

Sixth Form Weekly News - The Headlines:

- A reminder of the procedure for if the teacher is not in your lesson: the teacher will have set work to complete and unless another arrangement has been agreed, you are to remain in that lesson.
- A reminder that the library is a place to study. Please do not have food or drink in there.
- Uniform - It is a requirement to wear a suit for all students. If you forget a suit jacket, please go to Mrs Pasa. These should not be left in your car!
- Lanyards- these must be always worn. It is a safeguarding requirement. It is the same for staff.
- TSS – to reiterate:
 - 1) TSS is for Silent Study – this means that people in the booths also need to be quiet. If you want to chat, or work on a project together, please use the canteen or the common room.
 - 2) There is a seating plan in place for a reason. By now, you know who you sit with, so please stick to it and don't try to sit with other people. The actual location of the table may change where you sit BUT the people should remain the same.
 - 3) Sit in the seating plan immediately at the beginning of the session – treat this like any other lesson. You should not be socialising in the booths when the session has started
 - 4) Please sit in a professional manner – not with legs up on the seats or benches.
 - 5) You can't use the Booths when you have a free but you may ask to join TSS
- If you know you are going to be absent from a lesson for a test, trip or appointment, it is courteous to email the teacher and explain you will be absent. You will be expected to catch up on missed work.
- Please remember to record your absence on Class charts by 8.45am so it can be picked up by attendance
- If you have an appointment, you must report on Class charts with evidence of the appointment.
- Form time is compulsorily for all students.
- Microsoft Form for signing in and signing out can be found here - <https://forms.office.com/e/rYHXm0Z7pC>. Please remember that you must be signed in with your school email address. You also should go to Mrs Pasa to sign in.
- Please ensure that you answer your name when a teacher registers you for your lesson, otherwise it will come up as truancy and you will receive an after school detention.

Upcoming dates:

25th September – PSHE

25th September- Drama trip after school

3rd October- Open Day. Early finish of 12.30pm for set up. All students will be required to attend in the evening.

4th October- INSET day

4th October- 11am-12pm- Early entry workshops with Joe Organ

11th October- Year 13 progress reports



Wins of the Week



A new feature for the Newsletter! This page is designated to students, classes, forms who have had some wins this week!



Fred Fletcher - producing his first 40-mark answer and handing in 6 days before the deadline, a whopping 6 pages on Plato! Fred also has produced some outstanding Geography work!

Fred F, Lydia A, Finn W all smashing their politics summer test on first sitting

Sylvie Dominte - her perseverance and commitment to creating revision materials for PR

Josh Gill and Bailey Burdock received their Silver and Gold In DofE

All the EPQ students who completed their EPQs on Wednesday evening and delivered incredible presentations! They were all outstanding! Very proud of them all!

The following students received the most reward points this week across both Year 12 and Year 13:

Jacob Hopson

Yuvraj Thandi

Matej Sutton

Daniel Gibson

Jayden Taylor

Edward Foxton

Alexander Moran-Thieme

Harrison Search

Samuel Cranch

Poppy Jones

Year 13 Drama Class for their resilience and positive attitude with their devised pieces.

Johanna Mitchell in Y13 made a fantastic contribution where she challenged viewpoints of others and was able to justify it successfully.

215 of you have 100% attendance this week!



Let's Do This!



We've made it through the first full rotation of the fortnightly timetable and I hope that you're beginning to get a good rhythm with your timetable. The deadline for changing your options has now passed and so you're tied into your A Levels for the rest of your time with us! Bearing that in mind – let's take a look at the big picture of how to make this a success:

- 1) Remember that you are on a **two year course**. Parts of your course will be trickier than others and you may trip on the way, however there is plenty of time to adapt, reflect and develop along the way.
- 2) Hit the ground running with **TSS from Monday** – turn up to the session with all of your resources that you need and a plan of how to use your time. Are you completing home learning, consolidating or assessing yourself?
- 3) Plan your time wisely – now is the time (on a weekly basis) for you to identify when you are able to work. **Use a weekly timetable** – available at Sixth Form reception – to fix your subject study time.
- 4) Make full use of the people around you – **speak to your teachers and your peers**. Finding a skill hard? See how your friend has overcome it – remember that you have a variety of tools at your disposal to be successful!
- 5) **REST WELL** – it is vital that you sleep and give yourself time to recover after each day. Don't underestimate how important this is to being successful!

It's been another fantastic week and I've really enjoyed having so many positive conversations with staff about your approach to Sixth Form and how you're conducting yourself. Keep up the good work!



