

Honesty
Respect
Kindness

Confidence
Flourish
Independence

Ambition
Achieve
Resilience

Our vision

Prince Henry's will become internationally recognised as an exceptional school with a culture of **respect**, where we can all **flourish** and **achieve**.



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Comments from Former Students

- “I have really enjoyed all the years I have been at PHGS. It has been a big part of my life that I shan’t forget in a hurry.”
- “Best aspect of the sixth form is being able to communicate with teachers whenever I needed help or just to talk.”
- “You will not regret choosing Prince Henrys Sixth form. It has been the best time of my life.”



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September 2026

Year 12 Parent Introduction Evening

Martyn Johnson

Assistant Headteacher: Post-16 Learning

Matthew Faulkner

Key Stage Director: Post-16



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Meet the team



Vision and values

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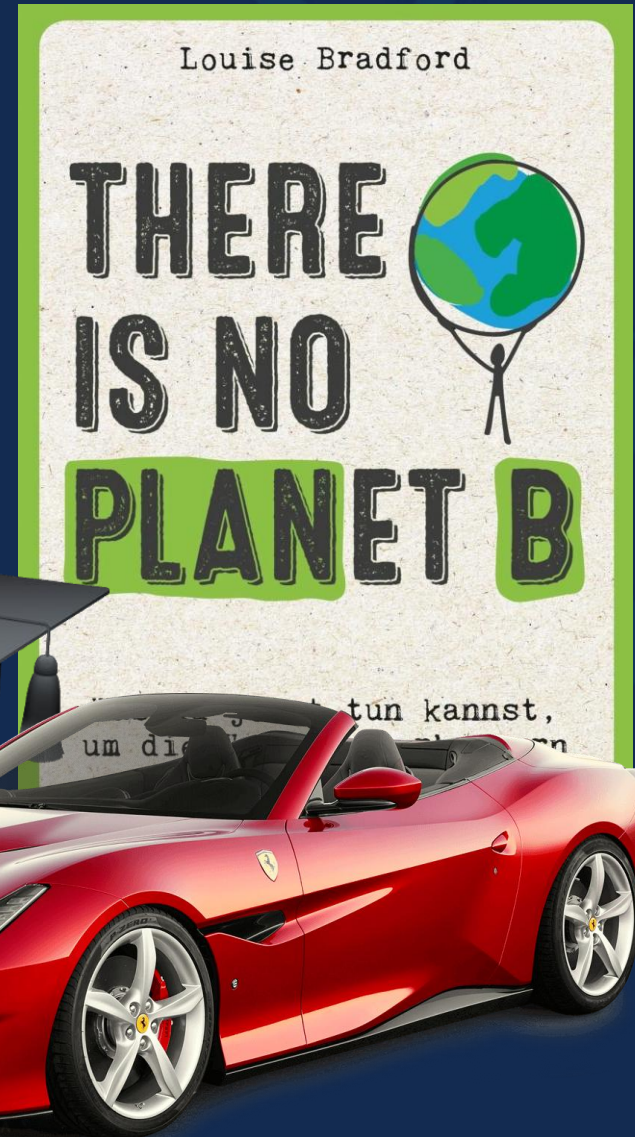


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Sixth Formers' visions

A* A* A* A* A* A*



COLLABORATIVE LEARNING

VESPA

To achieve your true full potential in your sixth form studies requires so much more than simply reviewing the specification for each of your subjects and ensuring that you know the content.

You must have the right study skills, the right environment, the right mindset and the right attitude and commitment - and not just for one day, one week or one month, but, ideally, **throughout the two years**.

Some students made significant progress in developing these skills through their GCSE years and learnt what it took to self- motivate to study and achieve – some students need greater support in that journey.

Vision	Having a clear <u>vision</u>
Effort	Committing fully to the <u>effort</u> required
Systems	Putting support <u>systems</u> in place
Practice	<u>Practice</u> makes perfect
Attitude	Developing a positive mental <u>attitude</u>



VESPA

Vision: Know Your Goals

Vision refers to having a clear understanding of what academic goals you want to achieve, such as specific grades or future career aspirations. It acts as a motivation for your efforts.



