

A stylized yellow sun logo with a spiral center and radiating rays, positioned on the left side of the slide.

# Welcome to our Sixth Form Parents' Information Evening

Please turn off your  
microphones during the  
presentation

# Sixth Form Information Evening...



*To aspire, endeavour and thrive  
together*

- **Our culture and ethos**
- **2021 Results and Destinations**
- **The transition from GCSE to A Level**
- **Monitoring, intervention and support**
- **Developing our students' leadership skills**
- **Preparation for future pathways and Yr 13 UCAS update**
- **Home/school partnership**

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together***

# Our Culture and Ethos



# Your Sixth Form Team



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together*

- **Mrs Flaherty** - Assistant Principal: Sixth Form
- **Mrs Berry** – Leader of Sixth Form Studies – Student Experience/ Enrichment/ Teaching and Learning
- **Mrs Boakes** – Student Learning Manager – Student Voice/Attendance/Student Support
- **Tutors** – Day to Day Support/First Port of call/ References/Mentoring/Tutorial Programme/Form Year Group Briefings

# Glossopdale School – our culture and ethos



**TOGETHER** **MOTIVATION** **OPTIMISM** **UNDERSTAND & ACCEPT** **BELIEVE**  
DETERMINATION DIFFERENCE

**LEARN** **CHALLENGE YOURSELF** **INSPIRE** **teamwork** **STRONG WORK ETHIC**

**ASPIRE** **WE VALUE OUR STAFF** **TARGETS**

**PREPARE FOR SUCCESS** **LOVE to learn** **Glossopdale School** **RESPECTFUL**

**VISION** **To aspire, endeavour and thrive together.** **Be kind PRIDE**  
ALWAYS STRIVE TO IMPROVE remain **optimistic** **Plan for YOUR FUTURE**

**SUPPORT** **THRIVE** **HIGHEST EXPECTATIONS** **PARENTS CARERS** **PREPARE TO THRIVE**

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# An embedded culture!



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## Our Values

Prepare to Thrive

**Tenacity**  
Show motivation and determination, adopting a 'can do' attitude and a strong work ethic.

**Hard Work**  
Work relentlessly to achieve and improve, understanding that trying your best can lead to achieving your ambitions.

**Responsibility**  
Demonstrate compassion, generosity and empathy when confronted with difference or need, valuing and celebrating diversity.

**Independence**  
Be self-reliant, organising time, resources and tasks, meeting deadlines and demonstrating maturity.

**Visionary**  
Offer curiosity and thoughtfulness; seeking out new knowledge and weaving it into our understanding of a complex world. Value imagination, creativity and new perspectives.

**Excellence**  
Produce high quality, crafted work, responding to feedback with enthusiasm and precision. Commit to the highest standards of behaviour, attendance and punctuality. Show pride in yourself and your school.

Glossopdale School

## Our Learning Habits

Prepare for Success

**Punctual**  
Students who wish to succeed at our school always attend and are on time. You must arrive to school and class on time so that you do not miss vital learning and to avoid distracting the teachers and others.

**Reliable**  
Students who wish to succeed at our school reliably and regularly complete good quality homework on time. You must produce good quality homework, which is what if you are going to learn well and make good progress each year.

**Equipped**  
Students who wish to succeed at our school always bring the right equipment for the right lessons each day. You must make sure you are fully equipped and ready to learn in every lesson.

**Proud**  
Students who wish to succeed at our school take pride in their work and in their uniforms. You need to wear perfect uniform and your work should be of the highest standard.

**Attentive**  
Students who wish to succeed at our school listen attentively during lessons and follow all instructions given first time. You must make sure you are always fully focused and that you follow instructions straight away. Being on task allows other students to concentrate and the teacher to teach well.

**Respectful**  
Students who wish to succeed do not answer back. You need to have self-discipline and follow the adult's instruction. If you wish to discuss something, do so best, in your own time and politely, never in learning time.

**Engaged**  
Students who wish to succeed at our school are actively engaged with the learning in lessons. You must take an active role in the learning activities the teacher has planned, joining in class discussions and making a positive contribution in every single lesson.

Glossopdale School

# Our Learning Habits...PREPARE




- **P**UNCTUAL
- **R**ELIABLE
- **E**QUIPPED
- **P**ROUD
- **A**TTENTIVE
- **R**ESILIENT
- **E**NGAGED



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# 2021 Results and Destinations



# Planning your future...



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Will - A\*A\*A\*A\* is off to Cambridge to study Natural Sciences