The main focus this week has been on Personal Statements and future planning and this will remain the focus over the coming weeks. However, it is always that juggle with ensuring you are giving enough focus to your studies as well. If you are struggling, please do come and talk with us. Below is a video about the leap form Year 12 to Year 13.

<https://www.netsixthform.co.uk/resources/view/the-leap-from-year12-to-year-13>

Keeping yourself organised

We spent a lot of time last year discussing and exploring how to keep organised. This year, organisation is key. Key for success but also to keep stress levels down!

Top tips:

- Write a list- simple but effective (and very satisfying when things get crossed off)
- Folders and dividers- as you get more topics, you will have more work. You will want to use as revision and therefore it needs to stay organised.
- Timetable- plan out your time. Use post-its if you want things to be moveable
- ROUTINE- still to your positive study habits (more on this next week)
- Prioritise tasks- for example using the Eisenhower planning quadrant:

	Urgent	Not Urgent
Important	<p><u>Quadrant I</u></p> <ul style="list-style-type: none">• Crisis• Pressing problems• Deadline driven projects	<p><u>Quadrant II</u></p> <ul style="list-style-type: none">• Relationship building• Finding new opportunities• Long-term planning• Preventive activities• Personal growth• Recreation
Not Important	<p><u>Quadrant III</u></p> <ul style="list-style-type: none">• Interruptions• Emails, calls, meetings• Popular activities• Proximate, pressing matters	<p><u>Quadrant IV</u></p> <ul style="list-style-type: none">• Trivia, busy work• Time wasters• Some calls and emails• Pleasant activities

Prom

An e-mail has been sent out about Prom Committee by the Head students. Please can you reply to this by Monday 22nd.

Personal Statement reminders

This should be your second draft. However, I know some of you are on your first draft. Some of you are not sure what you want to do yet. Please spend this weekend making progress with your future choices and get the personal statement finished so you can get feedback on how to improve. Don't bury your head in the sand- these personal statements are not going away. If you need help, speak to us! Here is the same advice that I give to you last year:

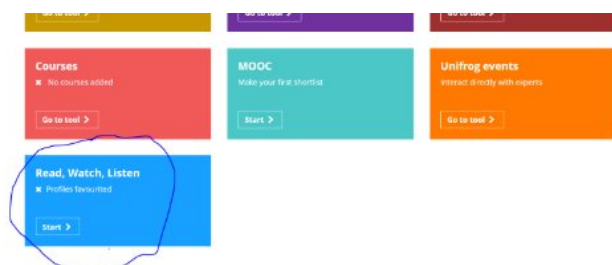
TOP TIPS

To show interest in the course you are applying for is one of the most important things in your personal statement. You need to show how you are engaging in academic super-curricular work. This might be an interview you have watched, a theorist you have researched, an article you have read or a debate in the field. This is why we are giving you a form time a week to engage in super-curricular work. This is NOT EXTRA CURRICULAR. Super-curricular is the engagement with an academic aspect of your course which is above and beyond what you are doing in lesson.

There is a wealth of super-curricular work on FP cloud here:

Super Curriculum

There is also work on Unifrog here:



Something else you could do is look at the reading list for the courses you are applying for and read some of the work.

If you still are not sure on the course or area of apprenticeship you want to do, remember, UCAS Hub has taster sessions to try.

Places you can go for help:

- UCAS: <https://www.ucas.com/explore/search/advice?query=personal%20statement> (loads of guides and support on this page)
-
- The Uni Guide: <https://www.theuniguide.co.uk/advice/personal-statements/writing-your-personal-statement>
-
- Specific universities (this example is from Aston university): <https://www2.aston.ac.uk/study/advice-on-applying-to-university/examples-of-personal-statements>

Early Entry Candidate for UCAS?



HOW YOU APPLY 2025 ENTRY



<https://www.ox.ac.uk/admissions/undergraduate/applying-to-oxford/admissions-timeline>

Study Room



Success = Make sure your notes are in order

HOW TO TAKE NOTES

THE CORNELL METHOD

ABOUT

The Cornell note-taking method was devised in the 1930s 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.

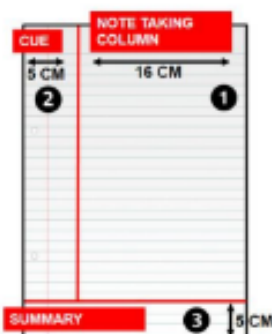
You can use different dimensions for each section if you prefer.

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.
Give it 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.

