



Highcliffe Sixth Form

WORKING IN PARTNERSHIP WITH PARENTS
Miss Perry Head Of Year 12



KEY DATES

Thursday 2nd November Year 12 Parents Evening

January 3rd 2024 - first progress check

March 14th 2024 – second progress check

28th June 2024 – Year 12 Mock Examinations (Hall)

Third progress check: Current Grade, Predicted Grade, **University Predictions released in September 2024**

Highcliffe Sixth

Highcliffe School

CAREERS

FAIR 2023

28th September | 5pm - 7pm



BU Bournemouth University | **JPMORGAN CHASE & CO.** | **rockley** Watersports training & activity trips | **University of Southampton** | **ARMED FORCES COVENANT**

UNIVERSITY OF WINCHESTER | **The DORSET SCHOOLS OF ACTING** | **HOARE LEA (H.)** | **UNIVERSITY OF BATH**

If you are interested in exhibiting,
please contact cwilson@highcliffeschool.com

Dashboard

Timetable

Home Study **3**

Progress ▾

Rewards & Sanctions ▾

Sixth Form ▾

Learn

Exams ▾

Careers Portal

Events

WisePay

MyData Dashboard

Welcome to the Highcliffe School Student Data Portal

MyTotals

3 Home Studies

3 Commendations

£2.32 Remaining

My Highcliffe
– Parent view

Let us know if
any access
issues.

TIMETABLE Information

Week A	Mon	Tue	Wed	Thu	Fri
Before					
Reg	6Tu/10 VI5 Miss R Harrison	6Tu/10 VI5 Miss R Harrison	6Tu/10 VI5 Miss R Harrison	6Tu/10 VI5 Miss R Harrison	6Tu/10 VI5 Miss R Harrison
P1	13Pe1/C VI1 Miss L Swan	Personal Study	Personal Study	13Bi1/A SC5 Ms S Cullen	13Bi1/Ea SC11 Mr N OConnor
P2	13Pe1/C VI1 Miss H Whiteside	Personal Study	Personal Study	13Bi1/A SC5 Ms S Cullen	Ss/Fri12 6ST Miss A Bowie
Br					
P3	13Ch1/B SC11 Mrs S Chapman	13Bi1/A SC5 Ms S Cullen	13Pe1/C VI1 Miss H Whiteside	0Med13 VI2 Mr N OConnor	13Ch1/B SC7 Mrs A Barclay
P4	13Ch1/B SC11 Mrs S Chapman	13Bi1/A SC5 Ms S Cullen	13Pe1/C VI1 Miss L Swan	Ss/Thu14 6ST Miss A Bowie	13Ch1/B SC7 Mrs A Barclay
L					
P5	Flexible Study	13Ch1/B SC11 Mrs S Chapman	Flexible Study	13Pe1/C VI1 Mr J Dean	13Bi1/A SC11 Mr N OConnor
A					

MONDAY -

FRIDAY

All students

Must attend school
from

8:35am everyday

until October half term

Post half term - Monday
to Wednesday

8.35am all must attend.

Week A	Mon	Tue	Wed	Thu	Fri
Before		6Tu/10b VI5 Miss R Harrison			
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A					

PERIOD 5
FLEXI
STUDY

Students
have
Personal
choice:

Study at
Home or in
school

Students
can leave
at 1.20pm

Week A	Mon	Tue	Wed	Thu	Fri
Before		6Tu/10b VI5 Miss R Harrison			
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Personal Study

Students can work in the café but must be in school.

Supervised Study (Ss)

Formal registered study time in the study centre being overseen.



TUTORIALS

- Once a half term minimum
- 8:35am – 9am with their tutor booked in advance to review:
 - Progress
 - Attendance
 - Transition/emotional well being
 - Career Aspirations
 - Any other concerns

Enrichment Opportunities

Compulsory Enrichment

- ‘Preparation for future life’ (1 hour a week)
- Work experience week – End of March (further info to be sent)

Optional Enrichment

- Building Character / Social / Fun / New Skills Driving Theory/ First Aid
- Further academic qualifications EPQ

Enrichment

<i>Students must participate in 3 blocks minimum and they must be different</i>					
PERIOD	BLOCK 1 Monday 11 th Sept to Friday 20 st Oct	BLOCK 2 Monday 30 st Oct to Friday 8 th Dec	BLOCK 3 Tuesday 2 nd Jan to Friday 9 th Feb	BLOCK 4 Monday 19 th Feb to Friday 29 th March	BLOCK 5 Monday 15 th April to Friday 25 th May
A Wed 5 B Wed 5		Sign Language *£15 15 max per group	Sign Language *£15 15 max per group	Sign Language *£15 15 max per group	
A Wed 5 (3 sessions per block)	Music Enrichment	Music Enrichment	Music Enrichment	Music Enrichment	Music Enrichment
A Thurs 2 AGD B Wed 5 AGD	Big Questions	Big Questions	Big Questions	Big Questions	Big Questions
A Fri 5 B Wed 5	Maths Support	Maths Support	Maths Support	Maths Support	Maths Support
A Thurs 2 TPY B Fri 1 JPT	Driving Theory	Driving Theory	Driving Theory	Driving Theory	Driving Theory
A Wed 5 AWS B Weds 5 LRC	Fitness	Boxing	Bootcamp/HITT	Yoga/Pilates	Volleyball
A Wed 5 SHM B Wed 5 SHM	Football	First Aid	Ski/Snowboard	Football	First Aid
B Tues 1 NJS (3 sessions per block)	Volleyball	Fitness	Dodgeball/Basketball	Fitness	Rounders

