

Mind set - Changing behaviours and habits

Becoming a successful 6th form student -
The SFA Way



Important points to note

- ▶ There is no link between GCSE performance and performance at A Level.
- ▶ There are certain barriers in place that stop some individuals from fulfilling their potential.
- ▶ There are certain characteristics that evidence suggests enables many students to make significant progress at post 16 level.
- ▶ At SFA we run a programme that works on developing students non cognitive skills that are key determinants of post 16 success.



School Strategies

- ▶ Homework tasks from Head of Departments.
- ▶ Masterclasses.
- ▶ Revision sessions before school.
- ▶ Period 7 lessons.
- ▶ Structure of lessons.



VESPA Model – A level Mind Set Curriculum

Vision

System

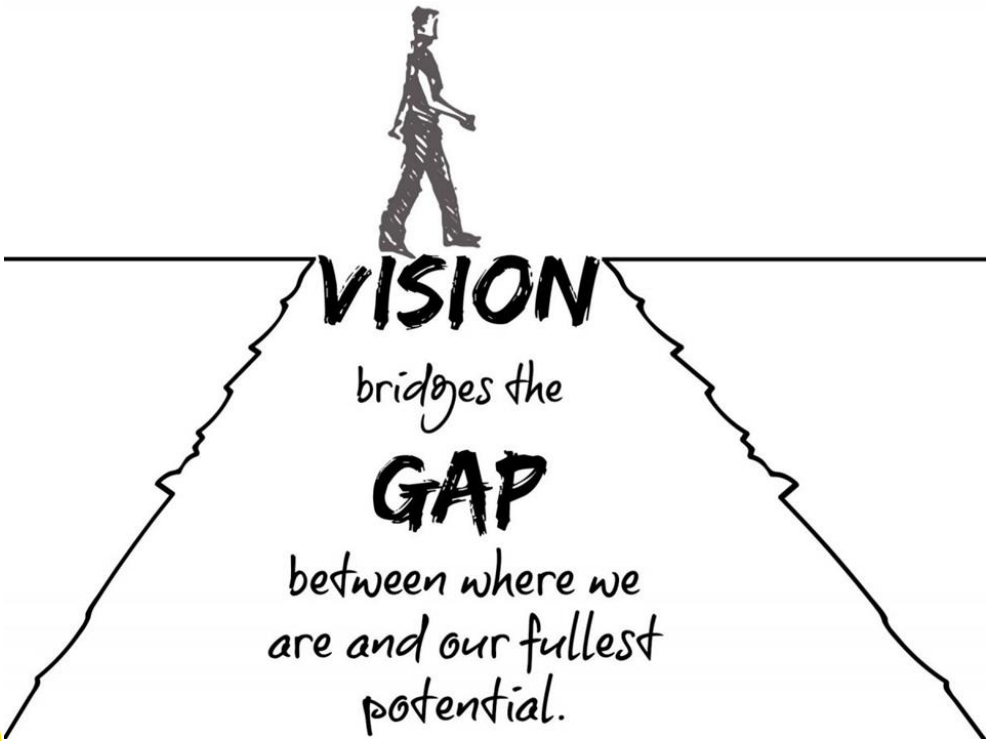
Attitude

Effort

Practice



Vision



“ Having a clear vision helps you to pursue your dreams and achieve your goals. A vision that is clear will open your mind to the endless possibilities of the future. A vision will help you to overcome obstacles in the way and helps you hold on when times are tough”.



What does this mean for a Sixth Form student?

- Students discuss their goals, career path and aspirations with their subject teachers and our Careers Advisor.
- 1-2-1 tutor-student meetings.
- Discussions regarding each student's destination.
- The students who have high aspirations can be challenged further.



