



AGS Year 13 Curriculum Information Evening

AGS Year 13 Key Calendar Dates



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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**

Progress data – 6th Nov, 23rd March

Exams

Mock Exams: **30th November 2026 to 11th December 2027**

External Exams ('A' level/level 3): **10th May – 18th June 2027**

<https://www.anthonygell.co.uk/parents/term-dates/>

Dates cont.

A-level Business Studies exam:

Paper 1: 13 May 2027 (Afternoon) – 2 hours

Paper 2: 19 May 2027 (Morning) – 2 hours

Paper 3: 08 June 2027 (Afternoon) – 2 hours

Health and Social Care Exam: Unit 2 Human Biology 14th January 2027 (resit 21st May 2027)

Student finance opens with the deadline for applications being **6th May 2027**

Year 13 Prom: **22nd June 2027**

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.

My Child's Year 13 learning journey - Maths

Beyond AGS

As well as underpinning a life-long love of maths, A-Level maths is vital for progression onto a high number of degree pathways and many careers including:

- Actuarial Science
- Health Service
- Accountancy
- Banking
- Cybersecurity
- Energy
- Marketing
- Insurance
- Defence
- Engineering



Probability and continuous random variables

Conditional probability
The binomial and Normal distributions
Probability models



Probability and discrete random variables

Understanding key vocabulary in statistics
Mutually exclusive and independent events
Probability functions and distributions
Experiments modelled by the binomial distribution

Collecting, representing and interpreting data

Sampling methods and bias
Continuous data and associated graphs
Correlation



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A level Mathematic Learning Journey



Hypothesis testing 2
Testing for correlation
PMCC
Mean of a Normal distribution



Forces 2

Vectors in three dimensions
Frictional force
Systems
Differential equations involving $f=ma$
Moments

Motion in two dimensions

Constant acceleration for motion in two dimensions
Using calculus to solve problems
Projectiles
Motion of an object



Numerical methods

Change of sign method
Iteration
Newton-Raphson method
Trapezium rule



Differentiation 2

Convex and concave curves
Points of inflection
Small angle estimations
Trigonometric functions
Exponentials and natural logarithms
Product and quotient rules
Chain rule
Implicit differentiation
Inverse functions
Parametric functions



Trigonometric identities

Degrees and radians
Reciprocal and inverse trigonometric functions
Compound and double angles

Integration and differential equations

Standard functions
Area between two curves
Integration by substitution
Integration by parts
Partial fractions
Differential equations



Sequences

Binomial expansion
Arithmetic and geometric sequences

Algebra 2

Making logical deductions and prove statements directly
Functions, parametric equations and algebraic fractions
Partial fractions

STATISTICS

MECHANICS

13



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My Child's Year 13 learning journey - English

As an academic, core and highly regarded subject, English can help gain entry to any Higher Education course, from Media or Marketing to Law.



