

Year 12 Induction Day



Welcome to Central Academy

Who we are...

Central Academy is...

...more than just a school, working with our school community to inspire lifelong learners that achieve their **full potential in and out of the classroom, broadening horizons** and **creating lifelong memories**.

Values

Respect

- Showing consideration of the values, opinions and beliefs of others
- Respect for ourselves, others and the environment
- An understanding that we are all part of the Central family and are all unique.

Ambition

- Aspiring to be the best you can be, every second of everyday
- Aspiring to achieve the highest outcomes in and out of the classroom
- Striving for the best career opportunities and knowing how to get there

Determination

- Be relentlessly resilient and never give up
- Work as a team to achieve the best you can together
- Thrive on challenge and crave learning

Confidence

- Developing mutual trust with everyone within the school community
- Have an understanding of when to take risks for the right cause and knowing when and how to challenge the norm
- Promoting self-belief. Every single person has the power to achieve greatness

Creativity

- Enhancing and broadening horizons beyond our own community
- Aspiring to achieve the impossible and making it happen
- Relishing opportunities to become immersed within a creative curriculum

Enthusiasm

- Celebrate our own talents & achievements and seize every opportunity to explore new interests & experiences
- Being eager to learn from lessons and outside the classroom and show a love of learning
- Always striving to build the confidence to lead, and the skills and attributes to succeed

Timetable for the day

- Assembly with Mr Priestley, Mrs Sullivan and Mr Hamilton to 9:25am
- 3x 50 minute subject lessons (timings and rooms on next slide)
- 1x 50 minute study skills workshop (groups and rooms displayed on exam boards outside ILR Corridor and on PowerPoint)
- 1x 50 minute 'study period' to start completing summer tasks
- Break (10:15 to 10:35), Lunch provided in the top floor café 12:15 to 13:20

9:25 - 10:15	10:15 - 10:35	10:35 - 11:25	11:25 - 12:15	12:15 - 13:20	13:20 - 14:10	14:10 - 15:00
	Break			Lunch Top floor		

Complete your individual timetables now using the following slides.....

Timetable for the day

9:25 -10:15		10:15 - 10:35	10:35 - 11:25		11:25 - 12:15		12:15 - 13:20	13:20 - 14:10		14:10 - 15:00	
Subjects	Room	break	Subjects	Room	Subjects	Room	lunch	Subjects	Room	Subjects	Room
Maths	102		Health and Social	206	Business	221		Art	124	Applied Science	218
Geography	002		Chemistry	218	Drama	PA7		Textiles		Travel / Tourism	001
German	216		Computer Sci	221	English Lang	114		Btec IT	221	Biology	119
Sport	103		Criminology	119	Further Maths	203		Physics	218	Law	202
English Lit	114		Engineering	015	Graphics/Photo	125		Psychology	119	Politics	203
			History	003				Sociology	NA		
			PE	222							
Workshop 1	101		Workshop 2	101	Workshop 3	101		Workshop 4	101	Workshop 5	101

Study Skills Group 1	
9:25-10:15 with Mr Priestley in	
Broomby	Aimee
Byrne	Holli
Cowing	Leon
Davidson	Ava-May
Dawson	Harry
Evans	Ethan
Grisdale-Stairs	Angel-Mai
Holliday	Sheanna
Hunter	Megan
Johnston	Evie Elizabeth
Koc	Ahmet
Lawson	Lydia
Leszczynska	Oliwia
Little	Layla
Nadolescu	Aura Florentina Beatrice
Nama	Sherlyn
O'Dell	Lily
Parker	Olivia
Pearson-Cooper	Katie
Plienaite	Amela
Price	Nikita-maria
Rowan	Jessica
Smith	Emma
Stevenson	Marcia
Strzyzyska	Tamara
Taylor	Caitlyn louise
Winwood	Emma

Study Skills Group 2	
10:35 - 11:25 with Mr Priestley in	
Ackerman	Henry (Harry)
Ahmed	Mohammed
Alves	Alfie
Carr	Dexter
Carter	Jack
Clarke	Charlotte
Connelly	Katherine Niamh
Dargue	Alexander
De Freitas	Louisa
Gawlowski	Maja
Harrison	Lucy
Heywood	Chloe
Holden	Luke
Maxfield	Amber
Maxwell	Katie
McClelland	Anya
Mhonda	Gloria
Moran	Sophie
Mulholland	Ryan
Pearson	Mary
Pring	Nathan
Reid	Marissa
Sequeira	Cimony
Shaw	Alexandria
Thorburn	Ava
Tomulet	Ana
Vickers	Kevin
Wetherall	Mikey

