



Year 12 Parents' Information Evening

Wednesday 19th September

Year 12 Parent Information Evening 7.00pm – 8.00pm

AGENDA

Welcome and Introduction

Mrs A Kennedy and Mrs K Pearce
Co-Headteachers

A Level Mindset

Mrs A Kemp
Head of Sixth Form (Teaching and Learning)

Enrichment and Pastoral Support

Mrs J Bellis
Head of Sixth Form (Pastoral)

Early Entry and Oxbridge Support

Mrs T Baker
Mrs G Whitehouse (Medics)

What we want for your son/daughter

- Self confidence- have endurance
- Know how to build strong relationships
- Aspirational
- Get the best A level grades she/he possibly can
- To be a responsible adult
- To make for a better world

What we want from your son/daughter

Academic

Love their learning and seek out challenge

- Stoicism
- Humility
- Gratitude

CHALLENGE

Well rounded role models

- Kindness
- Inspirational
- Community minded

A Level Results 2018

	2018	2017	2016	2015
A*/A / B Passes	57.9%	61.3%	57%	58%
A* Passes	9.9%	6.2%	9.5%	8.6%
A*A Passes	30.3%	29.7%	28.6%	28.7%
Pass Rate	99%	99.7%	98.9%	98.8%
ALPS	4	3	4	3



A Level Mindset.

**Boosting Student Performance
at A Level**

Our aim is to help them feel like this on A Level results day too!



INSPIRE

ALPS bands

	ALPS minimum expected grade		
GCSE Av Pts Score (2017)	100%	75%	ALPS Band
7.5 - 9.0	A*/A	A+	1
7.0 - <7.5	A	A/B	2
6.7 - <7.0	A	B+	3
6.4 - <6.7	A/B	B	4
6.1 - <6.4	B+	B/C	5
5.8 - <6.1	B	C+	6
5.5 - <5.8	B	C+	7
5.2 - <5.5	B-	C	8
4.7 - <5.2	B/C	C-	9
4.7 - <4.0	B	C/D	10
<4.0	B/C	C/D	11

Case Studies from 2018

Student A (7.92)

Minimum expected grade: A*/A

Alps 1

Achieved: A*A*A*

EPQ A*

Case Studies from 2018

Student C: (6.27)

Minimum expected grade: B

Alps 5

Achieved: A*AA

Case Studies from 2018

Student C: (6.00)

