

Welcome

Making the Most of Year 12



DENBIGH SCHOOL
Aspire, Innovate, Achieve, Belong

Mr Bunney & Mrs Oscroft
28th September 2026

Making the most of Y12 evening

- Welcome and introductions
- The step up from GCSE to A-level
- The typical Sixth Form week.
- Attendance & punctuality matters
- Monitoring and supporting progress
- Planning for the future beyond Denbigh
- Opportunities and enrichment
- How can you help
- Key dates and next steps

Denbigh 6th Form – Meet the team



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



Mrs Herring
Head of 6th Form
herringj@denbigh.net



Mr Bunney
Head of Y12
bunneyr@denbigh.net



Miss Brown
Head of Y13
brownna@denbigh.net



Mrs Oscroft:
Head of Year: Student Engagement
oscroftl@denbigh.net



Mrs Brawn
Academic Mentor



Mrs Makki
Senior 6th form Administrator



Mrs Billings
6th Form Attendance officer

sixthformattendance@denbigh.net

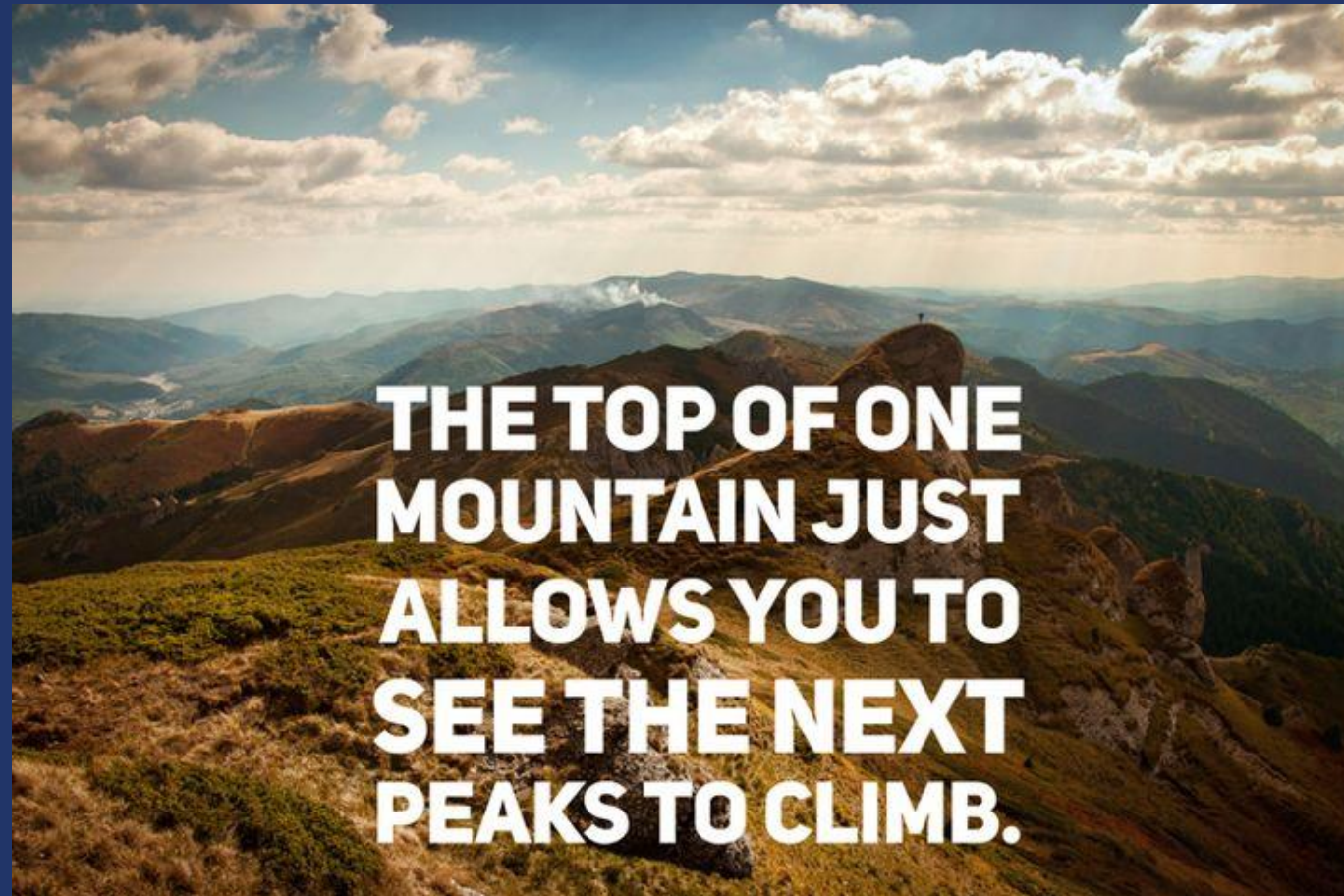
Welcomes and introductions

