



An outstanding 6th Form

JMF6

ABINGDON

Parents'
INFORMATION
Evening

This presentation will be available on the JMF6 website from tomorrow

Jules Preston
Director of JMF6

Key Staff



Sarah Brinkley	Executive Head Teacher ALT
Adrian Rees	Head of JMS
Will Speke	Head of Fitzharrys
Jules Preston	Director of Sixth Form
Natalie Uzzell	Deputy Director of Sixth Form (JMS)
Caroline Scott	Deputy Director of Sixth Form (FZ)
Etienne Edwards	Duke of Edinburgh Manager
Jenny Cooke	JMF6 Administrator
Carly Molloy	Student Support Manager



Key Dates



Results Day - 17 August 2023

Final Exams - 10 May - end June (TBC)

10 May - Progress check 3

NEA and MFL orals -April- May

9th February Parents Consultation Evening

1st February - Progress check 2 - report sent home

UCAS Finance evening (TBC)

25 January UCAS 'equal consideration' deadline

Mock Exams 9-13 January 2023

16th November - Progress check 1 report sent home



Reporting



Home Institution: John Mason		Form Tutor : LDB				Attitude to learning		
Subject	Taught at	ALPS target	Forecast grade	Teacher Initials	Latest Assessment	Percentage Attendance	In lessons	Beyond lessons
A - Mathematics	JM	S	A*	DSL/BV RJM	A	100	1	1
A - Mathematics (Further)	JM	S	A*3	TJC	A	100	1	1
A - Music	JL	S	A2	RMW MC	A A	100 95	1 1	1 1
A - Physics	FZ	S	A2	WAB	A	90	1	1

Results Day

August 2022



JMF6 Headlines 2022



Results	JMF6
Cohort	116
L3VA	0.0
A*-B %	58.7
A*-E %	96.4



Destinations – August 2022

132 students

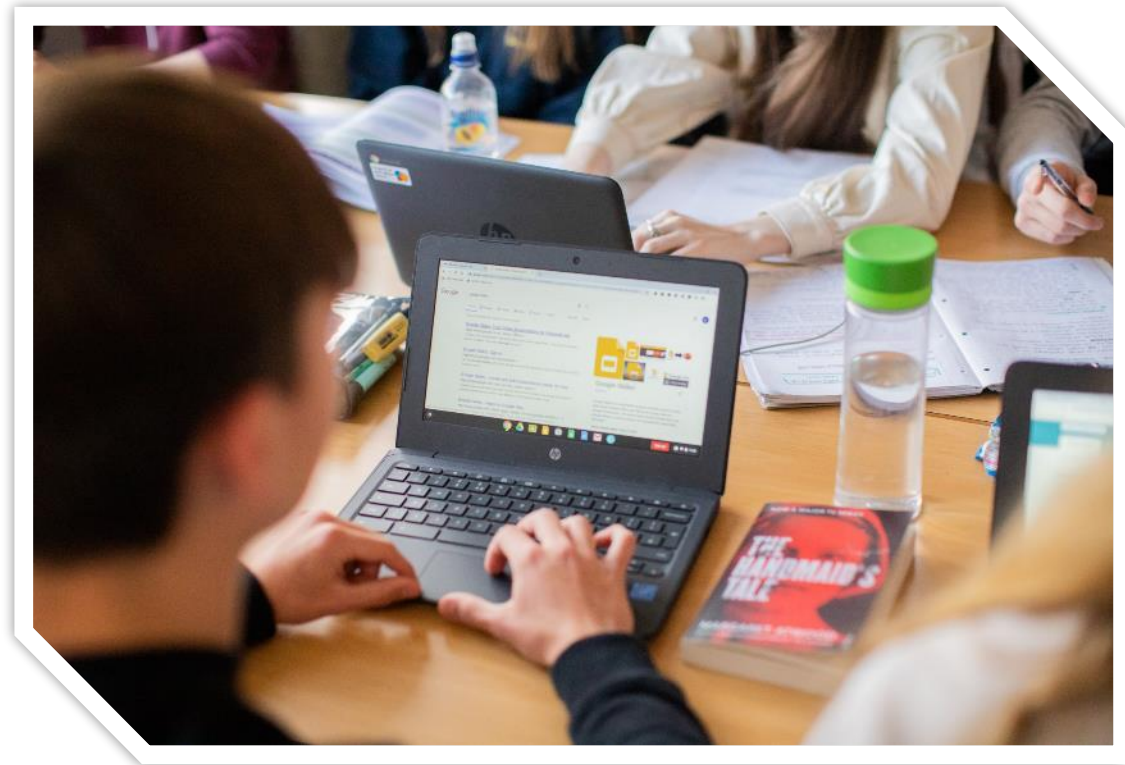
UCAS	Apprenticeship	Art Foundation	Other (Gap year, employment)	Year 14
93 total (40 Russell Group 1 Oxbridge)	11	4	18	7

