



Leigh Academy
Hugh Christie

Year 13 Information Evening

Wednesday 11th of September 2024
6-7pm

leighacademyhughchristie.org.uk

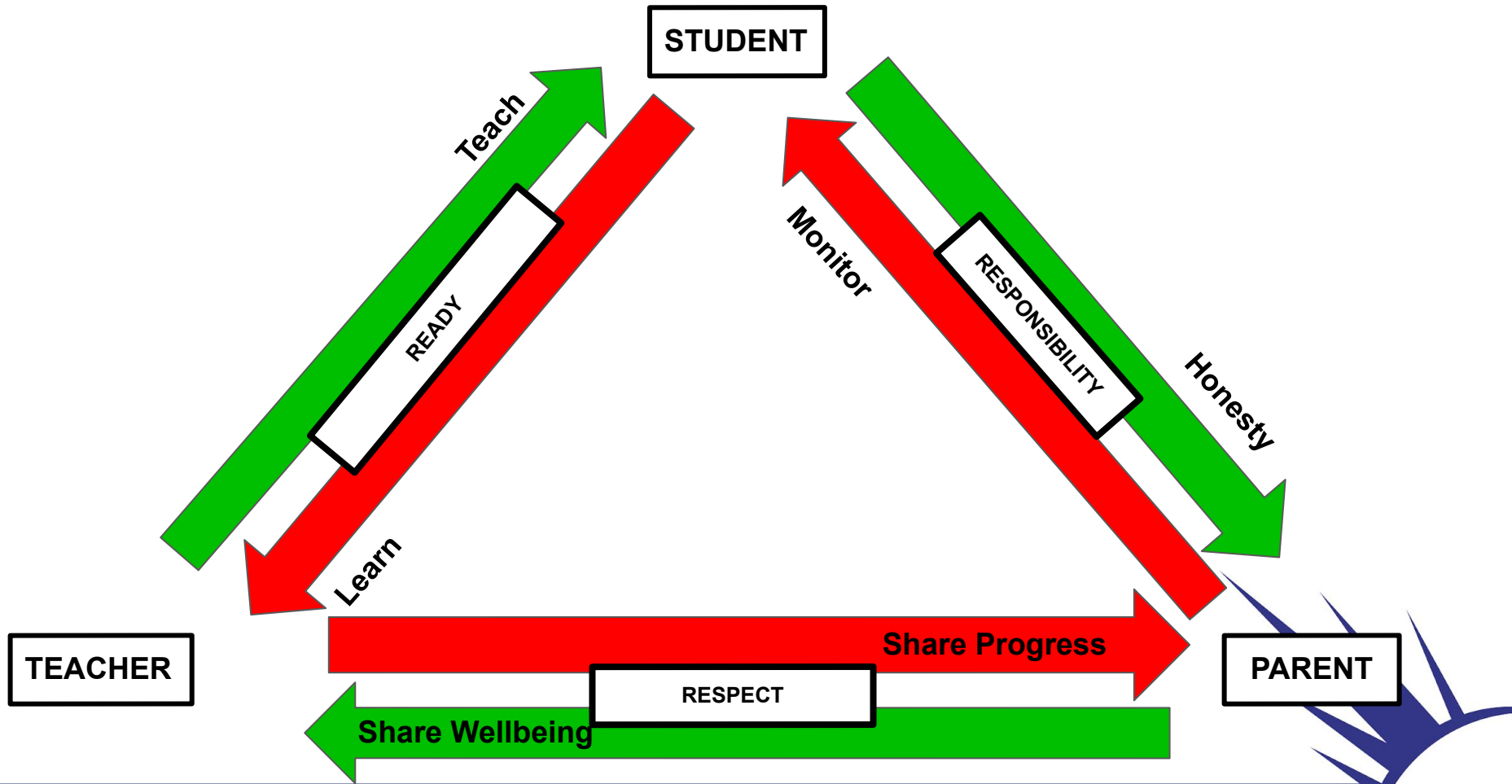
Welcome to Leigh Academy Hugh Christie

Principal - Palak Shah

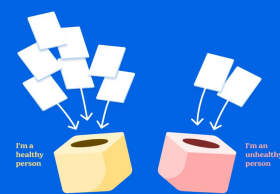
Deputy Head - Patrick Lonergan

Assistant Principal for Sixth Form - Emma Stubbs





What does year 12 look like?

