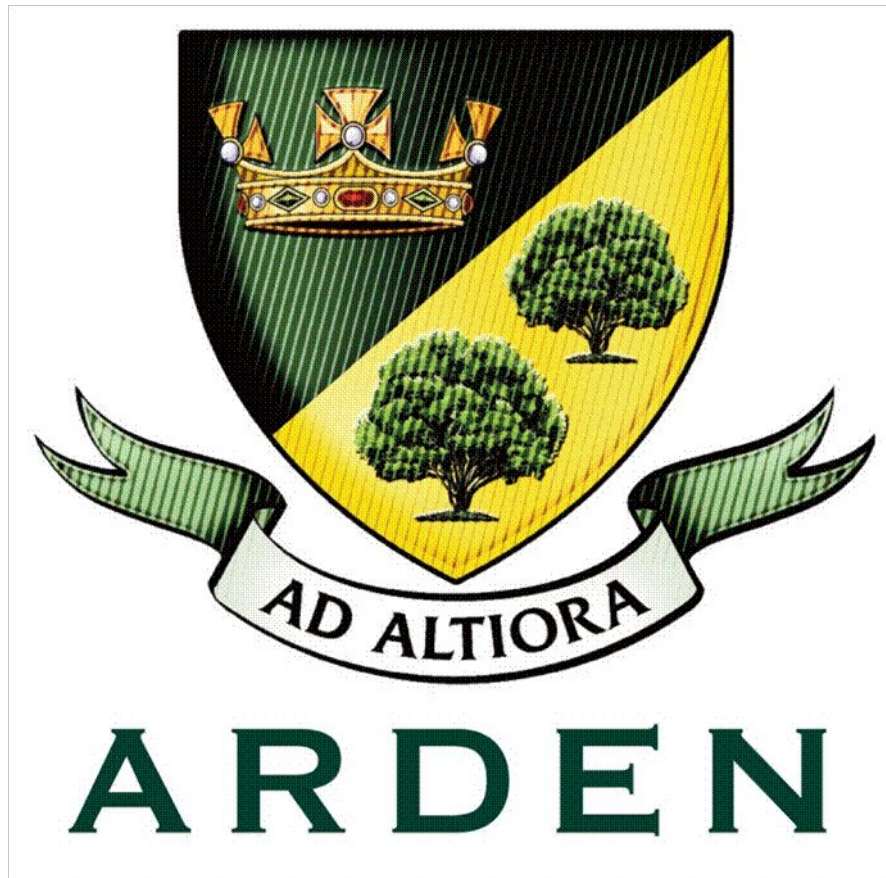


# Welcome to Arden Sixth Form



# Welcome to Arden Sixth Form



- ✓ All of these slides will be emailed out to parents

# Introductions



- Mr White - Head of Sixth Form
- Mr Lloyd - Head of Year 12
  
- Mrs Kirby - Sixth Form Admin/Pastoral Support
- Mrs Hyde - Sixth Form Secretary/Administrator
  
