

# Welcome to the Warriner School Sixth Form Induction 2025



# Starting Sixth Form

June 2025

Be the best that you can be!



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# study

*(verb)*

The act of texting, eating  
and watching TV with an  
open textbook nearby.



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## Work Expectations

## The School's Academic Monitoring Forms of Assessment



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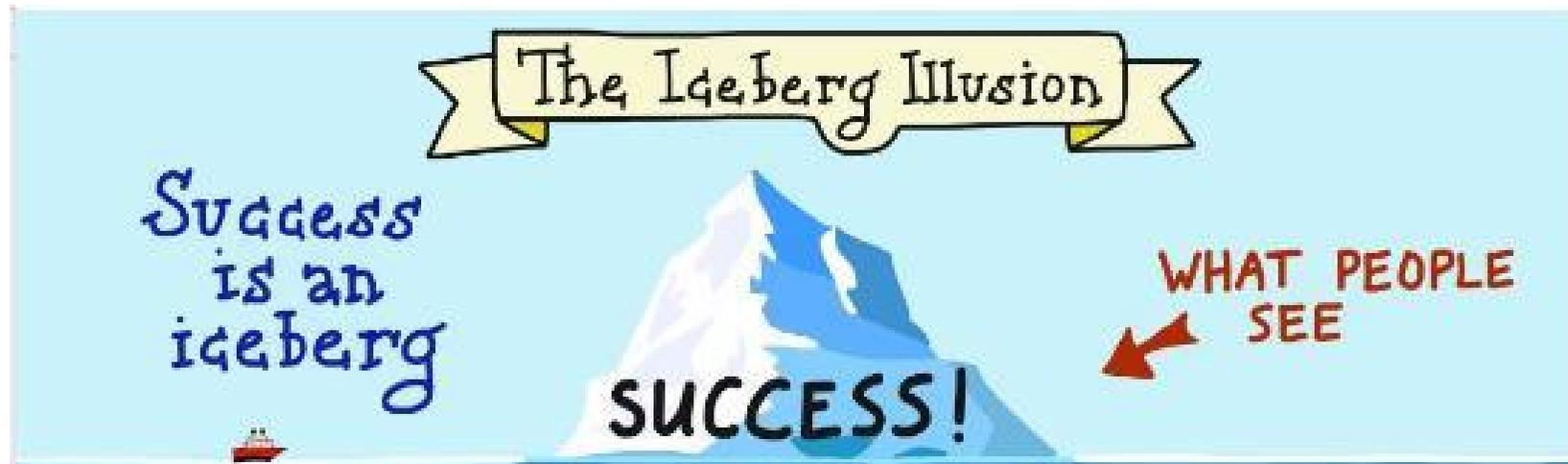
June 2025

- \* Increase in academic standards
  - \* Consistency is key
  - \* Keep up!
  
- \* 12-15 hours of homework/study a week
  - \* Where?
  - \* When?
  - \* What are the distractions?
  - \* Be realistic!
  
- \* Work hard, play hard



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What is so different?



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## Independent Study Periods:

We are providing time on timetables for students to build on what they are doing in class in a relatively independent manner

**This time needs to be planned if  
it is to be used effectively**

Our Expectations:

- \* They should be reading around their subject
  - \* Researching topics in depth
  - \* Preparing written or other assignments
- \* Preparing for their next lesson or those to come

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## Independent Study Periods:

If we get this '*right*' it has been shown that:

- Students become more engaged in their learning
- Class time can be utilised to focus on skills and higher order thinking such as application
- It allows a more flexible approach to learning for them with choice about when they study and how they complete the work
- More resources are available if they are absent from the lesson and they can revisit these as often as they require
- It is good preparation for university and develops independent study skills.

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## Academic Monitoring

- \* We use Alps data to set targets for students in order to encourage an aspirational approach to learning.
- \* This is the grade that they are targeted to achieve at the end of their Year 13.