Minimum expected grade: C

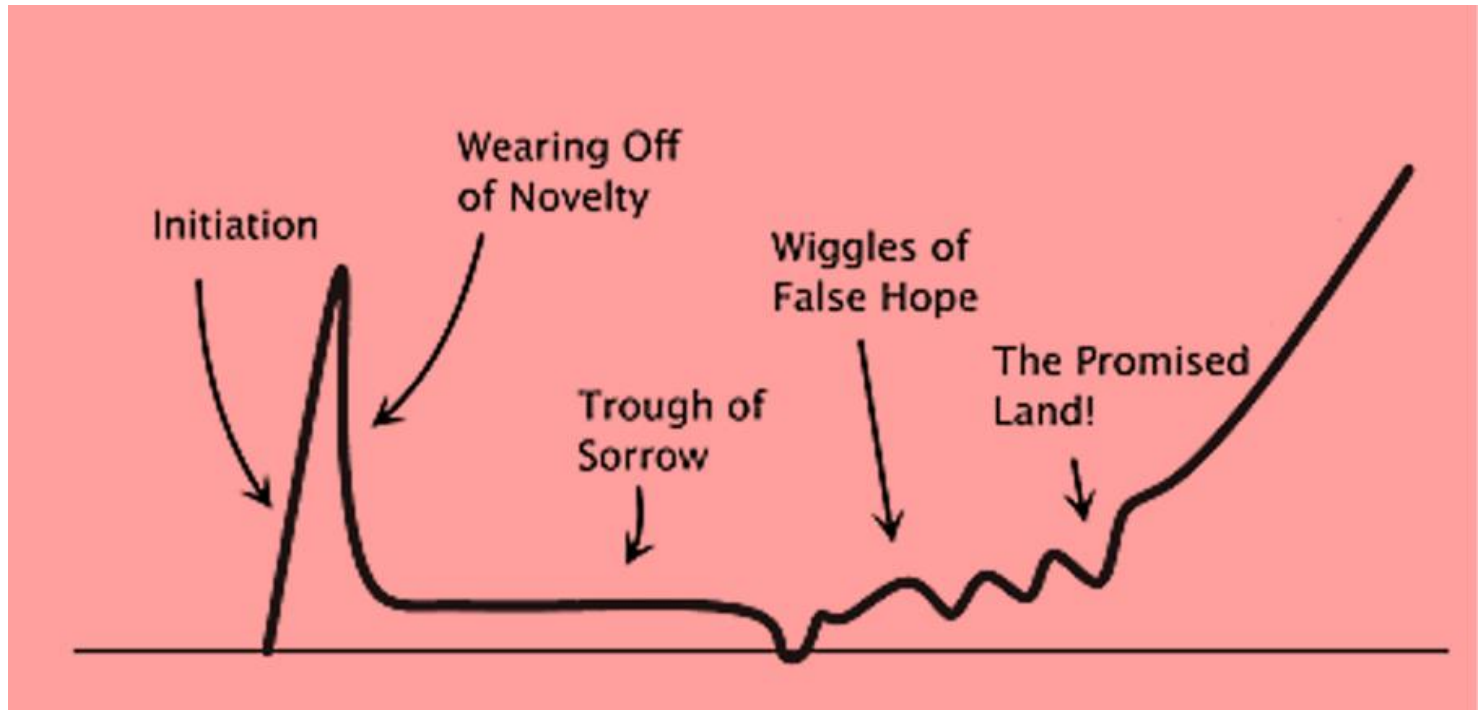
Alps 6

Achieved: BBC

The past does not equal the future.

That goes for the modest achiever who turns into a breakthrough learner at A Level, and perhaps even more so for the high achiever who expects the same thing to happen again without changing their learning practices.

Typical Student Year!



The VESPA Model

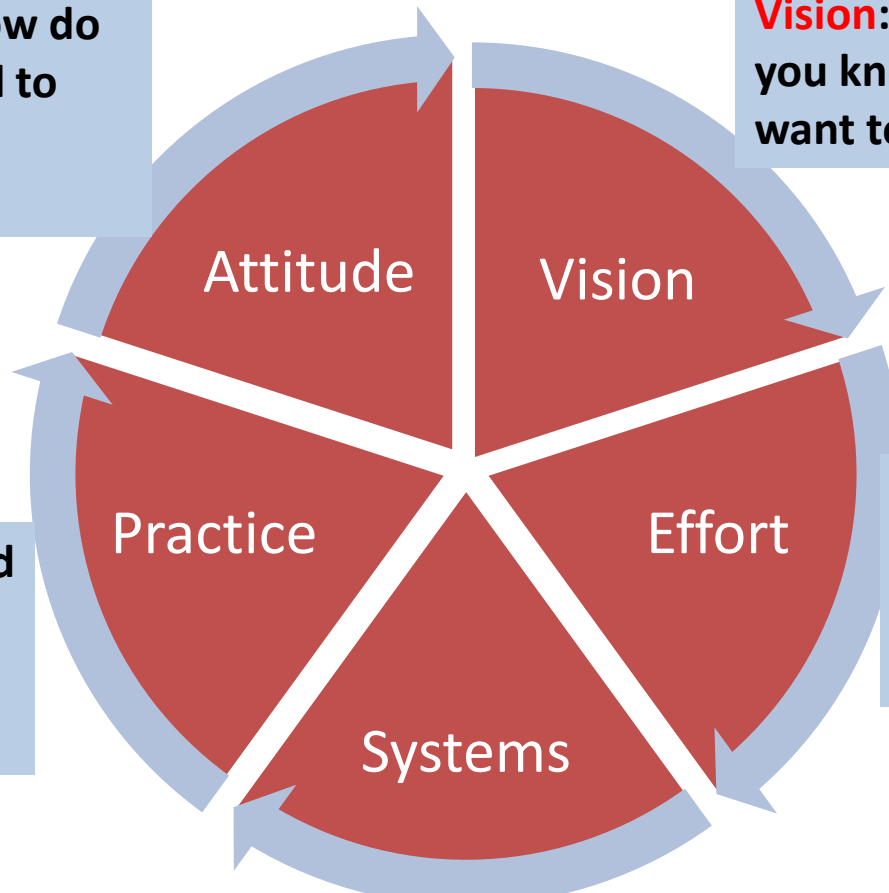
Attitude: How do you respond to setbacks?

