Teaching and Learning in the Sixth Form

The same. but different...

Many of the core basics of good teaching and learning such as using a range of strategies and AfL remain the same at KS5 as at KS3/4. However some things change...

This session will review the core similarities as well as helping you to understand and respond to the differences

Mary McCormack
LKM Associate
Who are the students?

*Last year’s year 11’s...*

- **Q:** Will they have become adults over the summer?
  - **A:** Probably not!

- **Q:** Will sixth form students and sixth form teachers expect the sixth form to be different?
  - **A:** Yes!
Set a sixth form ethos...

*Keep and build on the strengths of the school...*

‘an outstanding curriculum and, in particular, the very high quality of care, guidance and support. ‘

*Ofsted  June 2010*
Make it different...

- A young adult to adult relationship
- Transition from school to university/work
- Academically challenging: harder work!
- Opportunities for leadership and mentoring roles with years 7-11, volunteering, Duke of Edinburgh, student voice....
Set targets...

- Targets are set based on GCSE performance
- The target grade is a minimum target grade – not a prediction or a foregone conclusion

<table>
<thead>
<tr>
<th>GCSE Score on Entry</th>
<th>Highest</th>
<th>Lowest</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.30 – 7.70</td>
<td>A Biology</td>
<td>A Biology</td>
</tr>
<tr>
<td></td>
<td>A Maths</td>
<td>A Psychology</td>
</tr>
<tr>
<td></td>
<td>A Physics</td>
<td>B Chemistry</td>
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<tr>
<td></td>
<td>A Chemistry</td>
<td>C Maths</td>
</tr>
<tr>
<td>5.68-6.45</td>
<td>A Psychology</td>
<td>C Applied Business</td>
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<tr>
<td></td>
<td>B Applied Business</td>
<td>C Sociology</td>
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<td></td>
<td>B English Literature</td>
<td>U Govt and Politics</td>
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<tr>
<td></td>
<td>C Biology</td>
<td>U Psychology</td>
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<tr>
<td>4.13-5.00</td>
<td>A Applied Business</td>
<td>U Health and Social Care</td>
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<tr>
<td></td>
<td>C Eng Lit</td>
<td>U Sociology</td>
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<tr>
<td></td>
<td>C Psychology</td>
<td>U Psychology</td>
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<tr>
<td></td>
<td>D Maths</td>
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</tbody>
</table>
How can teachers and tutors use this information with students?

- Encourage students to “beat” their target grades in every piece of marked work and progress grade.
- Provide detailed feedback using:
  
  • A Medal and a Mission - www.geoffpetty.com
  • Assessment pro formas
How can teachers help prepare for success?

One challenge is to get through a very content heavy syllabus while at the same time developing the students’ higher level skills needed for the exams:

1. Focus on what is expected of pupils.
   - Answering the question
   - Identifying key issues
   - Being balanced
   - Supporting answers with factual information
   - Showing a range and depth of knowledge and understanding

2. Make use of Bloom’s Taxonomy

3. Plan to cover the syllabus in the time available

4. Bridge the gap: GCSE to A Level in first 6 weeks of the course

5. Choose a range of resources – a variety of text books
Bloom’s Taxonomy:

*Put in order...*

- Remembering
- Understanding
- Analysing
- Applying
- Creating
- Evaluating
Bloom’s Taxonomy:

Creating
Evaluating
Analysing
Applying
Understanding
Remembering
Learning activities:

Which of these activities are most effective? Put in rank order...

- Audiovisual
- Demonstration
- Discussion
- Lecture
- Teach others
- Practice doing
- Reading
The Learning Pyramid:

- Lecture: 5%
- Reading: 10%
- Audiovisual: 20%
- Demonstration: 30%
- Discussion: 50%
- Practice doing: 75%
- Teach others: 90%
What does this mean for teaching and learning?

Active & co-operative learning:
- Jigsaw
- Graphic organisers
- Spectacles
- Peer marking

Interactive Whole Class Teaching
- Dialogic teaching
- Dylan Williams ‘lollipop stick’ approach
- Open questioning - allowing students to make mistakes and explore reasoning to build to right answer
- Games
An increasingly independent approach to work will not happen on its own...

1. Provide support for individual work e.g:
   - Writing frames
   - Note taking frames
   - One to one feedback

2. Set high expectations from day one
   - Set substantial pieces of independent work
   - Notice and reward homework
   - Set work regularly
   - Use as evidence for progress grade
How can teachers prepare?

Use the full range of available information to understand the knowledge base required

- Exam board information
- Specification
- Past papers
- Assessment criteria
- Grade boundaries
- Sample marked scripts
- Exam board training