



Alertim High

**Post 16**  
**2021 / 2022**



Name \_\_\_\_\_

# Student Planner





Allerton High

Headteacher: Mrs E. Silson BA (Hons), M.Ed, NPQH  
**Allerton High School**  
King Lane  
Leeds  
LS17 7AG

Telephone: 0113 2034770  
Email (coach): [info@allertonhigh.org.uk](mailto:info@allertonhigh.org.uk)  
Website: [www.allertonhigh.org.uk](http://www.allertonhigh.org.uk)

### Personal Details

Name: \_\_\_\_\_

Personal Coach: \_\_\_\_\_

Coaching Base: \_\_\_\_\_

Email (coach): \_\_\_\_\_

## The School Day – will change

### School open at 8.00am. Breakfast available.

Monday / Friday start 8.30		Tues / Wed / Thurs start 8.30	
8.30 - 9.30	Lesson 1	8.30 - 9.30	Lesson 1
9.30 - 10.30	Lesson 2	9.30 - 10.30	Lesson 2
10.30 - 10.50	Break	10.30 - 10.50	Break
10.50 - 11.50	Lesson 3	10.50 - 11.50	Lesson 3
11.50 - 12.50	Lesson 4	11.50 - 12.50	Lesson 4
12.50 - 1.40	Lunch	12.50 - 1.20	Coaching (not Wednesdays)
OR			
12.50 - 1.05	1 to 1	1.20 - 1.50	Lunch
1.05 - 1.40	Lunch		
1.40 - 2.40	Lesson 5	1.50 - 2.50	Lesson 5

## Term Dates 2021 / 2022

Period	School Closes (pm)	School Reopens (am)
<b>Summer Break</b>		Tuesday 7th September 2021
<b>Autumn Mid Term</b>	Friday 22nd October 2021	Monday 1st November 2021
<b>Christmas Break</b>	Friday 17th December 2021	Wednesday 4th January 2022
<b>Spring Mid Term</b>	Friday 18th February 2022	Monday 28th February 2022
<b>Easter Break</b>	Friday 1st April 2022	Tuesday 19th April 2022
<b>May Bank Holiday</b>	Friday 29th April 2022	Tuesday 3rd May 2022
<b>Summer Mid Term</b>	Friday 27th May 2022	Monday 6th June 2022
<b>Summer Break</b>	Friday 22nd July 2022	

Timetable Week 1

Timetable Week 2

## Study in the Sixth Form

- At Post 16 you are required to do more than just the work set if you are to produce the quality work required at advanced level. Post 16 courses are a big step up and you will need to be prepared to work hard from the start and 'go the extra mile.'
- The Post 16 study is available for silent, individual study.
- You are expected to hand in set work on time. The regularity of this work may vary according to your subjects. However, a common principle of all work is that you seek extra sources of information other than classroom notes and basic textbooks.
- There is always something to do. If you are to make the step up to 'A' level and Higher Education, then you must develop the motivation and will-power to make additional notes, **rework** notes and seek extra information during the other times when work is not set. This is all part of the learning, understanding and revision process
- Private study periods must not be wasted. Work at home should constitute **at least two hours** per night on five nights of the week.
- **Part-time work should fit round your school work and not vice versa.** A Saturday job is far better than working on a number of weekday evenings.

## Expectations for Post 16 Lessons

This document summarises the expectations that Allerton High School has of all Post 16 lessons and coaching sessions.

If these expectations are met consistently there will be improvements in;

- Attendance
- Attitude to Learning
- Achievement

It is the responsibility of the CTLs and other curriculum post holders in partnership with SLT link to monitor the performance of their team against these expectations and to intervene to secure consistency.

### Classroom procedure

In all lessons;

- The teacher will greet students at the classroom door at the start of the lesson.
- Students remove outdoor clothing; coats, scarves, hats and gloves.
- A register is taken at the start of the lesson.
- A purple referral form will be completed when students are found to have been absent from a lesson when present on that day.
- A student who is absent more than twice in a half term will be referred to the Post 16 office using a purple referral slip.

### Teaching and Learning

In all lessons;

- There is a scheme of work which follows the agreed school format.
- Learning objectives are displayed and explained at the start of the lesson and referred to in the plenary.
- There is a clear structure which incorporates a variety of teaching and learning styles.
- Homework is explained clearly, deadlines set and students are given time to record homework in personal organisers.

### Monitoring progress

In all lessons;

- Learning objectives are used as the focus for assessing student progress during lessons.
- Criteria for assessment are given and explained at the start of any task.
- Written feedback is used to show students how to improve their performance against assessment criteria and is returned promptly.
- Grading criteria are explained to students with the help of exemplars and used in reviewing assessments.
- Persistent underachievement is referred to the CTL and then to Post 16 office.

When Progress Review is taking place;

- Student's record attainment, ATL grades and codes and target grades and these are explained.
- SMART targets for zero grades are given to students, recorded in personal organisers and students are encouraged to make progress towards their targets.

### Student Handbook

The handbook should include;

- Details of the specification including Awarding Body, specification title and code, and modules to be studied.
- Learning objectives from the specification.
- Assessment framework including length, number and format of examinations.
- Grading criteria.
- Useful resources and websites.

## Expectations for Post 16 Lessons

### Other resources;

- Links to key resources and assessment material on the awarding body's website.
- Study skills which are specific to the subject.
- Programme of induction activities.
- How to succeed in exams guidance.
- Review sheet proforma.
- Exemplars of work to illustrate Grading Criteria.
- Progress record for each topic.
- Folders check proforma.
- Glossary of terms.

### The handbook should be used regularly to;

- Support the basis of the induction programme.
- Provide guidance to students on assessment.
- Record detailed feedback and review information.
- Support independent study including homework.
- Provide a reference point for information about the specification.

### When a Progress Review is taking place;

- Students will record attainment, ATL grades, codes and targets in their personal organiser.
- SMART targets are recorded in personal organisers using the Individual Students Report and students are encouraged to make progress towards their targets.

### Communication

#### On a daily basis you must:

- **Check the week ahead slide and for new notices in the Post 16 office, the study and the common room.**
- Check your email and respond quickly to any messages as appropriate.  
You should use your email to contact the Post 16 team should the need arise:  
Mr Harding (hardingb@allertonhigh.org.uk) Director Post 16 / Assistant Head  
Mrs Tidman (tidmana@allertonhigh.org.uk) Post 16 Manager  
Mrs Brookes (brookew@allertonhigh.org.uk) Senior PA, Post 16  
Mrs Merckel (merckeej@allertonhigh.org.uk) Academic Mentor
- **Listen out for, and respond to, any relevant tannoy messages**

N.B. It is your responsibility to inform Mrs Brookes, in writing, of any changes to the personal data / contact details we have for you. This includes addresses, email and telephone numbers.

#### On a weekly basis:

- Attend Tuesday and Thursday coaching sessions, personal development and planned meetings as directed; be prompt and prepared.

#### On a regular basis:

- Attend coaching at 12.50pm as required and your 1 to 1 as allocated.  
N.B Your coach will investigate any non-attendance and a follow up parent call home will be made as appropriate.
- Attend the Post 16 assembly promptly after first registering with your coach. There is always an assembly the first and last week of each half term; others may be added as required.  
Check for time / venue which may change.

## Attendance

Attendance plays a vital role in student success at Post 16.

**Government statistics show that a total absence of three weeks over the course of one year reduced your chance of achieving your target grades by 18%. A total absence of 5 weeks reduces the chance of achieving the target grades by a third!**

Students are required to bring in absence notes to cover any absences. You should phone in, or arrange for your parent/carer to call in for you on the first morning to report the absence.

### **Holiday Absence**

The school does not authorise absence for holiday leave.

### **Signing in/out**

You must sign in at the Post 16 office when you are on site but not going straight to a lesson.

You **must** remember to sign out at the Post 16 office, whenever you leave school other than at the end of the school day. This is to comply with health and safety regulations, and emergency evacuation procedures.

## Dress Code for Sixth Form Students

First impressions are very important. Clothing and appearance should not reflect the extremes of fashion. You are role models in school, and so whilst we want you to be comfortable we also want to maintain a reasonable atmosphere for all. As such, the basic rules are:

- Smart - no ripped clothing
- Sensible footwear, i.e. safe and low heels
- Limit bare flesh on display please! Therefore: Short skirts, strapless tops and bare midriffs are not acceptable
- Shorts and other leisure wear are not permitted
- No T-shirts with obscene slogans or messages are permitted
- No head garments (except those worn for religious or cultural or medical reasons)
- No visible tattoos
- No excessive jewellery or piercings

Please be aware if we deem your dress code as inappropriate, you may be asked to go home and change.



## Mobile Phones and Personal Stereos

Mobile phones must be switched off and out of sight at all times during lessons to ensure they do not affect your learning or that of others. Interruption of teaching is unacceptable.

The school bears no responsibility for loss, theft or damage to any valuables, including electronic equipment.

Mobile phones and MP3 players not turned off as directed or used inappropriately are liable to be confiscated. Ear pods / headphones are to be removed whilst in lessons and walking around the building.



## ICT Acceptable Use Policy – phil

### (Information Communication Technology)

The School Computer Network is provided to support your education within the school. We expect all students to understand and follow a few simple rules when using the School Network. These rules are as follows:

- You must only use the computers for school related work or for activities authorised by a member of staff.
- You must not install any software on the Network. This includes screensavers and games.
- You must not use anyone else's username to log on to the Network and you must not tell anyone else your password.
- You must not eat and drink in the computer rooms. You may only use the Internet when there is a member of staff in the room.
- When accessing the Internet you must not try to access anything that is unlawful, obscene or abusive. If you come across such information accidentally you should turn off the computer monitor and quietly tell a member of staff.
- You must not use the Internet for buying or selling goods.
- You must not log on to chat sites/social networking sites on the Internet.
- You should only send emails using your Office 365 account.
- When using email you must not send any message that is harmful, offensive or abusive to other people.
- You must not disconnect peripherals (e.g. headphones or mouse) or plug memory sticks into the back of machines.
- You must not save media files in your user space.

If you break these rules you will lose the right to use the computers.

The computers are monitored by Network surveillance and we can and do check on what students do on the Network including which Internet sites you visit. Please do not feel offended by this. The aim is to give you as much freedom as possible to use the Network properly and to prevent other people from spoiling this facility.

Our school promotes safe use of the Internet. For further information on safe Internet use at home log on to: [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)

Student: \_\_\_\_\_

Date: \_\_\_\_\_

## Internet Safety

### Safe Surfing

Remember the Internet can be fun and educational but it can also be very dangerous. Your ICT use and Internet usage will be monitored whilst you are at school.

### Safety on the Net

- The Internet allows people to communicate anonymously – you can never tell if the person you are speaking to is who they say they are.
- Males and females are equally at risk.
- Do not give out personal information like your surname, address, phone number or a picture, to anyone.
- Don't ever pretend to be someone or something you are not.
- Even if you receive a picture, it may not be real – it could be a photo of someone else and not the person you are speaking to.
- Do not respond to any messages that are mean or make you feel uncomfortable in any way: you must tell an adult if this happens.
- Do not access areas that you know you should not – if you find yourself in an "Adults Only" area then leave. There are plenty of good student sites.
- Do not send any messages that will hurt or upset the person they are sent to.

**WE ADVISE YOU DO NOT MEET UP WITH SOMEONE YOU HAVE ONLY MET 'VIRTUALLY'. If you do decide to meet up then do not go alone, always stay contactable and tell others of your plans.**

Network Username: \_\_\_\_\_

Email: \_\_\_\_\_

### Consent for Web Publication of Work and Photographs.

I agree that, if selected, my work may be published on the school website, and/or intranet. I also agree that photographs, podcasts, blogs and other electronic media projects, that include me, may be published for educational and publicity purposes, in line with school requirements.

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

Coach: \_\_\_\_\_ Date: \_\_\_\_\_

## Assessment and Reporting Policy

### **Students should expect to have:**

- A challenging target level or grade for each subject at the beginning of the academic year.
- Learning Objectives given at the beginning of every lesson and reviewed at the end.
- Exercise books or folders marked regularly with an explanation of what the marking means.
- A written comment about the strengths of work done, together with a SMART target showing how to improve it, each half term.
- A level or grade for a piece of work at least once a half term.
- Opportunities to self and peer assess work.

### **Parents/Carers should expect:**

- To receive a copy of the target grades issued in September.
- A letter including Target, Attainment and 'Attitude to Learning' grades and codes at least once a term.
- An Annual Report including Target, Attainment & 'Attitude to Learning' grades and codes, a 'Teacher Comment' and 'Actions for improvement'.
- Guidance on how a student can get back on track if a '0' code is given.
- A meeting with a mentor if a student receives 2 or more '0's
- An annual Subject Consultation Evening.

### **How targets are set:**

- Targets are based on GCSE results only (not equivalents) and are intended to be challenging.
- Targets are for the end of the course and are amended by the teacher where necessary to ensure an appropriate level of challenge is maintained.

### **Attitude to Learning**

0/1/2/3 Progress Review

		0	1	2	3
		Disengaged	Coasting	Engaged	Enquiring
		Serious concerns exist about your approach inside and outside the classroom.	Concerns exist about your approach.	You are making progress.	Your approach is excellent inside and outside the classroom.
		Your place on the course is in danger, it is vital to ensure your approach changes.	You should address your areas of weakness as you are not fulfilling your potential.	You are on the right track and working well but could take more responsibility for driving your own progress.	You should be proud of your approach and are on track to fulfil your potential.
Engagement in lessons	Focus in Lessons	You are distracted in class and rarely give full attention to work set.	You are sometimes distracted in class. You generally complete work set, although sometimes this lacks your full attention.	You are engaged in class. You usually carry out work set with your full attention.	You are thoroughly engaged in class and are always fully focussed on the work set.
	Contribution to Lessons	You do not engage well in discussion or group work.	You are quiet in class and are often a passenger in group work.	You are happy to contribute to class discussion and take an active part in group work.	You are an active and thoughtful member of the group and a mature and focussed participant in group.
	Attendance and Punctuality.	Serious concerns exist over your attendance and punctuality. You rarely is ever make an effort to catch up on work missed.	Some concerns exist about your attendance and punctuality. You sometimes catch up on work missed.	Your attendance and punctuality are good. You usually catch up on work missed.	Your attendance and punctuality are excellent. If you miss lessons you always catch up on work.
Organisation and independent learning	Homework	You often miss deadlines and your completed work is often rushed and of poor quality.	You sometimes miss deadlines and /or work can lack effort or appear rushed.	You rarely miss deadlines and work shows care.	You always meet deadlines with work that shows real care and attention to detail.
	Organisation	Your folder and book work are disorganised and you do not take responsibility for coming to class ready to learn	Although you make basic attempts at organisation it lacks thought or care. You sometimes come to class without being ready to learn.	Your folder and book work are organised and you usually come to class fully ready to learn.	Your folder and book work are thoroughly organised and you always arrive to class fully ready to learn.
	Independent Study	There is little evidence of independent learning to support your class and homework.	There is limited evidence of independent learning to support your class and homework.	There is clear evidence that you take responsibility for ensuring that actions are taken to secure learning outside of lessons.	You have a thirst for learning beyond the classroom. You use a range of resources and there is evidence of research beyond the curriculum.
Seeking help and responding to challenge	Seeking and using feedback	You rarely if ever ask for help when stuck.	You rarely ask for help and there is limited evidence of actions taken in response to feedback given.	You ask for help and there is evidence of actions taken in response to feedback given.	You always ask for help us unsure and there is clear evidence of feedback being used reflectively to improve.
	Responding to Challenge	You do not enjoy challenge and always give up too easily if you find work difficult.	You do not enjoy challenge and often give up too easily if you find work difficult.	You work hard to overcome areas that you find difficult, but still sometimes give up too easily.	You never give up when challenged, and enjoy tackling difficult work.

Progress Reviews (Targets and Attainment) and Attitude to Learning

		Date:			
		Subject	Benchmark Attainment	Predicted Grade	0*/1/2/3
Progress view 1 November	1				
	*	SMART TARGET:			
	2				
	*	SMART TARGET:			
	3				
	*	SMART TARGET:			
	4				
	*	SMART TARGET:			
Comments:					

**Progress Reviews (Targets and Attainment) and Attitude to Learning**

<b>Progress Review 2 February</b>	<b>Date:</b>				
		<b>Subject</b>	<b>Benchmark Attainment</b>	<b>Predicted Grade</b>	<b>0*/1/2/3</b>
	1				
	*	<b>SMART TARGET:</b>			
	2				
	*	<b>SMART TARGET:</b>			
	3				
	*	<b>SMART TARGET:</b>			
	4				
	*	<b>SMART TARGET:</b>			
<b>Comments:</b>					

**Progress Reviews (Targets and Attainment) and Attitude to Learning**

<b>Progress Review 3 March</b>	<b>Date:</b>				
		<b>Subject</b>	<b>Benchmark Attainment</b>	<b>Predicted Grade</b>	<b>0*/1/2/3</b>
	1				
	*	<b>SMART TARGET:</b>			
	2				
	*	<b>SMART TARGET:</b>			
	3				
	*	<b>SMART TARGET:</b>			
	4				
	*	<b>SMART TARGET:</b>			
<b>Comments:</b>					

Calculate your Ucas Tariff points

A-Levels and Highers Ucas Points					
	A- levels	AS levels	EPQ	Scottish Highers	Advanced Highers
A*	56		28		
A	48	20	24	33	56
B	40	16	20	27	48
C	32	12	16	21	40
D	24	10	12	15	32
E	16	6	8		

BTEC Nationals: (first taught September 2016) Ucas Points					
National Extended Certificate		National Diploma		National Extended Diploma	
D*	56	D*D*	112	D*D*D*	168
D	48	D*D	104	D*D*D	160
M	32	DD	96	D*DD	152
P	16	DM	80	DDD	144
		MM	64	DDM	128
		MP	48	DMM	112
		PP	32	MMM	96
				MMP	80
				MPP	64
				PPP	48
(D) distinction (M) merit (P) pass					

## Notable Achievements - Autumn Term

September - December

<b>Subjects</b> <small>(e.g. homework, test and coursework results)</small>			
<b>General</b> <small>(e.g. certificates, awards, punctuality, attendance)</small>			
<b>Out of Class</b> <small>(e.g. sport, music, clubs, fitness, hobbies)</small>			
<b>Out of School</b> <small>(e.g. volunteering, charity work, skill, work training, helping at home)</small>			

**Personal Goals for Spring Term (January - April)**  
- Things I want/need to achieve

Goal	Action Point	Deadline for Achieving	Sources of Help/Support
1			
2			

## Notable Achievements - Spring Term

January - April

<b>Subjects</b> <small>(e.g. homework, test and coursework results)</small>			
<b>General</b> <small>(e.g. certificates, awards, punctuality, attendance)</small>			
<b>Out of Class</b> <small>(e.g. sport, music, clubs, fitness, hobbies)</small>			
<b>Out of School</b> <small>(e.g. volunteering, charity work, skill, work training, helping at home)</small>			
<b>Personal Goals for Summer Term (May - July)</b> <b>- Things I want/need to achieve</b>			
<b>Goal</b>	<b>Action Point</b>	<b>Deadline for Achieving</b>	<b>Sources of Help/Support</b>
1			
2			

## Notable Achievements - Summer Term

**May - July**

<b>Subjects</b> <small>(e.g. homework, test and coursework results)</small>			
<b>General</b> <small>(e.g. certificates, awards, punctuality, attendance)</small>			
<b>Out of Class</b> <small>(e.g. sport, music, clubs, fitness, hobbies)</small>			
<b>Out of School</b> <small>(e.g. volunteering, charity work, skill, work training, helping at home)</small>			

**Personal Goals for Autumn Term (September - October)**  
**- Things I want/need to achieve**

Goal	Action Point	Deadline for Achieving	Sources of Help/Support
1			
2			

## 1 to 1 Tutorial Record and Overview of Meeting

Term: 1 a	Date:	Meeting number:
Update on action to be taken from last 1 to 1:		
Progress Review number <input type="checkbox"/> Discussion/Comments		
Attendance last 1 to 1	%	Current attendance
		%
Punctuality	Red Slips	
Personal Achievement/Enhancement/Build My Skills (BMS)/V50/V100		
Other: (e.g. Use of Personal Organiser; future plans, etc.)		
Action to be taken by next 1 to 1:		
Signed Student:	Signed Coach:	

## 1 to 1 Tutorial Record and Overview of Meeting

<b>Term: 1 b</b>	<b>Date:</b>	<b>Meeting number:</b>
<b>Update on action to be taken from last 1 to 1:</b>		
<b>Progress Review number</b> <input type="checkbox"/> <b>Discussion/Comments</b>		
<b>Attendance last 1 to 1</b> %	<b>Current attendance</b> %	
<b>Punctuality</b>	<b>Red Slips</b>	
<b>Personal Achievement/Enhancement/Build My Skills (BMS)/V50/V100</b>		
<b>Other: (e.g. Use of Personal Organiser; future plans, etc.)</b>		
<b>Action to be taken by next 1 to 1:</b>		
<b>Signed Student:</b>	<b>Signed Coach:</b>	

