



Year 12 Parents' Information Evening

Wednesday 20th 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)

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

- Curiosity
- Perseverance
- Courage

CHALLENGE

Well rounded

- Kindness
- Role model
- Community minded

A Level Results 2017

	2017	2016	2015	2014
A*/A / B Passes	61.3%	57%	58%	57.2%
A* Passes	6.2%	9.5%	8.6%	10%
A*A Passes	29.7	28.6%	28.7%	20%
Pass Rate	99.7%	98.9%	98.8%	99.3%
ALPS	3	4	3	3



**A Level Mindset,
and
Boosting Student Performance
at Key Stage 5**

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



INSPIRE

ALPS bands

Approx GCSE grades	GCSE score band	MEG aspiration
Mainly A and A*	7.5 – 8.0	A*/A
Mainly As	7.0 - < 7.5	A
Mainly As few Bs	6.7 - < 7.0	B
Mainly As and Bs	6.4 - < 6.7	B
Mainly Bs few As	6.1 - < 6.4	B/C
Just over all Bs	5.8 - < 6.1	B/C
Mainly Bs few Cs	5.5 - < 5.8	C
Mainly Cs few Bs	5.2 - < 5.5	C
Mainly Cs	4.7 - < 5.2	C/D
D/Es with 4 Cs	4.0 - < 4.7	C/D

Case Studies from 2017

Student A (7.50)

Minimum expected grade: A*/A

Achieved: A*A*A

Case Studies from 2017

Student B: (6.65)

Minimum expected grade: B

Achieved: A*AB

Case Studies from 2017

Student C: (5.80)

Minimum expected grade B/C

Achieved: A* AA

Case Studies from 2017

Student D: (5.40)

Minimum expected grade C

Achieved: BBB

Case Studies from 2017

Student E: (6.50)

