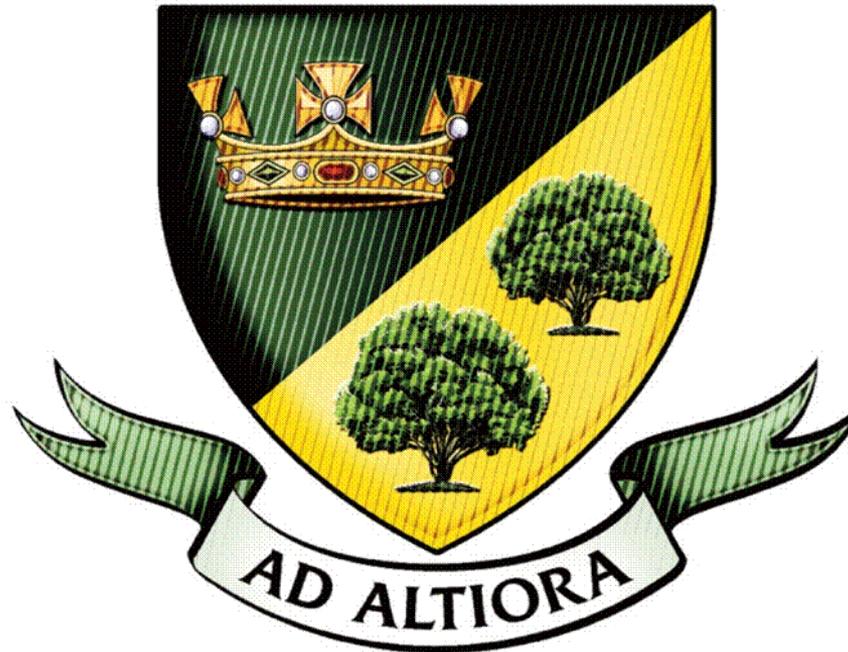


Welcome to Arden Sixth Form



ARDEN

Introductions



- Mr White - Head of Sixth Form
- Miss Long - Head of Year 12

- Mrs Kirby - Sixth Form Admin/Pastoral Support
- Mrs Hyde - Sixth Form Secretary/Administrator

- Mrs Hodgkinson - Medics / Vets & Oxbridge
- Mrs Hoskins - Academic Mentoring
- Mr Lloyd - Head of Year 13

- Mr Warwood - Head Teacher



Arden Sixth Form Ethos



Our Sixth Form ethos is to achieve academic excellence within an outstanding and supportive environment.

Why Arden?



- Highly qualified subject specialists
- Excellent pastoral support
- Regular feedback from teachers
- Student / Teacher relationships: built on trust and respect
- Personal growth and development
- Mentoring and whole school opportunities
- Excellent post sixth-form guidance

● We aim to ensure that students have a wonderful time

Sixth Form Contract



<https://www.arden.solihull.sch.uk/page/?title=Arden+Sixth+Form&pid=4>

Expectations of Students - our code of conduct

- In Year 12, attend school all day, every day, from 8.40am until 3.30pm. In Year 13, attend school from 8.40am until the final lesson of the day.
- Display an excellent attitude to learning.
- Be active in my learning both in lessons and between lessons.
- Be a role model to all the younger students in the school.
- Attend all lessons, assemblies and morning tutor periods, plus any additional enrichment sessions, unless ill, when the school will be notified.
- To notify school of any absence before 8.30am by calling 01564 773348 or via Edulink.
- To maintain a high level of punctuality.
- To scan in as soon as I arrive on the school site and scan out if I leave before 3.30pm.
- To arrive on time for all sessions with the necessary equipment and resources for each class.
- To adhere to the Arden Dress Code and visibly wear the identity badge (lanyard) at all times when on Arden premises (even during study time).
- To listen to and respect the opinions of others.
- To submit all work set by deadline and seek permission in advance if this is not possible.
- To only use a mobile phone/headphones/ear-buds in the Sixth Form block during break, lunch and study periods. Phones will be confiscated for the day if used in other areas.
- To use Social Media in a mature and responsible manner,

Exam Results: Outstanding A Level Results:



Outstanding A Level Results:

- ✓ We are delighted to again announce fantastic A Level results and wish to extend huge congratulations to our Year 13 cohort. A Level study is extremely challenging and we wish to take a moment to recognise the hard work, determination and resilience of our Year 13 cohort. They have navigated the last two years of study extremely well. With an average grade of a B across 480 exam entries, this year's cohort has truly excelled, making the most progress of any cohort in Arden's history

The results this year have surpassed last year's excellent outcomes, with significant improvements across all key measures.

