



Sixth Form Handbook

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Section 1: Advice on Advice on 'Life at Norbury High School for Girls'

Introduction - Sixth Form Handbook 2024-25

This document offers an insight into life at Norbury High School for Girls (NHSG) Sixth Form, outlining key expectations and offering practical advice for all students joining us. While it does not cover everything, it serves as a strong starting point for understanding the ethos and day-to-day experience of our Sixth Form.

Life at NHSG Sixth Form is vibrant, dynamic, and full of exciting opportunities. We are committed to supporting every student on their journey and will communicate regularly to ensure everyone is informed, involved, and inspired. We embrace positive change and continuous improvement as part of our shared success.

We ask that all students and their parents/carers read this document carefully. In particular, please pay close attention to the Sixth Form Home School Agreement, which forms the foundation of our partnership with you. We expect all students and families to commit to this agreement, reflecting our shared values and mutual aspirations for the year ahead.

Our Sixth Form context

NHSG Sixth Form is shaped by the vibrant, diverse, and inclusive community we serve. As a comprehensive school rooted in the heart of Croydon, we are proud to welcome students from a wide range of backgrounds, cultures, and beliefs. This rich diversity creates a unique and dynamic environment where everyone is valued and encouraged to thrive.

Our Sixth Form offers a warm, respectful, and aspirational atmosphere where students can grow both academically and personally. We believe that every individual has the potential to succeed, and we are committed to providing the support, opportunities, and encouragement needed for that success.

Our Vision and Values

At NHSG Sixth Form, our vision is to create a vibrant, inclusive, and high-achieving community where every student is empowered to shape their own future based on our core values of, Empowerment, Equality, Empathy and Excellence. We are committed to providing an inspiring and supportive environment for girls aged 16–19, where academic excellence, personal growth, and social development go hand in hand. Our values are at the heart of everything we do. Students are encouraged to take ownership of their learning and aspirations, supported by experienced staff who are dedicated to helping them thrive. Whether their next step is university, an apprenticeship, or the world of work.

Our modern Sixth Form Centre, equipped with specialist teaching spaces, digital resources, Google Workspace ([which is also our preferred remote working solution](#)) and a welcoming café-style common room 'Norbury Chai', reflects our commitment to 21st-century learning. We celebrate the success and diversity of every cohort, with students progressing to top universities and professional pathways in fields such as medicine, law, science and finance. In 2023-24 84% of students securing their firm university or course offers and results that consistently exceed local averages, our Sixth Form continues to be a place where students achieve with confidence, grow with purpose, and leave ready to make a meaningful contribution to the world.

Attendance and Punctuality

We know that excellent attendance is the number one factor that affects your final outcomes and full attendance is expected in all lessons, as well as Form Time in the morning, House and year-group assemblies, afternoon Form Times and enrichment activities.

Punctuality and attendance to lessons is closely monitored. As a recognition for those students who maintain 100% attendance, from the second half term onwards privileges may be extended regarding off site study and early registration in the afternoons if appropriate. These privileges are regularly reviewed and if punctuality and attendance are not maintained at expected levels these privileges will be withdrawn in consultation with parents to ensure any arising concerns are addressed.

For safeguarding reasons, all absences must be reported by the parent/guardian to the Sixth Form Team before 9.00am via Arbor, Email or Studybugs (where available). Any absences reported by telephone, must be followed up in writing.

If students become unwell during school hours, they must initially report to the medical room or Sixth Form Team where a decision will be made on their illness. Should staff feel the student needs to go home a member of staff will contact the parent or designated family member directly. No student should be calling their parents and asking them to collect them without staff agreement.

On rare occasions if students need to leave early they must sign out with the Sixth Form Team. This also applies to signing in for any reason including lateness. Please see the school Attendance Policy for further details. However, for Sixth Form specific considerations please be guided by these examples:

- Holidays in term time are unauthorised
- Students are entitled to two days of leave for University/ College interviews or Open Days. Most Open Days should be attended on weekends or outside of term time. Any such days will need to be approved in advance.
- Time off is not allowed for students to take driving lessons. Driving tests should be booked online and at an appropriate time slot chosen (on a weekend or outside of term time).

School Day

Timings of the school day follow this indicative timetable and pastoral program:

| Timings | Day |
|---------------|--|
| 0745-0835 | School pedestrian gate open Breakfast available Sixth Form Common Room open |
| 0835-0900 | Registration, Form Time, Assembly as directed including interventions |
| 0900-0950 | Period 1 |
| 0950-1040 | Period 2 |
| Break | Sixth Form Common Room & Norbury Chai open |
| 1100-1150 | Period 3 |
| 1150-1240 | Period 4 |
| Lunch | Sixth Form Common Room & Norbury Chai open |
| 1335-1425 | Period 5 |
| 1425-1515 | Period 6 |
| 1515-1525 | Form Time as directed including interventions |
| After School: | Sixth Form Centre remains open until 1700 usually NB: When the Team are unavailable it will close earlier It is most often open for Study that students complete independently or school events Other opportunities will occur across the school in subject areas: Detention is available to address attendance concerns most commonly in the main school led by staff |

Our Tutor Team

Form Tutors are in place to support you to develop and build positive relationships and to model behaviour that promotes respect, responsibility and resilience in you as a Sixth Form student at NHSG. This is so that you can mature into the

'women of the future' who are taking responsibility and advantage of the opportunities afforded to them. Hence we have made a significant investment for you into the 2024-25 team structure: The Tutor Team will be your day to day first point of contact:

| SIXTH FORM | | |
|---|----------------------|-----|
| HOY 12 E. Nicholls & HOY 13 Z Choudhry | | |
| 12 SFE | M Thorpe-Mott | MA8 |
| | | |
| 12 SFU | F Alli | MA7 |
| 12 SFA | M Davies | DR1 |
| 13 SFL | S Etor | HU2 |
| | | |
| 13 SFT | E Antoniou & S. Holt | SO1 |
| 13 SFY | J Plumb | TX1 |
| ELT Attached: C.Muzenda | | |
| Attached SLT: R. Tyrell | | |

Overview Pastoral Program for Year 12

| Week | Timing | Monday | Tuesday | Wednesday | Thursday | Friday |
|------|----------------|---|---|--|---|--|
| A | | Assembly or Form Time as directed Please complete sessions in order pending the one to be missed either before or after Assembly in week A | | | | |
| | 0835-0900 | Reflections, Notices Highlight - NET Sixth Form, VESPA, Taught Study skills with PiXL Independence & Thinking Hard Focus: Develop framework for students to improve Sixth Form skill set - Year 1 | House Assembly - Day moves depending on House | Reflections, Notices Dedicated time for Wellbeing Focus on Individual and Form support led by Tutor Weekly Menu of 25 ideas, pick 1 | Reflections, Notices Explore - PiXL Character program Year 1 and select TED talks Focus: To engage with skills, knowledge and competencies to further boost success | Reflections, Notices Book Club Focus: Cultural Capital and encourage advanced reading |
| | P1 - 0900-0950 | | | | Reflections, Notices PSHE - Year 1 knowledge, skills, and understanding needed to manage their lives effectively and make informed choices | |
| | PM Form | Final notices & Registration - As directed: Tutor Conferencing, Mentoring & or Individual or Small Group Intervention | | | | |
| B | 0835-0900 | Reflections, Notices Highlight - NET Sixth Form, VESPA, Taught Study skills with PiXL Independence & Thinking Hard Focus: Develop framework for students to improve Sixth Form skill set - Year 1 | Assembly - MTH | Reflections, Notices Showcase - CEIAG & Next steps Focus: Developing framework for students to explore next steps Employment, Apprenticeships and the University process via Unifrog | Reflections, Notices Explore - PiXL Character program Year 1 and select TED talks Focus: To engage with skills, knowledge and competencies to further boost success | Reflections, Notices Options: Current Affairs or debates. When appropriate celebrations or mindfulness Focus: Encouraging dialogue or recognising a moment Tutor can choose to lead |
| | P1 - 0900-0950 | | | | Reflections, Notices PSHE - Year 1 knowledge, skills, and understanding needed to manage their lives effectively and make informed choices | |
| | PM Form | Final notices & Registration - As directed: Tutor Conferencing, Mentoring & or Individual or Small Group Intervention | | | | |

