

**Y12 & Y13 Parents'
Information Evening
16th September 2026**

Mr Cliff – Assistant Headteacher (Post-16)

Mrs Mason – Deputy Headteacher

Mr Robinson – Deputy Headteacher

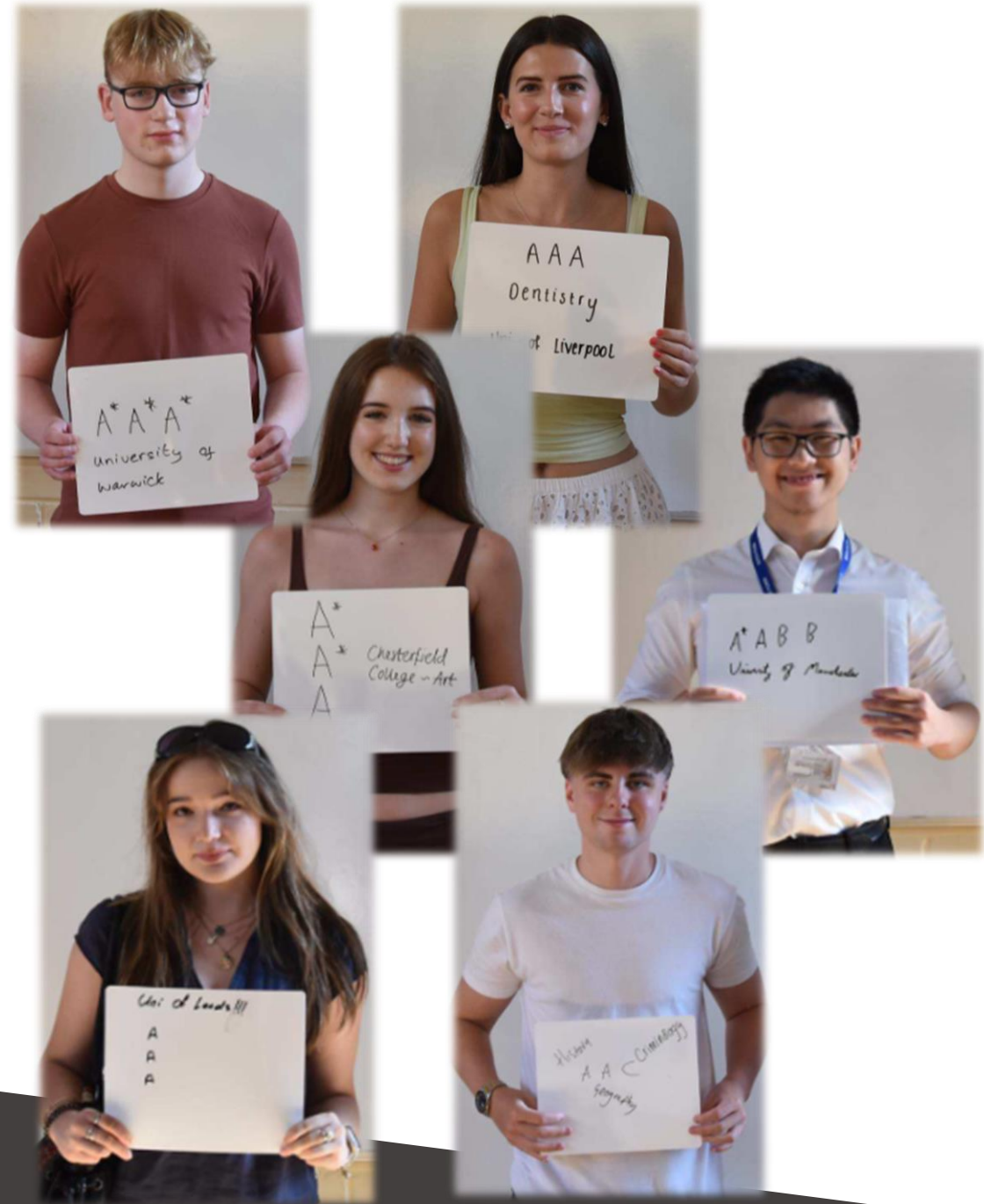


*Working together
to help all our
students achieve
their best, now
and in the future.*



Sixth Form Outcomes 2026

- Positive progress (value added)
- 97% pass rate
- Students moving onto destinations including Oxford, Cambridge and other Russell Group universities



