

# How to manage your time and study effectively



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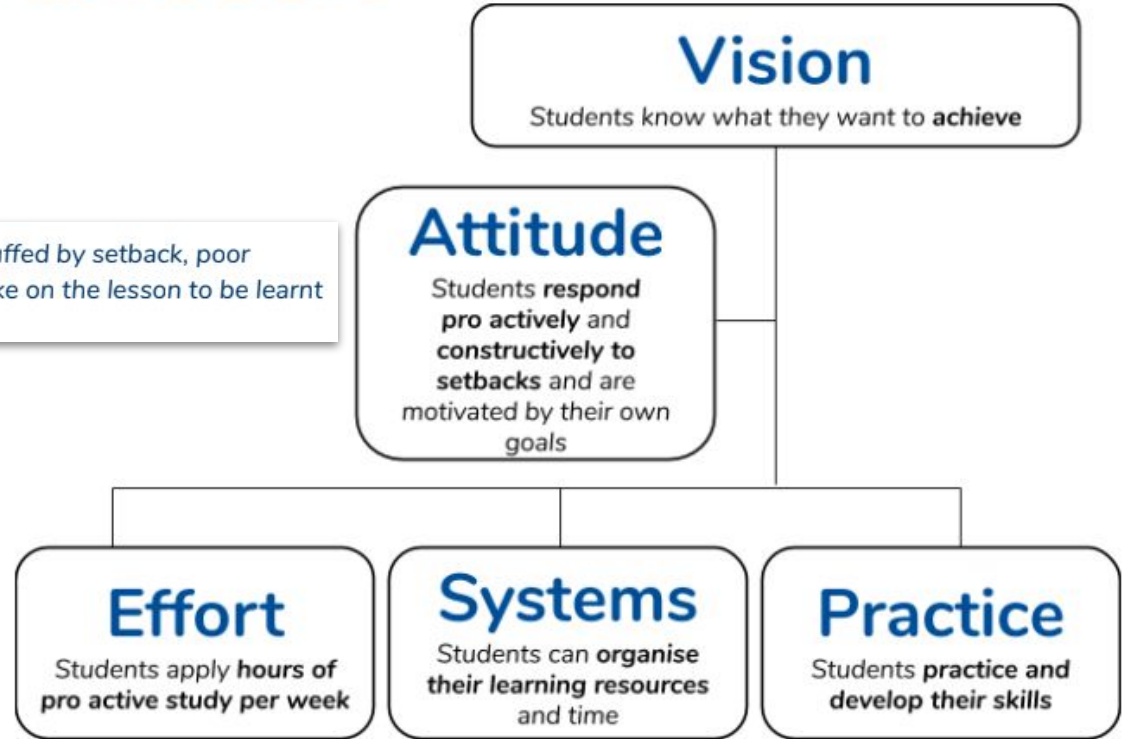


**“Be 1% better each day”**

# What makes a successful learner?

There are **five characteristics and behaviours** that students need to be successful:

"Students who are success seekers are not bluffed by setback, poor performance, failure or academic adversity. They take on the lesson to be learnt and move on."



### **Vision** - Students know what they want to achieve

- ☐ Where do you see yourself at the end of your sixth form studies?
- ☐ Where do you see yourself in two years time?
- ☐ What would you like to achieve or do by the time you are 21?
- ☐ Do you have a clear idea about what career you'd like to pursue?
- ☐ When you leave QE, how would you like to be remembered?

### **Systems** - Students are organised with resources and time

- ☐ Are your files and lesson notes organised?
- ☐ When was the last time you missed a deadline?
  - ☐ What was the reason?
- ☐ How do you organise and take notes in lessons?
- ☐ How often do you return to your lesson notes?
- ☐ What is your system for creating 'to do' lists?
- ☐ How do you prioritise which task(s) to do first?

### **Attitude** - Students motivated and overcome obstacles

- ☐ What motivates you to study?
- ☐ What are you enjoying about QE Sixth form?
- ☐ What are you finding uncomfortable or difficult?
- ☐ How do you find solutions to problems that you encounter during your studies?

### **Effort** - Students commit to hours of study per week

- ☐ How much time are you spending on studying?
- ☐ How many hours of independent proactive study do you commit per week?
- ☐ Are you performing to the best of your academic ability? How do you know?
- ☐ What does your most recent progress check tell you about your practice?
- ☐ In which subjects are you achieving the highest?
  - ☐ Where can you work harder and how?

