



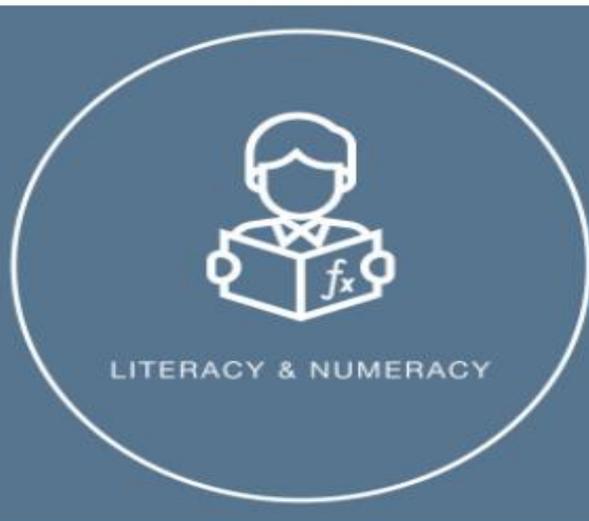
# Independent Learning at UHS

Study Portal

INDEPENDENT  
LEARNING



STUDY PORTAL



# What is the study portal?

- A centralized resource that **should form part of your every day learning.**
- Through **independent work** it will help all **students to become more confident in their learning** across all of their subjects
  - A huge focus on **developing literacy and numeracy** skills

# How can I access the study portal?

- A link will be emailed to you so that it is always in your inbox

<https://www.uhs.org.uk/page/?title=Independent+Learning&pid=284>

**Alternatively, go to:**

www.uhs.org.uk

click Teaching and Learning

click Independent Learning

# Where do I start?

(1) There is a lot of information on here so the best place to start is here;



(2) Then select the year group you are in;





There are targets set each term that enable you to use each of the resources independently over the course of the whole year.

