



# Year 12 Information Evening 2019

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The Journey...



RESPECTFUL

RESILIENT

RESOURCEFUL

ASPIRATIONAL



Adding Value

**T**alk

**O**rganise

**M**aturity

**A**spire

**T**ry

**O**pportunities







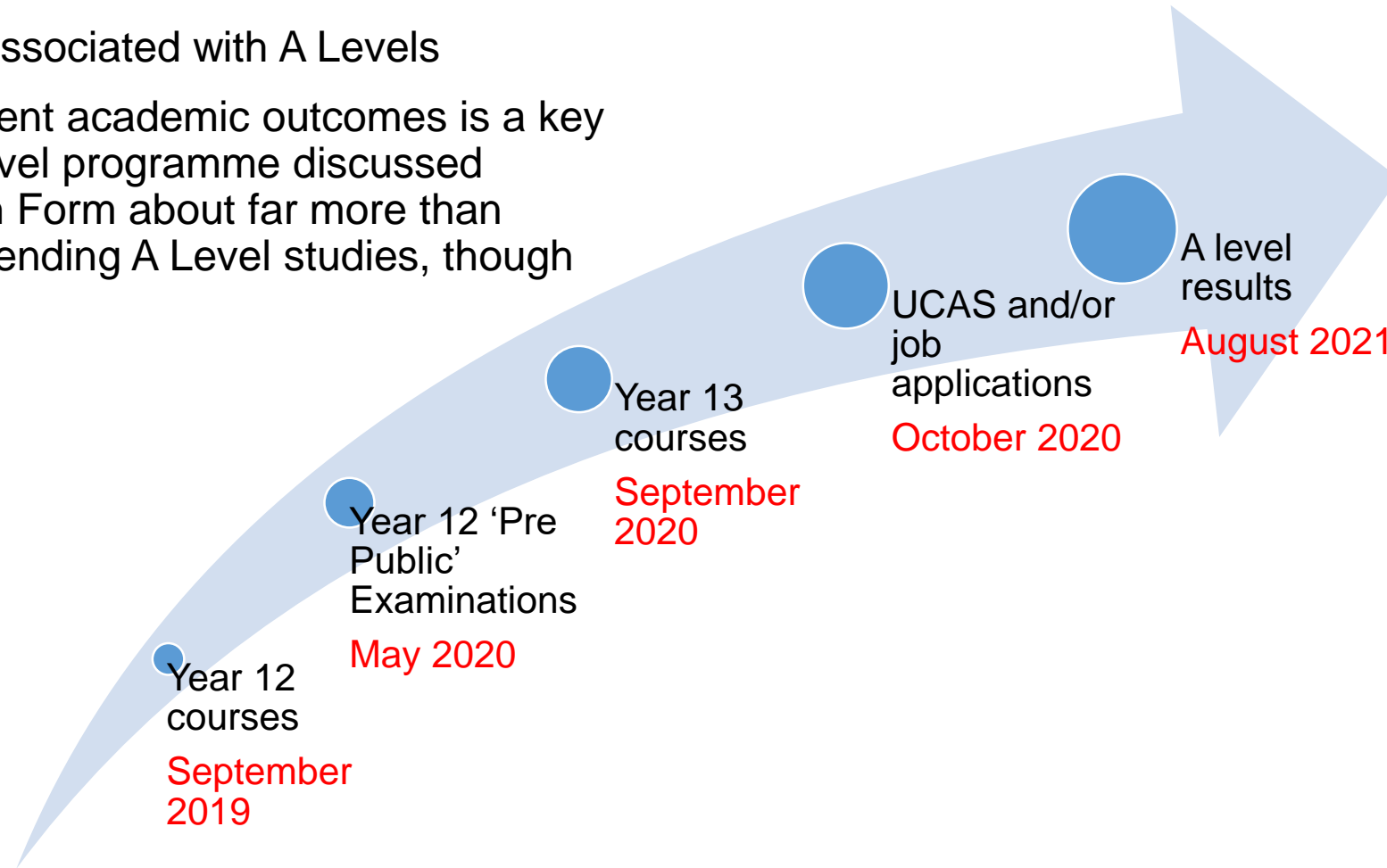
Community



# Purpose and priorities



- Sixth Form associated with A Levels
- Whilst excellent academic outcomes is a key and the A Level programme discussed tonight, Sixth Form about far more than starting and ending A Level studies, though







