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Reepham High School & College



RHSC - Context

- Intake (prior attainment)
- 1961 – 2009: 820 pupils, 11 – 16
- OFSTED
- Specialisms



1. Success - recruitment

- The first intake
- Subsequent years
- Absence of public transport
- Play the game (prospectus, Excelsior, induction days, How to be a doctor days, 'phone calls home)



2. Success - results

- Outstanding A/AS level results
- Over 30% of the 2013 cohort secured places at Russell Group universities.
- Three students secured places at Cambridge University.
- In 2014 78 students applied to university receiving 325 offers.



100%

of all grades at A2 were
between A* and E.

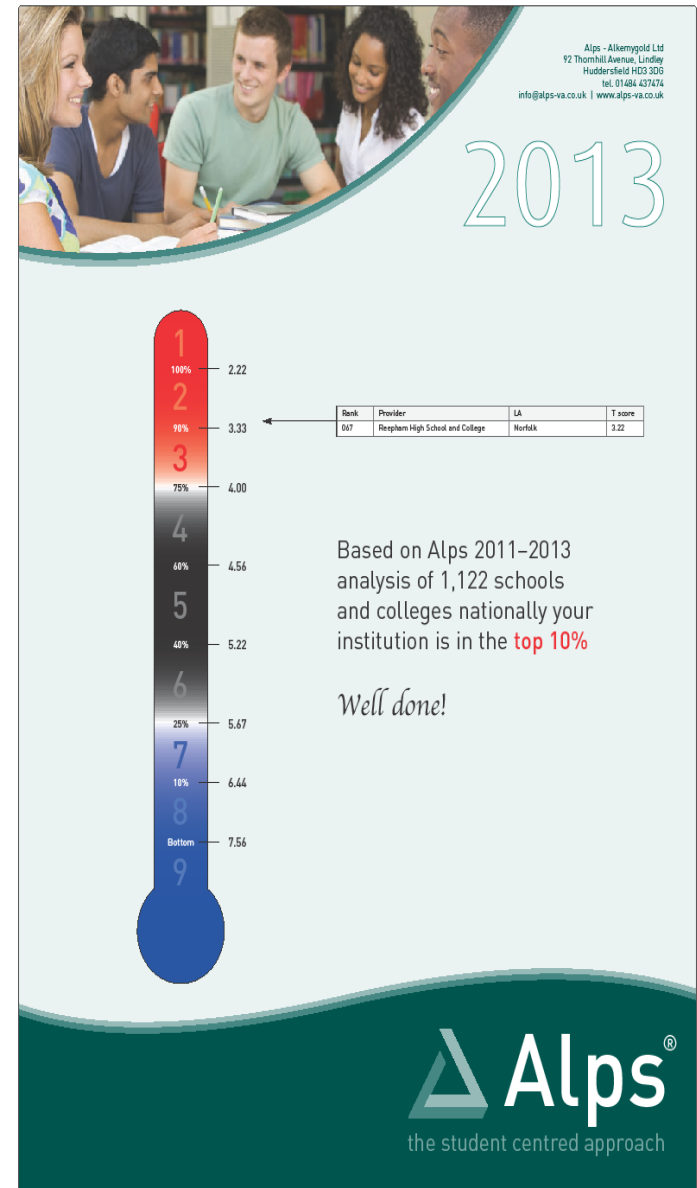
60%

of all grades at A2 were
between A* and B.



3. Success – Alps at A2

- 3 Year T score 3.22 – ranked 67th nationally out of 1122 organisations.
- 1 year T score at A2 2.78 – top 10%
- Average GCSE point score on entry is 6.3
- 29.8% of all grades A*/A at A2.



Ofsted

“ Students are
very good
at working independently,
and they make
excellent use
of the sixth form centre for
quiet private study.

