What does **Independent Learning** in **A-Level PE** look like?

After Every Lesson

1. **Highlight** your notes, identifying new keywords, terms and theories.
2. **Review** your notes and add identify any topics you do not understand fully.
3. **Read** the relevant chapter in your revision guide.

WEEKLY

- Complete their journal for the week with reflections on progress and 'next steps'.
- Complete the CPE tasks that align with the key lessons for the week/fortnight- these are a mix of tutorials/advice from universities and model answers/examples.
- Independent research around their specific topic to be logged on their 'source evaluation table'.

FORTNIGHTLY

- Watch live sport and keep up to date with current issues in sport related topics.
- Review lesson material on class charts and create and use revision materials such as flashcards and knowledge organisers to prepare for future assessments.

HALF TERMLY

- Complete past papers questions and use the mark scheme to self-assess your work.
- Refer to the course specification, review your understanding of previous topics. Review and attempt questions on topics you are unsure about.
- Obtain video evidence of performance in your selected activity.

Resources



AQA A-Level PE revision guide

The Ever Learner .com

AQA A-Level PE past exam questions, mark schemes and examiner reports

AQA A-Level PE speification

AQA A-Level PE subject specific vocabulary list

AQA A- Level PE command verbs

In Partnership to Educate, Nurture & Empower

Church of England Academy Abbey Grange

A member of ABBEY MULTI ACADEMY TRUST

What does **Independent Learning** in **Physics** look like?

After Every Lesson

1. **Review** notes.
2. **Finish** questions where needed.
3. **Look** at Uplearn for anything you don't understand.

WEEKLY

- Complete set Uplearn homework.
- Work on problems from physics and maths tutor.
- Extend your learning using Isaac physics or BPHO.

FORTNIGHTLY

- Look back to the previous topic and review notes.
- Practice questions from the previous unit.
- Complete any outstanding Uplearn homeworks.
- Ensure that all questions are self-assessed.

HALF TERMLY

- Assess your strengths and areas for improvement using the tick lists on the DRL.
- Review AFIs using Uplearn and practice questions on them.
- Complete the 'basics' sheets from the DRL if struggling on a topic.

Resources

DRL
abbeygrangeacademy
sharepoint

physicsandmathstutor.com

isaacscience.org

bpho.org.uk/Papers/SPC

In Partnership to Educate, Nurture & Empower

Church of England Academy Abbey Grange

A member of ABBEY MULTI ACADEMY TRUST

What does **Independent Learning** in **Chemistry** look like?

After Every Lesson

1. **Review** notes.
2. **Finish** questions where needed.
3. **Look** at Uplearn for anything you don't understand.

WEEKLY

- Complete set Uplearn homework.
- Work on problems from physics and maths tutor.
- Extend your learning using Isaac Chemistry or Chemistry Olympiad.

FORTNIGHTLY

- Look back to the previous topic and review notes.
- Practice questions from the previous unit.
- Complete any outstanding Uplearn homeworks.
- Ensure that all questions are self-assessed.

HALF TERMLY

- Assess your strengths and areas for improvement using the tick lists on the DRL.
- Review AFIs using Uplearn and practice questions on them.
- Complete the end of topic question sheets from the DRL if struggling on a topic.

Resources

Physics and Maths Tutor - Chemistry revision

isaacscience.org

edu.rsc.org

In Partnership to Educate, Nurture & Empower

Church of England Academy Abbey Grange

A member of ABBEY MULTI ACADEMY TRUST

What does **Independent Learning** in **Biology** look like?

After Every Lesson

1. **Review** notes.
2. **Finish** questions where needed.
3. **Look** at Uplearn for anything you don't understand.

WEEKLY

- Complete set Uplearn homework.
- Work on problems from physics and maths tutor.
- Make keyword flashcards.
- Extend your learning using Isaac biology or Biology olympiad.

FORTNIGHTLY

- Look back to the previous topic and review notes.
- Practice questions from the previous unit.
- Complete any outstanding Uplearn homeworks.
- Ensure that all questions are self-assessed.

HALF TERMLY

- Assess your strengths and areas for improvement.
- Review AFIs using Uplearn and practice questions on them.