REQUIREMENTS FOR SUCCESS

1. ATTENDANCE
2. WORK ETHIC / CONSOLIDATION
3. REVISION

RESILIENCE

1. Attendance

HIGHCLIFFE SIXTH ATTENDANCE LINE: (01425) 282322

email: office@highcliffesixth.com

A PARENT/CARER MUST CALL or E MAIL BEFORE 9AM ON EACH DAY OF ABSENCE

 Dashboard

 Timetable

 Home Study **3**

Progress ▾

 Subject Attendance

 Assessments

 Learn

MyData Dashboard

Welcome to the Highcliffe School Student Data Portal

MyTotals

 **3 Home Studies** 

 **3 Commendations** 

 **£2.32 Remaining** 

My

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Attendance 95% or above per term

% of Attendance	Average Grade
95% to 100%	B-
90% to 95%	C+
85% to 90%	C-
Below 85%	D+

PART TIME WORK
CONCERNS

MAXIMUM OF 10 HOURS
PER WEEK PLEASE

STUDENT ABSENCE

- **Planned** – Student to speak to the teacher/s and pick up the work in advance
- **Unplanned** – Parent/Carer to contact the school by 9am.

When well enough, students to complete home study set on the system & photocopy lesson notes from another reliable student upon their return. E-mail the teacher asking for the work, making sure they speak with your teacher upon return if you do not understand the work.

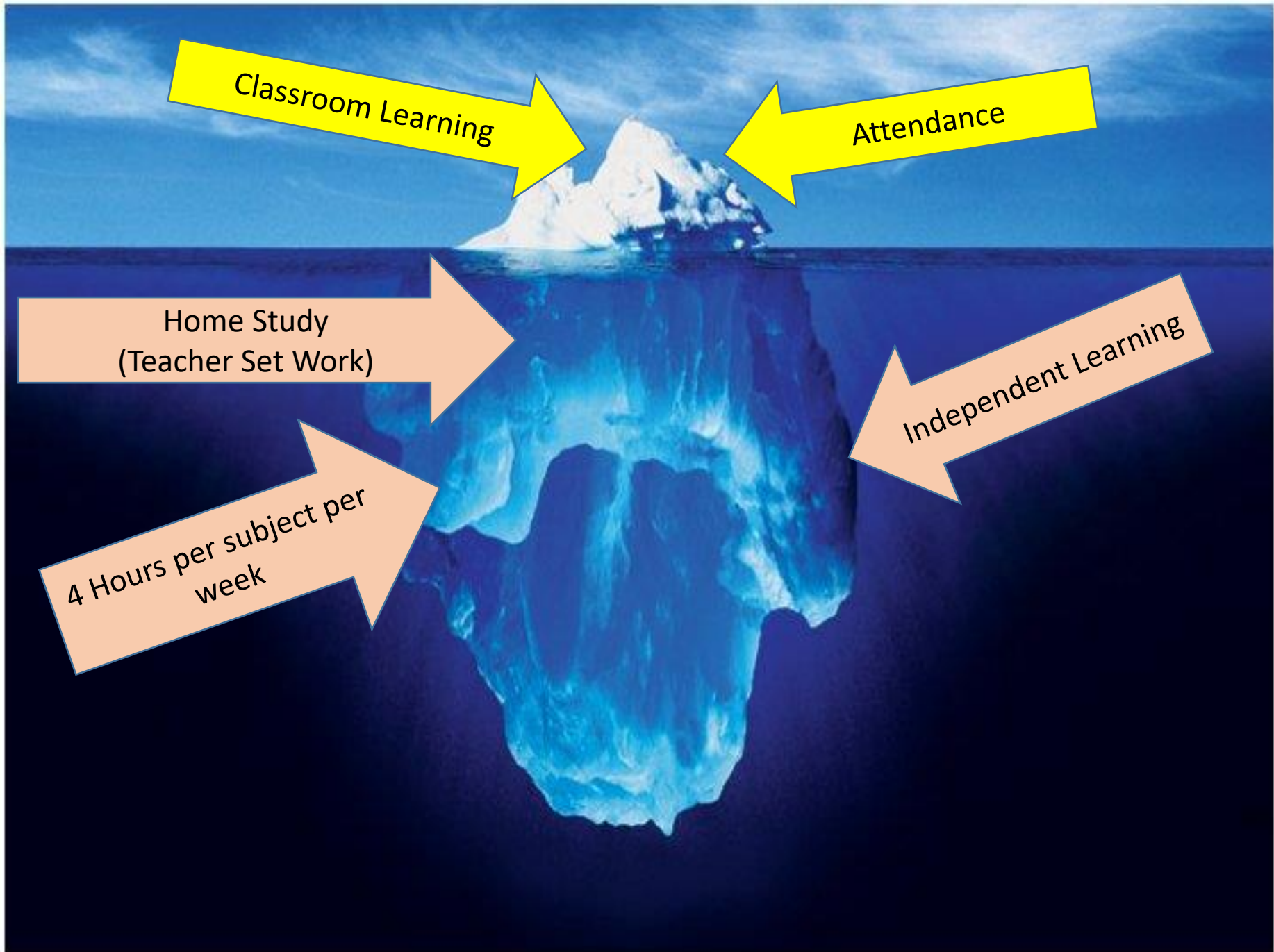
- **During the day** – i.e. illness speak to Head of Year if available and sign out or inform the star room (6th form admin area).