Be Engaged | Be Kind & Respectful | Do No Harm



DENBIGH SCHOOL

The step up from GCSE to A-level



The step up from GCSE to A-level

Increased academic challenge

- Greater depth of knowledge.
- More independent learning.
- Synoptic understanding across topics.
- Application and evaluation skills.
- Challenged to think.
- Deep learning journey.
- Encouraged to discuss concepts and verbally contribute in every lesson.
- Students are expected to talk – no hands up, no opt out.

Proactive approach to study beyond the classroom

- Textbooks.
- Equipment.
- Wider study.
- Use of study periods.
- Professional behaviours – e.g., catch up work.
- High expectations in terms of conduct and behaviour.

The step up from GCSE to A-level

Productivity at A-level

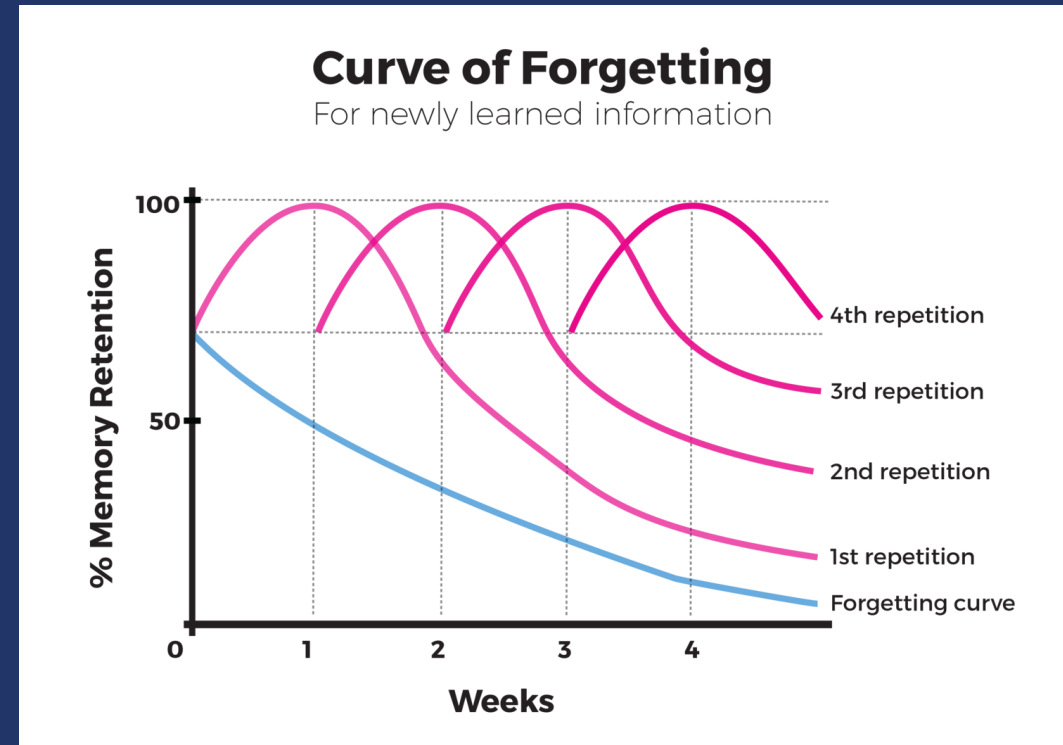
The typical recommendation is that for every hour of lesson time a student has, they should be doing 1 hour of independent study. 3 subjects = 12 hours of independent study. 4 subjects = 16 hours of independent study.

