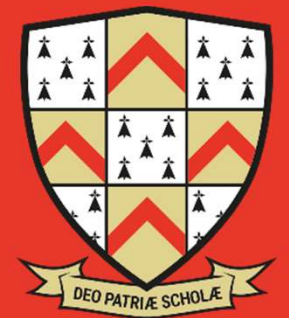




# Year 12 Parents' Information Evening

Thursday 24<sup>th</sup> October 2024

Mr D Butler  
Miss J Williamson  
Mrs Crowley  
Mr Shaw



KING EDWARD VI  
SCHOOL LICHFIELD

# Welcome

## Areas covered this evening:

- Key contacts within school
- Post 18 options
- Study skills
- LRC
- GO for Schools
- Wellbeing



# Key Contacts within School

**Form Tutor**

**Subject Teachers**

**Post-16  
Administration  
Officer**

**Achievement Leader  
and Assistant  
Achievement Leader**

**Student  
Support**

**LRC Manager**

**Learning  
Support**

**Sixth Form  
Learning  
Mentor**

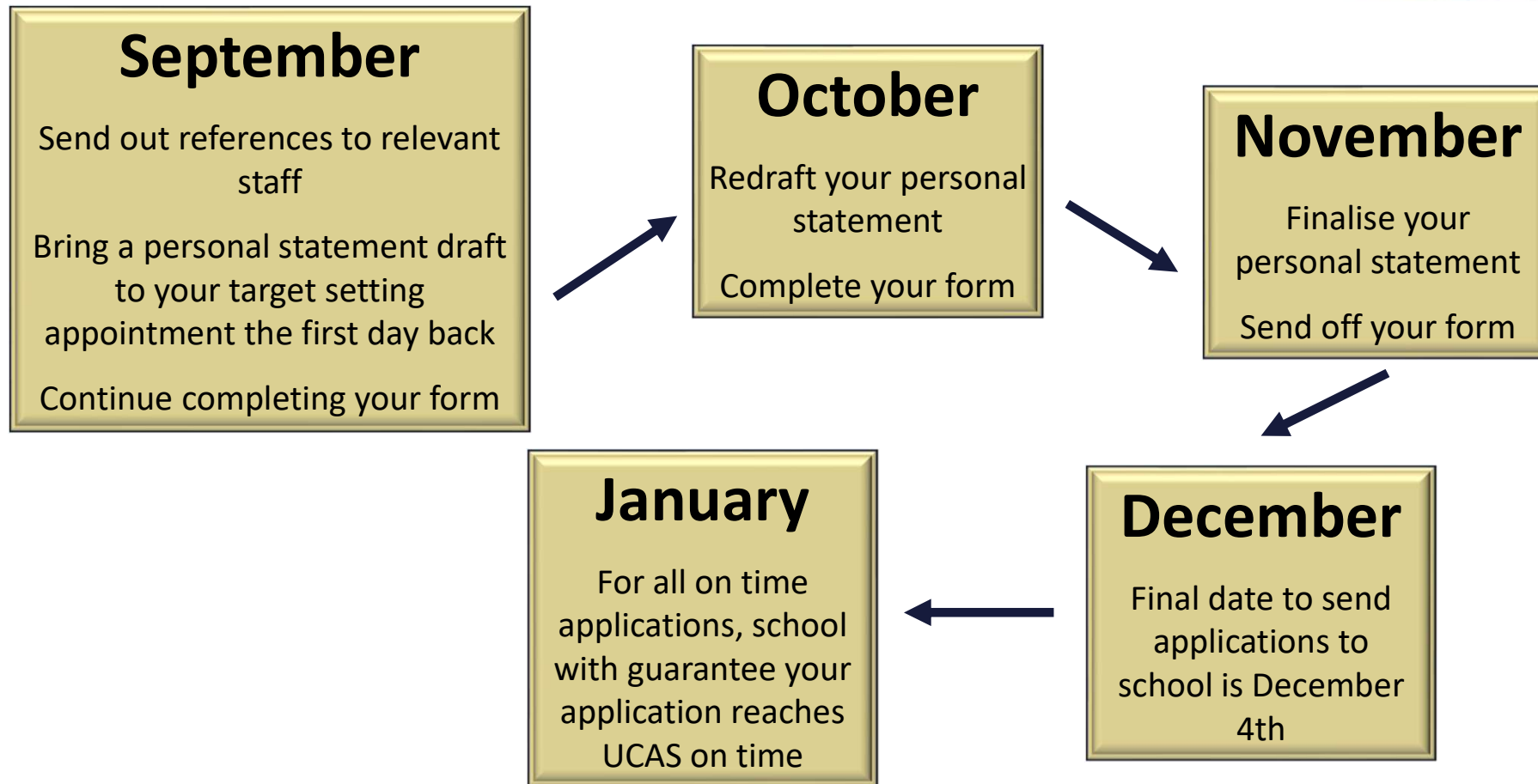


# Key Dates

- ❑ Year 12 Parents' Evening – 24<sup>th</sup> and 25<sup>th</sup> March 2025
- ❑ Year 12 Mock Exams – 16<sup>th</sup> – 20<sup>th</sup> June 2025
- ❑ Post 18 Information Evening – September 2025
- ❑ Year 13 Parents' Evening – October 2025
- ❑ Year 13 Exams – May – June 2026
- ❑ Final exam results published – August 2026



# Post-18 Applications: Getting Started



# Completing the UCAS Form

The best resource for completing the UCAS Form is by using our Padlets available on the website:

<https://www.keslichfield.org.uk/sixth-form/information/ucas/>

## POST 18 OPTIONS

The below padlet shares many links for university, higher and degree level apprenticeships and further education. It also contains information for students considering a gap year.

