



Welcome!

Y12 Parent
Survival Guide
September 2026



@WhitSixthForm whitburnsixthform

'Excellence for All'



Senior Management Team 2026-27



Miss Smith – Senior Deputy Head



**Mr Crowe
Principal**



Mr Shaw – Deputy Head



Mr Craggs – Assistant Head



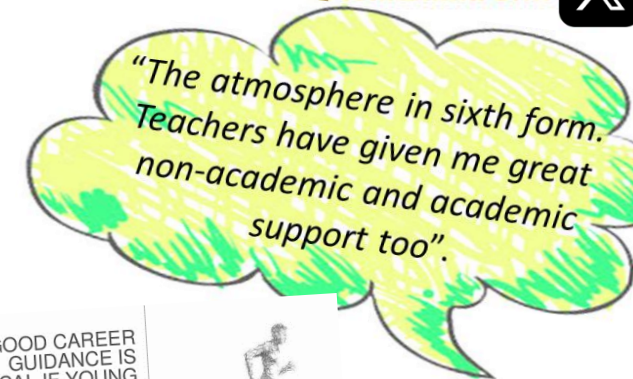
Mrs Tennet – Assistant Head

Meet the Sixth Form Team 2026-27



- Mr L Craggs, Assistant Head Teacher (Head of Sixth Form)
- Ms K Dickenson, Sixth Form Progress Lead
- Miss K Manning, Sixth Form Pastoral Lead
- Miss R Townsley, Sixth Form Administrator
- Mr A Moore, Whole-school Careers Lead
- 10 x Form Tutors (5 in Y12, 5 in Y13)

@WhitSixthForm



GOOD CAREER GUIDANCE IS CRITICAL IF YOUNG PEOPLE ARE TO RAISE THEIR ASPIRATIONS AND CAPITALISE ON THE OPPORTUNITIES AVAILABLE TO THEM.
The Research



GATSBY



Gatsby



North East
Ambition



Mr L Craggs
Assistant Head Teacher (Head of Sixth Form), Teacher of Biology, DSL



Ms K Dickenson
Sixth Form Progress Lead, Teacher of English



Miss K Manning
Sixth Form Pastoral Lead, DSL



Ms A Devereux
Sixth Form Pastoral Lead



Mrs R Townsley
Sixth Form Administrator



Mr A Moore
Careers Lead



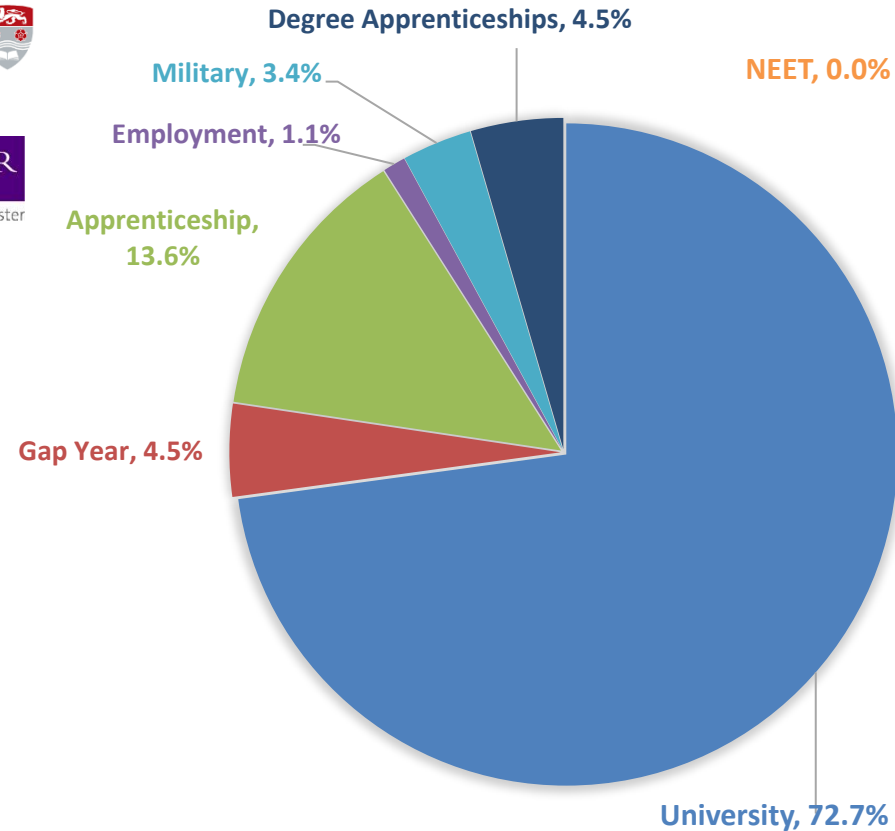
A level Headlines 2026

	2018	2019	2020	2021	2022	2023	2024	2025	2026
Cohort size	115	91	131	86	109	97	100	110	82
Value added	-0.07	+0.28	+0.35	+0.40	n/a	n/a	-0.6	0.08	0.05
Average points score per entry	34.05	34.41	36.98	40.27	37.22	32.90	31.92	33.53	34.66
Average grade	C+	C+	B-	B	B-	C+	C+	C+	C+
Grade A/A*	24.1	22.1%	29%	43.7%	26.4%	21.5%	13.2%	18.6%	20.7
Grade A* to C	73.8	74.2%	80.2%	84%	84.3%	68.8%	71.3%	75.1%	76.7

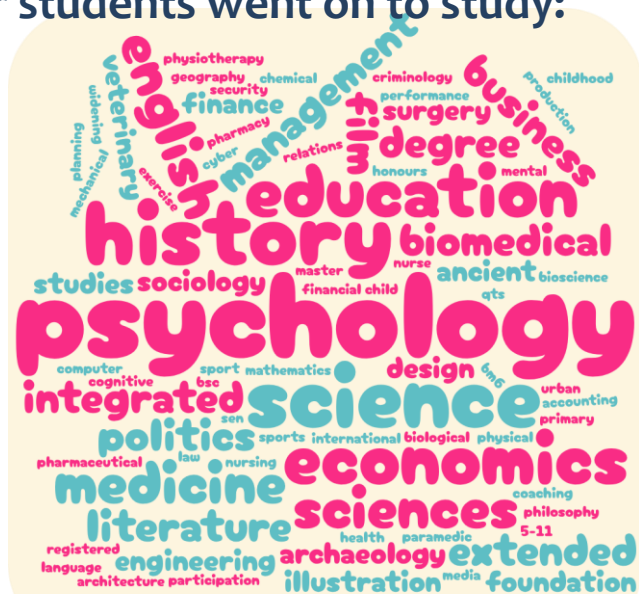
Our students gained places at universities including:



Destinations 2026



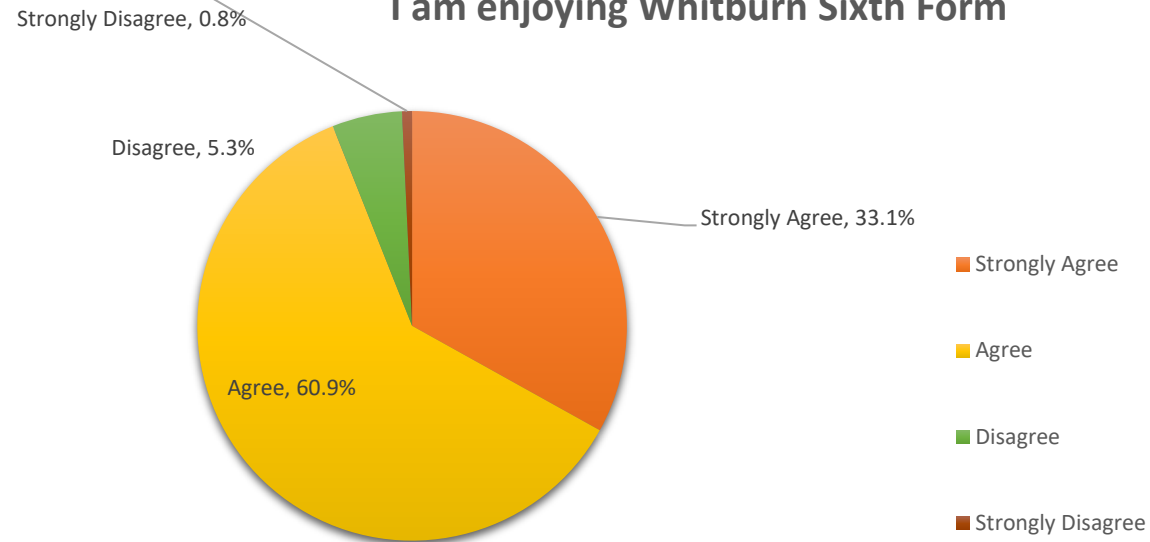
Our students went on to study:



Our students gained higher and degree apprenticeships with...



I am enjoying Whitburn Sixth Form



2026 – 94.0% (Y12 94% / Y13 93%)

2025 – 91.4%

2024 – 90.7% (Y12 93% / Y13 85%)

2023 – 71.3% (Y12 87% / Y13 57%)

2022 – 80% (Y12 83% / Y13 74%)

2021 – 89%

2020 – 86%

2019 – 84%

2026 – 97.8 (Y12 98% / Y13 100%)

2025 – 99.2%

2024 – 98.5% (Y12 99% / Y13 98%)

2023 – 91.3% (Y12 95% / Y13 88%)

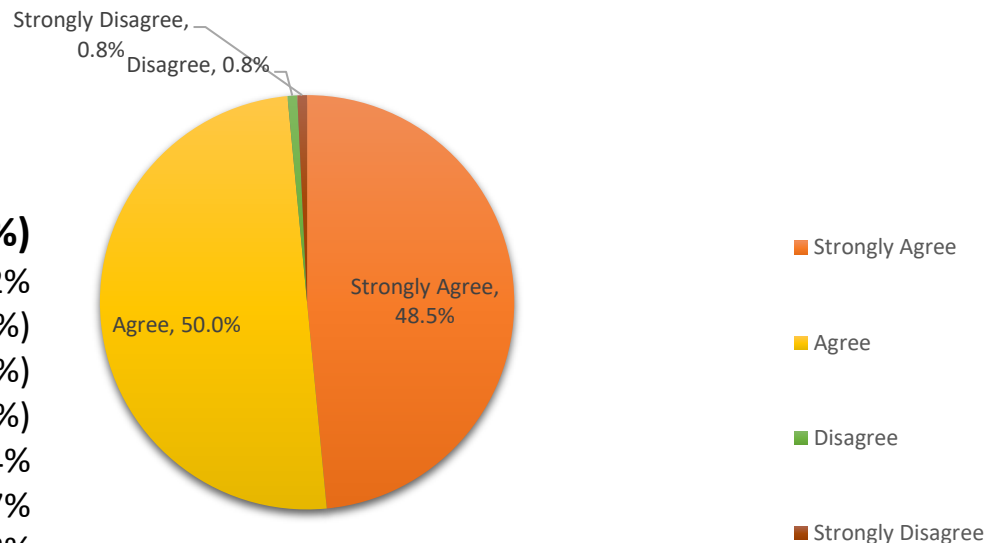
2022 – 90% (Y12 93% / Y13 84%)

2021 – 94%

2020 – 97%

2019 – 98%

I feel settled at Whitburn Sixth Form



There is a positive ethos within Whitburn Sixth Form which encourages personal responsibility, maturity, good manners and self-discipline.



