

# About this evening

**Meet your child's Tutor**

Haring Block

**UCAS questions –  
Mrs Terry**

Sixth Form Learning  
Resource Centre

**Unifrog workshop –  
students**

Sixth Form Learning  
Resource Centre

**Supporting wellbeing –  
Ms Daniel and Mrs Street**

Haring Block, Ground  
Floor classroom

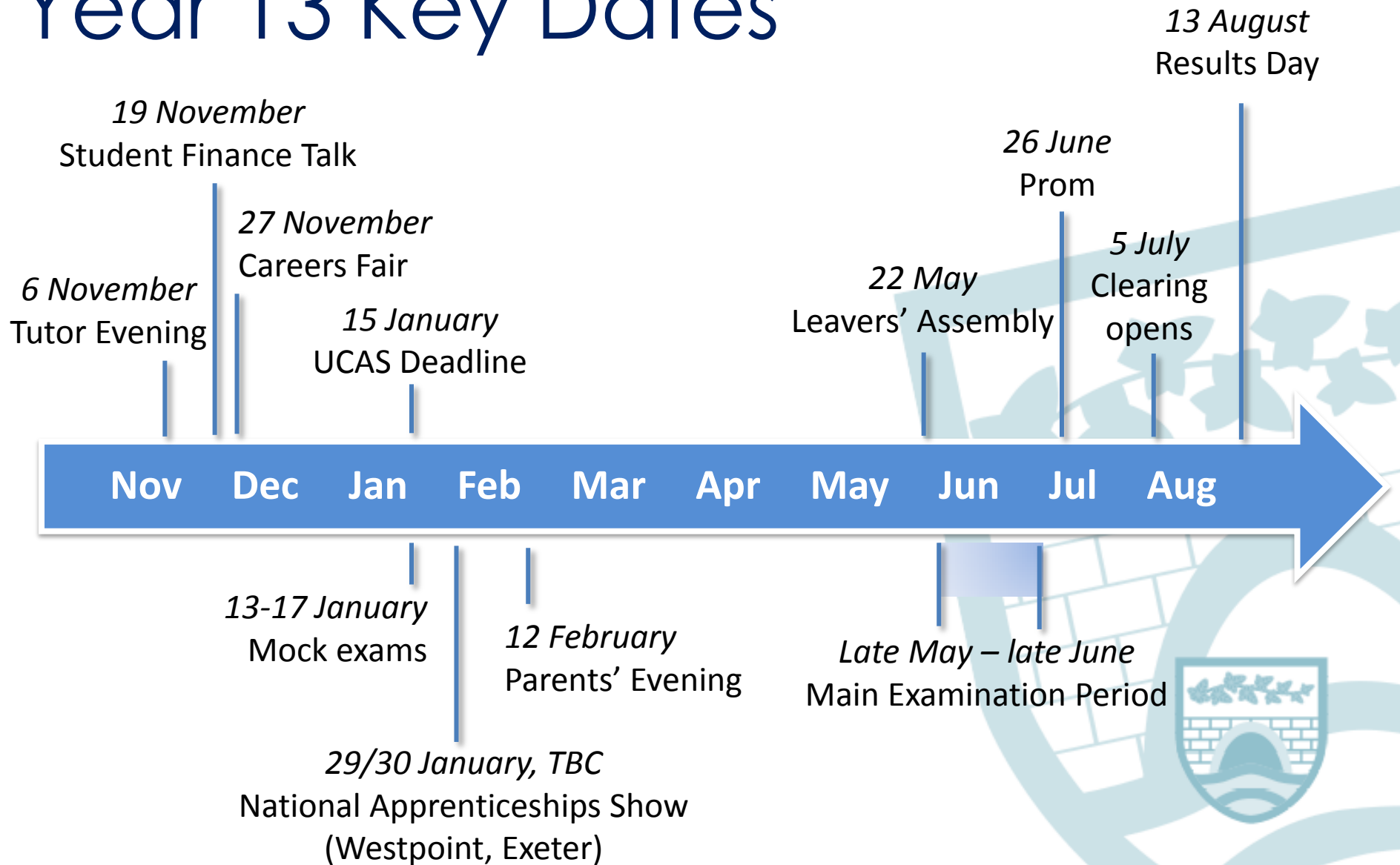
**Student Services**

Haring Block, Ground  
Floor classroom

# (Re-)introducing the team



# Year 13 Key Dates



# Routines: pastoral system

Students must still attend Tutor Block starting 8.50am.

