



Langley Park  
School for Girls

# LPGS Sixth Form

*Today's Learners. Tomorrow's Leaders.*



Enabling everyone to thrive – acting with kindness, determination and respect.



**Langley Park**  
School for Girls

# Mr Whittle

*Headteacher*



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# Mrs Ashman-Clark

*Deputy Headteacher*

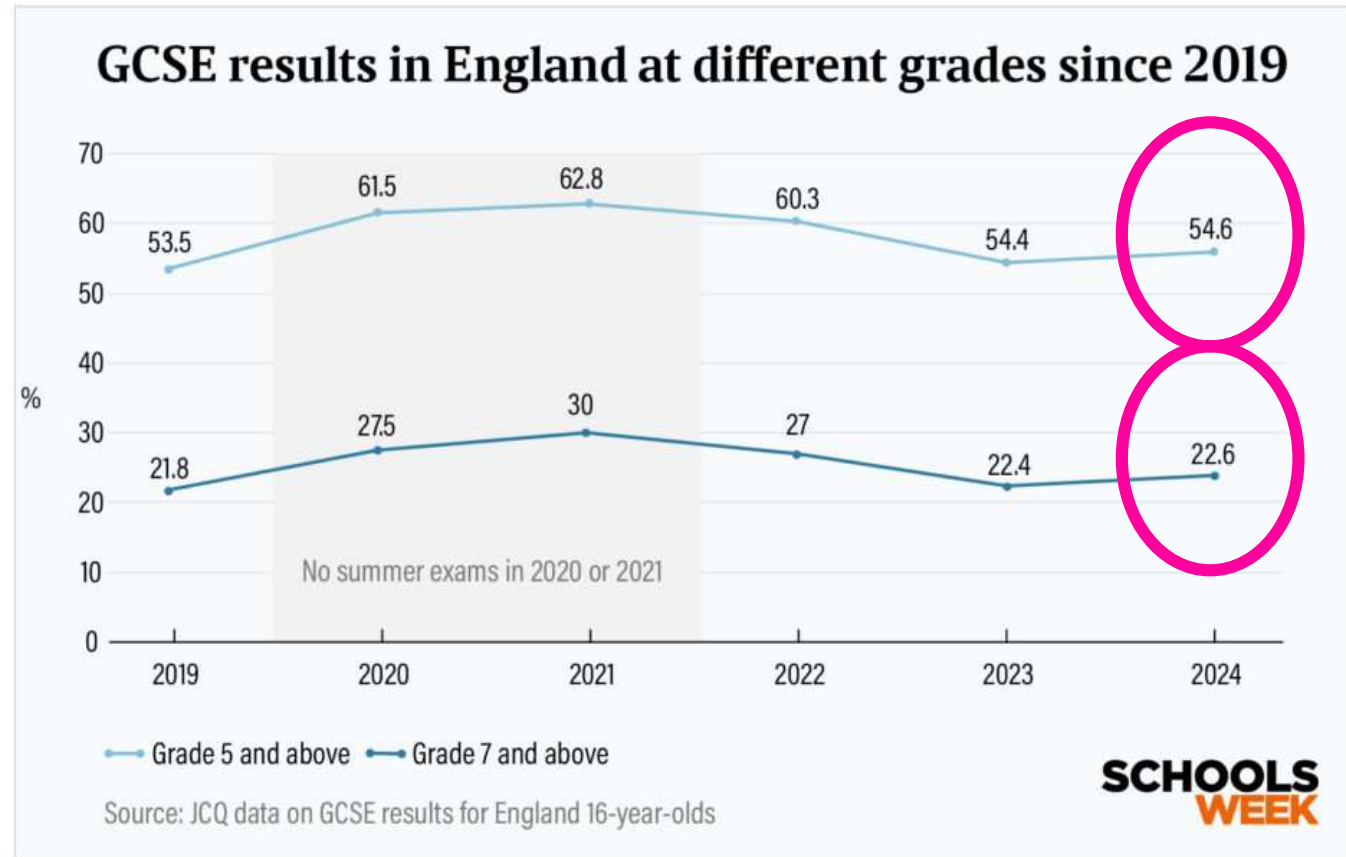


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# National Context: Summer 2024