2026 – 84.4% (Y12 88% / 80%)

2025 – 87.4%

2024 – 95.4% (Y12 98% / Y13 90%)

2023 – 76.3% (Y12 82% / Y13 71%)

2022 – 73% (Y12 81% / Y13 71%)

2021 – 89%

2020 – 89%

2019 – 85%

134 responded (out of 194)

88 x Y12 & 45 x Y13

Average is 111.4

"I have enjoyed the supportive atmosphere and the sense of independence in sixth form"

"I have greatly enjoyed learning my subjects, alongside the tightly knitted community + social aspect"

"The teachers and the social aspect absolutely loved it some great memories"

"Being treat more grown up and making new friends. Very good support with Uni and careers"

"i enjoyed how social it was it didn't really feel like school"

"The members of staff, the environment and all the help provided"

"Enjoyed Christmas quizzes and events"

"The sixth form has a super lovely environment it is friendly and I've felt settled my entire time here".

"Meeting new people, support from teachers, autonomy"

"Have created a really great environment for me to push myself and get the best out of my studies".

"I've enjoyed everything."





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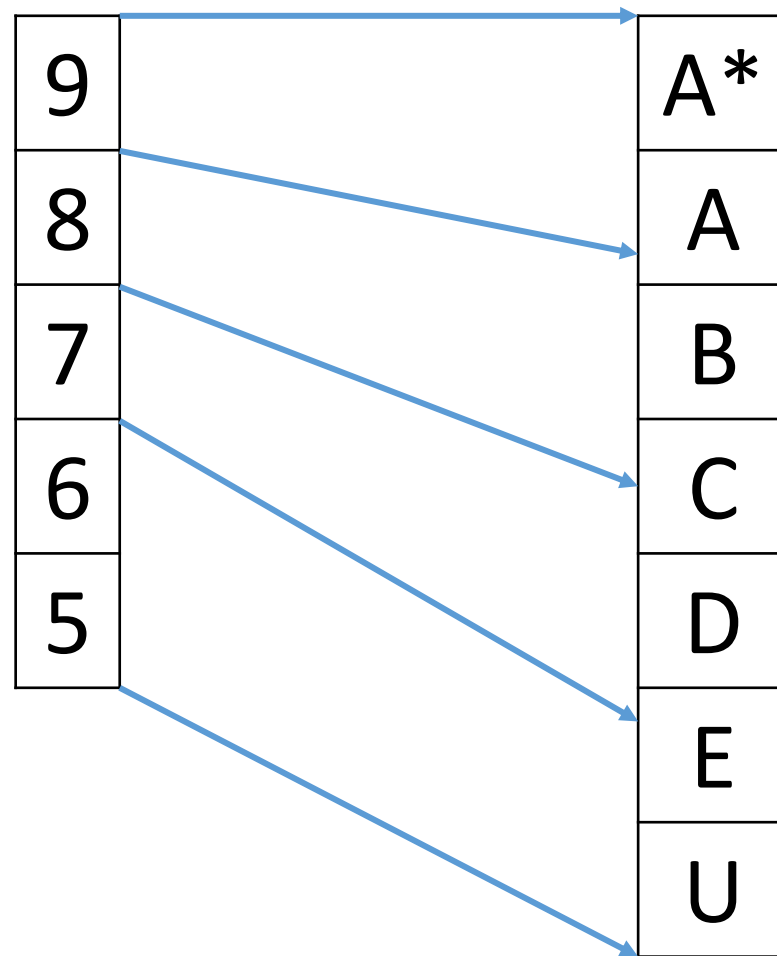


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GCSE
Starting
Point



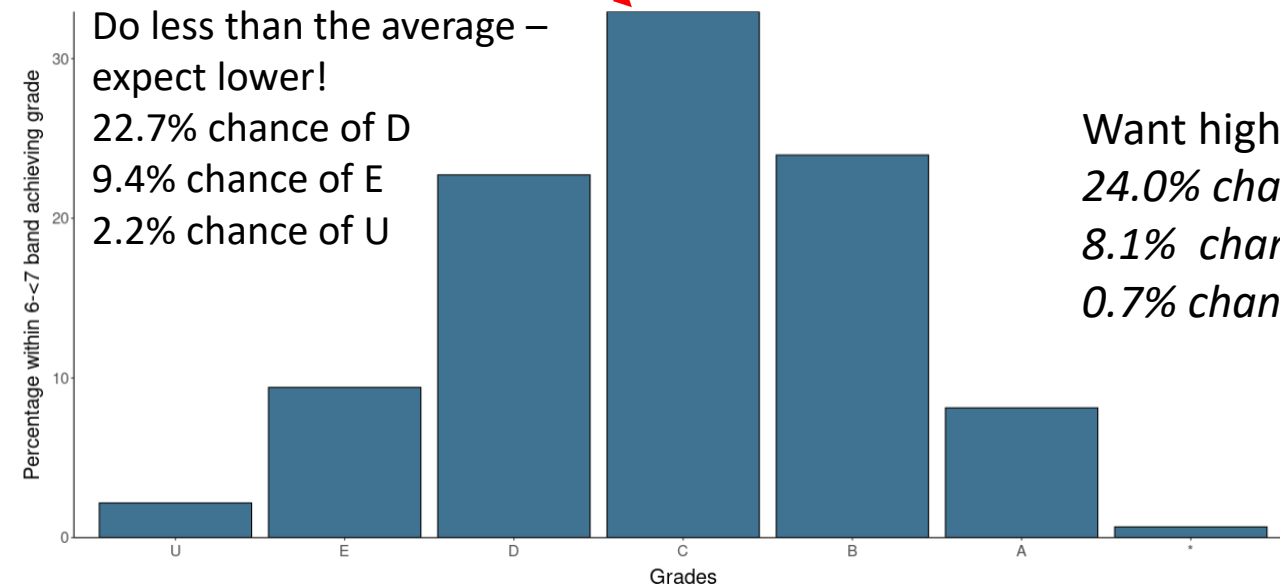
A Level
End
Point

Biology

Percentage of students per KS4 attainment band for selected KS5 options.

Prior Band	U	E	D	C	B	A	*
<1			100%				
1-<2	66.67%		33.33%				
2-<3	69.23%	15.38%	7.69%		7.69%		
3-<4	55.73%	24.43%	6.11%	7.63%	3.82%	1.53%	0.76%
4-<5	28.02%	32.35%	24.25%	11.21%	3.36%	0.82%	
5-<6	9.49%	23.5%	31.15%	24.03%	9.62%	2%	0.21%
6-<7	2.17%	9.41%	22.72%	32.94%	23.96%	8.13%	0.67%
7-<8	0.25%	1.77%	7.14%	20.17%	35.38%	29.64%	5.65%
8-<9	0.04%	0.21%	0.75%	3.65%	16.45%	42.56%	36.33%
9>=	0.13%	0.64%	0.26%	2.44%	5.91%	21.44%	69.19%
Unknown prior	7.26%	10.29%	14.46%	18.91%	21.51%	18.47%	9.1%
All	3.5%	8.52%	15.15%	20.98%	22.47%	19.73%	9.65%

- **Most likely 32.9%** grade is C
- This is why entrance criteria set at 6



Your 9 guarantees you nothing!

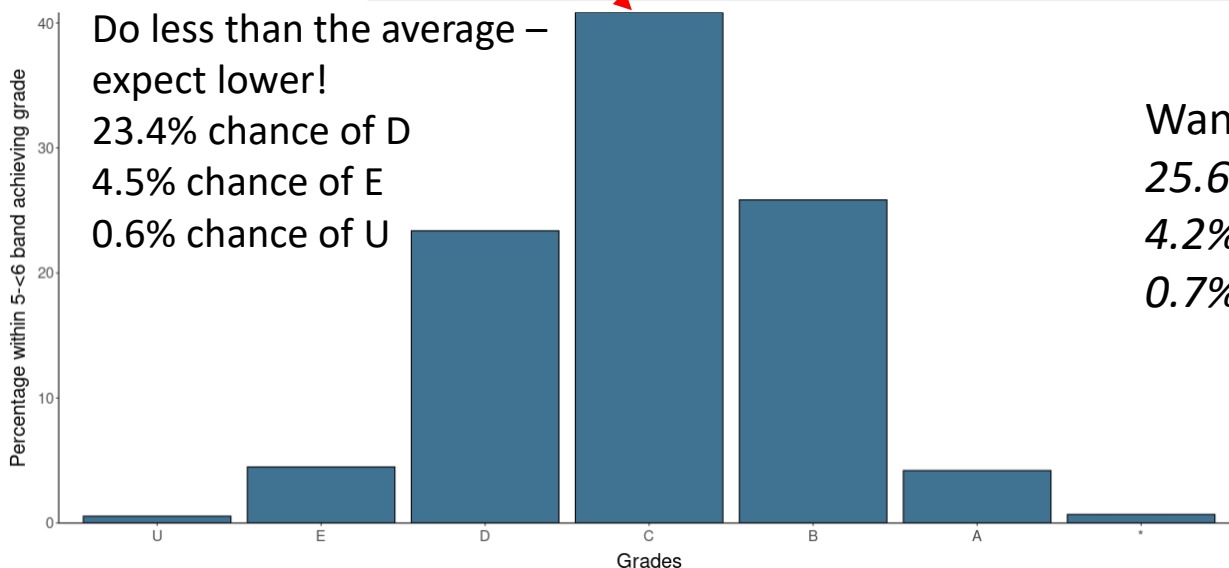
- **Most likely** grade is A* at 69.2% probability.
- 31% prob. you won't then!
- No room for complacency.

English Literature

Percentage of students in each attainment band for selected KS5 options.

Prior Band	U	E	D	C	B	A	*
2-<3	8%	20%	40%	20%	8%	4%	
3-<4	5.49%	31.73%	40.31%	17.15%	5.15%	0.17%	
4-<5	2.33%	14.56%	36.28%	35.03%	10.48%	1.05%	0.28%
5-<6	0.55%	4.49%	23.38%	40.84%	25.85%	4.2%	0.69%
6-<7	0.21%	0.96%	7.59%	30.12%	41.94%	15.16%	4.03%
7-<8	0.01%	0.13%	1.48%	11.74%	41.7%	30.21%	14.73%
8-<9			0.33%	2.33%	21.07%	35.42%	40.86%
9>=				0.66%	7.73%	28.26%	63.36%
Unknown prior	1.19%	5.61%	11.56%	21.26%	32.99%	16.16%	11.22%
All	0.59%	3.77%	13.38%	25.72%	30.49%	16.04%	10%

- **Most likely 40.8%** grade is C
- This is why entrance criteria set at 5



Want higher? Work harder/smarter!
25.6% chance of B
4.2% chance of A
*0.7% chance of A**

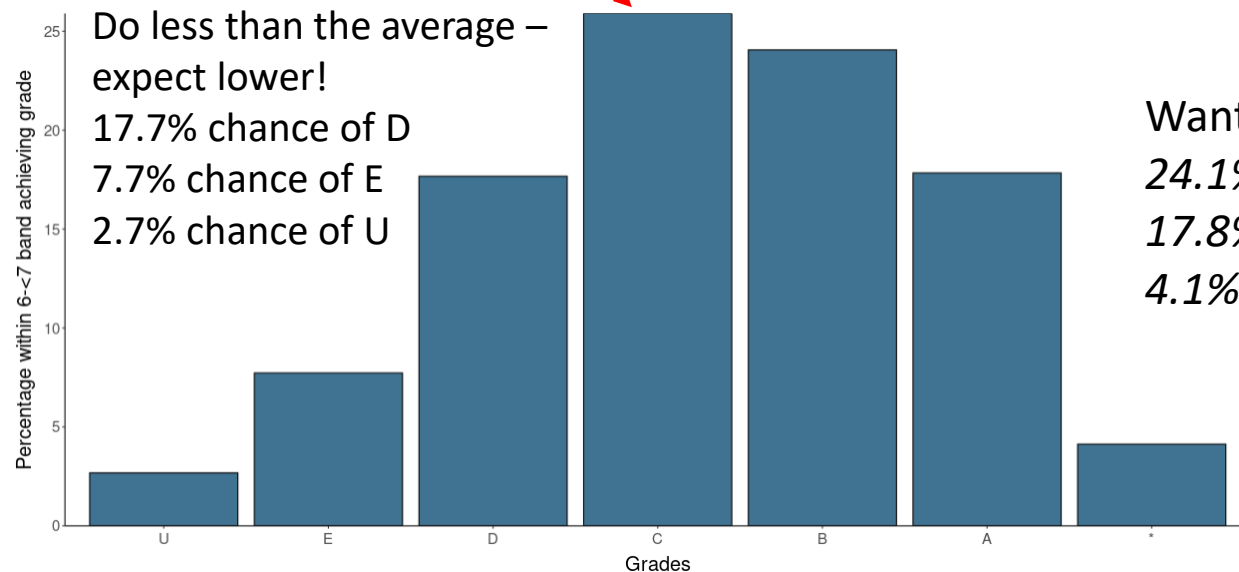
Your 9 guarantees you nothing!

