

Wigston
College
Students First



The purpose of tonight....

- To aid communication and understanding
- To share information about tracking
- To give key information about this important year
- Knowledge is power



Wigston College Results 2025



Context:

KS4 GCSE APS	5.59	5.38
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- **This year our target was C+ for the best 3 A levels.**
- **So how did we do?.....**

Respect, Ambition, Responsibility, Engagement, Resilience.

Wigston College Results 2025



What	2024 Results	2025 results	
Best 3 A Levels	APS = 29.14	APS = 32.2	↑
	Average Grade = C	Average Grade = C+	↑
A Levels	APS = 27.9	APS = 30.16	↑
	Average Grade = C-	Average grade = C	↑
Value added	-0.03	+0.28	↑

Respect, Ambition, Responsibility, Engagement, Resilience.

Grade Percentage A Level



Grade	2024 Results	2025 results	
A*-A	6.98%	16.56%	↑
A*-B	33.22%	38.31%	↑
A*-C	60.8%	62.66%	↑
A*-D	83.06%	85.39%	↑
A*-E	94.02%	95.11%	↑

Respect, Ambition, Responsibility, Engagement, Resilience.

Student Highlights



Alex Hill A*, A*, A*, A, A – reading Mathematics @ Warwick University

Usman Sheikh A*, A, A - reading medicine @ Leicester University

James Arnold A*, A*, A, A - reading Physical Geography @ Bristol University

Ben Spurling A, A, A, A, A – reading @ York University

Maya Ismail A, A, A – reading Psychology at Leicester University

Freya Mistry A*, A, B – reading Criminology @ Liverpool University

Mary Watts Dist*, Dist, B – reading Midwifery @ Nottingham University

Chloe Marley D*, A, B – reading Physiotherapy @ De Montfort University

Respect, Ambition, Responsibility, Engagement, Resilience.

Student Highlights



- Outgoing student President – Jordi Black, Degree Level Apprenticeship with Derbyshire Police
- Alex Exton – Degree level apprenticeship - Theatre Technician with Y Theatre
- Archie Smith – Acting for Stage & Screen – performers college

Respect, Ambition, Responsibility, Engagement, Resilience.

SHOUTOUTS



TOP APS

- Further Maths 47.5
- Drama 38.75
- Sociology 36.97
- Geography 34.44

Best Value Added

- Sociology 0.84
- Law 0.63
- PE 0.59
- English Language 0.57
- Maths 0.57

Respect, Ambition, Responsibility, Engagement, Resilience.

Lessons



Curriculum

What knowledge do we want students to acquire?

- *Specifications shared with students*
- *Show students how to access revision materials, KOs*
- *Command verb definitions explained*
- *Recommended super curricular materials*

Assessment

How we find out what students have learnt and use it to inform teaching?

- *Assessments will be cumulative*
- *Contain exam questions*
- *Gaps from assessments need to be addressed*

Teaching

How will we teach it effectively?

- *Quality first teaching*
- *Appropriately challenging*
- *Use of exam reports and past papers*
- *Modelling exam technique*
- *NEA – students know where they are at and how to improve*
- *Folder checks – are students making accurate checks and not full of misconceptions*

Some key strategies:

- Tracking process – predictions versus targets
- Progress meetings
- Tutor time
- Directed study
- 'Sprints' - Competitions
- NEAs – one above target





Tracking process

- At 3 points during the year, we will share target grades alongside predictions
- These are essential opportunities to act
- We don't like surprises – if you see it coming, you can do things about it



Key definitions

- Target grade
- **What the student could achieve, if they have good motivation, attendance, attitude to learning**
- Predicted grade
- **What the student will achieve, if they continue with the same level of motivation, attendance, attitude to learning**



Tracking dates

- 3 data points this year
 - 10th November
 - 9th March
 - 15th June
- Then what?
- Data is analysed and interventions are planned
- Individually, students invited to decide what they want their next tracking data to look like
- Then given support, targets, etc to get there

Progress meetings



- During the course of the year, many of you will be invited to a progress meeting with your son/daughter
- What is a progress meeting?
- A chance to consider the target grades and predicted grades and for students to choose how they want to respond
- With support, to develop a tailored plan of action



The A Level Mindset...

...Or, what makes a successful 6th former.



Fixed Mindset vs Growth Mindset

Something you're born with	SKILLS	Come from hard work
Something to avoid	CHALLENGES	Should be embraced
Unnecessary	EFFORT	Essential
Get Defensive	FEEDBACK	Useful
Blame others	SET BACKS	A wake up call to try harder next time



Fixed Mindset



Growth Mindset

Vice President



Meet... **HARK**

Revision:

- ☐ The transition from GCSE to A-Levels.
- ☐ Revision strategies.
- ☐ Managing the volume of information.
- ☐ FAILURE will happen... it's your RESPONSE that matters.



V.E.S.P.A.