- ✓ 9% of grades were awarded at A*
- ✓ 35% at A*-A

✓ 47% at A* & B

Exam Results: Outstanding A Level Results:



Of particular note are the grades of the following students who all secured at least 3 A* grades:

- ✓ Ben Hocombe, James Dowson, Keisha Lam, Gabriel Avery, Noah O'Donnell

The following students all achieved at least a staggering 3 A's at A Level:

- ✓ Sophie Rafferty, Finn Clarke, Ben Mullins, Rebecca Waddams, India Thompson, Luke Johnson, Jess Moxley, Mia Treadwell, Juwairia Ali, Hayden Stanley, Ethan Sheasby, Rosie Robinson, Nishwan Rega, Maryam Rees, Charlotte Miller, Lily Lockett, Josh Lerat, Elsa Guy, Matthew Fan, Zak Edgington, Olivia Di Cesare, Jonnie Carter, Khesar Loi,

The Change Curve



Rejection: I don't believe what you're telling me about A level study. It doesn't seem different to GCSE. I'll carry on doing what I did at GCSE.

Denial: I'll be fine. It's all ok. Stop hassling me.

Anger: I hate A level. The teachers are rubbish. I wish I'd never started or come this place.

Blaming Self: It turns out I'm not clever enough to do this...

The Change Curve



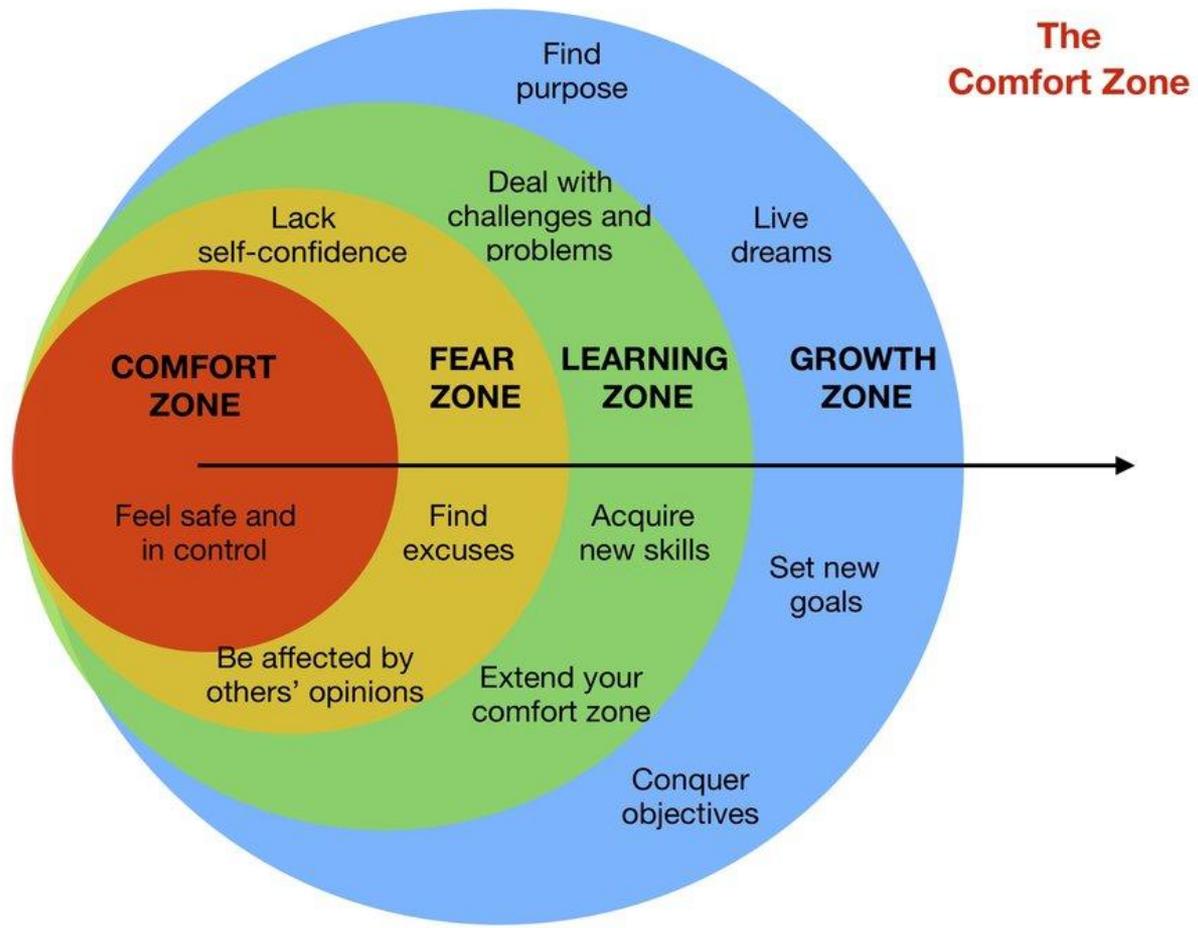
Anxiety: Everyone else is better than me. I'm not sleeping well. I don't understand the work. I'm not enjoying this. I think I'm going to fail.

