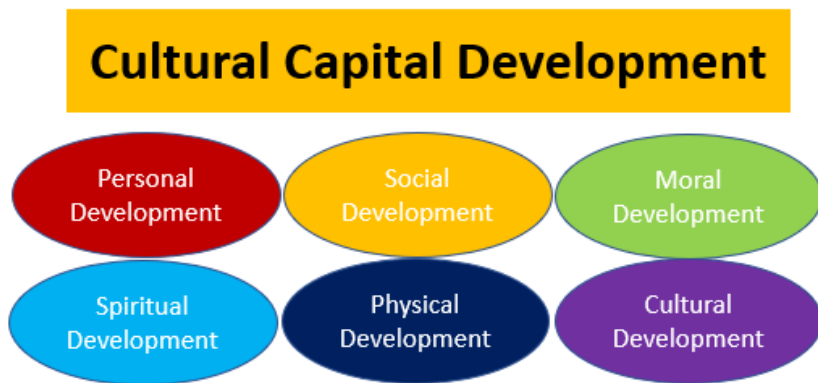


Year 12 Parent/Carer Information Evening

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.



Academic Development

VESPA

Vision
Effort
Systems
Practice
Attitude

B

Believe

Have a belief in yourself in academic and extra-curricula 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.



Mr Huckle

Associate Principal - Head of Sixth Form

Sixth Form Team

Mr L Huckle – Associate Principal – Head of Sixth Form

Mrs S Hoad – Assistant Head of Sixth Form – Year 13

Mr C Tonking - Assistant Head of Sixth Form – Year 12

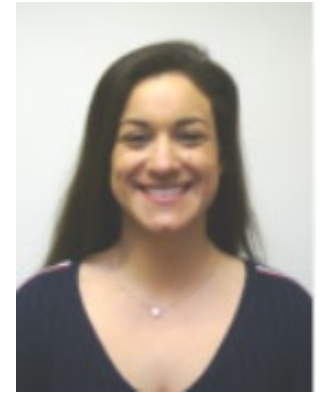
Mrs C Bonham – Pastoral, Attendance and Academic Support Officer

Miss L Collins – Sixth Form administration, bursary and admissions

Mrs R Jackman – Head of Sixth Form Enrichment

Miss A Corbishley – HPA Inclusion & Diversity Lead

Mrs L Freeman & Miss E Forman– Careers and apprenticeships advice



Email first initial and surname@bestacademies.org.uk

KS5 Results (with BTEC in brackets)

C+ APS 33.5 = highest ever

Dist- APS 30.3 = highest ever (outside covid)

%	2018	2019	2020 - CAGs	2021 - TAGs	2022 - not yet back to pre COVID levels	2023
A*-A or equiv.	22 (26)	17 (21)	(28)	(39)	26 (35)	18 (26)
A*-B or equiv.	48 (52)	41 (47)	(53)	(64)	60 (70)	44 (56)
A*-C or equiv.	75 (76)	66 (74)	(80)	(87)	84 (90)	75 (82)
A*-E or equiv	98 (98)	97 (98)	(99)	(99)	99 (99)	99 (99)

KS5: Central Bedfordshire Exam Results

	2023		2022		+/-
SWA	195	C+	153	B-	2.91
	159	C+	117	B	5.38
	144	C+	160	C+	-1.25
	194	C	211	B-	-2.01
	120	C-	142	B-	-5.42
	72	C-	68	C+	-1.39
	73	C-	65	C	-1.00
	32	D	47	C	-4.68
	9	D-	18	D+	-1.32

Independent Study – you BUY your grades in terms of time

Hours of Independent study per week	percentage of students in year 13 last year		
0-4	3%	3	E grades
4-8	11%	14	
8-12	21%	35	D & C grades
12-16	25%	60	
16-20	11%	71	B grades
20+	28%	99	A & A* grades



You buy
your
grades
with time!

Sixth Form Cultural Capital and Personal Development Programme:

Monday week A: Organisation and planning

Tuesday week A: Taskmaster and team building

Wednesday week A: PSHE and RSE themes

Thursday week A: Individual passion project

Friday week A: Year group assembly

Monday week B: Study skills

Tuesday week B: TED talk discussions (study skills, PSHE and RSE focussed)

Wednesday week B: Mentoring

Thursday week B: VESPA activities – Vision, Effort, Systems, Practice and Attitude

Friday week B has been left blank as House assemblies take place in a week B – this ensures flexibility in the week B structure.



