



STEPPING — INTO — SIXTH FORM



Your journey. Your future.



A GUIDE TO HELP YOU THRIVE IN SIXTH FORM
· COURAGE | INTEGRITY | CONTRIBUTION



GETTING
ORGANISED



TAKE
OPPORTUNITIES



UTILISE
IS SESSIONS



SUPER-
CURRICULARS



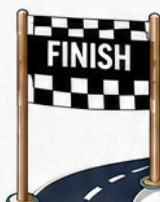
SOCIETIES

New chapter. New opportunities. Let's make it count.

Mayfield Sixth Form

MAYFIELD SIXTH FORM

Journey



- University
- Apprenticeship
- Be a true Mayfielder and join Mayfield Alumni

YEAR 13

SUMMER TERM

- Revision for exams – including subject boosters
- Complete all BTEC coursework
- Year 13 Prom
- Results Day – 1 to 1 support and advice available on this day

AUTUMN AND SPRING TERMS

- Attend university open days – visits organised by the school include Oxford, Cambridge and Queen Marys
- Diagnostic Testing – for summer transition and intervention work
- Take university admissions tests – if applicable
- UCAS Early applicants deadline – mid October
- UCAS application deadline – November
- PPEs in January

SUMMER TERM

- Begin UCAS application and personal statements
- Apprentago sign up – start applying for apprenticeship
- Year 12 PPEs
- University admissions tests – apply for tests such as UCAT, TMUA and TARA
- Work Experience – either source your own or get support from us through BEP
- Mock interviews
- UCAS day – visits from university staff to advise on personal statements
- Activities week – including rewards trips for excellent attendance, punctuality and progress
- Summer transition work – complete over the summer break to help transition into year 13

YEAR 12

AUTUMN AND SPRING TERMS

- Induction day – helping you get the most out of 6th form and independent study
- Choose your elevate option – includes Sports Leaders, EPQ and societies
- Enrichment activities begin – weekly workshops and talks every Wednesday
- Success evening – in September attend to help excel
- Apply for social mobility programmes – including Sutton Trust, Stem SMART and Future Leaders
- Apply for Bursary – a fund of up to £800 to help with educational expenses
- Careers interview – 1 to 1 conversations to ensure you are on the right path
- Probation tests – baseline testing
- Probation tests – baseline testing
- Tottenham careers fair
- Termly rewards breakfast – for 100% attendance and punctuality
- First BTEC external assessments – January

1. TIME MANAGEMENT

Make Time For What Matters

A SIXTH FORM SUCCESS SKILL



The step up from GCSE to 6th form is a big one and most students find the transition difficult. It's crucial to develop effective habits for managing your time early on! You need to find the approach that works for you, your personality and your circumstances.



COURSES VARY:



EXAMS ONLY



EXAMS + COURSEWORK



FINAL EXAMS / ON GOING EXAMS

THINK LONG TERM – FIND OUT WHEN YOU HAVE:



exams or tests to sit



assignments to complete



fieldwork trips



group projects to carry out



presentations to make



applications to complete



LOOK AHEAD – ENTER THESE EVENTS INTO YOUR CALENDAR AND UPDATE THEM REGULARLY

PPE REVISION: PLOT YOUR ROUTE

- Decide what topics you need to cover for each of your subjects
- Write a topic checklist, decide on an order to tackle the topics
- Get set – the first day of your revision should be spent organising and planning. Make sure that you get a copy of the specification and bookmark exam board websites have a full set of course notes and they are properly filed stock up with file cards, sticky notes, pens, highlighters etc buy revision guides and identify useful apps, websites and video channels
- “Be realistic, be flexible when planning a revision timetable” “Adapt it to suit you”



HAVE A PLAN



Writing some sort of revision timetable at the beginning of each week should only take a matter of minutes.



If you really don't like timetables make a to-do list of tasks that you want to get done each day



Once you have your exam timetable draw up a simple timeline of events leading up to your exams...

Include half terms, Easter break, coursework deadlines...

Add your exams to the timeline and look at the way they are spread out.

*Plan it.
Do it.
Review it.*

WEEKLY PLAN	
MON	Study Topic A Complete Maths HW
TUE	Revision – Biology EPQ Research
WED	Study Topic B Practice Questions
THU	Essay Planning Read & Make Notes
FRI	Elevate Session Review & Flashcards
SAT	Catch Up / Tasks Subject Revision
SUN	Rest & Reflect Plan Next Week

ASK YOURSELF...

#1

What order do the exams come in?



#2

Are they morning or afternoon exams?



#3

Are some weeks congested?



#4

Do some take place on the same day?



