

Romans 2:6 God will "repay each person according to what they have done."

# Parents Information Evening

# The John Fisher Sixth Form





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# Year 12 Key Dates:

- Last chance for subject changes 29 September
- > PPE I (exams): 4 8 December
- PPE 2 (exams): 24 June 5 July
- IM I (report): Late January (TBC)
- IM 2 (report): Late July (before EOY)
- Head Boy Applications: Term 2 (TBC Jan Mar)
- Work Experience: July (TBC)





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# Year 13 Key Dates:

- UCAS Application Cycle Opens: 5 September
- University Admissions Test Application Deadline: 22 September
- Deadline for UCAS Application for conservatoire music applications: 2 October
- Deadline for UCAS Application for Deadline for applications to the universities of Oxford and Cambridge, and for most courses in medicine/ science: 16 October
- Deadline for UCAS Application for most undergraduate courses: 3 I January
- UCAS Extra Opens (chance to add I more choice if no offers): 5 February (closes 4 July)
- PPE I (exams): 27 November 8 December
- PPE 2 (exams): 18 29 March
- IM (report) I: Late January (TBC)
- IM (report) 2: Early May (TBC)
- Final Exams: 13 May 21 June\* provisional and subject to change
- A Level Results Day 15 August





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# The John Fisher Sixth Form

# The Re-Launch Vision





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## What did STUDENTS think about the Sixth Form Last Year? Student Survey Results:

- > Average of 2.5/5 for effectiveness of systems and routines
- > Average of **3.4/5** for behaviour in lessons
- > Average of 2.6/5 for behaviour outside of lessons

"Lack of ICT, poor facilities, not given enough trust, not treated any differently to being in Yr I I, not enough help outside of lessons given."





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## What did STAFF think about the Sixth Form Last Year? Staff Survey Results 2023 Review :

- > Average of 2.4/5 for effectiveness of systems and routines
- > Average of 3.1/5 for behaviour in lessons
- > Average of 2.0/5 for behaviour outside of lessons

"Comments on uniform and behaviour of some students in Yr I 3 Students' use of mobile phones around site. There are comments regarding the space available, the opportunities for developing student leadership and an absence of the House system or Reward system."





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### What did the EXTERNAL REVIWER think about the Sixth Form Last Year? Areas for Development:

- > There is clear pressure on facilities.
- The amount and use of unstructured times has led to difficulties in areas. Clearer expectations for supported study could be developed.
- Students do not have the opportunity to leave site, taking additional responsibility, and this leads to boredom.





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### So what are we doing about it? Sixth Form Priorities:

- I) Adopt a culture of Romans 2:6
- 2) Establish employer/employee relationships between staff/students
- 3) To restore trust in the effectiveness of systems and routines





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#### Adopt a culture of Romans 2:6



At the John Fisher School Sixth Form, **we** believe that respecting your rights brings with it reward.

#### Rewards -

- Flexible working hours (to be agreed on an individual basis)
- Option for self-led enrichment off-site
- UCAS Priority Assistance

#### Respect -

- Access to the Sixth Form Common Room from 8.15am 4pm
- Ability to leave at 3pm if no period 6 lesson
- Freedom to use the leisure facilities in the Sixth Form Centre
- Access to the Sixth-Form Centre canteen at break and lunch
- Choice of supervised study with a teacher during non-contract periods
- Ability to use the PE Department facilities when free & arranged with PE Dept.
- Ability to access ICT Facilities & Silent Study Working Area throughout the day

#### Rights -

- Protections of all fundamental Human Rights (i.e. freedom of speech, opinion, expression, association, religion etc.)
- Right to Education through:
  - access to subject-specialist staff for all lessons
  - Compulsory supervised study in the Silent Study Working Area, upstairs in the Sixth Form Centre 9.05 – 3.25.
- Right to rest and leisure in the playground areas of the school site from 8.30am 3.25 pm
- Right to food and water in the Quad between 10-10.20am and 12.05-12.35pm
- Right to health through access to healthy-living facilities during weekly enrichment
- Right to Life through the 'Lessons for Life' every week

