

Welcome to St Joseph's College

YEAR 12 PARENTS INFORMATION EVENING

ST JOSEPH'S COLLEGE



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Dear Lord,

As we welcome our new Y12s into the St. Joseph's community

Give us the courage each day to move out of our comfort zone.

Not to jump out but rather to begin to nudge the edges and move an inch here and there.

To be brave, to make the most of our talents, to show commitment to ourselves, go for our dreams and so to truly achieve our potential.

Amen

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Introductions & School Background

MRS SIÂN GILDING (DIRECTOR OF 6TH FORM)

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Our Distinctive Catholic Nature

- In everything that we do our Catholic faith is central
- Our school sits in the Archdiocese of Birmingham
- Not strictly a diocesan school although monitored by it
- Founded by the Christian Brothers in 1932
- A religious congregation focused on education and one that is still active
- 6 continents, 25 countries
- Approximately 200 schools, 20,000 staff and 200,000 students at any one time

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Ofsted 2025 Sixth Form Comments

Students benefit from a high-quality and inclusive curriculum in a broad range of subjects.

- Lessons are challenging and are carefully designed to build knowledge and skills over time.
- Students are exceptionally well prepared for their next stage in education, employment or training.
- The vast majority of pupils go on to university and all are able to access their desired next step.
- The personal development curriculum offered to students in the sixth form is exemplary.
- The school actively encourage sixth form students to be of service to others in the community, mentoring younger pupils or supporting with projects for those people less fortunate than themselves.

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Diocesan inspection in 2022

- The highly experienced pastoral leadership is valued and appreciated by students and parents alike and all staff are felt to be overwhelmingly supportive of the young people in their care.
- The leadership has a holistic vision of the human purpose which enables them to embrace both the changing and diverse nature of the world and also the Catholic point of view, holding people together in love.
- They (students) express that through their engagement with a vast variety of charitable activity, in thoughtful ways and understand WHY they do it.

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Sixth form is a time of growth

- Personal growth
- Academic growth
- Spiritual growth
- Social and moral growth

Grades are important but they are not the measure of the person

We hope to develop students that will go into the wider world who will be proud to **'Act Justly, Love Tenderly and Walk Humbly with God'**.

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Year 12 Expectations

MRS LEANNE PARRY (HEAD OF YEAR 12)

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What are our Expectations?

- Expectations at St Joseph's for both our staff and students are very high - we are upfront about this
- We aspire to achieve a supportive and professional environment to prepare our students for their best next steps beyond sixth form
- Mutual respect and professionalism.
- *"We understand rules because we follow them."*

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Attendance

- Attendance is crucial in securing student progress and success
- A government study stated that students with the lowest rates of absence (less than 5%) are 4.7 times more likely to achieve the highest grades at both GCSE and A Level
- This is a shared journey and we want to partner with you to achieve the very best outcomes for your child
- The home-school relationship should be one of clear communication and mutual trust

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Attendance

- Parent/guardian (not student) must phone the school's absence line before 8.40am if a student is not able to attend that day (and on every subsequent day)
- If students become ill during the day, they must go to either the sixth form or main school reception – they must **not** just go home
- For prearranged appointments, parent / guardian should email / send a letter in advance.
- Students **must** sign out at the sixth form reception if they are going for an appointment during the normal school day
- A Leave of Absence form must be completed for any planned periods of absence



SAM's – Safeguarding Absence Message

For Unauthorised Absence (e.g. missed form time/ lesson)

- A text will be sent home from a safeguarding point of view – These are known as **SAMs**
- These are sent home twice a day
- The day after a SAMs text, a student must provide a reason for their absence to either Mrs Lawrie or Mr Khan (Y12 learning mentors)



Attendance

- We carefully monitor all attendance (both unauthorised and authorised absence (incl illness, appointments, family circumstances))
- Supportive interventions such as catch up are in place where attendance levels fall
- If there are concerns about attendance, we will be in touch so that we can work together to improve it
- If attendance becomes a very persistent issue, the students sixth form place may be at risk



Signing In & Out

Students complete an 'intentions timetable' for their free periods and use the Sign in & Out book for any deviations from this

- Students **CANNOT** sign out and leave the school campus to go off site during their 'non timetabled study periods'
- Students may leave site at lunch (12.20pm – 1.10pm) but students **MUST** sign out and then sign back in on their return
- Students **MUST** sign out if going to an appointment
- Students **MUST** sign out if leaving at the end of their school day
- Any questions should be directed to Form Tutors or Heads of Year



