



# Your 6th form experience: 2023-2025

Compassionate

Respectful

Creative

Relentless

Aspirational

Resilient



## Introductions - 6th form team



Mr Cotton -  
Assistant Principal  
(KS5)



Mr Lewis - Head of 6th form



Ms Samms - Assistant  
Head of Year / 6th  
Form Administrator



Mr Harris - Academic  
Mentor



Mrs Harris - 6th Form  
Advisor

Compassionate

Respectful

Creative

Relentless

Aspirational

Resilient



## Introductions - Form Tutors



12S - Mr McCarthy



12H - Mrs Griffiths



12I - Mrs Routledge-Brown

Compassionate

Respectful

Creative

Relentless

Aspirational

Resilient

**Shirley Sixth Form - we get students to the best universities! Why go anywhere else?**



**Daanyaal Qureshi-Williams -  
Humanities, University of  
Cambridge**



**Jacob Webber -  
Geology, Bristol University**



**Brooke Skinner -  
Global Medicine, King's  
College London**



# Top 6



**Head Students - Esther Ogunnoiki & Ivan Slavov**



**Deputy Head Student (Outreach & Publicity) - Aleyna Kulaksizoglu**

**Deputy Head Student (6th Form building & Clubs) - Daniel Neville**

**Deputy Head Student (Mentoring & Student Voice) - Marie-Louise Abraham**

**Deputy Head Student (Academic Performance) - James Carroll**



## Our commitment

- 1) We promise to always listen to your opinions and concerns and try our best to take action on them.
- 2) We promise to bring change by bringing in new initiatives and fresh ideas to better the sixth form
- 3) We promise to help provide a safe environment where you can thrive and be your authentic self.
- 4) We promise to give you opportunities around the school to help aid your personal growth for future success.
- 5) We promise to uphold the standards of Shirley High Sixth Form so every student can feel proud to be a part of the school community.

- 6) We promise to always be fair, considerate and transparent when making decisions about the changes we want to bring to you.
- 7) We promise to look at different ways to ensure academic success whether that be through more equipment or academic mentoring/tutoring.
- 8) We promise to bring you more clubs and activities to help bring everyone together and improve our sixth form community.
- 9) We promise to try our hardest to acknowledge your mental wellbeing during stressful periods of the year.
- 10) We promise to try our hardest to prepare fun events where everyone can make long-lasting memories.

Compassionate

Respectful

Creative

Relentless

Aspirational

Resilient



# What will we do for you?

***Our vision: Everyone will leave the sixth form making **empowered, informed and ambitious** choices about their future.***

**Empowered:** You will be fully prepared and confident to take on 'The Real World' after sixth form regardless of your chosen destination.

**Informed:** You will understand all the available options for your for life after sixth form and have made the best choice for you.

**Ambitious:** You will be challenged to ensure you are pushing yourself to be the best version of you.

Compassionate

Respectful

Creative

Relentless

Aspirational

Resilient



Compassionate

Respectful

Creative

Relentless

Aspirational

Resilient



# How will we do this? Our tagline...

## Scholarly and professional, little and often

Compassionate

Respectful

Creative

Relentless

Aspirational

Resilient



# Scholarly & professional

- Meeting deadlines with work done to a decent standard.
- Organised folders (Form Tutors will be regularly checking).
- Using independent study effectively
- Consistent commitment to every lesson.
- Finding opportunities for wider reading / understanding of your subjects.
- Catching up on missed work when absent.
- Revising 'little and often'.

- Correct uniform.
- Correct email etiquette (staff have been told not to respond to emails if they are not using the correct format!)
- Correct equipment brought every day.
- Consistently strong attendance and punctuality.
- Polite to staff and fellow students.
- Owning our mistakes.
- Follow the SHS Golden Rule.

Compassionate

Respectful

Creative

There will be shout-outs and rewards for 'Scholars and Professionals of the Week'



# Little & often avoids this



- **No cramming.**
- **Don't leave homework until the last minute.**
- **Don't just revise just before the exam.**
- **Refer back to old work when starting new work.**

Compassionate

Respectful

Creative

Relentless

Aspirational

Resilient



## How 6th form is different

- Scholarly and professional expectations
- Fewer subjects, deeper learning
- Your own building!
- More independence expected - 5 hours extra work minimum per week.
- Rewards System
- Non contact periods: Scholarly and Professional study, Cafe Club or Home Study
- Enrichment every Wednesday (Week A) Thursday (Week B).

