

# Y11 - Aiming high

4<sup>th</sup> November 2025

Three thick, wavy lines in light blue, medium blue, and purple flow across the bottom of the slide, creating a decorative border.

# Values and Virtues

**Be Kind** – one of our values.

The virtues that will be our day-to-day actions for Be Kind are:

- **Empathy** – understanding others and treating people how we wish to be treated.
- **Respect** – polite and well-mannered to everyone.
- **Compassion** – understanding the feelings of others and showing kindness by caring through our words and actions

# Values and Virtues

**Work Hard** – one of our values.

The virtues that will be our day-to-day actions for Work Hard are:

- **Independence** – taking responsibility for learning, actions and choices.
- **Resilience** – staying strong, learning from challenges.

# Values and Virtues

**Aim High** – one of our values.

The virtues that will be our day-to-day actions for Aim High are:

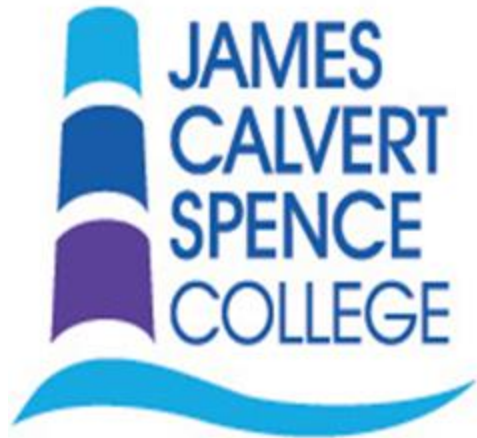
- **Pride** – we are proud of ourselves, our school, our community.
- **Integrity** – doing the right thing and being honest.

# New build

- 4 court sports hall
- Activity studio / Dance studio
- Gym
- Conference room
- Performing arts studio
- 2 music practice rooms
- School hall with rostra seating
- Library
- Sixth form social area and separate study area
- Food technology room / kitchen
- Two technology workshops
- Seminar rooms
- Classrooms with teaching walls
- Floodlit 3G pitch
- Muga with 2 x court spaces
- 5 x grass pitches (football / rugby)



# Post 16 Options



## Key considerations:

- Level of the course/role
- Content of the course/role
- Transport
- Future career options
- Aspirational

## Support

- 1-1 careers meeting
- Multiple post 16 destination meetings
- Careers fair and other encounters
- Subject tasters
- Tutor curriculum

# JCSC Sixth Form Courses

	A Level Courses	Level 3 Vocational Courses	T Level courses	Level 2 T level
Overview	2 year courses assessed at the end of year 13.	2 year courses comprising of smaller units assessed through coursework and external exams throughout year 12 and 13.	2 year course that is equivalent to 3 A Levels. Assessed to the same standard as an A Level but also includes an industry placement.	1 year course comprising of a mixture of level 2 courses, GCSE resits and placement.
Options	Select 3 including an EPQ		Select 1	Select 1 specialising in either Digital or Education and Early Years
Entry Requirements	5 GCSE's at a minimum of grade 4 / Level 2 Pass			Narrowly miss level 3 entry requirements

# JCSC Sixth Form Options Process

Gather student interest so a bespoke curriculum can be created.

Sixth Form courses shared with students based on interest.

Students select option choices with guidance based on progress data

Review of options choices

Students are given a final Sixth Form offer based on progress throughout year 11

Results Day – Confirmation of choices



# JCSC Sixth Form

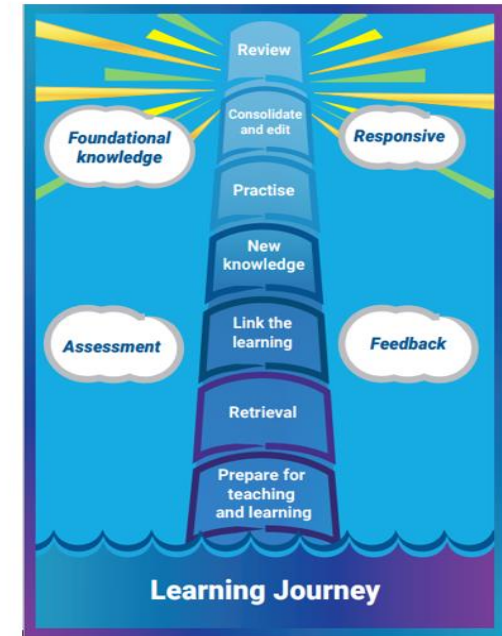
- Personalised learning experience tailored to each individual.
- Small class sizes with teachers who know you.
- A step up in expectations of independence and resilience with a culture of study.
- High challenge matched with high support.
- Support and mentoring to guide students to aspirational post 18 destinations.
- Vast encounters with industry, work experiences and C.V. enhancing opportunities.
- If you work hard, aim high, be kind...the possibilities beyond JCSC Sixth Form are endless!

