



Leigh Academy
Hugh Christie

Year 12 Information Evening

Wednesday 24th of September 2024
6-7pm

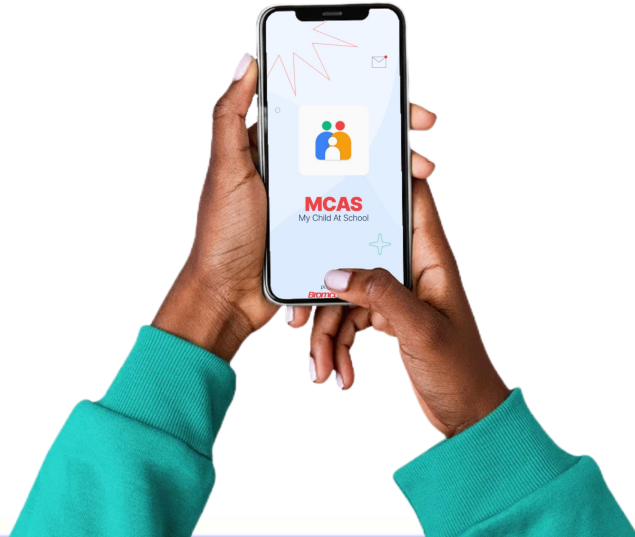
leighacademyhughchristie.org.uk

My Child At School App - Download here



SCAN ME

MCAS Google
Play Store



SCAN ME

MCAS Apple
Store

Support can be found
on the website

For school support
please email:
[info@hughchristie
.latrust.org.uk](mailto:info@hughchristie.latrust.org.uk)

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

[Link to MCAS
Parent Guide](#)

My Child At School App - What is it for?

The screenshot shows the 'Helpdesk Test Portal' dashboard for a user named 'Mr A Abbott'. The dashboard is divided into several sections:

- Attendance:** A green box titled 'Attendance' with the question 'Is Dave at school?'. It shows a table with columns 'Period', 'Subject', and 'Mark'. The data row shows 'PM' for 'Tutor Group' with a green checkmark.
- Assessment:** A yellow box titled 'Assessment' with the question 'How is Dave performing?'. It states 'No Assessment data found'.
- On Report:** A red box titled 'On Report'. It states 'Dave does not have any "On Report" arrangements.'.
- Homework:** A red box titled 'Homework' with the question 'Does Dave have homework?'. It states 'No Homework data found'.
- Announcement:** A purple box titled 'Announcement'. It contains two messages: 'The school will be closed' (Helpdesk Test Portal on 21st January 2019) and 'School Open' (Helpdesk Test Portal on 20th April 2016).
- Classes:** A red box titled 'Classes' with the subtitle 'Dave's Classes'. It shows a table with columns 'Class Name', 'Class Details', and 'Attendance'. The data rows are: '11B' (Tutor Group, Mr Simon Williams, 89% attendance), 'Ar11/X10A' (Art, Mrs Julie Blakeman, 90% attendance), and 'DR11/X10B' (Drama, Mr Mark Larigo, 90% attendance).
- Behaviour:** A blue box titled 'Behaviour' with the subtitle 'Dave's recent behaviour'. It shows a table with columns 'Date', 'Description', and 'Status'. The data rows are: '22/11/21' (Neutral Test, status -), '19/11/21' (Neutral Test, status -), '16/11/21' (Neutral Test, status -), and '16/11/21' (Neutral Test, status -).
- Reports:** A yellow box titled 'Reports' with the question 'How is Dave performing?'. It shows a table with columns 'Published' and 'Report'. The data rows are: '18/08/2021' (Quick Letter - ghgh - TO = Mr A Abbott #1 #498 18-08-2021 123129023.pdf (2020 - 2021)) and '18/02/2021' (Assessment Webmerge Report (2020 -

A sidebar on the left contains a navigation menu with options: Dashboard, Data Collection Form, Announcement, Assessment, Attendance, Behaviour, Exam Results, Exam Timetables, Homework, On Report, Parents Evening, Reports, and Timetable. The top right corner shows the user's name 'Mr A Abbott' and a settings icon.



