



Tuesday 11th September, 2018

Welcome to the Y13 Expectations Evening

Key Foci

Attendance

Truancy from lessons

Behaviour

Effective learning

Attendance: Expectations

In line with Years 7 to 11, 2018-19 will see a focus on attendance in the sixth form.

Attendance at morning and afternoon registrations is compulsory.

Students must be punctual: morning registration starts at 8.45 am.

Behaviour points will be added for lateness and missed registrations.

Attendance: Expectations

In line with lower school, if students are absent from school then a parent/carer will need to ring in by 8.45am on the first day you are absent.

Student absence must be reported to Mrs Flannery by a parent or carer, either by phone 01625 441070 or by email kflannery@wilmslowhigh.cheshire.sch.uk. Students cannot certify absence themselves.

Student managers will be contacting home/mobiles directly if we haven't heard from you.

Within 3 days of returning to school, students must bring a note explaining their absence that is signed by a parent/carer.

Beyond 3 days without a note, all absence will be changed to 'unauthorised'.

Like lower school, letters will be sent home if absence becomes persistent and may result in position within sixth form being reviewed.

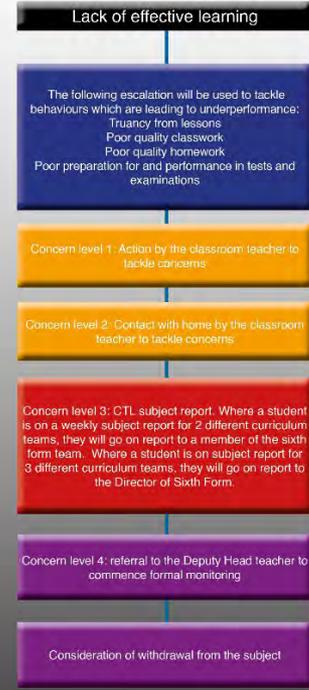
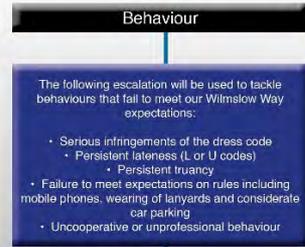
Attendance: Expectations

- Only urgent medical, dental and other appointments should be made during school hours, preferably out of lesson time. Routine appointments must not be made in lesson times.
- Students must not be absent from school to attend family holidays, festivals or any other social occasion. This will be recorded as unauthorised absence.
- Requests for absence during term time for events such as university open days must be submitted on the appropriate forms available from Mrs Flannery and submitted to Mr Williams for approval. Requests must be made at least 2 days before the visit takes place.

Attendance: Escalation

Concern Level	What	Definition	Who?	Speed of Escalation	Fast Track
0	No concerns	Attendance is above 98%			
1	Effective Action	Attendance is improving	Form Tutor		Where there is a dramatic fall in attendance or other attendance concerns, students should be fast tracked to concern level 4.
2	Requires further school action	Attendance is continuing to fall/stagnate after 3 weeks.	Form Tutor		
3	Increased School presence	Attendance is continuing to fall after 2 weeks. At this stage (or before) attendance would normally be unauthorised without a letter from a medical practitioner.	Sixth Form Team	3 weeks in	
4	Leadership Involvement	Attendance is continuing to fall/stagnate after 2 weeks.	Decision on Action by RP	5 weeks in	
5	Local Authority Involvement	School action unassisted by the LA is unlikely to impact.			
6	Permissible Case Study	Medical Evidence in place or mental health condition. Possibility of reduced curriculum package and/or exit 6 th form having taken AS exams.			

SIXTH FORM EXPECTATIONS



Concern level	Issue	What	Action
0	No behaviour points received for the above	No concerns	Not required
1	10 behaviour points received for the above in a fortnight	Effective Action	Conversation with form tutor using referral time
2	30 behaviour points received for the above (total)	Requires further school action	Conversation with members of sixth form team using referral time
3	50 behaviour points received for the above (total)	Increased school presence	Conversation with Director of Sixth Form using referral time
4	75 behaviour points received for the above (total)	Parental involvement	Parental interview
5	100 behaviour points received for the above (total)	Leadership involvement	Sixth form contract

At this stage Sixth Form privileges will be revoked until the student de-escalates to concern level 1 or below:

- Attendance at Prom
- Attendance on any educational visits not compulsory for completion of an A level or BTEC course.
- Attendance at Wider Curriculum opportunities
- Additional information, advice and guidance

Displayed in all form rooms.

