

25th November 2020

Dear Parents and Carers,

We wanted to write to you at this point to update you about a number of points regarding Year 12.

The students continue to cope amazingly well with all the changes to life at school in light of COVID-19 and we are grateful to them for setting such a good example to our younger students by role modelling excellent behaviour and adherence to our guidance.

## Assessments and Learning Indicators

Two documents have recently been uploaded to Edulink regarding Year 12 progress (students who have joined us in the sixth form should have access to Edulink and parents and carers have been sent log in details separately):

- Learning Indicators which show students' levels of organisation, homework and class effort (please find full detail of what these mean at the end of this letter)
- Targets and Recent Assessment document:
  - Target grades: each student is set both a Minimum Target Grade and an Aspirational Target Grade, in line with how we now set targets in Years 7-11. The Minimum Target Grade is based on the performance of similar students' progress from GCSE compared to the top 20% of schools nationally, and the Aspirational Target Grade is based on similar students' progress from GCSE compared with the top 5% of schools nationally. Both targets are therefore challenging but achievable, and, in some cases, will equate to the same target grade being set for both Minimum and Aspirational targets.
  - The Assessment Grade on the document is based on assessments that took place just before the half term holiday. These assessments may have only covered one aspect of the courses studied (as they took place so early into the course), so do not represent 'current grades' in the subject overall.<sup>1</sup> The next time we communicate regarding Year 12 progress you will see both the assessment grade and a 'current grade', once more of the course content has been covered.

The next formal assessment across all subjects will take place during the week commencing 1<sup>st</sup> February, when students will sit assessments during lessons.

If we have any concerns about students' progress, subject staff or tutors will contact parents to discuss this and put intervention and support measures in place. We are keenly aware that Year 12 had a very disrupted end to their GCSE studies and that their start to Year 12 has not been the way we would do things in a normal year, so we have therefore eased students into assessment in the sixth form in a more phased way than would usually be the case.

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<sup>1</sup> Please be aware that:

- a. due to the course structure, assessments did not take place in BTEC Applied Science or BTEC Public Services.
- b. Maths assessment grades were 'capped' at C at this point in the course

## Ways to support Year 12 students

We have provided below a number of links to help you support our Year 12 students throughout their sixth form studies. We hope you find these to be helpful and we know that parents and carers providing support in this way, alongside the support offered in school, allows our students the very best chance of success.

|                         |  |
|-------------------------|--|
| Careers/future pathways | <ul style="list-style-type: none"> <li>• UCAS: <a href="https://www.ucas.com/">https://www.ucas.com/</a></li> <li>• "Parents &amp; Carers: Helping your child begin their career journey" downloadable guide:</li> <li>• <a href="https://successatschool.us3.list-manage.com/track/click?u=2c038531b25876a2c7c9cf8b1&amp;id=813d83a7e6&amp;e=91e99a798e">https://successatschool.us3.list-manage.com/track/click?u=2c038531b25876a2c7c9cf8b1&amp;id=813d83a7e6&amp;e=91e99a798e</a></li> </ul>  |
| Revision/study skills   | <ul style="list-style-type: none"> <li>• Sensible tips for study approaches/techniques: <a href="https://timfootstudyskills.co.uk/wp-content/uploads/2020/05/9-Top-Study-Tips-for-Starting-Year-13.pdf">https://timfootstudyskills.co.uk/wp-content/uploads/2020/05/9-Top-Study-Tips-for-Starting-Year-13.pdf</a></li> <li>• VESPA mindset booklet – available on Google Classroom</li> <li>• Revision materials: <a href="https://www.thestudentroom.co.uk/wiki/A-Level_RevisionTips">https://www.thestudentroom.co.uk/wiki/A-Level_RevisionTips</a></li> </ul> |
| Wellbeing               | <ul style="list-style-type: none"> <li>• Link to numerous wellbeing support sites/phone lines: <a href="https://docs.google.com/document/d/1_TM4QzAGIVrvcbqh0kk4XSZu633Kc_ktnroPBzsYvc/edit">https://docs.google.com/document/d/1_TM4QzAGIVrvcbqh0kk4XSZu633Kc_ktnroPBzsYvc/edit</a></li> </ul>  |

We hope this letter has provided a useful update. Please do not hesitate to get in touch if you have any questions or concerns.

Yours sincerely,



**Mrs Claire Green**  
Director of Sixth Form



**Mr D Wynn**  
Head of Year 12



# Learning Indicators

## Years 12 and 13

|  | Organisation of Learning   | Meeting deadlines for homework and coursework  | Effort and Focus   |
|--|--|--|--|
| <b>Excellent Learning Habits + (plus)</b>                | <ul style="list-style-type: none"> <li>❖ Plans study time and has all necessary resources.</li> <li>❖ Cross references lesson notes with wider reading.</li> <li>❖ Sets independent and challenging learning tasks for self.</li> <li>❖ Redrafts in response to feedback.</li> <li>❖ Catches up on missed work without prompting.</li> </ul> | <ul style="list-style-type: none"> <li>❖ Work is fully completed with exceptional detail.</li> <li>❖ Work is always handed in according to deadlines in appropriate form.</li> <li>❖ Work is to an exceptional standard.</li> <li>❖ Finds independent solutions for homework problems.</li> <li>❖ Drafts of work demonstrate that peer and self-assessment has been used.</li> </ul> | <ul style="list-style-type: none"> <li>❖ Additional reading, independent learning undertaken.</li> <li>❖ Outstanding interest and desire to learn more.</li> <li>❖ Full contribution made to the lesson.</li> </ul>  |
| <b>Good Learning Habits = (equals)</b>                   | <ul style="list-style-type: none"> <li>❖ Is properly equipped for each lesson.</li> <li>❖ All lesson notes are presented clearly, dated and filed appropriately.</li> <li>❖ Tasks and deadlines are recorded accurately.</li> <li>❖ Responds to feedback and marking corrections where appropriate.</li> </ul>                               | <ul style="list-style-type: none"> <li>❖ Homework is fully completed to an appropriate standard.</li> <li>❖ Work is handed in according to deadlines.</li> <li>❖ Seeks guidance or clarity on homework in advance of deadline if the work is not understood.</li> </ul>  | <ul style="list-style-type: none"> <li>❖ Attentive in class.</li> <li>❖ Classwork rate is steady and an appropriate amount completed in the allocated time.</li> <li>❖ 4 hours of additional work completed outside of lesson time for the subject.</li> </ul>   |
| <b>Learning Habits are a Cause for Concern - (Minus)</b> | <ul style="list-style-type: none"> <li>❖ Only has basic equipment.</li> <li>❖ Folder does not reflect clear organisation.</li> <li>❖ Work lacks clarity or necessary detail.</li> <li>❖ Little effort made to catch up when a lesson is missed.</li> <li>❖ Does not take on board feedback or correct mistakes.</li> </ul>                   | <ul style="list-style-type: none"> <li>❖ Work is not always fully completed.</li> <li>❖ Work is not always handed in on time.</li> <li>❖ Work is not completed to an appropriate standard.</li> <li>❖ Often tells teacher about problems on day of deadline.</li> <li>❖ First draft of work does not reflect any care or thought.</li> </ul>   | <ul style="list-style-type: none"> <li>❖ Less than 4 hours of work per week completed outside of lesson.</li> <li>❖ Negative/complacent attitude to learning.</li> <li>❖ Attendance and punctuality poor.</li> <li>❖ Distracts the learning of others.</li> <li>❖ Lacks a pro-active approach to learning.</li> <li>❖ Lack of engagement.</li> </ul> |

