

THERE'S MORE TO SIXTH FORM THAN JUST LESSONS

ENRICHMENT

AT WATH ACADEMY SIXTH FORM



Wath
Academy
Sixth Form

MESSAGE FROM THE HEAD OF SIXTH FORM



At Wath Academy Sixth Form, our aim is to produce well-balanced and responsible young adults, fully prepared to take their places in higher education and the professions.

We have a proud history and proven track record of developing well-rounded students who have the qualifications, skills and character to go on and lead happy, successful lives. While subject choices are crucial for future successes, they will only ever help with obtaining an interview – securing the job depends upon character. The involvement students have in activities outside of the classroom will significantly contribute to their overall development.

I am sure that you will be as impressed as I am at the amount of enrichment activities that our students are involved in.

Mr C Shaw
Head of Sixth Form

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Cover image: Duke of Edinburgh's Award expedition



**Wath
Academy
Sixth Form**

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EXTRA QUALIFICATIONS

EXTENDED PROJECT QUALIFICATION

Our students can opt to study for the Extended Project Qualification alongside their other A Level or BTEC choices.

The course is designed to prepare students for academic life at university, with a big emphasis on independent learning.

Students design their own research project, shaped from their personal interests and they then organise their time to research, plan, write, present and evaluate their final project.

The outcome can be a research paper, a scientific report or even something artistic.

Students come to the Extended Project with all areas of expertise and past projects have varied from K-pop, the Ottoman Empire and building a computer from scratch.

The course lasts for a year and is the equivalent of half an A Level. Unlike many one-year courses, an A* is also available to students, which means highly successful projects can gain a few extra UCAS points!

Universities also love students who study an Extended Project, which means they often lower their entry requirements for successful completion of the course.



“ The Extended Project Qualification is designed to prepare students for academic life at university, with a big emphasis on independent learning. ”

CORE MATHS

The Core Maths qualification is designed to challenge students with meaningful mathematical problems that increase their confidence and competency when using maths.

Students on this course will most certainly be better equipped for the mathematical demands of other courses, higher education, employment and life.

This course is ideal for students wishing to carry on studying Maths, but not the A Level. It is suitable for students who are studying Biology, Chemistry, Physics, Psychology, Economics and Business.

It is a linear qualification that is completed in May/June of Year 13 and has the same UCAS points as an AS qualification.

Students require a Grade 5 or above in GCSE Mathematics.



FURTHER MATHS

Sixth formers at Wath have the option to complete an AS Further Mathematics qualification as an enrichment option. This qualification builds on topics from A Level Maths and decision maths, a relatively new branch of mathematics but one that has far-reaching uses in today's world.

The breadth of study in the course allows students to learn further algebraic techniques, proof, complex number, matrices and vectors in 3D.

Additionally, we look at game theory and a variety of algorithms to model everyday situations.

Students who study Further Maths will be ideally positioned to go on and study mathematics at university, but the course would equally suit those who have a strong interest in studying maths for the beauty of it.

SKILLS FOR THE FUTURE

LIFE SKILLS



As part of our Life Skills programme, we like to invite guest speakers to give talks about their particular areas of expertise or experiences. These wider enrichment events help to create impactful development opportunities for our students.

One example is the visit from Iby Knill, a Holocaust survivor who experienced the horrors of Auschwitz. She now chairs the HSFA's Education Committee and is a tireless speaker for schools, community groups and other organisations, telling her story as a warning of the dangers of discrimination and persecution.

Iby spoke of her experiences growing up in Germany and how she attended a grammar school before being excluded for being Jewish. Her life was ripped apart when her parents' business and apartment were taken from the family

to be 'Aryanised' by the Nazi party (meaning it was allocated to a German family).

In 1942, Iby was smuggled out of Germany to Hungary by her mother, who dressed her as a peasant child so she wouldn't be sent to the Eastern Front to be used as a prostitute.

Once in Hungary, she helped the Hungarian resistance to aid the escape of Allied airmen. In 1944, the Nazis invaded Hungary and Iby was taken to Auschwitz where she spent six weeks in inhumane conditions on starvation rations.

In the dying stages of the war, the Nazis evacuated the camp and Iby subsequently found her freedom. She chose to stay and help the British military as a translator as she could speak seven languages, where she met her husband Bert, an officer in the British Army.

