

Y13 Parents' & Carers' Induction Evening
Thursday 21 September 2023

Results 2022

40% A*-A 58% A*-B 99% A*-E

ALPS Grade 3 (Top 25% of Sixth Form Centres for Value-Added)









Nearly 100,000 fewer top A-levels this year in grading plan, research suggests

Tens of thousands of students face likely drop in As and A*s as ministers aim to return results in England to pre-pandemic levels



 ⚠ This year has seen a return to exams after teacher assessments were used instead in 2021. 2022 as a result of the Covid pandemic. Photograph: David Davies/PA

Tens of thousands of A-level students face disappointment on results day next week, amid warnings that nearly 100,000 fewer As and A*s could be awarded as the government seeks to return grades to pre-pandemic levels.



Exams were cancelled during the pandemic and replaced with teacher assessed grades (Image:

NEWS						andge.
MEWS	POLITICS	FOOTBALL	CELEBS	TV	CHOICE	POVALE
CCCI	_	_			A STATE OF	KOTALS

GCSEs and A-levels 'back to normal' next year - without Covid catch-up

GCSE pupils have been allowed extra support for their formal exams in some subjects for the past two years following the massive disruption to their education during the



Students face fierce competition as fewer university courses become available

Ucas tells applicants to act quickly to avoid disappointment, with A-level results due in England, Wales and Northern Ireland next week

Richard Adams Education editor

Thu 10 Aug 2023 06.00 BST









■ Ucas recorded more than 22,000 university courses available at 13 universities, down from this time last year. Photograph: Caiaimage/Chris Ryan/Getty/iStockphoto

Students who miss out on their expected exam grades face fierce competition for university places this summer, with fewer vacancies on courses than in previous years.

A week before A-level results are published in England, Wales and Northern Ireland, several popular universities are reported to be full. This means applicants who fail to meet their grade offers will need to act quickly to secure a place elsewhere, the head of the Ucas admissions service said.



Top Destinations

	Bishop Luffa School	West Sussex	National Average
Top third of UK universities & other higher education institutions by average UCAS tariff score of entrants across their 3 A Levels	40%	16%	18%
Of which Russell Group	24%	8%	12%
Of which Oxford or Cambridge	4%	1%	1%

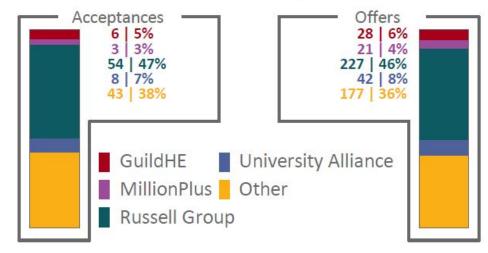


University Destinations 2023

Applicant reply – acceptances

Accepted at firm	
	87 77%
Accepted at insurance	
	16 14%
Accepted at other	
	10 9%

Provider mission groups





University Applications

- Predicted grades from teachers (by Monday 25th September)
- 5 choices (need for realism)
- Firm choice and insurance choice
- Autumn Open Days
- 3 grade offer (e.g. AAB) and/or Tariff points offer (e.g. 112 pts)?





UCAS Tariff

Grade	A-level points	AS-level points	Extended Project Qualification points
A*	56	N/A	28
Α	48	20	24
В	40	16	20
С	32	10	16
D	24	8	12
Е	16	6	8



University Application Support

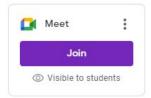
- Tutor Sessions
- PSHE Sessions
- Unifrog account & UCAS Hub
- Sixth Form Google Site/Classroom
- Open Days/online tours etc.
- Personal Statement workshops + surgeries
- Medicine workshops
- Mock interviews
- Liaison with Admissions Tutors (post offer)



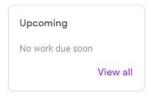


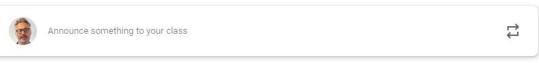
13 IAG Google Classroom













St John's College, Oxford, Inspire Programme

The Inspire 13 Programme is the second year of a two-year sustained contact outreach programme working with pupils in Year 12 & 13 at non-selective state schools in St John's College's Link regions. You can read about the Inspire 12&13 programme, and our other access and outreach work, by visiting the St John's College website and our digital platform, Inspire Digital (link attached).

The Inspire 13 programme aims to encourage pupils to aim high, stretch themselves academically, and be confident in making well-founded applications to a top university such as Oxford. The online course offers:

- Super-curricular academic talks, to encourage pupils to think deeply about and around their subjects.
- Study Skills sessions to help them prepare for their A-levels and further study at university.
- A 'Moving to University Hub' that pupils can access before you go to university to help them prepare for life and study at university.





