
★ ★ ★ NDHS 6TH FORM PARENT HANDBOOK

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ADDRESS AND CONTACT NUMBERS

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Internet: www.ndhs.org.uk

Chair of Governors Ms James McGarry (contactable via the school)

Director of Sixth Form Mr J. McKay - jmckay@ndhs.org.uk

Head of Year (HOY) 13 Mr Q. Harper - qharper@ndhs.org.uk

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Sixth Form Study Supervisor

Enrichment coordinator (EPQ)

Pathways coordinator

Renaissance coordinator

Learning supervisor

SEMH professional (from November 2026) Mrs J. Guy – jguy@ndhs.org.uk

For **data** issues contact – dataadmin@ndhs.org.uk

For **finance** issues contact – finance@ndhs.org.uk

The following information was correct at the time of writing (Sept 2026). As with all organisations striving for continuous improvement, procedures may be revised during the school year but warning will be given where possible.

AIMS AND VALUES OF THE SCHOOL

We are a Catholic High School where every person is a valued member of our community, invited to follow Christ's call to a life of Hope, Joy, Love, and Forgiveness.

We are committed to fostering high expectations and developing the full potential of each individual so that they may become compassionate, interdependent, lifelong learners, striving to create a better and more peaceful world.

Mr Pinnington (Head of School)

'I have come so that they may have life and have it to the full' (John 10:10)

AIMS OF THE SIXTH FORM

At NDHS Sixth Form, we aim to provide a truly holistic experience of Faith, Culture, Academic rigour, Outstanding Careers Information Advice and Guidance. The Sixth form has a proven track record of ensuring students enter ambitious pathways, create memorable experiences and are proud to be Notre Dame students. Our ambition is:

- To enable each student to achieve their full academic potential and to encourage them to broaden their intellectual horizons
- To promote effective study habits which enable each student to take responsibility for their own learning
- To foster qualities of self-reliance, self-discipline, initiative and perseverance
- To encourage self-confidence and assertiveness but also to instil the importance of co-operation, mutual respect, tolerance and social responsibility
- To prepare each student effectively for the transition from the Sixth Form to the world beyond school

ACADEMIC HONESTY POLICY

As members of the school community, all students are expected to value honesty and integrity very highly, both in their behaviour and in their approach to study. In an academic context, honesty involves understanding the meaning and importance of producing work which is original and not taken from any other source, be that from the internet (including AI), published works like books or copied from another member of the school community. Academic honesty also includes proper conduct in relation to coursework, tests and written or practical examinations. For example, mobile phones or revision notes may not be taken into any examination room.

ASSEMBLY

They play an important part in supporting our ethos and a vital role in the moral, cultural and social development of our students. They aim to promote a sharing of Notre Dame values, to foster a spirit of unity and community and to raise awareness of the beliefs, needs and rights of others. We also use assemblies as a time to celebrate and to take pride in the achievements of individual students, teams of students and the school as a whole.

ATTENDANCE, ABSENCE, PUNCTUALITY AND REGISTRATION

Absence must be reported by a parent/carers by email to sixthform@ndhs.org.uk

The school follows the Department for Education regulations and guidance. Regular school attendance is a legal responsibility on parents and an expectation of all students in the school. The school is required by law to record absences and late arrivals on a student's annual report. Students must be in school on all

term days. It is the school's procedure that whilst in full-time education at NDHS, up to the age of 19, we require a parent/carer to contact the Sixth Form office if a student is going to be absent.

A register of attendance is taken **electronically** by the Form Tutor each day **at 8.50am**. Students must attend registration punctually, **unless they have a period 1 lesson and are issued a study morning**. Persistent late arrival will incur intervention by the Head of Year unless this is caused by the late arrival of public transport. We expect our students to attend school regularly; an attendance percentage of over 95% is the norm. If there is a medical reason for poor attendance, parents are asked to give the Director of Sixth Form a letter from a GP or hospital consultant. Attendance below 90% is a cause for concern and parents may be invited in, to school to see Sixth Form staff if attendance falls to this level. This may also lead to Parents/Carers being liable for the cost of examination entries.

Unavoidable Late Arrival

Students must make every effort to avoid lateness. Late students **MUST** sign in at the Sixth Form Library if they have missed morning registration.

Non-emergency medical and dental appointments should be made outside lesson time

Appointment letters for specialist or hospital treatment should be shown to the HOY in advance of the appointment. Sixth Form students may leave the school site outside of lesson time as long as they scan their ID cards on the gate readers.

Authorised absence procedures

Authorised absence is where the school has given approval in advance for a student to be absent. An absence form can be collected from the Sixth Form Office (Appendix 1). All other absences will be classed as unauthorised.

Unauthorised absence

The school is bound by Department for Education Regulations. The Department for Education now regards all absence which has not been authorised by the school as truancy. Absence is classified as **unauthorised** in the following cases:-

- If the reason for absence is unacceptable to the school, e.g. holidays
- If the student does not bring an explanation of absence from a parent/carer

Numerous unexplained absences may result in disciplinary action.

