



Year 12 Parent Information Evening

Andy Rayner

Director of Sixth Form

Andrew Evans

Deputy Director Sixth Form

Our aim:

To create a platform for students to allow them to transition from a school setting into an aspirational destination.



Outstanding success

Personal success

6 students moved onto degree apprenticeships

13 students secured advanced apprenticeships

90% plus students secured University first choice

20% students applying to university secured places at Russell Group universities

97% of students secured meaningful destinations at the end of Year 13

A level results

A* to A 22%

A* to B 48%

A* to C 78%



Understanding qualifications at sixth form

A levels

- Linear two-year courses, usually assessed primarily through exams at the end of Year 13.
- Require continual revision and exam practice - February assessment week and Year 12 Progression Exams in April support this.
- Internal progression exams need to be passed at **E or above** to progress on to Yr13.

A-Levels and Highers:
Ucas Points

	A-levels	AS levels	Scottish Highers	Advanced Highers
A*	56			
A	48	20	33	56
B	40	16	27	48
C	32	12	21	40
D	24	10	15	32
E	16	6		

BTEC Nationals:
(first taught September 2016)
Ucas Points

National Extended Certificate		National Diploma		National Extended Diploma	
D*	56	D*D*	112	D*D*D*	168
D	48	D*D	104	D*D*D	160
M	32	DD	96	D*DD	152
P	16	DM	80	DDD	144
		MM	64	DDM	128
		MP	48	DMM	112
		PP	32	MMM	96
				MMP	80
				MPP	64
				PPP	48

(D) distinction (M) merit (P) pass

Understanding qualifications at sixth form

Applied Generals (BTecs and Cambridge Technicals)

- Greater emphasis on the completion of assignments that are assessed throughout the course.
- Students usually complete one written exam paper per year.
- Lessons progress through **taught** phases and then assessed **phases**. During the assessed phase students complete work under exam conditions with a restricted level of support.

GCSE Maths and English resits

- Timetabled lessons to support first opportunity to retake in November.

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Provision through our two-week timetable

- Ten x one hour taught lessons per fortnight per subject
- Nine **independent learning** sessions
- All other sessions are **unregistered study** sessions (not frees)
- Form period everyday (mentoring by form tutor)
- Two x one hour periods every Wednesday period 1 devoted to VESPA and PHSE
- Students at school from **8.40 to 3.10**
- Termly focus
 - Autumn **Vision** (aim high)
 - Spring **Challenge** (community)
 - Summer **Volunteering** (charity and fund raising)

Green	M	T	W	T	F
1			Tutor		
2	Chemistry		Biology	Chemistry	Biology
3	Biology	Chemistry		Maths	
	Reg	Reg	Reg	Reg	Reg
4			Biology		Chemistry
5		Maths			Maths

Yellow	M	T	W	T	F
1		Maths	Tutor		Chemistry
2		Biology	Biology		Maths
3	Maths				Biology
	Reg	Reg	Reg	Reg	Reg
4	Chemistry	Chemistry	Chemistry		Chemistry
5	Maths	Maths	Biology	Maths	Biology

Why is independent learning important?

Engaging in purposeful learning activities outside of the home learning tasks set by teachers is beneficial to students in a number of ways:

- Research shows that students who fulfil their potential at sixth form complete an additional **20 hours of studying** towards their subjects per week – homework alone will not fulfil this.
- Independent learning allows students to **personalise** their learning so that you can spend additional time on the areas they require most help on.
- Independent learning tasks provide you with examples of ‘Supra-Curricular’ experiences that you can use to populate your personal statement for university as well as supporting statements for apprenticeships and jobs.

What could independent learning look like?

- ✓ Completing revision (cue cards, replicating mind maps etc)
- ✓ Past paper questions – even better in exam conditions of time and no notes
- ✓ Reattempting/redrafting work that has been marked, using the feedback to improve
- ✓ Reading ahead (pre-reading) to build your confidence in the area/s you are studying next.
- ✓ Completing wider reading and **making summary notes**. Reading sources could include online articles, journals, books related to what you are learning. [Google Scholar](#) and [Google Books](#) are both great at finding additional academic reading.
- ✓ Listening to an academic podcast and **making summary notes**.
- ✓ Watching an online tutorial/revision video and **making summary notes**.
- ✓ Watching a [TED talk](#) related to what you are studying and **making summary notes**.
- ✓ Completing a MOOC (Massive Online Open Course) – you can research the free ones that are available through Unifrog.

