

“Education to
understand the world
and change it for the
better.”

Habits of Mind



INQUISITIVE:
Wondering & questioning
Exploring & investigating
Challenging assumptions

COLLABORATIVE:
Co-operating appropriately
Giving & receiving feedback
Sharing the product



PERSISTENT:
Sticking with difficulty
Daring to be different
Tolerating uncertainty

DISCIPLINED:
Crafting & improving
Reflecting critically
Developing techniques



IMAGINATIVE:
Using intuition
Making connections
Playing with possibilities

What do we expect of students?

- Work hard but **steadily**
- 95% attendance or more
- Be organised, punctual
- Take on responsibility
- Pursue opportunities
- Take advice, act on it
- Work is never really “finished” – the best students revise from the get-go



What should parents expect?

- A levels are not like GCSEs – they are much, much harder
- Study periods, not “free periods”
- Compulsory: Registration, Tutorial, Supervised Study, Assemblies
- Students will not always be happy...
- They will not always tell you the truth...
- We show them how to work, and what to learn
- **We cannot do the work for them**

What should parents do?

- Familiarise yourself with your child's timetable
- Use 'Insight' to check attendance and homework
- Bookmark tallispost16.com
- Make contact with the form tutor –
jsmith@thomastallis.org.uk
- Call/email in all absences
 - Term-time holidays cannot be authorised
 - Medical absences can only be authorised with a medical note
- Enforce regular patterns – of sleep, of work, of exercise
- Trust that we are reasonable

About courses: linear A-levels

- ‘Linear’ – only exams are in June of Year 13.
 - Linear A-levels are a **two year course**
- Internal Assessment in Year 12
 - January, plus after Easter: Mock Exams
 - D grade in Mock Exams or above to progress to Year 13 (otherwise, they’ll fail A-level) – we will recommend students change subject.

