



# Year 13

## Prepare to succeed

SEPTEMBER 2023

Year 13 Parent Information Evening

Mr Ging and Mr Colmer

# Welcome!

Welcome back to all parents and carers and welcome to the Year 13 Success in the Sixth Form Information Event.

We hope you had a restful summer break.

# Objectives of this presentation

- This presentation is designed to give you important information on how to help your child:
  - Make a successful transition from Year 12 to Year 13
  - Succeed in Sixth Form over the next 8 months
  - Maximise chances of success in courses studied
- As well as:
  - Some helpful reminders about Sixth Form processes and procedures

# The Sixth Form team



**Mr Colmer**  
Assistant Head of Sixth  
Form, Head of Year 13



**Mr Ging**  
Head of Sixth Form,



**Mrs Kalinowski**  
Assistant Head of Sixth  
Form, Head of Year 12



**Mrs Pasa**  
Sixth Form Manager



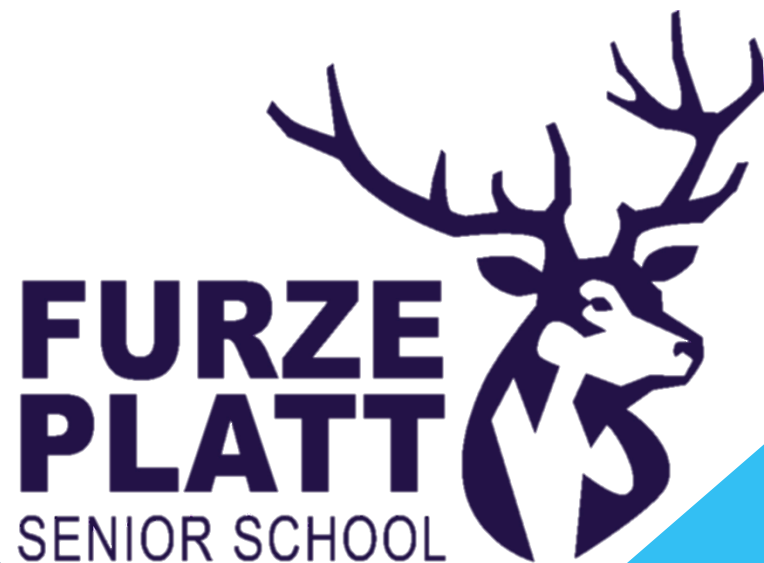
**Mrs Wilson**  
Sixth Form  
Administrator



**Mrs Beale**  
Study Supervisor  
Manager and Coach



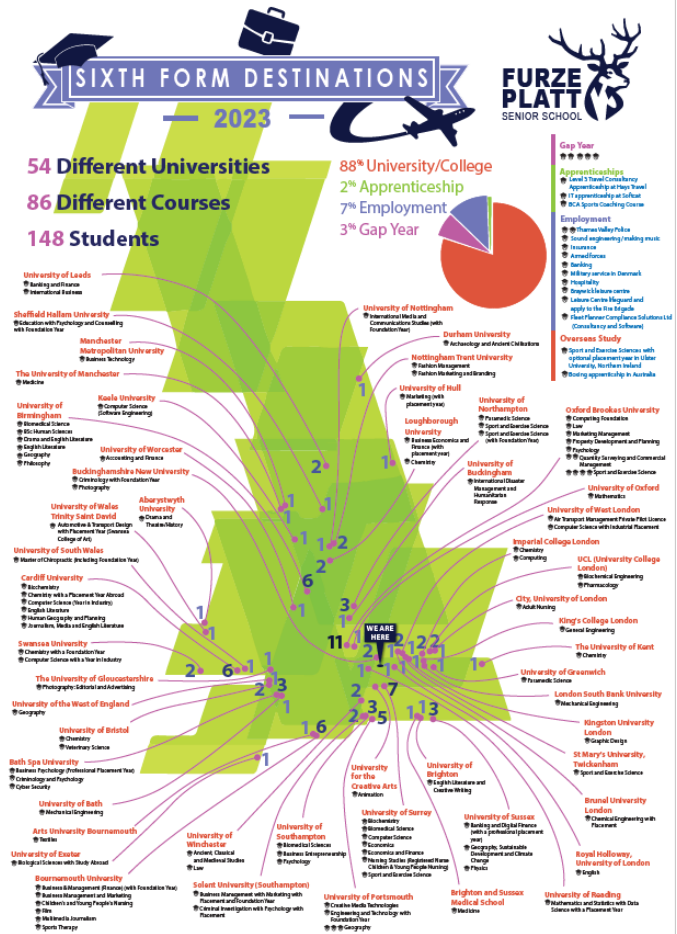
**Mrs Jennings**  
Sixth Form Learning  
Mentor



# Result context

# Destinations

- Loads of unis!
  - Oxford
  - Imperial College London
  - Southampton
  - Exeter
  - Manchester
  - Warwick
- Some great apprenticeships
  - Police
  - IT Consultancy
  - Deutsche Bank
- And some other brilliant stuff!:
  - Armed forces
  - Mechanical engineer at Heathrow
  - Sports Coaching

