



Student Handbook

2026-27

Developing the skills, knowlege
and Alive qualities to make my
unique contribution to the world

'I have come that you might have life and life in all its fullness'
The Words of Jesus (John 10:10)

Timetable

Week 1

	Monday	Tuesday	Wednesday	Thursday	Friday
P1					
P2					
P3					
P4					
P5					

Week 2

	Monday	Tuesday	Wednesday	Thursday	Friday
P1					
P2					
P3					
P4					
P5					



Welcome to Your Handbook

Name:

.....

Tutor:

.....

Year:

.....

House:

.....

Hobbies and Interests:

.....

.....

.....



Information for Year 10 and Key Stage 4

	Keep up the PROUD standards in your classbooks. This will get you into excellent habits for the coming years at SMRT. This shows you pay attention to detail and that you care about what you do.
	Set a good example for younger students in terms of uniform; they will look to you.
	Set a good example for younger students in terms of corridor behaviour; they will look to you.
	Keep up your attendance. Every day in school is a step closer to the future you deserve for yourself.
	Revision is an important part of Key Stage 4. Get to know which strategies work for you early on.

Welcome to Year 10 and Key Stage 4

Welcome to Year 10 and KS4 at St Mary Redcliffe and Temple School. This is an exciting and important stage of your journey. Over the next two years, you will develop the skills, knowledge and Alive Values that will help you achieve your goals and prepare you for your futures.

At SMRT, we believe that every student has unique gifts and potential. Guided by our Christian vision of helping each person become "fully alive", we are committed to supporting you to flourish academically, personally and socially and will help you make the most of everything that Key Stage 4 has to offer.

The next two years will be filled with important milestones: developing greater independence, undertaking Work Experience, exploring Post-16 options and working towards your GCSE exams. Each step is an opportunity to grow in confidence and discover what you are capable of achieving.

Success at Key Stage 4 is about more than exam results. The students who thrive are those who develop strong habits and positive attitudes.

Organisation, resilience, hard work and a willingness to seek help when needed are all essential skills. Learning to manage your workload, meet deadlines and respond positively to feedback will help you not only in school but throughout your life.

Information for Year 10 and Key Stage 4

Remember that you are not expected to face challenges alone. Support is available from your tutors, teachers, pastoral team, Year Team, Learning Mentor and your peers.

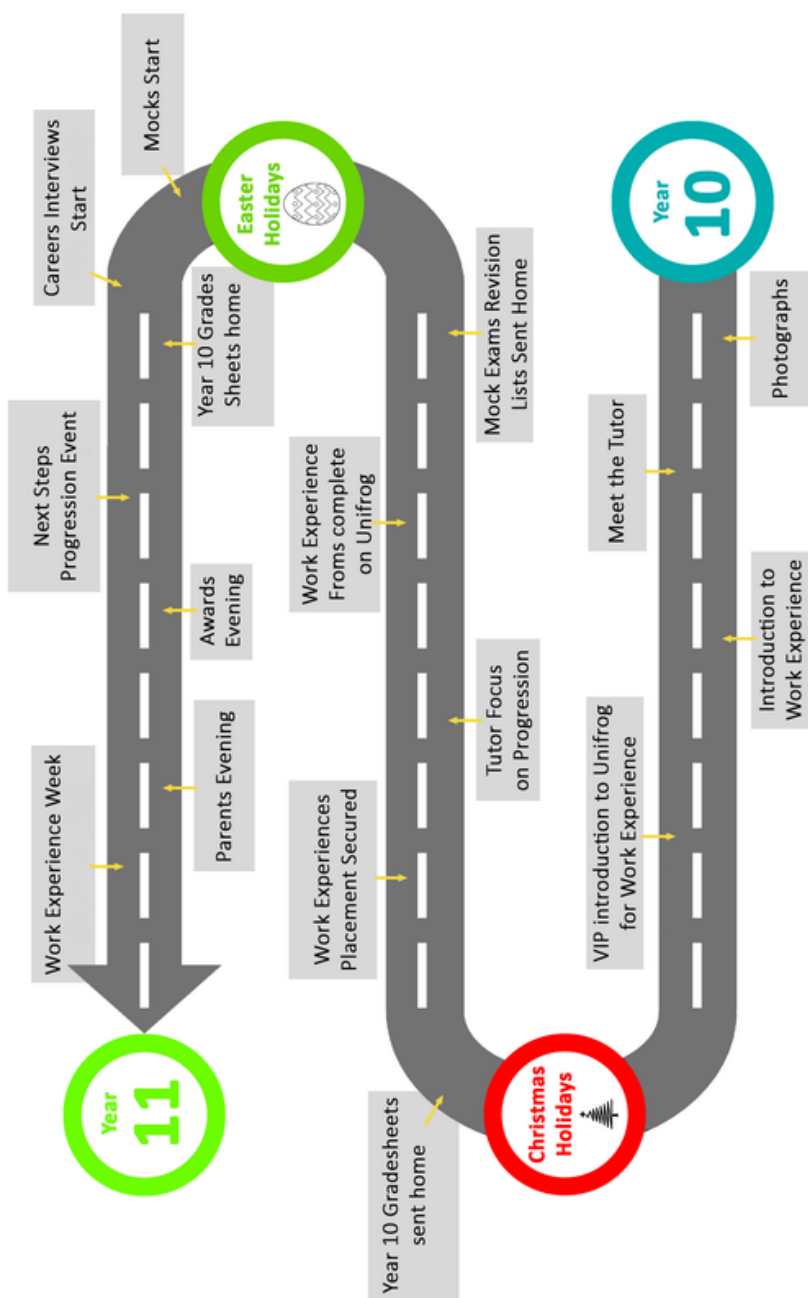
Key Stage 4 is a time to step up, take ownership of your learning and make the most of every opportunity. There will be moments of challenge, but there will also be moments of success, pride, and personal growth.

