



The Sixth Form Expectations Evening

Every young person in our community deserves to have the best opportunities at life regardless of their individual circumstances.

Education is the key to accessing these opportunities and we support and develop every member of our community to:

- Think about their Thinking
- Be their Best self
- Shape their Success

In this way Thinking Schools Academy Trust transforms life chances.



TRANSFORMING LIFE CHANCES



Welcome to PHS Sixth Form

<u>Presenting</u>	<u>Coverage</u>
Mr Underdown	<i>Overview and Ethos of the school, high expectations and the role and purpose of data</i>
Head Student Team, Earth Alliance and Head Prefects	<i>Student leadership opportunities and overview of their roles</i>
Dr Doddrell	<i>Medical Careers</i>
Ms Findlay	<i>The UCAS journey from now to their next step</i>
Mrs Longford	<i>Career Guidance</i>
Mr Jenkins	<i>Expectations and The vision for the sixth form and the new study centre</i>
Q+A	<i>Meet the tutors</i>

BE
YOUR
BEST
SELF

KEEP
CALM
AND
STUDY
HARD



ATTENDANCE MATTERS



Making the most of every
learning opportunity and
working hard to achieve

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Sixth form study centre

Before school, during school and after school until 4pm

Expectation that students work hard in lessons and outside of lessons

Social space at break and lunch. Working space during lesson times

Complete set tasks, think through challenges, get ahead

PHSG sixth form students are expected to;

Be kind to each other and themselves

Be role models for the younger students and lead by example

Be punctual to all lessons, have excellent attendance and make the most of every learning opportunity

Be properly equipped for each lesson and to do their best

Meet all deadlines for handing in work

Treat the school staff, school buildings and property with respect

Students are being asked to reflect on their learning journey and have been reminded that;

Their hard work and commitment secures their outcomes

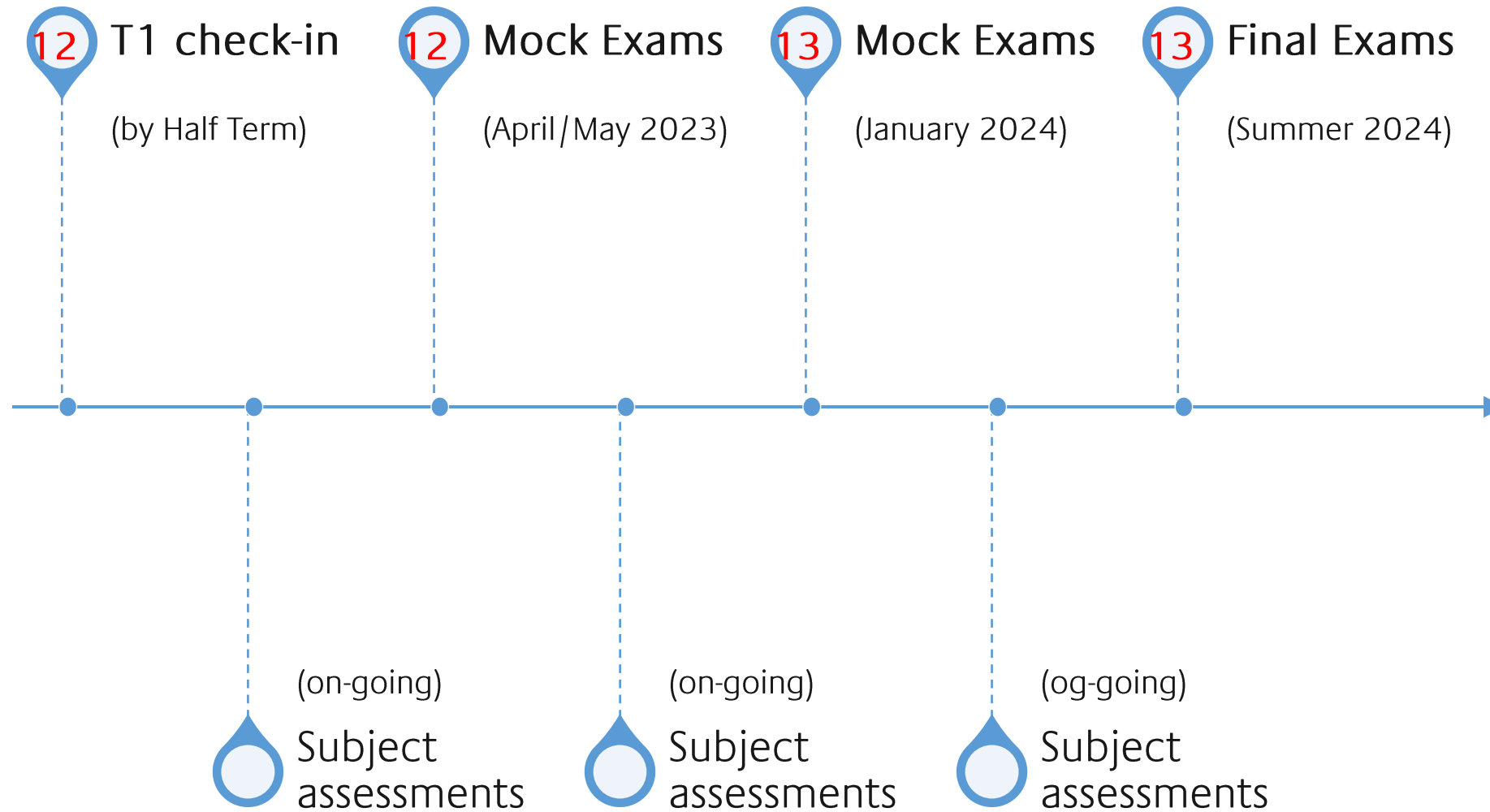
They have the power to be successful and realise their ambitious goals

