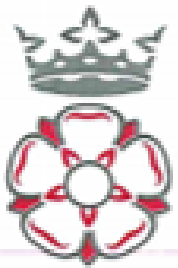


SUCCESS IN THE SIXTH FORM



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Miss Rebecca McCairns

Director of Sixth Form

Who's who @KES



Miss R. McCairns
Director of Sixth Form
Assistant Headteacher



Mrs C. Skott
Deputy Head of Sixth Form
Oversees UCAS, progress to University,
Early Applications, wider participation



Miss L. Martin
Head of Year 13



Mrs Clayton
Head of Year 12



Mrs L. Austin
Sixth Form Administrator



Miss S. Ahmed & Miss D. Darve
Attendance and Punctuality Officers
16-19 Bureau



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In safe hands

- 57% - A* - B
- AAB in facilitating subjects 31% (national 21% 2022)
- 99% Pass rate
- A*-A at about 27% nationally, while we are at 31%
- 68% Grades were Distinction * / Distinction
- Average grade was a B- / Distinction+ across all subjects



Curriculum Guidance

Linear Examinations

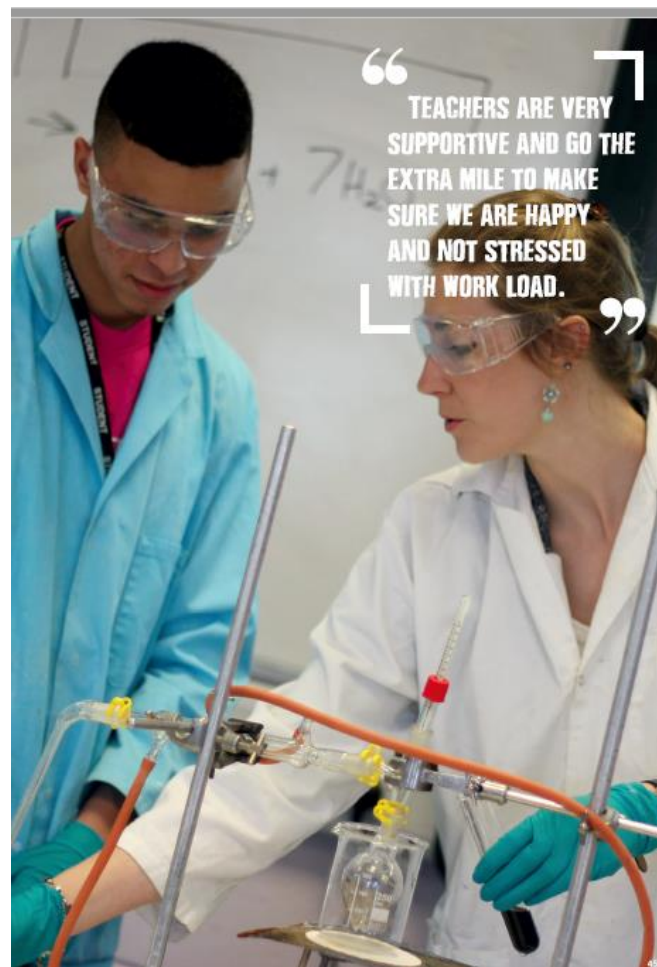
A Levels / BTEC / Combination
Examinations and assignments are linear
Entry grades for Y13 – Merit for BTEC courses and
D in Y12 for A2 courses

Independent learners and study

Time management and organisation
Paid employment
Taking responsibility for their own learning
Wider reading and discussion

Curriculum Support and Guidance

Exceptional quality of teaching and learning opportunities
Subject specific and personalised for individuals
Over half of our A level subjects are taught by examiners



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Opportunities & Enrichment

How will your child stand out?