### **Which successful behaviours and characteristics are your strength(s)?**

**Where and how can you make improvements?**



### **Practice** - Students practice and develop their skills

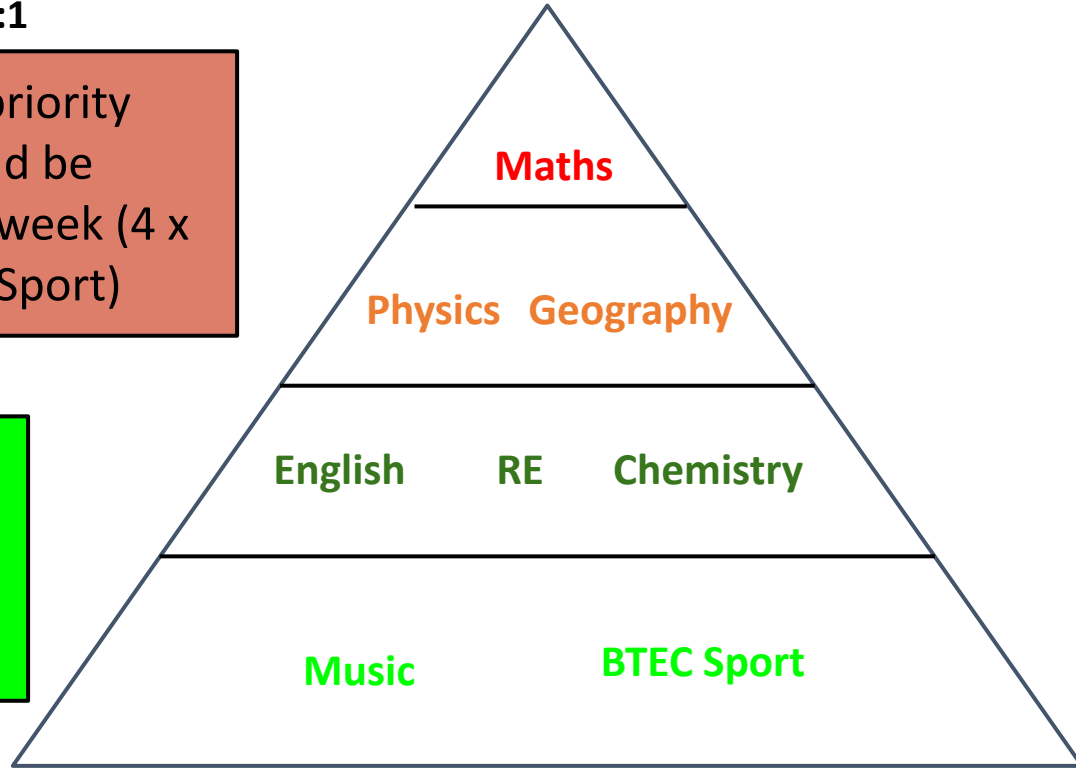
- ☐ How do you prepare for assessments?
- ☐ What different revision strategies do you use?
- ☐ When was the last time you completed an hour of independent work or study under exam conditions?
- ☐ Do you ask your teacher for extra feedback or resources?
- ☐ What are your favourite or most effective revision strategies to use?

# Priority Pyramid

Ratio of 4:3:2:1

Maths is the top priority here so that should be revised more per week (4 x than Music/BTEC Sport)

Music & BTEC Sport are the subjects they are most confident in. Spend an hour a week on these.



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# Quality Quadrant

Start of every week or every cycle plan out the tasks that are needed.

This allows it to be visible and easily managed rather than it just being “I’ve got lot’s to do”

<b>Urgent &amp; Important</b>  Physics Homework due 1/11 PE Kit Commit to fixture	<b>Urgent but NOT Important</b>  Bring in Book for Mr Jose tomorrow Tidy room Reply to friends
<b>Not Urgent but Important</b>  Maths Paper 1 - 25/11 GCSE Exams Apply for Sixth Form	<b>Not Urgent &amp; Not Important</b>  Speak to Mr Cook about UWH Join a gym?

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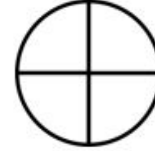


## The Weekly Review

**1** - Set aside **an hour per week**  
(A Friday afternoon works well!).

Remove all distractions. Turn your Phone off. Set aside the time and space, then move on to step 2.

