



Y12 Information Evening

Thursday 8th September



Sixth Form Team

Mrs Sarah Bradley-Brophy – *Director of Sixth Form*

Mr Peter Loughney – *Year Team Director ABCDEF*

Miss Abigail Imison – *Year Team Director GHIJKL*

Mrs Laura Checkley – *Year Team Director MNOPQR*



nsb

NORTHAMPTON SCHOOL *for Boys*

HEADMASTER: MR R. BERNARD

Preserving the past Securing the future

A TRADITION OF EXCELLENCE SINCE 1541

Y12 Form Tutors

Mr Loughney

- A** Mrs Rutherford
- B** Mr Deserces
- C** Mr Evans
- D** Mrs Halsey and
Mrs Edwards
- E** Mrs Yates and
Miss Unit
- F** Mr Blanch

Miss Imison

- G** Mr Taplin
- H** Miss Sneddon
- I** Miss Bason
- J** Mr Charidine
- K** Mrs Morrison
- L** Mrs Wilkins

Mrs Checkley

- M** Miss Adabale
- N** Mr Parker
- O** Ms Hasan
- P** Miss Clinton
- Q** Miss Clark
- R** Mr Riches

Sixth Form Team

Jo Massey – *Sixth Form Administrator*

Robert Greene – *Sixth Form Study Manager*

Natasha Ayres – *Careers Advisor*

Theresa Tilly – *Work Experience Advisor*

Stephanie Stevenson – *Medical, Veterinary, Dentistry and
Oxbridge Co-Ordinator.*



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Respecting the past Securing the future

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Linear A Levels / BTec



Subject choice is key



3 subjects/BTEC studied for 2 years



First 4 weeks are really important



Expectations are high



Independent learning

Study and Learning



Inside school

35 periods in
the school
week

18-24 *subject
periods* a week



Allocated
supervised
study periods.

2 extra-curricular
activities

The Year 12 Timetable: Study Sessions

Challenging students in and out of lessons

One aspect of the co-curriculum is to develop a students study skills.



✓ Students will have timetabled study session each week.



✓ This will be an opportunity to complete independent study.



✓ Within their A Levels/BTEC they will often be set work to complete in groups.



Outside of school



- 3 hours per subject
- Part time job
- Sports Clubs
- Hobbies
- Develop independence
- Responsibility
- Teamwork



What have our students said?



How you support?

01

Ensure there is a work-life balance

02

Focus on how did they achieve and not simply what did they achieve

03

Check the homework online

04

Create an open dialogue with teachers in addition to termly assessment data

05

Parent log-in



**What will
students gain
from the
Co-Curriculum
at NSB?**



Skills + Skills + Skills = Success



Work Experience

- ✓ Work experience will be expected from all students. This will take place in the last week of Term 6.
- ✓ Many employers are looking for students with more than just academic qualifications and so work experience is becoming increasingly important.
- ✓ Dedicated careers advisers in school to help your son or daughter find placements.
- ✓ Will take place last week of Term 6 in Year 12.

How do we manage progress at NSB?



Termly tutor
reports



Form tutors



Subject
staff



Sixth Form
Management
Team

We strive to ensure that students achieve their potential through the use of effective interventions where needed, praise, and persuasion!