Resources

Physics and Maths Tutor - Biology revision

isaacscience.org

edu.rsc.org

In Partnership to Educate, Nurture & Empower

Church of England Academy Abbey Grange

A member of ABBEY MULTI ACADEMY TRUST

What does **Independent Learning** in **Art** look like?

After Every Lesson

1. **Continue** developing practical projects in accordance with teacher **REACT targets.**

2. **Ensure** you have all resources with you for the lesson and the development of your project. **This includes:** materials, equipment, printed imagery and completed homework.

WEEKLY

- Students are set a bespoke weekly homework task.
- Due to the nature of the subject, this is often focused on developing their project ideas / portfolios.

FORTNIGHTLY

- independent learning means that students move beyond simply completing teacher-set tasks and begin to work like developing artists, taking ownership of their ideas, research, experimentation and creative decisions.
- Find and investigate artists, designers and craftspeople relevant to their own themes.
- Record research in sketchbooks without relying solely on teacher recommendations.
- Analyse how artists' techniques, materials and concepts relate to their own work.

HALF TERMLY

- Prepare work for interim assessments.

Resources

Resources for this course are bespoke to each student.
As projects are developed from individual interests and personal lines of enquiry, students will select and use a range of materials, artists, references and research sources that support their unique creative journey.

What does **Independent Learning** in **Law** look like?

After Every Lesson

1. **Complete** any scenarios/questions that are incomplete after the lesson.
2. **Read** knowledge organiser that covers the content studied in the lesson.
3. **Attempt** to remember key cases and their points of law from the key cases booklet.

WEEKLY

- Students should complete consolidate task from the CPE booklet for the relevant week which involves writing cornell notes thereby testing their memory of key cases revised after each lesson.
- Students should complete practise task from the CPE booklet which will be a past exam question from the relevant booklet studied in lessons.

FORTNIGHTLY

- Students are to complete two scenario questions from Criminal Law/Tort Law from their exam pack- teacher will decide which questions should be answered.

HALF TERMLY

- Students should revise for their three summative assessments and three common A&D zones.

Resources

Massolit

https://massolit.io/subjects/law/curricula

OCR Law past papers

In Partnership to Educate, Nurture & Empower

Church of England Academy Abbey Grange

A member of ABBEY MULTI ACADEMY TRUST

What does **Independent Learning** in **Politics** look like?

After Every Lesson

1. **Using the Cornell method, divide page** in lesson into 3: lesson work and notes, prompts to remember and a summary.
2. **Research** further around the lesson's content by finding own examples from media, newspapers, videos to use in essays.
3. **Add prompts** to an index page (with date of lesson) to trigger memory before going back to the full lesson info to check understanding.

WEEKLY

- Use the Consolidate, Practice and Expand tasks that are set as tasks for home on Classcharts.
- Read around the subject, with any resources available, to consolidate understanding better and build knowledge.
- Keep up-to-date with the news, especially the political news via websites/news channels/programmes.

FORTNIGHTLY

- Pull together learning from the fortnight and add to previous revision aids, such as own mindmaps or own podcasts.
- Challenge yourself to prepare for and complete one of the Knowledge Organiser suggested exam questions in timed conditions.
- Spend some time talking to other students (from class or in national politics feeds) about your thoughts and ideas.

HALF TERMLY

- Ensure you are up-to-date with all work.
- Create your own tests from the month's lesson content, considering Knowledge (AO1), Analysis (AO3) and Evaluation (AO3) elements of the answers.
- Share your tests with others and discuss.

Resources

The Politics Shed

How we got here podcast

Birmingham University's People, Power and Politics podcast

BBC Newscast podcast

BBC Americast podcast

In Partnership to Educate, Nurture & Empower

Church of England Academy Abbey Grange

A member of Abbey Multi Academy Trust

What does **Independent Learning** in **Product Design** look like?

After Every Lesson

1. **Review** and refine class notes /sketchbook work, ensuring annotations are detailed and evaluative rather than descriptive.
2. **Complete** a short, focused extension task (e.g. additional design iteration, material research, or CAD refinement).
3. **Upload evidence** of progress to Teams (photos of practical work, CAD screenshots, or written reflections).
4. **Identify** one specific target for next lesson (e.g. improve accuracy, deepen analysis, develop prototyping skills).