- Mrs Hodgkinson - Medics / Vets & Oxbridge
- Miss Long - Head of Year 13
  
- Mr Warwood - Head Teacher



# Welcome to Arden Sixth Form



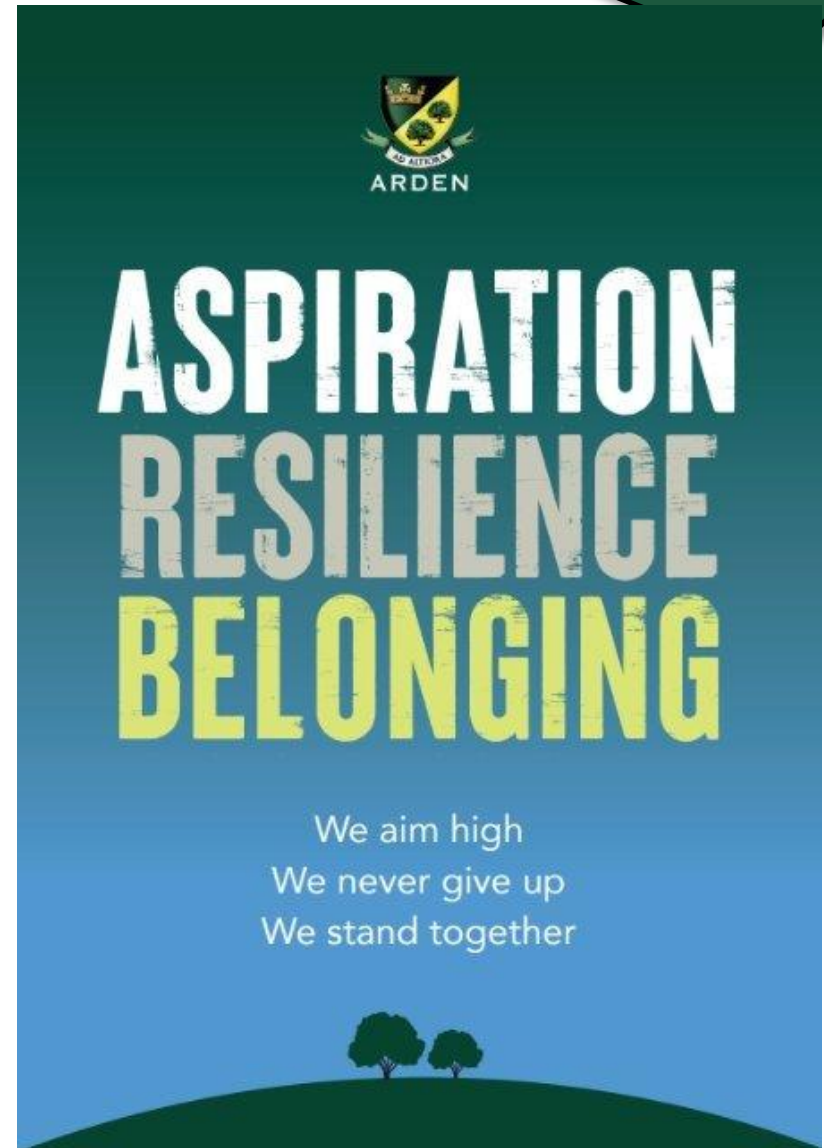
## Student Voice

**“I wish I had used my study time more effectively in Year 12; I feel like I’m running out of time. I didn’t know it would go so fast.”**

# 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 as they learn and grow

# Outstanding A Level Results:



- 35% of grades awarded at A\*/A
- 64% of grades awarded at A\*-B
- 86% of grades awarded at A\*-C
- Arden's Year 13s Average Grade **B**
- 5 students achieved at least 3 A\* grades
- 24 students achieved at least 3 A grades

# Destinations



- Most of our students choose to go to university but our aim is to enable them to choose their right path.
- 85% accepted their first choice
- 8.4% used their insurance choice
- 70 students are attending Russell Group / Times Top 20 universities
- 3 students are studying medicine
- 6 students are studying law
- 3 have chosen apprenticeships
- 3 are on sporting scholarships abroad
- 19 chose gap years (Canada / Korea)
- 4 are working

# The END goals:



- **Opening doors to post-18 choices**
- **Achieving their best**
- **Growing into a young adult**
- **Being happy and confident**
- **Becoming a subject expert**
- **Extending friendships**
- **Being a mentor and role model**
- **Attending our Ball with parents and guardians**
- **Having a great post A level summer**