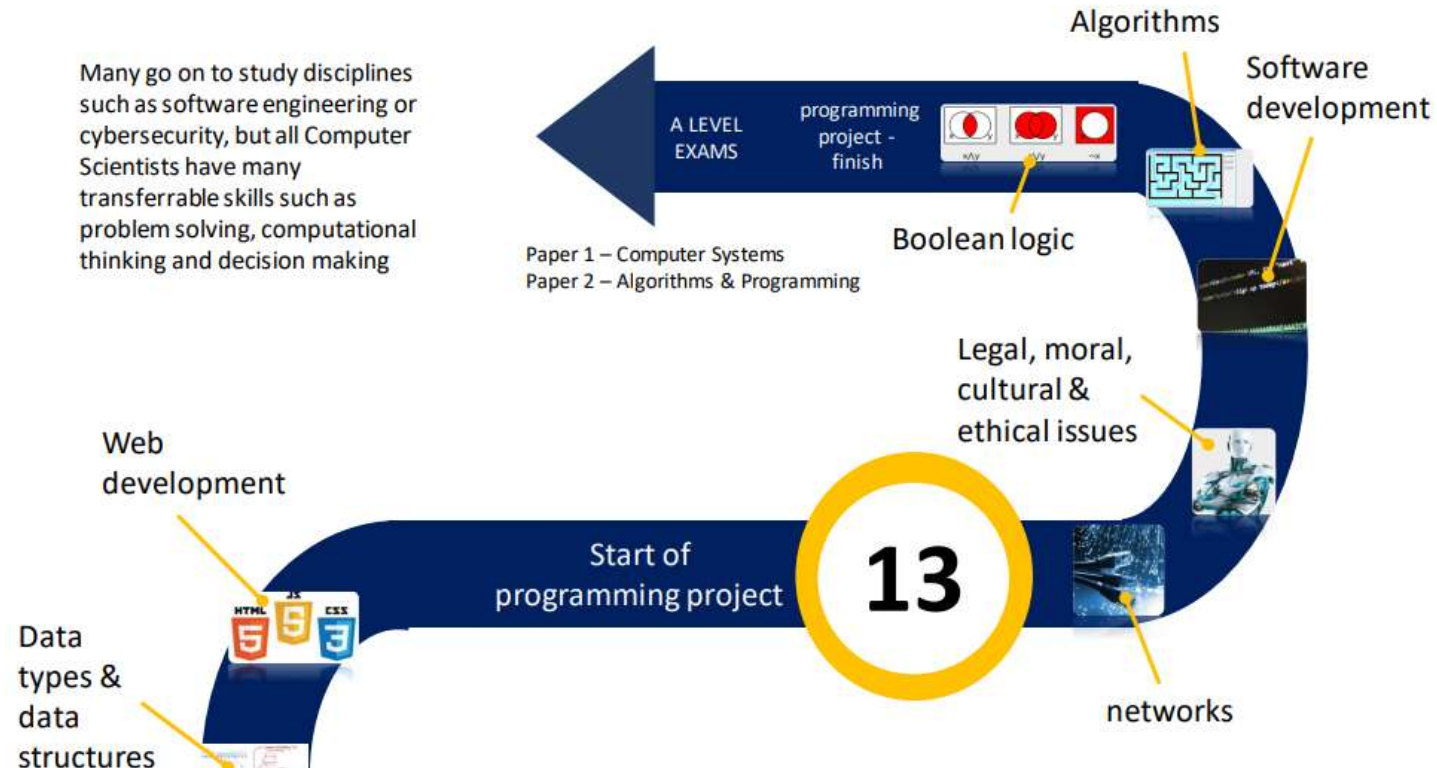
English Learning Journey – KS5



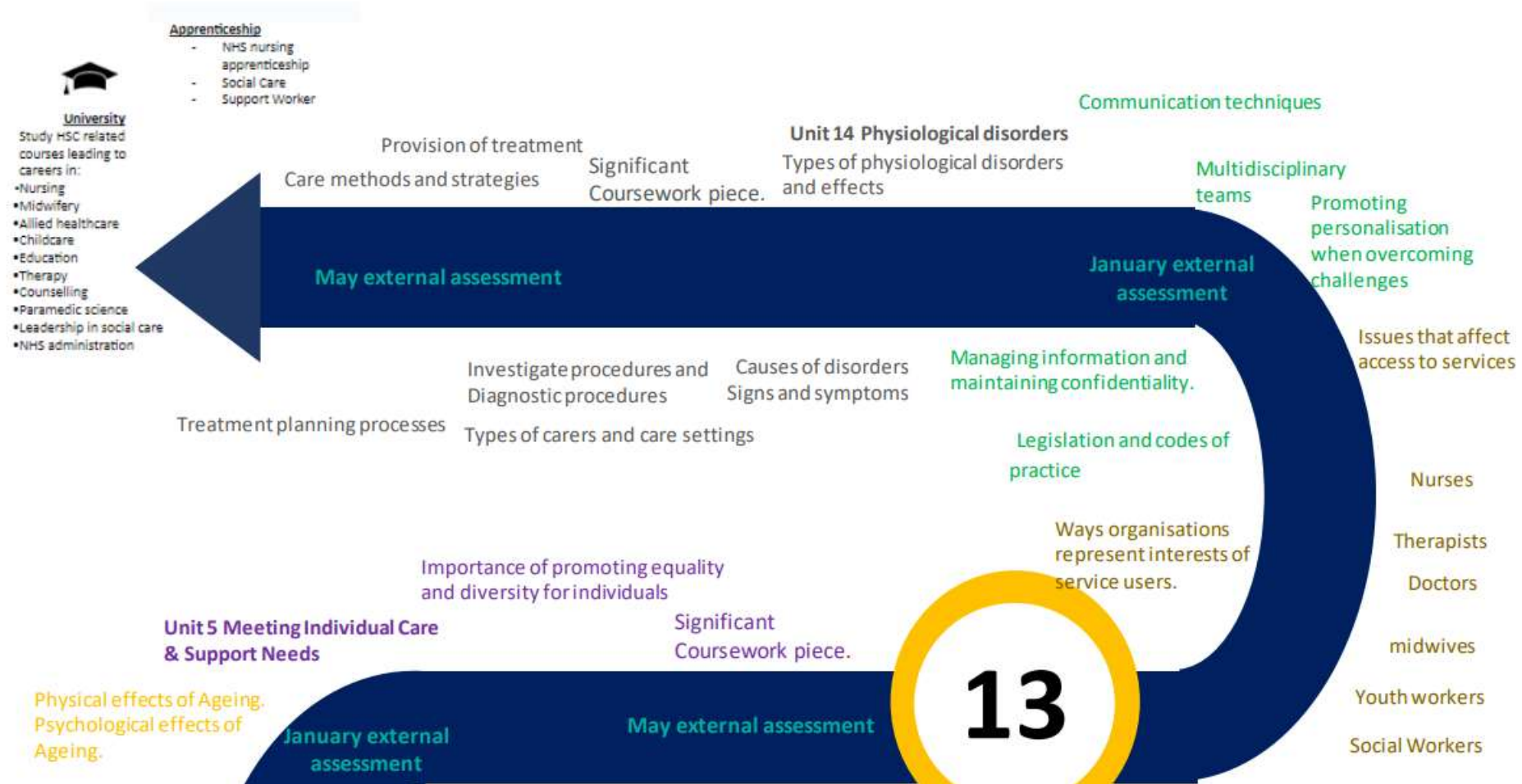
My Child's Year 13 learning journey – Computer Science

Beyond AGS

Many go on to study disciplines such as software engineering or cybersecurity, but all Computer Scientists have many transferrable skills such as problem solving, computational thinking and decision making



My Child's Year 13 learning journey –Health and Social Care



How can I support my child in their learning journey?



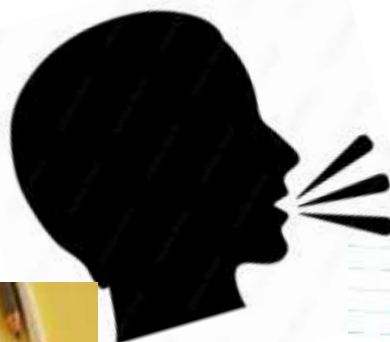
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Luminate
careers

dress code

Open Days
Top Tips

Attendance
Matters



Homework



UCAS



Persistence



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 realistic.

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?



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



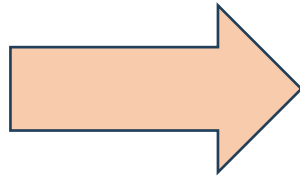
Expectations

- 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

The Study Period Expectations

- Homework set by teacher(s)
- Complete the 1 – 1.5 hours after the lesson that you should do for each of your lessons;
- Go over the lesson content – practice exam papers/questions/markschemes/examiner reports
- Read the pages in the textbook directed to or other directed study (on Arbor)
- update notes
- organise folder
- Attend any ongoing enrichment ie. Lesson helping out or plan for your enrichment ie running a club, EPQ
- Revision - Check resource drawer – 6th Form revision resources
- Plan/update revision timetable

What is Arbor?



