



Year 12 Parents' Information Evening

Thursday 22nd October 2026

Mr D Butler
Miss J Williamson
Mrs Dehrmann
Mrs Crowley
Mr Shaw



KING EDWARD VI
SCHOOL LICHFIELD

Welcome

Areas covered this evening:

- ☐ Key contacts within school
- ☐ Post 18 options
- ☐ Study skills
- ☐ LRC
- ☐ GO for Schools
- ☐ Wellbeing



Key Contacts within School

Form Tutor

Subject Teachers

**Post-16
Administration
Officer**

**Achievement Leader
and Assistant
Achievement Leader**

**Student
Support**

LRC Manager

**Learning
Support**

**Sixth Form
Learning
Mentor**



Key Dates

- ❑ Year 12 Parents' Evening – 19th and 20th April 2027
- ❑ Year 12 Mock Exams – 16th – 18th June 2027
- ❑ Post 18 Information Evening – September 2027
- ❑ Year 13 Parents' Evening – October 2027
- ❑ Year 13 Exams – May – June 2028
- ❑ Final exam results published – August 2028



Post 18 Options

University

Apprenticeships

Employment/training

Gap year



What can you do to support students?

Research

Super-curricular

Work experience



Research

Does the area that they are interested in need specific qualifications?

Do they need to complete work experience?

What is a typical grade offer?



Supercurricular

Are they completing additional reading/viewing?

WRITING A PERSONAL STATEMENTS AND ENRICHMENT ACTIVITIES

Here you will find information on summer schools, taster days and other enrichment activities. There are many links to super curricular activities including lectures, reading, listening and viewing. This padlet also includes guides to writing a personal statement and CVs.

Applications and personal statements Padlet

UCAS APPLICATION GUIDE 2025

This guide takes you step by step through the UCAS application process for 2026 for King Edward VI students.

UCAS APPLICATION GUIDE 2026



APPLYING TO UNIVERSITY - A SIMPLIFIED GUIDE



YEAR 13 PARENTS' INFORMATION EVENING PRESENTATION (17TH SEPTEMBER 2024)



Parent, Guardian and Carer Guide from UCAS

2026 UCAS Applications School Deadlines

- Early applications - Monday 6th October 2025
- All applications - Tuesday 25th November 2025



Supercurricular

Padlet

kessixthform • 15d

Applications and personal statements

Lots of links and information

Summer schools and courses

UCAS taster courses search



ucas.com

Learn about uni on a taster course

UCL Summer Schools



ucl.ac.uk

UCL - London's Global University

Lancaster Summer Schools



lancaster.ac.uk

Summer Schools

Edge Hill Subject Tasters



Work Experience

GSK



gsk.com

Work experience, placements and internships | GSK

NHS



stepintothens.nhs.uk

Step Into The NHS :: Work experience

BBC



careers.bbc.co.uk

Get In Taster Experiences | BBC Early Careers

Writing a personal statement

Subject Guides

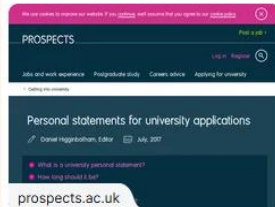


ucas.com

Explore | UCAS

A guide for every subject to help you with your personal statement

Prospects Guide



prospects.ac.uk

Personal statements for university applications | Prospects.ac.uk

Guide from Oxford



ox.ac.uk

How to write a personal statement

Creating a CV

Sample covering letter from The University of Sheffield



PDF

Covering_Letter

Sample CV from The University of Sheffield



PDF

Sample CV

Top tips for positive writing



Tips for positive writing

Enrichment

University textbooks which are free to download



PDF

University Textbooks Free to Download

Oxford Uni digital resources



ox.ac.uk

Digital resource hub

Science resources



Manchester

Work experience

Does their future career path require specific work experience?

Mrs Baker in the LRC manages work experience

LOA form needs to be completed



The screenshot displays the website for King Edward VI School Uxfield. The header includes the school's crest and name, along with navigation links: ABOUT US, INFORMATION, SCHOOL LIFE, CURRICULUM, and EXTRA-CURRICULAR. A banner image shows students in school uniforms. Below the banner, the page is titled 'ATTENDANCE' and provides instructions on how to report a student's absence. It includes a text box for reporting absences and a list of required information: Student name, Tutor group, Reason for absence, and Estimated length of absence. The 'attendance MATTERS' logo is visible in the bottom right corner. On the right side, there is a sidebar menu with various links such as Admission Arrangements, Attendance, Letters Home, Policies and Documents, Safeguarding, Parents' Evenings, Information Evenings, Pupil Premium, Examinations, ParentPay, Special Educational Needs a..., GO 4 Schools, PTA - Parent / Teacher Asso..., Online Safety, and Travel to School.

KING EDWARD VI
SCHOOL UXFIELD

ABOUT US | INFORMATION | SCHOOL LIFE | CURRICULUM | EXTRA-CURRICULAR

YOU ARE HERE: MAIN SCHOOL | INFORMATION | ATTENDANCE

ATTENDANCE

TO REPORT A STUDENT ABSENCE

RELATING TO ILLNESS, LATE ARRIVAL OR MEDICAL APPOINTMENT

Text: 07860 034183 before 8.30am with the following information:

- Student name
- Tutor group
- Reason for absence
- Estimated length of absence

attendance MATTERS

INFORMATION

- Admission Arrangements >
- Attendance**
- Letters Home >
- Policies and Documents
- Safeguarding
- Parents' Evenings
- Information Evenings
- Pupil Premium
- Examinations
- ParentPay
- Special Educational Needs a...
- GO 4 Schools
- PTA - Parent / Teacher Asso...
- Online Safety
- Travel to School

Resources for Parents/Carers

www.ucas.com/discover/advice-parents-guardians-and-carers



Support in School

Sixth Form Academic Learning Mentor

Mrs A Dehrmann

Academic Skills – 6th Form Staff referral but students can request.
Group or individual sessions are available.

Librarian and Learning Resource Manager

Mrs S Crowley

Drop into the library for help and guidance from the staff.



Studying in Sixth Form



The Library

My Role – To Help Students Help Themselves

Consistency of the basics:

- ☐ Acknowledging distractions
- ☐ 'Cleaning' digital & physical workspaces
- ☐ Organisation of files
- ☐ Accessing support
- ☐ Attendance & engagement
- ☐ Communication with staff

Using time effectively

- ☐ Little & often
- ☐ Balancing subjects
- ☐ Balancing study, hobbies, social life and work
- ☐ Avoiding being overwhelmed
- ☐ Consistent effort



Academic Learning Skills for Sixth Form

- ☐ Spacing out and balancing subjects/ specific tasks
- ☐ Strategies to recognise & challenge procrastination
- ☐ Maintaining focus
- ☐ Ongoing reflection & reviewing of work
- ☐ Additional study advice and guidance on directed study beyond lessons and homework



Variety of Study and Revision Strategies

- ☐ Setting up & reviewing independent study timetables
- ☐ Breaking down tasks into small chunks (time/task)
- ☐ Prioritising & meeting multiple deadlines
- ☐ Effective note taking – not just highlighting!
- ☐ Active reading & annotating of texts
- ☐ In-lesson strategies
- ☐ Reviewing lessons
- ☐ Effective use of flashcards
- ☐ Essay writing
- ☐ NEA support
- ☐ Exam preparation



Variety and Consistency is the Key

Studying and revision doesn't always have to be writing or sitting down at a desk or on your own:

- ☐ Verbal
- ☐ Listening
- ☐ Walking about
- ☐ Watching
- ☐ Mind maps
- ☐ Spider-diagrams
- ☐ Flashcards
- ☐ 'Teaching'
- ☐ Group work