Approach the stage ahead with confidence, determination and hope. Believe in your potential, support one another and make the most of the opportunities before you.

We look forward to seeing all that you will achieve and the unique contribution you will make to our school and the wider world.



Your Year 10 Roadmap



Alive Accord

Students Will:

- Attend school regularly, on time, equipped, dressed in correct school uniform and ready to learn and take part in opportunities on offer.
- Aim for the highest standards in all aspects of school life.
- Co-operate with all staff and behave in accordance with our Alive Values and Behaviour for Learning Classroom Expectations, regarding conduct both in school and in the wider community.
- Respect other students and their right to work without interference.
- Value themselves by always giving of their best in all aspects of school life, including homework.
- Keep the school and its environment clean and tidy.
- Tell a member of staff if anything is a cause for concern likely to interrupt their education.
- Become more interdependent and creative by taking part in some of the extracurricular activities on offer.
- Attend and participate appropriately in the school's compulsory acts of worship.
- Adhere to the Online Safety and Acceptable Use agreement, explored in initial computing lessons.

If there are any issues of which you would like clarification, please contact your Tutor, Head of Year or the Deputy Headteacher (Pastoral, Inclusion and Ethos).

Signed (Student):

Date:



The School Day and Term Dates

School Day

Monday to Thursday

08:10 School grounds/street open to students. Breakfast available from the Lower Dining Hall

08:20 Main School open to students (A, B, C, D floors and Ikoba building)

08:30 AM Registration/Tutor Time/Assembly (all years) 30 minutes

09:00 Period 1 1 hour

10:00 Break 20 minutes

10:20 Period 2 1 hour

11:20 Period 3 1 hour 5 minutes

12:25 Lunch 45 minutes

13:10 Period 4 1 hour

14:10 Period 5 1 hour 5 minutes

15:15 End of School

Friday

08:10 School grounds/street open to students. Breakfast available from the Lower Dining Hall

08:20 Main School open to students (A, B, C, D floors and Ikoba building)

08:30 AM Registration/Tutor Time/Assembly (all years) 30 minutes

09:00 Period 1 50 minutes

09:50 Period 2 55 minutes

10.45 Break 20 minutes

11:05 Period 3 50 minutes

11:55 Period 4 55 minutes

12:50 Lunch 45 minutes

13:35 Period 5 50 minutes

14:25 End of School

Term Dates

Our term dates and INSET days for this year are on our School website in the 'Parents and Carers' section.



Our Three Circles

At SMRT we believe that each member of our school community is created by God and our aim is to achieve our full potential (being fully alive). All we do is rooted in this **hope** of who we are as people and who we can become. We are inspired by **Jesus'** statement 'I have come that you might have life and life in all its fullness' John 10:10) and Irenaeus' 'the glory of God is a human being **fully alive**.' Our **Alive Model of Learning** captures what being fully alive means for us as a community.

To achieve this, every member of our community is expected to conduct themselves in a manner which reflects our three circles:



The purpose of our Alive Model of Learning and Curriculum is to:

"develop the **skills, knowledge** and **Alive** qualities so that all our students can make **their unique contribution** to the world."



The Alive Model of Learning

Jesus said, "I have come that you may have life in all its fullness." (John 10:10)

We believe that the "glory of God is a human being fully alive" (Irenaeus).

