

Success in the Sixth Form



Working Together to *Inspire, Challenge & Achieve*

Introductions

The sixth form team

- Mrs Cooper - Head of Year 12 and 13
- Mrs Chapman - Head of Year 13
- Mr Forshaw - Assistant Headteacher with oversight of the Sixth Form
- Mr Holdsworth - Deputy Headteacher with oversight of Sixth Form Teaching and Learning



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Introductions

The sixth form team

- Mr Allen - Raising Achievement Officer for Sixth Form
- Mrs Cole - Sixth Form Administrator and Librarian

Teaching staff with sixth form responsibilities

- Mrs Brooks - Early Applicants Coordinator
- Mr Williams - Co-curricular Coordinator for the Sixth Form
- Mr Josephson - Academic Enrichment Coordinator (including EPQ)



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Making the transition to sixth form - what is the difference?

Independent study!

- A range of study environments this year
- In study periods, and at home
- Student's advice...



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Matthew

3 A Levels: geography, politics, physics

Goal: geography at Oxford

Top tip: read around the subject - JSTOR



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Sophie

3 A Levels: chemistry, maths, French

Goal: chemistry at Oxford / Durham / Warwick

Top tip: to stay on top of things!



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Saskia

3 A Levels: maths, French and politics

**Goal: PPE at Oxford or Sciences Po
(France)**

Top tip: get involved in co-curricular



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Mrs Cooper / Mr Allen - academic guidance and monitoring

	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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Handing in Extra Exam Work for Marking			
One to One Discussions with Teachers / Tutors			

**Step One
CONTENT**

**Step Two
SKILLS**

**Step Three
FEEDBACK**

There seems at this early stage to be a clear correlation between the success of students and the range of different techniques they use when they are revising.

A very simplified version of the results suggests:

D Grade students	A/A* Grade students
3 hours per week per subject	7 hours per week per subject
5-6 different revision techniques	10 or more different revision techniques



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Statistical estimates: “Predicted grades”

- FFT20 - performance indicator for Post-16 students
- based on Best 8 GCSEs
- Available towards the end of half term



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GCSE Best 8	Interim Estimate Range
-48	C-E
48-51	C-D
52-55	B-C
56-59	A-B
60-64	A*-A



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Progress checks

- Half termly teacher predictions
- A level grade in 3 or 4 subjects
- Fine levels:

+	Could achieve grade higher
	Grade most likely
-	Could drop to grade below



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Progress checks

B+	Could achieve A grade but only if performance improves
B	Grade most likely – a 'secure B'
B-	Near B/C boundary – be aware could drop to grade below without intervention



