

— THE —
SWEYNE PARK
— SCHOOL —
SIXTH FORM



Welcome to Year 13 Evening

9 September 2026





Key Dates

Autumn 1:

	Year 13
11 th Sept	Individual School Photos (mop up photos 15 th Sept)
16 th Sept	D/L for uni admissions tests registration (dentistry, medicine, Oxbridge, law, russell groups)
17 th Sept	Open Evening- Tour guides or Depts
24 th Sept	Moot Court Session 1 evening Budapest Health and Social Care Trip 25 th -29 th Sept
25 th Sept	UCAS subject references D/L and second draft of Personal Statement completed
8 th Oct	Hello Yellow Day: Mental Health Awareness- Young Minds
9 th Oct	Sixth Form Photo and Prefect Photo
14 th Oct	EPQ deadline 15th Oct Early Applicant D/L

Some apprenticeship applications are open in September



**Autumn
Term 2**

6 th November	Final draft of UCAS personal statement on Unifrog. UCAS FINAL predicted grades D/L
12 th November	Mocks 1
10 th December	Final school deadline for UCAS
15 th December	Parents Consultation Evening and full report published including exam grades and realistic grades

Spring 1

13 th Jan	External immovable deadline for UCAS. 6pm
27 th Jan	EPQ Poster Conference Followed by EPQ Vivas 28/29 th Jan
8 th Feb	National Apprenticeship Week. Aspirations Day-10 th Feb 12.45=3.00pm
13 th Jan	External immovable deadline for UCAS. 6pm

Spring 2

24 th Feb	Yr 13 Mocks 2
24 th March	Yr 13 Exam grades published

Summer 1

5 th May	Yr 13 Leavers Assembly. D/L for firm and insurance UCAS choices
8 th July	Yr 13 Prom



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



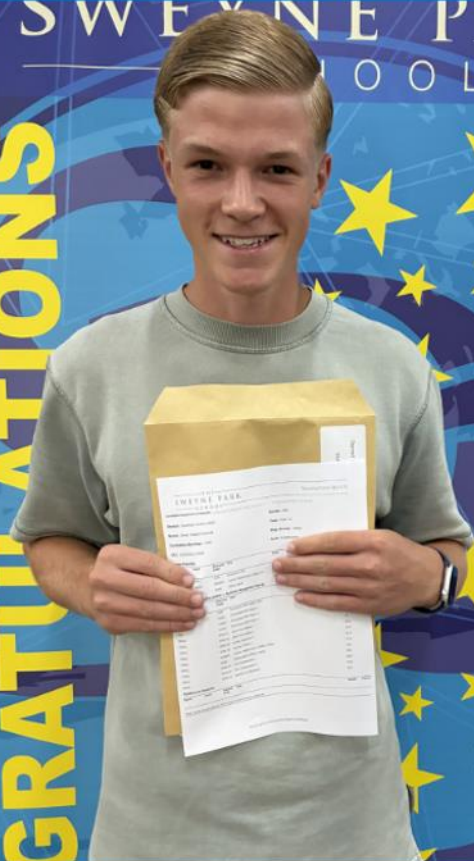
CONGRATULATIONS



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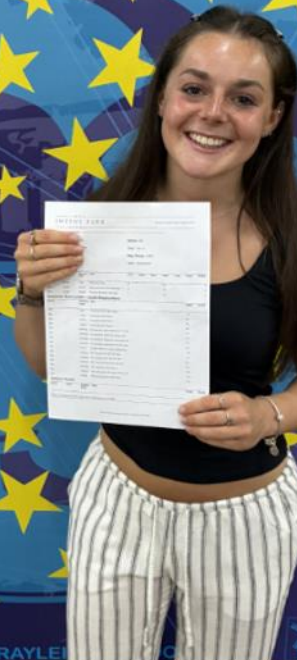


