

— THE —
SWEYNE PARK
— SCHOOL —
SIXTH FORM



Helen Banks
Head of Sixth Form



Tony Woods
Head of Year 12



Jenny Clements
EPQ/UCAS Coordinator



Adam Thomson
Careers Lead



Joanna Smith
Study Supervisor/ Careers Administrator



Jan Abel
Sixth Form Administrator

Who are the key staff involved?

- **Personal Tutor** (maximum of 23 students per Tutor Group)
- **A Level subject teachers** (usually two per subject)



Sixth Form - vision

- Shaping character
- Strong academic outcomes and progress
- Raising aspirations and fostering ambitions



“The Sixth Form students enjoy school and attend regularly.”

Ofsted



2025



Sweyne Park would like to congratulate the following students for their outstanding Level 3 results.

Forename	SUBJECTS	Overall
A Levels		
Ryan	Chemistry A*, Maths A*, Further Maths A*, Physics A, Biology A,	A*, A*, A*, A, A
Dylan	Chemistry A*, Maths A*, Further Maths A, Physics A*, EPQ A*,	A*, A*, A*, A (A)
Daniel	English Literature A*, Biology A*, Psychology A*, EPQ A*	A*, A*, A*, (A*)
Isla	English Literature A*, Biology A, Chemistry A, EPQ A*	A*, A, A, (A*)
Emily	Economics A, Biology A, Maths A	A, A, A
Jack	Chemistry A, Maths A, Physics A, EPQ C	A, A, A, (C)
Krishan	Chemistry A, Biology A, Maths A, EPQ A*	A, A, A, (A*)
Daniel	Maths A, Further Maths A, Physics A, 3D Product Design B	A, A, A, B
Abigail	Psychology A*, Biology A*, Fine Art B	A*, A*, B
Katie	Maths A*, Further maths A, Physics A	A*, A, C
Benjamin	Maths A, Further Maths B, PE C	A, B, C
Chloe	Fine Art B, History B, English Language and Literature B	B, B, B
Mia	Business Studies A, Politics B, History C	ABC
Ellie	Religious Studies A, Politics B, History C	ABC
Isabella	PE B, Biology B, Psychology B	BBB

Combined and Vocational

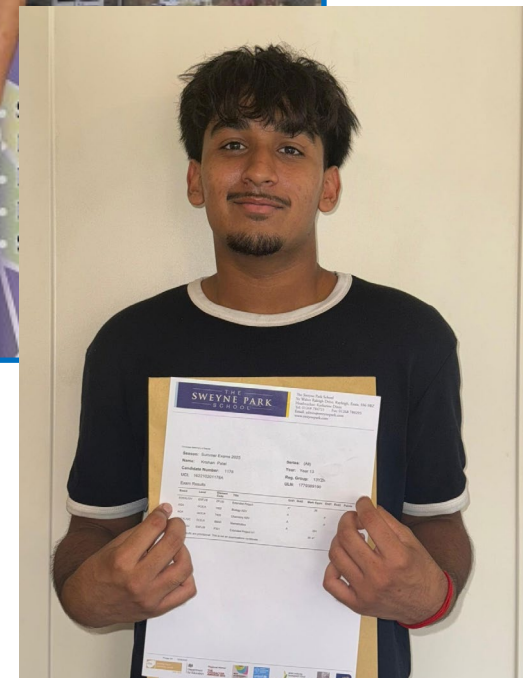
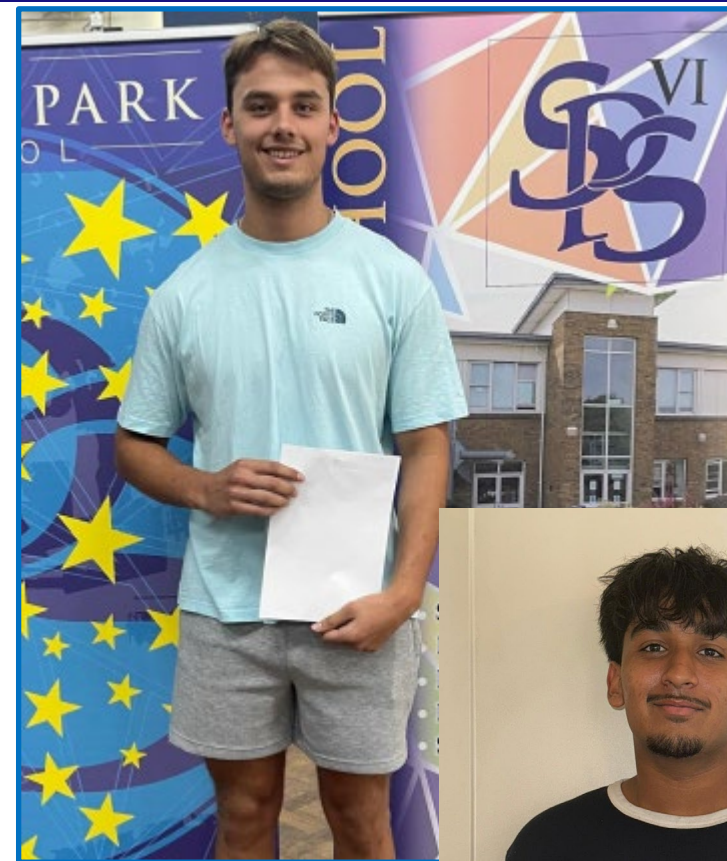
Benjamin	Creative Media D*, D*, D*, Vocational Business Studies Merit	D*, D*, D*, Merit
Euan	Creative Media D*, D, D, Vocational Business Studies Dist	D*, D, D, Dis
Phoebe	Creative Media Practice D*, D*, D*	D*, D*, D*
Amy	Creative Media D*, D*, D	D*D*D
Honey	Media Studies A Level B, Vocational Business Dis*, Health and Social Care Dis,	B, Dis*, Dis

