



Welcome to our Sixth Form Parents' Information Evening

To aspire, endeavour and thrive together

Sixth Form Information Evening...



- **Our culture and ethos**
- **2022 Results and Destinations**
- **The transition from GCSE to A Level/Yr 12 to Yr 13**
- **Monitoring, intervention and support**
- **Developing our students' leadership skills**
- **Preparation for future pathways and Yr13 UCAS update**
- **Student Support Services**
- **Home/school partnership**



Our Culture and Ethos

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Your Sixth Form Team



Mrs Flaherty
Assistant Head Teacher
Sixth Form and KS4

Mr Peate
Head of Sixth Form
Student Experience/ Enrichment/
Teaching and Learning

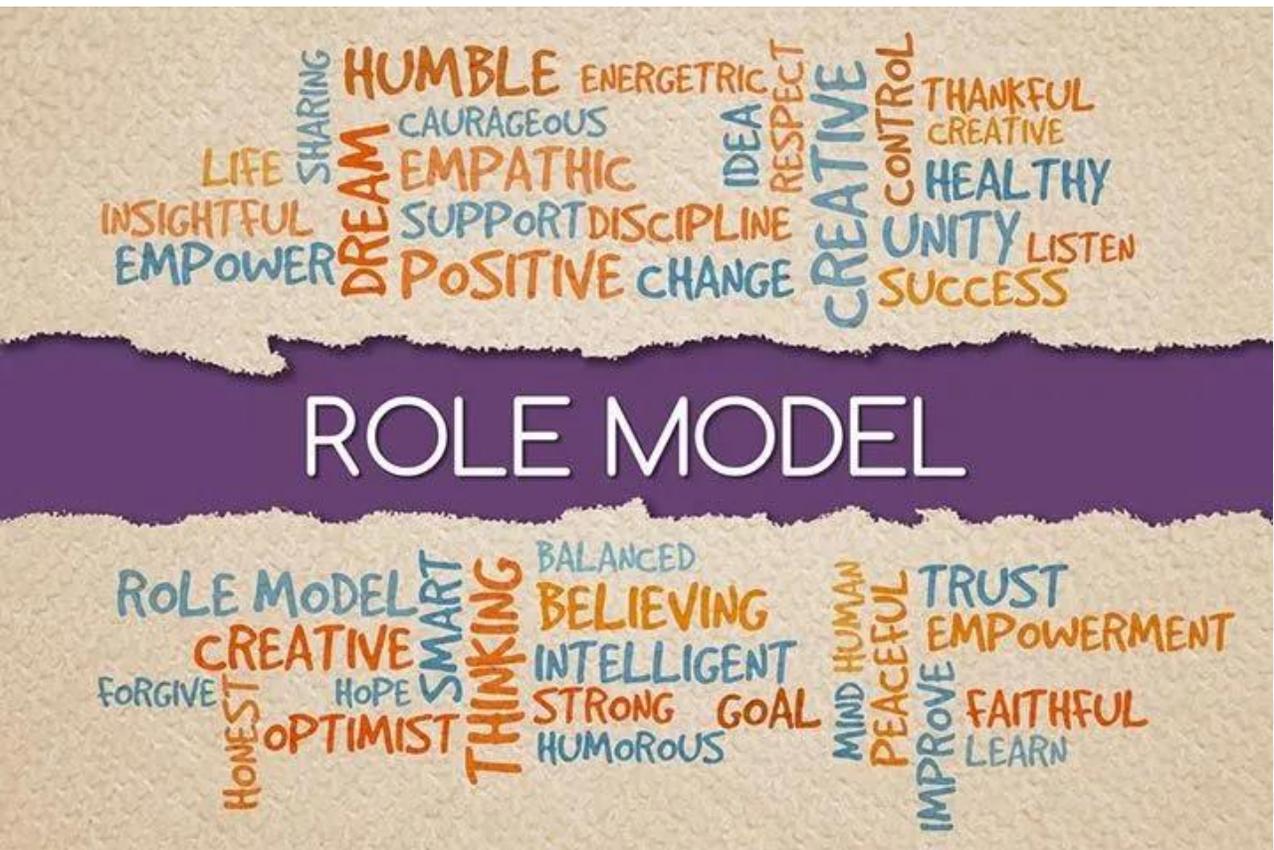
Mrs Boakes/Mrs Danson
Student Learning Manager
Student Voice/Attendance/Student
Support

