



JOHN MASEFIELD SIXTH FORM

STUDENT EXPECTATIONS

Learning Agreement:

It is important that students and parents/carers have a clear understanding of what will be expected from Sixth Formers as the senior students of the school. This Learning Agreement outlines those expectations.

Learning Expectations:

Students within the Sixth Form are considered young adults who must set a model of good behaviour for students in younger years and in the local community. As such the standards required from the students are higher than those in lower school. Generally you will be given more freedom and privileges in the Sixth Form, however, these carry responsibilities. As a student in our Sixth Form you will be expected to:

Classwork:

- arrive punctually at all lessons including tutor /mentor sessions;
- work very hard in all your lessons, taking a full and active part in making lessons successful, along with producing work at or above target grade;
- develop your ability to work independently and with others;
- show resilience and develop the ability to overcome difficulties and learn from your mistakes;
- be ambitious, passionate and inquisitive.

Homework/Independent Study:

- give priority to school work and Independent Learning by spending at least 4 hours per week on each subject outside of lesson time;
- complete all work by the set deadline, in detail and at or above your target grade;
- act quickly and effectively on teacher feedback to update and improve work;
- co-operate to keep study areas silent and conducive to learning for all.

Organisation:

- achieve attendance of between 95% and 100% for the year;
- prioritise your Sixth Form work above other activities;
- communicate clearly and in a timely manner any planned absences from lessons;
- revise and prepare thoroughly for all internal and external tests to achieve test scores at or above your target grade;
- to support exam success, develop excellent revision resources as you go through the course;
- keep folders (including electronic) well organised and accessible.

Life Beyond The Classroom:

- respect the Sixth Form environment and wider school facilities and resources;
- conduct yourself in a manner appropriate as the most senior students in the school, showing respect, tolerance and kindness to all members of the school community;
- dress suitably for a place of work with no extremes of fashion, haircuts/ unnatural colours/ multiple /facial piercings;
- not to smoke on or near to the school campus;
- take part in the range of enrichment activities offered in the Sixth Form, make a positive contribution to school life and become actively involved where possible.

I understand the expectations outlined above and agree to abide by them. I accept that I may be required to leave the Sixth Form if these Learning Expectations are not met.

Name of student:			
Signature of student:		Date:	

Attitude to Learning Descriptors for Progress Checks and Reports

Level	Level descriptor
1 OUTSTANDING	<p>Classwork Always works very hard often producing classwork above target grade and scoring above target grade in most internal tests. Displays very high levels of passion, motivation and interest in enthusing others to do the same. Draws on their wider research and reading to inform and enrich classwork and discussion.</p> <p>Homework/independent study Unfailing completes work set to a high standard and often above target grade. Prepares rigorously for all tests and BTEC assignments. Highly proactive in extending own learning with evidence of reading and research beyond the syllabus. Produces very high quality revision materials and regularly self-reviews and reflects on how to improve BTEC assignment work.</p> <p>Organisation Always punctual, meets all deadlines, and encourages and supports others in doing the same.</p> <p>Beyond the classroom Creates / organises enrichment opportunities for self and others and engages fully with Sixth Form enrichment being an inspiration to other Sixth Form and younger students.</p>
2 EXCELLENT	<p>Classwork Works very hard throughout all lessons, always produces work at or above target grade. Routinely displays a high level of motivation and takes a full and active part in lessons.</p> <p>Homework/independent study A highly organised independent learner. Unfailing completes work at or above target grade. Always acts quickly on teacher feedback to improve answers / understanding and is proactive in securing and extending their own learning. Routinely and independently develops revision resources throughout the year. Always responds proactively to peer and class feedback to improve the standard of BTEC work.</p> <p>Organisation Always punctual. Work folders/files/ books are very well organised. Always hands work in on time including meeting BTEC assignment deadlines.</p> <p>Beyond the classroom Is involved in a range of both enrichment and leadership initiatives contributing strongly to both Sixth Form and whole school communities.</p>
3 GOOD	<p>Classwork Frequently works very hard throughout lessons and often produces work at or above target grade. Frequently displays a high level of motivation and takes a full part in most lessons.</p> <p>Homework/independent study An organised independent learner. Frequently completes work at target grade or above. Is usually proactive in getting unstuck. Develops revision resources throughout the year when directed. Often acts on teacher or peer review feedback to improve answers/understanding or the standard of BTEC assignment work.</p> <p>Organisation Punctual. Work folders/files/ books are well organised. Hands work in on time, including BTEC assignments.</p> <p>Beyond the classroom Engages consistently in both enrichment or leadership initiatives.</p>
4 REQUIRES IMPROVEMENT	<p>Classwork Sometimes works hard for the duration of lessons. Can produce work at target grade but needs to develop consistency. Can display high levels of motivation but needs to sustain this. Sometimes acts on teacher or peer feedback to improve answers/ understanding or the standard of BTEC assignment work but needs to do this more frequently.</p> <p>Homework/independent study A developing independent learner. Sometimes completes independent work at target grade but needs to improve time and effort routinely put in. Needs to be more pro-active and seek help when stuck. Little evidence of the construction of revision resources throughout the year to support exam success and limited action taken to improve BTEC work after feedback.</p> <p>Organisation Mostly punctual, Work folders/files/ books are basically organised but some improvements need to be made. Mostly hands work in on time but needs to meet deadlines more consistently. BTEC deadlines are met but work handed in is sometimes incomplete.</p> <p>Beyond the classroom Making limited use of the enrichment and leadership opportunities available. Should engage more.</p>
5 VERY POOR	<p>Classwork Rarely works hard for the duration of lessons. Infrequently produces work at target grade and needs to apply themselves more fully and consistently. Levels of motivation are often too low for good progress and need to be increased. Rarely acts on feedback to improve answers/understanding or the standard of BTEC assignment work and must do this more frequently.</p> <p>Homework/independent study Not acting as an independent learner. Rarely completes independent work at target grade and urgently needs to improve time and effort routinely put in to work outside the classroom. Needs to seek help when stuck. No evidence of the construction of revision resources throughout the year to support exam success or any action taken to improve BTEC work after feedback.</p> <p>Organisation Rarely punctual, Work folders/files/ books are poorly organised and improvements need to be made. Rarely hands work in on time. BTEC assignment deadlines have been missed.</p> <p>Beyond the classroom. Not engaged in any enrichment or leadership opportunities that are available. Must start to take these opportunities.</p>

May 2015

A range of strategies will be implemented where a student is not achieving at least Level 3 (Good) and could include:

- your non-contact time being directed to work in the Private Study room or another class;
- requiring you to hand in work to your mentor to check it is complete and to a good standard;
- banning you from the Common Room (except at brunch & lunchtime);
- requiring you to remain in school to work after 3.15pm.