Reporting at NSB

Term 4 Report

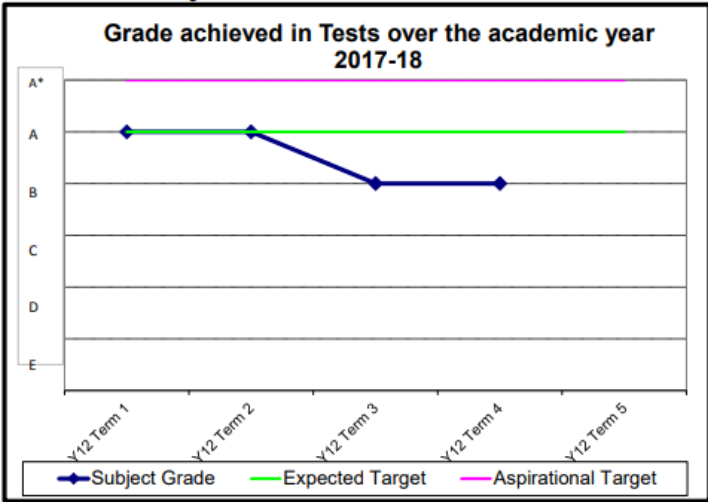


Attendance this year 100.00 %

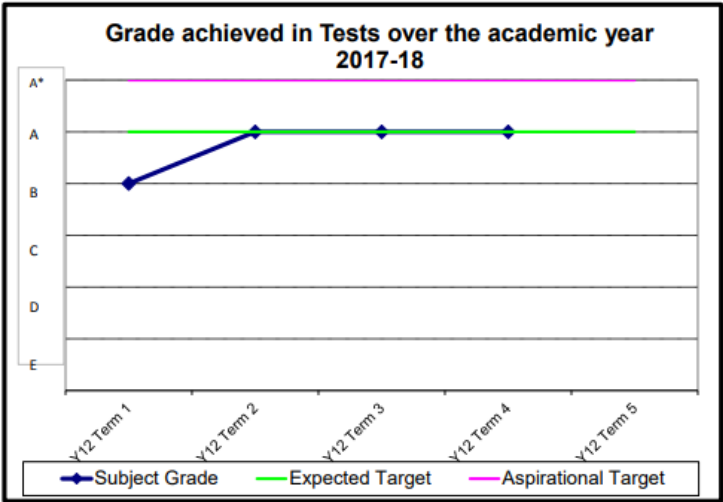
Subject	Class	End of Term Test %	End of Term Test Grade	End of Term Test Class Average %	End of Term Test Class Average Grade	Behaviour for Learning	Home Learning	End of Year Expected Target	End of Year Aspirational Target	Comment
Computing	12-5/Cp	70	A	50	C	1	1	A	A+	On track for expected target.
Further Maths	12-1/Fm	94	A	88	B	1	1	A	A+	On track for expected target.
Physics	12-2/Ph	67	B	50	C	1	2	A	A+	On track for expected target.

Reporting at NSB

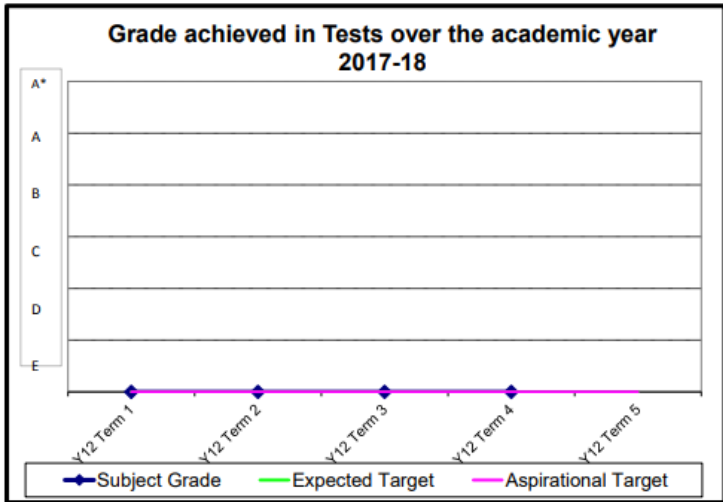
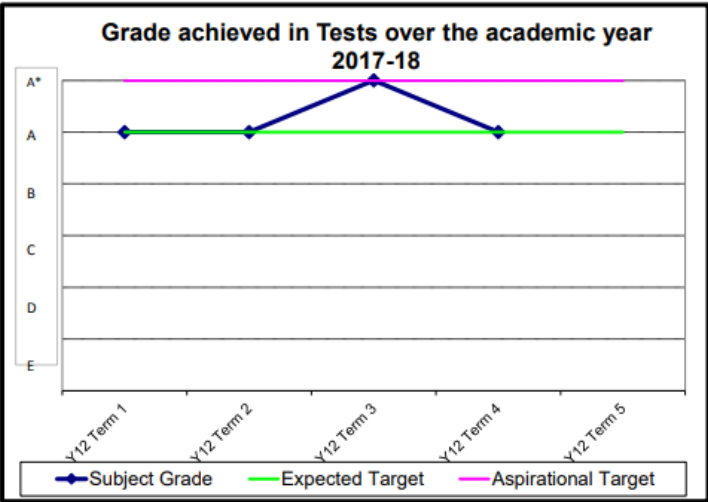
Physics



Further Maths



Computing



Teaching and Learning



The 6 Principles

At NSB, we are clear about what makes effective teaching and learning in the classroom and our curriculum is shaped by 6 core principles.

