



**Y12 & Y13 Parents'
Information Evening**

17th September 2025

Mr Hirst – Headteacher

Mrs Mason – Deputy Headteacher

Mr Robinson – Deputy Headteacher

Mr Cliff – Associate Assistant Headteacher (Post-16)



*Working together
to help all our
students achieve
their best, now
and in the future*







1. Academic Achievement

Outcomes; Pedagogy; SEND

2. High Expectations

Ofsted; Site/Facilities; Rewards

3. Widening Student Experiences

Co-curricular; House System

4. Outstanding Teaching

T&L Fundamentals

5. Equality and Diversity

Attendance; Staff Development

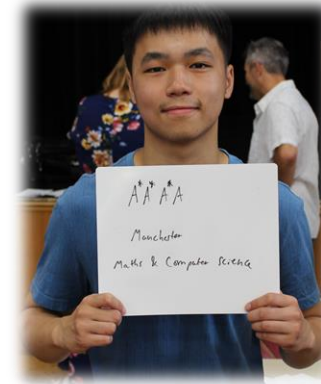
Priorities 2025/26

Sixth Form Outcomes 2025



Sixth Form Outcomes

- EC (A* Maths, A* Further Maths, A* Computing)
- CL (A* Maths, A* Further Maths, A* Physics, A Computing) ►
- IH (A* Biology, A Maths, A Computing)
- BB (A* English Literature, A History, A Politics)
- HM (A* Further Maths, A Maths, A Physics, A Chemistry)
- AC (A Geography, A History, A Politics) ►
- MW (A* Economics, A History, B Psychology)
- GR (A Computing, A Economics, A Sociology) ►
- EH (A* Criminology, A History, A Biology) ►
- BS (A* Maths, A Physics, B History)
- GC (A* English Literature, A Drama, B English Language)
- EW (A Biology, A Chemistry, A Maths)
- JJ (A History, A Politics, A Sociology)



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BCS Sixth Form Classes of 2026 & 2027



Expectations of our Sixth Formers

AS SIXTH FORMERS WE ARE...

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AS SIXTH FORMERS OUR VALUES ARE...

RESPECT

Be polite, kind and considerate
Be open minded and tolerant
Be attentive and active listeners

RESILIENCE

Show perseverance and diligence when learning
Demonstrate a 'need to achieve' attitude
See failure as a route to success

AMBITION

Be aspirational and aim high
Take pride in your work and the environment
Be an independent learner



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Thursday 13th August 2026

- What does **success** look like?

- How does your child want to **feel** on your A-Level Results Day?