However, time alone does not ensure success at A-level. Students need to work smartly and be able to reflect on their learning journey.

- Reflect and review lessons a weekly basis.
- Prepare for upcoming lessons – pre-reading ahead and reading widely.
- Having an awareness of current affairs/news/issues in their subject fields.
- Completing homework tasks.
- Students with aspirations of B or above should be going beyond the recommended independent study time.
- Part-time jobs – cannot work during school hours (08:30 – 16:00).

The step up from GCSE to A-level

- Information is forgotten quickly after first learning it.
- Cramming is inefficient.
- Regular review strengthens memory.
- Spaced revision is more effective than massed revision.
- Retrieval practice is essential.
- Weekly review prevents knowledge decay.
- Interleaving topics improves retention.
- Low-stakes testing supports memory.



The compound effect

Sixth form study is not cracked in one day or one week. But small, repeated improvements over the two years will transform your confidence, grades and your life.

Being 1% better every day = a massive change tomorrow.

Being 1% better every day over two years = a completely different person at the end of Year 13.



Consistency beats intensity!

The typical Sixth Form week

Lessons

- 4 hours per week per subject.
- 3 hours per week supervised study sessions (unless study 4 subjects).
- 1 hour per week enrichment (unless study 4 subjects).
- All other timetable slots show independent study.

Mentoring

- Monday – Wednesday – Friday – whole group mentoring at 08:30.
- Will meet with mentor every few weeks for one-to-one academic support.

	Mon	Tue	Wed	Thu	Fri
1	Mentoring Mrs S HAWKINS M8		Mentoring Mrs S HAWKINS M8		Mentoring Mrs S HAWKINS M8
2	Eng Lang Mrs J BOOTH G1	Independent Studv Mrs A MAKKI 6FC	Bis Stud Ms T WILLIAMS BS1	Independent Studv Mrs A MAKKI 6FC	Physical E Mrs G A CALLEIA SH
3	Studv Mrs G R DAVIES-FAIRCL ACT	Eng Lang Ms A STEVENSON E7	Media Ms S Patel MS1	Bis Stud Ms T WILLIAMS BS1	Independent Studv Mrs A MAKKI 6FC
4	Independent Studv Mrs A MAKKI 6FC		Studv Mrs C Roberts ACT	Media Ms S Patel E6	Bis Stud Miss R Thomas BS2
5	Media Mrs S E VALLANCE-KIRE MS1	Independent Studv Mrs A MAKKI 6FC	Independent Studv Mrs A MAKKI 6FC	Eng Lang Ms A STEVENSON E6	Eng Lang Mrs J BOOTH E4
6		Media Mrs S E VALLANCE-KIRE E4	Independent Studv Mrs A MAKKI 6FC	Studv Mrs S Mohammed Irshan ACT	Independent Studv Mrs A MAKKI 6FC
7		Bis Stud Miss R Thomas BS2			

The typical Sixth Form week

Mobile Phone and Headphone Policy

The use or visibility of mobile phones and headphones will not be permitted within areas of the school that Sixth Formers share with or are seen by Y7-11 students.

Permitted inside the Sixth Form Centre and timetabled lessons **ONLY** at the discretion of the teacher.

Failure to comply with this will lead to the confiscation of the phone to the Headteacher's PA office.

1st time: mobile phone or headphones confiscated and kept with Heads PA until end of the school day (3pm)

2nd time: mobile phone or headphones confiscated and kept with Heads PA until end of the school day. Parents will be informed that they will need to come and collect the phone in person if confiscated at any stage in the future.

