

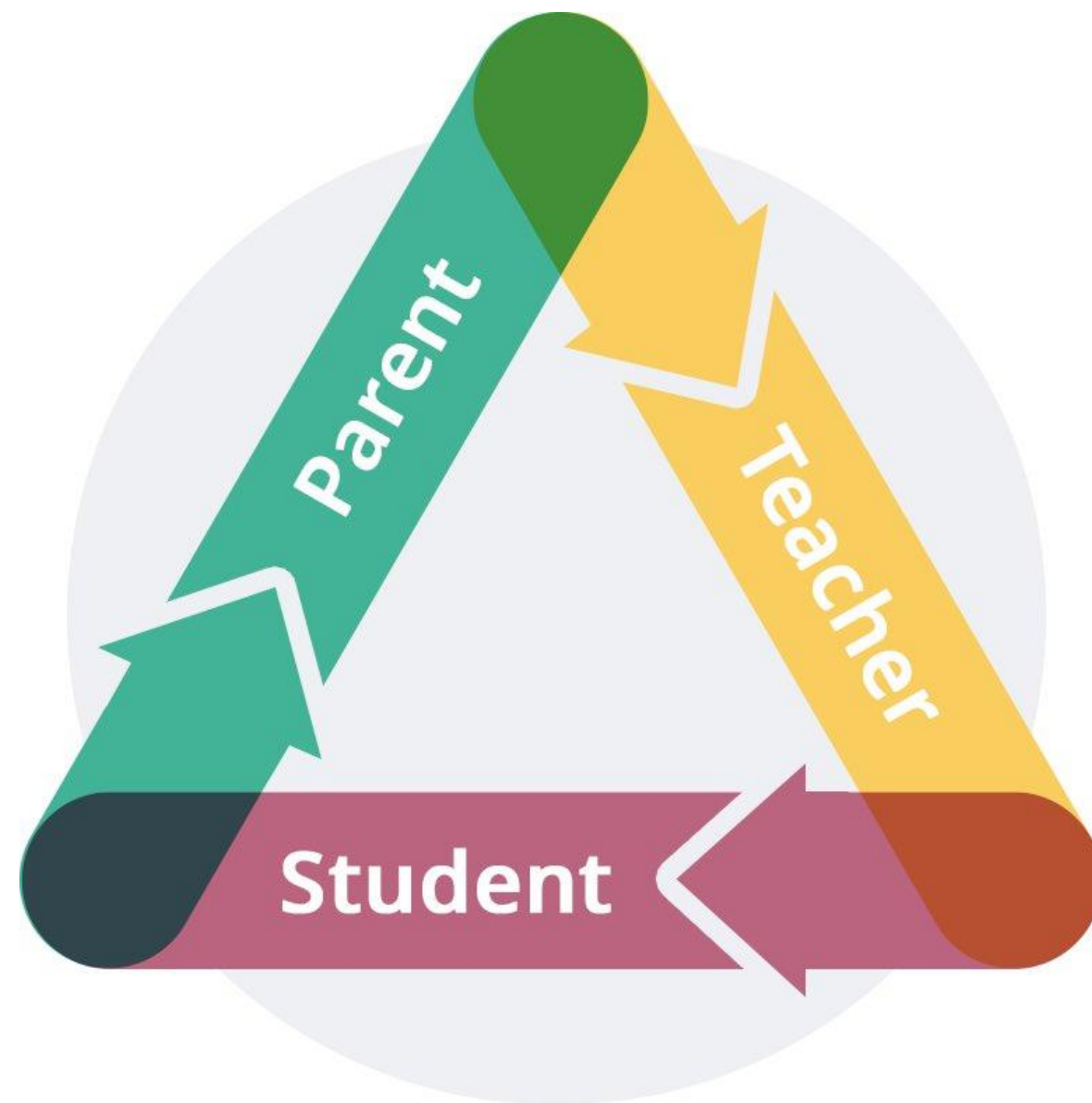


Mrs O'Donnell

Headteacher



Welcome to the Year 12 Information Evening for Parents/Carers



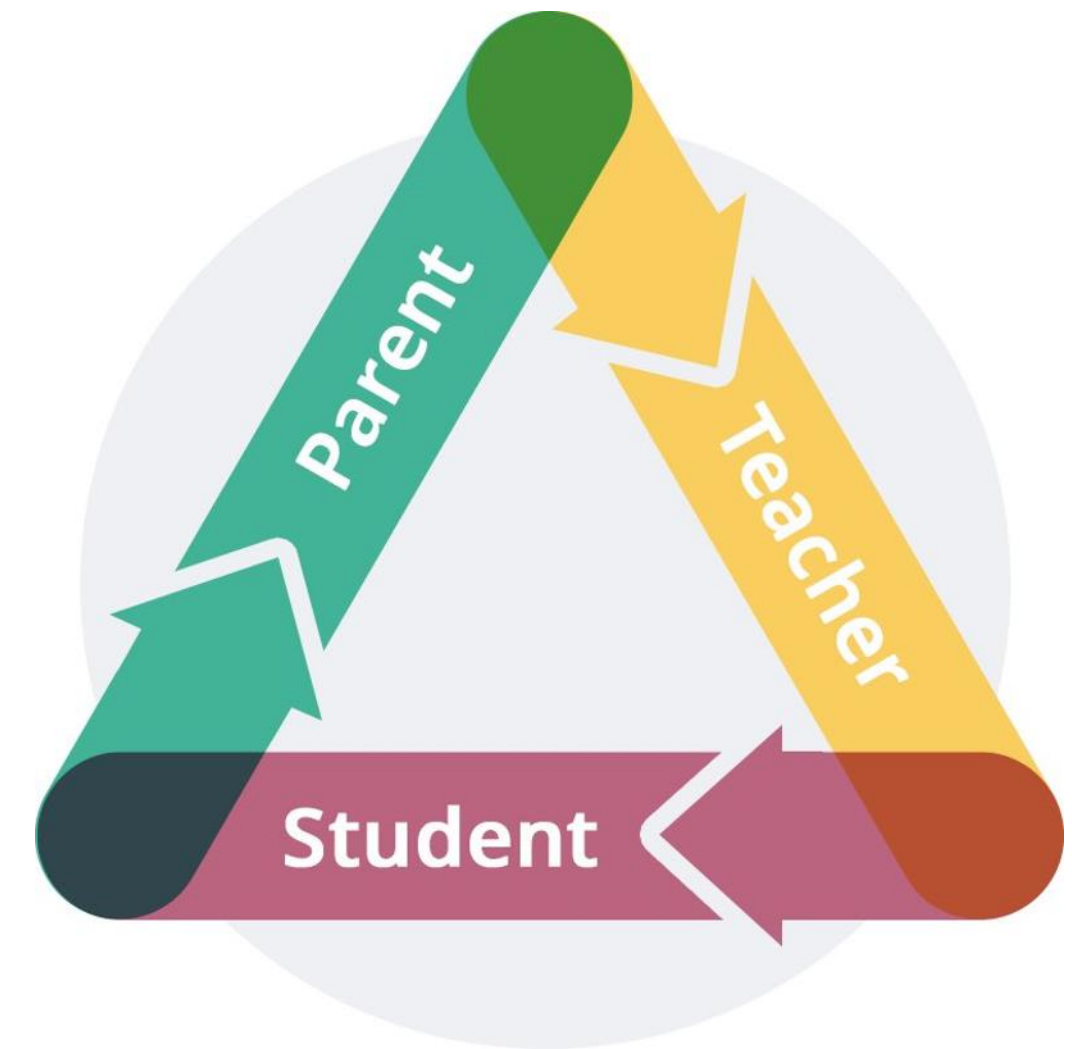
Welcome from the Sixth Form Team



- Mr Jones – Deputy Head (Sixth Form) a.jones@beths.bexley.sch.uk
- Mr Waite – Head of Year (Year 12) mrwaite@beths.bexley.sch.uk
- Ms Kaur - Assistant Head of Year 12
- Mrs Jeffery – Sixth Form Attendance & Admin
- Mr Chamberlain – Assistant Head of Year (KS5)
- Miss West - Top Universities, Medics, Vets and Dentists
- Mrs Ratcliffe and Mrs Rayneau – Careers

Order of the evening

- Presentation in the main hall
- Expectations – what sixth form can offer
- Understanding a typical day
- Study routines – The Beths Scholar
- Enrichment and support
- Top Universities
- Careers information and work experience
- EPQ
- Bursary
- Meet the form tutor
- Students with SEND



