

SIXTH FORM TEACHING AND LEARNING



# HAYDON SCHOOL

Wiltshire Lane  
Pinner  
HA5 2LX  
Tel: 020 8429 0005  
Fax: 020 8868 8213

# **SIXTH FORM TEACHING AND LEARNING 2016**

## SIXTH FORM TEACHING AND LEARNING

**TEACHING & LEARNING IN THE SIXTH FORM****1. THE FOUNDATION PROGRAMME**

1.1 The aims of the foundation lessons in June/July are to help students:

- find out whether A Level/BTEC level work is right for them
- prepare for academic work at a higher level
- sample subjects they may have chosen
- meet staff

1.2 The Foundation Programme will last one day and comprise one lesson in each A level and BTEC subject.

1.3 Each foundation lesson will have a common ten minute introduction looking at the syllabus, examination requirements. There will follow an example (taster) lesson. The purpose of the taster lesson is to engage students in their chosen subjects, give them a flavour of the style of Teaching and Learning in the sixth form as well as understanding the challenge and expectations of A Level and BTEC courses. A reading list, web list and summer homework task should be issued which will enable students to prepare for the start of A Level/BTEC courses.

**2. INDUCTION**

2.1 It will be up to individual departments to decide how to approach induction, but the following point should be noted:

2.2 All students should have a copy of the specification, an outline of the course, the structure of coursework (if applicable) and modular exams in order to ascertain a clear understanding of how the overall grade is achieved.

2.3 The objective of the programme of induction in lesson is as follows:-

- To ensure that matters such as keeping notes, and other independent study expectations are fully explained and not taken for granted.
- To support students with the transition from GCSE to A Level/BTEC study.
- Induction might cover the following:
  - i) *Equipment requirements and the use of facilities*
  - ii) *The taking and keeping of notes*  
How are notes given; how should they be taken down; what notes should be brought into school; how should they be kept; whether they will be collected/marked.
  - iii) *Homework:*  
How often is it set; types of homework; amount required from student; what happens if work is late; what marks mean etc.
  - iv) *Student contribution to lessons:*

## SIXTH FORM TEACHING AND LEARNING

What do you expect; what is the point of them contributing; how can they deal with lack of confidence etc.

v) *Independent study*

Students should be clear about how to make “effective” use of their free time in order to improve their learning.

What should they do in free time and at home when they have no specific homework; what is meant by “reading around the subject”; How should they use the school and public library; what other sources of information are available etc. useful web-sites and reading lists.

vi) *Special Regulations and Requirements*

Visits; field trips; use of equipment; coursework; modular exams etc.

vii) *Problems*

What they should do if they are absent, if they do not understand work, if they are getting low marks etc.

## viii) In the Department scheme of work a different literacy skill should be highlighted and revised.

2.4 The follow-up to induction should offer a chance for reflection: students should be allowed to express their opinions about what has happened in lessons so far, and staff should attempt to deal with any problems that have arisen. One month into the term departments should conduct a reflection with students about their integration to sixth form within each subject.

### 3. TEACHING

#### 3.1 Homework

3.1.1 Students must have homework continually in all subjects from the beginning of Year 12. The requirements of different courses will vary according to, for example, whether the course has coursework or has a practical element. All homework must be recorded on Show My Homework.

3.1.2 It is advisable to set two types of homework:

The **first** type will involve making notes, setting reading, finishing projects writing up experiments etc. This homework must be checked and action taken if it has not been completed.

3.1.3 The **second** type will be “formal” and set **on a regular basis**, ideally at least once a fortnight. It must come in on time, and action must be taken if it is not given in on time or if it is clear from test results that revision has not been done. A detention must be issued if homework is not submitted. Students should access homework from Show My Homework if absent from the lesson.

3.1.4 Formal homework should be given back preferably within a week and within a fortnight at the latest.

3.1.5 Homework must be marked where possible using A-level/BTEC criteria. Work should be marked to A Level standard with a mark given. Students should be made aware at all times of grade boundaries.

## SIXTH FORM TEACHING AND LEARNING

3.1.6 Students must be made aware of how to improve. In some subjects, especially where groups are small, detailed comments can be made on the piece of work. In other subjects the teacher should go through the work carefully in class, allowing students time for individual consultation at some later time if they require it.

3.1.7 Where coursework is set, departments are strongly advised to hand out written instruction so there can be no argument about, for example, when and where to hand it in. There should also be a method for recording formally the receipt of coursework.

### **3.2 Independent Learning**

Students should be encouraged to extend their learning beyond that set by staff.