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Teacher predictions

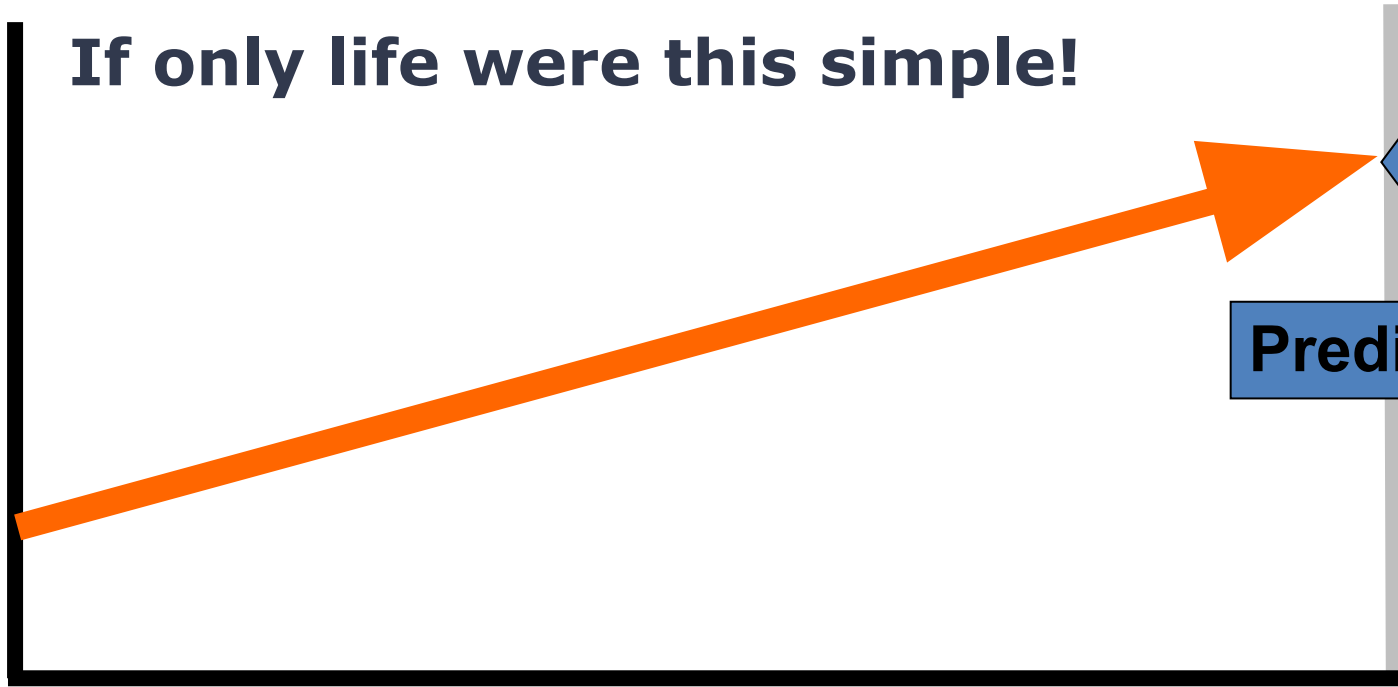
- Teacher's professional judgement, updated in the light of the previous half term's work
- Three weekly test grades may be an indicator
- The grade expected at the end of the course



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If only life were this simple!

