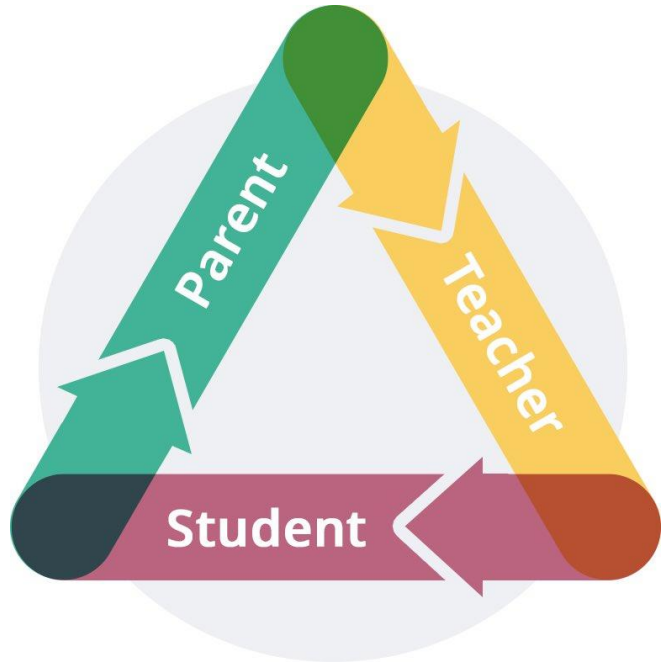




Welcome to the Year 12 Information Evening for Parents/Carers

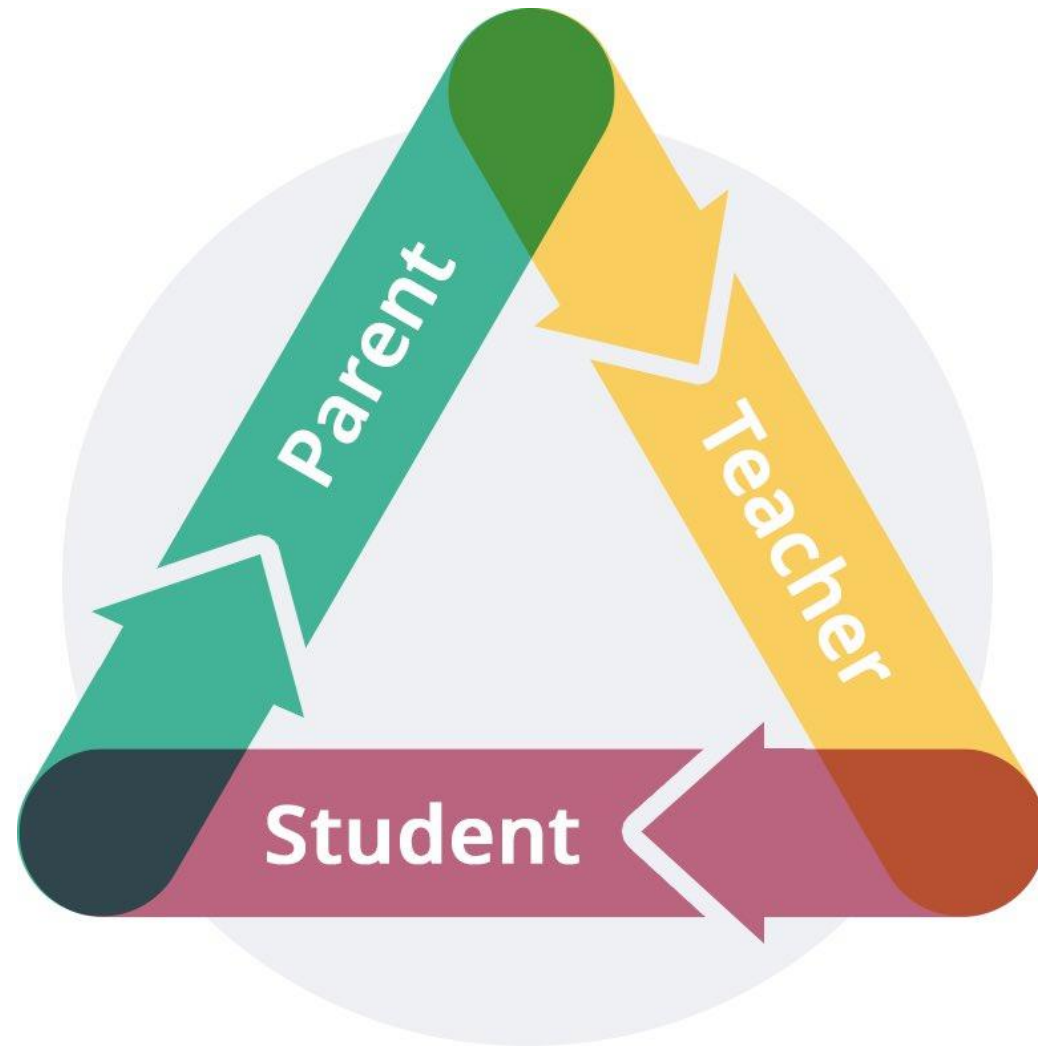
Thursday 25th September 2025

Welcome from the Sixth Form Team

- Mr McBeth – Senior Teacher (Sixth Form Year 12)
- Mr Parkes – Head of Year 12
- Ms Brobbey - Assistant Head of Year 12
- Mr Chamberlain – Assistant Head of Year
- Miss West - Top Universities, Medics, Vets and Dentists
- Ms Blyghton – Careers

Order of tonight

- **Presentation in the hall**
 - Expectations – what the sixth form can offer
 - Understanding a typical day
 - Study routines
 - Academic expectations
 - Enrichment and support
 - Top Universities
 - Careers information and work experience
 - EPQ
 - Bursary
 - Information for students with SEND
- **Meet the Tutor**



Our Year 12 Cohort

- High ability students – capable of A-Level study