Minimum expected grade B

Achieved: CDD

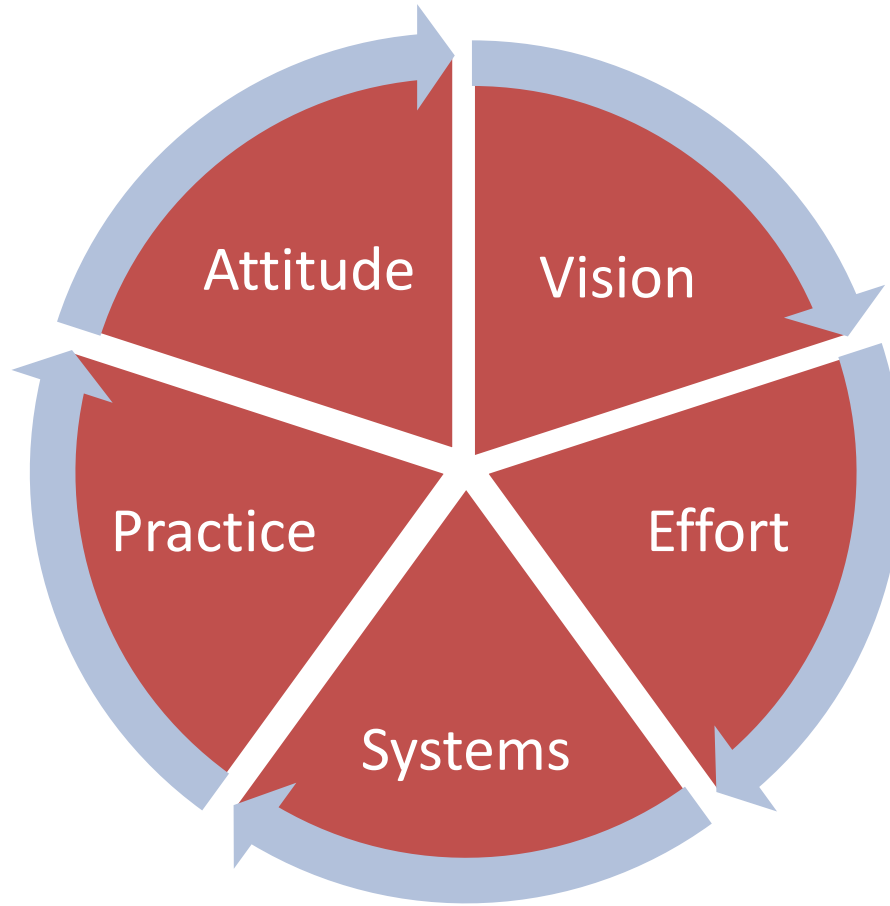
Case Studies from 2017

Student F: 5.22

Minimum expected grade C

Achieved: CDD

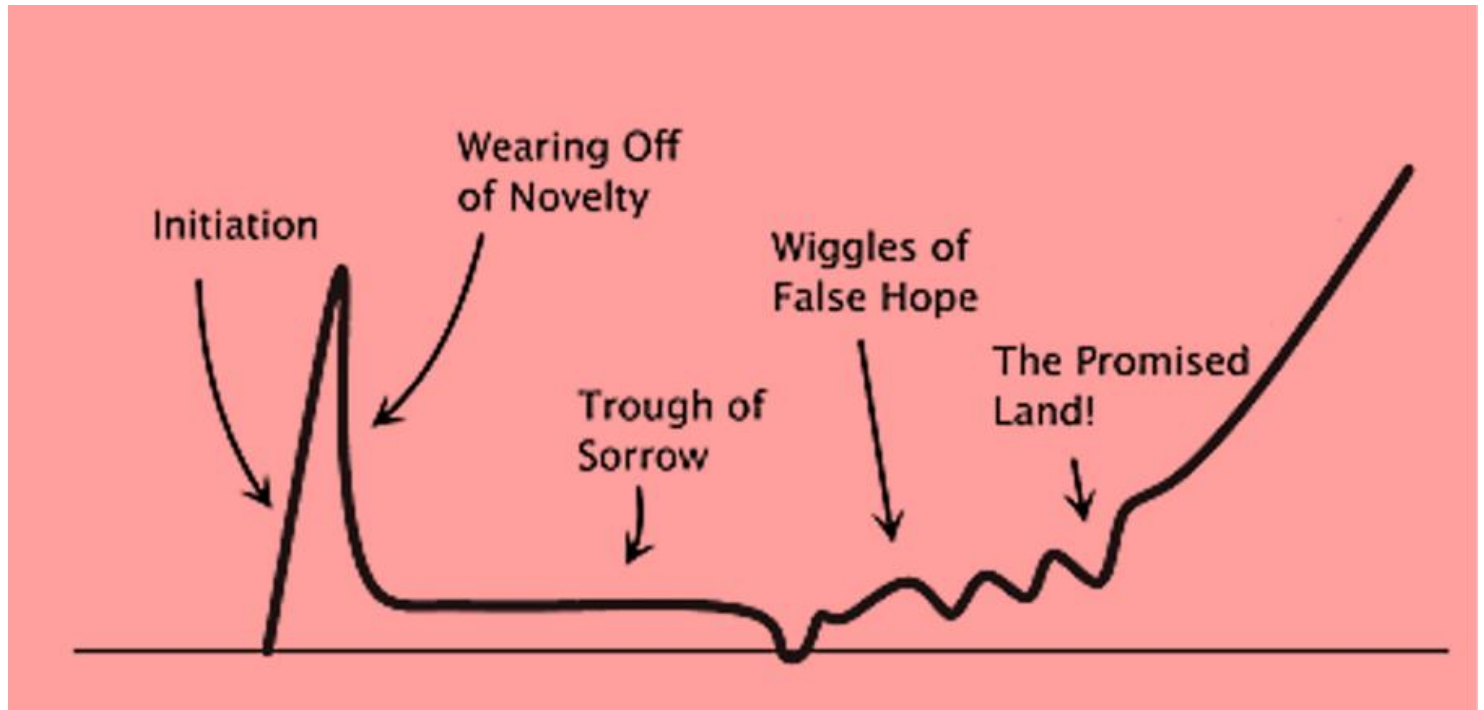
The VESPA Model



INSPIRE CHALLENGE ACHIEVE

- **Vision:** How well do you know what you want to achieve?
- **Effort:** How many hours of independent work do you do?
- **Systems:** How do you organise your learning and organise your time?
- **Practice:** What kind of work do you do to practice your skills?
- **Attitude:** How do you respond to setbacks?

Typical Student Year!



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 the ‘adjacent possible’; curious
- Understands the role and value of the subject in a wider context

Make a Habit of Effort



INSPIRE CHALLENGE ACHIEVE

Hours pw	percentage of students	
0-4	3%	(ie 97% of students working harder)
4-8	11%	(none got A*-B, most D's)
8-12	21%	35
12-16	25%	60
16-20	11%	71
20+	28%	99

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.