| Knowledge Organisers   | Study Skills   | Exam Skills  |
|--|--|--|
| <p><b>Term 1 – September to December</b></p> <ol style="list-style-type: none"> <li>Start learning about Knowledge Organisers. What are they? Why are they important? How do they make part of your learning journey at UHS?</li> <li>Make sure you have access to the Knowledge Organisers for Term 1. The booklet contains the core information you need to know so you can be confident and successful in each subject.</li> <li>Start using the 'The Thinking Hard Process' as a way of revising the Knowledge Organisers. You will be given small, regular quizzes to check that you have been revising this content.</li> <li>Make sure you are also revising the Knowledge Organisers from Year 7&amp;8.</li> </ol> <p><b>Term 2 – January to April</b></p> <ol style="list-style-type: none"> <li>What feedback did you receive from your January exams? Where are the gaps in your learning? You should be revising as much as you can as this will support with the transition into GCSE courses.</li> <li>Access all Knowledge Organisers for Term 2. Make sure you are revising the Term 1 Knowledge Organisers for Year 7/8.</li> <li>Start looking at the Knowledge Organisers for Year 10 and 11 so as to help you make an informed decision about subject areas you want to study at GCSE.</li> </ol> <p><b>Term 3 – April to July</b></p> <ol style="list-style-type: none"> <li>Access all KOs for Term 3. Continue to look at Year 10 &amp; 11 content.</li> <li>You should be getting into a habit of creating your own Knowledge Organisers as a way of personalising learning to you. The 'Thinking Hard Process' gives you lots of different ways to do this.</li> <li>As you move into Year 10, over the summer term, you can start to look ahead at the Year 11 Knowledge Organisers with the subjects you will be studying.</li> </ol> | <p><b>Term 1 – September to December</b></p> <ol style="list-style-type: none"> <li>Start learning about memory retention – study the six learning strategies in particular. Try each one and find strategies that you think will help you with your memory retention</li> <li>Continue to use Look, Cover, Write, Check to help you improve your spelling and vocab skills.</li> <li>Start to prepare a revision timetable for the content you have been learning in Term 1. Use your Knowledge Organisers to help you plan this. Take into account information you learnt in Year 7 &amp; 8.</li> </ol> <p><b>Term 2 – January to April</b></p> <ol style="list-style-type: none"> <li>Continue to learn about memory retrieval and practise the different ways that will help you. You should be using these strategies as part of the self-testing process.</li> <li>How is your revision timetable coming along? How can it be amended in line with your learning needs?</li> </ol> <p><b>Term 3 – April to July</b></p> <ol style="list-style-type: none"> <li>Review your revision timetable in line with feedback from teachers. Continue to revise KOs from Term 1 and 2 as well as all of Year 7&amp;8.</li> <li>What have you learnt about memory retention? What systems work best for you? These skills are really important as they will help you get through your GCSEs.</li> </ol> | <p><b>Term 1 – September to December</b></p> <ol style="list-style-type: none"> <li>Refresh your memory on different exam skills and command terms. Practise command term questions – Become an expert at answering different types of exam style questions</li> <li>You should be accessing Year 9 past papers from the study portal and start doing these questions in preparation for the January exams. You should also practice Year 7&amp;8 papers as they will help you with your preparation</li> </ol> <p><b>Term 2 – January to April</b></p> <ol style="list-style-type: none"> <li>Year 9 exams week is at the start of term. These are very important exams as they are preparing you for the demands of GCSE courses.</li> <li>As part of your preparation for your Maths exam, you should be using the MemRi on Hegarty Maths as this personalised learning feature will help you to improve your numeracy skills. The more questions you complete; the more personalised learning becomes for you.</li> </ol> <p><b>Term 3 – April to July</b></p> <ol style="list-style-type: none"> <li>Are you aware of how exam skills are cross-curricular? What subjects do the same themes and exam skills come up? Do you know how to make cross-curricular links? This is a very common theme in your GCSE exams. Please check out some of the papers so you can see for yourself.</li> <li>Start to familiarise yourself with mark schemes and exemplar answers where possible for all the subjects you will be taking in Year 10</li> </ol> |
| <p><b>Literacy / Numeracy</b></p> <p><b>Term 1 – September to December</b></p> <ol style="list-style-type: none"> <li>Go over the spelling and vocab terms I should know at the start of Year 7</li> <li>Start learning about Tier 2 vocab – what vocab must I learn to use this term?</li> <li>Continue with using Hegarty Maths – complete all work set to receive personalised feedback</li> <li>What is your fluent reading score? How many wpm are you reading?</li> </ol> <p><b>Term 2 – January to April</b></p> <ol style="list-style-type: none"> <li>Continue to read widely and often so as to improve your fluent reading score.</li> <li>What Tier 2 vocab do I need to learn this term?</li> <li>How many hours are you spending on Hegarty Maths? What are the key skills you need to do in order to improve?</li> </ol> <p><b>Term 3 – April to July</b></p> <ol style="list-style-type: none"> <li>What is your reading fluency score?</li> <li>What Tier 2 vocab have you learnt this term and year? Have you been able to use these terms as part of your everyday learning?</li> <li>Continue to meet the targets set on Hegarty Maths</li> </ol>  | <p><b>Remote Learning websites</b></p> <p><b>Term 1 – September to December</b></p> <ol style="list-style-type: none"> <li>Check out the websites, apps and podcasts that are available to you. These will enhance your learning in different ways.</li> </ol> <p><b>Term 2 – January to April</b></p> <ol style="list-style-type: none"> <li>Continue to use the resources available here to support you with your learning. Try a new resource that you have not used before.</li> </ol> <p><b>Term 3 – April to July</b></p> <ol style="list-style-type: none"> <li>Which of these resources have you found the most useful? Use them as part of your regular learning, especially as you get closer to your Year 9 exams</li> </ol>  | <p><b>Key dates and events</b></p> <p><b>Term 1 – September to December</b><br/>Year 9 progress report 1 – 9<sup>th</sup> October</p> <p><b>Term 2 – January to April</b><br/>Year 9 exams week – 18<sup>th</sup> January<br/>Year 9 progress report 2 – 5<sup>th</sup> February<br/>Year 9 Parents Evening -4<sup>th</sup> March</p> <p><b>Term 3 – April to July</b><br/>Year 9 progress report 3 – 14<sup>th</sup> May</p>  |



# Knowledge is power!

|         | Term 1                          | Term 2                          | Term 3                          |
|---------|---------------------------------|---------------------------------|---------------------------------|
| Year 7  | <a href="#">Click to access</a> | <a href="#">Click to access</a> | <a href="#">Click to access</a> |
| Year 8  | <a href="#">Click to access</a> | <a href="#">Click to access</a> | <a href="#">Click to access</a> |
| Year 9  | <a href="#">Click to access</a> | <a href="#">Click to access</a> | <a href="#">Click to access</a> |
| Year 10 | <a href="#">Click to access</a> | <a href="#">Click to access</a> | <a href="#">Click to access</a> |
| Year 11 | <a href="#">Click to access</a> | <a href="#">Click to access</a> | <a href="#">Click to access</a> |