Welcome to the Bishop Luffa Sixth Form Google site. We hope that it will provide you with all the help, information advice and guidance you need during your A-level studies. Do let a member of the Sixth Form Team know if you would like to see any new pages or material on the site. Remember: 'Impossible is Nothing!'



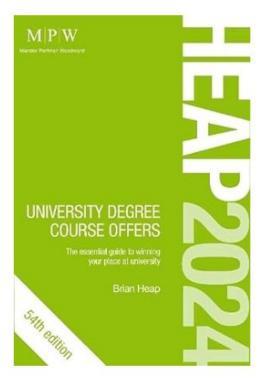








The book to have!



Roll over image to zoom in



Read sample

HEAP 2024: University Degree Course Offers Paperback – 17



May 2023

by Brian Heap (Author)

4.5 ★★★★★ × 12 ratings

See all formats and editions

Paperback £43.95

3 Used from £35.69 18 New from £35.69

With thousands of courses to choose from, it can be difficult to know where to start when it comes to making university applications. HEAP 2024 University Degree Course Offers is the essential guide covering everything students need to know to research and prepare effectively, helping them choose and win a place on a course that's right for them.

The 54th edition is fully revised and updated with new courses and admissions policies for 2024 entry. Now with degree apprenticeship listings, this is the only independent reference book listing such an extensive range of target offers for many

▼ Read more

Length 528 Pages

Language EN English

Publisher Trotman Education Publication date 2023

May 17

ISBN-10

1912943905



Copies available in the Sixth Form Library!



LINGUISTICS

(see also English, Languages)

Hi/Hello/Good day/Good morning - Linguistics is the study of language, the way we speak to our Hi/Hello/Good day/Good morning - Linguistics is to our way we speak to our friends, or at an interview, the expressions we use, how we express ideas or emotions. The way in the types of language used in advertising, or in sports reporting control of the types of language used in advertising, or in sports reporting control of the types of language used in advertising. friends, or at an interview, the expressions to solve the way in which children speak, the types of language used in advertising, or in sports reporting. Courses will which children speak, the types of words), phonetics (the study of sounds), and sometimes will be formation of words). which children speak, the types of ranguage solutions (the study of sounds), and semantics (the include morphology (the formation of words), phonetics (the study of sounds), and semantics (the study of meanings). OK?/Understand?/Cheers!

Useful websites www.ciol.org.uk; www.cal.org; https://academic.oup.com/applii: www.linguisticsociety.org; www.sil.org; www.baal.org.uk

NB The points totals shown to the left of the institutions are for ease of reference only. It must not NB The points totals shown to the lower than the assumed that Tariff points are always used by institutions or that they can be substituted for an be assumed that Tariff points are always used by institutions or that they can be substituted for an offer in grades. The level of an offer is not necessarily indicative of the quality of a course.

COURSE OFFERS INFORMATION

Subject requirements/preferences GCSE English required and a foreign language preferred. AL English may be required or preferred for some courses.

Your target offers and examples of degree courses

152 pts Cambridge - A°AA +interview +LAA (Ling) (IB 40-42 pts HL 776)

144 pts Edinburgh - AAA (Ital Ling) (IB 39 pts HL 666)

Lancaster - AAB incl Engl/lang/maths/comp/psy (Ling) (IB 35 pts HL 16 pts)

Newcastle - AAA-ABB (Ling; Ling Chin/Jap) (IB 36-34 pts); AAA-ABB incl Fr (Ling Fr) (IB 36-34 pts HL 5 Fr)

136 pts Edinburgh - AAB (Ling; Jap Ling; Class Ling; Ling Engl Lang) (IB 36 pts HL 665) Lancaster - AAB incl Engl/lang (Ling Psy) (IB 35 pts HL 16 pts); AAB incl Engl/lang/maths/

comp/psy (Ling (St Abrd); Ling Phil) (IB 35 pts HL 16 pts)

Leeds - AAB-ABB (Ling Comb Hons; Ling Phon) (IB 35-34 pts HL 16 pts)

London (SOAS) - AAB-ABB (Ling) (IB 35 pts HL 665)

Southampton - AAB/ABB+aEPQ incl lang +interview (Lang Soty) (IB 34 pts HL 6 lang) York - AAB-ABB (Ling) (IB 34 pts); AAB (Phil Ling) (IB 35 pts); AAB-ABB incl Fr (Fr Ling (Yr Abrd)) (IB 34 pts)

128 pts Edinburgh - ABB (Phil Ling) (IB 37 pts HL 666)

London (QM) - ABB incl Engl lit/Engl lang lit (Engl Lit Ling) (IB 32 pts HL 6 Engl); ABB (Engl Lang Ling) (IB 32 pts HL 655)