There will be an opportunity at the end of this presentation to speak to staff to answer any questions

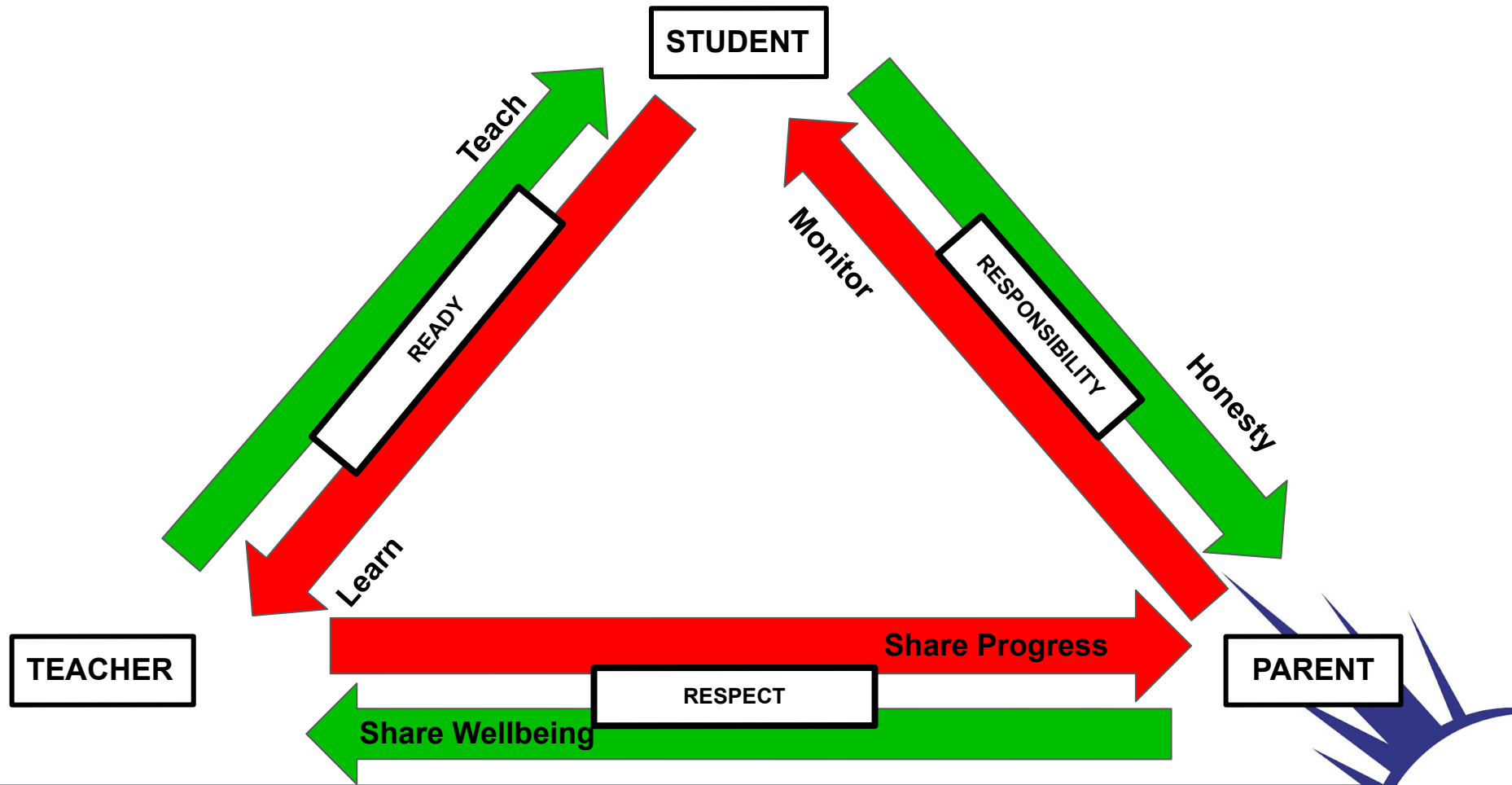
Welcome to Leigh Academy Hugh Christie

Principal - Palak Shah

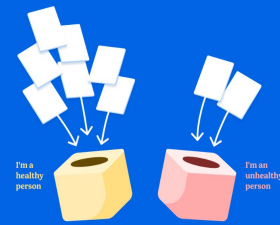
Vice Principal - Aimee Acton

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
7weeks Establishing positive habits	7 weeks Maintaining positive habits Assessments Christmas break	6 weeks	6 weeks Assessments Easter break	5weeks	7 weeks MOCKS 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

