

# YEAR 12 PARENTS' INFORMATION EVENING



Hele's School



WESTCOUNTRY  
SCHOOLS TRUST

# THIS EVENING'S TALK

- What is expected of Post 16 students?
- How can you support your Post 16 student?
- What are the opportunities for Post 16 students?
- How is the Post 16 tutorial system organised?



# The Post 16 Team

**Mr Stone** – Director of Post 16 Education, Assistant Principal

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**Mrs Curtis** – Pastoral Lead for Post 16

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**Mrs Gray** – Administrator

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## **Tutor groups**

12A Dr Parker

12B Mr Smith

12C Miss Finnie

12D Ms Bennett

12E Mrs Earnshaw

Plus 5 Year 13 tutor groups

# WHAT IS DIFFERENT FROM GCSE?

- Changes to friendship groups, as fewer subjects and new tutor groups.
- **Course changes / Consortium courses**
- Demands in/ out of lessons (10 study periods per week, independent)- The “**step up**”
- Increased independence in curriculum – self directed, project work , reading related articles, library study etc.
- Split teaching; most subjects will have 2 teachers.
- No detentions! But still follow up when work is not completed.
- Need to check emails regularly.



	Monday	Tuesday	Wednesday	Thursday	Friday
1	English Language	Biology	French	Study period	Study period
2	<div> <h1>What does a typical Year 12 week look like?</h1> </div>				
3					
4					
5	French	English Language	Study period	Study period	Biology



In addition, all students attend morning tutorial (8.40 – 9.10)







## Year 12 PD

14/09/2023



- Term 1 and 2- Independent Living: Finance and running a household
- Term 3 and 4- Managing your Health and Wellbeing: Relationships and physical, emotional and mental wellbeing
- Term 5 and 6- The Wider World: Careers, world issues and problem solving
- This may be adapted based on discussion and how we move through the course



# MANAGING WORKLOAD

- 27 hours of contact time, over two weeks, for students taking three A Levels.
- 3 lessons set aside for independent study (one for each subject per fortnight.)

**= 30 hours per fortnight *in school***





# MANAGING WORKLOAD

- In addition, the same amount of time (30 hours) should be spent on work *outside* of the classroom per fortnight.
- Study periods provide 20 hours of time in school for work per fortnight!



# The Tutor Programme: Thursday 12th October 4-7pm Tutor Parents Evening



Introduction to VESPA  
The A Level Mindset



## **Here's what students said are the challenges with Post 16 A level study ...**

- Time management
- Keeping focused in independent study sessions
- Going beyond set work (proactive independent study)
- Falling behind due to missed lessons
- Fitting in school work and extra curricular
- Procrastinating!
- Working independently
- What's the point of all this?
- Work-life balance – part-time work, relationships, driving, social life, family commitments AND trying to do A levels

## A level requires a different mindset to GCSE

- ✓ Self-motivator
- ✓ Positive
- ✓ Independent learner
- ✓ Using initiative
- ✓ Proactive approach
- ✓ Organised
- ✓ Focus and effort
- ✓ Resilience
- ✓ Involved in all areas of 6th form



## Ceiling students and breakthrough students

Research in a school found two types of students at A level:

- Ceiling students – plateauing, underperforming
- Breakthrough students – exceeding targets, great progress



The school looked into these students and found that each group contained a mixture of students with a range of past progress and characteristics. There was no common theme within the groups.

They concluded that **past progress is not a determinant of success in 6th form.**

Students could have performed excellently at GCSE but this does not necessarily carry through to 6th form and has very little to do with academic ability.

**“Effort beats talent when talent doesn’t work hard”**

## The answer...MIND SET

- Further research allowed the school to identify patterns in the behaviours/habits of breakthrough and ceiling students.
- They found it mostly came down to a range of 'non-cognitive skills' such as organisation, detailed note-taking, positivity, resilience and having a goal.
- These all came through as characteristics and behaviours that breakthrough students had and ceiling students didn't – regardless of prior performance.
- **Key message** – your success in 6th form has no relation to your prior success. To achieve you must have the right **MIND SET**.
- The good news? These characteristics are malleable – that means they can be learned and adopted. This follows a growth mind set approach where people believe that their intelligence and performance can grow.



*Time is free, but its priceless. You can't own it, but you can use it. You can't keep it, but you can spend it. Once you have lost it you can never get it back.*



*Time is the most valuable thing that a man can spend.*



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# How can you make the best use of time?

The smartphone brought about a planetary rewiring of human interaction. As smartphones became common, they transformed peer relationships, family relationships and the texture of daily life for everyone.