Research concludes success at A level is down to 3 things alone

- ✓ Having a **goal or an aim**
- ✓ **Organisation**
- ✓ Putting **sufficient hours** in

1. VISION



“When goal pursuit is fuelled by personal endorsement and valuing of the goal, commitment and persistence will be high”

Ntoumanis et al (2014)

Research suggests that students without a vision:

- Hit a ceiling
- Underperform by about one grade
- Show decreased levels of effort especially when the going gets tough



A vision has 3 components:

1. Having a clear goal that you want to achieve
2. Making an actionable plan – breaking a goal down into actions that will help you achieve it
3. Grit – sticking to your goal despite setbacks and challenges



Careers Support Wigston College

THE CAREERS &
ENTERPRISE
COMPANY

Vision Statement

To ensure all young people are equipped to make the right decision for *their* best next step.

Contact: Natasha Box
Ruth Broughton
Email: Careers@wigstonmat.org
Telephone: 0116 2881611

Key milestones and decision points

Support for Families

Year 12

Milestones and Decision Points 1

Post 18 options - University, apprenticeships, employment and gap year

- Making the most of open days Presentation – May
- Apprenticeship Presentation – Autumn Term
- NWSLC – presentation Spring Term

Subject Webinars and Work Experience - Opportunities throughout the year to access sector specific webinars and work experience

Careers Interviews - sign up opportunities in Hub

Milestones and Decision Points 2

Work Experience – 1 Week in December

Employability Workshops – importance of networking, the recruitment process, first impressions

Employability skills – what they are, their importance and how to develop and include within application forms and personal statements

Year 13

Milestones and Decision Points 1

UCAS applications

- University support on writing personal statements
- Support through Tutors, Life-skills and Sixth Form Team.

Non-University

- Options and pathways available
- Gap year presentation

Milestones and Decision Points 2

Employment and Apprenticeship Applications

- Sector specific careers talks
- Mock Interviews
- Creating a LinkedIn profile
- CVs
- The modern application process
- Careers Fair

Employability skills
Further developed within subject lessons and through the wider curriculum.
How to act and respond to future employers

Year 12

Key Events and Experiences 1

Parent Information evening – June – Higher Education
What HE involves, how to apply.
What to look for during university visits

Work Experience
Where to find work experience, maximise the opportunity and how parents or carers can support.

Webinar - What are they and why are they useful?

Careers Interview - what it is, how to prepare and reflect afterwards.

Key Events and Experiences 2

Work Experience –
Importance of Work Experience
How Parents and Carers can support students in finding placements. How to maximise the experience.

Careers Fair – March
Information shared to parents and carers in advance to help support student to prepare and maximise the experience.
Chance to discuss university and career opportunities.

Year 13

Key Events and Experiences 1

UCAS applications
Key dates and deadlines
How parents and carers can support, what should students be including in a personal statement?

Non-University
Information on the options available
Where to access information
How to maximise the different choices on offer.

Key Events and Experiences 2

Further Information
Available through the College website
How to support students in preparing for the world of work including:

- How and where to access support
- Information highlighting events

Helping **every** young
person find their
best next step.



2. EFFORT



“...a function of the intensity, direction and duration of ones exertions toward a goal”

Duckworth et al 2007

“willingness to put in great amounts of time and effort” are significant factors in success”

Bloom 1985



Effort Guide

A simple way to measure effort is in hours of independent study completed a week:

- Homework
- Research
- Wider Reading
- Going over/consolidating notes
- Revision
- Practice exam questions

Committed Learning

- Creating good study habits from the start of the year
- Making the most of each college day
- Making the most of lessons
- If you miss a day – 5 lots of potential learning lost and gaps you must fill



Taking charge



- A level grade **C** – needs **5 hrs private study** per subject - **12 in college, 3 hrs @ home pw**
- A level grade **A** – needs **8 hrs private study** per subject – **12 in college, 12 @ home pw**

Taking charge



- Hours available pw after sleep – average 112

112 hours – 12 taught lessons = **100** hours

100 hours – 24 hours private study = **76**

So, you can aim for A grades in 3 A levels and still have **76** hours a week free!!!!

+2	Motivation: Acting to <u>self</u> <u>improve</u>	The student makes an extremely positive contribution to the classroom culture, for example by being an excellent role model; by engaging fully in the lesson; asking questions to check their learning; making their own revision notes; completing significantly more than the minimum expectation of the teacher. It matters to them that they have learnt Within the ability range of the student, classwork is beautifully presented and always exceeds the expectation of the teacher in terms of quality, depth and detail. Homework is always completed and demonstrates that the student is highly committed to their own learning in the subject. Beyond homework, the student regularly extends their own learning by completing research outside that set by the teacher, for example by using the school library and/or attending academic study slots.
+1	Motivation: Acting to please	The student makes positive contribution to the classroom culture, for example by being a good role model; by engaging often in the lesson; asking questions; making their own revision notes; completing significantly more than the minimum expectation of the teacher. Within the ability range of the student, classwork is presented with care and sometimes exceeds the expectation of the teacher in terms of quality, depth and detail. Homework is always completed and demonstrates that the student is committed to their own learning in the subject. Beyond homework, the student sometimes completes research outside that set by the teacher, for example by using the school library and/or attending academic study slots.
0	Motivation: Acting to comply	The student complies with the teacher's expectations in the classroom in terms of routines for learning. The student does not slow down the learning of others. Within the ability range of the student, work and presentation is at the expected level set by the teacher, in terms of quality, depth and detail. Homework is always completed to the expected standard set by the teacher. No additional learning takes place beyond that set by the teacher.
-1		The student makes a negative contribution to the classroom culture, for example by routinely slowing down the teaching and learning process of themselves and individual other students, for example by speaking when the teacher is talking; distraction and failure to complete the minimum expected work. Classwork sometimes demonstrates a lack of care and respect for learning. Homework is sometimes not completed to the expected standard set by the teacher.
-2		The student makes an extremely negative contribution to the classroom culture, for example by routinely slowing down the teaching and learning process of groups of students or a whole class, for example by routinely speaking when the teacher is talking; distraction of groups of students and failure to complete any work. Classwork usually demonstrates a lack of care and respect for learning. Homework is rarely completed to the expected standard. No additional study is completed.