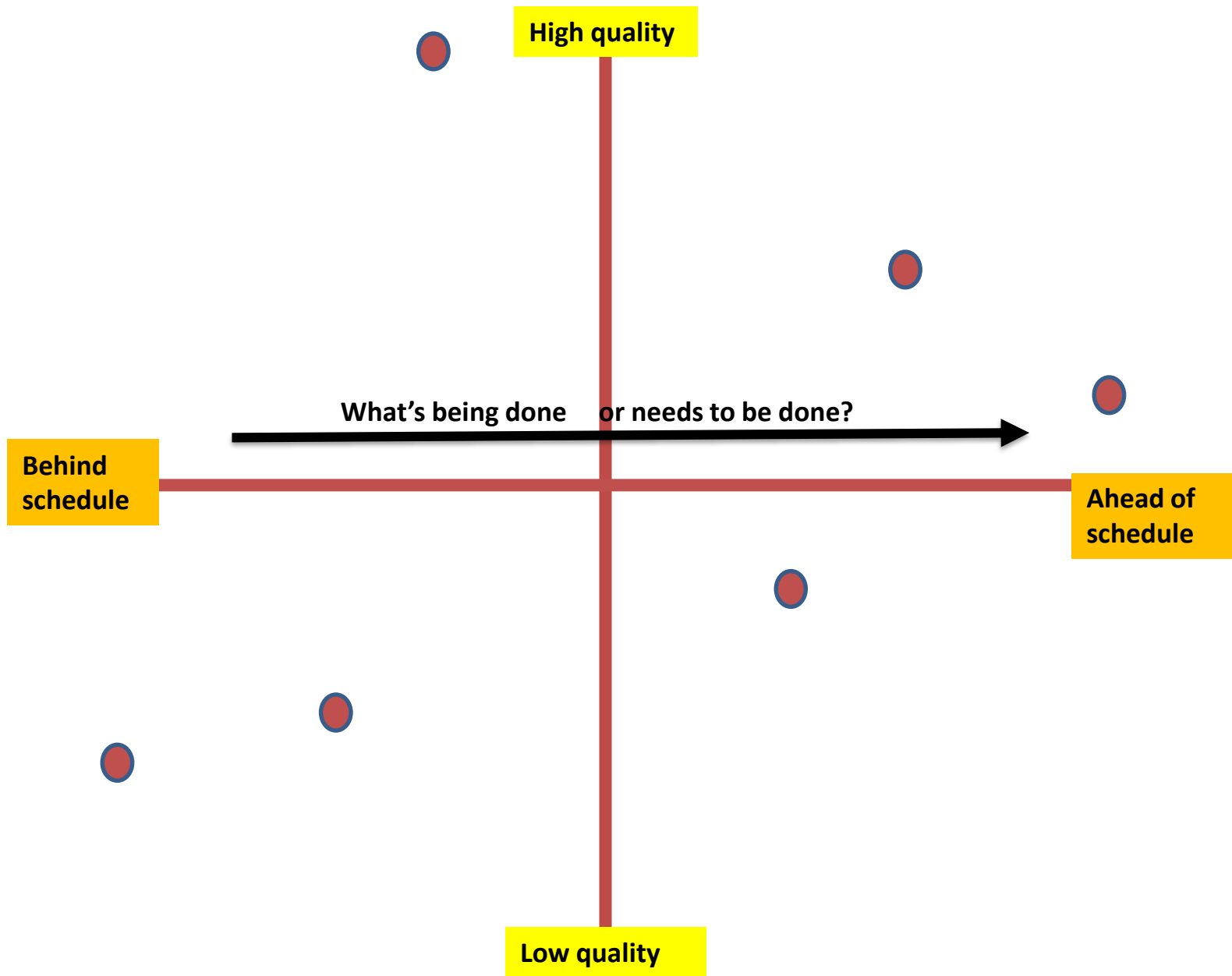
Three things a **High Effort** student does every lesson/every day/every week....

