



HOWELL'S CO-ED COLLEGE
Llandaff

GDST
GIRLS' DAY SCHOOL TRUST

**PARENT
BOOKLET
2018-2019**



Head Boy: Dagmawi Yosief

Head Girl: Beca Berry

Welcome

It is always an exciting time when your son or daughter moves into the Sixth Form, and here at Howell's College we like to work closely with parents to ensure that all students achieve their best in their academic and personal ambitions. Our door is always open. Please feel free to contact us with any queries and don't forget to let us know when your son or daughter succeeds in an activity, sport or academic endeavour outside of college so that we can celebrate with them.

Key Dates

Parents' Welcome Evening:	Monday 17th September
Parents' Evenings:	Thursday 29th November Thursday 21st March
Higher Education & Oxbridge Evening:	Monday 25th March
Higher Education and Careers Day:	Monday 24th June 2019
Statements & Applications Day:	Tuesday 25th June 2019
(Students must attend these sessions and are asked to avoid University Open Days)	

Contact Details

Howell's Co-Ed College, Llandaff
 Cardiff Road
 Cardiff
 CF5 2YD
 Tel: 029 2056 2019
 Fax: 029 2057 8879
 General email: mail@how.gdst.net

Email for absences: absences@how.gdst.net
 or phone College office: **029 2026 1807**

Email for Head of College, Frau Dawn Sadler: dawn.sadler@how.gdst.net
 Email for Head of Year 12, Mr S Allen: s.allen@how.gdst.net

Year 12 Personal Tutors

AJ	Mr A Ford
HJH	Mrs H Harris
SLJ	Mrs S Jenkins
ADL	Mrs A Langford
ML	Mrs M Lewis
RM	Mrs R Morrey

Key Personnel

Principal:	Mrs S Davis
Deputy Principal:	Mrs N Chyba
Head of College:	Frau D Sadler
Head of Year 12:	Mr S Allen
Head of Year 13:	Mrs S Richards
Careers Adviser:	Mrs J Wilks
Oxbridge Coordinator:	Mrs H Hughes
Medics Coordinator:	Dr E Lewis
EPQ Leader:	Mrs K Jones
Head of Additional Learning Needs:	Mr T Walters
Head Girl:	Beca Berry
Head Boy:	Dagmawi Yosief

Times of the College Day

8.30 - 8.50	-	Pastoral Commitment
8.50 - 8.55	-	Movement Time
8.55 - 9.55	-	Period 1
9.55 - 10.00	-	Movement Time
10.00 - 11.00	-	Period 2
11.00 - 11.25	-	Break
11.25 - 12.25	-	Period 3
12.25 - 12.30	-	Movement Time
12.30 - 1.30	-	Period 4
1.30 - 2.35	-	Lunch
2.35 - 2.40	-	Movement Time
2.40 - 3.40	-	Period 5

Term Dates 2018/2019

AUTUMN TERM 2018

Monday 3rd September – Inset Day
 Tuesday 4th September – Inset Day
 Wednesday 5th September – Term begins
 Monday 22nd October to Friday 2nd November inclusive – Half Term
 Wednesday 19th December – Term ends

SPRING TERM 2019

Wednesday 9th January – Inset Day
 Thursday 10th January – Term begins
 Monday 25th February to Friday 1st March inclusive – Half Term
 Friday 5th April – Term ends

SUMMER TERM 2019

Monday 29th April – Term begins
 Friday 3rd May – Inset Day
 Monday 6th May – May Day
 Monday 27th May to Friday 31st May – Half-Term
 Friday 19th July – Term ends

Values

At Howell's School, your child's future is in safe hands. We pride ourselves on being more than just a school; we are a lifelong community. Inspirational specialist teaching, exceptional pastoral care and impressive spaces and facilities allow us to offer a personalised learning experience that is full of fun, challenge and academic excellence.

As part of the wider GDST family, we benefit from innovative thinking and educational expertise at its very best providing all our learners with both an academic and a character education that encourages them to find confidence, purpose and direction to flourish and succeed.

