Year 12 Welcome Evening

16 September 2026

Heathfield
Sixth Form

Year 12 Welcome Evening

The Basics

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Attendance

Students must **attend all compulsory sessions on their timetables**. This includes:

- Tutorials
- Lessons (including PSHE)
- LRC Periods (to be added from next week)
- Planned meetings or interventions

Students **must be on site for 8.35am** Students can leave site at break and lunch.

Once the Induction Period is completed students can leave site after 11.00am when not in registered sessions.

Typical three subject timetable:
9 Hours of lessons per fortnight
6 LRC periods per fortnight
1 PSHE lesson per fortnight

	Mon	**Tue**	**Wed**	**Thu**	**Fri**
	Tutor	Tutor	Tutor	Tutor	Tutor
1	Physics	LRC	Maths		LRC
2	Maths	Maths	Physics	LRC	Art
3		Physics	Art	Art	Maths
4	Art	PSHE		Physics	
5		Art		Maths	

In this timetable the student could leave after Period 3 on Wednesday and Friday.

Praise & Conduct

Praise and Conduct is logged on Arbor. Automated communications are used for some of our processes.

Praise

- Community engagement
- Contributions in lessons
- Excellent homework / independent study
- Good progress
- High quality work / notes

Conduct

- Attitude to Learning concerns
- Folder concerns
- Use of digital device (mobiles)
- Missed deadlines
- Missing equipment
- Plagiarism / Use of AI
- Poor quality work
- College conduct & lesson conduct

Trackers & Support

Some of our processes of support and intervention are also logged in Arbor.
This is not conduct but supports the automation of communication.

Digital Access

Arbor

Google Classroom

Google Drive

Arbor

- Timetables (including meetings and interventions)
- Deadlines (homework and independent study)
- Praise, conduct, attendance, exams.

Google Classroom & Drive

- In class sharing of resources.
- Submission of work
- Linked to Subject sites for revision materials.
- Cloud based storage for student documents.

Email

- Sharing of notices
- Sharing of materials (opportunities, Work Experience, Progression etc)

Students must check emails and Arbor daily.
Google classroom will be accessed in lessons and for independent study.

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The Induction Period

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The Induction Period

This period falls in the first Term of Year 12. It includes:

- Submission of Transition Work
- Completion of Transition Assessment
- Year 12 Assessment 1 Report
- Tutor Evening

Induction Period

Week	Mon	Tue	Wed	Thu	Fri
7 Sept	Day 1				Trip
14 Sept	Transition Work Deadlines				
21 Sept					
28 Sept	Induction Assessments and Folder Checks				
5 Oct					
12 Oct	Data Collection & Induction Decisions / Meetings Tutor Evening Thursday 15 October				
19 Oct	Completion of Induction Period Confirmation				

Induction Assessments

- Based on content covered during the first three weeks of College

Folder Checks

- Happen regularly to check:
  - Organisation
  - Revision Materials

Report & Tutor Evening

- Discuss transition
- Review report

The Induction Period

What do we expect to see from students?

Embedding the required **study habits** in the LRC Effective **independent study** Start of **revision**	**Engagement** in lessons including contributions to discussions. Building **positive relationships** with staff & peers	**Meeting deadlines** set (Transition Work and homework) **Familiarisation with processes** for homework setting	**Seeking support** where necessary from subject teachers, tutors and the Sixth Form Team

Becoming a Sixth Form Student (**routines** and **social connections**)

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Effective Independent Study

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Effective Independent Study

High achieving students use Independent Study Effectively.

This can look different in each subject however, time needs to be dedicated to a range of activities.

Effective Independent Study

How Much?

As a rule of thumb students should spend the same amount of time on Independent Study as they spend in Lessons as a minimum.

9-10 hours per fortnight per subject

Effective Independent Study

What does this look like on a timetable?

	M	T	W	T	F
1					
2					
3					
4					
5					
+1 Hour					

	M	T	W	T	F
1					
2					
3					
4					
5					
+1 Hour					

Lesson | PSHEE | Independent Study

Effective Independent Study

I don’t see my child working at home very often…

This might be true! If students are **working all hours** when in College this will reduce the amount of work required at home.
However, this may change at key points of the year.

What should students do?