Punctuality

Punctuality is regarded by the school as an important indicator of self-discipline and good time management. We are frequently asked to comment on punctuality for employment, Further Education and Higher Education references, and we expect all Sixth Formers to be punctual to registration and to all lessons.

BEHAVIOUR

The school aims to ensure that effective teaching and learning takes place in the curriculum and in extracurricular activities. We expect from our students a very high standard of self-discipline and behaviour, a positive approach to studies and a co-operative and supportive relationship with fellow students and staff. Students that fall below our expected standard may be placed in Thursday evening intervention, to enable supportive conversations with pastoral staff.

School's Behaviour Policy

A copy of the full Behaviour Policy is available on the school's website, the 'Sixth Form Contract' is appendix 3 of this document and referenced also in the whole school policy.

BURSARY

Students living in a house with a collective income of less than £45,000 will be eligible to apply for bursary payments. The school can then help with the cost of books, stationery, travel (including university visits) and some trips to support their studies. In cases of underperformance, this may also be used to support additional time with subject specialists. If you have any questions about the bursary, please contact bursary@ndhs.org.uk

BUS / TRAVEL CODE OF CONDUCT

Teachers have a statutory power to discipline students for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 and the DfE Guidance on Behaviour and Discipline in Schools (2016) gives Head Teachers a specific statutory power to regulate students' behaviour in these circumstances "to such extent as is reasonable." As an underlying principle, we consider a student's behaviour on a school trip, travelling to and from school and in the city centre in some way identifiable as a member of the school, to be as much a matter of our concern as their behaviour when on the school site. Students are expected to represent the good name of the school among the wider community. Misbehaviour at any time that could have repercussions for the orderly running of the school, poses a threat to another pupil or member of the public, or could adversely affect the reputation of the school, will be subject to the School Behaviour Policy. Appropriate sanctions will be applied as for similar incidents on the school site and when required the police will be informed and/or the incident will be referred to appropriate authorities by the Leadership Team/ Headteacher.

CALENDAR

A Calendar of school events is drawn up each year and available via the website. The key events can be seen in the 'fridge strip'.

CAR PARKING AND DRIVING LESSONS

Students may drive to school if they wish but we would remind them that there is no on-site parking available for them. Driving lessons should be arranged **out of lesson hours** as should the theory element of the driving test. A half day's leave of absence will be permitted for the practical driving test.

CAREERS EDUCATION AND GUIDANCE

The school benefits from the services of careers staff who are available for guidance. Students, staff and parents are able to book an appointment using the school website. Specific preparation for the next steps and guidance can be seen on the website and as part of our enrichment programme.

CHEWING GUM

Chewing gum is prohibited on the school site

CHILD PROTECTION / SAFEGUARDING

The safeguarding policies of the school reflect the Children Acts of 1989 and 2004, which include the principle that “...the welfare of the child is of paramount importance”. Every classroom in the school has the details of the safeguarding team and their contact details. All staff are regularly given updated training.

COMMUNICATION WITH STUDENTS

Each student has a school email address (@ndhs.org.uk). This enables us to send important messages to your son/daughter electronically. Each student is also asked to provide their mobile telephone number to us at the start of each year. This enables us to contact them in an emergency, for example, if they are not present at the start of an external examination.

COMMUNITY SERVICE

Community Service/volunteering is encouraged for all Sixth Form students. This creates an enrichment opportunity, strengthens our community and offers work experience.

CONTACTING SCHOOL

Staff are contactable **by email**. Please note that teaching staff will be with their classes during lesson times, but you should get a response within 24 hours. All staff emails finish with @ndhs.org.uk. The member of staff's first initial and surname make up the first part. It is good practice to copy your son/daughters Head of Year into any communications; this allows them an overview.

CULTURE AND FAITH STUDIES

Sixth Form Culture and Faith Studies provides students with the opportunity to broaden their general knowledge and awareness of issues that have an impact on us all.

They will study a number of topics from a culture and faith perspective including:

- Art
- History and Politics
- Literature
- Psychology
- Science
- Sociology
- Technology

Each teaching group has the student voice to choose 4 topics to study, one every half term until the course finishes at Easter, in Y13, to allow for study focus on end of year A Level examinations.

CURRICULUM

A Level Programme

The Sixth Form blocks are designed to accommodate student choice and offer most combinations of subjects.

DAILY TIMETABLE

Notre Dame operates a 2 week timetable called Week A and Week B. There are 6 periods in each day and some lessons are, whenever we cannot avoid it, taught in a twilight period 6. On student timetables, groups are expressed as a code, including codes for rooming and codes for staff names.

