



# Tadcaster Grammar School

## Sixth Form



**Congratulations you made it  
through Year 12 – how can I help you  
get through Year 13**



## Overview of Results Summer 2019



# A2 GRADES TGS

Grade	2019	2018	2017
A*	9%	12%	10%
A	35%	37%	38%
B	56%	63%	67%
C	77%	77%	85%
D	91%	93%	96%
E	98%	98%	98%

# TGS v National Av

Grade	TGS	National Average
A*	9%	8%
A*-A	35%	26%
A*-B	56%	53%
A*-C	77%	76%
A*-D	91%	91%
A* -E	98%	98%

# Destinations

108 Students in Year 13 of which 77 applied to and have gained a place at University (41% of those students at Russell group Universities)

In addition 7 students have deferred to 2020

24 students have gained employment an apprenticeship or taking a gap year

# The A Level Journey



**The STAR**  
MULTI ACADEMY TRUST

# Our Core Principles

- ▶ Students will be known well, included and valued
  - Experience consistently excellent teaching
- ▶ Supported to achieve
- ▶ Challenged to dream!!

## Advice given to students

- ▶ Fulfil your academic potential
- ▶ Embrace opportunities beyond the curriculum
- ▶ Be informed and prepared for your future
- ▶ Be brave!!! Take chances!!!





How do we get  
there – 2020??



**The STAR**  
MULTI ACADEMY TRUST

# How to fulfil academic potential

- ▶ Adopt a positive attitude, a 'Can Do' attitude
- ▶ Take ownership of A levels
- ▶ Independent study & learning outside the classroom
- ▶ How a student uses their 'free time'
- ▶ Reinforce learning all year
- ▶ Access support in school: ILC, study rooms
- ▶ Communication with subject staff: 'How can I improve?'
- ▶ Work on examination questions all the time, download examiners reports, past papers.....



ON A SCALE OF ONE TO TEN...



Not really working

3-4 hours – the odd  
free – a little at home.

Hard work.

10 -12 hours a week  
outside lessons.

The hardest you've ever  
worked.

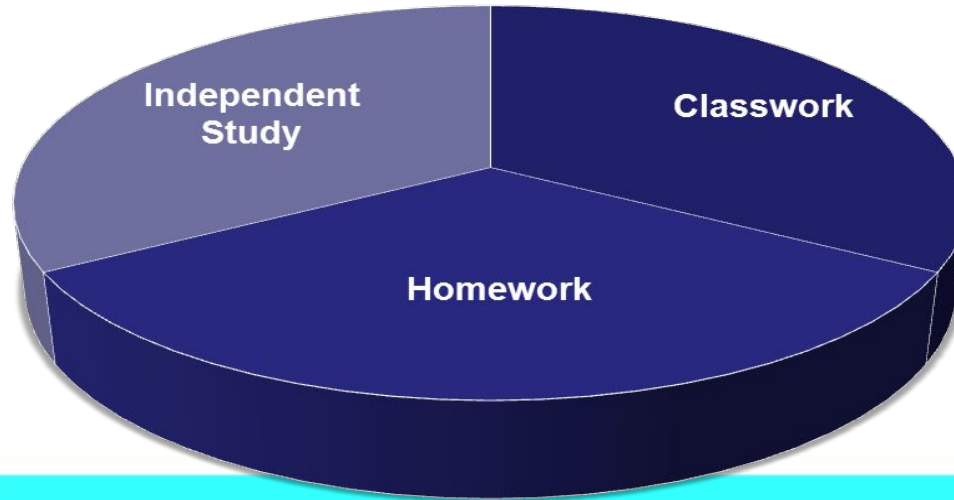
20 hours a week outside  
lessons.



