



# Altrincham Grammar School for Girls

BRIGHT FUTURES EDUCATIONAL TRUST



## Year 12 Induction Evening 2025

Proud to be part of:



# The Sixth Form Team

Mrs Galvin	Head of Sixth Form
Mrs Hickman	Senior Tutor Year 12
Mrs Egan	Sixth Form Pastoral Officer
Mrs Quigley	Sixth Form Pastoral Officer
Mrs Marler	SENDco
Mrs Bell Walker	Post 18 options coordinator

## Form Tutors

- . 12-1 Mrs Willmott
- . 12-2 Miss Hawkins
- . 12-3 Mr Emms
- . 12-4 Mrs Leach
- . 12-5 Mrs Hutton
- . 12-6 Dr Stutchbury
- . 12-7 Dr Adamson
- . 12-8 Ms Anderson



# Congratulations!

- GCSE results
- 40% of all entries achieved the very top grade of 9 and 86% of all results were graded at 7 or above.



# Pastoral support in the Sixth Form at AGGS



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# Types of support

- Universal support e.g. Form Tutors, teachers, careers advisor, assemblies, wellbeing ambassadors
- Targeted support e.g. regular meetings with Form Tutor, Mrs Quigley, Mrs Egan, Senior Tutor referral and involvement
- Intensive support e.g. Senior Tutor/ Head of Sixth Form involvement, potential referral to external services



<b>In-House Provision</b>	<b>External Provision</b>
Pastoral support including active listening, reflective conversations, 1-1 work on self-esteem, self-regulation, mindfulness and dialectical behaviour strategies.	CYPMHS – Children and Young Person Mental Health Services (CAMHS)
School counsellor referrals	Early help assessments and referrals (where the issue is impacting upon the whole family)
Ed Psych referrals/SENDCo Referrals	Children’s social services referrals
Time-out cards	Signposting to charities such as Anxiety UK, CALM, Mind, No Panic, OCD Action, Rethink Mental Illness, Young Minds, SANE, NSPCC, Samaritans, BEAT
Early finish/late start cards	Rape Crisis referrals
Phased return timetables	ASD/ADHD screening tools and referrals
Use of sensory/wellbeing room	Signposting to private practice
Access to Learning Plans	Young Carers referrals
Tutor check-in	Drugs and Alcohol Worker referrals
Mental Health First Aider support	Local Authority Attendance Team

# Student wellbeing

- Form Tutor, Miss Hickman, Mrs Galvin, Mrs Egan and Mrs Quigley
- Induction day Yr12
- Tutor time programme
- Healthy lifestyles day
- Assemblies
- Talks e.g. drugs, alcohol
- Sexual health drop in
- Safe Drive event Yr13



# Psychological needs – Praise

- Study of 53 children over a three-year period
- Tracked use of praise by parents
- Compared it to the child's attitude to learning and motivation



# Psychological needs – Praise

- A third of the children were singled out for '**person praise**' where they were praised for being 'clever' or 'academic' or 'brilliant'.
- A third of the children were singled out for '**process praise**' where they were praised for how they did things. For example: "you must have tried really hard with that" or "I like the way you have done that".
- And the final third either received **very little praise** or a **mixture** of person and process praise.



# Psychological needs – Praise

- The study found that students who were **praised for process** rather than person were much **more likely to have a positive attitude to learning, embrace challenge, value hard work and be more adept problem solvers.**



# Psychological needs – Praise

Research has found that parental praise can have a huge impact on the mental wellbeing and academic success of students, but only if it is done correctly.

## Common mistakes with praise:

- **It is used excessively**
- **It focuses on natural ability**
- **It is used comparatively**



# Psychological needs – Process praise

- Focuses on a child's **effort** (for example: “good job trying to put that back”)
- More superior form of praise compared to person praise, which highlights positive, fixed attributes (e.g. “You’re such a smart girl”).
- Process praise allows a child to develop a **positive, motivational framework**, where they **believe they can improve** if they put in the necessary effort, which in turn leads to **enhanced achievement over time**.



# Psychological needs – Process praise

To help ensure your praise is purposeful, it should fall into one of these 3 S's:

**Selectively** - What are the values and behaviours you value the most? If you believe effort and determination are important, then be sure to voice this to your children through praise when they demonstrate it.

**Sparingly** – Too much of anything is bad for someone. Sometimes, less is more. By consciously choosing when to praise your child, it will resonate for longer.

**Specifically** – A scatter gun approach rarely works, so target the moments that they will remember most. Evidence suggests that this may be when they experience a setback or disappointment. Praising what they did well ensures they will maintain motivation for next time.



