

Y12 Information Evening



Determination



Aspiration



Respect



Who's who in the sixth form

Ms Husseyin	Director of Sixth Form
Mrs Norton	Pastoral Manager
Mrs Copley	Administration officer
Form Tutors	Head & Deputy Head Students
Miss Wycherley	Enhancement Progression

What is new for 2019/2020

- Futures Pathway Programme
- Work Experience
- Duke of Edinburgh Silver Award
- Be Ready - careers
- DPR

Futures Pathway Programme

- Your child should have received a personalised letter
- Details of the pathways calendar
- Mentors & Work Experience
- Year 12 Careers Mapping

UK University & Higher Apprenticeship Search Fair	October 2019
Work Experience	July 2020
University Fair	March 2020
UCAS Meeting	April 2020
Higher Education & Futures Day	June 2020

Duke Of Edinburgh



Silver Award Programme Planner (direct entrant)

Volunteering, Physical and Skills sections

Full name

Timescale (in months) Please circle one of the following 4 options	Option 1:	Volunteering: 6	Physical: 3	Skills: 12	Example: Option 1: Volunteering: 6, Physical: 3, Skills: 12 Option 2: Volunteering: 6, Physical: 12, Skills: 3 Option 3: Volunteering: 12, Physical: 3, Skills: 6 Option 4: Volunteering: 12, Physical: 6, Skills: 3
	Option 2:				
	Option 3:	12	3	6	
	Option 4:	12	6	3	
		Volunteering	Physical	Skills	
Start date					
Activity chosen					
Where will you do it? e.g. Corston Netball Club Please also include when you'll do it e.g. every Wednesday from 6-7pm					
What are your goals? e.g. improve my defence by letting less balls into the D this season					
Assessor's* full name					
Assessor's role e.g. Netball Coach					
Assessor's contact details If your Assessor doesn't work for your organisation (e.g. school or college) then please include a phone number or email address					

*An Assessor checks on your progress and confirms the completion of the section. You will need to ask them to write an Assessor's report for the section, which you must then upload into eDofE. An Assessor must be an independent adult; therefore, they cannot be a member of your family

Duke Of Edinburgh & Work Experience

Alliance & Leicester plc

Boots plc

British Energy Group plc

British Nuclear Fuels plc

BT Group plc

Centrica plc

Civil Service

Coors Brewing company

Corus Group

Diageo plc

Eurotunnel plc

Herbert Smith LLP

Honda (UK) Ltd

Morrison's plc

Michael Page International plc

Nabarro Nathanson

Northern Rock plc

Newcastle Chronicle & Journal Ltd

AGN Shipleys

Tesco Plc

3i Group plc

Vauxhall Motors Ltd

Voted number 1 & 2 as the most important activities undertaken at school when choosing employees (United Learning Trust)

Be Ready

<https://www.workreadyschools.co.uk/schools/highlands-school/highlands-school-sixth-form/>



Welcome to Highlands Sixth Form

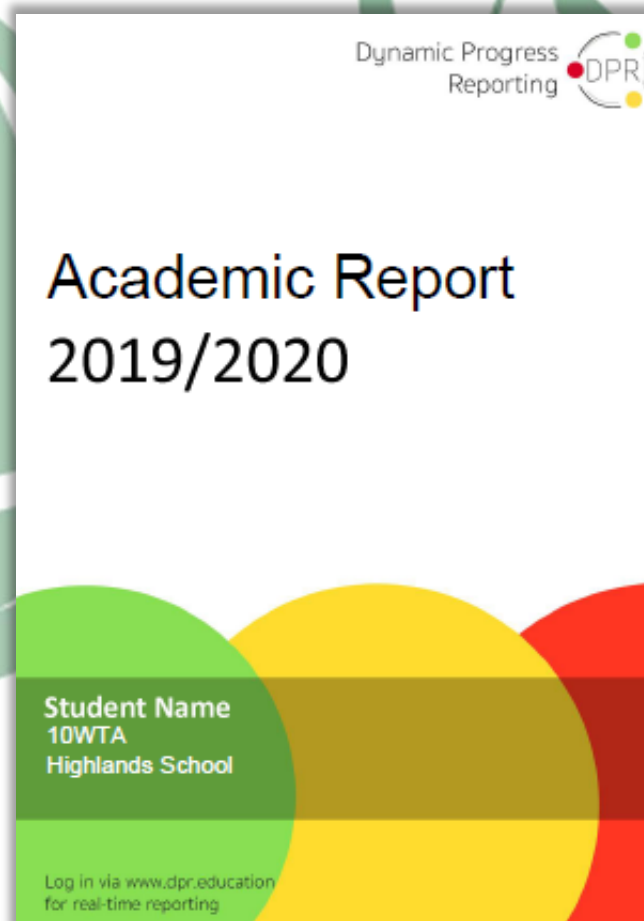
Highlands Sixth Form encourages all of its students to aspire to the highest levels of achievement and enables them to prepare for adult life. We offer a broad range of qualifications and encourage each individual to choose a balanced and challenging combination of courses appropriate to their strengths, interests and ambitions.