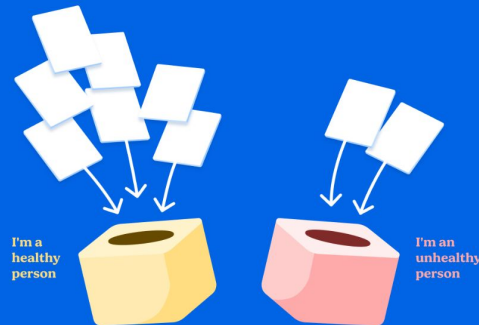
The Problem With Goals

Winners & losers have the same goals



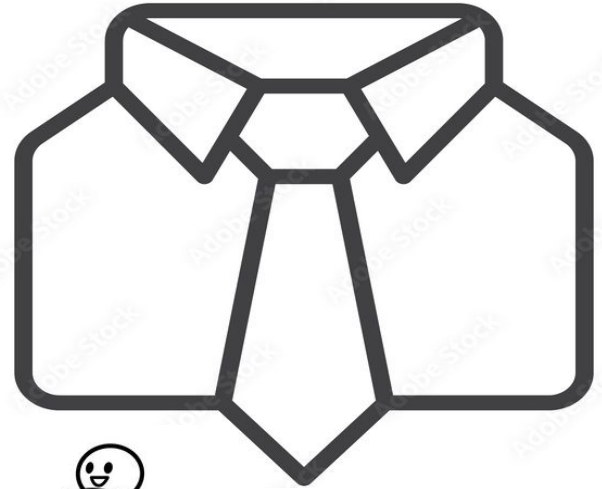
You don't have to be perfect

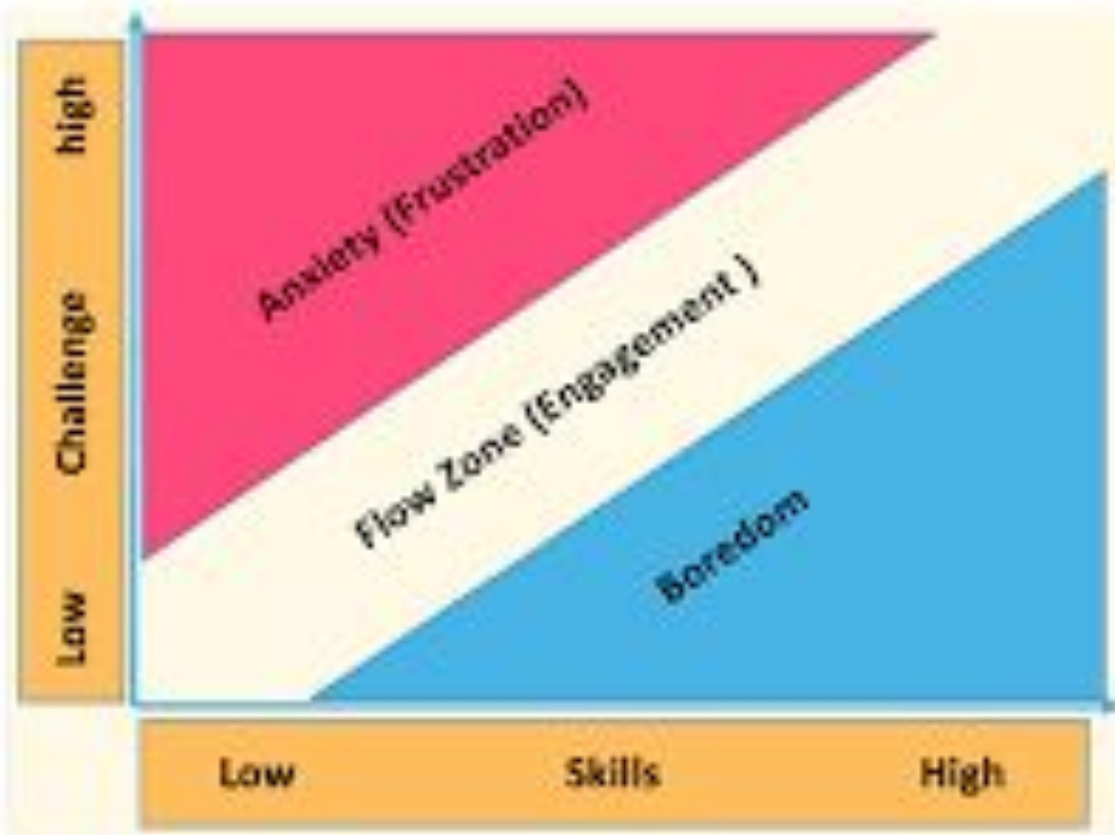
You just need a majority of the votes



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

Daily diet for a sixth form student