Class codes are made up of the Year group, the Option Block it falls into, the subject abbreviation and maybe the number of the groups if there are more than one group in each block.

e.g. 12aPol = Year 12, block A, Politics

e.g. 12bPsy3 = Year 12, block B, Psychology group 3

Rooming codes are made up of the letter of the building, the floor and then the number

e.g. P16 = St Peter's building, first (ground) floor, room 6

e.g. M23 = St Mary's building, second floor, room 3

The only exception is St John's building which has no code

e.g. Room 27 = St John's building, second floor, room 7

Each teacher has a code made up of their first name and the first two letters of their surname. The only exception is where staff share very similar names.

e.g. QHA = Mr Quintin Harper

e.g. MMA = Mr Michael Martin

but e.g. MML = Mrs Marion Malone

Lessons are 1hr long

08.50 Registration and tutor time

09.05 Lesson one

10.10 Lesson two

11.10 BREAK

11.35 Lesson three

12.35 LUNCH

13.25 Lesson four

14.30 Lesson five

15.30 Lesson six (for some subjects only)

DATA PROTECTION

We like to be able to include photographs of our students in our displays and publicity materials (prospectus, adverts, newsletters, website and official NDHS social media channels) and to film students engaged in learning activities such as role plays and presentations. Names are used only where appropriate, for example, in celebrating a student's individual achievement. Personal details and home address do not appear in these promotional materials. If you would prefer us not to include your son/daughter in the school's promotional material, please would you inform (sixthform@ndhs.org.uk) in writing as early as possible in September, requesting also an acknowledgement of your letter or e-mail.

DRESS CODE

Expectations, academic standards and outcomes are high at Notre Dame Sixth Form. This applies to our work ethic and effort and also our presentation and appearance.

Students need to be suitably dressed for study. Smart clothing comes in many forms, and in cases of uncertainty, senior staff have the final say but a common-sense choice of inconspicuous or smart jeans, trousers, t-shirts, shirts, trainers or shoes will be acceptable.

Certain dress code rules, based on safeguarding and the health and safety requirements of the school, mean all students **must have** their Notre Dame identification and lanyard on at all times. Additionally, the following is not acceptable:

- Flip flops
- Shoes with a very high heel
- Cropped tops, no tops, low-cut tops, or excessively short skirts and shorts

Most jewellery is considered acceptable, however students may be required to remove items if an excessive amount is worn. Underwear is worn under clothes and not visible. Facial piercing needs to be kept to a minimum.

It is the right of senior members of staff to determine whether a particular item of dress is appropriate for the Sixth Form or not. Students who are not considered by staff to be dressed according to this policy may be asked to go home and change, particularly if a verbal warning has previously been given.

DRINKING WATER

Water fountains have been installed in a number of locations around the school to ensure that students always have access to drinking water. Bottles or flasks may be filled using these sources.

EMERGENCY COMMUNICATION

Parents are asked to ensure that the school always has their current contact details. This information is essential in case we need to get in touch with you in an emergency, for example if your son/daughter becomes ill or if they have an accident. This is collected on our Student Data sheet.

ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

We are proud of the many different languages spoken by our students. We have a very experienced EAL Coordinator Mr T Pritchard (tpritchard@ndhs.org.uk) who would be happy to answer any questions you have related to this.

EXCLUSION

It is recognised that exclusion is a serious sanction and the school makes every effort to deal with a student's error of judgement in other ways. However, the main categories of misconduct which may result in exclusion may include but are not limited to:

- supply/possession/use/misuse of certain drugs and solvents or their paraphernalia or substances intended to resemble them. Alcohol, tobacco or anything that can be smoked and includes, but is not limited to, cigarettes, electronic cigarettes, pipes (including water pipes such as shisha and hookah pipes), cigars and herbal cigarettes
- theft, blackmail, physical violence, intimidation, racism or bullying
- misconduct of a sexual nature; supply or possession of pornography
- possession or use of firearms or other weapons
- vandalism or computer hacking

- persistent attitudes or behaviour which are inconsistent with the School's ethos
- other serious misconduct which affects the welfare of other pupils and / or members of the teaching and non-teaching staff or which brings the school into disrepute (single or repeated episodes) on or off school premises.

Internal exclusion will require a student to attend school, but to work away from other students, usually under the supervision of a senior member of staff.

External exclusion will require a student to remain at home, under the supervision of a parent, and complete work set by the school. Following an exclusion, a student may be placed on a Behaviour Contract. Failure to comply with the terms of this contract is likely to lead to permanent exclusion.

EXTERNAL EXAMINATION ENTRY POLICY

The purpose of our policy is to encourage the students to adopt a positive attitude to their Sixth Form studies. We hope that in doing so they will achieve their academic potential.

Access arrangements for examinations

Access arrangements must be compliant with the regulations stated by the Joint Qualifications Council. JCQ's Regulations are updated every year. Access arrangements must not give a candidate an unfair advantage and they must reflect the candidate's normal way of working.

Extra Time:

Students who require extra time **must be assessed by the school's SEND Coordinator**.

Rest breaks:

Students who are entitled to rest breaks must have the relevant documentation from an appropriate professional such as an educational psychologist from **Year 9 onwards**. Rest breaks must be used in accordance with JCQs Regulations and they must be used in a way agreed with the **SEND Coordinator**.

