



HOWELL'S CO-ED COLLEGE
Llandaff

Welcome Evening



HOWELL'S CO-ED COLLEGE
Llandaff

Alumni Relations, The GDST Difference: Miss Hannah Roberts

Careers & HE Advice & Guidance: Mrs Jane Wilks
(Head of Library & College Careers Adviser)

Alumni Relations



Hywelians

- 3000 active Hywelians
- Events
- Careers
- Mentoring



GDST Alumni Network

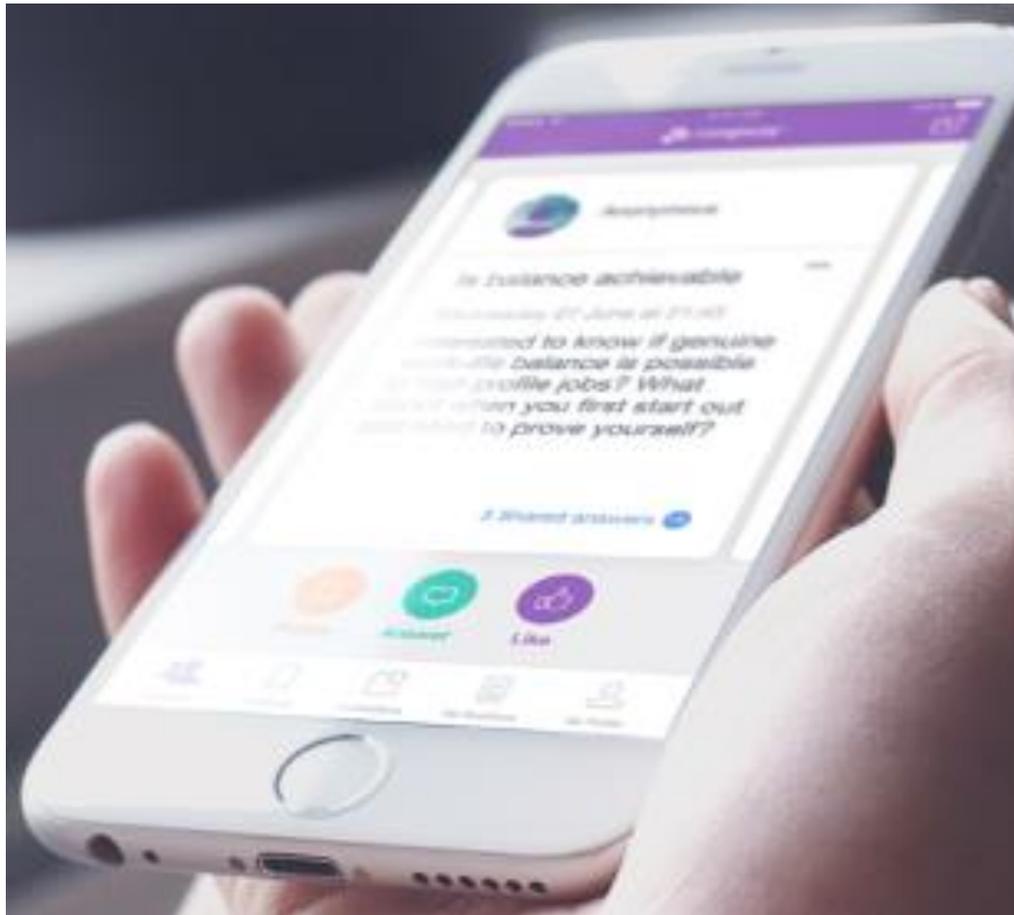
- Over 70,000 members
- GDST alumni span the world and many professional sectors
- Business networking
- Self-development and social events
- GDST Alumna of the Year Award
- Face-to-face and app-based mentoring programmes



Rungway



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- Mentoring app populated solely by GDST alumni, sixth form students and staff
- Students can post questions anonymously about anything they would like advice or insights on
- Questions directed to appropriate alumni to respond
- Questions and answers can be viewed by others, building a supportive community

GDST Life



GDST
LIFE

STAY PART OF IT

- Social and professional networking platform for GDST alumni
- Find old friends and make new connections – by school, location, university or by career or company
- Get involved in mentoring
- Join like-minded people in networking groups
- Add your voice to discussions
- Access online resources
- Sign up for events

