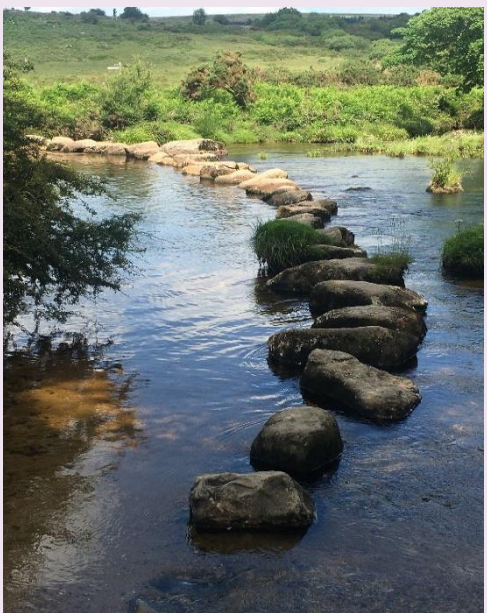


Yr 13 Parents information evening 2023





D of E gold expedition to Dartmoor





World Challenge expedition to Vietnam and Cambodia

1. Welcome
2. Key dates
3. Support in school
4. Study mentor support
5. Timetables
6. Learning Journey and tutor time
7. 12 Progress Check 3
8. Resit exams
9. Stepping up to year 13
10. Year 13 focus: hard work and systems
11. Policy changes
12. UCAS
13. Springpod and Ignite
14. How you can help

Year 13 Autumn term 1: Thurs 7 Sept - Fri 20 Oct (6 weeks, 2 days)		
Thurs	07-Sep	Assembly in hall 8.35 - 9.15, p1 starts 9.30, then normal timetable
Mon	11-Sep	Year 13 exam feedback week, Geography data collection trip
Tues	12-Sep	12PC3 issued, introduction to Spring pod for non Uni applicants.
Wed	13-Sep	Year 13 information Evening 6pm Performance hall
Sun	17-Sep	Spanish Flamenco Show trip
Thurs	21-Sep	Main School Open Eve School closes 2pm
Mon 2 Oct - Tues 3 Oct		Year 12 exam resits study centre
Tues	03-Oct	6th Form Open Evening school closes 2pm
Wed	04-Oct	INSET DAY: School closed to students
Fri	06-Oct	Final Deadline for additional evidence submission for UCAS grade predictions
Mon	09-Oct	Folder Check fortnight
Tues	10-Oct	Yrs 12 and 13 Safe Drive Stay Alive presentation p 1 and 2
Wed	11-Oct	Sociology Bmouth University trip
Fri	14-Oct	Year 13 Uni predicted grades finalised by staff
	16-Oct	UCAS Early entry deadline (Oxbridge, Medics and Vets)
Mon	16-Oct	Folder Check fortnight
Tues	17-Oct	Uni Admission tests
Wed	18-Oct	Uni Admission tests
Thurs	19-Oct	Music showcase

Year 13 Autumn term 2: Mon 30 Oct - Fri 15 Dec (7 weeks)		
Wed	01-Nov	Uni admissions tests
Fri	10-Nov	6th Form open day (school closed to years 7 to 10)
Mon 13 - Fri 17 Nov		Staff complete 13PC1
Mon	27-Nov	13PC1 issued, 3:2 days start
Wed	06-Dec	4:1 days return
Wed 6 - Wed 13 Dec		YEAR 13 INTERNAL EXAMS
Fri	08-Dec	UCAS: Internal deadline for sending before Xmas
Fri	15-Dec	End of term: School closes 12.20pm