Manchester - ABB (Ling courses) (IB 33 pts)

Newcastle - ABB-BBB incl Fr/Ger/Span (Modn Langs Ling) (IB 32 pts HL 6 Fr/Ger/Span)

Queen's Belfast - ABB incl Engl (Engl Ling)

Sheffield - ABB incl Engl (Ling Comb Hons) (IB 33 pts); ABB-BBB+bEPQ (Engl Lang Ling) (IB 33 pts)

120 pts Aberdeen - BBB (Lang Ling) (IB 32 pts)

Anglia Ruskin - 120 pts (Engl Lang Ling)

Bangor - 120-104 pts (Ling Engl Lang; Ling; Ling Engl Lit)

Essex - BBB (Ling) (IB 30 pts)

Kent - BBB incl Engl (Engl Lang Ling Engl Am Lit) (IB 34 pts); BBB (Engl Lang Ling)

London (QM) - BBB incl hum/soc sci (Ger Ling) (IB 30 pts HL 5 hum/soc sci)

UWE Bristol - 120 pts (Engl Lang Ling)

112 pts Roehampton - 112 pts (Engl Lang Ling) Wolverhampton - BBC-CCC (Ling courses)

104 pts Brighton - BCC-CCC incl Engl 104-96 pts (Engl Lang Ling) (IB 27 pts)

Central Lancashire - 104 pts (Engl Lang Ling)

tondon (Birk) - 104 pts (Ling Lang)

London (BITK)

London Linguistics | 355

Notting Hold BCC-BBC (Lang Ling) (IB 24-25 pts HL 12 pts)

ulster – BCC-BBC (Engl Lang Ling) (IB 28 pts HL 5 Engl); (Arbc Ling) (IB 28 pts)

westminster – 104–120 pts (Engl Ling) (IB 26 HL 5); (Fand Ling Free Ling) (IB 28 pts)

Westminster - BCC (Engl Ling) (IB 26 HL 5); (Engl Ling Foren Ling) (IB 28 pts)
Winchester - 104-120 pts (Engl Lang Ling)
Winchester - 80 pts (Engl Lang Ling) Bedfordshire - 80 pts (Engl Lang Ling)

Alternative offers

Appendix 1 for grades/UCAS Tariff points information for other examinations,

See Chapter 6 and Appendix 1 for grades/UCAS Tariff points information for other examinations.

(HOOSING YOUR COURSE (SEE ALSO CH.1)

(HOOSING and colleges teaching quality See www.qaa.ac.uk; https://unistats.ac.uk.

povesarch universities and colleges (REF 2014) (Modern Languages and Linguistics) London.

100 (Person) Oneen Margaret; Edinburgh (Ling); Kent; York; Queen's Religes, Computational Condon. (M) (Ling); York; Queen's Belfas BSEX; Warwick; Glasgow (Celt St); Cambridge; Manchester; London (RH).

gamples of sandwich degree courses Leeds; Nottingham Trent; Westminster.

ADMISSIONS INFORMATION

ADMISSION Applicants per place (approx) Bangor 5; Cambridge 3; Essex 1; Lancaster 6; Leeds 12;

solvice to applicants and planning the UCAS personal statement Give details of your interests in and about your knowledge of languages and their similarities and

colection interviews Yes Cambridge; No Brighton, Essex, Newcastle, Sheffield.

interview advice and questions Past questions include: Why do you want to study linguistics? What does the subject involve? What do you intend to do at the end of your degree course? What answer to you give to your parents or friends when they ask why you want to study the subject? How and why does language vary according to sex, age, social background and regional origins? See also Chapter 5.

Reasons for rejection (non-academic) Lack of knowledge of linguistics. Hesitation about the period to be spent abroad.

AFTER-RESULTS ADVICE

Offers to applicants repeating A-levels Same Brighton, Essex, Leeds, Newcastle, York.

GRADUATE DESTINATIONS AND EMPLOYMENT (2015/16 HESA)

Graduates surveyed 620 Employed 275 In voluntary employment 30 In further study 180 Assumed unemployed 30

Greer note Students enter a wide range of careers, with information management and editorial work in publishing offering some interesting and useful outlets.

OTHER DEGREE SUBJECTS FOR CONSIDERATION

Cognitive Science; Communication Studies; Education Studies; English; Psychology; Speech Sciences.

details and Chapter 6 on how to read the subject tables.

New UCAS Reference Section 2



Enter a general statement about your school/college/centre.



If applicable, enter any information about extenuating circumstances which may have impacted the applicant's education and achievement.