- **Most likely** grade is A* at 63.4% probability.
- 37% prob. you won't then!
- No room for complacency.

Percentage of students per KS4 attainment band for selected KS5 options.

Prior Band	U	E	D	C	B	A	*
<1		16.67%	33.33%	16.67%	16.67%		16.67%
1-<2			50%	50%			
2-<3	35.71%	10.71%	21.43%	25%	3.57%		3.57%
3-<4	31.41%	27.8%	16.61%	10.83%	8.66%	3.97%	0.72%
4-<5	20.85%	24.44%	23.52%	17.72%	8.6%	4.12%	0.76%
5-<6	8.87%	17.27%	25.84%	22.96%	15.47%	8.39%	1.2%
6-<7	2.68%	7.73%	17.67%	25.9%	24.06%	17.84%	4.13%
7-<8	0.54%	1.95%	6.59%	15.55%	26%	33.8%	15.57%
8-<9	0.08%	0.23%	1.09%	3.77%	12.44%	36.59%	45.79%
9>=	0.05%	0.26%	0.57%	1.49%	5.36%	26.74%	65.53%
Unknown prior	4.18%	6.5%	10.18%	15.76%	19.16%	23.74%	20.47%
All	3.02%	6.14%	11.55%	16.49%	19.75%	25.13%	17.93%

- **Most likely 25.9%** grade is C
- This is why entrance criteria set at 6



Your 9 guarantees you nothing!

- **Most likely** grade is A* at 65.5% probability.
- 35% prob. you won't then!
- No room for complacency.

'Unlikely' or 'impossible'?

Optimistic vs Realistic

Use the language of Unifrog –
safe, solid, aspirational



Progression to Year 13

Continuation Requirements

It is envisaged that all students admitted to Year 12 will continue until the end of Year 13. Students intending to leave after Year 12 should talk to the Head of Sixth Form at the earliest opportunity to discuss possible AS entry, which may or may not be possible depending on coverage of the AS content.

The following criteria must be met in order to secure progression to Year 13:

- Students must achieve at least a D grade in any subject in which they wish to progress to Year 2 in the internal mock exams which take place at the end of Year 12. This is to ensure students have a reasonable chance of success in the full A level exam.
- Students must make a concerted effort to develop skills of independence such that they are seen to be managing independent study periods effectively.
- Students must demonstrate their commitment by maintaining a minimum 90% attendance
- Students must meet our high expectations and agree the terms of the learner agreement
- Students will be treated as individuals and individual decisions are taken about continuation

343 Year 12 Mock Exams Sat
1 student left – *their choice!*
40 Resit Papers Sat <12%



Monitoring Progress

- Data points throughout the year
- Continual assessment – subject specific
- **1st April** – Parents' Evening
- **w/c 27th April** – mock exams
- Post-mock review meetings
- From 15th June – reports or phone calls

Monitoring Progress - G4S

- Current vs Target vs Predicted grades
- Using G4S: what you can see
- Progress concerns: subject teachers; Progress Lead





Monitoring Progress - G4S

Grades

☐ Compact view (main grades only) ☐ Broad view (all grades) ☒ Detailed (all grades plus marksheet grades)

Subject	UCAS Predicted Grade - Final	Estimated Current Grade	Sheet summary
A level PE, Mrs C Rush, Mr J Leggett (+1)	C	C	Anatomy and Physiology (CWR) D Biomechanics (RWA) B Skill Acquisition and Sport Psychology (JL) D Socio-Cultural and Contemporary Issues (RWA) D EverLearner Homework - JL - EverLearner Homework - RWA - EverLearner - CWR B
Business Studies, Mr L Matterson, Ms N Thirlwell	B	C	2026 UCAS Prediction - November working grade 2025 68% Theme 1 and 4 B Theme 2 and 3 60% Year 12 Theme 1 Mock B Year 12 Theme 2 Mock C
Enrichment (Year 12), Mr L Craggs, Mrs R Townsley	-	-	
Psychology, Miss J Boswell, Miss J Charles	C	C	Current Grade C Clinical Psychology 50% Memory 0% Paper 1 Assessment January 2026 D Approaches 37% Research Methods 47%

2-Week Timetable

Notes: To reduce crowding in study spaces during 2021-22 we successfully trialled a later start for **Year 13** students with study periods P1&2.

Notes: Apart from the above, students at Whitburn Sixth Form are expected to remain on site, all day, every day from 8.50-3.30. The building is open 8.30-4.30 for students who wish to study before/after school.

Enrichment

Self-regulated Study
(these are *not* 'frees'!)

Consolidating in-class learning by...

- Reading around the subject
- Tidying notes and diagrams
- Adding depth to notes
- Reading articles, journals, text books
- Seeking support from peers or teachers
- Completing past papers

Students cannot do the expected 15 hours self-regulated learning during 'frees', they must also be working at home!

	1	2	3	4	5
1 Mo	Ec NC S12	Bi LC S3	Hi SJO S7	Hi SL S7	Ec CS S12
1 Tu	Ch LK 16	Hi SL S7	Ec CS S12	Ec NC S12	Bi HT 12
1 We	St LIB	Bi LC S3	Ch MTN 13	E CWR	E CWR
1 Th	Ch MTN S2	Bi HT 12	Bi LC S3	Hi SL S7	Bi LC S3
1 Fr	Bi HT 12	Ch LK 16	Ch LK 16	Hi SL S7	Ec NC S12

	1	2	3	4	5
2 Mo	Bi HT 12	Ch LK 16	Bi LC S3	St LIB	Ec NC S12
2 Tu	Ch MTN S2	Ec NC S12	Ec CS S12	Hi SJO S7	Hi SL S7
2 We	Ec CS S12	Hi SJO S7	Ch MTN 17	E CWR	E CWR
2 Th	Ch MTN S2	St LIB	St 6th Fo	Ec CS S12	St 6th Fo
2 Fr	Se AC S1	Hi SJO S7	Hi SL S7	Ch LK 16	Bi HT 12

Our '2+5' Guidance

Notes:

Our 5+2 Model describes our expectations for students' working hours.

We used the 2019 Student Survey to find out more about set work (or '*homework*') and self-regulated learning.

We discovered this was a bit patchy and have devised our '2+5' guidelines.

As these are only guidelines, you may experience some deviation at times.

On a weekly basis, staff should aim to set, and students should expect to receive:



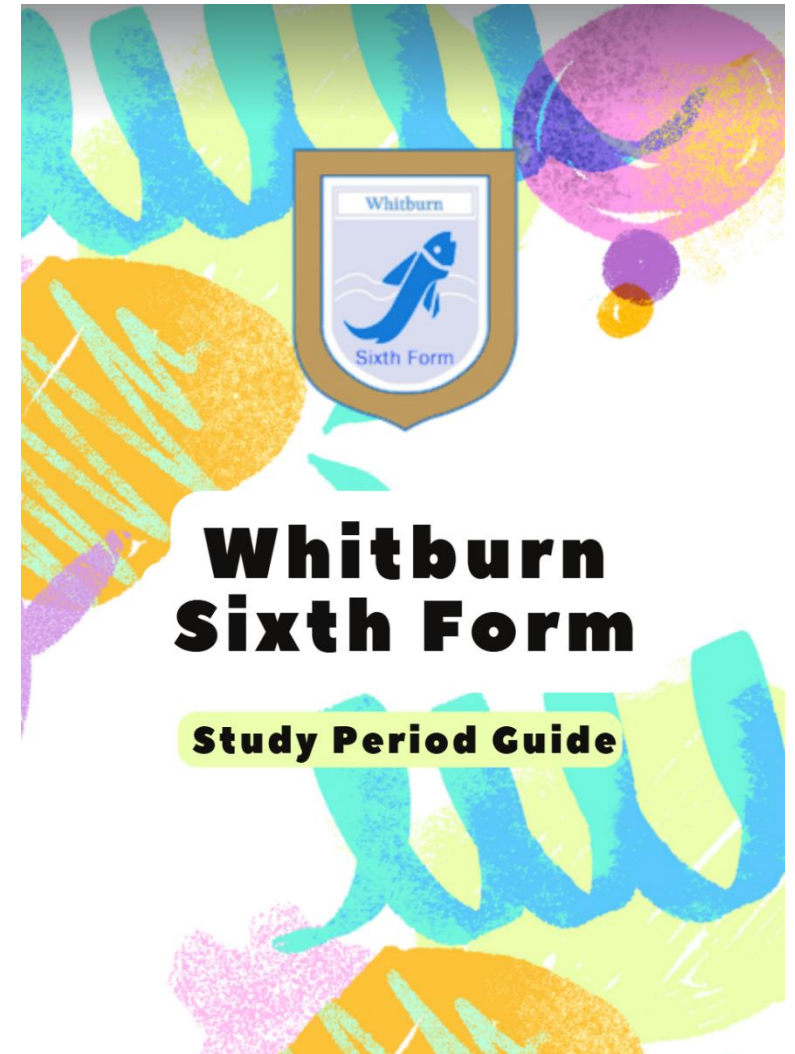
Set Work – this may be teacher-marked, self-marked or peer-marked. It could involve a range of types of activity. There will be a strict deadline to meet. Typically, you can expect one hour from each teacher.

SRL (Self-Regulated Learning) – this will not be marked although we may ask you to keep a journal. Course staff will guide you with the kinds of activities you can be doing to develop independence, take control of your learning, extend your knowledge and develop skills for beyond Sixth Form.





