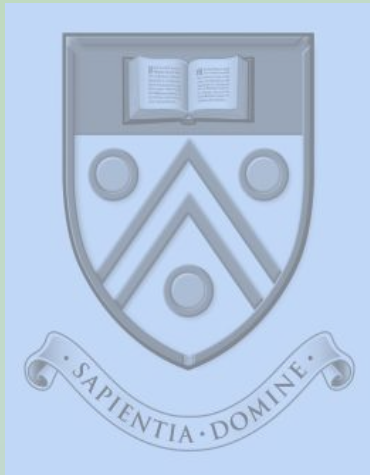


Langley Grammar
School
Raising Achievement at A
Level



Information Evening
for Year 12 Parents



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2018 A level outcomes

**Majority of A Level
courses are now reformed
– increased content, more
challenging examinations**

**Overall, 71.3% of the
grades awarded were at
A*, A or B.**

**Over 36% of grades
awarded were A* or A.**

2018 A level outcomes

We were delighted to be awarded ALPS Grade 1.

This places Langley Grammar School in the very highest category (top 5%) of schools and colleges nationally for the value added in the Sixth Form.



“More than a walking set of exam certificates.....”



We seek to develop young people who are...

Confident and well-rounded

...demonstrating a positive mindset; secure in their own identity and aware of their own strengths; effective and persuasive communicators; believing in their own self-worth, with a broad and balanced outlook; striving for excellence in all they do; resilient and willing to persevere.



We seek to develop young people who are...

Independent and creative

...able to think critically and make wise decisions; curious and inquisitive; eager to explore and discover; willing to make mistakes and embrace challenges that may at first appear daunting; adaptable and flexible; innovative and enterprising.



We seek to develop young people who are...

Responsible and caring

...grounded in sound ethical and moral values; socially and culturally aware; recognising and appreciating diversity; having the courage to stand up for what is right; acting with kindness and compassion to bring out the best in themselves and others; engaged in communities with a local, national and global outlook





Agenda for this presentation

- Overview of the next two years
- A level course structure, assessment & the importance of Year 12
- The challenges of A level study and our support for students
- Passport for Life Programme
- Summary and questions

Presentation and further information to the printed booklet
(refer to main school website)



Overview of next two years

- September 2018 Commence A Level courses
- January 2019 Subject Assessment week, decision about fourth subject.
- May/June 2019 AS Examination and Internal Exams
- June/July 2019 Commence university application process (UCAS), or alternative options
- August 2019 AS results published
- Sept. 2019 Carry forward 3 or 4 subjects for A Level
- Sept.– Nov. 2019 Finalise university applications (or alternatives)
- Jan 2020 A Level Mock Examinations
- June 2020 A Level Examinations
- August 2020 A level results published

Course structure



- **Year 12:** Three or four AS levels with 2 or 3 units in each subject
- **Year 13:** Typically three subjects taken to A2, again with 2 or 3 units in each subject

All A Levels follow the linear format- Final A level grade based on A level units ONLY taken in June 2020.

- **The A* grade at A Level**
- Awarded for the first time in 2010
- Need to have an overall grade A and average over 90% in across the units
- No A* at AS level

What qualities are universities looking for?