Student President



Meet... **TOBI**

Revision:

- ☐ Understanding the basics.
- ☐ What works for your subjects.
- ☐ Note-taking.
- ☐ Support from teachers.



3. SYSTEMS



- Each lesson take place in 1 hour chunk or bit. Usually there are approx. 130 lessons in Year 12 and another 130 in Year 13.
- That's 260 bits to organise for each course.
- Multiply that by the 3 courses they are taking that gives 780 separate bits of information.

Poor organisation = Poor learning



***“Success is the sum
of small efforts,
repeated day in and
day out.”***





Systems means:

1. A system to organise learning so students can make sense of it all.
2. A system to organise their time so students can complete key tasks to deadline.

Deep learning



- To maximise success **learn deeply** as you go
- Don't see revision as something to do just before PPEs/ final exams
- Establish a learning routine where you revisit information continually

Deep learning



- The process
- **Pre reading** – reading up on a topic before you do it in class
- Making good quality, **memorable notes** in lessons
- **Reading and reducing** the notes on the day you make them eg a revision card
- **Scanning** the notes before the next lesson
- Reading the card twice a month from then on

Working memory

- needs to learn a concept **several** times before it absorbs it
- can hold **5-9** bits of info at a time
- Works best – 20/30 mins at a time



Brain will hold
1000 000 000 000
000 pcs of info

Where can I find Super-Curricular Activities that my teachers have recommended?

LINK TO FOLDER
IN TEAMS



<https://abingtonacademy.sharepoint.com/:f:/r/sites/Post16wellbeingpage/Shared%20Documents/General/Super-Curricular%20Study?csf=1&web=1&e=XqmhE1>

The screenshot shows the Microsoft Teams interface. On the left, the 'All teams' list includes 'Wigston College Sixth form (Students)'. The right pane shows the 'Files' tab for this team. The 'Documents' list contains the following items:

Name	Modified	Modified By
2024 - Year 13 Photos	Yesterday at 11:43 ...	Natasha Box
2024 Photo Challenge	42 minutes ago	Louise Claricoates
Calendars and Revision Planning	October 2, 2022	Louise Claricoates
Student Letters 2022-2023	September 6, 2022	Nic Goyns
Student President Elections 2022	May 5, 2022	Louise Claricoates
Study Skills Presentations	September 1, 2021	Louise Claricoates
Super-Curricular Study	March 2	Louise Claricoates
UCAS 2024	June 26, 2023	Phillip Ashton

Vice President



Meet... **EESHA**

Revision:

- ☐ Note-writing.
- ☐ My experience!
- ☐ Building a wider knowledge at A-Levels.
- ☐ Managing the workload.