Emotional Fog: Withdraw all effort. Give up.

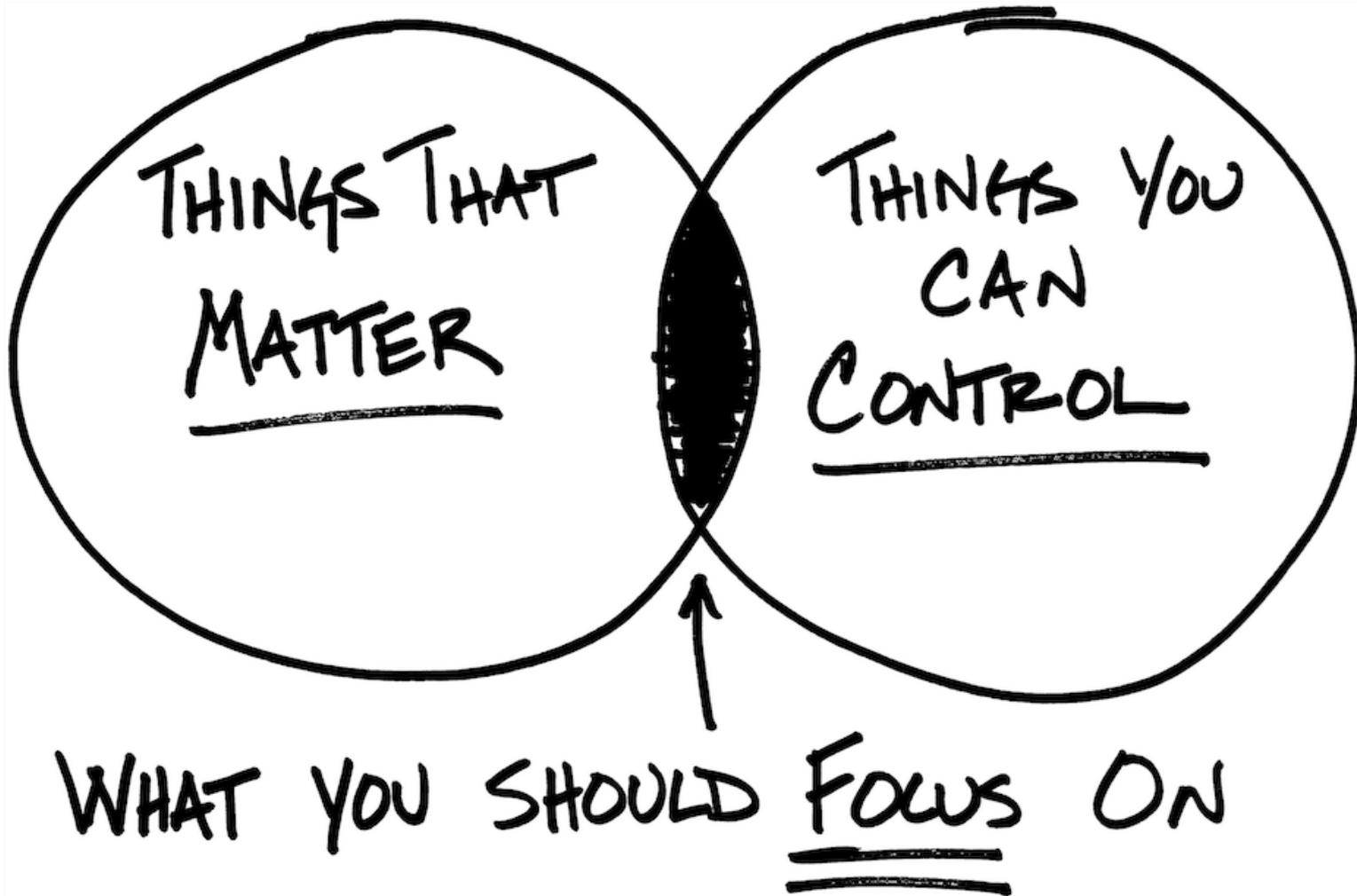
Acceptance ' Letting Go: Things are different this year. It's hard but I'll get to grips with it if I follow the advice and guidance of people who know what they're doing.

