



**NORBURY**  
HIGH SCHOOL  
*for GIRLS*

**Sixth Form: Handbook**

***Academic***  
***year...***  
***2026/2027***

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

### **Introduction - Sixth Form Handbook 2026-27**

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. Traditionally 80%+ 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.

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<br>Breakfast available<br>Sixth Form Study Room & 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<br>NB: When the Team are unavailable it will close earlier<br>It is most often open for Study that students complete independently or school events<br>Other opportunities will occur across the school in subject areas:<br>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 2026-27 team structure: The Tutor Team will be your day to day first point of contact:

| Tutor Team                          |               |     |
|-------------------------------------|---------------|-----|
| SIXTH FORM                          |               |     |
| 12SFT                               | M Thorpe-Mott | MS1 |
| 12SFH                               | F Alli        | MA  |
| 12SFR                               | A Sullivan    | DR1 |
| 12SFI                               | S Etor (LV 2) | HU1 |
|                                     |               |     |
| 13SFV                               | S Patel       | IT6 |
| 13SFE                               | J Plumb       | TX1 |
| ELT Attached: C Muzenda & S Ingrams |               |     |

## Overview Pastoral Program for Year 12 - Week A &amp; B

| Timing         | Monday                                                                                                                                                                                                                    | Tuesday                                                                                    | Wednesday                                                                                                                                                                                                                                                     | Thursday                                                                                                                                                                                                                                                             | Friday                                                                                                                                                                                                   |
|----------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 0835-0900      | <b>Assembly or Form Time as directed</b><br><b>Please complete sessions in order pending the one to be missed either before or after Assembly in week A</b>                                                               |                                                                                            |                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                          |
|                | Reflections, Notices<br><b>Study skills:</b><br><b>Focus:</b> Develop framework for students to improve Sixth Form skill set - Year 1                                                                                     | <b>House Assembly - Day moves depending on House</b><br><b>Year Assembly - Tuesday MTH</b> | Reflections, Notices<br><a href="#">CEIAG &amp; Next steps</a><br><b>Focus:</b> Developing a framework for students to explore <a href="#">progression to L3 (VESPA)</a> and next steps<br>Employment, Apprenticeships and the University process via Unifrog | <b>Single Reg and PSHE to follow</b>                                                                                                                                                                                                                                 | Reflections, Notices<br>Critical Thinking<br><b>Focus:</b> Cultural Capital and encourage oracy, thinking and reading through: <a href="#">TEDEd</a> , 'riddles' Economist, 'topicals' & Book Club reads |
|                | Reflections, Notices<br><b>PIXL <a href="#">LORIC (Y12 Transition)</a> and <a href="#">Character (Y12)</a> program Year 1</b><br><b>Focus:</b> To engage with skills, knowledge and competencies to further boost success |                                                                                            | Reflections, Notices<br><b>Dedicated time for Wellbeing</b><br><b>Focus</b> on Individual and Form support led by Tutor<br><a href="#">Weekly Menu</a> of 25 ideas, pick 1 and <a href="#">Rationale and Support</a>                                          |                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                          |
|                |                                                                                                                                                                                                                           |                                                                                            |                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                          |
| P1 - 0900-0950 |                                                                                                                                                                                                                           |                                                                                            |                                                                                                                                                                                                                                                               | Reflections, Notices<br><b>PSHE - Year 1</b> knowledge, skills, and understanding needed to manage their lives effectively and make informed choices<br>NB: Students on the Transition Program will be working through the <a href="#">Kings Trust Aspire course</a> |                                                                                                                                                                                                          |
| PM Form        | Final notices & Registration - As directed: Tutor Conferencing, Mentoring & or Individual or Small Group Intervention                                                                                                     |                                                                                            |                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                          |