The screenshot shows a MOOC platform interface for 'A-level economics'. At the top, there's a header with 'A-level economics • Know more'. Below that, a search bar and filters are visible. The main content area is divided into three columns: 'Starting soon (1)', 'On demand (52)', and 'Already started (20)'. Each column lists several courses with their titles, institutions, and workloads.

Starting soon (1)	On demand (52)	Already started (20)
<ul style="list-style-type: none"> Unleash Your Potential: Global Citizenship University of Bristol Workload: 3 hours per week 	<ul style="list-style-type: none"> Foundations of Central Bank Law The International Monetary Fund Workload: 9 weeks to complete Contract Law- From Trust to Promise to Contract Harvard University Workload: 8 weeks to complete Immigration and Labour Markets in Economic History University of Bayreuth Workload: 8 weeks to complete Introduction to International Criminal Law Case Western Reserve University Workload: 7-8 hours of lectures and assessments Intellectual Property Law and Policy: Part 2 University of Pennsylvania Workload: 7 weeks to complete Civil Liberties Princeton University Workload: 7 weeks to complete 	<ul style="list-style-type: none"> Human Rights and International Criminal Law: An Introduction University of Padova Workload: 6 hours per week How Well Does International Human Rights Law Serve Marginalised Peoples? The University of Kent Workload: 4 hours per week Human Rights, Ways of Life, and the Future The University of Kent Workload: 4 hours per week What is International Human Rights Law? The University of Kent Workload: 4 hours per week What is International Human Rights Law? The University of Kent Workload: 4 hours per week Introduction to the Rule of Law The University of Law Workload: 4 hours per week

At the bottom of the screenshot, there's a banner for 'economic development' with the text 'Understand how to focus your answer' and a logo for 'PHILIP ALLAN FOR HODDER EDUCATION'.

Encouraging independence

- Students have the opportunity to gain flexibility over study periods **after the progression exams in April**.
- Successful outcomes in these exams, alongside positive feedback from teachers about their ability to work independently will mean students can leave site during unregistered study sessions.
- It is expected that this has the effect of **enhancing** independent studying time not reducing it.
- The number of periods marked as flexible study periods will be reviewed again after the Year 13 mocks in October.

UESPA coaching with tutor

- **Vision:** How well do you know what you want to achieve?
- **Effort:** What will you have to do to realise your vision?
- **Systems:** How do you organise your learning and manage your time?
- **Practice** What kind of work do you do to practice and apply your skills?
- **Attitude:** How do you respond to setbacks?

Keeping everyone informed

			Window Opens	Window Closes	To Parents
Settling in grade	KS5	Yr12	25/09/23	29/09/23	04/10/23
AP1	KS5	Yr12	14/11/23	21/11/23	29/11/23
Year 12 Parents Evening	Thursday	07/12/23	4:15pm – 7:00pm		
AP2	KS5	Yr12	26/02/24	05/03/24	13/03/24
AP3	KS5	Yr 12	07/05/24	14/05/24	17/05/24

GCSE early resit	07/11/23 to 13/11/23
GCSE resit results	11/01/24
Year 12 Assessment Week	05/02/24 to 09/02/24
Year 12 progression exams	15/04/24 to 19/04/24
Resit week*	03/06/24 to 07/06/24

*Allows time for alternate pathways or course change

Exam dates

English language paper 1: Tuesday 7 November 2023

Mathematics paper 1: Wednesday 8 November 2023

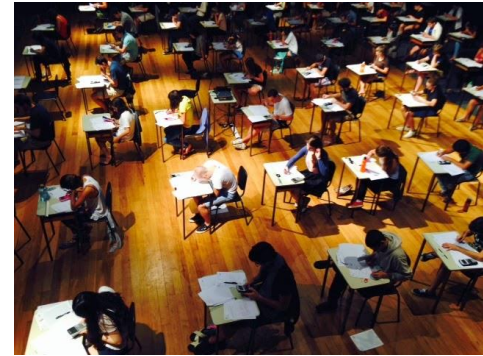
English language paper 2: Thursday 9 November 2023

