

DAVENANT FOUNDATION SCHOOL

Success in Year 13

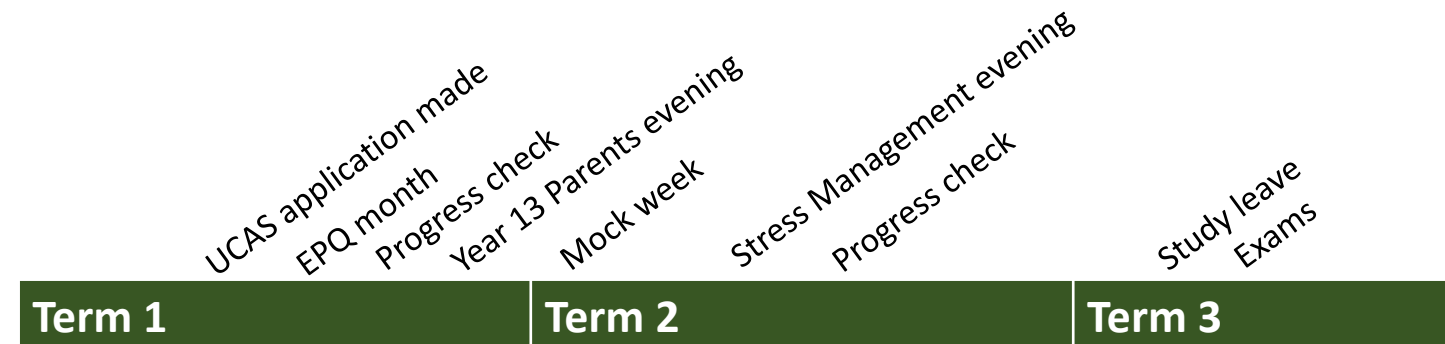
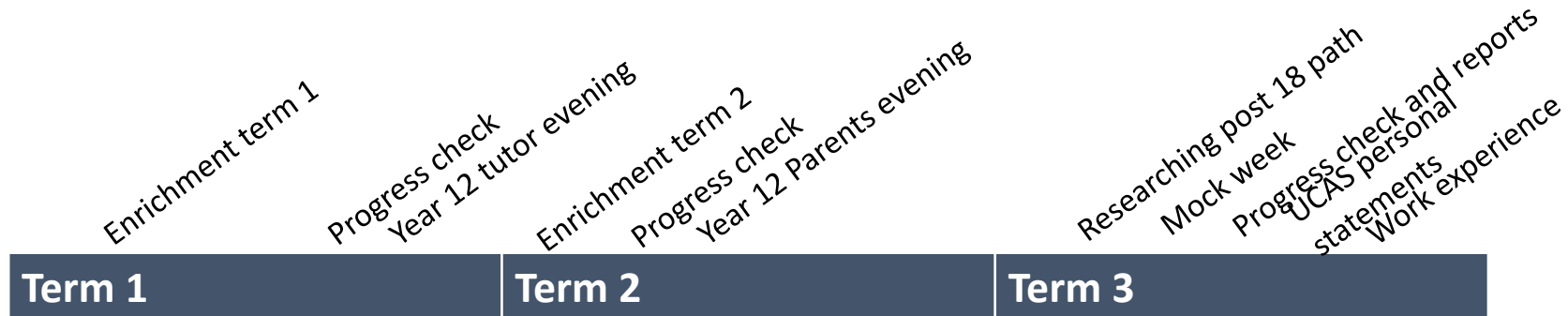


“Start children off on the way they should go, and even when they are old they will not turn from it.” (Proverbs 22:6)





Sixth Form Timeline

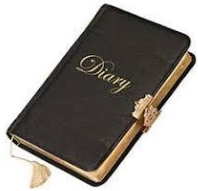


↑
We are here



Year Calendar (Academic)

Success in Year 13 Evening	21/9/22
Study Support begins	15/9/22
EPQ Month	throughout October
UCAS Preparation Day	21/10/22
Autumn Progress Check	28/11/22
Y13 Parents' Evening	6/12/22
Y13 Mock Week	9-20/1/23
Spring Progress Check (incl. mock results)	7/2/23
Study Leave Commences	12/5/23
Founder's Day/Leavers' Day/Prom	13/7/23
Results Day	17/8/23





Careers Leader

Mrs Charli Whetham



Student Services Co-ordinator

Mrs Áine Wood



- UCAS/Apprenticeships support
- Careers and work opportunities
- Careers interviews
- Mock interviews
- Work Experience