#5

Or on consecutive days?



You will need to adapt your revision plan to take account of these factors.



GOOD TIME MANAGEMENT = LESS STRESS + BETTER RESULTS + MORE TIME FOR YOU

Plan today. Succeed tomorrow.



2. Be Organized.

Take pride in your work.



Underline titles



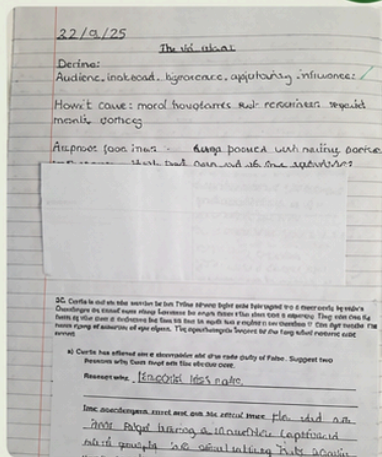
Stick in all worksheets



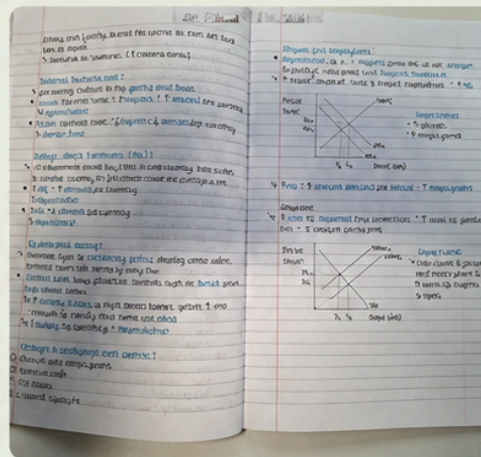
Use highlighters to highlight key terms.



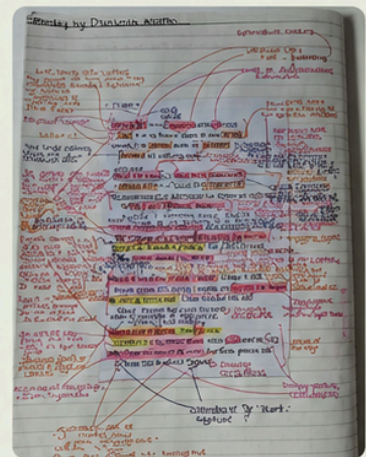
A* EXAMPLES



Clear underlined title, worksheet neatly stuck in.



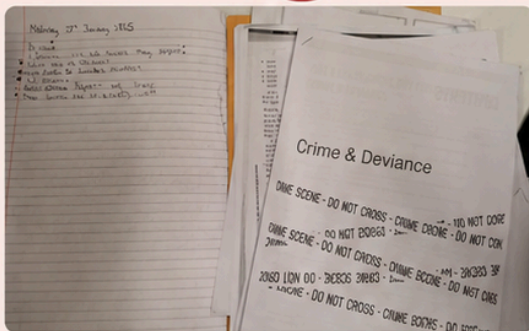
All worksheets stuck in, key terms highlighted.



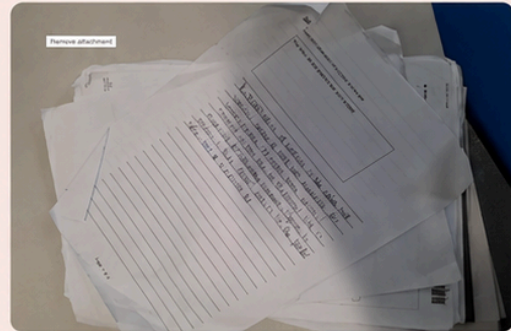
Colourful, detailed notes with key terms highlighted.



U-GRADE EXAMPLES



Worksheets not stuck in, notes untidy and unorganised.



Loose worksheets, no organisation.



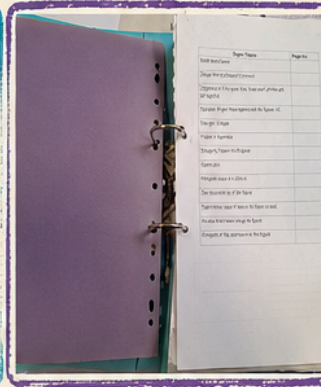
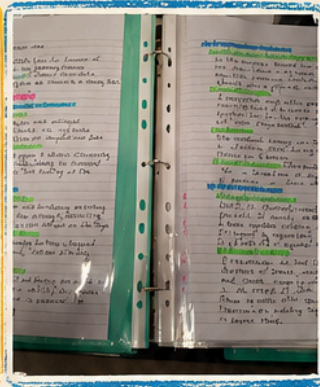
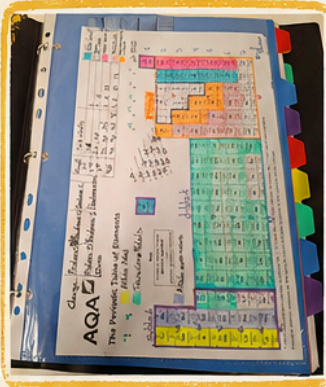
Being organised shows you care about your learning.
Good habits today = Success tomorrow.



