

Y12 Information Presentation

WEDNESDAY 21ST SEPT 2022



Specific Information covered in this presentation:

New Beginnings

Three Way Partnership

Mentors

Key School Policies

Student Effort

GCSE Grades

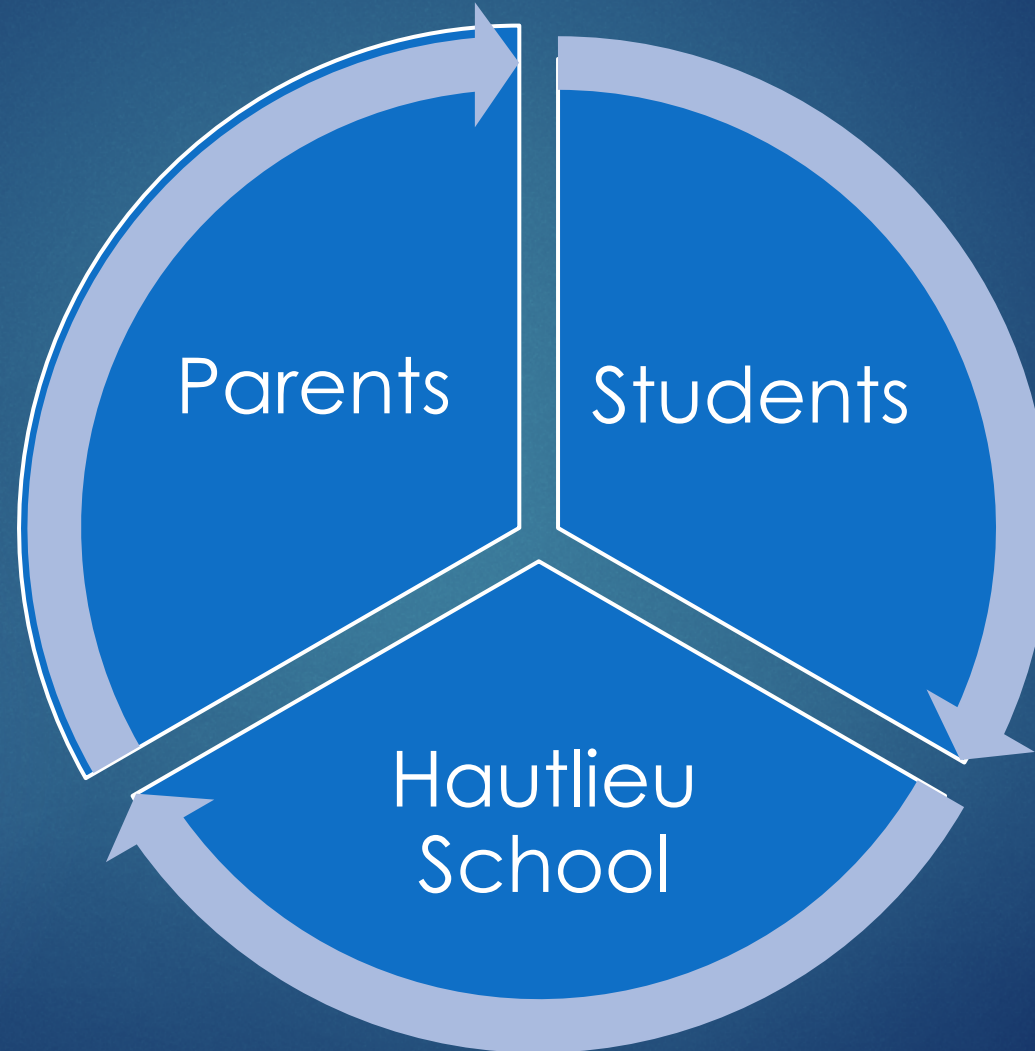
Extra curricular

New beginnings ...

