

Wigston College



Wigston College Team



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Executive Headteacher



Mrs. Ailie Pollon
Head of College



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Assistant Headteacher - College



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Director of Learning Post 16



Mrs. Rebecca Edwards
Student Manager



Mrs. Natasha Box
Careers Lead

Wigston College Team



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Careers Coordinator &
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Mrs. Nic Goyns
Administrator & Hub Supervisor



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Lead Learning Support Assistant



Mrs. Caroline Martin
Careers Advisor



Mrs. Laura Potter
Reception



Mrs. Dawn Dobney
Academic Coach



Student Leadership Team

Jordi Black
Student President

Alice Bettinson
Student President

Mary Watts
Vice President

Archie Smith
Vice President

Serene Atkins
Vice President

STUDENTS FIRST!

- All staff, Trustees & governors working in partnership with parents and carers are focused upon the education of all our students.
- Academic achievement and wellbeing is at the centre of all we do
- We are committed to and focused on developing and improving the learning of students by providing a high-quality curriculum and learning experiences and that learning is at the forefront of all our minds.
- We aim to remove barriers and offer support to ensure students achieve well and reach their next steps in their learning pathway, whether that is university, apprenticeship or employment.

ETHOS



Best Learning in year 12



Anything is possible!

2026.

The good news

- ✓ Research concludes success at A level is down to 3 things alone
- ✓ Having a **goal or an aim**
- ✓ **Organisation**
- ✓ Putting **sufficient hours** in

Even better news...

So the research shows-

Everyone can achieve the
top grades

Taking charge

- Have an idea of what's next
eg specific course + grades needed
(goal)
- Develop a weekly work schedule
(organisation)
- Use the most effective Study Skills
(put in the hours)

Best 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

2 year course - 69 weeks

Year 12

Week 1	Week 2	Week 3	Week 4	Week 5	Now	Week 7	Week 8	Week 9	Week 10
Week 11	Week 12	Week 13	Week 14	Week 15	Week 16	Week 17	Week 18	Week 19	Week 20
Week 21	Week 22	Week 23	Week 24	Week 25	Week 26	Week 27	Week 28	Week 29	Week 30
Week 31	Week 32	Week 33	Week 34	Week 35	Week 36	PPEs *	Week 38	Week 39	holidays

Next year

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	PPEs *	Week 9	Week 10
Week 11	Week 12	Week 13	Week 14	Week 15	Week 16	Week 17	Week 18	Week 19	Week 20
Week 21	Week 22	Week 23	Week 24	Week 25	Week 26	Week 27	Week 28	Week 29	Week 30
PPEs *	PPEs *								

EXAMS

Year 12

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Week 11	Week 12	Week 13	Week 14	Week 15	Week 16	Week 17	Week 18	Week 19	Week 20
Week 21	Week 22	Week 23	Week 24	Week 25	Week 26	Week 27	Week 28	Week 29	Week 30
Week 31	Week 32	Week 33	Week 34	Week 35	Week 36	Week 37	Week 38	Week 39	holidays

*Note: Weeks 1-5 are crossed out with red arrows pointing to Week 6, labeled 'Now'. Week 27 is labeled 'PPEs *'.*

Next year

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14	Week 15	Week 16	Week 17	Week 18	Week 19	Week 20
Week 21	Week 22	Week 23	Week 24	Week 25	Week 26	Week 27	Week 28	Week 29	Week 30	Week 31	Week 32	Week 33	Week 34	Week 35	Week 36	Week 37	Week 38	Week 39	Week 40
PPEs *	PPEs *																		

EXAMS

**20 weeks till
PPEs – testing 26
weeks of learning**

Time management.

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
12 - 1							
1 - 2							
2 - 3							
3 - 4							
4 - 5							
5 - 6							
6 - 7							
7 - 8							
8 - 9							
9-10am							
10-11am							
11-12							
12-1pm							
1-2pm							
2-3pm							
3-4pm							
4-5pm							
5-6pm							
6-7pm							
7-8pm							
8-9pm							
9-10pm							
10-11pm							
11-12pm							

Students
have more
hours
after
college
than a
whole day
in college

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!!!!

