Beckfoot Thornton

Supporting Learning at Home

A Student Guide

Post 16

Name:_____

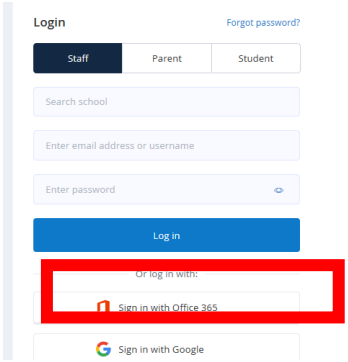
enjoylearnsucceed

What do I need to do?

How do I know what work I need to do?

Please ensure that you have completed all of the homework that you have been set on Show my Homework. Once this has been completed, it is vital that you are keeping up to date with the essential work and revision that you need to do in preparation for your exams. If you have a smartphone, the easiest way to do this is via the app or you can access the website.

https://www.satchelone.com/dashboard



You will log on to the website the same way as you have practised in school.

How will I know when I need to do my work?

Whilst you are not in school, you need to structure your timetable the same as you would do as if you were here. This means that if you should be in a maths lesson, you need to be doing maths work. Remember, the qualifications that you will complete this year will remain with you for the rest of your life and will affect the choices that you will be able to make in your future. Once you have completed all of the homework on Show My Homework, you need to use your green folder to help revise for other subjects.

What do I do if my log in for Show My Homework does not work?

Firstly, check you are logging on correctly. You need to sign in on the Office 365 link using your school email address and password. If this does not work, email homework@beckfootthornton.org for help.

How will my teacher know if I have looked at the work?

One of the great things about Show My Homework is that it tells your teacher exactly which students have looked at a piece of work once it has been set. Remember, this work is being set to help you prepare for your exams.

I have completed the work on Show My Homework?

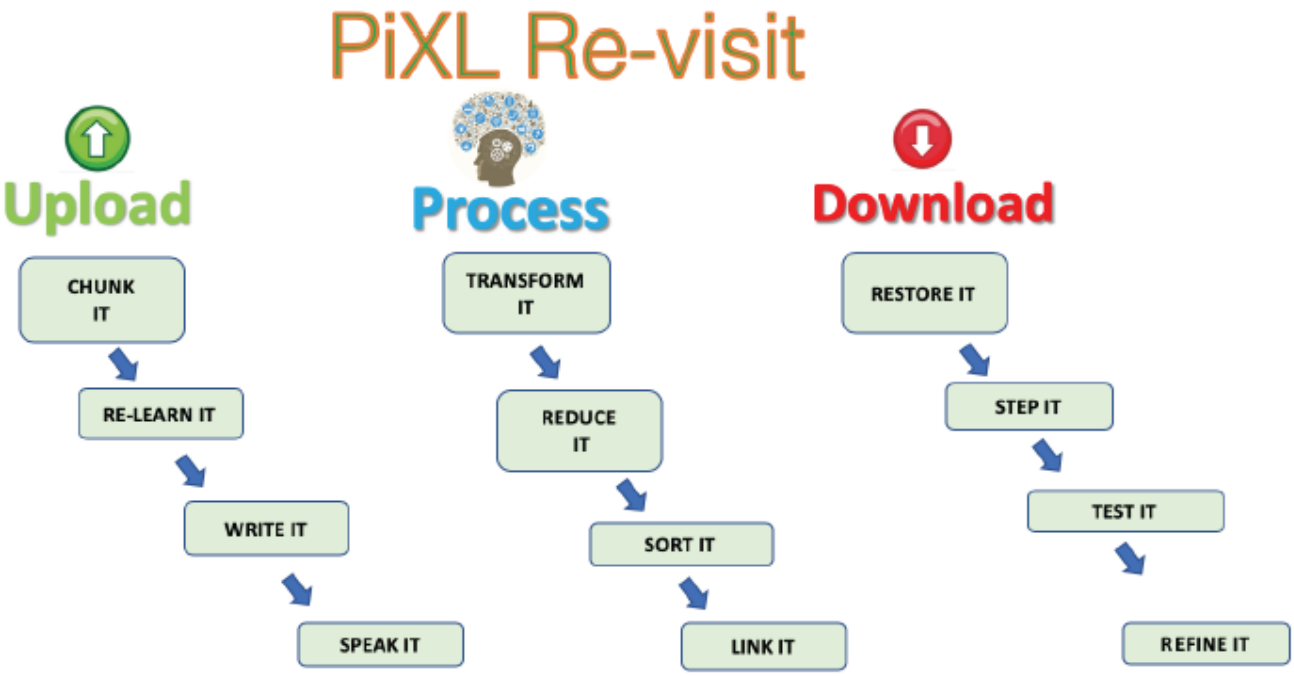
There are lots of other resources that you can use to support your work at home and prepare for your exams.

Revision Websites

There are lots of different revision websites that you can use to help you. Make sure you have checked that you are revising information for the right specification. Details of these can be found in this booklet. Once you have read the information on the website, use the strategies identified in this book to help you. You can also use your specification guides (available on the exam board websites and in your green folder) to self-assess which other areas you need to revise and do further reading about.

Revision Guides

You will already have your revision guides, textbooks and your green folder at home.



Past Papers

Past papers are an effective way to test what you have learnt. Use the past papers that you have been provided previously and those available on the exam board websites to check where the gaps are in your knowledge. Make sure that you are timing yourself to complete them, and then use the mark scheme to check your work.

