

# Year 13 Parent Information Evening



*Love Respect Flourish*





## **Year 13 Form Tutors & the Sixth Form Team**

13A	Mr C Doherty	T21
13J	Mr S Antwi	T03
13M	Ms L Barnes	K8
13T	Mrs J Nestorovska (Mon-Thurs) & Mrs F McGloin (Week A Fri) & Mr W McGinely (Week B Fri)	H10

- ✓ **Mx Harritt – Year 13 Manager**
- ✓ **Mrs Ribeiro – Year 12 Manager**
- ✓ **Mrs Knight – Careers Leader**
- ✓ **Mr Noble – Director of Sixth Form**



**Evan Johnson, A\*,A\*, A\***  
**University of Cambridge - Engineering**



**Joseph Hesketh A,A,A,**  
**University of Cambridge - History**



**Oluwademilade Sanusi A\*, A, A**  
**Imperial College London - Civil Engineering**



**Raul Martinelli A,A,A**  
**Imperial College London - Biochemistry**

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**Ella Lai-Kit A, A,A**  
**King's College London - Medicine**



**Ezekial M'lmea A\*,A, A,A**  
**Queen Mary University of London - Neuroscience**



**Kristin Rosario A\*, A\*, B**  
**Kings College London - Economics**



**Irene Bresme-Dominguez A,A, A, B**  
**Queen Mary University of London - International Relations**

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Joseph Hunter A\*, A, A  
Gap year

**93%**  
**of our students**  
**secured the**  
**University place of**  
**their choice!**

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# What you can expect from your Sixth Form experience at St. Mary's...



*A Catholic Community dedicated to excellence for all*

- ✓ **Excellent academic outcomes...** that maximise the potential of each individual
- ✓ **A culture of high-standards** where there is a 'can do' aspirational environment
- ✓ **Post-18 preparation** through comprehensive and insightful higher education and career guidance
- ✓ **A diverse, immersive enrichment programme** that will develop personal growth, new interests, and provide leadership responsibilities
- ✓ **An inclusive, friendly, respectful, and fun experience**

## Supporting students with Post-18 Pathways

Our Careers Leader, Mrs Knight is based Sixth Form.

The Careers Aim for Year 12 is to **Explore Post 18 Choices**.

To achieve this, St Mary's Sixth Form attends, hosts and organise events including:

- ✓ Work Experience – Week Commencing 23<sup>rd</sup> June 2025
- ✓ UCAS Discovery Day – Apprenticeship and University Fair
- ✓ Taster Day at the University of Hertfordshire
- ✓ Guest Speakers and Universities in to speak with students
- ✓ Enrichment Week
- ✓ Outside Inside Day
- ✓ School's Careers Fair
- ✓ PSHE focus on Post 18 choices, including UCAS, Apprenticeship and employability support.
- ✓ Unifrog, Careers Teams Page

## Enrichment Courses

From the list below choose a **first** and **second** choice enrichment course.

Extended Project Qualification (EPQ)	Developing Financial Skills	Mindfulness
DT – Set Design and Creation	Duke of Edinburgh Award (Gold)	Hobby Club
All things Spanish	Sports	Cooking
Pathways After St Mary's Sixth Form	Russell Group Universities Coaching (fortnightly)	An introduction to Law
N.B. Resits will take priority before enrichment courses. Specify subject, if applicable	GCSE English Resit	GCSE Maths Resit

<p><b>Pathways After St Marys Sixth Form</b></p> <p>UCAS references Life at University Gap Years and travel Interviews Finance Apprenticeship, college Career aspirations</p>	<p><b>DT – Design and Creation</b></p> <p>Sketching Computer Aided Design Prototyping and Modelling Shaping and forming Assembly Finishing</p>	<p><b>All Things Spanish</b></p> <p>Conversational style, focusing on real-world situations Cultural topics – delving into festivals, traditions, politics, food and music</p>	<p><b>Sports</b></p> <p>Develop skills in a variety of sports from netball to cricket. To be able to enjoy physical activity To understand the benefits of physical activity on physical and mental health</p>
<p><b>Russell Group Universities Coaching</b></p> <p>Focus sessions on Oxbridge, Durham and Imperial The college system at Oxbridge, Durham and Lancaster Admissions test practice time Mock interviews</p>	<p><b>Mindfulness</b></p> <p>Improved Focus Emotional Regulation Enhanced Relationship Stress Reduction Physical Health</p>	<p><b>Duke of Edinburgh (Gold)</b></p> <p>Volunteering Physical Skill Expedition Residential</p>	<p><b>Hobby Club</b></p> <p>Crafts Model building Games Chess Reading for pleasure Artwork</p>
<p><b>Introduction to Law</b></p> <p>UK legal system Different roles within firms Criminal law Human rights International law</p>	<p><b>Cooking</b></p> <p>Working safely in the kitchen Sauces for pasta Healthy eating Breakfasts to get up for and to keep you energised Making a special 2 course meal</p>	<p><b>Extended Project Qualification</b></p> <p>By taking responsibility for the choice, design and decision making of an individual project (or an individual role in a group project)</p>	<p><b>Developing Financial Skills</b></p> <p>Budgeting Wants, needs and aspirations Good debt and bad debt Mortgages Overdrafts Credit cards Savings</p>

# Upcoming event





**Your Recipe**  
For Success



Live It Forward  
with Kent Julian



<b>Aspiration</b>	<b>Courage</b>	<b>Accountability</b>
<b>Attendance &amp; Punctuality</b>	<b>Independence</b>	<b>Organisation</b>
<b>Resilience</b>	<b>Initiative</b>	<b>Collaboration</b>



## Expectations and Mindset



**“Set your standards high...  
and watch your aspirations soar.”**



## St Mary's Sixth Form

### Home-School Agreement

At the start of Year 12, you and your parents will be required to sign an important contract that clearly outlines the high expectations of standards and behaviour that you will be expected to adhere to.

Membership of the St Mary's Catholic School Sixth Form is conditional upon acceptance and following of these regulations.

Please familiarise yourself in advance with this contract to ensure you are able to consistently meet these expectations:

- Students must attend all timetabled lessons, arriving punctually and with all necessary equipment and materials.
- Students must behave appropriately in all lessons ensuring the most favourable environment for learning.
- Punctual attendance at daily morning registration/assembly is compulsory and students are expected to participate actively in tutor group activities and responsibilities.
- Students are expected to actively partake in co-curricular activities as well as involve themselves fully within the wider school community such as leading tours and assisting with events (e.g. Open Evenings).
- Students are expected to check and, where appropriate, respond to their Teams and school email accounts at least once every day.
- Students must strive to do their best in class work, homework, wider research, and private study. At least five hours of private study per subject per week is expected.
- To progress into Year 13, students must continue with a minimum of three A Levels, having made sustained progress throughout Year 12. Monitoring throughout the year of academic progress, attitude to learning, attendance and behaviour will be followed up carefully, and a student's place may be withdrawn if the student is, by reason of their conduct, behaviour, or progress, unwilling or unable to engage appropriately with the educational opportunities offered at St Mary's. All students are expected to be tracking at a minimum of three 'D' grades by the end of Year 12.
- Students may only leave the premises at lunchtime if prior authorisation has been given by a member of the Sixth Form team. They must stay on site at all other times.