Overview Pastoral Program for Year 13

| Week | Timing | Monday | Tuesday | Wednesday | Thursday | Friday |
|------|----------------|---|--|---|---|--|
| A | | Assembly or Form Time as directed Please complete sessions in order pending the one to be missed either before or after Assembly in week A | | | | |
| | 0835-0900 | Reflections, Notices Highlight - NET Sixth Form, VESPA, Taught Study skills with PiXL Independence & Thinking Hard Focus: Develop framework for students to improve Sixth Form skill set - Year 2 | House Assembly - Day moves depending on House | Reflections, Notices Showcase - CEIAG & Next steps Dedicated time for in Form Support and focus on Next Steps processes NB: Term 1+ Once applications processes completed - Shift to Wellbeing session led by Tutor | Reflections, Notices Explore - PiXL Character program Year 2 and select TED talks Focus: To engage with skills, knowledge and competencies to further boost success | Reflections, Notices Book Club Focus: Cultural Capital and encourage advanced reading |
| | | | | Reflections, Notices Dedicated time for Wellbeing as appropriate Focus on Individual and Form support led by Tutor Weekly Menu of 25 ideas, pick 1 | | |
| | P1 - 0900-0950 | | | | Reflections, Notices PSHE - Year 2 knowledge, skills, and understanding needed to manage their lives effectively and make informed choices | |
| | PM Form | Final notices & Registration - Final notices & Registration - As directed: Tutor Conferencing, Mentoring & or Individual or Small Group Intervention Term 1-2 Next Steps Support | | | | |
| B | 0835-0900 | Reflections, Notices Highlight - NET Sixth Form, VESPA, Taught Study skills with PiXL Independence & Thinking Hard Focus: Develop framework for students to improve Sixth Form skill set - Year 2 | Assembly - MTH | Reflections, Notices Showcase - CEIAG & Next steps Dedicated time for in Form Support and focus on Next Steps processes NB: Term 1+ Once applications processes completed - Shift to Next Steps RnD and follow up as appropriate | Reflections, Notices Explore - PiXL Character program Year 2 and select TED talks Focus: To engage with skills, knowledge and competencies to further boost success | Reflections, Notices Options: Current Affairs or debates. When appropriate celebrations or mindfulness Focus: Encouraging dialogue or recognising a moment Tutor can choose to lead |
| | | | | Reflections, Notices Dedicated time for Wellbeing as appropriate Focus on Individual and Form support led by Tutor Weekly Menu of 25 ideas, pick 1 | | |
| | P1 - 0900-0950 | | | | Reflections, Notices PSHE - Year 2 knowledge, skills, and understanding needed to manage their | |

| | | | | | | |
|--|---------|---|--|--|---|--|
| | | | | | lives effectively and make informed choices | |
| | PM Form | Final notices & Registration - Final notices & Registration - As directed: Tutor Conferencing, Mentoring & or Individual or Small Group Intervention Term 1-2 Next Steps Support | | | | |

Sixth Form Dress Code

Sixth form students develop strong working relationships with teachers, based on mutual respect and understanding for our code of conduct. In Year 12 and Year 13, you are the school's role models for the younger years and have a part to play here. You will need to dress appropriately for a school which accommodates students aged from 11 years to 19 years. Please also bear in mind that you are the public face of NHSG amongst the wider community. Generally, a "common sense" approach should be used to these guidelines:

- We are a comprehensive sixth form, with a smart casual dress code available here:

Dress Code:

- Smart casual is defined as a neat and appropriate style of dress for a professional environment that is modest in tone but is recognised as less formal than business wear
- For those who follow traditional Islamic dress, smart casual can include a hijab and abaya, as these can be styled modestly and smartly. However, this dress code does not include the niqab, as the face should remain visible in settings that require clear communication and identification.

Additional guidance for the Dress Code:

- Jewellery, make-up and hair colour are allowed but must be kept to a level suitable for a professional, working environment.
- For clarity: 'Lashes' are defined as part of a makeup routine. Providing 'Lashes' within the above parameters 'Lashes' are permitted.
- Students may wear their hair as they wish but are asked to check with members of staff if they are unsure what may be appropriate for a professional working environment in school.
- Outdoor coats must not be worn inside the buildings.
- Any permanent tattoos must be covered at all times.

Formal Occasions:

- On formal occasions, celebrations, formal school assemblies, public events and interviews formal wear is expected and this is defined as 'Black and White'.

Practical advice to support the Dress Code

- All jewellery should be removed before any sporting activities and practical lessons where there is a health and safety requirement. Where the wearing of an item is a genuine requirement of the student's religion or belief it may be taped/secured as an alternative to removal, where this will address safety concerns (as determined by the head teacher on a case-by-case basis and acting reasonably).
- Head coverings, where a requirement of the pupil's religion or belief and which do not cover the face are permitted, subject to any specific health and safety considerations which may need to be addressed, in particular, hijabs should be of a reasonable length and suitably secured for sports activities and all practical lessons.
- When participating in sporting activities, students should bring appropriate sportswear or school PE Kit

Notes on the Dress Code:

- We recognise that the modern-day workplaces allow for this commonly
- As part of our dress code it is important to state that NHSG has no preferred retailers or brands
- Students may purchase their clothes as appropriate to their own circumstances within this broad advice. If any further guidance is needed the Sixth Form Team will be happy to share on a one to one basis.
- Additionally student voice developed this poster to help support students in making choices:

NORBURY HIGH SIXTH FORM DRESS CODE

SMART CASUAL

The following has been agreed by Student Voice:

TOPS

- No low necklines
- No crop tops
- Underwear should not be visible through clothing

SKIRTS/SHORTS

- All skirts and shorts must come no higher than 10cm above the knee (mid-thigh) when worn with thick tights or 5cm above the knee when worn without tights

TROUSERS

- Leggings are not to be worn as trousers and need to be worn with a top that comes to at least mid-thigh
- No tracksuit bottoms

OUTDOOR CLOTHING

- Coats, outdoor scarves and body-warmers should not be worn around school or into assembly
- No hats

SHOES

- No evening shoe wear (fancy high heels)



ID and Lanyard

Sixth Form students are required to wear their student ID and lanyard at all times and this must be visible. If this is lost, a replacement will need to be organised with the Sixth Form team.

Independent Study Periods when not in lessons

We know that studying in an organised and focused manner without distractions leads to high achievement and so we create an environment where this is possible. 'Free' periods have been allocated on your timetable as sessions where you are expected to be in the Study Room or Common Room area(s) and work independently on such tasks as coursework, set written tasks, wider reading, research and revision of class content. For individual study work in the Study Room for more collaborative efforts please choose the Common Room.

Eating and drinking in the Study Room is not appropriate to the space. The Sixth Form Centre will remain open for students to use every day after school. You are expected to carry out 5-6 hours of independent study per subject per week. The aim is to see and reward you for this commitment, while if your grades and readiness for class reflect that the required amount of individual study is not being carried out, you will be supported to address this.