Vision: How well do you know what you want to achieve?

Practice: What kind of work do you do to practice your skills?

Effort: How many hours of independent work do you do?

Systems: How do you organise your learning and organise your time?



Build Vision



Their 21st birthday

- What would they like their friends to say about them?
- What qualities would they like them to admire in them?
- How would they like to be described by their colleagues?
- When the colleagues list their achievements so far, what would they want them to be?
- When they describe all the things they are still going to do, and the hopes they have for your future, what will they say?

Three things a **High Vision** student does every lesson/every day/every week....

- Asks questions, often staying behind after class
- Makes connections with previous learning – explores & is curious
- Understands the role and value of the subject in a wider context

Make a Habit of Effort



'Buy' that grade with hours!

Hours pw	Percentage of students	
0-4	3%	(97% of students working harder)
4-8	11%	(No one got A*-B, most D's)
8-12	21%	
12-16	25%	
16-20	11%	
20+	28%	

Pre-made Decisions

Scenario:	Pre-made Decision
You plan on doing some important research, but your internet connection is down.	
You set aside some time to catch up some crucial work, but a friend arrives and wants to hang out and chat.	
It's a perfect day for revising, you know you've got a significant amount of work to do, but the sun is out.	
You're planning on working, but there's a noisy debate going on in the 6 th Form centre.	
You have important tasks you want to get finished but there is something great on TV/social/the internet.	

No mixed messages... effort is a habit!

- Success requires large amounts of effort
- Effort is measured in hours per week of independent study
- Independent study is a proactive process
- The top performing students commit over 20 hours per week to their independent studies.

Three things a **High Effort** student does every lesson/every day/every week....

- Knows what an hour will be spent doing before it starts
- Chooses high-effort spaces to work
- Has a series of pro-active activities to complete regardless of teacher instruction

Learn New Systems



Brain Dump

— where you just write down any work, assignments, reading, sorting that needs to be done. Just get it out of your head!

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High priority & stress

Medium priority & stress

Low priority & stress

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Three things a **High Systems** student does every lesson/every day/every week....

- Reviews files and learning materials
- Looks ahead to next week and anticipates tricky periods of time
- Organises work

INSPIRE CHALLENGE ACHIEVE

Build in Practice



	Always	Sometimes	Never
Step One			
Reading through class notes			
Using resources on Frog/VLR			
Using course textbooks			
Mind maps/diagrams			
Making/remaking class notes			
Highlighting/colour coding			
Flashcards			
Using a revision wall to display your learning			
Step Two			
Write exam answers under timed conditions			
Reading model answers			
Using past exam questions & planning answers			
Step Three			
Marking your own work to a mark scheme			
Studying mark schemes or examiner's reports			
Working with other students in groups/pairs			
Comparing model answers against your own work			
Creating your own questions			
Handing in extra exam work for marking			
One to one discussions with teachers/tutors			

'Flow' spaces

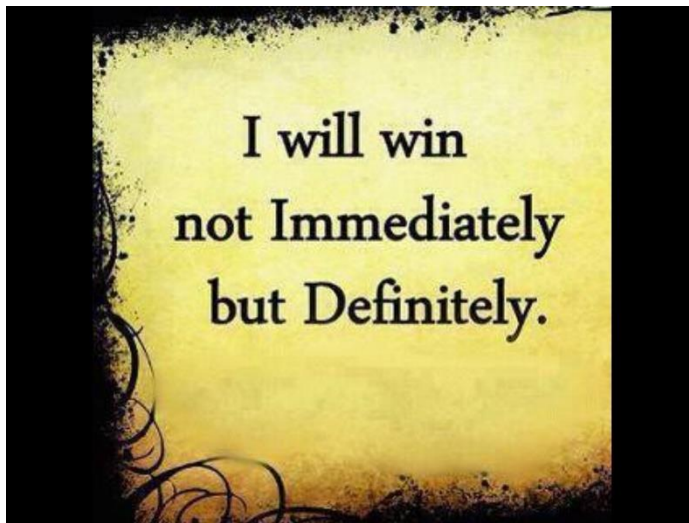
- Levels of foreground and background noise
- The number of other people there
- The behaviours of the other people there
- The quality of the working space.
- The levels of light
- A feeling – 'calmness' 'focus'

Not too comfortable though!