**The STAR**  
MULTI ACADEMY TRUST

# Independent Learning

**Three elements...**





## PiXL Independence: Diagnosis, Therapy & Testing

Name of the area that I am working on: \_\_\_\_\_

Name: \_\_\_\_\_

Class: \_\_\_\_\_

Task: \_\_\_\_\_

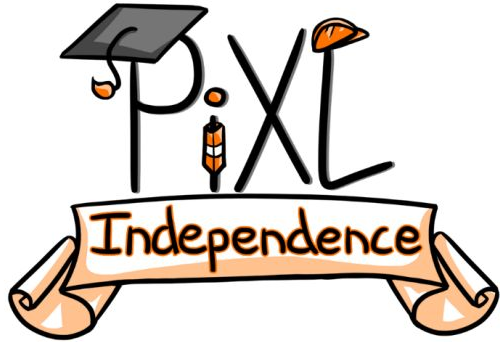
**Diagnosis: 1 Thing I didn't understand**

(Name the questions you got wrong or the areas you struggled with)

**Therapy: Where am I going to learn about this?**

**Which of the templates will I use to transform this information?**

**Test: 5 questions someone can ask me about my new understanding.**



**Student-led Templates**

Se

In

Yr

Yr

Th

TC

TS

Pe

St

M

Yr

Yr

TC

Re

ur

Le

U

SL

SL

O

St

Tu

ye

G

Y

Y

Kr

SL

2C

C

G

PIXL P

x

A

+

File | C:/Users/rkn/Downloads/PiXL%20Progression%20Booklet%20-%20Art.pdf

1 / 19

PIXL Progression Booklet - Art.pdf

PiXL6  
Gateway

PiXL Gateway: Progression - Art

Year 12-13 Art

PiXL Art

+

+

-

PiXL Progression B....pdf ^

PiXL Gateway Prog....pdf ^

Student-led DTT T....pdf ^

Show all

15:51  
10/09/2019

Mostly

A...

## Visual Learners

You like to look...

- love colourful notes
- rewrite facts/notes
- notes displayed on walls/pinboard
- uses colour coding
- use of background activity assists you in concentrating
- retains information by remembering where/what it was located on
- likes drawing/diagrams



### Methods



POSTERS



MINDMAPS



FLASHCARDS



COPY  
DIAGRAMS



HIGHLIGHTING  
KEY POINTS



READ  
CHAPTER  
SUMMARIES  
BEFORE YOU  
BEGIN.

Mostly

B...

## AUDITORY LEARNERS

YOU LIKE TO HEAR...

- like to discuss concepts/facts with friends after learning
- records lessons/lectures for later work
- likes to use music/rhyme to assist in remembering information
- prefers to listen without taking notes
- likes study groups
- uses background music when studying



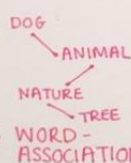
### METHODS



PODCASTS



DISCUSSIONS



WORD -  
ASSOCIATION



STUDY  
WITH  
OTHERS  
(AS WELL AS  
DISCUSSIONS)



TAPE YOUR  
CLASS/  
LECTURES &  
RE-LISTEN



REPEAT  
ALOUD.

Mostly

C...

## Kinesthetic Learners

You like to touch...

- copies out notes over and over
- always takes notes in class
- starts new page after making a mistake/several mistakes
- likes to be active whilst studying
- traces key words with finger/marker
- prefers learning by doing
- loves on-site visits and school trips to aid learning



### Methods



FLASHCARDS



STUDY  
WITH  
OTHERS

E.G.

USE EXAMPLES  
IN WORK  
(INSTEAD OF JUST  
FACTS).



DO EXPERIMENTS  
(IF APPROPRIATE)



DO  
SOMETHING  
WHILST YOU  
WORK e.g.  
stressball,  
tap a pencil



ROLE -  
PLAY



## MAKE A FOLDABLE OR FLASH CARDS

- Write a question about your topic on the outside of each flap, with the answer on the inside
- For flash cards write the question one side, with the answer on the other side
- Great way if you are testing yourself
- This technique can be used to help revise ANY topic