Check out [Sixth Form's Study Period Guide](#) for practical tips to help you stay productive and on track! This guide includes advice on making the most of your study periods, as well as ideas for super curriculums and more





Swapping Subjects: The 'transfer window'



- Have they given it time?
- Needs to be a clear rationale.
- You still need to have met the entry criteria.
- The blocks, and space available in classes will be limiting factors.
- DON'T ALLOW THEM TO GO PAST NAIVELY!
- **Friday October 2nd is the deadline for swapping**

Reading Buddies Scheme

“Sophie Richardson, she is the best one”

“Their name is Dylan. He was supportive towards me and helped me in the session. A fun lad”

“Mae is not my official reader but read with her last week and was amazing”





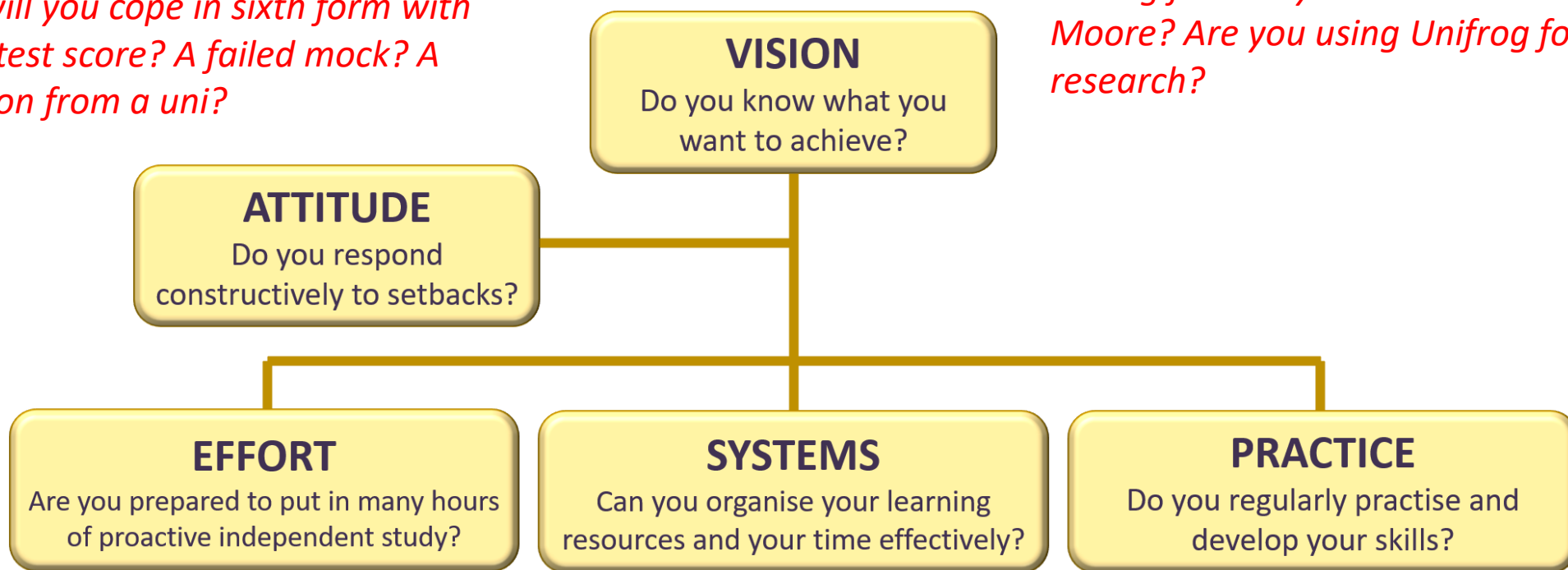
Introducing the VESPA model for success at A-Level

How strong are you currently in these five areas?

How can you maximise these five skills to become the best you can be?

How will you cope in sixth form with a bad test score? A failed mock? A rejection from a uni?

How will you work out what you are aiming for? Do you need to see Mr Moore? Are you using Unifrog for research?



*Can you meet our 5+2 expectations?
Can you use the 8-8-8 model for work-life balance? Are you prepared to work – not socialise - in study periods?*

How do you prioritise your tasks? How do you know where to start? How do you revise each subject? How do you know this works?

Do you use interleaving and spacing when planning revision? Do you use SENECA, past papers etc to practice? Do you work with a study buddy?



Carl Jung famously spoke about the "unlived life" or unfulfilled dreams of parents, noting that *“the greatest burden a child must bear is the unlived life of the parents”*.

Carl Jung. Swiss psychiatrist 1875-1961



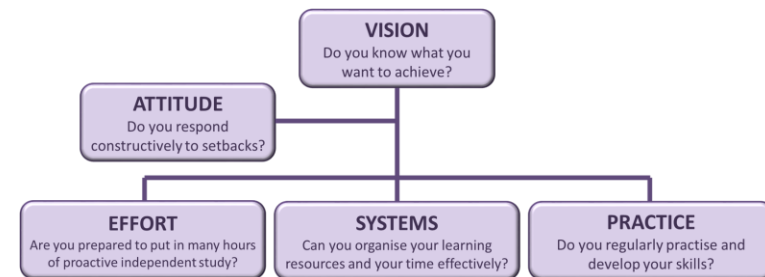
Set by other people e.g. parents want you to get a certain grade, go to a certain uni, get a certain career...

Goal not owned by the student!

Student needs hustling towards this 'false' goal.

Need replacing with 'pull goals'....

Pull goals are magnetised. They will get you out of bed in the morning. Those with a pull goal with usually have better attendance and motivation.

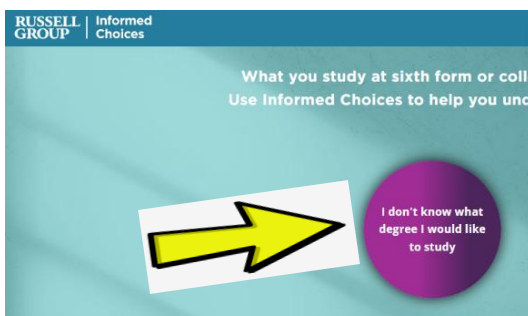




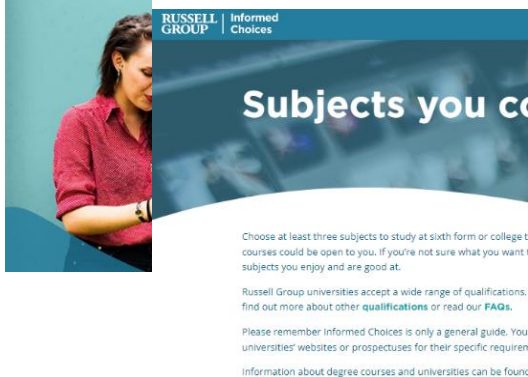
Whitburn Sixth Form
Next Steps Programme
Speak to Mr Moore, Mr Craggs or
Miss Manning to find out more

Using the 'Informed Choices' website to get course suggestions

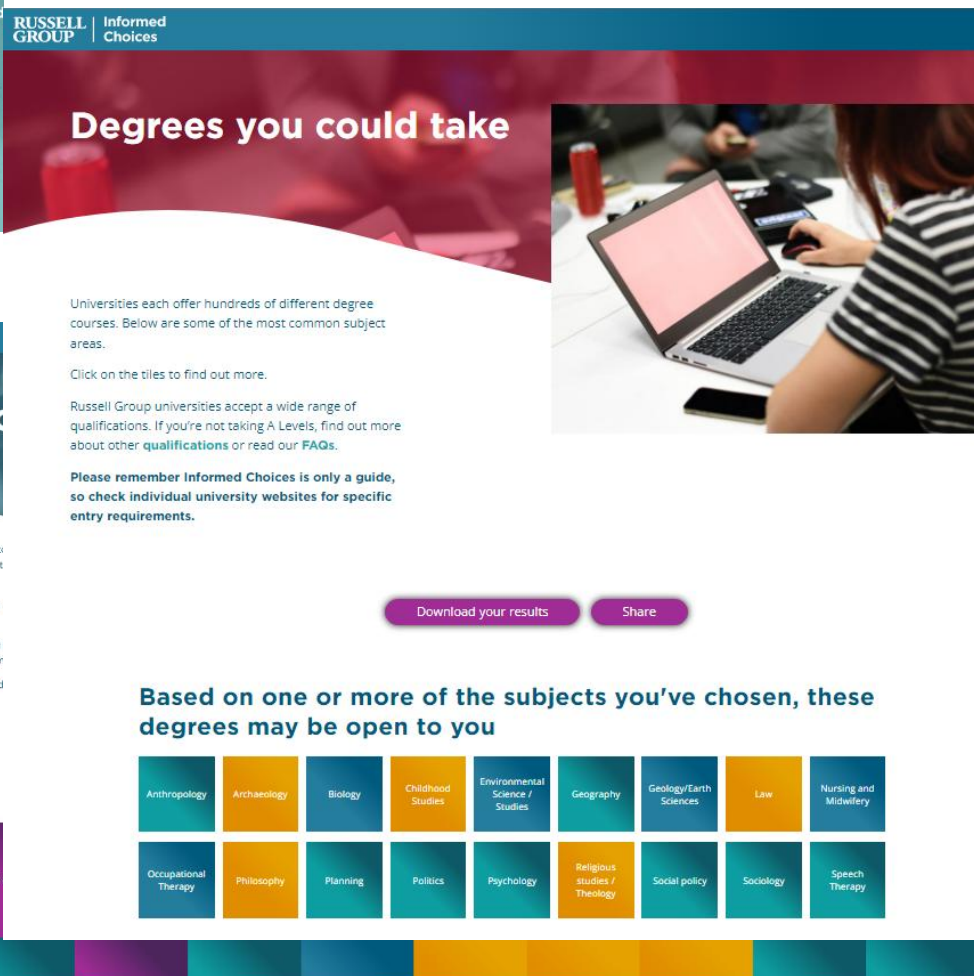
1. Google 'Informed Choices'. Click on the purple circle.



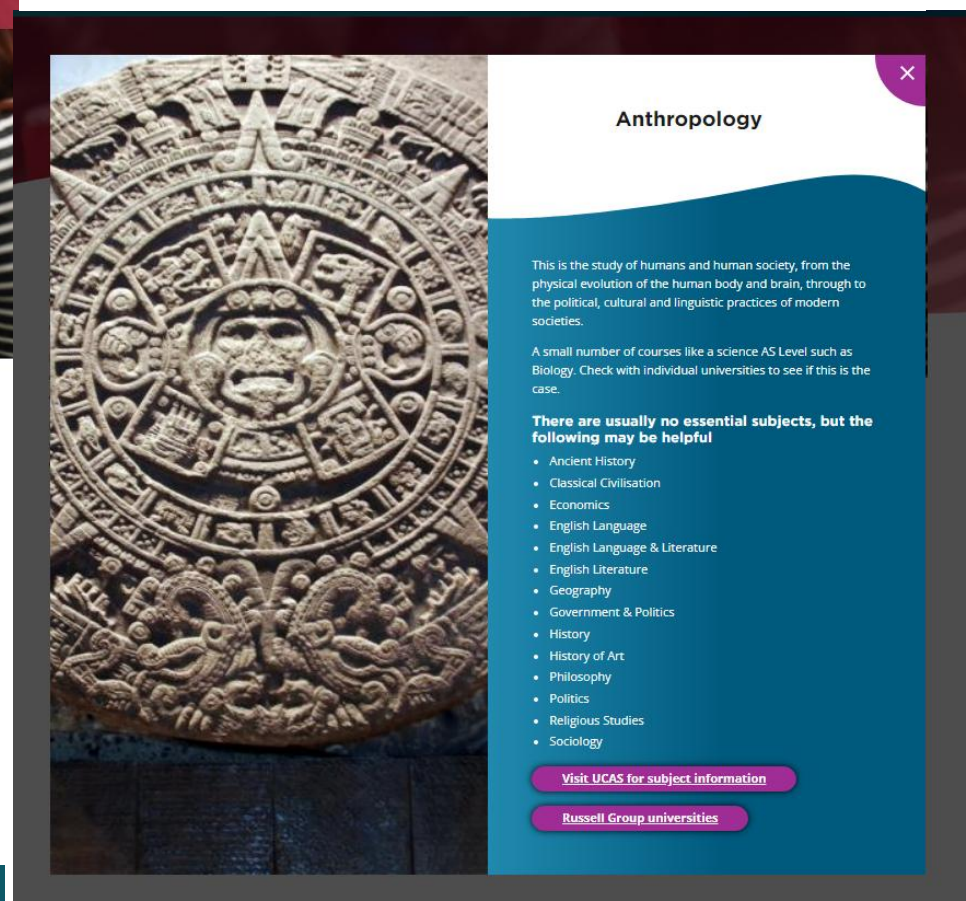
2. Choose your subjects



3. Check out their course recommendations.



4. Click on any of these to learn more.





Whitburn Sixth Form

Next Steps Programme

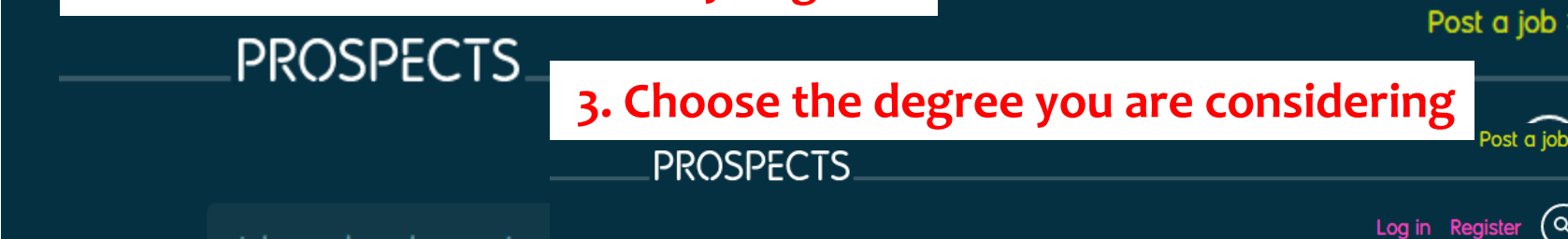
Speak to Mr Moore, Mr Craggs or Miss Manning to find out more

