



Year 13 Information Evening 2021

Mr Alan Falle – Head of Sixth Form – a.falle@vcj.sch.je

Ms Dawn Murphy – Deputy Head of Sixth Form – d.murphy@vcj.sch.je

Mrs Suzanne Job – Head of Careers – s.job@vcj.sch.je

Dr Gareth Hughes – Headteacher – hmsecretary@vcj.sch.je

To consider

Remove effort

Reduce curriculum – mention enrichment

Main focus on UCAS + what next

Basic procedures only



Dr Hughes

Headteacher

Welcome Back



Values and Expectations





Developing our people

Academic excellence

Opportunities for all

Digital leadership

Quality communications

Outstanding Facilities

Culture of kindness

Better together

Our World of Opportunity

communications

Quality



RESPECTFUL

RESILIENT

RESOURCEFUL

ASPIRATIONAL



Mr Falle

Head of Sixth Form



Joint Charter of Respect

Created by a joint JCG and VCI student forum: June 2021

Due for review by student representatives from both Colleges: May 2022

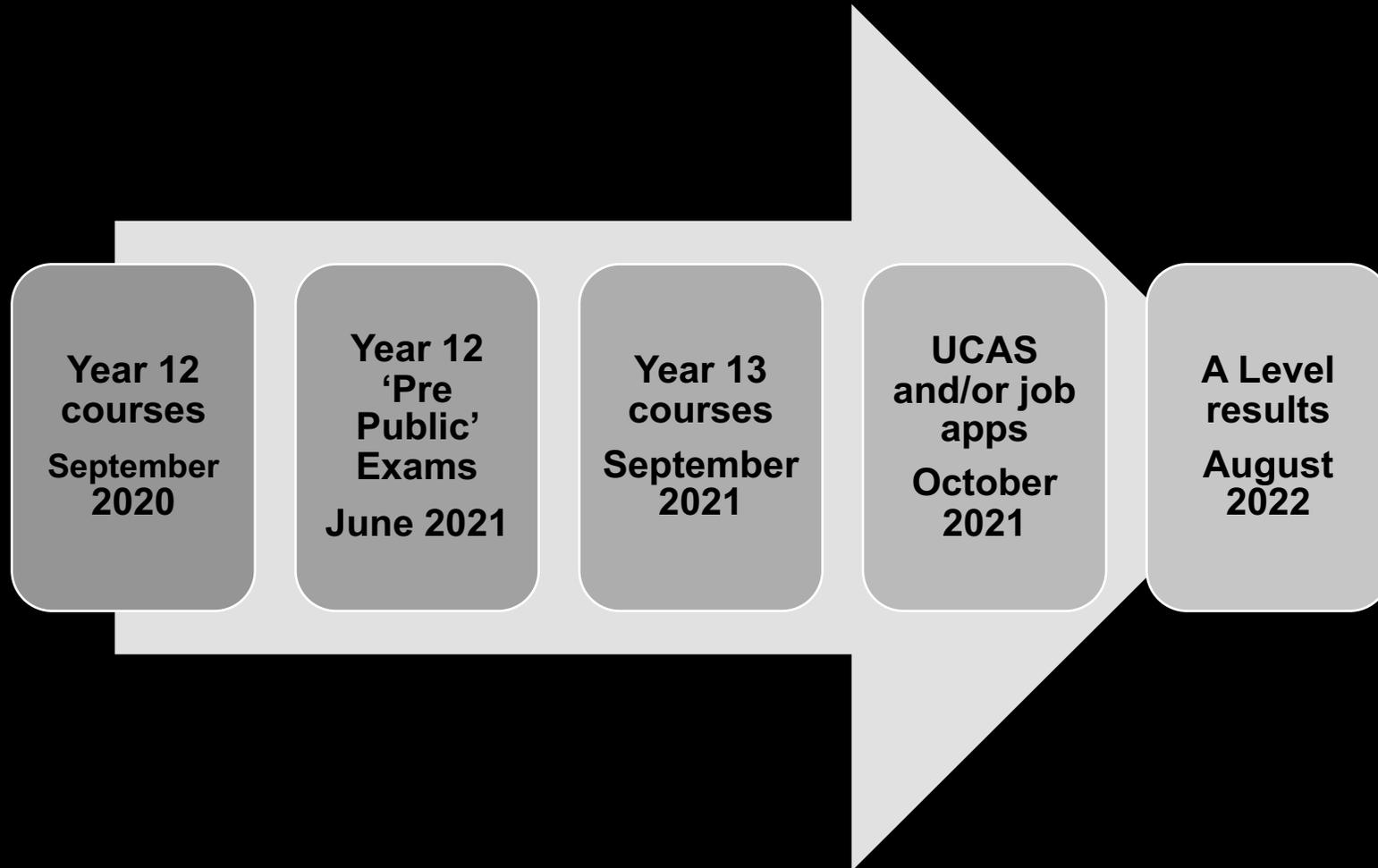
Respect is defined as having due regard for the feelings, wishes, or rights of others. At our Colleges, we believe that all students should feel comfortable and safe within our community. We believe that working in partnership with both Colleges, we can be a powerful force for good. As members of Sixth Form, we have a responsibility to be role models to all students. In order to achieve this:

- I will use language which is inclusive and respectful of others.
- I will not participate in intimidating or non-consensual behaviour.
- I will challenge these behaviours or uses of language with constructive intent if I hear or witness them.
- I will be receptive to criticism of my behaviour and will be willing to educate myself.
- I will be accepting of all individuals.
- I will hold myself to the same standard online as offline.
- I will not hesitate to challenge the school leaders if and when more needs to be done.
- I will seek support from other members of the College community if I am not comfortable challenging behaviour and language.
- I will offer my support to my peers and encourage them to seek additional help.
- I am aware of the zero tolerance policy within my college and I understand what this means.

Signed:

Name:

Date:





In class

- Actively participate and engage fully in learning
- Seek feedback and reflect upon performance
- Persevere when faced with challenges
- Manage time effectively and use initiative during set tasks
- Attend, on time, with required equipment

Out of class

- Act upon feedback to improve upon work
- Persevere with challenges
- Manage time effectively and demonstrate self-discipline
- Use initiative to complete work set
- Work above and beyond expectations by accessing additional resources and support sessions
- Use independent time to make progress

Interventions

- Data led
- Tutors, teachers, Sixth Form team contributions
- Student ownership
- Parental involvement
- Escalation and de-escalation
- Study periods, lunchtimes, afterschool


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Individual Action Plan (IAP)

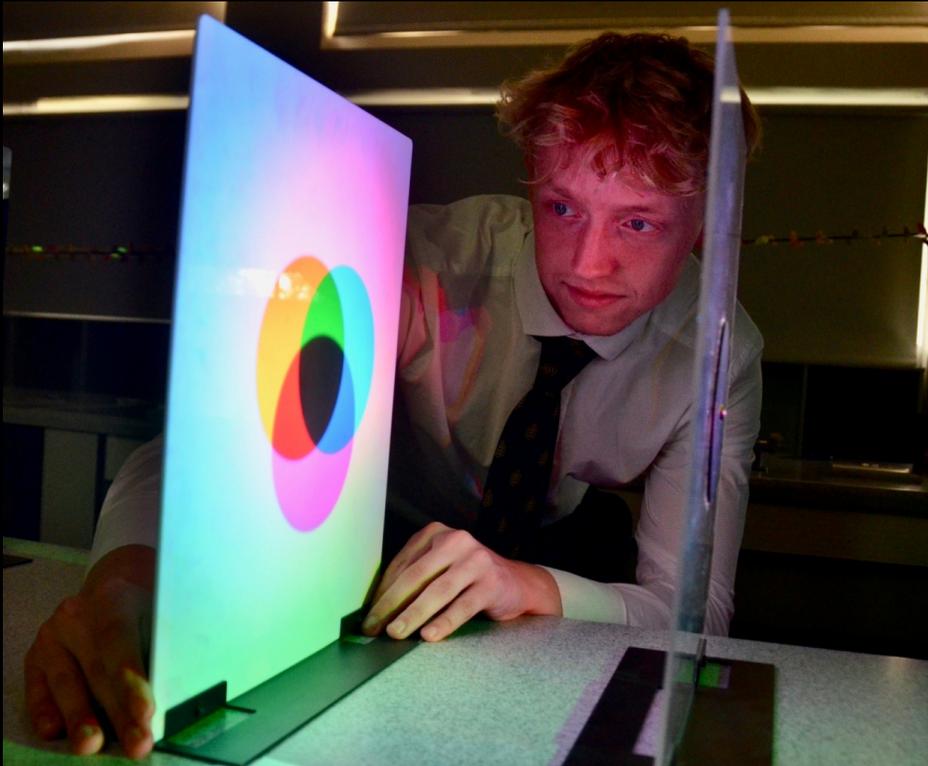
Pupil Name	House	Year	Tutor

Subject	Progress Review	Comments/Strategy for Summer UCAS comments	Timescale
	MEG - LTA - PPE -	Areas of <u>strength</u> ; Areas for <u>development</u> ; Focus/targets between now and end of <u>term</u> ; Focus/targets longer term;	
	MEG - LTA - PPE -	Areas of <u>strength</u> ; Areas for <u>development</u> ; Focus/targets between now and end of <u>term</u> ; Focus/targets longer term;	
	MEG - LTA - PPE -	Areas of <u>strength</u> ; Areas for <u>development</u> ; Focus/targets between now and end of <u>term</u> ; Focus/targets longer term;	
General EPQ Summer considerations			