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## June 2024

### Detailed progress

Subject	ALPS 3	PPE End of Y12	Professional...	UCAS	Current WaG	Tracking	PPE 2 (March)	PPE 1 (December)	Mark sheet summary
<b>Biology</b> Mrs J Goodall, Mrs S Young	A	-	-	B	B	Working Towards Target (-1)	A-	-	Working at Grade B- Paper 1 - Biological processes C Paper 2 - Biological diversity B Paper 3 - Unified Biology -
<b>Chemistry</b> Dr J Mileham	A	B	-	-	C+	Below target (-1.67)	C	-	Working at Grade B- Homework - Paper 1 C Paper 2 B Paper 3 -
<b>Games</b> Miss C Richards	-	-	-	-	-	-	-	-	
<b>Maths</b> Mr C Kirkham, Mr P Hogben	A	D	-	-	A	On target (0)	E	-	Working at Grade C Summer Homework C Year 1 Assessments (Pure) A- Year 12 March PPE E- Year 2 Assessments (Pure) A+ Year 2 Assessments (Statistics) - Year 2 Assessments (Mechanics) - End of Y12 Assessment (2018 AS Maths) D+
<b>PSE</b> Miss E Thompson	-	-	-	-	-	-	-	-	
<b>Registration</b> Dr G Dawber	-	-	-	-	-	-	-	-	

Below target
  Working Towards Target
  On target
  Above target

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## **Tracking throughout the course**

When tracking, the differential between their Minimum Expectation Grade and the Working at Grade (WaG) is greater with a Year 12 student.

If this is a negative, then a student is performing below expectations.

This will be monitored throughout the course and determines what interventions (if any) are needed so that we can implement strategic plans to help them improve and progress.

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## June 2025

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Below target
  Working Towards Target
  On target
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## Strategies to support students:

- \* Effective use of Study Periods
  - \* Recognising areas of strength and gaps in knowledge
    - \* Being prepared to learn
- \* Acknowledging aspects where application can be improved – developing exam ‘craft’
  - \* Learning beyond the specifications
- \* Study Periods in subject areas
  - \* An ‘invitation’ from staff
  - \* Students being proactive
- \* Catch-up sessions

Monitored by subject teachers and mentors – use of data (Go4Schools)

Academic Reports

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## The Super-curriculum

Develop depth and breadth of learning which extends beyond what the taught curriculum requires

Learning does not just happen in the classroom and those who go on to be masters in their field spend lots of time independently exploring, asking questions and finding answers.





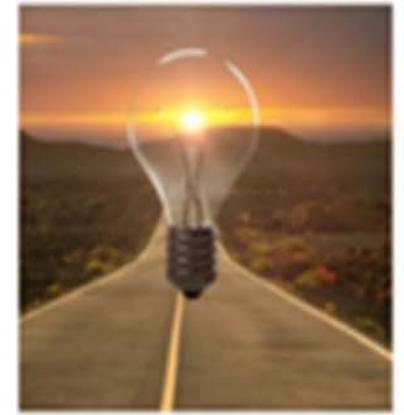
Develop a love of learning



Develop life-long learners



Go beyond the taught curriculum



Ignite a passion and inspire curiosity



Develop a depth of understanding and knowledge



Develop independence and proactive learners



Promote innovation and creativity



Develop drive and ambition



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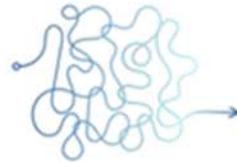
## The Super-curriculum



**Read**



**Watch**



**Go on-line**



**Listen**



**MOOC**



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## Support and Guidance

- \* Year 12 Mentor Team
- \* School counsellors/WLC
  - \* School Nurse
- \* Outside agencies



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## The Extended Project Qualification:

The Extended Project Qualification (EPQ) is a challenging and rewarding research project that students undertake alongside their A-levels. It allows students to explore a topic of their choice in depth, developing valuable skills like research, project management, and presentation.