Lunchtime off-site agreement

In recognition of the maturity and independence of NHSG Sixth Formers, students will be given permission to leave the main school site and purchase food and drink from shops and cafes in the vicinity of the school at lunchtime. This privilege is in place provided students demonstrate excellent punctuality, attendance and study habits.

The lunch period is from 12.40-13.35 every day. In order to leave the site students must sign out, as per the expected process. Please note students must be back on the school site, having signed in, on time for afternoon lessons and Independent Study periods. It is a safeguarding issue if students fail to sign back in, therefore their parents/guardians will be contacted to confirm their whereabouts. Students wishing to leave the site must use the Main Gate. In addition, it is a requirement of this privilege that students do not gather in large groups outside of the school site. Furthermore, no NHSG students should be smoking or vaping in sight of the school or in areas that may cause offence to local residents or bring the name of the school into disrepute. On return from lunch, students should not bring any hot or takeaway food back onto the school site from local restaurants or providers. Please note, classrooms must remain free of food from any lunch service to ensure they remain spaces for learning. Any student, or groups of students, who infringe on these rights will have their lunch-time off-site privileges withdrawn and will be required to stay in school during lunch break. Please note that no student should be off-site during the morning break

Conduct, Participation and Student Leadership

You are privileged to be a member of NHSGs school community. In return, it is your duty to behave in a manner which does credit to yourself and to the school, by being polite, helpful, and considerate and by behaving sensibly and with compassion towards others. You must also respect and look after your physical environment, so the Sixth Form spaces remain comfortable places for people to learn and work.

We expect members of the Sixth Form to take on positions of responsibility and Student Leadership within the wider school community and adopt an 'opt-in' approach to activities and opportunities on offer. As Sixth Formers you will be important role models to students in the younger years and there will be plenty of opportunities for you to support them in this capacity. For example:

Roles

- Sixth Form Student Executive Team
- House Captains

Opportunities

- Sixth Form Subject Ambassadors
- Student Voice or Council members

- Public Events
- Year 7 mentoring and support through: Reading Mentors for example
- Charities & Community events
- Individual projects
- Study Groups
- 1-1 buddies

Rewards

At NHSG, we want our students to be proud of their achievements, both in terms of their academic progress and performance, but also, we recognise and value the many areas that students succeed in that go beyond their academic studies.

We reward students to recognise and appreciate their high standards of performance. As such, Sixth Form students are rewarded both formally and informally in several different ways. It is within the school policy to recognise, acknowledge and reward individual and group achievements by students with achievement points, newsletter recognition, phone calls and postcards home or as recommended by staff. Small rewards may be awarded to students in Sixth Form assemblies throughout the year to celebrate achievement and outstanding effort.

In addition, this year we will be introducing a half termly 'prize draw' that students who receive awards will be entered into and will have the opportunity to win vouchers from a variety of organisations.

Personal Devices and Mobile Phones

In respect of Mobile Phones: Sixth Formers will only be permitted to use their mobile phones/ headphones and other devices in the Sixth Form Centre. In all other areas of the school, NHSG's policies on Mobile Phones and Personal Devices will apply. In the event mobile phones are used inappropriately staff will follow policy and these can be confiscated for the remainder of the day, returned by end of the day.

Who to see if you need assistance?

The Sixth Form Team is made up of 3 colleagues with different responsibilities who can support you as needed:

| Team member | Role |
|-------------|---|
| Ms Nicholls | HOY12 & Leads on Attendance, PSHE & Bursary |
| Mr Choudhry | HOY13 & Leads on Form Time, Next Steps including UCAS, Interventions & Student Leadership |
| Mr Tyrrell | Head of Sixth Form: Leads on the Sixth Form as a whole. |

They can be found in the Sixth Form Team offices, when available, at the front of the Sixth Form Centre as needed. Please liaise with the team if you need to catch up on any issue. Ms Nicholls is the best place to start as Ms Nicholls will know staff schedules and be able to guide you when other colleagues are available to see if she cannot address the concern.

Section 2: Advice on 'Support, Wellbeing and Safety'

16-19 Bursary Fund and Guidelines

The 16-19 Bursary Fund is made available to NHSG through the government's funding body, the Education and Skills Funding Agency. It is designed to help and support any students who face financial barriers to full participation in sixth form education. Students may be eligible for financial support with extra books, equipment, educational visits, transport costs, field trips, university visits, exam resit fees etc.

There are two types of 16-19 bursaries:

- Discretionary bursaries that are awarded by the Bursary Panel to meet individual needs.
- A Vulnerable Student Bursary for young people in one of the defined vulnerable groups

You may be eligible based on your circumstances:

- Currently In care
- Receiving Income Support or Universal Credit because you are supporting yourself
- Receiving Disability Living Allowance
- Receiving Personal Independence Payments
- Receiving Free School Meals
- Receive Free School Meals in Year 11
- On Income Support or some other means tested benefits
- Have a Total Family Income of less than £20,000 per annum

For Bursary Funding which can be worth up to £1,200 per year

How to apply:

- Complete the Bursary Application form, this is on the school website before the end of September and return it to Ms Nicholls.
- Your application can then be checked and assessed to advise you of how much funding could be provided if successful.

If awarded the Bursary:

- Your award is paid 'in kind' to cover costs of Post 16 studies

The 70% can be spent on: Anything that helps you with your sixth form studies for example, essential items like:

- Textbooks both core and supplementary
- IT Equipment or Devices. EG: Laptop
- Subject specific materials
- Subject related school trips
- Travel to University interviews and Open days
- Anything else that will help; check with Ms Nicholls for details

Balancing paid employment

The value of Sixth Form education sits within your development of independent learning at A Level & Level 3. This is highly valuable, not just in terms of university entry, but to wider society and career progression. The ability to question, research, integrate subjects, work in teams, solve problems, and present arguments are highly valued skills in the workplace. As such paid employment within this context and your sixth form journey can play an important role, but it is also a delicate balancing act with your studies that must come first.

Recommendations to protect your Sixth Form experience:

- After-school employment should not start before 4.30pm to ensure you can participate in the fullness of the school day

You should not let paid employment:

- Interfere in any way with your academic studies
- Undertake employment during the school timetabled week
- Commit to more than 10 hours of paid employment per week

This is to ensure you have the time and space to manage and respond to the increased expectations of independent study at Sixth Form. As with more than 10 hours paid employment per week there is an observable grade impact akin to the impact of poor attendance.

Mental Health

We are committed to ensuring positive mental health and wellbeing within the Sixth Form so you can attend, engage and fulfil your potential. To support this we focus on creating a safe, calm and supportive learning environment. We recognise that the challenges of Sixth Form will be a positive experience for most. Helping you to grow through meeting daily challenges, feeling successful and motivating you to reach your goals. Ultimately making you a smarter, happier and healthier person. However, if and when you need it we can sign post you to the right support.

In terms of supporting your own mental health and wellbeing within the Sixth Form, these key ideas are recognised as cornerstones of a successful approach to your time with us:

- Balancing 'Work and Play'
- Don't Try To Do Too Much
- Spending Time With People Who Make You Feel Good
- Look After Your Body
- Practice Self-Care
- Ask For Help

We will revisit these ideas with strategies to develop your resilience across our core offer of Personal Development in Form Time, PSHE, Well Being conferences and trips. A great place to start in terms of Personal Development resources is here [BBC Bitesize](#) that has practical information about eating healthily and keeping fit.

If you feel you need mental health support:

The best advice is to ask.

Please remember to reach out to someone if you're struggling: Family, friends, the Sixth Form Team, your staff or an appropriate adult as a first point of contact.