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

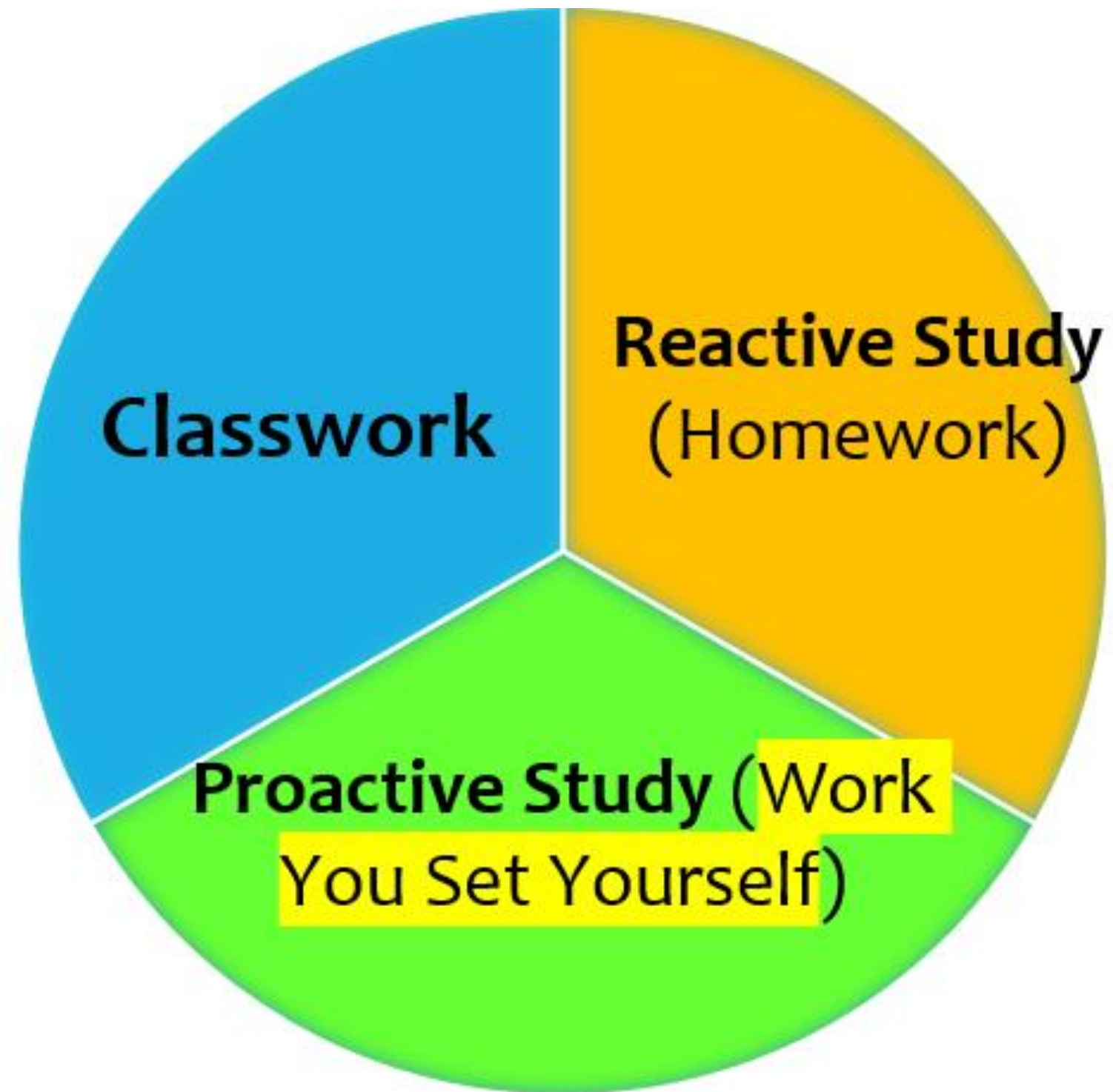


The Beths Scholar

Every minute matters, every scholar achieves.



Three types of “work”



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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!

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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.

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Curriculum Maps and Exam Specifications

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](#)

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[Curriculum Maps - Beths Grammar School](#)



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[Curriculum Maps - Beths Grammar School](#)

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 - Mymaths topic codes: <u>1.1:</u> 2033 <u>1.2:</u> <u>1.3:</u> 2006, 2014 <u>1.4:</u> 2034, 2035 <u>1.5:</u> 2036 <u>1.6:</u> 2037,2255 <u>Recap chp 1:</u> 3006 <u>2.1:</u> 2015, 2016 <u>2.2:</u> 2017 <u>2.3:</u> 2257(Q1) <u>2.4:</u> 2025

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)**



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What support is there?

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

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Support at Beths

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



Enrichment: The Beths experience from a student perspective

- 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

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Year 12

Autumn Term	• Students to register interest for Oxbridge and Medicine (including Vet Med and Dentistry) early on • Thinking about Oxbridge Workshop held 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

