

<p>Cultural capital and local context</p>	<p>Developing a passion for understanding the world around them and helping pupils to decipher a society they may not feel part of is a belief at the very core of Psychology. Students are encouraged to develop a deep sense of understanding about factors which influence an individual in their lifetime, from the way they form attachments to their genetic predisposition and their ability to become criminals. Psychology is delivered with the ethos of allowing students to feel confident in themselves and their abilities to analyse, evaluate and synthesise theories.</p> <p>Example: Students learn about the suffragette movement in the UK. This gives them insight into how Britain values equality amongst all. We also learn about the importance of mental health enabling our students to have an appreciation of values and norms in all cultures.</p>
<p>Ambitious</p>	<p>All Psychology lessons contain challenge tasks, which offer the chance to consider higher order thinking; these embedded tasks are based on improving key exam skills and common areas of weakness among student cohorts, for example developing the use of subject specific key terminology correctly.</p> <p>Example: Students are encouraged to use evaluation grids which enable them to critique empirical evidence and provide counter arguments in order to structure essay questions. Students have to design their own studies building on the features of science.</p>
<p>Logically structured</p>	<p>We teach a chronological curriculum in KS5 which gives students the opportunity to see the big picture across time, constructing links between topics; especially those that consecutively follow on from each other, for example Biopsychology and learning about Genes, to then learning about the role of genetics in developing Depression (a topic within Psychopathology). In KS5 we teach the topics and then provide mid unit and end of unit testing, followed by lessons aimed at correcting errors and developing/understanding thoroughly the exam skills and techniques.</p> <p>Example: We teach psychological approaches first which allows students to grasp the fundamental viewpoints that underpin Psychology. We also embed research methods into all the topics to ensure they get practice throughout the two years, as this is a large proportion of their final exam grade.</p>
<p>Intelligent assessment</p>	<p>The department has embedded a range of assessments within each sub topic. For example mid and end of unit assessments, which follow the same structure as A level exams. In class assessment follows the AQA command words and transitional language that are used in the actual A level exams. There is a dedicated feedback lesson to ensure that pupils know what is needed to make good academic progress, alongside dedicated improvement time incorporated into these lessons to develop well written, concise answers.</p> <p>Example:</p> <ol style="list-style-type: none"> 1) All lessons incorporate the 3 assessment objectives – describe, apply and evaluate. Reinforcing Evaluative and analytical skills, tested using AO1, AO2 and AO3 questions – the same criteria as the exam board. 2) Year 13 lessons include a 'research methods in context' test once every two lessons. 3) Assessment is modelled on the A Level Paper
<p>Breadth and Depth</p>	<p>In the Psychology department we think it is imperative to allow students to develop their understanding of the key psychological concepts. We teach an in-depth history of the origins of psychology to ensure that students have a deep understanding of this subject. We aim for students to be Psychologically literate when they leave The Forest Academy at the end of Year 13, confident in their ability to understand the society they will go on to thrive in. To enable this to happen, students will be taught different perspectives using longstanding theories and studies, eventually articulating these to reveal their understanding of the influences over mankind throughout time.</p> <p>Example: Before any content is taught students learn about introspection, the beginnings of Psychology and the first ever experiments in the subject. In KS5, students are provided with a plethora of extra reading to promote a sense of curiosity around the subject as well as instilling the virtues of scholarship and academia. They are then encouraged to discuss recent developments in Psychology and in turn to use these to contradict research that may be outdated or biased, developing the broader skills of analysis, evaluation and the ability to reflect.</p>

Retention	<p>Students are given a checklist for each topic with key words and relevant terms. We provide model essay answers, evaluation grids and after school intervention to support with retention. The department continually assesses research methods in order to boost retention, with assessments structured effectively to allow students to be able to demonstrate their knowledge and understanding. Additionally, there are higher marks available for using psychological terminology correctly within assessments, and this is reinforced through revision lessons, offering students support and constant assessment.</p> <p>Example: We teach memory as a separate topic and teach concepts that help with memory in everyday life such as chunking, serial position effect and the role of context dependent learning, state dependent learning, retrieval failure and interference. Students are encouraged to apply the knowledge in their lives and use this technique to allow better retention of knowledge. Moreover, at the start of Year 12, to help grasp exam technique we use memorable acronyms for paragraph structure and source evaluation, such as PEEL; allowing students to succeed in AO1 (Knowledge and understanding) questions.</p>
Equality	<p>We provide an opportunity for all students to succeed in Psychology. Classrooms exhibit relevant displays that encourage success in this subject such as command words, literacy skills and career options. Students are given personalised support by the classroom teachers, i.e. interventions for those not achieving the best of their ability. Interventions are based on detailed pupil information gathered from previous data and through fostering positive and open relationships with the students. This is coupled with effective use of classroom management techniques such as seating plans, thus permitting differentiation by outcome being promoted within KS5 lessons as opposed to differentiation by task.</p> <p>Example: Year 13 students are paired with Year 12 students who are struggling as a form of intervention. The department also provides intervention once a fortnight to students who are not reaching their ALPS target. Additional support is also provided within lessons and all the pupils have access to the textbook via Kerboodle and classroom resources on Edmodo.</p>