



# Meet the Tutors Evening

Wednesday 16<sup>th</sup> October

# Key Staff

Mr Tim Detheridge - Principal.  
Dr Liz MacKay - Assistant Principal.  
Mrs Kay Everett - Pastoral Leader.  
Mrs Carol Stewart - UCAS coordinator.  
Mrs Yvonne Ashby – Head of Careers.  
Mrs Nicky Lowe – Kimberley College administrator.



# Kimberley Local Governing Body



**Thank you for attending.**

Getting involved as a parent governor is a great opportunity to support the college and help it to improve further. We are looking for governors with a wide range of skills and backgrounds, whether from work or from the local community.

If you are interested in supporting the college as a parent governor, please collect a letter from the Atrium tonight. A copy of this letter has been emailed to you for consideration.

# Agenda

1. Welcome
2. The purpose of the event
3. The curriculum
4. Teaching and Learning – Student Passport
5. Assessment and target setting
6. Progression
7. Work Experience



## 2. The Purpose of the event



- Creating a support system for your son/daughter
- Opening up lines of communication
- Setting aspirations and expectations
- Clarifying the curriculum, teaching, learning and assessment
- Collecting documentation for your son/daughter
- Understanding the challenges in year 12
- Introducing Show My Homework
- Planning for the future and embarking on the pathway for work experience

# 3. The Curriculum

A Levels / AS Levels / BTEC's / Level 2 / Level 3

*- What do they all mean?*



## UNIVERSITY

LEVEL 8	<b>Doctorate</b> PhD				
LEVEL 7	<b>Master's Degree</b> MA, MSc, MPhil				
LEVEL 6	<b>University Degree</b> BA, BSc				
LEVEL 5			<b>Foundation Degree</b> FdA, FdSc	<b>HND</b>	
LEVEL 4				<b>HNC</b>	
LEVEL 3	<b>A-Level</b>	<b>A2</b>	<b>L3 Extended Diploma</b> (National Diploma)	<b>L3 Diploma</b> (National Certificate)	
		<b>AS</b>			
LEVEL 2	<b>GCSE</b> Grades A-C		<b>L2 Diploma</b> (1st Diploma)		
LEVEL 1	<b>GCSE</b> Grades D-G		<b>L1 Diploma</b> (Foundation)		
ENTRY LEVEL 3	<b>Key Stage 3</b>		<b>E3 Diploma</b> (Foundation)		
	<b>SCHOOL / 6TH FORM</b>		<b>F.E. COLLEGE</b>		

# Subjects offered

- Art and Design
- Biology
- Business
- **BTEC Business**
- Chemistry
- Computer Science
- Core Maths
- **BTEC Creative Media**
- Dance
- Drama and Theatre Studies
- Economics
- English Literature
- English Language and Literature
- **BTEC Engineering**
- Finance
- French
- Further Maths
- Geography
- **BTEC Graphics**
- History
- Law
- Mathematics
- Philosophy
- Photography
- Physics
- Politics
- Psychology
- Sociology
- **BTEC Sports Studies (Diploma or Extended Diploma)**
- Textiles
- EPQ (may be picked up in Year 13)





# 3. The Curriculum



- Students must have a minimum of 3 subjects to class as a full time student. Per subject this is 12 periods, 11 periods with the classroom teacher and 1 periods completing work set by the subject teachers.
- Students must continue to study GCSE English and GCSE maths if they have not yet achieved a level 4 pass or higher.
- **BTEC subjects are as rigorous as A Level.**
- Work experience, pastoral tutoring and PSHE sessions are an integral part of the curriculum.

# 3. The Curriculum



## Academic mentoring

This initiative is aimed at giving greater access to subject staff and allowing opportunities for a more personalised experience to progress in every subject. During academic mentoring students work either, individually, in small groups or in a whole class setting. Academic mentoring will improve engagement and outcomes for learners and is an integral part of studying at Kimberley.

# 3. The Curriculum



## Pastoral Tutoring

All students have been allocated a Pastoral Tutor. The role of the tutor is to offer support and challenge to students, act as first point of contact for parents and carers. Guide students in planning for the future and develop their engagement with the world around them through the delivery of a high quality and age appropriate PSICHE programme.

# 4. Teaching and Learning

## Kimberley Passport

Name \_\_\_\_\_

Pastoral Tutor \_\_\_\_\_



Return to your pastoral tutor by

**Wednesday 25th September!**

### 4 Outstanding learning

You participate fully and enthusiastically in the learning in class. You teach part of a lesson, you take a role in group work, you support another student to learn. You can work independently. You show resilience and don't give up when work gets more challenging. You challenge yourself to do more. Your work answers questions and also asks next questions. You are reflective about what you need to do next. You are on time. You are ready, respectful and safe.