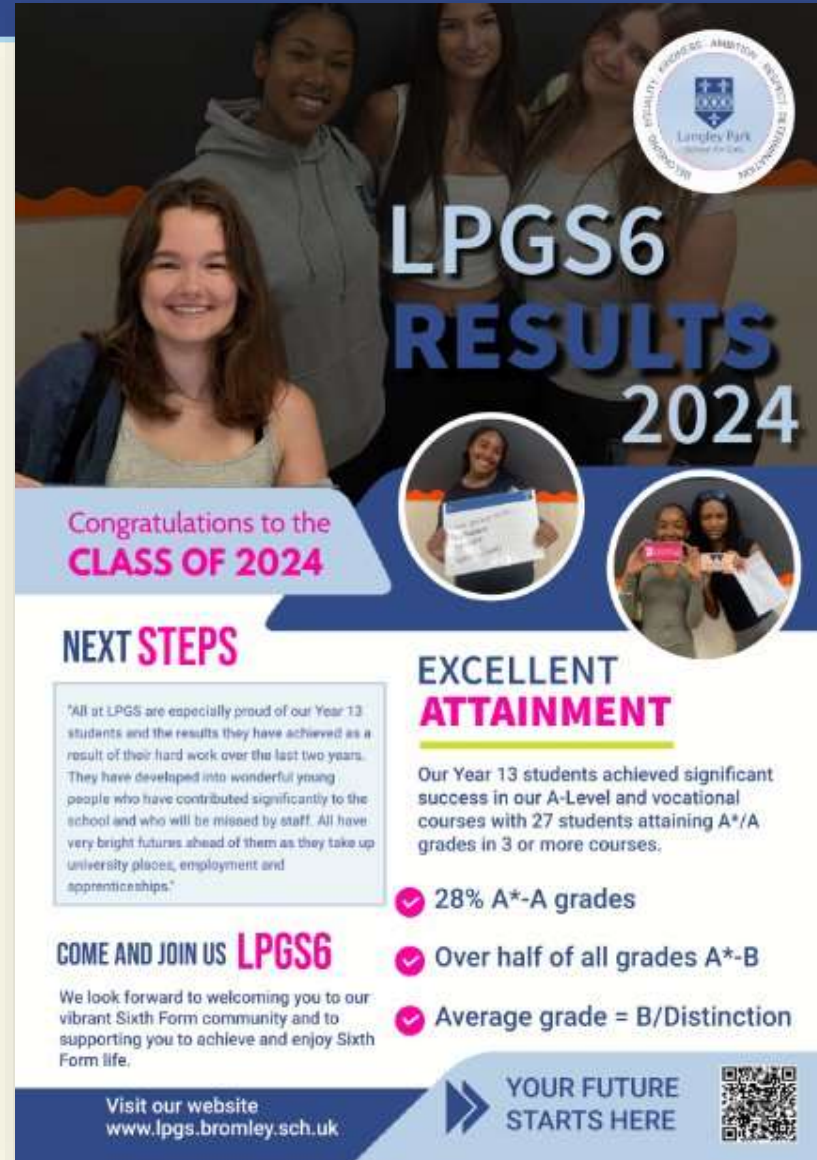
Rise in:

4 standard  
5 strong  
7-9 top



# How do we get there?

- Academic Tutors
- Course and unit overviews
- Retrieval embedded in lessons
- Online resources
- Recommended revision strategies, shared with home
- Target setting
- Exam practice, practice, practice
- Subject Examination briefings
- Targeted intervention
- Holiday revision



The poster features a group of Year 13 students smiling at the top. Below them, the text 'LPGS6 RESULTS 2024' is prominently displayed. Two circular insets show students holding their certificates. The poster is divided into sections: 'Congratulations to the CLASS OF 2024', 'NEXT STEPS' with a quote from the school, 'EXCELLENT ATTAINMENT' with statistics, and 'COME AND JOIN US LPGS6' with a welcoming message. At the bottom, it provides the school website and a QR code for future prospects.