WEEKLY

- Produce a substantial NEA portfolio update (e.g. 2–3 high-quality pages including research, design development, or testing).
- Carry out independent research into designers, materials, or processes relevant to their project and apply findings.
- Develop practical outcomes further (model-making, CAD, or prototype refinement) beyond lesson time where possible.
- Reflect on progress against assessment criteria and adjust their project plan accordingly.

FORTNIGHTLY

- Complete a structured self-assessment against AQA marking criteria, identifying strengths and areas for development.
- Present a short progress update (verbal or digital) outlining decisions, challenges, and next steps.
- Undertake deeper testing and evaluation of prototypes, documenting results clearly and analytically.
- Refine and iterate design ideas based on feedback, showing clear development rather than repetition.

HALF TERMLY

- Submit a formally assessed NEA section for feedback (e.g. research, design development, making, or evaluation).
- Participate in a one-to-one progress review, setting personalised targets linked to grade boundaries.
- Produce a complete portfolio audit to ensure organisation, quality, and completeness of evidence.
- Engage in a timed exam-style theory task to maintain knowledge for the written paper.

Resources

- AQA A-level Product Design Specification
- Study Rocket
- DTBase (Design & Technology Base)
- Brainscape
- Quizlet — search "AQA A level Product Design")
- A-Level Product Design Playlists
- Design Museum (contextual research & case studies)
- YouTube channels (e.g. Product Design Online / Learn Fusion 360)

In Partnership to Educate, Nurture & Empower

Church of England Academy Abbey Grange

A member of Abbey Multi Academy Trust

What does **Independent Learning** in **Drama** look like?

After Every Lesson

1. **Make notes** in exercise books on what has been covered in the lesson.
2. **Annotate and add markers** to your own copy of the set text.
3. **Research** live theatre examples for your AO4 and add ideas to your concept.
4. **Add** to your script and coursework for Component 1 and 2.
5. **Learn your lines.**

WEEKLY

- Add any new ideas to your set text design concepts for Component 3.
- Complete the set CPE work.
- Do a Component 3 practice question.
- Attend self-organised rehearsals for C1 & 2.

FORTNIGHTLY

- Revisiting rubric and creating revision notes and flashcards.
- Listen to a podcast.
- Add to your Component 1 or 2 coursework.
- Re-read key sections of the set texts and choose two for each possible question.

HALF TERMLY

- Ensure you are up to date with all work.
- Watch a streamed or live theatre performance.
- Organise and check your folders and books.
- Complete REACT task from your deep marked essay.

Resources

Digital Theatre Plus

AS/A Level Drama and Theatre Key Documents

National Theatre Talks

Eduqas GCE A LEVEL in Drama and Theatre

Drama Online

National Theatre at Home

That Black Theatre Podcast

WhatsOnStage.com Podcasts

In Partnership to Educate, Nurture & Empower

Church of England Academy Abbey Grange

A member of Abbey Multi Academy Trust

What does **Independent Learning** in **Criminology** look like?

After Every Lesson

1. **CA:** Students should ensure they have **typed up their notes** for that particular lesson.
2. **EA:** Students should **complete any questions** that are incomplete from the lesson.

WEEKLY

- CA: Students should ensure they have completed all of the relevant AC.
- EA: Students should complete the consolidate task for the corresponding week.

FORTNIGHTLY

- CA: Students should have reacted to teacher comments so that they are able to improve.
- EA: Students should complete two past exam questions as specified by the teacher from their exam pack.

HALF TERMLY

- CA: Students should practise typing their notes within timed conditions before the end of HT1 in order to prepare for controlled assessment at end of HT2.
- EA: Students should revise for their common A&D zones/summative assessment and actual exam.

Resources

WJEC Criminology past papers

Tutor2u Criminology video playlist

In Partnership to Educate, Nurture & Empower

Church of England Academy Abbey Grange

A member of Abbey Multi Academy Trust

What does **Independent Learning** in **History** look like?

After Every Lesson

1. **Make** sure any handouts are glued into your book and clearly labelled.
2. **Complete** any notes and tasks from the lesson.
3. **Highlight** your notes for key words and significant details from the lesson.

