



St Paul's
CATHOLIC SCHOOL

Ministerium Tuum Imple Love | Serve | Do the best that is possible

Parents Information Evening
September 2026

Your 6th Form support team

Head of 6th form

Miss Nodwell

Director of 6th form

Mrs Maw

Year 12
Year Leader
Mr Selwood

Year 12
Administrator
Mrs Neillings

Pastoral Lead
Mr Beckett

Year 13
Year Leader
Mrs Makamba

Year 13
Administrator
Miss Peach

Study Supervisor
Mrs Enright

EPQ
Mr Sharp

Careers
Ms Palmiero
Mrs Honan
Mrs Parkins

School and Parents: A Partnership



Parents Information

Tonight's Agenda



1

School-Home Partnership

How we can work together to support your child's academic and personal development

2

Study habits and strategies

Practical approaches for developing effective learning routines and techniques

3

Time management

Managing increased workload and balancing academic commitments with wellbeing

4

Life skills development

Building resilience, independence, and emotional wellbeing alongside academic achievement

School-Home Partnership

Regular Communication

- Scheduled progress reviews
- Updates on academic development
- Mentoring evenings
- Open channels for concerns or questions
- Email subject teachers/mentors

School-Home Partnership

Shared Expectations

Clear understanding of academic standards, behaviour expectations, and support structures available



School-Home Partnership

Collaborative Support

Working together when challenges arise, celebrating achievements, and maintaining consistent approaches



School-Home Partnership

Keeping in Touch

Class charts can be accessed to track your child's behaviour, view attendance to lessons, access their weekly timetable and view positive praise.

- You will soon receive your Year 12 parent code to access ClassCharts for new pupils.
- If you have any questions, please do not hesitate to contact the Sixth Form team.



School-Home Partnership



Keeping in Touch

We will use InTouch to provide information from the school directly to parents.

Please ensure we have your current up-to-date email address.

Study Habits Approaches

Stepping Up



What?



Review



Consolidate



Active retrieval

Where?



Home



School



Library

When?



Regularly



Routinely planned



Daily

How?



Commit



Persevere



Self regulate

Why?



Goals



Choices



Aspirations

**Pupils
need to...**

Be proactive

Be reactive

**Take
responsibility**

Think hard

**Do the
best that
is possible**

Study Habits

5 Hours In



5 Hours per subject per week

- Consolidation
- Reactive
- Proactive



Consolidation

Reactive

Proactive

- Re-reading notes from lessons to ensure you fully understand them
- noting any questions you have so that you can ask your teacher
- Read through the relevant pages of the textbook or go through the lesson slides again for the current topic



Consolidation

Reactive

Proactive

This is homework set by your teacher for example:

- Completing exam style questions
- Making revision resources such as flashcards or completing handouts provided
- Making notes in preparation for your next lesson
- Writing an essay

EXPOSURE

Meaning

Wilfred Owen's poem "Exposure" is about the silent, freezing and agonizing reality of trench life for soldiers during WW1. Instead of focusing on grand battle scenes or heroic charges, Owen describes a group of men awake through a dark, freezing night. They wait for an attack that never comes, slowly being worn down by the elements rather than enemy fire.

"Our brains are in the merciless ice-east winds that knit us"

personification: personifying freezing weather as an aggressive, punishing attacker.

Intention

The main intention is to reveal the bleak, unglamorous, and agonizing reality of trench life during WW1, stripping away romanticized or patriotic views of war.

Personification: transform the sun and clouds into an advancing, hostile force. Instead of bringing hope, dawn brings renewed suffering.

Tone

The tone of Wilfred Owen's poem is bleak, disillusioned and detached, reflecting the physical and emotional numbness of soldiers enduring the brutal winter of WW1 in the trenches.

"but nothing happens"

used as a repeating refrain and short sentences highlight the tedious reality of trench warfare.

Structure

Exposure is structured into eight stanzas of five lines each, reflecting a rigid, repeating pattern that mirrors the unending monotony of trench warfare.

"What are we doing here?"

A blunt rhetorical question exposing the soldiers' deep confusion, despair, and loss of purpose regarding the war.

Consolidation

Reactive

Proactive

These tasks will broaden and deepen your understanding of the subject.

This is about you doing the extra practice questions, reading or research.



Consolidation

Reactive

Proactive

“In some subjects, wider reading might actually be required to reach the highest grades. For example, to achieve top marks in AQA A-level Biology essays, there must be evidence of ‘reading beyond specification requirements’.”