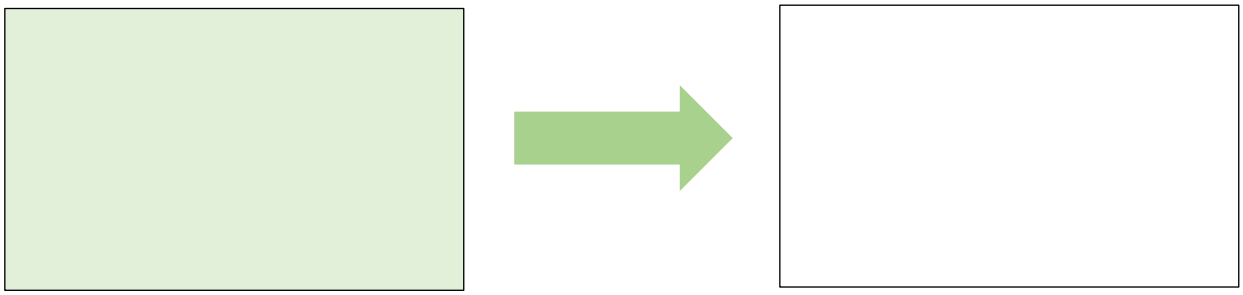
Exam Board information

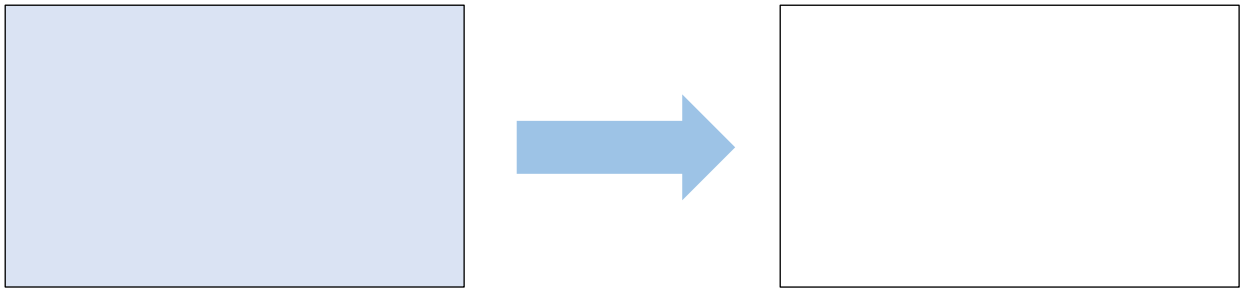
Details of what you need to know for each subject can be found on the exam website for each subject and in your green folder. On here you need to look at the specification details. Remember there may be optional units that you do not need to cover. If you are uncertain, message your teacher via Show my Homework.

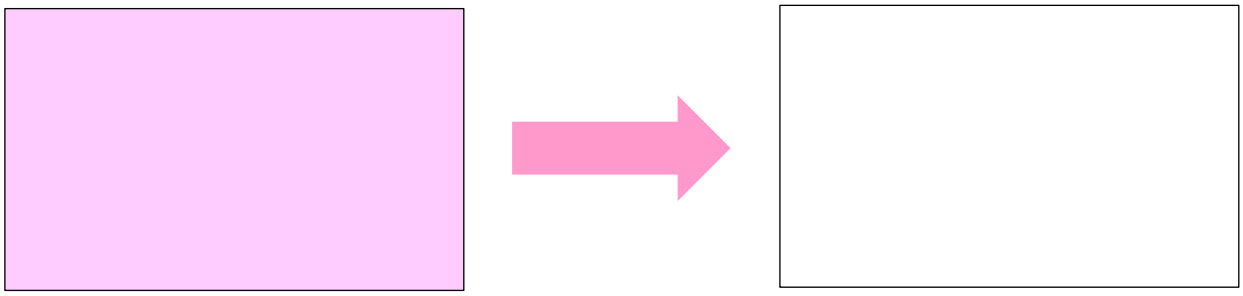
PiXL Revisit: Reduce and Transform

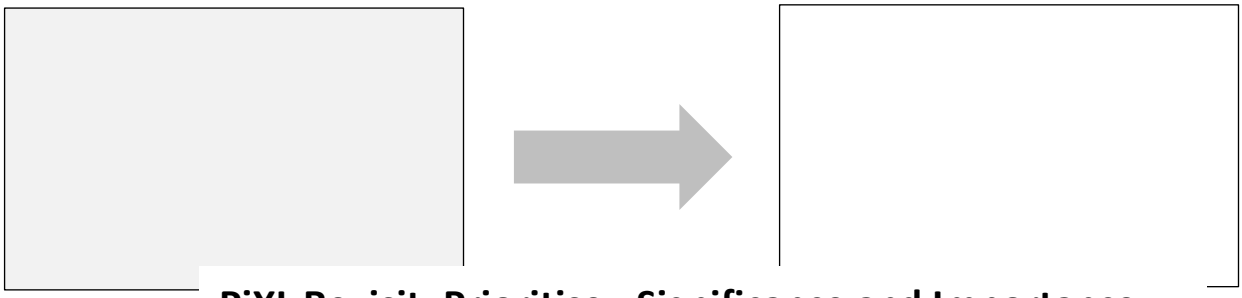
Unit/Topic:

1.

2. 

3. 

4. 

5. 

PiXL Revisit: Prioritise - Significance and Importance

Unit/Topic:

Key Facts, Dates, Words, Vocab:

Notes:

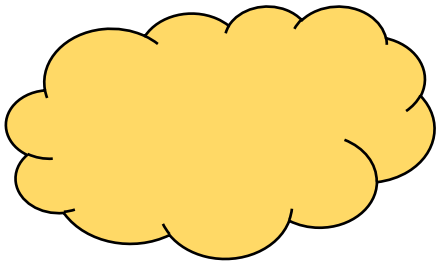
1.