Punctuality

- Lateness is also monitored
- Students arriving late for p2 or p4 (after break /lunch) will be issued with a Next Day Detention (NDD)
- Parent/guardian may be notified if punctuality becomes an ongoing concern



Study

MRS LEANNE PARRY HEAD OF YEAR 12

(YEAR 12 LEARNING MENTORS –
MRS LAWRIE & MR KHAN)

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Study Expectations

- 5 revision lessons a fortnight to support with independent learning
- Based in the Y12 study hall with a learning mentor
- Students need to ensure they have work to complete for the hour of study/revision.
 - Subject Leads have written an Independent Learning Guide for their subject area plus ensured that there are resources available as well
- Students can also complete home learning / review class notes and revise key topics
- Students will be set 5 hours of work per subject per week – all of which will be recorded on satchel:one



Appearance

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Appearance

SIXTH FORM CODE OF DRESS (2023)

Please take time to familiarise yourself with the new Code of dress for 2023.

The St. Joseph's College uniform is a central part of our school's culture and we encourage all pupils to take pride in their appearance and value the sense of identity that their uniform provides.

These Sixth Form guidelines are based on how a **professional** would be expected to dress for work. In other words, the student should be **smart, well presented and business like**.

- **HAIR:** Hair must be smart, well presented and look like that of a young professional. There should be **no obvious, unnatural colours** and highlights must be discreet. Hair should not be shaved at a zero grading. Students may keep a neat beard.
 - **MAKE UP:** Discreet make-up may be worn. No eyelash extensions.
 - **SCARVES:** Hijab must be plain black (or plain white in hot weather if preferred). Winter scarves must not be worn indoors.
 - **JEWELLERY:** Only plain, simple and discreet jewellery is allowed.
 - **BELTS:** Simple black belts only.
 - **PIERCINGS:** **No facial piercings are permitted.** Only one pair of discreet earrings can be worn in the ear lobes (i.e. no bars, stretchers, plugs or retainers). Students must wear a **plain** conventional tailored black suit (no pinstripes). It should be a matching jacket and trousers/skirt.
- Suit:** Skirts **must** be lined (no Lycra) and reach the top of the knee. Trousers may be worn. (no cropped or capri trousers).
- Shirt/Blouse:** Plain white shirt or blouse with a collar. Short or long sleeves.
- Ties:** Male students must wear a sixth form tie (available from local Clive Mark ~~Schoolwear~~, Newcastle, Smart Uniform, Newcastle and National ~~Schoolwear~~, Hanley).
- Jumpers:** In addition, students can wear an optional, plain V neck black jumper (To reveal tie). Jumpers **must not** be zip-up or hooded tops. No logos. No cardigans.
- Shoes:** Black shoes that are simple and formal. Trainers **must not** be worn outside of games activities.
- Coats:** Outdoor coats may be of any colour but they must be smart. Coats **must not** be worn indoors. No denim or leather coats permitted.

- Code of Dress for a professional working environment
- Uniform card to facilitate regular appearance monitoring

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6th Form Code of Dress Uniform Card

- Every student has been given a Uniform card which they must have with them every day
- Form tutors will check the cards regularly
- Only ever a concern if standards are not met
- NDD if card is filled with a new uniform card to be collected from HoY / AHoY

6th Form Uniform Rules

1. Blazer should be worn
2. Plain V neck Jumpers
3. No coats to be worn inside
4. Top button should be done up
5. Shirt should be tucked in
6. Skirt should be to the top of the knee and be lined.
7. No more than one pair of earrings.
8. No Facial piercings.
9. Discreet makeup and no eyelashes.
10. Smart, professional black shoes