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



Deep learning

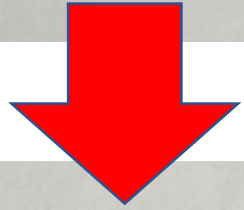
- To maximise success **learn deeply** as you go
- Don't see revision as something to do just before PPEs/ final exams
- Establish a learning routine where you revisit information continually

Deep learning

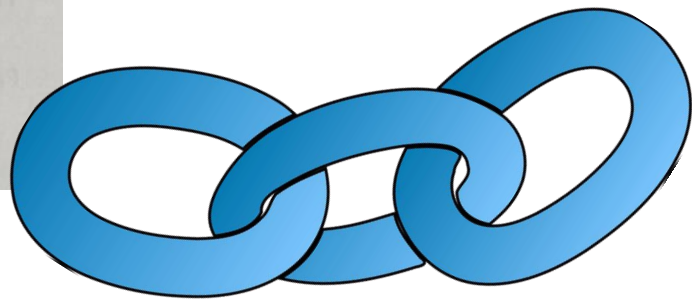
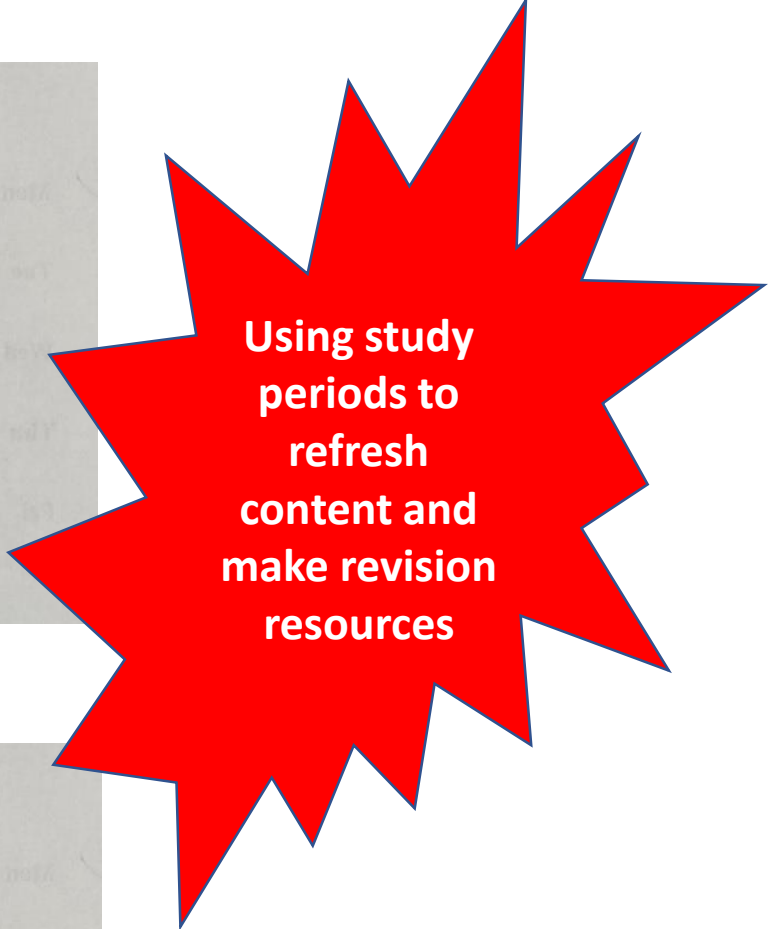
- **The process**
- **Pre reading** – reading up on a topic before you do it in class
- Making good quality, **memorable notes** in lessons
- **Reading and reducing** the notes on the day you make them eg a revision card
- **Scanning** the notes before the next lesson
- Reading the card twice a month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