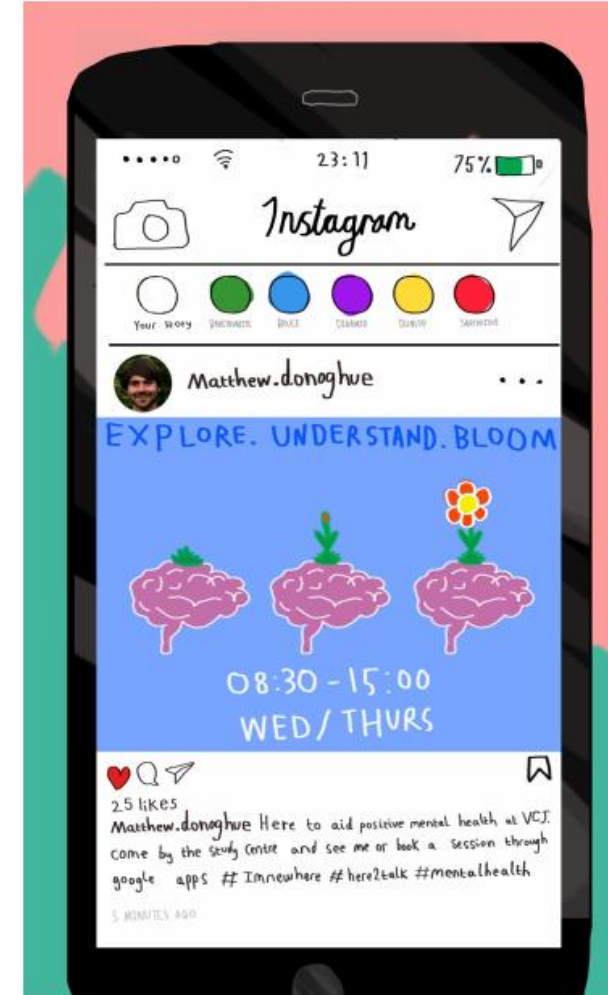
- The College's **mission statement** is to: *“create well rounded, resilient young men who have the skills, attitudes and values to be successful individuals who make a positive contribution to society”*.
- Especially true in Sixth Form due to;
  - A thorough and comprehensive curriculum offer
  - Staff and parental support
  - Student engagement.
- More on the holistic curriculum offer later.



- My role is to oversee the Sixth Form, to include;
  - Pastoral support
  - Academic progress and intervention
  - Personal growth
    - Self-reliance
    - Well-rounded young men
    - Enrichment
  - Attendance and punctuality
  - Potential changes in procedures and practices

## Pastoral support

- Tutor
- Learning support centre
- School counsellor
- Mr Gosling
- Mrs Job
- Mr Falle





## Outcome

- High achieving boys
- Boys who maintain a positive state of wellbeing
- Boys who are enriched beyond their chosen A Level curriculum



# Working in partnership





- Home-school communication
  - Website
  - Facebook / twitter
  - Weekly publications
  - ParentMail/'In Touch'



- We will contact you with concerns, and ask you to do the same in return
- This enables;
  - School aware of factors affecting students
  - Well informed academic and pastoral support of students
  - Parents able to reinforce expectations and support from home

- Opportunities to offer feedback
  - Parent focus groups
    - Specific agenda items
    - Constructive environment
  - Questionnaires/surveys
  - Open dialogue