Reflecting on what we have done enables us to improve in the future

This is what the Harvard Business review has to say about reflection

Reflection gives the brain an opportunity to pause amidst the chaos, untangle and sort through observations and experiences, consider multiple possible interpretations, and create meaning. This meaning becomes learning, which can then inform future mindsets and actions.

The purpose of data



The purpose of data



Intervention



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Student Leadership at PHS Sixth Form

The Head Student Team (HST)

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The Role of Earth Alliance

- ❑ Advocate for sustainability inside and outside of school
- ❑ Recent projects:
 - Clean Our Patch (litter picking)
 - Smart Meters
 - Summer Conference
 - Collaboration with Derriford Hospital
 - Reducing waste in the canteen



Our email addresses: lw102@tsatstudent.org.uk ehs16@tsatstudent.org.uk

Healthcare Careers - Dr Doddrell

- One to one personal statement support
- Small group personal statement sessions prior to the rest of Year 12
- UCAT/BMAT practise and information sessions
- Full online 2-hour mock UCAT/BMAT – with score
- Mock interviews with a local GP
- Tailored reference writing by Dr Doddrell
- Work experience support
- Hosting of Operating Theatre Live dissection events
- Early entry to University of Plymouth Pathways for widening access.
- After students have completed their UCAT we have one to one sessions to select final University choices.