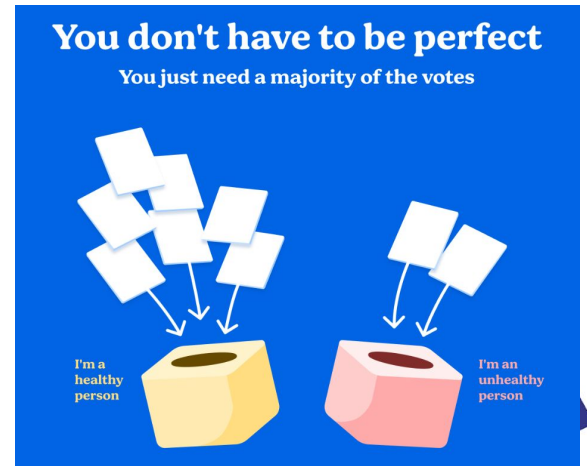
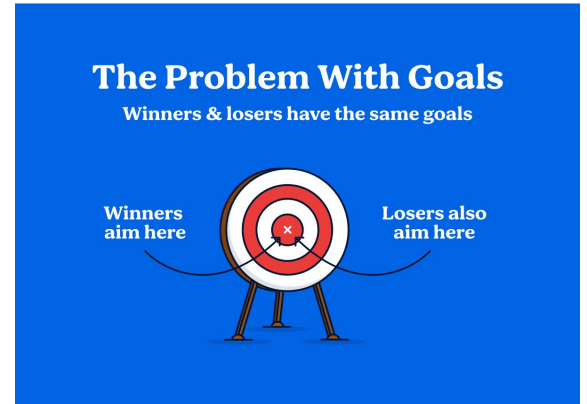


Module 1	Module 2	Module 3	Module 4	Module 5	Module 6
6.3 weeks	7 weeks	5.4 weeks	6 weeks	4.3 weeks	7.2 weeks
Establishing positive habits	Maintaining positive habits Assessments Christmas break		Assessments Easter break		MOCKS UCAS/ Apprenticeship predictions Work experience Summer

Academic expectations

Turn up - 100%, proactive,
ready to learn

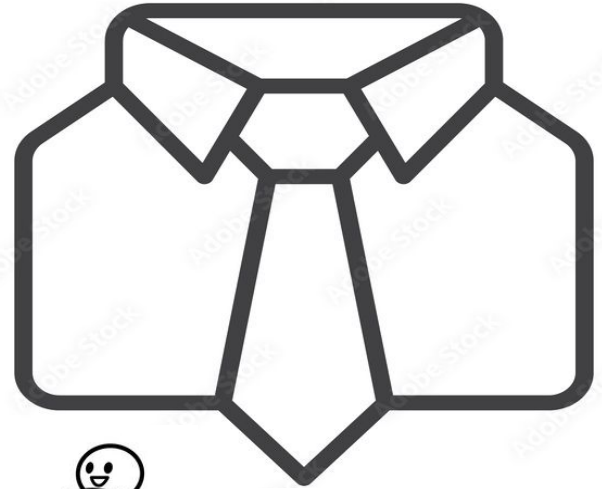
Turn in - 4-6 hours of
independent work per subject
per week