In the event that you need to speak to someone, [Off the Record \(OTR\) Youth Counselling Croydon](#) is an excellent resource you can access, seek support from and contact here: Support Line 0800 980 7475 (Monday to Saturday, 3 to 6pm) - Croydon Service 020 8251 0251

If you are unsure and looking for more information or support, [Young Minds 'Help and advice' page](#) is a great place to start, including if you are worried about someone else. They also have an [urgent help page if needed](#): that covers a range of support services: [Childline](#), [NHS Urgent Mental Health Helpline](#), [Samaritans](#), [Shout](#) Text SHOUT to 85258 and [Papyrus](#)

In the event that you are having mental health concerns or symptoms you should seek professional help as soon as possible. Normally your GP ought to be your first point of contact or in the event of a crisis please contact 111/999 or go to the nearest Accident and Emergency: Address: Croydon University Hospital. Entrance on Mayday Road., Croydon, CR7 7HP

Gender inequalities, sexual harassment and violence

We sadly recognise that 'Violence against women and girls' is part of the wider society we are positioned within. However, we are focused on promoting positive relationships at NHSG and within our communities. This is best addressed through our lived ethos, across our core offer of Personal Development in Form Time PSHE & conferences and through our student leadership contributions. As such we create a safe, calm and supportive learning environment in which students can explore elements they are interested in and we can respond as a community to arising circumstances locally and nationally as appropriate across:

- Gender discrimination
- Consent
- LGBTQ+ rights
- Bullying
- Street harassment
- Female genital mutilation (FGM)
- Sexual exploitation
- Relationship violence

In structured forums and events designed to support our students as they mature in a rapidly changing environment. As such our advice that follows is focused on ensuring the you as the young women in our care are clear on 'How to stay safe?' in common situations that could be encountered:

Online Safety Advice - [National Online Safety Certified School](#)

The internet is empowering. You can play, learn, create and connect - opening up a whole world of exciting possibilities however it is important to take control of the technology, be responsible and stay safe. If you as a student or family has any concerns please speak to the Sixth Form Team, an appropriate adult or the Designated Safeguarding Lead or Deputies. The following websites provide useful advice to both students and parents about online safety also.

Advice and guidance on use and reporting sites, links are [underlined](#):

- [NSPCC Online Safety Information](#)
- [UK Safer Internet Centre \(UKSIC\)](#)
- [Digital Parenting](#) - Working to support good enough parenting in the digital age.
- [Childnet](#) Advice for parents on how to about online issues
- [Childnet's Parent and Carer Toolkit](#) Advice for parents/carers for supporting young people of different ages with a range of key online safety topics
- [Internet Watch Foundation \(IWF\)](#) Hotline for reporting images and videos of child sexual abuse online.
- [Kidsonlineworld](#) - To keep children, parents and professionals up to date with the games, websites and apps that young people are currently using.
- [BBC Own It](#) Articles and advice to help young people be the boss of their online lives
- [ThinkUKnow](#) Provides information for young people and parents and a reporting tool to tackle sexual abuse and grooming
- [Report Harmful Content](#) Gives advice on how to report online problems, including harmful content
- [Report Remove Tool](#) To report to remove a nude image or video shared online
- [YoungMinds](#) To get advice about wellbeing and mental health of young people
- [Internet Matters](#) Support and advice across a range of online safety issues, including useful guides for setting parental controls
- [ParentZone](#) This is a resource provided by the Department for Education to help identify potential online issues and how to be safe online
- [National College Guides](#): A fantastic source of material for members of the family to upskill from
- [How Social Media used to encourage travel to Syria and Iraq](#) - It includes a short summary of some of the main ISIL propaganda claims and identifies social media sites which ISIL is using.

- [Virgin Media's Children's Online Safety Test](#) A resource to help assess your own knowledge of online safety

High Speed Training™ *  **TOP TEN TIPS TO** *    *

STAY SAFE ONLINE

1



Don't share your personal information

2



Only talk to people that you know

3



Don't meet up with anyone you have only met online

4



Only accept friend requests from people you know personally

5



Always think carefully about what you post

6



Make use of the privacy settings on all of your social media accounts

7



Remember that not everyone online is who they say they are

8



Report inappropriate content immediately

9



Only share images that you'd be comfortable with your friends and family seeing

10



Never share your passwords

The research shows that students who walk, cycle or or use public transport to get to and from school are happier and healthier as a result. As such we would encourage you to do so. In support of this the best advice is to:

- Arrange to travel with friends
- Travel on well served routes
- In the winter months use well lit routes and avoid staying too late at school
- Let family or friends know your travel plans
- Know where or from whom you can seek support if needed enroute or call for emergency assistance

Further advice and travel safety guidance is available here:

- Transport for London's [Staying safe and secure](#) on public transport pages
- Metropolitan Police's [Personal safety: how to stay safe](#) pages including advice on travelling with valuables

However, if students' are being dropped off or driving themselves please note:

Cars and or mopeds are not allowed to be brought on-site into the school car parks. These should be parked in roads around the school. If parking in one of the side roads please be mindful of the local residents and park respectfully. If the side roads are used, please remember that this is at the owner's own risk.

Smoking including Vaping, Alcohol and Drugs

This year the data from the [Health Behaviour in School-aged Children \(HBSC\) study](#) has highlighted not just the dangers associated with 'Smoking including Vaping, Alcohol and Drugs'. But, also a narrowing gender gap in substance use, impacting young women most, emphasising the need to raise awareness of the long-term consequences and associated dangers to young people of these substances. Young Minds, 'Drugs and alcohol' page provides clear summary of the safety advice, risks and support that is available here:

- [On this page, Young Minds outline where you can find help](#) if you're worried about a young person's substance use.

At NHSG:

- You are not allowed to smoke cigarettes or use e-cigarettes or vaping products on the premises
- In the vicinity of the school or on school trips.
- Alcohol and Drugs must not be brought onto the school site under any circumstances
- Alcohol and Drugs must not to be consumed during the school day or on school trips
- It is school policy to inform the police of cases involving the consumption, possession or sale of drugs within school hours

Section 3: Looking ahead

Assessment and Reporting

Assessment is integral to high quality teaching and learning within the Sixth Form at NHSG. As stated by the EEF, “providing high-quality feedback to pupils is integral to effective teaching. Equally, gathering feedback on how well pupils have learned a topic is important in enabling teachers to address any misunderstanding and provide the right level of challenge in future lessons.”

As such students will experience two forms of assessment regularly during their time with us, formative and summative:

Formative assessment takes place on a day-to-day basis during lessons, allowing teachers and students to assess attainment and progress more frequently. Formative assessments may be questions, tasks, quizzes or more formal assessments.

Summative assessment sums up what a pupil has achieved at the end of a period of time, relative to the learning aims and the relevant national standards. There may be an assessment at the end of a topic, at the end of a term or half-term, or at the end of a year. A summative assessment may be a written test or a task. Summative assessments show what has been achieved and provide individual and cohort data that will be useful for tracking progress and for informing stakeholders e.g. families.

Both these forms of assessment will support the assessment and reporting calendar, staff’s professional judgements within that and the basis of feedback for improvement to students and families alike. Within the reports at sixth form all stakeholders can expect the following:

Data points:

- Attendance Data: This is the key foundation indicator of educational success and outcomes
- Minimum Expected Grade (MEG): This is centrally set based on KS4 results and is the minimum grade that if achieved would show progress from KS4 to KS5
- Mock Grade or Current Attainment (where appropriate): This is the grade achieved in the mock exam, marked against grade boundaries that reflect A Level or Level 3 standards or The overall standard at which a student is performing now. This is based on a holistic view of classwork, homework and assessment
- Current Predicted Grade: This is the most likely grade a student will achieve, if they continue as they are at the end of the course
- Professional Predicted Grade: The judgement of the grade the student could achieve at the end of the course. This will be expressed as the final Professional Predicted Grade in the summer of Year 12. For more information please see Appendix C.