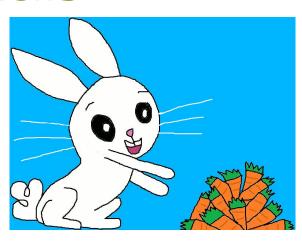
Outline any other supportive information specific to the applicant and relevant to the course (s) applied for that you think universities/colleges should be aware of.



Incentivised Offers



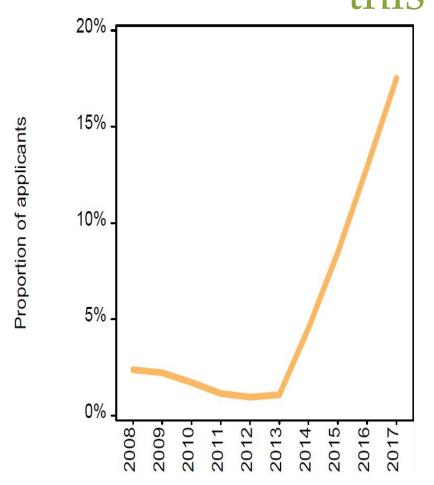








'Conditional' unconditional offers back this year



- Proportion of applicants who received at least one unconditional offer 38% in 2019
- Lower and medium tariff providers tend to make more unconditional offers
- 'Conditional' unconditional offers banned in 2020 (due to pandemic)
- Back in now!



Can Accepting an Unconditional Offer Affect your A Level Performance?

Unconditional offer making and learners

- Unconditional offers have increased again this year – 5% of offers to 18 year olds
- Unconditional offers may affect attainment
 - 32% of applicants with an UF offer miss their grades by more than 3 points, compared to 20% for those with CF.
- Remain unpopular with teachers and advisers
 - · Students 'taking their foot off the pedal'
 - · Are they prepared for university?
 - Should they let universities and colleges know if a learner is failing?



'3 points' means 3 grades



- Your A level grades will go on your Resume/CV when you apply for jobs after HE
- Many employers shortlist for internship, work experience and jobs on the basis of A level grades
- Recruiters onto Graduate Training Schemes may ask for a minimum number of UCAS points or A level grades



UCAS Deadlines

- 16th October (6th internally)
 Oxbridge/Medicine/Vets/Dentistry
- October half-term: all UCAS applications complete
- By Christmas: all applications sent (to meet
 31/1/24 UCAS deadline)
- 6th June: 2 choices confirmed
- 15th August: A-level Results Day



Alternatives

- Clearing + Adjustment 2024 (better since quota cap lifted)
- (Re-) Apply in Sept. 2024 through school
- Y14 (with retakes) sometimes possible
- Careers guidance
- Apprenticeships









VESPA

Vision

Effort

Systems

Practice

Attitude

VxExSxPxA



The A Level Mindset
40 activities for transforming student commitment, motivation and productivity
Steve Oakes and Martin Griffin

The A Level
Mindset
Student
Workbook
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productivity

The low vision student



Characterised by listlessness, boredom, low-level anxiety, exasperation, and a tendency to procrastinate



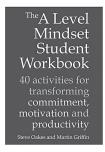
The A Level Mindset 40 activities for transforming student commitment, motivation and productivity Steve Oakes and Martin Griffin



One thing...







Problem, not job

Problem

"How can we improve health-care for all people in this country? I want to get involved in trying to help tackle this problem."

Job

"I want to be a doctor. I'm going to study Medicine at Manchester University. I need A,A,A."

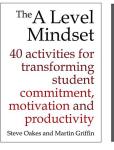


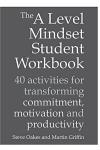
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Some problems...



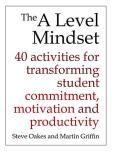


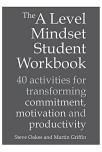


Some problems...

- How do we make the distribution of wealth in the UK fairer?
- How can we save larger numbers of species from extinction?
- How might we design buildings that increase people's happiness and wellbeing?
- What are the elements necessary for a superb movie?
- How can we improve students' experience of school, college or university?







Some problems...

- How can the design of ----- be improved?
- How can we accelerate our progress towards curing -----?
- How can art be used to improve people's lives?
- What qualities are necessary for huge success in _____?
- How can I create popular, immersive, interactive computer games?





'New' A-levels

- Full two-year linear course (with 2-3 exams at end of Y13 only)
- Coursework (NEA) heavily reduced
- Greater breadth and content
- No AS modules to retake to add to overall score









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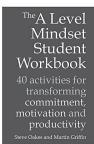
The low effort student



Characterised by satisfaction, contentment and short-termism – oblivious to levels of hard work put in by others.









