



Longdendale
HIGH SCHOOL

MASTERS OF KNOWLEDGE

A guide for students







Part of  **STAMFORD
PARK TRUST**

LEGACY BUILDER

Shade each circle when you've achieved the award.

Name: Tutor Group:

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#TheLongdendaleLegacy

MY ASPIRATIONS STATEMENT



My aspirations are:

.....

.....

.....

In order for me to achieve my aspirations I will need to:

.....

.....

.....

.....

.....

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WHAT ARE THE CHARACTERISTICS OF AN EXPERT LEARNER?

Knowledge is power.

This knowledge expert companion is a complete guide to support you with your time at Longdendale High School so that you can work to achieve mastery in your subject knowledge over time. At Longdendale, an expert learner displays the following characteristics:

1

They organise their revision using a weekly timetable;

2

They create powerful flash cards to self-quiz and use the Leitner system to practise recalling knowledge from them;

3

They know the importance of having no distractions during study time;

4

They show exemplary behaviour in lessons and aim to achieve a golden ticket;

5

They ask lots of questions in aspiration briefings and lessons;

6

They use their mastery sheets to self-quiz in their booklets.

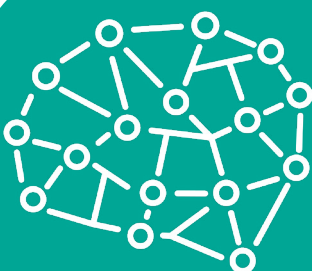
HOW DO WE LEARN?

Learning happens over time.

Learning is a complex process and requires effort. One of our school values is Resilience and this is key to becoming a master of knowledge.

Your ability to learn something is easier when you can connect it to something you already know. However, how well you learn new knowledge, even if you can connect it to previous knowledge, will be dependent upon using effective learning strategies. This knowledge companion will help you to choose the most effective learning strategies to do this.

Before we look at some of the strategies that can help you to become a knowledge expert let's review how our memory works. Our memory is like a large network of elements that connect to each other. Your brain makes connections between old memories and relatable knowledge. The more knowledge you have about something the greater the connections you can make and the easier it is for you to learn. This is why when you learn something new that you haven't come across before you will find it challenging.



Tips for learning something new.



When we spend time thinking about what we are learning and try to link it to something we are familiar with we are likely to learn better. The more we elaborate about what we are learning the more we can see how knowledge connects together.

To improve our elaboration we can use the following strategies...

1

Strategy 1:

Take regular breaks when learning something new and try saying it out loud or to another person.

2

Strategy 2:

When learning something new, think about other things you already know that might be similar to build stronger connections.

3

Strategy 3:

Try to think of images that relate to what you are learning about.

4

Strategy 4:

Create your own rhymes to help you remember something. For example, to remember compass points; Never, Eat, Shredded, Wheat.

HOW DO I USE MY MASTERY SHEETS?


'Knowledge is treasure and practice is the key to access it.'

To help support your revision your teachers have provided you with mastery sheets.

The mastery sheets indicate the core knowledge that you should know when studying a unit in your subjects.

The mastery sheets are broken down into 6 weekly blocks of key knowledge so that you can focus on a set of them at a time. You can use your mastery sheets in a variety of ways which we will outline in this guide.