Students were shocked by Iby's horrendous experiences, but her enduring courage was also incredibly inspiring.

The senior students who presented Iby with flowers spoke of their admiration for her and the deep impact of her story.

VESPA

VESPA is part of the tutor programme at Wath Academy Sixth Form. The aim of VESPA is to assist students in the challenging transition from GCSE to A Level study, where there is an increased need for a proactive, resilient and independent approach to study.

Each letter of the acronym represents an area that students will develop during their time in the Sixth Form at Wath Academy:

- **Vision** is about having a clear goal. A wealth of research highlights that both long-term and short-term goal setting enhances achievement. In simple terms, it is about learners knowing the outcomes they wish to achieve.
- **Effort** (sometimes called academic perseverance) refers to how much hard work a student does; performance on most tasks depends on effort that is proactive and independent.
- **Systems** is about two things:
 1. a system to organise learning so students can make sense of it all;
 2. a system to organise their time so students can complete key tasks to meet deadlines.
- **Practice** should be considered as distinct from effort – it refers to what learners do with the time they put into their studies. Practice is not the 'how much?' but rather the 'how?'.
- **Attitude** has four elements:
 1. confidence (in particular, confidence in abilities);
 2. emotional control;
 3. academic buoyancy;
 4. growth mindset.

Research suggests that all students need an element of these five aspects in order to achieve their full potential, meaning they are crucial for success.

Through tutor support, assemblies and coaching, we provide students with activities, tools and guidance to support their journey through VESPA.





VOTES FOR SCHOOLS

Votes for Schools is a debate and online voting system designed to give all young people a better knowledge of current affairs.

During tutor period each week, students participate in lively debate about a topical issue, which is then followed by a class vote.

Recent topics have included: 'are communities strengthened in a crisis?', 'will increased awareness help end modern slavery?' and 'should male and female mental health be approached differently?'.

Current Year 13 student Olivia Bell was able to use the knowledge gained from one session in her interview for a place to study Law at the University of Cambridge and subsequently received an offer.

THE TORCH

The Torch is Wath Academy's student newspaper – the perfect place for students to make their voices heard! We meet weekly after school and publish a new edition of the newspaper every half term.

The newspaper attracts journalists from all year groups, and the role of a sixth form journalist can involve all stages of the newspaper's production, such as seeking out a scoop, working with younger writers to help them develop their skills, editing articles, developing proof-reading skills and layout design.

This is the perfect enrichment opportunity for any student considering a career in media or journalism.

"Since being a part of *The Torch*, the fantastic people who are involved have taught me so many great things which have helped me whilst doing my A Level courses," says Emily Balaiss in Year 12.

Molly Hammerton, also in Year 12, adds: "It has a wonderful atmosphere and includes people with diverse interests. It allows you to express your opinions and views of the world within a format that is professional and is similar to the journalism field, which is useful if that is the career you wish to pursue."

“ I really enjoy writing for *The Torch* because it provides a great opportunity to write and complete further research into the subjects that you are studying. I'm currently studying French, so I got to write an article about controversy in the world of French cinema. The whole atmosphere of the club is also really lovely and everyone is really nice! ”

– Laura Rodgers, Year 12

INDEPENDENT STUDY

Students at Wath Academy Sixth Form benefit from a dedicated sixth form study area to use during their study periods and before and after school.

This area is in the centre of the school and conveniently close to the sixth form office.

It is equipped with a bank of laptops, as well as refreshment facilities, to allow students to use their non-contact time productively.

In addition, many sixth formers take advantage of other independent study areas around the school, such as the library.



CHARITY & COMMUNITY



“Students are able to achieve either Bronze, Silver or Gold pledge status through their involvement in activities both within and outside of the school community.”

PLEDGES

The pledges programme aims to develop a student's character education by providing enriching life experiences and accomplishments that can be used on university and job applications.

Students are able to achieve either Bronze, Silver or Gold pledge status through their involvement in activities both within and outside of the school community. Examples include improving the sustainability of the school, involvement in a dramatic production or attending a cultural event or exhibition.

All students receive a certificate and a badge for each pledge they achieve, which are presented in the final rewards assembly before each half term. The pledges are designed so every student can achieve gold status – however, it does require real commitment as some pledges require a student to complete certain activities multiple times or over a number of weeks to meet it!