# Expectations



## Ethos

- Take responsibility
- Rise to the challenge
- Positive Mental Attitude
- Thrive as a role model
- “*Be the best that you can be*”



## The basics

- Punctuality
- Attendance
- Appearance
- Maintain appropriate communication with staff
- Be role models at all times



# Values







RESPECTFUL

RESILIENT

RESOURCEFUL

ASPIRATIONAL



## Effort and standards of work

- In and out of class
- Understanding what effort *looks like*
- Taking responsibility for their approach to learning



## In class

- Actively participate and engage fully in learning
- Seek feedback and reflect upon performance
- Persevere when faced with challenges
- Manage time effectively and use initiative during set tasks
- Attend, on time, with required equipment

## Out of class

- Act upon feedback to improve upon work
- Persevere with challenges
- Manage time effectively and demonstrate self-discipline
- Use initiative to complete work set
- Work above and beyond expectations by accessing additional resources and support sessions
- Use independent time to make progress – 5 hours per subject per week



# Advice





- **Jack Peggie (OV, 2017)**
- Don't spend an excessive amount of time in the common room.
- Take part in as many school and house events as you can.
- Work hard in Year 12 ( it's not a year to cruise through)



- The Sixth Form is a fresh start
- Above all, the pupils themselves will shape their Sixth Form experience
- Embrace the opportunities and focus on:
  - Academic achievement
  - Personal growth
  - Self reliance
- “Be the best that you can be”

# Curriculum offer

	Monday	Tuesday	Weds	Thurs	Fri
1	Subject 1	EPQ	Subject 2	EPQ	Subject 3
2	Subject 2	Subject 1	Subject 3	Careers	Subject 2
3	Enr	Subject 2	Subject 1	Subject 3	Subject 1
4	Subject 3		EPQ	Subject 1	
Tutor Time		Assembly		Assembly	Games/ CCF
5	EPQ	Subject 3		Subject 2	