Learning Cycle
1/05
Pete Jones
pg 1 of 1

Learning is a Cycle made up of 4 steps

- I. Preparing: Setting the Foundation for Learning
- II. Absorbing: (Data Input) Exposure to new knowledge
- III. Capturing: Taking ownership of the knowledge
- IV. Review & Apply: Putting new knowledge to work

I. Preparing:

- A-Mental Prep -
 - 1- Do Alignments - New knowledge is built on prior knowledge
 - a) Alignments from prior classes
 - b) Readings (May not have been assigned in class - see Syllabus)
 - 2- Review Syllabus
 - a) Know what instructor expects to cover
 - b) Know what assignments you need to do
 - c) Set yr. own obj.
- B-Physical Prep
 - 1- Get right amount of rest - Don't over in class
 - 2- Eat right - Work to eat when you are hungry.
 - 3- Arrive on time.
- C-Practical Prep (Organizational Prep)
 - 1- Bring right supplies - (Notebooks, Texts, Pens, etc.)
 - 2- Sit in the front of class
 - 3- Arrive on time
 - a) Get organized and ready to learn
 - b) Don't interrupt the focus of others
 - c) Get a good seat

5 Reasons to Get it Right

- Notes that you create in your own words will be transferred into your longer term memory.
- Organising information chronologically will help you to find information when you need it.
- Using a proven method such as Cornell helps to simplify key information.
- Good notes can help you to identify key questions and themes.
- It helps with revision of material before exams.



https://www.youtube.com/watch?v=HJCnqj7j7rU&embeds_refering_euri=https%3A%2F%2Fhubblecontent.osi.office.net%2F&source_ve_path=Mjg2NjY&feature=emb_logo

Opportunities to engage with



- Upcoming talks from Speakers4Schools can be found here - <https://www.speakersforschools.org/upcoming-broadcasts/>
- Upcoming careers and employment opportunities through Speakers4Schools can be found here - <https://www.canva.com/design/DAFgWrcGXkU/DtycRdW77kMpQi8TB9Qjrg/view#1>
- Sign up to <https://pathwayctm.com/student-register/> for free to engage with opportunities from the UK's top employers.
- Not sure what your goal or ambition is? Make use of the Unifrog subject search tool to find out more about careers linked to your current subjects

Law and Legal studies

+ In a nutshell

+ Getting in

+ Decisions

+ Statement

+ Reference

+ Geek out

+ Recommendations: Read

+ Recommendations: Watch

+ Recommendations: Listen

+ Explore

Save to Favourites? 

These are great for exploring in your study periods!



Local opportunities - VOLUNTEERING

BENEFITS OF VOLUNTEERING

- *Learn new skills*
- *Gain work experience you can put on your CV and in job applications.*
- *Boost your UCAS personal statement*
- *Make new friends.*
- *Improve your physical and mental health and wellbeing.*
- *Give something back.*
- *Improve your confidence.*
- *Have a sense of connection to others in the community.*
- *Improve how things work for the better.*
- *Show your commitment.*

Many hands make light work

On Saturday 28th September 9:30-11:30am.

The Shire Horse would like to reclaim their carpark from the brambles and nettles using the help of the Eden Project's wildflower seeds. We want to rejuvenate this area into a beautiful and diverse wildflower verge.

We need your help and your gardening gloves!

Free breakfast and hot drink for all helpers.

Contact us via our email 6236@greeneking.co.uk to book your place.

Remember to email
6236@greeneking.co.uk
to book your place and bring your gardening gloves!

Discover careers in Nursing & Midwifery: 14th Nov 4.45-7pm at Stoke Mandeville Hospital, HP21 8AL

Thinking of a career in nursing or midwifery? Book on Buckinghamshire Healthcare NHS Trust's after-school talk to hear local NHS staff talk about their real-life experiences, explore different career pathways and find out which role is right for you. **Male colleagues share why these careers are equally a great choice for men.**



Buckinghamshire Healthcare
NHS Trust

Talk will include info on:
Degrees & Apprenticeships

Book your free tickets here:

<https://www.tickettailor.com/events/buckinghamshirehealthcarehstrust/1372615>



A Day In The Life Of...

This week we start with our *A Day In The Life Of* feature when a different professional will share an insight into their role, their qualifications, what they do, how they got into it and much more... We are kicking off the series with **Anna Crabtree, Principal Clinical Psychologist for the NHS.**

Anna Crabtree

Principal Clinical Psychologist



What is your job and what do you do?

I am a Principal Clinical Psychologist. Clinical Psychologists work in a wide variety of services in health, social care and sometimes educational or forensic settings, including with working age adults, people with learning disabilities, children and families, older people, and people who are experiencing health or neurological difficulties.