Attitude to Learning:

Commitment in class and Effectiveness of independent study will be expressed as an observation using the following one word descriptions and accompanied by trends and explanation where appropriate.

- 1: Outstanding
- 2: Good
- 3: Requires improvement
- 4: Cause for concern

Timeline

The following timeline gives the indicative opportunities for assessment and reporting, which will be supported by appropriate communication and support prior to and after to ensure an effective process:

| Term | Year 12 | Year 13 |
|------|---|--|
| 1 | First Report <ul style="list-style-type: none"> Process: Commitment in class, ongoing assessment and Effectiveness of independent study Focus: Check in on big picture progress so far | First Report <ul style="list-style-type: none"> Process: Commitment in class, ongoing assessment and Effectiveness of independent study Focus: Check in on big picture progress so far |
| 2 | Second Report & Parents Evening <ul style="list-style-type: none"> Process: Face to face meetings with staff and families to discuss Year 12 so far post reports Focus: Feedback to recognise successes and support areas for development | Second Report & Parents Evening <ul style="list-style-type: none"> Process: Face to face meetings with staff and families to discuss Year 13 so far post reports Focus: Feedback to recognise successes and support areas for development |
| 3 | Third Report <ul style="list-style-type: none"> Commitment in class, ongoing assessment and Effectiveness of independent study Focus: Check in on big picture progress so far and refine understanding of progress further Final Report <ul style="list-style-type: none"> Process: Formal mock exams and reports to follow Focus: Next assessed progress check. In exam conditions based on Year 1 of learning Basis of: <ul style="list-style-type: none"> Progression to Year 13 Professional Predicted Grades to support UCAS and other CEIAG applications in Year 13 | Final Report <ul style="list-style-type: none"> Process: Commitment in class, ongoing assessment and Effectiveness of independent study Focus: Check in on big picture progress so far and final predictions |

Public Examinations during your time in the Sixth Form

In order to prepare for any examination, we have noted some important information below focussing on student expectations in exam settings and the regulations provided from the JCQ.

Exam Timings

If a student has a morning exam, they should take into consideration travel time and prepare for the possibilities of delays on their commute. Additionally, students should check their seat numbers prior to their exam to ensure a smooth transition when entering the exam hall.

JCQ Regulations

Please note exams are conducted according to the procedures set out by the Examination Boards and the Joint Council for Qualification (JCQ). A copy of the JCQ regulations including, exam equipment list and information on results day can be found on the exam section of the school website. For your convenience, we have also linked the key points and guidance (Appendix D) below:

JCQ Information for candidates 2025-26 links:

- [Current Information for candidates documents](#) and [AI and Assessments reference guide for students](#)

Equipment list for the Exam Hall

- Lanyard with ID card
- Clear pencil case
- Clear water bottle with no labels
- Sufficient black ink pens, pencils and subject specific appliances

The following devices are banned in the exam hall:

- Mobile phones
- Headphones
- Watches
- Any other technological devices or web enabled sources of information.
- Calculator backs
- Revision Material/Notes
- Food, fizzy and coloured drinks.

It is important that the regulations outlined by the exam boards and JCQ are adhered to as failure to do so can result in disqualification from the examination and the overall qualification. Therefore, we would ask for your support to ensure your daughter is fully prepared for their external examinations.

Uniform

Students are expected to follow the Sixth Form Dress code for all examinations and must also have their lanyard. The lanyard is used as the official method of identification for invigilators.

If you have any specific questions regarding exams, please contact our exams officer Ms Foley

Careers Advice including WEX (Y12) & UCAS (Y13)

Our Careers program is carefully curated across a range of activities and events which are delivered with impartiality and tailored to meet the unique needs of our students. Through collaborative efforts with local employers, further education providers, parents, carers, and teachers, we strive to offer a stable programme that effectively addresses the diverse requirements of our student body.

Within the Sixth Form students enjoy:

- Benefit of Unifrog membership across the Sixth Form
- Outsider speakers from industry and public service
- Visits to a range of employers
- Apprenticeship and University visits
- Work Experience in Year 12
- Careers guidance
- Mock Interviews through the Rotary Club
- Year 12 Work experience:

As part of our careers programme, all Year 12 pupils are expected to undertake five days of work experience during the summer term. This year it will be in the week beginning 6/7/26. This is a fantastic personal development opportunity and is compulsory for all.

In preparation, students should source their own placement. Please be reassured there will be support and guidance on how to accomplish this. While also, as part of this process we would also like to reassure all families that whilst it is most desirable for students to carry out work experience in their chosen field of interest at the time, the purpose of this week is also for them to gain experience of a professional workplace. It is valuable for students to learn about professional working practices and conventions, even if this is not related to their area of further study or work. As such we do expect that all students will be able to find a suitable placement for this week even if not in their immediate area of interest.

Year 13 Applications

Within the PSHE and Personal Development curriculum, students will be supported to explore their strengths and possible directions while maximising the value of our partner platform [unifog](#). This offer will be supplemented by Assemblies and Outside Speakers where appropriate across their two years with us. The curriculum will cover:

- Goal setting
- Careers options

- University and the UCAS process
- Apprenticeships
- Balance
- Other options including Volunteering and Gap Years

At the end of Year 12 and the start of Year 13 our focus will naturally look towards the University admissions process as a Sixth Form. Please be reassured that we absolutely value all career paths, but recognise that the UCAS or University pathway is chronologically first and most commonly taken up by our ambitious cohorts year on year and will be an early focus for us as an organisation. Whilst, the work that goes into preparing a strong application for UCAS is an excellent preparation for any other next steps or world of work application a student may choose to make and will be supported to do so. The timeline, checklists and processes will be shared with students and families regularly from the start of the Autumn Term, but as a guide can be found here via [UCAS](#).

Transition from Year 12 to Year 13

It is usual for students to complete a two year course of study with us in the Sixth Form at NHSG. As a result it is typical that a student will transition from Year 12 to Year 13 as part of their sixth form journey as a matter of course.

However, on rare occasions and as part of our duty of care to an individual student and their family we may need to ask the question 'Is this right for them?'. This is always a difficult question to have to ask and will always be dealt with sensitively and supportively to ensure an individual is able to make the best long term decision for them while making the most of the funding opportunity that is available.

What would the process look like and the evidence basis be, if needed

- As part of an individual's Sixth Form studies, all students will have the opportunity to sit internally assessed examinations and assessments as part of their wider preparation to complete Level 3.
- If the level of attainment causes the most serious concern, below a profile of 3 D Grades of the equivalent, then this will be flagged by the Sixth Form Team and discussed with the family and student with support put in place
- In the summer term of Year 12, students will have summer Mid Term mock examinations that give staff a clear picture of progress.
- If the level of that attainment continues to cause the most serious concern, then this will be flagged again and revisited by the family, student and Sixth Form Team together
- We would then all work with the student and family to determine the next appropriate steps or pathway within the context of our Sixth Form model or if appropriate what is available locally. This could include: Continuing into Year 13 with support if advisable, resitting Year 12 at NHSG on the same or different courses with support if advisable or if agreed and advisable for the student to choose an alternative provider locally that is a better fit or is able to meet needs more effectively.
- NB: This process of decision making will also include high-quality independent CEIAG for the family and student to help ensure informed choices are made with the support of Ms Park our Careers adviser.

Review

This policy will be reviewed by The Head of Sixth Form, on behalf of the Headteacher, annually. The focus of those reviews will be to ensure compliance and how we can continue to develop the best Sixth Form provision available. After every review, the policy will be approved by the leadership of Norbury High School for Girls.

