

# **Year 13 Information Evening**

**Wednesday 10th September 2025**

**Mr G. Munro**

**Head of Sixth Form**



# Programme

- **Welcome**

*Mr George Munro*

- **Academic Monitoring and Support**

*Mr Simon Mariner-Goff*

- **The Post-18 Process**

*Mr Simon Mariner-Goff*

- **Well-being and Pastoral Support**

*Mrs Katie Howe*

- **Exams Access and Support**

*Mrs Alison Matthews*

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# Time Management

- **Friday 9th May – potentially the last ‘official’ Year 13 Day**
- **Less than 29 school weeks left**
- **Time needs to be used wisely!**
- **Where do you spend your study periods?**
- **How do you spend your study periods?**
- **Are you doing your 3 hours per night, plus extra at the weekends (beyond homework!)**

# **Academic Monitoring and Support**

**Mr S. Mariner-Goff**

**Deputy Head of Sixth Form**

## Reflection on progress so far

- What is your **current situation**?
  - How did you get into this situation?
  - What are your **aspirations**?
- ➔ How will you **fulfil your aspirations**?



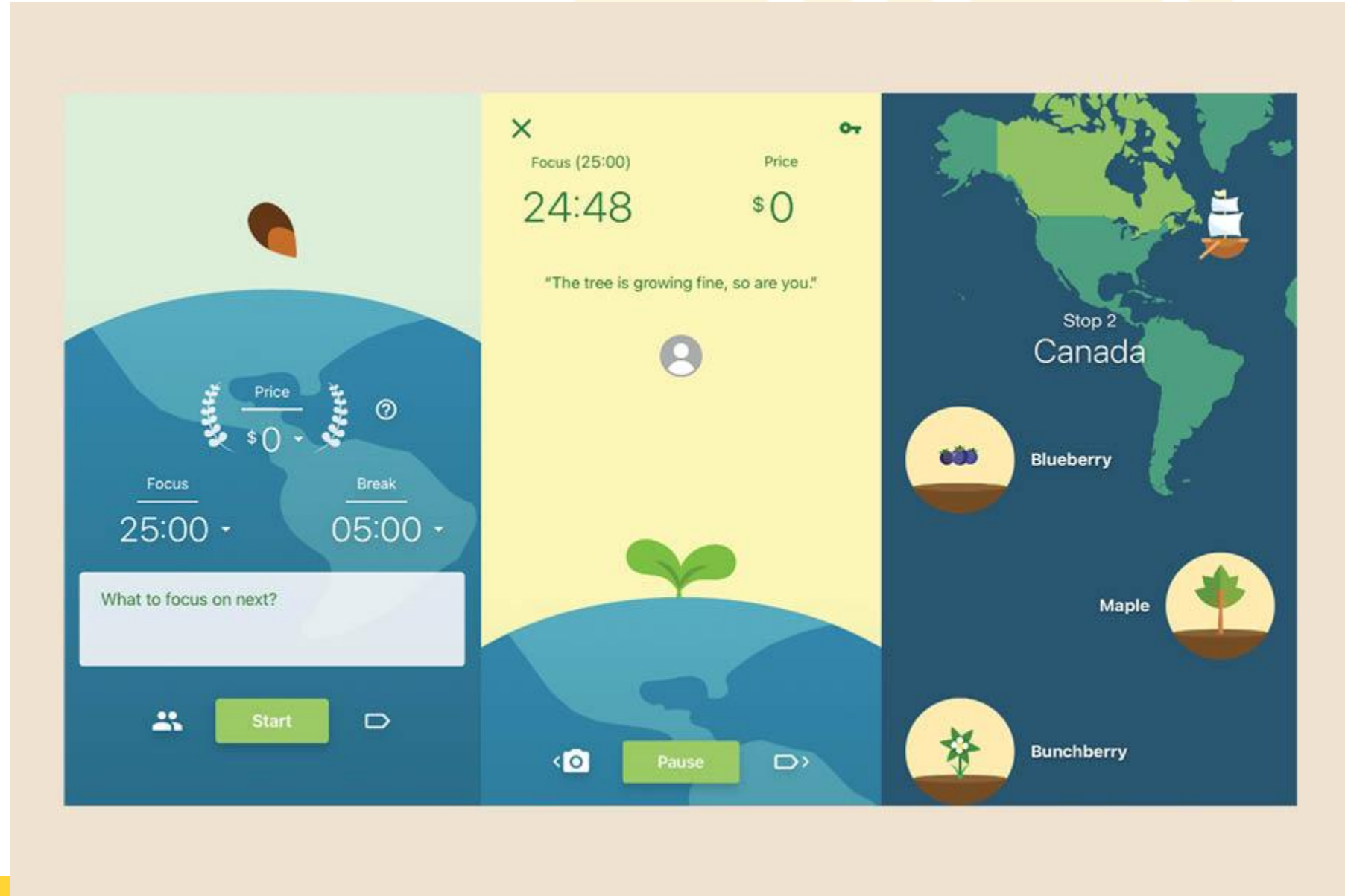
## Recalling information from Y12

- **No lesson time** given to revising previous material
- Revision of material from Year 12 is **students' responsibility**
- **REMEMBER: 15 hours additional study** outside of lessons
- **Six Stage Revision Process**

# What is Academic Rigour?

- Wider reading beyond the syllabus without being asked – “**working without instruction**”
- Being **proactive** outside of lessons rather than simply reactive to tasks set by teacher
- **Questioning** and academically **curious** outlook
- **In-depth knowledge** and understanding rather than superficial knowledge
- Awareness of the **amount** and **quality** of work needed
- Acceptance of and preparation for **regular testing** – student ownership

# Flora App



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## Supporting Progress in Year 13

- ✓ Close monitoring of **teacher feedback**
- ✓ **Sharing information with parents** and responding to concerns
- ✓ **Tutor 1-1s:** setting targets and discussing issues
- ✓ **Mock Examinations** (w/c Monday 26<sup>th</sup> January 2026)
- ✓ **Academic Support Programme**

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# The cost of paid work



- **Over 9 hours per week = 1 grade dropped per subject.**
- Long evening working hours adversely affects performance at school