- You will receive a new Knowledge Organiser at the start of each term (3 per year)
- Make sure your name is written on yours so that if you lose it, it can be handed back to you
- Each Knowledge Organiser will include all of the vocab, key skills and content you need to know in each subject for that term
  - You need to learn all of this - KEEP UP, NOT CATCH UP

# Using Knowledge Organisers

- Start points and end points for each subject are visible and easy to follow
- Everything you need is here that will help you to connect new knowledge to existing knowledge
- If you forget some content you learnt before, it will be here for you to find and go back over
- All students can see what each subject is like, all the ways from Year 7 through to Year 11
  - These resources can be downloaded at home on either your phone or laptop
- If you are in Year 9 – you can check out Year 10 and Year 11 resources so that you can see what GCSE specs are like. This will help you make an informed decision about what you want to study next year
- If you find some of the work easy or you are looking to do more work, you can work ahead by looking at the next term.
- At the back of each Knowledge Organiser, there is a very important section on reading and vocabulary. This will always be there.

# How Should I Use Knowledge Organisers to Support my Learning?



At Uxbridge High School, we believe that knowledge organisers are a fantastic tool to support your learning. A knowledge organiser is a document that contains key facts and information that you will need in order to have a basic understanding of a topic.

## Refer to it regularly.

Don't keep it stored away in your bag! Take it out and refer to it regularly during your lessons.



## Challenge yourself.

There will be lots of new vocabulary listed on your KO. Challenge yourself! Next time you complete some written work, try to use some of the subject-specific terminology in your answer.



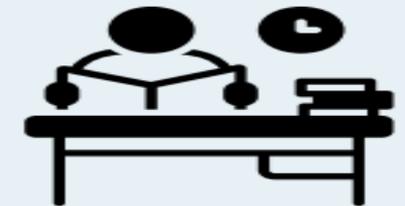
## Test yourself.

Ask a trusted friend or adult to test you on the contents of your knowledge organiser. How much do you remember?



## Missed a lesson?

If you've been absent or missed a lesson for any reason, ask your teacher to help you work out which knowledge on the KO you might have missed out on. What can you do to catch up on what you have missed?



## Identify the gaps in your knowledge.

Use your KO to identify any terminology or key concepts that you struggle with. Speak to your teacher about these – how can you strengthen your knowledge in the areas you identified?



## The Thinking Hard Process

### Knowledge and understanding

Reduce  
Transform  
Deconstruct  
Derive



Reduce it



Transform it



Deconstruct it



Derive it

### Analysis and application

**Revise, revise, revise.**



# Knowledge is power... but...

Memory retention

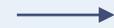


Knowledge to succeed

Do you know how to revise effectively?

This part of the website helps you to study more effectively so that you can remember more information as part of your learning





There are 6 different learning strategies that you need to learn about





## Six Strategies for Effective Learning

LEARNINGSOCIETISTS.ORG

All of these strategies have supporting evidence from cognitive psychology. For each strategy, we explain how to do it, some points to consider, and where to find more information.



Content by Yana Weinstein (University of Massachusetts Lowell) & Megan Smith (Rhode Island College) | Illustrations by Oliver Caviglioli (teachinghow2s.com/cogsci) Funding provided by the APS Fund for Teaching and Public Understanding of Psychological Science

Once you have learnt about these revision techniques, you then need to practice them on your own and **find out what works for you.**

The more you practice, the more you will learn. Everyone learns in different ways.

Teachers will help you as well and set you some learning activities based on these.

These learning techniques can be found here:



The infographic is a central hexagon with 'LS' and 'Climbista' in the center. It is surrounded by six segments, each representing a learning technique with an icon and a brief description:

- CONCRETE EXAMPLES:** Use specific examples to understand abstract ideas. Icon: A person with a folder labeled 'MY FOLDER'.
- ELABORATION:** (Label only, no description/icon shown in this segment).
- RETRIEVAL PRACTICE:** Space out your studying over time. Icon: A person sitting at a desk with a clock showing 1, 2, 3. Labels: 'SPACING', 'TESTING', 'SKETCHING'.
- SPACED PRACTICE:** (Label only, no description/icon shown in this segment).
- DUAL CODING:** Combine words and visuals. Icon: A person pointing to a diagram of a molecule.
- INTERLEAVING:** Switch between ideas while you study. Icon: A person running towards a trophy. Labels: 'ACB', 'CBA', 'BCA', 'TOPICS'.