4. PRACTICE



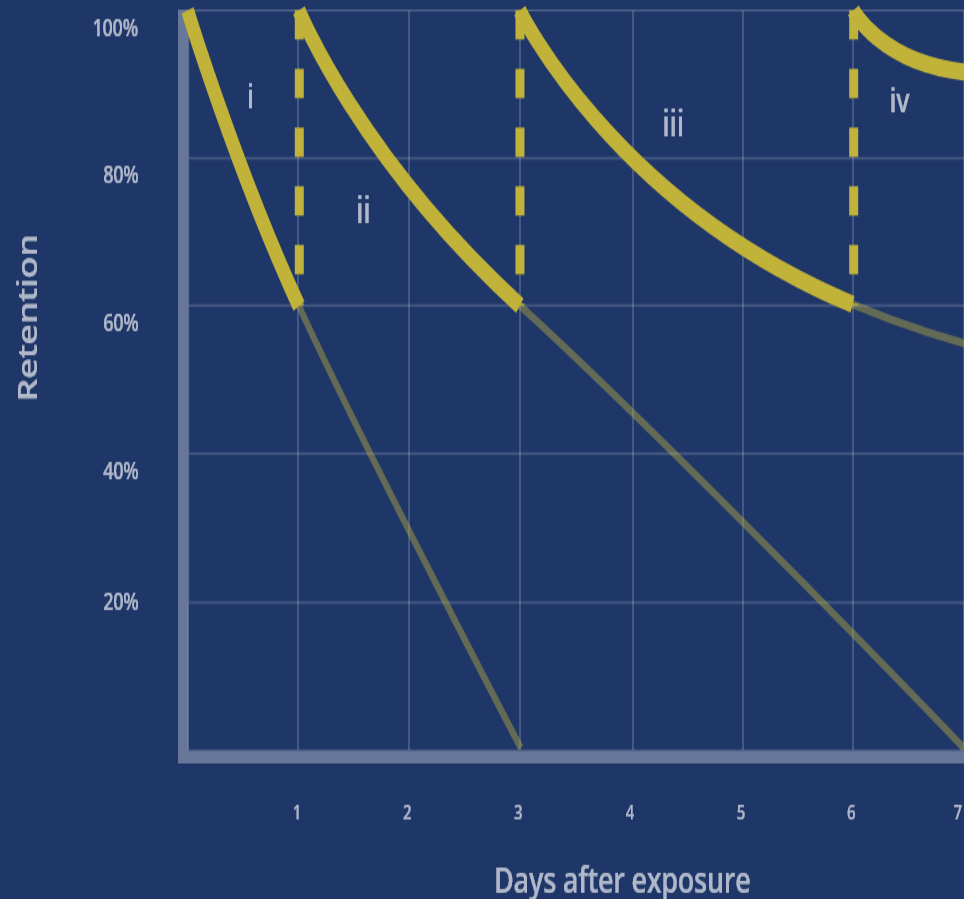
Practice needs to be seen as distinct from effort; it represents what learners do with the time they put into their studies. Not the *how much* study but the *how they* study.



What are the right things?

1. **CONTENT.** The learner masters the content taught by reviewing and consolidating it, checking it and ensuring understanding.
2. **SKILLS.** The learners put this knowledge into practice in high stakes contexts; they practice exam questions, time themselves, try tough questions and complete mock exams.
3. **FEEDBACK.** The learner seeks out expert feedback that allows them to develop performance.

Defeat Forgetting with **Spaced Repetition**.



*The more often
you practise a skill
or are exposed to
information, the
longer you'll
remember it -
shifting out that
"forgetting curve"
until that
information / skill
becomes a
permanent part of
your memory
bank*



Student President



Meet... **ERIN**

Revision:

- ☐ The importance of revision and getting a head-start.
- ☐ Exams will come by fast.
- ☐ YOUR revision technique.
- ☐ Revision support at Wigston.



Meet the...

STUDENT LEADERSHIP TEAM



- ☐ We are here if you have any questions either around school or this evening.
- ☐ Work closely with the committees (another form of support at Wigston College).
- ☐ We can offer support: available on teams, email and in person.
- ☐ You can arrange meetings with one of us if you have any suggestions or concerns.

