



Year 12 High Attainers and Aspiring High Attainers Information Evening



Mr Lee Huckle – Associate Principal - Head of Sixth Form

Miss A Corbishley – Post-16 Aspirations Lead

Prof L Hubbard – Head of Academia

Dr J Haynes – Head of Academics

What we believe...

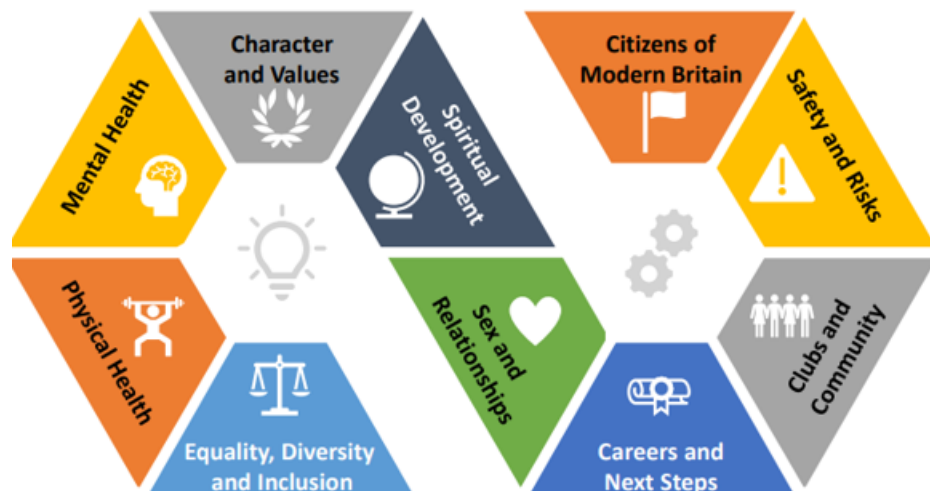
We believe that every student should have the **opportunity to achieve and excel.**

At Samuel Whitbread high attainment, ambition and aspiration are celebrated.

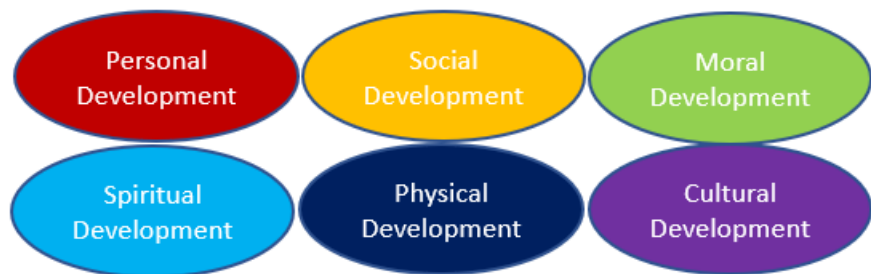
Students are encouraged to challenge themselves in every aspect of school life.

SWA Core Mission: At Samuel Whitbread Academy we strive to develop healthy, resilient and independent learners, who read confidently for both learning and pleasure, and who participate in culturally enriching and diverse experiences.

Personal Development



Cultural Capital Development



Academic Development

VESPA

Vision
Effort
Systems
Practice
Attitude

B

Believe

Have a belief in yourself in academic and extra-curricular areas of your life. Have the belief you can achieve your aspirations and aim high.

A

Achieve

Achieve your personal academic and extra-curricular aims in school and out of school.

S

Succeed

Motivate and dedicate yourself to your academic studies so you succeed in achieving your targets and also enhancing your wider life skills.

E

Exceed

Go above and beyond. Don't see a target grade as the limit. Push beyond that. Exceed your own and others expectations of you in your academic and extra-curricular areas.