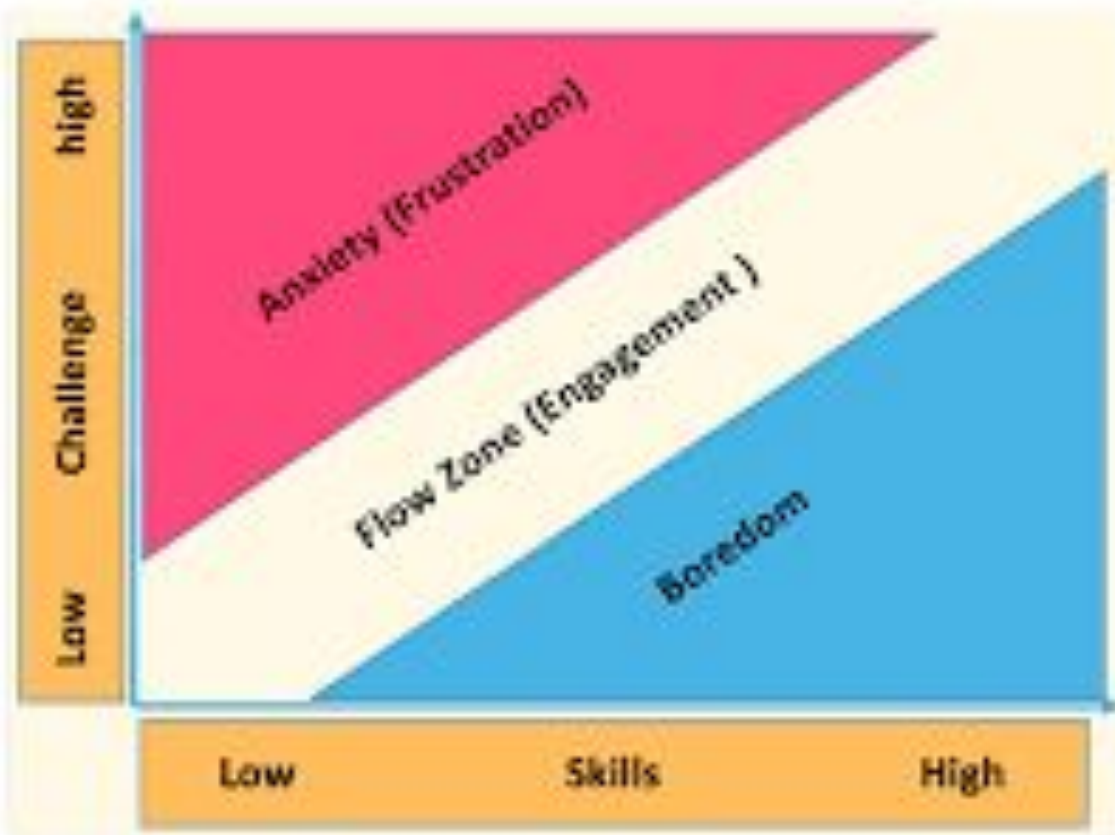


Dress code and expectations

- Smart shoes not trainers
- Smart shirts not polos
- Knee length skirts
- Coats off
- Lanyards on

- Phones **ONLY** in SFA





Turn up

Turn in



What does independent study look like?

1. Pre-reading/ preparing
2. Consolidation of newly learnt content
3. Reviewing older content
4. Set written responses for assignments (homework)
5. Quizzing
6. Exam practice responses



Independent study and the Sixth Form Study Centre

Year 11 and lower school	Year 12	Year 13	The workplace
<ul style="list-style-type: none">• Fully timetabled lessons with subject experts (25/25 lessons)• Direct instruction and guidance at all times• Silence as the default upheld by the classroom teacher• Additional intervention with subject experts where required• Homework set to complete at home	<ul style="list-style-type: none">• Big transition from Year 11 (13/25 lessons for 3 subjects and PSHE)• Independent learning increases with teacher direction and resourcing• Quiet working is the default and upheld by the study room supervisor• Module 1 and 2 support students to utilise new systems and routines for independent study• Minimum of 4 study periods a week - full time to begin with• Ongoing monitoring and adjustments to support individual learning needs• Bespoke provision for practical subjects and SEND needs	<ul style="list-style-type: none">• Still 13/25 lessons)• Stepping up and role modelling• Still have teacher direction and resourcing however students are more autonomous and proactive in accessing this and meeting their personal needs for independent study• Module 1 and 2 to review students of concern• Minimum of 4 study periods a week• Ongoing monitoring and adjustments to support individual learning needs• Bespoke provision for practical subjects and SEND needs	<ul style="list-style-type: none">• Relative autonomy and goal directed timetable• Some directed time by management for team meetings etc• Autonomy and trust increase with evidence of success in the role• Productive working habits and priority setting• Recognises when help is required• Knows where to seek support and ask for help

Increasing trust, responsibility and autonomy





Independent study and the Sixth Form Study Centre

Your child can expect:

- Disruption free learning environment in the Sixth Form Study Centre
- Professional working atmosphere where independent and small group work can take place quietly
- Supervised room - support on hand
- Autonomy to make a drink, pop to the loo or grab printing - just like in the workplace
- Structure to embed productive habits
- Guidance on what good looks like from subject experts
- 4 hours of compulsory independent study per week minimum