This Year



- Year 13 – 135 students

- Total – 286 students





The
PROFESSIONAL
Student

Students' Professional Standards



PREAMBLE

Students in JMF6 have academic and personal development as their first concern, and are accountable for achieving the highest possible standards in work and conduct. Students act with honesty and integrity; work towards strong subject knowledge; are self-critical; forge positive professional relationships; and work with adults in the best interests of their learning.

PART ONE: LEARNING

A student must:

1 Set high expectations which inspire, motivate and challenge them

- support a safe and stimulating environment for all students, rooted in mutual respect
- set goals that stretch and challenge yourself regardless of background, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of all students.

2 Strive for good progress and outcomes

- be accountable for your attainment, progress and outcomes
- be aware of your capabilities and your prior knowledge, and plan your study to build on these
- reflect on the progress you have made and your emerging needs
- demonstrate knowledge and understanding of how you learn and how this impacts on your progress
- take a responsible and conscientious attitude to your own work and study.

3 Develop good subject and curriculum knowledge

- have a secure knowledge of the relevant subject(s) and curriculum requirements, show interest in the subject, and address your misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- take responsibility for demonstrating high standards of literacy, articulacy and the correct use of standard English, whatever subjects you are studying

4 Plan to make the most of all lessons

- acquire knowledge and develop understanding through effective use of lesson time
- demonstrate a love of learning and intellectual curiosity
- complete homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding you have acquired
- reflect systematically on the effectiveness of lesson participation and approaches to learning

5 Adapt learning strategies to respond to your strengths and needs

- know when and how to seek support appropriately, using approaches which enable you to be taught effectively
- have an understanding of how a range of factors can inhibit your ability to learn, and how best to overcome these
- demonstrate an awareness of your physical, social and intellectual development, and know how to seek support at different stages of your development

6 Make accurate and productive use of assessment

- know and understand how you will be assessed in the relevant subject areas, including statutory assessment requirements
- make use of formative and summative assessment to secure your progress
- use relevant data to monitor progress, set yourself targets, and plan subsequent actions
- give attention to feedback, given verbally and through marking, responding to the feedback.

7 Manage behaviour effectively to ensure a good and safe learning environment

- follow rules and routines for behaviour in classrooms
- take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy

PART TWO: PERSONAL AND PROFESSIONAL CONDUCT

1 Fulfil wider responsibilities

- make a positive contribution to the wider life and ethos of the school
- engage fully with community projects across the school
- show leadership in all activities
- commit fully to the programme of personal development
- develop effective relationships with colleagues, knowing how and when to draw on advice and specialist support
- communicate effectively with your parents with regard to your achievements and well-being.

2 Personal conduct

A student is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a student's time at JMF6.

- Students uphold public trust in the school and maintain high standards of ethics and behaviour, within and outside school, by:
 - treating each other with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a professional position
 - showing tolerance of and respect for the rights of others
 - not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
 - ensuring that personal beliefs are not expressed in ways which exploit the vulnerability of others or might lead them to break the law.
- Students must have proper and professional regard for the ethos, policies and practices of the school in which they learn, and maintain high standards in their own attendance and punctuality.



Ensuring success – working together

School support:

Attendance

Subject Lessons

Tutor sessions

EPQ sessions

D of E completion

OPD (Tuesday p6)

Study periods

After school (till 5:30)

Optional sessions

Parental support:

Attendance

Completing homework

Independent study

Sleep

Ceiling on part time work

Open day visits

Encouraging uptake of optional sessions

ATTENDANCE

at school

All students are required to register at **8.30am** and **1.45pm** with their tutor, each day.