Truancy From Lessons

Truancy from lessons, as opposed to absence from school, undermines curriculum teams and therefore will be dealt with through curriculum team monitoring and escalation.

Truancy escalation for students missing individual lessons:

1 lesson	Teacher action
2 lessons	Teacher contact home
3 lessons	CTL action
4 lessons	CTL conversation with RP

Behaviour

The vast majority of students will meet our expectations throughout their time in the sixth form.

Unacceptable behaviour could include:

- Serious infringements of the dress code
- Persistent lateness (L or U codes)
- Persistent truancy
- Failure to meet expectations on rules including mobile phones, wearing of lanyards and considerate parking.
- Uncooperative or unprofessional behaviour
- Rudeness/inappropriate manner with staff and/or other students

Behaviour Escalation

Concern Level	Issue	What	Action
0	No behaviour points received for the above	No concerns	Not required
1	10 behaviour points received for the above in a fortnight	Effective Action	Conversation with form tutor using referral time
2	30 behaviour points received for the above. (Total)	Requires further school action	Conversation with member of sixth form team using referral time
3	50 behaviour points received for the above. (Total)	Increased school presence	Conversation with Director Sixth Form using referral time
4	75 behaviour points received for the above. (Total)	Parental involvement	Parental Interview
5	100 behaviour points received for the above. (Total)	Leadership involvement	Sixth form contract



At this stage Sixth Form privileges will be revoked until the student de-escalates to concern level 1 or below. Privileges include:

- Attendance at Leaver's Ball
- Attendance on any educational visits not compulsory for completion of an A level or BTEC course
- Attendance at Wider Curriculum opportunities
- Additional information, advice and guidance

Lack of Effective Learning

Behaviours which are leading to underperformance. These could include:

- Truancy from lessons
- Poor quality classwork
- Poor quality homework
- Poor preparation for and performance in tests and examinations

Lack of Effective Learning Escalation

Concern Level	What?
0	No action from the classroom teacher
1	Action by the classroom teacher to tackle concerns
2	Contact with home by the classroom teacher to tackle concerns
3	CTL subject report: where a student is on weekly subject report for 2 different curriculum teams they will go on report to a member of the sixth form team. Where a student is on report for 3 different curriculum teams they will go on report to the Director Sixth Form.
4	Referral to the Deputy Head teacher to commence formal monitoring
5	Consideration of withdrawal from the subject

Achievement and Behaviour Points

Sixth form students have traditionally been awarded less points than students in key stages 3 and 4, but this year, form tutors and subject staff will be encouraged to add achievement and behaviour points to help support our drive on high standards in the sixth form.

Achievement Points

Number of Achievement Points	Achievement
1	Excellent attitude or effort, positive attitude to learning, extra curricular participation, good classwork, good homework, helpful attitude or contribution, setting an example.
2	Excellent performance in test, outstanding piece of work, significant improvement, 100% attendance for a fortnight, supporting other students.
3	School leadership, no behaviour points for a week.
5	Helping at a school event.

Behaviour and Learning Points

Number of Behaviour Points	Behaviour	Lack of Effective Learning
1	B1: Attitude concern, Chewing/eating in Lesson, Discourtesy to another student, Failure to follow instructions, late to lesson, late to registration, use of mobile phone, inappropriate dress, no ID badge.	L1: Unsatisfactory classwork, unsatisfactory homework, failure to complete response task. <i>As you can see, these points will quickly add up if you are missing registrations, not arriving on time or truanting lessons.</i>
2	B2: Discourtesy to staff, disruptive behaviour, missed registration, missed monitoring appointment.	
3	B3: Late and failure to sign in, defiance, missed referral, persistent lateness, smoking.	
5	B5: Missed lesson (Truancy), Bullying, Theft, Substance abuse, Physical Assault, threatening behaviour, racism, vandalism, inappropriate use of IT, misuse of social media.	