Study Skills Group 3	
11:25 - 12:15 with Mr Priestley in	
Bakus	Mark
Bell	Lucy
Biggar	Kelseyann
Campbell	James
Dacko	Oliwia
Dickinson	Molly
Ditchburn	Daisy
Dixon	Kaeden
Docherty	Joshua James
Edwards	Tyron
Gadsby	Luca
Galloway	Jack
Harabasz	Igor
Harding	Charlotte
Heggie	Owen
Hogarth	Lily
Ingleton	Milly
Isaacs	Caydie-Mai
Jackson	Harry
Jardine	Katie
King	Eleanor
Lebrikas	Kestutis
Mitchell	Lucy
Oleksiewicz	Natalia
Stalker	Grace
Ward	Callum
Wong	Toki (Tsz Maan)
Wright	Taylor Andrew Peter

Study Skills Group 4	
13:20 - 14:10 with Mr Priestley in	
Blaney	Brandon
Carr	Emily
Chan	Tilly
Davidson	Hanna
Dawes	Robert *(Adam)
Edgar	Dylan
Gadsby	Mia
Gate	Liam
Graham	Olivia
Grierson	Rowan
Hammond	Olivia
Hyde-Dryden	Aimee
Irving	Lexie Emma
Kerr	Robbie
Khan	Zahra
Little	Marshal
Maniura	Oliver
Murch	Grace Elizabeth
Oates	Rowan
Pawlowska	Aleksandra
Proud	Grace-Boo
Rong	Vincent
Salciuan	Maria
Sercombe	Izzie
Stalker	Brooke
Swan	Ellie
Taylor	Ruby
Telford	Tia

Study skills 5	
14:10 - 15:00 with Mr Priestley in	
Baldwin	Mady (Maddison)
Bell	Theo
Bond	Joshua
Caldwell	Christiana
Clarke	Remi
Craik	Lauren/Ashlee
Edmondson	kalysha
Emblin	Riley
Gulec	Kamile
Hetherington	Ellie
Lowry	Sophie
Maslak	Jakub
Milosz	Dominika
Mossop	Lisa-marie
Oates	Fraser
O'Callaghan	Ellie
Osgood	Jack
Paca	Fatma
Pattinson	Keeley
Peebles	Renee
Rayson	Nicky
Roberts	Connor
Sanderson	Hope
Shaftoe	Will (William)
Telfer	Lois
Thomson	Kenzie
Wannop	Jeanie

The Sixth Form Team



Mr Priestley,
Assistant Principal



Mrs Sullivan, Head of
Sixth Form (Y13)



Mr Hamilton, Head of
Sixth Form (Y12)



Year 12 Tutors

Mrs Lown



Miss Snape
(EPQ Coordinator)



Dr Clark



Year 13 Tutors

Mr Townsend



Mrs Wilkowska Davies



Mrs Carson

Stepping up to sixth form.....

- Y11 to Y12 is the biggest step up of all, including to university
- Important to hit the ground running
- 100% attendance needed for success
- All deadlines to be met
- Lots of leadership opportunities linked to character development. Taking a lead with supporting our extracurricular programme, clubs, mentoring and supporting younger years. You are an important part of Central Academy
- Making effective use of your time, treat studying like a full-time job.
- 15x lessons so 15x100 mins of study periods in school time (**25 hours per fortnight!**)
- Timetabled and registered supervised study for a portion of study periods
- Make the most of all the opportunities available



Be

seen

with an EPQ


Set yourself apart
from the rest











September 2021

AQA 
Realising potential

Discover your true passions

Some examples of past projects:



 <p>To research, plan and produce (own needlework) an eighteenth century ball gown.</p>	 <p>Can true happiness be found in a single moment?</p>	 <p>To what extent do genetic factors contribute to a propensity towards addiction in humans?</p>	 <p>How dimples affect the aerodynamic drag of a golf ball.</p>	 <p>Should you be concerned about mass surveillance?</p>
 <p>Could hydro-electric power be created outside our front door?</p>	 <p>How sustainable is the financial inequality between teams in the English Premier League?</p>	 <p>How can we help those suffering from elderly loneliness?</p>	 <p>Can emergency whistles be optimised for design and use in rural environments?</p>	 <p>Construction and testing of a small-scale hybrid rocket motor.</p>

