

# Bishop Luffa

*Church of England*

## School

**Y12 Parents & Carers' Induction Evening**  
Thursday 12th September 2024







# Current 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-levels\* to 'test the water'

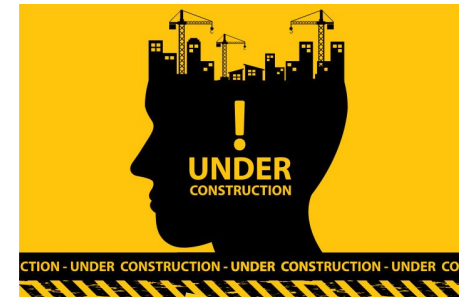
*\*Possibility of one-year AS-level (with 2 exams at end of Y12) if student deemed to be struggling (decision made in February 2025)*





# 'New' Personal Challenges

- Greater freedom/independence
- Part-time employment
- Learning to drive
- Developing social life
- New relationships and experiences
- Brain still maturing

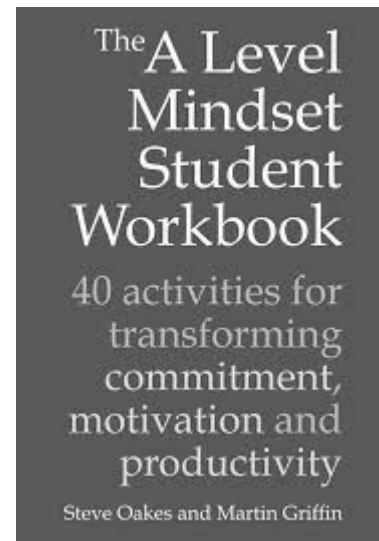
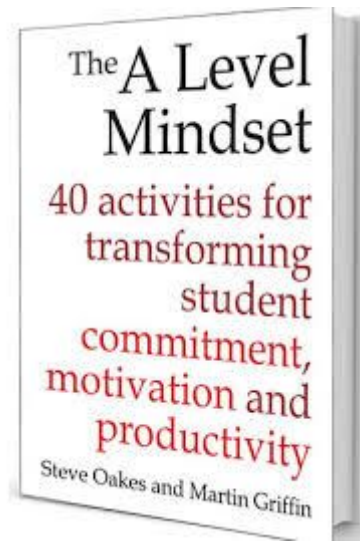


# Parents: Independence & Communication

<https://www.netsixthform.co.uk/resources/view/video-for-parents-independence-and-communication>



# A-level Mindset: VESPA



Based on the work of Dweck (Growth Mindset), Clough (Mental toughness) and Duckworth (Grit): a set of activities designed to help students develop the characteristics, behaviours and habits necessary to succeed at A-level (and beyond)



# VESPA

**Vision**

**Effort**

**Systems**

**Practice**

**Attitude**

**V x E x S x P x A**





# VESPA

- **Vision:** having a plan  
(university/apprenticeship/career?)



# Higher Education

- Begin thinking now- advantages of linking the purpose behind the A-level journey (their 'vision')
- Uni Fair (Oct.) & Open Days (summer term)
- Personal statement/ UCAS reference

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

[www.ucas.ac.uk](http://www.ucas.ac.uk)

UCAS



# University Application Support

- Unifrog account
- Sixth Form Google Site
- PSHE sessions
- Open Day visits in Y12
- Personal Statement workshops + surgeries
- Medicine/Oxbridge workshops
- Mock interviews
- Liaison with Admissions Tutors



unifrog



# 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 | <b>40%</b>          | <b>16%</b>  | <b>18%</b>       |
| Of which Russell Group  | <b>24%</b>          | <b>8%</b>   | <b>12%</b>       |
| Of which Oxford or Cambridge  | <b>4%</b>           | <b>1%</b>   | <b>1%</b>        |



# Year 12 IAG Google Classroom

The screenshot shows the Google Classroom interface for the 'Year 12 Information, Advice and Guidance' class. At the top, there's a navigation bar with tabs for 'Stream', 'Classwork', 'People', and 'Grades'. The 'Stream' tab is active. Below the navigation bar is a header section with the class name, class code 'sbxlpns', and a Meet link. To the right of the header are options to 'Select theme' and 'Upload photo'. The main content area shows a list of posts. The first post is an announcement from J Saunders at 11:24 AM about an 'Open Day event at Brighton Film School' with a link to a Trend Micro website. The second post is from S Richi at 10:01 AM about '6th Form Mentoring' with details about sign-up and a limited number of places.