## How 6th form is the same

- SHS Golden rule
- High expectations
- Rewards and sanctions

Compassionate

Respectful

Creative

Relentless

Aspirational

Resilient



# Cafe Club & Home Study



**Cafe Club** = Attitude to Learning (ATL): 12

**Home Study** =

Attitude to learning: All Alt marks are added up and contribute.

Attendance: 93% is the divide between positive and negative points

Punctuality: 3% is the divide between positive and negative points

House Points: 20 plus house points gets you home study

Compassionate

Respectful

Creative

Relentless

Aspirational

Resilient



# Reminders: Uniform

Ties are encouraged but not essential - smart turtlenecks are accepted.

Shirts are also allowed.

## WHAT TO WEAR

All Sixth Form students take a pride in their school and themselves, and should therefore look smart and presentable at all times. **You should dress as though you were going to work in a formal environment.**

This means:

### Boys choose from:

- Formal suit – jacket and trousers
- Conventional, collared shirt – must be tucked in
- Ties should be worn
- Shoes – Non-fabric, work orientated and comfortable (appropriate for a business environment)

### Girls choose from:

- Formal suit- jacket and trousers/dress/skirt
- Trousers should be full length, skirts/dresses no more than 2 inches above the knee
- Conventional blouse – short or long sleeved
- Shoes – Non fabric, work orientated and comfortable (appropriate for a business environment)

*We wish to encourage students to focus on their learning and so we would expect boys to be clean shaven or have a tidy beard, girls to exercise discretion when applying make-up and nail varnish and all jewellery worn by sixth formers to be discreet. This code is in place so that you feel you are coming to the Sixth Form to work, and because you are setting an example to the rest of the school, which is formally dressed. You may need to bring in an appropriate change of clothes for certain subjects, e.g. Performing Arts, Sport, and Art.*

**ID badges are to be worn AT ALL TIMES. Lanyards will be provided. Any loss will incur a £5 charge for replacement.**

Jackets are structured - you must have them on your person **all the time** (not “in your locker”).

Compassionate

Respectful

Creative

Relentless

Aspirational

Resilient



# Uniform...



Compassionate

Respectful

Creative

Relentless

Aspirational

Resilient



# Not uniform...



Compassionate

Respectful



Creative

Relentless



Aspirational

Resilient



# Not uniform...



Creat

less





# Reminders: Uniform

If you fail to follow the guidelines you will be sent home and receive **an 'unprofessional' 30 minute detention.**

**We start on Thursday 7th September.**

## WHAT NOT TO WEAR

The following are **NOT** allowed:

- 'Hoodies' of any description, T-shirts or polo shirts, strappy tops or vests, exposing bare midriff, cleavage or chest
- Extremes of style, for example, mini skirts (more than two inches above the knee)
- Cargo pants, army fatigues, shorts or cut-offs
- Logos or slogans
- Denim, sportswear / leisurewear, including velour and cotton jersey e.g. cotton jersey skirts/trousers
- Extreme changes of hair colour or hairstyles, headgear, headscarves/bandanas (except for parentally confirmed religious or medical reasons)
- Visible facial or body piercings (except earrings or a single nose stud) or tattoos
- Hats are not to be worn inside the school buildings and coats are not to be worn in lessons
- Inappropriate footwear such as Doc Marten boots, canvas shoes, trainers etc.

If you attend school dressed in what is **judged** to be an inappropriate manner, you will be sent home to change, thus wasting valuable learning time. On return you will be required to report back to the sixth form office.

Coats should go in lockers **at the start of the day** - they are not to be worn around the 6th form block.

**The Senior Leadership Team shall be the final arbiter of what is appropriate**

Aspirational

Resilient



## Plan for the next few days

**Today** - Re-enrolment confirmation and meet the Form Tutors

**Tomorrow** - **Home learning** - completing transition work and buying materials (one folder per subject needed)

**Thursday 7th** - **In school (professional dress)** - normal lessons begin

Compassionate

Respectful

Creative

Relentless

Aspirational

Resilient



## What you need to do between now and Thursday

- 1) Complete all permission slips and return to your form tutor.
- 2) Continue working through your transition work (deadline **Friday 15th September**) - do not leave it until the night before! This will determine who is given access to Cafe Club
- 3) Be equipment and uniform ready:
  - a) Ring binder folder for each subject
  - b) File dividers for each folder
  - c) Fully stocked pencil case
  - d) Correct uniform

