

Beckfoot School

Knowledgeable And Expert Learners

Year

Independent Learning Booklet

enjoylearnsucceed

**2022 -
2023**

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What should you be working on each week?

Homework:

- Your teacher will set you specific tasks, with a deadline, on Class Charts
- Instructions for your homework, and how to access it, are in this booklet
- You must complete and hand in the work by the deadline

5hours In:

- You should spend at least 5 hours completing independent tasks, including:
 - Using your Knowledge Organisers to complete the relevant Quiz It, Link It, Map It, Shrink It activities
 - Proactive tasks as suggested by your teachers
- You should track the work you do for 5 hours in using the trackers in your subject booklets
- How you manage your time is up to you, but if we feel you need some support with this we may help you further by timetabling your non-contact periods.

Homework Instructions

- All of your Homework will be set by your teachers using the Class Charts system.
- You should check Class Charts every day to make sure you are up to date, and that you meet all your deadlines.
- Below you will find instructions for how to access Class Charts
- Instructions for how to complete your homework assignments in each of your subjects can be found in your subject booklets.

Logging in to Class Charts

Follow the steps below to access your student account.

1. Enter your [email address](#) and [password](#) into the fields provided.

Access code *

Your access code

Please enter the access code supplied by your teacher.

☒ Remember me

2. Click on the [Log in](#) button.

LOG IN

3. Enter your [date of birth](#) if prompted and click on the [OK](#) button.

Date of birth

Please enter your date of birth below.

Date of Birth

12/06/2009

OK

CANCEL

Homework

If your school has decided to share homework with pupils, you will see the [Homework](#) tab in your account.

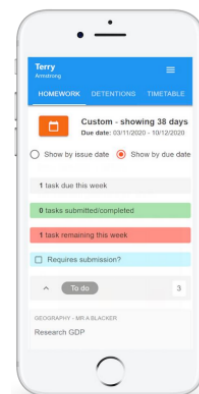
Selecting this tab will display a list of the [homework tasks](#) which you have been given.

To change the date range for displayed homework tasks, click on the orange [Date](#) button.

To display tasks in the order they were set, click on the [Issue Date](#) button

To display tasks in the order they are expected to be handed in, click on the [Due date](#) button.

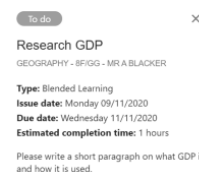
To mark a homework task as completed, view the homework task of your choice in more detail and tick the [Completed?](#) checkbox.



To view a homework task in more detail, click on the [expand](#) icon in the bottom right hand corner of the homework tile.



A popup will appear that contains the [a description](#) of the homework task, the [estimated completion time](#) and any [links](#) or [attachments](#) that may have been included.



Keeping track of homework

As you are assigned homework tasks, you may want track of how you are progressing for the current week.

The [three banners](#) above the homework status categories count the number of homework tasks that are [due this week](#), how many of those tasks you have [completed](#) and how many tasks you [still need to complete](#).

To only see homework tasks that require an [attachment submission](#), tick the checkbox labelled [Requires submission](#).

1 task due this week

0 tasks submitted/completed

1 task remaining this week

☐ Requires submission?

If you are viewing the [Homework](#) tab via a [desktop](#) or [laptop](#), expanding a homework status category will display a [table overview](#) of each homework task for the selected date range.

To do 3							
Homework	Teacher	Lesson	Issued	Due	Estimated time	Type	Feedback
☒ Research GDP	Mr A Blacker	8F/Gg	Monday 09/11/2020	Wednesday 11/11/2020	1 hours	Blended Learning	
☒ Write a soliloquy	Mr J Kato	8y/En2	Tuesday 10/11/2020	Tuesday 17/11/2020	30 minutes	Homework	
☒ Create a poster on French food	Mrs A Abell	7YEL/Fr	Friday 06/11/2020	Thursday 19/11/2020	45 minutes	Homework	Feedback

Homework status categories

To-Do: These are homework tasks that you need to complete. Once you have completed them, tick the [checkbox](#).

Completed: These are homework tasks that you have ticked as completed but have not been marked by your teacher.

Late: These are homework tasks that have been handed in past the deadline.