Using the 'Prospects' website to find out what you can do with your degree

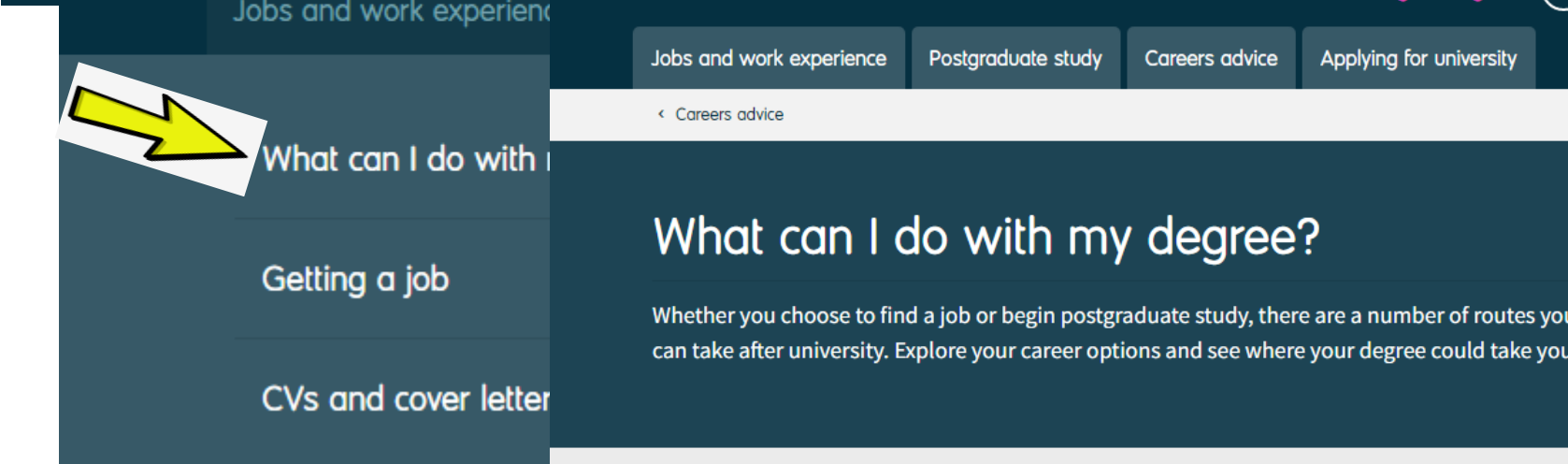
1. Google 'Prospects.ac.uk' Click on 'Careers Advice'.



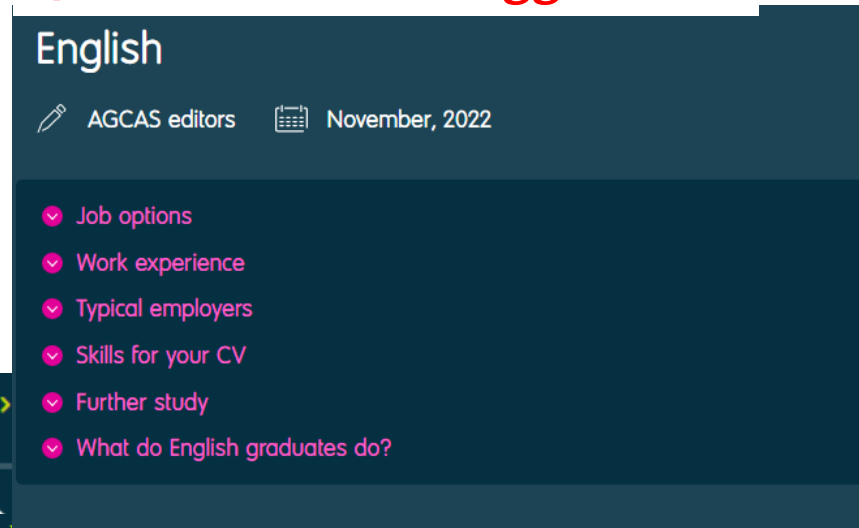
2. Click 'what can I do with my degree?'



3. Choose the degree you are considering



4. Check out their suggestions.



The skills you gain through studying English are marketable in most sectors. Read on for inspiration on where you could use your degree

Job options

Jobs directly related to your degree include:

- Digital copywriter
- Editorial assistant
- English as a foreign language teacher
- Lexicographer
- Magazine journalist
- Newspaper journalist
- Private tutor
- Publishing copy-editor/proofreader
- Secondary school teacher
- Web content manager

History Rank		Distance	Size	T&F	ENTRY REQUIREMENTS
4	DURHAM	12mi	Large	Silver	A* A4
8	YORK	72mi	Large	Gold	AAA (AAB & A in FPO)
* 19	LANCASTER	80mi	Medium	Gold	BBB AAB
38	STIRLING	123mi	Medium	n/a	BBB
x 18	EDINBURGH	92mi	Large	n/a	A* A* A to AAB
25	UEA	197mi	Large	Silver	AAB
8	YORK				
10	BRISTOL	244mi	Large	Silver	AAA
* 7	WARWICK	177mi	Large	Gold	AAA
14	LOUGHBOROUGH	151mi	Large	Gold	ABB
x 35	NEWCASTLE	3mi	Large	Silver	AAB
36	LINCOLN	125mi	Large	? Gold	BCC to DBC
21	NOTTINGHAM	139mi	Large	Silver	AAB
3	ST ANDREWS	108mi	Medium	n/a	AAA

Hannah's Long-list.

Started with small(ish), 'nice', 'pretty' towns that suit her as a person.

Included campus universities, again to suit her.

She ruled some out based on course content having scrutinised modules available.

A nod to rankings and grades required but not the driving factor (3-38!).

Some places she 'knew' – Newcastle, Stirling, York, Durham. Some we visited informally – Warwick, Lancaster.

Lancaster vs Warwick....!

PD, Enrichment and PSHE

Academic: We offer 3 A-Levels/AAQ (or 4 including Further Maths) with EPQ and/or Core Maths and/or HSK in addition

Other non-Qual activity: PSHE, Enrichment, daily Form activities

Study programme principles

All 16 to 19 study programmes should be designed to provide students with a structured and challenging learning programme that supports their development and progression in line with their career plans. Study programmes should be **individually tailored**, but will typically combine the elements below:

1. substantial qualifications that stretch students and prepare them for education at the next level or for employment, although this is not a requirement for the [T Level Transition Programme],
2. **English and maths, where students have not yet achieved a GCSE grade 4,**
3. **work experience** to give students the opportunity to develop their career choices and to apply their skills in real working conditions, and
4. **other non-qualification activity to develop students' character, broader skills, attitudes and confidence, and support progression**

Other non-qualification activity

All students are **expected to take part in other meaningful non-qualification activity** alongside work experience. This should **take account of their needs and career plans**, as well as **preparation for adult life more generally**. For example:

- **activities to develop confidence, character and resilience,**
- **group work to develop team working, communications skills, leadership and problem solving** – skills that employers often say are lacking in school and college leavers,
- **tutorials and seminars, including careers education, and life skills, such as travelling independently, cooking and eating healthily, staying safe, making sustainable choices, managing personal finances, and preparing for adult or university life.**

Such activities should also help students to build experience for their CV and personal statement.



Enrichment Rationale

**If well-used, Enrichment gives you the time to build a competitive application.
Have you used it to its full potential?**

If you were working in admissions and scoring Personal Statements, would you choose 'I go to the gym' or 'I completed a BSL course, I worked with a team to deliver a reading programme in the local primary school and I supported an RE teacher in her Year 8 class'?

Enrichment is 2 hours of your week – 1.2% of your week.

If you feel you 'need' those two hours to go to the gym, book a driving lesson or do your revision/homework you need to be honest with yourself about your time management!

Enrichment is 'directed time' not 'free time'

Our Enrichment programme has proved popular in the student survey and was recognised as a quality programme in our last Ofsted.

21 different activities were chosen as 'favourite' and we have added activities chosen by students e.g. driving, gym



Aspirations and Futures

Choose these activities to boost your UCAS form & create a competitive application

MOOCs – short online courses in an area of interest. See the Unifrog MOOC tool.

Essay Competitions – various Oxbridge colleges run competitions.

Med Soc – get a group together to research & prepare for the admissions process.

Journalism/Blogging/Vlogging

Visiting Law Courts – you can sit in the public gallery and watch court in session.

Aspiring to Oxbridge – work to research & prepare for the admissions process.

Work on EPQ – use the time to progress your EPQ.

Debating Group

- agree a topic, research it and host a debate.

Civil Engineering Competition
The 'CityZen' competition encourages solutions to local issues. There are prizes!

AAT Course

Use the time to study for an online accountancy qual. ****Approx £150 cost****

Health and Wellbeing

Choose these activities to support your health & wellbeing, socialise & achieve a healthy work-life balance

Swimming / Climbing Wall/Gym – off site

Board Games – choose from our selection or bring your own in.

Football Squad Training & Matches

Netball Squad Training & Matches

Gym (here on site)

Film Group – use a PC and board in one of our rooms to watch something – bring own disc/streaming service password!

Skills for Life

Choose these activities to help prepare you for future life & independent living

British Sign Language – a visiting tutor will teach a beginners' course.

Duolingo – use the time to continue to learn your chosen language. A real skill for life!

Driving Lessons – you may book driving lessons for ***the weeks stated only***.

YEAR 12 ONLY: HSK Mandarin

If you did GCSE, but don't do A Level there is an opportunity to study for the HSK qualification.

Photography – use the time to develop your skills and work on a portfolio.

TEFL Course – use the time to work towards a 'Teaching English as a Foreign Language' qual to enable you to work overseas.
****Cost involved****

Service and Community

Choose these activities to boost your UCAS form & create a competitive application or to support your DofE, or to build transferrable skills

In-class support - Support one of your teachers with their lower school class. Gain valuable experience.

Placement off site - Can you find a volunteering placement for a Weds afternoon for ***the weeks stated only***.

