

2024

2025

Our Lady's School

Fifth Year

Academic Progress & Reflection Booklet



NAME:

CLASS:

FORM TUTOR:

YEAR HEAD:



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ACADEMIC PROGRESS REPORT OVERVIEW

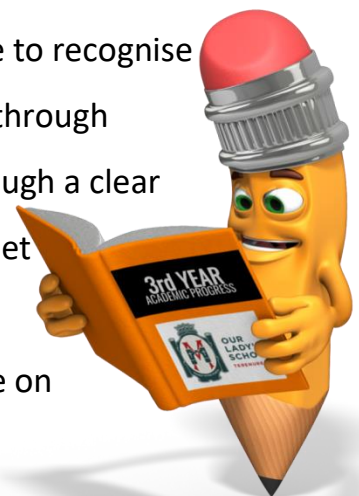
A little progress each day adds up to big results!

This Academic Progress Booklet gives you, the student, the opportunity to reflect on your learning to date and to steer your future learning. It also affords teachers the opportunity to provide feedback and help guide your progress. The goal of this process is to help students improve their academic journey by regularly checking where their learning is at.

Part of students' self-reflection will include an interpretation of various assessments/assignments. Assessment allows both the student and the teacher to monitor progress towards learning objectives and can be approached in a variety of ways:

1. Formative assessment recognises the current learning, identifies the gaps and assesses how to close those gaps. It allows for students to take ownership of their own learning, understanding that the goal is always to improve. This encourages a growth mindset. Students should use this booklet to reflect on their learning and also to note down any formative feedback they receive from their teachers.
2. In contrast, summative assessments evaluate student learning, knowledge, proficiency, or success at the conclusion of an instructional period, like a unit, course, or program. Summative assessments are almost always formally graded and can be used to great effect in conjunction with formative assessment.

For meaningful progress to take place, students need to be able to recognise where their learning is currently. This can, in part, be achieved through reflection on up to date assessments/assignments but also through a clear understanding of how best you learn. It is hoped that this booklet will be used as an aid for the students to regularly check and connect with their learning, prompting an appropriate response on how to improve and make real progress.



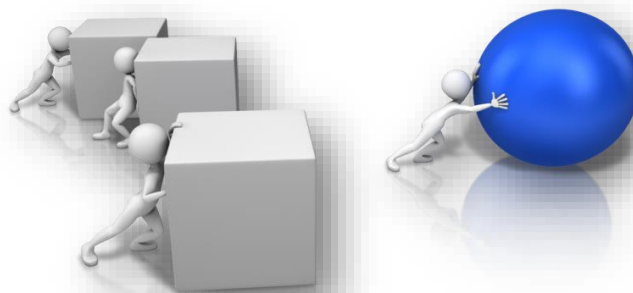
WHAT TO EXPECT ON MY JOURNEY TO SUCCESS

The Leaving Certificate presents you with every opportunity to fulfil your potential. Hopefully, this booklet will assist you on the way to completing a very successful school year. It won't be all plain sailing of course, there will be ups and downs, but it is what you do during the down spells that may determine the success of the path you are on.



Every one of you will have different paths to success this year with different goals, targets and ambitions. What's important is that you challenge yourself to be the best version of yourself in all your schooling endeavours.

Having a plan is one thing; acting on it is another and one that requires perseverance and ambition. You must strive to be diligent and consistent in your efforts all year round.



Which of the above are you going to be? Think smart! Act smart!

Write down your favourite affirmation that will give you a theme to set your standards to this year

THEME FOR MY YEAR!

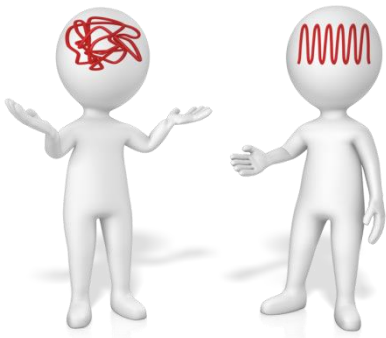
LEAVING CERTIFICATE GRADING SCHEME

MARK	GRADE	CAO POINTS HIGHER	CAO POINTS ORDINARY	CAO POINT FOR HIGHER MATHS
90 - 100	H1 / O1	100	56	125
80 < 90	H2 / O2	88	46	113
70 < 80	H3 / O3	77	37	102
60 < 70	H4 / O4	66	28	91
50 < 60	H5 / O5	56	20	81
40 < 50	H6 / O6	46	12	71
30 < 40	H7 / O7	37	0	37
0 < 30	H8 / O8	0	0	0

LCVP GRADING SCHEME

GRADE	MARK %	CAO POINTS
Pass	50-64	28
Merit	65-79	46
Distinction	80-100	66

Points for Foundation Mathematics will be awarded by **some** HEIs (20 points for F1, 12 points for F2) but are not included in the GRID. Students should refer to HEI literature for full details.



MANAGING INFORMATION & THINKING
Reflecting on and evaluating my learning

BRIDGING ANY GAPS IN MY LEARNING

WHAT IS MEANT BY A GAP IN MY LEARNING?

This means that there are some areas in subjects that you may have missed, forgotten, struggled with or not fully understood. This will have left to a "GAP" in your learning. Most likely you just need to revisit the topic and refresh your mind - that's why we do revision work. It is vital to your progress that you do not turn a blind eye to these gaps but that you take the time to figure out what these areas are and how to begin to improve on them. If you don't pay attention to the gaps, pretend they're not there or expect someone else to fill them in, well then there is always the danger of stumbling and tripping yourself up!



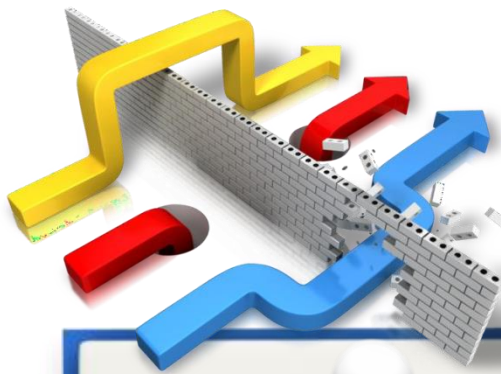
WHAT I MISSED	WHERE CAN I FIND THE INFO	ARE THERE ANY PROBLEM AREAS	HOW DO I FIX THE PROBLEM
<i>Topic on Rivers</i>	<i>My Google Classroom Chapter 7 of the book Page 12 of my Revision book</i>	<i>After studying I still do not know what erosion means</i>	<i>I'll check out a You Tube video first before asking my friends/teacher</i>

SO...WHERE DO I START SO...WHERE DO I START?

Good question! The first thing to do is to remain calm and realise that after a year of study there are naturally going to be topics and subject areas that you are going to need to revise or learn again. One of the best places to start is by reading back over your school reports. It can be a bit daunting receiving a school report and it can prompt a mixture of emotions, from pride and exhilaration to disappointment and resignation. Most students look straight at the grade and this can be the trigger for such emotion. However, reports are more than just a grade. Your teacher will have given guidance, often very specific guidance as to how you can advance your learning. So, a good place to start is to revisit old reports (on VShare) and record the areas you were advised to focus on. Remember, reports are NOT judgements of you, they are analysis of where your learning is at and how best to move forward. Your teacher comment offers a guiding hand to help bridge the gap in your learning.



The next section of this book can be used to reflect on your learning to date and focus in on what you feel you need to concentrate on this year. It will give you guidance as to how to plan for revision, keep on track and how to balance your approach so that you maintain your wellbeing.



STUDY SKILLS

Learning new study skills and ways to use them will help you break down any barriers that hinder your approach to study. Use this page to reflect on ways to implement skills learned during the STUDY SKILLS SESSION.