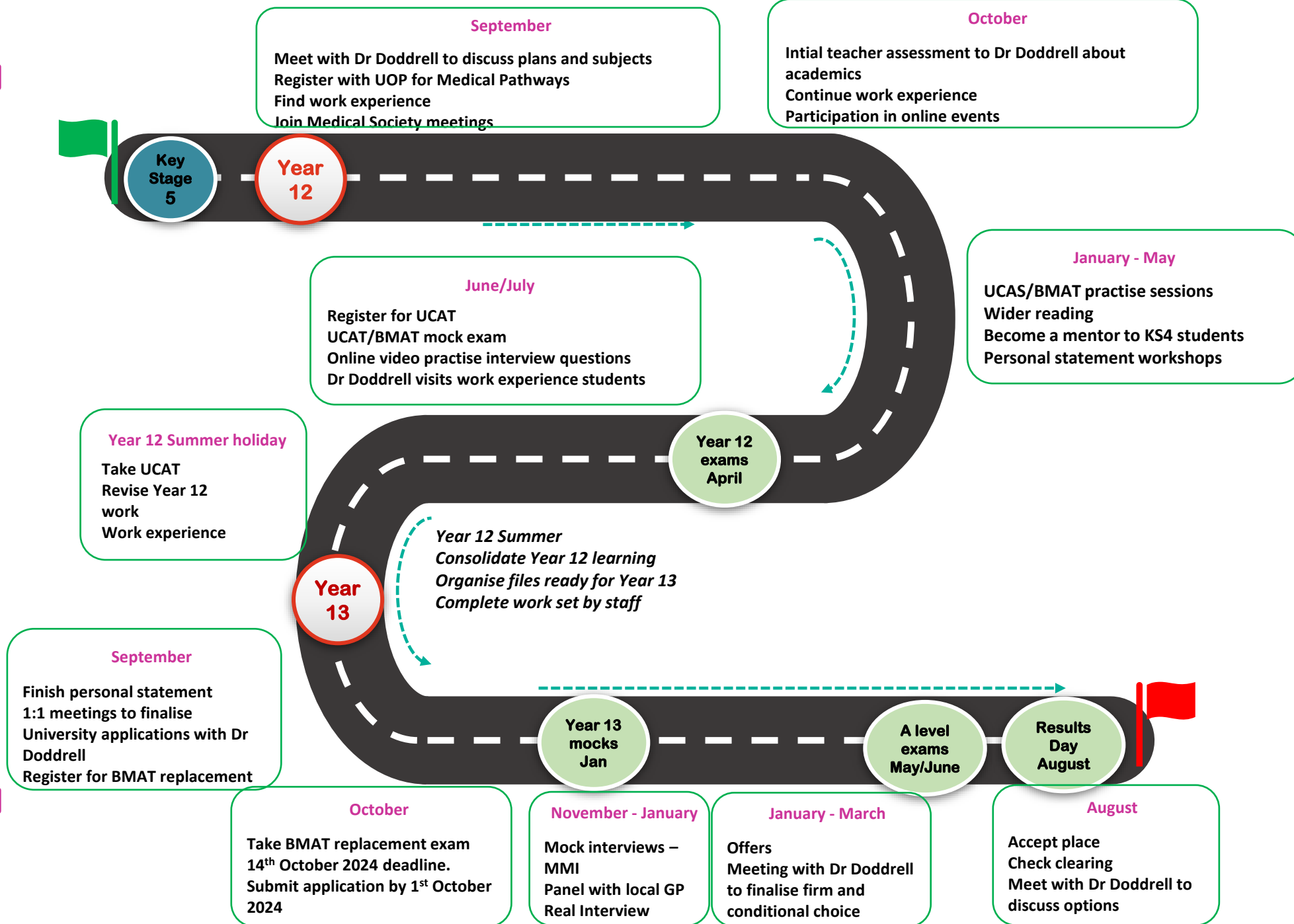


Application: October 2024

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charlie.doddrell@phsg.tsat.uk

Medicine / dentistry Map



Ms Findlay – The UCAS journey and Oxbridge

Next steps



A brief
overview of
the UCAS
journey

Lucinda Findlay
L.Findlay@phsg.tsat.uk

university

apprenticeship

Over 80%
(33% Russell Group)
(94% first choice uni)

10 students
(BBC, Babcock,
accountancy...)