IN-CLASS SUPPORT

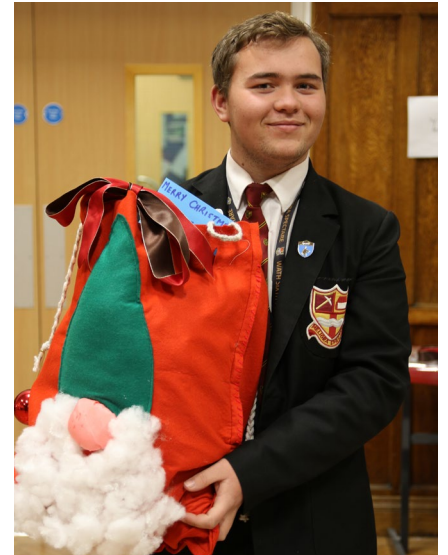
Sixth form students can opt into in-class support, an enrichment opportunity that gives them the opportunity to work alongside teachers for one or two lessons per week to provide support for students in younger years in the subject of their choice.

This is particularly useful for those wishing to pursue a career in teaching or wishing to work with children or young people.

“I personally want to go into a health-based career, so in-class support is helpful as it allows me to work with children and young people,” Year 12 student Laura Rodgers comments. “It is really beneficial for both you and the younger students, which makes it a wonderful experience.”

“You can also tailor the classes you support to the field you would like to go into, which makes it all the more meaningful.”

CHRISTMAS HAMPERS



Every year at Christmas time, tutor groups across the school get together to design and make a hamper to be donated to members of our local community.

This is a house competition and the staff and students work really hard to design creative and thoughtful hampers.

Our sixth form students have a very important role in this event, as not only do they also provide a hamper from their tutor groups, but they also assist by working with younger students in other tutor groups in the designing of the hampers. At the end of the competition, they help to deliver the hampers.

Last year, they delivered over 80 hampers, which were gratefully received by vulnerable members of the community.



REVISION MENTORS



Wath Academy runs a rigorous programme of after-school revision for Year 11 students, and the input sixth form students is always highly appreciated by both staff and students.

Sixth form students are able to share their first hand experiences and expertise, including tips and tricks that got them through the tricky period of examinations.

"It allows you to enhance your communication skills, whether on a one-to-one basis or in front of multiple people, as well as being a way of utilising the knowledge you gained at GCSE which is helpful to others," says Molly Hammerton of Year 12.

“Students are able to apply for additional positions of responsibility, such as head boy, head girl, deputy head boy, deputy head girl and senior student.”

HOUSE SYSTEM



Wath Academy is proud of its house system, which dates back to the school's foundation in 1923.

All students are placed into a tutor group and represent one of the six houses, which are named after the ancient cities of Athens, Carthage, Rome, Sparta, Thebes and Troy.

Many house activities and competitions take place each week of the academic year.

Sixth form students play an important role in the whole school house system: Year 12 students can apply for the position of House Captain and be responsible for the organisation of house activities across the school.

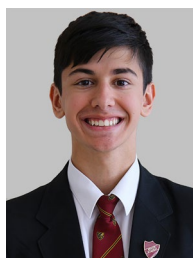
SENIOR STUDENTS & STUDENT VOICE

Student voice is a key driving force behind school-wide strategic decisions, actively working to raise standards across the whole school and ensure an outstanding school experience for all students.

All sixth form students are given the opportunity to take on leadership roles within the school council or act as student ambassadors. This involves taking key leadership roles across a range of action groups, guiding younger pupils in the discussion, planning and implementation of new initiatives that will benefit the whole school.

At the end of Year 12, students are able to apply for additional positions of responsibility, such as head boy and head girl, deputy head boy and deputy head girl, and senior student.

This year's senior students, who have been superb ambassadors for the sixth form, are pictured.