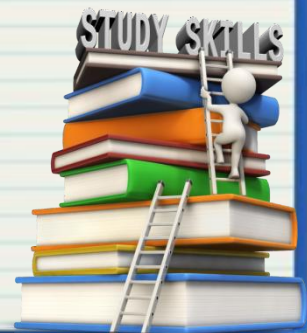


Skills I've learned from Study Skills Session

How and where I am going to use them

Skills I've learned from Study Skills Session

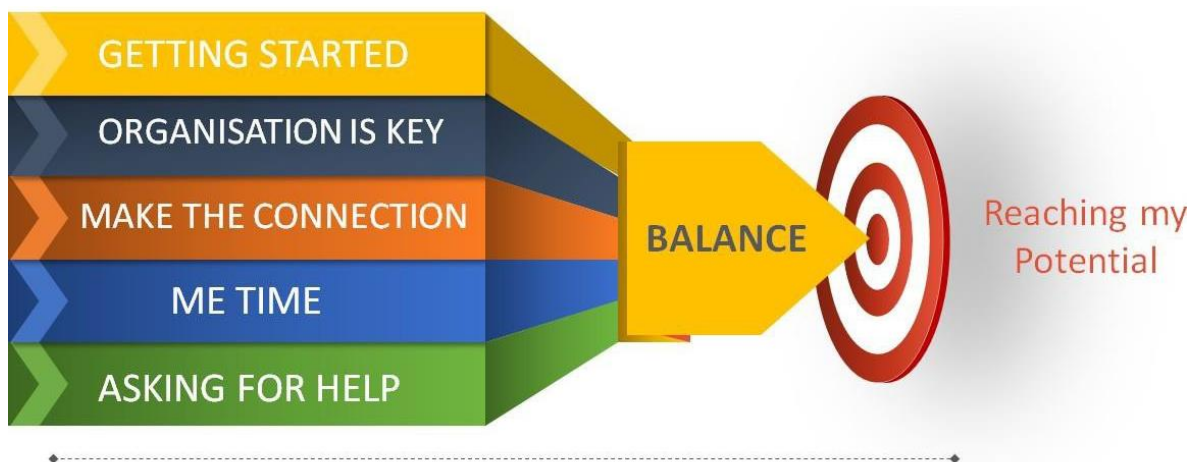
How and where I am going to use them





To Success

This section focuses on taking positive steps to build good habits and ensure that the plan you put in place for this important year succeeds.



1. GETTING STARTED

- Just start
- Build habits
- Start small; the big things will look after themselves
- Submissions – get started now, don't leave them until later
- Don't put off until tomorrow what you can do today.

Jot down your thoughts on this



2. ORGANISATION IS KEY

- Plan
- Time management – more is not always better. Set limits. Aim for quality time.
- Timetables – draft one that meets your needs
- Is your workspace suitable for study?
- Equipment – do I have everything I need?
- Do I know what to study?
- Am I aware of important dates i.e. tests/submissions etc.?

Jot down your thoughts on this



3. MAKING THE CONNECTION

- Make personal connections with your subject. What does it mean to me?
- How do I learn?
- How do I adapt the content to my learning style?
- Are there any resources available to help my learning?
- Don't forget to connect with your peers. You're all in it together!
- More is not always better – Make your notes relevant and concise
- Do I understand the language of the questions, marking schemes, success criteria, structure, syllabus?
- How do I link my learning to the examination

Jot down your thoughts on this



4. ME TIME

- Balance, balance, balance (This requires planning too!)
- Relaxation
- Sleep
- Exercise
- Fresh air
- Time to detox from technology
- Healthy food
- Time with family
- Time with friends

Jot down your thoughts on this



5. ASKING FOR HELP

- First start by asking – Talk, a problem shared is a problem halved.
- Subject teachers
- Form Tutors
- Year Heads
- Guidance Team
- Chaplain
- Friends
- Family
- Outside Agencies

Jot down your thoughts on this



CAO - A STARTER'S GUIDE

CAO stands for Central Applications Office. The process applications for undergraduate courses in Irish Higher Education Institutions (HEIs).

In simple terms, the grades you achieve in your Leaving Certificate can then be converted into CAO points as seen in the table below. After your Leaving Certificate results, the different courses at 3rd Level will set a points requirement for successful entry to the course.

MARK	GRADE	CAO POINTS HIGHER	CAO POINTS ORDINARY	CAO POINT FOR HIGHER MATHS
90 - 100	H1 / O1	100	56	125
80 < 90	H2 / O2	88	46	113
70 < 80	H3 / O3	77	37	102
60 < 70	H4 / O4	66	28	91
50 < 60	H5 / O5	56	20	81
40 < 50	H6 / O6	46	12	71
30 < 40	H7 / O7	37	0	37
0 < 30	H8 / O8	0	0	0

EXAMPLE

In 2022 the Arts/Humanities course in UCD, BA Joint Honours (DN520, increased by 44 points to 400 points. This is due to the demand as it can only admit 420 students. As the demand for places becomes higher, the points tend to reflect this. For example, in 2022 the highest point degree in UCD was Economics and Finance (DN670) with maximum points of 625 required for entry in the first round. It has a maximum of 55 students.

CAO Points are calculated based directly on a student's grades in their Leaving Certificate. Most Leaving Cert subjects are taken at two levels - either Higher Level ('honours') or Ordinary Level ('pass'). (A couple of subjects are also offered at Foundation Level, but they do not count for the purposes of CAO points.)

Most students do seven subjects in school out of which the CAO will consider your best six subjects for points purposes. Some students may also take an eight subject outside of the normal school day e.g. Applied Mathematics, but again, the CAO will only use the best six subjects for points.

List up to 3 courses that you might be interested in doing at 3 rd Level	What were the points for this in 2024?

CAO - A STARTER'S GUIDE

HOW DO I KNOW WHAT THE POINTS WILL BE FOR MY INTENDED COURSE?

The answer is that you will not find out until the first round of offers is published which follows your results day. Perhaps the easiest way to look at the points is to think about it in terms of supply and demand. Read the "mock up" example below to try to better understand the system:

If you achieved a B2 in all your subjects that would earn you 400 points (80 points for a B2 x 6 subjects).

Imagine you had applied for a course in UCD called *Geoeology & Spanish* and this imaginary course had a maximum of 50 students allowed in.

SCENARIO 1

Only 40 students applied for the course. However, there are 50 spaces. That means that everyone who chose the course is accepted.

SCENARIO 2

In 2024 100 students applied for the course. However, there are only 50 spaces, so now they can only take in half of the applicants. The CAO will determine the points requirement now so that the 50 applicants with the best CAO scores are the ones who will be offered a place.


The other 50 will instead have to make do with a lower preference on their form - they'll be offered whichever course closest to the top of their list, which they have also fulfilled the other entry criteria for (some courses, like those in Science, will demand certain Leaving Cert grades in the appropriate subjects).

This is why students should fill out their CAO forms by ranking courses based on genuine preference

NOVEMBER CAO REVIEW

	SUBJECT	LEVEL	TARGET SCORE	TARGET CAO CALCULATOR	AVERAGE CURRENT SCORES	CURRENT CAO CALCULATOR
	ENGLISH					
	IRISH					
	MATHEMATICS					
	TOTAL					

MARCH CAO REVIEW

	SUBJECT	LEVEL	TARGET SCORE	TARGET CAO CALCULATOR	AVERAGE CURRENT SCORES	CURRENT CAO CALCULATOR
	ENGLISH					
	IRISH					
	MATHEMATICS					
	TOTAL					

BEING AN ACTIVE LEARNER IN THE CLASSROOM



Active Learner vs. Passive Learner

ACTIVE	VS.	PASSIVE
<ul style="list-style-type: none">• Connects learning to world• Accepts responsibility for learning• Explores, questions, reflects on information• Strong intrinsic motivators• Engages their intellect• Prepares for class• Open-minded, interested in ideas		<ul style="list-style-type: none">• Isolates learning from their life outside school.• Avoids responsibility for learning• Passive, zombie-like acceptance of information• Externally motivated• Hides/denies intellect• Comes to class unprepared• Close-minded; intolerant of ideas

SELF- REFLECTION TIME

From the chart above, what type of learner do you think you are? Why?

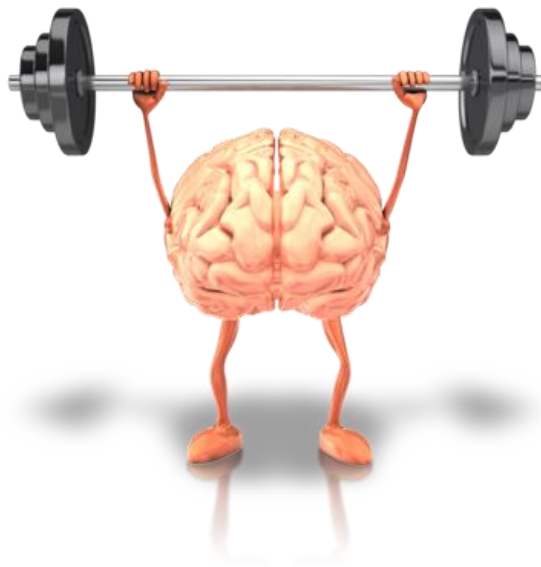
Are you like this in every class? Explain.