1

Challenge

All students will be encouraged to 'think hard' and strive towards high academic aspirations.

2

Explanation

Clear explanations are essential for students to acquire and understand new knowledge.

3

Modelling

Students are shown how to acquire new knowledge through concrete examples, exemplars and live modelling.

4

Questioning

Students demonstrate their understanding and are given time to think with greater breadth, depth and accuracy.

5

Retrieval and Deliberate Practice

Students apply their knowledge and understanding to more complex tasks to prove they can apply their learning.

6

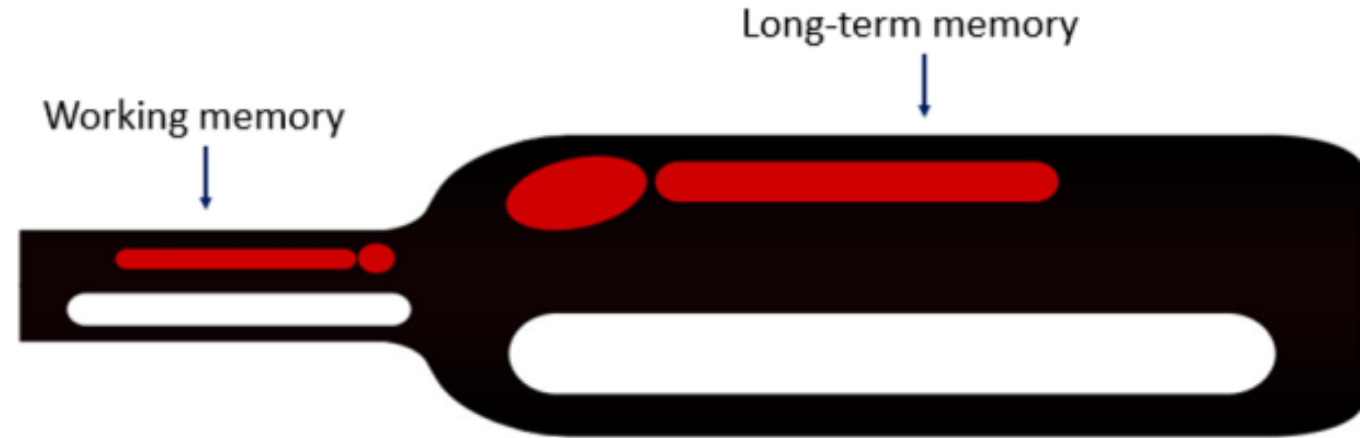
Feedback

Students can address any gaps and misconceptions in their knowledge and skills with follow-up tasks to support.


Working Memory and Long-Term Memory

1. 'Memories do not decay'
2. Our working memory is limited and there's very little we can do to rectify that.
3. We can improve our ability to retrieve knowledge.

