



Students' Guide to Continuing Learning during the Coronavirus Closure

During the period of time away from College and direct contact in lessons planned and delivered by teachers, it is important that progress in learning does not just stop. Your mind is like a sponge and you can each learn just what you put your mind to. I hope this information will provide useful tips on how to work more independently during this time, so that the disruption caused over the coming days and/or weeks will not have a lasting impact on your learning.

Over the coming days and possibly weeks, the following web links will support you to make sure that the time you spend away from College can be used to keep learning.

Key web links to support Home Learning provided by teachers:

<https://www.epraise.co.uk/index.php?school=ivybridgecc> - Epraise for specific Home Learning tasks.

<https://myfiles.ivybridge.devon.sch.uk/hap/login.aspx?ReturnUrl=%2fhap> – Access to student folders – link to *Handouts* for resources from teachers. Copies of the KITE booklets are also saved here.

<https://www.ivybridge.devon.sch.uk/page/?title=Curriculum+and+Assessment&pid=1450> - Learning intent across our College curriculum and links to the Self-Testing Toolkit.

<http://vle.ivybridge.devon.sch.uk/> - College VLE/Moodle.

www.ivybridge.devon.sch.uk - and then use the quick links bar on the right hand right side to access your College email account.

1. How can I keep as 'normal' a routine as possible?

As far as possible, teachers/curriculum leaders will update specific tasks for you to complete using epraise and your College email account, through *Handouts* and the VLE/Moodle. These tasks can be completed alongside use of the other resources such as the KITE booklets. In the case that it is not possible to do this due to staff illness for example, there are many other resources that can be used to ensure time to learn is not lost.

Password Reset Help - If you have forgotten your College password you will need to ask your parent or guardian to email ictsupport@ivybridge.devon.sch.uk from their registered contact email address and ask for this to be reset. We are only able to reset passwords that come from email addresses that have been registered by the College.

2. Learning Diary and Planning Learning

We recommend that you plan and keep a diary of what you are doing or, better still – in the time that would normally be spent walking or travelling to and from College you can plan what you will cover over the course of the day and then take time to record and review what you covered at the end of the 'College day'. The plan can be a mix between specific activities that have been set and the use of KITE booklets and Self-Testing Toolkit to review what has been learnt so far this academic year and what is being learnt in the current term. Here are two examples of how a day studying from home might look:

Day A

Tutor / Travel Time		At the start of the day, check on epraise and refer to Handouts/Moodle for any assigned work and plan your schedule for the day.
Lesson 1 – 9.10 - 10.10am	English	Complete any tasks assigned during the time the normal lesson would take place. If time remains, use the KITE booklets alongside the Self-Testing Toolkit (Blind Mind Mapping, Flash Cards and Cumulative Quizzing) to support your knowledge retrieval. All of the above can be supplemented by reading for at least half an hour.
Lesson 2 – 10.10 - 11.10am	Science	
Lesson 3 – 11.30am - 12.30pm	Mathematics	
Lesson 4 – 12.30 - 1.30pm	Art	
Lesson 5 – 2.15 - 3.15pm	French	

Day B

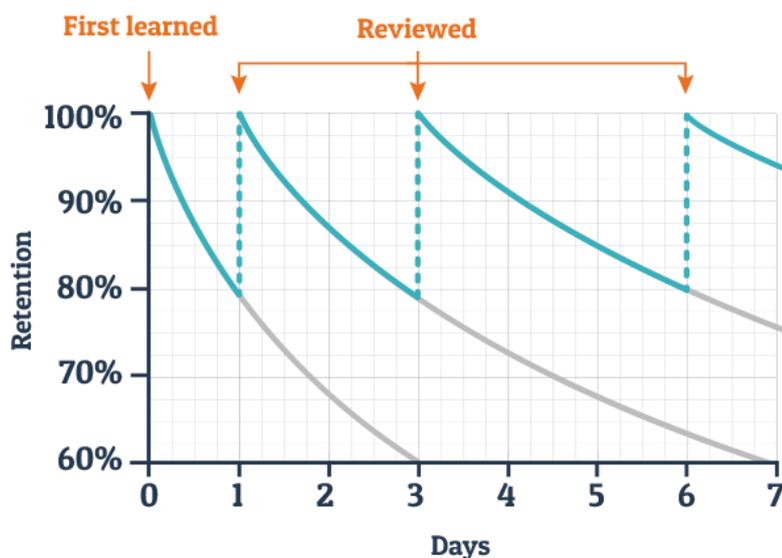
Tutor / Travel Time		At the start of the day, check on epraise and refer to Handouts/Moodle for any assigned work and plan your schedule for the day.
Lesson 1 – 9.10 - 10.10am	Science	Complete any tasks assigned during the time the normal lesson would take place. If time remains, use the KITE booklets alongside the Self-Testing Toolkit (Blind Mind Mapping, Flash Cards and Cumulative Quizzing) to support your knowledge retrieval. All of the above can be supplemented by reading for at least half an hour.
Lesson 2 – 10.10 - 11.10am	Geography	
Lesson 3 – 11.30am - 12.30pm	Core PE	
Lesson 4 – 12.30 - 1.30pm	Spanish	
Lesson 5 – 2.15 - 3.15pm	Mathematics	

If a student has Core PE on any given day, this time can be used for physical activity conducted within the advice of the Government/NHS and/or Public Health England or just reading up on the news.