The sixth form at Highlands opened in 2005 as the first cohort of the new school progressed to Year 12. Since then we have twice been judged as providing "outstanding" education for our students. The most recent OFSTED inspection was held in 2014.

We now have over 330 students studying a wide range of A Level and BTEC Level 3 courses. Our sixth formers are an integral part of the comprehensive community and benefit from the size and variety of our large and vibrant school.

DPR

Dynamic Progress Reporting





Highlands School



HIGHLANDS SCHOOL

Interim Report Year 10
Spring Term 2019 – End of Term

Interim Report

MidYIS Score: 108.90

Percentage Attendance: 100.0

	Teacher	Target	Pre Public Exam Grade	Autumn Term								Spring Term							
				1st				2nd				1st				2nd			
				Predicted Grade	OT/BT	Application	Comment Code	Predicted Grade	OT/BT	Application	Comment Code	Predicted Grade	OT/BT	Application	Comment Code	Predicted Grade	OT/BT	Application	Comment Code
English Lang	TDU	5b			OT	O		5b	OT	O		5b	OT	O		5b	OT	O	
English Lit	TDU	5a			OT	O		5b	OT	O		5a	OT	O		5a	OT	O	
Mathematics	HES	7c			BT	I	7	7c	OT	G		7c	OT	G		7c	OT	G	
Science	NLJ	5b			OT	G		5b	OT	G		5a	OT	G		6a	OT	O	
Citizenship	KGI	5c			OT	G		6c	OT	G		5c	OT	G		6c	OT	I	2,3
Computer Science	NAC	6b			OT	G		6b	OT	G		6b	OT	G		5b	BT	G	2,6,7
French	PRA	5c			OT	G		5c	OT	G		5c	OT	G		5c	OT	G	
Geography	EWY	5a	6	6c	OT	G		6c	OT	G		6c	OT	O		6c	OT	O	
Media BTEC	NTA	Mb		Mb	OT	G		Mb	OT	G		Mb	OT	G		Mb	OT	G	
PE (Core)	AJO					O				G				O				O	

Subjects taught once per week are reported in the 2nd half of each term

FORM TUTOR: Mr A. Antonis



Determination • Aspiration • Respect •



Highlands School

Target:

**Average Point Score at KS4 results
will inform our target**



Determination



Aspiration



Respect





Highlands School



Key Objective



Determination



Aspiration



Respect



I can increase and decrease percentages of an amount by using multipliers; I can link multipliers to compound interest and reverse percentages.



I can increase and decrease percentages of an amount by using multipliers; I can link multipliers to compound interest and reverse percentages.

I can use a ruler and compass to solve loci problems.

I can expand, factorise and simplify expressions using the rules of manipulating brackets and indices.

I can interpret real life graphs; this includes speed-time graphs, distance-time graphs and graphs within financial contexts.

I can calculate the probability of independent events using tree diagrams.

I can relate ratios to fractions and to direct/indirect linear functions.

I can calculate the volume and surface area of compound prisms and cylinders.

Key Objectives

10 per subject per year



Determination

•

Aspiration

•

Respect

•



Highlands School

Aid Learning Track Monitor

I can increase and decrease percentages of an amount by using multipliers; I can link multipliers to compound interest and reverse percentages.



Determination



Aspiration



Respect





Highlands School

Learn 1!

