

SIXTH FORM AT WALDEGRAVE

ENJOY • ACHIEVE • EMPOWER





Y13 Key Information Evening

23/09/25

Sixth Form Vision

At Waldegrave Sixth Form our vision is to ensure our students enjoy a love of learning, achieve their aspirations and feel empowered to become the leaders of, and contributors to, a better society.



Waldegrave
Sixth Form

Sixth Form Team

Headteacher
Ms Tongue

Head of Sixth Form
Mr Bannister

Heads of Year
Ms Pugh (Y12)
Mr Stavrou (Y13)

Y12 Form Tutors

Y13 Form Tutors

Academic & Pastoral Mentors
Mrs Ruggles-Ross

Exams Officer
Ms Fong

Student Support Officers
Mrs Evered (Sixth Form Manager)
Mrs Ridgley
Mrs Bremner
Ms Smith

Careers Advice
Innervate

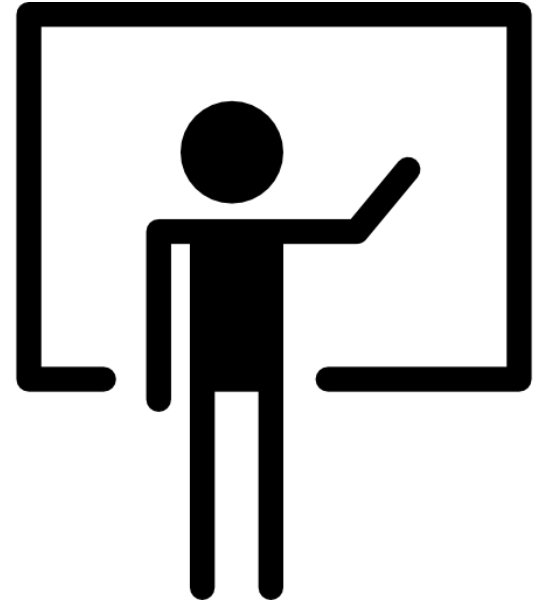
Inclusion
Ms Salisbury

School Day Timings

Monday-Thursday		Friday	
Tutor Time	08.35 - 08.55	Tutor Time	08.35 - 08.55
P1	09.00 - 10.00	P1	09.00 - 10.00
P2	10.05 - 11.05	P2	10.05 - 11.05
Break	11.05 - 11.25	Break	11.05 - 11.25
P3	11.25 - 12.25	P3	11.25 - 12.25
Lunch	12.25 - 13.10	Lunch	12.25 - 13.10
P4	13.10 - 14.10	P4	13.10 - 14.10
P5	14.15 - 15.15		

Lessons

- 9 lessons per subject each fortnight
- High quality teaching
- Varied styles of learning
- Subject specialist staff
- Engaging and interactive
- Regular assessment and feedback
- Supported by Google Classroom



Lessons

- Arrive on time
- Bring the right stationery, equipment and resources
- Adhere to the seating plan
- Listen carefully to instructions or when others are talking
- Be proactive at taking notes
- Try your best at all times
- Contribute to class discussions
- Ask for help if you need it
- Treat your teachers and peers with respect
- Keep your folders organised
- Take note of homework tasks
- Meet deadlines



Tutor Time

- Tutor Time takes place from 08.35 to 08.55 every day.
- Tutor Time will encompass a wide variety of purposeful and enjoyable activities.
- It is also an opportunity for students to get to know people outside of the subjects they are studying and means there is a chance every day to seek advice or support from their Form Tutor.
- It is compulsory for all students to attend Tutor Time and play an active role in the activities taking place.

Day	Focus
Mon	TED Talk
Tues	Current Affairs
Wed	PDC
Thurs	Assembly
Fri	Fun Activity



Work Periods

- Students will have 21 work periods per fortnight on their timetable if they are studying three A Level subjects.
- We intentionally refer to these as work periods, rather than free periods, as students will be expected to be productively engaged in independent learning during this time.
- Students will have access to a variety of study spaces in these work periods, including the Study Base, ICT suites and the Sixth Form Learning Centre.



Independent Learning

The A Level programme is based on the assumption that students are doing a minimum of 5 hours of independent work per subject every week. This does not include timetabled lessons.



