

THE
SWEYNE PARK
SCHOOL
SIXTH FORM



Welcome to Sixth Form Evening

16 September 2026



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



Top Performers 2026

Name	Qualifications	Overall
Samuel	A Level Biology A*, Chemistry A*, Mathematics A, Physics A. EPQ A*	A*,A*,A,A, a*
Olivia	A Level Fine Art: A*, Mathematics A*, Further Mathematics A	A*,A*,A
Madison	A Level Economics:A, Sociology: A*, CTEC Business Studies: Dis*	A*,A,Dis*
Mia	A Levels in Fine Art: A, Government & Politics: B, Religious Studies:B	A,B,B
Roo	A Levels in Media Studies: A English Literature: B, History:B,	A,B,B
Rachael	Fine Art A Level: A*, BTEC Extended certificate in Forensic Science D*, A Level Psychology:C	A*,Dis*,C
Sayali	A Level Mathematics: A, German: B, English Language and Literature B	A,B,B, a*
Emma	A Level Psychology A*, Mathematics: B, History:C, EPQ: A*	A,B,C a*
Oliver	A Levels in Mathematics: A*, Further Mathematics:A, Economics: C	A*,A,C
Charlie	Creative Media Extended Diploma D*,D*,D* A Level 3D Product Design: C, A Level Media Studies:B	Dis*,Dis*,Dis*, B,C
Samantha	Creative Media Extended Diploma D*.D*,D* and A Level Fine Art A*	Dis*,Dis*,Dis*,A*
Isla	Creative Media Extended Diploma D*.D*,D*	Dis*,Dis*,Dis*
Francis	Creative Media Extended Diploma D*.D*,D. Sociology A Level B	Dis*,Dis*,Dis, B
Amber Dawn	Creative Media Extended Diploma D*.D*,D*. History A Level C	Dis*,Dis*,Dis*, A
Eden	A Level Fine Art:B, BTEC Extended certificate in Forensic Science Dis, CTEC Business Studies: Dis	Dis, Dis, B
Evie	Creative Media Extended Diploma D*.D*,D*	Dis*,Dis*,Dis*



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

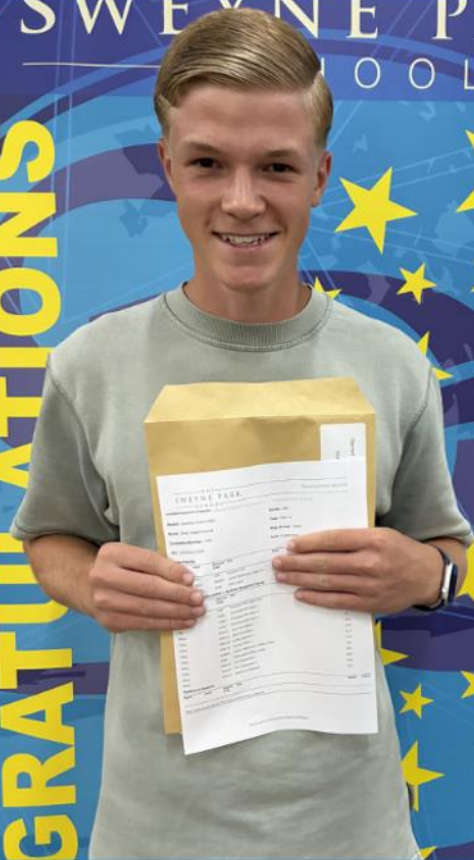
Forename	Grades and Subjects	Overall
A Levels only:		
Sami	A Levels in <u>Biology</u> : A*, Chemistry: A*, Mathematics A*, Further Mathematics: A*	A*A*A*A*
Maximilian	A Levels in: <u>Mathematics</u> :A*, Further Mathematics A*, Physics: A	A*A*A
Harvey	A Levels in <u>Mathematics</u> :A*, Further Mathematics: 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