Whatever type of learner you think you are, what approaches might you take this year to make yourself a MORE active learner?

TIPS TO HELP YOU BECOME A MORE ACTIVE LEARNER IN THE CLASSROOM



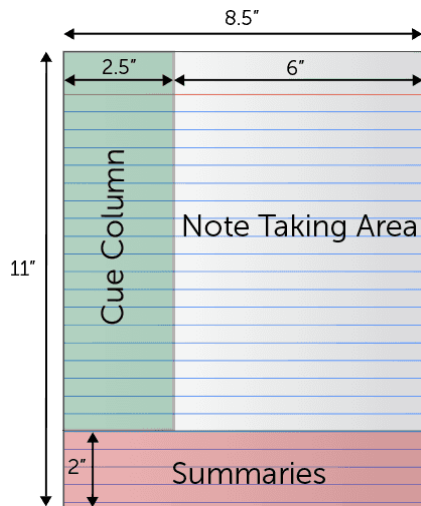
Rich learning environments, like we have at Our Lady's School, can be stimulating, interesting and enjoyable places to learn, however, keeping engaged all day can be demanding. Much like keeping your physical health alert and in condition, your mind also needs regular activity and exertion to make it function well.



So how do you keep your mind exercised during class time, especially during periods when the teacher or other students are presenting, discussing or talking about topics?
How do you become an active listener rather than a passive learner?
How do you take greater ownership and responsibility for your learning?

It is important to note that no one way of learning suits everyone so you need to try a few different techniques and see what best fits your style of learning. Similarly, there are many different ways of taking notes in class. Some prefer to take a structured approach and use an outline method to take notes; some may prefer a visual way and draw mind maps and some may even use no structure at all. However, there is one note-taking technique that has proven very beneficial in secondary schools and universities across the world. It makes it a lot easier to review notes, whether that be for revision for an exam or just your normal study. The technique is referred to as the Cornell Note Taking method and the best thing about it is that it requires very little preparation which makes it ideal for note taking in class

Cornell Note Taking Method



Note Taking Area: Record class information as fully and as meaningfully as possible.

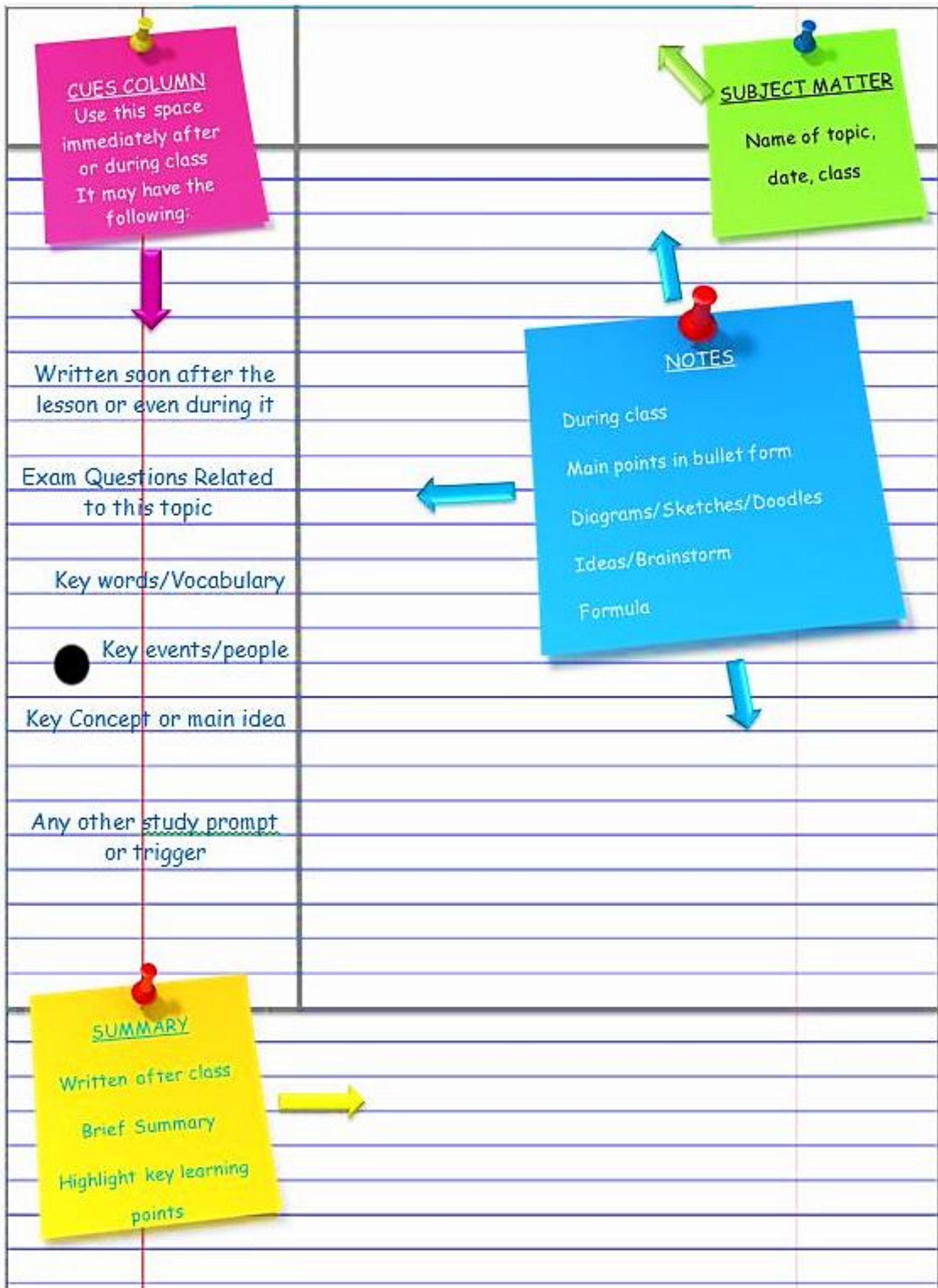
Cue Column: As you're taking notes, keep cue column empty. Soon after the lesson, reduce your notes to concise points as clues for *Reciting, Reviewing, and Reflecting*.

Summaries: Sum up each page of your notes in a sentence or two.

This format provides the perfect opportunity for following through with the 5 R's of note-taking:

- **Record**
During the lesson try to record, in the main column, as many meaningful facts and ideas as you can. Write legibly.
- **Reduce**
As soon after as possible, summarize these facts and ideas concisely in the Cue Column. Summarizing clarifies meanings and relationships, reinforces continuity, and strengthens memory. If time is given at the end of the class do so then otherwise it is good to do for homework.
- **Recite**
Cover the Note Taking Area, using only your jottings in the Cue Column, say over the facts and ideas of the lesson as fully as you can, not mechanically, but in your own words. Then, verify what you have said.
- **Reflect**
Draw out opinions from your notes and use them as a starting point for your own reflections. Reflection will help prevent ideas from being passive and soon forgotten.
- **Review**
Spend 10 minutes every week in quick review of your notes, and you will retain most of what

you have learned.



Stay Active in Class by Participating

Have you ever sat in class, a little stuck on a question or problem?
Of course you have! Everyone has.

Which of the following are you likely to do in such a scenario?



1. Persevere with the solution until I get it right by myself

- Always
- Sometimes
- Never



2. Persevere as best I can but then ask for assistance

- Always
- Sometimes
- Never



3. Ask for assistance straight away

- Always
- Sometimes
- Never



4. After giving it a go, realise it is too hard but remain quiet not seeking any assistance

- Always
- Sometimes
- Never



5. Judge that the question is too hard before even trying it, remain quiet and not seek any assistance

- Always
- Sometimes
- Never



Stay Active in Class by Participating



Asking questions in class is a real sign that you are taking ownership of your learning and seeking to find out more. It indicates engagement in the lesson. However, knowing when, why and how to ask is equally important.