## The Trouble with Task Switching

The problem with phones are that young people using them switch tasks every few seconds. **Better put, young people *practice* switching tasks every few seconds, so they become more accustomed to states of half-attention, where they are ever more expectant of a new stimulus every few seconds. When students encounter a sentence or an idea that requires slow, focused analysis, their minds are already glancing around for something new and more entertaining.**

## How can you make the best use of time?

- Though all of us are at risk of this type of restlessness, young people are especially susceptible. The region of the brain that exerts impulse control and self-discipline, the prefrontal cortex, isn't fully developed until age 25. Any time young people are on a screen, they are in an environment where they are habituated to states of low attention and constant task switching. In 2017, a study found students, "switched to a new task on average every 19 seconds when they were online."
- In addition, the brain rewires itself constantly based on to how it functions. This idea is known as neuroplasticity. The more time young people spend in constant half-attentive task switching, the harder it becomes for them to maintain the capacity for sustained periods of intense concentration. A brain habituated to being bombarded by constant stimuli rewires accordingly, losing impulse control. The mere presence of our phones socializes us to fracture our own attention. After a time, the distractedness is within us.
- "If you want kids to pay attention, they need to practice paying attention," is how Dr. John S. Hutton, a pediatrician

Time is so important we have to practice and self regulate being attentive!

# Why are we reading?

The philosopher Ludwig Wittgenstein defined the fundamental importance of literacy when he wrote “The limits of my language are the limits of my world.”

**Good literacy (the ability to speak, read and write) allows us to engage with and make sense of the world and society around us.** There is an inescapable link between a person’s level of literacy and their life chances.

**Their health and prosperity in life, whether academic, professional or social will be heavily influenced by their level of literacy..**

# Social Justice: The Importance of Reading



- Each year around  $\frac{1}{4}$  of 11-year-olds do not meet the expected standard in reading at the end of primary school - 1 in 5 of these are likely to secure a grade 4 pass at GCSE English (DfE, 2022).
- **16%** of adults in England have very poor literacy, leading to fewer job opportunities and lower income. (OECD, 2016)
- **57% adult prisoners** in the UK taking initial assessments have literacy levels below those expected of an 11-year-old (Ministry of Justice, 2021).
- **$\frac{1}{4}$  young offenders in the UK have a reading age below that of the average 7-year-old (Prison Reform Trust, 2008).**



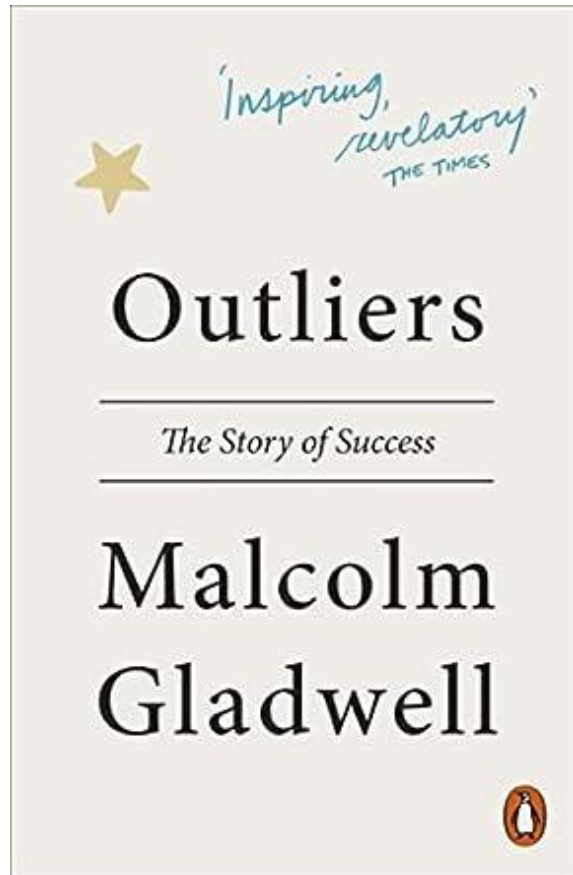
# We can all benefit from reading more.....