3rd and & every subsequent time: mobile phone or headphones confiscated until parents are able to come and collect it in person. Collection only permitted after 4pm on a school day.

Off-site Privileges

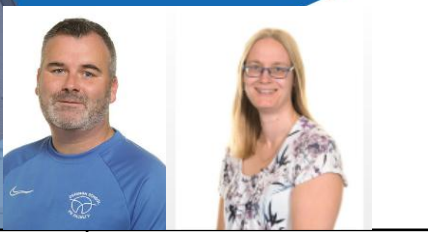
Year 12 students are expected to remain on-site for the duration of their school day.

Monday/Wednesday/Friday is a **08:30 start for all of Y12** – mentoring sessions & assembly

Arrive in plenty of time for the first lesson on other days.

Leave after the last **taught** lesson of the day.

We will be reviewing on engagement, attendance and punctuality later this half-term and rewarding students who meet our expectations with off-site privileges. But for now, all Year 12 stay on the school site.



Mr Bunney	bunneyr@denbigh.net
Mrs Hallam	hallamj@denbigh.net



Mrs Clegg	cleggl@denbigh.net
Mrs Werner	wernerj@denbigh.net



Mrs Jaff	jaffl@denbigh.net
Mrs Davis	davisr@denbigh.net



Mrs Hawkins	hawkinss@denbigh.net
-------------	----------------------



Mr Burgess	burgessj@denbigh.net
Mrs Vallance-Kirby	Vallance-kirbys@denbigh.net



Mr Gannaway	gannawayp@denbigh.net
Miss Conlon	conlonm@denbigh.net



Mrs Herring	herringj@denbigh.net
Mrs Martin	martinr@denbigh.net



Ms Williams	williamstre@denbigh.net
-------------	-------------------------



Ms Williams	vermap@denbigh.net
-------------	--------------------



Mrs Farina	farinaj@denbigh.net
------------	---------------------

Mentors – Your No.1 Support

Mentoring

Attendance is compulsory.

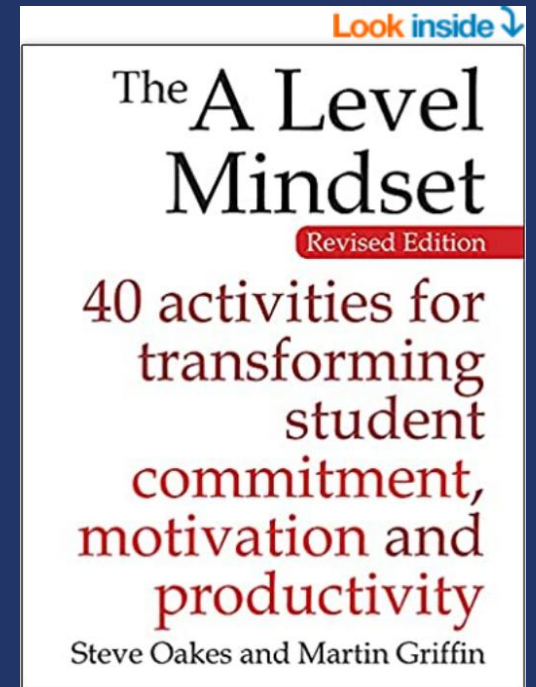
Sessions cover a variety of topics to develop students' well-being, mindset, resilience and preparation for post 18.

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.



Mentors

Opportunity to meet mentors on Wednesday 30th September– 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



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.

Support in School – SEND



Mrs Martin

- SENDCo



Mr Georgiou

- Deputy SENDCo



Mrs Church

- SEND administrator



Miss Morrison

- HLTA

Sendco@denbigh.net

Attendance and Punctuality matters

Students are expected to attend all teacher-led sessions on their timetables (taught lessons, mentoring, 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.
- Unauthorised absences may result in a sanction such as a removal of privileges, leadership detention, one day in isolation up to a possible behaviour pack for persistent absence.