EXTENDED PROJECT (EPQ)

The AQA Extended Project is an additional qualification available to students that are **on target with their core aim** (the A Level package they are studying) and successful in the selection process; not every student will be offered the chance to do this. If accepted, they are required to complete a written piece and may submit an artefact or performance, in addition, on any topic of their choosing. Students are assessed on their problem solving, organisational, research, evaluative and analytical skills and the successful completion of the Extended Project carries UCAS tariff points, thus making it a useful additional qualification for the university application process. The Extended Project is a stand-alone award. A MOOC (Massive Open Online Course) may be offered as an addition or alternative to this and offers some of the same benefits. Mr Pritchard is our coordinator (tpritchard@ndhs.org.uk)

EXTRA-CURRICULAR ACTIVITIES

There is a wide range of opportunities available to students to extend their spiritual, moral, social and cultural development, both at lunchtimes and after school. Involvement in extra-curricular activities and events are considered vital in developing the confidence and interpersonal skills necessary for professional and personal fulfilment and provides opportunities for students to extend and enrich their experiences and understanding. Participation is also of crucial importance in building a strong sense of community and an awareness of the needs of others.

FORMAL SCHOOL EVENTS

Students are encouraged to attend the Sixth Form Open Evening and to help with at least two school events. We believe this strengthens community relationships and offers opportunities to use these ambassadorial experiences to reinforce applications for higher education, apprenticeships or work.

HEAD STUDENTS (STUDENT LEADERSHIP)

Each summer, new Head Students and deputies are chosen through interview and election. The voting process is designed to include the existing Sixth Form, the current main school students and staff. The team supports the Director and Deputy Directors of Sixth Form in their work, chairs the Student Council and represents the Sixth Form and the school on formal occasions.

HOMEWORK

Homework is regarded by the school as a very important part of a student's education and we ask for your support in ensuring that your son/daughter spends sufficient time on homework tasks to complete them to a good standard. It encourages the independent learning skills essential for self-development, examination preparation, further study at university and future employment. It extends a student's knowledge, understanding and skills and reinforces classroom learning. Wider reading beyond the minimum set by staff is essential for students who wish to apply for Oxbridge and is recommended to all Sixth Form students. In the Sixth Form, each student is responsible for creating and keeping their own study programme. Revision and coursework for external examinations will need extra commitment from students at weekends and during school holiday periods. Effective time management is vital for success at Sixth Form level. If a student is absent they are expected to make up work missed during their absence. This includes homework as well as class work. **The emphasis is on the student taking responsibility for catching up with work missed.**

HOMEWORK ALLOCATION

Approximately five hours per subject per week in addition to private study during the school day is expected. Revision for examinations and coursework will require additional time and commitment.

HOUSE SYSTEM

The aims of the school house system are: to enhance the sense of community across the school; to increase opportunities for teamwork across the year groups and for leadership roles.

ID BADGES/LANYARDS

The Governors of Notre Dame have made photographic ID badges for Sixth Formers compulsory as part of our Safeguarding Policy. As they arrive with us students will be issued with an ID card, a plastic container and lanyard. **This should be worn at all times whilst on the school site and be clearly visible.** If the card is lost this needs to be reported immediately and a temporary replacement is issued. Students will be asked to pay £2.00 for a replacement. If the card is forgotten, a temporary can be obtained from the Sixth Form Library. We may sanction students for repeated failure to remember or wear their ID.

ICT USE IN SCHOOL

Student Access to ICT Facilities

There are ICT suites, laptops and other computing devices available to students. Students must observe the following guidelines:

- read, understand and agree to the school's ICT Use Policy
- report technical faults to the member of staff supervising and/or the ICT technician

Printing

Printing facilities are made available to all students. Students should request permission from a member of staff before printing materials. All users must:

- be environmentally aware, avoiding waste through excessive printing
- report any printing problems to service desk as soon as possible

Internet Access

Students have access to the Internet via their ICT Network account. In addition to access via school computers, students are permitted to connect their personal devices (smartphones, tablets, laptops etc.) to the Student Wi-Fi which will enable them filtered access to the internet.

The correct use of ICT accounts and passwords

All students are issued with their own account to access the ICT Network, MSOffice and 365. Several academic departments also subscribe to online resources to support learning in their subject areas. Each user account on the network is protected by a personal login - a user account name and a password set by your son/daughter.

- Any student that forgets their password for their services should request it to be reset
- Student users should not share their personal login with others or tell anyone their password
- Students will be held responsible for all network activity that occurs using their user account

ICT security and data storage

User data, personal files and documents are stored on the server, making use of individual user accounts. All data stored is backed up regularly by the school and held securely.

- Hardware, software and data should be treated as a valuable resource and with respect
- Particular care must be taken when accessing email attachments or downloading documents from the Internet. If a student has any concern about such a file, it must be reported immediately.

INTERVENTION

After the first progress review, in the Christmas term, we analyse the start the students have made and may place students on our intervention programme. This starts with a look at how they are using their 'private study session' and may involve compulsory study slots being added to their timetable.

LEARNING DIFFICULTIES AND DISABILITIES

Parents who wish to discuss specific learning difficulties such as dyslexia or dyspraxia with respect to their son/daughter should contact the SEND Co. - details at the start of the document.