- Legal Requirement/Safeguarding
- Belonging
- Pathways programme
- Personal Development
- Professional guidance on independence





Student
SUPPORT
Mechanisms

Pastoral Support



6th Form Administration/ Support

Jenny Cooke
Carly Molloy

Tutor

Richard
Marshall/ Anna
Marriot
Aidan Conroy
William Brown
Michelle Canning
Maurey
Lancaster
Ben Harrison

Deputy Directors 6th Form

Natalie Uzzell
Caroline Scott

Director 6th Form

Jules Preston

Email: jenny.cooke@johnmason.oxon.sch.uk



Support and wellbeing

Tutor

Wellbeing activity each week

Ms Molloy - Fitzharrys

Mrs Cooke -JMS

Counsellor appointments

Wellbeing workshops

Nurse

Signposting

Wellbeing evening/
parent event - details to
follow

FACILITIES

and support

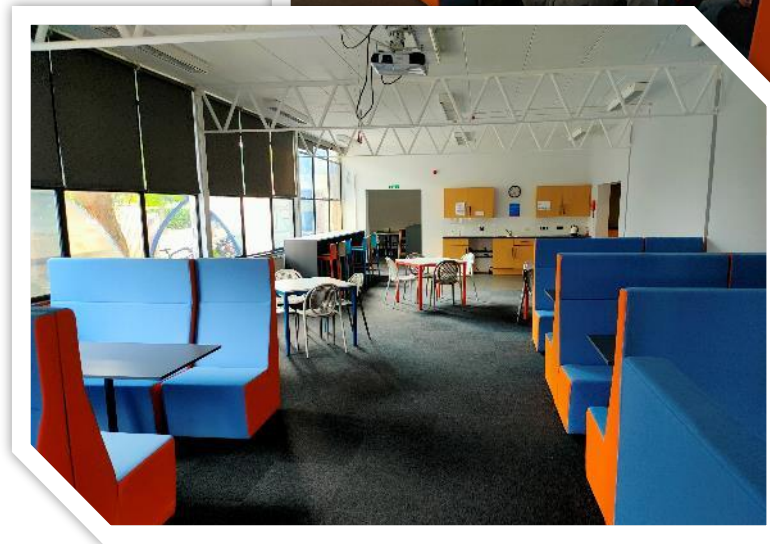
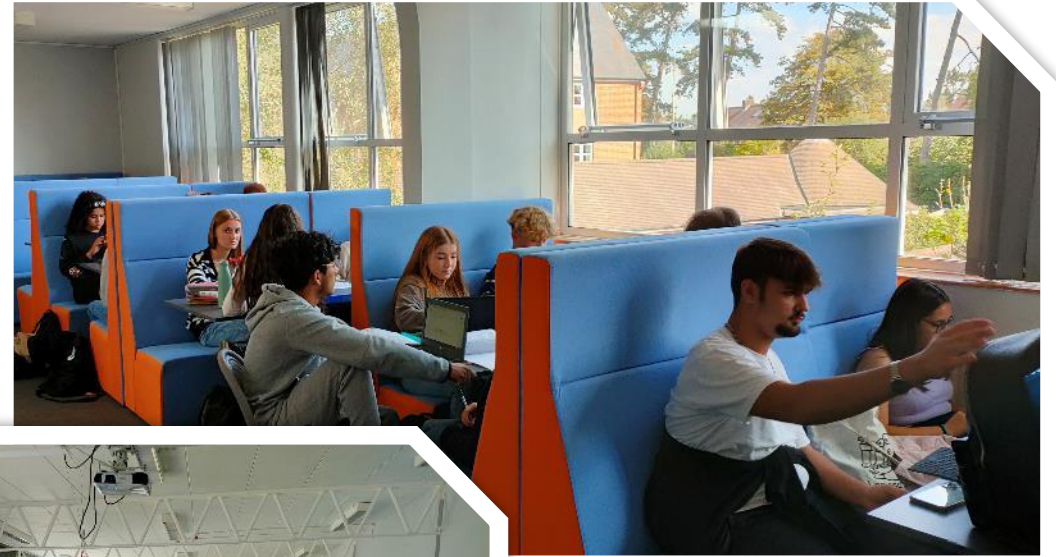