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6th FORM
UNIFORM CARD



Form
Form Tutor
Name

Staff Signature	Staff Initials	<input type="checkbox"/> Jumper <input type="checkbox"/> Coat <input type="checkbox"/> Skirt <input type="checkbox"/> Earrings	<input type="checkbox"/> Shirt untucked <input type="checkbox"/> Makeup/Eyelashes <input type="checkbox"/> Shoes <input type="checkbox"/> Facial piercings
Date: ____/____/____		<input type="checkbox"/> Blazer <input type="checkbox"/> Jumper <input type="checkbox"/> Coat <input type="checkbox"/> Skirt <input type="checkbox"/> Earrings	<input type="checkbox"/> Top button <input type="checkbox"/> Shirt untucked <input type="checkbox"/> Makeup/Eyelashes <input type="checkbox"/> Shoes <input type="checkbox"/> Facial piercings
Staff Signature		<input type="checkbox"/> Blazer <input type="checkbox"/> Jumper <input type="checkbox"/> Coat <input type="checkbox"/> Skirt <input type="checkbox"/> Earrings	<input type="checkbox"/> Top button <input type="checkbox"/> Shirt untucked <input type="checkbox"/> Makeup/Eyelashes <input type="checkbox"/> Shoes <input type="checkbox"/> Facial piercings
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Date: ____/____/____			



Rewards

MISS CHLOE HEATH

(ASSISTANT HEAD OF YEAR 12)

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Rewards



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Achievement Points

- Awarded for academic excellence, progress, attainment or distinctive behaviour as an excellent ambassador for our community
- Form group prizes
- Individual prizes
- Recognition via the satchel:one system which will be sent to your app

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Enrichment

MISS CHLOE HEATH

(ASSISTANT HEAD OF YEAR 12)

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What is Expected?

- All students must complete **40 hours of enrichment** between now and Easter (broken down by term)
- **These 40 hours cover two aspects:**
 - Personal growth – developing skills, talents and personal attributes.
 - Charitable work – giving back to the school/local community.



Why is this Expected?

- We want our students to leave our sixth form not just with the best exam results they can achieve but also.....
-as the best person they can be – giving back to the local community, helping others and developing key life skills
- Enrichment will support them in developing as a whole person whilst they are here

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Example Enrichment Activities

- First aid course
- Subject mentors
- Duke of Edinburgh Silver/Gold
- Sustainability club
- Pilgrimage to Lourdes
- Orchestra / Choir
- Musical
- Careers Ambassador / Business Breakfasts
- Dougie Mac Coffee morning
- British Sign Language
- Biomed club
- Sporting activities
- Nurture Garden
- Mental Health Ambassadors
- Crotchet club
- Culture day
- Intergenerational meal
- Working with local charitable organisations & residential homes



Form time

MR PAUL HONEYFIELD
(SIXTH FORM TUTOR)

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Year 12 Form Time

- 8.40 – 9.00am every day
- Students stay with the same form tutor through both years of sixth form
 - ensures students have a key contact each day who can support them through their sixth form journey
- This relationship can be useful when 'things get tough' as they sometimes can
- Form tutors are the primary point of contact for UCAS references



Year 12 Form Time

- Tutor programme is well established and carefully constructed to include a range of areas:
 - Expectations
 - Discussions on Post-16 Academic Goals and Ambitions
 - Citizenship
 - Mind Talk (mental health awareness)
 - Thought for the Day
 - Study/Revision/Exam Techniques



Thought for the Day

- Key aspect of the Y12 tutor programme
- Encourages students to:
 - reflect on social and ethical issues
 - get to know their form members
 - contribute to the extra-curricular and religious life of the 6th Form
 - develop the skills of selective, analytical and critical research
 - develop good presentation skills



Thought for the Day Assessment

Marking has been condensed into 5 points :

- Time
- Planned
- Presented
- Engagement
- Question Time

THOUGHT FOR THE DAY RECORD

Student Name.....Date.....

Topic.....

Section	Red/Amber/ Green rating
TIME —Student has a clear focus for their presentation and spoke for 8 minutes	
Planned —Students have chosen a topic which has been well researched and is personal to them	
Presented —Student engaged the audience by: positive body language, tone of voice, keeping them engaged	
Engagement —Student engaged the audience by getting them involved in the presentation	
Question Time —Student responded to questions after the presentation	

Tutor Overall Feedback

Letter to be sent home?
Yes / NO

Spreadsheet updated?
Yes / NO



Learning for Excellence

MRS SIÂN GILDING

(DIRECTOR OF 6TH FORM)

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- What advice would you give a student interested in a career in science?**

Be brave and go for it! I chose a Genetics degree primarily because I simply loved the subject and could see the potential for its application. I thought I would be a researcher, tried it and realised it just wasn't for me... but that's OK. Having analytical skills opened doors to a job in London which I had never considered before.

What recent innovation in science has amazed you this year?

I've still wowed by the Human Genome Project (not recent though)... so it would have to be the speed of the Covid-19 vaccine development. Science at its absolute best.

