



WELLACRE



A Guide to Effective Independent Learning

Retrieval Strengthens Memory

A key challenge to learning is how easy it is to forget things. It is part of being human. The main thing we have to do to avoid forgetting is to make sure we connect ideas to what we already know then practise retrieving them repeatedly, ideally in different ways.

Information we access regularly in a variety of ways becomes easier to remember. If you know something fluently, like your dominant language or your times tables you can recall things effortlessly.

Regular rehearsal and practice makes it easier to recall information. Leaving a gap of a few days when you learn something and when you retrieve it again can help to make the memory stronger.

This booklet is designed to support you to be able to know more, do more and remember more. It takes you through the three stages of study (planning, executing, and reviewing) and has step by step guides to a variety of independent learning strategies.



Effective study habits

The next few pages will help you to develop effective study habits. For further support please refer to the learning walkthru slides.

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Practice

It takes a lot of practice to reach a high level of fluency or expertise. Practice involves doing something repeatedly so you can do more of the task automatically without thinking so hard.

Space Practice

Revisiting material in short sessions with some days or weeks between is more effective than doing one long study session. This is called spaced practice.

Step One

Study the material and check your understanding

Step Two

Leave it a few days or weeks study the material/ test yourself with self quizzing or using flash

Step Three

Plan this as part of your revision timetable

Motivation

Motivation is critical for learning. If you are not motivated then you will find it hard to put in the effort to keep learning hard things. We can all change our motivation levels for different things by changing the way we think about

Regularly Remind Yourself Why



Studying can wear us down. We can top up our motivation by reminding ourselves why we are studying hard, What is it that you hope to achieve as a result of studying hard?

Write down a list of how your life will be better if your successful read it out before and after every study sessions.

- A specific job/ career you would like to do.
- A specific college course/ apprenticeship that you want to get onto

Make it Habit

Our brain makes it easier for us to do things that we repeatedly do.



If you study on the same day at the same time, you will eventually find it much easier to study.



Make it Enjoyable

When we enjoy doing something, our brain is happier to come back and do it again.

Make your study space a comfortable place to be, clear of clutter, space to learn and all the equipment you need available. Have your favourite drink and snacks while you studying. Give yourselves a rewards when you finish studying

Make Sure You Succeed



If you are successful at something, you will be more motivated to do it again.

When studying we can improve our chances of success by:

- Breaking down a topic into smaller chunks.
- Making sure we are confident in the basics before attempting harder parts.

Do it With Friends



When we study with other people, it is much more likely that we will end up doing it (as long as they are studying properly.) You could meet up after school or on a video call.

How long should each of the study sessions be?



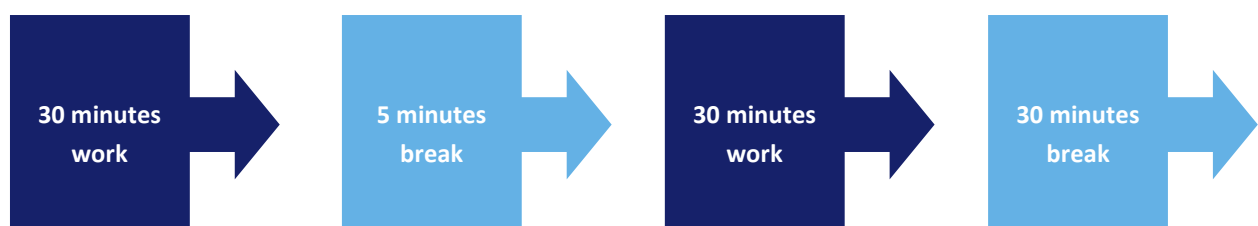
Time

Research has shown short bursts of independent learning are the most efficient way of retaining information.

Each session should be 20/30minutes followed by a short 5minute break. This break is short and is to give your brain a break. It should be enough time to get a drink, go to the toilet , but NOT to play computer games!

After an hour of independent learning give yourself a proper break of at least 30 minutes before you start your next independent learning session. Ideally this break will involve you getting some fresh air and

The Drill



Study Habits

Habits are a powerful force when it comes to our behaviour. When we make something a habit, our brain does it automatically without really having to think about it. (Sherrington and Caviglioli 2024)

Creating a good study habit is the same as going to football practice. It becomes automatic it is something we just do. It also helps with motivation, when we study in exactly the same place ant the same time, we eventually find it much easier to study.