Activity given to all Senior Leadership Team members



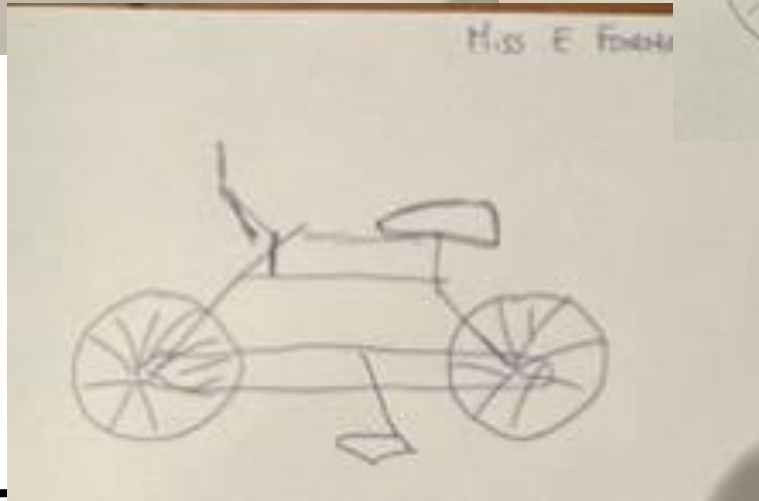
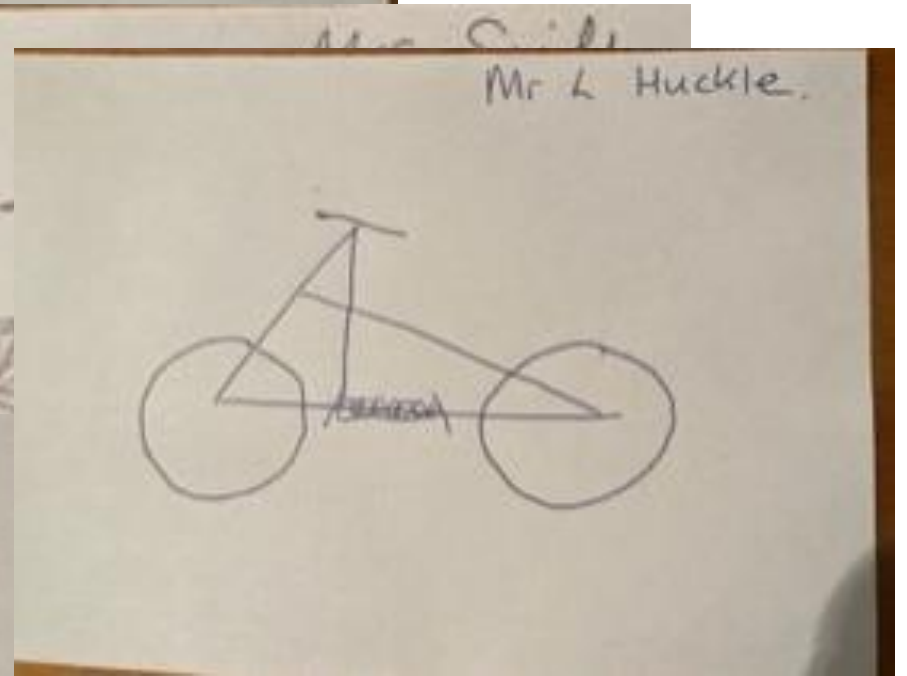
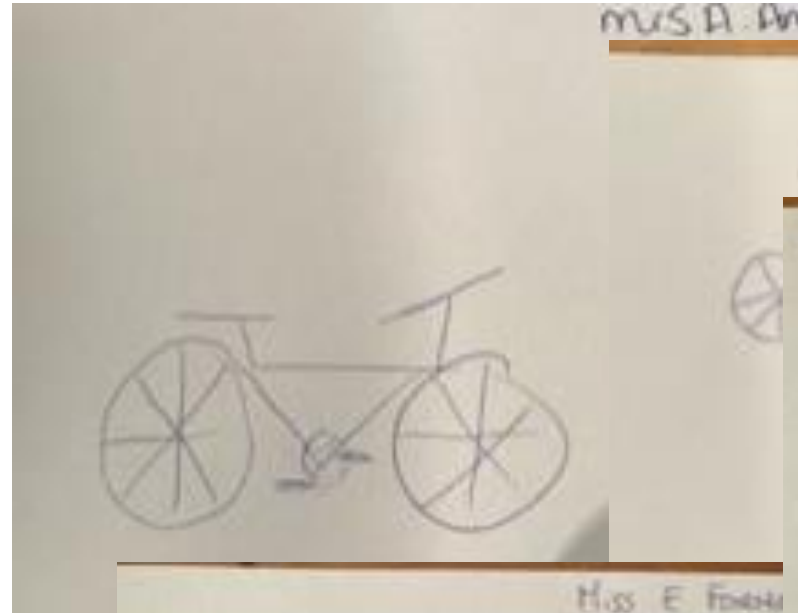
On your whiteboard can you please draw a two-wheeled bicycle.

You can choose to do this independently or to work together.

45 Seconds



Our bicycle at





Why did we make SLT do this task?

You probably all experienced a strong sense of **familiarity** when completing this task.

The **illusion of Knowledge**, Lawson (2006): students, like all of us, remember when they get answers correct, rather than always remembering the knowledge itself.

It is really important for high attaining students that we don't fall in to the trap of thinking we know / remember information / knowledge.

The “we’ve done this” attitude and disengagement, at times, with tasks or revision, reinforces the belief that they know things when actually they do not.





SWA TOP TIPS

1. Be actively engaged with your child's learning. Ask them to **SHOW** you homework tasks regularly; check the quality and quantity and ask them **HOW** and **WHY** they achieved the answers they did. Getting your child to explain / teach you is proven to consolidate their understanding.



Sixth Form ASPIRE Programme and The Society

Roles and Responsibilities

Raising Aspirations in Bedfordshire Project

Overall Lead: Professor Hubbard – SLT
Secondment Project.

Identification of Student Groups using GCSE APS data (HPA, MPA, LPA) to focus aspiration initiatives

Overall Lead: Mr Huckle
Assistance from: Professor Hubbard (HPA) and Miss Corbishley (MPA and LPA)

Personal Statement advice and guidance (Oxbridge, Medicine, Vet, Dentist)

Initial Lead: Professor Hubbard and Mr Huckle
Assistance from: Miss Corbishley and Dr Haynes

Reference writing (Oxbridge, Medicine, Vet, Dentist)

Initial Lead: Professor Hubbard and Mr Huckle
Assistance from: Miss Corbishley and Dr Haynes

Interview Practice (Oxbridge, Medicine, Vet, Dentist)

Overall Lead: Professor Hubbard
Assistance from: Mr Huckle

Entrance exams (Oxbridge, Medicine, Vet, Dentist)

Overall Lead: Professor Hubbard
Assistance from: Miss Corbishley

Oscar Project – Aspiration building, advice, and guidance

Overall Lead: Miss Corbishley
Assistance from: Mr Huckle

Subject Tutorials

Overall Lead: Professor Hubbard
Assistance from: Mr Huckle

Aspiration building through visits and trips (Future Options and Opportunities)

Overall Lead: Miss Corbishley
Assistance from: Professor Hubbard and Mr Huckle

Wadham College

Overall Lead: Professor Hubbard
Assistance from: Mr Graves

Lectures and Conferences – (Internal and External)

Overall Lead: Professor Hubbard
Assistance from: The Society Student Leadership Group

Group 4 Project

Overall Lead: Professor Hubbard
Assistance from: Mr Huckle

Alumni Course Seminars

Overall Lead: Mrs Hoad (Assistant Head of Sixth Form)
Assistance from: The Alumni Network Student Committee

Connolly Foundation Student Awards Scheme

Overall Lead: Miss Corbishley
Assistance from: Mr Huckle

Raising Awareness - PR

Overall Lead: Mr Tonking (Assistant Head of Sixth Form)
Assistance from: The Public Relations Student Committee team



Dr J Haynes – Head of Academics



Our vision for high attaining and aspiring high attaining students in the Sixth Form

- 1) Love of learning and independence
- 2) Normalising the struggle (it should be hard!)
- 3) Cultural capital - in school and beyond
- 4) Aspiring high towards the best universities, apprenticeships and careers – don't be under matched!