Tutors
Day to Day Support/First Port of call/ References/Mentoring/Tutorial
Programme/Form Year Group Briefings

To asp

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Developing a sense of responsibility as the oldest students in the school



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Our Learning Habits...PREPARE



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



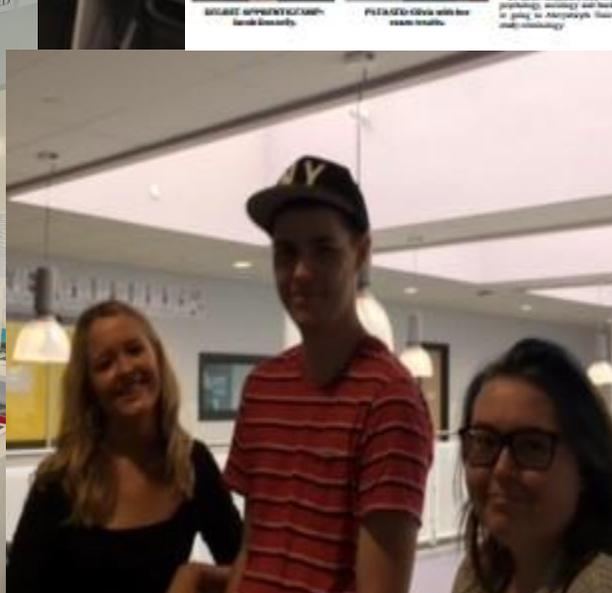
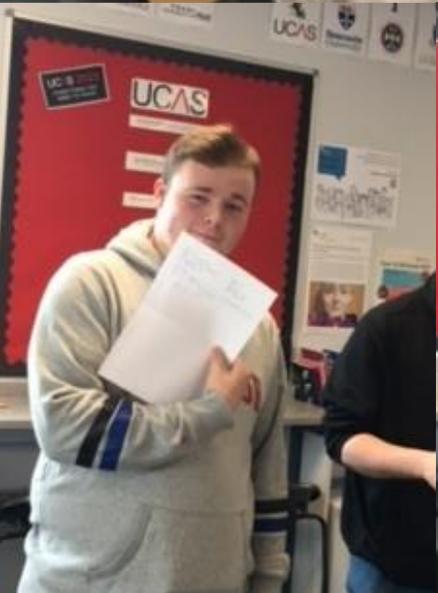
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2022 Results and Destinations

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Sixth Form Results Day 2022



Students celebrate their exam results

Students have been celebrating their exam results in various ways. Some have been seen in the corridors, some in the classrooms, and some in the canteen. The atmosphere was one of joy and achievement.

The school has received a lot of praise for the hard work and dedication of its students. The results are a testament to their hard work and the support of their teachers and staff.

Many students have been awarded places at their chosen universities. This is a great achievement and a well-deserved reward for their hard work.

The school is proud of its students and their achievements. We wish them all the best for their future studies and careers.

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The progress score - 2019-2022 year on year trend!



ALPS 3 Excellent



- 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.

Destinations 2022



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Caitlin A	Fine Art , Health and Social Care Diploma	Staffordshire University - Fine Art
Samantha B	Creative Media , Performing Arts , Sociology	Sheffield Hallam - Acting and Performance
Olivia B	English , Creative Media , Music Technology	Journalism - Quest Media
Jacob D	Computer Science , Maths A and Sport	Degree Apprenticeship Roche - IT - Chichester University
Kia F	Sociology and Health and Social Care Diploma	Sheffield Hallam University - Social Work
Aron G	English , Creative Media , Performing Arts	Man Met English and multimedia journalism

Destinations 2022



Ben G	Maths , English , History , Computer Science	Sheff Hallam Uni - Computer Science
Ethan H	History , Sociology Creative media	Huddersfield University - History
Lauren H	English , History and Psychology	Manchester Met Foundation Year History and Politics
Matthew H	Health and Social Care , Creative Media and Music Technology	Sheffield Hallam - Adult Nursing
Samuel H	Psychology , Creative Media and Sport	Gap Year - travelling Paris/Amsterdam/Berlin/ Prague/ Vienna/Budapest/Zagreb/Slovenia/Venice/Milan/ Switzerland
Connor J	Psychology , Creative Media and Sport	Travelling as above

