|  |  |  |
| --- | --- | --- |
| 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 |

