A LEADERSHIP SPECIALIST

WWW.CALUDONCASTLE.CO.UK



Information Evening

Year 12
November 2026

CALUDON CASTLE

castle phoenix

Welcome

- ★ Sixth Form Team
- ★ Structure of the school day
- ★ Curriculum
- ★ Attendance
- ★ Home learning and independent study
- ★ Reporting progress
- ★ Personal development
- ★ Work experience
- ★ Looking ahead
- ★ Key dates

Sixth Form Team



Mr Carter
Deputy Head



Mrs Carter
Head of Sixth Form



Mrs Thomas
Deputy Head of Sixth Form



Narinder Gill
Admin support



Pam Griffiths
Admin support

Sixth Form Tutors

Miss Sutheran (JSU) – Sociology

Mr Chester-Brown (BCH) – Health and Social Care/Psychology

Mr Faulkner (GFA) – History/Politics

Miss Beasley (SBE) – History

Miss Sutheran (JSU) – Sociology

Mrs Richmond (KRI) – One year 6th

Miss McDougall (AMC) – Photography

Mrs Nollett (LNO) – Biology

Mr Srikanthapalan (NSR) - Maths

Mrs Petty (AMP) – Art

Mr Ison (SIS) – Physics

Mrs Thompson (JOT) – English

School day

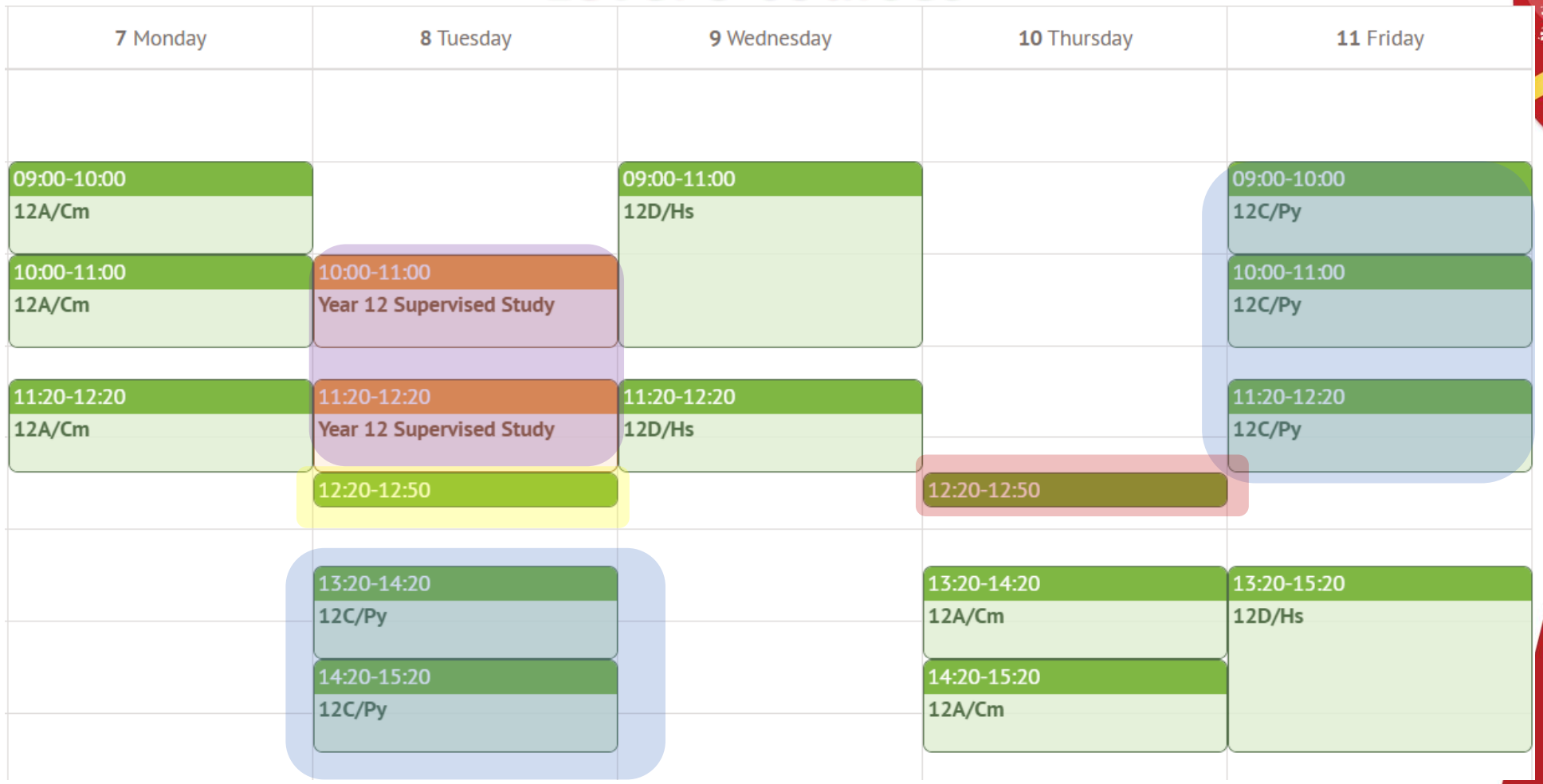
Arrive in school	8.50-9.00am
Period 1	9.00-10.00am
Period 2	10.00-11.00am
Break	11.00-11.20am
Period 3	11.20am-12.20pm
Personal development/Lunch	12.20-1.20pm
Period 4	1.20-2.20pm
Period 5	2.20-3.20pm