- Advisory
- Subject lessons
- Study periods
- Homework at home
- PSHE



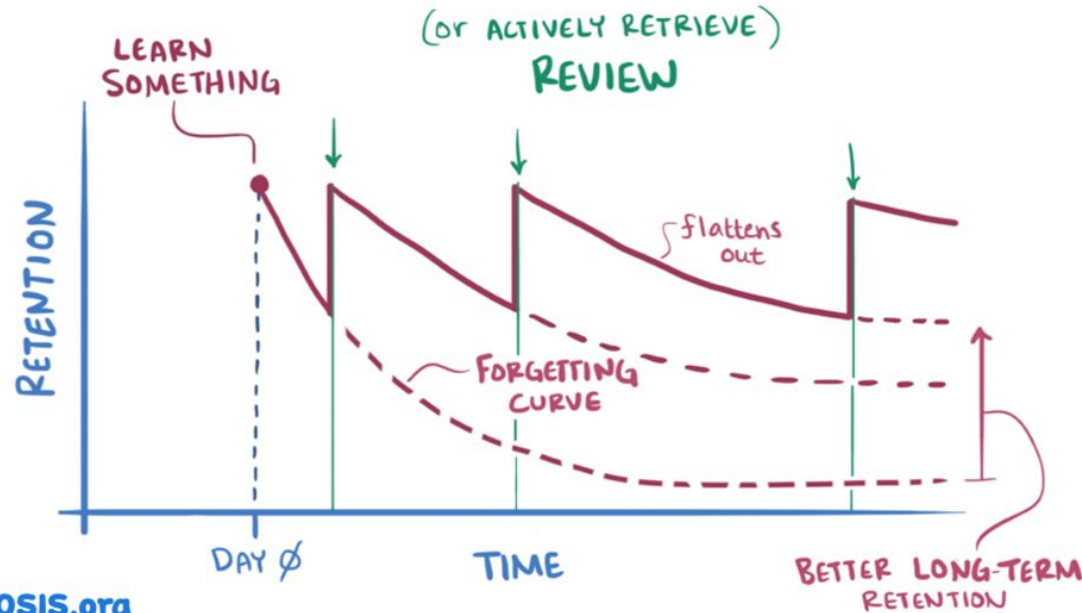
A large proportion of your work, that contributes to your final grades, is beyond the visible learning in lessons. Learning beyond the lesson is a valuable investment and will secure your success.

What does independent study look like?