- ▶ GCSE Results – mixed feelings
- ▶ Reflection
- ▶ Bring good learning / behaviour / mindset habits with them – those that helped progress
- ▶ Leave behind those learning / behaviour / mindset habits that hindered their progress
- ▶ Fresh start for some
- ▶ Continuation for others
- ▶ Open Doors in the future



A Three-way Partnership:



Students

- **Attendance & Punctuality**
 - Monitored
- **Attitude to Learning**
 - Engaged
 - Committed
 - Organised
 - Independent study
- **Communicate**
 - Ask for help
 - Seek support

Teachers

- **Lead learning**
 - Prepared
 - Assessment & feedback
- **Support**
 - Academic progress
 - Student's wider needs
- **Communicate**
 - With colleagues, students, parents

Parents

- **Communicate**
 - With student / staff
- **Support**
 - Student and staff
 - Attendance / school policies / learning
- **Attend/participate**
 - Parents evenings
 - School events

Partnership Aims for Year 12:

To build a sense of community

To make excellent academic progress

To prepare for life after Hautlieu

Every mentor session will be used to further these aims.

Hautlieu Key Stage 5 Dress Code

- ▶ Clothes should always **be smart, safe and appropriate to a professional working environment.**
- ▶ Safe and appropriate footwear and specialist clothing is expected for all environments including physical education, performing arts, the workshops, laboratories and when advised by other departments. Specialist wear **should not** be worn in other lessons.
- ▶ **The following examples are regarded as unacceptable**
 - ▶ “Fashionable” torn clothing
 - ▶ Low cut/see through/flimsy clothes/crop tops
 - ▶ Short skirts
 - ▶ Shorts (all genders)
 - ▶ Outdoor coats/jackets and hats should not be worn in classrooms
 - ▶ Inappropriate slogans/images on clothing (No profanity - visual or written)
 - ▶ Flip flops

- **Hair**

- Extremes of hair colour and appearance are not acceptable.

- **Jewellery**

- Jewellery should be discreet and appropriate for a professional working environment. Earrings/studs may be worn in ears and a small, discrete nose stud is permitted. However, **nose rings** and any other form of facial piercing/jewellery are not to be worn in school. For health and safety reasons you may be asked to remove jewellery for certain activities.

- **All staff will monitor standards of appearance and as a result students may be sent home to change**

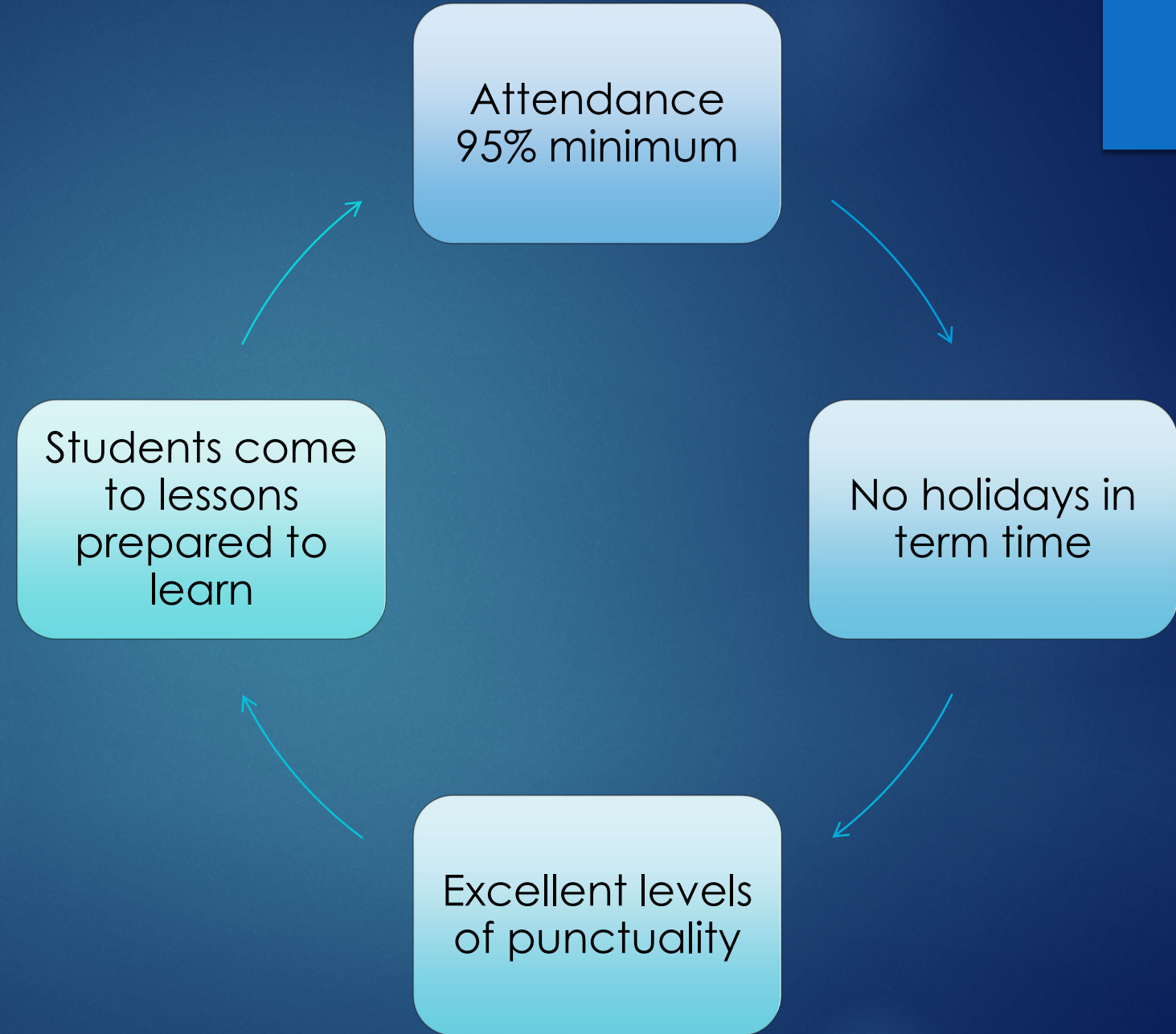
Study Plan:

- ▶ We expect students to treat their studies like a full time job,
- ▶ A student studying A Levels will have 5 hours lesson time for each subject, plus a lesson of 'Core'. This leaves 9 study periods.
- ▶ If students use their study periods effectively then they can limit their time outside of lessons.
- ▶ Students will be making a study plan in their mentor time, they will keep a copy and their mentor will keep a copy to be reviewed.
- ▶ We would love it if you challenged your son's/daughter's on how they are using their plans (and sticking to them)

The HELP Programme

- ▶ **Core** – one compulsory hour per week where students receive **PSHE, Citizenship** and **Careers** input. The aim of these sessions is to ensure that students broaden their knowledge and understanding of the world around them, their place within it, and are supported with their next steps beyond life at Hautlieu.
- ▶ **Enrichment** – students have the opportunity to choose their option for these compulsory one hour a week sessions with a wide range of activities from 5 a side football to learning Jerriais and even how to recycle their old clothes! Nearly all of the options run for one term so students will choose a new activity in December to start from January 2023. The purpose of these sessions is quite literally to enrich the Hautlieu experience for all students and provide opportunities for them to step outside of their A Level curriculum, learn some new skills and make some new friendships.

Behaviour For Learning Expectations



Supporting Students



Mentor



Subject Specific Support from teacher



Homework Support



Student Support: Miss Martin and her Team



Gifted and Talented Champion: Miss Sinfield



School Counsellor: Judy Cornwall



Safeguarding Officer: Mrs Kedge (Mrs Mason from Jan 23)



Peer Mentor Support Team



Education Welfare Office / Attendance Team

Absence from School

01534
736242

UNPLANNED ABSENCES

E.g. illness.
Contact Reception before 9am on the day to “authorise” absence.

Contact Reception on each day of the absence – unless it has already been “authorised”.

PLANNED ABSENCES

E.g. driving test
Evidence of the absence must be supplied in advance.**

Persistent unauthorised absence may result in student sanctions and monitoring.

ABSENCE REQUESTS FROM PARENTS

Authorised absence may include: work experience, university visit, wedding, funeral, religious observance, medical need.

Family Holidays absences will not be “authorised”, and will affect attendance records.

Term-time absence requests must be sent to the Academic Head of Year in advance.

**Students should always aim to book medical appointments/driving tests *etc.* for outside school time where possible.

Assessment at Hautlieu

3 assessment reports

2 summaries (30 November and 10th March). These will focus on effort and current grades

1 full written report (19th June)

Year 12 Parents Evening A Level and IB – 21st March



What is Effort?



A clear set of descriptors and criteria to measure effort.



Clear criteria for students to work towards, and for staff and parents to refer to.



Increased effort means that students are more likely to make progress, which in-turn increases the chance of achieving a higher grade.

The Criteria

A set of terms: outstanding, good, requires improvement, requires significant improvement.

Two separate elements: in class and out of class.

