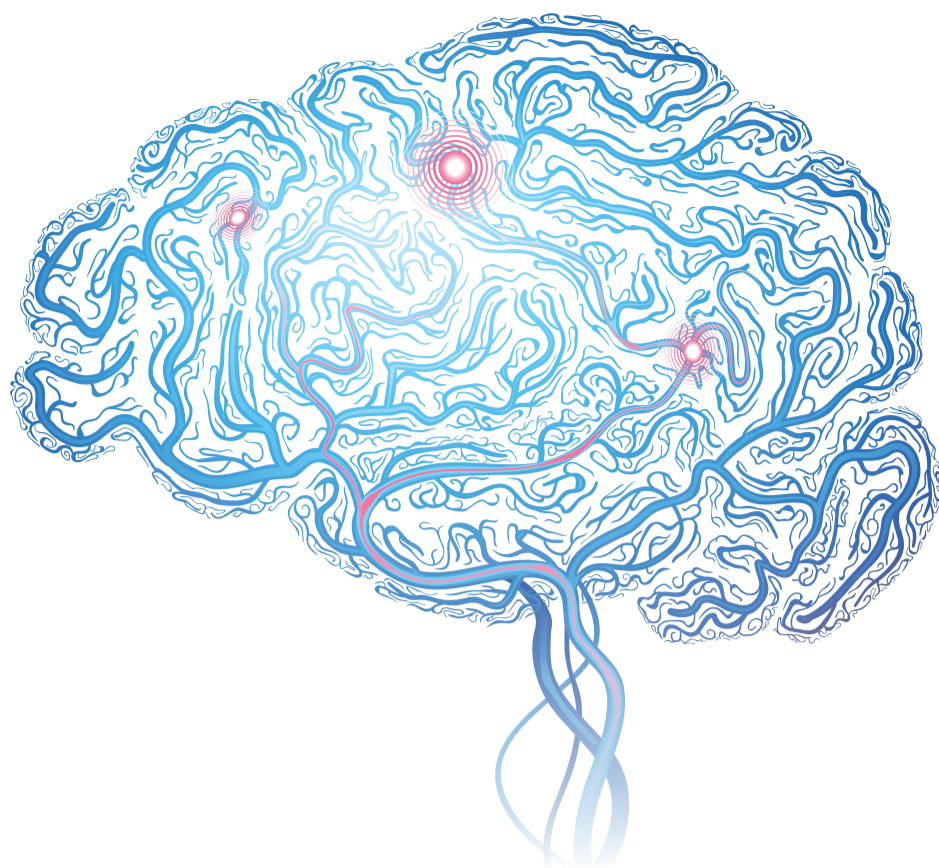


Vanguard



Stowe

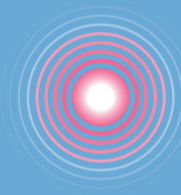


Running from the Third Form to the Fifth Form, Vanguard is a core programme that encourages our pupils to 'learn how to learn'.

At Stowe, we encourage pupils to be open to new challenges, whether these are on the playing field, in the theatre, or in the classroom. Challenge is the key to growth and improvement and this applies to academic progress as much as it does in the gym. Our teachers, therefore, aim to help each pupil find the right level of challenge and to give them the encouragement and support to try difficult things, and not to be afraid to make mistakes. This is the key to unlocking potential.

This new programme at Stowe is designed to help pupils develop an understanding of how learning happens and how challenge (and also failure) is essential to achieving progress. It provides the opportunity to encourage Stoics to look beyond the confines of the examined curriculum, to see how their studies are interconnected and how they relate to the real world. It is designed to foster inquisitiveness and genuine independence as learners.

The Third Form



When pupils arrive in the Third Form, they have a designated space in their timetable devoted to Vanguard. Lessons help to develop an understanding of how to approach learning and how our brains can respond to different forms of learning, starting with the premise that the brain can react and build in interesting ways and that intelligence is not fixed.

In the initial stages of the programme pupils learn how the elite have become highly skilled through many thousands of hours of diligent practice and how repetition is necessary to gain competency in a skill. We explore how pushing yourself to the edge of your ability and paying attention to your mistakes, so you can fix them, can help development. Pupils are encouraged to believe that talent can be acquired and those who realise this show better problem-solving skills and more determination than pupils who believe their intelligence or skill is inherited and unchangeable.

With lectures throughout the year, subjects are explored further in small groups of around 12 pupils. As the year progresses each group is assigned a coach who facilitates the group's involvement in a trans-disciplinary project, where the principles discussed earlier in the year are put into practice.





The Fourth and Fifth Forms

The course in the Fourth and Fifth Forms offers pupils the opportunity to make their ideas manifest, giving them the space and time to challenge themselves in an area of their choice through the development of an individual project. The project can take a variety of formats: a dissertation, an artefact, an investigation or a performance.

Work on the project leads to a 'Higher Project Qualification' or HPQ, which is managed through the exam boards and is equivalent in weighting to a GCSE. Pupils work in small sets with a supervisor. The supervisor provides guidance on how to formulate a workable question or design brief, how to go about research, how to assess sources of information and how to present professional academic referencing.

The Sixth Form

In the Sixth Form, pupils continue to develop by following our Sixth Form programme that is designed to be transformational and empowering. Through self-awareness, reflective practice and determination, pupils discover how to develop and transfer skills, resulting in a growth in both confidence and competence. Furthermore the programme will lead to the development of habits, attitudes and competencies that will reflect richness and integrity and which will ripple out into all their examined subjects and indeed all areas of their lives.

There will be another opportunity to carry out project research in the Sixth Form, where pupils can choose to embark on an 'Extended Project Qualification', or EPQ. This is similar in design to the HPQ, but with more independence, more depth and more rigour. It is worth 50% of a full A Level and is very highly regarded by universities, as it encourages pupils to develop the intellectual curiosity and skills needed for success in the tertiary sector.

“Mixes the erudite with the sporty and studious, with space reserved for the eclectic and maverick. Ideal for those keen to learn within and beyond the bounds of the classroom.”

Good Schools Guide

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