TEACHER ABSENCE

- Lessons work set by a teacher.
- Complete the work in the lesson time in the study centre
- If a teacher is not present in the first 10 minutes of the lesson – please register in the study centre and undertake private study for the lesson in the Sixth Form Study Centre

2. Work Ethic / Lesson Consolidation



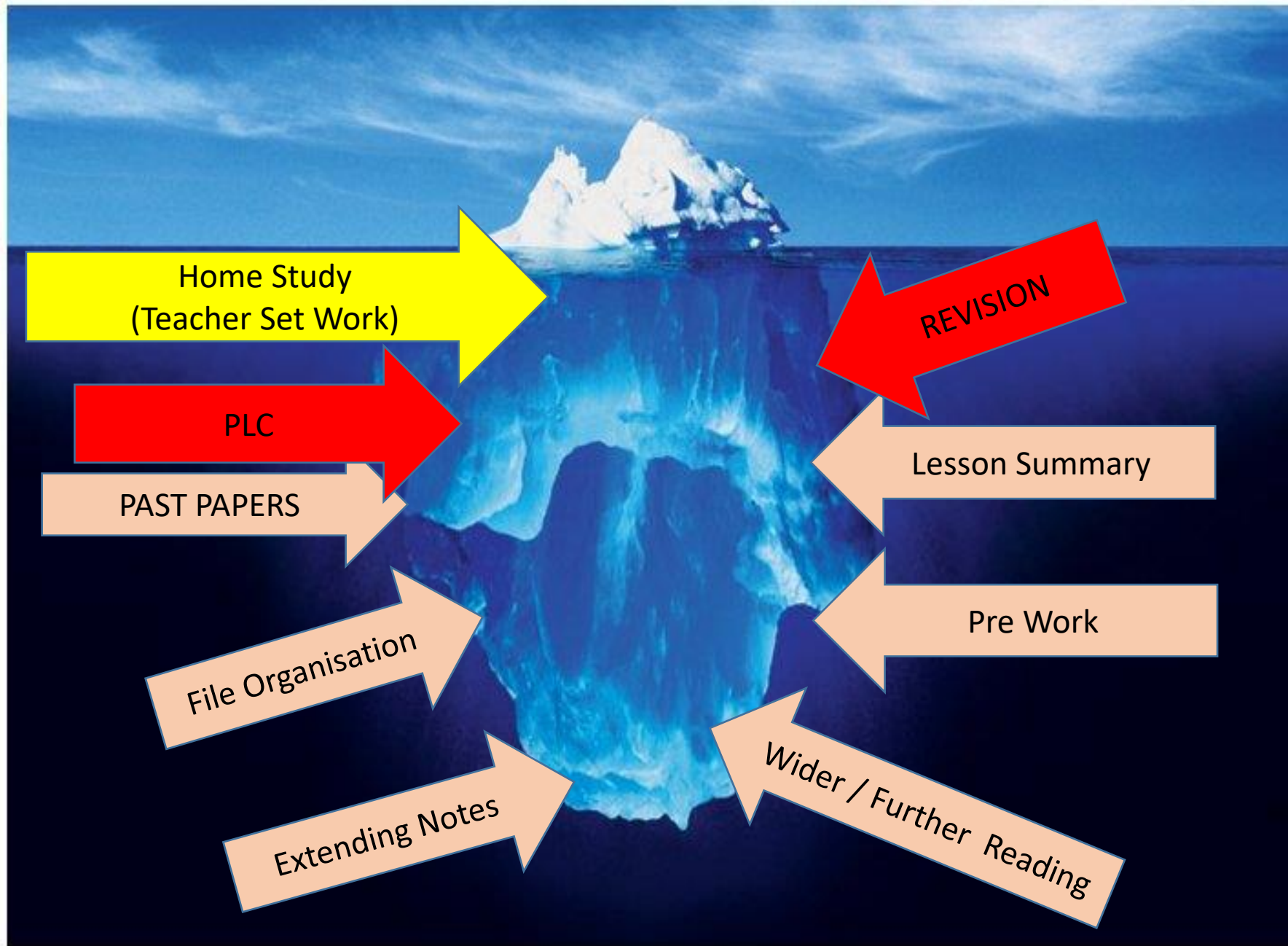
Classroom Learning

Attendance

Home Study
(Teacher Set Work)