Year 12 Information, Advice and Guidance

Class code sbxlpns

Meet link <https://meet.google.com/lookup/e55trt2frw>

Select theme  
Upload photo

Upcoming

Due Tuesday  
PSHE TASK 1: Choosing a ...  
[View all](#)

Announce something to your class

J Saunders  
11:24 AM

Open Day event at Brighton Film School

[Link  
https://smex-ctp.trendmicro.co...](https://smex-ctp.trendmicro.co.uk/)

Add class comment...

S Richi  
10:01 AM

**6th Form Mentoring**

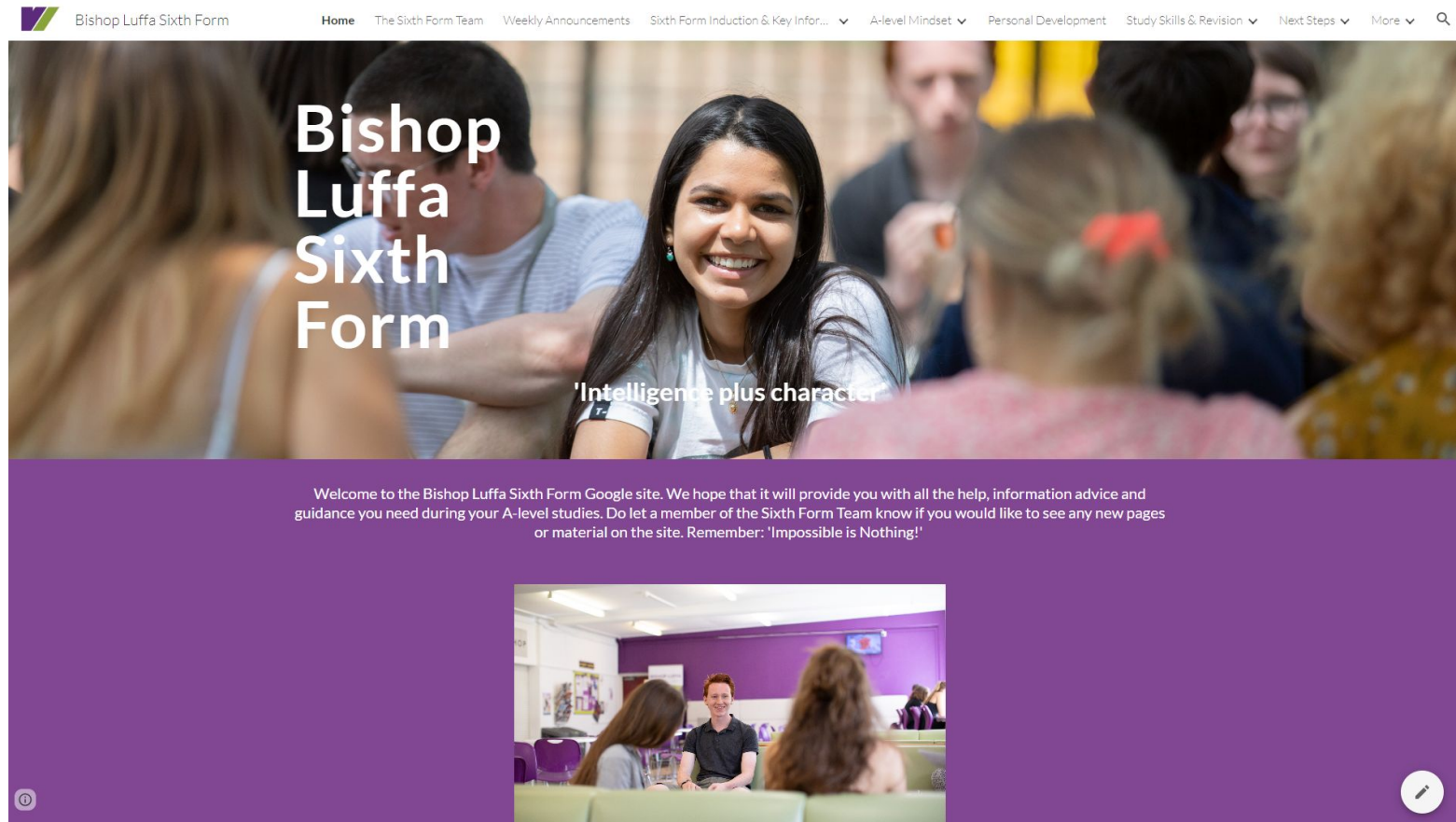
If you already know that you would like to join the team (please read my previous post) Please sign up!!  
THE SIGN UP FORM IS ON THE WALL JUST OUTSIDE MY OFFICE!  
There are only 38 places and so it will be a first sign, first serve!