LIBRARY

The Library is a quiet study area. The normal Library opening hours are 8.15am to 4.30 each day. There is staff supervision throughout this period. The Library plays an important role as a learning resource centre for all students and its regular use is strongly recommended for research tasks and independent study time.

LOST PROPERTY

A student is expected to take responsibility for their property, taking care to keep belongings with them. Expensive items should not be brought into school. **Students' clothing, equipment and possessions are not covered by school insurance.** The school cannot accept responsibility or liability for the loss/theft of, or damage to personal property on school premises. If an item is mislaid, the student should:

1. Retrace their steps and check all rooms, corridors and facilities visited that day.
2. Check with the Sixth Form Office and Student Reception several times if the item is not found immediately.
3. Report the loss to their Form Tutor and Head of Year.

MASS

Mass is central to the celebration of our Catholic community and all Notre Dame students are required to attend whole school Masses and individual year Masses as an act of communal worship. If this is a new experience for you, we would like to assure you that many new students find Mass a useful time to reflect and soon come to value it as a regular part of school life. A Voluntary Mass is also celebrated for the whole school community in our school Chapel most Thursdays at 8:20 am.

MEALS

During break and lunch times, Sixth Formers can purchase food and drinks either in the Canteen where a wide range of hot meals are available, or from the numerous cafés in the city. A cashless system is in place in the Canteen. This helps to ease queuing and avoids the necessity for students to carry cash in school (see WisePay).

MOBILE PHONES

Students are allowed to use mobile phones on site, at lunchtimes, break-times, and if appropriate during private study. In class phones should be in bags unless the teacher has given permission for them to be used as part of the lesson.

MOCKS

The mock grade **heavily influences** but does not dictate the A Level predicted grade set by the teacher. This grade is motivational, based on evidence throughout the year, professional judgement and is challenging yet achievable; given this, the teacher's judgement is final.

We believe these exams are essential windows to get an accurate picture of student progress. Yr12 students will have mocks towards the end of the Summer term. These are a very important marker point which is used to measure the success of the year and to make predictions for Yr13, including UCAS and other future pathways. Yr13 have mocks in the early part of the Spring term. For both we collapse the timetable and students are only expected on site during exams.

PARENT TEACHER and FRIENDS ASSOCIATION (PTFA)

The Parent Teacher and Friends Association is a group of volunteers who:

- Organise social events for parents and students
- Sell refreshments at school events
- Run social events to raise money

The money raised is used to provide additional equipment and educational experiences for your sons/daughters. The PTFA is always happy to welcome additional committee members and can be contacted via ptfa@ndhs.org.uk.

PASTORAL AND ACADEMIC SUPPORT

The pastoral and academic care and support of students within the school is a high priority. It aims to provide guidance and encouragement, analysing and monitoring each student's academic progress so that

students are supported towards achieving their personal best across all subjects. We emphasise positive attitudes and relationships based on mutual respect. The basis of the school's pastoral system for the Sixth Form is the Form/Super Tutor. A student should use their Form/Super Tutor, Head of Year or Pastoral Support worker as the first point of reference if there is a problem or an issue. Mr McKay, the Director of Sixth Form, is also available to deal with any serious academic or pastoral concerns and Mr Hodson is our SEMH professional. The Pastoral Team aims to work in co-operation with parents/carers to maintain high standards of achievement and effort and to create a supportive community.

PATHWAYS

This 1 hour session, every week. In week A, students are introduced to aspects of PSHEE/ RSE and futures and in week B we facilitate opportunities for our Sixth Formers to find out more about specific careers by attending talks by local professionals. We have had a wide variety of speakers talking about a wide variety of professions, including "Working for a Global Company" (Chris Paine, Aviva), "Studying in Europe" (Thomas Gidney), "Studying Pharmacy" (Dr Lesley Howell), "Studying Economics" (Dr Joel Clovis), "Careers in Law" (Naomi Newel, Cozens-Hardy) etc. Parents that feel they can offer a slot are encouraged to contact Mrs R. Holden (rholden@ndhs.org.uk) our Pathways coordinator.

PROGRESSION

The Sixth Form is a two-year Level 3 programme. Progression from Year 12 to Year 13 is based on whether there is an evidence-informed prospect of success (grades A* - D) in the second year of study. Some students, for reasons outlined in the policy, may be asked to re-sit their year 12. [Progression policy \(Year 12 to Year 13\)](#)

RENAISSANCE

Much as we cherish our students, they all leave, some to the most excellent places of study. If the student has the right talent and the ambition, we work hard to help high ambitions become a reality, however high those ambitions might be. Some students, such as those with surprisingly high GCSE grades, did not previously think of themselves in this way, but we, like the universities themselves, encourage a positive approach to applying.

At Notre Dame we have a strong track record of helping students gain entry to Oxbridge, Medicine, Law, USA Universities, and similarly competitive places. Students are encouraged to combine their strong GCSE's with the following activities, some of which are also offered more widely to help all interested students across the year.