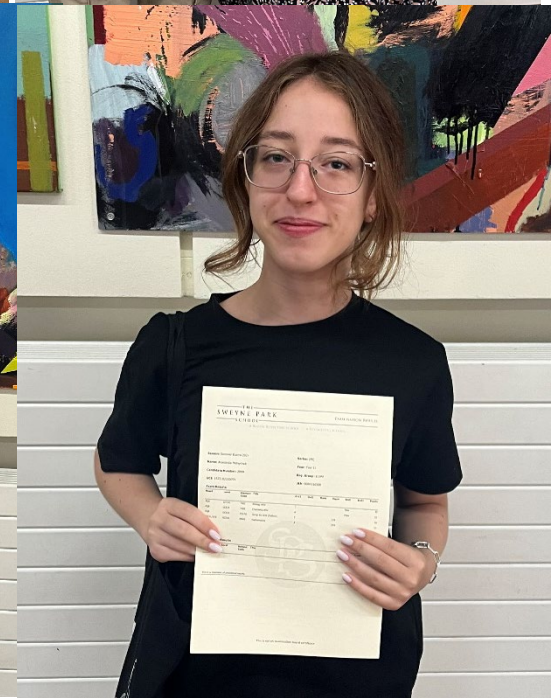
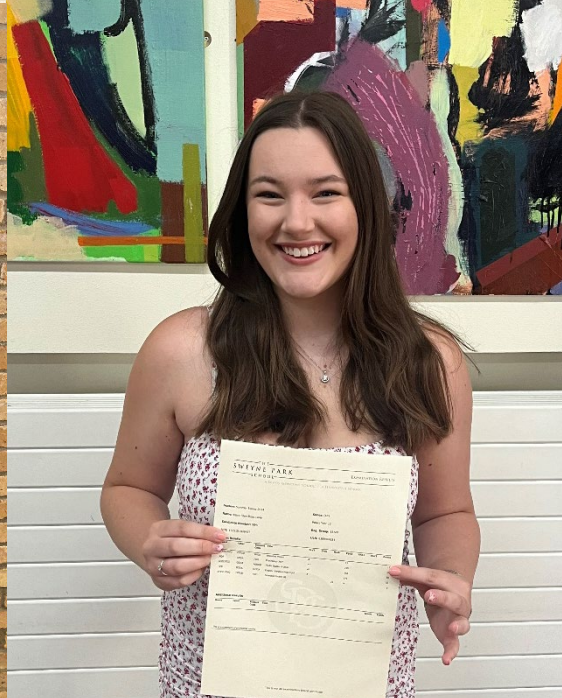
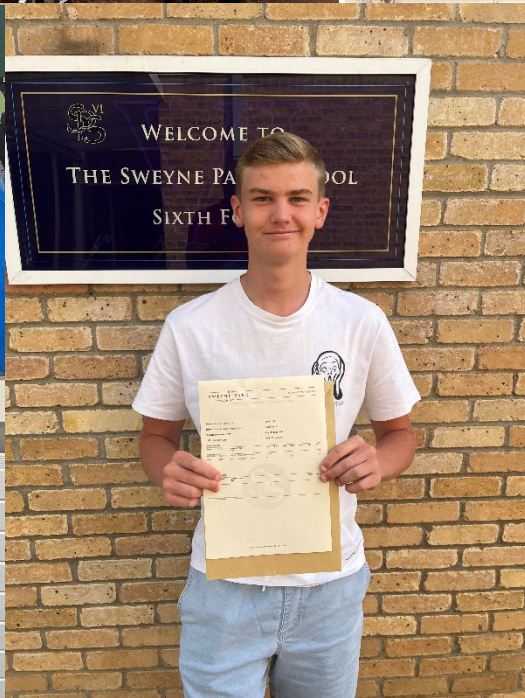
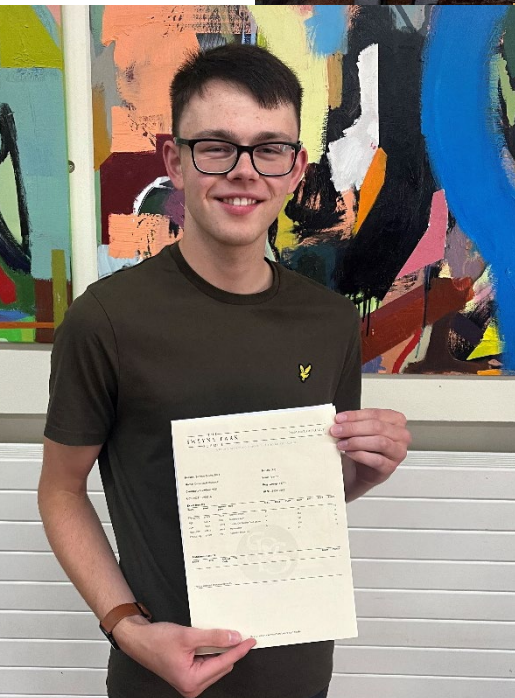