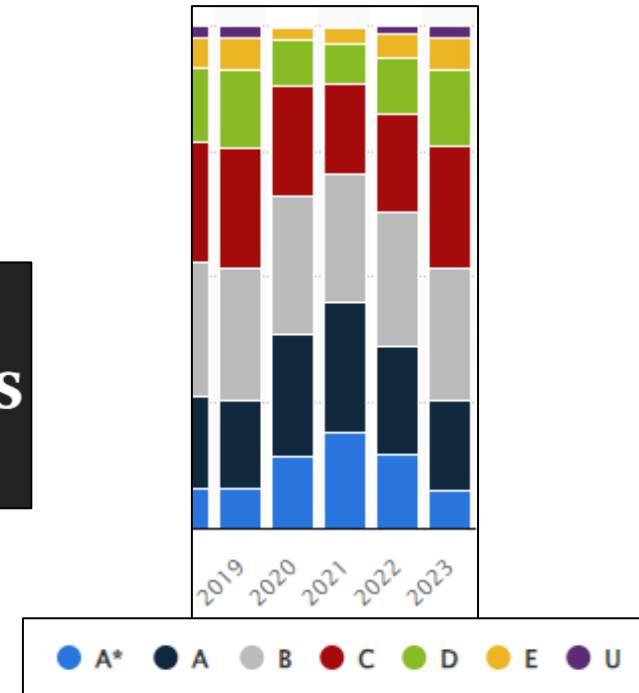


# Some context

**'Harsh' post-Covid grade markdown set to hit 60,000 A-level students**

**A Level results: Fall in number of students accepted on university courses amid warning over grades**

**A-level results: England sees steepest drop in grades**

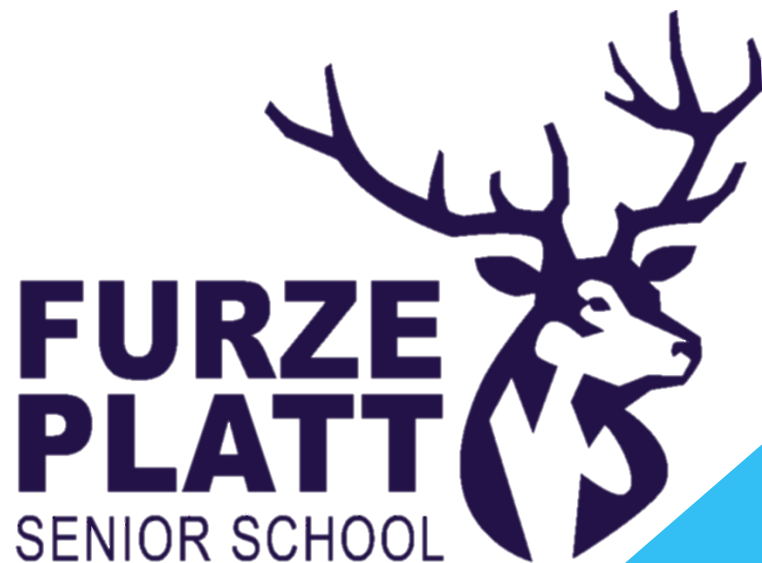


# Top 5 barriers to achievement last year

1. Low attendance
2. Ineffective or limited independent learning
3. Not acting on advice from teachers
4. Not putting in the hours
5. Leaving revision until the last minute (cramming)

# Priorities for this year

- To help your son or daughter maximise their potential by:
  1. Developing most effective independent study practices
  2. Making the most out of contact time with teachers
  3. Helping them cultivate self-reflection, resilience and determination to succeed



How can students get  
the best from this  
year?

# How do students meet expectations in the Sixth Form?

## - The Sixth Form Charter

- **Attend** all lessons **punctually** and have an **ACHIEVE** growth mind-set
- Commit to being an **outstanding** learner. **Give 100%, 100% of the time**
- Effectively manage relationships in a **mature, respectful** and **intelligent** manner
- Demonstrate a **proactive** approach, accepting **responsibility** for your own learning
- **Contributing meaningfully** to the Sixth Form Community and being **proactive** in the wider life of our Sixth Form
- Consistently maintain a **positive** attitude to learning grade Good or better (1 or 2) for all my subjects
- To dress **smartly**, meeting the Sixth Form Uniform
- To **always** wear your student ID badge
- **Respect** and look after the Sixth Form block
- Take personal **responsibility** to regularly check school emails.
- Attend all compulsory visits and events scheduled in the Sixth Form.

# Attendance and Punctuality

- The school day:
  - 8:45 form time.
  - Students must be at their tutor bases by 8:40.
  - We recommend them being on site by 8.30am for a calm, organised start to the day
- Students may leave site to study if they have non-contact period
- They must sign in and out using the MS form link shared with them at the start of term.
- If students are struggling to make expected progress, we may support them by instructing them to remain on site in their independent study periods.
- Parents/carers may also request this if desired.
- If they are feeling poorly they need to see Mrs Pasa as usual.

# Attendance and Punctuality

- Student attendance and punctuality to lessons is monitored in the usual way
  - 96% is the our minimum expectation for Sixth Form attendance, although students should aim for 100%.
- In context:
  - 96% = 8 school days missed per year
  - 90% = 19 school days missed per year
  - A student that is 30m late each week will lose the equivalent to 19 days per year
  - Statistically, missing just 17 days per year is likely to mean a drop for students of 1 grade across their subjects

# Tutor time

- Tailored programme with clear themes to help students to succeed linked to the term.
  - 1-1 "interviews"
  - Careers and Futures Guidance
  - Academic guidance and Study Skills support
- Resources used within these sessions are research-driven and are shared with students through the weekly newsletter and on FP-Online.