## 1 to 1 Tutorial Record and Overview of Meeting

Term: 2 a	Date:	Meeting number:
Update on action to be taken from last 1 to 1:		
Progress Review number <input type="checkbox"/> Discussion/Comments		
Attendance last 1 to 1	%	Current attendance
		%
Punctuality	Red Slips	
Personal Achievement/Enhancement/Build My Skills (BMS)/V50/V100		
Other: (e.g. Use of Personal Organiser; future plans, etc.)		
Action to be taken by next 1 to 1:		
Signed Student:	Signed Coach:	

## 1 to 1 Tutorial Record and Overview of Meeting

<b>Term: 2 b</b>	<b>Date:</b>	<b>Meeting number:</b>
<b>Update on action to be taken from last 1 to 1:</b>		
<b>Progress Review number</b> <input type="checkbox"/> <b>Discussion/Comments</b>		
<b>Attendance last 1 to 1</b> %	<b>Current attendance</b> %	
<b>Punctuality</b>	<b>Red Slips</b>	
<b>Personal Achievement/Enhancement/Build My Skills (BMS)/V50/V100</b>		
<b>Other: (e.g. Use of Personal Organiser; future plans, etc.)</b>		
<b>Action to be taken by next 1 to 1:</b>		
<b>Signed Student:</b>	<b>Signed Coach:</b>	

## 1 to 1 Tutorial Record and Overview of Meeting

<b>Term:</b> 3 a	<b>Date:</b>	<b>Meeting number:</b>
<b>Update on action to be taken from last 1 to 1:</b>		
<b>Progress Review number</b> <input type="checkbox"/> <b>Discussion/Comments</b>		
<b>Attendance last 1 to 1</b> %	<b>Current attendance</b> %	
<b>Punctuality</b>	<b>Red Slips</b>	
<b>Personal Achievement/Enhancement/Build My Skills (BMS)/V50/V100</b>		
<b>Other: (e.g. Use of Personal Organiser; future plans, etc.)</b>		
<b>Action to be taken by next 1 to 1:</b>		
<b>Signed Student:</b>	<b>Signed Coach:</b>	

## 1 to 1 Tutorial Record and Overview of Meeting

<b>1 to 1 Tutorial Record and Overview of Meeting</b>			
<b>Term:</b> 3 b	<b>Date:</b>	<b>Meeting number:</b>	
<b>Update on action to be taken from last 1 to 1:</b>			
<b>Progress Review number</b> <input type="checkbox"/> <b>Discussion/Comments</b>			
<b>Attendance last 1 to 1</b>	%	<b>Current attendance</b>	%
<b>Punctuality</b>		<b>Red Slips</b>	
<b>Personal Achievement/Enhancement/Build My Skills (BMS)/V50/V100</b>			
<b>Other: (e.g. Use of Personal Organiser; future plans, etc.)</b>			
<b>Action to be taken by next 1 to 1:</b>			
<b>Signed Student:</b>		<b>Signed Coach:</b>	

## 1 to 1 Tutorial Record and Overview of Meeting

<b>Date:</b>	<b>Meeting number:</b>
<b>Update on action to be taken from last 1 to 1:</b>	
<b>Progress Review number</b> <input type="checkbox"/> <b>Discussion/Comments</b>	
<b>Attendance last 1 to 1</b> %	<b>Current attendance</b> %
<b>Punctuality</b>	<b>Red Slips</b>
<b>Personal Achievement/Enhancement/Build My Skills (BMS)/V50/V100</b>	
<b>Other: (e.g. Use of Personal Organiser; future plans, etc.)</b>	
<b>Action to be taken by next 1 to 1:</b>	
<b>Signed Student:</b>	<b>Signed Coach:</b>

## 1 to 1 Tutorial Record and Overview of Meeting

Date:	Meeting number:
Update on action to be taken from last 1 to 1:	
Progress Review number <input type="checkbox"/> Discussion/Comments	
Attendance last 1 to 1                      %	Current attendance                      %
Punctuality	Red Slips
Personal Achievement/Enhancement/Build My Skills (BMS)/V50/V100	
Other: (e.g. Use of Personal Organiser; future plans, etc.)	
Action to be taken by next 1 to 1:	
Signed Student:	Signed Coach:

Notes

# Personal Diary 2021/2022

Why should we still study Shakespeare today?

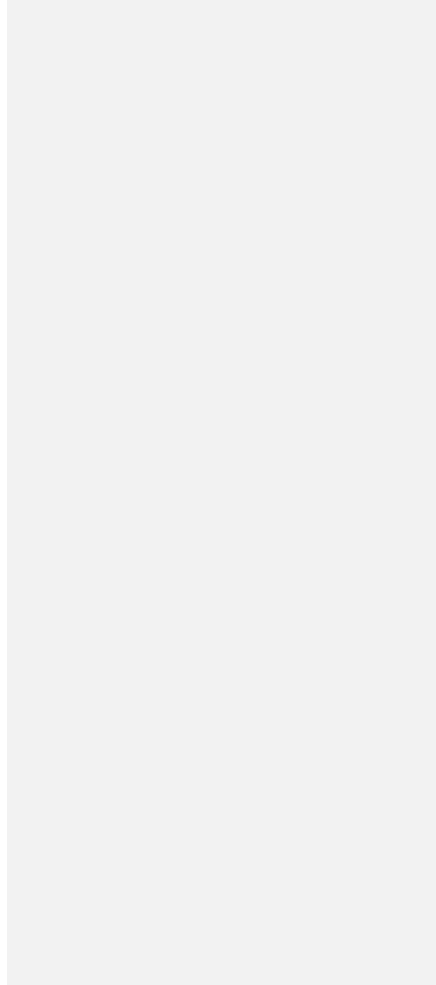
# September 2021

Monday 6

Week 1

Tuesday 7

Wednesday 8

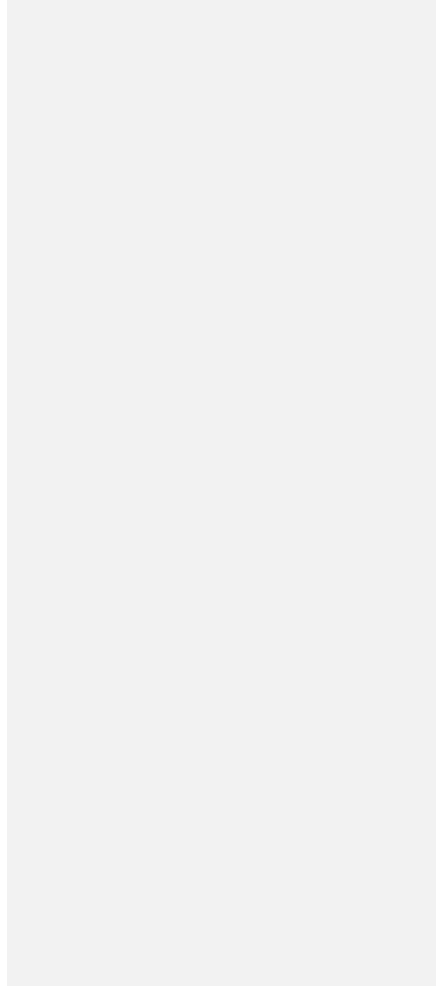


☐ Thursday 9

☐ Friday 10

● Saturday 11

● Sunday 12



If you could change the course of history,  
would you?

# September 2021

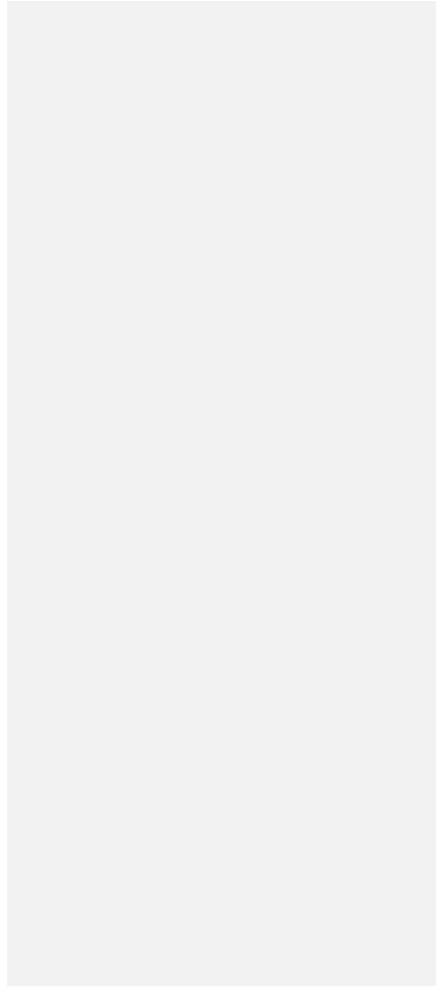
Monday 13

Week 2

Tuesday 14

Wednesday 15

2

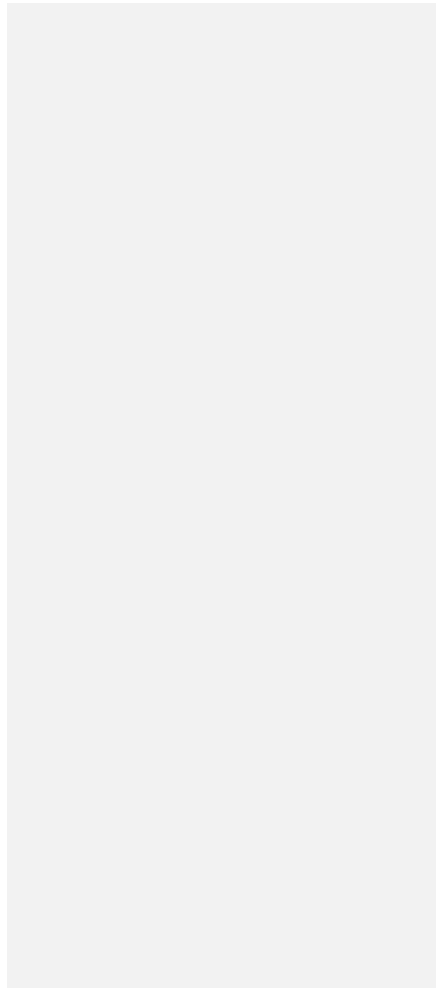


☐ Thursday 16

☐ Friday 17

● Saturday 18

● Sunday 19



Who are society's real heroes/heroines?

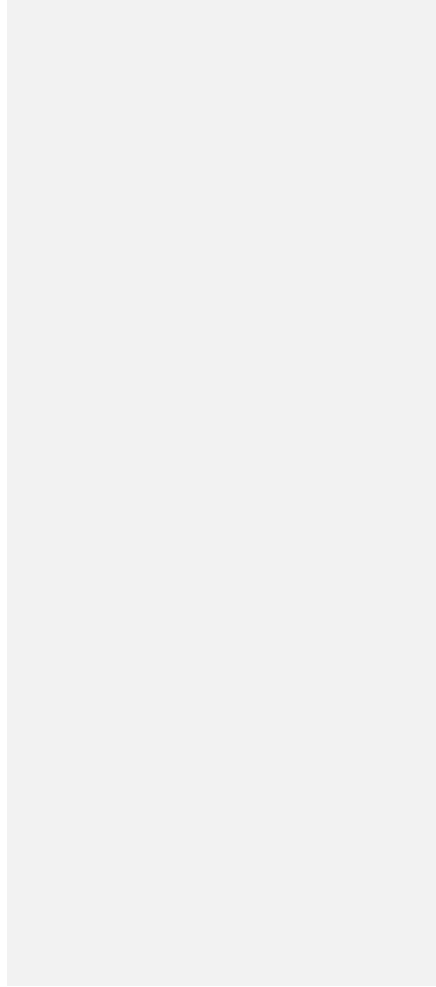
# September 2021

Monday 20

Week 1

Tuesday 21

Wednesday 22

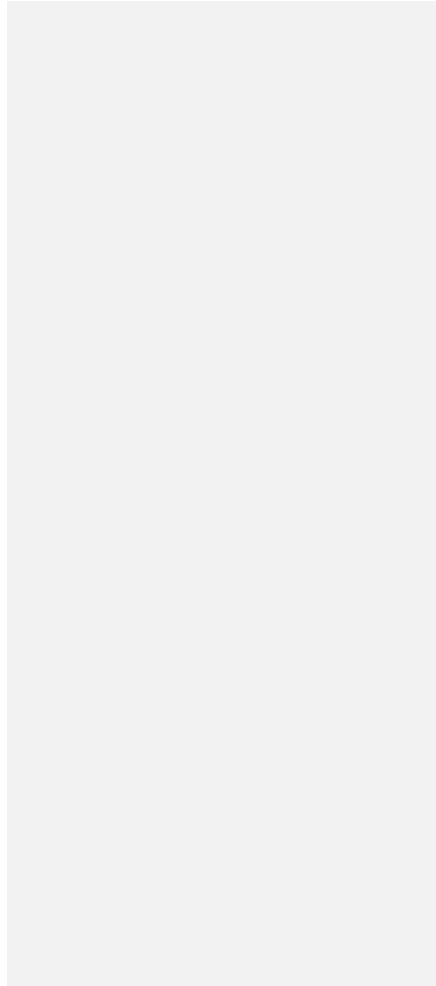


☐ Thursday 23

☐ Friday 24

● Saturday 25

● Sunday 26



Does committing a crime always make you a criminal?

# September 2021

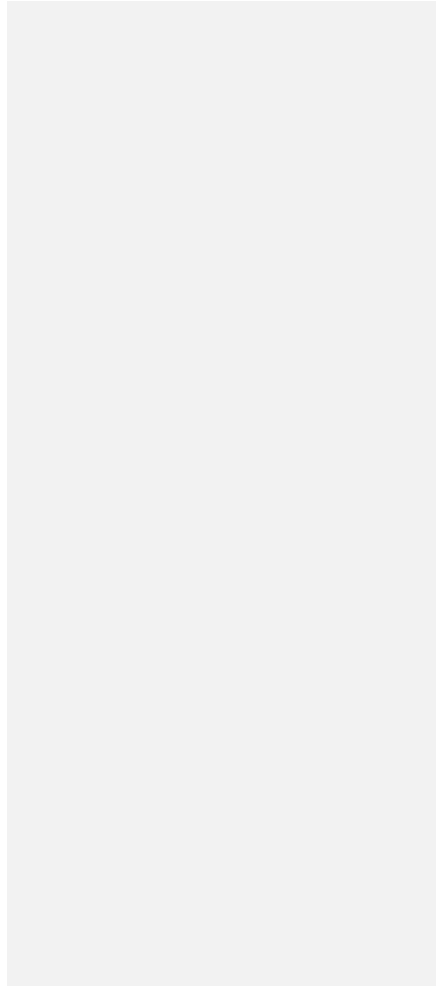
Monday 27

Week 2

Tuesday 28

Wednesday 29

2

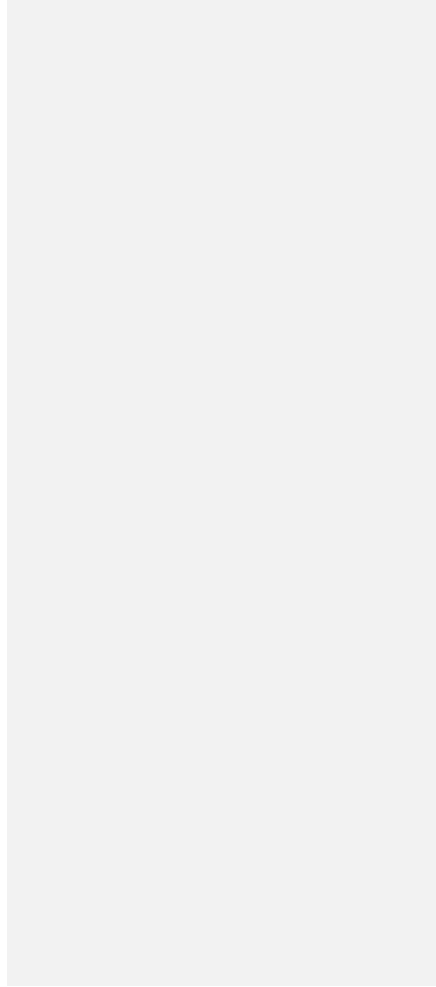


○ Thursday  
30

○ Friday 1

● Saturday 2

● Sunday 3



Would we be able to stop using technology?

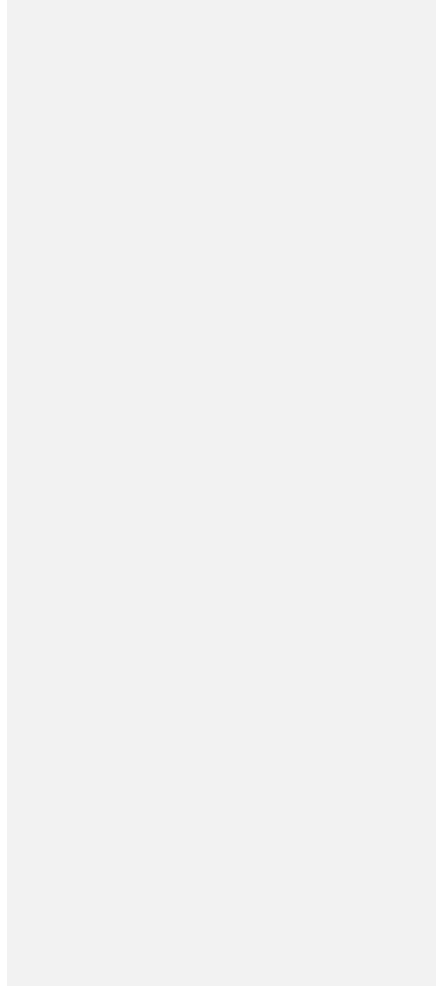
# October 2021

Monday 4

Week 1

Tuesday 5

Wednesday 6

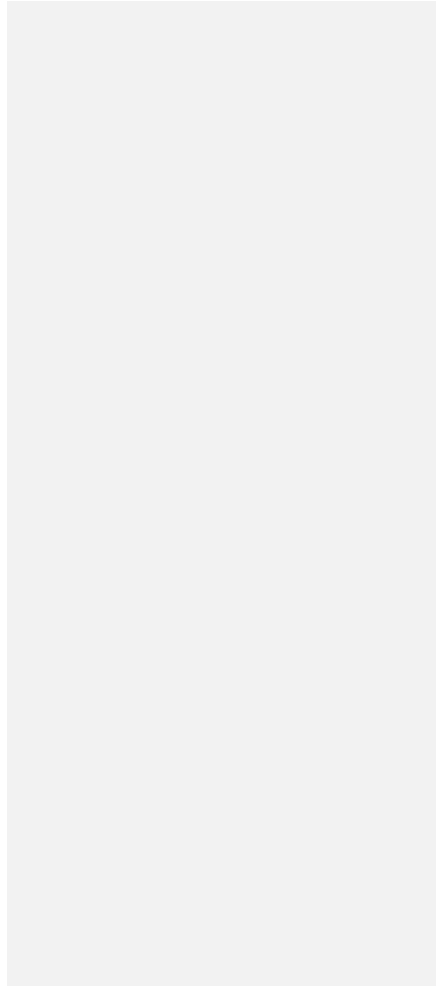


○ Thursday 7

○ Friday 8

● Saturday 9

● Sunday 10



Does listening to music help us concentrate or does it distract us?

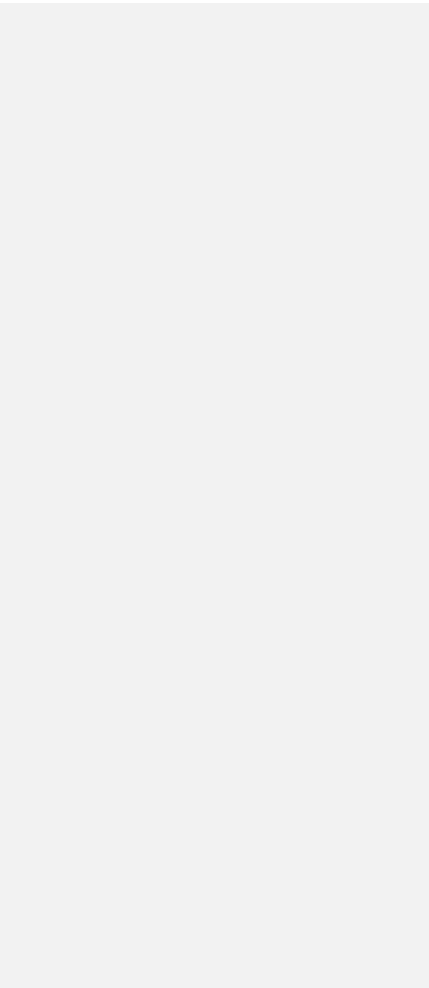
# October 2021

Week 2

Monday 11

Tuesday 12

Wednesday 13

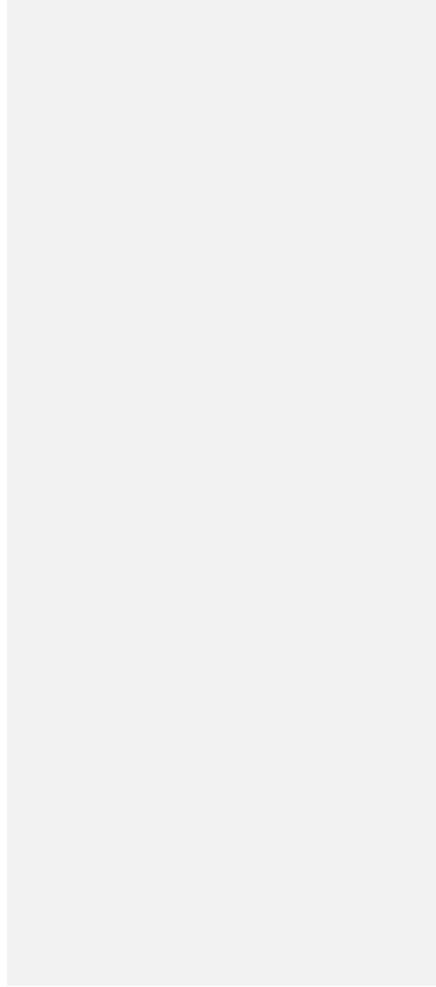


☐ Thursday 14

☐ Friday 15

● Saturday 16

● Sunday 17



Is it important to have a hobby?

