

Welcome to the Joint Sixth Form!

2026 / 2027



Targets...



Target grades, current grades, performance...

- Target grades are set using **GCSE** grades
- **GCSEs are combined to create an 'APS'**
- We use the top 25% 'expected A Level grade' when setting targets
- Targets are checked carefully by humans!
- **Targets are for the end of Year 13!**

High previous attainment (6.4 – 8 GCSE)

Mid previous attainment (5.5 – 6.4 GCSE)

Low previous attainment (0 – 5.5 GCSE)



Target grades, current grades, performance...

- Ask teachers to be clear with **target grade expectations**.
- Students begin the **long climb** to (hopefully) achieving target grades from the start of Year 12.
- **Students will find the transition from GCSE success to A Level 'failure' difficult... *but don't give up!***



Year 12

Progress 1 WK10 (issued WK 11) → Parents' WK 18 (Yr 12 only) → Exam WK25 → Full Report WK28 (issued WK32) → Progress 2 WK36 (issued WK38)

Year 13

Parents' Evening WK 5 (Yr 13 only) → Exam WK7 → Progress 4 WK10 (issued WK 11) → Full Report WK16 (issued WK 20) → Exam WK22 → Progress 6 WK24 (issued WK26) → Actual exams WK33

ATTENDANCE

- **Year 12:** the expectation is to be in school
- **Year 13:** you are able to use your non-contact time to study independently.
- **Work Contracts (both years):** if you are under work contract, **you will be expected in school at all times.**

Enrichment Options

- EPQ
- Core Maths
- Further Maths
- Ancient History
- Financial Studies
- Resit English and / or Maths
- (4th A Level)

What is 'EPQ'?

- EPQ stands for *Extended Project Qualification*
- It is a **single piece of work** that you produce out of **extensive research**
- You work closely with a **supervisor** (or mentor)
- You either write a **5000 word essay** or produce an '**artefact**' (accompanied by a 1000 word written report)
- You keep a detailed **logbook** of your research
- You are awarded a qualification that is 50% of a full A Level (more than an AS)
- **Many A+ grades over the years**

EPQ

- A fantastic 'bridge' between A Level and Degree study.
- Students taking EPQ 'tend to do better in their A Levels and get better degrees' (*Cambridge Assessment, 2016*)

Core Maths

- Core Maths is a qualification designed to help equip students for Maths used in study and the world of work
- It is designed for students **studying L3** qualifications
- It is meant for students who have gained **at least a '4'** in GCSE Maths but are *not* studying Maths at A Level
- Grades are awarded A – E and the qualification is **equivalent to an AS** in terms of UCAS points (40% of full A Level)
- **Core Maths is a one-year course**

Core Maths: who is it for?

- Core Maths is available to any student who holds a GCSE grade 4 and above
- Students taking the following subjects are expected to opt for Core Maths (unless taking A Level Maths):
- **Biology, Chemistry, Physics, Business, 3D Design, Geography, Psychology**

Ancient History: who is it for?

- The course is designed to challenge and develop your historical skills and knowledge of the ancient world through the use of sources, interpretations and applied knowledge.
- The course weaves through two topics surrounding Greece and Rome.
- Ancient History will test your ability to write in full essay form and will test your analytical thinking. It is important to come with an open mind that is ready to challenge, evaluate and explain thought processes.
- **A one-year course**

Financial Studies

The Certificate in Financial Studies (CeFS) is a **one-year 'Applied General' enrichment course** providing a comprehensive introduction to personal finance. It prepares students for further study by developing skills in analysis, evaluation, and synthesis. The course covers the risks and challenges of personal finance, helping students make informed decisions. Each of the two units is assessed by a written exam (65%) and an online multiple-choice exam (35%).

GCSE Retakes

- Retakes after October half term (1st week November)
- Another chance in the summer...
- This entry pattern is repeated in Y13
- Whilst the subjects are timetabled and supported, success in retake GCSE requires significant independent student study...

Tutorial Programme - Tuesday Period 3

Students must attend a tutor session each week.

This includes our PSHE programme, speakers and study techniques, getting organised etc.

‘Core’ PE (Enrichment)

This appears on timetables every Friday Period 5

The following activities might be available, students take a lead on this with staff available to support:

Netball

Football

Fitness Suite Badminton

Board Games

Other Suggestions!