### 3 Good learning

You have all your equipment, you focus on your work and you complete the tasks set. You work well with others. You answer questions and ask questions and you try to learn from your mistakes. You take on board what you need to do next. You are ready, respectful and safe.

### 2 Learning needs improvement

You are not ready to learn – the teacher needs to intervene more than once to make sure you complete work to a good standard. You disturb the learning of others. You complete little or no work. The teacher has to work with you before the next class to ensure you improve your attitude to learning. You are not ready AND respectful AND safe.

### 1 Unacceptable

The Head of Subject or Year Leader will be involved due to a persistent Attitude to Learning that needs improvement OR extremely poor behaviour in a lesson. You are not ready, OR respectful OR safe.

# 4. Teaching and Learning


Preparation Skills

Study Skills

**Mandatory**

For each of my subjects I have completed...

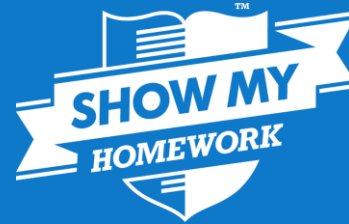
	Subject :	Subject :	Subject :	Subject :
Stationery and text-books				
Summer reading/ task completed				
Independent work or research				
Notetaking				
Organisation				
Presentation skills				
Active engagement				
Homework				
Attitude to learning				

 Ask your teachers to fill out this row!

**Mandatory**

Tick these tasks off once you have completed them ✓

- Pic form completed
- Biometric fingerprint taken at reception
- Photograph taken
- Logged onto network
- Emailed tutor
- Wearing your lanyard

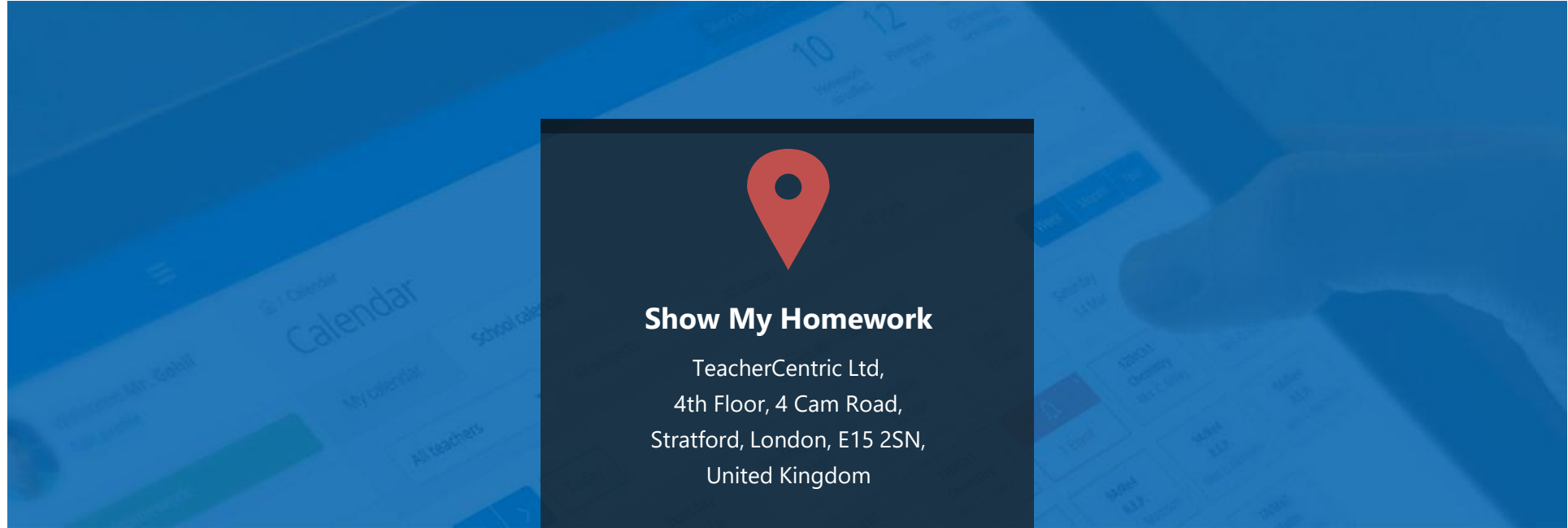


# Show My Homework

For teachers, Students and Parents.

**Kimberley**





# Support

Our support team is ready and waiting to help you out.



[help@showmyhomework.co.uk](mailto:help@showmyhomework.co.uk)



0207 197 9550



[@showmyhomework](https://twitter.com/showmyhomework)

# 5. Assessment and Target Setting








- Using GCSE performance to predict grades in post 16 study
- CAT 4 Scores. What are they and how will they be used?
- The importance of understanding and owning targets
- Progress measures, mocks and milestones.