Sweyne Park would like to congratulate the following students for their outstanding Level 3 results.

2024

Forename	Grades and Subjects	Overall
A Levels only:		
Sami	A Levels in <u>Biology</u> : A*, Chemistry: A*, Mathematics A*, Further Mathematics: A*	A*A*A*A*
Maximilian	A Levels in: <u>Mathematics</u> :A*, Further Mathematics A*, Physics: A	A*A*A
Harvey	A Levels in <u>Mathematics</u> :A*, Further Mathematics: A*, Biology: A	A*A*A
Dylan	A Levels in Geography: A*, Mathematics: A, French: A, EPQ: A*	A*A*A
Louis	A Levels in Mathematics: A*, Government and Politics: A, Business Studies: A, EPQ: A	A*AA + A
Ella	A Levels in English Literature: A*, Biology: A, Mathematics B, Chemistry: B	A*ABB
Keira	A Levels in <u>English Literature</u> : A*, Biology: A, Chemistry: B, <u>Mathematics</u> :B, EPQ: A	A*ABB + A
Louise	A Levels in Mathematics: A*, Psychology: A, <u>Physics</u> :B, <u>History</u> :B	A*ABB
Harrison	A Levels in: Politics: A*, <u>Economics</u> :A, History: B	A*AB
Katie	A Levels in Fine Art: A*, English Literature: A, <u>French</u> :B	A*AB
Alice	A Levels in Psychology: A, English Literature: A, <u>History</u> : B, EPQ: A*	AAB + A*
Keira	A Levels in Mathematics: A, Psychology: A, Biology: B, EPQ: A	AAB + A
Emma	A Levels in Chemistry: A, Biology: A, History: B, EPQ: A	AAB + A
Maximilian	A Levels in Biology: A, <u>Chemistry</u> :A, History: B, EPQ: A	AAB + A
Kirsty	A Levels in Media Studies: A, English Language and Literature: A, Drama and Theatre Studies: B	AAB
Liam	A Levels in Drama and Theatre Studies: A, RE Philosophy and <u>Ethics</u> :A, English Language and <u>Literature</u> :B, EPQ: C	AAB + C
Teddy	A Levels in Economics: A, <u>Business Studies</u> :A, Mathematics: B	AAB
Will	A Levels in Economics: A, Mathematics: A, Further Mathematics: B	AAB
Mixed Curriculum:		
Sienna	A Levels in Fine Art: A*, Drama and Theatre Studies: A* and Creative Media Practice BTEC extended diploma: D*D*D*	A*A*, Dis*Dis*Dis*
Joshua	A Levels in <u>Fine Art</u> : A and Creative Media Practice BTEC extended <u>diploma</u> :D*D*D*	A, Dis*Dis*Dis*
Jack	A Levels in Economics: A*, History: B and CTEC Business Studies: D*,	A*B, Dis*
Megan	A Levels in <u>Economics</u> : A, <u>Psychology</u> :B and CTEC Business Studies: Distinction	AB, Dis