Get organised! Speak to PE

Sixth Form Leadership Team

- Your chance to lead the Sixth Form!
- At Beaminster we need volunteers for our Sixth Form Committee

RAG WEEK

- This is your **raising and giving** opportunity
- It is a highlight for the rest of the school
- It provides vital revenue for the Sixth Form and for charity
- **Make the most of it!**
- **Last year, over £1000 was raised!**



New York 2027

- The New York trip takes place during February half term.
- **There are a couple of places!**
- Cost: around £2K (some financial assistance may be available)
- See Mr Teasdale or Miss Tyler ASAP if interested!



Mobile Phones

- School policy has changed. **Mobile phones will be confiscated if seen (once) and parents will be asked to collect**
- Sixth Form is *largely* exempt.
- **However, please be mindful of the rest of the school. Keep mobiles out of sight unless in the Sixth Form area.**

School email!



swalters@beaminster.dorset.sch.uk

lbaker@beaminster.dorset.sch.uk

Make sure you check both Colfox and Beaminster emails

Please download GMAIL app

- Use your preferred APP store to download
- **Login and email address protocol:**
 - 21 (y12) or 20 (y13)
- Surname
- First name
- [@sirjohncolfox.org](mailto:sirjohncolfox.org)
- Speak to Tracey or ICT if you've forgotten password



UCAS

Work Experience

- It is our expectation that all students undertake meaningful work experience during Y12
- Ideally, WEX is aligned with progression plans
- WEX takes place during the last full week of school - July 12th - 16th
- Students are responsible for organising!



This is the platform used to set homework
and independent study at Beaminster

Students have login details and must
activate!

Study Room

- We have plenty of laptops for you to use at Colfox and desktops at Beaminster
- The study rooms are a quiet space. Please respect other learners



Car Parking

- Students must not park in the visitors or staff car park at any time!
- Students must use the roadside as you come in
- See Tracey or Lorraine for a permit



Dress Code!



Dress Code

- Students are in a formal work environment and dress should be appropriate *for a place of work*.
- Dress can be casual but also smart. Beach wear, including flip flops; cropped or strappy tops and shorts (unless tailored) are *not* appropriate.
- Hats should be removed indoors.

Changing / Dropping

- **Changing or dropping a subject is possible**, but students need to think carefully about the reasons *why* they are considering dropping
- **All students must study at least 3 A Levels!**
- Some courses may be full
- Think carefully about the time needed to catch up on a subject
- Students have until the end of this half term!

New Bus Timetable

Beaminster School	Colfox School Grounds
08:52	09:07
11.15	11.28
12:40	12:53
15:20	15:35
Colfox School Grounds	Beaminster School
08:52	09:07
11.31	11.44
13:00	13:13
15:20	15:35

Attendance and Registration

- There is no AM registration
- Attendance is taken for *all* lessons, including tutor time, PSHE, Core PE and any enrichment sessions
- Any unauthorised absence is followed up with emails / calls / letters home

Absence at Beaminster

- Call the absence line on **01308 861917** before 9am
- Email lbaker@beaminster.dorset.sch.uk
- See Lorraine if you know you are going to be absent for any reason
- Remember: absence is tracked carefully!

OUR ALARM BELLS START RINGING WHEN...

- Teachers get in touch and names crop up in staff meetings
- Attendance drops (particular lessons esp.); missing the bus...
- Wanting to drop subjects (not switch)
- Not interested in university or progression in general
- Not sorting out work experience

The 'agreement'

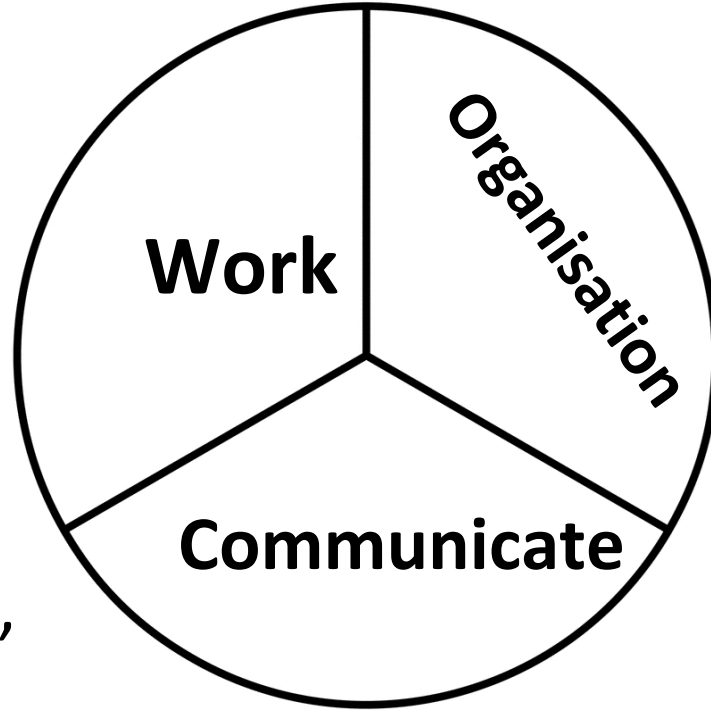
- Students have chosen the Joint Sixth Form as the best provider for them to achieve their next steps
- In return, we offer tailored, personalised, useful advice and support. **Use us!**
- **Students must develop meaningful relationships with tutors and teachers. Use their experience and knowledge to help.**
- In return, students must attend all sessions, work as hard as they can, 'give back' time and continue to develop as students and individuals...