- Inflexible working hours are not appropriate at exam times
- **What is your priority for Year 13?**
- Stress and burnout

# **The Post-18 Process**

**Mr S. Mariner-Goff**

**Deputy Head of Sixth Form**

# Post-18 Support at TBSHS



**Mrs K. Radford - Post-18 Co-Ordinator.**

**Mr S. Mariner-Goff - Post-18 Adviser.**

[post18@tbshs.org](mailto:post18@tbshs.org)

# University Timeline

**Now:** Personal Statement final edits

**30 September:** 'Completing UCAS Applications' session

**8 October: Early Entrants (Oxbridge/Medics/Vets/Dentists)**

**STUDENT DEADLINE to send into school's control**

**14 October:** Oxbridge, Dentistry, Medicine and Veterinary applications sent

**24 October:** Confirmation from teachers of final UCAS/Post-18 Predictions

**24 October – 14 November:** Students finalise applications and choices

**7 November:** All references completed by tutors

**14 November: All other applicants**

**STUDENT DEADLINE to send into school control**

**19 November:** UCAS Processing Day - remaining applications sent

# The UCAS Process



- PROFILE
- EXPERIENCE
- **CHOICES**
- **PERSONAL STATEMENT**

**REVIEW/SUBMIT**  
(Can return for editing  
before send-off)

Student prepares  
application on  
UCAS

Updates on Uni  
Decisions

**SCHOOL  
CONTROL**

UCAS SEND OFF

**UCAS**



**UNIS**



- + **REFERENCE**
- + **POST-18 PREDICTED GRADES**

- Maximum 5 choices
- No preferences; no knowledge of each other
- Only 1 personal statement

# Personal Statements

**Personal Statements should now be in final stages – all students should have had the opportunity of 2 rounds of feedback from a member of staff.**

Lots of guidance has been given.

# References

**Tutors write all UCAS references** – a balanced reference citing relevant information provided by subject teachers (see your Year 12 report) tailored to student's choice of subject.

Student can provide information re additional activities; mitigating circumstances.

*Student must take responsibility for liaising with tutor.*

References are quality assured by SFMT.



# Post-18/UCAS Predicted Grades

These grades are “**best possible**” i.e. the best grades that students are likely to achieve in the summer based on teacher’s complete knowledge of student.

By default, these will be the same as the **Teacher Projected Grades** listed in the Year 12 Data Drop 1a which will be issued on 6 October after Testing Period.