Charity Shop/Food Bank etc

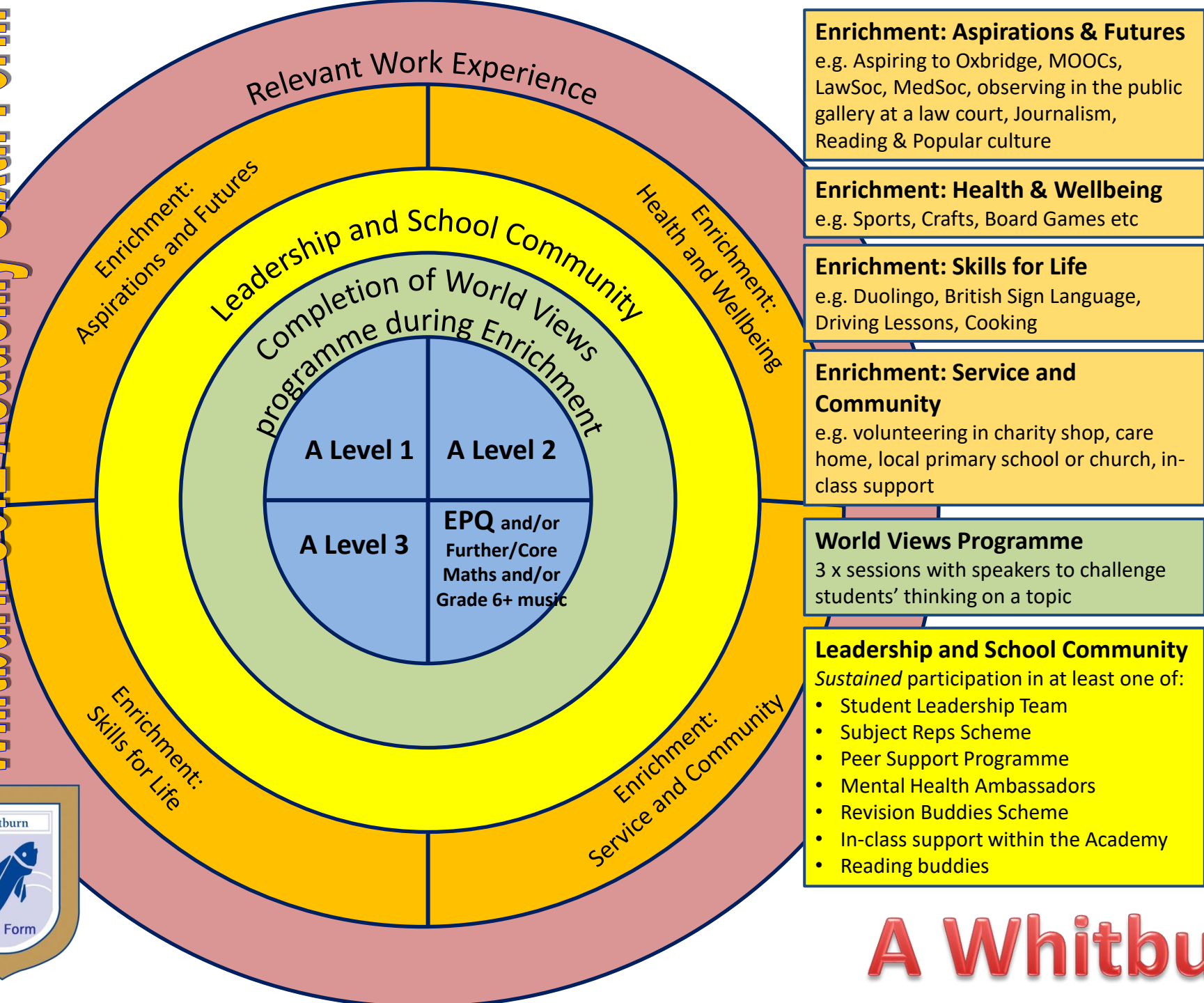
- Can you find a volunteering placement for a Weds afternoon for ***the weeks stated only***.

After-School Club

Could you – maybe with some friends – run an after-school club or help a staff member to run one? e.g. students have helped run a KS3 coding club previously.

Beach Clean - get a group together to go down to the beach & pick up litter.

Everyone will attend three talks in our 'World Views' series. This will help you expand your horizons and increase your general knowledge. Talks are one-hour a week so you have the other hour 'free'.



Enrichment: Aspirations & Futures
 e.g. Aspiring to Oxbridge, MOOCs, LawSoc, MedSoc, observing in the public gallery at a law court, Journalism, Reading & Popular culture

Enrichment: Health & Wellbeing
 e.g. Sports, Crafts, Board Games etc

Enrichment: Skills for Life
 e.g. Duolingo, British Sign Language, Driving Lessons, Cooking

Enrichment: Service and Community
 e.g. volunteering in charity shop, care home, local primary school or church, in-class support

World Views Programme
 3 x sessions with speakers to challenge students' thinking on a topic

Leadership and School Community
Sustained participation in at least one of:

- Student Leadership Team
- Subject Reps Scheme
- Peer Support Programme
- Mental Health Ambassadors
- Revision Buddies Scheme
- In-class support within the Academy
- Reading buddies

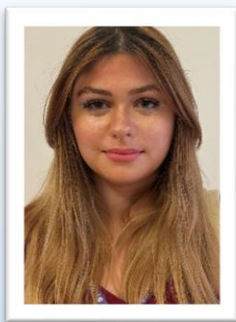
Notes:
 We encourage all of our students to strive to 'tick off' all aspects of our 'Whitburn Diploma' model during their time in Sixth Form.

Those that do leave with the strongest applications and the best references to support them in the next steps of their careers, be that University, Apprenticeships, School Leaver Programmes or Employment.

We are looking at ways to better recognise those that tick off all aspects of our Diploma model.



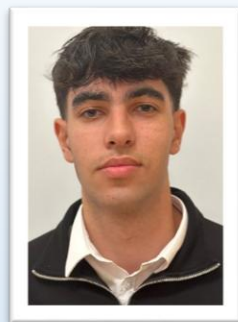
STUDENT PRESIDENTS



ELEANOR CAVEY
(Charity reps)



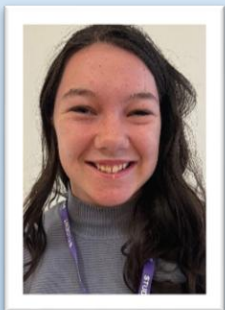
ROBENE BAILEY
(Subject Reps)



ZED HANDLEY
(Sports reps)

STUDENT LEADERS 2024-2025

Charity reps

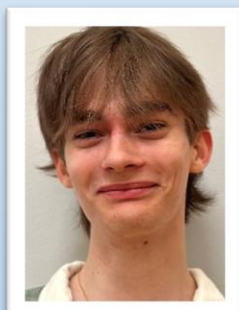


Jane
Gray



Zara
Morritt

Young Democracy Leader



Fraser Davison

Environment rep

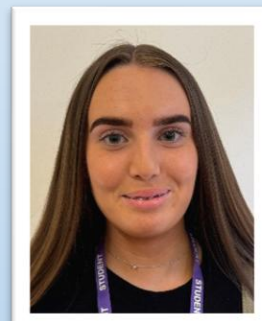


Ava Anderson

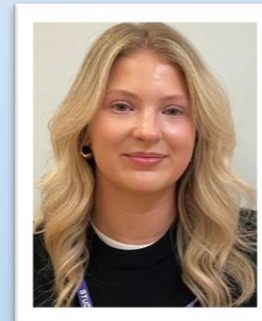


Ava Stevenson

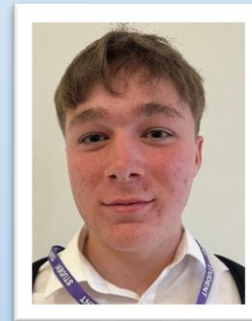
Sports reps



Chloe Pickersgill



Erin
Ruddick



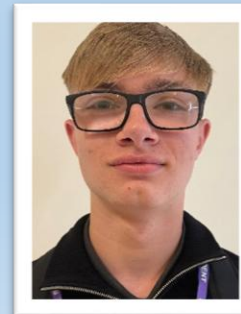
Isaac
Simpson



Chris
Baker



Ava
Hall



Jack
Foster



Zara
Morritt

The Mini-EPQ Transition Project

- 1) Critical thinking, problem-solving skills, and applied knowledge for practical results.
- 2) Mastery of rigorous academic content.
- 3) Innovative and creative thinking.
- 4) Time-management, keeping to deadlines, balancing workload.
- 5) Selecting and retrieving relevant information from a range of academic sources.
- 6) 'Proper' referencing of sources using Harvard referencing system.

Skills for
A Level
Success!!

Skills
for
life!!



The Mini-EPQ Transition Project

Session	When?
What is an EPQ?	Wednesday 10 th September
Choosing a title	
Action Planning	Thursday 11 th September
Reading for Info	Thursday 18 th September
Academic Research	
Including a Survey?	Thursday 25 th September
Developing your project	Thursday 2 nd October
Reaching conclusions	Thursday 9 th October
Planning your poster presentation	Thursday 16 th October
Poster Presentation Event	Wednesday 22 nd October



Illness and Absence Procedures

Known Absence

e.g. University Open Day, Driving Test, Funeral, Orthodontist appt

Appointment card required for medical appointments.

Collect a 'Leave of Absence' Form, complete and return 24hrs in advance to apply for authorisation to miss Sixth Form. Give in appropriate documentation e.g. appointment letter.

You must speak to teaching staff for the lessons you will miss to see if there is any work you can take in advance of the lesson.

Unexpected Absence

e.g. Illness, Personal Circumstances.

Your **parent or carer must text the absence line, or notify via MyEd App on the first morning of the absence.** Lines open from 8.00am

It is your responsibility to see teaching staff for the lessons missed and make arrangements to catch up the work missed. Work will not be set on Teams separately.

**Text:
07975 006 988**

NB Totals for attendance and punctuality will be recorded and may be asked for by employers seeking a reference. Attendance may also be commented upon as part of a reference in support of a UCAS application.



Bursary or Student Support Fund

Discretionary bursaries	Variable, based upon assessed need. <i>There is a possibility of no award or a limited award.</i>	- Students who were eligible for free school meals throughout Year 11 (whether or not they claimed them) or are eligible for FSM on starting Sixth Form. Eligibility can be checked here. - Any other student experiencing financial hardship will be supported based on needs assessment. - There is no set figure for parental income and we will support any student experiencing difficulty if funds allow, and we can evidence a need.
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Please **tick relevant boxes to indicate what you would like support with.** *

- ☐ **Course Text Books** - please supply list, with indicative costs. The Academy will provide a copy, usually a pre-used copy. The books would remain the property of the Academy and would be returned at the end of your studies for use by another student.
- ☐ **Travel Costs** - please indicate usual route including all buses (including Operating Company) and Metros and costs of tickets. You will need to supply a day's worth of tickets as evidence.
- ☐ **Sixth Form Hoodie** - there is a Sixth Form hoodie available. Please let Mrs Townsley know your preferred size (S/M/L/XL/2XL) and colour (Black/Navy/Graphite Heather).
- ☐ **A laptop** - The Academy will loan you a device for the duration of your Sixth Form studies. The device would remain the property of the Academy and would be returned at the end of your studies for use by another student. The laptop loan would be subject to a separate agreement being signed.
- ☐ **Young Person's Railcard**. This will enable students to purchase discounted rail fares for visiting universities. Please speak to Mr Craggs if you need financial support to visit specific university Open Days.
- ☐ **School Meals**. This would cover a main and a dessert. It would not cover vending machine purchases. Please apply separately for this here: <https://apply.cloudforedu.org.uk/ofsm/sims>
- ☐ **Y13 ONLY: UCAS fee**. This was £34.50 for 2026 Entry.
- ☐ **Geography Field Trip**. This trip can be part-funded from the bursary as it covers a crucial fieldwork aspect of the course. Other trips and visits are not eligible as they are 'extra-curricular'.
- ☐ **Stationery pack** - we can supply folders and stationery that students would need for their Sixth Form studies.
- ☐ **Scientific Calculator**. For those studying A-Level Maths of Sciences we can supply a suitable calculator. Those studying Further Maths may need a graphical calculator.
- ☐ **Support with visits**. Year 12 students visit local universities and some subjects run local visits. We can provide some cash for travel and lunch for such trips.
- ☐ **Science Review Magazines**. Students studying Biology, Chemistry or Physics may wish to have a subscription to these publications which support study in these A Levels.
- ☐ Other

SIXTH FORM STUDENT SUPPORT FUND

The 16 to 19 Bursary Fund provides financial support to our Sixth Form students

You could be eligible for support if you:

- are in care or a care leaver
- are receiving Disability Living Allowance (DLA) or Personal Independence Payments (PIP)
- were eligible for free school meals throughout Year 11 (whether or not you claimed them) or were eligible when you started Sixth Form
- your parents are on low income

*Full details and criteria are outlined on our website

We can help with:

- Course Text Books
- Travel Costs
- Geography Field Trip
- A laptop or tablet
- UCAS fee
- Young Person's Railcard
- School Meals
- Science Review Magazines

Scan the QR code for more info or contact Mrs Townsley, Mr Craggs, or Miss Manning

[Full bursary guidance and application form available here.](#)

Notes:

The 16-19 bursary exists to support eligible students with the costs associated with attending Sixth Form. Please apply early to receive maximum benefit.