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Sixth Form

Independent Learning

Prepare	Get ready for your lessons by pre-reading around the next topic, either from a revision guide, the textbook or other relevant sources of information.
Consolidate	Reinforce your learning from lessons by finishing off any incomplete tasks, reading back through your notes and highlighting the key information you've written down.
Practice	Apply what you have covered in lessons by practicing exam style questions. This might mean searching for lots of questions on a particular topic, completing past papers or planning out essays.
Revise	Try to revise as you go throughout the year by writing summary notes of the topics you have done that week, quizzing yourself, explaining concepts to others or doing exam questions.

Home Learning

It is likely that students will need to do a significant amount of work at home, either during the day, in the evenings or at the weekend. To support you with this, it is advised that you try to set up an effective workspace at home. You should consider acquiring the following resources:

- Planner (diary / app)
- Wall planner
- Folders
- Stationery
- Textbooks
- Notepads
- Laptop
- Desk

It is also a good idea to think about where students work within the house. It is unlikely that they will operate at full productivity if they are lying in bed or sat on the sofa. Instead, they might consider working at a dining table, in a home office or at a desk in their bedroom. If students do not have any good work areas at home, they should think about staying on later at school to complete their independent learning.

Overtime

Overtime is a study session that takes place at the end of the school day, which specific students may have to attend in order to support their learning. There are two different types of Overtime



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graph TD; A[types of Overtime] --> B[Study Support Overtime]; A --> C[Supervised Overtime];
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Study Support Overtime

This is intended as a supportive measure to encourage students to catch up on missing work or to complete additional tasks to further their progress

Supervised Overtime

This is given as a sanction in response to students persistently exhibiting behaviour for learning that falls below the expected standards

Overtime

Study Support Overtime	Supervised Overtime
<ul style="list-style-type: none">• Missing a homework deadline• Not completing classwork• Needing to catch up on missing work• Not completing enough independent work• Not revising properly for assessments• To receive additional support	<ul style="list-style-type: none">• Persistently missing homework deadlines• Being rude to a member of staff• Persistent failure to adhere to the dress code• Persistently not wearing your lanyard• Arriving persistently late to Tutor Time• Truanting a lesson



Overtime

Type	Days	Time	Venue
Study Support Overtime	Monday Tuesday Wednesday	Either from end of last afternoon lesson for 1 hour or 15.30 to 16.30	Register at Sixth Form Reception, then work anywhere. Report back to sign out at the end
Supervised Overtime	Thursday	Always from 15.30 to 17.30	Register in the Sixth Form Learning Centre and remain there throughout

Overtime

Number of missed Overtime	Action
1	Penalty Point issued / learning conversation with Form Tutor / new Overtime booked
2	Penalty Point issued / learning conversation with Form Tutor / new Supervised Overtime booked
3	Penalty Point issued / learning conversation with Head of Year / new Supervised Overtime booked
4	Penalty Point issued / learning conversation with Head of Year / new Supervised Overtime booked / phone call home
5	Penalty Point issued / learning conversation with Head of Sixth Form / new Supervised Overtime booked / phone call home

Assessment & Monitoring

Reports will be sent home at regular intervals throughout the year, with the exact dates to be confirmed:

November - Mock Exams (10-14 November) / Progress Report / Support Meetings

February - Mock Exams (23 February - 6 March) / Progress Report / Support Meetings

May / June - A Level Exams

August - Results Day (provisionally 13 August)

Support Meetings

- Teachers will give students predicted grades periodically throughout the year on their Progress Reports.
- If students receive predictions that are two or more grades below their targets in one subject, subject teachers will put in place appropriate interventions.
- If predictions are two or more grades below target in more than one subject, a support meeting will be organised with the student, their parents and Head of Year to agree an action plan.
- This is intended to be a supportive process, designed to make students aware of the problems they are facing and help them to find solutions.



Academic Mentoring

We currently have an Academic Mentor in the Sixth Form offering targeted support if needed:
Mrs Ruggles-Ross.

- Small group workshops
- One-to-one support
- Weekly academic mentoring sessions
- Drop in support
- Writing, time management, organisation and skills development

Inclusion

- The Inclusion team work with students in the Sixth Form who have an EHCP and organise testing for access arrangements.
- All students in the Sixth Form with an EHCP will have a bespoke programme of support put in place.
- Students with other special education needs may also receive support from the Inclusion team.
- If your daughters / sons have any special education needs that you have not already made the school aware of, please speak to the Head of Year so that we can make sure the correct help is in place.



