

ENFIELD GRAMMAR SCHOOL

Market Place
Enfield
Middlesex EN2 6LN

Telephone 020 8363 1095
Facsimile 020 8342 1805
Email office@enfieldgrammar.org
www.enfieldgrammar.com

Headteacher: Mr C Lamb B.A. Hons



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Dear Year 11 Graduand

RE: TRANSITION LEARNING FOR NEW YEAR 12 STUDENTS

We are looking forward to welcoming you into the Enfield Grammar School Sixth Form next academic year as you choose to join our Sixth Form family. I am looking forward to meeting you and your families personally over the next two years.

You have a valuable opportunity in the coming months to prepare for your A Levels and vocational qualifications, and we want to support you in this. The transition from Key Stage 4 to Key Stage 5 is challenging and, despite reducing the number of subjects you study considerably, the depth, breadth, quality and amount of work that you will do will increase. You will grow in your experience, expertise and love of these subjects and will make many happy memories while you are in the Sixth Form; we are very proud of the community we share and the fantastic work ethic and achievements of our students. Sixth Form study is very different and the best way to ensure a smooth transition is to be ready.

To aid your smooth transition we have created a new Google Classroom for "Year 12 2020". This will be updated regularly by Ms Akaydin (Head of Year) and over time will contain a huge amount of information about careers, well-being and progression pathways. You can join this class using the class code za4fy7 and your school email in the normal way; I encourage you to join this group.

I am working with the Enfield Grammar School Heads of Department and the Sixth Form Leadership Team to create an extensive transition package that contains a range of tasks that have been planned carefully to develop your skills and to enable you to 'hit the ground running' when you start your Sixth Form study. This detailed information will be shared with you next week with regular updates between now and the end of term. We usually release this material after our induction events in mid-July, but have chosen to release our transition material early in order that you can broaden your understanding of the subjects you plan to study in advance of the A Levels and vocational courses. In light of the cancellation of examinations and the time you are now spending at home, we have also included lots of additional material – we do not expect anyone to complete all of it!

To give you a flavour of the tasks, I have included a selection of general tasks and advice with this letter – none of these are compulsory at this stage but looking through them, will give you a good idea of our values and priorities as a school and help you to plan for your time with us. I have personally enjoyed researching the BBC podcasts in task 5 and in addition to being very interesting, they will help you to focus on learning again and supplement your Sixth Form preparation. To make it easier for you to navigate to each of the pages listed, I have also included QR codes that can be used on most mobile phones and devices.

Next week, I will share information from each subject area and a selection of tasks for each of our Key Stage 5 subjects for entry in September 2020. Some of these will be compulsory tasks, and will need to be handed in during your first Year 12 lessons. Other tasks are optional and offered as extra opportunities for development and extension. You can choose how many you undertake. If you are considering a number of subjects, completing this work may help you to finalise your decision.



Please allow me to re-iterate how mindful I am about striking a balance between study, personal well-being and family life. My advice is that you try to stick to a daily routine for weekdays to include:

- Study and/or preparatory work;
- Time to connect with others throughout the day – interactively and face to face;
- Daily exercise – outside whenever safety possible;
- Daily reading;
- Well-being activity/family time.

If you have any questions related to the tasks below or if you have any general enquiries about the Sixth Form admission process, please contact your future Head of Year 12, Ms Y Akaydin at yakaydin@enfieldgrammar.org in the first instance.

Thank you in advance for your continuing support and understanding during this challenging period. I trust that you will work hard and enjoy our enhanced transition package.

Yours sincerely

David Wragg

David Wragg
Assistant Headteacher – Head of Sixth Form
dwragg@enfieldgrammar.org

Sixth Form Transition Tasks

These tasks will give you a good idea of our values and priorities as a school and help you to plan for your time with us. They will help you to focus on learning again and supplement your Sixth Form preparation. Use the QR codes and hyperlinks to find the relevant pages easily.