I work in a community mental health team for older adults. The team works with anyone over the age of 65 who is experiencing moderate-severe mental health difficulties, and/or cognitive change and decline, including dementia. I work alongside a brilliant and skilled multidisciplinary team, including mental health nurses, social workers, occupational therapists and psychiatrists. My role as the psychologist is multifaceted. I provide specialised talking therapy for people experiencing mental health difficulties, consultation to other team members around psychological perspectives to understanding our clients' difficulties, and sometimes also work with couples and families around supporting the person with mental health difficulties. I also offer specialised (neuropsychological) assessments that are part of the pathway in a person being diagnosed with Dementia. I offer a psychology perspective in our multidisciplinary team, and also sometimes work with families or staff teams around the person with mental health difficulties.

Can you describe a typical day?

I see around 3-4 people for therapy sessions, which each take an hour, plus writing up of any notes into our electronic patient records system and liaison with other involved people in the patient's system (for example, the GP). I may see 1 person for a specialised neuropsychological assessment around their memory and cognition, which is a longer appointment; here, I ask patients to complete a series of paper and pencil tests with me that assess different aspects of their memory and thinking, and it is important that we take our time with these and ensure that the person is supported and fully on board with what we are asking them to do. These tests are often an important part of whether a person is diagnosed with a dementia. I will often see patients alongside my multidisciplinary team colleagues, either to feed back from previous assessments, or to carry out new assessments for new referrals to the team.

Read on the next page for more



Anna Crabtree

Principal Clinical Psychologist



Can you describe a typical day? (continued)

I will often see patients alongside my multidisciplinary team colleagues, either to feed back from previous assessments, or to carry out new assessments for new referrals to the team. I attend a multidisciplinary team meeting, where we meet as a group of health professionals to discuss new referrals to the team, agree points of action with different patients, and gain valuable perspectives from each other on our clinical work. All of this clinical activity obviously also produces a lot of admin; I need to ensure I keep clear and up to date records on our electronic patient systems of the work we have done, and also I need to produce letters and reports on the assessments and treatments I have offered. These will go firstly to the patient, but also to other health professionals involved in their care, including the GP. A big part of my work is also offering clinical supervision to other psychologists in the team, and I currently supervise an assistant psychologist (someone who has completed a psychology undergrad degree but not yet progressed to clinical training), two trainee clinical psychologists, and two qualified clinical psychologists. I would see the prequalified staff for up to 1.5 hours of supervision each week, and the qualified staff less frequently. I am also involved in supporting different research projects that aim to improve the service we offer and help us gain more insights into how to meet the needs of the people we work with, and sometimes may also facilitate teaching and training for staff teams around aspects of clinical psychology and mental health.

What did you study? (From 16 and up)

My A-Levels included Psychology and Maths, which were both needed for my chosen undergraduate degree (which requested at least two science A-levels, and Psychology and Maths were counted!). I completed an undergraduate degree in Psychology and a subsequent Masters degree in Social Research. I was then successful in gaining a place on Doctoral Clinical Psychology training (DClinPsy), which takes 3 years and during which you are employed by the NHS, working as a trainee clinical psychologist in different clinical settings alongside your studies. I have also completed a further qualification in Clinical Neuropsychology after qualifying.



Anna Crabtree

Principal Clinical Psychologist



How do people usually get into that field/industry? Is that how you got into it?

Alongside having a good undergraduate psychology degree in psychology (usually with a 2:1 result or above), clinical psychologists will need to gain experience of working in mental health settings, ideally in the NHS, and this is essential ahead of gaining a place on clinical psychology training. Applications for clinical psychology training are made through a central point of application, the Clearing House for Clinical Psychology courses (<https://www.clearing-house.org.uk>), and their website has lots more information about the process.

What other jobs have you had?

During my undergraduate degree, I worked as a healthcare assistant in a residential and day unit for young people with psychosis, which helped to give me invaluable experience of working in a mental health setting and with people experiencing a range of mental health difficulties. My masters degree was offered as a studentship, funded by my NHS employers, for whom I worked as an assistant psychologist and research assistant; this was in a specialised medical setting working with people who experience chronic pain. I also worked in student disability support alongside my masters degree. I think if you are interested in a career in clinical psychology, it is really important to be open to all opportunities to work with mental health difficulties in any way; all of these experiences, and the people I have worked with, have taught me so much. Many trainees currently on their clinical psychology training have had much more experience than I did prior to getting onto training!

What is your greatest achievement?

I am proud of where I have got to in my career. I feel very privileged to work with our patients and to hear their stories, to be alongside them at difficult times in their lives, and to hopefully enable them to be able to make positive change and recover from their mental health difficulties.