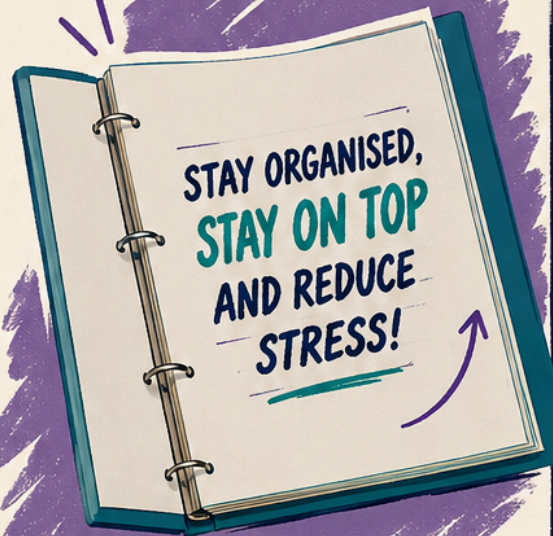
Be Organized



- use folders to help organise your work. ☆



- ✓ Use an A4 ring binder for each subject
- ✓ Independent study work, exam papers and booklets can be stored in folders
- ✓ Label folders on the outside
- ✓ Use labelled dividers for each new topic
- ✓ Make an index in the front of each new folder
- ✓ Hole punch loose sheets or put them in plastic pockets
- ✓ Keep a copy of subject specifications at the front of the file and topic lists/PLCs at the start of each section
- ✓ Exam papers and booklets can be stored in folders.



→ you can store folders in the IS rooms if needed

3. UTILISE YOUR INDEPENDENT STUDY TIME



Independent study is an important part of your Sixth Form journey.

IS should be seen as a chance to increase your grades and enhance your knowledge and understanding in areas you are passionate about.

It is **not a gap** in your day, it is an **extension** of your taught lessons.

Research shows the harder you work independently outside of your taught lessons, the greater your achievement.

Therefore, the harder you work in IS, the greater opportunities you will have when you leave sixth form.



TO HELP BE PRODUCTIVE IN IS YOU MUST;



Go to and stay in your timetabled IS room.



Complete work set by your teachers.



Use the revision techniques covered in DPD.



Complete research into an area of study you are passionate about.



Have a book or folder designated to completing IS work.



Use the resources available such as flashcards, highlighters and folders.



Work in silence.



Sit boy - girl. Yellow stickers for boys, orange for girls.



Only attend a society if it is on your timetable.



YOU MUST NOT;



Leave the room.



Go to a study room not on your timetable.



Sit by the teacher desk.



Remove laptops from the room.



Use your phone – off, away, all day.



Have any food.



THE FOLLOWING POSTERS PROVIDE TIPS ON HOW TO UTILISE YOUR INDEPENDENT STUDY TIME



SPACED RETRIEVAL PRACTICE

PRACTISE TODAY. REMEMBER TOMORROW.

A smarter way to learn that helps you remember more for longer.

WHAT IS IT?

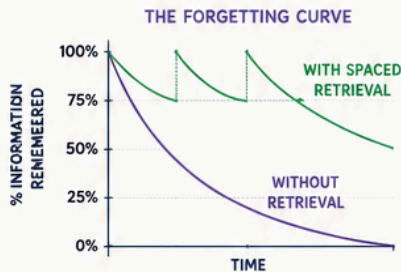
Spaced retrieval practice means testing yourself on information multiple times, with increasing gaps in between.



Instead of cramming once and forgetting, you review at spaced intervals so the knowledge sticks.

WHY DOES IT WORK?

It's based on how your brain learns and forgets.



Without practice, we forget quickly.
Retrieval + spacing = long-term retention.

HOW TO DO IT



USE ACTIVE RECALL

Test yourself – don't just re-read or highlight.
Use flashcards, questions, or past papers.



PLAN YOUR REVIEWS

Use a timetable or spaced repetition app (e.g. Anki) to schedule reviews.



TRACK YOUR PROGRESS

Keep going – the more consistently you retrieve, the better it works.