Sixth Form Outcomes & Destinations 2026

- Rose (AAA) – **University of Oxford**, Law with Spanish Law
- Daria (A*A*A*A) – **University of Cambridge**, Architecture
- Heidi (AAA) – **University of Liverpool**, Dentistry
- Matthew (A*A*A*) – **University of Warwick**, Hispanic Studies
- Bowei (A*ABB) – **University of Manchester**, Physics
- Mattias (A*A*A) – **Durham University**, Mathematics
- Laura (ABB) – **University of Sheffield**, Software Engineering
- Millie (BBBB) – **University of York**, History
- Anastasia (BCD) – **Aston University**, Business Analytics
- Theo (CCC) – **University of Lincoln**, History
- Emily (A*A*B) – **University of Birmingham**, Geography
- Isabelle (AAB) – **University of Leeds**, Chem. Eng. (Industrial)



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Safeguarding & Attendance



Attendance & Punctuality

- 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
- Lanyards must be worn
- Call on each day of absence prior to 8.30am leaving a reason for absence



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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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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

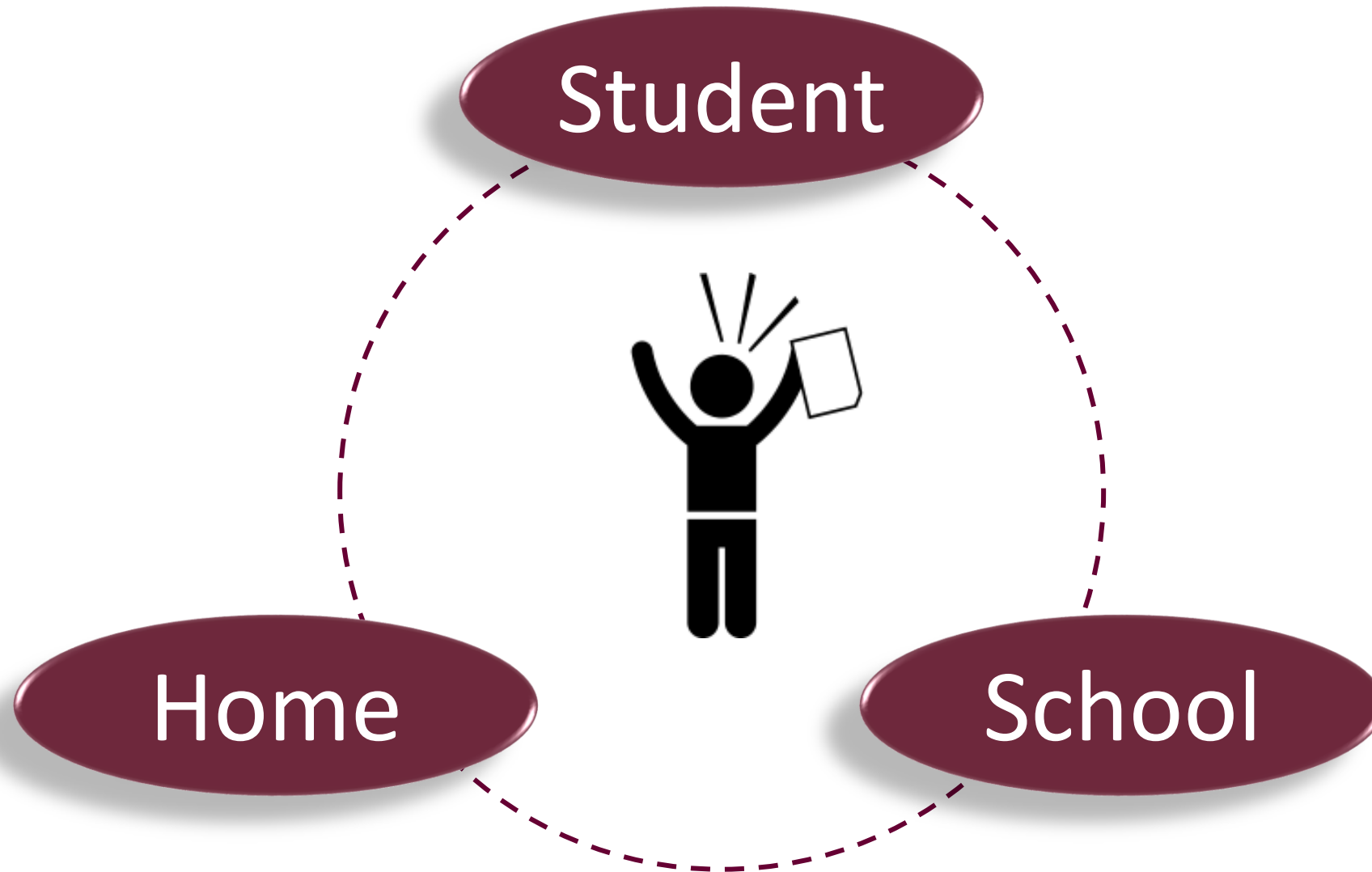
Be aspirational and aim high
Take pride in your work and the environment
Be an independent learner