Homework hours for 6th Form

Mean hours spent on homework weekly				6th	Form – distribution of hours (Sample: 13	
	This survey	Previous survey	Similar schools		40% 7	
All students	14.2 hrs	10.5 hrs	9.6 hrs	Percentage	35% - 30% - 25% -	
All male students	12.9 hrs	8.7 hrs	7.6 hrs	Perce	20% - 15% - 10% -	8% 13% 12% 8% 5% 8%
All female students	14.9 hrs	11.7 hrs	10.7 hrs		5% - 0% -	0% 1% 2% 10 0.0 0.0 0.0 0.0 0.0 0.0 0.0 0.0 0.0



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The low systems student



Characterised by a scaling-up of old systems that now can't cope, missing deadlines because the work has been forgotten, poor sleep and late waking, chaotic bags and folders, often high-stress



The A Level Mindset 40 activities for transforming student commitment, motivation and productivity Steve Oakes and Martin Griffin



One thing...

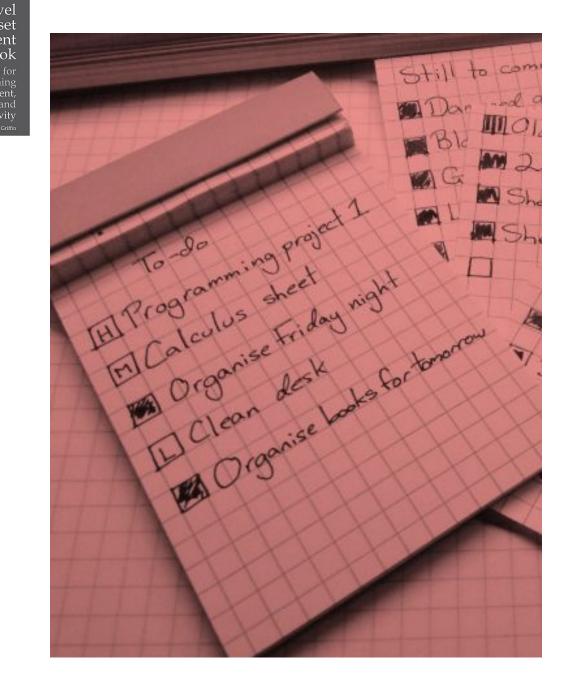


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40 activities for transforming student commitment, motivation and productivity

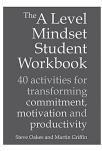
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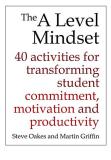


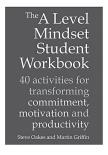
Three Types of Attention (Alcott)

Proactive attention Active attention "fully focused, fired "plugged in, ticking up, feeling fresh" along nicely"

Inactive attention "flagging" "fried" "foggy"



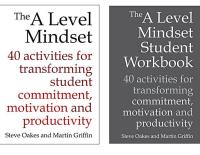


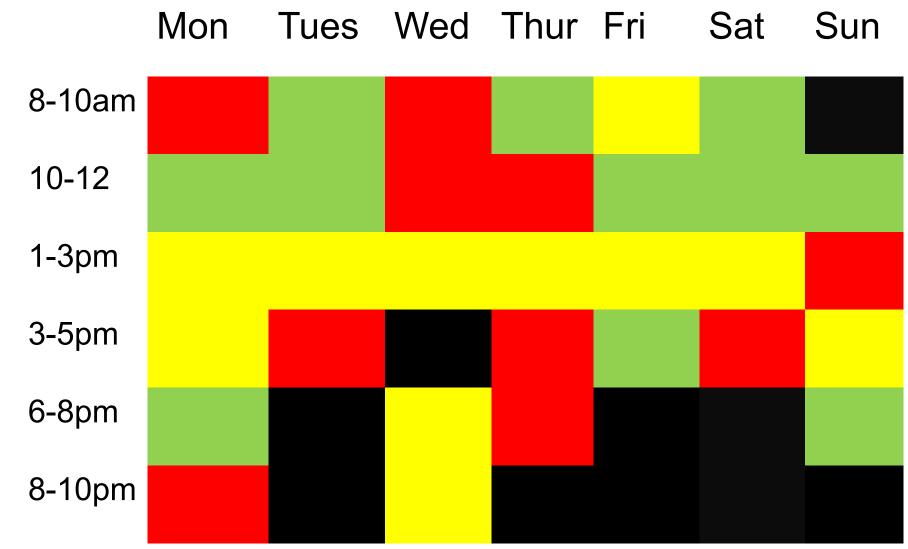


Mon Tues Wed Thur Fri Sat Sun

- 8-10am
- 10-12
- 1-3pm
- 3-5pm
- 6-8pm
- 8-10pm







VESPA

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We're on the right path...?