We want to help students develop all 15 of our values, qualities, and skills so that they can make their unique contribution to the world.



Houses

Every student is part of a House: Equiano, Franklin, Liddell, and Johnson.

Year 7 is also part of Müller House in their first year. Throughout the year, there are competitions and events that you are part of to win points for your House. Get involved, be a part of it!



The Behaviour System

We value justice and respect. We are forgiving. We are interdependent.

We Believe That:

- Good behaviour is beneficial to the community as well as the individual
- All students and staff have the right to feel safe at all times in school. There should be mutual respect between staff and students and between each other
- All visitors to the school should feel safe and free from the effects of poor behaviour at all times and in all parts of the school

Celebrating Success

Successes will be celebrated in daily tutor time, in assemblies, the school newsletter and through Alive Points. Reward structure is based on the Alive values. The purpose of rewards and celebration to:

- Motivate and encourage students
- Recognise achievement
- Create a healthy atmosphere of competition between individuals, year groups and Houses
- Promote a culture of achievement and hard work
- Promote the characteristics of being a successful learner

Sanctions

The following sanctions will be enforced in the context of a lesson:

- Individual Reminder
- Individual Warning
- Action by the classroom teacher, e.g. moved seating in the classroom, receiving teacher detention, parent/carers notification (could be all of these)
- Duty Call will be called for serious breaches and will lead to appropriate sanctions, including detention, reset and reflect, discipline stage increase, internal suspension, external suspension and parent/carers notification, parent/carers meeting

Restorative Practice

Restorative Practice brings those harmed and those responsible for the harm into communication, enabling everyone affected by an incident to play a part in repairing the harm and finding a positive way forward. Restorative Practice is expected from everyone in the school, except for exceptional circumstances.





READY!



FOCUS!



THINK!



HELP?



ACTION!

WARNING!

REMINDER!

The Corridor Code

You will be given a
new corridor code
to stick on this page



The Toilet Treaty

Students will...

- ✓ Be respectful to the environment.
- ✓ Leave the area in the same condition or better than you found it.
- ✓ Make sure no more than one person is in a cubicle.
- ✓ Not use the area as a social space.
- ✓ Only use the toilets at lesson changeover, break or lunchtime.
- ✓ Never damage property, and report something that is wrong.
- ✓ Always wash their hands after using a toilet.
- ✓ Respect other people's privacy at all times.
- ✓ Flush the toilet after use!
- ✓ Use the resources (toilet roll, soap, sanitary wear) responsibly.

The School will...

- ✓ Listen to issues raised about toilets and work to improve standards wherever possible.
- ✓ Make sure the facilities function through regular checks.
- ✓ Make sure the toilets are cleaned well and regularly.
- ✓ Provide adequate facilities for students to use.
- ✓ Make sure there are enough resources (e.g. toilet, soap, sanitary wear).
- ✓ Communicate issues about unacceptable behaviour or damage in toilets to students.

The Behaviour System

Suspension and Permanent Exclusion

All students are expected to take responsibility for their actions and choices at all times. We do not take the decision to suspend or exclude lightly. A student is highly likely to receive at least a suspension for a serious or persistent breach of our Behaviour and Good Relationships Policy. There are incidents in which the school is duty bound to contact the police.

There will be exceptional circumstances where, in the Headteacher's judgement, it is appropriate to Permanently Exclude a child for a first or 'one off' offence. These might include:

1. Actual or threatened physical assault against another student or adult
2. Supply, possession, or use of illegal drug
3. Carrying an offensive weapon, including any item that could be used as a weapon, including a penknife
4. A malicious accusation against a member of staff
5. Bullying
6. Persistent disruption of lessons or the calm and order of the school
7. Abuse or bullying of a student or adult on the basis of their disability, gender, race, religion/belief, sex or sexual orientation or any other protected characteristic
8. Sexual violence and child-on-child abuse will be addressed on a case-by-case basis
9. Use, or threat of use, of an offensive weapon or prohibited item

These instances are not exhaustive, but indicate the severity of such offences and the fact that such behaviour can affect the discipline, good order, reputation, and wellbeing of the school community.