The Tutors

Tutor Group	TUTOR
13D	Mrs D Carroll/ Mrs S Casey (Wed only S1)
13A	Mrs G Mears-Higgs
13V	Ms S Qureshi (Mon, Tues, Fri) & Mrs Perry (Wed, Thurs 201)
13E	Mr P Brewster (Mon) & Ms N Begum (Tues-Fri)
13N	Mrs G Bhatt (Mon, Tues) & Mrs S Brooks (Wed-Fri)
13T	Mrs S Hodge (Mon-Wed) & Mr P Humphries (Th - Fri)
13F	Mrs J Blair (Tues, Wed, Fri) & Dr D Lear (Mon & Thurs)
13S	Mrs L Hendry (Mon-Wed) & Mrs M Robb (Thurs -Fri)



1. Supporting Integration: Expectations

- Students use the library for silent study and the common room for group study sessions
- 4 hours of independent, outside of homework, study per subject per week
- Students are on time and ready to learn
- We expect 100% and become concerned if attendance is below 95%
- As role models to the rest of the school, students must follow the dress code
- Take advantage of many of the opportunities available in the 6th form and be an active member of the school community



Supporting Integration: Dress Code





2. Supporting Mental Health: Student Self-Help



- **Attend every day** – attend every lesson and work hard
- Don't make excuses – be **resilient**
- Keep really **neat notes**
- Take every **opportunity**: Go to every revision class, do every homework, check related lessons on YouTube, and try to go to lectures and open days
- Try to **work it out for yourselves** – then ASK for help if needed
- **Plan your time** carefully – break down tasks into smaller units, trust your organisation, know when enough is enough!
- **Get UCAS sorted early** so it doesn't become an excuse to avoid work.



Supporting Mental Health: What Parents Can Do



- Encourage **attendance, effort, and resilience**
- If you have a concern over your child's mental health, **notify their tutor** immediately. Tutors see your children every day, and are best placed to monitor any concerns. They will also notify HoY/Ho6
- Staff can refer student mental health struggles to associated agencies.
- If concerns persist or are acute, parents should also arrange to see a GP. However, it is usually helpful to discuss this level of concern with school as well, so that we can work together to diagnose the pressures and alleviate them where possible from the school end