Year 13 Spring term 1: Tues 2nd Jan - Fri 9th Feb (6 weeks)		
Mon 8 - Mon 15 Jan		Btech Camtec external exams
Mon	15-Jan	Staff complete 13PC2
Fri	19-Jan	UCAS: Internal deadline for sending before 31 Jan
Wed	31-Jan	UCAS: Final UCAS application deadline
Tues	25-Jan	13PC2 issued
Mon	29-Jan	Folder Check fortnight
Fri	02-Feb	INSET DAY: School closed to students
Tues	06-Feb	Year 13 Celebration of work - Davinci
	07-Feb	Year 13 Subject Evening
Wed 7 - Sun 11 Feb		Iceland trip
Year 13 Spring term 2: Mon 19 Feb - Thurs 28 Mar (7 weeks)		
Thurs	19-Feb	3:2 days start
Fri	01-Mar	Year 13 curriculum completion
Mon 11 - Mon 18 Mar		Year 13 INTERNAL EXAMS
Thurs	28-Mar	Btech Camtec exam course completion
Thurs	28-Mar	End of term: School closes 12.20pm
Year 13 Summer term 1: Mon 15 April - Fri 3 May (2 weeks)		
Fri	03-May	Year 13 Formal lessons end

Support in school

Tutor

Subject staff

Study mentor – Miss Marks

Head of Year

Aspirant programmes manager - Miss Bowie

Assistant Headteacher: Student Aspirations (Head of Sixth Form and Careers) – Miss Swan

UCAS coordinator – Mrs Chalmers

Careers advisor – Mrs Wilson

Mental Health Support Worker

access to further well being support services

Admin office – The Star room – Mrs Bower, Mrs Jervis



STUDY MENTOR SUPPORT – Miss Marks

1 to 1 and small group sessions to support subject revision and exam preparation, and exam and essay skill

1 to 1 support for general organisation, revision and time management

Small group work on exam and study skills, including research skills for coursework

Oversees the post progress check intervention programme_ Focused Study Group

Supporting the UCAS process and personal statement support



TIMETABLES in year 13

No enrichment

Tutor on Monday's and Tuesday's only

1 tutorial per half term

Study sessions to be added

TUTOR TIMES THIS HALF TERM

Mondays: Notices, virtual assemblies

Tuesdays: Future pathway focus in IT rooms.

Wed, Thurs, Fri: Tutorials

Learning Journey – tutor time Termly themes

Autumn
Term 12

My Transition
My Community

Spring
Term 12

My Future Pathway
My Work Experience

Summer
Term 12

My Personal Safety

Autumn
Term 13

Application *Ready*
Portfolio *Ready*

Spring
Term 13

Life *Ready*

Summer
Term 13

Exam *Ready*

12 Progress Check 3

- Handed to students on Tuesday during tutor time. Will be published on myhighcliffe in due course.
- Indicates if a resit is needed.
- Post progress check intervention “focused study group”



RESITS (as indicated on 12PC3 or following discussion with subject staff)

Week commencing 2 Oct

During free periods where possible

Miss Marks will email these out to students shortly.

Encourage students to engage with their teachers over the coming weeks to help to identify remedial action needed to best prepare for these.

Stepping up to year 13

Step up

Well established independent study

High expectations

Year 13 focus: 'Focusing on 'hard work' & systems'



- Work hard to achieve results
- Purposeful **'systems'** towards your work, attendance, home study. Preparation for tests and exams is key
- 3 key focus areas

Focus 1: Home Study & Independent Learning

**8 hours per subject per cycle
purposeful home
study/revision
(4 hours per week)**



TWO PARTS

TEACHER SET STUDY

Consolidation/Extension/Deliberate Practise/
Desirable Difficulties/ Revisits prior
topics/Response to Feedback/Close the
Gaps/Folder Organisation - BUT STUDENTS TO
SELF REGULATE

&



GUIDED INDEPENDENT STUDY

Chosen from a given menu of revision &
preparation/extension activities, linked to the
subject. Work is dated and kept in day folder for
visual checking (not marked)