Study pass update:

X students met in July due to attendance concerns
11/68 students had 95%+ attendance and have a study pass
20/ 68 students had 90-94.9% attendance and have a study pass with closer monitoring
39/68 students had below 90% attendance and below are being reviewed along with baselines



Revision timetable

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
8.55-9.55am							
9.55-10.55am							
11.15-12.15pm							
12.15-1.15pm							
2-3pm							
3-4pm							
4-5pm							
5-6pm							
6-7pm							
7-8pm							

Subjects covered this week;



Student Chromebook Expectations

Students will:

- Arrive at the academy with a fully charged Chromebook each day.
- Enter each classroom in a calm manner and unpack their Chromebook, logging into the relevant Google Classroom to access the resources for the lesson.
- Embrace our values, modelling the traits of an excellent digital citizen.
- Only use their Chromebook for learning and when instructed to do so (MODE 1).
- Ensure that when the teacher is providing direct instruction or others are presenting, Chromebooks not be accessed (MODE 2).
- Take ownership of their device and responsibility for its maintenance.
- Fully utilise Google Classroom with the resources provided by staff, including home learning tasks.
- Abide by academic honesty expectations, ensuring all work is their own.

MODE 1



Device is used to access resources and complete tasks set.

e.g. reading slides, completing an assignment

MODE 2



Device not to be used and the top to be closed halfway down.

e.g. staff are providing direct instruction or others are presenting

The Chromebook expectations support our digital strategy to enhance the learning and progress students make as they journey through the curriculum, supplementing their learning through the development of their digital skills and digital literacy.

Ready | Respectful | Responsible

Access to a wide range of educational tools and resources: Chromebooks are integrated with Google Workspace for Education (Gmail, Docs, Sheets, Slides, Classroom, etc.),

Encouraging collaboration and creativity: Chromebooks facilitate real-time collaboration through cloud-based apps like Google Docs and Google Slides, where multiple students can work together on assignments from different locations.

Development of digital literacy and modern workforce skills: Students gain hands-on experience with cloud-based platforms, online communication tools, and digital collaboration., Students learn how to efficiently navigate technology, work remotely, and collaborate digitally, building critical skills for future careers in an increasingly tech-driven world.

Sixth Form Module 1 focus: Establishing positive habits - leadership of self

monday advisory	tuesday advisory	wednesday advisory	thursday advisory	friday advisory	Weekly PSHE lesson
Citizen development - News of the week quiz	Assembly	Careers development	Professional development	Personal development	
<p>Students will focus on their role and place in the communities they belong to and how they can be a force for positive change. Students will be able to embed learning from the PSHE curriculum in advisory activities and develop confidence in enacting social change.</p> <p>Students will:</p> <ul style="list-style-type: none"> - Engage with current affairs and develop critical thinking skills so they can consider different stakeholders views and the role of democracy, law and individual liberty further - Reflect on their community contributions and next steps - Engage with activities around culture and their role in reinforcing cultural norms and values - Develop empathy, tolerance and mutual respect 	<p>To align with the curriculum map for advisory and draw on key ideas and themes.</p> <p>In module one the focus is on establishing strong and healthy habits.</p> <p>Year 12 and 13 will have bespoke assemblies where required.</p>	<p>Students will focus on exploring career pathways and the steps student may require to achieve their career goals. Students will be able to develop knowledge of university and apprenticeship routes as well as full time employment.</p> <p>Students will:</p> <ul style="list-style-type: none"> - Utilise Unifrog to develop a career plan and next steps plan - Set SMART goals to explore career pathways and progress towards final applications - Develop knowledge around the higher education and apprenticeship market and prospects - To network with professionals beyond their immediate experience and learn from experts about career journeys and routes - To research, apply and complete meaningful work experience that will leverage stronger applications for their next steps 	<p>Students will focus on developing their professional identities and key skills that will enable them to develop professional careers successfully.</p> <p>Students will:</p> <ul style="list-style-type: none"> - Develop academic competencies such as study skills, research skills and managing their time - Develop cultural capital around interview processes and practise interview skills - Utilise metacognition to improve their professional identity - Receive coaching on aspects of professional identity such as dress code, codes of conduct and work-life balance - Develop digital competencies that will enable them to excel in both interviews and the modern workplace 	<p>Students will focus on key areas of personal development to support their mental wellbeing, emotional intelligence and physical health.</p> <p>Students will:</p> <ul style="list-style-type: none"> - Learn key theories around psychological wellbeing and leadership of self - Practise developing leadership of self strategies - Receive coaching during pinch points of the year on key pressure points - Develop emotional intelligence and handle interpersonal relationships judiciously - To explore key themes covered in PSHE in scenario based learning 	<p>To align with the curriculum map for advisory and enable interleaving of key ideas and themes.</p> <p>E.g. in module 1 PSHE will focus on strong habits initial around sleep hygiene, personal travel safety, emotional literacy and management of self, work-life balance before progressing to types of relationships ahead of module 2 where the theme shifts from habits.</p>