4 Hours per subject per
week

Independent Learning



Home Study
(Teacher Set Work)

REVISION

PLC

PAST PAPERS

Lesson Summary

Pre Work

File Organisation

Extending Notes

Wider / Further Reading

Support

Students to speak out! **Sixth Form students must take responsibility for making sure they understand, asking for help if it is needed**

- Teacher intervention
- Tutor intervention
- Sixth Form Study Mentor – one to one appointments
- Academic Action Plans
- Parental engagement
- Code of Conduct Policy

Nurturing positive Academic Learning Behaviors



INDEPENDENT LEARNING FLAGS:

- Missed Deadline
- Quality of Home Study
- Quality of revision and extension work



PROGRESS FLAGS:

- Behaviour
 - Quality of work in lessons
 - Not engaging with feedback / intervention
 - Attendance
-

3. Revision

From Day 1, every single week

Every Progress test

Revision notes updated after each test

Rehearse and recall again and again and again....

Revision

Revision notes made at the end of every single week , reflected upon (testing / retesting / updating)

Year 1 works always reflected upon when in Year 2

- 1. Relate to the specification (PLC statements)**
- 2. Relate to assessment objectives (AO's) – such as Knowledge / Application / Evaluation**
- 3. Relate to 'Command Words' - Such as Define, explain, evaluate, compare/contrast, analyse etc.)**
- 4. Reflect mark schemes statements and phrases lined to points 1&2**
- 5. Examiners reports – to avoid 'common errors'**

- Glossaries
- Mind Maps – which relate to AO / Mark Scheme statements
- Flash cards
- Graphic Organisers

Year 12 focus: 'Focusing on 'hard work' & systems'



- Work hard to achieve results
- Purposeful **'systems'** towards your work, attendance, home study. Preparation for tests and exams is key

Focus 1: Home Study & Independent Learning

**6-8 hours per subject
purposeful home
study/revision
(3-4 hours per week)**



TWO PARTS

TEACHER SET STUDY

Consolidation/Extension/Deliberate Practise/
Desirable Difficulties/ Revisits prior
topics/Response to Feedback/Close the
Gaps/Folder Organisation - BUT STUDENTS TO
SELF REGULATE

&




GUIDED INDEPENDENT STUDY

Chosen from a given menu of revision &
preparation/extension activities, linked to the
subject. Work is dated and kept in day folder for
visual checking (not marked)

