|  |  |  |
| --- | --- | --- |
| What needs teaching? | Why? | Who by? |
| **Time management and planning**:   * How to create an overview for each topic within a subject * How to create an overview of term and a weekly plan * Strategies for managing, monitoring and prioritising | * Students need to be able to see the bigger picture: combining class notes, teacher lists, text books… * Students need to be able to see all subjects as a bigger picture (synthesise): ready for exams/revision * Creating a plan is the first step: this needs to be monitored… | Teacher; Senior Tutor; IL |
| **Organisation:**   * Storage systems; regrouping information into type and manageable chunks: key words/facts, theories, processes, methods, quotations… | * Students need to take control; make links to how the info is going to be used | Teacher; IL |
| **Note taking**:   * How to prepare * How to create frameworks | * Multitasking activities place huge demands on working memory. Preparing in advance and creating a framework fires up the working memory and supports listening skills | Teacher; IL |
| **Advanced reading strategies**:   * Interactive methods like SQ3R (survey, question, read, respond, review); making connections; visualising; inference/predict; think pair share… | * Quick, efficient reading is required as exams are time restricted | Teacher; IL |
| **Independent learning:**   * Using and finding relevant sources of information * Create research strategies * Referencing and plagiarism | * Understand the advantages and disadvantages of different sources of information: books; journals; databases; online * Find and evaluate academic resources; understand fake news and social media influence; CRAAP test * Harvard referencing is required when citing others work; bibliographies and appendices may be used in coursework; copying others work is fraudulent; use of ‘turnitin’ | Teacher & EPQ Supervisor; Learning Facilitator |
| **Revision:**   * How to summarise * Selecting the most appropriate approach linked to the end goal * Multisensory techniques * Small manageable steps * Practise recall first; use recall to structure answer * Improve on speed * Produce an answer under timed conditions | * Students have to be able to extract the information that they need from the vast amount they are provided with * Students need to be encouraged to use multisensory strategies and move away from passive activities such as reading their notes * Practice helps the development of automaticity and fluency, which ultimately leads to the ability to work under timed conditions | Teacher; Senior Tutor; IL |
| **Exam technique:**   * Breaking down the question; particularly instruction/command words/directives * Types of question: multiple choice/short/long * Planning answers * Capturing recall before beginning the multi-tasking elements of the writing process * Different planning strategies: tabular/diagrammatic/mindmap * What is most useful for the topic & type of information? What do they have time to reproduce in the exam? What works best? | * Different questions require a different approach: links to perception of the task * Students need to understand why this is important: reduces strain on working memory and processing systems * Links to perception of the task and the use of metacognitive approach | Teacher; Senior Tutor; IL |

