

# Welcome

to all parents and carers of our A1 - A2 students



# Lisa Richards

## Centre Principal

# Tonight

- Important general information about what is coming up soon and into the A2
- Vital next steps information and advice
- 2 chosen specialised sessions (but we will send you the information and presentations from all of these)

# Our ambition

All our students to leave ASFC with the best possible grades in at least three A Level/equivalent courses.

Plus...

The experiences and skills to progress with confidence to their **chosen** next steps



# 9 precious months...

**But 11 months if we include  
the summer.... so let's do  
that!**

# How are things looking?

- Mocks 1 - as we would expect at this stage
- NCFE/Cache exams (external): Excellent pass rate and over 70% high grades already
- BTEC, T Level and Criminology work is on-track
- A higher than NA % of Core Maths students achieved A\*-B on their mock exam
- 43% of students re-sitting their Maths or English GCSEs achieved these in the November sitting, with some students improving from grade 3 to grade 5 in Maths and grade 3 to 6 in English!
- Over 350 of your sons and daughters completed the Realising Aspirations Programme – a record number
- The highest ever recorded number and proportion of students participating in cross college enrichment (*Ashton Explore*)
- Excellent engagement in *Be Ambitious* last week...

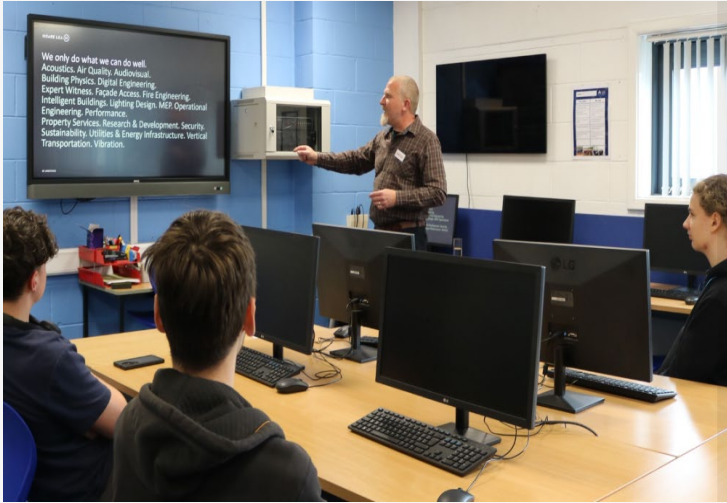


# Be Ambitious Week 2025





# Be Ambitious Week 2025



**Back to progress... we recognise that the journey through sixth form college is not always a smooth or linear one...**

**That's normal!**

# Annce's 2 year journey to outstanding grades

MEG: BBC



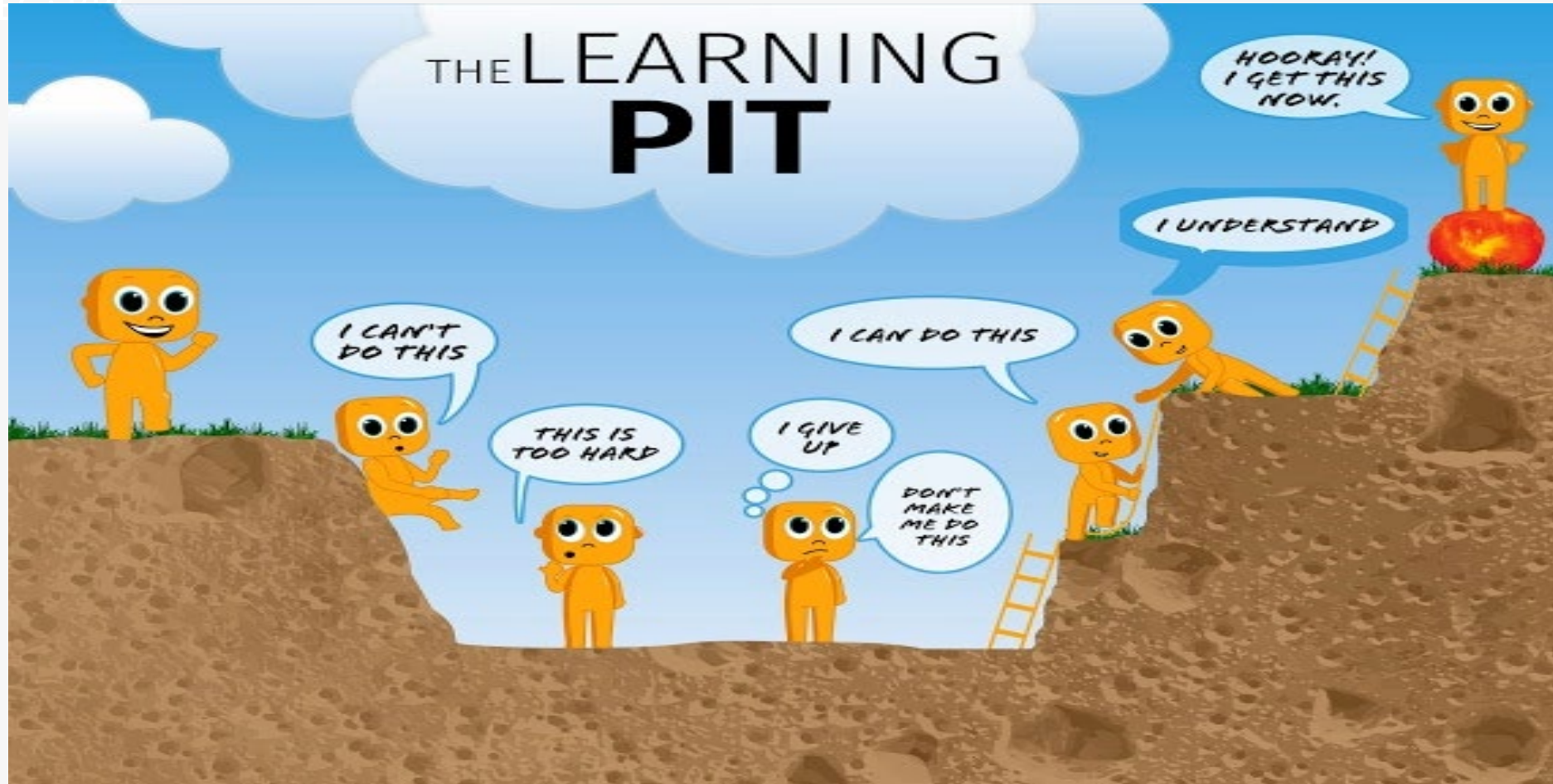
MEG: BBB

	Grades over 2 years									Final Grade
Chemistry	B	A	B	B	D	C	A*	A*	A	A*
Biology	C	B	B	A	D	A	B	A*	A*	A*
Business	D	C	E	C	A	C	B	A	A*	A
EPQ										A* (50/50)



# Be ready for the 'learning pit'

MEG DDC



Good learners go into the pit.... they'll need support but will come out stronger!