Below is a method called TASK. It is a simple, easy to use checklist of how to go about asking for assistance in the class. This will help you stay alert in class meaning that you do not drift into the bad habit of becoming a passive learner. You are taking control of your learning which is always beneficial.

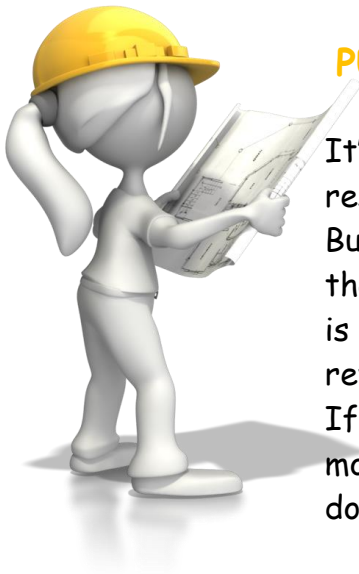


Think about what you have been asked to do.

Attempt the work by yourself.

Seek assistance at the right time. Perhaps, when you know your teacher is free or not helping another student. Raise your hand to ask but most importantly, work on or continue to try while waiting for help.

Know what you are asking and understand why you are asking it.



PUTTING THE PLAN INTO ACTION

It's the start of a new school year and much like New Year's resolutions in January we are all energised about our intentions. But we've all tried New Year's resolutions before and we all know that the easy part is coming up with the intention. The hardest part is to put the plan in place, build the habit and put checkpoints in to review the progress being made. That's the discipline! If changes need to be made to the plan then make changes but the most important thing is to stick to a plan. If it doesn't work - fix it don't ditch it!

This next section aims to assist you by keeping you on track. It is a series of monthly targets with reviews built in. If you keep on track with this you will be able to assess your progress.



Reflection is also incredibly important. If you are honest with yourself and in your reflection of your progress you will be able to navigate this exam year much more easily. The really important thing is to make sure you do not drift along and realise far too late that you should have had a plan all along.



PUTTING THE PLAN INTO ACTION

The starting point for every journey is to know where it is you want to get to.

Before you start your study journey in 5th Year think about your destination.

Fill in the chart below and check on it at the end of every month to help keep you on the road to success.



SUBJECT	TARGET GRADE IN JUNE	CURRENT GRADE AVERAGE
ENGLISH		
IRISH		
MATHEMATICS		



PUTTING THE PLAN INTO ACTION - MONTHLY TARGETS

SEPTEMBER			
Subject	In this section you should focus on up to four subjects. Consider grades and formative feedback received when reflecting on your progress.		
1. Subject Name: _____	Working Well:		
<u>Target Grade:</u> _____	Steps to Improvement:		
2. Subject Name: _____	Working Well:		
<u>Target Grade:</u> _____	Steps to Improvement:		
3. Subject Name: _____	Working Well:		
<u>Target Grade:</u> _____	Steps to Improvement:		
4. Subject Name: _____	Working Well:		
<u>Target Grade:</u> _____	Steps to Improvement:		
Extra Information:			
	Yes	Somewhat	Not at all
Is your study plan working?			
<u>Comment on steps to Improve</u>			
Review Date			

OCTOBER

Subject	In this section you should focus on up to four subjects. Consider grades and formative feedback received when reflecting on your progress.		
1. Subject Name: _____ Target Grade: _____	Working Well: Steps to Improvement:		
2. Subject Name: _____ Target Grade: _____	Working Well: Steps to Improvement:		
3. Subject Name: _____ Target Grade: _____	Working Well: Steps to Improvement:		
4. Subject Name: _____ Target Grade: _____	Working Well: Steps to Improvement:		

Extra Information:

	Yes	Somewhat	Not at all
Is your study plan working?			

Comment on steps to Improve

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Review Date	
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DIRECTION REFLECTION – END OF TERM REVIEW

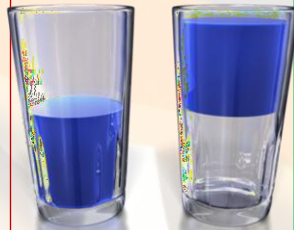
As you near the end of the term it is timely to stop, take stock and to reflect on your approach to learning this year. This is a vital step in figuring out how well you did, what you need to do to improve as a learner and in considering how you might take steps to improve. This is an important reflection as it will guide your next steps. We are all constantly learning and learning to learn better!

Approach this reflection with a growth mindset. A growth mindset is an “I can” attitude that leads to greater success.

First reflect on what type of mindset you may have:

THE FIXED MINDSET

I am either good at it, or I’m not.
If it’s too challenging then why waste time on it – I can’t do it.
It is up to others to help me progress.
If you succeed; I feel threatened.
If I make mistakes then it means that I’m no good at it.
Feedback is personal and I resent it



THE GROWTH MINDSET

I am resilient
I embrace challenge
I try hard
I am willing to try new things
I know that progress requires effort
Mistakes help me learn
I am responsible for my learning
I am inspired by others success

What type of mindset do you currently have?

What improvements can you make to improve your mindset?



DIRECTION REFLECTION – END OF TERM REVIEW

Consider your learning this term. Choose 5 things you did well that helped you to become a better learner and choose 5 things you need to do to become an even better learner for next term. Try to be as specific as you can as the more deep the reflection is, the more meaningful it will be.

1. My learning this term was good because I...

1. My learning next term will improve as I will...

2. My learning this term was good because I...

2. My learning next term will improve because I...

3. My learning this term was good because I...



3. My learning next term will improve because I...

4. My learning this term was good because I...

4. My learning next term will improve because I...

5. My learning this term was good because I...

5. My learning next term will improve because I...



PARENT/TEACHER MEETING *FEEDBACK TO FEED FORWARD!*

Parents/guardians are important stakeholders in your education. During the year your teacher/s, Year Head or Form Tutor might contact your parents to speak with them about your learning or perhaps to speak about hindrances to your learning. Both teachers and parents play an important role in supporting your learning and work in partnership to help you succeed.

Once a year your parents/guardians are invited to a formal meeting known as a parent/teacher meeting. At these meetings, the teacher informs your parent/guardian about where your learning is currently at and what steps to take to make improvements. Both parents/guardians and teachers are there to support you in your education journey and as a student you should pay attention to their guidance.



Following the parent/teacher meeting, you should sit with your parents/guardians and write down the feedback that was received and make a plan to act on it. This will help you advance your learning successfully.



Use the space below to write down short term goals for each subject and make sure to put in a review date to reflect on how you've done and what the next steps might be.

SUBJECT	BASED ON FEEDBACK FROM THE PARENT/TEACHER MEETING, MY SHORT TERM GOALS ARE...	Review Date: _____
ENGLISH		Review Date: _____
IRISH		Review Date: _____
MATHEMATICS		Review Date: _____
_____		Review Date: _____
_____		Review Date: _____
_____		Review Date: _____
_____		Review Date: _____
_____		Review Date: _____
_____		Review Date: _____
ADDITIONAL NOTES		

STUDENT SIGNATURE: _____

PARENT/GUARDIAN SIGNATURE: _____



NOVEMBER

Subject In this section you should focus on up to four subjects. Consider grades and formative feedback received when reflecting on your progress.

1. Subject Name: _____	Working Well:
Target Grade: _____	Steps to Improvement:
2. Subject Name: _____	Working Well:
Target Grade: _____	Steps to Improvement:
3. Subject Name: _____	Working Well:
Target Grade: _____	Steps to Improvement:
4. Subject Name: _____	Working Well:
Target Grade: _____	Steps to Improvement:

Extra Information:

	Yes	Somewhat	Not at all
Is your study plan working?			

Comment on steps to Improve

Review Date	

DECEMBER STUDY WORKSHOP – Analysis of Mid Term Examinations

You've completed your first big set of examinations as a 5th Year and hopefully the preparation work has paid off.

However, there is always room for improvement so it's time to analyse what you did, how you did it and how to take steps forward to improve from it.