CONGRATULATIONS



CONGRATULATIONS



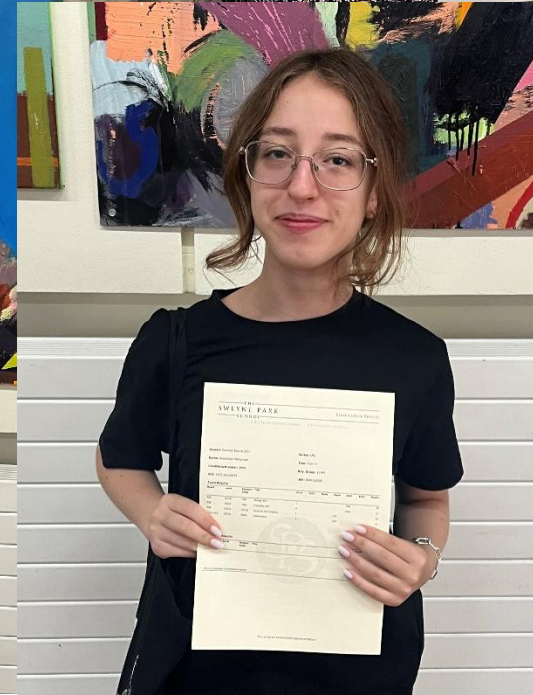
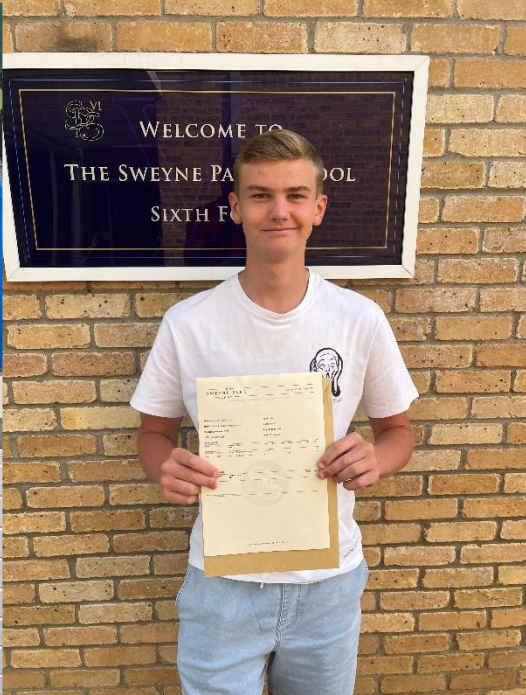
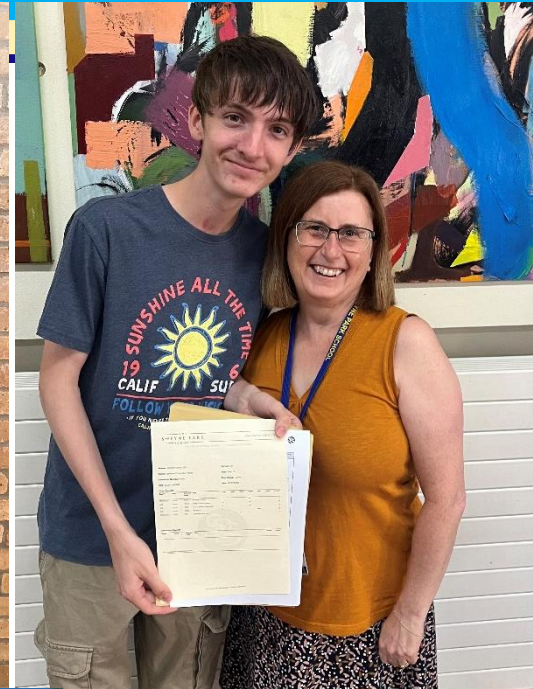
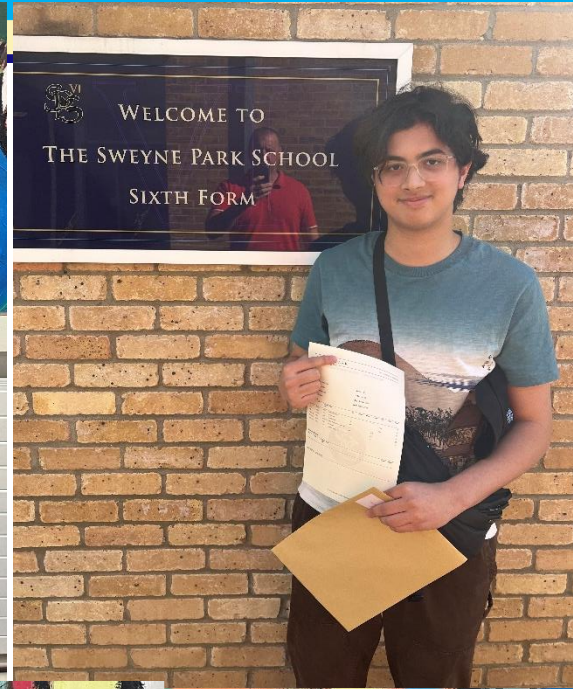
CONGRATULATIONS