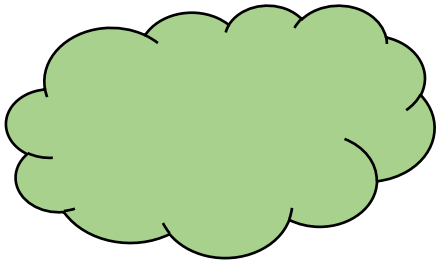
2.

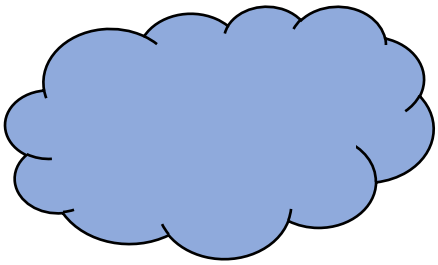
3.

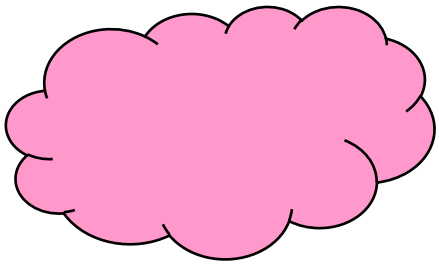
4.

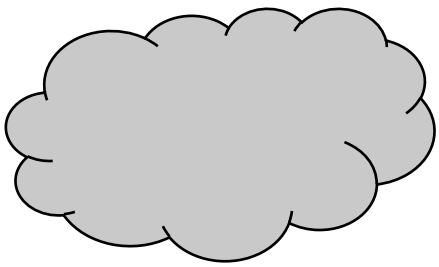
5.



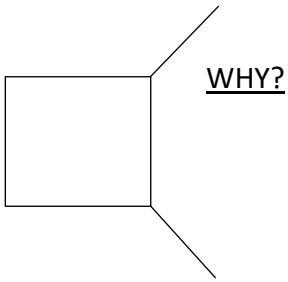


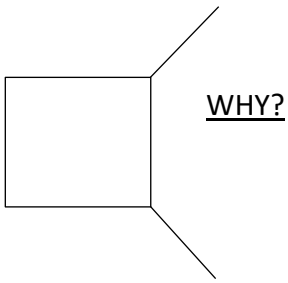


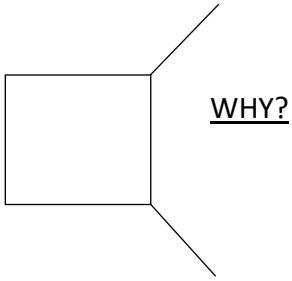


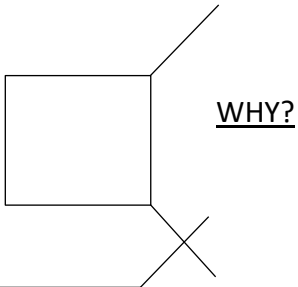


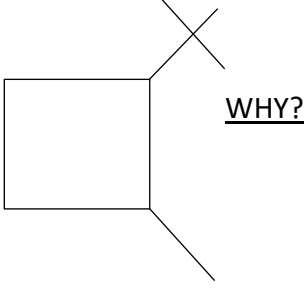
Number of Priority:









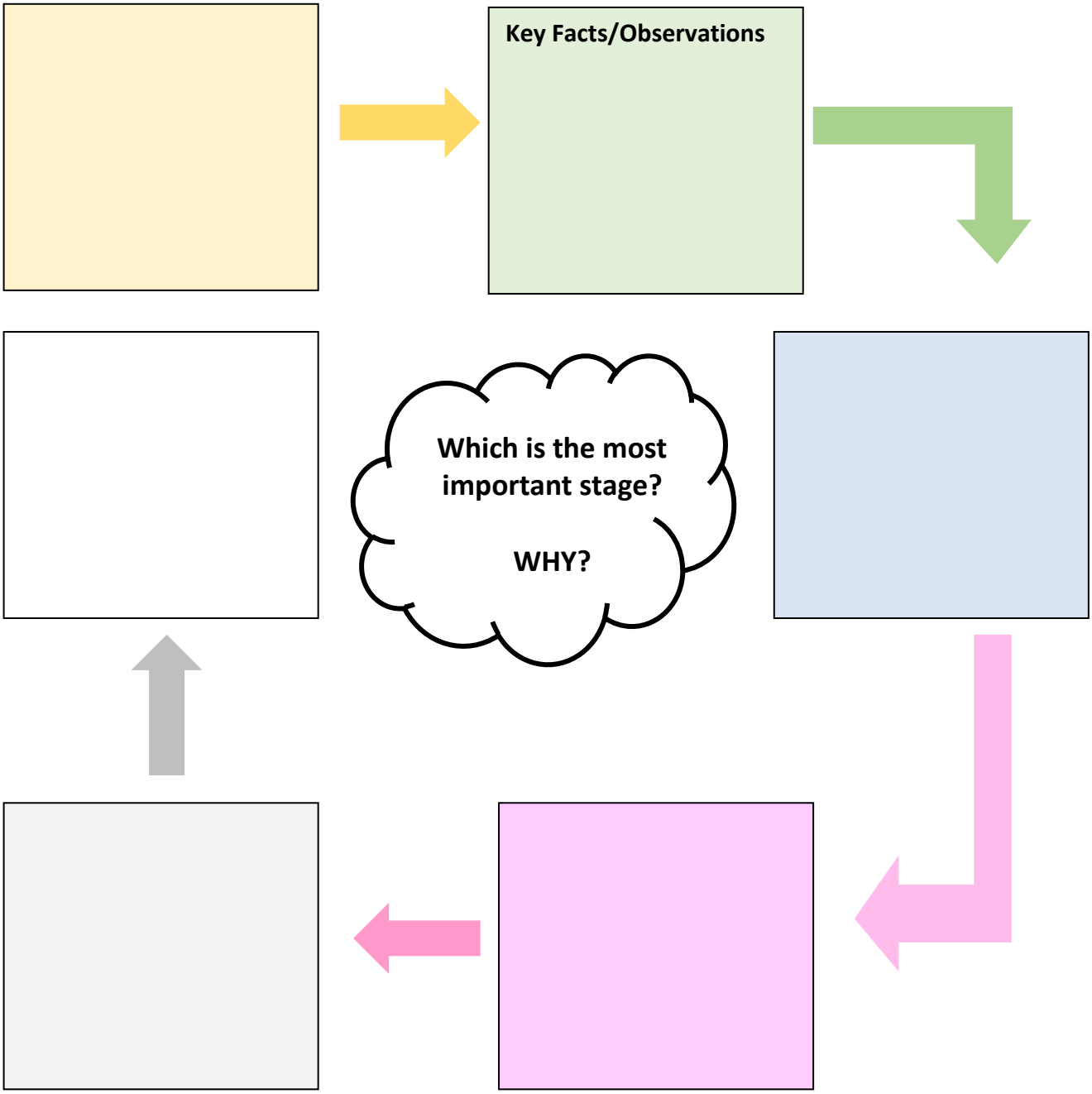


PiXL Revisit: Process and Categorise
Steps and stages explained

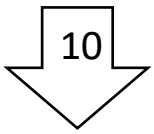
Unit/Topic:

Last Lesson Key facts:	**1.**
	2.
Last Week Key facts:	**3.**
	4.
Last Year Key facts:	**5.**
	6.
One topic to revise next:	

Unit/Topic:


Key Facts/Observations
Which is the most important stage?
WHY?

Unit/Topic:



Chunks of learning of this topic/area

* You could start with the most important or the most difficult to learn.

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

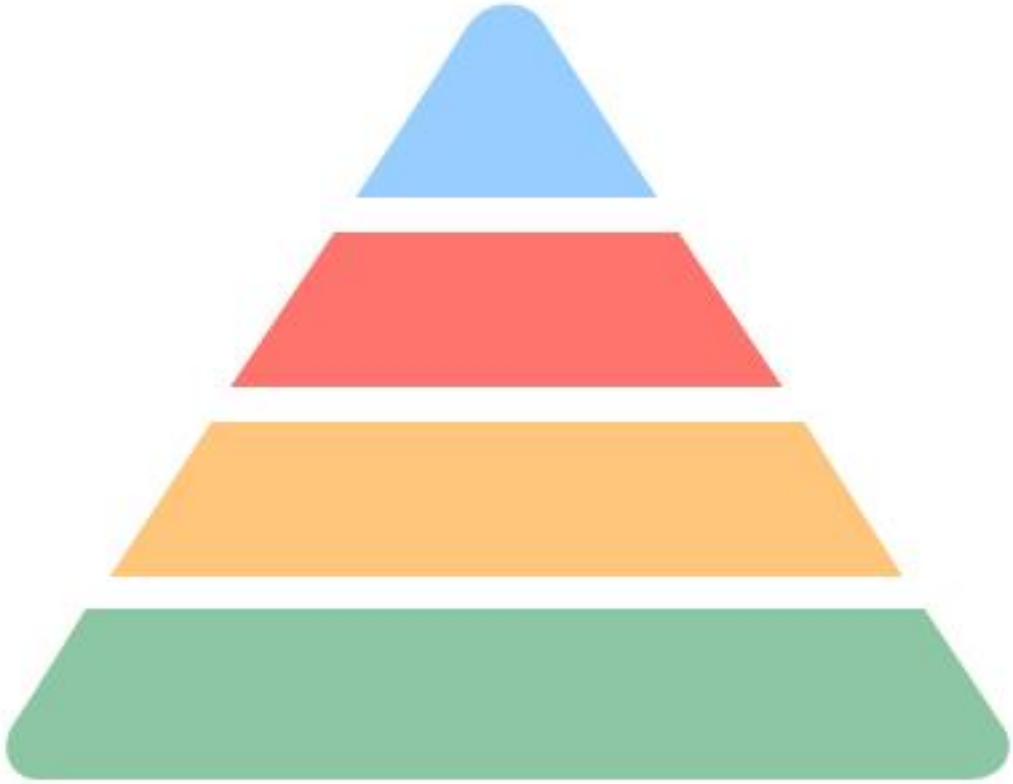
PiXL Revisit: Ranking Triangle

Name of Topic: _____

Name: _____

Class: _____

The most important information goes at the top and then the least important at the bottom. Make sure you justify WHY you think it the most/least important.



_____

_____

_____

_____

_____

PiXL Revisit: Thinking Hard Model

Name of Topic: _____

Name: _____

Class: _____

Take a section of the text and do the following:

1) Prioritise: Underline the three most important sentences here. Rank 1-3, briefly explain number 1. Cross out the least important sentence.
2) Reduce: Reduce the key information into 12 words.
3) Transform: Transform this information into four pictures or images (no words allowed).
4) Categorise: Sort this information into three categories. Highlight and think of a suitable title for each category.
5) Extend: Write down three questions you'd like to ask an expert in this subject.

PiXL Revisit: 'Boxing Up' Activity

Name of Topic: _____

Name: _____

Class: _____

Read the text and then put your thoughts in to different boxes so that you have 'boxed up' the text.

Box 1 – three things I did not know.
Box 2 – three things I understand better now.
Box 3 – three things I already knew.