**BUT GETTING THERE IS HARD.**

# 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



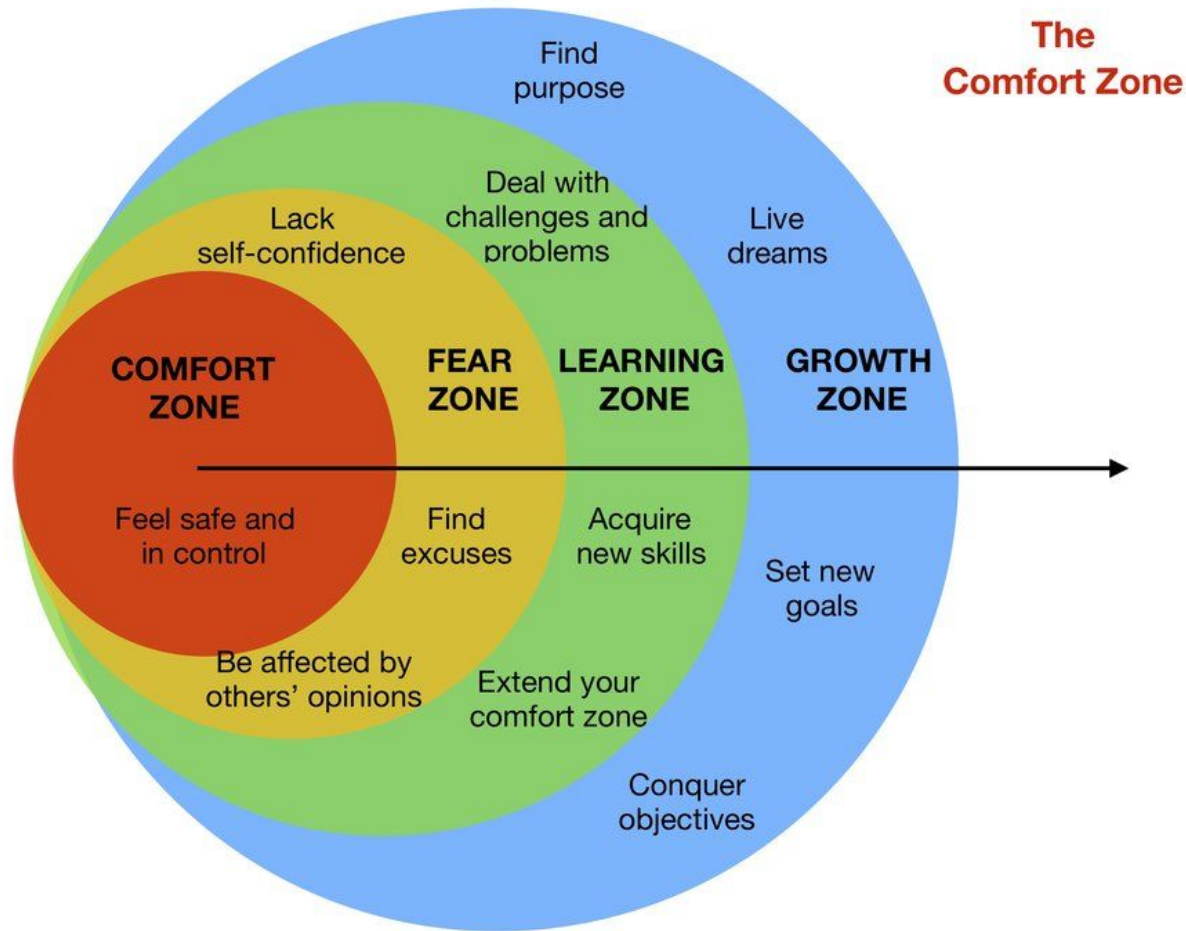
**Anxiety:** Everyone else is better than me. I'm not sleeping well. I don't understand the work. I'm not enjoying this. I think I'm going to fail.