Emily – A\*A\*AB – Kent and Medway Medical School , Medicine

Aidan – A\* Dist\* AA – Sheffield University, Biomedical Science

Kade – AAB – Durham University, Computer Science

James – A\*A\*A\*A – Newcastle University, History and Politics

Adam – A\*AAA – Sheffield, Biomedical Science

Jodie – Dist\* AA – University of York, Film and TV Production

David – A\*A\*A\*A\* - Imperial College London, Biomedical Engineering

Nina – A\*AAB – Kent University, Forensic Science

Emily – Dist\* Dist\* Dist\* - Sheffield Hallam, Social Work

Cameron – Dist\* Dist Dist – Gap year then university next year

Kayla – Dist\*Dist\*B – Manchester University, Mental Health Nursing

Callum – Dist\* Dist Dist – UCLAN, Adult Nursing

Lewis – Dist\*Dist\* Dist – Sports Coaching – full time employment



**Average A Level grade B**

**Average Btec grade Distinction +**

# The progress score - 2018-2021 year on year trend!



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## ALPS 2 Outstanding



- Alps grade 1 - better or equal to the best score achieved in the indicator - Outstanding
- Alps grade 2 - scoring between the 90th and 99th percentile - Outstanding
- Alps grade 3 - scoring between the 75th and 89th percentile - Excellent
- Alps grade 4 - scoring between the 60th and 74th percentile - Very good
- Alps grade 5 - scoring between the 40th and 59th percentile - Satisfactory to Good
- Alps grade 6 - scoring between the 25th and 39th percentile - Below average
- Alps grade 7 - scoring between the 10th and 24th percentile - Less than satisfactory
- Alps grade 8 - scoring between the 1st and 9th percentile - Relatively poor
- Alps grade 9 - scoring below the lowest score achieved in the indicator - Poor

The challenge is to get out of the **BLUE** and move towards the **RED**. If you are already in the **RED** the challenge is to stay there. Continuous improvement is the underlying theme.

# A typical Sixth Form timetable...



## **A Level Courses**

- 3 or 4 subjects
- Some subjects eg History and English will have coursework
- Mainly assessed through exams at the end of Yr 13

## **Vocational Courses – Btecs/Cambridge Technical**

- All Btec/Cambridge Technical students will also sit exams - next year
- A good % of their assessment will be through coursework
- If they miss a deadline they limit themselves to Pass only – very important that they meet their submission dates

# Concessions due to Covid



## Exams in 2022

- Some reduced content for some exams
- Some allowances for NEA eg fieldwork/coursework/practical assessments
- Some reduction of units for Btecs/vocational courses

Vast majority of subjects have very little concession at A Level



## **Year 12 students**

- There will be a big focus on regular exam skills and content assessment and monitoring.
- 2 mock examinations – in November and June (need to pass these to automatically move on to the second year of the course and if they only just pass in June we may look at changing their current pathways)
- Vocational courses will have external exams – primarily in June but some resits may be in January
- GCSE resits in Maths and English November and June



# Food for thought...



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- GCSE reforms – grades 1-9
- ‘Good’ pass grade 5
- Check what universities require in English and Maths now – some will accept the 4 and others require the grade 5
- Any student who has not achieved a grade 4 in Maths or English are legally required to resit these until they have attained this grade

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# From GCSE to A Level...

## Progress, Monitoring, Intervention and support.

# Minimum Expected Grades– MEGs



- National database
- Aspirational – top 25% nationally
- Vocational subjects and A Levels
- Continuous monitoring and intervention
- **MEG/CURRENT/PROJECTED** grades



- Alps grade 1 - better or equal to the best score achieved in the indicator - Outstanding
- Alps grade 2 - scoring between the 90th and 99th percentile - Outstanding
- Alps grade 3 - scoring between the 75th and 89th percentile - Excellent
- Alps grade 4 - scoring between the 60th and 74th percentile - Very good
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- Alps grade 9 - scoring below the lowest score achieved in the indicator - Poor

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# Regular and challenging assessment of progress



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- Regular homework/coursework completion
- Regular formal assessments – every 2 weeks for academic subjects and ongoing for vocational subjects
- Practising of exam questions
- Formal mock examinations - 2 in Year 12 and 1 in Year 13
- Actual exams in June and some in Jan for vocational courses

## Progress information points

- 3 progress reports a year
- 2 parents evenings
- Regular parental contact if issues arise/concerns regarding progress are raised
- This is a two way process

# Tracking and Monitoring



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## **Good Progress Interviews**

Students will meet with their teachers 3 times each year to discuss progress more formally

## **Progress Review in Tutor Time**

Students will then meet with their tutor to share actions and targets and get support if needed

## **Individual Action Plans (IAP)**

Data analysis will enable underperforming students to be identified and an IAP will be put into place if needed.

**Parents' Evening – Thursday 4th November 2021**



# Transition from GCSE to A Level – what does this look like for our students?



# Personal and academic expectations



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No one rises to low  
expectations.

Les Brown

“quotezency”



# Attendance and Punctuality



## Attendance Policy

Target no less than 95%

Report absences immediately

Be ON TIME – 8.40am

Tutor time – Year 12 Mon/Tues/Fri and Yr 13  
Wed/Thurs

## The Facts

- Missing lessons impacts on grades directly!
- Placed on contract/IAP

attendance  
**MATTERS**



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**>95%**  
**ATTENDANCE**  
IS REGARDED AS THE  
**MINIMUM**  
★ ACCEPTABLE LEVEL ★

# ID Badges and Photos



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ID photos have been taken this week.