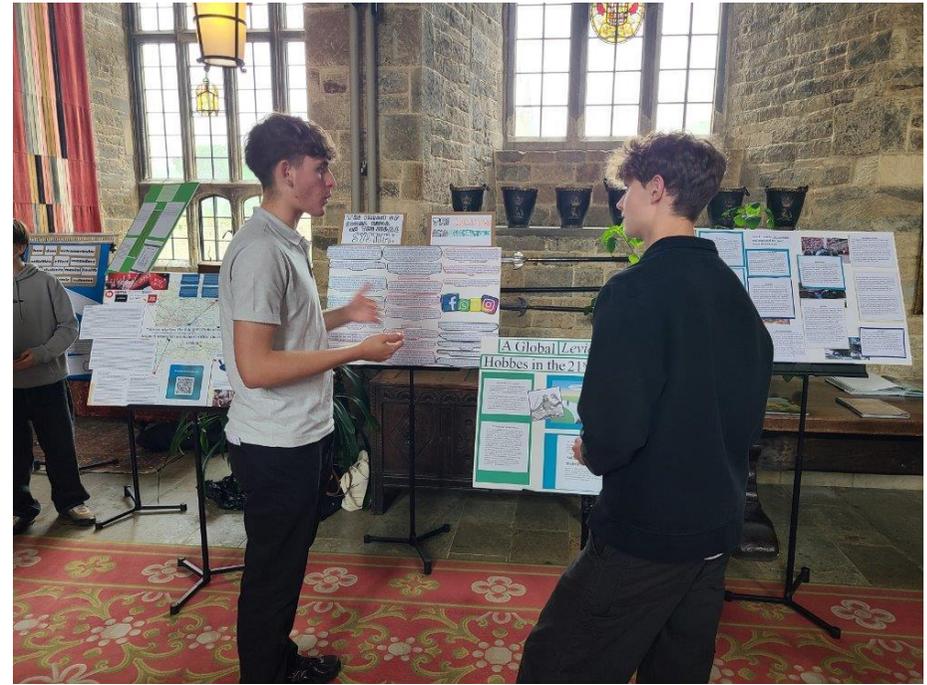
The EPQ is designed to help students prepare for the demands of university-level study by providing experience in independent research and project work.



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## The Extended Project Qualification:



This year, students made their project presentations at Broughton Castle



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**Inspire**

**Motivate**

**Support**

To encourage our students to reach their full potential



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**V**ision



Students having a sense of purpose and direction, knowing what they want to achieve

**E**ffort

**S**ystems

**P**ractice

**A**ttitude

The Warriner School Sixth Form

Bloxham, Oxfordshire, OX15 4LJ

*"Being the best that you can be."*



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it ain't  
what you do it's  
the way that  
you do it  
and that's what gets  
results!!



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## Summer Results 2024

**%A\*-A      21%**

**%A\*-B      55%**



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## The Warriner School Sixth Form – 6 By 18 Pledge

	Experience	The Warriner Values	Rationale
1	Visit a university	Ready	Enhance your knowledge of university, the courses on offer and the experience university offers you
2	Attend an external trip that supports learning	Responsible Ready	Develop your knowledge and understanding of subjects you are learning through a different lens
3	Attend a talk from a guest speaker	Respectful Ready	Learn more about different experiences, values and beliefs
4	Attend a presentation on Apprenticeship opportunities	Respectful Ready	To be aware of the latest developments and career opportunities in the apprenticeship field
5	Experience a 'day in the life' or 'work experience' for a specific job (s)	Ready	To understand what specific jobs entail during a working day
6	Support younger students in the school	Responsible	Help students to progress both academically and emotionally

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# Attendance

<b>If a student's attendance over the school year is..</b>	<b>..they will miss this many days..</b>	<b>..and this many lessons</b>
<b>95%</b>	10	50
<b>90%</b>	19	95
<b>85%</b>	29	145
<b>80%</b>	39	195
<b>75%</b>	49	245
<b>70%</b>	58	290



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## Attendance

Students expected to be in school punctually by 8.25 am and to remain in school until the end of the school day at 3.00p.m.

If they are absent from school, the school should be informed by 8.40am on the first day of absence and every day thereafter if necessary.

If they have an unavoidable medical appointment or interview in school time, please contact Ms Barton and the earliest opportunity



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## June 2025

# Summer Work

## Geography:



### Something to watch:

'This is India'

URL: <https://www.bbc.co.uk/iplayer/episodes/m001x76w/this-is-india>  
3 episodes from the BBC that were released ahead of the 2024 Indian election. India is the biggest democracy in the world. It has overtaken China in having the largest population in the world and it is very much an economic powerhouse with the potential to become even more significant globally. International relations between India and other countries such as the UK and Russia are already changing and becoming increasingly important - the UK has been trying to establish a trade agreement with India since we 'Brexit', as yet, to no avail. Watch these programmes to consider the causes and consequences of India's emergence to the world stage and how global relationships might change as a result.

