



# Year 12 Information Evening

September 2025





# Our Aim

To help each student to achieve their full potential:

- Qualifications which open doors
- A place at their preferred post-18 institution or employer
- Skills for life



# We will...

- Track your son/daughter's academic progress
- Discuss causes for concern from subject teachers and praise successes
- Discuss strategies for support, if required
- Monitor attendance at all lessons and tutorials
- Provide pastoral support and care, when needed
- Communicate with you about your daughter/son's progress and if there are any problems
- Provide guidance about post-18 options
- Provide opportunities for extra-curricular activities





# We expect our students to...

- Work hard – to the best of their ability
- Have good attendance and punctuality
- Follow the Sleaford Joint Sixth Form Code of Conduct
- Not to undertake more than 8 hours a week of paid employment
- Talk to us – Tutors, Sixth Form Team, Subject Teachers
- Participate in enrichment activities and the wider life of the school





# We would like you to...

- Encourage your daughter/son to achieve their best
- Attend parents' evenings
- Communicate with us – Tutors, Sixth Form Team, Subject Teachers
- Let us know about absences in advance or on the day (letter, phone or e-mail)
- Let us know any issues at home/out of school that may affect your daughter/son in school
- Let us know about any concerns you have about their progress earlier rather than later







# Additional Key Sixth Form Staff

Mrs Tracey Williams	Examinations Officer	School House
Mrs Lauren Bedford	RCT Director of Finance 16-19 Bursary Advisor	Finance Office
Mr Ian Scholefield	Work Related Learning Co-ordinator Careers Lead Year 12 Work Experience Lead	Room 25
Mrs Jacqueline Millband	Additional Education Needs SENCo	School House
Mrs Hayley Goymer	Designated Safeguarding Lead	School House
Mr Brendan Rooney	Enrichment Lead Extended Project Qualification Lead	PE Office
Mrs Pam Clapham	Student Support Mentor	School House
Mrs Sheree Manley	Student Support Mentor	School House
Mrs Jess Sivyer	Student Support Mentor	School House



# Recent Changes

16-19 Bursary – Year 13 applicants no longer need to re-apply.

Change to tutor groups – return to Y12 / Y13

Home Study approved from 'day 1' (but can be removed)

Hot water dispenser installed

Carre's Diploma introduced

Introduction of 'Academic Support Session'



# Sixth Form Attendance

- Morning registration with tutors starts at 8.45am for all students
- 95% attendance is a government expectation
- Below 90% parents/carers will be asked to attend a formal meeting with Head of Year and tutor
- Attendance is expected at:
  - Tutor time
  - All lessons
  - Official timetabled supervised study sessions
  - Core/assembly
  - Extended Project Qualification lessons (if selected)
  - Wednesday afternoon Enrichment sessions





# Tutor Time

- Students are expected to register with their form tutor at 8:45am each morning.
- Students with lessons at KSHS/SGA period 1 can leave just before 9:00am.



Monday	Quiz Morning
Tuesday	Informal Morning
Wednesday	Personal Development Morning
Thursday	Careers
Friday	Assembly Bi-Weekly Core



# Core Programme

## Autumn Term

All Core sessions are in the Main School Hall, unless otherwise identified below.

- Students are expected to attend a bi-weekly Core session.
- The programme until Christmas half term is shown here.
- A copy of the Core programme of study was included with the welcome letter sent to parents at the start of the academic year.