Destinations 2022



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Charlotte L	Health and Social Care Diploma DD and Sociology C	Sheffield Hallam - Primary Education
Olivia M	Health and Social Care Diploma MM and Dance D*	Professional and Commercial Dance - 'Shock Out' Performing Arts Academy, Manchester
Samuel M	Sociology E, Creative Media D and Sport M	Travelling as above
Lauryn P	Fine Art A, Geography E and Creative Media D*	MMU - Film Making
Katie P	Fine Art A, Geography D and Business D	Staffordshire Uni Fine Art
Jonathan P	Biology B, Computer Science C and Psychology B	Keele Uni - Biology and Psychology
Joshua P	Business D*, Creative Media D* and Sociology C	MMU Bus Management

Destinations 2022



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Ellie R	Health and Social Care Diploma and Creative Media	MMU Mental Health Nursing
Daniel R	Music , Geography D and Creative Media	Salford Uni - Creative Music Tech
Ellie S	Health and Social Care Diploma and Dance	UCLAN - British Sign Language and Deaf Studies
Charlie W	Psychology Sociology and Business	Criminology Aberystwyth

A stylized sun graphic on the left side of the slide. It features a central orange circle with a white outline, surrounded by several yellow, flame-like rays of varying lengths and widths. The sun is partially cut off by the left edge of the frame.

From GCSE to A Level...

Progress, Monitoring,
Intervention and
support.

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

Year 12 students



- There will be a big focus on regular exam skills and content assessment and monitoring.
- 2 mock examinations – in **January 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 of Yr13*
- GCSE resits in Maths and English **November and June**

Year 13 students



- **Concepts are much more complex** and there is much greater focus on **independent learning**
- **1 mock examinations** – in **January**
- A large part of the course after Easter focuses on **consolidating knowledge/preparation for exams and completion of coursework units**
- GCSE resits in Maths and English **November and June**

Food for thought...



- **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 or left full time education

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
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Regular and challenging assessment of progress



- Regular homework/coursework completion
- Regular formal assessments – every 2 weeks for academic subjects and ongoing for vocational subjects
- 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/attendance are raised
- This is a two way process

Tracking and Monitoring



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' Evenings – Wednesday 23rd November 2022

Thursday 20th April 2023



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

Personal and academic expectations



No one rises to low expectations.

Les Brown

“[quizzical](#)”

The Sixth Form Curriculum is a real priority...



Why?

- To equip students for their future journey beyond the sixth form.
- To help them secure the outcomes they need for their destination
- To help them to manage stress in a pressured period of their lives
– making them feel loved, valued, encouraged and prepared!

How?

- Arming them with the breadth and depth of knowledge & skills.
- High quality teaching and learning which is at least 'good' all day every day
- Scaffolding independence and metacognition
- Promoting a super curriculum and opportunities for personal development

Our Expectations of Sixth Form Students



Students will sit down, listen and be interested– after all they have chosen to study the course!

They will be independent, self motivated and organised.

Students are mature, professional and know how to learn effectively.



In Reality...



Students will sit down, listen and be interested— after all they have chosen to study the course!



They are on the transition to adulthood and are on the road to independence but do not have these skills yet! We can help them get there!



Students are used to more structure in lessons and have not yet reached maturity. It's up to us to facilitate.



This is the goal but Year 11 and Year 12 are only separated by a 6 week summer holiday.

The Biggest change



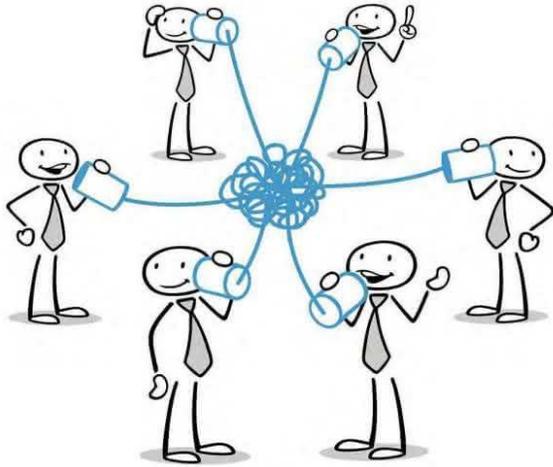
Independent Learning ...