Sixth Form Organisation - Equipment and Resources for Sixth Form Study



Below are the resources students need to ensure they have sources ready for lessons to commence in September. Organisation is vitally important in the Sixth Form across all courses that are studied and it is a requirement that students attend with all resources required to ensure smooth progress can commence.

1. **Lever Arch Files** - at least one per course in the first instance. We would advise two per course as detailed written notes will be made in each course along with extensive resources being supplied.
2. **Dividers** - for the folders to divide into units of study.
3. **Normal classroom pencil case equipment - Pens, pencils, rulers, rubber, tip-ex, glue etc.** Teachers will not lend equipment in the Sixth Form
4. **Pad of lined paper** - to make extensive written notes during lessons and in private study time. Most courses in the Sixth Form do not use exercise books.
5. **Calculator** - most courses in the Sixth Form include an element of maths/stats.
6. **Hole punch** - to ensure you can keep resources in the same folders as your written notes.
7. **Stapler** - to ensure you can staple resources for lessons together
8. **Highlighters** - one aspect of Sixth Form study is extensive reading - you will need to highlight as part of the note-taking process.
9. **Required resources from the Sixth Form Independent Learning Guide:**
https://www.samuelwhitbread.org.uk/site/data/files/sixth_form/7AC13EAD64FD58E47A4063F7AA192DC2.pdf



Mr C Tonking

Assistant Head of Sixth Form – Head of Year 12

Expectations



- 8.20am every morning – enrolled as full-time students; registration is covering statutory aspects
- Students can leave school site from break time, but must attend timetabled lessons
- Organisation – planning, resources (e.g. folder), using non-teaching periods; effective study techniques
- Attendance – punctuality, and report illness/appointments/driving tests
 - cbonham@bestacademies.org.uk 01462 628065
- Communication – using/checking/sending emails. Use of Google Classroom
- First point of contact: Form Tutor (*initialsurname*@bestacademies.org.uk)
- Sanctions: B1, Sixth Form Penalty Hour, Academic Referrals, behaviour policy
- Dress code and lanyard

Lanyards are a compulsory part of the Sixth Form dress code and must be worn around the neck and visible at all times whilst on school site. This is for safeguarding reasons.

Dress down days – will be arranged alongside non-uniform days with the rest of the academy.

Examples of acceptable attire	Examples of unacceptable attire
<ul style="list-style-type: none">• Trousers, dress and/or skirt with a formal jacket (jacket not compulsory).• Smart chinos, white/black denim trousers/shorts• Tailored knee length shorts• Long or short sleeve shirts (Optional tie can be worn).• Smart collared polo shirt/top.• V-neck sweaters and jumpers.• Cultural clothing.• Footwear must be suitable for walking at school, including evacuating onto the field in case of an emergency.• If worn, sandals must enclose the heel securely with a back.• Students participating in practical lessons such as science, engineering, food or similar must have covered feet in practical rooms and laboratories for safety reasons.• Optional attire: Specific clothing for the sports academies (rugby, football, netball and dance) – please see the sports department for attire to purchase.	<ul style="list-style-type: none">• Blue jeans/denim, including ripped jeans/trousers.• Tracksuits.• Combat trousers.• Collarless shirts or casual sports T-shirts.• Sweatshirts and non-school hoodies• Skirts and shorts that are not on or just above the knee.• See through items of clothing.• Crop tops and tank tops• Strapless tops (a shoulder strap must be present).• Baseball caps and hats.• Clothing with slogans/logos.• Flip-flops, sliders, crocs, slippers and high heeled shoes.• If you are not part of the sports academies (rugby, football, netball or dance), you should be abiding by the professional dress code and should not be in sports attire when not playing sport.

