

Welcome

Making the Most of Year 12



DENBIGH SCHOOL
Aspire, Innovate, Achieve, Belong

29th September 2025

We all belong

Denbigh 6th Form – meet the team

Whole school community



Mr Bennett
Director of 6th Form
bennettd@denbigh.net



Miss Brown
Head of Y12
browna@denbigh.net



Mr Bunney
Head of Y12
bunneyr@denbigh.net



Mrs Brawn
Academic Mentor
brawns@denbigh.net



Mrs Makki
Senior 6th form
Administrator
makkia@denbigh.net



Mrs Billings
6th Form Attendance
sixthformattendance@denbigh.net

Be Engaged | Be Kind & Respectful | Do No Harm



DENBIGH SCHOOL

Aims of Evening

- Overview of Sixth Form study
- Expectations and maximising potential
- Preparation for UCAS & Future Careers

Stepping up to A-Levels

Not like GCSEs

Student not pupil

Proactive approach to study beyond the classroom

- Textbooks.
- Equipment.
- Wider study.
- Use of study periods.
- 3 or 4 subjects, enrichment, study sessions.

Productivity

- Time does not = learning
- It is about how students work smartly
- Review lessons on a weekly basis
- Prepare for upcoming lessons by reading ahead and reading widely
- Complete set Homework tasks
- Aiming for B and higher – need to go beyond
- Part-time jobs (cannot work during school hours; 8.30-4pm)

Attendance

Policy:

- Required to attend **all** sessions on their timetable. Mentoring, Lessons, Study sessions, Enrichment.
- Absence from any session must be accounted for in line with the absence policy (website).
- Explanation of absence – must be from parents/carers (even if students are 18) via the absence telephone line, email or ParentMail.
- Advanced known absence must be in writing to request the absence.
- Illness on the day must be notified by 9am.
- Formal Attendance warning process.

Contacting school

Mrs Billings – Sixth Form Attendance
- Picks up all messages left on any of the following

ParentMail app

Email - sixthformattendance@denbigh.net

Phone 01908 773940

We endeavour to phone home if a student is absent from a lesson

**Problems with ParentMail? Please email generaloffice@denbigh.net

Punctuality to lessons

- We expect students to be punctual to lessons.
- Not only is punctuality crucial to A-level success, but it is also a valuable life-lesson for future employment and wider life experiences.
- Students need to plan carefully how they are going to ensure that they arrive to school/lessons on time. Especially if travelling over a considerable distance. This includes mentoring (08:30 – 09:00am).

Exams, Assessment & Progress

Proof of Progress Tests

Week beginning 3rd November 2025; in-class assessments
Expected to achieve a pass – E grade (minimum)

Year 12 Pre Public Exams (PPEs)

Monday 27th April to Friday 8th May 2026
Formal Examinations

Strongest indicator of progress made in Year 12 and ability to cope with demands of Year 13.

Progress Reporting

3 times a year

First one due in October – no CLG (Current Learning Grade)

Homework is a percentage – acceptable completion

Attitude to Learning – 1 to 5

Current Learning Grade

Support – Meet the Mentors



Mrs Thompson &
Ms Brown – 12AB



Ms Hanby – 12EH



Mrs Brunings -
12GS



Ms Williams –
12TW



Mrs Farina Sousa
– 12JS



Mrs Chrisman -
12LC



Mrs Obeata –
12MO



Miss Lambert –
12VL



Ms Patel &
Mr Bunney – 12RB



Ms Thomas – 12RT

Mentors

Opportunity to meet mentors on Wednesday 1st October – you can make a remote appointment through ParentMail invitation

- First line of support
- First point of contact for you (unless absence)
- Offer support with all sixth form needs
- Study skills and organisation
- Aspirations and career goals
- Will write all references for university, apprenticeships & PT jobs

Mentoring

Attendance is compulsory.

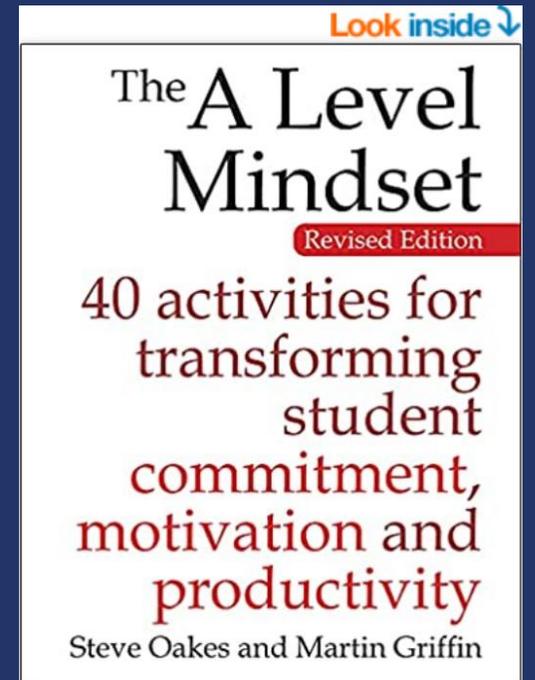
Sessions cover a variety of topics to develop students' well-being, mindset, resilience and preparation for post 18.