Code: 3vlpgle





# Google Site



<https://sites.google.com/bishopluffa.org.uk/bishopluffasixthform/home>



# Careers Support

- Careers Co-ordinator: Angie Hopp  
([hoppa@bishopluffa.org.uk](mailto:hoppa@bishopluffa.org.uk))
- Careers Advisor Interviews
- Non-uni pathways
- Apprenticeship Application Workshops



# Target Setting & ALPS



- A-level benchmark setting system
- Used by thousands of schools and colleges in the UK
- Makes baseline predictions on A-level performance based on GCSE data
- Strength is that it uses historic data so is very accurate in the outcomes achieved by students with certain GCSE profiles
- Targets are aspirational- top 25% of similar schools
- All students will be given ALPS grades and target grades in the next few weeks



# VESPA

- **Vision:** having a plan  
(university/apprenticeship/career?)
- **Effort:** putting the hours in (20/week in Y12)



# The low effort student



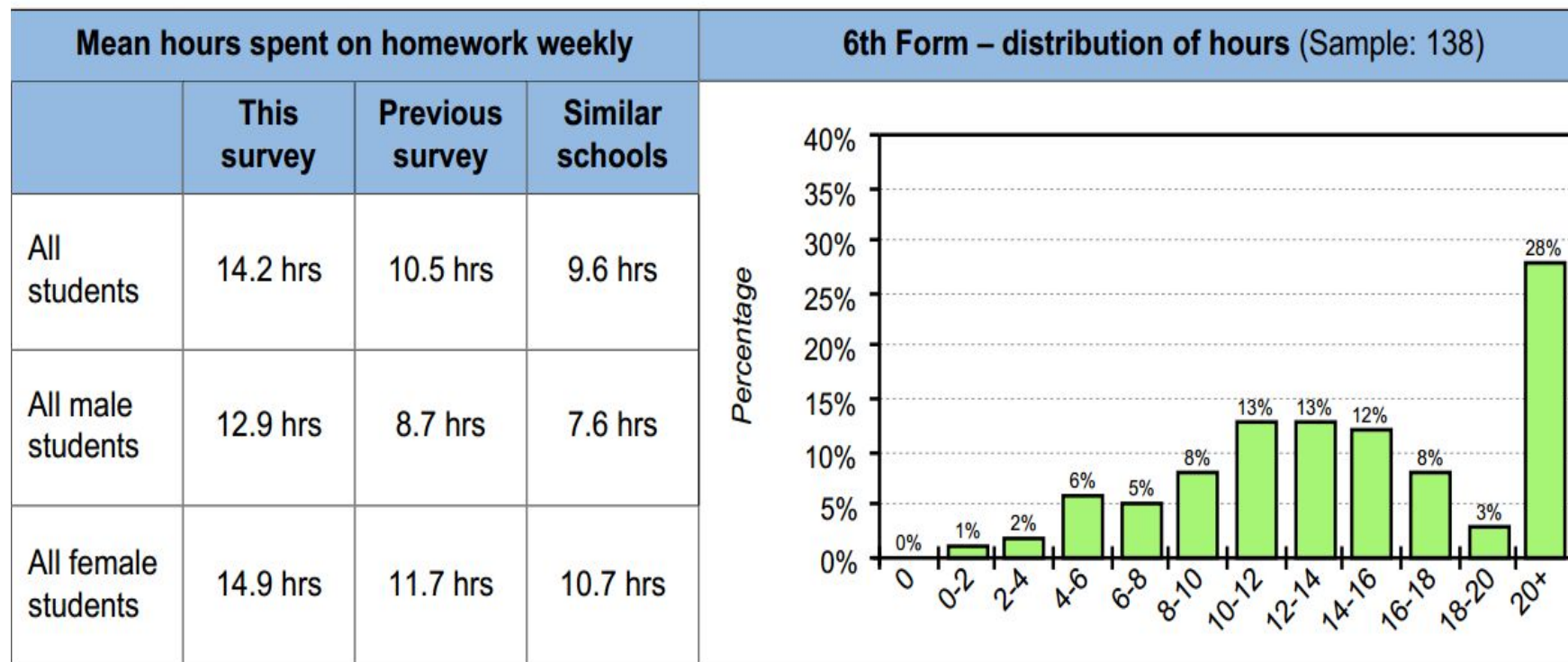
Characterised by satisfaction, contentment and short-termism – oblivious to levels of hard work put in by others