**LPGS6 RESULTS 2024**

Congratulations to the **CLASS OF 2024**

**NEXT STEPS**

"All at LPGS are especially proud of our Year 13 students and the results they have achieved as a result of their hard work over the last two years. They have developed into wonderful young people who have contributed significantly to the school and who will be missed by staff. All have very bright futures ahead of them as they take up university places, employment and apprenticeships."

**EXCELLENT ATTAINMENT**

Our Year 13 students achieved significant success in our A-Level and vocational courses with 27 students attaining A\*/A grades in 3 or more courses.


- ✓ 28% A\*-A grades
- ✓ Over half of all grades A\*-B
- ✓ Average grade = B/Distinction

**COME AND JOIN US LPGS6**

We look forward to welcoming you to our vibrant Sixth Form community and to supporting you to achieve and enjoy Sixth Form life.

Visit our website  
[www.lpgs.bromley.sch.uk](http://www.lpgs.bromley.sch.uk)

➤ **YOUR FUTURE STARTS HERE**



# Y12 Assessment Calendar 2024-25

Wk4 Wc- 23-Sep-24	<b>Baseline Testing</b>
Wk8 Wc- 04-Nov-24	Commitment to Learning/Baseline reporting
Wk11 Wc- 25-Nov-24	<b>In-class Assessment Week</b>
Wk15 Wc- 06-Jan-25	C2L and Academic data reporting
Wk21 Wc- 24-Feb-25	Commitment to Learning reporting
Wk24 Wc- 17-Mar-25	<b>In-class Assessment Week</b>
Wk27 Wc- 21 Apr-25	C2L and Academic data reporting
Wk28 Wc- 28-Apr-25	<b>F2F Parents Evening</b>
Wk32 Wc- 02-Jun-25	Commitment to Learning reporting
Wk34 Wc- 16-Jun-24	<b>Trial Examinations (EoY)</b>
Wk35 Wc- 23-Jun-24	<b>Trial Examinations (EoY)</b>
Wk38 Wc- 14-Jul-24	C2L and Academic data reporting

# Baseline Assessment

- **Potential to succeed at a high level**
- **Course induction standard met**
- **Course induction standard not met:** Additional support will need to be sought from subject teachers and time invested, to embed learning, as the course progresses.

## **Commitment to Learning (C2L)**

- 1 (P) Exceptional
- 2 (G) LPGS Standard
- 3 (A) Below the level expected for a student at LPGS
- 4 (R) Lack of commitment to learning is a cause for concern





# Commitment to Learning (C2L)

	Exceptional (P=Purple)	LPGS Standard – Good (G=Green)	Requires Improvement if potential is to be reached (A=Amber)	Current Commitment to Learning will result in significant underachievement (R=Red)
<b>Behaviour for learning</b>	<b>I love learning</b> and take part in all lesson activities – whole class activities, in a group, or on my own. I am absolutely focused in class and a consistently active participant.	<b>I like to learn</b> and take part in all lesson activities, in a group and on my own. I am absolutely focused on my learning when in class. I am an active participant in most tasks.	I <b>usually</b> participate in <b>most</b> activities. I am not always 100% focused for the entire lesson. I often display passive learning behaviours in class.	I <b>rarely</b> participate in <b>some</b> activities. I sometimes disrupt my own and others' learning.
<b>Perseverance and Resilience</b>	<b>I enjoy practising</b> my skills as this is how I get better.	I do practise my skills but <b>I prefer to</b> practise things I am already 'good at'.	I sometimes give up too easily.	I often give up too easily.
<b>Asking and answering questions</b>	I ask <b>specific questions</b> that will help me with my learning and <b>always have a go</b> at answering questions, whether I am sure about the answer or not.	I ask and answer questions about topics that I understand, and those I don't.	I <b>sometimes</b> ask / answer questions but <b>usually about the part of a task I feel I can do.</b>	I <b>rarely</b> ask or answer questions.
<b>Challenge</b>	I have a <b>positive attitude towards making mistakes</b> as I know I can learn from them and understand that is how I make progress.	<b>I accept mistakes as temporary setbacks</b> and usually try to apply what I have learned from a mistake.	<b>I tend to see mistakes as failures</b> rather than accepting and learning from them.	I <b>rarely</b> take on a challenge and avoid taking safe risks.
<b>Feedback</b>	<b>I ask for and am motivated by feedback</b> on my learning and use advice/targets given to take actions to improve it further.	<b>I listen and respond positively</b> to feedback and I will act on it to improve my learning.	I sometimes find it <b>difficult</b> to take on board feedback. I act upon feedback when prompted.	I always find it <b>difficult</b> to take on board feedback and act on it to improve my learning.
<b>Readiness for learning</b>	I am <b>always</b> prepared and punctual for learning <b>without having to be prompted.</b>	I am <b>almost always</b> prepared for learning.	<b>I am usually</b> prepared for learning: lacking exercise book, equipment etc.	I <b>have often</b> come to lessons unprepared to learn: lacking equipment etc.
<b>Homework</b>	I <b>always</b> complete homework on time and to the best of my ability and often go beyond the requirements of the task. I manage my time well.	I <b>usually</b> complete homework on time and to the best of my ability. I almost always manage my time.	<b>Sometimes I forget</b> my homework or do not complete it to the best of my ability.	<b>I often forget</b> my homework, do not complete homework or do not complete it to the best of my ability.



