

Preparing for
YOUR NEXT STEPS



CARDINAL HEENAN
CATHOLIC HIGH SCHOOL

YOUR NEXT STEPS



AS YOU MOVE INTO YOUR FINAL YEAR AT CARDINAL HEENAN, YOU WILL BEGIN TO MAKE PLANS FOR THE NEXT STAGE OF YOUR EDUCATION AND LIFE. THIS IS BOTH EXCITING AND OVERWHELMING; THE CHOICES YOU MAKE NOW WILL IMPACT ON THE PATHWAYS THAT ARE OPEN TO YOU AND THE ROUTE YOU CHOOSE TO FOLLOW IN THE NEXT FEW YEARS AND BEYOND.

To help you navigate this journey, our Preparing for Your Next Steps workshop and this accompanying booklet outlines some of the key information that you will need. This includes advice on:

- Post-16 Pathways
- Making the most of your final year at Cardinal Heenan
- Preparing for your exams
- Maintaining your wellbeing

The heart of our mission at Cardinal Heenan is to inspire excellence by encouraging every individual to be the person that God calls them to be. Our role is to help you understand your options and make decisions that will enable you to fulfil your unique potential.



TABLE OF CONTENTS



- 01 Progression Routes
- 02 Behaviour for Learning
- 03 Homework
- 04 Organising your Revision
- 05 Active Revision
- 06 Timeline to Year 11 Exams
- 07 Access Arrangements
- 08 Wellbeing



Progression Routes



Key Stage 4 Age 14-16

Key Stage 5 Age 16 - 18

Adulthood Age 18+

GCSEs and
other Level 2
courses

College or
Sixth Form

Foundation
Courses

Apprenticeship
or Traineeship

Employment with
Training

University

Further or Adult
Education

Apprenticeship

Employment

Employment with
Training



Key Stage Five

College or Sixth Form



A Levels

- Traditional academic courses
- Usually you study three subjects
- You can continue subjects from GCSE or pick up new subjects like Psychology and Economics
- You need at least 5 GCSEs at grade 4+ (inc. Eng & Ma)
- Mostly assessed by exams.
- Lead to university, higher and degree apprenticeships or employment



Vocational Courses

- Linked to a career you are interested in
- Options include Hair and Beauty, Engineering, Construction, Sport, Health and Business Studies
- Different levels depending on the grades you have when you enter the course
- Taught in the classroom and on work placements
- Combination of practical and exam assessments
- Lead to work or further study



T Levels

- One course, equivalent to 3 A levels
- Designed with employers
- Subjects include Health, Science, Building Service Engineering, Digital and Finance
- Combine classroom learning with a 45 day work placement
- Assessed by exams, projects and practical work
- Lead to university, higher and degree apprenticeships or employment



Foundation Courses

- If you don't yet have the qualifications needed to progress onto a higher level course
- Suitable if you do not yet have five or more GCSE equivalents at grade 4+ (inc. Eng & Ma)
- You will get help and support to prepare for work and study, as well as personal development skills
- Core curriculum includes English and Maths
- Available at a range of providers
- Speak to Wendy or Mr Gaffey about which course is best for you.

College Entry Requirements

THERE ARE DIFFERENT ENTRY REQUIREMENTS FOR EACH PATHWAY. THIS IS TO HELP ENSURE THAT YOU ARE FOLLOWING COURSES THAT ARE MOST SUITED TO YOU.

There are two types of entry requirement:

- Specific requirements for each individual subject
- A G-score

Your G-score is an average of all of your GCSE grades. The higher your G-score, the more pathways that are open to you. This is one of the reasons it is important that you work hard in all of your subjects, even if you don't plan to study them in post-16.

A grade 4 is the minimum level that students need to reach in English language and maths. If you don't achieve this by the end of Year 11, you will need to continue to study these subjects as part of your post-16 education.

Entry requirements are included in college prospectuses.



Apprenticeships

Apprenticeships are jobs with training. You will work alongside experienced staff to gain job specific skills. Alongside this you will complete training and study related to your role (this is for at least 20% of your time).

There are different levels of apprenticeship, depending on your qualifications. At post-16 you can complete:

- Intermediate apprenticeships, which are equivalent to GCSEs
- Advanced apprenticeships, which are equivalent to A levels.