## Curriculum

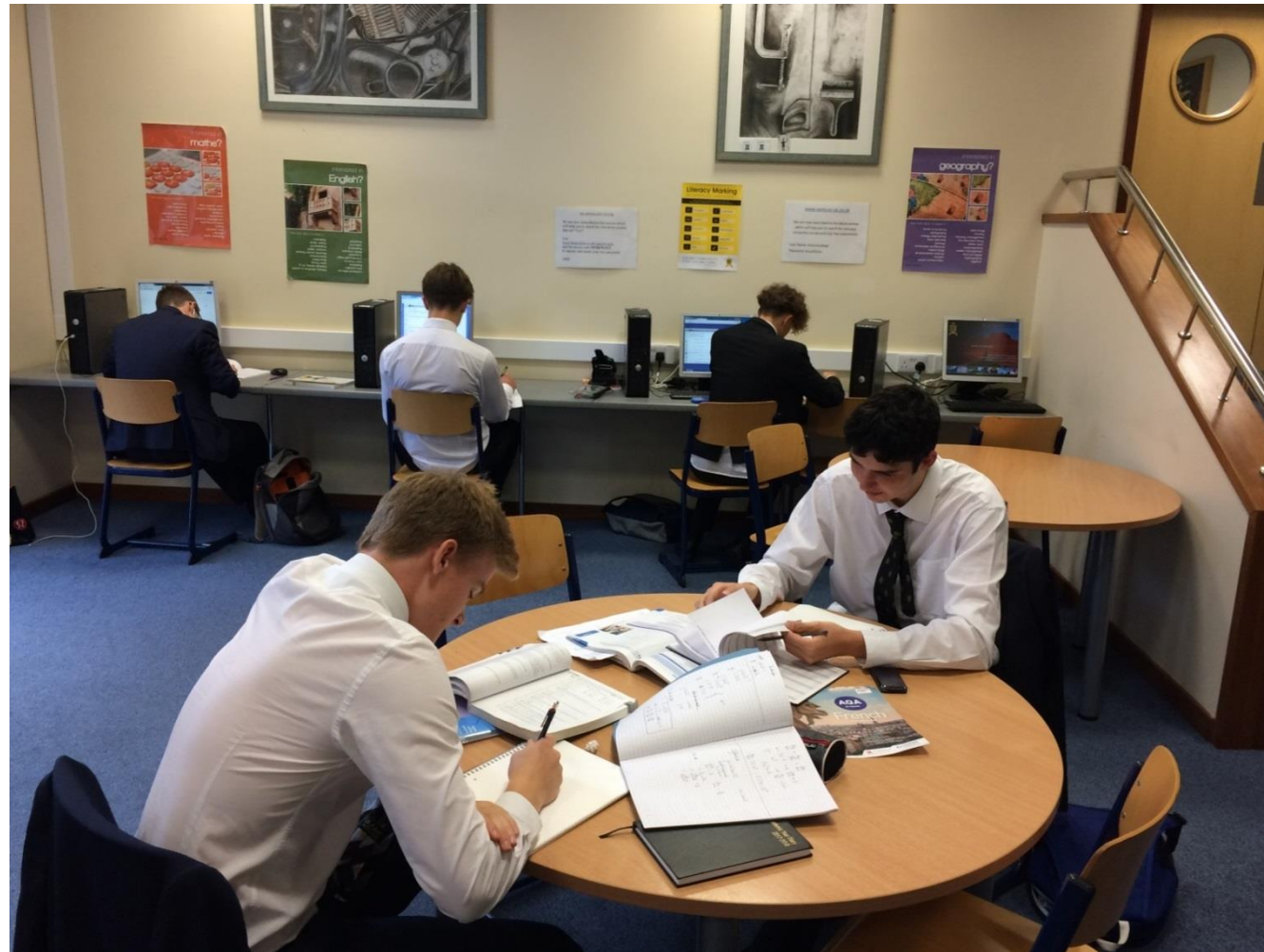
- 25 periods
- 5 periods a week in 3/4 A levels
- Supplemented by:
  - EPQ or Supported Study
  - 1 period of Careers
  - 1 Period of Enrichment
  - 1 Weekly lecture
  - 1 period of Games/CCF
  - 10 sessions of Tutor Time, to include assemblies (AM and PM)



- A level courses are much more demanding than GCSE
- Students **must** be prepared for a different pattern of work - teachers expect much more from students
- Students should aim to spend a minimum of **fifteen hours a week** on work at home/outside of lessons



- The initiative rests, much more than before, with the student themselves
- When problems arise, it is frequently because an inadequate amount of individual study is being done
- During periods in which students are not in formal classes of any sort, it is anticipated that the boys will embark on **independent study periods**
- N.B. These are not 'frees'!



## Independent study

- Work outside the classroom may take the form of:
  - Completion of set homework
  - Consolidating notes/understanding
  - Researching examples and case studies
  - Reviewing feedback on assessed work
  - Completing practice questions
  - Reading textbooks to prepare for upcoming lessons
  - Reading beyond the curriculum to deepen understanding
- 'I don't have any work to do' is not true

- Work is set using Show My Homework



Victoria College



### A Parents' Guide to getting started with "Show My Homework"

With this letter you will also have a sheet with a PIN which you will need to register with Show My Homework for the first time. The sheet will also have PINs for each of your children at Victoria College but it is YOUR PIN you need to register.

The two main ways to use Show My Homework (SMHW) are through a browser like Internet Explorer or Google Chrome alternatively you can download an app to use on your mobile device. Apps exist for iOS or Android devices.

The following instructions are for using SMHW with a browser

Go to <https://victoriacollege.showmyhomework.co.uk>



You will see a calendar of homework but it won't be specific for your child.

To see a personal homework diary you need to set up an account.

Choose "Login" at the top right.