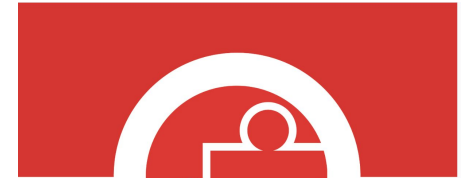
1. Pre-reading/ preparing
2. Consolidation of newly learnt content
3. Reviewing older content
4. Set written responses for assignments (homework)
5. Quizzing
6. Exam practice responses



Independent study beyond lessons in Sixth Form



OSMOSIS.org



TURING

Study Periods &
Home Learning
Reflection

Name

Advisory Group Module

DAY	WHAT I PLAN TO WORK ON
MONDAY	
TUESDAY	
WEDNESDAY	
THURSDAY	
FRIDAY	
WEEKEND	

Student Reflections - SUBJECT 1:

Type here

Student Reflections - SUBJECT 2:

Type here

Student Reflections - SUBJECT 3:

Type here



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



TURING

**Study Periods &
Home Learning
Reflection**

Name

Advisory Group Module

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





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

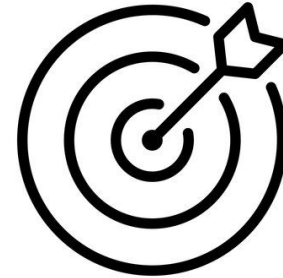
Access to a wide range of educational tools and resources: Chromebooks are integrated with Google Workspace for Education (Gmail, Docs, Sheets, Slides, Classroom, etc.),

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.

Types of assessment this year:

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



Exam Weeks

Mock exam weeks provide your child with the opportunity to sit exams in most of their subjects, giving them valuable real-life experience of the exam process

Benefits for Students

- **Real-life practice** – helps them get used to exam conditions, timings, and routines.
- **Builds confidence** – reduces anxiety by making the real exams feel more familiar.
- **Identifies strengths and gaps through Question Level Analysis (QLA)** – shows where they're doing well and where extra focus is needed.
- **Develops exam technique** – practice in structuring answers, managing time, and reading questions carefully.
- **Motivates revision** – gives a clear deadline to prepare towards.

Exam Weeks

Year 12 Formal assessment weeks:

Exam week 1: 2nd February - 6th February 2026

Exam week 2: 15th June - 26th June 2026



Access Arrangements

Pre-exam adjustments for students who may have an additional need which significantly affects their performance. This may include slow processing, writing and reading difficulties and severe emotional difficulties.

Students may be identified for access arrangements from existing diagnoses, specialist reports or from concerns raised by teachers, students and parents.

Please contact **Mrs Moll**, if you have any questions

Email: SEND@hughchristie.latrust.org.uk



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

- All assessment dates will be shared so families can plan for this
- 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

Show me
Encouragement
Advocacy

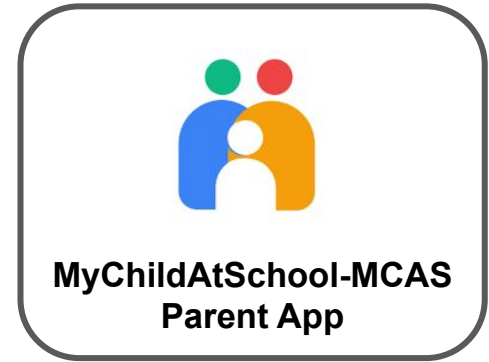


Attendance:

Please work with us to ensure any appointments that can be scheduled in the 175 days of the year students are not in school. We know this is not always avoidable but ask you to look at alternatives where possible.

Common examples of routine appointments that should be booked outside of school time: driving lessons, routine dental check ups, non-urgent medical appointments

Examples of appointments that may not be possible to re-arrange: driving test, open days at university, interviews, specialist medical care.



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  **child** at **school.com** 

PARENT LOGIN

School ID



Username



Password



☐ Remember School ID and Username

[Forgotten Login Details?](#)

[Redeem Invitation Code?](#)

Login

UpLearn

Available in: Biology, Chemistry, Physics,
Maths and Psychology

Set assignments directed by teachers

Self led revision

Adaptive learning which personalises targets
to each student

Proven track record

Year 13's tend to do 8 hours + per subject on
this



IMPROVE YOUR A LEVEL GRADES

**A*/A guaranteed or your
money back**

Up Learn provides everything you need to get an A*/A at A Level in you
subject, as efficiently as possible. No need for textbooks or tutors.



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.