# 5. Assessment and Target Setting

CAT 4 Scores. What are they and how will they be used?

Verbal			
Quantitative			
Non-verbal			
Spatial			

# 5. Assessment and Target Setting



CAT 4 Scores. What are they and how will they be used?

**Verbal Reasoning** – the ability to express ideas and reason through words is essential to subjects with a high language content, and the most obvious skill picked up by traditional assessment.

**Non-verbal Reasoning** – problem-solving using pictures and diagrams; skills which are important in a wide range of school subjects, including maths and science-based subjects.

**Spatial Reasoning** – the capacity to think and draw conclusions in three dimensions, needed for many STEM subjects, but not easily measured by other datasets.

**Quantitative Reasoning** – the ability to use numerical skills to solve problems, applicable well beyond mathematics.

# 5. Assessment and Target Setting



- CAT 4 Scores. What are they and how will they be used?

## SUMMARY

- Student is likely to learn by reading, writing notes and essays and discussing topics as well as using a more hands on approach.
- Student is capable of doing well in many subjects.
- Student should use a range of methods when learning and revising: reading, writing notes and using pictures, charts and diagrams to provide visual clues to help remember key facts and information.
- The verbal skills of student can be developed further by reading widely from a range of sources like novels, factual information and poetry through books, the internet, newspaper and magazines.

# 5. Assessment and Target Setting



## Grade Sheet

GCSE Average Point Score	ALPS A2 Predictor	ALPS BTEC National Diploma Predictor	ALPS BTEC Extended Certificate Predictor
6.67	B	D*D*	D*

Percentage Attendance	Number of Lessons Missed with an Authorised Absence	Number of Lessons Missed with an Unauthorised Absence	Number of Lessons Late
96.75	0	3	0

<b>Student Passport Completion?</b>	Yes 27th September
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Subject	Minimum Expected Grade	Academic Transition	Preparation Skills	Study Skills
Economics A Level	B	4	4	4
Mathematics A Level	B	4	4	3
Physics A Level	B	3	3	3

# 6. Progression



## a) From Year 12 to 13

We expect students to achieve their predicted level or within a grade at the end of year 12 study or to have completed, to the appropriate standard, their BTEC assignments.

## b) From Year 13 to the rest of your life!

It is vital students give consideration to their future. Having a clear goal motivates students to achieve. UCAS estimated grades and application forecasts are largely based on progress and attainment in year 12.

# 6. Progression

- a) **University** - UCAS, Abroad (USA, Europe, Oxbridge, Russell group, Sutton Trust, Sponsorship)
- b) **Apprenticeship** When?, How?, In what? Pro's and con's, Higher level apprentices
- c) **Employment** – CV, applications, job searching, interviews, pay and progression, employer rights.
- d) **Voluntary work/ internships** – Gap years
- e) **Higher education** – Auditions, applications.

# Introduction to work experience

## When?

- ▶ All Year 12 students go out on work experience for one week Monday 29<sup>th</sup> June 2020 – Friday 3<sup>rd</sup> July 2020. We work in partnership with Form the Future to organise the programme.

## Why?

- ▶ Provides students with an insight into different sectors and careers.
- ▶ Allows students to 'try out' an area of potential interest.
- ▶ Give students the opportunity to use and apply their skills and knowledge in a professional environment.
- ▶ Builds confidence and self-esteem by showing them what they can achieve outside college.
- ▶ Many employers are happy to offer a reference, which students can use applying for jobs, either while they are still at college or later on.



# Deadlines

- ▶ **Today** – begin looking for a placement
- ▶ **13/01/2020** – Deadline for submitting placement details to Form the Future for approval and inform Mrs Ashby/Pastoral Tutor
- ▶ **End January** – Book into a work experience support session if a placement has not yet been found
- ▶ **01/05/2020** – **Final** deadline for submitting placement details. If no placement sourced at this stage students **must** attend college during work experience week to undertake independent study.
- ▶ **29/06/2020** – Begin placement - college checks attendance / visits some employers





