



WELCOME TO YEAR 13



I am very happy to be writing our first sixth form newsletter for the academic year and I hope that you find it useful to know a little more about what we are doing as a school but also specifically what we are doing as a year group. I would also like to say a huge and warm welcome to some new families to Greenshaw who have joined us for this last crucial year. Year 13 is an important year and there will be ample support from tutors, teachers and the sixth form team to guide your sons and daughters through the exciting, yet challenging, year ahead.

Students have had their first mentor sessions and should be making appointments with their tutors to go through their personal statements and seek guidance on their university applications. For those not wishing to go to university, Mrs Sone (our careers advisor) will have a list of names and she will see each of these students individually to come up with a plan for their next steps after Greenshaw.

In future newsletters I will showcase certain departments and what they are learning about with your sons/daughters, but for this first issue I wanted to just go over some of the basics I feel you should be aware of:

- Current week (commencing 7th October 2019) is Week 2.
- University applications and personal statements should be a focus for students over the next few weeks. Please encourage this and ask about these. It is our aim to have students complete their personal statement by October half term so that they are able to focus fully on their studies, aiming to attain the highest possible grades which ultimately will earn them their place on their desired course. Students should take great care in choosing their courses, they will be there for three years and as you are very aware, these courses are not cheap – they should ensure they pick the right course for them.
- Assessment hours are on your son/daughter's timetables in week 2, but they alternate these with the Year 12s, which means that they have these formalised assessments once every four weeks. The next Year 13 assessment week will take place in week commencing 8th October. Please encourage them to study hard for these as they allow us to provide feedback on how students can best improve.
- After morning registration, students in Year 13 are free to come and go for their lessons, but I would encourage them to remain on site in the silent study areas in their independent study periods where possible, to maximise their studying time. Students are allowed to be on site from 7.30am until 6.00pm in supervised areas such as the SRC.
- Equipment is still very important at this age, if students have the resources ready for learning lessons can be more impactful. All Year 13 students should now have their own mini whiteboard, as well as basic stationary needed for their classes. Please can you support them and their teachers in ensuring that they have these for all lessons; the mandatory equipment list issued at the beginning of this academic year is also available on Frog.
- Uniform – we do not have a uniform policy other than to wear sensible clothing in the sixth form. Recently there has been a mini spate of overly ripped jeans – these are not permitted so please support us in not allowing your son or daughter to wear these at school.
- Homework – centralised homework is now being set through frog for Year 13 students. Please remind your child to regularly review the tasks on frog so that they remain up-to-date with their independent study.

Warmest regards,

Mrs Dione Ayres, Acting Head of Sixth Form





A LEVEL RESULTS SUCCESS!



2019 has seen another bumper crop of A Level examination results for Year 13 students at Greenshaw Sixth Form. Over one in five of every grade was at A or A*, with 73% of students achieving a pass at A*-C. Headteacher, Mr House, said: "These results demonstrate the hard work and dedication of both youngsters and their staff. At a time when these new exams have harder content it is brilliant to see that inspired learners continue to thrive."

Some individual students attained extraordinary results. The following students achieved three A Level passes, all at A or A* grades: Amy, James, William, Reon, Oliver, Ryan, Joshua,

James, Aisah, Suzanne, Larissa, Mayurapiryan, Emily and Adnan. Marcus, Aditya and Vithushan achieved the quite extraordinary feat of three A* passes each.

Our A Level students have gone on to on a wide range of destinations, with up to 40 of our Year 13s progressing to undergraduate courses (including several for medicine and law) at prestigious Russell Group universities. We are equally proud that our strong work in the creative arts continues to enable large groups of students to move on to foundation art courses and directly into world leading institutions such as London College of Fashion.



SUPERB GCSE RESULTS



Greenshaw High School was the location for smiles and happiness on 22nd August when Year 11 students nervously opened their GCSE results envelopes. With three quarters of all qualifications being graded at 4 or better (the old grade C), and nearly a quarter at 7 or higher (what used to be A grade) there were few reasons for nerves.

Mr House, said: "Do not underestimate the pressure of these new GCSE courses. Many subjects have more exams than previously, and in all specifications what is expected of students has risen. I am really proud of all of our students' achievements, and grateful for the support of the staff who are also navigating these new courses. And of course, the families without whom none of this would have been possible."





GREENSHAW IS PROUD TO RECEIVE THE HEALTHY MINDS KITEMARK



Greenshaw High School is proud to announce that its involvement in the Healthy Minds research project has led the school to being awarded the kitemark, only achieved by schools who successfully met all the criteria of the project to a consistently high

standard. This milestone is a major move forward in our mission to deliver the best personal, social and health education available and evidence of our ongoing commitment to the personal development of our students.

Healthy Minds is an evidence-based health and relationships curriculum for Years 7 to 10 that is equipping young people with the life skills they need to thrive in and beyond school. This unique study helps us understand the impact that good quality teaching and learning can have on important outcomes, and how to create a culture of resilience where teachers and students thrive.

