



AGS Year 12 Curriculum Information Evening

AGS Year 12 Key Calendar Dates



First day of school: **8th September 2026**

6th Form Curriculum Evening: **17th September 2026 - 5:30pm – 6:30pm**

Oxford University Roadshow: **28th September 2026**

Sixth Form Parents' Evenings: **4th November 2026 and 11th March 2027**

Start of External Exams: **10th May 2027**

Mock Exams: **21st June to 2nd July 2027**

Health and Social Care Exam: Unit 1 Human lifespan development **8th January 2027 (resit 10th May 2027)**

PE Exams: **Unit 1 Thursday 7th January 2027 and Unit 3 Wednesday 12th May 2027**

Work Experience Week: **8th to 12th February 2027**

University and Apprenticeship Fair Trip 16th April 2027

Information regarding off-timetable days for personal development will be available in due course every half term.

Off-timetable days for personal development;

- Safety Day; GoDrive **2nd Oct**, About Alcohol (Change, Live, Grow) (tbc)
- Interview Skills; East Midlands Chamber of Commerce – Summer term (tbc),
- University and Apprenticeship Fair Trip – April to De Montfort University Plus – Speakers For Schools, Register& Save a Life, Sexual Health Outreach Team

UCAS/Employment applications process begins in summer term of Year 12.

For the future

Deadlines for Entrance Exams:

LNAT for Law to be sat on or before following dates; registration **1/8/26 to 15/9/26 sit by 15th October**

UCAT for Medicine/Dentistry: Registration from **20/5/26**. Booking opens **23/6/26 to 16/09/26**. Last test date **24/09/26**

Oxbridge entrance exams registration: **1/6/26 to 28/9/26**

UCAS application deadlines

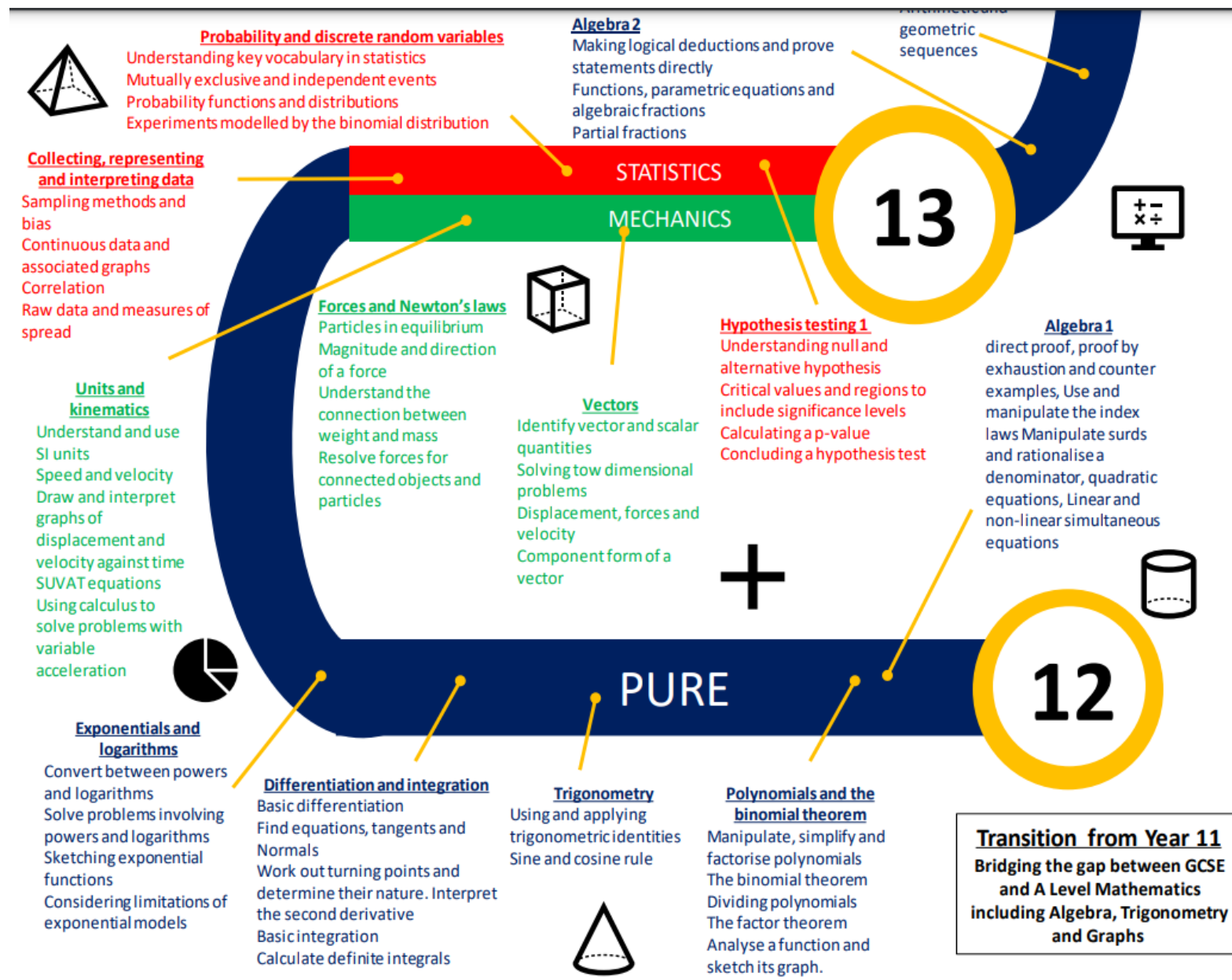
Early Entry UCAS deadline: (Oxbridge, Medicine, Dentistry and Veterinary) **15th October but students need to have them submitted to school by 10th October**