Complete Set Work	Revision & Recap	Organisation & Planning	Long Term Deadlines
Teachers will set work! Homework, Independent Study, Reading, Flipped Learning. All tasks will have deadlines and information on Arbor & Google Classroom.	Sometimes teachers will set revision and recap. However, students must embed the habit of **revision <u>now</u>!** Produce materials and resources, test your knowledge. Identify challenging topics.	Some of this time will students will need to organise themselves Checking Arbor, planning your Independent study and being aware of deadlines. This needs to happen!	Some subjects will have long term deadlines. This may be project work, coursework, completing reading a book. Building this in is important.

If set work is completed the above is next!

How to be effective

Plan what you are going to do in every period / hour. Make it realistic.

Complete timed tasks in the LRC / Study Space.
Use the space to focus and remove distractions.
Perfect for essays and exam questions.

Separate Social & Work
The LRC is for work. Common Room for Social.
Split this at home.

The LRC

This is the Sixth Form Study Room

- Students work in silence
- Access to resources required
- Can complete assessments etc at designated desks

At least three hours per week registered.





How to be effective

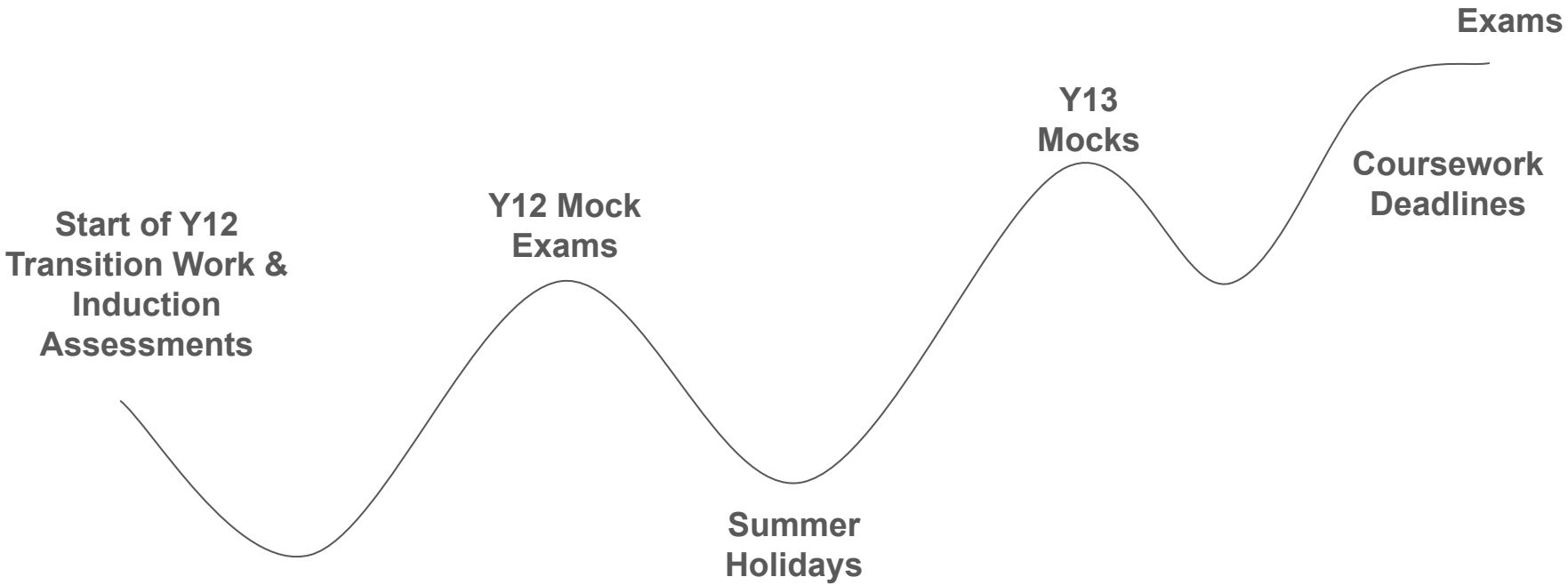
Remove digital barriers.
Write down tasks or limit what you access

Work in silence.
Allows for full focus. Struggle with silence? Classical Music (nothing with lyrics!)

Use the full hour.
Allocate and hour and use it fully. Complete something? Do something else.