Topic 1 'Once' by Morris Gleitzman | English |

Week 1		Week 2		Week 3	
Question	Answer	Question	Answer	Question	Answer
What is does it mean when you are asked to infer something about a text?	To <i>infer</i> means to use your own knowledge to work out as much as you can about what a writer might be telling us.	What are 3 of the rules of using quotation marks ?	1. Place punctuation marks inside quotation marks. 2. Capitalize the first letter of the quoted sentence when quoting a sentence in full. 3. Make sure that there is no space between using quotation mark and the text/punctuation.	What must a sentence contain?	A sentence must have a subject and a verb .
What is the purpose of a blurb ?	A blurb is trying to tell you enough about the book that it builds interest and intrigue, without giving anything away!	What does the term denotation mean?	The literal meaning of a word or phrase.	Identify the subject, object and verb in the following sentence: "The dog wags its tail"	Dog- subject Wags - verb Tail - object
What is the definition of a pronoun ?	A pronoun replaces the name of a person, place or thing.	What does the term connotation mean?	Ideas or feelings which we associate with a word – connotations are more powerful to analyse than denotations.	What does the term imagery mean?	When a writer's words create a very clear image in your head.
What does we learn about the protagonist in 'Once' from the opening paragraph and the cover of the book?	The protagonist of the novel is Felix, and he is a Jewish boy living in a Catholic orphanage during the Nazi occupation of Poland.	What is the denotation and connotation of the term 'mouse'?	Denotation: a mouse is a small rodent. Connotation: small, timid, quiet, vulnerable, falls victim to others.	"Her perfume was sweet and delicate." What kind of imagery is this?	Olfactory imagery
What is first person narrative and what are the benefits of using it?	When a story is written in a character's voice from their point of view. This is usually the protagonist, and we learn about their experiences in the novel.	What are the word classes of the following words: rose, growing, quickly and beautiful.	Rose (noun), growing (verb), quickly (adverb) and beautiful (adjective).	What does visual imagery mean?	Visual imagery describes what we can see
				Identify the tactile imagery in the sentence: "The rose smelt sweet and was soft to touch"	"soft"
Week 4		Week 5		Week 6	
Question	Answer	Question	Answer	<p>Masters of recall quiz</p> 	
What does dramatic irony mean?	When the reader understands more about what is going on than the character does.	What does the word 'harrowing' mean?	something that it is extremely distressing, emotional and upsetting to read and to imagine.		
Identify an example of dramatic irony in Chapter 4 when Felix finds the abandoned farmhouse.	The people that lived in the farmhouse have had to flee Nazi persecution, but Felix believes that the family are out hunting due to the gunshots in the distance. AND/OR the transportation of the Jewish people in the trucks is wrongly interpreted by Felix as being farmers going on holiday.	How many independent clauses must a simple sentence have?	1		
Why is dramatic irony effective in the text 'Once'?	Felix is naive and doesn't know as much as us, so we have to follow him making very risky decisions which increases tension.	What makes a rhetorical question different from just a question?	A rhetorical question is a question that doesn't require an answer.		
How would you define the context of a novel?	The historical information that is relevant to the setting of the novel.	What type of sentence has two main clauses joined with a coordinating conjunction ?	Compound sentence		
Why does Gleitzman have younger children than Felix understanding what is going on?	To show Felix's naivety.	What is a complex sentence ?	A complex sentence contains an independent clause and a subordinate clause.		

WHY IS SLEEP IMPORTANT?

'The most practical way to change who you are is to change what you do.'

Sleep is essential because it plays an important role in supporting your physical and mental development.

The National Sleep Foundation recommends teenagers should get between 8-10 hours of sleep every night. One of the key benefits of getting the right amount of sleep is it helps to increase attention and memory. When you get the right amount of sleep it will help you to think clearly. In several studies, the research has shown that if you don't get the right amount of sleep it can have an impact on your academic performance. There are some myths about sleep.

1

Myth 1:

Getting just one hour less sleep per night won't affect your daytime functioning.

2

Myth 2:

Your body adjusts really quickly to different sleep schedules.

3

Myth 3

Extra sleep at night can cure you of problems with excessive daytime fatigue.

4

Myth 4

You can make up for lost sleep during the week by sleeping more on the weekends.



Tips for improving your sleep...

There are steps we can take to ensure we get the right amount of sleep.

To improve our sleep we can implement these strategies:

1

Plan to have eight hours of sleep every night.

2

Aim to keep to a sleep schedule by going to sleep at the same time for weekdays and weekends.

3

Create a consistent pre-bed routine to help with relaxation and falling asleep fast.

4

Avoid drinking caffeine and energy drinks later in the afternoon and in the evening before going to bed.

5

Reduce your use of electronic devices before going to bed. Put your devices on silent mode before going to bed.

6

Try to avoid checking your electronic devices during the night.