- Any student leaving the school site for any reason must sign out and sign in on their return. This is a legal obligation.
- As part of the school uniform all students must always wear their lanyards when on site.
- When seeking absence from school, students must ensure they have followed the correct procedures – in a timely manner – as outlined in the school's Attendance protocol.
- All students must adhere to the Sixth Form Dress Code at all times.
- All students must abide by the conditions of the ICT Code of Conduct.
- Should a student request any alteration to the exam/exam component after the entries have been made, the school reserves the right to require a parent or carer to pay the requisite exam fees.
- Students are encouraged to participate actively in the wider life of the Sixth Form and the school, to be a positive role model, and to uphold the school's ethos at all times. Students must always behave in a courteous and adult manner.

*I hereby confirm that I have read and understood the Sixth Form Home School Agreement, and that I accept its conditions. If I do not fulfil the expectations indicated, one or more of the following sanctions to be applied: a verbal warning; a letter to my parent or carer, which may include a request to attend a formal meeting; being placed 'on report'; withdrawal of privileges; withdrawal from a course; withdrawal of entry for my examinations; exclusion from the Sixth Form for a specified period; permanent exclusion from the Sixth Form.*

SIGNED (Student):

.....

Print Name:

.....

SIGNED (Parent or Carer):

.....

Print Name:

.....

0 days of school	100%	Perfection
Equates to 2 days off school each year	99%	Excellent
Equates to 5 days off school each year	97%	Good
Equates to 10 days off school each year	95%	Slight Concern
Equates to 20 days off school each year	90%	Concerned
Equates to 30 days off school each year	85%	Very Concerned

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# Getting your child to school on time really matters

If in a school year your child is late everyday

.....

Your child would have lost approximately

.....

Or they would have missed approximately

.....

5 Minutes

3 days from school

16 lessons lost

10 Minutes

5 days from school

32 lessons lost

15 Minutes

8 days from school

48 lessons lost

20 Minutes

11 days from school

63 lessons lost

30 Minutes

16 days from school

95 lessons lost

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## Attendance:

Full and punctual attendance to lessons and registration is expected. Any absence must be authorised by the school. When a student develops a pattern of absences or a known absence is longer than expected, the school will try to resolve the problem with the parent.

The Government considers that students with an attendance of less than 90% are deemed to be persistently absent from school. This figure has been set following academic research that proves persistent absence has a direct link to poorer life chances.

We, as a school, will be working to ensure that all of our students will be achieving a high level of attendance, and ask for your support in this matter.

**St Mary's Sixth Form operates a levelled sanctions structure, as set out in the Sixth Form Home-School Agreement. Significant or persistent low attendance forms an important aspect of this levelled sanctions structure:**

**Level 1** – Formal written warning

**Level 2** – Second written warning which the school reserves the right to refer to this in future academic or job references.

**Level 3** – Final written warning (usually coupled with parental meeting). The school will use this in future academic or job references.

**Level 4** – Withdrawal of Sixth Form place

**If a pupil has been absent continuously for at least 20 school days with unauthorised absences, we will assume the young person has left St Mary's Sixth Form and they will no longer be a member of St Mary's Sixth Form.**

**Please contact [attendance@stmarys.net](mailto:attendance@stmarys.net) to report a child absent  
or call 01279 654 901 by 08.40am (morning registration)**

## Sixth Form Dress Code

The way you present yourself is important to the school and first impressions count.



We expect Sixth Form students to always be smart and well-presented in a modest and professional business-like manner, the following are a summary of the dress code to ensure openness and transparency of expectations as they apply to Sixth Form:

If uncertain, please clarify the suitability of items of clothing and style with the Director of Sixth Form.

Students who are dressed in an undignified manner and/or are in breach of the dress code will be sent home to return to school after they have changed into appropriate wear.










### Gentlemen

- A suit with a shirt and tie.
- Top button on shirts must be fastened.

Choice 1		
Item	Non-negotiables	Examples**
Formal business suit or formal trousers & suit jacket/blazer	<ul style="list-style-type: none"> <li>• NOT linen</li> <li>• Top button must be done up</li> <li>• Shirt must be tucked in</li> <li>• Polishable</li> <li>• NOT trainers or boots (inc. Dr. Martens)</li> <li>• Must be worn with socks</li> </ul>	 <div style="display: flex; justify-content: space-around; margin-top: 5px;"> <span>H&amp;M</span> <span>Next</span> <span>Next</span> </div>
Collared shirt and tie		 <div style="display: flex; justify-content: space-around; margin-top: 5px;"> <span>Next</span> <span>Ted Baker</span> </div>
Black or brown formal shoes		

Ladies

- A suit jacket with trousers or formal skirt (knee-length), all of which should look like they come from a suit though not necessarily the same suit. Colours should be suitably sober.
- Discreet jewellery and make up.
- Skirts must be knee length and appropriate material i.e. non-clingy and not figure hugging.
- Tailored formalwear trousers (skin-tight trousers/leggings/jeans etc. are not allowed as they are unprofessional).
- Blouses/shirts must be plain (or subtly patterned): should have sleeves and be of an opaque material.

Choice 2		
Item	Non-negotiables	Examples**
Business style trousers, skirt or dress with a suit jacket or blazer	<ul style="list-style-type: none"> <li>• Skirts/dresses <b>must be knee-length</b></li> <li>• Skirts/dresses must NOT be lycra, eg bodycon style:</li> </ul>	 <p>Lipsy Asos Next</p>
Smart blouse		 <p>H&amp;M Shein Zara</p>
Black or brown formal shoes	<ul style="list-style-type: none"> <li>• Plain or subtly patterned*</li> <li>• Midriffs, shoulders and backs must be covered at all times</li> <li>• NO strapless or "string-straped" tops, eg.</li> </ul>  <ul style="list-style-type: none"> <li>• NO see-through or lace material</li> </ul>	 <p>H&amp;M Asos Asos</p>
	<ul style="list-style-type: none"> <li>• Flat or low-heeled</li> <li>• Polishable</li> <li>• NOT trainers or boots (inc. Dr. Martens)</li> <li>• Must be worn with dark socks or tights</li> <li>No Ugg boots</li> </ul> 	 <p>Next Zara Next</p>
		 <p>Shein H&amp;M Cabin Klein</p>
		 <p>New Look Zara</p>

## Use of Mobile Telephones and Headphones

Sixth Form students are permitted to use these in the Sixth Form Centre only.



**Phones and headphones (or equivalent) must neither be used nor visible anywhere else in the school,** and they must not be active during lessons unless permission is given. If you ignore these rules, you run the risk of having your phone and associated paraphernalia confiscated and will be issued with a detention.