- Students should be in for 8.45am if they have morning lessons or have a mentor meeting.
- Key messages are displayed in the common room.
- There is one personal development session a week.
- Students will meet with their tutors every 3-4 weeks for mentoring sessions.
- Assembly is on Thursday.
- Two hours supervised study per week.
- Study area/common room is available for use throughout the day and after school.

Sixth Form Curriculum

- Most students will study 3 subjects in year 12 and 13, and have the option of taking A levels, Level 3 Vocational awards, or a mixture of both.
- At the end of year 12, students will sit rigorous assessments, which will determine if they can continue into year 13, and form the basis of UCAS predicted grades.
- Students need to pass these assessments to continue into year 13.
- However, if students do not perform as well as they would hope at the end of year 12, there are different pathways they can take should they wish to continue their studies with us.

Level 3 courses



4 or 5 hours per subject

Assembly on Thursday at 12.20pm

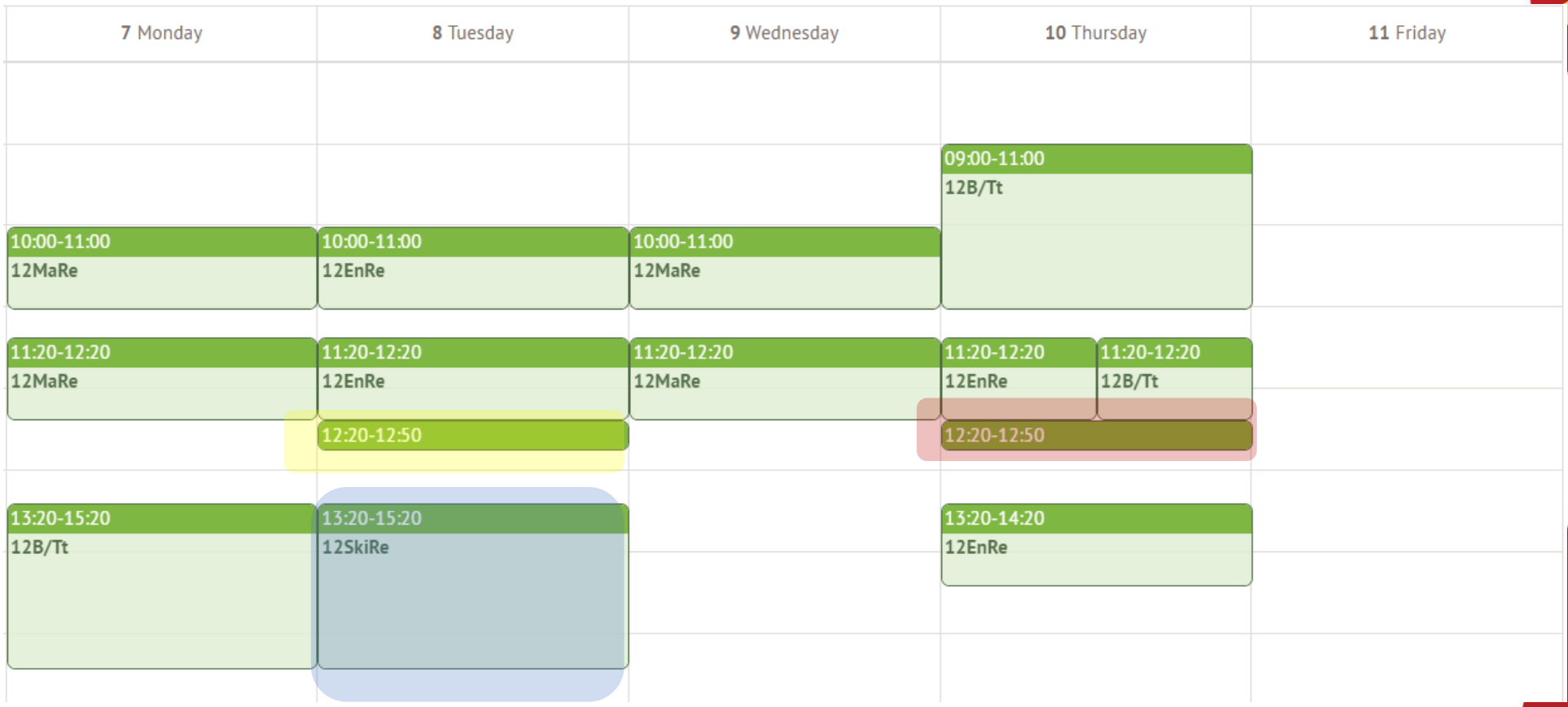
2 hours compulsory supervised study

1 PD session a week – plus individual mentoring

One Year 6th Curriculum

- Students resit GCSE English language and/or Maths
- Also study one or two level 3 courses
- Weekly 2 hour skills session
- Resits are taking place this week, and should students not be successful, they will have another opportunity in June 2027.
- If students wish to carry on with the level 3 subjects they have started they need to achieve ***at least grade 4*** in both Maths and English language and have achieved our standard sixth form entry requirements.

One year 6th courses



1 PD session a week – plus individual mentoring

Assembly on Thursday at 12.20pm

Study skills on timetable

