



# 'Be who you want to be at RHHS Sixth Form'

Ribston Hall  
High School





# Curriculum Intent

## **Cognitive Fluency**

Become effective, autonomous learners who have developed skills that enable them to learn with cognitive fluency. They will have high aspirations and will work hard to achieve their goals;

## **Personal Character**

Develop their personal character. They will have high expectations of themselves and their behaviour. They will show good judgement, confidence and self-belief;

## **Compassion & Tolerance**

Develop compassion, tolerance and a strong social conscience. Students will take opportunities to improve their own world through their careers and relationships in both the local and global community.

# Curriculum Mapping



- Threshold concepts
- Optimal concept sequencing
- Knowledge Organisers





### Ribston Cognitive Qualities (RCQ)

Criteria-based assessment framework which is closely linked to students' metacognition and self-regulation. The criteria are derived from the recommendations from the [Education Endowment Foundation](#). There are four key areas with a five-point scale (1 is the highest) where 3 or above is our expectation for students.

Score	Knowledge	Strategies	Application	Independence
<b>1</b> Consistently exceeds expected progress	Student <u>is able to</u> interconnect deep and extensive knowledge through activating their prior learning.	Student selects the most effective cognitive strategies from their deep and extensive cognitive toolkit.	Within their planning, monitoring and evaluation of tasks, students have an advanced level of self-efficacy.	Students have advanced levels of management, <u>organisation</u> and adaptability within their learning.
<b>2</b> Exceeds expected progress	Student <u>is able to</u> able to interconnect extensive knowledge through activating prior learning.	Student selects the most effective cognitive strategies from their extensive cognitive toolkit.	Within their planning, monitoring and evaluation of tasks, students have a high level of self-efficacy.	Students set specific short-term goals and adopt powerful strategies for attaining them. They monitor their performance for signs of progress and adapt future <u>methods accordingly</u> .
<b>3</b> Meets expected progress	Student <u>is able to</u> interconnect knowledge through activating prior learning.	Student selects the most effective cognitive strategies from their cognitive toolkit.	Within their planning, monitoring and evaluation of tasks, students have good self-efficacy.	Students learn with autonomy, making active choices to manage and organise their learning.
<b>4</b> Occasionally meets expected progress	With direction, student <u>is able to</u> interconnect knowledge through activating prior learning.	With direction, student selects effective cognitive strategies.	Within their planning, monitoring and evaluation of tasks, students have developing self-efficacy.	Students beginning to make active choices to manage and organise their learning.
<b>5</b> Does not meet expected progress	Student is unable to interconnect knowledge or develop schemas.	Student unable to select effective cognitive strategies.	Within their planning, monitoring and evaluation of tasks, students do not demonstrate self-efficacy.	Student unable to make active choices to manage and organise their learning.



### **Ribston Cognitive Qualities (RCQ)**

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**Knowledge** – interconnection of learning

**Strategies** – acquisition, maintenance and transfer of learning

**Application** – approach to Advanced Level study

**Independence** – organisation of learning

# High Quality Teaching



- Pitching the material to challenge and engage you
- Having a strong command of the subject and using that to present challenging questions and tasks
- Welcoming intellectual curiosity
- Facilitating discussion with examples, counter-examples and tangential ideas