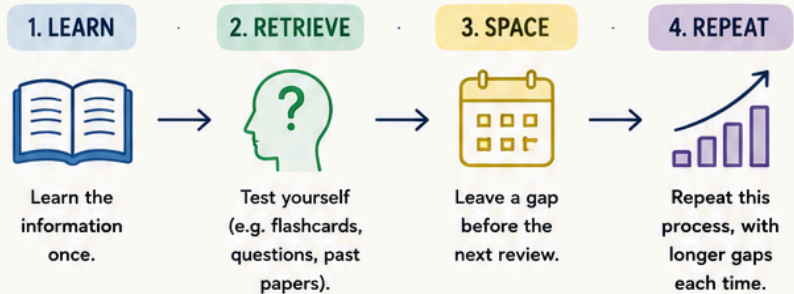


BE PATIENT & PERSISTENT

It might feel harder at first – that's your brain getting stronger!

HOW DOES IT WORK?

Each time you successfully retrieve the information, you make the memory stronger.



EXAMPLE SPACING TIMELINE



The exact intervals can vary, but the gaps get longer as your memory strengthens.

THE BENEFITS



BETTER RETENTION

Remember more information for the long term.



STRONGER MEMORIES

Each retrieval makes the memory more durable.



MORE EFFICIENT

Spend less time revising the same content.



IMPROVED CONFIDENCE

You'll know it better and feel more prepared.



BETTER EXAM PERFORMANCE

You can recall what you need, when it counts.

TOP TIPS

- ★ Make it challenging – effortful retrieval = better learning.
- ★ Mix it up – test in different ways and contexts.
- ★ Start early – don't leave it all to the last minute.
- ★ Use it for everything – definitions, concepts, case studies, quotes, processes... it all works!

“Don't aim to study more.
Aim to remember more.”

TEST YOURSELF. SPACE IT OUT. MAKE IT STICK.

USE REVISION TECHNIQUES

Try a variety of techniques and use the ones that suit you!



1. CORNELL NOTES

Cornell notes are a note-taking system that was developed at Cornell University. The key features of Cornell notes are:

- ✓ The page is divided into **three sections** - a narrow column on the left for writing key words/topics, a large box on the right for writing detailed notes, and a summary section at the bottom.
- ✓ As you listen to a lecture or read material, you record the **key words or topics** in the left column. This helps summarise and organise the content.
- ✓ In the notes section on the right, you write **more detailed notes** about each key word/topic. This is where you capture the bulk of the information.
- ✓ After the lecture/reading, you review your notes and write a **summary** at the bottom that encapsulates the key points. This requires you to actively process the information and restate the core ideas.

EXAMPLE CORNELL NOTES

Topic 8: **Recombinant DNA technology**

genetically modified organisms **AGA/ DISAN.**

Cognition	
purpose of genetic engineering	genetic engineering can be used to increase crop yields by making them resistant to HERBICIDES or INSECTS (reduces competition) → helps global food security
CROPS	
Advantages	⊕ less labour ⊕ relatively cheaper ⊕ no harm to crop[^] ⊕ less likely to be killed by pests ⊕ less pesticides so benefits environment
Disadvantages	⊖ encourages monocultures = ↓ biodiversity ⊖ crossbreeding = herbicide resistant weeds ⊖ ↓ genetic diversity = crops more vulnerable to disease ⊖ non-target insects harmed potentially ⊖ insects may evolve resistance to toxin coded for by GM crops
ANIMALS	
Advantages	① improves quality (enhanced disease resistance) ② improves quantity (enables year-round production) ③ improves productivity (faster growth)
Pharming	
Advantages	production of pharmaceuticals & human medicines by inserting human genes into other animals → allows EXTRACT of PHARMACEUTICAL PROTEINS from animal milk/blood at HIGH YIELDS . E.g. Antithrombin protein in GM goat milk = source of treatment for excessive blood clotting
Disadvantages	⊕ mass production of rare treatments ⊕ more accessible drugs ⊖ animal welfare concerns ⊖ animals viewed as commodities (animals bred solely for GM)

genetic engineering helps increase yield/production of crops, livestock, drugs, etc - helpful for food security, disease prevention, treatments however there are ethical and environmental concerns such as decreased genetic diversity, genes passed onto unwanted species, animal welfare

2. MINDMAPS



Clear Central Idea:

A good mind map should have a clear central topic or main idea shown in the middle. This is the core concept that all other ideas branch out from.



Organised Branches:

The main ideas related to the central topic should come off in branches from the centre. Sub-topics and details then branch off these main branches in a logical, organised way.