Supporting Your Young Person

Revision support – planning & organising goal-orientated revision, quiet place to study, managing distraction (Forest App!), rewards, encouragement.

Lifts to local lectures and events/ encouraging virtual attendance.

Monitoring 2+5.

Fostering academic curiosity.

Emotional support.

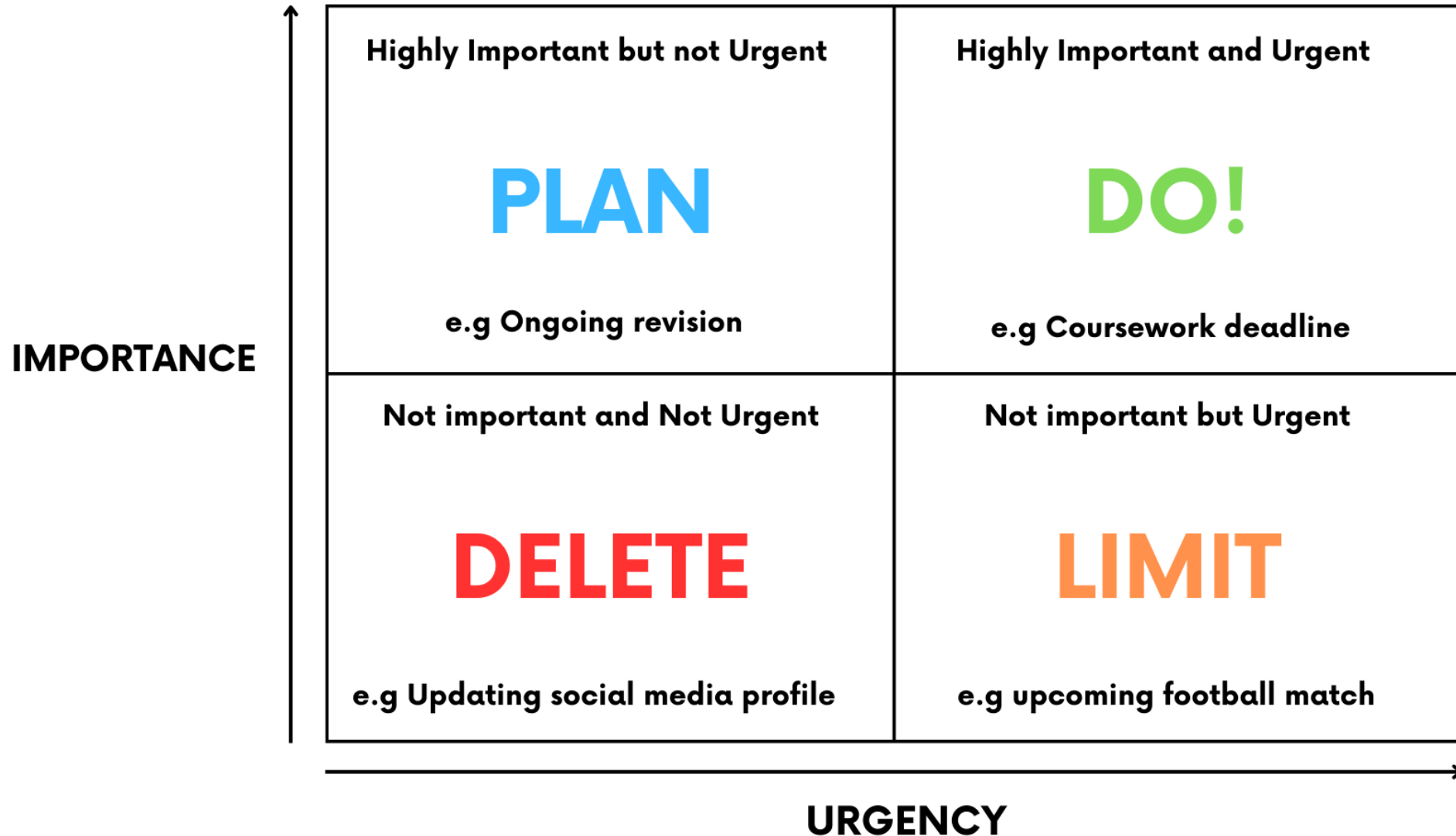
Purchase of textbooks and revision guides.

*Monitoring work-life balance.
Use 8-8-8 model.*

Being open-minded during conversations on 'next steps' – we will encourage them to keep their options open!



Prioritising using the Eisenhower Matrix. *‘What is important is seldom urgent and what is urgent is seldom important’.*





Resources for Supporting Young People

- **Young Minds** – youngminds.org.uk – support for young people with a section for parents too – general mental health
- **Kooth** – kooth.com – ST's online counselling for young people
- **CAHMS** - <https://bit.ly/2k94isZ> - Child and adolescent mental health services information for parents and carers
- **The Mix** - themix.org.uk - has 1-2-1 chats, crisis line
- **Teen Sleep Hub** - <https://teensleephub.org.uk/>

YOUNGmINDS

kooth
student

CAMHS
Child and Adolescent
Mental Health Services

THE MIX





OUR A - Z OF SUPPORT RESOURCES

WHITBURN SIXTH FORM

Link on
website:
[Sixth Form/
Help,
Advice and
Support](#)

Our A - Z of Support Resources

Click the topic to navigate to the relevant page

[Anger](#)

[Anxiety](#)

[Black, Asian and minority ethnic \(BAME\) communities](#)

[Bullying, harassment and hate crime](#)

[Careers and next steps](#)

[Confidence and self esteem](#)

[Domestic violence](#)

[Drugs, alcohol and gambling](#)

[Food and hygiene poverty](#)

[Healthy Eating](#)

[LGBTQ+](#)

[Loneliness](#)

[Loss and Bereavement](#)

[Low Mood](#)

[Medical](#)

[Mental Health](#)

[Online safety and digital citizenship](#)

[Online Trading](#)

[Perfectionism](#)

[Pregnancy](#)

[Procrastinating](#)

[Relationships and Sexual Health](#)

[Refugee and Asylum Seekers](#)

[Safeguarding concern](#)

[SEN](#)

[Sexual assault](#)

[Sexism and gender equality](#)

[Sleep](#)

[Stress](#)

[Study Skills](#)

[Time Management](#)

[Trans Issues](#)

[Young carers](#)

Online Trading:

Online trading such as Forex trading is becoming increasingly popular with young people. Forex trading is the buying and selling of currencies in the foreign exchange market. It can be done through a forex broker who provides a platform for traders to access the market. Forex trading can be highly profitable, but it also carries significant risks. Therefore, forex brokers have age restrictions on who can open an account with them. Most forex brokers require traders to be at least 18 years old to open an account. This is because forex trading involves a high degree of risk and requires a level of financial maturity and responsibility that may not be present in younger traders.

You can find more information about what Forex Trading is online here: [What Is Forex Trading? - Forbes Advisor UK](#)

Help yourself:

Anyone who is thinking about investing in the cryptocurrency and stock markets has to be aware of the risks involved. The following are some significant concerns to be aware of:

1. **Volatility:** Stocks and cryptocurrencies both have a high level of volatility and are prone to sudden, dramatic price changes. This implies that the value of your investment may increase or decrease quickly, which could cause substantial losses if you are not prepared.
2. **Market risks:** Investor mood and market forces, which may change quickly and without warning are a major driving force behind the cryptocurrency and stock markets. As a result, there is always a chance that the state of the market could abruptly shift and harm your investment.
3. **Regulatory risks:** The regulatory landscape for stocks and cryptocurrencies is always changing, and new rules and regulations may be passed that could have an impact on the value of your investment.
4. **Technology risks:** Because cryptocurrencies and stocks rely on intricate technological networks and systems, there is always a chance that there will be security flaws or technological breakdowns that can lead to the loss of money.

Before engaging in cryptocurrency or stock trading, it's vital to be completely informed of these risks. If you have any questions, you should seek external professional banking advice.

Online trading can also be addictive and this article has information about how to recognise trading addiction: [Am I Addicted To Day Trading? - 10 Signs You Are Addicted To Day Trading and What To Do To Stop: Family Addiction Specialist: Addiction Counselor](#)

If you are worried about online trading or think you or someone you know may need support please talk to Miss Manning or Mr Craggs in Sixth Form.

External Support:

You may also find support through the following services:

Safer Gambling Advice from Gambling Commission: [Gambling and young people \(gamblingcommission.gov.uk\)](#)

[The National Problem Gambling Clinic](#) is a specialist NHS clinic for problem gamblers. The clinic accepts referrals for people aged 13 or over, with complex problems relating to gambling, living in England or Wales. Email: gambling.cnwl@nhs.net Phone: 020 7381 7722

National Gambling Helpline 0808 8020 133 Free of charge, 24 hours a day, 7 days a week.

[GamCare's Young People's Service](#) can support anyone aged 18 or under who is either 'at risk' of or experiencing harm because of gambling.

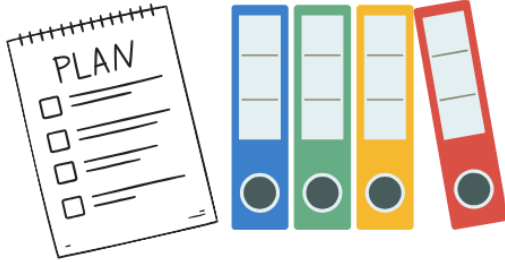
This can be if they are gambling themselves or if they are affected by someone else's gambling. Young people, and anyone worried about a young person and gambling, can get in touch:

- via the National Gambling Helpline - 24 hours a day on Freephone 0808 8020 133, or via live chat - this can be accessed [here](#), or via their dedicated website for young people, parents and teachers at [BigDeal.org.uk](#)
- by emailing YoungPeopleService@gamcare.org.uk
- through the use of their self help toolkit - [Recovery toolkit - GamCare](#)



How to Manage Stress

Plan and organise work



Work regularly and steadily



Get plenty of sleep



Eat regularly and sensibly



Do not cut yourself off



Have some fun



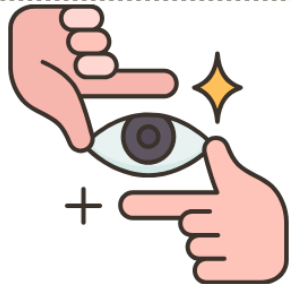
Talk to someone



Cut down on alcohol and drink plenty of water to avoid dehydration



Get academic work in perspective. It is not all there is to life!



Get fresh air and exercise



Negative impact of phones on students: the research



Brazil
Felisoni & Godoi
2017

For every 100 minutes spent using a phone, a student's ranking in their class dropped significantly compared to their peers.

Norway
Guldvik & Kvinnsland
2018

Banning mobile phones in schools led to a reduction in bullying among the students.

Nigeria
Adeleke
2017

There was a correlation between increased time spent on phones and decreased academic achievement.

South Africa
Porter et al
2015

55% of students who had used a mobile phone within the last 12 months had experienced cyber-bullying via their phone.

India
Bhatt et al
2017

Higher levels of mobile phone usage by college students was linked to reduced quality of sleep.

China
Liu et al
2020

Phone use of 2+ hours on a weekday and 5+ hours on a weekend led to worse grades in Maths and English.

Malaysia
Ng et al
2017

The more time students spent using their phones, even for learning activities, the lower their grade point average was.