Mathematics paper 2: Friday 10 November 2023

Mathematics paper 3: Monday 13 November 2023

Internal progression exams

- A level subjects set exams for 15th April to 19th April.
- Applied General Subjects will also give an evidence-based assessment at this point.
- Results sent home 17th May 2024
- Resits week beginning 3rd June 2024
- Students **must** achieve at least an **E/Pass** to progress with the subject in Year 13




Settling in report - 4th October

1. **Vision** Are you showing an interest in the subject?
2. **Effort** Are you working at the expected standard for their target grade at this point in the course?
3. **Systems** Are you organized, prepared for lessons and meeting deadlines?
4. **Practice** Are you studying independently and conducting wider reading?
5. **Attitude** Are you displaying appropriate attitude to learning and engagement in lessons?

Other information provided:

- Student attendance to lessons %
- BfL grades achieved so far this year.



Alsager Sixth Form College

A Student I2TBR

Settling in Report October 2023

Using the following five categories, this report provides a 'yes' (Y) or 'No' (N) judgement from staff on how well James has made the transition between KS4 and KS5. Information regarding attendance and 'behaviour for learning' (BFL) grades are also included.

1. Vision	Are they showing an interest in the subject?
2. Effort	Are they working at the expected standard for their target grade at this point in the course?
3. Systems	Are they organized, prepared for lessons and meeting deadlines?
4. Practice	Are they studying independently and conducting wider reading?
5. Attitude	Are they displaying appropriate attitude to learning and engagement in lessons?

If there are any areas of concern, subject staff will meet with James to discuss areas for improvement and provide support through in-class action. Further support, if required, may also be provided by James's Form Tutor and/or the Sixth Form Team.

	Target Grade	Vision	Effort	Systems	Practice	Attitude	% Lesson Attendance
Biology	A	Y	Y	Y	Y	Y	100.0
Maths	A	Y	Y	Y	Y	Y	95.0
Psychology	A	Y	Y	Y	Y	Y	95.0

Behaviour for Learning (BFL)

At the end of each taught lesson in school, James's teacher enters a grade to reflect their conduct and engagement.

BFL Grade	Count	BFL Grade	Count
Excellent Standard (1)	0	Dress Code Issue (5)	0
Expected Standard (2)	109	Homework Issue (7)	0
Below Expected Standard (3)	0	Late to Lesson (8)	0
Serious Cause for Concern (4)	0	Missing Equipment (9)	0

Assessment

GCSE Score

- Mainly 9's and 8's
- Mainly 8's and 7's,
- Mainly 7's and 6's
- Mainly 5's and 4's

Target grade

- Target grade A*/A or Distinction*
- Target grade A/B or Distinction*/Distinction
- Target grade B/C or Distinction/Merit
- Target grade C/D or Merit

Reports sent home

Option Subject	Target Grade	Assessment Point 1			Mock Exam Result	Assessment Point 2			Assessment Point 3			
		Projected Grade	Progress	Attitude to Learning		Projected Grade	Progress	Attitude to Learning	Projected Grade	Progress	Attitude to Learning	Class Attendance %
English Language	B	B	Expected	2	C	B	Expected	1	B	Expected	1	98.2
English Literature	B	B	Expected	2	D	B	Expected	2	B	Expected	2	95.5
Geography	B	D	Below	1	E	C	Below	1	C	Below	1	97.3

Successful Students and Parent/Carer Support

<i>A successful student...</i>	<i>This can be supported by...</i>

Successful Students and Parent/Carer Support

<i>A successful student...</i>	<i>This can be supported by...</i>
Has a high attendance (95%+)	Reinforce the benefits of a high threshold for absence. Book holidays outside of term time.
Consistently completes 20+ hours of additional study (homework and independent learning tasks)	Discuss the benefits of completing wider learning experiences at home and link to future aspirations and the long-term value in sacrificing some time outside of sixth form.
Is organised	Have a check every now and again and support in ensuring work is in folders and not just loose in a bag/A4
Takes up opportunities an offer at within the sixth form and in the wider community.	Use our communication home to discuss and encourage participation in the opportunities available.
Meets expectations within sixth form of punctuality, independent study, dress and vaping.	Having knowledge of the expectations we set and reinforcing them at home. Supporting us in our sixth form expectations policy, ensuring students accept and serve sanctions, e.g. attend Friday night detentions which are issued for students not meeting expectations 3 times in a week.
Maintains a positive balance and manages stress positively.	Celebrate successes! Encourage time away from studies and engagement in positive activities. Keep us (form tutor, Mrs Pass and myself) informed with any concerns.