**Projected grades are already holistic** - they incorporate a teacher’s in-class knowledge of a student in addition to any formal assessments such as the Post-18 Gateway result and testing periods

# Post-18/UCAS Predicted Grades

There may be a few cases where changes may be made purely for Post-18 purposes

- This is at Subject Teachers' discretion based on the **additional academic evidence** the student provides

## Process:

- **6 - 22 October: Teacher Post-18/UCAS Grade Review** – teachers review DD1a Teacher Projections and finalise Post-18 Predicted Grades.  
**Not a consultation.**
- **24 October:** – Final Post-18/UCAS Predicted Grades shared with students

# University Choices

✓ **You can make up to 5 choices:**

NB: additional applications can made to:

Conservatoires (separate system within UCAS) – deadline 2 Oct

Some drama schools

Independent unis, e.g. Bucks University

Degree Apprenticeships - application is via company

✓ **Can be for different courses**

But you only have one Personal Statement

✓ **Be aspirational and sensible in light of your projected grades**

Re-run Unifrog & review all your research

Ensure spread of aspirational, solid and safe

Consider all factors including future career paths

# University Choices

**You can send an application off with fewer choices initially.**

**Add up to 5 before 14 January 2026**

- ✓ Allows for further research if not yet decided on all 5
- ✓ Allows for testing out an aspirational choice before deciding on appropriate range of grade requirements for other choices

**Adding choices totally under student control – use the 'ADD CHOICE' button in their UCAS application**

**NB: Can't change the Personal Statement or information on application**

# Types of University Offers

## **Conditional Offer (most common)**

- A place is dependent on meeting certain grades/UCAS points

## **Unconditional Offer**

- A place is not dependent on exam performance

## **Interviews/Auditions**

- You may be invited to one prior to an offer being made
- You may need to take a portfolio/pieces of written work

## **Admissions Tests**

- Law, Medicine, Dentistry and some Oxbridge Courses

# University Offers

**Different universities work at different speeds!**

Students should receive offers by **31 March 2026**.

They then have until **6 May to respond** to these.

Accept **one offer as their FIRM** choice and one as their **INSURANCE**

All other offers have to be declined

No offers? Don't worry, you still have options open to you

# Student Finance

## **Tuition Loans - Up to £9,535 pa tuition fees**

- Fees paid straight to university

## **Maintenance Loans - £4,915 minimum rising to £10,544**

(out of London; living away from home)

- Paid to student for living expenses, books etc
- More if household income under £62,350

# Student Finance

## **Loan Repayment - 9% of amount earned above £25,000**

- e.g. if earning £30,000, monthly repayment is £37.50
- The monthly repayment is not linked to the size of the debt
- Written off after 40 years

## **Scholarships, bursaries and grants available:**

<http://www.thescholarshiphub.org.uk/>

**Full information - [Student Finance - The Student Room - Finance Zone](#)**



# Apprenticeship & Employment Applications

- **No fixed timeline – need to be constantly on the lookout**
- **Post-A Level recruitment schemes and apprenticeships run by major UK and international companies start this term**
- **Students should already be doing the following:**
  - Recording *Activities and Competencies* in Unifrog
  - Updating CV regularly
  - Use Unifrog Apprenticeships Tool; register for alerts with [www.gov.uk/apply-apprenticeship](https://www.gov.uk/apply-apprenticeship)
  - Actively researching industry sectors/individual companies (register interest directly with them)
  - Work Experience in school holidays
  - Checking Mrs Jonas' Careers Notices & Post-18 Bulletins
  - Researching application and selection processes - [TBSHS Post-18 Workbook.pdf](#)
- **Check out [Apprenticeships Next Steps July 2025](#)**

# Post-18 Decision Making

- First port of call is the **Form Tutor**
- Request meeting with **Mrs Jonas, Careers Advisor**
- **SFMT** also available for one-to-one guidance meetings on request
- Students **MUST check their emails**, careers newsletter and Post-18 Bulletins for updates on a very regular basis
- Consider running both university and apprenticeship applications alongside

**If you don't apply for things then opportunities will not come your way!**

**What you do next does not define the rest of your life!**

# A Level Results Day

**13<sup>th</sup> August 2026**

- It is **VERY** important that you attend
- If you are not in school, we can't support you
- **UCAS Clearing** - everything happens on that morning!

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# Wellbeing and Pastoral Support

**Mrs K. Howe**

**Deputy Head of Sixth Form**

**6<sup>th</sup>**

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# **Expectations & Pastoral Support**

- ✓ Attendance and Punctuality
- ✓ Procedures
- ✓ Dress code
- ✓ Student Drivers
- ✓ Standards Detentions
- ✓ Pastoral support and The Black & Gold Community

# When should you be in?

- **By 8:28am** every day (can be earlier!)
- **Until 3:30pm** every day\*

\*students may sign-out at 3:00pm on Wednesdays if they do not have a 1-1 meeting.