UCAS Final Deadline: **13th Jan 2027** but students need to have them submitted to school by **8th Jan 2027**

Internal Personal Statement (not early entry) deadline: **31st October 2026**

Progr
Marc

My Child's Year 12 learning journey - Maths



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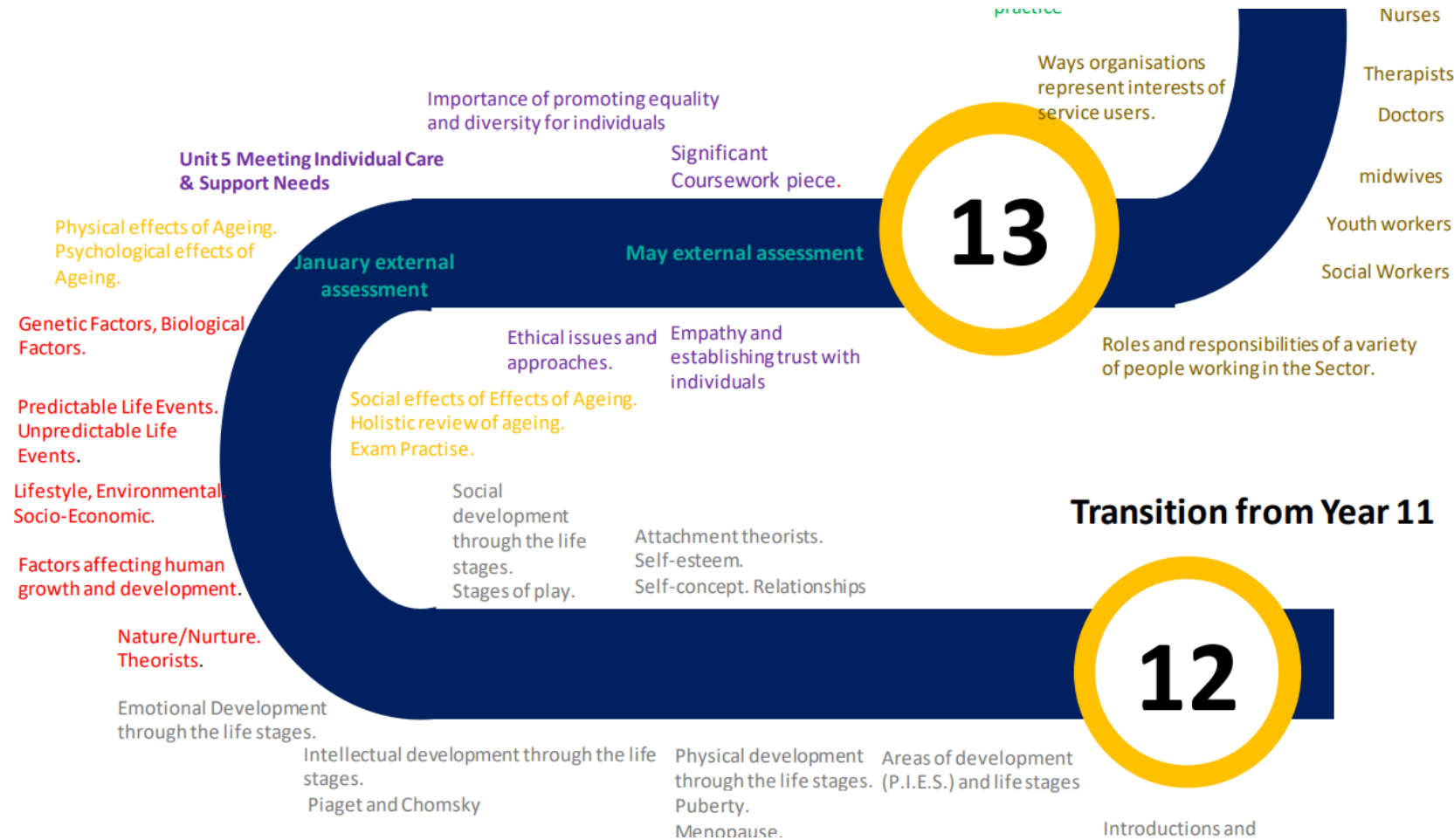
My Child's Year 12 learning journey - English