	DATE	WEEK	YEAR	EVENT	VENUE	STAFF	COMPULSORY OPTIONAL
TERM 1	Friday 6 September	1	12	Introduction to VESPA and Unifrog	Main Hall	Mrs Green	Compulsory
	Friday 13 September	2	13	<b>Vision:</b> Choosing the Right Course (and University) <b>Newcastle University</b>	Main Hall	Mr Smith	Compulsory
	Friday 20 September	1	12	<b>Systems:</b> Plagiarism & Referencing	Main Hall	Mrs Green	Compulsory
	Friday 27 September	2	13	Prevent: Radicalisation & Extremism	Main Hall	Mr Smith	Compulsory
	Friday 4 October	1	12	County Lines	Main Hall	Mrs Green	Compulsory
	Friday 11 October	2	13	<b>Vision:</b> Interview Success <b>University of Lincoln</b> <b>Vision:</b> Degree-Apprenticeship Workshop <b>Sheffield Hallam University</b>	Main Hall KSHS	Mr Smith Miss Chant	Compulsory Optional
	Monday 14 October	1	12	<b>Vision:</b> Why go to <u>University</u> ? (Period 3)	Main Hall	Mrs Green	Compulsory
	Friday 18 October	1	12	No Core Session Core taking place during Monday 14 October period 3 instead.			
TERM 2	Friday 1 November	2	13	No Core Session (Year 13 Exam Week)			
			12	Applying as an Early Applicant (Oxbridge, Medicine, Veterinary Medicine and Dentistry)	Room 43	Mrs Green	Optional
	Friday 8 November	1	12	<b>Practice:</b> Critical Thinking <b>Bishop Grosseteste University</b>	Main Hall	Mrs Green	Compulsory
			12	<b>Vision:</b> Applying for Medicine and Dentistry (2-hour session) <b>Newcastle University</b>	Room 42	Mrs Phoenix	Optional
	Friday 15 November	2	13	British Political System/Voting	Main Hall	Mr Smith Mr Quinton	Compulsory
	Friday 22 November	1	12	Prevent: What is Extremist Behaviour?	Main Hall	Mrs Green	Compulsory
	Friday 29 November	2	13	<b>Vision:</b> Student Life <b>University of East Anglia (UEA)</b>	Main Hall	Mr Smith	Compulsory
	Friday 6 December	1	12	<b>Systems:</b> Study Skills, Note Taking & Essay Writing <b>University of Lincoln</b>	Main Hall	Mrs Green	Compulsory
Friday 13 December	2	13	Tobacco, Vaping & Cannabis	Main Hall	Mr Smith	Compulsory	



# Core, Assemblies, PD, Careers

## Tutor Time, Assemblies and Core

View available resources below.

- Assembly Themes** PDF FILE
- Careers Information and Guidance Themes** PDF FILE
- Core Programme of Study** PDF FILE
- Personal Development Themes** PDF FILE

- Course Information
- Curriculum
- Downloads
- Dress Code
- Extra-Curricular
- Independent Study Guides
- Key Dates
- Newsletters
- Open Evening
- Post 18 Support
- Prospectus
- Tutor Time, Assemblies and Core**



# Planned Absences

If a student takes time out of school for a medical/dental appointment, university open day, interview, work experience or sport activity which has not been arranged through the school, the student must inform Mrs Phoenix in the Sixth Form Office and collect, complete and return a green 'Leave of Absence Request' form.

Requirement for students to get a signature from their teachers (for missing lessons) and a parent/carer.





# Unexpected Absences Procedure

- If there is a genuine reason for absence, a parent/carer must inform Carre's Main School Office before 10am by telephone or email on each morning of absence.
- The office will pass this information to Mrs Phoenix, Sixth Form Administrator. If we have not been given a reason for absence by 10am then Mrs Phoenix will contact the parent/carer to find out if the reason for absence is genuine.
- Students cannot miss lessons for a driving lesson – this would be an unauthorised absence, but students can have absence authorised for a driving test.
- Most references for employers/Higher Education require data about attendance and punctuality. It is, therefore, essential for students to maintain an excellent attendance record.
- An attendance and punctuality check will be made weekly and if this gives us cause for concern, a parent/carer will be informed, and it is possible that the Sixth Form Discipline Code will be used.



# Dress Code

- Smart business wear is required for all Sixth Formers to include a tailored jacket.
- Students may choose to wear:
  - Smart, formal suit with shirt and tie
  - Smart, formal jacket, skirt/trousers and blouse/top
  - Smart, formal jacket and dress
  - Smart, formal footwear
  - In colder weather, a smart jumper or cardigan may be worn under the jacket, but not instead of.
  - If a coat is worn, it is as well as, not instead of, the jacket.
  - The SJSF purple lanyard, provided by the base school, must be worn at all times.
- SJSF Lanyard must be worn at all times





# Dress Code



## Further Guidance:

- In the case of skirts/dresses, the length must be at least mid-thigh at all times
- In the case of blouses/tops, no strappy tops, sheer fabric or bare midriffs are allowed
- Clothing should not have logos or slogans
- Appropriate smart shoes should be worn. Shoes with excessively high heels, trainers, canvas shoes, open-toe footwear and other casual footwear should not be worn.
- Students are allowed to wear subtle jewellery. Facial piercings, with the exception of one small nose stud, are not permitted.
- Tattoos should not be visible and hair and makeup should show no extremes of style/fashion; if dyed, it should reflect a natural colour
- If a student loses their lanyard, the base school will replace it the first time. Any further replacements will be charged for.