- Students joining us from over 40 different schools
- Opportunities to grow and develop (social aspect of school)
- Strong academic focus
- **Results focused and destinations driven**

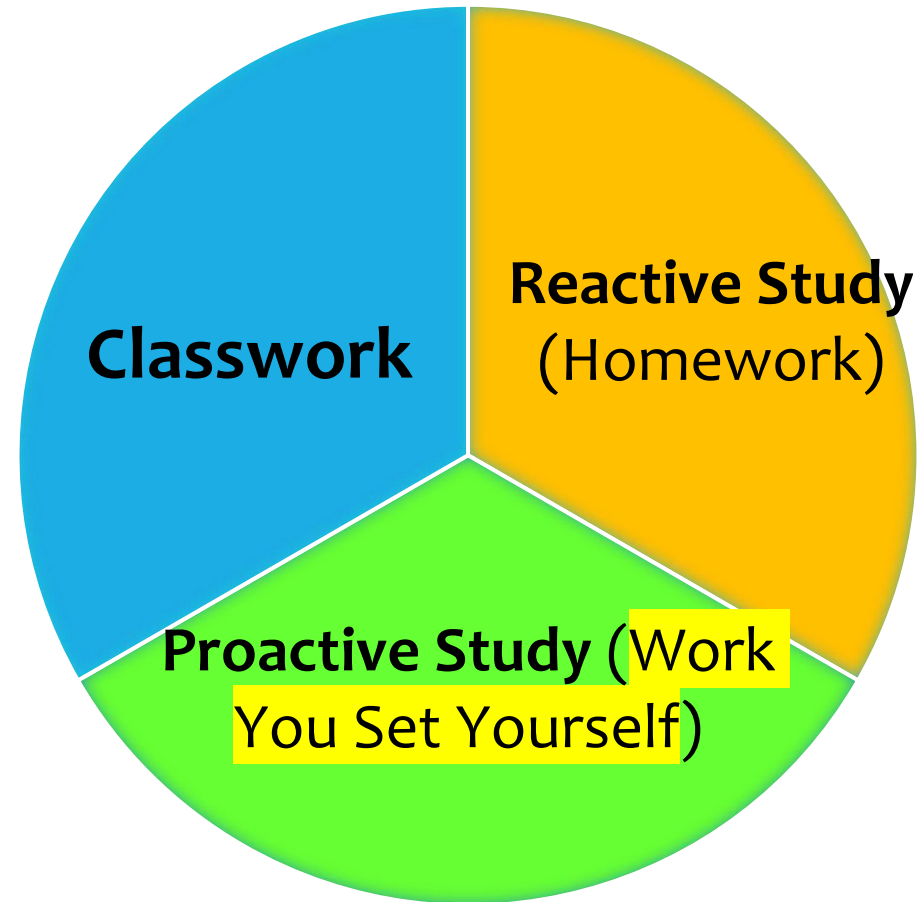
Establishing a good routine... a typical week

	Monday	Tuesday	Wednesday	Thursday	Friday
	Reg	Reg	Reg	Reg	Reg
Session 1	Literature	Maths	Directed Study	Directed study	Maths
Break					
Session 2	G&P	Literature	Maths	G&P	Directed Study
Lunch					
Session 3	Maths	X	Enrichment	Literature	G & P

Three types of “work”



BETHS
GRAMMAR
SCHOOL



EXCELLENCE
COMMUNITY
RESPECT

Directed Study

- How students utilise their directed study periods plays a huge part in laying the groundwork for success.
- They are not “free periods”
- Directed study takes place on the ground floor of the Jubilee Sixth Form Centre
- Students should ensure that they bring plenty of work!