**Post 18 Options Padlet**

## ADMISSIONS TEST, INTERVIEWS, ASSESSMENT CENTRES AND STUDENT FINANCE

This padlet includes information on university admission tests, interviews and assessment centres for employment and apprenticeships. It includes specific areas such as applications for Oxford and Cambridge, careers in health care and law.

**Tests, Interviews and Student Finance Padlet**

## WRITING A PERSONAL STATEMENTS AND ENRICHMENT ACTIVITIES

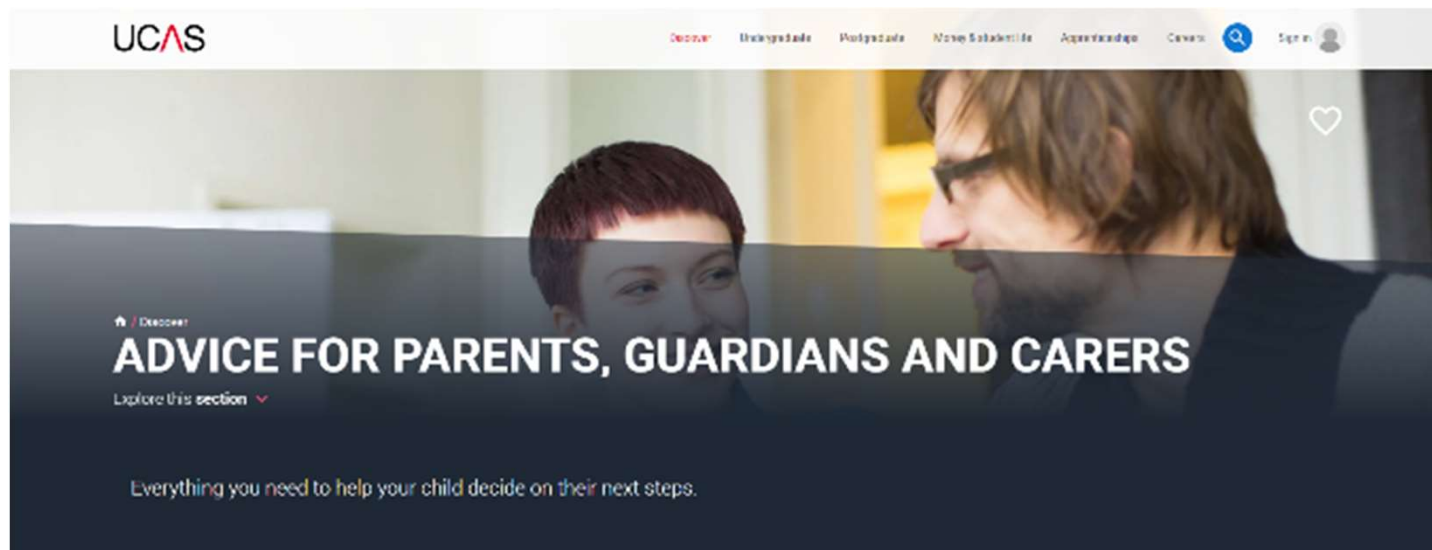
Here you will find information on summer schools, taster days and other enrichment activities. There are many links to super curricular activities including lectures, reading, listening and viewing. This padlet also includes guides to writing a personal statement and CVs.

**Applications and personal statements Padlet**



# Resources for Parents/Carers

[www.ucas.com/discover/advice-parents-guardians-and-carers](http://www.ucas.com/discover/advice-parents-guardians-and-carers)



# Support in School

## **Sixth Form Academic Learning Mentor**

**Mrs L Hardy**

Academic Skills – 6<sup>th</sup> Form Staff referral but students can request.  
Group or individual sessions are available.

## **Librarian and Learning Resource Manager**

**Mrs S Crowley**

Drop into the library for help and guidance from the staff.





# Studying in Sixth Form

**Regular  
Working  
Routine**

**Independent  
Study & Time  
Management**

**'Free' periods  
= Study  
periods**



# The Library

## My Role – To Help Students Help Themselves

### Consistency of the basics:

- Acknowledging distractions
- 'Cleaning' digital & physical workspaces
- Organization of files
- Accessing support
- Attendance & Engagement
- Communication with staff

### Using time effectively

- Little & often
- Balancing subjects
- Balancing study, hobbies, social life and work
- Avoiding being 'overwhelmed'
- Consistent effort



# Academic Learning Skills for Sixth Form

- Spacing out and balancing subjects/ specific tasks
- Strategies to recognise & challenge procrastination
- Maintaining focus
- Ongoing reflection & reviewing of work
- Additional study to lessons and homework or directed study



# Variety of Study and Revision Strategies

- ❑ Setting up & reviewing independent study timetables
- ❑ Breaking down tasks into small chunks (time/task)
- ❑ Prioritising & meeting multiple deadlines
- ❑ Effective note taking – not just highlighting!
- ❑ Active reading & annotating of texts
- ❑ In-lesson strategies
- ❑ Reviewing lessons
- ❑ Effective use of flashcards
- ❑ Essay writing
- ❑ NEA support
- ❑ Exam preparation

**“Desirable Difficulties”**

**Examples in the 6<sup>th</sup> form common room boards & library**



# Variety and Consistency is the Key

Studying and revision doesn't always have to be writing or sitting down at a desk or on your own:

- Verbal
- Listening
- Walking about
- Watching
- Mind maps
- Spider-diagrams
- Flashcards
- 'Teaching'
- Group work ....