3. This 'break' provides a fantastic opportunity to review learning so far this year and in past years

We will all avoid any potential long term impact of not being in College by using the time to review previous learning. This is best done in short chunks and then reviewed and then revisited on more than one occasion after the information or knowledge was first encountered. This is a process usually planned by teachers but can also be planned by you.

Typical Forgetting Curve for Newly Learned Information



4. I am currently in Year 11 – what about the examinations in just a few weeks?

We will make all necessary adjustments to ensure that our learners are not disadvantaged when the examinations start. It is likely that Ofqual – the body that oversees examinations in England - will give schools direction on what changes or adjustments will be necessary as more is known about the period of time schools will be closed. It is important to remember that all Year 11 children will be in the same situation.

I am confident that adjustments to examination schedules if appropriate (particularly practical examinations or completion of coursework scheduled for the end of April) will be made where necessary to ensure that no young person is disadvantaged due to the closure of schools.

One positive in this situation is that content for GCSE and equivalent courses has been largely if not entirely delivered by this point in Year 11, and so time spent revisiting and reactivating prior learning is time well spent.

Learners in lower years will have longer for time away from College to be recovered under the direct guidance of teachers. Whether in Year 11 or Year 8, time spent learning while not in College will give you a better chance of being successful when you sit examinations.

There are many resources available for you to use – time spent identifying gaps in knowledge (using revision guides if in Years 10 and 11 and/or KITE booklets), something that teachers will normally do through assessment is time well spent. You can test yourself and identify gaps in your knowledge using online materials and resources in *Handouts* and then use the gaps identified as a focus for further learning.

5. What should I do with the work I complete?

The work that is completed that is not online should be kept in a folder so that it can be checked by teachers and added to College-based notes if appropriate when we return to College. Anything you produce while working from home will be a potential resource to review when you come to prepare for assessment later in the academic year or in subsequent academic years. Teachers will pick up on and revisit work as appropriate when the College opens again as normal.

6. How can I ensure that I do not lose out on 9 days or more of learning?

Most students have access via the internet to materials to support your learning. Following the advice in this leaflet will ensure that the time out of College is not time wasted. We will endeavour to provide paper based resources if you do not have access to a computer or internet access.

7. My parent(s)/carer(s) is not (are not) home during the day, how can I still learn without an adult?

If several hours of guided activities take place, along the lines suggested above, you should still be able to talk about and answer questions about what has been done during the day. If activities have been completed using online materials, you can keep a note of what you are doing and what you have completed and how this links to what you have learnt previously (i.e. the term a particular topic was covered) or what you are learning in the current term. Some time talking through what has been done at the end of the day is a good way of showing parents/carers how you have used the time available to you during the day for learning.

8. Reading

Reading a book or a magazine or information about a topic of interest online is also a good use of time as this will help develop your vocabulary, imagination and (in the case of non-fiction texts) understanding of the wider world. We recommend at least 30 minutes per day.

Top Tips for Creating a Productive Learning Environment in the Home

There is, as always, a time and a place for small rewards and time to relax, but these rewards should not take precedent over learning just because College is not open.

1. Ensure all **distractions** are switched off or well out of reach – mobile phones should be switched off/on silent or placed in another room – the TV also should not be on. Quiet, calm music in the background might provide a suitable backdrop to work being completed provided it does not distract. The more effectively you use the time you have got, the longer you will have to undertake your usual free time activities and interests.
2. Use a **table** or suitable flat surface and a chair for work to be completed on. Ensure that you remain hydrated with water and are able to eat in line with your normal routine.
3. **Conversation** – once learning has taken place, talk about it – talk to your siblings and parents/carers about what you learned during your last hour or during the day – ask yourself questions and test yourself. Be prepared to answer questions such as:
 - “What do you know now that you did not when you started this task?”

- “Explain to me”
 - “Tell me about"
 - “I can see that during term 1 in your KITE Booklet, you learnt about - what can you remember about it (you can also test yourself using the ‘I can’ statements in the self-assessment sections)”.
4. Learning can be frustrating at times and it can sometimes feel easier if you are stuck to just look up the answer. Provided you use looking for the answer as an opportunity to test yourself again later and then again in a few days, that's fine – it is better than not knowing the answer at all!
 5. Do not give up with “I can't do it” or “I don't understand”. Learning can be difficult, it should not always be easy, but provided the information or answer can be found (the internet is usually very helpful here), it is possible to complete tasks, check them, learn information and then return to the information later in order to revisit it (or revise) and then again at some point later.

What does research say about effective revision?

The most powerful or best strategy is to plan ahead and not do all your revision on one subject in a block before moving on to the next - a technique called 'distributed practice'.

A good dose of cramming that **follows up** on lots of distributed practice is the best way to go. Start by reading the text book or online materials provided and then make flash cards (small cards that have some information on both sides i.e. a word or event on one side and a definition or explanation on the other) and test yourself or ask others to test you. A century of research has shown that repeated testing works.

Testing itself when you get the correct answers appears to produce a more elaborative memory trace connected with your prior knowledge, so you are building on what you know.

How have various techniques fared when they were tested for effectiveness?

Revision Technique	Efficacy
Practice testing - self-testing to check knowledge - especially using flash cards	HIGH
Distributed practice - spreading out study over time	HIGH
Elaborative interrogation - being able to explain a point or fact	MODERATE
Self-explanation - how a problem was solved	MODERATE
Interleaved practice - switching between different kinds of problems	MODERATE
Summarising - writing summaries of texts	LOW
Highlighting/underlining	LOW
Keyword mnemonics - choosing a word to associate with information	LOW
Imagery - forming mental pictures while reading or listening	LOW
Re-reading	LOW