Dress Code

The Dress code has been created to ensure that all students are role models for the rest of the school.

It is essential that all students dress smartly to ensure a professional working environment.

Attire must be appropriate for the world of “work”.

Guidelines for the standard of office attire can be found in the Sixth Form Handbook. (Appendix 1)

Students taking the Level 3 Triple BTEC should wear SurrIDGE Kit with a WHS logo.

The school reserves the right to direct students to return home if they are inappropriately dressed.

Dress Code

Students must not wear:

Denim or leather

Polo shirts or T shirts

“Bodycon” skirts

Cropped trousers, shorts, skin tight trousers or leggings

Hooded tops or “sloppy” style jumpers

Tops that are low cut, see through or show a bare midriff

Trainers, canvas shoes or flip flops

Dr Martens Boots, Ugg Boots or similar

Caps or hats

Mobile Phone Policy



Mobile Phones: Acceptable Use

	PRE SCHOOL From 8:00am to 8:40am	On entry to school	FORM TIME	BREAK TIME	LESSON	MOVEMENT	LUNCH TIME	STUDY PERIOD	END OF THE DAY 3:10pm to 4:30pm
7-11	High Options only	X	X	X	Only to support learning	X	In designated year group zones	Not applicable	Not in building But acceptable outside Building
6 TH FORM	High Options and 6 th form learning area	X	Only to support learning	High Options and 6 th form learning area	Only to support learning	X	High Options and 6 th form learning area	High Options and 6 th form learning area	Not in building but acceptable outside building

Unacceptable Uses

- Between lessons students should not use mobile phones to check Firefly or 'the time'; this should be done with planner usage or on a watch.
- Using mobiles to bully and threaten is unacceptable. Cyber bullying will not be tolerated. In some cases it can constitute criminal behaviour.
- Unless express permission is granted, mobile phones should not be used to make calls, send messages, internet usage, take photos or any other associated application.
- Listening to music through headphones will not be allowed in any lesson. Music may be played by the class teacher to improve ambience for learning but will be done through the main speakers.
- Mobile phones are banned from all examinations.

Sanctions

- Students who infringe the rules will have their phone confiscated and sent to sixth form student managers' office immediately. Phones will be kept in named envelopes in the safe.
- On the first infringement, the mobile phone will be confiscated. The student will be able to collect their mobile phone at the end of the school day. Behaviour points will be issued.
- Persistent Offenders: parents will be contacted and asked to collect the phone at their earliest convenience.
- Students arguing with any member of staff over a mobile phone infringement will be dealt with very seriously. Members of staff have been asked to implement the policy consistently and therefore there should be no cause for argument.

Holidays

Holidays cannot be taken during term time. There are fourteen weeks of school holidays, including six weeks in the summer, during which you can take holidays.

It is not acceptable for any students to be absent during term-time to attend festivals or similar events.

It is also important for Year 13 students who have made university applications to check that any planned holiday does not clash with results day in August.

Headteachers cannot now grant an authorised absence based on attendance as in the past. However, a formal written application for the absence should still be sent to Dr Pullé, Headteacher, and permission for absence may be granted in 'exceptional circumstances'

Individual Advice and Guidance (IAG)

Dr Anne Rowe is the IAG Personal Advisor.

Dr Rowe supports the careers education and guidance programme in the sixth form. She will conduct one-to-one interviews that explore options at 18 and support choices and decision making.

Appointments with Dr Rowe can be arranged by your student manager or by contacting your form tutor. Appointment times are limited.

Driving Lessons

Must not be arranged during lesson times.

If you receive notice of a scheduled driving test and find that it clashes with a timetabled lesson, we expect you to let tutors and subject teachers know in advance.

Missing lessons to attend driving lessons will be treated as truancy.

Key Messages

- Aim for 100% attendance
- Get into school on time: registration starts at 8.45am
- Attend every lesson
- We have high expectations of all of our students, have high expectations of yourself
- Have a positive attitude to learning both inside and outside the classroom
- Do their best, fulfil their potential
- “Continuous effort, not strength or intelligence is the key to unlocking your potential.” (Winston Churchill)
- Turn up, try hard.