*The main priority for the Sixth Form pastoral system is to help all students achieve their potential.*

## **Attending Tutor Block means that:**

- students are on-time and prepared for their first lesson;
- students can use study blocks effectively, as they are in a work environment;
- we can check up on students' wellbeing and mental health;
- we can pass on key messages related to opportunities, etc.;
- we can help to develop the mindset and character traits of successful learners;
- we can best support students onto their future pathways; and
- we can deliver other important aspects of PSHE.

**Parents should ring the College absence line (891777) on the morning of an unforeseen absence.**



# Futures: *Unifrog*



*Unifrog* is a one-stop-shop where students can easily explore their interests, then find and successfully apply for their next step after school.

*We will use Unifrog to:*

- Log competencies and activities
- Search for employment information
- Search for apprenticeships
- Search for university courses
- Write CVs
- Write personal statements for university applications

*You can pick up a parental log-in and guidance from the Sixth Form Learning Resource Centre this evening.*



# Careers Fair

*Wednesday, 27 November*



**Academy for Music**

**Achievement Training**

**Aplus training**

**Babcock International Group**

**BD**

**Blue Screen IT**

**Bond Dickinson LLP**

**Building Plymouth**

**City College Plymouth**

**Cornwall College, inc. Bicton College,**

**Duchy, Falmouth Marine School**

**CSW Group**

**Devon and Cornwall Police**

**Devon Care Training Consortium**

**Federation of Small Businesses / The Spark**

**Focus Training Group**

**Grey Matter**

**Hindhead Property**

**inspiring the future.org**

**MOD - Army**

**MOD - RAF**

**MOD - Navy**

**Newsome Opticians**

**Plymouth College of Art**

**Plymouth Community Homes**

**Plymouth University**

**Plymouth University's Dietetics School  
of Health Professions**

**Plymouth University Peninsula Schools  
of Medicine & Dentistry**

**Plymouth University School of  
Optometry**

**Princess Yachts**

**Projects Abroad**

**Skills Group**

**South Devon College**

**South Devon College Careers**

**Springboard UK**

**Thurlestone Hotel**

**Teach South West**

**Tesco**

**University of Exeter**

**University of St Mark & St John**

**Woodlands Vets**

# University applications – in-house timeline

Student completes UCAS Form online and writes personal statement on *Unifrog*. PS is checked by Tutor, who marks as *Ready to Add to Locker*. Student then uploads PS to *UCAS Apply*.

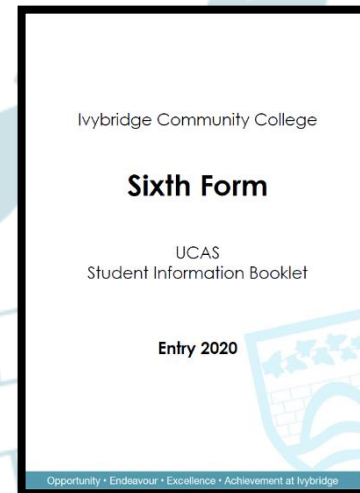
**In-house student deadline:  
4 November 2019 (produce  
a CV if not applying)**

Student sees Mrs Terry to check UCAS Form. Mrs Terry prints and Tutor signs off. Student pays and sends.

Sixth Form office requests reference from Tutor – 2 week turnaround time.

Dr Kershaw checks form and edits/approves reference.

Mrs Lilley does a final check, and then the form gets sent off. UCAS Track confirms application has gone to universities.



# Applying for university: key terms

## ***Track***

Online platform for monitoring the status of applications and accepting offers.

## ***Extra***

Service that gives applicants not holding any offers an opportunity to look for remaining university places before clearing opens.

You can only apply for one course at a time.

Operates from 25 February until 5 July 2020.

## ***Clearing***

For students whose place is not confirmed after exam results are published, or those not holding any offers or making applications after 30 June 2019.

## ***Adjustment***

If you exceed your first choice offer, you can use Adjustment to look for an alternative course without losing your secured place.