College Principles

Howell's College expects all students to abide by these principles in order that they might achieve their best in their studies and continue to develop as thoughtful, responsible people:

- Be present in all lessons**
- Be punctual to all lessons**
- Have a positive attitude towards their studies and tutors**
- Be properly prepared for lessons**
- Complete set work**
- Meet deadlines**
- Treat others with respect**
- Manage your commitments and balance your time**
- Carry out responsibilities in a reliable manner**

Thank you for your co-operation

HeadsUp@Howell's

Howell's is committed to excellence in the promotion of wellbeing, including mental health information and resilience strategies. Our whole school initiative, HeadsUp@Howell's, aims to ensure that we create a school culture where everyone:

- has access to information, education and support for good mental health
- knows and uses strategies to improve their mental wellbeing or to manage difficult times
- connects with others positively to benefit all



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NURTURING EXCELLENCE

The First 50 is a wellbeing programme designed to ensure that Year 12 students settle into Howell's College academically, socially and with confidence. Over the **first fifty days**, students will be introduced to the HeadsUp@Howell's programme and they will also enjoy a variety of activities, presentations and events, supported by their personal tutor and the College Leadership Team to enhance their sixth form experience. We hope that they will feel welcomed, happy and part of the Howell's family as a result of the First 50 initiative.

<p>Academic</p> <ul style="list-style-type: none"> ▲ Introduction to the academic challenge ▲ A Level Mindset introduced – Vespa ▲ Introduction to A level subject courses ▲ Academic self-evaluation: How am I coping? ▲ Goal setting ▲ Study Skills Programme 	<p>Social</p> <ul style="list-style-type: none"> ▲ Bonding Events ▲ Introduction to Enrichment ▲ Charity Netball Match ▲ College Charity Coffee Morning ▲ House Sport Event 	<p>Co-curricular</p> <ul style="list-style-type: none"> ▲ Freshers' Fair promoting Clubs and Societies ▲ Duke of Edinburgh's Award (Gold) ▲ Envision and Interact ▲ Music, Drama, Debating, Enterprise ▲ Sport for all ▲ Enrichment Programme ▲ Olympiads ▲ Laureate Programme ▲ Launch of Lecture Programme
<p>Parental Engagement</p> <ul style="list-style-type: none"> ▲ Welcome Parents' Evening ▲ Parents' Booklet for guidance and to clarify expectations and support ▲ Introduction to the Sims Learning Gateway and Firefly ▲ A View from the Top – weekly newsletter ▲ Regular information emails ▲ First Academic Report 	<p>Belonging and Wellbeing</p> <ul style="list-style-type: none"> ▲ Wellbeing Launch ▲ Tutorials with Personal Tutor ▲ Meet the House Captains/Young Leaders' Team ▲ Guide book by the Young Leaders' Team ▲ College breakfast with Head of Year ▲ Tour of Howell's with Personal Tutor ▲ Launch of Student Voice and Wellbeing Committee ▲ Promotion of Community Spirit 	<p>Learning Tools</p> <ul style="list-style-type: none"> ▲ College Planner issued ▲ Introduction to the Library ▲ Introduction to Firefly ▲ Introduction to email account, including mobile access ▲ Laptop and Digital Learning protocol ▲ Careers presentation ▲ Organisation Skills



Expectations regarding Attendance

- The best way to learn is to be in lessons! This includes tutorial sessions, Enrichment and the College Meetings
- You should attend all curricular and extra-curricular commitments.
- Personal appointments, such as medical, dental or driving lessons, **must be booked in non-contact time** unless there is an emergency. Known absences should be **requested in advance**.
- You are allowed three days for open day visits.
- Notes requesting leave of absence should be made in writing/by email three days in advance.
- **If you are absent, your parent/guardian is asked to inform the College. This can be done by phone on 029 2026 1807 or by email: absences@how.gdst.net or by letter addressed to the Head of Year.**
- If you know in advance that you will miss lessons, it is your responsibility to ensure that you meet with the teacher/s concerned and request work in advance. Missed work must be completed as soon as possible so that you do not fall behind in your studies.
- Under no circumstances absent yourself without permission from lessons. If you are ill, you must report to the School Office.
- You may leave the premises if you have no other commitments, but you **must sign out and sign in** again at Reception for health and safety reasons.