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|                    |   |
|--------------------|---|
| CONCRETE EXAMPLES  | ▼ |
| ELABORATION        | ▼ |
| DUAL CODING        | ▼ |
| INTERLEAVING       | ▼ |
| RETRIEVAL PRACTICE | ▼ |
| SPACED PRACTICE    | ▼ |



In this part of the website, you will find information on the following;



1. How to do a revision timetable
2. How to use Look, Cover, Write, Check
3. Access study resources

## 1. How to do a revision timetable

Tips on how to organise your revision strategically over the course of the year  
There are a few examples on how to do this electronically too

## 2. How to use Look, Cover, Write, Check

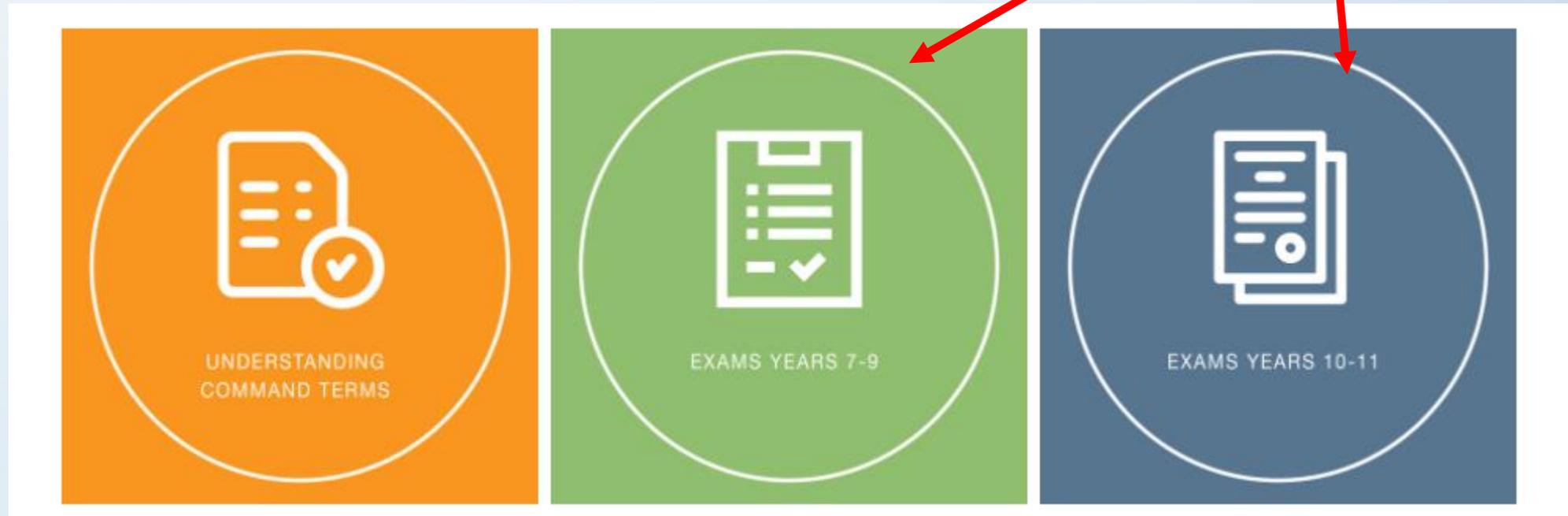
This will be led on by the English department and is a tool you will use  
to develop your vocabulary

