



URSULINE SIXTH FORM

Welcome to **Year 13**

Information Evening

Tuesday, 20th September



Welcome

Ms Julia Waters
Headteacher



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**



URSULINE SIXTH FORM

**‘You will be
my
witnesses’**

(1:8)



Teaching and Learning

Mr Didier Adam
Deputy Headteacher

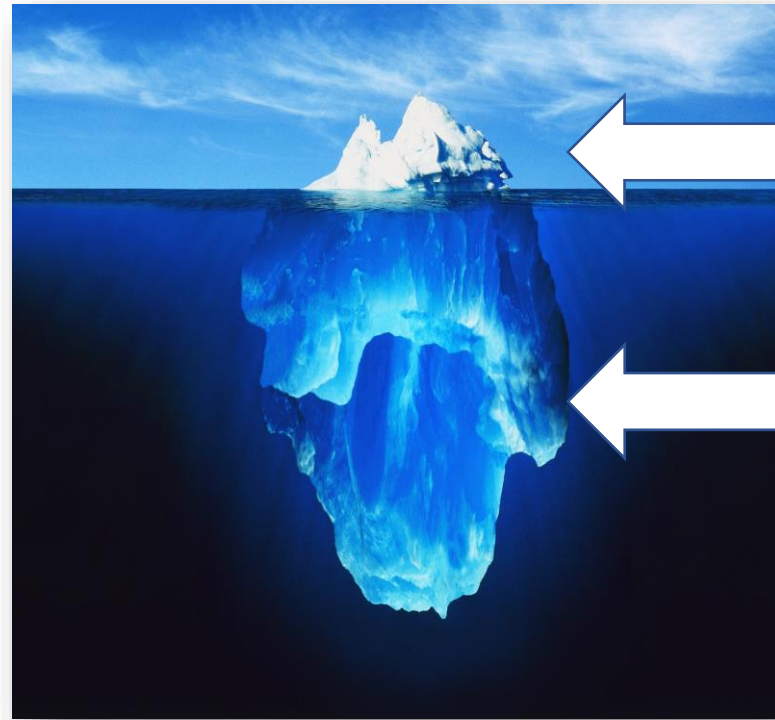
6th Form Teaching, Learning and Assessment & Standards

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*: students are expected to have 100% attendance and take ownership of their learning. Students in Y13 are expected to study minimum 30 hours a week outside of school time.

The Educational Iceberg



← **Grades**

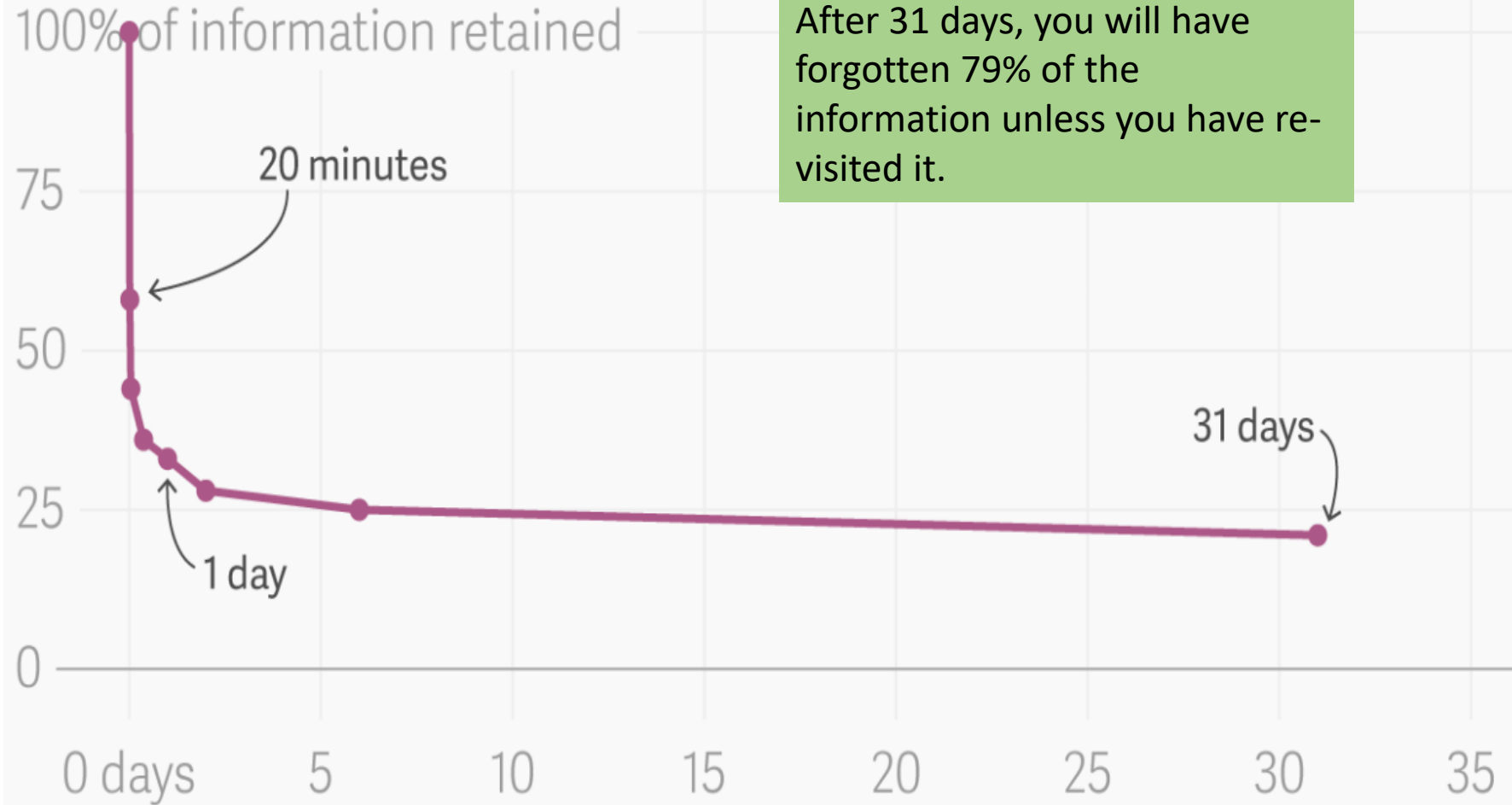
← **Everything else:**
Practice
Effort
Resilience