Expectations regarding Conduct

- You are expected to demonstrate high standards of behaviour, cooperation and courtesy towards the whole Howell's community.
- Remember that we are a school as well as a college and you are role models for the younger students. Please treat them with respect and courtesy.
- All College students are required to wear College endorsed tops. Under no circumstances are students to mix College tops with their own. In addition, students must be thoughtful about their own clothing choices. They should be appropriately dressed 'for the work-place' and appear respectable to younger students and visitors.
- No sportswear, leggings or jeggings.
- Shoes or trainers should be clean. Flipflops and high heels are not allowed.
- Jewellery may be worn but no facial piercings.
- Hair colour must be appropriate – no extremes of colour.
- No smoking is permitted at any time anywhere on the grounds of the College or Senior School.
- You are expected to be considerate in your use of all facilities. Be aware of health and safety issues. Dispose of all litter in the waste bins provided.
- Students should note that chewing gum is not allowed.
- College students are allowed to use mobile **phones but phones must be switched off when in a lesson.**
- You must look after your Common Rooms.

Please remember that you are ambassadors for Howell's College. Your behaviour, and how you treat each other, matters.

Expectations regarding Work

- Be in lessons. This is the best way to understand your work and know what is required of you.
- You are expected to arrive promptly and to be properly prepared for lessons. Bring the right textbooks and equipment with you.
- Teachers will set work and give you deadlines, which you must meet. You can expect at least three - four hours work per subject, per week. This is on top of study time in College.
- If you submit work late and have not been ill or negotiated an extension, your work may not be marked.
- Late work must still be submitted to ensure you are covering the demands of your course.
- You must not avoid a lesson because you have not completed a task. This is counter-productive, as you will miss more learning time. Be honest with the teacher. All teachers would rather you were in their lesson.
- If you are going to be absent on the day some work is due, you must submit it in advance or negotiate with the teacher.
- You must organise your time efficiently so that you are able to feel in control of your workload. If you are struggling to do this, tell your personal tutor.

Remember that we will write references about you to support your university, college and work-related ambitions. How you manage your studies is a key area we comment on. It reveals a great deal about how you approach and cope with demands placed upon you.

Howell's College Dress Code

All College students are required to wear College endorsed tops. Under no circumstances are students to mix College tops with their own. There is a full range of options including tee-shirts and hoodies available to order from John Lewis. The dedicated homepage is on www.johnlewis.com. This link is also available by clicking on the uniform icon on the Howell's School website.

In addition, students must be thoughtful about their own clothing choices. They should be appropriately dressed 'for the work-place' and appear respectable to younger students and visitors.

The following list should help you get it right:

- Trousers and jeans must be plain and have no holes, rips, tears or frays
- No sportswear, no leggings, no jeggings allowed
- All skirts and shorts must be a respectable length
- Shorts must not be beach wear or casual sportswear. They should reach the knee and be plain
- Shoes or trainers should be clean. Flip flops and very high heels are not allowed
- Jewellery may be worn but no facial piercings
- Absolutely no visible underwear
- Hair colour must be appropriate – no extremes of colour
- If in doubt, ask

If students are dressed inappropriately, they will be told. If necessary, they will be sent home to change.

Thank you for your co-operation

Maximising Study Skills to Promote Academic Success

One-to-One Tutorials

All students will have regular one-to-one sessions with their personal tutors focusing on their academic progress and ambitions. These will be arranged individually with tutors at mutually convenient times. A mentoring sheet will be updated recording these meetings. Part of this process is for tutors to ensure that students are coping with their subjects and meeting deadlines so that they achieve the best results possible. As students move into Year 13, these meetings will also provide individual focus on higher education and careers.

Study Skills

During tutor time, there will be sessions where students are reminded of key study skills. The aim of these sessions is to ensure students are working effectively throughout the year. A strong foundation is essential in order to achieve potential at A level.

A Level Mindset (Oakes & Griffin)

During Year 12, students will work through a series of activities in tutor time, 1-2-1 meetings and coaching sessions that will supercharge their ambition, organisation, persistence and determination. The VESPA model (Vision, Effort, Systems, Practice and Attitude) is designed to help students with their time management, commitment, motivation and study habits. Successful students understand how to learn effectively, they are determined and organised, they give more discretionary effort and they get top results.

Critical Thinking

Students can opt into Critical Thinking lessons to support their learning or to prepare for the Extended Project Qualification.