Enrichment & Employability

- Enhancement sessions
- 22 Enrichment opportunities on offer
- Work Experience week

University Opportunities

- Visit in April, information and “Discover” programmes. See over



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Widening Participation Schemes

Access Sheffield

University schemes to encourage applications from under represented groups including:

- young carers
- students with disabilities
- those from an area where few progress to higher education
- those in the first generation of their family to go to university
- those on a low household income

**REALISING
OPPORTUNITIES**
Working Together | Supporting Talent



Schemes include university visits, access to peer support, residential and reduced offers

Mrs Stott meeting at lunchtime on Tuesday 17th – please encourage your child to attend if you think they might be eligible

Framework of high expectation

Our expectations of students	What you can expect from us	Consequences
Complete all set homework on time and to a high standard	Homework will be marked in a timely manner and will provide you with high quality feedback to enable you to progress	Detentions within departments Movement into supervised study
Organise work and folders to a high standard	Provide you with appropriate learning resources ½ termly folder checks which will be graded	Form tutor to work with you to organise your work
Attend all lessons, registrations and enhancement promptly	Provide pastoral advice and guidance to support your post 18 applications Write accurate and personalised references for your future	Attend detentions / agreed consequence
Conduct yourself in an adult manner. Including; following the sixth form dress code, communicating with staff positively, following school rules	Respond to you in an adult and positive manner	Referred to Head of Department or the Head of Sixth Form
Take responsibility for your own learning	Be explicit at the start of term with subject specific study skills to enable you to understand how to be independent	Be moved into compulsory supervised study
Ask for support when needed	Have an open door policy and offer specific revision sessions	Reflect your effort in monitoring data with a 3 / 4
Communicate in advance about illness and non-attendance	Accurately report your attendance to employers and universities	Referred onto attendance report
Attend supervised study when required	Given specific work, support and structure during supervised study to support you in your progress	Referred to Head of Sixth Form and to be moved onto a contract
Check emails regularly	Email out opportunities about opportunities / work experience / university bursaries and scholarships	You miss opportunities
Share your thoughts with us	Conduct specific calendared student voice to look to evaluate and improve our provision	You miss opportunities
Wear your lanyard at all times	Your safety is paramount to us, all staff on site are safeguarding trained	Opportunity to buy further lanyard, or sent home.



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Message from Students

Mrs Clayton

Head of Year Y12

Pastoral Care, intervention and mentoring



Pastoral Care

- Open Door Policy
- Head of Year and subject staff
- Seeking out support
- EduLink – Track attendance, monitoring, hwk
- Intervention includes:
 - After hour support
 - Study timetables
 - Supervised Study / study rooms
 - Organisation sessions
 - Stress busting
 - Chats!

Pastoral Care



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- Registration every day students have lessons at 8.45 –
- Enhancement lesson (Monday 11:25am-12:25pm) Attendance is compulsory
- In the case of absence contact School before 8.30am
sixthformattendance@ecgbert.Sheffield.sch.uk

Enhancement lessons



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Enhancement is carried out in cycles with specific topics / themes.

This term we are looking at developing the independent skills and organisation needed for advanced level study, and working on setting goals and targets.

Personal development log

Goal Setting Sheet

Goal setting is the first step towards successful goal achievement. It marks your first point towards success. Goal setting is so important as it gives clarity on your end goal, it helps drive you forward and gives you focus in your life.

GOAL SETTING

S

 SPECIFIC

M

 MEASURABLE

A

 ATTAINABLE

R

 RELEVANT

T

 TIME-BOUND

The problem with not having a goal is that you can spend your life floating up and down the field and never score a goal. – Bill Copeland

What are your goals and how are you going to achieve them?

Independently write down 3 goals that you would like to achieve by the end of year 12 in the box below.

GOAL 1	
GOAL 2	
GOAL 3	

Discuss these three goals with your form tutor. Are they SMART GOALS? Do they need to be re-written?

Write down your three confirmed goals in the box below, and both you and your form tutor should sign these. We will come back to these later.