2018-19
Expectations Evening

UCAS

Tonight's Aim:

To outline expectations of your son/daughter in relation to the UCAS process.



Questions

- Questions we can answer tonight:
 - Further information or clarification regarding points raised in the presentation
- Questions we can't answer tonight:
 - Individual queries about UCAS grades, projected grades or progress. Please ask students to have conversations with their subject teachers.

What should students already have done by now to apply through UCAS?

Filled in the UCAS form.

- Obvious details like name, address, email and phone number.
- Also the schools they have attended from age 11, all certificated results to date, paid employment and whether or not they want to apply for student finance.
- **All of their form apart from their choices and personal statement should have been completed by the end of last term. It should have been checked by Mrs Cook and it should be accurately completed.**
- **See Mrs Finemore-Lunn if they are unsure about their application.**

What should students already have done by now to apply through UCAS?

They should have researched course choices.

- It is unwise to select universities as choices when they haven't visited them.
- There are still open days running in September and October but students should not be missing school to attend them – Saturdays only.
- Research courses through UCAS and the universities' own websites.

What should students already have done by now to apply through UCAS?

They should have completed a first draft of their personal statement.

- Students should have been working on these over the summer holidays.
- These should be given to form tutors for first checking. Subject teachers, parents/carers/family friends can also support with this.

Coming up

By Friday 21st September, they need to pay their UCAS fee of £24 through Parentpay

No Parentpay account – gcrookes@wilmsowhigh.cheshire.sch.uk

Forgotten details of Parentpay account –
kflannery@wilmslowhigh.cheshire.sch.uk

What should students be doing between now and when their application is sent?

- Their personal statement will need to be drafted many times.
- When it has been checked by form tutor, subject teachers, parents and friends, students attach it to their UCAS application and send it back to us for Mrs Cook to check.
- **Friday 9th November** is the last day for attaching a well-checked personal statement to UCAS and printing off for Mrs Cook to start checking.
- We communicate with them via their PERSONAL email address as that is the one used by UCAS.
- They must check their email on a DAILY basis to ensure there are no delays with their application.

Predicted grades

- Each course has a set of required predicted grades. These are provided by school. The course may require grades (e.g. AAB or D*DD for BTEC) or points (e.g. 120) which can be made up by a combination of qualifications which will probably be specified.
- **We recommend that students apply for courses which require a range of predicted grades.** Unifrog sorts course choices for them to see which would be aspirational, solid and safe.
- Once they are ready to apply, students fill in their course choices on their blue form. Mrs Cook will check these and if they have applied for a course beyond their predicted grades, they will be asked to sign to confirm if they have contacted the university to check they can still apply with their predicted grades.

Teachers' decisions on predicted grades

- These are supposed to be **aspirational but realistic**.
- If a student has never achieved a B grade through Year 12 but “needs” one for a university course, it would be difficult for us to maintain our professional integrity if we gave them a B grade prediction when Year 13 work is harder.
- Therefore, we always rely on teachers' professional judgements. These will be on Unifrog by Friday 14th September.
- **But we do not have to use this September predicted grade.** Your son/daughter can re-sit their Year 12 exam and can also work hard through the autumn term to demonstrate a higher level of achievement and we can alter predicted grades before sending off the application.

The final date for altering predicted grades will be 9th November.

Unconditional Offers



- An unconditional offer means that points (e.g. AAB or 112 points) are not required by the university.
- Universities send more details about these to students than they do to school but generally they will still need to complete all of their A Levels/BTECs but **their grades do not need to meet any entry requirements and they will have a place regardless of what they get.**
- For the current Year 13, 39 students accepted unconditional offers before they sat their examinations – 18% of the cohort and 23% of those who applied to university. But 71 students were given at least one unconditional – 43% of those who applied.

Our unconditional offers

The number of unconditional offers is rising year on year and the range of institutions offering them is also broadening.

Largely non-Russell Group: Sheffield Hallam, Leeds Beckett, Birmingham City, Salford, Lincoln, MMU, Middlesex, Roehampton, Leeds Trinity, Lancaster, Keele, Northumbria, Bangor, Portsmouth, University of Central Lancashire, Nottingham Trent

But also Russell Group: Nottingham, York, Birmingham (only one each to very high performers and none in science or Mathematics)

One student received 4 unconditional offers. Many received 2.