Swyne Park Sixth Form Professional Destinations 2019 to 2025



Swyne Park Sixth Form Professional Destinations 2024

Forename	Pathway	Destination	Course/job title
Dylan	Professional	RDS Fire and Security	Apprenticeship
Korben	Professional	London Southend Airport	Air traffic control Assistant
Jamie	Professional	Heron Golf and Country Club	Golf Operations
Eden	Professional	Gardiner and Theobald	Project manager degree apprenticeship
Jayden	Professional	Royal Airforce	Pilot degree apprenticeship
Emma	Professional	Schroders	Marketing and Communications Apprenticeship
Charlotte	Professional	Essex Police	Police Apprenticeship
Connor	Professional	Civil Service- College of Policing	Web design editor
Abigail	Professional	Apton Hall	Wedding coordinator
Keira	Professional	Anglia Ruskin University/Essex Police	Policing degree apprenticeship
Luke	professional	KPMG	Audit apprenticeship level 7
Lawrence	Professional	Leonardo	Software developer degree apprenticeship
Aiden	Professional	Maynard Heady	Accountancy Apprenticeship
Louis	Professional	Six Group	Finance Apprenticeship Level 7
Jemma	Professional	Gardiner and Theobald	Quantity Surveying Degree Apprenticeship
James	Professional	Jaguar Land Rover/Warwick University	Product Design Degree Apprenticeship
Emma	Professional	BMS	Account handler apprenticeship
Evie	professional	Billericay Dental Care	Dental nurse apprenticeship





Sweyne Park Sixth Form University Destinations 2025

	Destination	Course
Nicole	Coventry University	Law
Ellie	Anglia Ruskin University	Adult and mental health nursing
Rebecca	University of Sussex	English and Film Studies
Charlotte	University of Suffolk	Physiotherapy
Abigail	King's College London, University of London	Psychology and Criminology
Samuel	Greenwich University	Media and Marketing
Tommy	Newcastle University	Film and Media
Isabella	King's College London, University of London	Physiotherapy
Eva	University of the Arts London	Architecture
Ben	University of Roehampton	Web Design and Development
Melissa	Newcastle University	Combined Honours: Law and French
William	University of Essex	Communications Engineering (including placement year)
Honey	Anglia Ruskin University	Social Work
Elliot	University of East London	Sport Business Management
Daisy	University of York	International Relations
Caitlin	City (City St George's, University of London)	Communication, PR and Advertising

UNIVERSITY destinations 2025: 71%

Benjamin	Loughborough University	Mathematics (with placement year)
Tee	Loughborough University	Automotive Engineering
Lily	University of West London	Criminology with Forensic Investigation
Owen	Anglia Ruskin University	Computer Games Design (with Placement year)
Chloe	Arts University Bournemouth	Fine Art
Kessia	King's College London, University of London	Biomedical Science
Alexandra	Italia Conti	Foundation dance, drama, singing
Emily	Queen Mary University of London	Economics, Statistics and Mathematics
Dylan	University of Cambridge	Chemical Engineering and Biotechnology
Euan	Anglia Ruskin University	Business Management (with Placement Year)
Willow	King's College London, University of London	Psychology
Ellie	University of Staffordshire	Cyber Security
Harry	Cardiff University	Business Management with a Professional Placement Year
Melody	University of Portsmouth	Product Design and Innovation
Alice	University of Greenwich	Mathematics
Benjamin	University of Exeter	History
Rebecca	Bangor University	Zoology with Animal Management
Phoebe	Norwich University of the Arts	Graphic Design

Ruby	City (City St George's, University of London)	Optometry
Darcey	University of York	Curating and Art History
Katie	University of Reading	Mathematics
Daniel	UCL (University College London)	Psychology
Jack	University of Birmingham	Chemistry
Fredie	University of East Anglia UEA	Pharmacy with a Preparatory Year
Daniel	Loughborough University	Automotive Engineering (with placement year)
Toby	University of Derby	Motorsport Engineering
Krishan	Queen Mary University of London	Dentistry
Emily	Queen Mary University of London	Theatre and Performance
Mia	University of Essex	Psychodynamic Practice
Paige	Norwich University of the Arts	Graphic Design
Isla	Cardiff University	Optometry
Ashton	UCFB	Multimedia Sports Journalism
Trinity	University of Plymouth	Architectural Engineering
Jay	University of Sheffield	Electrical and Electronic Engineering
Jessica	University of East Anglia UEA	Sociology
Medeleine	Canterbury Christ Church University	Psychology
Laila	University of Essex	Law
Dean	Queen Mary University	Physics
Anastasia	Royal Holloway, Uni	Maths with Statistics
Mia	University of York	Law
Ethan	University of Exeter	Engineering with Foundation Year
Charlotte	Ravensbourne University London	Animation
Isaac	University of Reading	Business and Management
Abigail	London Metropolitan University	Illustration
Ellie	University of York	Philosophy
Sam	De Montfort University	Computer Science







What does the Sixth Form involve?

- 3 or 4 subjects in Year 12, 3 or 4 subjects in Year 13 to full A Level
- A voluntary Extended Project Qualification (EPQ) across 13 months
- Curriculum Enrichment on Wednesday afternoons
- Building an impressive portfolio to impress Admissions Tutors and Employers
- Developing academically, personally and socially



What are the school's expectations of students?