Attendance and Punctuality matters

With regards to punctuality, students are expected to manage their time to ensure that they arrive to all teacher led sessions on their timetable on time.

- Students get 5 minutes transition time (apart from mentoring and lessons directly after break and lunch).
- Any instances of lateness are followed with a 30-minute punctuality detention at 3pm the following day.
- A list of students on punctuality detention is displayed every morning on the Sixth Form noticeboard.
- If a student fails to attend the 30-minute detention, it is upscaled to a 60-minute leadership detention.

Attendance and Punctuality matters

Why does attendance matter so much?

Attendance	Lessons missed in a year	Equivalent
100%	0	Ideal
95%	1 day per month	Nearly 2 weeks missed
90%	1 day per fortnight	Around 4 weeks missed
85%	1 day per week	Around 6 weeks missed

With regards to punctuality...

- Arriving **5 minutes late each day** equates to approximately **3 full days of learning lost** over an academic year.
- Arriving **10 minutes late each day** can equate to around **6 days of learning lost**.
- In sixth form, where lessons are fewer but more intensive, missing the start of lessons often means missing key explanations, instructions, exam technique, and independent study guidance.

Contacting school

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**

Monitoring and supporting progress

We monitor progress in various guises and different points of the academic year:

Progress reports

- 3 reports per year (one each term).
- Show measures of 'Attitude to learning, homework completion and current learning grade (CLG).
- **Progress report 1 – Monday 19th October 2026 (but no CLG).**
- Progress report 2 – Monday 25th January 2027
- Progress report 3 – Thursday 25th March 2027

Subject	% Homework Completed			Attitude to Learning			Current Learning Grade			Course-work on Track?	Target Grade (end of year 13)
	1	2	3	1	2	3	1	2	3		
Review Period*											
Biology A Level Yr1	100	100	100	3	3	3	N/A	A4	A3	N/A	A*
English Literature A Level Yr1	100	100	100	3	3	3	N/A	C4	C3	N/A	A*
PE A Level Yr1	100	93	100	4	4	5	N/A	+4	+3	Y	A*

Homework completion = %
AtL = 1-5 (minimum expected standard is 3)
CLG – Fine grades

Assessment points

Students will be assessed in class via common assessment tasks/tests. However, formal, whole year group assessment points are set out below:

Proof of progress (PoP) tests – week beginning Monday 2nd November

Formal assessments taken in class across all subjects. First whole year measure of adjustment to A-level study.

Pre-public Examinations (PPEs) - Monday 26th April to Friday 7th May 2027

Formal Examinations in exam locations.

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

Progress reviews with staff

Wednesday 30th September 12:30 – 17:30 – Mentor Consultation Afternoon

Opportunity to meet mentors regarding how students have settled and adapted to Sixth Form study– you can make a remote appointment through ParentMail invitation now.

Wednesday 9th June 16:00 – 19:30 – Subject Consultation Evening

Face-to-face appointments with subject teachers to review Y12 with a specific focus on the PPEs and areas to address moving into Y13.

Wednesday 14th July 12:30 – 17:30 – Mentor Consultation Afternoon

Remote appointments with mentors to review Y12 as a whole and to look forward to Y13 with a specific focus on the next steps after A-levels.

If you have subject specific queries across the year, you can find teaching staff email addresses on the school website.

“What do you want to do after Sixth Form?”

Very common question.

Most will not know the answer yet.

At 16 or 17 years old, many young people are still discovering:

- Their strengths
- Their interests
- What motivates them
- Which subjects they enjoy most
- The career pathways available to them

The purpose of Year 12 is not to have all the answers immediately. It is to start exploring the possibilities.



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



Getting prepared

Work experience – Week beginning 28th June 2027. 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 2027, 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

Opportunities and Enrichment



Sixth Form is about far more than achieving strong grades. Universities, employers and apprenticeship providers are increasingly looking for students who can demonstrate:

- Leadership
- Commitment
- Teamwork
- Communication skills
- Initiative
- Wider interests beyond the classroom

Enrichment activities help students develop these qualities whilst making the most of their Sixth Form experience.

