

YR12 Parent Expectations and Information Evening 2023

A SMOOTH TRANSITION TO
LIFE IN THE SIXTH FORM

Structure for the evening

- ▶ **Introduction/welcome**
- ▶ **Basic Standards – key reminders**
- ▶ **Top Tips**
- ▶ **Pastoral support**
- ▶ **Revision/study skills/homework.**

Expectations

- ▶ **Work Hard**
- ▶ **Think Big**
- ▶ **Be True to Yourself**
- ▶ **Be Kind**
- ▶ **Be Happy**

READY RESPECTFUL ENGAGED

Attendance

- ▶ There is a clear link between attendance and achievement in the Sixth Form.
- ▶ Students need to attend everything on their timetable - Form Time, Lessons, Private Study, and PSHE.
- ▶ On-line absence procedure **MUST** be followed.



School Matters!



Attend Today, Achieve Tomorrow



Absence procedure

- ▶ You/parent/guardian must report this before 8.30am on the morning of the absence via the online absence form.
- ▶ For illness you must report absence on each day of absence unless it is a long term illness **AND** a parent/carer is regularly in touch with your Pastoral Officer.
- ▶ Pre-planned - You must request permission for this time off **in advance** – preferably a **minimum** of 5 days.
- ▶ Complete the **future absence request** section of the online absence form and submit it with **evidence** of the activity/appointment.
- ▶ We will not retrospectively authorise absences that you should have requested time off for in advance. You must ensure you have permission in place **BEFORE** the planned absence.



Uniform

- ▶ We are asking Sixth Form students to set an example for the rest of school to follow in terms of wearing the correct uniform.
- ▶ Please help support us with this.



Uniform Basics

Suit

Sixth Form tie

Plain white, grey, blue or black shirt, suitable for wearing with the Sixth Form tie.

No patterned, checked or striped shirts.

Plain black or brown shoes or boots.

or

Trousers

Sixth Form tie

Plain white, grey, blue or black shirt, suitable for wearing with the Sixth Form tie.

Plain V-necked jumper in black, cream, red or grey

No patterned, checked or striped shirts.

or

Royal Stewart Dress Tartan kilt with plain black tights.

Plain white or cream shirt or blouse with a collar, worn with a plain long-sleeved jumper or cardigan in black, white, cream, red or grey (round or V-neck). They should not be of a large or patterned knit.

or

Plain long or short-sleeved top in black, white, cream, red or grey can be worn instead of the above shirt/jumper combination.



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Communication

- ▶ All students have a school email which they must access and monitor.
- ▶ If we have your up-to-date mobile phone number and email address, we can notify you of events and absences.
- ▶ LC information available through MCAS
- ▶ Homework – more later.



Part time work – get the balance right

- ▶ Their achievement and mental health can suffer if they do not get the balance right!

**just don't
overdo it.**

**PART-TIME
JOB**



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**PART-TIME
JOB**

Independent studying

- ▶ They should be matching their timetabled hours with independent studying.



Top Tips



How to succeed in the sixth form!

- Make a quick start.
- Develop good independent studying habits.
- Don't under-estimating how much work **THEY** need to do!
- Act on feedback.
- Be self-motivated.
- Build resilience.
- Develop organisation and time management skills.
- **Whilst we help student to develop these skills e.g. (Induction, tutorial, assembly, PSHE etc.). They also need to take some responsibility for developing these themselves.**

Self-motivation – finding their drive!

- Why are **they** here?
- What are **they** doing?
- Where are **they** going?
- How are **they** going to get there?
- Identify **their** priorities.



Key skills



Get Organised



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YR12 matters!

- ▶ Those intending on applying to university will start their UCAS application and this involves staff **predicted grades** and **references**.
- ▶ If they are applying for a job or apprenticeship businesses will want to know about their attitude, punctuality and attendance.

Everything they do this year matters!

**Behave As If Everything
You do matters**

UCAS



Our support

- **Pastoral support**
- **Manage behaviour**
- **Manage achievement**
- **Monitor attendance**
- **Develop transferable skills**
- **Give advice, support & guidance - careers**
- **Motivate and inspire.**



A photograph of a colorful umbrella with red, orange, and yellow sections, seen from a top-down perspective. It is raining heavily, with water droplets visible all around. The background is a blurred green, suggesting a forest or park setting.