Reviewed in Dec

Students Start here

Lack of Respect



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Student A Y12 - <u>Respect</u>						
	1	2	3	4	5	6
1 Mon	Maths		History		Economic s	History
	DST 150		DJA 71		ADE 106	DFE 72
1 Tue	Economic s	Economic s	History	PSHE		History
	SGR 109	SGR 109	DJA 71	FMO 1		DJA 71
1 Wed	Maths	Maths			Games	Games
	YWI 52	YWI 52			ROC	ROC
1 Thu	Maths		History	Economic s		
	DST 150		DFE 72	ADE 111		
1 Fri	Maths	History	Economic s	Economic s	RE	
	YWI 52	DFE 72	SGR 109	ADE 111	BWO 33	
	1	2	3	4	5	6
2 Mon	History	History			Maths	Maths
<b>.</b>	DJA 71	DJA 71			SGA 152	DST 150
2 Tue			Economic s	PSHE	History	Economic s
			SGR 109	FMO 1	DJA 71	ADE 111
2 Wed	History		Maths	Maths	Games	Games
0.71	DFE 72		DST 150	DST 150	ROC	ROC
2 Thu	Economic s			Maths		RE
	SGR 109			SGA 152		YCA 54
2 Fri	Maths		Economic s		History	Economic s
	SGA 152		SGR 109		DJA 71	ADE 111

Student A Y12 - <u>RIGHTS</u>						
	1	2	3	4	5	6
1 Mon	Maths	SS/1Mon: 2	History	SS/1Mon: 4	Economic s	History
	DST 150	EHA 60	DJA 71	PWI 60	ADE 106	DFE 72
1 Tue	Economic s	Economic s	History	PSHE	SS/1Tue: 5	History
	SGR 109	SGR 109	DJA 71	FMO 1	BME 60	DJA 71
1 Wed	Maths	Maths	SS/1Wed :3	SS/1Wed :4	Games	Games
	YWI 52	YWI 52	EHA 60	DST 60	ROC	ROC
1 Thu	Maths	SS/1Thu: 2	History	Economic s	SS/1Thu: 5	SS/1Thu: 6
	DST 150	60	DFE 72	ADE 111	EHA 60	EHA 60
1 Fri	Maths	History	Economic s	Economic s	RE	
	YWI 52	DFE 72	SGR 109	ADE 111	BWO 33	
	1	2	3	4	5	6
2 Mon	History	History	SS/2Mon: 3	SS/2Mon: 4	Maths	Maths
	DJA71	DJA71	PTH 60	BME 60	SGA 152	DST 150
2 Tue	SS/2Tue: 1	SS/2Tue: 2	Economic s	PSHE	History	Economic s
	BDU 60	EHA 60	SGR 109	FMO 1	DJA71	ADE 111
2 Wed	History	SS/2Wed :2	Maths	Maths	Games	Games
	DFE 72	EHA 60	DST 150	DST 150	ROC	ROC
2 Thu	Economic s	SS/2Thu: 2	SS/2Thu: 3	Maths	SS/2Thu: 5	RE
	SGR 109	FTY 60	EHA 60	SGA 152	EHA 60	YCA 54
2 Fri	Maths	SS/2Fri:2	Economic s	SS/2Fri:4	History	Economic s
	SGA 152	MBI 60	SGR 109	SGA 60	DJA71	ADE 111

Student A Y12 - <u>Rewards</u>						
	1	2	3	4	5	6
1 Mon	Maths		History		Economics	History
	DST 150		DJA 71		ADE 106	DFE 72
1 Tue	Economics	Economics	History	PSHE		History
	SGR 109	SGR 109	DJA 71	FMO 1		DJA 71
1 Wed	Maths YWI 52	Maths YWI 52			Independent Leisure	
1 Thu	Maths		History	Economics		
	DST 150		DFE 72	ADE 111		
1 Fri	Maths	History	Economics	Economics	RE	
	YWI 52	DFE 72	SGR 109	ADE 111	BWO 33	