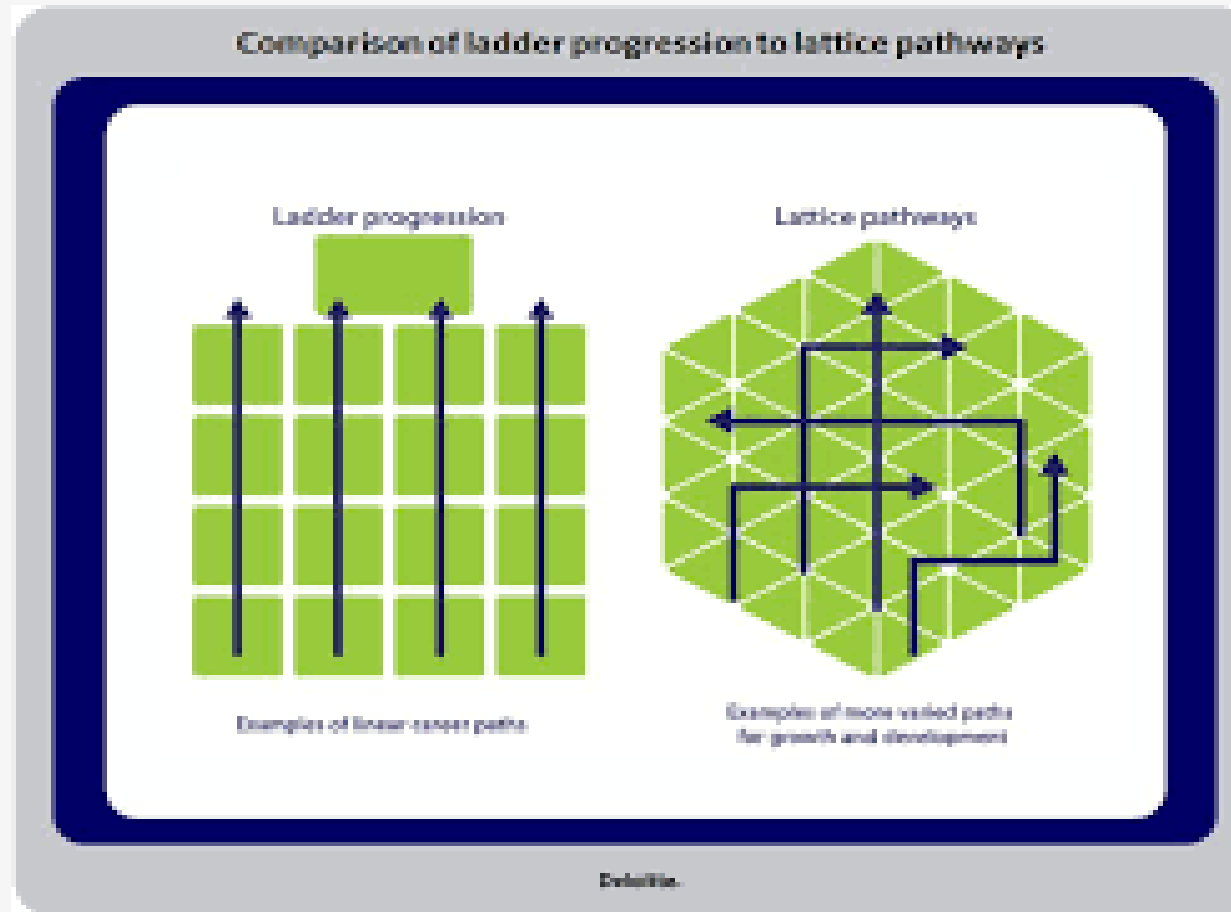
# We used to speak of a career path...

MEG: BBC



# The employment sector now distinguishes between 'career path' and 'career grid'...

MEG: BBC



# So, our aim must be to develop in students the skills and qualities that can be transferred from industry to industry

**In addition to qualifications and job-specific technical ability:**

- Interpersonal and teamwork skills
- Emotional skills
- Adaptability
- Creativity and initiative
- Digital literacy (including AI to enhance work output)
- Organisational skills

# Squeeze every bit of value out of ASFC:

Please encourage additional activities...

- Engagement with our careers planning activities
- Speaker of the Month
- EPQ
- Leadership
- Ashton Explore (enrichment)



# Like Ellis....



Ashton Sixth Form College

7 May · 🌐

Meet Ellis, one of our talented Business students who turned a weekend side hustle into a thriving mobile valeting and detailing company — DET Details.

Ellis, made the bold decision to leave his part-time job and focus fully on growing his business. Now, he works on 15–20 cars a week across Tameside, Oldham, and beyond, earning hundreds of 5-star reviews and building a loyal client base.

Through his participation in our Be Your Own Boss enrichment programme, Ellis has gained invaluable marketing skills and confidence to continue scaling his business. Recently, he's been shortlisted for the Tameside Business Awards in the Young Entrepreneurship category!



## ASHTON SIXTH FORM STUDENT WINS PRESTIGIOUS TAMESIDE BUSINESS AWARD



# We are here to work with you...

- Carry on communicating
- Continue to talk about college
- Discuss ambitions and dreams
- Provide support and encouragement
- Expect ups and downs/ 'learning pit'
- Attendance is critical –proven links to achievement
- Work with us if you son or daughter veers a little off track – together is better!







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SIXTH FORM COLLEGE

# Concluding A1 and Starting A2

Sheridan Lewis

Vice Principal Curriculum and  
Planning



## Concluding the A1 year:

- Criminology controlled assessment w/b Monday 23<sup>rd</sup> June
- A1 Awards morning Friday 27<sup>th</sup> June
- Final day of the year for students Friday 4<sup>th</sup> July
- A1 Reports with 3 targets emailed to parents/carers Friday 11<sup>th</sup> July
- Summer work set by subject teachers



# Starting the A2 year:

- Timetables released Wednesday 3<sup>rd</sup> September
- Any timetable queries contact college Thursday 4<sup>th</sup> and Friday 5<sup>th</sup> September
- A2 students start Monday 8<sup>th</sup> September
- A2 Study days:
  - **Voc Extended Diploma - Tuesdays**
  - **A level/mixed programme - Fridays**