Be seen by universities



Be seen by universities

**Increase
chance of
achieving
A-level A*-B
by up to
29%**

**Worth half
an A-level
in terms of
UCAS points**

**Learn how
to work
independently
on your own
topic**

**Receive lower
offers from
some
universities**

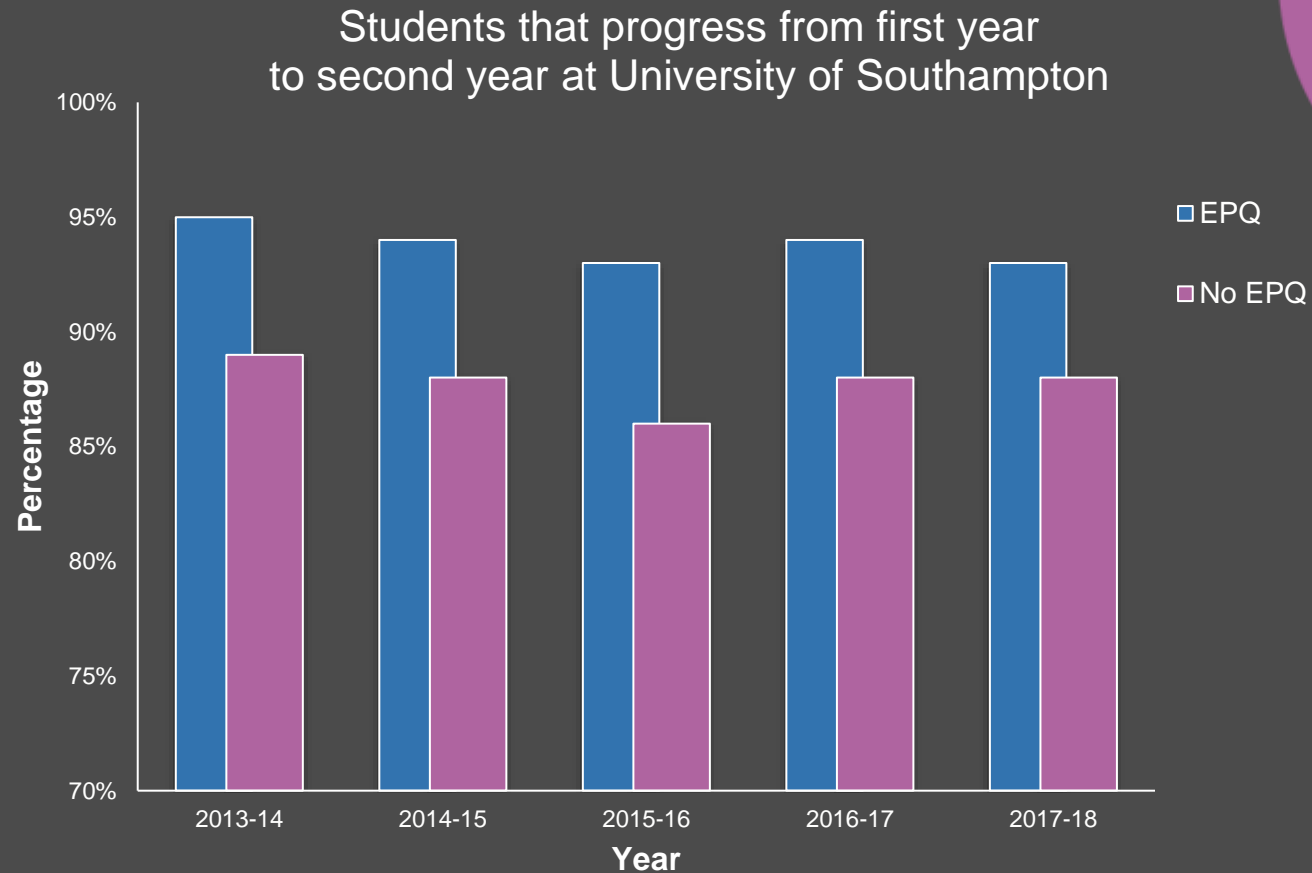
**Discuss in
university
interviews**