# Current Attainment (Progress)

Subject	Target Grade	Current Grade
Biology (GCEA)	A*	Bb
Mathematics (GCEA)	A*	Ac
Physical Education (GCEA)	A*	Bb

The **target grade** will be the same for each subject

**Current Grade** including sub-levels:

High (a)

Middle (b)

Lower (c)

## Vocational Awards

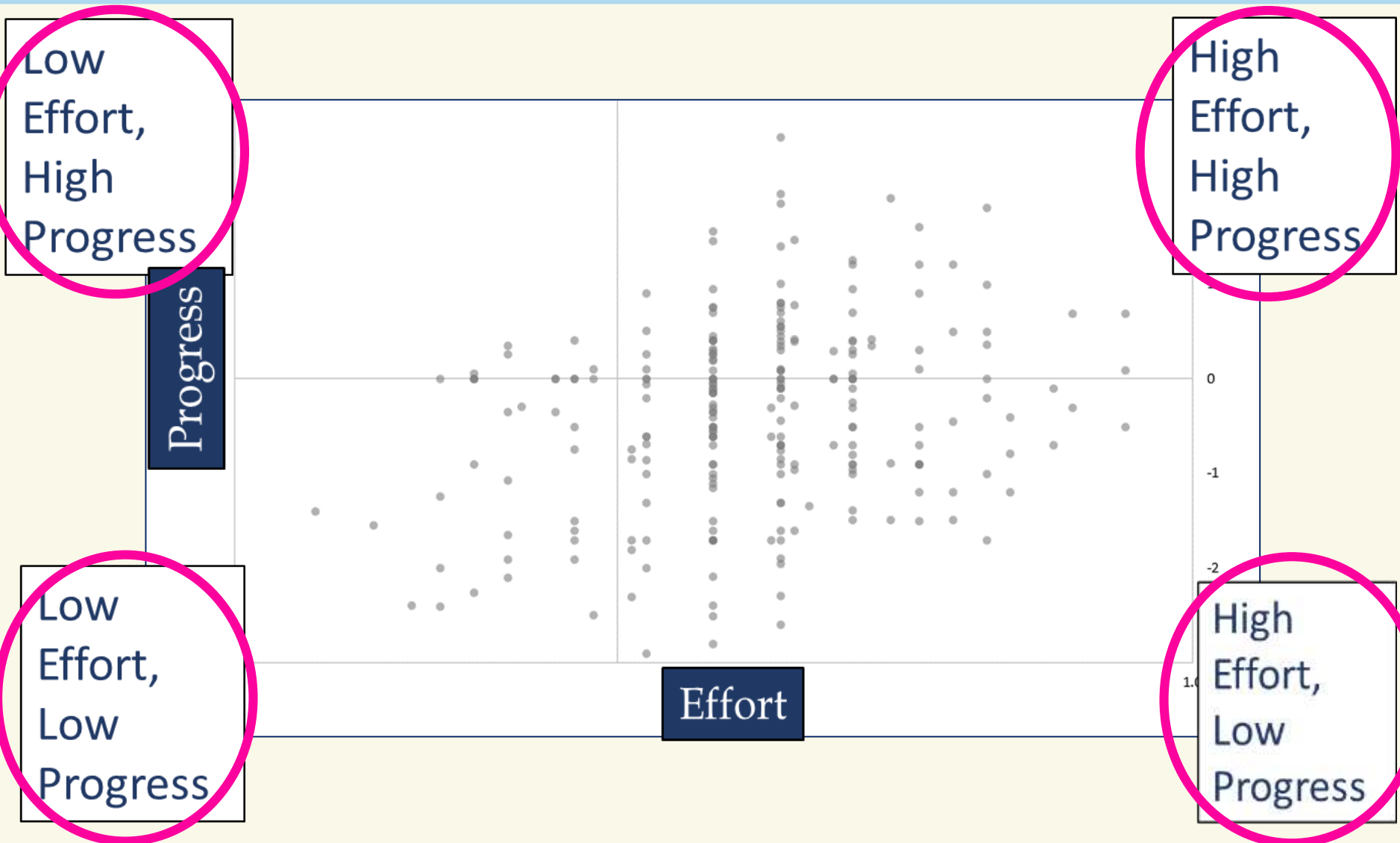
P=Pass

M=Merit

D=Distinction, plus sub level.