7

Keep your bedroom cool and dark.

8

Avoid noise.

WHY DO WE NEED TO REMOVE DISTRACTIONS?

'Attention is the mechanism to enable learning to happen.'

When you are completing a study or review session you should remove distractions so that you don't split your attention. When we split our attention between multiple activities this can reduce our learning potential.

One of the biggest distractions is electronic devices such as mobile phones. A Uswitch report illustrated how many hours the average person spends on popular apps.





Tips for avoiding distractions...

Excessive mobile phone use leads to poor concentration. Having your phone out whilst doing homework or revision can reduce your performance by up to 20%.

To avoid distractions whilst studying:

1

Tip 1:

When studying put your phone in a different room so you are not tempted to go on it or switch it off so that you don't receive any notifications.

2

Tip 2:

Set aside some phone-free time where you do a hobby to reduce your reliance on checking and scrolling through your phone.

3

Tip 3:

Use apps such as Mute to track your usage of social media apps and give you a notification when you have spent a certain amount of time to encourage you to put your phone down and do something else.

4

Tip 4:

Put your phone in a different room when you go to bed and use an alarm clock to wake you up.

WHAT IS THE MOST EFFECTIVE STUDY ENVIRONMENT?

'Building habits in the present allows you to do more of what you want in the future.'

When doing your study and review sessions at home it is important to find a suitable space to work without any distractions. An example of the characteristics of an effective study environment is shown below.

1

Keep your desk tidy:

A clean and tidy work environment can boost productivity and help you focus.

2

Avoid listening to music:

If you have to, listen to calming music without lyrics. Many studies on the subject found that music can impact your recall of information and your ability to focus.

3

Maintain a routine:

Having a routine allows us to divide our time and prioritise what is important.

4

Set a designated area for learning:

Find a space away from distractions that you can use solely to study and complete homework.

CREATING AN EFFECTIVE REVISION TIMETABLE

'A dream becomes a goal when action is taken toward its achievement.'

During your time at Longdendale you will face many challenges when studying to become masters of knowledge in your subjects. To overcome these challenges one factor that will support you is being organised. A Master of Knowledge will allocate:

- 1 x 30 minute study session, 5 days per week
- 2 subjects prioritised per day

In order to stick to your two study sessions you should set out when you plan to do them so that it holds you accountable.

To mix up the subjects you study, create a new timetable for each school term. An example of a revision timetable you could use is illustrated below.



Monday	Tuesday	Wednesday	Thursday	Friday
Maths	Art	English	RE	Spanish
Science	Geography	Drama	Music	PE

WHAT ARE THE CHARACTERISTICS OF A POWERFUL FLASH CARD?

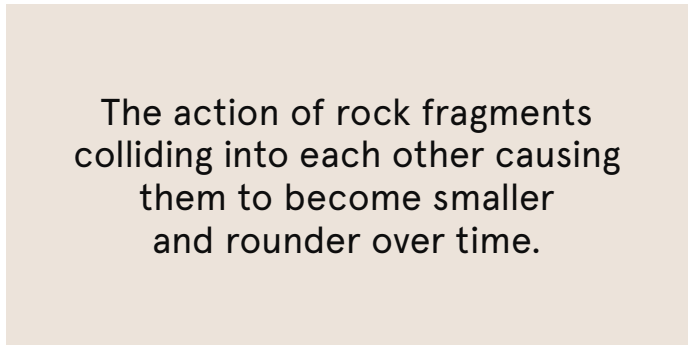
'Expert Learners build habits which lead to success.'

Flash cards promote studying through active recall, which is one of the practices through which our brains learn most effectively and are a great way to put spaced repetition into action. Before we can use them to space our practice we need to know what a powerful flash card looks like...



