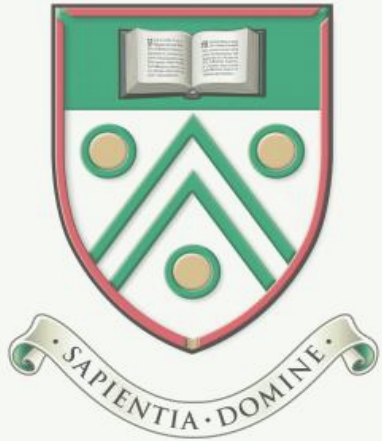




Raising Achievement at A Level Year 12 Parent Information Evening



Introductions- The Sixth Form Team

Mr Harding	Headteacher
Ms Makowski	Director of Sixth Form
Mr Aplin	Deputy Director of Sixth Form
Miss Butler	Deputy Director of Sixth Form
Mr Berrow and Mrs Jenkins	Sixth Form Senior Tutor
Mr Langford	EPQ/Academic Mentor/ Oxbridge Pathway Lead.
Mrs Kirby	Sixth Form Administrator/Student Manager
Sixth Form Tutors	
Student Leadership Team	Dhyan, Sanvi, Akaisha, Pavleen and Frankie

The Sixth Form Ethos

					
CONFIDENT	WELL-ROUNDED	INDEPENDENT	CREATIVE	RESPONSIBLE	CARING
We develop articulate and self-assured young people	We provide opportunities within and beyond the classroom	We promote critical thinking and self-motivation	We encourage originality and curiosity	We expect honesty and integrity at all times	We value kindness and compassion for others

Aiming to develop students who are ready to lead, contribute, and thrive.



CONFIDENT

We speak up, step forward, and embrace challenges.

We empower students to speak up, take initiative, and believe in their ability to succeed.



WELL-ROUNDED

We value balance and breadth in our development.

Beyond academics, we nurture diverse talents and interests — from arts to athletics, from volunteering to leadership.



INDEPENDENT

We think and act for ourselves.

Students take ownership of their learning and choices, developing strong self-discipline and initiative.



CREATIVE

We innovate, imagine, and inspire.

We encourage original thinking, innovation, and the freedom to express new ideas.



RESPONSIBLE

We do what's right, not what's easy.

With maturity and awareness, our students act with integrity and contribute positively to the community.



CARING

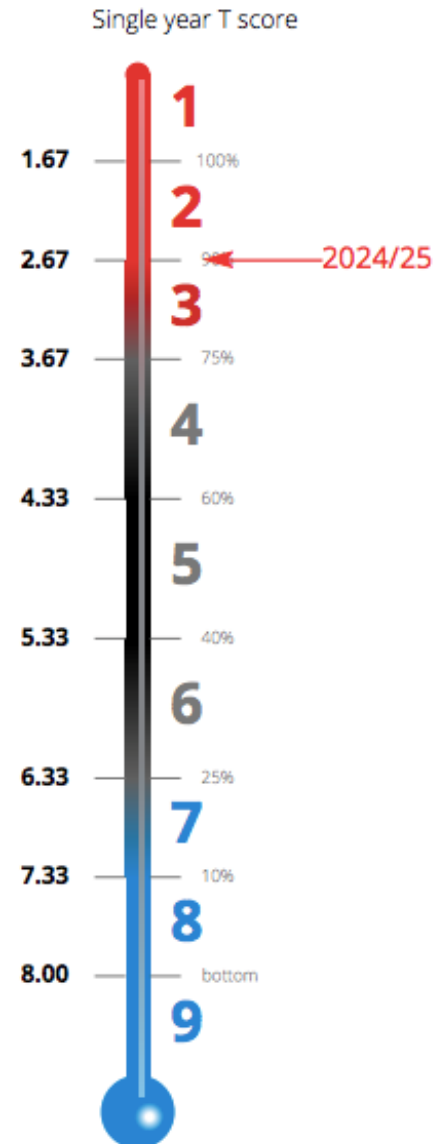
We look out for one another.

Kindness, empathy, and support are at the heart of how we interact and grow together.