SUBJECT	SCORE	ORIGINAL TARGET SCORE	REALIGNED TARGET SCORE FOR MOCKS	PREPARATION RATING (See Table Below) 0-10
WHAT ASPECTS OF THE EXAMINATION DID I DO WELL IN?				
WHY?				
WHAT ASPECTS OF THE EXAMINATION DO I NEED TO IMPROVE ON?				
HOW?				
WHAT STEPS AM I GOING TO TAKE TO CLOSE THE GAP BETWEEN MY SCORE AND MY TARGET SCORE BEFORE THE MOCKS?				
HOW WILL I MEASURE THESE STEPS?				
*DO I NEED TO REALIGN MY TARGET SCORE OR TARGET LEVEL?				
*IF SO, WHO HAVE I SPOKEN TO ABOUT WHERE I AM NOW, WHERE I SHOULD BE AT AND WHAT I CAN DO TO GET THERE				

PREPARATION SCORE: 0-2 Very Poor, I didn't really bother/ 3-4 Poor, I spent more time on other subjects/ 5-6 Fair, I spent some time studying but not to the level needed/ 7-8 Good, I prepared well and organised my study well/ 9-10 Very Good, I was well prepared, organised and diligent in my approach.



SUBJECT	SCORE	ORIGINAL TARGET SCORE	REALIGNED TARGET SCORE FOR MOCKS	PREPARATION RATING (See Table Below) 0-10
WHAT ASPECTS OF THE EXAMINATION DID I DO WELL IN?				
WHY?				
WHAT ASPECTS OF THE EXAMINATION DO I NEED TO IMPROVE ON?				
HOW?				
WHAT STEPS AM I GOING TO TAKE TO CLOSE THE GAP BETWEEN MY SCORE AND MY TARGET SCORE BEFORE THE MOCKS?				
HOW WILL I MEASURE THESE STEPS?				
*DO I NEED TO REALIGN MY TARGET SCORE OR TARGET LEVEL?				
*IF SO, WHO HAVE I SPOKEN TO ABOUT WHERE I AM NOW, WHERE I SHOULD BE AT AND WHAT I CAN DO TO GET THERE				



SUBJECT	SCORE	ORIGINAL TARGET SCORE	REALIGNED TARGET SCORE FOR MOCKS	PREPARATION RATING (See Table Below) 0-10
WHAT ASPECTS OF THE EXAMINATION DID I DO WELL IN?				
WHY?				
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HOW?				
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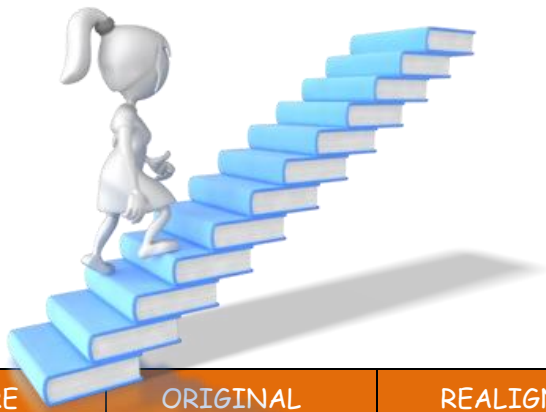
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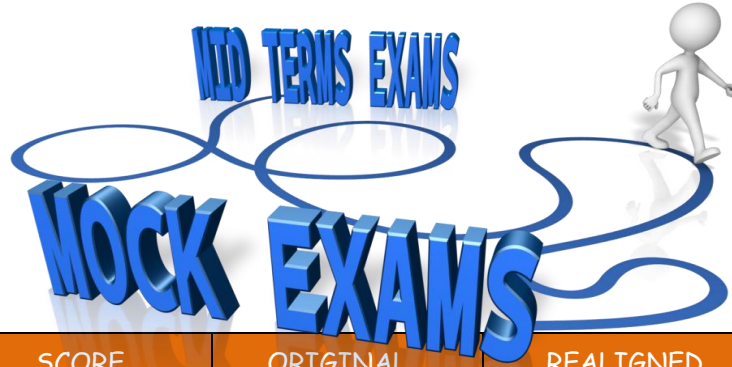
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Student Signature: _____ Parent/Guardian Signature: _____

DECEMBER

Subject

In this section you should focus on up to four subjects. Consider grades and formative feedback received when reflecting on your progress.

1. Subject Name:

Working Well:

Target Grade:

Steps to Improvement:

2. Subject Name:

Working Well:

Target Grade:

Steps to Improvement:

3. Subject Name:

Working Well:

Target Grade:

Steps to Improvement:

4. Subject Name:

Working Well:

Target Grade:

Steps to Improvement:

Extra Information:

Yes

Somewhat

Not at all

Is your study plan working?

Comment on steps to Improve

Review Date

JANUARY – PRE MOCK TARGETS

Subject In this section you should focus on up to four subjects. Consider grades and formative feedback received when reflecting on your progress.

1. Subject Name: _____	Working Well:
Target Grade: _____	Steps to Improvement:

2. Subject Name: _____	Working Well:
Target Grade: _____	Steps to Improvement:

3. Subject Name: _____	Working Well:
Target Grade: _____	Steps to Improvement:

4. Subject Name: _____	Working Well:
Target Grade: _____	Steps to Improvement:

Extra Information:

	Yes	Somewhat	Not at all
Is your study plan working?			

Comment on steps to Improve

Review Date	
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FEBRUARY

Subject		In this section you should focus on up to four subjects. Consider grades and formative feedback received when reflecting on your progress.		
1. Subject Name: _____ Target Grade: _____	Working Well:			
	Steps to Improvement:			
2. Subject Name: _____ Target Grade: _____	Working Well:			
	Steps to Improvement:			
3. Subject Name: _____ Target Grade: _____	Working Well:			
	Steps to Improvement:			
4. Subject Name: _____ Target Grade: _____	Working Well:			
	Steps to Improvement:			
Extra Information:				
	Yes	Somewhat	Not at all	
Is your study plan working?				
<u>Comment on steps to Improve</u>				
Review Date				

MARCH

Subject In this section you should focus on up to four subjects. Consider grades and formative feedback received when reflecting on your progress.

1. Subject Name: _____	Working Well:
Target Grade: _____	Steps to Improvement:

2. Subject Name: _____	Working Well:
Target Grade: _____	Steps to Improvement:

3. Subject Name: _____	Working Well:
Target Grade: _____	Steps to Improvement:

4. Subject Name: _____	Working Well:
Target Grade: _____	Steps to Improvement:

Extra Information:

	Yes	Somewhat	Not at all
Is your study plan working?			

Comment on steps to Improve

Review Date	
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APRIL

Subject

In this section you should focus on up to four subjects. Consider grades and formative feedback received when reflecting on your progress.

1. Subject Name:

Working Well:

Target Grade:

Steps to Improvement:

2. Subject Name:

Working Well:

Target Grade:

Steps to Improvement:

3. Subject Name:

Working Well:

Target Grade:

Steps to Improvement:

4. Subject Name:

Working Well:

Target Grade:

Steps to Improvement:

Extra Information:

Yes

Somewhat

Not at all

Is your study plan working?

Comment on steps to Improve

Review Date

MAY

Subject	In this section you should focus on up to four subjects. Consider grades and formative feedback received when reflecting on your progress.
1. Subject Name: _____ Target Grade: _____	Working Well: Steps to Improvement:
2. Subject Name: _____ Target Grade: _____	Working Well: Steps to Improvement:
3. Subject Name: _____ Target Grade: _____	Working Well: Steps to Improvement:
4. Subject Name: _____ Target Grade: _____	Working Well: Steps to Improvement:

Extra Information:

	Yes	Somewhat	Not at all
Is your study plan working?			

Comment on steps to Improve

Review Date	
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STUDY PLANS AND TIPS

BENEFITS OF AN EFFECTIVE STUDY PLAN

Proper planning yields better results

Studying and concentrating can be overwhelming. Without planning it becomes increasingly difficult to succeed. Having a study timetable helps you, the learner, discover ways that you can engage with your studies effectively.

Drawing a study plan helps you find a balance that you are comfortable with and also helps in developing good study habits and establish good study routines which ensures that all subjects are studied. It is important to have an effective timetable to help you manage the time spent on each subject.

Time wasted is never regained

Time is the most valuable thing a person can ever waste, therefore, it is important that time be used effectively.

Procrastination is the thief of time

Students often wonder where all of the time went. Good time management yields better results, ensuring that the time you spend studying gains you the maximum amount of learning possible.

BENEFIT 1. Increased productivity

Outlining what you need to do every day will help you know exactly what you need to do and when. A study plan will help you separate your studying into bite-sized chunks. In addition, a study plan with to-do's for each day will help you avoid procrastinating.