Academic Referrals



- Academic referrals are sent via email to parents. These are sent by teachers for the following reasons;
 - No homework submitted again
 - Poor quality homework/assignments
 - Not achieving their target grade or a requested standard in assessed work
 - Organisation that requires improvement
 - Lack of evidence of independent prep time work being completed
 - Poor attendance – unexplained absence from 2 consecutive lessons
 - Lack of classroom motivation
 - Any other reasons if it's linked to academic progress

Praise



- Praise postcards
 - Parents receive an email with postcard attached
- Praise tokens
 - These are awarded in tutor time only- engagement and contributions
 - Students bring their token and put it in the post box for a prize drawer
- Praise lunches
- Praise Trip
 - Winter Wonderland- Thursday 7th December
- Letters home
 - Following Progress Reports and attendance checks
- Mr Huckle's on call biscuit/chocolate hour etc

Courses and changes



- We have one week for students to make course changes- deadline Friday 22nd September
- Any course change is subject to;
 - Entry requirements
 - Timetable blocks
 - Class/course size
- There is no need for parents to email us regarding this, we encourage the students to come straight to us in Sixth Form to make these changes

Bursary – please do apply (printed copies of the form are available from the sixth form office)

- Students are eligible for many different reasons
 - In care or a care leaver
 - Disabled young person
 - The student is themselves a young carer
 - Student is in receipt of free school meals
 - The household is receiving benefits such as universal credit, or child tax credit/working tax credit
 - Student has a long term medical condition
- If in doubt – please do apply or ask for additional help and guidance
lcollins@bestacademies.org.uk
- Student will need a bank account for the payments
- Deadline= Friday 22nd September

Enrichment Fair



- **Monday 25th September at lunchtime.**
- Some students are already completing something for their enrichment 'block' e.g. Further maths, Mathematical studies, rugby/football/netball but they can still add some of the enrichment which is on offer e.g. MOOCs
- Every student must sign up for at least one enrichment option

2023-2024 Key dates SWA Year 12

Tuesday 19th September – Photos (individual)	Thursday 14 th March- Yr 12 Predict 2 report
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Monday 30 th October- Back to school	Friday 29 th March- Break up for Easter
Thursday 16 th November- Yr 12 Predict 1 report	Monday 15 th April- Staff INSET day
Friday 22 nd December- Break up for Christmas	Tuesday 16 th April- Back to school
Friday 5 th January- Staff INSET day	May/June BTEC external exams
Monday 8 th January- Back to school	Friday 24 th May- Break up for May Half term
January BTEC external exams	Monday 3 rd June- Back to school
Thursday 18 th January- Next Steps Evening	Monday 24 th June to Friday 5 th July- Internal Progression Exams
Friday 16 th February- Break up for Feb Half term	Monday 8 th July – Friday 12 th July- Work Experience week
Monday 26 th February- Back to school	Friday 19 th July- Break up for the summer



Miss E Foreman

Associate Principal - Careers

Post 18 Choices

- Foundation degrees
- University
- Apprenticeship
- Degree level apprenticeship

Start forwards and work backwards...



Foundation degrees

A foundation year can be a great gateway to a university education. Helping you refine your study skills and build up your bank of valuable, transferrable skills, foundation year entry is suitable for many people.

How does foundation year entry work?

A foundation year is essentially just an extra year at the beginning of a university course. It helps prepare those who aren't quite ready to study for a full degree.

Typically, a foundation year leads straight on to degree study with the same university. However, it is usually possible to transfer to a different uni once you have completed your foundation year. To do this, you would need to re-apply to your new university of choice via UCAS.

It's important to note that a foundation degree is a different thing entirely to a foundation year.

While a foundation year prepares you to go on and study a full degree, a foundation degree is a qualification in itself, and is equivalent to the first two years of a three-year degree course.

Who is a foundation year for?

For many, a foundation year bridges the gap between further and higher education. If you resonate with any of these examples, a foundation year might be the ideal solution for you:

You're lacking the confidence to enrol on a university degree and would like to acquire study skills and some entry-level knowledge on your chosen subject.

You didn't manage to meet the entry requirements for your degree course, but are still committed to pursuing that path and enrolling on that degree.

You haven't been in education for a while and feel you might need a refresher before taking on a full university degree.

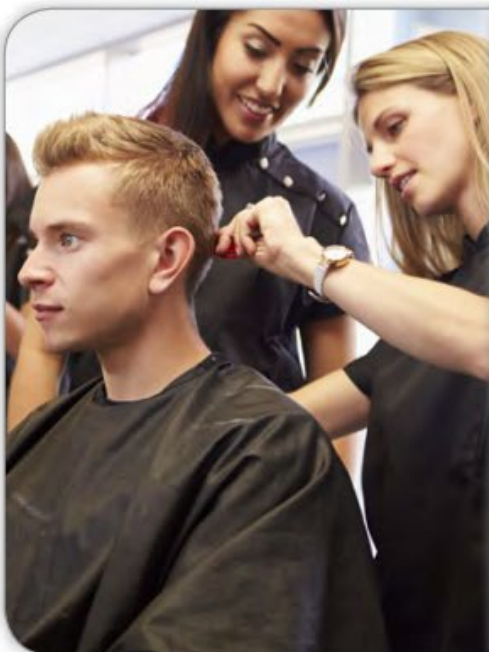
You're unsure whether university is for you, so would like a taster of uni life before committing to a full degree.