Events

- Cocktails @ Christmas
- London Networking Events
- Virtual Events



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Hywelians Return to Howell's

- Chloe Smith (Class of 2013)
- Will Buckingham (Class of 2016)
- Sarah Stevens (Class of 1998)

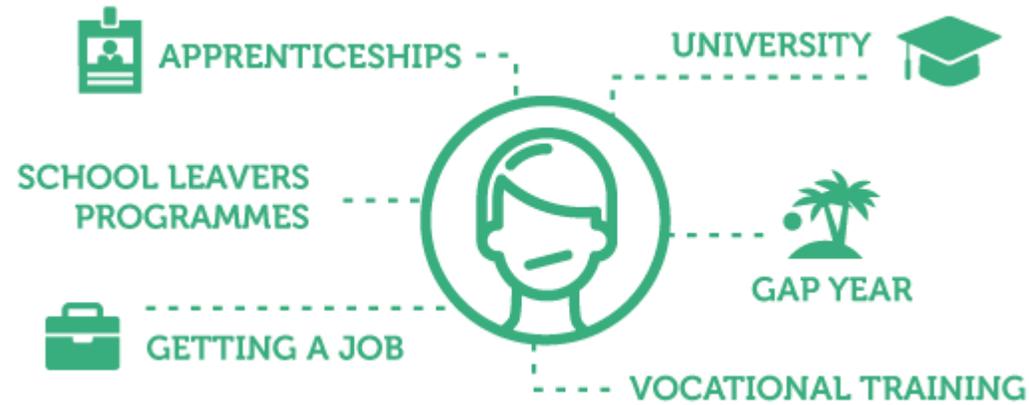




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Careers & HE Advice & Guidance: **Mrs Jane Wilks**

College Programme



DEGREE APPRENTICESHIPS

STUDY + WORK + PAY

DEGREE APPRENTICESHIPS GIVE YOU THE CHANCE TO WORK TOWARDS A FULLY PAID UNIVERSITY DEGREE WHILE TRAINING FOR A HIGH-SKILLED JOB.

The infographic features a green banner at the top with the text "DEGREE APPRENTICESHIPS". Below it are three icons: a person reading a book labeled "STUDY", a briefcase labeled "WORK", and a money bag labeled "PAY", each with a plus sign between them. At the bottom, a line of text explains that degree apprenticeships allow for a fully paid university degree while training for a high-skilled job.

Careers Guidance

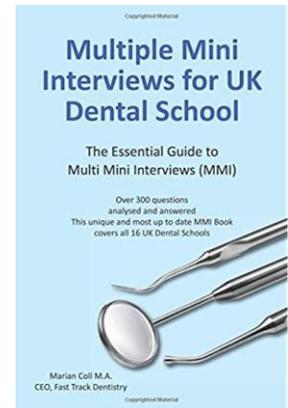
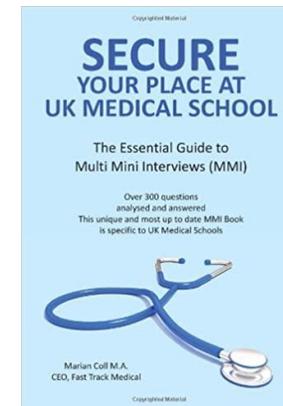
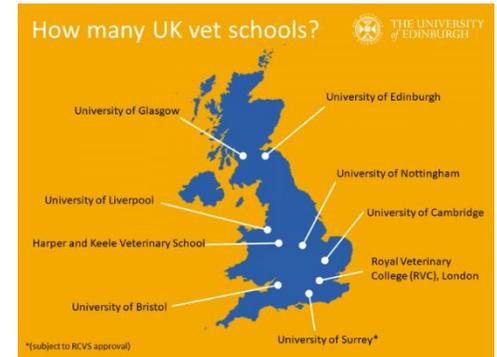


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Any Questions?



Specialist Support



Gap Year Support



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THE GAP YEAR

TO TAKE OR NOT TO TAKE?



