

Welcome to Year 12 Parents' information evening

Mr Lach – Deputy Headteacher

Mr Phillips – Head of Sixth Form

Miss Allison – Head of Year 12



Rosebery School Sixth Form

Thank you for being here

It's not Year 11 any more...

BUT

Aims of session

- Overview of sixth form ethos
- Explain the key focus for students
- Give parents overview of student year
- Inform parents of the help and support available
- Explain how to help students set aspirational but achievable targets



Compassionate Intellectual

- Kind
- Healthy
- Question the world around them
- Develop a desire to give back
- Develop a resilience to enable our students to support themselves and others both during their time with us and well into their adult life
- It will also enable them to get the best grades!



Why are the students at Rosebery?

- To get the best grades they possibly can
- To have the best advice and guidance about what to do after Sixth Form
- To achieve their goals



Basic expectations

General Sixth Form

- Attendance at school, tutor time, assemblies 95%+
 - On site P1-4 until informed otherwise
 - Morning attendance where agreed will not affect attendance
- Polite and courteous to all staff
- Suitable clothes for a professional environment
- Attend all school events/ meetings where asked regardless of non-contact time
- With reasonable notice be available any school day from 8:30-15:00



Basic expectations

In all lessons

- Attendance is compulsory to all lessons
 - Staff absence will result in a staffed lesson where possible. Where this is not possible cover will be set and a register will be open in the Sixth Form work area (Mrs Cooley).
- Folder, books, planner and equipment to all lessons
- All class work completed to the best of their ability
- All homework completed and independent work undertaken (IST)