WEEKLY

- Complete the Consolidate and Practice tasks in your CPE exercise book.
- Check you book against the topic checklist and catch up on any lessons missed.
- Make sure all marked work has been REACT-ed to.

FORTNIGHTLY

- Create revision resources (flashcards, mindmaps) for the topics studied.
- Pre-read the textbook for the next topics in the course (using the topic checklist to support).
- Update key people profiles in your exercise book.

HALF TERMLY

- Revisit the topics learnt in the half term and RAG rate yourself for your understanding on them.
- Complete wider reading on the topic using the articles on the DRL or Massolit.
- Plan past questions to consolidate your knowledge.

Resources

Pearson exam past papers and mark schemes

Massolit

Digital Resource Library for textbooks and further reading

In Partnership to Educate, Nurture & Empower

Church of England Academy Abbey Grange

A member of Abbey Multi Academy Trust

What does **Independent Learning** in **Maths** look like?

After Every Lesson

1. **If you have missed a lesson, watch the video on Bicen Maths** and complete your booklet so that you are up-to-date and ready for the next lesson.
2. **Glue** in any returned A&D or REACT sheets.
3. **Complete** additional questions as suggested by your teacher.

WEEKLY

- Create flash cards on key things you need to remember from that week.
- Complete your CPE homework.
- Attend Friday Fest after school for exam practise.
- Organise your folder by filing away any completed booklets.

FORTNIGHTLY

- Prepare for your end of topic A&Ds by practising exam questions from the back of your booklet.
- Complete targeted revision following REACT feedback.

HALF TERMLY

- Revise thoroughly for any assessments.
- File away your completed booklets into your lever arch folder.
- Create mind maps for each completed booklet to see how topics are linked together.

Resources

Bicen Maths youtube.com

Physics and Maths Tutor - Maths revision

alevelmaths revision.com

Pearson A Level Mathematics

Pearson past paper

In Partnership to Educate, Nurture & Empower

Church of England Academy Abbey Grange

A member of ABBEY MULTI ACADEMY TRUST

What does **Independent Learning** in **Geography** look like?

After Every Lesson

1. **Consolidate** your notes on the topic you have studied.
2. **Make** a flow chart of the processes involved using keywords.
3. **Review** your A+D from this lesson using the rubrics and purple pen improvements.

WEEKLY

- Extend understanding by researching relevant examples in the news or in documentaries.
- Practice an exam question that's relevant to your topic on Seneca premium (4 marks).
- Work on the relevant coursework deadline that has been set for you.

FORTNIGHTLY

- Complete the exam question bank set for you on Seneca premium.
- Have a check in with one of your class teachers about your coursework progress.
- Practice a 6 or 9 mark question relevant to your topic area being studied and self assess.

HALF TERMLY

- Practice a relevant 20 mark question in physical geography using Seneca premium.
- Practice a relevant 20 mark question in human geography using Seneca premium.
- Produce a super summary A3 mind map of everything you have learnt this term for human and physical geography.
- Check over your coursework and ensure that you have added literature links, used appropriate structures for the relevant area and updated your contents page/figure lists.

Resources

Use the folder links to each topic area and rubrics posted in your teams page.

Seneca Learning app

YouTube Water and Carbon

YouTube A level Geography - Coastal landscapes

YouTube A level Ecosystems under stress

In Partnership to Educate, Nurture & Empower

Church of England Academy Abbey Grange

A member of Abbey Multi Academy Trust

What does **Independent Learning** in **Religious Studies** **(Philosophy & Ethics)** look like?

After Every Lesson

1. **Check** class notes with the textbook and other resources.
2. **Consolidate** notes for each topic in your consolidate book.
3. **Clarify** any misconceptions with your teacher, and catch up any missing notes.

WEEKLY

- Create revision resources using your consolidate notes.
- Complete practice questions set by teachers.
- Complete extend tasks, and add notes to your consolidate book.

FORTNIGHTLY

- Check each folder and ensure it is in good order.
- React to any marked work.
- Test yourself on your glossary.

HALF TERMLY

- Bring your folder to school for checking.
- Complete knowledge organisers on each topic.
- Revise key terms for your glossary quiz.
- Revise for any end of topic assessments.