Appendix A: Sixth Form Home School Agreement

This agreement is designed to give students, parents/ carers and the school a clear understanding of entitlements and responsibilities. It is intended that the agreement is entered into jointly by the student, their family and the school at the start of the course of study to be followed.

Home School Agreement:

The Sixth Form staff wish all students to complete their programmes of study successfully and believe that all students will act appropriately to achieve this end. All students are required to observe and adhere to the code of conduct shown below. **Failure to do so could lead to disciplinary action which could jeopardise a student's place at the college.**

You are expected to:

Take responsibility for your learning and approach your studies showing genuine commitment by:

- completing all classwork and homework set by teaching staff, submitting work to deadlines, and by catching up on any work missed through absence.
- arriving for registration on time
- attending classes promptly and regularly
- informing your tutor of any absence and by providing evidence of illness etc as required.
- informing your tutor and subject teachers if you experience any difficulties, or if there are reasons why you may not be able to complete work, and, if necessary, seeking help from them.
- accepting that examination entry is conditional upon regular attendance and satisfactory completion of class and homework
- accepting that you could be asked to leave the sixth form at any time if your attendance falls below 95%
- accepting that progression into Year 13 is dependent upon having made reasonable progress on your courses

Respect other people by:

- conducting yourself in accordance with our Equal Opportunities Policy
- not physically or verbally abusing anyone in the Sixth Form or College
- not hindering the work of any other member of the Sixth Form or College
- not bringing or encouraging strangers onsite
- switching your mobile phone off except when within the confines of the Sixth Form Common Room

Be responsible for the Health and Safety of yourself and others by:

- following safety rules and fire drill procedures
- not bringing or using alcohol or illegal substances on site, or coming on site under the influence of alcohol or illegal substances
- not bringing anything on site which could be used as an offensive weapon
- not smoking anywhere on site
- using the internet responsibly
- returning consent forms with parental signatures and emergency contact numbers before the day of the trip and behaving appropriately on all educational visits and on public transport to and from NMBEC

Respect the building and premises by:

- treating all College property with respect by not defacing or vandalising any of the buildings or decoration
- dressing appropriately for College, recognising that jackets, coats, hats and gloves are not to be worn indoors and never in lessons. Bare midriffs and T-shirts with straps or inappropriate logos are unacceptable for a professional working environment
- wearing business dress for formal occasions

The following acts will lead to immediate suspension and possible permanent exclusion:

Bringing or inviting strangers on site; illegal acts including violence, vandalism, use of illegal substances; possession of offensive weapons; racist behaviour or racial harassment; sexist behaviour and sexual harassment of all kinds; bullying including cyber-bullying; use of the internet to incite hatred or violence.

Appendix B: Professional Predicted Grade Guidance 2025-26

What are Predicted Grades?

As part of a student's application to a Further Education Institution or University through UCAS, the school will provide predicted grades in order to assist institutions in establishing the likely suitability of the student to their chosen courses. A predicted grade is the grade of a qualification an applicant's school or college believes they're likely to achieve in positive circumstances.

When do students receive their predicted grades?

We will release Professional Predicted Grades, sometimes known as UCAS Predicted Grades, in the termly report following the Year 12 Mid Term exams to ensure that all students, including early-entry applicants (Oxbridge, Medicine, Dentistry and Veterinary) have sufficient time to choose their courses appropriately and make realistic applications. Students' Professional Predicted Grades (UCAS Predicted Grades) will appear on their report.

How are predicted grades determined?

It is in our students' best interest that we predict grades that we feel are a true reflection of their ability and potential. We adopt an evidence-based approach to this process analysing attainment and progress throughout Year 12 since this is the best indicator of future performance. The teacher or teachers of each subject determine predicted grades for students, as they know their students and subjects best. They may consider some or all of the following factors when making their decision, however, Year 12 Mid Term results in the summer of 2025 will be weighted more heavily than other evidence as this measure is most comparable to what students will be asked to do in their final A Level or Level 3 examinations.

- Formative, in-class assessments
- General attitude to learning and commitment (e.g. class contributions, a student's proactivity, ability to meet deadlines, attendance and punctuality)
- Homework assignments
- GCSE results
- Professional judgement and experience of making UCAS predictions
- Previous report data

Example

If a student consistently achieves mostly 'C' across their reports and this is reflected in their 'Professional Predicted Grades' throughout Year 12, they are likely to be predicted a 'C'. Indeed they might be predicted a 'B' in their final 'Professional Predicted Grades' if the teacher deems this realistic. It is unlikely that this student would be predicted any higher than a 'B' because substantial evidence must exist which supports this judgement.

Teachers will not be able to determine or amend predicted grades based on students' aspirations, grade requirements for a particular course or institution nor promises to 'work harder next year'. Whilst we encourage students to be aspirational, they must also be realistic. It is the case that Year 13 students will need to work harder than they did in Year 12, simply to maintain their grades, due to the increased difficulty of final year content. A Level and Level 3 courses are also linear, so all of the content studied over the two years will be assessed at the end of Year 13.

Over-inflated predictions

Students and parents may wish for teachers to predict aspirational grades in order that the student has a greater chance of being offered a place on a particular course or University. However, we have a professional responsibility and moral duty to ensure that the student has realistic expectations with regards to their demonstrated abilities. The potential consequences of over-predicting A-Level/ Level 3 grades are as follows:

- On receiving their A Level/ Level 3 results, students find themselves without a University place having secured the grades originally predicted, but not the higher grades that were requested. The student will then have to go through the Clearing process in August, very shortly before university courses begin. This will often result in students having to choose a course that has lower entry requirements than what they actually achieved. They may also fail to secure university-provided accommodation, depending on the institution.
- Future NHSG students could be affected. We must safeguard the school's reputation for predicting grades accurately; university admissions tutors build up a knowledge of the accuracy of a particular school's predictions and can take this into account in their decision-making process. Therefore, if the school becomes known for inflating predictions, future applications are at risk, as the credibility of predicted grades will be brought into question.
- If teachers are asked to go against their professional judgement, it is unfair to other students who are given accurate predictions that may be lower than they would like.

Appeals

If a student feels that a predicted grade has been unfairly determined, after further review of these in Sep' 2025, they must complete the Professional Predicted Grade Appeals form 2025 for the Head of Sixth Form and teacher's consideration. On the form, students should outline the reasons why they think the predicted grade is not a fair assessment of what they may achieve. Neither students nor parents should approach staff directly, in person or by phone or email. Only appeals submitted by the Appeals form will be considered, following which a final decision will be made as to whether or not the grade should be increased. Please note that the final decision will rest with the Head of Sixth Form.

Autumn Term of Y13

If a teacher determines that they have made an error or that a student has demonstrated a significant uplift in their performance in the Autumn term of Y13 and ahead of their UCAS submission, they may inform the Head of Sixth Form in writing and the Sixth Form team will make an adjustment to the predicted grades.

Appendix C: Exams Officer Guidance and Advice 2025-26

Exam Practices – Key Guidelines and Consequences

Following exam rules is essential to ensure a fair and smooth process. Here's a summary of the key practices and consequences you need to be aware of.

Key Exam Rules

- **Arrive on Time:** Late arrivals risk their work not being accepted.
- **No Unfair Practices:** Engaging in unfair or dishonest behaviour is prohibited.
- **No Unauthorized Items:** Do not bring any notes, electronic devices (like phones, iPods, AirPods, smartwatches or smartglasses), or watches into the exam room.
 - **Important:** Possession of unauthorised material, even if not used, is against the rules and may lead to penalties or disqualification.
- **Stay in the Room:** If you leave the exam room without an invigilator, you will not be allowed back in.
- **Respect Others:** Do not talk to, communicate with, or disturb other candidates.

