



## Super Curricular Update

1st May 2026

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Over the last few weeks students in Years 10 to 12 have taken part in a variety of super curricular activities and talks from different Universities and presenters which have enriched the curriculum that they normally follow as part of their usual school day. The events have included residential trips to Cambridge, taster sessions organised by the University of Oxford and sustained outreach courses from Oxford and Cambridge Universities.

Some of the feedback from the various activities that pupils have engaged with is detailed below:

### Taster Days and Residentials

#### Mathematics, Balliol College, Oxford University

Before I went to Balliol College, they gave us three homework tasks to complete. They were much harder than work in sixth form. When I got to the college, the first thing we did was have a presentation about admissions and what it's like to study at Oxford. Then, we had a tour of the college, which looked very nice. After lunch, we had our tutorial session, which in my case was maths. In the tutorial, we had five people and we went through the homework tasks together. Overall, I found the day very useful as it showed the style of learning at Oxford and we got to hear from students as well. It is an amazing place and I would highly recommend going to visit when you can

**Ben , Year 12**

#### English Literature, Christ's College, Cambridge University

The 'World of Words' Cambridge residential was such an incredible experience, where we had the opportunity not only to stay overnight and explore both Christ's and King's colleges, but also engage in academic taster sessions. These sessions were conducted by actual Cambridge university scholars and lecturers, who provided not just an incredibly detailed and perceptive outlook on the sessions we engaged in, such as 'Different Ways to Read a Poem', but were also incredibly interactive and allowed us the opportunity to voice and develop our own ideas regarding the content. Furthermore, we were also provided the incredible experience of interacting with Cambridge students currently studying the subject courses we are interested in, and were able to interact with them and ask questions regarding the application process to such a competitive university, the content of the course, and gain a general insight into life at Cambridge university. The amazing experience to interact with Cambridge academics and forge friendships with other students in attendance, whilst handling complex and engaging academic material has greatly aided our academic journey and aspirations to apply to Oxbridge.

**Caitlin, Year 12**

## **English Literature, King's College, University of Cambridge**

Attending the Cambridge University 'World of Words' residential was such an enriching academic experience, that allowed us to not only explore university life, but engage with high level sessions that developed our critical thinking. Over the two days, we took part in three academic sessions, including 'Why Should We Study Words?' , 'History and Lies' and 'Should We Be Moral Saints?' which enabled me to participate in subjects I had never experienced before and develop interests outside of our school curriculum. These sessions were both in large groups and in supervision styles, meaning that this residential really offered an opportunity to not only be at Cambridge University but actively join in the type of supervisions students would be weekly involved in. Outside of these sessions, we were given tours of both Christ's and King's College and engaged in student Q&A's and interaction with other attendees, which allowed us to form friendships with everybody else who was attending. Overall, this experience was beneficial in experiencing Cambridge life and supporting our desire to apply for Cambridge University in the future.

**Leah, Year 12**

## **Sustained long term courses**

### **Comprehensive Oxford Mathematics and Physics Online School (COMPOS)**

Vyners is very fortunate to have pupils taking part in the COMPOS programme with pupils participating from three different year groups, (10,11 and 12). It is organised by the Physics Department from the University of Oxford and stretches pupils beyond the normal curriculum in both Mathematics and Physics. As a school we are one of only three schools nationally to be able to deliver sessions in school and these have been led by Mr. Kelly and Mr. Sheehan for our Year 11 cohort. The programmes require pupils to attend a weekly session of 90 minutes and then attempt some very challenging problems which develops their problem solving skills in both subject areas. In order to take part in each of the different cohorts pupils have to qualify by completing and scoring highly in an assessment in both Physics and Mathematics. If they qualify they then carry on their sessions throughout the year until Easter for Year 11 and July for Years 10 and 12. The pupils do work hard on all the programmes but enjoy and really benefit from taking part. The next cohort will be able to start in August 2026.

**Mr Kelly, Oxbridge Coordinator**

Here are some of the comments from pupils taking part in the different year groups:

Over the past few months, my experience with COMPOS has continued to be both challenging and rewarding. The 90 minute tutorial sessions per week and the monthly assignments are extremely useful in developing my problem solving skills and overall understanding in both maths and physics. Although the workload is demanding at times, it has been a valuable experience that I would highly recommend to those interested in pursuing careers heavily involving maths and physics.

**Viya, Year 12**

For the last 6 months, I have been taking part in a programme called COMPOS, a course that aims to not only develop students' understanding in maths and physics but provoke students to think deeply in order to solve challenging questions beyond the A level specification. This course has extremely aided in my learning of maths and physics, as it teaches topics long before they're covered in lesson, and in a much greater depth which makes the A level content much easier to understand. I highly recommend anyone passionate about STEM to take part in similar opportunities and I would recommend looking in to challenge themselves with problems outside of what is studied at school.