Starting as a research project by the London School of Economics and Bounce Forward, Healthy Minds was funded by the Education Endowment Foundation and trialled in 34 schools over five years. Building on learning from the project

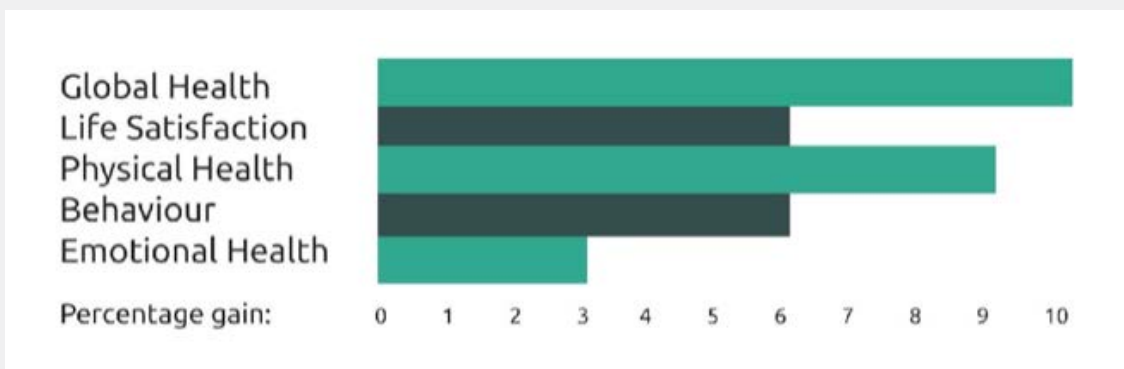
and feedback from teachers and students, the curriculum is now available to all schools.

As Lord Richard Layard, London School of Economics has said: "Young people need to develop healthy minds and schools should make it a top priority. It is the most outstanding wellbeing curriculum in the world".

Headteacher Mr House said: "We are really proud that we committed to the Healthy Minds project several years ago, and have played a key role in its evaluation and planning. As a school we remain committed to being a place with an equal focus on wellbeing and pupil results. The Healthy Minds programme gives us a dedicated space in the curriculum to ensure this aspiration is made a reality."

The curriculum consists of 113 lessons over four years and includes topics such as resilience, mental health, social media, mindfulness, sex education, alcohol and drug awareness, relationships, decision making, media awareness and more. Students across the 34 schools involved in the research project completed questionnaires before and after completing the curriculum, the results can be seen below.

Click [here](#) to learn more about the Healthy Minds Research Project.





WHY WE DO THINGS THE WAY WE DO AS A SCHOOL



Mr House spoke to students across the school about the reasons for some of the things we do in lessons. He explained that the use of mini whiteboards in lessons, and not doing much 'hands up' answering was to ensure that all

students were thinking deeply, rather than relying on students who were confident enough to give out answers aloud. The mini whiteboards also allow staff to see what all students know, especially if they walk around the room and see all students' answers.

Mr House also explained about the 'testing effect', which has shown that long term memory is improved by retrieving information. Bluntly, if we're tested on something repeatedly, we recall it better over time. We retrieve information at the start of every lesson in what we call a 'Do Now', and he explained why this can have a great impact.

Both of these teaching techniques have been shown to positively improve students' learning, and their overall performance. We have been awarded 'Research School' status in recognition of the fact that we try to look at what has worked in other schools around the world and adopt the best practice here at Greenshaw.

YEAR 13 ASSEMBLIES – AUTUMN TERM

17th October
21st November

12th December

KEY DATES – YEAR 13

Year 13 parents' evening	17th October	Start of spring term	7th January
INSET day (school closed to students)	18th October	Spring half term	17th - 21st February
October half term	21st October to 1st November	End of spring term (3.05pm)	3rd April
Sixth Form open evening	21st November	Start of summer term	20th April
Russia lecture	10th December	Summer half term	25th - 29th May
Winter Wonderland	19th December	End of summer term (12.30pm)	21st July
INSET day	6th January		

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Or find us on Facebook @GreenshawHigh





YEAR 13 CONTACT LIST

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Director of Learning Post-16: Miss L Buchanan – lbuchanan@greenshaw.co.uk

Head of Sixth Form: Miss S Larkin – slarkin@greenshaw.co.uk (Currently on maternity leave)

Acting Head of Sixth Form: Mrs D Ayres – dayres@greenshaw.co.uk

Sixth Form Study Skills Manager: Miss T Reid – treid@greenshaw.co.uk

Sixth Form Administrator: Mrs E Atkins – eatkins@greenshaw.co.uk

Sixth Form Reception: Miss K Ballard – kballard@greenshaw.co.uk

Sixth Form Careers Advisor: Mrs P Sone – psone@greenshaw.co.uk

Sixth Form Tutors – Year 13

13BB Mr B Broniecki – bbroniecki@greenshaw.co.uk

13DJ Mr D Jones – djones@greenshaw.co.uk

13DO Mr J Dowie – jdowie@greenshaw.co.uk

13KH Dr K Hirst – khirst@greenshaw.co.uk

13KI Miss K Ioannides – kioannides@greenshaw.co.uk

13TFG Mr T Ferguson – tferguson@greenshaw.co.uk