Directed study

- Students should aim to complete a minimum of 5 hours per subject per week, so 15-20 hours outside of lessons.

Directed study sessions should be used for:

- ✓ A-Level subject enhancement
- ✓ Extended Project Qualification (EPQ)
- ✓ Future Learn (MOOCs)
- ✓ Reading/lectures (online)
- ✓ TED Talks/YouTube clips/Podcast
- ✓ Revision – even if there isn't an upcoming assessment.

Curriculum Maps and Exam Specifications

Curriculum Maps - Beths Grammar School

Ancient History

Department Vision

The Ancient History Department is dedicated to helping students uncover the connections between the ancient world and the present. We show how events and civilisations from the past have shaped modern societies, cultures, and global relationships.

Our vision is to provide a deep understanding of ancient history, encouraging students to think critically about the past and its lasting influence. By studying ancient civilisations, students gain valuable insights into today's world and the challenges we face.

[+ Curriculum Map Links](#)

Art

Department Vision

The mission of the Art Department is to inspire, educate, and prepare our students to become exceptional artists. Through a diverse curriculum that incorporates an extensive range of media, our students are prepared to go on to university and careers in a discipline of their choice. We are committed to promoting a strong work ethic and professional behaviour. We strive to foster a sense of community within our students, developing their creative and innovative participation in the world of visual arts.

[+ Curriculum Map Links](#)

[+ Super Curriculum Links](#)

[+ Careers Links](#)

Biology

Department Vision

The Biology Department is committed to inspiring a deep understanding and appreciation of the living world.

Our vision is to foster a learning environment where students explore the complexities of life, from molecular mechanisms to ecosystem dynamics, and understand their relevance to contemporary issues and future challenges.

[+ Curriculum Map Links](#)

Term	INTENT	IMPLEMENTATION	IMPACT
	Substantive Knowledge This is the specific, factual content for the topic, which should be connected into a careful sequence of learning.	Disciplinary Knowledge (Skills) This is the action taken within a particular topic <u>in order to</u> gain substantive knowledge.	Assessment opportunities What assessments will be used to measure student progress? Evidence of how well students have learned the intended content.
Autumn Term 1A Year 12	<u>Pure</u> <u>Chapter 1: Algebraic Expressions</u> 1.1 Index Laws 1.2 Expanding Brackets 1.3 Factorising 1.4 Negative and Fractional Indices 1.5 Surds 1.6 Rationalising Denominators <u>Chapter 2: Quadratics</u> 2.1 Solving Quadratic Equations 2.2 Completing the Square 2.3 Functions 2.4 Quadratic Graphs 2.5 The Discriminant 2.6 Modelling with Quadratics <u>Chapter 3: Equations and Inequalities</u> 3.1 Linear Simultaneous Equations 3.2 Quadratic Simultaneous Equations 3.3 Simultaneous Equations on Graphs 3.4 Linear Inequalities 3.5 Quadratic Inequalities	<u>Chapter 1: Algebraic Expressions</u> - Apply the laws of indices - Expand brackets of a single term and two or three expressions - Factorise linear, quadratic and simple cubic expressions - Simplify surds and use the rules of surds - Multiply brackets using surds - Rationalise denominators with surds <u>Chapter 2: Quadratics</u> - Solving quadratic equations by factorising, quadratic formula and completing the square - Sketching quadratic functions as graphs and find the turning points - Find and interpret the discriminant - Modelling with quadratics <u>Chapter 3: Equations and Inequalities</u> - Solve linear simultaneous equations using elimination or substitution - Solve simultaneous linear and quadratic equations algebraically - Solve simultaneous linear and quadratic equations graphically	- Year 12 baseline test - In class teacher assessment through Q&A - End of chapter mini test (with peer marking) - Chapter revision exercise via textbook - End of term review exercises via textbook - End of term formal mixed chapter assessment <u>Mymaths</u> topic codes: 1.1: 2033 1.2: 1.3: 2006, 2014 1.4: 2034, 2035 1.5: 2036 1.6: 2037, 2255 - Recap <u>chp 1</u>: 3006 2.1: 2015, 2016 2.2: 2017 2.3: 2257(Q1) 2.4: 2025