PiXL Revisit: Question Time

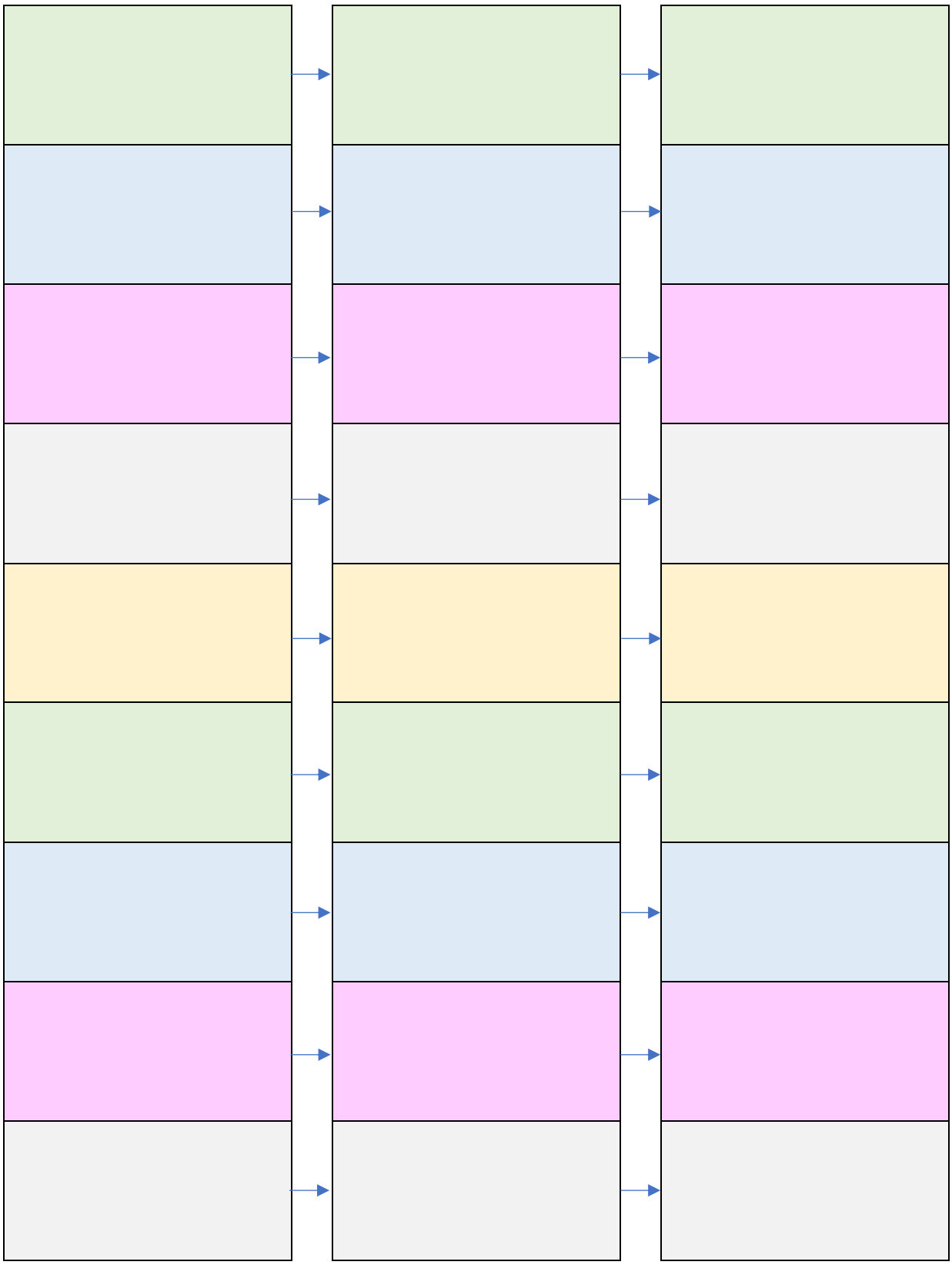
Name of Topic: _____

Name: _____

Class: _____

When you read any text, you should be asking it questions, NOT just letting it wash over you. Read your text and pause and ask it questions - e.g. 'what do you mean when you say '…."?'

Questions I'm asking the text	Answers to those questions	Things I need to ask my teacher



PiXL Revisit: Quizzing

Name of Topic: _____

Name: _____

Class: _____

Read the text and come up with 20 questions to ask someone about the text.