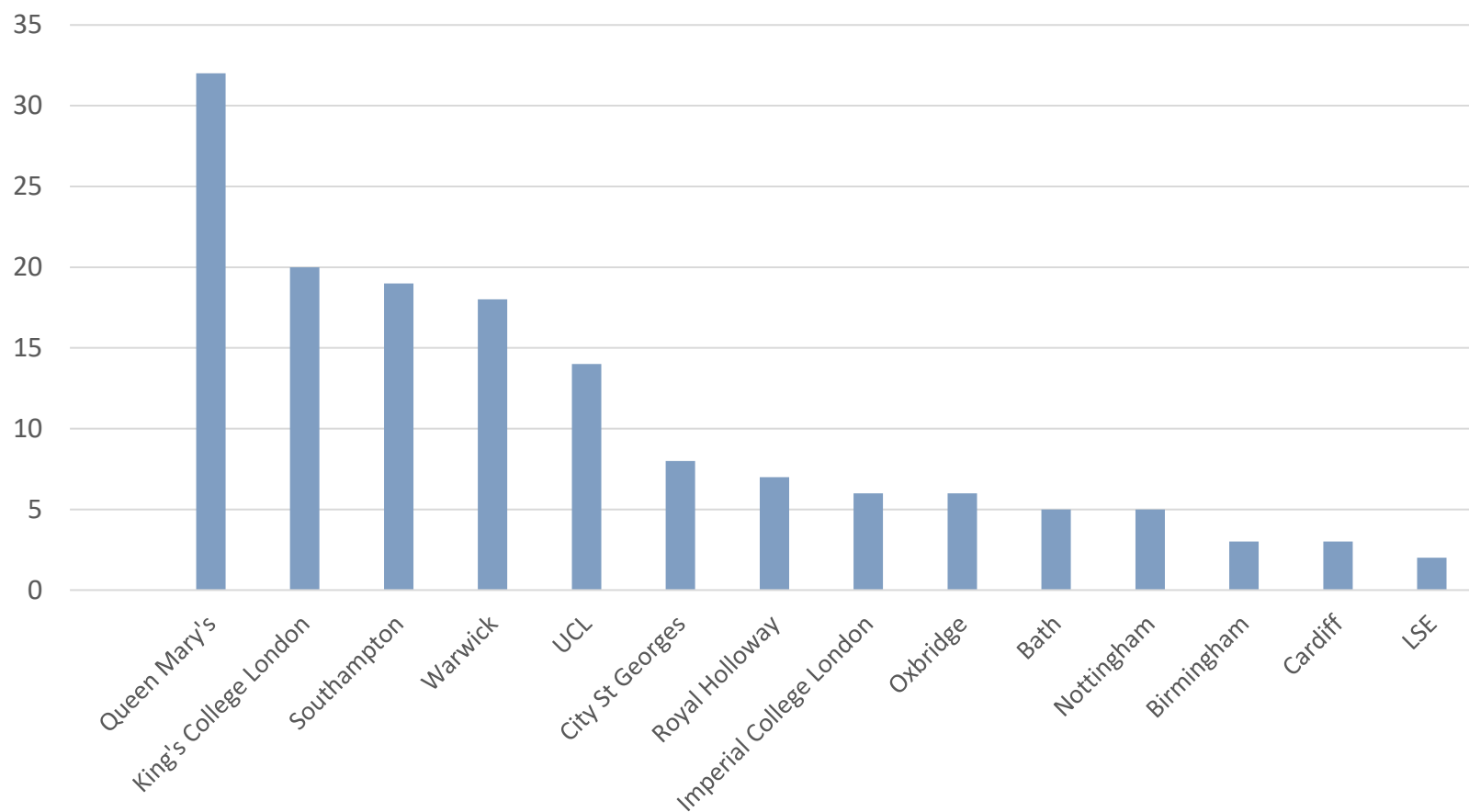
AT OUR SIXTH FORM

We don't just prepare students for exams — we prepare them for life.