School Uniform

School jumper - 'Redcliffe Red' School jumper. Sleeved or sleeveless (compulsory, bought from Monkhouse)

School 'House' tie - worn as in the picture, up to the collar with the knot visible above the V of the jumper (compulsory, bought from Monkhouse)

Charcoal/grey trousers or grey pleated skirt – to be worn appropriately and not to be tight fitting; skirts to be an appropriate length (available from Monkhouse or high street retailers)

Plain white shirt or blouse, button to neck with collar suitable for wearing with a tie and either long or short sleeves (compulsory)

Black, leather, polishable footwear with no coloured logos (compulsory)

Plain black tights or black/dark coloured ankle-length socks (compulsory)

Black school blazer with SMRT logo (optional item, available from Monkhouse)

Tailored grey 'bermuda' shorts (optional item)

Coat (not compulsory but strongly advised)

Students may wear one pair of studded earrings and a wristwatch. No other piercings/jewellery, including facial piercings, are permitted for safety reasons. Students may wear nail varnish. False nails/acrylics are not permitted for safety reasons. Make-up should be natural and not excessive.



An Effective SMRT Lesson

Ready!

Domain 1: Prepared for learning

- ✓ We value ourselves. Arrive in class with the right attitude - ready to learn!
- ✓ Arrive to lessons on time and sit in the right seat.
- ✓ We are organised. Bring the correct equipment with you: pen, pencil, ruler and calculator.
- ✓ Check you have completed any homework for that lesson.
- ✓ If you miss a lesson, catch up on the work you missed as soon as possible.

Focus!

Domain 2: Maximising learning time

- ✓ Show your pride in your work. Make sure your presentation meets our PROUD standards.
- ✓ We are resilient: Try your best and don't give up.
- ✓ We value respect. Do not speak while the teacher is speaking.
- ✓ Be helpful. Always follow instructions from your teacher and help other students where you can.
- ✓ We can communicate. Be a good listener, speak calmly and help to create a purposeful learning environment.

Think!

Domain 3: Empowered learning

- ✓ We can review. Act on feedback and learn from your mistakes.
- ✓ Answer questions and "have a go" even when you are not sure if the answer is correct.
- ✓ Ask for help when you need it.
- ✓ Use graphical knowledge organisers to help remember key facts.
- ✓ Learn the meanings of key words in each subject and use them in your written work.

Help?

Domain 4: Supportive environment

- ✓ We can communicate: Discuss any problems or worries you have with your teacher or tutor.
- ✓ We value ourselves. Look after our school community by keeping things tidy and reporting any accidental damage.
- ✓ Work with your teacher, tutor or learning mentor to catch up on missing work or to help you when you don't understand.
- ✓ Work with LSAs to make sure you get the most out of every lesson.
- ✓ We are forgiving. When things go wrong say "sorry" and be prepared to forgive others.

Jesus said, 'I have come that you may have life in all its fulness'

Attitude to Learning

What Does the Attitude to Learning mean?

Every student receives a banding for each subject - the descriptions are listed below.

Attitude to Learning Band

Excellent	This student: • Arrives on time for all lessons and always strives for excellence • Demonstrates resilience in their learning, takes risks, and acts upon feedback. • Completes all homework and meets all deadlines. • Demonstrates exemplary behaviour in line with our three circles. • Is an exemplary role model of our Alive learning model.
Good	This student: • Almost always arrives on time for lessons and strives for excellence. • Acts on feedback, but may be wary of taking risks in their learning or demonstrating resilience • Almost always completes their homework and meets deadlines. • Demonstrates positive behaviour in line with our three circles. • Is a good role model of our Alive learning model.
Variable	This student: • Usually arrives on time to lessons, but there are several times when this does not happen. • Can show resilience with their learning, but it is not consistent. • Completes some homework, but it is either often incomplete or missed. • Displays inconsistent behaviour when sometimes they do not act in the way we expect in line with our Alive model and/or three circles.
Concern	This student: • Often arrives late to lessons. • Infrequently demonstrates resilience with their learning and does not utilise the support available. • Often does not complete homework or when done, it is incomplete of a poor quality. • Often behaves in a manner which is not in line with our Alive model and/or three circles.

Safety Information

Keeping Students Safe

St Mary Redcliffe and Temple School is committed to protecting our students and ensuring their safety and wellbeing, not just whilst at school but also in the wider community. We believe that as a community looking after each other is everyone's responsibility. The school community should respect each other and understand, accept and celebrate each other's differences (gender, race, age, religion, sexuality or disability) so that the care, happiness and safety of every single person is the concern of us all. We achieve this through our empowered learning curriculum and good relationships work through our pastoral system.

How to Report Bullying, Discrimination and Harassment

There are three ways for students (and their families) to report bullying, discrimination, and harassment.