# Psychological needs – “I’m proud of you”

Research has shown that simply telling children you are proud of them...

**Reduces a fear of failure:** Often, a child’s fear is about letting you down. Letting them know you are proud of them gives them the confidence to try new things and experiment.

**Increases self-esteem:** Children will feel accepted and loved for who they are and not for what they achieve.

**Creates a growth mindset:** praising effort rather than ability means they view inevitable setbacks (a normal part of learning) more positively.

**Makes them happy:** It is the sentence every child wants to hear and will give them the confidence to tackle challenges knowing they have your support no matter what.



# Sixth Form Curriculum

- 3 subjects studied for 2 years
- Importance of choosing the right subjects  
(Deadline for subject changes Monday 29 September)
- EPQ
- Core maths



# Book Deposit

- £50 deposit to be paid on parent pay
- Given back at end of Year 13 upon return of **ALL** textbooks



# Independent study

- 10 hours of teaching per subject per cycle (2 weeks)
- 3 A levels = 30 hours of teaching in total per cycle
- This leaves 20 study periods per cycle
- 10 hours extra study expected per subject per cycle
- Regular attendance and punctuality important
- Help sessions and support
- Active role in lessons is vital
- Study skills session for students in form time



# ALIS grades

- Indicator of the statistically most likely A level outcome
- NOT a forecast of the grade they will eventually get or a prediction used for UCAS
- An indication of the grade achieved **on average** by students of similar ability in the previous year
- A potential, **not** a prediction



# ALIS grades

Grades take into account:

- GCSE performance in the subjects taken
- overall GCSE point score
- subjects taken at A Level

They are specific to each student and are challenging targets.



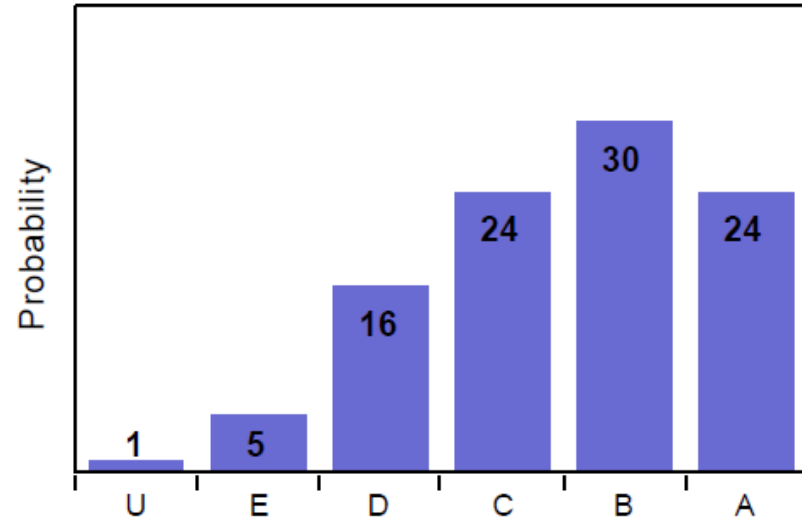
# ALIS grades are part of a distribution of possible outcomes

Students will be given a summary sheet with grades and an individualised chances graph.

The bars on the graph show the probability of the student achieving each grade in that subject.

From this example:

- Most likely grade is a B with a 30% probability of achieving this grade.
- However, also a good chance that the student will get some other grade – in fact there is a 46% chance of getting lower than a B and a 24% chance of getting higher than a B.



# YEAR 12 Exams

- Students will sit internal exams in all subjects in the summer of 2026
- Monday 15<sup>th</sup> June – Friday 26<sup>th</sup> June 2026
- Students will be on study leave at this time



# UCAS Predicted Grades

- Based on rigorous internal examinations at the end of Year 12 and teacher professional judgement
- A holistic approach is applied, but data very much informs this decision
- For this reason, it is important that students take every assessment seriously, including internal examinations



# The school day

8.40 Registration

8.45 Assembly or form time

9.05 Lesson 1

10.05 Lesson 2

11:05 Rec

11.25 Lesson 3

(students are allowed off site at this point)

12.25 Lunch

(students with afternoon lessons should have returned by this point)

1.30 Lesson 4

2.30 Lesson 5

3.30 School officially ends



# The school day

- 6th form libraries available until:
  - 3:45pm Monday - Thursday
  - 3.30pm on Friday
- Main school library available until 5pm each day
- Extra curricular activities after school and at lunchtimes
- Students may go home in the afternoon **if they do not have lessons periods 4 and 5**



# Organisation

- Files for each subject
- Dates on work
- Asking for work when a lesson has been missed
- Attending help sessions
- Regularly reviewing work
- Asking for help
- Developing study skills



# Home school agreement: Attendance

- Good attendance is important. Students who miss lessons can get behind very quickly.
- Absence procedures:
  - Phone call or email sixth form office if unwell and on every day of absence before 9am (0161 686 3012)
  - Text messages/phone calls home if students are absent
  - May require a medical/doctors note for longer periods of absence.
  - Medical appointment: email or ring sixth form office or send in a letter.
  - Pink forms for special leave requests. At least 2 weeks in advance.