Why attendance matters

Yearly attendance	Yearly days missed	Yearly learning hours missed	Learning hours missed during school life
100%	0	0	0
97%	6	30	360
95%	10	50	600
90%	20	100	1200
80%	40	200	2400
50%	100	500	6000

Students who made the most progress

- The top 6 students all had attendance of 96%+ and continued to attend lessons until their exams were finished.
- All had no late marks

Students who made the least progress

- Out of the lowest 15 performing students
- 12 had an attendance below 80%
- All had late marks

Attendance statistics this year

Year 12 have the best attendance in the whole school – currently at 96.3%!

Reporting absence

- **It is vital that parents or carers contact the school, either by phone on extension 1818 or via email at sixthformteam@caludoncastle.co.uk on the morning of every day of a student absence.**

- Medical appointments need to be arranged outside of school time where possible.

Home Learning and independent study

- Home learning has **a positive impact** on progress, and is accessed via **Firefly.**
- Students need to be checking this as a matter of routine.
- The expectation is that students should match the number of hours of independent study with the hours of lessons they have.
- Part-time work should limited to no more than 10-12 hours a week.

‘Respect to all, from all’

Correct uniform including sixth formers following the sixth form dress code

Sixth formers swipe in at reception and should wear their lanyard at all times

Sixth form students are respectful of the mobile phone policy

Communicate politely when sending an email to staff

Arrive to lessons on time

Dress Code

We are one of the few remaining sixth forms that have a casual and not business dress code. We would appreciate your support in also prompting students to wear appropriate clothing.

