



Welcome to Sixth Form Evening 2022

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## What Ofsted say (*October 2018*)

- “The College has a large and growing sixth form. Leaders and teachers are encouraging a sense of high ambition and aspiration among the students who attend it. In 2017, students’ progress was strong in both their academic and vocational qualifications.”
- “The proportion of students who gained places at the country’s most selective universities was above the national average.”





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# Year 12 Information Evening

- A Level qualifications
- BTEC qualification
- Transition from KS3 to KS4 to KS5
- Independent study
- Directed Study
- Punctuality and attendance
- Student progress and monitoring
- Enrichment
- Supporting students
- Key dates





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## Sixth Form Staff



Mr Smith  
Head of Sixth Form



Mrs Sweeney  
Sixth Form Support  
and Administrator



Mrs Restaino  
Academic Support  
Tutor





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## The Sixth Form Tutor Team

Miss Ward – Curriculum Manager for Health and Social and CPLD

Mr Hemraj – Business Studies Teacher

Mr De Almeida – Lead Practitioner, English

Mrs Rogers – Deputy CM English, KS5 Lead

Mrs Davenport – Geography Teacher

Mr Royal – KS5 Lead curriculum developer, English

Mr Mann – Deputy CM, Maths

Mr Tomlin – Curriculum Manager for History



## The benefits and advantages of vertical tutoring are clear:

- Vertical tutoring provides a friendlier, more cohesive social environment with tutor groups having much more of a 'family' feel.
  - At report and progress times of the year, tutors are able to have individual and small group discussions with students about target setting and progress.
  - Vertical tutor groups allow tutors to spend more time with students at key points in their educational journey, such as exams or post-16 progression.
  - Vertical tutoring gives students a chance to work with people of different ages and better prepares them for the adult world.
  - It provides opportunities for students to learn from and support each other. For example:
    - Year 13 can help year 12 with UCAS applications
    - Year 12 can support year 11 with the Sixth Form transition.
  - Peer mentoring, academic mentoring and coaching is encouraged and happens naturally within tutor groups.
  - Students gain an awareness of what goes on throughout the Sixth Form community as well as in their year group, which helps them to anticipate and prepare for the next stage in their school journey.
- Students benefit from respite from the peer pressure that naturally occurs amongst same age groups.
- Vertical tutoring can reduce bullying and improve student behaviour.
  - Vertical tutor structures provide additional leadership opportunities that help students develop life skills e.g. Senior prefects or Student Leadership Team.



## Aim of the Sixth Form

- To support students with their studies and ensure they recognise their dreams and aspirations. Helping the students achieve their goals.
- To fully prepare students for the next stages of their lives, whether that be university, apprenticeships or employment.

## How?

- Through individual study programs tailored to meet the need of each individual
- Through high quality teaching and learning
- By using accurate assessment data and meaningful feedback
- Developing students' skills set to allow them to thrive
- Ensuring the correct Post-18 route
- Supporting students through the application process of their desired choice.

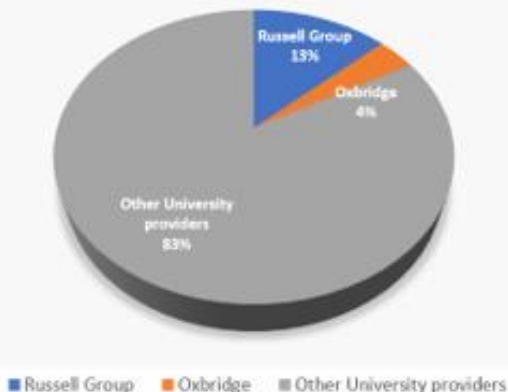




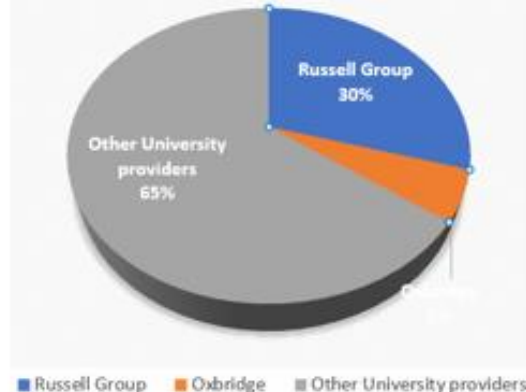
# Student Destinations

Year	Cohort	University	Percentage	Employment	Percentage	Apprenticeship	Percentage	Gap Year	Percentage	Other	Percentage
2022	89 ↑	59 ↑	66%	9 ↓	10%	3 ↓	4%	6 —	7%	11	13% ↑
2021	79 ↑	53 ↑	67%	11 ↓	14%	6 ↑	8%	6 ↑	8%	3	3% ↑
2020	64	45	71%	16	24%	2	4%	0	0%	1	2%