Higher and Degree level apprenticeships are available post-18.

Apprenticeships are available in a wide range of career areas, for example digital industries, childcare, paralegal, business and surveying.

You will be paid a wage (£5.28 per hour) and be based in a workplace for most of the time. You may spend some time in college or a training centre.

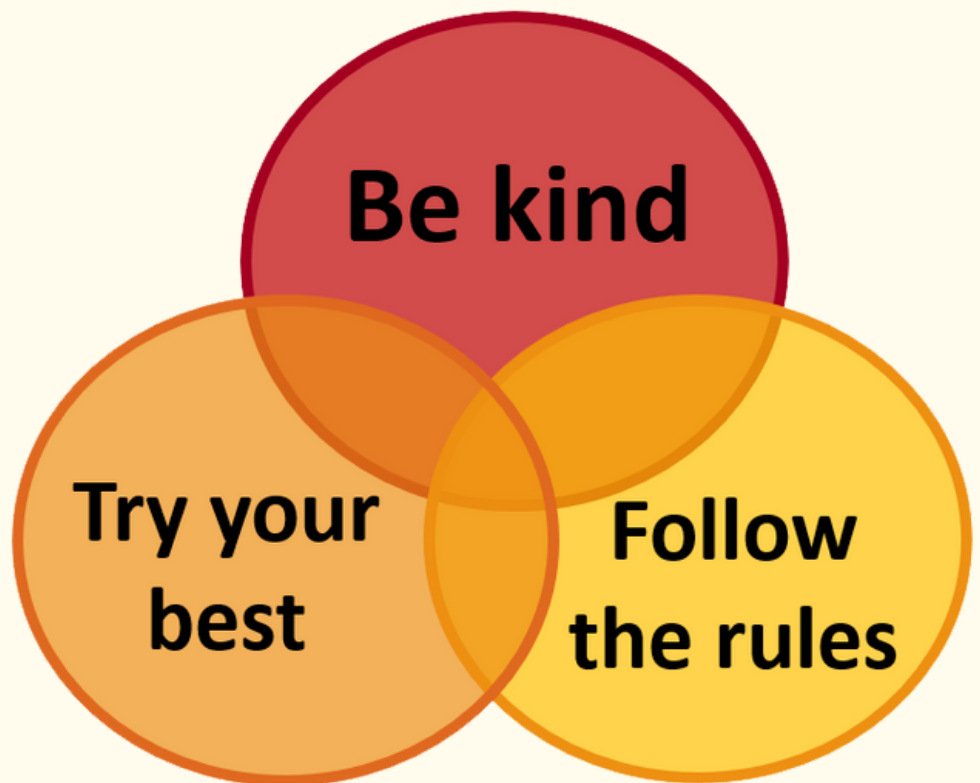
Apprenticeships last between 1 and 5 years. After completing an apprenticeship, you can progress onto employment, university or the next level of apprenticeship.

For further information about apprenticeships visit www.apprenticeships.gov.uk



Behaviour for LEARNING

THE SINGLE BIGGEST THING THAT WILL MAKE SURE YOU ACHIEVE GRADE OUTCOMES, IS YOUR LESSONS. WE ASK THREE THINGS OF YOU AT CARDINAL HEENAN: BE KIND, TRY YOUR BEST, FOLLOW THE RULES.



We purposely ask you to Try **Your** Best. This is not the same for everyone, and it is important not to compare your grades with your friends. We each have different talents, interests and abilities.

The thing you can compare is whether you are trying as hard as you can.

To help you to understand how to Try Your Best we include a Behaviour for Learning grade on each of your reports. Your teachers use the descriptions on the next page to decide which grade your behaviour fits into.





EXCEPTIONAL

- Demonstrates sustained grit, determination and perseverance when presented with difficult tasks, and actively seeks opportunities to stretch themselves.
- Frequently approaches work with creativity and flair.
- Independently reflects on and improves learning, utilising sources beyond the teacher and the classroom to identify ways to develop their understanding.
- Has a notable enthusiasm and thirst for learning.
- An outstanding role model for other students.
- Fulfils their role within a team with maturity and compassion, seeking ways to support, encourage and promote their peers.