Not submitted: These are homework tasks that were not handed in on time.

Submitted: These are homework tasks that have been handed in on time.

To do

Completed

Submitted late

Not submitted

Submitted

How to access My Learning Resources

My Learning Resources is an online space where you can find all your lesson PowerPoints, knowledge organisers, quizzes and more. This will help you to learn independently and catch up any missed work.



1. Select 'Student Zone' on the homepage of our website



3. Select your year group



3. Select the subject you want to work on

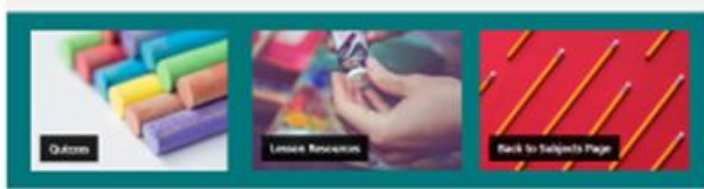


Learning Resources

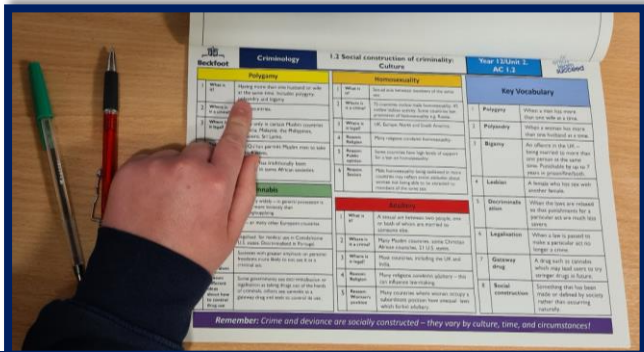


3. Select the relevant half term.

All the resources you need will be here

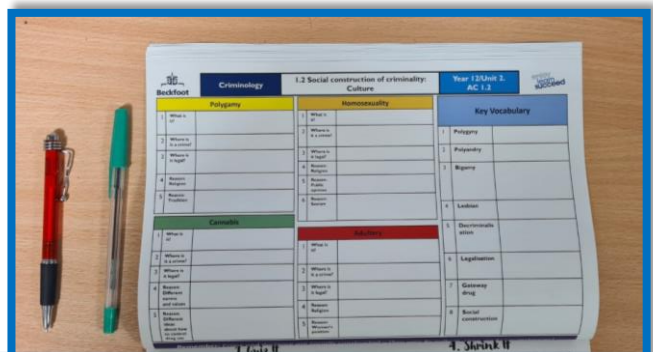


Independent Learning: How to 1 – Quiz It



LOOK:

- Read through 3-5 items from your Knowledge Organiser (bullet points, equations, facts etc.)
- Re-read if you need to



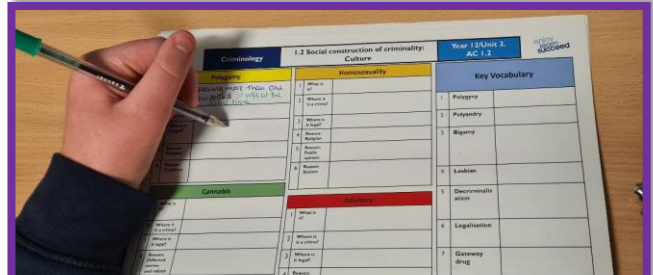
COVER:

- Turn your Knowledge Organiser over so that you can only see the blank version (no cheating!)



WRITE:

- In your blank Knowledge Organiser, write out the 3-5 items exactly.
- Use a blue or black pen



CHECK:

- Uncover your Knowledge Organiser
- Using green pen, check your writing/drawing word by word
- Tick every correct item and correct any mistakes – this is the most important part of the process

Independent Learning: How to 2 – Link It

- Choose 3-6 items from your knowledge organiser
- Write 3 sentences to show how these things link together
- You could:

Compare and contrast:

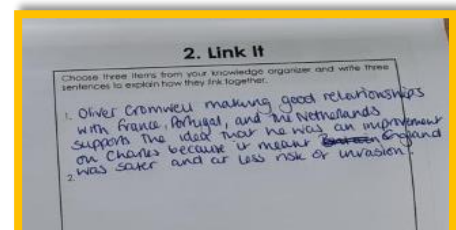
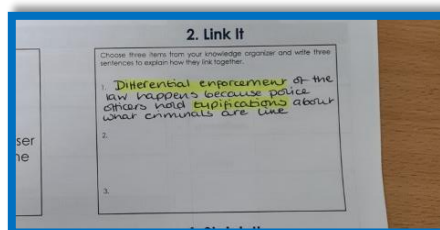
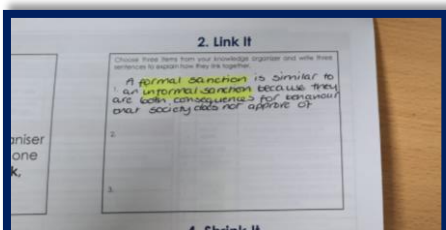
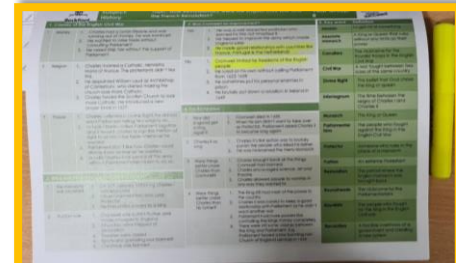
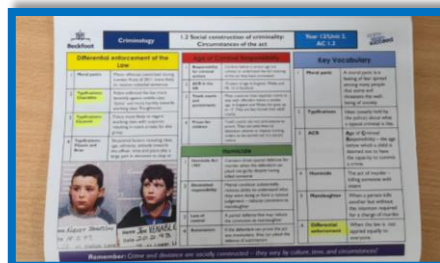
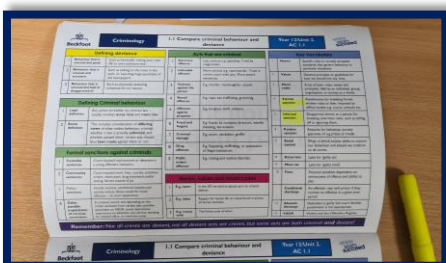
- x is similar to/different from y because...
- x is more/less ... than y because...

Cause and effect:

- x happens because of y...
- x and y work together to produce z...

Support/refute:

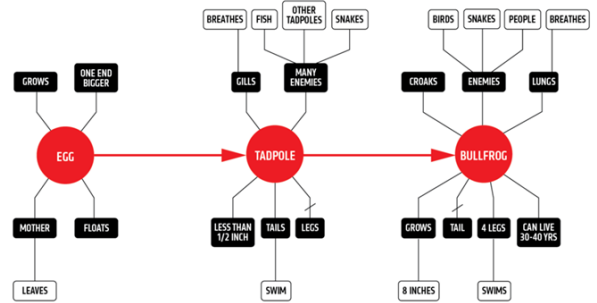
- x supports the ideas of y because...
- x refutes the ideas of y because...



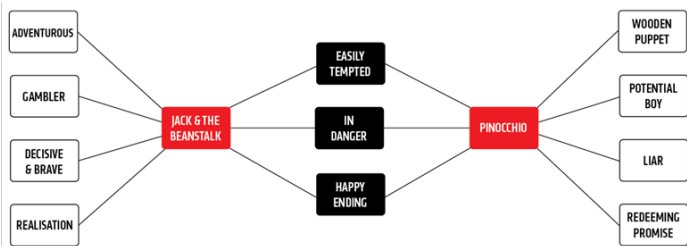
Independent Learning: How to – 3 Map It



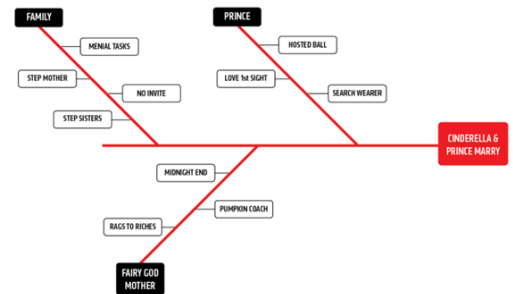
Mind-maps are useful if you want to chunk information or organise it into categories. In this example, the central idea is the 'The Three Pigs' and each branch is a theme within the story