Academic Expectations

MEAN GCSE POINTS	ALPS GRADE A2
5.1	CDD
5.2	CCD
5.3	CCD
5.4	CCD
5.5	CCC
5.6	CCC
5.7	CCC
5.8	BCC
5.9	BCC
6.0	BCC
6.1	BBC
6.2	BBC
6.3	BBC
6.4	BBB
6.5	BBB

MEAN GCSE POINTS	ALPS GRADE A2
6.6	BBB
6.7	ABB
6.8	ABB
6.9	ABB
7.0	AAA
7.1	AAA
7.2	AAA
7.3	AAA
7.4	AAA
7.5	A*AAA/ A*AA
7.6	
7.7	
7.8	A*AAA/ A*A*A
7.9	
8.0	

Creating Ambition Using Targets

ALPS creates Minimum Target Grades
(MTGs): students should aim to beat them

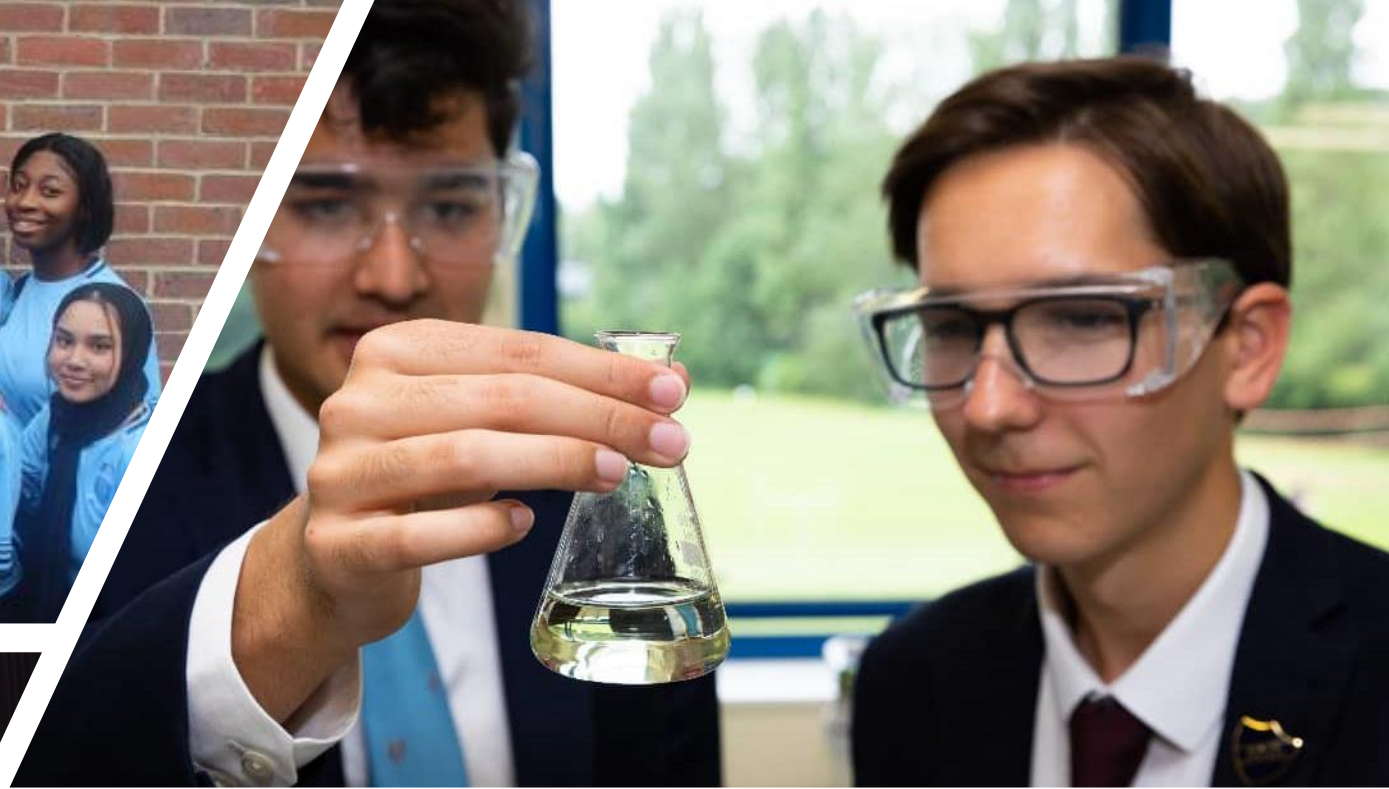
Mean GCSE: 7.9	Mean GCSE: 6.83	Mean GCSE: 6.23
MTGs: A* A A	MTGs: A B B	MTGs: B B C
Achieved: A* A* A*	Achieved: A A B	Achieved: A A A