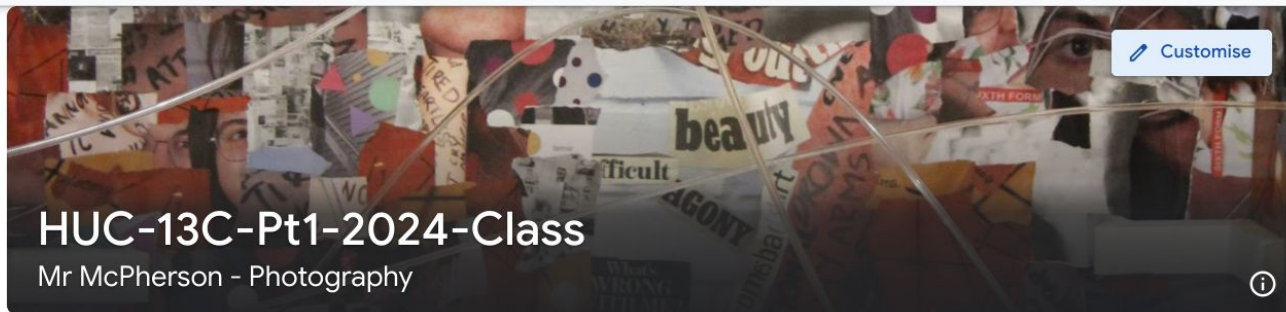
- Home
- Calendar
- Resources New
- Teaching
- To review
- HUC-13A-Bi1-2024-Class
Mrs Mercer - Biology - A2
- HUC-13C-Pt1-2024-Class
Mr McPherson - Photography
- HUC-12a-Be1-2024-Class
Miss Hudson - Business - Voc
- HUC-10D-Hs1-2024-Class
Miss Batchelor - Health & Social Ca...
- Year 13 Sociology
- HUC-13B-Ch1-2024-Class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



Meet
Generate link

Class code
zaq3dl3



Announce something to your class



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)


Google classroom structure

Stream

Classwork

People

Marks

 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

Guidance on next steps - Post 18

1. University
2. Apprenticeships
3. Full time employment

What is unfrog?

A one-stop-shop for getting in.



Apprenticeships



Further Education



University



+ Lots more!