My Child's Year 12 learning journey – Computer Science



My Child's Year 12 learning journey –Health and Social Care



The 9 Principles of High-Quality, Inclusive Teaching

A shared framework for every classroom · underpinned by pedagogical content knowledge



PRINCIPLE 1

Behaviour & Relationships

High standards of behaviour and warm, positive relationships mean all pupils feel valued and safe, and can learn free from disruption.



PRINCIPLE 2

High Expectations

High expectations and high levels of challenge help all pupils to achieve their full potential.



PRINCIPLE 3

Explaining & Modelling

Clear explanations and models ensure pupils learn new knowledge and skills effectively, including how to be successful.



PRINCIPLE 4

Practice & Rehearsal

Practice and rehearsal help to cement new knowledge and skills into long-term memory and allow pupils to work independently.



PRINCIPLE 5

Questioning

Questioning is essential to identify prior knowledge, assess learning, adapt teaching, and consolidate and extend learning.



PRINCIPLE 6

Adaptive & Responsive Teaching

Adaptive and responsive teaching meets the needs of all pupils, including those with SEND, and responds to pupil learning.



PRINCIPLE 7

Effective Feedback

Effective feedback is crucial to pupil progress, cementing learning and avoiding misconceptions.



PRINCIPLE 8

Retrieval & Review

Review strengthens memory and slows forgetting, so pupils are more likely to remember content for the long term.



PRINCIPLE 9

Foundational Knowledge

Foundational knowledge is built through careful sequencing, explicit literacy instruction, anticipating misconceptions and inclusive scaffolding.

OUR PRIORITIES FOR TEACHING & LEARNING

EVERY LESSON. EVERY DAY. EVERY STUDENT.

These four priorities ensure your child is taught well, understands more and makes excellent progress.

1

BOOK PRIDE

Care in their books shows
care in their learning.



Please encourage your child
to take pride in their books
every day.

2

BEING READY & EQUIPPED FOR SCHOOL

Being prepared removes
barriers to learning.



Please help your child to be
ready every day with the right
equipment and a positive
attitude to learn.

3

LITERACY: HANDWRITING, ORACY & READING

Strong literacy skills open
every door to learning.

HANDWRITING



Neat, legible
handwriting
shows care
and supports
understanding.

ORACY



Confident
speaking and
listening build
thinking and
communication
skills.

READING



Regular reading
builds knowledge,
vocabulary and
imagination.



Please encourage your child to
read regularly and talk about
their learning with confidence.

4

CHECKING FOR UNDERSTANDING

We check understanding in every lesson
so misconceptions don't stick.