## Overview Pastoral Program for Year 13 - Week A &amp; B

| Timing         | Monday                                                                                                                                                                              | Tuesday                                                                                                                                                                                                                                                               | Wednesday                                                                                    | Thursday                                                                                                                                                | Friday                                                                                                                                                                                                                       |
|----------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 0835-0900      | <b>Assembly or Form Time as directed</b><br><b>Please complete sessions in order pending the one to be missed either before or after Assembly in week A</b>                         |                                                                                                                                                                                                                                                                       |                                                                                              |                                                                                                                                                         |                                                                                                                                                                                                                              |
|                | Reflections, Notices<br><b>Explore - <a href="#">PiXL</a> Character program Year 2</b><br>Focus: To engage with skills, knowledge and competencies to further boost success         | Reflections, Notices<br><b><a href="#">Showcase - CEIAG &amp; Next steps</a></b><br>Dedicated time for in Form Support and focus on Next Steps processes<br><b>NB:</b> Term 1+ Once applications processes completed - Shift to <b>Wellbeing session led by Tutor</b> | <b>House Assembly - Day moves depending on House</b><br><b>Year Assembly - Wednesday MTH</b> | <b>Single Reg and PSHE to follow</b>                                                                                                                    | Reflections, Notices<br>Critical Thinking<br>Focus: Cultural Capital and encourage oracy, thinking and reading through: <a href="#">TEDEd</a> , 'riddles' Economist, 'topicals' & Book Club reads                            |
|                |                                                                                                                                                                                     | Reflections, Notices<br><b>Dedicated time for Wellbeing as appropriate</b><br>Focus on Individual and Form support led by Tutor<br><a href="#">Weekly Menu</a> of 25 ideas, pick 1 and <a href="#">Rationale and Support</a>                                          |                                                                                              |                                                                                                                                                         | Reflections, Notices<br><b>Dedicated time for Wellbeing as appropriate</b><br>Focus on Individual and Form support led by Tutor<br><a href="#">Weekly Menu</a> of 25 ideas, pick 1 and <a href="#">Rationale and Support</a> |
| P1 - 0900-0950 |                                                                                                                                                                                     |                                                                                                                                                                                                                                                                       |                                                                                              | Reflections, Notices<br><b>PSHE - Year 2</b><br>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<br>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

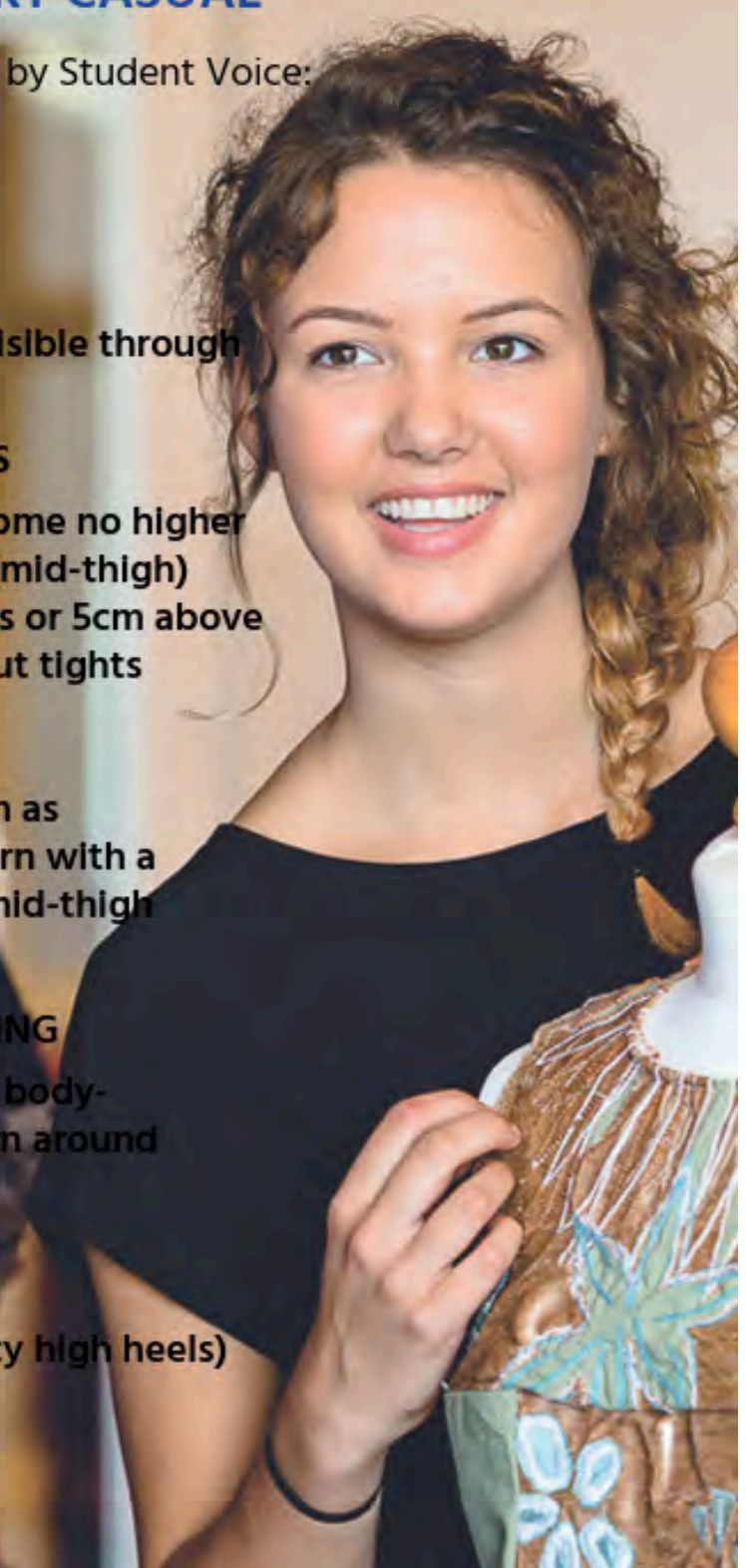
- Leggings are not to be worn as trousers and need to be worn with a top that comes to at least mid-thigh
- No tracksuit bottoms