Enrichment Options (selected on a termly basis)

- Sport
- Research methods
 - Food
 - Art
- Young enterprise
- Extended project

Extra-curricular opportunities

As well as the timetabled enrichment, there will be lots of extra-curricular opportunities to get involved with across the year. These are clubs, societies and groups that take place during or after school and are optional. Below are some of the possible opportunities:

- Duke of Edinburgh Award
- Engineering Education Scheme
- First Aid
- Book club
- Basketball club
- Academic mentoring
- Mental health ambassadors
- Reading support
- Music
- Improv
- Medics club
- Debate club

Super-curricular opportunities

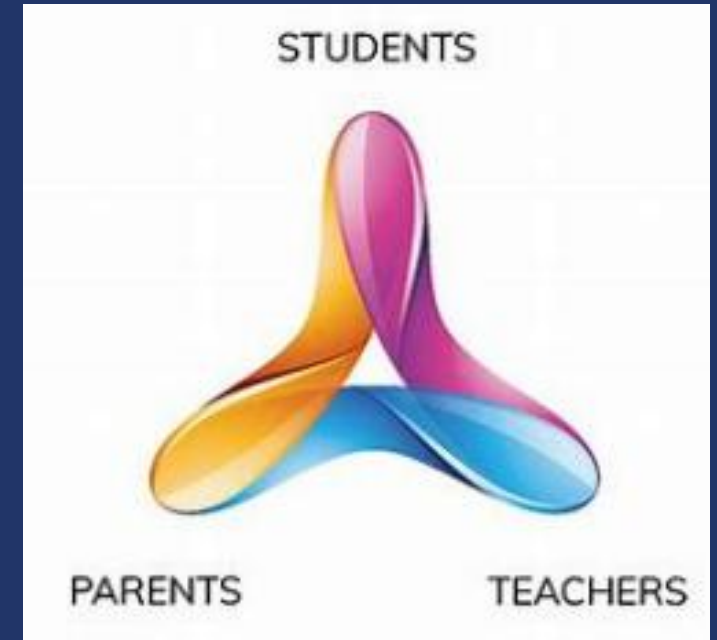
Super-curricular activities are those **that take the subjects you study further**, beyond that which the teacher has taught or what has been done for homework.

You may go into more depth on something you picked up in the classroom or learn about a new topic altogether.

- Podcasts
- MOOCs – offered by Higher Education institutions around the world. Some you have to pay for, plenty are free!
- Summer Schools
- TED Talks. *TED Talks* are influential videos from expert speakers on education, business, science, tech and creativity.
- University Competitions e.g. UCL Ocean Health Challenge
- Enter maths competitions.
- History/Science – visit museums and sites.
- Online lectures – e.g. Cambridge Lectures and Gresham Lectures.
- Languages – watch films and listen to podcasts in another language.
- Read foreign newspapers.
- Join scientific societies.
- Visit an observatory.

How can you help?

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



Key Dates & Mentoring Consultation QR Code

Wednesday 30 th September	Mentor consultation afternoon
Monday 19 th October	Progress report 1
Tuesday 20 th October	Independent study day – preparing for POP tests (Whole school enrichment)
Friday 23 rd October	Independent study day – revision for POP tests (Y11 Futures Day)
Monday 2 nd November (all week)	Proof of Progress (PoP) Tests
Monday 25 th January	Progress report 2
Week commencing 22 nd March	Progress report 3
Wednesday 24 th March	Y12 Enrichment Day
Monday 26 th April (2-week duration)	Pre-public examinations (PPEs)
Wednesday 9 th June	Subject consultation evening
Monday 28 th June	Work experience week
Friday 9 th July	Y12 Futures Day



The next steps...

Be Engaged | Be Kind & Respectful | Do No Harm



DENBIGH SCHOOL