COLD CALLING

We ask questions to anyone in the class
to check understanding and involve
every student.



GREEN PEN RESPONDING

Students use green pen to respond
to teacher marking and feedback
to improve their work.



SHOW ME BOARDS

Students use show me boards to
answer questions so teachers can
see and check understanding
quickly.



These strategies help us address gaps
quickly and ensure every student
is learning.

How can I support my child in their revision?



The Three Rs of Revision

www.internetgeography.net/revision

Refine it



know
the course

Make sure you have an overview of the full course so you know what to revise.



identify
priorities

Based on past assessments identify the areas you need to focus on. Use a PLC.



create
a plan

Plan what you will revise and when. Spread out study over time. Create a calendar.

DON'T leave it until the last minute, plan to cover only areas you like and make your plan unrealistic.

Revis(e)it



dual
coding

Combine text and images.



flash
cards

Question on the front, answer on the back.



condense
text

Condense text to a sentence then key words.



mind
maps

Spider diagram with images and text.



blank
page

Write as much as you can on a blank page.



revision
clock

Five minutes per chunk. Write...

DON'T copy text, highlight text, underline text and re-read text

Review it



self
testing

Test yourself using flash cards.



do a
quiz

Complete multiple choice quizzes.



past
papers

Complete past exam questions and papers.

How can I support my child in their revision?



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Flashcards: Question on one side – answers on the other. Ideal for then testing themselves or being tested by a friend / adult.

Start Big, go small: The first time they revise a topic fill an A3 sheet, then the next time reduce it to A4 and eventually to a flashcard. This encourages them to disregard the information they know between one revision sessions and the next.

Mind maps / diagrams: Good for more visual revision ie the human body, sections of the river..

Exam Question practice: Invaluable but cannot be used on its own as it doesn't actually help students learn what they don't know.

Markschemes: Become familiar with structures of answers/key terms.

The AGS Way

Care

Aspire

Achieve



Expectations

- Arrive to school fully equipped to learn
- **Arrive punctually** – All students have maximum two minutes transition between lessons.
- Silence for the register
- Do not disrupt others in their learning
- Phones/headphones/smartwatches – inappropriate use – confiscation – **Phone use for sixth form in sixth form centre/Library during study periods.**
- Exit in an orderly manner as directed by staff

Leaving the school site

- Parent permission
- Until Christmas – students leave lunch and break
- After Christmas – can arrive for first lesson and leave after last – study habits!
- Cars – only to drive to school and home.
- Can go to Gym
- Driving lessons
- Medical appts

The Study Period

- Homework set by your teacher(s)
- Complete the 1 hour after the lesson that you should do for each of your lessons;
- go over the lesson content
- Read the pages in the textbook directed to or other directed study (on Arbor)- other platforms such as TEAMS used by subject teachers and tutors, e-mail.
- update notes
- organise folder
- Attend your enrichment ie. Lesson helping out or plan for your enrichment ie running a club
- Check resource drawer – revision resources

- Additional enrichment'
- Moocs - Massive Open Online Courses
- <https://www.mooc.org/#course-categories>
- Record on enrichment log
- Useful for - job applications, University applications (interviews), employment interviews, broaden knowledge
- All directed study, homework, Key coursework deadlines - On Arbor

MOOCs



The Law and Economics of Mergers and Acquisitions
LSE

🕒 6 weeks to complete



Artificial Intelligence Programme
Oxford Saïd

🕒 6 weeks to complete



MBA Essentials
LSE

🕒 3 months to complete

Executive Education



Artificial Intelligence: Implications for Business...
MIT Sloan School of Management

Enrichment Activities to get involved in.

Classroom Assistant; Examples; Technology, Science, English, BSL

Parents Evenings

Open Evenings – tours, subject Ambassadors

Run clubs – Can choose a club to help with or set up

School newsletter assistants

Reading Buddies

Tea, Tech and Talk

Music assistants

Event organisation

Sports help

Sports Leaders – Qualification

Student Parliament

Duke of Edinburgh Award Assistant

Community – Wirksworth Colts

Leadership Roles – Charity, House, Well-Being, Eco, Diversity.