# Developing resilience and independence

The transition between key stage 4 and 5 is one of the most difficult in terms of academic independence and academic resilience.

In key stage 5 and further education, such as university, it is the expectation that students complete their studies independently outside of the timetabled taught periods.

To support students to manage the transition, we have introduced the JCSC three-part lesson. This includes set pre and post lesson work to ensure students maximise the time with the specialist teacher.



# Developing the whole person

At JCSC Sixth form, we feel it is important to develop the whole person.

It is the personal qualities of the young people that will set them apart from their peers when progressing to the next stage of their learning journey.

We do this through embedding our character education virtues throughout the whole sixth form curriculum.

# Developing the whole person

This academic year we have introduced an additional session, Preparation for Adulthood (PfA).

This includes:

- Cooking for life
- Financial education
- Healthy and active lifestyles

This supports the content covered in morning PSHE lessons.

# Developing the whole person

Every Sixth form student must complete volunteering hours as part of their core curriculum. Each student must complete one hour of volunteering per week.

This could include supporting with reading, helping with extra-curricular clubs such as football club, assisting in the library, helping at our feeder primary schools. If you have a specific interest or idea that may be an opportunity to develop your skills and gain your volunteering hours.



# Y11 support

## Supporting your child at home...

Encourage good routines

Create a positive study environment

Discuss learning at school

Talk about school and wellbeing

Encourage independence, resilience and responsibility

Use available resources

**Little and often is the key to success!**

# The power of habits

**A habit is a settled or regular practice.  
It is particularly hard to give up a habit.**



**This can be a strength if it is a positive  
habit!**



# Memory and the importance of revision

We all forget things...



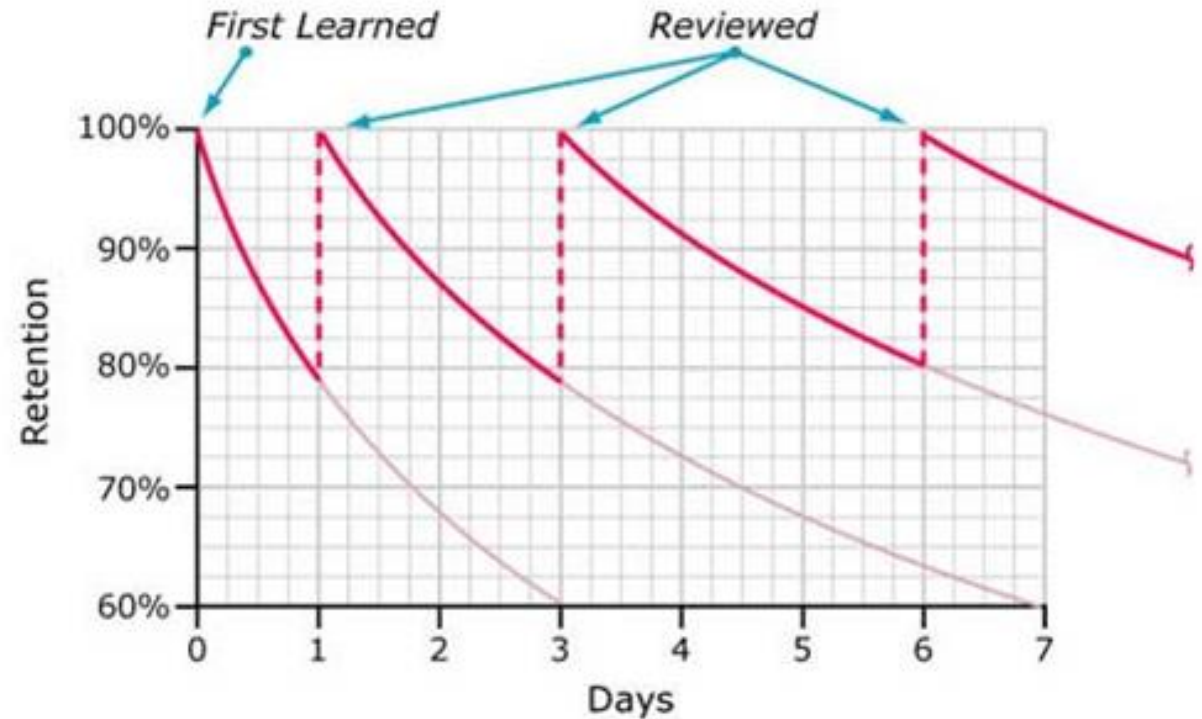
Forgetting is normal... but not useful when we are preparing for exams!