-Unifrog

Study Habits

Sharepoint

St Paul's Catholic School

[Home](#) [Safeguarding](#) [ClassCharts](#) [Office 365](#) [Sharepoint Help](#)

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Subjects



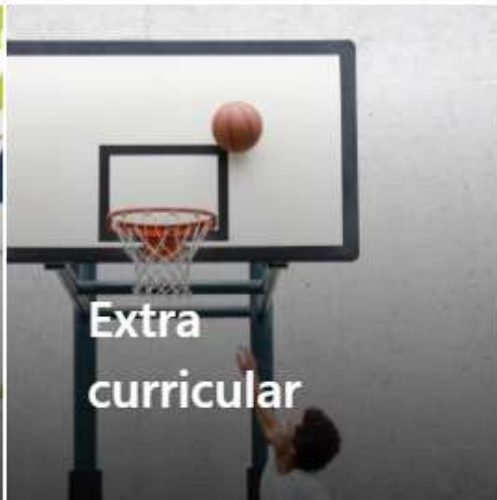
Learning Talents



ClassCharts



Events



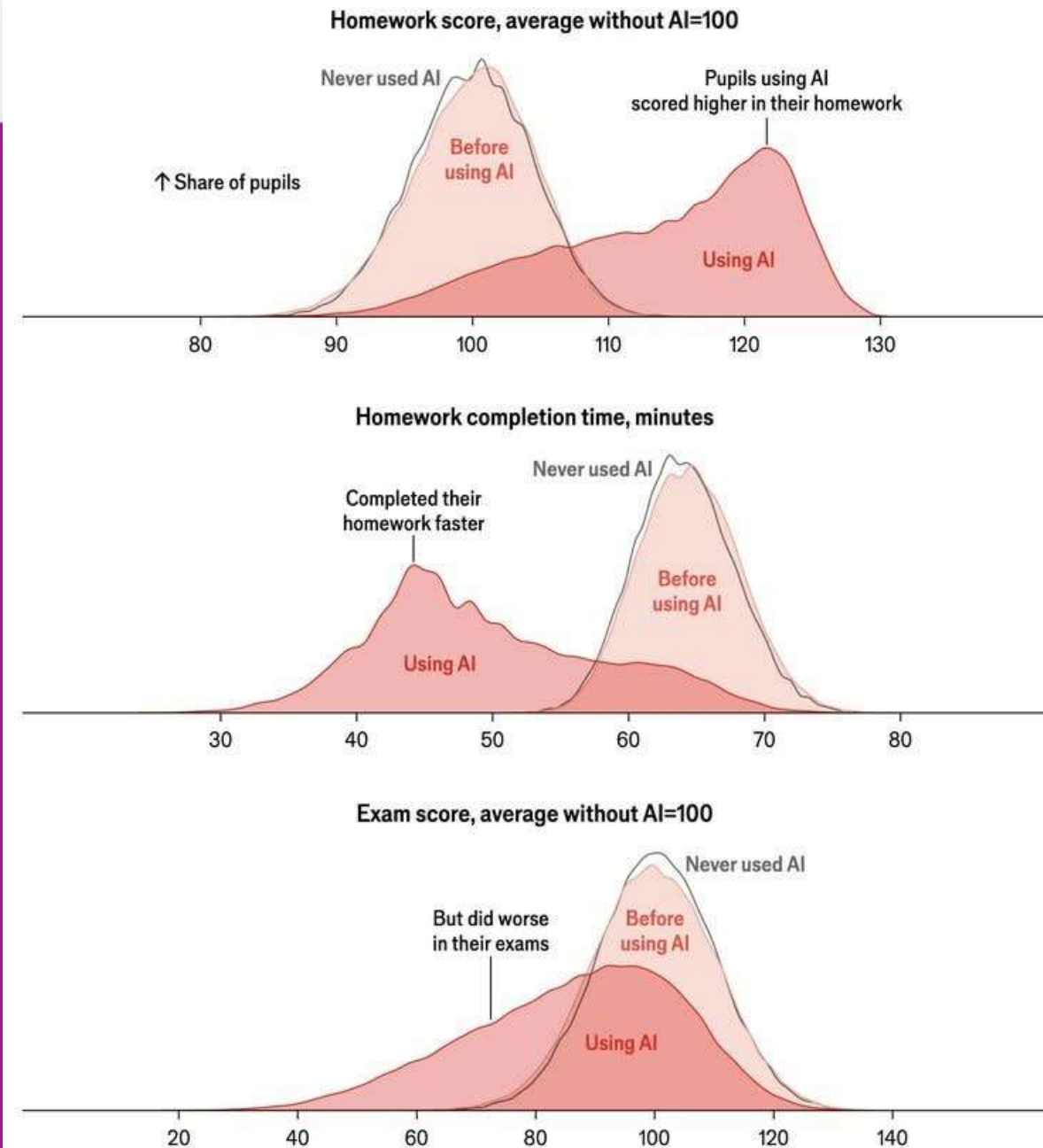
Extra curricular

Study Habits

Artificial Intelligence

AI puts learning at risk

Research suggests that any benefits from AI do not result in improved academic performance.