Love of Learning and promoting independence

- One of the best ways to motivate students to fall in love with learning is to provide a range of opportunities for them to participate.
- As stated, in the Sixth Form, our key priorities include providing challenge for students in lessons and through extra-curricular and enrichment opportunities.
- We are providing an opportunity with the offer for High Attainers and aspiring high attainers in the Sixth Form, with the Society, and the super-curriculum, for example, for students to take control of their own learning and development.





5 key ways to promote a love of learning

These can include the involvement of the student, teachers and home:

1. **Promoting student agency and independence:** encouraging student voice, leadership, and creativity. Providing students with the opportunity to learn independently, so they can follow their own interests and passions.
2. **Metacognition:** Thinking about how we learn, and using our understanding of this to progress.
3. **Feedback:** Listening to and acting upon teacher, peer and self assessment.
4. **Making positive connections:** With a positive environment to learn in, students become confident and empowered to learn, creating an atmosphere where students feel valued and their achievements recognised.
5. **Motivating students to aim high:** Setting challenging goals for each learner, and encouraging them to do the same.



Normalising the struggle



- Challenge is at the core of students opportunity to develop a growth mindset; without it, students don't get the opportunities to take risks, learn to fail and figure out how to pick themselves up again. This "sense of progress" as Dweck calls it, is central to developing growth mindsets.
- **Growth mindset: *"In a growth mindset, people believe that their most basic abilities can be developed through dedication and hard work—brains and talent are just the starting point. This view creates a love of learning and a resilience that is essential for great accomplishment."*** (Dweck, 2015 – as opposed to fixed mindset)
- The idea that 'challenge can be the new comfort zone' for students, requires a learning environment in which students are provided with activities and feedback that pushes them to try and try again, to be resilient, to be motivated and to keep trying to succeed.
- Opportunities to 'rise to a challenge' can be found in and out of the classroom - with enrichment opportunities and family visits challenging students to look at things in more depth, in the 'bigger picture' or even to 'think outside the box'.

Cultural Capital and Applications



What is cultural capital?

An individual's social assets (education, intellect, style of speech, dress, etc.) that provide the opportunity for social mobility.

The term was coined by 1970s French sociologist Pierre Bourdieu who believed that cultural capital formed the foundation of social life and dictated one's position within the social order.

How does this apply to your students' education and opportunity to succeed?

This is the chance to experience a broad curriculum which exposes students to a variety of subject areas, but also the chance to complete recognised and meaningful qualifications that will open up opportunities in later life.

Cultural capital can also be developed through accessing a wide range of enrichment opportunities: from involvement in the arts, lunchtime and after school activities that can be provided, and also trips, with school, or families, to museums, art galleries, concerts, the theatre, opera and ballet.

This is a chance to be aspirational...

Activity 2

- 1) Parent / carer: What were your aspirations when you left school.
- 2) Students: What are your aspirations currently?
- 3) Discussion: compare and contrast - is there a big difference due to the different historical contexts, personalities, and interests, or are there clear similarities in focus and ideas?





SWA TOP TIPS

2. Start having regular conversations about what your ambitions and aspirations are now. Talk these through and ask what support you need.

But remember.... Don't do this every day





Miss A Corbishley – Post-16 Aspirations Lead

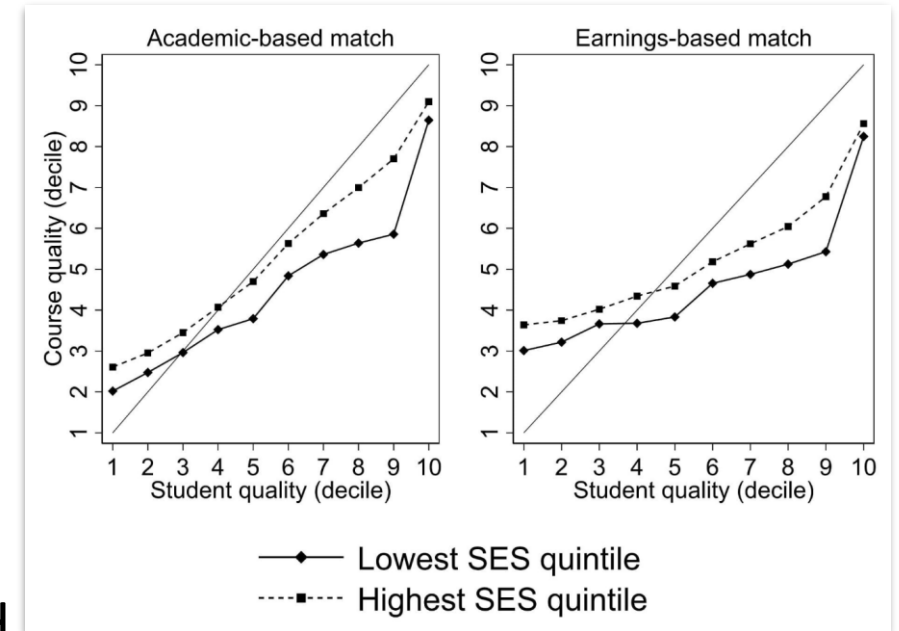


Options & A Level Guidance

- The importance of your GCSE's from KS4
- 'Facilitating' subjects at KS5
- How much should you specialise?
- What is 'undermatching' and how will it affect me?