# Formal Disciplinary Procedure

- **Academic Support Session**  
Monday (3:45-4:45pm) for students who are behind with their work.
- **Sixth Form Detention**  
Issued for offences that do not constitute formal disciplinary action. Supportive mentoring conversation and quiet reflection. Friday break 2 (20-minutes).
- **Stage 1.**  
A verbal warning will be given by a member of the Sixth Form Team. A letter will be sent home to explain that a verbal warning has been issued.
- **Stage 2.**  
A written warning will be given by Mr Smith, Head of Sixth Form. A copy of the written warning will be sent home.
- **Stage 3.**  
A written warning will be given by the Executive Headteacher. A copy of the warning will be sent home.
- **Stage 4.**  
Executive Headteacher's review. A review of the student's place within the Sixth Form will be conducted. Parents/carers and student will attend review meeting.

# Carre's Diploma



## Distinction Star Criteria



In addition to achieving all of the distinction criteria, you also achieve **TWO of the following**:

- Become a member of the Senior Prefect Team
- Become a Head of School Council
- Become a Head Prefect for a subject, successfully fulfilling the roles and responsibilities
- Become a Wellbeing Ambassador, successfully fulfilling the roles and responsibilities
- Achieve Duke of Edinburgh (DofE) Silver Award, or higher
- Achieve an Extended Project Qualification (EPQ) grade A\* or A
- Receive an interview from a Russell Group / Oxbridge University
- Receive an interview for a Degree-Level Apprenticeship at Level 4 or higher

Carre's Grammar School



# Supervision

- 5 periods a fortnight.
- A double in the block when Year 12 don't have lessons, plus Friday period 1 in the week without Core.
- Trade-off is 'home study' on the afternoon when student's don't have lessons. This can be used for driving lessons.
- Failure to attend your mandatory sessions will result in home study being removed.

## Year 12

Monday	C	C	X	B	B
Tuesday	D	D	C	A	A
Wednesday	B	B	A	X	X
Thursday	D	X	B	C	C
Friday	Core (W1)	A	A	D	D



# Support and Guidance

## The Role of the Tutor

The tutor is the first point of contact for parents/carers and students for any concerns arising through schoolwork or any other issues.

All Sixth Form students meet for registration in the morning with their tutor.

The tutor is the academic and pastoral mentor and will monitor attendance and progress. They will be one of the people students could turn to if they needed advice, including career and Higher Education advice.

When termly tracking grades are published, students will meet with their tutor to discuss progress and draw up a plan of action to ensure that they achieve their full academic potential.

The tutor will be responsible for writing the reference when a student applies for university, employment or apprenticeships.



# The Independent Learner

- Use supervised study periods wisely: a **minimum** of 15 hours independent work each week outside the taught lessons in class.
- Year 12 have formally registered supervision periods each week (Room 44)
- Students can decide where to work on-site in other non-contact periods.
- If students are behind, this will be increased as part of their support plan.



“In the Sixth Form it is essential that you move away from the idea that ‘*homework*’, set by the teacher is the only work to be done out of lessons.”

