



SIXTH FORM

Friday 3rd
October 2025

Welcome to our third Sixth Form Newsletter. Here you will find a summary of the week, useful tips, dates and celebrations of successes!

UPCOMING DATES

Wednesday 15th Oct- 4-7pm: Meet the tutor Evening

Tues 25th November 6-8pm: Careers & Higher Education Fair at school.

Dear Parents

On the evening of **Tues 25th November from 6-8pm**, we will be holding our **annual Furze Platt Careers & Higher Education Fair (CHEF)**. This is a fantastic opportunity for Y10, 11, 12 and 13 students and their parents/guardians to meet potential colleges and universities, employers and apprenticeship providers.

We always love to welcome new people, so if you, or anybody in your organisation, would be interested in having a stall at the event to tell others about what you do and what career prospects are like in that industry, please do get in touch.

We'd love to connect with professionals from ALL industries, But are particularly looking for people in:

- Banking & finance
- The motor industry
- Creative careers
- Hair & beauty



So, please feel free to mention this to friends and contacts of yours who you think may be keen to take part and to contact us on: judith.bubb@furzeplatt.net



Year 12

Let's Do This!

If you're anything like me, this week will have felt both incredibly quick and incredibly long at the same time. We are now entering the stage of the academic year where students are beginning to "hit the wall". If this is you, do not worry – it is completely normal!

To put it into context, as A level students you have double the contact time that you would have had at GCSE and so you have almost finished covering the same amount of content as you did last year between September and the Christmas break. It is therefore natural to feel tired and like things are becoming difficult!

How can we address this?

- 1) Speak up – we need to normalise that we need help. You will not be alone in your class and the more people that speak up, the more your teachers can help address the issues you face.
- 2) Reflect – use your PLCs to identify specific issues and use independent learning time to go over and address these. I would suggest having a packet of post-it notes available so you can write questions down to take to your teacher.
- 3) Consider your losses – where things go wrong:
 - 1) Identify what went wrong.
 - 2) Identify why it went wrong.
 - 3) Identify what you could do to address the situation quickly... and do it! This will give you a boost and be empowering.



Year 13

What a week! If you're anything like me, you'll be wanting a holiday, but rest is for the wicked. Two weeks to go until you can have a different rhythm in half-term.

In the meantime, I'd like to draw attention to the UCAS process and some of the issues I've been noticing in reading personal statement drafts.

ISSUE ONE: Explaining the why...

Lots of you are identifying things that you find interesting and are showing you like the subject you are wanting to study at university. However, the key thing here is the explanation of why.

- "I found this interesting because..."
- "This peaked my curiosity because..."
- "This led me to..."

ISSUE TWO: Forgetting that you currently study A Levels...

You need to include information about how what your current studies (what you're doing right now!) will help you when you're studying what you want to do. Key considerations:

- How key modules will directly help?
- How key skills will help? Research, evaluation, report writing, practical assessments.