The GDST Difference: Bespoke Guidance



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“Thank you for all you do with emails and opportunities I know I speak for every student when I say I am very grateful.”

“You have been the biggest source of support and help for me on my academic and personal journey, I couldn't have done it without you 😊 Thank you for all the hard work you do to organise events, which have benefitted me infinitely and our one-to-one sessions which I always left feeling more self-confident, knowledgeable and positive!”

“Thank you so much for all your help in the application process! It was really difficult to decide my next step, but I'm so glad you helped me pick something that I'm really passionate about!”

*“Just wanted to message you to let you know that my interview went really well!
Thank you for your help and support, it seems really possible that I will be starting in September!”*

“Mrs Wilks, I especially want to thank you for the support and encouragement which has buoyed me through the somewhat arduous process of applying for and getting into medical school. I really do consider myself extremely lucky to have had the support of so many kind and wonderful people. You were definitely one of the very best!”

Any questions?



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Please contact Mrs Chrissie Hall-Davis if you have any questions about the Howell's Co-Ed College offer and the support your son or daughter could benefit from as part of our community.

For students joining HCC, you are welcome to contact Mrs Hall-Davis for a one to one with our College Careers Adviser to discuss options and career pathways to help you make the best decision for your future.



The Extended Project Qualification

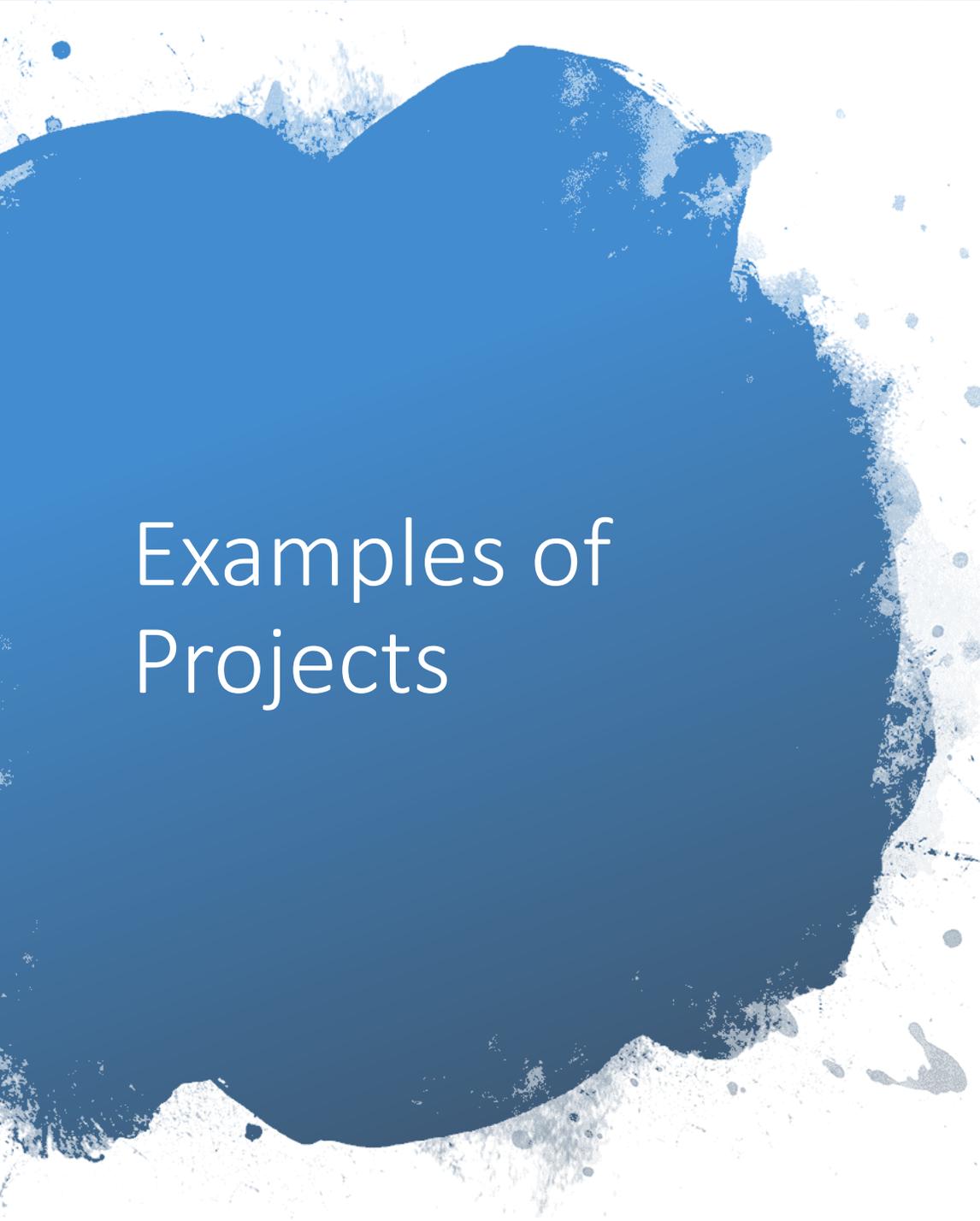
- Independent research project on topic of candidate's own choosing. *The topic must not be something taught in any of your A Level courses.*
- The research is supervised but not taught – wide range of research topics undertaken.
- Research, planning and presentation skills are taught in the EPQ lessons.