Outstanding
2010/2011


Outstanding
School
2011

pan enfield alliance

Determination • Aspiration • Respect •

DPR

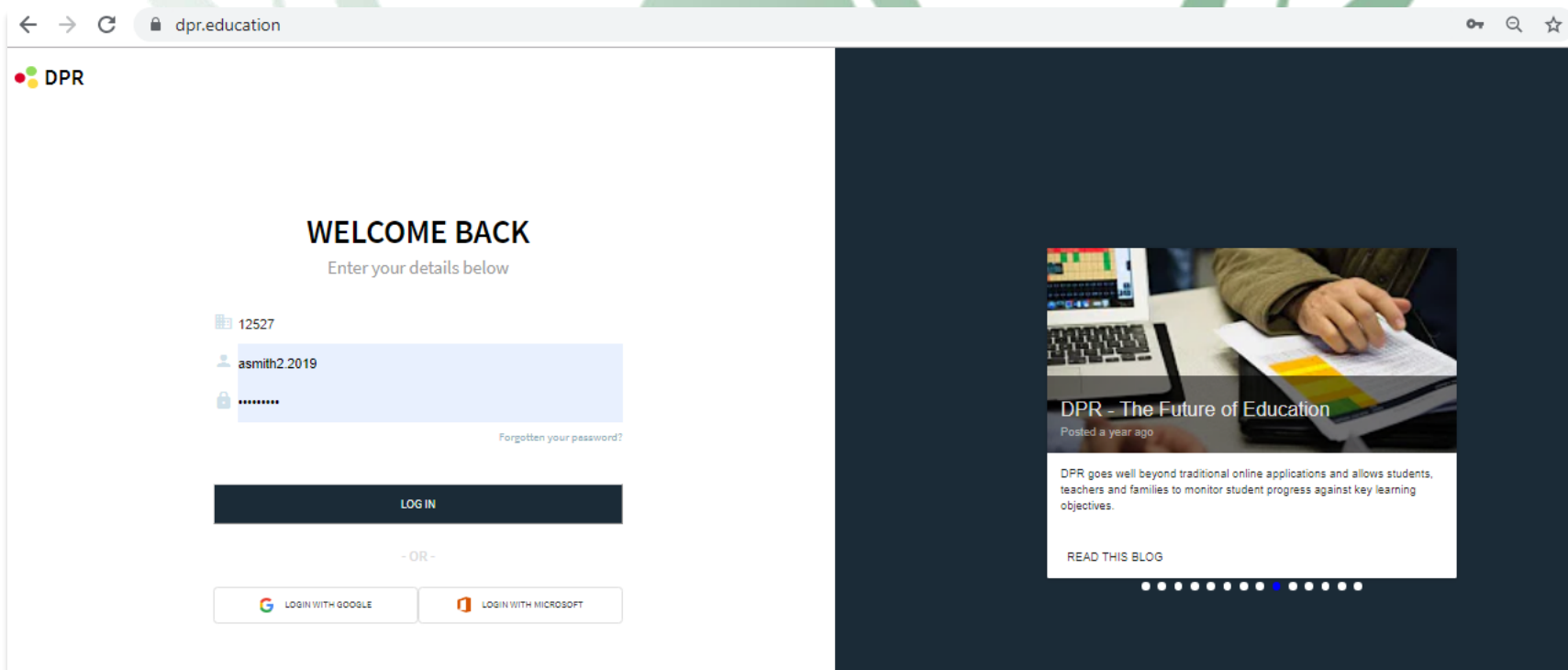
Dynamic Progress Reporting

Dynamic Progress Reporting 


Academic Report 2019/2020

Student Name
10WTA
Highlands School

Log in via www.dpr.education
for real-time reporting





← → ↻ dpr.education 🔑 🔍 ☆


 DPR

WELCOME BACK

Enter your details below

 12527


 asmith2.2019


 ••••••••

[Forgotten your password?](#)

LOG IN

- OR -

 LOGIN WITH GOOGLE

 LOGIN WITH MICROSOFT

DPR - The Future of Education

Posted a year ago

DPR goes well beyond traditional online applications and allows students, teachers and families to monitor student progress against key learning objectives.