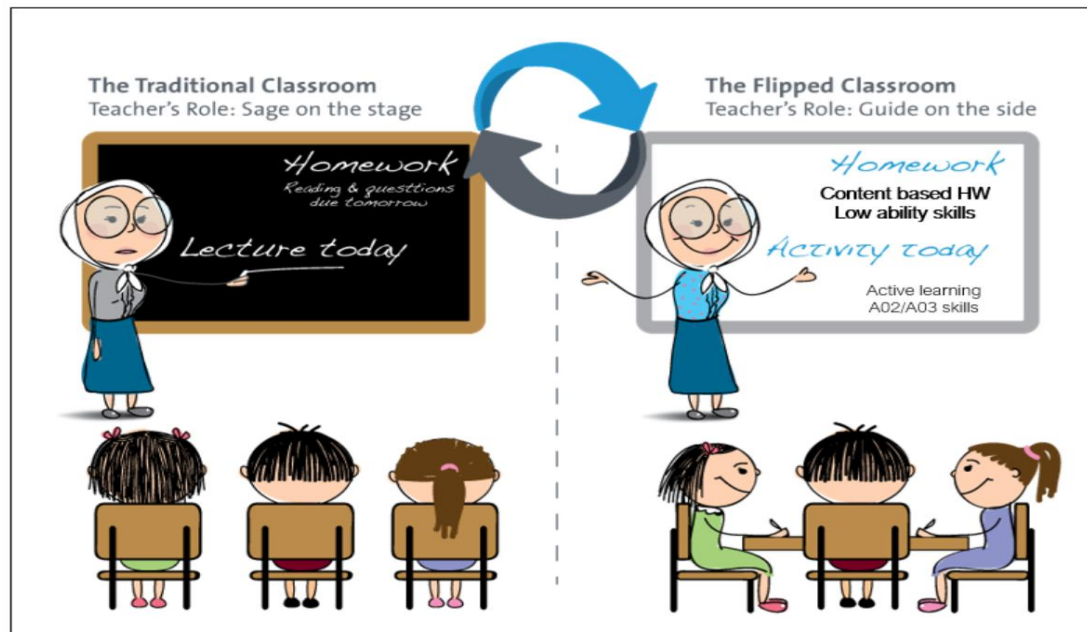
# High Quality Teaching



- Expecting precise answers, extended answers and answers that focus on the Why and How... not just the What
- Expecting and reinforcing accurate subject specific language
- Ensuring you explore the depth and breadth of subject
- Providing Flipped Learning opportunities



# Flipped Learning





# High Quality Learning



- Monitoring progress through Personalised Learning Checklists:
  - Specific to every Unit / Topic in every subject
  - Subject knowledge and skills required for A/A\*
  - Regular Red / Amber / Green rating

**Personalised Learning Checklist- Humanities  
(History Paper 3)**

Unit	Content and skills required	Rate current knowledge (Red/ Amber/ Green)	Revised once?	Following planning some exam Qs	After a timed practice i.e. mock	Final check
<b>Breadth 1: The Impetus for Public Health Reforms</b>	The impetus for change, c1780-1939: <ul style="list-style-type: none"> <li>Problems of public health created by industrialisation</li> <li>Impact of epidemics</li> <li>Reports on the state of towns</li> <li>Increasing understanding about causes of disease (key development: the cholera epidemic 1832);</li> <li>The significance of advances in technology for improvements in the provision of systems for drainage and water supply.</li> </ul>					
	Changes in the attitudes of public, press and parliament to public health issues, c1780-1939, and the reasons for them;					
	The growth of the government's role in the nineteenth and early twentieth century.					
	Chronology- being able to put key events into chronological order and assess the context of each event					
<b>Breadth 2: Changes in Public Health</b>	Criteria- ability to apply criteria to an essay question in order to evaluate an argument i.e. number of people affected, long/short term change etc.					
	The role of central government action and local initiatives in changes in public health provision c1780-1939. <ul style="list-style-type: none"> <li>Vaccinations</li> <li>Improvements in drainage and sewerage</li> <li>Improvements in water supply</li> <li>The work of medical officers of health</li> </ul>					

# High Quality Learning



- Planning, monitoring and evaluating your own responses
- Building cognitive strategies to assist in acquiring, maintaining and transferring knowledge
- Learning retention and retrieval skills to strengthen schemas; revising from the beginning of the course

# High Quality Learning



- Becoming an instructional resource within the classroom
- Setting goals and employing strategies to meet these goals with tutors and teaching staff
- Reading additional material and consolidating knowledge outside of the classroom



# Student Expectations

# WHAT ARE THE SCHOOL'S EXPECTATIONS?



## 1) Minimum **GOOD** commitment to learning in all subjects.

Need to be self motivated – if not, why not? Always comes back to the key question “Why are we here?”

## 2) Minimum **95%** attendance across all subjects (and form-time).

Punctuality and attendance in every lesson is monitored closely.