University

- In such a competitive job market, gaining a degree can increase your child's career prospects. Students often choose to study at higher education level to further an interest in a particular subject, or in a particular vocation. Some careers, such as those in medicine, nursing, architecture, law and pharmacy, cannot be practised without a particular vocational degree.
- Statistics show that graduates earn more than those without higher education qualifications.
- Allows students to develop transferable skills such as communication, presentation and problem-solving skills, while enhancing their ability to work as part of a team.
- University can help students to build their self-confidence and independence. Students will have plenty of opportunities to make new friends from different countries and backgrounds. Living independently can also nurture an increased level of responsibility.
- Students often choose to study a subject because they enjoyed it at school or college. University presents the opportunity to delve deeper into a subject they enjoy, creating the perfect foundation for a career that interests them.
- There are always dozens of extracurricular opportunities to get involved with at university, which will boost both enjoyment and employability throughout the higher education experience.
- University is an opportunity to make lifelong connections to fellow students from different backgrounds and cultures, as well as to the new city students will call home for the duration of their stay.

Focus on Apprenticeships

- Apprenticeships were developed to help address the skills shortage in UK businesses.
- They provide a way of combining learning with on the job training, which helps build solid, professional skills transferable from one organisation to another.
- Apprenticeships can last from one to five years – and may be longer if undertaken part-time.
- They result in a professional qualification.
- Employers pay a salary and tuition fees are covered by the employer and the government.



LEVEL 2 *Intermediate apprenticeships*

Typical length
12-18 months

Entry requirements:
None or few

Qualifications obtained:
GCSE, BTEC or equivalent

Who's it for?
Mostly for 16-year-olds with limited or no academic qualifications.



LEVEL 4/5 *Higher apprenticeships*

Typical length
3-5 years

Entry requirements:
A levels or equivalent

Qualifications obtained:
Higher national diploma / foundation degree

Who's it for?
Mostly for those who want to qualify for professional career paths without attending university / college. Sometimes referred to as 'school leaver' or 'non-graduate' Programmes.



LEVEL 3 *Advanced apprenticeships*

Typical length
12-24 months

Entry requirements:
Usually 5 GCSEs

Qualifications obtained:
A levels or equivalent

Who's it for?
Mostly for 16-year-olds with reasonable academic achievements but who don't want to study in sixth form.



LEVEL 6/7 *Degree apprenticeship*

Typical length
3-7 years

Entry requirements:
At least 2 A levels or equivalent

Qualifications obtained:
A BA or BSc degree or higher

Who's it for?
Mostly for those with excellent sixth form results that want to study for a degree or similar whilst working. Aimed at attracting high-calibre candidates to bridge professional skills gaps.

Degree apprenticeships (levels 6 and 7)

- Developed by universities, professional bodies and employers, they offer the chance to qualify with a bachelors or masters degree whilst working.
- Time is split between work and study (80%/20%). This can be an attractive alternative to attending university.
- There are no tuition fees to pay (these are covered by the employer and the government) and the apprentice will receive a salary to cover living expenses, paid holiday and sick leave.
- Salaries usually range between £7k-18k p/a, although some employers offer more. This should significantly contribute, if not totally cover, living expenses (such as accommodation, food, travel and entertainment) way beyond what their university peers can achieve through part-time work.

Links to universities

Most organisations partner with a small number of universities so the choice of apprenticeship must be driven by the apprenticeship type (and reputation of the company offering it) and not location or university.

Typical entry requirements for degree apprenticeships

- Applicants for degree apprenticeships can live anywhere in the UK;
- Must work at least 30 hours per week – which includes teaching time;
- Must have a Grade 4 “GCSE” (or equivalent) in English and Maths or be studying towards it;
- Must have Level 3 qualifications (minimum two A level passes or equivalent). Sometimes more is required;
- Some employers have specific entry requests;
- Should commit to the full term of their apprenticeship (which may be three to four years, or longer if part time).