GUIDED INDEPENDENT STUDY GRID





INDEPENDENT STUDY FOR BUSINESS STUDIES

<p>1. Self-testing flashcards Write exam-based questions on one side and answers on another (Keep it simple: Define, Describe, Explain, Identify, Give an example of) SELF REGULATE: Keep testing yourself regularly and reorder the cards according to which answers you can correctly recall Use the Leitner system and have 3 boxes Box 1 – Newly created flashcards Box 2 – If the information on the flashcard can be recalled currently, place the card into box 2. If you cannot answer, it stays in box 1. Test yourself again the cards in box 2 and if you get this correct, place in box 3. If it's incorrect, it goes back to box 1 Box 3 – Periodically test yourself on box 3 (weekly, monthly). If it's answered wrong, it goes back to box 1. Every time you get a card correct in box it stays there!</p> <p>Extra Challenge: increase the difficulty of the questions on the flash card with more complex subject vocabulary, higher level questions (such as AO3 evaluate, analyse, compare etc) test again and again. Then use the flash cards to complete a writing task such as writing an extended question response.</p>	<p>2. Blurting Complete a Knowledge 'blurt' on the topic you are currently studying. Make sure you have revised the topic first (securing your knowledge) before attempting to 'blurt' everything from your brain onto a page Extra Challenge: make links between themes, make link to assessment objectives, link to examples, link to exam command words (such as describe, explain, evaluate, analyse, discuss) SELF REGULATE: Check <u>your</u> 'blurt' against your notes and add in a different colour pen aspects you did not remember and make a list of what you need to go over again. Go over it again! And again!</p> <p>Jade Bowler - Unjaded Jade</p>   <p>Revision Technique that ACTUALLY works: "Blurting"</p>	<p>3. Knowledge Organiser Complete an A3 Knowledge organiser for the topic being studied, using mark scheme statements. Keep adding to your organiser as the lessons progress. Cover up parts of the knowledge organiser and self-quiz, build up to being able to 'blurt' the whole knowledge organiser from scratch! Extra Challenge: Highlight assessment objective statements Link to practical examples wherever possible, link to exam command words SELF REGULATE: Check your quiz/blurt. Highlight or write in a different coloured pen what you could not remember or make links to or which command words you found difficult. Go over these again and practice that part of the knowledge organiser.</p> 	<p>4. Cornell Note Taking – NEW LEARNING <i>*this needs to be modelled and practiced lots in class first to make sure you are confident and competent enough to take notes independently</i> Read or listen to something that introduces new learning/ideas. Use the Cornell Method. Using the Cornell structure, make notes down the page and a summary at the bottom, use question cues down the margins. Then... cover up your notes and use the questions in the margin to self-quiz and retrieve answers from memory. Extra Challenge: Use 'how' and 'why' questions in the margins. Use key word vocabulary / sentence structures in your notes</p>	<p>5. AO1/AO3 - Create a glossary of 30 definitions for all A level key terms you have covered so far in A Level Business. Use your CGP guide and key terms list to get started. Once complete, cover them up one by one and re-write from memory, strengthen your ability to retrieve the basic knowledge and then add minimum two benefits and two drawbacks to your work and repeat the cycle.</p>	<p>6. AO2 – Refer to the strategic models you have been given and choose five at a time to review, make sure you can explain what the model is used for accurately and use the CGP guide to check this is correct. Use the models you have been given as a prompt and cover them up and redraft from memory with key notes about that model. Any areas you still struggle to understand make a note of and email your teacher to book in a drop-in support session</p>
			<p>7. Exam skills - Access Edexcel website on teams– A level Business – Paper 1 and complete one section of the paper (short questions only). Then review the mark scheme (found in the same area) and mark yourself. Revisit the areas you got wrong and try & use your notes to ascertain the correct answer – write up any further questions you still have about the answers you got wrong and take them to class to review with a teacher.</p>	<p>8. AO1 - Complete one of the MCQ packs and use the mark scheme to review your understanding. Set yourself at least two targets to improve on areas you struggled with by utilising your CGP guide and tutor2u videos. Re-visit the questions a week later and reflect on what/if any progress you have made. Still unsure – take queries to class or book a time to review and talk over with your teacher</p>	<p>9. AO1- Re-draft lesson notes on a section specified by your teacher or of your choice using the retrieval sheets, mind maps, Cornell notes or flash cards, this should focus on definitions and examples only</p>
			<p>10. AO1 & AO2 – Find a credible publications such as the Financial Times, BBC News, Economics review & Business Review/Bloomberg and make a 1 page retrieval map of current affairs & how they may apply to the content you have learnt – find one article per week and create a 'context' section of your study notes to refer to throughout the course.</p>	<p>11. AO1, AO2, AO3, AO4 - Complete any essay-based question from the Edexcel website of your choice under timed conditions (1 minute a mark + 5 mins reading) and hand in for marking to your teacher. Highlight where you think you are showing AO1, AO2, AO3, AO4. Do not hand it in until you have self-reviewed, look at the mark scheme, what would you award yourself and why</p>	<p>12. AO1/AO2 – Complete the calculation formula sheet provided covering ALL the calculations you have learn so far and check they are correct with the answer guide. Add context to these calculations such as 'what do they show' and 'what is considered positive/negative etc. Ensure you understand all the calcs and why/when they may be used.</p>
			<p>13. Look ahead – use your PLC to identify the next 'topic area' we will be focusing on & use your Business revision guide/textbook to read ahead and make succinct basic notes that cover the key areas of that topic, take this to your lesson when you begin the topic and refer to when necessary</p>	<p>14. Key websites to inform your studies/Cornell notes: <ul style="list-style-type: none"> ✓ Topics Business tutor2u ✓ Home - BBC News ✓ Edexcel AS and A level Business 2015 Pearson qualifications ✓ Businessweek - Bloomberg ✓ https://youtu.be/#SU31QEYU0 </p>	<p>Tasks must have evidence of completion and be dated</p>