This includes a range of sensitive PSHEE & RSE topics as well as the VESPA model

The VESPA model - Developed by S. Oakes and M. Griffin.

Widely used by Sixth Forms and FE Colleges

Underpins our Sixth Form conversations – subject teachers are aware as well.



The VESPA Model

Vision - Whilst acknowledging the progress towards exam success, this is about the students' wider goals as a tool for focus and motivation.

Effort - Recognising the need for effort for success. Removing the myth of 'effortless success' – often embedded after GCSEs. Is about the 'correct' effort – efficiency, rather than quantity.

Systems - Organising learning and organising time. Hassanbeigi (2011) suggests that academic challenges are more closely linked to lack of organisation than to lack of intellectual ability.

Practice - **Deliberate** practice makes perfect. How you work is more important than how much you work. Focus on practicing the correct things – exam questions, wider reading, etc

Attitude - Emotional control – dealing with stress and expectations. Academic buoyancy – taking critical feedback to move forward. Bouncing back after disappointments. Growth mindset – intelligence is not fixed or gifted.

Expectations of students

High expectation of both behaviour & conduct

Challenged to think

Deep learning journey

Encouraged to discuss concepts & verbally contribute in every lesson

Students are expected to talk

Beyond the classroom

- Enrichment.
- Clubs, teams, extra curricular activities.
- Paid Employment – 8 to 10 hours, must not start until after 4pm.
- University Preparation.
- MOOCS.
- School & house council – opportunity to lead these as House Presidents
- 6th form committee.

Students receive details via email – important to check daily.

Get involved – the more you do the better you stand out.

Enrichment

Timetabled enrichments vary from:

- The demanding EPQ
- Textiles, Food and Languages
- Various sporting activities

Students have chosen and **MUST** commit for the whole year.

Many other opportunities available throughout the year:

- Duke of Edinburgh Gold Award
- Engineering in Education Scheme (EES)
- Young Enterprise
- Class & peer mentoring

