



URSULINE SIXTH FORM

Welcome to **Year 13**

Information Evening

Tuesday, 12th September



Welcome

Mr Kelly
Headteacher



Ursuline
SIXTH FORM
WIMBLEDON

Belong and Succeed



URSULINE SIXTH FORM

'Pilgrims of Faith'

(1:8)



Results' Day 2023



A Level Results' Day



GCSE Results' Day



Prayer of Saint Angela



Gracious God,
Let us remain in harmony,
United together;
All of one heart and one will.
Let us be bond to one another
By the bond of love,
Respecting each other,
Helping each other,
And bearing with each other
In Jesus Christ.
For if we try to be like this,
Without doubt,
You, Lord God,
Will be in our midst.
Amen

Teaching and Learning

Mr Didier Adam
Deputy Headteacher

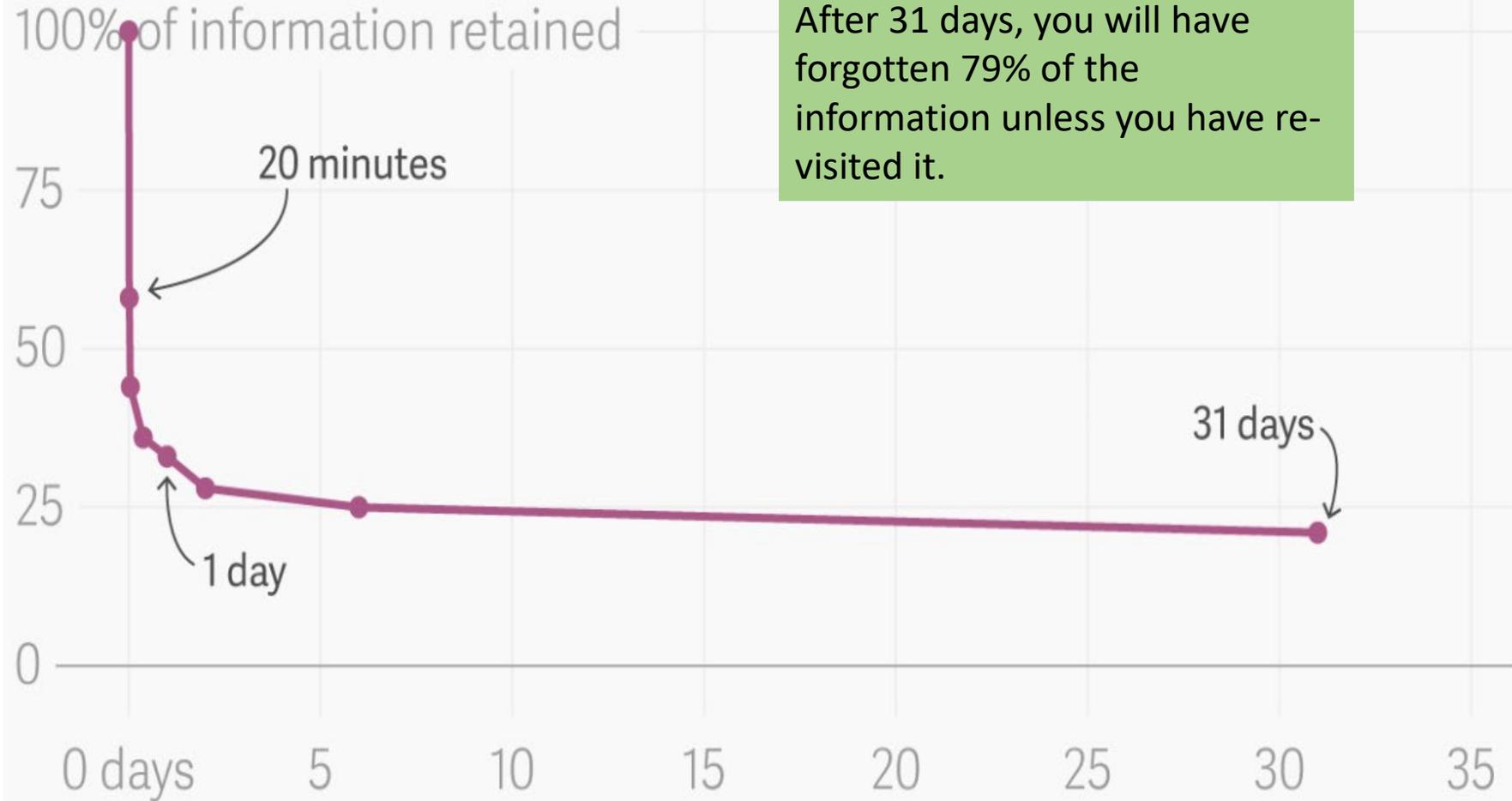
Teaching and Learning

What's different between Year 12 and Year 13?