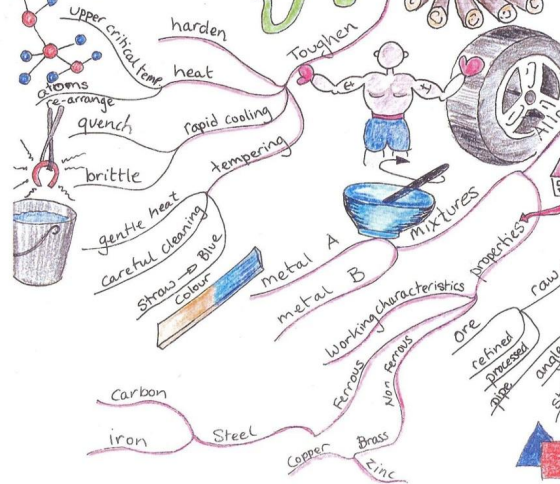
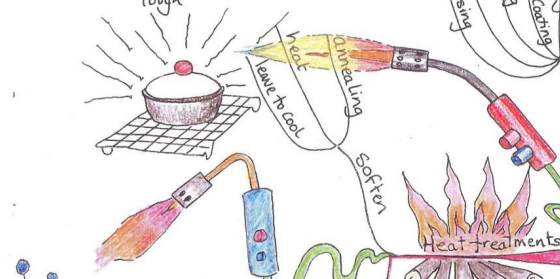


## MIND MAPS

- You can use words and pictures in a Mind Map
- Don't just read the Mind Maps - you have to do something with them if you want to learn!
- Try covering words and seeing if you remember them 10 minutes later
- Redraw the Mind Map in a **different form** (colours/pictures)
- Redraw the Mind Map but use only the first letter - 10 minutes later add the full words

# Tempering of Steel

STRAW → DRY STRAW → TWIG → BLUE  
getting tough → tougher → Toughest



## METALS

Heat treatments  
Softening  
Toughening  
Harden  
Tempering

Shapes & Standard forms  
raw materials  
Ore  
refined  
pipe  
angle  
strip  
sheet  
channel  
grinder  
jag  
saw

Properties  
Working characteristics  
Metal A  
Metal B  
Mixtures  
Carbon  
iron  
Steel  
Copper  
Zinc  
Brass

Finishes  
Polishing  
Painting  
Plastic coating  
Anodising  
Lacquering  
Medical  
Science  
Aerospace

Uses  
Engineering  
Vehicles  
Transport  
Structural  
Reinforcements  
Frames  
Beams  
Protection  
Finishes  
Corrosion  
Rusts  
Magnetic  
Examples  
Mild steel  
High carbon steel  
Stainless steels  
Does not rust  
Corrodes  
Surface protection  
Finishes prevention  
Oxidise  
Examples  
Brass  
Aluminium  
Copper  
Decorative  
Hinges  
Handles  
Fittings  
Screws  
Nails  
Plumbing  
Fittings  
Pipes  
Aircraft  
Vehicles  
Medical  
Cycles

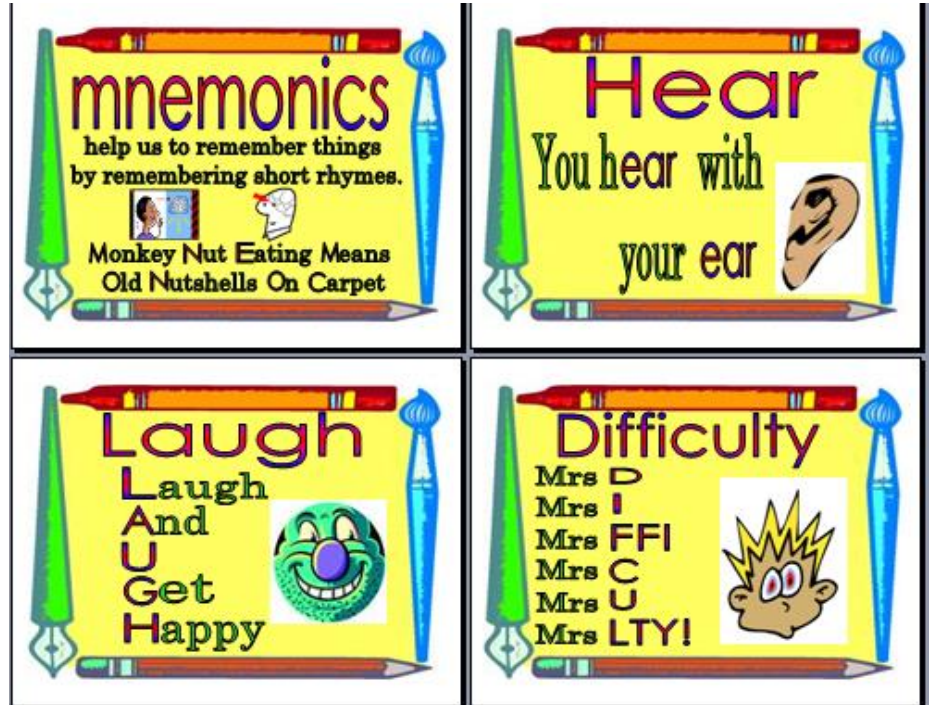
Non-Ferrous  
Iron  
No iron  
Non magnetic  
Examples  
Brass  
Aluminium  
Copper  
Decorative  
Hinges  
Handles  
Fittings  
Screws  
Nails  
Plumbing  
Fittings  
Pipes  
Aircraft  
Vehicles  
Medical  
Cycles