*Any one-off changes to this will be communicated in good time.*

# Punctuality

- **School Value: Respect** (times of the day, staff, learning)
  - **Start of the day**
  - **After lunch**
- 
- **Punctuality.** It's always the first thing we are asked for in a reference.

# Attendance

**90% = ½ day missed each week**

**1 school year at 90% = 4 whole weeks of lessons missed (20 days)!!!**

**90% over 2 years of Sixth Form = ½ Term missed**

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# Absence Procedures

**1. Edulink** – Use the Edulink app to report illness (by 8:30am on each day of absence) and medical appointments.

**2. Requesting absence - *driving tests or University visits***, should be made in writing to [sixthform@tbshs.org](mailto:sixthform@tbshs.org) with evidence e.g. screenshot of test.

**3. Signing in & out** - Signing out is done in the main reception area. Any student needing to leave during the School day for an appointment etc., **must have already requested this absence** (see above). Students without an authorised request already marked on their register will not be allowed off site until contact has been made with a parent/carer.

**4. Late Arrival:** Any student missing a form-group registration, either morning or afternoon for any reason, should **sign in late** in the main reception area.

**5.** If the App is not accessible, parents can ring the attendance line (01279 869555)

**6. Illness at school** - If any student falls ill during the school day, they must go to the medical room to be seen by a first aider who will then decide, in conjunction with a member of SFMT, whether to contact a parent/carer to arrange collection. **The student is not to contact home or leave site first.**

# TBSHS uses Edulink One to link to our management information system



- <https://www.edulinkone.com/>
- School code **tbshs**
- You should have login details

# Dress Code

- Sixth Formers as **role models**
- Proud of our formal approach
- Aiming to empower
- Certain “non-negotiables”
- Please support the school: students have signed up for this.
- Sanctions (*warning, Standards Detention, home to change*)
- All information is available on our website

# Standards Detentions

***Friday 3.30 – 4.30/5.30 pm in Sixth Form Study Room.***

- Deterrent not punitive
- *"Win the things that don't require talent"*
- Could be given for:
  - Dress code infractions
  - Missed duties (not until spring term)
  - Misuse of mobile phones
  - Chewing gum
  - Airpods

# Student Drivers

- Learn2Live presentations
- Authorising theory and practical tests (email with booking screenshot)
- Signed driving policy
- Student car park is first-come-first-served
- Safety and consideration

# How do we support you?

- ✓ Form tutors – one-to-one mentoring and support
- ✓ Sixth Form Management Team
- ✓ PSHCE and Citizenship
- ✓ Post 18 – Careers and UCAS
- ✓ Bursary (financial support)
- ✓ Enrichment
- ✓ School counsellor and other signposting



## General Information

Welcome to our Sixth Form

Enrichment

Extracurricular Activities and Student  
Societies

Starting Sixth Form life at TBSHS

Paired Reading, Numeracy & Peer  
Mentoring Programme

**16-19 Bursary Fund**

Choosing the Right Course

Entrance Requirements

Sixth Form Guide

# 16-19 Bursary Fund

The fund is made available from the government through its funding body, the Bursary Fund, to provide assistance to students who are 16-19 years old whose access to, or completion of, education is inhibited by financial constraints or barriers.



# **Exams Access Arrangements**

**Mrs Alison Matthews**  
**SENCo**





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# Types of arrangements...

EXTRA TIME

READER

SCRIBE

SUPERVISED REST BREAKS

PROMPT

CONCENTRATION AID

NOISE CANCELLING HEADPHONES

SMALLER ACCOMMODATION



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# UPDATES 2025-2026

It is important that SENCOs consider and, where appropriate, implement access arrangements that will prepare candidates for the workplace. 25% extra time may not always be the most appropriate arrangement. SENCOs should instead consider alternative arrangements, such as assistive technology, listening to music/white noise, supervised rest breaks or a timer.

# UPDATES 2025-2026

Supervised rest breaks are often more effective and appropriate than 25% extra time for candidates who experience anxiety or attention difficulties. They may better address the needs of neurodivergent candidates, such as those with ADHD or ASD, as well as candidates with medical conditions or mental health needs. For a candidate who tires easily or struggles to concentrate over an extended period, supervised rest breaks will be more appropriate than 25% extra time.

