



SIXTH FORM

INDEPENDENT LEARNING

BUSY IS NOT THE SAME AS EFFECTIVE

Help Year 12 and Year 13 students take greater control of how they learn.

Practical, presenter-led workshop helping students identify knowledge gaps, select more effective learning strategies and use their available time more deliberately.

Students bring material from their own subjects and apply the techniques during the workshop.

YOU TEACH THE SUBJECT.

WE HELP STUDENTS LEARN IT INDEPENDENTLY.

WHY CAPABLE STUDENTS STILL UNDERPERFORM

Many sixth-form students work hard.

The problem is that hard work directed through an ineffective strategy can produce disappointing results.

Students can spend hours rereading, highlighting, rewriting notes or revising familiar topics. The work feels productive because the material becomes increasingly familiar.

But familiarity is not the same as being able to recall, explain or apply knowledge independently.

The problem often remains hidden until a test, mock examination or assessment exposes it.

BUSY

- Rereading until the material feels familiar
- Revising topics they already understand
- Measuring revision by hours completed
- Copying and reorganising notes
- Using AI to produce completed answers
- Leaving knowledge gaps until assessments reveal them

EFFECTIVE

- Retrieving knowledge without looking at notes
- Focusing attention on genuine weaknesses
- Selecting a strategy that matches the task
- Spacing and mixing practice over time
- Using AI to question, test and challenge thinking
- Reviewing performance and adapting the approach

THE QUESTION IS **NOT** SIMPLY:

“How long did you revise?”

A better question is:

“What did you need to learn, what could you retrieve, and what will you do differently next?”

Students do not simply listen to advice about independent learning. They test the ideas using material from one of their current sixth-form subjects.

RECOGNITION IS NOT RECALL

Students begin with a practical challenge demonstrating how easily familiarity can be mistaken for knowledge.

They explore how memory works, why forgetting is normal and why looking at information repeatedly can create a false sense of confidence.

FIND THE GAPS BEFORE THE EXAM FINDS THEM

Students use their own subject material to test what they can retrieve without support.

They compare what they thought they knew with what they could actually recall, helping them identify where further work is required.

CHOOSE A STRATEGY THAT WORKS

Students explore when and how to use:

- Retrieval practice
- Spacing
- Interleaving
- Practice questions
- Explanation and elaboration
- More purposeful note-making

The emphasis is not on memorising terminology. It is on selecting and applying the right method.

THE EXAM COUNTDOWN REALITY CHECK

Students examine how much usable study time is genuinely available before their next assessment or examination.

This exposes unrealistic plans and encourages them to prioritise the topics and tasks that matter most.

USE AI WITHOUT GIVING AWAY THE THINKING

Students consider how AI can be used to:

- Generate questions
- Test understanding
- Challenge an explanation
- Provide alternative examples
- Identify possible gaps
- Support feedback and reflection

They also consider the risks of accepting inaccurate output or allowing AI to complete the thinking for them.

TURN A TECHNIQUE INTO A ROUTINE

Students finish by identifying a practical change they can make to how they study.

The objective is not to leave them with another list of revision tips. It is to help them make better decisions about what to do next.

BUILT ON EVIDENCE. DESIGNED FOR PRACTICAL USE.

The workshop translates established learning research into strategies students can understand and use immediately.

RETRIEVAL PRACTICE

Trying to recall information strengthens memory and exposes gaps more effectively than repeatedly rereading it.

SPACING

Returning to learning across several sessions creates stronger long-term retention than concentrating the same work into one block.

INTERLEAVING

Mixing related topics or types of problem helps students recognise which knowledge or method a question requires.

METACOGNITION

Effective independent learners plan their approach, monitor their understanding and evaluate whether the strategy worked.

Informed by research and guidance from Dunlosky, Roediger and Karpicke, Bjork and Bjork, Willingham and the Education Endowment Foundation.