Experiment / Consolidate / Get On With It: I'm getting better at this. My grade might not be great yet but they're improving.

Leaving your Comfort Zone



Looking After your Mental Health



Support

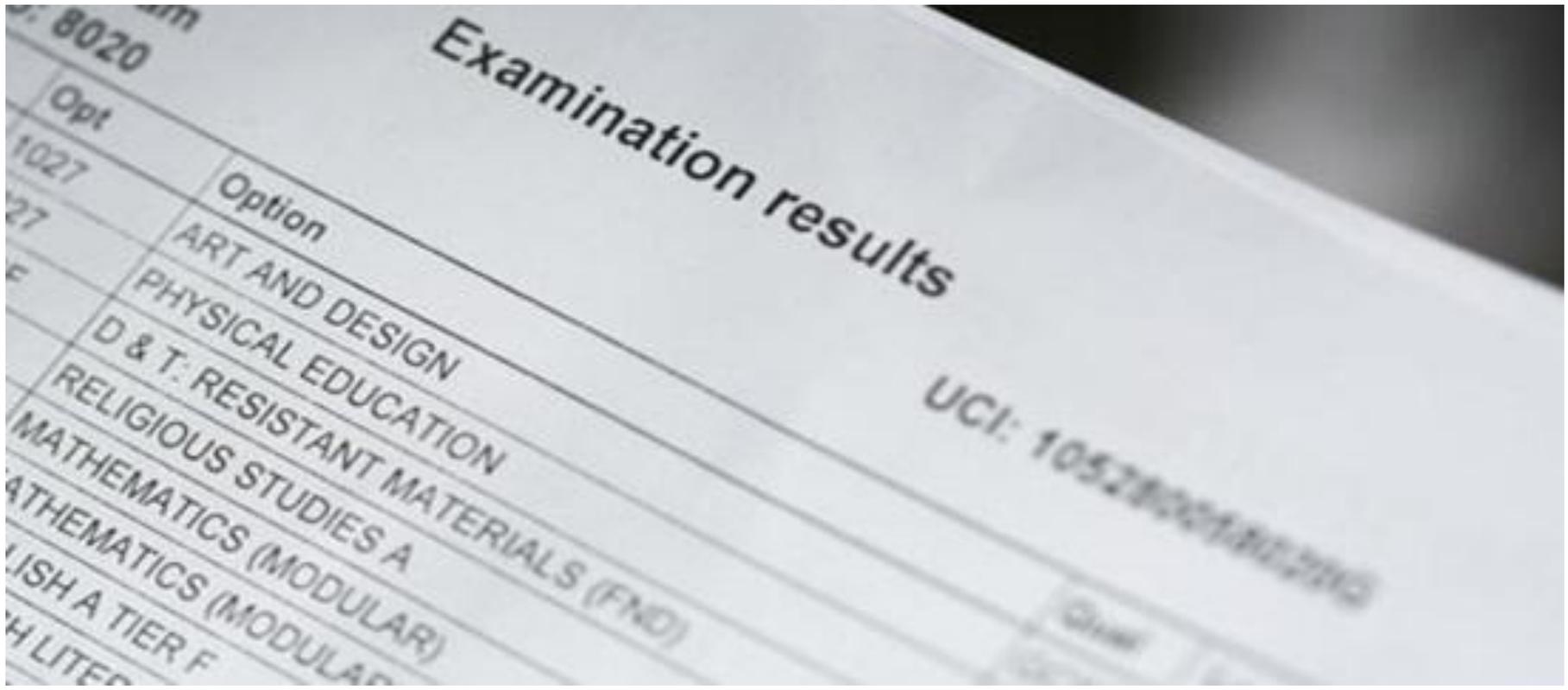


Our advice for any struggling student: acknowledge this fact and speak to someone!

- Form tutors
- Subject teachers
- Parents / carers
- Any member of the Sixth Form Team (can be found in sixth form office)



More than just a piece of paper





More than just a piece of paper

ethos (*'ē-thäs*) *n.*

: the distinguishing character, sentiment, moral nature, or guiding beliefs of a person, group, or institution as manifested in its beliefs and aspirations.; *also* : ethic

Culture is something that unites people.

— ANASTASIYA O., RUSSIA



MENTORING & ENRICHMENT



- ✓ Mentoring
 - Reading Programme with Year 7
 - Mentoring Programme (40 already) Year 7 - 11
 - In class support
 - Peer to Peer mentoring with Year 13

- ✓ Academic Enrichment (x1)
 - EPQ
 - Massive Open Online Courses (Moocs)

- ✓ Personal Growth
 - HOUSE CAPTAINS
 - Leadership Team
 - Debating society
 - Sports clubs
 - School magazine
 - Production
 - BATS, chamber choir, bands



Using Study Periods

Deliberate practice

Actionable Feedback


EXAMOLOGY



Model Thought Processes



Using Home Learning



- ▶ Pre-learning.
- ▶ Consolidation activities /deliberate practice (links to metacognitive strategies).
- ▶ Online platforms
- ▶ Enrichment (building cultural capital).

Reflection - Virtual Academic Record (VAR)



Forename Surname's Virtual Academic Record	
<u>Feedback 1</u>	<u>Feedback 2</u>
<u>Feedback 3</u>	<u>Feedback 4</u>
RAG Sheet 1	RAG Sheet 2