5. ATTITUDE

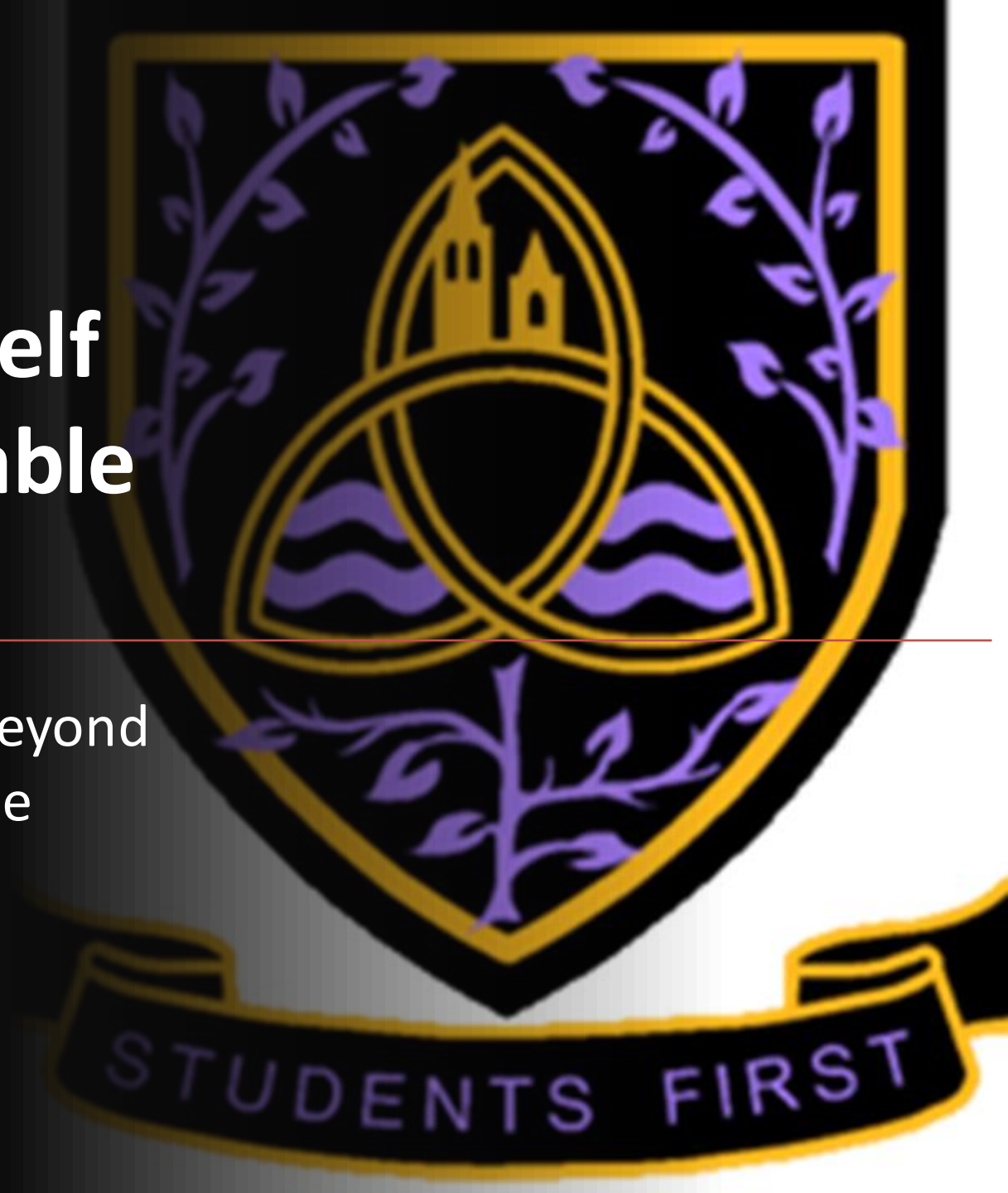


An umbrella term which includes a number of sub-factors:

- Their process of learning i.e. growth or fixed mindset
- Buoyancy and positivity
- Response to challenge or difficulty
- Resilience and Grit

Make Yourself Uncomfortable

Growth lives just beyond
the boundary of the
familiar.





The Comfort Zone

- Safe. Predictable. Familiar.
- But... nothing new grows there.
- Everything you dream of lies beyond what you already know or already have.



Strength Through Struggle

- How could you get stronger without overcoming a struggle?
- Muscles grow by resistance.
- So do minds.
- Struggle isn't a sign of weakness — it's a sign of growth.

Letting Go to Gain More

- How can you gain something new while clinging to what you already have?
- Sometimes, the hardest step forward is releasing what holds you back.
- Fear, comfort, the usual → all limit potential.





A Question of Regret

- Which is worse...
- Knowing now that you might not make it?
- Or looking back and knowing you definitely could have?
- Regret is heavier than failure.

The Challenge

- Step into discomfort.
- Risk failure.
- Grow stronger.
- Choose courage over regret.

Closing Quote

“Where you
want to be is
beyond the
boundary of
the familiar.”

Supporting Success: Social Science Department



The Team Around Social Science at KS5

- Subjects = Criminology, Sociology, Psychology, Law

Staff :

- Mrs E Sperring (Head of Department)
 - Mrs N Espiner (Head of Department)
 - Miss G Hearsey
 - Miss S Sheffield
-
- All staff are subject specialists
 - Mrs Espiner & Mrs Sperring are examiners across all subjects



Supporting our Students

- We believe that part of our role is to support students to achieve their best and take ownership of their education using the tools that we provide.
- We provide high level support to all students and are passionate about everyone getting the grades they deserve and enjoying their time with us
- We have a code of conduct that we expect all students to follow

In the classroom, students are supported by...

- **Do Now** tasks at the start of every lesson focusing on spaced learning and retrieval of prior content
- **QR codes** in classrooms
- Access to their **lesson PowerPoints and resources** via their Teams page
- **Class handouts** that cover the main knowledge that they need – this allows them to participate more effectively during the lesson
- **Knowledge organisers/crib sheets** that break down the knowledge they need into manageable chunks
- Support with **extended writing** through writing frames, mnemonics, exemplar answers
- Practice **exam technique** and discuss structure meticulously
- **Encouragement** to discuss ideas, thoughts and approach staff for support
- We are incredibly proud of our **strong relationships** with our students – our student voice is very positive every year
- Use of **mini whiteboards** to recall knowledge, practice questions
- Use of **retrieval** to revisit key concepts



Outside of the classroom

- ***Class Teams page*** – all resources but also relevant news articles, revision videos
- ***Law students*** – free access to Flipped Law (revision resource covering content in a clear, concise way) and Tutor2U
- ***Psychology students*** – use of Eduqas blended learning resources
- ***Sociology students*** – use of Hectic Teacher and Tutor2U
- Staff and students regularly ***communicate*** outside of lessons through email, Teams or in person (we do talk to students about when to expect responses)
- ***Opportunities*** for work experience, enrichment or extra-curricular activities are promoted via Teams pages



Expectations of our Students



- Punctuality
- Keep subject folders organised
- Use lesson times to focus on lesson content
- Keep mobile phone out of reach (unless needed for lesson)
- Communicate with staff appropriately
- Catch up on missed work promptly
- Meet deadlines set for independent work
- Proactive approach to their subjects (actions)
- If students do not meet our expectations we have a variety of strategies at our disposal to support their future self.