# Intervention Quadrant





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# Ms Osborne

*Assistant Headteacher Sixth Form*

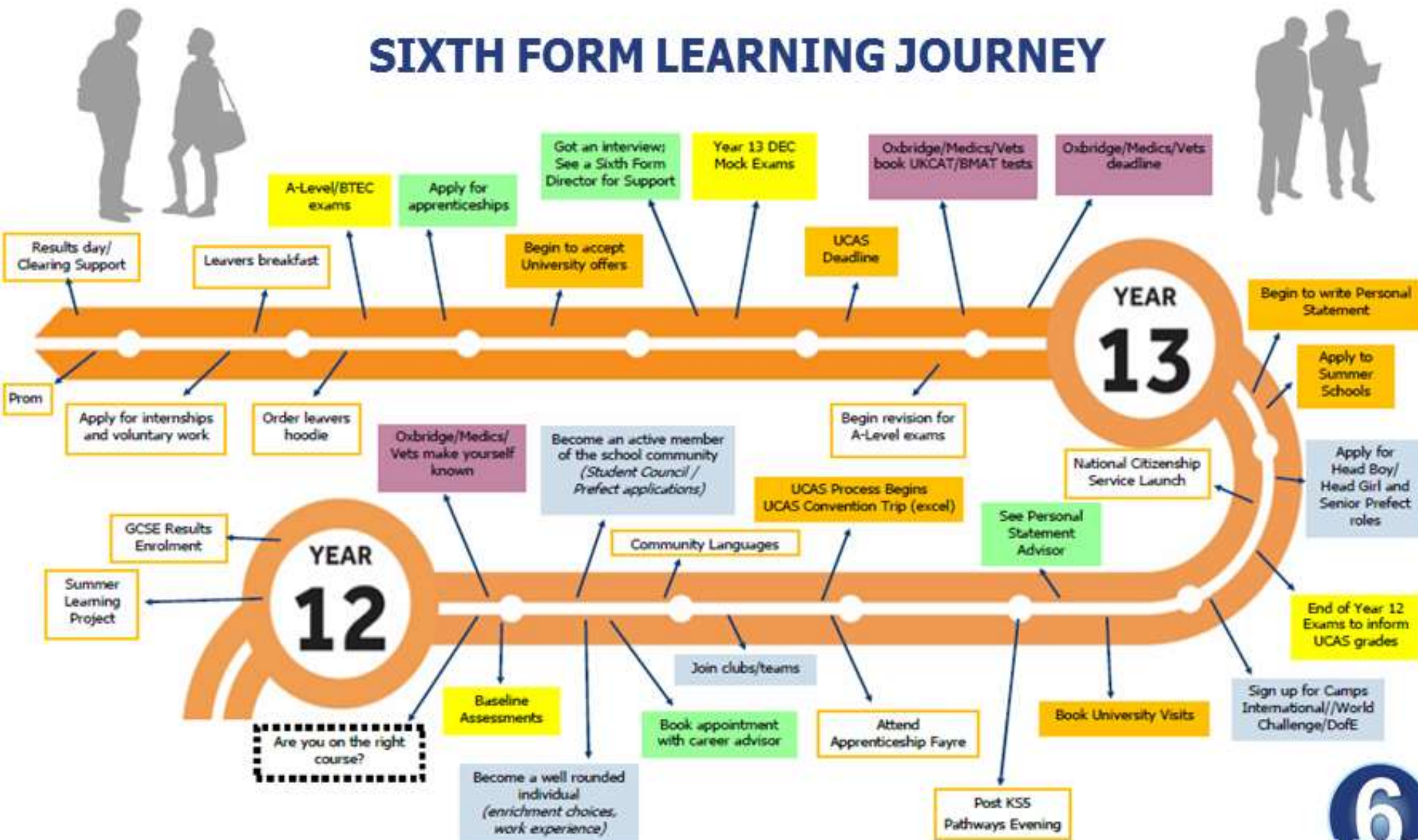


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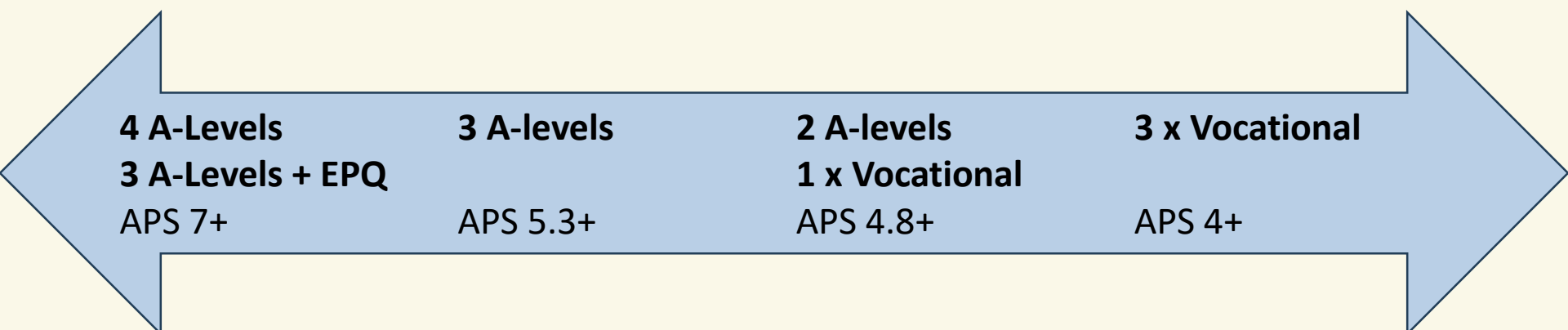


# What is the journey?

## SIXTH FORM LEARNING JOURNEY



# Our Key Stage 5 Offer



**4 A-Levels**  
**3 A-Levels + EPQ**  
APS 7+

**3 A-levels**  
APS 5.3+

**2 A-levels**  
**1 x Vocational**  
APS 4.8+

**3 x Vocational**  
APS 4+

All students study 3-4 A Level or equivalent vocational qualifications as part of their full-time programme of study.

# Ensuring the Best Course for Success

Students have until **Friday 13th September** to make changes to programme of study.

They will then sit a baseline assessment from Wednesday 25th Sept to Tuesday 1st Oct to confirm course suitability.

**We communicate with parents and carers to agree any changes.**

Students must come to see Head of Sixth Form to make these changes.

*Successful changes will be dependent on class capacity, the timetable blocking and student's meeting the subject entry requirements.*



## What is Guided Learning?

All Sixth Form students have **compulsory** supervised study on their timetables.

It is part of their programme of study.

It is included in overall attendance figures.