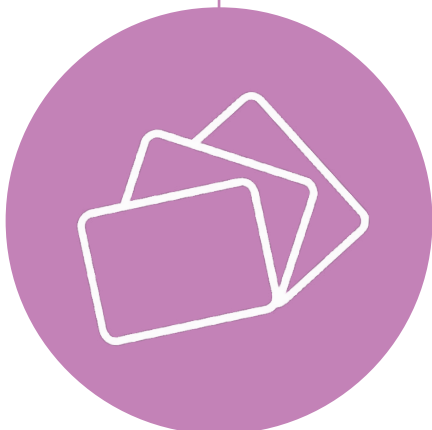
Attrition

(Front)



The action of rock fragments colliding into each other causing them to become smaller and rounder over time.

(Reverse)





Tips for creating powerful flash cards...

To get the most benefit out of flash cards, we can learn from the following tips:

1

Tip 1:

Create your own revision cards it will help to retrieve information.

2

Tip 2:

Adding pictures to your flash cards will make them more memorable.

3

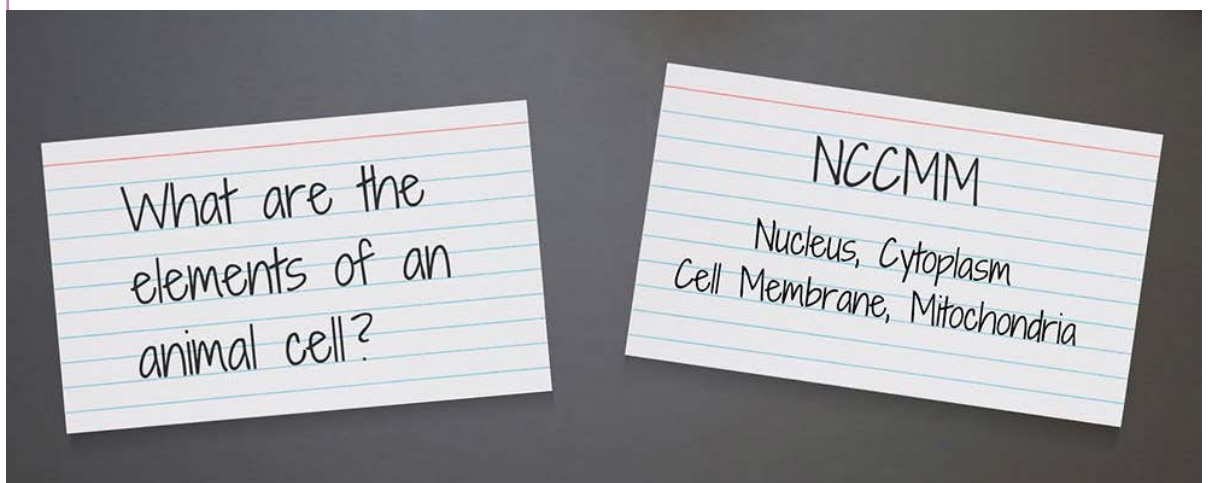
Tip 3:

Use mnemonic devices to help you remember important points about your subject.

4

Tip 4:

Stick to one point per card. It's important not to overload them with too much information



HOW CAN WE USE FLASH CARDS TO SUPPORT OUR REVISION?

Now that you have created your flash cards, how you use them will be key for supporting you to remember key facts in your subjects.

You can use your flash cards in a number of different ways. Recalling from memory rather than just copying from your flash cards is most powerful. As you start to learn new knowledge you may find it difficult to recall correctly, this is normal and all part of the learning process.

Firstly, you can test your memory by asking a friend or family member to read out a question/key word on the flash card and you recall it. They can test you using the flash card in both directions. Keep the ones you get wrong in a separate pile so you can come back to them later.

Secondly, if you are revising independently you can recall the information out loud and then check the answer. If you get it wrong, put it into a separate pile and come back to them later.





The Leitner System.

This is a popular and efficient flash card-based learning method that helps students focus on the material that needs the most attention. Here's a step-by-step sequence for students to follow:

1

Prepare your flash cards:

Create your cards for the material you want to study. Make sure they are clear and concise. Then divide your flash cards into separate boxes.

2

Start reviewing your flash cards:

Place all your flash cards in box 1 (the starting box) and start reviewing them. For each flash card, look at the question and try to recall the answer. If you know the answer, move the card to box 2. If you don't know the answer or answer incorrectly, keep the card in box 1.