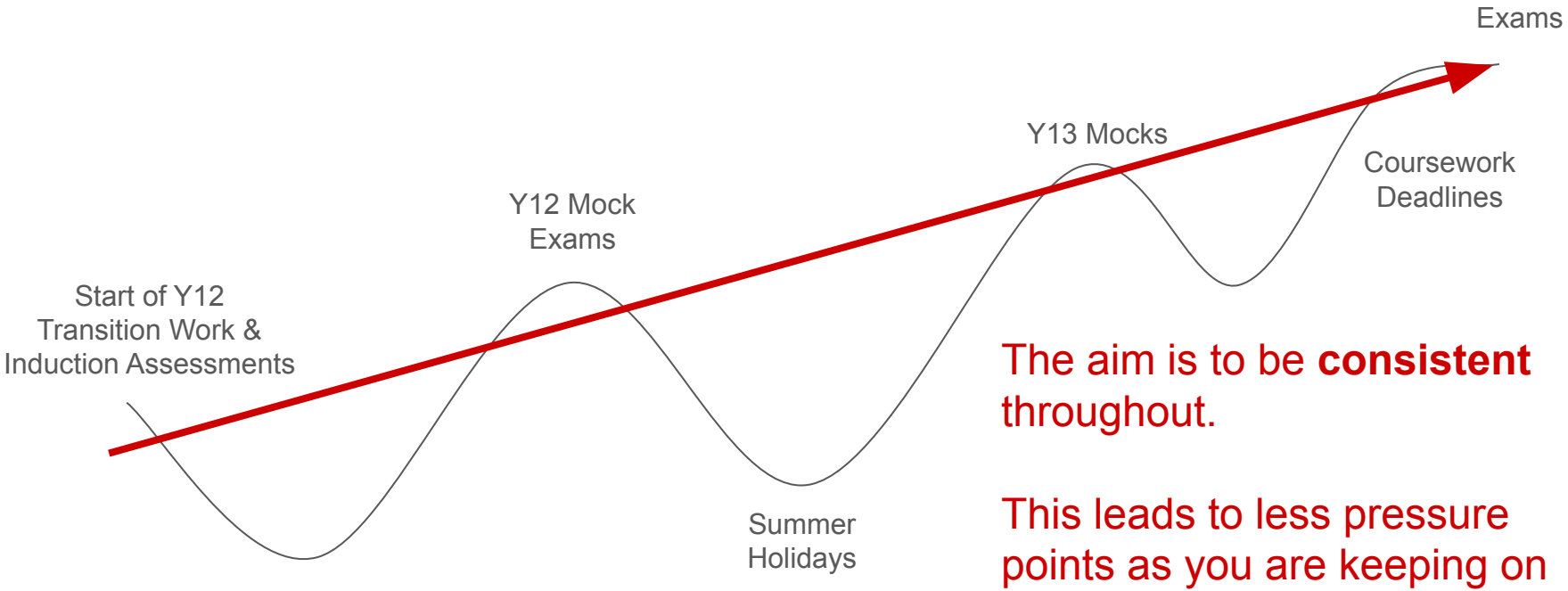
For Example…

There will also be peaks and troughs…



For Example…

There will also be peaks and troughs…



The aim is to be **consistent** throughout.

This leads to less pressure points as you are keeping on top of the work.

Study at Home



Study Environment
It is better to study for one hour than pretend to study for three!

- Completing work “in public” means you are more focussed
- Removing your phone means you get work done.
- Keeping your space at home for relaxation.

Be honest with efficiency.

Simple Guidance

Efficient

- “Locked In”
- Time bound - short periods if needed
- Minimise distractions
- Using time in College

