



11<sup>th</sup> September 2023

Dear Parent/Carer

## **Human Sciences Department Expectations and Support Sessions – Year 13 students**

We are delighted to welcome your child back to the Human Sciences Department at QEGS. As a department, we feel that it is very important to keep you informed of the expectations we have regarding your child and keeping you informed about their progress.

### **Flipped Learning Homework**

One of the expectations of your child is that they will complete “flipped learning” prior to their Psychology and/or Sociology lessons. This involves reading and making notes on content that will be covered in the lessons. Students will receive a flipped learning schedule detailing which textbook pages they need to read in advance of which lesson. The latest version of this will always be available on Teams along with the relevant textbook pages.

We use flipped learning in the department because it helps to prepare your child for life after school, when they will have to complete activities in preparation for lectures at university or meetings in the workplace. More importantly, it means your child comes to lessons with pre-existing knowledge of the content, allowing us to consolidate subject knowledge during lessons and apply it to exam-style questions; something proven to be more effective when done in the classroom than at home. Students who engage with their “flipped learning” find they are much more prepared for the lessons and assessments and more readily seek clarification to further their learning.

### **Other Homework – Revision**

Flipped learning will be the bulk of your child’s homework in Year 13 (the homework expectation is five hours per subject per week). However, they will also be expected to undertake revision for fortnightly ‘questions lessons’. These assessments promote the retrieval of information learned in earlier units of the course and hone students’ exam skills. They have been a very successful strategy in the department in successive cohorts. Students will each receive a copy of the schedule of these assessments to give them adequate time to revise (I am also attaching a copy). In addition to flipped reading and revision for questions lessons, students may be set other tasks by their class teacher including revision for end-of-unit assessments. Students will be given at least a week’s notice of these.

### **Intervention**

If your child achieves more than two grades below their External Target on any piece of assessed work, they will need to re-sit the assessment following feedback. This re-sit will be arranged during one of their study periods. I will be in touch if we have concerns about your child’s completion of flipped reading or the grades they achieve. I have found copying parents/carers in on email correspondence with students an effective way of doing this.

### **Catch-up work on Teams**

If your child is absent from school and misses a lesson, they can catch up by accessing the work in Teams. In their class team, they will find the flipped reading schedule detailing the reading required for the lesson they missed, along with the power point used by their teacher which they can work through.

### **Organisation**

We require students to compile a comprehensive set of notes throughout the course comprising flipped learning notes, class notes and other resources used by their teacher. Please could we ask that they have an A4 ring-bound file with them for every Human Sciences lesson containing their flipped learning schedule and all notes from the current topic they are working on with a particular teacher. When topics are complete and teacher checked, these notes can be left at home in an alternative (larger!) file if students wish.

### **'Drop-in' Sessions**

Finally, I would like to make you aware that the department offers lunchtime 'drop-in' sessions every MONDAY LUNCHTIME (Sociology) and every TUESDAY LUNCHTIME (Psychology). These sessions will alternate between revising the content for the next scheduled questions lesson one week and on the other, will be less structured, offering students the opportunity to receive any support they need, such as additional one-on-one feedback on assessments. (The sessions are detailed in the questions lessons document attached.) All lunchtime drop-ins are entirely voluntary, however later in the year, we may request some students to attend if we feel they require this extra support.

Many thanks for taking the time to read this and understand our patterns of working in the department, and for your support in achieving the best possible outcomes for your child.

Yours faithfully

Mrs J Eaton  
**Curriculum Leader of Human Sciences**