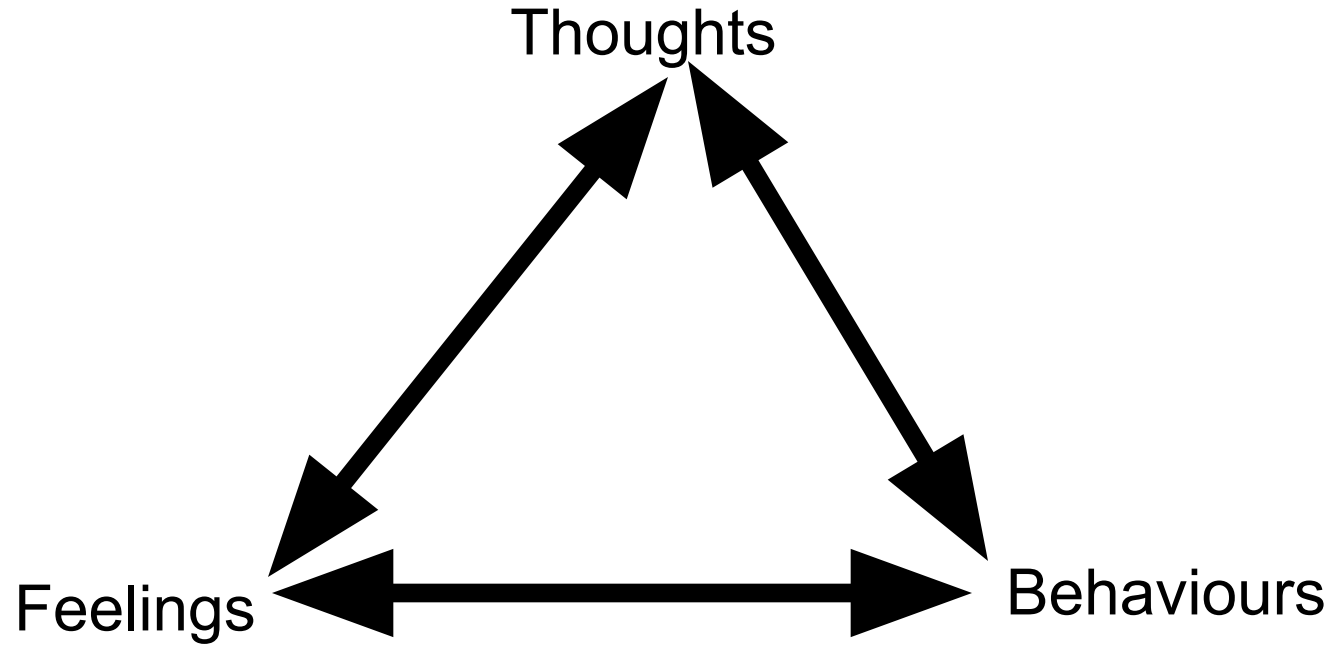
Supporting Mental Health around exams

In March, the HoY begins holding sessions to help students manage their mental health as exams approach. Insights from Cognitive Behavioural Therapy are used. This is additional to our usual protocols when students struggle with mental health, which would of course include increased contact with home to support the student.