INDEPENDENT STUDY FOR ECONOMICS

<p>1. Self-testing flashcards Write exam-based questions on one side and answers on another (Keep it simple: Define, Describe, Explain, Identify, Give an example of) SELF REGULATE: Keep testing yourself regularly and reorder the cards according to which answers you can correctly recall Use the Leitner system and have 3 boxes Box 1 – Newly created flashcards Box 2 – If the information on the flashcard can be recalled currently, place the card into box 2. If you cannot answer, it stays in box 1. Test yourself again the cards in box 2 and if you get this correct, place in box 3. If its incorrect, it goes back to box 1 Box 3 – Periodically test yourself on box 3 (weekly, monthly). If it's answered wrong, it goes back to box 1. Every time you get a card correct in box it stays there!</p> <p>Extra Challenge: Increase the difficulty of the questions on the flash card with more complex subject vocabulary, higher level questions (such as A03 evaluate, analyse, compare etc) test again and again. Then use the flash cards to complete a writing task such as writing an extended question response.</p>	<p>2. Blurting Complete a Knowledge 'blurt' on the topic you are currently studying. Make sure you have revised the topic first (securing your knowledge) before attempting to 'blurt' everything from your brain onto a page</p> <p>Extra Challenge: make links between themes, make link to assessment objectives, link to examples, link to exam command words (such as describe, explain, evaluate, analyse, discuss)</p> <p>SELF REGULATE: Check your 'blurt' against your notes and add in a different colour pen aspects you did not remember and make a list of what you need to go over again. Go over it again! And again!</p> <div data-bbox="1090 792 1388 1025" data-label="Image"> <p>Jade Bowler - Unjaded Jade</p>  <p>Revision Technique that ACTUALLY works: "Blurting"</p> </div>	<p>3. Knowledge Organiser Complete an A3 Knowledge organiser for the topic being studied, using mark scheme statements. Keep adding to your organiser as the lessons progress. Cover up parts of the knowledge organiser and self-quiz, build up to being able to 'blurt' the whole knowledge organiser from scratch!</p> <p>Extra Challenge: Highlight assessment objective statements Link to practical examples wherever possible, link to exam command words</p> <p>SELF REGULATE: Check your quiz/blurt. Highlight or write in a different coloured pen what you could not remember or make links to or which command words you found difficult. Go over these again and practice that part of the knowledge organiser.</p> <div data-bbox="1528 835 1847 1042" data-label="Image">  </div>
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Focus 2: Purposeful
assessment and action
following an assessment,

SAPs

SUBJECT

ASSESSMENT

POINT

New COMMON
LANGUAGE FOR
ASSESSMENT

MAPs

MOCK

ASSESSMENT

POINT

SAPs must mirror exam formats and sat under timed conditions, in silence, to ensure validity and reliability of data

SUBJECT ASSESSMENT CALENDAR

SAPs.....

Student Expectation:

- You must produce and 'show' your revision notes that you completed to prepare for the SAP
- This work is shown to the teacher whilst the SAP is in progress

Teacher Expectation:

- At least one timetable cycle notice of an upcoming SAP
- Check revision notes whilst the SAP is in progress (visual check for quality & quantity)

Is every SAP important?

CASE STUDY: JOSH



UNIVERSITY GRADE PREDICTION Teacher Predicting in GEOLOGY

Highcliffe Grade	B
Progress Check 1	B
Progress Check 2	B
Internal Exam Result	B
In class assessment average	B
Progress Check 3	B
University Teacher professional Grade prediction	B

Why not an A?

No evidence of A's from Internal Exam and average in class assessments.

CASE STUDY: JOSH



UNIVERSITY GRADE PREDICTION Teacher Predicting in GEOLOGY

Highcliffe Grade	B
Progress Check 1	B
Progress Check 2	B
Internal Exam Result	D
In class assessment average	D
Progress Check 3	C
University Teacher professional Grade prediction	C

Why not an B?

Not enough secure evidence of B
grade.


End of year exams – end of June – MAPS

- Formal ASSESSMENTS IN CLASS UNDER EXAM CONDITIONS
- An important opportunity to experience the exam process
- Performance will be used, **to decide University predicted** grades for UCAS applications.



Post Assessment

- Results added to day folder assessment tracker so students can view results over time
- Close the Gap tangible task set in a DIRT/CTG lesson and/or teacher set home study
- Sample tasks on the grid to the right
- Students MUST produce evidence of acting upon feedback and closing the gap

		
SUBJECT ASSESSMENT POINT (SAP) CLOSE THE GAP TASKS A LEVEL PHYSICAL EDUCATION		
CTG TASK 1 Rewrite the weaker paragraphs/sections of your essay/extended question. Highlight where you have improved your answer	CTG TASK 2 Resit the assessment again (at home/in dedicated lesson time), in exam conditions, answering the questions that have been identified as requiring improvement	CTG TASK 3 Extend your revision notes on aspects/theories that need development from the SAP. Show evidence of your comprehensive revision notes made on those topics, including evidence on Ever learner
CTG TASK 4 Practice answering again A01 Questions in order to develop that assessment objective. Highlight where you have improved your exam question response. Create/learn the glossary of key terms	CTG TASK 5 Practice answering again A02 Questions in order to develop that assessment objective. Highlight where you have improved your exam question response	CTG TASK 6 Practice answering again A03 Questions in order to develop that assessment objective. Highlight where you have improved your exam question response
CTG TASK 7 Answer the extended question again, timing yourself to practice exam paper time management, be sure to include any improvements you need to make in your extended question/essay response	CTG TASK 8 Apply a wider variety of sporting examples (both team and individual) to the theory/theories we have been assessing in the SAP. Write out in full sentences the examples you could use to improve your answers	CTG TASK 9 Practice writing long answer questions using the literacy bank. Highlight where you have used these to improve your exam question responses
CTG TASK 10 Write a mark scheme model answer for the questions identified as requiring improvement	CTG TASK 11 Use the mark scheme and examiners report to highlight aspects you have missed/misconceptions. What misconceptions have you found? Write a summary on how you need to improve your responses to exam questions for this SAP and show evidence of improved answers for a set of questions	CTG TASK 12 Retake the whole SAP again, in a weeks' time during a study period in the silent end of the study centre, under timed conditions <i>(Please notify Study Mentor this is in timed exam conditions, what period and hand in exam paper)</i>