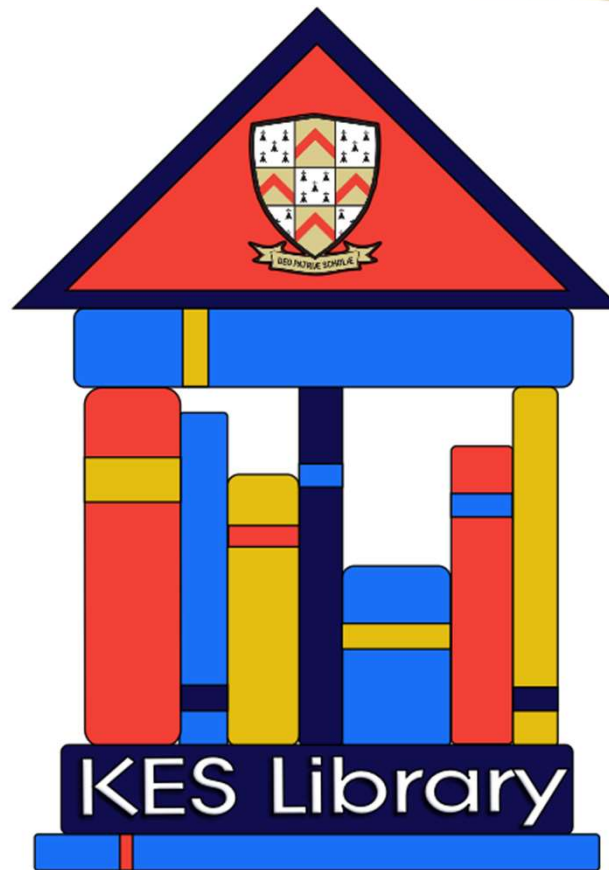


# Supporting Post-18

- ❑ Short & longer-term goals
- ❑ Embedding study skills for Higher Education
- ❑ Transferable skills for Apprenticeships, work and wider life

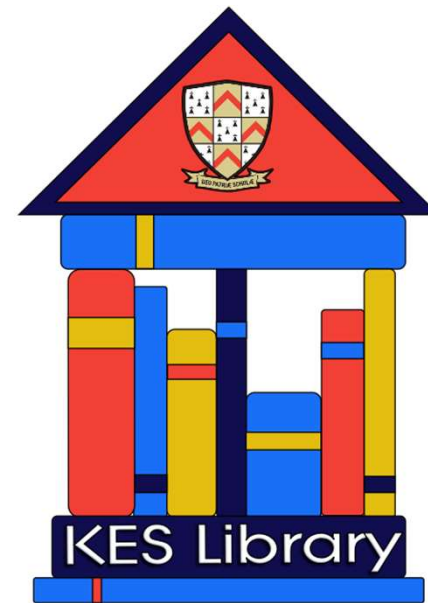


# Library and Learning Resource Centre



# Library Induction and Library Lessons

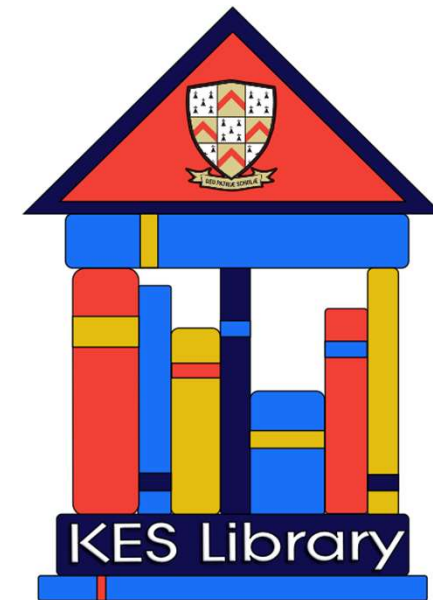
- ❑ All Y12 students are offered a Library Induction at the beginning of term
- ❑ The Library is used for specific research lessons and for general study





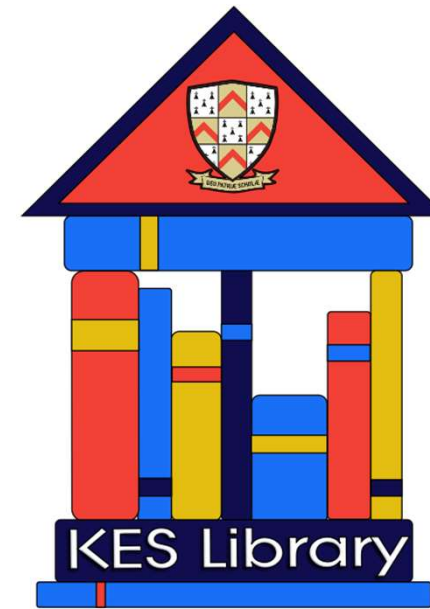
# The Library

- ❑ Open every day from 8:30am – 4:30pm
- ❑ Computers and laptops
- ❑ Photocopying and Printing
- ❑ Sixth Form Library Stock
- ❑ Dedicated Study Space



# Sixth Form Library

- Textbooks
- Wider reading
- Fiction
- Careers information



# Encouraging Wider Reading and Independent Study

- Knowing how to find information in books and online
- Reading further information and looking at good quality resources
- Taking initiative to come to the Library and see what's available
- Staff are happy to help!