ALPS Value Added



Class of 2025 Destinations



Class of 2025 Outcomes

A*-A grades 58.9%

A*-B grades 85.2%

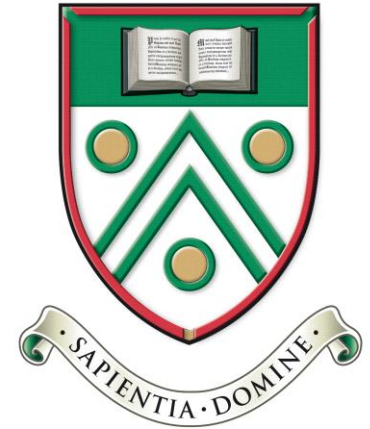
A*-E grades 99.8%

138 achieved their first choice

69% Russell Group Universities

6 to Oxford/ Cambridge

Creating Ambition with Minimum Target grades



Alps Band	GCSE score band	Min. Exp. Points	MEG aspiration
1	7.75-9.00	124.00	A*/A
2	7.00 - < 7.75	109.82	A
3	6.55 - < 7.00	101.33	B
4	6.10 - < 6.55	95.00	B
5	5.65 - < 6.10	89.52	B/C
6	5.21 - < 5.65	83.75	B/C
7	4.77 - < 5.21	79.00	C
8	4.37 - < 4.77	74.89	C
9	3.79 - < 4.37	70.00	C/D
10	3.05 - < 3.79	65.71	C/D
11	0.00 - < 3.05	70.77	D



This year is hugely important

- Year 1 lays the foundation for Year 2
- Students need to have shown evidence that they will be successful at A level to continue into Year 2 in an A level subject.
- The AS grade/s will be on university applications (UCAS)
- Year 1 year provides the evidence for predicted grades for UCAS predictions which are published in September of Y13
- University/ Apprenticeship offers are dependent on AS grade/s & predicted grades

Overview of next two years

- September 2025 Commence A Level courses
- December 2025 Assessment week and AS entries.
- WB 13 April 2026 Internal Assessments
- May 2026 AS Examinations
- June/July Start University/Apprenticeship applications
- August 2026 AS result/s published
- Sept. 2026 Carry forward 3 or 4 subjects for A Level, UCAS Predicted Grades
- Sept.– Nov. 2026 University/Apprenticeship applications
- Jan 2027 A Level Practice Examinations
- June 2027 A Level Examinations
- August 2027 A level results published

Professional Predictions V UCAS Predicted Grades



Professional Predictions

These grades are published at each assessment point.

Teachers use professional judgement to decide what A level grade a student is 'most likely' to achieve if they continue to work at their current level.

We use laser grades:

eg. B1, B2, B3

These can increase or decrease based on the evidence students provide.

Predicted grades

These are always 'realistically optimistic' typically higher than a professional prediction and are published in September of Year 13.

These are based on evidence collected in each subject throughout Year 12 and at the very start of Year 13.

If a student would like an A or an A* UCAS prediction they will need to consistently achieve A and A* professional predictions in Year 12.

GCSE and A level study: What is the difference?

- Expectation of independent learning
- Productive private study in school and at home
- Course content much deeper and more intellectually demanding
- Success demands consistent effort throughout the year
- Need to engage with teachers outside lessons
- **Cannot** recover lost ground in final few weeks before examinations
- Revision needs to be continuous.



The Curriculum

- 9 periods per fortnight for each subject
- 1 period per week on an enrichment course of their choice
- 1 period of the Culture and Curiosity programme each week
- 1 period per week of Games (Wednesday P5)
- Guest speaker lectures 1 period a fortnight



Getting the basics right

Uniform

Attendance and Punctuality

Organisation

Establishing good study habits

How
should
they
organize
their time?