A good place to start when implementing good study habits is a independent learning timetable. Complete the timetable below writing down everything you currently do e.g. school, football practise. Next add when you will complete your independent learning. Make sure your spread sessions out during the week and you are committed to the times you select. Add a reward for each session completed, sweet treat, time to play a game.

Plan

Week							
Beginning:	Mon	Tues	Wed	Thurs	Fri	Sat	Sun
.....							
7.00-8.00am							
8.00-9.00am							
9.00-10.00am							
10.00-11.00am							
11.00-12.00apm							
12.00-1.00pm							
1.00-2.00pm							
2.00-3.00pm							
3.00-4.00pm							
4.00-5.00pm							
5.00-6.00pm							
6.00-7.00pm							
7.00-8.00pm							
8.00-9.00pm							

Create the Correct Environment

- Select an environment that is calm and has no distractions.
- Make sure you have all the equipment you need and a drink.
- Switch your phone off, or switch to airplane mode so you are not distracted by any alerts.
- Stay on task and most importantly do not get distracted by the next task or start to look at a topic you have not planned for. This is not an effective use of time and can easily lead to you not completing the session you planned for and then becoming overwhelmed with extra work.



DO check your phone, go to the toilet and get a snack in your break, not in learning time.

What to Study

Independent learning is set on Arbor or SENECA, check these regularly to keep on top of what work has been set and deadlines.

If you are doing some extra studying to reinforce learning from a lesson/ assessment or to prepare for an assessment, refer to the medium term plans and knowledge guides. There are also wealth of extra resources at the end of this document.

[Knowledge Guides](#)

[Medium term plans](#)

As you work through your topics use a code to review your progress



Red - I do not understand this topic. I need to complete further study before practising and recalling the information.



Amber - I can not recall of all the knowledge. I need to study key elements before practicing and recalling the information.

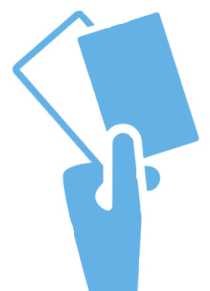
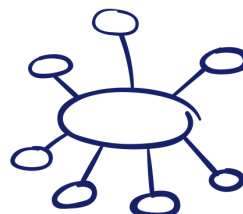


Green - I am able to recall all of the knowledge. I only need to practice this topic occasionally to keep knowledge fresh.

Independent learning Strategies

Students are taught Independent learning Strategies in lessons. On the following pages we take you through the main techniques.

- Flash cards
- Open Recall/ Brain Dump
- Self Quizzing
- Mapping/ Word Diagrams
- Exam Questions (Y10 and Y11)



Flash Cards

These can be physical cards or digital versions to use online. A good flash card has a prompt on one side that requires you to think of a specific answer, or a heading that requires a specific answer or it could be a heading that requires you to elaborate with multiple details or to a given explanation. The technique is detailed below but for further support please click on the link, which will take you to the Learning Walkthru slides.

<https://drive.google.com/file/d/1YV8K8S0cnfb2TuOsrVsoKonNFmBArKt7/view?usp=sharing>

Step 1— Gather or create some flash cards (Plan)

- You may have purchased some flash cards or you might have made your own.
- Check through the cards so that the prompt and response make sense.
- If you do not understand the answer to the prompt there is no point trying to memorise them, check your notes/ ask your teacher before continuing with this topic.

Step 2— Run through the set (Execute)

- **PROMPT** - Look at the prompt
- **RESPOND** - Produce the response required, saying it out loud or rehearsing mentally
- **CHECK** - After each response, flip the card to see the correct version. Evaluate how well you did.

Step 3— Explore your wrong or incomplete responses (Review)

- As you go through the cards separate them into two piles: right and wrong/ missed things out
- Review the error pile. Study them again and work out where you went wrong. If you do not understand the answer, go back to your notes or ask a teacher.

Step 4— Identify areas you need to restudy (Execute)

- Run through the error pile again
- Follow the same pattern PROMPT, RESPOND, CHECK
- Continue to put them into separate piles as before.
- Repeat the process until you get the correct responses to every card.