# Key Dates



- w/c 16<sup>th</sup> Sept - **AP1 (A2L)**
- 3<sup>rd</sup> Oct - **Invite Only**
- w/c 21<sup>st</sup> Oct - **Progress Exams**
- w/c 18<sup>th</sup> Nov - **AP1 (Report)**
- 9<sup>th</sup> Jan - **Parent Evening**
- 3<sup>rd</sup> – 14<sup>th</sup> Feb – **Mock Exams**
- w/c 17<sup>th</sup> March - **AP2 + Report**
- 8<sup>th</sup> May – 23<sup>rd</sup> June - **A-Level Exams**
- 14<sup>th</sup> August - **Results Day (A-Level & BTEC)**

# October Progress Exams



**ST MARY'S CATHOLIC SCHOOL**  
 Windhill, Bishop's Stortford, Hertfordshire CM23 2NQ  
 T: 01279 654901 | E: info@stmarys.net | W: stmarys.net  
 Part of the St Francis of Assisi Catholic Academy Trust



1<sup>st</sup> October 2024

Dear Parents,

Reference: [Year 13 October Progress Exams](#)

I trust this letter finds you well. In the final week of this half-term, **Monday 21<sup>st</sup> - Friday 25<sup>th</sup> October**, your child will be undertaking important internal examinations. This formal assessment process is an essential aspect of the school's overall cycle of assessing your child's academic progress and preparing them for the final A-Level/BTEC exams next summer.

To help ensure the October Progress Exams run smoothly and to help ensure your child is well prepared to succeed, I was keen to share **key information** with parents/carers.

Please see below for the examination **timetable**:

October Progress Exams					
Year 13					
Year 13	Mon 21st	Tues 22nd	Weds 23rd	Thurs 24th	Fri 25th
<b>10:30 Exam</b> 1hr 40 max	<b>Option A</b> Biology, Further Maths, Geography, Health & Social Care	<b>Option C</b> Business, English, Film, History, Maths, Physics	<b>Option D</b> Computing, Literature, Sociology	<b>Option E</b> Maths, Psychology, RS	<b>Option D</b> Computing, Literature,
<b>1PM Exam</b> 1hr 40 max	<b>Option B</b> Chemistry, Economics, Italian	<b>Option E</b> Maths, Politics, Psychology, RS	<b>Option A</b> Biology, Further Maths, Geography.	<b>Option C</b> Business, English, History, Maths, Physics	<b>Option B</b> Chemistry, Economics, Italian

Students to line up by the sports hall in form order, alphabetically @ 10:20 and 12:50.

Please help ensure your child is aware of the specific timings of their subject exams, and that they arrive in good time ahead of each of their exams. Students also need to ensure they bring the necessary equipment (pens, pencils, calculators, etc.)

Please note the **start times of the exams: Morning (10:30am) and Afternoon (1pm)**.

For this examination series, students will be granted **study leave**. As such, during this school week your child will only be required in school for their specific exams. For safeguarding purposes, it is imperative that **students sign in and out at A Block when they arrive/leave school**.

Please encourage your child to make best use of this study leave through establishing **effective revision practices and routines at home**.

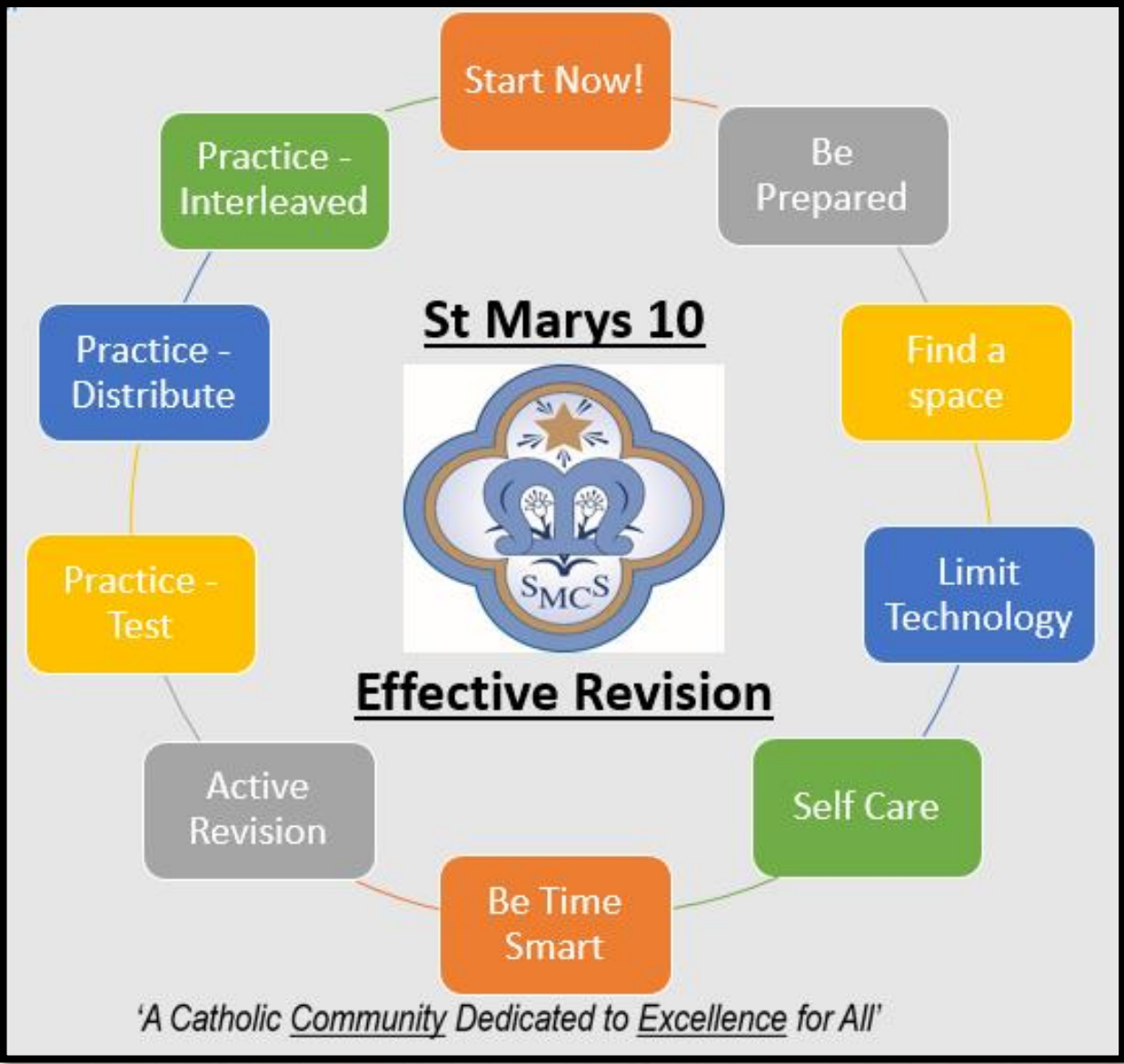
Should your child wish to spend parts of this week in school revising, they may do so in the Sixth Form Study Centre (ensuring they sign in/out of school).