## Homework hours for 6th Form



# Getting into Good Habits

- Maintaining 100% attendance (+ punctuality)
- Using study periods productively
- Working hard at home
- Attending tutor time\*
- Undertaking the PSHE & Personal Development programme (Thurs A1 & B1)

*\*Y12: 8.05am Mon A/B, Thurs A/B, Weds B*



# Notifying us of Absence

- Phone/e-mail absence line  
(832681/absence@bishopluffa.org.uk)
- Notification of authorised absence (green form): signed by all teachers and passed to tutor
- Atypical requests to Tutor/Head of Sixth Form
- Detailed attendance data recorded on Arbor



# Arbor

The Arbor App allows you to:

- Monitor attendance (weekly e-mail)
- View your young person's timetable
- Access weekly reports
- Load cash to Cashless catering
- Make purchases from the 'shop'
- Request that details we hold about you are changed

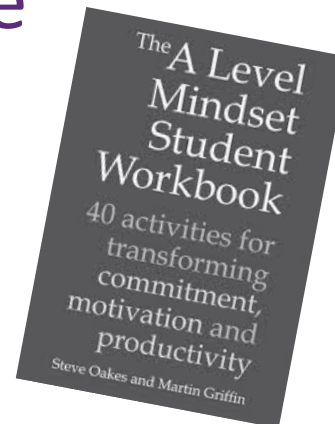


Full details available here:

<https://www.bishopluffa.org.uk/parents-and-carers/monitoring-systems-and-it-resources/arbor-parent-portal-and-app/>

# Importance of Tutor Time

- Student monitoring and academic mentoring
- Information (deadlines etc.)
- VESPA Activities
- 'NetSixthForm' Videos
- Study Skills
- PSHE programme
- UCAS/Careers guidance





# Contacts

Year 12 Tutor Team:

12 An Mr J Barnett [barnettj@bishopluffa.org.uk](mailto:barnettj@bishopluffa.org.uk)

12 Bu Mr G King [kingg@bishopluffa.org.uk](mailto:kingg@bishopluffa.org.uk)

12 Ki Mr D Clarke [clarked@bishopluffa.org.uk](mailto:clarked@bishopluffa.org.uk)

12 Ot Ms T Marchant [marchantt@bishopluffa.org.uk](mailto:marchantt@bishopluffa.org.uk)

12 Ri Mrs H Williams [williamsh@bishopluffa.org.uk](mailto:williamsh@bishopluffa.org.uk)

12 Sh Ms J Lawlor [lawlorj@bishopluffa.org.uk](mailto:lawlorj@bishopluffa.org.uk)

12 St Mr S Collins [collinss@bishopluffa.org.uk](mailto:collinss@bishopluffa.org.uk)

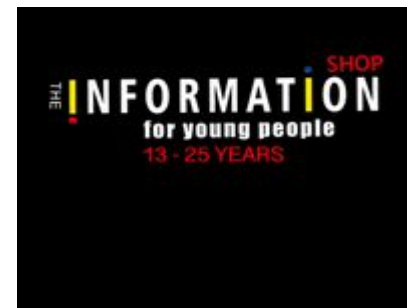
12 Wi Ms F Langstone [langstonef@bishopluffa.org.uk](mailto:langstonef@bishopluffa.org.uk)



# PSHE & Personal Development

## Year 12 (Thurs A1 & B1):

- Visiting speakers



# VESPA

- **Vision:** having a plan  
(university/apprenticeship/career?)
- **Effort:** putting the hours in (20/week in Y12)
- **Systems:** being organised (will notes be understood in 2 years time?)



# 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







# Three Types of Attention

(Alcott)

| Proactive attention                      | Active attention                   | Inactive attention            |
|--|------------------------------------|-------------------------------|
| “fully focused, fired up, feeling fresh” | “plugged in, ticking along nicely” | “flagging” “fried”<br>“foggy” |



|        | Mon | Tues | Wed | Thur | Fri | Sat | Sun |
|--------|-----|------|-----|------|-----|-----|-----|
| 8-10am |     |      |     |      |     |     |     |
| 10-12  |     |      |     |      |     |     |     |
| 1-3pm  |     |      |     |      |     |     |     |
| 3-5pm  |     |      |     |      |     |     |     |
| 6-8pm  |     |      |     |      |     |     |     |
| 8-10pm |     |      |     |      |     |     |     |