Key Features

- UCAS application help, and personalised statement support, from experienced staff
- USA application support (successful USA offers 2 years running)
- Oxbridge and Medic support (11 Oxbridge and 3 Medic offers gained in the last 2 years)
- Enrichment
- Oxbridge ex-Notre Dame student contacts (Notre Dame students now at Oxbridge have helped us with subjects from Medicine and Economics, to History and Art History)
- Interview technique, practice, and experienced confidence building and support.

REPORTING TO PARENTS/CARERS

The school wishes to give parents the information they need in order to provide effective support for their son/daughter and to monitor their progress.

Reports

Students receive a termly report, via Bromcom, that includes;

- a **Summative Assessment Grade** A*-E (based on current performance)
- an **Attitude to Learning** statement, Outstanding to Requires improvement
- a comment

Parents' Evening

Reports are supplemented by parent teacher interviews at a Parents Evening. This usually starts at 4.30pm and ends at 7.30pm and is online. The date for each year group is published in advance in the school Calendar. It is useful for Sixth Form Students to join with their parents/carers.

Information Evenings

An Information Evening is held at the beginning of the Sixth Form and a Higher Education Evening for Yr12 parents is held in the Summer Term. In addition, we welcome approaches from parents with questions or worries. If we have concerns before or between the issuing of reports, individual teachers or the Head of Year may telephone parents and invite them into school to discuss these concerns and to agree on appropriate joint action. Any targets discussed during such meetings will be reviewed at an agreed point.

SAMPLE MARKING

Some departments have a policy of sample marking. This enables work to be set **more frequently** e.g. every week, affording more practise for students. A small, **representative sample** is marked per assignment. In a half term **everyone** is provided with written feedback, just not on the same piece of work. The sharing of examples in the sample also allows common errors to be discussed and exemplary technique to be shared and analysed.

SIXTH FORM COMMON ROOM

Yr13 enjoy their own Common Room and kitchen area. Students may use these areas before school, during breaks, lunchtimes and study periods and after school up to 4.30 pm. All students are responsible for keeping the Common Room and kitchen area clean and tidy. If standards fall below what is expected, the Sixth Form team reserve the right to close the room

SIXTH FORM SUPPORT

The Sixth Formers are encouraged to engage with Sixth Form Support. This usually takes the form of helping class teachers in lower school lessons or mentoring GCSE students. This is voluntary but is an important part of their programme of study. We believe this is a valuable experience to refer to in personal statements and this enhances our community.

STUDY PERIODS

Unlike the rest of the school, Sixth Form students have a number of periods when they are not in lessons. These periods should be used for Personal Study - for example this may be additional work with a language assistant, private research in the library or computer room, or rewriting and reworking class notes. A great deal of valuable work can, and should, be accomplished during these periods and a wise student will use this time to develop their own independent learning.

STUDY SPACE

Students are welcome to study where they feel most comfortable, be that in an unoccupied classroom, library or school refectory. Students have a designated study space in the 6th Form library. There is also a rota of classrooms available to Sixth Form students at any given period throughout the day that can be used as a study space. Some students prefer to study off campus, using The Forum (in the city) or, occasionally, local coffee shops. This is fine, so long as time management enables them to get to and from study to lessons, without being late.

SUBJECT EXPECTATIONS FOR SIXTH FORM STUDENTS

Success at Sixth Form level requires sustained effort and independence of mind. Students who work consistently and effectively, especially in Yr12, stand a much better chance of achieving their potential. The linear A Level system dictates that students maintain a continuous effort throughout the two years. Good personal organisation and management of time is essential. All teaching staff expect students **to be prepared for lessons**. Students should read ahead and through the notes from the previous lessons, bring the correct books and materials, concentrate, be interested and ready to make informed contributions to class discussion, and ask if they do not understand.

Independent Learning - General Guidance

Students are advised to use the following points as guidelines to successful study

- Ensure that notes are clear and comprehensible, not only for that week but for future revision.
- Do corrections or re-write essays/prose as soon as possible to ensure the same mistakes are not made again
- Do as many practice papers/questions as possible. Subjects with a mathematical content can only be learned through doing, not reading. Similarly, subjects with a creative element require practice and experimentation in each skill
- For subjects with practicals it is important to write structured notes and analysis as quickly as possible after the experiment
- Giving work to staff for marking is the best way to assess understanding
- Check work before handing it in to a member of staff. It is important to be able to detect errors and correct work. For example, in Modern Languages, use vocabulary and grammar notes
- For some subjects "little and often" is an essential part of understanding and learning, especially Mathematics and Modern Languages
- Set a time aside in the week in order to read relevant journals and periodicals. Visit the library and investigate the stock; keep a reading log
- Check the available software in each subject area and use the Internet to pursue particular topics/interests
- Develop the habit of reading a quality newspaper, cutting out articles and keeping abreast of current issues in each subject area
- Make a point of discussing work with others - this includes parents!
- Invest in a good dictionary and thesaurus as well as a dictionary of terms in each subject
- Watch programmes that will aid the understanding of each subject. Economics and Geography students are encouraged to keep up to date with current affairs/events through watching appropriate TV documentaries and programmes e.g. Panorama, whilst Foreign Language students are expected to do this in the target language