	2	3	4	5	6
History	History			Maths	Maths
DJA 71	DJA 71			SGA 152	DST 150
		Economics	PSHE	History	Economics
		SGR 109	FMO 1	DJA 71	ADE 111
History		Maths	Maths	Independent Leisure	
DFE 72		DST 150	DST 150	maepenae	int Leisure
conomics			Maths		RE
SGR 109			SGA 152		YCA 54
Maths		Economics		History	Economics
SGA 152		SGR 109		DJA 71	ADE 111
	DJA 71 History DFE 72 conomics SGR 109 Maths	DJA 71 DJA 71 History DFE 72 conomics SGR 109 Maths	DJA 71 DJA 71 Economics SGR 109 SGR 109 Maths DFE 72 SGR 109 Maths Economics	DJA 71DJA 71EconomicsPSHELEconomicsFMO 1History DFE 72Maths DST 150Maths DST 150Maths DST 150conomicsImage: Conomics SGR 109Maths SGA 152SGA 152MathsEconomicsImage: Conomics SGA 152	DJA 71DJA 71SGA 152DJA 71DJA 71SGA 152FMOEconomicsPSHEHistorySGR 109FMO 1HistoryMathsMathsDFE 72DST 150DST 150ConomicsConomicsMathsSGR 109FMO 1SGA 152MathsSGA 152HistoryMathsSGA 152History

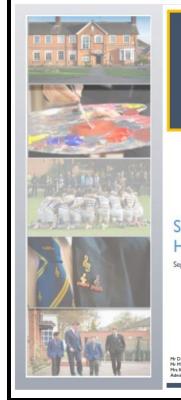


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2) Establish employer/employee relationships between staff/students

- The student handbook had been re-written to reflect new/updated policies
- On page 1 the following sentence is highlighted in gold. It says:
- In our quest to get you ready for the transition from compulsory education, we want to establish a relationship that is more like one between an employer and employee, rather than a school teacher and pupil. **Our policies, procedures and structures have all been created with this in mind.**



The John Fisher School Sixth Form

Student Handbook September 2023

Mr D Jackson – Director of Sixth Form Mr M Webb – Assistant Director of Sixth Form Mrs K Cooney - Pastoral Mentor & KSS Administrator

#### The John Fisher School Sixth Form tamans 2:6 God will "repay each person occording to what they have done."

#### WELCO

Welcome to The John Fisher School Sixth Form. First and foremost, we'd like to thank you for choosing us as your destination for Post-14 studies. Whether you're a recurring student from last year's cohort or a new student joining us from somewhere else, you are now al lifetime member of the "Fisher Family.

Founded in 1929, John Faher is a school with a proved hszory. The school is conserved looking and has a proven track record is provided, high aduity education for Sach Form suderst. There is a strong pastonal joing much and so to instil the Christian values of Sarrice, Integrity, Respect and Selflessness. Our Sach Form welcomes students of all fashs or none and is gaided by the underlying principle from the Bable (Roman 25) that God will "respect accharged and according to what they have done." In short, at the John Faher School Sach Form, we believe that respecting your rights finge with reward.

We ware your time with us to be rewarding and hifting and believe that Sach Form life is a positive opportunity for you to approach a new chapter in your life. White ware proud members of our wider-chapter of community, our Sach Form is not an extension of Y11. You will be given more responsibility for managing your own learning and we encourage you to issue the opportunities variable to you.

We believe that your expensions over the next two years is going to be vital in shaping your future as you begin the transition from compulsary dutations into the world of work. As a right-spectrage should be prevented shrink Values, you can be assured that your fundamental rights will be honoured at all times. You will also be treated with respect from the very start. In this relationship of matual respect, we hope to see you reag the rewards that will isertably follow.

In our quest to get you ready for the transition from computory education, we want to establish a relationship that is more like one between an employer and employee, rather than a school teacher and pupil. <u>Our policies</u> proceedings and structures have all been created with this in mind.

We are anticipating an excellent two years with you. You are about to enter the most important phase of your educational life. The bar is set high as Such Form success cannot be achieved without exceptional commitment and hard work, much like any fourtic carrery our are aiming for .We have thought hard about the support you will need but ultimately, the most important factor in achieving this will be you!

Independer learning, self-motivation and self-control are the characteristics of the most successful student, We will support you closely tracking your progress throughout the Suht Form, in proticular your work which. There may be a need for difficult conversation along the way, but we are all working towards the same goal; ensuring you can reach your potential. The most successful students are these who can build consistent learning routines and we would encourage you to stabilish these as quickly as possible.