Format

- 5000-word report and presentation

Or

- Artefact accompanied by a shorter report of 1000 words and presentation.



Examples of Projects

- How is France's Colonial Past Reflected in French Culture Today?
- Nature or Nurture? What is the secret to a long and healthy life?
- What Will Be the Energy of the Future?
- Will the NIPT Eradicate Down's Syndrome and Will This Be Bad For Society?
- How Has Welsh Identity Been Constructed?
- Gender: Why is it so controversial?



Why Do It?

- Enhances university applications.
- Could make transition from school to university more successful.
- Our aim: long term success for our students.



Do Universities
Value the EPQ?



Oxford
University

***"Where applicants have undertaken the Extended Project (EP), the University will not make this a condition for an offer... but recognises that the EP will provide an applicant with the opportunity to develop research and academic skills relevant for study at Oxford.
Candidates are encouraged to draw upon their experience of undertaking the project when writing their personal statement, particularly if the topic is allied to their chosen degree course."***



Cambridge
University

"We welcome the introduction of the Extended Project and would encourage you to undertake one as it will help you develop independent study and research skills and ease the transition from school/college to higher education."



Other Universities and Colleges

Many universities, including members of the Russell Group, and colleges give alternative offers if students have an Extended Project Qualification.



It tells
universities
that you have:

The ability to:

- **research effectively;**
- **think critically;**
- **evaluate evidence;**
- **work independently;**
- **plan effectively;**
- **present effectively.**

In other words, all the key skills required to study successfully for a degree.

What Do Students say About the EPQ?

- "The way in which the project is supervised meant I was able to explore and discuss the ideas that caught my attention and engaged me the most...I found myself learning much more than I had expected to..."
- "I am confident that I have gained skills that will help me not just in university but in life."
- "The EPQ was possibly the longest and toughest academic project I have undertaken; I hugely enjoyed it."



Delivery of Course

The EPQ has a timetabled lesson where the skills needed for the project are delivered. These include:

- Research skills, including academic referencing and how to find sources
- Critical thinking skills such as learning how to evaluate evidence and sources effectively
- Presentation Skills
- Organisation and Planning Skills

Assessment Objectives

Assessment Objective 1: **Management of Project** (10 marks).

Assessment Objective 2: **Use of Resources** (10 marks). This includes critical evaluation and analysis of the sources used.

Assessment Objective 3: **Developing and Realising the Project**: identifying a research topic, devising a plan to carry it out and realising the planned objectives. (20 marks).

Assessment Objective 4: **Review** (10 marks)

Total: 50 marks.



Firefly

- There are lots of resources on the EPQ page on **Firefly**, including a blog where I post about articles or books that I think might be useful for the projects. It's also a good place to look for ideas for project topics.
- There is also a section on Resources where there's a list of useful websites and podcasts.