# VESPA – Growth Mindset

**Vision**

– Know what they want to achieve

**Effort**

– Apply themselves independently

**Systems**

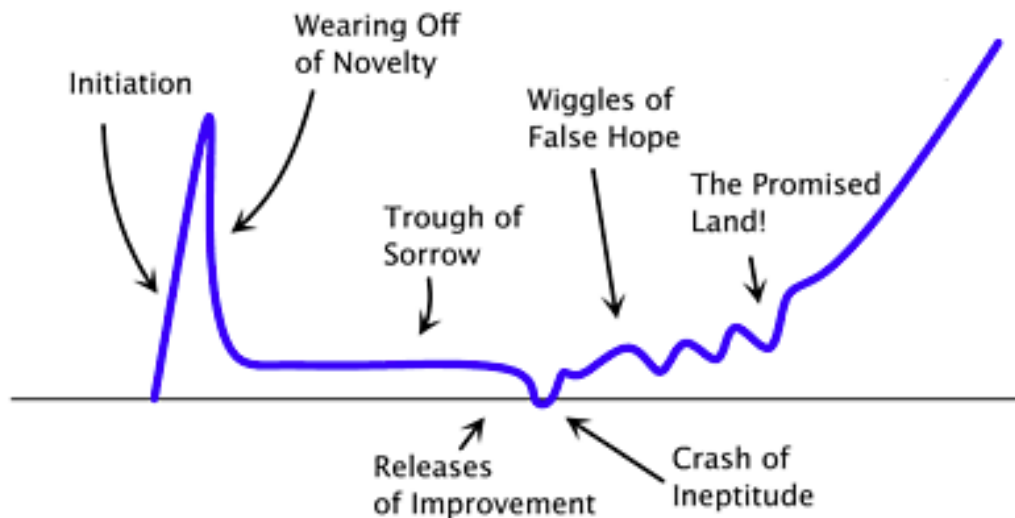
– Organise their learning resources and time

**Practice**

– Practice and develop their skills

**Attitude**

– Respond constructively to challenge



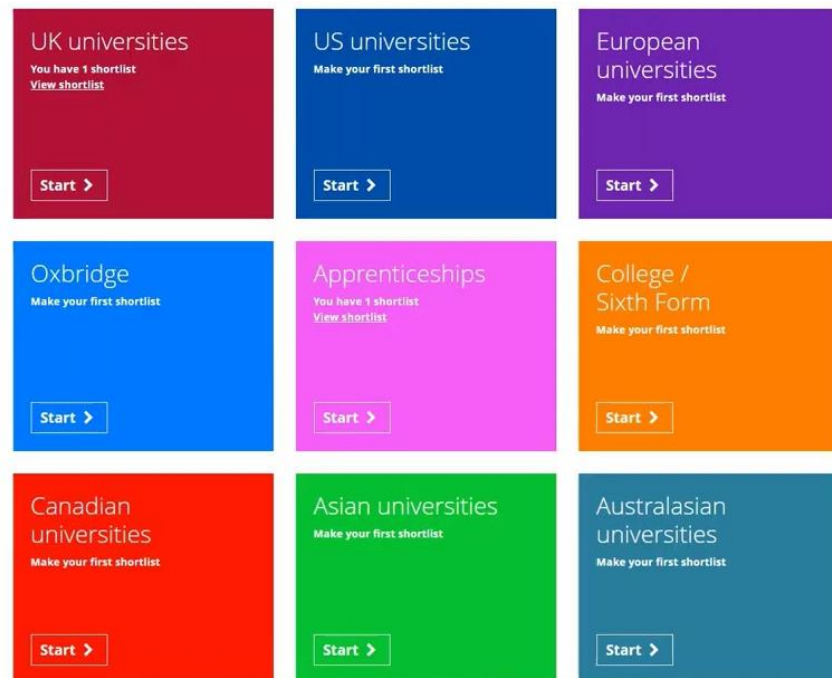


# Unifrog – Career Planning

- **Unifrog** is the complete destinations platform, a one-stop-shop for whole-school careers guidance.
- Students are able to search for the best opportunities and applying successfully.
- All students have an account, which is accessible from home.
- Post-18 planning activities are carried out during our tutor time programme, with their form tutor.



unifrog





# unifrog

## Exploring pathways

### Interests profile

✓ Quiz completed: S and C and I

Start >

### Personality profile

✓ Quiz completed: ISTJ

Start >

### Careers library

✗ Careers favourited

Go to tool >

### Subjects library

✗ Subjects favourited

Go to tool >

### Know-how library

✗ Guides favourited

Go to tool >

### MOOC

Make your first shortlist

Start >

### Webinars

Hear directly from the experts

Go to tool >

### Read, Watch, Listen

✗ Profiles favourited

Start >



## Recording what you've done

### Activities

✘ Recorded at least 10

[Go to tool >](#)

### Competencies

✘ Completed all 12

[Go to tool >](#)

### Interactions

✘ Missing 17 Interaction types

[Go to tool >](#)

## Searching for opportunities

### UK universities

You have [2 shortlists](#)

[Start >](#)