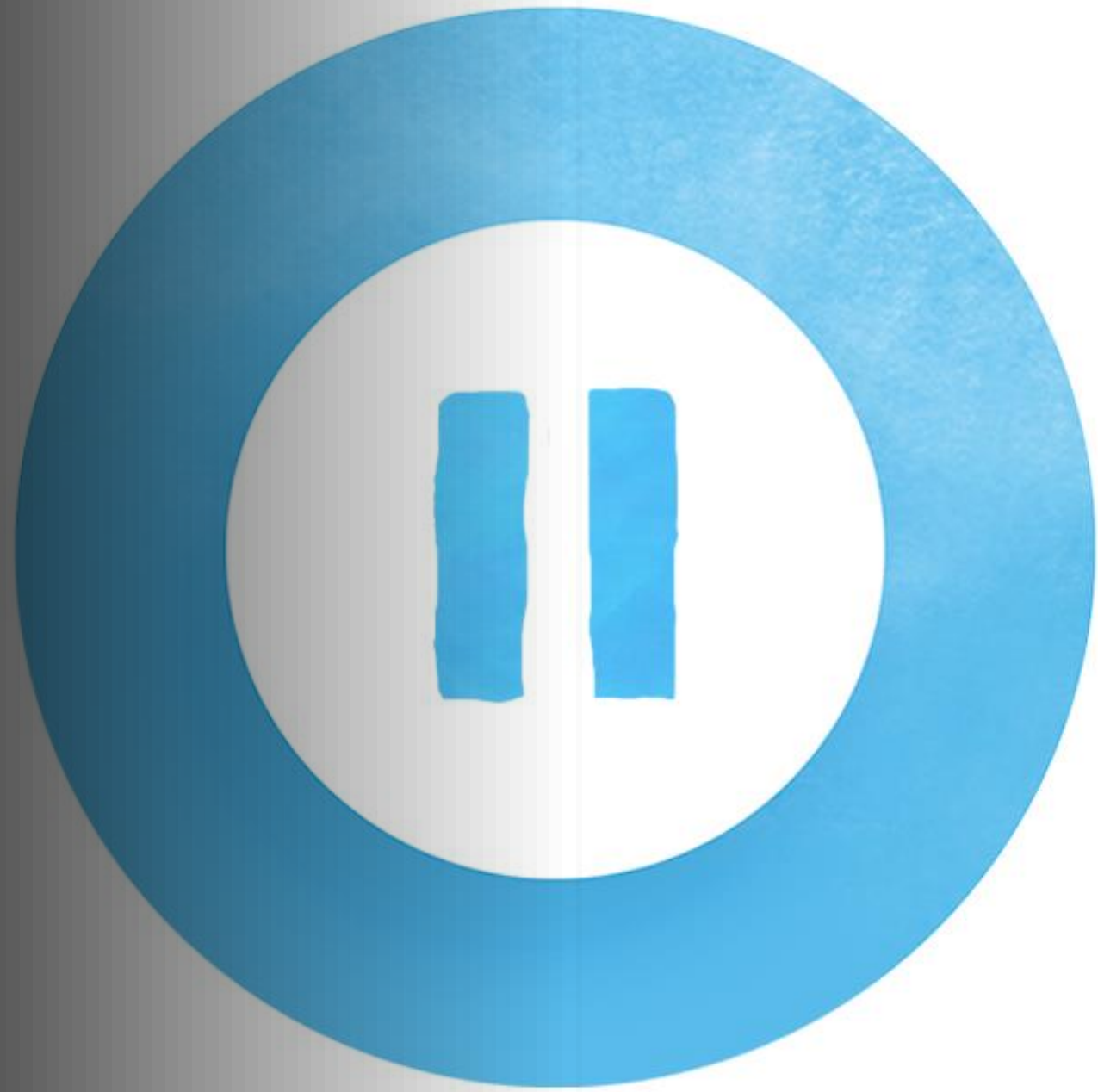
The Disuse of Memory, Bjork



We ensure all teachers use **evidence-based practice** to plan effective lessons for all students. Our staff training revolves around equipping teachers with the **research-led strategies** to effectively deliver their subject to their students such as...