Step 5— Shuffle and retest at intervals (Plan)

- Leave some time (hours or days) after your previous run through
- Shuffle the cards to change the order and run through them again following the steps 1- 4.



Electronic

Flashcards: There are countless flashcard apps out there, many of which are free. These can be a great tool if you have to make hundreds of cards but do not want to use pen and paper. Some apps will allow you to add video and sound-clips, and you can also share flashcards with others. We like **Brainscape** (desktop/mobile, free/paid options) and **Kids Flashcardmaker** (iPhone/iPad.)

Open Recall/ Brain Dump

This is a good technique for you to retrieve information without restricting yourself too narrowly. The technique is detailed below but for further support please click on the link, which will take you to the Learning Walkthru slides.

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Step 1 - Select a topic and related prompt (Plan)

- What topic do you want to study?
- Prompt your open recall with a keyword or a question

Step 2 - Write down key concepts in a free flowing manner (Execute)

- Using a blank sheet, write the prompt in the centre and then write down related ideas as they come to you.
- Do not worry about organising the information, the focus is to get the ideas on the page.
- If you see a link with something else then highlight this you as that as you go along, using an arrow or number system.

Step 3 - Organise and connect ideas (Execute)

- When you think you have covered the topic in enough detail, stop and take stock of what you have got.
- Make links between relevant sections - you could show these with lines and arrows. As far as possible reorganise the information into categories, tables or sections so that the ideas are easier to make sense of.
- It can help to record an initial free flowing brain dump and then make a second more organised copy.

Step 4 - Check accuracy and identify gaps (Review)

- Go back to your notes or resources related to this topic.
- Have you made any mistakes?
- Have you left anything out that should have been included
- Amend the document so it is more complete and accurate (This can now be used as a further revision resource)

Step 5 - Extend depth and range of ideas

- Take it further, zoom in one area on your document to explore further at a deeper level.

Self Quizzing

Knowledge guides are an excellent resource to use when self quizzing. You can also use apps such as 'Memorise' and 'Quizlet' to use or create quizzes. The technique is detailed below but for further support please click on the link, which will take you to the Learning Walkthru slides.

https://drive.google.com/file/d/1bv8VSQURhsnG2BcnkRkxyShnP5bQH_EI/view?usp=sharing



Step 1— Gather or Generate Quiz Questions (Plan)

You can use different types of questions:

- Multiple Choice Questions
- True or False Short
- Explanation Questions
- Odd One Out

Step 2— Answer the questions unaided (Execute)

- Run through a set of 5-10 questions on your own or with someone else.
- Don't look things up or ask for help
- Take your time, think hard and try your best to produce an answer
- You are checking what you can remember so be honest with yourself

Step 3— Check your answers (Review)

- Check your answers carefully using answer sheets/ notes/ books
- Note what you have got correct this will help consolidate your learning and give you confidence.
- For those that you got incorrect it is important you establish Why?

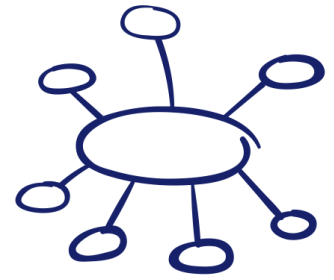
Step 4— Identify areas you need to restudy (Review)

- Did you just forget? You know it and understood it before but forgot. You may need to restudy material, rehearsing the answers, so that the knowledge becomes secure.
- Do you not fully understand the question/ topic? You may need to revisit your notes, refer to worked examples and complete extra reading or seek help from your teacher to re-explain.

Step 5— Test yourself again (Plan)

Mapping/ Word Diagrams

We often make sense of ideas with mental models that have a spatial element to the way we organise them. These mental models are captured visually by the way we represent them on a page. They can take lots of forms - simple lists, tables hierarchies, flow charts or timelines. The technique is detailed below but for further support please click on the link, which will take you to the Learning Walkthru slides.



https://drive.google.com/file/d/1_jueBNAP5-YI5HkQmqdh1dj9KwAvbaB5/view?usp=sharing

Step 1— Create and organise your ideas (Plan)

Using books or online resources record knowledge using the appropriate type of word diagram (see below).

Categories and comparisons

- Words and their definitions.
- Advantages and disadvantages.
- Sentence builder with types of phrases.
- Comparing two or more similar items.