## 3. Access study resources

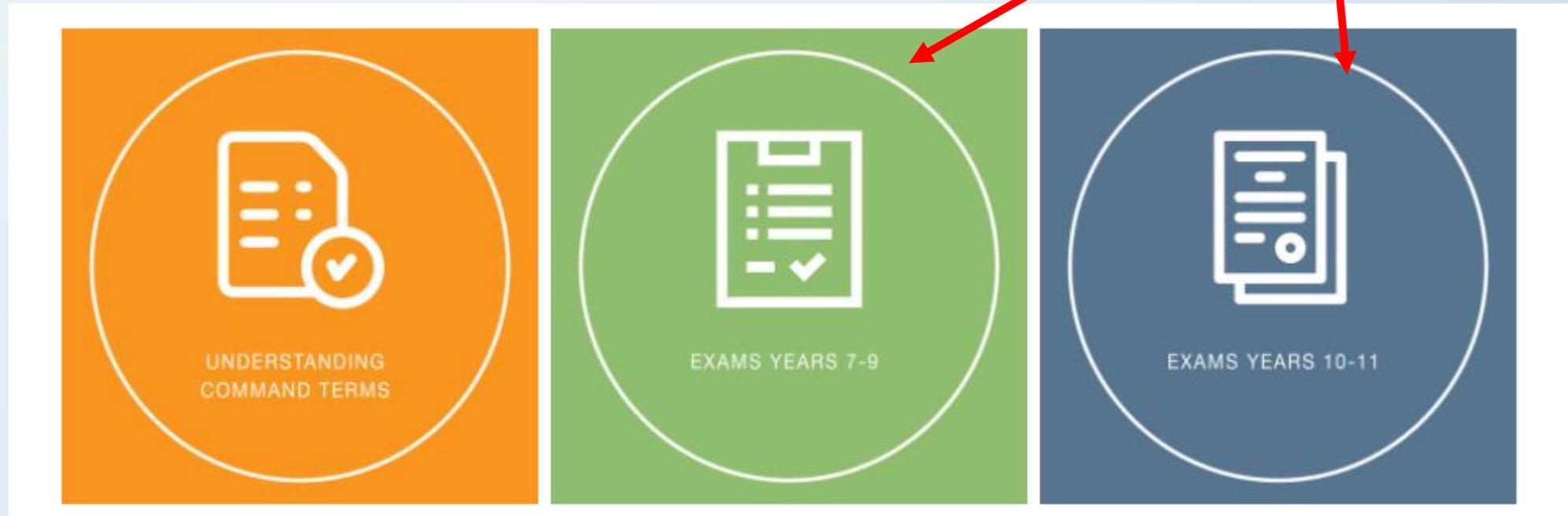
Learn different techniques that will help you to revise in a way that suits  
you and helps you to learn



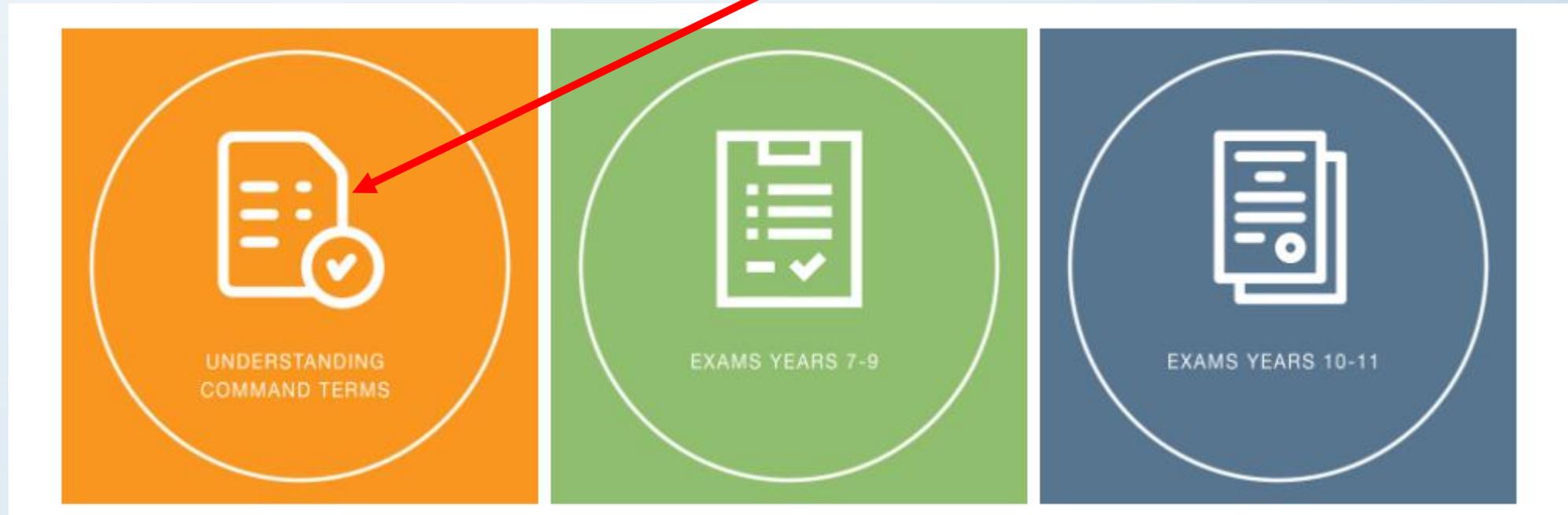
Depending what year you are in, you now have access to lots of exam papers that you can practice in your spare time. There are exam papers for every subject all the way through from Year 7 – 11.



