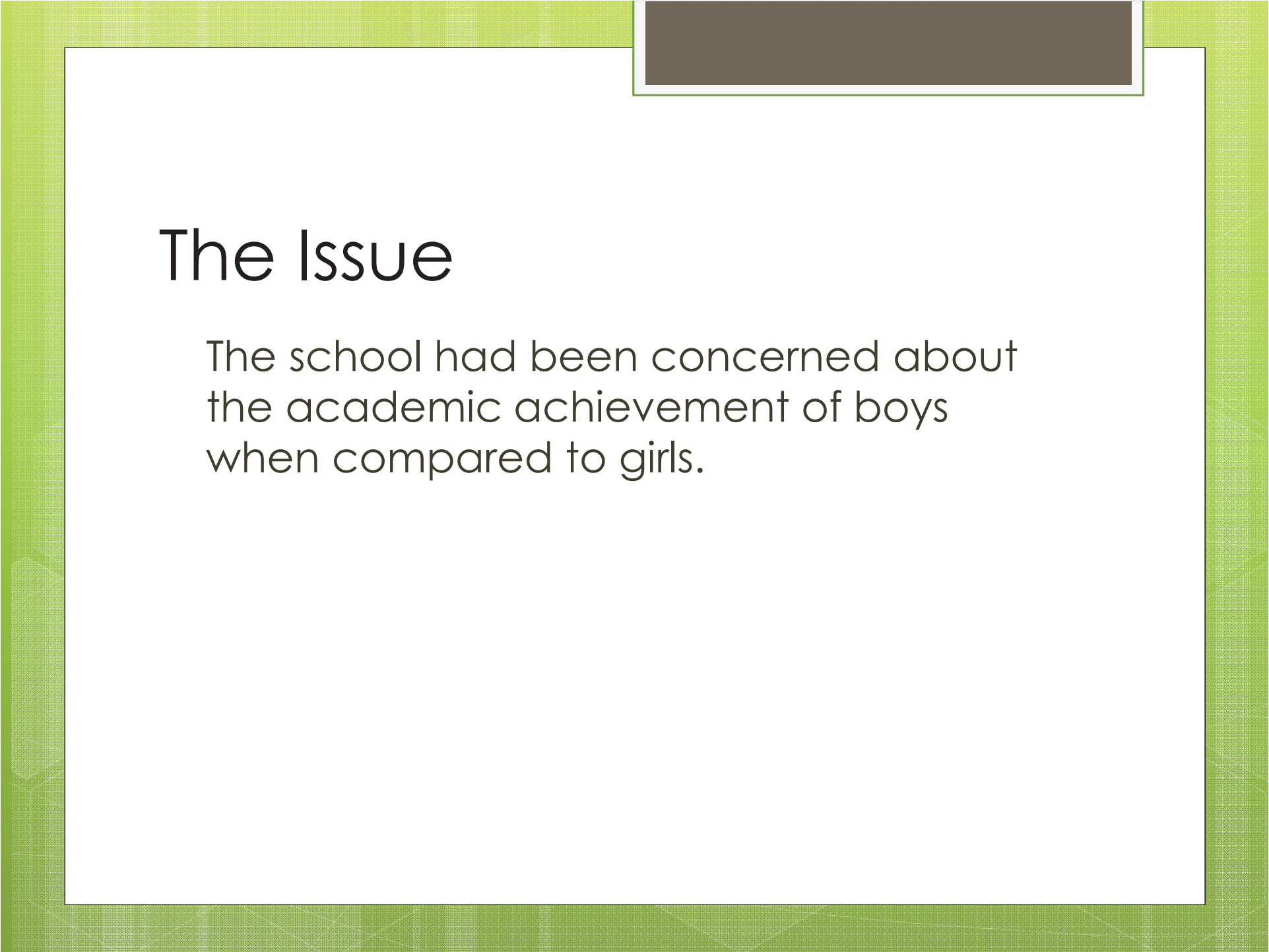




The Gingerbread Boys

How supporting disaffected students can turn them into self managers



The Issue

The school had been concerned about the academic achievement of boys when compared to girls.

Was there a link?

I looked into why boys were not achieving as well as the girls in science assessments, which then led to looking at other subjects too

There seemed to be a link between disaffection and achievement – this lead to a new issue

Why were boys so disaffected?

Did boys lower their standards to reflect

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"Before you see my grades, I'd like to remind you that I lowered expectations for the fourth quarter some time ago."

What strategies were employed to try and reverse the disaffection?

- Identification of key disaffected students by staff
- Visualisation activities to gain an understanding of the students
- Personalised learning programme
- Group mentoring programme

Visualisation work by student



Personalised learning

The Being Healthy Project

- Students developed of a scheme of work linked to the Biology Unit – Understanding Ourselves
- Students given free range on how to do their projects
- Students developed an assessment including a mark scheme that gave them a final grade to report home to parents

What happened next?

- Students became effective self-managers
- Students gained an understanding of what the teachers had to do to teach a lesson
- Students developed new skills that were transferable into other subjects and they have taken on to their examination subjects

Outcomes

- The boys all achieved their projected target grades or higher in their end of academic year assessments
- Two of the boys went on to study all three sciences at examination level (age 14-16) and the others did a general science examination course, from that stage one has gone on to be an apprentice with MBDA (science company) and one to be a dog trainer
- Teachers have developed new techniques and ideas to help disaffected students