What is the one thing about your job that you love most?

The lightweight moment when I can have a tricky concept click with a student... and when a student decides to study science at University!

Share a fascinating fact about yourself and / or share one aspect of your career that you are most proud of

I've had a fairly surreal lesson to learn, proud of having courage to date and in a bizarre way, I'm most proud of having the very first time playing touch rugby for my husband - many years ago!

Educational Path:

 - A levels : Biology, Chemistry , Maths and General Studies
 - Genetics degree with a year in industry (Cardiff University)
 - PhD in Personnel and Development (Kingston University, London)
 - MSc Secondary Science (Maastricht University)

Work:

 - Research into the plasmids ... and then of bacteria ...
 - HR in two large multi-national organisations
 - Everything from New Performance Review Coaching to lots of Organisation level change management
 - My last role left Global HR based in the UK, Saudi Arabia ... I've now been years ... in

UNIFROG

Conservationist

has saved future career success offer:
Conservationists work to protect the environment and raise awareness of environmental issues.

What you'll do

Regular duties include the following:

 - Assessing landowners, local councils, and property developers about how to look after sites from an environmental perspective
 - Giving site to schools, colleges, and community groups about sustainability and environmental education opportunities
 - Applying for funding for conservation projects
 - Producing and carrying out plans for the various management sites in order to preserve certain species or habitats

Record keeping activities you're already doing as a conservationist

Working hours and environment

You'll normally work 9.5 hrs Monday to Friday, but you may also have some evenings working. Working off a regular or more than to survey wildlife that is more active in early morning or late evening. You will likely have to attend meetings at irregular times, such as in the afternoon or on weekends.

Career path and progression

Conservationists might start out doing voluntary work with a local conservation group, or they may progress to full-time roles. Some conservationists gain experience in understanding the real-world ecology. They might move up to managing, leading or supervising other staff focused solely on perceiving something specific like biodiversity. If you have developed a specialist interest.

Full-time jobs in conservation usually are for significant experience, as further voluntary work may be required before an application will be successful.

CAREER PATHWAYS FROM BIOLOGY CONSERVATIONIST

What is the job?
 They work to protect the environment and raise awareness of environmental issues. The role might include carrying out ecological surveys, applying for funding for conservation projects and carrying out projects to preserve certain species or habitats.

Qualifications
 It's likely that you'll need a degree in its quite a competitive area. Relevant subjects include Ecology, Biology, Geography, Marine science, Zoology.

Skills
 Communication skills (writing and presenting), time-management skills (you may be working on multiple projects at once), research and data analysis.

Market Information (as at July 2022) – guidance on related jobs
 96 jobs in the UK, 47 in Stoke on Trent.
 Annual median salary - £31,215

Or Worst bit of the job?
 You can make a difference to the preservation of the planet far and wide!