# Tutor support/online resources

- Tutors will be in touch with students regularly with helpful resources and support tips to help with:





- University and apprenticeship application.
- Careers guidance
- Learning support
- Revision assistance
- Super curricular information

unifrog

UCAS

Amazing  
Apprenticeships

## SAMPLE SUBSCRIBER CONTENT

 <p>Online Videos &amp; Resources <i>What do subscribers say?</i></p> <p><b>ONLINE RESOURCES - WHAT DO SUBSCRIBERS SAY?</b></p> <p>Subscribers, who attended the National Heads of Sixth Form Conference in London, review what they like about the subscription materials.</p> <p>✓ Free</p> <p>MORE DETAILS</p>	 <p>Video guides to</p> <ul style="list-style-type: none"> <li>• Teach study skills</li> <li>• Teach revision skills</li> <li>• Prepare for examinations</li> </ul> <p><b>WHAT DO OUR SUBSCRIPTION MATERIALS (30+ VIDEOS AND 200+ RESOURCES) COVER?</b></p> <p>Video (3 mins 20 sec) watch this video to find out more about our subscription content.</p> <p>✓ Free</p> <p>MORE DETAILS</p>	 <p><b>EXAMPLE RESOURCES - EMPLOYABILITY SKILLS: THE BENEFITS OF EXTRA-CURRICULAR INVOLVEMENT</b></p> <p>200+ tutorial materials provided for subscribers. Tutors receive an access code for your centre to download materials and play the videos. It's as simple as that.</p> <p>✓ Free</p> <p>MORE DETAILS</p>	 <p><b>EXAMPLE VIDEO - 'PUTTING IN THE HOURS'</b></p> <p>Video (3 mins 43 secs) Putting in the hours. 30+ more videos to use in tutorial time and assemblies when you subscribe.</p> <p>✓ Free</p> <p>MORE DETAILS</p>
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# Independent Study

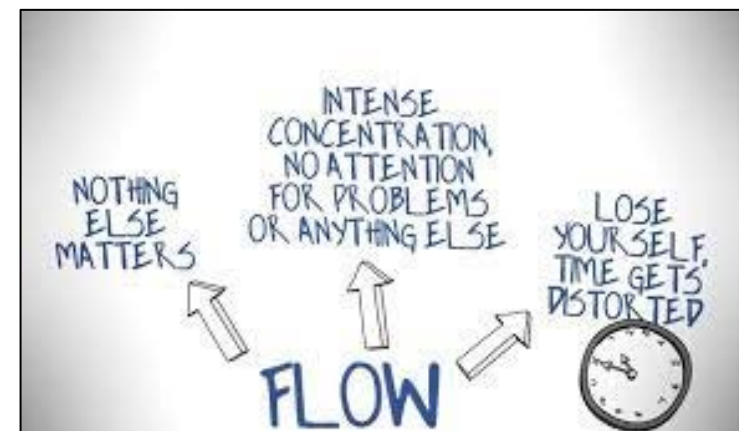
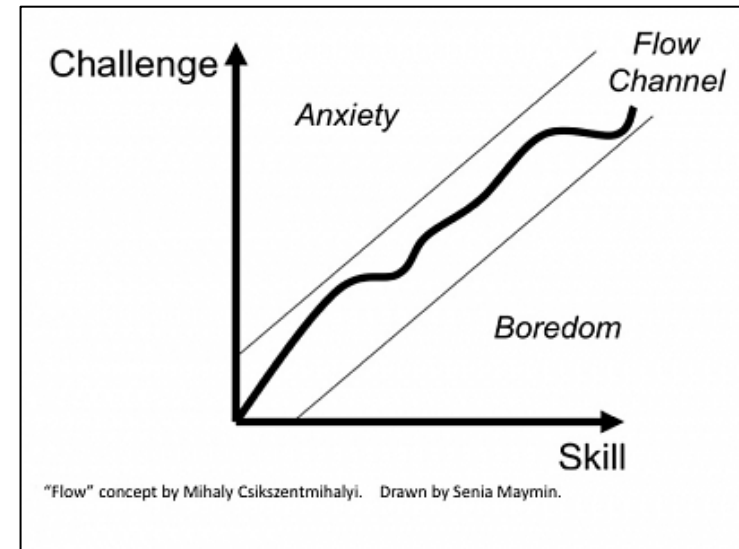
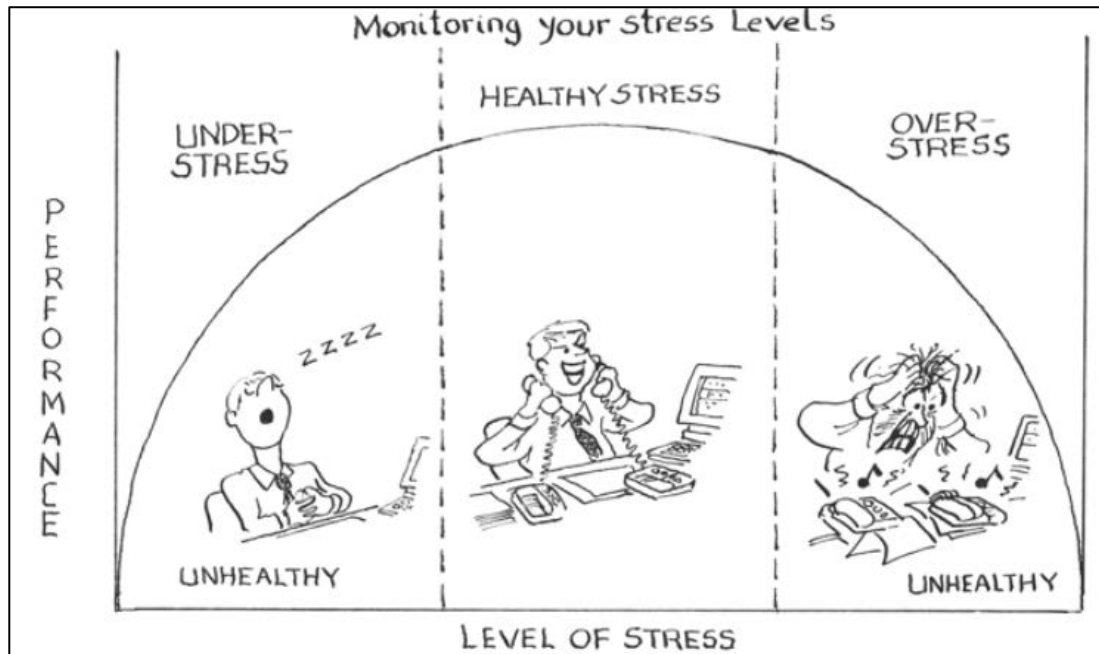
- Students have, on average, 27 hours of lessons per fortnight cycle.
- We expect students to at least match this time commitment with independent study, revision and consolidation but research from the University of Warwick have indicated that 44 hours of study per fortnight is what was practised to achieve A grades.
- We give time to students to achieve this in school through:
  - Supervised Study periods (6 per fortnight)
  - Independent Study periods (14 per fortnight)
- This leaves students around 24 hours per fortnight or 1.7 hours of work to complete at home/in their own time each day.
- If students manage their time and use their school time effectively for study, they will protect their work-life balance comfortably.