	Question	Answer
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		

11		
12		
13		
14		
15		
16		
17		
18		
19		
20		

PiXL Revisit: Transforming

Name of Topic: _____

Name: _____

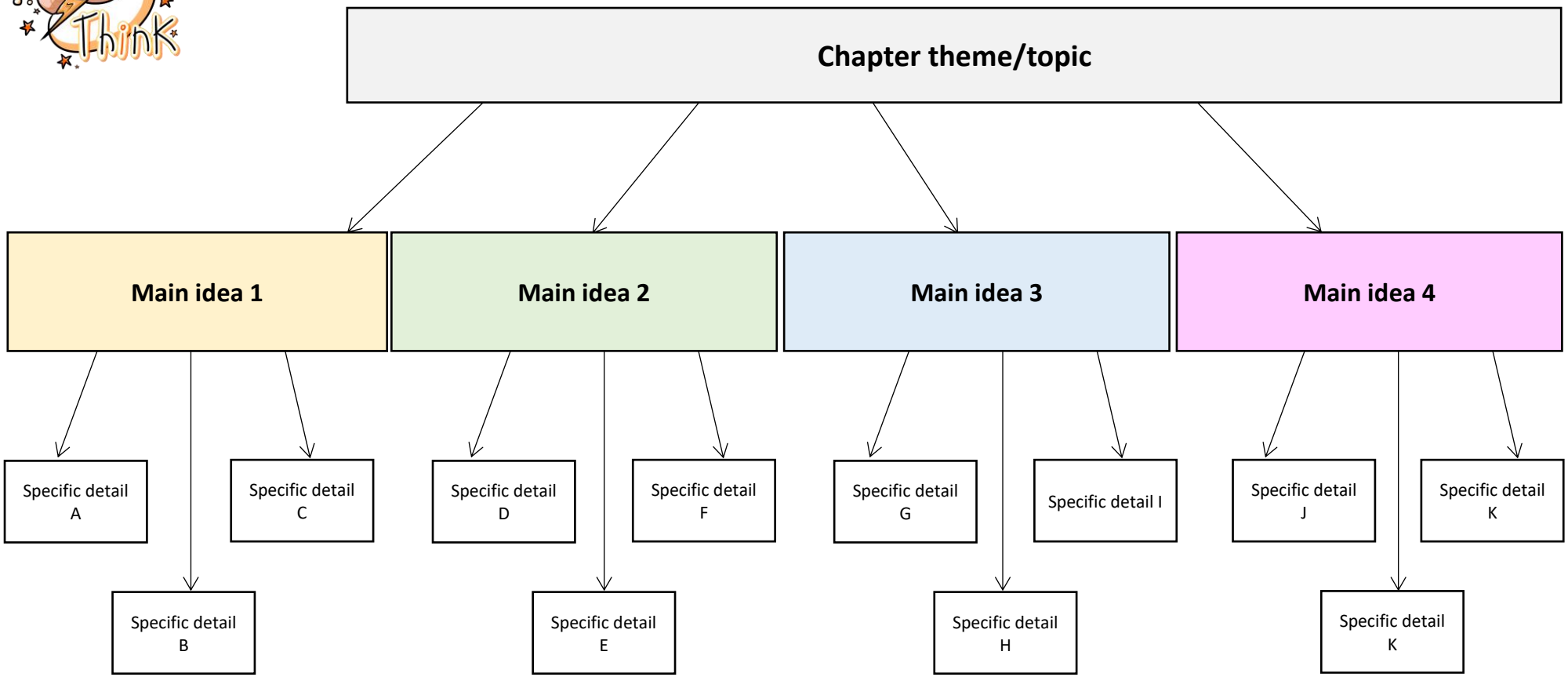
Class: _____

Turn the material you have read into up to six pictures – one per paragraph or one per key piece of information. The pictures must represent the information so that they can act as a reminder of what the text said. Underneath each picture, explain your thinking.

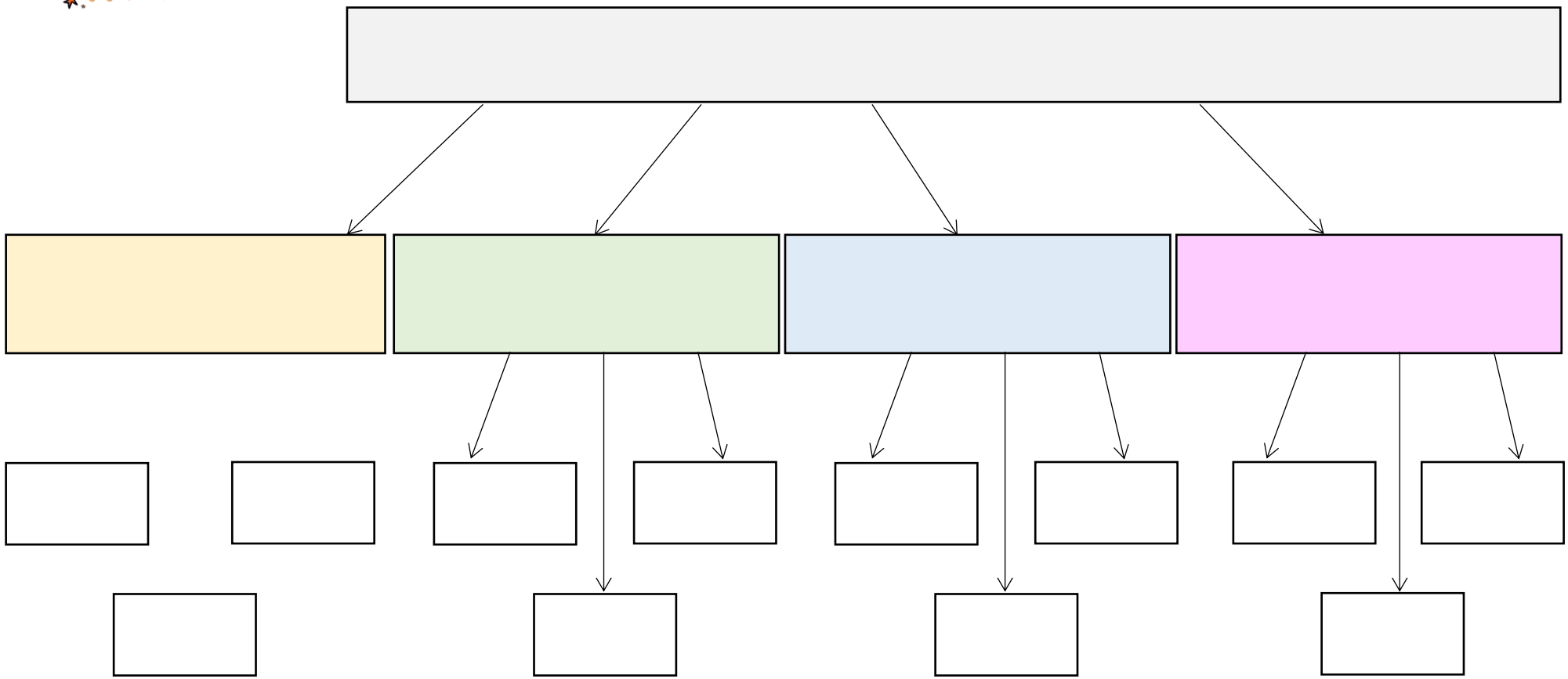
1.	**2.**	**3.**

4.	**5.**	**6.**

Now restore your pictures back into its original form.