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To help you improve your extended writing skills and answer exam style questions to the best of your ability, you can go through the resources 'understanding command terms' which will help you feel more confident when it comes to doing exams.



# Understanding command terms

(This is what it will look like)

Documents > Study Portal > 3-Exam Skills > **Understanding command terms**

|  Name ▾                             | + Add column ▾ |
|--|----------------|
|  compare and contrast.pptx          |                |
|  Describe.pptx                      |                |
|  How to attempt MCQs.pptx          |                |
|  How to evaluate.pptx             |                |
|  How to explain.pptx              |                |
|  Information.docx                 |                |
|  List state identify suggest.pptx |                |



# Literacy and numeracy



This area is  
made up of 3  
sections

- Reading Fluency – for students who need to improve their reading levels. This section focuses on helping students to improve their **ability to read with speed, accuracy, and proper expression**. This is a very important skill needed for your GCSEs

| Year                             | WPM target  |
|----------------------------------|-------------|
| Transition from Year 6 – Year 7  | 90 wpm      |
| Foundation Years – end of Year 9 | 90-120 wpm  |
| Mastery Years – End of Year 11   | 120-190 wpm |
| Average adult reading speed      | 250 wpm     |

How many words per minute you should be able to read

Use this section to understand what reading fluency is and to test yourself

Vocabulary is key to reading comprehension. Readers cannot understand what they are reading without knowing what most of the words mean.

Vocabulary consists of the words we understand when we hear or read them and words we speak or write. Knowing a variety of words is important for language development and reading comprehension. A limited vocabulary is usually a "red flag," indicating a possible language learning disability and reduced literacy skills. This handout discusses how the development of vocabulary will form a part of the learning journey your child will undertake here at Uxbridge High School. Those with mature vocabularies and age-appropriate literacy skills understand and use words from all three tiers.

**Tier 1: Basic Vocabulary**

Tier one consists of the most basic words. These words rarely require direct instruction and typically do not have multiple meanings. Sight words, nouns, verbs, adjectives, and early reading words occur at this level. Examples of tier one words are: book, girl, sad, run, dog, and orange.

**Tier 2: High Frequency/Multiple meaning**

Tier two consists of high frequency words that occur across a variety of domains. That is, these words occur often in mature language situations such as adult conversations and literature, and therefore strongly influence speaking and reading. Tier two words are the most important words for direct instruction because they are good indicators of a student's progress through school. The following is a list of standards for tier two words:

- Important for reading comprehension
- Characteristic of mature language users
- Contain multiple meanings
- Increased descriptive vocabulary

words that used across a variety of environments allow students to describe concepts in (generalization) a detailed manner

**Tier 3: Subject related**

This is subject specific, academic language that is learnt in each curriculum area

Spelling and Vocab at UHS  
PDF File

This section focuses on 'Tier 2 vocab' which is vocabulary that comes up across a rang of academic subjects