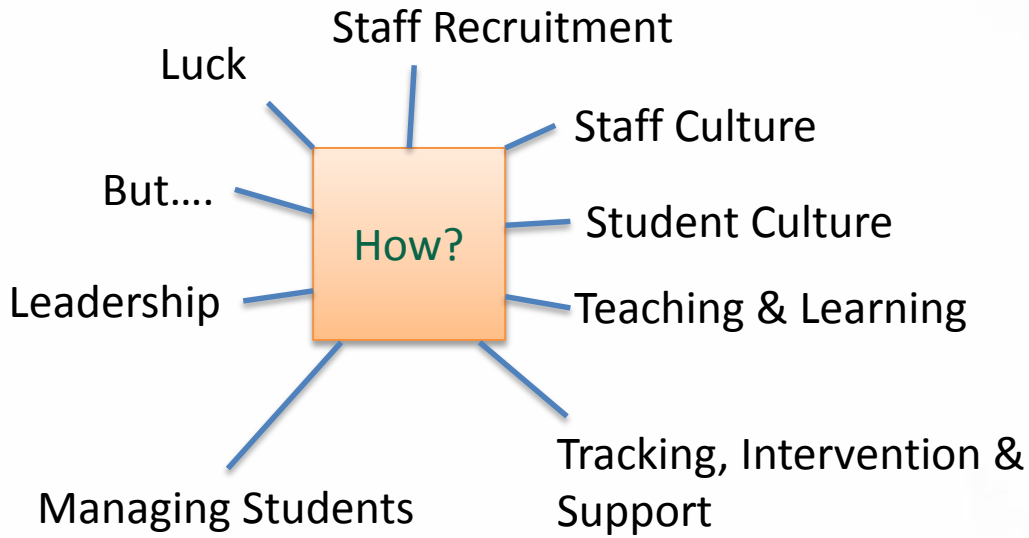
Progress
made is in line
with that of the
top 25%
of schools
in the country.”

Source Ofsted 2013

“ The sixth form is
outstanding.
Students attain
high AS
and
A level results
and they make
outstanding
progress.”

Source Ofsted 2013





1. Luck

Starting from scratch

- Design our own building
- Curriculum – play to our strengths, L3, L2, vocational
- Recruitment opportunities
- Establish the culture

The geography of Reepham

- Good
- Bad



The importance of design



2. Staff Recruitment

- Recruit (or train) high quality staff
- Match skills to positions
- Attract positive role models who 'go the extra mile'
- Motivate and retain
- Appoint to potential
- Use non qualified teachers



3. Staff Culture

- Expect hard work
- Lead by example
- Humour and banter
- Find them doing the right thing
- Communication is key. Drip drip all the time.
- All are leaders (not just teachers)
- What do students want?
- Accountable for every single student
- Grasp nettles (eg coursework issues)



4. Student Culture

- Get tone right from the start (Open Evening?)
- No free periods. No common room.
- Train them. They want to be made to work.
- Not university students.
- High Expectations – key message is ‘actions have consequences’ – good or bad!
- All done with smiles, cheerfulness, care and time.
- Aspirational targets – personal ownership
- Freedoms and privileges linked to performance
- Gradual process of transition toward self-directed learning
- Enrichment and carrots
- Bernard Matthews



Trips and visits. Broader horizons.

- Educational visits.
- International exchanges.
- Links around the world.

Countries visited include; India, Iceland, Germany, Czech Republic, France, Spain, Turkey, Finland, China, Austria, USA, Belgium, Norway, Poland...



5. Teaching

- High level of internal consistency – challenge underachievement of students AND staff
- Robust systems for tracking progress linked to support mechanisms
- Lesson observations, peer observations, data analysis and student feedback surveys used to inform judgments and adapt practices
- Teamwork and consistency – all uphold key values of good manners, behaviour, meeting deadlines, attendance
- Building appropriate relationships – respect in a more informal environment.
- Regular communication – formal and informal
- One to one every term



Teaching

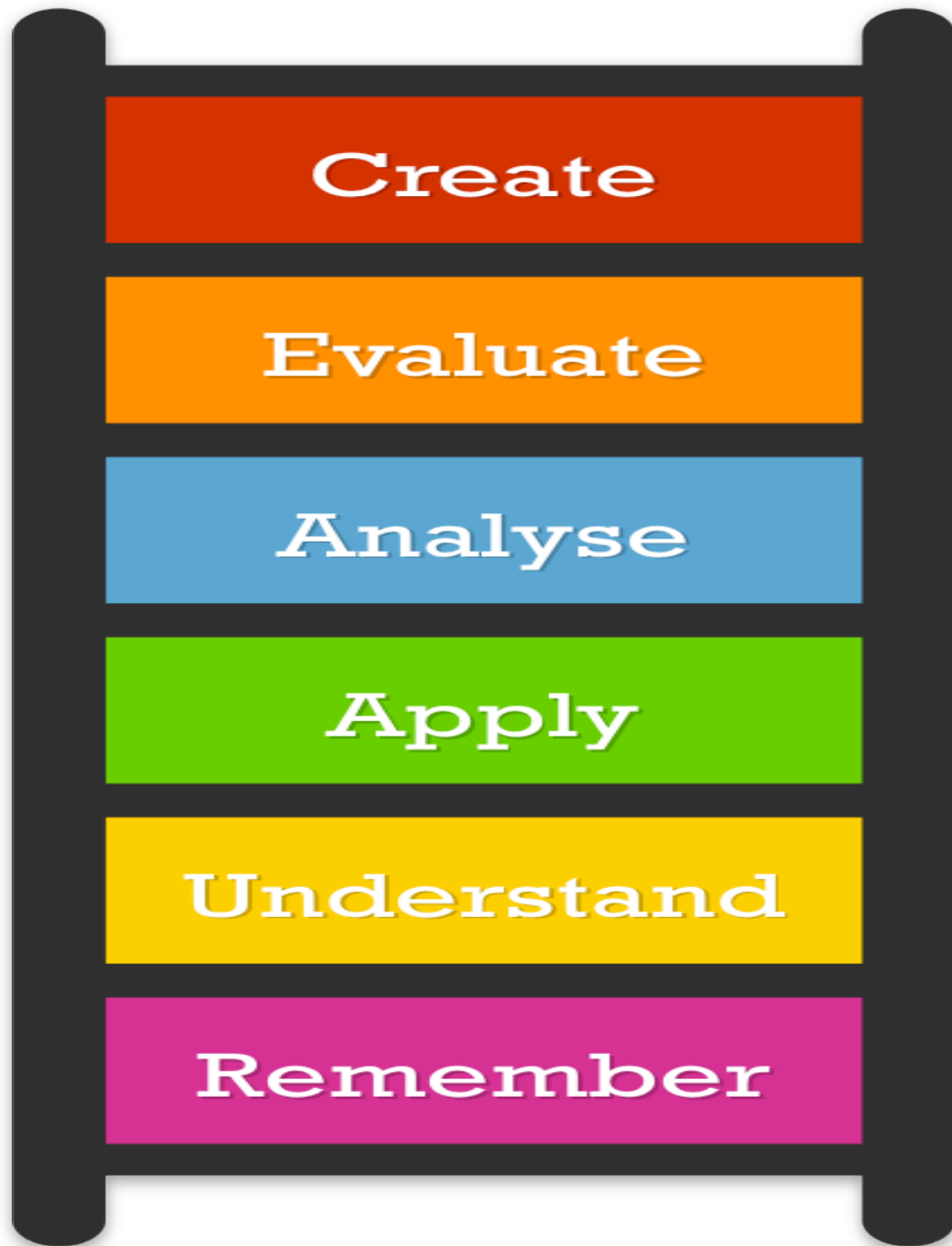
The key – teacher
enthusiasm and wanting to
do the job even better.



Social Science Departmental Department Agenda

12.30pm Monday 23rd June 2014

1. Matters arising
2. Independent Study skills booklet and training for new AS in September
3. Flipped learning e.g. 's from Sociology
4. CRS "scrapbook" idea.
5. Updated marking for Sociology and Psychology to share
6. New specifications 2015-2017
7. UCAS subject references
8. Go 4 Schools
9. Curriculum Development Group: Observation Reminder to observe one other member of staff focusing on 3 Ofsted areas of improvement before end of July.
10. Trips
11. Students causing concern:
12. GRN leaving drinks and Meze at Franks Bar 7.3-pm Friday 18th July.
13. Future meeting dates:



Preparing you for AS and A Levels

Independent study
skills

The Thinking Ladder

Advanced Level



At AS and Advanced Level you are expected to complete unsupervised work in your independent private study time, in the LRC, to extend your learning. This includes additional reading, practice exam questions, revision and research tasks.

Use this booklet to help structure your independent study time. Complete tasks as and when you want to consolidate and extend your learning. If it helps to structure your time whilst you are getting used to independent study track which tasks you complete at the back of the booklet.

The tasks start off easy at the bottom of the ladder, (think of this as E or D grade skills) but increase with difficulty as you get nearer the top. The more challenging a task, the more advanced the skills required and therefore the higher the grade you



Remembering (Knowledge) Tasks

Identification and recall of information at the shallowest level. Also known as Knowledge (A01).

- 1) Write down everything you can remember about the topic from memory.
- 2) Write down all the key terms for the topic and define them.
- 3) Create an Acronym using the first letter of all the key terms, to help you remember them!
- 4) Reproduce everything you can remember on the topic onto small flashcards.
- 5) Play key word hang man with another student or taboo with your flashcards.
- 6) Write out everything you can remember on a topic and highlight the most important points. Colour code.
- 7) Write everything you know about a topic in 10 key bullet points.

Understanding Tasks

Organisation and selection of facts, information and knowledge to show you understand (A01)



- 1) Pick out 5 key points on the topic and explain them in your own words.
- 2) Reduce the key points down to under 200 words.
- 3) Pretend the examiner knows nothing. Explain all the key points as if you are telling someone who knows nothing about it.
- 4) Brief summaries. Summarise each of the key points in under 50 words each.
- 5) Hungry Caterpillar: Place all the key terms from one lesson in a logical order to form a caterpillar. Write a paragraph underneath explaining how they link together.
- 6) Pick out a number of key terms and explain what they mean verbally (out loud) to a friend or relation.
- 7) Create true or false cards. On one side of the card write a statement, on the reverse write whether it is true or false and why. Test yourself.

Application Tasks

Using facts, rules, principles and applying them to examples or to solve a problem. Applying A01.



- 1) Explain why the topic is significant or important.
- 2) Explain a real life example for each key point.
- 3) Explain how each topic relates or links together.
- 4) Find/research a real life piece of evidence or news which illustrates the topic.
- 5) Apply the topic to your own life. How does it relate to you?
- 6) Think about the topic and explain it using a cartoon character, TV character, celebrity or other scenario.
- 7) Look up past exam papers online. Try applying the topic to a short mark exam question. Mark it using the mark scheme.

Analysis Tasks



Separating a whole and examining its component parts or features. Comparing and contrasting (A02).

- 1) Compare and contrast two or more theories, perspectives or studies. Write a comparison paragraph.
- 2) Compare and contrast two or more theories, perspectives or studies. Make a list of differences and similarities.
- 3) Take a key study and de-construct it by explaining it's aim, method, procedure, findings and evaluation.
- 4) Create a mind map or flow diagram of a topic, showing all the links and connections.
- 6) Explain a piece of evidence for (supporting) and against (challenging) a theory or perspective.
- 7) Use a piece of evidence to write a PEEL of one key Point, Point, Evidence, Explain, Link.
- 8) Conduct a small scale experiment, survey or study and analyse your results. Mean, median, mode, range.

Evaluation Tasks

Developing opinions, judgements & decisions. Critical thinking skills. A02 strengths and weaknesses.



- 1) Create a table of strengths and weaknesses for a topic, approach, theory, perspective or study.
- 2) Pick a key study or piece of evidence and evaluate it in terms of research methods used.
- 3) Write a short paragraph on how far you agree with the topic and why?
- 4) Opinionated Octopus. Evaluate the topic using 4 strengths and 4 weaknesses.
- 6) Choose a key theory or perspective and explain how one piece of evidence supports or refutes it.
- 7) Use a piece of evidence to write a PEEL evaluation point of a theory. Point, Evidence, Explain, Link.
- 8) Write a critical commentary of the theory or perspective. Use phrases such as 'This supports/suggests... because...'