16-19 Bursary Fund

This is a form of financial support for Sixth Form students. If you think your daughter / son may be eligible, contact Mrs East via finance@waldegravesch.org.

Vulnerable Bursary	Caring Bursary	Discretionary Bursary
For young people who are looked after or leaving care and children / young people entitled to some benefits in their own right.	For young people with a formal responsibility as a carer for a family member	For young people who were previously entitled to Free School Meals or granted in exceptional circumstances.

Attendance

- Students are expected to attend school every day from Monday to Friday during term time.
- They must arrive punctually for Tutor Time at 08.35 every morning.
- However, students are advised to arrive no later than 08.25 so that they have time to get organised beforehand.
- Students must attend all of their timetabled lessons, as well as Tutor Times.
- If students know they are going to be absent in advance, a parent / carer must email sixthform@waldegravesch.org at the earliest possible opportunity with details of the absence.
- If students are absent due to illness on a particular day, a parent / carer must call the school, email sixthform@waldegravesch.org, or use Studybugs on the school website to report the absence by 08.30 on the day.



Attendance

Driving lessons

Family holidays

Routine dental or
medical appointments



Tiredness

**Students should not be absent due
to...**

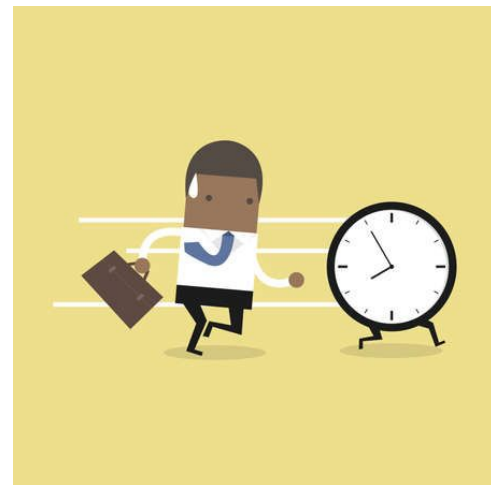
Very minor illnesses or
injuries

Social events

Interviews or training
for part time jobs

Punctuality

- We measure the punctuality of every student in the year group on every single day of term.
- We look at both the time they arrive in the morning and the time they arrive for your individual lessons.
- In the morning, students must arrive punctually for Tutor Time, which starts at 08.35.
- Students must also arrive on time and ready to learn for each of their lessons throughout the day.
- We measure punctuality in the morning using the registers completed by Form Tutors.
- We measure punctuality to lessons using the registers completed by subject teachers.



Punctuality

Unacceptable Excuses For Being Late

“I was printing my homework”

“I was hungry so I went to get some food”

“I was waiting for someone”

“I needed to talk to another teacher”

“I was getting a coffee”

“I didn’t know when the lesson started”

“I lost track of time”

Punctuality

Students can make sure they are punctual by doing the following...

Do as many jobs as possible to prepare themselves for the following day the night before. E.g. pack their bag / get out their clothes

Cut out non-essential tasks in the morning. E.g. applying makeup

Plan to arrive at school earlier than necessary so they have a margin for error in the event of unexpected delays

Try to get up the same time every school day. This will help them to form a habit, which will make it easier to get out of bed on time

Avoid sleeping in too late at weekends as this will disrupt their sleeping pattern for the rest of the week

Write down a morning routine with the timings for each task that they do and stick it to their bedroom wall. This will help them to stay on schedule whilst they are getting ready

Improve the quality of sleep by employing good sleep hygiene. E.g. drink chamomile tea, have a warm bath, avoid screens in bed. This will make it easier to get up

Speak to their Form Tutor or Head of Year if they are worried about their punctuality, or need help to make improvements

Punctuality

Number of lates in a year	Action
3	Learning conversation with Form Tutor
6	Learning conversation with Form Tutor / letter home to parents
9	Learning conversation with Head of Year / further letter home to parents / Supervised Overtime
12	Parents called in for meeting with Head of Year / Supervised Overtime
15	Parents called in for meeting with Head of Sixth Form / further interventions or sanctions considered

Freedom Passes

- Freedom Passes are a privilege that allows Sixth Form students to have some flexibility in the times they depart from school.
- It allows students to come and go from the school site in the day during break, lunch and work periods.
- It also allows students to leave permanently for the day at the end of their last lesson.
- Students must attend all of their timetabled lessons and all Tutor Times.
- Freedom Passes may be limited or revoked depending on attendance, punctuality, behaviour or academic progress.