Focusing on Progress:

- Minimum Expected Grades (MEGs)
- Current Working at Grades (WAGs)

**MEG** – the lowest grade they should achieve, but we want and expect them to aim higher

**Working at Grade** – the grade they have achieved in the latest assessment

# How will you know how they are doing?

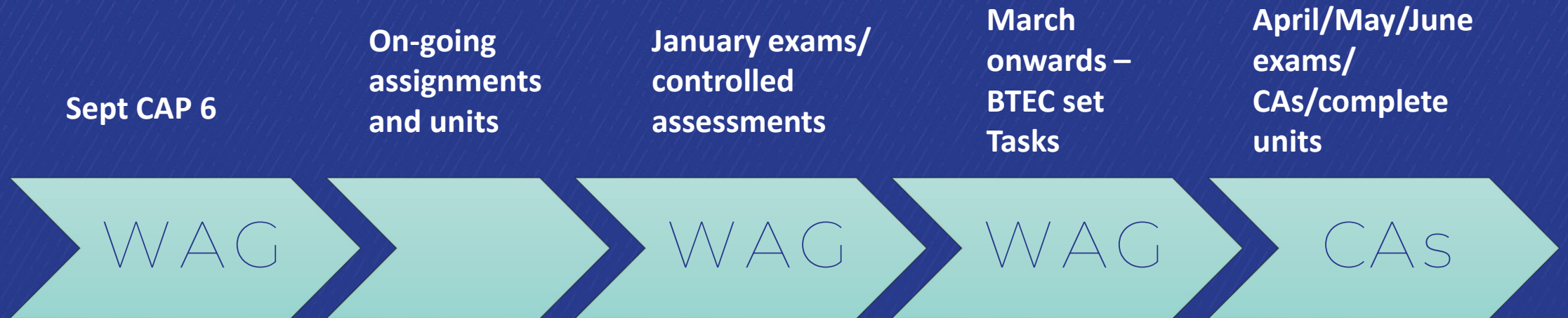
- Students will have regular assessments in all subjects
- College Assessments will take place under timed conditions
- Voc and Art students get WAG grade based on current progress
- **Results** from CAs will be available to parents/carers:
  - College Assessment Point 6 – Thursday 16<sup>th</sup> October
  - College Assessment Point 7 (**MOCK 2**) – Wednesday 21<sup>st</sup> January
  - College Assessment Point 8 (**MOCK 3**) – Tuesday 28<sup>th</sup> April
- A2 Online Parents/Carers Evenings Thurs 6<sup>th</sup> Nov or Wed 12<sup>th</sup> Nov
- A2 Reports to Parents/Carers Wed 11<sup>th</sup> Feb

# A2 Rhythm of the year – A Level/Mixed Programme Students:





# A2 Rhythm of the year – Extended BTEC and T Level Students:



# A2 Rhythm of the year – Criminology Students:







# A2 Students Term Dates 2025-2026

Start of Autumn Term – Mon 8<sup>th</sup> September 2025

Autumn half term holiday – Mon 20<sup>th</sup> October – Sun 2<sup>nd</sup> November

End of Autumn Term – Friday 19<sup>th</sup> December

Start of Spring Term – Tuesday 6<sup>th</sup> January 2026

Spring half term holiday – Mon 16<sup>th</sup> – Sun 22<sup>nd</sup> February

End of Spring Term – Friday 27<sup>th</sup> March

Start of Summer Term – Monday 13<sup>th</sup> April

Study Leave - Friday 15<sup>th</sup> May

Vocational last day of teaching – Friday 19<sup>th</sup> June

Exam contingency day (A Level official last day) - Wednesday 24<sup>th</sup> June



# Attendance and Support

- **Average attendance by A level grade**
- **Attendance makes a significant difference to final outcomes**

Grade	Average Attendance
A*	95.5%
A	94.6%
B	93.0%
C	91.4%
D	89.6%
E	87.7%
U	84.4%

# A few final reminders:

- We will send you a link to the PowerPoints from this evening
- We will also send you a link to a document with information about the A2 courses, so you can see what topics will be covered and what assessments there will be with key dates
- Please ensure you have a CEDAR login so you can access your child's College assessment grades and other key information
- Kate is on hand in GH1.8 to help any parents/carers with Cedar issues