**Learn
how to
research and
reference**

Set yourself apart from the rest



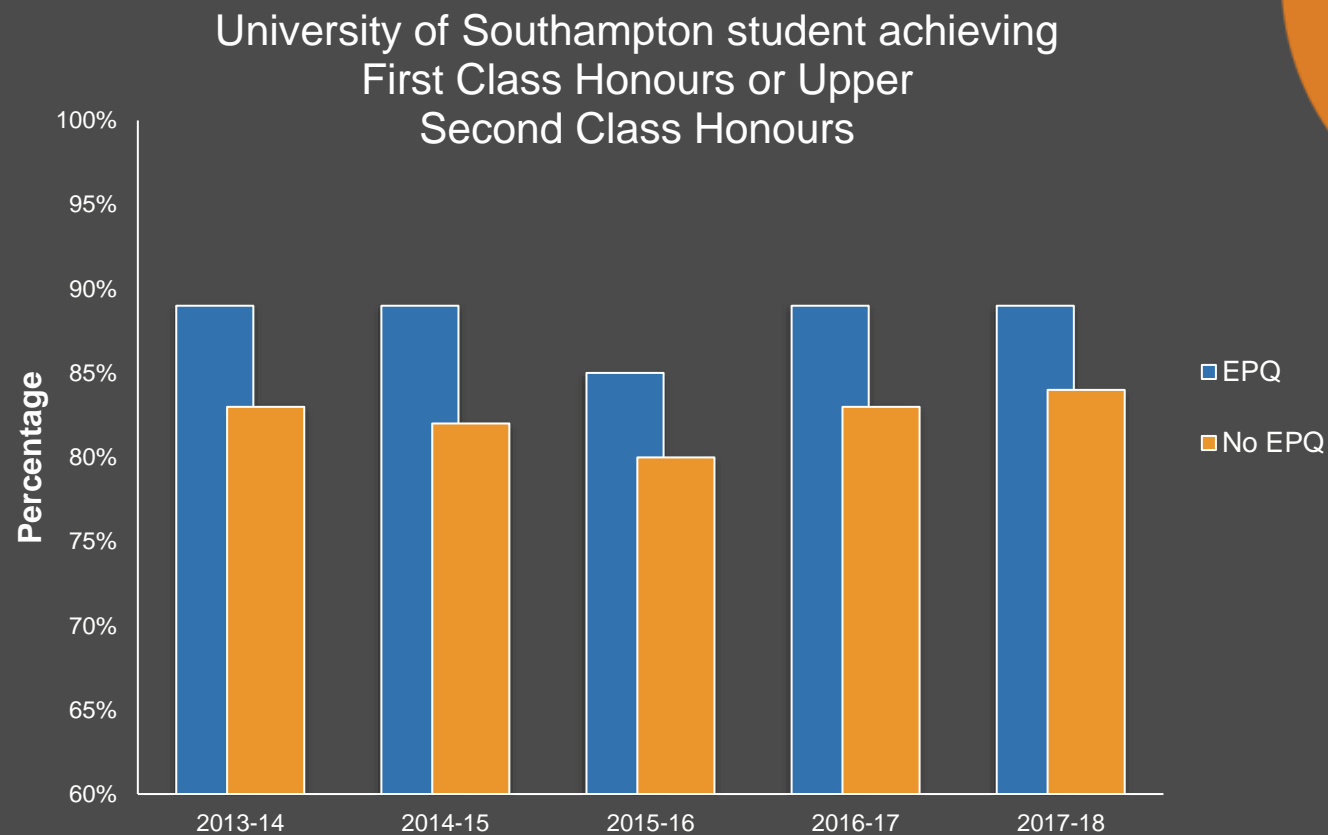
Set yourself apart from the rest



Less likely to leave university after the first year

University of Southampton and Thompson, 2018

Set yourself apart from the rest



More likely
to obtain
1st or 2:1

Thompson and Jones
(2016)