Sequences and timelines

- A Timeline e.g series of historical events in time order with dates.
- Flow diagram e.g the order to complete a task in construction
- A sequence e.g how rocks are eroded by water to form rivers and valleys

Hierarchies and branching trees

- Relationships between characters
- Categories and subcategories

Step 2 — Do you understand the concepts and information on your notes (execute/ Review)

- Run through the information on your notes use self quizzing, check you understand why each word/ concept is in the place you have put it.
- A neat looking table/ diagram is useless if you can not explain the ideas it represents.
- If you are unsure of concepts or words check you notes or ask for help from your teacher

Step 3 - Recreate the diagram (execute/ review)

- Use the diagrams to check how well you have learnt the information
- Recreate them from memory
- Compare to your notes checking for accuracy and anything you have missed.

Exam Questions and Tests (Y10 and Y11)

Your teachers will have directed you where to find past exam papers. They will have also shared numerous resources with past exam questions.

Use these to test your ability to recall information and apply it to questions or practise skills under exam conditions.



Step 1— Select the exam questions (Plan)

Select past exam paper or selection of past exam questions that focus on a specific topic. Remember it does not have to be a whole paper you can select a specific section or question.

Step 2— Answer the questions unaided (Execute)

- Complete the questions in exam conditions, you may want to give yourself a time limit. This will help you to manage time in your exam.
- Don't look things up or ask for help
- Take your time, think hard and try your best to produce an answer
- You are checking what you can remember so be honest with yourself

Step 3— Check your answers (Review)

- Check your answers carefully using the mark scheme provide by the exam board.
- Study the mark scheme carefully - have you given a complete answer, what do you need to do to get each mark.
- Note what you have got correct this will help consolidate your learning and give you confidence.
- For those that you got incorrect it is important you establish Why?

Step 4— Identify areas you need to restudy (Review)

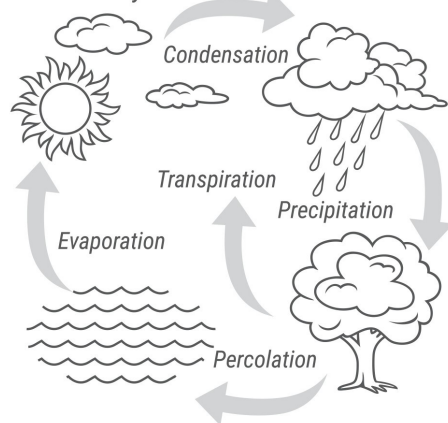
- Did you just forget i.e. you know it and understood it before but forgot. You may need to restudy material, rehearsing the answers, so that the knowledge becomes secure.
- Do you not fully understand the question/ topic? You may need to revisit your notes, refer to worked examples and complete extra reading or seek help from your teacher to re-explain.
- Did you run out of time? Is this because you were not secure in you knowledge or need to plan your time differently.

Step 5— Test yourself again (Plan)

- Repeat the process at a later point - a day, or a week later.
- If you run out of time in exams use a clock and practise how you plan your time when completing essay question or series of questions.