This is the Parent Portal delivering information between school and home

Attendance

Behaviour

Assessment

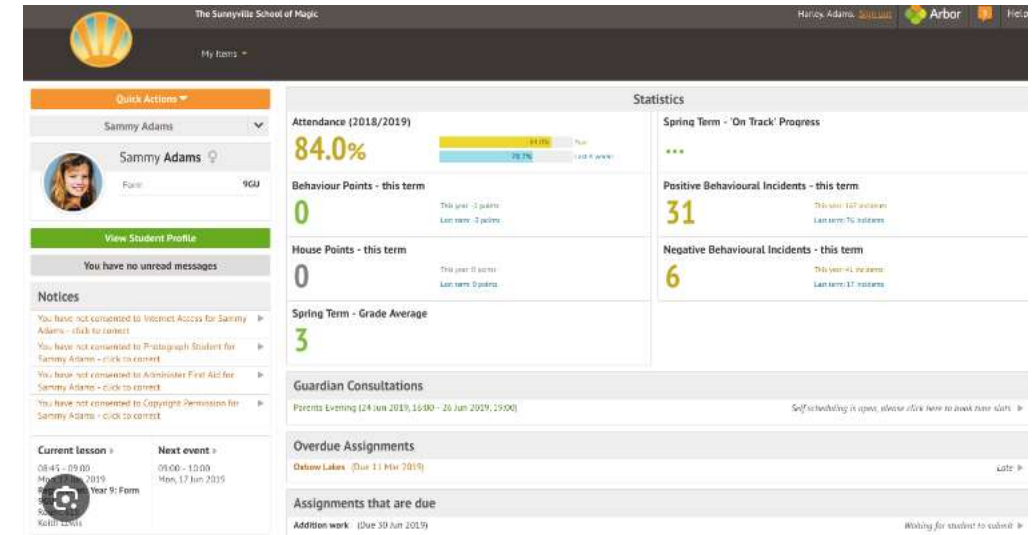
Communications

Timetables

Homework

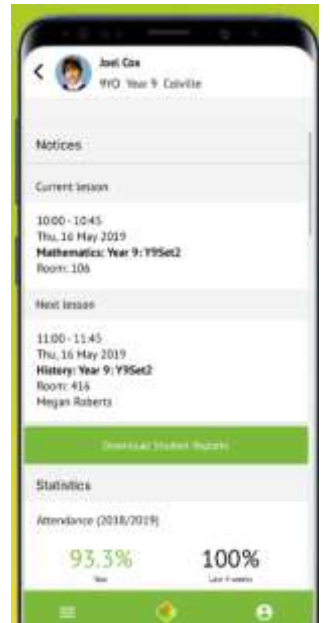
**Amend
personal
details**

Directed Study



Arbor 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

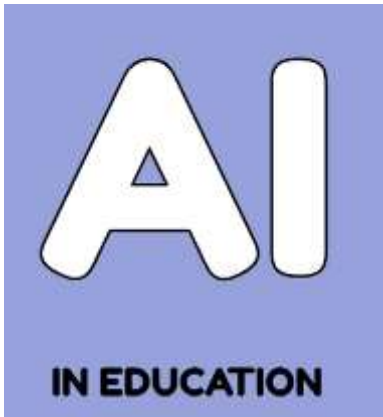


Taking internet safety seriously



- 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.

Exams

Year 13 students are to attend every lesson until the exam in that lesson finishes.

- Guided revision
 - Exam practice
 - Exam markscheme advice
 - Teacher support for revision techniques
 - Peer assessment
-
- Additional revision sessions

How will we support your child's next steps?

PSHE/Personal Development

Change, Live, Grow – Safety, 'What's the Harm', 'Drink, Drugs and Decisions' – tbc

Living/Cooking on a budget day – 9th Feb

Sexual Health Workshop (tbc) – Nov 26

Derby Uni – Apprenticeship Fair - tbc

Personal Development lessons – personal statements, CVs.