GUIDED INDEPENDENT STUDY



INDEPENDENT STUDY FOR BUSINESS STUDIES

<p>1. Self-testing flashcards Write exam-based questions on one side and answers on another (Keep it simple: Define, Describe, Explain, Identify, Give an example of) SELF REGULATE: Keep testing yourself regularly and reorder the cards according to which answers you can correctly recall Use the Leitner system and have 3 boxes Box 1 – Newly created flashcards Box 2 – If the information on the flashcard can be recalled currently, place the card into box 2. If you cannot answer, it stays in box 1. Test yourself again the cards in box 2 and if you get this correct, place in box 3. If its incorrect, it goes back to box 1 Box 3 – Periodically test yourself on box 3 (weekly, monthly). If it's answered wrong, it goes back to box 1. Every time you get a card correct in box it stays there!</p> <p>Extra Challenge: Increase the difficulty of the questions on the flash card with more complex subject vocabulary, higher level questions (such as A03 evaluate, analyse, compare etc) test again and again. Then use the flash cards to complete a writing task such as writing an extended question response.</p>	<p>2. Blurting Complete a Knowledge 'blurt' on the topic you are currently studying. Make sure you have revised the topic first (securing your knowledge) before attempting to 'blurt' everything from your brain onto a page</p> <p>Extra Challenge: make links between theme link to assessment objectives, link to exam command words (such as describe, evaluate, analyse, discuss)</p> <p>SELF REGULATE: Check your 'blurt' against y and add in a different colour pen aspects yo remember and make a list of what you need over again. Go over it again! And again!</p> <p>Jade Bowler - Unjaded Jade</p>   <p>Revision Technique that ACTUALLY works: "Blurting"</p>	<p>3. Knowledge Organiser Complete an A3 Knowledge organiser for the topic being studied, using mark scheme statements. Keep adding to your organiser as the lessons progress. Cover up parts of the knowledge organiser and self-</p> <p>4. Cornell Note Taking – NEW LEARNING <i>*this needs to be modelled and practiced lots in class first to make sure you are confident and competent enough to take notes independently</i></p> <p>Read or listen to something that introduces new learning/ideas. Use the Cornell Method. Using the Cornell structure, make notes down the page and a summary at the bottom, use question cues down the margins. Then... cover up your notes and use the questions in the margin to self-quiz and retrieve answers from memory. Extra Challenge: Use 'how' and 'why' questions in the margins. Use key word vocabulary / sentence structures in your notes</p>	<p>5. A01/A03 - Create a glossary of 30 definitions for all A level key terms you have covered so far in A Level Business. Use your CGP guide and key terms list to get started. Once complete, cover them up one by one and re-write from memory, strengthen your ability to retrieve the basic knowledge and then add minimum two benefits and two drawbacks to your work and repeat the cycle.</p> <p>7. Exam skills - Access Edexcel website on teams- A level Business – Paper 1 and complete one section of the paper (short questions only). Then review the mark scheme (found in the same area) and mark yourself. Revisit the areas you got wrong and try & use your notes to ascertain the correct answer – write up any further questions you still have about the answers you got wrong and take them to class to review with a teacher.</p> <p>8. AO1 - Complete one of the MCQ packs and use the mark scheme to review your understanding. Set yourself at least two targets to improve on areas you struggled with by utilising your CGP guide and tutor2u videos. Re-visit the questions a week later and reflect on what/if any progress you have made. Still unsure – take queries to class or book a time to review and talk over with your teacher</p> <p>10. A01 & A02 – Find a credible publications such as the Financial Times, BBC News, Economics review & Business Review/Bloomberg and make a 1 page retrieval map of current affairs & how they may apply to the content you have learnt – find one article per week and create a 'context' section of your study notes to refer to throughout the course.</p> <p>11. A01, A02.A03.A04 - Complete any essay-based question from the Edexcel website of your choice under timed conditions (1 minute a mark + 5 mins reading) and hand in for marking to your teacher. Highlight where you think you are showing AO1, A02, A03, A04. Do not hand it in until you have self-reviewed, look at the mark scheme, what would you award yourself and why</p> <p>13. Look ahead – use your PLC to identify the next 'topic area' we will be focusing on & use your Business revision guide/textbook to read ahead and make succinct basic notes that cover the key areas of that topic, take this to your lesson when you begin the topic and refer to when necessary</p>	<p>6. A02 – Refer to the strategic models you have been given and choose five at a time to review, make sure you can explain what the model is used for accurately and use the CGP guide to check this is correct. Use the models you have been given as a prompt and cover them up and redraft from memory with key notes about that model. Any areas you still struggle to understand make a note of and email your teacher to book in a drop-in support session</p> <p>9. A01- Re-draft lesson notes on a section specified by your teacher or of your choice using the retrieval sheets, mind maps, Cornell notes or flash cards, this should focus on definitions and examples only</p> <p>12. AO1/A02 – Complete the calculation formula sheet provided covering ALL the calculations you have learn so far and check they are correct with the answer guide. Add context to these calculations such as 'what do they show' and 'what is considered positive/negative etc. Ensure you understand all the calcs and why/when they may be used.</p>	
				<p>14. Key websites to inform your studies/Cornell notes:</p> <ul style="list-style-type: none"> ✓ Topics Business tutor2u ✓ Home - BBC News ✓ Edexcel AS and A level Business 2015 Pearson qualifications ✓ Businessweek - Bloomberg ✓ https://youtu.be/fISU31QEVu0 	<p>Tasks must have evidence of completion and be dated</p>

