



An outstanding 6th Form

**JMF6**

ABINGDON

Parents'  
**INFORMATION**  
Evening

*Jules Preston*  
Director of JMF6

# Key Staff



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



# Results Day

## August 2022



# JMF6 Headlines 2022



Y13 Aug 2022	Fitzharrys On Roll	John Mason On Roll	JMF6 Cohort
<b>Cohort</b>	45	71	116
<b>A*-B %</b>	57.0	59.7	58.7
<b>A*-E %</b>	95.2	98.6	96.4



# Destinations – August 2022

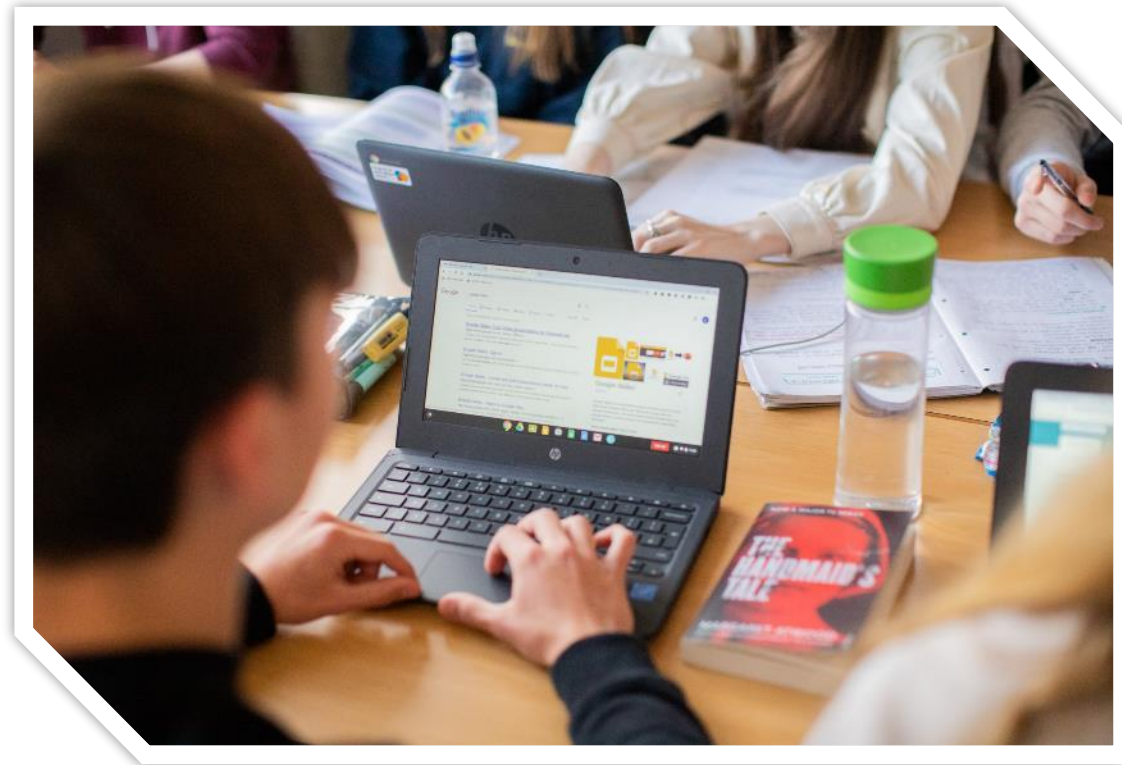
126 students

UCAS	Apprenticeship	Art Foundation	Other (Gap year, employment)	Year 14
<b>93 total</b> (31 Russell Group 1 Oxbridge)	12	4	14	3



# Recruitment – August 2022

- Year 13 – 135 students
- Year 12 – 151 places
  
- 78 John Mason
- 53 Fitzharrys
- 20 External
  
- 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.