University of Southampton
and Thompson, 2018

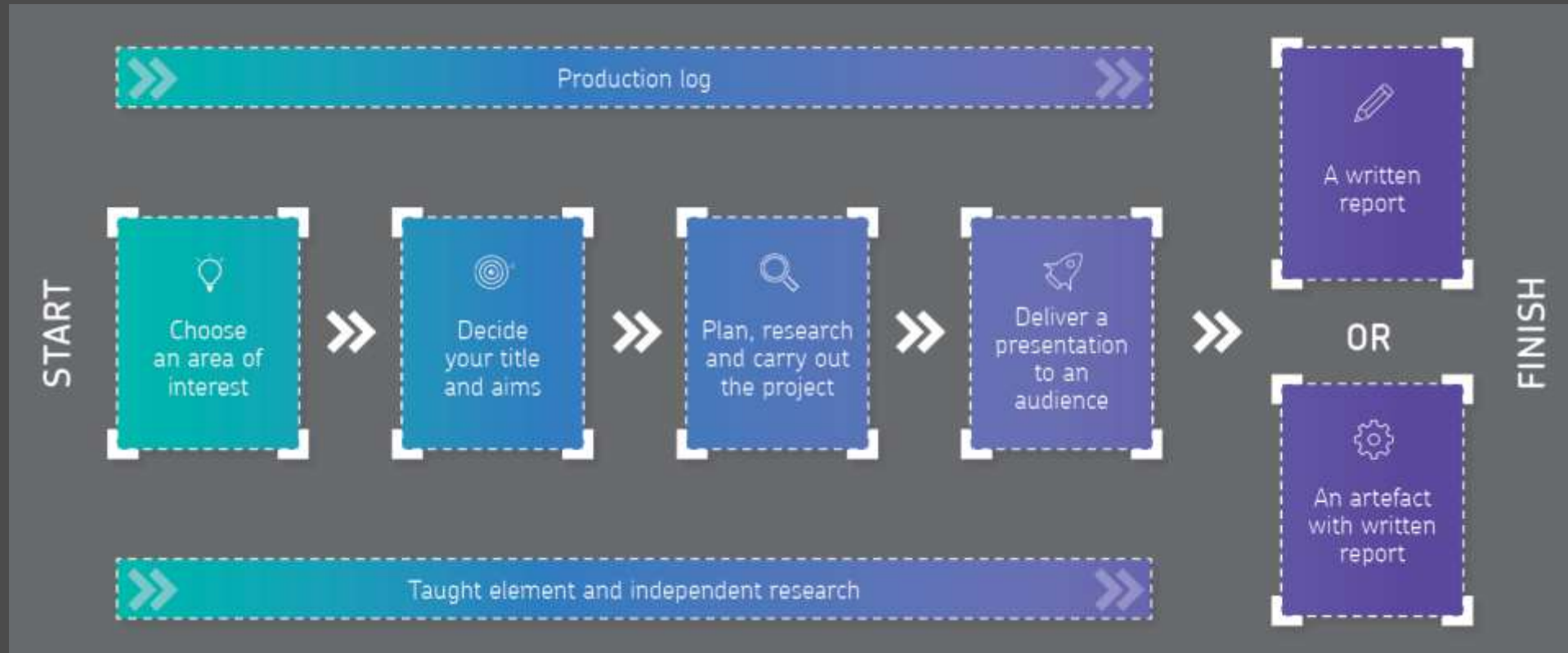
Be seen in the workplace



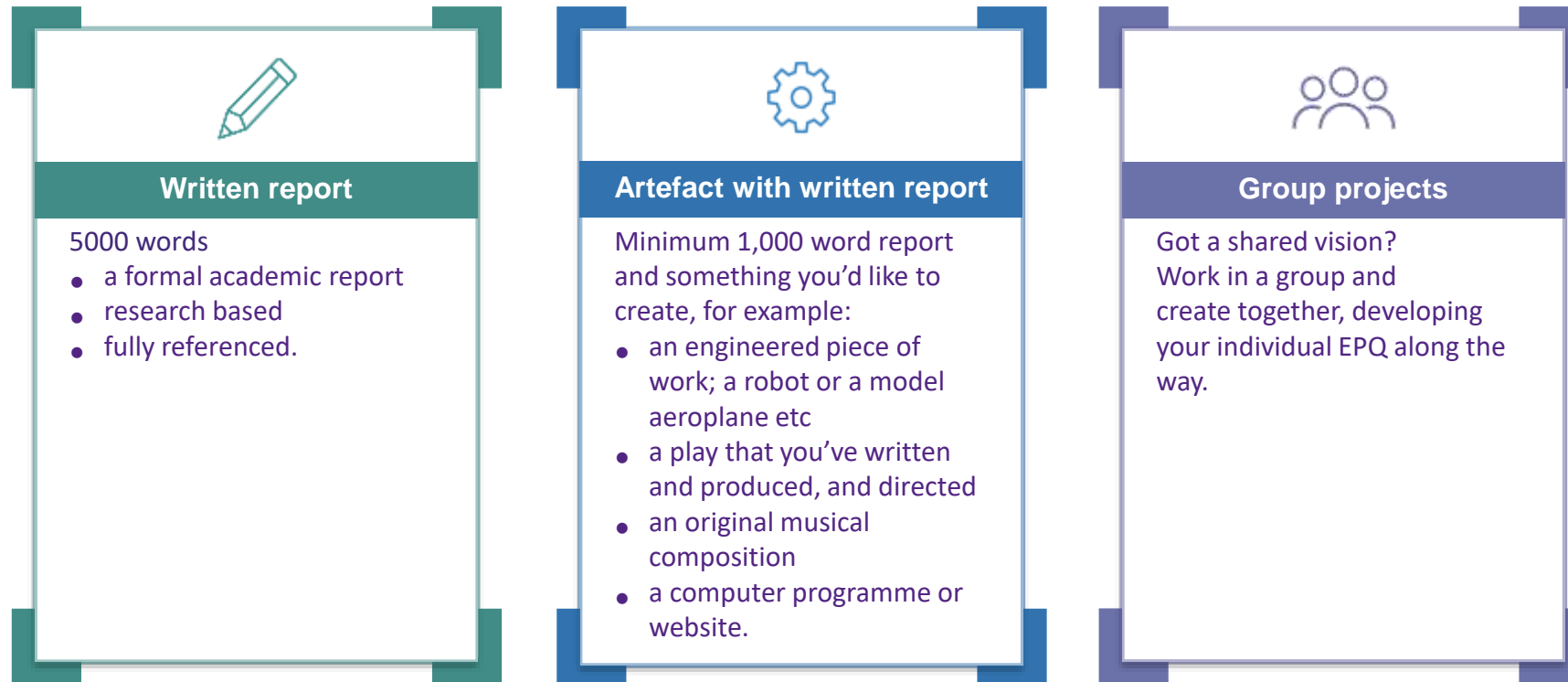
Be seen in the workplace



Where your journey starts: what's in an EPQ?



Presenting your passion



“You’re really only limited by your imagination.”

Jen Obaditch, AQA Head of Curriculum and former teacher

30 hours supervised learning...



30 hours supervised learning...

Your EPQ coordinator will guide you through 30 hours of learning.



These may not be typical lessons and you could be:

- learning from visiting speakers
- visiting university libraries
- completing online courses.

You'll learn skills such as:

- how to develop titles, questions and proposals
- project management skills, including time management, planning techniques, and setting aims and objectives
- research methods, including research ethics, analysis and evaluation, risk assessment and data collection techniques
- report writing and presentation skills.

... at least 90 hours to be independent



... at least 90 hours to be independent

Independent research is the foundation of the EPQ.

You'll:

- carry out detailed research that informs the project product outcome and format
- use a wide range of relevant resources
- perform critical analysis and evaluation of resources
- use a mix of sources to realise the project product outcome.

Log your progress and accomplishments



Log your progress and accomplishments

The production log is an ongoing record of your project's progress. It's a tool to track and manage the EPQ process. You will have ownership of it and it'll be completed by you and your supervisor and coordinator.

The production log records:

- the initial ideas, project proposal recommendation and approval
- meetings you have with your supervisor
- project planning, progress and decision making
- development of your project from the initial ideas to summary and reflection
- your live presentation and Q and A
- marking by your supervisor.

How EPQ works alongside your A-levels

- *Insert your method of delivery here*

Don't just take our word for it!

It's really opened up so many different things for me, changed my whole lifestyle and it's really helped me at uni.