		YOUR SIGNATURE	MENTOR SIGNATURE
GOAL 1			
GOAL 2			
GOAL 3			

	BMon	BTue	BWed	BThu	BFri
1		Maths PN B2	History ABO B21	Physics PSC C5	
2		Maths IY B2	History ABO B21	Physics PSC C5	
3	Tutorial AB B9	Maths PN B2	History CBW B16	Physics ABE B3	
4	Physics ABE C5	Support KMI		Maths AB C17	History ABO B21
5	Physics ABE C5	Support KMI		Maths AB C22	History CBW B24
6					Support KMI

Percentage Attendance	99.4%
No. of Lates	8

Year 12	Autumn 1		Spring 1			Interim Exams	Summer 1			Interim Exams	
Subject	Folder Check	Effort	Folder Check	Effort	Predicted Grade	Interim Result	Folder Check	Effort	Predicted Grade	Interim Result	Target
History	S	2	S	2	B/C	C					B/C
Maths	S	2	S	3	D/E	U					B/C
has an aptitude for the subject but has difficulty transferring his skills to unfamiliar problems. We would like to see him asking for more help and advice both within lessons and outside of the classroom.											
Performing Arts BTEC	S	3	S	2	D						D*
has made very positive improvements over the past few weeks, but needs to continue to build on this.											

A-Level predicted grades are colour coded as follows:

	On track to reach or exceed target by the end of the year with current level of progress.
	At risk of not reaching target by the end of the year with current level of progress.
	Unlikely to reach target by the end of the year with current level of progress.

Effort Marks:

1	Consistently outstanding effort – The student is positive about all aspects of learning and always gives of their best.
2	Making good effort – The student responds positively to most aspects of their learning and takes pride in their work. They always seem to be on task.
3	Satisfactory effort – The student responds in a satisfactory manner. At times effort could improve and they could be more focussed. A more positive response, with greater participation in activities, would help them make better progress.
4	Requires improvement – The student sometimes is disengaged and needs direction from staff to retain focus. Work produced is less than required.
5	Unsatisfactory effort – The student is too often 'off-task' in lessons and is reluctant to take part in activities constructively. The attitude to learning which they display is holding back their progress.

Folder Check:

S	Organisation of work is at a suitable standard to support learning.
NS	Organisation of work is below standard and could be detrimental to student's learning.

Supporting Early Applications



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Mrs Christine Stott

Deputy Head of Sixth Form

What are Early Application Courses?



- Medicine
 - Dentistry
 - Veterinary medicine
-
- All courses at Oxford/Cambridge

Early application deadline (15th October 2024)





How do universities select if
18% of students nationally achieve AAA or
above at A level?

Selection Criteria



- GCSE results
- Predicted grades
- Admissions tests
- Personal statement
- Assessed work
- Interview
- Contextual information

Admissions officers want to know ...



- how well students strive to solve problems
- how well they can discuss their thinking
- how resilient they are
- how well they manage their time and commitments

How do they match up...?



- Are they passionate about their subject?
- Are they self motivated?
- Are they engaged in books and the discipline of reading?
- How do they articulate ideas?
- Are they intellectually flexible?
- Are they analytical?
- Do they have natural flair?

Which is the best university?



What do we do...?



- Signpost to widening participation and other opportunities
- Support programme Monday after school including work with universities and alumni
- All students receive direction and help with the UCAS process
- Early applicants given extra assistance with applications and preparation for interview
- Personal statement support

Our Programme



Date	Topic
Y12 Autumn Term	Introduction to Early Applications Supercurricular Exploration Academic Speed Dating Applying for Medicine, Dentistry and Veterinary Science
Y12 Spring Term	Critical Thinking Supercurricular challenge Presentation from Year 13 Early Apps students A Career in Medicine Medical Ethics
Y12 Summer Term	Admissions tests Oxbridge Conference Course research Personal statement workshops
Y13 Autumn Term	Personal statement and UCAS support Interview workshop

What do students with high aspirations need to do at this stage?



- Make their ambitions known – join the Team
- Do lots of research about courses and universities – (Access to Medicine, Medic Mentors, Cambridge Shadowing, Masterclasses etc advertised on Teams)
- Super curricular activities
 - Read widely
 - Documentaries, TED talks, MOOCS
 - For vocational courses, organise work experience
- Work hard – students need a strong academic record



Any questions?

`cstott@ecgbert.sheffield.sch.uk`