School Development Fund

- We offer your **child life changing opportunities** both in the classroom and beyond.
- We foster excellence and ambition in a diverse and supportive environment and give each pupil every opportunity to reach their full potential.
- We want to go **above and beyond** for our young people.
- Parental contribution of **£10 per month**.
- **This is an investment in Young People.**







Creating Ambition

What can students expect from their teachers:

- ✓ Highly trained teachers – all specialists
- ✓ High quality teaching resources
- ✓ Revision &/or directed booklets
- ✓ Support outside of lessons
- ✓ Regular assessments
- ✓ Personalised Learning Targets
- ✓ Progress Tracking system
- ✓ Use of data for targeted support and intervention
- ✓ Performance information to discuss with parents at key assessment points or with intervention strategies
- ✓ Mentoring at strategic times of the academic year
- ✓ Setting homework (SMHW)

What support is there?

- Tutor – First port of call
- Head of Year and Assistant Heads of Year
- The IEN department
- School counselling service
- Careers Team
- Top Universities, Oxbridge and Medics coordinator
- STEM Entrance exam preparation
- Senior Leadership Team
- Teachers
- Yourself



The Bets
experience
from a
student
perspective

Enrichment

- Learning Mentors
- Sports Teams
- Music
- EPQ
- Drama – School production
- Duke of Edinburgh
- The Multicultural Society
- Running clubs
- School Council
- Prefect
- Sports Captains
- House Captains
- Head Boy and Girl



Support at Beths

Ms West – Top Universities Coordinator
topuniversities@beths.bexley.sch.uk

- Personal statement support
- Oxbridge and Medical Interview Preparation
- Access to 'My Super Curricular'
- A large variety of clubs, electives and leadership opportunities
- Admission test help e.g. UCAT, STEP
- Unique Oxbridge and Medicine opportunities e.g. trips, workshops
- Guest speakers
- Dedicated Careers Team

Year 12

Autumn Term	• Students to register interest for Oxbridge and Medicine (including Vet Med and Dentistry) early on • Thinking about Oxbridge Workshop after half term, help by Oxbridge Outreach.
Spring Term	• Oxford and Cambridge Evening at Townley Grammar School (March) hosted by Bexley link colleges • Bexley Borough Oxbridge workshop at Beths Grammar School, help by Oxbridge Outreach • Exploring Medicine and Alternatives Workshop held by St George's University
Summer Term	• 1-1 and group meetings with students to discuss application • Personal Statements and Admissions Tests Workshop held by St George's University • Personal Statements support help by Oxford and Cambridge Outreach. • First draft of personal statement to be submitted to Ms West • Teacher predicted grades based primarily on EOY12 assessments

Year 13

September	• Early entry UCAS online applications open • Personal statements submitted to Ms West for review and feedback
October	• UCAS Application Deadline – mid October • Veterinary School Additional Applications (SAQ) deadline • MyCambridge Application (SAQ) deadline
November	• Invitation to interview (early November) • GP Led MMI Circuit practice at Bexley Grammar School • In-school MMI Circuit and Panel Interview Practice • St Georges – MMI Workshop • Oxbridge Interview Workshop help by Oxford and Cambridge at Beths Grammar School • Oxbridge Mock Interviews
December	• Interviews to commence.
January-March	• Offers made

Our Students

2025 Leavers:

- Clayton Wambu (Cambridge)
- Joel Hamilton (Oxford)
- Prince Iseki (Oxford – Medicine)
- Abdul Olagunju Adekunle (Oxford)
- Erim Rifat (Medicine)
- Drew Deleon (Medicine - Imperial)
- Vincent Mason (Medicine)
- Steven Bunga (Medicine)
- Callum Ho (Medicine)
- Hiruna Wickramasinghe (Medicine)
- Angel Taiwo (Veterinary Science)
- Lewis-Jae Harrison (London School of Economics)
- Brandom Lemon (London School of Economics)
- David Ofori (London School of Economics)
- Manjot Khabra (London School of Economics)
- Max Keen (Imperial)
- Aryan Bhattacharya (Imperial)
- Luke Reynolds (Imperial)