Kizzy, former student

I would have loved to have had the opportunity to learn referencing before going to university. It was always the thing that I really, really struggled with and was one of the reasons why I couldn't quite understand why I wasn't getting the marks that I wanted and I think EPQ students overcome that barrier almost straight away.

Dr Emma Thompson – 'Learn with US' transition leader at University of Southampton

What we see as teachers in the classroom is, the student developing some really wonderful skills, in terms of really growing as a human being, and growing as a young adult.

Jen Obaditch, AQA Head of Curriculum

If you want to get a head start on university-style work, the EPQ is great for introducing concepts like independent learning, research and time management.

Lucy, former student



after the
sixth form

EPQ next steps.....

- To be eligible for EPQ we recommend you have a minimum average GCSE score of grade 5
- If you are interested but want more information, email Miss Snape caroline.snape@rrca.org.uk
- Give it some thought, then email Miss Snape confirming you are interested in completing an EPQ and broadly what your topic of interest, EPQ title will be
- Miss Snape will contact you in the new term with more details and a deadline to complete a formal application for the EPQ which will be around 4x weeks into the new term

THE 8 STEPS OF COMPANY PROGRAMME

Company Programme can be run flexibly from 12 weeks up to a full academic year. Over the course of the programme students complete eight key milestones...

1 STARTING UP

Meet their Business Volunteer and decide if they will set up a company or a social enterprise.



2 CREATING THE BOARD

Decide the structure of their company, allocate director roles and set up their bank account.

3 GENERATING THE IDEA

Brainstorm and evaluate ideas for their product or service.



4 BUSINESS PLANNING

Conduct market research, develop a business plan and start to raise capital.



5 LAUNCHING

Launch their products and services.



6 RUNNING THE ENTERPRISE

Start selling their products or services and have opportunities to participate in competitions.



7 WINDING UP

Host an AGM and decide how to distribute the profits of their company.