The positives of unconditional offers

- Removes the pressure of having to obtain certain A Level grades.
- Gives certainty so students can apply for accommodation early, plan for the course and where they will be.

- For the university, a student accepting an unconditional offer is fantastic – they are “a bum on a seat”.

The negatives of unconditional offers

- **“I don’t need to work hard now as it doesn’t matter what I get.”**

Students switch off, attendance dips and they don’t hand in work. They fail to appreciate that employers look at A Level results – they stay with them throughout their lives. They finish 14 years of education with results that don’t do them justice and don’t reflect their ability.

- **This year, we know that students who had unconditional offers did not achieve grades of which they were capable.**
- **A student may accept a course and university which isn’t right for them just because it is an unconditional offer.**
- **Private school students don’t like them...**

The impact of unconditional offers

“Applicants holding unconditional firm offers were 23 per cent more likely to miss their predicted attainment by two or more grades, compared to applicants holding conditional firm offers.” (UCAS report)

Information for you

UCAS Parent Guide

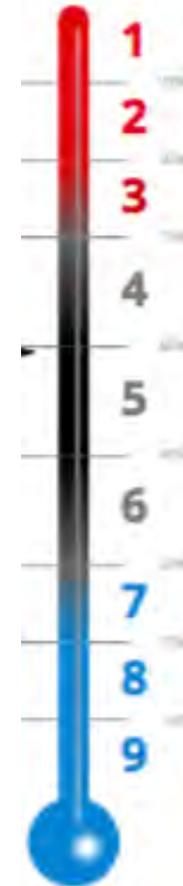
Parent/carer page of Firefly

Which website

Monitoring performance in Year 13

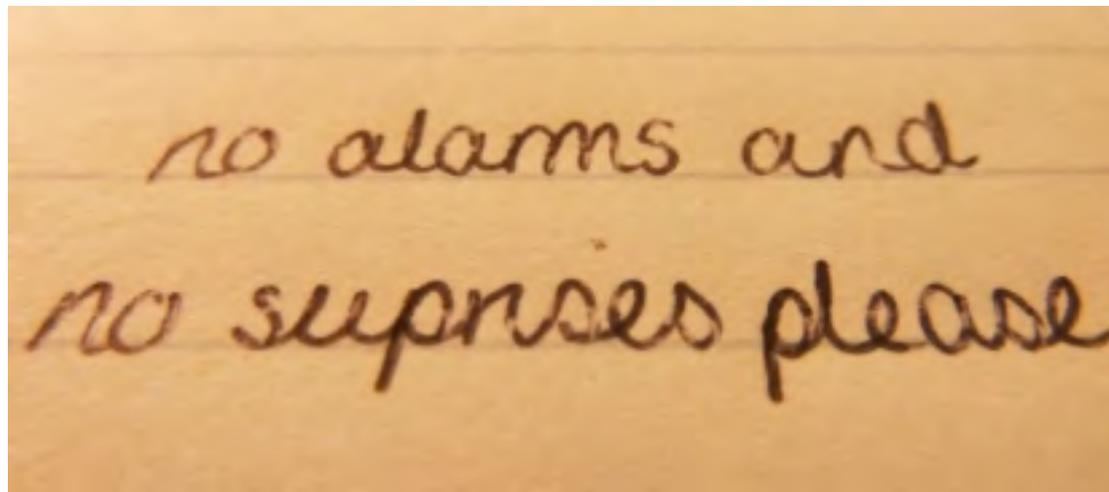
Aims

1. To help students to achieve their Alps 90th percentile grade, representing performance in the top 10% of students with a similar GCSE grade profile



No surprises

2. It is also our aim that you, and your parents, know exactly how you are doing throughout your course of study so there are...



Predicted grades

- The Year 13 assessment certificates that you will collect at the end of this evening contain the grade that your son or daughter's teacher is currently projecting for your son or daughter based on their performance in this subject.
- This prediction is cautiously conservative to minimise any unpleasant surprises when final results are received.
- This is NOT a UCAS predicted grade.
- UCAS predicted grades are deliberately optimistic and reflect the best grade that we think your son or daughter can realistically achieve.