Using study time wisely!

Independent study



Enrichment



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



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The Biggest change



- 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!
- Other non-lesson times are spent in school completing INDEPENDENT STUDY/ENRICHMENT

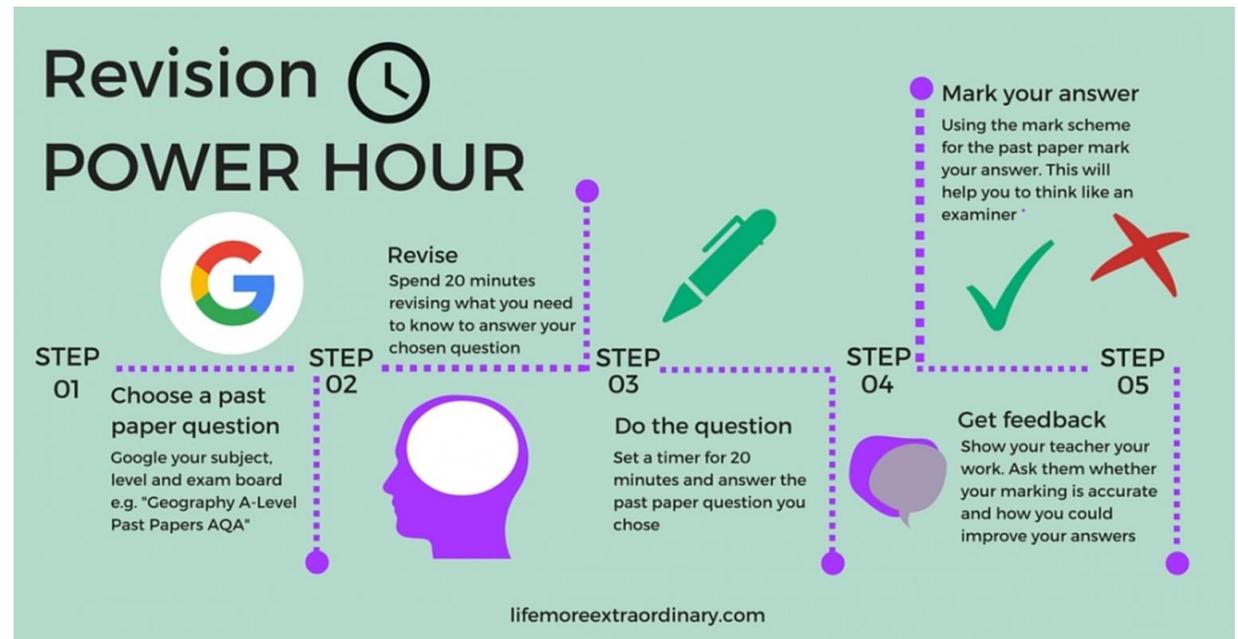
How to structure the week



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



Attendance and Punctuality



Attendance Policy

Target no less than 95%

Report absences immediately

Be ON TIME – 8.40am

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

Assembly alternate Mondays



The Facts

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

attendance
MATTERS

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

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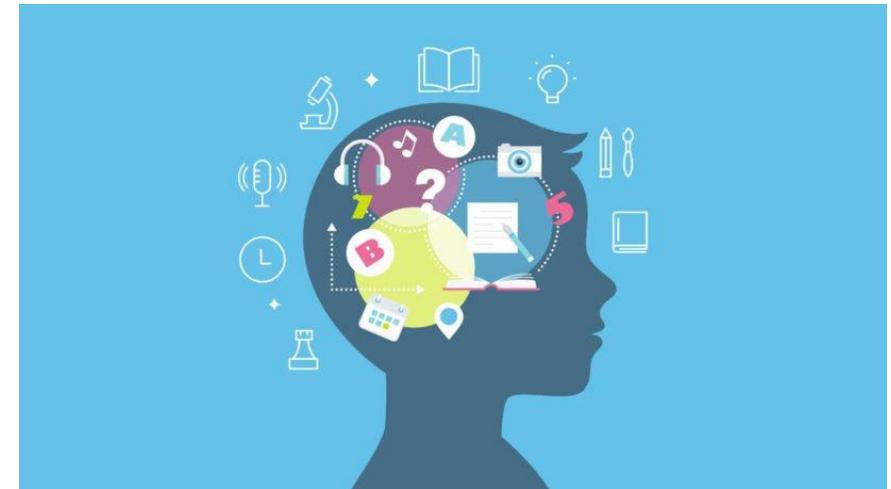
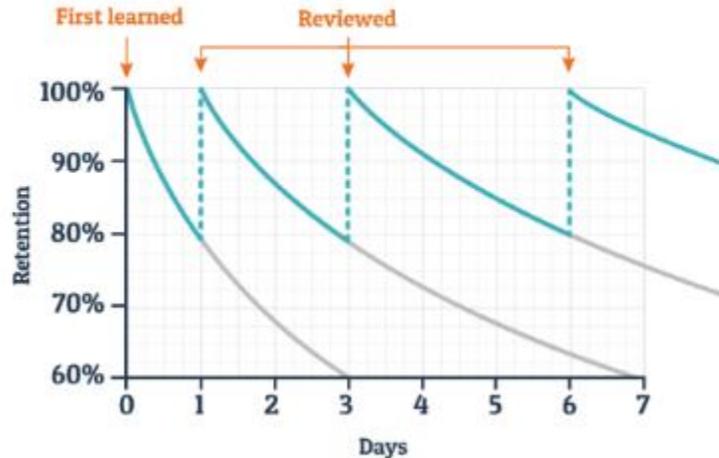
Transition from GCSE to A Level – the science of learning

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





How we learn



Environment

Working memory

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

Long-term memory

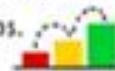
This process is what we call **learning** - it only occurs with **practice** and **thinking**

Rosenshine's Principles of Instruction



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Rosenshine's 10 Principles of Instruction

1. Review learning at the start. 
2. Present new material in small steps. 
3. Ask lots of good questions. 
4. Provide models and worked examples. 
5. Practise using the new materials. 
6. Check for understanding. 
7. Obtain a high success rate. 