Degree apprenticeship or University?

Pros of a degree apprenticeship

- You'll get real-life experience working alongside your degree.
- Your degree is fully paid for, so there's no cost to you.
- You'll get paid a salary just like a normal employee.

Cons of a degree apprenticeship

- You'll need to balance working and studying at the same time.
- You won't qualify for any student loans.
- Apprentices don't always get the traditional 'university experience'.
- Not as many subjects on offer

Year 12 Work Experience

- Parent/Carer consent form
- Work placement form completed by the employer
- Any experience is good experience
- Think outside the box
- Utilise family and friends
- Please commit
- Be aware we check on everyone
- Stand out from the crowd
- UCAS/CV

WORK EXPERIENCE CONSENT FORM



Student:

Form:

Please complete and sign all sections on this form and return to Mrs McMillan in room 902B, MA, PGCE, NPQH

All contact details and medical information must be completed and please ensure there are 2 contacts listed for emergencies.

Should there be any further amendments required between submitting this form and the start of the placement, it is the parents' responsibility to inform the Academy and ensure all details are fully up to date.

Parent/Carer Details:		Contact Details	
Name:		Address:	
Relationship to young person:		Home Tel:	
		Work Tel:	
		Mobile:	
		Email:	
Alternative Emergency Contact			
Name/Relationship		Contact Details	
Name:		Address	
Relationship to young person:		Home T	
		Work T	
		Mobile:	
		Email:	
Details of any Current Medical Condition			
Do any of these require treatment or medication?			
If yes, please give full details:			

Student Details:

Student First Name	Student Surname	Tutor Group
Proposed date of placement : Monday 6 th July – Friday 10 th July 2020		

Employer Details:

Business name	Nature of business	
Address		
Contact name	Contact number :	
	E mail address:	
Employers liability number		
Public liability number		
Work experience placement details (what student will be doing)		
Time / Day and location if different		

Employer assessment (continued)

Please expand on your feedback, mentioning any particular strengths and weaknesses to aid the student's employability and career development. You don't need to repeat any points already mentioned in the daily diary.

[REDACTED] Showed good interest in lots of the things we offer at the Centre, getting on very well with all the staff with a friendly and polite attitude. He was also proactive in asking to be shown more in our specialist gym classes.

Employer assessment (continued)

Please expand on your feedback, mentioning any particular strengths and weaknesses to aid the student's employability and career development. You don't need to repeat any points already mentioned in the daily diary.

[REDACTED] was a pleasure to have in our offices. She fitted in very well and was confident to ask questions, join in with conversations and speak to clients. She was diligent in her tasks undertaker and has been a great help.
Thank you [REDACTED]

Employer assessment (continued)

Please expand on your feedback, mentioning any particular strengths and weaknesses to aid the student's employability and career development. You don't need to repeat any points already mentioned in the daily diary.

It was apparent from day 1 [REDACTED] was keen to learn and gain as much experience as she could. [REDACTED] very natural with the children, possesses all attributes that would make her an effective EY Practitioner. Everyday showed lots of initiative, sorting and tidying activities.