Verbally (by mouth)

- Speak to your Tutor who will listen, support, follow up on and make sure the right people support you.
- You can also speak to your Head of Year or Deputy Head of Year or Year Group Learning Mentor.
- A further group of staff you can report concerns to are our Behaviour Managers based on C Floor. They can take the information and make sure your tutor or Year team leaders check in with you to listen and help solve the concern.

Digitally (by email)

- You can send an email to: safeguarding@smrt.bristol.sch.uk
- This email will be read by one of our safeguarding team and they will make contact with you
- This email address is also available as a Bookmark in Bromcom's Student Portal.

Physically (School letter box)

We have secure letter boxes.

- You can write or type a note and post it in the letter boxes located in each year group office and in visitor reception.
- Please include your name if it is about you, or the name of the person whose safety/wellbeing you are concerned about.



Safety Information

- The boxes will be checked daily by Heads of Year and the Administrator for Safeguarding and Mental Health who will make sure you receive the support you need.

Lanyards

- Black means the person is a SMRT member of staff
- Yellow means they are **not** a SMRT member of staff, but have had safety checks and are therefore safe to be in school unescorted.
- Red means they are **not** a SMRT member of staff and have not had checks. They **must** be with a SMRT member of staff at all times. If you see a person with a red lanyard or no lanyard by themselves, please report this to the nearest safe adult (one with a black SMRT lanyard).

Punctuality

Always make sure you are in your tutor room no later than 8:30 am. You will be marked late if you arrive after 8:30 am and 'very late' if you arrive after 9:00 am. Very late counts as an absent mark for the morning session. If you arrive late for school, you must make sure you are marked present as follows:

- Always go to your tutor/assembly if you arrive before 8:50 am
- Go to reception to be signed in if you arrive after 8:50 am

Attendance

If you are absent from school for justifiable reason, e.g. illness or a medical appointment, your parent/carer must email attendance@smrt.bristol.sch.uk or call 0117 3532069 before 8:30 am on every day of absence, giving a reason for the absence. It is important that your parent/carer provides a note for your tutor when you return to school, even if an explanation has already been given by telephone or email. This will help us to support your return to school. If you're absent from school for a significant period, a medical note or supporting document will be required.

Leave of Absence

Headteachers cannot grant any leave of absence during term time unless there are exceptional circumstances. If there are exceptional circumstances



Safety Information

parents/carers will need to complete a Leave of Absence request in advance and discuss the reasons with your Deputy Head of Year. The form is on our website.

Signing Out

If you need to leave school to go to the doctor or dentist, for example, ask your parent/carer to email **attendance@smrt.bristol.sch.uk** or you can bring a letter from home to Student Reception. If you have an appointment, it is your responsibility to go to reception at the correct time to be signed out. You must always sign out before leaving the school building during school hours. If you are returning to school after your appointment, remember to sign back in at reception.

Fire Safety

Always make sure you are in your tutor room no later than 8:30 am. You will be marked late if you arrive after 8:30 am and 'very late' if you arrive after 9:00 am. Very late counts as a absent mark for the morning session. If you arrive late for school, you must make sure you are marked present as follows:

- Always go to your tutor/assembly if you arrive before 8:50 am
- Go to reception to be signed in if you arrive after 8:50 am