“Stretch and Challenge” at Howell’s Co-Ed College

Mrs Hannah Harrison-Hughes
Director of Academic Development
(More Able and Talented, Oxbridge and Super-curricular engagement)

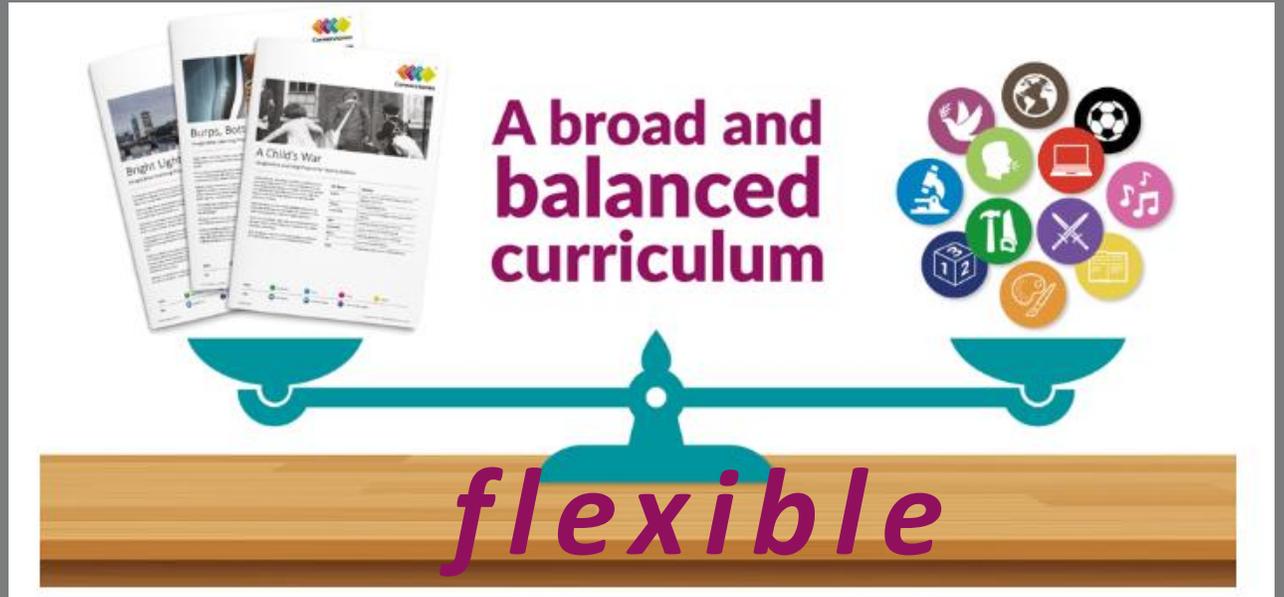


“Challenge is at the heart of everything that they do here”

Jon Murphy – NACE



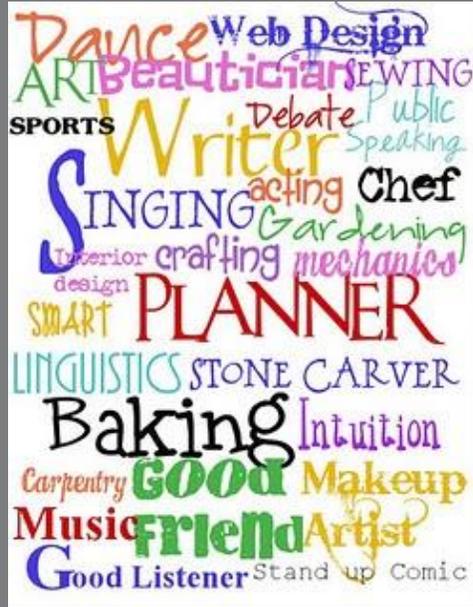
The Howell's Ethos:



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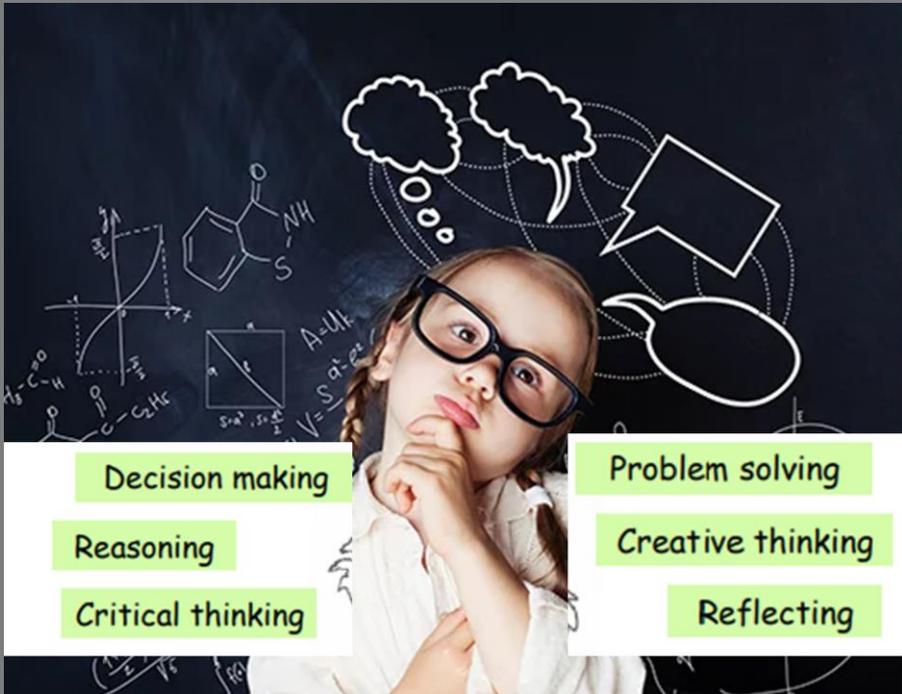


Develop
And
Discover



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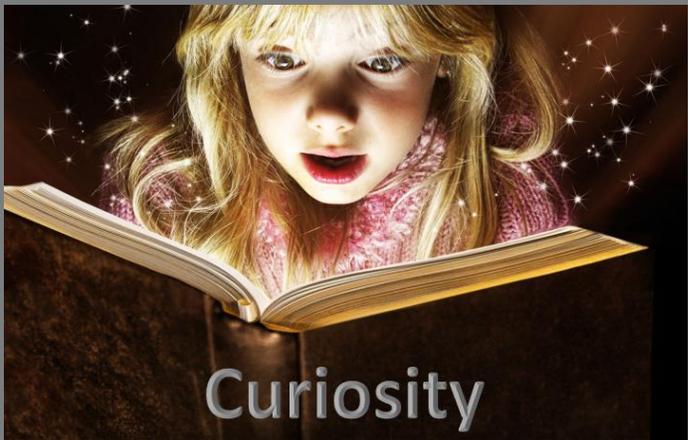
- Decision making
- Reasoning
- Critical thinking

- Problem solving
- Creative thinking
- Reflecting



- Research tools
- Study strategies

- Collaborative learning
- Communication skills



Curiosity



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nace●cymru
National Association for
Able Children in Education



Challenge Award

FOR EXCELLENCE IN PROVISION FOR
MORE ABLE AND TALENTED PUPILS



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Academic Stretch and Challenge Opportunities

World
Scholar's
Cup

In lessons –
optional or
levelled tasks

Extra-curricular
Enrichment

Early Applicants
Support
Programmes

Honours
Lectures

Super-curricular
And
Extended Project
Qualification

Academic
Scholars
Programme

GDST Events
and
Competitions



Academic Stretch and Challenge Opportunities



A graphic with a white background and a rainbow-colored wave. The word "Challenge" is written in black on the left side of the wave, and "Continuum" is written in black on the right side. The wave is composed of vertical lines of varying heights, creating a spectrum of colors from red on the left to blue on the right.

Challenge Continuum



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“Challenge is at the heart of
everything that they do here”

Jon Murphy – NACE

Mrs Hannah Harrison-Hughes
School Consultant Teacher

hannah.hughes@how.gdst.net

For More Able and Talented, Oxbridge and Super-curricular engagement.





4

HEADS UP
@HOWELL'S



4

HEADSUP
@HOWELL'S





Why HeadsUp?

We want to 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



Why HeadsUp?