Examples of Mapping and Word Diagrams

The water cycle

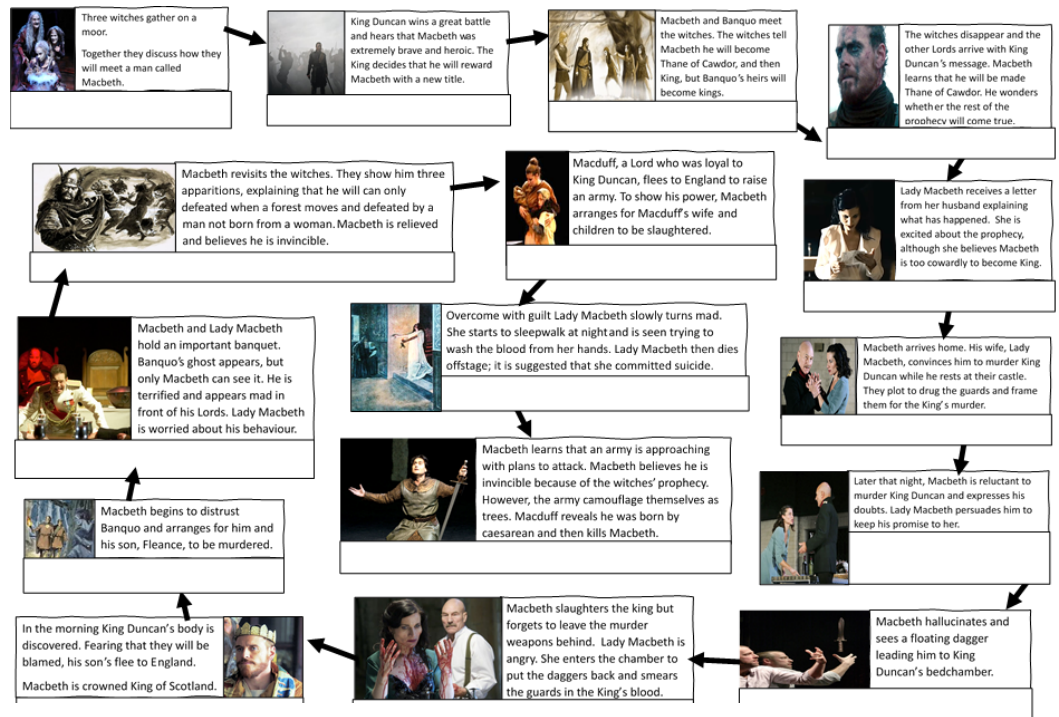


VectorStock

VectorStock.com/18516214

Comparing mitosis and meiosis

Mitosis	meiosis
- produces body cells	- produces sex cells (gametes)
- genetically identical cells	- variation
- 2 daughter cells	- 4 daughter cells
- 1 division	- 2 divisions
- diploid - (2 sets of chromosomes)	- haploid (1 set of chromosomes)



World War II Timeline 1939-1945

Jakeline Veliz

German invasion of Poland

location: Poland - Germany wanted to regain lost territory and rule their neighbor to the east. Marked the beginning of WWII.

Fall of France

location: Low countries, France. Was the German invasion of France and the low countries. France declared war on Germany. Germany won and France fell led to Germany being free to attack the Soviet Union.

German invasion of the Soviet Union

Location: Eastern Europe. turning point in war. Germany wanted to invade the Soviet Union and this broke a pact that the 2 states had. Was the biggest German military operation of WWII.

Battle of Midway

Location: Midway atoll. Was VS the U.S. and Japan. Was an important American naval victory of World War II. Marked a turning point of the military struggle between the 2 countries.

D-Day - Location: Normandy, France

resulted in the Allied liberation of Western Europe from Nazi Germany's control. The allied forces attacked German forces and the allied forces won. Was also a turning point of WWII in Europe.

Battle of the Atlantic
location: Northern region of Atlantic ocean. Struggle of Allied and German forces for control of Atlantic ocean. U-boats were used and Canada interfered. A really long battle and allied powers won.

Battle of Britain
location: U.K. Was between Britain and Germany. Germany wanted to invade the UK but needed to defeat Great Britain's royal air force. 1st battle ever fought in the air. Britain won.

Japanese attack on Pearl Harbor
Location: Hawaii. A military strike by Japan on the U.S. It gave the U.S. a reason to fight for their lives and freedom.

Battle of Stalingrad
Location: Stalingrad, Soviet Union. Germany vs Soviet Union for the city of Stalingrad. The Soviet Union won and it marked the end of Germany's advances into Eastern Europe. Was the first major German loss.

Atomic bombs dropped on Hiroshima and Nagasaki
Brought WWII to an end. Was to make Japan surrender. over 100,000-200,000 people died.

Revision Resources

Resources to support you with your revision in each subject are below.