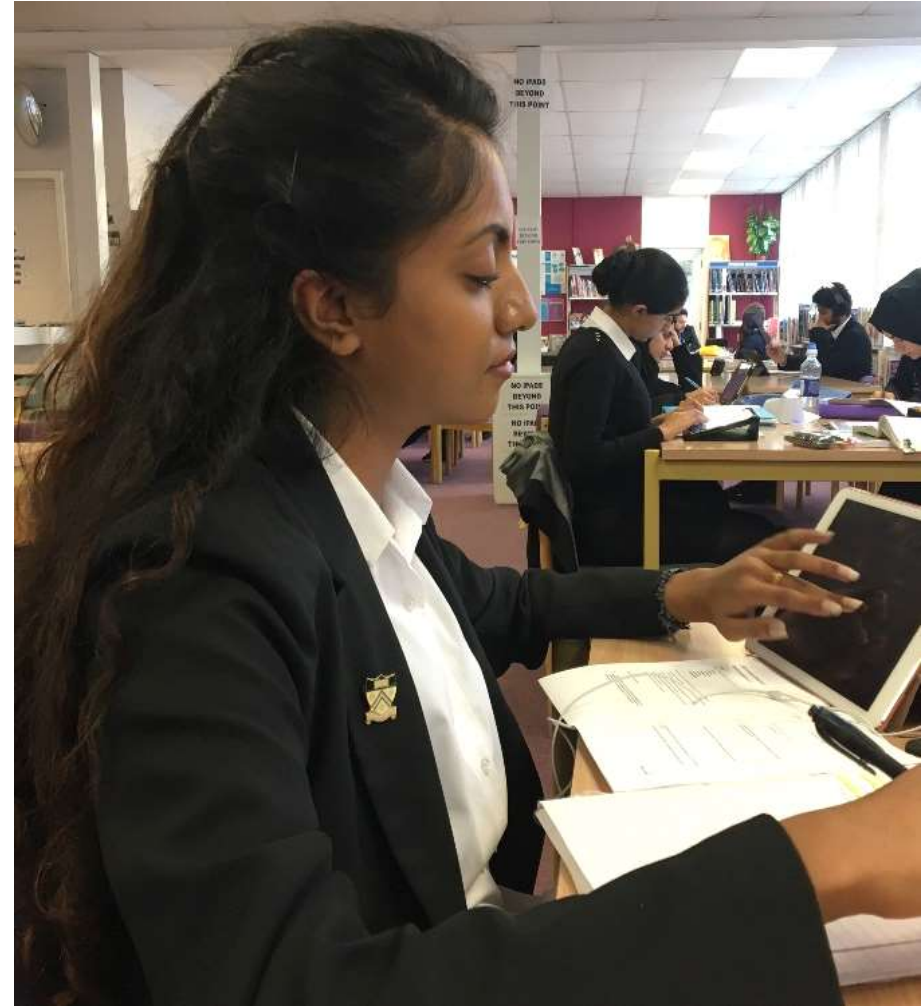
“an indication of your ability to think critically and independently, and your willingness to argue logically while keeping your mind open to new ideas as well. You also need self-discipline, motivation, commitment, and the desire and potential to go beyond what you've learned so far.”

Jon Beard, Director of
Undergraduate Recruitment at
Cambridge

What kind of A Level grades will they need?

- English at Sheffield AAB
- Chemistry at Durham A*AA
- AAA-A*AA for Oxford with a few A*A*A requirements
- A*AA and in some cases higher for Cambridge
- At least AAA in most cases for Medicine
- Good GCSEs still important and some course will have specific requirements eg Medicine courses

BUT there are many other good degree courses at good universities which will require lower grades than this



For some the selection process has
already begun at GCSE.



**Pre-16
qualifications
and university
entry**

- Universities may ask for a specific number of GCSEs (or their equivalent) with specific minimum grades. GCSE requirements may vary by course. For example, a number of medical courses ask for five (sometimes more) grades at the top of the range. Universities often require a minimum of a pass (at least a grade 4 or 5) in GCSE English or another standard level equivalent.

<https://russellgroup.ac.uk/for-students/school-and-college-in-the-uk/subject-choices-at-school-and-college/>

For competitive degrees such as Medicine the GCSE requirements can be very specific

- UCL: the majority of GCSE subjects at A or A*
- Liverpool: 9 GCSE passes- six A and 3 B grades needed
- Nottingham: Minimum six GCSEs at grade A including Chemistry, Physics and Biology or Double Science, and GCSE grade B in English and Maths.
- St George's, University of London- Eight subjects at grade A (Grade 8) including English Language at a minimum grade B (Grade 7), Maths and Dual Award or three separate sciences. International Baccalaureate Overall score: 36 (not including Theory of Knowledge and Extended