3.2.1 Staff must give detailed guidance about “reading around the subject”. Students cannot be expected to understand what this means without guidance.

3.2.2 Regular folder checks should take place to monitor students’ independent learning and organisation of their learning resources.

3.2.3 Departments should facilitate student access to reading lists to encourage stretch and challenge.

3.2.4 Teachers should set an expectation of 4 to 5 hours of independent learning per subject per week.

### **3.3 Teaching Methods**

3.3.1 Lessons should be varied and interesting. Students should participate frequently (become actively involved in their learning in every lesson) and activities should encourage students to think for themselves. Teachers should not talk too much.

3.3.2 Students should have plenty of practice in exam techniques through classwork and homework, frequent mini-tests, and exposure to examples of good and bad practice.

3.3.3 Syllabus coverage must be properly paced to avoid rushing at the end of the course. There should be a teaching scheme of work available to staff and students showing when particular topics will be covered. Teachers should avoid diverging from the scheme of work where time is scarce. Students’ notes should not be full of unnecessary detail that they might be tempted to learn indiscriminately.

3.3.4 Exemplar work should be provided where appropriate to improve students understanding of exam techniques and coursework. This should be used as a reflective learning tool to improve pupil progress.

3.3.5 Targets for improvement should be made on all assessed work.

## **4. ASSESSMENT AND REPORTING**

4.1 All departments must frequently use their assessment data to put strategies in place to support student learning and improve student progress.

4.2 Regular formal assessment of student progress must take place and results measured against Minimum Expected Grades. Minimum Expected Grades are set in line with students’ prior attainment at GCSE and using ALPS data to set aspirational grades.

## SIXTH FORM TEACHING AND LEARNING

- 4.3 Effective exam analysis will provide opportunities to reflect and assess student progress in relation to Minimum Expected Grades in line with school and national trends.
- 4.4 This data along with ALPs data, Level 3 Value Added data, feedback from lesson observations and student surveys should be used by departments to inform improve teaching and improve student progress.
- 4.5 Where students are not making satisfactory progress in line with their Minimum Expected Grades the subject teacher should meet with the student, inform parents and the Head of Department.

## 5. DISCIPLINE

5.1 The following points should be noted:

- lessons should start on time and not finish early
- students cannot pick and choose which lessons they attend
- work set by staff is compulsory
- students must complete work set and meet deadlines
- all staff should be equally diligent in following up absences and lack of work and issue detentions accordingly
- all staff must be consistent and apply the Sixth Form Behaviour Policy

### 5.2 Absenteeism from Lessons

- 5.2.1 The subject teacher **must** take a SIMS register every lesson and always be willing to say **exactly** which lessons a student has missed.
- 5.2.2 The subject teacher, with the help of the form tutor, is initially responsible for following up occasional but suspicious absenteeism in line with the Sixth Form Behaviour Policy. The subject teacher **must** keep a note of this.
- 5.2.3 If the problem is not resolved, the subject teacher should advise the Head of Department (HD), noting the earlier warning on a Student Information Sheet (SIS). The HD should give a further warning, note it on the SIS and pass the SISs to the Year Team. The Year Team will send a copy to the Form Tutor.
- 5.2.4 If there is still no improvement the HD should advise the Head of Faculty, on a further SIS and inform the Year Team.

### 5.3 Failure to Do Work

- 5.3.1 The subject teacher **must** keep a record of missed work and when it was set and collected.
- 5.3.2 The subject teacher should issue a detention for any homework that has not been completed or is inadequate.
- 5.3.3 If the problem is not resolved, the subject teacher should advise the HD, noting the earlier warning, on an SIS. The HD/Head of Faculty should contact parents, note the action taken on the SIS and pass the SIS to the Year Team.

SIXTH FORM TEACHING AND LEARNING

- 5.3.4 If the problem persists the HD can give a student Grade U for all poor/missed work. The HD should send a letter home and a model letter, which can be adapted, is on an attached sheet (**Model 2**). Copies of all communication must be passed to the Year Office.
- 5.3.5 If the problem continues the HD should consider putting a student on a subject contract. A sample contract, which can be modified as appropriate, is attached. This should be done in consultation with the Year Team and completed by the Head of Department, parents, and student, in a face to face meeting.
- 5.3.6 If the contract is broken the matter should be referred immediately to the Year Team.

SIXTH FORM TEACHING AND LEARNING

**MODEL 1**

Copies to Year Team, Form Tutor

Dear (Parent)

I am writing to inform you of Arnold's irregular attendance at Politics lessons.