WHAT STUDENTS TAKE AWAY

Students leave with a clearer understanding of how to:

- Distinguish familiarity from genuine recall
- Identify knowledge gaps before an assessment
- Match learning strategies to different tasks
- Use practice questions more purposefully
- Plan around the time genuinely available
- Protect attention and reduce distractions
- Use AI as a thinking tool rather than an answer machine
- Review performance and adjust their approach

THIS IS NOT A MOTIVATIONAL SPEECH

Students are not simply told to work harder, stay positive or become more organised. They are shown how to diagnose what needs attention, select an appropriate strategy and apply it to their own learning.

The workshop can be structured around your cohort size and timetable.

LARGER COHORTS

For a year group of approximately 200 students, we would typically divide the cohort into two groups:

9.00-11.00

Group A: approximately 100 students

11.20-13.20

Group B: approximately 100 students

Each group receives the complete two-hour workshop.

SMALLER COHORTS

With a smaller group, we can provide a single extended session, allowing more time for application, discussion and reflection.

We will recommend the most appropriate structure once we know your student numbers and available timings.

WHAT THE SCHOOL PROVIDES

Students should bring suitable material from one of their current subjects. This could include class notes, a textbook, a revision guide or practice questions.

The school will typically provide:

- A suitable hall or large room
- Tables and chairs arranged as agreed
- A screen and projector
- Appropriate staff supervision

We provide the presenter, workshop structure, activities, printed resources and a detailed confirmation pack.

WHY BRIGHT FUTURES EXPERIENCE?

- More than 20 years of school-based delivery experience
- Programmes delivered in more than 700 schools
- Experienced professional presenters
- Practical workshops designed for large cohorts
- Minimal preparation required from school staff

GUIDE PRICE

£895 + VAT

This guide price applies to typical delivery.

We will confirm your final quotation once we know your student numbers and preferred delivery format. Most bookings will remain close to this figure; however, smaller year groups are £795 + VAT.

WHAT HAPPENS NEXT?

Email us:

- Your approximate cohort size
- Your preferred date or dates

We will recommend the most suitable delivery structure and provide a fixed quotation.

01773 850246

info@brightfutures-experience.co.uk



Content based on the following:

Memory & Learning Techniques

- R. & E. Bjork – Retrieval practice, spaced learning, interleaving; structures long-term retention.
- Craik & Lockhart – Levels of Processing; promotes deeper learning.
- H. Roediger & D. Karpicke – Testing Effect; retrieval strengthens memory.
- Ed Cooke & Joshua Foer – Memory champions; practical memory techniques.
- Allan Paivio & Oliver Caviglioli – Dual coding & visual learning; aids comprehension and recall.
- Benedict Carey – How We Learn; practical study insights.
- Amarbeer Singh Gill – Translating cognitive science into classroom-ready strategies.
- Tom Sherrington – The Learning Rainforest; engaging classroom strategies.
- Kate Jones – Retrieval practice resources; practical implementation across subjects.
- John Dunlosky – Strengthening the Student Toolbox; evidence-based study strategies.
- Daniel T. Willingham – Outsmart Your Brain; making learning accessible.
- David Ausubel – Meaningful learning theory; linking new knowledge to prior understanding.

Mindset & Motivation

- Carol Dweck – Growth Mindset; resilience and belief in improvement.
- Sara Milne Rowe – SHED Method; Wellbeing.

Time, Focus & Behaviour

- Stephen Covey – Time-management strategies; planning and productivity.
- Daniel Goldstein – Behavioural economist; decision-making and study systems.
- James Clear – Atomic Habits; turning strategies into lasting routines.
- Anders Hansen – The Attention Fix; improving focus in a distracted world.
- Peps McCrae – Understanding learning habits.

Stress, Well-being & Mindfulness

- Huda Akil – Neuroscientist; stress and brain function.
- Kelly McGonigal – The Upside of Stress; turning stress into motivation (eustress).
- Guy Winch – Emotional First Aid; practical strategies for managing emotional challenges that affect learning.
- Andy Puddicombe – Meditation & mindfulness expert, co-founder of Headspace; promotes mental wellbeing, focus and resilience through mindfulness and stress-management techniques.

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