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IF YOU
FAIL TO
PREPARE
PREPARE TO
FAIL

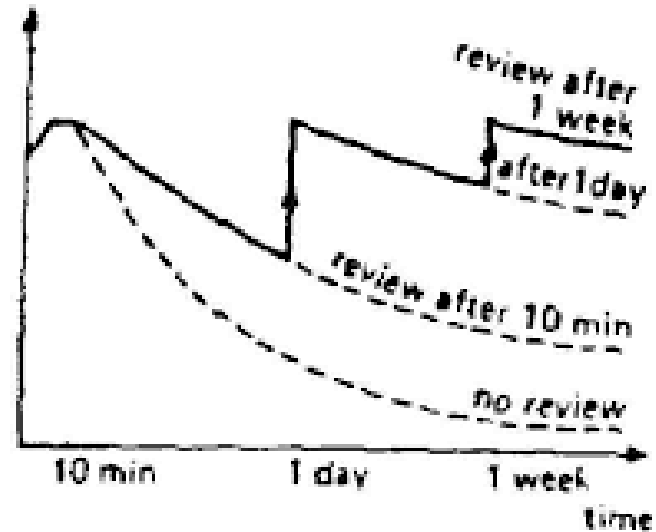
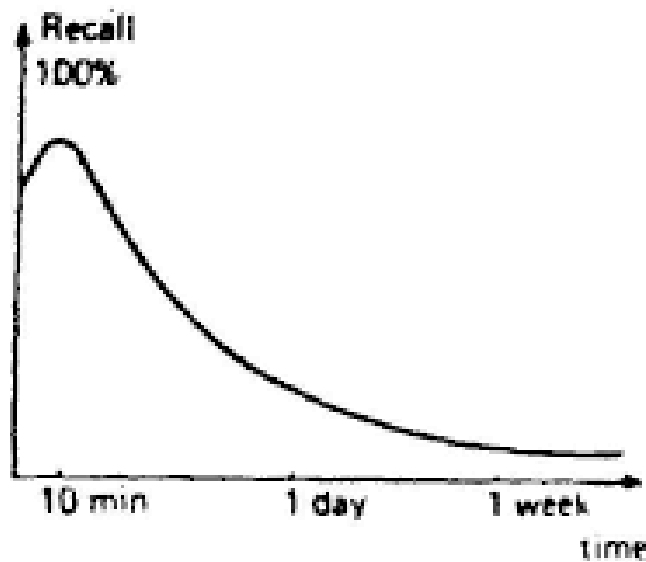
The forgetting curve



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



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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?