Support from home



- Students are in charge of their own destiny – they need to put in the effort for their grades
- No A' Level student ever has 'nothing' to do!
- Even if independent learning tasks are not explicitly set, students always have work to complete
- If you are worried, please contact us!
- Students are given significant resources to support them and know where to access them
- Encourage students to tell us if they are struggling, we are proud that our students are usually very comfortable in talking to us.

What some of our students say!

Make sure you have revision notes for year 12 content before starting year 13.

Keep calm and don't stress, do not try and revise last minute keep it long term and little bits at a time!

Work hard but don't be scared to ask for help when you need it!

Make flashcards straight after lesson. You save yourself time, stress and effort for exams.

Practice questions and blurting on a whiteboard will be your best friend!

Use the snipping tool to take important information from your teachers' presentations and put them on a black document, print it with bold colours and underline, and post them at random places in your bedroom/ house/ create a collage on your wall.

VESPA: 5 Keys to A level Success



Vision
Effort
Systems
Practice
Attitude

Support



Tutor

Subject Teacher

Study buddy – classmates – friends

Mrs Beeby

College Counsellor

Mrs Dobney (Academic mentor)

Post 16 Team

Careers Team

If they do what we ask...

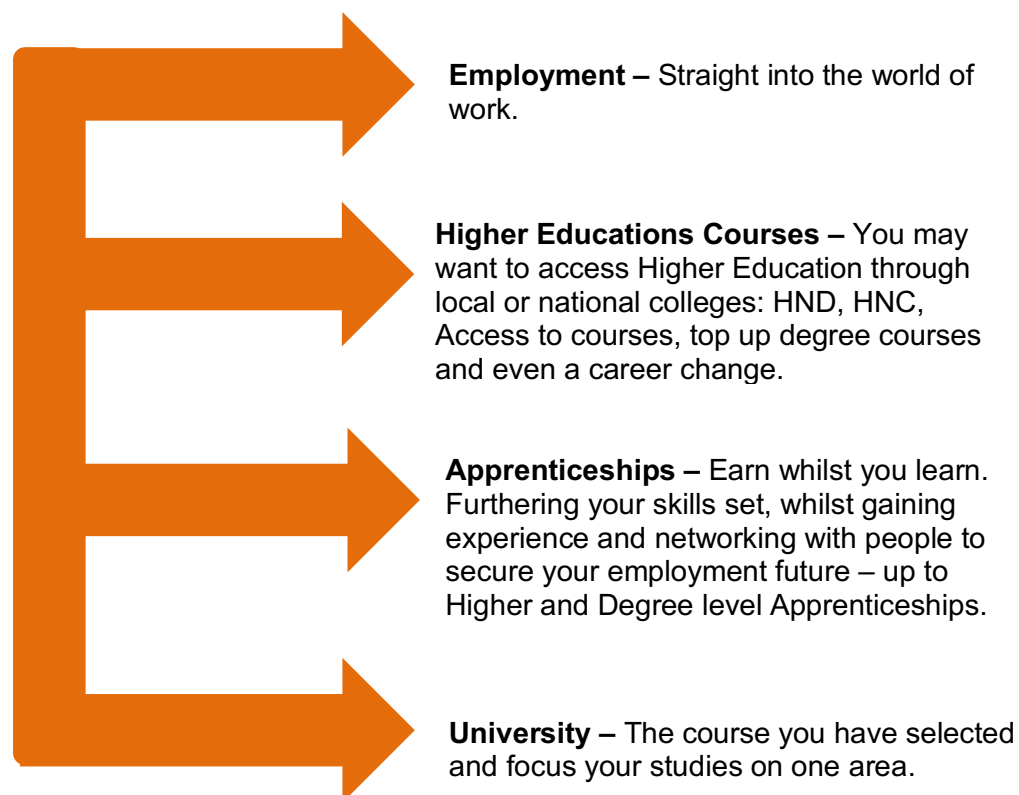


- Students at Wigston College with 100% attendance beat their target grades!
- If you miss the **DO NOW**
 - 10 mins per lesson
 - 40 minutes per week
 - 17% of lessons
 - Attendance of 83% even if you attended every day
- If you don't do the independent work that is another 20% or 50%!
- If you **'just' turn up** to your lessons and **are late** every time your **attendance to learning is 33%!**