### 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, we formally recognise positive behaviours in 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.

## Attendance Reward and Recognition guidance

As part of our commitment to promoting excellent attendance and positive Sixth Form habits, we operate an Attendance Reward and Recognition Programme. This programme is designed to celebrate strong attendance, encourage improvement over time, and foster healthy competition across the Sixth Form. This is based on the rationale that: Regular, onsite attendance for all timetabled sessions is central to student success. We know that being present is the most effective form of intervention and support throughout the Sixth Form journey. This programme exists to reinforce that message positively, while recognising effort, commitment, and improvement.

|                                                                                          |                                                                  |                                                                                |                                                                                   |                                                                  |                                                                  |
|------------------------------------------------------------------------------------------|------------------------------------------------------------------|--------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|------------------------------------------------------------------|------------------------------------------------------------------|
| <b>190</b><br><b>SCHOOL DAYS IN EACH YEAR</b><br><br>190 days for your child's education | <b>10 days absence</b><br><b>180</b><br><b>DAYS OF EDUCATION</b> | <b>19 days absence</b><br><b>171</b><br><b>DAYS OF EDUCATION</b>               | <b>29 days absence</b><br>A term missed<br><b>161</b><br><b>DAYS OF EDUCATION</b> | <b>38 days absence</b><br><b>152</b><br><b>DAYS OF EDUCATION</b> | <b>47 days absence</b><br><b>143</b><br><b>DAYS OF EDUCATION</b> |
| <b>100%</b>                                                                              | <b>95%</b>                                                       | <b>90%</b>                                                                     | <b>85%</b>                                                                        | <b>80%</b>                                                       | <b>75%</b>                                                       |
| <b>Good</b><br>Best chance of success.                                                   |                                                                  | <b>Worrying</b><br>Less chance of success.<br>Makes it harder to make progress |                                                                                   | <b>Serious Concern</b>                                           |                                                                  |

## Core Rewards

Students demonstrating outstanding attendance (96% and above) will be eligible for high-value rewards, including:

- A reward lunch with the Sixth Form Team half termly
- A Summer reward trip, a day visit to Battersea Power Station alongside the whole school trip to Brighton in September of the next Academic Year

These rewards recognise students who consistently demonstrate the very best commitment to their studies and Sixth Form life.

## Recognition of Improvement

In addition to rewarding the highest attendance, the Sixth Form will also:

- Recognise improving attendance across each term
- Reward strong Form attendance performance
- Celebrate progress as well as consistency, ensuring all students have a clear incentive to engage positively with attendance expectations

This approach is intended to engender healthy competition, promote shared responsibility, and reinforce positive routines.

