



Raising Achievement at A Level

Year 12 Parent Information Evening

Tuesday 15 September 2026



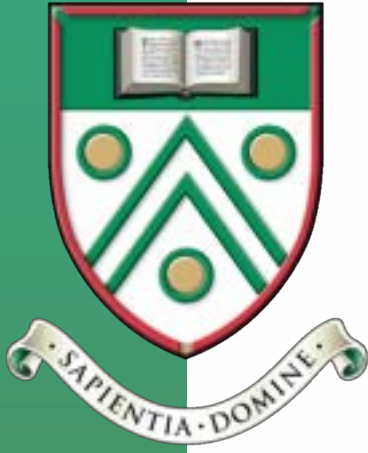
Introductions- The Sixth Form Team

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 Tutors
Mr Langford	EPQ/Academic Mentor/ Oxbridge Pathway Lead.
Mrs Kirby and Mrs Reed	Sixth Form Administrator/Student Manager
Sixth Form Tutors	
Student Leadership Team	

Questions?

Please use the chat to ask questions which would be of *general interest* to all parents.





How else can parents support the school?

- Careers events
- Work experience places for students in Year 10 and Year 12
- Volunteering opportunities for Duke of Edinburgh Award participants.
- Parent governors



The Development Fund

What for?

- Small-scale development
- Curriculum resources
- Facilities for students

How?

- Gift Aid – school recovers tax
- Standing order
- One-off donations



LGS Development Fund

Mobile Phones

The Department for Education expects schools to be mobile phone-free by default.

This applies to all students at Langley Grammar School, including Sixth Form.



