POWER TO PERFORM

PRENTON High School

Year 11
INDEPENDENT LEARNING RECORD

PRENTON
High School

- ⭐ Self Testing
- ⭐ Teaching Someone Else
- ⭐ Past Papers & Exam Questions
- ⭐ Model Answers
- ⭐ Key Word Definitions & Drills
- ⭐ Mind Mapping
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Year 11
INDEPENDENT LEARNING RECORD

Self Testing

"The most powerful way to make knowledge stick."

Why it helps:
Self-testing boosts memory, confidence, and motivation because you can actually see yourself getting better. It builds independence because you learn to check what you know without a teacher.

What self-testing is:
Actively recalling information instead of re-reading it.
 This includes:
* Flashcards, Blurting, Quizzing, Past questions, Leitner Method (smart flashcard system)

How to self-test:
   Flashcards
* *Question on the front*
* *Short answer on the back*
* *Include diagrams or images where useful*
* *Say the answer out loud or write it*
* *Flip and check*
      The Leitner Method (SMART flashcard system)
"Practise the hardest cards more often."
Sort your flashcards into 3 boxes/piles:
Box 1 — Hard - You got these wrong → review every day
Box 2 — Medium - Partly correct → review every 3 days
Box 3 — Easy - Correct → review once a week
When revising:
* *Correct? Move the card UP one box*
* *Incorrect? Move it back to Box 1*
      Blurting (blank page recall)
Write everything you know about a topic with no notes → check → fix → make new flashcards from gaps.
      Past Questions
Do a short question → mark it → highlight the command words → identify gaps.

How often?

* Flashcards: 5—10 mins every day
* Leitner Method: Follow the daily / 3-day / weekly cycle
* Blurting: 1—2 times per week per subject
* Past questions: 1—2 per week; daily in exam season

Top Tips

* Little and often beats cramming.
* Don't only revise the topics you already know.
* Make gaps your friend — they tell you exactly what to revise next.
* Mix topics up (interleave). Keep answers short and clear.

Teaching Someone Else

"If you can teach it, you know it."

How to do it:
- Explain a topic to someone else (or even your pet).
- Use simple language.
- If you get stuck — that's your revision target.

How often?
- Use this before tests or after finishing a topic.

Past Papers & Exam Questions

"Best preparation for the real thing."

How to do them well:
- Do it when you have covered enough knowledge.
- Do a question without notes.
- Check the mark scheme.
- Highlight key command words.
- Identify what the exam wants you to say.
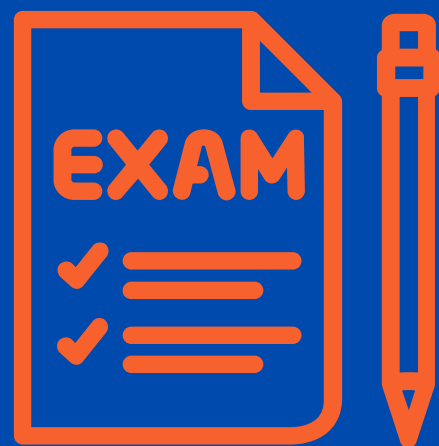
EXAM

How often?
- 1–2 questions per week per subject.
- Increase to daily practice before mocks/exams.

Model Answers

See what good looks like — then improve your own."

Why it helps:
Model answers boost motivation because you can clearly see what a top answer looks like, and build independence by helping you improve your structure, detail and exam technique.

How to use model answers:
Spot what makes it good
- Clear structure
- Key terms
- Evidence/examples
- Explanations
- Linking back to the question
  Compare with your own answer
- What did I include well?
- What did I miss?
- How can I improve my structure?
  Improve your answer

Rewrite your response using the same structure and style, not the same words.

How often?
- Weekly: Improve 1–2 answers using a model
- Before tests: Read a couple of exemplar answers
- After marking: Compare your work with a model to fix gaps

Key Word Definitions & Drills

"Know your language = know your subject."

How to do it:
- Make a list of key terms.
- Test yourself.
- Write them into example sentences or diagrams.

Keyword

How often?
- Daily 5 mins — small but powerful.

Mind Mapping
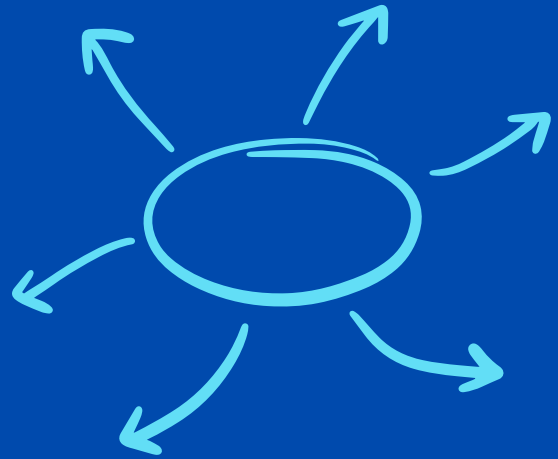
"Turn information into a clear picture."

What it is:
A visual way to organise everything you know about a topic and show how ideas link.

How to do it:
- Start with the topic in the middle.
- Add branches for key ideas.
- Add sub-branches for facts, examples, definitions.
- Use colours, arrows, and pictures.

How often?
- After every topic or every 2 weeks.

Dual Coding

"Use words + pictures together."

What it is:
Turning information into diagrams, pictures, timelines, or flowcharts.

How to do it:
- Convert text into a diagram.
- Create timelines, labelled images, or flow maps.
- Simplify complex processes with arrows and steps.