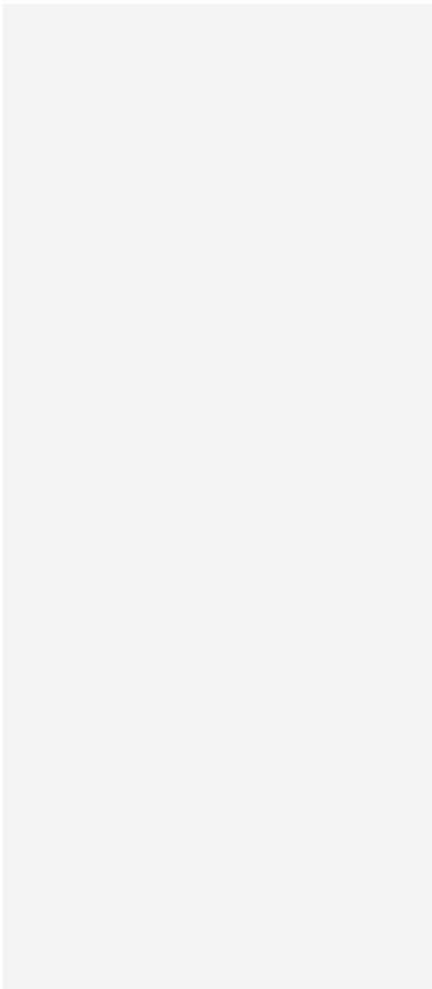
# October 2021

Monday 18

Week 1

Tuesday 19

Wednesday 20

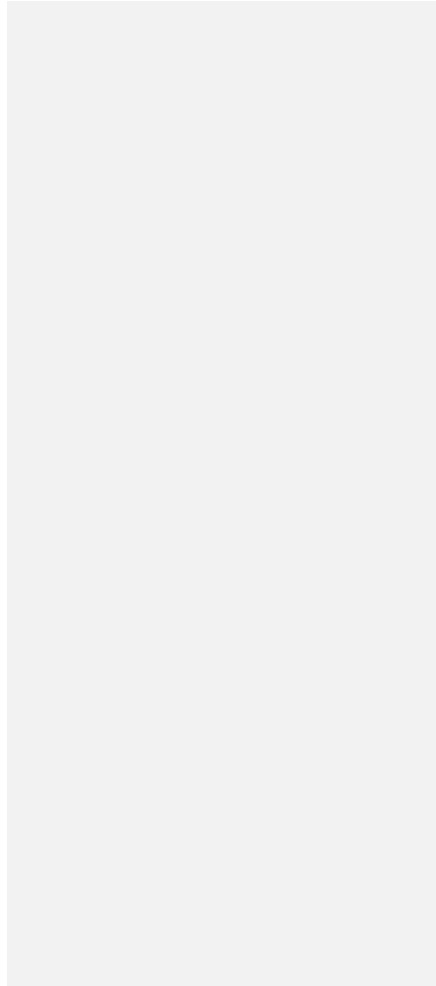


☐ Thursday 21

☐ Friday 22

● Saturday 23

● Sunday 24



Do people deserve a second chance?

# November 2021

Monday 1

Week 2

Tuesday 2

Wednesday 3



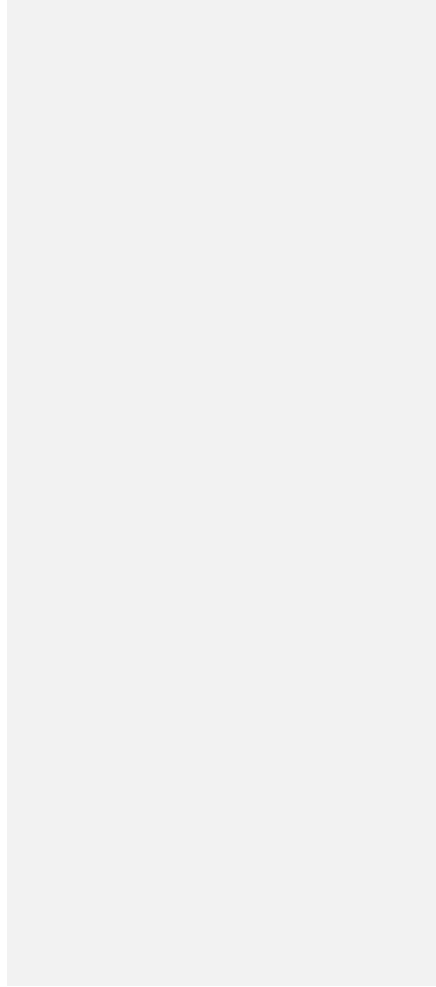
2

☐ Thursday 4

☐ Friday 5

● Saturday 6

● Sunday 7



Are obsession and addiction the same thing?

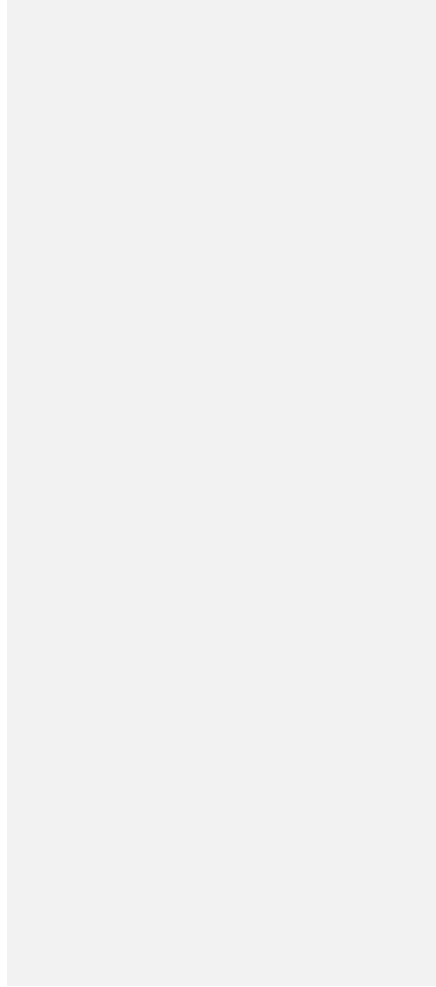
# November 2021

Monday 8

Week 1

Tuesday 9

Wednesday 10

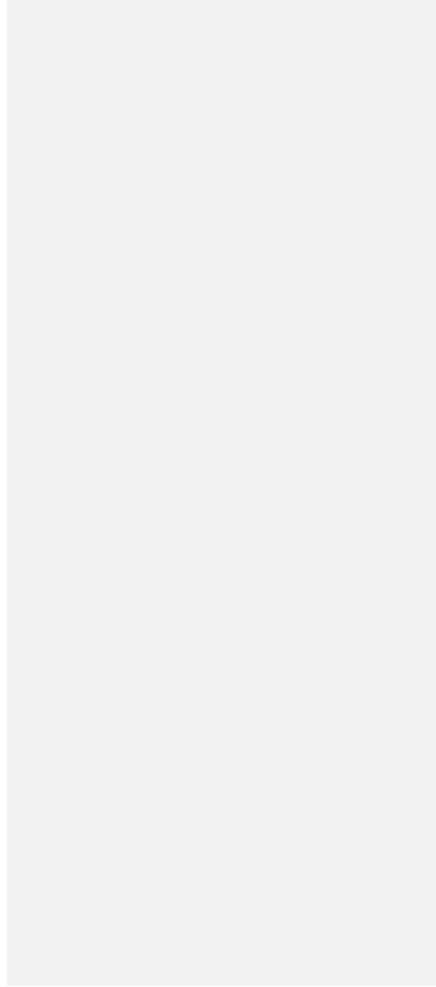


○ Thursday 11

○ Friday 12

● Saturday 13

● Sunday 14



Who would you swap bodies with for a day if you could?

# November 2021

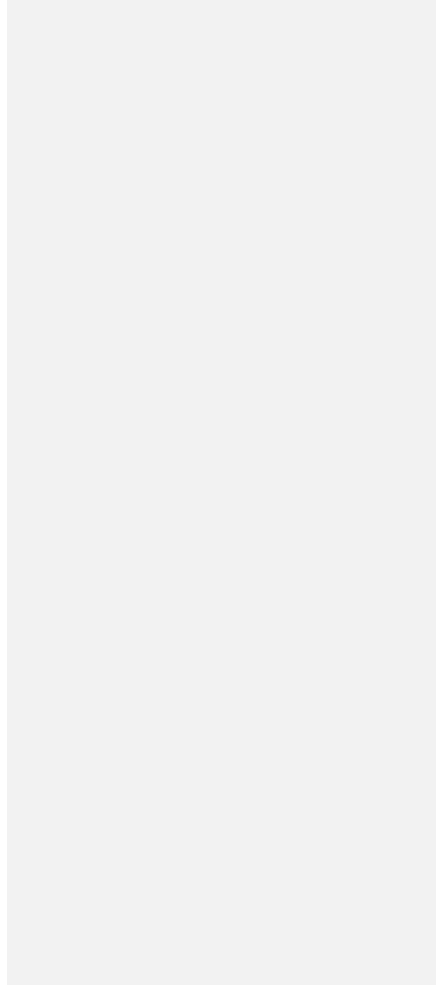
Week 2

Monday 15

Tuesday 16

Wednesday 17

2

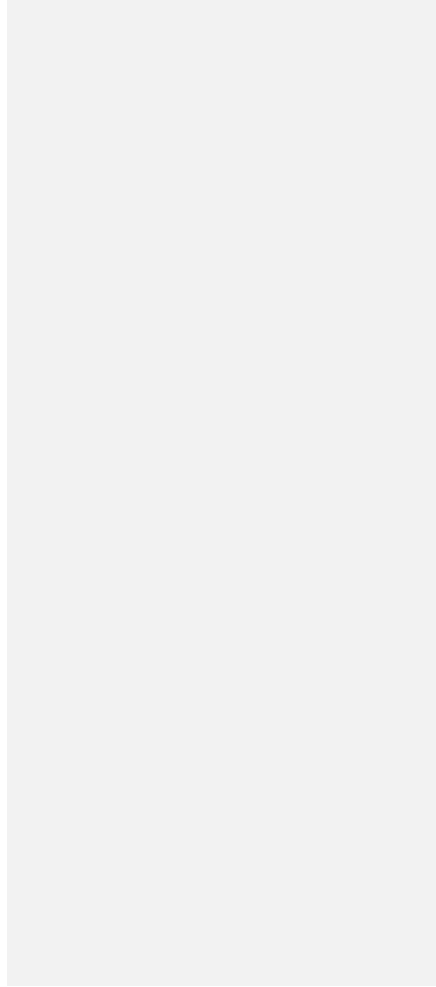


☉ Thursday 18

☉ Friday 19

☉ Saturday 20

☉ Sunday 21



What is the healthiest sport?

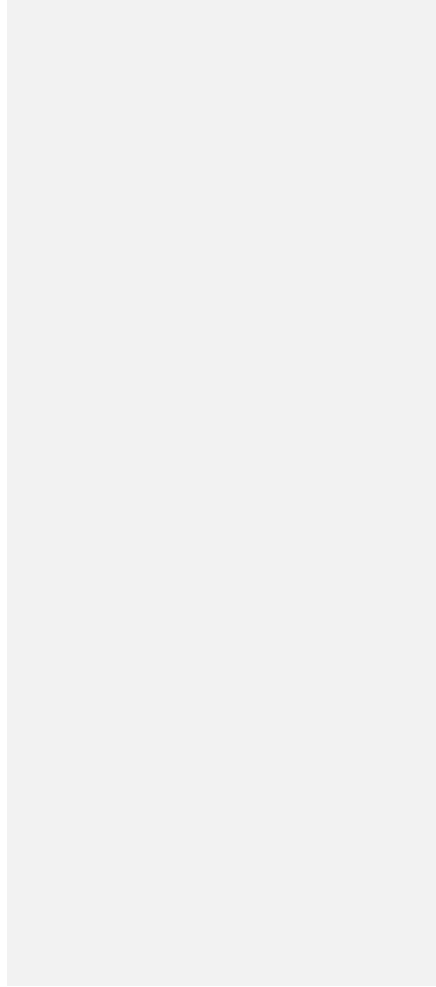
# November 2021

Monday 22

Week 1

Tuesday 23

Wednesday 24

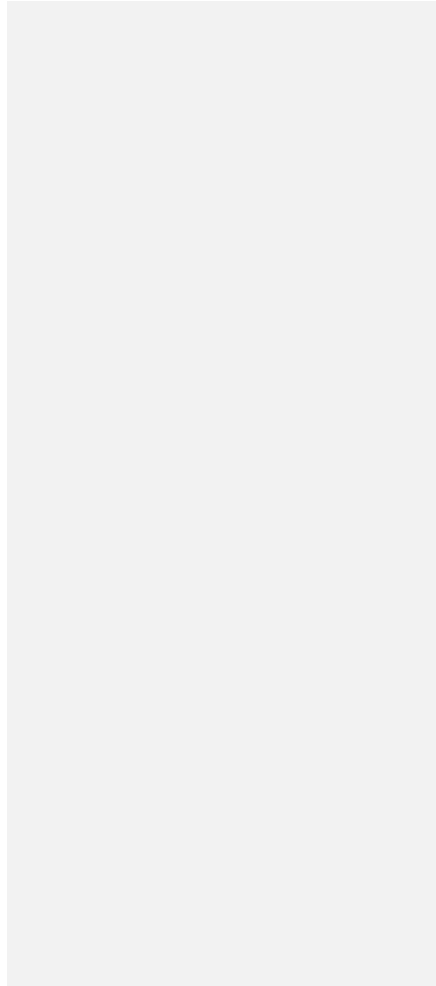


☐ Thursday 25

☐ Friday 26

● Saturday 27

● Sunday 28



Is it ok to edit DNA?

# November 2021

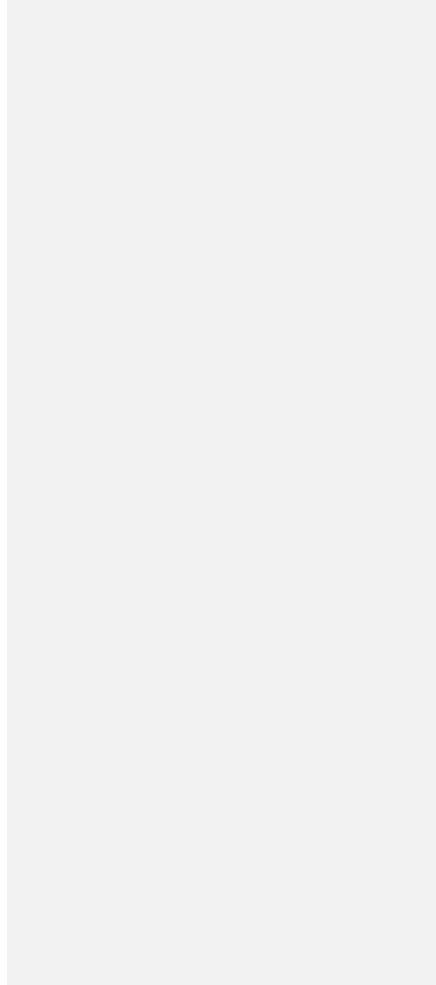
Week 2

Monday 29

Tuesday 30

Wednesday 1

2

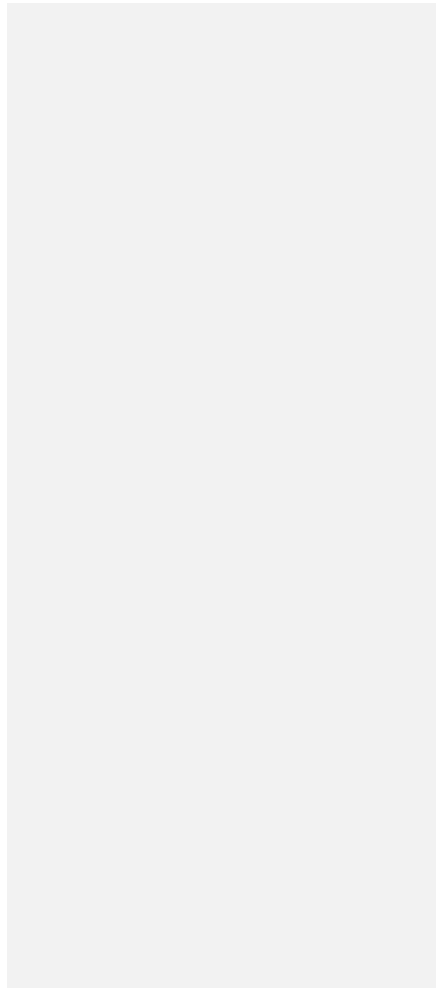


☐ Thursday 2

☐ Friday 3

● Saturday 4

● Sunday 5



Is it necessary to wear school uniform?

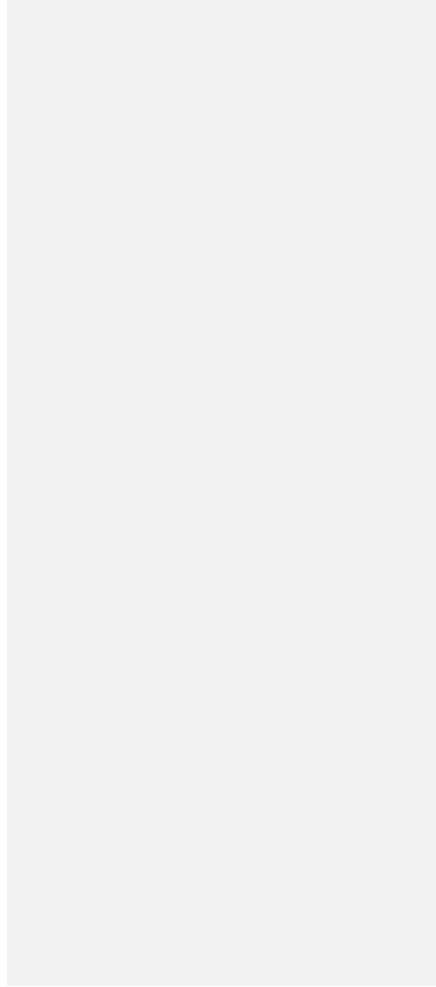
# December 2021

Monday 6

Week 1

Tuesday 7

Wednesday 8

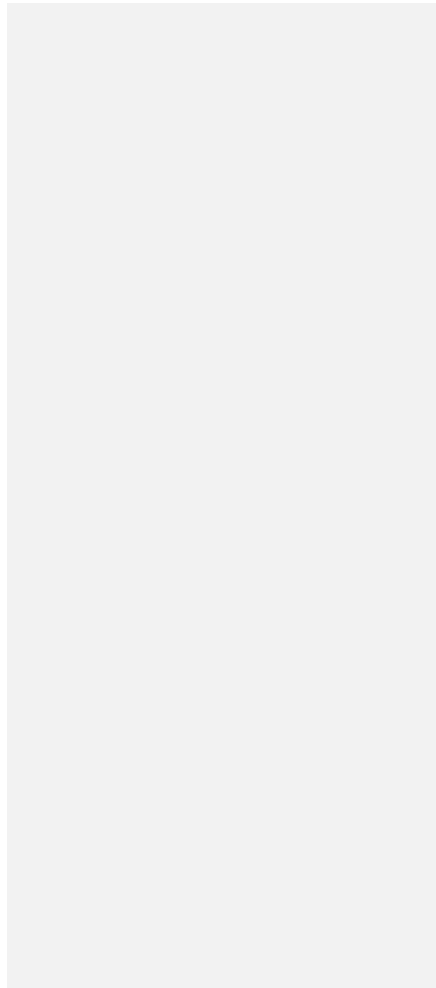


☐ Thursday 9

☐ Friday 10

● Saturday 11

● Sunday 12



Are perfectionism and flawlessness the same thing?

