



SIXTH FORM ETHOS

BELIEVE

CHALLENGE: A student's view of any type of challenge. See the challenge as an opportunity and not a threat

COMMITMENT: Student's stickability to a long-term goal

CONFIDENCE: Student's confidence in their own abilities and interpersonal confidence

CONTROL: Emotional and life control. Student's ability to regulate and influence their own life and govern their responses to emotions

ACHIEVE

A student's belief about their ability and intelligence vary greatly. The beliefs adopted by a sixth form student can have a significant impact on their achievement.

Achievement mindset.

GROWTH MINDSET:

Students who believe that intelligence is malleable and that if they work hard they can improve their level of ability. Students should put themselves in challenging situations and work their way through them, listening to feedback and acting upon it.

SUCCEED

The key to success is perseverance to accomplish long-term and higher-order goals in the face of challenges and setbacks, engaging student's psychological resources, such as their academic mindsets, effortful control, and strategies and tactics.

Duckworth et al. (2007): *Grit is the key to success and achievement in a number of fields, and is a stronger predictor of success than intelligence.*

EXCEED

Gaining grades higher than target is only one aspect of this. The accomplishment of the following in order to exceed targets and expectations are very important:

- Perseverance, resilience and grit
- Confidence and optimism
- Motivation, drive and ambition
- Tolerance and respect
- Honesty, integrity and dignity
- Conscientiousness, curiosity and focus



The Sixth Form ethos can be achieved by taking part in the philosophy called VESPA. VESPA is a mindset developed by Steve Oakes and Martin Griffin focussing on commitment, motivation and productivity:

VISION

Sixth Form students know what they want to achieve

Every student should have a clear goal that they want to achieve. This will assist in developing productivity and potential. Every student should make an actionable plan. Goal setting is important. Goals need to be broken down in order for motivation to improve. Students need to stick to their goals despite obstacles. Students that show grit pursue and achieve their goals

EFFORT

Sixth Form students put in many hours of proactive independent study

Every sixth form student needs to remove themselves from effortless success. *Effort is the function of intensity, direction, and duration of one's exertions toward a goal* (Duckworth et al, 2007). The number of hours of independent and private study conducted per week. The time spent on private study is a measure of effort

SYSTEMS

Sixth Form students organise their learning resources and their time

Sixth Form students need to develop two things:

1. A system to organise learning so they can make sense of it.
2. A system to organise their time so they can complete tasks and deadlines

PRACTICE

Sixth Form students practice and develop their skills

Sixth Form students need to be clear on how they work independently not why they study independently.

1. **CONTENT**: The student masters the content of a lesson by reviewing and consolidating. Checking it and ensuring understanding.
2. **SKILLS**: Putting knowledge into practice e.g practice questions.
3. **FEEDBACK**: Every student should seek expert feedback in order to develop their performance.

ATTITUDE

Sixth Form students practice and develop their skills

A Sixth Form students attitude generally means:

- Their process of learning
- Their level of positivity
- Their response to challenge or difficulty
- Their resilience and their grit.



Sixth Form students will take part on the below activities in order to implement the ethos of **BELIEVE – ACHIEVE – SUCCEED – EXCEED** and to also implement the philosophy of **VESPA**. These activities will be complete during registration time from 8.20am – 8.40am. It is therefore important all sixth form students are present in all registration periods.

VISION

- *Twenty questions*
- *Getting dreams done*
- *Your 21st birthday*
- *Fix your dashboard*
- *The perfect day*
- *SMART goals*
- *Mental contrasting*
- *Fake it*

EFFORT

- *The 1 – 10 scale*
- *Working weeks*
- *The three R's of habit*
- *Recognising your blockers*
- *Frogs and banisters*
- *The ten minute rule*
- *Inner storytelling*
- *The power of it ... then thinking*

SYSTEMS

- *The energy line*
- *The breakfast club*
- *Snack, don't binge (or the weekly review)*
- *The 2-4-8 rule*
- *STQR*
- *Project progress chart*
- *The Eisenhower Matrix*
- *The lead domino*

PRACTICE

- *The revision questionnaire*
- *Know the skills*
- *Graphic organisers*
- *The Leitner box*
- *Two slow, one fast*
- *Right, wrong, right*
- *Learning from mistakes*
- *Mechanical vs flexible*

ATTITUDE

- *Force field analysis*
- *Stopping negative thoughts*
- *Kill your critic*
- *There and back*
- *Failing forwards*
- *The change curve*
- *The vampire test*
- *Stand tall*