#### Monitoring and Review

- Attendance will be monitored daily and reviewed week to week
- Eligibility for rewards is based on sustained attendance and meeting Sixth Form expectations
- Rewards are not automatic and remain subject to review where attendance or conduct concerns arise

#### 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 including the Bring Your Own Device agreement. 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                                                                                                                              |
|--------------|-----------------------------------------------------------------------------------------------------------------------------------|
| Your Tutor   | Academic and pastoral support, acting as your first point of contact to guide, monitor, and encourage your progress and wellbeing |
| Mrs Nicholls | Leads on Attendance, Personal Development (Form Time, PSHE, Trips & Speakers) & Bursary                                           |
| Mr Tyrrell   | Leads on the Sixth Form as a whole with focus on Next Steps (UCAS) and Student Leadership with Mrs Nicholls                       |

They can be found in the Sixth Form Team offices, when available, at the front of the Study Room/ Common Room as needed. Please liaise with the team if you need to catch up on any issue. Mrs Nicholls is the best place to start as Mrs 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 Mrs 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 Mrs 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

## Transport to school

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

### 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 2026-27 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 **5/7/27**. 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**

At NHSG it is usual for students to complete a two-year programme of Level 3 study. As a result, most students will progress from Year 12 into Year 13 as a natural continuation of their Sixth Form journey.

On rare occasions, however, as part of our duty of care to each individual student and their family, we may need to ask an important question: "Is continuing on this pathway the right decision for this student?" We recognise that these conversations can be challenging and are therefore approached with sensitivity, honesty and support. Our priority is always to help students make the best long-term decision for their future while ensuring they make the most effective use of the funding available to them. All progression decisions are made in the best interests of the student.

Where the evidence indicates that continuing into Year 13 without adjustment is unlikely to lead to successful outcomes, we have a responsibility to consider whether an alternative approach would provide a greater opportunity for success, wellbeing and meaningful progression. In reaching these decisions, the school considers:

- Evidence of attainment and progress in relation to the demands of the course.
- The student's likelihood of achieving successful Level 3 outcomes.
- The student's wellbeing, confidence and capacity to succeed.
- The availability of alternative pathways that may better support future success.

This approach reflects our commitment to ensuring that every student follows a pathway where they can genuinely thrive. It is also consistent with the expectation that schools maintain high aspirations while making informed decisions that support students to complete programmes leading to positive destinations. Where concerns arise, the school will work in partnership with the student and their family to explore appropriate support and interventions. Depending on individual circumstances, these may include:

- Adjustments to the student's study programme, including changes to subject combinations.
- The opportunity to repeat Year 12 where this offers the strongest foundation for future success.
- Guidance towards an alternative Level 3 or post-16 pathway that is better aligned to the student's strengths, aspirations and future goals.

Throughout this process, decisions are made through a transparent, evidence-informed and student-centred approach. Students and their families will be fully involved in discussions, with a clear explanation of the educational rationale for any recommendation.

Our commitment is that every progression decision will be:

- Made in the best interests of the student.
- Ethical, inclusive and fair.
- Clearly evidenced and communicated.
- Focused on securing the best possible long-term educational and personal outcomes.

Our aim is not simply to enable progression into Year 13, but to ensure that every student progresses onto the pathway that gives them the greatest opportunity to succeed.

### **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

### 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

### 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.

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#### 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](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 28th June

Please avoid making any travel plans or booking holidays before the week beginning **28th June 2027**. If any exams need rescheduling, they could be moved to Wednesday **23rd June**. Missing an exam due to travel or other personal commitments will result in a zero for that paper.

### 2. GCE Results Day – 12th August 2027

GCE results day is on **12th August 2027**. 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.

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## 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.

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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