Academic Support Timetable

	Mon	Tue	Wed	Thu	Fri
P1					
P2					
P3					
P4					
Lunch					
P5					
After school					

Curriculum



	Monday	Tuesday	Weds	Thurs	Fri
1	Subject 1	Subject 2	Independent Study	Subject 3	Subject 1
2	Subject 3	Careers	Subject 2	Supported Study	Subject 2
3	Enr	Independent Study	Subject 3	Subject 1	EPQ
4	Subject 2	Subject 1	Weekly Lecture	Subject 3	Independent Study
Tutor Time		Assembly		Assembly	Games/CCF
5	Supported Study	Subject 3	Subject 1	Subject 2	

Enrichment and Leadership



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	History	Mathematics	Music	Philosophy	
Read	<ul style="list-style-type: none"> Both the History department and the library have a wide range of historical novels and non-fiction titles for you to choose from. Visit your local library, where the librarians will be extremely knowledgeable on their historical and political sections. Buying your own books needn't cost the earth. Amazon has a 'used' section, and Ziboo Books have an extensive range of second-hand titles. Magazines include: <ul style="list-style-type: none"> History Today magazine, a monthly magazine on a wide array of historical and archaeological topics, available from reneagents. The Week magazine, useful summary and comment on the most important news topics each week. The Economist, weekly current affairs and business magazine. Current Archaeology magazine. British Archaeology magazine. 	<ul style="list-style-type: none"> Alex's Adventures in Numberland by Alex Bellos The Code Book by Simon Singh Finding Moonshine by Marcus du Sautoy Mathematics: The Golden Age by Devlin 	<ul style="list-style-type: none"> Music: A Very Short Introduction by Nicholas Cook The Unanswered Question: Six Talks at Harvard by Leonard Bernstein This is Your Brain on Music by Daniel Levitin The rest is noise by Alex Ross How Music Works by David Byrne BBC Music Magazine Write Programme notes Concert reviews Composers, both in your own style and in the style of famous composers 	<ul style="list-style-type: none"> A very short introduction to Theology, by D Ford These very brief books are designed to give an overview of a subject for beginners. A very good place to start! Ethical Studies, Robert A Bowie. A good textbook that is clear and interestingly written about the main ethical theories. Philosophy of Religion for A Level, Anna Jordan, Neil Lockyer & Edwin Tate. Ancient Greek and modern philosophy of religion explained and evaluated in easy to read format. The Republic, Plato. The root of much of modern philosophy, Plato's teaching method of Socratic Method also makes the book easy to read. The Thinker's Guide to Good, by P Vardy The Thinker's Guide to Evil, by P Vardy The God Delusion, by R Dawkins The Dawkins Delusion, by A McGrath 	
Watch	<ul style="list-style-type: none"> The BBC have an excellent range of History documentaries available to watch for free on BBC iPlayer 	<ul style="list-style-type: none"> Mathematics is the Queen of Sciences 	<ul style="list-style-type: none"> Philharmonia Orchestra London Symphony Orchestra English Chamber Orchestra Live bands Opera at the ROH or ENOM Open masterclasses at the Royal Schools of Music Classic FM 		
Listen				<ul style="list-style-type: none"> Fr Frederick Copleston S.J. Bestir Radio Debate on the Fallience of / Plato's Works of the Forms https://www.gresham.ac.uk/ 	
Click	<ul style="list-style-type: none"> Young Archaeologists Club, members receive newsletters, competition opportunities and information about volunteering on archaeological digs. https://www.gresham.ac.uk/schools/history https://www.gresham.ac.uk/schools/math 	<ul style="list-style-type: none"> Read this BBC article on why our brains see maths as beauty. If you are interested in which careers maths graduates go on to visit Maths Careers. You will be surprised by just how many exciting careers rely on having a maths degree. https://www.gresham.ac.uk/schools/math 			
Make/do	<ul style="list-style-type: none"> Volunteering for an organisation or event that relates directly to History/Politics is an excellent way to show your subject passion, and is also a good way to meet people with similar enthusiasms, and to learn more. A local museum: if you live near a museum, it is worth asking them whether they accept volunteers. Smaller museums often welcome this, particularly in busy periods such as weekends and school holidays. 	<ul style="list-style-type: none"> Solve the puzzles Build a clock 	<ul style="list-style-type: none"> Enter composition and performing competitions such as: <ul style="list-style-type: none"> London International Music Competition Join a local choral society or orchestra – Jersey Island Singers BYRM Voluntary work for organisations such as: <ul style="list-style-type: none"> International Musicians Seminar National Youth Orchestra 		