Allowed	Not Allowed
Jeans	Excessively ripped jeans
Tops (t-shirts, blouses, shirts)	Tops that are see-through, strapless, excessively low cut, exposing stomach/waist/back, offensive slogans or images;
Dresses (appropriate length)	***Very*** short dresses
Skirts (not very short)	***Very*** short skirts
Trousers	
Knee length shorts, knee length cycling shorts	***Very*** short shorts (even with tights under),

Key Stage 5 Target setting

- We are using Fischer Family Trust (FFT), a renowned education company that collect data and track students throughout their schooling, to generate targets for our students.
- FFT uses prior attainment data and GCSE results of similar students to give predictions of future grades.
- We have used FFT20 (the grade achieved by a student of similar starting point in the best 20% of schools).
- We feel this is a challenging, yet achievable target.

Reporting progress

Staff will enter progress data three times this year and will comment on the following:

- Projected grade, the grade we expect your child to achieve if they continue to work as they are currently.
- Learning mindset, how they approach their learning

First data collection is w/b 09/11/26.

OUR LEARNING MINDSETS

WHAT'S YOUR MINDSET TODAY?

AMBITIOUS



I challenge myself, set high goals and help others to succeed.

I...

- seek challenge
- set ambitious goals
- lead and support others

ACTIVE



I engage in learning, ask questions and keep improving.

I...

- join in and participate
- ask questions
- complete tasks

PASSIVE



I do what I'm asked, but I don't always challenge myself.

I...

- do the tasks set
- join in when asked
- need clearer goals

RELUCTANT



I find it hard to get started and need support to feel confident.

I...

- find it hard to start
- need help and support
- need small steps to succeed

Personal Development

Our Personal Development curriculum covers a range of topics and sits alongside the academic curriculum. It promotes the development of essential life skills including self-development while students prepare for stepping into the wider world.

Over the past half term, students have had sessions to support the transition into sixth form. Included here have been sessions on effective organisation and looking after their mental health as examples. During this half term we are developing debating skills and are currently considering the debate of 'Should humans be afraid of AI?'

Sixth formers have one Personal Development session per week with their tutors.







Enrichment

- Enrichment activities are completed as a compulsory part of your course, for at least one hour a week, over 30 hours.
- This is done throughout the year 12 and is monitored for attendance in the same way that lessons are.
- People complete an enrichment in areas they are interested in gaining experiences for future career pathways.
- These activities are important because, "You cannot grow on grades alone"

"Applicant has a strong set of grades but lacks wider qualities".

Work Experience

- For students following a level 3 programme (A levels and level 3 BTECs), work experience is scheduled from ***Monday 5th July to Friday 9th July 2027***.
- For students following the one year 6th programme, work experience scheduled from ***Monday 11th January to Friday 15th January***.
- The dates are fixed and cannot be changed to suit individuals, so it is important that privately arranged placements are aware of the dates and fall within this time period.
- Students should arrange for a work experience placement with a contact they have in a business/industry they have an interest in. This contact could be a family member or colleague/friend who you feel works in a suitable environment.

Looking ahead…

- National Apprenticeship show – ***Wednesday 25th November***
- Careers fair – ***Thursday 26th November*** (Post-16 Opportunities Evening)
- 'Next Steps' programme in the summer term where we take students on university visits and provide them information about how to apply to university and apprenticeships.
- In the weekly bulletin we include information about careers fairs, online opportunities and university open events.
- If students have a particular career path in mind they should speak to their tutor about this so that we can provide them with the right support.
- Careers appointments are available, should students require one.

University

- Approximately 75% of our students go to university
- However, about 90% apply as a back up
- Applications for 2028 don't open until September 2027 but it's never too early to start preparation
- Students are required to write a personal statement which has a new format as of this year, based on 3 key questions
- Activities and opportunities throughout the year to support students with this

Q1: WHY DO YOU WANT TO STUDY THIS COURSE OR SUBJECT?

You'll want to show **evidence** of passion, curiosity and interest; this might include:

Motivations for studying this course(s):

- Have you been inspired by a key role model or moment in your life?
- Is it a subject you love and want to pursue further?
- What is your drive?
- How has your path led you to this course or subject area?

Knowledge of this subject area and interests:

- Is there a particular subject area you've researched?
- Something you can't wait to learn more about?
- What about a book or subject expert doing great things that's sparked your interest?