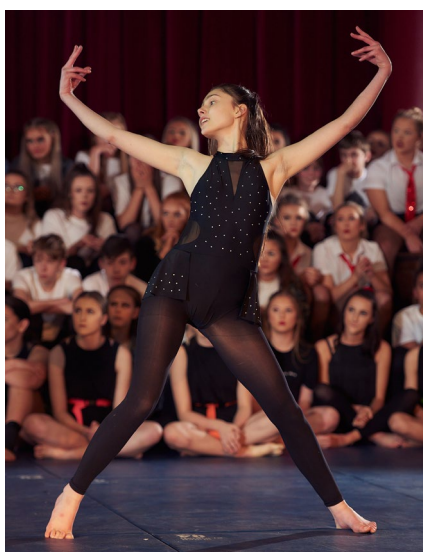
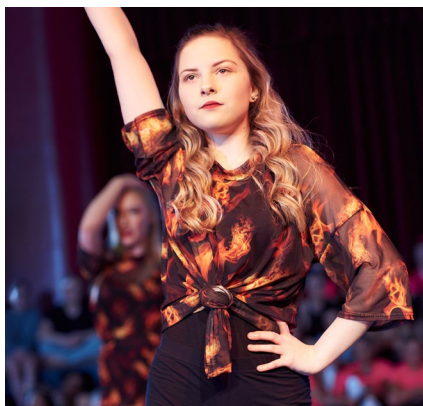
PERFORMING ARTS

MOVEMENT EVENING

Movement Evening is our annual dance show, which takes place in February. It is definitely one of the highlights of our school calendar. This is a chance for all students to showcase their talents and be involved in dance performances (whether they study dance or not).

We have acts from all different genres and styles including kamikaze, street, break, contemporary and musical theatre, meaning there really is something for everyone. There are three sell-out shows, which means students perform to an audience of over 900 people across the three nights. Every year, we have a different theme – this year was *Top of the Pops*, where performers danced to songs that had been a part of the iconic TV show. Next year's theme will be announced in December, so keep an eye out for it.

Everyone is welcome to get involved in Movement Evening; our sixth form enrichment dance is always a highlight.



“Students perform to over 900 people.”



DANCE ENRICHMENT

Dance enrichment is an opportunity for any students to perform, keep fit and make new friends within the sixth form. It is perfect for those who love to dance and would like to be involved in different performances and opportunities throughout the year. Free from the stress of performing to gain a qualification, we look at broadening students' knowledge and experiences, which can be used later on UCAS applications and in interviews. There are weekly technique classes and also different fitness classes such as clubbercise, zumba and yoga.

Students will be involved in creating performance pieces, in particular for our annual dance performance: Movement Evening. There is also the opportunity to get involved with competition pieces for regional competitions such as Crossing

Borders and Fresh. In addition, there is the chance to attend workshops in aerial arts and dance conventions, such as the national convention Move It! and events at higher education institutions like the University of Central Lancashire.

Work experience can also be gained through dance enrichment, such as through shadowing teachers and planning lessons. Students could lead or be involved in running KS3 for part of the year, developing teaching skills. There is also the opportunity to work with our primary schools, teaching KS2 children performance pieces for our annual dance show.

Everyone is welcome to dance enrichment, regardless of previous experience. Students can have fun, try new things and learn new skills.



DRAMA & THEATRE



There is a great range of extra-curricular activities available at Wath in drama.

A highlight of every year is the whole school production at Christmas, which combines acting, singing and dancing along with a whole raft of backstage

and set design opportunities and, while the Christmas production is open to all students, we often find that our sixth form performers make great role models for younger students. Previous productions have included pantomimes, such as *Cinderella*, and adaptations of classics, like Charles Dickens' *A Christmas Carol*.

Another great opportunity for sixth form students is the annual murder mystery production. Over the last five years, sixth formers have been given the opportunity to write, produce and star in an evening of intrigue and hilarity. These evenings are open to an audience consisting of staff, parents and older students and prove, yearly, to be a fantastic success.

There are also a number of opportunities on offer to see live theatre. We have a subscription to the 'National Theatre Collection' which gives us access to National Theatre productions, such as *Frankenstein* starring Benedict



Cumberbatch and *One Man, Two Guvnors*, starring James Cordon. We also had a 'frightfully' entertaining evening at Sheffield Lyceum in October when we saw a production of *The Woman in Black*.

Further to this, we support the Sheffield theatres scheme 'Ignite', which is available for all of our Drama students and allows them to one free ticket, and a second at £5, for any Sheffield Theatres productions in the Crucible Theatre.

MUSIC ACTIVITIES

The Department of Music welcomes anyone who wants to take part, regardless of ability, in the diverse range of activities we have on offer. There are weekly peripatetic music lessons for a range of instruments provided by Rotherham Music Service and private tutors (woodwind, brass, percussion, piano, guitar, singing, strings) and, through these, engagement in the Rotherham Music Service Hub activities are encouraged. These lessons can contribute towards UCAS points, so it is a good opportunity for students to enhance their portfolios.