- ✓ Professional environment- ample study space
- ✓ Atmosphere conducive to study
- ✓ Setting their own expectations high
- ✓ High standards of uniform and behaviour
- ✓ Seeking to make a valuable contribution inside and outside the classroom
- ✓ **Raising aspirations**



What is the style of Level 3 work like?

- Big step up
- You see more than one subject specialist teacher several times a week – good working relations are essential
- Teachers do **not** spoon-feed – they direct, advise, facilitate and encourage
- Unlike GCSE, there is no homework timetable
- Expect homework **every night**
- Around **5** hours per subject per week is recommended, i.e. **15 to 20** hours in total **in addition to timetabled lessons**



How do students excel in their subjects?

- Effective independent study
- Investigate and research your subject beyond the Level 3 syllabus
- Act on teachers' feedback. Resilience
- Organise your notes and files appropriately
- Make use of a student planner or diary. Record all work set and note down deadlines
- Revision should be an **ongoing process**.
- Ensure a sensible balance between subjects



Supervised Study

- **4** A Levels = **2** hours of Supervised Study per week.
- **3** A levels = **4** hours of Supervised Study per week.
- **Creative media** and an **A Level** = **2** hours of Supervised Study, to work on A Level work. Can sign out at 1.30pm if no lesson p5.
- **Creative media only**, no Supervised Study but independent work in Maslow. **Plus 1 day Work experience**. Can sign out at 1.30pm if no lesson p5.
- Resitting **English and Maths** should bring English and maths work to their Supervised Study. Resits in November

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
P1	CHEM	CHEM	CHEM	CHEM	CHEM
P2	MATHS	MATHS	MATHS	MATHS	MATHS
	BREAK				
P3	ENGLISH LIT	ENGLISH LIT	ENGLISH LIT	ENGLISH LIT	ENGLISH LIT
	LUNCH				
P4	Independent study	Supervised study	Curriculum enrichment	Independent Study	Independent study
P5	Supervised study	Independent study	Curriculum enrichment	Independent study	Supervised study
After school	Independent study	Independent study		Independent study	Independent study



What does Independent learning look like?

1: Preparation for lesson: background reading/ flipped learning

2: Strengthening knowledge: wider research: read/watch/listen, consolidate notes

3: Making revision materials: revision notes/ flash cards

4: Revising

Retrieval practice- blurting/brain dump

Spaced practice: Revising previous topics

5: Linking knowledge: making connections/mind map

6: Exam skills: past papers/ exam question/mark schemes

7: Acting on Feedback

Bloom's taxonomy of learning domains





Topic: Functionalists theories of families & Households

Preparation for new topic 15 mins	READ: pages 24-28 on Functionalism and the family
Strengthening knowledge 45 mins	a) Re-read Pages 24-28 on Functionalism and the family b) READ: The Functionalist Perspective on the Family - ReviseSociology c) WATCH: Murdock on the Family A Level Sociology - Families (youtube.com) d) WATCH: Parsons on the Family A Level Sociology - Families (youtube.com) e) Answer the QuickCheck Questions at the end of the chapter.
Making revision materials 45 mins	• Rewrite your class notes summarising Murdock and Parsons theories. • Make 4 flash cards for the following studies - Murdock/ Parsons/ Laslett / Anderson
Revising (Retrieval & Spaced practice) 15 mins	1. Revise your flash cards for Functionalism. 2. Go back and revise Marxist flash cards
Linking knowledge- 1 hour	• Make a mind map for Functionalism and the family. • Make a mind map 'Comparing and contrasting Consensus and conflict theories of the family'.
Exam skills- 90 mins	• WATCH: Sociology: Answering 10 mark questions (youtube.com) • Outline and explain 2 criticisms of Functionalist views of the family (10 marks) • Using material from the item and your own knowledge analyse two ways the family keeps society functional (10 marks) • Evaluate functionalist theories of the families and households (20 marks) • AQA AS and A-level Sociology Assessment resources
Acting on Feedback- 30 mins	In green pen complete the feedback for Marxism and the family essay



Organisation

Students can work in a way which is relevant to their learning style and their subjects. However each student should have the following in a physical or digital folder or exercise book by the end of week 2 of the term:

- Curriculum Map/Learning Journey
- Personalised Learning Checklist
- Log for independent work
- Overview of assessment dates and NEA deadlines.
- Folder/Work scrutiny sheets. (termly review in class. Pastoral team to support with 'supervision' as necessary)
- Each subject should set 5 hours of independent work per week, including home learning and consolidation and retrieval practice. Please upload these to the folder below:

P:\Pupils\Sixth Form\Personal Development Folder\Making Best Use of Your
ISPs\Subject ISP Tasks



Why is Year 12 so important?