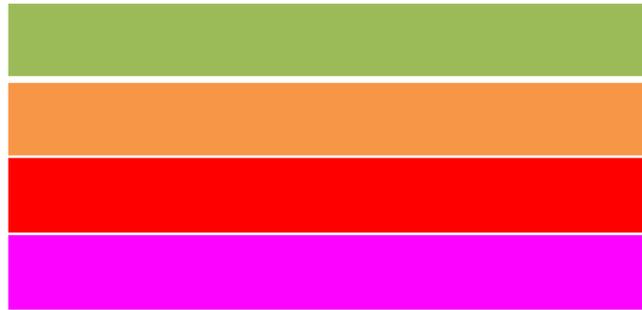
Celebration

3. To celebrate with you fabulous exam results that will open the door to your future



Cautious conservatism by teachers prevents nasty shocks on results day

- Only 3% of students changed colour 'downwards' from February Year 13 to Results Day



Home Study Expectations

- Students must be studying at home during the evenings and at weekends.
- As a general rule, students should spend at least fifteen hours a week (in addition to lesson time) studying: sometimes it will be more than this. Students will have some study periods in the normal school day and should use these productively.
- The comment “I have no work to do” is never valid!
- Students should be engaged in the following forms of study:
 - - homework or coursework assignments for which a deadline is set
 - - on-going coursework
 - - note-taking and ‘reading around’ the subject
 - - ongoing revision: practising problems, completing additional past paper questions and re-reading and revising key terms and ideas

Attendance makes a difference

Students with low attendance were less likely to reach their Alps targets

EVERY day
counts
attendance matters

Year 13: Monitoring 1

Assessment Certificates will be given out at the end of Year 13 Expectations Evening.

How did you perform in your end of Year 12 exams?

What does this tell you and us about the start that you need to make to Year 13?

We will use your performance here as an indicator for your UCAS projections

The logo for UCAS, consisting of the letters 'UCAS' in a bold, black, sans-serif font. The letter 'A' is stylized as a red triangle pointing upwards.

Year 13 Expectations Evening

Tuesday 11th September

We can best help you to achieve your aims this year if we all work together: you, school, your parents



Year 13: Re-sits

Week of 17th September

For students on Sixth Form monitoring and students who want a higher UCAS grade



Year 13: Monitoring 2

Week of 8th October

How is A Level study going?

- Quality of folders
- Homework
- Punctuality
- Attendance
- Engagement with Whole Curriculum

Attendance	Description
100%	Excellent
96-99%	Above average
94-95%	Just below average
90-93%	Below average
90% or below	Persistent absence

Year 13: Parents Evening

Week of 8th October

What are your strengths and areas for development?

What do you need to do to prepare for your mock examinations in January?



Year 13: Exam Tuesdays

Running through the year

Use them to improve
your exam technique



Year 13: Monitoring 3

Week of 12th November

If there were any issues in October have they been put right?

Categories	
Green	Everything is fine
Amber	Some concerns that your class teacher can address
Red	Concerns that need to be dealt with at the next level: Form Tutor, CTL for the subject, member of the Sixth Form Team
Purple	There is a serious problem: Director of Sixth Form monitoring or Sixth Form Contract

Year 13: Monitoring 4

Week of 10th December

Are you preparing effectively for your mock exams?

- High quality folders
- High quality encoding of work
- High quality Knowledge Organisers

H Angles and Trigonometry a Polygons, angles and parallel lines

Important ideas

The sum of the interior angles in a polygon can be calculated by thinking about the number of triangles that can fit inside the polygon. This is always 2 less than the number of sides.

If you don't know how many sides a polygon has, the exterior angles always add up to 360°. If you cut them out, they would form a whole turn.

When solving angle fact problems you must use three-letter angle notation, two-letter line notation and state every angle fact you use to tell the 'logical story' of how you solved the problem.

Sometimes there is more than one way to solve an angle fact problem. It doesn't matter which approach you use so long as it is mathematically correct and you state all the angle facts you use.