# Things that parents/carers should know

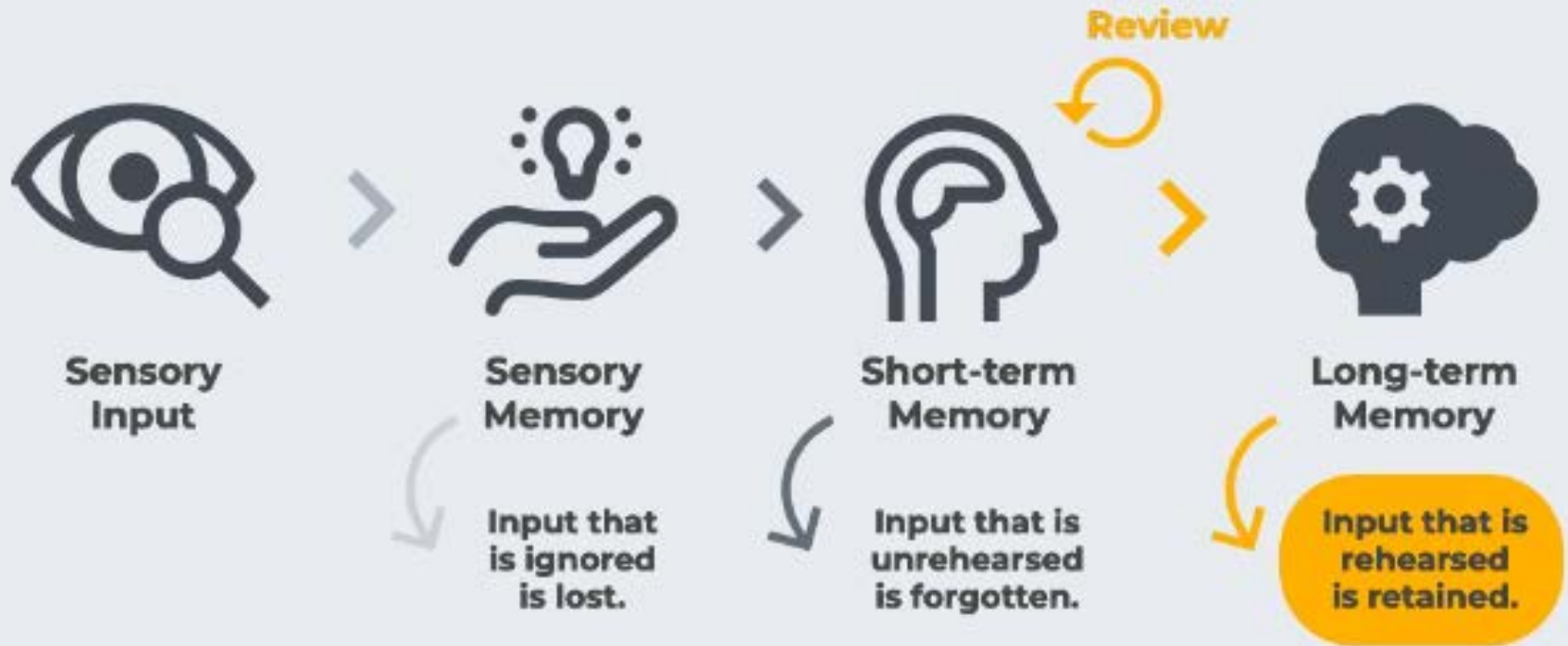
*(and things we've told students lots last year)*