Focus 3: Robust intervention process

Sixth Form Stages of Intervention

STAGE 1 (IN CLASSROOMS)

HONEST EARLY CONVERSATION

Flag & Intervention* initiated. Targets set (timetabled cycle to improve)

Teacher calls home for **persistent** concerns
X number of flags = Period 5 supported study as per the system

IF NO IMPROVEMENT, REFER TO:

STAGE 2 (SL/ADOL/KS5 Lead)

Continued concerns, Subject Lead/ADOL/KS5 Lead involvement.
Honest conversation with student, targets set, **make Study mentor & tutor aware of targets**. Study Mentor to support if required. Parental call to discuss (2x timetable cycles to improve)

IF NO IMPROVEMENT, REFER TO:

STAGE 3 (HEAD OF YEAR 12 or HEAD OF YEAR 13)

No improvement: HOY action plan and parental in school meeting (2-4 weeks to improve)
Flexible registration removed and focused study periods introduced

IF NO IMPROVEMENT, REFER TO:

STAGE 4 (AHT/SLT)

AHT/SLT meeting with student and parents. Student placed on contract. Discussion regarding aspirations/ Careers adviser support/ Suspension policy: Possible fixed term suspension for failure to co-operate with interventions set by the school/exam entries review

Staff Name: _____
 Student Name: _____ Date of Check: _____

Please tick if this is a re-test of a previous failed check

		Excellent	Good	Concerns Rapid Improvement Expected	Serious Concerns Rapid Improvement Expected
Organisation	Lesson Notes Organisation: Clear summaries in folder, lesson notes present for all lessons, including home study and behind dividers Lesson Notes Quality: none, detailed				
Response to Learning	All home study present, with evidence of acting upon feedback for each unit Evidence of acting upon feedback for assessed work/tests for each unit Evidence of own extended notes/retrieval practice as if revision for each unit PLCs in folder & acted upon as per department expectations				
Comments (optional):					

Does better than...	<p>PLEASE HIGHLIGHT</p> <ul style="list-style-type: none"> All work was in sections and organised to the sta You underline titles and date all lesson work and Missed lesson notes are photocopied and caught Presentation of notes is improved to the standard Subject revision and retrieval more regularly used PLCs more regularly reflected and Amber/Red and You consistently acted upon feedback Other: 	<p>Student Folder Organisation Checklist for XXXXXXXX Subject:</p> <p>Front of folder:</p> <ul style="list-style-type: none"> This checklist Folder Review Forms (department to hand out) Whole course PLC Subject Assessment Tracker glued into inside of the folder (Cumulative record of test/assessment data which is regularly updated by student) 			
	<p>PLEASE HIGHLIGHT THE APPROPRIATE</p> <table border="1"> <thead> <tr> <th>RED (Serious Concerns)</th> <th>AMBER (Cor</th> </tr> </thead> <tbody> <tr> <td>Immediate attention required – progress in your subject is at risk. Flag issued for concern regarding independent learning (agreed with Parents and Head of Year will be contacted if this is not rectified by the review date set below.</td> <td>Attention is needed but criteria. You have one or this to present a flag be Review Date:</td> </tr> </tbody> </table>	RED (Serious Concerns)	AMBER (Cor	Immediate attention required – progress in your subject is at risk. Flag issued for concern regarding independent learning (agreed with Parents and Head of Year will be contacted if this is not rectified by the review date set below.	Attention is needed but criteria. You have one or this to present a flag be Review Date:
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FOLDER CHECKS HALF TERM 1

Highcliffe Sixth
HOW TO PASS A HIGHCLIFFE SIXTH FOLDER/BOOK CHECK
XXXXXXXXXX

Organisation of notes:

- There should be no missing work. All worksheets are glued into your exercise book (if exercise books are used)
- Notes must be organised in the correct order. Each topic in a separate section and clearly divided (**insert what dividers are needed if you feel appropriate**)
- Photocopied sheets are dated, annotated and/or highlighted
- When plastic wallets are used, notes should be separated into individual wallets rather than grouped together

Quality of notes:

- All work is dated, titles underlined
- All work must be completed, no unfinished work
- Notes must have an appropriate level of detail for A-Level/BTEC/CTEC Level 3. Please refer to examples of excellent work
- Notes must be clearly labelled with an appropriate title or sub-heading (underlined) to indicate the content
- High-lighters or underlining should be used to put emphasis on key terms or precise information.
- Notes should be neatly presented and easy to revise and retrieve from.