# Student PLC Example for an Ideal Student



Sixth Form Student PLC	Jane	Simon	Balraj	Abi	Eve
Is the <b>leader</b> of their own learning	Red	Green	Green	Green	Green
Understands the importance of nutrition and hydration (always carries water)	Green	Red	Green	Red	Green
Develops strong working relationships with all subject teachers and tutors	Green	Green	Green	Red	Green
Takes the <b>initiative</b> and <b>communicates</b> regularly (weekly) with subject teachers outside of lessons	Green	Green	Red	Red	Green
Has a Growth Mindset (is <b>resilient</b> ) - sees failure as part of the process of learning	Green	Green	Green	Green	Green
Is happy to, and regularly does, ask for help and support	Green	Green	Red	Green	Green
Works in collaboration with others students	Green	Green	Red	Green	Green
Has an <b>organised</b> and tidy work space at home	Green	Green	Red	Green	Green
Understands how to manage private study time	Green	Red	Red	Red	Green
Has home and school folders for each subject	Green	Red	Green	Green	Green
Distills school work into home folders regularly	Green	Red	Green	Green	Green
Uses a PLC to check understanding regularly and acts on it	Green	Green	Green	Red	Green
Is able to turn off a mobile phone whilst working in school or at home	Green	Green	Green	Red	Green
Has a weekly schedule of work which includes assignments AND regular checking of understanding	Red	Red	Red	Red	Green
Is employed for no more than 8 hours a week and can reduce that time at key points	Red	Red	Red	Red	Green





# Critical Thinking



Clinically proven in 10 independent tests





# Good Arguments vs. Fallacies



## Good Arguments

- Appeal to logic and reason
- Give reasons that logically support the claim
- Provide facts and evidence to support reasoning
- Do not rely on unproven assumptions

## Fallacies

- Appeal to emotion, bias and prejudice
- Give reasons that do not logically support the claim
- Do not provide adequate evidence
- May be based on unproven assumptions

# Faulty Cause *(Post hoc ergo propter hoc)*



- Assumes that because one thing comes after another, the first thing must be the cause.
- Example: “The rooster crows immediately before sunrise; therefore the rooster causes the sun to rise.”
- Example: “I wore a red shirt the day of the test, and I did well. The red shirt must have helped me pass the test.”

# Hasty Generalization



- Basing a broad conclusion on too little information (a small sample, for instance).
- Example: “I met three Queens College students and they all said Queens College was awful. Clearly, all of the students there hate it.”
- Example: “Nine out of ten people surveyed said they prefer Apple products. Therefore, 90% of Americans prefer Apple products.”

# Ad Hominem (Damning the Source)



- Attacking the arguer instead of the argument.
- Example: “My opponent wants to raise taxes on the wealthy, but he’s just a snobby liberal!”
- Example: “Your arguments about gun control have no merit. Look, your socks don’t even match.”

# Straw Man



- Exaggerates or simplifies an opponent's argument in order to make it easy to "knock down."
- Example:
  - Person A. "We should relax some of our restrictions on buying alcohol."
  - Person B. No. If we start encouraging everybody to drink as much as they want, we'll have a society full of drunks.
- Example:
  - Candidate A: "I believe we should increase tax rates for the rich and lower them for the poor."
  - Candidate B: "As you can see, my opponent wants rich people to give all their hard-earned money to the government."

# Slippery Slope



- An argument that assumes an unlikely chain of events leading to a drastic conclusion.
- Example: “If we give in every time our baby cries, he will always pitch a fit to get what he wants, and he will end up in prison because we never set limits.”
- Example: “If we allow euthanasia, we’ll end up allowing more and more types of killing, and eventually murder itself will be legal.”

# Leadership Opportunities



- Students leading their learning, both in lessons and outside your classes
- We encourage all students to take on leadership roles within the wider school community and beyond
- Next year for the first time we will be offering The Student Leadership Accreditation Programme, in association with SSAT to formalize, champion and extend this provision

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# The Extended Project Qualification

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# What is the EPQ?