**GATE TO GATE
NOT SEEN
NOT HEARD
NOT ACCESSED**

Class of 2026 Outcomes

A*-A grades 54%

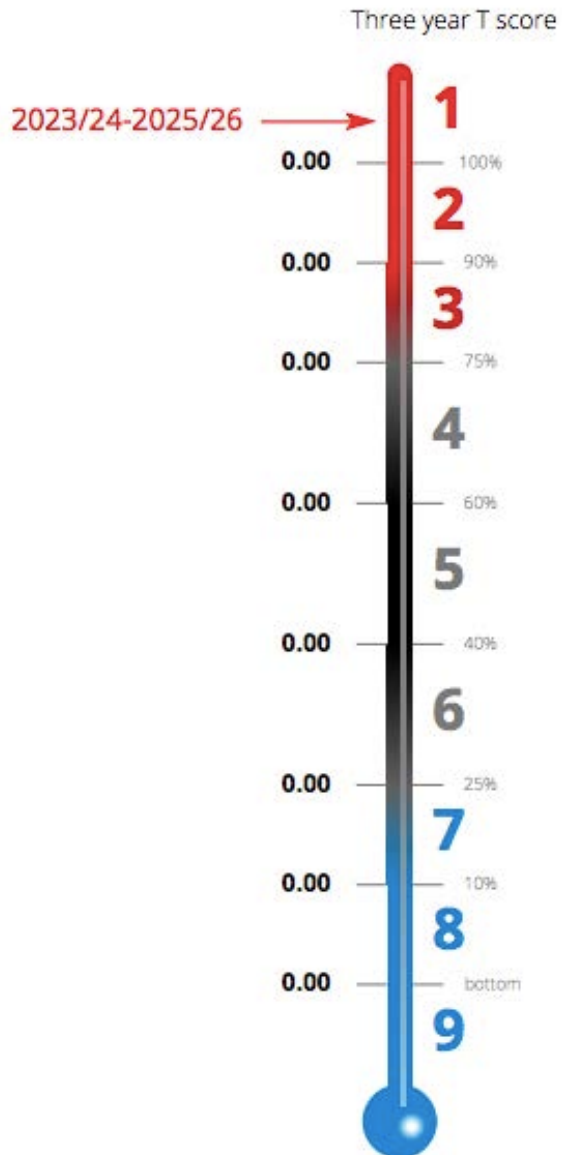
A*-B grades 82.3%

A*-E grades 99.8%

132 achieved their first choice

66% Russell Group Universities

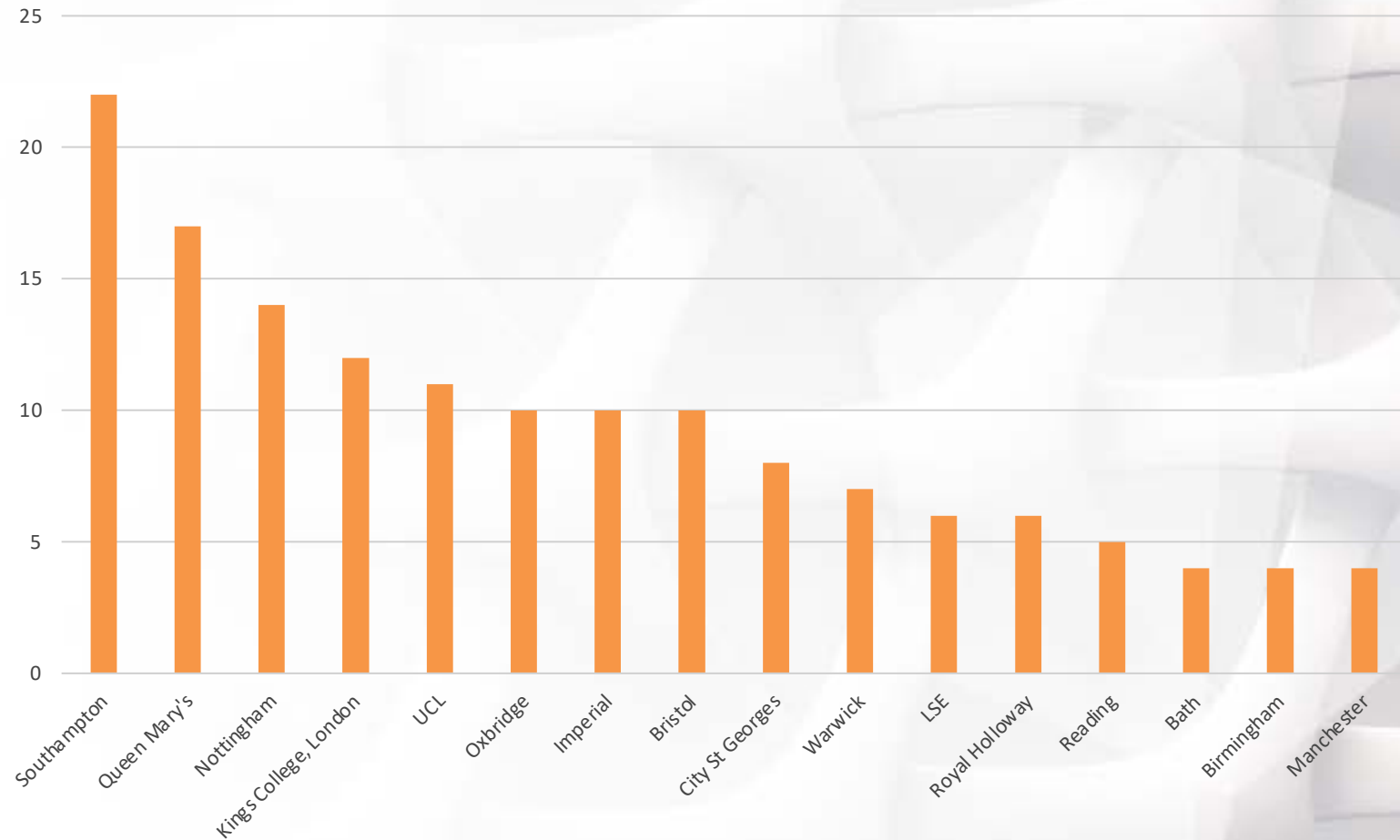
ALPS Value Added 2024-26



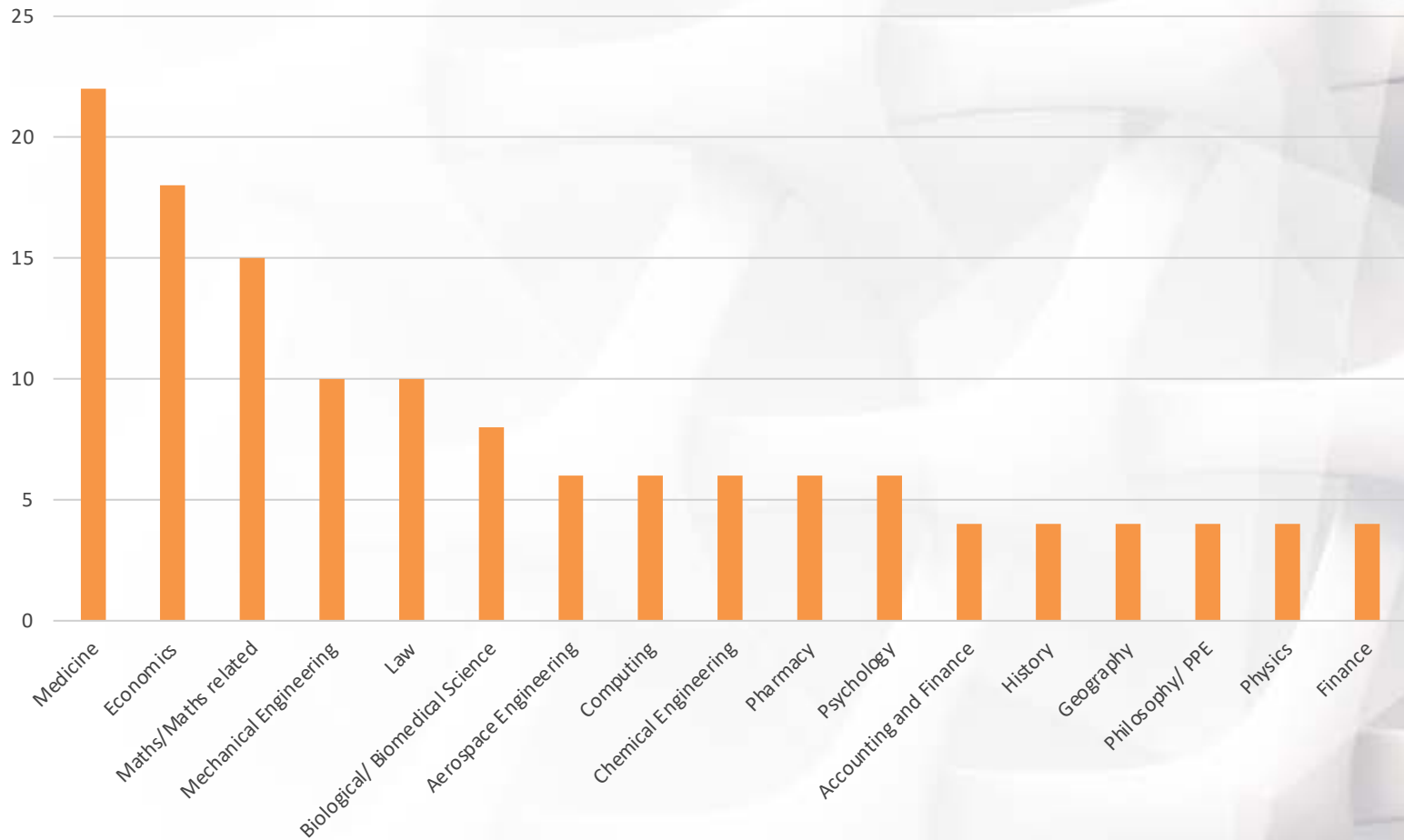
Where are they going?



Number of students



What are they reading?



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.

Overview of next two years

- September 2026 Commence A Level courses
- December 2026 Assessment week and AS entries.
- WB 19 April 2027 Internal Assessments
- May 2027 AS Examinations
- June/July Start University/Apprenticeship applications
- August 2027 AS results published
- Sept. 2027 Carry forward 3 or 4 subjects for A Level, UCAS Predicted Grades
- Sept.– Nov. 2027 University/Apprenticeship applications
- Jan 2028 A Level Practice Examinations
- June 2028 A Level Examinations
- August 2028 A level results published

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

Professional Predictions VS 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 may increase or decrease based on the evidence students provide.

UCAS 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.
- A student seeking an A or an A* UCAS prediction 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