1. *The quantity of work:* students need to continually revise Y12 content in addition to learning the new Y13 content. This means a much greater workload just to sustain the same grades as in Y12.
2. *The complexity:* many Y13 topics have more complex content in Y13 as we move post AS content. Many subjects build on knowledge and skills learnt in Y12.
3. *The expectations:*
 - a) 100% attendance
 - b) take ownership of learning
 - c) study 30 hours a week outside of lesson time



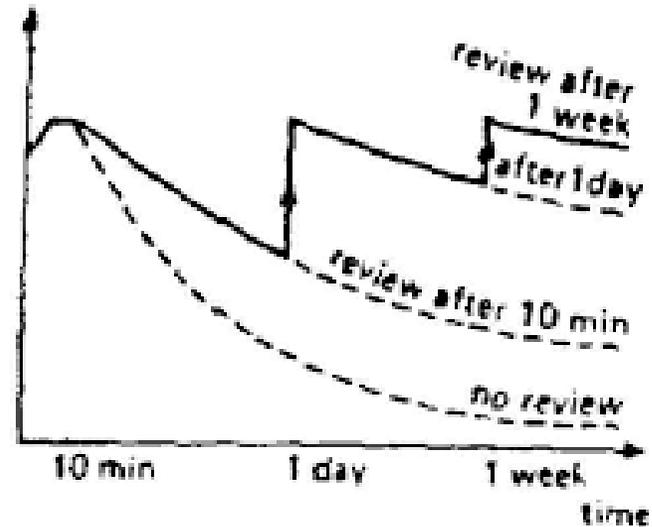
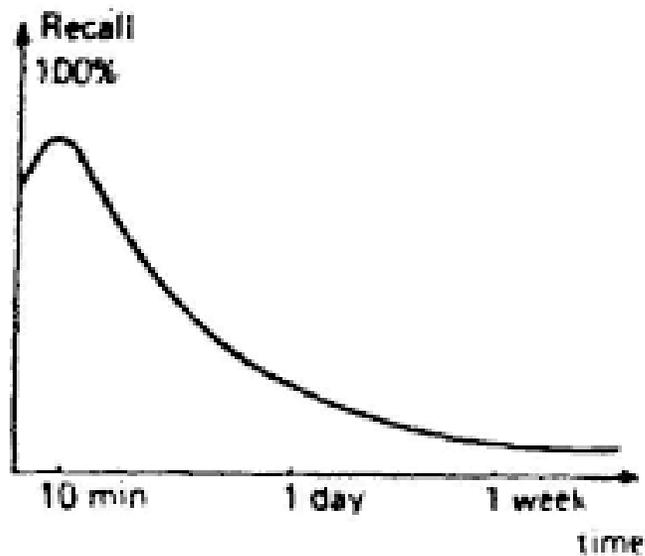
The forgetting curve



After 31 days, you will have forgotten 79% of the information unless you have re-visited it.

Revisiting daily and weekly

- Need to revisit little and often to refresh knowledge
- Go over the work at the end of each day, then 3 days later and then 1 week later



Long term memory

Learning and revision of Y12 work need to happen regularly in Y13.

- **Do** integrate learning into a clearly-established routine: daily review and weekly review
- **Do** revision cards at the end of each topic (half-termly as a minimum)
- **Do** use the cards to revise frequently, without waiting for an assessment to start revising.
- Re-**do** past exam questions, get them assessed and act on the feedback.
- Revision must be active i.e. **don't** read, highlight or underline.

Mindset

- **V**ISION: How well do you know what you want to achieve? What are your goals?
- **E**FFORT: How many hours of **independent** work do you do?
- **S**YSTEMS: How do you organise your learning and your time? e.g. daily & weekly revision, making revision cards, managing your time to meet deadlines...
- **P**RACTICE: **What kind of activities** do you do to practise your skills? E.g. e-drafting, doing additional questions/essays, wider reading, going back to teachers with questions
- **A**TTITUDE: How do you respond to setback?



Assessment Calendar

Assessment dates can be found in the student planner.

Key examinations in Y13

- September A Level assessment: 1 paper sat in exam conditions w/b 18th September
- Mock exams: 30th October - 7th November (including during INSET days)
- Mock exams: 19th – 28th February (A Level Mocks)

Students achieving a U in Mocks will be withdrawn from the subject.



NEA

NEA (Non-Examined Assessment) is the term for coursework at A Level. This applies to: Art, English Language, English Literature, Geography, History, Music, PE and Photography.

All BTEC and T Level students have coursework units to complete too.

Teachers will give students clear deadlines to meet.

Once moderation has taken place, teachers will give the marks to the students. Teachers will not give grades as boundaries change every year.