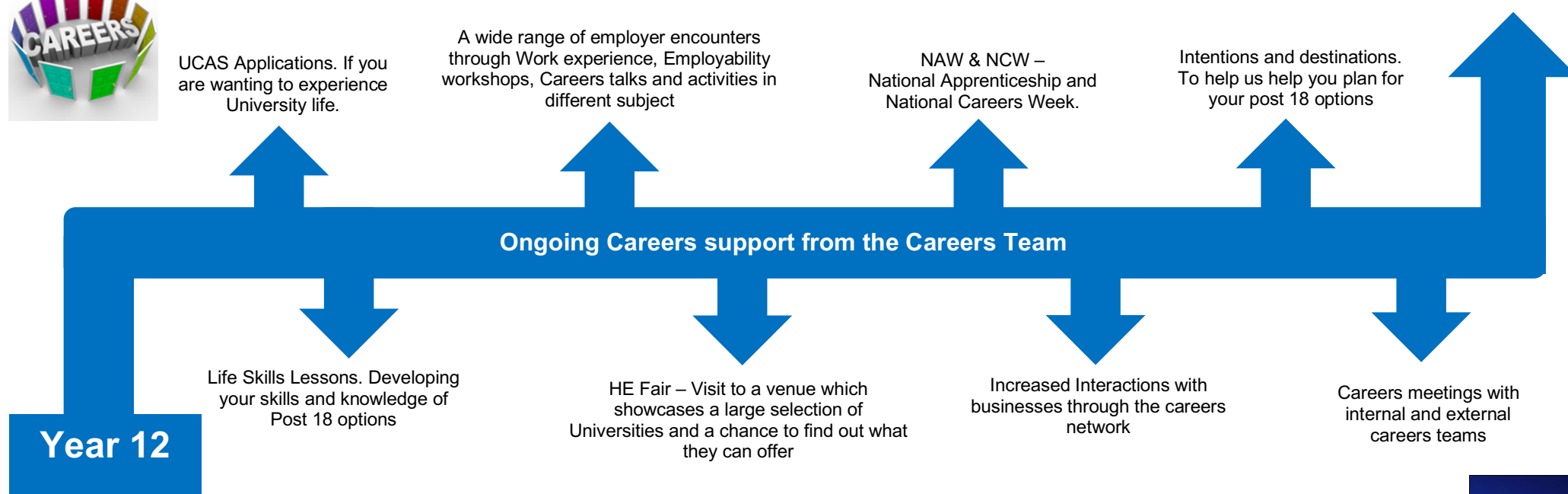
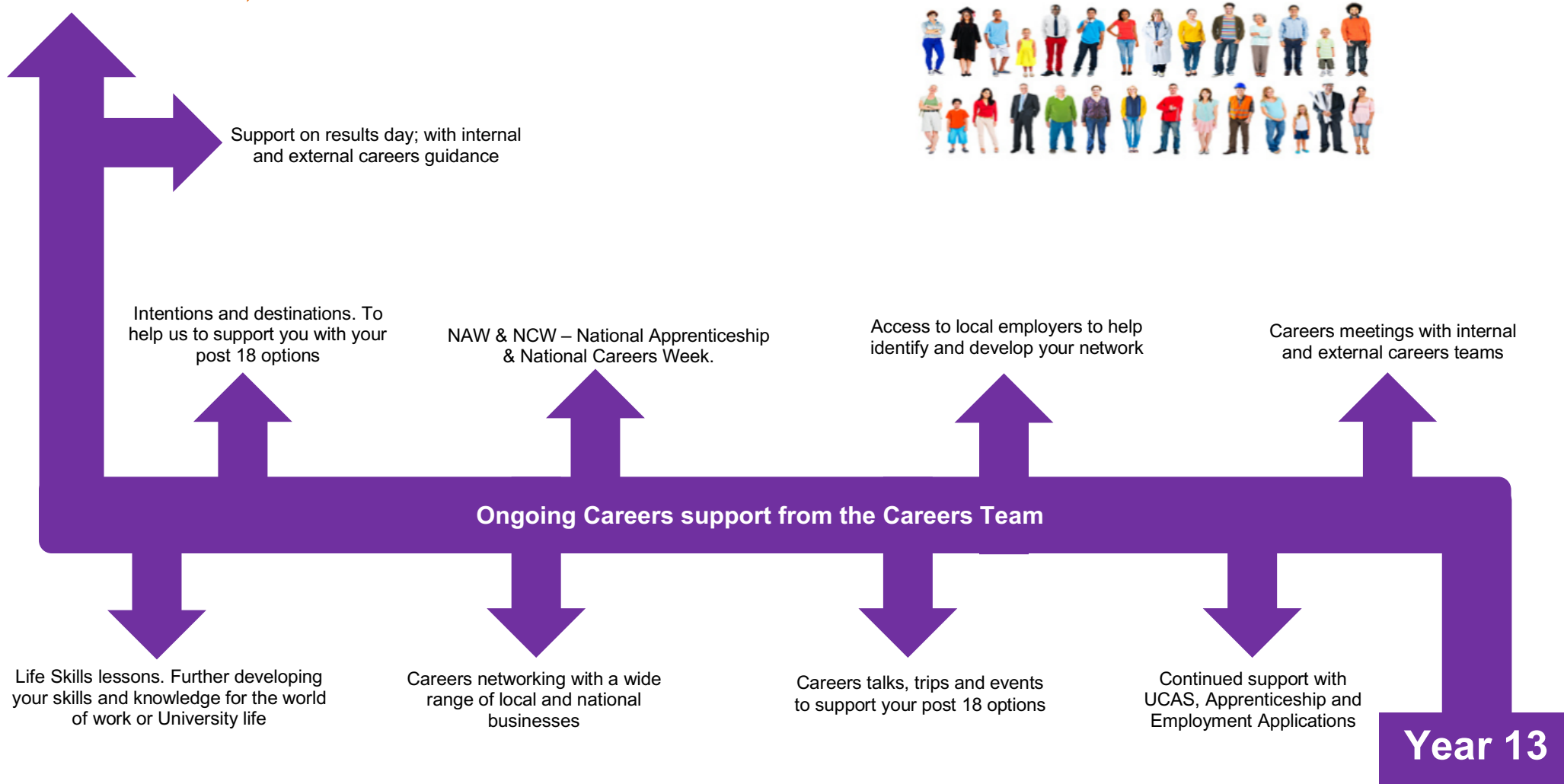
How can you expect to be successful?