Your potential must go beyond your academic syllabut you will have the chance to sengge in your chosen areas of study beyond the curriculum and the scope for intellectual and personal growth is enormous. To will have the chance to lead in the school and community, and every student has a role to play in upholding the tehos of the school and highing contribute to our positive and supportive community.

This Student Handbook has been put together to help you get to know the Sktth Form. It contains a wealth of information regarding our procedures and what to expect. Please use it to remind yourself of how things work and what is expected of you.



R ewards cspect ights



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#### 2) Establish employer/employee relationships between staff/students

#### Here are some examples of how new policies have been shaped to achieve this new relationship:

#### Attendance

As of May 2023, the average weekly number of hours worked by full-time workers in the United Kingdom was 36.7 hours (statisa.com). At the John Fisher School Sixth Form, we expect students to be in school for a total of 33.3 hours per week. This includes a total of 5 hours of breaks per week (A 20-minute break and 40-minute lunch).

All UK workers are also entitled to a minimum of 5.6 weeks holiday per year (https://www.gov.uk/holidayentitlement-rights/holiday-pay-the-basics). At the John Fisher School students receive 14 week's holiday per year. Authorised time off, in addition to these 14 weeks, will only be granted in exceptional circumstances.

#### **Employment**

Some students take on a part-time job (evenings or weekends) during their time in the Sixth Form. Whilst this brings financial rewards and a valuable insight into the world of work, it does come with a warning. Courses post-16 are demanding and require consistent effort and application. If you are applying for part-time employment, you must avoid excessive or late hours. Students should not be working more than a maximum of 12 hours a week, any hours above this will directly impact your academic performance.

Your priority must be your academic work - the next two years is your chance to prove yourself.

In the same way that most employers prohibit second jobs that clash with their working hours, the John Fisher School does not permit paid work between the hours of 8.30 and 15.30 (Mon-Fri) during term time.

#### Lateness

Tutor Registration begins at 08:45 and we ask that students arrive to this promptly. Any student who arrives to their form room after this time will be marked as late. Tutors will also record the total minutes late (starting from 08:45) E.g. a student arriving at 08:51 would be marked as 6 minutes late.

In the same way that an employer would require any late employee to compensate for all the time that they are late, students will be required to make-up all minutes lost due to tardiness. This will be with the Director

The Silent Study Area should be treated in the same way that a communal office would be treated in a place of employment.

The Sixth Form Common Room should be treated in the same way that a staff room would be treated in a place of employment.

#### Mobile Phones & Personal Devices

In the same way that most businesses prohibit or limit the use of personal phones during working hours, there are also restrictions at JFS. With the exception of the Sixth Form Common Room only, the JFS whole-school policy on mobile phones applies to all Sixth Form Students. The policy is as follows:



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3) To restore trust in the effectiveness of systems and routines



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### What role can parents play?

### Give the us time and support

Rome wasn't built in a day, and neither will a culture of Romans 2:6

### Support the culture in student interactions

Ask your child how their studies are going in relation to their own targets. Ask them what they're doing to support their application for the next "rewards" review. Ask them how many periods they spent in the Silent Study Area and/or Common Room.

### Know your child's level

If you know your child is not on rewards level, then please challenge them as to why they're home before 3pm.





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We look forward to watching your child succeed.



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# The John Fisher Sixth Form

# UCAS Predicted Grades Revision-Request Policy





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### Can UCAS Predicted Grades be Changed? YES, but...

