

KS5 Independent Study Log

In addition to 9 hours lesson time and 2 supervised study periods in each subject per fortnight, we expect all students to be spending at least 7 hours per subject per week on independent study. This could be formal homework set by your teacher or additional work to support learning or revision.

More so than ever before have we all experienced the need to be effective independent learners. This means more than learning without a teacher present to guide you.

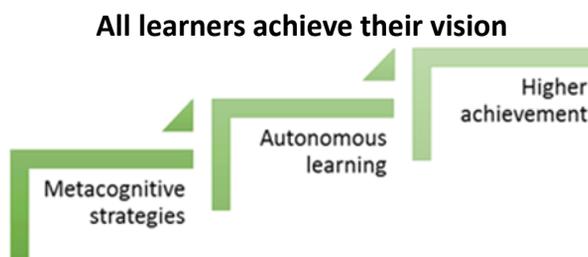
It means being able to:

- Identify the learning skills required to complete set homework.
- Recognise gaps in knowledge within your learning journey and being able to choose the correct cognitive skill to help close those gaps.
- Reflect on your learning to identify what tasks / topics have gone well and why?
- Recognising which cognitive skill worked and why?
- Reflect on your learning to identify what tasks have not gone so well and why?
- Recognising which cognitive skills need more practice or can be transferred from successful tasks.
- Remain motivated even when you feel your learning isn't going well.

Using the independent log effectively will support you to become a high effort, high progress learner, equipping you with the confidence to effectively learn independently and achieve.

When will you need these skills?

- in an independent study session
- any prolonged period of absence from sixth form
- PPE & exam revision
- at university
- as an apprentice or newly employed



NAME: _____

FORM : _____

Cognitive strategies for independent learning

Here are just a few of the cognitive strategies we have explored, there are many more to choose from

- 1. Spacing – interleaving:** timetable your topics to your independent study time, leave a maximum of 3 days between studying each topic
- 2. Flash cards – The Leitner System:** A form of ‘spacing’ that helps you study **more often** the terms, facts and concepts that you **don’t know** and study **less often** against those that you **do know**. Create flash cards and test yourself, correct move on a box, incorrect goes to box 1.
- 3. Read it in 5 ~ 5 ~ 1 – Effective note taking:** Read the whole text & summarise the text into **5 sentences** – re-read your 5 sentences and condense down to **5 key words** – Choose **one key word** to summarise the main point of text
- 4. Answering exam questions – A01, A02 & A03:** Answer exam questions using your notes / without your notes & mark your answers / respond to teacher feedback.
- 5. Flipped Learning – Learn before you’re taught:** Find out what your next topic will be. Look at textbooks, YouTube, online activities to help you understand. **Identify** key questions to ask your teachers or peers. Prepare by making notes ahead of the lesson / task.
- 6. Note taking – the Cornell method**
The **5 R’s** of the Cornell note taking method: **Record:** meaningful facts / ideas; **Reduce:** summarise to key words; **Re-write:** in your own words; **Re-read:** to check they make sense & add pictures; **Review:** interleaved with other topics / subjects
- 7. Dual Coding – combining pictures with words**
Drawing images, graphs, diagrams, timelines or comic strips that link with your written notes / mind-maps / flashcards. Simple images work best.
- 8. Keeping physically active – Physically active students have more effective brains:** boost your memory, improve concentration, improve cognitive brain function & lengthen attention span.



**‘Close your eyes and imagine your
future, you have the power to
dream big’**

Vision: a dream

Where do you see yourself at the end of sixth form?

Where do you see yourself in 5 years time?

Long-term goals: the targets to make your vision a reality

What goals do you need to have achieved to reach your vision?

What grades do you need to have achieved?

What skills do you need to have developed?

What experiences do you need to have gained?

Medium-term goals: targets to keep up your motivation and manage your long term success

DATES

Autumn PPE's (7th December 2020 – 18th December 2020):

Subject 1:

Subject 2:

Subject 3:

Subject 4:

UCAS deadline:

Entry exams / MOOCs:

Medium-term goals: targets to keep up your motivation and manage your long term success

SUBJECT KNOWLEDGE

Which topics do you need to have learnt by the above dates? List them below: be specific, don't put 'all of them'

Subject 1:

Subject 2:

Subject 3:

Subject 4:

Reflection Planning for Metacognition

Subject _____

Identify your topics of strength

Identify your topics for development

Development analysis: what do you need to develop? Is it knowledge, application, A01, A02 or A03 style questions

Questions you could ask yourself to help your planning:

1. What will I be good at?
2. What’s going to be tricky?
3. What do I need to do/know to overcome these difficulties?
4. How am I going to approach this work? Think interleaving / chunking / scaffolding
5. What **cognitive strategies** am I going to use?
6. How can I activate prior learning to help me?
7. Can I use **cognitive strategies** that I have used before that have worked well?

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Evaluating our Metacognitive Skills

Subject _____

Questions you could ask yourself to help your monitoring

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2. What went well? (WWW)
3. What didn't go well?
4. What shall I do next time? (EBI)
5. What have I learnt from doing this?
6. How will I adapt my planning for a similar task next time?
7. Do I need to improve my self- monitoring?

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Medium-term goals: targets to keep up your motivation and manage your long term success

SUBJECT KNOWLEDGE

Which topics do you need to have learnt by the above dates? List them below: be specific, don't put 'all of them'

Subject 1:

Subject 2:

Subject 3:

Subject 4:

Reflection Planning for Metacognition

Subject _____

Identify your topics of strength

Identify your topics for development

Development analysis: what do you need to develop? Is it knowledge, application, A01, A02 or A03 style questions

Questions you could ask yourself to help your planning:

1. What will I be good at?
2. What’s going to be tricky?
3. What do I need to do/know to overcome these difficulties?
4. How am I going to approach this work? Think interleaving / chunking / scaffolding
5. What **cognitive strategies** am I going to use?
6. How can I activate prior learning to help me?
7. Can I use **cognitive strategies** that I have used before that have worked well?

Planning:

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Planning:

Short-term planning

Week commencing:

Subject:

Tasks to do:	Topic studied	Cognitive strategy used	Time spent

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Tasks to do:	Topic studied	Cognitive strategy used	Time spent

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Monitoring our Metacognitive Skills

Subject _____

Questions you could ask yourself to help your planning:

1. How is your learning going?
2. Are the cognitive strategies I’m using working for these tasks?
3. Do I need to change anything?
4. Do I need to think differently?
5. Are my strengths improving?
6. Are my areas for development improving?

If you need to make changes go back to the planning stage

Monitoring:

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Evaluating our Metacognitive Skills

Subject _____ PPE result _____

Questions you could ask yourself to help your evaluating:

1. How did I do?
2. What went well? (WWW)
3. What didn't go well?
4. What shall I do next time? (EBI)
5. What have I learnt from doing this?
6. How will I adapt my planning for a similar task next time?
7. Do I need to improve my self- monitoring?

Evaluating:

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NOTES:

'It always seems impossible until it's done.'

NOTES:

NOTES:

**'Don't let what you cannot do interfere with
what you can do.'**

NOTES:

'NO!! I won't give up.'

NOTES:

**'Never do tomorrow what you can do today,
procrastination is the thief of time.'**

NOTES:

NOTES:

'All the studying you are doing will be worth it in the end.'

NOTES:

**'I believed over and over and over again, and
that is why I succeeded.'**

NOTES:

NOTES: