



Student Commission 2022/23

Term 1 Report



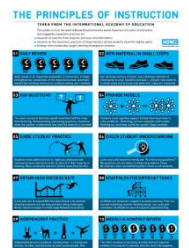
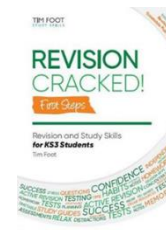
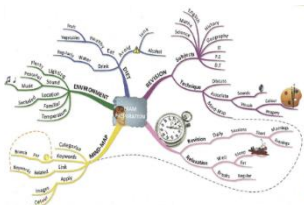
Learn to Learn Prefects (Senior and Pastoral Prefects)

This continues to be an integral part of developing effective skills and attributes of learning and it is now designed to integrate the 5Rs of Learning and 5 ways to wellbeing. Alongside this is the development of Rosenshine's principles of teaching and learning. It is being delivered by the Senior and Pastoral Prefects on a Tuesday morning to all Year 7, 8 and 9 students. The Prefects have used a range of interactive resources to make the students think about and apply the 5Rs to their subjects and to develop the tools for positive wellbeing. The programme is at present being adapted and reviewed with the focus on using some of Rosenshine's principles to develop the ability to remember, store and link prior and present knowledge. The key philosophy of student delivery and collaboration between students and teachers remains and this has enabled the KS3 students and Prefects to benefit from the sessions so far this year. The Prefects are developing their leadership and presentation skills, as well as having an opportunity to reflect on their own learning strategies and use their own learning experiences to support the needs of the KS3 students.

Timetable of Sessions delivered in Term 1

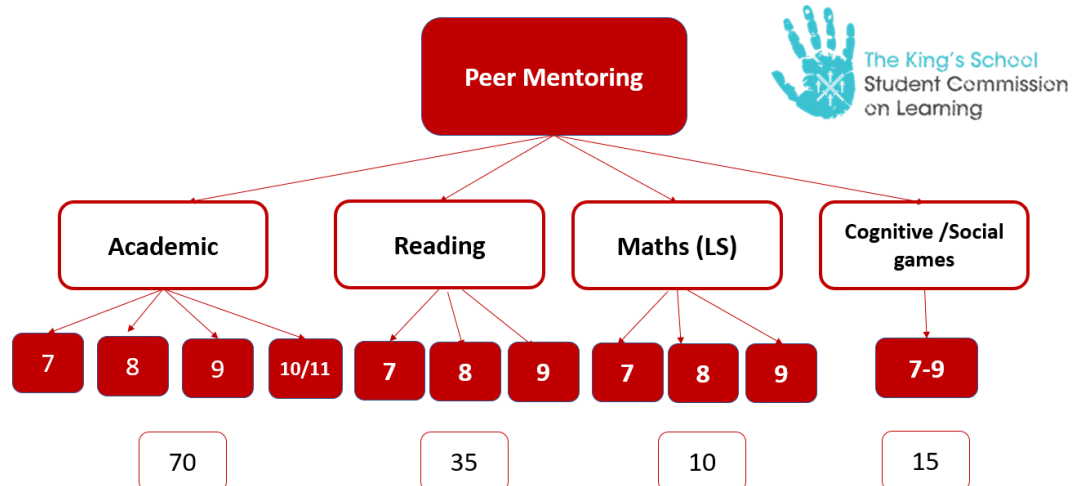
Year	1	2	3	4	5	6	7	8	9	10
7	L2L introduction and pledges	Enjoyment and worries	What is learning? Skills and attributes	The 5Rs and organisation	The importance of manners	What to do when I get stuck.	How do I learn – play dough.	Paperclip learning!	The mystery in the snow. Using questions / clues	Review of learning this term. Christmas activity
8	The values of learning	What are the characteristics of a good learner?	My Learning goals?	My Learning goals and how to achieve them.	Memory and learning	Where's Wally observational tools	The importance of questioning	Problem solving and learning	Problem solving continued	Review of learning this term. Christmas activity
9	The values of Learning	What are the characteristics of a good learner?	My Learning Goals?	My Learning goals and how to achieve them.	Memory and learning	Where's Wally observational tools	The importance of questioning	Problem solving and learning	How to make decisions – GCSE options.	GCSE Options – review / reflect

Term 2 will focus more on student revision strategies both in and outside of the classroom. This will be linked to the Revision Cracked Booklets (For Year 7) and the use of a range of principles developed by Rosenshine that are being used by teachers in lessons and investigated by a Student Commission learning hub.