1.	<p>Do something positive for your mental health and wellbeing There is a lot that is useful out there, e.g. the Radio 1 Life Hacks podcast (https://www.bbc.co.uk/sounds/play/p0875218) which has an episode on mental health generally and one on school closures too.</p>	<p>Radio 1 Life Hacks podcast</p> 
2.	<p>Regularly review your GCSE work, especially in subjects you plan to continue (or related subjects, e.g. maths is relevant in Maths, Sciences, Social Sciences, Business, Economics, Computing, Geography and many more!)</p> <p>Make sure you've finished the course and are secure in your knowledge. You'll be building on this in KS5 and the knowledge you've gained from GCSE courses is an essential foundation for A levels, so make sure you stay on the ball and keep facts, methods and skills fresh in the run up to starting sixth form.</p>	
3.	<p>Consolidate your independent study skills: EGS Sixth Form follows a programme of activities devised by the VESPA Mindset team. Attached are some activities to get you started:</p> <p>Vision – Twenty Questions Effort – The Power of If... Then Thinking Systems – The Breakfast Club Practice – Mechanical Vs Flexible Attitude – Stand Tall</p>	
4.	<p>Fall in love with your subjects! Cultivate your passion with super curricular reading.</p> <p>There are also great ideas on: Staircase12 (University of Oxford) – https://www.univ.ox.ac.uk/applying-to-univ/staircase12/</p> <p>Discover Downing (University of Cambridge) – http://www.discoverdowning.com/resources/</p> <p>You might also be interested in Oxplore, which asks big questions to get you thinking – http://www.ox.ac.uk/admissions/undergraduate/increasing-access/oxplore</p>	<p>Staircase12</p>  <p>Discover Downing</p>  <p>Oxplore</p> 
5.	<p>Podcasts Find one you like and listen to it regularly to keep up to date in your subject(s). The Enfield Grammar School Sixth Form Student Guide to Radio 4 may help</p>	
6.	<p>Take on some independent study. You can start this now! Look at the Future Learn courses and find one that is relevant to your future study or</p>	<p>Future Learn</p>

	<p>career. There are also some great boredom buster courses https://www.futurelearn.com/courses/collections/boredom-busters</p>	
7.	<p>The Open University has massively increased the number of free courses that are available on their website. This could be a good way to explore an area that you are planning (or considering!) to study in the future https://www.open.edu/openlearn/free-courses/full-catalogue</p>	<p>Open University Free Courses</p> 
8.	<p>Start working on Post-16/18 careers: Visit the National Careers Service for advice on particular pathways and to find out more about skills required in employment. https://nationalcareers.service.gov.uk/. Complete the skills assessment as a starting activity – this may then help you plan what to work on next.</p> <p>Find out whether there is a professional body for your chosen field of work and check out their website including recent news and any relevant journals that they publish. If you are successful in your field you'll be expected to be up to date, so get ahead while you have the time. Googling "professional body for x career" is a good place to start if you're not sure. These sites will also let you know if your degree needs to be accredited or not. For example, any career within psychology will require registering with the BPS (British Psychological Society), and membership requires you to have an accredited psychology degree.</p>	<p>National Careers Service</p> 
9.	<p>If you are looking to learn a new skill, British Sign are offering a British Sign Language Course for only £3 to students- https://www.british-sign.co.uk/coronavirus-crisis/</p>	<p>BSL Course</p> 

Vision Activity - Twenty Questions

Answer the following questions as honestly as possible. Just write what you think, even if you think it is a silly answer.

Answer without embarrassment and fear of being wrong.

1. If you could only take one subject, what would it be and why?
2. What lessons or elements of study do you find easy?
3. What do you do with your spare time?
4. Describe an interesting lesson you had recently. Why was it interesting?
5. What jobs do you avoid doing, and why?
6. When does time fly? What are you doing?
7. When does time seem to drag or stop? What are you doing?
8. What job would you do for free?
9. Who do you look up to?
10. What would you try if you knew you couldn't fail?
11. What puts a smile on your face?
12. If you had the afternoon off to work at home, which piece of work would you choose to do?
13. When you have a lot of homework, which subject do you do first?
14. Describe a homework task you have recently left until the last minute or not done at all. Why?
15. What do you get obsessed about?
16. When you're with your friends, what do you want to talk about?
17. What stresses you out?
18. If you had an hour off A level work and a laptop, what would you type into a search engine?
19. If you were given a small amount of money to start a company, what would it be?
20. List 5 words you associate with 'happiness'.

Effort Activity - The Power of If ... Then Thinking

It has been found that people who want to put their efforts into achieving great things, but don't, are derailed by seemingly small problems like these:

- They want to finish a task to a high standard, but a phone call disturbs them.
- They want to complete a coursework piece, but the weekend is just too busy.
- They want to do some serious revision, but some friends disturb them and work is abandoned.

It has been argued that if this happens to you, it's because you have low 'implementation intention' - you sort of want to do the work, but you will be easily put off if something goes wrong.