Undermatching

- *Undermatching* is where students attend courses that are less selective than might be expected based on their grades.
- *Overmatching* is where students attend courses that are more selective than might be expected based on their grades.
- There is inequality in the UK. Students from higher socio-economic backgrounds more likely to enrol in courses that are more selective than their low SES counterparts - *even when they have similar A Level grades*.
- Undermatching students are more likely to:
 - Drop out in their first year of university; achieve a lower class of degree; go on to earn less after university.



SWA TOP TIPS

3. Do not squash your child's aspirations, but actively encourage them to apply to the top universities, apprenticeships and careers.

You have to be in the game to win it!

In order for us to change the stereotypes at particular universities, your child has to apply.

Prof L Hubbard – Head of Academia Best Trust

Raising Aspirations in Bedfordshire – Connolly Foundation

Wadham student Project – Wadham College Oxford



The Society

[Samuel Whitbread Academy - Prospectus](#)

The society represents the evolution of the Oxbridge group. It is an all inclusive society for students wishing to develop themselves. Run by students it currently has 320 members through SWA



The Society Charter

Strive for **Excellence** in all aspects of your life and **Exceed** what you thought was possible. **Lead** by example across all aspects of your school life. Always display the utmost **Manners** and courtesy to others. Take full **Responsibility** for your opinions and actions. Be **Receptive** of others and their opinions without prejudice or contempt. **Aspire** to be the best you can be in all aspects of your school life. Avoid despondency, rebuild, be **Determined**, try again until you **Succeed**. **Believe** that everyone can **Achieve** and be great. Be **Resilient**, never be willing to accept that you cannot change for the better. **Achieve** and be all you can as a person academically.



The Society

2022 - 2023

The Expansion of *The Society*

It is our aim to bring a new level of interconnectedness to The Society by expanding our programme to other schools across Bedfordshire. Within a three-year project to increase the number of high attainment, we are determined to pool resources from other schools to provide an exciting style of learning.

Over the last year Samuel Whitbread's Society has partnered with a plethora of other schools and universities; including **Wadham College**, Oxford and **Pembroke College**, Cambridge. This has provided students with opportunities of learning with like minded students from Bedfordshire and being able to get a taster of some of the facilities that universities have to offer before many others would.



Given the growing interest in degree apprenticeships and their increasing competitiveness, next year we will be applying our resources to enable students to utilise the society as an information hub of regional degree apprenticeships. This allows them to know the ups and downs of the living in the employment based environment.

What is The Society?

Applications to Oxford, Cambridge and other Russell Group Universities are extremely competitive. So The Society offers help and timely preparation whilst encouraging curiosity and enthusiasm into subjects you need in order for you to reach your end goal.

The society is an academic enrichment that supports all students with events, activities and training to suit every student, for their future and current education.

OUR SOCIETY:

- **Has 200+ members from all year groups**
- **AND is recommended by Oxford's admissions team**

If you still haven't decided on what you want to do, that's okay The society still offers opportunities for you, this includes:

- ❖ Working on improving your grades,
- ❖ finding new ways to challenge yourself and your learning
- ❖ helping you consider and prepare for university or the future pathway you choose.

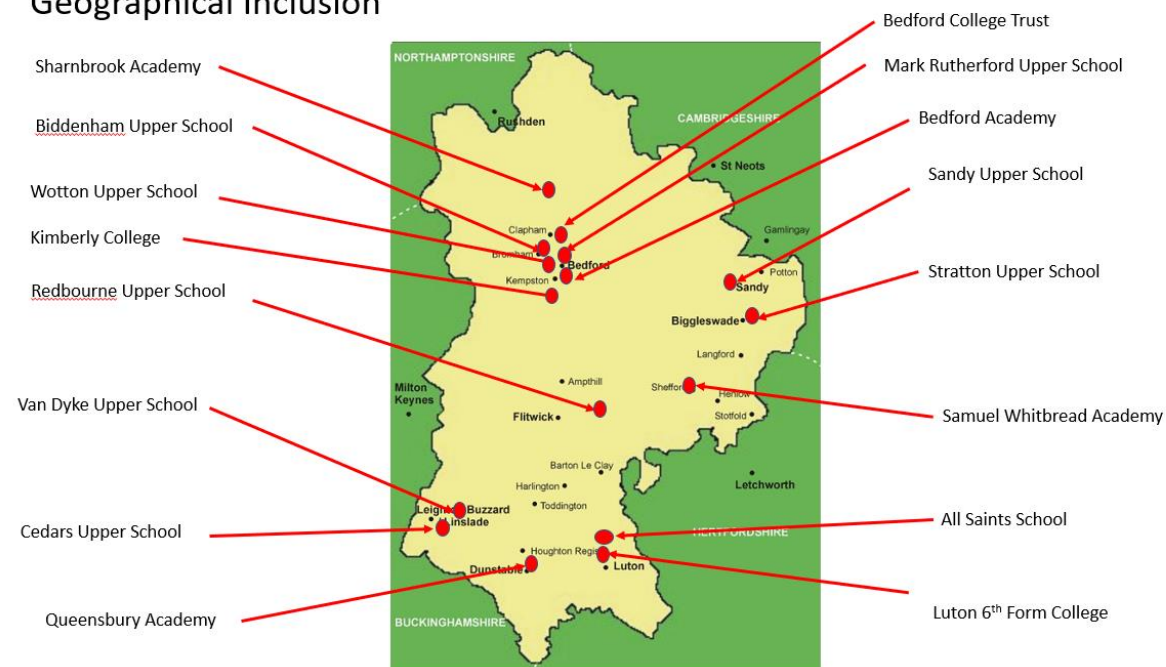
Society Partners (Raising Aspirations Project)

The Society is partnered by all the local universities and is also partnered by Wadham College Oxford and Pembroke College Cambridge.