Attainment



Prediction

Year 11

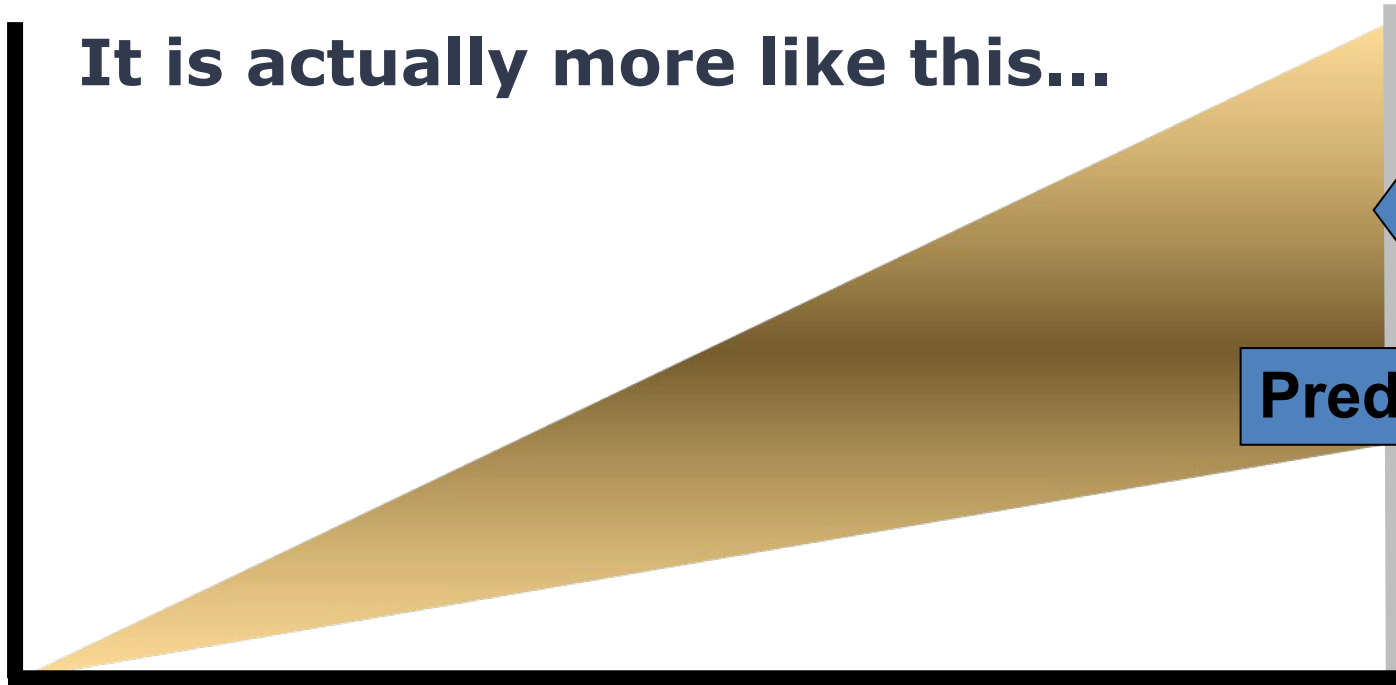
Year 13



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It is actually more like this...

Attainment



Year 11

Year 13



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Academic monitoring

Check points – half termly

Attitude to learning codes

1 = exceptional effort

2 = expected effort [most students]



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How to achieve an Effort Code 1

- All deadlines met for work set
- Come to lessons fully prepared
- Evidence of reading around the subject/beyond the specification
- Files/notebooks very well organised
- High quality written work
- Highly reflective and analytical – takes ownership for his/her learning
- Excellent attendance and punctuality
- High level of engagement in lessons



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4 + CODE LETTER[S] = significant concern

M = Lack of motivation

D = Deadlines not met

H = Homework issue e.g. poor quality work

O = Poor organisation

B = Behaviour in lesson



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Y12 Internal assessments 2019/20

Three weekly tests

w/c 4th Nov

w/c 25th Nov

w/c 27th Jan

w/c 16th March

w/c 27th April

Year 12 End of Year 'UCAS' examinations –15th-24th June
(dates tbc)



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**How will I know if my
son/daughter is struggling?**

**What can I expect if this is the
case?**



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The low effort student



Characterised by satisfaction, contentment and short-termism – oblivious to levels of hard work put in by others.



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The low vision student



Characterised by listlessness, boredom, low-level anxiety, exasperation, and a tendency to procrastinate



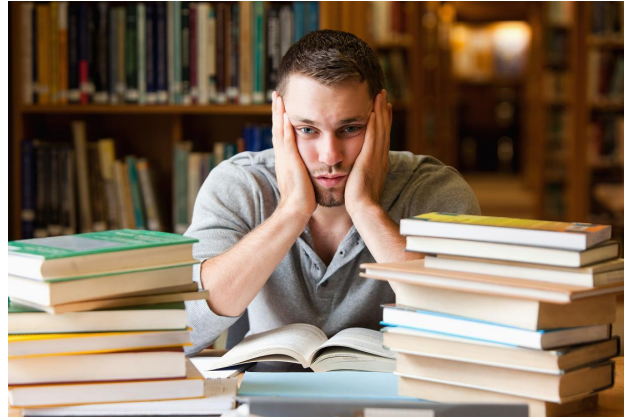
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Characterised by a scaling-up of old systems that now can't cope, missing deadlines because the work has been forgotten, poor sleep and late waking, chaotic bags and folders, often high-stress



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Characterised by anger, frustration with progress, unhappiness, self-loathing, negativity – often comparing themselves unfavourably to others





Often organised and hardworking but loyal to repeated patterns of GCSE preparation, comfortable behaviours, sense of control achieved through large stationery purchases, claims “you can’t revise” for skills-based courses



If you spot any of these signs ...

Don't panic – normal part of transition – BUT it should not last long! We support students with lots of advice.