# December 2021

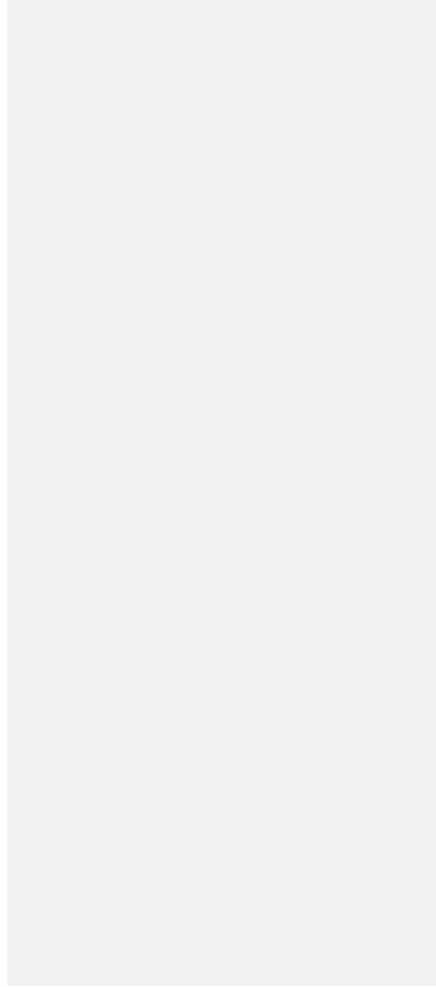
Monday 13

Week 2

Tuesday 14

Wednesday 15

2

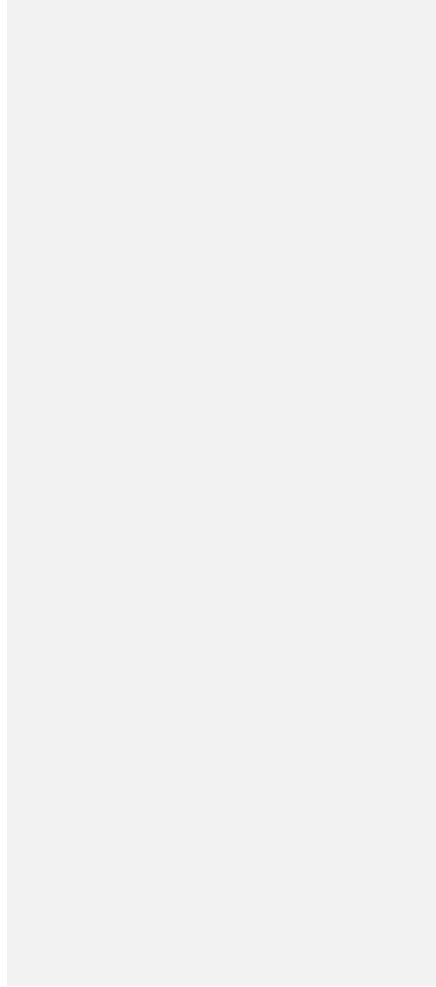


☐ Thursday 16

☐ Friday 17

● Saturday 18

● Sunday 19



Should the Olympic Games feature more sports?

# January 2022

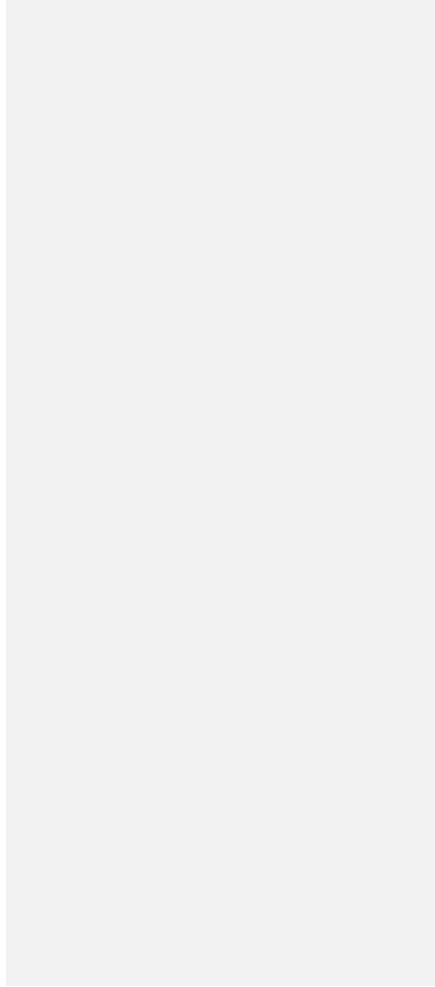
Monday 3

Tuesday 4

Wednesday 5

Week 1

1

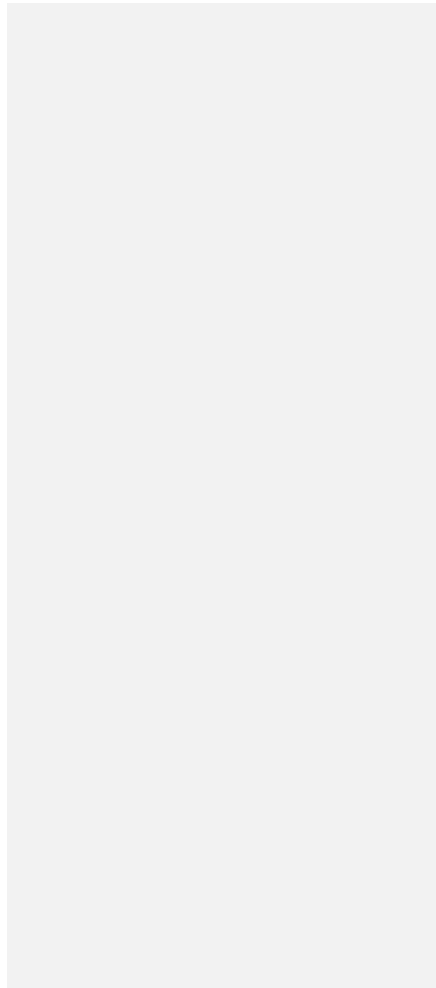


☐ Thursday 6

☐ Friday 7

● Saturday 8

● Sunday 9



Is false advertising the same as fraud?

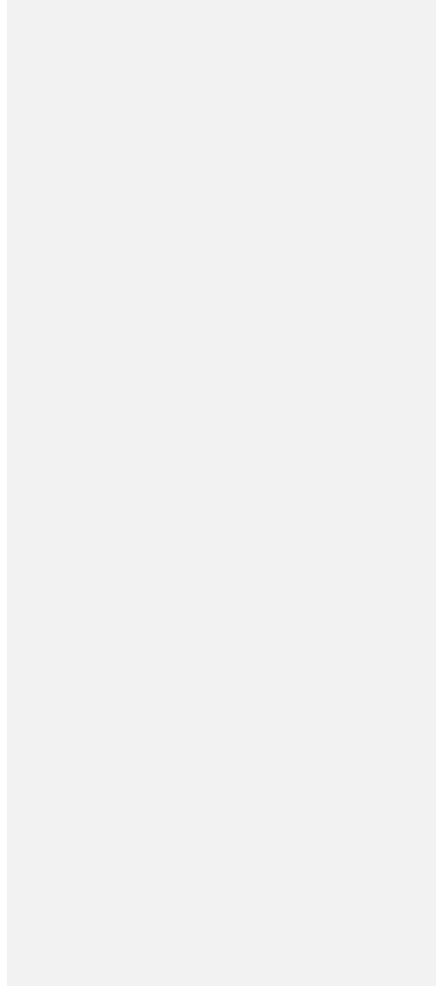
# January 2022

Monday 10

Week 2

Tuesday 11

Wednesday 12

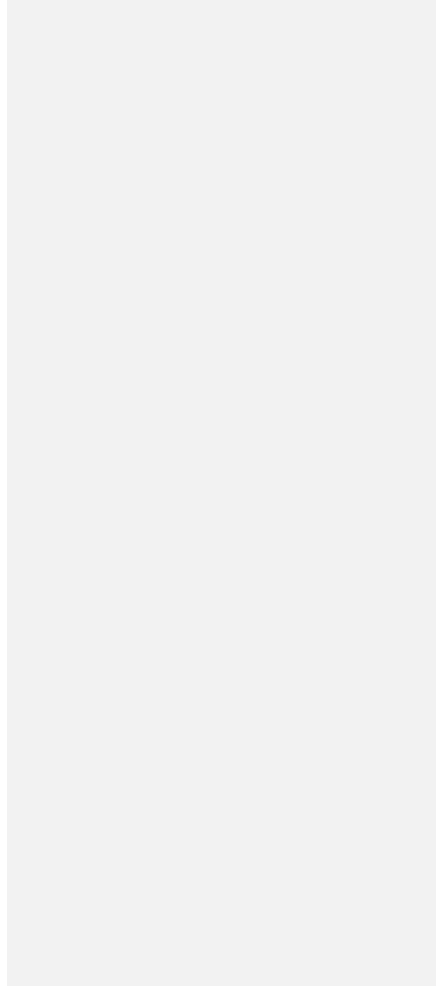


☐ Thursday 13

☐ Friday 14

● Saturday 15

● Sunday 16



Can you be an artist at the age of 3?

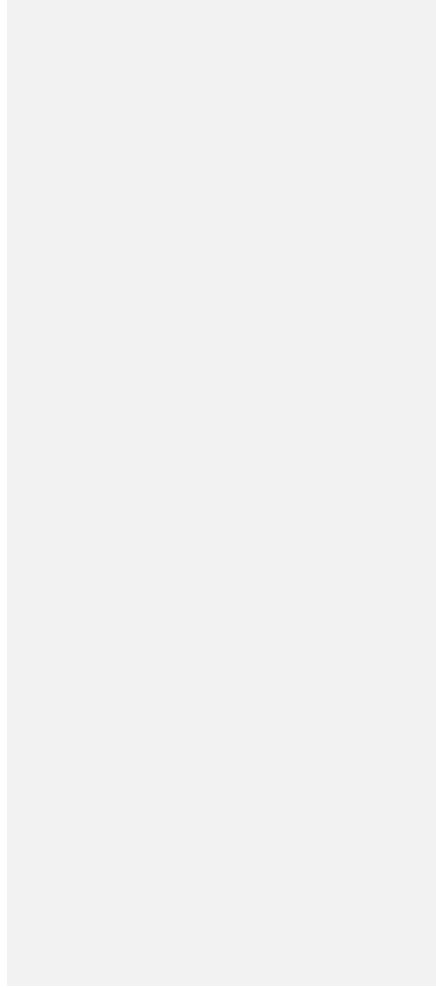
# January 2022

Monday 17

Week 1

Tuesday 18

Wednesday 19

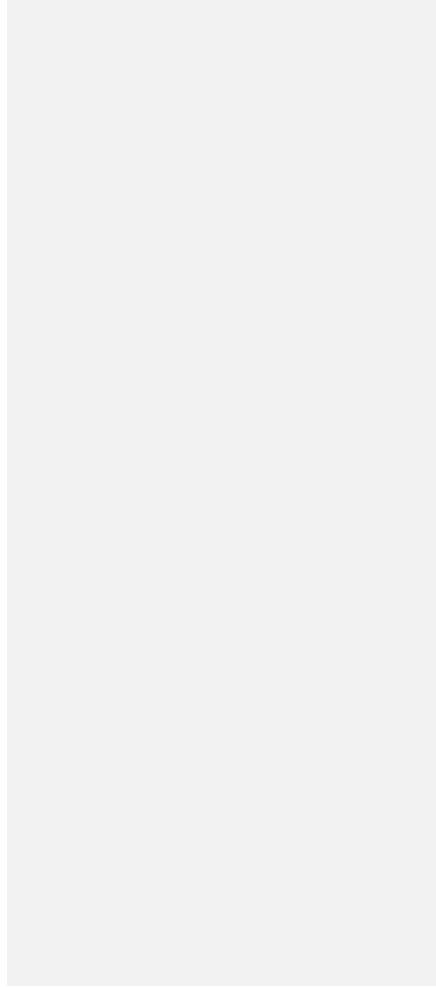


☐ Thursday 20

☐ Friday 21

● Saturday 22

● Sunday 23



Should we all be encouraged to become  
vegan?

# January 2022

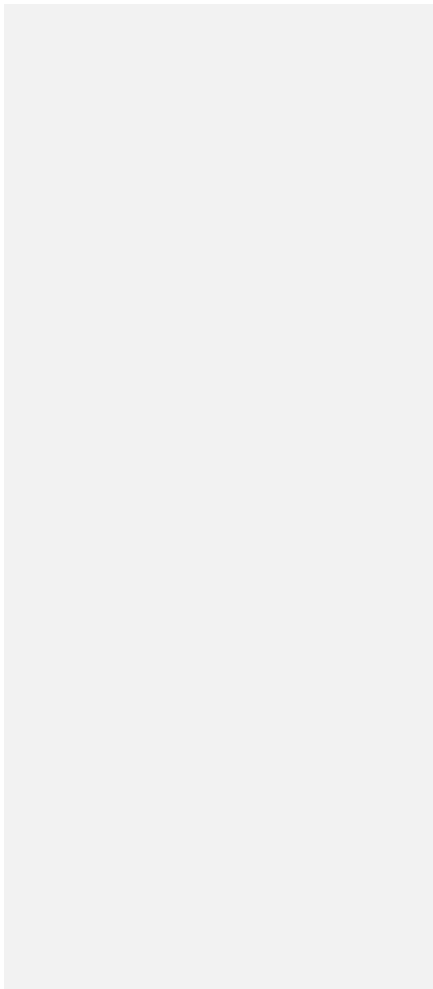
Monday 24

Week 2

Tuesday 25

Wednesday 26

2

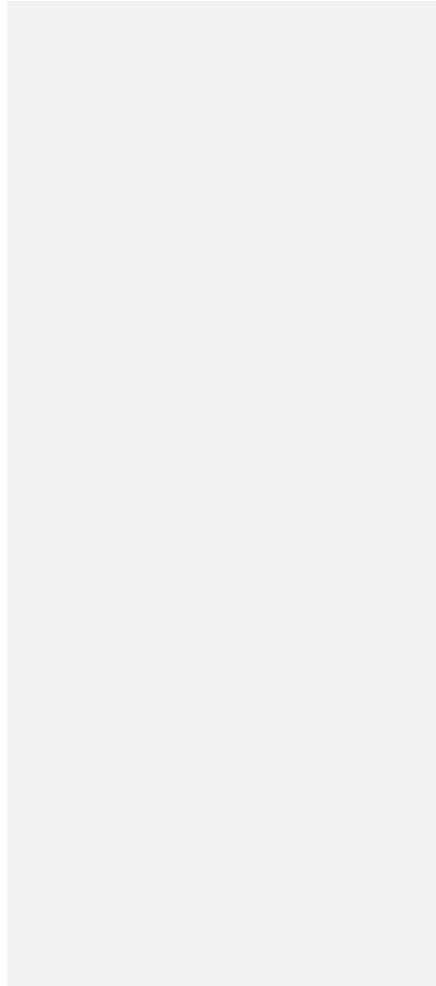


☐ Thursday 27

☐ Friday 28

● Saturday 29

● Sunday 30



What do you need to start the day productively?

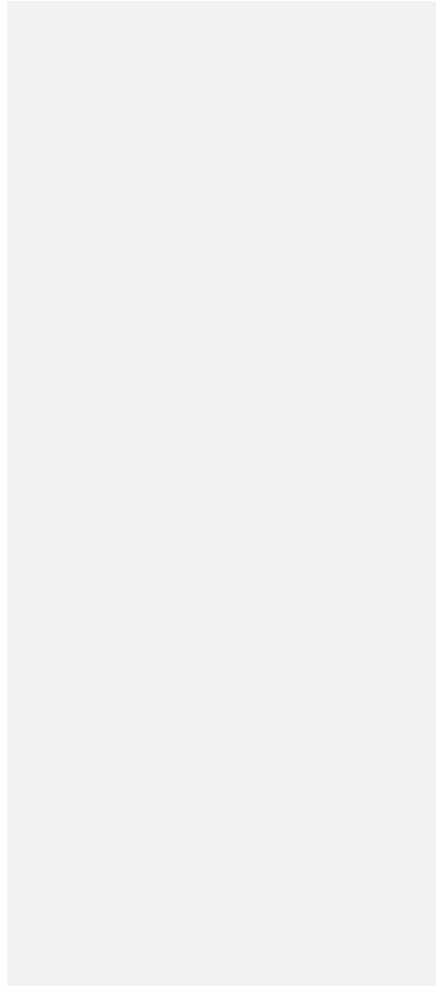
# February 2022

Monday 31

Week 1

Tuesday 1

Wednesday 2

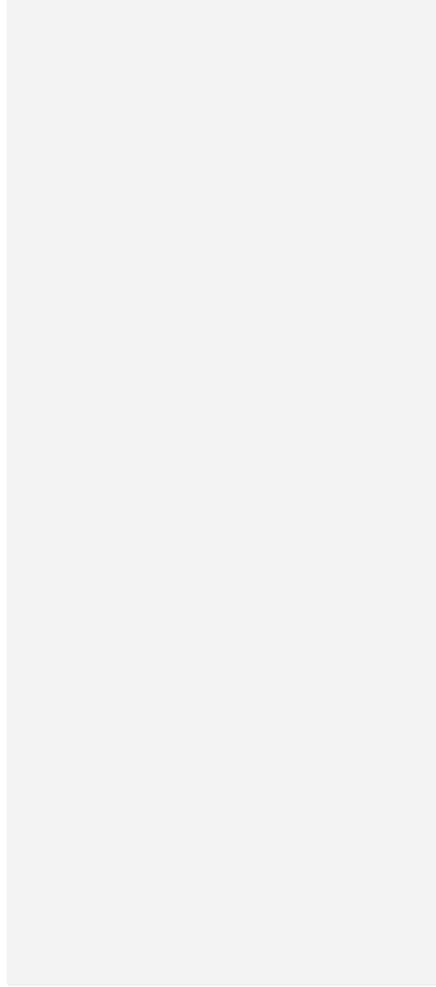


○ Thursday 3

○ Friday 4

● Saturday 5

● Sunday 6



Would life be better without social media?

# February 2022

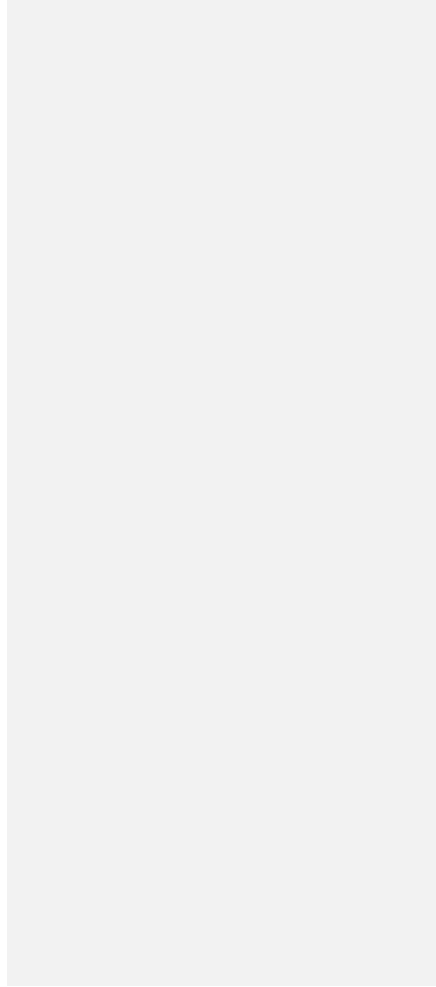
Monday 7

Week 2

Tuesday 8

Wednesday 9

2

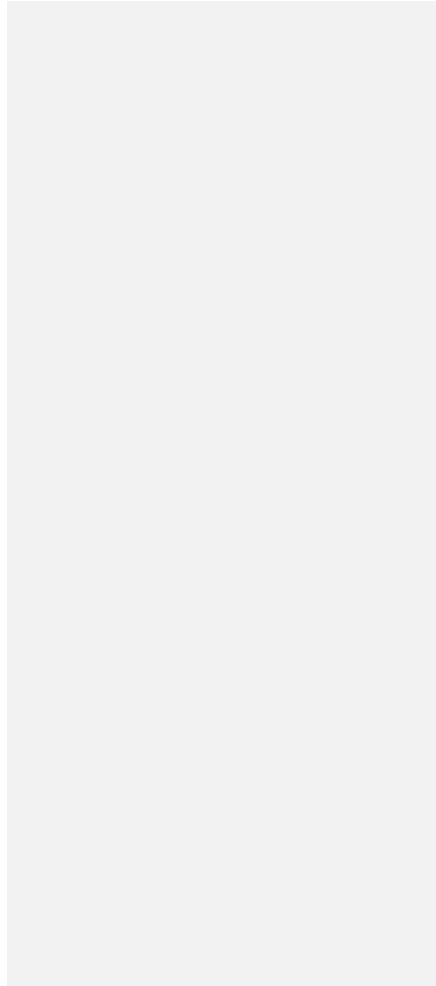


☐ Thursday 10

☐ Friday 11

● Saturday 12

● Sunday 13



Are superheroes the best idols/role models for children?