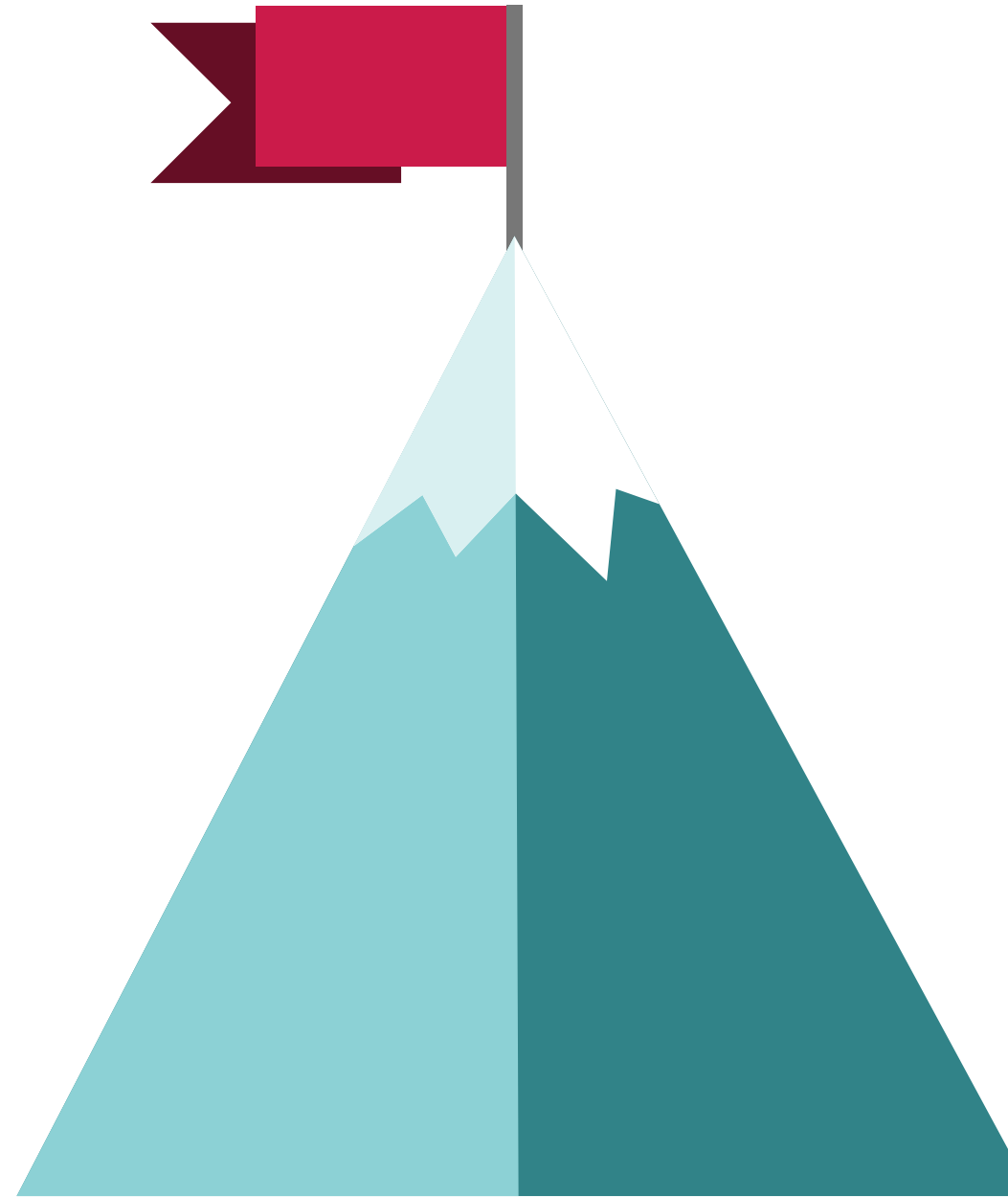
**What might a
lesson feel like
at NSB?**