GRATULATIONS



CONGRATULATIONS

PART OF THE RAYLEIGH



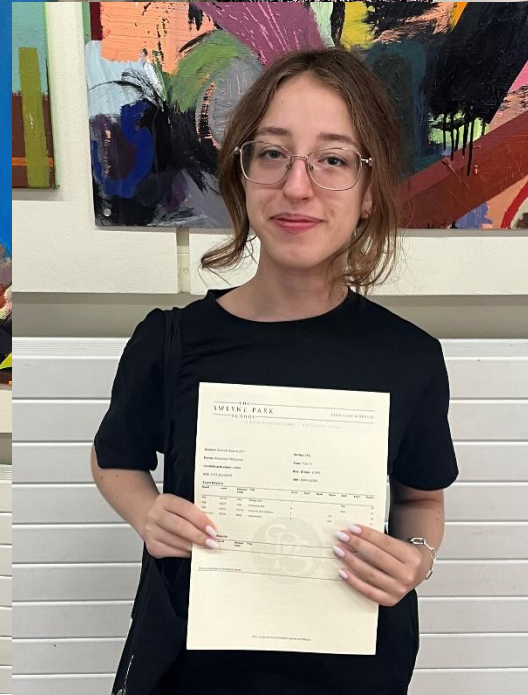
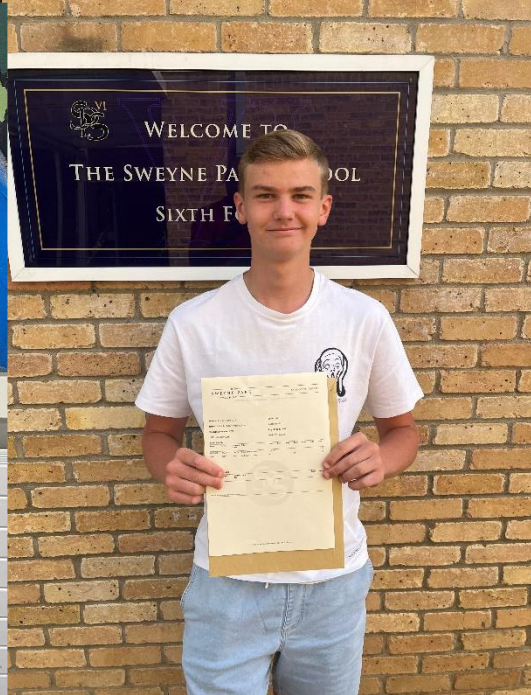
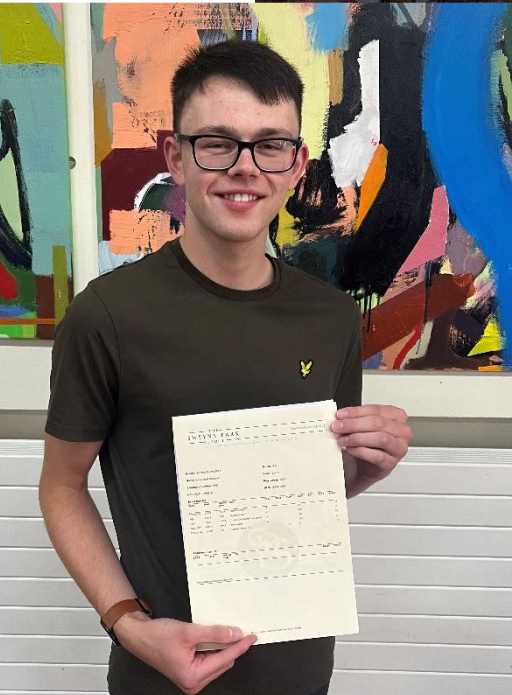
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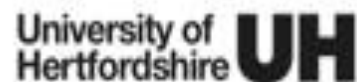


TRUST



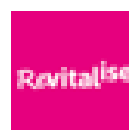
SPS All Stars!







Sweyne Park Sixth Form Professional Destinations 2019 to 2026



Parent - Unifrog

unifrog

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.