Ideal

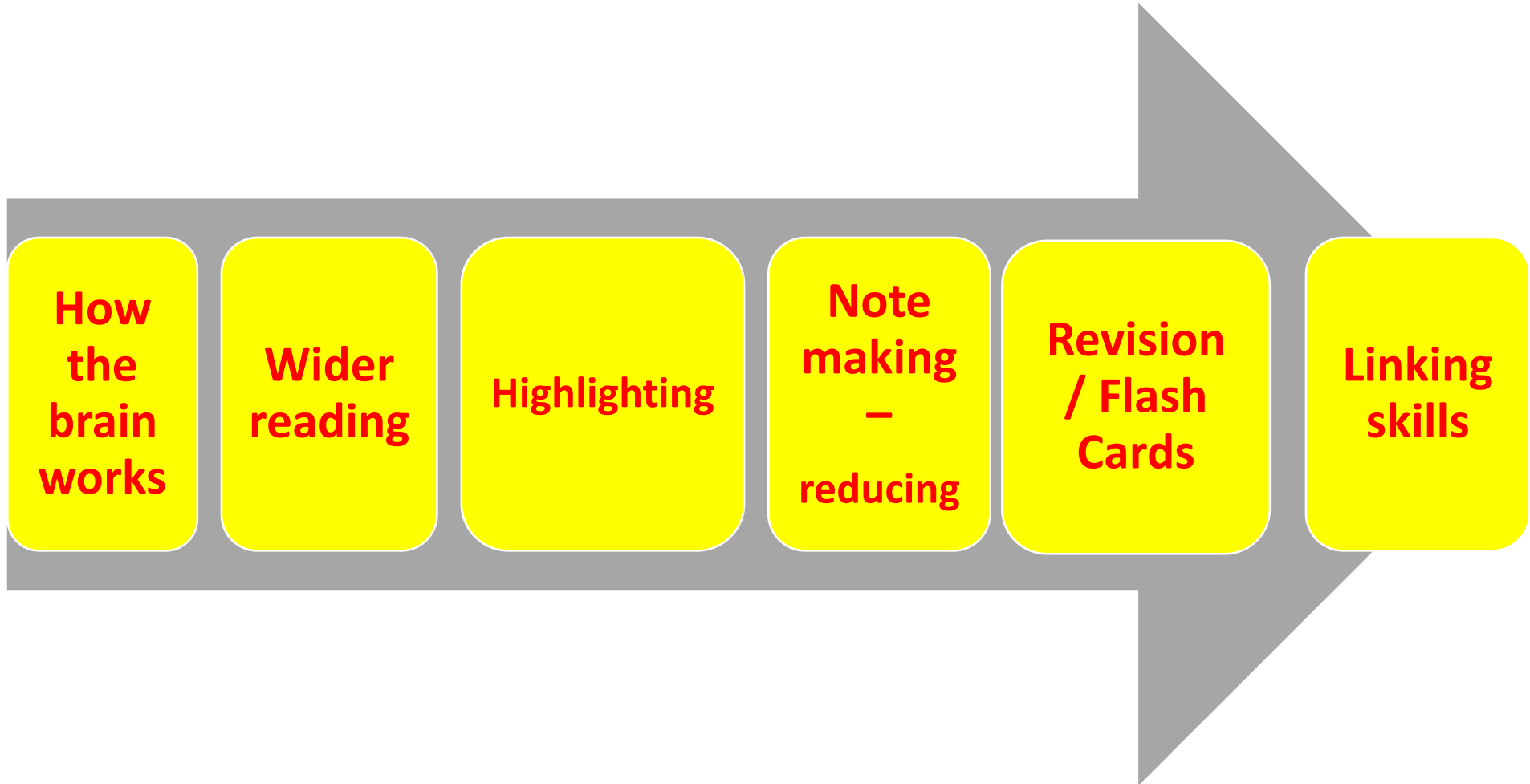
	1	2	3	4	5
Mon	Psychology 13T/Py1 NES A2-8	Eng. Lang. 13S/E11 SEA A0-4	Eng. Lit. 13P/Et1 MSK A0-4		
Tue	Eng. Lit. 13P/Et1 ZBE A0-4		Private St. PS/Tue:3		Eng. Lang. 13S/E11 ZBE A0-4
Wed		Psychology 13T/Py1 NES A2-8	EPQ R/Eq1 RFA 32	Eng. Lit. 13P/Et1 ZBE A0-4	Eng. Lang. 13S/E11 SEA A0-4
Thu	Life Skills 13X/Lf3 VHA A0-4		Psychology 13T/Py1 NES A2-8		
Fri	Psychology 13T/Py1 MBL A2-7	Private St. PS/Fri:2	Eng. Lang. 13S/E11 ZBE A0-4	Eng. Lit. 13P/Et1 MSK A0-4	