V E S **Practice** A



Passive Study...

is stuff like reading notes, and copying things from a textbook. Most students on this side tend to end up doing this kind of revision because they don't know a better way to do it, yet. It's also the simplest and least scary method.

Trouble is, that kind of revision leads more to recognition than to recall. They will probably feel like they 'know' stuff, because their notes are getting familiar, and they recognise it, but when you ask them to cover up their notes and tell you all about a topic... uh-oh.

Active Study...

In higher education, examinations are not just testing their ability to remember information; instead they test understanding of information. It is therefore important to make sure that students do things that actively involve their brain

Active techniques include:

- **Summarising** information.
- **Organising information** into different categories or a hierarchy.
- Finding points for and against an argument.
- **Researching** real-life examples to back up your theory.
- Finding model answers

'Intelligence plus Character'



To boost innovative learning experience in educational settings, all stakeholders have their roles to play. The stakeholders here refers to the teachers, the school management, the parents, and the students themselves.

The 6th Form team are here to help keep things ticking along for all!

Here are a few things we do weekly to help them keep on track!

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VESPA....



EMOTIONAL

SOCIAL MENTAL

PERSONAL
DEVELOPMENT

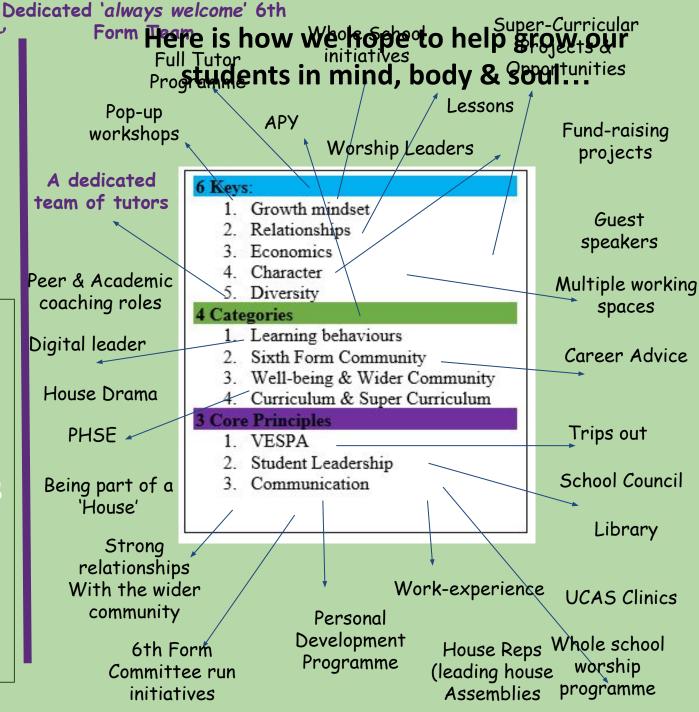
SPIRITUAL

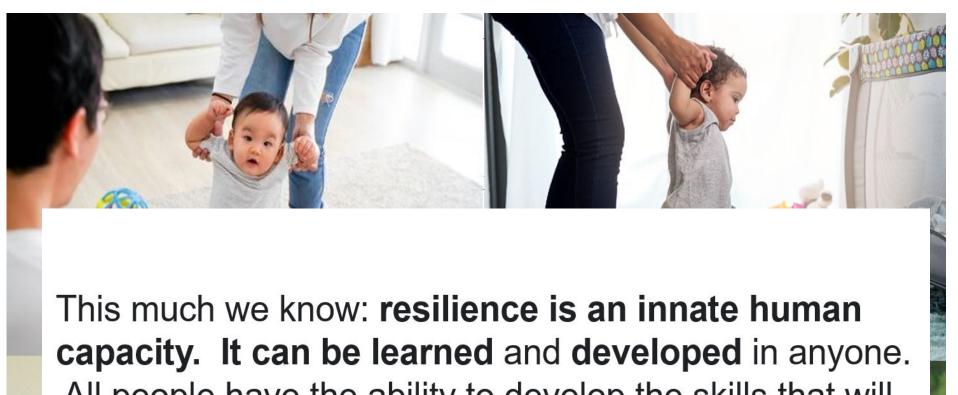
PHYSIC

'Intelligence plus Character'



"While many
17-year-olds
are looking
forward to A
Levels, others
are terrified
about
entering the
adult world."





This much we know: resilience is an innate human capacity. It can be learned and developed in anyone. All people have the ability to develop the skills that will put them on the path to resilience and ultimately lead to success.



'Intelligence plus Character'



To boost innovative learning experience in educational settings, all stakeholders have their roles to play. The stakeholders here refers to the teachers, the school management, the parents, and the students themselves.