Behaviour

- Behaviour is important as it has a direct impact on academic achievement and is essential to ensuring that the Sixth Form remains a safe space for all students.
- It is the responsibility of students to understand the expectations for behaviour and conduct themselves to the highest possible standards.
- Behaviour will be tracked constantly by the Head of Year and reported on a regular basis to Form Tutors.
- Where behaviour falls below the expected standards, sanctions may be issued in the form of Penalty Points.

Penalty Points are...

...sanctions issued to students by staff members as a response to unacceptable or inappropriate behaviour.



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Behaviour

Penalty Points are likely to be issued for...

Not wearing lanyards

Consistently poor
punctuality to lessons

Being disruptive in
lessons

Not meeting homework
deadlines

Using mobile phones in
front of younger
students

Not adhering to the dress
code

Truancy from lessons

Being rude or unpleasant
to other students

Refusing to follow
instructions

Being rude or
confrontational to staff

Not engaging in Tutor
Time activities

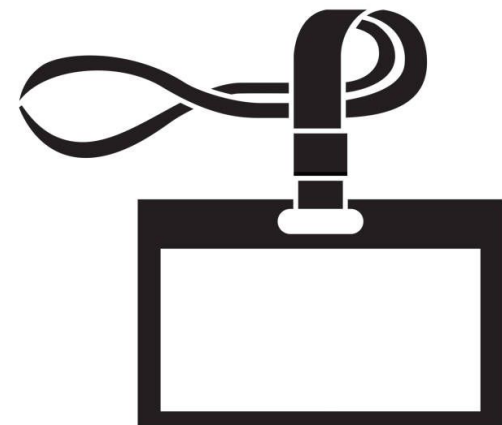
Arriving to lessons without
the correct equipment

Behaviour

Number of Penalty Points	Action
3	Learning conversation with Form Tutor
6	Learning conversation with Head of Year / letter home to parents / Supervised Overtime
9	Parents called in for meeting with Head of Year / further letter home to parents / Supervised Overtime
12	Parents called in for meeting with Head of Sixth Form / Supervised Overtime / two week behaviour report
15	Parents called in for meeting with Deputy Headteacher to consider further interventions and review place at Waldegrave
20+	Review of place at Waldegrave with alternative placements likely to be sought

Lanyards

- It is compulsory for students to wear their lanyard with the ID badge facing the correct way round at all times while they are on the school site.
- This is an important part of our safeguarding procedures, which apply to all staff and students.
- Students will also need their ID badge to sign in and out whenever they come and go from the school site, as well as to open some of the gates and doors that have access controls.
- If students forget their lanyard, they will need to go to Sixth Form Reception to borrow a temporary replacement. They will be asked to leave something as a deposit, such as a zip card or keys, which will be given back when they return the temporary lanyard.
- If students lose their lanyard permanently, they will need to order a new one via ParentPay. The replacement will then be available from Sixth Form Reception 24 hours later.



Dress Code

The Sixth Form Dress Code is designed to meet the following objectives:

- To allow you to dress in a way that is practical for the demands of the diverse range of subjects you are studying
- To ensure that you are dressed in a way that is compliant with health and safety requirements
- To allow you to express your individuality and sense of identity in an open and creative environment
- To maintain a safe and inclusive environment that is respectful of the diverse backgrounds and beliefs of all staff and students
- To prepare you for the diverse expectations of dress in the modern workplace
- To present an appropriate image of the school, which inspires confidence in staff, students, parents and the local community

Dress Code



- Coats when entering and leaving school
- T shirts, blouses, shirts and polo shirts
- Sweatshirts, cardigans, fleeces and hoodies
- Skirts, dresses and shorts of a reasonable length
- Smart shoes, pumps and trainers in a good state of repair
- Subtle piercings
- Sportswear during practical lessons (e.g. PE / Drama)
- Denim that is not ripped or torn
- Religious dress that does not cover the face
- All clothing clean and in a good state of repair



- Sunglasses, hats or raised hoods inside
- Extreme piercings (e.g. stretchers)
- Visible body piercings or tattoos
- Offensive slogans or images
- Visible underwear
- Excessively high heels
- Open-toed or backless shoes
- Torn or damaged clothing
- Sportswear outside of practical lessons
- Coats worn or carried inside
- Pyjamas, onesies or loungewear
- Crop tops or excessively low cut tops
- Excessively short skirts or shorts
- References to drugs, tobacco or alcohol

UCAS Applications

- Students should now have registered for UCAS and linked their application to the school.
- They should also have completed as many sections of their application as possible, including the education / qualifications sections.
- Students should also have started researching their course / university choices, although they may not have arrived at their final decisions yet.
- Resources were posted on the Careers & Progression Google Classroom at the start of this term to help students with this process.