We also run a variety of ensembles on a weekly basis to encourage group music making, and we strive for sixth formers to take a leadership role to act as mentors for younger students. These include the school band, string ensembles, woodwind ensembles, vocal groups, ukulele group, advanced vocalists, and, where possible, we encourage students to create their own

ensembles such as rock bands and pop groups. These activities are showcased in our termly events which include Vocal Evening, the Christmas concert, Piano Recital Evening and summer productions. These events provide opportunities for students interested in events management, stage production, lighting or sound to gain valuable experience.



BEYOND THE CLASSROOM



SAINT-ÉTIENNE

A Level French students embarked on a six-day enrichment visit to Saint-Étienne in France as part of an exchange-style visit, where students stayed with a French family whilst also gaining some work experience in a French primary school. While the trip's primary aim was to improve the quality and fluency of their spoken French, an abundance of other unforeseen educational benefits arose from the opportunity to experience a little slice of French culture. Students particularly appreciated the way their French family were keen to let them try traditional French dishes, such as *la fondue*, a melted cheese dish served in a big communal pot called a *caquelon*.

Students described working in the French primary school as 'the most fulfilling part' of their trip, adding that it was 'an amazing experience' they would never forget. They were able to help support young children in the classroom with their English lessons and there was also a lot of Christmas-time

fun, such as singing Christmas carols at a special Christmas showcase assembly for the entire school. What most surprised students was how relaxed the school's atmosphere was compared to an English counterpart: neither adult nor child were required to wear a uniform and children called their teachers by their first names. Despite this, the quality of learning was excellent as the children were incredibly well behaved and enthusiastic.

Aside from work, students were also able to enjoy various sights of France, such as a sightseeing and shopping trip to Lyon, taking in sights such as an ancient Roman theatre and the Basilique (Basilica) Notre-Dame de Fourvière – both were spectacular. They also enjoyed visiting the Christmas markets in the centre of Saint-Étienne, which held hundreds of small chalets, all selling a variety of edible and non-edible goodies, with a *grande roue* (a big Ferris wheel) at the centre.



“ With France being part of the West, we hadn't expected there to be so many differences in daily life, but our eyes were opened. ”

– Lauren Hollingsworth-Smith, Year 13

ROYAL SOCIETY OF CHEMISTRY CHRISTMAS LECTURE

Year 12 chemists took part in a trip to the University of Sheffield for an interesting lecture by Dr Tim Craggs about how light can be used to measure tiny objects.

The main focus of the lecture was to explain how cells replicate without causing damage to the body, but it had wider links to the three main branches of science: diffraction and the way light works (Physics); how the proteins have dyes attached to them and the measuring of the fluorescence of the dyes over time (Chemistry); and the replication and checking of the DNA in the cells by proteins (Biology).

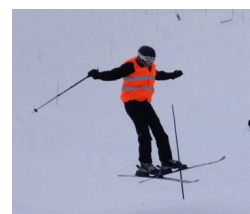
Overall, it was a very interesting and accessible lecture for all students.

HEPWORTH GALLERY

Year 12 Product Design students take an annual trip to the Hepworth Gallery as part of their A Level course, enabling them to cover Assessment Objective 1 of the specification: first-hand observations. As students are working on the concept of curvy linear as a starting point for their own designs, the Hepworth is a perfect place to visit since Barbara Hepworth's work reflects this.

Students are required to take photographs of the Hepworth sculptures, make drawings and research the concepts and inspiration behind her work. They must then record this, in their own way, to form part of their personal study. This primary research is then used to inspire students with their own design work and development to a final manufactured product.

SKI TRIP



Each year, students in Year 12 have the opportunity to attend the school's annual ski visit to the

Alps. The school has a long tradition – over 40 years – in running a ski visit and it continues to be immensely popular with students.

The visit takes place in the first week of the Easter holidays and provides the opportunity for students to learn to ski and experience, for many, what is a once-in-a-lifetime opportunity.

The excursion consists of six days skiing led by qualified instructors and evening activities led by the school staff, who have many years of experience.