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Effort: Consistent Hard Work

Effort emphasises the importance of consistent hard work over time. It highlights the necessity of dedicating time and energy to studies rather than relying solely on last-minute cramming.



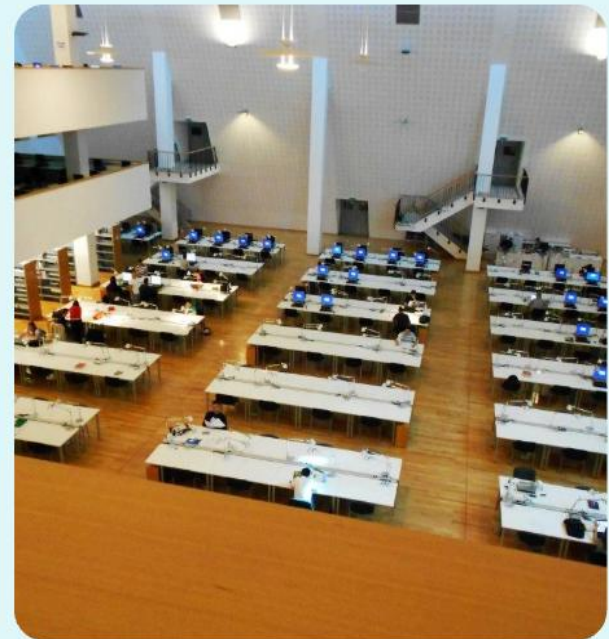
Systems: Organize Your Study

Systems involve establishing effective routines and strategies to manage study time and materials efficiently. This includes using planners, schedules, and organization techniques.



Practice: Active Engagement

Practice is about actively and regularly engaging with the material through exercises, past papers, and skill enhancement activities. It's vital for mastering content and improving performance.



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Attitude: Positive Approach

Attitude reflects the mindset necessary for overcoming challenges and maintaining positivity. It encourages students to believe in their ability to improve and handle difficulties.



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Success!

The Power of a Positive Attitude

Cultivating a positive attitude is crucial for students to navigate academic challenges effectively. It fosters resilience, enabling students to bounce back from setbacks and maintain motivation. Believing in one's ability to improve and being open to seeking assistance are key components leading to greater success in their studies.



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Independent learners

Independence is a learned skill

- Time management
 - Deadlines
 - Keeping on top of multiple demands
- Independence and responsibility
 - Being proactive
- Roughly 4 – 5 hours per week additional work per subject
- Effective use of Fixed study and free periods
- Equipment



Independent Learning in PE @ PHGS

After Every Lesson

1. File all your notes and handouts, ensuring they are organised into the correct unit and topic area in your class notes.
2. Highlight your notes, identifying new keywords, terms and concepts.
3. Review your notes and complete the knowledge organiser self-reflection and highlight any topics you don't understand so that you can ask about this in the next lesson and search for the answers further afield.
4. Produce revision documents on the lesson content in the form of a mind map/spider diagram.

Weekly

Complete all home study as directed and carry out the revision work for the lesson topics covered.

Organise your notes in chronological order. Make sure your notes are separated into the different sections by file dividers/knowledge organisers.

Use the everlearner video tutorials where needed to help understanding. If still stuck, speak to a peer or the member of staff.

Take part in training for your chosen practical activity, collate video footage of competition/match play.

Half Termly

Read articles/ news stories relevant to PE and watch some sport to gain a deeper understanding and keep up with current events in the subject.

Attempt past paper questions from sharepoint to develop examination technique.

Termly

Referring to the course specification, review your understanding of previous topics. Review and attempt questions on topics you are unsure about.

Visit the everlearner to attempt quizzes and past exam questions on a range of topics.