# Stress and Flow

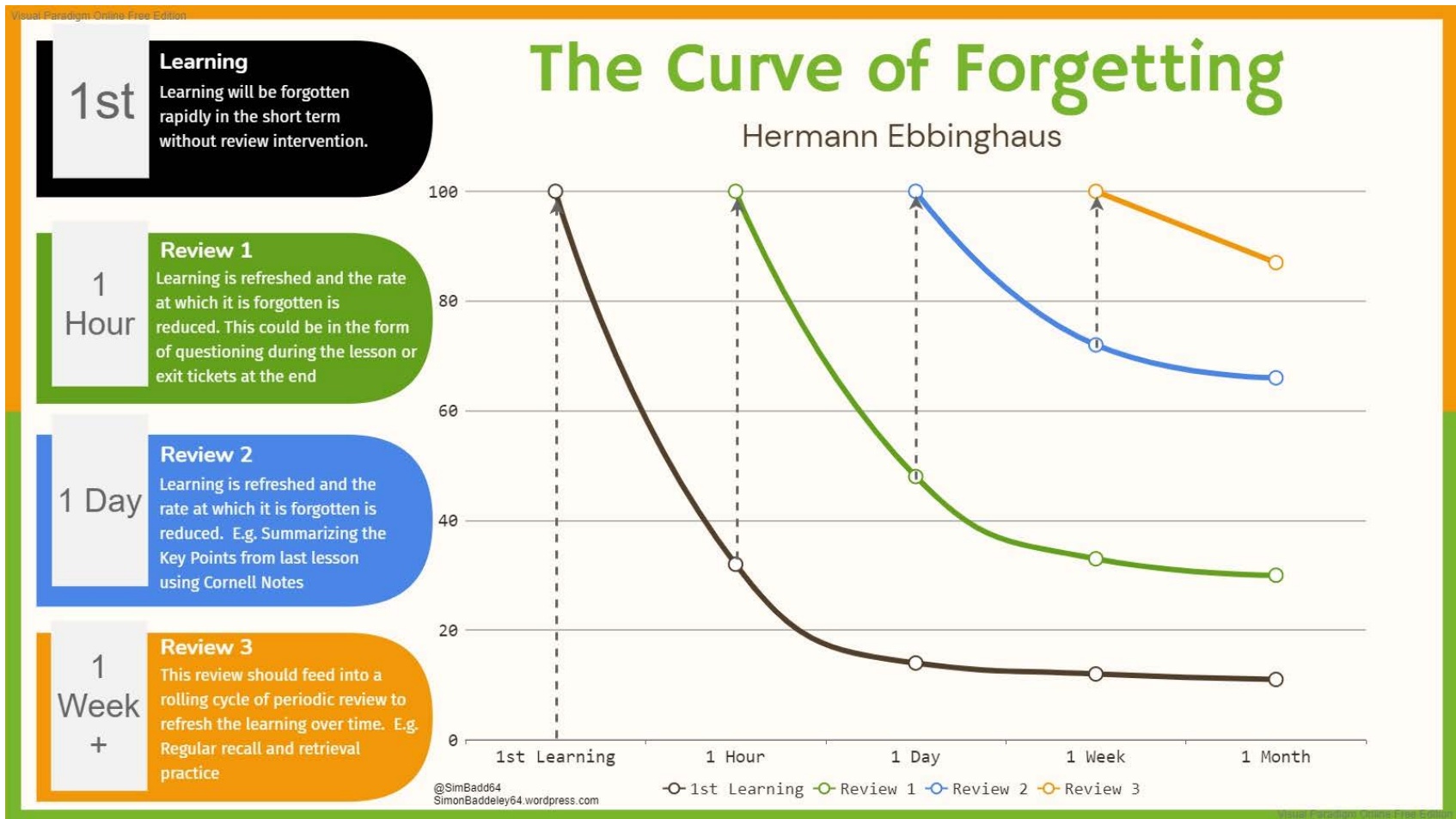


# Your memory

## Short-term to Long-term Memory



# Revisit your work – the more you do, the longer you retain it and the less you forget!



# Interleaving – space your revision out

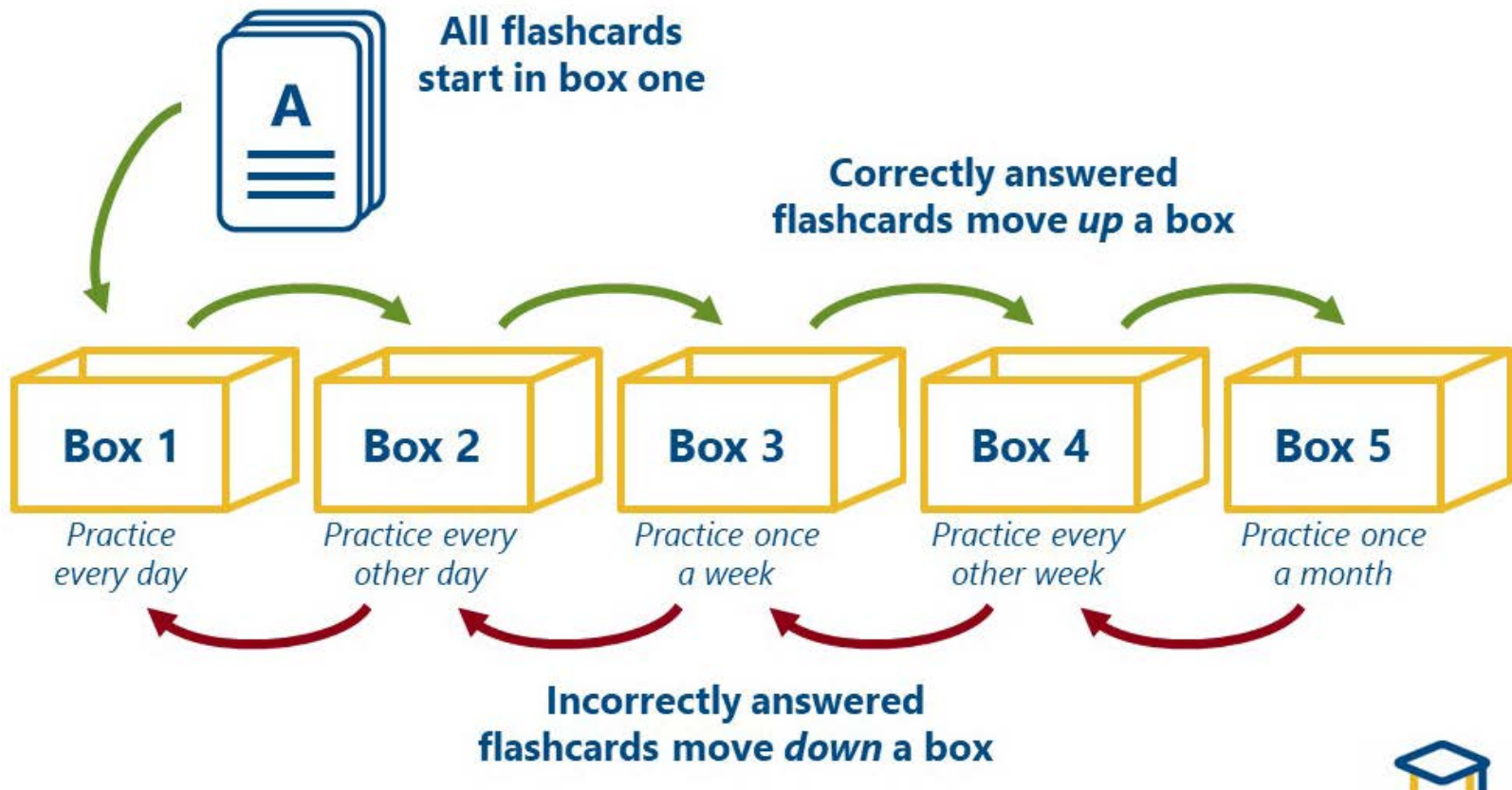


Space out and interleave topics

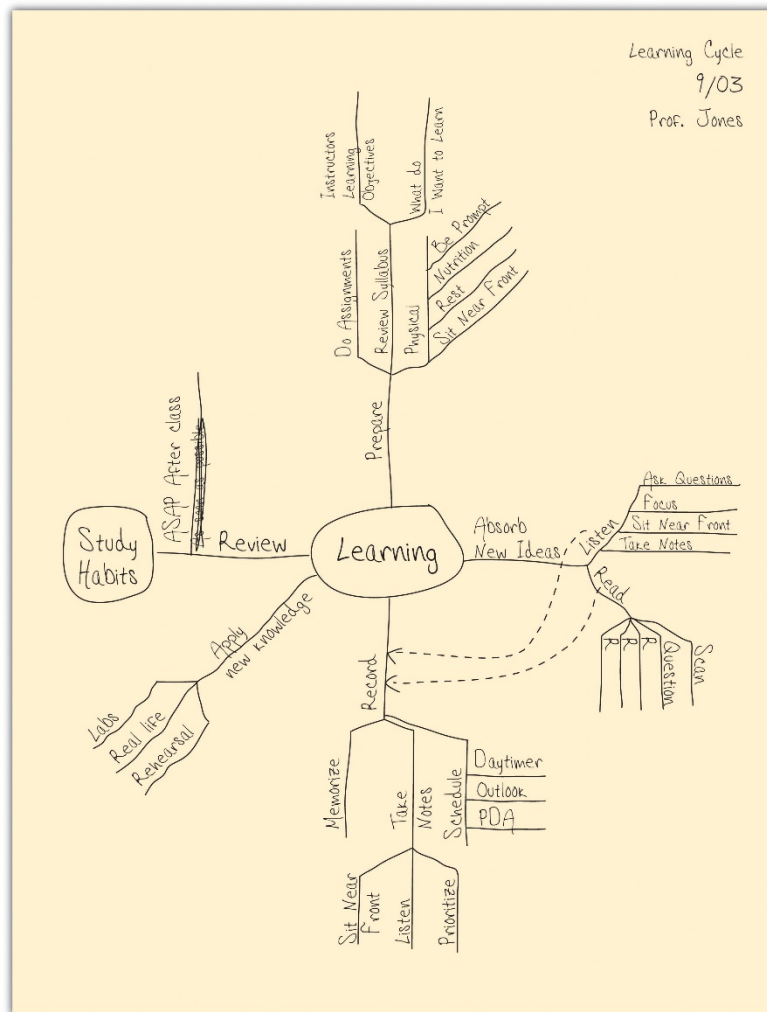


# The Leitner Method

*Increase your memory with spaced repetition and active recall*



# Make effective notes



## ABOUT

The Cornell note-taking method was devised in the 1940's by Dr Walter Pauk, at Cornell University.

- ✓ Efficient method of taking notes
- ✓ Encourages reflection
- ✓ Makes an effective study guide for revision and exam preparation

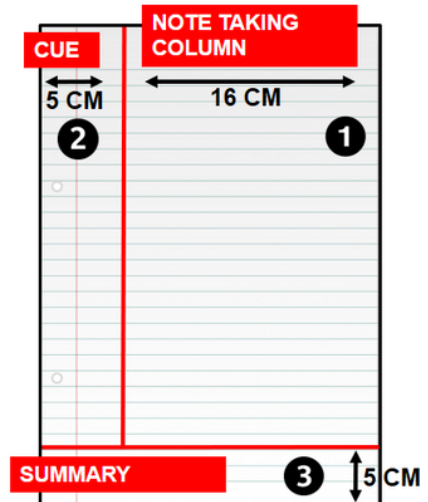
## HOW

Divide an A4 page into the three sections as shown.

You can use different dimensions for each section if you prefer

Each section has a specific purpose:

- 1 RECORD
- 2 QUESTIONS
- 3 REVIEW



- 1 Write your notes in this section **during the lesson**  
Use **any format** you like to record these notes (for example, mind-mapping)  
Record only the **important information** (don't write in full sentences)  
Focus on **ideas** rather than the actual words

- 2 This section is for **recall**.  
**Do not write** in this section **during the lesson**  
The cue section is created **when you review your notes**.  
Do this **as soon as possible** after the lesson  
Cues are **in the form of questions** that you can use the notes to answer.

- 3 A **summary** of the notes taken  
It should be **concise** focusing on **key ideas** only  
Written in **your own words**  
**NOTES + CUES + SUMMARY** should show how all ideas fit together

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# The Pomodoro technique – make the best use of your time!