## Careers

- Dedicated sessions
- Employability, applications and interviews

## PSHE

- Delivered through;
  - Tutors
  - Enrichment
  - Assemblies
  - External speakers
  - Collaboration with JCG



## Enrichment

- Enhancing student knowledge and skills
- Helping to create well rounded young men
- Specific units
  - Public speaking
  - First aid
  - Health Education
  - Local Government
  - Transition
- Weekly lecture series
  - Promoting curiosity and knowledge and research beyond the curriculum
  - Once per half-term with JCG
  - Teachers, OVs and friends of the school
  - Parents welcome to offer their expertise
- One off sessions
  - Guest speakers
  - Current affairs
  - PSHE topics e.g. drug awareness, mental health, sexual health
- Peer mentoring opportunities





# Drug Survey of Sixth Form pupils

- The general view of pupils was that the school did a considerable amount to raise awareness of drug issues
- Pupils believe that they are well informed and that it is the individual's responsibility how they choose to act
- There were some suggestions for improvements:
  - More PSHE
  - More information on the legal consequences of drug use
  - More frequent and direct use of language surrounding drugs and their use

- Feedback suggested that it would be helpful to educate parents in order to get them to talk with their sons
- Suggestion was made of inviting parents to attend classes in awareness/support programmes
- My aim;
  - Further surveys
  - Act upon feedback
  - Work *with* parents
  - Work with external agencies, including support groups and the police

# Opportunities



## Opportunity

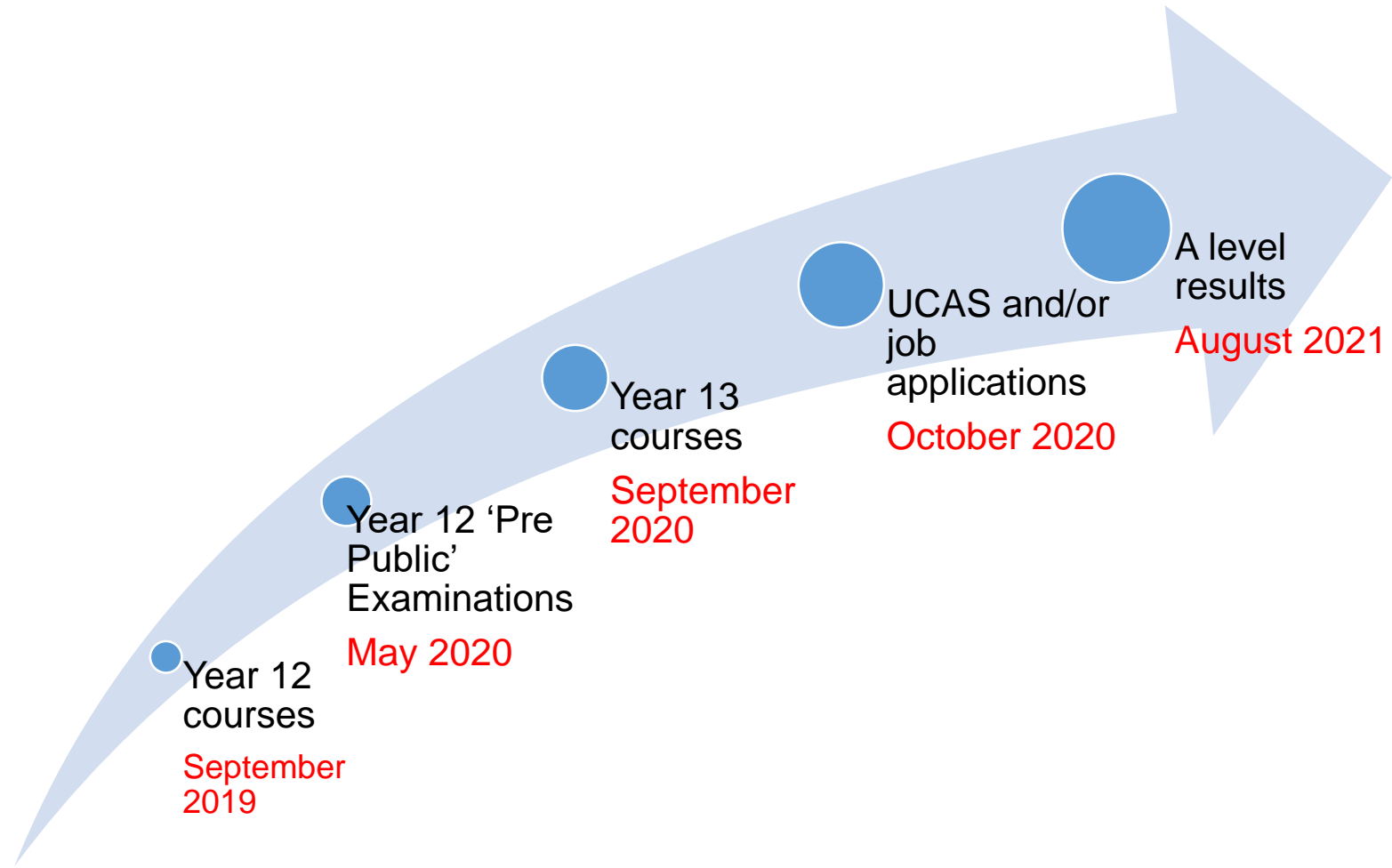
- The provision of a broad, varied co-curricular programme should be an integral part of every pupil's schooling experience
- An all-round education promotes the intellectual, physical and emotional development of all our pupils