Study Support/Coaching

Some individuals in Year 12 and 13 who need more personalised support will be allocated time with a learning coach to help them to cope with their studies. Personal tutors will be told who is being supported and by whom. A student

tracker sheet will be completed monitoring progress. Parents will be informed of this support.

Supercurricular/Wider Reading

All students are encouraged to move beyond set text lists and explore, stretch and challenge their own knowledge by reading books, quality newspapers and journals, listening to radio programmes and podcasts and watching quality TV documentaries and films about the subjects that interest them and may form the basis of post A Level studies/pathways.

If your son/daughter has a very clear idea of what subjects they will be applying for at university, they could try scanning recommended reading lists from university department websites so that they are ahead of the game with their wider reading. Mrs Wilks, Mrs Norman and Miss Davis, in the Library will be happy to advise students on a suggested reading list. It is useful to keep a reading/topic journal to log and reflect on what they have read/seen/attended on it to help them see how their own critical faculties develop. When it comes to university interviews, this is an excellent aide memoire for all the effort they have already put into exploring their academic and vocational interests.

Journals such as 'New Scientist' and 'The Economist' as well as A Level 'subject review' journals make excellent gift subscriptions for your son/daughter if you are keen to nurture a wider reading habit. Library staff and subject tutors will be happy to advise on titles.

Useful Resources

The advice given in this booklet to 'Get Organised' and to develop 'Independent Learning' can be supported by using the following resources: [all available in the Library].

How to Write Better Essays by Bryan Greetham

The Student's Guide to Better Writing by John Peck & Martin Coyle

The Study Skills Handbook by Stella Cottrell

The Exam Skills Handbook by Stella Cottrell

Key Contacts

Mrs Jane Wilks – Head of Library and College Careers Advisor: j.wilks@how.gdst.net

Mrs Willow Norman – Deputy Head of Libraries: willow.norman@how.gdst.net

Miss Bella Davis – Libraries Assistant: bella.davis@how.gdst.net

Homework Advice

Students will receive 3-4 hours per week, per subject

- Remind your son/daughter to read through their notes for each lesson at the end of the day. **Revisiting the learning** will improve their ability to understand it, retain it and apply it. Encourage this revisiting at the end of topics, before tests and each half term.
- Encourage your son/daughter to do homework as soon as it is set. Deadlines are the **last** point work can be submitted, not the first.
- Ask your son/daughter to tell you what they are currently doing. Checking if they can explain a topic is a good way of seeing how well they understand it themselves.
- Check that their files are organised and make sure they have a sensible place to study.
- Discourage twitter, facebook, texting etc. when they are working on the computer.
- Encourage **wider reading** and supercurricular learning. They can always be investigating what's current or relevant in their subject areas to keep up to date and widen their range of reference.
- If they repeatedly say they have no work or they've done it – contact us and check!!
- Be watchful – if they seem to be over-working and stressed, let us know.
- Recent research has proved a direct link between additional study time and examination success.

Independent Learning

Independent learning means more than 'doing extra work' beyond the set programme of class and homework. Independent learning describes the process by which students demonstrate control over their own learning.

Independent learners will:

- Seek advice and be willing to ask and answer questions in class
- Locate and use resources effectively such as reading more demanding books that extend them, doing research on relevant websites and attending lectures
- Learn by their mistakes and strive to progress even after disappointment
- Learn from others by listening, discussing and considering advice
- Develop effective organisational skills so that they meet deadlines and arrive at lessons prepared with pens, paper, notes, books, files etc.
- Be self-motivated, wanting to learn rather than being forced to or spoon-fed
- Strive to understand their work by attempting to learn rather than simply writing answers on a page which might lack understanding
- Know and accept that they are responsible for their progress and will do their best to succeed

An independent learner is a person who is willing to take responsibility for what, how and when they undertake their work.

Honours Programme

Howell's recognises achievement and potential in academic, artistic, dramatic, musical and sporting areas. Students who are awarded a scholarship will be placed on the Honours Programme and participate in activities and events to promote their development.

Students will receive an Honours Programme welcome letter and be expected to attend some of the events and activities arranged for them.



Laureate Programme

All students in Year 12 are invited to embark on a Laureate linked to an area in which they have talent or potential.

Each Laureate has a central core of **leadership, personal enrichment and contribution** to Howell's and aims to reward students who commit to and develop in an area of their choice.