Assessment and Reporting

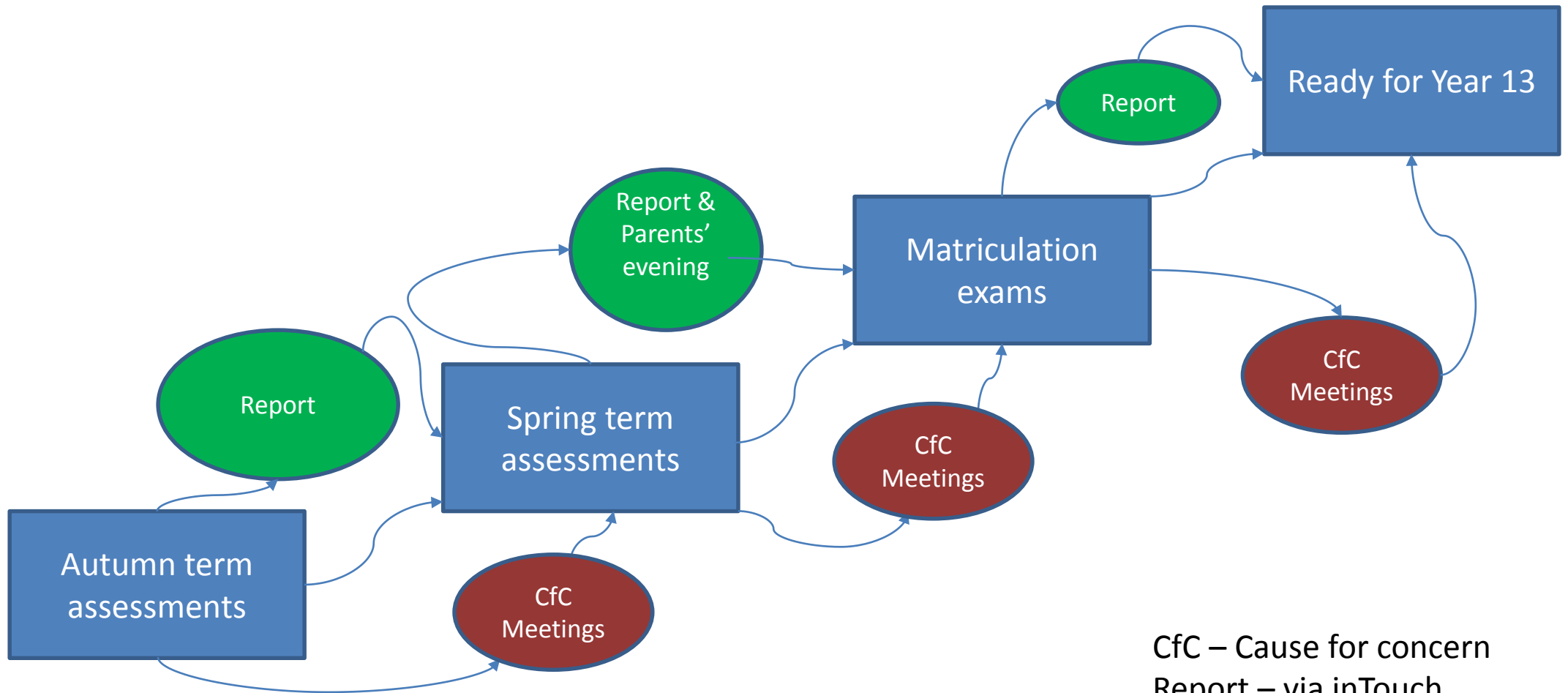
Termly

- Initial diligence (October)
- Report in second term followed by parents evening
- Meetings with sixth form team
- Assessment schedules
 - What is being taught, assessed and when?



English Literature Year 12	Autumn Term			
	Half Term 1 Teacher 1 Novel text	Half Term 1 Teacher 2 Play text	Half term 2 Teacher 1 Comparative novels	Half Term 2 Teacher 2 Play text
Topic content	Students will read / study the novel 'A Thousand Splendid Suns'. They will begin to explore the female protagonists and their relationships with men. They will explore how the contextual factors of the text influence the characters' lives.	Students will read / Study the play 'A Streetcar named Desire'. They will learn about the concepts of Tragedy and how the contextual factors influence the characters in the play.	Students will continue to study the Novel 'A Thousand Splendid Suns' and begin to study 'Tess of the D'Urbervilles'. In doing so they will begin to make the thematic connections between the texts exploring how the texts are similar and different.	Students will continue to read the play 'A Streetcar Named Desire'. They will explore the relationships between the different characters and explore the themes that Williams explores.
Assessment name and type	Half term Assessment / past paper Exam question – on one text	Half Term assessment / Past paper Exam question	End of term assessment / past paper Exam question - comparative	End of term assessment / past paper exam question

Assessment and Reporting



CfC – Cause for concern
Report – via inTouch



Assessment and Reporting

End of Year Matriculation Exams

- Transition from year 12 to 13
- How much have they learnt?
- Year 2 begins after the transition week and student futures
- Attendance, diligence and all assessments throughout the year



Assessment and Reporting

End of Year Matriculation Exams

- Meetings
- Resit opportunity
- It is about supporting the transition rather than trying to catch anyone out



Independent learning time, Enrichment, study skills and the EPQ

Independent learning time

The truth of Key Stage 5 and especially A levels is that for every hour in the classroom you should be aiming for at least an hour outside the classroom

Enrichment

Prefects, DoE, Mentoring, Coaching, Student Futures, HE guidance, Physical mindfulness, Subject based activities, subject immersion trips and activities

EPQ

Equivalent to an AS, final draft completed in Year 12, only for those who want to do it and can cope but available to all.

- Starts with a question in a subject they are interested in
- They research this in detail
- They record the research (work book)
- They then implement this research (discursive essay)
- They then present on the process (presentation)

This together forms the EPQ and demonstrates their ability to complete HE abilities.

Exciting Opportunities

Community



Personal Health and Wellbeing



Achievement



Rosebery School Sixth Form

Setting aspirations

It is ok not to be sure about future plans:

What is the “best version” of your daughter?

What could she realistically achieve?

What does she want to spend her life doing?



Setting aspirations

Once we have the target sheet we will:

Tutor support

Use ALPS, FFT, L3VA data to compare and look for differences

Inform parents through report and meet with students to revise and develop targets and look at progress towards those targets through diligence



Thank you for coming.

- Do not leave without student envelope
 - Future plans information sheet (returned to tutors by Monday 8 October)
 - Data update sheet (return to tutors by Monday 8 October)
 - Key dates
- If you have any questions please stay behind and come to the front.