An appeal window then opens for 5-10 days. There needs to be a valid ground for an appeal, i.e. not just the fact a student is not happy with the mark given.



External Examinations

A Level: due to start mid-May, earlier for Oral exams.

Vocational: all Y13 BTEC students will have external exams in January; re-sits are possible in May/June.

T Level examinations: Digital and Lab Science Y12 re-sits from 31st Oct to 25th Nov; Y13 Occupational Specialism (Dig: 7th Feb-20th May; Lab: April/May tbc)

GCSE Re-sit Examinations: Autumn series start on 30th October



Discussions with staff

19th October & 20th October:

Academic Review Day

Individual appointments to meet with the tutor to discuss progress.

17th January 2024: Year 13 Parents' Evening

Individual appointments with subject teachers to discuss progress and set targets. Venue: Ursuline High School.

Reporting

Interim Reports online

October 2023 (ready for ARD)

December 2023 (Nov Mock grades)

February 2024

March 2024 (Feb Mock grades)

Subject target report

January 2024 (ready for Parents' evening)

March 2024 (online)

External results

January 2024 for GCSE November re-sits

March 2024 for BTEC January exams

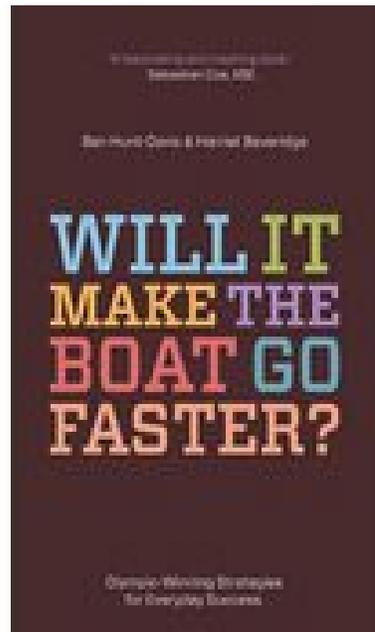
15th August for all A Level and VTQ Results

22nd August for GCSE re-sits



How can parents help?

- Engage with the school and your son's/daughter's learning
- Attend ARD and parents' evening
- Ensure your son/daughter has 96%+ attendance
- Challenging conversations at home about progress
- Check the files (homework, IL, wider reading, additional practice)
- Check daily and weekly review of learning takes place
- Ensure revision cards are made every half-term
- Read teachers' feedback and what needs to be done to improve
- Encourage not to take a part-time job if possible
- Ensure access to a working laptop
- Provide a quiet space for study



Beyond Ursuline

- 93% of our 2023 leavers went on to University
- Medics Programme - 1 student went on to study Medicine
- STEM – 21% of students went on to study a STEM subject at university
- 40% of students went to either a Russell Group or Sutton Trust Top 30 University
- Apprenticeships – 3 students went on degree apprenticeships (IBM, Canary Wharf Group)

Preparation for future destinations

- Dedicated Oxbridge Co-ordinator
- Targeted Medics support in conjunction with Oxford tutors (preparation for admission tests and interviews)
- Dedicated Sixth Form Advisor
- Extensive range of presentations and talks from university admissions tutors, ex-students and experts in their field (face-to-face and webinars via Teams)



What should students do from now...

- Make sure decision about next step has been made and discussed with family and school.
- Research using careers platforms such as Unifrog Post-18 career paths – University / Apprenticeship/ School Leaver Programmes.
- Register for Pathways Careers Training & Mentoring Programme – meeting and networking with employers across a range of industry sectors to find out about work experience, apprenticeship and school leaver opportunities (FT, Allen & Overy, Accenture, The Co-op and many more).

Careers Programme – University route

- Careers appointments to support with UCAS applications.
- UCAS –research, apply, interviews, offers, firm and insurance choices, clearing, adjustment.
- Review of personal statements by university admissions teams.
- Preparation for Admission tests for Oxbridge/ Medics.
- Mock interviews for Oxbridge/ Medics.
- Student finance –maintenance and tuition loans.
- Preparing for university life talk.



UCAS Key Deadlines

- Early entry (Oxbridge/Medics/Dentistry)
Personal statements must be completed by 20th September.
- All other applicants
Personal statements must be completed by 13th October
All applications should be sent to UCAS by October half-term
- If students are unhappy with their PGs (predicted grades) and want to use the September A Level assessments to review all of their PGs, they must complete the form: <https://forms.office.com/e/K4VkTYpLXd>



Careers Programme – Apprenticeship & Gap Year route

- Careers interviews to decide post-18 plans ongoing throughout Year 13
- Apprenticeship workshops –research & interview skills – Ask Apprenticeships
- Review of CV, application forms, mock interviews and assessment centre briefing for apprenticeship, internship and full-time employment positions
- Support with applying to university once gap year complete



Routines, Attendance, and Pastoral Care

Ms Miriam Hollis

Head of Year 13

Miriam.Hollis@ursulinehigh.merton.sch.uk



Attendance – Our Expectations

- To reach their potential a student needs **at least 96% school attendance**
- **In an exam year, no student should miss school unless absolutely necessary.**
- To help us, we need to know if a student is not attending by 8.00am as this is a safeguarding duty.