- Year 12 exam grades **always** have a significant bearing on A Level grades (most Year 12 exams are based on AS Level papers)
- You will need to revisit your Year 12 material at the end of Year 13 for full A Level
- Universities make conditional offers based on **predicted grades**. The basis of this prediction is based on Year 12 exam results, classwork and assessments.
- University and employability outreach programmes begin in Year 12



How is the 16-19 curriculum balanced with career aspirations?

Pathway →	UCAS	Open	Professional
Aspect of study ↓			
Rationale	To prepare students for Higher Education	To allow students to keep their options open for both HE and employment	To prepare students for employment or apprenticeships
Post-18 destination	University	Keeping options open	Apprenticeship or employment
Facilitation	* Unifrog * UCAS HE Conference * HE Evening * UCAS workshops * Personal UCAS mentor * Mock UCAS interview * Early Applicant Group * Blue Acorns Group	Most options from UCAS and Professional pathways	* Work experience in Year 12 * Employability programme * Apprenticeships conference * Essex Apprenticeship Hub * Mock job interview

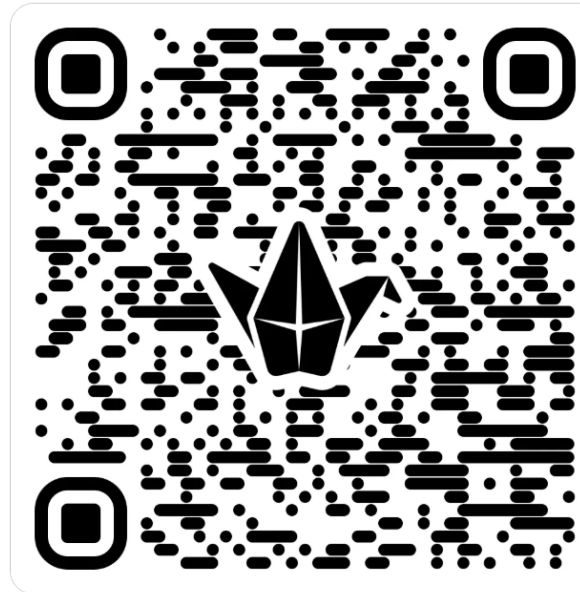


Padlets

**Sixth Form Supra-curricular
Opportunities**



**Essex Opportunities
Apprenticeship Padlet**



Plea for Support:
Are you willing to talk
about your career or
industry to students?
Please fill in a brief
form at the end of the
session.

Unifrog logo

A large, stylized green logo for Unifrog, featuring a lowercase 'u' with a small square dot above the 'i'.

Parents sign up code: PABZParents

[Unifrog - The universal destinations platform.](#)

A smaller version of the green Unifrog logo, featuring a lowercase 'u' with a small square dot above the 'i'.

- **Subjects Library:** Students can explore HE topics that interest them, and related jobs in the Explore section. They can increase their knowledge of a subject in the Geek Out section.
- **University & Apprenticeships:** Students can explore opportunities available to them after they leave KS5
- **Personal Statement:** Any students applying to UK Universities will write a personal statement.
- **CV Builder:** All students (and parents!) can use the CV builder tool to apply for job opportunities.
- **Post-18 Intentions:** The more information students can give about their intentions for after leaving KS5, the better they can be supported at school or college.



Beyond the classroom:

Curriculum Enrichment Opportunities at Sweyne Park

How will the programme work in practice?

- ✓ Students are free to sign out at 12.30pm if paperwork and unifrog is completed.
- ✓ Students may change electives after a term. However, some electives may require a longer commitment.
- ✓ Mrs Abel is responsible for setting up primary school placements and managing membership of the in-house electives.
- ✓ Sixth Form students are now required to accrue **at least** 35 hours of work experience across each year



What opportunities are available in Year 12 for personal development?

- Curriculum Enrichment programme
- Subject Ambassador
- Charity and Events Committee
- Press Team: Digital and Print
- Wellbeing and Academic Mentors
- Prefectship
- Young Carer Ambassadors
- Pride Group Ambassadors
- Classroom Assistants
- Key stage 3 club leaders
- Student Leadership Team
- Work Experience
- Community Volunteering
- Supra- curricular logs for online and course engagement
- EPQ
- Football Team
- Netball team
- Eco club and ambassadors
- Inclusion Ambassadors (LGBTQ+, neurodiversity)