Future plans; demonstrate why this course/subject is a good fit:

- Do you already have a particular profession in mind?
- How might you use your studies to launch your career?
- What's important to you and your future, and how might the knowledge gained from this course(s) help you achieve this?



Remember these are just some examples, you don't need to include it all.
The key is to research the course(s) to find out what might be most relevant.
Check out the UCAS personal statement guidance.

Q2: HOW HAVE YOUR QUALIFICATIONS AND STUDIES HELPED YOU TO PREPARE FOR THIS COURSE OR SUBJECT?

Focus on what's most **recent** and **relevant** to your subject or course(s), examples could include:

How your studies or training relate to chosen course(s) or subject area:

- This could be your current or previous studies.
- This could be from any form of formal education – think school, college, training, or short online courses.

What relevant or transferable skills have you got that make you a great candidate:

- Are there a couple of subjects that helped you develop a core set of relevant skills required for your chosen course(s)?
- Maybe a particular module or project helped you understand where your interests and strengths lie.

Any relevant educational achievements

- Universities and colleges will see your grades on your application - don't waste space talking about these.
- Focus on your other accomplishments like a competition, holding a position of responsibility or representing the school/college.



Remember these are just some examples, you don't need to include it all.
The key is to research the course(s) to find out what might be most relevant.
Check out the UCAS personal statement guidance.

Q3: WHAT ELSE HAVE YOU DONE TO PREPARE OUTSIDE OF EDUCATION, AND WHY ARE THESE EXPERIENCES USEFUL?

Examples should be **reflective** and **demonstrate** further **suitability** for your subject or course(s), this could include:

Work experience, employment, or volunteering

- In-person or virtual work experience.
- Paid for work or volunteering.
- The key thing is reflection on the experiences and the skills gained relevant to your chosen course(s).

Personal life experiences or responsibilities

- Is there a situation you've personally overcome that has influenced your decision?
- Are there personal experiences that have helped you develop essential qualities for the course?

Hobbies and any extracurricular or outreach activities:

- Think sports, reading, community work, summer schools.
- Any activities outside of core studies that help further showcase why you'd make a great student.

Achievements outside of school or college

- This could be a position of responsibility for local clubs or groups, competitions, or qualifications you've attained outside of the classroom.



Remember these are just some examples, you don't need to include it all.
The key is to research the course(s) to find out what might be most relevant.
Check out the UCAS personal statement guidance.

Extra and supracurricular activities

Similarities	Differences
Support your wider skill-set	**Extracurriculars** are any activities pursued outside of academic studies, such as sports, hobbies, and community service, which highlight qualities like teamwork, leadership, and time management. ***Enrichment and work experience are included here***
Take place outside the regular curriculum	**Supracurricular** activities are directly tied to the academic field the student is passionate about and plans to pursue.

Examples of Supracurricular activities include:

- Taking part in competitions e.g. Maths Challenge, Cambridge Chemistry Challenge, Biology Olympiad
- Essay competitions
- Wider reading around subjects – university reading lists
- MOOCs – many of these are free
- Debating

Oxbridge

- Oxford and Cambridge applications have an earlier deadline than most other courses (October 2027)
- Links with Keble College (Oxford) and Clare College (Cambridge)
- One of our tutors is a Cambridge alumnus and helps support students through the application as well as arranging mock interviews
- Links with previous Caludon students who attended Oxbridge

Apprenticeships

- There are various types of apprenticeship available. Some are GCSE, A level, degree or master's levels.
- Most are advertised on the government website: https://www.findapprenticeship.service.gov.uk/
- Individual companies also advertise, and it takes a bit of hunting around!
- Students work for 80% of the week and study for 20%. They are paid and treated as any other member of staff with the same terms and conditions.
- Read the adverts carefully and check out any qualifications they offer. Some are better than others!

Caludon communications

There will be two platforms you need to be able to access.