Taken from the article: 'What Will Improve a Student's Memory?' By Daniel T Willingham (http://www.aft.org/sites/default/files/periodicals/willingham_0.pdf)



Taken from the article: 'What Will Improve a Student's Memory?' By Daniel T Willingham (http://www.aft.org/sites/default/files/periodicals/willingham_0.pdf)

PiXL Revisit: Transform

Unit/Topic:

PICTURE/SOURCE/INFO/RESOURCE

Key Points

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

Most important + WHY:

PiXL Revisit: Examine It

NOTES

Topic:

1.
2.
3.
4.
5.
6.

Key Words **Key Dates** **Key Facts** **Key Quotes** **Key Formulae**

Exam Question

PiXL Revisit: Flexibility of Thinking Connection Map

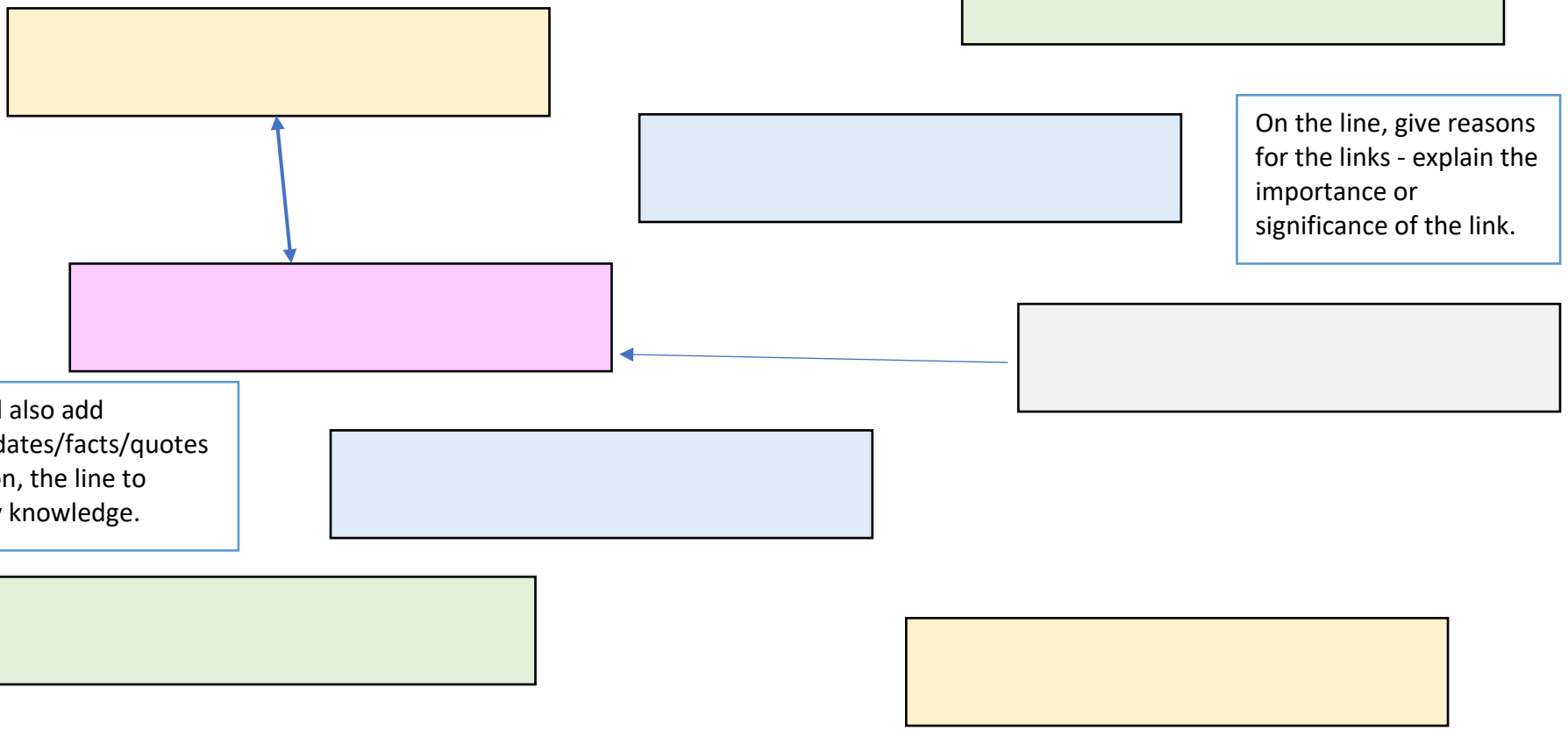
Title

PiXL Revisit: Flexibility of Thinking Connection Map

Title

Place the information/ factors/knowledge in the boxes. Add as many boxes as you want to.

Draw lines linking the boxes. The darker /stronger the line, the stronger the link.



On the line, give reasons for the links - explain the importance or significance of the link.

You could also add formula/dates/facts/quotes near, or on, the line to exemplify knowledge.