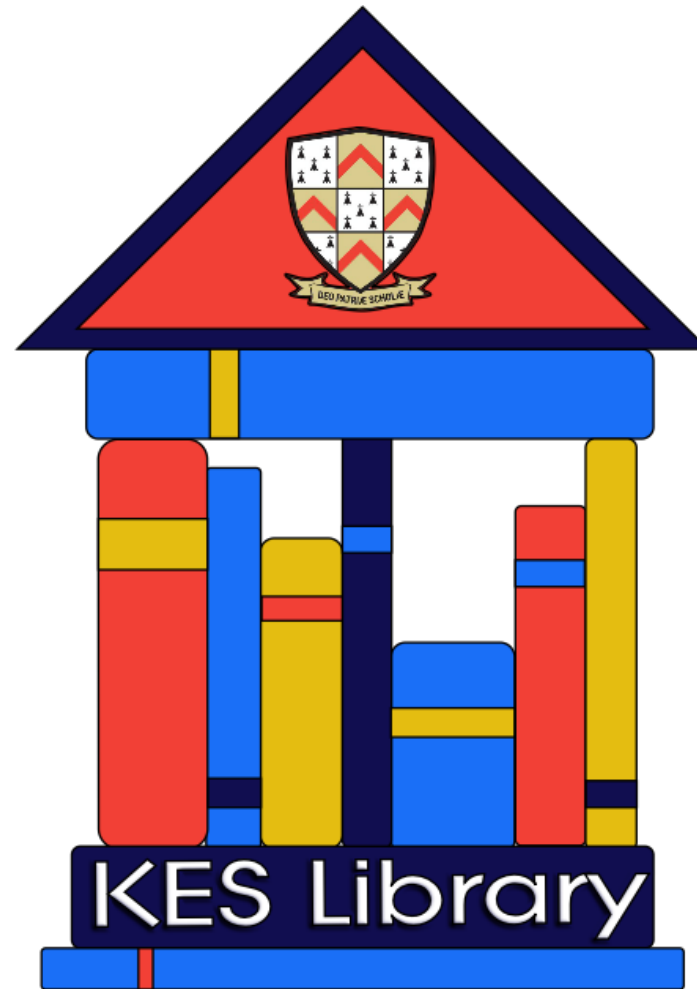


Supporting Post-18

- ❑ Short & longer-term goals
- ❑ Embedding study skills for Higher Education
- ❑ Transferable skills for Apprenticeships, work and wider life

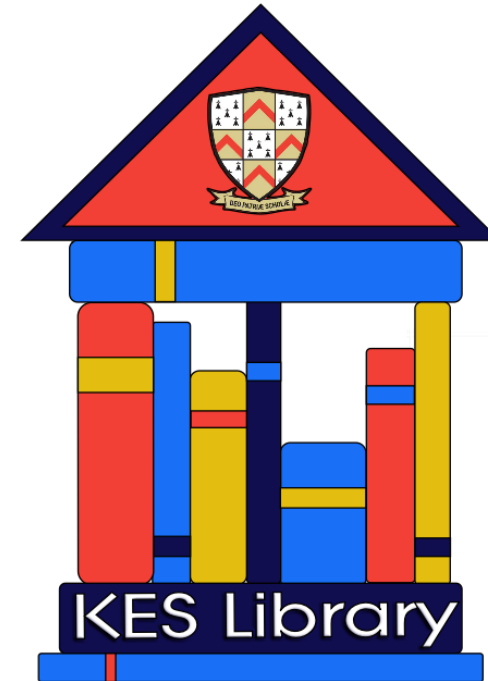


Library and Learning Resource Centre



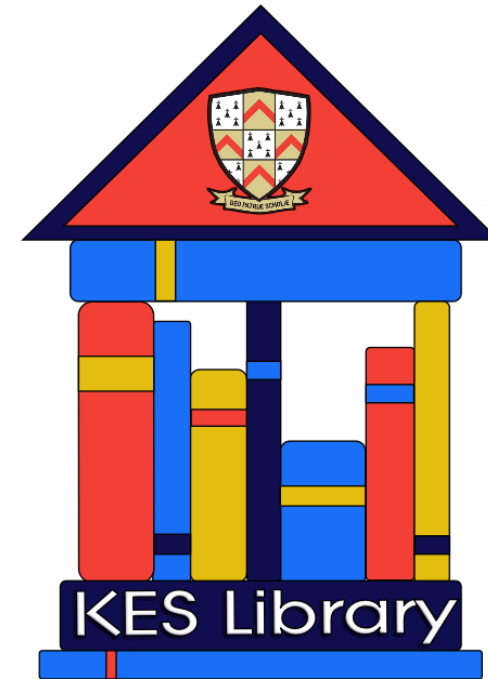
Library Induction and Library Lessons

- ❑ All Y12 students are offered a Library Induction at the beginning of term.
- ❑ The Library is used for specific research lessons and for general study.



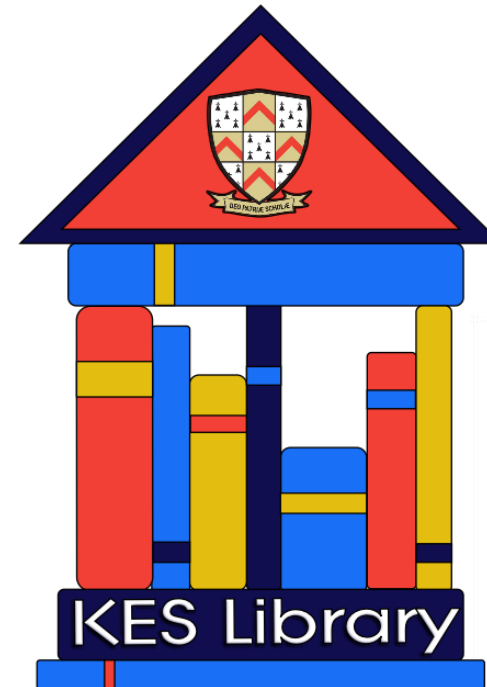
The Library

- ❑ Open every day from 8:30am – 4:30pm
- ❑ Computers and laptops
- ❑ Photocopying and Printing
- ❑ Sixth Form Library Stock
- ❑ Dedicated Study Space



Sixth Form Library

- ☐ Textbooks
- ☐ Wider reading
- ☐ Fiction
- ☐ Careers information



Encouraging Wider Reading and Independent Study

- ☐ Knowing how to find information in books and online.
- ☐ Reading further information and looking at good quality resources.
- ☐ Taking initiative to come to the Library and see what's available.
- ☐ Staff are happy to help!



Periodicals

- ❑ Wider-reading – reading around the subject.
- ❑ Authoritative and peer-reviewed.
- ❑ Articles written by professionals in their field.
- ❑ Accessible – not too lengthy with key information and visual aids.
- ❑ Niche material that may be found in a textbook.
- ❑ Current information, updated regularly and topical.
- ❑ Can easily be photocopied and referred to in coursework and assessments.



Periodicals



Periodicals



Universal Studios comes to Bedfordshire

The new theme park is likely to be a mixture of rides and themed experiences

There was much surprise when Universal announced its plans for a new theme park in Bedfordshire in the UK. Phil Waterhouse explains the benefits of the location

EXAM LINKS

This case study is relevant to the following topics in the AQA, Edexcel, OCR and WJEC/Eduqas A-level specifications:

- Ansoff matrix – market development
- assessment of a country as a market
- assessment of a country as a production location
- competitive advantage
- distinctive capabilities
- factors contributing to increased globalisation
- global markets and business expansion
- impact of multinational corporations – FDI flows, technology and skills transfer
- marketing approaches – polycentric
- PESTLE – environmental, social, economic, political
- the changing competitive environment

About 10 years ago, a former student of mine bought himself a drone. He was given some gentle ribbing from his classmates when they found out just how much he had spent on it. However, this teasing soon stopped when he announced that he was being paid a tidy sum of money to use the drone to take footage of potential brownfield sites around the Bedfordshire area in the UK.