**Emotional Fog:** Withdraw all effort. Give up.

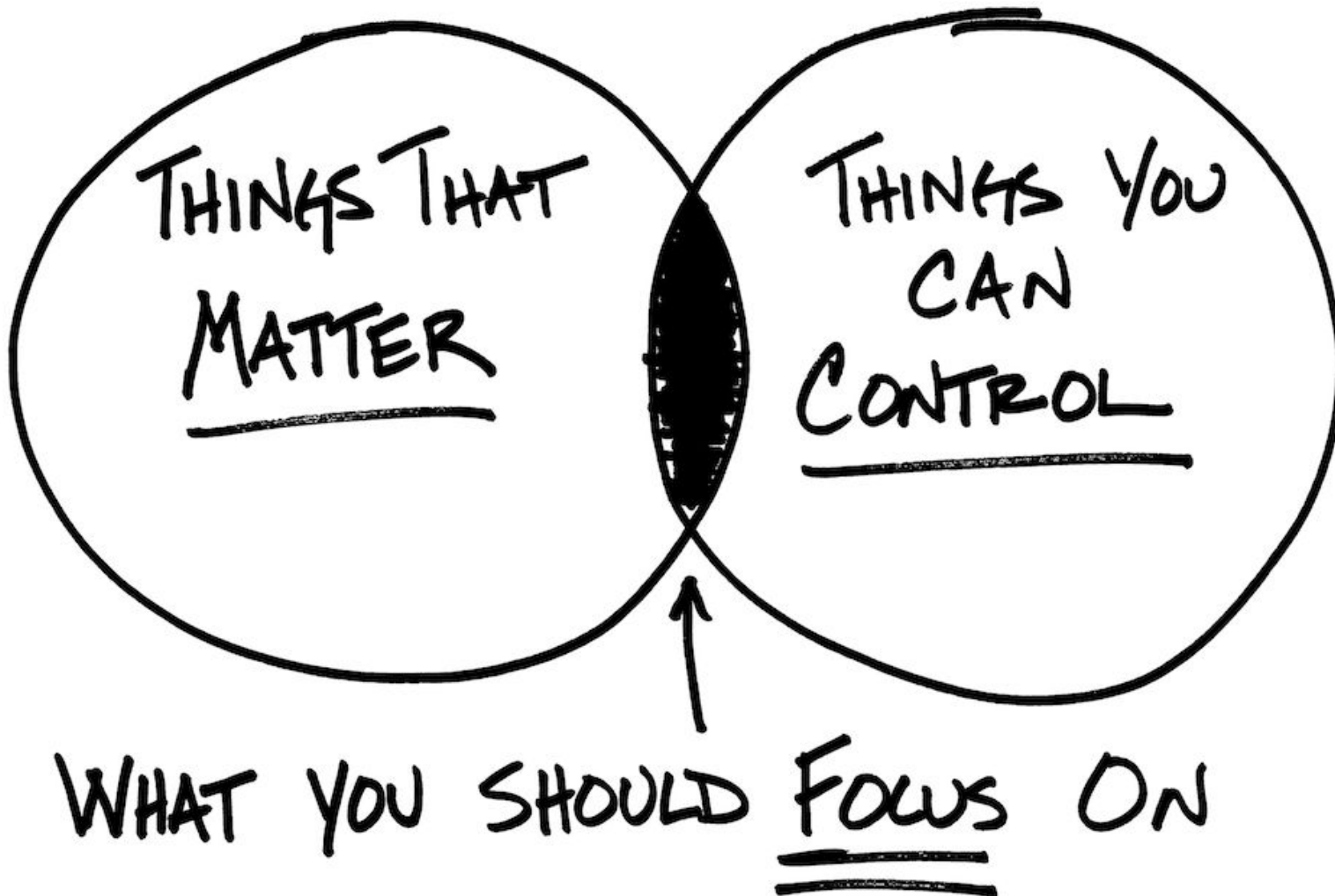
**Acceptance ' Letting Go:** Things are different this year. It's hard but I'll get to grips with it if I follow the advice and guidance of people who know what they're doing.