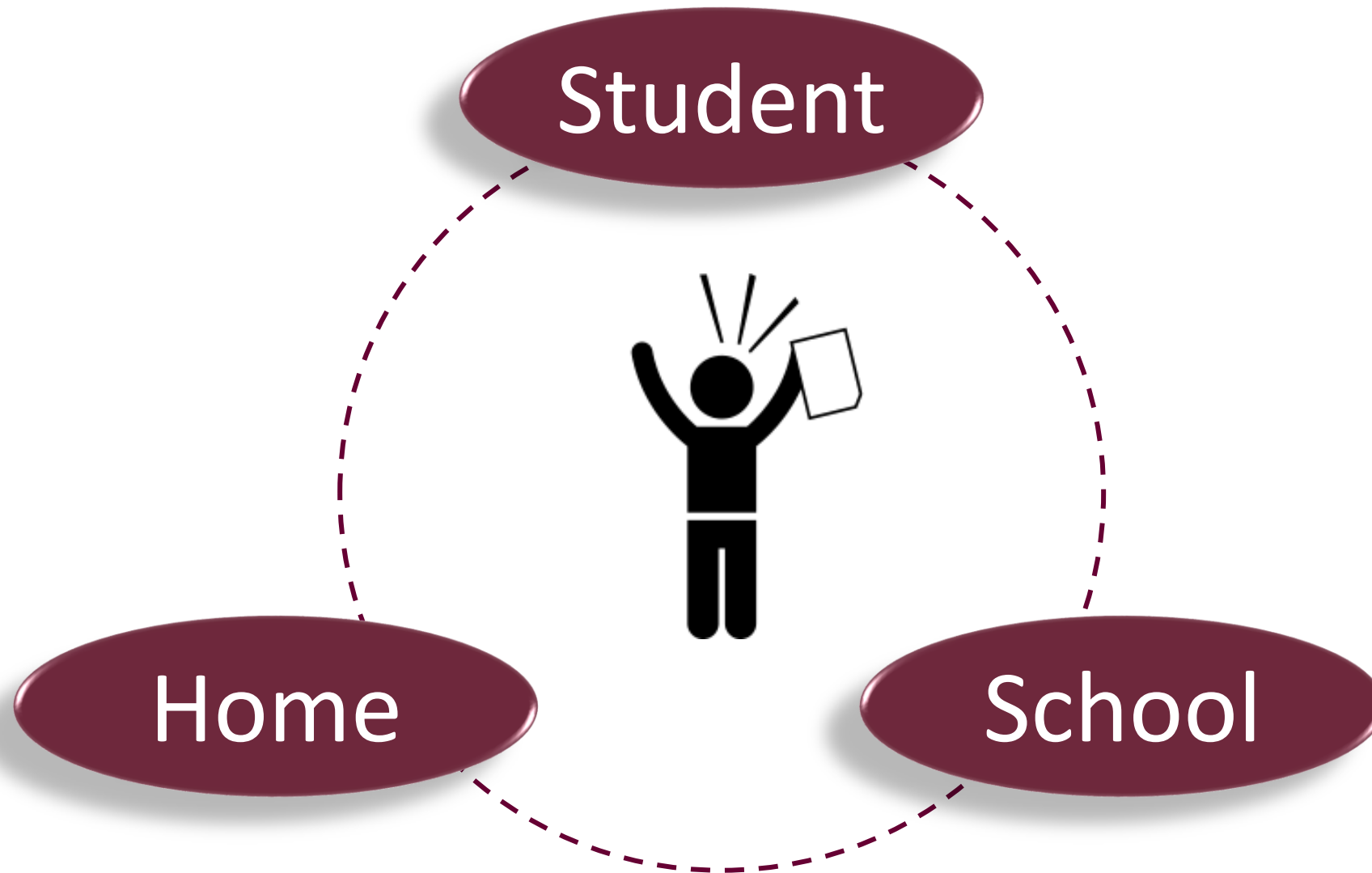
- What do they want to do **next**?



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HOME SCHOOL EXPECTATIONS

AS A SCHOOL WE WILL:

- Promote our school core values of Ambition, Resilience and Respect
- Make a difference
- Care about the health, well-being and safety of our students
- Provide high quality teaching
- Provide a safe and well ordered learning environment
- Have high expectations of behaviour towards others, attainment and effort
- Have high expectations regarding uniform and equipment
- Reward good behaviour and effort
- Inform parents of any concerns
- Set homework regularly
- Provide a broad, balanced and challenging curriculum
- Listen to and respond to parents' concerns and queries
- Keep parents informed about students' progress, key events and meetings
- Insist on good punctuality and attendance
- Give students opportunities to achieve their aspirations and potential
- Respect and value all students
- Provide co-curricular opportunities

AS A STUDENT I WILL:

- Demonstrate our school core values of Ambition, Resilience and Respect
- Care about my health, well-being and safety
- Bring all the folders, books and equipment I need to school in a school bag
- Play an active part in the life of my year
- Adhere to the dress code at all times
- Take responsibility for my learning in lesson, study periods and at home
- Show pride in my school and respect its environment
- Attend school every day and on time
- Follow school rules and meet expectations
- Behave well inside and outside of school
- Wear Sixth Form lanyard at all times
- Complete minimum of 2 hours enrichment per week
- Strive to achieve Stellar awards
- Show respect to teachers and peers and challenge any unacceptable attitudes
- Act as a positive role model to students in lower school
- Aim to achieve at least your target grade in every subject

AS A PARENT I WILL:

- Support our school core values of Ambition, Resilience and Respect
- Care about the health, well-being and safety of my child
- Make sure that my child attends school every day and on time
- Provide the correct dress code, equipment and books for school
- Take an interest in my child's learning and check homework completion
- Support my child during examination periods
- Keep the school informed about any issues which affect behaviour, learning or well-being
- Attend parents' evening and key events
- Encourage my child to always do their best
- Read all correspondence from the school and respond when necessary
- Support the school in ensuring high standards of behaviour and uniform
- Encourage my child to take part in co-curricular clubs and activities
- Ensure that family holidays are taken out of term time
- Support the school in its aspirations for all students