How parents and guardians can support their child during this critical year



Leigh Academy
Hugh Christie
Year 13

- Key information for parents can be found on our Year 13 Google site - launching in the next two weeks - update coming
- All assessment dates will be shared
- Key independent learning resources
- Careers and Unifrog guidance
- Post 18 options booklet and guidance
- Mental wellbeing and support
- Signposting resources
- Discussing reports and what assessments mean
- Parents can join Google classrooms and also look at their child's homework set and classwork

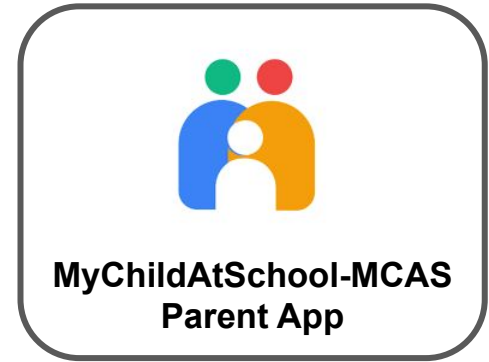


Support can be found on the website

For school support please email:
info@lahughchristie.org.uk

[Link to My Child At School\(MCAS\) website](#)

[Link to MCAS Parent Guide](#)



my  at school.com

PARENT LOGIN

School ID



Username



Password



Remember School ID and Username

[Forgotten Login Details?](#)
[Redeem Invitation Code?](#)

Login



My Past Papers

My Past Papers lets you easily access A Level past papers, mark schemes and examiner reports.

Add your subjects to create your own dashboard for quick access to revision materials.

More than 7,000 papers available for Edexcel, OCR, AQA, CAIE, Eduqas, WJEC and CCEA.



Seneca students obtained test scores 2x higher than their peers using other revision resources

Seneca's algorithms are **adaptive and personalise students' education** to their abilities, prior knowledge and performance.

It is designed in a way to let you revise in an optimum way. Based on the latest neuroscience techniques the platform will repeat similar questions in different ways, provide the maximum variety to keep the brain engaged, and indicate when you should revise an old section again.

- Home
- Calendar
- Resources New
- Teaching
- To review
- HUC-13A-Bi1-2024-Class
Mrs Mercer - Biology - A2
- HUC-13C-Pt1-2024-Class
Mr McPherson - Photography**
- HUC-12a-Be1-2024-Class
Miss Hudson - Business - Voc
- HUC-10D-Hs1-2024-Class
Miss Batchelor - Health & Social Ca...
- Year 13 Sociology
- HUC-13B-Ch1-2024-Class
Mr Hayes - Chemistry - A2
- HUC-12a-Ch1-2024-Class
Mr Hayes - Chemistry - A2
- HUC-13D-La1-2024-Class
Miss Batchelor - Law - A2

Stream Classwork People Marks



Happy 10th birthday, Google Classroom! Find out what we've learned and what we're doing next.

Dismiss Learn more

HUC-13C-Pt1-2024-Class
Mr McPherson - Photography

Customise

Meet

Generate link

Announce something to your class

Class code

zaq3dl3

Ross Mcpherson posted a new assignment: INDEPENDENT STUDY TIME Essay Writing Support
13:35

Ross Mcpherson posted a new assignment: Establishing an essay questions
6 Sept (Edited 09:13)

🎉 Happy 10th birthday, Google Classroom! Find out what we've learned and what we're doing next.