- Language students should try to increase their contact with the target language through as many means as possible: listening to foreign radio channels, visiting the country, attending cultural events etc., whilst Art students should be visiting Art Galleries and Museums
- Make use of the many extras that are available in each subject: for example, subject clinics and conversation lessons
- In subjects that study set texts, students will derive many benefits from seeing live productions. Both Literature and Theatre Studies students should see as many live performances as possible. It is expected that students research beyond the given book, i.e. visit the library or internet

And finally - subject staff and Form Tutors are there to direct and assist learning and understanding. If students have a problem it should be discussed. If no contact is made, no help can be given.

SUPERVISED STUDY

In Yr12 and 13 students identified by departments or in monitoring reports, as significantly below target with their progress, will be in supervised study when they are not in lessons. We also have a minimum schedule of 3 timetabled supervised study periods per fortnight for all students. A member of staff is on hand during these sessions to deal with issues and offer support but the main focus is independent study.

TARGET SETTING

We encourage all students to adopt a self-examining approach and to reflect systematically on their strengths and weaknesses so as to maximise their personal and academic potential. A process of goal setting and self-evaluation runs throughout the Sixth Form. Students' targets are based on their end of KS2 data and GCSE point score and they are encouraged to review their progress regularly in the light of their personal targets. These targets are not predictions but represent the **minimum** standards of which each student should be capable. Target grades/points are used as a benchmark against which a student's progress is constantly measured and all monitoring and reporting information sent home makes reference to these target grades/points.

VISITS ORGANISED BY THE SCHOOL

The Governors recognise the value of off-site educational visits which support and enrich the school curriculum. Students have the opportunity to attend lectures, exhibitions and concerts etc. They often participate in foreign visits, field courses, sports and musical activities. Detailed planning and preparation is carried out for each visit, including a thorough risk assessment. Parents are usually invited to an information evening in advance of any residential visit, whether in the UK or abroad. Students are expected to adhere to the Code of Conduct whilst out of school. Participation in off-site visits is a privilege rather than a right. If behaviour in school leaves some doubt as to whether the student can adopt a mature, co-operative and safe attitude off-site, we reserve the right to prohibit them from participation. A student who misbehaves on an off-site visit may be banned from future visits as part of their punishment. Payment for trips is made through the WisePay portal (via the school website) either in full or in instalments for larger amounts; details will be provided in each trip letter.

If your son/daughter wishes to take part in an off-site activity, it is essential that we obtain your consent. This may be embedded in the WisePay procedure. If WisePay is not used, we require a signed permission slip.

WISEPAY

WisePay is the school's secure, online payment system. Parents should use this to top up for the cashless canteen and to pay for school trips. Payment can be made using a debit or a credit card. If the cost of a school trip is a modest amount, payment is made as a one-off payment. More expensive school trips can be paid for in instalments and the instalment plan will be sent out with the trip letter; this gives parents the chance to budget for a trip over a longer period of time. When paying by WisePay, parents must indicate their consent to a trip before they can proceed to payment. Problems with logging into WisePay can be resolved by contacting finance@ndhs.org.uk

