



Preparation: The teacher and class collect together or individually identify the relevant information. A structured assignment outline is given. A plan is prepared by each student and is checked

Relevant key words are displayed; the teacher draws attention to and explains these

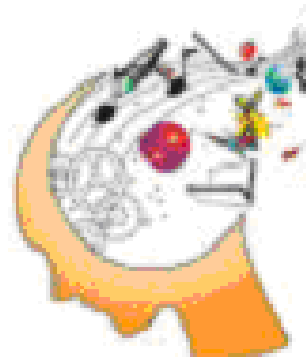


Previous students' work is read and discussed. Students have a clear idea of what different grades of work looks

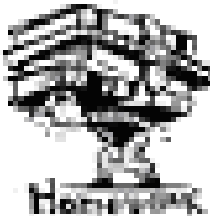
The teacher models how the assignment may be done



Teachers share explicit information about relevant study guides and web-sites



Find out your preferred learning style and plan revision accordingly.
Use eye-catching revision aids, pictures and websites, if it helps, move around while you revise



What works?

A draft is marked before a re-draft is attempted

Please to stick to the homework timetable

If teachers know PLS they might be able to plan lessons which reflect these

Preferred learning styles

Homework

If there are key words, please draw attention to them and explain them. If they aren't changed regularly we forget they are there

Having some one-to-one time with a teacher is really helpful

How teachers can help



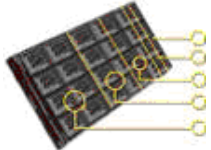
Groupings

Seating plans may not automatically work; it's sometimes more helpful to work with your friends

Homework



It is useful to know what different grades of work look like



'Chunking down' a big task is helpful

Small groups working together can be really helpful

Time warnings until the end of a task are helpful: two minutes ... thirty seconds ... finish your sentence

Please explain a task to me rather than doing it for me!

Advice for Year 9



Revisions

Use revision books carefully. Don't just look at the pictures

Get on top of homework and keep on top of it

Don't rush! Plan your tasks and take your time

You feel bad in the exams if you can't do the tasks, but know you could if you'd revised