Pastoral Update



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Successful Learners



- The most successful learners
- Can reflect on their own learning using strategies to tackle different problems
 - Select the most appropriate strategies to apply to the task
 - Whilst developing an awareness of their own strengths and weaknesses
 - To become a good independent learner, you need to be:

Motivated

Resilient

An excellent time manager

**An hour for
an hour**

**4 hours +
independent
study**



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Topic Checklists – Learning Journeys

BIOLOGY A Level revision AQA

UNIT 3.1

CONTENT	Key concepts	✓
3.1 Biological Molecules		
<ul style="list-style-type: none"> All life on Earth shares a common chemistry. This provides indirect evidence for evolution. Despite their great variety, the cells of all living organisms contain only a few groups of carbon-based compounds that interact in similar ways. Carbohydrates are commonly used by cells as respiratory substrates. They also form structural components in plasma membranes and cell walls. Lipids have many uses, including the bilayer of plasma membranes, certain hormones and as respiratory substrates. Proteins form many cell structures. They are also important as enzymes, chemical messengers and components of the blood. Nucleic acids carry the genetic code for the production of proteins. The genetic code is common to viruses and to all living organisms, providing evidence for evolution. The most common component of cells is water; hence our search for life elsewhere in the universe involves a search for liquid water. 		
3.1.1 Monomers and Polymers		
The variety of life, both past and present, is extensive, but the biochemical basis of life is similar for all living things.		
Monomers are the smaller units from which larger molecules are made.		
Polymers are molecules made from a large number of monomers joined together.		
Monosaccharides, amino acids and nucleotides are examples of monomers.		
A condensation reaction joins two molecules together with the formation of a chemical bond and involves the elimination of a molecule of water.		
A hydrolysis reaction breaks a chemical bond between two molecules and involves the use of a water molecule.		
3.1.2 Carbohydrates		
Monosaccharides are the monomers from which larger carbohydrates are made. Glucose, galactose and fructose are common monosaccharides.		
A condensation reaction between two monosaccharides forms a glycosidic bond.		
Disaccharides are formed by the condensation of two monosaccharides: <ul style="list-style-type: none"> maltose is a disaccharide formed by condensation of two glucose molecules sucrose is a disaccharide formed by condensation of a glucose molecule and a fructose molecule lactose is a disaccharide formed by condensation of a glucose molecule and a galactose molecule. 		
Glucose has two isomers, α -glucose and β -glucose, know the structures		
Polysaccharides are formed by the condensation of many glucose units. <ul style="list-style-type: none"> Glycogen and starch are formed by the condensation of α-glucose. Cellulose is formed by the condensation of β-glucose. 		
The basic structure and functions of glycogen, starch and cellulose. The relationship of structure to function of these substances in animal and plant cells.		

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Cornell note-taking method



Title of lesson		Name:	
		Date:	
		Paper:	
Cue column <ul style="list-style-type: none">• Most important information• Headings• Topics		Notes column <ol style="list-style-type: none">1. Record: During the lecture, use the note-taking column to record the lecture using short sentences.2. Questions: After class, formulate questions based on the notes in the note-taking column. Writing questions helps to clarify meanings, reveal relationships, establish continuity, and strengthen memory. Also, the writing of questions sets up a perfect stage for exam-studying later.3. Recite: Cover the note-taking column with a sheet of paper. Then, looking at the questions or cue-words in the questions and cue column only, say aloud, in your own words, the answers to the questions, facts, or ideas indicated by the cue-words.4. Reflect: Reflect on the material by asking yourself questions, for example: "What's the significance of these facts?", "What principle are they based on?", "How can I apply them?", "How do they fit in with what I already know? What's beyond them?"5. Review: Spend at least ten minutes every week reviewing all your previous notes. If you do, you'll retain a great deal for current use, as well as, for the exam.	
1/3		2/3	
+/- 8cm		Summary	
		After class, use this space at the bottom of each page to summarise the notes on that page.	