Focus 2: Purposeful
assessment and action
following an assessment,

SAPs

SUBJECT

ASSESSMENT

POINT

New COMMON
LANGUAGE FOR
ASSESSMENT

MAPs

MOCK

ASSESSMENT

POINT

SAPs must mirror exam formats and sat under timed conditions, in silence, to ensure validity and reliability of data

SUBJECT ASSESSMENT CALENDAR

SAPs....

Student Expectation:


- You must produce and 'show' your revision notes that you completed to prepare for the SAP
- This work is shown to the teacher whilst the SAP is in progress

Teacher Expectation:

- At least one timetable cycle notice of an upcoming SAP
- Check revision notes whilst the SAP is in progress (visual check for quality & quantity)

Post Assessment

- Results added to day folder assessment tracker so students can view results over time
- Close the Gap tangible task set in a DIRT/CTG lesson and/or teacher set home study
- Sample tasks on the grid to the right
- Students **MUST** produce evidence of acting upon feedback and closing the gap



SUBJECT ASSESSMENT POINT (SAP) CLOSE THE GAP TASKS

A LEVEL PHYSICAL EDUCATION

<p>CTG TASK 1 Rewrite the weaker paragraphs/sections of your essay/extended question. Highlight where you have improved your answer</p>	<p>CTG TASK 2 Resit the assessment again (at home/in dedicated lesson time), in exam conditions, answering the questions that have been identified as requiring improvement</p>	<p>CTG TASK 3 Extend your revision notes on aspects/theories that need development from the SAP. Show evidence of your comprehensive revision notes made on those topics, including evidence on Ever learner</p>
<p>CTG TASK 4 Practice answering again A01 Questions in order to develop that assessment objective. Highlight where you have improved your exam question response. Create/learn the glossary of key terms</p>	<p>CTG TASK 5 Practice answering again A02 Questions in order to develop that assessment objective. Highlight where you have improved your exam question response</p>	<p>CTG TASK 6 Practice answering again A03 Questions in order to develop that assessment objective. Highlight where you have improved your exam question response</p>
<p>CTG TASK 7 Answer the extended question again, timing yourself to practice exam paper time management, be sure to include any improvements you need to make in your extended question/essay response</p>	<p>CTG TASK 8 Apply a wider variety of sporting examples (both team and individual) to the theory/theories we have been assessing in the SAP. Write out in full sentences the examples you could use to improve your answers</p>	<p>CTG TASK 9 Practice writing long answer questions using the literacy bank. Highlight where you have used these to improve your exam question responses</p>
<p>CTG TASK 10 Write a mark scheme model answer for the questions identified as requiring improvement</p>	<p>CTG TASK 11 Use the mark scheme and examiners report to highlight aspects you have missed/misconceptions. What misconceptions have you found? Write a summary on how you need to improve your responses to exam questions for this SAP and show evidence of improved answers for a set of questions</p>	<p>CTG TASK 12 Retake the whole SAP again, in a weeks' time during a study period in the silent end of the study centre, under timed conditions <i>(Please notify Study Mentor this is in timed exam conditions, what period and hand in exam paper)</i></p>