Study Strategies

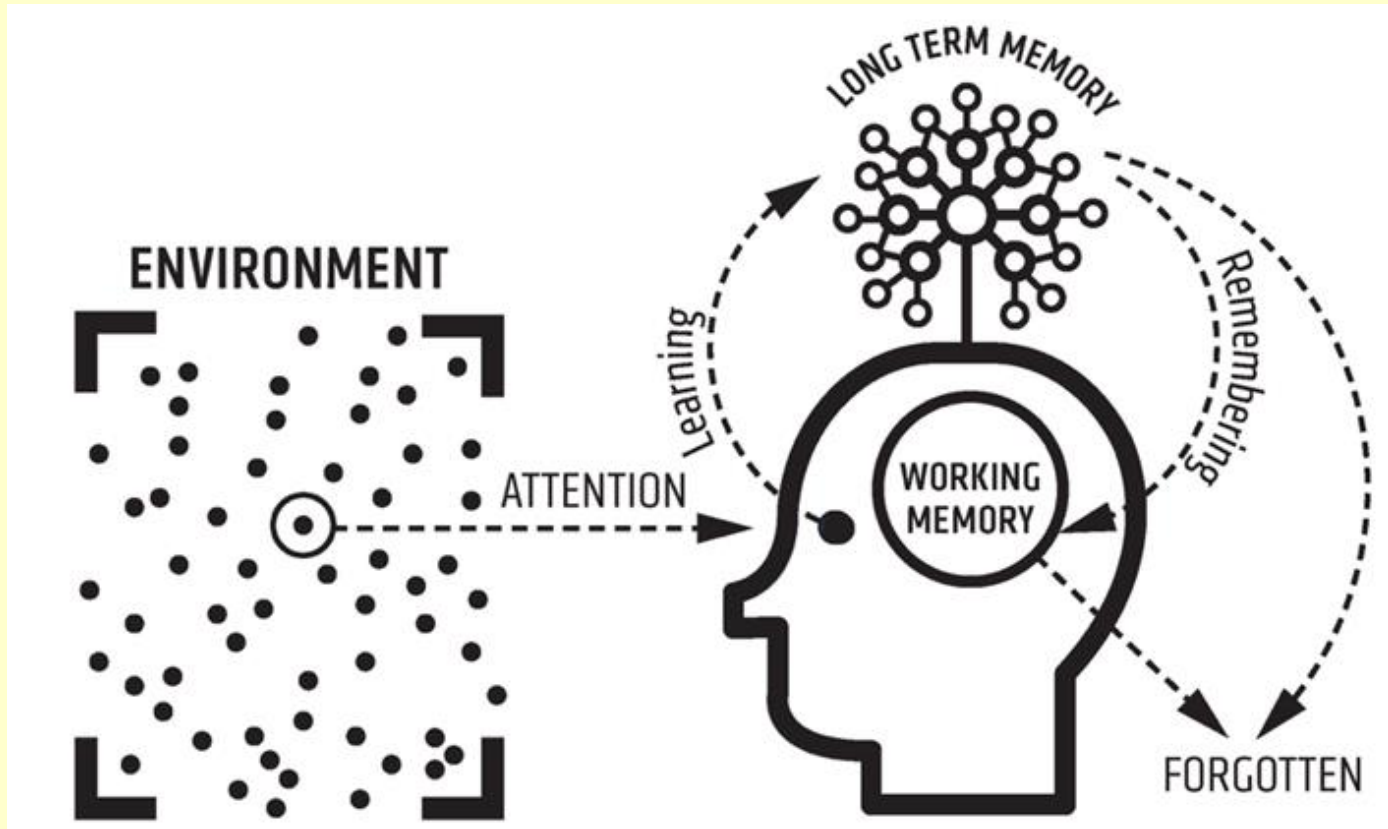
Not all study strategies are equal. Some are much more effective than others!

There has been a huge amount of **time, effort, and research** invested to find effective study strategies.

Studies and evidence are **overwhelming** about which techniques are or are not effective.



“Learning is a change in long term memory”





Learning for Excellence



Taking responsibility

Attendance & punctuality - **every** lesson counts
 Meet **every** deadline
 Bring **all** equipment and textbooks
 Know the course content and sequence
 Become an **independent** learner
 Seek the support you need to manage your learning
 Catch up on missed work to avoid gaps in learning
 Prioritise your learning over outside commitments

Before the lesson

Access resources/spec./course sequence to anticipate what's being learnt next
 Check the deadlines for the lesson have been met
 Test yourself on last lesson's content from memory
 Read ahead in preparation for the lesson in order to see the bigger picture

During the lesson

Stay engaged and on task
Be an active learner:
 - Ask questions
 - Be an active listener
 - Act on feedback
 - Collaborate to support one another
 Take notes to clarify and extend your understanding
 Take pride in your work
 Use the planner to record what you need to do next

After the lesson

Complete all work and unfinished tasks to avoid gaps in learning
 Review and reflect on your learning e.g. Test yourself from memory to check your understanding
 Address misconceptions and gaps in knowledge with your teacher
 Become an expert through practice. The more the practice, the better the performance
 Be proactive in completing past exam question(s)
 Respond to teacher feedback and redraft your response / paragraph / essay
 Recap knowledge and skills

Revision

Retrieval – retrieve information from memory without any cues
Spacing – retrieving information after a gap
Interleaving – revise different topics and subjects, don't spend too long on one thing
Metacognition – understand how you learn and what your strengths and gaps are
Dual coding – Combine visuals with words to help you remember learning
Elaboration – Use questions to expand on answers and explanations
Use key revision techniques e.g. self-testing flashcards (Leitner method), brain dumps, self-quizzing, the Pomodoro technique etc.