Careers and Year 12

Beths Careers and
Guidance Department



Careers Mission Statement

*We want Beths students to . . be empowered . .
achieve within the world of work . . have successful,
rewarding and fulfilling careers . . be motivated and
happy to engage with the challenges of life.*



Careers Team

Students: Come and find us in the Careers Office

Parents – contact us on
careers@beths.bexley.sch.uk

Our goals

- A careers programme that supports all year groups
- Careers embedded in the curriculum
- Safe and successful work experience
- Cutting edge careers advice and guidance

Careers and Year 12 Skills for the future

- Student voice – Careers Survey
- Apprenticeship event – 15 October
- Visiting speakers
- UCAS Discovery Event – March
- Careers Fair – April
- CV writing and creating a professional profile on LinkedIn
- Work Experience – 29 June to 3 July



A one-stop-shop where students can explore their interests, then find and successfully apply for their best next-step after school.

Exploring pathways	Recording what you've done	Searching for opportunities	Drafting application materials	Making applications
Careers library	Activities	UK universities	UK Personal Statement	Post 18 Intentions
Subjects library	Competencies	US universities	Classes	Locker
Know-how library	Interactions	European universities	Subject References	Applications list
MOOC		Oxbridge	CV / Resumé	
Personality profile		Canadian universities	Writing tool	
Interests profile		Asian universities	Common App Essay	
Read, Watch, Listen		Australasian universities	US recommenders	
Webinars		ME and African universities	Notes for Reference writers	
		Irish universities		
		Special Opportunities		
		Events		

Parent login to Unifrog – enabling you to support your child throughout their Sixth Form journey



Level 7	Master's Degree		Diploma		NVQ		Master's Apprenticeship
Level 6	Bachelor's Degree		Graduate Diploma		NVQ		Degree Apprenticeship
Level 5	Foundation Degree		Diplomas (HND and DipHE)		NVQ		Higher Apprenticeship
Level 4							Higher Apprenticeship
Level 3			A Level				

UCAS

The centralised system for university,
conservatoire and many degree apprenticeship
applications

BA
(Hons)

BEng

BSc
(Hons)

MPharm

LLB

BArch

Foundatio
n

Joint Honours

Sandwic
h

UCAS points

Personal
Statement

Contextual Offers

Open
Days

Russell Group



Apprenticeships

- 80% work and 20% study
- Application process through the employer– like finding a job
- Earn while you learn!
- Hands-on training and the chance to practice skills
- Networking opportunities, professional development and potential future employment
- Apprentices work towards a qualification
- Apprenticeships are available at multiple levels
- Competitive: they are not an easy option!
- Beths Careers Team and alumni mentors to support you.

Linklaters

Bloomberg

Google

Deloitte.



Year 12 Work Experience

We believe a period of work-related learning gives students the chance to see what a real working environment is like as well as the opportunity to develop key skills that they will need in their working lives.

The week-long placement is taking place from **Monday 29th June to Friday 3 July 2026.**





The deadline may seem ages away, but please don't leave it until the last minute. We are aware that students from other local schools will be looking for placements at a similar time.

Make the most of the opportunity! Go and get the great work experience placement that's going to make a difference to your future.



What is the Sixth Form Bursary?

- The Government allocates funds to educational institutions to give to students who need financial help to stay in education.
- Beths Grammar School has been given a fixed budget by the government which we will use to help those students overcome their individual financial challenges.
- The Bursary is an annual award, paid to students in instalments
- Students need to complete the application process and provide documentary evidence.

The types of bursary

- **Vulnerable Bursary** – An award of up to £1,200 per year for those students defined as a vulnerable group
- **Discretionary Bursary** - made at the discretion of the school and dependent on household income. Financial assistance will be provided for a **specific educational purpose**

You should complete a bursary application if you are:

- In care
- Leaving care
- Receiving Income Support and / or Universal Credit
- A disabled person in receipt of Employment Support Allowance (or Universal Credit) and Disability Living Allowance

What can students use the bursary for?

Students must never buy items assuming it will get reimbursed – they should check first. Bursary can be used to pay for or towards items to directly support their education including:

- books,
- Equipment that is essential for your course,
- uniform,
- transport,
- field trips,
- University interviews,
- University Open Days
- UCAS application fee
- Some examination resit fees (only where you are still registered at school)

For further information / questions...

