

# What Makes a Successful P16 Student?



Learning Outcomes:

Aspiring Outcome - to be able to: Reflect on what makes a student successful at P16

Challenging Outcome - to be able to: Students to identify their strengths and weaknesses in preparation for A-Level study.

# Year 11 Transition: Session Four - 11:45 - 12:30.



## Task 1 - Another two scenarios (10 minutes)

In groups, you are going to discuss the same points as before, in your reflection booklet:

1. Where has the student made a bad decision?
2. What should they have done differently?
3. Is the student likely to succeed in their A-levels?

This is Emily. Emily has just finished her first two weeks at P16.

Emily had two good friends at school, but neither of them has come to P16. She was hoping to make new friends, but she's been too nervous to talk to anyone new.

Emily hates sitting alone at breaks, so she's been going for walks at break and lunch. A teacher asked if she was okay, and she told them that she prefers being alone.

In class, she's been very quiet, finding it difficult to talk to other students. She's struggling a bit with her lessons, but doesn't know how to ask for help.

**3 minutes to discuss and make notes**



**1. Where has the student made a bad decision?**

It's okay to take your time to make new friends, but it won't happen unless you try to talk to people. When the teacher asked, she could have been honest about being lonely.

**2. What should they have done differently?**

Emily could try talking to other students at breaks or in class. Emily could tell staff that she's struggling with making friends and with her lessons - we can help!

**3. Is the student likely to succeed in their A-levels?**

Emily might do well, but we know that students who are happy at P16 tend to also do better in their A-levels.



This is Lucy. Lucy has just got her first Praising Stars results since arriving at P16.

Lucy got very low marks; two Us and an E. She's very upset and disappointed. Her teachers gave her detailed feedback about her assessments, but she's too upset to look at it.

Lucy has started staying behind after school to re-read all her class notes to help her to improve.

Lucy really hopes she'll do better at the next Praising Stars.

**3 minutes to discuss and make notes**





**1. Where has the student made a bad decision?**

The whole point of Praising Stars assessments is to give you as much information as we can about how you can improve - it is vital that you read the feedback. Just re-reading notes is not an effective way to learn.

**2. What should they have done differently?**

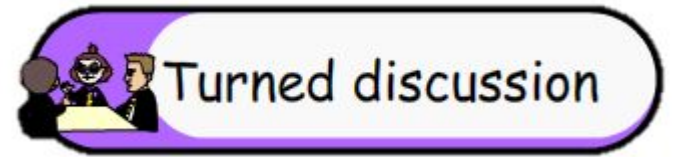
Lucy should have read the feedback, spoke to her teachers, and acted on all their advice. This would have helped her understand how to effectively learn, instead of just reading notes again.

**3. Is the student likely to succeed in their A-levels?**

Not right now, but if Lucy acts on all the feedback she will succeed.



# Year 11 Transition: Session Four - 11:45 - 12:30.



Task 3 - What makes a student successful during their time at P16? (5 mins)

- 1 - Silent thinking time (30 seconds)
- 2 - Write down your thoughts in your booklets (1 minute)
- 3 - Starting with the person closest to the teacher, take it in turns sharing your thoughts. Write down any ideas that you've not already got (1 ½ minutes)
- 4 - Teacher randomly picks people from each table to feedback to the whole class (3 minutes)

# Year 11 Transition: Session Four - 11:45 - 12:30.



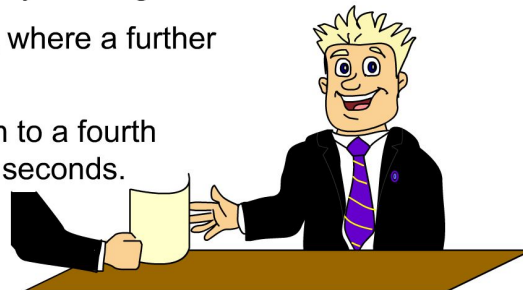
## Task 3 - Characteristics of a successful P16 student (5 mins)

With all these ideas we're starting to build a picture of what it takes to be successful at P16 but what will a successful P16 student actually look like? What characteristics would they have?