Australia
Winskel et al
2019

There was a negative relationship between how much students said they used their phones and the grades they achieved.

by @Inner_Drive | innerdrive.co.uk
Thanks to @c_hendrick, whose thread on some of the research inspired this graphic

USA
Bjornsen & Archer
2015

Using phones a lot in class had a negative impact on student test scores, regardless of gender or previous academic achievement.

United Kingdom
Beland & Murphy
2015

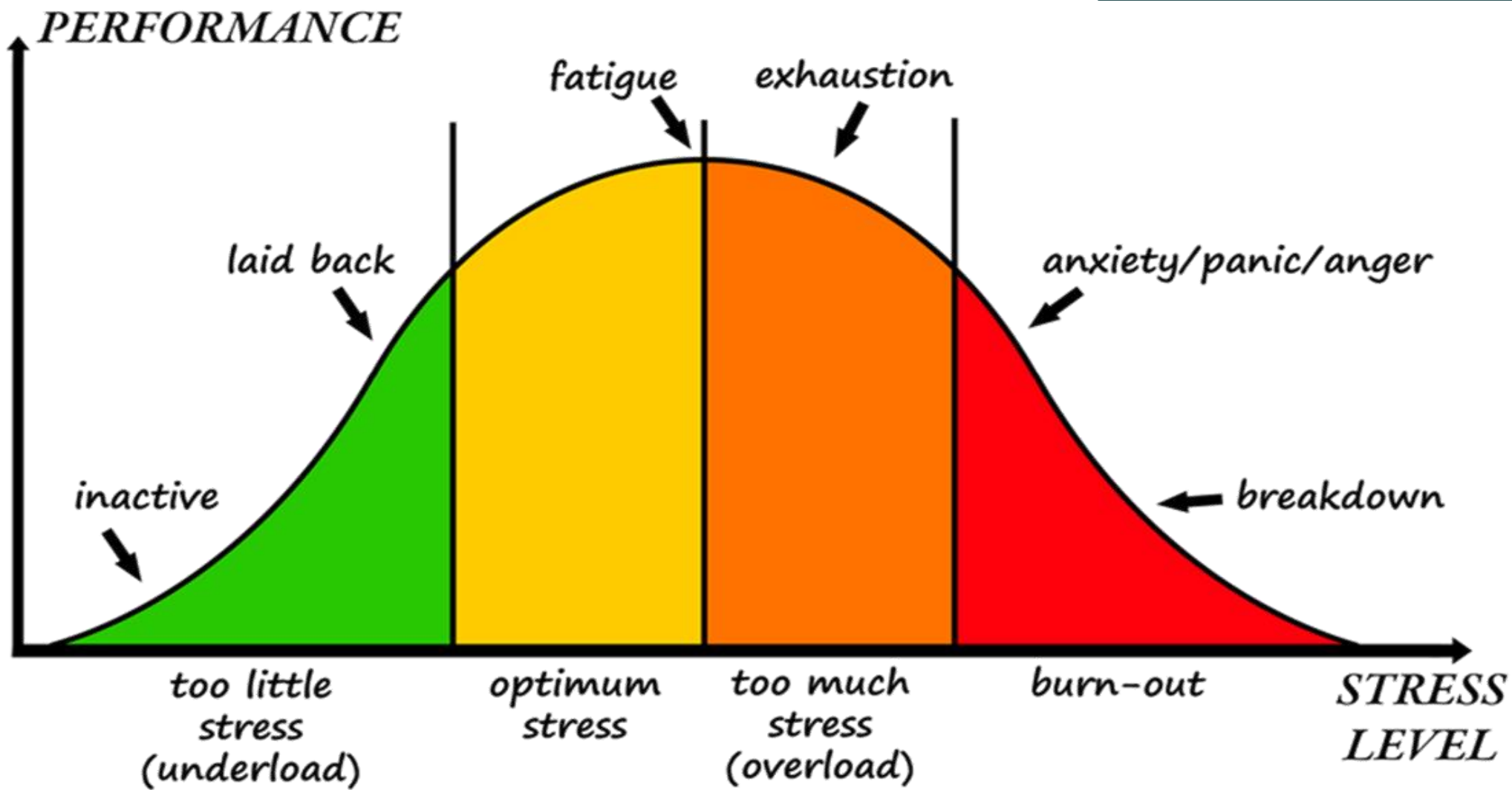
Schools that banned mobile phones got an increase in GCSE results. This effect was most pronounced for underachieving students.

Spain
Beneito & Vicente-Chirivella
2020

Banning phones in schools was associated with an increase in Maths and Science grades, as well as reduced incidents of bullying.



Notes: We try to encourage students to be working within the 'optimum stress' sector and encourage parents to get in touch if you see evidence they are not!

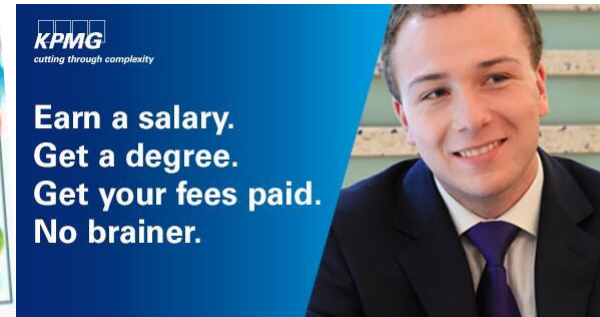




Routes After A-Levels

- University? **75.6%**
- Higher Apprenticeships? **10.6%**
- Degree Apprenticeships? **1.9%**
- Employment? **2.8%**
- The Forces? **0.6%**
- Gap Year? **7.1%**

Notes: We always encourage students to keep their option open, and to have 'several irons in the fire'. Our work introduces them to each of their Post-18 options.



Earn a salary.
Get a degree.
Get your fees paid.
No brainer.

Durham Supported Progression

- Programme for those who have the potential to study at Durham and to gain a guaranteed, conditional offer.
- Structured 2-year programme which includes an assessed summer school.
- Support on personal statements/UCAS and also student finance.



[Supported Progression - Durham University](#)

Sunderland University – First Choice Scheme

- 2 Year programme of activities and support aimed at developing key skills to succeed at A-Level and at university.
- Must be able to achieve at least 96 UCAS points from A-Level/BTEC study (CCC).
- Gain 16 UCAS tariff points towards eligible Sunderland university Courses and they must be your firm choice.



University of
Sunderland

[First Choice | The University of Sunderland](#)

Newcastle Partners Scheme

- Scheme offers a range of support and opportunities to make a successful application to Newcastle University.
- Apply in Year 13 when UCAS application is submitted.
- Gain a lower conditional offer for all 200+ Newcastle University degree programmes.
- There is a range of eligibility criteria to be met.



[Access Schemes & Pathway Programmes | Newcastle University](#)

Notes: We advertise these Widening Participation schemes via Teams when news comes in to school. All students are encouraged to check their eligibility and apply if applicable.

Several Universities also have similar schemes e.g. York, Lancaster, Sheffield and Leeds. Details will always be posted via Teams. Please check regularly and keep alerts switched on!

Oxbridge Pathways

- Applicants to Oxford and Cambridge typically have 5.8-6 Grades 8 or 9 at GCSE. Those receiving offers average typically seven Grades 8 or 9.
- We have identified those with an average point score in this ballpark and invited them to an Oxbridge Pathways evening to find out more about opportunities to support an application to Oxford or Cambridge.



NU Entry – Northumbria University

NUEntry

- Widening Participation Scheme for Year 12 Students who meet certain academic and background criteria
 - Opportunity to gain 16 UCAS tariff points when applying to Northumbria University – students must attend an Open Day at Northumbria in Year 12 and produce a reflective essay on their subject area of choice to gain the 16 points.
 - Benefit from e-mentoring from current undergraduates in Year 13
- [NU Entry \(northumbria.ac.uk\)](#)



Advice and Support

- Personal – tutors, Mr Craggs, Ms Dickenson, Mr Moore, Mrs Townsley, Miss Manning/Mrs Devereux
- Attendance – tutors, Mrs Townsley, Mr Craggs, Ms Dickenson
- Careers – Mr Moore, Mr Craggs, Ms Dickenson
- Academic – Subject teachers, Miss Manning, Mr Craggs
- Student Voice – led by Ms Dickenson and student leaders
- Day-to-day (lanyards, illness, returning forms etc) – Mrs Townsley



Mr L Craggs
Assistant Head
Teacher (Head of
Sixth Form), Teacher
of Biology, DSL



Ms K Dickenson
Sixth Form Progress
Lead, Teacher of
English



Miss K Manning
Sixth Form Pastoral
Lead, DSL



Mrs A Devereux
Sixth Form Pastoral
Lead



Mrs R Townsley
Sixth Form
Administrator



Mr A Moore
Careers Lead

Working days:
M Tu Th F

Working days:
W Th F

Working days:
M Tu Th F

Working days
M-F
4.30 Finish/2.30 Fri

Working days
M-F
4.30 Finish/4.00 Fri

2026-27 Key Dates

2 nd October	Transfer window for subject changes closes
16 th October	Northumbria Uni Visit – all day
4 th February	Sixth Form Open Evening 6.00-7.30pm
10 th February	Apprenticeships Recruitment Event
3 rd March	Sunderland Uni Visit
24 th March	Parent and Carer Consultation Evening
w/c 26 th April	Y12 Mock Examinations
5 th May	Newcastle Uni Visit
w/c 21 st June	Y12 Reports
w/c 12 th July	Work Experience Week – start planning now!



Open Evening.

Thursday 4th February 2027

- Do you have a child in Year 11?
- Friends with Year 11 children?
- Please encourage them to come along and visit us on Thursday 4th February 6-7.30pm





Keeping in touch:

Please feel free to get in touch via the main number or directly with Mr Craggs, Assistant Head Teacher (Head of Sixth Form) via lcraggs@whitburncofeacademy.org

Don't miss our fortnightly parent newsletters to keep up to date with events, activities and tips on how to support your young person to make the most of their time in Sixth Form.

Every Week 2 Friday. Usually around lunchtime.
From sixthformadmissions@whitburncofeacademy.org



Whitburn Church Of England Academy Sixth Form

Parent Bulletin

Issue 69. 12th September 2025

Welcome to our first parent and carer news newsletter of 2025-26, and a particular welcome to our 'new' families joining us as their young person starts Year 12. These newsletters will be sent out fortnightly on a Friday and we hope you find them useful in keeping you informed about what is going on in Sixth Form. A number of our parents say to us 'they don't tell me much' so we hope these bulletins will keep you 'in the loop'! We had a fantastic summer with excellent sets of results at both GCSE and A Level. Press coverage of our Year 13 A Level results can be viewed [here](#). We were delighted to recruit 108 very promising students into Year 12 having seen a dip last year. We have places in some subjects so if you know anyone who has not settled elsewhere, encourage them to get in touch for a chat.



Our World Challenge expedition to Malaysia was an incredible experience for all involved and the students were brilliant ambassadors for the Sixth Form. When one girl said to me after a very challenging 20-mile jungle trek including a night wild camping: 'When things are tough back in the UK I now know I can get through them' it really brought home the value of these experiences. Malaysia and its people left a lasting impression on each student. We are offering a similar experience in Vietnam in summer 2027 to students in Years 11 and 12. More follows.

The start of the year has been very impressive, and our new students are fitting in well. We held our 'subject reps' taysre' this morning and it was lovely to see Year 13 students offering advice to our new Year 12 students. Year 12 will soon start listening to Year 7 students reading each week and we hope this will be a useful experience for both Y7 reader and Y12 reading buddy. This first newsletter is a long one as there is much to tell you at the start of the year, but we hope you find it useful. As always, the Sixth Form team can be contacted via the usual channels if you wish to discuss any aspect of your young person's time in Sixth Form.

Mr L Craggs, Assistant Head Teacher (Head of Sixth Form). September 2025

News & Events

Year 12 'Parent Survival Guide' - Supporting your Young Person through A Levels -
Wednesday 24th September 5.30-6.00pm