Arbor

GET IT ON Google Play

Available on the App Store

App Available
Free messaging from and to school
View rewards and behaviour data
check in on your child's attendance, behaviour achievements and progress.
Sign up and pay for trips/clubs
Purchase items from the school shop
View timetable
Easily update your own details, such as your contact details

firefly

App Available
View all home learning

Book parents evening appointments

CALUDON CASTLE

Key dates

Wednesday 25th November 2026	National Apprenticeships show (am)
Thursday 26th November 2026	Careers fair (Post-16 opportunities evening)
W/b 11/01/27	Year 12 Mocks
W/b 11/01/27	Work Experience one year 6th students
Thursday 11th February 2027	Year 12 and 13 Subject Evening and Careers Fair
W/b 28/06/27	Year 12 end of year assessments
W/b 05/07/27	Work Experience Year 12
Monday 12th – Wednesday 14th July 2027	Next steps programme

Contacting the sixth form team

If you have any questions or concerns, please do not hesitate to contact the year team directly, either by

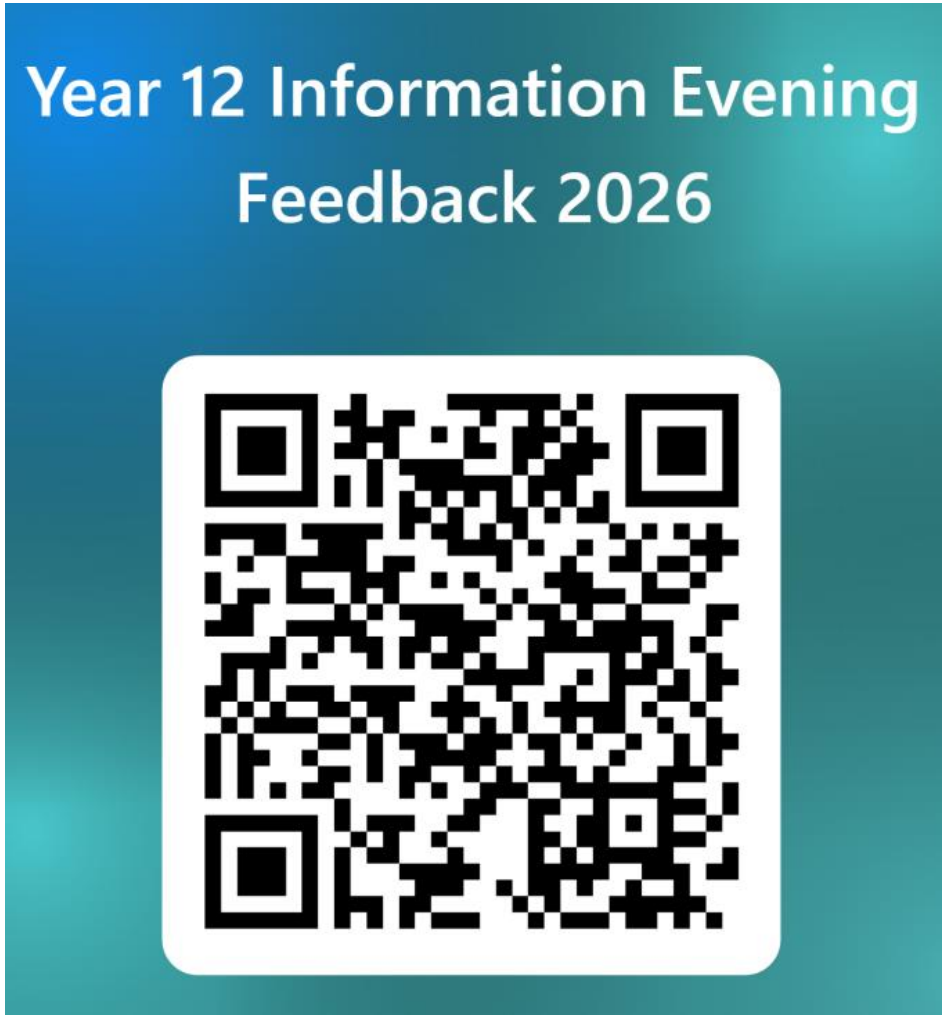
Phone 024 7644 4822 Ext 1818 or 1802

or

through the email address below:

sixthformteam@caludoncastle.co.uk

Thank you



Please can you spend a few minutes completing a short questionnaire to give your feedback?