Resources

Massolit

https://massolit.io

Digital Resource Library

abbeygrangeacademy sharepoint

In Partnership to Educate, Nurture & Empower

Church of England Academy Abbey Grange

A member of Abbey Multi Academy Trust

What does **Independent Learning** in **Sociology** look like?

After Every Lesson

1. **Ensure** class books are brought to every lesson, and CPE and homework when it is due.
2. **Check** all classwork is complete and worksheets filed and/or stuck in your notes, ensuring that they are in the correct book/file/section.
3. **Review and consolidate** your notes and add post it notes next to everything that you don't understand and complete extra reading around it.

WEEKLY

- Complete any gaps in your book if you have been absent.
- Complete any homework (check Arbor regularly for tasks and deadlines).
- Use class Quizlet sets and Key word and Sociologist booklets to learn and practice tier 3 terminology.
- Use Seneca to consolidate learning or recap previous topics.
- Watch tutor2u clips on concepts you do not understand.

FORTNIGHTLY

- Complete practice questions from your exam files.
- Take an interest in the news and look for applications to Sociology in wider society.
- Use the Sociological Review Foundation to extend knowledge.
- Use Massolit to extend your knowledge on key concepts covered in lesson or to recap content covered or explore an area of interest.
- Use topic checklists to help revise and prioritise content from previous topics

HALF TERMLY

- Read over exemplar (WAGOLL) answers.
- Complete revision materials at the end of each subtopic
- Practice past paper questions
- Borrow and read a book from the Social Sciences library (room 75).

Resources

Social Sciences Library (Room 75)

Digital Resource Library

Tutor2U Website

AQA Sociology Website

Massolit

Seneca

The Sociological Review Foundation

In Partnership to Educate, Nurture & Empower

Church of England Academy Abbey Grange

A member of ABBEY MULTI ACADEMY TRUST

What does **Independent Learning** in **Psychology** look like?

After Every Lesson

1. **Bring** booklets (lesson booklet and CPE) to every lesson.
2. **Check** all classwork is complete and worksheets filed neatly.
3. **Review and consolidate** your notes and add post it notes next to everything that you don't understand and complete extra reading around it.
4. **Take** an interest in the news and look for applications to Psychology in wider society.

WEEKLY

- Complete any gaps in your booklet if you have been absent.
- Complete homework: details and deadlines on Arbor.
- Use Seneca (Y12) or Uplearn (Y13) to consolidate learning from lesson.
- Retrieval practice of previous content.
- Learn the key terms: write them down in lesson, practice and recall them.
- Exam practice: use the practice booklets to complete exam questions.

FORTNIGHTLY

- Recap previous topics on Uplearn/Seneca.
- Redraft answers for exam questions using feedback.
- Revisit content from previous topics.
- Use topic checklists to help revise and organise content.
- Use Massolit to extend your knowledge on key concepts covered in lesson or to recap content covered or explore an area of interest.

HALF TERMLY

- Complete revision materials at the end of each subtopic.
- Practice past paper questions.
- Borrow and read a book from the Social Sciences library (room 75).

Resources

Social Sciences Library (Room 75)

Digital Resource Library

Tutor2U Website

Bear It In Mind

Massolit

Uplearn

Seneca

In Partnership to Educate, Nurture & Empower

Church of England Academy Abbey Grange

A member of Abbey Multi Academy Trust

What does **Independent Learning** in **Health & Social Care** look like?

After Every Lesson

1. **Consolidate** notes from the lesson into their class exercise book.
2. **Complete** any exams questions/tasks that could not be completed in class.
3. **Tick** the objects that have been covered on the knowledge organiser in the booklet and in their consolidate class exercise book.

WEEKLY

- Produce revision resources (midmap, flash cards, notes) for all topics covered that week.
- Note down any topics you have struggled with to direct further reading or get support.
- Revise for up coming end of topic test.

FORTNIGHTLY

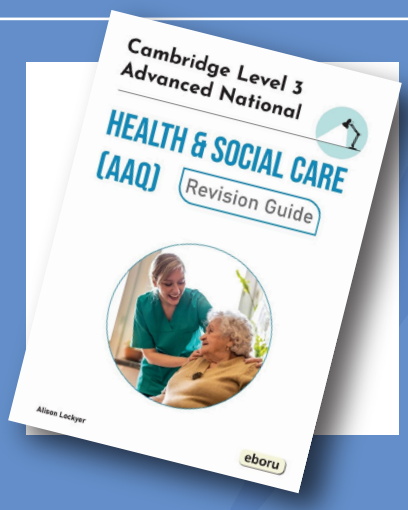
- Prepare revision for the end of topic test.
- Review and react to the feedback from the end of topic test.