Compassionate

Respectful

Creative

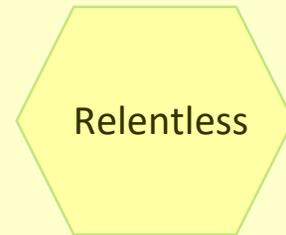
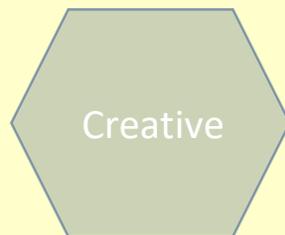
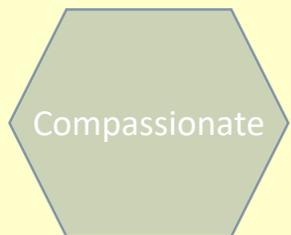
Relentless

Aspirational

Resilient



Form Groups	Activity 1: Form Tutor Time (form room) <ul style="list-style-type: none"> <li>● Folder Expectations</li> <li>● Ice Breakers</li> </ul>	Activity 2 : TL & Form Tutor (Grass area) <ul style="list-style-type: none"> <li>● Team Building Activities</li> </ul>	Activity 3 : MC & Form Tutor (C13) <ul style="list-style-type: none"> <li>● Cornell Notes</li> <li>● Smart Targets</li> </ul>
S	1	3	2
H	2	1	3
I	3	2	1





# Bursary

<https://www.shirley.croydon.sch.uk> Web Site / Sixth Form / Policies/ Bursary information

In summary:

You get to spend roughly £380 during the school year on anything that supports your education.

You qualify for Level 2 bursary if:

- You have an Education, Health and Care Plan (EHCP)
- You are over 19 and continuing on a course started when aged 16-18 years.
- If one or both of your Parents/Carers are in receipt of a means tested benefit.
- If your household income is below £20,000. (Evidence will be required)

Compassionate

Respectful

Creative

Relentless

Aspirational

Resilient



# Free School Meals

Please check if your free school meals eligibility.

It is likely your eligibility will have finished at the end of YR 11 and you will need to reapply.

Print off your eligibility certificate and bring into the Main School Reception.

Compassionate

Respectful

The screenshot shows the website for Shirley High School Performing Arts College. At the top, there is a navigation bar with the school's logo and name. Below this is a menu with links for HOME, ABOUT US, PARENTS / CARERS, SIXTH FORM, CALENDAR DATES, and REMOTE LEARNING. A green banner across the middle of the page reads "OFF TO CAMBRIDGE!!! : WE ARE DELIGHTED TO SHARE THE NEWS THAT FOR THE FIRST TIME AT SHIRLEY HIGH SCHOOL ONE OF OUR STUDENTS HAS BEEN ACCEPTED AT AN OXBRIDGE UNI...". Below the banner is a large image of a student with a "Cookie Policy" overlay. The overlay text says "Cookie Policy. This site uses cookies to store information on your computer. Click here for more information. Allow Cookies Deny Cookies". At the bottom of the page, there is a "Welcome" section with a photo of a man and the text "I am delighted to welcome you to our website. You are warmly invited to attend one of our open events where you can see just some of the many exciting changes taking place at SHS - please click here for more".

A red arrow points to the "+ QUICK LINKS" button in the top right corner. A dropdown menu is open, showing the following links: FREE SCHOOL MEALS, BLUESKY, CPOMS, FRONTER19, GOOGLE CLASSROOM, PARENTPAY, STAFFMAIL, and CLASS CHARTS.



# Mentoring

Support students in younger year groups

- Transition into Yr 7
- Set weekly targets and goals
- Write a brief summary of your meeting each week.
- Meet once a week during Am reg.
- It is important you are professional at all times.

Benefits for you

- Voluntary work experience
- Role of responsibility
- Working as part of a team
- Communication skills

This will be set up and run by the Top 6 Yr 13 prefects.

Training and advice will be provided



Compassionate

Respectful

Creative

Relentless

Aspirational

Resilient



# UCAS Creative Arts

<https://www.ucas.com/events/create-your-future-london-2023-creative-career-showcase-434011>

If your thinking about a career in something creative like art, design, journalism, and music, to drama, fashion, and beyond.

