

**Summary:**

A follow up pair of lessons for teachers to use after a visit to an Oxford College consolidating learning from the day and supporting pupils with next steps towards university. The first session focusses on identifying super-curricular ways of developing subject knowledge, vital for successful applications. Pupils are encouraged to identify a resource and use it to prepare a presentation. This is delivered in session 2 and pupils are then supported in turning this into part of their personal statement.

The sessions draw on a range of materials to cover a breadth of subjects and seeks to provide support with applications, an area where WP pupils benefit from additional support, especially those from backgrounds without a history of HE progression.

**Audience:**

- KS 5 pupils who attended an Oxford College visit and are going to be making applications to universities, particularly those applying to highly selective universities and courses – led by teacher

**Objectives:**

- Develop super-curricular learning
- Encourage pupils to set university SMART targets for university
- Develop oracy skills
- Link super-curricular learning to university learning
- Support pupils to write successful personal statements

**Timings:**

- The sessions can be delivered as 2 x 45 minute sessions. The timings will vary based on group size since the emphasis is on supporting pupils to undertake independent work and apply it to writing their personal statement

**Resources needed:**

- PowerPoint file
- 'Oxford Pledges' handout (posted to teacher at end of the university visit)
- Access to online resources to give examples may be helpful
- University prospectuses or online versions
- Pens, writing paper, post it notes

**Overview of Session:**

- Session 1: Developing super-curricular interests
- Session 2: Turning super-curricular interests into personal statements

**Session 1- Back to Oxford: University Next Steps**

Slide 2:

5 minutes -10 minutes

- Ask pupils to reflect on their visit. Three questions can be used to guide this:
  - What do you remember?
  - How would you evaluate the impact it has had on you?

- These can be recorded on post-it notes and grouped. Alternatively, ask pupils to pair-share their answers.
- Teacher to follow up on responses and address any misconceptions, if necessary

Slide 3:

2 minutes

- Teacher to give out pupil 'Oxford Pledges' (written by pupils at the end of their Oxford visit)
- Pupils to read their pledges and identify the actions they will need to take to fulfil them. Teacher to model if necessary

Slide 4:

2 minutes

- Teacher to ask pupils: How would you show you're passionate about a subject to a university?
- Pupils to pair-share

Slide 5:

2-3 minutes

- Teacher to show different examples of different ways of developing academic curiosity (e.g. teaching yourself some coding, listening to a podcast). Teacher to show example if helpful.

Slide 6 & 7:

2-5 minutes

- Teacher to explain follow up activity. Pupils to select one of the ideas and use it to identify a resource they want to use related to their university subject choice.
- If pupil is unsure, ask relevant subject teacher (or use university subject suggestions)
- Teacher may want to allocate resources to ensure a range are used.
- Pupils are asked to prepare a presentation based on the template given:
  - Brief overview of what the resource is
  - Brief summary of the article/podcast/video you examined
  - Outline what you personally learned, liked about it, or how it improved your understanding
  - Quick evaluation of what impact it could have for your classmates
  - What next steps are there?

## **Session 2- Back to Oxford: From Super-curricular to Personal Statement**

Slide 8-10:

Variable based on group size minutes

- Pupils to deliver their presentations
- Teacher and pupils to provide feedback on presentations and resources

Slide 11-15:

5 minutes - 10 minutes

- Teacher to return to idea that the people at university who will look at their personal statements are looking for a few things and that one of the key ones is 'passion'. Their presentations demonstrate ways of developing passion for their subject. These can be turned into parts of a personal statement.

- Teacher to go through examples from Wadham personal statements which use an example of a super-curricular resource such as reading a book.
- Teacher to explain that these activities can be used on their own but are even more effective if they are a 'stepping stone' to another activity such as reading a book by another author on the same topic or a podcast on a related topic.

Slide 16-17:

5 minutes

- Teacher to show template for turning an activity into a part of personal statement.
- Pupils to draft a paragraph using the template about their activity

Slide 18:

2 minutes

- Teacher to show examples of 'stepping stones' pupils could use to further their super-curricular knowledge

Slide 19:

5 minutes

- Teacher to recap key messages from the 2 sessions
- Pupils to set themselves 3 targets for super curricular stepping stones