Personal Statements

- Students should have written the first draft of their personal statement prior to the summer holidays and submitted it to their Form Tutor.
- Form Tutors will have provided feedback on the first draft and will continue to do so with subsequent drafts.
- Students should also show their personal statement to subject teachers with expertise in the courses they are considering applying to.
- Most students work through approximately five to six drafts before finishing their personal statement.
- Resources were posted on the Careers & Progression Google Classroom prior to the end of last term to support students with this process.



Personal Statements

- 3 sections based around specific questions
- Minimum 350 characters per section
- Maximum 4000 characters across all sections
- Early drafts often too long
- Written in formal, standard English
- Tested using plagiarism detection software
- 80% focused on academic activities
- 20% on extracurricular activities

Question 1:
**Why do you want to study
this course or subject?**

Question 2:
**How have your
qualifications and studies
helped you to prepare for
this course or subject?**

Question 3:
**What else have you done
to prepare outside of
education, and why are
these experiences useful?**

<p>Question 1: Why do you want to study this course or subject? (approx. 600 characters)</p>	<p>Paragraph 1: Introduction (approx. 600 characters)</p> <p>This paragraph should use a specific example from your own experience to explain what you think is particularly interesting or unique about the subject you are applying for and indicate why it is personally important to you</p>
<p>Question 2: How have your qualifications and studies helped you to prepare for this course or subject? (approx. 3000 characters)</p>	<p>Paragraph 2:Topic Paragraph (approx. 1000 characters)</p> <p>This paragraph should explore a theme related to the course you are applying for, using specific examples as a foundation from which to explore your own thoughts or reflections on the topic</p>
	<p>Paragraph 3:Topic Paragraph (approx. 1000 characters)</p> <p>This paragraph should explore a theme related to the course you are applying for, using specific examples as a foundation from which to explore your own thoughts or reflections on the topic</p>
	<p>Section 4:Topic Paragraph (approx. 1000 characters)</p> <p>This paragraph should explore a theme related to the course you are applying for, using specific examples as a foundation from which to explore your own thoughts or reflections on the topic</p>
<p>Question 3: What else have you done to prepare outside of education, and why are these experiences useful? (approx. 400 characters)</p>	<p>Paragraph 5: Extracurricular Activities (approx. 400 characters)</p> <p>This paragraph should describe some of your extracurricular activities and explain the personal qualities and transferable skills you have developed as a result</p>

Personal Statements

- The introduction should be a single, short paragraph, which uses a specific example to convey why the applicant wants to study the course they are applying for.
- The applicant should clearly identify the example, describe the details of it, then make some observations of the effect that it had on them.
- Ultimately, they are trying to explain how this experience led them to their chosen course.
- It is important that the specific example is real, believable, personal and interesting.
- They might also consider why their chosen subject is important to society or how it relates to their career aspirations.

Question 1:
**Why do you want to study
this course or subject?**



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Personal Statements

Why do you want to study this course or subject?

Architecture is the literal bricks and mortar of the increasingly urban environments we live in. I see architecture as a way to unify the arts and sciences and create innovative solutions to real problems that are creative, efficient and beautiful. One of my favourite buildings is the Tate Britain, which embodies the blend of old and new design, combining vaulted stone ceilings with modern sensibilities, such as large, naturally lit open spaces and daring use of glass. I appreciate the integration of the different periods. Architecture is something to be conserved and cultivated, and it is comforting to see where we have come from, as well as where we are going. It is the profound beauty and power of Architecture that makes the prospect of studying it at university so enticing to me.