BENEFIT 2. More successful studying

A study plan will help you study much more effectively. With a study plan you can start studying much sooner and avoid cramming. Find out what your need to do. If you are unsure, speak with your subject teacher.

BENEFIT 3. Less stress

A study plan will help you reduce your stress. Most students are guilty of waiting for the last minute to start cramming for an exam. However, cramming brings on added stress that you can avoid if you start preparing for your exams early. With a study plan, you get to cover every bit of your material since you have plenty of time.

BENEFIT 4. Better results

This should be obvious. If you start studying early then your approach to learning will be more consistent and this will help you to achieve your targets.

AN EFFECTIVE STUDY PLAN

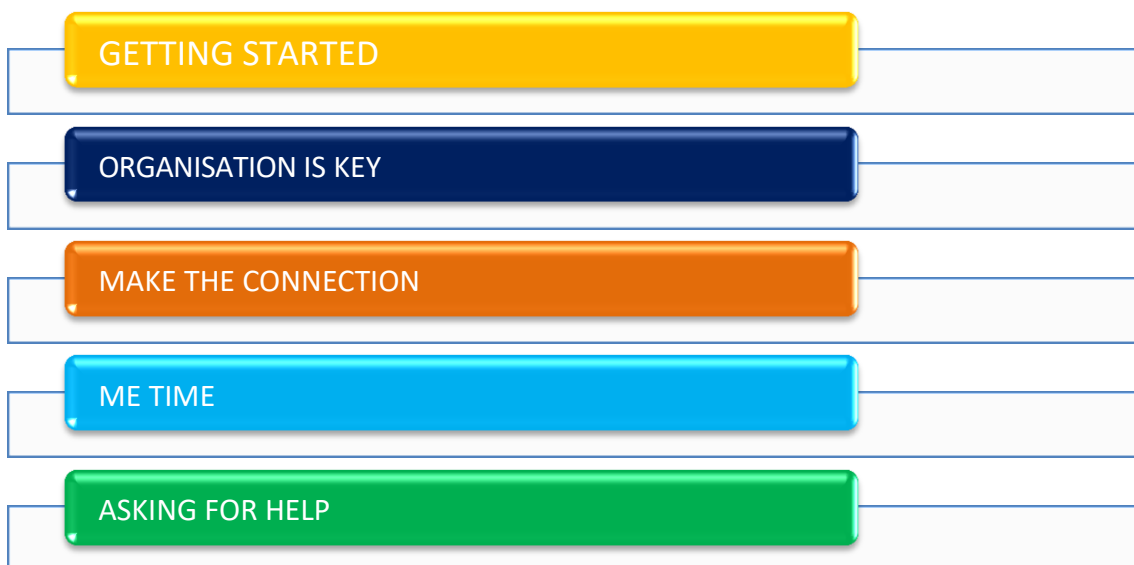
Study smarter not harder

The first thing to realise is that no two study plans are the same and what works for another person may not work for you. You must figure out a study timetable that fits your life so that it is a truly workable plan. An effective plan maximises study together with ensuring that there is “off time” for sports, exercise, being social or partaking in other activities beneficial to your wellbeing.

A plan should be flexible so that it can be adapted to the particular needs of a week. For example, if you have a Science test on Tuesday then your study in advance of this will recognise this particular need and prepare for it. This may shift the schedule around slightly but the important thing is that you still have a plan! A good plan can adapt to suit situations that arise.

You know your strengths and weaknesses when it comes to your subjects. Do not always target the easy topic; the one you like. You need to tackle the difficult topics too! You need to be brave enough to tackle them, you simply cannot ignore them – they are not going to go away! **Because they are difficult you may need to ask for help.** Because they are difficult you may need to adapt your study technique to meet the challenge. Because they are difficult you need to learn how to unpack the information, simplify it and become more in tune with it.

Remember the 5 steps to success



SAMPLE STUDY PLAN

Below are some study plans that may suit the starter, the intermediate or the advanced studier. Remember these are just samples to help guide you. They are plans that previous students adopted for after school study. You should mould these plans to suit your learning style, your lifestyle and your particular study needs at the time of drafting.

Goals + Plan = Success

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SUN/SAT
20 Mins. Study	HISTORY	GEOGRAPHY	SCIENCE	LANGUAGE	2 Hours Total to complete the Homework	<p>MODERATE PLAN 2¼ Hours on <u>one</u> of these days before 3pm</p> <ol style="list-style-type: none"> 1. 30 Mins for Subject 1 2. 30 Mins for Subject 2 3. 30 Mins. for Subject 3 4. 30 Mins. for Subject 4 <p>INTERMEDIATE PLAN 3 Hours on <u>one</u> of these days before 3pm</p> <ol style="list-style-type: none"> 1. 45 Mins for Subject 1 2. 45 Mins for Subject 2 3. 45 Mins. for Subject 3 4. 45 Mins. for Subject 4
20 Mins. Study	ENGLISH	IRISH	MATHS	OPTION 1 <small>(ART/HOME EC./MUSIC/BUSINESS)</small>		
20 Mins. Maths	OPTION 2 <small>(ART/HOME EC./MUSIC/BUSINESS)</small>	ENGLISH	IRISH	MATHS		
1 Hours Homework	HOMEWORK	HOMEWORK	HOMEWORK	HOMEWORK		
Extra	If you do not manage to get all your homework finished in the time allotted in after school study, then you should complete it at home. However, if you are working efficiently and with focus the allocated time should suffice and you will not need to bring work home					
NOTES	<p>If this plan is to work for you a diligent approach is essential i.e. you must keep to it. You must work effectively during the study time and you must use the free time to relax, exercise, socialise and generally switch off.</p> <p>It is vital that the homework is tackled in the second half of the study session. If you begin with homework it will drag out for two hours. If you have grinds in a particular subject during the week, then you must view this as a study slot.</p> <p>The plan can change from week to week in order to address certain needs that may arise (a particular test).</p>					

USE THE STUDY PLAN TEMPLATE ON THE NEXT PAGE AS A GUIDE BUT MAKE IT YOUR OWN TO FIT IN WITH YOUR WEEK – MAKE IT WORKABLE!

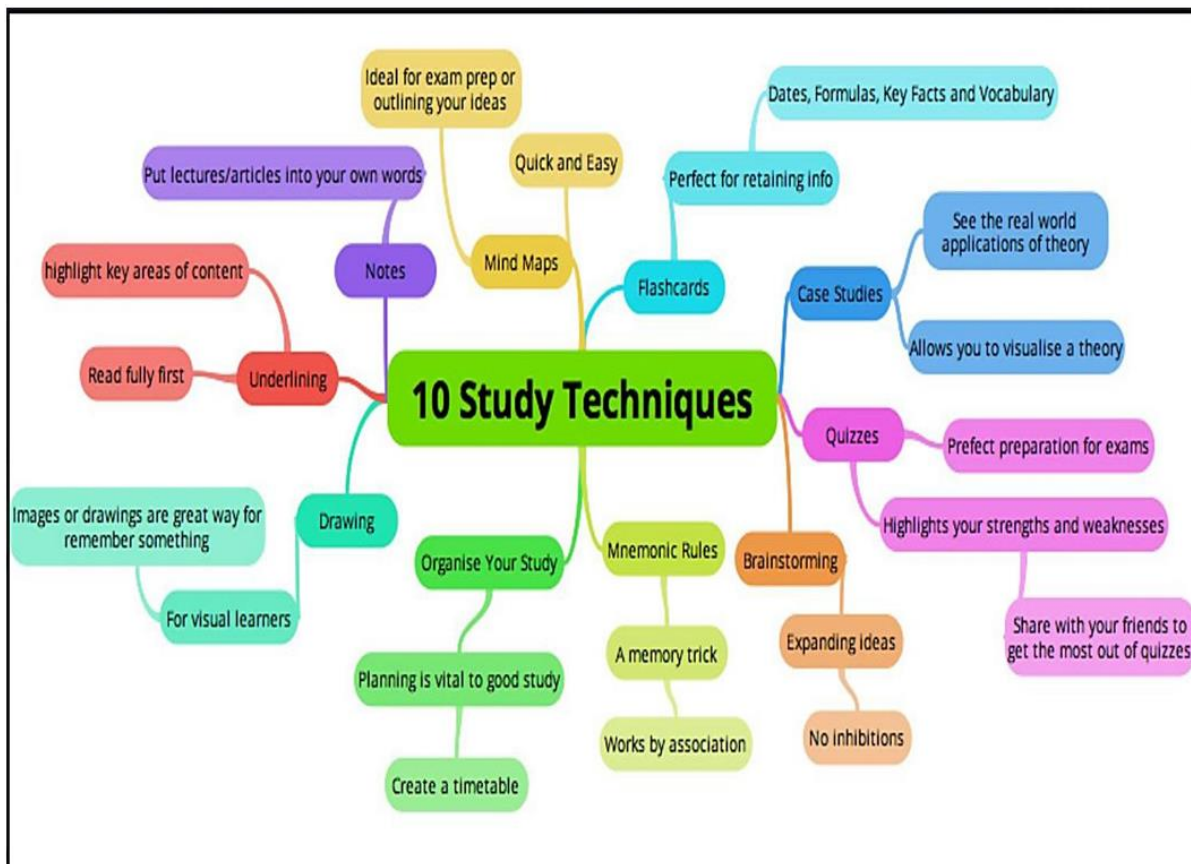
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— Mins. Study						
— Mins. Maths						
— Hours Homework						
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SIMPLE STUDY TIPS