# How to support your child's learning

- Please help them get into positive, well-established routines:
  - Homework completed as a priority not an after-thought
  - Do they have the correct books and equipment for tomorrow's lessons?
- Show an interest in what they have done each day:
  - “What was the most interesting thing you learned today?”
  - “Can you explain how that works for me?”
- Don't always take their word for it with homework!
  - “Show me your completed homework”
  - “Why do you know this is a good piece of work?”

*Love*      *Respect*      *Flourish*





# Create your smart Study Planner

Make revision manageable. Build a plan around your life. Get confident for your exams.

Get started. It's free

## Organise your revision time

Balancing studying with the fun stuff in life can be difficult. Revising can get in the way of everything from meeting friends to relaxing after school.

Building a revision plan helps you manage your time more effectively. It gives you a clear idea of what subjects and topics you'll be revising each day and helps you organise your studies around your life.

And if your plan can sync with your phone and give you notifications for revision sessions it's even more useful.

[Download our iPhone app now](#)

### The Study Planner:

- ✔ Builds revision sessions around your life
- ✔ Automatically adds revision sessions for you
- ✔ Has a free iPhone app that syncs with your desktop planner

Get started. It's free

	Mon 20th	Tue 21st	Wed 22nd	Thu 23rd	Fri 24th	Sat 25th	Sun 26th
09:00 - 10:00	GCSE Law	AS Mathematics	AS Psychology	AS Biology	AS Psychology	Lie in	Lie in
10:00 - 11:00	AS Mathematics			add activity	add activity	Badminton	AS Psychology
11:00 - 12:00	AS English Literature (AQA)	Free time	AS Biology	GCSE Law	AS English Literature		add activity
12:00 - 13:00	AS Mathematics (Edexcel)	add activity	add activity	AS English Literature (AQA)	add activity	AS Biology	AS Mathematics (Edexcel)
13:00 - 14:00	Extra Maths revision	AS English Literature	add activity	AS Biology	Lunch with Izzy	AS Biology	add activity
14:00 - 15:00	AS Biology		GCSE Law	AS Psychology	add activity	AS Psychology	add activity
15:00 - 16:00	Individual help	Free time		AS Mathematics	AS Biology	AS Psychology	
16:00 - 17:00			AS Psychology	add activity	add activity	AS Mathematics (Edexcel)	Sarah's birthday
17:00 - 18:00	add activity	add activity	add activity	add activity	add activity	GCSE Law	
18:00 - 19:00	Play rehearsal		GCSE Law	Play rehearsal			
	Dinner	Dinner	Dinner	Dinner	Dinner	Dinner	Dinner

CGP



# How to Revise for A-Level

**New!**

## Study Skills & Revision Planner

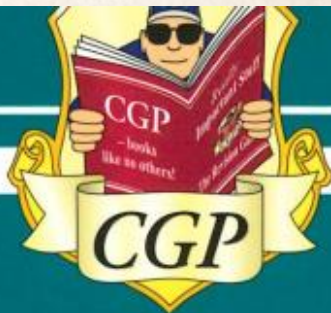
Unbeatable advice from the revision experts!

Includes **Free** Online Edition and Videos

ISBN 978 1 78908 627 0



9 781789 086270



## Hi-yah! Take that! And that!

(That's the sound of us fighting off revision worries)

A-Levels can seem difficult, but this CGP book means you can combat anything...

- **Study effectively through the whole course...**  
No sweat — we'll tell you all our best study secrets
- **Learn the techniques for exam success...**  
That's right! We have plenty of videos and subject-specific tips
- **Plan out a stress-free revision schedule...**  
Don't worry — our write-in timetables make it easy
- **Read your free Online Edition anywhere...**  
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Take your A-Level revision up a level with CGP — we're the revision experts 😊

For prices & info...



...scan me now!

# Maximising the effectiveness of Supervised Study:



Brain Dump:

Priority Tasks:

- 1)
- 2)
- 3)

## Daily Time Box



Name:

Form:

Date:

Study period #1 Time:

Task:

Study period #2 Time:

Task:

Study period #3 Time:

Task:

Break / Lunch Time:

Task:

After School Time:

Task:

Evening Time:

Task:

## The best... kit for university students



### ◀ Status heated clothes airer

Dry wet laundry in no time in your own room with this 230W heated winged airer, which costs less than 4p/hour to run. It folds away for compact storage when not in use and can handle a 15kg load of laundry (£40; amazon.co.uk).



### ◀ Silentnight Deep Sleep mattress topper

Mattresses in student rooms are often old and uncomfy, so invest in a topper to ensure a good night's sleep. Machine washable, this double topper from Silent Night is hypoallergenic and easy to fit (£16 for a double; argos.co.uk).



### ◀ Ikea Klunka laundry bag

This 16-litre bag is rigid enough to be used as a laundry basket, though it can be folded up for easy storage if you prefer (£9; ikea.com).

### ▶ JBL Go 3 Eco speaker

"Small but mighty", with impressive bass quality, this lightweight speaker gives up to five hours of playtime from a single charge. It is water- and dust-proof and made from 90% recycled plastic, and comes in fun colours (£31; gadcet.com).



### ▶ Habitat Lizzie desk lamp

This funky orange desk lamp is easily adjustable, even with the light on, using the stem on the back of the shade. 32cm high and 17cm wide, it takes a small Edison bulb, which is not included (£16; habitat.co.uk).



### ▶ George Foreman Fit Medium Grill

A university-digs classic, this grill doesn't take up much space, is versatile, easy to clean and uses 82% less energy than a conventional oven grill (£43; diy.com).



# Applying to

# UCAS

2025 entry

Name: \_\_\_\_\_

Form: \_\_\_\_\_

Applying  
to  
UCAS  
2025 entry

Name: \_\_\_\_\_

Form: \_\_\_\_\_

- ✓ Students have a **digital and hard copy** of this booklet. Designed to **guide and support them** through every step of your UCAS application. Using it will make the **process easier and more efficient!**
- ✓ It will **supplement the in-person support** students will receive from your **Form Tutor, Subject teachers and the Sixth Form Team.**
- ✓ This **e-booklet has also been sent home to your parents/carers to empower them to support you.**
- ✓ The **UCAS application process is so important** as it enables a really **structured and recognised platform** for soon-to-be school leavers to **plan and prepare for their post-18 pathway.**
- ✓ St Mary's expects **all Year 13 students to complete and submit a UCAS application.** We of course acknowledge and respect that not every student may wish to progress onto undergraduate degree programmes at university or college, but there are still **so many advantages to completing a UCAS application...**

# Why is it so important to complete a UCAS application?



- 1. Flexibility** - Life can be unpredictable, and students' plans *do* change... a completed UCAS application keeps options open. For example:
  - on A-Level results day
  - Your perspectives change after a GAP Year
  - if you don't secure your desired employment or training opportunities
- 2. Information Gathering** - The UCAS application process requires students to research and consider their post-secondary options, which helps you better understand the range of possibilities available: apprenticeships, vocational courses, and other forms of further education.
- 3. Networking** - UCAS events and resources can connect students with professionals, apprenticeship providers, and colleges. This networking can lead to valuable opportunities and contacts that may benefit you in the future.