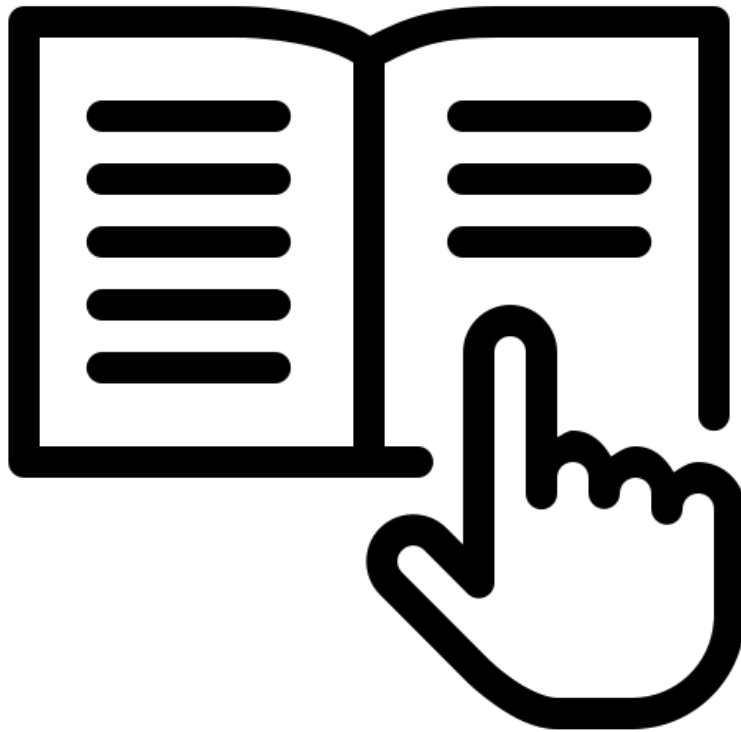
Mind mapping and concept mapping

Organising information visually engages our creativity, which can help us retain information and understand connections between different ideas or notions.

Mind mapping is also beneficial while studying for an exam because it can help students identify any knowledge gaps or topics that need to be gone over again to fully understand.



Wider reading

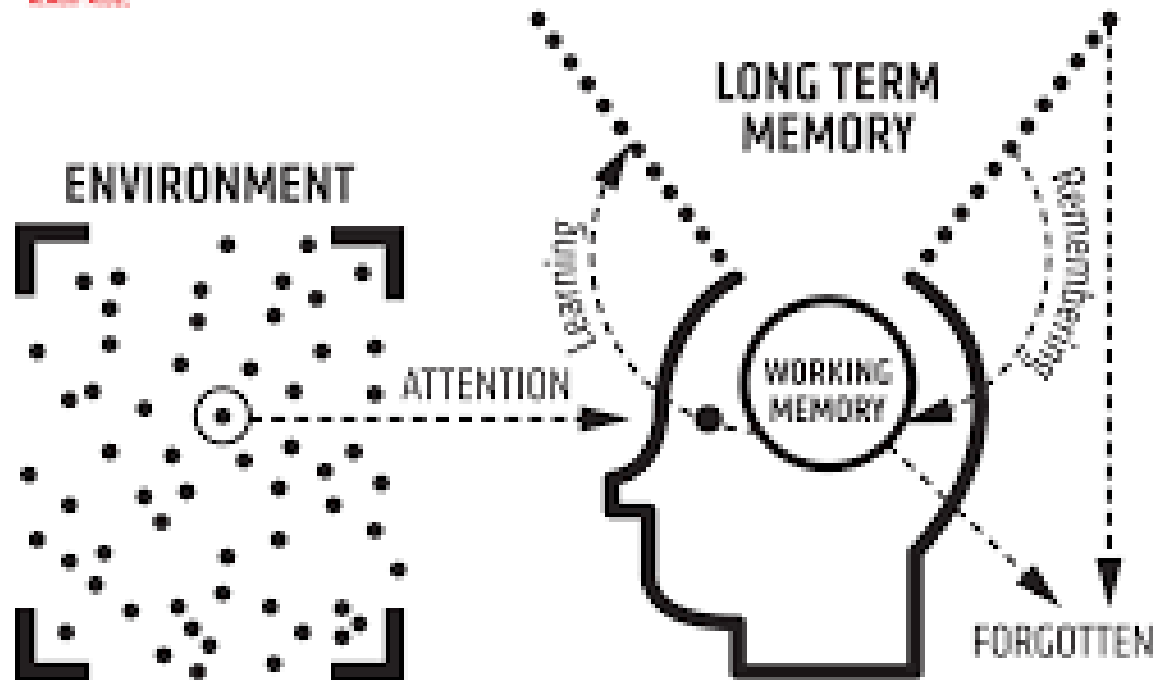


Wider reading is important to extend knowledge, widen vocabulary and develop a love of the subject