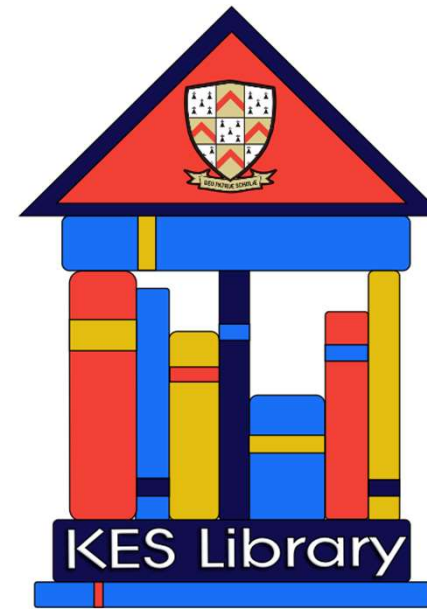
# Periodicals

- ❑ Wider-reading – reading around the subject
- ❑ Authoritative and peer-reviewed
- ❑ Articles written by professionals in their field
- ❑ Accessible – not too lengthy with key information and visual aids
- ❑ Niche material that may be found in a textbook
- ❑ Current information, updated regularly and topical
- ❑ Can easily be photocopied and referred to in coursework and assessments
- ❑ Students can subscribe to their own copy – usually 4 editions a year, £15 per year.



# Online Information

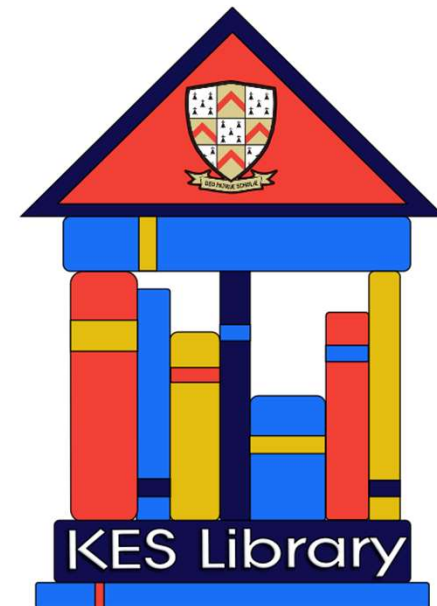
- Google Scholar
- Looking for domain name clues –  
sch.uk, gov.uk, ac.uk
- Not Wikipedia!
- Which website are you using – where is  
the information coming from? Is it  
credible?
- Consider the organisations you know  
that will have an interest in your field



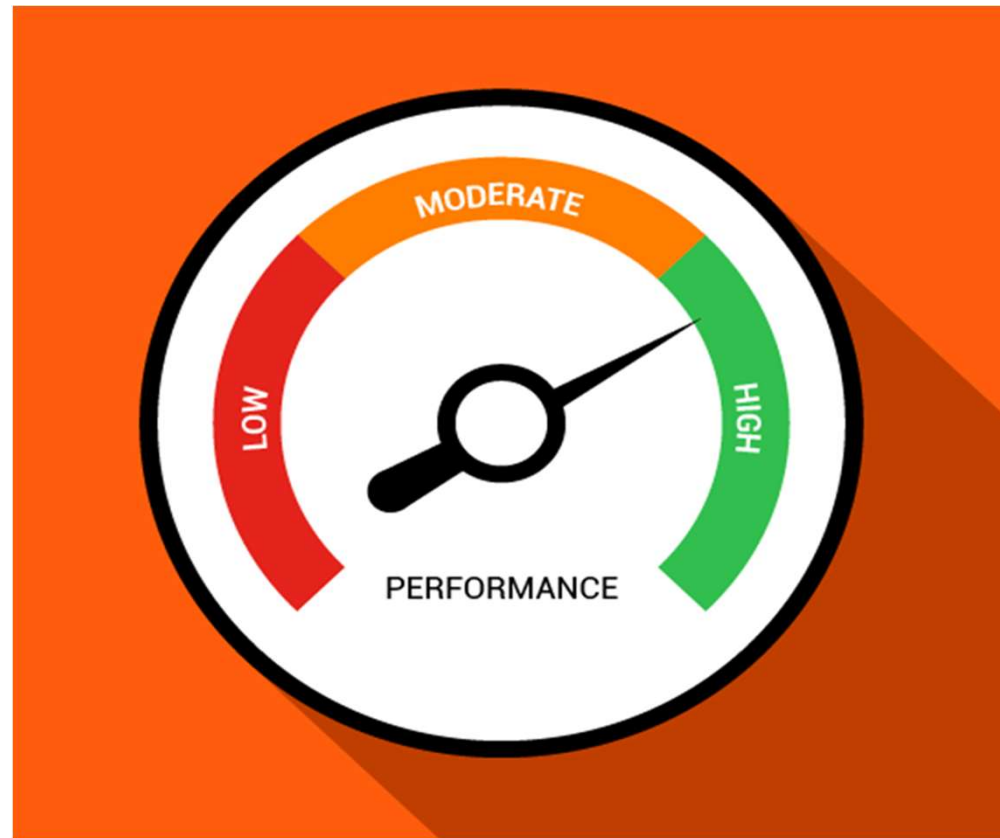
# Library staff are here to help!

Staff are available 8.30 - 4.30pm for help and guidance.

Help is available in person or by email.