Our Standards and Expectations

All students have been informed of – and reminded about – the standards and expectations we have of all our Sixth Formers, including (but not exclusive to):

- ✓ Sixth Form Dress Code
- ✓ Mobile Phones & Headphones
- ✓ Lanyards & Swiping In/Out
- ✓ Attendance & Punctuality
- ✓ Expectations of NCTs (Frees)
- ✓ Afternoon Autonomy (AA)
- ✓ Compulsory Period 6 (CP6)
- ✓ Equipment & Lockers



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Academic Support

Academic Enrichment Sessions

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Before School					
Lunch	<ul style="list-style-type: none"> • Product Design Mr Swift (D5) 	<ul style="list-style-type: none"> • Product Design Mr Swift (D5) 	<ul style="list-style-type: none"> • Product Design Mr Swift (D5) • Spanish Miss Barr (B12) 	<ul style="list-style-type: none"> • Product Design Mr Swift (D5) 	<ul style="list-style-type: none"> • Product Design Mr Swift (D5)
After School (3-4pm)	<ul style="list-style-type: none"> • Geography NEA Support Mrs Rippin (T3) • History Mrs Booker (E1) • Product Design Mr Swift (D5) • Biology Mr Greenwood (A3) • Maths Mr Anderson /Mrs Treves (T4) 		<ul style="list-style-type: none"> • Spanish Miss Barr (B12) • Textiles Miss Judd (D1) • Product Design Mr Swift (D5) • English Literature Mrs Ashley (M5) • Physics (week 2) Mr Brooks (B4) 	<ul style="list-style-type: none"> • History Mr Ireland (E3) • English Language Mr Hopkins (M2) • Product Design Mr Swift (D5) • Chemistry Mr Sturdey (A4) • Art Mr Fallon (D3) 	<ul style="list-style-type: none"> • Business Studies Mr Walsh (B2) • Computing Mrs Daft (G3)

Targeted Academic Intervention (Zorba)

Zorba Group 1	Zorba Group 2	Zorba Group 3
Students at risk of significant underachieving across multiple subjects.	Students requiring subject-specific intervention in one or two subjects.	Students with high prior attainment (GCSE) who are underachieving in one or two subjects.
Intervention led by Post-16 Team (SEC/ME/SN).	Intervention led by teachers in subject area where student is underachieving.	Intervention led by teachers in subject area where student is underachieving.
Timetable of revision and support sessions; individual mentoring; removal of afternoon autonomy; regular communication with parents.	Subject-led interventions to get student back on track.	Meetings with academic mentor (usually Head of Department).

*Z1/2/3 Group membership is reviewed regularly following assessments and data collections.
All involve initial letters to confirm group membership and regular updates to parents.*



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Key Assessments & Mock Exams



Some Key Assessment Dates

Year 12	Year 13
Data Collection 1 – Monday 24 th Nov'	Data Collection 1 – Monday 3 rd November
Mock Exams – 12 th – 25 th June 2026	Mock Exams – 12 th – 19 th Jan 2026 & Mock Results Session – 23 rd February 2026
Parents' Evening – Wednesday 15 th July 2026	Parents' Evening – Tuesday 24 th February 2026





Exams Requirements

7th May to 19th June

Contingency Date:
24th June 2026

Exam Requirements

Attend all exams

Full dress code

In school for 8am on exam mornings

Stay for the full exam time

Fully equipped

Bags placed in allocated classroom




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Exam Requirements



The poster features the JCQ logo in the top right corner. Below it, a navigation bar lists the following organizations: AQA, City & Guilds, CCEA, NCFE, OCR, Pearson, and WJEC. The main text is centered and reads: "NO MOBILE PHONES NO WATCHES" in large blue letters, followed by "NO TECHNOLOGICAL OR WEB-ENABLED POTENTIAL SOURCES OF INFORMATION" in smaller grey letters. Below this is an illustration of a mobile phone, a wristwatch, and a smartwatch, all crossed out by a red diagonal banner that says "NO UNAUTHORISED ITEMS". At the bottom, it states: "Possession of unauthorised items, such as a mobile phone or any watch, is a serious offence and could result in **DISQUALIFICATION** from your examination and your overall qualification." A small note at the very bottom says: "This poster must be displayed in a prominent place outside each examination room."