Arnold has missed lessons for no reason on 07.02.13, 14.02.13 and 21.02.13. He has been warned already about his poor attendance by Mr Bloggins, his subject teacher, and by myself. We pointed out that lessons are compulsory and that Arnold cannot be selective about which lessons he attends. Unfortunately, our warnings have not been effective.

I am sure that you will wish to support me in ensuring that Arnold attends all lessons from now on. Please do not hesitate to telephone me if you wish to discuss the matter further.

Yours sincerely

Head of Department

-----

**MODEL 2**

Copies to Year Team, Form Tutor

Dear (Parent)

I am writing to inform you of my concern about Arnold's poor attitude to work in Politics .

Arnold has failed to complete five pieces of work since September. He has completed another four but they have been of a very poor standard. Three pieces of work have been handed in late.

Arnold has been given warnings already about his poor work by Mr Bloggins, his subject teacher, and myself. We pointed out that homework is compulsory, that it must be given in on time and that it must be completed to a satisfactory standard. Unfortunately, our warnings have not been effective. I have, therefore, asked Mr Bloggins to give Arnold Grade U for all work missed so far .

I am sure that you will wish to support me in ensuring that Arnold completes his work to a high standard from now on. Please do not hesitate to telephone me if you wish to discuss the matter further.

Yours sincerely

Head of Department

SIXTH FORM TEACHING AND LEARNING

**HAYDON SIXTH FORM**

**CONTRACT**

This contract has been drawn up because the student below has under-performed in the stated subject and because other measures to ensure success have been ineffective.

**STUDENT**

**FORM**

**DEPARTMENT**

**SUBJECT/LEVEL**

**PERIOD OF CONTRACT     /   /     to     /   /**

**REVIEW DATE**

**MEMBER OF STAFF RESPONSIBLE FOR MONITORING**

**AGREED COURSE OF ACTION**

**SIGNATURES**

<b>STUDENT:</b> .....	<b>DATE:</b> .....
<b>PARENT:</b> .....	<b>DATE:</b> .....
<b>HEAD OF DEPARTMENT:</b> .....	<b>DATE:</b> .....
<b>HEAD OF FACULTY:</b> .....	<b>DATE:</b> .....

## SIXTH FORM TEACHING AND LEARNING

**6<sup>TH</sup> FORM CALENDAR OF MONITORING PROGRESS****YEAR 12**

- After GCSE results enrolment: students guided onto appropriate course.
- Minimum Expected Grades (MEGs) calculated based on GCSE attainment and issued to all students and staff.
- Progress against MEGs monitored by Form Tutor and Subject Teachers..
- September Curriculum Evening with Form Tutors and parents.
- In the first half-term, Effort Grades are reviewed by Form Tutors, Subject Teachers, Curriculum Leaders and Year Team.
- November - subject grades for effort and attainment and attendance sheet issued to parents. Underperformance identified and intervention strategies implemented with Form Tutors, Subject Teachers, Curriculum Leaders and Year Team.
- February – Parent Teacher consultation Evening with subject teachers
- January – Formal Mock AS examinations take place in lesson
- February – Mock exam results reported to parents
- February – Subject grades and attendance sheet issued to parents. Underperformance identified and intervention strategies implemented by Form tutors, Subject Teachers, Curriculum Leaders and Year Team.

One week work experience following the AS summer examinations

**YEAR 13**

- Following AS results of legacy exams, Form Tutors and Year Team guide students onto appropriate A2 courses.
- Minimum Expected Grades set for A2 and BTEC courses which are issued to students and staff.
- Form Tutors Mentoring programme for all students during Form period time.
- October – subject grades for effort, attainment and attendance sheet issued to parents at full Parent Teacher Consultation Evening. Check made against Minimum Expected Grades. Underperformance identified and intervention strategies implemented by Form Tutors, Subject Teachers, Curriculum Leaders and Year Team.
- January- Minimum Expected Grades checked against for under-performance
- March – subject grades and attendance sheet issued to parents.
- May – A2 Examinations

## SIXTH FORM TEACHING AND LEARNING

**Document History**

<b>Date</b>	<b>Issue</b>	<b>Status</b>	<b>Comments</b>
14/07/08	1	Update	Update to p.8 schedule and procedure for absenteeism
April 2013	1	Update	To Student committee 22.04.13 Accepted – To FGB 13.05.13 for information - Accepted
September 2016	2	Update	To student Committee 10.10.16 – Approved – to FGB for information 05.12.16