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| 3-5pm  |     |      |     |      |     |     |     |
| 6-8pm  |     |      |     |      |     |     |     |
| 8-10pm |     |      |     |      |     |     |     |



# Study Periods

- Students have 12-19 study periods every two weeks
- Sixth Form Library (7.30am-5pm)
- Supported Study Hub
- Collaborative working in Sixth Form café & Walkthrough
- 'Free' Wi-Fi in Sixth Form Centre (for laptops/tablets)



# Working at Home

- For every hour of lessons at least one hour of private study (20 hours per week in Y12 is recommended)
- Using a planner to help organise workload and meet deadlines
- Checking e-mails/Google Classroom(s) etc.
- Keeping part-time jobs to a minimum (<12hrs/week)



# VESPA

- **Vision:** having a plan  
(university/apprenticeship/career?)
- **Effort:** putting the hours in (20/week in Y12)
- **Systems:** being organised (will notes be understood in 2 years time?)
- **Practice:** assessment and feedback is key



# Practice

- Importance of low stakes and high stakes assessments\*
- Seeking detailed feedback, using exemplars
- Specifications, mark schemes, examiners reports vital
- Not as much about knowledge/understanding but higher order skills (application/analysis/evaluation etc.)

\* *used to inform UCAS predicted grades*



# Access Arrangements

Exam Access Arrangements (EAAs) are the reasonable adjustments that can be made for an exam candidate and might include things like extra time to complete an exam paper, permission to use assistive technology, or provision of rest breaks