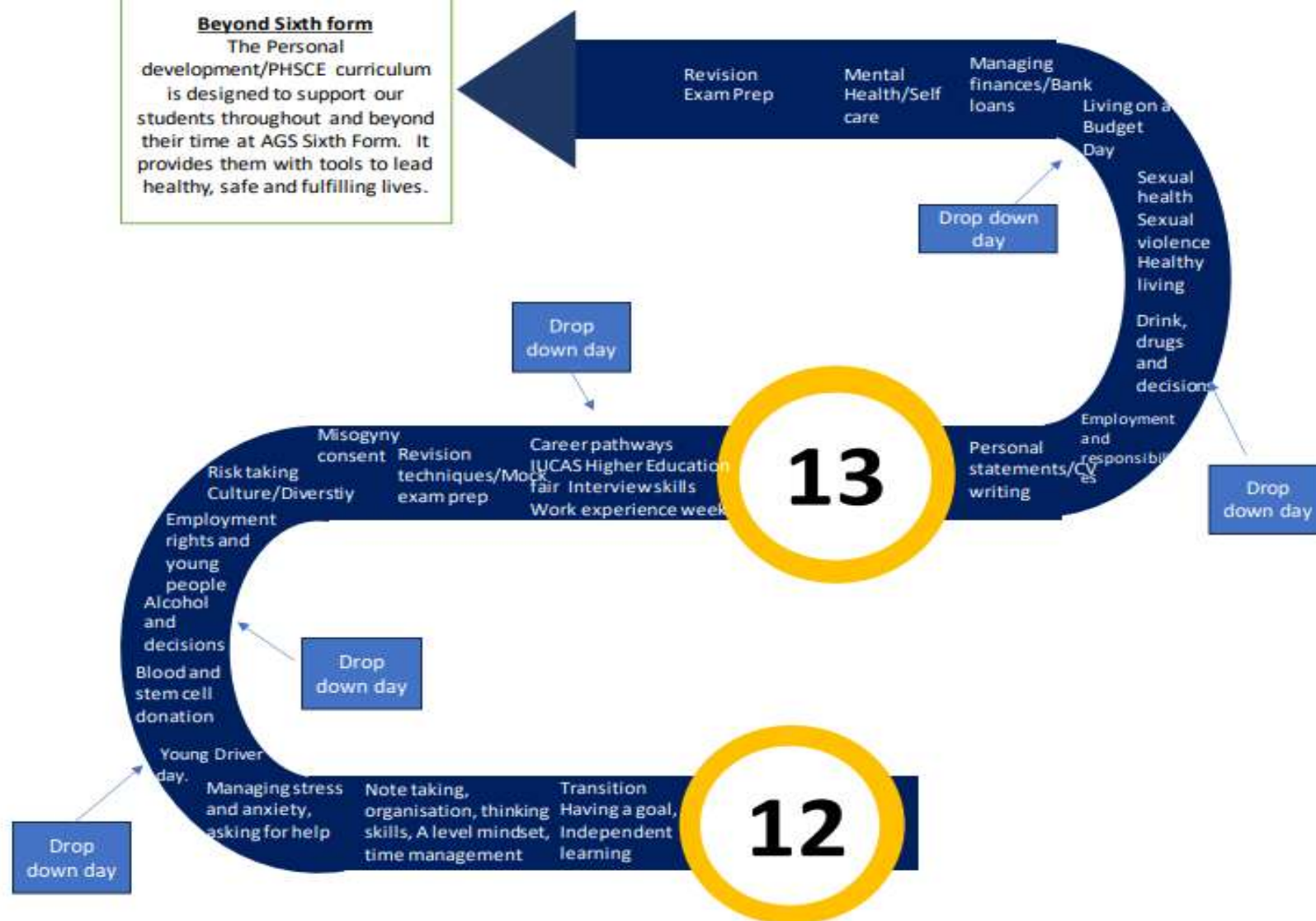
Careers Advisor - Luminate



Luminate
careers

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.

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.

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

Sixth form Student Council

Student Parliament

Duke of Edinburgh Award Assistant

Enrichment Logs

Record enrichment

Record skills gained