**Tuesday 3rd October - 11AM - Excel centre London,**

During your visit, you can:

talk to unis, colleges, and conservatoires about their creative courses

chat to employers about creative apprenticeships

speak to current students, apprentices, and employees about their experiences

take part in hands-on workshops and watch live talks from creative industry experts

watch live performances from current students

chat to experts from UCAS and careers advisers

Compassionate

Respectful

Creative

Relentless

Aspirational

Resilient



# Cornell Notes session

Compassionate

Respectful

Creative

Relentless

Aspirational

Resilient



## Why Cornell Notes?

- Helps you remember notes better
- **Active** learning - not just copying notes or highlighting an entire page
- Provides a ready-made revision tool

Compassionate

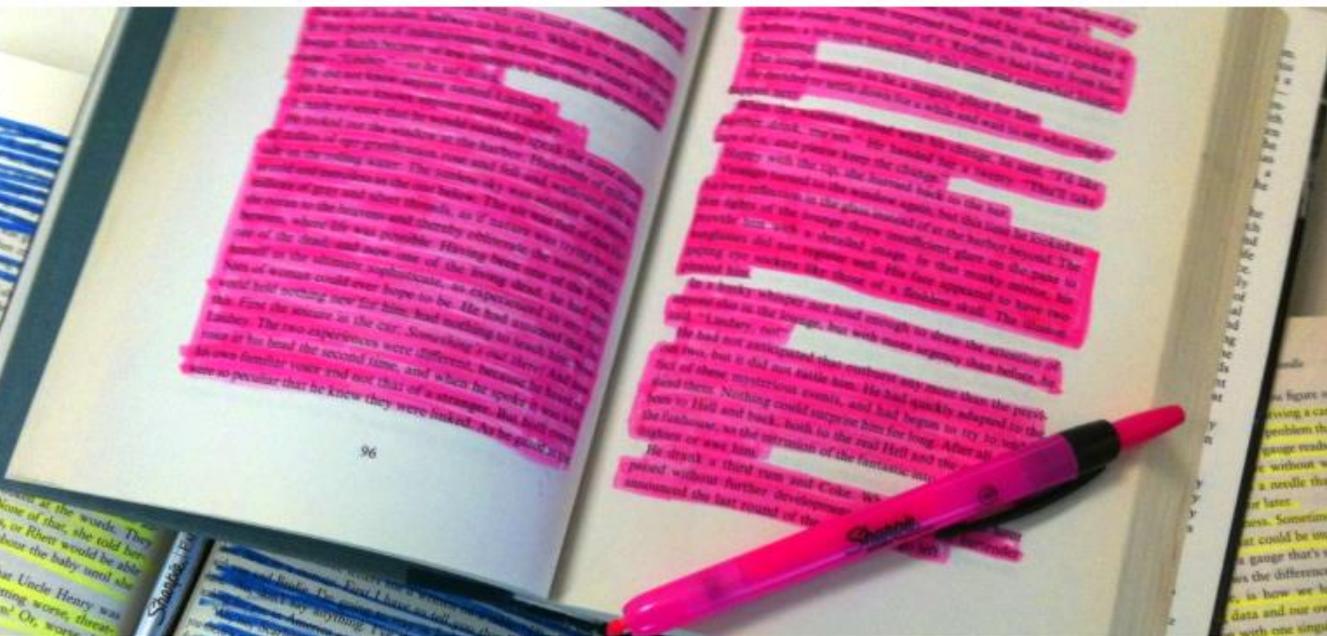
Respectful

Creative

Relentless

Aspirational

Resilient



# TITLE

Date

## Keywords

- Main notes
  - ideally using abbreviations

## Questions

- Key thoughts



# SUMMARY



## Step 1 - During lesson - note taking

When you are taking notes, you should be looking to take down key factual information (dates, facts, vocabulary and, if necessary, the author's view).

You should **not** just copy out whole sentences, but need to abbreviate or shorten them so that they make sense for you.

Compassionate

Respectful

Creative

Relentless

Aspirational

Resilient



By **Maria Temming**

SEPTEMBER 14, 2021 AT 11:49 AM

You can lead a cow to a water closet, but can you make it pee there? It turns out that yes, you can.

Researchers in Germany successfully trained cows to use a small, fenced-in area with artificial turf flooring as a bathroom stall. This could allow farms to easily capture and treat cow urine, which often pollutes air, soil and water, researchers report online September 13 in *Current Biology*. Components of that urine, such as nitrogen and phosphorus, could also be used to make fertilizer (SN: 4/6/21).

The average cow can pee tens of liters per day, and there are some 1 billion cattle worldwide. In barns, cow pee typically mixes with poop on the floor to create a slurry that emits the air pollutant ammonia (SN: 1/4/19). Out in pastures, cow pee can leach into nearby waterways and release the potent greenhouse gas nitrous oxide (SN: 6/9/14).