The Adjustment process runs from 13 (results day) – 31 August 2020.



# University applications: key dates

**15 January**

Deadline for applications for the majority of undergraduate courses.

**25 February**

**Extra** opens – applicants who have used all five choices and are not holding any offers may be able to add another choice.

**30 June**

Applications received by this deadline will be forwarded to universities and colleges. After this time, applications are automatically entered into **Clearing**.

**5 July**

Last date to add an **Extra** choice in Track.

**6 July**

**Clearing** opens for eligible applicants; vacancies are displayed in the search tool.

**13 August**

Results day. **Adjustment** opens for registration.

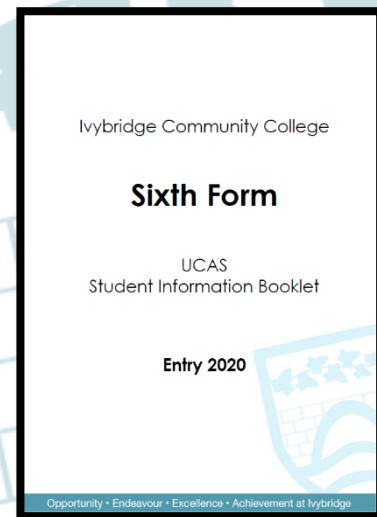
**21 September**

Last date to submit 2020 entry applications.

# Writing a personal statement

*Your personal statement for university should explain:*

- 1) Why you are applying – your ambitions and why you are interested in the course.**
  - 2) What makes you suitable – relevant skills, experience or achievements gained from education, work or other related activities.**
- 4000 characters (NOT words!).
  - Use the guidance in your Student Information Booklet.
  - Write it in *Unifrog* – either 3 boxes or single box format.
  - Check out course prospectuses to see if they want you to demonstrate any particular qualities.
  - Do not list: quality over quantity, and why does it make you suitable?
  - Super-curricular > extra-curricular.
  - When reviewing, if something you have included doesn't do (1) or (2), remove it!
  - It is hard to start: don't worry about the quality of the first draft.
  - Try to avoid contractions in formal writing.
  - Capitalise the first letter of course titles, but not an area of study.



# There is no formula, but...

**Introduction – *sell them the justification in one paragraph***



**Relation of current studies to the course**



**Super-curricular activities related to the course**



**Achievements and positions of responsibility**



**Hobbies and interests**



**Conclusion and perspectives – *remind them of your justification and put you and the course in perspective***

# UCAS Tariff Table

BTEC Qualification (QCF)				Tariff points	GCE/VCE Qualifications	
Subsidiary Diploma	90-credit Diploma	Diploma	Extended Diploma		A-level/AVCE	A-level/AVCE Double Award
			D*D*D*	168		
			D*D*D	160		
			D*DD	152		
			DDD	144		
				141		
			DDM	128		
		D*D*	DMM	112		A*A*
		D*D		104		A*A
		DD	MMM	96		AA
				88		AB
	D*D*			84		
		DM	MMP	80		BB
	D*D			78		
	DD			72		BC
		MM	MPP	64		CC
	DM			60		
D*				56	A*	CD
D	MM	MP	PPP	48	A	DD
				40	B	DE
	MP			36		
M		PP		32	C	EE
	PP			24	D	
				20		
P				16	E	
				12		
				10		
				6		

***AS Levels and equivalents are worth 40% of A Level points.***

[Link to Tariff calculator](#)

# Sixth Form Mindset



The **A Level  
Mindset**  
40 activities for  
transforming  
student  
**commitment,  
motivation and  
productivity**

Steve Oakes and Martin Griffin

The **A Level  
Mindset  
Student  
Workbook**  
40 activities for  
transforming  
commitment,  
motivation and  
productivity

Steve Oakes and Martin Griffin



# Sixth Form Mindset



## Vision

How well do you know what you want to achieve?

## Effort

How many hours of independent study do you do per week?

## Systems

How do you organise your learning and time?

## Practice

What kind of work do you do to practise your skills?

## Attitude

How do you respond to setbacks?



# Effort: some sums



3 subjects = 13.5 hours per week of lessons.