Opportunities include;

- House initiatives
- School initiatives
- Subject specific initiatives
- Extra curricular
- Setting an example – role models
- The role of Prefect







UCAS/University information delivered through;

- Careers lessons
- Tutor Time discussions



## UCAS

- Timetable for a university application
- January
  - Self appraisal of Year 12 - reflective thinking for the personal statement
  - Unifrog



- March
  - Start to identify early/competitive applications
  - Medicine/dentistry/veterinary/Oxbridge
  - Discussion group starts with JCG
- April
  - Higher Education Evening



- May
  - Start browsing relevant year's courses on UCAS.COM
- June
  - Draft the personal statement
- July
  - Determine 5 probable choices
  - Staff write subject testimonials



- September
  - Predicted grades
  - Early deadline applications completed
  - References being collated/written by tutors
- October
  - Additional examinations sat
  - Additional work prepared for entrance



# Put it together



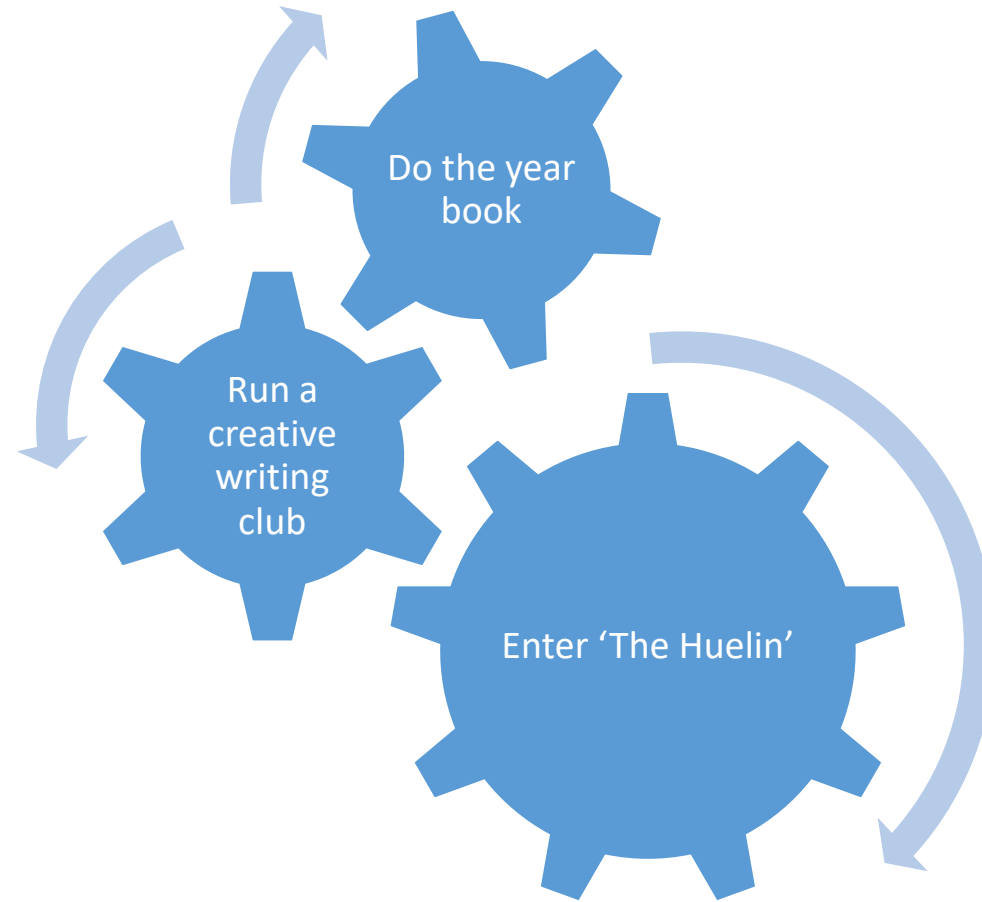
# Create your own cohesion



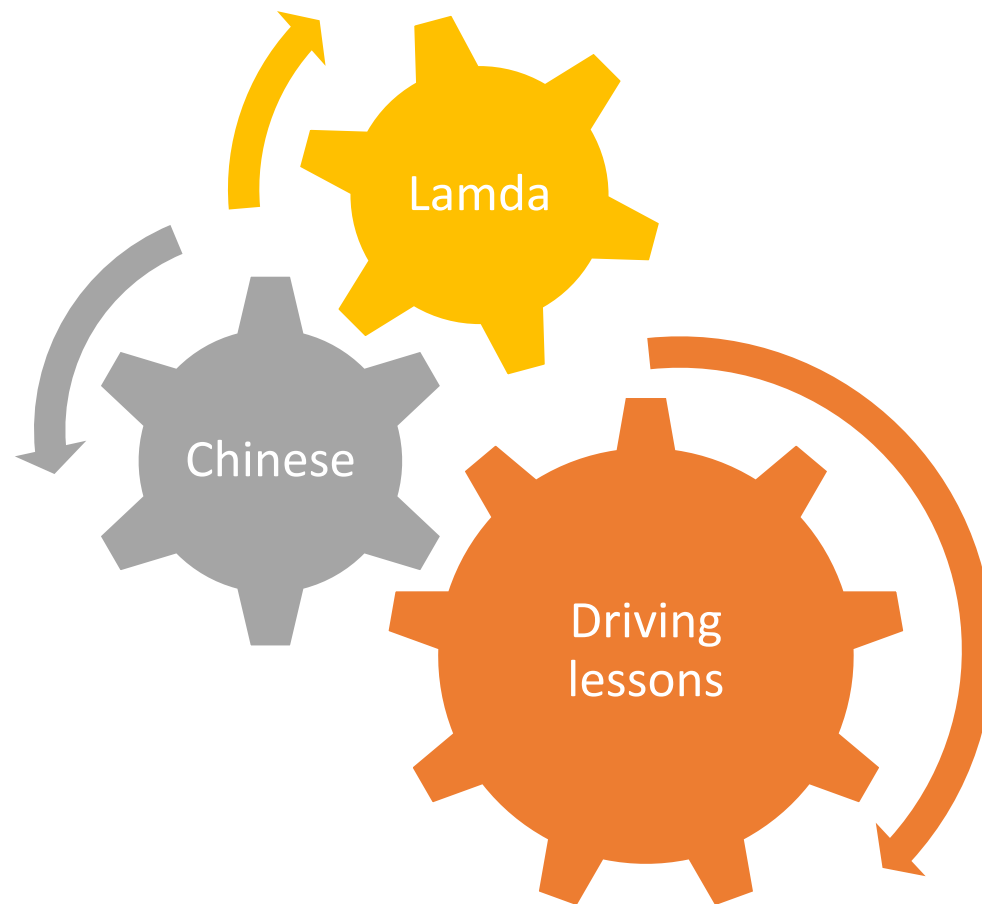
# Weave a narrative



# Focus on your future



# Driving forward





# Procedures



## Assessing and reporting

- Progress Review dates:
  - P1 – Friday 25<sup>th</sup> October 2019
  - P2 – Friday 20<sup>th</sup> December 2019
  - P3 – Friday 3<sup>rd</sup> April 2020
  - Written reports – Friday 22<sup>nd</sup> May 2020
- Parents' Consultation evening:
  - Wednesday 11<sup>th</sup> December 2019
- Year 12 Pre Public examinations:
  - Thursday 23<sup>rd</sup> – Wed 29<sup>th</sup> April 2020
  - UCAS indicative results day Wed 13<sup>th</sup> May 2020 (provisional)

## Additional Study Periods

- If a student fails to hand in a piece of work, and Departmental measures have failed to secure prompt submission, his Tutor will be informed.
- The pupil can then be gated (i.e. not allowed off the school site during lunchtime).
- This sanction will be maintained until the student completes the work to a satisfactory standard.
- Members of staff should notify the Head of Sixth Form (HoSF) that a pupil is being gated, copying the pupil's tutor. The student will need to report to the HoSF during lunch.
- Students who continually fall short of expectations will be entered into an Additional Study Period (ASP).
- ASP will operate between 1530-1700 in the Sixth Form Centre and will take precedence over any and all extra-curricular activities.



## Additional Study Periods

- This measure is aimed at supporting Sixth Formers who consistently fail to hand in work on time and/or to the requisite standard.
- Its purpose is not to punish, but to help students to manage their workload more effectively.
- Pupils will be entered into an ASP by the HoSF. The pupil's parent and tutor will be informed.
- HoSF (or a delegated person) will take a record of attendance and supervise the ASP in the quiet room of the Sixth Form centre. Failure to attend such a session will be regarded as a serious disciplinary matter.

## Additional Study Periods

- Should the work be received ahead of the scheduled ASP, then the teacher should notify the HoSF and the pupil's name will be removed.
- A record of the issue of an ASP will be retained on SIMS for reference.
- Alternatively, where students are behind with work, it is quite appropriate for Sixth Form teachers to require them to sit in the back of Lower and Middle School classes which are being taught by the teacher involved.
- Pupils who consistently fail to meet deadlines may also be placed into supervised private study using the timetable Supported Study lessons in Year 12.



## Absence requests

- Absence from lessons is not advised, and parents are urged not to remove their son from classes during term time.
- Where unavoidable, the student should collect and complete a request for leave of absence form.
- The form must be signed by each teacher whose lesson would be missed, as well as by the student and a parent.
- Submitted to Head of Sixth Form once week in advance of planned absence.
- The Head of Sixth Form will present the form to the Headmaster for his consideration and signature/comment. The original will be kept in the student's file.
- The same form should also be filled out where a student will be absent from class on an official College visit or tour in order to identify pieces of work that will need to be completed on his return.



## Attendance considerations

- Attendance at all timetabled sessions essential
- Tutor periods are also compulsory
- Students must sign in and out at reception when leaving for medical appointments or other absences



# Contacts

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