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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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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



Academic Support

Academic Enrichment Sessions

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
LUNCH	Product Design (Mr. Swift, D5) Computing (Mrs. Daft, G3)	Product Design (Mr. Swift, D5)	Product Design (Mr. Swift, D5)	Product Design (Mr. Swift, D5)	Product Design (Mr. Swift, D5) English Language (Mr. Hopkins, M2) English Literature (Ms. Pickering, M5)
AFTER SCHOOL	Geography (NEA) (G3) Fine Art (Ms. Herring, D4) Textiles (Ms. Judd, D1) Psychology (Essay Club) (S1) History (Unit 1) (Mrs. Booker, E1) Physics (Mrs. Nash, B5) English (NEA) (Mrs. Ashley, M5)		Fine Art (Mr. Fallon, D4) Sociology (Essay Club) (S3) Maths (Mr. Anderson/Ms. Wilby, T4) Product Design (Mr. Swift, D5) Chemistry (Ms. Ridgeway, B1, Wk1 only)	History (Unit 2) (Mr. Ireland, E3) Biology (Mrs. Stokes, B6, Wk2 only)	Business Studies (Mr. Walsh, B2) Economics (Mr. Hirst, G2)

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/LRY).	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 Dates for 26/27

Year 12	Year 13
Y12 Data Collection 1 23rd November 2026	Y13 Data Collection 1 2nd November 2026
Y12 Mock Exams 14th – 24th June 2027	Y13 Mock Exams 11th – 22nd January 2027
Y12 Parents' Evening 14th July 2027	Y13 Parents' Evening Tuesday 23rd February 2027



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Exams Requirements

**A Level Exams 2027:
10th May to 18th June**

**Contingency Date:
Wednesday 23rd June 2027**

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



AQA City & Guilds CCEA NCFE OCR Pearson WJEC

**NO MOBILE PHONES
NO WATCHES**

NO TECHNOLOGICAL OR WEB-ENABLED
POTENTIAL SOURCES OF INFORMATION



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.

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


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.

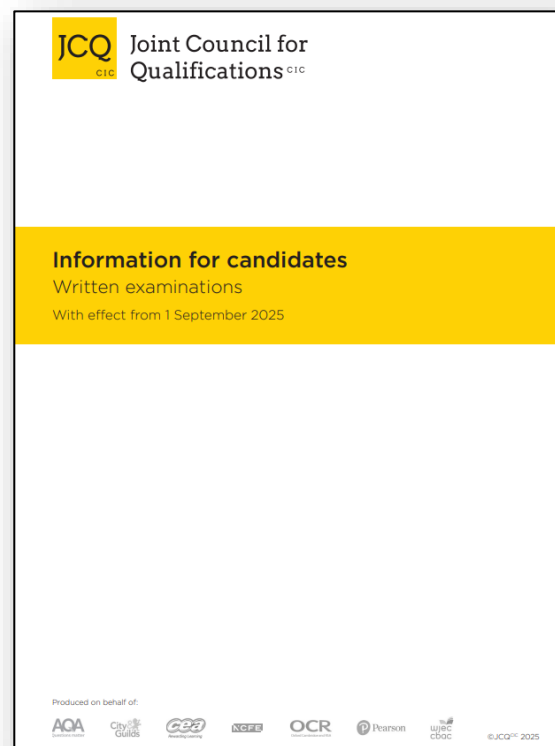
7
If you are confused about anything, only speak to an invigilator.

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.

Exam Requirements

Information for Candidates

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



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

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!