Effective

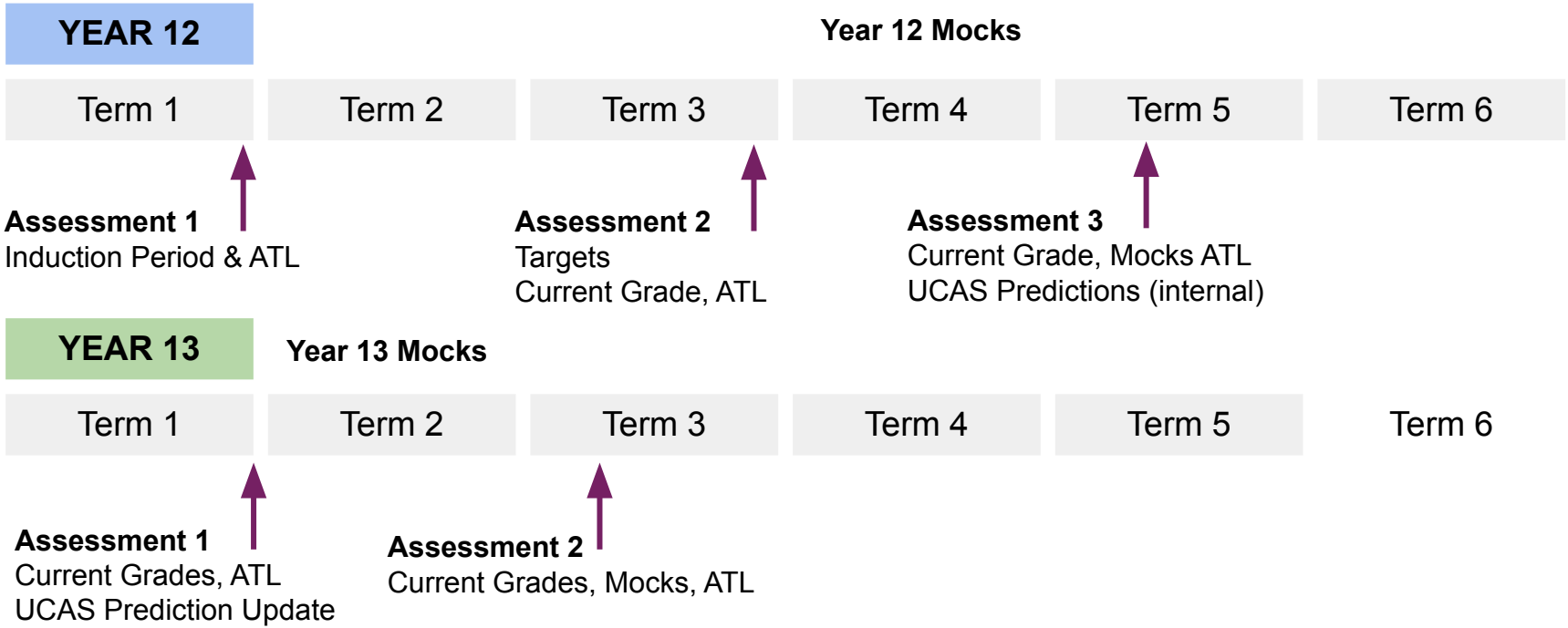
- Not re-writing notes
- Not highlighting
- Testing knowledge
- Using staff shared resources
- Study space

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Assessment & Reporting

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Assessment & Reporting Overview



What is Reported?

For the **Induction Report…**

- Attendance
- Transition Work (Pass, Borderline, Fail)
- Transition Assessment (Pass, Borderline, Fail)
- Attitude to Learning

For the **Assessment Reports…**

- Attendance
- Target Grade
- Current Grade
- Attitude to Learning

What is Reported?

Target Grades

- Target grades are calculated using students **average GCSE point score**.
- Our targets are ambitious and aim to place students in the top 25%. Targets are moderated by departments based on student performance in assessments.
- Targets are **not predictions**. They are ambitious.

What is Reported?

Current Grades

Current Grades are calculated based on recent assessments and highlight how a student is achieving at that moment in time.

Current grades are fine graded to show progress being made.

B2	**1**	The grade is secure at this grade
	2	The grade is most likely but is not secure
	3	The grade is insecure

What is Reported?

Attitude to Learning

We review students attitude to learning across their subjects and in the LRC.

This is rated based on five key areas:

What is Reported?



Goals & Drive

Targets for the short, medium and long term



Work Ethic

High quality independent study
Excellent focus in lessons



Organisation

Neat notes
Organised subject folders
Can prioritise deadlines



Revision Quality

Targets specific areas of focus
Completes practice questions
Adapts approaches



Resilience

Embraces challenge of learning
Seeks and acts on feedback

What is Reported?

Attendance

Attendance percentages take into account attendance to all compulsory registered sessions in College. Compulsory attendance includes: Tutorial / Assemblies, Lessons, Timetabled LRC Periods and PSHEE. These are the attendance figures provided for references when requested.

Our College aim is for students to achieve above 96% attendance during an academic year.