EXCELLENT

Meets the Expected criteria, plus:

- Completes all work to the best of their ability, actively seeking ways to improve this.
- Actively seeks out support to improve their understanding, e.g. asking questions to clarify understanding.
- Supportive of peers' learning, e.g. by taking steps to involve peers in group work.
- Shows pride in their work.
- Has no L2 comments (this term)
- Often approaches work/problems creatively.



EXPECTED

- Completes work to the best of their ability, following success criteria where provided.
- Actively listens to staff, students and visitors and so is able to respond well to questions.
- Respectful towards staff, students and visitors.
- Plays an active role in pair/group work.
- Follows instructions appropriately.
- Responds positively to feedback, utilising this to improve their work.
- Punctual to lessons.
- Rarely, if ever, needs reminding of expectations.



CONCERN

- Sometimes lacks focus and/or is passive in their learning, e.g. responding with "I don't know" before taking the time to think or being passive in group/pair work.
- Sometimes contributes to a negative classroom environment.
- Sometimes disrespectful to staff, students or visitors, e.g. talking over them.
- Sometimes produces work which is not in line with their ability.
- Shows a lack of pride in their work.
- Limited response to feedback.
- Regularly needs reminding about classroom expectations and sometimes has to be given an instruction more than once.
- Sometimes late to lesson.



SIGNIFICANT CONCERN

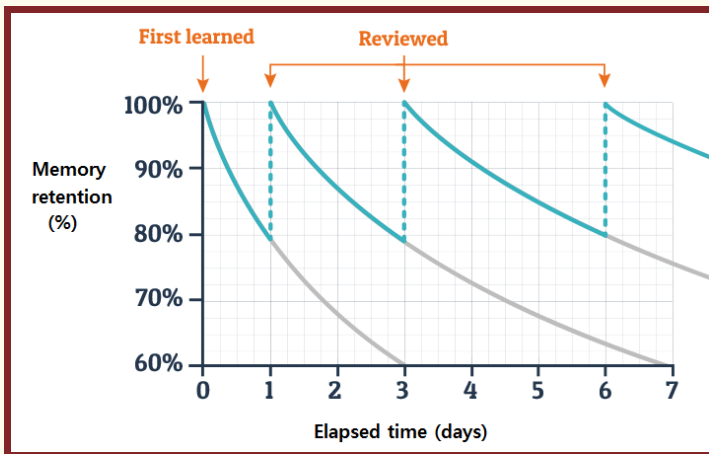
- Sometimes lacks focus and/or is passive in their learning, e.g. responding with "I don't know" before taking the time to think or being passive in group/pair work.
- Sometimes contributes to a negative classroom environment.
- Sometimes disrespectful to staff, students or visitors, e.g. talking over them.
- Sometimes produces work which is not in line with their ability.
- Shows a lack of pride in their work.
- Limited response to feedback.
- Regularly needs reminding about classroom expectations and sometimes has to be given an instruction more than once.
- Sometimes late to lesson.

Making the most of Homework

HOMWORK COMPLEMENTS LEARNING AT SCHOOL. IT STRENGTHENS YOUR MEMORY, BUILDS YOUR CONFIDENCE IN LEARNING AND DEVELOPS GOOD HABITS.

Research by cognitive scientists has found that we learn best when we regularly review new information. Homework is an opportunity to return to what you have learned in school, refreshing your memory and ensuring your learning is sustained in the long term.

The graph below shows Ebbinghaus' forgetting curve. This shows us that revisiting a topic helps us to remember it in the longer term.



Getting into good routines around completing homework helps you to build good study habits. These mean that you are learning more and remembering more now, and develops the skills needed for revision.

To help you to understand how well you are doing with your homework we include a Homework grade on each of your reports. Your teachers use the descriptions on the next page to decide which grade your behaviour fits into.



EXCEPTIONAL



Meets the Excellent criteria, plus:

- The student is consistently proactive in completing additional learning outside of lessons, e.g. undertaking an extended independent research project
- The student regularly routinely reviews and revises previous learning, beyond that directed by the teacher.



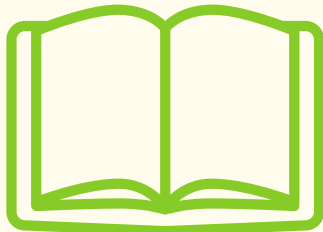
EXCELLENT



- Some homework exceeds the standard expected.
- The student is proactive in completing some additional learning outside of lessons, e.g. further independent research, completing classwork when not explicitly set for homework,
- Test and assessment preparation is thorough and goes beyond that directed by the teacher.