### Buzz and Go

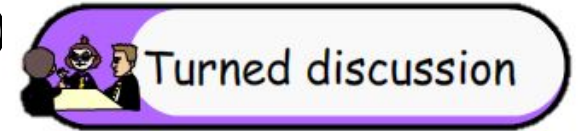
- 1) Students are given a sheet of paper each.
- 2) They have 2 minutes to list as many features as they can about a given topic on their individual sheets.
- 3) Each student then passes their list clockwise to the next student, who has an additional 1-minute to extend this list by checking it and adding any missing ideas.
- 4) It is passed on again, where a further 30 seconds is provided.
- 5) Finally, it is passed on to a fourth student who is given 15 seconds.

Note - timings should be altered to fit the task.

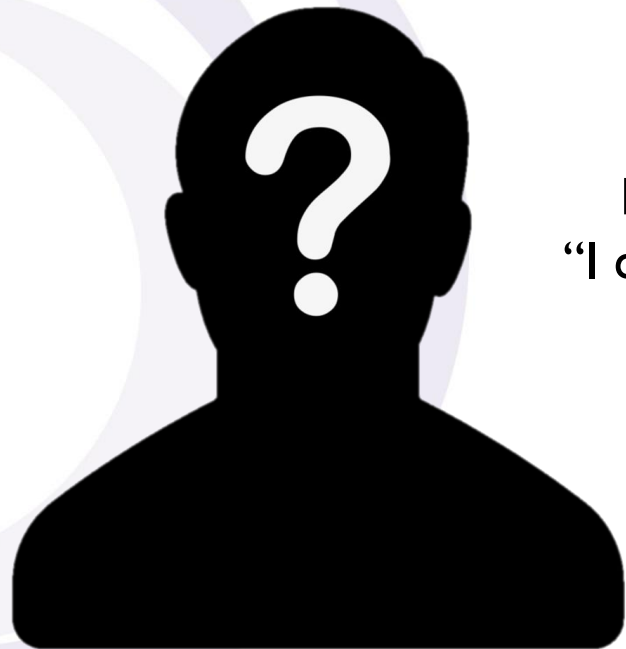




# Year 11 Transition: Session Four - 11:45 - 12:30. (5 mins)



## Did you get?



Some intelligence?

Time management

Dedicated

Appropriate subject choices

Enthusiasm

Hard working

Good habits

Organised

Respect

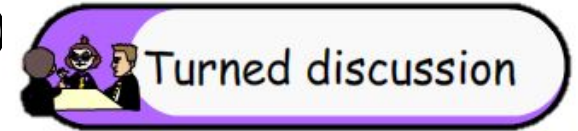
Persistence / Grit

Flexible Mindset  
"I can't do it" verse "I can't do it yet"