- > This must be actioned by the end of this month
- > No options to change after that
- Strike a balance between students best interests and protecting the professional reputation of JFS
- Students must complete this form
- Can be downloaded from Google Classroom
- > Targets must be agreed by end of September
- > Actions must be evidenced by end of December

The John Fisher School Sixth Form Romans 2:6 God will "repay each person according to what they have done."
UCAS Predicted Grade Change Action Plan Form
Your teachers have made their professional predictions based on a range of data. This will have included work produced throughout Y12, both sets of PPEs, your application in and out of lessons, your attendance & punctuality to lessons and their expectations for your progress in the Y13 units. Whils there are no guarantees until you make your final coursework submissions and/or sit your final exams, these are the grades your teachers believe you will achieve. Whils your teachers will not be able to change the grade on your interim monitoring, they are willing to change your UCAS prediction. To do this, please complete the following form and return it to Mr Jackson <u>no later than September 30<sup>th</sup></u> .
My name is and I believe my UCAS predicted-grades should be changed against the advice of my teachers.
I understand that revising these grades up is against the advice of the Sixth Form Leadership team, but I still wish to proceed.
when to proceed. I accept that by changing these predicted grades, my teachers believe that I am reducing my chance of securing a place at university.
<ul> <li>I understand that the new UCAS predictions are not my teacher's professional prediction based upon my performance so far throughout Y12, but what I believe I can achieve by the end of Y13.</li> <li>I accept that by changing the UCAS predictions, I may receive offers from universities which I am not currently on course to meet.</li> </ul>
Incrept full accountability for the revised grades, as they are beyond what my teacher predicted using their professional judgement.
I accept full responsibility should I not achieve these grades in my final exams, and consequently fail to secure a place at university.
I understand that my teachers only believe I may be able to achieve these grades if I action the following SMART targets immediately and before I submit my UCAS application ( <u>before Xmas Break</u> ).
Subject PP Desired SMART Target(s)* Teacher Grade Predicted Signature Grade *Up to 3 per subject.



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#### Text:

Your teachers have made their professional predictions based on a range of data. This will have included work produced throughout YrI2, both sets of PPEs, your application in and out of lessons, your attendance & punctuality to lessons and their expectations for your progress in the YrI3 units. Whilst there are no guarantees until you make your final coursework submissions and/or sit your final exams, these are the grades your teachers believe you will achieve. Whilst your teachers will not be able to change the grade on your interim monitoring, they are willing to change your UCAS prediction. To do this, please complete the following form and return it to Mr Jackson no later than 30 September.

Ĩ	The John Fisher School Sixth Form Romans 2:6 God will "repay each person according to what they have done."								
	UCAS Predicted Grade Change Action Plan Form								
1	Your teachers have made their professional predictions based on a range of data. This will have included work produced throughout Y12, both sets of PPEs, your application in and out of lessons, your attendance & punctuality to lessons and their expectations for your progress in the Y13 units. Whilst there are no guarantees until you make your final coursework submissions and/or sit your final exams, these are the grades your teachers believe you will achieve. Whilst your teachers will not be able to change the grade on your interim monitoring, they are willing to change your UCAS prediction. To do this, please complete the following form and return it to Mr Jackson <u>no later than September 30<sup>m</sup></u> .								
	My name is and I believe my UCAS predicted-grades should be changed against the advice of my teachers.								
	I understand that revising these grades up is against the advice of the Sixth Form Leadership team, but I still wish to proceed.								
	Indicept that by changing these predicted grades, my teachers believe that I am reducing my chance of securing a place at university.     I understand that the new UCAS predictions are not my teacher's professional prediction based upon my performance so for throughout Y12, but what I believe I can achieve by the end of Y13.     I accept that by changing the UCAS predictions, I may receive offers from universities which I am not currently on course to meet.     I accept full accountability for the revised grades, as they are beyond what my teacher predicted using their professional judgement.     I accept full responsibility should I not achieve these grades in my final exams, and consequently fail to secure a place st university.     I understand that my teachers only believe I may be able to achieve these grades if I action the following								
	Subject     PP     Desired     SMART Target(s)*     Teacher       Grade     Predicted     Signature     Signature								



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#### Text:

My name is ...and I believe my UCAS predicted-grades should be changed against the advice of my teachers.