	1	2	3	4	5
Mon	Psychology 13T/Py1 NES A2-8	Eng. Lang. 13S/E11 SEA A0-4	Eng. Lit. 13P/Et1 MSK A0-4	Psychology	English La
Tue	Eng. Lit. 13P/Et1 ZBE A0-4	English La	Private St. Psychology	English Lit	Eng. Lang. 13S/E11 ZBE A0-4
Wed	Psychology	Psychology 13T/Py1 NES A2-8	EPQ R/Eq1 RFA 32	Eng. Lit. 13P/Et1 ZBE A0-4	Eng. Lang. 13S/E11 SEA A0-4
Thu	Life Skills 13X/Lf3 VHA A0-4	Psychology	Psychology 13T/Py1 NES A2-8	English La	English Lit
Fri	Psychology 13T/Py1 MBL A2-7	Private St. English La	Eng. Lang. 13S/E11 ZBE A0-4	Eng. Lit. 13P/Et1 MSK A0-4	English Lit



Best Learning



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

Best Learning

- The brain likes:

colour

shape



pattern



symbols



pictures



Monday

Tuesday

Wednesday

Thursday

Friday

Saturday

Sunday

Monday

Tuesday

Wednesday

Thursday

Friday

Saturday

Sunday

Monday

Tuesday

Wednesday

Thursday

Friday

Saturday

Sunday

Monday

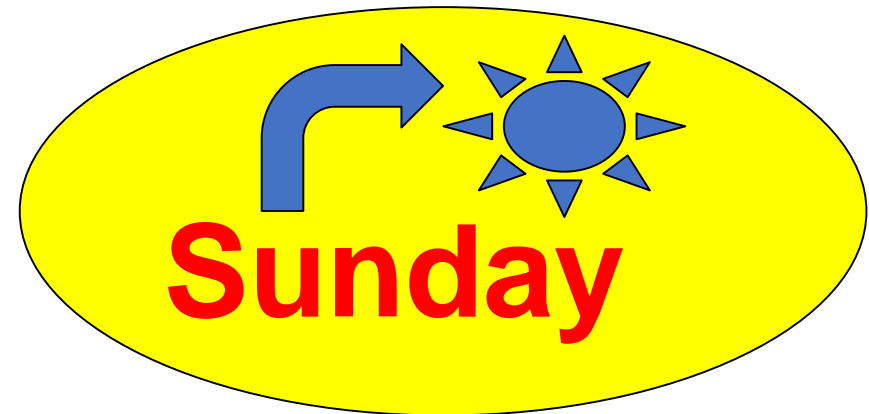
Tuesday

Wednesday

Friday

Thursday

Saturday



4 Steps to Best Learning



1. Understand

Make sure you get it!