Use Short Key Words:

Rather than full sentences, mind maps should just use short keywords or phrases to capture ideas. This keeps it simple and easy to read.



Incorporate Visuals:

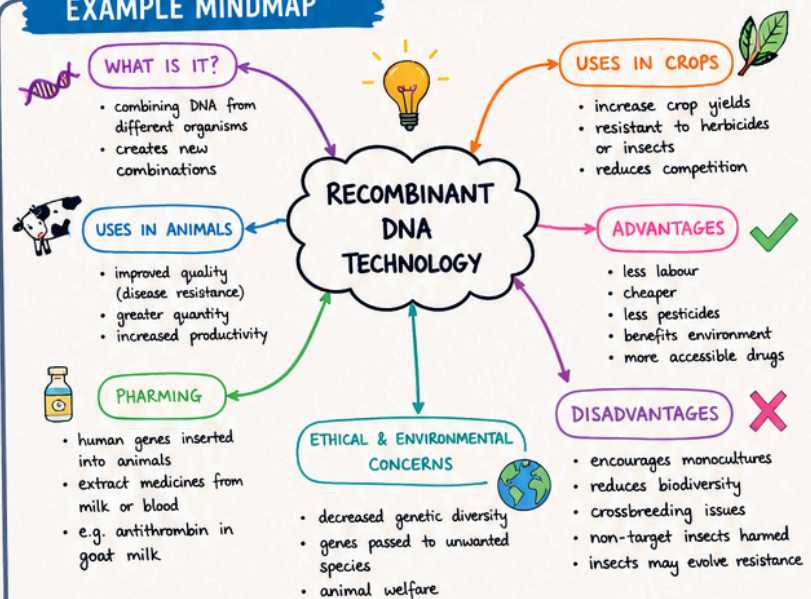
Using colours, icons, pictures and symbols makes a mind map more engaging and helps associate ideas with visuals. (dual coding)



Show Links and Connections:

Link different branches with lines or arrows to show how different ideas and concepts relate to each other.

EXAMPLE MINDMAP



USE REVISION TECHNIQUES

Try a variety of techniques and use the ones that suit you!



3. FLASHCARDS



Made by the student



Question on one side, answer on other



Aim for one question per card



Incorporate **Dual Coding** (use mix of pictures and words)



Use **mnemonic devices** to support memorisation (eg. **ROYGBIV**)



Can also be used to write **key information**

EXAMPLE FLASHCARDS

FRONT

What is the main function of chloroplasts?



BACK

To carry out photosynthesis, converting light energy into glucose.



FRONT

Define the term marginal cost.



BACK

The additional cost incurred by producing one more unit of output.



ROYGBIV

Red
Orange
Yellow
Green
Blue
Indigo
Violet



KEY INFO

- Protein made in ribosomes
- Transported in ER
- Modified in Golgi
- Sent in vesicles



Keep them colourful, clear and concise!

4. PAST PAPERS



1.



CHOOSE THE RIGHT QUESTIONS

- Select questions from topics you actually need to improve.
- Include a mix of AO1 / AO2 / AO3 (or equivalent for your subject).



2.



ATTEMPT THE QUESTION PROPERLY

- Time yourself (even if only rough timing).
- Write under exam conditions — no notes, no scrolling back.
- Answer in the correct structure for that question type.



3.



MARK AND REFLECT

- Use the mark scheme accurately (not generously). Identify:
 - What went well (specific).
 - What was missing (content or skills).
 - What to fix next time.



4.



DO A TARGETED IMPROVEMENT

- Rewrite part of your answer (not the whole thing).
- Add missing knowledge, definitions, evaluation points, diagrams, etc.
- Create a short revision card or note from what you got wrong.



OTHER WAYS TO HELP IN INDEPENDENT STUDY



USE UPLEARN

Use UpLearn if available in your subject. UpLearn can help with spaced retrieval discussed earlier in this booklet by going over topics you have completed earlier in the year.



BOOK THE COMMON ROOM

Book the common room to complete groupwork; you can book the common room to work in groups on a subject. You can try exam questions together, discuss complex topics, use the board to try questions or create mindmaps.



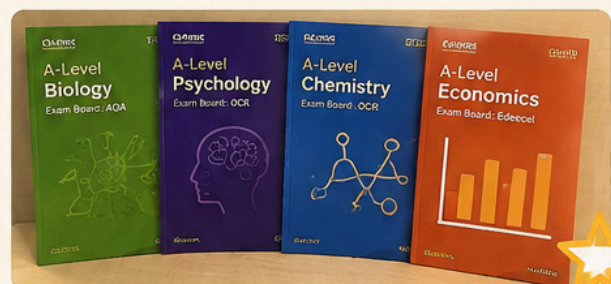
IS ROOMS AVAILABLE UNTIL 4.15PM

The IS rooms are available until 4.15pm every day. They may provide a more productive work space compared to at home.