Our vision:

Innovative Teaching & Learning experiences @ A-Level for all!



'Intelligence plus Character'



Fluid intelligence is reached around this age, which means 17/18-year-olds have an improved ability to cope with new challenges and new situations.



Making the difference in Year 13

- Year 13 requires even greater independent learning
- Final A-level units are about 'synopticity' (pulling all strands of the course/subject together)
- Using knowledge and understanding gained from wider reading is vital to show independence and synopticity

EVALUATIONS: AO2 = synopticity (culture, gender, ethics, reductionists, free-will, determinism), commentary, strengths, limitations, counterarguments, opposing or supporting studies, AO3 = methodological strengths, limitations and effects on the findings. Way research conducted. Is psychology a science?



The Super-Curricular



To boldly go beyond the specifications...



Where to start?

 Students should get into the habit of reading a quality broadsheet newspaper, by using an app, website or buying a hard copy

The Guardian
The Guardian



Magazines & Journals

The Sixth Form Library has the following:

The Stage

E-Magazine

Law Review

Physics Review

English Review

Chemistry Review

The Week

Phosphore

Society Now

Economic Review

English Review

The Media Magazine

RS Review

Biology Review

20th C History Review

Sight and Sound





New/Digital Media

iTunes U



- Free podcasts, video lectures, reading recommendations
- A whole range of resources from leading universities (Oxford, Yale)

YouTube

- Has its own educational channel EDU
- TED Talks





Radio 4 (live or via BBC i-player)



















Websites of Professional Organisations

- www.rsc.org Royal Society of Chemistry
- www.history.org.uk The Historical Association



RSC | Advancing the Chemical Sciences



It's not just about 'reading'...

Students should:

- Join a club or society
- Visit museums, galleries, exhibitions
- Enter competitions, essay prizes etc.
- Get out into natural habitats or the built environment
- Attend lectures, seminars, tasters at local universities



Our Basic Expectations

- Checking Tutor's Google Classroom and attending Tutor sessions (Tues A/B, Fri A/B, Weds A)
- Attending assembly/PHSE/Personal
 Development sessions (Wednesday A1 & B1)
- Maintaining 100% attendance (+ punctuality)
- Using study periods productively
- Working hard (30hrs/week in total)
- Following our safeguarding procedures



Notifying us of Absence

- Phone student reception (absence line 832681)
- Notification of authorised absence (green form): signed by all teachers and passed to tutor
- Atypical requests to Head of Sixth Form
- Detailed attendance data recorded on Arbor (weekly reports sent home)





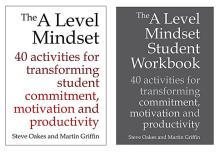
^{*}Over-18s can do this themselves

Study Periods

- Majority of students have 21 study periods every two weeks
- Sixth Form Library (open at 7.30am until 5.00pm)
- Collaborative working in Sixth Form café and 'The Aquarium'
- 'Free' Wi-Fi in Sixth Form Centre (for bookable laptops/tablets)







Finding Flow

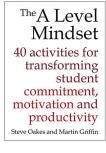
Flow states feel like:

"nothing else seems to matter. The ego falls away. Time flies... your whole being is involved, and you're using your skills to the utmost."

Flow states arrive when engaged in:

"painful, risky, difficult activities that stretched the person's capacity and involved an element of novelty and discovery."

Mihaly Csikszentmihalyi, Flow (1991)





'Flow' spaces (Carey)

- Levels of foreground and background noise
- The number of other people there
- The behaviours of the other people there
- The quality of the seating spaces (like the tables, chairs and desks)
- The levels of light
- A feeling 'calmness' 'focus'



Working at Home

- For every hour of lessons at least one hour of private study recommended (30 hours per week recommended)
- Using student planner to help organise workload and meet deadlines
- Logging onto Google Classrooms & Sites
- Importance of wider reading