2026 Leavers:

- Ronnie Parsons (Oxford)
- Edwin De-Ben Rockson (Medicine)
- Charles Latchem (Medicine)
- Mohamed Aref (Medicine)
- Youssef Aref (Medicine)
- Simisola Eniolorunda (Medicine)
- Ayomitide Adebawale (Medicine – Bulgaria)
- Thulasychelvan Sabalingam (Medicine)
- Chinaemere Ekeozor (Medicine)
- Michael Zheng (Medicine)
- Dinoshithan Vishnukanthan (Medicine)

- Emmanuel Onofeuvre (Medicine)
- Ellis Nucchi (Imperial)
- Daksh Sharma (Imperial)
- Daron Mathanago (LSE)
- James Corry (Durham)
- Zak Phan (Durham)
- Mustafa Ayub (Durham)

2025 Leavers:

- 4 Oxbridge
- 6 Medicine
- 1 Veterinary Science
- 4 students went to LSE
- 4 students went to 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.

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

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Careers and Year 12 -Skills for the future

- Student voice – Careers Survey
- Apprenticeship event – 19 October
- Visiting speakers
- UCAS Discovery Event – March
- Careers Fair – April
- CV writing and creating a professional profile on LinkedIn
- Work Experience – **Monday 28 June until Friday 2 July 2027**

Ms Ratcliffe – Careers Lead
careers@beths.bexley.sch.uk

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Ms Rayneau – Work Experience
workexperience@beths.bexley.sch.uk



Degree 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.



Bloomberg



Deloitte.





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				

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 28 June until Friday 2 July 2027

No sole traders or placements abroad

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

workexperience@beths.bexley.sch.uk



What is the 16-19 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.