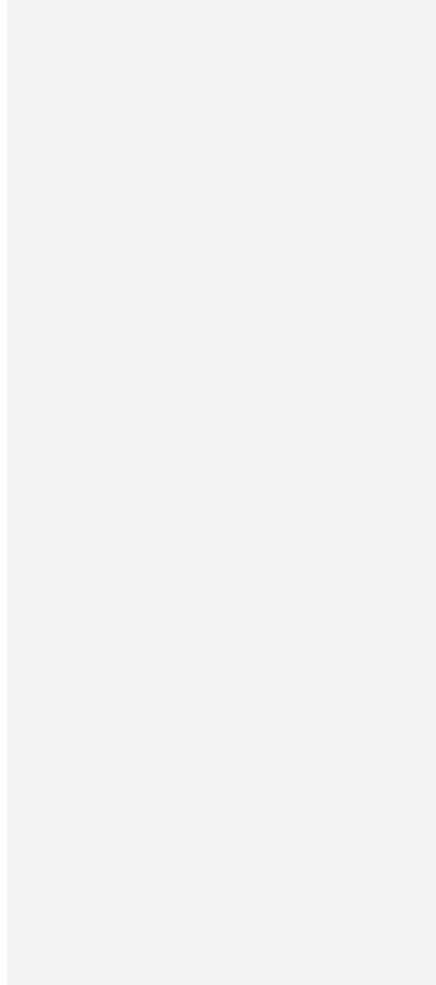
# February 2022

Monday 14

Week 1

Tuesday 15

Wednesday 16

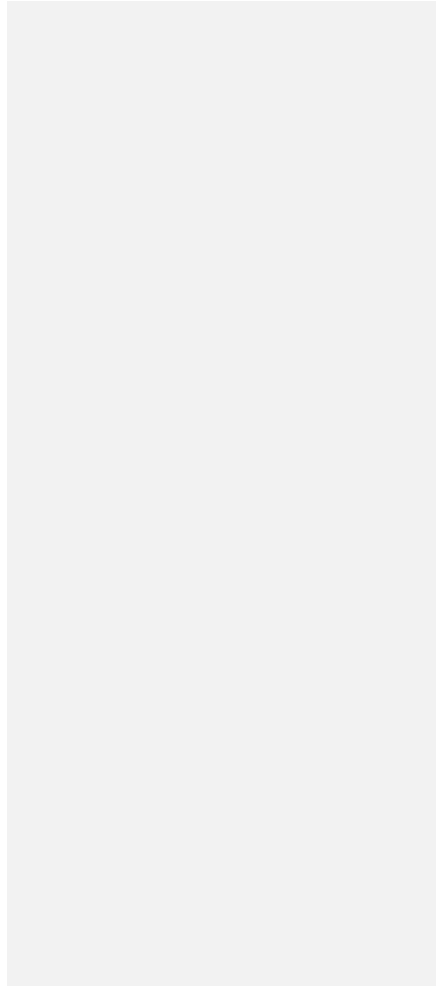


☉ Thursday 17

☉ Friday 18

☉ Saturday 19

☉ Sunday 20



Should you give old people your respect or do they have to earn it?

# February

## 2022

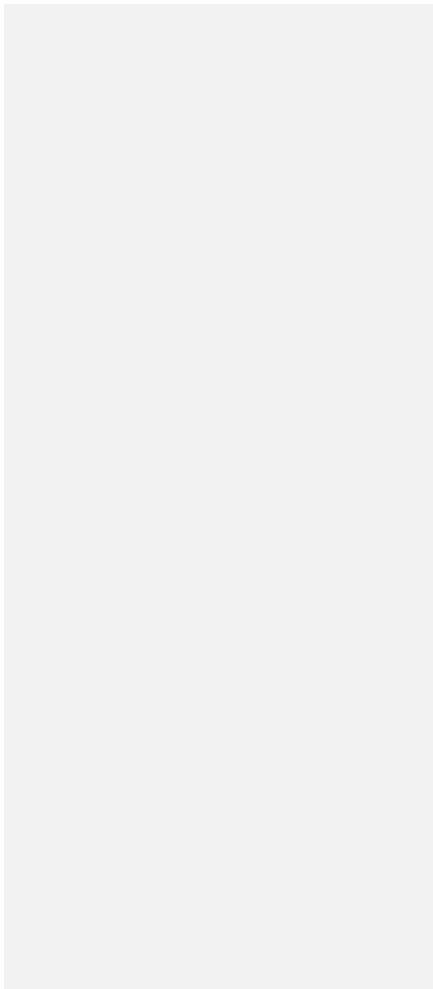
Monday 28

Week 2

Tuesday 1

Wednesday 2

# 2

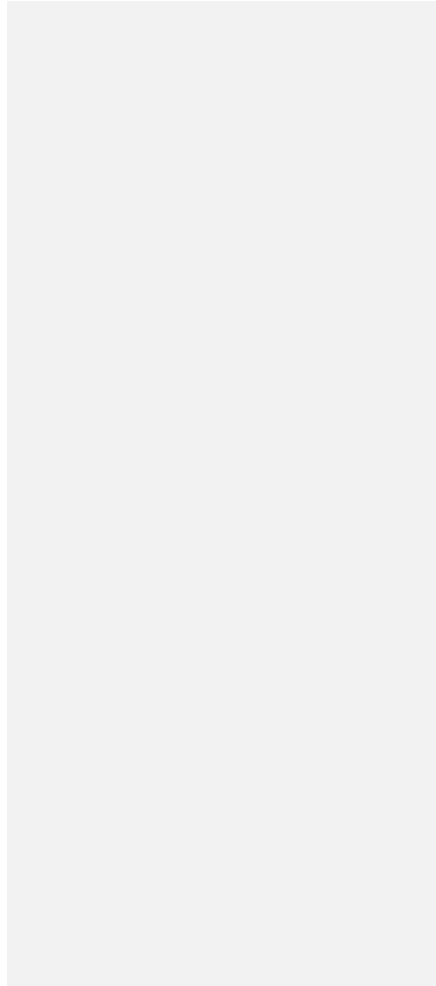


○ Thursday 3

○ Friday 4

● Saturday 5

● Sunday 6



Should we allow unvaccinated children in schools?

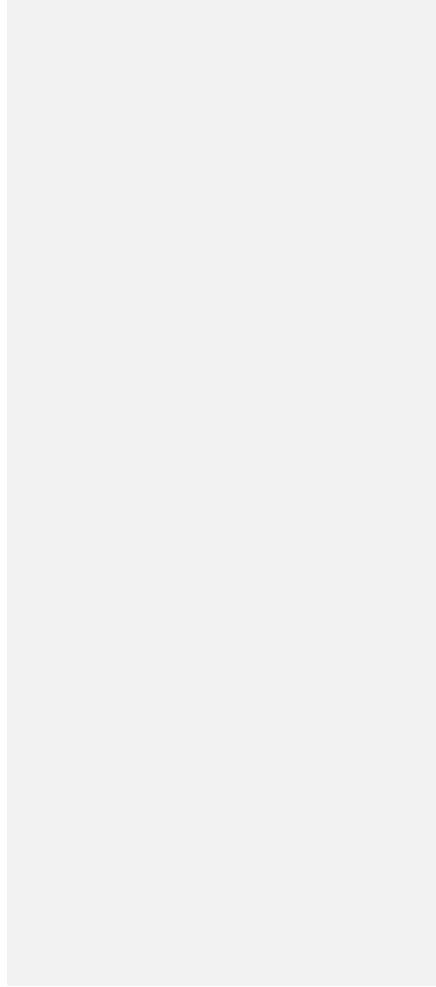
# March 2022

Monday 7

Week 1

Tuesday 8

Wednesday 9

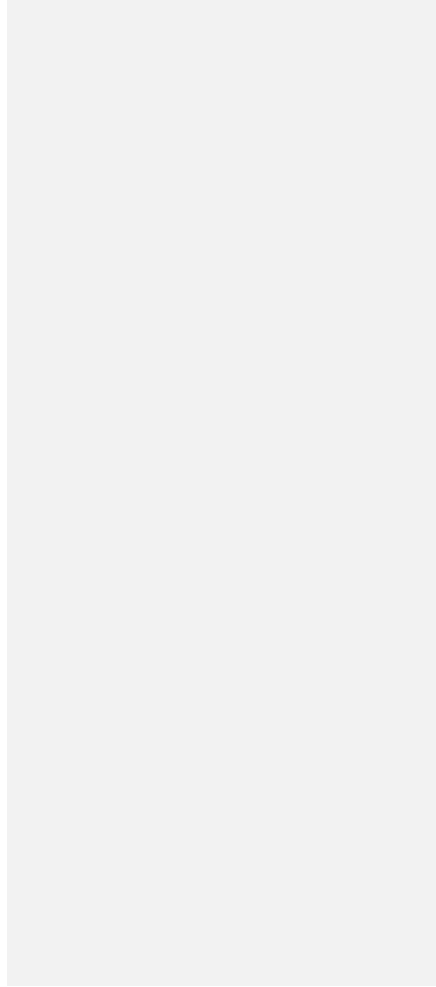


○ Thursday 10

○ Friday 11

● Saturday 12

● Sunday 13



Where is the line between art and not art?

# March 2022

Monday 14

Week 2

Tuesday 15

Wednesday 16

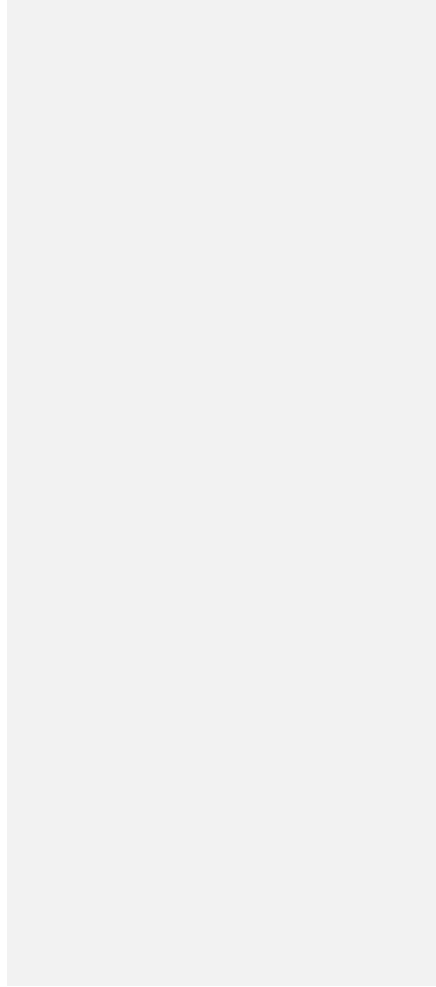


☐ Thursday 17

☐ Friday 18

● Saturday 19

● Sunday 20



What should be the goal of humanity?

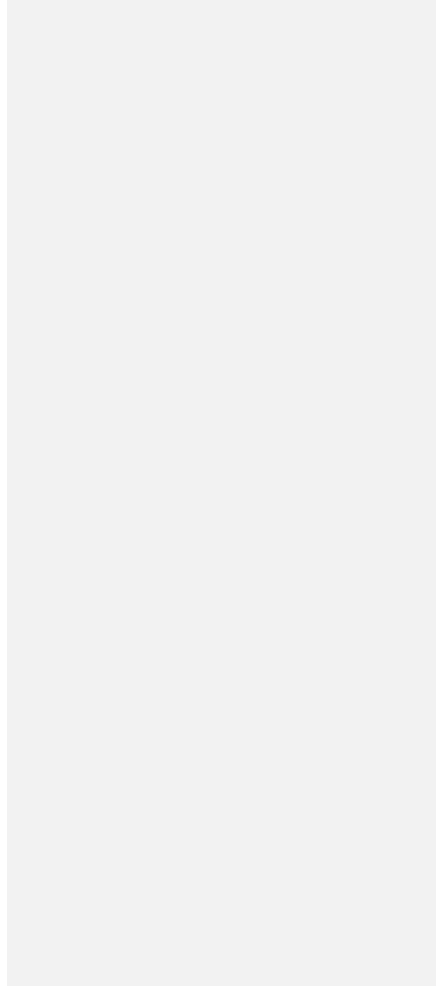
# March 2022

Monday 21

Week 1

Tuesday 22

Wednesday 23

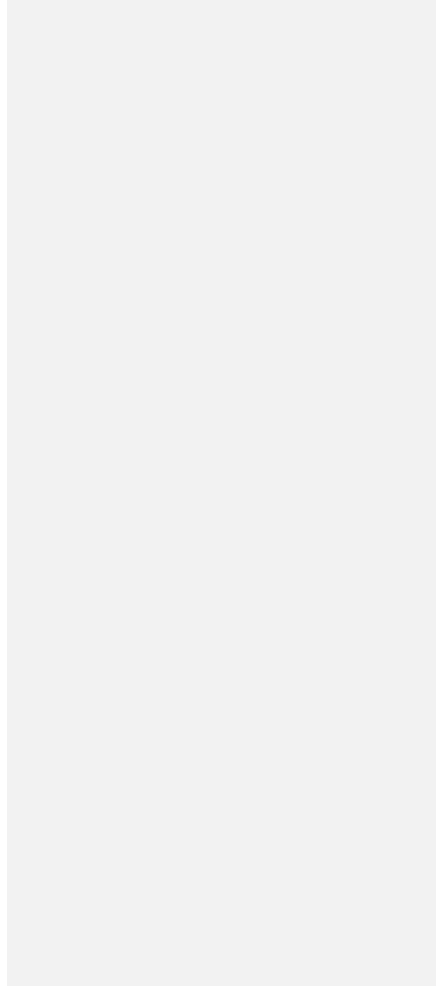


☐ Thursday 24

☐ Friday 25

● Saturday 26

● Sunday 27



What does it mean to live a good life?

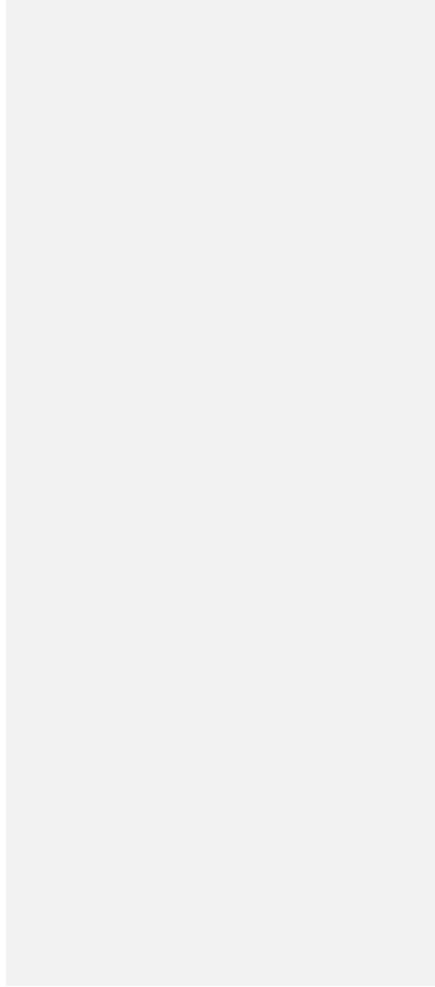
# March 2022

Monday 28

Week 2

Tuesday 29

Wednesday 30

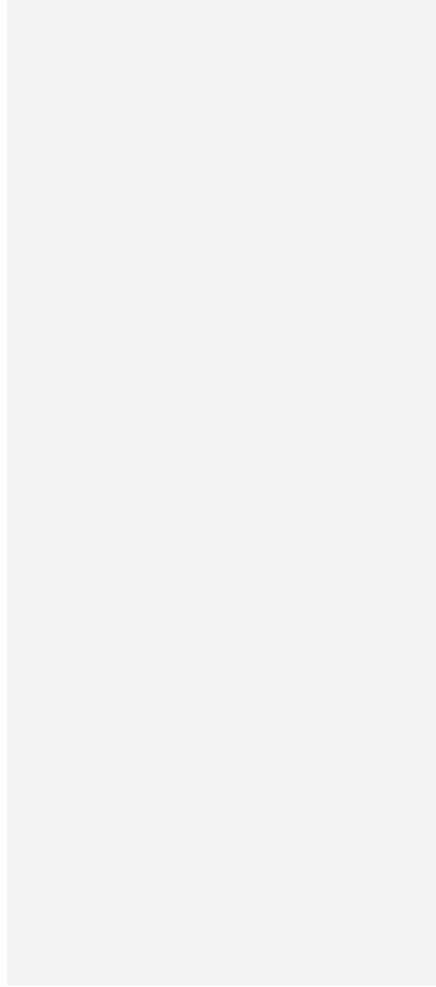


○ Thursday  
31

○ Friday 1

● Saturday 2

● Sunday 3



What is the best way for a person to attain happiness?

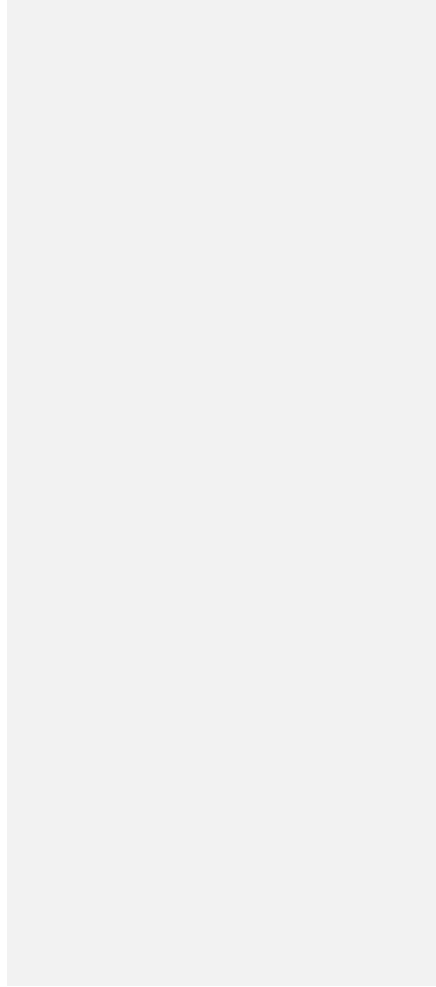
# April 2022

Monday 18

Week 1

Tuesday 19

Wednesday 20

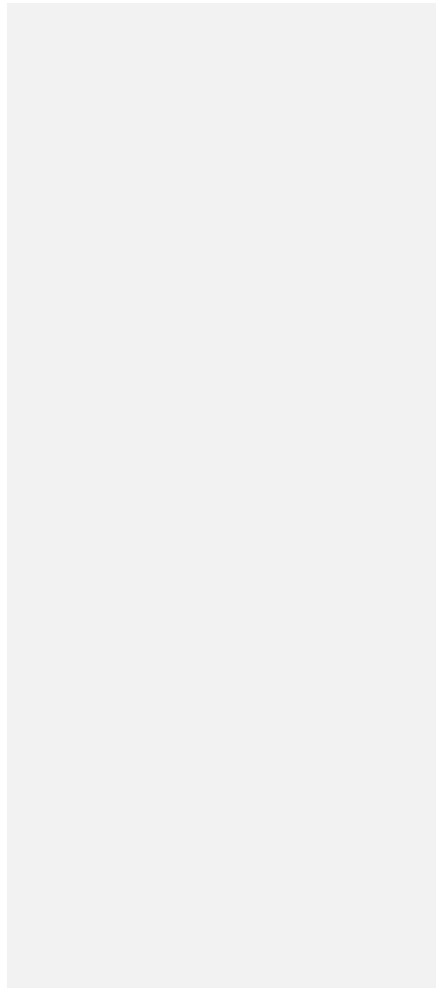


☐ Thursday 21

☐ Friday 22

● Saturday 23

● Sunday 24



Is intelligence or wisdom more useful?

# April 2022

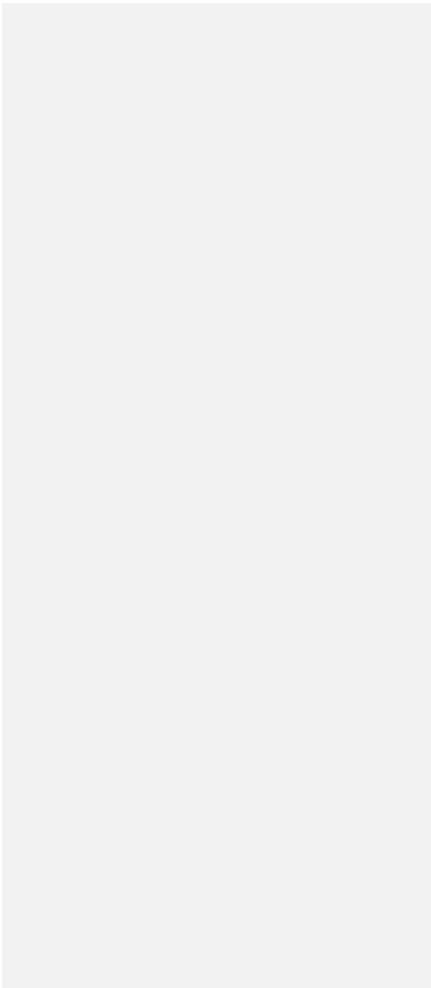
Monday 25

Week 2

Tuesday 26

Wednesday 27

2

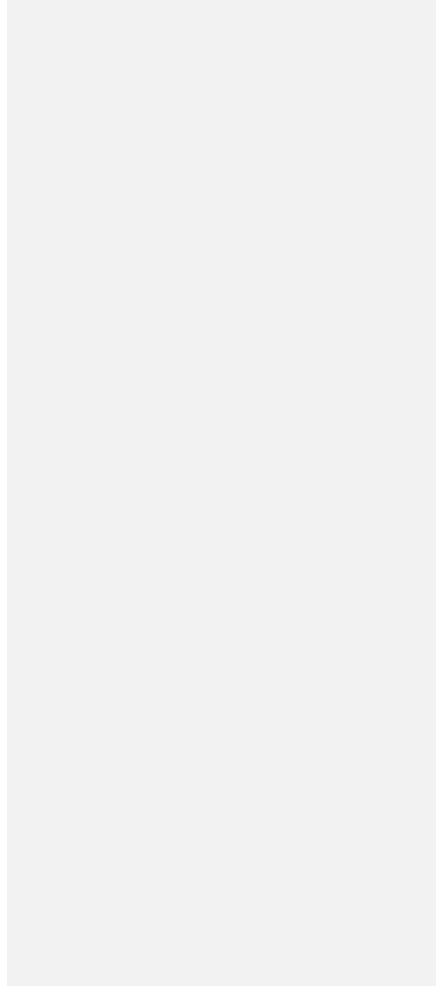


☉ Thursday 28

☉ Friday 29

☉ Saturday 30

☉ Sunday 1



What two questions would you ask to get the most information about who a person really is?