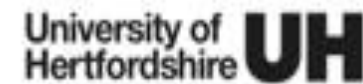


CONGRATULATIONS



SPS All Stars!







Sweyne Park Sixth Form Professional Destinations 2019 to 2026





Sweyne Park Sixth Form Professional Destinations 2019 to 2026





What does the Sixth Form involve?

- 3 or 4 subjects in Year 12, 3 or 4 subjects in Year 13 to full A Level
- Curriculum Enrichment on Wednesday afternoons
- Employability and university experiences
- Building a portfolio of extra-curricular and supra-curricular experiences to impress Admissions Tutors and Employers
- Developing academically, personally, socially and professionally



What is the style of Level 3 work like?

- Big step up..... but graduated
- Teachers do **not** spoon-feed – they direct, advise, facilitate and encourage
- Unlike GCSE, there is no homework timetable
- Expect homework **every night**
- Students should do a **minimum** of **5** hours per subject per week



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
- ✓ Working in every study period
- ✓ Seeking to make a valuable contribution inside and outside the classroom
- ✓ **Raising aspirations**

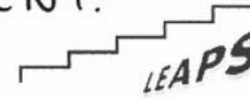


How do students make excellent progress?

- Effective independent study
- Investigate and research your subject beyond the Level 3 syllabus
- Act on teachers' feedback. 'Redo' and 'Resilience'
- Organise 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- year 12 content and year 13.**
- Ensure a sensible balance between subjects

	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

EXAMPLE: 1ST YEAR HISTORY STUDENT.



the student week...

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
8-9.00							
9-10.00			LIBRARY STUDY		STUDY GROUP @ LIBRARY CAFE		
10-11.00	BRITISH SOCIETY LECTURE	BRITISH SOCIETY LECTURE		BRITISH SOCIETY LECTURE		WORK / CATERING TEAM MEMBER	
11-12noon	FOOD SHOP AT LIDL			STUDY → CAFE ON CAMPUS		@ STUDENT UNION	
12-13.00				WITH LUNCH!			
13-14.00							HANG OUT WITH FLATMATES
14-15.00	HISTORY OF EDINBURGH LECTURE	STUDY @ HOME		HISTORY OF EDINBURGH LECTURE	HISTORY OF EDINBURGH LECTURE		
15-16.00		TUTORIAL PREP	AT GYM				
16-17.00	HISTORIAN'S TOOLKIT LECTURE	GESHM WORK		HISTORY OF EDINBURGH TUTORIAL	HISTORIAN'S TOOLKIT LECTURE		
17-18.00		PRESENTATION PREP		HISTORIAN'S TOOLKIT TUTORIAL			
18-19.00	HISTORY GIRLS NETBALL		HISTORY SOCIETY LECTURE + SOCIAL		PLAY BADMINTON	DINNER WITH FLATMATES	
19-20.00	AT GYM			STUDY @ LIBRARY	AT GYM		
20-21.00							LAUNDRY!!
21-22.00						BIG CHEESE NIGHT OUT	
22-23.00						@ STUDENT UNION	
23.00...							

- It prepares you for university.
- You might only have 6 hours of lectures
- You have to organise your study time, your work, your life admin and your social time- all independently. This takes practice so sixth form prepares you for uni or for work and helps you to take responsibility for managing your own time.