- I understand that revising these grades up is against the advice of the Sixth Form Leadership team, but I still wish to proceed.
- I accept that by changing these predicted grades, my teachers believe that I am reducing my chance of securing a place at university.
- I understand that the new UCAS predictions are not my teacher's professional prediction based upon my performance so far throughout Yr12, but what I believe I can achieve by the end of Yr13.

		repay each person according to what they have o						
	UCAS P	redicted Grade Change Action Plan Form						
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My name is and I believe my UCAS p		es should be changed against the advice of my teachers.						
I understand that wish to proceed	-	e grades up is against the advice of the Sixth Form Leadersh	nip team, but I still					
I accept that by	changing these	predicted grades, my teachers believe that I am reducing m	ny chance of					
	it the new UC/	AS predictions are not my teacher's professional prediction	based upon my					
I accept that by	changing the U	t Y12, but what I believe I can achieve by the end of Y13. CAS predictions, I may receive offers from universities whi	ich I am not					
professional judg	ountability for t gement.	the revised grades, as they are beyond what my teacher pre	-					
a place at univer I understand tha	sity. It my teachers	ld I not achieve these grades in my final exams, and conseq only believe I may be able to achieve these grades if I action d before I submit my UCAS application <u>(before Xm</u>	n the following					
Subject PP Grade	Desired Predicted Grade	SMART Target(s)* *Up to 3 per subject.	Teacher Signature					

The John Fisher School Sixth Form



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#### Text:

- I accept that by changing the UCAS predictions, I may receive offers from universities which I am not currently on course to meet.
- I accept full accountability for the revised grades, as they are beyond what my teacher predicted using their professional judgement.
- I accept full responsibility should I not achieve these grades in my final exams, and consequently fail to secure a place at university.
- I understand that my teachers only believe I may be able to achieve these grades if I action the following SMART targets immediately and before I submit my UCAS application (before Xmas Break).

Romans 2:6	God will "repay each person according to what t	hey have done."							
	UCAS Predicted Grade Change Action Plan Form								
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My name is and I believe my UCAS pre-	dicted-grades should be changed against the advice of my	teachers.							
	evising these grades up is against the advice of the Sixth Fo	orm Leadership team, but I still							
	anging these predicted grades, my teachers believe that I a	m reducing my chance of							
	he new UCAS predictions are not my teacher's profession								
I accept that by cha	<ul> <li>throughout Y12, but what I believe I can achieve by the e anging the UCAS predictions, I may receive offers from unit a to meet</li> </ul>								
	tability for the revised grades, as they are beyond what my	y teacher predicted using their							
	sibility should I not achieve these grades in my final exams	, and consequently fail to secure							
	y. ny teachers only believe I may be able to achieve these gra nediately and before I submit my UCAS application	-							
Grade P	vesired SMART Target(s)* redicted irade *Up to 3 per subject.	Teacher Signature							

The John Fisher School Sixth Form

Student Signature	Date
Parent Signature(s)	Date



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Subject	PP Grade	Desired Predicted	SMART Target(s)*	Teacher Signature	The John Fisher School Sixth Form Romans 2:6 God will "repay each person according to what they have done."
		Grade	*Up to 3 per subject.		UCAS Predicted Grade Change Action Plan Form
					Your teachers have made their professional predictions based on a range of data. This will have included work produced throughout Y12, both sets of PPEs, your application in and out of lessons, your attendance & punctuality to lessons and their expectations for your progress in the Y13 units. Whilst there are no guarantees until you make your final coursework submissions and/or it your final exams, these are the grades your teachers believe you will achieve. Whilst your teachers will not be able to change the grade on your interim monitoring, they are willing to change your UCAS prediction. To do this, please complete the following form and return it to Mr Jackson <u>no latter than September 30th.</u> My name is
					I accept that by changing these predicted grades, my teachers believe that I am reducing my chance of securing a place at university.
					I understand that the new UCAS predictions are not my teacher's professional prediction based upon my performance so far throughout Y12, but what I believe I can achieve by the end of Y13.     I accept that by changing the UCAS predictions, I may receive offers from universities which I am not currently on course to meet.     I accept full accountability for the revised grades, as they are beyond what my teacher predicted using their professional judgement.     I accept full esponsibility should I not achieve these grades in my final exams, and consequently fail to secure     a place at university.     I understand that my teachers only believe I may be able to achieve these grades if I action the following SMART targets immediately and before I submit my UCAS application (before Xmas Break). Subject PP Desired SMART Target(5)* Teacher Grade *Up to 3 per subject.
					Student Signature Date
					Parent Signature(s) Date