JCQ
c1c

AQA City & Guilds CCEA NCFE OCR Pearson WJEC

**NO MOBILE PHONES
NO WATCHES**

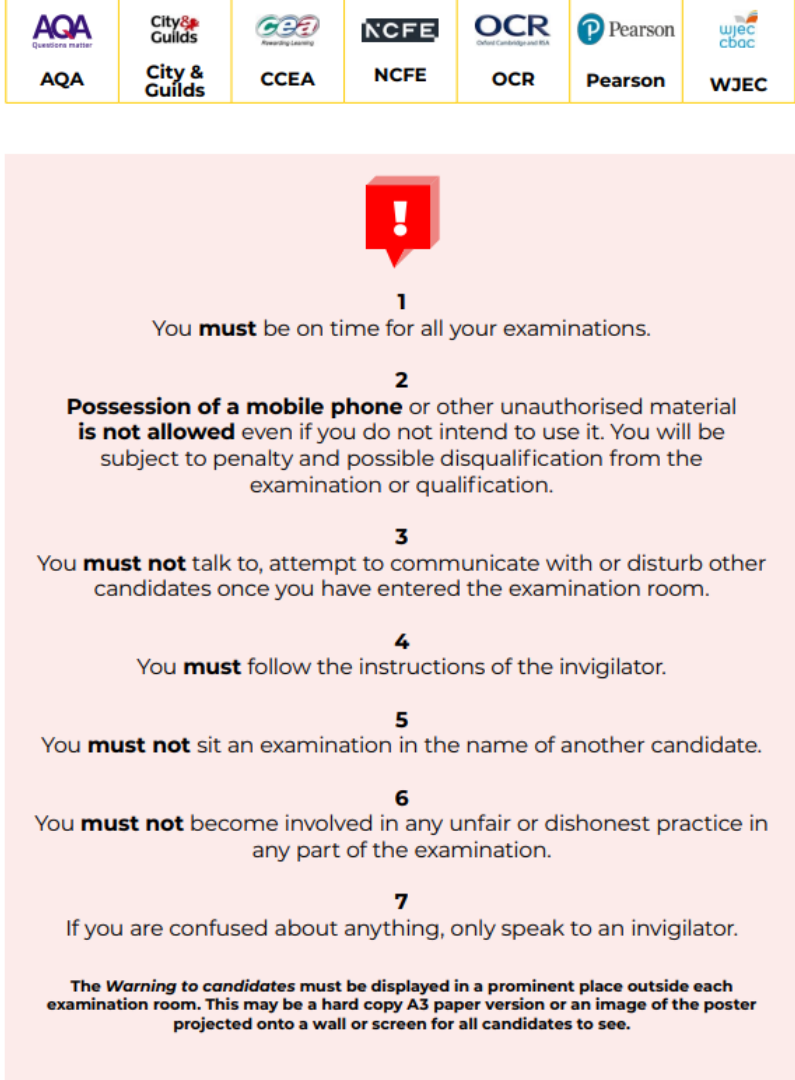
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from your examination and your overall qualification.

This poster must be displayed in a prominent place outside each examination room.



The list is titled with a red speech bubble containing a white exclamation mark. It contains seven numbered items. At the top, there is a row of logos for the following organizations: AQA, City & Guilds, CCEA, NCFE, OCR, Pearson, and WJEC.

AQA City & Guilds CCEA NCFE OCR Pearson WJEC

1
You **must** be on time for all your examinations.

2
Possession of a mobile phone or other unauthorised material **is not allowed** even if you do not intend to use it. You will be subject to penalty and possible disqualification from the examination or qualification.

3
You **must not** talk to, attempt to communicate with or disturb other candidates once you have entered the examination room.

4
You **must** follow the instructions of the invigilator.

5
You **must not** sit an examination in the name of another candidate.

6
You **must not** become involved in any unfair or dishonest practice in any part of the examination.

7
If you are confused about anything, only speak to an invigilator.

The Warning to candidates must be displayed in a prominent place outside each examination room. This may be a hard copy A3 paper version or an image of the poster projected onto a wall or screen for all candidates to see.