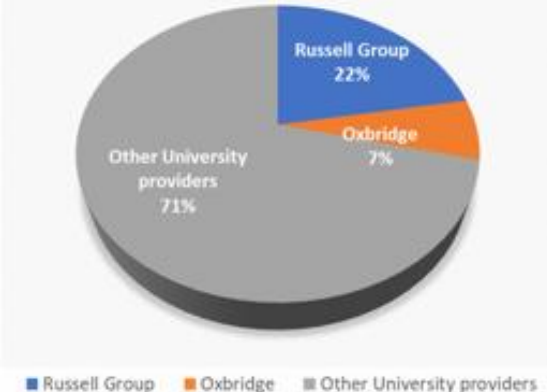
University destinations 2022



University destinations 2021



University destinations 2020







### A-Level Qualifications

- The majority of subject courses at Sir Harry Smith Sixth Form are A-Level qualifications.
- Assessment is mainly in the form of an exam. Students will sit these exams at the end of the 2-year course.
- A-Levels will be assessed at the end of the course.
- Students who achieved 6+ at GCSE tend to study A level qualifications



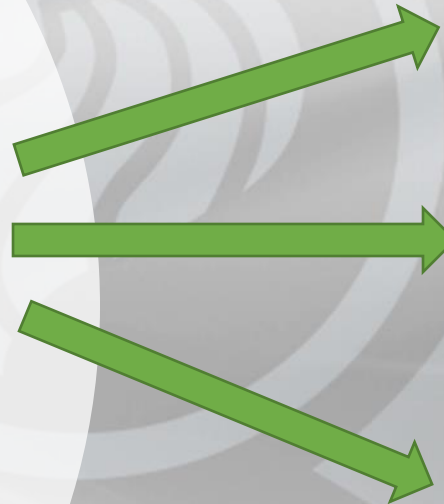
### A-Level Qualifications

- Biology
- Business
- Chemistry
- Philosophy and Ethics
- Physics
- Art
- Media Studies
- English Literature
- Geography
- History
- Psychology
- Sociology
- Product Design
- Maths
- Further Maths



### BTEC Qualifications

- Students will be assessed by assignments, set tasks and examinations.
- Students have to meet deadlines and hand all work in to at least a pass level.
- Students who don't hand work in on time or to the required level will fail the course.
- Students will be given feedback and given one opportunity ONLY to make Improvements.
- Students must pass all aspects of the course to pass the qualification overall.



### Level 3 BTEC Qualifications

- Level 3 Extended Certificate in Sport
- Level 3 Extended Certificate in Health and Social Care
- Level 3 Extended Certificate in Childs Play, Learning and Development
- Level 3 Extended Certificate in Enterprise and Entrepreneurship
- Level 3 Extended Certificate in Performing Arts
- Level 3 Diploma in Sport
- Level 3 Cambridge Technical in Applied Science



## University and Apprenticeship Entry Requirements

A level	BTEC	UCAS Points
A*	D*	56
A	D	48
B		40
C	M	32
D		24
E	P	16



# GCSE to A Level – Bridging the Gap

How do we take these dependent learners to independent learners that get results?



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## Transition work

- Gives students a clear idea of what the course is like.
- Provides an insight about units of work and topics to be covered
- Gives students and teachers an idea of how successful they will be at their chosen course.
- Feedback shared with students any final subject changes to be confirmed by Mr Smith.

## Independent Study

- Vital to be a successful Sixth Form student.
- Independent study guidance is available via form tutors, PSHE and from myself.
- Independent study will be monitored and feedback given.
- Each department will provide students with a Personal Learning Checklist (PLC). This allows students to recognise any gaps in knowledge.
- Review, revisit, revise.