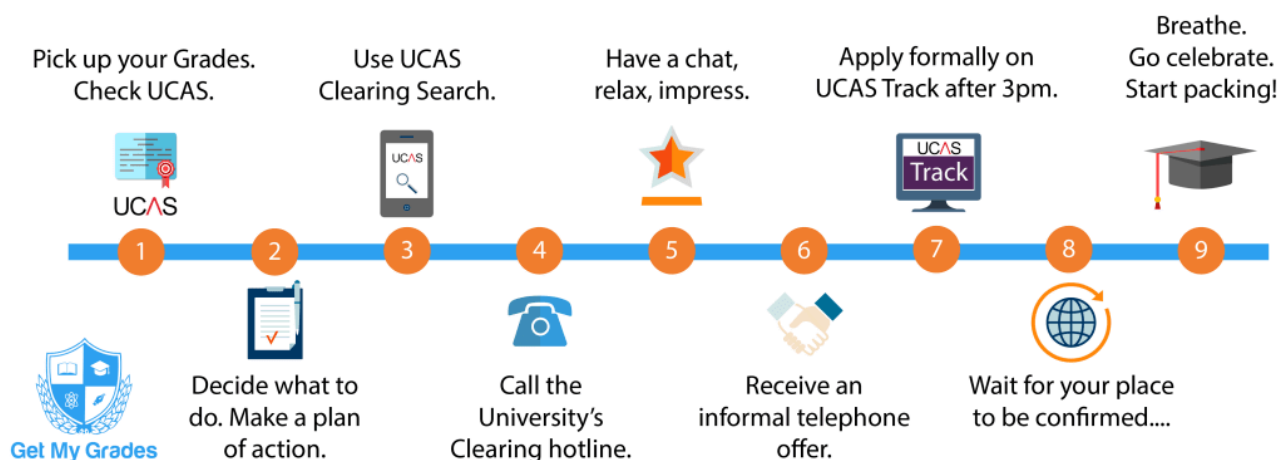
## CLEARING

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 unis, 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](http://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](http://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 5<sup>th</sup>, 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.

## **Appendix E: "Bring Your Own Device" (BYOD) Guidance & Agreement**

### **What this covers**

This agreement covers sixth form students who choose to bring their own IT device for use on site at NHSG. The general use principles apply to all IT devices brought on site. If you wish to connect to our wireless network, you will need to sign a copy of this agreement and submit it to IT Support, along with registering the device.

Please read this carefully and in full. Copies are available in IT Support and as part of the Sixth Form Handbook. This agreement is in addition to our standard Online Safety Policy and IT Acceptable Use Policy. This agreement may be revised during your course of study.

Use of mobile phones is covered by separate and existing policies. Mobile phones are not allowed to connect to the NHSG wireless network.

### **Purpose**

This guidance and agreement is required in order to protect the security and integrity of the NHSG network, preserve bandwidth so that all users are able to use the Internet effectively, to prevent content inappropriate for an education setting from coming onto site, ensure that learning is supported, and to protect student devices.

### **General Use**

This applies to portable IT devices, including but not limited to laptops, tablets and e-readers. All devices brought onto site are at your own risk, and NHSG will take no responsibility for loss or damage to hardware, software or data. Devices should not be left on site outside normal hours, and NHSG takes no responsibility for the safe keeping of devices.

- All devices brought on site should be insured by the student or their household for the time of use. The insurance should cover use away from the student's home.
- Any use of online services will be through NHSG connections. As there are younger pupils on site, content will be filtered when connected to our network (but different filtering policies may apply to sixth form students).
- Students should accept that there is content online that is not appropriate for an educational environment. Students must therefore make no attempt to bypass network filtering while on site. This includes using other wireless connections or any other facility that may bypass our filtering service.
- All instructions from members of staff regarding use must be complied with, without undue delay or discussion. This includes shutting down the device, closing the lid fully or to "half mast" if applicable to the device, putting the device away in a bag.
- All IT devices should be set to be silent. We recommend that you bring earphones/headphones with your device.
- Devices should be charged at home sufficiently to last for a day's work on site. They should not be charged on site unless specific permission from a staff member has been given. Devices that cannot run from their own batteries should not be used.
- A member of staff can confiscate the device should they suspect that the use or content is in violation of our policies or UK law. Students are expected to cooperate with examination of the device contents by senior members of staff if appropriate.
- We will inform parents or guardians of any misuse and in some cases, if confiscated, only return the device to the parent or guardian.
- Permission to bring IT devices onto the site can be withdrawn. IT device use is a privilege.

### **Connection to the NHSG Network**

There are some additional responsibilities for students who choose to go online with us.