Attendance

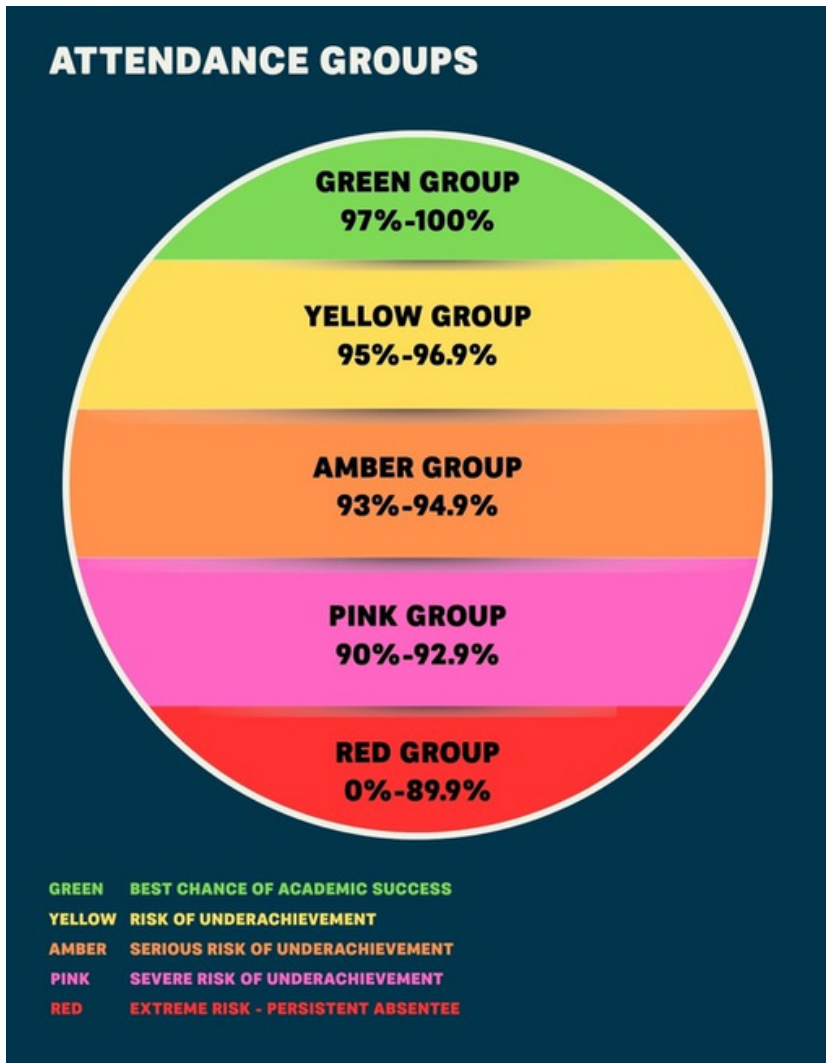
In the event of fire, you must remain calm and carry out the procedure that you have practiced during the drills. If the fire alarms sound, leave your bags, coats and books and leave the classroom immediately through the nearest escape route. You must evacuate the building in silence. Once outside, proceed to the fire assembly point. Line up in tutor groups, in alphabetical order by surname and wait for your tutor to register you. Never ignore the fire alarm. If the fire alarm sounds during break assembly or lunchtime, you must line up at the fire assembly point into tutor groups in alphabetical order by surname.

Lockdown

In the event of Lockdown, you must remain calm and carry out the procedure that you have practiced during the drills.



Attendance Matters!



The target attendance figure for all students is **97% or above**. Based on current attendance figures, each student will be placed in one of the attendance groups in the circle above. Students will be informed of their attendance group by their Tutor.

Acceptable Use Of The School's IT Systems and Internet: Agreement For Students

Name of Student: _____

I will read and follow the rules in the acceptable use agreement policy.

When I use the school's IT systems (like computers) and get onto the internet in school I will:

- Always use the school's IT systems and the internet responsibly and for educational purposes only
- Only use them when a teacher is present, or with a teacher's permission
- Keep my usernames and passwords safe and not share these with others
- Keep my private information safe at all times and not give my name, address or telephone number to anyone without the permission of my teacher or parent/carer
- Tell a teacher (or sensible adult) immediately if I find any material which might upset, distress or harm me or others
- Always log off or shut down a computer when I've finished working on it

I will not:

- Access any inappropriate websites including social networking sites, chat rooms and gaming sites unless my teacher has expressly allowed this as part of a learning activity
- Use my school email address to sign up for social media platforms or any non-school-related websites, applications, or services
- Open any attachments in emails, or follow any links in emails, without first checking with a teacher
- Use any inappropriate language when communicating online, including in emails
- Create, link to or post any material that is pornographic, offensive, obscene or otherwise inappropriate
- Log in to the school's network using someone else's details
- Arrange to meet anyone offline without first consulting my parent/carer, or without adult supervision

If I bring a personal mobile phone or other personal electronic device into school:

- I will not use it during lessons, tutor group time, clubs or other activities organised by the school, without a teacher's permission
- I will use it responsibly, and will not access any inappropriate websites or other inappropriate material or use inappropriate language when communicating online

I agree that the school will monitor the websites I visit and that there will be consequences if I do not follow the rules.

Signed (Student): _____

Date: _____



Bromcom Student Portal

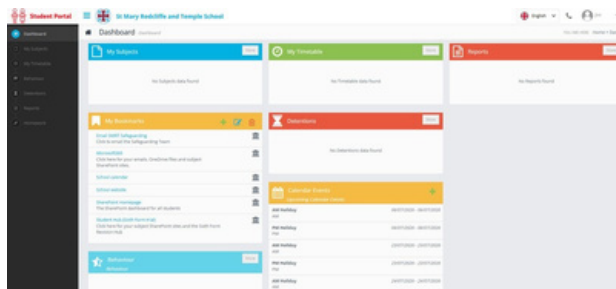
We use a system called Bromcom to look after and manage the data within the school. There is a student app and website for Bromcom called Student Portal which provides you with the data and information you need to help you with your learning.

