

Franklin News – November 2023

Dear Parent/Carer

The current details we hold for you as an emergency contact are below. If they are incorrect, please let us know by following the link in the email version of this newsletter, emailing reception@franklin.ac.uk, or contacting the College on 01472 875000.

Home phone: none
Daytime phone: none
Mobile phone: none
Email: none

As we move into the Winter there's lots happening in College that I wanted to update you upon.

This letter includes some further detail on the following:

1. Progress Review and upcoming reports
2. Mock Exams and Assessments; Monday 4th to Wednesday 6th December
3. Personal and Professional Development – Digital Days; 7th and 8th December
4. Standout Students Awards
5. Job vacancies at Franklin

For Information: **The Last day of this term** is Wednesday 20th December. Classes will finish at 12.15pm and College buses will depart at 1pm.

I also wanted to let you know that, moving forward, the day-to-day leadership of the College is being undertaken by Wendy Ellis, who became the College's Interim Principal with effect from the 6th November.

This change allows me the space and time to undertake the strategic exploration, partnership and planning work needed in relation to the College's development as the area's Sixth Form of choice, and also related to the Department for Education's drive towards 'academisation' across the education sector. We'll keep you posted on any developments.

Finally, we've included information about our latest vacancies here at Franklin. Do have a look, consider applying if you think it might suit you, and tell anyone you think might be interested!

Peter Kennedy
Executive Principal & CEO

Chelmsford Avenue, Grimsby, North East Lincolnshire, DN34 5BY
T. 01472 875 000 E. college@franklin.ac.uk www.franklin.ac.uk

1. Progress Review and upcoming reports

Over the coming couple of weeks, all students will be completing reflections on their Progress at Franklin. This reflection is designed to ensure they can engage effectively in 1:1 discussions with their class teachers and tutors. These discussions are important, both in identifying any barriers to learning and in recognising excellent progress too.

Where appropriate, students will be referred (or can self-refer using the Student Portal) to our 'Skills@' service for support to help improve their study skills. Students accessing the Skills@ Desk will benefit from:

- Revision tips and strategies for this half term ahead of January exams including time management, problem solving, research and referencing, note taking and workload management.

As an incentive, we offer a free Starbucks coffee for any student who attends 8 times or more.

In addition, the College plan to run several exam anxiety workshops throughout November.

Progress Reports will be sent to you from 24th November. These give information on Target, Progress and Skills Development Grades, along with information around effort and attendance.

We will send Parents' Evening details and dates along with the reports, but do get in touch before if you need to. **Please make sure we have your up-to-date email and mobile phone numbers on the first page of this letter.**

2. Mock Exams and end of Term Assessments; Monday 4th to Wednesday 6th December

Mock exams and assessments are taking place to a specific, different timetable on these three days. The research tells us that practising assessments and exams really helps improve grades and success.

As part of the prep work, all students will put together their exam timetable and, where relevant, are also being helped with a series of tasks and support relating to revision and preparation skills.

Monday 4th December 2023	Timetables will be available on the Student Portal in the coming weeks
Tuesday 5th December 2023	
Wednesday 6th December 2023	
Thursday 7th December 2023	Personal and Professional Development – Digital Days. No College buses will run on these days, please see below for more detail about these days.
Friday 8th December 2023	

Now is an ideal time for students to take stock of their approach to learning and to think about the type of strategies and support they need in their studies. Franklin students benefit from a whole host of activities designed to ensure they have in place robust plans for learning success. You can see a copy of some of the Study and Revision planning documents we're using in Appendix 1 towards the end of the newsletter. This information was shared with students when they returned to College after Reading Week.

3. Personal and Professional Development – Digital Days; 7th and 8th December

All students will be set tasks that help develop their understanding of progression opportunities and necessary skills. This includes a range of digital/VR (Virtual Reality) tasks.

This work will also help enable students to make more use of the weekly Careers and Progression Newsletter – which you might want to have a look at with them. It is available and updated weekly on the website at <https://franklin.ac.uk/careers>.

4. Standout Student Awards

We take great pleasure in celebrating our students' successes and have recently launched our new Standout Student Awards. Under this scheme students can be nominated by their teachers and rewarded for the following:

- Improved Attendance
- Demonstrating Resilience and Perseverance
- Positive Feedback from Work Placement
- Going Above and Beyond
- Unique Contribution to College Life
- Outstanding Work Ethic

In addition to the Standout Student Awards, we'll also be sending congratulatory letters to students with 100% attendance at the end of each term. This is part of our broader rewards and commendation focus, aimed at encouraging regular attendance and fostering a culture of excellence at Franklin.