[LINK TO VAR](#)

How are A Level targets generated?



- ✓ Students will complete ALIS testing on Wednesday 18th September
- ✓ The Sixth Form team then make a prediction by comparing the student's ALIS test results and GCSE average points
- ✓ We select the highest grade from the two
 - These grades are NOT UCAS grades.

Average GCSE Score = 7.33 Baseline Test = Adaptive Test Baseline Score = 124.2

Subject	Predictions from GCSE		Predictions from Test	
	Points	Grade	Points	Grade
A2-Chemistry	98	B	114	A
A2-Economics	109	B	117	A
A2-History	109	B	119	A

Initial Skills Assessments (ISAs)



Purpose:

- ✓ To enable students to see what the standard expected at A level actually looks like.
- ✓ To enable students to have immediately emulate what a good one looks like.
- ✓ To set the standard

We use a 1-2-3 system during the ISAs because we cannot grade on a single test:

- 1 - an outstanding start
- 2 - a good start
- 3 - early concerns raised

Progress Reviews & Working At Grades



We are updating our progress reviews and the criteria

Attitude in Class

1. Students always demonstrate an excellent attitude in class. They are actively engaged throughout every lesson.
2. Students usually demonstrate an excellent attitude in class. They are usually actively engaged throughout every lesson.
3. Students usually demonstrate a good attitude in class. They are usually actively engaged throughout every lesson. (This is the minimum standard for Sixth Form students.)
4. Students' attitude in class is varied. Engagement is inconsistent. **This breaks the Sixth Form Contract.**
5. Students' attitude in class is poor. Engagement is poor. **This breaks the Sixth Form Contract.**

