

CREATING THE PERSONALISED SIXTH FORM



Engaging with students
about learning



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Whether you are an effective form tutor with a range of skills or not, we all have the ability to improve and become even more effective.

To offer students a voice about educational life as they experience it, they need an opportunity to speak to someone. That's where tutoring can help.

EXERCISE 1: YOUR APPROACH TO TUTORING

Firstly, what are your responses to the two approaches to tutoring presented below?

Approach 1: Tick the box – job done!

It's me just a little

It's me quite a bit

It's me down to a tee

This approach views listening to the student voice as just another job on your busy list - an administrative one in which boxes are 'ticked off', questionnaires completed – job done! Let's get on with the real job of teaching.

Your comment on this approach...

Approach 2: Stuff the paperwork – just talk to me!

It's me just a little

It's me quite a bit

It's me down to a tee

This approach values the student voice and creates opportunities to listen to it – viewing any questionnaires/ interview schedules as a useful guide but not regarding their completion as the end product – the relationship and dialogue being most crucial during the process. This is what learning is about.

Your comment on this approach...

EXERCISE 2: YOUR SKILLS SET

Read the advice about encouraging dialogue with students and identify (a) your strengths and (b) areas where you might need to be even better.

Encourage dialogue by:	Excellent	Good	Need to be even better
Learning the names of students.			
Welcoming students e.g. saying, "Good morning."			
Being aware of the impact of non verbal communication – eye contact, smiling, nodding, tone of voice.			
Using humour without sarcasm or put-downs.			
Noticing behaviour to praise.			
Routinely asking questions e.g. "How are you?" or, "You're not looking your usual wide-awake self – are you tired?"			
Being interested in student responses to your questions, e.g. shown by responding to students when they answer a question.			
Asking after your students to gauge how they are getting on in classes and feeding the positive back.			
Knowing that students might not change immediately, no matter how hard and effectively you try.			
Dealing with negative instances in a neutral rather than hostile way e.g. "Is everything going well in your Chemistry class?" or more pointed, "I need to talk with (not to) you as the situation between Mr X and yourself needs to be resolved."			
Asking "What was it about the situation that ...e.g. got you angry" rather than, "Why were you angry?" One phrase blames the situation, the other blames the individual. Allow students a chance to attribute blame to themselves, rather than the tutor.			
Asking open-ended questions e.g. "How are your lessons?" rather than "Are your lessons going well?"			
Encouraging students to devise their own solutions e.g. "What do you think you can do to solve the problem?" or, "Is there anything you feel you can do that might help move the situation on a little?"			

Name: _____ Date: _____ Tutor Group: _____

- Complete the following review of your GCSEs / Scottish Standard Grades.
- Write out your views of your post 16 subjects.
- The findings will form the basis of a discussion with your tutor.
- The aims are to find out how the centre can support you and how you can take control to help you become successful at post 16 level.

STUDENT TO COMPLETE BEFORE MEETING WITH FORM TUTOR

SECTION A: REVIEW YOUR GCSEs / SCOTTISH STANDARD GRADES

SUBJECTS STUDIED AT GCSE LEVEL	GRADE ACHIEVED	EXPECTATION Below expectation Met expectation Exceeded expectation	COMMENT
Geology	C	Met expectation	Found the subject hard but enjoyable so never expected to attain higher than a grade C
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			

SECTION B: VIEWS OF YOUR POST 16 COURSES

Subjects	What are you looking forward to?	Any concerns about the subject? What can you do to address the concerns?
Geology	The field trip and the coursework as I know what area I would like to study	Remembering all the facts for the exam. Try out different revision strategies to help me find ones that work better than at GCSE. Test myself each week rather than leave it all to the end.
1		
2		
3		
4		
5		

SECTION C: STUDENT TO COMPLETE DURING STUDENT/TUTOR DISCUSSION

The way the centre can support me to be successful is:

The way I can support myself to be successful is:

YOUR BRIEF

Task 1 Presentation

- To work in a small group preparing a presentation about what you would do differently and what you would do again, if you were to repeat the previous academic year / course. Use the task sheet provided to help you ensure that the task is clear. The target audience is a group of students who are experiencing what you went through this time in the previous academic year. The aim is to help them use positive strategies that you found useful and avoid the problems that you experienced.
- Choose who is to present the advice at a future date to the Year group below you. You should aim for each member of the group to say something as your own voices should be heard by others - there could be someone just like you who connects with your experiences more than they would connect with someone else. There is also skill in presenting and this is an opportunity to get some practice. The structure / headings / style of your presentation is up to the group. You need to be clear about when, where, how long etc.
- *You might think about:*

*Organisation Choice of subjects Part time work Social life Revision Attendance Getting involved
Resolving conflict Study skills Resources Distractions Time management*

Task 2 Written advice to be published in the centre

The second part of the task involves sending the advice word-processed under TWO columns in this order:

- (1) Things I would do the same if I were to start all over again
- (2) Things I would do differently if I were to start the course all over again.

The material will be collated and published for students within the school / college.

Name: _____ Tutor Group: _____

Name of tutor: _____ Date of meeting: _____

SECTION A: ACADEMIC PROGRESS

Courses studied	Progress comment on each subject (e.g. easy/hard)
1. _____	
2. _____	
3. _____	
4. _____	
5. _____	

Do you need to re-sit any examinations? Yes / No
If yes, are there any problems / support needed?