## THE **POMODORO** TECHNIQUE

①



**Decide on the Task That You Need to Do**

②



**Set the Timer to 25 Minutes**

③



**Work on the Task Until the Timer Rings**

④



**Take a Short 5 Minute Break**

⑤



**After 4 Cycles Take a 15-30 Minute Break**

## Ward, Duke, Gneezy and Bos, “Brain Drain: The Mere Presence of One’s Smartphone Reduces Available Cognitive Capacity” (2017)

- Two experiments conducted.
- Results:
  - Even when people are successful at maintaining sustained attention on a task (i.e. they are not looking at their phones) the mere presence of the phone being nearby reduces ability to learn and retain information.
  - For those that are “smartphone dependent” (i.e. on their phones a lot of the time) the impact is even more significant as they are waiting to use them again.

# What about actual evidence of impact on grades?

- Felisoni and Godoi, “Cell phone usage and academic performance: an experiment” (2018)
  - 43 students had their phone usage recorded in real time via an app over a period of 2 weeks.
  - Negative relationship between usage and performance found – every 100 minutes a student spent using their phone lead to that student dropping 6.3 places in school ranking.
  - Effect was doubled when students used their phone during lesson time.

# What about actual evidence of impact on grades?

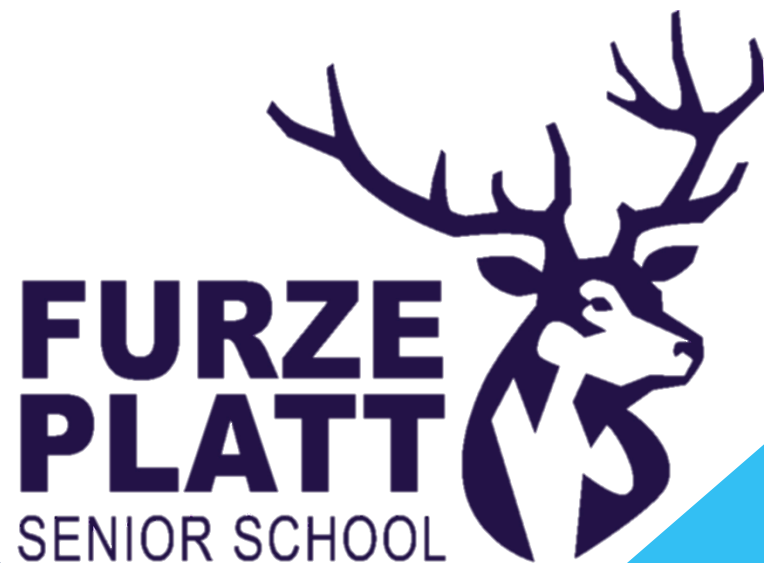
- Tanil and Yong, “Mobile phones: The effect of its presence on learning and memory (2020)
- Aim = examine the effect of smartphone’s presence on learning and memory amongst undergraduates.
  - 119 undergraduates completed a memory task and Smartphone Addiction Scale.
  - Those without smartphones had higher recall accuracy compared to those with smartphones.
  - Significant negative relationship between how often they thought about their phone/using it and their memory recall.
  - Smartphone proximity had a negative effect on learning and memory.

# What about music then?

Benefits of music for study	Negative impact of music for study
<ul style="list-style-type: none"> <li>• 2013 study found that 60 female volunteers were more successful in a testing scenario when listening to <b>relaxing music or white noise</b>.</li> <li>• 2019 study suggests that music can activate the same reward centre in your brain as other things you enjoy → can therefore give you motivation to learn new information</li> <li>• 2007 study showed that classical music can help brain to absorb and interpret new information.</li> <li>• 2014 study showed that classical music helped older adults to perform better on memory tasks.</li> </ul>	<ul style="list-style-type: none"> <li>• It is a natural distractor – i.e. we listen to favourite songs to lift spirits when down etc.</li> <li>• 2017 study shows that listening to music can reduce working memory – if you already find this hard, it can make it harder.</li> <li>• Music with lyrics or instrumental music that is fast and loud make it harder to understand the information that you are reading.</li> <li>• Success of using music is therefore dependent on genre/style:             <ul style="list-style-type: none"> <li>• Avoid lyrics</li> <li>• Avoid surprising/experimental music</li> <li>• Avoid loud music – volume low!</li> <li>• Avoid songs you have strong feelings about – it will take your attention away from what you're doing!</li> </ul> </li> </ul>

# A Summary for parents and carers of valuable revision strategies

1. Students need to retrieve information to be successful in their courses
2. Effective retrieval is only possible with continual revision and practise of learning
3. Organisation of notes must be accessible and encourage active revision
4. Students learn best when they vary subject/content over fixed time limits
5. Mobile phones and music, while pleasurable, are a distraction in the main



Some final bits and pieces...

# PPEs

- Students have had PPEs in June of year 12
- Students are scheduled to have Y13 PPEs between the **15<sup>th</sup> and the 19<sup>th</sup> January 2024**
- Students may find there are additional in-class tests in order to prepare and familiarise them with exam-style assessment throughout this year