Progress Reviews & Working At Grades



Organization and Completion

1. All work is always completed on time. It is of the highest quality. Work is effectively organized according to departmental expectations. Feedback is used to improve responses (work in evaluative word like significantly)
2. Almost all work (95% above) is completed on time. It is usually of high quality. Work is effectively organized according to departmental expectations. Feedback is used to improve responses.
3. Vast amount of work (90% above) is completed on time. (This is the minimum standard for Sixth Form students.)
4. The quality of work is usually good. Work is usually organised according to departmental expectations. Feedback is usually used to improve responses.
5. Work is sometimes late or incomplete. Quality of work is varied. Work is not effectively organized. Feedback is infrequently used to improve responses. **This breaks the Sixth Form Contract.**
6. Work is late or incomplete. Quality of work is poor. Work is disorganized. Feedback is not used to improve work. **This breaks the Sixth Form Contract.**

Progress Reviews & Working At Grades



Independence - going above teacher instruction (for instance wider reading, extra pre-learning, consolidation, research)

1. Students demonstrate to their teacher that they have actively engaged in independent work which is of the highest quality.
2. Students usually demonstrate to their teacher that they engage in independent work of a high quality.
3. Students usually demonstrate to their teacher that they engage in independent work of a good quality.
4. Students infrequently demonstrate to their teacher they engage in independent work of variable quality.
5. Students have not yet demonstrated to their teacher that they have engaged in independent work.

Progress Reviews & Working At Grades



Sliding scale

<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>
<i>Consistently Excellent</i>	<i>Usually Excellent</i>	<i>Good - meeting expectations</i>	<i>Varied Inconsistent</i>	<i>Poor</i>

Progress Reviews & Working At Grades



Student: Student Name (Form Group)

SECTION 1: Year 12 Predicted Grade Exam Results (PGEs)

These grades are based solely on the papers taken in the Year 12 examinations:

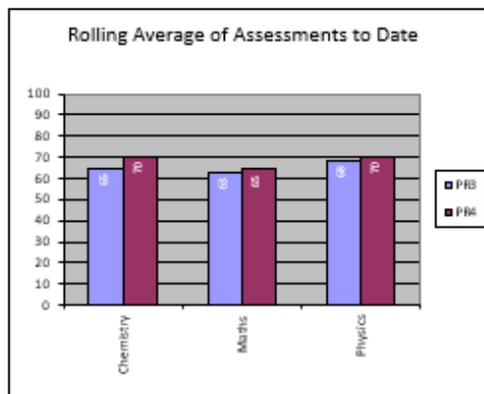
Subject	Grade
Chemistry	A
Mathematics	A
Physics	A

SECTION 2: Rolling Average %

The rolling average is a percentage measure which is based on the valid assessments and tests completed in each subject. A higher weighting is given to the most recent tests & assessments. To help give a clear picture of how each student is progressing, we have included the cohort average – this is an average taken from all students studying that subject.

Please note that it is not possible to compare averages between each subject because of the differences in the mark schemes and assessment methods for each discipline. The cohort averages are only there to provide the student and parents/guardians with a benchmark so they can compare their assessments to the average for that subject.

Benjamin's Rolling Average %



Cohort Rolling Average % (for reference only)