Students need to learn and understand these terms

# Vocabulary that I should know starting off in Year 7

|                          |                     |               |   |
|--------------------------|---------------------|---------------|---|
| accommodate              | embarrass           | persuade      | <p><b>Words which sound like spelt</b><br/>vicious, precious, conscious, delicious, malicious, suspicious<br/>ambitious, cautious, fictitious, infectious, nutritious</p> <p><b>Endings which sound like</b><br/>official, special, artificial, partial, confidential, essential</p> <p><b>Words ending in:</b><br/><b>able and ible / ably and ibly</b><br/>adorable/adorably (adoration), applicable/applicably (application), considerable/considerably (consideration), tolerable/tolerably (toleration) changeable, noticeable, forcible, legible</p> <p><b>Words with the 'i' sound spelt ei after c</b><br/>deceive, conceive, receive, perceive, ceiling</p> <p><b>Use of the hyphen</b><br/>co-ordinate, re-enter, co-operate, co-own</p> <p><b>Words with 'silent' letters</b><br/>doubt, island, lamb, solemn, thistle, knight</p> |
| accompany                | environment         | physical      |   |
| according                | equip (-ped, -ment) | prejudice     |   |
| achieve                  | especially          | privilege     |   |
| aggressive               | exaggerate          | profession    |   |
| amateur                  | excellent           | programme     |   |
| ancient                  | existence           | pronunciation |   |
| apparent                 | explanation         | queue         |   |
| appreciate               | familiar            | recognise     |   |
| attached                 | foreign             | recommend     |   |
| available                | forty               | relevant      |   |
| average                  | frequently          | restaurant    |   |
| awkward                  | government          | rhyme         |   |
| bargain                  | guarantee           | rhythm        |   |
| bruise                   | harass              | sacrifice     |   |
| category                 | hindrance           | secretary     |   |
| cemetery                 | identity            | shoulder      |   |
| committee                | immediate(ly)       | signature     |   |
| communicate              | individual          | sincere(ly)   |   |
| community                | interfere           | soldier       |   |
| competition              | interrupt           | stomach       |   |
| conscience               | language            | sufficient    |   |
| conscious                | leisure             | suggest       |   |
| controversy              | lightning           | symbol        |   |
| convenience              | marvellous          | system        |   |
| correspond               | mischievous         | temperature   |   |
| criticise (critic + ise) | muscle              | thorough      |   |
| curiosity                | necessary           | twelfth       |   |
| definite                 | neighbour           | variety       |   |
| desperate                | nuisance            | vegetable     |   |
| determined               | occupy              | vehicle       |   |
| develop                  | occur               | yacht         |   |
| dictionary               | opportunity         |               |   |
| disastrous               | parliament          |               |   |

These terms form part of the primary school national curriculum which suggests these words should already form part of a student's vocabulary as they make the transition from Year 6 into Year 7

What do I need to know?

**Recognition** – how is the word spelt?

**Pronunciation** – how is the word said?

**Definition** – what does the word mean?

**Numeracy** is the building block to all of Maths. If you are quick with your times tables, can add, subtract divide, and multiply then there is very little that you won't be able to do in maths.

## **HEGARTY MATHS**

Hegarty Maths is the single most important resource that all Uxbridge High School students should be doing on a weekly basis. We have set the target that students should aim to do a minimum of 1 hour 30 minutes of Hegarty Maths each week



Here you will find a list of suggested websites, podcasts and apps that you can use to help you with your independent learning

Uxbridge High School - list of online resources to support with remote learning from home