Personal Statements

- This section should be made up of three topic paragraphs, each of which should be focused on a different area of the course being applied for.
- It is a good idea to introduce this area of focus at the start of each topic paragraph, so that the reader is clear on the theme being addressed.
- Within each topic paragraph, applicants should provide two or three examples of activities that they have undertaken to explore the relevant theme.
- They may provide some details in relation to each of these examples, followed by their own thoughts or reflections.
- Applicants can use certain link phrases to move seamlessly from description of the example to their analysis.
- They are essentially trying to engage in critical, intelligent discussion on the theme, well supported by tangible, personal examples.

Question 2:
**How have your
qualifications and studies
helped you to prepare for
this course or subject?**



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Personal Statements

How have your qualifications and studies helped you to prepare for this course or subject?

Another aspect of the subject that has fascinated me is development economics. I often find myself perplexed at the paradox of billions of people living in poverty, whilst we have a global abundance of essential resources, like food and water. Reading 'Dead Aid' by Dabisa Moyo, shifted my perspective on the effectiveness of international aid in reducing poverty. Moyo points out that, despite over \$1 trillion in aid sent to Africa in the last 60 years, poverty has risen from 11% to 66% in a similar time period. Disturbed by Moyo's work, I wanted to understand what policies are most effective in addressing the issue of global poverty. This led me to reading 'Poor Economics' by Banerjee and Duflo, which highlighted the importance of using a scientific approach to assessing the effectiveness of economic interventions. I was refreshed to read how they advocate for Randomised Control Trials (RCTs) to evaluate the extent to which policies and outcomes are causal by controlling as many variables as possible. This also forced me to reflect on Moyo's work more critically as, whilst she uses case studies to show how aid can reverse economic growth, she is not able to make causal claims on the effects of aid.

Personal Statements

- The final section should be a single, short paragraph, which lists extracurricular activities and highlights the transferable skills applicants have develop through their involvement.
- The activities mentioned here may not have any direct relevance to the course being applied for.
- They might include participation in sports, learning a musical instrument or having a part time job.
- The emphasis should be on the transferable skills that have been developed, such as problem-solving, teamwork and communication.
- This section should be fairly short, especially for the most academic and prestigious institutions.

Question 3:
What else have you done to prepare outside of education, and why are these experiences useful?



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Personal Statements

What else have you done to prepare outside of education, and why are these experiences useful?

In addition to my interest in History, I also compete at an elite level in triathlon, racing in the British Triathlon Super Series and representing Middlesex at cross country throughout. These commitments require me to train for more than 17 hours per week. Fitting this amount of training around my studies has made me more adept at time management, prioritising my workload, dealing with pressure and working to deadlines, which would allow to adapt successfully to the more independent style of learning at undergraduate level. I also work part-time at a local bike shop, which has improved my communication skills and my ability to work as part of a team.

UCAS Predicted Grades

- Students should already be aware of their UCAS predicted grades, as we have said that they will be given the highest grades for each subject out of their target grades, mock exam results and predicted grades from their last progress reports.
- We do value the effort students have put into your A Level studies thus far and are committed to ensuring that they are able to submit competitive UCAS applications.
- At the same time, we need to base our predictions on objective data in order to ensure that all students are treated consistently and to maintain the credibility of our forecasts in the eyes of universities.
- If students feel that there is a valid argument for their UCAS predicted grades to be raised, they may speak to Mr Bannister.
- When discussing UCAS predicted grades with staff, the tone of conversations must be **mature, calm** and **respectful**.

Target Grades: Calculated at the start of Y12, target grades are based on students making an average amount of progress compared to past students with a similar average points score from GCSE nationally

Mock Exams Results: The grades students achieved in their mock exams in April / May of Y12. There will be further mock exams in November of Y13

Predicted Grades: These are the realistic predicted grades made by teachers in the progress reports sent out in May of Y12. They represent a most likely outcome if students continue on their current trajectory



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UCAS Deadlines

15 October 2025: Oxbridge and early entry applications, including medicine, dentistry and veterinary science, must be sent by 18.00. Students must give the school time to review and submit their applications once they have pressed send.