Students can choose from five Laureates: Sporting Excellence, Musical Excellence, Academic Excellence, Artistic & Creative Excellence and Dramatic Excellence.

Students who achieve a Laureate will have this referred to in their references and at Prizegiving.

Leadership ... Creativity ... Enrichment ... Contribution ... Excellence

Careers Guidance and Higher Education Support

The College works with a range of other supportive organisations and contacts to provide excellent personalised advice and support.

Whether students wish to apply to college, university, the workplace, for school leaver programmes, apprenticeships or take a focused Gap year, they will be fully supported.

One to one interviews with Mrs Wilks are available for students to begin the process of researching and reflecting on their options for careers and university. Students will be given action points throughout the year which will help them make an informed and realistic choice.

If your son/daughter is undecided about their future they should make an appointment with Mrs Wilks to start the process of reflecting on their skills, interests and abilities so they can move toward making an informed choice when the post A Level pathway and UCAS process begins in earnest in the Spring.

Mock Interviews and MMI Workshops

Your son/daughter will have the opportunity to hone their interview skills through 'mock interviews' with subject specialists and professional practitioners. Mrs Wilks will, with advance notification, be happy to facilitate mock interviews in preparation for university interviews.

If you, as a parent/guardian, are happy to offer mock interviews for College students yourself, please contact Mrs Wilks at j.wilks@how.gdst.net who will add your details to the College contacts database. The 'Friends and Family' network is vital to the success of the Careers Department. Students who are applying to courses that select by using MMI (healthcare) will be able to sign up for workshops in the Autumn Term. It is essential that students take responsibility for attending interviews and mock interviews/ MMI Workshops and advise Mrs Wilks in advance if they are unable to attend.

Work Experience

Students should aim to undertake relevant work experience pertinent to their career goals. Mrs House, the teacher in charge of work experience, will be happy to support your son/daughter in exploring opportunities available to them through the College but students are encouraged to make use of any contacts they may already have. Work experience must be undertaken during College holidays.

If as a parent/guardian you are happy to offer work experience opportunities for College students, please contact Mrs House at julie.house@how.gdst.net who will add your details to the College contacts database.

Voluntary Work

Students are encouraged to participate in voluntary work either as personal development or as support for their career ambition. We can help them set this up.

Core Enrichment

Core Enrichment is scheduled on Week A Thursday p4 and students benefit from either contact time with their tutors or from visiting speakers / organisations. These presentations are aimed at widening their knowledge, improving skills, raising awareness or preparing for higher education and UCAS application.

Gap Year

Students who plan to take a Gap Year should arrange to speak to Mrs Wilks early in the academic year.

Overseas Study

Students who plan to study in the EU or internationally should arrange to speak to Frau Sadler early in the academic year

Emails

Information about career opportunities and university conferences will be emailed to parents and students on a regular basis and promoted through the weekly newsletter. It is vital that students check their emails throughout the school week and it is good practice to log on during half terms and holidays as events run throughout the year and often have tight deadlines/limited availability.

UCAS

Personal Tutors will guide students through the process of making an effective UCAS application. We strive to encourage students to achieve their very best and rise to the challenge of applying for competitive courses at the best universities but we will also ensure that they make effective 'insurance' choices as the demand and competition for University places increases. Please note that UCAS have a parents' section on their website and you may find this helpful.

Rest assured, your son/daughter will have excellent support throughout the application process. If you have any questions or concerns please contact the College Office.

USEFUL RESOURCES

The UCAS website, www.ucas.com, has a great range of resources to help you as you prepare to make your final University choices. The Course Search facility allows you to compare courses by study options, location, fees and region.

The job profiles pages from the *National Careers Service*, <https://nationalcareersservice.direct.gov.uk>, are useful to explore 'families' of careers – if you are interested in the legal profession or business and management you can find out about lots of related careers and professions and start to identify which ones might appeal to your interests and discover different entry routes into these roles.

Careers Wales, www.careerswales.com, offers a good range of information and guidance for post-18 options including higher and further education, employment, training and apprenticeships.

Students are expected to be proactive in the careers planning process: book appointments, follow up on action plans and actively seek WEX/ Volunteering. This helps to prepare them for independent study and life after A-Levels!

If you have any questions about the Co-Ed College experience, A levels or careers, do contact us. We will be happy to help.



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