The solution? Successful students anticipate these problems and plan for how they will respond to them with maximum effort. You sequence actions that anticipate obstacles and build in pre-planned solutions - you effectively beat self-sabotage before it even happens.

Consider these examples:

Student 1: 'I'll get started on this first thing in the morning.' This is a really common internal dialogue you might experience as a student. However, with one small disruption, the whole plan comes to a standstill.

Student 2: 'I'll get started on this first thing in the morning. And...'

- If I wake up late by accident, then I'll use my morning break to start it instead and ...'
- If I feel really unmotivated, then I'll get two coffees from the canteen and drink them quickly to give me a boost and ...'
- If I get disturbed by my friends, then I'll make an excuse to go to the library.

It is easy to see which student is more likely to succeed. By planning a change in action when small obstacles come along, you are more likely to keep pushing on.

List all the usual blockers you use to prevent high levels of effort and for each one, commit a solution.

Systems Activity - The Breakfast Club

Research suggests that for most people, the brain is at its sharpest in the first four hours after waking. Not straightaway - it needs time to get up to speed. But then it hits a sweet spot when it is really firing. Brain efficiency can vary, but in the morning it can be up to 30% more active and sharp than it is at other times.

Here's something else to consider: the longer the day goes on, the more self-control problems you will have. If you are trying to give up chocolate, for example, you will rarely crack at 10am. But by 4.30pm, when you are feeling tired, your self-control slips. It's the same with work. If you tell yourself you will start a big project at 3pm or 6pm, the chances of that happening are low. If you set aside some 'breakfast club' time - sweet spot time in the morning - you're much more likely to clear the job.

Do you use your morning independent study lesson to ease yourself into the day?

Perhaps checking social media or anything other than studying? If this is something that you do, then you are wasting moments of high brain energy!!

The Morning Routine

With all this in mind, look at your morning routine. Make some notes under the following headings:

- What time do you wake up?
- What do you do with your first hour?
- What are your habits and rituals, your repeated behaviours?
- Are they positive? Do they set you up for a good day?
- How long do they take? Are they worth it?

Scheduling

Now look at the work you have to do this week. Use the Energy Line to figure out what's coming up in terms of deadlines, then:

- Take your highest priority tasks (or your hardest or trickiest task) and schedule them in morning slots for the whole week.
- Commit to clearing them early in the day. Stick with it, and at the end of the period discuss what went well and what needs adjusting as a result.

Practice Activity - Mechanical Vs. Flexible

The following experiment reveals a lot about practice; All students were given the same task - they had to throw a rolled up ball of paper into a bin from three yards. They all knew they had to practise and that they would be tested on the number of successful throws they achieved at the end of the practice period.

Here's the interesting bit; group 1 were told to repeat the three yard throws over and over again, and group 2 were made to alternate between two yard and four yard throws over and over again.

When the two groups were brought back together to do a three-yard bin throw, it's worth pointing out that group 1 had done hundreds of three-yard bin throws. Group 2 had not practised any three-yard bin throws at all.

Which was more successful?

Group 2. Why? There is a difference between mechanical practice and flexible practice. Mechanical practice doesn't change – it repeats the same thing over and over again. Flexible practice builds in different levels of challenge; the two-yard throw is easier and the four yard throw is significantly harder.

What does this mean for A Level study?

Those students who practice mechanically (group 1 students) can have nightmare exam experiences. They will often say, 'The question was slightly different! It totally messed with my concentration! I didn't know what to do!'

Students who practise flexibly (group 2 students) start to think flexibly. They will say, 'The questions were a bit weird. Eventually I worked out what I needed to do though.'

Make sure you mix it up in practice. Challenge yourself to:

- Seek out the weirdest questions that have ever come up and try them.
- Create strange questions.
- Visit the website of a different exam board and try their questions instead.

Attitude Activity - Stand Tall

If you're a football fan, what do you do when your team scores a goal? What do you do if you win when playing a game or listening to your favourite band? For most people, the answer is to stand up tall with arms outstretched.

Amy Cuddy, a social psychologist at Harvard University, has looked at why people adopt this pose and the effects it can have on your physiology. She found that by changing your physiology (or your posture) you can have a profound effect on how you feel. In her 2012 TED talk, 'Your Body Language Shapes Who You Are', she argues that by standing in a certain 'power pose' you can increase your confidence and self-esteem, enhance your memory and reduce feelings of fear.