Information for Candidates

- Written Examinations
- Coursework Assessments
- Non-Examined Assessments
- On-Screen Examinations
- Student Checklist

JCQ Joint Council for
Qualifications CIC

Information for candidates
Written examinations
With effect from 1 September 2025

Produced on behalf of:

ACA City of Guilds CCEA NCFE OCR Pearson UJEC CBAC eJCA 2025

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ON YOUR EXAM DAY

This checklist will help you to be as prepared as possible for your exams, so that on the day itself you can focus on doing your best.

Before sitting your exams, ensure you know:

- the date, time and location of your exams – you might find it helpful to write this information in a calendar or planner
- who to contact at school or college in case there's an emergency that makes you late or unable to sit your exam

What you cannot take into exams:

- any type of phone
- revision notes
- any type of watch (this includes analogue, digital and smart watches)

What you will need:

- a clear pencil case
- at least two black ink pens - blue pens are not acceptable
- an approved calculator for relevant exams
- appropriate apparatus such as a ruler or protractor for relevant exams
- a clear water bottle if you wish to take one in - it must not have a label

Other important information:

- Listen carefully to the invigilator's instructions which will be specific to your exam. If you are unsure of anything, please raise your hand and wait for the invigilator.
- Fill in your details on the front of your answer booklet.
- If you need additional answer sheets, raise your hand and wait for an invigilator who will provide you with one. Remember to add your details to this booklet too.
- If you need to use the toilet or feel unwell, raise your hand and wait for an invigilator who will escort you from the exam room.
- Make sure you stay silent – talking to a fellow candidate could result in disqualification from all your exams.

Contingency sessions:

- There are contingency sessions within the Summer 2025 exam timetable – the afternoon of 11 June 2025 and the morning and afternoon of 25 June 2025. Make sure you are available on all three dates even if you do not have an exam.

If you have any questions about your exams, please ask your teacher or exams officer.

You can also find useful information about preparing for exams at www.jcq.org.uk/exams-office/information-for-candidates-documents

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Equality and Achievement



Coursework

AI and Assessments
A quick guide for students

What is AI?

- AI stands for artificial intelligence and using it is like having a computer that thinks
- AI tools like ChatGPT or Snapchat My AI can write text, make art and create music by learning from data from the internet, but watch out - they can also make things up and be biased

How can AI be misused in assessments??

AI misuse is when you take something made using AI and say it's your own work.

THIS IS CHEATING!

How do I make sure I don't misuse AI??

- 1 Know the rules**
 - You're not allowed to use AI tools when you're in an exam
 - Your teachers will tell you if you're allowed to use AI tools when doing your coursework - the rules will depend on your qualification
 - Even if you're allowed to use AI tools, you can't get marks for content just produced by AI - your marks come from showing your own understanding and producing your own work
- 2 Reference reference reference!**
 - If you're allowed to use AI tools, you must reference them clearly
 - Name the AI tool you used
 - Add the date you generated the content
 - Explain how you used it
 - Save a screenshot of the questions you asked and the answers you got
- 3 Declare it's all your own work**
 - When you hand in your assessment, you have to sign a declaration. Anything without a reference must be all your own work. If you've used an AI tool, don't sign the declaration until you're sure you've added all the references

REMEMBER
Misusing AI is cheating!
Know the rules
Talk to your teachers
Reference clearly

What happens if I misuse AI?