Total Number of L2L Prefects = 33 (Year 13)

Mentors



The table above shows the wide range of mentoring that is being completed by mainly Year 12 students. The main aim of the programme is to enable a large number of students in the school to be given additional one to one time and to have a regular contact link with an older student. The mentors were selected after completing a comprehensive application form and were allocated to a mentoring focus area and then to an individual student.

The main focus of mentoring this year is academic for KS4 students. (Some of these students have been selected by the AHOYs or by HODs, but many of them have opted to have a mentor for a specific subject and have been allocated a Year 12 who is studying that subject at A-Level). At KS3 the mentoring has been allocated to Year 9 students, who have been selected by the AHOY to help them with a range of needs; such as organisation, confidence and resilience as well as some academic focus.

Another key focus area has been Reading. This is proving to be very beneficial to the students who have been identified through the Accelerated Reading Scheme and through Learning Support. The mentors have been allocated one student and they meet with them twice a week to follow the Rapid Plus Reading Scheme. They have had some training in Term 1 on the scheme and booklets have been produced to enable them to keep records and complete a variety of comprehension tasks. They have had some phonics training and it is scheduled that they will have further training on this in Term 2. Every morning the classroom is full of mentors and readers and it has provided an opportunity for students to feel confident to read, discuss and develop their language skills. It has also provided them with a role model which they can identify with. There is also a Maths hub mainly delivered by Learning Support which several of the Year 12 students are involved in, to help them develop more confidence in the subject and to use a range of activities to develop their understanding.

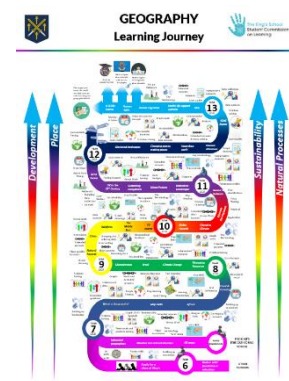
Finally, this year a group of Year 12 mentors have been running the cognitive games club on a Friday lunchtime, which was started to provide a space for students who needed some social interaction skills and help. The students come and play educational games to develop their cognitive skills in Maths and English. It has enabled them to have a relaxed environment to meet up with different students, play board games, cards and other fun activities, which have taught them valuable life skills such as listening to others, working together, learning to win and lose!

This year (Term 1) the following numbers of students were involved in mentoring a student / group.

Groups	Academic	Reading	Maths	Games	TOTAL
Numbers of mentors	73	35	7	5	120

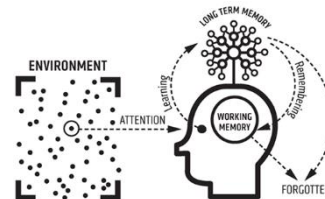
Innovators Group 1: Learning Pathways

This year group 1 of the Innovator hub is focussing on the development of subject learning pathways in PE, History, Maths and RS. This is continuing on from the success of the group last year, where they completed Learning Pathways for Geography, Biology, Chemistry and Physics. The aim is to enable students to understand the development of key knowledge and skills as they progress from Year 7-13. This year due to a range of different Student Commission opportunities the students have been allocated to a subject area and will be working with a designated teacher from the department and subject prefects. At present they have investigated the intent and implementation of the curriculum and reviewed the content and skills used within the subject. The next stage is to meet with the designated teacher to formulate a plan and to start to work on the pathway. The group meets once a fortnight to feedback on progress made, which is organised by the Lead Senior Prefect. It is hoped that by the end of the year these will be completed and be displayed in subject areas as well as on the website.



Innovators Group 2: Rosenshine Group

This is a new hub this year and is working in conjunction with the whole school T&L focus. Teachers have been developing and reflecting on their teaching, based on Rosenshine's principles of instruction. The student group is investigating and exploring the use of strategies in their lessons and how effective they are in enabling learning to progress. They have considered how much information they are given during the course of a day, and how this can be stored as information in their long-term memory and then how through connections this can be retrieved into your working memory when required. The group is led by two Lead Student Commissioners (Year 13) who meet regularly with Mrs Amps to receive information on the T&L sessions that have been delivered to all teachers (3 so far). At present the group have explored the use of questioning and checking for understanding and are producing evidence of the impact on their learning. The group meet once a fortnight to develop a theoretical understanding of the principles and to discuss and feedback on their findings. All the principles will be explored during the year and a report and presentation delivered to all teachers.



Total involved:

Group 1	Group 2
12	15

Overall this term there have been a total of 180 students involved in the Student Commission.