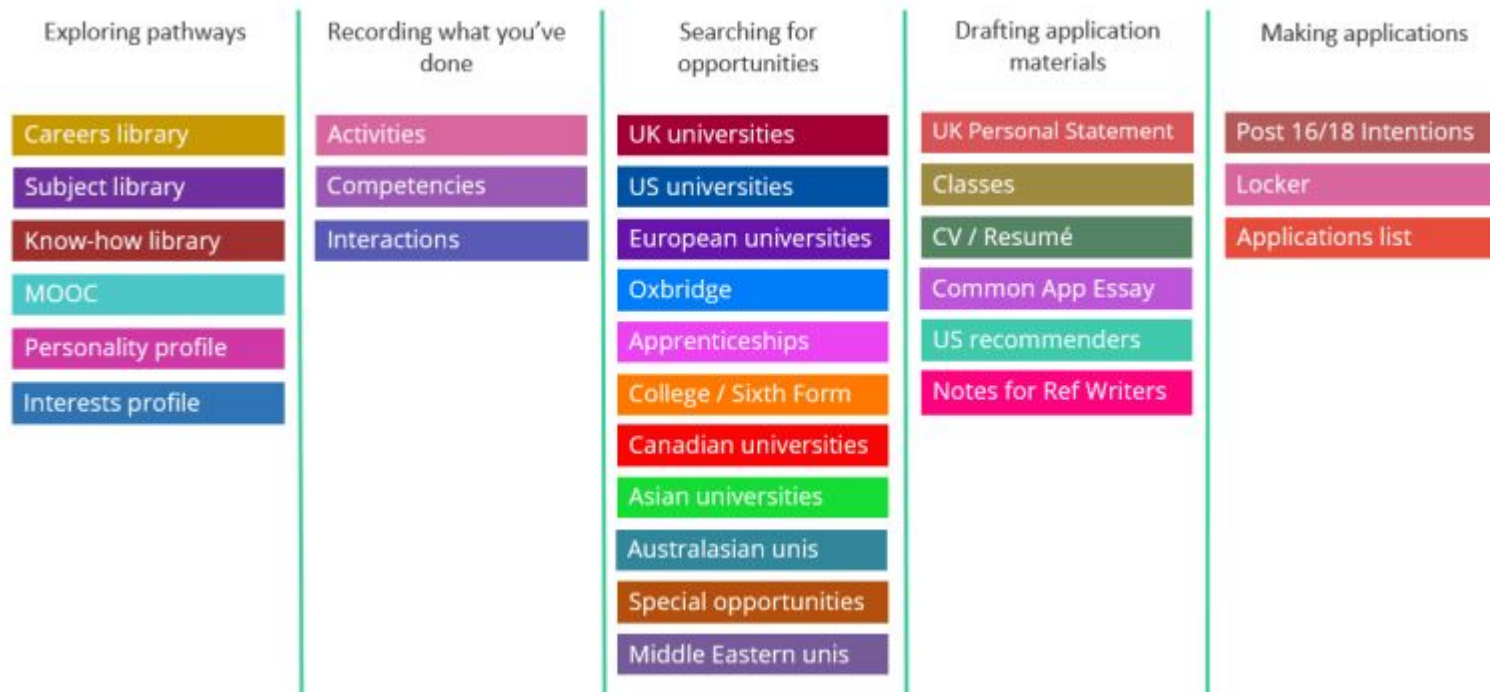
Unifrog - A brief introduction

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 extreme soap carving.

[+ Add an activity](#)



Babysitter

Work experience

August 2017

Regularly looking after the children of family friends

Referee: Mary Taylor

[Edit](#)



Member of a book club

Reading books / academic journals

September 2015

Meeting to discuss books we have read on a biweekly basis

Referee: John Rogers

[Edit](#)

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.




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




Investment Banking Work Experience
SPRINGPOD

VIRTUAL ON DEMAND

Discover the world of Investment Banking. Unlock your potential, gain insights from experts, and conquer the financial realm.

Start




Careers in the NHS
OXLEAS NHS FOUNDATION TRUST

VIRTUAL

Eligibility criteria

From nursing and AHPs to midwifery and medicine, build your knowledge and gain insight into a range of careers in the NHS.

Apply




Discover Net Zero Careers
LSBU GREEN SKILLS HUB

VIRTUAL

Eligibility criteria

Learn about the importance of net zero careers and green skills with support from Lewisham, Lambeth and Southwark...

Apply



Civil Engineers: Shaping the World
INSTITUTION OF CIVIL ENGINEERS

VIRTUAL ON DEMAND

Eligibility criteria

Be a part of building a better world through civil engineering!

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



Key Dates:

Late December - Year 12 will receive a report sent home with 'commitment to learning' score and their current working grade

Wednesday 8th July 3-7pm Parent/ carer progress evening.

Year 12 work experience - Monday 13th-Friday 17th July

Students should be looking for a placement from now! More details to follow in their advisory programme.

Students will then receive a report home with their summer mock grades in July

Sixth Form Team

Mrs. Stubbs - Assistant Principal for Sixth Form

emma.stubbs@hughchristie.latrust.org.uk

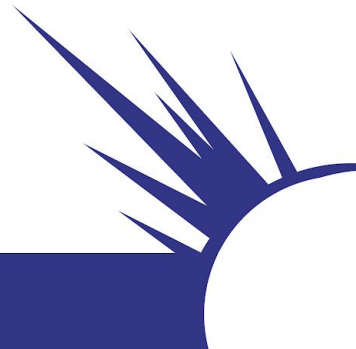
Ms. Jacobson - Co-ordinator of Learning for KS5

Mrs. Bain-Simmons - Pastoral Lead SSM

Ms. Somerford - Administrator Support

Central communication:

sixthform@hughchristie.latrust.org.uk



Any questions, please do stay to speak with us.

We will circulate a copy of this presentation and upload to the school website under letters/ communication home.