## How it works / key messages

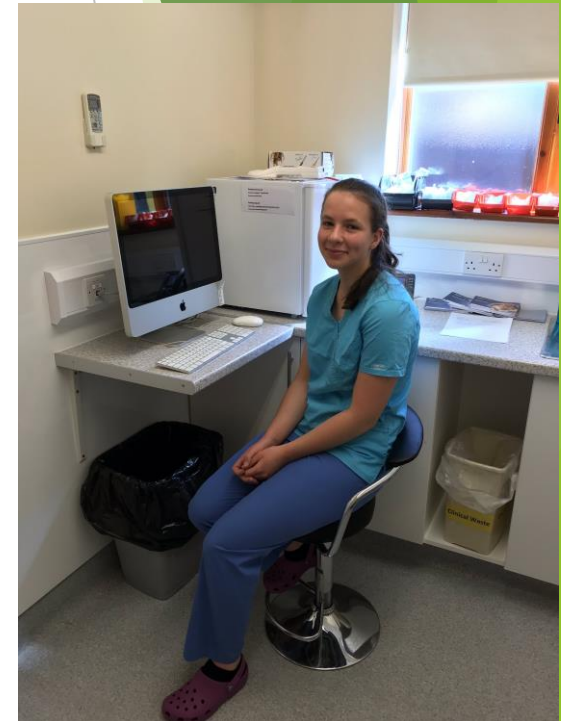
- ▶ Work experience takes place every day and during normal office hours (NOT school hours, unless stipulated by the employer)
- ▶ College **does not** cover transport cost to and from work placement so please check first how they will commute to work.
- ▶ Employers complete a reference at the end of the placement and provide a copy of this to the student and the college
- ▶ Try to find experience related to future career aspiration
- ▶ Avoid work experience in a place where they currently have a part time job!
  - ▶ It is no fun working for free in a job that you usually get paid for
  - ▶ Overall students who have done this in the past have regretted it!



# Student comments



- ▶ 'My communication skills have thoroughly improved and I have gained knowledge of design software. I also travelled into London and back by myself every day and had to think on my feet when trains were cancelled'.
- ▶ 'I have overcome the barrier of my previous inability to talk to a large group of people'
- ▶ 'Helped me to decide on the University course I want to do'
- ▶ 'I've come to the realisation that I need to do something I enjoy with my life'
- ▶ 'I've gained experience of talking in front of people, making eye contact and informal small talk with people I don't know very well. Learning to act confident even when I didn't feel it'.
- ▶ 'Communicating with a range of people of varying importance in the company (associate to partner)'
- ▶ 'Confirmed that this is what I want my future career to be'
- ▶ 'Obtained more confidence when working around those in a professional environment'



# Employer Feedback

Can you / your employer support our work experience programme? Please speak with Mrs Ashby if you can offer a placement to one of our students!

- ▶ She performed extremely well and happy to support her with searching for a solicitor apprenticeship vacancy this Autumn, to start employment in Sept 19’.
- ▶ ‘We enjoyed having her working with us, and we would gladly employ her as part of our front of house team should she want a job with us’.
- ▶ ‘Network Rail would welcome him back or any other student from Kimberley College in the future based on his professional conduct as a student representing Kimberley College’.
- ▶ ‘Sometimes with young work experience students it’s hard to get two words out of them but I’ve had good conversations with him. He is welcome to come back to Millbrook at any time’.
- ▶ ‘We have loved having her here this week, she has been very attentive to the children and respectful to the adults in the group. If this is a career that she wishes to follow, I would definitely be interested in offering her an apprenticeship when she leaves college’.
- ▶ ‘From my initial interview with \*\*\* she has been courteous and shown a willingness to listen and ask questions. Even though engineering currently within Openreach is male dominated she has shown she has an attitude for engineering and I believe if she so wished she would become a good all round engineer.’





# unifrog

## The Complete Destinations Platform

Make it easy for your students to find and apply for  
the best courses and apprenticeships for them.



Unifrog is a one-stop-shop where students can easily explore their interests, then find and successfully apply for their next steps after college.



### Exploring pathways

Careers library

Subjects library

Know-how library

MOOC

### Searching for opportunities

UK universities

US universities

Canadian universities

Asia

European universities

Oxbridge

Apprenticeships

College/ Sixth Form

### Recording what you've done

Activities

Competencies

Interactions

### Drafting application materials

Personal Statement

CV / Resumé

Teacher References

Common App Essay

### Making applications

Post 16 Intentions

Locker

Applications list

# Important dates:



- 18<sup>th</sup> November - Academic Assessment Week
- 11<sup>th</sup> December - Grade sheet Issued
- TBC January - Higher Education Information Evening
- 23<sup>rd</sup> January - Careers Convention
- 3<sup>rd</sup> February- Y12 Progress Point
- 13<sup>th</sup> February - Grade sheet Issued
- 27<sup>th</sup> April-7<sup>th</sup> May- End of year assessments
- 3<sup>rd</sup> June - Grade sheet Issued
- 28<sup>th</sup> June - UCAS Higher Education Fair at University of Bedfordshire
- 27<sup>th</sup> June TBC - Next Steps Day
- W/b 29<sup>th</sup> June- Work Experience

# Meet the tutor - rooms



Miss Smith – 1S03

Mr Ashley – 1N21

Miss Munson – 1S15

Mrs Morrow – Unfortunately unable to be here this evening...

A-G 1S03

H-M 1N21

N-Z 1S15