## Key notes:

- German researchers trained cows to use bathroom stall.
- Urine > Nitrogen + Phosphorus  
↳ Used for fertilizer
- Cows - pee 10 litres per day; 1 billion worldwide.
- Urine > release nitrous oxide - bad!

Compassionate

Respectful

Creative

Relentless

Aspirational

Resilient



"I'm always of the mind, how can we get animals to help us in their management?" says Lindsay Matthews, a self-described cow psychologist who studies animal behavior at the University of Auckland in New Zealand. Matthews and colleagues set out to potty train 16 calves, which had the free time to learn a new skill. "They're not so involved with milking and other systems," he says. "They're basically just hanging out, eating a bit of food, socializing and resting."

Matthews was optimistic about the cows' potty-training prospects. "I was convinced that we could do it," he says. Cows "are much, much smarter than people give them credit for." Each calf got 45 minutes of what the team calls "MooLoo training" per day. At first, the researchers enclosed the calves inside the makeshift bathroom stall and fed the animals a treat every time they peed.

Once the calves made the connection between using the bathroom stall and receiving a treat, the team positioned the calves in a hallway leading to the stall. Whenever animals visited the little cows' room, they got a treat; whenever calves peed in the hallway, the team spritzed them with water. "We had 11 of the 16 calves [potty trained] within about 10 days," Matthews says. The remaining cows "are probably trainable too," he adds. "It's just that we didn't have enough time."

## Looking for:

Dates, vocabulary, facts, author's view.

Compassionate

Respectful

Creative

Relentless

Aspirational

Resilient



Lindsay Whistance, a livestock researcher at the Organic Research Centre in Cirencester, England, is “not surprised by the results.” With proper training and motivation, “I fully expected cattle to be able to learn this task,” says Whistance, who was not involved in the study. The practicality of potty training cows on a large scale, she says, is another matter.

For MooLoo training to become a widespread practice, “it has to be automated,” Matthews says. “We want to develop automated training systems, automated reward systems.” Those systems are still far from reality, but Matthews and colleagues hope they could have big impacts. If 80 percent of cow pee were collected in latrines, for instance, that could cut associated ammonia emissions in half, previous research suggests.

“It’s those ammonia emissions that are key to the real environmental benefit, as well as potential for reducing water contamination,” says Jason Hill, a biosystems engineer at the University of Minnesota in St. Paul not involved in the work. “Ammonia from cattle is a major contributor to reduced human health,” he says (SN: 1/16/09). So potty training cattle could help create cleaner air — as well as a cleaner, more comfortable living space for cows themselves.

## Looking for:

Dates, vocabulary, facts, author’s view.



Compassionate

Respectful

Creative

Relentless

Aspirational

Resilient



## Step 2 - In SPS after lesson - add the prompt questions

After the lesson (or during if you have time), such as in your next SPS session, you should then add the prompt questions in the left column.

These gives you another chance to review the notes and give you prompt revision questions.

Compassionate

Respectful

Creative

Relentless

Aspirational

Resilient



What did German researchers do?  
What is Urine made up of?  
What can it be used for?  
Cows pee...  
Urine releases...

Key notes:

- German researchers trained cows to use bathroom stall.
- Urine > Nitrogen + Phosphorus  
↳ Used for fertilizer
- Cows - pee 10 litres per day; 1 billion worldwide.
- Urine > release nitrous oxide - bad!

Compassionate

Respectful

Creative

Relentless

Aspirational

Resilient



Now create questions for the remainder of your notes.

Once you have done, cover up the notes and test yourself on what you have learnt.



Compassionate

Respectful

Creative

Relentless

Aspirational

Resilient



## Step 3 - Before next lesson - write a summary

In a later SPS session, perhaps before your next lesson, you should write the summary of what you learnt.

This should be:

- in your own words, not just copying up of the notes.
- Only a couple of sentences
- “If I was going to explain it to someone, what would I say?”

Compassionate

Respectful

Creative

Relentless

Aspirational

Resilient



**Start of your summary:**

German researchers trained cows to pee in a specific area.

This is an important step in science because...

How they did it was...

Compassionate

Respectful

Creative

Relentless

Aspirational

Resilient



## How to use for revision

Use as the basis for flashcards - on one side write the question, on the other the flashcard.

Look > cover > question > repeat

Compassionate

Respectful

Creative

# TITLE

Date

Keywords

- Main notes
  - ideally using abbreviations

Questions

- Key thoughts

## SUMMARY