Resources

The everlearner



A Level PE
student
sharepoint
resources



'Achievement' and ambition

- Get good grades?
- Get good job, apprenticeship or university place?
- Money?
- Achieve something for themselves or for the community/ies around them

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Extrinsic motivation

Please others, gain external rewards, live up to expectations, avoid consequences of failure

Intrinsic motivation

Help others, make themselves proud, set their own expectations, genuine desire for a goal, inherent enjoyment



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Key changes moving into sixth form

- Change from uniform to dress code – flexibility but high standards expected
- Home study
- Independent learning
- Fixed studies and ‘frees’ around the building
- Opportunities for personal development
- Move from PD to Standards for Learning
- Fewer subjects, higher level, higher demand
- Closer to leaving!



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Course choices

- Possible to swap courses for the first 3-4 weeks if space
- Guidance given about course combinations
- Staff may highlight causes for concern – students may be recommended to switch courses
- Any worries, please communicate with us
- Independent careers advice available



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MEAs

- Minimum Estimated Attainment – normally calculated statistically
- Not a ceiling or a high-pressure expectation
- Separate from university predicted grades



Reporting

- Progress reports in November, March and July (this will include the student's trial exam or 'mock' grades)
- Report on predicted progress towards MEA and ATL – combination is important
- Parents' evening December 2nd (online)



Example - Year 12 Progress Report 2

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Year group

Year 12 (2023/2024)

Form

12 SPEEDWELL (2023/2024)



Attendance*	Lates	Unauthorised Absences	Authorised Absences	Report date
92.2%	3	3	14	18 Mar 2024

Course	Teacher	MEA	Predicted grade	Attitude to Learning
Asdan: KS5 Asdan	Mrs V Robinson-Junni	P	P	2
Economics: KS5 Economics	Ms M Naughton Ms B Hall	B	B	3
History: KS5 History	Mr P Low Mrs J Stevens	B	C	3
Mathematics: KS5 Mathematics	Miss S Lee Mr C Fox	B	A	1

Information to help you understand your child's Progress Report

This is your child's latest progress report. This report has been carefully designed to give you a clear picture of your child's potential and their progress towards that potential. Information to help you interpret the codes in the report can be found in the link [here](#).

Together with your child, please consider the information presented on this progress report. Celebrate successes and talk about areas for improvement.

This progress report will be followed up by both subject teachers and personal tutors. Students identified as under-achieving are closely monitored and supported. Where appropriate, we employ a variety of intervention strategies ranging from setting individual action targets to small group intervention teaching to mentoring support to help students get back on track.

Further information about assessment at Prince Henry's can be viewed on the website under Parents and Carers then Assessment. Link [here](#).

If you have any further queries about this progress report you are advised to contact your child's personal tutor in the first instance.

Attendance

Attendance

Recent national research into attendance in a Post 16 setting has found that:

Student attendance	
95%+	Almost 25% of students will achieve higher than their minimum target grade (MTG)
85%-95%	Almost 20% of students will achieve lower than their MTG
Less than 85%	Approximately 50% of students will achieve lower than their MTG In Year 13 this equates to over 60 hours of missed teaching over the year. For Year 12 students this equates to 70 hours of missed teaching .



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5 things that make Sixth Form study different

1. When you leave – sooner than you think
2. How you start – complete clean slate – chance for a fresh start
3. Level of challenge and level of independence
4. Choice
5. Your position in our 'social contract'

Three distinctive things about PHGS Sixth Form

1. Professionalism and high standards
2. Wider development
3. Care and inclusion



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Respectful community

- Kindness, honesty
- Inclusion, tolerance, diversity
- Membership, commitment

Community membership – ‘professionalism’, ‘citizenship’

- Does not mean: ‘I’m a grown-up so I shouldn’t be subjected to any rules’(?!)
- Membership of a community comes with rights and responsibilities
- Membership of a *chosen* community – even more so!