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MOOCs

What is a MOOC?
 MOOCs are Massive Open Online Courses. They are free online courses, ranging across a huge number of topics. These can help you to improve your knowledge within a specific area, which in turn can help you to stand out from the crowd. MOOCs are a way of demonstrating your passion for a subject area. For more information, take a look at the following page from Unifrog, which includes a short video: [What are MOOCs and why should you take one?](#)

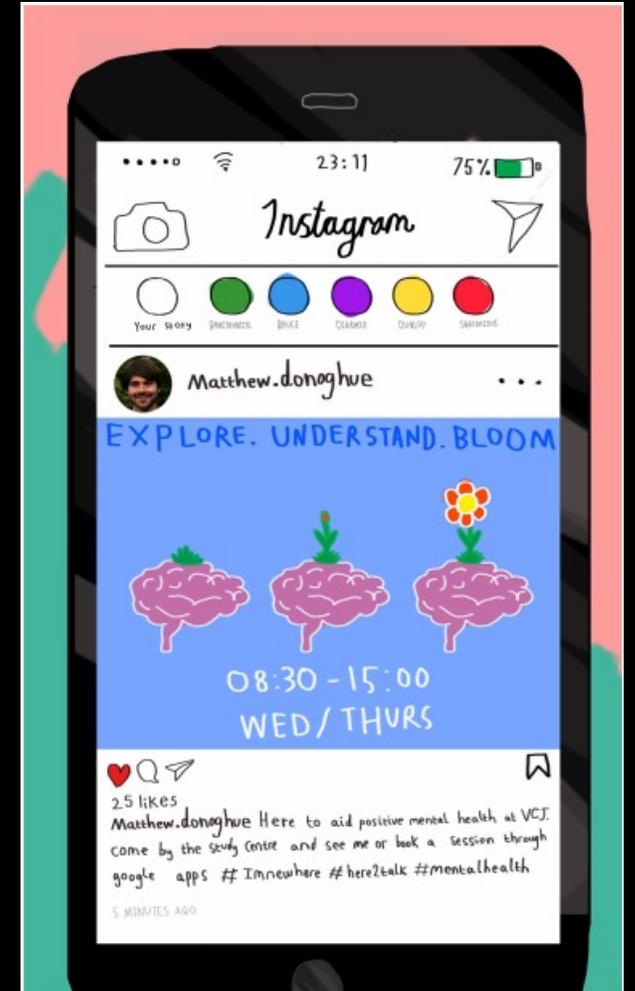
Why should I do a MOOC?
 There are a number of reasons for completing a MOOC.

- A MOOC can help to prepare you for your chosen area of study in higher education. You could complete a generic MOOC giving you an introduction to your university course, or you could find MOOCs relating to specific modules that you're going to be studying.
- A MOOC could help you to reinforce your A Level learning. The absence of exams has likely meant that you have found it hard to motivate yourself to complete independent study or learning tasks. A MOOC will provide you with a platform to complete such learning.
- A MOOC will help you to stand out from the crowd. MOOCs demonstrate a passion for a subject and a willingness to get above and beyond the usual expectations. Whilst your university applications are already in place, this might help with securing jobs or placements during your studies.
- A MOOC can be taken to broaden your interests away from your chosen degree area. You may wish to use a MOOC to develop other skills such as learning a language or learning how to code. This might give you another 'string to your bow' whilst others on your course are narrowing their focus to solely course related content.

How do I do a MOOC?
 MOOCs are available through a number of providers. Our recommendations are <https://www.futurelearn.com/> and <https://www.edx.org/course>. These providers have a range of MOOCs, which have been produced by various universities.

Pastoral support

- Tutor
- Ms Raffray – School counsellor
- Mr Griffin – Assistant Head Pastoral & DSL
- Learning support centre
 - Mr Smith – senior teacher student support
 - Mrs Watkins – inclusion
 - Mrs Priestly - SENCO
- Mrs Job – careers, Sixth Form guidance
- Ms Murphy – UCAS coordinator, Deputy Head of Sixth
- Mr Falle





UCAS

Ms Murphy

Deputy Head of Sixth Form

UCAS Timeline

- Update on support given so far.