- 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



INSPIRE CHALLENGE ACHIEVE



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 thematically not chronologically

Build in Practice



The Practice Questionnaire

	Always	Sometimes	Never
Reading Through Class Notes			
Using resources on <u>Bloodle</u>			
Using Course Textbooks			
Mind Maps / Diagrams			
Making / Re-making Class Notes			
Highlighting / Colour Coding			
Flashcards			
Using a Revision Wall to Display your Learning			
Writing Exam Answers Under Timed Conditions			
Reading Model Answers			
Using Past Exam Questions & Planning Answers			
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 Exam Questions			
Handing in Extra Exam Work for Marking			
One to One Discussions with Teachers / Tutors			

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Step One

	Always	Sometimes	Never
Reading Through Class Notes			
Using resources on <u>Bloodle</u>			
Using Course Textbooks			
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One to One Discussions with Teachers / Tutors			

Step One

Step Two

	Always	Sometimes	Never
Reading Through Class Notes			
Using resources on <u>Bloodle</u>			
Using Course Textbooks			
Mind Maps / Diagrams			
Making / Re-making Class Notes			
Highlighting / Colour Coding			
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Step One

Step Two

Step Three

‘Flow’ spaces

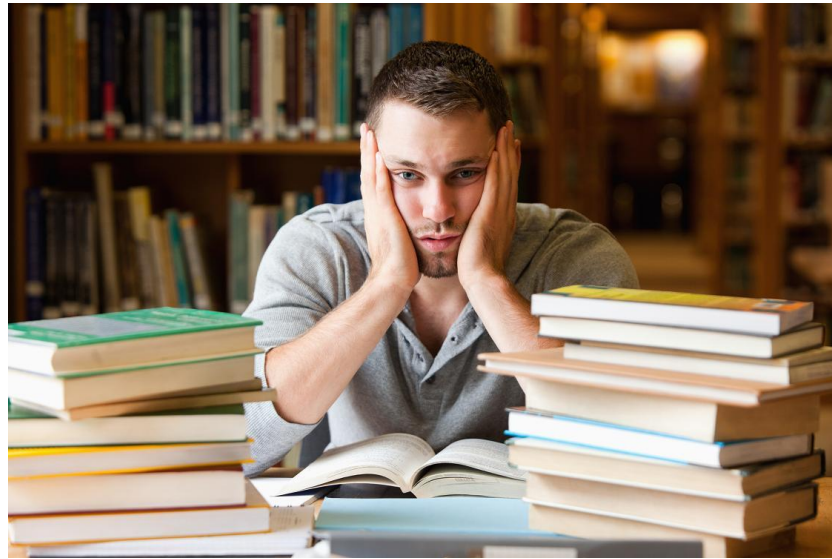
- Levels of foreground and background noise
- The number of other people there
- The behaviours of the other people there
- The quality of the working space.
- The levels of light
- A feeling – ‘calmness’ ‘focus’

Not too comfortable though!

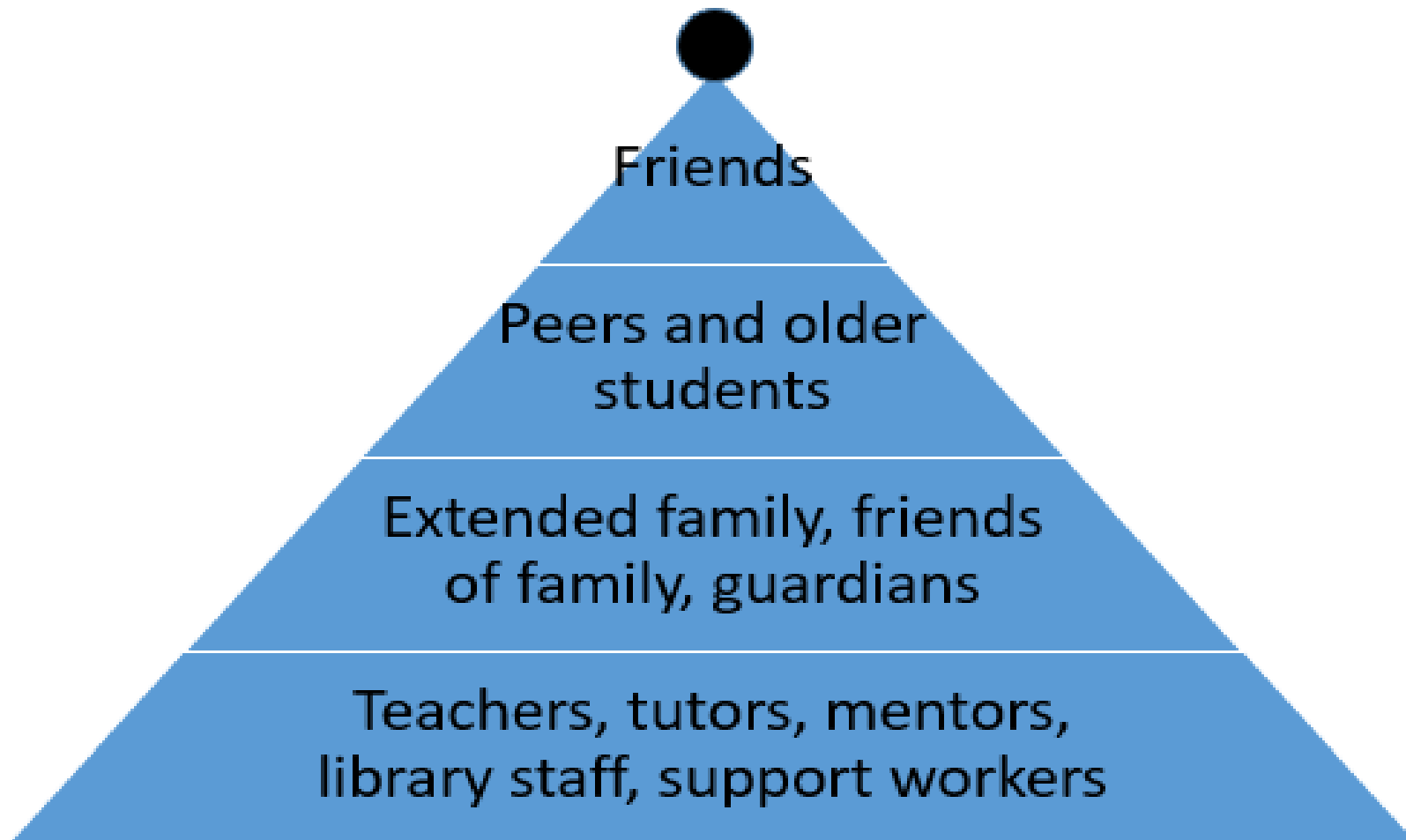
Three things a **High Practice** student does every lesson/every day/every week....