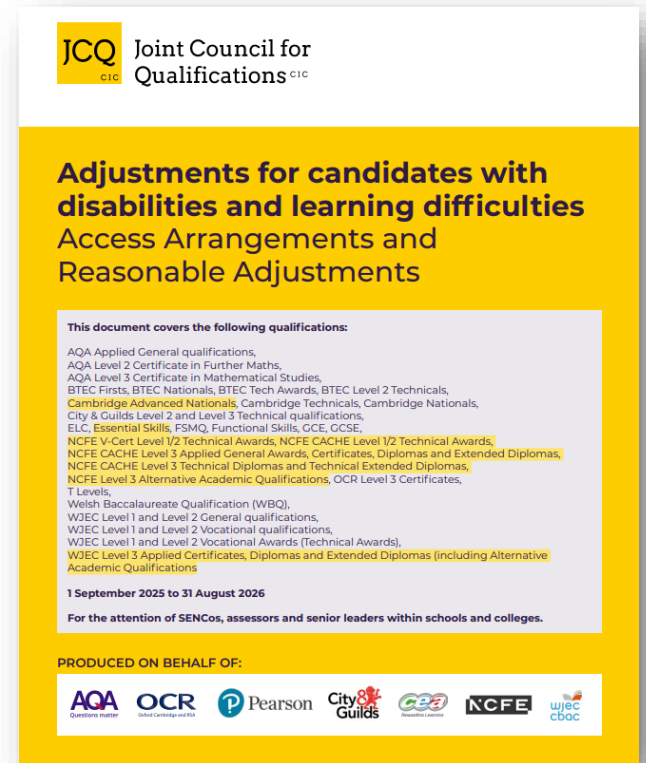
If you've misused AI, you could lose your marks for the assessment - you could even be disqualified from the subject.

DON'T RISK IT!



Access Arrangements

- Students requiring assessment already identified or already assessed
- Must be referred by a teacher and SENCo – parents cannot request them
- Normal working practice
- Private commissioned assessments cannot be used to process an application
- Letter provided to confirm arrangements

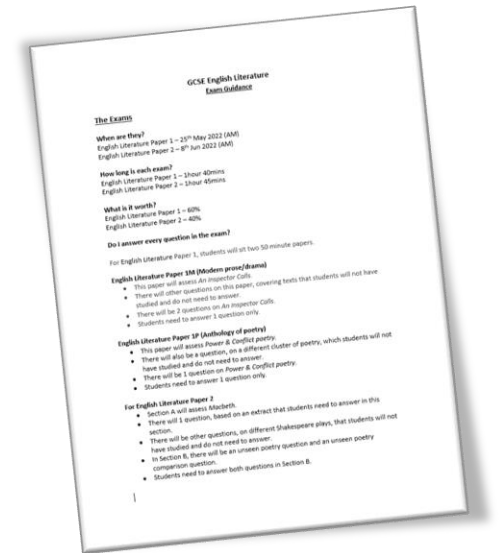


Booster Sessions

Last minute advice before every exam including reminders about paper format, question wording, answering strategies and common mistakes to avoid...

8am Booster for a 9am Exam

10:55am Booster for a 1pm Exam



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UCAS & Next Steps

UCAS & Next Steps



FE college

Studying vocational and/or academic qualifications



University

Studying a degree (typically for 3-4 years) – otherwise known as higher education




Apprenticeship

Spending 80% of your time working and 20% of your time studying – this includes degree apprenticeships



Employment

Part or full time working – employment at a company, self-employment, or freelance work



Gap year

Any combination of travelling, volunteering, work experience, learning, part-time employment, etc.



UCAS & Next Steps

1. FE college	2. University	3. Apprenticeship	4. Employment	5. Gap year
✓ Earn UCAS points	✓ In-depth knowledge of a subject	✓ Combines benefits of work and study	✓ Earn a salary	✓ Time to reflect on career goals
✗ Not earning a salary	✗ Tuition fees and living costs	✗ Competitive vacancies	✗ Some jobs may require post-18 qualifications	✗ Can be expensive



Unifrog

The screenshot displays the Unifrog dashboard for a user named Lauren. At the top, there is a navigation bar with links for HOME, FAVOURITES, LOCKER, APPLY, HELP, a search icon, a settings gear, an envelope icon, and a TEACHER button with a right-pointing arrow. Below the navigation bar, a message reads: "Hello Lauren, here's a summary of your progress so far...".

In the center, there is a circular progress indicator showing "16% complete". To the right of this indicator is a green star icon with the text "147th in year group".

Below the progress indicator, a recommendation is shown: "Want to move things forward? We recommend you...". A highlighted box contains the text "Complete a second post-school Shortlist" with a "3.7%" value on the right side.

At the bottom, a section titled "YOUR NEXT TASKS:" features a horizontal scroll of four illustrations. The first shows a person at a desk. The second shows a person with a large letter 'A' and a scale. The third shows a person with a stack of books labeled "BIOCHEMISTRY AT OXFORD", "BIOLOGY AT DURHAM", "MICROBIOLOGY AT GLASGOW", and "ZOOLOGY AT EXETER". The fourth shows a person with a stack of books labeled "MICROBIOLOGY AT GLASGOW", "ZOOLOGY AT EXETER", "BIOLOGICAL SCIENCES AT CARLISLE", and "BIOLOGY AT DURHAM".