[READ THIS BLOG](#)









Not Yet Taught

Emerging

Developing
















Secure


Mastery

Key Objective		Autumn	Spring
	I can calculate exactly with fractional indices and surds.	 06/06/2019	 06/06/2019
	I can solve surface area and volume problems involving prisms, pyramids, cones and spheres.	 06/06/2019	 06/06/2019
	I can algebraically solve simultaneous equations with two variables when given a linear/linear or linear/quadratic pairs.	 06/06/2019	 06/06/2019
	I can use the form $y = mx + c$ to identify parallel and perpendicular lines.	 06/06/2019	 06/06/2019
	I can construct, interpret and compare continuous and grouped data using graphical and numerical methods.	 06/06/2019	 06/06/2019

DPR


Dynamic Progress Reporting

Key Objective		Autumn	Spring
	<ul style="list-style-type: none"> Knowing what happens in the classroom <i>Encourages students to take ownership of their learning</i> Clear differentiated journey <i>Instantly see what is and isn't secure...</i> 	 06/06/2019	 06/06/2019
		 06/06/2019	 06/06/2019
		 06/06/2019	 06/06/2019
	<ul style="list-style-type: none"> ...interventions 	 06/06/2019	 06/06/2019
		 06/06/2019	 06/06/2019

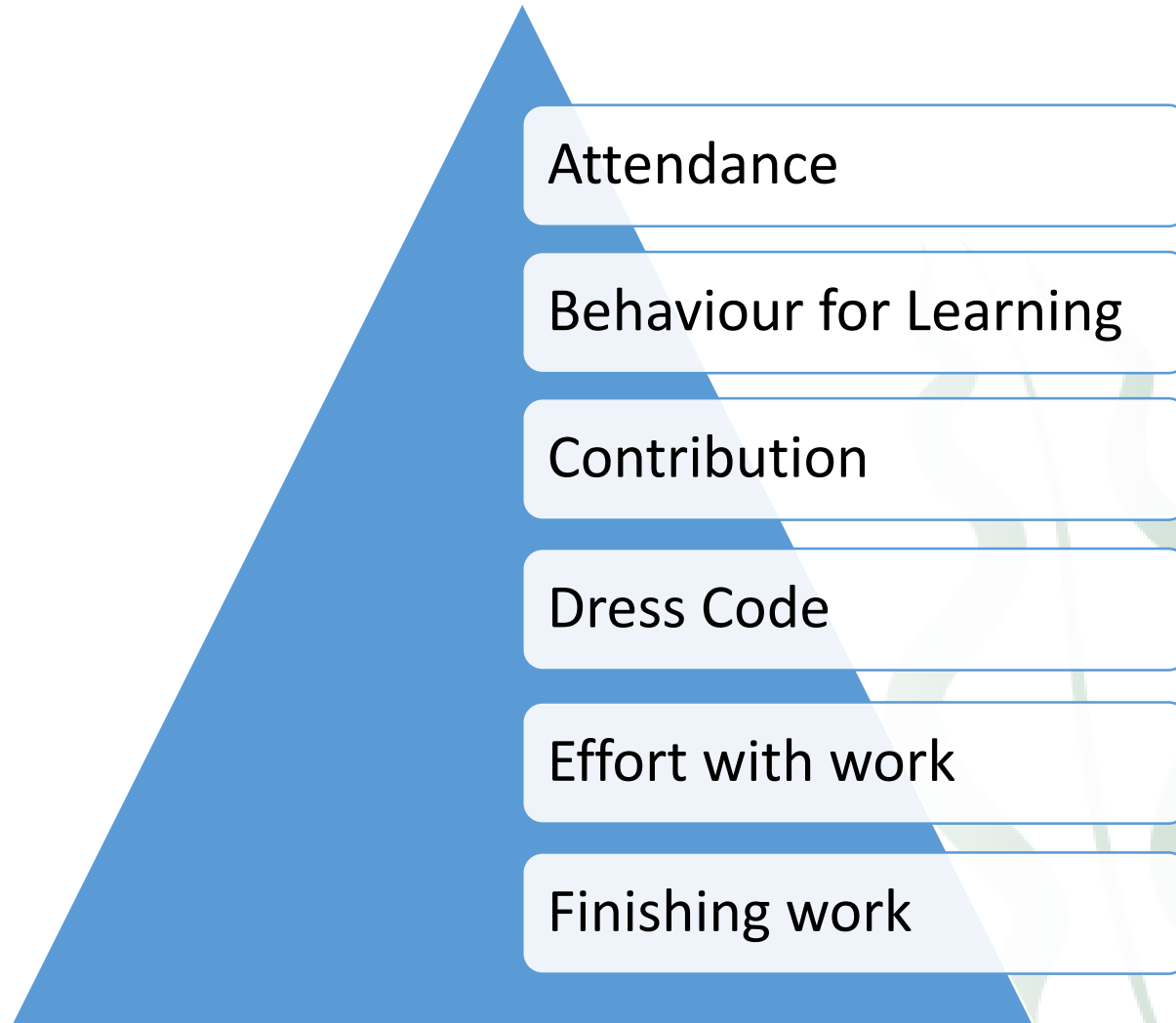
 I can calculate and interpret independent and conditional probabilities by using tree diagrams.	N	E
	06/06/2019	06/06/2019
Fine Predicted Grade	8a	8a
Target Grade	8	8
Application	G	O
Homework	O	O
Comment Code	1	1