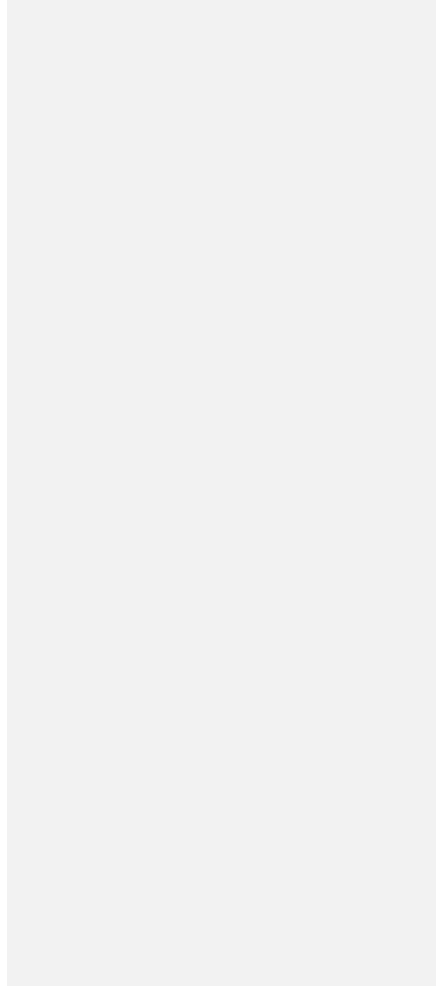
# May 2022

Monday 2

Week 1

Tuesday 3

Wednesday 4

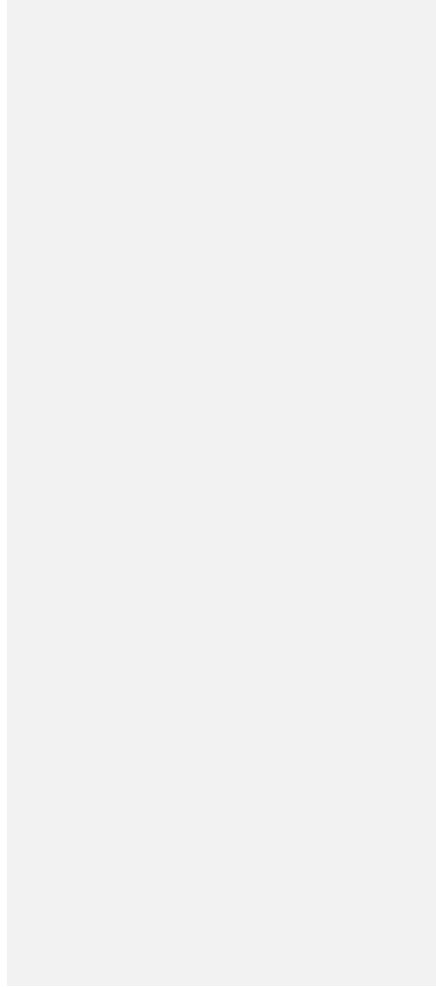


○ Thursday 5

○ Friday 6

● Saturday 7

● Sunday 8



What do you think your future self will remember about you now?

# May 2022

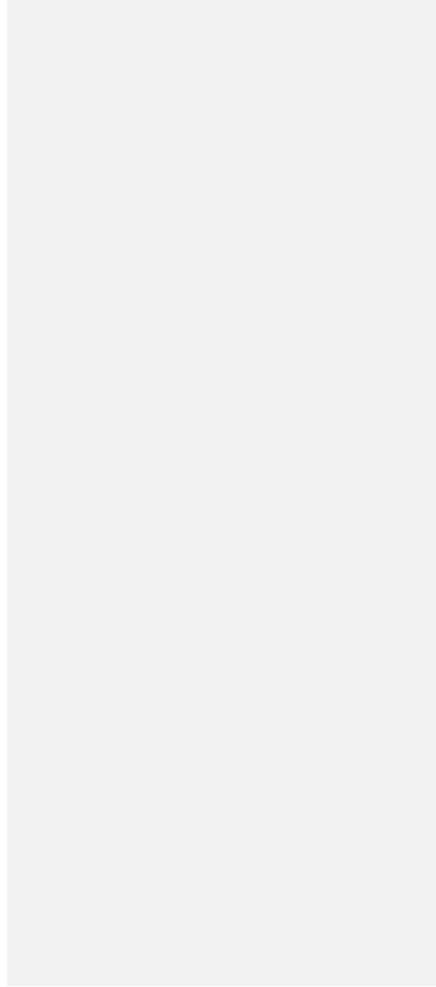
Monday 9

Week 2

Tuesday 10

Wednesday 11

2

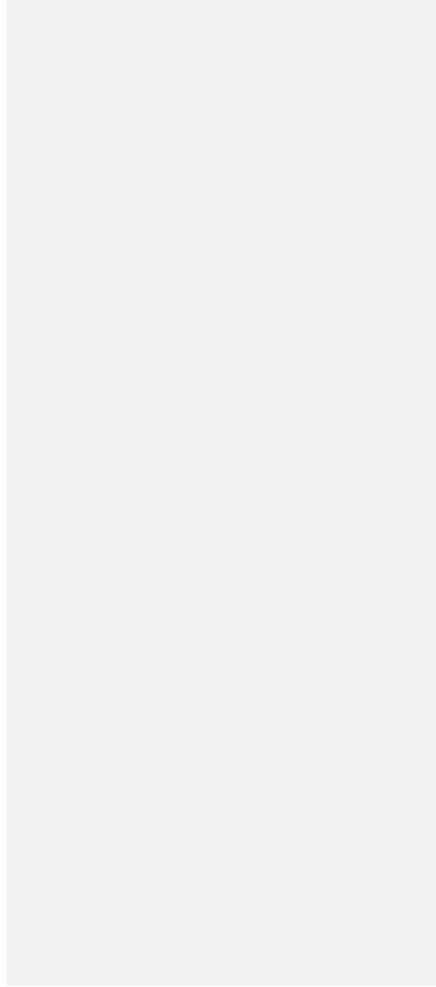


☉ Thursday 12

☉ Friday 13

☉ Saturday 14

☉ Sunday 15



Is maths something that humans created or discovered?

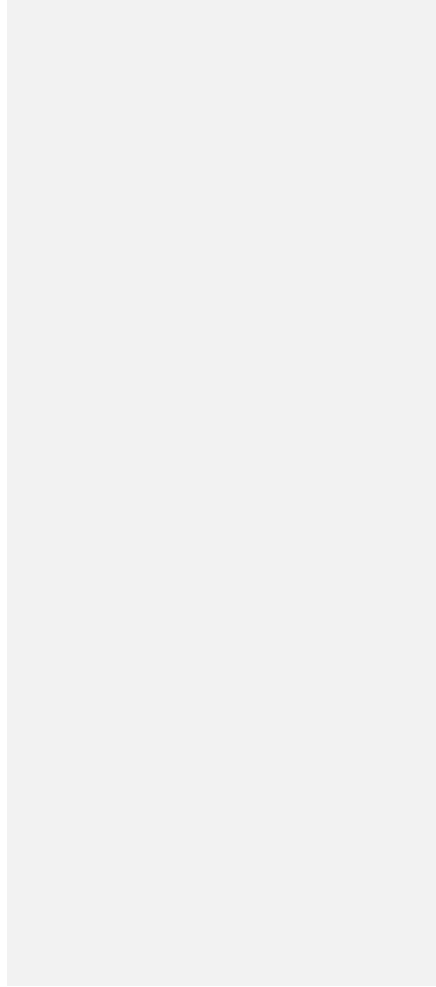
# May 2022

Monday 16

Week 1

Tuesday 17

Wednesday 18

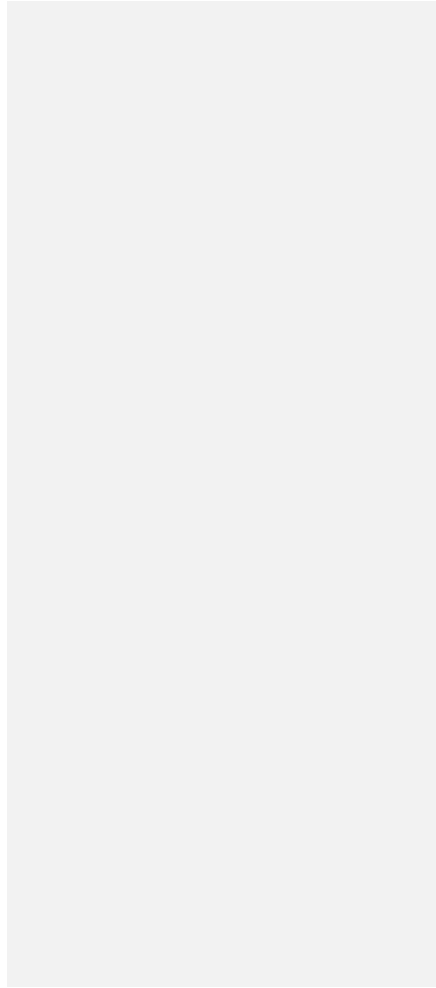


☉ Thursday 19

☉ Friday 20

☿ Saturday 21

☿ Sunday 22



How would you define genius?

# May 2022

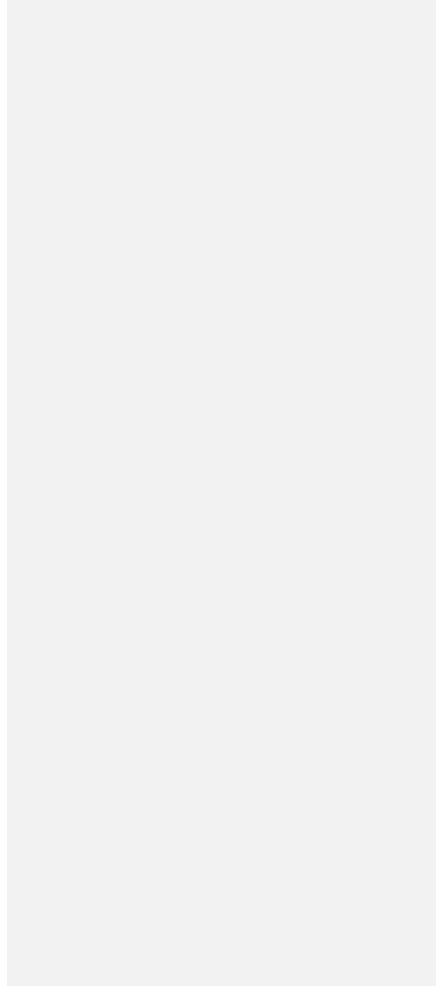
Monday 23

Week 2

Tuesday 24

Wednesday 25

2

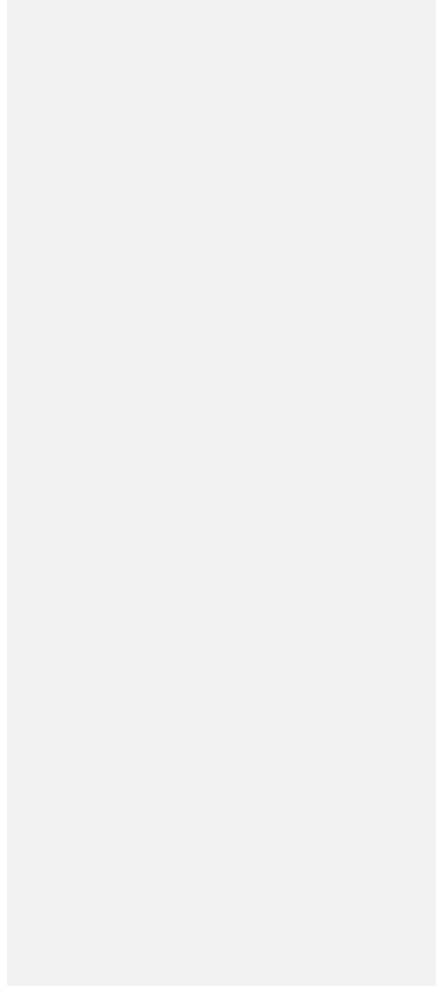


☐ Thursday 26

☐ Friday 27

● Saturday 28

● Sunday 29



If all of your memories were erased, what kind of person would you be?

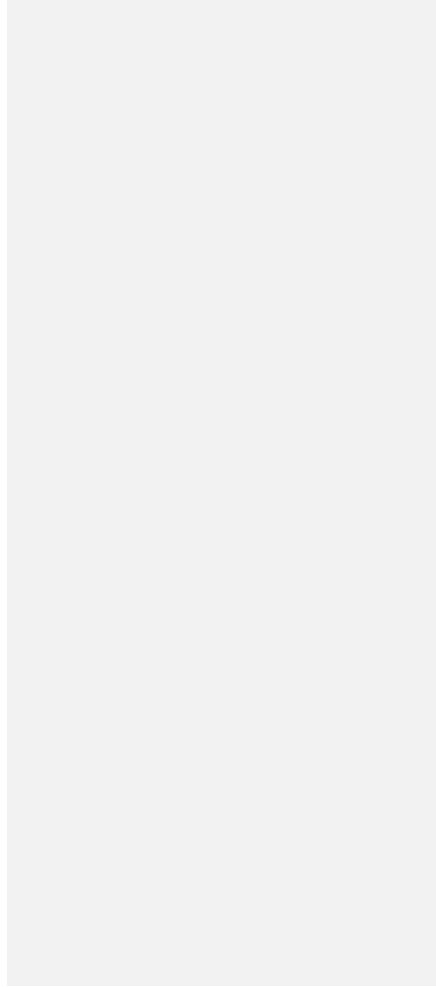
# June 2022

Monday 6

Week 1

Tuesday 7

Wednesday 8

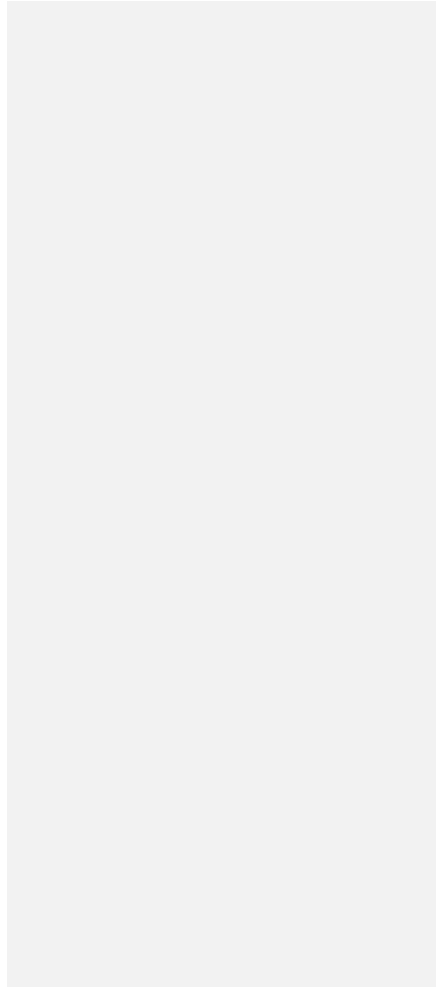


☐ Thursday 9

☐ Friday 10

● Saturday 11

● Sunday 12



What rights should every human have?

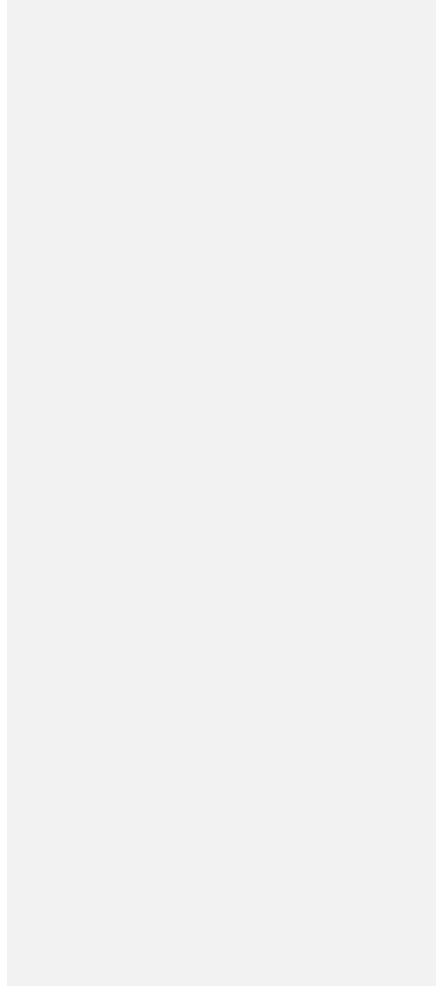
# June 2022

Monday 13

Week 2

Tuesday 14

Wednesday 15

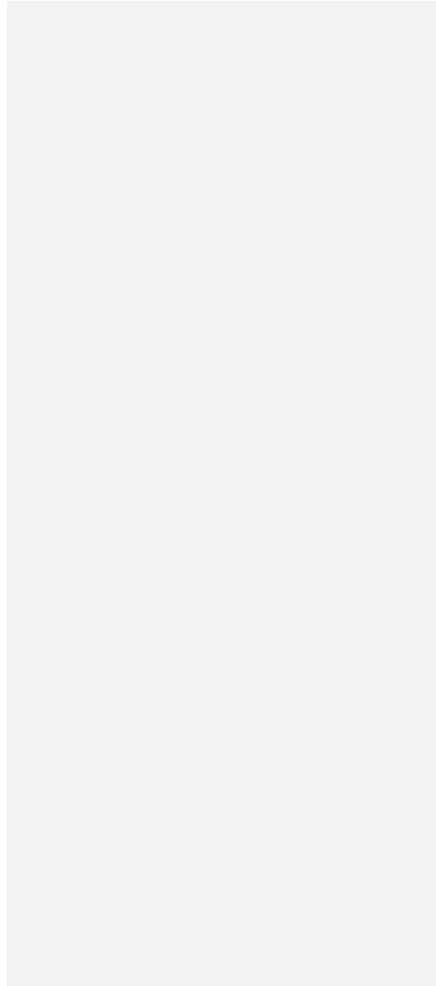


☐ Thursday 16

☐ Friday 17

● Saturday 18

● Sunday 19



If there were no laws, how do you think people would behave?

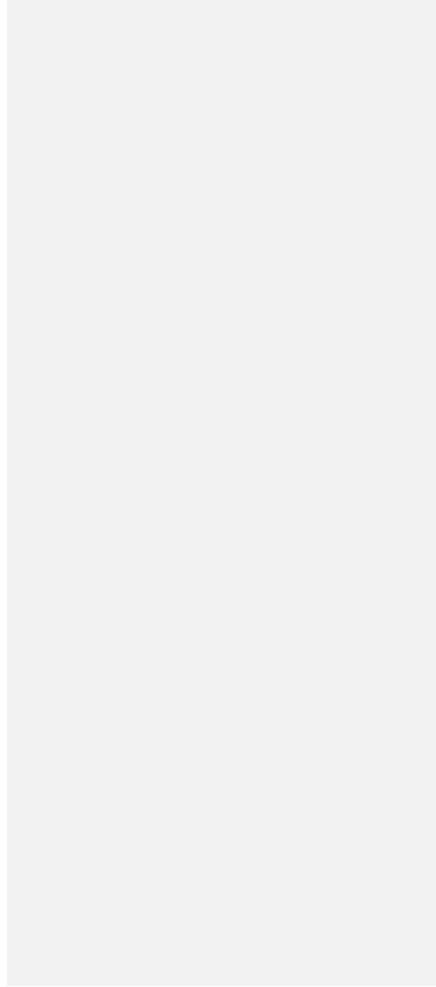
# June 2022

Monday 20

Week 1

Tuesday 21

Wednesday 22

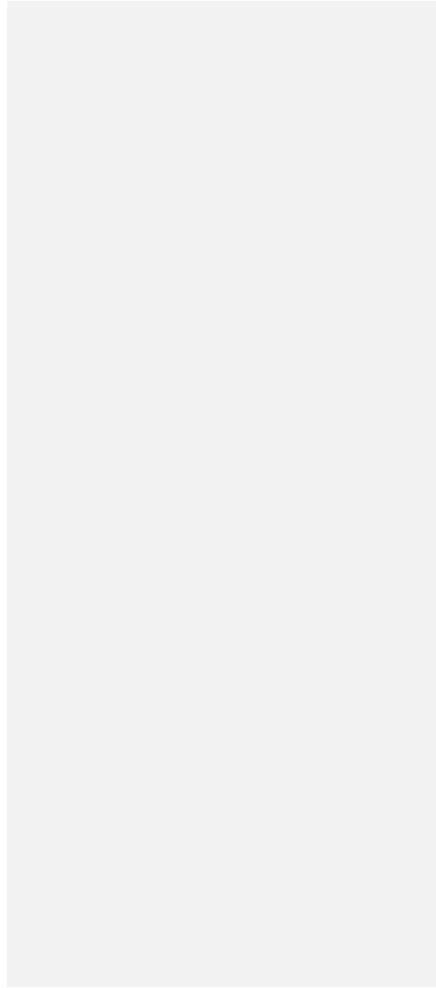


☐ Thursday 23

☐ Friday 24

● Saturday 25

● Sunday 26



What's the difference between justice and revenge?