# Why is it so important to complete a UCAS application?



- 4. Personal Growth** - The UCAS application process involves writing personal statements and developing important skills such as goal setting, self-reflection, and communication; valuable life skills for personal growth that you will use post-18.
- 5. Financial Aid** - Some students may be eligible for financial aid, scholarships, or grants through UCAS, even if they don't plan to attend university immediately. Having an application on file can make them eligible for financial support should their plans change.

This **UCAS** process is a really important part of helping prepare students *their* future!

As such, students must ensure they are showing the necessary **independence, initiative and resilience** to complete this process efficiently and effectively.

## 2024-2025 Entry Application Deadlines

Task	Who	Deadline	Tick when complete
UCAS Hub Registration	All students	July 2024	
First draft of Personal Statement <i>(completed via Unifrog)</i>	Early Entry students	Monday 11 <sup>th</sup> September 2024	
Personal Statement completed	Early Entry students	Monday 2 <sup>nd</sup> October 2024	
All UCAS sections completed			
First draft of Personal Statement <i>(completed via Unifrog)</i>	All other students <i>(i.e. those not applying for Early Entry)</i>	Monday 10 <sup>th</sup> October 2024	
DEADLINE for UCAS submission	Early Entry students	18:00 on Wednesday 16 October 2024	
Personal Statement completed	All students (excluding Early Entry)	Monday 4 <sup>th</sup> December 2024	
All UCAS sections completed			
<b>Equal consideration UCAS deadline</b>	All other students	18:00 on Friday 31 January 2025	
Student finance opens	All students	March 2025	

**NB – you can complete and submit your UCAS application with just one choice of university. You can add the remaining choices any time up to the Equal Consideration deadline.**

# The student 'journey'

## Student progress

Personal details	✓
Contact & residency	✓
Nationality	✓
Supporting information	✓
English language skills	✓
Finance & funding	✓
Diversity & inclusion	✓

More about you	✓
Education	✓
Employment	✓
Extra activities	✓
Personal statement	✓
Choices	✓

## Adviser progress

Application complete	✓
Qualifications checked	✓
Predicted grades complete	✓
Reference complete	✓
Reference approved	✓
Application approved	✓
Sent to UCAS	✓

## The student's... Personal Statement

1. **Deciding What to Include:** Choosing relevant experiences and achievements.
2. **Standing Out:** Differentiating themselves from other applicants.
3. **Balancing Tone:** Being confident yet humble and formal but personal.
4. **Word Limit:** Staying within 4,000 characters or 47 lines.
5. **Avoiding Clichés:** Writing authentically without overused phrases.
6. **Starting and Revising:** Overcoming writer's block and refining drafts effectively.

# Examples of ways in which students are **SUPPORTED** with their Personal Statement

✓ Unifrog writing tool



✓ Multiple revisions: Form tutors, subject experts, Sixth Form team

✓ Clear timelines, etc.

✓ Workshops

The screenshot displays the Unifrog writing tool interface with three sections for a personal statement. Each section includes a heart icon, a title, a question, and a character count. A green 'Start >' button is located in the top right corner of each section.

- Section 1** (Heart icon): Why do you want to study this subject? 0 of 1200 characters
- Section 2** (Thumbs up icon): What have you done in the past that makes you particularly suitable to study the subject? 0 of 2400 characters
- Section 3** (Star icon): What else have you done that would contribute to the university community? 0 of 400 characters

## Your Personal Statement

### 1. Personal statement

To ensure this is high quality you will need to have the proactivity, organisation and initiative to ensure it goes through a **rigorous quality assurance process**:

- ✓ **Version 1** needs to be edited by your **Form Tutor**
- ✓ **Version 2** need to go to a **relevant Subject teacher** who can provide specific advice in relation to the course/post-18 pathway you are applying
- ✓ **Version 3** needs to go to the **Sixth Form Team**
- ✓ Only when these earlier stages have been completed is it to come to Mr Noble for final approval and uploading onto UCAS.

\*Of course, you may also have people outside school – e.g. family members - that you may feel could be really useful in developing your Personal Statement.

*For example, if you are applying for Medicine and have a family member of family friend who is a Doctor.*

# Writing your Personal Statement

## Write

Add, edit and delete text

## Preview

How it'll look to universities



### Section 1

Why do you want to study this subject?

0 of 1200 characters

Start >



### Section 2

What have you done in the past that makes you particularly suitable to study the subject?

0 of 2400 characters

Start >



### Section 3

What else have you done that would contribute to the university community?

Start >



**A research, planning and application tool...  
at your fingertips**

[HOME](#)

[FAVOURITES](#)

[LOCKER](#)

[APPLY](#)

[HELP](#)



## Quizzes

### Interests profile

✕ Quiz not taken

Start >

### Personality profile

✕ Quiz not taken

Start >

### Work environments profile

✕ Quiz not taken

Start >

## Exploring pathways

### Careers library

✕ Careers favourited

Go to tool >

### Subjects library

✕ Subjects favourited

Go to tool >

### Know-how library

✕ Guides favourited

Go to tool >

## Searching for opportunities

### UK universities (0 shortlists)

Start >

### Oxbridge (0 shortlists)

Start >

### Apprenticeships (0 shortlists)

Start >

## **Choosing the right course**

Follow the instructions below to search which courses are available to apply for via UCAS

- <https://digital.ucas.com/search>
- Choose 'undergraduate' study level
- Choose '2024 – 2025' entry year
- Enter the name of the course you are interested in applying for
- Click 'Go'

## **Choosing the right university**

You will be studying for your degree for three or four years....sometimes more. You need to be comfortable and happy in your surroundings, especially if you intend to live away from home.

Here are some points you may wish to consider:

- Do you want a campus environment, or would you prefer to be based in a large city or town
- Where does the university stand in the various league tables

### **UCAS Application Fee**

It will cost you £28.50 to make an application via UCAS to up to five universities. This will also give you access to Clearing and Extra.

You will be required to make this payment by credit or debit card when you have completed your application. This is called "Pay & Send".

You will only actually pay once although you will need to "Pay & Send" every time you submit your application to The Sixth Form Team for checking. Do not be confused by this!

# The school's REFERENCE section...

*(completed for each student)*

Enter a general statement about your school/college/centre. \*

Type here

Characters used here: 0, remaining overall: 4000

If applicable, enter any information about extenuating circumstances which may have impacted the applicant's education and achievement. \*  No information to enter

If there is nothing to add here, please check the 'No information to enter' box.

Type here

Characters used here: 0, remaining overall: 4000

Outline other supportive information specific to the applicant and relevant to the course(s) applied for that you think universities/colleges should be aware of. \*  No information to enter

Ticking 'no information to enter' for this section will highlight that no information has been supplied. Please tick in circumstances where you are unable to provide any additional supportive individual context to the application.