# Memory and the importance of revision

- By allowing ourselves to forget and then having to retrieve that information from our memory, we are **strengthening our memory**.

Typical Forgetting Curve for Newly Learned Information



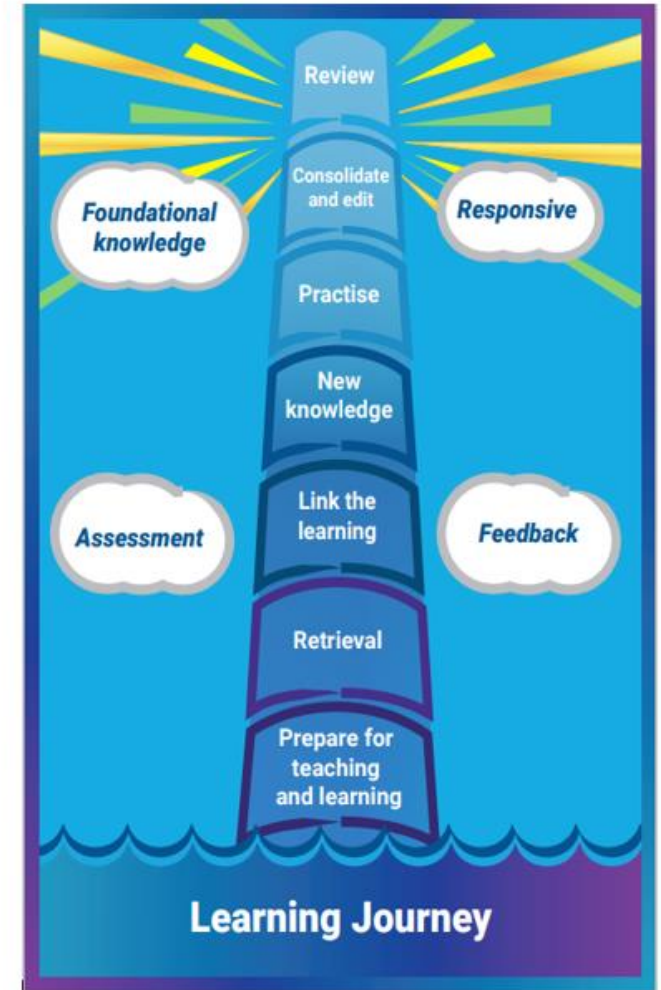
# The JCSC Learning Sequence

At JCSC, all of our lessons are planned to support our pupils to learn in the best way.