- **All student devices that are not owned by NHSG or are not managed by us must be registered with IT Support.** This will provide internet access to the device. Registration includes formal acceptance of the terms in this document and the supply of the device's unique hardware address.
- Access to our network or the Internet can be removed at any time without notice. This may be necessary particularly where a device has been compromised by malware or is using excessive amounts of data.
- The student registering a device takes full responsibility for its use on site. All activity of the registered device will be attributed to the registered user. Therefore, students should not let others use their device.
- Students are not entitled to technical assistance for their own devices from IT Support, other than on initial connection to the appropriate NHSG wireless network by an authorised device. If there are issues with the device that prevent wireless connection, it is the responsibility of the student to address the issues before seeking support.
- The device must be connected to the wireless network allocated to them. Devices must not be connected using a wired connection unless specific written authority is given by the IT Support team or Computer Sc staff.
- The device must have security software installed that is active and kept up to date. You agree that this can be checked at any time.
- While we make every effort to ensure the security of our network and users of it, we cannot guarantee that malicious software will not make its way to students' devices. It is your responsibility to have appropriate settings. We recommend that the network type is set to "public" in your software when connected to our network.
- You must not connect any software or hardware that could cause damage to the NHSG network or the data stored on it. Doing so is a serious breach of our agreement and is likely to be illegal. Your device must not have software that is designed for or can aid in authorised access to services or data.
- You must access network services using only credentials that have been issued to you. When using services connected with your sixth form study, you should use your NHSG issued email address.
- Internet access may be temporarily suspended where a device is using excessive amounts of data or being used for activities unrelated to study.

## Review

This guidance and agreement 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 NHSG School leadership.

**Device Registration**

This registration must be approved by a member of IT Support or the Sixth Form Team before the device can be used. The data from this document will be stored in our systems.

|                                          |                                                                                                                                                                                                                                                                                                                                                                                              |
|------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Name</b>                              |                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>Tutor Group</b>                       |                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>Device</b>                            | <ul style="list-style-type: none"> <li>• Windows laptop</li> <li>• Apple laptop</li> <li>• Apple tablet</li> <li>• Android tablet</li> <li>• E-reader/Other</li> </ul>                                                                                                                                                                                                                       |
| <b>MAC address</b>                       | <p>Where to:</p> <ul style="list-style-type: none"> <li>• Windows key. In the search box, type cmd &amp; press enter. A command window displays. Type ipconfig /all &amp; press enter. A physical address displays. The physical address is your device's MAC address.</li> <li>• Apple Icon &gt; System Preferences &gt; Network &gt; Advanced. Select WiFi.</li> </ul> <p>MAC Address:</p> |
| <b>Device Name (Settings &gt; About)</b> |                                                                                                                                                                                                                                                                                                                                                                                              |

- I have read the Sixth Form BYOD Guidance and Agreement in full and the Online Safety Policy and Acceptable Use of the Internet in school.
- I agree to abide by the terms of these policies.
- I understand that a breach of this agreement or the AUP is a disciplinary matter.

|               |  |
|---------------|--|
| <b>Signed</b> |  |
| <b>Date</b>   |  |

Countersigned by IT Support or Sixth Form Team - for NHSG use only

|                                                                                                                                           |  |
|-------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>Signed</b>                                                                                                                             |  |
| <ul style="list-style-type: none"> <li>• Details added to Device Tracker</li> <li>• MAC address added to "allowed" WiFi policy</li> </ul> |  |

## Appendix F: 16-19 Bursary Fund at Norbury High School for Girls - Policy Statement

### Introduction

The 16 to 19 Bursary Fund is money the government has given to local authorities, schools, colleges and other education and training providers (education institutions) to give to students who need financial help to stay in education.

There are two types of 16 to 19 bursaries:

- A **vulnerable bursary** of up to £1,200 a year for young people in one of the defined vulnerable groups
- A **discretionary bursary** that institutions award to meet individual needs. For example, for transport, meals, books and equipment

NHSG is responsible for managing both types of bursary.

### Eligibility

To get either of the two bursaries in the 2026 to 2027 academic year you must meet the requirements for age, study and residency.

#### Age

You must be aged:

- over 16 at 31 August 2026
- under 19 at 31 August 2026

You can apply for a discretionary bursary if you're over 19 and either:

- continuing on a course you started aged 16 to 18 (known as being a '19+ continuer')
- have an Education, Health and Care Plan (EHCP)

#### Study

You can be studying full or part time. The amount of time you're studying will be looked at when deciding if you will get a payment and how much you will get.