Informed
Aspirational
Individual

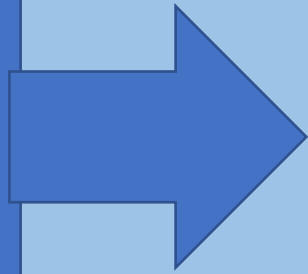
gap year

employment

A brief overview of the journey

Yr12 autumn term: Information

- Tutor programme focuses on explaining what university is, benefits and alternatives such as apprenticeships
- Potential early applicants identified (Oxford, Cambridge, Medicine, Dentistry, Veterinary, conservatoires)
- Oxbridge outreach talks
- Careers questionnaire
- Register with Unifrog and begin research



A brief overview of the journey

Yr12 Spring term: investigation

- Tutor programme of information on choosing a course, student finance, choosing a university
- Super-curricular activities advice
- Healthcare careers talk
- UCAS convention
- Apprenticeship fair
- Session at University of Plymouth
- Work experience
- Visits from professionals and alumni

A brief overview of the journey

Yr12 summer term: Preparation

- Tutorial programme focuses on UCAS registration, beginning personal statements, what to ask at open days, all students have one-to-one with tutor
- Mocks
- Coaching for admissions tests and interviews
- Teachers begin writing references
- Trip to University of Bristol
- One-to-ones with Oxford and Cambridge applicants
- Applications for summer programmes

A brief overview of the journey

Yr13 First autumn term: Application

- Tutorial programme focuses on personal statements, finance, adding university choices
- Drafting and redrafting of personal statements with tutor and team support
- Staff submit references and predicted grades
- 15th October external date for early applicants (end of September internal deadline)
- 15th January external deadline for most applicants (November internal deadline)

A brief overview of the journey

Yr13 Spring term: Progression

- Tutorial programme focuses on responding to offers, choosing accommodation, applying for finance and scholarships, living independently

How can parents help?

- Use the guide from the website to understand the process
- Frank discussions about finance and background
- Conversations about subjects and careers
- Encourage exploration of subject through supercurricular activities –
reading, work experience, competitions, documentaries, museums, MOOCs...
- Visit universities together
- Help to brainstorm for personal statements and proof-reading
- Support to achieve highest grades possible
- Ensure punctuality for registration and attendance to tutorial

Research suggests that students without a goal or vision hit a ceiling and underperform by about one grade. Students who don't have a clear outcome, who don't know why they're doing A levels, are usually the first to show decreased levels of effort when the going gets tough.

Oakes and Griffin 2016; Locke and Latham 1984

Support with Oxford and Cambridge applications

- Early application date - 16th October
- Different personal statement
- Sometimes secondary personal statement
- Entrance tests
- Work submission
- Interviews

We currently have students reading:

- *Philosophy, Politics and Economics at Oxford*
- *Law at Cambridge*
- *Earth Sciences at Oxford*
- *Chemistry at Oxford*
- *Human, Social and Political Sciences at Cambridge*



Support with Oxford and Cambridge applications

- Workshop delivered by the University of Cambridge on making a successful application
- Free accommodation for visiting open days at Oxford
- Visitor presentation on the benefits of attending a Russell Group university
- Bespoke advice about super-curricular activities to enhance their application
- Support sessions ahead of the early UCAS deadline
- Regular meetings to support and give feedback on personal statement
- Mentoring from previously successful alumni
- Guidance and registration for entrance tests
- Interview practice with subject experts
- School reference suited to top university entry requirements
- Notifications of opportunities available to top students

Mr Jenkins – Expectations and My Vision for our Sixth Form

Meeting the Sixth Form team *#squadgoals*



Mr Jenkins Head of Sixth
Form



Mrs Mills Assistant to the
Head of Sixth



Mrs Catchpole Attendance
and Sixth Form study centre
co-ordinator



Ms Findlay Assistant
Head of Sixth - UCAS



Mrs Longford Careers
Advisor

- Doing all we can to best ensure that every PHS sixth form student achieves what they require for their best post-18 next steps
- A level results day 14th August 2024, 701 days away
- Approximately 612 days until the first A level exam

My vision for our Sixth Form

- ❑ A community that enables students to successfully progress onto their best next step
- ❑ Giving them a *positive support network* including their peers, teachers, tutors and the team!
- ❑ Making decisions that they may not fully appreciate now but **will do later in life!**
- ❑ Providing students with an experience that **effectively** prepares them for Post-18 life and beyond

That students treat their Sixth Form studies and their own *Studentship* as a *full time profession*. It needs to be their number 1 priority if they are to successfully achieve their best next step and keep on top of their mental health.