- Attendance Percentage: the statutory attendance percentage
- Compulsory Session Attendance: the percentage of compulsory sessions attended
- Authorised Absence: the number of compulsory sessions not attended but with authorised circumstances
- Unauthorised Absence: the number of compulsory sessions not attended with unauthorised circumstances
- Lateness Percentage: the number of compulsory sessions where late marks have been recorded.

A student is considered being "persistently absent" if they are below 90% attendance. We aim to support any student who may have justified reasons for absences. Communication between student, parent/carer and College is vital in us managing this with students and their families to provide us with the necessary information to support.

Details on Lily's attendance can be found on Arbor or by contacting the College by email 6attendance@heathfieldcc.co.uk

Attendance Percentage	Authorised Absence	Unauthorised Absence	Lateness Percentage
97.8%	2.2%	0.00%	1.9%

The table below highlights the equivalent number of days missed for the percentage attendance.

96% Attendance	90% Attendance	85% Attendance	80% Attendance
7 days of absence this year	16 days of absence this year	25 days of absence this year	30 days of absence this year

Progress and Achievement

The information below shows details on the current progress and achievement. For further information about these areas please contact subject teachers. Key to reading this report:

- **Target Grade:** this is an ambitious target based on students GCSE results and calculated using nationally available data. It is not a predicted grade.
- **Mock Grade:** this is the grade that Lily achieved in the mock exams in Term 4
- **Current Grade:** this is the grade at which Lily is currently working at. This is based on assessments that have taken place over the course of the year.

We use fine grading for the Current Performance grade. The numbers next to the grade mean:

1. The student is secure at this grade
2. The grade is most likely but is not secure
3. The student is insecure at this grade and performance could dip to the grade below.

Subject	Target Grade	Current Grade Spring	Current Grade Summer
Art	A*	B:1	B:1
English Literature	A	D:1	C:3
Product Design	A	B:1	A:3

Attitude To Learning

The information below shows details on Attitude to Learning for subjects. For further information about these areas please contact subject teachers. The Attitude to Learning descriptors can be found on the final page of this report.

Subject	Engagement in Lessons	Independent Study	Standard of Work and Deadlines
Art	Excellent	Good	Good
English Literature	Good	Requires Improvement	Good
Product Design	Excellent	Excellent	Excellent
PSHEE	Good		
LRC Study		Excellent	

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Support & Guidance

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Support

Pastoral & Wellbeing

We have a strong reputation for our Pastoral Care and Support.

Students have access to their Tutors, Miss Reed (Pastoral Manager) and all members of the Sixth Form Team.

Support

Pastoral & Wellbeing
Communication is key!

We are keen to work with families to support students in reaching their goals and enjoying their Sixth Form experience.

Support

Pastoral & Wellbeing

Our website directs support for students.

Our team can also make recommendations where required.

Students have access to Miss Reed and the team during the day to support them through their experience.



Support

Academic Support

Subject teachers provide drop ins and formalised Interventions for KS5 students.

If students are finding topics or subjects challenging they should approach their teachers.

Support

Academic Support

If there are concerns with academic performance students will be placed on Progress Trackers

Progress Trackers are target based support and should not be seen as a conduct issue.

Progress Tracker

Identification of Concern

Through assessments in class or conduct concerns (eg missed deadlines) the student is identified by a subject area.



Targets Reviewed

Targets are then reviewed. Decision made about next steps based on the outcome.

Tracker Issued

Targets are set with the student for a period of time (minimum of two weeks). Targets are communicated to parents/carers.

Progress Tracker

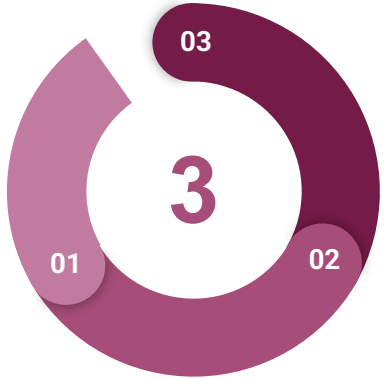
Progress Tracker 1
Issued and monitored by Subject Teacher



Progress Tracker 2
Issued and monitored by Subject Leader



Progress Tracker 3
Issued and monitored by Sixth Form Team



Action Plans
Where concerns are across multiple subjects or there are conduct concerns Action Plans will be used.

Support

Academic Support

If you would like to ask for additional support please make contact with subject teachers in the first instance.