A LEVEL SCIENCE LIVE

Many prestigious scientists gave lectures to Year 12 and Year 13 chemists at A Level Chemistry Science Live. These talks explored how these scientists have used chemistry to excel in pioneering projects. Professor Andrea Sella, Dr Philip Ball, Dr Suze Kundu, Professor Lucy Carpenter and Professor Peter Atkins all attended the event, alongside Michelle Oldfield, who gave useful exam tips about reaching Grade A*.

The A Level Biology Science Live lectures allowed Biology students to listen to cutting edge research, including 'Human Progress', 'Is Man Just Another Mammal?', 'A Life in Science', 'Revenge of the Microbes' and 'The Staggering Diversity of Planet Earth'. Students were particularly inspired by Professor Robert Winston.

Attending A Level Physics Science Live, our A Level Physics students were enthralled by lectures on Quantum Physics, Nuclear Physics, Gravity and Plastic Electronics.

Each event was jam-packed with real insights into what our young scientists are capable of doing with their futures.

THE TAMING OF THE SHREW



Year 12 English Literature students had the opportunity to stay overnight in London to watch a live performance of *The Taming of the Shrew* at Sam Wanamaker's Playhouse, a Jacobean replica of the Blackfriars Theatre of Shakespeare's day. Students were able to experience the intimate production, lit solely by candlelight, bringing their studies to life.

This was followed by a visit to a number of places of cultural significance, including Tate Modern, St Paul's Cathedral and the British Library.

BIOLOGY & PSYCHOLOGY TRIP TO LONDON



The Science and RSS faculties joined forces to take A Level Biology and Psychology students on an educational and exciting trip to London.

Students travelled to London via train then headed directly to London Zoo for their famous Phobias experience, where all students received an educational session from clinical hypnotherapist John Clifford. Students were able to gain an in-depth insight into the reasons behind phobias and treatments, including the use of the friendly spider programme.

Students were then given the unique opportunity to participate in group hypnosis to cure arachnophobia and a fear of spiders before being given the opportunity to hold Rosie, a Mexican redknee tarantula: 19 out of 21 of the group were able to do this – thanks to the hypnosis!

Students were then able to spend free time in the zoo before heading to the accommodation to get ready for a night at the theatre. Students chose *Everybody's Talking About Jamie* as their show of choice, which was both humorous and emotional in equal measure and was thoroughly enjoyed by both staff and students alike.

The group rose early on Saturday morning to attend the Body World exhibition in Piccadilly Circus, where, thanks to the process of plastination, students were able to study the inner workings of the entire human body in great detail – right down to the smallest hair vein!

THE DIAMOND

The Diamond in Sheffield is a STEM (Science Technology Engineering and Maths) higher education centre at the University of Sheffield.

Year 12 Physicists attended a specific taster day on aerospace engineering. The day involved studying a jet engine, engineering model planes and very advanced flight simulator systems – students were allowed to have a go on the latter, which was of particular interest to student Jai Barber, a budding pilot.

The day concluded with a STEM careers talk, enabling students to better understand better the breadth of future options in engineering and physics.

"It was a really great day," said Ryan Ackroyd in Year 13. "The most interesting part was learning how a jet engine works. It was fascinating to see how they manage to compress 1,200 kilograms of air per second to create enough thrust to propel a one-tonne aircraft up to speeds of over 550 miles per hour, at an altitude of 12,000 metres. That high, it's minus 50 degrees Celsius!"



TUTOR2U WORKSHOP

This trip was open to all BTEC and A Level Business and Economic students and was a perfect opportunity for students to prepare for upcoming examinations.

Ten Business students attended this fantastic day, which was split into a number of lecture and seminar-based sessions. The experience was topped off with victory for Year 13 Lyam Shelley in the finance quiz, who was awarded with a set of finance flash cards!

It was a great day all round, which really helped to prepare students.

OUTDOOR ACTIVITIES

GOLF SCHOLARSHIP

Wath Academy Sixth Form's golf scholarship programme at Waterfront Golf is going from strength to strength. Since its launch in 2018, we have seen some great improvements in the players who have worked hard over the winter months preparing for the golf seasons ahead.

The state-of-the-art training facility enables professional coaches Frank Houlgate, Danny Walsh and Chris Dennis to oversee all aspects of the game and prepare structured practice programmes, so that our golf scholars are never left without anything to do.