Miss A Corbishley

HPA Inclusion & Diversity Lead

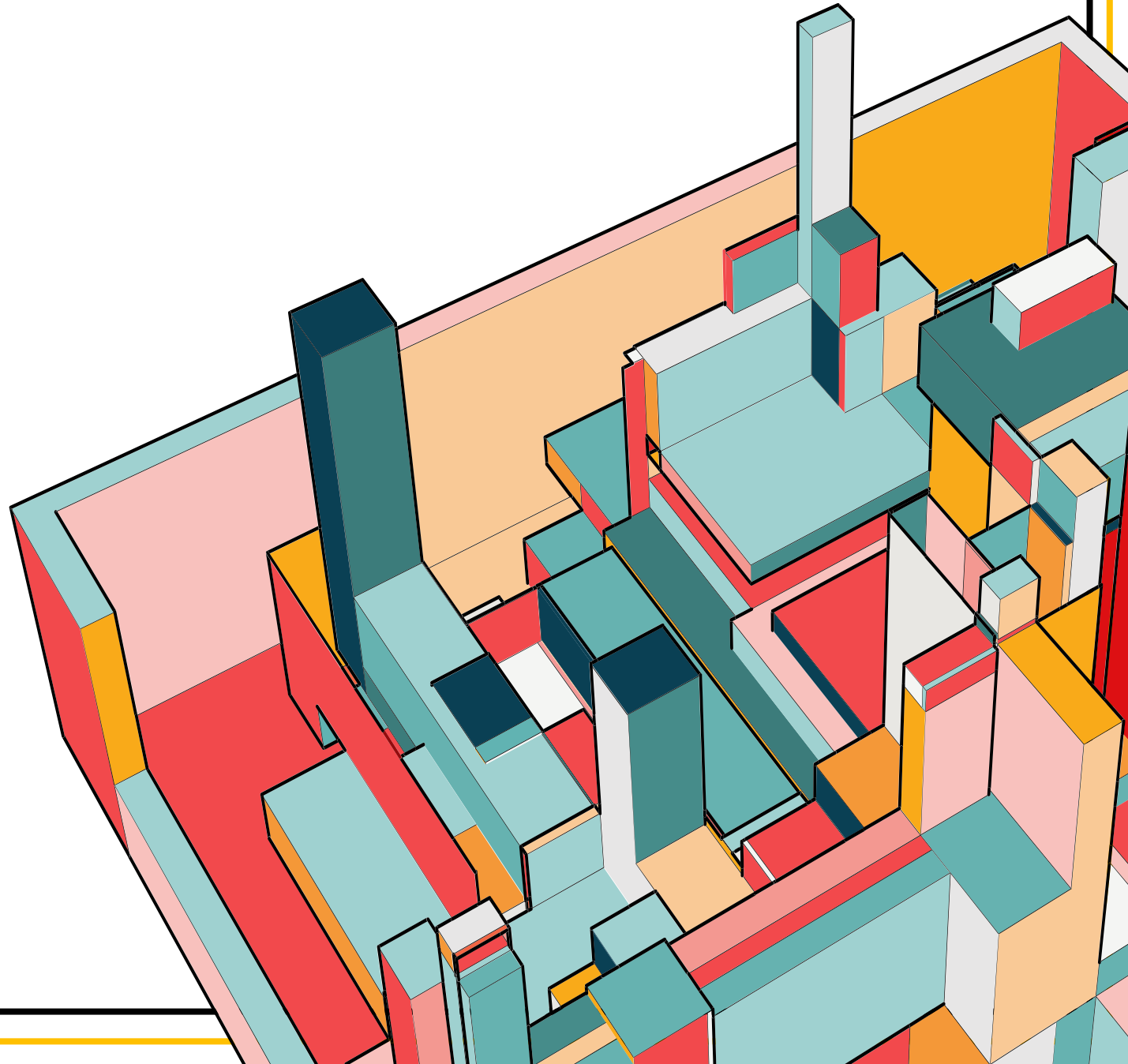


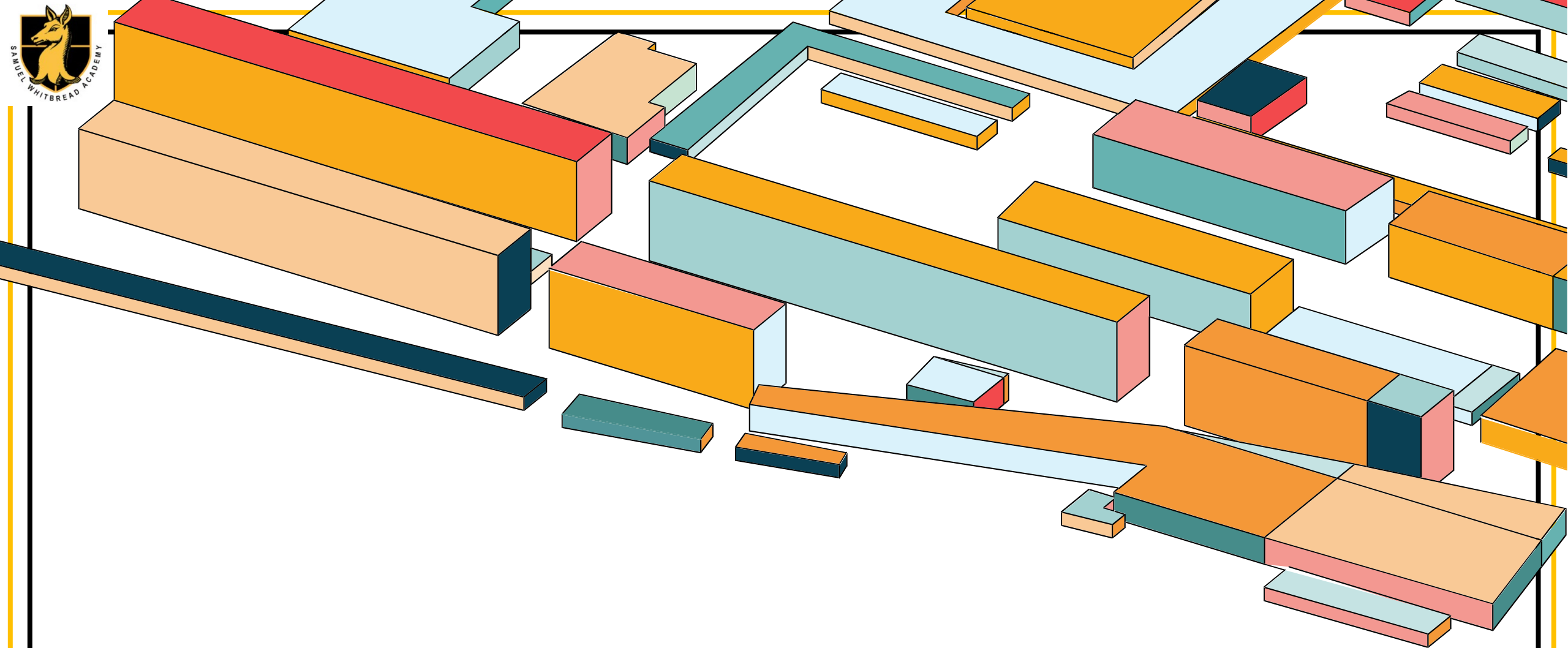
ASPIRATIONS AND OPPORTUNITIES

Miss Corbishley
HPA Inclusion & Diversity Lead

POST-16 OPTIONS

The same.....
but different





WAYS WE CAN HELP YOU