Type here

Characters used here: 0, remaining overall: 4000

## Section 2

- *Genuinely\** extenuating circumstances for the student (*this box left blank for the vast majority (c. 80%) of students*)
- Institution to then assess (and apply mitigation at their discretion)
- To include detail of what may have limited a student's education and reaching their full potential **OR** what a student has overcome
- To be completed (on Unifrog) via Form Tutor and Phoenix Harritt (Year 13 Manager)

## Section 3

=

**Subject and Form Tutor references**

## UCAS Predicted Grades

**‘Optimistic but realistic.... The subject expert  
reaching an evidence-based professional  
judgement.’**

## **The School Reference**

Please ensure you have informed your Form Tutor and Year Manager the preferred field of study / proposed course. This will help them and subject staff to personalise your reference.

Subject staff will meet together in teaching teams or pairs to compose the contents of your subject reference. They will agree on your Predicted Grade; naturally this will take into account your performance so far (e.g. formal exams, participation in class, etc.), but also the fact that A Levels become more challenging as you progress.

### **Predicted Grades are not open to negotiation**

Teaching staff will not predict you an unrealistic grade simply to secure you an offer from a particular university. They will use their professional judgement to make a a final decision that is grounded in evidence.

# Safeguarding

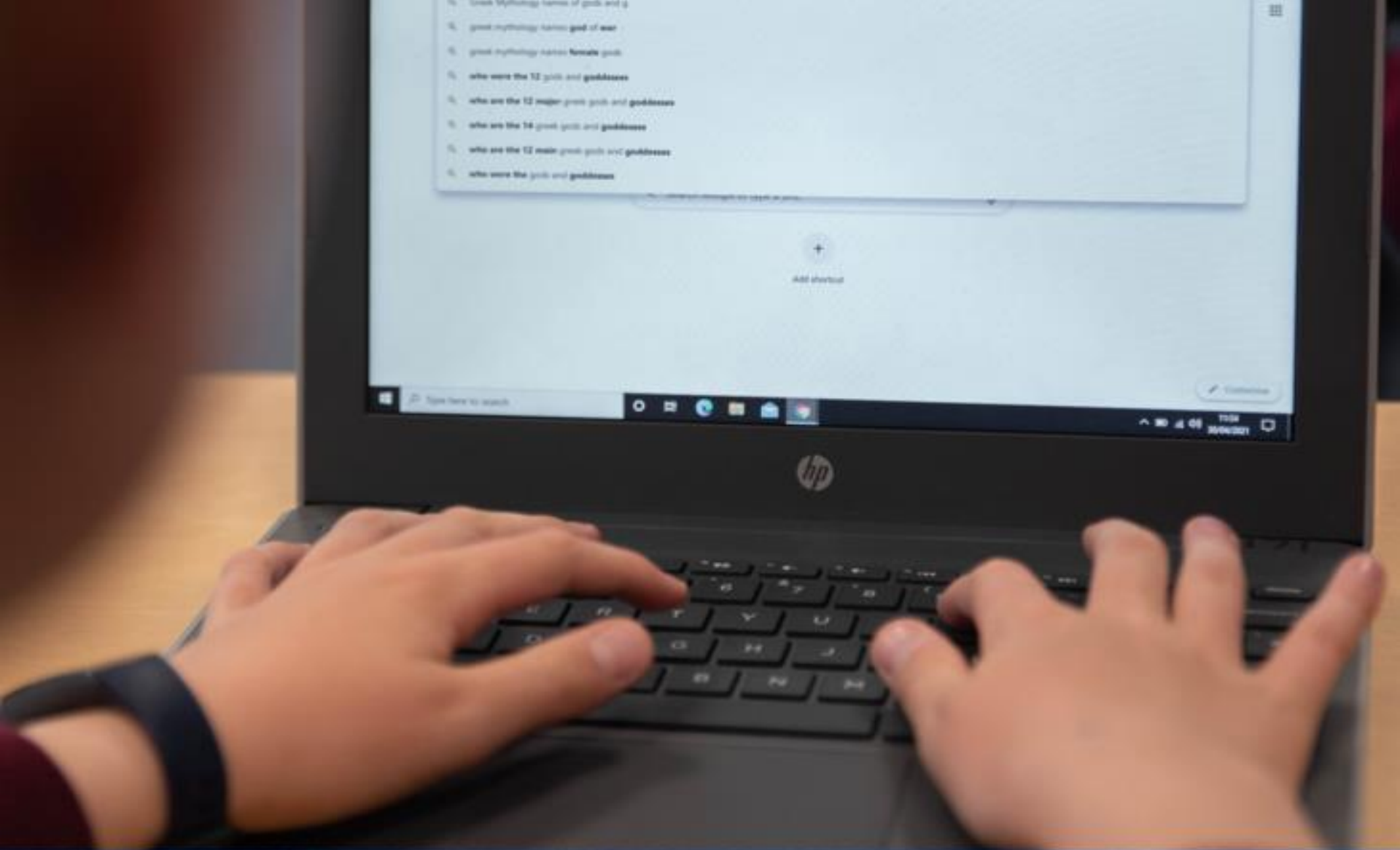


*Love*

*Respect*

*Flourish*





Love Respect Flourish



The breadth of issues classified within online safety is considerable and ever evolving, but can be categorised into four areas:



### CONTENT

being exposed to illegal, inappropriate or harmful content, for example: pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation and extremism.



### CONTACT

being subjected to harmful online interaction with other users; for example: peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes.



### CONDUCT

personal online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images (e.g consensual and non-consensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images and online bullying.



### COMMERCE

risks such as online gambling, inappropriate advertising, phishing and or financial scams.

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# Social Media



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# Social Media and Advice to Parents

1. Communicate with your children about their online behaviour.
2. Support your child in ensuring that they only add contacts that they also know and trust off-line.
3. Underline the importance of not publishing or forwarding images and videos which jeopardise their safety or integrity.
4. Emphasise the importance of thinking before they post something online.
5. Limit the time your children spends online and check what they are doing.