8. Provide scaffolding and support. 
9. Encourage independent practice. 
10. Weekly and monthly review. 

01 DAILY REVIEW



Daily review is an important component of instruction. It helps strengthen the connections of the material learned. Automatic recall frees working memory for problem solving and creativity.

02 NEW MATERIAL IN SMALL STEPS



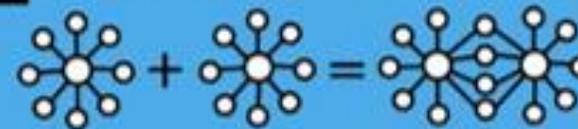
Our working memory is small, only handling a few bits of information at once. Avoid its overload — present new material in small steps and proceed only when first steps are mastered.

03 ASK QUESTIONS



The most successful teachers spend more than half the class time lecturing, demonstrating and asking questions. Questions allow the teacher to determine how well the material is learned.

04 PROVIDE MODELS



Students need cognitive support to help them learn how to solve problems. Modelling, worked examples and teacher thinking out loud help clarify the specific steps involved.

05 GUIDE STUDENT PRACTICE



Students need additional time to rephrase, elaborate and summarise new material in order to store it in their long-term memory. More successful teachers built in more time for this.

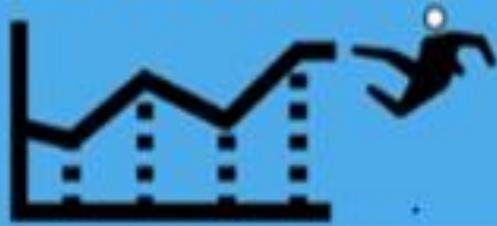
06 CHECK STUDENT UNDERSTANDING



Less successful teachers merely ask "Are there any questions?" No questions are taken to mean no problems. False. By contrast, more successful teachers check on all students.



07 OBTAIN HIGH SUCCESS RATE



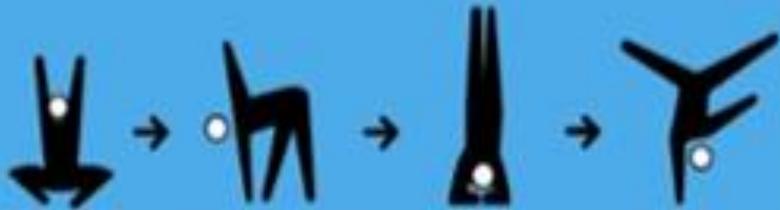
A success rate of around 80% has been found to be optimal, showing students are learning and also being challenged. Better teachers taught in small steps followed by practice.