A	mon	tues	wed	thurs	fri
8.35-8.55am	tutor	tutor	tutor	tutor	tutor
period 1: 8.55-9.55am					
period 2: 9.55-10.55am					
10.55-11.15am	break	break	break	break	break
period 3:11.15-12.15am					
period 4: 12.15-1.15pm					
12.30-1.00pm	lunch	lunch	lunch	lunch	lunch
period 5: 2.05-3.05pm					
home learning 1					
home learning 2					

A	mon	tues	wed	thurs	fri
8.35-8.55am	tutor	tutor	tutor	tutor	tutor
period 1: 8.55-9.55am					
period 2: 9.55-10.55am					
10.55-11.15am	break	break	break	break	break
period 3:11.15-12.15am					
period 4: 12.15-1.15pm					
12.30-1.00pm	lunch	lunch	lunch	lunch	lunch
period 5: 2.05-3.05pm					
home learning 1					
home learning 2					

P:\Pupils\Sixth
Form\Personal
Development Folder

**Students should be
working in every
independent study period**



Supervised Study

- **4** A Levels = **2** hours of Supervised Study per week.
- **3** A levels = **4** hours of Supervised Study per week.
- **Creative media** plus one **A Level** = **2** hours of Supervised Study, to work on A Level work. Can sign out at 1.15pm if no lesson p5.
- **Creative media only**, no Supervised Study but independent work in Maslow. **Plus 1 day Work experience**. Can sign out at 1.15pm if no lesson p5.
- Resitting **English and Maths** should bring English and maths work to their Supervised Study. Resits in November



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.

P:\Pupils\Sixth Form\Personal Development Folder\Making Best Use of Your ISPs\Subject ISP Tasks OR key stage 5 revision hub on MSTeams



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 and employers 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

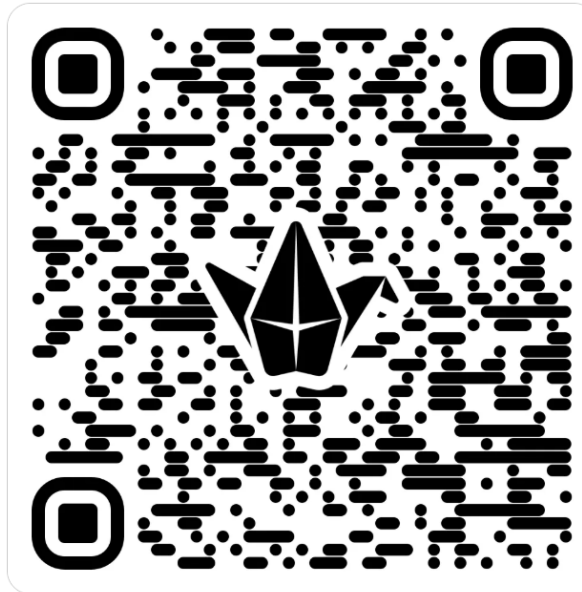


Padlets

**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.



The new parent accounts allow parents to stay up to date with their child's progress and find our events, whilst still being able to explore the platform like the old accounts. You can read more about this [here](#).

To set up parent accounts go to this [page](#) to finish setting up your account.

If parents have created accounts before, you can directly log in using their email address and password.

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



- **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.

THE NEW SCHOOL DAY

Opportunities to develop transferable skills:

Leadership, communication, project management, teamwork,
coaching

Is there something you are interested in?