Some of the things you'll find on Student Portal:

- Your timetable
- Your homework
- Your behaviour record
- Bookmarks to important sites such as The Student Hub in SharePoint where teachers provide resources for your subjects
- Your exam timetable and results

The list of things you'll see on the Student Portal will expand as we use the system more so it's important that you use it.

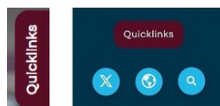
The Student Portal is available as an Android and Apple app and as a website: <https://www.bromcomvle.com>



The website view of Student Portal

Q. How do I use the Student Portal?

A. Full instructions on activating your account and how to use the Student Portal are available on our Bromcom student support page on the school website. Follow the link '**Bromcom - Students**' via the 'Quicklinks' button on the website to find all the details.



Our support page can be found using the 'Quicklinks' menu on the School website

Mobile Communication Devices (Phones, Tablets, Earphones)

Code of Conduct for pupils who bring their phones to school

You **must** obey the following rules if you bring your mobile phone to school:

- You must not have access to your mobile phone, headphones or smartwatch during the school day.
- You must turn off your phone, smartwatch and headphones before you enter the school gates and put them in your bag.
- You may get your phone, smartwatch and headphones out of your bag to put them directly into your locker.
- You must switch off your devices and store them safely for the day.
- Your phones should be stored in your locker. Any student who does not use their locker must be responsible for ensuring that their phone is never accessed. It should never be 'used, seen or heard'.
- You are responsible for your actions. If your phone is confiscated, you will need to find alternative plans for transport home. You must avoid this situation but prepare for the eventuality with your parents/carers.
- If your phone's outline is visible in a pocket or bag, it is classed as 'seen' and therefore will be confiscated.



Six Strategies for Effective Learning



LEARNINGSOCIETISTS.ORG

LEARN TO STUDY USING...

Spaced Practice

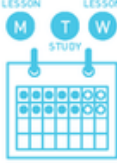
SPACE OUT YOUR STUDYING OVER TIME





HOW TO DO IT

Start planning early for exams, and set aside a little bit of time every day. Five hours spread out over two weeks is better than the same five hours all at once.

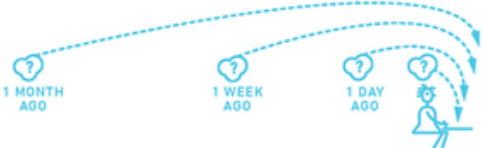


LESSON M T W Th F Sa Su M T W Th F Sa Su
STUDY STUDY STUDY STUDY STUDY STUDY STUDY STUDY STUDY STUDY STUDY STUDY

Review information from each class, but not immediately after class.



After you review information from the most recent class, make sure to go back and study important older information to keep it fresh.





HOLD ON!

TESTING SPACING SKETCHING



When you sit down to study, make sure you are using effective study strategies rather than just re-reading your class notes.

This may seem difficult and you may forget some information from day to day, but this is actually a good thing! This forces you to retrieve information from memory (see Retrieval Practice poster).

Create small spaces (a few days) and do a little bit over time, so that it adds up!





RESEARCH

Read more about spaced practice as a study strategy

Benjamin, A. S., & Tullis, J. (2010). What makes distributed practice effective? *Cognitive Psychology*, 61, 228-247.

Six Strategies for Effective Learning



LEARNINGSOCIETISTS.ORG

LEARN TO STUDY USING...

Retrieval Practice

PRACTICE BRINGING INFORMATION TO MIND



HOW TO DO IT

Put away your class materials, and write or sketch everything you know. Be as thorough as possible. Then, check your class materials for accuracy and important points you missed.



Take as many practice tests as you can get your hands on. If you don't have ready-made tests, try making your own and trading with a friend who has done the same.



You can also make flashcards. Just make sure you practice recalling the information on them, and go beyond definitions by thinking of links between ideas.



HOLD ON!



Retrieval practice works best when you go back to check your class materials for accuracy afterward.



Retrieval is hard! If you're struggling, identify the things you've missed from your class materials, and work your way up to recalling it on your own with the class materials closed.



Don't only recall words and definitions. Make sure to recall main ideas, how things are related or different from one another, and new examples.

RESEARCH

Read more about
retrieval practice
as a study strategy

Roediger, H. L., Putnam, A. L., & Smith, M. A. [2011]. Ten benefits of testing and their applications to educational practice. In J. Mestre & B. Ross (Eds.), *Psychology of learning and motivation: Cognition in education*, pp. 1-36. Oxford: Elsevier.