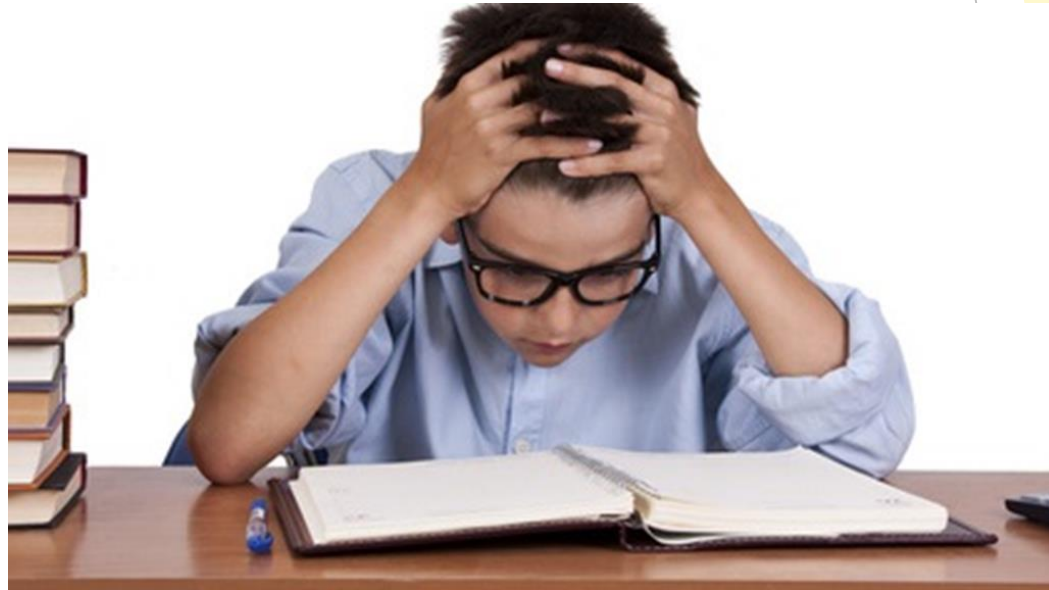
What can you do as parents / carers?

- ▶ Explore post 18 options as soon as possible.
- ▶ Encourage your child to use Unifrog.
- ▶ Encourage your child to carry out MOOC's (massive open online courses) in areas of interest.
- ▶ Encourage your child to get relevant experience if they are considering the apprenticeship route.
- ▶ If you feel that they are lacking in direction, please let us know.



Effort

- ▶ The measurement is based on the time spent studying.
- ▶ When asked how hard a student is working on a scale of 1-10, on average most will say about 6.
- ▶ This includes both the most hard working and least hardworking students.
- ▶ It is a subjective judgement based on what you think is normal.



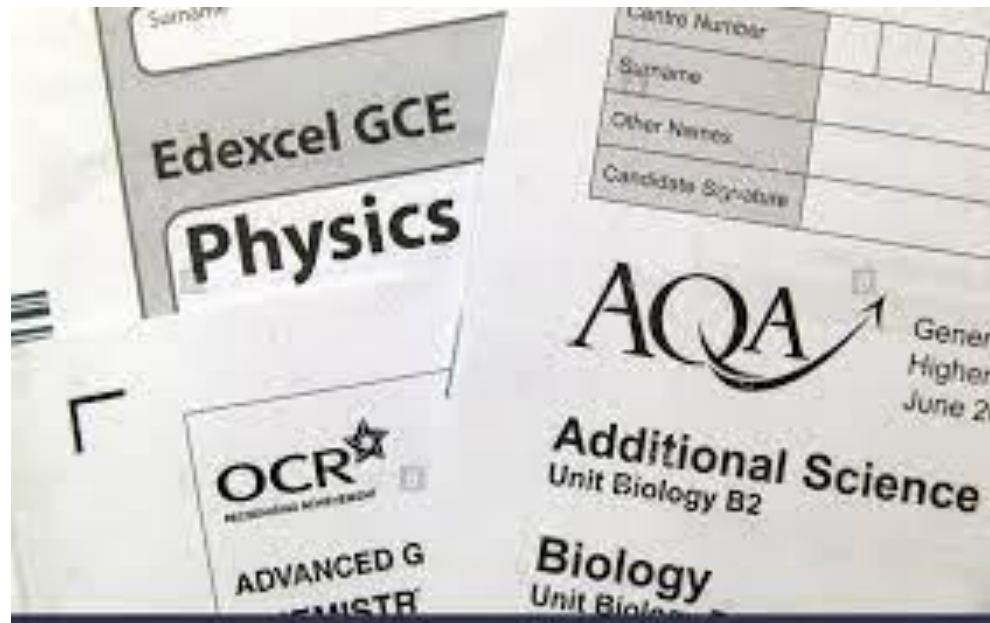
Reactive Study

- Completing tasks set by subject teachers.
- Planning each answer for a testing phase prior to structuring the answer based on a masterclass given by the teacher.
- Recalling knowledge in revisiting phase and question and answer opportunities.

Proactive Study

- Review lesson notes and the relevant chapter after each lesson.
- Create revision resources following each lesson.
- Create knowledge organisers.
- Actively test their knowledge through quizzing, recalling information etc.
- Find and complete relevant past examination questions for each topic related to the specification.
- Use the mark scheme to self-assess their answers and identify WWW and EBI





What can you do as parents / carers?