What are your projected / target grades for each subject, based on your GCSE / Scottish Standard Grades?
What areas / skills do you need to develop to ensure you attain or improve on your projected / target grades?

Courses	Target Grade	My view of the target grade	What I need to do to achieve the grades I want
1. _____			
2. _____			
3. _____			
4. _____			
5. _____			

Window starts: _____ Window ends: _____

Name: (OPTIONAL) _____ Subject: _____ Teacher: _____ Date: _____

How do you feel about your lessons in my subject?

Respond to the following statements by putting a circle around a number and writing a comment

Strongly disagree	Disagree		Agree	Strongly agree
0	1	Lessons are usually well organised <i>Comment</i>	2	3
0	1	I generally understand the explanations in class= <i>Comment</i>	2	3
0	1	I am clear about my current level of attainment <i>Comment</i>	2	3
0	1	I am clear about what I need to do to improve <i>Comment</i>	2	3
0	1	I am making good progress on the course <i>Comment</i>	2	3
0	1	Generally, the homework set helps me improve <i>Comment</i>	2	3
0	1	I receive support if I need it <i>Comment</i>	2	3
0	1	The pace of the lessons suits me <i>Comment</i>	2	3
0	1	The resources used on the course are helpful <i>Comment</i>	2	3
0	1	Overall, I feel positive about the lessons	2	3

General comments:

Name: _____ Subject: _____ Teacher: _____

Date	Title of Work e.g. essay, section of coursework, test, marking exercise, presentation, answering a question in class	Type of assessment	What did I do well / better?	What do I need to do to make progress?	Grade / Score / Mark
WEEK 2		Self Peer Teacher			
WEEK 3		Self Peer Teacher			
WEEK 4		Self Peer Teacher			
WEEK 5		Self Peer Teacher			
WEEK 6		Self Peer Teacher			
WEEK 7		Self Peer Teacher			
WEEK 8		Self Peer Teacher			
WEEK 9		Self Peer Teacher			
WEEK 10		Self Peer Teacher			
WEEK 11		Self Peer Teacher			
WEEK 12		Self Peer Teacher			

Sample Pages

WAY AHEAD BOOKLET

NAME:

TUTOR GROUP:

Sample Pages

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GET INVOLVED

YOUR VIEW

Most post 16 students do not wish to take up opportunities outside the classroom?

Agree Disagree

ABOUT YOU

Having opportunities outside the classroom is important to me

Strongly agree Agree Disagree Strongly disagree

Tick which one of the following you tend to be best at – seeing, seizing or creating opportunities, and one at which you could be even better.

	I'm best at	I need to be better at
<p>• Seeing opportunities Be constantly on the look-out for opportunities. Find out about the wider opportunities in school / College. You will compete for university places and jobs against others who have the same grades as you. What else have you to offer e.g. Duke of Edinburgh Award, sports coaching, Debating Society?</p>	<input type="radio"/>	<input type="radio"/>
<p>• Seizing opportunities When opportunities arise, take them. Take a risk sometimes by involving yourself in areas that might be enjoyable or useful.</p>	<input type="radio"/>	<input type="radio"/>
<p>• Creating opportunities If there are clubs or opportunities that are not offered, see what you can do to create them: contact members of staff who could help you set up a club or opportunity. Ask for support, ask for facilities and resources and be polite yet persistent.</p>	<input type="radio"/>	<input type="radio"/>

OPPORTUNITIES I KNOW ABOUT IN SCHOOL / COLLEGE THAT I AM INTERESTED IN

OPPORTUNITIES I WOULD LIKE THAT I MIGHT NEED TO HELP CREATE

CATCH UP ON MISSED WORK

YOUR VIEW

Very few students catch up on missed work

Agree

Disagree

ABOUT YOU

I always catch up on missed work

Strongly agree

Agree

Disagree

Strongly disagree

Rank the tips in order of those that you find would help you make most progress from 1 being most useful to 8 being least useful.

	Rank
<ul style="list-style-type: none"> • Photocopy missed notes Who would you copy them from? 	<input type="radio"/>
<ul style="list-style-type: none"> • Read and highlight notes Having copied them, how likely is it that you would read and highlight the key points? Would you know the key points? How could you find out? 	<input type="radio"/>
<ul style="list-style-type: none"> • Transform notes Having read and highlighted the notes, how likely is it that you would change the notes into your own words? 	<input type="radio"/>
<ul style="list-style-type: none"> • List set work i.e. essay title How hard do you work at finding out about essays or exercises that were set when you were away? Do you wait for the teacher/lecturer to contact or chase you? 	<input type="radio"/>
<ul style="list-style-type: none"> • Negotiate deadlines for completion If you have been absent and miss a deadline or are likely to miss a deadline, how likely is that you will discuss a negotiated deadline so that your teacher is aware and has agreed to the extended deadline to enable you to produce a quality piece of work? 	<input type="radio"/>
<ul style="list-style-type: none"> • Plan time/schedule What can you do to make yourself even better at this? 	<input type="radio"/>
<ul style="list-style-type: none"> • Monitor achievement maintaining dialogue with teacher Could you be even better at monitoring and talking about your progress, particularly if you are falling behind? 	<input type="radio"/>
<ul style="list-style-type: none"> • Check understanding of concepts/methods with teacher How specific are you when you ask questions? Do you take the time to try and solve the problem yourself first and then ask very specific questions or do you state, "I don't understand any of this!" 	<input type="radio"/>