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# Directed Study



**Define  
Goal**



**Identify  
Necessary  
Steps**



**Choose  
Learning  
Strategies**



**Reach out  
for Support**





### Personal Learning Checklists – PLC's

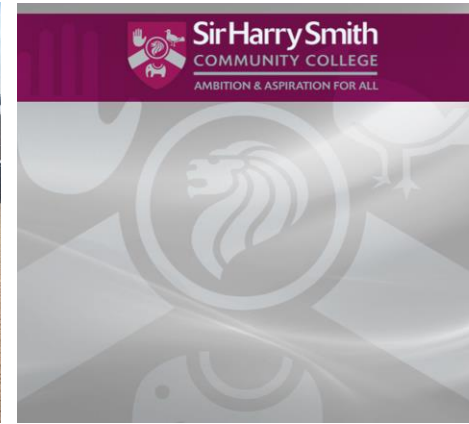
Designed for students to be able to take responsibility and keep track of their own progress throughout Sixth Form

Allows students to identify their strengths and areas for development

Students can really 'Pinpoint' gaps in knowledge and target these areas for intervention and revision.

Personalised Learning Checklist	RED	AMBER	GREEN
<b>BTEC SPORT UNIT 3- Professional Development in the Sports Industry</b>			
Know the scope and provision of the sports industry			
Know the careers and jobs in the sports industry			
Outline the Professional training routes, legislation and skills in the sports industry			
Identify the sources of continuing professional development (CPD)			
Know how to create a personal skills audit for potential careers in the sports industry			
To evaluate your own personal skills audit against a chosen career pathway			
Outline how your own personal development towards a career in the sports industry			
Know how to maintain a personal portfolio/record of achievement and experience			
Know how to find job advertisements			
Identify job descriptions, job analysis and a personal specification for careers in the sports industry			
Create a job application for a job role in a suitable career pathway			
Know the communication skills required for interview situations			

# Sixth Form Facilities





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- Study Groups
- Drop-ins
- Visits
- Lectures
- Industry specific talks
- Future learn & MOOCS
- Further reading materials

## Further Opportunities for Independent Study





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## Further Enrichment Opportunities

- Reading buddies
- Sixth Form Prefects
- Subject Ambassadors
- Student Leadership Team
- Library Assistant – Homework club
- Lunchtime assistant



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- The more time students spend in school the better their grades
- We aim for attendance of 100%
- On average, 17 days absence from school results in a drop of one grade
- Please try to schedule appointments out of school time
- Appointment slips needed
- Lack of punctuality affects the learning of others too
- If we have concerns we will be in touch

# Punctuality and Attendance



# EduLink

- Online programme to help organise students
- Parents can monitor student progress, attendance and punctuality







# Key forms to complete

- Sixth Form contract
- Admissions forms
- Student bursary application form

## **16 to 19 Bursary fund**

- You could get a bursary to help with education-related costs if you're aged 16 to 19 and:
- studying at a publicly funded school or college in England - not a university
- on a training course, including unpaid work experience
- A publicly funded school is one that does not charge you for attending it

## **What a bursary is for**

- A bursary is money that you, or your education or training provider, can use to pay for things like:
- clothing, books and other equipment for your course
- transport and lunch on days you study or train
- [16 to 19 Bursary Fund - GOV.UK \(www.gov.uk\)](https://www.gov.uk)