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Honesty
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**“THE
STRENGTH
OF THE
PACK IS THE
WOLF
AND THE
STRENGTH
OF THE
WOLF IS THE
PACK.”**



Standards for Learning

- **High standards**
- **Accepting mistakes**
- **Honesty and kindness**
- **Chances to change**
- Holds students to high standards but also identifies key issues
- Sanctions of different types
- Home notified for some but not all
- Opportunities for intervention
- Opportunities for 'resets' and incident reductions



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The sanctions element of Standards for Learning is based on the below principles:

- **High standards.** Students have freely chosen Sixth Form study with us. They should be setting the highest standards of commitment and behaviour. However...
- **Accepting mistakes.** Anyone can make a mistake. Students have the chance to make multiple small errors at each stage, but will be helped to improve.
- **Honesty and kindness.** Wherever practicable, staff will tell students when they sanction them, and we will seek ways to help them to change their behaviour.
- **Chances to change.** Interventions at each stage give students chance to correct their approach. At each stage chances are given for 'resets' and reductions, *at the discretion of the Sixth Form Team.

Constant reset:
every 5 Yellows

5 x Yellow incidents

loss of one afternoon of home study (HS) +

a Red incident is added for 'accruing 5 Yellows'

Home is not notified of each Yellow incident.

**Yellow incidents – not acting as expected
– approach, organisation**

Standards for Learning - sanctions



Yellow incidents



Red incidents



Behaviour incidents



Sanctions issued



Resets / reductions

Phases 4, 5 and 6 include formal contracts and are reviewed every four weeks. **Breach of a final contract will lead to a governors' panel and may lead to permanent exclusion from the Sixth Form.**

20 x Red/Behaviour incidents

As below, plus a **parent meeting** and **Phase 4 contract**

2 weeks' clean slate (no Reds or Yellows) when past 10 R/B

15 x Red/Behaviour incidents

As below, plus meeting with Sixth Form team; loss of **two weeks' home study (HS)**

Below 5 Red/Behaviour incidents - Xmas or Easter

10 x Red/Behaviour incidents

Meeting with tutor; loss of **one week's HS**; targeted **report**; contact with **home**

Points reduction*

5 x Red/Behaviour incidents

Loss of one afternoon of home study and meeting with **form tutor**

Behaviour incidents may add up to +5 to your 'Red' total, but have additional immediate sanctions to reflect their seriousness e.g. internal exclusion / suspension

Red incident = automatic email home. Behaviour incident = automatic email + separate contact

Red incidents – not doing as instructed – cooperation, respect, home learning

Behaviour incidents – serious failure of conduct appropriate to Sixth Form

Common misconceptions

- The incidents are prefixed '6' e.g. '6 – Phone issue and confiscation'
- If you are ever notified by email of a 'Yellow', it will be the *fifth*. The email explains this
- The emails ARE automated – BUT carefully written and specific to the type of incident
- This is crucial to creating a positive community – it is not a negative system



'Blanks' = study periods: you may work in the Quad or Library **or** an appropriate separate assigned classroom - ie one assigned by Miss Wyss for Fixed Study, or a specialist room linked to one of your subjects.

You may only leave site at LUNCH TIME

and

for Home Study (1.55pm, on days when you have no more lessons)

Timetable

4 Thursday	5 Friday
08:30-08:50	08:30-08:50
09:50-10:50 Psychology: Year 12: 12D/Py	08:50-09:50 Fixed Study: Afri1
11:10-12:10 Psychology: Year 12: 12D/Py	11:10-12:10 PE: Year 12: 12A/PE
12:55-15:00 HSC: Year 12: 12B/Hs	13:55-15:00 Home Study: Afri5

Fixed Studies: you **must** sign in at the Library. At busy sessions, you **may then** go to assigned classrooms only (or specialist classes e.g. Media/Art *if you take those subjects*), but only **after** signing in. You work in **silence**.

Home Study: any free period **FIVE** only you may take as home study. Note the study period before this (period 4) is a **study period, on site**, NOT home study. Leaving site at the wrong time and without authorisation is a serious SFL issue.

Phones

You have the privilege of using your phones more than most because (like us in our offices) you may spend more time working independently and might wish to listen to music to help you concentrate.

It is rude and disrespectful to younger students to use your phone around the school building, and it is against the school rules.

If you break these rules you will be given a Red incident and asked to **take your phone immediately to the Sixth Form office for confiscation until 3pm that day** – even if you have home study!