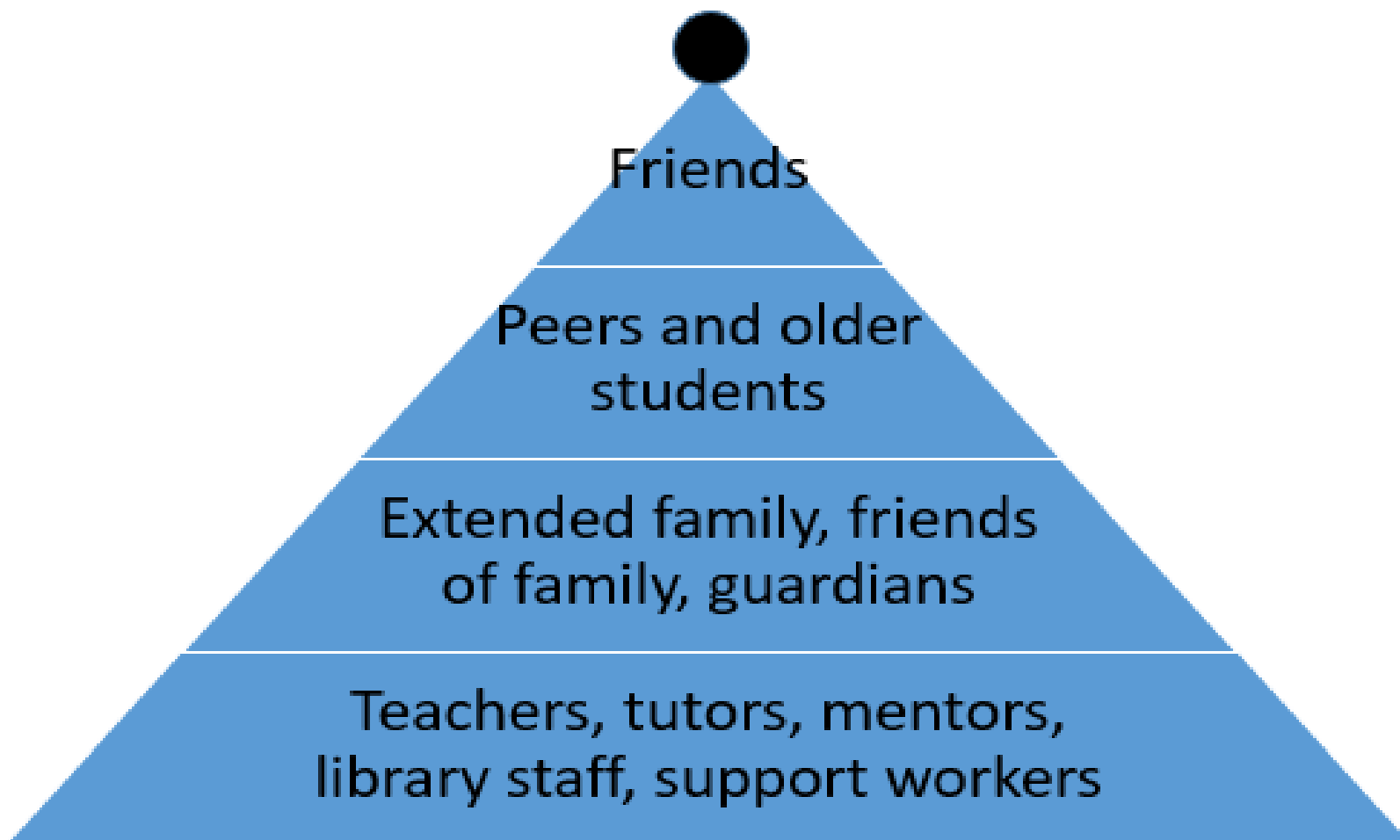
Three things a **High Practice** student does every lesson/every day/every week....