Pastoral and Safeguarding Curriculum and Personal Tutor Sessions

	Year 12	Year 13
Autumn 1	How do I settle in to Sixth Form and use ICT professionally? (sending emails, mobile phone usage, social media, mob mentality, trolling, critical thinking- quality of info, use of library, sixth form ethos- community and inclusion)	How do I create my professional digital profile? (UCAS and personal statements , tweets, <u>linkedin</u> , privacy, impact on work, personal brand, followers- <u>e.g edutwitter</u> , what are you watching?)
	Extended Assembly –Young Mind- Mental Health 8th October.	
Autumn 2	How do I manage my personal finances? (driving, payslips, savings, social, contracts)	How do I budget living away at home? (credit, debit, credit score, shared living arrangements, budgeting-rent, direct debit)
	Week 2 Extended Assembly Wednesday p1 Chris (Financial Adviser) on Finance	
Spring 1	How can I be successful in the Sixth Form? (Aspirations Week, careers, Unifrog sign up, organising work, weekly plan, managing stress)	How can I continue to achieve? (mock feedback, failing forwards/resilience, VESPA, revision techniques, managing <u>stress</u> , <u>how</u> to be successful, <u>independence</u>)
	Week 2 Extended Assembly Thursday p1 Holy Trinity 3 Faiths	
Spring 2	How can I maintain healthy relationships? (EC card, safety at festivals, consent, sexual health, substance risks, spiking, managing conflict/ abusive relationships, addiction,	How can I be successful and healthy in adulthood? (how to check your body, wellbeing and habits, living away from home, social, mental and physical, understanding your audience, cultural blending)
	Week 2 Extended Assembly Week 2 Friday p1 Police on Spiking, festivals and substance abuse/personal safety Wellbeing Day <u>March 2025</u> Year 12 only (sessions tbc) 1) Women's health (Pregnancy, infertility, miscarriage, abortion and periods). 2)Terrence Higgins session on Consent, Contraception, EC <u>card</u> and services in <u>Essex</u> 3) Suicide <u>prevention</u> talk 4) <u>Wellbeing</u> - how to stay <u>healthy</u> 5) Men's Health	
Summer 1	How do I understand race, religion and radicalisation? (county lines, radicalisation, money mules) Week 2 Extended Assembly Tuesday p2 Israel and Palestine	
Summer 2	How do I celebrate diversity and inclusion? (inclusion policies, diversity in the <u>work place</u> , your rights neurodiversity, racial diversity, <u>LGBTQ</u>) Week 2 Extended Assembly Wednesday p2 Neurodiversity/LGBTQ+	



What does the Extended Project Qualification involve?

- Opportunity to write or create an extended research project of entirely your choice
- EITHER 6,000 word essay OR investigative field study OR extended creative project
- Each student has a dedicated specialist supervisor
- Completed across 13 months
- Scaled down version of postgraduate research project – highly valued by universities
- Can lower a university offer e.g instead of AAA > ABB



How do students balance so much in so little time?

- Organisation is essential
- Prioritise – progress at A Level is more important than extra-curricular pursuits
- Limit the number of hours' paid employment you do – recommended maximum **9** hours p/week
- Pace yourself – get lots of sleep!
- If you feel overwhelmed, ask for help!

Three Sections

1

Why do you want to study this course or subject?



2

How have your qualifications and studies helped you to prepare for this course or subject?



3

What else have you done to prepare outside of education, and why are these experiences useful?





Attendance and punctuality

- Attendance and punctuality are extremely important for Level 3 study.
- You will be expected to be in school from 8.35am every day until 3.05 pm in year 12. (apart from Wednesdays or vocational pathway students).
- Students **must** sign in and out at pupil services and outside Sixth Form Office
- High levels of both attendance and punctuality have a positive impact on final grades and future references.
- Sixth form supervision after school if more than 5 minutes late to a lesson/school.

**ATTENDANCE
MATTERS.**
ALL DAY, EVERY DAY



Uniform

Uniform - "Sixth Form dress in a manner appropriate for learning and suitable for a professional environment".

Sweyne Park Sixth Form blazer.

Sweyne Park Sixth Form tie.

White shirt.

Plain black woven fabric, non-stretch, tailored, regular fit trousers or plain black knee-length tailored skirt.

A plain black V-neck jumper may be worn underneath blazers during cold weather.

Piercings should be discreet

Make-up should be discreet.

Extreme styles or colours of hair are not acceptable.





Reports and Assessment and Go4Schools

- **Ready to Learn-** attitude to learning
- **Minimum target grade-** based on national data- minimum target a student should get in a subject based on average GCSE grade.
(published next Friday)
- **Realistic Grade:** most likely grade a teacher thinks a student will get at the end of year 13
- **Tracked Grade-** generated by submitted work in the digital markbook.



What can I do at home to support my young person?

- Support school expectations: learner agreement, uniform policy, acceptable ICT usage, Attendance and punctuality
- Try to ensure an effective study space around the house
- Support appropriate 'technology time' – TV, laptops, mobile phones, social media
- Take an active interest in progress, e.g. letters, reports, *go4schools*, discussions
- Link Level 3 study to life in the workplace
- Manage expectations - A* to E, not A* to C (or 9 to 4) !