Long term memory

Revision and consolidation of Y12 work should happen constantly in Y13.

- **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.
- **Do** integrate revision into a clearly-established routine: time/place/who with...
- 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.

Teaching and Learning

Teaching and Learning focused on

- *Challenge*: probing questioning and high expectations
- *Checking the learning*: questioning, use of mini-whiteboards, dialogue and discussion
- *A Culture of Encounter*: teachers know the students well, including what they find difficult, the gaps in knowledge and set targets accordingly.
- *Consolidation*: assessments continually check on prior learning to ensure learning is committed to long-term memory through frequent revision.

Blended learning

In Files:

- EMB tracker
- Any written EMB assessment filed in the relevant area
- Assessment feedback sheets for marked pieces of work (fortnightly)
- The Big Picture sheets for each unit should be at the start of every unit of work
- All written classwork dated and linked back to online resources

All Y12 work needs to be printed and filed.

All files must have a Content section + 4 dividers for:

- All Homework
- All Independent Learning
- All Wider Reading notes.
- All Additional practice questions/essays...

On Teams / OneNote

- Separate section for each unit,
- All worksheets in appropriate unit of work
- Revision Materials
 - The specification and SOLs
 - Past papers, bank of exam questions & examiners' report
- Wider Reading booklet

Wimbledon College uses **Google Classroom** for assignments and homework. She will have received a login to access Google from WC.

Assessment Calendar (1)

All assessment dates can be found in the student planner.

2 sets of Mock examinations in Y13

- 1st Mock: 31st October - 8th November (including during INSET days)
- 2nd Mock: 20th February – 1st March (A Level Mocks)



Assessment Calendar (2)

Date	Assessment Calendar
5 th October	1.30pm Psychology Walking Talking Mock
7 th October	1.30pm Y13 Biology full paper practice
31 st October – 8 th November	Y13 Mock Examinations (exams will take place during INSET days)
7 th December	1.30pm Y13 English Language and Business full paper practice
9 th December	1.30pm Chemistry and Religious Studies full paper practice
6 th January	1.30pm French, German and Geography full paper practice
11 th January	1.30pm Y13 English Literature and Economics full paper practice
13 th January	1.30pm Y13 Maths and Further Maths full paper practice
18 th January	1.30pm Y13 Sociology full paper practice
20 th January	1.30pm Y13 Biology and History full paper practice
25 th January	1.30pm Y13 Spanish, Physics and Politics full paper practice
27 th January	1.30pm Y13 Psychology full paper practice
20 th Feb – 1 st March	Y13 Mock Examinations (exams will take place during the INSET day)

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)

A Level and BTEC students achieving a U in the Mocks will be will not be entered for the final exams in that subject.

GCSE Re-sit Examinations: Autumn series start on 31st October



NEA

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

All BTEC and T Level students have coursework units to complete throughout the year.

In Biology, Chemistry and Physics, students also need to complete and pass all their practicals (called CPAC). These are not graded, but failure to pass them would result in a U grade.



NEA (2)

Teachers will give students clear deadlines to meet.

Final deadlines for submissions are in the planner. They will not be extended.

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, not just the fact a student is not happy with the mark given because they want a higher mark.



Discussions with staff

20th October (p5/6) & 21st October (p1-5):

Academic Review Day

Individual appointments to meet with your daughter's tutor to discuss progress

12th January 2023: Year 13 Parents' Evening

Individual appointments with subject teachers to discuss progress and set targets. Venue: Wimbledon College.

Reporting

Interim Reports online

October 2023 (ready for ARD)

December 2023 (Nov Mock grades)

February 2023

March 2023 (Feb Mock grades)

Subject target report

January 2023 (ready for Parents' evening)

March 2023 (online)

External results

January 2023 for GCSE November re-sits

March 2023 for BTEC January exams

17th August for all A Level and VTQ Results

24th August for GCSE re-sits



How can parents help?

We need your active engagement:

- Ensure 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
- Ensure access to a working laptop
- Attend ARD and parents' evening
- Provide a quiet space for study



Routines, Attendance, and Pastoral Care

Ms Amanda Osei

Head of Year 13

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Morning Routine – Form Class

- Students must **arrive to school by 8:30am**; they will be welcomed by me and their tutors
- Registration in their **form room from 8:35-8:50am**.
- Their tutor is their **first point of contact in the morning**. Our tutor team is there to support them at the beginning of each day. This is essential in Year 13.
- **High standards expected** – behaviour, attendance, work ethic, and dress code. These standards will be reinforced by tutor, and they help create a disciplined environment – something that is key to success in Year 13.
- It is **essential each student starts the day off ready to learn if they want to succeed in Year 13**.

