

# Y12 Parent Information Evening

Building on students' successful induction

# "Being a sixth former"

- Positive leadership in the school, modelling endeavour, fellowship and integrity
- Prepare for lessons, completing set tasks, as well as independent exploration
- Consolidation of learning
- Working in partnership with teaching staff and one another

# Managing "the juggle"

- Consolidation and preparation will sit in the centre of this
- Your teachers will ask an increasing amount of students, as they move through their courses
- Some strategies will feel familiar and some will already be second nature
- Some of what we ask of students will be new, or ask students to think in different ways
  - Our natural response to change is to be defensive, to reject the idea of change
  - But if we accept that we can develop and grow, then change is part of this
- This will come down to how you approach your subjects and how you balance your time
  - 2 key principles are **preparation** and **consolidation**

# Preparation

- Identifying the next topic or topics, and reading around this
  - Making use of the academic library in the LRC
- Completing the tasks that have been set
  - Then going further by collaborating with other students from their class, to make sure that a comprehensive approach has been taken
- Checking and discussing concepts with teaching staff, particularly those of additional or special interest

# Consolidation

- Placing frequent rehearsal of recall at the centre
  - Cue cards that students use to self test
- Creation of Cornell notes which are used to reduce and summarise a topic area/lesson focus
- Completing past questions
- Returning to work completed earlier in the course and applying feedback to improve it

# The sixth form timetable

- Lessons
- Tutor time
- Community Action
- PSHE
- Speakers
- Study periods
- Free periods

# Curriculum:

- Students' timetables have been constructed there are the required number of hours – this includes tutor time, PSHE, lessons, enrichment and study periods
- Subject changes are possible via the 'pink form'

# Support and Guidance

- Emphasis on mastering the 'juggle' so that students succeed when there are 'big weeks'
  - Friday morning tutor times
  - Academic coaching
- Subjects focus on effective means of studying for each course
- Very good attendance (at least 95%) remains important



# Who and How to Contact

- [sixthformadmin@farmors.gloucs.sch.uk](mailto:sixthformadmin@farmors.gloucs.sch.uk)
  - We ask that all contact is directed via this email as a first preference
- Tutor are a second point of contact
  - Mr Speake
  - Mrs Futtu
  - Mrs Fisher and Mrs Giles
  - Mrs Lines
  - Mr Pike
- Subject teachers

# Source of Information

- The weekly newsletter
  - Range of details, from events to post-18 and careers opportunities
  - Lots of useful updates and sites of information that students can draw on
- We condense a lot of our routine communication in the newsletter, so do consult it as a matter of routine
- Direct emails to students

# Bursary:

- If you are living in care, a care leaver, receiving Income Support or Universal Credit; or are disabled in receipt of Employment Support Allowance or Universal Credit and, also, in receipt of Disability Living Allowance or Personal Independence Payments you will be eligible to apply to receive a Vulnerable Student Bursary of up to £1200 a year.
  - Alternatively, if your household income is less than £30,000 per annum you may be eligible for a Discretionary Bursary.
- Contact Mrs King in the first instance
  - [Sixthformadmin@farmors.gloucs.sch.uk](mailto:Sixthformadmin@farmors.gloucs.sch.uk)

# Absence:

- If students have a **planned absence** you must notify subject teachers, your tutor and sixth form admin via email **48 hours in advance, copying in a parent.**
- An unplanned absence (illness/emergency) must be reported by **8:30am** to the sixth form email address (just type this in to Outlook or use [Sixthformadmin@farmors.gloucs.sch.uk](mailto:Sixthformadmin@farmors.gloucs.sch.uk))
  - **We must know the reason for a student's absence.**
- Any unexplained absences from lessons without prior authorisation will be marked as unauthorised and parents will receive a text notifying them that you are not at school.

# The Rhythm of the Year

- Think of Y12 and Y13 as 18 months, rather than two years
  - **First reports:** effort grades submitted by teachers on 17th November
  - **Year 12 Parents' evening:** Thursday 7th May
  - **Post-18 Information Evening:**
  - **Year 12 Assessments:** week commencing 1st June
- The pace of life in the sixth form is swift, so starting well, and maintaining that proactive approach is critical

# Coursework and NEA Deadlines

- These will start this year and continue through Y13
- Missed deadlines are deeply problematic
- Teaching staff set reasonable deadlines, and students are expected to work with staff to manage their overall workload
  - Students have sufficient study time and 'free' periods to complete their work to a good standard
  - Students must reach out to their subject teacher at an early stage should there be any questions

# Post-18 Applications

- Students are likely to already be considering this
- Speakers programme (Thursday B Week, p3) has specific sessions that are designed to support students' post-18 choices
- We start the formalities of this process in January, just before half term
  - Newsletter is typically filled with lots of opportunities and notices about open days
- We will teach students the processes they need to know to apply for their chosen pathway, be this to university or to an apprenticeship

# One final thought...

- Every student in the sixth form has been admitted because they have shown they are **capable** of achieving highly and making excellent progress
- Our central aim is to ensure students finish with the best possible grades, and open as many doors as possible for post-18 education
- This will mean that students leave us as confident, articulate and expert adults with a free choice about what comes next