# ACADEMIC SUCCESS

## Target Setting

# Minimum A level grade expectation

Approx GCSE grades	GCSE score band	QCA score band	Target grade aspiration	Minimum exp grades (exc Gen St) taking 3 or 4 A levels	Subjects to be taken (exc gen St)
	7.5-8.0	55.0-58.0	A*/A	A*AAA	4
	7.0-<7.5	52.0-<55.0	A	AAA	3/4
	6.7-<7.0	50.2-<52.0	B	ABB	3
	6.4-<6.7	48.4-<50.2	B	BBB	3
	6.1-<6.4	46.6-<48.4	B/C	BBC	3
	5.8-<6.1	44.8-<46.6	B/C	BCC	3
	5.5-<5.8	43.0-<44.8	C	CCC	3
	5.2-<5.5	41.2-<43.0	C	CCD	3
	4.7-<5.2	38.2-<41.2	C/D	CDD	3
	4.0-<4.7	34.0-<38.2	D	DDD	3/2
	0.0-<4.0	10.0-<34.0	D	DDD	3/2



Student  
**SUPPORT**  
Mechanisms

# Pastoral Support



## Non-teaching staff

Jenny Cooke  
Carly Molloy

## Tutor

JD Dhiman  
Claire Pennington  
Samantha Drewett  
Gemma Fulton  
Liz Price  
Adam Easton

## Deputy Directors 6<sup>th</sup> Form

Natalie Uzzell  
Caroline Scott

## Director 6<sup>th</sup> Form

Jules Preston

# Key Dates



## JMF6–Abingdon Reports Schedule – Year 12

- **12th October** – progress check (12.1) attitude to learning and attendance checks
- **3rd November** – New Tutors Evening – a chance to meet your child's tutor
- **15th December** – Year 12 Parents Consultation Evening
- **29th March** – progress check (12.2) report sent home
- **8 – 12th May** – Year 12 Mock Exams
- **21st June** – progress check (12.3) report sent home

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

# 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
- Email in case of absence:  
[jenny.cooke@johnmason.oxon.sch.uk](mailto:jenny.cooke@johnmason.oxon.sch.uk)