Getting Involved

All students are part of the house system

Brunel

Curie

Darwin

Newton

Stephenson

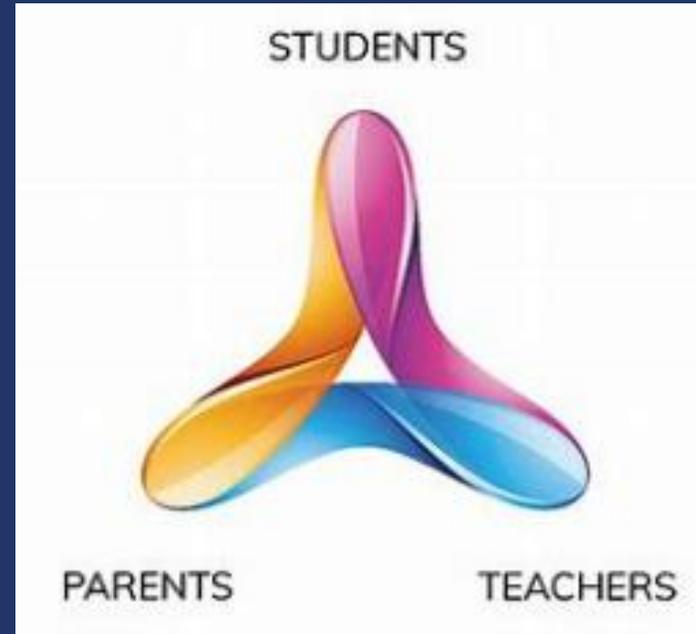
Interhouse competitions

Joining house council, school council, 6th form committee

Running for House president

At home

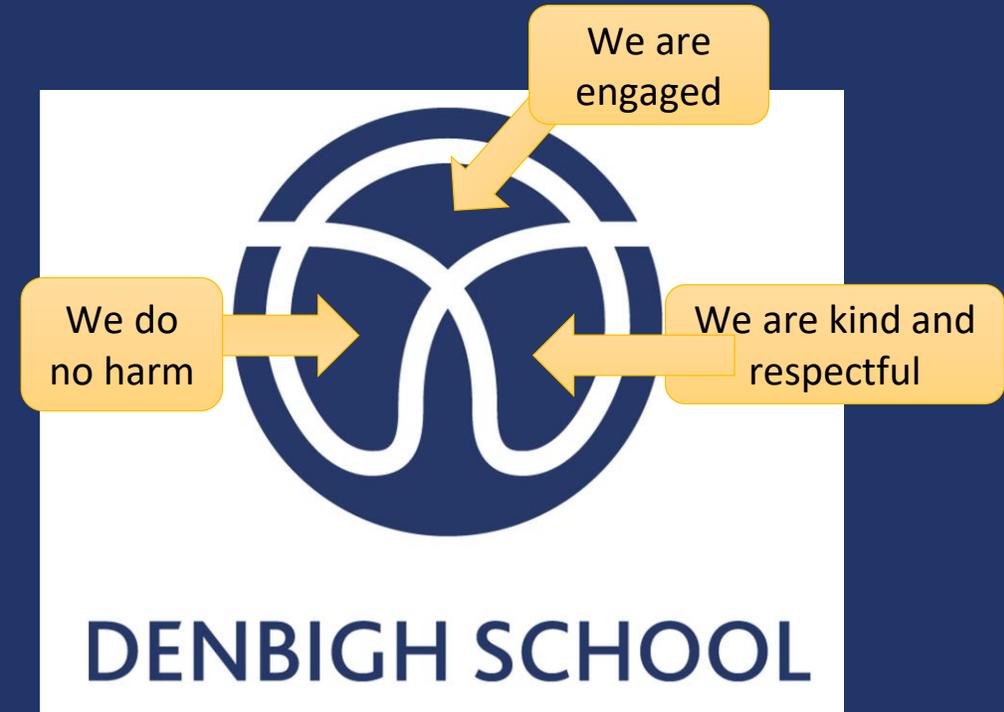
- Please work with us to support your child
- Be aware of what your child is doing
- Talk and discuss how things are going
- Checking at home – work, organisation
- Busy does not mean effective
- Regular contact with school



Lanyards & Privileges

Lanyards MUST be worn at all times.

Privileges – for example, leaving site during the school day, will be reviewed later in the year and will be based on conduct, punctuality and academic progress.



Devices & Phones

Laptops/tablets – bring to school to aid study during non-contact lessons, can be used in lessons but at teachers' discretion.

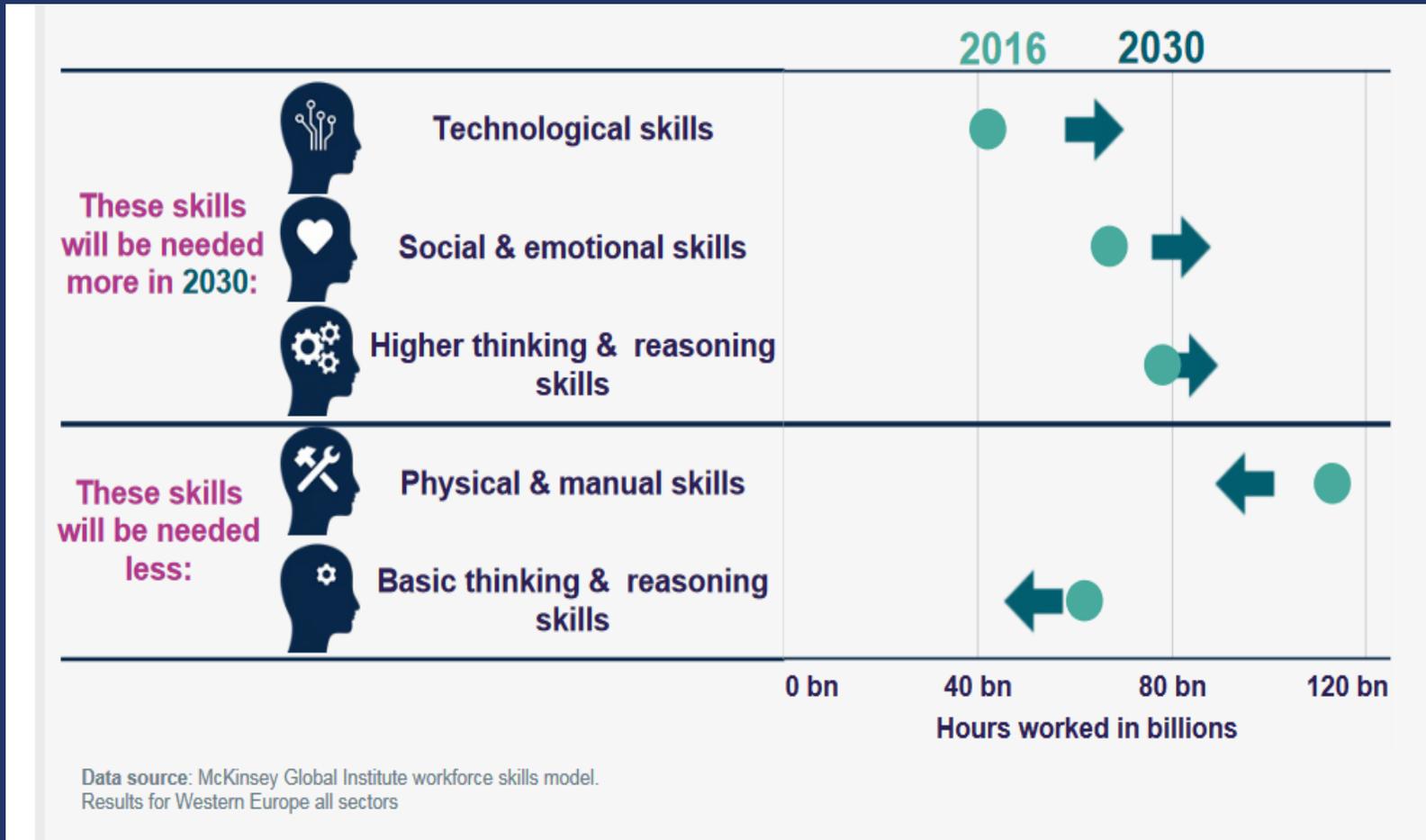
They will need to always have pen and paper for lessons.