Suggest 20 hours minimum of independent study (more like 30 hours for the top grades in A Level subjects).

- Start work at home early in the evening.
- Do a weekly review – 20 min per subject.
- Reactive → **pro-active independent study.**

*Example week – 20 hours of independent study*

Mon	Tue	Wed	Thurs	Fri	Sat	Sun
2 h Study Block	2 h Study Block	2 h Study Block	2 h Study Block	<b>1 h Study Block (weekly review)</b>		5 h afternoon/evening
2 h Evening	1 h Evening	2 h Evening	1 h Evening			

# Reactive vs pro-active

Reactive  pro-active

*What does pro-active independent study look like at a minimum?*


- **For exam-based courses:**

- Reviewing class notes and attempting to learn content along the way rather than leaving it until revision.
- Auditing your understanding and working on your weaknesses.


- **For Diploma courses:**

- Acting on feedback and relentlessly improving coursework.

# Guiding independent learning



## Independent Learning in A Level Chemistry



**After each lesson, in addition to completing any set work, a pro-active, independent learner would...**

- Ensure that notes are completed and filed suitably in a folder.
- Read the relevant textbook chapter and annotate lesson notes with additional, relevant content.
- Make a list of things not fully understood to discuss with a peer or a teacher *before* the next lesson AND carry out the discussion (or pose the question on SLACK).
- Try to summarise the content of the lesson in note or diagrammatic format to diagnose lack of understanding.
- Try to commit factual information to memory immediately, rather than leaving it until revision.
- Match the content of the specification against lesson notes/content to ensure that all points are covered.
- Maintain a list of learning points from reviewed/checked work and regularly review this list.
- Seek out additional sources of questions on areas of weakness or where mistakes were made in classwork, homework or a test. For important pieces of work, diagnose mistakes as active mistakes, slip-ups and blackouts.
- Read the textbook chapter on the next topic before the next lesson.

Effort grade

3

2

1

**Resources to help you study**

Most key resources, such as the specification for your course, data sheet, past papers, etc. can be found in [Handouts\Science\A Level Chemistry](#). Some additional resources to help you in independent study are as follows:

Resource	Description
<a href="http://www.chemguide.co.uk">www.chemguide.co.uk</a>	The best resource for chemical explanations other than your textbook.
SLACK Chemistry group	Use for discussion with peers or ask teachers a question. <a href="#">drkshaw-chemistry.slack.com</a> ; channel: #year12chemistry2017
Chemical Ideas textbook and answers	<i>Chemical Ideas</i> was the old textbook for your course. There are lots of spare copies you can borrow in B3.01. Find answers to the questions in <a href="#">Handouts</a> .
Facer Edexcel textbooks and answers	You can find a copy of these textbooks in B3.01. The answers, in <a href="#">Handouts</a> , are brilliant, since they contain a commentary from a chief examiner.
Curriculum 2000 specimen questions	Find these in <a href="#">Handouts</a> . Questions written at an A Level standard for all exam boards. Look at the topic list PDF to help you find topics.
<a href="#">Chemsheets</a>	Find these in <a href="#">Handouts</a> . Good summary sheets on all the major chemical ideas with summary questions and answers.

**Stretch yourself**

Borrow a copy of *Chemistry World* from B3.01 and read about current developments in chemistry to put your learning in context, or if you really want a challenge, come to weekly Chemistry Olympiad training sessions.

- Independent learning sheets are printed in exercise books.
- Can also be found on the College website at:  
[https://www.ivybridge.devon.sch.uk/page/?title=Independent+Learning+Sheets&p\\_id=1288](https://www.ivybridge.devon.sch.uk/page/?title=Independent+Learning+Sheets&p_id=1288)

# Systems – weekly review

- Set aside an hour a week; e.g. a Friday afternoon or a Monday morning.
- Split up the hour evenly between your courses.
- For each course, review the week's work:
  - Check your notes are clear, legible and in order.
  - Summarise your learning in a quick diagram, mind-map or a few lines of notes.
  - Highlight material you've found hard this week. This is the stuff you will need to work on during your independent study.
  - Go through the jobs you've been given and the deadlines you've got. Make a prioritised list for the week ahead.
- Students should be using their Learning Journals or another device to structure their work. They should also be recording their independent learning. Their Tutor will monitor this.