Important vocabulary

olygon	A 2D shape made from 3 straight sides or more.
gular polygon	A polygon with all sides equal in length and all interior angles equal in size.
equilateral triangle	A triangle with three equal length sides. The three interior angles are equal in size.
isilateral angle	An angle between two adjacent sides outside a polygon.
terior angle	An angle between a side of a polygon and an adjacent side extended outwards.
parallel lines	Lines that have the same distance continuously between them. They never intersect.

Key facts to memorise- polygon angle facts

Polygon names	Polygon angle facts
3 sides: Triangle	Sum of interior angles in a polygon with n sides is $(n-2) \times 180^\circ$
4 sides: Quadrilateral	Sum of exterior angles in a polygon is 360°
5 sides: Pentagon	Interior angle + exterior angle = 180°
6 sides: Hexagon	
7 sides: Heptagon	
8 sides: Octagon	
9 sides: Nonagon	
10 sides: Decagon	

Key facts to memorise- basic angle facts

Basic angle facts

Angles around a point add up to 360°	
Angles on a straight line add up to 180°	
Vertically opposite angles are equal	
Angles in a triangle add up to 180°	
Angles in a quadrilateral add up to 360°	
Base angles in an isosceles triangle are equal	
Angles in an equilateral triangle are all 60°	
The exterior angle of a triangle is equal to the sum of the two opposite interior angles	



Historical importance

300 BC: Greek mathematician Euclid wrote a book called *The Elements*. These are the most important facts and important ideas in geometry. Starting from just 2 basic axioms (statements), Euclid proved all the angle facts today. Most mathematicians say *The Elements* is the most important maths book ever written. The idea of using logic to prove theorems.

200 BC: Archimedes used Pythagoras' Theorem to find upper and lower bounds for the value of pi. He imagined a circle inscribed by a regular polygon touching the circumference of the circle. He imagined the same circle circumscribed by a regular polygon (points of side touch circumference of the circle). By calculating the perimeters and knowing the area of the polygons and knowing the area of the between these values he could find upper bounds for the value of pi.

Key facts to memorise- angles in parallel lines

Angles in parallel lines facts

Corresponding angles are equal	Co-interior angles add up to 180°	Angles in a triangle add up to 180°
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Year 13: Mock Exams

Week of 7th January

How has your performance changed compared to the end of Year 12 exam?

What has it told you about your exam technique?

What do you need to do now?



Year 13: Re-sits

Compulsory re-sits for students performing poorly in the Year 13 mock examinations