+ Create

🔗 Share classwork

All topics ▾

Lessons



Students will see this topic once work is added to it

Home learning



Students will see this topic once work is added to it

Knowledge organisers



Students will see this topic once work is added to it

Additional materials



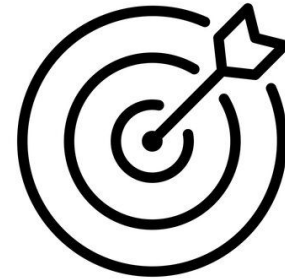
Students will see this topic once work is added to it

Google classroom structure

ire - ...
ire - ...
i
I Ca...

Types of assessment this year:

- 1) External exams
- 2) Controlled assessments - exams
- 3) Coursework (NEA)



Guidance on next steps - Post 18

1. University
2. Apprenticeships
3. Full time employment

What is unifrog?

A one-stop-shop for getting in.



Apprenticeships



Further Education



University



+ Lots more!



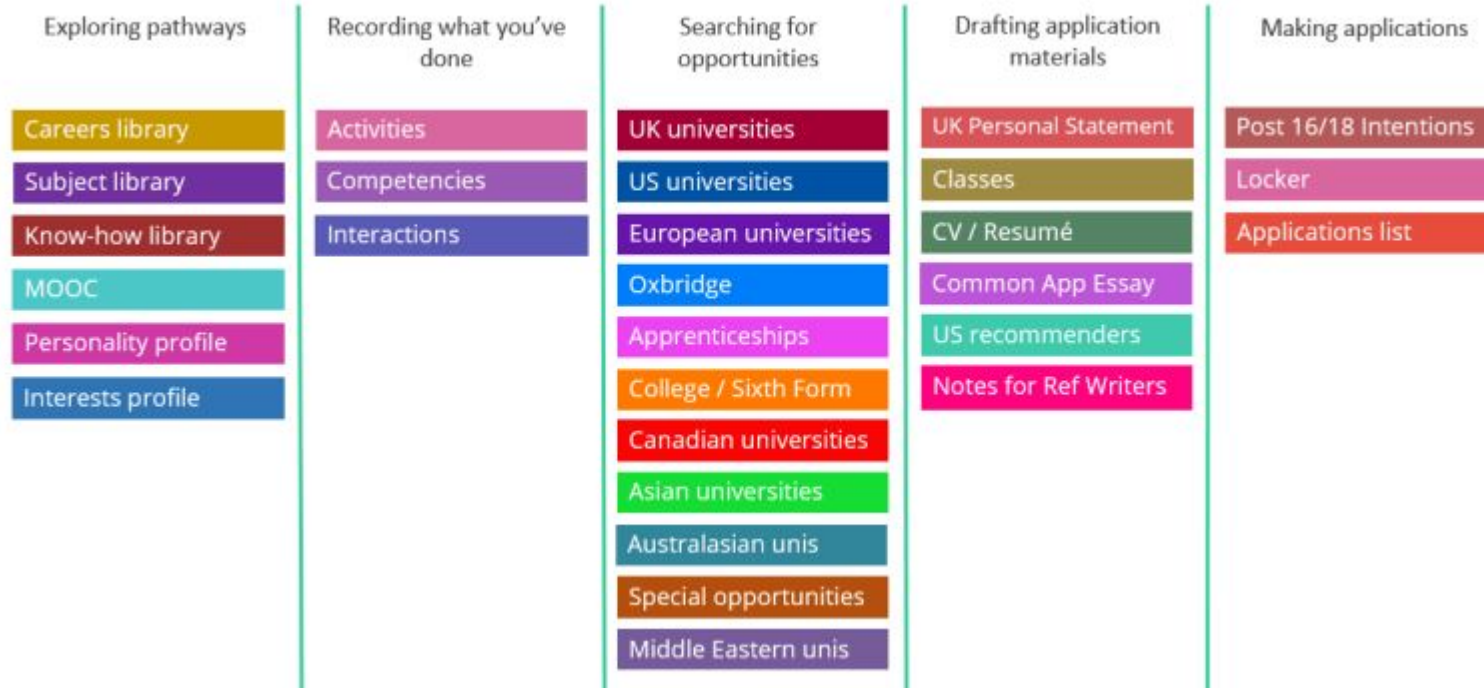
Unifrog - A brief introduction

You will all receive Unifrog log ins soon to utilise to support your Post 18 destinations.