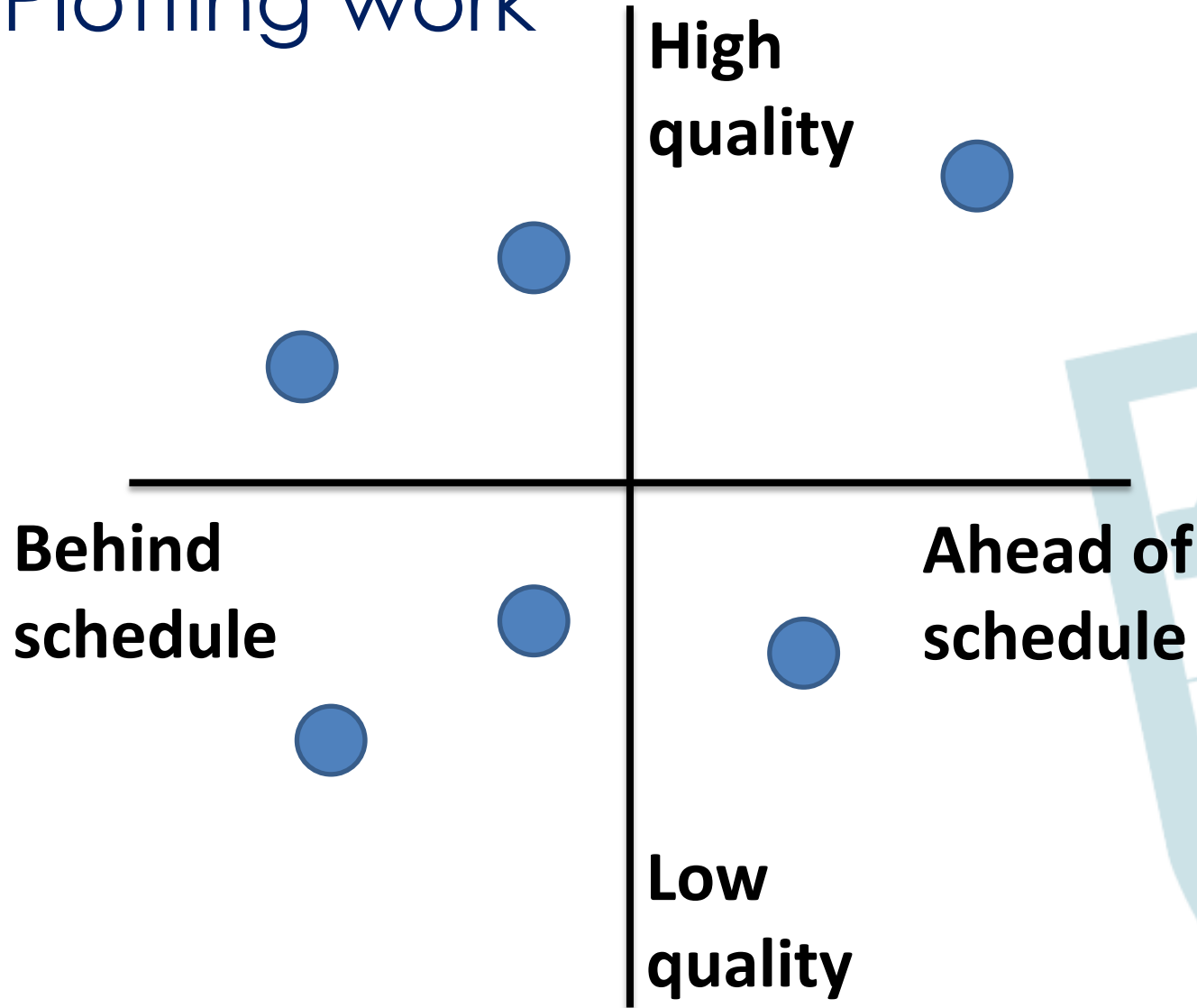


# Systems – energy line

- Best done with a large sheet of paper and *Post-It* notes. It is a dynamic, working document.
- Combine with your weekly review.