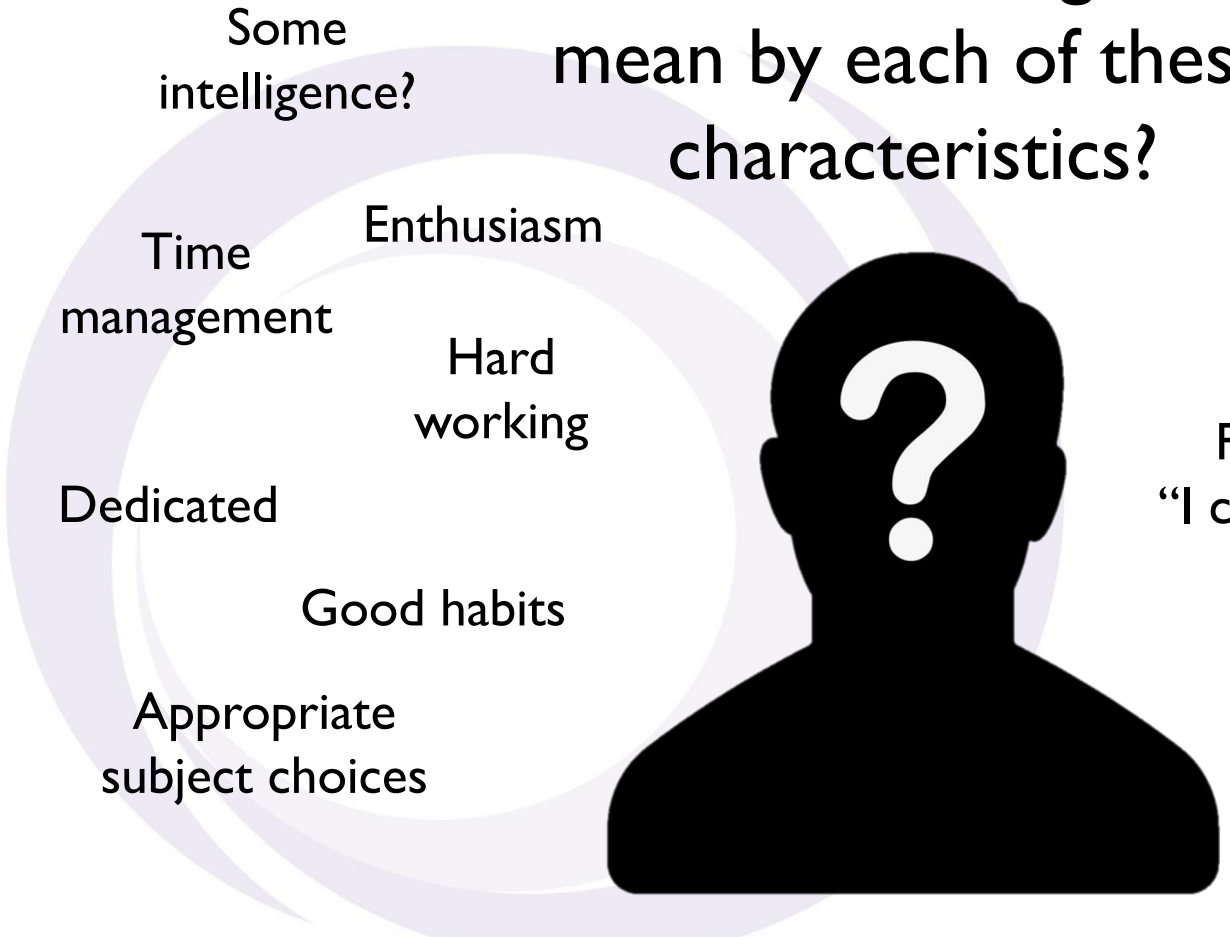
Acceptance of failures

Willingness to access support

# Year 11 Transition: Session Four - 11:45 - 12:30. (5 mins)



## Task 4: What might we mean by each of these characteristics?



Some intelligence?

Time management

Dedicated

Appropriate subject choices

Enthusiasm

Hard working

Good habits

Organised

Respect

Persistence / Grit

Flexible Mindset  
“I can’t do it” verse “I can’t do it yet”

Acceptance of failures

Willingness to access support

# Year 11 Transition: Session Four - 11:45 - 12:30. (5 mins)



Some intelligence?

Time management

Enthusiasm

Dedicate

Appropriate subject choices

Don't worry if these don't all apply to you *yet*, but it is important that you are open to developing these to be successful.