Our TOP TIPS

1. **Be prepared.** Hit the ground running. Establish yourself in the class. Know the specs.
2. **Develop your study habits** and routines. Managing workload is essential
3. **Use enrichment** and 'give back' to help develop your social skills and bankability
4. Keep an eye on **opportunities** and potential avenues for your future
5. Do not allow a '**third A Level**' mindset to develop!

1: Be prepared!

- Level 3 learning is a major **step up** in your academic career.
- A '5' at GCSE does not equate to a 'B' at A Level
- Know the course
- Some of you will struggle, but we are here to help



'Full time' Education

If students are taking 3 A level courses...

- ... and each course is 9 hours over a fortnight...
- ... this equals 27 hours a fortnight 'contact time'.
- **Students are expected to 'mirror' this contact time (1:1) to read, complete assignments, homework and research.**
- This equals 54 hours a fortnight. It is a full-time proposition!
- Use **study periods** effectively



2: Develop 'yourself'

- You will get out what you put in!
- Play an **active** role in 'give back', societies, clubs, meetings, etc.
- Exploit your social opportunities

**DON'T TALK,
JUST ACT.
DON'T SAY,
JUST SHOW.
DON'T PROMISE,
JUST PROVE.**

Give Back Time

- This can take many forms:
 - **Academic:** helping out in classrooms. Be proactive and think about where your strengths lie and how you can contribute **academically**. Sixth Formers are at the top of the academic tree. Make a difference!
 - **STEM 'Outreach' with the primary schools** (get a Silver Crest award from the British Association of Science!)
 - **Developing regular clubs and societies.** Think about your interests!
 - **Enhancing cross-site relationships** through social events

Give Back Time – *some ideas*

- Film society, Film-making society, theatre clubs & visits
- Debating society
- Social club
- Sporting fixtures & leagues
- Working across Initio Trust or Beaminster School
- Quizzes and competitions
- Photography



3: Keep an eye on the future

- Start thinking about post-18 pathways ***now***
- Be honest... How attractive to future employers and admissions officers are you?
- Year 12 will do **work experience** in the summer term. Start thinking about this
- I will often email you with opportunities. **Don't ignore them!**



Careers / Pathway Interviews

- **All Sixth Formers** will have a meeting with Marc Truyens or Mr Donovan – independent Careers advisor – at some point during their time in the Sixth Form
- They will help you with all aspects of progression: degrees relevant to careers; apprenticeships; overseas opportunities; internships; etc.

4: The dreaded '*third subject*'

- It would be disingenuous to suggest we don't have 'favourite' courses, or 'least enjoyable' subjects...
- However, **poor performance in a single subject seriously affects your 'point score'** or chances of getting accepted into 'higher tariff' universities



5: The dreaded '*third subject*'

- The highest tariff universities (including, but not limited to, **Russell Group universities**) have said



Successful students applying to,
gaining offers from and completing
courses at our universities **do not**
have 'third' subjects...

The dreaded '*3rd subject*': ***BIGGEST MISTAKES***

1. Allowing **attendance** to drop
2. **Avoiding** the teacher
3. **Blaming** the teacher
4. **Being negative** ('I wanted to drop but Mr T said no...' 'I won't be studying this in the future...' etc.)
5. Giving the subject **less than 33% of your time** and focus
6. Sticking rigidly to the **specification** requirements (bare minimum)
7. Seeing 'what will happen' if you 'don't revise for exams'
8. Seeking out **students that have the same mindset** as you
9. Forgetting **why you chose the subject** in the first place
10. **Comparing** your subject to others

Phew! Finally...

Any questions?