<u>Grade</u>	<u>Attitude to learning</u>	<u>Independent study</u>	<u>Response to feedback</u>
<b>4</b> <b>Excellent</b>	<p>The student:</p> <ul style="list-style-type: none"><li>• always works to the best of their ability in lessons;</li><li>• demonstrates high levels of motivation and enthusiasm during every lesson and clearly cares about their learning and progress;</li><li>• regularly extends their own and others learning through their contribution to class activities and discussion;</li><li>• approaches each task with care, commitment and diligence and demonstrates high levels of resilience in their approach to learning.</li></ul>	<p>Independent study:</p> <ul style="list-style-type: none"><li>• is of a very high standard and of the level expected of undergraduates;</li><li>• is approached in a proactive manner with the student demonstrating initiative and high levels of interest and enthusiasm;</li><li>• provides evidence that all aspects of the course have been effectively reviewed, revisited and revised regularly;</li><li>• demonstrates an interest and depth of understanding in a wide range of relevant topics beyond the curriculum;</li><li>• is always well presented and organised.</li></ul>	<p>The student:</p> <ul style="list-style-type: none"><li>• takes every opportunity to gain feedback on everything they do;</li><li>• takes great care to ensure they fully understand all feedback given and are proactive in requesting further feedback when they need it;</li><li>• responds very positively to feedback given;</li><li>• makes considerable progress each and every time feedback is given.</li></ul>
<b>3</b> <b>Good</b>	<p>The student:</p> <ul style="list-style-type: none"><li>• consistently works hard in lessons;</li><li>• approaches their studies positively and cares about their learning and progress;</li><li>• asks and answers questions during lessons and works well with others;</li><li>• attempts all activities and ensures their work is completed to a high standard;</li><li>• demonstrates confidence and commitment to their learning.</li></ul>	<p>Independent study:</p> <ul style="list-style-type: none"><li>• is of a good standard and is of the level expected by a successful sixth form student;</li><li>• is approached with interest and enthusiasm;</li><li>• provides evidence that almost all aspects of the course have been effectively reviewed, revisited and revised regularly;</li><li>• demonstrates an interest and understanding of a range of topics beyond the curriculum;</li><li>• is always well presented and organised.</li></ul>	<p>The student:</p> <ul style="list-style-type: none"><li>• values feedback given;</li><li>• listens carefully and tries to understand all feedback given;</li><li>• responds positively to feedback;</li><li>• makes progress every time feedback is given.</li></ul>



## Induction and Probationary Period

Entry requirements

Summer task

Four week  
probationary period

Initial assessment  
week prior to half  
term.

**Tough now but the  
first step to being  
independent  
learners**

## Initial Assessment Week

- First four weeks will be challenging
- Homework set and marked
- Students to be seen to be studying in study periods
- Every subject will have some form of assessment to judge your suitability for the course.
- Initial assessment grade should reflect summer task, work in first four weeks and the assessment
- Grade will be an AtL grade reported to parents on line





# Monitoring and reporting progress

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## Progress checks include:

- MEG grade – APS from GCSE
- CPP (A\*-U) (D\*-F)
- Attitude to learning (1-4)
- Independent study (1-4)
- Response to feedback (1-4)
- Meeting Deadlines (Y/N)
- Academic work up to date and of acceptable standard (Y/N)



# Monitoring and reporting progress

Date published (week beginning)	Progress Check
First Half Term	Initial Progress Check (Transition)
Autumn Term 1	Progress Check 1
Spring Term 2	Progress Check 2
Summer Term 2	Progress Check 3



Colourful study booths



Variety of furniture and floor texture/colour



# Future Developments



Ceiling LRSC



Study Booths



Dir





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Your son/daughter's form tutor is your first point of call

Mrs Sweeney is the Sixth Form Support member of staff

Mrs Restaino is our Academic Support Tutor

PSHE teachers will support students with transition skills and using independent study

Mr Potter is our lead member of staff for safeguarding and child protection

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Academic  
Support





## Key Dates

Date	Event
Thursday 23 <sup>rd</sup> September	Year 12 welcome evening
Thursday 20th October	Academic Tutor Day
June/July 2021	Year 12 Mock exams
TBC	Year 12 parent / student / subject evening
Summer term	Introduction to next step applications
Summer term	Follow up mock exams
Summer term	Higher Education visits and open days



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# Supporting students at home

- Space to work – Quiet space, no distractions
- Time to work (School work) – 10+ hours per week is advised
- Paid part-time work. No more than 10-12 hours per week.
- Know key dates
- Encourage good attendance and punctuality
- Support students to attend open days at universities
- Discuss and support independent study, enrichment and work experience



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# **Embedding a Growth Mindset in Our Students**

Mr L Nichols  
Head of Psychology  
Associate Principal



# Teaching and Learning Priorities

1. Knowing more and remembering more through regular recap/retrieval opportunities
2. Embedding a Growth Mindset
3. Improving whole school literacy through reading