# Home school agreement: Punctuality

- Students should be on time for registration
- If a student arrives after the register has closed, they must sign in at main school or in the sixth form library
- If a student incurs 3 lates in a term, they will meet with their form tutor and a letter will be sent home
- If a student has a fourth late, a letter is sent home to parents and an after school detention will be issued
- Subsequent lates may result in them being required to stay in school up to 3:30 every day for one cycle
- If punctuality continues to be an issue, parents/carers will be invited in to discuss a support plan for the student to ensure they can arrive to school on time



# Home school agreement: Dress code

## Dress code

- All students to adhere
- Students may put on a daily uniform report



# Extended Project Qualification (EPQ)

- Independent learning project to develop the skills of researching, analysing and evaluating the sources of information
- The topic can be anything of your child's choosing e.g. *To what extent are serial killers the product of their genes or their environment?*
- Some universities will offer lower grades with a good EPQ. Worth half an A level in UCAS points.



# EPQ Format

- Launched in September, students opt in to take it
- One supervised session per fortnight, one session on timetable of independent study
- Deadline will be spring term 2026
- Evidence and analysis of research is essential in addition to the finished product
- No drafts and re-writes, no feedback on the report until submitted
- Graded A\*-E following AQA moderation



# EPQ

*“We welcome the introduction of the Extended Project and would encourage you to undertake one as it will develop your independent study and research skills and ease the transition from school / college to higher education.”*

**University of Cambridge**

*“If you have undertaken the Extended Project, this may be taken into account if you do not achieve the conditions of your offer.”*

**London School of Economics**

*“We have an increasingly compelling evidence base that students who did well at EPQ settle in well to their studies, we are keen to see more of them.”*

**University of Southampton**



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# Monitoring Progress

- ALIS grades given to students
- Monitoring discussions with subject teachers and form tutors
- Tracking by form tutors, Mrs Hickman & Mrs Galvin
- Parents' Evenings – In Person 4:30 – 6:30: Wednesday 25 February 2026
- Interim reports available prior to parents' evenings



# Extra curricular activities

- Work experience
- Peer mentoring of younger students
- Model United Nations
- Duke of Edinburgh
- Subject specific clubs and societies e.g. science society
- Reading groups
- Year group school councils
- Charity events and fundraising
- Bar mock trial
- Debate society
- Badminton club



# Volunteering

- Contribute to community life
- Develop skills useful for university and future employment
- Examples may include – charity shop, residential home, hospitals
- Students can use study periods in the afternoon