Extreme	High	Medium	Low	Idle
Max: 2 tasks	Max: 4 tasks	Max: 8 tasks	Max: 4 tasks	Max: 2 tasks
.....	.....	.....	.....	.....
.....	.....	.....	.....	.....
	.....	.....	.....	
	.....	.....	.....	
		.....		
		.....		
		.....		
		.....		
		.....		

# Plotting work



Sit down with your child and ask them to plot out the work they did in the week. In what order did they approach it?

# Practice

***Practice doesn't make perfect. Perfect practice makes perfect.***

Mastering a subject requires you to work on:

- **Content** – review and consolidate, ensuring your understanding  
40%
- **Skills** – put your knowledge into context in high-stakes situations: practise exam questions, time yourself, try tough questions and complete mock tests  
30%
- **Feedback** – seek out expert feedback to develop performance  
30%

# Practice

***High-effort-low-progress students only review content.***

**Warning signs:**

- Spending hours with intricately designed flashcards
- Copying out notes again before beginning learning them
- Endlessly re-reading textbooks
- Looking for different ways to review content that they have already mastered (e.g., watching a video that recaps familiar material)
- Anyone who says: 'You can't revise for this subject' – the subject demands skill development; they only know how to review content

# Practice – The Leitner Box

## Box 1

*40% of your  
time*

Items for  
frequent  
practice – stuff  
you're not  
remembering  
and making  
mistakes on.

## Box 2

*30% of your  
time*

Items just  
moved out of  
Box 1 or stuff  
that still trips  
you up a bit.

## Box 3

*20% of your  
time*

Stuff that you  
nearly always  
get right.

## Box 4

*10% of your  
time*

Stuff you find  
easy. Start with  
only a few cards  
here.

You still check  
this stuff every  
now and again,  
though.





# Learning tips in Learning Journals

A good place to start looking for study tips.

Learning Journals are also a good place to find procedural information.

## ***Top Tips – General***

### **Getting the best help from your teachers**

*“Before you ask for help, ask yourself this question: What is it that I don’t understand?”*

*- Dale Corson, 8<sup>th</sup> Dean of Cornell University*

Never go to your teacher, open a book and, with a general sweep of the hand, say that you don’t understand what you’re reading.


Try the 15 minute rule:

1. When you get stuck, push yourself to solve the problem for *15 more minutes*.
2. During those 15 minutes, document everything you do, keeping in mind that your teacher will need those details if they’re going to help you.
3. After that time, if you’re still stuck, you must ask for help.


*Your efforts will allow you to better describe your difficulties, and you might just even solve the problem for yourself!*


# Other learning techniques

[Link](#)



**Sprouts**  
144,102 subscribers

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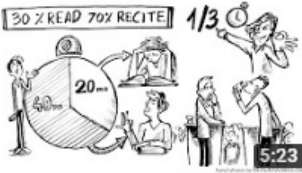
**13 Study Tips**  
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Our brain can potentially memorize 2.5 petabytes of information, which is roughly the equivalent of 3 million hours of YouTube videos. In order to use some of that staggering capacity a little more effectively when you study, here are some tips that are based on widely accepted research by neuroscientists and

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# Mindset questionnaire

All students have completed a Mindset questionnaire – ask them about it.

**Sixth Form Mindset diagnostic questionnaire**

Rate each statement in line with your own attitude/beliefs.

1 Strongly disagree	2 Disagree	3 Neither agree nor disagree	4 Agree	5 Strongly agree
1) Your intelligence is something about you that you can change easily.				
1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>
2) I am committed to finishing college regardless of obstacles.				
1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>
3) I try to do my best at any task.				
1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>
4) When I make plans, I usually follow through on them.				
1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>

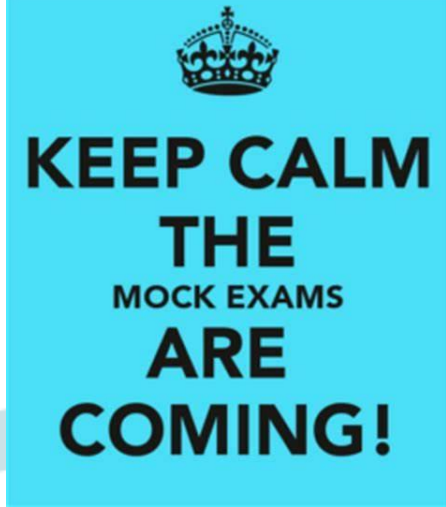


# Mocks

**13-17 January in *The Watermark***

*Important points:*

- Students must be aware of content being examined.
- Although it is Christmas, there will have to be some preparation over the holiday.
- Most mock exams will cover Year 12 content – there must be a long-term review plan in place.