Time Management

Study Periods



The Sixth Form Block

Study spaces available, for both silent and collaborative work.

Upstairs – Silent Study

Downstairs – Collaborative Spaces

Breakout rooms available soon

Time Management

Study Periods



The Sixth Form Block

All study spaces are staffed

Study periods are a timetabled session, for which pupils are registered

Opportunity for study support, including 1-to-1 and timetabling

Time Management Study Timetable

Regular Revision

A-level studies are two year courses, with exams at the end of year 13.

Regular revision is essential.

BTEC and AAQ will have more consistent assessment points.

Time Management

Punctuality

Punctuality to School

- Pupils are expected to arrive by 8.47am.
- Registration starts at 8.50am.
- Why we value punctuality at school:
 - Pupils start school along with their peers
 - Pupils receive key messages and notices
 - Relationships are developed with their tutor/tutees
 - A more settled start to the day is achieved
 - Learning time is maximised
 - A key life skill is developed
 - Strong attendance is supported alongside achievement and progress
 - Minimises disruption to lessons for all students

Resilience: Attendance

Attendance to School

	Days absent trend	Weekly absence	%	Impact on pupil
Good attendance	6 or fewer	1 hour a week	97%+	In school to access learning and support to maintain or exceed expected progress.
At risk of persistent absence (PA)	12-18	Half a day a week	91% - 94%	Starting to struggle to keep up with peers due to missed learning.
Persistent absence (PA)	19+	One day a week	80% - 90%	Significant learning gaps starting to form and even with extra support will struggle to progress as expected.
At risk of severe absence (SA)	38-94	Two days a week	50% - 80%	Attendance to school is a significant barrier to academic progress and personal development. Relationships with staff and peers in school are increasingly difficult to maintain.
Severe absence (SA)	95+	Two and half days a week	50% or less	Attendance to school is a very significant barrier to academic progress and personal development. Relationships with staff and peers in school are breaking down. The pupil may start to feel isolated or despondent.

Life Skills

Holistic Curriculum



Holistic Curriculum

- RISE
- Mentoring Mondays
- Collective Worship
- Reading (English)
- Intervention Sessions

Life Skills Work Experience

Virtual Work Experience

Free virtual work Experience
<https://www.springpod.com/>



All pupils have an opportunity to complete Work Experience.

19-23 April – Level 2 pupils ONLY

5-9 July – All other pupils

Life Skills

Part-Time Work

Part-time work

We recommend that pupils should work no more than 10 hours per week in employment during school term time.

Longer hours can have a significant detrimental effect on study.

Financial Support

16-19 Bursary

Financial Support for Sixth Form Students

We can provide financial support to our Sixth Form students by paying for transport, meals, books and equipment. Please do take the time to read through our Sixth Form Bursary policy and application form which you can access here <https://www.st-pauls.org.uk/sixth-form/the-prospectus-and-how-to-apply>. If your child is eligible, please complete the application form and attach the accompanying documentation and return to Mrs Neillings in B101. If you have any questions regarding bursary, please contact Mr Beckett Andrew.Beckett@st-pauls.org.uk Pastoral Lead.

Thanks for your support and we look forward to working with you to ensure your child achieves the very best that is possible.

Opportunities for Year 12 from September 2026

Create your future!

UCAS Discovery event – Wednesday 14th
October 2024
Excel exhibition centre, London

This is your chance to discover new opportunities and speak to a wide variety of universities, colleges. Discover creative courses and careers and get a taste of what they have to offer to help you decide on your next steps. Free entry but approximately £25 to cover cost of the coach.

Kintbury, St Cassian's centre, Oxfordshire
Monday 12th to Thursday 15th October
2026
£171

A typical retreat lasts four days, the retreat aimed at Year 12 and 13 will run from Monday to Thursday. A retreat offers young people the opportunity to have a break from their busy lives to look at what really matters to them. Each retreat follows the themes of Awareness, Reconciliation and Good News.

gselwood@st-pauls.org.uk

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