Every learner is different and therefore each of us has to find out works best for ourselves. Over the course of the past two years you will have been exposed to a number of different study techniques, some of which are listed below. So, don't be afraid to try a few different options. Perhaps one technique works better for a particular subject or perhaps you feel confident using one specific technique. Whatever you do make sure you do something!

A REMINDER OF SOME OF THE STUDY SKILLS YOU HAVE LEARNED ALREADY AT OLS



SIMPLE STUDY TIPS –“Well, did you?”

Have you ever tried to study for an exam and found that no matter how long you were studying it just didn't stick?

Did you read a page or two of your text book, get to the end and then realise that you have no idea what you just read?

Did you then reread the same two pages and have the same result?

Then, did you have the brain wave to pick up a highlighter and to highlight all the important things on the pages?

Did you just about cover the two pages in highlighter?

Did that magically make the information go in?

Did you later realise that you had wasted your valuable study time and all you had to show for it was a highlighted textbook?

Well, did you realise that you're not alone...we've all done it. The question is, what are you going to do now to change your approach to study, to make it effective and time efficient?

The answer lies in **UNPACKING** the information and taking out one piece of information at a time. After all, the Geography book is mainly made up of English with just a small amount of every page dedicated specifically to Geographic information...so why highlight all the regular English? Isn't it the Geography we are after when studying Geography?



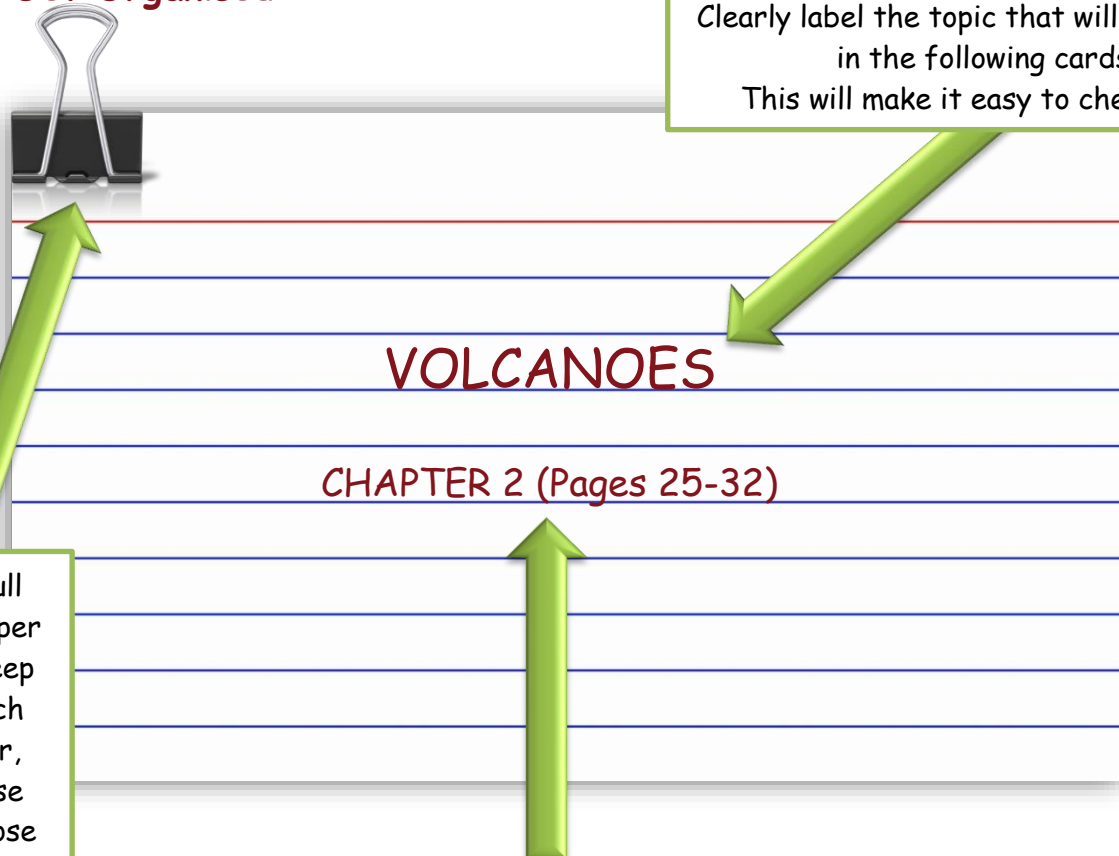


Using Index Cards to Help Unpack the Information

Most students, at some time or another, will use index cards or cue cards as a study aid. If used correctly, they can be really useful in simplifying information.

Extracting key information and putting it in language that you understand will really make your study worthwhile.

Tip 1 - Get Organised



Make sure the first card is the title card
Clearly label the topic that will be covered
in the following cards.
This will make it easy to check later

Use a bull clip or paper clip to keep the bunch together, otherwise you will lose them and all your work

Perhaps put the Chapter Number or Page Number as a reference

Tip 2 - Use Reference Points

On the back side of the Title Card you might consider referencing questions that have been on previous papers

2017 - Long Question 3 (b)

2018 - Long Question 1

2019 - Short Question 4

2020 - Long Question 5

Tip 3 - Keep it Simple

Mount Fuji, Japan
(Has not erupted in a long time but still could)

Mount Etna, Italy
(Erupts regularly)

Mount Slemish,
Co. Antrim
(Not erupted in
human history)