The most significant of these sites was the former London Brickworks just outside of the village of Stewartby, which were decommissioned in 2008 and had been earmarked for a new

housing development. However, this never materialised and so the 486-acre site has been lying dormant for all of this time – until the rather shock announcement in April 2025. It had been sold to the company behind the Universal theme parks that have proved hugely popular across the globe.

Universal parks

The original Universal theme park was established in Florida as a direct competitor to the Disney parks in the area. Since then, Universal has established four more parks in Japan, Singapore, Beijing and Hollywood. Universal's parks generate close to US\$10 billion in revenue each year.

The movie studio conglomerate has followed a similar strategy to that of Disney and diversified into the theme park business. Universal creates rides and experiences based on its portfolio of iconic films. The company is just about to open its latest park in Orlando, Florida, called Universal Epic Universe, which will feature a Ministry of Magic attraction that is based on the Harry Potter and Fantastic Beasts franchises.

The new park in Bedfordshire will be Universal's first site within Europe and it has come as a surprise to many that the central Bedfordshire region has been chosen. However, there are some compelling reasons for the choice.

Benefits of Bedfordshire

A major appeal of the area is its central location within the UK. The site is just around 1 hour's drive from both London and



The former London Brick Company site in Stewartby, Bedfordshire

Birmingham and is strategically located between the M1 and A1 roads. Land in rural Bedfordshire is also considerably cheaper than more built-up areas and there is space for the large-scale project to expand further over time as necessary.

Transport connections

It is no coincidence that companies like Amazon, John Lewis and H&M have their huge distribution facilities within the area – they can reach their customers easily. The road links are set to be complemented by improved rail links, with a new train station opening in nearby Wixams and further improved infrastructure projects running from Oxford to Cambridge, giving great connectivity across the region. All of these are set to be in place before the park opens.

Local workforce

The availability of labour is also a key consideration. The theme park is set to generate over 28,000 jobs – 20,000 in construction and a further 8,000 permanent roles within the park. These roles are likely to be filled by the nearby town of Bedford and the surrounding villages. The number of people living near the site should mean that it will be easier to fill these roles, and temporary seasonal jobs, than if the site was in a more rural location, like Alton Towers for example. It is estimated that over 80% of the workforce will come from the local area.

Planner-friendly

The location is also planner-friendly. The town of Bedford has missed out on some major investment projects because firms have been more attracted by nearby Milton Keynes. This has prompted the local government to take a more proactive approach and the park has already been given planning permission. Construction is set to start in 2026, with the park opening its doors by 2031.

Making use of the brownfield former brickworks site is also a benefit in terms of the local community. Despite its excellent transport infrastructure links, it is still in a pretty rural and

quiet part of the countryside. This limits any potential for complaints in terms of noise and environmental pollution.

Avoiding competitors

Another benefit of the site is that it is strategically located away from Universal's main competitors. Thorpe Park has built a reputation for its impressive range of white-knuckle roller-coaster rides and is situated in Surrey, close to southwest London. Further north, Alton Towers has been seen as the other premier attraction, along with traditional theme parks such as Blackpool Pleasure Beach. But there is a substantial gap that Universal is likely to fill.

UK theme park market

Universal carries with it an established brand reputation. Thrill-seekers from the UK have been willing to travel over to the USA to experience the rides that Universal offers. The UK currently spends 246% more on leisure and recreation pursuits than it did at the start of the decade. This statistic might be a

Universal Epic Universe theme park in Orlando, Florida, under construction in April 2025



Periodicals



A* concepts

EXAM FOCUS **A***

In this new series, **Ian Marcousé** picks out concepts with the scope to lift a good answer into something special. First in the series is competitive advantage

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EXAM LINKS

This 'Exam skills' is relevant to the following topics in the **AQA**, **Edexcel**, **OCR** and **WJEC/Eduqas** A-level specifications:

- competitive advantage
- distinctive capabilities
- innovation
- marketing mix – the four Ps
- market positioning
- product/service design
- production, productivity and efficiency

As I write, Aldi has just announced that its new wage rates make it the UK's highest-paying supermarket. Rival supermarket Lidl pays £14.04 an hour (in the

areas in and around London) and Aldi has topped that with a best-in-class £14.05. This is a form of competition, but it is nothing close to competitive advantage.

Competitive advantage is a particular strength that a company has over its competitors that it believes can be sustained in the medium-to-long term. For example, in February 2025 the founder of Chinese electric vehicle maker BYD claimed that Chinese electric vehicles are 3–5 years ahead of those in any other country. This is a claim of a clear competitive advantage. Another example is the American company OpenAI, which thought that ChatGPT was 1–2 years ahead of any other large language model until China's DeepSeek announced its own, more cost-effective version. Competitive advantage is hard won and must be defended.



© Tim Lister - Shutterstock Stock Photo

A Brompton folding bike



Periodicals



BACK TO BASICS

Ten common mistakes when writing about business

Ian Marcousé provides a framework of ten concepts for revision

1 Confusing productivity with production

Example: 'Hiring new staff should boost the company's productivity'.

The mistake: hiring more staff might lead to an increase in production – though surely only if demand is high enough – but there is no reason why higher output should lead to greater efficiency (productivity). As the UK's NHS has found, hiring more staff can cut productivity (output per person per time period).

Underlying issue: many students see productivity as another way of saying production. It is not – production is the volume of output, while productivity is the efficiency of that output.

2 Misusing diseconomies of scale

Example: 'The fall in output means that the business will suffer diseconomies of scale'.

The mistake: forgetting that diseconomies of scale is a problem caused by growth, not decline. As firms expand, factors like co-ordination become more complex and costly, so diseconomies of scale are factors causing average costs to rise during growth.

Underlying issue: assuming that if economies of scale occur during growth, then diseconomies are a result of decline.

3 Assuming money motivates

Example: 'The company should pay bonuses to boost productivity'.

The mistake: failing to provide a timescale. Yes, money can work as a motivator if, for example, you offer people a 20% bonus to work hard this week to clear a backlog. But in 2025 Asda scrapped bonuses for 10,000 managers who had been receiving them for years despite Asda's decline. The managers complained.

Underlying issue: regular bonuses lose their effect because they become an expectation and no longer boost performance (Professor Frederick Herzberg is excellent on this topic).

4 Poor use of competitive advantage

Example: 'Offering two for the price of one would give them a competitive advantage'.

The mistake: ignoring the key: silent 'sustainable', in that it should always be (sustainable) competitive advantage. If rivals can do the same thing tomorrow, then the term competitive advantage is inappropriate.

Underlying issue: competitive advantage is a major strategic term, achieved either by sustainable cost advantages or untouchable added value – it should not be trivialised.

5 Dangers in the word 'overdraft'

Example: 'It is sensible for a small business to use an overdraft to finance growth'.

The mistake: failing to distinguish between an overdraft and an overdraft facility. The latter is an agreement with the bank about the maximum allowable cash deficit on the current account. If you are growing, you will almost certainly need to renegotiate to get a 'bigger overdraft'.

Underlying issue: struggling to grasp the truism that growth puts a strain on cash flow, and rapid growth is a serious strain.

mistakes when

Business Review

6 Struggling to interpret an average rate of return figure

Example: 'An average rate of return of 20% means that they only get 20% back on the capital investment'.

The mistake: ignoring the timescale. Average rate of return is the annual average profit as a percentage of the sum invested. So the 20% is the return per year, after all costs have been allowed for. It is pure profit, expressed in percentage terms.

Underlying issue: failure to understand how many businesses survive – thrive, even – on quite low profit margins. For example, Tesco's profit margin is 5%, so 20% a year is fabulous.