EXPECTED



- Homework is fully completed on time and meets the required success criteria.
- Where appropriate, help is sought with any homework difficulties.
- Test and assessment preparation is completed, as directed by the teacher.



CONCERN



- Some homework is not fully completed to the standard the student is capable of and/or is submitted late.
- If the student experiences difficulties completing the homework they do not seek help with this.
- Test and assessment preparation is incomplete.



SIGNIFICANT CONCERN



- Homework is regularly not completed.
- There is little or no evidence of test and assessment preparation.



Organising your Revision

YOUR YEAR 10 EXAMS ARE AN OPPORTUNITY FOR YOU TO UNDERSTAND WHAT EXAM PAPERS LOOK AND FEEL LIKE IN EACH OF YOUR SUBJECTS. THEY ARE ALSO AN OPPORTUNITY FOR YOU TO PRACTISE THE SKILLS OF REVISION. THIS INCLUDES UNDERSTANDING HOW TO ORGANISE YOUR TIME EFFECTIVELY.



MAKE A TIMETABLE

Making and using a revision timetable is an excellent way of ensuring you use your time effectively. We recommend that you complete around an hour of revision on a school day, and around 3 hours of revision over a weekend.

Make sure to schedule breaks, extra-curricular activities and time with friends and family.



LITTLE AND OFTEN

Revision slots should last around 30 minutes to ensure that your brain is active and taking-in information.

Aim to place the subjects and topics that you find hardest earlier in the day when your brain is more active.

To ensure you cover all of the material you need to, be as specific as possible, e.g. "Geography: Coasts".



SHARE AND USE IT

For a revision timetable to be effective, you need to stick to it. A good way to do this is to share it with your family. This allows them to help you to achieve your aim.

Once you have completed a revision session, tick it off on your timetable. Over time this will form a visual reminder of all of the revision that you have done, helping you to feel a sense of accomplishment.

Active Revision



Effective revision feels challenging. Just like physical training, mental training requires effort. If you wanted to build muscle, you would lift heavy weights. And do so repeatedly and regularly. The same principles apply to building memory (which is what we are aiming for in revision).

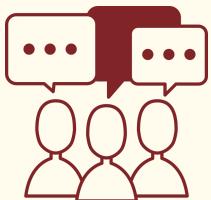
Many of the revision techniques that students prefer (such as re-reading notes and highlighting), require little mental energy. This is why they feel good. Unfortunately, this also means that they are unlikely to lead to long term memory. Furthermore, these techniques can result in The Illusion of Knowledge. The Illusion of Knowledge occurs when you read through something familiar and have a sense of knowing it, without checking you really understand and can remember it all.

Techniques that are more effective require students to **recall or retrieve** information from their memory without looking it up. Possible retrieval activities include:

- Completing past paper questions
- Self-quizzing using the look, cover, say, write, check method
- Brain dump
- Online tests, like Seneca Learning, MyMaths and BBC Bitesize.

Using these "heavy-lifting" methods will mean that you **make some mistakes**. This is to be expected, and research shows that you are more likely to remember things that you once got wrong (The Hyper-Correction Effect). Through using these techniques, that make you think hard, you are more likely to remember what you have learnt in the long term.

Timeline to Year 11 Exams



Consultation Evening - November

An opportunity to discuss your progress and behaviour for learning, to set you up for success in Year 11.



English Mock exam - Late November

Your first experience of completing an exam in the exam hall. You will learn the routines and regulations of exams.



Exam Preparation Day - December

A full day off timetable, devoted to helping you understand more about how to revise and how to maintain your wellbeing throughout Year 11.



How to Revise Week - December

During this week, each of your subject teachers will show you the best way to prepare in their subject. This will include sharing resources.



Mock Exams - January

You will complete a full set of mock exams in January, allowing you to practise routines of exams, revision and understand what to do next.



SLT Interviews - February

An individual meeting to reflect on your mock exam experience and plan for the coming months, including your exams and next steps.



Revision Evening - March

We will share with your parents/carers revision strategies and outline some ways they can support you in your final preparations.