It has a wide range of support resources for University, Apprenticeships, Employment and Gap Years.



How to use unifrog to help you find out more about your options Post 18:



How to use unifrog to help you find out more about your options Post 18:

Use the tools in the *Exploring pathways* section to research the career pathways and subject fields that lie beyond 6th Form, and understand how to access them.

Careers library

Subject library

Know-how library

MOOC

Personality profile

Interests profile



unifrog

How to use unifrog to help you find out more about your options Post 18:

Use the tools in this section to start *Recording what you have done*, such as online courses, work experience and masterclasses. There is guidance and examples to prepare yourself for making applications.

- Activities
- Competencies
- Interactions

Activities you've done

Record what you've done. Then use this material for your applications.

2 of 10 recommended minimum recorded so far
Almost anything can be considered an extracurricular activity - from having a job, to taking care of family members, to extensive sleep learning.
[Add an activity](#)

Babysitter
Work experience
From 2017
Regularly looking after the children of family friends
Referee: Mary Taylor [Add 2](#)

Member of a book club
Reading books / academic journals
November 2015
Meeting to discuss books we have read on a biweekly basis
Referee: John Hogg [Add 2](#)

unifrog

How to use unifrog to help you find out more about your options Post 18:

Use the tools in the *Searching for opportunities* section to compare universities, degree options, apprenticeships and college courses.

UK universities

Canadian universities

US universities

Asian universities

European universities

Australasian unis

Oxbridge

Special opportunities

Apprenticeships

Middle Eastern unis

College / Sixth Form



unifrog

How to use unifrog to help you find out more about your options Post 18:

Helps you build successful applications.

You will be using the Personal Statement and CV tools in Year 12 and Year 13 to create applications for universities, apprenticeships and jobs. Unifrog enables your teachers to give you fast feedback and keep everything safe and up to date!

UK Personal Statement

Classes

CV / Resume

Common App Essay

US recommenders

Notes for Ref Writers

Post 16/18 Intentions

Locker

Applications list

unifrog

Key links for students to utilise after advisory:

Exploring your Post 18 options: <https://www.unifrog.org/events/series-post-18-options>

National Careers Service: <https://nationalcareers.service.gov.uk/>

Ucas: <https://www.ucas.com/>

The Student Room: <https://www.thestudentroom.co.uk/>

Whatuni: <https://www.whatuni.com/>

Universities UK: <https://www.universitiesuk.ac.uk/>

Colleges UK: <https://www.aoc.co.uk/about/list-of-colleges-in-the-uk>

Apprenticeship Hub: <https://www.gov.uk/apply-apprenticeship>

Gap Year Guide:

https://www.gapyearassociation.org/wp-content/uploads/2021/05/Planning_Your_Gap_Year.pdf

O*NET Online: <https://www.onetonline.org/>

Prospects: <https://www.prospects.ac.uk/>

My World of Work: <https://www.myworldofwork.co.uk/>



How to use unifrog to help you find out more about your options Post 18:

- Explore which subjects you would be interested in studying post-18 and how these choices can lead to different career paths and further education.
- Discover and sign up to online courses in areas that you're interested in.
- Explore how to successfully apply to an apprenticeship or university course, including universities abroad.
- Support in writing a CV and Cover letter.
- Record key activities and achievements to use in your applications.

The logo for 'unifrog' is displayed in a green, lowercase, sans-serif font. A blue curved line is visible to the right of the logo.