#### Residency

You must meet the residency requirements for enrolment.

#### How to apply

- To apply you need to complete the form which will be emailed along with this statement
- There is also information about applying for the 16 to 19 Bursary Fund on the schools website ([www.nhsg.org.uk](http://www.nhsg.org.uk))
- You should apply as soon as you know where you're going to study
- The sooner you apply, the sooner your support can start

#### Norbury High Vulnerable Bursary

If you are in one of the groups below, you can apply for a vulnerable bursary:

- ☐ in care
- ☐ care leaver
- ☐ getting Income Support or Universal Credit in place of Income Support in your own name
- ☐ getting Employment Support Allowance (or Universal Credit in place of ESA) and Disability Living Allowance or Personal Independence Payments in your own name

#### How much will I get paid if I'm eligible?

You could get up to £1,200 if you study full time for a minimum of 30 weeks. If your course is only for a few hours a week or less than 30 weeks, you will get less.

#### Proving you are eligible for a vulnerable bursary

Your institution will need proof you're eligible. This could be:

- a letter from your local authority showing you're in care or a care leaver
- a letter from the Department of Work and Pensions showing the benefits you get

When in year 13 you will need to sign a declaration to say your circumstances have not changed.

#### **Benefits that qualify for a vulnerable bursary**

Benefits must be in your own name to get a vulnerable bursary.

If you don't get them in your name, you won't get a vulnerable bursary. Instead you may be able to apply for a discretionary bursary.

#### **Young Carer**

As a young carer you won't get a vulnerable bursary unless you fall into one of the other defined vulnerable groups; however, you can apply for help for a discretionary bursary from Norbury Manor. Your institution should ensure the information you give them is used confidentially so you can talk to them about your caring responsibilities when you're applying for help.

#### **Young Parent**

If you're a young parent getting Income Support or Universal Credit in your own name you may get a vulnerable bursary. If you don't get a vulnerable bursary, you may be able to apply for a discretionary bursary from the college. You might also get help with childcare costs through Care to Learn.

#### **Norbury High School Discretionary Bursary**

If you don't fall into one of the vulnerable groups but you still need financial help to stay in education you can apply for a discretionary bursary. You must be between 16 and 19 years old and in full or part-time further education or you can apply for a discretionary bursary if you're over 19 and either:

- continuing on a course you started aged 16 to 18 (known as being a '19+ continuer')
- have an Education, Health and Care Plan (EHCP)

We set eligibility criteria for the discretionary bursary because funds have to be directed towards students who need the most help to stay in education. We will decide who gets a bursary, how much, when it's paid and can specify what it should be spent on.

At Norbury High School these eligibility criteria are:

- Students with household incomes of less than £20,000 a year; the college asks for proof of income from working families, and from non-working families, evidence of household benefits

**OR:**

- Students who had or were entitled to free school meals in year 11 (Targeted)

**OR:**

- Students who are entitled to free school meals in year 12 (Targeted)

#### **Demonstrating your family's finances**

If you apply, we need to ask for evidence of your family's household income or benefit entitlement. Examples of supporting documents include:

- a letter from the Department of Work and Pensions showing receipt of benefits
- a P60
- a Universal Credit Award Notice
- evidence of your family's annual income
- 3 months' worth of payslips or bank account statements

You will need to reapply for either bursary at the start of year 13 in case your circumstances have changed.

#### **Need more help to stay in education?**

NHSG keeps some bursary funds to help students who need emergency help because their circumstances have changed. If your circumstances change, speak to Ms Nicholls straight away.

### **Impact on DWP benefits**

Bursary fund payments don't affect your right to Department of Works and Pensions income-related benefits. They are paid directly to the student as well as other means tested benefits and don't affect them.

However, if you're getting Disability Living Allowance or Personal Independence Payments and Employment Support Allowance or Universal Credit, your parents can't get certain benefits for you like Child Benefit.