7 Underestimating the power of the matrix

Example: 'Ansoff's matrix shows the risks of diversification'.

The mistake: failing to see the analytic scope of the matrix. Exam mark schemes love a two-sided argument. The axes on a matrix give those two sides, such as products and markets, so analyse Ansoff's matrix by looking at the risks involved in product and market development before looking at diversification.

Underlying issue: a matrix pushes you to analyse a business situation by applying theory to a specific business – that is grading gold.

8 Seeing cost-cutting as an easy win

Example: 'They are making losses so they should look for some redundancies'.

The mistake: making cost-cutting seem risk-free. Redundancies are actually hard to handle (the best staff may volunteer) and can leave scars of mistrust and demotivation. Staff will feel more comfortable if managers have done everything possible to boost revenue before cutting costs.

Underlying issue: many businesses operate ruthlessly, but the examiner is likely to want to see empathy for the human beings at the workplace.

9 Misusing the word 'strategy'

Example: 'A full month's price cut would be an effective extension strategy'.

The mistake: confusing short-term tactics with longer-term strategy. A strategy is a medium-to-long-term plan for meeting objectives – a month's price cut has nothing to do with that.

Underlying issue: running a business is a tough task. Quick fixes underestimate the task. Strategy takes a lot of consideration and then time to bed in.

10 Mistaking 'ethical policies' for ethics

Example: 'The company's ethical marketing approach includes its new range of vegan pastries'.

The mistake: confusing targeting with philosophy. If there are enough people who want vegan pastries, then by all means cater to them. But do not present it as 'ethical'.

Underlying issue: business ethics imply a willingness to sacrifice profit margin for a higher purpose, such as discouraging smoking. Unless there is evidence of sacrifice, the word 'ethics' should be left alone.

Ian Marcousé is the founding editor of Business Review and author of A-level textbooks for AQA and Edexcel published by Hachette Learning.



Periodicals

and aluminium imports from Canada. If you run a massive car company such as Toyota, you do not want to expose the business to such high

business of world scale. At the moment, investment in an artificial intelligence (AI) rival to ChatGPT and DeepSeek is an obvious candidate.

likely that more Chinese visitors would come to Europe rather than the USA, with each spending an average of £2,167 (according to VisitBritain.com). In 2023, 368,000 Chinese tourists visited the UK, spending just under £800 million. Trump's actions are likely to boost that figure considerably.



The Airbus factory at Hawarden Airport in Cheshire, UK

EXAM-STYLE QUESTIONS

Using the information in Figure 1, calculate the difference in the UK's gross domestic product (GDP) per capita between 2008 and 2024. State your answer to two decimal places. You are advised to show your working. (4 marks, AQA)

BusinessReviewExtras



Get guidance for your answer at www.hachettelearning.com/businessreviewextras

Ian Marcousé is the founding editor of BUSINESS REVIEW and author of A-level textbooks for AQA and Edexcel published by Hachette Learning.

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LEARNING

Business review
www.hachettelearning.com/businessreview

Volume 32, Number 1, September 2025

Practice exam questions

Making Europe great again?

Mark Hage

Check your answer to the question on pp. 7–9 of the magazine. This question relates to the AQA specification.

Sample answer

$$\begin{aligned}\text{Percentage change} &= \frac{\text{Change}}{\text{Original}} \times 100 \text{ (1)} \\ &= \frac{12 - 39}{12} \times 100 \text{ (2)} \\ &= -225\% \text{ (4)}\end{aligned}$$

Sample examiner comment

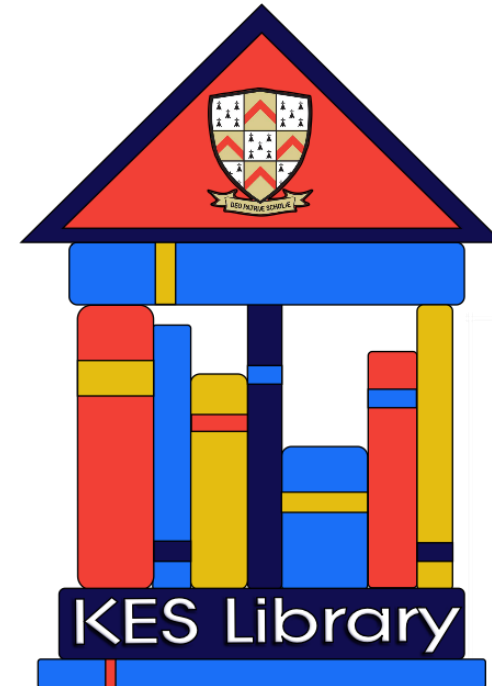
Mark: 4/4

- (1) 1 mark for correctly showing the formula for percentage change.
- (2) 1 mark for correctly showing the difference in percentage change between 2008 and 2024.
- (3) 1 mark for correctly showing the original percentage change in 2008.
- (4) 1 mark for correctly calculating the percentage change in GDP between 2008 and 2024.

This resource is part of BUSINESS REVIEW, a magazine written for A-level students by subject experts. To subscribe to the full magazine, go to www.hachettelearning.com/businessreview

Online Information

- ☐ Google Scholar
- ☐ Looking for domain name clues –
sch.uk, gov.uk, ac.uk
- ☐ Not Wikipedia!
- ☐ Which website are you using – where is
the information coming from? Is it
credible?
- ☐ Consider the organisations you know
that will have an interest in your field



Supporting younger students

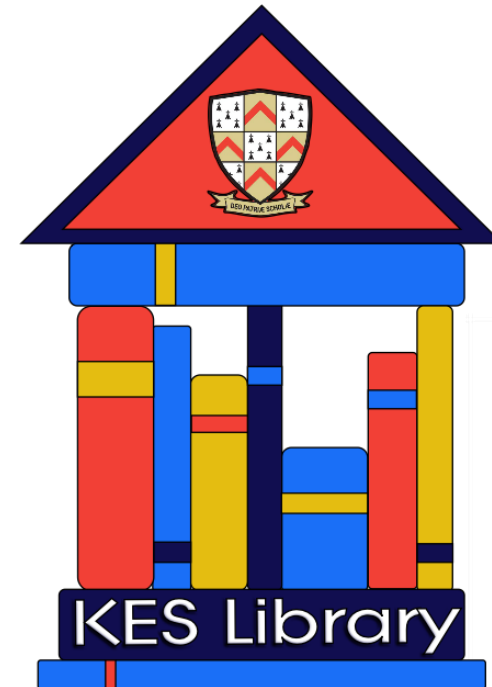
- ❑ Supporting students with targeted subject interventions.
- ❑ Paired reading in Accelerated Reader.

Why?

Mentorship.

Contributes to school life.

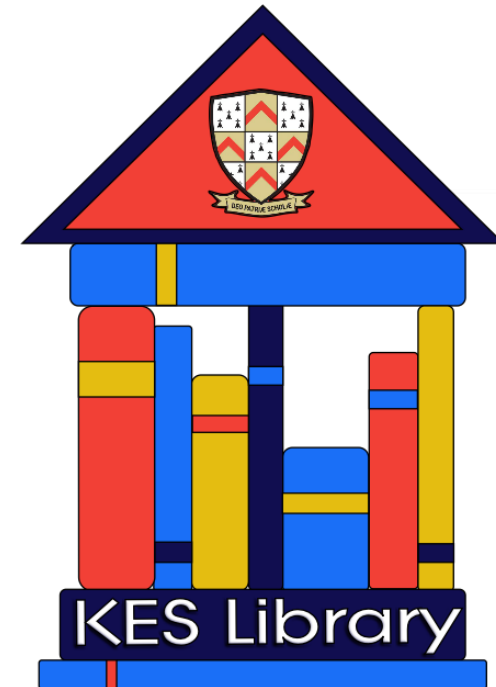
Looks great on a CV or UCAS application!