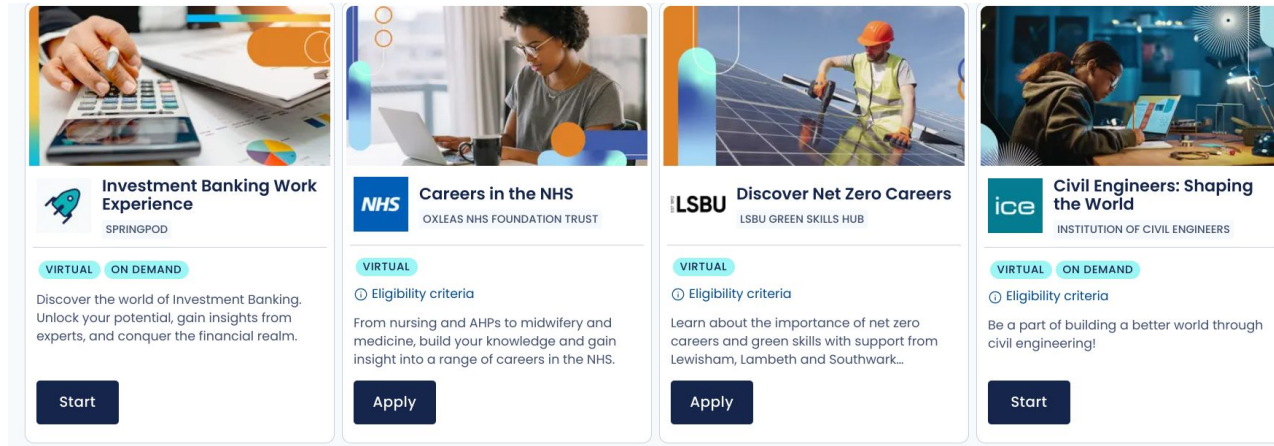
Springpod - Virtual Work Experience

Opportunity for online work experience in a wide range of sectors

Some have eligibility criteria and some are on demand

New opportunities are added regularly, especially over holiday periods

All Year 13 should be aiming to complete at least one virtual work experience during the year



The image displays four virtual work experience cards arranged in a row. Each card features a header image, a title, a provider logo and name, a status indicator (Virtual or On Demand), a description, and a call-to-action button.

- Investment Banking Work Experience** (Springpod): Virtual and On Demand. Description: "Discover the world of Investment Banking. Unlock your potential, gain insights from experts, and conquer the financial realm." Button: Start.
- Careers in the NHS** (Oxleas NHS Foundation Trust): Virtual. Description: "From nursing and AHPs to midwifery and medicine, build your knowledge and gain insight into a range of careers in the NHS." Button: Apply.
- Discover Net Zero Careers** (LSBU Green Skills Hub): Virtual. Description: "Learn about the importance of net zero careers and green skills with support from Lewisham, Lambeth and Southwark..." Button: Apply.
- Civil Engineers: Shaping the World** (Institution of Civil Engineers): Virtual and On Demand. Description: "Be a part of building a better world through civil engineering!" Button: Start.

Information on study skills, time management and managing stress

1. Students can speak to Ms. Dolan, our Student Support Manager for Post 16
2. Daily check ins with their advisor
3. School counsellor
4. External agency support as signposted on our Google site



FAQ summary:

A) Why have you taken away the students social space?

B) My child is going to be absent, who do I speak to?

C) I am concerned by child is not on track to get the grades they deserve this summer, what can I do?

A) We have provided a more professional working space that is dual purpose so lesson time is more productive and social time is still relaxing, safe and enjoyable.

B) Mrs. Pike is our Sixth Form Attendance and Admin officer and can support with any queries/ absences.

C) Initially, please contact Mrs. Stubbs so we can collate key concerns and organise next steps which may include: initial phone call, targeted intervention, reviewing year 12 progress and actions, parental meeting

Any further questions?

General questions that apply to all - please do ask now

Any individual questions, please speak to us on your way out

Email: emma.stubbs@lahughchristie.org.uk for any Post 16 concerns

wendy.pike@lahughchristie.org.uk for any Post 16 attendance/
admin queries

colette.dolan@lahughchristie.org.uk for any Pastoral queries

TO DO LIST

- Go through this presentation with your child
- Tell your child to show you they can log into the following;
 - LAHC website
 - Google classroom for every subject
- Tell your child you want to see their exercise books
- Log into the following
 - Bromcom-MCAS
 - LAHC website
- **COMING SOON** - Tell your child to log in to Unifrog and show you their profile

TO DO LIST

- Familiarise yourself with the Subject Information Guides
- Tell your child to show you their UCAS application including any personal statement drafts
- Tell your child to show you their Apprenticeship application and supporting statement
- Work with your child to book open days for universities or apprenticeship schemes and/ or attend online information events
- Email or phone Wendy Pike to update her of any absences for the above taster days