2. Process

Make it **your own words**-
quality notes



3. Create

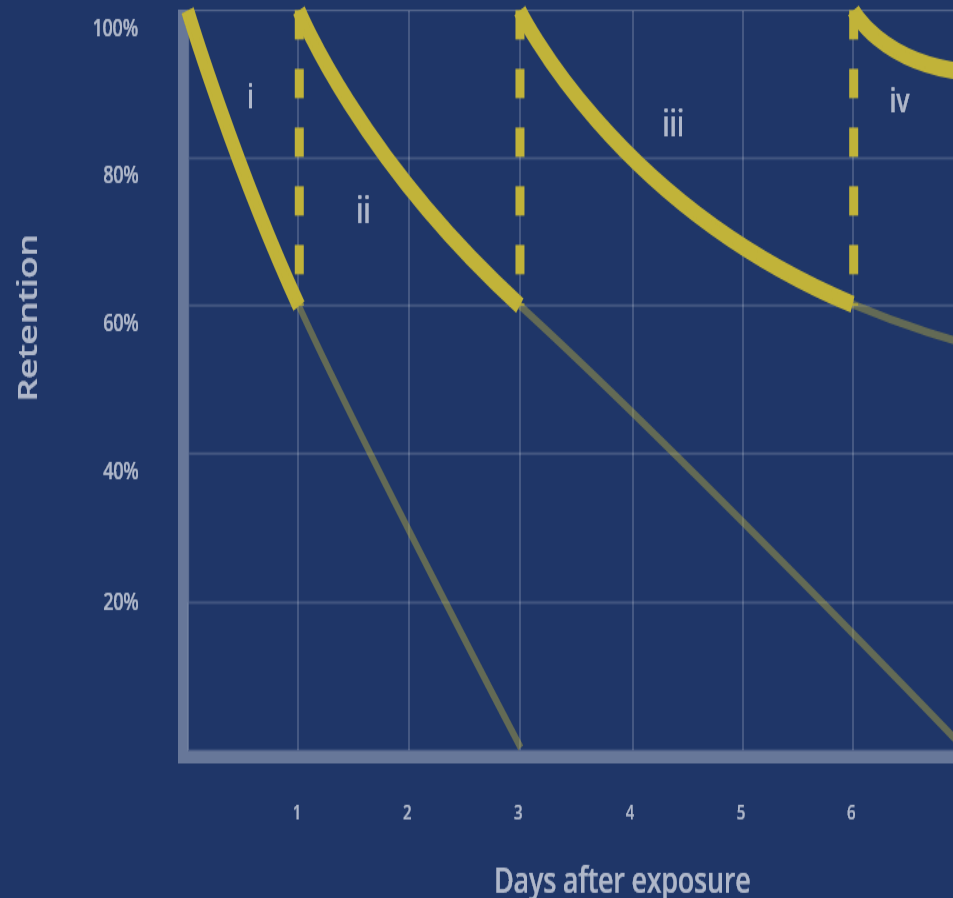
Make a resource
+ **test yourself**



4. Revise

Use resource to answer exam questions

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

Best Learning

- Study for 20 – 30 mins at a time only
- Study in a cool, brightly lit place, at a desk/ table
- **Reduce** information down (**process**), then create **memorable materials** – using colour, shape etc
- Revisit any resources **twice a month**
- The **more often you practise** note making/ card-making the better you will get + the more you will recall

Success in year 12

- **goal** - commitment to studies
- **organisation/hours in**
 - nobody masters a skill or process immediately, studying needs time and practise

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



Successful people are not gifted; they just work hard, then succeed on purpose

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

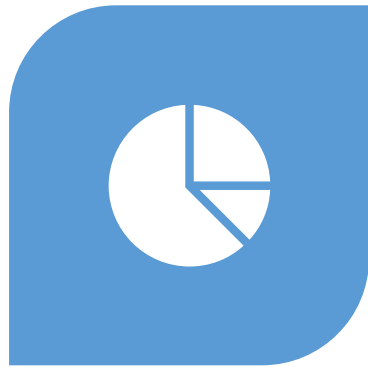
How will we teach it effectively?

- *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*

Student Ambassadors



A level Study – How much learning is lost?



4 GUIDED LEARNING
HOURS



INDEPENDENT STUDY



WIDER READING

Why are students asked to review your learning?



- They are often given new information in each lesson.
- They are expected to remember it all!
- Teachers are expected to identify their gaps with them.
- Together they work to close the gaps or address misconceptions.
- They are expected to act on feedback.
- They are expected to support their own recall through regular revision of prior learning.
- They are expected to read around their subjects to broaden their understanding.

Time management



- College = 25 hours with 12 hours of lessons
- A level grade C – needs 5 hrs study per subject - 12 in college, 3 hrs outside of the classroom, @ home, private study or other non-contact.
- A level grade A – needs 8 hrs study per subject – 12 in college, 12 hrs outside of the classroom, @ home, private study or other non-contact.

If you have not started yet then you already need to do more to catch up...

Make a to do list each day.

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?



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.



THANK YOU!