Doing 'enough' is not okay; we encourage students to stretch and challenge their abilities in all subjects.

The Criteria

Outstanding students will demonstrate the identified behaviours **consistently**

Good students will demonstrate these behaviours **often**

Students requiring improvements in their efforts will **sometimes** demonstrate these behaviours

Students requiring significant improvements in their efforts will **rarely** demonstrate the behaviours

Effort Behaviours

Actively participates and engages fully in learning.

Reflects and seeks feedback on how to improve the quality of their work and makes effort to improve.

Perseveres with all challenges, even when they are difficult.

Manages their time and work efficiently, and is highly self-disciplined.

Uses their initiative in a range of situations, and doesn't have to be told what to do.

Attends all lessons, is on time to these lessons, and is fully prepared for lessons.



Year 11 Resistant Mats, 11A/Tm1

Open subject explorer, add mark book, explore behaviour, record group behaviour, record behaviour, upload marks

Course: OCR Level 1/Level 2 OCR in Design and Technology

Click on a mark sheet to begin entering marks.

View **marksheet**: Unit 1 Coursework Grade, Coursework Unit 1 Teacher Assessment, Theory, Coursework Unit 2

Student	Sex	Examine target	Teacher target	Current	Progress	Student grade	Student progress	Subject behaviour	Unit 1 Coursework	Coursework Unit 1	Theory	Coursework Unit 2
ADLAM, Damon	M	C		A					B	C	-	B
BATHGOLD, Zhou Qi	M	C		C					C	B	-	C
BURDETT, Chelsea	F	A		B					B	B	-	B
ELMER, Ann	F	C		B					C	B	-	B
EMMETT, Penelope	F	A		B					B	B	-	B
GRIGGS, Zac	M	C		C					B	C	-	C
HEARD, Zhou Qi	M	B		C					C	C	-	C
KALLENBACH, Tyrell	M	B		B					C	B	-	A
STANTON, Zhou Qi	M	C		A*					A	A*	-	A
STAPLES, Jay	M	C		B					B	A	-	B
UNDERHILL, Joshua	M	C		B					C	B	-	B
UNWIN, Stefano	M	A		B					B	A	-	B

Go4Schools
Electronic Mark Book

GCSE Mean Score

GCSE Grade	GCSE Point Score
9	9
8	8
7	7
6	6
5	5
4	4
3	3
2	2
1	1
U	0

Students KS5 targets are created by calculating students' mean score at GCSE and using a package called ALPS to generate Minimum Expected Grades (MEGs).

$$\text{Mean GCSE Score} = \frac{\text{sum of all GCSE grades (converted to points)}}{\text{total number of GCSEs taken}}$$

Calculating Mean GCSE - "Student A" Achieved the following GCSE Results in Summer 2022

GCSE Subject	GCSE Point Score
English Language	6
English Literature	6
Mathematics	9
Science	6
French	4
Music	4
PE	5
Geography	5
Total GCSE Score	45
Total GCSE Taken	8

Mean GCSE Score = $\frac{\text{sum of all GCSE grades (converted to points)}}{\text{total number of GCSEs taken}}$

$$\frac{45}{8} = 5.63$$

A Level Aspirational Grades

Approximate GCSE Grades 9 - 1	Mean GCSE Score Range	A Level Grade Expectation (per subject)
9 and 8s	7.5 – 8.0	A*
8 and 7s	7.0 – 7.5	A
7, 6, possibly 5s	6.7 - 7.0	B
7, 6 and 5s	6.4 – 6.7	B
7, 6 and 5s	6.1 – 6.4	B
6 and 5s	5.8 – 6.1	B
6, 5 and possibly 4s	5.5 – 5.8	C
6, 5 and 4s	5.2 – 5.5	C
5 and 4s	4.7 – 5.2	C
5, 4 and possibly a 3	4.0 – 4.7	C

IB Aspirational Point Score

Approximate GCSE Grades 9 - 1	Mean GCSE Score Range	IB Total Point Expectation (excludes core)
9 and 8s	7.5 – 8.0	38+
8 and 7s	7.0 – 7.5	36
7, 6, possibly 5s	6.7 - 7.0	34
7, 6 and 5s	6.4 – 6.7	33
7, 6 and 5s	6.1 – 6.4	32
6 and 5s	5.8 – 6.1	30
6, 5 and possibly 4s	5.5 – 5.8	29
6, 5 and 4s	5.2 – 5.5	28
5 and 4s	4.7 – 5.2	27
5, 4 and possibly a 3 in Mathematics	4.0 – 4.7	25