REVISION GUIDES AVAILABLE

There are also many revision guides available to use in the IS rooms.



MAKE THE MOST OF THE RESOURCES AROUND YOU AND YOUR TIME IN IS!





4 HOW TO STUDY EFFECTIVELY AT HOME



A Sixth Form Student Guide

WHY STUDYING AT HOME MATTERS

Independent study is one of the biggest differences between GCSEs and Sixth Form. Your teachers provide guidance, but making consistent progress depends on how effectively you use your study time outside lessons.

Studying well is about working smart, not simply working for longer.



1. CREATE A STUDY ROUTINE

- ✓ Study at the same time each day where possible.
- ✓ Plan your week in advance.
- ✓ Balance schoolwork with exercise, hobbies and rest.
- ✓ Break large tasks into smaller, manageable goals.

TOP TIP: Aim for regular study sessions instead of leaving everything until the weekend.



2. SET UP YOUR STUDY SPACE

Choose a place that is:

- ✓ Quiet
- ✓ Comfortable
- ✓ Well lit
- ✓ Free from distractions



Have everything you need before you begin:



3. REMOVE DISTRACTIONS

Before studying:

- ✗ Put your phone on silent or leave it in another room.
- ✗ Turn off unnecessary notifications.
- ✗ Close social media tabs.
- ✗ Tell family members when you're studying if possible.



! Remember: Every interruption can take several minutes to regain full concentration.

4. USE ACTIVE REVISION

Reading notes repeatedly is one of the least effective revision methods.

Instead, try:

- ✓ Flashcards
- ✓ Practice questions
- ✓ Blurting (writing everything you remember before checking notes)
- ✓ Mind maps from memory
- ✓ Teaching someone else
- ✓ Past exam papers



The more your brain has to retrieve information, the better you'll remember it.

5. USE THE POMODORO TECHNIQUE

- 25 MINUTES Study
- 5 MINUTE Break
- Repeat four times
- 20-30 MINUTE Break

This helps maintain concentration without becoming overwhelmed.



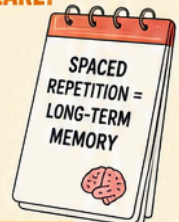
6. REVIEW YOUR LEARNING REGULARLY

Don't revise something once and forget it.

Review topics:

- ✓ The next day
- ✓ One week later
- ✓ One month later
- ✓ Before assessments

Regular review helps move information into long-term memory.



7. KNOW YOUR EXAM SPECIFICATION

Always revise what your exam board expects.

Ask yourself:

- ✓ What do I need to know?
- ✓ What skills are assessed?
- ✓ How many marks is each question worth?



Studying without knowing the specification can waste valuable time.

8. TEST YOURSELF

The best way to find gaps in your knowledge is to test yourself.

Try:

- ✓ Past papers
- ✓ End-of-topic questions
- ✓ Quiz apps
- ✓ Self-made quizzes
- ✓ Explaining answers without notes



Mistakes are part of learning—they show you what to improve.

9. LOOK AFTER YOURSELF

Good learning depends on good wellbeing.

Try to:

- ✓ Get 7-9 hours of sleep.
- ✓ Eat regular, balanced meals.
- ✓ Stay hydrated.
- ✓ Exercise regularly.
- ✓ Take breaks away from screens.

A healthy brain learns more effectively.



10. ASK FOR HELP

If you're stuck:

- ✓ Speak to your teacher.
- ✓ Ask classmates.
- ✓ Attend support sessions.
- ✓ Use trusted revision resources.

Don't wait until the night before an assessment.



WEEKLY STUDY CHECKLIST

- | | | |
|---|--|--|
| ☐ I planned my study sessions. | ☐ I completed practice questions. | ☐ I took regular breaks. |
| ☐ I completed my homework on time. | ☐ I reviewed previous topics. | ☐ I got enough sleep. |
| ☐ I revised using active techniques. | ☐ I limited distractions. | ☐ I asked for help when needed. |

REMEMBER...

Success in Sixth Form is built through small, consistent efforts over time.

You don't need to study for hours every day. Focus on quality over quantity, stay organised, and review your learning regularly. Developing good study habits now will not only improve your A-level results but also prepare you for university, apprenticeships, and future careers.



5. THINK ABOUT YOUR CAREER PATH AND TAKE WORK EXPERIENCE AND OTHER OPPORTUNITIES.



There are many programmes you can enrol onto whilst at Sixth Form that are ran by organisations outside of the school.