# Reporting on Progress

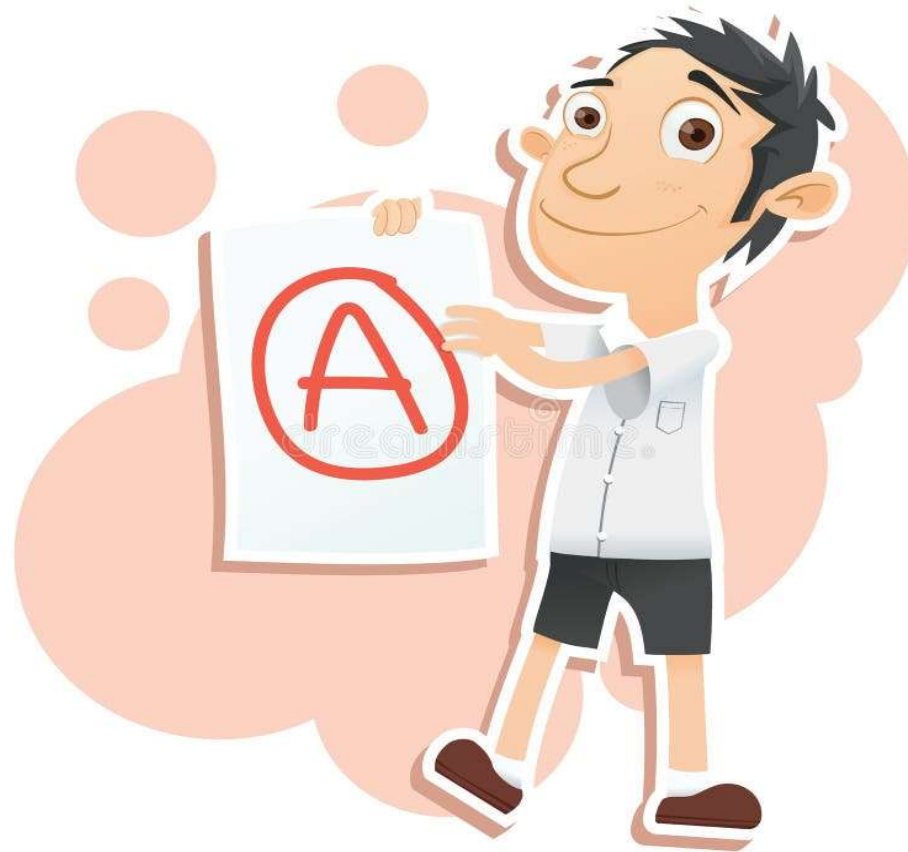


# Reporting on Progress

Back to letters:

A\* - E

U = Ungraded





# GO 4 Schools



**4 SCHOOLS**



# GO 4 Schools



Google Play Games Apps Movies & TV Books Kids

# GO 4 Schools

GO 4 Schools

100K+ Downloads | E Everyone

[Install](#) [Add to wishlist](#)



# GO 4 Schools



# GO 4 Schools

KING EDWARD VI SCHOOL LICHFIELD

ABOUT US INFORMATION SCHOOL LIFE CURRICULUM EXTRA CURRICULAR CONTACT US

Admission Arrangements  
Attendance  
Letters Home  
Policies and Documents  
Safeguarding  
Parents' Evenings  
Information Evenings  
Pupil Premium  
Examinations

ParentPay  
Special Educational Needs and Disabilities  
GO 4 Schools  
PTA - Parent / Teacher Association  
Online Safety  
Travel to School  
Transition from Primary School  
Open Evening

AT KING EDWARD VI SCHOOL WE VALUE...  
**WELLBEING  
COLLABORATION  
ASPIRATION**

KING EDWARD VI SCHOOL LICHFIELD

ABOUT US INFORMATION SCHOOL LIFE CURRICULUM EXTRA CURRICULAR CONTACT US

YOU ARE HERE: MAIN SCHOOL | INFORMATION | GO 4 SCHOOLS

## GO 4 SCHOOLS

GO 4 Schools is a 'real time' online school data system which gives parents and students quick and easy access to:

### TIMETABLE

A summary of the timetable for that particular day with a link to view the full timetable.

TIMETABLE

INFORMATION

- Admission Arrangements
- Attendance
- Letters Home
- Policies and Documents
- Safeguarding
- Parents' Evenings
- Information Evenings
- Pupil Premium
- Examinations
- ParentPay
- Special Educational Needs a...
- GO 4 Schools
- PTA - Parent / Teacher Asso...
- Online Safety
- Travel to School
- Transition from Primary School



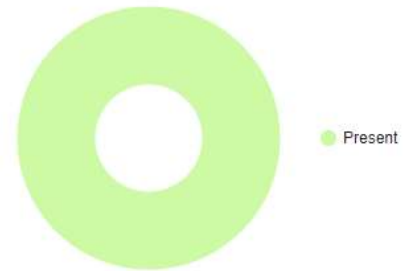
# GO 4 Schools

## Overview

### 🕒 Timetable

08:50	09:10	Registration Period, 1206/Rp	Miss C Socratous
10:10	11:10	Psychology, 12E/Ps1	Mrs K Russell
11:30	12:30	Psychology, 12E/Ps1	Mrs K Russell