08 SCAFFOLDS FOR DIFFICULT TASKS



Scaffolds are temporary supports to assist learning. They can include modelling, teacher thinking aloud, cue cards and checklists. Scaffolds are part of cognitive apprenticeship.

09 INDEPENDENT PRACTICE



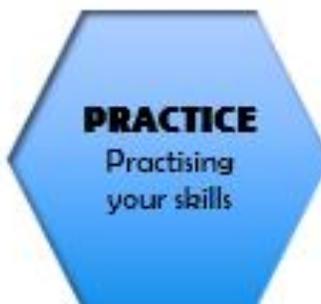
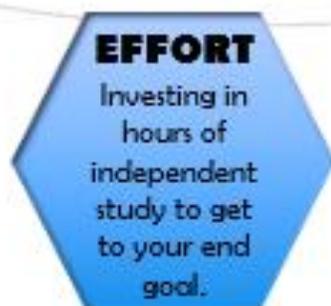
Independent practice produces 'overlearning' — a necessary process for new material to be recalled automatically. This ensures no overloading of students' working memory.

10 WEEKLY & MONTHLY REVIEW



The effort involved in recalling recently-learned material embeds it in long-term memory. And the more this happens, the easier it is to connect new material to such prior knowledge.

The Sixth Form Mindset = VESPA Model



- Discuss goals, careers and aspirations in your subject.
- Stretch– have high aspirations for them
- Provide a road map so they can see where they are going!

- Provide reading lists
- Promote a 'super curriculum for your subject'
- Set independent study tasks and homework.
- Trips & Masterclasses

- Model organisation
- Regular folder checks
- Set consistent deadlines.
- Maintain high expectations.

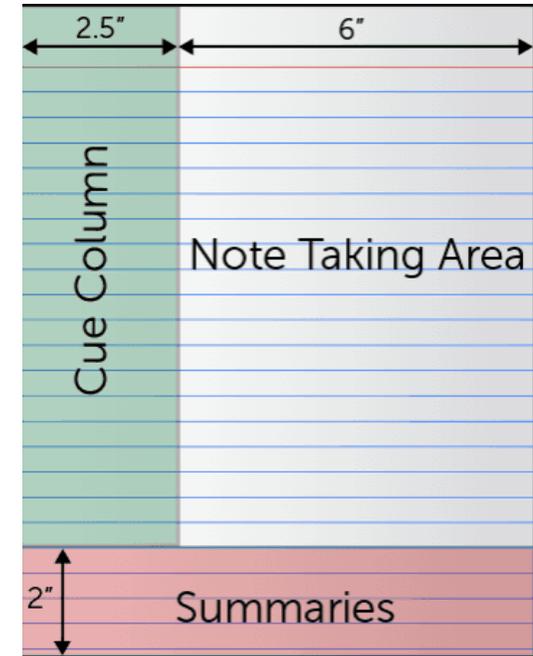
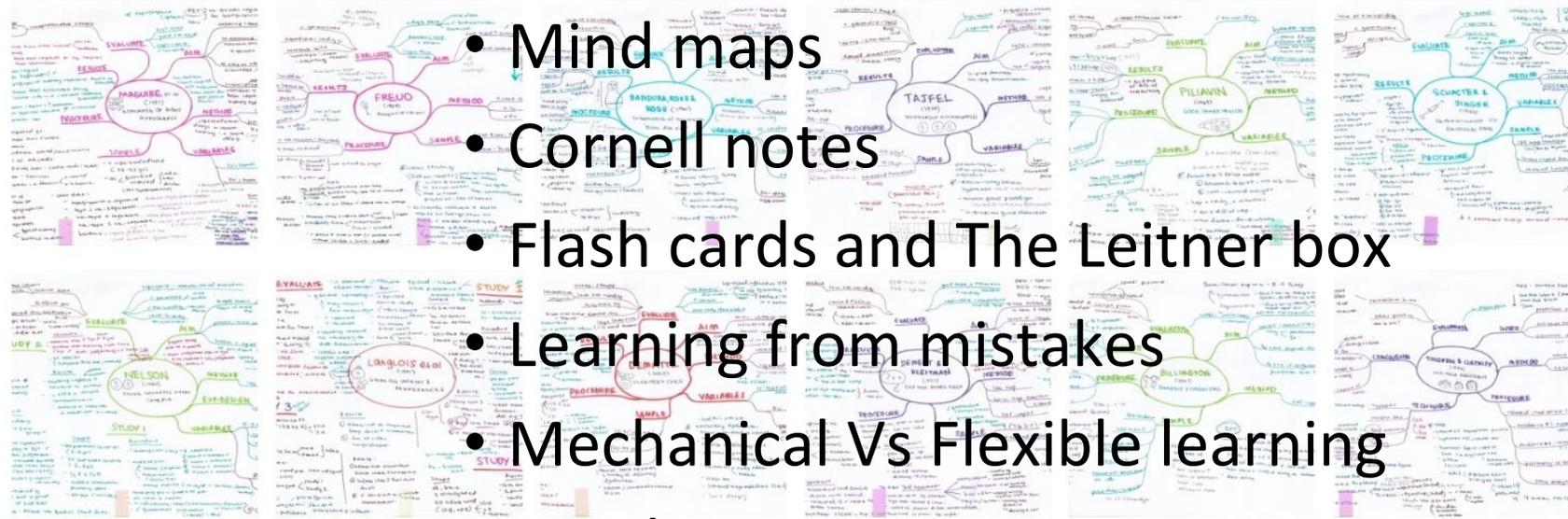
- Promote higher order thinking and blooms
- Regular exam practice & application
- Model answers and walk throughs of exam papers.