Challenging academic reading will be set to supplement knowledge.

We also encourage reading fictional texts related to different subjects.

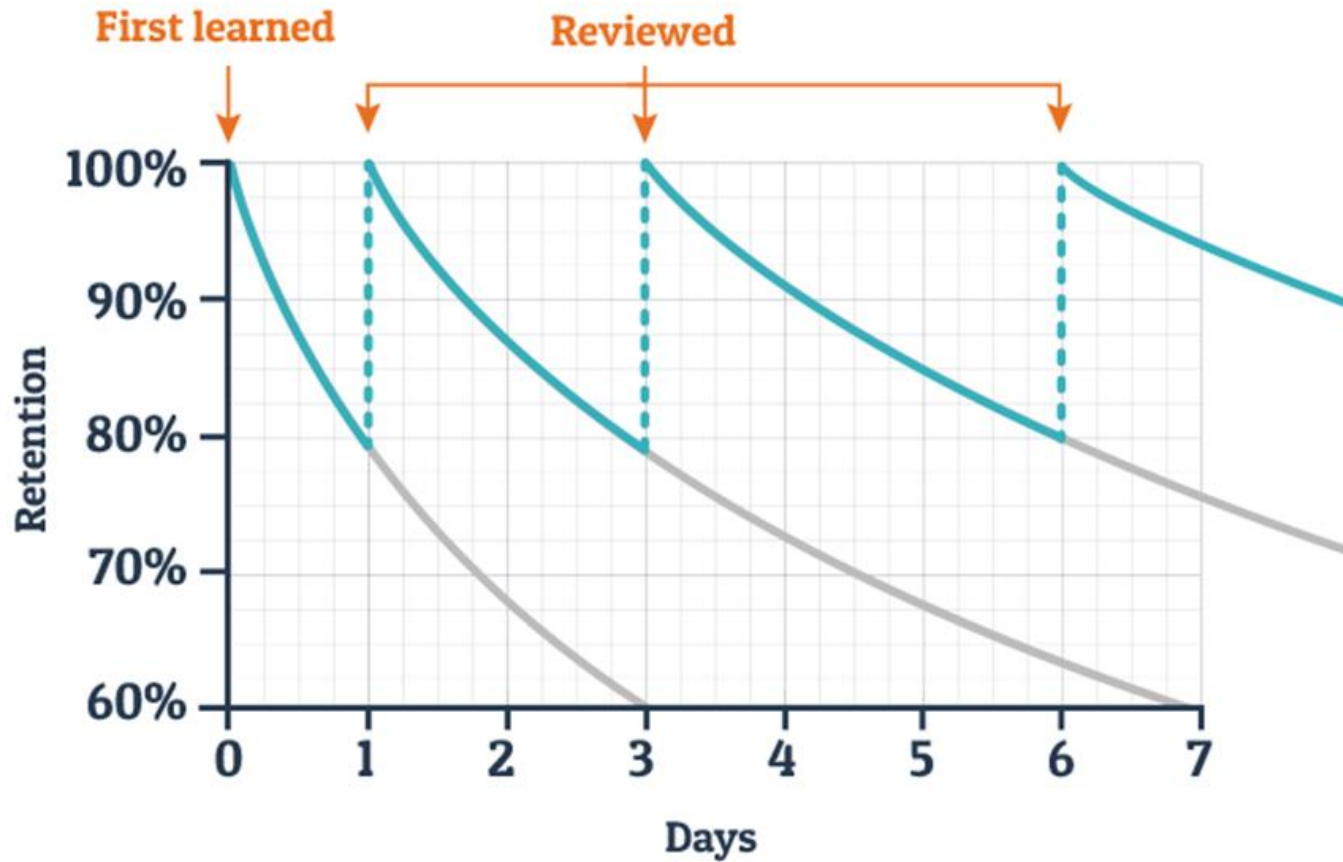
Retrieval practice



‘Learning is defined as an alteration in long-term memory. If nothing has altered in long-term memory nothing has been learned.’