- The world can be wonderful, inspiring and full of magic. However, it can at the same time, be complex, contradictory and frightening. **Literature helps us make sense of the human experience. The more we understand about the world around us, the more we can access it, enjoy it, and shape it.**
- For this reason, we are introducing the Tutor Reading Programme in which tutor groups will read three times per week. **There is even an opportunity to read fiction books that entertain and inspire you by provoking thought and consideration about the world around them and their place within it.**







## Outliers by Malcolm Gladwell

- We will be reading this book together during tutor time
- Years 7-10 and 12 are reading during tutor time and Year 12 tutors are reading the same book at the same time

*From the bestselling author of Blink and The Tipping Point, Malcolm Gladwell's Outliers: The Story of Success overturns conventional wisdom about genius to show us what makes an ordinary person an extreme overachiever.*

*Why do some people achieve so much more than others? Can they lie so far out of the ordinary?*

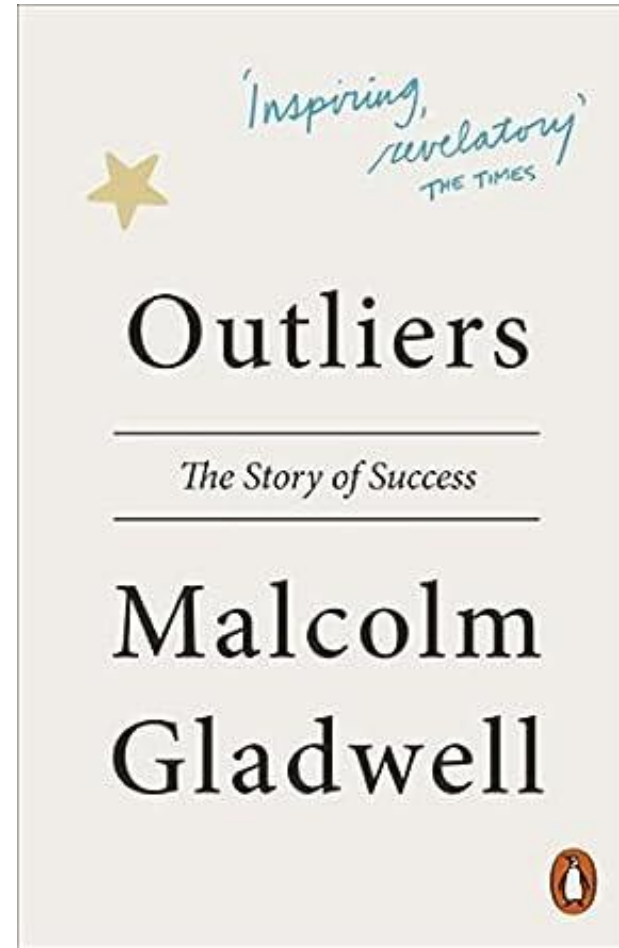
*In this provocative and inspiring book, Malcolm Gladwell looks at everyone from rock stars to professional athletes, software billionaires to scientific geniuses, to show that the story of success is far more surprising, and far more fascinating, than we could ever have imagined.*

*He reveals that it's as much about where we're from and what we do, as who we are - and that no one, not even a genius, ever makes it alone.*

*Outliers will change the way you think about your own life story, and about what makes us all unique*

## How we read

- I'll be doing most of the reading.
- However, I expect you to read silently along with me and track the text with your bookmark.
- So, let's begin. Use the tip of your bookmark to follow the text.



# WHAT ENRICHMENT IS AVAILABLE?



- Combined Cadet Force (CCF)
- Duke of Edinburgh
- Extended Project (EPQ)
- Junior Leadership Team (JLT)
- Mentors
- Drama Productions
- Support in lessons
- Work Experience
- Sports Clubs
- Meal Time Assistants



# PART-TIME WORK?

- Part-time work can be very useful.
- Employment skills.
- Financial independence
- Recommend no more than 8 hours per week.



arrghh..



# PREPARING TO APPLY FOR UNIVERSITY?

Year 12	Year 13
Start researching courses and universities March	Start application - up to 5 choices
Attend open days	Keep to deadlines January 31st
Start planning personal statement	Attend applicant days
Get a summer job or voluntary experience	Continue to do your research



# HOW CAN PARENTS HELP?

- Ask questions; be aware of important dates and deadlines; listen.
- Talk through future plans but don't worry if your son/daughter is undecided or change their minds.
- Attend parents' evenings.
- Let us know if you have big concerns. Your son/daughter's tutor is your first point of contact!





# WORK EXPERIENCE



## Work Experience week

Monday 15th July - Friday 19th July 2024  
(during Enrichment Week)

Students need to source their work experience.  
The school can provide contacts, access to the database,  
developing their CV / personal statement



# COMMUNICATION

1. ClassCharts: available on the app store
2. Messages via intouch, have we got your correct email address?
3. Student email
4. Tutor email
5. Post 16 direct line: 01752 756715 (also absence line)