EXTINCT DORMANT ACTIVE

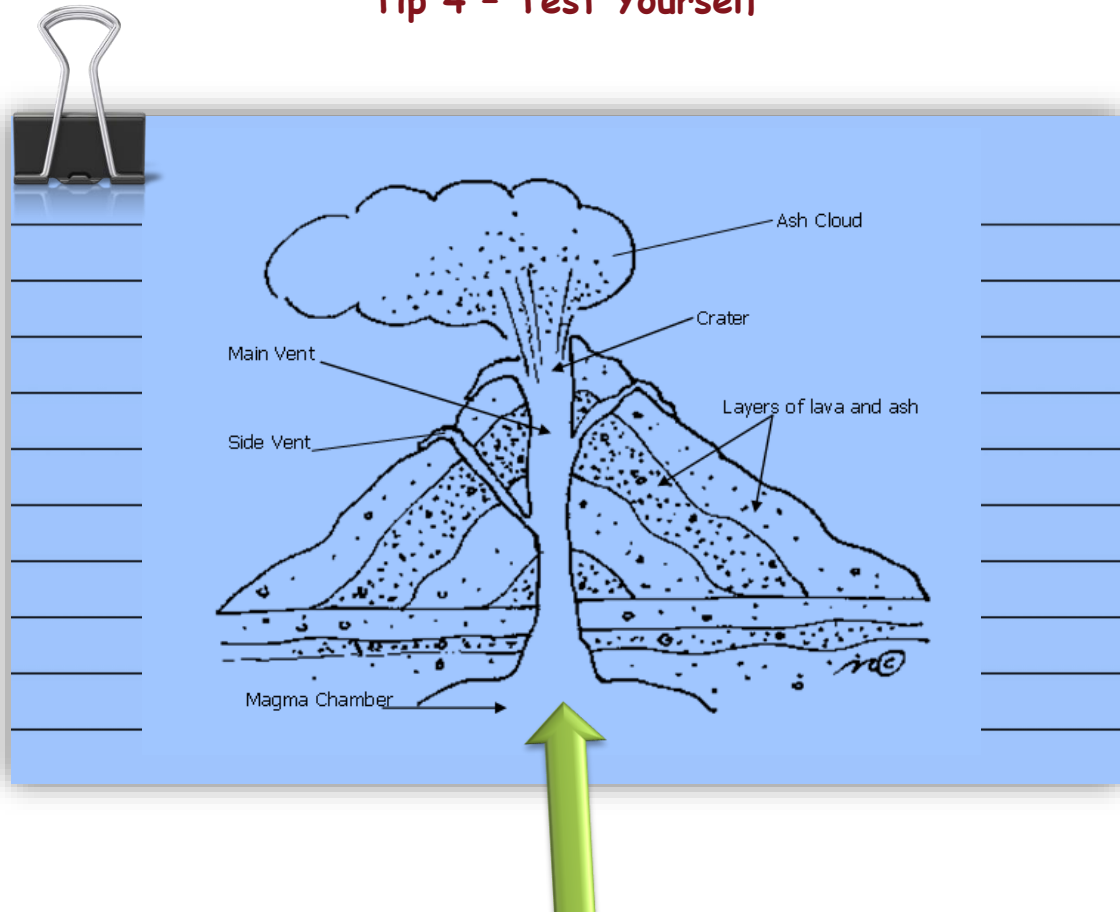
TYPES OF VOLCANO & EXAMPLE

Keep it simple. Don't write down loads of long sentences when it can be done in a simpler way

Key Words and Examples are always important so make sure they are there

Use simple sketches to help you understand and remember concepts

Tip 4 - Test Yourself



Once you have your cards complete it is important to:

1. Keep them in a safe place and organised.
2. Take them out regularly and read through them.
3. The more often you read over them the less time you have to spend with them.
4. Test Yourself -With the above card test yourself by seeing if you can put each of the key words in a sentence. If you cannot, simply highlight the word and at the end, check your notes or book to revise it.
5. If you have your cards neatly stored then you can easily take them out before an exam and test yourself by reading the prompts!



One small piece at a time!

Focus for My Examination



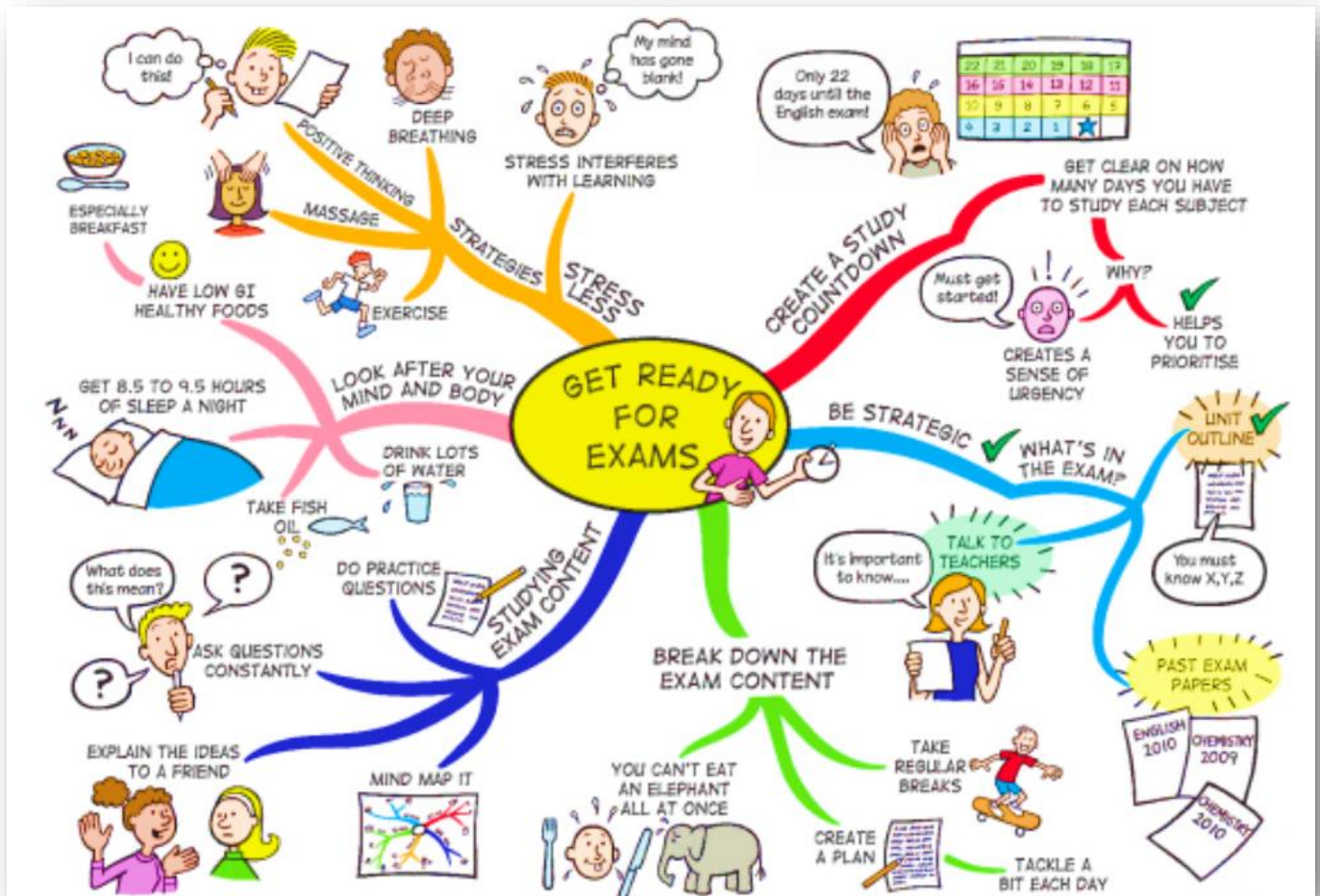
CHECKLIST - WHAT ARE MY IMMEDIATE NEEDS?

<input type="checkbox"/>	_____
<input type="checkbox"/>	_____
<input type="checkbox"/>	_____
<input type="checkbox"/>	_____
<input type="checkbox"/>	_____
<input type="checkbox"/>	_____
<input type="checkbox"/>	_____
<input type="checkbox"/>	_____
<input type="checkbox"/>	_____
<input type="checkbox"/>	_____

EXAM TIME

If you have followed a plan and kept loyal to the 5 steps then come exam time you should find yourself in a great position to put the skills and knowledge that you have acquired to the test.

Some preparation tips are below



EXAM ANALYSIS - MAY Examinations

Congratulations on completing the 5th Year May Examinations. They offer you a real chance to reflect on your exam preparation, exam strategy and your general approach to study.



SUBJECT	SCORE	ORIGINAL TARGET SCORE	REALIGNED TARGET SCORE*	PREPARATION RATING 0-10 (See Table Below)
WHAT ASPECTS OF THE EXAMINATION DID I DO WELL IN?				
WHY?				
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PREPARATION SCORE: 0-2 Very Poor, I didn't really bother/ 3-4 Poor, I spent more time on other subjects/ 5-6 Fair, I spent some time studying but not to the level needed/ 7-8 Good, I prepared well and organised my study well/ 9-10 Very Good, I was well prepared, organised and diligent in my approach.



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MAY EXAMS









LEAVING CERTIFICATE







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HOW?				
WHAT STEPS AM I GOING TO TAKE TO CLOSE THE GAP BETWEEN MY SCORE AND MY TARGET SCORE BEFORE THE JUNIOR CYCLE EXAMS?				
HOW WILL I MEASURE THESE STEPS?				
*DO I NEED TO REALIGN MY TARGET SCORE OR TARGET LEVEL?				
*IF SO, WHO HAVE I SPOKEN TO ABOUT WHERE I AM NOW, WHERE I SHOULD BE AT AND WHAT I CAN DO TO GET THERE				

Student Signature: _____ Parent/Guardian Signature: _____

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