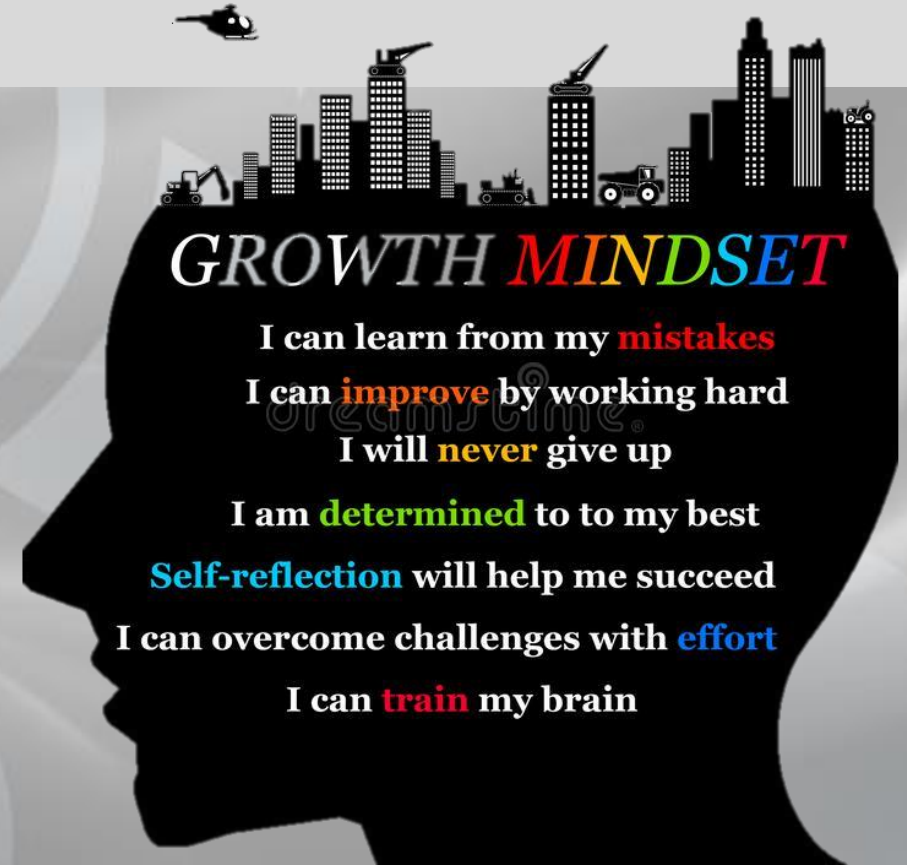




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# The benefits of teaching students Growth Mindset

- Be open to and respond to constructive feedback.
- Resilient when faced with difficult problems.
- Attribute success and failure to their own efforts as a means to improve.
- Enjoy learning new skills.
- Able to learn from others more easily.





# Carol Dweck

- Developmental Psychologist.
- Large focus on theories of intelligence as opposed to VAK.
- The conditions in which students learn best.
- Identified the importance of mindset on education attainment and progress.





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## Dweck (1998, 2012-17-19)

- Trained a group of students in how to have a growth mindset by promoting **resilience**, **response to feedback** and solving **challenging** problems.
- The students achieved on **average .8 of a grade higher** than their peers of similar ability level who had no training.
- Having a growth mindset **physically changes the neural pathways in our brain**, making information easier to **retrieve**.



**CAROL DWECK**





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- Ability **cannot be changed**.
- Always focuses on the **failure** as opposed to the successes.
- Effort **depends** on the subject.
- **Minimal** attempt to improve/resolve conflicts.
- **Does not** wish to exceed targets.
- Challenge makes me **uncomfortable**.



- Ability is **not fixed**.
- Seeks opportunities to **improve**.
- I must put **effort** in to get better.
- Eager to **resolve** issues.
- Targets are there to guide me, but I can **exceed** them.
- **Challenge and mistakes** are the best way to learn new things.





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# What you can expect from our college

- **Assemblies** for all year groups on Growth Mindset.
- **Support with destinations post-sixth form** during form time to encourage students to **set long term goals**.
- **Enrichment opportunities** to encourage response to feedback, pride in work and learning beyond the classroom.
- **Continued reinforcement** of Growth Mindset to staff and students.





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# What you can expect from our teachers

- Lessons which have **purposeful reflective tasks** built into the curriculum.
- Boost the **confidence** of our students through **praising effort** first, as opposed to outcomes.
- **Regular feedback** provided to students in a variety of different ways.
- To create a classroom environment where **students feel safe to make mistakes**.





