

Year 11 Information Evening Preparation for Post 16

The Year Ahead

- Information about your progress and performance
- Preparing for the exams
- Support
- Preparing for after the exams
- August 24 (9:30am) & beyond
- Maiden Erlegh Sixth Form

Information about your progresss & performance

Feedback on work and practicals
-Information mainly for the students

Reports

Parents Evenings

PPEs

Feedback

Information mainly for students and teachers

You get feedback all the time:

- verbal

- in writing

- from your peers

- from yourself (when you compare your work with models)

USE IT, ACT ON IT:

DON'T LEAVE A PIECE OF WORK SUB-STANDARD

Reports

Information for students and parents

Subject	Benchmark /Student target	Autumn First Half Term		Full Report		Spring First Half Term		Spring Second Half Term	
		Att	Eff	Att	Eff	Att	Eff	Att	Eff
Biology	A/A	A2	2	B1	2	B1	2	B1	2
English Language	B/B	A3	1	B1	1	B1	1	B1	2
Geography		A*	2	A2	2	A2	2	A2	2
Technology - Resistant Materials	A/B	B1	2	B1	2	B1	1	B1	2

Reports

Things to discuss at home:

-Why is the student target higher or lower than the benchmark?

-What is stopping effort being a 1?

-If the prediction is lower than the benchmark – what has the teacher said or indicated on work needs to be improved?

Has that advice been acted on?

-If the prediction is higher than the benchmark – should the student target be higher?

Parents' Evenings

M – 18 October 2016

E – 20 October 2016

- Strengths and weaknesses

 - **Knowledge, understanding and application*

 - **Behaviours for learning*

- Exam preparation needs (to reach targets)

- Suitability for A Level or Level 3 Vocational Courses

Pre-Public Exams (PPEs)

Aims:

- To provide a “real” exam experience
- To provide feedback on the paper
- To provide a chance to feel success on the paper, if they didn't pass first time.



Dates:

- | | |
|-----------------|---------------------|
| -PPE1 | 7-11 November 2016 |
| -PPE Result Day | 2 December 2016 |
| -PPE2 | 9 – 13 January 2017 |
| -PPE3 | 20-26 April 2017 |



Preparing for the exams

Many courses are “linear”.

That means they will need to **know,**
understand and be able to apply
EVERYTHING YOU HAVE DONE
SINCE YEAR 7.

They can't leave it until Easter next year.

They can't rely on last minute support.

THEY have to start now.

Preparing for the exams

- Organised notes, books & folders
- Use feedback – improve and re-do work constantly
- Past papers, past papers, past papers, past papers
- Exam board websites
- Where possible: get controlled assessment to at least one grade above target grade
- Revision plan from January
- Perfect your revision strategy (see website)
- Attend revision and booster sessions
- If given the opportunity for intervention – TAKE IT
- Eat healthily, sleep, take exercise, spend time with family and friends (perspective)

Support

- Google Apps
- Appointments
- Interventions eg: small group work
- Booster sessions
- Pre-exam boosters
- Walk-through exams
- Exam Study Period

- Revision Guides (books, youtube)

- Stress-busting strategies (see Miss Pedder)

August 24th and beyond

Impartial Careers Interviews

Everyone should have one

- Sixth Form
- College
- Apprenticeship
- Work

Remember: WHICHEVER ROUTE YOU CHOOSE if you do not get at least a Grade 4 in English or Maths, you will have to re-take it until you pass it.

August 24th and beyond

Results Day / start of new term

- Support and advice from school staff
- Impartial Careers Advice

Maiden Erlegh Sixth Form



**Developing the well-rounded
young adults of tomorrow.**



“Opportunity, diversity and success for all”

- High performing: progress and results
- Broad taught curriculum: meeting the needs of all
- Enrichment curriculum:
 - extends the taught curriculum
 - prepares students for adult life and world of work
 - wide range of leadership opportunities
- Work experience and employability
- Expectations of independence and self-management
- High quality pastoral care and guidance

High Performing

A Level Results:

9%A* - above the national average

55%A*B - above the national average

81% A*C – above the national average

98% A*E – above the national average

ALPS Provider A Level
Quality Indicator:

Top 25% Schools

AS Level Results (new format):

18%A - above the national average

42%A*B - above the national average

64% A*C – above the national average

94% A*E – above the national average

ALPS Provider AS
Level Quality Indicator:

Top 10% Schools

High Performing

Typical destinations:

Ca 80% choose to go to university (ca 30% to Russell Group)

Ca 11-12% Employment / Apprenticeships

Ca 6-7% Gap Years

Ca 5-6% Further Education

Maiden Erlegh School 2016:

150 firm university places (50 Russell Group)

2 to Cambridge

4 Medics 4 Lawyers 11 Engineers

1 Advanced Apprenticeships

Taught Curriculum: entry requirements

1. Minimum of 5 GCSEs or their equivalent at Grade C (old GCSEs) or Grade 4 (new GCSEs) Merit (Level 2 BTEC or similar vocational)
2. These five subjects must include either GCSE English or GCSE mathematics*.
3. Some subjects require a B/A (5/7) grade to study at A Level.

**Students will have to retake the English or mathematics they have not passed at Grade 4.*

Taught Curriculum

Pathway 1: Technical

- Level 3 Technical and Applied subjects
- Course/Work-related work experience
- Re-take GCSE English or mathematics

Subjects:

- BTEC L3 Business Studies
- BTEC L3 Science
- BTEC L3 Media Studies
- Cambridge Technical L3 Information Technology

Taught Curriculum

Pathway 2: Academic, Vocational or Mixed

Year 12

- Four A Levels or Level 3 Technicals (or a mixture)
- Y12 Work experience
- *Most students drop one course at take the AS*

Year 13

- Three or Four A Level or Level 3 Technicals
- Opportunity to take the Extended Project Qualification (EPQ)

Taught Curriculum

Some examples of subject entry requirement (PLEASE CHECK WITH 2017 PROSPECTUS):

No previous requirement:

- Business Studies
- Photography
- Theatre Studies
- Law

GCSE grade 4 English:

- English Language
- Media Studies
- Law
- Sociology
- Philosophy and Ethics

GCSE C/4 subject grade :

- Level 3 Technicals
- Art / Fine Art
- Design Technology
- PE

GCSE grade 4 maths:

- Core Mathematics
- Geography

Taught Curriculum

Some examples of subject entry requirement PLEASE CHECK WITH 2017 PROSPECTUS):

Sciences:

Triple Scientists

- Average Grade B
- Grade B in chosen subject
- Grade 4 in English & maths

Dual Award Scientists

- Grade B in core AND
- Grade A in Additional
- Grade 4 in English & maths

GCSE subject grade B/5:

- History
- Music (Music Gr 4 min)

GCSE grade B/5 Eng and/or maths:

- Economics
- ICT
- Media Studies

Preparation for World of Work

- Work experience in Year 12
- Impartial careers advice
- Careers Seminars with local professionals
- Future Pathways Day
- Employability skills through pastoral programme
- Soft skills through enrichment:
 - *Presentation and communication*
 - *Time management and meeting deadlines*
 - *Team working and building*
 - *Leadership*
- Diversity awareness (eg: New Futures, Student Council etc)
- Head Boy/Girl and Senior Team programme
- Opportunities for paid posts – full range of recruitment skills

Pastoral Support and Guidance

Head of Sixth Form: Miss Anne Cheshire

Head of Year: Mrs Ruth Wyatt / Mrs Steph Thwaites

Form Tutor (half termly Learning Programme reviews)

UCAS / Post 16 Destinations Tutor

Oxbridge interview preparation

Access to internal Inclusion and Well-being support

Help with securing external support where necessary



Maiden Erlegh Trust

Maiden Erlegh Sixth Form



**Developing the well-rounded
young adults of tomorrow.**



“Opportunity, diversity and success for all”

- High performing: progress and results
- Broad taught curriculum: meeting the needs of all
- Enrichment curriculum:
 - extends the taught curriculum
 - prepares students for adult life and world of work
 - wide range of leadership opportunities
- Work experience and employability
- Expectations of independence and self-management
- High quality pastoral care and guidance

High Expectations

- Aspirational attitude to academic and technical study
- Aspirational attitude to their own identity and character
- Work Independently and manage own learning
- Responding positively to feedback
- Strong attendance and punctuality record
- High levels of personal appearance (suit-based dress code)
- Acting as role models for lower year groups
- Representing the best of Maiden Erlegh in the community
- Looking after their health and well-being and that of others