Organised

Persistence / Grit

Flexible Mindset  
"I can't do it" verse "I can't do it yet"

Acceptance of failures

Willingness to access support

# Year 11 Transition: Session Four - 11:45 - 12:30.

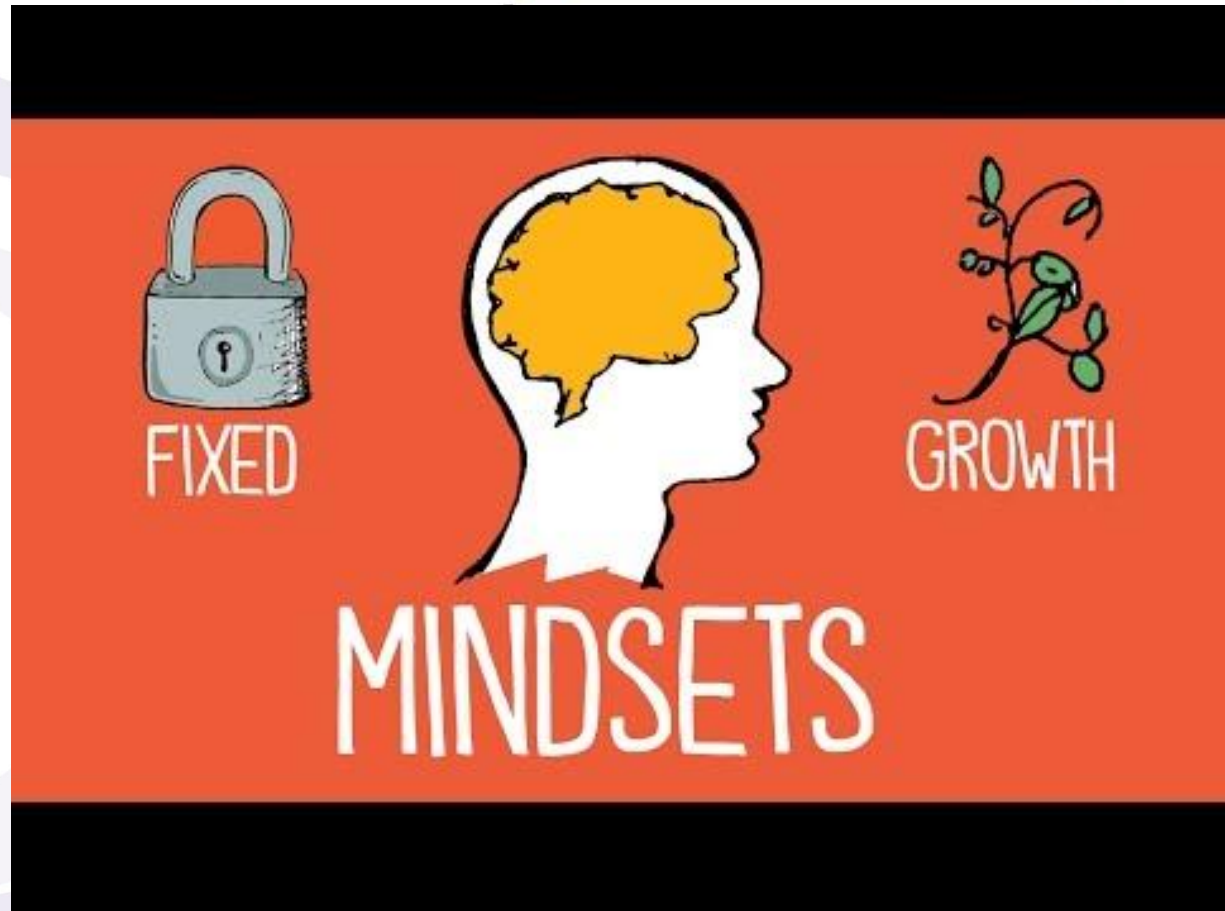


## Task 5 - Fixed v Growth/ Flexible mind sets

1 - Watch the following  
video.

2 - Would you describe  
yourself as having a fixed or  
flexible mindset?

3 - What ideas can you  
come up with to make your  
mindset more flexible?



# Year 11 Transition: Session Four - 11:45 - 12:30.

Task 6 - Reflection time. (5 Mins)

- 1 - Reflect on the areas needed to be a successful student at P16.
- 2 - What additional actions can you take to improve each of these areas?



# End of Session Four