It will be up to you to apply for these.



There will be a google classroom for careers where many opportunities are posted so keep an eye out!



All help you get a step ahead in your chosen career pathway.

PROGRAMME	INFO	APPLY BY
 FUTURE LEADERS	Leadership programme with university visits, work placements, residentials. Link with University of Oxford.	 LATE SEPTEMBER
 STEM SMART	STEM SMART (Subject Mastery and Attainment Raising Tuition) is a widening participation initiative from the University of Cambridge in association with Isaac Physics, to provide free, complementary teaching and support. • Phase 1: Consolidating Knowledge and Building Problem-Solving Skills. • Progression to Phase 2: In Phase 2, students will be participating in small group tutorials and a 4-day residential in Cambridge. Preparing for Application to Competitive Universities. • Phase 3: 12 January 2026 – 4 May 2026 Securing Strong Examination Performance and Achievement.	 LATE OCTOBER
 SUTTON TRUST	For Apprenticeships and university. Support young people from less advantaged backgrounds to access leading universities and careers. In partnership with universities and employers, run engaging programmes that give students practical advice and leave them feeling inspired and more confident about their future.	 EARLY NOVEMBER



Whilst at Sixth Form you will have a careers meeting and opportunities to practice interviews.



unifrog

Unifrog is another great resource for careers.



You can take courses which include virtual work experience.



Complete MOOCs which are online learning experiences.



MAYFIELD ELEVATE

DEVELOP. ENGAGE. **ELEVATE.**



6

GO FURTHER.
GROW DEEPER.
STAND OUT.



Super-curricular activities are designed to extend learning beyond what is taught in the classroom, focusing specifically on a student's chosen field of study or future career path, rather than general hobbies or extracurricular interests.

Unlike extracurricular activities, which include sports, music, or volunteering unrelated to academics, super-curricular engagement demonstrates intellectual curiosity, independent learning, and a genuine passion for a subject.



EVERY **FRIDAY** IN **DPD**

You will attend an Elevate session.
These sessions aim to increase your **personal development** and boost your **personal statement** and **CV**.

ELEVATE OPTIONS



LEAD LEARNERS

- ✓ Working with a particular pupil/group in the class – this could be a pupil who is struggling with the work or could be highly able pupils.
- ✓ Circulating the room to help pupils with their work
- ✓ Checking pupils understanding
- ✓ Helping pupils who have been unable to start the task
- ✓ Look out for pupils with misconceptions.
- ✓ Will be incorporating the idea of an academic mentor as well, supporting students who have been flagged as needing additional support



MENTAL HEALTH AMBASSADORS

Sixth form students regularly meet with a pod that is a space for students to explore and discuss how they are feeling about school, life and the challenges students may experience.



SOCIETIES

Societies are organized groups of people who share common interests, hobbies, or goals.

In sixth form, joining societies can be highly beneficial as they provide opportunities to develop new skills, make friends, and enhance teamwork and leadership abilities.

They can also boost university applications and career prospects by demonstrating commitment and initiative.



EPQ

An (EPQ) is an independent research project that sixth form students can undertake alongside their A-levels.

It allows students to explore a topic of their choice in depth, resulting in either a research essay or a practical project with a written report.

The EPQ helps develop valuable skills such as critical thinking, research, time management, and academic writing.

It is worth the equivalent of half an A-level.



SPORTS LEADERS

This is an award of particular benefit to students taking Level 3 Sport or A Level PE but also any subject.

This is based on coaching or officiating in a range of sports with a chance of specialise. There might be opportunities to gain coaching or officiating qualifications.

This is an extra-curricular award that students will complete outside of the timetable.

You gain UCAS points from this nationally recognised qualification.



WHY GET INVOLVED?

- ✓ Build confidence and leadership
- ✓ Develop key skills for university and future careers
- ✓ Show passion and initiative
- ✓ Strengthen your personal statement and CV
- ✓ Make a positive impact in our school community



**YOU CHOOSE.
YOU GROW. YOU ELEVATE.**



CHALLENGE YOURSELF. | EXPLORE YOUR INTERESTS. | **ELEVATE YOUR FUTURE.**

Make the most of your Friday. Make the most of yourself.



7. Join a society.

A society is a club which is ran exclusively by sixth form pupils.

We currently have;



Medicine

includes debates around medical topics



Journalism

helping create the school newsletter



Economics

business projects



Law society

discussing case studies



Maths

solve difficult mathematical problems to extend your knowledge



Art

get creative!