Deadlines:

Early Entrants (Medicine, Dentistry, Veterinary Sciences, Oxbridge)

Deadline 15th October.

All other applicants: Deadline 17th November (Internal) UCAS 26th Jan.

(7th Sept – 1st day of completed applications accepted by UCAS)

Personal statements, 5 courses / universities. Aspirational, solid, safe choices depending on predicted grades.

Support: AGF, DAM, SJ, Tutor 1:1 meetings. Subject teacher input. UCAS & Unifrog. Assembly 30th Sept.

How to guides

Parents's guide (BSL)

UCAS



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6:22



BSL – Parent Guide



Mr Falle

Head of Sixth Form

Working in partnership



Procedures

Attendance

Absence requests PRINT

Home study

Directed study periods and
timetabled intervention

Parking



Advice





- Consolidate your Year 12 learning – revise!
- Breakdown your notes into shorter, more concise resources as soon as possible.
- Use your study periods and the hours before and straight after school well.
- Revise little and often.
- If in a leadership role, make sure you are proactive but learn to say no from time-to-time – utilise year 12s and other prefects.
- Be organised – have a timetable.
- Ask for help

Key dates

- Assessment opportunities – ongoing
- Early applicants taking examinations – ongoing
- Early applicants – 15th October
- UCAS deadline (all other applicants) – mid-November

Key dates

- Parents' evening – 2nd December
- Progress Review – 9th November
- Mock examinations – 17th-25th January
 - Results 3rd Feb
- Written reports – 2nd March
- A Level examinations – May-June 2022
- A Level results day – TBC

A large, stylized graphic on the left side of the page, consisting of three overlapping curved shapes in shades of yellow and orange, resembling a flame or a stylized letter 'S'.

Student Finance

WHAT YOU MIGHT RECEIVE

Household income (total/gross)	Tuition fees	Maintenance	Total
£0 to £49,999.99	£9,250	£7,500	£16,750
£50,000 to £59,999.99	£9,250	£6,000	£15,250
£60,000 to £69,999.99	£9,250	£4,500	£13,750
£70,000 to £79,999.99	£9,250	£3,000	£12,250
£80,000 to £89,999.99	£9,250	£1,500	£10,750
£90,000 to £99,999.99	£9,250	£0	£9,250
£100,000 to £109,999.99	£9,250	£0	£9,250
£110,000 to £119,999.99	£8,325	£0	£8,325
£120,000 to £129,999.99	£7,400	£0	£7,400
£130,000 to £139,999.99	£6,475	£0	£6,475
£140,000 to £149,999.99	£5,550	£0	£5,550
£150,000 to £159,999.99	£4,625	£0	£4,625
£160,000 to £169,999.99	£3,700	£0	£3,700
£170,000 to £179,999.99	£2,775	£0	£2,775
£180,000 to £189,999.99	£1,850	£0	£1,850
£190,000 to £199,999.99	£925	£0	£925
£200,000 + or assets over £500,000	£0	£0	£0

DISTANCE LEARNING

Gross income	Percentage of course fees reimbursed
No more than £50,000	80%
More than £50,001 but no more than £55,000	60%
More than £55,001 but no more than £60,000	40%
More than £60,001 but no more than £65,000	20%
More than £65,000	0%

The maximum award in respect of one academic year is £7,400

USEFUL CONTACTS

STUDENT FINANCE

Bermuda House, Green Street, St Helier, Jersey JE2 4UH

Tel: **01534 449450** | Email: studentfinance@gov.je | Website: www.gov.je/studentfinance

SKILLS JERSEY

Bermuda House, Green Street, St Helier, Jersey JE2 4UH

Tel: **01534 449440** | Email: skillsjersey@gov.je

Website: www.gov.je/skillsjersey | Youtube: youtube.com/skillsjersey

Keep in touch, follow us on the Government of Jersey's social media



Contacts

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Ms Dawn Murphy – Deputy Head of Sixth Form – d.murphy@vcj.sch.je

Mrs Suzanne Job – Head of Careers – s.job@vcj.sch.je

Dr Gareth Hughes – Headteacher – g.hughes@vcj.sch.je

Tutors

- **13 Braithwaite** – Mrs L. De Gruchy l.degruchy@vcj.sch.je
- **13 Bruce** – Dr J. Richardson j.Richardson@vcj.sch.je
- **13 Diarmid** – Mr G. Bloor g.bloor@vcj.sch.je
- **13 Dunlop** – Ms D. Murphy d.murphy@vcj.sch.je
- **13 Sartorius** – Ms A. Robinson a.robinson@vcj.sch.je