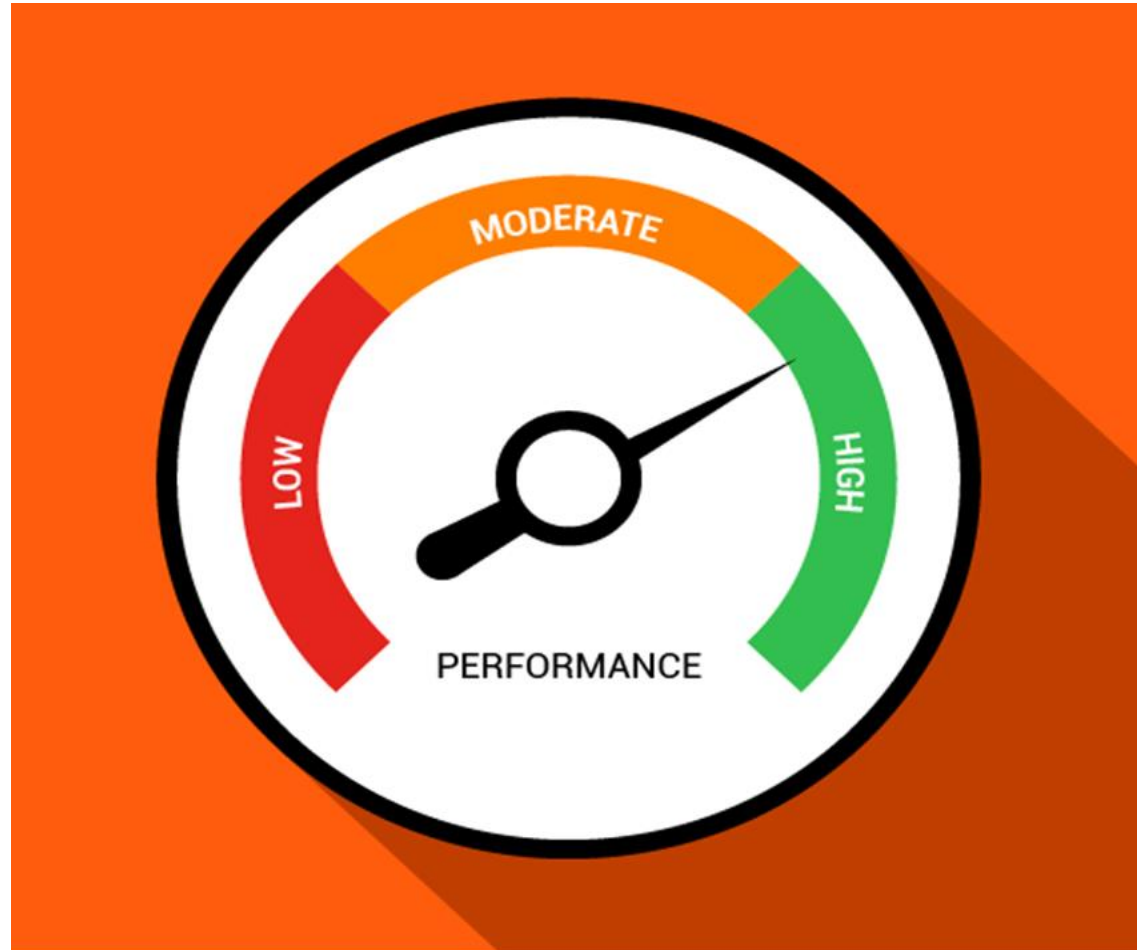
Library staff are here to help!

Staff are available 8.30 - 4.30pm for help and guidance.

Help is available in person or by email.



Reporting on Progress



Reporting on Progress

Back to letters:

☐ A* - E

☐ U = Ungraded



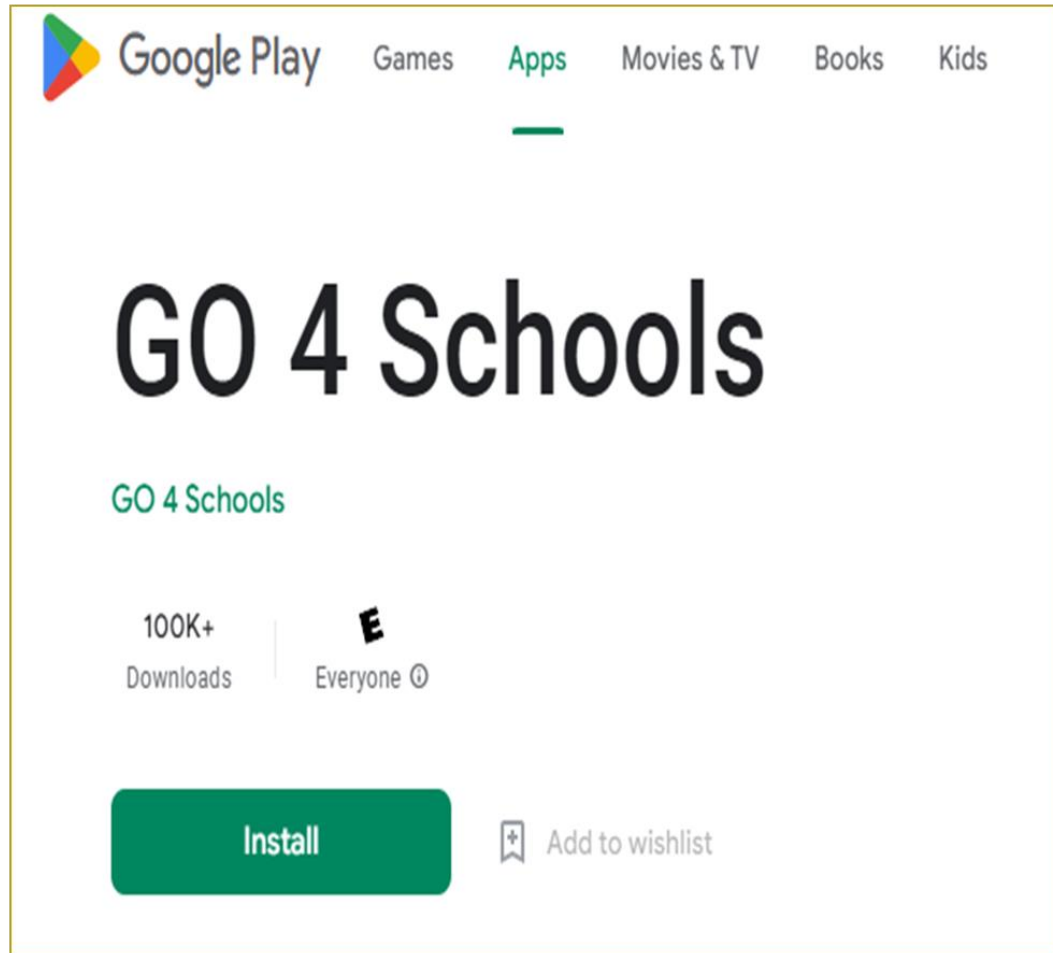
GO 4 Schools



4 SCHOOLS



GO 4 Schools



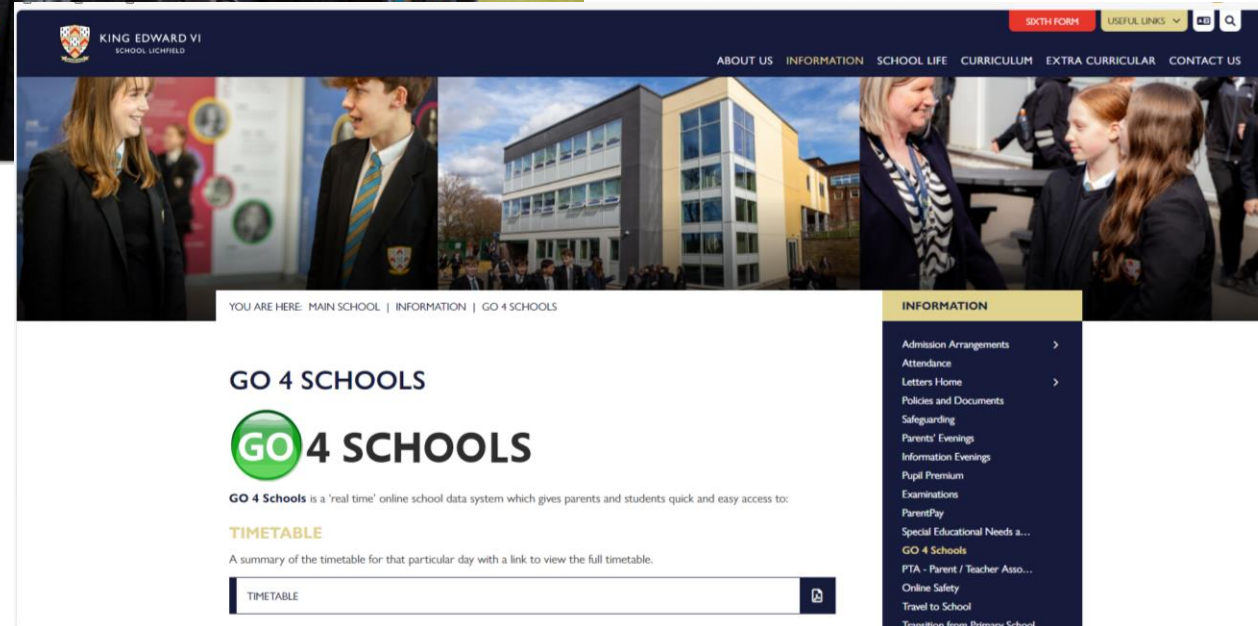
GO 4 Schools



GO 4 Schools



The screenshot shows the top section of the King Edward VI School Lichfield website. On the left is the school crest and name. Below it, a banner reads "AT KING EDWARD VI SCHOOL WE VALUE... WELLBEING COLLABORATION ASPIRATION". The main navigation menu includes: ABOUT US, INFORMATION, SCHOOL LIFE, CURRICULUM, EXTRA CURRICULAR, and CONTACT US. A dropdown menu for "INFORMATION" is open, listing: Admission Arrangements, Attendance, Letters Home, Policies and Documents, Safeguarding, Parents' Evenings, Information Evenings, Pupil Premium, Examinations, ParentPay, Special Educational Needs and Disabilities, GO 4 Schools, PTA - Parent / Teacher Association, Online Safety, Travel to School, Transition from Primary School, and Open Evening. A search bar and social media icons are in the top right.



This screenshot shows the "GO 4 SCHOOLS" section of the website. The header is identical to the previous screenshot. Below the navigation bar is a banner with three images: a student, a modern school building, and a teacher with students. Below the banner, the breadcrumb trail reads: "YOU ARE HERE: MAIN SCHOOL | INFORMATION | GO 4 SCHOOLS". The section title "GO 4 SCHOOLS" is followed by the "GO 4 SCHOOLS" logo. A description states: "GO 4 Schools is a 'real time' online school data system which gives parents and students quick and easy access to:". Below this is a "TIMETABLE" section with a summary: "A summary of the timetable for that particular day with a link to view the full timetable." and a "TIMETABLE" button. On the right, the "INFORMATION" dropdown menu is open, showing the same list of links as in the first screenshot.



GO 4 Schools

Overview



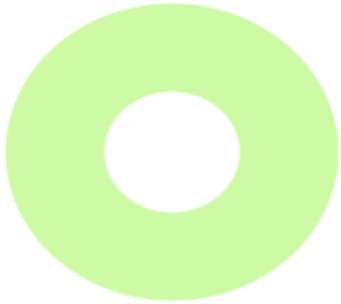
Timetable

08:50	09:10	Registration Period, 1206/Rp	Miss C Socratous
10:10	11:10	Psychology, 12E/Ps1	Mrs K Russell
11:30	12:30	Psychology, 12E/Ps1	Mrs K Russell



Attendance

100%



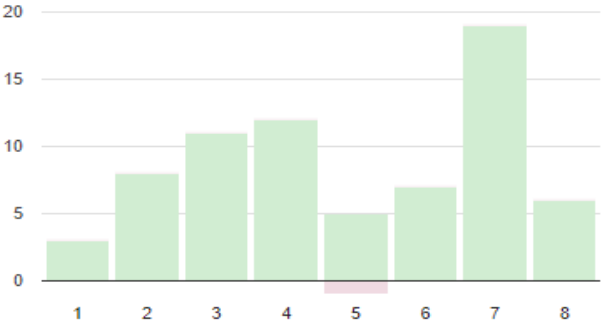
● Present



Behaviour

+71 | -1

● Points ○ Count



GO 4 Schools

Overview

 Progress

Whole school residual scheme

Above Target	0
Achieving Target	4
Working Towards Target	0
Below Target	0



Subject	Target Grade	FFT 50%	FFT 5%	Projected Grade	Progress indicator	Trial Examination Grade	Sheet summary	
Biology, Mrs H Ridgway, Mr R Gohil ⓘ	A	B	A	A	Achieving Target (0)	A*	Approach to Learning Year 12 Biological Molecules Year 12 Cell Structure Year 12 Immune Response Year 12 Nucleic Acids Year 12 Membranes Year 12 Exchange Surfaces Year 12 Trial Exam	Excellent A A A* A* A A A*
Geography, Mrs K Riley, Mrs K Lowe (+1) ⓘ	A	A	A	A	Achieving Target (0)	A	Approach to Learning Year 12 Trial Exam UCAS Grade	Excellent A A*
Psychology, Mrs J Cottier-Cooper, Mrs K Russell ⓘ	A	A	A*	A	Achieving Target (0)	A*	Approach to Learning Research Methods 1 Research Methods 2 Attachment Approaches (and Origins of Psychology) Memory Y12 Psychology Mock Exam (96 Marks)	Excellent A A A A A A*
Sociology, Mrs J Cottier-Cooper, Mr M Shaw ⓘ	A*	A	A*	A*	Achieving Target (0)	A*	Approach to Learning Methods - Process Exam Family - Diversity Exam Methods - Primary Exam Family - Demography Exam Methods - Science, Values & Policy Exam Trial Exam	Excellent A* A* A* A* A* A*

How We Feedback to Parents

- ❑ **Assessment Grades on GO** – January 2027
- ❑ **Reports** – February 2027 (published on GO 4 Schools)
- ❑ **Parents' Evening (Online)** – 19th & 20th April 2027
- ❑ **Trial Exam Results** – July 2027