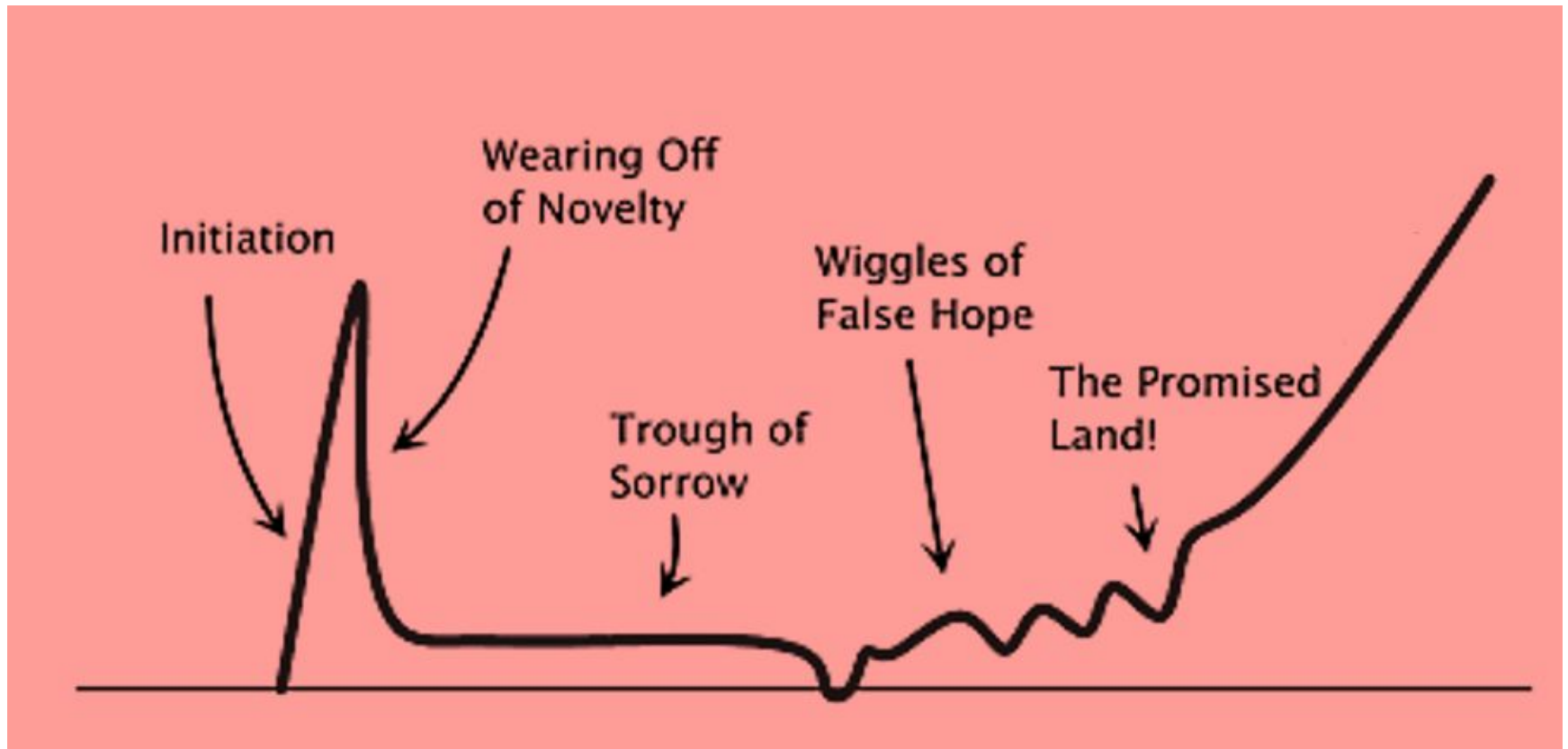


# VESPA

- **Vision:** having a plan (university/apprenticeship/career?)
- **Effort:** putting the hours in (20/week in Y12)
- **Systems:** being organised (will notes be understood in 2 years time?)
- **Practice:** not just knowledge but higher order skills
- **Attitude:** building resilience/buoyancy (learning through failure)



# Year 12?



# Pastoral Support in Sixth Form



## How we support your child

Whilst your child is in the sixth form their teachers, tutors and sixth form team work together to ensure they receive the correct support to enable them to progress both academically and personally.

**Confidence**



**Self-esteem**

We aim to develop

**Independence**

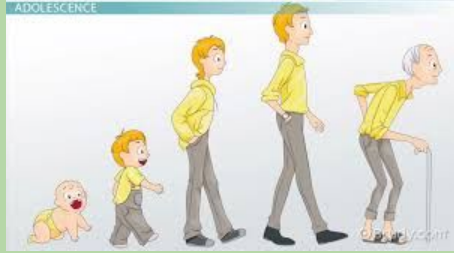


**Resilience**

Resulting in a positive, happy experience in sixth form



## *'Intelligence plus Character'*



## Opportunities offered and encouraged for **PERSONAL GROWTH** here at Bishop Luffa Sixth Form

*We want our students to experience Bishop Luffa Sixth Form in all its fullness.*

Because by 'getting stuck in' and involved as much as possible, in and out of the classroom,  
Our students are likely to discover and connect with  
*The Best Version Of Themselves.*





# TRANSFERABLE SKILLS



Critical Thinking



Effective Reading



Note Taking



Feedback &  
Reflection



Goal Setting &  
Motivation



Self-Management  
& Work Habits



Creativity



Time  
Management



Interpersonal &  
Communication



Leadership



Teamwork



Mindfulness &  
Stress  
Management

# VESPA

**Vision**

**Effort**

**Systems**

**Practice**

**Attitude**

**V x E x S x P x A**



# A-level Mindset Behaviours

|                 | 4  | 3  | 2   | 1   |
|-----------------|--|--|---|---|
| <b>Vision</b>   | You have a clear vision of the outcomes you want to achieve. You are very purposeful. You regularly plan and take specific actions to turn your goals into reality.                      | You have a vision of the outcomes you want to achieve. You are usually purposeful. You take actions to help turn your goals into reality.                                  | You have a limited vision of what you want to achieve. You can lack purpose. You find it difficult to take action towards any goals you might have.       | You appear to have no vision of what you want to achieve. You lack purpose. You seem to have no clear goals.  |
| <b>Effort</b>   | You have developed a habit of working very hard. You are proactive with independent study and put in at least the recommended number of hours per week.                                  | You generally work hard but this is not always consistent. You can be proactive with independent study and usually put in the recommended number of hours per week.        | You do some work outside of lessons but this tends to be only reactive (i.e. what your teacher(s) insists that you do).                                   | You do little or no work outside of lessons.  |
| <b>Systems</b>  | You are well-organised. You have built highly effective systems to manage your studies. You are punctual and always prepared. You never miss a deadline.                                 | You are organised and use some effective systems to help manage your studies. You are usually punctual and prepared. You meet deadlines.                                   | You can be organised but are yet to develop effective systems to manage your studies. You can be late and unprepared for lessons. You can miss deadlines. | Your lack of organisation means that you are unable to effectively manage your studies. You are often late for lessons and unprepared. You rarely meet deadlines. |
| <b>Practice</b> | You review content thoroughly to ensure understanding. You regularly practise the skills you need to master in high stakes contexts. You seek expert, detailed feedback.                 | You review most course content to aid your understanding. You often practise the skills you need to master but tend to avoid more challenging contexts. You seek feedback. | You review some course content to help you understand it. You sometimes practise the skills you need to learn. You rarely seek feedback.                  | You rarely review course content. You rarely practise the skills you need to learn. You never seek feedback.  |
| <b>Attitude</b> | You are a buoyant and resilient learner. You are enthusiastic, focused and keen to get involved in lessons. Possessing grit and stamina, you persevere with your goals despite setbacks. | You are a good learner who can be positive, involved and focused in lessons. Having some grit and stamina, you usually persevere with your goals despite setbacks.         | You are sometimes involved in your learning. You can lack enthusiasm and focus in lessons. You can give up when things get difficult.                     | You rarely show any enthusiasm and lack focus in lessons. You give up easily when you find things difficult.  |