Flow-sprays are useful if you want to show the events that happen in a particular sequence. In this example, the red boxes show the main event in the lifecycle of bullfrogs, and the order they happen in. The black and white boxes show what factors contribute to these main events

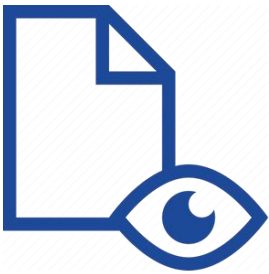


Double-sprays are useful if you want to show similarities and differences of information. In this example, the black boxes show what 'Jack & the Beanstalk' has in common with 'Pinocchio'. The white boxes show what is different about the two stories.



Fishbone diagrams are useful if you want to show causes and effect. In this example, the white boxes are causes of the Prince and Cinderella getting married; the black boxes show how the causes have been categorised; and the red box shows the effect itself

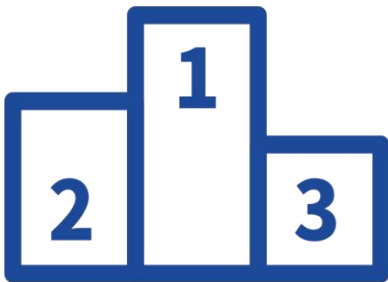
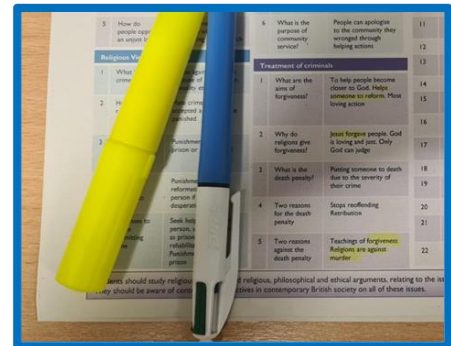
Independent Learning: How to – 4 – Shrink



1. Skim over the Knowledge Organiser and look for the key information



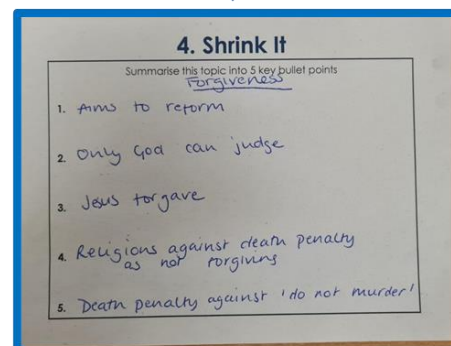
2. Highlight (or underline) the things you think are most important



3. Rank your chosen points in order of importance



4. Bullet Point your 5 most important points using as few words as possible



Read Like a Beckfooter

Vocabulary

Do you understand the words of the text?

Highlight any you're unsure of, then ask yourself these questions:

1. Can you work out the word from its context? What does it seem like it means?
2. Does it look like any other words you know? Could it mean something similar?
3. If you can't figure it out for yourself, look the word up in a dictionary or online

Comprehension

This means understanding a text. There are two things to think about:

1. Do you understand what it means literally?
2. Can you see what's implied?

To achieve these things:

1. Slow down your reading – many people miss key parts in texts because they go too fast
2. Look carefully at punctuation, which is designed to help you take pauses in the right places
3. Ask a trusted adult to read the text to/with you

Remember: not every text has implied meaning.

In English there will be lots, but there will be very little in many Science and Maths texts.

Summarising

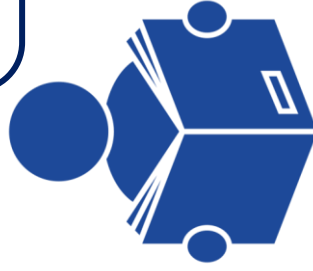
A good summary expresses what really matters about a text as briefly as possible. If you can summarise a text, you must have understood it.

Follow these steps:

1. Summarise the text in five words
2. Summarise the text in twenty words
3. Summarise the text in fifty words

Each time you will have added more information, but you won't have included everything.

By following the process, you've decided what matters and what doesn't.