Personal Statement 25th September: Second draft completed on Unifrog

Reflective process which helps students identify what they want to do

1

Why do you want to study this course or subject?



Or work for us in this role and in this company?

2

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



Or prepare for this job and a professional environment?

3

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



Choosing a university and course: [Advice for parents, carers and guardians | UCAS](#)

Should reflect predicted grades

By 10th December: 5 choices:

- 2 solid- matches predicted grades

- 1 or 2 aspirational 1 or 2 grades above predicted grades

- 1 or 2 safe- 1 or 2 grades below predicted grades

By 5th May:

Firm

Your first choice of university which matches your predicted grades

Insurance

Your back-up choice of university which has an offer slightly lower than your predicted grades

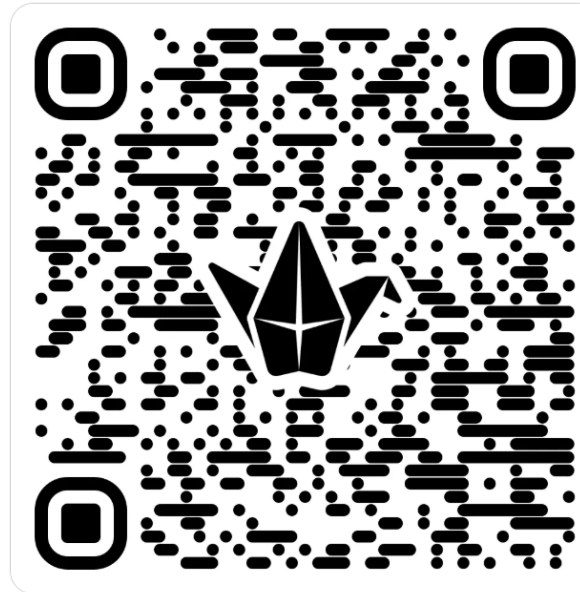


Padlets: VISION

**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.



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**

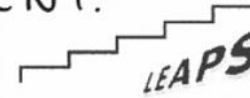


How do students make excellent progress?

- 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**



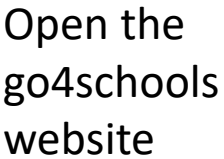
Interventions and Support:

- Plans 4 Progress (P4Ps)
- Tutor mentoring in registration time
- Supervised Study
- P5 school-based study- reviewed in October
- Vision- support for planning post-18 pathways
- Effort- study spaces, workshops, folder checks and independent learning checks
- Systems- guidance on organisation
- Practice- exam questions
- 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

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 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





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 access these on key stage 5 revision hub
- [General | KS5 Revision](#)



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



Motivation?

- Short term sacrifice for long term gain
- Myth: I'll wait for motivation and then I'll start
- Don't wait for motivation
- Start and it will come



**Year 13 have
two terms**



EPQ: deadline Wed 14th Oct

- Research is a journey.
- Doubt is normal
- Why do this extra?

- The EPQ can reduce university offers
- You have control
- Deepens understanding of topic
- Improves academic literacy
- Demonstrates excellent work ethic, time management, motivation
- Strong evidence in interviews

Support Available:

Wed p4

Wed lunchtimes

Type it up sessions Friday after school

Meet with supervisors

Research retreat days- first one next Wed



What opportunities are available in the Sixth Form for personal development?

Curriculum Enrichment until Christmas- then private study

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

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



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 and 13 until the October half term. (apart from Wednesdays or vocational pathway students).
- Students **must** sign in and out at pupil services and tap in and out using the inventory system
- 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- role models- preparation for professional life

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.





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 and attitudes to life in the workplace
- Manage expectations - A* to E, not A* to C (or 9 to 4) !
- Support limitation of paid work

The Iceberg Illusion

Success
is an
iceberg

SUCCESS!

WHAT PEOPLE
SEE

Persistence



Failure



Sacrifice



Disappointment



WHAT PEOPLE
DON'T SEE

Dedication



Hard work



Good habits



@sylviaaduckworth