ID must be worn by students at all times because:

- It is used for security and safeguarding and track and trace
- It allows students access to all student areas
- They are required to swipe in and out for health and safety reasons
- Only Sixth Form students and staff have these and can use the main entrance with them

The Biggest change



# Independent Learning ...

Using study time wisely!

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# The Biggest change



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- National research shows - 4/5 hours extra study per subject each week.
- 3 subjects = 12-15hrs and 4 subjects = 12 - 15hrs
- This is NOT OPTIONAL but ESSENTIAL to achieve SUCCESS!
- The other non-lesson times are in school doing INDEPENDENT STUDY/ENRICHMENT

# How to structure the week

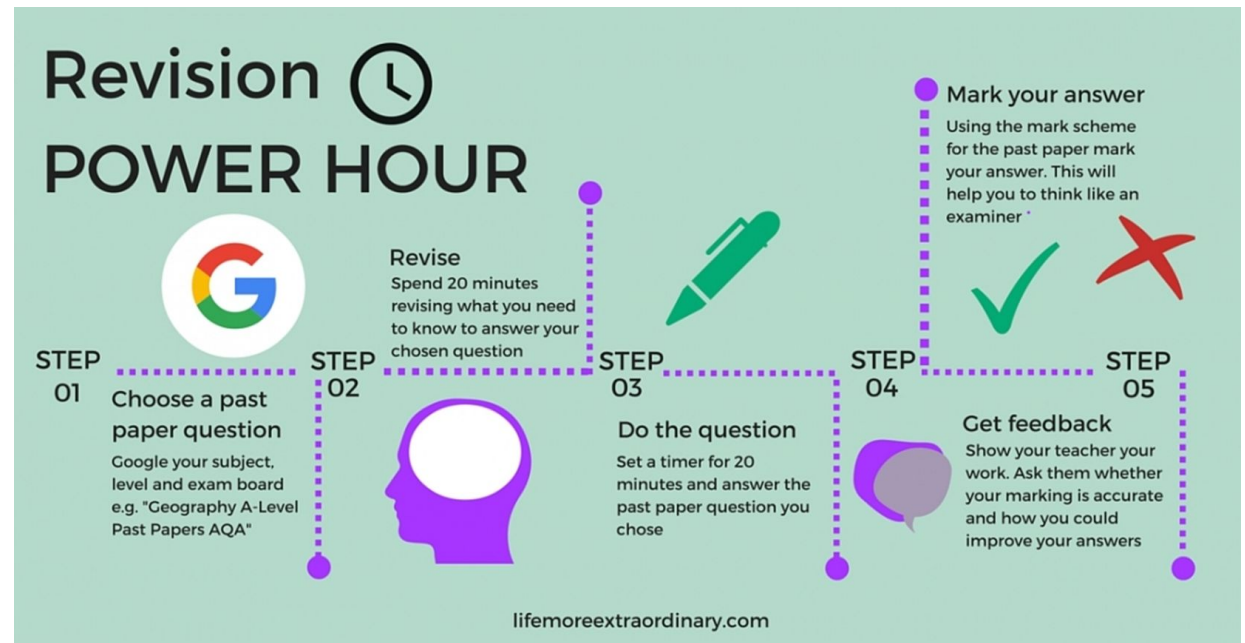


Monday	Tuesday	Wednesday	Thursday	Friday
College study Sociology work	College study H&S work	Health&social Mr Elliot	Health&social Ms Miller	College study Sociology work
Sociology Miss Taylor	Health&social Ms Miller Y12 double	Health&social Ms Dunkerley	Health&social Ms Dunkerley	College study Sociology work
Sociology Miss Taylor	Health&social Miss Gregory Y12 double	Health&social Ms Dunkerley	College study H&S work	College study H&S work
College study Sociology work	Sociology Miss Taylor	Independent	Health&social Mr Lawton Y12 double	Health&social Ms Dunkerley
Health&social Ms Miller	Sociology Miss Taylor	Independent	Health&social Mr Lawton Y12 double	
Health&social Ms Miller				

Combination of home/school study - support getting into good habits

10 to 15 hours each week independent study timetabled within the school day

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# Transition from GCSE to A Level – the science of learning