Uses  
Engineering  
Vehicles  
Transport  
Structural  
Reinforcements  
Frames  
Beams  
Protection  
Finishes  
Corrosion  
Rusts  
Magnetic  
Examples  
Mild steel  
High carbon steel  
Stainless steels  
Does not rust  
Corrodes  
Surface protection  
Finishes prevention  
Oxidise  
Examples  
Brass  
Aluminium  
Copper  
Decorative  
Hinges  
Handles  
Fittings  
Screws  
Nails  
Plumbing  
Fittings  
Pipes  
Aircraft  
Vehicles  
Medical  
Cycles

# MNEMONICS

- Come up with fun ways to remember key things.
- Planets in the solar system:

*Mad Vikings Eat Many Juicy Steaks Under  
Nearby Palmtrees!*



# TAKE CONTROL OF YOUR LEARNING

Do you ever feel that you have so much to do you don't know where to start? Or find that you always focus on the subjects you enjoy the most?

## Top tips:

- Listen in class, work to the best of your ability and ask questions if you don't understand
- To do lists
- Break down tasks into manageable mini tasks
- Give yourself an incentive to finish – a reward perhaps?
- Minimise distractions and find somewhere quiet to work
- Set time aside to recap what you have learnt
- Prioritise your time – make sure you know how much each assessment or exam is worth so you can put in the right amount of effort.
- Find inspiring ways of organising your notes... A study wall or scrapbook perhaps?
- Sometimes revising with a friend or group can help
- Find a method that suits you



# Guided Learning Hour

- ❖ Students set work by each subject that will be completed in examination condition
- ❖ Work will be either marked or targets for improvement set
- ❖ Students to work closely with tutors to reflect on what they need to do to improve and set targets and deadlines for improvement
- ❖ The room will be staffed with an invigilator and attendance recorded like any other lesson





# Benefits

- ❖ Continual assessment
- ❖ Students and staff know where they are at
- ❖ Clear guidance on how to improve or add knowledge
- ❖ Preparation for examination conditions
- ❖ Alleviate stress in build up to exams
- ❖ Improve performance results
- ❖ Open doors to next part of their life

# Support



**The STAR**  
MULTI ACADEMY TRUST



# Pastoral Support

- Support is available in school for Sixth Form Students from Mrs Gadsby, Pastoral Support Officer KS5 with any issues they may be experiencing that are impacting on their day to day lives
- Advice can be given on organisation, stress , time management and wellbeing at pressure points in the year
- Refer to and work closely with outside agencies if necessary

# Pressure Points

- Deadlines
- Workloads
- Mock/ A level exams
- Post 18 Options

At times of pressure, it is important that young people know they are not alone.