### US universities

Make your first shortlist

[Start >](#)

### European universities

Make your first shortlist

[Start >](#)

### Oxbridge

Make your first shortlist

[Start >](#)

### Apprenticeships

Make your first shortlist

[Start >](#)

### College / Sixth Form

Make your first shortlist

[Start >](#)



## Drafting application materials

### UK Personal Statement

✘ Subject added

[Go to tool >](#)

### Academics

✘ 1 Classes, [1 Predict missing](#)

[Go to tool >](#)

### Subject References

✘ 2 References, [2 missing](#)

[Edit >](#)

### CV / Resumé

✘ Write CVs tailored for each roles

[Start >](#)

### Writing tool

✘ 0 writing items added

[Start >](#)

### Common App Essay

✘ Prompt chosen

[Go to tool >](#)

### US recommenders

✘ No recommender selected

[Go to tool >](#)

### Notes for Reference writers

✘ 2 notes missing

[Go to tool >](#)

## Making applications

### Post 18 Intentions

✓ Plan A and Plan B complete

[Start >](#)

### Locker

✘ Add your first item

[Go to tool >](#)

### Applications list

✘ Add your first application

[Go to tool >](#)



# Tracking Grades, Reports, Parent Evenings

## Tracking grade information will include:

- Target Grade – based on overall GCSE results
- Effort Grades
- Concern Codes

## Dates of issue of Tracking Grades and Reports:

- |                   |                       |                              |
|-------------------|-----------------------|------------------------------|
| • Tracking 1      | Friday 7 November     | (effort and concern only)    |
| • Tracking 2      | Wednesday 19 December | (includes formal assessment) |
| • Parents Evening | Wednesday 14 January  |                              |
| • Tracking 3      | Friday 20 March       |                              |
| • Exam 1 Results  | Friday 15 May         | (exam result entry)          |
| • Year 12 Report  | Friday 5 June         |                              |
| • Exam 2 Results  | Friday 17 July        |                              |

## Dates of Formal Assessments & Internal Exams:

- w/c 20 April (Internal Exams – Thursday/Friday)
- w/c 22 June (Internal Exams – Monday/Tuesday)



# Continuation of a Subject into Year 13

- A-levels are now linear (exams at the end of 2 years); no external AS examinations.
- Year 1 content internally examined at the end of Year 12; students must pass to progress to Year 13.
- Students will, wherever possible, continue all subjects/courses through to Year 13.
- Vital that students have selected appropriate subjects for their ability, future career requirements and enjoyment.
- Hard work is essential; building a firm foundation for Year 13.
- Formal Assessments and examinations in Year 12 are part of the formal tracking system.
- BTEC and CTEC courses – students must complete all the required Year 12 units to be able to progress to Year 13 on these courses.

All students must pass Year 12 courses to be eligible to progress to Year 13.



# Student Wellbeing

- A priority for the school – students and staff wellbeing
- Dedicated Learning Mentor Team
- Personal Development themes in tutor programme and in Core programme
- Student Wellbeing Ambassadors
- Mental Health First Aiders





# Planning for the Future

## Advice from Sixth Form Students

- “Have a good idea early in Year 12 about what you want to do after Sixth Form. Plan and research. It helps to keep you motivated and you have something real to work towards.”
- “Use the Unifrog online careers destination platform throughout Year 12. It is the place where students can compare every university course, apprenticeship and FE course in the UK. It also has very helpful information about writing personal statements and CVs.”
- “Don’t turn down any opportunity to take part in extra-curricular events, because you will regret it when the time comes to write your personal statement.”



# Year 12 Career Planning

- Exploring post-18 possibilities is the main feature of Friday Core sessions and our tutor programme.
- Attendance at morning registration is essential.
  - Unifrog Online Careers Platform.
  - UCAS website.
  - Apprenticeships: <https://www.gov.uk/apply-apprenticeship>
  - Careers meetings (external agency)
  - Guest speakers
  - Open Days (SJSF trip to university and apprenticeship event during Term 6)
  - SJSF UCAS Fair
  - SJSF Employability Fair
  - Oxbridge Conferences
  - University, Apprenticeships & the Future Evening (**Thursday 18 June at KSHS**)

“Know where you want to go; be flexible with how you get there”



# Post-18 Planning

During Year 12, all students are expected to:

- Explore potential post-18 routes (university, apprenticeships, degree-level apprenticeships, employment, gap years, studying abroad)
- Start their UCAS application (May/June)
- Write a personal statement (first draft completed by start of Year 13)
- Be curious – ask questions, research opportunities
- Request a Form Tutor reference (July to November)
- Participate in all morning registration activities and attend all Core sessions.