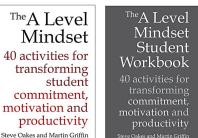


Key Dates

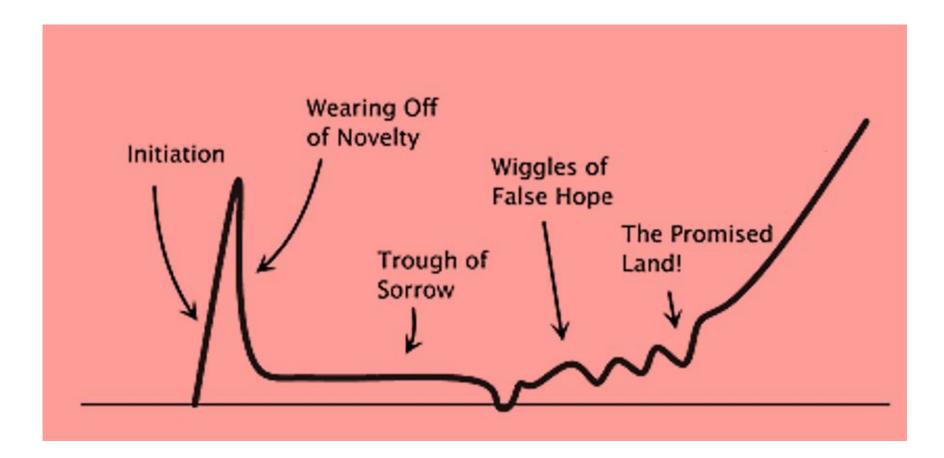
- UCAS references completed: 25/9/23
- Progress Review Grades: 15/11/23
- January Internal Exams: 8/1/24 12/1/24
- Progress Reports: 7/2/24
- Y13 PCE: 8/2/24
- Last day of Y13 lessons: 10/5/24
- A-level examinations: 13/5/24 to 21/6/24
- A-level Results: 15/8/24







Year 13?





What can you do as a parent/carer?

https://www.netsixthform.co.uk/resources/bro
wse?category[]=142&free=



When we'll contact you

- Tutor to contact home if sessions missed
- Teachers to contact home if concerns over attendance, deadlines, wellbeing etc.
- Meeting with tutor/teacher(s) if concerns persist over academic progress or wellbeing.
 Intervention action planning





Possible Interventions

- Careers Advisor interview
- Study periods allocated to library
- 'Action Your Potential' 1:1 online coaching
- SEN support/assessment(s)
- Regular appointments with Pastoral Manager
- Increased teacher monitoring and feedback
- AS entry rather than full A-level?
- Adaptations to study programme (2 A-levels. Y12 retake etc.)



Contacts

Sixth Form Tutor Team:

13An: Mr Barnett (<u>barnettj@bishopluffa.org.uk</u>)

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13Ki: Ms Blyskal (blyskalb@bishopluffa.org.uk)

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Contacts (cont.)

Sixth Form Pastoral Manager:

Mrs Sarah Jones (joness@bishopluffa.org.uk)

Deputy Head of Sixth Form:

Mrs Stella Richi (<u>richis@bishopluffa.org.uk</u>)

Head of Sixth Form:

Mr Jamie Saunders (<u>saundersj@bishopluffa.org.uk</u>)

KS5 Administrator:

Mrs Gemma Grove (groveg@bishopluffa.org.uk)

Careers:

Mrs A Hopp (hoppa@bishopluffa.org.uk)

KS5 Learning Support Co-ordinator:

Mrs Haplik (hapliks@bishopluffa.org.uk)



16-19 Bursary

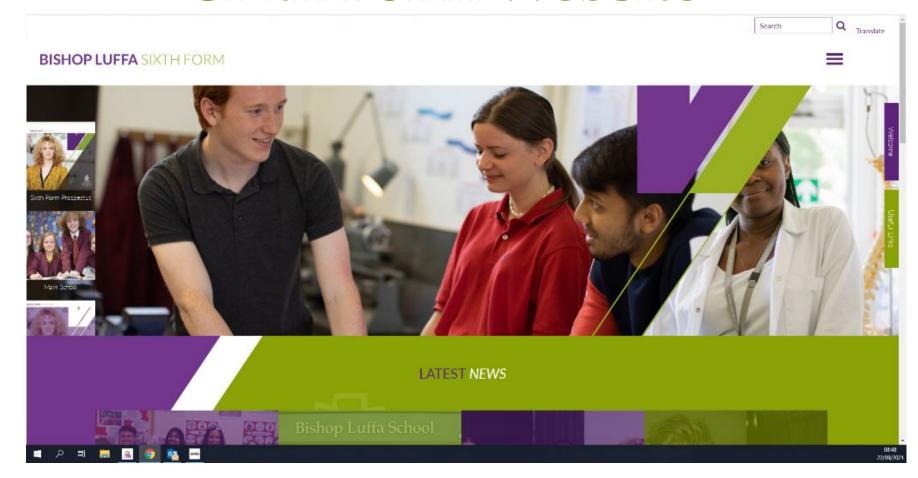
2 types of bursary:

- Vulnerable (up to £1200): in care, care leavers, in receipt of Income Support, DLA etc.
- Discretionary (financial support for transport, meals, books etc.): students facing financial barriers who need help to stay in education

Letter/forms/information available from Sixth Form Centre



Sixth Form Website





Follow us on Instagram!

@bishopluffa_sixthform







Y13 Parents' & Carers' Induction Evening
Thursday 21 September 2023