### Something to read:

'The Sun Machines'

URL: <https://www.economist.com/interactive/essay/2024/06/20/solar-power-is-going-to-be-huge>

A special essay in The Economist about the rise and potential of solar power. It is based largely on research that has been undertaken by Oxford University and includes data on changes in energy production over time. This will link to future learning on 'energy' and sustainability in A Level Geography.



### Something to listen to:

'The Rest is Politics'

Link: <https://www.youtube.com/channel/UCsufaCk5iR2RqA8b-09Uw> (also available on Spotify and Alexa).

Listen to a few releases of this podcast through the summer. It gives a very contemporary understanding of global events. It is presented by Rory Stewart (former MP) and Alastair Campbell (former political strategist) who have a breadth of knowledge and understanding of how something happening in one place can have consequences elsewhere. 2024 has been dominated by elections in many places around the world including India, the UK, France, and the USA will have had an election by the end of the year. We have the war in Ukraine and the continued unrest in the Middle East as ongoing events, all of which have implications for Britain's relationships with the rest of the world. This will link to the sections of the Geography A Level that look at 'Globalisation' and 'Superpowers' an understanding of contemporary world events is crucial to the study of Geography.



## Physics:



### Something to watch:

Quantum Physics: The Science That Defies All Logic | Secrets Of Quantum Physics | Progress

<https://www.youtube.com/watch?v=bjXN8TMaVJA>

Two of the topics we discuss in KS5 Physics is Quantum physics and waves.

This gives an insight into some of the content that we will be discussing.

What evidence is there that light travels as a particle and a wave?  
Why do we have different observations for different types of light?  
What kind of waves are there?

### Something to read:

<https://www.sciencenews.org/article/50-years-ago-particle-physics-proton-gluon-quarks-force>  
<https://www.sciencenews.org/article/w-boson-www-event-particle-physics-large-hadron-collider>  
<https://www.livescience.com/48575-strong-force.html>

We explore the topic of particle physics and we delve deeper into the building block of all matter in the universe and the forces underpinning how it reacts with each other. Here are a few articles to get you started on this topic.

### Something to listen to:

The Infinite Monkey Cage podcast by Brian Cox and Robin Ince has a range of episodes covering almost everything you could possibly want to think about discussing grand physics theories.

Choose one and give it a listen.

This is available on BBC sounds on BBC iPlayer.



Additionally, there is also the Great Mysteries of Physics which are available anywhere you can normally listen to a podcast on.



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Making 1:2:1 device schemes

**easy4u**

**Making 1:2:1 Device Schemes Easy4u**

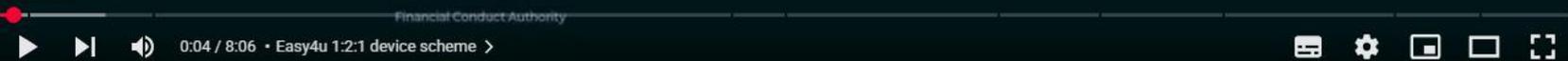
Accessible & affordable digital education for all



Play (k)

FCA  
Authorised & Regulated  
Financial Conduct Authority

0:04 / 8:06 • Easy4u 1:2:1 device scheme >



Making the 1:2:1 Device Scheme at The Warriner School Easy4u!

<https://www.youtube.com/watch?v=kiJJJoJgfMOA>



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So, what's next?

**Thursday 21st August – RESULTS DAY**

On this day, please confirm your enrolment by completing

1. The Warriner School Sixth Form Enrolment Form
2. The Medical form

Both of these forms will be on-line for you to be completed



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## Thank you for watching and listening!

If you have any further questions, do not hesitate to contact us:

Mr Matthew Smith – Head of Sixth Form – [ma.smith@warriner.oxon.sch.uk](mailto:ma.smith@warriner.oxon.sch.uk)

Ms Barton – Sixth Form Administrator – [l.barton@warriner.oxon.sch.uk](mailto:l.barton@warriner.oxon.sch.uk)