Allocating extra time simply extends the period a candidate must remain in a potentially stressful environment, which can intensify anxiety and reduce productivity. Moreover, 25% extra time may not address the underlying issue, which is often related to difficulties with attention or emotional regulation. In contrast, supervised rest breaks allow the candidate to step away from the exam setting, use structured self-regulation strategies and return when they are calm and better able to focus. This targeted approach can lead to more effective exam performance while also supporting the development of long-term self-management skills. Teaching candidates how to use these strategies equips them to advocate for themselves in further education or the workplace, fostering independence and resilience.

Some candidates may additionally require 25% extra time.

# UPDATES 2025-2026

Supervised rest breaks **must** always be considered before processing an online application for 25% extra time, since they may be more appropriate for candidates with an impairment other than a learning difficulty. (See [Chapter 5, section 5.1](#) for more detail.)

The SENCo **must** have **trialled and exhausted** the option of supervised rest breaks through timed internal tests and/or mock examinations before making an application for 25% extra time. The SENCo considers 25% extra time, and not supervised rest breaks, to be an appropriate access arrangement/reasonable adjustment.

Some candidates may additionally require supervised rest breaks.



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A centre (school) must make decisions on appropriate access arrangements for their candidates. Although professionals from other organisations may give advice, they cannot make the decision for the centre. They will not have a working knowledge of an individual candidate's needs and how their difficulties impact in the classroom and/or in timed assessments. It is the responsibility of the SENCo to make appropriate and informed decisions based on the JCQ regulations.

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# When to highlight the issue...

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Evidence needs to have been collated over time regarding a students' issues with completing assessments to time.

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This means that any concerns must have already been raised with your teachers/SENCo by now. Those that have been raised are in hand, so please don't worry.

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**Concerns raised following mock examinations in January 2026 will not be considered by school.**

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Evidence cannot be drawn from **ONE** stand alone assessment.

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## Guidance for parents, carers and students about access arrangements



### WHAT ARE ACCESS ARRANGEMENTS?

- Access arrangements allow students with specific needs, such as special educational needs or disabilities, to access an exam.
- They allow students to show what they know and can do without changing the demands of the exam.



### HOW WILL THE PROCESS START?

- Parents and carers should let the SENCo know as soon as possible if their child has additional needs. Good and open communication is important.
- Students in further education should record their additional needs on the college's enrolment form.
- The SENCo will work with teachers and the student to identify possible arrangements.
- Various access arrangements are available. For example, support for students who have difficulties with reading, writing, speed of working or concentration.
- Not all students with additional needs will require access arrangements. This depends on whether their difficulty affects their access to exams. Additional needs or a diagnosis alone do not entitle a student to access arrangements.



### WHO WILL MAKE THE ASSESSMENT?

- If a student has learning difficulties, the school or college's appointed assessor must conduct the assessment to determine the need for access arrangements, such as 25% extra time.
- If an external assessor diagnoses a learning difficulty (for example, dyslexia or dyscalculia), the assessment can only be used as evidence for access arrangements if the assessor has liaised with the school or college and received the necessary access arrangements paperwork in advance of the assessment taking place.
- Specialists (for example, a medical consultant or a psychiatrist) are responsible for providing a formal diagnosis. They are **not** responsible for decisions about access arrangements.
- The school or college must decide which access arrangements a student has for their exams.
- Teachers must give evidence to show that an access arrangement is needed. The school or college will record how effective the arrangement is in the classroom, in internal tests or in mock exams.



### WHAT ELSE NEEDS TO BE DONE?

- The school or college will have to apply for some arrangements.
- If a student has complex needs, a school or college can discuss their needs with the exam board.

### FINALLY

Schools and colleges **must** follow the rules. They are inspected and if they are found to be breaking the rules, this will be malpractice.

**If you have any questions about access arrangements,  
please speak to the school, college or SENCo.**



# Evidence: seen in the classroom by teachers.



- Illegible handwriting



- Sense of writing changing throughout a piece of work



- Repeatedly missing out questions



- Not completing work – either ‘getting stuck on a question and not moving on’ or repeatedly not finishing



- Comparison between work under pressure and work where there is no time limit



- Completing work with and without overlays (in absence of any formal diagnosis)



- Behaviours such as vacant stares, need to continually prompt the student to work (starting, maintaining and finishing work)



- Having to read and re-read questions to the candidate

# Evidence: Medical need

Diagnosis of medical needs (including mental health and anxiety) **MUST** be from an NHS medical professional.