Societies: chess, crochet, sport, meditation, debating,
charity work, sponsored event, film or media, gaming,
theatre, music, performance, art, languages, travel, TED
talks, sustainability, young carers



Beyond the classroom:

Curriculum Enrichment Opportunities at Sweyne Park
Wednesdays from 12.15pm

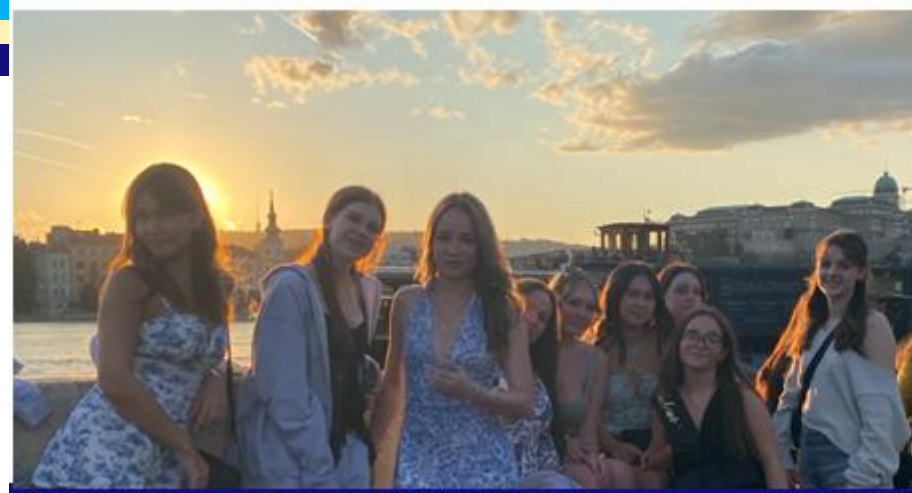
How will the programme work in practice?

- ✓ Students are free to sign out at 12.15pm 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: Print
- Social Media Team
- Wellbeing and Academic Mentors
- Prefects and duties
- Young Carer Ambassadors
- Inclusion Ambassadors (LGBTQ+, neurodiversity)
- Classroom Assistants
- Key stage 3 club leaders
- Student Leadership Team
- Work Experience
- Community Volunteering
- Online courses and virtual work experience
- EPQ
- Core Maths
- Football Team
- Netball team
- Eco club and ambassadors
- Arts and Performing Arts Ambassadors
- Tech crew





CURRICULUM ENRICHMENT

Date	Activity
Wed 9 th Sept	P4: Year 12 all in main hall for supra-curricular session P5: Subject Ambassador Presentations- Yr 12 and 13
Wed 16 th Sept	Year 12: EPQ session. Yr 12: Introduction to the library and study skills
Wed 23 rd Sept	Year 13 EPQ session. Core maths starts.(Yr 12) Year 12: Sign up for curriculum enrichment activities. Complete supra-curricular task sheet D/L: Year 12 submit Project Proposal Forms for EPQ Football and netball starts Classroom assistant can start



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
- Employers look favourably on research projects relevant to the career field



EPQ or Core Maths for curriculum enrichment?

Entrance Criteria	Open to all	5 in MA at GCSE
Qualification weighting	50% A Level	40% A Level = AS
Core skills	Research, academic ability, project management, independence, artefact= practical skills	Numeracy, statistics, curriculum focus supports PY, BI, CH, GG
Assessment	Submitted written project or artefact plus write up	Exams in yr 13
Useful for:	Lowering uni offers, dissertation practice, showing motivation for career field, nourishing a passion	Uni applications, careers in the city, study or careers in research or creative projects. Learning in a subject not offered
Deadline	October half term yr 13	June exams yr 13
Commitment	1 hr per week, plus 1 hr independent study Wednesdays	2 hrs per week Wednesdays



TUTOR TIME PLANS

Tutor times	Mon	Tues	Wed	Thurs	Fri
Year 12	Tutor Time	Mentoring	Wk A assembly/wk B mentoring	Mentoring	Mentoring
Year 13	Tutor Time	Mentoring	Wk B assembly/wk A mentoring	Mentoring	Mentoring

In addition:

- Each tutor group will have a timetabled **computer room** session every 2 weeks in SO2 for year 12 and S13 for year 13. (remaining 2 sessions are bookable with JAb)
- **Attendance:** Use lanyards to tap in and out- this reads back to go4schools to give a fire report and register. JAb/ECa use go4schools to chase absences. Behaviour report- logs lates or not signing in. Thursday after school sanction if necessary.
- **Year 12** will be in tutor groups for 2 weeks in September to settle into Sixth Form and wait for the ID cards to be printed.