- Heads Up - physically
- Heads Up - out of devices
- Heads Up - looking after your mind



We want our learners to:

- Be happy so that they can flourish academically and socially
- Feel confident so that they take part fully in school life
- Know how to strengthen their resilience and flexibility to manage challenges





Howell's is a Mindful School

Join us in learning helpful strategies to promote positive wellbeing

Mindfulness	
Paying attention	On purpose
In the present moment	Non-judgementally

Nursery

Mindful Breathing



Reflection Time



Mindful Walking



Prep

Mindful Moments



Mindful Club



Pencils Down



Seniors

MISP .b Curriculum

Fofboc



Beditation



College

Mindfulness Sessions



Our Mindful Team



"You can't stop the waves but you can learn to surf" Jon Kabat-Zinn



G D S T

POSITIVE TOOLS

What are you using your mind for?
Take control with the
Positive Switch



positive.

Are your worries useful or useless?
Sort them using the
Worry Filter



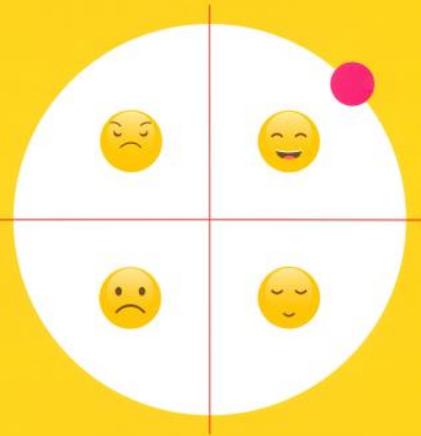
positive.

Inner critic getting you down?
Call on your
Inner Coach



positive.

How are you feeling today?
Check in with the
Emotional Barometer



positive.

WELLBEING WARRIORS



Peer-led group



Focus on support in sixth form years



Drop-in sessions



Awareness and sharing



Time
to talk

Support for
physical &
emotional
health needs

A safe
place in
school

KATIE ROBERTS
SCHOOL NURSE



AMANDA DREW
WELLBEING OFFICER
(HAPPINESS CHAMPION)

GRAEME LAYZELL
SCHOOL COUNSELLOR



The Wellbeing Team

- Wellbeing is at the heart of Howell's and the key to success
- Successful students need support, encouragement and praise and to feel cared for
- Young adults can seek health and wellness advice and guidance from our team at any time



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Sport at Howell's College

- Inclusion is key!
- Competitive Sport
- Scholarships
- Kit



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Inclusion is Key – Thursday afternoon offer

Football
Netball
Softball
Raving Yoga
Badminton
Tennis
Glow stick games



House events such as:
Dodgeball, Rounders and
Basketball, Sports Day



Competitive Sport

- Netball
- Football
- Softball
- Tennis
- Hockey



Scholarships



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- Assessment day – Physical, Interview and a CV
- Renumeration for fees
- Programme of study

Kit



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- Howell's endorsed top
- Any leggings/shorts/tracksuit bottoms
- Appropriate footwear
- Competitive teams have:
- Playing top/netball dress (not available at John Lewis) separate supplier.

Additional Learning Needs



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Tom Walters - *Senior Leader (T&L, ALN)*



Additional Learning Needs

Screening tests and investigating any difficulties

- Reading and Spelling Age tests in September, GCSE profile
- Teachers' professional opinions (for example performance in assessments and tests which does not match other work in class)
- Potential for an assessment of strengths and weaknesses with Mrs Harvey (SENCO)

Additional Learning Needs



Examination Access Arrangements

- For those who have had EAA previously
- Importance of sharing information (GDPR compliant) to ensure EAA is maintained
- All new entries reassessed by Mrs Harvey (SENCO)
- Follows guidance from Joint Council for Qualifications



Additional Learning Needs

Study Support and Mentoring

- Based on academic performance
- Use of the VESPA system
- Usually short term to give the learners the skills they need to be competent independent learners
- Academic support provided by departments

V – Vision

How well do you know what you want to achieve?

E = Effort

How many hours of independent work do you do per week?

S = Systems

How do you organize your learning and time?

P = Practice

What kind of work do you do to practice your skills?

A = Attitude

How do you respond to setbacks?



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**Please contact Chrissie if you have any
questions Chrissie.Hall-Davis@how.gst.net**