# FACILITIES

and support



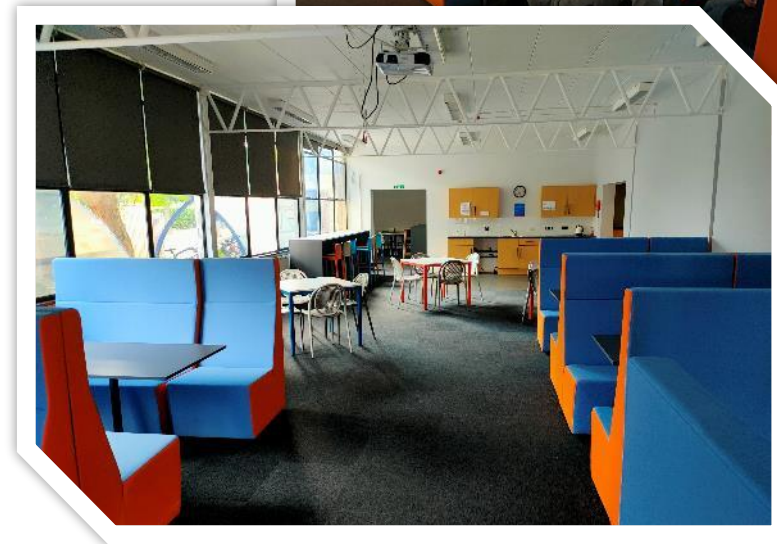
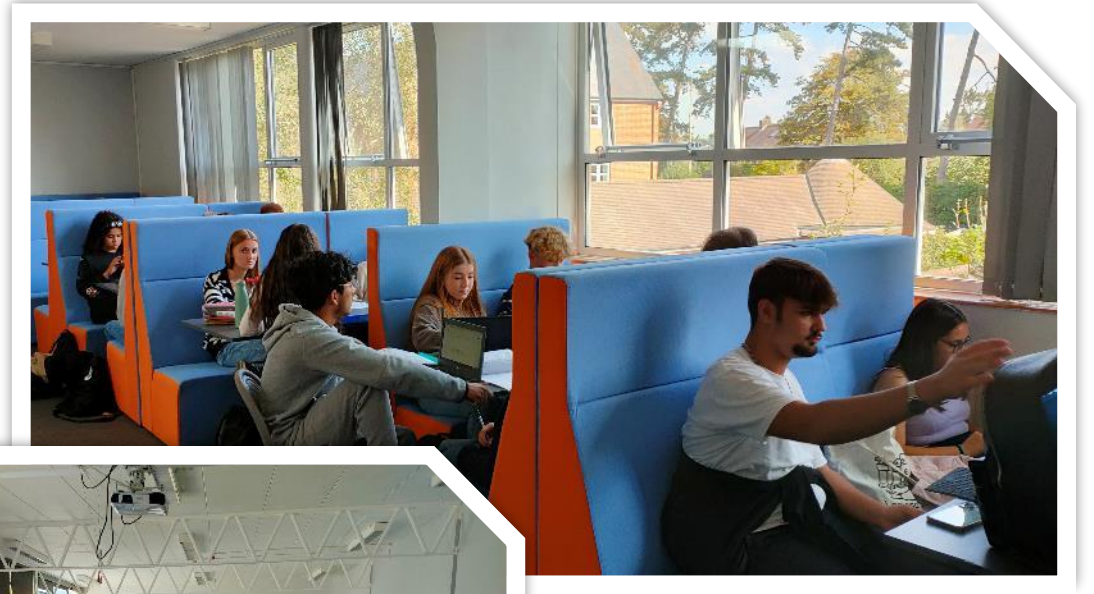
- A unique single entity, combining resources of both schools
- Shared approach to learning
- Shared approach to personal development



# 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 & wellbeing** support at each site

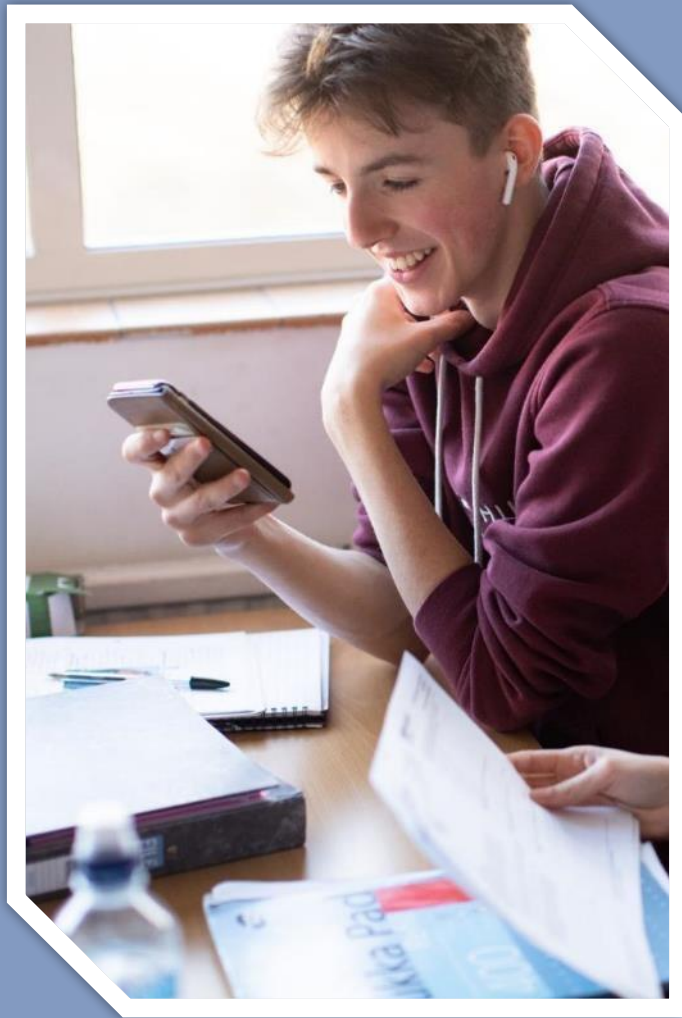




# Discretionary Bursaries up to £300

These are available for students who face the greatest financial barriers to participation in education and training, such as costs of transport, food or equipment.