Sweller, J., Ayres, P., & Kalyuga, S. (2011). Cognitive load theory. Springer Science and Business Media.

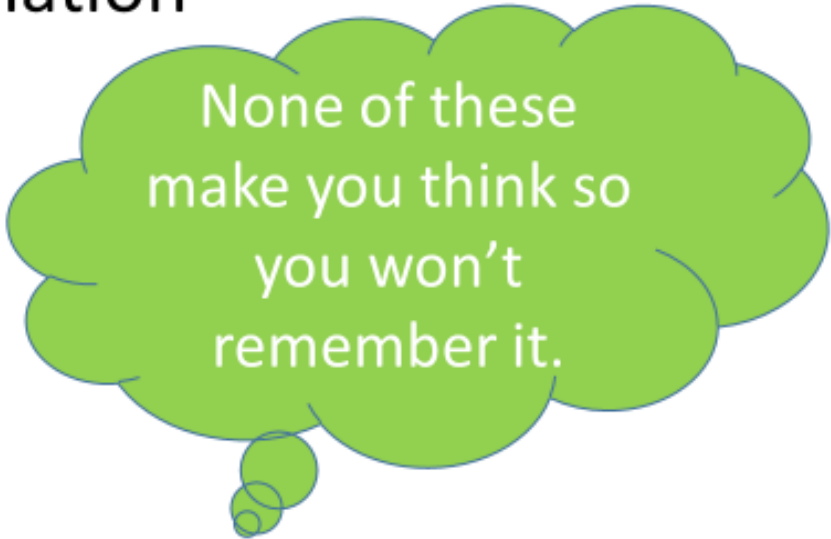
Typical Forgetting Curve for Newly Learned Information



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What is NOT good revision?

- Reading your notes
- Highlighting key information
- Re-writing your notes



None of these
make you think so
you won't
remember it.

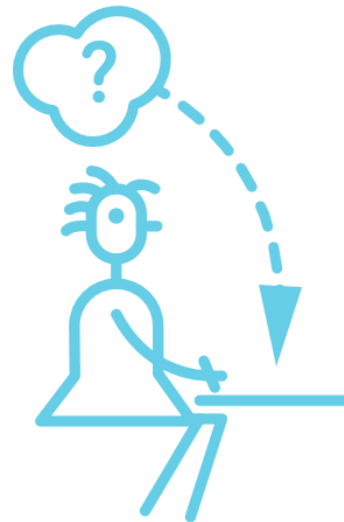
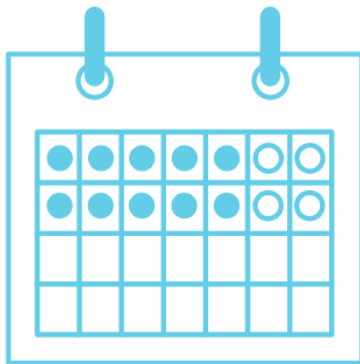




Spaced Practice

HOW TO DO IT

Start planning early for exams, and set aside a little bit of time every day. Five hours spread out over two weeks is better than the same five hours all at once.