Working together to ensure a young person is keeping themselves healthy and not taking too much on is something we can all contribute to:

- Good eating and sleeping habits
- Regular routines
- Home/School/Work balance

# Diet and Exercise

- Try to encourage a healthy and balanced diet
- Eating away from a desk/study area
- Drinking plenty of water, dehydration can lead to headaches and a decrease in concentration
- Use exercise as a means of managing stress and encouraging concentration

# Sleep

- Teenagers need between 8-10 hours sleep per night
- Over-sleeping can also be a form of avoidance
- Practices that encourage sleep include; stopping studying/revision at least an hour before bedtime, exercising during the day, relaxation techniques - for example listening to a relaxation podcast or calming music, reading, visualising a calming scene or progressive muscle relaxation

# Gaining a sense of control...

- Stress increases when we have a sense of powerlessness
- Practices that encourage control include having a revision timetable, setting realistic goals, having a list of doable tasks that can be ticked off to give a sense of achievement
- Not putting off hardest or least favourite subjects until a later date
- Having a space to revise, perhaps in a room that is separate to the bedroom
- Recognising that there are always solutions if results are not as good as expected
- Develop levels of independence

# Signs of stress in teenagers

## **Physical signs**

Headaches, stomach aches, nausea, butterflies in stomach, easily tired, restlessness, racing heart, shallow breathing

## **Behavioural signs**

Over or under eating, short-tempered, crying easily, procrastination, over-working, over or under sleeping, difficulty finishing tasks, decrease in personal hygiene, isolation from friends and family, recognising that avoidance can be a sign of anxiety

## **Cognitive signs**

Difficulty with concentrating, high expectations of others, self-criticism, negative thinking, difficulty in making decisions, constant worry

# Self-Care

- Taking regular breaks to spend time doing activities they enjoy and to spend time with friends and family
- Organise activities to look forward to during the revision period and also when exams are finished
- Use humour and laughter as way of relieving stress
- Mindfulness can be used as a way of responding to stress or used as a regular, preventative measure- it is a way of focusing on the present moment rather than getting lost in thoughts and worries about the future or the past
- Mindfulness exercises can be found on the Headspace app and the Mental Health Foundation podcasts

# Where to seek help

- If stress tips over into more worrying anxious behaviour for example, problems with school attendance or social situations, panic attacks, self-harm or suicidal thoughts then there are support systems in place for your child
- Support in school includes, Sixth Form Tutor Team, Pastoral Support Officers, Director of Sixth Form, Subject teachers, School Health Officer, Just B Schools Service
- Advice can also be sought from your GP who can refer to agencies such as CAMHS&COMPASS
- Online, text, email or 'phone support or Apps include:

ChildLine 0800 1111, Compass Buzz Text line: 07520 631168, Mind Infoline 0300 123 3393 or [info@mind.org.uk](mailto:info@mind.org.uk), NHS choices website on 'coping with exam stress'



# Academic support

- If a student appears to struggle in one or more subject areas after mentoring and discussions with tutors they may be referred to the Intervention System
- This is not a punishment but a purely supportive measure to ensure students achieve to their full potential
- Areas of concern are discussed with Mrs Gadsby and targets set together
- Targets are reviewed on a regular basis over a four week period and a review meeting held at the end to see whether sufficient improvements have been made or if further intervention is required



# Sixth Form Guides

- More Information on Sixth form can be found on the Sixth form page of the school website:
- ❖ Sixth Form Parent Guides 2019 - 2020
- ❖ Sixth Form Student Guides 2019 -2020
- ❖ Tonight's presentation

# Other bits of information .....

## UCAS Deadlines

Early entry 4th October so all checks can be made and applications sent off by 15th Oct

All other applications Friday 22nd November

Please ensure you know what entrance examinations are required and that you have booked these through us as a centre or elsewhere

- ▶ Uniform: all students are to dress 'smart casual' –no shorts in winter, slogans on t-shirts must be discreet, no strappy revealing tops; **DRESS SENSIBLY**
- ▶ ID badges: all students must wear their ID badges and lanyards
- ▶ Attendance: no holidays will be authorised during the academic year. Full attendance is expected.
- ▶ All absences must be reported immediately by phoning 01937837691 or emailing [k.tomlinson@tgs.starmat.uk](mailto:k.tomlinson@tgs.starmat.uk)

# Support

Personal Tutor  
Subject teachers

Careers Manager

Pastoral Support - Josephine Gadsby

Director of Sixth Form – Ros Knapton