Enrichment Logs

Record enrichment

Record skills gained

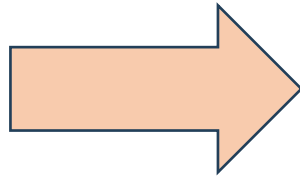
Independent study habits

- 10 to go on timetables over the two week timetable.
- Students choose
- They are registered **completed in the library.**
- Develops independence in learning/organisation.

Attendance Handbook

100%	0 days off · Outstanding attendance Every learning opportunity has been maximised — a strong foundation for progress and personal growth.
98%	4 days off per year · Strong attendance A strong commitment to learning that gives a very good chance of making the most of school.
96%	8 days off per year · Minimum expectation Meets the school's minimum expectation and is around the national average. Our aim is for every pupil to attend 100% of possible sessions.
94%	12 days off per year · about 2 per half term · Below expectation Below the expected standard. Missing this much learning can affect progress and make it harder to keep up.
92%	15 days off per year · about 2.5 per half term · Cause for concern Significant learning time is being lost. Gaps can build quickly across subjects and may affect progress.
90%	19 days off per year · about 3 per half term · Serious cause for concern Around a month of school missed over the year. At this level the risk to progress and achievement increases significantly.
Under 90%	More than 19 days off per year · Persistently absent This is persistent absence. The risk of falling behind and missing key opportunities is high — please talk to us early so we can help.

What is Arbor?



This is the Parent Portal delivering information between school and home

Attendance

Behaviour

Assessment

Communications

Timetables

Homework

**Amend
personal
details**

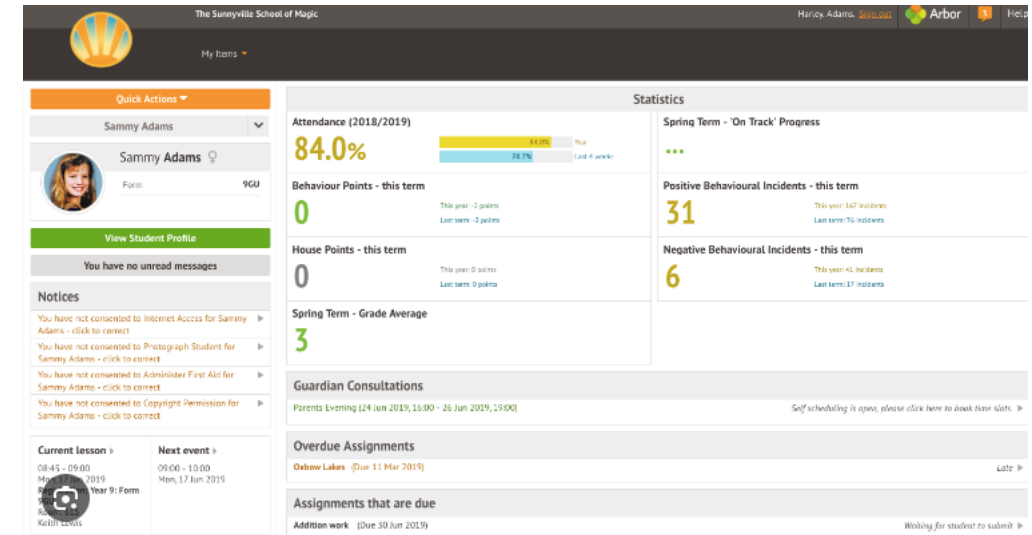
Directed Study



Arbor

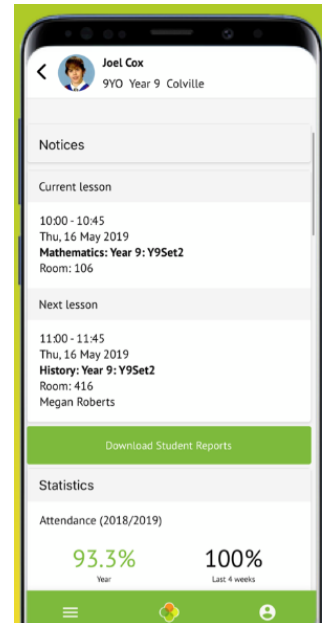


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Arbor App - available to download on your App store (ios/android)

Invites to sign into the portal will be sent out at the end of the first full week – check your registered email