HALF TERMLY

- Continue on the week/two week routine as their exam will be at the end of the term rather than after 2 years.

Resources

Please refer to your CPE booklet, which was distributed at the beginning of the year.



Cambridge Level 3 Advanced National in Health and Social Care (AAQ) Revision Guide



Cambridge Advanced National (AAQ) in Health and Social Care Student Book

In Partnership to Educate, Nurture & Empower

Church of England Academy Abbey Grange

A member of ABBEY MULTI ACADEMY TRUST

What does **Independent Learning** in **EPQ** look like?

After Every Lesson

1. Update Your Project Log Record:

- What you completed during the lesson
- Decisions you made
- Any challenges or problems encountered
- Your next steps

This will provide evidence of your independent learning and help with your Production Log.

1. Complete Any Research Tasks

- What you completed during the lesson
- Decisions you made
- Any challenges or problems

WEEKLY

- Complete their journal for the week with reflections on progress and 'next steps' .
- Complete the CPE tasks that align with the key lessons for the week/fortnight- these are a mix of tutorials/advice from universities and model answers/examples.
- Independent research around their specific topic to be logged on their 'source evaluation table'.

FORTNIGHTLY

- Complete their production log online; update their time plans with progress.
- Log any research from October onwards on their source evaluation table.

HALF TERMLY

- Include aspects of the CPE work as evidence of 'researching the process of production', in to their production logs.

Resources

How to Succeed in Your EPQ: the Nuts and Bolts of Completing Your Project

YouTube: EPQ - Literature Review

In Partnership to Educate, Nurture & Empower

Church of England Academy Abbey Grange

A member of Abbey Multi Academy Trust

What does **Independent Learning** in **Business & Economics** look like?

After Every Lesson

1. **Read** through class notes.
2. **Highlight** key terms and concepts.
3. **Identify** any misunderstandings.
4. **Use revision guides** / Tutor2u to correct any gaps in knowledge or misunderstandings.
5. **Write down** questions to ask in the next lesson.

WEEKLY

- Complete worksheets and REACT.
- Seneca Learning / Uplearn modules.
- Tutor2u "In the news" learning activity.

FORTNIGHTLY

- As above.
- Attend a Massolit Lecture - Economics.

HALF TERMLY

- End of topic review. Reread notes and resources from the entire topic.
- Produce a one-page summary sheet or Cornell Note.
- Use the specification to check coverage of all content & rate confidence against each specification point.
- Use revision guide / Tutor2u / textbook to focus on weaker areas identified in the audit and make additional notes.
- Attempt an exam-style question covering the topic and self-assess using Tutor2u AI marking.

Resources

Tutor2u Economics

Tutor2u Business

Uplearn - Economics

Seneca Business

Tutor2u AI Marking

Massolit Economics

In Partnership to Educate, Nurture & Empower

Church of England Academy Abbey Grange

A member of Abbey Multi Academy Trust

What does **Independent Learning** in **English Language** look like?

After Every Lesson

1. **Re-read** the pages read during the lesson.
2. **Update** topic overview sheet.
3. **Identify** any gaps in understanding and note questions to ask in the next lesson.
4. **File** any relevant resources neatly.

WEEKLY

- Ensure flashcards/cue cards are updated (consolidate task).
- Revisit key terminology from prior week to build recall knowledge.
- Read at least 5 news articles across the week from a range of news sources.
- Extend task – listen to one podcast, ted talk, Massolit lecture and create a flashcard summarising ideas.

FORTNIGHTLY

- Test yourself using your flashcards on content from earlier in half term to secure recall knowledge.
- Write at least one timed analytical paragraph using practice task from CPE, past paper questions/develop answer from lesson A+D.
- Ensure you have flashcards for relevant linguistic theory covered in lesson or outside of lessons.