Revise Like a Beckfooter

Summary: How to flash cards



- | | | | |
|---|---|---|-----------------|
| 1 | Identify knowledge | 5 | Feedback |
| What are you creating flash cards on? | Use different coloured flash cards for different topics. This helps with organization NOT recall! | How have you performed when you look back at your answers? | |
| Do you have your organizer? | Making them concise and clear. Use a one word prompt, so that you can recall as much as you can. | Is there anything you need to revisit in more detail? | |
| Use your book to look at previous misconceptions from whole class feedback. | No extended answer questions. Shuffle the cards each time you use them. Use the Leitner system to use flash cards everyday. | Is your knowledge secure? If so, move onto applying knowledge in that area in specific extended exam questions. | |

Avoid answering the questions in your head: research shows that when you read a question and answer it in your head, you aren't actually testing your knowledge effectively. Say the answer out loud or write it down before checking it against the card, so you are truly testing if you can explain the answer properly

Summary: Self Quizzing



- | | | | | | |
|---|---|---|--|---|------------------|
| 1 | Identify knowledge | 4 | Self mark & reflect | 5 | Next time |
| Identify knowledge/content you wish to cover. | Spend around 5-10 minutes reviewing content (knowledge organisers/class notes/text book) | Cover up your knowledge and answer the questions from memory. | Go back to the content and self mark your answers in green pen. | Revisit the areas where there were gaps in knowledge, and include these same questions next time. | |
| | Create x10 questions on the content (if your teacher has not provided you with questions) | Take your time and where possible answer in full sentences. | | | |

Ensure that you complete all subjects and all topics – not just the subjects you enjoy the most of find easiest.
Practice makes perfect!

Summary: How to create a mind map



- | | | | | | | | |
|--|---|--|---|--|--|----------|---------------------------------|
| 1 | Identify knowledge | 3 | Branch off | 4 | Use images & colour | 5 | Put it somewhere visible |
| Select a topic you wish to revise. Have your class notes/knowledge organisers ready. | Place the main topic in the centre of your page and identify sub topics that will branch off. | Branch of your sub topics with further detail. | Try not to fill the page with too much writing. | Use images and colour to help topics stick into your memory. | Place completed mind maps in places where you can see them frequently. | | |

Avoid using too much information: mind maps are designed to summarise key information and connect areas of a topic/subject. If you overcrowd the page, you lose the point of the mind map and will find it harder to visualise the information when trying to recall it

Summary: Brain dumps



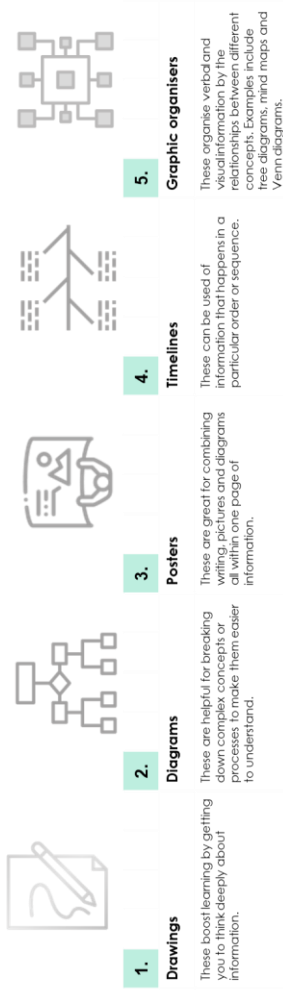
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|--|--|--|--|--|---|---|----------------------------|----------|--------------------------|
| 1 | Identify knowledge | 2 | Write it down | 3 | Organise information | 4 | Check understanding | 5 | Store and compare |
| Identify the knowledge/topic area you want to cover. | Take a blank piece of paper/white board and write down everything you can remember about that topic, (with no prompts) | Once complete and you cannot remember any more use different colours to highlight/underline words in groups. | Compare your brain dump to your K/O or book and check understanding. | Add any key information you have missed (key words) in a different colour. | Keep your brain dump safe and revisit it. | Next time you attempt the same topic try and complete the same amount of information in a shorter period of time or add more information. | | | |
| | Give yourself a timed limit (e.g. 10 minutes) | This categories/links information. | | | | | | | |

Brain dumps are a way of getting information out of your brain.