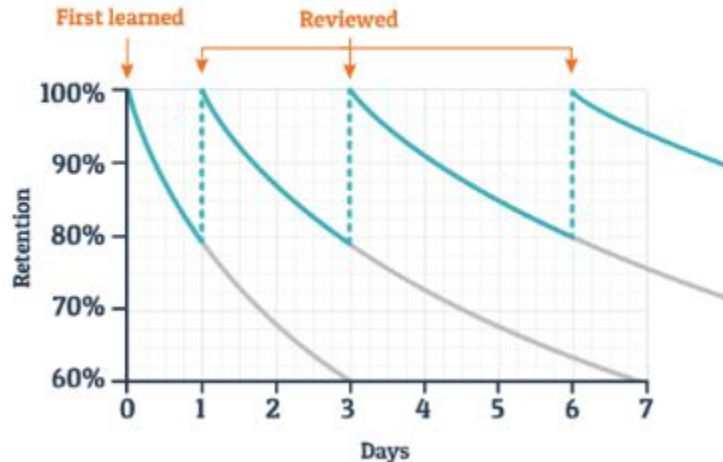


# The Science of Learning...shapes the way we teach and informs the way students learn



- Long term memory – infinite storage capacity, retrievable
- working memory - can only hold around 4 things
- Forgetting curve – reviewing and revising, again and again, before achieving mastery
- Making links – organised and systematic

Typical Forgetting Curve for Newly Learned Information



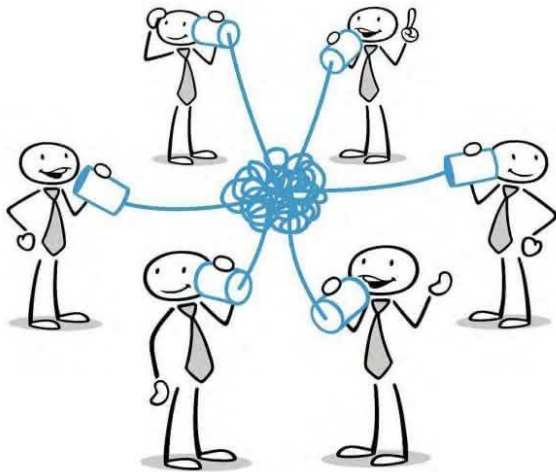
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# Independent study

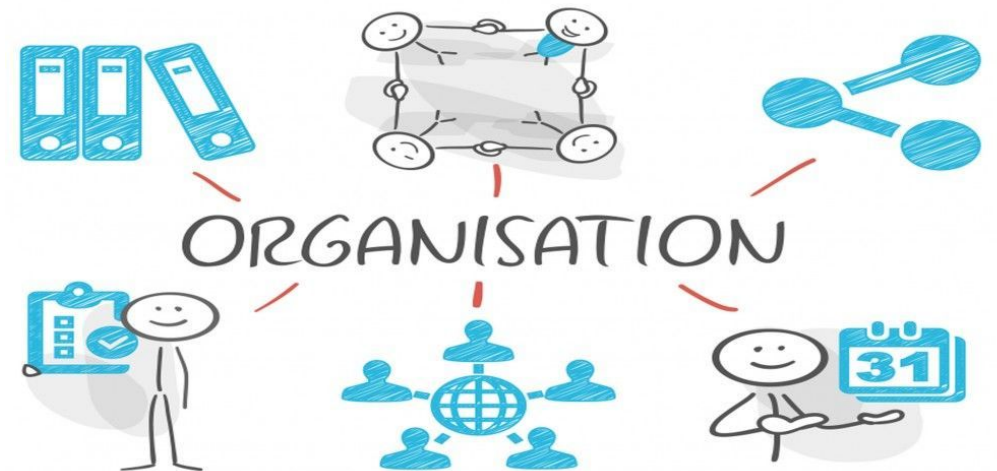


*Enrichment*

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Pre reading  
Flipped Learning  
TED talks  
Note consolidation  
Exam skill practise  
Reading  
Revision notes  
Flash cards

