



SUTTON COLDFIELD  
GRAMMAR SCHOOL  
FOR GIRLS

The next two years are an exciting time for students to research areas of interest and work towards their future.

We are here to ensure that every student can reach their potential and has the information to plan their next steps.



Thank you for joining us today and we hope this has been an informative experience.

Year 12 means a fresh start for everyone and we encourage students to enjoy school life make the most of all of the opportunities on offer.

### **Reminders for the coming months**

Upon obtaining your GCSE results you must provide copies of your results statements, to confirm that you meet the entry requirements and you wish to take up the place.

For current students you need to register for your place by 11.00am on GCSE Results Day, Thursday 22<sup>nd</sup> August.

For students looking to join our Sixth Form we require you to bring your results statements between 11.00 am - 1.00 pm on GCSE Results Day, Thursday 22<sup>nd</sup> August.

Our enrolment and induction process will take place in September with the following dates and times:

Wednesday 4<sup>th</sup> September - Enrolment and Induction (10.30-3.30pm)

Thursday 5<sup>th</sup> September - Sixth Form Induction Day (9.00 - 3.30pm)

Friday 6<sup>th</sup> September - School lessons begin (8.50 - 3.30pm).

We wish everyone well and the 6<sup>th</sup> form team will all be available on results day and during induction days to answer any queries you may have.

All the very best for your GCSE results and we hope you enjoy the summer break.



## Study Expectations

In Year 12, students are expected to take 3 core subjects.

Students also have a 'How to?' lesson every week to provide key skills for life-long learning.

This leaves students with a number of study periods on their timetable, which should be used for independent study, completing homework or further research.

Outside lessons, students are expected to complete 15 hours of study per week. This will include homework and/or revision for assessments, but crucially this must incorporate consolidation of classroom learning.

Students will need computer access for some pieces of work, but this does not necessarily equate to needing internet access.

Students are recommended not to use social media or their mobile phone if they are undertaking work or revision.

Students should keep their work organised, with separate folders for separate subjects and/or teachers if relevant.

Homework and regular assessments will be set by teachers in order to monitor the learning and progression of students.

In addition to this, students should be well equipped for lessons, e.g. A4 files, dividers, lined paper, highlighter pens, post-it notes, plastic wallets, biro, memory stick, pencils, ruler and calculator.



## Pastoral Support

In the Sixth Form Office, we operate an open door policy where all four members of staff are truly committed to supporting each individual to achieve their potential.

All students have settling in meetings with Elaine (Learning Mentor) or Mr Charles (Head of Year 12) to help with their transition in the first few weeks of term in Year 12. In Year 13 students can have meetings with Dr May (Head of Year 13) to discuss their next steps and plan for the year.

With a range of expertise in the team, there is always someone available to talk to and it is this which will make a difference to your two years of study. We are best able to support students when we understand them, something we value and work by.

Form Tutors see their form every day and have time to build a relationship with their students. Over the course of two years, the Form Tutor is available to support and guide students and will produce an academic reference for each individual student.

Mrs Willis is available as an Independent Learning Adviser to help support students in an academic context. This can include helping with study / revision techniques and time management and organisation.

We also have a range of speakers and charities that we work with to ensure students are provided with a wealth of information and advice outside of academic work. This includes: St. Johns Ambulance - Save A Life Campaign - all students learn basic First Aid, British Heart Foundation - all students learn CPR, West Midlands Police - Stop and Search Powers, Antony Nolan Trust - blood and organ donation, The English Manner - Etiquette Class and UK Youth Parliament - voting and democracy.



## Study Support

Subjects offer lots of support outside of lessons. Teachers are happy to arrange to see students to help improve areas of weakness or to consolidate their learning and check their progress. Some subjects offer specific support clinics at lunch times or in study periods.

We also have subject mentors and can pair up a Year 12 student with a Year 13 student to offer peer to peer learning as a different support mechanism.

Wanting our students to do their best in the Sixth Form, we know that it is important to spend time learning the study skills needed. Our 'How to?' sessions focus on helping with this transition, particularly with regards to independent learning. Sessions include; The Memory Game (Aston University), Independent Learning (Edge Hill University), Note Taking Study Skills (University of Newcastle), Academic Research (University of Lancaster), Arguments and Essays (University of Cambridge), Planning for Exams (Birmingham City University) and Academic Writing (Huddersfield University).

We have also recommended the following websites or apps for students to use;

[www.mindmup.com](http://www.mindmup.com)

Dragon Remote Microphone (to record notes and playback)

Quizlet, Study Blue, QuizUp, GoConqr - different programmes all offering free mind maps, note cards or quizzes that students can make for their own revision and consolidation.

Students are also allowed to bring their own electronic devices to school if this helps with their academic progress. This may be particularly useful when working on coursework pieces, for photographs or videos in practical sessions or to access past papers for private study. The Digital Technology Acceptable Use Agreement explains this in more detail.



