



Lancashire Secondary Consultant Team

A Student Guide to Keeping on Top of Home Learning

Learning at home can be trickier than learning in school.

As well as doing the usual school work, you have to work on keeping yourself motivated and being more independent in your learning.

This booklet contains some things you can try to help keep your learning on track.

One particular strategy that will help you whether you are learning in school, at home or at any time in your life is the Brain, Book, Buddy, Boss strategy:

- **Brain** Try to figure it out for yourself first.
- **Book** Try looking it up in a book or using the internet.
- **Buddy** 'Phone a friend'. Can one of your friends or classmates help?
- **Boss** If you have tried the other three and if you are still unsure, contact your teacher.

How has it been going so far?

List the strategies that help you work at home and those that do not work for you.

- Think about the strategies that work, how could you use them more?
- Will they adapt for all your subjects?

Think about the strategies that have not helped.

- Can anything be done to make it more useful?

If you struggle to be organised, try:

- making a 'kit box' with all the equipment you need in one place.
- writing a timetable for your work. If you tried this but you didn't stick to it, why didn't you? Was it too strict? Do you need more variety in the type of things you do? Did you include breaks?

How can you make sure you get the best impact for the effort you put into work?

When working, plan how you will approach your work and the strategies you will use.

At the end of each 'lesson' try to write down what you learned. What was the hardest part and what helped you be able to do the hard parts?

When you have completed the work, jot down how well your plan worked; maybe give it a score out of 5. Do the same for the strategies you tried.

Try to figure out why some things worked better than others.

Try to think about how you could use the 'good' strategies and plans again in the future.

If you tried a different plan and strategies another time and they also worked, are there times when one plan works better than the other?

From the strategies and resources suggested / provided by your teachers, choose the ones which help you learn best. If a certain way of working or resource isn't working for you, tell the teacher. They can't do anything about it if they don't know there is a problem.

What can you do if you get stuck? Brain, Book, Buddy, Boss!

What can you do if the work is too easy? Contact your teacher.

How well are you learning and remembering things?

Make a list of the things you need to practice or remember. If there are lots of things, pick a few key things.

Give yourself, or ask a parent/ carer to give you a little recall test. Revisit/ practice things you missed or got wrong in the recall task. For example, learn a forgotten fact: read it, say it, write it.

Practise a skill or procedure – use an example to make sure you have the correct method, before practising. If you are unsure, look it up or ask your teacher for help.

For the things you forgot first time, ask your parent/ carer to test you every other day for a week.

How well are you understanding your work?

Use any explanations the school provides.

Try to make sure you are in a quiet place and avoid distractions when viewing or reading explanations.

This is especially important if the explanation is on something new or which you have not learned about before.

If you do not understand an explanation, re-read or watch it again, phone a friend about it or let your teacher know.

Make use of any additional examples or guidance provided by teachers if you need it.

Give it a 'good go'. Try the Brain , Book, Buddy Boss strategy.

If you contact your teacher, try to be clear about which particular part of the work is causing you concern. The more specific you can be the more helpful the advice from the teacher can be.

How can you improve your work?

Read over the feedback on returned work and follow any specific instructions about how to act on that feedback.

Take on board advice and suggestions from feedback on your work.

If your work is not being marked, check the following:

- Did I submit it in the correct way?
- Is it past the due date?
- Has there been a t least a day for the teacher to mark the work?

If the answer to all these is yes, then contact the teacher to request feedback.

If you don't understand the feedback on how to improve your work, try the Brain, Book, Buddy, Boss strategy.

Are you using the resources and technology you have effectively?

Make use of any appropriate technology to access work.

If you do not have equipment, ask a parent or carer to inform your school.

If unsure how to use equipment, seek advice from parents/ carers or school.

If you have to share equipment with other family members, suggest setting up a rota to take turns.

If you are not using or don't have electronic technology, make use of the paper resources and text books etc. provided by the school.

If the work set is not clear try the Brain, Book Buddy Boss strategy.

Make sure you do your best to complete all the work set and return it to school as arranged.

If any opportunities to speak to your teachers are available e.g. by phone or 'live' lessons, make use of them.

How much are you discussing work with peers?

It helps you learn if you can discuss things you are learning with other people who are learning it too.

Join any available 'live' lessons set up by your teachers.

Join in on any school based learning forums and discussion groups set up by your teachers.

Use your 'normal' social media channels to discuss your school work with classmates.

Do not go on any video calls or other groups which have not been recommended by your school and/or sanctioned by your parent/ carer.

If you can't discuss your work with your peers, try discussing it or explaining it to or with a parent, carer or sibling.

How can you keep motivated?

If you feel your routine has become a bit boring, try mixing it up a little by moving things about. For example, if one day's learning plan involves lots of book or computer time, try swapping out one of the computer based 'lessons' for a PE session or more practical session.

Keep track of your progress. Knowing what you're doing is working and having a benefit helps you keep going.

Set yourself challenges and targets.

Set up little competitions with your friends.... Who can remember most from yesterday's 'lessons', or last weeks? Who can score the best mark in the maths task? Etc.

Try to do at least one physical activity each day, if possible outside.

Here are some strategies/ skills which will help you with your learning. If you can use these strategies, they will help with school learning as well as skill learning, problem solving and personal development in adult life. More information on these strategies can be found [here](#).

The image displays 12 learning strategies arranged in two rows of six. Each strategy is represented by a simple icon and a text label below it.

- Question Yourself:** Icon shows a person with question marks above their head.
- Meditate:** Icon shows a person sitting in a meditative posture on a blue mat.
- Reflect:** Icon shows a magnifying glass over a document.
- Strengths & Weaknesses:** Icon shows a person with arms raised, one hand holding a star and the other a circle.
- Mnemonics:** Icon shows a speech bubble containing a list of items with stars and hexagons next to them.
- Write Down Working:** Icon shows a yellow pencil.
- Think Out Loud:** Icon shows a person with a thought bubble and a speech bubble, both containing a star.
- Graphic Organiser:** Icon shows a central purple circle connected to three smaller circles by lines.
- Checklist:** Icon shows a clipboard with a list of items and green checkmarks.
- Active Reading:** Icon shows an open book with yellow highlights.
- Active Listening:** Icon shows a human ear.
- Plan Ahead:** Icon shows a rectangular box with arrows and stars indicating a sequence of steps.