Six Strategies for Effective Learning



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LEARN TO STUDY USING...

Elaboration

EXPLAIN AND DESCRIBE IDEAS WITH MANY DETAILS



HOW TO DO IT

Ask yourself questions while you are studying about how things work and why, and then find the answers in your class materials and discuss them with your classmates.



As you elaborate, make connections between different ideas to explain how they work together. Take two ideas and think of ways they are similar and different.



Describe how the ideas you are studying apply to your own experiences or memories. As you go through your day, make connections to the ideas you are learning in class.



HOLD ON!



Make sure the way you are explaining and describing an idea is accurate. Don't overextend the elaborations, and always check your class materials or ask your teacher.



Work your way up so that you can describe and explain without looking at your class materials.

RESEARCH

Read more about
elaboration
as a study strategy

McDaniel, M. A., & Donnelly, C. M. (1996). Learning with analogy and elaborative interrogation. *Journal of Educational Psychology, 88*, 508-519.

Wong, B. Y. L. (1985). Self-questioning instructional research: A review. *Review of Educational Research, 55*, 227-268.

Six Strategies for Effective Learning



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LEARN TO STUDY USING...
Interleaving
SWITCH BETWEEN IDEAS WHILE YOU STUDY



**HOW TO DO IT**

Switch between ideas during a study session. Don't study one idea for too long.

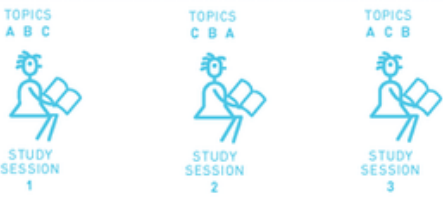
TOPIC A TOPIC B TOPIC C



Go back over the ideas again in different orders to strengthen your understanding.

TOPICS A B C TOPICS C B A TOPICS A C B

STUDY SESSION 1 STUDY SESSION 2 STUDY SESSION 3



Make links between different ideas as you switch between them.



**HOLD ON!**

TOPIC A TOPIC B



While it's good to switch between ideas, don't switch too often, or spend too little time on any one idea; you need to make sure you understand them.

AAA BBB CCC TOPICS ACB CBA BCA TOPICS



Interleaving will feel harder than studying the same thing for a long time. But don't worry - this is actually helpful to your learning!

**RESEARCH**

Read more about interleaving as a study strategy

Rohrer, D. [2012]. Interleaving helps students distinguish among similar concepts. *Educational Psychology Review*, 24, 355-367.

Six Strategies for Effective Learning



LEARNINGSOCIETISTS.ORG

LEARN TO STUDY USING... Concrete Examples

USE SPECIFIC EXAMPLES TO UNDERSTAND ABSTRACT IDEAS



HOW TO DO IT

Collect examples your teacher has used, and look in your class materials for as many examples as you can find.



Make the link between the idea you are studying and each example, so that you understand how the example applies to the idea.



Share examples with friends, and explain them to each other for added benefits.



HOLD ON!



You may find examples on the internet that are not used appropriately. Make sure your examples are correct - check with your teacher.



Ultimately, creating your own relevant examples will be the most helpful for learning.

RESEARCH

Read more about concrete examples as a study strategy

Rawson, K. A., Thomas, R. C., & Jacoby, L. L. (2014). The power of examples: Illustrative examples enhance conceptual learning of declarative concepts. *Educational Psychology Review*, 27, 483-504.

Six Strategies for Effective Learning



LEARNINGSIENTISTS.ORG

LEARN TO STUDY USING...
Dual Coding
COMBINE WORDS AND VISUALS





HOW TO DO IT

Look at your class materials and find visuals. Look over the visuals and compare to the words.



Look at visuals, and explain in your own words what they mean.



Take information that you are trying to learn, and draw visuals to go along with it.



HOLD ON!

Try to come up with different ways to represent the information visually, for example an infographic, a timeline, a cartoon strip, or a diagram of parts that work together.

INFOGRAPHIC



CARTOON STRIP



DIAGRAM



GRAPHIC ORGANIZER



TIMELINE

EVENT 1 2012 EVENT 2 2013 EVENT 3 2014 EVENT 4 2015 EVENT 5 2016



Work your way up to drawing what you know from memory.



RESEARCH

Read more about dual coding as a study strategy

Mayer, R. E., & Anderson, R. B. [1992]. The instructive animation: Helping students build connections between words and pictures in multimedia learning. *Journal of Educational Psychology*, 4, 444-452.

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