- 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

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 vision
- Making a habit of effort
- *Building* effective systems
- Engaging in high stakes practice (out of their comfort zone)
- Having the correct attitude

What can you expect from us?

Support

Great teaching – great learning

High expectations

Close monitoring

Sixth Form Support Structure

Head of Sixth Form – Teaching & Learning

Head of Sixth Form - Pastoral

Tutor Team

Sixth Form Administrator

Careers Manager

Standards and Expectations

- Dress Code
- Attendance
- Punctuality
- Home Learning



Pastoral Support

- 12Da Mrs Dakovic and Mrs Allison
 - 12Ds Mrs Davis
 - 12Fl Mr Furlong
 - 12Gri Mrs Griffiths
 - 12Sd Mr Stromdale
 - 12Ss Mrs Styles
-
- **Support Mentor:** Martina 09.15-15.15 Tuesday
 - **Careers Advice:** Mrs S Davey
 - **PSHE:** 1 hour every 2 weeks

Bursary

There are two types of 16 to 19 bursaries:

1. Vulnerable bursaries of up to £1,200 for young people defined in one of the defined vulnerable groups.
2. Discretionary bursaries that institutions award to meet individual needs.

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 22nd September.***

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.

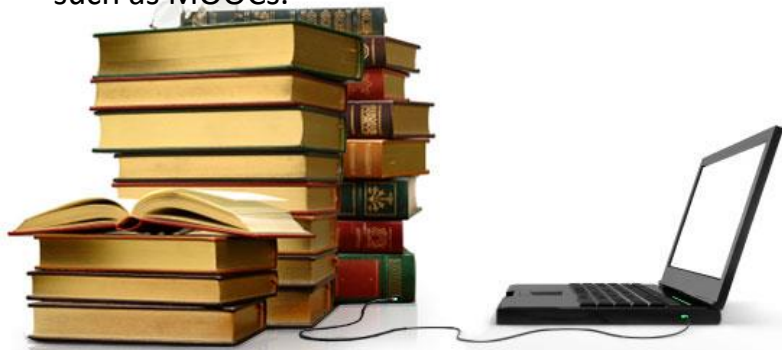
Private Study Expectations



Private study will allow students to complete home learning, conduct wider reading, complete enriching activities such as MOOCs and better manage their independent learning.