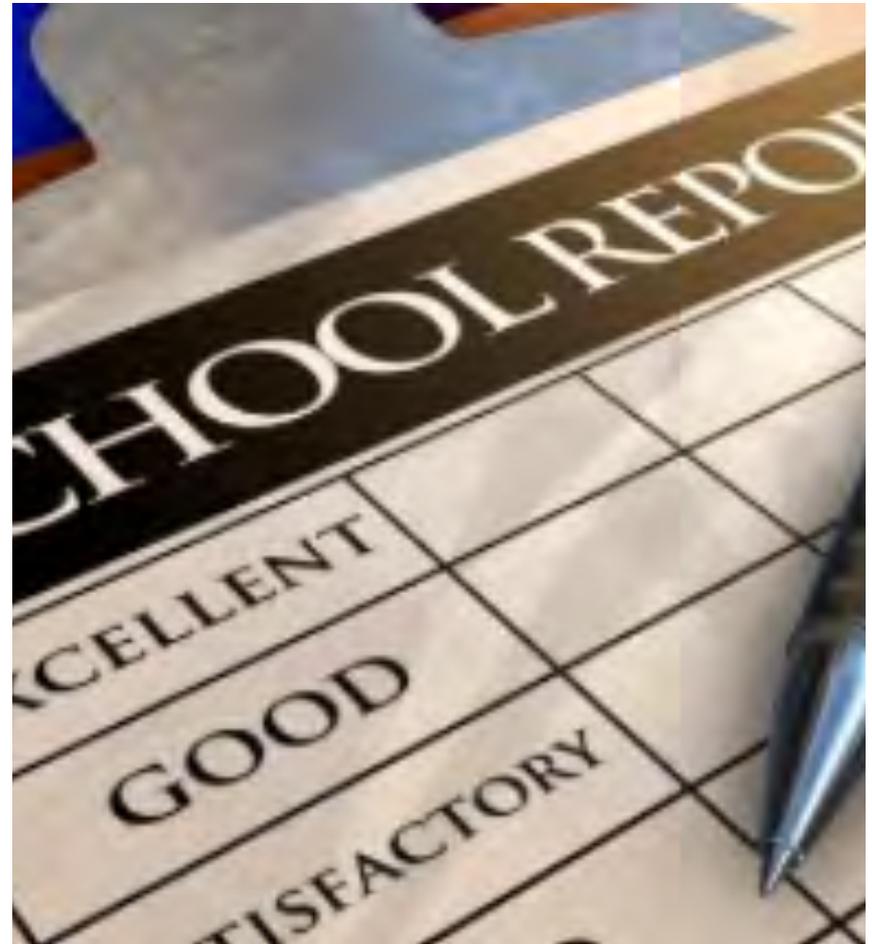
Year 13: Monitoring 5

Week of 4th February

Your report will go out on Friday 1st February.

How do you feel about your current performance grades?

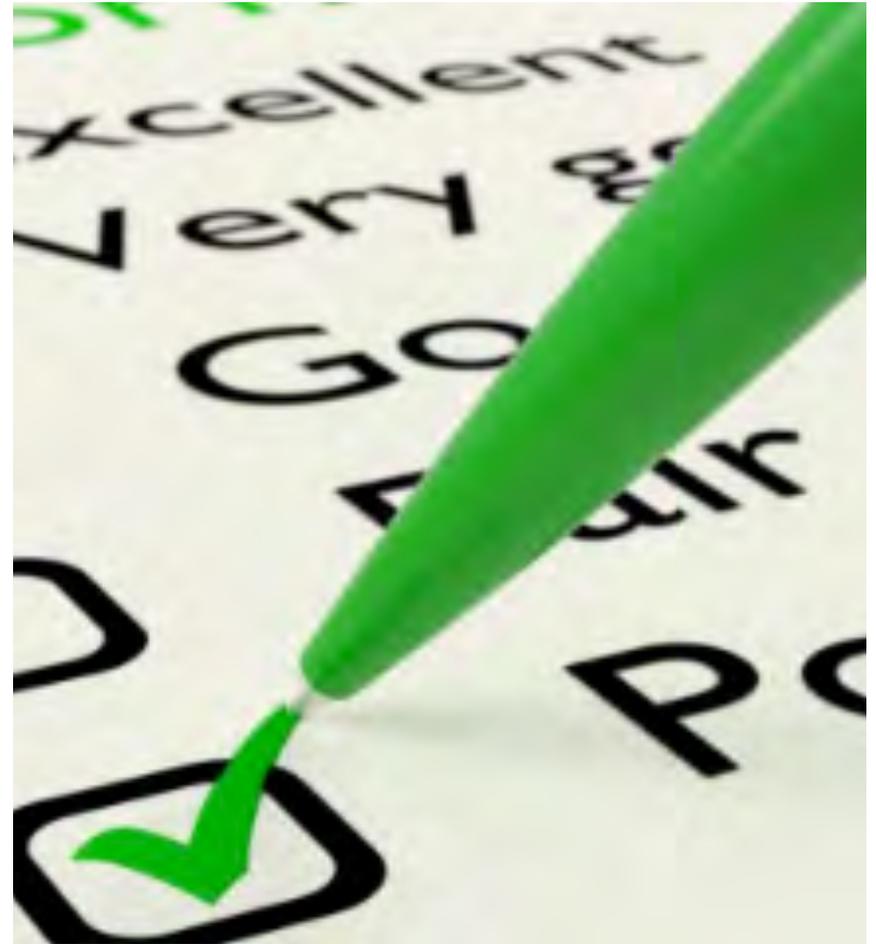
What do you need to do at this stage?



Year 13: Monitoring 6

Week of 4th March

At this stage are there any students who are still seriously underperforming and who need to be entered for AS examinations instead of A Level examinations, or withdrawn from a subject?



Year 13: Final Re-sits

Final date for re-sits to determine A Level entry is the week of 25th March.



Year 13: Monitoring 7

Week of 22nd April

Anything else we need to think about before your final exams?