HALF TERMLY

- Revise key concepts or theory from previous topic to ensure long term recall using your flashcards.
- Work on the feedback provided to you from interim assessments/react lessons using past paper questions.
- Complete past papers and use the mark scheme to self-assess or ask for feedback.

Resources

Please refer to your CPE booklet, which was distributed at the beginning of the year.

Massolit: English Language Curricula

Digital Resource Library

https://tinyurl.com/3c2azubk

In Partnership to Educate, Nurture & Empower

Church of England Academy Abbey Grange

A member of Abbey Multi Academy Trust

What does **Independent Learning** in **English Literature** look like?

After Every Lesson

1. **Re-read** the pages from during the lesson.
2. **Update** topic overview sheet.
3. **Identify** any gaps in understanding and note questions to ask in the next lesson.
4. **File** any relevant resources.

WEEKLY

- Ensure quote banks/cue cards are updated (part of consolidate task).
- Revisit key quotations from prior week to build recall knowledge.
- Read at least one piece of literary criticism or contextual material linked to current texts – either from extend tasks, Massolit lecture, wider reading materials on DRL.

FORTNIGHTLY

- Re-read previous chapters/sections to consolidate knowledge.
- Write at least one timed analytical paragraph using practice task from CPE, past paper questions/develop answer from lesson A+D.
- Test yourself on quote knowledge from earlier in half term to secure knowledge recall – bring in quotes from previous topic also to build long term memory.
- Ensure you have flashcards for relevant critical interpretations covered in lesson or outside of lessons.

HALF TERMLY

- Revise key quotations and contextual ideas from previous topic to ensure long term recall using your flashcards.
- Work on the feedback provided to you from interim assessments/react lessons using past paper questions.
- Complete past papers and use the markscheme to self-assess or ask for feedback.

Resources

Please refer to your CPE booklet, which was distributed at the beginning of the year.

Massolit: Course List – English Literature

Digital Resource Library

https://tinyurl.com/mspzp56r

In Partnership to Educate, Nurture & Empower

Church of England Academy Abbey Grange

A member of Abbey Multi Academy Trust

What does **Independent Learning** in **Media** look like?

After Every Lesson

1. **Re-read** the content/notes from the lesson.
2. **Update** topic overview sheet.
3. **Identify** any gaps in understanding and note questions to ask in the next lesson.
4. **File** any relevant resources neatly.

WEEKLY

- Ensure flashcards/cue cards are updated (consolidate task).
- Revisit key terminology from prior week to build recall knowledge.
- Read at least 5 news articles across the week from a range of news sources.
- Extend task – listen to one podcast, MediaMag article, Ted talk, Massolit lecture and create a flashcard summarising ideas.

FORTNIGHTLY

- Test yourself using your flashcards on content from earlier in half term to secure recall knowledge.
- Write at least one timed analytical paragraph using practice task from CPE, past paper questions/develop answer from lesson A+D.
- Ensure you have flashcards for relevant linguistic theory covered in lesson or outside of lessons.
- Explore current advertising campaigns (10–15 minutes)- choose one current advertisement from: YouTube, Instagram, TikTok, TV, public transport and ask:
    - Who is the target audience?
    - How are people represented?
    - What media language techniques are used?

HALF TERMLY

- Revise key concepts or theory from previous topic to ensure long term recall using your flashcards.
- Work on the feedback provided to you from interim assessments/react lessons using past paper questions.
- Complete past papers and use the mark scheme to self-assess or ask for feedback.

Resources

Please refer to your CPE booklet, which was distributed at the beginning of the year.

Digital Resource Library

https://tinyurl.com/53sk339j

In Partnership to Educate, Nurture & Empower

Church of England Academy Abbey Grange

A member of Abbey Multi Academy Trust

What does **Independent Learning** in **BTEC AAQ Information Technology** look like?

After Every Lesson

1. **Review and organise** your notes by checking key concepts, definitions, and examples covered in the lesson.
2. **Complete** any outstanding classwork or homework before the next lesson.
3. **Spend 15–20 minutes revising** the lesson content using your notes, resources, or independent research to strengthen your understanding.
4. **Identify** one area you are unsure about and bring a question to the next lesson or ask your teacher for clarification.