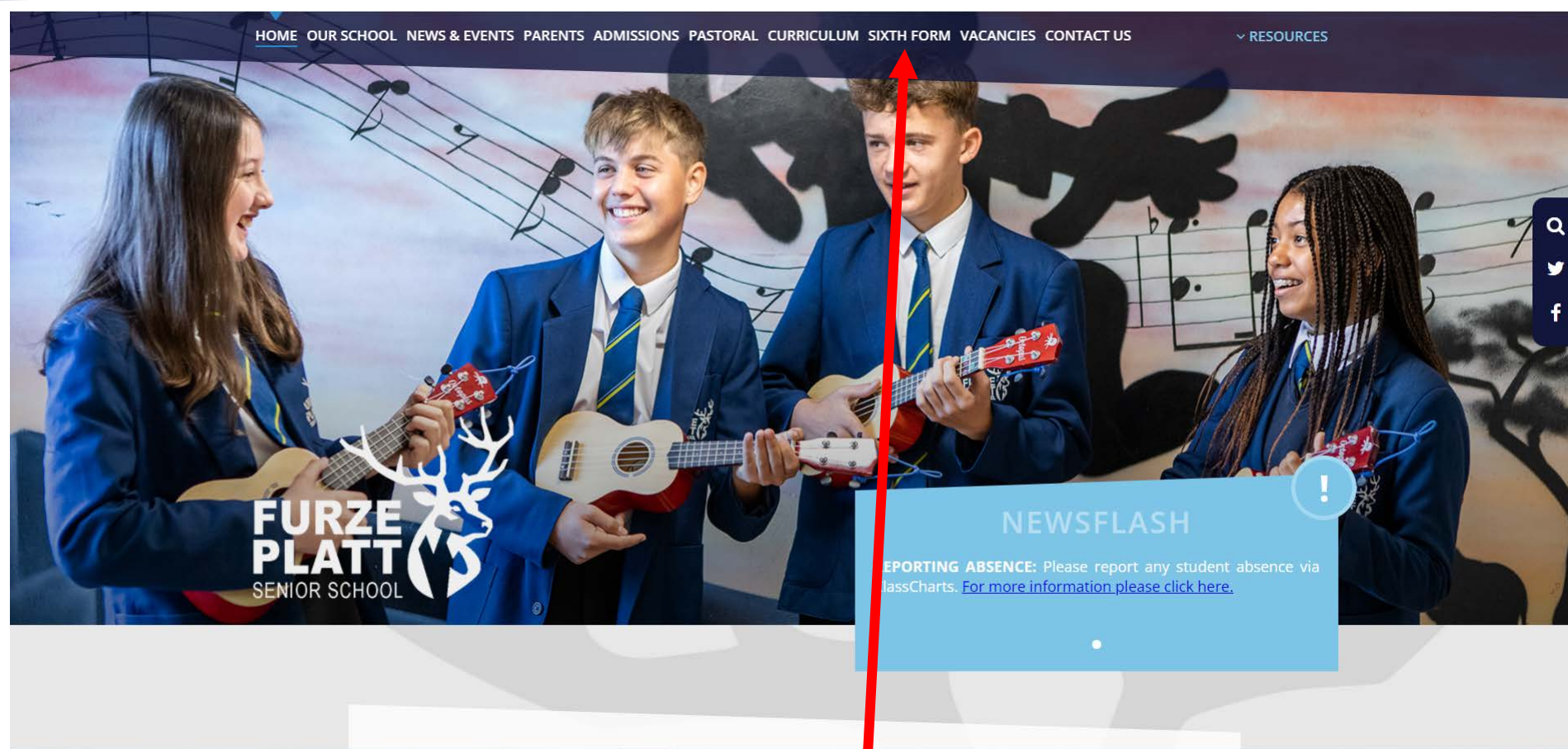
# Tutor contact

Form tutor	Email address	Form tutor	Email address
Mr Hodgson	<a href="mailto:Paul.Hodgson@furzeplatt.net">Paul.Hodgson@furzeplatt.net</a>	Dr Wyatt	<a href="mailto:Marina.Wyatt@furzeplatt.net">Marina.Wyatt@furzeplatt.net</a>
Mr Sivnarain	<a href="mailto:Andrew.Colmer@furzeplatt.net">Andrew.Colmer@furzeplatt.net</a>	Mrs Budgett	<a href="mailto:Alice.Budgett@furzeplatt.net">Alice.Budgett@furzeplatt.net</a>
Mr Green	<a href="mailto:Thomas.Green@furzeplatt.net">Thomas.Green@furzeplatt.net</a>	Mrs Hawkins	<a href="mailto:Lynn.Hawkins@furzeplatt.net">Lynn.Hawkins@furzeplatt.net</a>
Mrs Byrne	<a href="mailto:Vinita.Byrne@furzeplatt.net">Vinita.Byrne@furzeplatt.net</a>	Dr Walker	<a href="mailto:Catherine.Walker@furzeplatt.net">Catherine.Walker@furzeplatt.net</a>
Mrs Owen/Miss Wong	<a href="mailto:Sue.Owen@furzeplatt.net">Sue.Owen@furzeplatt.net</a> <a href="mailto:Shally.Wong@furzeplatt.net">Shally.Wong@furzeplatt.net</a>	Mr Bahra/Miss Gibson	<a href="mailto:Gurjeet.Bahra@furzeplatt.net">Gurjeet.Bahra@furzeplatt.net</a> <a href="mailto:Sophie.Gibson@furzeplatt.net">Sophie.Gibson@furzeplatt.net</a>
Mr Greenhalgh	<a href="mailto:Ethan.Greenhalgh@furzeplatt.net">Ethan.Greenhalgh@furzeplatt.net</a>	Mr Green-Nickel	<a href="mailto:Fred.Green-Nickel@furzeplatt.net">Fred.Green-Nickel@furzeplatt.net</a>

# Systems

- Class Charts – attendance, absence, behaviour
- Go 4 Schools – progress and attainment, reports
- FP Cloud – subject resources, MS Forms, Teams
- Parent Mail – letters, notices and messages

# Useful Information



- All Sixth Form information can be found here.
- A copy of this presentation will be uploaded to the website under this tab shortly.

# Parental clinics

- Mr Colmer and I will be available to meet with parents each Wednesday afternoon between 3.30pm and 4.30pm
- We will be offering up to 30-minute appointments over the first half term for parents to drop in and ask any questions they may have
- If you would like an appointment time, please email [sixthform.admin@furzeplatt.net](mailto:sixthform.admin@furzeplatt.net) and we will respond with a time slot for a Wednesday afternoon

# Thank you for listening!

- Thank you for reading and listening to this Success in the Sixth Form presentation
- We hope this has been informative for you
- Should you have any further questions, do contact your child's form tutor and they will be only too happy to help