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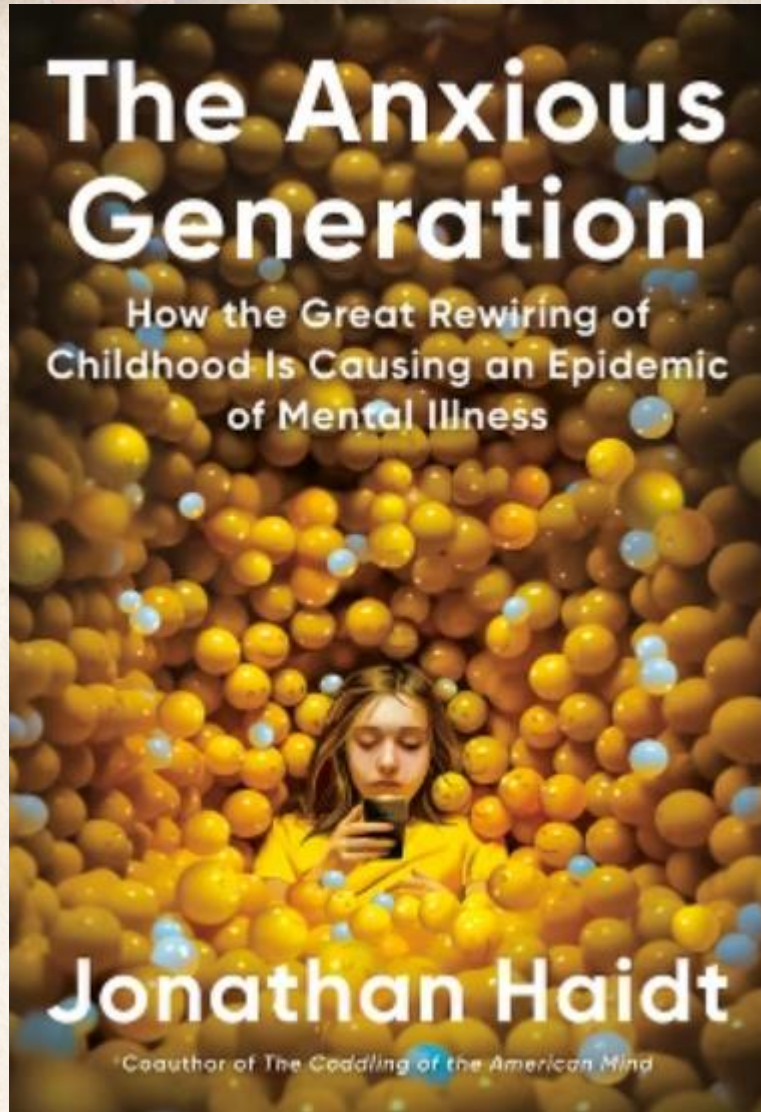


# The Anxious Generation

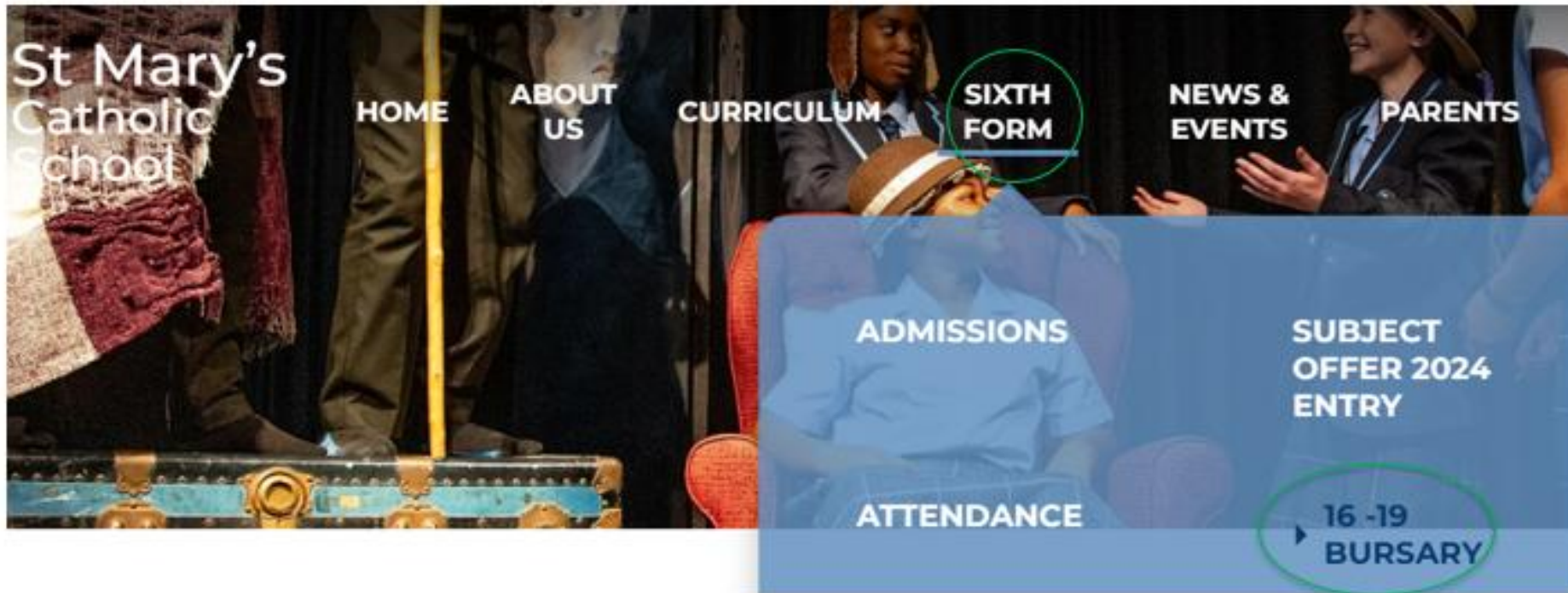
How the Great Rewiring of  
Childhood Is Causing an Epidemic  
of Mental Illness

Jonathan Haidt

Coauthor of *The Coddling of the American Mind*



# 16-19 Bursary



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*Our Community Supporting Our School to Deliver Excellence for All*

# The Friends of St Mary's

*Our Community Supporting Our School to Deliver Excellence for All*

## The Friends of St Mary's Summer 2022

It is undoubtedly an exciting time to be joining St Mary's. We are in the midst of completion of major investments project having secured over £7million pounds in grants over the last four years.

Underpinning all of this exciting news is the work of the Friends of St Mary's. The Friends have been supporting the school for 20+ years, making a huge difference to the education, spiritual welfare and opportunities for the thousands of pupils who have passed through our school. We are proud of our past, grateful for the present and extremely excited about our future. This year saw us as a school community celebrate our 125<sup>th</sup> Anniversary. Now it's your turn to experience the St Mary's community and we hope that you will wish to become a Friend of St Mary's too.

Friends of St Mary's official role is to assist the school in raising funds and much of that comes from the generosity of parents who make a monthly contribution by standing order. The vast majority of families choose to do that, some even continue after their child has left the school! That speaks of community and reflects the culture and values so important to us all. We do not take that generosity lightly and prayerfully consider how best to invest those funds.

We are thankful to our contributors because we absolutely could not have delivered so many enhancements without the support. There is an incredible opportunity available to us and we wish for everyone to catch the vision, to feel part of our journey and to share our enthusiasm. Everyone is welcome to join in.

In the past twelve months we have worked on the refurbishment of our new Refectory dining facilities, with a wonderful bright and airy catering facility and dining hall, our students are reaping the benefits of. The 'A' block currently is home to many of the school's admin functions. As these functions have now moved over to the newly refurbished Georgian block this will create further space for development. Fortunately, this year we have been blessed to have another successful bid for finance to help with further development of the school. With support from the diocese we have spent just over £700,000 to convert the A Block into a new 'Design and Technology' Block. This redevelopment includes new bespoke classrooms for 'Resistant Materials' (e.g. wood-work, metal-work) and 'Textiles'. A new ICT design studio to help with some of the computer related aspects of Design and Technology as well as being available for other departments to use. This redevelopment is also home to new first-aid room, student reception and student toilet facilities and meetings rooms as the new "Student hub" centre of the school.