Currently there are 387 Academic opportunities in the calendar with our university partners

We have a number of industrial Partners including Network Rail and Arcadis, Redball Racing who offer opportunities to Society members through their partner companies.

Geographical Inclusion



Samuel Whitbread Society Leadership



Georgie Kelly



Maria Kenworthy



Ashleigh Fenton



Ayesha Green



Isabelle Robert



Lydia Noble

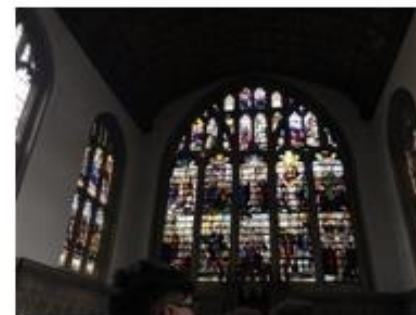


Madeline Doughty



Emily Igoo

What does The Society do?



Why should I join The Society? How will it benefit me?

Where
You are
currently



**Where
you want
to be**

A successful Transition:

- A key way to keep **Doors open for opportunities**, is to choose the right A levels/GCSEs for you.

The society is able to start helping you decide and widen your thought process early on, so you have time to prepare!

Starting from:

GCSE —> A LEVEL —> UNIVERSITY

This is useful for when you need to adjust to different learning styles.

Raising aspirations and chance:

A place in a university is very **competitive** in ALL areas, so by preparing a bit before hand will help you out a lot.

By Increasing enthusiasm in study through speakers, tutorials, problem solving, debates etc...

Can Ensure timely preparation for applications and exams

Build Capability through Enrichment

A stimulating programme ignites **critical thinking** and application to foster **independent study**

This then will lead to a **broader cross-section** of all academic subjects

Resulting in an **Engaging approach to increase interests.**



The Society 2022-2023

- **Lecture Series.** This series is open to all students from all year groups. We do expect all society members to attend as many of these as possible as they introduce new ideas and general knowledge for students.
- **Tutorial Subject Groups.** The society supports both subject tutorials and subject groups. Your leaders for these groups are as follows:

Maths – Ava Struthers, Isabelle Roberts

Geography – Maria Kenworthy, Georgina Kelly

Chemistry – Amelia Palmieri, Breanna Stone

English – Amy Jones, Annabel Howells, Megan Chalkley, Lucy Merriman

Biology – Cleo Body

Art – need staff

History – Shelby Long

Engineering – Alexander Eavis

Business – Ayton Harvey, Jenson Beal

Sociology – Erin Body

PE and Sport – Molly Hill

Computer Science – Thomas Hayward



- **Year 12 Tutorials** Oxbridge tutorials have now started but subject tutorials need to be sorted. WE urgently need your subject choice to arrange your tutorial. Can you please see Prof Hubbard

- **Group 4 Projects** There are three projects set to run this year for years 10, 11 and 12. More details to follow but this will involve two days off timetable with very different tasks to do...

watch this space





The Society Room

The Society room is in the 6th form Room 812

This is a room for **all members** to use. It is a quiet room so its not a common room for socialising but you can take you lunch in there and work if you have a free period.

Lower years member can use this room too

You can find your leadership team in that room who have their desks in there. If you need something pop in see one of them. Or come up and see me in my office upstairs.

It's a privilege of Society membership to have this room if you trash it you will be bared and It will be closed...you have warned.



The Society Lectures



- All Lectures take place at 1.20 in the 6th form study centre
- We like as many members there as possible so bring your lunch with you.
- If you need an early lunch pass to get to the front of queues collect one from the society team but you must hand it back at the lecture.
- These are put on for you benefit to introduce you to new concepts and subjects. Make sure they are well attended.



Tutorial example

What can you see in this image?



Mr Lee Huckle – Associate Principal - Head of Sixth Form





SWA Sixth Form - foundation for greater options




- What are the Russell Group Universities? **24 leading universities in the UK.** Recognised for **world class research**:
<https://www.russellgroup.ac.uk/>

Activity 4: Can you name 3 Russell Group universities?


- Aspire to Russell Group and research now. Select the correct courses in the Sixth Form: <https://www.informedchoices.ac.uk/>




What are the Russell Group Universities?


 University of Birmingham

 University of Bristol

 University of Cambridge


 Cardiff University

 Durham University

 University of Edinburgh

 University of Exeter

 University of Glasgow


 Imperial College London

 King's College London[‡]


 University of Leeds

 University of Liverpool

 London School of Economics[‡]

 University of Manchester

 Newcastle University


 University of Nottingham

 University of Oxford

 Queen Mary University of London[‡]

 Queen's University Belfast

 University of Sheffield

 University of Southampton

 University College London[‡]