Creation Tasks

Combining or organising information to form a new whole or create something new. Meta-knowledge.

- 1) Transform a theory or perspective into a comic strip, storyboard, YouTube clip or news article.
- 2) Suggest and explain an alternative approach, theory or perspective.
- 3) Write a short exam question and mark scheme. Think about how it will be assessed.
- 4) Create a song, poem, script or article of a topic, theory or perspective or blog about a specific topic.
- 6) Create and plan your own experiment, study or survey to test a theory or perspective.
- 7) Create a role play or puppet show on a topic or theory.
- 8) Produce a revision guide including key points and activities.

- **A2 Psychology PSYA3 Topics in Psychology**

- **(Biological Rhythms and sleep, Aggression and Eating Behaviour)**

- **Topic:**

- **Date:** **Name:**

Target Grade:

- **Essay title/question:**

- **AO1**

- **Is your knowledge and understanding of explanations (theory) and/or methods accurate and well detailed?**
- **Do you have a good range of relevant material in your answer?**
- **Is there substantial evidence of breadth and depth in your answer?**
- **Is the organisation and structure of your answer coherent?**

- **Mark bands:**

- Sound
- Reasonable
- Basic
- Rudimentary

- **A02 Student evaluation**

- **Which mark band would you put your A02/3 in?**

- **Things I need to improve next time:**

- **Areas to focus on next time (circled):**

- Interpreting the question Timing Psychological terminology Elaboration Evaluation SPAG Reductionism
- Free Will/Determinism G R A V E Objectivity Ethnocentrism Androcentrism/gender bias Nature versus Nurture

- **Staff comment:**
- **Mark/Grade:**
- **A01 /8 A02/3 /16 /24**
- **A*(22-24)A (19-21) B (16-18) C (14-15) D (12-13) E (9-11)**
- **A02**
- **Does your commentary demonstrate sound analysis, understanding and interpretation of the question?**
- **Is your answer focussed on the question, showing coherent *elaboration* and a line of argument?**
- **Are your ideas structured and expressed clearly and fluently? Do you use psychological terminology effectively and demonstrate good SPAG?**
- **Mark Bands:**
- Effective
- Reasonable
- Basic
- Rudimentary
- **A01 Student evaluation**
- **Which mark band would you put your A01 in?**
- **Things I need to improve next time:**

6. Tracking, Intervention & Support

- Right students on the right courses.
- Set challenging (but achievable) personally relevant targets and frequent assessment.
- Establish student – parent – staff responsibilities on Day 1 with clear communication channels.
- Daily tutor contact with planned 121 sessions and an expectation of 100% attendance.
- Personalised support (mentoring) with regular updates and reviews – is intervention effective? Are systems robust?



7. Student Management

- Set rules you're going to enforce – be concise:
Lord's Prayer – 54 words
10 Commandments – 297 words
EU directive for exporting duck eggs – 26,911 words
- Preach the value of hard work – achievements do not happen by chance
- Paternalistic approach – no home study and private study in LRC for Year 12
- Consequences BUT rewards for progress.
- Children that look like university students.
- Opportunities to excel both academically and socially and to develop leadership and independence skills both within and beyond the classroom.
- Involve students in the processes – College Council, Principal's Council, etc.
- Let them know you value them and they are your best source of promotion, reputation, etc. siblings
- Banter and relationships



8. Leadership

- Distributed – everyone is a leader – staff and students
- Regular and timely communication – Heads of Department, Heads of Year, support staff.
- Focused discussion on target setting – Why? How? What? When? Termly meetings with HoDs.
- Role Models – ethos, values, culture underpins everything and applied by ALL.
- Accessibility of leadership team to parents, students and staff.
- Professionalism of the organisation portrayed to ALL by ALL.
- Importance of non-teaching staff



But...

We are not there and we have a lot to learn.

Relentless, never ending hard work. (But it should be fun).

Initial impact on KS3 and KS4.

The journey continues.