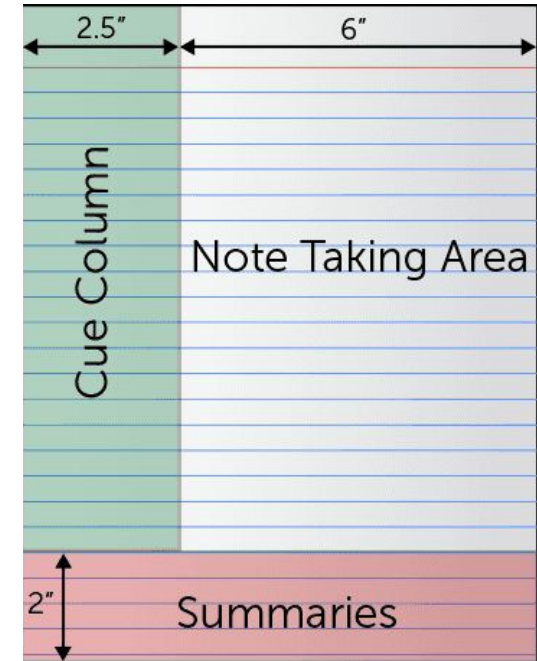
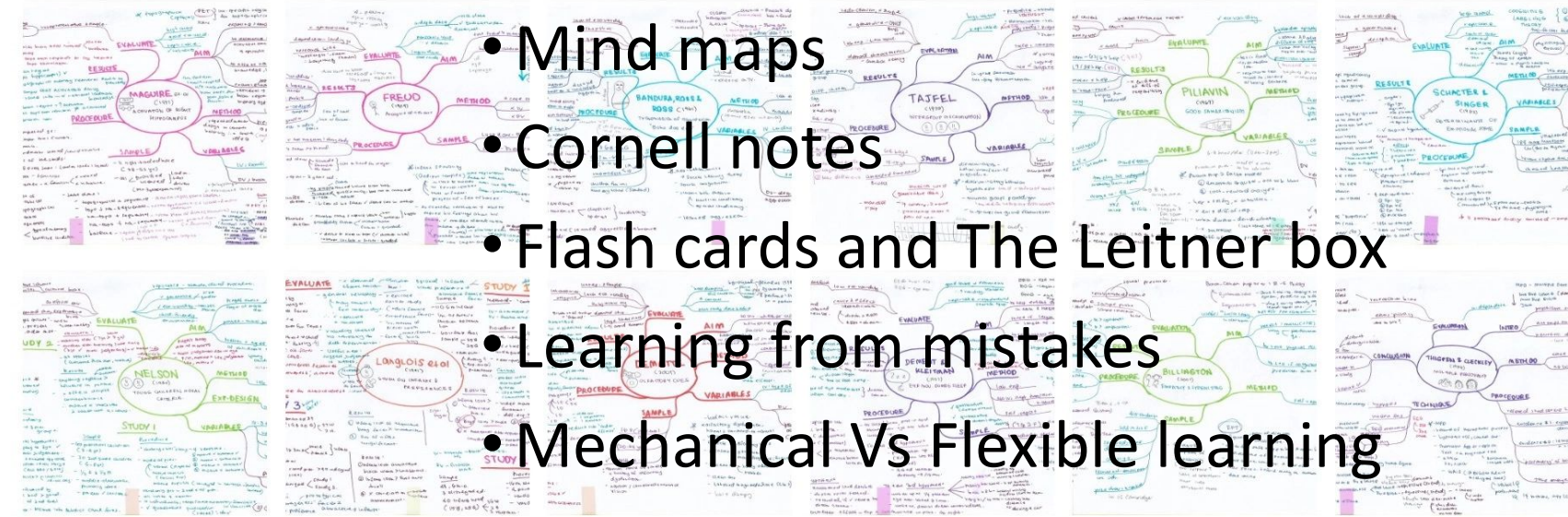




# Study strategies



- Mind maps
- Cornell notes
- Flash cards and The Leitner box
- Learning from mistakes
- Mechanical Vs Flexible learning
- Graphic organisers



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## Graphic Organizers - Teaching Strategy

Organize knowledge and ideas using semantics and symbols

**Why Use G.O.s?**

Assign as work

Tool to Study and Review

Can be used for any Subject & Grade Level

**Example Cause & Effect**

Graphic Organizers help students make connections between ideas & information

Comparison G.O. Concept G.O.

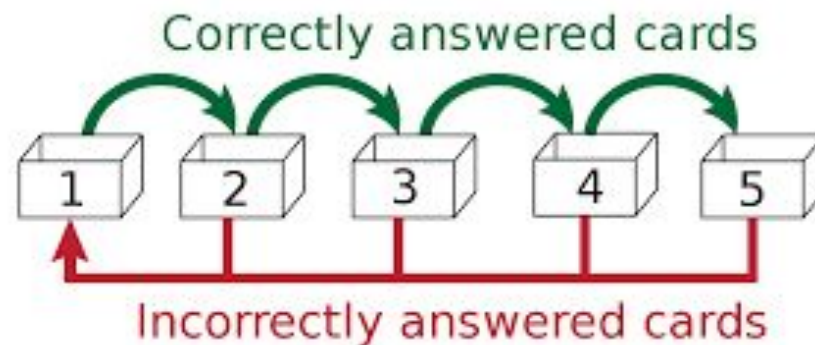
Venn Diagram

Webbing

Descriptive G.O. Sequence G.O.

T - Chart

Events Chain



# Retrieval practice and long term memory



## What does a successful Sixth Form student look like?

### After every lesson

#### REVIEW YOUR NOTES

Are they complete? Do you need to re-draw or write anything so that it will make sense in 6 months' time? Do not waste time making notes pretty! Check against the specification.



#### CHECK YOUR UNDERSTANDING

Decide what you do not yet "know" and what you do not yet "understand". Cover up definitions and processes and see what you can say out-loud.



#### READ THE TEXTBOOK

Read your textbook and revision guide. Are there any other facts, diagrams, examples, analogies etc that you need to add into your notes?



### After each chapter

#### KEEP ON TOP OF REVISION

Create a concise flash card of definitions or processes you need to know by rote (use mark-scheme language). Use them! Test yourself each evening.