 University of Warwick

 University of York

Mrs Hoad

**Mr Huckle and
Professor Hubbard**

**Dr Haynes and
Professor Hubbard**

Mr Huckle

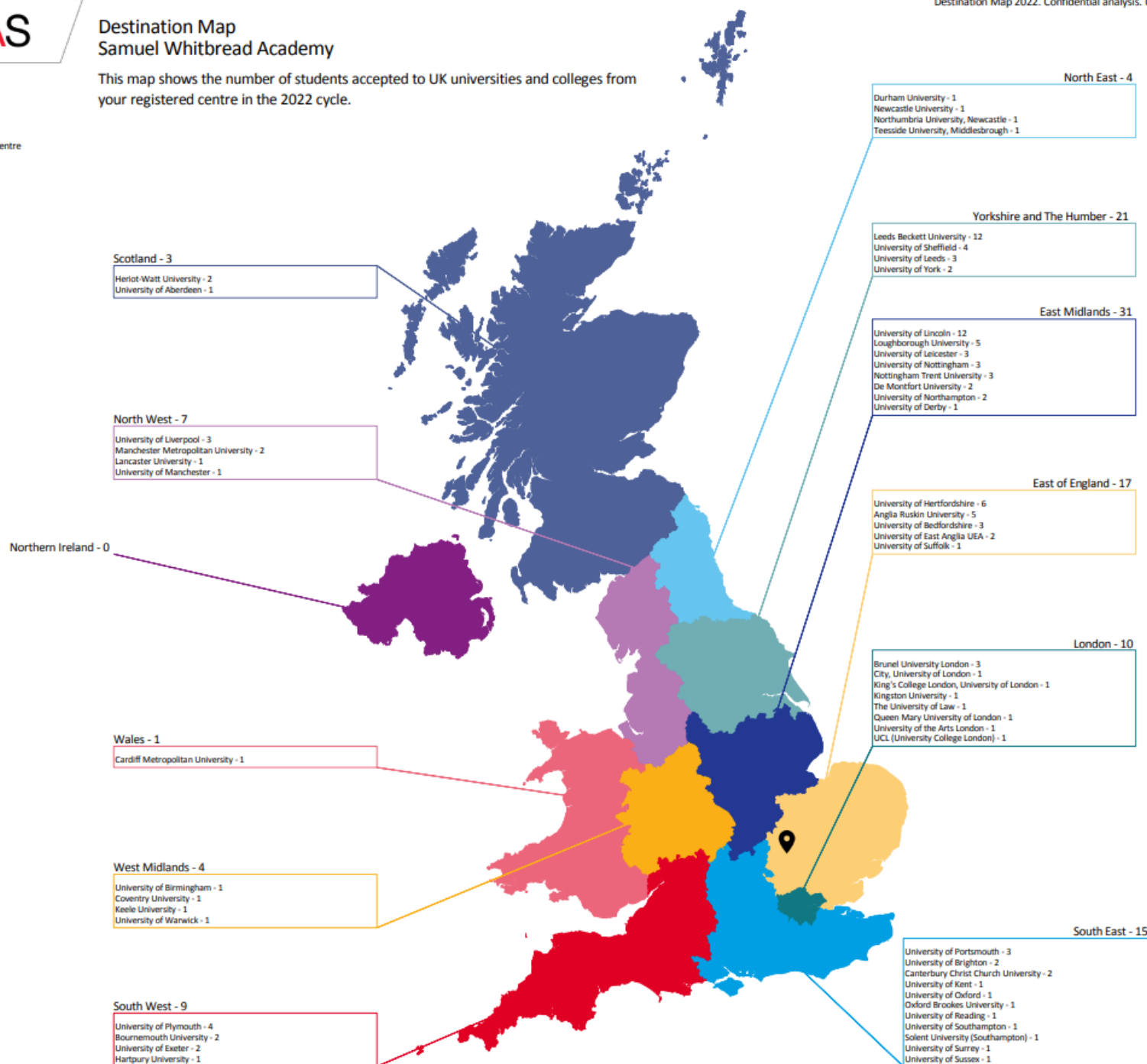
SWA Sixth Form - foundation for greater options

- What are degree apprenticeships? A degree apprenticeship gives you the opportunity to gain a paid-for degree whilst getting industry experience and earning a salary: <https://www.ucas.com/apprenticeships/what-you-need-know-about-apprenticeships/degree-apprenticeships-0>

Destination Map Samuel Whitbread Academy

This map shows the number of students accepted to UK universities and colleges from your registered centre in the 2022 cycle.

red centre



Due to the wide curriculum in the Sixth Form, our students go on to a wide range of destinations:

<https://www.samuelwhitbread.org.uk/page/?title=Post+Sixth+Form&pid=162>

SWA Alumni
<https://www.samuelwhitbread.org.uk/page/?title=Alumni&pid=133>



Destinations of some of our alumni students.

The Sixth Form is very proud of all our alumni.

If you are an alumni and would like to appear in this video, please get in contact with the Sixth Form team.



SWA TOP TIPS

4. Research the websites shared today

Your son or daughter can discuss their thoughts and potential choices with any member of the HA team.



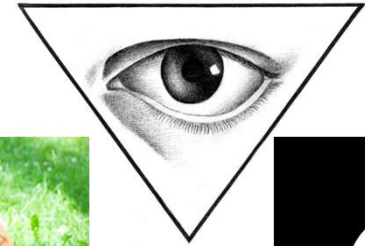


Miss A Corbishley – Post-16 Aspirations Lead



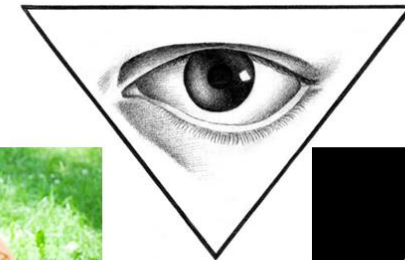
Super Curriculum and the Importance of Academic Enrichment

- Learning outside the classroom
- Learning something different from what is taught in school.
- Finding something interesting to explore together
- Should be fun and academically challenging

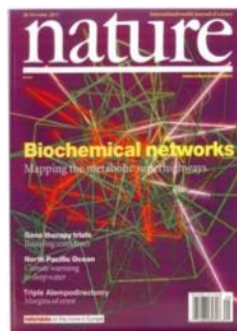


Concerns you might have about Super-Curricular Learning

- It's not difficult
- It's not time consuming if you plan your time effectively
- It's not expensive
- It won't get in the way of classroom learning – it will support it



Super-Curricular Learning Resources



92–95 FM



iWantToStudyEngineering

A website to help you compete for engineering places at top universities.