WEEKLY

- Review all learning from the week by revisiting notes, presentations, and practical activities to reinforce key concepts.
- Complete at least one hour of independent study, including revision, wider reading, or practising IT skills relevant to the current unit.
- Check your coursework progress against deadlines and assessment criteria, making improvements where needed.
- Prepare for the following week by reading any pre-lesson materials, ensuring your files and books are organised, and bringing any questions to class.

FORTNIGHTLY

- Complete a knowledge check or self-quiz on topics covered over the previous two weeks to reinforce understanding and identify gaps.
- Complete a set of exam-style or knowledge-check questions to practice applying your understanding and prepare for external assessments.
- Set personal targets for the next fortnight, focusing on improving technical skills, meeting deadlines, or developing areas identified through feedback.

HALF TERMLY

- Review all learning from the half term, identifying strengths and areas for improvement using your notes, assessments, and teacher feedback.
- Complete a timed set of exam-style questions to assess your knowledge, identify gaps, and improve exam technique.
- Review your coursework and portfolio against the assessment criteria, ensuring all evidence is complete, organised, and up to date.
- Meet your personal targets by reflecting on your progress and setting new SMART targets for the next half term.

Resources

Know It All Ninja
www.knowitallninja.com

In Partnership to Educate, Nurture & Empower

Church of England Academy Abbey Grange

A member of Abbey Multi Academy Trust

What does **Independent Learning** in **Computer Science** look like?

After Every Lesson

1. **Review and consolidate** your notes, ensuring you understand the key theory, algorithms, or programming concepts covered in the lesson.
2. **Complete** any classwork, homework, or coding tasks and test your programs thoroughly before submission.
3. **Spend 20–30 minutes revising** the lesson content using your notes, textbooks, or online resources, and create flashcards or summary notes where appropriate.
4. **Record** any misconceptions or questions and be prepared to ask for clarification in the next lesson or during independent study.

WEEKLY

- Review all learning from the week, consolidating theory, algorithms, programming techniques, and computational thinking concepts.
- Complete at least one hour of independent study, including revision, wider reading, or practicing programming using an appropriate language.
- Practice exam-style questions to reinforce your understanding and improve your application of knowledge and exam technique.
- Check your progress on programming projects or coursework (where applicable), ensuring tasks are up to date and acting on any feedback received.

FORTNIGHTLY

- Complete a timed set of exam-style questions, reviewing mark schemes to identify strengths and areas for improvement.
- Practise programming by completing a coding challenge or developing a small program, focusing on writing efficient, well-tested code.
- Review your progress against the specification, identifying topics that require further revision and creating a plan to address them.
- Reflect on teacher feedback from classwork, assessments, or programming tasks, and set specific targets for the next fortnight.

HALF TERMLY

- Review all learning from the half term, using the specification to identify strengths and prioritise topics that need further revision.
- Complete a timed past paper or substantial set of exam-style questions, then use the mark scheme to evaluate your performance and identify areas for improvement.
- Review your programming skills by completing a larger coding task, refining your solutions, and testing your programs thoroughly.
- Reflect on your progress and teacher feedback, setting SMART targets for the next half term to improve both theoretical understanding and programming ability.

Resources

Digital Resource Library

abbeygrangeacademysharepoint

In Partnership to Educate, Nurture & Empower

Church of England Academy Abbey Grange

A member of Abbey Multi Academy Trust

What does **Independent Learning** in **Applied Science AAQ** look like?

After Every Lesson

1. **Read** through notes - ensuring correct spelling of key words.
2. **Finish** any questions started in lessons.
3. **Where necessary complete** any literature reviews for coursework.

WEEKLY

- Summarise each topic you have covered during the week - produce a mind map or Cornell notes.
- Use the textbook to complete questions on the current topic area.

FORTNIGHTLY

- Summarise each topic you have covered during the fortnight - produce a mind map or Cornell notes.
- Review the questions you have completed - if you had any AFIs revisit them and try the questions again.

HALF TERMLY

- Practice the past paper questions on the Pearson website on the current topic area.

Resources

Past Papers

www.qualifications.pearson.com

BTEC Applied Science Help

www.youtube.com/@btecappliedsciencehelp

In Partnership to Educate, Nurture & Empower

Church of England Academy Abbey Grange

A member of Abbey Multi Academy Trust