Cuddy goes on to argue that weaker postures (such as curling up, making yourself small or moving into defensive positions) triggers other psychological responses - feelings of imminent danger, stress or threat. And yet nervous students often hunch over their notes or hide on a corner in the last few moments before an exam. Instead, it is worth trying more confident and powerful postures before taking your final exams or important assessments.

Power Pose 1

Stand tall with your hands on your hips and elbows pointing out. Your feet should be approximately 30 cm apart. Look straight ahead and think of a time you felt confident, strong and in control. Hold the pose for as long as you can. Aim for five minutes. You may need to begin with two minutes and build up.

Power Pose 2

You will need a little more space for this one. Stand as above, but this time put your arms above your head, stretched out like the arms of a clock at the 10 to 2 position. Again hold your head high, stick your chest out and think about a time you felt really confident. Again, if you can, hold the pose for five minutes.

These poses are positive and confident building - but not ones that you might feel comfortable doing in public. Therefore, don't think of this as an activity you can only do outside an exam hall. Standing tall can also benefit students when they hit a block in their revision.

So, next time you are working away in your room and you hit a block, don't hunch yourself over your notes. Take a break and stand in the power pose!

Appendix 2

The Enfield Grammar School Sixth Form Student Guide to Radio 4

If you're a podcast enthusiast, you are looking for a way to access up to date discussion about contemporary issues, or you find yourself too swamped to read as much non-fiction as you'd like, BBC Radio 4 is a fabulous resource. Here are some of our favourite regular programmes:

Show	Description	Related subjects
<i>Search for this at https://www.bbc.co.uk/radio4 to find the schedule and past episodes or download the BBC Sounds app to access.</i>		<i>These are just suggestions - there may be more!</i>
The Bottom Line	Evan Davis, of Dragons' Den, hosts discussions led by experts related to a different area of business each episode	Business, Economics, Politics, Sociology, Psychology
Inside the Ethics Committee	Each episode examines and discusses a real medical case that was referred to an ethics committee. The show explores how difficult decisions about how and when to treat patients are made. Can be a tear-jerker, and sensitive material included in some episodes.	Biology, Chemistry, Physics, Sociology, Psychology, Philosophy
A Good Read	Harriet Gilbert invites two high profile guests to introduce a favourite book and the three discuss these in each episode.	English
More or Less	Experts explore the truth (or lack of it) behind the data and statistics quoted in the news of the week	Politics, Sociology, Business, Economics, Mathematics
The Infinite Monkey Cage	Brian Cox and Robin Ince take a 'witty, sometimes irreverent look at the world through scientists' eyes'. A different theme each episode.	Mathematics, Physics, Chemistry, Biology
Moral Maze	A debate that explores the moral dilemma behind an issue from the news each week.	Philosophy, Sociology, Psychology
The Media Show	Amol Rajan presents a weekly show exploring contemporary issues in the Media world	Media
Beyond Belief	A series that explores 'the place and nature of faith in today's world'.	Sociology
Inside Science	Dr Adam Rutherford explores issues of modern science.	Biology, Physics, Chemistry, (related to other subjects, e.g. Politics)
The Digital Human	An exploration of the digital world and how we relate to it	Computing, Sociology, Psychology
The Listening Project	Recorded, 5 minute, conversations between real people covering a range of different subjects, some serious and some not so.	Sociology (and many more!)
Thinking Allowed	Each episode explores a different subject, examining how society works, and investigating new research.	Sociology, Psychology
The Food Programme	A show that explores every aspect of the food we eat.	Food and Nutrition, Biology, Chemistry
Analysis	A programme that explores the ideas behind public policy.	Politics
Law in Action	A legal magazine show	Law, Politics
Inside Health	A show that explores issues in the world of Health.	Sciences, Medicine/Healthcare

In Our Time	Melvyn Bragg and a panel of experts discuss the history of ideas.	History, MFL (and many more depending on the episode)
The Disrupters	Leading entrepreneurs reveal their stories of risk, ambition and failure	Business, Economics
Front Row	Live magazine programme on the worlds of arts, literature, film, media and music.	Art, English/MFL, Media
From our own Correspondent	Insight, wit and analysis from BBC correspondents, journalists and writers from around the world	MFL, Geography (and many more depending on episode)
Word of Mouth	Series exploring the world of words and the ways in which we use them.	English, MFL, Social sciences (and many more depending on episode)
All in the Mind	Programme exploring the limits and potential of the human mind.	Psychology, Sciences