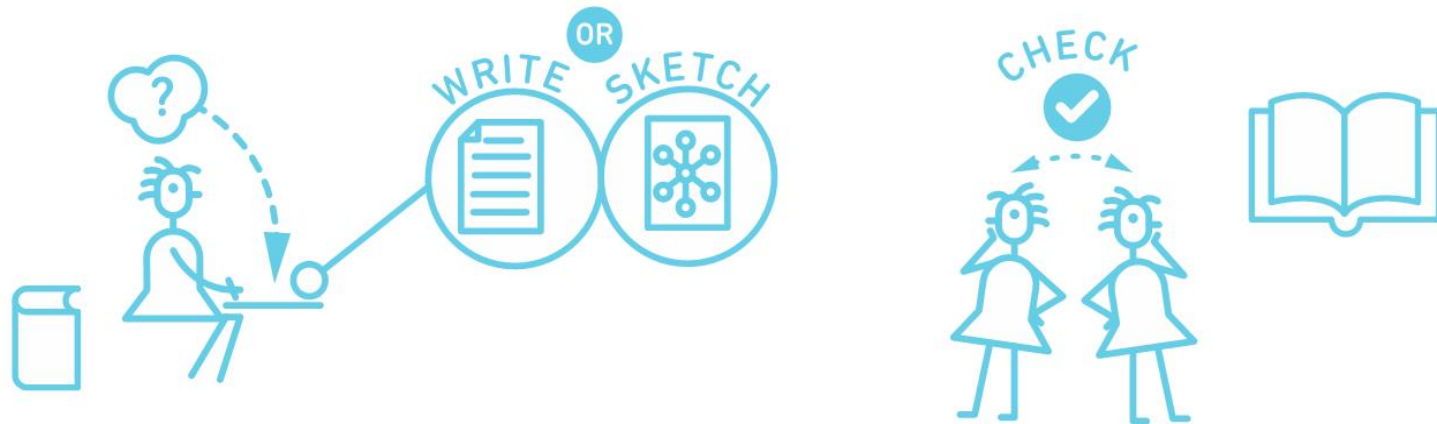




Retrieval Practice

HOW TO DO IT

Put away your class materials, and write or sketch everything you know. Be as thorough as possible. Then, check your class materials for accuracy and important points you missed.

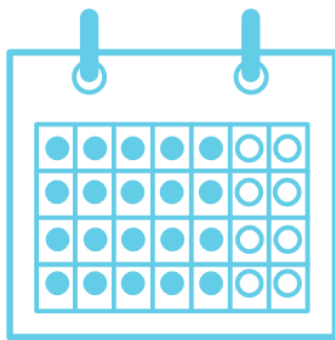




Retrieval Practice

HOW TO DO IT

Take as many practice tests as you can get your hands on. If you don't have ready-made tests, try making your own and trading with a friend who has done the same.





EFFECTIVE REVISION HABITS



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King James's Sixth Form Effective Revision Guide

The Revision Guide



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Your future in safe hands

Exams and assessments are an inevitable and key element of all Sixth Form courses. This guide has been put together to provide you with information to help you prepare for these exams. Revision and exam preparation is a very individual thing. There is no right way of doing it, only the right way for you. This guide does not have all of the answers but it is full of suggestions and advice that could help you prepare and anticipate problems associated with revision. It is then up to you to use it as you think best. We hope you find it useful.

How well you perform in your examinations will largely depend on how much time and effort you put into your class work, homework, assessments and independent studies throughout the year. Your grades will be a reflection of how hard you have worked but they can also be a reflection on how good you are at revising and preparing for exams. Obviously, you increase your chances of being successful in exams if you dedicate time and effort into **EFFECTIVE** revision.

A considerable amount of research has been done into how students learn and which are the most effective ways to revise. The aim of this short booklet is to summarise some of this evidence and provide some top tips to help you maximise your revision and increase your chances of being successful in exams.



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**ACADEMIC PROGRESS
SUPPORTING FROM HOME
MY CHILD AT SCHOOL**

Get the **my child at school.com** app



Attendance



Reports



Timetables



Behaviour



Messaging COMING SOON



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Dashboard *Homepage and Launchpad*

YOU ARE HERE: Dashboard



Buckley, Brooke
Click above to switch student

- Dashboard
- Data Collection Form
- Announcements
- Attendance
- Behaviour
- Exam Timetables
- Homework
- Reports
- Timetable
- Academic Calendar

Attendance

Is Brooke at school?

Period	Subject	Mark
AM	Tutor Group	✔

Announcements

No Announcements data found

Behaviour

Brookes recent behaviour

Date	Description	Status
28/03/23	Above & Beyond	✔
23/03/23	READY pos attitude to learning	✔
08/02/23	Character Ed	✔
16/12/22	ENGAGED GREAT WORK	✔
30/11/22	ENGAGED GREAT WORK	✔

Timetable

What is Brooke up to?