Academic Enrichment: Sixth Form Super-Curricular Opportunities

ENRICHMENT HANDBOOK

INDEPENDENT LEARNING LETTER

INDEPENDENCE CONTINUUM

INDEPENDENT LEARNING
READING/RESOURCES LIST





RADIO 4 PODCASTS - SCIENCE

'Life Scientific' - Accessible interviews of scientists on current themes and new research.

<https://www.bbc.co.uk/programmes/b015sqc7/episodes/downloads>

RADIO 4 PODCASTS - SCIENCE

'Putting Science to Work' - scientists work out how science can best be put to work to solve a pressing problem facing society.

<https://www.bbc.co.uk/programmes/b06t1y3z/episodes/downloads>

RADIO 4 PODCASTS - HISTORY

'The Long View' - stories from the past are compared with current events.

<https://www.bbc.co.uk/programmes/b006s7d6/episodes/downloads>

RADIO 4 PODCASTS - GEOGRAPHY

'Costing the Earth' - fresh ideas from the sharpest minds working toward a cleaner, greener planet.

<https://www.bbc.co.uk/programmes/b006r4wn/episodes/downloads>

RADIO 4 PODCASTS - COMPUTING AND TECHNOLOGY

'Computing Britain' - 75 years of UK computing history in developing the technologies we rely on today.

<https://www.bbc.co.uk/programmes/b06bq6j1/episodes/downloads>

<https://www.bbc.co.uk/programmes/b006qy03/episodes/downloads>





GEOGRAPHY

Year 1

Edexcel A Level Book 1 Geography by Dunn, Adams, Holmes, Oakes, Warn, Witherick - Hodder Education, ISBN 978-1-4718-5654-9

Geography for Edexcel A Level Year 1 by Digby, Adams, Chapman, Hurst – OUP, ISBN 978-0-19-836645-4

Edexcel A Level Geography Book 1 - Pearson, 978-1-29215325-4

Specific to Edexcel A Level Geography

Harris, H – **Essential Maths Skills for AS/A Level Geography** – Hodder Education, ISBN 978-1-4718-6355-4

Dunn, C – **Geography Tectonic processes and hazards, Landscape systems, processes and change, Edexcel AS/A Level Year 1** – Hodder Education, ISBN 978-1-4718-6315-8

Witherick M & Cowling D – **Edexcel AS/A Level Geography My Revision Notes** – Hodder Education, ISBN 978-1-4718-8674-4

Generic

Various human, physical and mixed **MOOCs** can be found at <https://www.futurelearn.com/courses/categories>

Relevant categories vary as Geography is such an all-encompassing subject

AI

L Huckle July 2017

Art

[com/c](#)

:

Art

[com/c](#)

Kerboodle (electronic) student version – Pearson – purchased for students already

Year 2

Edexcel A Level Book 2 Geography by Dunn, Adams, Holmes, Oakes, Warn, Witherick - Hodder Education, ISBN 978-1-4718-5653-2

Edexcel A Level Geography Book 2 - Pearson, ISBN 978-1-292-13965-4

Waugh, D, - **Geography, An Integrated Approach** - Nelson Thornes.

Prosser, R, Raw, M & Bishop, V. - **Landmark AS Geography** - Collins Educational.

Ross, S, Morgan, J & Heelas, R - **Essential AS Geography** - Stanley Thornes.

Nagle, G & Spencer, K. - **Geographical Enquiries: Skills and Techniques for Geography** - Nelson Thornes.

Skinner M, Redfern D & Farmer G - **The Complete A-Z Geography Handbook** - Hodder & Stoughton

Barker, A, Redfern, D & Skinner, M - **AQA AS Geography** - Philip Allan Updates.

[com/c](#)
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OSCAR – Online System for Creating Applications & References.

It's time to start thinking about your post-18 plans!

OSCAR is a website where you can:

- get resources and a structured programme which is proven to increase your chance of getting a university or apprenticeship offer.
- complete activities and analyse a topic of interest in the manner of an undergraduate provide an excellent opportunity for enrichment.
- create and submit your personal statement.





First things first...

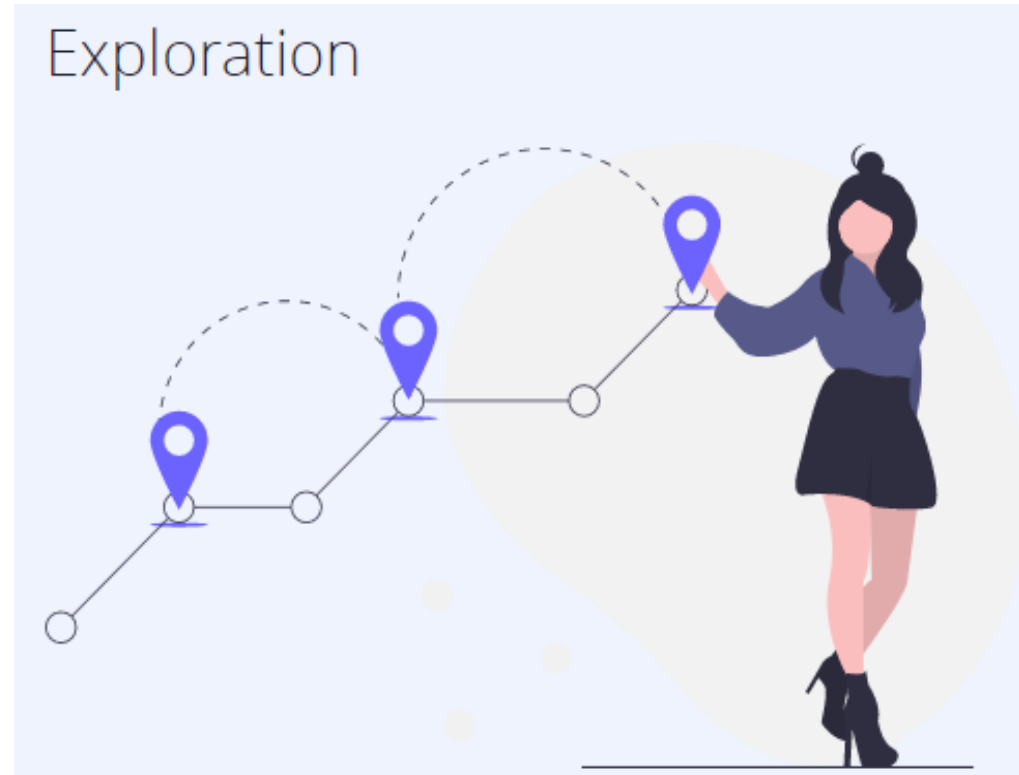
You will need to start researching your post-18 routes.