| Subject | Online resources for Foundation Years   | Online resources for Mastery Years   |
|---------|---|--|
| Maths   | <a href="https://www.hegartymaths.com">https://www.hegartymaths.com</a><br><a href="https://www.bbc.co.uk/bitesize">https://www.bbc.co.uk/bitesize</a><br><a href="https://www.senecalearning.com/">https://www.senecalearning.com/</a>   | <a href="https://www.hegartymaths.com">https://www.hegartymaths.com</a><br><a href="https://www.examsolutions.net">https://www.examsolutions.net</a><br><a href="https://www.mathsgenie.com">https://www.mathsgenie.com</a><br><a href="https://www.iustmaths.com">https://www.iustmaths.com</a><br><a href="https://www.onmaths.com">https://www.onmaths.com</a><br><a href="https://www.mathedup.co.uk/gcse-maths-takeaway/">https://www.mathedup.co.uk/gcse-maths-takeaway/</a>   |
| Science | <a href="https://www.doddelearn.co.uk/">https://www.doddelearn.co.uk/</a><br><a href="https://www.kerboodle.com/">https://www.kerboodle.com/</a><br><a href="https://www.bbc.co.uk/bitesize/subjects/zng4d2p">https://www.bbc.co.uk/bitesize/subjects/zng4d2p</a><br><a href="https://www.senecalearning.com/">https://www.senecalearning.com/</a>  | <a href="https://www.bbc.co.uk/bitesize/levels/z98jnp3">https://www.bbc.co.uk/bitesize/levels/z98jnp3</a><br><a href="https://www.doddelearn.co.uk/">https://www.doddelearn.co.uk/</a><br><a href="https://www.kerboodle.com/">https://www.kerboodle.com/</a><br><a href="https://www.revisely.co.uk/gcse/">https://www.revisely.co.uk/gcse/</a><br><a href="https://www.youtube.com/channel/UCqbOeHaAUXw9lI7sBVG3_bw/vid_eos">https://www.youtube.com/channel/UCqbOeHaAUXw9lI7sBVG3_bw/vid_eos</a><br><a href="https://revisionscience.com/gcse-revision/science/science-gcse-past-papers/aqa-gcse-science-past-papers">https://revisionscience.com/gcse-revision/science/science-gcse-past-papers/aqa-gcse-science-past-papers</a><br><a href="https://www.senecalearning.com/">https://www.senecalearning.com/</a><br><a href="https://www.aqa.org.uk/subjects/science/gcse/chemistry-8462/assessment-resources">https://www.aqa.org.uk/subjects/science/gcse/chemistry-8462/assessment-resources</a> |
| English | <a href="https://www.bbc.co.uk/bitesize/subjects/zmbff4j">https://www.bbc.co.uk/bitesize/subjects/zmbff4j</a><br><a href="https://senecalearning.com">https://senecalearning.com</a><br><a href="https://www.doddelearn.co.uk/english/">https://www.doddelearn.co.uk/english/</a><br><a href="https://chatterstars.co.uk">https://chatterstars.co.uk</a><br><a href="https://sirlinkalot.org">https://sirlinkalot.org</a><br><a href="https://memrise.com">https://memrise.com</a><br><a href="https://vocabularyninja.co.uk">https://vocabularyninja.co.uk</a> | <a href="https://senecalearning.com">https://senecalearning.com</a><br><a href="https://www.bbc.co.uk/bitesize/subjects/zr9d7ty">https://www.bbc.co.uk/bitesize/subjects/zr9d7ty</a><br><a href="https://www.bi.uk/">https://www.bi.uk/</a><br><a href="https://www.sparknotes.com/">https://www.sparknotes.com/</a><br><a href="https://www.shmoop.com/">https://www.shmoop.com/</a><br><a href="https://www.gradesaver.com/">https://www.gradesaver.com/</a><br><a href="https://www.litcharts.com/">https://www.litcharts.com/</a>  |

## Online websites

## Podcasts and Apps

Uxbridge High School - list of podcasts and apps to support with remote learning from home

| Subject | Apps   | Podcasts  |
|---------|--|---|
| Science | <p>Doddle<br/> <a href="https://www.google.com/search?q=doddle+app&amp;oq=doddle+app&amp;aqs=chrome..69j57j0l7.2660j0j8&amp;sourceid=chrome&amp;ie=UTF-8">https://www.google.com/search?q=doddle+app&amp;oq=doddle+app&amp;aqs=chrome..69j57j0l7.2660j0j8&amp;sourceid=chrome&amp;ie=UTF-8</a></p> <p>Seneca Learning Gaming App<br/> <a href="https://www.youtube.com/watch?v=FIPWoO2UKao">https://www.youtube.com/watch?v=FIPWoO2UKao</a></p> <p>Totally Physics <a href="http://totallyphysics.co.uk/student-app/">http://totallyphysics.co.uk/student-app/</a></p> <p>BBCBITESIZE Revision</p> | <p>GCSE SCIENCE PODCASTS</p> <p><a href="https://podcasts.apple.com/gb/podcast/gcse-science-podcast/id1441017901">https://podcasts.apple.com/gb/podcast/gcse-science-podcast/id1441017901</a></p> <p>The Science Break for GCSE Science<br/> <a href="https://podcasts.apple.com/gb/podcast/the-science-break-for-gcse-science/id1453855515">https://podcasts.apple.com/gb/podcast/the-science-break-for-gcse-science/id1453855515</a></p> <p>Kerboodle .com<br/> <a href="https://www.kerboodle.com/app/courses/19857/modules/Resources">https://www.kerboodle.com/app/courses/19857/modules/Resources</a></p> |

INDEPENDENT  
LEARNING



STUDY PORTAL



Good luck with your revision

**Remember – the more you work independently;**

- The more confident you will become
- The more your literacy and numeracy skills will improve
- The closer you will get to achieving your target grades, especially as you move towards your GCSEs