BEING YOUR OWN PERSONAL TUTOR

When not in mentoring- students still come in at 8.35am and become their **own personal tutors.**

Students will be directed to use the time to do the following:

- Print off work for supervised Study
- Check timetable and plan activities for the day.
- Read and respond to emails!
- Follow unifrog curriculum- and log activities.
- Go to the library or speak to IT technicians
- Attend clubs and societies e.g Press Team, Social Media Team, Student Leadership team, peer mentoring etc
- Take part in subject mentoring within year groups e.g 13s support 12s.



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- will become- sign in with lanyards
- 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.





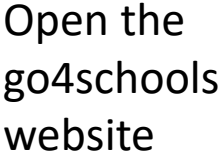
Interventions and Support:

- Plans 4 Progress (P4Ps)
- Tutor mentoring in registration time
- Supervised Study
- Vision- support for planning post-18 pathways
- Effort- study spaces, workshops, folder checks and independent learning checks
- Systems- guidance on organisation, folder checks
- Practice- exam questions, links to markschemes and practice papers
- Attendance interventions
- Communication with parents



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.



Click on
progress on
the left (bar
chart)

Use realistic grades as preliminary predicted grades

GO

Teacher
Attendance
Behaviour

H Banks

0
 0
 0

Overview

Timetable

Attendance
 100%

Grades

☐ Compact view (main grades only)
 ☐ Broad view (all grades)
 ☒ Detailed (all grades plus marksheet grades)

Subject	Minimum target	Realistic Grade	Residual	Sheet summary
Chemistry, Mr M Green, Mrs S Compton ⓘ	B	A*	Above target (2)	
Curriculum Enrichment, Miss H Banks	-	-	-	
Further maths, Miss L Asad, Mr M Smith ⓘ	B	B	On target (0)	
Mathematics, Miss L Asad, Mr M Smith (+1) ⓘ	B	B	On target (0)	Year 12 Baseline Test - Year 12 Pure Topic Tests A* Year 12 Applied Topic Tests A Year 12 Mid-Year Exam A Year 12 Mock Exam A*
Private Study	-	-	-	
Registration, Mr W Greatrex	-	-	-	



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
16 th Sept	Welcome to Year 12 Eve. 6.00pm. Main hall	D/L for uni admissions tests registration
17 th Sept	Open Evening- Tour guides	Open Evening- Tour guides or Depts
21 st Sept	Open Day tours 2 weeks	Open Day tours 2 weeks
24 th Sept		Moot Court Session 1 evening Budapest Health and Social Care Trip 25 th -29 th Sept
25 th Sept	12.1 ATL and Minimum Target Grades	UCAS subject references D/L and second draft of Personal Statement completed
1 st Oct	Settling in grades yr 12	
8 th Oct	Hello Yellow Day- Young Minds	Hello Yellow Day- Young minds
9 th Oct	Sixth Form Photo	Sixth Form Photo and Prefect Photo
14 th Oct		EPQ deadline 15 th Oct Early Applicant D/L
17 th Oct	Half term holidays 2 weeks	



Key Dates: Autumn Term 2

	YEAR 12	YEAR 13
3rd Nov	GCSE maths and English resits this week	
6th November		Final draft of UCAS personal statement on Unifrog. UCAS FINAL predicted grades
10th Nov	Sixth Form Open Evening and Aspirations Day Year 11	
12th November		Mocks 1
20th November		
21st November	12.2 Ready to Learn Grades, MEGs and Realistic Grades	
24th November		
8th December	Ford Business and Marketing Day	
14th December	Year 12 Progress meetings online with Sixth Form Team	
15th December	Year 12 Progress Meetings online with Sixth Form Team	Parents Consultation Evening



What happens when in the Sixth Form?

February

Aspirations Week

March

Post-18 Pathways Evening

April

Mock Exams

Student Leadership Interviews

Prefect Applications

June

UCAS process begins

UCAS Higher Education Conference

Parents' Consultation Evening

Work Experience 7-13th June

July

Resit and improvement week

12.3 Attitude to Learning and Realistic Grade (1st predicted grades)



Parental engagement Careers

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