Focus 3: Robust intervention process

STAGE 1 (IN CLASSROOMS)

HONEST EARLY CONVERSATION

Flag & Intervention* initiated. Targets set (timetabled cycle to improve)

Teacher calls home for **persistent** concerns

X number of flags = Period 5 supported study as per the system

IF NO IMPROVEMENT, REFER TO:

STAGE 2 (SL/ADOL/KS5 Lead)

Continued concerns, Subject Lead/ADOL/KS5 Lead involvement.

Honest conversation with student, targets set, **make Study mentor & tutor aware of targets**. Study Mentor to support if required. Parental call to discuss (2x timetable cycles to improve)

IF NO IMPROVEMENT, REFER TO:

STAGE 3 (HEAD OF YEAR 12 or HEAD OF YEAR 13)

No improvement: HOY action plan and parental in school meeting (2-4 weeks to improve)

Flexible registration removed and focused study periods introduced

IF NO IMPROVEMENT, REFER TO:

STAGE 4 (AHT/SLT)

AHT/SLT meeting with student and parents. Student placed on contract. Discussion regarding aspirations/ Careers adviser support/ Suspension policy: Possible fixed term suspension for failure to co-operate with interventions set by the school/exam entries review

Sixth Form Stages of Intervention



HIGHCLIFFE LESSON EVERY LESSON

We value the power of education to change lives.

RESPECTFUL



Greet at the Door: Where possible, your teacher will be at the classroom door to welcome you as you enter. *You will greet your teacher, enter the classroom, take your seat and be ready to learn.*



Strong Routines: Every lesson will have a starter activity so that the register can be taken promptly and, at the end of the lesson, teachers will check your understanding. *You will take the quickest route to your lesson and arrive promptly with the correct equipment.*

RESPONSIBLE



Retrieval Practice: Retrieval Practice helps your learning to 'stick'; you will complete retrieval practice activities regularly. *You need to continue to use retrieval practice at home and independently, not just when directed.*



Questioning: Your teacher will want to ask you questions to check your understanding regularly. *You should be prepared to answer questions to the best of your ability, applying your key vocabulary.*

PURPOSEFUL



Sustained Intense Concentration: Every lesson will have moments where you are expected to really focus, read or engage with discussion. *You need to be prepared to focus all your attention, and not become distracted or ever distract others from their learning.*



Best Work: Feedback will be given to help you to develop your learning. *You will be expected to act upon this feedback, and may be asked to re-do work which is not an example of your best efforts.*



Highcliffe Sixth

ID card update

- All students and staff have been issued with a new MIFARE ID card. Please ensure that you have returned your old ID card. This is as a result of the new fencing which meets D of E guidelines.
- ID cards are linked to individual access rights, tap card on intercom / reader to unlock gate or door. Please let us know if you need additional access rights (for example to access the lift)
- 6th form ID cards will open the visitor gate during school hours.
- Lost cards must be reported to IT services immediately so that access rights can be revoked and a new card produced. As previously lost cards will cost £5, payable via Wisepay.
- In an emergency all access controlled doors and gates are unlocked.
- A 6th form dedicated entry gate is coming soon.

PHONE FREE SCHOOL

In response to safeguarding advice from Department for Education's publication "Keeping Children Safe in Education", Highcliffe School is a Phone Free School meaning that phones should be off and away from arrival on school site to leaving school site.

Modifications to policy for 6th form

- You may use your phone or any other internet enabled device (smartwatch, earbuds etc) in the cafe and study centre.
- Please don't walk around school with phones out or earbuds in.
- During lessons and tutor times phones should be away in your bags unless they are being used for a purpose agreed with your teacher.
- Phones or other devices will be confiscated, to be collected from student support at the end of the day.