DO ANY OF THESE APPLY TO YOU?

You don't need to say it out loud – just have a think to yourself about it

Neither of your parents
went to University.

You are a girl who wants to
study a STEM subject.

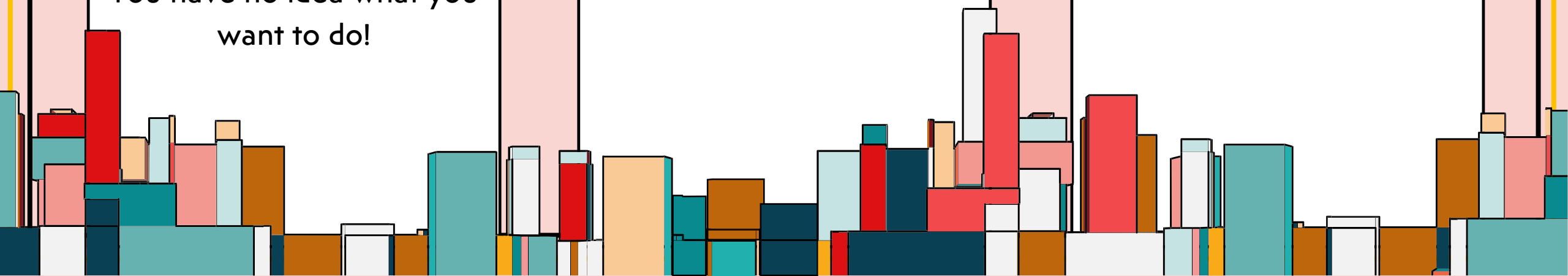
You have no idea what you
want to do!

You are from a BAME
background.