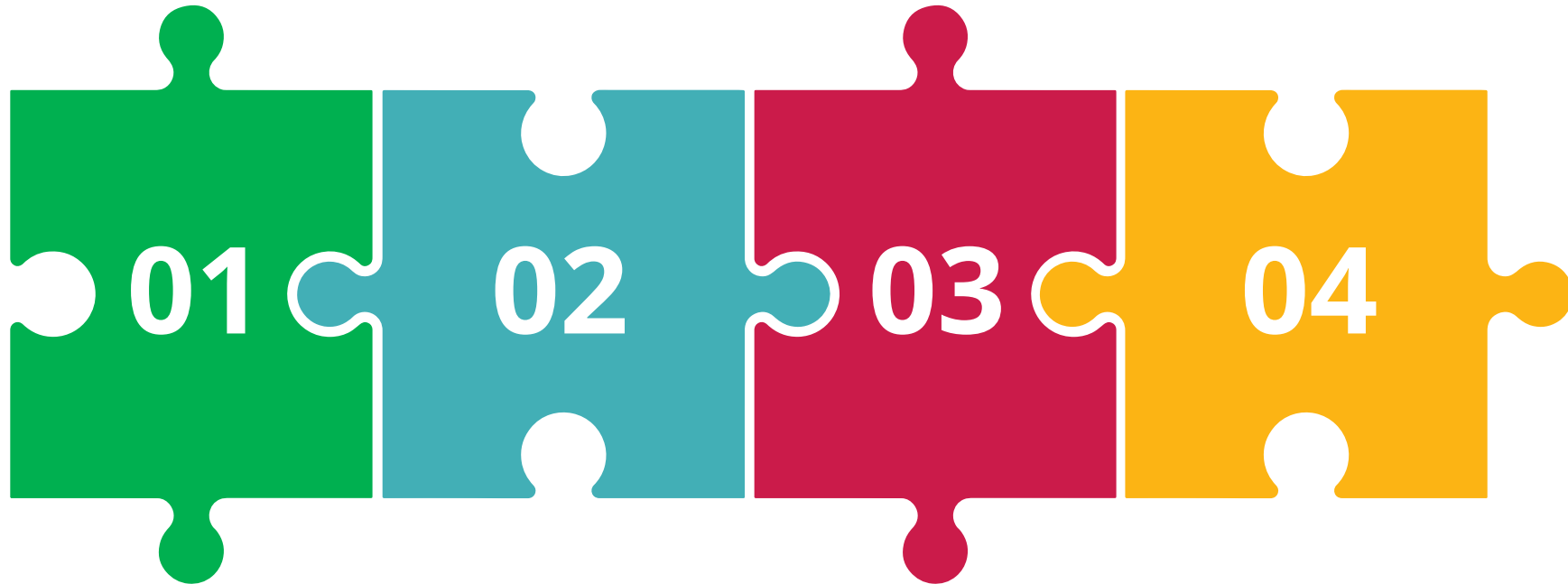
Teaching and learning at NSB...

At NSB, we believe outstanding lessons contain the following elements:

- new information introduced in manageable chunks
- clear, accurate and knowledge-rich teacher-talk to explain concepts
- expert questioning and discussion to facilitate deeper understanding
- high levels of challenge for all students, with appropriate modelling and scaffolding
- evidence-based strategies to inform how students learn
- retrieval activities to improve long-term memory
- regular opportunities for feedback to identify strengths and areas for development



In order to...



Create opportunities for students to develop their **intellectual curiosity**.

Prepare students for the **next stage** of their education, employment or training.

Support students to become resilient – able to wrestle with **challenging content**.

Ensure that students **achieve and exceed** their aspirations.

Things to remember:

- All students will be enrolled in all their classes on Microsoft Teams. This can be used to communicate with teachers outside of normal lesson if necessary.
- Students will **need to feel confident when accessing Teams** on their home computer.
- Students have a wealth of resources and support if they are unfamiliar with the software.



Microsoft Teams for Education

Quick Start guide for students

How will my child receive feedback?

Teachers will monitor work as students submit completed tasks via AIM, Teams or in-class. Feedback may be given in a ***variety of ways***, depending on the nature of the task:

1. Students may receive **immediate feedback**, eg via web-based tasks such as Isaac Physics.
2. Students may ask their teacher for **1-1 help and support** during their normal timetabled lesson when completing independent work.
3. Students may receive **whole class feedback** after responding to a task or Termly Assessment. Teachers will identify areas of strength and development, clarify misconceptions and set follow-up tasks where necessary.
4. Students may be asked to **complete a quiz/test** through Microsoft Forms or similar which will provide immediate feedback and marks.
5. Students may be asked to **submit a piece of extended work** through AIM or Teams. Teachers will then provide appropriate feedback depending on the nature of the task.



Barriers to Learning

Miss Imison

Director of Y12 G, H, I, J, K, L



Mental Health and Wellbeing

EXERCISE LEISURE LIFE ACTIVITY
FIT CARE RELY ACTIVE
MENTAL LIFE
HEALTH LEISURE
HEALTH LEISURE WELLNESS
FITNESS CARE NUTRIENTS LEISURE EXERCISE
HAPPINESS
FIT DIET DIETING LIVING HAPPINESS DIET FIT
DIET CARE
ACTIVITY FITNESS
LEISURE ARE TURE ERGY
W CARE
FIT
SPORT
LEISURE
HAPPINESS



The facts...



1

We **all** have mental health.

2

1 in 10 children and young people will experience a mental health problem before the age of 16. This increases for 16-19 age group.

3

1 in 4 adults will experience a mental health problem in any year.

4

Even if a young person doesn't experience mental health problems directly, the statistics above suggest he/she is likely to know someone who is affected.