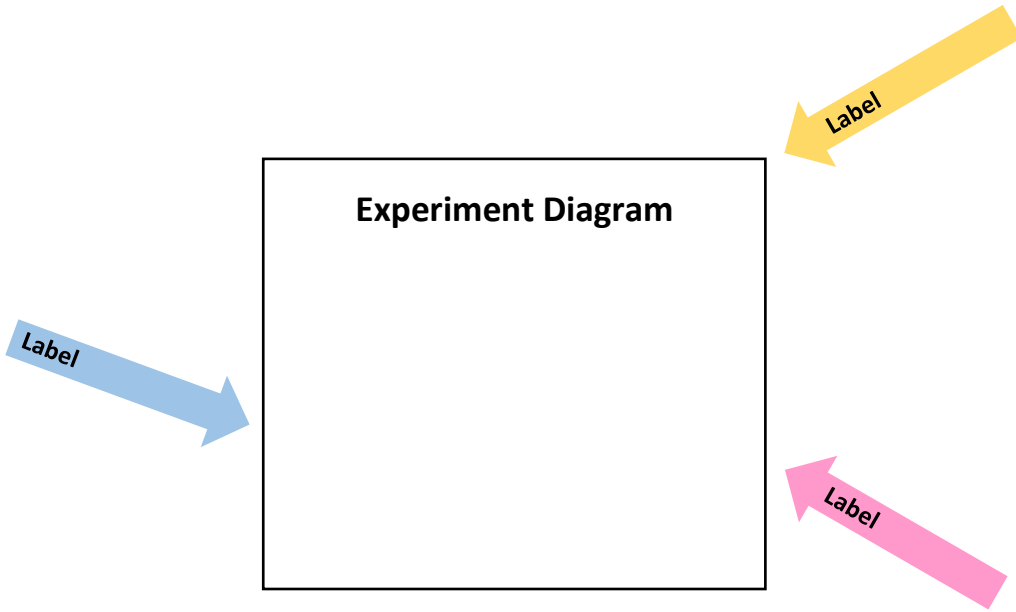
PiXL Revisit: Experiment on a page

Experiment Title:

Process/Method

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

Experiment Diagram



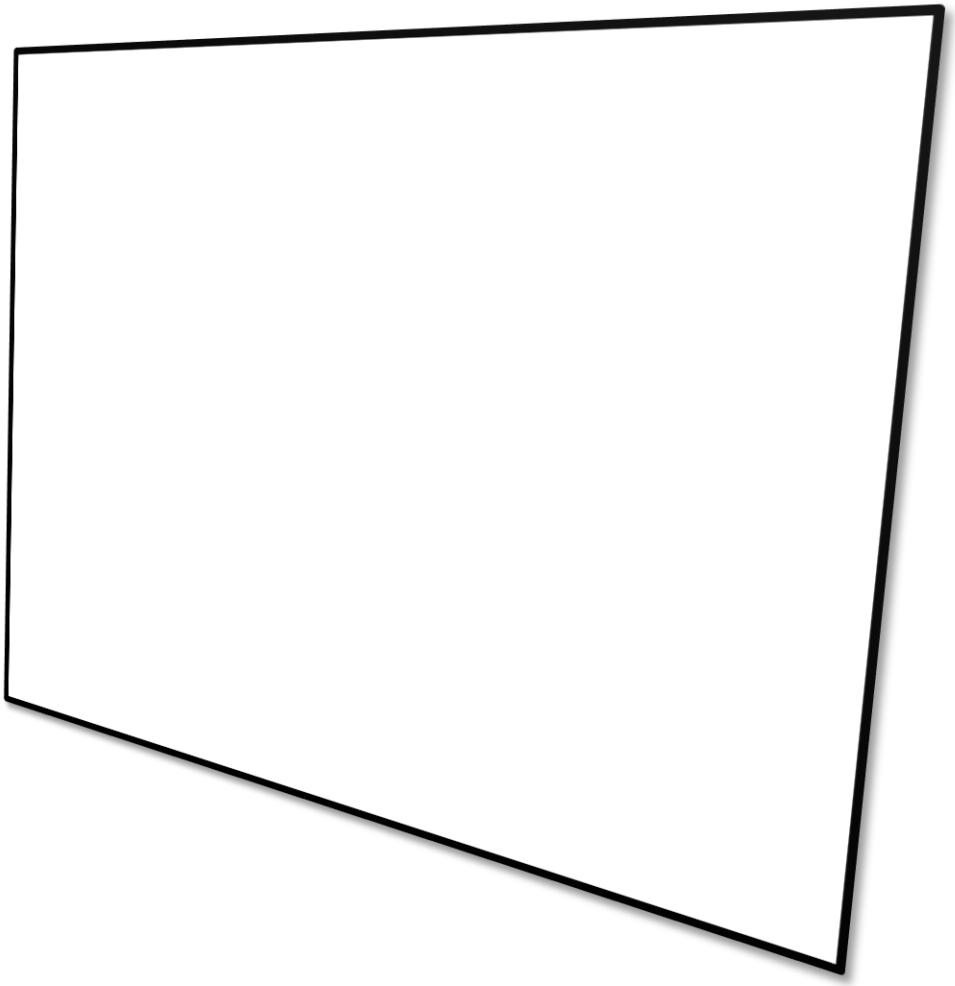
Formulae

Results

PiXL Revisit: Transform

Unit/Topic:

NOTES:



Picture

Picture

PiXL Revisit: Reduce to 6 points

Unit/Topic:

REDUCE

Information

Reduce to 6 points

1.
2.
3.
4.
5.
6.

Reduce to 3 key points

A.

B.

C.

PRIORITISE

Information

Prioritise (most important)

1.
2.
3.
4.
5.
6.

WHY?