- Teaches independent study skills
- Work is set at the start of each term by subject teachers
- Builds on lessons and develops deeper understanding
- Gives students an opportunity to practice higher level independent learning skills

# Virtual Learning Environment

Firefly

Some pages are  
made public for  
parent/ carer access



# Enrichment Curriculum

- Launching next week
- P5 Wednesday
- Offer designed to develop skills and experiences required for Post-18 applications, e.g. Medics Society, EPQ, work experience
- Sixth Form Sports

# LPGS 6 Leadership 2024-2025

<b>Head of Key Stage 5</b> Siobhan Osborne (SOS)		
<b>Head of Year 12</b> Sandrine Galbert (SG)		<b>Head of Year 13</b> Fraser Davies (FD)
<b>Sixth Form Academic Support Tutor</b>		<b>Senior Pastoral Manager and Safeguarding Officer</b> Marcia Forde (MFO)
<b>Sixth Form Administrator: <i>UCAS</i></b> Catherine Bligh (CBL)	<b>Sixth Form Administrator: <i>Bursary and Communications</i></b> Teneka Francois (TFR)	<b>Sixth Form Administrator: Attendance and Detentions</b> Alessia Papa (APA)

# Pastoral and Academic Support

There are three key areas for our pastoral team:

- Attendance
- Behaviour for learning
- Wellbeing

How we support:

- Regular conversations
- Looking for patterns in data
- Appropriate support from the pastoral team

For subject concerns, please contact:

- Subject Teacher
- Head of Subject
- Head of Faculty

Emails should be sent to  
[info@lpgs.bromley.sch.uk](mailto:info@lpgs.bromley.sch.uk)  
and entitled 'FAO (subject  
teacher name)

# Sixth Form Wellbeing Centre

Develop	Develop resilience
Promote	Promote independence
Educate	Educate about personal safety
Support	Support personal development
Strengthen	Strengthen emotional literacy



# Destinations Support

- Students have access to a dedicated UCAS Advisor
- Dedicated Enrichment programme to build skills and experience
- Specific groups for chosen pathways
- UCAS Mentors
- 1:1 Support - Personal Statement
- LPGS Careers Team – *more to follow....*



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# Ms Galbert

*Head of Year 12*



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# Sixth Form Form Time

## **8.30am – 9:05am daily**

Form time is compulsory irrespective of timings of independent study lessons.

Tutor groups are created so that the specialist tutor can support both academic studies and pastoral needs.

*Attendance records, Subject intervention including PiXL6 action planning activities, PSHCE tasks, UCAS, Assemblies, Wellbeing checks*



# *Weekly Plan – 6th Form*

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>12</b>	<b>Assembly</b>	<b>PSHCE</b>	<b>Word of work/Feminist Focus/Diversity</b>	<b>Reading programme (articles)</b>	<b>Subject specific revisions and revision techniques</b>

# Attendance

- Students with attendance below 90% rarely achieve the average points score required to get into the most aspirational universities
- Students with attendance above 96% achieve almost a grade higher than is expected of them in every subject
- Student with attendance below 90% achieve almost half a grade on average below what is expected

## What can you do?

Provide a quiet environment for them to work

Encourage and be positive

Calm them down

Help them look for answers and solutions

# Consistent Expectations

- Attendance & Punctuality
- Dress Code
- Core routines in classrooms

Our expectations are supported by our behaviour systems of praise and sanction. For example:

- Any student who is late to Form Time will receive a detention on the same day and will get a C1 behaviour log. Detentions are from 1.45pm to 2.00pm.
- If a student misses Form Time completely, they will have a C2 detention. This will be on the following day, for 45 minutes, from 1.45pm to 2.30pm.