**2** - Split the hour up into four - 15 minutes per course. Be strict with time.



**3** - For 15 minutes review the work for the week from your first course. Think about:

- Are your notes in order?
- Summarise the learning in a quick diagram or mind map
- Highlight material you have found hard or difficult
- Go through jobs you've been given and deadlines you have been set

**4** - Repeat for each subject.

# Weekly Review

**“Students who make a habit of the weekly review are often much calmer and less stressed”**





# Frogs and Minnows

Procrastination is the **process of delaying or starting a task**, it **wastes time** and can **increase stress & anxiety levels**. When thinking about which piece of work to start first it's important for learners to consider how important each task is. For this purpose, considering tasks as frogs and minnows can be useful:



**Frogs** = tasks which are the highest importance. They have a high impact on a learner's progress and are often difficult requiring commitment, thought and hard work. It's often hard to start with frog tasks first and easy to think "I'll do that later".




**Minnows** = tasks which have little importance and will have a low impact on a learner's progress, they are often easy and take little effort. It's often easy to prioritise minnow tasks over those which are harder or will require more effort.

"If you have two frogs to eat then eat the ugliest one first!"




# Frogs and Minnows

The most successful learners will tackle the largest and/or most difficult tasks (Frogs! ) first. If there's more than one frog task to complete, then starting with the ugliest (the biggest or task the learner wants to do the least) has the highest success rate. Learners then feel motivated to complete the smaller tasks which aren't as difficult.



Step 1

Current to do list (write everything down!): 

Step 2



**Frog Tasks:** (start with the hardest/ugliest!)



Separate your to do list into order of Frog and Minnow tasks

Which jobs are avoiding that you should tackle?

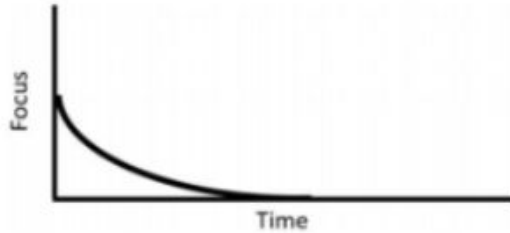
**Minnow Tasks:**



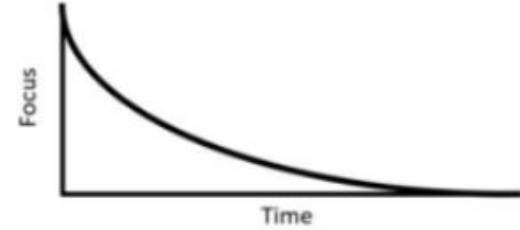
Which jobs are you doing which you can stop?



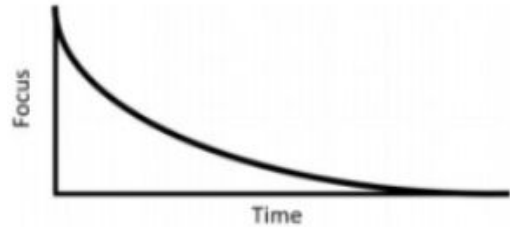
Revising when you are tired:



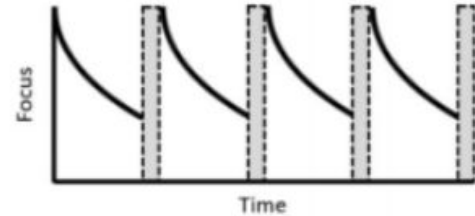
Revising when you are well rested:



Revising without a break:



Revising with regular breaks:



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# THE POMODORO TECHNIQUE

①



**Decide on the Task That You Need to Do**

②



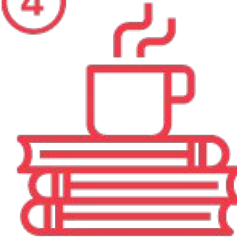
**Set the Timer to 25 Minutes**

③



**Work on the Task Until the Timer Rings**

④



**Take a Short 5 Minute Break**

⑤



**After 4 Cycles Take a 15-30 Minute Break**

# Writing your Timetable

- Write in everything you have planned prior to adding in revision.
- Write in exams (mocks and GCSE's) and any coursework deadlines.
- Leave time to relax
- Focus on the subjects at the top end of the Priority Pyramid
- Schedule when you will cover those subjects
- Be specific with what you will cover each time and stick to it



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# Writing your Table

This is not the only way...

There are plenty of apps & other ways to write a timetable.

Pupils must use what works best for them!

Trial a few ways to find out.

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