The Friends of St Mary's work hand in hand with the Parent Governors to move the school forward and we are looking to accelerate and expand our ambitions. Results, pupils and teachers are outstanding. There have been some amazing improvements in recent years but there is much, much more to be done if we really want to have a first class environment for our pupils and teachers.

Can you help?



# Go4Schools



*Love*      *Respect*      *Flourish*



# How is my child doing at school?

Last year, feedback received suggested that parents wanted more information from the school on how their child was progressing.

*Love*      *Respect*      *Flourish*



# How is my child doing at school?

St. Mary's has invested in an online platform called **Go 4 Schools.**

This will store and present “live” information about your child's academic performance

This information includes their homework. No other platform should be used to set homework.

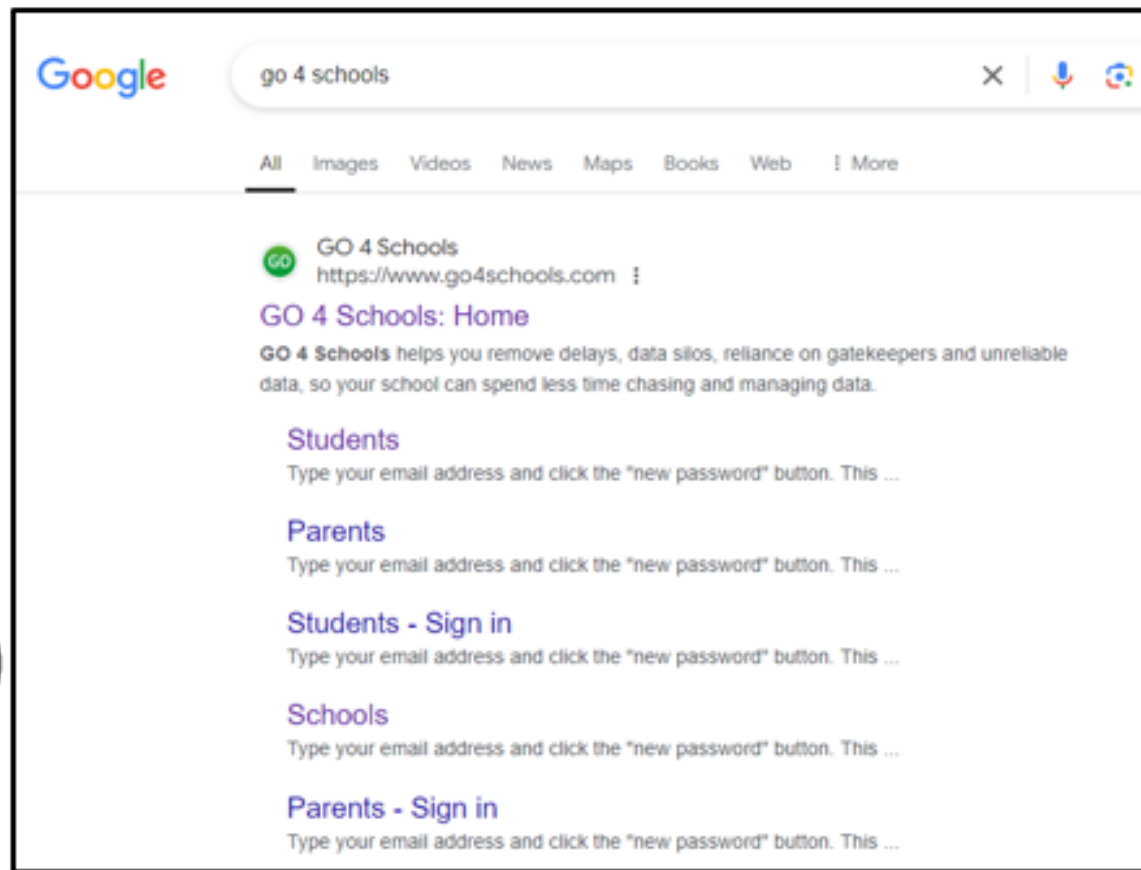
*Love      Respect      Flourish*



# Accessing Go 4 Schools

Search for Go 4 Schools

Pick the appropriate link (student/parent)



The screenshot shows a Google search for "go 4 schools". The search bar contains "go 4 schools" and the Google logo is visible. Below the search bar, there are tabs for "All", "Images", "Videos", "News", "Maps", "Books", "Web", and "More". The search results show a single result for "GO 4 Schools" with the URL "https://www.go4schools.com". Below the URL, there are several links: "GO 4 Schools: Home", "Students", "Parents", "Students - Sign in", "Schools", and "Parents - Sign in". Each link is followed by a brief description: "Type your email address and click the 'new password' button. This ...".

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# Accessing Go 4 Schools


The login page will become visible


Choose “first time user”


Ensure you use your St. Mary’s email address (students) or the email address the school has on file (parents)

## Sign in

Please note that not all login methods are supported by all schools.

 Sign in with Google

 Sign in with Microsoft

 Sign in with GO    First-time user?    Forgotten Password?

If you haven't logged on to GO 4 Schools before, type your email address and click the "new password" button.

This is the password you may use to log in to GO 4 Schools if your school supports this login method. It is also the password you use to log in to the GO 4 Schools Mobile App if your school uses the Mobile App.

Email address

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# Live Information



**STUDENT DETAILS** [Close]

[Redacted]

Overview

**Homework (1)** Due within the next 7 days or the last 7 days

Due	Subject	Task	Done
12 Sep 2024	Economics 12A/Ect	Key Terms Guidance time: 20-30 min.	<input type="checkbox"/>

**Attendance** 83%

- Present
- Unauthorised absence

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# Live Progress Information

## STUDENT DETAILS



Progress summary

View subject in detail ▾

## Progress

### Summary - Current Working Grade

Subject name  Grade value

Biology	DT Joint	Economics	Enrichment	General RE	Mathematic	PSHE	Registration	Supervised Study
-	-	-	-	-	-	-	-	-

### Residual legend

GO 4 School - Current model

- Above target
- On target
- Below target
- Well below target

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# Live Progress Information

Subject	Year 7 Baseline	External target	CWG	Sheet summary
Biology, Mrs A Acheson, Mr D Neesam	-	-	-	A2L 1 A2L 2 A2L 3 Assessments
DT Joint, Mrs A Crowhurst, Mr M Hunt	-	-	-	Year 12 Key Assessments Year 13 Key Assessments
Economics, Mr C Palmer, Mr J Gitau	-	-	-	Micro Theme 1 Macro Theme 2 Micro Theme 3 Macro Theme 4 Progress Examination A2L 1 A2L 2 A2L 3

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