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Wider Opportunities for Sixth Formers



Supporting your Child



#1 Help them build good habits

- ✓ Good attendance, punctuality, conduct, dress code and organisation are foundational behaviours critical to success
- ✓ Help them to establish a good routine at night and in mornings
- ✓ If they are constantly tired, unhappy, dissatisfied with their progress – talk to them and talk to us
- ✓ If it seems easy they are probably not working hard enough



#2 Be Curious about their Studies

- ✓ Ask about their subjects – they should be developing depth and expertise not just foundational or superficial knowledge
- ✓ Ask about what they have covered in lessons (15 hours per week) and what they have done in Non-Contact Periods (10 hours per week)
- ✓ Ask to see folders, notes and school bags – are they organised?
- ✓ Ask about assessments, pieces of work, teacher feedback...



#3 ClassCharts & Unifrog

- ✓ **ClassCharts** used to set homework, issue messages, share resources...
- ✓ **Students** expected to check daily – we recommend parents check in too!
- ✓ If no homework being set ask students (and teachers) about this
- ✓ **Unifrog** used to record and explore careers and university-related activities – students first accessed this on their first day in Year 12
- ✓ Explore the site with your students – get them to show you what they have completed to date and what is available to do next



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#4 Get the Work/Life Balance Right

- ✓ Recommend no more than 12-14 hours PT work per week
- ✓ Hobbies, interests and down time are essential
- ✓ Ensure they are getting enough sleep and exercise
- ✓ Leave time for driving lessons, parties and being a young adult!
- ✓ Avoid scheduling holidays during term time and expect homework to be set for school holidays



#5 Mocks Matter

- ✓ **Treat mocks like the real exams – they are designed to help students prepare for the experience of examination**
- ✓ **If they do well – celebrate the success and build their confidence**
- ✓ **If they are disappointed – reflect on feedback; reattempt where necessary; review the revision process and make adjustments next time**



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#6 Get Ahead with UCAS

- ✓ The earlier the UCAS Application is completed, the sooner they can get on with the business of meeting requirements of conditional offers
- ✓ Form Tutors have most capacity earlier in the UCAS process cycle –personal statements can be returned 6+ times before they are right
- ✓ Once offers are received motivation levels usually improve
- ✓ Ask Head of Year (Mr Ebbage for Y13 or Mrs Nash for Year 12) if you have any UCAS queries



#7 Get Ahead with Revision

- ✓ It is never too early to start and get into the habit of revising routinely
- ✓ Thousands of resources available – many of which are free and online
- ✓ Ensure students are engaging with material – not just reading
- ✓ Build up to answering real questions from past exams
- ✓ Ask teachers for advice on recommended techniques and resources



#8 The Last 100 Days

- ✓ **Revision should ramp up from the final February half term and most courses will have finished teaching new content by the Easter break**
- ✓ **This period is intensive but physical and mental wellbeing are critical**
- ✓ **Help the student to develop and stick to a revision timetable**
- ✓ **Students should attend all lessons for as long as they are offered by teachers – avoid the temptation to study from home every day**



#9 Keep Results Day Clear

- ✓ Strongly recommended to ensure students are able to come into school to collect results on A Level Results Day
- ✓ Here they can access advice on university clearing if they need it, speak to teachers about their results and get support with next steps
- ✓ For Year 13 – Thursday 13th August 2026
- ✓ For Year 12 – Thursday 12th/19th August 2027 (TBC)



Safeguarding & Attendance



Attendance

- The best indicator of success at school
- Resilience in our students
- Continuity of learning
- Lessons start at 8.30am – students should be onsite by 8.25am
- No drop offs in front carpark
- Call on each day of absence prior to 8.30am leaving a reason for absence



Safeguarding

- Contact student's form tutor
- Students have regular reminders
- Supporting Students through stressful times
- School website
- Contact Derbyshire Children's Services via Starting Point

[01629 533190](tel:01629533190) or online



Miss Lucas
Safeguarding Officer



Mr Robinson
Designated
Safeguarding Lead



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Thank you for attending