



Welcome to Sixth Form Event

11th September 2025





Format of the Evening

Session 1: Form Tutors

- The role of the tutor
- Protocols and Support

Session 2: Head of Sixth Form and Head of Year 12

- Supporting your child over the next two years - academically and pastorally
- Getting involved in sixth form life
- Careers and guidance





Our Sixth Form Team



Mrs Nearney
Sixth Form
Line Manager



Mrs Hadaway
Head of Sixth
Form
(Maternity
Leave)



Mrs Shipp
Key Stage
5 Manager



Mr Carr
Head of Year
12 & Acting
Head of
Sixth Form



Mr Wright
Head of
Year 13



Miss
Buchanan
Raising
Aspirations



Our Vision

‘An inclusive Sixth Form community in which each student is able to flourish’





Our Vision

- The most exciting chapter yet
- An inclusive environment where **all** students are able to fulfil their potential
- Interpersonal skills
- Extra-curricular opportunities.
- Ambassadors and Role Models
- Responsibility, Respect and Resilience
- Expert tailored careers advice and guidance
- High standards
- High quality, engaging lessons taught by expert teaching staff
- Exceptional pastoral care.



The Consortium Community





Brand New Facilities

- Fantastic independent study space
- State of the art classrooms
- Kitchen area and vending machine
- A space to look after – collective responsibility





Pastoral Support



- Happy learners are successful learners
- New support network
- The next step along the path to adulthood
- No longer children not quite adults: some growing up to do in these two years
- Less nagging by us, more ownership by students
- Students set the path, we support them : they need to drive!



Our Expectations

- All students to attend school until 3.30pm each day until the initial check in October
- Where no concerns with ATL or progress are highlighted, students will be granted home study on the afternoons they do not have timetabled lessons
- All students still expected to attend until 12.30pm
- P1-3 'golden time' - focused, silent working

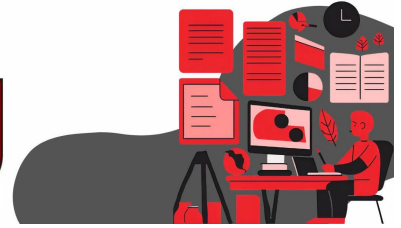
TPS Study Centre Expectations

P1-3
Phones away
Silent Working

P4-5
Phones can be out
Low level noise

Break and Lunch
Phones can be out
No noise control

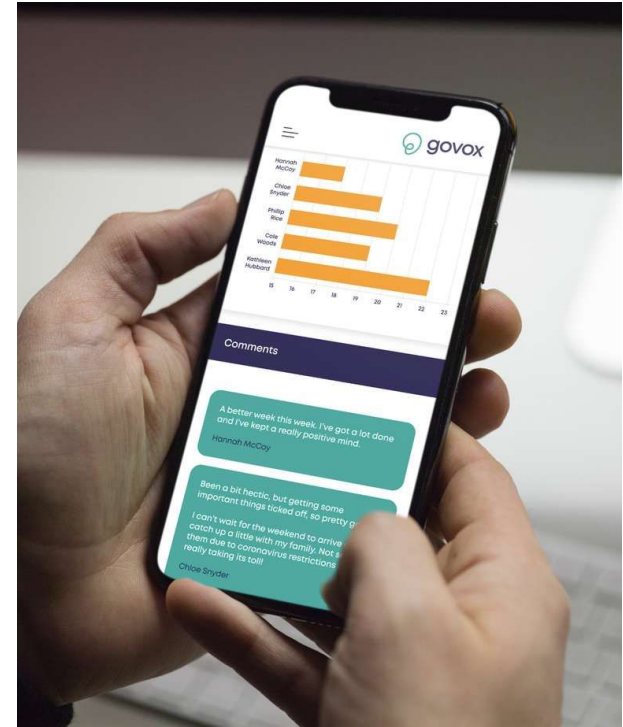
Before/After School
Phones can be out
No noise control





Wellbeing

- Built into the curriculum
- Fitness and Wellbeing
- Giving students the tools they need to manage their own wellbeing
- Wide range of support available for those who need it
- GOVOX - regular surveys





Bursaries

Vulnerable Learners Bursary

If a student falls into one of the following categories, please contact Emma Shipp or Rachael Buchanan to discuss applying for the Vulnerable Learners Bursary:

- in care
- care leavers
- receiving Income Support (IS), or Universal Credit (UC) because they are financially supporting themselves
- receiving Disability Living Allowance (DLA) or Personal Independence Payments (PIP) in their own right as well as Employment and Support Allowance (ESA) or UC in their own right

16-19 Discretionary bursary

The 16-19 Discretionary Bursary is a government fund allocated to Schools to help students to cover the cost of their education. This is available to students whose parents meet one of the following criteria:

- Receiving Free School Meals
- Receipt of Income Support
- Income based job seekers allowance
- Support under part VI of the Immigration and Asylum Act 1999
- Child Tax Credits – provided the parent is not entitled to Working Tax Credit and their annual income assessed by the Inland Revenue does not exceed the maximum allowed (£17,005)
- The guaranteed element of the state pension credit
- Resident in the UK/EU for three years.
- Refugees are not required to meet the 3 year residency rule if Refugee status was confirmed in the 3 years prior to starting the course



Bursaries

The bursary can be used to contribute to the following costs:

- Clothing, books and other equipment for your course
- Transport and lunch on days you study or train
- One-off payments to cover study trips or travel for university interviews

All applications should be received by the end of September so we can allocate bursaries fairly

The application forms will be on the admin section of the Google Classroom



SEND and Exam Access

If students have previously been supported by the SEND team or had exam access arrangements, this will continue into years 12 and 13

The SEND department remain your first point of contact for any queries relating to this

Teachers should have been made aware across the consortium where there are adjustments that need to be made

Exams officers across the consortium share information regarding exam access arrangements



Academic Reporting and Support

Year 12

Initial Check - October

Progress Check 1 - December

Parents Evening - February

Progress Check 2 - March

Progress Check 3 and Mock Examination Results - July

Year 13

Parents Evening - November

Progress Check 4 - December

Progress Check 5 and Mock Examination Results - March



Example Report



HITCHIN SCHOOLS' POST 16 CONSORTIUM Year 12 Initial Appraisal Check

Name:

Tutor group:

Subject	Attitude to Learning	Bridging Project Feedback	Comment

Attitude to Learning

- 1* - Exceptional
- 1 - Excellent
- 2 - Good
- 3 - Inconsistent – see comment
- 4 - Requires Improvement – see comment
- 5 - Unacceptable – see comment

Bridging Project Feedback

- 1 - Outstanding
- 2 - Good Standard
- 3 - Not completed to required standard – see comment
- 4 - Not completed – see comment



- Personalised targets based on results at KS4
- Something to aim towards, in no way a ceiling
- At each reporting point, an opportunity to reflect on what can be done to improve performance in each subject
- Targeted support for students who are off track - both pastorally and in departments
- Supervised study for those who need it



TPS Sixth Form Key Stage 5 Assessment Tracker 2021-23



Name:

Form:

		Initial Check Oct 21		PC1 Dec 21		PC2 Mar 22		PC3 Jul 22		PPEs Jul 22		PC4 Dec 22		PC5 Mar 23		PPEs Mar 23	
Subject	TG	ATL	Grade	ATL	Grade	ATL	Grade	ATL	Grade	ATL	Grade	ATL	Grade	ATL	Grade	ATL	Grade
French	A*	1	/	1	A*1	1	A1										
Music	A*	1*	/	1*	A3	1*	A2										
History	A*	1*	/	1	A1	1*	A*2										

ATL	1* Exceptional	1 Excellent	2 Good	3 Inconsistent	4 Requires Improvement	5 Unacceptably
Grade	Above Target	At Target	1 Grade Below	2 or more grades below		



Progress Check 1 - December 2021



What went well in your progress check?

I am working at a grade that I am happy at for all of my subjects considering this is the first progress check of sixth form.

What do you need to work on improving?

I am not unhappy with anything, but will continue to work hard so that I hopefully achieve my target grades by the end of Y13.

Are you underperforming in any lessons?

I am below my target in Music and History, but this is still an A grade and so I am very happy with this.

Subject	TG vs Prediction	Actions Required to Address Gaps: <i>See comments on Progress Check and Discuss with your subject teachers</i>
French	A* vs A*1	I will continue to work hard and review grammar and vocabulary on a regular basis.
Music	A* vs A1	I will continue to develop my compositional techniques to improve in this area.
History	A* vs A*3	I will continue to practise writing with an essay technique.

Are you on track to meet your future goals?

Yes - I am on track to achieve grades that I am happy with by the end of Year 13.



SUPERVISED STUDY REPORT

Subject	Target for supervised study

- Where an issue is identified, supervised study sessions are provided
- Subject teachers will give specific areas to focus on



Beyond Learning

RSHE

Fortnightly Enrichment

Fortnightly Fitness and Wellbeing

Form Times

Prefect Team

Volunteering

Driving Lessons

Grow Programme

DofE



Careers and Guidance



- Unifrog used to help students research their options and give guidance
- UCAS Discovery Day and visit to a University taster day
- Ongoing support for apprenticeships with weekly lunchtime drop ins
- Early applicants (Oxbridge and Medicine) attend masterclasses and receive 1 to 1 support on personal statements and finding super curricular activities
- Post 18 Pathways day and evening in the summer of year 12 to get registered with UCAS, look at apprenticeships and other options
- Personalised support throughout year 13



How to support your child

- How much work should my child expect to be doing?
- Where and how should they find materials they need for their lessons and homework?
- What tools or strategies can they use to organise their school work?
- What advice can I give them if they are struggling with their workload?