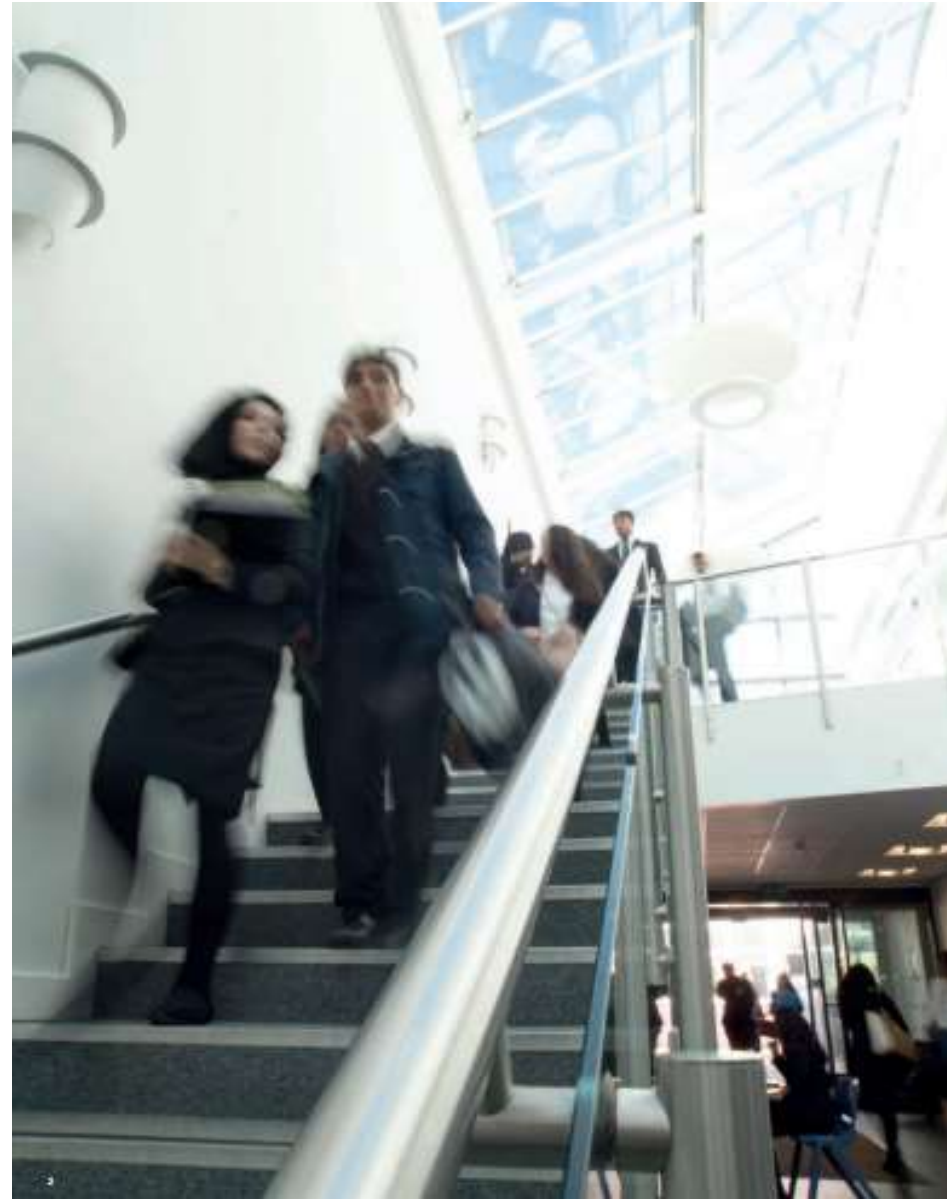
CHECK these!! They will change year by year



*Imagination is more
important than knowledge*
ALBERT EINSTEIN

Vocational degrees require extensive work experience

- It is very important to start work experience as early in Year 11 or 12 as they can.
- Regular (weekly) experience plus 3-4 weeks of further experiences might be needed but you should look at the specific requirements of particular medical, dental, nursing, veterinary schools.
- It is crucial that when it comes to writing a Personal Statement or in an interview that they show what they have learnt from the experience.
- Use the PDF *Work experience in the NHS* which is on the NHS website to help them with their placements
- Showing that they have demonstrated 'sustained voluntary commitment' is also important, for example helping in an old people's home



This year is hugely important:



- Year 1 lays the foundation for Year 2
- Progression to Y2 in an individual subject is dependent on achievement in Y1 students have not shown evidence that they will be successful at A level will not normally progress to Y2 in that course.
- The AS grade/s will be on university applications (UCAS)
- This year provides the evidence for predicted grades for UCAS
- University offers are dependent on AS grade/s & predicted grades

Target grades

Mean GCSE score and **Minimum** target A level grades



GCSE Average Point Score	Indicative Grade Outcomes
7.5-8.0	A*AAA/A*AA
7.0-7.5	AAA
6.7-7.0	ABB
6.4-6.7	BBB
6.1-6.4	BBC
5.8-6.1	BCC
5.8-6.1	CCC
5.5-5.8	CCD
5.2-5.5	CDD
4.7-5.2	CDD/DDD
4.0-4.7	CDD/DDD



Converting AS grades to A level results (LGS 2014)

A level Grade

AS Grade

	A*	A	B	C	D	E	U
A	42	105	31	2			
B	2	35	54	18	3		
C		5	31	32	5	1	
D		1	6	15	14	2	
E	1		3	4	4	5	
U				1	3	1	

Total No.

