



## Single-sex Teaching Strategy and Outcomes at DYCA

“Where a school chooses, in exceptional circumstances, to segregate lessons on the basis of gender there must be good educational reasons for doing so. The school will need to justify these reasons on the basis of improved achievement for all pupils.”

### ***What we do***

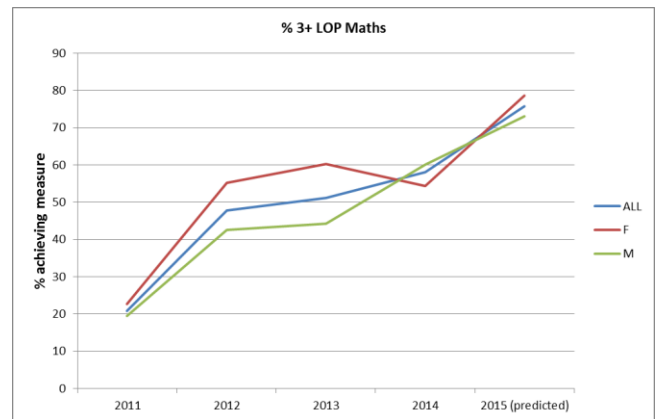
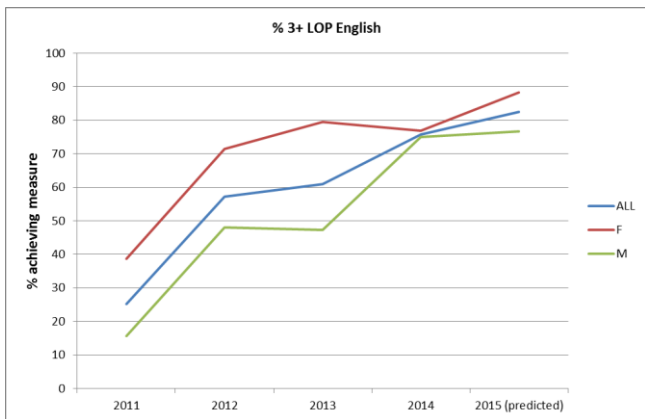
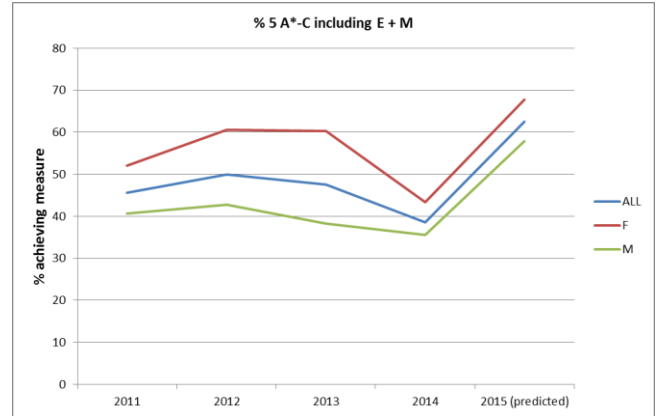
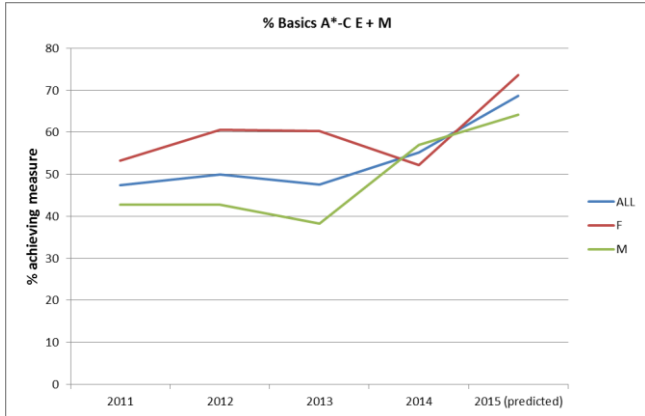
- Our teaching group strategy focuses on maximising the achievement of all students.
- Boys and girls are taught in single sex classes in core subjects (English, maths and science) in Fresher to Senior 3 (Year 7 to 11) year groups. Some additional single sex teaching occurs in the humanities faculty.
- This strategy began in 2010 with a focus on examination classes (senior 1, 2 and 3) and since 2011 has included students in Fresher and Prep.
- Some mixed sex classes exist within core subjects where other factors, such as high attainment or the benefit of a small nurture group, are of greater influence on grouping than gender.

### ***Reasons we do it***

- DYCA opened as a result of the closure of two schools, one mixed and one all boys, resulting in cohorts with few girls.
- In 2010 it was clear that girls were underperforming on progress/value added measures. In isolated cases of single sex grouping the achievement of girls was higher.
- Single sex teaching groups enable teaching strategies to be better focused and teachers deployed more appropriately (Ireson, 2000).

### ***How it has boosted achievement***

- There has been a rapidly improving trend in the attainment and progress of all students since 2011.
- Since 2011 girls’ attainment and progress has increased at an accelerated rate and matches now exceeds that of boys on most measures. A particular acceleration in the progress of girls was observed in 2012 after the cohort had benefited from two years of single sex teaching. Boys’ progress has also increased in this period with a particular acceleration in progress in 2014, a cohort that had experienced three years of single sex teaching.
- Internal assessment data for future examination cohorts indicates that this positive trend in achievement for boys and girls will be maintained: single sex teaching benefits the progress and attainment of boys and girls.
- The different nature of teaching and learning in subjects outside the core and humanities has not required single sex teaching.



Ireson, J., (2000) DfEE Research Report 166, Innovative grouping practices in secondary schools.