**Kaavye , Year 12**

I really enjoyed the COMPOS Programme and I am very grateful for the opportunity to take part in it. The learning materials were extremely interesting, and every lesson helped me discover something new and useful. The programme was very well structured, which made it easy to follow and understand all the topics.

I would especially like to thank Mr. Kelly and Mr Sheehan for spending your time teaching us and supporting us throughout the programme. Your effort, patience, and dedication made the experience even better. It was truly very useful and exciting to learn new things, and I really appreciate all the time you gave to help us. Overall, this programme was an amazing experience for me, and I enjoyed every part of it. Thank you very much for organising such an interesting and valuable opportunity.

**Orest, Year 11**

I have been working on COMPOS for the past 7 months, and it has been a brilliant experience. Through all 7 sets of assignments I have been working through, I have learned many new things about maths and physics, with a range of topics from vectors and trigonometry to work and energy. The tutorials are also very helpful, with great insights on how to work more efficiently, and helpful techniques on how to tackle problems. Overall, my maths and physics skills have improved incredibly due to this program.

**Zach, Year 10**

### **Vyners Support Programme for potential Law applicants to University**

We are very fortunate to have the Head of the Law Faculty from City University, Professor Giannouloupulos, leading a programme of support for our Year 12 potential law applicants. This programme covers a variety of areas including what it is like to study Law at University, potential law careers, personal statements for applications and preparing for interviews at competitive Universities. The feedback from pupils has been very positive and this programme will continue until pupils make their applications in Year 13.

### **Lucy Cavendish College Support Programme (University of Cambridge)**

I'm a part of the Lucy Cavendish academic attainment programme. Recently, we attended lectures on student finance, as well as introducing us to the process of applying for universities. We looked at different bursaries available to undergraduates and how we can properly manage our finance post secondary education. We also took a deep dive into different admission tests, and what we can do to prepare for them. In the months ahead leading up to summer break, we would be starting to plan our own final project, which is an A3 poster on my subject of interest. For me, it would be a great opportunity to be able to explore aerospace engineering on a deeper level and mention it in my personal statement!

**Andreas, Year 12**

## **STEM SMART support programme (University of Cambridge)**

I have also been participating in STEM SMART. This is a programme that helps students to learn and revise A level content for stem subjects, whilst also providing advice about universities and future careers. I have found stem smart as a really useful supplement to what I learn in class, as it has allowed me to learn again certain topics, reinforcing my knowledge about the subjects. The programme also provides an opportunity to stay at Cambridge University for a few days to learn about studying stem at university. Overall I would recommend this programme to students studying stem related subjects because this course is designed to help stem students to succeed.

**Kaavye, Year 12**

I am on the STEM SMART course. For me, I cover maths and physics. In maths, we cover a range of topics in AS maths and A level Maths. Currently, we are doing Year 2 Integration and I find it helpful as it supports me a lot with my revision as it is arguably the hardest topic so this course allows me to revise more efficiently and it helps boost my grades. In Physics, we are doing waves which is an interesting topic and it is something I am currently studying so it helps me substantially as I find physics hard already so having knowledge from multiple sources has allowed me to understand waves a lot faster. The application for the residential in August 2026 has come out and I can't wait.

**Henry, Year 12**

There are always opportunities to get involved which are made available to pupils via the various Year group information bulletins. These provide pupils with the chance to extend their understanding of topics covered in their normal curriculum or to pick up a new interest which is beyond the curriculum. One such opportunity is the Trinity College Beyond the Classroom programme, details are below:

### **Beyond the Classroom!**

### **Trinity College Oxford's Online Academic Enrichment Programme is back in 2026!**

What online after-school academic enrichment programme new series of mini lectures, Oxplore taster sessions, academic skills talks and advice about preparing for university study and submitting a competitive application to university and the University of Oxford. Gain a certificate demonstrating your commitment to super-curricular enrichment!

Who any state school student in Year 7 to 12 who is interested in exploring learning across a broad range of themes and across subjects beyond the classroom, and/or may be interested in applying to Oxford.

**When:** Tuesdays at 4:30pm-5:30pm, beginning Tuesday 10 March 2026, (excl school holidays) for 15 sessions running to Tuesday 7 July. Students can opt in for the sessions of their choice.

**Where:** Online on Teams.

**Links:** See more details can be found on our website which will be updated as [themes for the programme](#) are confirmed and students can register themselves at [Trinity Beyond the Classroom 2026](#).