Homework/Record of peer/assessed work:

- All homework should be present in your folder, with evidence of acting on feedback
- All assessed work should be present in your folder, complete with feedback and evidence of acting on feedback
- Subject assessment tracker is completed and up to date
- This should be organised in the relevant section

Independent work, retrieval and revision:

- Retrieval Practice is regularly undertaken for each unit and organised in the relevant section or tab of the folder
- Independent reading, additional notes and revision materials should be visible throughout; not just before exams and mocks.
- Independent work should be appropriate to the level being studied.
- Revision material should be effective and at the depth required for **A-Level/BTEC/CTEC level tests** and exams and appear frequently at the end of each topic area.
- PLCs are regularly used, and Red/Amber areas are acted upon – there is evidence of work completed to close the gaps

Safeguarding and Code of Conduct

- Repeated failure to wear a **safeguarding ID lanyard** at all times
- Persistent poor attendance and/or poor punctuality without clear and valid justifications
- Failure to respond over time to advice and feedback from staff intended to address underperformance
- Failure to meet coursework and/or home study deadlines over time
- Failing to effectively respond to the requirements of individual support plans set by subject areas and/or the Sixth Form team
- Repeated failure to turn up to scheduled study mentor sessions without clear and valid justifications

Dress Code

Acceptable	Not acceptable
<ul style="list-style-type: none">• Smart well maintained jeans• Smart well maintained shorts of an appropriate length• Well maintained jogging bottoms/tracksuit tops• Trousers• Skirts of an appropriate length• T Shirts/shirts• Jumpers/cardigans/sweaters• Smart footwear (trainers and canvas shoes are acceptable but must be clean)	<ul style="list-style-type: none">• Low cut tops/cropped tops showing midriff/transparent tops/ strapless tops or dresses• Short/clingy skirts, short shorts• Ripped jeans• Hats or caps• Flip Flops in science labs or workshops• Inappropriate slogans on clothing• Extremely styled/unnaturally or vibrantly coloured hair (From time to time fashions amongst students emerge which are not compatible with the dress code, including unorthodox styles. Students are not permitted to dye their hair with any unnatural hair colour e.g. green, yellow, purple or pink. Students will be asked to ensure that the dye is reversed back to the original natural colour).• Any visible piercings, other than to the ears (for Health & Safety reasons, flesh lobes, chains and studs are not permitted)
<p>Students should seek advice from a member of the Sixth Form Team if they are unclear about what is/isn't acceptable, and in particular before making any changes to hair colour/visible piercings.</p>	

How can you best support your son or daughter?

- Phone the school office before 9am if they are unwell and not able to attend lessons so that teachers can be notified
- Make sure they have somewhere quiet to study at home, they will have lots of homework to do which will be detailed on their myHighcliffe account.
- Take a copy of their timetable so you know when they should be in lessons
- Remember that we ask students to be in school for their study periods so please remind them to be in by 8.35am when required. They can sign out for Period 5 if they have no timetabled lesson or study period.
- Reinforce the importance of taking part in the enrichment opportunities we offer and how it will help when they apply for work, apprenticeships or university
- As soon as you are concerned about any aspect of their learning or life in the Sixth Form call to speak to their tutor
- Encourage them to be well-organised; they should come to school each day with pens, paper, an A4 folder, and any other specialist equipment
- Ensure that part-time work is not given priority above study – maximum 10 hours.
- Encourage them to understand that every aspect of their timetable is important and should be attended unless they are unwell e.g. PSHE drop down periods, assembly, tutor time, conferences.
- Ensure that driving lessons are not booked in lesson or study sessions
- Ensure that holidays are not taken during term time.

Course changes – Cut off end of Sept

Students are encouraged to have a give their subject choices a chance.

Student to speak to subject teachers, tutor and Mrs Tubbs if uncertain about a subject

We will check if change is possible given option boxes

We will check that the change is appropriate for the students prior achievement and their future plans.





HIGHCLIFFE LESSON EVERY LESSON

We value the power of education to change lives.

RESPECTFUL



Greet at the Door: Where possible, your teacher will be at the classroom door to welcome you as you enter. *You will greet your teacher, enter the classroom, take your seat and be ready to learn.*



Strong Routines: Every lesson will have a starter activity so that the register can be taken promptly and, at the end of the lesson, teachers will check your understanding. *You will take the quickest route to your lesson and arrive promptly with the correct equipment.*

RESPONSIBLE



Retrieval Practice: Retrieval Practice helps your learning to 'stick'; you will complete retrieval practice activities regularly. *You need to continue to use retrieval practice at home and independently, not just when directed.*



Questioning: Your teacher will want to ask you questions to check your understanding regularly. *You should be prepared to answer questions to the best of your ability, applying your key vocabulary.*

PURPOSEFUL



Sustained Intense Concentration: Every lesson will have moments where you are expected to really focus, read or engage with discussion. *You need to be prepared to focus all your attention, and not become distracted or ever distract others from their learning.*



Best Work: Feedback will be given to help you to develop your learning. *You will be expected to act upon this feedback, and may be asked to re-do work which is not an example of your best efforts.*



Highcliffe Sixth



Thank You Miss
Perry