#### TEST YOURSELF

You need to identify what you can still recall and what you cannot recall anymore. Use "look, cover, write, check" for definitions and processes (AO1 knowledge).

#### PAST PAPER QUESTIONS

Complete all of the exam questions given. Check all of your answers strictly against the mark-scheme. Learn the mark-scheme language.

### Throughout

#### JOIN IN

Get involved in the sixth form and the departments: competitions, clubs for younger students, online events etc.



#### READ

BBC News  
Books (Why not read with a friend?)  
Keep a list in your phone or make a personal page on Firefly.



#### EVALUATE

Every time you see a science-based headline, read the article and try to evaluate the evidence. Think sample size and make-up, stats tests, etc.

#### COMPLETE ASSIGNED HOMEWORK

Attempt exam questions without your notes. Switch colour and fill in gaps using your notes.

#### POST-IT REMINDERS

Use post-its to remind yourself which parts of your homework you needed to use your notes for or concepts you do not understand yet, and questions you need to ask.

#### ASK QUESTIONS

Email your teacher to arrange a time to talk-through a concept you do not understand or ask in the next lesson.



#### SENECA

Many people find Seneca useful for study and revision.



#### TIMING

For smaller tests, you should be studying throughout so final 'revision' can be done in the week before your test. For larger exams you will need to start a few months ahead of the date



#### YOUTUBE

YouTube is great for taking you are a-level knowledge to a higher level. Keep a record of things you have watched.



#### REVISE REGULARLY

Schedule time to review older chapters regularly. Follow the advice in the "after each chapter" section.

#### NO DISTRACTIONS!

When you do sit down to work, make sure you leave your phone in another room. Focus on what you are doing.





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# LEADERSHIP SKILLS AND FUTURE PATHWAYS



# Balancing Act – Part Time Work



- Very important to get this right – it makes ALL the difference to success or failure.
- You will enjoy leisure more if you have faced up to your academic commitments – do the work to EARN your leisure time.
- Too much part-time work affects academic performance: More than 8-10 hours a week is too much – backed up by national research and data analysis (not just our advice!).



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# Tutorial Programme



## Tutorial Programme Topics and Themes

Year 12	Year 13
Induction and Aspirations Study Skills for Sixth Form Students Healthy Living and Good Mental Wellbeing Global Issues Medley of themes Futures – UCAS and start of personal statements	Induction, UCAS and planning for Post 18 Global Issues The Final Countdown – study skills The Last Leg Term 5(+6) dedicated to revision and completion of BTEC

Year 12 Monday, Tuesday and Friday

8.45 – 9.15

1 hr / 30 minutes a week

Year 13 Wednesday and Thursday 1 hr a week

Copyright Material  
The **A Level**  
**Mindset**  
40 activities for  
transforming  
student  
commitment,  
motivation and  
productivity


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# MOOC S

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## Free Online Courses for everyone!

### List of MOOCs offered by the Best Universities and Entities

#### Upcoming courses (for the next 30 days)

##### Introduction to the Biology of Cancer (Coursera)

Sep 26th 2016 Coursera English English

Over 500,000 people in the United States and over 8 million people worldwide are dying every year from cancer. As people live longer, the incidence of cancer is rising worldwide and the disease is expected to strike over 20 million people annually by 2030. This open course is designed for people who would like to develop an understanding of cancer and how it is prevented, diagnosed, and treated.

★★★★★

Average: 7.3 (9 votes)

Biology & Life Sciences, Medicine & Pharmacology

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# Extended Project Qualification



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Our EPQ allows each student to embark on a largely self-directed and self-motivated project. Students must **choose a topic, plan, research and develop their idea** and decide on their finished product.

We encourage creativity and curiosity. A project topic may be directly related to a student's main study programme, but should look beyond the specification. A **finished product** may take the form of a:

- research based written report
- production\* (eg charity event, fashion show or sports event etc)
- an artefact\* (eg piece of art, a computer game or realised design).

\*A written report must accompany these options.

Students must also record their project process in their Production Log. The process of recording and completing a project is as important as the finished product. Both the Production Log and Product will be assessed.

# Sixth Form Issues days



- **FUTURE PATHWAYS** – Apprenticeship/NCS/GAP Year/Student Life/Applying for jobs/presentation and interview skills – Work placements in July for all of YR 12
- **HEALTH AND WELL BEING** – first aid, yoga, personal safety, mental health, relationships, cyber bullying and internet safety and fitness.




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# INFORMATION/ ADVICE AND GUIDANCE : FUTURE PATHWAYS





## Personal statements: quick-fire questions answered!



Tue 23 September 2014 - 10:45  
By UCAS in UCAS advice

Got a question about writing your **personal statement**? Don't worry, you're not alone. We're often asked about this section of the application, and chances are your question will be one we've heard from other students. Check out the answers to five of the most frequently asked questions below – they're all from admissions staff at universities and colleges (the people who spend their time reading personal statements!)