WORK EXPERIENCE

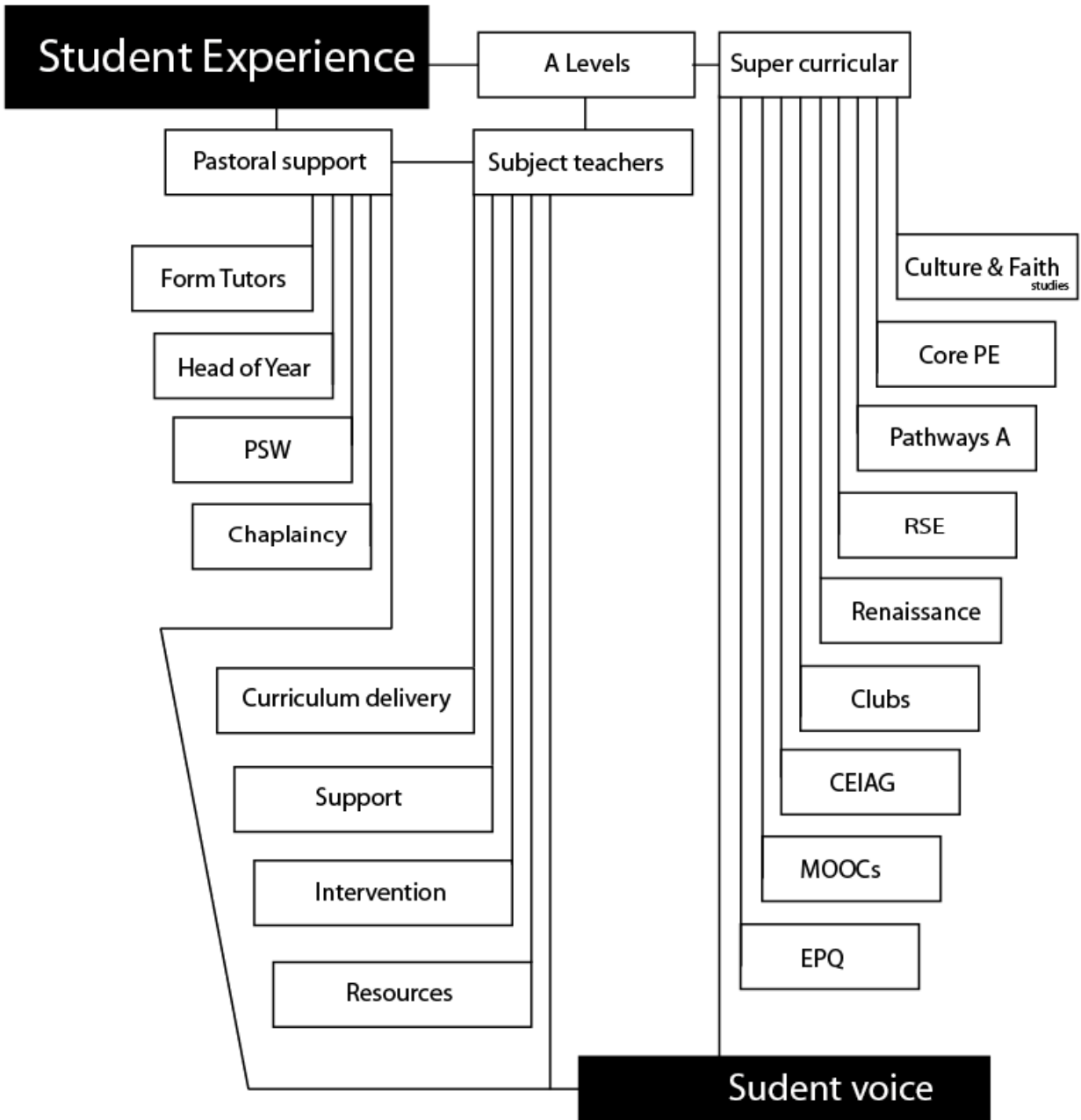
At the end of the summer term Yr12 students finish lessons one week earlier than the main school. The aim of this week is that they complete self-generated work experience or numerous workplace visits and observations, or other relevant enrichment opportunities such as gallery visits etc. The intention is that work placements should be meaningful and reflect the longer-term interests and ambitions of the students, rather than merely working extra hours with their pre-existing part-time employer, if they have one. Students are expected to record these placements and enrichment activities and their reflections on them on their Unifrog profile. Students will usually then include some aspects of the skills developed through arranging and attending such placements as part of their personal statement for their university application, or when applying for employment or apprenticeships. These opportunities for personal development will also often form part of the supporting reference supplied by their form tutor.

UCAS AND FUTURES

What happens after Yr13? For those students intending on going to university it is soon time to start choosing courses and writing personal statements. For students taking apprenticeship routes or going into work it is time to engage with selection processes. Towards the end of Yr12 students start the process of 'Futures'. The specific timeline is shared through 'Pathways'.

UNDER-PERFORMANCE

The Sixth Form team monitors underperformance. Initial intervention is expected at a subject level but if issues continue the Head of Year will intervene and most likely organise a cause for concern meeting (C4C) with parent/carers.



Appendix

Sixth Form Contract

This procedure is designed ultimately to support students in their learning and as a way to keep students focused on their academic achievements. At the same time, it acts as a way of enabling all concerned (students, parents and teachers) to know at which stage of the procedure a student is at during any given time. All targets are reviewed fortnightly.

Stage	Action	Examples of Conduct
1	Verbal warning – recorded.	Conduct - Unsatisfactory punctuality to registration / assembly / lesson - Failure to adhere to the dress code - Failure to bring parental note to authorise absence - Failure to bring note from Form Tutor to authorise absence - Being on site having consumed intoxicating substances Progress - Failure to complete homework - Unsatisfactory preparation for lesson - Unsatisfactory quality of homework - Unsatisfactory use of study time - Missed deadline - Unsatisfactory participation in lessons - Lack of effort during the lesson time - Poor coursework performance due to lack of effort - Inappropriate behaviour / attitude
2	Letter home to parents from Sixth Form Team.	Repeat examples of behaviour as indicated above.
3	Phone call and discussion with parents from Assistant Director of Sixth Form with targets set. Student placed on specific report if appropriate.	Repeat examples of behaviour as indicated.
4	“Cause for Concern” meeting. Meeting involving student, parents/carers, Director of Sixth Form and/or Assistant Director of Sixth Form.	Failure to meet targets set at stage 3.
5	Final written warning – with specific timescale for improvement. Meeting involving student, parents/carers, Director of Sixth Form and/or Assistant Director of Sixth Form.	Failure to meet targets following “Cause for Concern”
6	Student removed from Sixth Form	