Period	Subject	Class	Teacher	Time
1	Economics	12B/Ec1	Mr B Foley	09:10
2	Economics	12B/Ec1	Mr B Foley	10:10
3	Aspire	Y12 Aspire	Ms J Watson	11:30

Homework

Does Brookes have homework?

Assigned Date	Homework Title	Due Date
29/03/23	Year 12 Government Intervention	17/04/23 (19 days)

Reports

How is Brooke performing?

Published	Report
14/03/2023	Year 12 Learning Cycle 2 (2022 - 2023 Term 2 22/23)
19/01/2023	AtoL Certificate (2022 - 2023 Term 2 22/23)
05/12/2022	Year 12 Learning Cycle 1 (2022 - 2023 Term 1 22/23)
24/05/2022	Year 11 Learning Cycle 3 (2021 - 2022 Summer 21/22)
22/03/2022	Year 11 Learning Cycle 2 (2021 - 2022 Spring 21/22)

Classes

Brooke's Classes

Class Name	Class Details	Attendance
12 SHD/SWY	Tutor Group Mrs S Hodgson	99%
12A/Py1	Psychology Mr S Foster	100%
12B/Ec1	Economics Mr J Philpott	100%



- Dashboard
- My Subjects
- My Timetable
- Exam Timetables
- Homework

Dashboard *Dashboard*

My Subjects More

Subject	Teacher
Economics	Mr J Philpott
History	Ms D Key
Personal/Social/Health	1 Cover
Private Study	Mrs C Stone
Private Study	Mrs C Stone
Private Study	Mrs C Stone
Private Study	Mrs C Stone
Private Study	Mrs C Stone
Private Study	Mrs C Stone
Private Study	Mrs C Stone
Psychology	Ms J Watson

My Timetable More

Period	Subject	Class	Teacher	Time
Tutor Time	Tutorgroup	12 IWA/SWY	Ms S Whyte	08:45
1	Private Study	Pr/11	Mrs C Stone	09:10
3	Economics	12B/Ec1	Mr J Philpott	11:30
5	Economics	12B/Ec1	Mr B Foley	14:15

Homework More

Due Date	Title	Subject	Teacher	Submitted
22/02/2023	Year 12 Economics Homework	Economics	Mr B Foley	✘

How to log-in to Student Portal (2 options)

Option 1

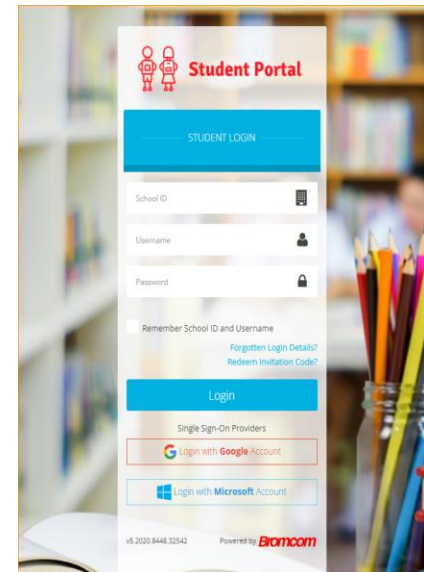
1. Download '**Bromcom Student app**' in the app store
2. Select **Magic Link** and type in **School ID 11433** and Type in your email address e.g. 18jsmith@king-james.co.uk

Option 2

Log on via the internet – www.bromcomvle.com

1. Select **Microsoft login** at the bottom of the page
2. Type in your email address e.g. 18jsmith@king-james.co.uk
3. Type in the password you use to log-in to a school computer.

School ID if requested– 11433



Partnership with parents

- Open Communication.
- We share Learning Cycle data in **December, March** and **June**.
- YR12 Pastoral parents evening – **13 Dec.**
- YR12 Parents Evening – **17 April.**
- YR12 Exams - **w/c 10 -17th June 2024.**
- Attendance/lateness notification (on-line).
- Progress meetings – students and/or parents
- Student voice – feedback/leadership
- Various form of communication, telephone, text, letter, email, school website, MCaS.

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