4 Thursday		5 Friday	
08:30-08:50	08:30-08:50	08:50-09:50 Fixed Study: Afri1	
09:50-10:50 Psychology: Year 12: 12D/Py			
BREAK			
11:10-12:10 Psychology: Year 12: 12D/Py	11:10-12:10 PE: Year 12: 12A/PE		
LUNCH			
12:55-15:00 HSC: Year 12: 12B/Hs			
	13:55-15:00 Home Study: Afri5		

In **study periods (Fixed / around school)** you may only use your phone **to listen to music** and in the **Library and Quad ONLY**.

At **break and lunch times** you can use your phones as phones, freely, though considerably, in the **QUAD ONLY**.

At **ANY OTHER TIME AND PLACE** in school you **must not have your phone visible or audible**. You **must** also remove headphones.

Top ten 'rules reminders'

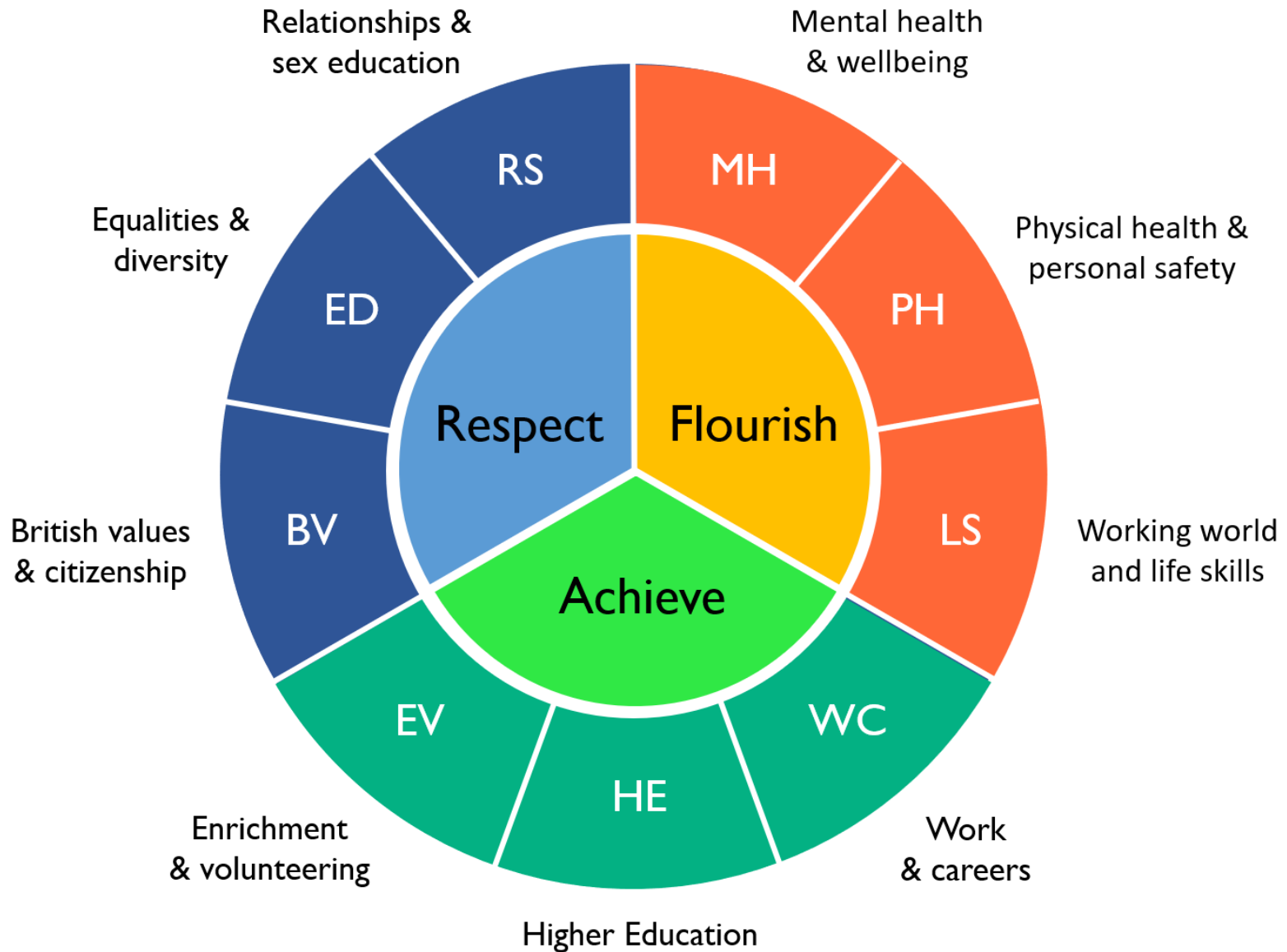


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Flourish



- Personal support
- Tutor time
- Enrichment
- Careers guidance
- Volunteering
- Student leadership
- PSHE
- ‘Future focus’ days (not ‘PSHE days’)
- Work experience

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Next steps guidance

- Unifrog
- Careers Fair – 15th October
- Future Focus Day 1 – November
- Future Focus Day 2 - January
- HE and alternatives evenings – February (early entry), March
- Personal statement workshop + UCAS discovery day – June 2027
- HE parent appointment evening – Sept 2027
- Apprenticeships support programme – autumn-spring Y13
- UCAS deadlines – 15th October 2027 and January 2028 (tbc)