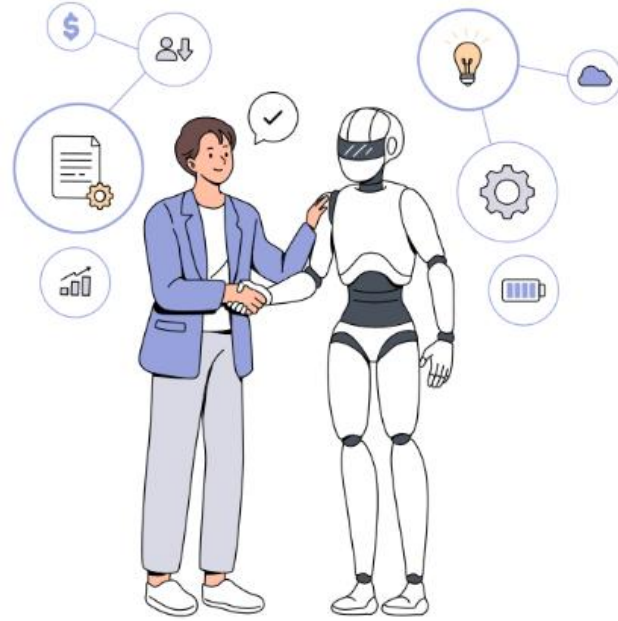
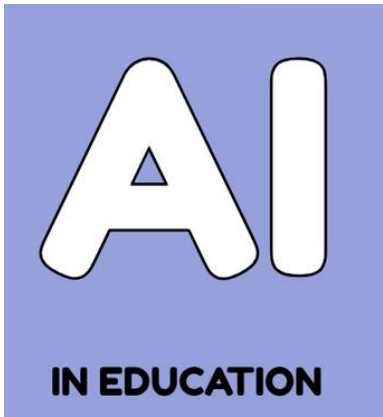


Taking internet safety seriously



- Cyberbullying
- Social Media
- Passwords and Usernames
- Privacy
- Online Gaming
- AI

Be Safe! Be Sure! Be Smart!



in school...

use of generative AI such as Canva
building critical thinking skills
effective prompts and referencing
AI in assessment
learn responsible use

at home...