Send individual
messages to students

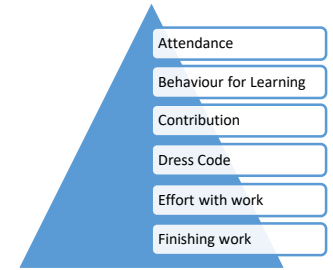
... written and/or a
voice message

Key Objective	Autumn	Spring
 I can calculate exactly with fractional indices and surds.	 06/06/2019	 06/06/2019
 I can solve surface area and volume problems involving prisms, pyramids, cones and spheres.	 06/06/2019	 06/06/2019
 I can algebraically solve simultaneous equations with two variables when given a linear/linear or linear/quadratic pairs.	 06/06/2019	 06/06/2019
 I can use the form $y = mx + c$ to identify parallel and perpendicular lines.	 06/06/2019	 06/06/2019
 I can construct, interpret and compare continuous and grouped data using graphical and numerical methods.	 06/06/2019	 06/06/2019

6 week probation period



Attendance & Punctuality



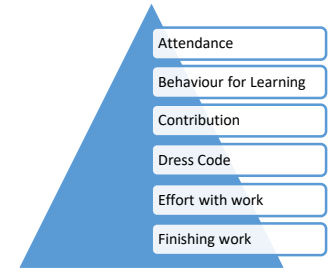
Full attendance is expected

Year 12 attend FULL TIME

“Contact time with your teachers will be vital to your success in the Sixth Form.”

“We find that when comparing students of the same ability, those with attendance below 85% achieved a grade less than those with attendance over 95%”

Behaviour for Learning



- What to avoid

- Arrogance
- Complacency
- Avoidance
- Despair
- Excuses
- Ignorance
- Dependence
- Time-wasting

- What works well

- Targets & Plans
- Competition
- Action
- Cooperation
- Information
- Responsibility
- Independence
- Preparation
- Regular WORK



Dress Code

Attendance

Behaviour for Learning

Contribution

Dress Code

Effort with work

Finishing work

Students have considerable freedom but there are limits:

- ✗ Hats,
- ✗ tracksuits, sports wear, tight leggings
- ✗ slogans, shorts, short skirts, low-cut tops

- ✓ Smart trainers, hoodies
- ✓ smart jeans,
- ✓ shirts, polo-tops, plain t-shirts