- 'Pathways' support programme for early entry applicants
- Personal statement support and mock interviews
- Careers guidance – Ms Quinlan



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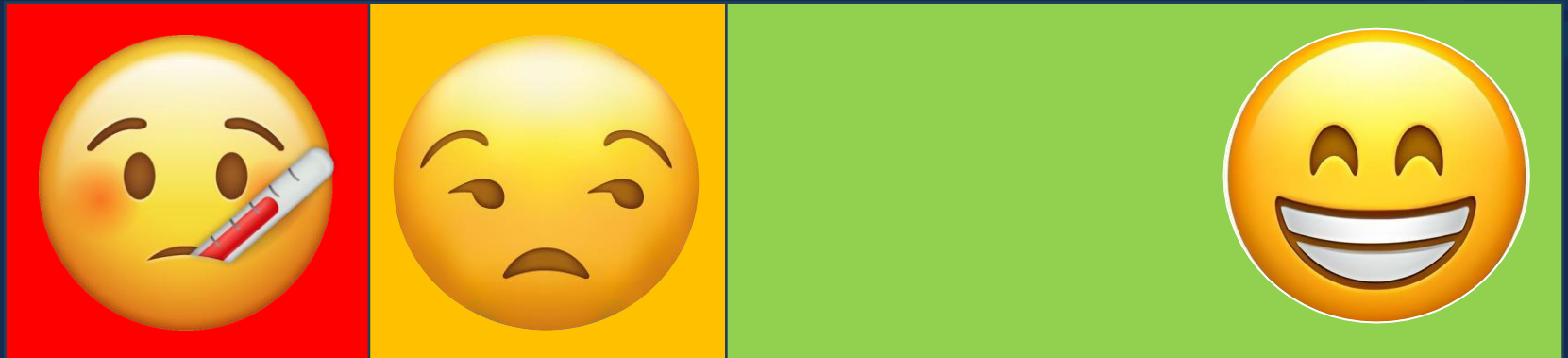
16-19 Bursary

- Policy on the website
- Students eligible for FSM should apply and need no further evidence of income
- Household income of £27,000 or less may also apply – means tested
- Contribution towards travel expenses and school meals. Possibility of support towards other one-off costs.



Attendance

The strongest predictor of progress



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Pastoral and wellbeing support

- Friends
- Teachers
- Tutors
- SENDCO
- Sixth Form team:
 - Pro-active messaging around MH support and resilience
 - Drop-ins
 - Regular catch-ups
 - Mentoring
- Student Wellbeing Officers
- Referrals for external support



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How can you help?

- Show an interest in your son's/daughter's work and topics
- Ask them to explain what and how they are doing
- Help to provide the right environment for studying at home
- Maximise attendance
- Discuss future career/university goals – VISION
- Support them on their journey – you know your child best
- Communicate with the school –info@



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Any Questions?



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