



QUI VEUT PEUT

**Opportunity,
diversity and
success for
all.**

Maiden Erlegh Trust

Year Ahead Evening

Introductions

Key Dates

Expectations

Study Programme, Individual Learning Plans (ILPs)

Assessing & Reporting

The Challenges of A Level courses & BTECs

Support and Guidance

Y12 Key Dates

4 Oct	Settling in Review
15 Nov	DCP1
16 Dec	GCSE Celebration
17-21 Jan	DT & Art exam
14 Feb	DCP2
8 Mar	Parents Evening
4-8 April	Prelims
TBC June	UCAS Evening

Expectations

Year 12 Students:

- To be in their tutor room ready to be registered at 8:40am.
- To be in school all day (*even if they are 'free' L1 or L5*).
- To attend all lessons and supervised study sessions on time.
- To meet all of their deadlines.
- To be active learners (*in class & independent study*).
- To take pride in their work and in the school.
- To adhere to the sixth form dress code.
- To show respect to peers and staff.
- Complete work experience.
- Mature and responsible conduct around school site.
- Responsibility for Sixth Form environment (*common room and study area*)
- To be role models (*representing the whole school community*).

KS5 Pastoral Team

- The pastoral team will write to you half termly with key information for Year 12 and upcoming key dates.
- The pastoral team and KS5 subject teachers will contact parents/carers if there is an academic or pastoral concern.
- Attendance to all lessons (including supervised study) will be monitored and appropriate intervention/sanctions put in place when necessary.
- Tutors will meet with their tutees for three mandatory Individual Learning Plan meetings (ILPs).

Assessing & Reporting

A Student's Benchmark:

Advanced Level Performance System (ALPS) uses students' GCSE scores to predict their likely A level results.

GCSE grades are worth points under the ALPS system, which in turn are used to establish an average GCSE points score. ($A^* = 8$, $A = 7$, $B = 6$, $C = 5$, $D = 4$, $E = 3$)

Students' calculate a 'basket' of benchmark grades and then negotiate a target grade with their subject teachers.

For example, with a BCCC basket of grades a student could agree:

English Language	= B
Sociology	= B
History	= C
Physical Education	= C

A Student's Benchmark

After every data collection, students will lead an Individual Learning Plan meeting with their tutor, where they will discuss targets and assess progress.

Key Points:

- The basket of grades are targets not ceilings.
- The target grades are aspirational.
- The targets are negotiated with subject teachers.
- The target grades are student owned.

The Challenges Ahead

- KS5 subject course choices (students have until Fri 15 October to change courses).
- Students managing their time effectively and productively (4 hrs of supervised study a week and non-contact time).
- ‘Pressure points’ – e.g. preparing for Prelims alongside continuing with current studies.
- USP – Enrichment, voluntary service (*opportunities available/advertised to help students complete their voluntary service cards*).
- The students have not sat public examinations.

Exam Concessions

Being a Successful A Level Student

**WORKING
SMART**

**INDEPENDENT
LEARNER**

- Experience shows that those students who make a 'good' start at the beginning of Year 12, go on to be successful at A level.
- Establishing good practice and habits early is essential.

Mantra - 5 hours per week, per subject, outside of lessons.

Being a Successful A Level Student

- Take responsibility for own learning/studies
- See mistakes as part of the learning process. Growth mindset.
- Persistence and resilience when tasks appear challenging.
- Be proactive and communicate with teachers on how to improve progress and ask for help when needed
- Determination and organisational skills to meet deadlines
- Complete additional/wider reading
- Use of Subject Google Classroom pages
- Use PLCs to manage own independent study and revision
- Improve/re-do work that is below expectation
- Effective and productive use of supervised study sessions
- Regular exam practice

Support and Guidance - What is available?

Tutors are first point of contact for students.

Tutor Group	Tutor	Email Addresses
12M1	Mrs Kaiser-Cook	j.kaiser-cook@maidenerleghtrust.org
12M2	Mrs Girling	v.girling@maidenerleghtrust.org
12M3	Dr Balasubramanyam	m.balasubramanyam@maidenerleghtrust.org
12M4	Mrs Barbu & Mrs Murphy	c.barbu@maidenerleghtrust.org k.murphy@maidenerleghtrust.org
12M5	Miss Bateman	c.bateman@maidenerleghtrust.org
12E1	Mr Hutchinson & Mrs Strong	t.hutchinson@maidenerleghtrust.org s.strong@maidenerleghtrust.org
12E2	Mr Brown	c.brown@maidenerleghtrust.org
12E3	Miss Brayle & Mr Miles	c.brayle@maidenerleghtrust.org r.miles@maidenerleghtrust.org
12E4	Mrs Froud & Mrs Milicevic	c.froud@maidenerleghtrust.org m.milicevic@maidenerleghtrust.org
12E5	Mr Raso & Mr Tait	g.raso@maidenerleghtrust.org r.tait@maidenerleghtrust.org

Support and Guidance - What is available?

Subject departments & teaching staff offer a variety of support (*surgeries, appointments, mentoring, intervention, revision sessions etc...*)

Mental Health and well being support, outside agencies are used where appropriate

Rob Buck - Trust Lead for Careers and Apprenticeships

Mike Gomm - UCAS Co-ordinator

Kirsty Birch (*Head of Year 12*)

k.birch@maidenerleghtrust.org

Anne Cheshire (*KS5 Assistant Headteacher*)

a.cheshire@maidenerleghtrust.org

Sixth Form Bursary

The 16-19 Bursary fund is a scheme made available from the government for **16-19 year olds** to provide **financial assistance** to students for whom access to, or completion of, education is inhibited by financial constraints or barriers.

Pupil Premium students in Y11 may qualify for a bursary.

Go to the Maiden Erlegh School Website to find further information and the application form:

- Sixth Form
- Post-16 Bursary Funding

Application forms should be placed in a sealed envelope and handed in to **Mrs Rice in the Private Study Area** and marked **Bursary Fund Application**.

Deadline: 3pm on Monday 20th September 2021

What can you do to support your child?

- Contact the relevant member of staff if you have any concerns
- Read the Sixth Form Handbook and use the Sixth Form section on the MES website
- Attend Parents Evening
- Support with students attendance to school – evidence and data shows that there is a strong correlation between attendance and progress/achievement
- Monitor part time jobs, they should not exceed 8-10 hrs a week
- No student should ever say they have nothing to do