Effort & Finishing Work

Attendance

Behaviour for Learning

Contribution

Dress Code

Effort with work

Finishing work



Work at school is just the tip of the iceberg

A Level

at least 4 hours of work a week in each subject, moving up to 5 hours in Y13

BTEC

at least 10 hours of work per week

ation

•

Respect

•

Curriculum

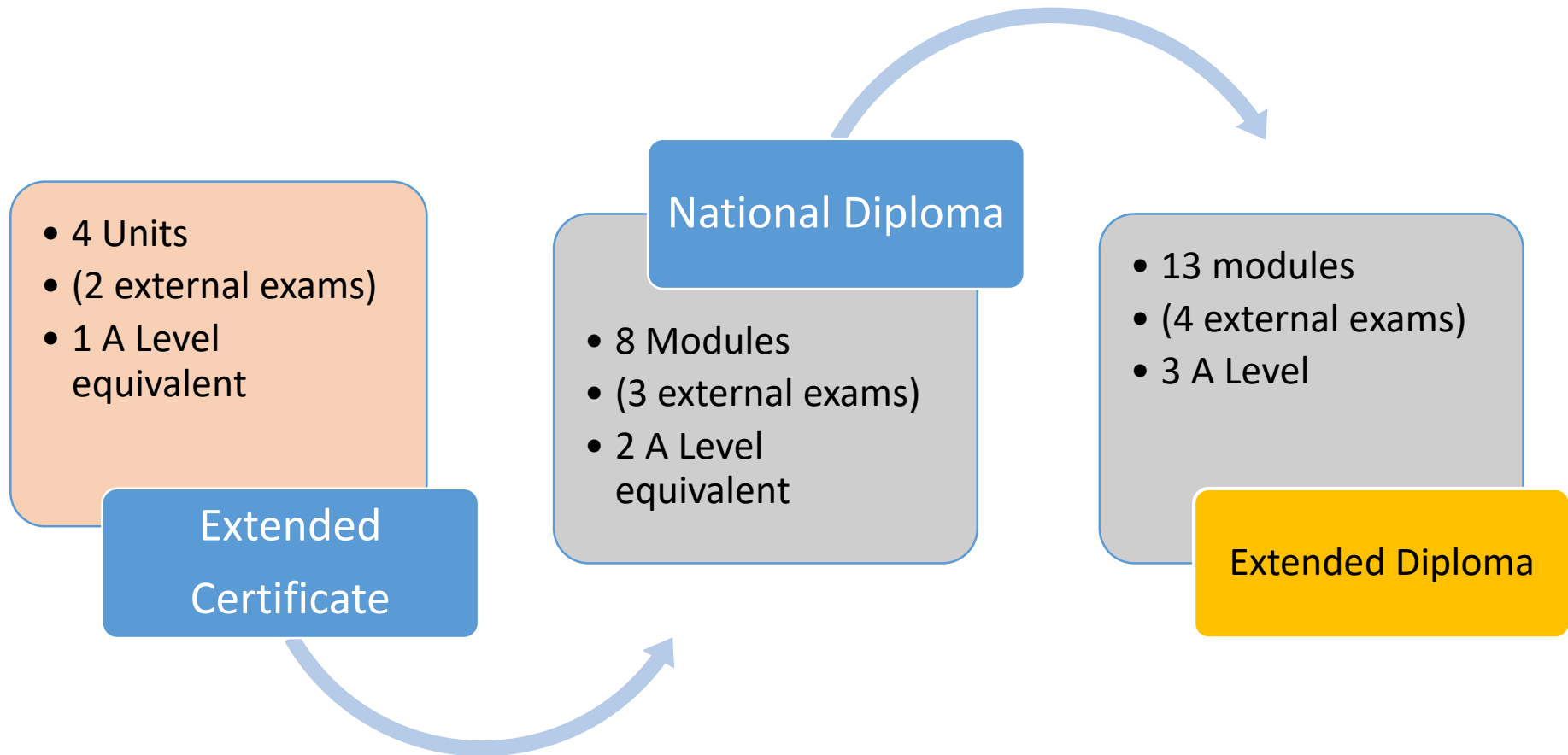
- 9 hours per subject per fortnight.
- 3 A Level/Level 3 subjects or BTEC.
- Changes may be made to subjects within the first four weeks of the academic year. When picking up a new subject there must be space and the permission of the Head of Department/Director of 6th Form must be sought.
- Independent Study is timetabled.
- There are no AS exams!
- Students must gain at least a good pass grade in internal Year 12 exams in order to continue a subject into Year 13.
- Students can potentially extend their curriculum through: work experience, MOOCS, EPQ.



A Level Structure

- Graded from A* to E at A Level
- Linear course only – AS only in Further Mathematics
- Coursework in some subjects (English and History)
- A* approximately over 90%

BTEC National



BTEC Level 3 Grading

- Each module is graded as follows:
 - **9 internal coursework: Pass or Merit or Distinction**
 - **4 exam modules: Near Pass, Pass, Merit or Distinction**
- The number of pass, merit, distinction grades determines student's final award:
 - ✓ D* equivalent to A* at A Level
 - ✓ D equivalent to A at A Level
 - ✓ M equivalent to C at A Level
 - ✓ P equivalent to E at A Level

Target Grades

We start with each student's GCSE performance as an Average Point Score

We match this to the final grade obtained by the top 25% of similar ability students

This forms the Target grade

Typical GCSE grades	Minimum target grade
A*s, few A's	A/A*
A's, few A*s	A/B
A's, some B's	B
Half A's/B's	B
Mainly B's/A's	B/C
Mainly B's	B/C
B's with C's	C
C's with B's	C
Mainly C's	C/D
C's and D's	D
Few C's and D's	D