3

Review box 1 cards the most frequently:

You should aim to review the cards in box 1 at the start of every study session. Review box 2 cards less frequently (e.g. once every 2 or 3 sessions). If you answer a flash card correctly in box 2, move it to box 3. If you answer incorrectly, return it to box 1.

4

Review regularly:

Continue moving flash cards to higher boxes (box 3, box 4, etc.) as you recall them correctly. Flash cards in higher-numbered boxes should be reviewed less frequently. This process reinforces long-term retention by gradually increasing the interval between reviews.

5

Keep going:

As you learn new material, add new flash cards to Box 1. Keep the system going, regularly cycling through all the flash cards based on how well you know each one.

HOW CAN WE USE LOOK, SAY, COVER, WRITE, CHECK TO SUPPORT OUR REVISION?

When revising knowledge for your subjects we have discussed the importance of doing it from memory and not copying from one piece of paper to another.

This is why using the strategy of look, cover, write, check can support you with this.

A study was conducted with violin students at a music academy in Berlin. The study found that the most accomplished of the students had put in 10,000 hours by the time they turned 20.

Gladwell also estimates that the Beatles put in 10,000 hours of practice playing in Hamburg in the early 1960s, and that Bill Gates put in 10,000 hours of programming work before founding Microsoft.

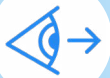
The 10,000 hour rule was born: put in your 10,000 hours of practice, and become an expert in a given field.





Tips for look, say, cover, write, check.

The following tips will help you get the most out of this strategy:



Look:

Look at your knowledge expert sheet and identify something you want to focus on.



Say:

Say the knowledge out loud to yourself, a friend or family member.



Cover:

Cover your mastery sheet so that you can't see it anymore.



Write:

Write down what you can remember in your Masters of Knowledge book.



Check:

Check back at your mastery sheet to see if you got it right. Correct any mistake or missing part with a green pen.



Green pens are really important when completing your look, say, cover, write, check sessions. It allows you to know what you were good at and what you got wrong when you come back to revise again.

WHAT IS STAR?

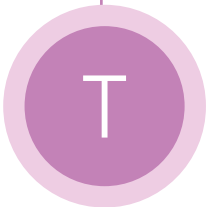


At Longdendale we expect our students to demonstrate key learning behaviours through our STAR strategy. STAR should be demonstrated throughout the school day.

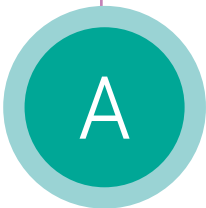
This might be at the beginning of the day at line up, during our morning routines, at every lesson transition, in lessons and when leaving school.



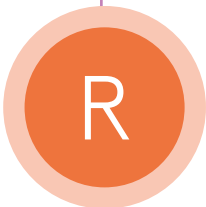
Sit up



Track the speaker



Act responsibly



Respect for all

WHAT IS STEPS?



RESPECT

We expect our students to be polite and well-mannered in every interaction by demonstrating our core value of Respect. To achieve this, we use our STEPS framework.

S

Sir, Miss or Dr when talking to staff

T

Thank you, every time someone does something for us

E

Excuse me, when you need to get attention

P

Please, when you ask for something

S

Sorry, when we make a mistake

WHAT IS 'COLD CALLING'?



Cold Calling is when your teacher chooses students to answer a question rather than taking hands up.

ACTIVE THINKING

You always need to think of an answer in case your teacher chooses you.

ACTIVE LISTENING

You need to listen to others in case your teacher asks you to develop their idea.

FEEDBACK AFTER DO NOW

THINK, PAIR, SHARE

MINI WHITEBOARDS

Your teacher will:

- Select students to share their responses to the mastery questions in the Do Now.
- Select students to share their responses after they have discussed with their partner.
- Select students to explain their responses from their mini whiteboards.

CHECKING FOR UNDERSTANDING

Your teacher will:

- Ask the whole class a question and give you thinking time to come up with your answer.
- Choose at least one student to answer the question.
- Use further questioning to get you to develop your own idea or another student's idea.