Predicted grades will be based on performance in Year 12 and the October tracking grades in Year 13.

Course choices will be dependent upon performance (predicted grades).



# Enrichment

- Opportunities for students to broaden their Sixth Form experience beyond their subjects.
- Helps with personal development (transferrable skills) and impresses universities and employers – makes students stand out!
  - Extended Project Qualification
  - MOOCS and Lectures
  - Maths Curriculum Support
  - Critical Thinking/debating current affairs
  - Work Experience
  - Volunteering
  - Cookery & Living on a Budget
  - Book Club
  - Competitive Sport – football, rugby, netball
  - Recreational Sport – racket sport, social football, fitness suite, volleyball
  - Duke of Edinburgh Award
  - Roles of Responsibility e.g. Prefect, House Captain, School Council, Wellbeing Ambassadors, Senior Prefect Team.





# Extended Project

- Students can choose to take Extended Project/EPQ.
- Lessons: 1-hour per fortnight of formal lessons.  
2-hours per week during enrichment.
- Out of lessons: expectation of an additional 2-hours of private study.

## Past questions:

- To what extent should an embryo be considered human?
- To what extent was the British Army adequately prepared for the start of the Afghan conflict (2003-2005)?
- At what age should we be responsible for our own healthcare?
- To what extent can the legislative system be modernised and made more democratic?
- How was Julius Caesar the architect of his own downfall between 48 and 44BC?
- How soon can we expect to see pilotless commercial aircraft?
- To what extent is the Copenhagen interpretation of quantum mechanics the best fit for the model?
- Creation of a smartphone app to help people to manage their money.



# Work Experience

Monday 20 July – Wednesday 22 July

- At the end of the Summer Term, all Year 12 students in the SJSF are expected to complete a week of work experience.
- Students should start planning this as early as possible.

## What should students be doing:

- Write to employers of interest to request a placement (following up with a call if necessary).
- Once confirmed, complete the 'Self-Placement Form' and return this, along with the employer confirmation, to Mr Scholefield to process the placement.
- Mr Scholefield has emailed the form to students.





# 16-19 Bursary

- A discretionary fund to support eligible young people with the costs of transport, books, educational visits or other course materials or equipment essential to successfully completing their programme of study; maximum typically £1200 year
- Specific financial criteria apply in order to receive a bursary: evidence required to support their application e.g. family tax credits, income support, means tested benefits.
- Payments depend on a student meeting the Sixth Form expectations regarding academic work, behaviour and also maintaining a minimum of 90% attendance at morning registration and lessons.
- Information and application form – on Sixth Form area of Carre's website or students can collect from the Sixth Form Office.



# Lead Tutor Contact Information

Mr Brendan Rooney (12.1)

[Brendan.Rooney@carres.uk](mailto:Brendan.Rooney@carres.uk)

Mrs Sue Bence (12.2)

[Susan.Bence@carres.uk](mailto:Susan.Bence@carres.uk)

Dr John Robinson (12.3)

[John.Robinson@carres.uk](mailto:John.Robinson@carres.uk)

Mrs Ange Hobbs (12.4)

[Angela.Hobbs@carres.uk](mailto:Angela.Hobbs@carres.uk)

Mrs Diane Thomas (12.5)

[Diane.Thomas@carres.uk](mailto:Diane.Thomas@carres.uk)



# Other Staff Contact Information

Tracey Williams (Exams Officer)

[Tracey.Williams@carres.uk](mailto:Tracey.Williams@carres.uk)

Brendan Rooney (Enrichment & EPQ)

[Brendan.Rooney@carres.uk](mailto:Brendan.Rooney@carres.uk)

Ian Scholefield (Careers & Work Experience) [Ian.Scholefield@carres.uk](mailto:Ian.Scholefield@carres.uk)

Jacqueline Millband (SENCo)

[Jacqueline.Millband@carres.uk](mailto:Jacqueline.Millband@carres.uk)



Thank you for listening.