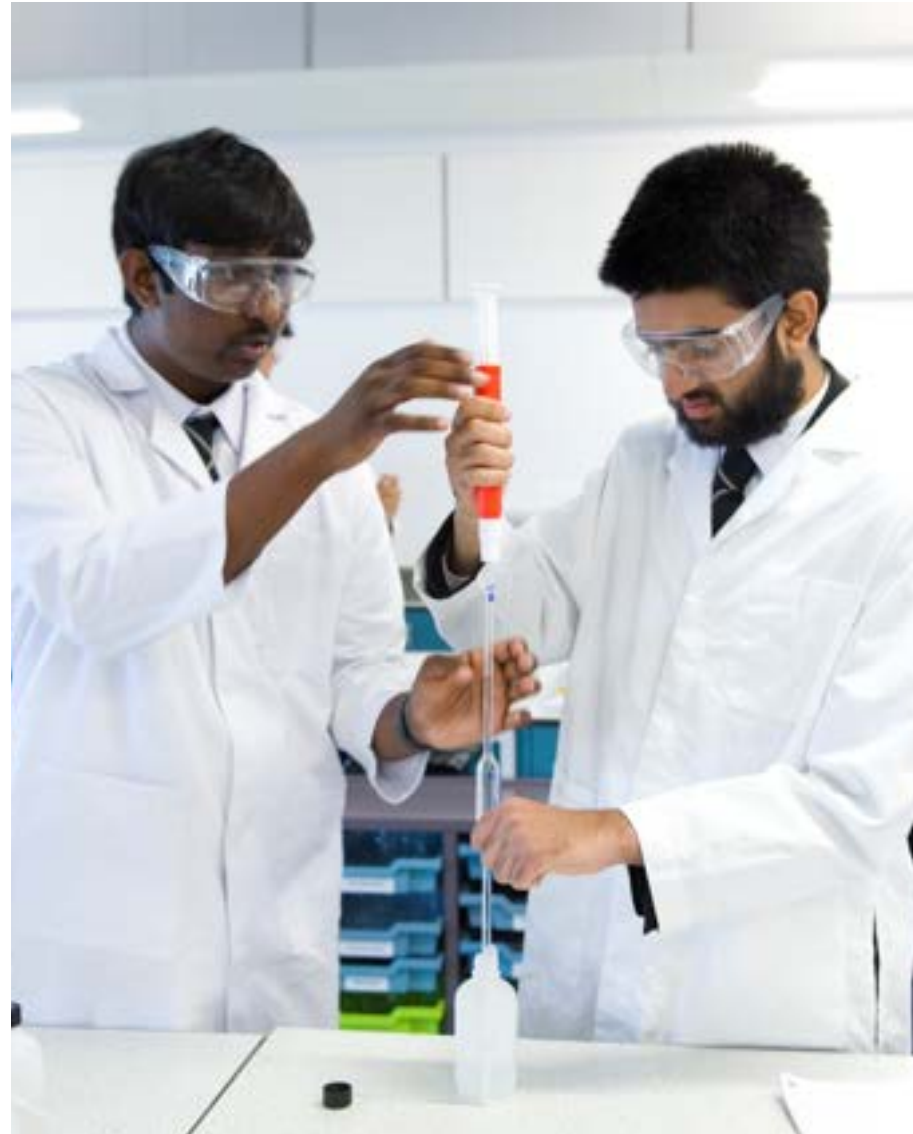
How should students organise their time?

	Mon	Tues	Wed	Thurs	Fri	Sat	Sun
1							
2				<u>Hwk</u>		10-12 Volunteering	10-12 Psychology
3	<u>Hwk</u>						
4			<u>Hwk</u>		<u>Hwk</u>	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 area** for collaboration and group work- ***The Study Room***.





Monitoring progress

- Transition Work assessed broadly
- **Tutor Review** after 6 weeks
- Grade ranges and Parent/Teacher Consultation 1 - **Monday 9 November**
- Assessments **7-18 December** informing decisions about AS entry.
- Tutor Review – **w/c 25 January**
- Year 12 Practice Exams and Provisional UCAS predictions - **19-23 April**
- Parent/teacher Consultation 2- **Tuesday 8 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/ Pathway CTM
- 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
- Screentime/ distractions
- Support good working practices



Beyond the curriculum

Passport for Life Programme

Opportunities include:

- Enrichment
- 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)
- Volunteering: www.do-it.org.uk



UNIVERSITY
OF LONDON

BBC
RADIO



Sixth Form Careers Programme



Enrichment (ongoing)

Careers Talks

'Getting into Competitive Universities'

October

CTM Pathways Launch assembly and Unifrog

January

***Professional and Industry Expert
Speed Networking Event***

UCAS Information for Parents

From March onwards

One-to-one careers interviews

March

What Next? University and Apprenticeship Fair

June

Passport for Life Day and 'Towards the Future'

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'*

A rustic wooden surface with various items: a pair of glasses, a small notebook, a leather belt, a stone, a knitted hat, and a bag.

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

A rustic wooden surface with various items: a pair of glasses, a small notebook, a leather belt, a knitted hat, and a small pouch.

Notes to your younger self...

- 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