# Reporting to Parents

Don't forget  
Parents'  
Evening!

- Progress Grades (20th Nov)  
(projected grade, target grade and VESPA)
- Full written report (26th March)  
(projected grade, target grade, VESPA scores and teacher comments)
- Progress Grades (7<sup>th</sup> July)  
(exam grade, projected grade, target grade, VESPA scores)
- Y12 Parents/Carers' Consultation Evening  
(10th July)



# 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
- 'Action Your Potential' 1:1 online coaching
- SEN support/assessment(s)
- Regular appointments with KS5 Learning Mentor
- Increased teacher monitoring and feedback
- AS entry at end of Year 12
- Adaptations to study programme



# Contacts

KS5 Administrator:

Mrs Grove ([groveg@bishopluffa.org.uk](mailto:groveg@bishopluffa.org.uk))

KS5 Learning Mentor:

Ms Labeledz ([labeledzk@bishopluffa.org.uk](mailto:labeledzk@bishopluffa.org.uk))

Sixth Form Progress Coordinator:

Mrs Jones ([joness@bishopluffa.org.uk](mailto:joness@bishopluffa.org.uk))

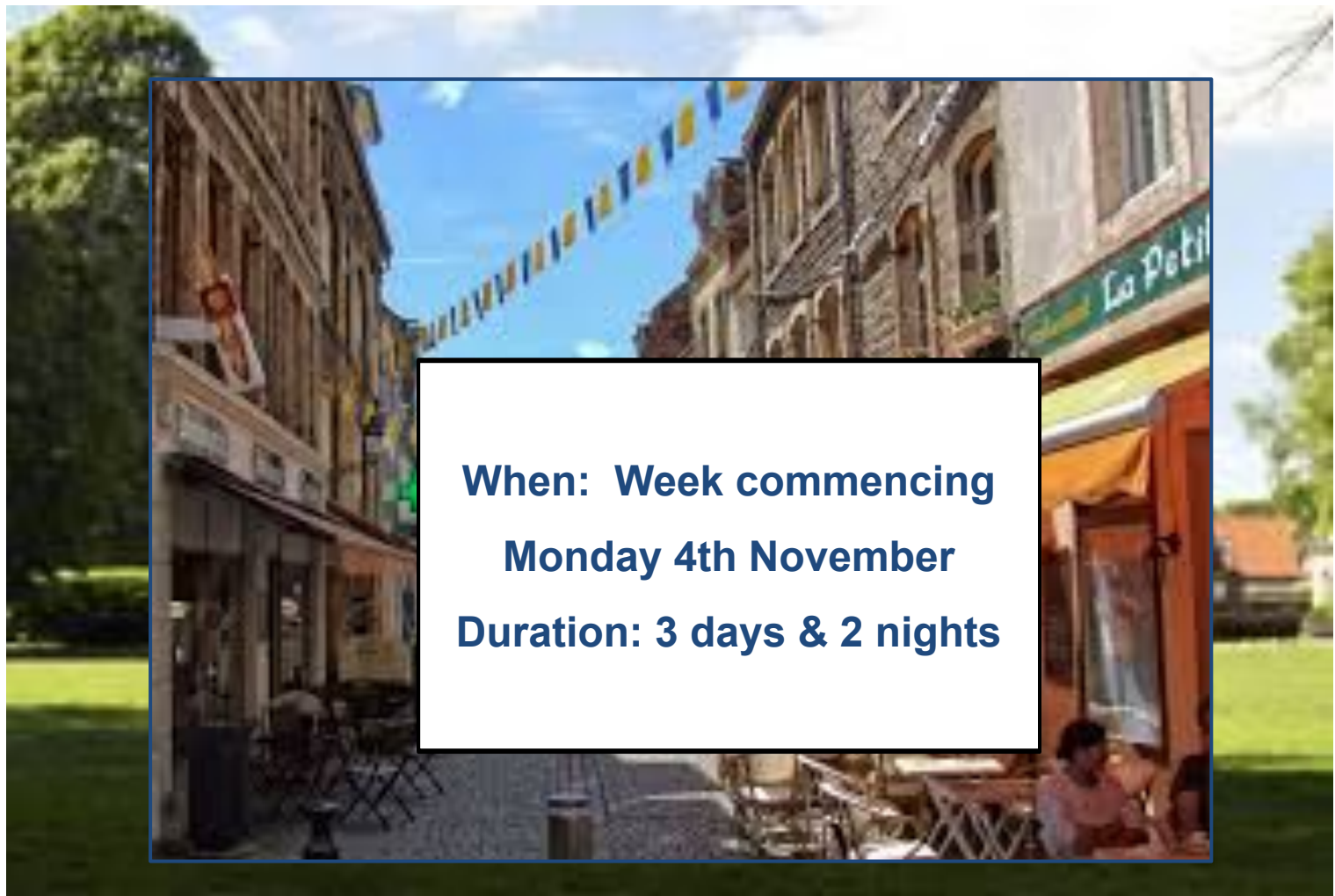
Deputy Head of Sixth Form:

Mrs Richi ([richis@bishopluffa.org.uk](mailto:richis@bishopluffa.org.uk))

Head of Sixth Form:

Mr Saunders ([saundersj@bishopluffa.org.uk](mailto:saundersj@bishopluffa.org.uk))





**When: Week commencing**

**Monday 4th November**

**Duration: 3 days & 2 nights**

# 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

Information letters to go out to all parents/carers tomorrow

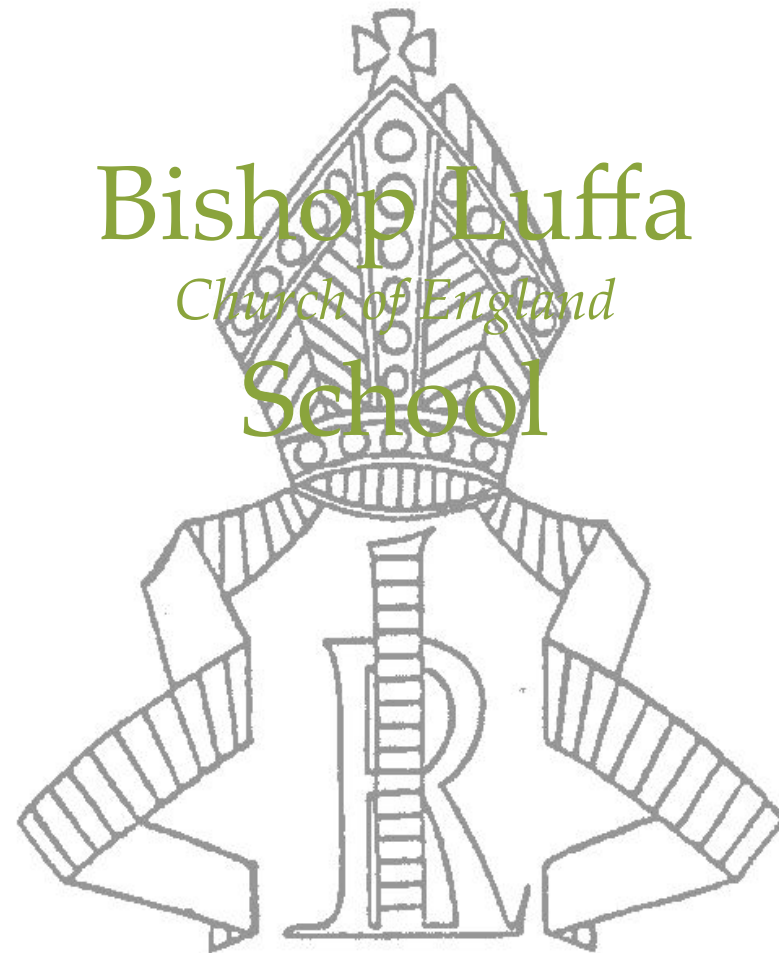


# Follow us on Instagram!

**@bishopluffa\_sixthform**







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*Church of England*

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