24/7 learning support
use of smart tutor chatbots
tailored to individual needs

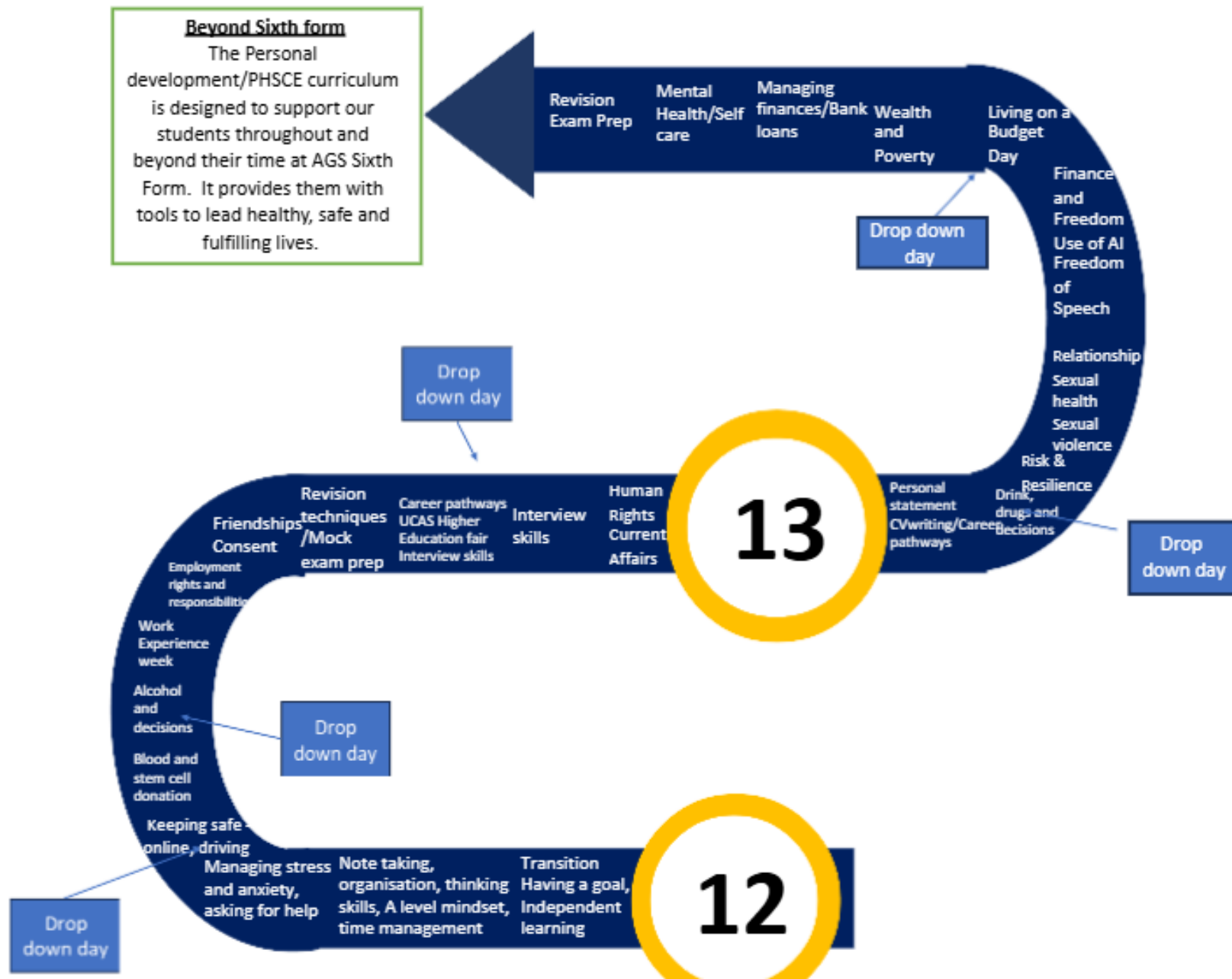
learning essential future digital skills

How useful is AI for sixth form study?

AI is a highly useful tool in sixth form for tasks like research, personalized learning, administrative efficiency, and generating creative content, **but students must use it ethically and critically, understanding its limitations and avoiding plagiarism by adding their own ideas and verifying information.**

AI should complement, not replace, teacher input and critical engagement with the material.

Beyond Sixth form
The Personal development/PHSCE curriculum is designed to support our students throughout and beyond their time at AGS Sixth Form. It provides them with tools to lead healthy, safe and fulfilling lives.



Sixth Form Tutor Programme (30 Minutes Per Day)

Weekly Structure

Day	Focus	Duration	Purpose
Monday	Current Affairs & Citizenship	30 mins	Debates, British Values, Religion & Philosophy, news, Quiz
Tuesday	Academic Success	30 mins	Study skills, revision, target setting, independent learning
Wednesday	PSHE/RSE/PD	30 mins	PSHE, Careers, British Values, Personal Development
Thursday	Reading & Reflection	30 mins	Wider reading, literacy, discussion, personal reflection
Friday	Tutor Check-In & Future Readiness/Careers/Assembly	30 mins	Organisation, attendance, enrichment logs, UCAS, careers, wellbeing, Revisit pupil passports termly.

Enrichment Activities to get involved in.

Classroom Assistant; Examples; Technology, Science, English, BSL

Parents Evenings

Open Evenings – tours, subject Ambassadors

Run clubs – Can choose a club to help with or set up

School newsletter assistants

Reading Buddies

Tea, Tech and Talk

Music assistants

Event organisation

Sports help

Sports Leaders – Qualification

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Duke of Edinburgh Award Assistant

Community – Wirksworth Colts

Leadership Roles – Charity, House, Well-Being, Eco, Diversity.

Enrichment Logs

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Record skills gained

THE EPQ

How will it help you?



Type of Extended Project



Why complete an EPQ?

EPQ and Application to Higher Education

Undertaking an Extended Project [can](#) support your application to Higher Education by:

- Reducing the level of an offer
- Giving your application preference, on highly selective courses over students who have not undertaken EPQ
- Providing a focus for valued content within your personal statement
- Providing a major focus for interview discussion