admin@wigstoncollege.org



Don't forget to keep in contact and let us know how you are doing and what you are up to. Maybe you could come back and chat to the students and staff.



Welcome to Wigston College

Careers – it's about more than just jobs!



Supporting Success



Tracking

Target grade

What the student could achieve, if they have good motivation, attendance, attitude to learning

Predicted grade

What the student will achieve, if they continue with the same level of motivation, attendance, attitude to learning

3 data points this year

- 10th November
- 9th March
- 15th June

Vision

1. Having a clear goal that you want to achieve
2. Making an actionable plan – breaking a goal down into actions that will help you achieve it
3. Grit – sticking to your goal despite setbacks and challenges

Effort

A simple way to measure effort is in hours of independent study completed a week:

- Homework
- Research
- Wider Reading
- Going over/consolidating notes
- Revision
- Practice exam questions

System

Establish a learning routine where you revisit information continually

- Pre reading – reading up on a topic before you do it in class
- Making good quality, memorable notes in lessons
- Reading and reducing the notes on the day you make them e.g. a revision card
- Scanning the notes before the next lesson
- Reading the card twice a month from then on

Practice

1. CONTENT. The learner masters the content taught by reviewing and consolidating it, checking it and ensuring understanding.
2. SKILLS. The learners put this knowledge into practice in high stakes contexts; they practice exam questions, time themselves, try tough questions and complete mock exams.

3. **FEEDBACK.** The learner seeks out expert feedback that allows them to develop performance.

Attitude

- Step into discomfort.
- Risk failure.
- Grow stronger.
- Choose courage over regret.

Reviewing what you learn

1. Highlighting

Highlighting empowers the student to identify the key elements and sign-post them using a range of different techniques. Certain colours and contrasts can be an effective tool in helping with memory performance and retrieval. **Red writing on a yellow background**, for example, is a stimulating colour combination that tends to grab the most attention from learners.

2. Note Making

Helps improve recall and understanding of what students are learning, it ensures they are actively listening to what the teacher is saying, helps them make connections between topics, serves as quality revision material for after class.

Note making needs to be practised over and over again:

- **A personalised process** to make sense of what they are learning.
- Notes should be organised/structured – bullet points/columns numbers/headings.
- Notes should be memorable - contain key language, key ideas, key details written as succinctly as possible- making good use of abbreviations, symbols, pictures, colour.
- Notes should be legible and clear – reusable.

3. Revision cards

Create their own cards. There are plenty of programs that will help with creating cards; however, they will lose the benefits of manually writing them out and the repetition that process creates. Moreover, if they use someone else's cards or cards created by publishers, they won't be able to put them into their own words. By creating their own, they get all of the benefits of using the process as a study aid.

Involve their senses. The more senses involved in study habits, the more they are actively engaging with the material. By creating cards, you involve touching and seeing. If they study with a friend or say answers aloud, they involve hearing and seeing. When they flip through the cards during a break, it involves touching, hearing, and seeing. All of these senses will help move the material to long-term memory.

Year 12 Save the Dates!

Presentations in Life Skills on:

- Why Choose Higher Education? (overview) September 2025
- Researching HE October 2025
- The UCAS Process June 2026
- Personal Statement Workshop June 2026

Other:

HE Evening for Parents – 10 June 2026

- Y12 UCAS HE Fair -1 July 2026
- Careers interviews and HE advice and support available throughout the year
- EPQ Student presentation on Oxbridge universities September 2025

Feedback:

Parents Evening: 19.03.26

PPEs: 15.06.26

Progress meetings: 01.07.26

Year 13 Save the Dates!

Presentations in Life Skills on:

- Student Finance September 2025
- HE Interviews and Selection processes November 2025
- Clearing, Results Day and Getting Ready for your First Term April 2026

Other:

- Personal Statement Workshops and Support September- December 2025
- HE Advice and support available throughout the year

Important Dates:

- 30 September 2025 – internal deadline for applicants applying to Oxbridge, Medicine, Vet SC
- 15 October 2025 – UCAS deadline for the above
- 31 October – 30 November 2025 – internal deadline for applicants to all other universities
- 14 January 2026- UCAS deadline for the above
- Student Finance Applications Open Feb/March 2026

Feedback:

- Parents evening: 01.10.25
- PPEs: 10.11.25 and 23.02.26
- Progress meetings: 07.01.26 and 25.03.26