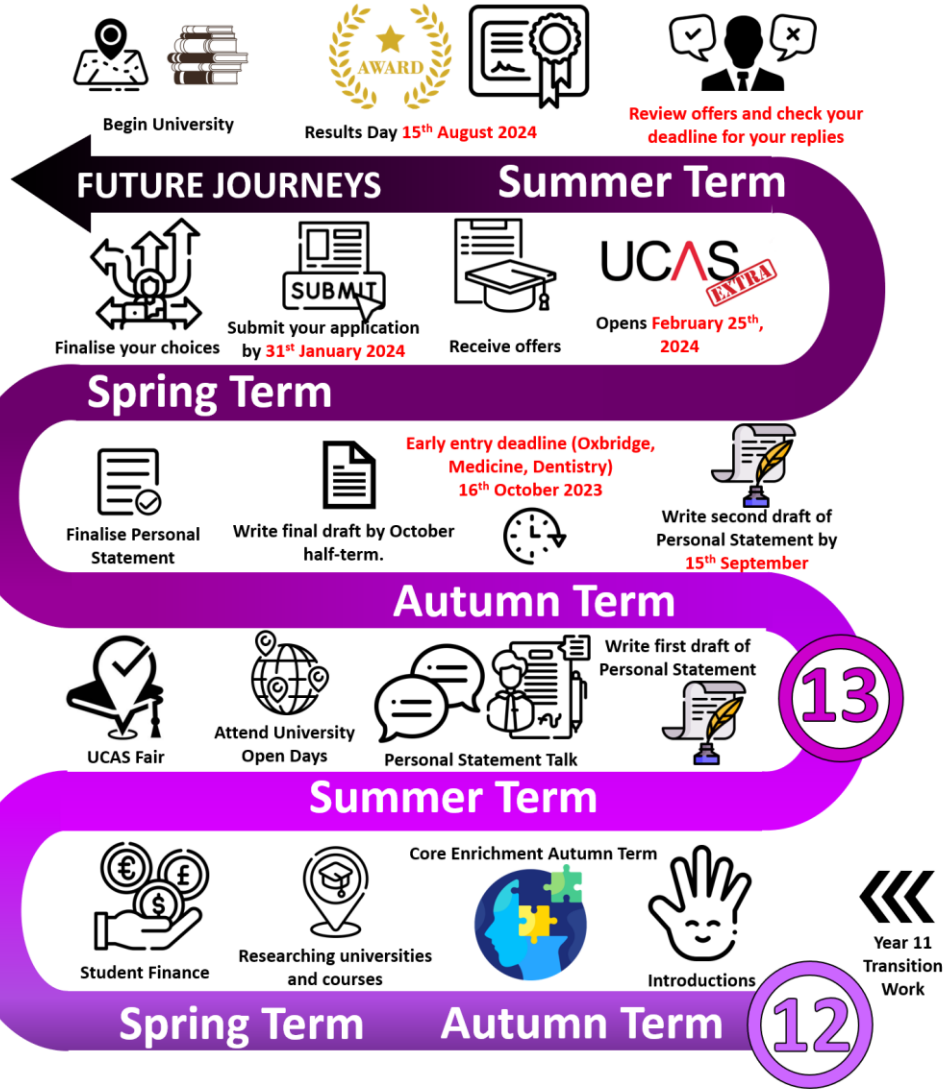
Spring and summer term of year 12

Balanced and broad introduction to all potential future pathways to help students make informed decisions.

Now moving to more specialised support depending on pathway

Unsure... follow Uni pathway for now

UCAS Journey at Highcliffe Sixth



All students who have shown an interest in applying to university have registered with UCAS and started their application

Students have attended presentations on:

- The application process
- Making the right choices – researching universities and courses
- Student finance
- Students also attended a personal statement workshop run by the University of Exeter

All students will have received an email outlining amendments that they need to make to their application.

Students will continue with researching courses and finalising their personal statement. It is important that course choices are appropriate and in line with likely outcomes.

All students should access resources on the Highcliffe [UCAS Hub](#) (via 'My Highcliffe'). This includes information on researching courses, open days, accommodation, replying to offers, how to write a competitive personal statement, including exemplars.