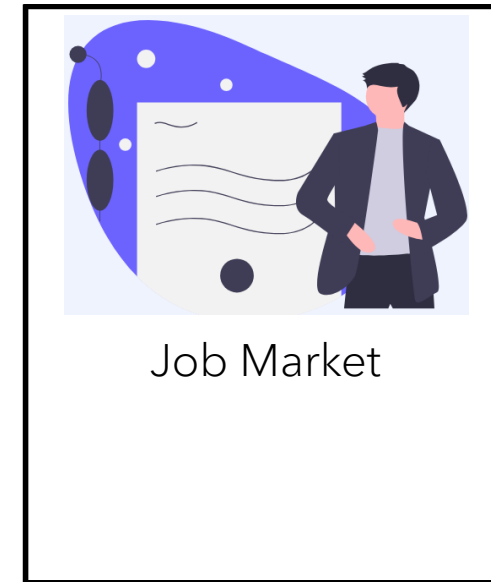
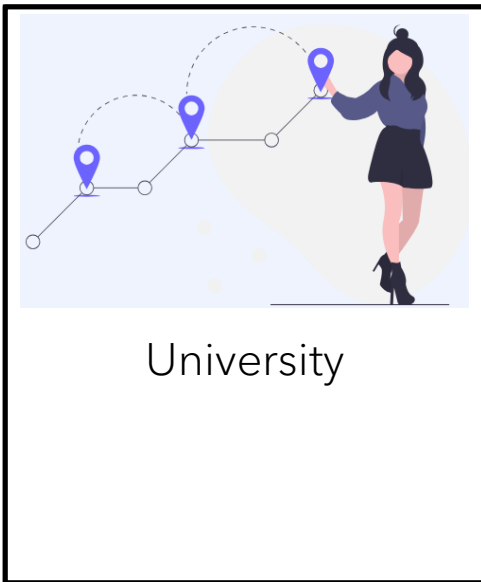
You live in an area where
not many people go on to
higher education.

You are entitled to free
school meals.

You are a high achiever.
You want to go to Oxbridge.



DO I HAVE TO CHOOSE NOW?



UNIVERSITY

Exploration



Exploration

Exploring courses

A short module to help you search for and compare courses effectively.

Start

Exploration

Exploring FE colleges

A guide to exploring post-18 options at Further Education colleges.

Start

Exploration

Exploring universities

This module will help you to think about what is important to you when choosing a university and it will guide you through the process of comparing different universities.

Start

Exploration

Making the most of university events/activities

Are you taking part in any university events this year? Here's a quick guide to making the most out of these opportunities so that you can include them in an effective way in your university application.

Start

Exploration

Nursing and Midwifery introduction

This module provides an introduction to the main types of Nursing and Midwifery courses.

Start

Exploration

Student Finance

An introduction to student finance, including student loans, paying back student loans, bursaries and scholarships.

Start

Exploration

Understanding the UCAS Application Process

This module will guide you through an introduction to the UCAS process. It will look at key dates and help you to start thinking about the different elements that make up an application.

Start

<https://oscar.causeway.education/modules>

APPRENTICESHIPS

Apprenticeships



Apprenticeships

1. Understanding Apprenticeships

This is the first of 3 modules which will help you understand what apprenticeships are and how to work which level is best for you.

Start

Apprenticeships

2. Preparing an Apprenticeship application

Following on from the first Apprenticeships module - this module will help you understand what an Apprenticeship application is, how you can register for an apprenticeship and where you can find vacancies.

Start

Apprenticeships

3. Making an Apprenticeship application

The final Apprenticeship module will take you step by step through the apprenticeship application document.

Start

<https://oscar.causeway.education/modules>

JOB MARKET

Other Experiences



Other Experiences

Commercial Awareness

This task is designed to give you an overview of commercial awareness. It looks at how you can develop your own commercial awareness before attending a work experience placement.

[Start](#)

Other Experiences

Developing Your Personal Impact for Work Experience

This module guides you through how to understand and effect the personal impact you have on others, especially those you meet in a working environment.

[Start](#)

Other Experiences

Medical Work Experience (Caring Placements)

A guide to identifying, preparing for and making the most of medical work experience. This module focuses on caring placements specifically.

[Start](#)

Other Experiences

Medical Work Experience (Shadowing a Doctor)

A guide to identifying, preparing for and making the most of medical work experience. This module focuses on shadowing placements specifically.

[Start](#)

Other Experiences

Professionalism for Work Experience

This module guides you through how to understand what is expected of you whilst on work experience and how to act professionally.

[Start](#)

Other Experiences

Video interviews

In this module you will learn how to approach video interviews. We will look at how to prepare and how to gain the most from the experience.

[Start](#)

Other Experiences

Work experience (non-medical)

A guide to identifying, preparing for and making the most of your work experience placement.

[Start](#)

<https://oscar.causeway.education/modules>

2023-2024 Key dates SWA Year 12

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Monday 26 th February- Back to school	Friday 19 th July- Break up for the summer