Reports

Subject	Target Grade	FFT 50%	FFT 5%	Projected Grade	Progress indicator
Biology	A*	A	A*	A	Working Towards Target
Comment Hannah has made an excellent start to the A-Level Biology course and has settled well into a new class. Hannah has been showing excellent progress so far, through in-class assessments, homework and class activities. To allow Hannah to continue to work forward, we recommend the use of study periods to revisit content taught in lesson, and try exam questions, using the mark-schemes to help structure answers. Hannah has completed the first assessment on "Cells" and achieved target. Hannah has completed the first assessment on "Biological Molecules" and achieved target in a very challenging topic. Hannah is encouraged to speak with any of the Biology Department if help or guidance is needed with A-Level Biology.					
History	A	A	A*	A	Achieving Target
Comment Hannah has made an impressive start to the course with perceptive contributions in class and excellent independent study work. Hannah has proved to be capable of analysing historical interpretations and sources in order to determine their value and how convincing they are to the historian. To develop further, Hannah should seek to read widely around the exam units in order to develop extensive contextual knowledge that could be deployed in assessed work.					
Psychology	A*	A	A*	A	Working Towards Target
Comment Hannah is a capable, proactive and enthusiastic learner and has settled in very well proving to be an excellent Psychology student. With an exceptional attitude to learning, Hannah is highly engaged in lessons and participates well in all activities. Homework is completed effectively and with thought. Hannah is always organised and punctual to lessons. To consolidate learning, Hannah should go through the classwork after every lesson and complete additional reading. Hannah will also benefit from developing a range of revision strategies.					
Target Indicators					
Below Target Working Towards Target (2) Achieving Target (1) Above Target					
Report Key					
Target Grade	Based on externally generated statistics, grade student is targeted to achieve				
FFT 50%	An externally generated grade based on the performance of students in an average school.				
FFT 5%	An externally generated grade based on the performance of students in the top 5% of schools.				
Projected Grade	Based on teacher's professional judgement, the grade likely to be achieved in final examinations				
Session Attendance Information			Behaviour Information		
Percentage attendance:	100.00%		Positive points:	144	
Attendance:	88		Negative points:	-3	
Authorised absences:	0				
Unauthorised absences:	0				
Possible sessions:	88				



Reports

	Target Grade	FFT 50%	FFT 5%	Projected Grade	Progress indicator
Psychology	A*	A	A*	A	Working Towards Target
	Comment Hannah is a capable, proactive and enthusiastic learner and has settled in very well proving to be an excellent Psychology student. With an exceptional attitude to learning, Hannah is highly engaged in lessons and participates well in all activities. Homework is completed effectively and with thought. Hannah is always organised and punctual to lessons. To consolidate learning, Hannah should go through the classwork after every lesson and complete additional reading. Hannah will also benefit from developing a range of revision strategies.				
Target Indicators					
Below Target Working Towards Target (2) Achieving Target (1) Above Target					
Report Key					
Target Grade	Based on externally generated statistics, grade student is targeted to achieve				
FFT 50%	An externally generated grade based on the performance of students in an average school.				
FFT 5%	An externally generated grade based on the performance of students in the top 5% of schools.				
Projected Grade	Based on teacher's professional judgement, the grade likely to be achieved in final examinations				

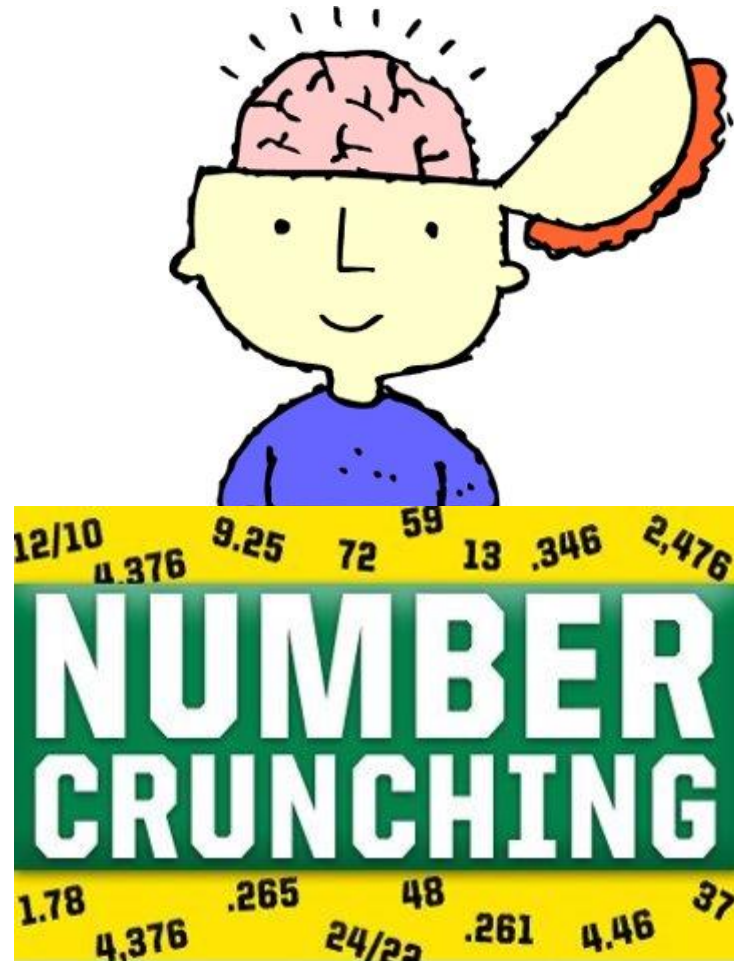
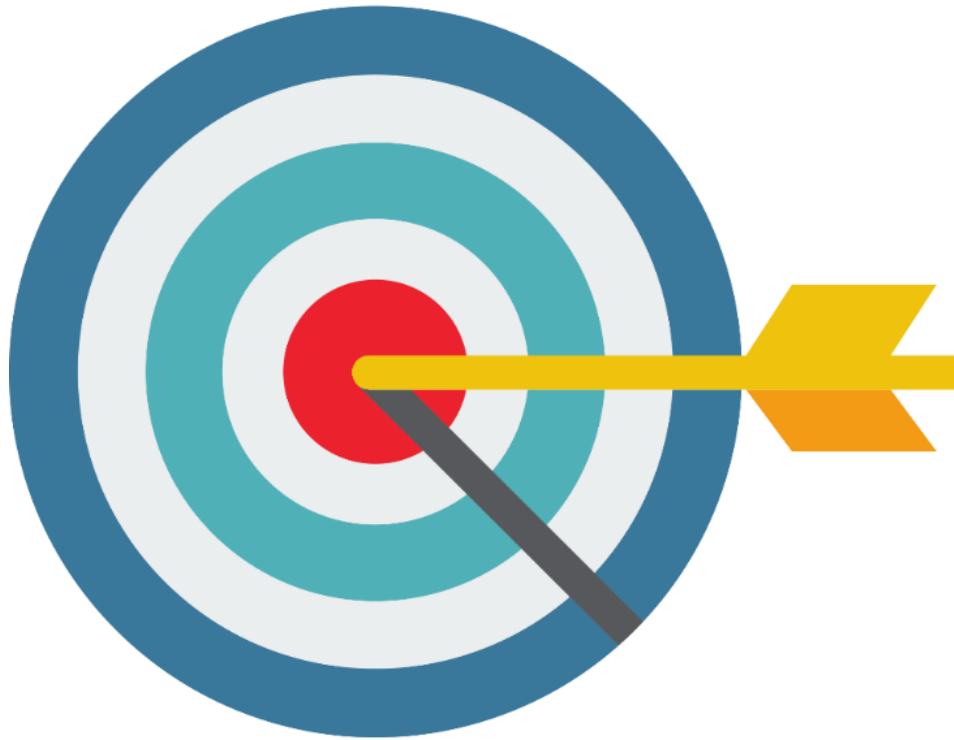


Approach to Learning

Excellent “goes above and beyond”	Good “meets expectations”	Inconsistent “variable effort”	Poor “makes little, if any effort”
Exemplary approach to work, is highly self-motivated. Goes above and beyond in lessons and completes home learning to a high standard, embraces challenging tasks. Encourages the views and opinions of others and supports peers with their learning.	Good approach to work, is self-motivated. Works well in lessons and completes home learning to the required standard, is willing to attempt challenging tasks. Open to the views and opinions of others and works well with their peers.	Sometimes lacks self-motivation and has an inconsistent approach to lessons and home learning. Doesn't always engage effectively with the views and opinions of others.	Lacks self-motivation, doesn't engage well in lessons and rarely if ever completes home learning. Can be inconsiderate of the views and opinions of others.