- ▶ Look through your child's subject folders - is there evidence of revision?
- ▶ Set up a weekly revision schedule for your child.
- ▶ Test your child on a section of a topic or on a topic using their revision resources.
- ▶ Supervise them completing a timed past exam question.
- ▶ Progressing to more challenging exam questions.
- ▶ The students writing down a list of key words that they are recall for a topic.
- ▶ RAG rate topics for each subject.



Systems

As educators, we have consistently placed a high value on organisation skills. We have aspired to it ourselves and we have expected it from our students. However, we haven't offered any guidance on how to achieve this skills **(Garber, 1983)**.



What does this mean for a Sixth Form student?

- Subject teachers will complete random folder checks over the period of two years.
- Some students may have a scheduled meeting with Miss Lewis to develop their organisational skills.
- Students will complete tasks in their tutor time each morning which may be relevant to their organisation and time management.



What can you do as parents / carers?

- ▶ Make sure that your child has a separate A4 folder for each subject / each teacher to keep their work booklets in.
- ▶ Make sure that your child has plastic wallets / dividers to keep their workbooks in / divide their folders into sub topics.
- ▶ Ask them to show you their folders.
- ▶ Ask to see what they are doing on top of the reactive study.
- ▶ Ask them to tell you what proactive study they plan to do in the next week
- ▶ Ask them to demonstrate to you their past knowledge and also knowledge that they have learnt in the last week



Practice



“You can practice shooting eight hours a day, but if your technique is wrong, then all you become is very good at shooting the wrong way. Get the fundamentals down and the level of everything you do will rise.”

- *Michael Jordan* 



The Process of Learning and Mastery

Content



Skills



Feedback



What does this mean for a Sixth Form student?

Revision Method	Always	Sometimes	Never
Reading Through Class Notes			
Using resources on the J Drive			
Using Course Textbooks			
Mind maps / Diagrams			
Making / Re-making Class Notes			
Highlighting / Colour Coding			
Flashcards			
Using a Revision Wall to Display your Learning			
Writing Exam Answers Under Timed Conditions			
Reading Model Answers			
Using Past Exam Questions & Planning Answers			
Marking Your Own Work to a Mark Scheme			
Studying Mark Schemes or Examiners Report			
Working With Other Students in Groups / Pairs			
Comparing Model Answers Against Your Own Work			
Creating Your Own Exam Questions			
Handing in Extra Exam Work for Marking			
One to One Discussions with Teachers / Tutors			

Red = Content Techniques

Orange = Skills Techniques

Green = Feedback Techniques



What can you do as parents / carers?

- ▶ If your child is producing notes and flash cards, use them to test them by asking them questions or recalling the knowledge on the card.
- ▶ Students can find examination questions on each topic using the exam board website and complete each one in a set time.
- ▶ Ask your child to engage in using mark schemes.
- ▶ Get your child to show you the practice examination questions that they have done.
- ▶ Look at the WAGOLLS in their workbooks and ask them to write their own versions.
- ▶ Download examiners reports for each summer examination series and read the feedback. This will include student material and demonstrate effective and ineffective answers.



Attitude



What does this mean for the Sixth Form student?

- ▶ They need to use feedback constructively and seeks out examples of better work.
- ▶ Seek out help and ask for advice.
- ▶ Go through tough times but focus on the benefits and their successes.
- ▶ To grow and develop their approach to failure.
- ▶ To learn that getting things wrong is fine – it is the process of learning that is important.
- ▶ Challenging themselves with completing difficult questions.



What can you do as parents / carers?

- ▶ If your son/daughter isn't performing as well as they might have at GCSE, don't panic! –A Levels take place during a time where young people are developing into adults.
- ▶ Be realistic.
- ▶ Sometimes students are working really hard but not getting the grades they are used to. Are they working on the wrong things? We work together to establish these reasons and put solutions in place.
- ▶ Don't over react to performance that is below their usual standards – it is how they respond to such setbacks that is important.
- ▶ Be positive and encourage change. It is the results in the final examinations that count.
- ▶ Grades in examinations are only part of the overall picture. Future success is also down to the qualities that they develop and demonstrate as human beings.



Student Support Sixth Form

What support is available for Sixth Form Students?

- Student Support.
- Collaboration with staff across the school community.
- Supervision of Sixth Form Centre.

Why do we offer this support?

- Support students to reach their potential.
- To improve the students' engagement and enjoyment.
- Help foster key skills which are predictors of success at post-16 education.

What can you do as parents / carers?

- Have regular check-ins with your child.
- Encourage your child to look at their post 18 options and use Unifrog.
- Support with revision, e.g. testing recall, helping with organisation.
- How much work is being done at home?
- Talk to us if you feel your child lacks direction or could do with extra support.