Welcome to the Sixth Form Information Evening

The Chelmer Valley Route to Success.
The Chelmer Valley Route to Success.
Results from 2019 – A-level

• A*-B (52%)
• A*-C (80%)
• A*-E (100%)
• EPQ
• Destinations including; RR apprenticeship, IBM apprenticeship, University of Cambridge, various different Russell Group and other top selected universities
• For attainment (A*-B/C/E) – this is around the top 5 or 6 schools in the County so a fantastic achievement for our staff and students
INTRODUCING THE SIXTH FORM TEAM

Head of Sixth Form: Mr J Beadle
Assistant Head of Sixth Form: Mrs G Willcox
Enrichment Lead: Mr J O’Hara
Pastoral Manager: Mrs C Mills

Tutors:
C – Mrs Pledger
H – Mrs Oviedo
E – Mrs Ogogo
L – Mr Blake
Sixth Form Study Skills Evening September 2019

Upcoming Dates for Year 12

• Russell Group Information Evening 1st October 7-8pm

• Thursday 28nd November—Sixth Form Parents’ Consultation Evening (4.30-7.30) - Year 12 and Year 13

• 28th April Progression Support Evening for Year 12 – Apprenticeship and University

• 1st June – 9th June A Level Pre-Public Examination mock exams

• 24th March – Higher Education Convention & 9th March - Apprenticeship fair (selected students)

• Monday 15th – 19th June  Work experience (one week) – please support your son/daughter in investigating a potential WEX following on from the Mock examinations

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How can we help in the preparation for life beyond school?

• Careers advice available with school Careers lead – i.e. appointments

• Employability days to improve skills – i.e. Application Day planned for June (UCAS) and Apprenticeship Day planned for January

• Personal finance courses offered to increase financial literacy

• Core Maths to help ensure students are ‘future-proofed’ with a L3 Maths qualification

• EPQ dissertation to promote project management and independent study

• University advice in the summer term and next autumn in aiding application

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Some key information on the Sixth Form

A typical Study Programme looks like this:-

• 3 / 4 A Levels (A Levels / BTECs)
• IFS – 1 lesson per week (Certificate of Finance) + 1 lesson Study Period per week
• Core Mathematics Qualification
• Extended Project Qualification – 1 lesson per week
• P1 and P5 are designated Study Periods until further notice
• P1 is in the library / P5 is in the Study Room until further notice
• Tutorials (in tutor time)
• Enrichment Activities on Wednesday afternoon
• UCAS Day / Higher Education Convention
• Work Experience Week (and preparation)

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Enrichment – Sports, Community service and other activities

• On a Wednesday afternoon we have set up a full suite of sports activities and other activities for the Sixth Form to help them keep fit and/or reduce stress levels by undertaking activities other than their normal A-level classes.

• Other activities on offer throughout the year include;
  - Photography tuition
  - Investor competitions
  - Degree taster courses
  - Possible Yoga, Parkour, Dance classes etc.
  - Share investing competition and other potential options

• In terms of community service, tomorrow am in assembly we are launching our ‘Giving Something Back’ initiative where students give up an 1hr of their time for a good cause
Aspirational targets for our students

- As a Sixth Form we use ALPS target setting to set ambitious goals for our students.
- Targets for A-level are based on average GCSE point scores and national benchmarks and so will vary per subject in terms of how many of each grade are achieved by students with that average score.
- These will be issued shortly and can be discussed at the Consultation Evening on Thursday 28th November along with the entry transition tasks and initial assessments that your son/daughter completed over the first half term of the Sixth Form.
- Termly you will be communicated to with regards predicted grades.
- If there are concerns with potential underachievement then we will be in contact (Sixth Form office or subject staff dependent on number of subjects with issues).

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Changes to A Level Courses

• All subjects are now linear 2 Year A Levels.
• Pre-public examinations will take place in June 2020 to gauge progress
• We would like a “D” grade minimum to be achieved at the end of Year 12 – to ensure higher grades in Year 13 are a more realistic proposition
• Meetings with students where there are concerns over ability to continue successfully into Year 13 will occur on our Summer parents evening in July
Expectations

*We expect hard work, dedication and focus from our students*

- All these points below are taken from the Learning Agreement signed by students/parents

- All students should be in school every morning at 8.35am. Lateness will be monitored and students will be expected to make up the time after school.

- Until October half term students are not permitted to leave the school site – this is a merit-based privilege that will be earned as a result of feedback from staff

  - Lessons 1 and 5 are supervised private study lessons for all students who have no class to attend.

- No music during lessons. No mobile phones in lessons unless directed by staff

- Where possible medical appointments etc. should not be made during school time

- Driving lessons should never be arranged during school time (driving test OK!)

- Holidays during term time will not be authorised.

- Ideally 8 hours of paid work per week is the maximum that should be undertaken to maintain a healthy school work / paid work / social life balance.