# June 2022

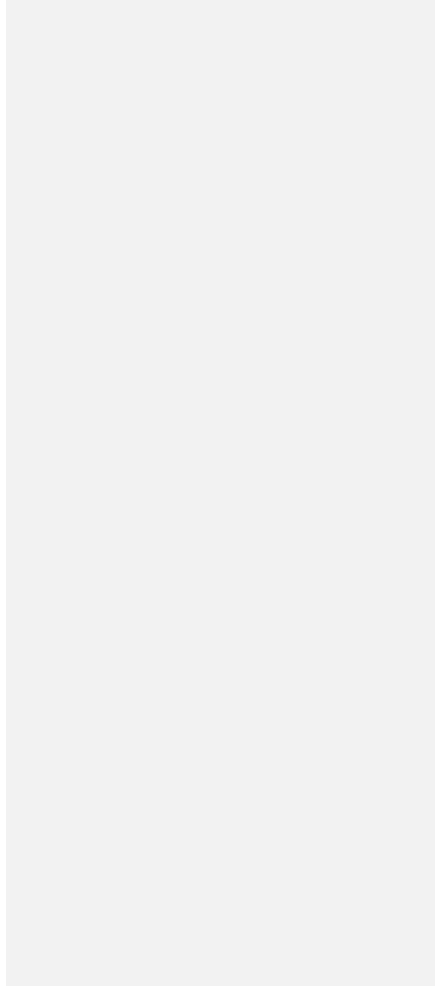
Monday 27

Week 2

Tuesday 28

Wednesday 29

2

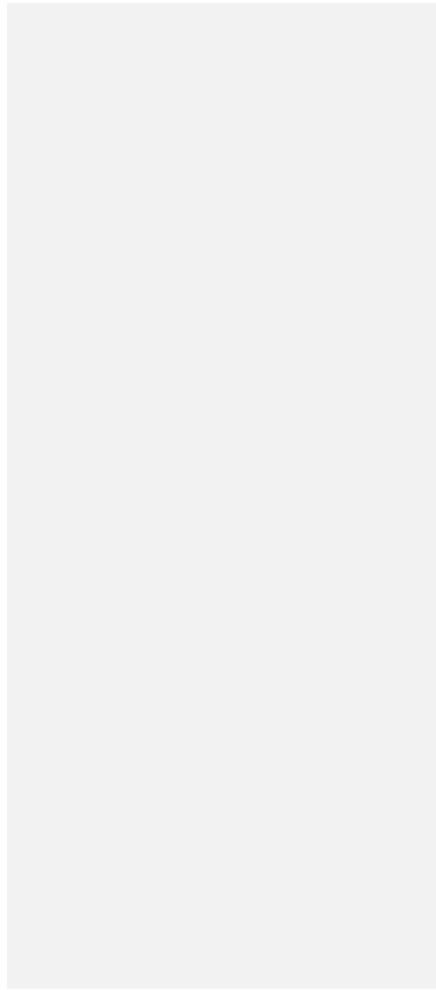


○ Thursday  
30

○ Friday 1

● Saturday 2

● Sunday 3



Is privacy a right?

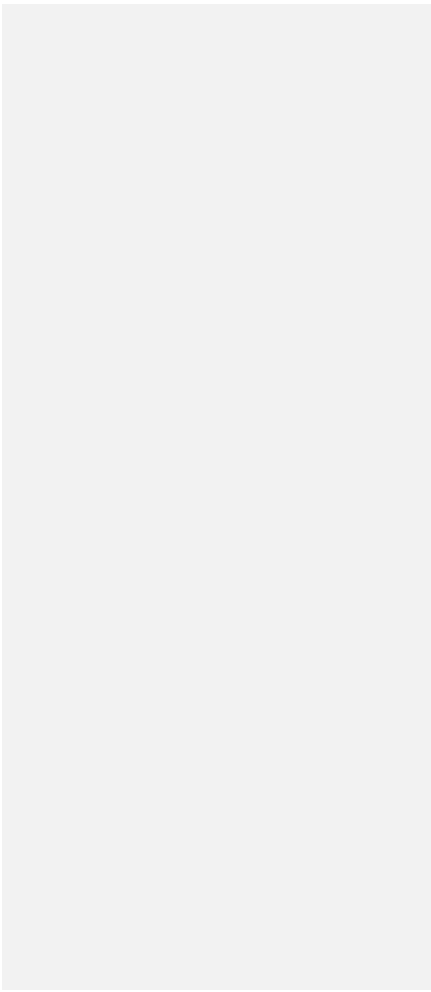
# July 2022

Monday 4

Week 1

Tuesday 5

Wednesday 6

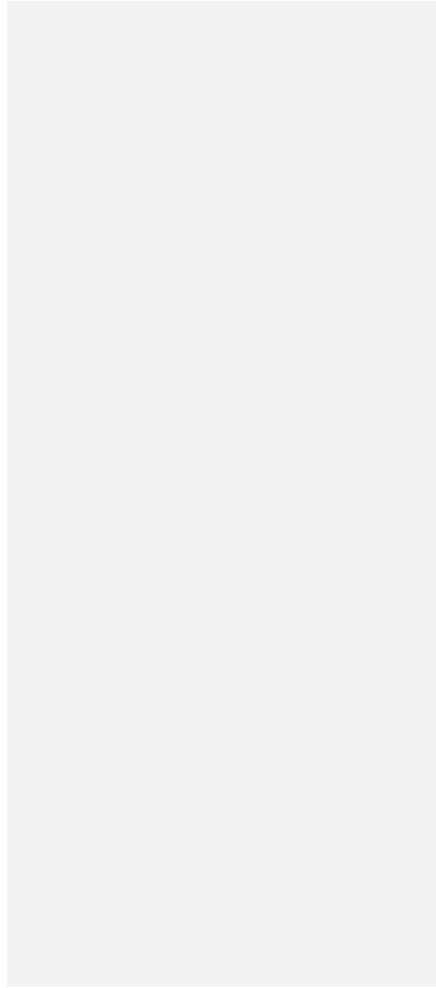


☐ Thursday 7

☐ Friday 8

● Saturday 9

● Sunday 10



What is your definition of evil?

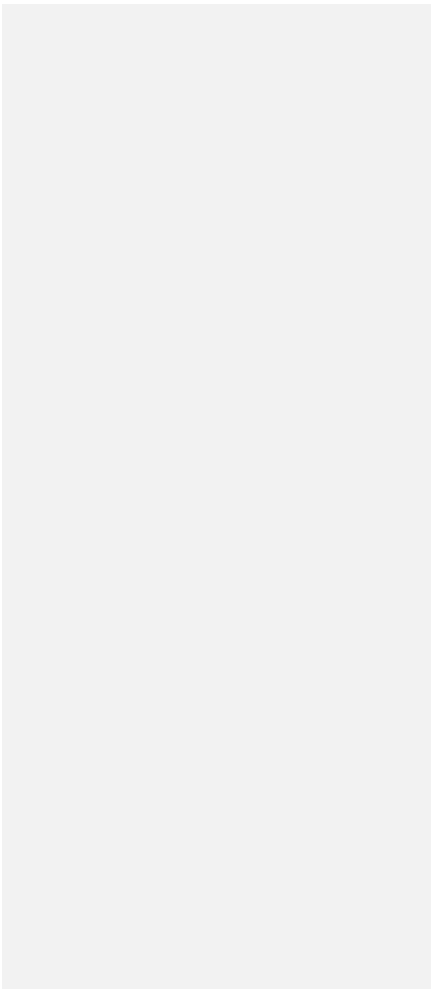
# July 2022

Monday 11

Week 2

Tuesday 12

Wednesday 13

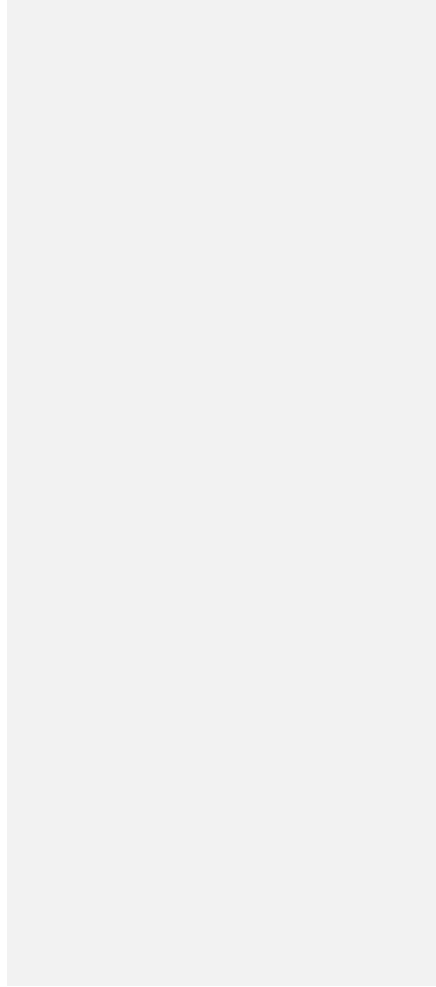


☉ Thursday 14

☉ Friday 15

☿ Saturday 16

☿ Sunday 17



How much effort should an individual put into not offending others?

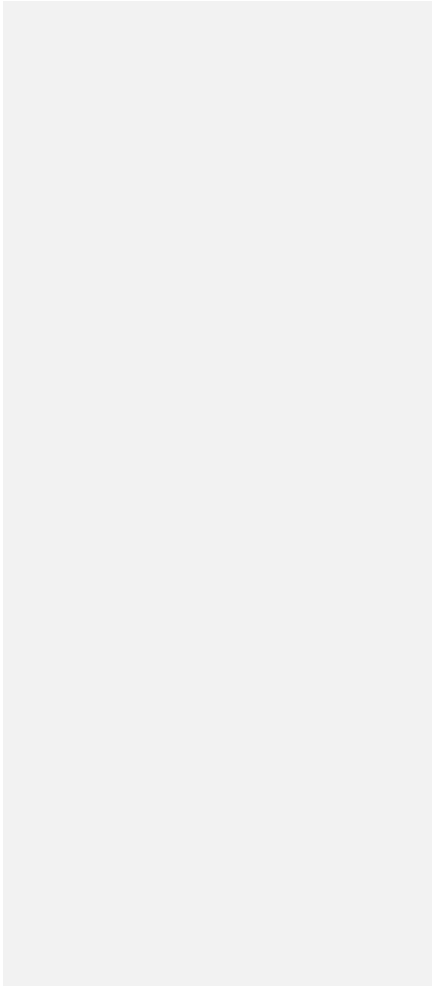
# July 2022

Monday 18

Week 1

Tuesday 19

Wednesday 20

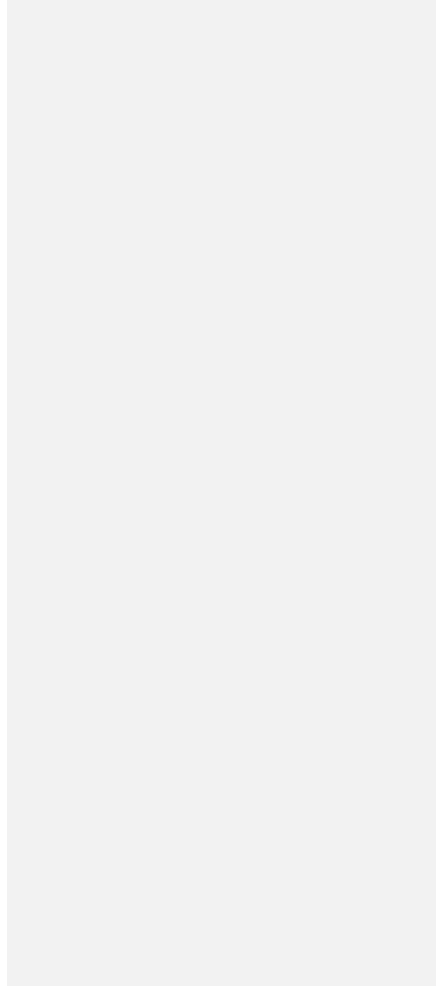


☐ Thursday 21

☐ Friday 22

● Saturday 23

● Sunday 24



Notes

## Year Planner

### September 2021

Wed	1
Thu	2
Fri	3
Sat	4
Sun	5
Mon	6 TRAINING DAY
Tue	7
Wed	8
Thu	9
Fri	10
Sat	11
Sun	12
Mon	13
Tue	14
Wed	15
Thu	16
Fri	17
Sat	18
Sun	19
Mon	20
Tue	21
Wed	22
Thu	23
Fri	24
Sat	25
Sun	26
Mon	27
Tue	28
Wed	29
Thu	30

## Year Planner

### October 2021

Fri	1
Sat	2
Sun	3
Mon	4
Tue	5
Wed	6
Thu	7
Fri	8
Sat	9
Sun	10
Mon	11
Tue	12
Wed	13
Thu	14
Fri	15
Sat	16
Sun	17
Mon	18
Tue	19
Wed	20
Thu	21
Fri	22
Sat	23
Sun	24
Mon	25
Tue	26
Wed	27
Thu	28
Fri	29
Sat	30
Sun	31

## Year Planner

### November 2021

Mon	1
Tue	2
Wed	3
Thu	4
Fri	5
Sat	6
Sun	7
Mon	8
Tue	9
Wed	10
Thu	11
Fri	12
Sat	13
Sun	14
Mon	15
Tue	16
Wed	17
Thu	18
Fri	19
Sat	20
Sun	21
Mon	22
Tue	23
Wed	24
Thu	25
Fri	26
Sat	27
Sun	28
Mon	29
Tue	30

## Year Planner

### December 2021

Wed	1
Thu	2
Fri	3
Sat	4
Sun	5
Mon	6
Tue	7
Wed	8
Thu	9
Fri	10
Sat	11
Sun	12
Mon	13
Tue	14
Wed	15
Thu	16
Fri	17
Sat	18
Sun	19
Mon	20
Tue	21
Wed	22
Thu	23
Fri	24
Sat	25
Sun	26
Mon	27
Tue	28
Wed	29
Thu	30
Fri	31

## Year Planner

### January 2022

Sat	1
Sun	2
Mon	3 Bank Holiday
Tue	4 Training Day
Wed	5
Thu	6
Fri	7
Sat	8
Sun	9
Mon	10
Tue	11
Wed	12
Thu	13
Fri	14
Sat	15
Sun	16
Mon	17
Tue	18
Wed	19
Thu	20
Fri	21
Sat	22
Sun	23
Mon	24
Tue	25
Wed	26
Thu	27
Fri	28
Sat	29
Sun	30
Mon	31

## Year Planner

### February 2022

Tue	1
Wed	2
Thu	3
Fri	4
Sat	5
Sun	6
Mon	7
Tue	8
Wed	9
Thu	10
Fri	11
Sat	12
Sun	13
Mon	14
Tue	15
Wed	16
Thu	17
Fri	18
Sat	19
Sun	20
Mon	21
Tue	22
Wed	23
Thu	24
Fri	25
Sat	26
Sun	27
Mon	28

## Year Planner

### March 2022

Tue	1
Wed	2
Thu	3
Fri	4
Sat	5
Sun	6
Mon	7
Tue	8
Wed	9
Thu	10
Fri	11
Sat	12
Sun	13
Mon	14
Tue	15
Wed	16
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Sat	19
Sun	20
Mon	21
Tue	22
Wed	23
Thu	24
Fri	25
Sat	26
Sun	27
Mon	28
Tue	29
Wed	30
Thu	31

## Year Planner

### April 2022

Fri	1
Sat	2
Sun	3
Mon	4
Tue	5
Wed	6
Thu	7
Fri	8
Sat	9
Sun	10
Mon	11
Tue	12
Wed	13
Thu	14
Fri	15
Sat	16
Sun	17
Mon	18
Tue	19
Wed	20
Thu	21
Fri	22
Sat	23
Sun	24
Mon	25
Tue	26
Wed	27
Thu	28
Fri	29
Sat	30

## Year Planner

### May 2022

Sun	1
Mon	2
Tue	3
Wed	4
Thu	5
Fri	6
Sat	7
Sun	8
Mon	9
Tue	10
Wed	11
Thu	12
Fri	13
Sat	14
Sun	15
Mon	16
Tue	17
Wed	18
Thu	19
Fri	20
Sat	21
Sun	22
Mon	23
Tue	24
Wed	25
Thu	26
Fri	27
Sat	28
Sun	29
Mon	30
Tue	31

## Year Planner

### June 2022

Wed	1
Thu	2
Fri	3
Sat	4
Sun	5
Mon	6
Tue	7
Wed	8
Thu	9
Fri	10
Sat	11
Sun	12
Mon	13
Tue	14
Wed	15
Thu	16
Fri	17
Sat	18
Sun	19
Mon	20
Tue	21
Wed	22
Thu	23
Fri	24
Sat	25
Sun	26
Mon	27
Tue	28
Wed	29
Thu	30

## Year Planner

### July 2022

Fri	1
Sat	2
Sun	3
Mon	4
Tue	5
Wed	6
Thu	7
Fri	8
Sat	9
Sun	10
Mon	11
Tue	12
Wed	13
Thu	14
Fri	15
Sat	16
Sun	17
Mon	18
Tue	19
Wed	20
Thu	21
Fri	22
Sat	23
Sun	24
Mon	25
Tue	26
Wed	27
Thu	28
Fri	29
Sat	30
Sun	31

## Year Planner

### August 2022

Mon	1
Tue	2
Wed	3
Thu	4
Fri	5
Sat	6
Sun	7
Mon	8
Tue	9
Wed	10
Thu	11
Fri	12
Sat	13
Sun	14
Mon	15
Tue	16
Wed	17
Thu	18
Fri	19
Sat	20
Sun	21
Mon	22
Tue	23
Wed	24
Thu	25
Fri	26
Sat	27
Sun	28
Mon	29
Tue	30
Wed	31

## Coursework

Many courses of study involve continuous assessment in addition to or instead of examinations. By developing good 'time management' habits, you can begin to achieve all the things that you need and want to do.

### The task itself

- Make sure you clearly understand the coursework task – check with your teacher if you are unsure.
- It is often useful to know the mark scheme when completing coursework.

### Coursework deadlines

- Ask for final coursework dates **near the start** of your course of study.
- Plan a timetable to work towards them, and **stick to it** – write it in your planner.
- Other students may require the same resource materials as you – take this into account when planning your work.

### Managing your time after school/at home

- Arrange your work in order of priority.
- Check off assignments/tasks when they have been completed.
- Take time to review work returned by your teacher.

### Pace yourself

- Divide lengthy or difficult assignments into short, manageable units.
- Where several coursework deadlines coincide, make sure you complete some ahead of time.
- Don't leave anything to the last week.
- Build in time for possible mishaps and setbacks.

### Enough is enough

- Know when to **stop** work on a project: yet another redraft probably won't achieve perfection!
- Make sure you take plenty of time out, preferably doing something completely different from your studies.





### Coursework Planner

Subject		
Coursework	Percentage of Mark:	Completion Date:
Targets		Date

Subject		
Coursework	Percentage of Mark:	Completion Date:
Targets		Date

## Career Action Plan

Review

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Career Goals - What have you decided to do and why?