Students receive feedback on their personal statement from their Tutor. Students can also receive additional feedback from the University of Portsmouth using their Personal statement hub.

Attend open days where possible



Exeter University provided a Student Finance talk in year 12. Student Finance applications open in March, but we will send out guidance ahead of this, including a link to the finance talk if you missed it. Please also see Government website for further details.

Key dates and deadlines for UNIVERSITY APPLICANTS Intake September 2024

19 th Oct	Third draft of the personal statement to be completed and uploaded on <u>Unifrog</u> by Thursday 19 th October.
6 th Nov	INTERNAL HIGHCLIFFE DEADLINE FOR UCAS APPLICATIONS (except Oxbridge and Early Entry) is Monday 6 th November. This includes all sections of the application (except choices)
31 st Jan 2024	EXTERNAL DEADLINE FOR UCAS APPLICATIONS (except Oxbridge and Early Entry) is Wednesday 31 st January 2024, however, we strongly encourage all applications to be submitted during the Autumn term. <i>Please note our Highcliffe deadline above for completed applications; references can take up to two weeks to be uploaded once an application has been submitted to us.</i>

Deadlines for students applying for Early entry: Oxbridge, Medicine, Dentistry, Veterinary Science

15 th Sept	INTERNAL HIGHCLIFFE DEADLINE for completed applications, including a finalised personal statement (except choices) is Friday 15 th September (<i>this is to allow referees time to complete references prior to the Oxbridge deadline</i>).
22 nd Sept	FINISHED APPLICATIONS must be ready by Friday 22 nd September, for final checking before being sent.
16 th Oct	EXTERNAL DEADLINE is Monday 16 th October. Applications MUST be sent off PRIOR to this date.

- In line with UCAS best practice, UCAS predicted grades will be reviewed at point of submission. When a student is ready to apply, teaching staff will be asked to confirm predicted grades.



Tuesday morning's in tutor time are spent in IT rooms exploring future pathways.

Students not applying to University have been introduced to Springpod and their Ignite programme this week.

This is a careers programme intended to ignite student ambition

We will use it to develop students' employability skills and provide experiences of future pathways

Students have year-round unlimited access

Things you can do to help

Attendance: Reinforce the message regarding the positive impact that good attendance has on outcomes, help students to manage their paid work load (10 hours). If students are ill and unable to attend school, parents to email (office@highcliffesixth.com) or phone the school office before 9am.

Make sure they have somewhere quiet to study at home, they will have lots of homework to do.

Take a copy of their timetable so you know when they should be in lessons

If you are concerned about any aspect of their learning or life in the Sixth Form call to speak to their subject staff or tutor

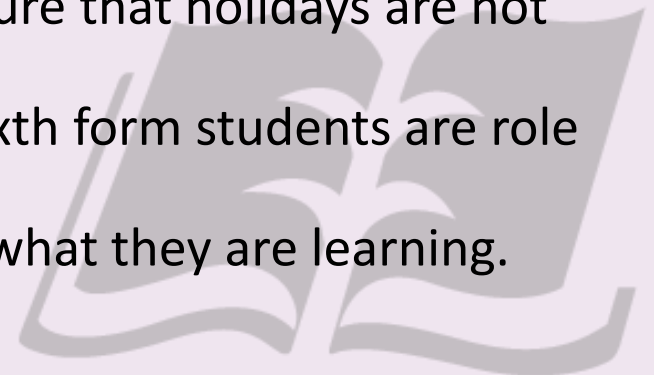
Encourage them to be well-organised; they should come to school each day with pens, paper, an A4 folder, and any other specialist equipment. Help students if necessary with organisation of revision and folders for folder checks.

Encourage them to understand that every aspect of their timetable is important and should be attended unless they are unwell, this includes tutor times and tutorials. Ensure that driving lessons are not booked in lesson or study sessions, ensure that holidays are not taken during term time.

Reinforce the importance of adhering to the dress code, the sixth form students are role models to the rest of the student body.

Encourage students to take pride in their work and talk about what they are learning.

Please pay off any café overdrafts



Yr 13 Parents information evening 2023