## School Community

There are lots of opportunities to mentor or volunteer with programmes in school for younger students. Examples include the Literacy Enhancement Programme which involves weekly meetings with one student to read and creating a personalised learning pathway. Every form from Year 7-11 has a Form Prefect from Year 12 who visits weekly. Students are able to run subject clubs as well as their own clubs, such as Zumba dancing at lunch time or a Hama Beads club.

In March of Year 12, the current Year 13 Senior Prefects will deliver an assembly about the different responsibilities that they have and this opens the application process for the election of new prefects. Any student in Year 12 can apply and will then go through a selection process which involves interviews.

The current Prefect team has over 40 members, demonstrating the value we place in student leadership. We have leading Senior Student Ambassadors and Senior Prefects who focus on different projects: transition, school forum, our House system, character and wellbeing and a creative curriculum.

## Trips

We have our London Residential trip at the start of the year to help everyone get to know each other. Each year we also have a day trip to the University of Nottingham to research more about study skills and university applications. There are trips within subjects, as well as lectures at local universities which are advertised in the Sixth Form Computer room for girls to independently attend. In addition to this there is a biannual trip to Cern.



## Super-Curricular Enrichment

This is a new “buzzword” from universities. It is also a description of what someone might do if they are passionate about a career / sector / subject to develop their understanding further. This is academic enrichment where a student access material which is of a higher level than A Level and is additional to their studies.

Examples include attending lectures at universities, reading academic articles or books, e.g. The New Scientist, attending masterclasses or workshops, undertaking independent research or work experience. These actions demonstrate a clear passion and interest beyond the curriculum and thus that a student really wants to pursue this field.

Every week there is a Sixth Form only lecture, covering a wide variety of topics over the year. These are delivered by university researchers or lecturers and include: Biochemistry - University of Warwick, Computer Science - Aberystwyth University, Languages - University of Nottingham, Humanitarian Conflict - University of Manchester, Religious Studies - University of Manchester, Physics - University of Birmingham and Law - Keele University.

Students have been introduced to the wide range of summer schools and experience days which are available and we regularly e-mail out events about which we receive information.

We are encouraging students to organise work experience for the period of one week in May 2020.



## Next Steps

Throughout the Sixth Form, "How to?" lessons are used for careers support and guidance.

Each form room has a list of careers support that is available, including careers interviews. Interviews can be arranged with an independent careers advisor in school by Elaine, as well as drop in sessions during the spring term for various areas of interest such as Medicine, Sports Science and School Leavers' Programmes.

The options upon leaving school are discussed openly, from applying to university, to school leavers' programmes and apprenticeships, to travelling or entering the world of work. We aim to give all students the full range of options so that they can make an informed decision.

The Year 12 'How to?' programme includes: Barclays Life Skills, Degree Apprenticeships (Capgemini), School Leavers' Programmes (PwC), placement years (Aston University) and Student Finance.

The Year 13 'How to?' programme includes: UCAS, personal statements, interviews (University of Nottingham), UCAS Extra, Clearing and Adjustment and Student Loans and Budgets.





## Are you aiming for an A/A\* grade?

An A\* is awarded to a student who has achieved above 90% in their A Level examinations. Below is a list of ways to make this a possibility:

Keep your work organised. It needs to be in separate topics and up to date. Make sure it follows the sequence of the specification so it is easy for you to find relevant information.

Read through your notes and textbook after the lesson to consolidate your learning and to ensure you fully understand the topic.

Read through your notes and textbook before the lesson so that you are ready to start the lesson refreshed from the previous lesson.

Ask for help! You can ask in person or e-mail any questions - if you do this now it will save you a lot of hassle nearer the exams.

Be organised with homework and record the details somewhere safe (i.e. your planner). You need to complete homework to develop your understanding and also to check your knowledge.

Make sure that if you miss any work you catch up - it will affect your understanding in subsequent lessons and it is your responsibility.

Revise in advance and use assessments to develop your exam technique.

Read around and beyond the specification with recommendations by your teachers or by undertaking your own research.

Look out for workshops or lectures that you might be interested in and think about any work experience.



## 16-19 Bursary

The Fund has four levels relating to household incomes and students who are eligible for Free School Meals. This Fund exists to offer financial support to those who require it, for example to purchase textbooks, revision guides, stationery, travel costs or for school trips. Students may also consider using this assistance for journal subscriptions and other education based purposes. Payments are made directly into students' bank accounts and additional money can also be applied for.

Regular meetings ensure that support is constant and is also complemented with Aim Higher mentors, a networking workshop delivered by Future First (our alumni company), access to the Social Mobility Foundation and Sutton Trust as well as access courses at university and support with the additional paperwork that is required as part of the university application process.

If anyone finds themselves in difficult circumstances we are able to provide assistance from the Hardship Fund and we would always encourage information to be shared with school.

In Year 13 if thoughts move to university, all students should be aware that criteria for support differs. Additional financial support exists for households whose income is below approximately £42,000 and for students who are the first generation to go to university or live in postcodes with a low progression to higher education. Universities offer a wide range of scholarships, grants, bursaries and support which are individual to each institution.