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Sixth Form Information Evening

Work ethic:

• Students are expected to spend at least as long (and usually longer) following up on work after lessons as they spend in the lesson.

• This means a one hour lesson attracts 1-2 hours study later on.

• This cannot all be completed during normal school hours! (Need to be working a 35-40 hour week, including lessons)

• The increased amount of independent learning is the single biggest difference from studying for GCSEs. We expect 4 hours work outside of lesson, per subject, per week

The Chelmer Valley Route to Success.
<table>
<thead>
<tr>
<th>Attendance Percentage</th>
<th>Days of Absence</th>
<th>Learning Missed</th>
<th>Status</th>
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</thead>
<tbody>
<tr>
<td><strong>100% Attendance</strong></td>
<td><strong>0 days of absence</strong></td>
<td></td>
<td><strong>Outstanding</strong></td>
</tr>
<tr>
<td><strong>97% Attendance</strong></td>
<td><strong>6 days of absence</strong></td>
<td><strong>1 Week and 1 Day of learning missed</strong></td>
<td><strong>Good</strong></td>
</tr>
<tr>
<td><strong>95% Attendance</strong></td>
<td><strong>9 days of absence</strong></td>
<td><strong>1 Week and 4 Days of Learning Missed</strong></td>
<td><strong>Requires Improvement</strong></td>
</tr>
<tr>
<td><strong>90%</strong></td>
<td><strong>19 Days of Absence</strong></td>
<td><strong>3 Weeks and 4 Days of Learning Missed</strong></td>
<td><strong>Poor</strong></td>
</tr>
<tr>
<td><strong>85%</strong></td>
<td><strong>28 Days of Absence</strong></td>
<td><strong>5 Weeks and 3 Days of Learning Missed</strong></td>
<td><strong>Very Poor</strong></td>
</tr>
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ATTENDANCE/ PUNCTUALITY

• In terms of being at school / on time – we feel, as a school, that this has a real impact upon learning
• If a student is not attending school for a particular reason – parental contact, as with Y7-11 is needed. We will put in place various support and extra sessions where students can stay to catch up if attendance causes an issue
• In terms of punctuality – tardiness will not be accepted and sanctions will be in place if this is an issue
• The school can be contacted as per normal on 01245 440232 (absence line) regarding absence or direct to the Sixth Form office on 01245 512351
• Any basic issues or information on your son/ daughter can be provided to their tutor directly or to the Sixth Form office – however the tutor should usually be the first port of call
• J Beadle Head of Sixth Form – jbeadle@chelmer.essex.sch.uk
• Mrs R Pledger- rpledger@Chelmer.essex.sch.uk
• Mrs A Oveido - aoviedo@Chelmer.essex.sch.uk
• Mrs C Ogogo cogogo@Chelmer.essex.sch.uk
• Mr L Blake lBlake@Chelmer.essex.sch.uk
The Importance of Year 12:

• The students who achieve high grades in their A-levels are those who work consistently from the start of Year 12. Unlike GCSE, it is not possible to “rescue” a good grade in the last 2-3 months of study.

• The A-level linear exams will test what has been learnt across the two years and therefore it is imperative that a good work ethic is established and continued.

• Students will struggle into Year 13 if they fail their end of Year 12 mock PPE’s with all subjects targeting students to achieve a grade D minimum to continue with the course successfully.

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A Student Perspective – advice to new Year 12 students

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How can you help your child?

• Being here tonight is fantastic first of all – thank you!
• Ensure good attendance / punctuality
• Communicate with the Tutor and/ or Sixth Form office if there is an absence / a concern/ issue
• Limiting part time hours in jobs
• Ensure private study is continuing in the home
• Encourage attendance to revision sessions/ clinics
• Attend Consultation Evenings
• Support your student in meeting deadlines
• Read the student handbook made available this evening/ or via the website – Sixth Form pages (Sixth Form life)
Transition from GCSE to A Level – research we conducted

• 85% of 6th form students in 2018 said there is a major increase in workload when they moved from GCSE to A level (in Year 12)

• 82% said “there is a major difference in how I think and learn and the skills I require when studying A Level”
Feedback from Universities

Universities are now saying ‘students entering first year are not sufficiently prepared for university study

Students have been trained to learn for exams.