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Qualifications/Skills/Qualities required

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Next steps - what you need to do next

By when

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<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>

## Enhancement Record

**September 2021**

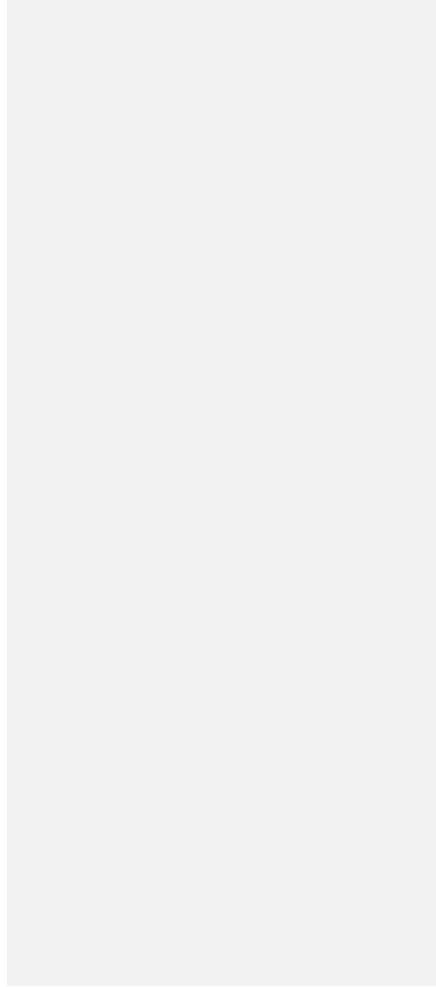
Day	Date	Activity	Hours Spent	Logged ✓	Staff Involved
Wed	1				
Thu	2				
Fri	3				
Sat	4				
Sun	5				
Mon	6				
Tue	7				
Wed	8				
Thu	9				
Fri	10				
Sat	11				
Sun	12				
Mon	13				
Tue	14				
Wed	15				
Thu	16				
Fri	17				
Sat	18				
Sun	19				
Mon	20				
Tue	21				
Wed	22				
Thu	23				
Fri	24				
Sat	25				
Sun	26				
Mon	27				
Tue	28				
Wed	29				

**Commented [KH1]:** To be centred within the column

Can this be on one page

**Commented [KH2]:** Logged column to be added to all pages within this section

Thu	30				
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## Enhancement Record

**October 2021**

Day	Date	Activity	Hours Spent	Staff Involved
Fri	1			
Sat	2			
Sun	3			
Mon	4			
Tue	5			
Wed	6			
Thu	7			
Fri	8			
Sat	9			
Sun	10			
Mon	11			
Tue	12			
Wed	13			
Thu	14			
Fri	15			
Sat	16			
Sun	17			
Mon	18			
Tue	19			
Wed	20			
Thu	21			
Fri	22			
Sat	23			
Sun	24			
Mon	25			
Tue	26			
Wed	27			
Thu	28			
Fri	29			
Sat	30			
Sun	31			

## Enhancement Record

**November 2021**

Day	Date	Activity	Hours Spent	Staff Involved
Mon	1			
Tue	2			
Wed	3			
Thu	4			
Fri	5			
Sat	6			
Sun	7			
Mon	8			
Tue	9			
Wed	10			
Thu	11			
Fri	12			
Sat	13			
Sun	14			
Mon	15			
Tue	16			
Wed	17			
Thu	18			
Fri	19			
Sat	20			
Sun	21			
Mon	22			
Tue	23			
Wed	24			
Thu	25			
Fri	26			
Sat	27			
Sun	28			
Mon	29			
Tue	30			

## Enhancement Record

**December 2021**

Day	Date	Activity	Hours Spent	Staff Involved
Wed	1			
Thu	2			
Fri	3			
Sat	4			
Sun	5			
Mon	6			
Tue	7			
Wed	8			
Thu	9			
Fri	10			
Sat	11			
Sun	12			
Mon	13			
Tue	14			
Wed	15			
Thu	16			
Fri	17			
Sat	18			
Sun	19			
Mon	20			
Tue	21			
Wed	22			
Thu	23			
Fri	24			
Sat	25			
Sun	26			
Mon	27			
Tue	28			
Wed	29			
Thu	30			
Fri	31			

## Enhancement Record

**January 2022**

Day	Date	Activity	Hours Spent	Staff Involved
Sat	1			
Sun	2			
Mon	3			
Tue	4			
Wed	5			
Thu	6			
Fri	7			
Sat	8			
Sun	9			
Mon	10			
Tue	11			
Wed	12			
Thu	13			
Fri	14			
Sat	15			
Sun	16			
Mon	17			
Tue	18			
Wed	19			
Thu	20			
Fri	21			
Sat	22			
Sun	23			
Mon	24			
Tue	25			
Wed	26			
Thu	27			
Fri	28			
Sat	29			
Sun	30			
Mon	31			

## Enhancement Record

**February 2022**

Day	Date	Activity	Hours Spent	Staff Involved
Tue	1			
Wed	2			
Thu	3			
Fri	4			
Sat	5			
Sun	6			
Mon	7			
Tue	8			
Wed	9			
Thu	10			
Fri	11			
Sat	12			
Sun	13			
Mon	14			
Tue	15			
Wed	16			
Thu	17			
Fri	18			
Sat	19			
Sun	20			
Mon	21			
Tue	22			
Wed	23			
Thu	24			
Fri	25			
Sat	26			
Sun	27			
Mon	28			

## Enhancement Record

**March 2022**

Day	Date	Activity	Hours Spent	Staff Involved
Tue	1			
Wed	2			
Thu	3			
Fri	4			
Sat	5			
Sun	6			
Mon	7			
Tue	8			
Wed	9			
Thu	10			
Fri	11			
Sat	12			
Sun	13			
Mon	14			
Tue	15			
Wed	16			
Thu	17			
Fri	18			
Sat	19			
Sun	20			
Mon	21			
Tue	22			
Wed	23			
Thu	24			
Fri	25			
Sat	26			
Sun	27			
Mon	28			
Tue	29			
Wed	30			
Thu	31			

## Enhancement Record

**April 2022**

Day	Date	Activity	Hours Spent	Staff Involved
Fri	1			
Sat	2			
Sun	3			
Mon	4			
Tue	5			
Wed	6			
Thu	7			
Fri	8			
Sat	9			
Sun	10			
Mon	11			
Tue	12			
Wed	13			
Thu	14			
Fri	15			
Sat	16			
Sun	17			
Mon	18			
Tue	19			
Wed	20			
Thu	21			
Fri	22			
Sat	23			
Sun	24			
Mon	25			
Tue	26			
Wed	27			
Thu	28			
Fri	29			
Sat	30			

## Enhancement Record

**May 2022**

Day	Date	Activity	Hours Spent	Staff Involved
Sun	1			
Mon	2			
Tue	3			
Wed	4			
Thu	5			
Fri	6			
Sat	7			
Sun	8			
Mon	9			
Tue	10			
Wed	11			
Thu	12			
Fri	13			
Sat	14			
Sun	15			
Mon	16			
Tue	17			
Wed	18			
Thu	19			
Fri	20			
Sat	21			
Sun	22			
Mon	23			
Tue	24			
Wed	25			
Thu	26			
Fri	27			
Sat	28			
Sun	29			
Mon	30			
Tue	31			

## Enhancement Record

**June 2022**

Day	Date	Activity	Hours Spent	Staff Involved
Wed	1			
Thu	2			
Fri	3			
Sat	4			
Sun	5			
Mon	6			
Tue	7			
Wed	8			
Thu	9			
Fri	10			
Sat	11			
Sun	12			
Mon	13			
Tue	14			
Wed	15			
Thu	16			
Fri	17			
Sat	18			
Sun	19			
Mon	20			
Tue	21			
Wed	22			
Thu	23			
Fri	24			
Sat	25			
Sun	26			
Mon	27			
Tue	28			
Wed	29			
Thu	30			

## Enhancement Record

**July 2022**

Day	Date	Activity	Hours Spent	Staff Involved
Fri	1			
Sat	2			
Sun	3			
Mon	4			
Tue	5			
Wed	6			
Thu	7			
Fri	8			
Sat	9			
Sun	10			
Mon	11			
Tue	12			
Wed	13			
Thu	14			
Fri	15			
Sat	16			
Sun	17			
Mon	18			
Tue	19			
Wed	20			
Thu	21			
Fri	22			
Sat	23			
Sun	24			
Mon	25			
Tue	26			
Wed	27			
Thu	28			
Fri	29			
Sat	30			
Sun	31			

Notes

# Beyond Post 16... Journey Planner.



I am RED / AMBER / GREEN

Destination (Where I want to go/be) \_\_\_\_\_

Via (Route/How I want to get there) \_\_\_\_\_

## My Route Planner

I achieved \_\_\_\_\_ GCSEs grade A to C.

For Maths I achieved grade \_\_\_\_\_

For English Language I achieved grade \_\_\_\_\_

For English Literature I achieved grade \_\_\_\_\_

My Science grades were \_\_\_\_\_

I am on target to achieve grades in Y12 as follows

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

In Year 13 I plan to

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My intention after Year 13 is to

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## Journey Progress Part 1 - (Research) - Logging/Monitoring

Activity	Done	Date	Comment
Accessed "Next Steps" Resources			
Started journey planner –destination (red/amber/green)			
Completed my Route Planner page			
Websites Visited & Registered			
	Done		Done
	Date/ Comment		Date/Comment
www.unifrog.org		www.theuniguide.co.uk	
www.ucas.com		www.direct.gov.uk/uni	
www.ukcoursefinder.com		www.hotcourses.com	
www.hero.ac.uk		www.uni4me.com	
www.unistats.com		www.connexions-direct.com	
www.guardian.co.uk		www.work-experience.org	
www.timesonline.co.uk/ university_guide		www.prospects.ac.uk	
www.opendays.com		www.studentladder.co.uk	
www.gothinkbig.co.uk			
Activity	Done	Date	Comment
Registered on above sites			
Checking (email / Edmodo / notices) daily for internaldeadlines			
Told (in writing) coach & Mr Harding if considering Oxbridge/Medicine/Vet. Med./Vet. Sc./Dentistry/Law/Practice-based Music course/Art & Design/ Drama			
For courses considering-Checked application process			
Checked application deadlines			
Checked entry profiles/requirements – incl. GCSE's			
Checked if any pre-entry tests required			
Worked out point score range (using UCAS Tariff)			
Understand UCAS TARIFF			
Checked UCAS TARIFF for matches point score range			
Started writing action plan -			
Completed action plan			
Planned for Higher Ed. Fair visit – Know stands going to.../Have questions written.../Personal detail labels ready.../Decided which seminars going to...			
Discussed the above with appropriate staff e.g. subject teachers, coach etc.			
Arranged careers interview			

Commented [KH3]: Title on one line not two

## Journey Progress Part 2 (Choices) – Logging / Monitoring

GCSE Grades Achieved					
Maths		English (Lang./Lit.)		Science (Double Award)	
Post 16 subjects studied - Year 12	Level	Current grade attainment	UCAS tariff	Predicted grade attainment	UCAS tariff
1:					
2:					
3:					
4:					
Other e.g. Open University, etc.					
Courses					
Name of <i>specific</i> courses interested in to study	Course code	Location	UCAS tariff	Special entry requirements e.g. pre-test*, audition or C in Maths GCSE, etc. 'N/A' if not applicable or '?' if don't know.	
1:					
2:					
3:					
4:					
5:					
Research Done					
	Done	Comment			
Worked out point score					
Got UCAS Tariffs					
Visited <a href="http://www.ukcas.com">www.ukcas.com</a>					
Visited specific Uni. websites					
Contacted specific Universities					
Read Prospectus					
Consulted subject staff in school					
Discussed with parent/carers					
Visited higher education fair					
Had careers interview		Date	With		
*if require pre-test e.g. LNAT, BMAT, etc.		Date Registered	Date Paid		



## Completion of UCAS Application - Monitoring of Progress

### Subjects and teaching staff (to get references)

Subject	Staff

	Process	Done	Date	Due Date	Comment
1	Paid UCAS fee and got 'buzzword'			Mid June	
2	Registered with UCAS (online) Started completing application form i.e. 3-11 below			June	
3	Personal details			June	
4	Additional information (UK applicants only)			June	
5	Choices			Sept	
6	Education			July	
7	Employment			June	
8a	Personal statement – 1 <sup>st</sup> draft on UCAS for checking			July	
8b	Subsequent draft(s) to coach for checking			Sept	
8c	Approved draft pasted onto application.			Sept	
9	Checked with Mrs Brookes that references are in progress			Sept/Oct	
10	Declaration			Oct	
11	Send			Oct	
<b>Choices</b>					
	<b>Course applied for at Uni.</b>	<b>Where?</b>	<b>Tariff needed</b>	<b>Offer</b>	
1					
2					
3					
4					
5					
<b>Date this form was last updated</b>					

Employment Preparation - Beyond Post 16 - Monitoring of Progress

Subjects & teaching staff (to get references)

Subject		Staff			
	Process	Done	Date	Comment	
1	Log on to <a href="https://nationalcareersservice.explore-careers.gov.uk">https://nationalcareersservice.explore-careers.gov.uk</a>				
2	Register at <a href="http://www.getmyfirstjob.co.uk">www.getmyfirstjob.co.uk</a>				
3	Have a linkedIn profile				
4	Made a careers interview appointment with Mrs Ahmed or link careers advisor				
5	Research companies and completed a speculative application				
6	Completed / updated your CV				
7	Devised a draft covering letter				
8	Started checking vacancies at job centre				
9	Started checking vacancies in newspapers				
10	Started checking vacancies on job websites (e.g. Indeed and Totaljobs)				
13	Filled in a job application form				
14	Had application form checked				
15	Prepared for an interview				
16	Had a mock interview				
	Jobs/training/apprenticeships applied for	Where?	Qualifications needs?	Outcome	
1					
2					
3					
4					
5					
Date this form was last updated					

## Curriculum Vitae

### General Guidelines on Curriculum Vitae: Preparation and Presentation

The purpose of a CV is to get an interview, so good preparation and presentation are vital. Information must be concise, have impact and be easy to read. All year 12 and 13 students must produce a CV and submit a copy to their tutor. It must be typed, not handwritten.

#### Do

- Start with an opening page, highlighting your **abilities, achievements** and **objectives**.
- Outline the sort of job/career/H.E. you are seeking.
- Leave plenty of white space – it is easier on the eye.
- Use 'at-a-glance' headings.
- Restrict yourself to a maximum of 4 points under each heading.
- List achievements – any participation in sports, clubs, activities, etc.
- Start career history with your most recent schooling. Have a section on part-time employment.
- Highlight your last 2/3 employers with previous work achievements in one paragraph.
- Stress your skills.
- Make sure that you match your CV to the requirement of the job applied for.
- Restrict your CV to one or two pages.
- Use the best quality matching paper.
- Double check for spelling mistakes and ask a friend to check as well.
- List your school examination passes by subject and grade.

#### Don't

- Be too verbose – the more details you give, the more chance there is of talking yourself out of a job.
- Make it too heavy to read – adopt a conversational but formal tone.
- State desired salary.
- Explain why you are leaving your present job/school.
- Leave career gaps – would-be employers don't like to find unexplained gaps in your history – they may assume the worst!
- Mention irrelevant personal circumstances – e.g. divorce, one-parent family.
- Undersell yourself.

## Preparing for an Interview

This may apply to you in sixth form or post degree but sooner or later you will need this information. Be quite clear in your mind about the precise time and place of the interview. Don't leave anything to chance; check on a map how to get there. Try to find out the interviewer's name, how to pronounce it and his or her correct title.

### Company Knowledge

This is critical. Find out all you can about the company before the interview. Read and inwardly digest every newspaper item: obtain a set of accounts: make sure your recruitment consultant gives you as much information as possible about the company, and let the interviewer know that you have gone to this trouble. Don't bombard them with in-depth production statistics but ensure they are impressed with your knowledge of the company – it will flatter. Points to consider are:

- Present turnover?
- Profitability?
- Number of employees?
- Is the company a subsidiary of a major group?
- What are the major product lines, etc?

### Curriculum Vitae

If you have prepared your own CV make sure it is concise, readable and professional. Always take a copy with you just in case!

Have fresh in your mind the basics of your current and previous employment – key facts and figures.

The interviewer's aim is to recruit staff, not to trip people up or embarrass them.

He or she may ask searching questions to ascertain your aptitude, motivation, stability, maturity and general outlook. Be prepared for them.

### Your Questions

Give careful thought to the questions you want to ask. An interview should be two-way communication. But don't make the mistake of interviewing the interviewer. They want to know if you have the necessary qualifications: you want to discover what opportunities there are for promotion and development.

Try to get the interviewer to describe the nature of the job and the duties involved. Then relate this information to your background and skills.

## The Interview

A job interview is by nature an unnatural situation. Within a short space of time the interviewer has to decide whether you will fit into the company and make some sort of useful contribution. Often an interviewer, especially a personnel executive, will be judged by his/her superiors on the quality of staff he/she recruits.

It is, therefore, perhaps an even more nerve-racking situation for the interviewer than for the candidate. It is almost a game, a role-play of interviewer and candidate trying to impress each other. Many books have been written on how to be successful at interview. However, for anyone who may be considering the move, a short checklist could prove helpful. It is so vital that you play by the rules of the game. The main rules can be condensed briefly into the following:

- Arrive on time or a few minutes early. Always call the company to apologise for any delay or problem which may make you late or miss your appointment.
- Appearance. It is stating the obvious, but one must conform. It has been known for accountants whose initial impact is somewhat akin to a haystack to land a good job, but, they are few and far between! In short, be well groomed.
- Greet the interviewer by his or her surname. Shake hands firmly but not too vigorously.
- Take a seat only when invited to do so. Sit upright, relaxed, alert and attentive. Look the interviewer in the eye when you talk.
- If asked to fill in an application form, do so neatly, completely and without being flustered and check your spelling carefully.
- Again, it is all too obvious, but do show enthusiasm and confidence. Act as if you are set on getting the job. Never shut out an opportunity. It is always better to have more than one choice.
- Convey your belief in your ability to do the job well.
- The interview is not a careers advice session; do not express doubts; show some positive direction to your career plans.
- After the interview is the time to wonder whether you really want the post. Listen to everything and be prepared to ask relevant, well-thought-out questions. After all it's not just a time for them to assess you – you need to decide whether it's the right step for you.
- Whenever practical, avoid answering questions with a simple Yes or No. Expand your answer sufficiently to reveal those things about yourself which will enhance your suitability for the job – but don't go on and on.
- Remember – smile now and then.

## Interview Questions

### Typical questions you could be asked

- What are your professional and educational qualifications to date?
- Why did you choose this kind of work?
- Why would you like to work for us? When did you last get a salary increase and how much was it?
- As to your career, what do you aim to be doing in five years from now? Ten years from now?
- Which factors do you think have most bearing on a person's progress in an organisation?
- What have you done in your career which demonstrates initiative?
- What do you consider to be your greatest strengths and weaknesses?
- What have you learned of significance from the jobs you have held?
- Which job did you enjoy the most?
- How would you react to being relocated?
- What is your interpretation of teamwork?
- Do you have any hobbies? How do you spend your spare time?
- What have you done in your present job to improve the company?
- What are your main achievements in your career to date?

### Some questions you might want to ask

- Why is the position available?
- What training programme do you operate, and how does one qualify for these?
- What plans has the company for future growth?
- What would be my next step on the career ladder?
- What are the long-term opportunities for promotion?
- What will be the main purpose of my job?
- Take me through a typical day.
- How will my performance be assessed?

## Apprenticeships

### Subjects & teaching staff (to get references)

Some vacancies require you to apply via the employer's website others will allow you to apply directly

Keep checking the website for new opportunities

This is like a live job website and opportunities are updated constantly

Be aware they will be more meaningful nearer the end of the school year as you will be able to join the company after exams – look at "Possible start date" of the apprenticeship

	Process	Done	Date	Comment
1	Inform the Post 16 Team / Coach / Mrs Ahmed you are considering an apprenticeship			
2	Arrange an appointment with Mrs Tidman to discuss process			
3	Use Unifrog to search vacancies			
4	Visit <a href="https://www.gov.uk/apply-apprenticeship">https://www.gov.uk/apply-apprenticeship</a> and click "How to Apply"			
4	Search the "find an apprenticeship service"			
6	Search for the types of apprenticeships available			
7	Browse the sectors and decide what you want			
8	Register by clicking on "create an account" and fill in required fields, you will be sent an activation code to be able to use your account			
9	Activation code received			
10	Enter your educational history, qualifications, and work experience etc.,			
11	Arrange an appointment with Mrs Tidman to discuss CV and cover letter			
12	Read and preview your application carefully before submitting			

## Gap Year Preparation – Monitoring of Progress

**Subjects and teaching staff (to get references as required)**

Subject	Staff

	Process	Done	Date	Comment
1	Discussed your gap year with parent / carers			
2	Discussed your gap year with BH or AT			
3	Checked okay with uni. or employers			
4	Decided if deferring entry to uni. or applying on return			
5	Set yourself a gap year goal			
6	Researched what is on offer to achieve your goal (web-sites etc)			
7	Decided if using an organisation or planning own gap year			
8	Decided exactly what you are planning to do(Travel; Work in UK; Work abroad; Voluntary work; Study)			
9	Checked if chosen activity complements uni. course or enhances employability			
10	Decided exactly where you are going to go			
11	Financial decisions – cost, budget etc			
12	Insurance – travel or work			
13	Safety implications considered e.g. foreign office, travel guides etc or training for work			
14	Health implications e.g. vaccines			
15	Travel documents e.g. visas, flights etc			
16	Travel responsibility e.g. currency, language			
17	Communication documents e.g. CV, passport, itinerary, contact details etc			
18	Diary / blog planned			
19	Completed application form(s)			

	Gap year applied for.	Where?	Qualifications needs?	Outcome
1				
2				

**Date this form was last updated**

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