- A unique single entity, combining resources of both schools
- Shared approach to learning
- Shared approach to personal development



Facilities & Support

- A **Study Café** at each site, with study seating capacity for a total of 166 students
- **Chromebooks** for exclusive JMF6 use for independent study
- **Administration** support at each site

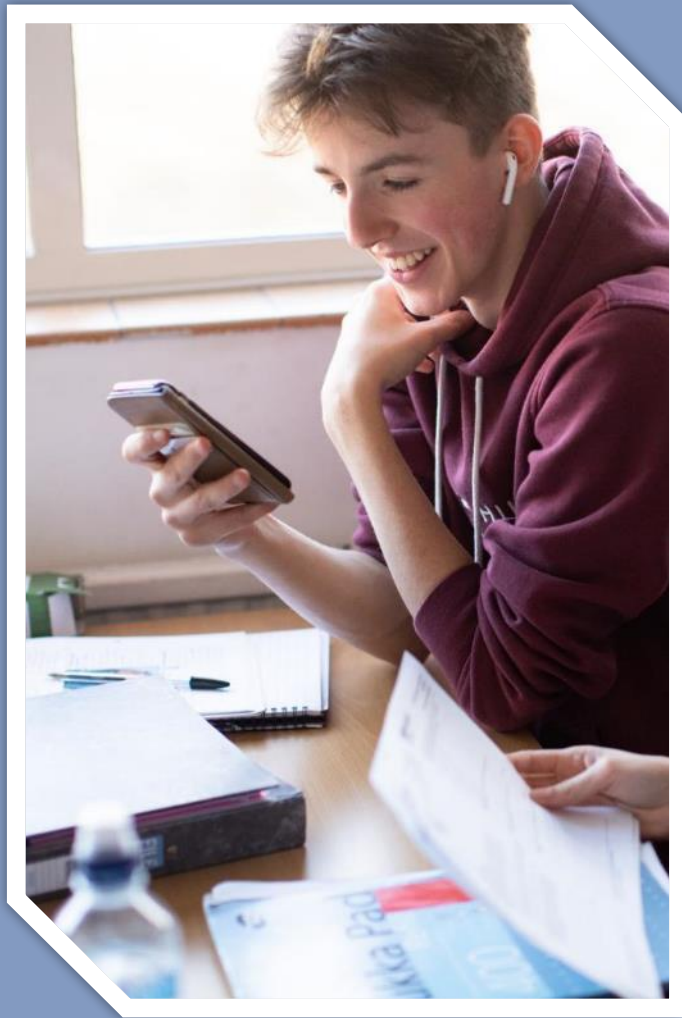




Discretionary Bursaries up to £300

These are available for students who live in a household with parents / guardians who are in receipt of:

- Income support
- Income based job seekers allowance
- Income related employment and support allowance
- Support under part IV of the immigration and asylum act 1999
- The guaranteed element of the state pension credit
- Child tax credit, providing they are not entitled to working tax credit and have an annual income that does not exceed £16190
- Working tax credit “run on” the payment someone may receive for a further 4 weeks after they stop qualifying for working tax credit
- Students who live in a household where the annual taxable income of less than £18000 may also apply



COMMUNICATION

routes & platforms

- JMF6 – The Web-Site
www.jmf6abingdon.co.uk
- Google Classroom
- Guardian full access to Google Classroom

Parent mail (changing to Bromcom)