The Aims of Homework at Hautlieu

- ▶ Homework can support our school's aims:
- ▶ We strive to excel in our learning – raise grades and skills such as metacognition
- ▶ We act to make a positive difference in everything we do – improve skills and community collaboration
- ▶ We treat each other with fairness, respect and care – completion of work and managing workload
- ▶ We believe in our own capabilities to build a better world – rights and responsibilities

The case for homework & independent study : research and skills

- ▶ **(1) Research shows homework time impacts performance especially if the assigned activity is an application of knowledge or and intentional practice of skills.**
- ▶ Some studies have revealed that the average secondary school student who completes homework outperformed 69% of the students who didn't complete homework.
- ▶ The Education Endowment Foundation (EEF) : “homework is...effective (adding) on average, five months' additional progress.”
- ▶ Source: <https://www.sec-ed.co.uk/best-practice/research-analysis-getting-the-most-out-of-homework/>
- ▶ **(2) Independent study skills, research and self-directed study are essential skills for higher education and employment.**
- ▶ Managing workload, work/life balance and meeting deadlines, developing metacognitive practices which will allow you to become a more effective learner.

We consulted with teacher, students and parents to find out what they wanted:

▶ **Students want:**

- ▶ 1) clear structure and expectations;
- ▶ 2) development of homework habits over a long period of time;

▶ **Parents want:**

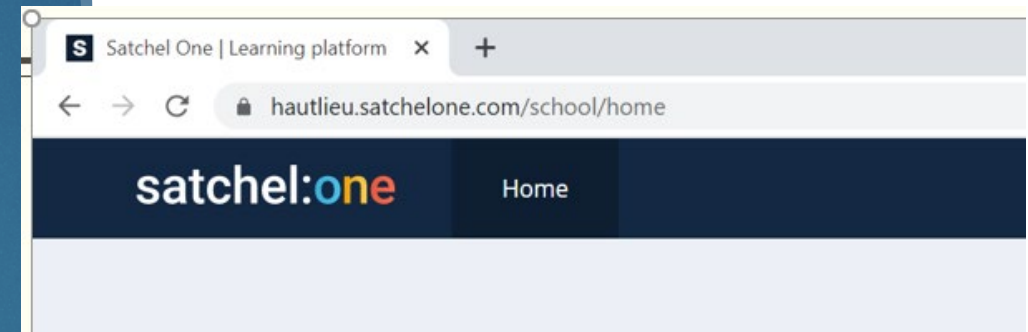
- ▶ 1) a website and phone app to check completion of work;
- ▶ 2) support in helping their children with their homework.

▶ **Teachers want:**

- ▶ 1) a way of setting work all can access in one place
- ▶ 2) a way of ensuring students make progress

Based on our consultations we are launching the use of Satchel:one ShowMyHomework

- ▶ Also known as Satchel:one
- ▶ All homework will be set and some submitted on this platform
- ▶ You can log in by clicking the icon on found on the Hautlieu website or by visiting the webpage directly
- ▶ <https://www.satchelone.com/login>
- ▶ There is a phone app which you can download to access and manage your work should you prefer.
- ▶ Log on will be possible in the next few weeks once staff and students are all up and running
- ▶ A letter with PIN code to create new account will be sent in due course.
- ▶ Alternatively your child can generate a PIN for you access.



As a parent how can you support your child with managing their homework?

- ▶ Students are all set once task per week which may include a mixture of research and directed activities some of which may be marked and contribute to assessments up to 5 hours per subject per week.
- ▶ Support your child by helping them develop habits of work in an appropriate space and at appropriate times of the day to manage screen time.
- ▶ Ask them about what they are studying and how their homework is going.
- ▶ Remind you child that anything they submit or post is in the **public domain**. All language and images should be appropriate for the workplace and for viewing by teachers and parents.
- ▶ Please do not use messaging function on this site, all queries should be directed to Homework@hautlieu.sch.je

Extra- Curricular Opportunities

- Duke of Edinburgh Award
- Charities
- Chique Week
- Sport
- Clubs
- School Show

Thank you for
Listening!