8 NEXT STEPS & LOOKING BACK

Develop a personal action plan, update their CV with their skills and join the YE Alumni network. By completing an online self assessment, young people can receive a certificate to evidence the skills they have developed from taking part in Company Programme.



Sixth Form Induction, next steps.....

- Successful completion of Induction Day lessons and workshops
- Complete summer tasks for your chosen subjects to submit in first week on term.
- Attend results day (**Thursday 24th Aug**) and complete final interview to confirm subject choices, subject to GCSE grades
- First day of term is **Tuesday 5th September**
- There will be an early progress check 4 weeks in to term to assess how you have settled in. Teachers will RAG based on attendance, punctuality, meeting deadlines, attitude to learning, summer tasks and initial assessed work.
- Y12 Welcome Evening, dates TBC, mid-late September

Mr Hamilton

Key Stage 5 standards and expectations

The difference between GCSE and A Level

- ▶ More content
- ▶ Conceptually more challenging
- ▶ Faster pace and intensity
- ▶ Greater depth of study
- ▶ More requirement for independent learning
- ▶ You have additional privileges, but you also have additional responsibilities.

Skills required

- Organising yourself for study
- Practicalities: files, equipment, time for organization – you will not be given an exercise that is kept at school.
- Don't be surprised if you arrive to a lesson without equipment/files/work to be sanctioned – Sixth Form is about more freedom, but understanding how responsibility works in the adult world.
- Simple level: note-taking and note-making

Skills required

- Subject level: course units and components: separate files or separate sections.
- Contents pages, indexes and glossaries
- Time Management
- 3 subjects, each with 3 100 min lessons a week. 15 hours needed on top of that. You need to learn how to study independently quickly.
- Overall: 30 to 40 hours a week study.
- Part-time work – we suggest no more than 12 hours a week!

Year 7, 9 & 11		Year 8, 10, 12 & 13	
Line-Up	8:25	Line-Up	8:25
Period 1	8:35	Period 1	8:35
Break	10:15	Period 2	10:15
Period 2	10:35	Break	11:05 – 11:25
Lunch	12:15	Tutor Time/Reading	12:15
Tutor Time/Reading	12:45	Lunch	12:50
Period 3	13:20	Period 3	13:20
Extra-Curricular/Elevate	15:15 – 15:55	Extra-Curricular/Elevate	15:15 – 15:55

Aspirational

- It is important that we uphold excellent standards of professionalism in the way we dress to ensure that we are in the right mindset for academic study and future success. As a result, we have high expectations of the students' dress code in year 12 and 13.
- Our sixth form dress code is smart casual and, although we do not expect suits to be worn, we expect students to be smart when attending the academy.

SIXTH FORM DRESS CODE AT CENTRAL ACADEMY

Formal suits can be worn but are not compulsory.
Blazers can also be worn but are not compulsory.



Skirts, dresses, and chino shorts should be an appropriate length. Sports leggings and tracksuits are allowed when students are taking part in PE. Sports trainers are not allowed, and trainers should have limited branding and logos on. Canvas shoes are allowed if they are not heavily branded.



Non-negotiables

- No track-suits
- No leggings/jogging bottoms
- No ripped jeans.
- No crop-tops.
- No very brightly coloured trainers/tops etc.

Attendance

- Attendance is vital to being successful at sixth-form.
- If you are ill, then your absence must be confirmed by a parent.
- No home study at the beginning of sixth-form. This will be re-assessed in February based on your progress, attendance (95% or above) and ability to demonstrate that you can work independently.
- Sixth-form is different to college – you will be expected to do a lot more independent study and the best place for that is at school where you have access to teachers, resources etc.

Phones and lanyards

- Mobile phones are allowed in the sixth-form areas but not in the rest of school. Responsibility vs privileges/role models.
- You must wear your lanyards at all times. This is a safeguarding issue and a statutory requirement.

Rewards and sanctions

- Rewards will be developed throughout the year by myself, GPR and TSU. We will likely ask for student input into this process.
- Sanctions will be applied for being late to school, missing a deadline, unacceptable behaviour. (Role models)
- Meeting deadlines is extremely important. It shows that you can organise yourself and your learning, that you can work to time limits and that you value your education.
- If you are not meeting our standards and expectations, there will be parental meetings and a study contract will be put in place if required.