- Use encouragement & rewards.
- Consistent use of green pen for re-doing and adding to work.
- Guide their own self reflection

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

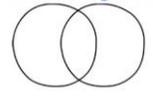
Organize knowledge and ideas using semantics and symbols

Why Use G.O.s.?
 Assign as work
 Can be used for any Subject & Grade Level
 Tool to Study and Review

EXAMPLE Cause & Effect
 Graphic Organizers help students make connections between ideas & information

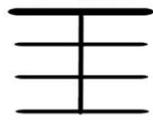
Comparison G.O.

Venn Diagram



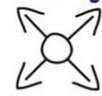
Descriptive G.O.

T - Chart



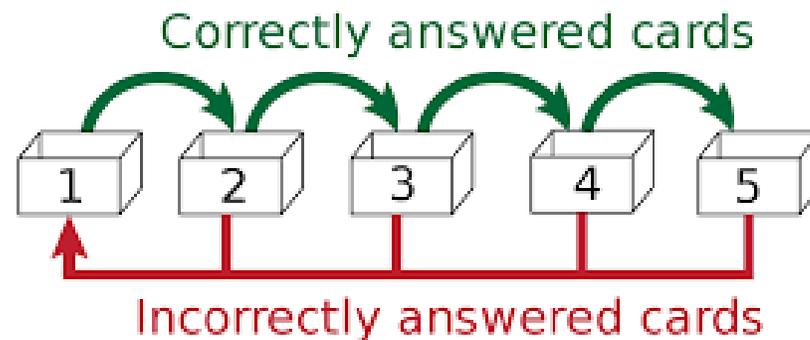
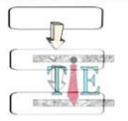
Concept G.O.

Webbing



Sequence G.O.

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.



Transition from GCSE to A Level

LEADERSHIP



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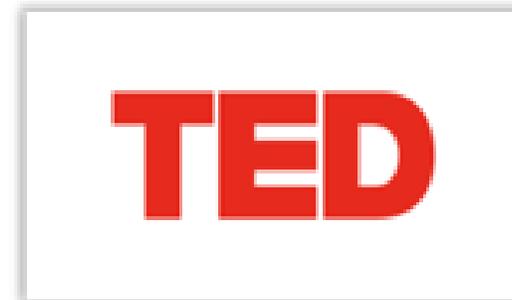
Promote curiosity through a Super Curriculum



- Provide opportunities to foster a love of learning, **curiosity & reading**.



- Set students meaningful further reading and provide opportunities for experiences (exhibitions, trips and lectures).



Extended Project Qualification



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.