- Completes 'content' learning as the course goes on
- Gathers past paper questions and attempts sections/full papers
- Strategically reviews progress, looks for weaknesses and focuses on them

Develop a Great Attitude



Their Support Network



Three things a **High Attitude** student does every lesson/every day/every week....

- Gets feedback, seeks out examples of better work
- Seeks out help confidently, asks advice – a support network
- Goes through tough times but focuses on benefits, successes

5 Keys to success at A Level that can be practised and learned.

- Having a **v**ision
- Making a habit of **e**ffort
- *Building* effective **s**ystems
- Engaging in high stakes **p**ractice (out of their comfort zone)
- Having the correct **a**ttitude

What can you expect from us?

- Close monitoring & tracking
- Coaching Programme – Learning & project management skills
- Excellent teaching & learning in classroom
- High expectations

Exams Date

- Assessment Week 1 = 24/9 – 4/10
- Assessment Week 2 = 12/11 – 23/11

- PPE 1 = 3/1 – 14/1
- PPE 2 = 20/6 – 27/6

Sixth Form Support Structure

Head of Sixth Form - Teaching & Learning

Head of Sixth Form - Pastoral

Tutor Team

Sixth Form Administrator - Mrs J Gale

Careers Manager – Mrs S Hart

Early Entry and Oxbridge – Mrs T Baker

Medics and Stem support – Mrs G Whitehouse

Standards and Expectations

- Dress Code
- Attendance
- Punctuality
- Home Learning



Pastoral Support

- 12Wr Mrs J Wragg and Ms C Wood
- 12Wu Mrs G Whitehouse
- 12Ra Ms J Rawlins
- 12Sk Mrs C Skeates and Mr M Bennett
- 12Wm Mrs T Williams
- 12We Mrs N Wekesa and Mrs V Ezekwe

- **Support Mentor:** Martina 09.15-14.30 Tuesday
- **Careers Advice:** Mrs S Hart
- **PSHE:** 1 hour every 2 weeks

Bursary

16 to 19 Bursary Fund: a summary

The 16 to 19 Bursary Fund provides financial support to help students overcome specific barriers to participation so they can remain in education.

There are 2 types of 16 to 19 bursaries:

- bursaries for defined vulnerable groups of up to £1,200 a year
- discretionary bursaries which institutions award to meet individual needs, for example, help with the cost of transport, meals, books and equipment

If you think you are eligible, more information is available from the Sixth Form office and on the Sixth Form Website. ***Deadline for applications is September 21st.***

<https://www.gov.uk/guidance/16-to-19-bursary-fund-guide-2018-to-2019-academic-year>

Mindset

Sixth Form is **TOUGH**. It will take **GRIT** and **DETERMINATION** to achieve. You must **LEARN** from **FAILURES** and **NEVER GIVE UP**.

*Parents – Sixth formers are not too old to be nagged! Compromise is all well and good but they need **BOUNDARIES!***

Private Study

- All students have Private Study on their timetable – 10 hours per fortnight
- Staffed by volunteers and the Sixth Form Team
- Silent study room
- Register is taken and tutors are alerted to non attendance
- More added for underperformance.

Enrichment Activities

Leadership Opportunities

- Classroom Attachment
- Debating
- Prefect System
- Running 'House' events and clubs
- Social Science Club
- Peer Mentoring
- Student Council
- Young Enterprise
- Supporting the younger years.
- Ambassadors in parent information sessions

Enrichment

- Extended Project
- Overseas Expeditions
- Practice Interviews
- Social Events
- Sport/Music
- Subject Conferences
- Work Experience
- Science lectures
- NCS

Work Experience

- Date: 9th July – 12th July
- Route A: Arrange own WEX
- Route B: School arranges WEX
- Need to have correct documentation through the school.