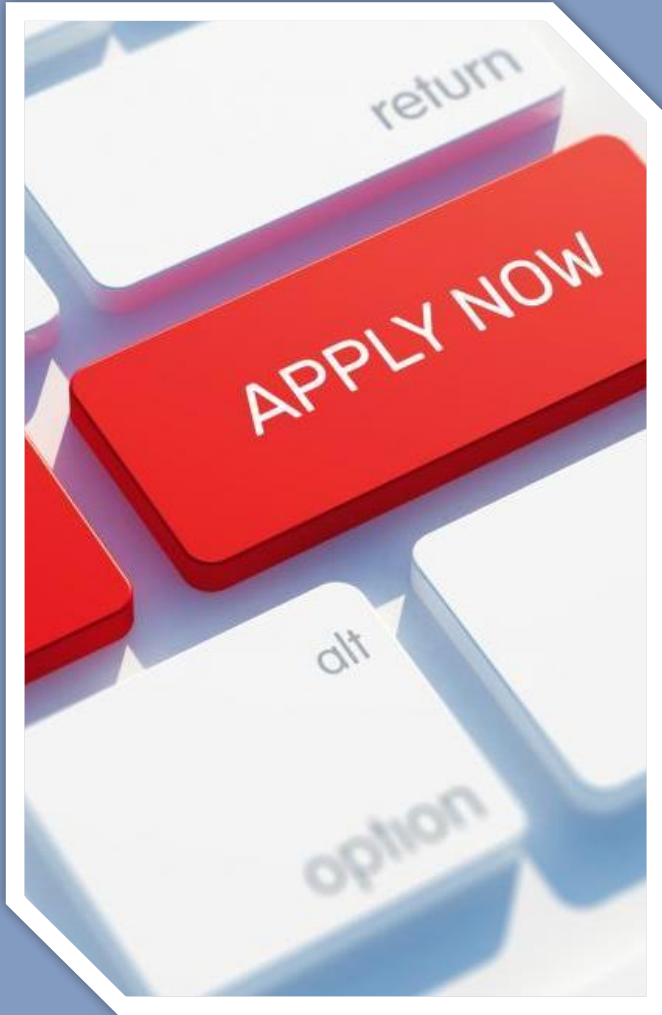
- Electronic copies of all communications to the given e-mail address
- Hard copies only if a request is made at the start of the year
- Increased communication – year 13 support



EXAM support

Guidance & Support

- No year 11 exams – increased support
- Time management skills
- Vigorous use of PLC's
- Supportive Action Process
- Diagnose – Therapy – Test
- UCAS Offers



Outline

- Phase 1 - October - Oxford / Cambridge / Medicine
- Phase 2 - Jan- All others
- Art Foundation - March

School Support

- Personal Statements
- Reference writing
- Application completion
- Payment
- Offers - immediate

UCAS
pathways



UCAS Checklist

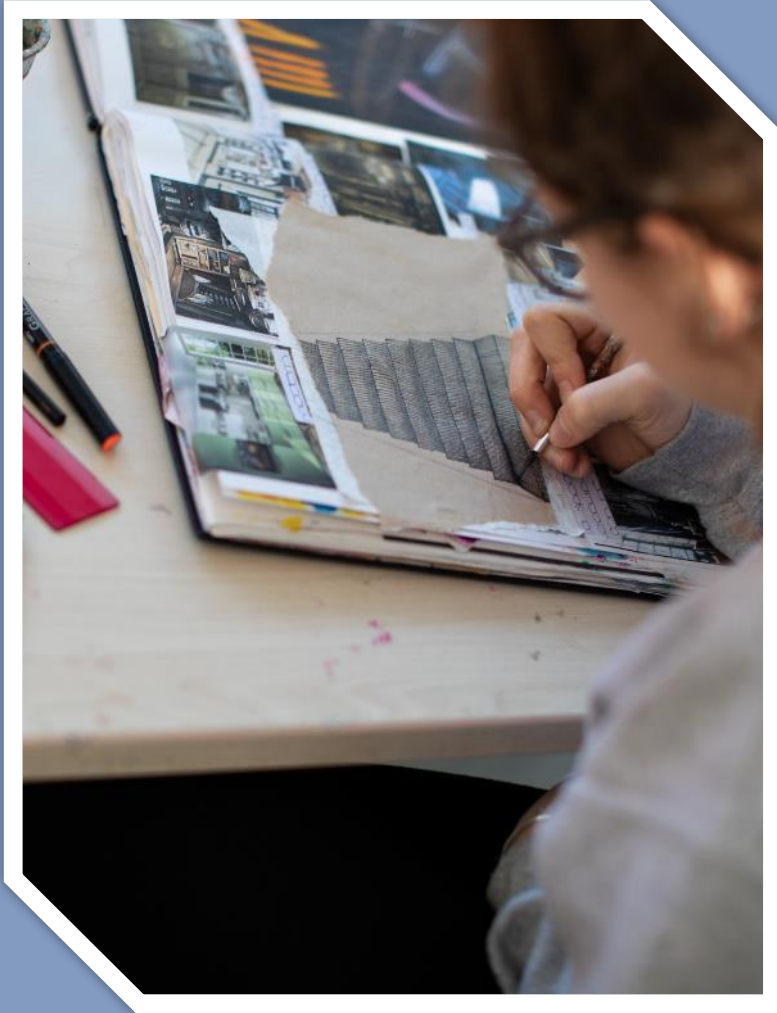
- Complete application and submit (to school)
- Final Interview with Director of JMF6 – approve personal statement, reference and predicted grades
- Offers will start to come in (will receive between 1 and 5)
- Concentrate on exams
- Confirmation of firm and insurance offers – **May 2022**
- Accommodation identification and process – **May 2022**