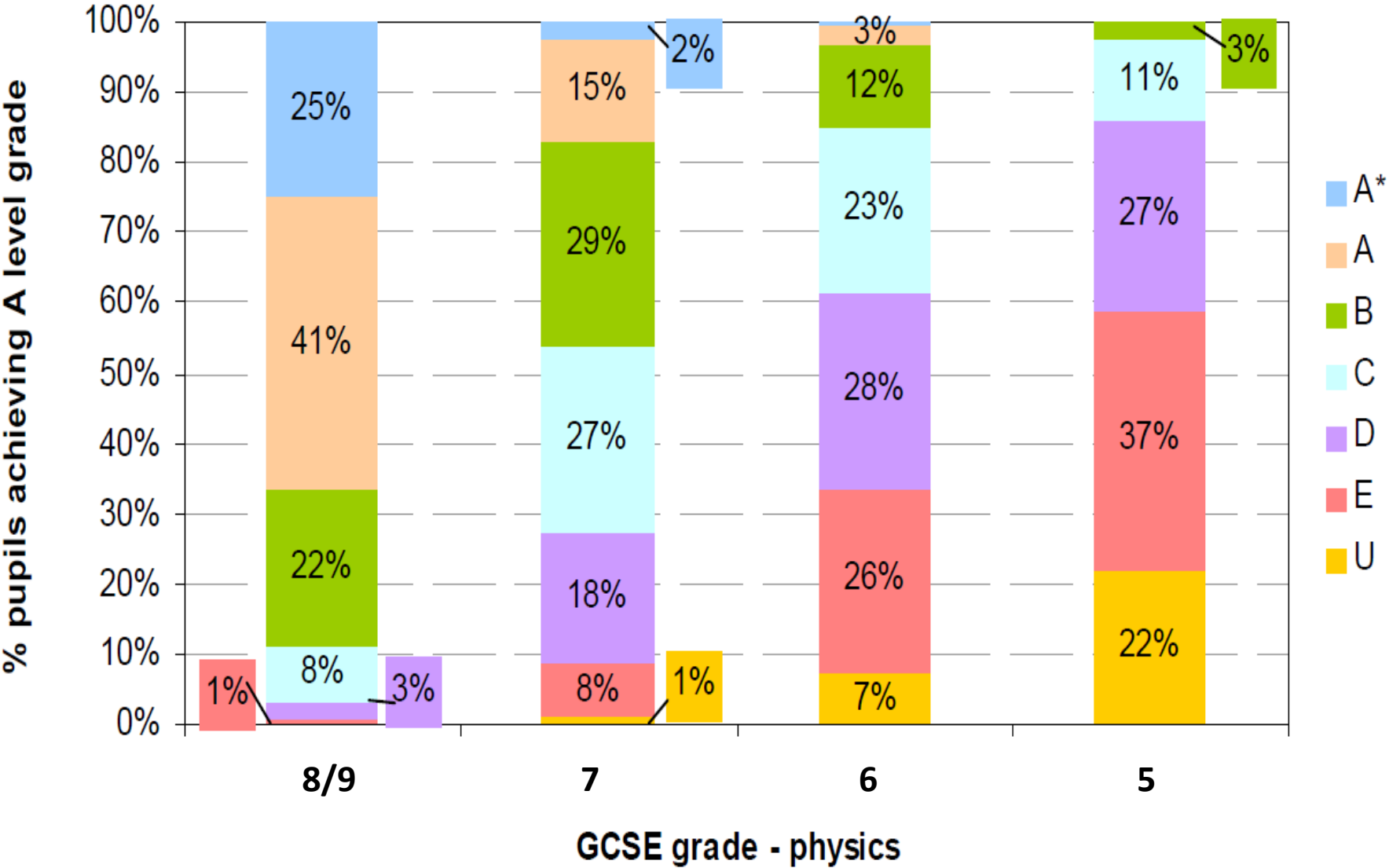
Linear A-levels: the risks

- Sound study habits are **vital**
 - Your child is assessed in week 68 of the course on **material they cover this week – week TWO.**
 - persistent, consistent, repeated, independent revision of all work set over the entire course is necessary. **We cannot do this for your child.**
 - It is **entirely possible** to have excellent GCSEs and poor A-levels (and the other way round, although this is unusual!)

Induction Tests

- Set in 'High Risk' subjects – maths, economics, the sciences
- High risk of failure in these subjects even with strong prior GCSEs
- Taken in week 3
- Focus is on GCSE material **only** – nothing new is taught
- Failure of induction test = recommendation of withdrawal from subject
- Our policy: honesty in all things

Chart 3.3: Impact of GCSE grade on A level attainment – physics



About courses: Extended Project

- = 1 AS, worth up to A*
- giant piece of coursework
- shows evidence of planning, preparation, research, independent work
- **really liked** by universities
- choice of final project: dissertation, performance, artefact
- can be taken in Year 13 or Year 12

About courses: BTEC Level 3

- work related qualifications suitable for a wide range of students
- allow progression to university (25% of students at UK unis/25% of students at Tallis), or to world of work
- practical, real-world approach to learning alongside theoretical background
- equivalent to 2 or 3 A levels depending on whether students choose a double or triple option
- 80% coursework/20% exam (A levels nearly all 100% exam)
- to progress into Year 13 key units have to be completed and students need to be on an overall Merit.

BTEC Level 3 – the risks

- Assessment is mainly through constant submission of coursework
- **Deadlines must be met**
 - We must nominate these to the exam board in advance
 - Once these are set, if a student doesn't submit work, **they have failed the entire qualification.**
 - Only medical certificates can excuse missing a deadline
- **Plagiarism/copying**
 - Students can be tempted to copy others' work and submit it as their own.
 - This is a **serious offence against exam regulations** and we operate a 'two strikes and you're out' policy
- **Yearly exam: fail the exam, fail the course.**
 - Two retake opportunities only, one in Year 13, one in Year 14

Sixth Form Students – our policies

- We have low tolerance of the following:
 - absence, lateness
 - failure to work or otherwise exhibit the right approach to sixth form study
 - failure to stick to our dress code – including IDs!
- ‘No excuses’ culture
- Our policies are on the tallispost16.com site
- Persistent failure to meet the behavioural expectations above will lead to permanent exclusion

Sixth Form Study – our outcomes

- Does our approach work? - Yes!
- 180 students to university this October
 - 7 Oxbridge offers
 - About 55 to Russell Group universities
 - 120 to RG, 'top ten', highly specialist universities
- 40 to Art Colleges
- 10 to 'Higher Apprenticeships'
- Others to employment

Getting in touch

- We write home on paper only rarely
- Letters are posted to the website and a text is sent to remind you
- www.tallispost16.com
- We try to call if there's a problem, so please keep us up to date with contact numbers
- Get hold of your child's tutor or subject teacher directly - jsmith@thomastallis.org.uk

Managing studies

Do not
be
afraid

- hardest intellectual leap students will make
- vital that sensible approach is adopted now – ‘9-5’
- students must work from the get-go to succeed
- first month – some flexibility over movement between subjects
- as of October 1 – no further movement
- good study skills are vital – we will teach – please reinforce
- these skills especially important for ‘linear’ exams

Key Dates for you

- November – our first data ‘snapshot’ is sent home
- Second week in January – Mock examination period
- February - Parents’ Evening - including mock results
- Easter – Further assessment period
- June – Progression Week