### 👤 Attendance 100%



### 👤 Behaviour +71 | -1



# GO 4 Schools

## Overview

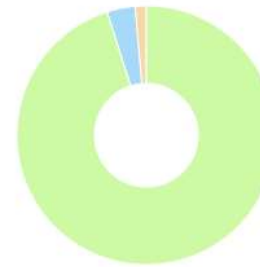
### Progress

#### Whole school residual scheme

Above Target	0
Achieving Target	4
Working Towards Target	0
Below Target	0

### Attendance

99%

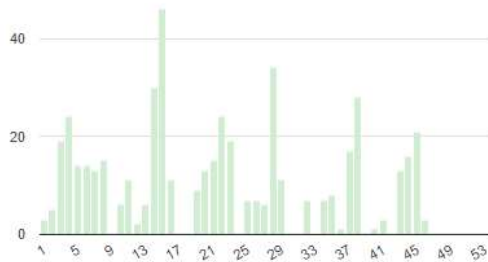


- Present
- Approved educational activity
- Authorised absence

### Behaviour

+489 | 0

● Points ○ Count



Subject	Target Grade	FFT 50%	FFT 5%	Projected Grade	Progress indicator	Trial Examination Grade	Sheet summary
Biology, Mrs H Ridgway, Mr R Gohil ⓘ	A	B	A	A	Achieving Target (0)	A*	Approach to Learning      Excellent Year 12 Biological Molecules      A Year 12 Cell Structure      A Year 12 Immune Response      A* Year 12 Nucleic Acids      A* Year 12 Membranes      A Year 12 Exchange Surfaces      A Year 12 Trial Exam      A*
Geography, Mrs K Riley, Mrs K Lowe (+1) ⓘ	A	A	A	A	Achieving Target (0)	A	Approach to Learning      Excellent Year 12 Trial Exam      A UCAS Grade      A*
Psychology, Mrs J Cottier-Cooper, Mrs K Russell ⓘ	A	A	A*	A	Achieving Target (0)	A*	Approach to Learning      Excellent Research Methods 1      A Research Methods 2      A Attachment      A Approaches (and Origins of Psychology)      A Memory      A Y12 Psychology Mock Exam (96 Marks)      A*
Sociology, Mrs J Cottier-Cooper, Mr M Shaw ⓘ	A*	A	A*	A*	Achieving Target (0)	A*	Approach to Learning      Excellent Methods - Process Exam      A* Family - Diversity Exam      A* Methods - Primary Exam      A* Family - Demography Exam      A* Methods - Science, Values & Policy Exam      A* Trial Exam      A*


# How We Feedback to Parents

- ❑ **Reports** – January 2025 (published on GO 4 Schools)
- ❑ **Assessment Grades on GO** – January 2025
- ❑ **Parents' Evening (Online)** – 24<sup>th</sup> & 25<sup>th</sup> March 2025
- ❑ **Trial Exam Results** – July 2025





# Reports

Subject	Target Grade	FFT 50%	FFT 5%	Projected Grade	Progress indicator
Biology	A*	A	A*	A	Working Towards Target
	Comment Hannah has made an excellent start to the A-Level Biology course and has settled well into a new class. Hannah has been showing excellent progress so far, through in-class assessments, homework and class activities. To allow Hannah to continue to work forward, we recommend the use of study periods to revisit content taught in lesson, and try exam questions, using the mark-schemes to help structure answers. Hannah has completed the first assessment on "Cells" and achieved target. Hannah has completed the first assessment on "Biological Molecules" and achieved target in a very challenging topic. Hannah is encouraged to speak with any of the Biology Department if help or guidance is needed with A-Level Biology.				
History	A	A	A*	A	Achieving Target
	Comment Hannah has made an impressive start to the course with perceptive contributions in class and excellent independent study work. Hannah has proved to be capable of analysing historical interpretations and sources in order to determine their value and how convincing they are to the historian. To develop further, Hannah should seek to read widely around the exam units in order to develop extensive contextual knowledge that could be deployed in assessed work.				
Psychology	A*	A	A*	A	Working Towards Target
	Comment Hannah is a capable, proactive and enthusiastic learner and has settled in very well proving to be an excellent Psychology student. With an exceptional attitude to learning, Hannah is highly engaged in lessons and participates well in all activities. Homework is completed effectively and with thought. Hannah is always organised and punctual to lessons. To consolidate learning, Hannah should go through the classwork after every lesson and complete additional reading. Hannah will also benefit from developing a range of revision strategies.				
<b>Target Indicators</b>					
<input type="checkbox"/> Below Target <input type="checkbox"/> Working Towards Target (2) <input type="checkbox"/> Achieving Target (1) <input type="checkbox"/> Above Target					
<b>Report Key</b>					
Target Grade	Based on externally generated statistics, grade student is targeted to achieve				
FFT 50%	An externally generated grade based on the performance of students in an average school.				
FFT 5%	An externally generated grade based on the performance of students in the top 5% of schools.				
Projected Grade	Based on teacher's professional judgement, the grade likely to be achieved in final examinations				
<b>Session Attendance Information</b>				<b>Behaviour Information</b>	
Percentage attendance:	100.00%			Positive points:	144
Attendance:	88			Negative points:	-3
Authorised absences:	0				
Unauthorised absences:	0				
Possible sessions:	88				



# Reports

	Target Grade	FFT 50%	FFT 5%	Projected Grade	Progress indicator
Psychology	A*	A	A*	A	Working Towards Target
<p>Comment</p> <p>Hannah is a capable, proactive and enthusiastic learner and has settled in very well proving to be an excellent Psychology student. With an exceptional attitude to learning, Hannah is highly engaged in lessons and participates well in all activities. Homework is completed effectively and with thought. Hannah is always organised and punctual to lessons. To consolidate learning, Hannah should go through the classwork after every lesson and complete additional reading. Hannah will also benefit from developing a range of revision strategies.</p>					
<b>Target Indicators</b>					
<input type="checkbox"/> Below Target <input type="checkbox"/> Working Towards Target (2) <input type="checkbox"/> Achieving Target (1) <input type="checkbox"/> Above Target					
<b>Report Key</b>					
Target Grade	Based on externally generated statistics, grade student is targeted to achieve				
FFT 50%	An externally generated grade based on the performance of students in an average school.				
FFT 5%	An externally generated grade based on the performance of students in the top 5% of schools.				
Projected Grade	Based on teacher's professional judgement, the grade likely to be achieved in final examinations				