Further details and an application form are available on the JMF6 website, or from the JMF6 Administrator



# COMMUNICATION

## routes & platforms

- JMF6 – The Web-Site (*launched Nov 2021*)
- Google Classrooms
- Parent/carer full access to Google Classroom

### **Parent mail – switching to Bromcom at JMS – term 2**

- 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

# How can you support your child?

Limit part-time work

Encourage them to sign up for opportunities in Google classroom

Support the development of good study habits

Talk about next steps

Get in touch if you have any questions or concerns





Duke of Edinburgh  
**GOLD AWARD**



# Duke of Edinburgh's Award

## Builds

- Resilience and self-reliance
- Sharing responsibility
- Decision making and acceptance of consequences
- Reflection on personal performance
- Confidence in unfamiliar situations
- Develop communication skills and coping mechanisms
- Show initiative
- Develop research skills
- Sense of achievement
- Learn about and appreciate community and sense of belonging





# Duke of Edinburgh's Award

## Gold Award (16+ years old)

Volunteering	Physical	Skills	Expedition	Residential
12 months	One section for 12 months and the other section for 6 months		Plan, train for and complete a 4 day, 3 night expedition	Undertake a shared activity in a residential setting away from home for 5 days and 4 nights
<i>Direct entrants must undertake a <b>further</b> 6 months in either the Volunteering or the <b>longer</b> of the Physical or Skills section.</i>				

# Duke of Edinburgh's Award



## School Support for DofE

**Volunteering, Skills and Physical** are all supported partially at school .  
These can all be arranged out of school as well

**Residential** is entirely the responsibility of the student to arrange, with guidance from school

**Expedition** the school supports but there is financial cost

## Proposed Dates

**Practice Expeditions** (including Training Day)-  
Lechlade to Sandford Lock

- May Half Term – 29th May till 6th June (3 x 3 days)

**Assessed Expeditions-** Witney to Ross on Wye

- 16th – 24th Sept (2 x 5 Days)

**Mr Etienne Edwards**  
Duke of Edinburgh Manager



# What to expect?



## Training Day

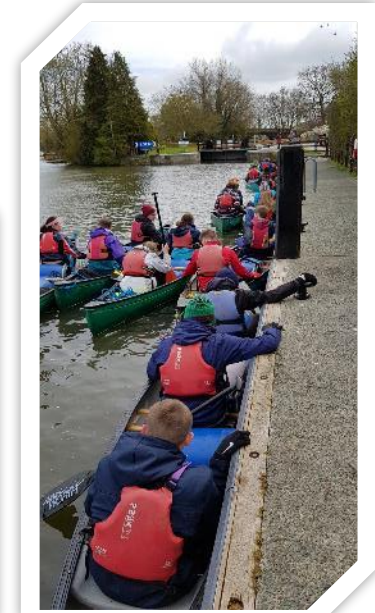
- Capsize Drills
- Effective Boat Control Techniques
- Safety on/in/around the water/boat

## Practice Expedition

- Test your team dynamics
- Revise techniques and skills
- Remind yourself of campcraft
- How to use a Lock

## Assessed Expedition

- Use skills effectively
- Utilise what you learnt on the Practice Expedition
- Experience low level rapids on the Wye
- Have Fun



# What to expect?



## Differences in Kit

- Clothing must be breathable and light weight
- Dry Bags/Barrels rather than Rucksacks
- There is more space for luxuries for food
- Lightweight shoes
- High-Quality Waterproofs
- Warm Clothing