Subject	KS3	KS4
Mathematics	The Maths Faculty have created a live PADLET of resources suitable for both key stages, which includes recommended resources for independent study, youtube channels, and podcasts for the more curious learners: https://padlet.com/mrsharrock/WellacreMathsStudents We also have our Wellacre Maths website, where you can find everything you need to follow our schemes of learning, including videos, worksheets and solutions wellacremaths.org (Students will need to be logged into their wellacre google account to access)	The Maths Faculty have created a live PADLET of resources suitable for both key stages, which includes recommended resources for independent study, youtube channels, and podcasts for the more curious learners: https://padlet.com/mrsharrock/WellacreMathsStudents For practice with GCSE exam questions, we have wio.org Extra resources: MathsWatch - https://vle.mathswatch.co.uk/vle/ Corbett Maths: https://corbettmaths.com/ The Google Doc Maths Revision Folder - https://drive.google.com/drive/folders/0Bzw9gAnVgELwMXRxVFdWZWZm8?resourcekey=0-mjUIZ1kF11WC98h2jT2VBw
Science	Students should begin with their Wellacre Knowledge Guide for each topic. This is the best source for revision. These can be found in: KS3 Knowledge guides They can also use: - Seneca - Seneca - BBC Bitesize - Bitesize KS3 Science - Oak Academy - Oak Academy Lessons	Students should begin with their Wellacre Knowledge Guide for each topic. This is the best source for revision. These can be found in: KS4 Knowledge Guides They can also use: - A revision guide (Exam board is Edexcel) - Seneca - Seneca - BBC Bitesize (Exam board is Edexcel) - Bitesize KS4 Science - Oak Academy - Oak Academy Lessons - GCSE Science online for Chemistry and physics - GCSE Science - Or if you prefer you tube videos: - Primrose kitten (Exam board is Edexcel) - Primrose Kitten Science Playlist - Primrose kitten also has a website - Primrose Kitten Academy

Subject	KS3	KS4
English	Audio books : https://stories.audible.com/ep/audible-stories-thank-you Reading book ideas : https://funkypedagogy.com/the-reading-list-project-teachers-helping-teachers/ Reading lists : https://schoolreadinglist.co.uk/reading-lists-for-ks3-pupils/suggested-reading-list-for-year-8-pupils-ks3-age-12-13/ See also : BBC Bitesize, Oak National Academy and Seneca	Below are all the links we can add to the revision guide for English. https://www.poetryessay.co.uk/a-christmas-carol-essay---how-dickens-uses-the-ghosts-to-change-scrooges-attitude-and-behaviour.html https://laurawebbcpcd.com/resources/ https://www.missjohnston.com/free-resources https://www.aqaenglishrevision.com/a-christmas-carol/revision-essay-titles https://sites.google.com/inspirationtrust.org/jacenglishrevision/language-paper-top-tips https://www.bbc.co.uk/bitesize/examspecs/zcbchv4 https://www.bbc.co.uk/bitesize/examspecs/zxqncwx
Geography	All resources and links can be found via the KS3 padlet https://padlet.com/lbaker217/pzg3yg5bjuh6m0uu Extra resources can be found on the internet geography website https://www.internetgeography.net/	All resources and links can be found via the GCSE padlet and googleclassroom https://padlet.com/lbaker217/3bc74s9jtpbsi04 https://classroom.google.com/c/Njk1NzE2NjA5NTQ0?cjc=sk75vxx Extra resources can be found on the internet geography website https://www.internetgeography.net/
RE	All links to revision and wider reading resources can be found via the KS3 padlet here: https://en-gb.padlet.com/moneill101/cqsk1lwevgk70bwf	Seneca revises Paper 1 (Christian and Islamic beliefs, teachings and practices) thoroughly: www.senecalearning.com All revision booklets can be found in: https://drive.google.com/drive/folders/1fYA37yfLsSGvRFAiRaQpRPNRJl3vvyzWH?usp=sharing All knowledge organisers can be found in: https://drive.google.com/drive/folders/1vM73W3LH7W5S8WXA2pXJQ_zgigq_H87S?usp=sharing