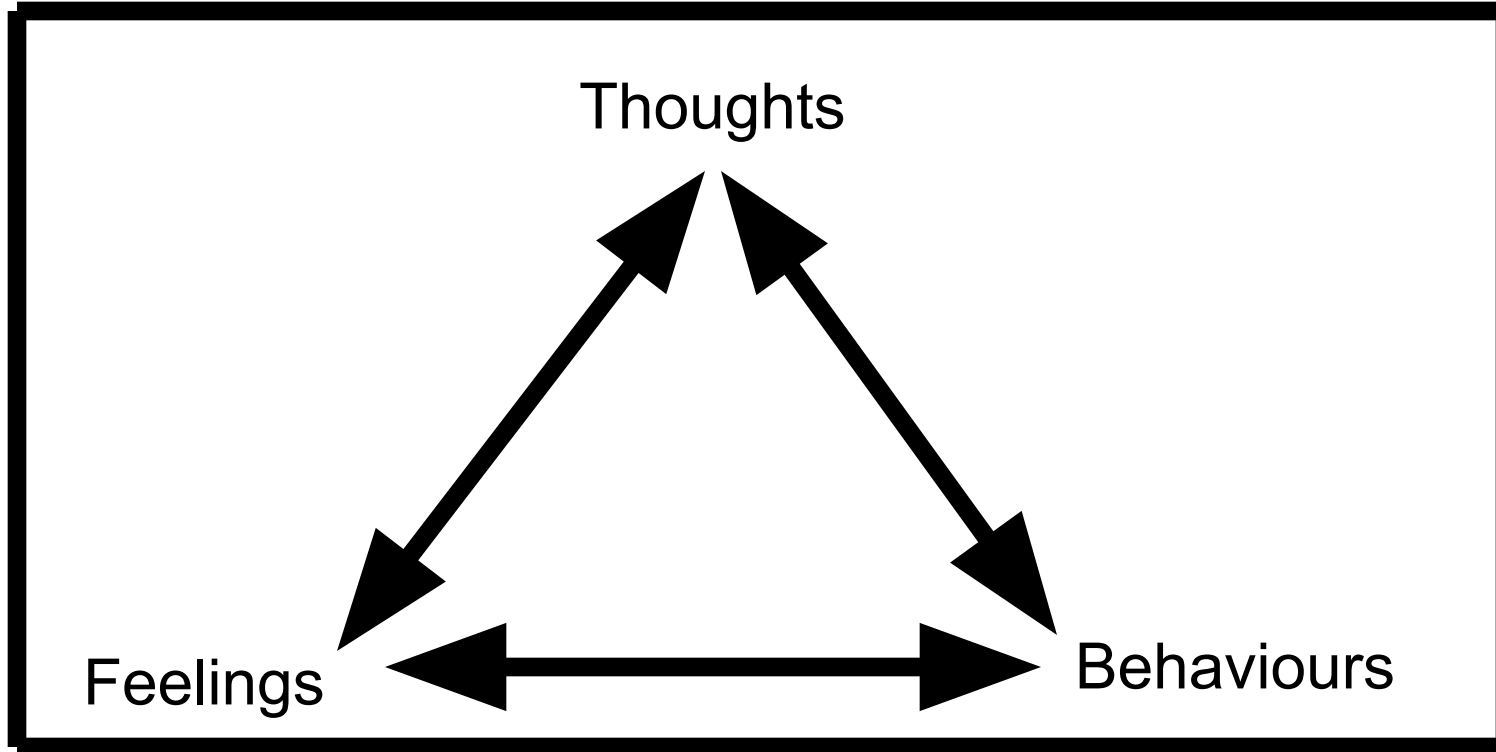




Extra-Curricular: Stress Management



Stress Management



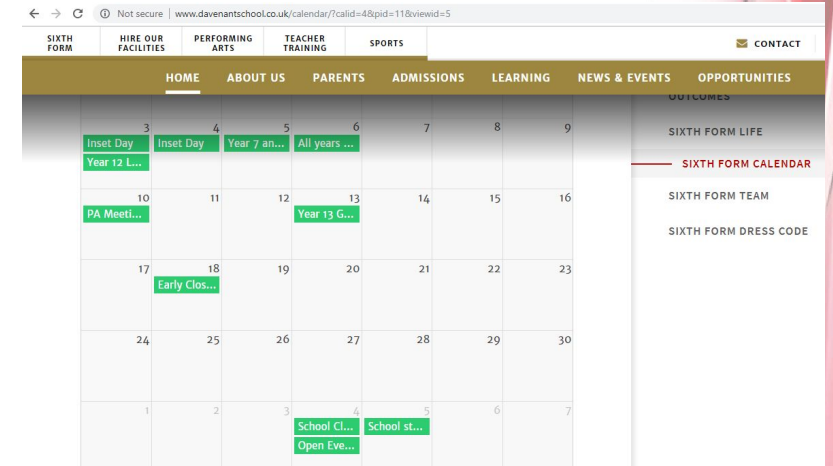
CONTEXT has an impact!





3. Supporting Academic Achievement

- Different **folders** for different subjects
- Expect 4 hours' work/subject/week ...
- ... PLUS revision of year 12 material.
- **Absences** – let school know in advance
- Know **dates** in advance (Sixth Form calendar on website)
- Maintain a healthy **study environment**
- Help with the creation of a revision **timetable**
- Check for **deadlines** on Talaxy
- There will be times when you have to be their diary!
- They may act like adults, but they aren't yet.





KEY POINTS:

- Students **must attend all sessions**, every day, starting at 08:30am.
- **There is always work to do**, because you can do more past papers, and more flash cards, and more notes on your notes (remember: 4 hours per subject per week)
- However, working round the clock is not normal, and **at least one day on the weekend should be set aside for rest**. This optimises memory.
- A **study timetable**, covering year 12 work over a 6-week cycle, is the normal way to progressively revise last year - this happens **alongside** year 13 study.



Sixth Form Manager

Mrs Ellen Buck

- Signing Out/Permission
- Leave of Absence Requests (LOA)
- Registration
- Attendance
- Bursary
- Mental and Physical Health First Aider



SENCO

Mrs Jessica Escott

Learning Support Centre Manager

Mrs Jill Katsikas



Head of Sixth Form

Mrs Kate Fisher

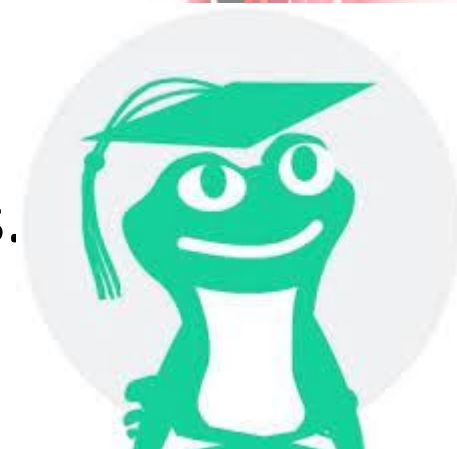


- Assistant Headteacher
- Progress in KS5 across curriculum
- Child Protection Lead for Sixth Form
- Deputy CP for school
- Pastoral Lead in Sixth Form
- Teacher of English



Careers Support and Unifrog

- Last term on Wednesday afternoons the students completed Careers activities through Google Classroom. These activities are still available if a student needs to revisit them.
- All students are signed up to Unifrog - a search platform which allows them to create aspirational, solid, and safe course lists. Students can create as many shortlists as they choose to on this platform.
- It also allows them to store their CVs, competencies, key skills etc, which will be helpful for preparation for interviews.



UCAS & Post-18 Options Process



By 20th October ...

- Complete their UCAS application form up to the 'pay and send' point.