If it becomes a deep-seated problem talk to the student's tutor, subject teacher, year leader or RAO office Mr Allen

Students: drop in session available p5 on Mon, Wed, Fri or email any time to dallen@shfgs.co.uk if you need extra support



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First signs to be concerned

- Emailed reports at Check Points
- Teacher predictions, ATL Codes and Examination results
- Fine grade 'minus' – could easily 'slip' to grade below
- Any D grade – could easily slip to E or U
- U or E – unsuitable for Year 2 course



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Safeguarding



Sir Henry Floyd Grammar School



Sitemap

HOME ABOUT THE SCHOOL CURRICULUM FUNDRAISING NEWS & EVENTS **PARENTS** STUDENTS CONTACT

PARENTS

- ▶ E Safety
- ▶ Parent and Student Handbook
- ▶ Parents Evenings
- ▶ Parents' Society
- ▶ Parent Survey - December 2017
- ▶ Pupil Premium
- ▶ Safeguarding
- ▶ Student Leave of Absence Form
- ▶ Term Dates 2019/20
- ▶ The Buckinghamshire

You are here: [Parents](#) | Safeguarding

Parents

Safeguarding

At Sir Henry Floyd Grammar School, the health, safety and well-being of every child is our paramount concern. We listen to our pupils and take seriously what they tell us. Our aim is that children will enjoy their time as pupils in this school. We want to work in partnership with you to help your child to achieve their full potential and make a positive contribution.

To promote a safe environment for pupils, our selection and recruitment policy includes all checks on staff and regular volunteers' suitability, including Vetting and Barring Checks, as recommended by Buckinghamshire County Council in accordance with current legislation.

In accordance with our responsibilities under section 157 of the Education Act 2002, we have a Designated Safeguarding Lead (Miss Massey), and has received appropriate training for this role. It is her responsibility to ensure that all staff in contact with children receive child protection



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Online Safety Newsletter: November 2019

Mixer

Mixer is owned by Microsoft and available on iOS (rated 17+), Android platforms, through the Mixer website, Xbox One and Windows PC. Streamers can broadcast game footage, live events, and interact with each other via online chat. It has similarities to Twitch.

Parents should monitor what their children are viewing on this app because they could be watching gamers playing games that are inappropriate for their age e.g watching somebody play Call of Duty, which is 18+. They may be watching games that contain sexual content, violence and explicit language. In addition, due to the chat facility, they may hear or be subjected to inappropriate language.

Mixer gives streamers the option to state that their channel is for 18+, which means that the streamer is stating the channel is not suitable for children but Mixer state that it is up to parents to check what their child is watching. [\[1\]](#)



Threads

This new app by Instagram launched last month, it's a standalone camera app rated 12+ on the App store. It has been designed so users can keep up to date with their 'close friends' (close friends list set up on Instagram). It allows users to easily



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Mr Josephson - Academic Enrichment Coordinator

- What is academic enrichment and why is it so important?
- What enrichment opportunities are available at SHFGS?
- The Extended Project Qualification (EPQ)
- How else can students enrich their academic experience?



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Academic feedback

Parents Consultation Evening

Thursday 27th February 2020 5-7.30pm

Contact subject teacher (at other times)



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UCAS

- Applying for university
- UCAS predicted points / grades will be determined by the end of year 'UCAS' exam exam grades + teacher's professional judgement taking into account a student's track record.



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Support for 'life after SHFGS'

- UCAS Information Evening - Monday 27th January
6.30-7.30pm
- Birmingham University trip Friday - Friday 26th June
- 'Next Steps Day' - Monday 6th July



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Mrs Brooks - Early Applicant Coordinator

- What is Early Entry?
- Who is eligible for the Early Entry preparation programme?
- What do we offer in terms of preparation for Early Applicants?
- How can you best support a potential Early applicant?



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Mr Williams - Co-curricular Coordinator

- What do we mean by “co-curricular activities”?
- Why should I want to get involved? What’s in it for me?
- Challenges - and how to overcome them
- Opportunities - and how to make the most of them



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Thank you for attending

Please take a Success in the Sixth Form Guide

We welcome feedback by email



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