Exams

Access Arrangements

Access Arrangements allow students with special educational needs, disabilities or temporary injuries to access assessments without changing the demands of assessments. There are a range of different Access Arrangements, including extra time, readers, scribes and Braille question papers.

For external exams (which students sit in Year 11) Access Arrangements are carefully regulated by the Joint Council for Qualifications (JCQ). They are not automatically given, including if a child has a diagnosis (e.g. for Autism or ADHD). Instead, they need to be applied for and must reflect a student's normal way of working. This is something that must be carefully documented. Year 10 exams are an ideal opportunity to gather this evidence.

Mrs Powell-Wiffen (our SENDCo) coordinates Access Arrangements. If you believe that your child will require Access Arrangements, please contact her on apn@cardinalheenan.com.



Your Wellbeing

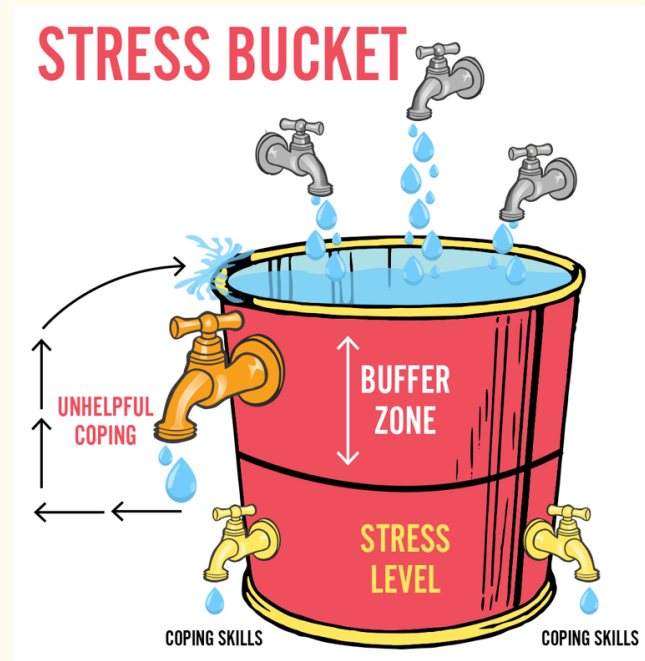
PREPARING FOR THE FUTURE IS EXCITING, BUT CAN ALSO BE OVERWHELMING. IT IS NORMAL TO WORRY ABOUT MAKING THE "RIGHT" DECISION.

UNDERSTANDING YOUR OPTIONS AND KNOWING WHAT IS COMING CAN HELP TO RELIEVE ANXIETY.

Within school, we use the analogy of the stress bucket to help students to understand and manage how they are feeling. Everything that we encounter in life can affect our mental health in either a positive or negative way.

As we worry about things like our future, exams or relationships, stress can start to build up and feel overwhelming. This is like water flowing into a bucket: if the water keeps coming then eventually the bucket will overflow.

To prevent this from happening, we need to reduce the amount of water. This can be done by putting holes in our stress bucket. These holes are the various strategies that we use to reduce feelings of stress and worry.



Some things that can help are:

- knowing what is coming up
- talking to family, friends or teachers
- focus on the things you can control

We spend further time in school - during Study Skills and our Exam Preparation Day - looking at other strategies you can use to maintain your wellbeing.

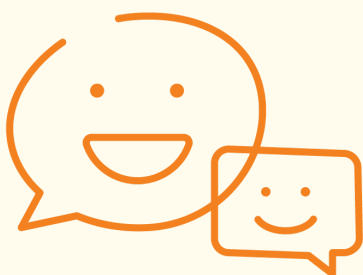
Details of further support, including how Parents/Carers can help with wellbeing are included at the back of this booklet.



How Parents/Carers can Support Wellbeing

THE FOLLOWING GUIDANCE IS TAKEN FROM THE ANNA FREUD CENTRE, WHO WORK TO SUPPORT AND UPHOLD YOUNG PEOPLE'S MENTAL HEALTH. THE PRINCIPLES ARE INFORMED BY COGNITIVE BEHAVIOURAL THERAPY (CBT), A THERAPEUTIC APPROACH MOST COMMONLY USED TO TREAT ANXIETY. CBT IS RECOGNISED BY THE NHS NICE GUIDELINES AS A SUITABLE EVIDENCE BASED TREATMENT.