- **Any student under 90% is classified by the local authority as a persistent absentee** and they will be on a supportive attendance action plan
- **The link between good attendance and good outcomes in the 6th form is very clear**, and we want every student to reach their potential.

Attendance – Impact on Outcomes

	Equivalent of...	Learning lost per year...
95%	Half a day off every 2 weeks.	2 weeks
90%	A day off every 2 weeks.	1 month
85%	A day and a half off every 2 weeks.	Half a term
80%	A day off every week.	Over half a term

Punctuality – Our Expectations

- Our punctuality plan aims to help our students become dependable young adults who are **reliable and disciplined** - all key traits of successful people in life.
- Every week, **their HoY and tutor will check their punctuality and communicate with you if there are any concerns.**
- If a student arrives late, without a valid reason, they will have a **same day consequence.** They must have evidence of a valid reason.

Dress Code

- The purpose of our dress code is for students to **develop a sense of what is appropriate to wear in a formal working situation** without enforcing a uniform, and to set an example to the younger students and for high standards of appearance to be visible within the community.
- Sixth Form dress code is a **reflection of our high standards** and professionalism.
- Female students are required to wear a **smart blazer, professional blouse or shirt, trousers or skirt, and formal black shoes.**
- Male students are expected to wear a **suit with a shirt and tie.**

Pastoral Care and Wellbeing

- Every student's wellbeing is of the utmost importance to us.
- We know **positive mental health & emotional well-being are key to them reaching their potential.**
- Pastoral team in the Sixth Form: Mr Adam, Mr Ryan, Ms Hollis, Mrs Gilmore, Ms Wild & Ms Boateng.
- **Access to counselling and support in school through referral** (School Counsellor, Education Welfare Practitioners, School Nurse or Mental Health First Aiders).
- We work with external agencies to provide support to students (CAMHS, Off The Record, Kooth).
- Our **PSHE Curriculum** is designed to promote healthy relationships and positive health and well-being.
- **Police Community Support Office** (PC Gunn) works with us to educate and support students.

Bursary Fund

Provides financial support to support students from low-income backgrounds.

The funding can be used towards – transport, clothing meeting dress code policy, educational books, stationery, university open days, etc.

Eligibility: There are two types of Bursaries:

- 1) Vulnerable Bursary – e.g. for students in care
- 2) Discretionary bursary – Students who have a total household income of £30,000 or less (including benefits) OR received free school meals in year 11.

Application: Your son/daughter must collect the application form from Miss Pinto and hand this in completed with financial evidence to Ms Dancisinova **by Friday 29th September.**

Terms and conditions: Your son/daughter must maintain attendance above 96% to receive the bursary.

Further information:

Miss Pinto georgina.pinto@ursulinehigh.merton.sch.uk; policy [Bursary-Policy-2024.pdf \(ursulinehigh.merton.sch.uk\)](#)

Personal Development - PSHE

- Year 13 have a PSHE session period 2 every Tuesday
- This will be delivered by their form tutor
- In KS5, we have a clear and comprehensive scheme of work in line with the National Curriculum. The PSHE curriculum has three core learning themes:
 - health and wellbeing
 - relationships and sex education
 - living in the wider world
- The sessions will provide a safe space for the students to discuss and reflect on important issues in a co-ed environment.

Personal Development – General RE

- Students complete a general RE programme that enables them to articulate and be proud of their faith and personal beliefs while respecting the beliefs and values of others.
- They cover: Fratelli Tutti, Feminist Theology, Ethical Theories, Philosophical Religion, and Church History
- Last year, an evaluation of your child's year group revealed that 88% of students felt the course fostered a culture of encounter and helped them deepen their understanding of their own spiritual journey.

Contact Details

- Ms Hollis, Head of Year 13
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- Mr Ryan, Assistant Headteacher 6th form Pastoral
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- Mr Adam, Deputy Headteacher 6th form
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- Mr Vvedenskiy, Head of Careers and Sixth Form careers advisor
Evgeny.Vvedenskiy@ursulinehigh.merton.sch.uk
- Miss Pinto, Bursary fund
Georgina.Pinto@ursulinehigh.merton.sch.uk
- Ms Dancisinova, Sixth Form Administrator
Maria.Dancisinova@ursulinehigh.merton.sch.uk