How often?
- Weekly, especially for tricky topics.
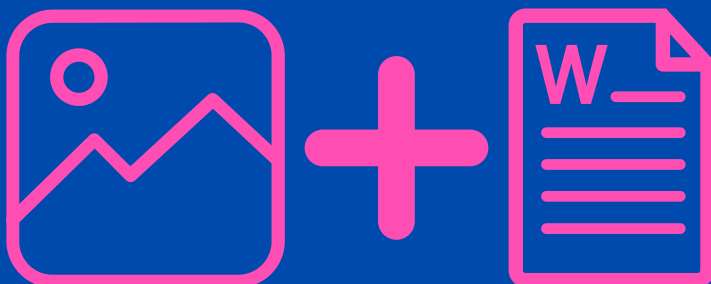
Timed Practice

"Get used to exam pressure."

How to do it:
- Set a timer.
- Do a short question or paragraph.
- Focus on pace, structure, and clarity.

How often?
- Start with 5-minute tasks weekly, increase closer to exams.

Checklists

"Make sure you've covered everything."

How to do it:
- Use your subject's revision checklist/specification.
- Colour-code: green = secure, amber = nearly, red = needs work.
- Revise your reds first.

How often?
- Update weekly.

Audio Recording

"Speak it, hear it, remember it."

Why it helps:
Recording yourself boosts motivation because you can hear your own progress, and builds independence by letting you revise anywhere without needing notes or a teacher.

How to use it:
- Record yourself explaining a topic in simple steps.
- Read key notes, quotes, formulas or vocabulary aloud.
- Listen back while walking, on the bus, or before bed.
- Pause the audio and try to recall the next point.

How often?
- Weekly: Record a topic summary.
- Daily (quick): Listen to key facts or vocab for 2—3 minutes.
- Before tests: Listen to recordings instead of re-reading notes.

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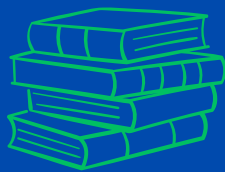
Independent Learning Record

Revision isn't about spending every spare minute studying — it's about finding a routine that works for you and making each session count. Consistent, focused effort each week makes the biggest difference.

Research suggests the following:

📅 November to January: 5-10 hours per week (roughly 1 hour a day).

📅 February- March: 10-15 hours per week (around 2 hours per day).

📝 March - May: in the run up to GCSEs, build up to 20—30 hours per week (around 3-4 hours a day). The hours completing revision sessions in school count!

⏱️ Use short, focused sessions (anything from 15-45 minutes) rather than long cramming blocks. Decide what works for you!

💡 Focus on active revision — testing yourself, doing past papers, teaching someone else, or using flashcards. Check in with your teachers too for subject specific revision tips!

🌱 Take regular breaks, look after your wellbeing, and spread your revision over time — little and often really works!

📖 Keep a record of your revision time, what went well, and what to focus on next — this helps you stay motivated, see your progress, and feel more in control of your preparation.

DATE	SUBJECT/TOPIC COVERED	STRATEGY	HRS/ MINS	WHAT WENT WELL	WHAT DO I NEED TO FOCUS ON?	NEXT STEP
6/11	English Lit – Macbeth Quotes	Flashcards Retrieval Quiz	30 mins	Recalled 7/10 quotes	Mixing up Act II and III	Revisit Act II tomorrow with flashcards.
7/11	Science – Photosynthesis	Summarising using revision guide	40 mins	Able to remember key points about photosynthesis	Forgetting equation for respiration	Use mneumonic and dual code diagram.
8/11	Maths – Non calc past paper questions	Timed practice & mark scheme	30 mins	Algebra	Ratio & proportion errors	Redo Q12-14 using worked examples then retest.
9/11	History – Causes of WW1	Mind map & verbal recall	30 mins	Able recall key dates and facts	Confused alliances	Watch short video and re-test within three days

Total time	2 hours and ten minutes

INDEPENDENT LEARNING RECORD

November

DATE	SUBJECT/TOPIC COVERED	STRATEGY	HOURS/ MINUTES SPENT	WHAT WENT WELL	WHAT DO I NEED TO FOCUS ON?	NEXT STEPS

Total time	

DATE	SUBJECT/TOPIC COVERED	STRATEGY	HOURS/ MINUTES SPENT	WHAT WENT WELL	WHAT DO I NEED TO FOCUS ON?	NEXT STEPS

Total time	

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December

DATE	SUBJECT/TOPIC COVERED	STRATEGY	HOURS/ MINUTES SPENT	WHAT WENT WELL	WHAT DO I NEED TO FOCUS ON?	NEXT STEPS

Total time	

DATE	SUBJECT/TOPIC COVERED	STRATEGY	HOURS/ MINUTES SPENT	WHAT WENT WELL	WHAT DO I NEED TO FOCUS ON?	NEXT STEPS

Total time	

December

DATE	SUBJECT/TOPIC COVERED	STRATEGY	HOURS/ MINUTES SPENT	WHAT WENT WELL	WHAT DO I NEED TO FOCUS ON?	NEXT STEPS

Total time	

DATE	SUBJECT/TOPIC COVERED	STRATEGY	HOURS/ MINUTES SPENT	WHAT WENT WELL	WHAT DO I NEED TO FOCUS ON?	NEXT STEPS

Total time	

POWER TO PERFORM

Making a positive difference today to achieve a better tomorrow

PRENTON High School

You've GOT THIS

Trust | Respect | Integrity | Kindness | Endeavour