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.**

Attendance and Punctuality - Context

- The government guidelines are very clear - pupils need to attend school regularly to benefit from their education
- Missing out on lessons leaves children vulnerable to falling behind.
- **Children with poor attendance achieve poorer outcomes in their A Level exams.**
- The government expects us to:
 - *promote good attendance and reduce absence, including persistent absence*
 - *act early to address patterns of absence*
 - *parents to perform their duty by ensuring their children are registered at school attend regularly*
 - *all pupils to be punctual to their lessons*

Attendance and Punctuality – Our Expectations

- We expect every student to have **at least 96% school attendance**
- **No student should miss school unless absolutely necessary.**
- We must know if a student is not attending by 8.30am as this is a safeguarding duty.
- **Phone calls home daily** for any unexplained absence
- We monitor all students
- **Any student under 90% is classified by the local authority as a persistent absentee** and they will be on an attendance action plan
- Face to face parental meeting will be required for students classified as persistent absentees.
- Again, I can't stress enough that **the link between good attendance and good outcomes in A level exams is very clear**, and we want every student to reach their potential.

Attendance and Punctuality – 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

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 support within Sixth form team**
 - Safeguarding team
 - School Counsellor/Nurse
 - We work with numerous external agencies as appropriate – Off The Record Counselling, Kooth Online Counselling, CAMHS etc.
- **Access to counselling and support in school through referral** (School Counsellor, Education Welfare Practitioners, School Nurse or Mental Health First Aiders)
- Our **PSHE Curriculum** is designed to promote positive health and well-being
- **Internal and external support is signposted** in all form rooms and common rooms.
- **Police Community Support Office** (PC Gunn) works with us to educate and support students.

Leadership Opportunities, Inclusion, and Personal Development

Mr Brendan Ryan

Assistant Headteacher

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Equalities, Diversity and Cohesion

The Ursuline Sixth Form has a clear policy on inclusivity, and we respect all the protected characteristics:

- Age
- Disability
- Gender reassignment
- Race and ethnicity
- Sex
- Sexual orientation
- Religion



We are an inclusive community, and we are here to support all our students.

Equalities, Diversity and Cohesion – Student Voice

- **Student voice** is incredibly important to us, and throughout the year, **we will continue to seek feedback from our students** about how we can continue to support our ethos of inclusivity in the sixth form.
- We have **groups for students to join**, and we run a **several learning conferences** across the year to promote, amongst other things, our commitment to inclusivity.
- For example, last year, your **child's year group led conferences** about female empowerment and celebrating the successes of all communities. And they ran a wonderful **cultural day** where they celebrated the diversity in our sixth form.

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 you to discuss and reflect on important issues.

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.

Personal Development – Building Discipline

Why is discipline important for students to achieve success in Year 13?

- When it comes to studying, it's crucial to remember that **consistency and persistence are the two biggest keys to success.**
- Disciplined students are **organized in their studies.** They keep a schedule that prepares them for the classwork, homework, tests, and exams. They are regular with attendance and participate actively in all the classes.
- Disciplined students **are goal-oriented.** They understand that goals bring success and allow them to achieve their respective targets.
- Disciplined students **seek out constructive criticism and work hard to achieve their goals.**
- Disciplined students **understand that time is precious and spend it wisely.** They set aside time to review their previous works and work accordingly to achieve their goals on time.
- Quite simply: they know what they want, they set goals, and they take action.

Parent Communications

- The Ursuline High School is committed to effectively communicating with our parents and carers.
- We have a **clearly defined marketing communications strategy in place which is reviewed regularly** to ensure it meets the needs of our parents/carers.
- We **communicate with the both the primary and secondary parents – where we have a valid email and the parent has parental responsibility**. There are a few exceptions where we may need to communicate with primary parents only, for example Consent Requests and Parent Meeting Bookings. This is to avoid receiving two responses back which causes confusion.
- We also communicate with the 6th form student, where appropriate.
- **Please ensure you let us know if your details change.**
- Our strategy **includes a wide range of mediums** including Weduc (our communications app/web portal), email, information meetings, academic review meetings, progress reports, newsletters, our website and other school collateral where appropriate.
- In addition to Weduc, we use ParentPay, Progresso, Microsoft Teams and Evolve for school trips, to support various elements of your child's learning journey. We are reviewing the process for giving trips consent and will email you soon with details.
- We have **an active presence on Instagram and Twitter** - do please give us a follow at @uhswimbleton and join our growing social community.