MASTERY APPLICATION TASKS, ACTIVE OBSERVATION & WHOLE CLASS FEEDBACK

MASTERY APPLICATION TASKS

Tasks that your teachers will use to check how well you know, understand and can apply knowledge.

ACTIVE OBSERVATION

Your teacher will make notes on an Excellence Report about how you are performing as you are completing the task and through looking at your work.

WHOLE CLASS FEEDBACK

Your teacher will share your Excellence Report with you, giving you the opportunity to review and reapply knowledge.

In feedback lessons your teacher will use a mix of retrieval and re-teaching to help you:

RETRIEVE

- Allowing you to recall knowledge that will enable you to improve your work.

RE-TEACH

- Covering knowledge again in depth to enable you to apply it successfully in your work.

You should use your three Rs to ensure feedback leads to you making progress:

FEEDING FORWARD

- Read the Excellence Report with your teacher, making sure you understand how you can improve.
- Review your work, making corrections and improvements suggested by your teacher.
- Reapply your knowledge by completing the same task in a different context.

WHAT IS 'CHECKING FOR UNDERSTANDING'?



This is when your teacher checks that students have understood what they have been taught.

ASKING QUESTIONS

Your teacher will ask you questions to check if you can recall and explain.

ADDRESS MISCONCEPTIONS

Your teacher will teach something again if students make mistakes.

Types of questioning:

COLD CALLING

- Your teacher picks a student to answer a question, rather than taking hands up.

THINK, PAIR, SHARE

- Your teacher will ask you to chat to your partner and then might select you to share what you have discussed with the class.

MINI WHITEBOARDS

- Your teacher will ask everyone to answer the question on their boards.

ACTIVE OBSERVATION

Your teacher will:

Walk around the room to check your work. If you are completing the task successfully, you are showing a good level of understanding, and your teacher might challenge you to make the work a bit harder. If you are making a mistake, your teacher will help you by giving you live feedback so you can correct your mistake.

MASTERS OF KNOWLEDGE

DO NOW

Your teacher will ask you 3-5 questions to help you to recall knowledge that will be important in the lesson. We awaken this knowledge so that it can be built on in the lesson.

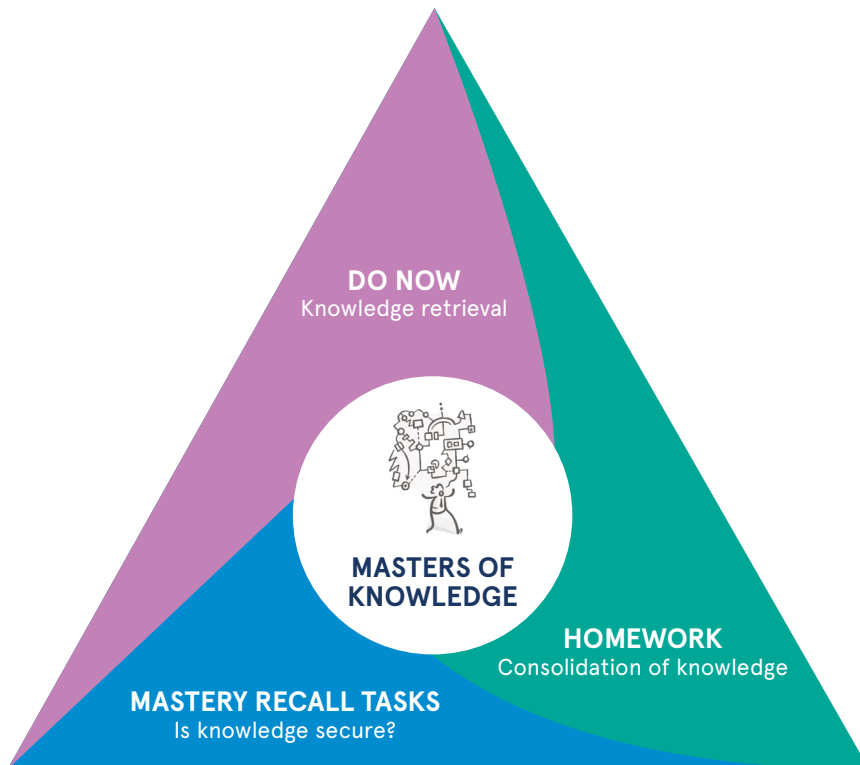
MASTERY RECALL TASKS

Your teacher will ask you to complete a quiz at the end of each half term to check if the knowledge from the mastery sheets is secure.