- Eligibility criteria, how to apply and the application can be found on the school website.
- Email: bursary@beths.bexley.sch.uk
- Visit: [Bursary section of the school website](#)
- Government guidance on the [Gov.uk website](#)

THE EPO

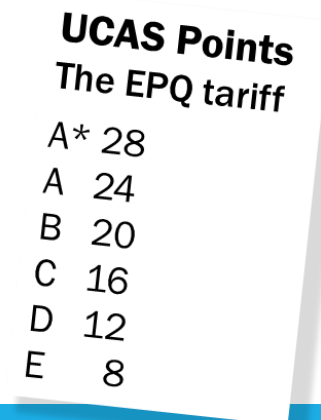
Extended Project Qualification

What is the EPQ?

- It is part of our enrichment provision at Beths
- It is an AS qualification carrying UCAS points
- It involves students choosing a topic to research
- The topic can be related to your course of study at school or totally unrelated

What's the point?

- It is well respected by university admissions tutors
- It proves you have the research skills and ability to work **independently** required by universities
- It provides you with in-depth knowledge of a topic to discuss at interview
- It gives you additional UCAS points



UCAS Points	
The EPQ tariff	
A*	28
A	24
B	20
C	16
D	12
E	8

How does it work?

- **Students choose** an area of interest and draft your project title and aims
- **Students** are taught research skills
- Students are allocated a supervisor
- **Students plan** research and carry out your project
- **Students keep** a production log in which you review and evaluate your progress
- **Students complete** the project
- **Students deliver** a presentation



**120
hours**

EPQ Timescale

- The EPQ should be reflective of at least 120 hours of work (90 hours of the student INDEPENDENTLY)– this can be seen with the deadlines the current Year 13s are meeting:

EPQ Calendar 2025-2026 (summary):

Deadline	Task	Date	Task
January 2025	EPQ launched	8th October 2025	Mid project review
May / June 2025	Initial meeting with supervisor – Record of Initial Ideas completed	28th November 2025	Project production review
18th June 2025	Candidate Proposal submitted to supervisor	w/c 8th December 2025	Presentations
17th July 2025	Planning review completed	17th December 2025	Final submission of completed EPQ (including Production log, report / essay / Summary and reflection)
		January – March 2025	Marking and moderation

Assessment Process

- The assessment covers both the process and the end product.
- The final project, plus the production log, will be assessed as a whole, according to a generic set of marking criteria.
- Students are assessed on how they:
 - identify and use resources,
 - carry out research,
 - develop their ideas to realise an outcome
 - reflect on the outcome and the process.

FORM TUTOR GROUP SESSION

Thursday 25th September

Welcome to sixth Form

Expectations

Punctuality

Attendance

Uniform – Including lanyards

Paper copy of timetable

ShowMyHomework/Satchel

Teams

Uniform

Options

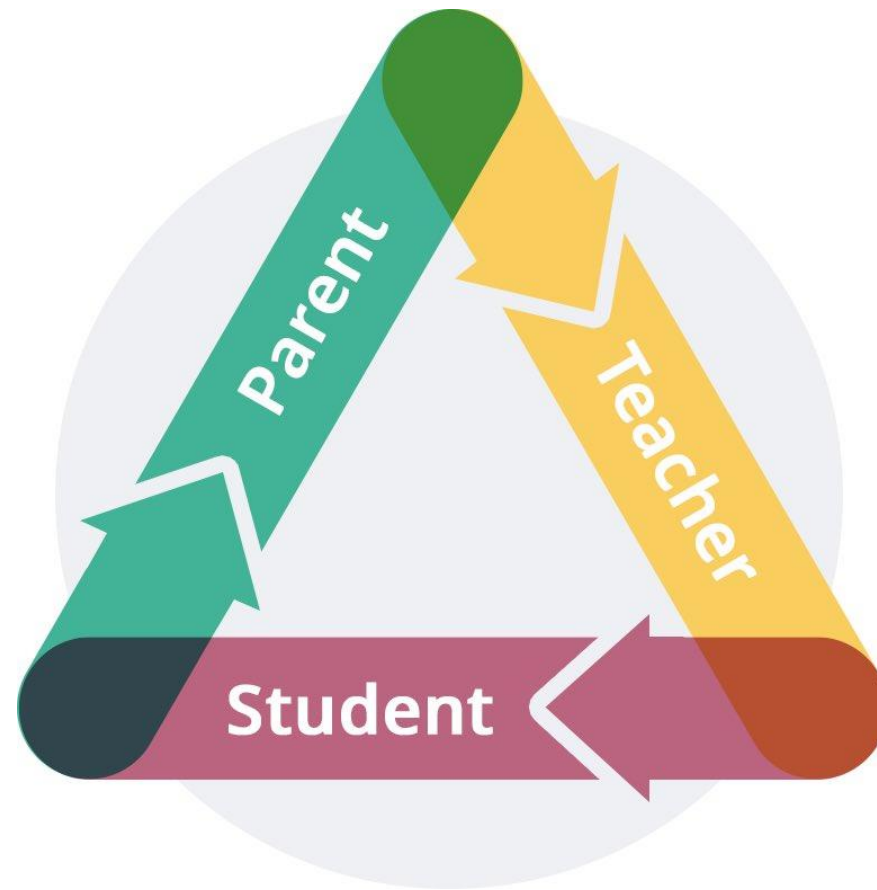
- A formal tailored suit – Matching jacket with trousers/skirt
- A formal jacket/blazer with trousers/skirt – not matching but formal and appropriate for the office
- A formal jacket/blazer with a formal dress (dress must cover shoulders)