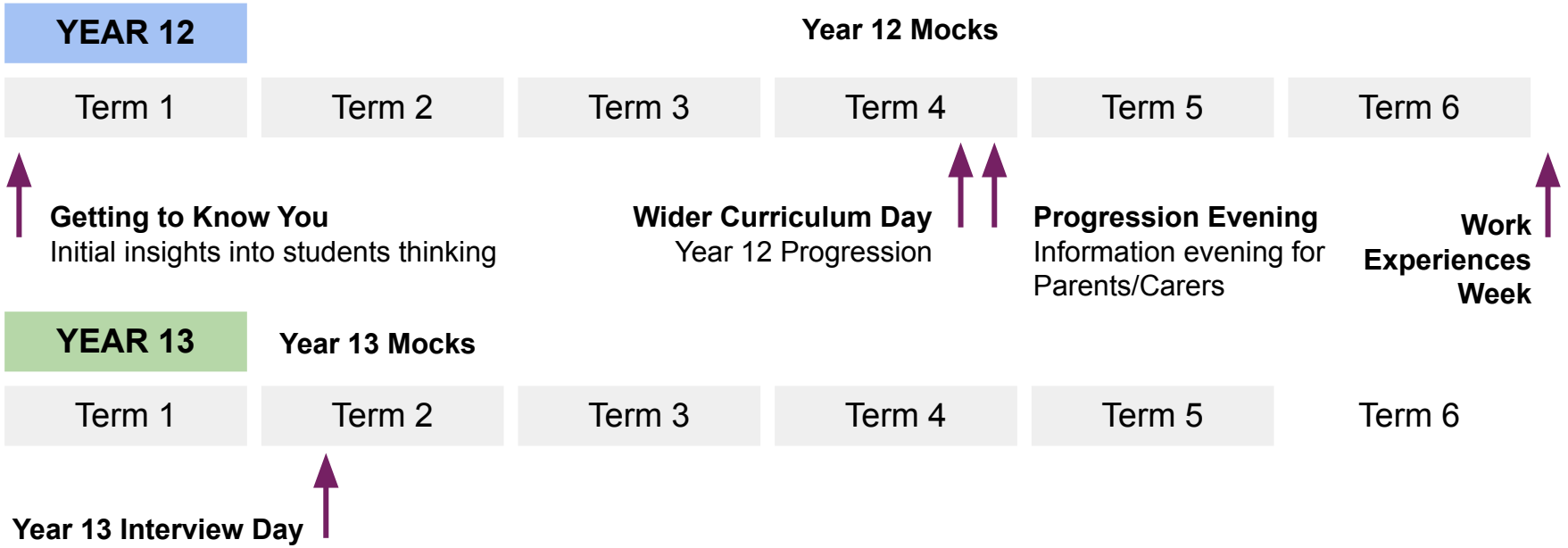
The Sixth Form team are also contactable for general advice and guidance for independent study.

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Progression Planning & Support

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Progression Planning Timeline



Support Offered

Subject Teachers	Tutors	PSHE Teachers	Careers Advisor
Subject teachers can provide students with the best advice for progression in their subject area.	During coaching appointment tutors will discuss students progression with them. These sessions are good to establish initial thinking or where further support is required.	PSHE is our main thread to provide Careers Education, Information Advice and Guidance (CEIAG) to students. Lessons are support research and give opportunities for conversations	Our full time Careers Advisor is available for one-to-one appointments with students. These can be booked through Miss Reed in the LRC

What Else?

Year 12 Progression Day	UCAS Convention	Year 13 Interview Day	MEDROX
A collapsed timetable day where students will hear from: Universities Gap Year Providers Apprenticeship Experts Students will have time to think and plan	All Year 12 will visit the UCAS Convention in April. This is where a large number of universities and apprenticeship providers are available to ask questions and collect resources.	All students in Year 13 have interviews with an external visitor. These interviews prepare students for real life situations where they will need to pitch themselves!	Bespoke programme for students considering Oxbridge / Medical Degrees or those qualifications that require early applications

What Else?

Check emails!

- Emails will be sent to students regarding opportunities available.
- Heathfield Futures programmes will run for students interested in Law, Medicine and other areas.
- We are establishing an apprenticeship group this year to support students with the process.

The Handbook

For further information and details on our procedures and processes please contact us or refer to the Sixth Form Handbook.