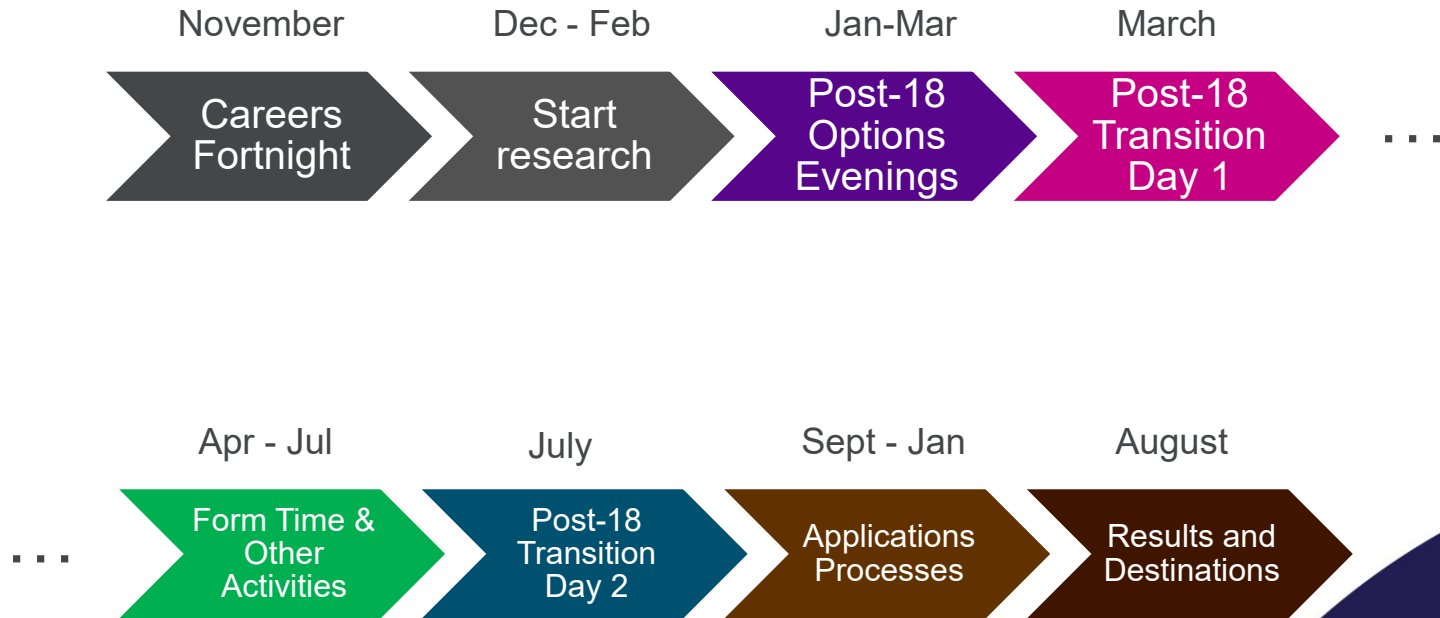


# 16-19 bursary

- Means tested financial support for students
- Paid in addition to all other benefits
- Evidence of income required to support applications
- Information from Mrs Quigley in the Sixth Form Office or on school website, deadline is this Friday.
- If you qualify, you may be eligible for widening participation schemes at universities e.g. Manchester Access Programme.
- **Research this term as many begin in Year 12.**



# Post 18 options



# Careers fortnight

- Variety of speakers
- University trip-later in the year date TBC
- Opportunity in lessons to think about careers



# Year 12 Work Experience

Monday 29 June – Friday 3 July 2026



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# Year 12 Work Experience

Monday 29 June – Friday 3 July 2026

## Why do we offer work experience?

- Students can explore potential career paths
- Students can develop essential skills for the workplace
- Support students' applications beyond A level
- New government statutory guidance, published May 2025
- emphasis on work experience opportunities.



## Work experience: How to find a placement

- Parents/Friends of the family
- Ring/email different companies
- Ask Y13 where they went to
- Speak to Mrs Gillibrand if you are struggling to find anything



## **Work experience: Process and deadlines**

- Student to source own placement at a reputable company
- Company must agree to provide health and safety / risk assessment information and a copy of their Employer's Liability Insurance
- All administration is via Unifrog, our online careers platform
- Start searching now. Many placements supplied by large companies are taken by Christmas
- £5 cost payable via ParentPay to cover admin costs
- Letters will be sent out via Parentmail next week
- Ensure correct details are included on initial information on Unifrog
- Parents / carers – check emails for consent email from Unifrog and return as soon as possible

**All information must be completed by Friday 30 January 2026 - Year 12**

# Who to contact

- Mrs Hickman: Senior Tutor
- Mrs Galvin: Head of Sixth Form
- Mrs Bell-Walker: Higher Education questions 'what to do next'
  
- Mrs Egan: Sixth Form Office
- Mrs Quigley: Sixth Form Office
  
- Mrs Gillibrand: Careers Coordinator and work experience
- Elizabeth Clinning: Connexions adviser and 1:1 interviews
  
- Please remember new phone number for contact 0161 686 3012 and email [sixthformadmin@aggs.bright-futures.co.uk](mailto:sixthformadmin@aggs.bright-futures.co.uk)



# Important dates

- **Thursday 16 October 2025:** GCSE certificate presentation evening (Sports Hall)
- **Thursday 13 November 2025:** Sixth Form Open Evening - students are required to help
- **Friday 30 January 2026:** Deadline for work experience forms
- **Wednesday 25 February 2026:** Parents' Evenings – 4:30 – 6:30 at main school
- **Thursday 15 January 2026:** Post 18 options evening (online)
- **Thursday 5 March 2026:** Oxbridge and medics information evening
- **Monday 15 – Friday 26 June 2026:** Year 12 exams
- **Monday 29 June – Friday 3 July 2026:** Work experience



Thank you for joining us tonight. We look forward to celebrating success with you in August 2027!

Reminder

Please pay book deposit as soon as possible, via ParentPay



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# Any questions?

We will stay for a short while after for individual questions.



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