Subject	PR3	PR4
Chemistry	57	62
Mathematics	52	53
Physics	56	58

Progress Reviews & Working At Grades



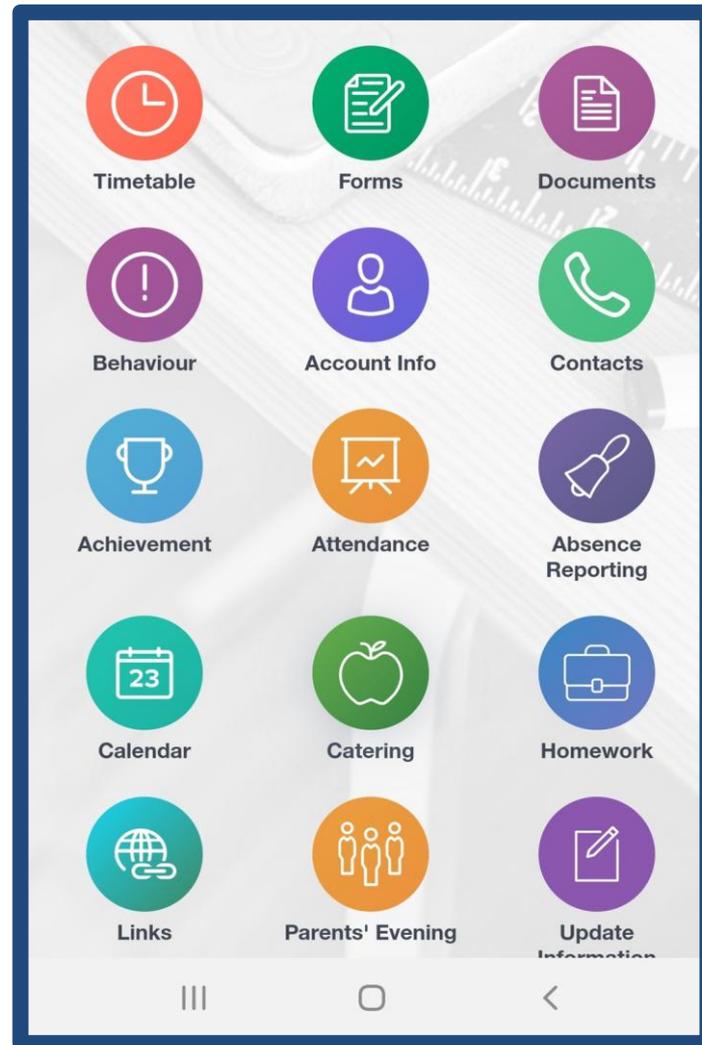
PR4 is made up of a Working At Grade (based on the Rolling Average % above), an Attitude score and an Independence score – full details shown on table below.

Subject	Target	Type of Grade	PR1	PR2	PR3	PR4	PR5	PR6	PR7
			Nov '23	Dec '23	Mar '24	Jul '24	Oct '24	Dec '24	Mar '25
Chemistry	A*	Working At	n/a	n/a	A	A*			
		Attitude	1	1	1	1			
		Independence	1	1	1	1			
Mathematics	A	Working At	n/a	n/a	B	A			
		Attitude	1	1	1	1			
		Independence	1	2	3	1			
Physics	A*	Working At	n/a	n/a	A	A			
		Attitude	1	1	1	1			
		Independence	1	1	1	1			

Key	Grade	Attitude / Independence
	Above or equal to target	Score of 1 or 2
	Up to one grade below target	Score of 3
	More than one grade below target	Score of 4 or 5
X	There is insufficient evidence to make an informed judgement at this time	

TARGET	As a school we use the ALIS target setting system. The data used to set targets is a combination of the student's GCSE scores and the ALIS aptitudinal test that was sat at the start of the year 12. This grade is not a prediction but an aspirational target to aim towards based on prior attainment. These are non-negotiable.
WORKING AT GRADE	This is the grade which the student is currently working at. The Working At grade is based on the rolling average which itself is based on a range of assessments. The predicted grade exams form the majority of this judgement but other assessments make a significant contribution. An X grade indicates that there is insufficient evidence to make an informed decision at this time.

EduLink



Summer Predicted Grade Exams



- ✓ Wednesday 17th June -
26th June 2026
- ✓ Used to generate UCAS
Predicted Grades

Timings for the school day



As per the Sixth Form Agreement:

- ✓ Year 12, attend school all day, every day, from 8.40am until 3.30pm
 - Wednesdays start at 09:00
- ✓ Students are NOT to leave site in their study periods unless it has been agreed with Mr Long / Mr White
 - e.g. for enrichment
- ✓ Students can leave for lunch but they need to scan in and out for safeguarding reasons

Key Dates



Event	Date
ALIS tests	Wednesday 17th September 2025
ISA	Ongoing till end of September 2025
Year 12 Tutor consultation evening	Thursday 9th October 2025 (in person)
Work experience deadline	Friday 9th January 2026
Work experience week	Monday 9th February - 13th February 2026
Futures / University Fair	Thursday 19th March 2026
Futures conference	Tuesday 21st April 2026
Year 12 Parents evening	Thursday 23rd April 2026
Summer Predicted Grade Exams	Wednesday 17th June - Friday 26th June 2026

Key contact details



Mr White - Head of Sixth Form
dwhite@arden.solihull.sch.uk

Miss Long- Hear of Year 12
jlong@arden.solihull.sch.uk

For absence and information
sixthform@arden.solihull.sch.uk

Sixth Form telephone number
01564 732644