5. Transforming lives through education – Job Vacancies at Franklin

We wanted to highlight a number of live job vacancies which we are currently advertising. If you have a passion for education and want to be part of a great team, come and join us at Franklin Sixth Form College!

These are just a few of the job vacancies we are recruiting for:

- Communications and Engagement Assistant
- Enrichment and Engagement Assistant
- Adult Learning Tutor English/ESOL (Sessional)
- Systems and Software Developer

To view our current openings, including salaries and associated benefits, please go to:

<https://www.fejobs.com/careers/franklin/>

Appendix 1 – Study and Revision planning documents

KICK START YOUR REVISION

Name:

Subject		Teacher	
Paper			
Exam Date			
Time			
Duration, Room and seat number			
Topics Covered			
Equipment needed			
Any additional arrangements e.g. extra time, smaller room etc.			

Simple study plan

5

Step Study Plan

It's never too late to plan your revision!

This simple plan from @KateJones_teach & @Inner_Drive is a great place to start. 



Make a list

What do you need to know? Break it down into topics and units. When you can retrieve it without effort, cross it off the list. It might help with motivation and organisation to have a 'to do' and 'have done' list.



Timetable a spaced schedule

Look back at the notes about spacing and interleaving. Study each topic little and often and mix up subjects and topics so you are revising a mixture each day. Be sure to leave yourself enough time to cover everything.



Use effective study strategies

That's what this booklet is all about. Keep re-reading and highlighting to a minimum. Highlight what you need to learn – but that won't make you learn it. Test yourself, using retrieval strategies. Think twice before loading up your favourite playlist!



Identify the gaps in your knowledge

Having used the retrieval strategies, where are the gaps? What are you confident with? What do you need to go back to? What do you need to study more? Be honest with yourself – don't just focus on what you *do* know.



Close the gaps

Repeat the third and fourth steps of the plan until you are confident with everything. Some parts will be difficult, but don't give up. The harder you have to think, the more likely you are to remember in the end. 'Memory is the residue of thought.' (*Dan Willingham*)

Ideas and resources from www.innerdrive.co.uk

Appendix 2 – Student Grade Descriptors

Grading Descriptors

The College uses several mechanisms to monitor progress and identify support/interventions.

College Target Grade (CTG)

This is a statistically derived grade that shows the average performance of all students in England. It takes the A level/Vocational grades that have been achieved by every young person for a given GCSE level of attainment. So, your calculated College Target Grade (CTG) is the average grade achieved for that subject/course by students nationally who did that course previously and had the same average GCSE score as you do.

Progress Grade (PG)

At each progress point (PI), teachers will assign a Progress Grade (PG), which is defined as:

'In my professional opinion, taking into account your work in class, your evidence of independent study, homework completion and your assessment scores, you are currently working towards achieving a grade 'x' in this subject'

If your PG is lower than your CTG, then you are working below average for a student of your capability and should discuss with your teacher what you can do to make improvements.

Effort Grade (EG)

Your teacher will use a five-point scale as indicated below to advise you on their understanding of the level of effort you are making on the course:

5 Exceptional

Always works to the best of their ability in and outside of class. Fully engaged in class at all times. Independent learning and homework always completed on time and to a high standard.

4 Good

Almost always works to the best of their ability in and outside of class. Fully engaged in class most of the time. Independent learning and homework is almost always completed to a good standard.

3 Requires attention

Tends to work to the best of their ability in class. Independent learning and homework is not always completed outside of lessons and the student requires some support, follow up and intervention.

2 Poor

Doesn't always work to the best of their ability in and outside of class. Not always fully engaged in class. Independent learning and homework is often not completed on time and the standard of it is sometimes limited. Attendance at support/study skills is required.

1 Unacceptable

Rarely works to the best of their ability in and outside of class. Often not fully engaged in class. Independent learning and homework are rarely completed on time and the standard of work is generally poor. A number of interventions have failed and College place is at risk.

Skills Grade (SG)

A grade which represents the teacher's judgement of how well students are progressing with development of 10 key wider and employability skills whilst on a course.