CREATE SPACE FOR CONVERSATION



Demonstrate that you are available to talk but don't force the conversation at the wrong time as this may feel intrusive. Be open and consistently available, allowing conversation to flow when the young person is ready and willing to talk. Children and young people often find it easier to talk while doing another activity, such as drawing, going for a walk or baking.

DEMONSTRATE CALM



Try to model a calm and measured response. We know that children are good at noticing when others around them are anxious and will watch the behaviour of others to work out whether they too should feel anxious themselves. Even if you're feeling anxious on the inside, you can help the young person by remaining calm on the outside. This will help to reassure them that things might be difficult, but they are manageable.

EMPATHISE AND VALIDATE



We often want to reassure children, and to help find solutions to make them feel better. But first, spend time listening to the young person, ask them questions, and show an interest in viewing things from their perspective. Be accepting of their worry, anger and sadness about how things are at present. Try to avoid early reassurance which can often sound like "everything's fine". Recognise that these kinds of feelings are common and understandable.



INTRODUCE ALTERNATIVE PERSPECTIVES

A worry is a thought, not necessarily a fact. Listen to the young person and try to understand exactly what they are concerned about. What exactly are they worried about, and are their worries likely to happen? If so, what would it mean if they did? Exploring alternative ways of looking at things might help to put worries into perspective and in turn result in less anxiety-provoking conclusions.



REDUCE ENVIRONMENTAL STRESSES

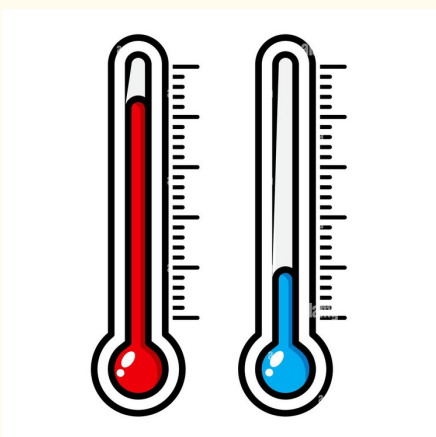
Help the young person to consider and recognise what makes anxiety worse, for example constant exposure to stressful stimuli such as too much social media. Try to keep to a routine, with activities throughout the day (e.g. schoolwork, exercise, relaxing, socialising and sleep). However, don't add pressure if they seem overwhelmed. Instead, emphasise the importance of self-care and being kind to themselves.



PROBLEM SOLVING AND COPING

Emphasise confidence in the young person's ability to cope and help them to think about different strategies.

- Future/action orientation: '...so what are we going to do about this? We can't do X... but we can do Y...'
- Holding the hope: that somehow this situation may make space for something different and better to happen.
- Keeping up healthy habits – school and domestic routines.



CHECK IN AND MONITOR

A critical part of the process is to carefully observe the impact of any suggestions/changes in approach with the young person. This could be done using an Anxiety Thermometer which is based on the child's response; 0 being calm and content to 10 being extremely anxious, hopefully by taking these steps the young person's Anxiety Thermometer will reduce over time.

Further Support

THE FOLLOWING AGENCIES MAY BE USEFUL IF YOU REQUIRE ANY FURTHER SUPPORT FOR YOUR CHILD'S WELLBEING



MINDMATE LEEDS

MindMate are here to identify support for children and young people in Leeds with their emotional wellbeing or mental health. It is for all children and young people who have a Leeds GP, of school age and under the age of 18. They work with a variety of services in order to find the right support.



KOOTH

Kooth is a free, safe and anonymous online chat and emotional wellbeing service for young people aged 11 to 25. Kooth has trained friendly councillors who can help you talk through your problems and help you with anything that's on your mind.



THE ANNA FREUD CENTRE

The mission of the Anna Freud Centre is to transform the experience of children, young people and their families through supporting their mental wellbeing. Their website contains advice and guidance for parents and carers to help them support a young person experiencing poor mental health.





CARDINAL HEENAN
CATHOLIC HIGH SCHOOL

PHONE NUMBER
0113 887 3240

EMAIL ADDRESS
info@cardinalheenan.com