Independent Learning

- Flipped lessons ... or the importance of preparation
- Less onus on the teacher ... more on the student
- A bridge to higher education and the world of work
- Taking things further: reading around the subject; podcasts; personal research
- BANNED PHRASES: “I've done all my work” or “I haven't got anything to do”

In conclusion:

- ▶ Start as you mean to go on!
- ▶ Recognise that Sixth Form is a bridge between school and the 'real world' – be responsible, make the most of extra opportunities, and enjoy a little bit more freedom.
- ▶ A Levels are not always easy, but a good work ethic will go a long way.
- ▶ Teachers: work in partnership with them
- ▶ Tutors and Sixth Form staff are here to help – utilise them.

Mrs Sullivan

Opportunities, enrichment and studying at level 3

Full time study



What does full time actually mean ???

37.5 or 40 hours

So...

If a year 12 timetable has 15 lessons per fortnight, plus tutor time.....

What about the rest of the time???

Supervised study – timetabled, work set by teachers to complete, sixth form quiet area, register will be taken, work in silence, no phones or earphones

Independent study – study periods, review and extension work independent and self-guided, any sixth form areas.

Home learning – work set by teachers to complete outside of timetabled sessions.



Study skills



Have the right
study materials



Rewrite, create
flashcards, or
outline your notes



Remove
distractions



Time management:
Time Boxing



Time management:
Time Blocking



Time management:
Day Theming



Set a schedule with
breaks and social time



Task batching

Reminder, next steps.....

- Complete summer tasks for your chosen (**due first week of term**).
- Attend results day (**Thursday 24th Aug**) and complete final interview to confirm subject choices, subject to GCSE grades
- First day of term is **Tuesday 5th September**
- There will be an early progress check 4 weeks into term

Enrichment, extra-curricular and leadership

- Clubs RUN BY Sixth Form
- Clubs FOR Sixth Formers
- Student leadership opportunities
- Outreach sessions with universities and employers
- Work experience
- Subject related trips

Survey to complete for your Sixth Form wish list



JOIN DEBATE CLUB TODAY



The Debate club

What is debate club

- ▶ Debate club is a space where people on 2 separate sides: proposition and opposition, create arguments on a certain topic that has been chosen. This can include personal opinions, but any claims can and most likely will be needed to be backed up by sources.
- ▶ This club has already been tried out with sixth form and those on first form and year 10
- ▶ Debate club serves as a fun way for students of all abilities to develop oracy skills and be able to gain confidence and improve their critical thinking
- ▶ Debate club can help teach people to look at perspectives other than their own

How is debate club structured?

Debate club has 3 different teams

The Proposition Team

The Opposition Team

The Judges/Adjudicators

How debates are structured:

First Proposition Speaker

First Opposition Speaker

Second Proposition Speaker

Second Opposition Speaker

Floor Debate

Proposition Summary Speaker

Opposition Summary Speaker



The main misconception about debates

- Debate club is a civilised argument

Debate is not a place where people shout at each other without any meaning to their words; debate is where your opinions are voiced in a civilised manner.

Debate club is not something where you always get to choose which side you are on; you will be most likely at some point have to argue for/against something that you personally do not believe in.



How do I join?

- ▶ Ms Snape has an application form that you can fill out
- ▶ She will contact those to say if they have been successful in their application
- ▶ Any questions, please email caroline.snape@rrca.org.uk

1

- Judges make their choice on what they think are good and bad points and which team they think should win

	<ul style="list-style-type: none"> + Good control (esp. effective use of pauses) <p>B) Language</p> <ul style="list-style-type: none"> + Proper grammar + Advanced vocabulary <p>C) Deportment</p> <ul style="list-style-type: none"> + Good posture + Gestures (effective or distracting?) + Good eye contact + Natural or contrived? 	
	<p>Refutation and Defence</p> <ul style="list-style-type: none"> + Ability to use logic to refute arguments of opponents + Ability to use logic to defend their position + Ability to focus on crucial issues + Recognition of fallacies + Anticipation of opponents + Collected & organized, not flustered + Uses info. from opponents to bolster their position + Spirited point-by-point attack + Attentive listener & accurate note-taker 	
	<p>Penalties</p> <ul style="list-style-type: none"> + Inappropriate conduct + Dysphoric language + Severe personal attack on another debater + Fabricated evidence (proven false by opponents) + Irrelevance + Hoarding of speech and/or memorization of speech + Unfair tactics + Poor teamwork + Unfamiliar with rules 	
	<p>Additional Notes</p>	
	<p>Judgement (For/Against)</p>	

Why should you as a sixth former join debate club ?

- ▶ Your personal statement. While writing your personal statement you may need to include an extracurricular you do, and debate is a highly recommended extracurricular.
- ▶ Gaining skills for higher education such as public speaking and critical thinking skills.
- ▶ Learning how to balance constructing sides which is very helpful if you do essay-based subjects.