### **How you'll be paid your bursary**

- We will order on your behalf the necessary items required to start your study programme
- We will reimburse you on proof of receipts the value of items deemed necessary to continue your education at NHSG
- In an emergency, it might be possible to issue a cash or cheque payment
- It might be paid 'in kind' which means instead of receiving money you could get a travel pass, meal vouchers or course equipment; you might get paid partly in money and partly in kind

If you have any questions about your payment you should talk to Ms Nicholls. This is because institutions are responsible for decisions regarding eligibility for the bursary fund as well as how much each student is awarded and when the payments will be made.

### **Bank account**

If you're 16 years old you can open a basic bank account. This will allow BACS transfers (to enable payments to be made directly into your bank account) and allow you to withdraw money. If you can't open a bank account you will need to speak to student support services or your tutor to work out another way for you to receive payments.

### **Rules on payment**

#### **What the bursary is for**

As the bursary is to help pay for things you need to stay in education, institutions can determine what you should spend it on. They may also ask for receipts proving what you've spent it on.

### **Attendance**

You will receive an initial instalment at the start of your course to pay for books, equipment and resources then weekly thereafter as long as you have demonstrated 90% or above attendance.

***Education institutions can set conditions on your bursary. These are rules you need to stick to so you can carry on getting support from the bursary fund. The conditions we set cover attendance. If you don't adhere to this, your payments may be stopped.***

### **Illness or absence**

If you're ill or are absent for another reason NHSG will tell you if this will affect your payments.

### **Who will know you get a bursary**

Your application should be confidential. NHSG should make sure details of your bursary remain confidential.

### **Declaration**

If you or your parents or carers give false or incomplete information on your bursary application you may be committing fraud. Details of your application may be passed to the Department for Education or the police. You and your parents or carers could be prosecuted. NHSG will ask you to pay back any payments you should not have had.

As part of the assessment of your application we may do sample checks. We could ask you for further evidence. If that evidence is not provided, or results in a lower award being due, we may stop payments and ask you to pay back any payments you should not have had.

### **Fraudulent claim**

If you think someone has made a fraudulent claim please speak to Ms Nicholls in confidence.

### **Complaints and questions**

If you've any problems with how the bursary is paid, how much money you get or other general questions you need to talk to Ms Nicholls.

### **Institution not managing the bursary correctly**

If you feel we are not managing the bursary fund correctly you should talk to Ms Nicholls or you can make a formal complaint by using our formal complaints procedure.

### **Notes on paying bursaries to eligible students**

- The discretionary bursary is intended to remove specific barriers to participation and so should be spent in a way that achieves this; NHSG can insist that students awarded bursary funds spend them on travel costs, meals during the day, equipment, or any other support that has been identified as necessary to enable the student to participate in education
- NHSG is free to decide how often both the vulnerable and discretionary bursary payments are made, taking into account the reason the bursary was awarded, the student's circumstances and local arrangements
- It is not recommended that large or lump sum bursary payments are made to students; evidence from the independent evaluation of the 16 to 19 Bursary Fund is that students prefer more frequent payments as they find them easier to manage; it also means that if a student has a payment withheld due to failing to meet the conditions the institution has set they will not be left without support for a long period
- **It is good practice to pay bursaries in kind rather than in cash where possible; this helps ensure that the bursary is spent for the reasons it was awarded and helps students to participate**
- There are no restrictions on what in kind payments can be but they might include travel passes; vouchers or credits for meals; required books and essential equipment
- We can specify that students must return books and equipment at the end of their study programme to be used again by other students (where appropriate)
- If IT equipment - a laptop or tablet, for example - is necessary such that the student cannot complete the study programme without it, it can be purchased with bursary funds; IT equipment should be returned once the student has completed the study programme for re-use by another student; if keeping the laptop or tablet on campus is the best way of ensuring that this happens, we have the right to set this as a condition
- Where payments are made to students in the defined vulnerable groups the value of the payments and how these have been deducted from the £1,200 should be made clear to the student
- Where bursary payments are paid directly to the student it is good practice to pay by BACS transfer to their own bank account; basic bank accounts (which students can open at age 16) allow BACS transfers as well as allowing the student to withdraw money
- Bursary payments will NOT be paid into another person's account except in exceptional circumstances where a student is unable to administer their own account
- If a student is in one of the defined vulnerable groups and cannot manage their own funds NHSG will need to consider who will manage the bursary on the student's behalf
- Students and their families should direct all bursary payment queries including queries about bursary eligibility to Ms Nicholls