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



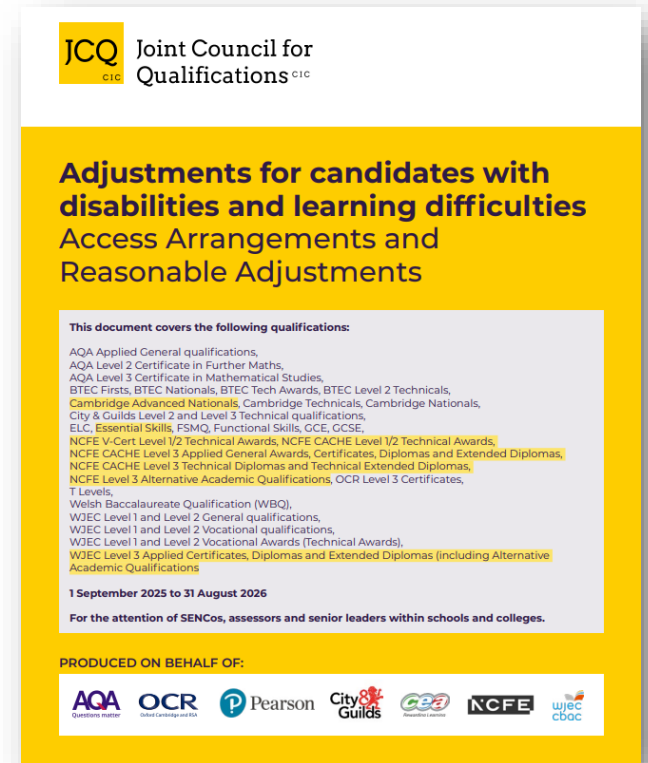
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Access Arrangements

- 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



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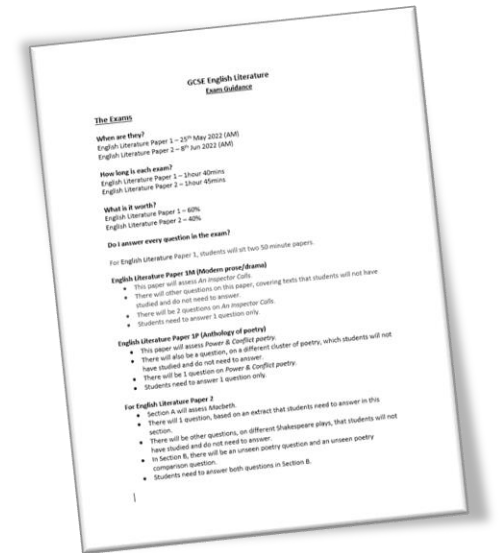


Booster Sessions

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 & Support with 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.



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Unifrog

The screenshot shows the Unifrog web application interface. At the top, there is a navigation bar with the Unifrog logo on the left and a series of links: HOME, FAVOURITES, LOCKER, APPLY, HELP, a search icon, a settings gear icon, an envelope icon, and a 'TEACHER >' button. Below the navigation bar, a message reads 'Hello Lauren, here's a summary of your progress so far...'. In the center, there is a large circular progress indicator showing '16% complete'. To the right of the progress indicator is a green star icon with the text '147th in year group'. Below this, a recommendation box states 'Want to move things forward? We recommend you...' followed by a highlighted box containing 'Complete a second post-school Shortlist' and '3.7%'. At the bottom, a section titled 'YOUR NEXT TASKS:' features four colorful illustrations: a person studying at a desk, a person balancing books, a person holding a stack of books, and a person holding a stack of books.

unifrog

HOME FAVOURITES LOCKER APPLY HELP 🔍 ⚙️ ✉️ TEACHER >

Hello Lauren, here's a summary of your progress so far...

16% complete

147th in year group

Want to move things forward? We recommend you...

Complete a second post-school [Shortlist](#) 3.7%

YOUR NEXT TASKS:

Illustrations showing a student studying, a student balancing books, a student holding a stack of books, and a student holding a stack of books.



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Wider Opportunities for Sixth Formers



Supporting your Young Adult



#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



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#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...



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#3 Arbor & Unifrog

- ✓ **Arbor** 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**



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#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
- ✓ Get in touch with Head of Year (Mr Ebbage for Y13 or Mrs Ridgeway for Year 12) if you have any UCAS or Unifrog queries



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#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



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#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 – 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**



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#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 12th August 2027
- ✓ For Year 12 – Thursday 17th August 2028



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Thank you for attending

Please approach any of us before you leave if you have any questions or email:

Mr Cliff (Head of Post-16) – s.cliff@brookfieldcs.org.uk

Mr Ebbage (Head of Year 13) – m.ebbage@brookfieldcs.org.uk

Ms Ridgeway (Head of Year 12) – l.ridgeway@brookfieldcs.org.uk