Students ‘read’ for a degree. This implies they have to work for themselves.
Feedback from teachers on why students do not excel

- Many students fail to deliver coursework and homework to deadlines – just do what’s needed
- Poor effort on practice questions until it matters
- Not improving marked work/ DIRT enough
- Those who interact, do best – many who do not, struggle to understand where weaknesses are
- Revision is crammed in last weeks before exam
- Revision only and not revisiting
5 Top Tips to be successful in Year 12:

1. Use Study Period 1 & 5 effectively – It will benefit you!
2. Go to your subject teachers if you need extra help!
3. Allocate time at home for study and time for relaxation
4. Keep your notes organised and keep on top of your work!
5. Start revising early!
EPQ = Extended Project Qualification

- Completed between now and the start of Year 13
- 1 lesson per week (starting next week)
- Develop Key Skills
- Universities and Employers like it
- Last Year 99% of students achieved passes in the EPQ qualification with 41% of these at A*-B
Extended Project

- Learn more about something that interests them
- Investigate a controversial topic
- Expand their knowledge in one of their A Level subjects (but they cannot use a project they already do in any of their subjects) or learn a new topic
- Gain practical skills that will help in Higher education and the workplace
- Gives UCAS points and helps reduce offers from university if achieve an A grade or +
Expectations

• Attending lessons
• Meet deadlines
• Complete Independent study
• Work at home
• It is hard and needs time dedicated to it
4 Options – Choose One

1. Dissertation (Write a dissertation)

2. Produce an artefact (For Example - Sculpture/Model, DVD, Fashion collection)

3. Develop and showcase a performance (Sport, Drama, Music)

4. Conduct an investigation/field study (test a hypothesis)

**ALL INVOLVE COMPLETING A PRESENTATION AT THE END OF THE PROJECT**
4 Areas to Each Project

1. **Manage** (How well you manage your work, such as planning your time and the methods you will use)

2. **Use Resources** (How you select and use information and resources throughout the project)

3. **Develop and Realise** (The range of skills you develop and use to achieve what you set out to do)

4. **Review** (How effectively you review your own work)

EACH AREA HAS ITS OWN MARKSCHEME – AND YOU ARE ASSESSED ON EACH AREA. THIS ONE IS FROM THE DISSERTATION!
Important Information...

Your teacher will be a teacher/assessor, in that we will teach you skills and expect you to apply them.

You will have to complete key information on documents provided – official paperwork.

We will provide you with a list of deadlines – please do try to meet them!

Homework will be set each lesson which will aid the completion of the EPQ including completing official paperwork and working on skill based concepts.
Mr Beadle’s tips to improve your studying!

“Study smarter, not harder”
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THE TYPES OF LEARNERS

- visual learner: learn what they see
- kinesthetic learner: learn what they do
- auditory learner: learn what they hear
- stress learner: learn what stresses them
- ease learner: learn what relaxes them
- scribble learner: learn what they write out
- trust learner: learn from authority
- teach learner: learn by teaching
- copy learner: learn what they can copy
#1: Review your notes within 24 hours

True or False?
Without ongoing review we lose 98% of the total sum of ideas entering the mind within a 4 week period of time.

True!

- **Review your class notes within 24 hours** in order to transfer what you’ve heard from your short term to long term memory
- Take a few minutes each day to skim through your notes, fill in information you missed, and identify questions you have.

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#2: Study for an exam with the format in mind

- Modify your study strategies to reflect the type of thinking skills required on the exam.
- Have a sense of how many questions will be on the exam so that you can allot enough time to each question.
- Ask your teachers for PLC's and specimen papers to work from

Not all exam questions are created equal.
Sound familiar?

- You have a Psychology practice paper tomorrow, but you feel confident that you know the material.
- You’ve read all the chapters and reviewed your lecture notes.
- You take the exam and it seems as though the questions don’t represent the information you were told to study.

What went wrong? . . .
...you didn’t study *actively*.

“So, how do I do that?”

- Draw diagrams or charts representing relationships between ideas
- Work through practice problems and old exam questions
- Create a study group and quiz each other
- Cover up your notes and talk through a concept as though you were teaching it to someone else.
- Make flash cards or study sheets and review them regularly.
#4: Be Conscious of Your Environment and Time of Day

**Environment**
- Can mean the difference between productively completing an essay / homework task and staring blankly into space.
- Consider
  - level of background noise
  - level of comfort
  - types of distractions.

**Time of Day**
- Study your most difficult subjects when you are most alert, whether that be at 7am or 11:30pm.
- The Study Room
#5: Get to Know Your Teachers

Why?

- They’re experts in the content of the course
- They’ve studied this material themselves
- They’re well-positioned to help you develop effective study strategies in that particular course/discipline
- The more they know you the more they can help you

Visit the Sixth Form office BEFORE you begin having problems –

Make an appointment or just drop in. Your teachers are there to help you.
wake up with determination. go to bed with satisfaction.

SUCCESS is the SUM of SMALL efforts, Repeated DAY IN AND DAY OUT (R. Collier)

There is no ELEVATOR to SUCCESS, YOU HAVE TO TAKE THE STAIRS

I’M NOT HERE TO BE AVERAGE I’M HERE TO BE AWESOME

YOU DON’T WANT TO LOOK BACK AND KNOW YOU COULDV’VE DONE BETTER.

“SUCCESS all depends on the second letter.”

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