1. Exploration - HE/University

Choose from:

- [Exploring Courses](#)
- [Exploring FE Colleges](#)
- [Exploring Universities](#)
- [Making the most of University](#)
- [Nursing & Midwifery Introduction](#)
- [Student Finance](#)
- [Understanding the UCAS application process](#)



2. Apprenticeships

Choose from:

- [Understanding Apprenticeships](#)
- [Preparing an Apprenticeship Application](#)
- [Making an Apprenticeship Application](#)

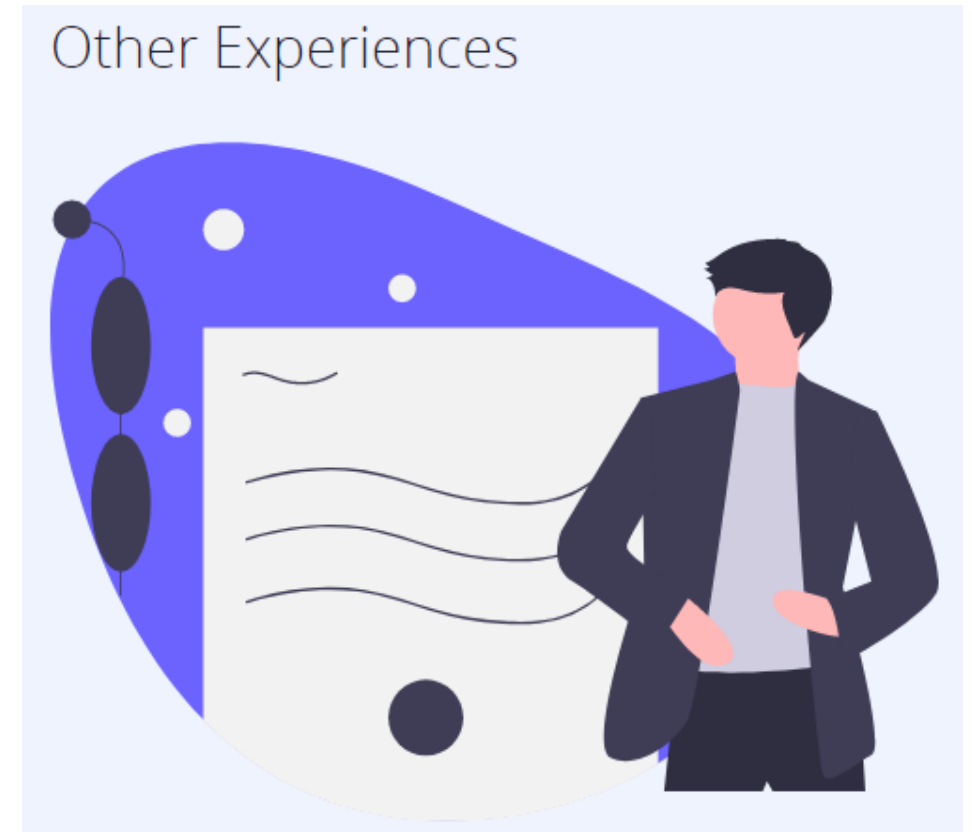
Apprenticeships



3. Other Experiences

Choose from:

- [Commercial Awareness](#)
- [Developing your personal impact for work experience](#)
- [Medical work experience - Caring placements](#)
- [Medical work experience - Shadowing a doctor](#)
- [Professionalism for work experience](#)
- [Video Interviews](#)
- [Work experience - non-medical](#)



4. HE Admissions Requirements

Choose from:

- [Dentistry Interviews](#)
- [Medical Interviews](#)
- [Nursing tests and interviews](#)
- [Oxbridge Interviews](#)
- [Preparing for a Dance audition](#)
- [Preparing for a Drama audition](#)
- [Preparing for a Music audition](#)
- [Putting together a Portfolio \(art, graphics, etc.\)](#)
- [Veterinary Interviews](#)



5. HE Admissions Tests

Choose from:

- [BMAT - Biomedical Admissions Test](#)
- [LNAT - National Admissions Test for Law](#)
- [STEP - Maths test](#)
- [UCAT - University Clinical Aptitude Test](#)





Over the course of Year 12 you will:

- Research each area of interest.
- Find out what you need to do now in order to prepare for the next stage in your life.
- Record all your findings and experiences onto a Google Slides that will be loaded onto the year group Google Classroom.

This will be invaluable when it comes to writing your personal statement.





SWA TOP TIPS

5. Completion of the Super Curriculum: ensure every cycle you are undertaking and completing elements of the super curriculum for each of your courses.

Maslow (1943, 1954) proposed that five core needs form the basis for human behavioural motivation.

Three of which: love & belonging; esteem and self-actualisation can all be met by showing you care, value and acknowledge the work your child is undertaking, whilst building their social and emotional confidence also.



Q&A