Required Equipment

- **Essentials for All Exams:**
 - At least 2 black pens
 - 2 HB pencils
 - Eraser
 - Ruler
- **Optional Equipment:**
 - Highlighters
- **Maths and Science Exams:**
 - Scientific calculator (no covers) – only bring if calculators are allowed for that paper
 - Compasses and protractor (GCSE only)

Food and Drink

- **Water Only:** You may bring water in a clear, label-free plastic bottle.
- **No Other Food or Drink:** Exceptions can be made for medical needs, but these must be pre-approved.
- **Limit Intake:** Avoid drinking too much water as invigilators may not be immediately available to accompany you to the restroom.

Coursework Referencing Guidelines

- **Plagiarism Warning:** Failing to credit others' work is considered cheating. Always use proper referencing to show sources.

Referencing Books or Magazines

- When quoting directly, use quotation marks and include a reference with the author's name, publication year, and page number (e.g., Morrison, 2000, p29).

Referencing Internet Sources

- Include the exact web page and download date (e.g., http://news.bbc.co.uk/onthisday/hi/dates/stories/october/28/newsid_2621000/2621915.stm, downloaded 5 February 2024).

Referencing AI-Generated Content

- State the name of the AI tool used and the date of content generation (e.g., ChatGPT 3.5, 25/01/2024) and keep a copy for verification.

Bibliography Requirements

- You may need a bibliography listing all sources used, including publications not directly quoted (e.g., Curran, J. *Mass Media and Society* (Hodder Arnold, 2005)).

Consequences of Breaking Exam Rules

If exam regulations are not followed, the exam board will decide on the appropriate penalty, which could include:

- A **warning**
- Loss of all marks for a paper
- **Disqualification** from the entire qualification
- **Debarral** (exclusion from future exams)

Important Dates and Advice for Summer 2026

As you start planning your summer, here are some key dates and tips to help you finish the academic year and exam season smoothly from [JCQ](#).

1. End of Exams – Don't Book Travel Before 29th June

Please avoid making any travel plans or booking holidays before the week beginning **29th June 2026**. If any exams need rescheduling, they could be moved to Wednesday **24th June**. Missing an exam due to travel or other personal commitments will result in a zero for that paper.

2. GCE Results Day – 13th August 2026

GCE results day is on **13th August 2025**. We recommend being available on this date to receive your results, celebrate with friends, and connect with school staff if you need any guidance.

3. Celebrating and Seeking Support

Results day is a time to reflect on your hard work, celebrate with friends, and seek advice if necessary. School staff will be available to support you and help plan your next steps if things haven't turned out as expected.

Being aware of these dates will help you make the most of your summer without missing any important moments or opportunities.

Languages at NHSG

If you speak a language other than English at home, NHSG can support you in gaining a GCSE or A-level qualification in that language (if available).

How to Get Started

- **Check Language Availability:** NHSG generally offers language exams, but some languages may require other exam boards than usually used. Check with the MFL Team if you're interested.
- **Speak to the MFL Team by October Half Term:** To enter for a language qualification, arrange this early in the year

Getting Support for Your Language Qualification

- **GCSE:** We recommend arranging some tuition or support, particularly for the speaking exam.
- **A-level:** A-level language study requires analysing a book and a film, so additional support is essential. Make sure you have someone familiar with the curriculum to assist you.

Taking a qualification in your home language can be a rewarding experience, and we're here to support you! Please reach out if you have any questions.

By following these guidelines, you'll be well-prepared for exams and coursework. Please reach out if you need clarification on any of these points. Good luck!

Appendix D: Results, Next Steps Outcomes including UCAS and Support...

CONTENTS

This is written to inform you of how Results Day operates and potential outcomes with regard to university operations. We will update you should any changes occur.

Contents of this document:

- University Decisions:
 - 1) Grade requirements have been met
 - 2) Grade requirements not met, but close
 - 3) Grade requirements not met and the university has not accepted the applicant
- Clearing
- Clearing Plus
- Pre-registering with the university Clearing pages
- Gap Years and Clearing
- Be prepared for Results Day

UK UNIVERSITY DECISIONS

During the early hours of the results release date, UCAS Hub will be updated. **From 8.15am**, students will be able to logon and see whether or not they have been accepted by their Conditional Firm choice (CF) institution or their Conditional Insurance (CI) institution. However, occasionally there are delays in one or two decisions, in which case pupils should check UCAS Track regularly on the day until the decisions are confirmed (they can also contact the uni to ask why the decision is delayed). These decisions will be based on the grades they have been awarded. There is a lot of information here <https://www.ucas.com/undergraduate/results-clearing>, but I have summarised this below.

For those holding offers, there are three possible main eventualities:

1) Grade requirements have been met

If the required grades have been met for the CF or the CI choices (or you are an Unconditional Offer Holder), then the place will be confirmed on UCAS Hub and the university will contact the applicant in the days that follow. It will be marked as an **Unconditional Firm**. The application will display confirmation and advise the applicant if they need to take any further action. If they have been accepted at their Firm choice, the Insurance choice is automatically rejected, so can only be re-accessed through Clearing.

However, *if the grades have exceeded an individual's UCAS predictions*, then it may be possible to gain a place in a higher grade university. UCAS Adjustment no longer exists, so pupils will have to apply through Clearing. NB – if a pupil is attempting to gain a place at a higher grade university, they should **not turn down their current place**, until they are guaranteed a place elsewhere.

The applicant can also decline their place and go through Clearing, but this is not a normal, or recommended, course of action. In order to speed up the clearing process, pupils can now self-release into clearing should they want to reject a place that they now have. This is done through the UCAS Hub application portal and clicking on “Decline my place”. We would strongly only recommend this if they are sure of a place being offered elsewhere or are 100% certain that they do not want a place at their offered universities.

2) Grade requirements not met, but close

The universities can accept applicants even if they have missed the required grades. Sometimes this gap can be 2 or 3 grades (e.g. an offer of ABB could be adjusted to BBC for an individual), but there is no guarantee of this as it is entirely at the discretion of the university. Such a decision will be shown on the UCAS portal as a confirmed place.

It can take universities some time to make this decision, so if a decision is not apparent on Track and an applicant has fallen short of the grades, it would do no harm in such circumstances to contact the university admissions department and politely push for a place. Clearing cannot be used until this decision is made (unless the pupil self-releases into Clearing).

A university may also make an alternative offer – start date, location or course. This is done through a confirmation change letter in the UCAS application portal, which an applicant can choose to accept or decline. There is no obligation to accept this.

If the CF choice university has marked the place as unsuccessful, then the CI will have the opportunity to confirm the place - if that is not confirmed, then the pupil will be released into Clearing.

3) Grade requirements not met and the university has not accepted the applicant

If the university(ies) has(ve) turned the application down on the basis of missed grades, then there are two options:

- The applicant can choose to not continue with UCAS and Clearing, take a gap year/another route and consider whether to re-apply in the Autumn and/or to re-take exams. As long as they are not holding offers, no more needs to be done.

- The applicant can use Clearing to find a university place. In 2020, UCAS introduced a new system called Clearing Plus which will allow pupils to see a list of suggested suitable courses which still have vacancies. The Clearing process is stated below.