We were lucky enough in our first year to have Ben Schmidt win numerous events at national level, including the prestigious Brabazon Trophy! Luca Houlgate won the Sheffield Junior Stroke-Play Championship as well as setting a new course record at Waterfront. Charlie Daughtrey made a fantastic effort to win the South Yorkshire Schools Championship at Hickleton and he also won the North of England Qualifier for the Brabazon at Lindrick.



Wath Academy Sixth Form's golf scholarship is perfect for anyone serious about rising to a professional standard in golf.

“State-of-the-art training facility and pro coaches.”



NETBALL TEAM

The sixth form netball team play most Wednesday afternoons in the winter season against other local Rotherham, Barnsley, Doncaster and Sheffield schools.

In the academic year 2019/20, they qualified for the Rotherham Schools' Netball Finals held at Wickersley School and Sports College, where they were ranked in the top four teams in Rotherham. Most of the girls train

outside of school as well as assisting with training for Wath's own Y7 Netball team.

When not playing a match, some of the girls help organise the Rotherham Netball Tournaments for other year groups and also referee games.

They are a very committed, competitive and talented team, and new players are warmly welcomed each year.



BOYS' & GIRLS' FOOTBALL SCHOLARSHIPS

Our football scholarships offer a unique opportunity for talented footballers to further develop their football education alongside A Levels or BTEC Level 3 qualifications. Students are trained by UEFA A/B licensed coaches four times a week, gain their FA Level One Coaching qualification and get the chance to develop their skills on our elective international trips.

Since its launch in 2018, our boys have won the AOC Yorkshire and Humber League, whilst also representing the school at local and regional levels. The squad that consisted of 18 players grew to over 30 players in year two, and we are pleased we now have two teams regularly playing fixtures on Wednesday afternoons.

In addition, 18 students have completed an FA Level One Coaching qualification. With our second cohort close to completing sixth form, we are pleased with their exit routes, with

players playing for semi-professional teams. The players have gone on to a variety of universities, and we are hopeful that our first student will begin his scholarship in the US next year.

Launching in 2019, our girls' football scholarship has seen many positive experiences. The inaugural girls' post-16 team, the first to play at Wath Academy Sixth Form for many years, competed against many established colleges and sixth forms in its opening year.

The squad of 13 players have found themselves in fixtures against teams that play at academy training grounds, as well as opportunities in futsal, a league which they won in their first season.

The girls have also involved themselves in a number of FA initiatives, including primary school tournaments, school events and FA Wildcats programmes. This is part of the FA's vision to grow the female game. With the second year close upon us, we are



looking forward to welcoming a new cohort to join the current set of talented Year 12 girls.



THE DUKE OF EDINBURGH'S AWARD

At Wath, we offer the Silver level Duke of Edinburgh's Award to our students. All students are welcome and completion of the Bronze award is not a requirement. We start working towards the award in Year 12 and finish it at the beginning of Year 13, giving students plenty of time to focus on final exams.

This enrichment rewards commitment: students complete at least an hour per week on each chosen activity and collect evidence (photos, reports, an activity log, videos) to show what they have done and how they have improved, which are uploaded for approval by the DofE charity.

There are four sections to complete at Silver level: Physical, Skill, Volunteering, and Expedition. A comprehensive list of activities can be found online at dofe.org/do/ideas, but here are a few ideas for inspiration: athletics, football, dance, horse riding, cheerleading, mountain biking (physical activities); playing a musical instrument, cooking, plant growing, learning to drive, creating a blog, dressmaking (skills activities); charity work, helping in the local/school library, working at an animal rescue, helping in a care home, Youth Parliament, conservation or litter picking (volunteering activities).

For the expedition, our students spend three days walking in the beautiful Peak District, where they have the opportunity to plan their own route, navigate, overcome rain, sun and fatigue, and, potentially, figure out where they went wrong to get back on track!

The benefits of achieving the DofE Award are endless. So many of our students say it's life-changing. Achieving an Award will give students skills, confidence and an edge over others when they apply for university or a job. Beyond their academic achievements, universities want to see evidence of the 'soft skills', such as communication, commitment, leadership and teamwork. The DofE Award is a fantastic way to evidence these skills.

Students will also make a difference to their community, become fitter and healthier, make new friends and have memories to last a lifetime.

“A life-changing experience. A fun time with friends. An opportunity to discover new interests and talents. A tool to develop essential skills for life and work. A recognised mark of achievement and respected by employers.”

– dofe.org







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