**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



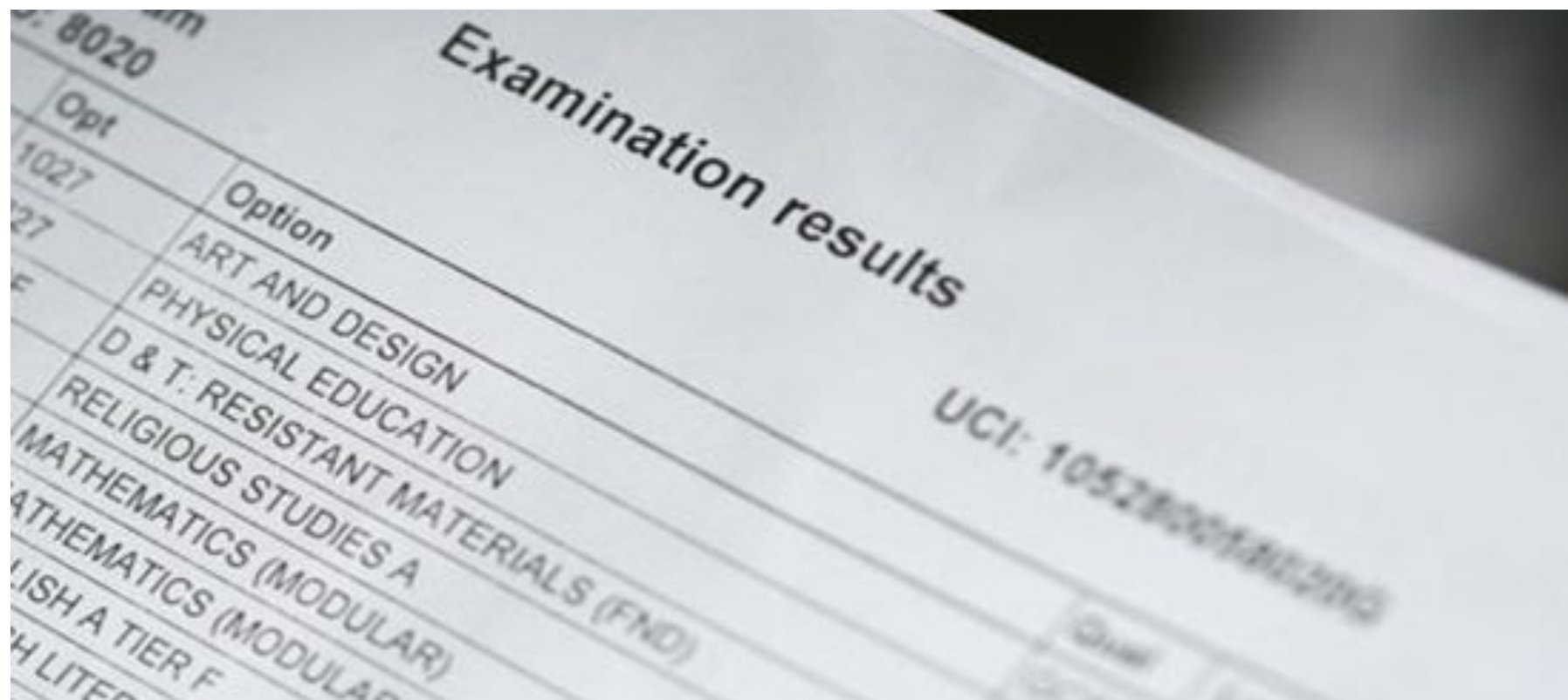
# Support



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



# MENTORING & ENRICHMENT



- ✓ Mentoring
  - Reading Programme
  - Mentoring Programme
  - Peer to Peer mentoring with Year 13
  
- ✓ Academic Enrichment
  - 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



**EXAMOLGY**



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<br>Virtual Academic Record |                            |
|-----------------------------------------------|----------------------------|
| <a href="#">Feedback 1</a>                    | <a href="#">Feedback 2</a> |
| <a href="#">Feedback 3</a>                    | <a href="#">Feedback 4</a> |
| 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

# Sixth Form Contract



[https://www.arden.solihull.sch.uk/\\_site/data/files/files/downloads/sixth-form/documents/6AFB48091DB7B10458A9500E5EAAEF50.pdf](https://www.arden.solihull.sch.uk/_site/data/files/files/downloads/sixth-form/documents/6AFB48091DB7B10458A9500E5EAAEF50.pdf)

# 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



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



*Sliding scale*

| 1                                 | 2                            | 3                                      | 4                              | 5           |
|-----------------------------------|------------------------------|----------------------------------------|--------------------------------|-------------|
| <i>Consistently<br/>Excellent</i> | <i>Usually<br/>Excellent</i> | <i>Good - meeting<br/>expectations</i> | <i>Varied<br/>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:

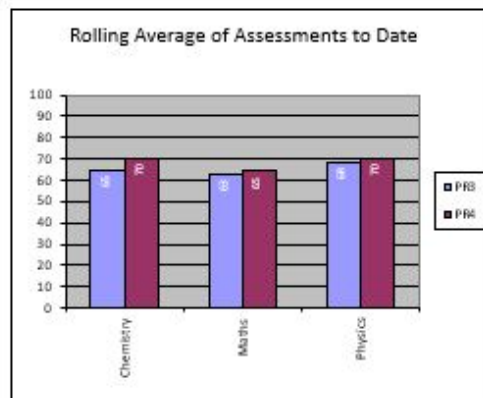
| Subject     | Grade |
|-------------|-------|
| Chemistry   | A     |
| Mathematics | A     |
| Physics     | A     |

## 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 |                         |

|                         |                                                                                                                                                                                                                                                                                                                                                                                                |
|-------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>TARGET</b>           | 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.                                                            |
| <b>WORKING AT GRADE</b> | 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.<br>An X grade indicates that there is insufficient evidence to make an informed decision at this time. |

# Synergy for Parents



Letters have been given to students which detail how parents/carers can access Synergy.

Hopefully your children have given you these letters!

# Summer Predicted Grade Exams



- ✓ Monday 21st June - Friday 25th June 2027
- ✓ Used as the vast majority of the evidence for 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
- ✓ Students can leave for lunch but they need to scan out and back in for safeguarding reasons

# Key Dates



| Event                              | Date                                            |
|------------------------------------|-------------------------------------------------|
| ALIS tests                         | Wednesday 16th September 2026 TBC               |
| ISA                                | Ongoing till end of September 2026              |
| Year 12 Tutor Consultation Evening | Thursday 8th October 2026<br>(in person)        |
| Work experience deadline           | Friday 15th January 2027                        |
| Work experience week               | Monday 8th February - Friday 12th February 2027 |
| Futures / University Fair          | TBC                                             |
| Futures Conference                 | Tuesday 20th April 2027                         |
| Year 12 Parents Evening            | Thursday 22nd April 2027                        |
| Year 12 Post 18 Options            | Wednesday 12th May 2027                         |
| Summer Predicted Grade Exams       | Monday 21st June - Friday 25th June 2027        |
| Mock Interviews                    | WC Monday 5th July                              |

# Key contact details



All contact with Arden is done through Synergy

All absence to be reported through Synergy

- ✓ Open the app
- ✓ Select message icon (speech bubble with three dots)
- ✓ Click on the write a message icon
- ✓ Click department and select 'Absence (12-13)'
- ✓ Then add subject and message
- ✓ Click send

Sixth Form telephone number

01564 732644