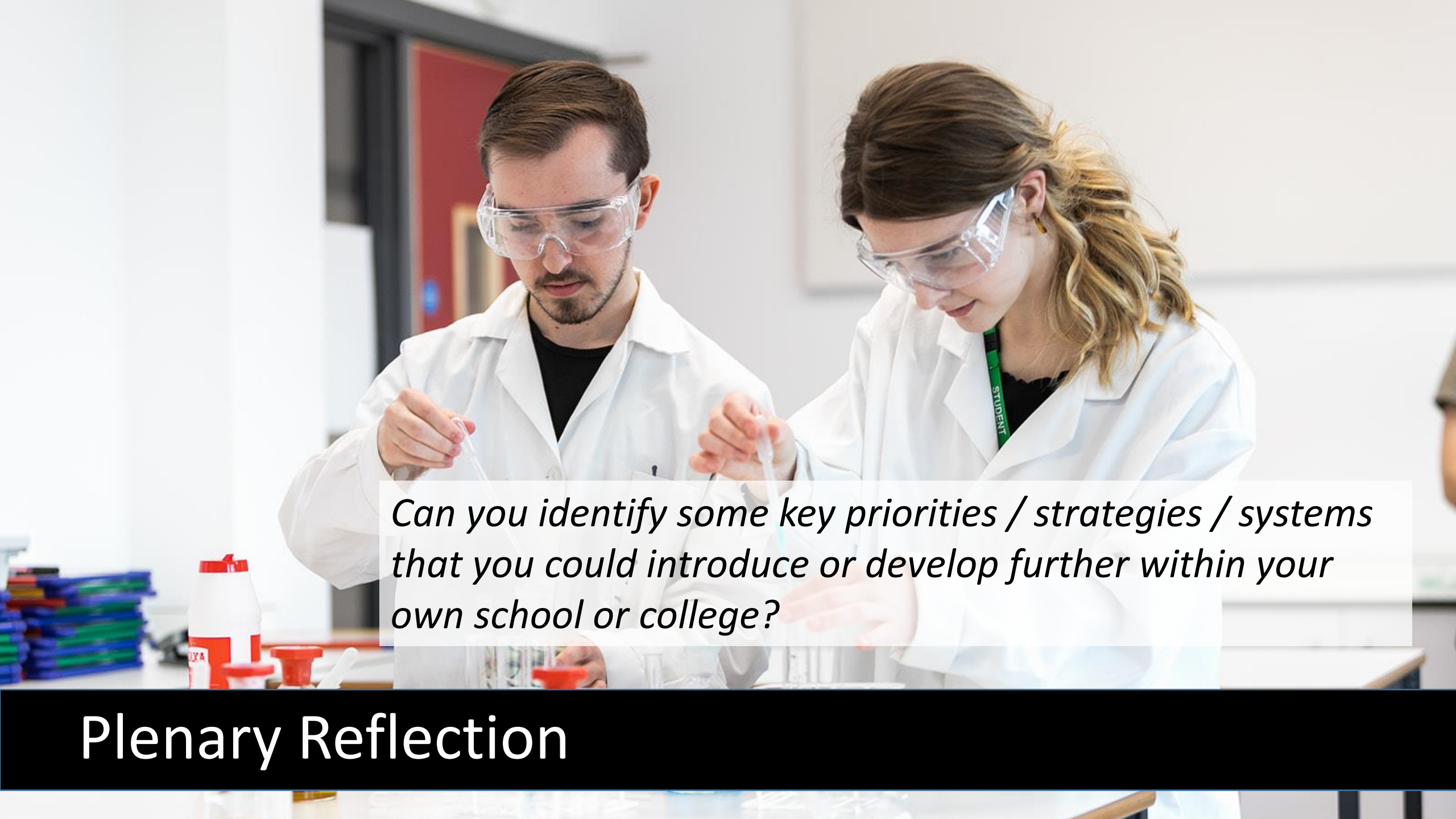
### To leaders:

- What are the key teaching and learning priorities for the college? How are these communicated and monitored?
- How do you design your curriculum to develop knowledge and skills?
- What is the approach to learning outside of the classroom?
- How do you track achievement/underachievement?
- Are all groups of learners progressing equally in your area?
- Do you know where your strengths and weaknesses are?
- Give an example of how you respond to any gaps in progress?
- What role do middle leaders play in improving teaching and learning?
- How successful is the curriculum in your area?
- How do you make sure teachers have strong subject knowledge?

### Key areas:

- Tracking of progress
- Consistency of approach
- Awareness of evidence-based pedagogy
- Subject knowledge

What common questions did inspectors ask leaders?

A photograph of a male and a female scientist in a laboratory. They are both wearing white lab coats and clear safety goggles. The male scientist is on the left, holding a pipette and looking down at it. The female scientist is on the right, also holding a pipette and looking down at it. They are standing at a lab bench with various equipment, including a red and white bottle and some test tubes. The background is a blurred laboratory setting.

*Can you identify some key priorities / strategies / systems that you could introduce or develop further within your own school or college?*

## Plenary Reflection