Revise Like a Beckfooter

Summary: Dual Coding

Dual coding is the process of blending both **words** and **pictures** while learning. Viewing those two formats gives us **two different representations** of the **same** piece of information.



4 Key Principles for using dual coding



Summary: Spacing

- Spacing is regularly revisiting material so that you are doing little and often instead of all at once.
- Doing a little amount regularly is more effective than doing a lot all at once. We do this so that we don't get swamped and overwhelmed

To commit something to memory, it takes time and repetition.

Optimum Spacing

- Research suggests there is an 'optimal gap' between revision sessions so you can retain the information.
- If the test is in a month, you should review the information around once a week.
- If the test is in a week, create time once a day.

Why use Spacing?

- Doing something little and often - spacing - beats doing it at once, or cramming
- The time in between revision allows you to forget and re-learn the information, which cements it in your long-term memory
- It cements information into your long-term memory
- We can learn more information over time than in one longer session
- It helps you revise more efficiently

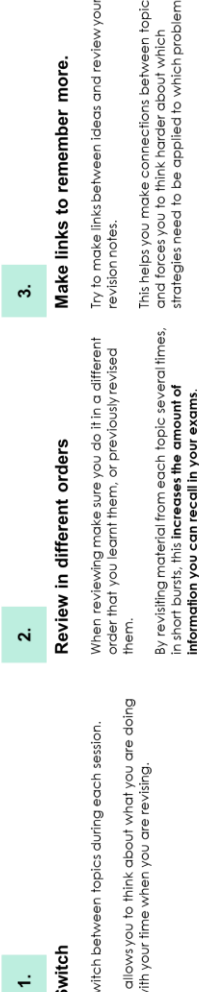
As well as knowing the most effective techniques for revision, it is really important that you consider the best times for you to revise each topic/subject. The two strategies below, (spacing and interleaving) will help you to put together a revision timetable that will help you to strengthen your memory and choose what you revise and when.

Summary: Interleaving

Interleaving is a theory that revising more than one topic in each session will help you make better links between them.



A ⇨ B ⇨ C ⇨ D B ⇨ D ⇨ A ⇨ C



Applying interleaving to your revision

1. Break units down into small chunks and split these over a few days rather than revising one whole topic all at once.
2. Decide on the key topics you need to learn for each subject.
3. Create a revision timetable to organise your time and space your learning.

Additional Revision Strategies

Brain Dump



Choose a topic and write down as much as you can remember, without referring to your notes. Check your notes and see what you missed then try fill the gaps without the notes. Check your notes a third time and add the missing information.

Flash cards



Write flash cards for each topic, in all subjects, then mix them up for the most effective revision. Check out the Leitner System for effective spacing and interleaving. Keep your flash cards simple – one question, one answer per card.

Map it out



Take an essay question or writing question and map out your answer, without writing a full response. Look at the mark scheme and decide if you plan meets the criteria. DO this for a number of questions, then choose one and write the full response.

Past papers



Ask your teacher for practice questions or exam papers. Complete them without notes in the exam conditions, then check your answers and identify the gaps in your knowledge, so you can target your revision.

Quizzes



Write a set of questions and answers and ask someone to test you. Its important to either write or say your answers loud. Reading through quizzes in your head can give you a false sense of security.



Thinking hard: Reduce

Read a section of your notes then put them aside and reduce what you need into 3 bullet points, each one no more than 10 words. Look back at the notes and decide if you missed anything important. Hide the notes and write a fourth bullet point.



Practice Introductions

For essay subjects, take a past exam question and practice writing effective introductions and conclusion. Look back at your notes and remind yourself of the important things to remember. Practice for different topics, texts and papers.



Thinking hard: Transform

Read a paragraph from your notes or a text book, and transform it into a diagram, chart or sketch – no words allowed. OR Look a diagram in science, for example, and transform it into a paragraph of explanation.



Thinking hard: Connect

For each subject, consider the exam paper and group together questions that require the same technique to answer. Write down the requirements for each type. Find a previous example you have completed and identify where you've met the criteria.



Key vocabulary

For a particular topic, make a list of key vocabulary, then do the following: define each word; use each term in a sentence; create a question where the key word is the answer; identify other words which connect to each of the words in your list.