All include
**visiting speakers
and visits.**



**We need sixth
form pupils to
step up and run
societies –
this looks great on your
CV/personal statement.**

8. 100% attendance and punctuality.



Every Lesson Counts

Sixth Form is different from GCSEs. Lessons move at a faster pace, teachers expect greater independence, and every lesson builds on the last. Missing just one lesson can mean missing new knowledge that is essential for future learning.



Research consistently shows a strong relationship between high attendance, good punctuality and higher academic achievement. The Department for Education has found that students with higher attendance are significantly more likely to achieve strong examination outcomes than those with lower attendance, even after taking prior attainment and other factors into account.



Why does attendance matter?

When you attend regularly, you are more likely to:

- Understand new concepts the first time they are taught.
- Take part in discussions and practical activities.
- Receive immediate feedback from teachers.
- Build stronger relationships with your teachers and classmates.
- Feel less stressed because you are keeping up with the course.

Every missed lesson creates gaps in your knowledge. Those gaps often become bigger as topics become more advanced.



Punctuality Matters Too

Being only a few minutes late may not seem important, but it has a cumulative effect.

If you are late regularly you:

- Miss starter activities that recap previous learning.
- Lose valuable learning time over the year.
- Disrupt your own concentration and the learning of others.
- Begin lessons feeling rushed rather than ready to learn.

Being on time shows professionalism and develops habits that universities and employers value highly.



What the Research Shows

Evidence from the Department for Education demonstrates a clear relationship between attendance and attainment. Students with attendance **above 95%** are much more likely to achieve strong academic outcomes than those whose attendance falls **below 90%**. The relationship remains even after accounting for prior attainment and other background factors.

Research used by many sixth forms has also found that students whose attendance falls **below 85%** typically achieve around **two A Level grades lower** across three subjects than students attending above 95%.



Aim for Excellence

95%

attendance sounds high—but it still allows around **9–10 days** absent across a school year.



The best-performing sixth form students don't just work hard when they are in school—they make sure **they are there in the first place.**



Be here. Be on time. Be your best.
Every lesson. Every minute. Every day.

9. APPLY FOR BURSARY



The **16 to 19 Bursary Fund** helps disadvantaged students cover education-related costs.



If you meet certain criteria you can receive up to **£800** to help with the cost of educational items.



This can include laptops and I-Pads.



You will need to apply via **Applicaa** and will receive information on how to do this.



You must have above **95% attendance** each week to receive the Bursary for that period.



10. REMEMBER SIXTH FORM STAFF ARE HERE TO SUPPORT YOU



If you have any questions or concerns please do not hesitate to approach a member of our Sixth Form Staff.
We are all here to help!



Mr R Smith – *Director of Sixth Form*



Mrs A McCarthy – *YGL for Sixth Form*



Mr D Howe – *Raising Standards Lead*



Mrs S Grewal – *Independent Study Supervisor*



Mrs M Lau – *Head of Year 12*



Mr J Malvern – *Independent Study Supervisor*



Mrs A Champion – *Head of Year 13*



Mrs S Virdee – *Sixth Form Administrator*



WE ARE ALL HERE TO HELP YOU SUCCEED!





YOUR PASSPORT *to an* ASPIRATIONAL FUTURE




CURRICULAR

(what you should be doing in sixth form) 



EXTRA-CURRICULAR

(activities that you do outside of class) 



SUPER-CURRICULAR

(extra-curricular activities that take your studies further, outside of what you are taught in school) 

-  Organise your notes from lessons
-  Plan and utilise your independent study periods
-  Act on feedback to improve your work
-  Aim for 95%+ attendance
-  Have exemplary punctuality
-  Engage in debates
-  Use a range of revision techniques (Cornell Notes, Mindmaps, Past Papers)
-  Use past papers, mark schemes and examiners reports

-  Become a Lead Learner
-  Become a Reading Mentor
-  Complete the EPQ
-  Become a Mental Health Ambassador
-  Join/run a society
-  Complete the Sports Leaders Level 2 Award
-  Become a Lab Assistant
-  Engage in volunteering
-  Join one of Mayfield's many extra-curricular clubs

-  Use reading lists from departments to gain a deeper knowledge of topics taught
-  Gain work experience in your field of study
-  Complete a MOOC on Unifrog
-  Attend a University Lecture
-  Visit the school library and complete wider reading for your subject
-  Research how entrance exams for university work, if you need one for your course
-  Be accepted to the Aspire Group
-  Join an Oxford/Cambridge or other academic support programme
-  Visit a museum/gallery



Every step you take today will open doors to your tomorrow. Be **curious**, be **proactive** and be **ambitious**!