Mobile phones & headphones can be used to aid study, research etc but only when seating down.

If they are seen at any other point, then they will be confiscated.

If your child doesn't currently have the capacity to bring a laptop or tablet to school, please contact HoY to explore support that can be provided.

Skills needed for the future



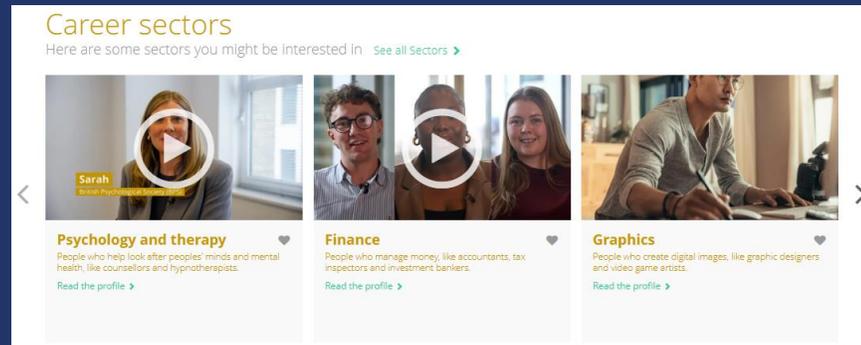
Personalised careers guidance

Appointments with Ms Agbame (Careers advisor) – agbamef@denbigh.net

Unifrog

UCAS

Mentors



Post 18 Pathways

UNIVERSITIES

BA / BSc / BEng degree

UCAS/Unifrog and University websites/ Open days

3-4 years (year abroad/ year in industry)

Application period begins after Yr 12 work experience and runs through Yr 13 Autumn term

APPRENTICESHIPS

Paid whilst learning – on the job (holiday and sick pay) – usually 80% work, 20% study

High-quality training (opportunity to achieve qualifications while you work)

Leads to employment/ further training for the vast majority

Levels of Apprenticeships



Useful starting points

<https://www.niftylift.com/uk/careers/apprenticeships>

<https://www.fcdoservicescareers.co.uk/career-areas/apprenticeships/>

<https://www.networkrail.co.uk/careers/early-careers/apprenticeships/>

<https://www.gov.uk/apply-apprenticeship>

<https://www.unifrog.org/student/apprenticeships/start>

<https://careerfinder.ucas.com/>

Getting prepared

Work experience – Week beginning 29th June 2026. Preparation should start now!

Building range of interests and activities – enrichment, community service, DofE, part-time job, sports.

Researching possible careers, universities, apprenticeships (Unifrog & UCAS careers).

Attending careers talks/ taking part in virtual work experience.

Why are “Experiences of Work” so important?

1. Government expectation that all students will undertake an “Experience of Work” in addition to their part-time job
2. Looking for and applying for work experience replicates some of the challenges of applying for an apprenticeship or work
3. Student develop employability skills – teamwork, communication, initiative etc. which are highly sought after by employers

Experience of Work Portfolio

In addition to the work experience week in June 2026, students should be working on an 'experience of work portfolio' across the year.

This will support their applications to universities and apprenticeships.

1. Tasks completed during "Employability week".
2. Virtual work experiences
3. In-person work experiences
4. Workplace experiences of work
5. Employer "Insight" days
6. Volunteering

Please use
the QR Code
to log your
attendance
and provide
feedback on
the evening