Weduc

- **Weduc is our communications tool and is accessible via app or web portal.**
- **In addition to receiving messages from the school, parents can use Weduc to report an absence, view historical absence records, read our newsfeed and access our website and other portals including Parent Pay, Progresso, and Evolve. Over time more and more features will be made live.**
- **All primary parents/carers will have by now received an email with joining instructions and a personalised code.** Students are not invited to Weduc, we send all emails to their official Ursuline email mailbox.
- To ensure you do not miss messages from us, many of which are urgent and important, **we recommend Weduc app users enable notifications.** Weduc web portal users cannot enable notifications and we therefore ask that you log in daily. To help ensure you don't miss any messages, web portal users will also receive duplicate messages to their email mailbox.
- Visit the [Communications page of our website](#) for more information about our Parent Communications Strategy including our Weduc FAQs.
- Any technical queries regarding Weduc or any of our portals, should be directed to ITHelpdesk@ursulinehigh.merton.uk

Careers and Destinations

Mr Ben Barton

Assistant Head teacher

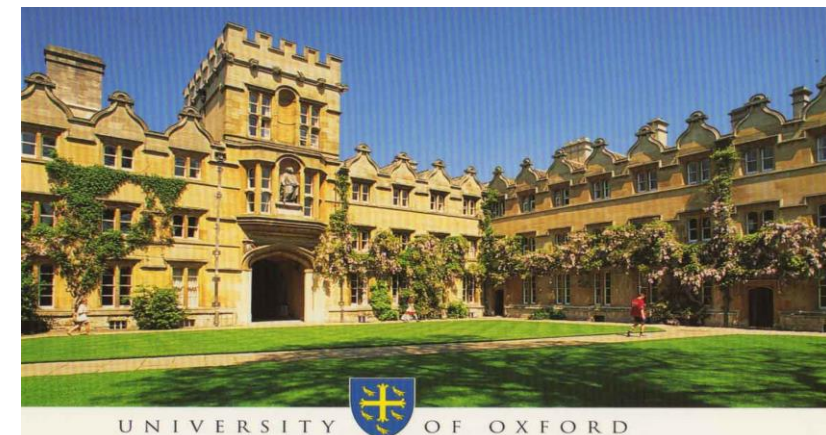
ben.barton@ursulinehigh.merton.sch.uk

Beyond Ursuline

- 89% of our 2021 leavers went on to University (AV 89-92% each year)
- Medics Programme - three students went on to study Medicine, with one student going on to study Dentistry
- STEM – 34% of students went on to study a STEM subject at university
- 45% of students went to either a Russell Group or Sutton Trust Top 30 University
- After one year of follow-up at university, 97% of students have completed year 1

Preparation for future destinations

- Dedicated Oxbridge Co-ordinator
- Targeted Medics support in conjunction with Medic Mind
- Dedicated Sixth Form Adviser and a T Level Industry Placement Officer
- 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...

- Predicted grades process for UCAS
- 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)

UCAS Predicted Grades

- Due to the decreasing flexibility regarding entry requirements (by many universities), we will be amending our predicted grades process moving forward (from this year).
- PGs will be calculated using target grades, end of year 12 exams and November mock data (for students not applying for early entry – Medics and Oxbridge).
- Where there is a big disparity between assessments I will contact parents/guardians to discuss.
- Should a student wish to appeal their PG they should follow the process that will be sent out to them by email. We will use Autumn A assessment data, in addition to the information above, to assess whether there is a viable reason to make adjustments.

Careers Programme – University route

- Careers interviews to review CVs, discuss career post-18 destinations, assist with researching work, shadowing opportunities, and confirming a Post 18 pathway
- UCAS –research, apply, interviews, offers, firm and insurance choices, clearing, adjustment
- Review of personal statements by university admissions teams
- Mock interviews
- Student finance –maintenance and tuition loans
- Basic financial principles – Lloyd’s Bank
- Preparing for university life talk
- Bi-weekly Careers Bulletins

The logo for UCAS (Universities and Colleges Admissions Service), featuring the letters 'UCAS' in a bold, black, sans-serif font. The letter 'A' is stylized with a red triangle above it.

Careers Programme – Apprenticeship & Gap Year route

- Careers interviews to decide post-18 plans ongoing throughout Year 13
- Apprenticeship workshops –research & interview skills – Pathways CTM and Ask Apprenticeships
- Review of CV's, 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



Contact Details

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