# Reporting to parents

*We are an effort driven College, where all students can achieve their potential through hard work, 100% effort every day and a belief that there are no shortcuts or, in fact, secrets, to success.*

- 3 Assessment Points across the year.
- Effort **and** Conduct will be reported at each Assessment Point on a 1 – 4 scale.
- We will no longer be publishing DfE estimated (predicted) grades.

**P**ride in presentation

**A**ttitude

**C**onduct

**E**ffort

## Conduct Criteria

<b>Grade 1</b>	Your conduct is exemplary at all times, showing respect and empathy towards staff and peers.
<b>Grade 2</b>	Your conduct is good. You treat all staff and peers respectfully and follow instructions.
<b>Grade 3</b>	Your conduct requires improvement at times. You do not always show respect to staff or peers and do not always follow all instructions.
<b>Grade 4</b>	Your conduct is often below College expectations. You frequently do not show respect towards staff and peers and do not follow instructions.



# Reporting to parents

## Effort Criteria

<b>Grade 1</b>	<p>You consistently meet all of the criteria for Grade 2.</p> <p>You are an exceptional student who has an extremely positive attitude towards learning, always striving to do your best and demonstrate a thirst for learning.</p> <p>You have outstanding independent learning skills and high levels of resilience.</p> <p>You are fully committed to your learning, with a positive mindset and are a role model for others.</p>
<b>Grade 2</b>	<p>You have a positive attitude towards learning, strive to do your best and participate well in lessons.</p> <p>Your Home Learning is completed on-time, reflects a good level of effort and you act upon the feedback provided.</p> <p>You have the appropriate books and equipment with you for learning.</p> <p>You are continuing to develop your independent learning skills, show a pleasing level of resilience when you face challenges in your learning and work well in class.</p>
<b>Grade 3</b>	<p>Your attitude towards learning occasionally dips below expectations and at times there are aspects of the lesson where you fail to participate fully or achieve your best.</p> <p>Your Home Learning is sometimes incomplete or not handed in and may not be to the level of which you are capable.</p> <p>Sometimes you do not have the books and equipment needed to support your learning.</p> <p>Although you may sometimes produce good work, at times, you only complete the minimum required.</p> <p>You have not yet developed a sense of resilience to support your learning.</p> <p>There is room for improvement if you are going to achieve your full potential.</p>
<b>Grade 4</b>	<p>Your attitude towards learning is often below expectations and you consistently fail to participate in aspects of your work as fully as possible.</p> <p>You have many late, incomplete or missing pieces of Home Learning which are not completed to the level of which you are capable.</p> <p>You often do not have the books and equipment needed to support your learning.</p> <p>This level of commitment means that you are likely to be underachieving and seriously at risk of not meeting your full potential.</p>

# E-praise

You can track attendance, praise points and demerits using *e-praise*.

Pride in presentation

Attitude

Conduct

Effort



e-praise link

# E-praise

## To register via our website

1. [Select your school](#)
2. Click the *Parentstab*
3. Enter your email
4. Leave the password field blank (unless you already have one)
5. Click *Login/Register*
6. Click the link that you are sent via email (this takes a few minutes and may appear in junk folder)
7. Once you have entered a new password, you will be logged in

## To register via our app

1. Download and open the [iOS](#) or [Android](#) app for your phone
2. Select your school
3. Tap the *Parentstab*
4. Tap the *Register* button
5. Enter your email and tap the *Request login code* button
6. Enter the login code you are sent via email (this takes a few minutes and may appear in junk folder) and click *Login*

**P**ride in presentation

**A**ttitude

**C**onduct

**E**ffort

# Simple support for wellbeing

*Balancing your time to stay successful and healthy.*

- Realistic study expectations
- Impact of paid employment
- Doing things that are important to you
- Exercise and staying healthy
- Finding time for relaxation (and family time!)