Dress Code

Alsager Sixth Form gendemeutral dress code allows members of the Sixth Form to set a high standard in their personal appearance and conduct. All items on the list below may be worn by Alsager Sixth Form students:

- Smart trousers
- Smart skirt of an appropriate length
- Smart dress of an appropriate length
- Smart shirt with collar
- Smart blouse
- Smart jumper
- Smart cardigan
- Smart leather or suede shoes/ankle length boot (or shoes of leather/suede appearance)
- Smart jacket or blazer
- Smart suit
- Formal items, such as waistcoats and ties, are optional

Your lanyard forms part of your expected dress and should be worn at all times.

Please also be aware of the following:

- Coats may be worn but are to be removed once inside classrooms/study areas
- A single piercing in each ear is permitted, as well as a single clear nose stud
- Hair should be of a natural colour

Please assume that anything not specifically listed above is not allowed. For example, denim, visible tattoos and facial piercings are not included on the list, so are not permitted. Any clothing with rips, holes or large logos/slogans will not be deemed as being smart and the judgement of the Director of the Sixth Form will be final on all matters relating to the Sixth Form Dress Code.

* Sweatshirts that are single coloured and have a logo that is no greater than an inch in diameter are permitted to be worn.

Careers

- Student services
 - Mrs Haskew
 - Mrs Casewell
- Twitter feed for apprenticeships
- Careers interview
- UCAS Apprenticeship fair
- Work placements
- UCAS University day
- University open days
- Oxbridge conference
- Parents information evening
- Year 12 Work Experience



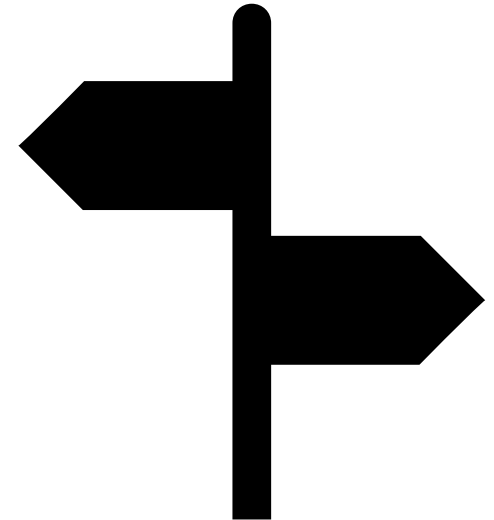
Year 12 Work Experience

- All students complete a week self-placed work experience Monday 26th June 2024.
- To ensure this is a valuable and high-quality experience students should begin researching and contacting potential placements now.



Post-18 Destination Planning

- We actively encourage students be engaging in wider activities out of school such as:
 - Clubs/societies/D of E Gold Award
 - Volunteering
 - Work experience
 - NCS (National Citizenship Service)
 - Lectures/talks/university days
 - Part-time work
- Students should make full use of online experiences, such as webinars, conferences etc.



Post-18 Destination Planning

- This term students will begin shaping their Destination Plans A and B.
- Our online platform 'Unifrog' supports students with this.
- As a parent you can also use Unifrog to:
 - Research careers information.
 - Search university and apprenticeship databases.
 - Access information videos to better understand the options available and how to support applications.
- The sign in details for this will be included in the email sent after this session.

The logo for Unifrog, featuring the word "unifrog" in a lowercase, rounded, teal-colored font.

Contacts or questions

Our team:

Mr Rayner Director of Sixth Form

Mr Evans Deputy Director of Sixth Form

Mrs Pass Pastoral Officer

Mrs Haskew Career guidance

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Many thanks for your continued support, we look forward to another successful year.