We have an open culture at NSB...

We are open about mental health and this benefits us all.

It can be an effective preventative strategy.

It enables young people to look after their own mental health and ask for help if they need it.

It also helps them to support their peers or family members outside school.

Early intervention can have a huge impact and positively influence a young person's recovery.

We can make sure students here at NSB are better able to seek support should they need it and avoid reaching crisis points that inevitably have an impact on progress and learning, or success at school.

What do we do at NSB?

PSHE sessions on
Mental Health
Stress
Resilience
Growth Mindset

Pastoral Care
(Form Tutor
Subject Teachers
YTD)

Student Voice
through
student
council

School Nurse
weekly drop in
sessions

School
Counsellors

Mental Health
Society

Awareness
Week
Activities

Targeted work
at exam times

Anxiety
workshops
(Coping strategies
& relaxation incl.
yoga)

Referral
systems for
outside
agencies

At home...

- *Honest communication*
- *Keep track of their mental wellbeing*
- *Make sure their responsibilities are manageable*

Think about what they need in their own lives:

- talk to them about their experience of school
- create a quiet and clear place at home
- support their friendships to develop and strengthen
- help them take part in activities they enjoy
- respect their privacy by letting them have their own space
- encourage physical exercise

***Let's work together
to support students.***

*Always keep the school up
to date on any changes in
your son's/daughter's
mental health and
wellbeing.*

Priorities this year

- ✓ *Build strong foundations in all subjects*
- ✓ *Develop as an independent learner*
- ✓ *Build intellectual curiosity*
- ✓ *Try new things*
- ✓ *To act as a positive role model to all years*
- ✓ *Enjoy learning!*



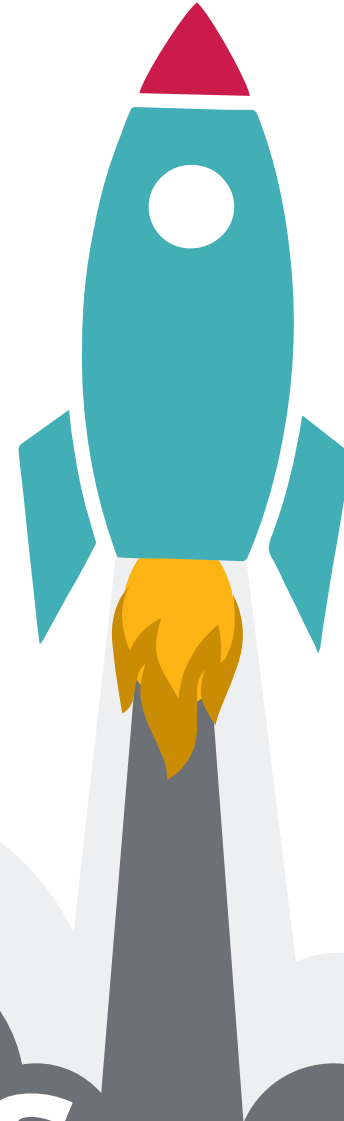
Post – 18 Pathways Evening March 14th

- The UCAS process
- Alternative Pathways

Employment and Opportunities Evening 21st March

Post 18

- Ongoing careers advice on all routes to further qualifications, apprenticeships and employment via our Unifrog platform



Life after A levels

A large, irregular splash of teal and light blue watercolor paint serves as the background for the text.

Thank You

Meet The Form Tutor

Northampton School *for Boys*

September 8th 2022

Rooms

Form Tutor	Form	Room
Mrs Rutherford	A	C20
Mr Deserces	B	C21
Mr Evans	C	C22
Mrs Halsey	D	C23
Mrs Yates	E	C24
Mr Blanch	F	C25

Rooms

Form Tutor	Form	Room
Mr Taplin	G	MF1
Miss Sneddon	H	MF2
Miss Bason	I	MF3
Mr Charidine	J	MF4
Mrs Morrison	K	MF5
Mrs Wilkins	L	MF6

Rooms

Form Tutor	Form	Room
Mr Easton	M	MS1
Mr Parker	N	MS2
Ms Hasan	O	MS3
Miss Clinton	P	MS4
Miss Clarke	Q	MS5
Mr Riches	R	MS6