CLAW securing your future

- Culture of independent study and guided specialist support
 - Learning and thinking about how I learn and revise best
 - Attendance being central to my success
- **Why** am I here and what is important for me and my next steps

Plymouth High Sixth Form *maximising post-18 opportunities*

We all have the same goal, we are all facing the same **way!**

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5 50 5 – so **every** student can **rely** upon a quiet space to complete their **independent study**

Student Rota

a) Helping to set up assembly and putting away the chairs

b) Looking after our SFSC after **break, lunch and after school**

Mental health, wellbeing and being a teenager!

- By keeping on top of their study within the school day they are alleviating the risk of the insurmountable from happening!
- They will be making positive progress towards their required grades for their best post-18 next step
- They will then have their evenings and weekends largely to do the things that they have at their age the opportunity to do
 - This is vitally important for their mental health, wellbeing and work life balance.....*for life not school we learn*

Graduation into Year 13

- ❑ To ensure that students are ready for the challenge of A2 they will need to secure a D grade or better from their year 12 mocks
- ❑ There are resits for those that achieve an E grade or lower
- ❑ There will be support from teachers, our careers lead and myself to best ensure that students are ready at the end of year 12 to graduate onto year 13

We do not want any of our students receiving results in the summer of year 13 that will **not** allow them to progress onto *their next steps*

What to wear?

- One of the freedoms of our Sixth Form is that students are not required to wear a specific uniform.
 - However, they must take pride and consider their appearance. They are expected to dress in a manner that is smart-casual, comfortable yet purposeful, and suitable for a school working day.
- They are regarded as role models for students lower down the school, their appearance should reflect this.
(For experiments in Science they require full length trousers)

A Guide

We want students to properly **consider** what you wear to school.

This should be used as a **guide** their individual needs.

If staff feel they have made a mistake with their clothing choices, they will contact the Sixth Form team where we will discuss their choices.



Dress Code Policy

- 1.If you arrive at school and you haven't followed the guidance your tutor will send you to the Sixth Form team, it will be recorded on sims and a **discussion** will take place, we all make mistakes.
- 2.If you arrive at school again and fail to adhere to our dress code, you will be given a sixth form **specific community detention** and communication will be made home.
- 3.If you then fail again to stick to the dress code, you will be asked to **wear a generic t-shirt** for the remainder of the day. We really, really don't want it to get to this stage.

- We want students in school for all of their lessons to complete independent study up to the year 12 mocks. *They should not book driving lessons or organise work shifts during the school day.*
- They are to sign in and out at the main reception when they want to leave during **break** and **lunch**, ensuring that they turn their card from green to red and then green to red on arrival back to school.

We are working on allocating one **independent study period per A level per week** onto sims so that they are registered by Mrs Catchpole In the SFSC.

These sessions along with their registration, tutorial, PHSE and their EPQ/Core maths (unless they are doing four A levels) count towards their attendance figure.

We will be offering an **optional PE session**, the PE department will be booking in offsite facilities to best ensure these sessions are fun and engaging for all.

Registration activities – Leadership Opportunity

Monday

Assembly

Tuesday

A Careers in focus

B Community (School/House)

Wednesday

A Reading for pleasure (silent)

B Academic reading to support study skills

Thursday

A Positive News Stories

B Cultural Capital (Events, celebrating success)

Friday

A Quiz

B Debate

If you would like to be part of the
Registration Leadership Group (RLG), a chance to work with Sixth Form Team to create engaging activities to engage our Sixth Form community please look out for an email this week

Everyone leads

Room 1 Mr Waite

Room 2 Dr Doddrell and Mrs Carter

Room 3 Mr Graves

Room 4 Ms Taylor and Mrs Tomalin

Room 5 Mr Baines