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# What we expect from our students

- To be **punctual**, take a 'revise as you go' approach and **meet deadlines**.
- To **always try their best**, even when classwork and revision becomes more challenging.
- **Feel confident enough to answer questions** in lessons, even if they get it wrong.
- To be **ambitious** and have **high aspirations** for themselves.
- **To track their own progress with the PLC.**







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# Using the PLC's at home

- All departments have their own **personalised learning checklist (PLC)**.
- A list of different components/units with clear guidance on what **students need to know**.
- **Support independent learning, track progress, and monitor revision materials.**
- Used **frequently throughout the year** by both staff, students and parents.







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**R (red) – I did not attend/focus in the lesson and have not caught up or reflected on my notes**

**A (amber) – I attended the lesson but still feel confused, I am not overly confident with this material**

**G (green) – I can answer exam questions on this material and would feel confident in my answers**

Content	R	A	G	Notes	Revision	Exam Q's
Outline and evaluate reciprocity and interactional synchrony.						
Discuss the role of the father.						
Discuss Shaffer's stages of attachment.						
Discuss the animal studies of attachment: Lorenz and Harlow.						



## Topic Tracker

Assessment/Exam Question	Areas my teacher has identified that I need to focus on for the future	Score, Grade and %	On Target (Y/N)



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# How you can support your child

- **Reflect on your own mindset.**
- Regular conversations about **failure and mistakes** you have made.
- Praise the **process** rather than the **outcomes**.
- Setting **short and long-term goals** for life after sixth form.
- The power of **"yet"**.
- **Checking the PLC.**






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# Strategies for students to embed a growth mindset

- Regular **retrieval practice** at home.
- Creating **knowledge organisers** which includes key terms.
- Responding to all **feedback** provided by teachers.
- Answering **additional practice questions** from past papers.
- Only **revise the areas you struggle with**, not the parts you know.








Growth Mindset


**What is a 'Growth Mindset'?**

A Growth Mindset is where an individual believes intelligence can be changed through effort, practice and making mistakes. The opposite of a growth mindset is a fixed mindset, this is where an individual believes intelligence cannot be changed and we are born with a fixed ability level.



**FIXED MINDSET**

- Ability cannot be changed.
- Always focuses on the failure as opposed to the successes.
- Effort depends on the subject.
- Minimal attempt to improve/resolve conflicts.
- Does not wish to exceed targets.
- Challenge makes me uncomfortable.



**GROWTH MINDSET**

- Ability is not fixed.
- Seeks opportunities to improve.
- I must put effort in to get better.
- Eager to resolve issues.
- Targets are there to guide me, but I can exceed them.
- Challenge and mistakes are the best way to learn new things.

**What has research found about Growth Mindset?**

Carol Dweck has conducted most of the research into mindset and has found when students have or are trained in a growth mindset they:

- Can increase their outcomes by .8 of a grade.
- Students will attempt more challenging work in lessons.
- Response to feedback becomes more valuable to the student.
- Experience changes to the neural network in their brains which allows them to connect and access information easier.
- Improves resilience and determination in students.

**What are the benefits of embedding a Growth Mindset in students?**

- Students are more open to constructive feedback and more likely to respond.
- Resilient when faced with difficult problems.
- Attribute success and failure to their own efforts to improve in future practice
- Enjoy learning new skills in different subjects.
- Able to learn from others more easily.
- Understand the importance of working hard in all subjects not just those they enjoy.

**Advice for parents/carers:**

Do's	Don'ts
Talk about your own experiences with failure.	Always praising intelligence as opposed to effort.
Promote risk taking in learning.	Expect success straight away in all subjects.
Add the word "yet" to the end of conversations.	Focus on the grade first, check progress being made.

**Strategies for students try at school and at home:**

- Creating lists of key terms with definitions and hand drawn pictures for different topics.
- Responding to feedback as soon as it is given to you and then answer additional practice questions.
- Identify the areas you are struggling with and start with revising these first.
- Use a mini whiteboard to practice active recall by writing everything down you can remember about a topic and comparing your answer with your notes. Continue this process until you can confidentially recall everything from a topic.
- Explain your knowledge of a subject to a parent, peer or relative to help reinforce the learning that has taken place.
- Avoiding cramming one topic during revision by revising different topics from one subject during a revision session, this will help you to make links between the content.
- Leave time in-between revision for each topic and ensure you have had enough sleep before you revisit a topic.

Materials will be available on the college website alongside a one page A4 summary on Growth Mindset with strategies for parents/carers to support their child at home.