Anna Crabtree

Principal Clinical Psychologist



What are the skills and qualities you feel you need in this role?

An ability to work with people, good listening skills and ability to work with difficult emotional situations. A good academic record is also essential, as the study part of the clinical psychology training can be quite intense.

What are the good things about your job? Any downsides?

I feel very privileged to work with our patients and to hear their stories, and to be alongside them at difficult times in their lives. Cuts to the NHS have undoubtedly affected the way our team works, however, and it can be stressful and stretched. The work can often be very emotionally challenging, too, as the people that come to us are often at very mentally difficult times in their lives.

Has Covid had an impact on your sector?

Hugely. COVID had a massive impact on people's mental health, and we are still seeing the impact of that now in the difficulties people are experiencing. As much of our work was carried out face to face in people's homes, this had to be adjusted substantially during COVID. I think post COVID this has meant we have become a bit more flexible however in being able to carry out some of our work online.

What advice would you give to your younger self?

Be open to all possible new experiences in this area, and get support - clinical psychology training is a long journey! There are many forums and groups online of aspiring clinical psychologists which I know our trainees have found invaluable.

If you could go back in time, would you still do this job? What else were you tempted by?

I couldn't imagine doing anything else. I feel really lucky to do a job that I hope makes a positive difference to people's lives, but is both intellectually and emotionally challenging, and personally rewarding.

Reminder- Rules for Sixth Form Students

Driving Cars to School



The following information can be found here: Sixth Form Handbook

Driving lessons must not be arranged during school time. Students may however arrange a lesson immediately prior to a test. You should notify the Sixth Form Manager Mrs Pasa (mary.pasa@furzeplatt.net) well in advance when you have a test during school time.

The following rules must be observed at all times:-

- Sixth Form students who wish to drive to and from school should apply for permission from the Sixth Form Manager. Driving permit forms are available from Mrs Pasa at Sixth Form reception. Permission is ultimately at the school's discretion and should generally be sought only if other suitable forms of transport are unavailable. We encourage students to use public transport whenever possible and to walk to the school if they live nearby.
- Any student driving to school must possess a current full driving license. Students' parents/carers must confirm that the vehicle authorised for use, is fully taxed, fully insured against all risks, and has a current MOT certificate. The relevant documentary evidence must be submitted to the Sixth Form Manager. Once this evidence is provided students will be able to have their personal ID badge upgraded to include vehicle gate access.
- Cars should be parked in the gravel car park near Humanities at all times. This is necessary to avoid congestion and parking problems and for pedestrian safety.
- Those students who are learning to drive should not drive on to the school site, even whilst under the supervision of an instructor.
- Sixth Form students are reminded of the importance of safe driving. The provisions of the highway code must be respected at all times, as must all legal and other provisions affecting drivers and passengers (including the use of mobile phones). No-one else's car is to be manhandled or interfered with in any way. It is specifically forbidden for any Sixth Form student to drive another student's vehicle.
- Year 12 students must not use their cars during the course of the school day. Cars must be used strictly as a means of transport to and from school. Year 13 students may leave site in their cars during free periods but may not leave site in their cars during break 1 or break 2 for safety reasons.
- Students may travel to an authorised activity with the permission of a member of staff and permission is subject to the provisions of rules 1 and 2 above. Before they travel to a school activity in another student's car, the passenger must give a letter giving permission to do so from their parents, to the teacher in charge of that activity.
- The registration number of any car which may be driven to school must be notified to the Sixth Form Manager on the pro forma provided. Any subsequent changes in the registration details of a student's car must be notified to the Head of Sixth Form in advance of it being driven to school.
- Eating in cars should be avoided, and car radios should never be left on at such a volume as to disturb others while cars are parked there. Any litter from parked cars should be deposited in the nearest rubbish bin.
- The speed limit on school grounds is 5 mph.

Any Sixth Form student who ignores and/or breaks the rules is liable to have permission to drive to school withdrawn.

Our school communication systems within the Sixth Form

The following platforms and systems are used across the school. Please get in touch (sixthform.admin@furzeplatt.net) if you have any issues with these systems.

- Parentmail – this is how information about the school will be communicated home and acts as a payment platform for trips etc.
- Classcharts – this is an attendance and behaviour monitoring tool and the only way to report absences. This must be done by 8.45am daily.
- Go4Schools – this is how reports will get home about working at grades, attitude to learning and predicted grades.
- Parents' Evening booking system – this will go live nearer the time of parents' evening and we will be in contact with regards to this.