**Scan here for Cedar guidance:**







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# Opportunities and Progression

Rachel Smirke – Assistant Principal Curriculum &  
Progression



# Being more than just a set of grades

Student A	Student B
<ul style="list-style-type: none"><li>National Extended Diploma in Applied Science – D*D*D*</li></ul>	<ul style="list-style-type: none"><li>A in Spanish, A in Maths, A in Chemistry</li></ul>




# Being more than just a set of grades

Student A	Student B
<ul style="list-style-type: none"><li>• National Extended Diploma in Applied Science – D*D*D*</li><li>• Completed a 1 week work placement with AstraZenica</li><li>• Completed a First Aid qualification in her A1 year, completed a 6 week yoga session</li></ul>	<ul style="list-style-type: none"><li>• A in Spanish, A in Maths, A in Chemistry</li><li>• No work placement</li><li>• No enrichment</li></ul>

# What makes a student stand out?

In my spare time I signed up to a **free course called the role of diagnosis in counselling and psychotherapy**. I learnt about the different ways to support people with mental health issues, I feel that **this has helped my develop my knowledge and listening skills, providing me with a good basis for my degree studies**. I have also completed a **virtual ready work experience programme** to learn about the skills expected in a work setting, the experience allowed me to **build resilience and network with others which utilised my communication skills**. I'll use these skills to complete 100 hours of placement as part of my college study, giving me a chance to perfect additional professional abilities whilst working in an adult nursing environment.

# UCAS Changes



Why do you want to study this course/subject?

How have your qualifications and studies helped you prepare for this course or subject?

What else have you done to prepare outside of education, and why are these experiences helpful?

# Careers, Progression and Support

- Making the most of the summer
- Volunteer opportunities
- Unifrog
- Careers Guidance





## Making the most of the summer:

- 9 week summer break – risky!
- Part-time work
- Volunteer opportunities
- Summer Schools
- Attend/Plan Open Day visits
- Summer work set by subject teachers to prepare for A2
- Consolidate first year – ensure all revision materials are prepped
- Study skills
- Unifrog – courses and virtual work experience opportunities

“

*"In education, meaningful progress comes from hard work guided by thoughtful planning. Effort matters most when it's aligned with clear goals and purposeful direction."*

# Study Skills – Preparation for A2 and beyond

- Students can brush-up on some of their study skills:
- <https://www.ucas.com/undergraduate/student-life/study-skills-guides>
- <https://www.futurelearn.com/subjects/study-skills-courses>
- <https://www.prospects.ac.uk/applying-for-university/university-life/5-tips-for-studying-at-home>





# Unifrog

- All students have a log on
- Virtual Work Experience opportunities – Teaching, NHS, BBC
- Exploring pathways
- MOOC – Open Online Courses – if unsure of what they would like to study at University
- University and Apprenticeship research – compare options
- Writing tools for applications
- Career Research
- Guides to professions





So as a parent what do I do now?



# What can you do to help?

- Encourage your son/daughter to read the emails for now which contain a huge number of opportunities
- Check out opportunities advertised on the college website
- Discuss opportunities with your son or daughter and encourage them to take part
- Think about whether you have any family, friends or contacts that would be able to offer a self placement for your son/daughter
- Talk to your son/daughter about the future.
- Don't worry if your son/daughter does not yet have a set career aim – this is fine too! However, encourage them to try out and research as many different areas of study or work as possible.



# Session Rooms

## Session One 6:50-7:20pm

Session 1	Room
Early applicants (UCAS), Oxbridge, Medicine, Dentistry, Veterinary	HE 1.2
Ensuring success at A Level/Mixed study Subjects	HE 2.3 A&B
Ensuring success in Vocational subjects	GH 1.9
Extended Project Qualification (EPQ)	HE 1.1
Securing quality apprenticeships/employment	PA Theatre
Support for University applications (UCAS)	Sports Hall
Promoting positive mental health and wellbeing	GH 1.19
Empowering Futures: Essential Skills for A2 and Beyond	GH 1.10
Cedar Helpdesk Drop In	GH 1.8

## Session Two 7:25-7:55pm

Session 2	Room
Early applicants (UCAS), Oxbridge, Medicine, Dentistry, Veterinary	HE 1.2
Ensuring success at A Level/Mixed study Subjects	HE 2.3 A&B
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