45 146 125 72 29 9



Converting Y1 grades to A level results (LGS 2018)

A level Grade

PP Y1
Grade

	A*	A	B	C	D	E	U
A*	15	6		1			
A	19	69	52	8	1		
B	1	44	79	29	3	2	1
C	1	7	24	35	11	7	3
D			3	14	5	8	
E					1	1	
U							

Total
No.

36 126 158 87 21 18 4



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 through the year
- **Cannot** recover lost ground in final few weeks before examinations
- Revision needs to have started now.



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 productively.
- Part-time job- no more than 8hrs per week (outside school hours).
- Home study concession (conditional!)
- Plan carefully to work on assignments and meet deadlines
- 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'

Independent Learning



- Student Handbook
- Study Skills session and follow up tutorial activities
- Individual contracts
- Tracking/Monitoring

Magic Wand Information

- Specifications/ MyPLC
- Wider reading
- 3hrs each evening
- Strategies for focused study
- Asking teachers for how to improve.
- Reading through class notes, 'fleshing these out' and then completing topic questions.



Monitoring Progress

- **Bridging Work-** assessed broadly- 28 Sept
- **Pastoral Review-** W/B 29 October
- **Assessment Week WB 14 Jan** –decisions about AS entry.
- **Parent/Teacher Consultation 1** 30 January
- **Student Led Reviews** WB 18 March
- **Year 12 Internal Exams-** WB 23-29 April
- **Parent/teacher consultation 2** 15 May

Pastoral/ Subject Intervention and Mentoring throughout.



Support from school

- Study mentoring and Careers Guidance (Ms J Ray)
- Teachers
- Tutors
- Higher Education toolkit- Sapientia Maximus
- Deputy Head of Sixth Form- Mr M Aplin or Ms F Northcott(Tel. 01753 598364/5)
- Head of Sixth Form: Ms H Makowski
(Tel. 01753 598317 email: helenamakowski@lgs.slough.sch.uk)

Support from home



- Reinforce the messages about personal organisation and regular commitment of time to personal study
- Help to identify good times (and places) for study, not necessarily in the bedroom!
- Support good working practices e.g. an hour's quality study followed by a ten minute break etc.
- Sharing a study plan with you at home



Beyond the curriculum

- 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- building a portfolio

Skills Deficit Audit

Evidence of.....

- Ability to work independently
- Ability to write an extended essay
- Ability to think critically
- Ability to solve problems
- Ability to manage time effectively
- Ability to contribute to team thinking
- Numeracy

EPQ

- Extended Project which comprises a 5000 word research-based essay or artefact on a topic of their own choice.
- The AQA Extended Project Qualification is optional and is undertaken between November and June of Year 12.
- There is a selection process based on title and their approach to A level study.

Beyond the curriculum: more ideas



UNIVERSITY
OF LONDON

- TED talks & iTunesU
- MOOCs
- University websites:
 - blogs, podcasts, reading lists, public events, taster courses
- Museums & galleries
- Radio 4 on iPlayer:
 - More or Less, Material World, Costing the Earth, Front Row



BBC
RADIO





Beyond the curriculum: more ideas

- **Work experience/shadowing:** **ESSENTIAL** for vocational courses (e.g. Healthcare, Teaching, Law, Journalism, Architecture, Accountancy); **HIGHLY DESIRABLE** for many others
- **Volunteering:** www.do-it.org.uk
 - Working in a charity shop/fund raising → planning & organisation, team working, budgeting, marketing
 - Regular contact with any “vulnerable” group → empathy, listening skills, compassion, emotional resilience
- Any role involving **regular contact with general public** helps to develop **employability skills**:
 - e.g. Library or Sports Centre assistant, Maths tutor

Key Dates: Careers/Higher Education



Enrichment Lecture Series

October

November

January

January

From January onwards:

March

June

19 June

5 July:

June/July/Sept:

By end of summer term:

Careers Talks

Pathways Launch assembly and Unifrog

'Getting into Competitive Universities'

Career Profiling (Centigrade), *optional*

Professional and Industry Expert Speednetworking

One-to-one interviews start

UCAS Exhibition Trip

UCAS Meeting for Parents

Passport for Life Day 1

Passport for Life Day 2

University Open Days

First draft of Personal Statement