It is expected that students will adhere to the following code of practice in the private study room:

- When they attend a timetabled private study session, students should ensure they are registered. It is their responsibility to ensure they have identified themselves to the supervising staff member.
- Students are welcome to work in private study at times other than those on their timetables, as long as they adhere to the code of practice.
- Students should work independently and **show consideration to other students** in their actions.
- Students should work in **silence**.
- There should be no **mobile phones or earphones** used in the private study area.
- Students should use the time to complete home learning, additional reading or research or purposeful online activities such as MOOCs.
- Students should not use the facilities for activities that are unrelated to their learning.
- If students wish to work in an alternative location during their timetabled private study, they must seek approval from the supervising staff member at the start of the session.
- Students should arrive equipped with the appropriate materials and resources for their learning. There will never be a session where students have “nothing to do”.



INSPIRE CHALLENGE ACHIEVE

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

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

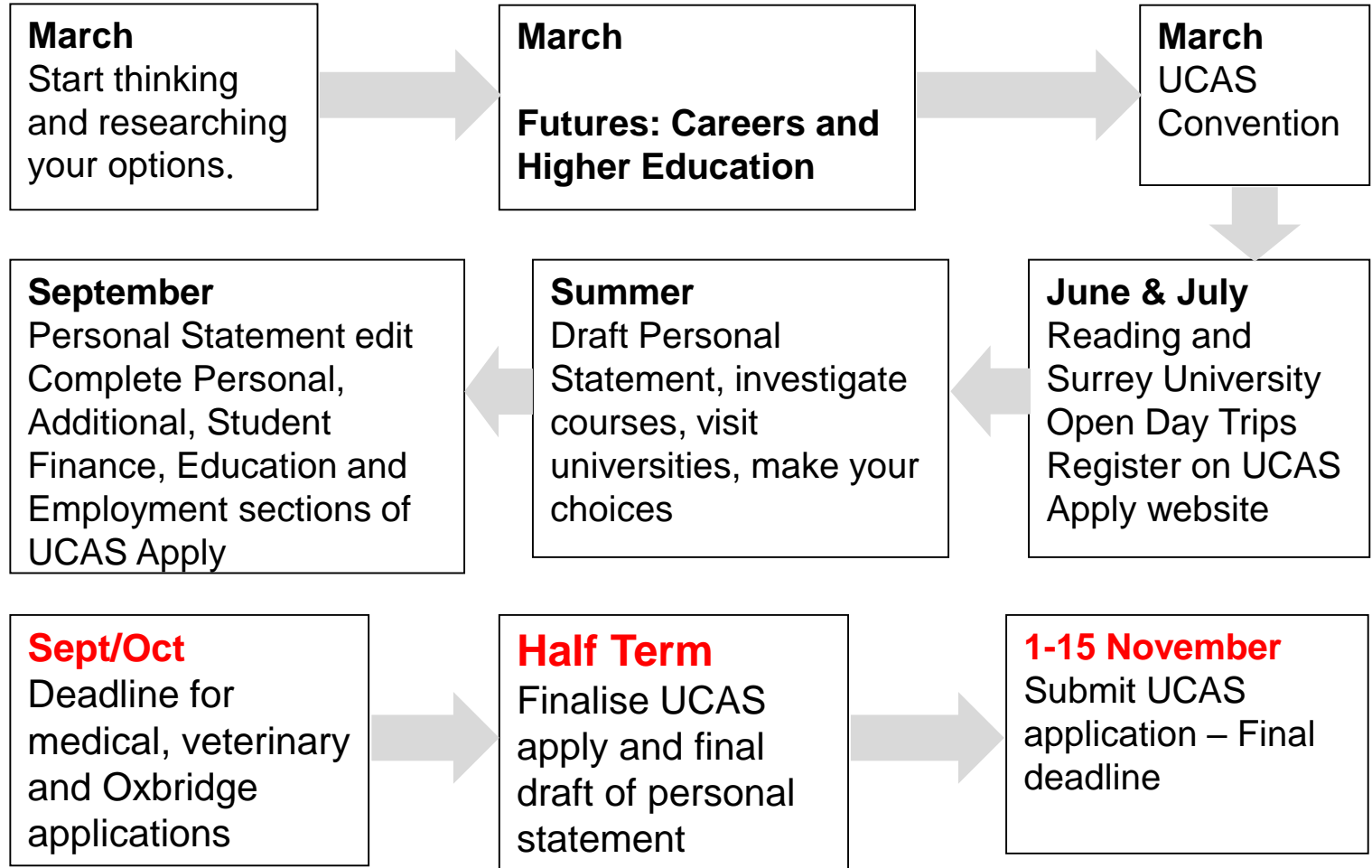
Why not try your local;

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

- The opportunities are endless!

Please do make sure that you do not do more than 8 hours a week – *school work must come first!*

UCAS Application Process



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