Below is visual example of what “business-like attire” dress code looks like for a Beths Grammar School Sixth Form Student:



- Extremely important to be on time each day
- Form rooms open at 8.30am (we expect students to be on site for 8.30 at the latest)
- Breakfast available the Dining Room from 8am
- Must be ready to be registered at 8.45am
- Registration closes at 8.45am
 - **Monday** – Bulletin – updates and operational information for the week
 - **Tuesday** – Year Group Assembly
 - **Wednesday** – Extended registration for statutory PHSCE
 - **Thursday** – Academic Reading
 - **Friday** – VESPA tasks – Vision, Effort, Systems, Practice and Attitude tasks

The Beths Partnership to Success



Study Skills

- 5 Hours per week per subject
- Directed study
- -**Focussed**
- -**Long term**
- -**Active**
- -**Transformation**

Our Expectations (Community, Excellence, Respect)

High levels of
attendance and
punctuality

Cooperation and
active engagement in
lessons

Completion of all set
work in class and out
of class

Exemplary standards
of conduct both in
and out of school
(including dress code)

Participate and
contribute to the
School community

A desire to excel

Absence from school for any reason:

Ms Toppar : **6Fattendance@beths.bexley.sch.uk**

Questions regarding Sixth Form: **SixthForm@beths.bexley.sch.uk**

All staff email addresses can be found on the school website

What support do we offer our students?

- Quality First Teaching
- Differentiated resources for our students with SEND
- LSA support for select students
- In school counsellor
- Additional parents evening meetings with the SEND department to discuss progress and any concerns
- External advice - ASD Advisory Service, Bexley Early Intervention Team - Educational Psychologist, Social Worker, Social Emotional, Mental Health Partner.
- Referrals made for support from external agencies when needed – EITs Team (as above), Community Paediatricians, CAMHS, Speech and Language Therapists
- Access Arrangements – Extra Time (25%, 50%, 100%), Computer Reader Pen, Rest Breaks
- EHCP applications to be made on the student's behalf if a higher level of support is required

Access Arrangements – MS form sent to students' school emails and parents' emails

- Rest Breaks
- 25%, 50% or 100% Extra Time
- Reader Pen
- Laptop
- Internal Access Arrangements Assessor
- Medical Diagnosis (ADHD, ASD, medical condition) – Form 9 with teacher feedback
- No Diagnosis/Dyslexia – Form 8 with detailed assessment of need
- School must apply by December of Year 13

SENDIA

- Special Educational Needs and Disabilities Inclusion Award
- Improvements made based on feedback received
- Provisions, mapping, QFT



To reach the SEND Team



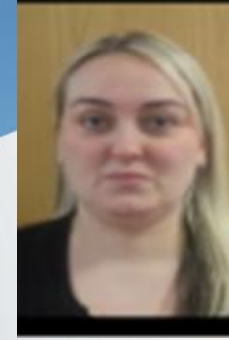
Vikram Gukhool
**Deputy
Headteacher**



Katie Blewett
**SENDCO/Inclusion
Lead**



Roisin Lynch
**Deputy Assistant
SENDCO**



Gemma Jarvis
**Learning Support
Assistant**

Sandie Read
**Learning Support
Assistant**

?

**Learning Support
Assistant**

Email: IEN@beths.bexley.sch.uk