Support for parents

- Finance Parent Information Evening

Alternative Pathway support

- OPD session
- Advertise opportunities
- Fairs/events
- Application support
- Visiting speaker programme
- Supervision support for writing applications



Ongoing **PROFESSIONAL** development

Citizenship Currency

- Global Awareness
- National Awareness
- Responsibilities of a citizen
- Surviving as a citizen
- Pathways



Duke of Edinburgh
GOLD AWARD



Duke of Edinburgh's Award

Gold Completion Routes

- Full Award – Registration lasts for five years – expedition now done
- Gold D of E Certificate of Completion – complete all non residential components – receive Certificate of achievement

Creating a completion plan

- DofE to identify areas that need work
- Order missing areas according to difficulty
- See Mr Edwards for support





Residential – getting it done

Students are required to arrange a 4 day residential experience for themselves.

They will receive full advice and guidance on this aspect

Options could be...

- Supporting their old primary school in a trip
- Supporting Scouts/ Guides
- The NCS programme





Non Academic Currency

Things to talk about at interview/ in the personal statement

- EPQ – outline of completion
- Independent learning
- Senior Student Committees
- Tutorial Programme



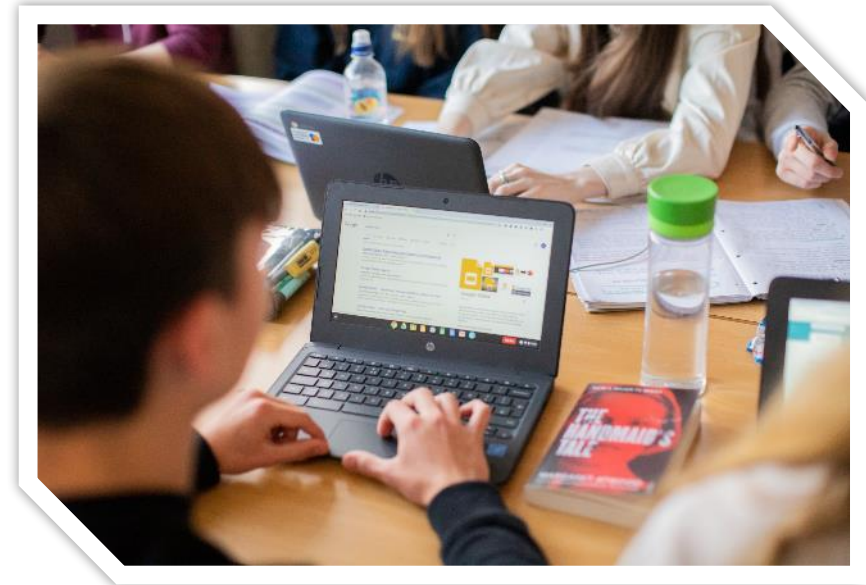
Extended
PROJECT EPQ
Qualification



Extended Project Qualification EPQ

Value

- Transferable Skills valuable for all applications
- Can lead to reduced offers
- Increases chances of offer acceptance flexibility
- Pride at being an expert



JARGON

- **PLC's** – checklists unique to student
- **Knowledge Organisers** – basic summaries of key content
- **Minimum Learning Hours** – 4 hours per week per subject
- **Enrichment Programme** – non academic learning opportunities
- **EPQ** – Extended Project Qualification
- **UCAS** – University applications system





QUESTIONS

- E-mail: jenny.cooke@johnmason.oxon.sch.uk