'Pay and send' only sends the application to school NOT to UCAS.

- Students not applying to UCAS need to submit their updated CV to Careers by this date.

If complete, year 13 students can work from home on Friday 21st October.

After Half-term ...

- Students book individual appointments with Mrs Fisher, Mr Midgley or Mrs Whetham. Applications are checked, references added and predicted grades added at this meeting. **The UCAS application is sent to UCAS.** The UCAS deadline is 15th January 2023.

Progress Checks and Target Grades

- We set aspirational targets for our students.
- During Year 13 the Predicted Grade on the Progress checks will show the 'reality'. The grade the student is most likely to achieve if all remains equal by the end of Year 13.
- The UCAS Predictions can be and often are different to the Progress Check predicted grades. They are 'optimistic but realistic'.





DAVENANT FOUNDATION SCHOOL

YEAR 13 PROGRESS REPORT

AUTUMN TERM 2021

Name: John Doe

Tutor Group: 13F

Subject	Target Level		Predicted	Attitude to Learning	Working Grade
	Base	Extension			
Economics	B	B	B	B	W-
Government & Politics	B	A	A	A	W+
History	B	B	C	C	W

Percentage Attendance: 100

Unauthorised Absences: 0

UCAS Predicted Grades

- Throughout the UCAS Predicted Grade period, our aim is to give students as many appropriate opportunities for post-18.
- The UCAS predicted grades, although optimistic, must have their basis in reality.
- Students need to ensure that they have offers they are realistically going to be able to meet and accept on results day.
- For some students it might be appropriate to delay the sending of their UCAS application until Nov/Dec when they have had the opportunity to show their teachers the additional progress they have made. UCAS predictions could then change.



Year Calendar (post-18 prep)

Post-18 Choices

What Needs Doing - Students

- UCAS Application complete with personal statement
- Oxbridge/Medicine/Dentistry/Veterinary applicants to have registered for their assessment and sent form with Dr Lear by **15 October**
- All others paid and sent form by **20 October**
- Met with Mrs Fisher/Mrs Whetham/Mr Midgley to send form to UCAS or talk through post-18 choices – each student will book a time for this after half term

Support available

- Mrs Whetham available during registration and lunchtimes on Wednesdays to answer any questions students may have
- Unifrog to help students pick courses
- Resources from Careers e.g. reference writing guide, how to write personal statements
- Dr Lear to support early applicants





The Tutorial Programme

This includes the regular housekeeping for Sixth Form activities, with **notices, assemblies, thoughts for the day, and registration.**

It also includes the delivery of **citizenship education** – the extension of PSHE in the Sixth Form, and spiritual, moral, social, and cultural education. These are delivered on Tuesdays and Wednesdays respectively.

NOTES: Whether these times are driven by curriculum content or by administrative needs, it is vital that students attend all sessions: at **8:30am**, and at **12:20pm**. Presence is a **legal requirement**, and failure to respect a legal requirement obviously does not reflect well on students' references, when these are required!

Letters are required from students to cover any **absence**. Form tutors collect these, and leave notes in register trays for Mrs Buck.

Students whose attendance falls below **85%** may be asked to pay for their own examination entries.



Tutorial Programme

The **Tutorial** Programme includes material on managing **anxiety** (including **sleep hygiene** and **dealing with stress**) and **preparing for living away from home** (including **budgeting, finding accommodation, locating health services**). It also prepares students for **UCAS** applications and/or **apprenticeship/job opportunities** and help with **personal finance**.

The **Thinking Morally** programme encourages students to engage with moral, cultural, and spiritual issues. It deals with **how we resolve conflict, how we engage in respectful dialogue where there is disagreement**, and uses 'case study' issues to demonstrate how fruitful conversation is possible even when there are two (or more) strong, opposing views on a subject.





Top Tips for Parents: Mental Health Management

1. **Be attentive** ... but not too much.
2. Collaborative management of **screen time**.
This is not only to maximise academic output, but also to maximise mental health. Two activities are significantly correlated with depression: *electronic device use*, and *watching TV*. Five activities have significant **inverse** correlations with depression: *exercise*, *attending religious services*, *reading books*, *in-person social interactions*, and *completing homework*.
(Jean M. Twenge, San Diego State University, 2018)

3. **Taking a walk with your child** each day.





Who to contact:

1. Form Tutor or Sixth Form Manager
2. Head of Year
3. Head of Sixth Form