Offers of any placements would be much appreciated 😊

Volunteering and Work Experience

This is a great way to gain **experience** and **confidence** (whether paid or voluntary);

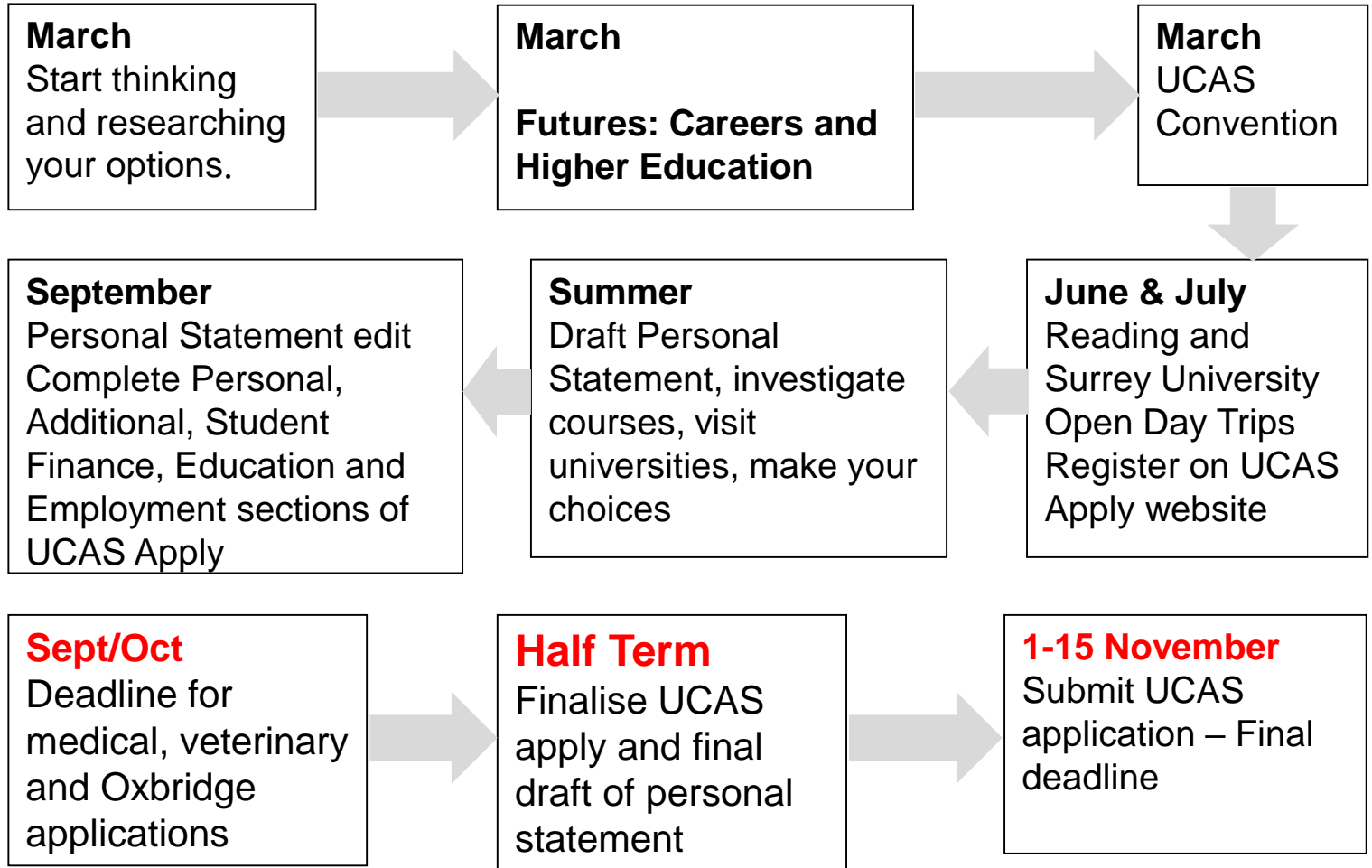
Why not try your local;

- Primary School
- Old People's Home
- Charity Shop
- Me2 organisation

- The opportunities are endless!

But school work must come first!

UCAS Application Process



Early Entry UCAS

- STEM society starts in September Year 12 to support science based courses.
- Early Entry support starts in January for potential Oxbridge/Medics/Vets/Dentist.
- Epsom Conference in March year 12.
- Support for Personal statements and Ucas applications in summer term.
- Wellington College events.

Year 13

- School deadline is mid September
- Support for personal statements
- Wellington social in September.
- Support for entrance exams
- Interview practice at school and Wellington

EPQ – Extended Project Qualification

- Stand alone Level 3 qualification
- School provides skills development, mentoring, supervision and assessment
- Can be based around an area of interest
- Develops research and extended writing skills
- Pass Rate: 100% A*, A, B

INSPIRE CHALLENGE ACHIEVE