Extend your knowledge

Be ambitious - read around the subject using the reading list and academic journals
 Learn key vocabulary and discuss it with peers
 Seek out extra-curricular opportunities
 Access podcasts, webinars, blogs, and magazines
 Engage in careers opportunities (e.g. attending a 'Business Breakfast')
 Visit museums, art galleries, exhibitions and libraries
 Find opportunities to discuss and share a passion for your subject



Revision – Key techniques

Revision

Retrieval – retrieve information from memory without any cues

Spacing – retrieving information after a gap

Interleaving – revise different topics and subjects, don't spend too long on one thing

Metacognition – understand how you learn and what your strengths and gaps are

Dual coding – Combine visuals with words to help you remember learning

Elaboration – Use questions to expand on answers and explanations

Use key revision techniques e.g. self-testing flashcards (Leitner method), brain dumps, self-quizzing, the Pomodoro technique etc.

What are effective study strategies?

Retrieval practice – the act of recalling information from memory. This includes quizzing and self-testing

Spaced practice – this is spacing out revision over time, the opposite to cramming





What is retrieval practice

Retrieval practice is a learning strategy, either inside or outside of the classroom, that helps us to learn.

Retrieval practice focuses on getting information out of memory. Through the act of retrieval, which involves recalling information either verbally, or through writing, the memory is strengthened.



What are different types of retrieval practice?



- Multiple choice questions or quizzes.
- Verbal recall - talking about what we can remember.
- Writing (from memory) what we can recall; either as a task, or past exam question/paper
- Using mini white boards.
- Games and activities where students have to recall things from memory.



How can you use retrieval practice at home?

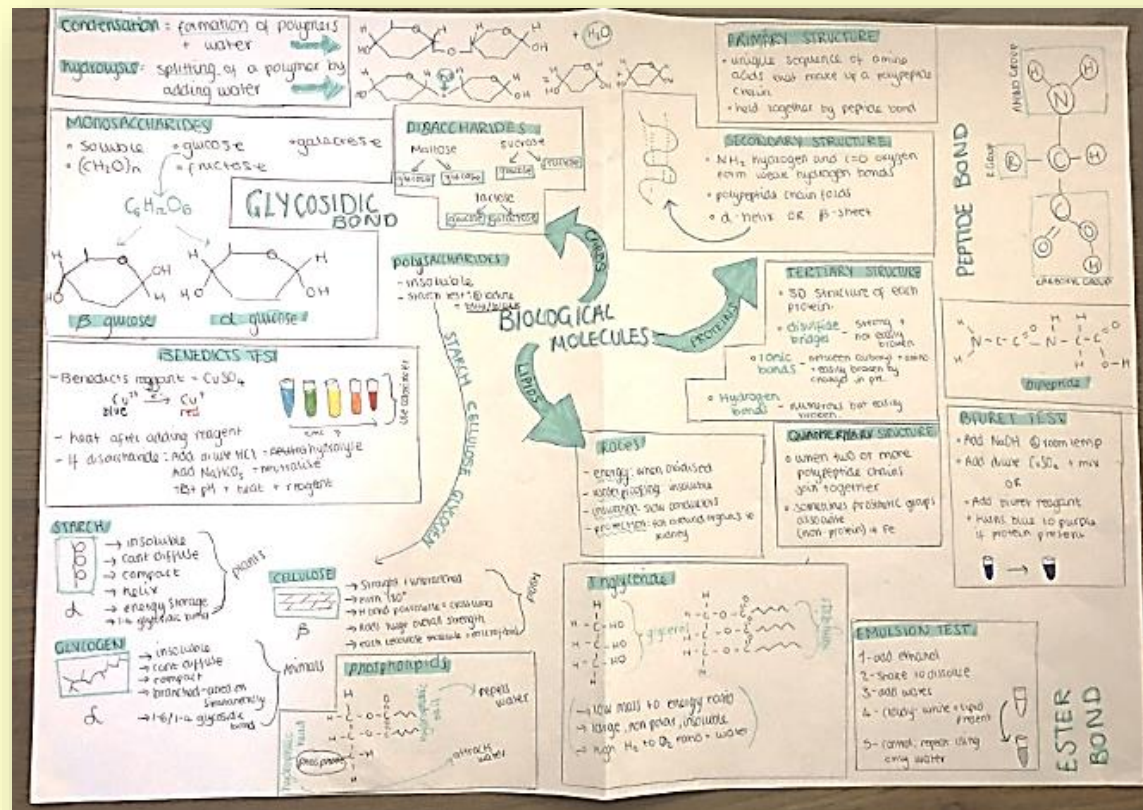


- Ask your child specific questions about content studied in class.
- Ask your child about key vocabulary and the meaning.