Target Grades



Target Grades

 Average GCSE Score	9	A*	A*
	8	A	A
	7	B	B
	6	C	C
	5	D	D
	4		
Y11		Y12	Y13



Estimation System – Fischer Family Trust (FFT)

☐ GCSE average point score

☐ Sex

☐ Date of Birth

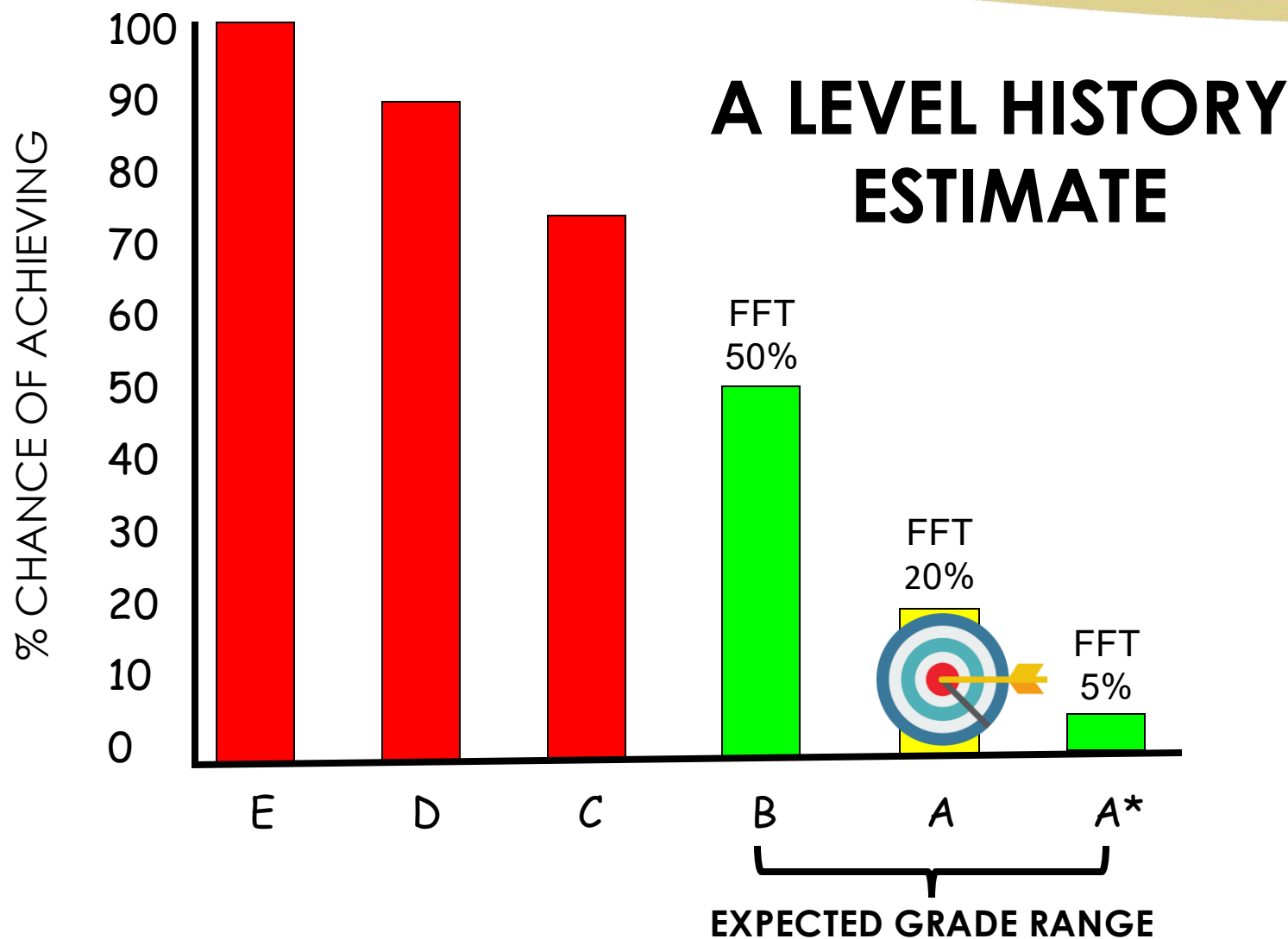
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Estimation System – Fischer Family Trust (FFT)



GCSE
Average Point
Score: 7.6



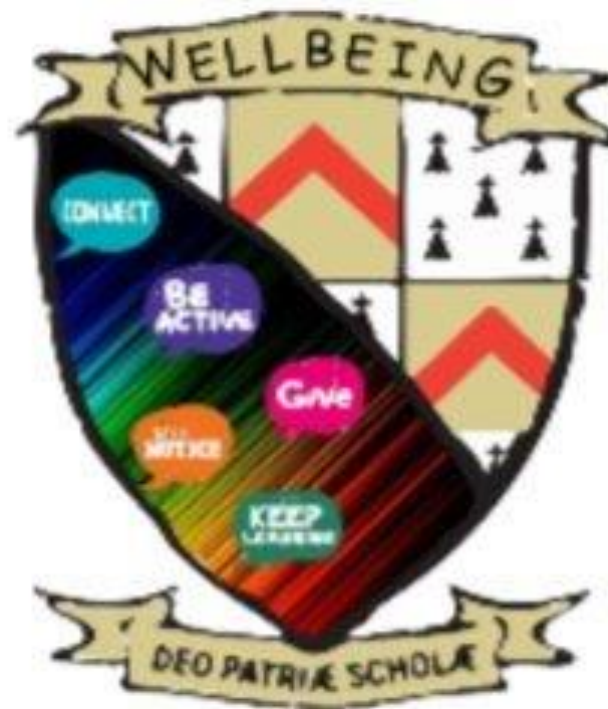
Student Progress

	9	A*	A*
	8	A	A
	7	B	B
	6	C	C
	5	D	D
4			
Y11		Y12	Y13

Effort



Personal Development



PSHE

- ❑ Students will continue to have PSHE lessons throughout sixth form. Lessons focus particularly on themes of careers, financial capability and risk management. The programme is supported by a range of external providers.
- ❑ Students have several opportunities to develop their leadership skills and will continue to participate in as well as take a leading role in supporting and organising extra-curricular activities.



Student Leadership Opportunities

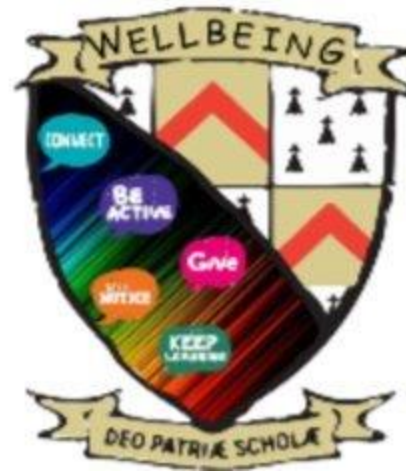
- ☐ Ashmole Representatives
- ☐ House Prefects
- ☐ Prefects and Senior Prefects
- ☐ Academic Mentors
- ☐ Wellbeing Ambassadors



Wellbeing

At King Edward VI School, we actively promote resilience and positive wellbeing for all our students and staff.

Wellbeing is a key feature of our overall school vision. We strive to ensure that we create an environment of high expectations and support, promoting wellbeing of all as a key priority.



Support Available

- ☐ Form Tutor
- ☐ Sixth Form Leadership Team
- ☐ Sixth Form Administrator
- ☐ Student Support (PSA)
- ☐ School Counsellor
- ☐ Careers Advisor
- ☐ Learning Mentor



Feedback

Year 12 Parent Information Evening
(2026)