You should focus on incorrect answers in your homework.

HOMEWORK

You must complete 30 minutes of independent study at home per day (5 days a week) to consolidate knowledge, completing 'Look, Cover, Write, Check' and using flash cards. Showcase your work at the Aspiration Table at break to get rewards for your work.



CLOSING GAPS

You should use your green pens to make corrections in all of these tasks and then focus your independent study on closing any knowledge gaps.

REMEMBER

The more you practise recalling knowledge, the more likely you are to remember it. You will also make it quicker and easier to recall knowledge, which is useful when you are working against a clock in an assessment.

WHAT IS 'BRIGHTENING THE LINES'?



Taking steps to ensure the starts and ends of activities are visible and crisp.

EXPLICIT INSTRUCTIONS

Your teachers have planned what you will be doing and will give clear instructions to achieve this.

FRONT LOADING

NON-VERBAL

START SIGNAL

CONTEXT

EXPECTATIONS

REINFORCE

- At the start of their instructions, your teacher will say when and how they want you to do something: "When I say go, in silence you will..."
- Your teacher will support their instructions with non-verbal cues such as raising a hand or scanning the room.
- Your teacher will use a verbal signal to indicate the instructions they have given should now be followed, such as saying "Go!"
- Your teacher will get participation by explaining why you are doing a task and what you will do next, so you know how it fits in with your learning.
- Your teacher will verbalise their instructions as expectations, using phrases such as, "You're going to..."
- Your teacher will remind you of what you should be doing to reinforce their instructions: "Your pen is now writing the date and titles..."

ROLE OF THE STUDENT

Your job is to listen to and follow your teachers' instructions every time!

WHAT IS 'CALL AND RESPONSE'?



This is when your teacher asks your class to repeat a word or phrase chorally.

CHECKING UNDERSTANDING

It is important your teacher is sure the class have understood something once it has been taught.

CHECKING PRONUNCIATION

It is important your teacher checks that you can pronounce key words and phrases so you can use them in your work.

Call and Response will help you to remember key words and phrases!

REMEMBER!

- You will hesitate to use a word both orally and in written work if you don't know how to say it.
- You need to learn about a word at least seven times before you will try to use it independently.
- The act of saying a word or phrase out loud will make it easier to remember.

Your teacher might:

WHAT DOES CALL AND RESPONSE LOOK LIKE AT LONGDENDALE?

- Ask a question and invite you all to answer it together as a class - this is checking understanding.
- Ask the class to repeat back key words or phrases to help you to remember them - this is checking pronunciation.

WHAT IS 'ACTIVE OBSERVATION'?



This is when your teacher actively observes your work, making notes on how well you are doing.

CHECKING UNDERSTANDING

Your teachers need to know how secure your knowledge is and how well you can apply it in the tasks they ask you to complete. They gather this information through active observation.

REMEMBER!

Learning has taken place when knowledge is secure in your long-term memory. If it is not secure or you struggle to use knowledge to complete a task, your teacher will want to help you by teaching the knowledge again and/or helping you retrieve the knowledge regularly.

WHAT DOES ACTIVE OBSERVATION LOOK LIKE AT LONGDENDALE?

Your teacher will:

- Carry a clipboard on which they will make notes about how well you're working.
- Look at your work in the lesson with you and point out what you are doing well and how you can make it even better.
- Remind you to correct literacy mistakes and about good presentation.
- Ask the class to pause if there is a common mistake that your teacher needs to address.

RESPECT 
RESILIENCE 
ASPIRATION 