Key Dates

Autumn 1:

	Year 12	Year 13
10 th Sept		D of E Silver Expedition
12 th Sept	Individual school photos	Individual School Photos (mop up photos 16 th Sept)
17 th Sept		Geography Field Trip Osmington Bay
18 th Sept	Open Evening- Tour guides	Open Evening- Tour guides or Depts
22 nd Sept	Open Day tours 2 weeks	Open Day tours 2 weeks
24 th Sept	Welcome to Year 12 Evening	Budapest Health and Social Care
26 th Sept	12.1 ATL and Minimum Target Grades	UCAS subject references D/L
29 th Sept		D/L for uni admissions tests registration
10 th Oct	Sixth Form Photo	Sixth Form Photo
15 th Oct	D/L for discontinuing EPQ and starting Professional studies	EPQ deadline Early Applicant D/L
17 th Oct	Half term holidays 2 weeks	
20 th November	Sixth Form Open Evening and Aspirations Day Year 11	
21 st November	12.2 Ready to Learn Grades, MTGs and Realistic Grades	
24 th November		Year 13 Mock exams
15 th December	Year 12 Progress Meetings online with Sixth Form Team	Final UCAS deadline



What happens when in the Sixth Form?

February

Aspirations Week

April

Mock Exams

Student Leadership Interviews

May

Post-18 Pathways Evening

June

UCAS process begins

UCAS Higher Education Conference 10th June

Parents' Consultation Evening

Work Experience 15-21st June

July

Resit mock exams

12.3 Attitude to Learning and Realistic Grade



Sixth Form Assessment Calendar 2025 2026

Date	Year 12 Students	Year 13 Students
26 th September	12.1 Attitude to Learning and Minimum Target Grade D/L	UCAS subject reference D/L on unifrog
7 th November		13.1 ATL, TAGs and final UCAS predicted grades
21 st November	12.2 ATL and TAGs	
24 th November		Yr 13 mock exams
15 th December	Learning Reviews with SFLT	Final UCAS submission deadline
18 th December		Year 13 Parents' Consultation Evening
6th January	Learning Reviews with SFLT	
14 th January		External UCAS immovable deadline 6pm
23 rd January		13.2 ATL and TAGs D/L
2 nd March		Mock exams
20 th March		13.3 ATL and TAGs and mock grades
13 th April	Year 12 mock exams	
8 th May	12.3 ATL, TAGs and mock grades	
11 th June	Year 12 Parents' Consultation Evening	
10 th July	UCAS provisional predicted grades	



EPQ Plan 2025 2026

Date	Staff	Year 13 Students	Year 12 Students
Autumn Term 1	JCI. supervisors	Working on EPQ completion	Introduction to EPQ, questioning interests and working towards project proposals. (3 sessions)
Wed 15 th Oct:	Supervisors JCI/HBa	Wed 15 th October Deadline for submission	Hand in project proposal form. Opportunity 1 to switch to Professional studies.
Autumn 2			Literature planning and academic research
Spring 1& 2			Writing Lit Review/ Opportunity 2 to switch to Professional Studies
28 th Jan	JCI/HBa	Poster Conference EPQ (Thurs)	
29 th and 30 th Jan		Vivas (tbc)	
Summer 1	JCI/HBa		Discussion planning – bookmarks, identifying quotations
Summer 2			Discussion Writing Early submission option of July

Support available:

Year 12: Monday week B period 5.

Year 12 and 13: Wednesday and Thursday registration in the forum.

Friday: Type it Up sessions after school. 3.05-4.05pm



UCAS Plan 2025-2026

Date	Staff	Students 2026 entry	Students 2027 entry
2-6th June	Tutors guide student sign up	Year 12s set up UCAS account	
12 th June	UCAS fair Essex university	UCAS fair Essex university	
1 st July	Personal Statement Writing workshop.	Personal Statement Writing workshop. (Cancel curriculum enrichment). 1-3pm	
14 th July	Tutor deadline to collate info Subject Reference 1 st Deadline on unifrog		
17 th July		First draft of personal statement submitted on unifrog	
26 th September	Subject reference 2 nd deadline on unifrog	Second review of personal statement uploaded on Unifrog.	
15 th October		Early Applicant Deadline	
7 th November	UCAS predicted grades	Deadline 1 for student's applications. (minus choices) Students meet with pathway advisers to request final reference.	
15 th December		Deadline 2 for student application submission to UCAS.	
14th January	Final references immovable UCAS deadline 6pm	Final immovable UCAS deadline 6pm	
9 th February			Aspirations Week- Intro to Unifrog
14th May			Year 12 Post 18 Pathway Evening
18 th May- 19th July		5 th July Clearing Opens to enable students to apply for different courses /universities	University Open Day visits



Parental engagement Careers

<https://forms.office.com/e/Jpzi3kbuXY>

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