Subject	KS3	KS4
History	All links to revision and wider reading can be found via the KS3 padlet here: https://en-gb.padlet.com/moneill101/990k5z1bokcsywpf	Video clips and wider reading to support revision can be found here: https://en-gb.padlet.com/moneill101/3tx8hqgdg9jgoc7h Crime and Punishment revision materials: https://drive.google.com/drive/folders/1mMPbetPG2H1b4eVhTRbih_QuG9cPdTVc?usp=sharing Normans revision materials: https://drive.google.com/drive/folders/1vPoiv4dLffMDRNxgpFLxCmCt5bU6sdCN Living Under Nazi Rule revision materials: https://drive.google.com/drive/folders/1JmgL78Vt921CaLEsky-RpymrAHF3JlUy?usp=sharing Also Knowledge Organisers: https://www.wellacre.org/files/4415/9974/4611/crime_and_punishment_ko_autumn_y10.pdf https://www.wellacre.org/files/8216/1003/0761/Y10_History_SP_KO.pdf https://www.wellacre.org/files/6216/3154/1890/AUT_Y11_HIST_KO.pdf
Art	Art Google Classroom	BBC Bitesize assessment objectives explained: https://www.bbc.co.uk/bitesize/guides/zpcndxs/revision/2
Drama/ Performing arts		Google Classroom https://classroom.google.com/u/0/c/MTczNTYzNTkzMzE0 Pearson materials for assessments https://qualifications.pearson.com/en/qualifications/btec-tech-awards/performing-arts.html
Music	Quizzlet revision cards that are set on Google Classroom and can also be found on https://quizlet.com/en-gb	BTEC Music: All resources for revision can be found in this folder on Google Classroom https://classroom.google.com/c/MTMwMDI2OTg4NDI3/m/MzY1NjEzODc3ODgz/details

Subject	KS3	KS4
Computing	Seneca https://senecalearning.com/en-GB/ BBC Bitesize https://www.bbc.co.uk/bitesize Oak Academy - https://classroom.thenational.academy/	Computer Science CGP Computer Science 9-1 Revision Guide Shared drive https://drive.google.com/drive/folders/1X8b1wQhlgEoqftMVgKC_AeunrgpkuMG4?usp=sharing Google Classroom (students have access) Seneca (Computer Science) https://senecalearning.com/en-GB/ Oak National academy - https://classroom.thenational.academy/ BBC Bitesize https://www.bbc.co.uk/bitesize Knowledge organisers - https://www.wellacre.org/teaching-and-learning/curriculum/knowledge-organisers/ iMedia Google classroom (Students have access) Shared drive https://drive.google.com/drive/folders/1f-4xzs7VMrlrhKkLnw2CglSxTX_9Oh7?usp=sharing
Technology	Seneca - KS3 DT - https://app.senecalearning.com/classroom/course/22133b7c-bc77-4b4a-9b58-d5b15152cdb5 bitesize https://www.bbc.co.uk/bitesize/subjects/z23vkhv	All work, resources, past exams, mark schemes and revision materials will be placed on the Google classroom at this link below. Construction https://classroom.google.com/c/ODg5MTg3ODg3Nzha?cjc=2cvhfwv Some additional links • Health and Safety Executive • COSHH • RIDDOR • Health and Safety at Work Act • Health and Safety law GCSE Design Technology • SENECA • Pre purchased revision guide and exam question • Bitesize https://www.bbc.co.uk/bitesize/examspecs/zby2bdm • You tube - https://www.youtube.com/@collinsrevision

Subject	KS3	KS4
Food		Food Google Classroom www.seneca.com Miss Jones' YOUTUBE channel
PE/ BTEC SPORT		Google classroom (Students have access) BBC Bitesize https://www.bbc.co.uk/bitesize
French	Websites for consolidation: French in a click: https://www.frenchinaclick.com/learnfrench/ Teachvid short videos and linked activities: https://www.teachvid.com/resources Seneca: www.seneca.com BBC Bitesize: https://www.bbc.co.uk/bitesize/subjects/zgdqxb Duolingo: https://www.duolingo.com/course/fr/en/Learn-French Quizlet: https://quizlet.com/gb/topic/languages/french/ Kahoot for quizzing: www.kahoot.com Blooket for quizzing: www.blooket.com Websites for online lessons: Oak Academy: https://classroom.thenational.academy/subjects-by-key-stage/key-stage-3/subjects/french Greenshaw Learning trust: https://www.greenshawlearningtrust.co.uk/	Websites for consolidation: Seneca: www.seneca.com BBC Bitesize: https://www.bbc.co.uk/bitesize/subjects/zgdqxb BBC teach (grammar): https://www.bbc.co.uk/teach/class-clips-video/ks3-ks4-french-grammar/zm82vk7 Ma France: https://www.bbc.co.uk/languages/french/ 1 jour 1 actu authentic texts: https://www.1jour1actu.com/ Websites for online lessons: Oak Academy: https://classroom.thenational.academy/subjects-by-key-stage/key-stage-4/subjects/french Kerboodle (login per student access): www.kerboodle.com Greenshaw Learning trust: https://www.greenshawlearningtrust.co.uk/