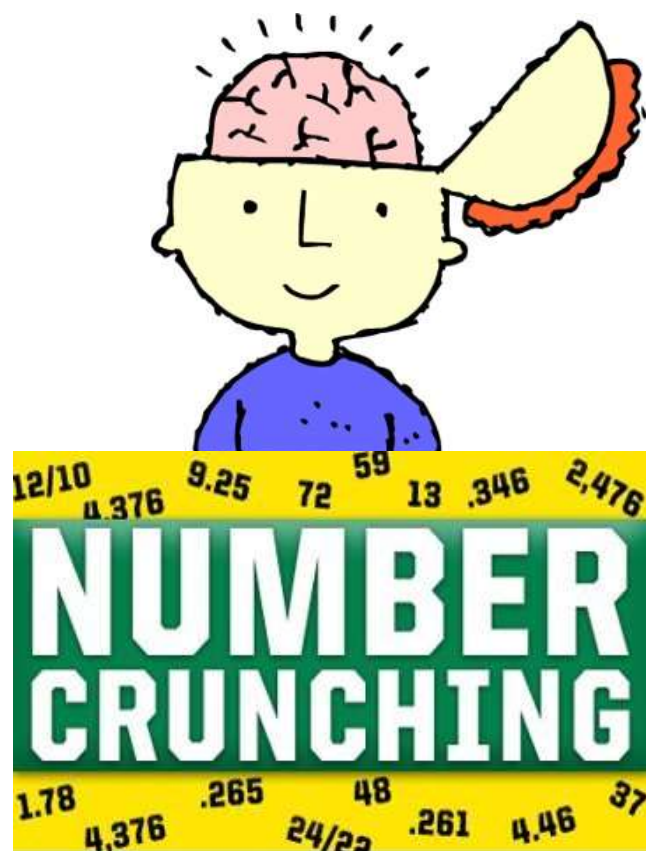
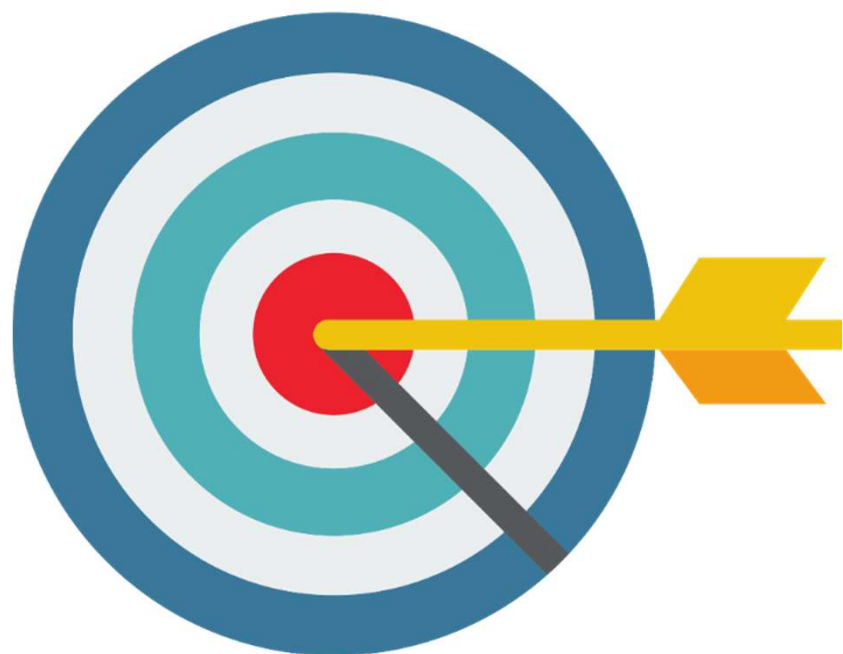


# Approach to Learning


<b>Excellent</b> “goes above and beyond”	<b>Good</b> “meets expectations”	<b>Inconsistent</b> “variable effort”	<b>Poor</b> “makes little, if any effort”
<p>Exemplary approach to work, is highly self-motivated. Goes above and beyond in lessons and completes home learning to a high standard, embraces challenging tasks. Encourages the views and opinions of others and supports peers with their learning.</p>	<p>Good approach to work, is self-motivated. Works well in lessons and completes home learning to the required standard, is willing to attempt challenging tasks. Open to the views and opinions of others and works well with their peers.</p>	<p>Sometimes lacks self-motivation and has an inconsistent approach to lessons and home learning. Doesn't always engage effectively with the views and opinions of others.</p>	<p>Lacks self-motivation, doesn't engage well in lessons and rarely if ever completes home learning. Can be inconsiderate of the views and opinions of others.</p>



