

GCSE MATHS · YEARS 10-11 AND RESIT

Four-week learning-gap planner

A private, printable workbook for turning one broad concern into a focused four-week study routine. It supports organisation and reflection; it is not a grade prediction or a replacement for official course advice.

Use initials only

Keep this copy private. Do not write a date of birth, home address, candidate number, school login, password, identity document, medical information or safeguarding disclosure.

Learner initials**Date started****Exam board****Specification code****Tier****Intended sitting**

How to use this workbook

1. Confirm the course. 2. Select no more than two precise skills. 3. Plan three realistic weekly study windows and one fallback. 4. Mark errors honestly. 5. Review fresh questions after four weeks.

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Confirm the facts before choosing materials

Ask the school, college or examination centre to confirm any course detail that is uncertain. Use the correct board and tier when selecting questions.

Exam board and specification**Foundation, Higher or unknown****Planned examination sitting****Calculator or non-calculator conditions****Evidence used****Date of evidence**

Gap snapshot

Record up to two precise skills. Avoid broad labels such as “algebra” or “number”.

Priority skill	Evidence	Confidence 1-4	Prerequisite to check

What would successful independent work look like?

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Plan four short, reviewable cycles

A useful success check

On fresh questions, I can answer four out of five correctly twice, on different days, and explain the method. Adapt this to the skill and learner; do not convert a short result into a predicted grade.

Week	Main purpose	Priority skill	Evidence at the end
1	Diagnose and rebuild		
2	Secure and vary		
3	Mix and apply		
4	Check and decide		

Regular study window 1

Regular study window 2

Regular study window 3

Fallback study window

Materials and official specification links to use

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Week 1: Diagnose and rebuild

Priority skill**Prerequisite or earlier skill****Question source****Success check for this week**

Three planned study sessions

Session	Date and time	Focus	Fresh restart date
1			
2			
3			

What improved this week?

What still needs support, and what is the next smallest step?

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Week 2: Secure and vary

Priority skill**Prerequisite or earlier skill****Question source****Success check for this week**

Three planned study sessions

Session	Date and time	Focus	Fresh reattempt date
1			
2			
3			

What improved this week?

What still needs support, and what is the next smallest step?

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Week 3: Mix and apply

Priority skill**Prerequisite or earlier skill****Question source****Success check for this week**

Three planned study sessions

Session	Date and time	Focus	Fresh restart date
1			
2			
3			

What improved this week?

What still needs support, and what is the next smallest step?

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Week 4: Check and decide

Priority skill**Prerequisite or earlier skill****Question source****Success check for this week**

Three planned study sessions

Session	Date and time	Focus	Fresh reattempt date
1			
2			
3			

What improved this week?

What still needs support, and what is the next smallest step?

Session record A

Use one row after each study session. Accuracy matters more than filling every row.

Date	Minutes	Exact skill	Source and questions	Correct	Support	Error

One corrected method or explanation worth remembering

Session record B

Use one row after each study session. Accuracy matters more than filling every row.

Date	Minutes	Exact skill	Source and questions	Correct	Support	Error

One corrected method or explanation worth remembering

Classify the error before adding more practice

K knowledge · M method · R reading · A accuracy · C calculator · P presentation · T timing

Date and source	Question or skill	Code	Why it happened	Fresh attempt

Correct method in the learner's own words

Review fresh questions under clear conditions

Use a small set of fresh questions from the correct board and tier. Record the source and conditions. Do not turn a small sample into a grade prediction.

Date and question source

Calculator or non-calculator

Time allowed

Support permitted

Question ID	Fully correct	Partly correct	Incorrect	Not attempted	Error code
	☐	☐	☐	☐	
	☐	☐	☐	☐	
	☐	☐	☐	☐	
	☐	☐	☐	☐	
	☐	☐	☐	☐	
	☐	☐	☐	☐	

What does the evidence suggest should happen next?

Choose one next step from the evidence

Check	Decision
Course details are still uncertain	Confirm them with the school, college or examination centre.
Success check met on fresh questions	Move to the next specific gap and continue retrieval.
The same knowledge or method error returned	Ask a teacher or suitable tutor for targeted feedback.
The issue is timing, calculator use or interpretation	Build the next cycle around that behaviour.

My chosen next step

When I will review it

What evidence will show that the next step worked?

Use official course information as the final authority

Check the learner's current awarding-body specification and the entry centre's confirmed examination information. Evlent's planner organises study; it does not replace an official specification, timetable or entry decision.

Useful official starting points

AQA GCSE Mathematics 8300 · [aqa.org.uk](https://www.aqa.org.uk)

Pearson Edexcel GCSE Mathematics 1MA1 · [qualifications.pearson.com](https://www.pearson.com/qualifications)

JCQ key dates and timetables · [jqc.org.uk](https://www.jcq.org.uk)

Ofqual guidance on grading · [gov.uk/ofqual](https://www.gov.uk/ofqual)

Private notes

Need live support?

A parent or guardian can visit evlenteducation.com/tutor-match. The first trial is free and there is no commitment to continue.