### 1. When should I start?

- "As soon as you can! Give yourself time to write it properly. Your first draft alone could take you a whole day to write." Amy Smith, Nottingham Trent University.

Vote for UCAS as blogger of the month



## Writing a UCAS Undergraduate personal statement

The personal statement is an important part of the UCAS application. It's your chance to describe your ambitions, skills, and experience.



Starting your personal statement

> BSL starting your personal statement

Not sure how to start your personal statement?

Our video contains advice from an admissions tutor about how to plan, start, structure and end your personal statement.

View more videos

## Choosing an undergraduate course

There are over 37,000 undergraduate courses at 395 providers in the UK. Most applicants choose up to five similar courses to increase their chances of getting a place.



Need help exploring your study options?

Join our free online course

Sign up

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# Apprenticeships



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- The Government have pledged there will be 3 million apprenticeship opportunities by 2020 with growth in higher and degree.
- There are up to 28,000 live vacancies online at any one time.
- All Apprenticeships are real jobs and earn a minimum wage.
- Apprentices will work at least 30 hours per week and can between 1 and 5 years to complete dependant on level.

Name	Level	Equivalent educational level.
Intermediate	2	5 GCSE passes at GCSE A* - C
Advanced	3	2 A level passes
Higher	4,5,6 and 7	Foundation degree and above
Degree	6 and 7	Bachelor's or master's degree



# Apprenticeships



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[Home](#) > [Education and learning](#) > [Apprenticeships, 14 to 19 education and training for work](#)

## Find an apprenticeship

[Search the find an apprenticeship service](#) for apprenticeships in England.

You don't need an account to search.

### Create an account

You need to [create an account](#) to:

- apply for apprenticeships
- get email and text alerts about new apprenticeships and your applications
- track your applications

### Log in to your account

You need your email address and password to [log in](#).

### Apprenticeships, 14 to 19 education and training for work

[Become an apprentice](#)

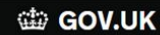
[Find a traineeship](#)

[More](#)

### Elsewhere on the web

[Help with your application](#)

[www.gov.uk/apply-apprenticeship](http://www.gov.uk/apply-apprenticeship)



Find an apprenticeship

[Sign in / Create account](#)

## Search results

We've found **24** apprenticeships in your selected area.

[Receive alerts for this search](#)

### Edit search

Keywords (optional)

[-- Refine search --](#)

business admin

Your location

sk13 7DR

[Use current location](#)

Within

15 miles

Apprenticeship level

All levels

[Update results](#)

[More/less detail](#)

Sort results [Best match](#)

### Business Admin Apprentice

Normanton Catering (Added today - 1 position available)

Normanton Catering are looking for a Business Admin Apprentice to help them.

Distance: 10.7 miles [Journey time](#)

Closing date: 01 Aug 2016

Possible start date: 08 Aug 2016



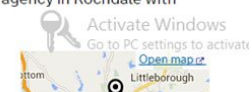
### Business Admin Apprentice

Pegasus Estate Agency (Added 14 Jun 2016 - 1 position available)

You will be assisting the owner of this busy estate agency in Rochdale with admin duties within the office.

Distance: 14.8 miles [Journey time](#)

Closing date: in 2 days



Is uni for you?

Which application do I need to complete?

What's going on?

Tell us about yourself

## Is uni for you?



### What's this about?

We're here to help you through the application process – there's loads of information on our website and we're at the end of the phone, a Facebook post or a Tweet if you need to talk to us. Deciding to go to uni can be a tough decision, so we'll give you all the info you need to make the right choice for you.

+ What's it like?

+ What other options are there?

+ Can I afford it?



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<https://www.ucas.com/ucas/not-sure>

# GAP Year



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UCAS

At the heart of connecting people to higher education

Next event: Shetland higher education exhibition  
Lerwick, 27 Sep 2016 - More events

Keyword search

16-18 Choices

Undergraduate

Conservatoires

Teacher Training

Postgraduate

Not sure

Getting started

Choosing a course

Apply and Track

Finance and support

New privacy policy - Read more

Our website is changing! - Read more

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Undergraduate

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Alternatives to higher education

Gap years

The undergraduate experience

Thinking about uni?

What is higher education?

Why choose higher education?

What to study

Apprenticeships in the UK

Distance learning and part-time study

Alternatives to higher education

Gap years

Gap years can be used to enhance your CV, travel, learn new skills, and much more. Find out more and get some inspiration here.

Gapyear.com

journeys are made at gapyear.com

Gapyear.com is the best backpacking website in the world, committed to providing everything you need to know about taking the ultimate gap year. We were created by backpackers, for backpackers, and we use this expertise to offer specialist advice on all aspects of travelling, volunteering, and working abroad, tied together with inspirational ideas, once-in-a-lifetime opportunities, incredible content, and the finest products.