It **CANNOT** be a letter from the GP.

The school are not obliged to accept evidence from a private assessment.

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# Learning needs: Private Assessments

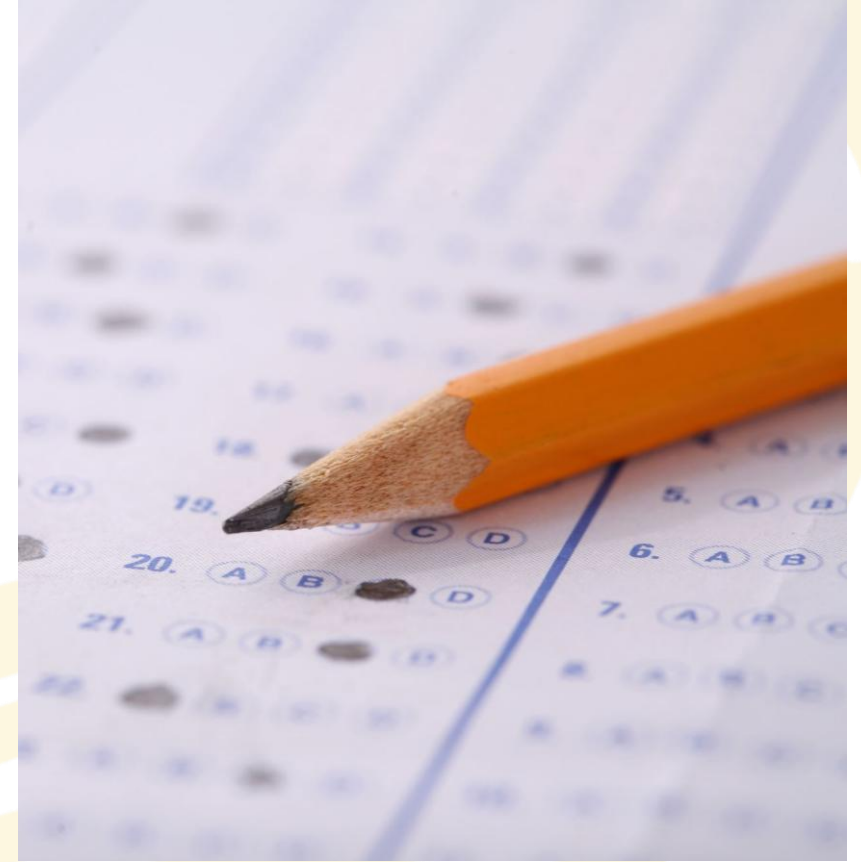
## Extra time, reader &/or scribe.

Any recommendations made following a private assessment in relation to exam access will be considered by the school, however, the assessment itself **cannot** be used to apply for any exams access arrangements.

This means that the school may decide to assess a student formally for these even if the assessor has already assessed her/him/they/them.

As the school use many of the same tests that are used by the assessor, it is recommended that no test should be repeated within a six-month period.

Of course, the school can trial any access arrangements recommended by the report in the interim.



A white computer keyboard is visible in the top left corner, partially obscured by a black stethoscope. The stethoscope is coiled on a white surface. The background of the slide features a large, faint, yellow graphic of a hand with fingers spread, resembling a warning sign.

# A word about anxiety...


Mental health is a serious issue and those suffering from a mental illness may require exam access.

Individuals that have been **diagnosed** by a **mental health professional** and **undergoing treatment** may require additional support when taking exams.

Medical evidence **must** be from an NHS mental health professional.

## **Not a GP**

School are **NOT** obliged to accept evidence from a private assessment.

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# Special Consideration

It is the responsibility of the **exams office** to deal with any requests.

Please be aware that even in the most adverse circumstances, for instance, the loss of an immediate family member, the maximum adjustment is 5%.

The school are not informed of the final decision.

# Contact Details

- [sixthform@tbshs.org](mailto:sixthform@tbshs.org) - 01 279 869531
- [senco@tbshs.org](mailto:senco@tbshs.org) - Alison Matthews, SENCo
- [exams@tbshs.org](mailto:exams@tbshs.org) – Lily Chan, Exams Officer
- [claire.jonas@tbshs.org](mailto:claire.jonas@tbshs.org) – Careers
- [post18@tbshs.org](mailto:post18@tbshs.org) – Post-18 support