BTEC
Target

Distinction*

Distinction

Merit

Free Periods = Study Periods

- Make positive and constructive use of this time – it can be the decider between one grade and the next
- Make the most of study facilities at school
 - Library
 - Sixth form study centre
 - Specialist subject areas

Home Study

- Usually introduced in January after successful Interim Reports
- Increased for extra hours of service through volunteering
- Students are allowed off-site at Break and Lunch times (not during lesson time)

Study Zones

- Individual Study Zone
 - Study Centres
 - Silent Study
 - Computers - School network access
- Group Study Zone
 - The sixth form common room
 - Group desks available
- Supervised Study with a teacher
 - self-directed



How to be successful – A Level

- Act on teachers feedback
- Meet deadlines
- Read around your subject
- Reflective studying – look over things regularly
- Use your time effectively
- Never think there is nothing to do



It may seem like there's never
enough time to do it all
but it's all about the heart.

How to be successful - BTEC

- Use the unit briefing sheets
- Meet draft deadlines – only 1 feedback allowed
- Act on feedback to improve before final deadline
- Carry out practical work early
- Back-up all work
- Never think there is nothing to do



It may seem like you have
a lot of time to do it
but it's not the best way to do it

When things go wrong

- Be honest
- Identify the cause not the symptoms
- Discuss & follow advice
 - Form Tutor
 - Subject Teacher
 - Faculty Raising Achievement Coordinator
 - Director of Sixth Form
- Attend “catch up”

The Form Tutor will..



- meet student every day in the form group
- review academic progress
- hold coaching session at least once a half-term.
- be a channel for communication
- write the first draft of school reference for university

Progression to Year 13

- Progression is dependant on success in Year 12
- Y12 students are expected to achieve good pass grade to progress into Y13
- BTEC students must pass all units
- Y13 students must be taking 3 A levels or BTEC equivalents

Jobs + Studying = ?

Beware of unreasonable demands

Don't be tempted to do too much

Use it to your advantage

- Positions of responsibility
- New experiences
- Investigate the leadership structure

Majority (85%) progress to university
Others apprenticeships or work

Life after the Sixth Form

- Preparation starts in Year 12
 - UCAS fair in Autumn and Spring to collect information
 - Parent Information Evening (April)
 - School based conference in June
 - Applications completed in Autumn Term
- Support
 - Mrs Laurenzi – careers advisor
 - Miss Wycherley– Application support for most able

University Points – UCAS

Most universities make offers based on 3 subject grades: ABB or CCC etc or BTEC equivalent

Some universities make offers based on points

120 points = BBB or ABC

Grade		A Level Points
A*	Dist*	56
A	Dist	48
B		40
C	Merit	32
D		24
E	Pass	16

Extended Learning

- Extended Project - WHAT IS IT?
 - One piece of work; internally assessed, externally moderated – like coursework.
 - An essay of about 5000 words
 - Complete during Y12
- WHY CONSIDER IT?
 - Equivalent to an extra AS
 - Commitment and interest in a particular subject
 - Can write about it in personal statement and discuss at interview

Extended Learning

For all students

- Short on-line courses – Be Ready
- Additional Reading – academic
- University Taster days
- Leading in the school community – clubs, societies

Student Leaders

Leaders in Highland's Community

Highlands Societies

Sixth Form Committee

Head Boy & Head Girl

Sixth Form Leadership Team

Developing Dare Values, Growth Mindset and Character




Determination • Aspiration • Respect •

DARE values, mindset and character programme aim

To educate the school community about growth mindset and to promote the development of DARE values and characteristics including resilience.



**What can we do to
encourage students to
develop a growth
mindset and resilience
at home and at
school?**

A stylized green plant graphic is positioned on the right side of the slide. It features a thick, wavy green line representing a stem or root, and a large, rounded green shape representing a leaf or fruit. The graphic is partially cut off by the right edge of the slide.

- **Praise the effort not the outcome**
- **Encourage deliberate, purposeful practise and targeted effort**
- **Encourage high challenge tasks to grow those brain cells!**
- **Discuss errors and mistakes and help children see them as opportunities to learn and improve**
- **Encourage discussion about mindset**
- **Teach children to talk back to their 'fixed mindset' with a 'growth mindset' internal voice**

We look forward to....
fantastic results