# Target Grades



# Target Grades

 <b>Average GCSE Score</b>	9	A*	A*
	8	A	A
	7	B	B
	6	C	C
	5	D	D
	4		
Y11	Y12	Y13	



# Estimation System – Fischer Family Trust (FFT)

- GCSE average point score
- Gender
- Date of Birth

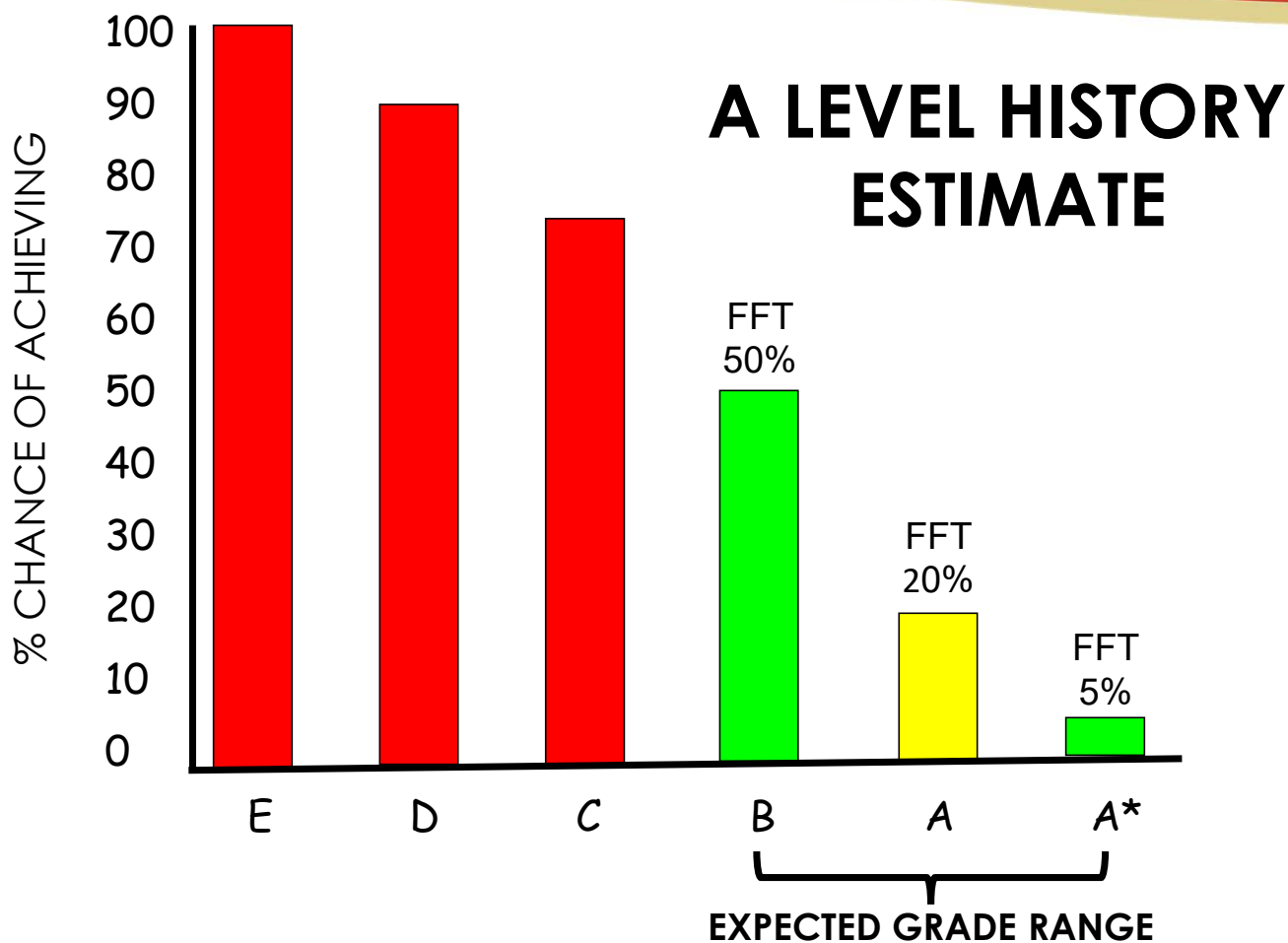
fft aspire



# Estimation System – Fischer Family Trust (FFT)




**GCSE  
Average Point  
Score: 7.6**



# Student Progress

**Effort**

	9	A*	A*
	8	A	A
	7	B	B
	6	C	C
	5	D	D
4			
Y11	Y12	Y13	





# Personal Development



# PSHE

- ❑ Students will continue to have PSHE lessons throughout sixth form. Lessons focus particularly on themes of careers, financial capability and risk management. The programme is supported by a range of external providers.
- ❑ Students have several opportunities to develop their leadership skills and will continue to participate in as well as take a leading role in supporting and organising extra-curricular activities.



# Student Leadership Opportunities

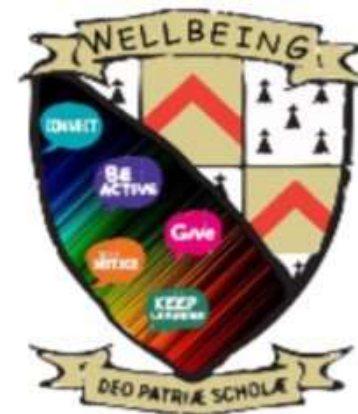
- Ashmole Representatives
- House Prefects
- Prefects and Senior Prefects
- Academic Mentors
- Wellbeing Ambassadors



# Wellbeing

At King Edward VI School, we actively promote resilience and positive wellbeing for all our students and staff.

Wellbeing is a key feature of our overall school vision. We strive to ensure that we create an environment of high expectations and support, promoting wellbeing of all as a key priority.



# Support Available

- Form Tutor
- Sixth Form Leadership Team
- Sixth Form Administrator
- Student Support (PSA)
- School Counsellor
- Careers Advisor
- Learning Mentor



# Feedback

Year 12 Parent Information Evening