# How Your Child Can Support Themselves

Look after themselves:

- Eat and sleep properly
- Build in time to relax so they can process all the knowledge and live a balanced life

Organise their time:

- Have a work schedule which includes all their subjects
- Revise regularly – chunking (25 minutes)

Use a range of revision activities including past papers:

- Use the Diagnosis, Therapy, Test approach

KEEP  
CALM  
AND PUT  
THINGS IN  
PERSPECTIVE

# 16-19 Bursary Fund

- The 16-19 Bursary Fund provides financial support to help students overcome specific financial barriers to participation they face so they can remain in post-16 education.
- An email with a link to the Bursary+ system where you can submit an online application, students should use the same login details as those they/you have used in Admissions+.
- If you think your child is eligible for the 16 to 19 Bursary Fund, please ensure they complete the online application by
- **Friday 27<sup>th</sup> September 2024.**



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# Jeremiah & Melanie

*Head Prefects*



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# Mrs Hayden

*Head of Careers*



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# The 8 Gatsby Benchmarks are:

- A stable careers programme
- Learning from careers and labour market information
- Addressing the needs of each student
- Linking curriculum learning to careers
- Encounters with employers and employees
- Experiences of workplaces
- Encounters with further and higher education
- Personal guidance



# LPGS Careers Academy Introduction

- Award winning careers programme, recognised by the London Careers Hub. This year, we were recognised as an "Area of Excellence" by the Challenge Partners programme.
- Run by Mrs Hayden with over 20 years' experience in the recruitment industry and Miss Day with 17 years' experience working in customer service and training.
- Identifying what suits individual students as their next step... Working with them to ensure they have the skills, knowledge, experience and confidence to make those next steps towards their career goals achievable.
- Identifying what universities and employers are looking for and ensuring that all students leave LPGS with the skills, knowledge, experience and confidence to make those next steps towards their careers goals achievable.

# LPGS Careers Programme – Sixth form

- Year 12 Research Project – begins in Spring Term. Making a plan and doing the initial research is a great starting point.
- 1:1 Careers guidance meetings – putting a plan in place for a PLAN A and PLAN B
- Holding students to account

# Extra-Curricular

- Summer Schools – e.g. Sutton Trust and directly with the universities – apply early
- Extra WEX programs
- Step in, step up – Morgan Stanley
- DOCEO
- Access – Clifford Chance
- Making Links – Linklaters
- AMOS Bursary

# Networking – Making those important connections

- LINKEDIN – Networking, connecting, selling themselves – Not being afraid to ask, accepting rejection
- Sourcing Careers Mentors
- Sourcing UCAS/Student mentors
- Interacting with Early Years recruiters – apprenticeships or school leaver positions
- Following and learning from people who are a few years ahead in a chosen career field



# Interaction with employers and Universities

- Mock interview sessions
- World of Work Wednesday
- Apprentices and Apprenticeship provider sessions
- Mentoring Schemes e.g. Lloyds Bank
- 'Futures Fair' – employers and apprenticeship providers – Friday 07 February 2025
- National Apprenticeship Week – February 2025
- UCAS Exhibition 2025

# Employability

- CV Writing / cover letters
- Letters of application / application forms
- Social media presence
- Interview technique / mock interviews
- Dressing for an interview

# Year 12 Work Experience Week

## Week of 14-18 July 2025

- Start preparing and approaching now
- Friends and family
- Discussions in Form Time
- LinkedIN



# Engaging with alumni and volunteers

## Can you help?

- Giving a talk
- Mentoring
- Reading through personal statements
- Mock interviews
- Work experience

The bigger the pool... the more students can get the specific help they need. You will not be hounded!

# OUR MANTRA....

**"If you don't ask, you don't get!"**

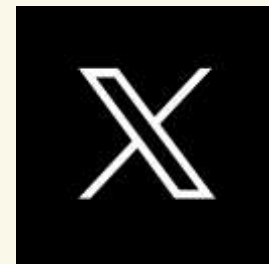
**Living by our own mantra...**

# Can you help us with our new careers space?



# Follow us!

- Instagram: Lpgs\_careers and Lpgs\_sixthform
- Facebook: Langley Park School for Girls
- LinkedIn: Langley Park School for Girls
- Twitter: LangleyParkGirlsSch @LPGSBromley





# Q&A

# Pre-submitted Questions

- What are expectations of homework at Sixth Form?

**All addressed in the Sixth Form handbook**

- Do students remain in the Form Groups they were assigned today for the whole of their Sixth Form journey?

**We do our very best to place students with a subject-specific tutor. This was the aim of today's switches. The vast majority of students will experience consistency of Form Group and Form Tutor throughout Year 12 and Year 13.**