We are dedicated to giving every backpacker the best travel experience possible by being there for them, should they need us, for every step of their journey. Travellers can seek inspiration and advice from our

PROSPECTS

Jobs and work experience

Postgraduate study

Careers advice

Applying for university

Jobs and work experience

Gap year

gap 360

01892 527392  
9.00-5.30 Mon-Fri

trips from 2 weeks... book now for £49!

50+ Countries, 2

Get your FREE bro

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GAP YEAR TRAVEL EXPERTS

TOP UNIVERSITIES

Rankings

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Prepare

Apply

Careers

## What is a Gap Year?

01:00AM Mar 31, 2014

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### Search for apprenticeships, graduate jobs and internships



I'm at school or college



I'm studying at uni



I'm a graduate

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together*

# UCAS deadline for Yr 13



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## October half-term

- Part of the first cohort to reach the admissions team
- Focus on their A levels
- Can submit with just 1 choice on

## The Process

Pay and send - submitting to us/subject teachers write the subject references/tutor put this information together and add the enrichment information/I check them and send them to UCAS

# The impact of Covid on University places...



- University places this year have been over-subscribed
- News headlines - unis paying students to defer for a year - medics/dentistry
- Places are likely to be very competitive in 2022 on onwards

Yr 13 - meet the application deadlines we set

Yr 12 - build a very competitive CV now - enrichment/work placements/outside interests etc



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# Home/School Partnership



# Home School Partnership



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## Where to find help

- Academic staff
- Tutor
- Student Manager – Mrs Boakes
- Mrs Berry/Mrs Flaherty
- Outside agencies

Open door policy  
**CONTACT US AND ASK!**



# Financial Support



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## **BURSARY – 16-19 Discretionary Bursary**

- Based on household income bandings – up to £25,850
- Up to £900 available for each student
- Students who were entitled to FSM/PP last year or in the past if nothing has changed financially
- One off payment requests will also be considered

## **How can it help?**

- Payment in kind
- Transport costs/stationary and study materials/resources and course texts/trips –
- Laptop and/or specialist equipment for their courses eg Music Tech/Creative Media/Art/Photography
- UCAS applications

# Students new to the school



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- Can feel a little overwhelming at first
- Contact school sooner rather than later
- All students are in new tutor groups/doing new subjects/in a new Sixth Form building

# Switchboard 01457 862336

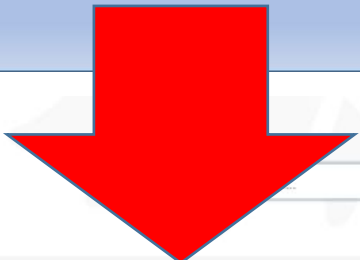


- [info@glossopdale.school](mailto:info@glossopdale.school)
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Sixth Form Open Evening, Talbot House Thursday 12th October 6pm - 8pm      Year 10 Parents' Information

- Home
- News
- About
- School Life
- Learning & Experience
- Transition
- Support & Be Safe
- Sixth Form
- Community
- New Build
- Vacancies



Parents

Building a positive home/college relationship is essential to our students' success in the Sixth Form. Parent/carer support continues to be an important contributor to your child's success at this stage of their education, even though the emphasis is on developing the independent learning skills that will enable them to achieve their future career aspirations.

Related Pages

- About Sixth Form
- Admissions
- Students
- Parents



# Facebook and Twitter



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# Student voice...



# Feedback from Current Y13 students



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*"I came to Glossopdale from Longdendale, because I knew that the Sixth Form here was smaller and friendly and I would get the support I needed. I also knew that I wouldn't have to spend time each day travelling."*

*"In Year 12 my teachers noticed that I struggled with certain aspects of my work and they requested a dyslexia assessment. This confirmed that I do have dyslexia and I was immediately given extra time, resources and support. I don't think this would have happened so quickly in a bigger college. I'm continuing my A levels in English, History and Sociology and I am on track to achieve my target grades."*

*"I need support with exams and I know that if I ask I will always get this and it will be done quickly."*

# Feedback from Current Y13 students



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*"It's good that that we have time during the week to work independently, you can either work in the common room or find a quiet room to study".*

*"Many of our teachers taught us in GCSE, so the transition into Sixth Form was easier."*

*"There is a lot of one to one time with all my staff and my folder checks each term help me a lot."*

*"The sixth form team in the office are always on hand to answer queries or help".*

*"The building is light and airy, there are quiet rooms in the Sixth Form area and you have a sense of independence."*

*"I went to Xavarian at first but when I came here a lot of effort was made to introduce me to other students so I didn't feel I was on my own..."*

*"As much as I hate it...you care about whether I am here or not."*



**Any Questions?**

**Thank you for your time.  
Please phone or email me if you have  
any questions or would like me to clarify  
anything regarding the Sixth Form**

***fflaherty@glossopdale.school***





# How we learn



Environment

Working  
memory

The working  
memory can  
hold  
approximately  
five items. This  
is universal.

Long-term  
memory

This process is  
what we call  
***learning*** – it  
only occurs  
with ***practice***  
and ***thinking***