ISSUE THREE: Listing pursuits which are not connected to your future studies

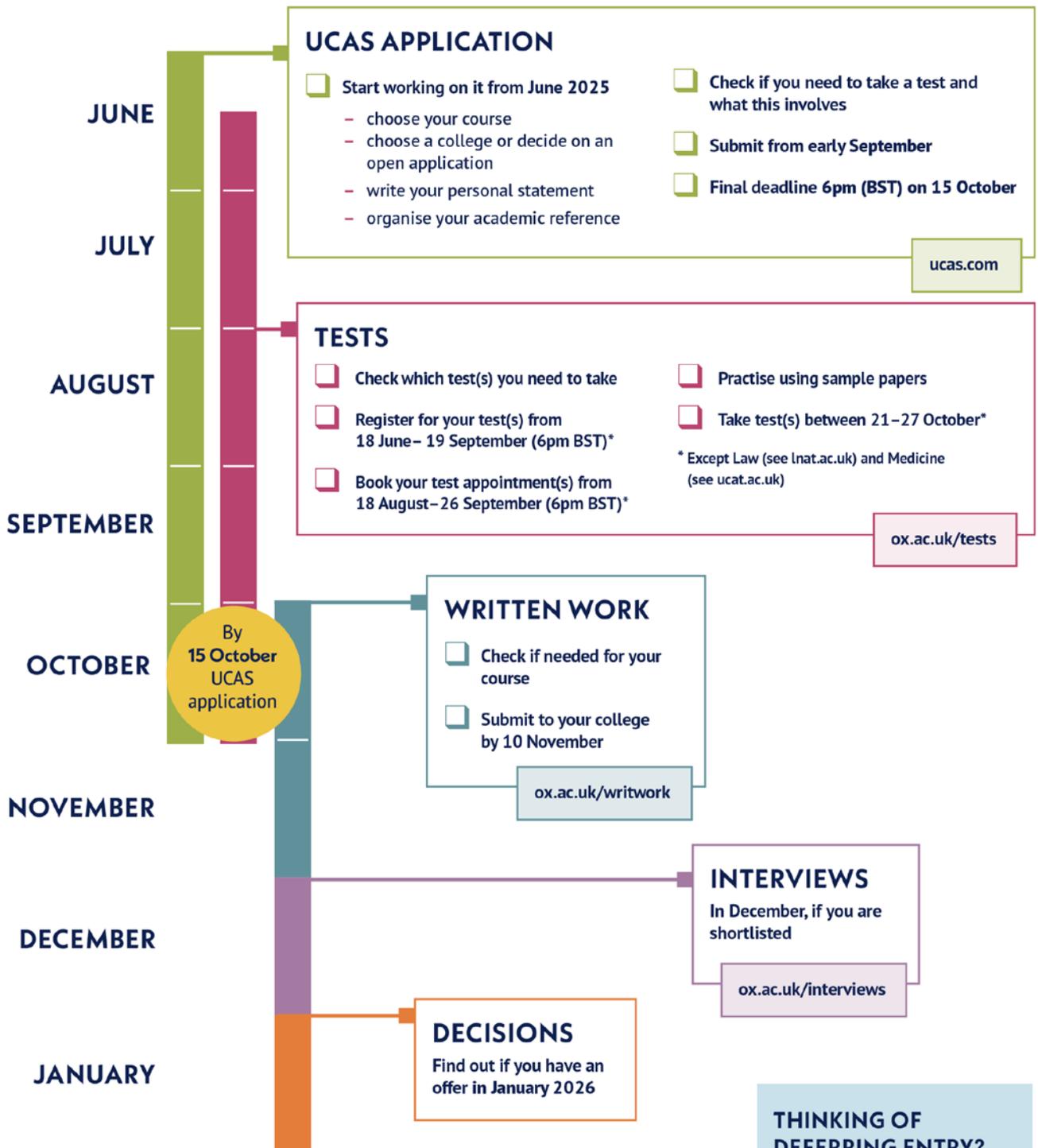
It is great to hear about your jobs, extracurricular pursuits etc. However, you must directly connect these to what you want to study. Suggested phrasing:

- This will help me when studying _____ because...
- This has helped me become _____ which I intend to use...

HOW YOU APPLY

2026 ENTRY

Early Entry – The Oxford process



Cambridge Dates can be found here

<https://www.undergraduate.study.cam.ac.uk/apply/application-dates-deadlines>

THINKING OF DEFERRING ENTRY?

This is not always possible so we recommend you check with your course department first.

Tutor resource of the week – Pre-reading



- Pre-reading = previewing a text to locate key ideas.
- Why?
 - Define concepts/terms.
 - Identify questions in advance.
 - Build a foundational knowledge of the topic.
 - Build confidence in lessons that you find difficult.

K column: write down everything you already know about the topic you are about to explore

W column: write down what you want to learn from the upcoming reading session

L column: leave this blank until your reading session is over. Once you're done reading, return to this section and write down the things you learned.

K - What I Know	W - What I Want to Know	L - What I Learned

Trip to UCAS Creative Career Showcase- October 7th 2025