# Residential

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
- Camps International in Costa Rica
- The NCS programme





Extended  
**PROJECT EPQ**  
Qualification

# Extended Project Qualification EPQ



## Value

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

## Year 12

- Sep –Dec – learn research skills/fine tune area and question
- Jan – April – begin research
- April – May- Revisions of questions areas and Oct further research/first draft

## Year 13

- Sep – Dec- Complete project/Plan presentations
- Jan – March – Present and Sign off



# DESTINATIONS

& work experience



# Destination Pathways

## Full programme of advice and guidance on

- University
- Higher Level Apprenticeships
- Direct to Employment
  
- Increasingly tailored to individual needs as the course progresses
- UCAS process begins March 2023

## Work Experience Week

- Week beginning July 3rd 2023
- Compulsory for all Year 12 students
  
- Some flexibility with dates for the right placement

COVID changes mean this is all **to be confirmed**

# Work Experience



## Examples of possible destinations

- Oxford United
- NHS Occupational Therapy Unit
- Law Courts in London
- CAE Air Crew Training (Helicopters)
- Westwaddy Architects
- Pegasus Theatre
- Nuffield Department of Clinical Neurosciences
- Scottish Government Office for Energy and Climate Change – Edinburgh
- Layla Moran – Local MP office
- Against Breast Cancer Charity
- Royal Academy of Music
- Sophos





# Own Placement

You need to find your own placement

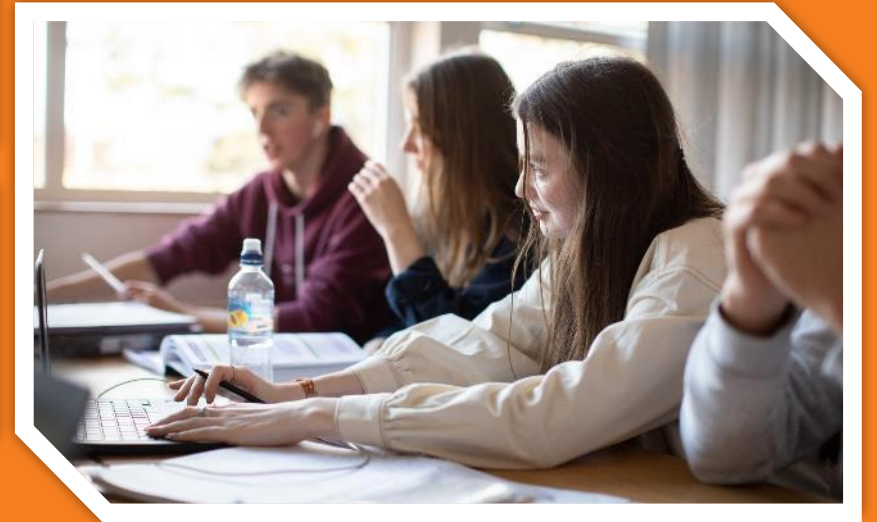
## Focus

- Develop employability skills
- Search for one which gives them the 'next level' of experience and skills
- Gain a placement at managerial level
- Look for a placement outside of county at a national or multi-national company
- Directly related to their current course
- Directly related to their career intentions

# JARGON

- **PLC's** – checklists unique to student
- **MP3** – Monitoring Point
- **Knowledge Organisers** – basic summaries of key content
- **GLH** – Guided Learning Hours per A Level
- **MLH - Minimum Learning Hours** – 4 hours per week per subject
- **Enrichment Programme** – non academic learning opportunities
- **OPD** – period 6 Tuesdays every other week
- **EPQ** – Extended Project Qualification





# QUESTIONS

• E-mail: [Julia.Preston@johnmason.oxon.sch.uk](mailto:Julia.Preston@johnmason.oxon.sch.uk)

[Jenny.Cooke@johnmason.oxon.sch.uk](mailto:Jenny.Cooke@johnmason.oxon.sch.uk)