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Date _____

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5 HOURS IN

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5 HOURS IN

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5 HOURS IN

Date

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
8:30-9:30							
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To do

5 HOURS IN

Date

Date _____

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
8:30-9:30							
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To do

5 HOURS IN

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Date _____

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
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To do

A diagram showing a 'To do' list. The text 'To do' is written vertically on the left side, underlined. To the right of the text is a horizontal line with 15 small black dots evenly spaced along it, representing a list of tasks.

5 HOURS IN

Three vertical columns of five squares each, separated by dots.

Date _____

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
8:30-9:30							
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To do



5 HOURS IN

Date

To do

A diagram showing a 'To do' list. The text 'To do' is written vertically on the left side, underlined. To the right of the text, there is a horizontal line with 15 small black dots evenly spaced along it, representing a list of tasks.

5 HOURS IN

Three vertical columns of five squares each, separated by dots.

Date _____

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
8:30-9:30							
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6:45-7:45							

To do

A diagram showing a 'To do' list. The text 'To do' is written vertically on the left side of a rectangular box. Inside the box, there are 15 small black dots arranged in a horizontal row, representing a list of tasks.

5 HOURS IN

Three vertical columns of five squares each, separated by dots.

Date _____

Date _____

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
8:30-9:30							
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5 HOURS IN

Three vertical columns of five squares each, separated by dots.

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Date _____

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
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6:45-7:45							

To do

A diagram showing a 'To do' list. The text 'To do' is written vertically on the left side, underlined. To the right of the text, there is a horizontal line of 15 small black dots, representing a list of tasks.

5 HOURS IN

Date _____

Date _____

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
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To do

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To do

5 HOURS IN

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To do

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To do

5 HOURS IN

Date _____

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To do

5 HOURS IN

Date _____

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	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
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5 HOURS IN

Three vertical columns of five squares each, representing the number 5.

Date _____

Date _____

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
8:30-9:30							
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To do

5 HOURS IN

Three vertical columns of five squares each, separated by dots.

Date _____

Date _____

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
8:30-9:30							
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To do

5 HOURS IN

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To do

5 HOURS IN

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Date _____

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	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
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5 HOURS IN

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5 HOURS IN

Three vertical columns of five squares each, separated by dots.

Reflect Like a Beckfooter

As Knowledgeable and Expert Learners, we are great at being reflective. We ask ourselves lots of questions before, during and after a task, not just at the end! This helps us to make good choices about what we need to do, and the best way to do it. It also helps us to stay motivated, even when things get tough. Finally, it helps to make sure we always complete learning tasks to the very best of our ability.

Before a task, ask yourself:

Comprehension

What is this task about?
What do I understand about it?

What am I being asked to do?

Connection

What do I already know about this?
Have I seen anything like this before?

How is this similar or different to other tasks I have done?

Strategy

Do I know any strategies that would be appropriate for this task?

Which strategy would be most helpful to me now?
Have I used this strategy before?

Was it successful?

How can I ensure I am successful this time?

During a task, ask yourself:

Reflection (during the task)

How is this going?

What mistakes do I often make in this kind of task?

How can I avoid making those mistakes?

What am I finding difficult right now?

What am I doing well?

How do I know?

How do I feel about the work?

Am I motivated to complete this task to a high standard?

What can I do to improve my motivation level right now?

After a task, ask yourself:

Reflection (after the task)

Does my finished work look successful?

Does it make sense?

How do I know?

Could I have done this a different way?

Is this work better than I have done in the past?

How do I know?

How did my motivation level affect my performance in the task?

What emotions did I experience during the task?

Why?

How can I motivate myself in a different way in the future?

Explain

Assessment Tracker

Subject:

Target Grade:

[illegible]

Assessment Tracker

Subject:

Target Grade:

[illegible]

Assessment Tracker

Subject:

Target Grade:

[illegible]

Assessment Tracker

Subject:

Target Grade:

[illegible]

Assessment Tracker

Subject:

Target Grade:

[illegible]

Assessment Tracker

Subject:

Target Grade:

[illegible]

Communication Pages

[illegible]

Communication Pages

[illegible]