Tutorial Programme



Monday	Tuesday	Wednesday	Thursday	Friday
Assembly	Year 13	Year 12	Year 13	Year 12
	Study Skills	Study Skills	Personal Development	Personal Development

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

Year 12 Wednesday and Friday

8.45 – 9.15

1 hr a week plus assemblies on a Monday

Year 13 Tuesday and Thursday 1 hr a week plus assemblies



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Sixth Form Issues Days - 6 a year



- **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, internet safety, fitness, team building and leisure



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INFORMATION/
ADVICE AND
GUIDANCE : FUTURE
PATHWAYS

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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.

Personal statement

Awarded to:
Jane Marshall
lots of
for reading personal statements

(she means lots)

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

Starting your personal statement

- > BSL starting your personal statement

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

UCAS

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?

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



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UCAS internal deadlines for Yr 13



- **Friday 21st October 2022 - personal statements completed and handed in**
- **Student references completed and university choices identified**
- **Thursday 22nd December - internal deadline for UCAS applications to be paid* and sent**

***Please speak to the 6th form team if finance is a barrier to applications**

UCAS

Advanced and Higher Apprenticeships



- 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



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

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



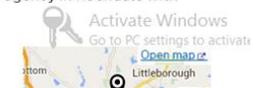
Business Admin Apprentice

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



GAP Year

FULBRIGHT COMMISSION
EDUCATE • EXCHANGE • ENGAGE • LEAD

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UCAS At the heart of connecting people to higher education

Next event: **Shetland higher education** Lerwick, 27 Sep 2016

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Getting started Choosing a course Apply and Track Finance and support

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Home > UCAS > Undergraduate > Getting started > Alternatives to higher education > Gap years

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.

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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.

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UCAS

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Search for apprenticeships, graduate jobs and internships

Keyword

Location

Within 5 miles

Search



Feedback

Browse jobs by specialism

[View all](#)

Job of the week

[Discovery Work](#)

To aspire, endeavour and thrive together

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 2023 onwards

Yr 13 - meet the application deadlines we set

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

The work related curriculum



Careers Advice and Guidance

School Careers Advisor - Mrs Katy Rush

- Face to face interviews; personalised & targeted approach
- Match skills set and interests to career or education opportunities
- Develop a plan for education, employment and training to meet career objectives

Work Placements

- Linked to study & career goals
- Opportunity to experience industry 'first-hand'
- Practical work experience
- Improved self-confidence
- Employment/course application advantage



Home/School Partnership

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Home School Partnership



Where to find help

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

Open door policy

CONTACT US AND ASK!



Financial Support



BURSARY – 16-19 Discretionary Bursary

- Based on household income bandings – up to £25,850
- Families entitled to FSM or in receipt of financial benefits eg. Universal Credit

How can it help?

- Transport costs/stationery and study materials/resources and course texts/trips
- Laptop and/or specialist equipment for their courses eg Photography, Art
- UCAS applications

How do I access this support?

- Speak to a member of the Sixth Form Team
- Complete a form available from the Sixth Form Office
- Provide evidence of income and/or benefits received
- One-off payment requests will also be considered

Students new to the school



- 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



A Level Results Success

We are extremely pleased to report some outstanding achievements by our Sixth Form students in their academic and vocational A levels this summer. Students have worked very hard under difficult circumstances to reach their full potential and we are very proud of their achievements.



Related Pages

- [About Sixth Form](#)
- [Applying to the Sixth Form](#)
- [Sixth Form Admissions 2022](#)
- [Student Resources](#)
 - Post 16 Study Programme
- [Parents](#)
- [Post-18 Pathways](#)
- [Celebration Evening](#)
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Facebook and Instagram



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2.1K likes • 2.5K followers

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Intro

Our School is a warm and caring community for all students. We celebrate diversity and believe stro

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Newshaw Lane, Glossop, United Kingdom
01457 862336
info@glossopdale.school
glossopdale.school
Closing soon

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 **Glossopdale School & Sixth Form**
21h ·  

Sixth Form Parents' Information Evening
6.30-7.45pm Thursday 22nd September in The Theatre... See more



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Glossopdale Sixth Form
www.glossopdale.school/Sixth_Form/About-Sixth-Form

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Student voice...



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Feedback from ex-Y13 students



“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 Y13 students



"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 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

dpeate@glossopdale.school