	Mon	Tues	Wed	Thurs	Fri	Sat	Sun
1							
2				Hwk		10-12 Volunteering	10-12 Psychology
3	Hwk						
4			Hwk		Hwk	1-4 Chem	1-4 Maths
5							
3.15-4.30	Transport home and relaxation time						
4.30-5.30	Homework					6-8 Football	6-8 Chem
6.30-7.30	Psychology	Maths	Chem	Bio	Psychology		
8.00-9.00							

Independent Learning

Key Strategies

- Student Handbook
- Specifications/ PLCs
- A task orientated study plan
- Engaging with teachers outside lessons on how to improve.
- Reading through class notes, 'adding to these' and then completing topic questions.
- Wider reading/ supercurricular



Independent Learning

- Take personal responsibility for progress, asking teachers questions about how to attain the next grade up.
- Be organised to use private study time at school and at home
- Part-time job- no more than 8hrs per week (outside school hours).
- Students should commit to spend as much time on their studies outside lessons as they do in lessons
- Opportunity to carry out an 'Extended Project'



Study Spaces in School

- **Supervised Study Space**- students need to complete a set number of independent study periods in here, linked to funding. These are spent in the silent study areas- the *Library* and the *Sixth Form Supervised Study Area*.
- **Quiet working areas** for collaboration and group work- *The Dining Room and the Study Room*.



Monitoring Progress



- Transition Work assessed broadly
- **Tutor Review** after 6 wks
- Grade ranges and Parent/Teacher Consultation 1 - **Monday 10 November**
- Assessments **8-19 December** informing decisions about AS entry.
- Tutor Review - **WB 26 January**
- Year 12 Practice Exams and Provisional UCAS predictions - **13-17 April**
- Parent/teacher Consultation 2- **Tuesday 9 June**

Pastoral/ Subject Intervention at each assessment point and academic mentoring available to those who are identified as needing support

Academic Excellence Programme



Support from school

- Subject Teachers
- Personal Tutors
- Academic mentoring
- Weekly newsletter
- UNIFROG/ CTM Pathways
- Specialist Pathways
- Careers Adviser

What is Study Deficit?

If students are asked to make up study deficit time after school on a Friday. You will be notified on Class Charts

Subject teachers will continue to set their own study deficits.

Support from home

- Reinforce the messages about personal organisation and regular commitment of time to personal study
- Help to identify good times, realistic planning
- Studying downstairs
- Screen time/ distractions
- Support good working practices



Beyond the curriculum

Passport for Life Programme

The Sixth Form is also about gaining broader experience and developing as a well rounded individual:

- Enrichment opportunities
- Participation in sport / community service / mentoring projects
- Student Leadership
- Reading around subjects
- Super-curricular opportunities
- EPQ
- University Lectures
- Journals- library and online
- **Work experience/shadowing: ESSENTIAL** for vocational courses (e.g. Healthcare, Teaching, Law, Journalism, Architecture, Accountancy); **DESIRABLE** for many others
- **Volunteering:** www.do-it.org.uk



Sixth Form Careers Programme



Enrichment (ongoing)

Careers Talks

'Getting into Competitive Universities'

October

CTM Pathways Launch assembly and Unifrog

January

***Professional and Industry Expert
Speednetworking Event***

UCAS Information for Parents

From March onwards

One-to-one careers interviews start

March

What Next? University and Apprenticeship Fair

June

Passport for Life Day

June/July/Sept:

University Open Days- leave days

By end of summer term:

First draft of Personal Statement 1:1 support

We asked
Year 12 at the
end of last
year.....

How have you
changed the way
you learn this year?

*'I now do more exam
questions and carry
out in-depth study
into every topic'*

What are the biggest
differences between
Year 11 and Year 12?

'Independent
learning, depth of
subject, level of
difficulty and the
workload'

What do you wish
you had known at
the start of Y12?

'How important
time management
is'



Notes to your younger self....

- Last minute revision will not get you a good grade
- Make further notes after every lesson to enhance your understanding of the subject
- If you have any question in the class, ask there and then.
- Be true and honest to your self, and don't fall into the parental and society pressure
- Know all of your GCSE content before starting Sixth Form
- Don't be late to lessons, it is disruptive to other students and you miss out on learning
- Utilise your independent studies. This saves you time at home to get more revision done.
- Take advantage of mentoring opportunities and the opportunities in the newsletter.
- Ask teachers for help and advice when you need it – don't wait until you are really struggling
- It is important to make revision resources after the lesson, rather than waiting and letting the content build up. Making flashcards and other Revision resources will help retain knowledge for the future

Summary and Questions



Langley

Grammar School



SIXTH FORM