- The EPQ is a single piece of work of a student's choosing that demonstrates skills in planning, preparation, research and independent learning. This work could be:
  - a research-based report
  - a production, such as a fashion show or charity event, accompanied by a written report
  - an artefact, such as a piece of music or artwork, accompanied by a written report.
- The whole process from start to finish takes about 120 hours. We will support you, but it is an independent project that must be student-led.
- The EPQ is assessed against the following four learning outcomes:
  - Managing a project
  - Using resources
  - Developing and realising a project
  - Reviewing the project

# Skills



- The EPQ is a single piece of work that requires evidence of planning, preparation, research and independent learning. These are skills that are valuable for studying at university. Some Russell Group universities will make you a lower grade offer if you have a good grade in the EPQ. Even if it is not part of the offer, it can be used in your personal statement or interview to demonstrate your interest or aptitude in the subject.

## Enhancing skills in preparation for university

- By following an EPQ, students will develop and demonstrate a wide range of transferable skills, which can include:
- Project management, planning, research, critical thinking, analysis, synthesis, decision-making, problem-solving, evaluation and presentation skills
- Critical, reflective and independent learning
- Creativity, initiative and enterprise
- Responsibility
- E-learning skills and the use of technology

# Value



The qualification is graded A\*-E and carries UCAS tariff points equivalent to half a full A-level. It is highly-valued by universities. The Russell Group's 'Informed Choices' guidance advises that:

*“Russell Group universities value the EPQ which can be drawn upon in your personal statement and at interview to provide evidence of enthusiasm for your chosen subject. Some Russell Group universities may also include the EPQ in their offers.”*

# Russell Group Universities



Many universities make dual offers to include an alternative offer with an EPQ.

- The University of Southampton were the first university to introduce an alternative offer scheme but there are now many examples; Queen Mary University of London may provide a dual offer of ABB at A-level or BBB with an A in the EPQ.
- For entrance to Medicine, Queen's University Belfast will accept an EPQ grade A in lieu of their 4th AS requirement.
- Other universities, including Oxford, may not make specific conditions for EPQ but do recognise the value it adds and encourage students to take it. *"You will be a more convincing applicant if you can demonstrate breadth of reading and independent research into your chosen subject required by an EPQ"*
- Cambridge "welcome and encourage" the EPQ but "recognise that not all students have equal access to them and so completion of an Extended Project won't normally be a requirement of any offer made".



# Choosing a Topic & Question



## How to decide on a topic focus

- ✓ Possible career paths.
- ✓ An aspect of a subject area which you might like to study at University.
- ✓ Development of work from your A-Level courses – your EPQ must however **not in any way** duplicate work you will do for your A-Level subjects.
  - ✓ A current issue of interest.
  - ✓ An area of personal interest.
- All forms of Extended Project involve significant research.
- In many projects, the title emerges as a result of a process of thinking and researching. You don't need to fix the title immediately.
- For written projects, there should be substantial development of *argument*.

# Question Examples



- Designing a website for a 'vintage' clothes shop.
- Has hip-hop remained true to its roots?
- Writing and illustrating a children's book.
- Does racism still exist in South African rugby?
- Is it ever right to prioritise wealth over human rights?
- Organising a charity ball.
- To what extent do invasive species have a negative effect on a country and is it right to kill them?
- What does feminism mean to the modern woman?
- "Should smokers be treated on the NHS?"
- "Are some adverts aimed at children unethical?"
- "Is there an age group when social networking is most prolific?"
- "Monitoring a fitness programme for improving hurdling performance"

# Summer Work



Over the summer, we would like you to do some preliminary thinking about some possible topics for your EPQ project.

In September we would like you to come to school with 3 possible areas you may wish to focus on.

1. Complete the Future Learn course: How to Succeed in Your EPQ: the Nuts and Bolts of Completing Your Project.
2. Create a mind map with 3 strands, showing as many different topic areas you may want to study for each topic idea as possible.
3. Choose one topic area and come up with 3 possible titles.

# Transition/Summer Work



- Please see the link below for the summer transition work:

[Summer transition work](#)



# GCSE Results & Enrolment



- WHEN: Thursday 12<sup>th</sup> July

We are very much looking forward to seeing you in school on that day so we can complete your timetables ready for September. We will be in touch soon with timings for that day so that you know exactly when to come in to meet us.

# Any questions?



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