Classwork, Homework and Independent Study

- Students timetabled 9 hours per subject per fortnight
- Teachers will set homework through Google Classroom as in lower school
 - Consolidation or continuation of course content
 - Preparatory reading/activities
 - Revision & exam practice
- Students are expected to pursue independent study beyond classwork and homework set by subject teachers



Studying independently

- Session delivered by Mr Wright on induction day - difference between 'thrivers' and 'divers'
- Purpose of independent study:
 - Metacognition - students taking ownership of their learning
 - Building students enthusiasm and love of learning
 - Preparation for post-18
- Review and consolidation - weekly review built into form times
- Wider reading - resources recommended by teachers or shared on Google Classroom
- (Wider 'reading' can include podcasts, documentaries, films, exhibitions - not just books!)

TPS Sixth Form - Weekly Review

Date:

Last week's learning...

Did I complete my to do list for last week? What items do I need to feed forward for this week?



TOPICS	Notes?	H/W?

To do list for this week...

What?	When?	Done?

Looking ahead - items coming up this week?





Supporting learning outside of school

- Study spaces - encouraging your child to have a space set aside without distractions
- 'Homework club' spaces available in school
- Breaks, down-time, and maintaining general wellbeing... especially in exam season
- Checking in - gentle conversations about subjects, organisation, and 'staying afloat'
- Do encourage your child to ask their teachers or form tutor for help when they are struggling!



What is the EPQ?

An opportunity to carry out a piece of high-level research on a topic of a students' own choosing

Produce either a 5,000 essay or an 'artefact' with a 1,500 word report

Why do an EPQ?

Develop organisational, independent study and research skills that will be invaluable throughout year 12 and 13

A chance to indulge a 'passion project' and get a qualification out of it!

Regarded very highly by top universities AND worth the UCAS points of half an A-Level

When does it run?

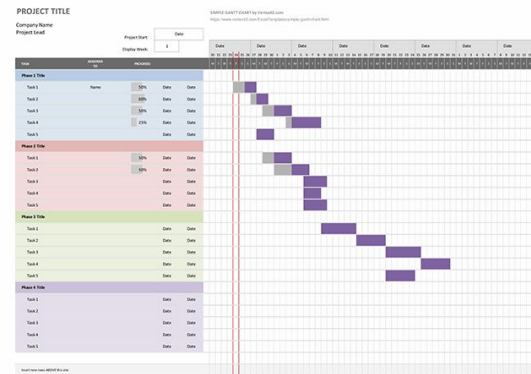
During one of two enrichment sessions on student timetable (other than when whole-year enrichment takes place)

Students expected to spend 90 hours of independent study over the course of their project researching and completing their EPQ

Bristol

"The University recognises that some A level students may also choose to offer the Extended Project. In such cases, some admissions tutors may make two alternative offers, one of which involves success in the Extended Project (for example, either AAA at A level or AAB at A level plus Extended Project)."

www.bristol.ac.uk





Core Maths

- Course for students not looking to study A-Level maths **but** hoping to gain key skills for post-18
- Focuses on practical maths, problem solving, and maths skills used in many higher education courses from business studies to psychology
 - interpreting solutions in the context of the problem
 - understanding sources of error and bias when problem-solving
 - working with data
 - understanding risk and probability
 - understanding variation in statistics
 - using exponential functions to model growth and decay
- Equivalent to an AS qualification



Volunteering for the Grow programme

- This aim of this programme is to build resilience and give students key skills to increase their ability to cope.
- The programme is 3, 1-hour sessions which are delivered in Primary Schools to Year 5 students.
- During the workshop, the children split into small groups to complete activities, which are facilitated by volunteers.
- Other volunteering opportunities throughout year e.g. at Lister Hospital



Our Head Student Team



Siyanni Haria
Head Student



Elin Appleston
Head Student



Swavab Shrestha
Deputy Head Student



Ella Gjini
Deputy Head Student



Dillon Stewart
Deputy Head Student



Student Leadership Programme

Opportunities for students to contribute to wider school & develop their leadership skills. Alongside helping out with school events, the SLC will have a different half-termly focus...

- Autumn 1: Welcoming Year 7
- Autumn 2: Oughton Primary Reading Programme
- Spring 1: Donation Drive - Feed Up Warm Up
- Spring 2: KS3 and KS4 lesson support & mentoring
- Summer 1: Community & environment focus
- Summer 2: Summer fundraising & end of year celebration



Level 3 Vocational courses



Roles and Definitions

Lead Practitioner & Quality Nominee

Vocational qualifications vs A levels



Internally Assessed Units

- resubmissions

Externally Assessed Units

- resits



Marking and Grade

P - M - D (remember for progress checks!)

(why no D*)

Split Assignments and lowest grade

Marking on internal vs external qualifications



Pros and Cons

- Pro - No 'end of course' revision
- Pro - opportunity to know your grade by the time you're on study leave
- Pro - chance to resit/resubmit (at a cost for external units)
- Con - Once a unit is done, it's done. You can't improve your grade
- Con - all assignments count towards your final grade



What next?

- Mapping sheet
- Future contact
- Information from teachers before assessments
- Communication is important

Any questions