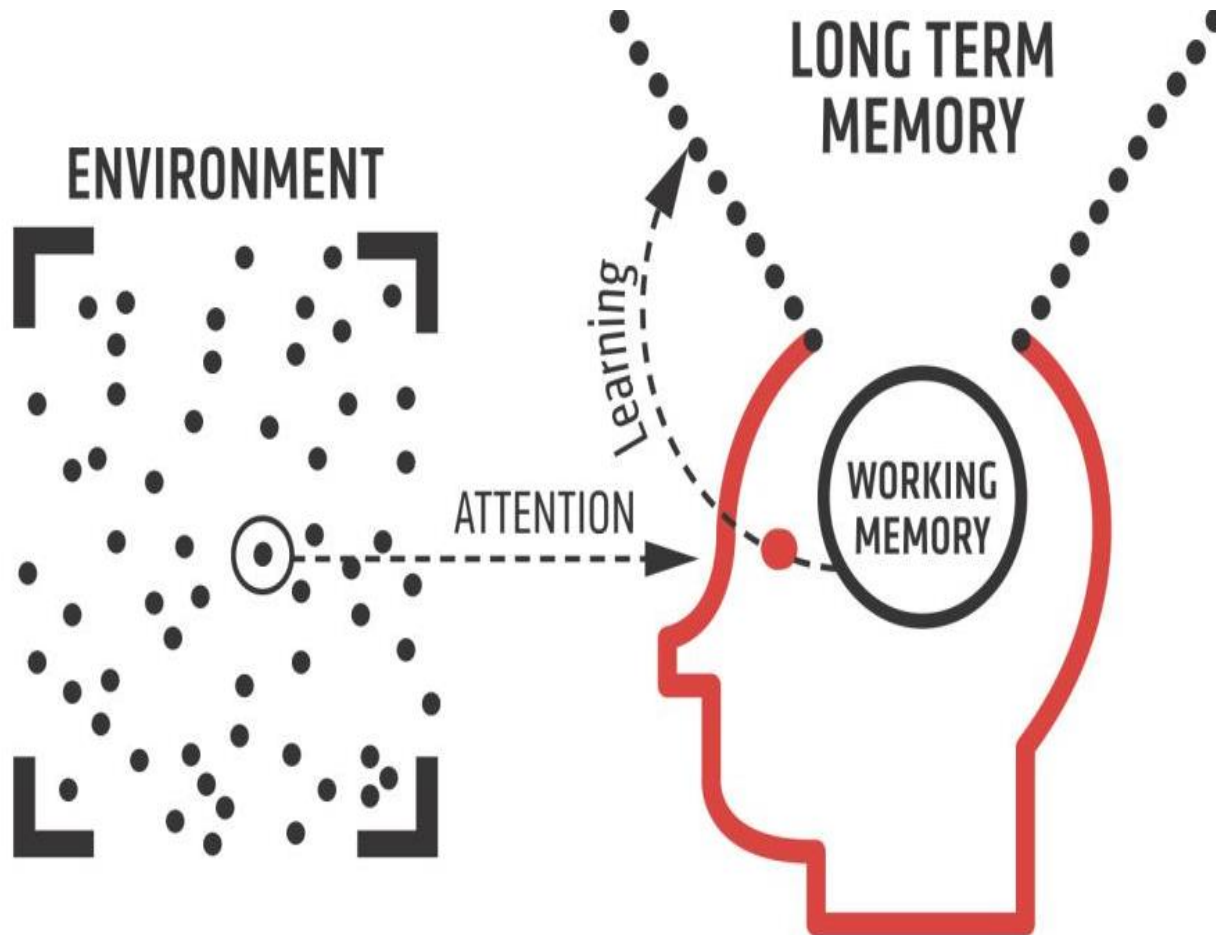
We plan opportunities to:

- revisit learning (retrieval),
- link learning to existing knowledge and
- practise what has been taught.

This is important to help develop the long-term memory.



# How do we learn and revise?



Learning and remembering is like a cycle.

Information is forgotten if it is not revisited.

**Learning is where information has moved to our long-term memory and we can retrieve this when needed.**

**Revision – little and often:**

The more that information passes through the long-term/working memory cycle, the more we become fluent / it is easier to remember.

**Cramming doesn't work:**

Our working memory is easily overloaded as it can only hold limited information.

# Study skills

- There are many ways to revise.
- We buy into education programmes such as: Sparx Maths, Sparx Reader and Educake to support learning online.
- Opportunities e.g. Poetry Live at Newcastle University (this Thursday – £12.50 - spaces still available for Y11 via MCAS)
- Via MCAS, you can order revision guides (a lovely Christmas gift).
- Our website provides strategies as well as information.



# Cargo Cults



# Proxies for learning – revision cargo cults



# Website walkthrough

Revision - James Calvert Spence College



# Prom

- **Date:** Thursday 2nd July
- **Venue:** Alnwick Garden
- Deposit of £20 due by the end of November (total £45)
- Any items for a tombola or bottles for a raffle would be greatly appreciated. All proceeds go towards the Y11 prom.





# Independent visits and questions