Mr Chamberlain– Assistant Head of Year (6th form)
MRCHAMBERLAIN@beths.bexley.sch.uk

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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

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What can students use 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)



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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](#)



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The Extended Project Qualification (EPQ)

- The EPQ provides students with the opportunity to explore a subject they are passionate about while developing the independent learning and research skills that can benefit students moving onto higher education and careers
- Equivalent to half an A Level and worth up to 28 UCAS tariff points (Grade A*).
- Students develop valuable skills in research, analysis, critical thinking, time management, project planning, and academic writing.
- Projects can take the form of:
 - A 5,000-word dissertation
 - An artefact or product (such as a model, performance, or event) supported by a written report.
- Students work with a supervisor but are expected to manage their own project independently. They will have lots of deadlines to meet!
- The qualification concludes with a presentation of their findings.
- They are assessed on the process as a whole NOT just an essay / artefact / presentation
- Key date: Students **MUST** complete an Initial Expression of Interest form by **Friday 25th September 2026 4pm.** **This has been on Teams for over week now.**



What additional support do we offer our students?

- Quality First Teaching
- Differentiated resources for our students with barriers to learning
- LSA support for targeted students
- In school counsellor
- Additional parents evening meetings with the Inclusion 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

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Email: IEN@beths.bexley.sch.uk



Access Arrangements – MS Form already sent to students' school email addresses

- Rest Breaks
- 25%, 50% or 100% Extra Time
- Computer 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

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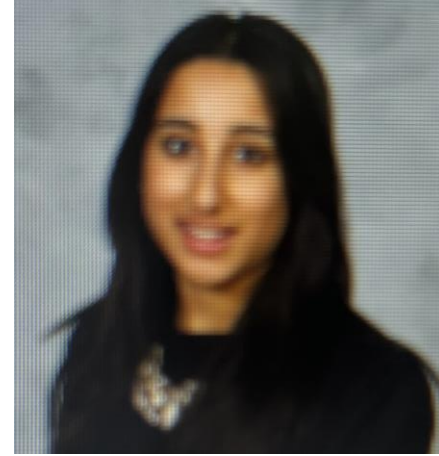
Email: IEN@beths.bexley.sch.uk



Who are the Inclusion Team and how do I contact them?



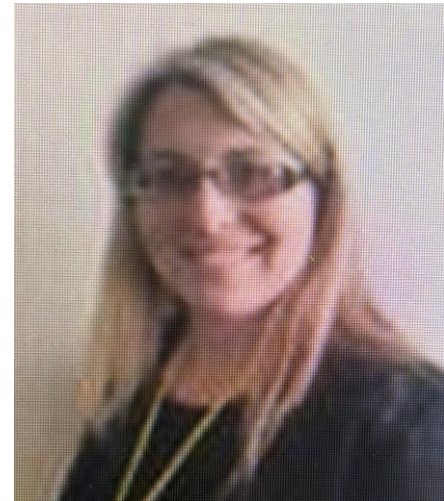
Mr V Gukhool
Deputy Headteacher



Ms Amnique Amin
Deputy SENDCO



Ms Gemma Jarvis
Emotional Literacy
Support Assistant



Ms K Blewett
SENDCO/Inclusion Lead



Ms Roisin Lynch
Deputy Assistant SENDCO



Mr Freddy Walker
Learning Support Assistant



Ms Sandie Read
Learning Support Assistant

Email: IEN@beths.bexley.sch.uk

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Meet the tutor

Mr J. Walter –B1

Ms L. Gomez –B2

Mr I. Manchester-B3

Mr M. Marfo –B4

Ms L. Commerford/Mrs F. Bechikr –B5

Miss R. Coke –B6

Mr G. Hayman –B7

Mrs S. Sarkar –B12

Mr H. Rushbrook-B14

Mr P. Ratanshi –B11

Miss C. Wong-B10

Mr J. Eydmann –C3

Mr P. Brown –C4

Mr C. Prehm –C1

Mr J. Walsh/Ms E. Leonard –C2





"One step at a time. You'll get there."



Thank you