Retrieval practice strategies –

Brain dump from memory and then check for errors and gaps to inform future learning / revision



Retrieval practice strategies –

Flash cards – one question and answer on reverse

Write your question here.

Write your answer on the back
of the card or post-it note.

You might choose to use bullet
points.



Keep it simple – these are beautiful but have too much information

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Flash Cards for Retrieval Practice



Retrieve

Reflect

Reorder

Repeat

1. Retrieve – either on your own (but answer on paper or out loud before checking the answer)
2. Reflect – group which ones you get right and wrong so you can focus on areas of need
3. Reorder – so that you are learning the answer not the order!
4. Repeat and repeat 😊



Spaced Practice

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What is spaced practice?

**5 hours revision time is better used
spread over five days
than 5 hours in one day**



Spaced practice principles

1. Start studying early
2. Spread out over time
3. Little and often
4. **Avoid** cramming
5. Be organised

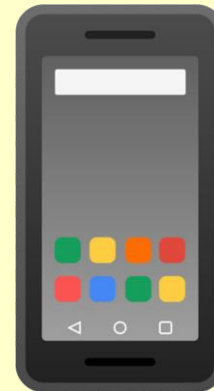


Other important information

Music?



Phones?



Effective study requires **a lot** of self control and self regulation



Other important information

Sleep



Breakfast



Exercise



Effective study requires **a lot** of
self care, self control and self regulation



Supporting Progress

- Have active conversations about your child's progress
- Monitor and support any home learning; particularly through satchel:one (please make sure you register)
- Promote the extra curricular and super curricular
- Encourage independence - encourage your child to quiz themselves.
- Intervene if they are using ineffective strategies such as highlighting or underlining notes, re-reading, or simply copying.
- Discuss and share any concerns with us



EPQ – Extended Project Qualification

- EPQ is an A level standard standalone qualification designed to develop student's skills beyond A level syllabus. It is an assessed process qualification
- Worth half an A level (28 UCAS points for an A* grade)
- EPQ general information meeting and first meeting with the supervisor take place after Easter in the final term
- Students are expected to begin researching and developing their project ideas during the summer
- To complete the course, students are expected to complete 90 hrs of independent work, produce a 5000 word essay , give a 20 mins. Presentation followed by Q&A , complete an Activity Journal and a Candidate Record Form
- Entry criteria : GCSEs results (grades 7 and above)** , Yr 12 Assessments, mocks results and attendance



KEY DATES FOR THE DIARY

- **18th September** – Year 12 Parents' Information Evening (6pm)
- **19th September** – Sponsored Walk
- **3rd October** – CAFOD Family Fast Day
- **10th October** – World Mental Health Day
- **16th October** – Dougie Mac Coffee Morning
- **24th October** – INSET Day
- **3rd November** – INSET Day
- **21st November** – INSET Day
- **28th November – 5th December** – Year 12 Exams
- **12th December** – Immersion Interviews
- **16th December** – Sixth Form last day before Christmas
- **17th December** – Carol Service at the Victoria Hall
- **21st January** – Year 12 Encounter Retreat **
- **5th February** – Culture Day
- **27th February** – CAFOD Family Fast Day
- **20th March** – St Joseph's Mass (1pm close)
- **17th – 24th April** – Year 12 Exams
- **8th June** – Year 12 Best Next Steps Evening
- **11th June** – Year 12 Parents' Evening & Reports
- **18th June** – Prize Night (6pm)
- **29th June – 3rd July** – Year 12 Work Experience Week
- **6th July** – Best Next Steps Week
- **10th July** – Year 12 Last Day for Summer



Y12 Exams and UCAS Predicted Grades

- The key driver for UCAS predicted grades is the final set of Y12 exams which are in April
- We do not run a set of resit exams later in the year so it is important that students take all assessments and particularly the April exams seriously
- We will support them with study guidance and advice BUT.... They must do the work



Exam Access Arrangements

- Letters sent to all parents regarding access arrangements.
- Did your child have any exam access arrangement for GCSE examinations such as 25% extra time?
- Evidence of 'normal way of working' is required
- Please email Mrs Pearson (SENDSCO) – apearson@stjosephsmail.com



Q&A

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