UK UNIVERSITY DECISIONS – QUICK REFERENCE

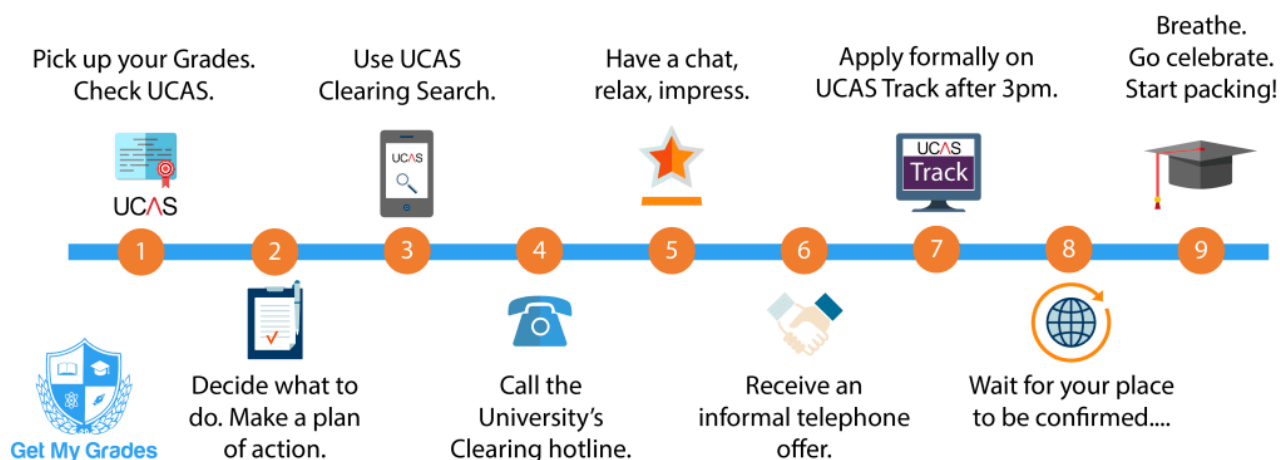
CLEARING

Clearing is no longer the last chance saloon it once was, with a wide range of universities offering places. Where the high-ranking universities are offering places in Clearing, these can go quite quickly, however, others tend to take longer to fill, so for the majority of Clearing places there is no rush and pupils should take care in making their decisions. This infographic is a quick reference guide to the majority of possible outcomes on Results Day



In the event that the Conditional Firm and Conditional Insurance universities have not accepted a pupil based on their grades, the pupil will be automatically entered into the Clearing process. Pupils can also enter Clearing by selecting "Decline my place", if they are sure they wish to turn down their existing offers.

This handy diagram gives a simplified version (NB between 6 and 7 you can receive offers from multiple uni(s), take time to decide, then apply to just one of those):



Here is a further outline of how it works, though applicants are encouraged to use the guidance at www.ucas.com/clearing for detailed information.

- 1) Pupils who have not been accepted at their firm or insurance choices will be automatically given a UCAS Clearing number, which is found by logging into UCAS Hub application portal in the normal way.

- 2) See what courses are available – the best source is the *UCAS Clearing Search* page (visit www.ucas.com and click on the link to clearing vacancies). The list is updated constantly and new opportunities do come available – do keep checking. It is also available from July 5th, so you can check vacancies ahead of the Results Day, in case you think you might have missed your offer.
- 3) When you find an option you are interested in:
 - a. Ring them using their Clearing Line
 - b. Give them your UCAS Clearing number (located on the welcome and choices pages in the UCAS application portal), and your Personal ID number which will let them see your application online.
 - c. Ask if they'd accept you – they might reconsider you (maybe for the same course) even if you applied to them earlier in the year.
 - d. Get informal offers over the phone – maybe from a variety of universities and colleges – then decide which one you want to accept.
 - e. Take a look around – if you have the time, it's the best way to see what a university/college is like – most will be happy to meet you and show you around (some will hold mini-open days over the days following results day). If you cannot go in person, do use the virtual tour setups, or the UCAS Unibuddy to talk to current students.
- 4) Once you have decided that you wish to accept a specific clearing offer (you can hold several verbal offers while you make your decision), though these could be filled:
 - a. Log on to UCAS application portal to add the Clearing choice.
Only add a Clearing choice once you have permission from the university to do this (otherwise you are putting in a choice which the uni will not hold to and you cannot add another one until that university rejects the choice).
 - b. Click 'Add Clearing choice' and fill in the course details by the date the university gave you on the phone.
 - c. This counts as you definitely accepting the offer, so if they confirm it will show as an acceptance on the choices page of UAS Hub Application Portal and the university will send you a Confirmation letter.
 - d. You can only add one choice at a time, but if the university/college doesn't confirm your place, you'll be able to add another.

CLEARING PLUS

Since 2020, UCAS have successfully offered a system called Clearing Plus. Simply put, an applicant who is unsuccessful in meeting their entry requirements can click on a link in UCAS Track on Results Day, which states "View Matches". If they click this, they can start browsing courses they've been matched to, based on their application and the universities have told UCAS they're looking for.

If they find a course they want to be considered for, applicants can click an 'I'm interested' button, and their details will be passed to the uni.

If the uni still has places, they may contact the applicant to discuss things further, and make an offer.

If applicants receive an offer, all that's left to do is add it as a Clearing choice. Again, this is final and can only be done once.

PRE-REGISTER WITH CLEARING

Many universities are now allowing pupils to pre-register for clearing, which means you can quickly apply on the day, should you need to. You will also be notified of clearing spaces ahead of time, so that you can start to think about the options should they be needed. This includes very high level universities. Here are a few links to excellent universities offering clearing pre-registering, but many others will do if you visit their clearing pages. A further new development is that some of these will also allow direct applications, should you not have sent a UCAS application off yet. So, if you have not applied this year, but actually think you should be going to uni, you can apply through UCAS or, to many institutions, you can now apply direct via their websites and through the clearing pages.

If you are concerned that you may have fallen short and that your predicted grades were significantly over generous, then you may wish to register on a couple of the university pages. Bear in mind that universities may accept students falling two or three grades below their entry requirements, except on more competitive courses. E.g. ABB might move to BBC.

Here are a few example pages chosen from across the country - most universities will have their own - these will be updated in July for 2025 use.

- EXETER: <https://www.exeter.ac.uk/clearing/vacancies/>
- CARDIFF: <https://www.cardiff.ac.uk/clearing>
- SOUTHAMPTON: <https://www.southampton.ac.uk/courses/clearing.page>

- ABERYSTWYTH: <https://www.aber.ac.uk/en/undergrad/clearing/>
- YORK: <https://www.york.ac.uk/study/undergraduate/applying/clearing/>
- SWANSEA: <http://www.swansea.ac.uk/clearing/>
- NORTHUMBRIA: <https://www.northumbria.ac.uk/study-at-northumbria/ucas-clearing-confirmation-adjustment-and-extra/register-your-interest---clearing/>

GAP YEARS AND CLEARING

Clearing is intended to be for those seeking immediate entry to university. If pupils have missed their offers and applied for deferred entry, they can contact universities directly to see if they would be accepted, but the normal route is to re-apply through UCAS in the Autumn.

BE PREPARED FOR RESULTS DAY!

It is worth being prepared for all possible outcomes on Results Day. I recommend you have the following to hand:

- Pen and notepad
- Fully charged mobile phone and charger (in case you need to call unis)
- UCAS-ID and Hub password
- Contact details of your firm and insurance university offers
- Copy of your personal statement and UCAS application form
- Snacks & water bottle (it can be a long process going through Clearing)

We would strongly recommend pupils are not on holiday during results day. Wherever they may be, it is essential that UCAS Track has up-to-date pupils contact details for that day. Pupils should also have access to their school email on Results Day.

NB – only applicants, unless they stated people with nominated access on the application form, can contact universities to talk about Clearing and Adjustment. Pupils can nominate another person by contacting UCAS.