14 January 2026: All remaining UCAS applications must be sent by 18.00. Students must give the school time to review and submit their applications once they have pressed send. **Students should not have left their application this late.**



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Admissions Tests

- Students applying for Oxbridge or for specialised courses, including Law, Medicine, Dentistry or Veterinary Science, may need to take an admissions test as part of their application process.
- It is the responsibility of students to determine whether or not they need to take an admissions test. The school are not able to identify this on their behalf.
- This information may be found on the individual course pages of the relevant university websites. A notification should also appear on the UCAS application when they enter a course choice that requires an admissions test.
- The vast majority of admissions tests are now conducted online and must be completed at specialist test centres.
- A list of admissions tests and details of how to identify a test centre have already been sent to parents / carers.
- Please note that there are strict registration deadlines set by universities for admissions tests and centres are also likely to get booked up, so students are advised to reserve their place in a timely manner.
- There is not a formal programme of support to prepare for admissions tests, but there are practice resources online and students are welcome to ask subject teachers for help.

Exam Preparation

Do:

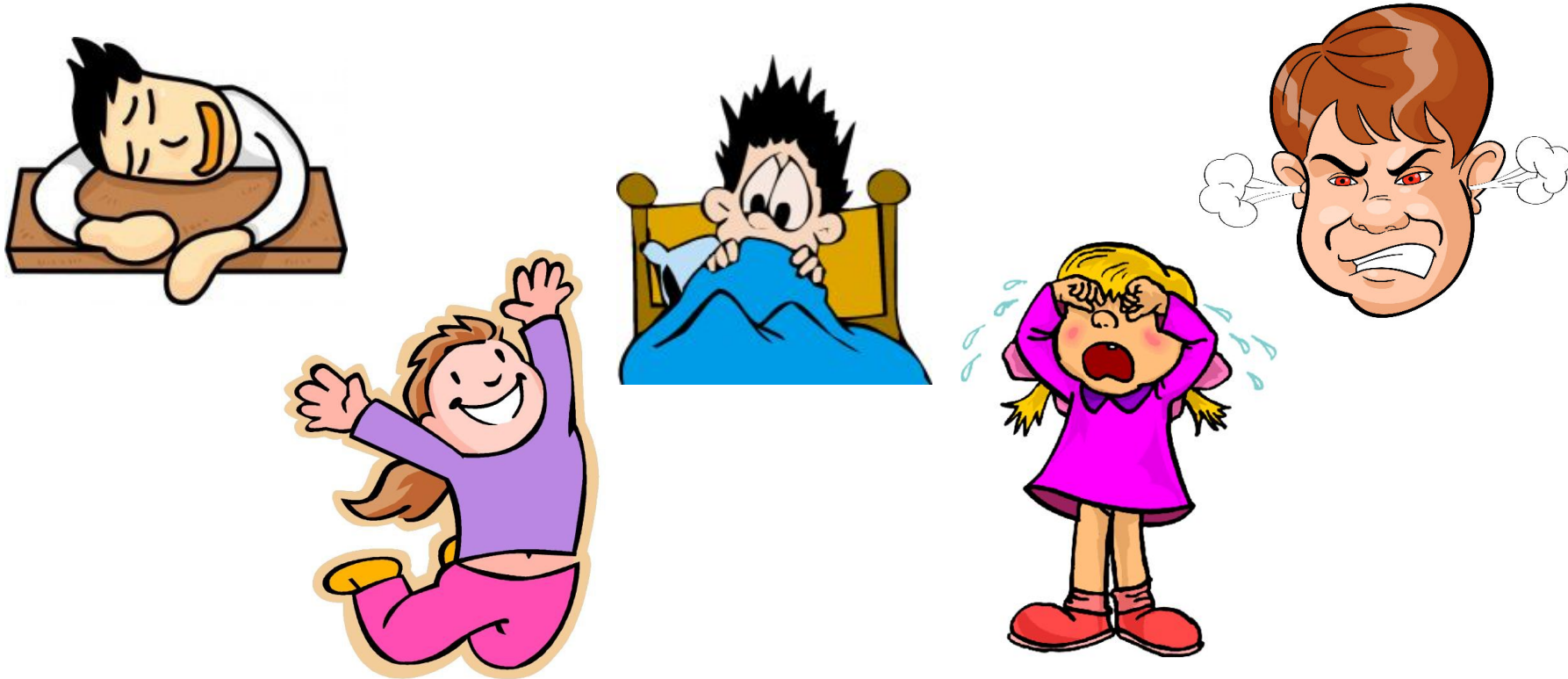
- Attend all lessons and make the most of the opportunity to learn
- Communicate clearly with teachers, especially when help is needed
- Revise throughout the year, increasing the intensity in the build up to exams
- Take on board constructive criticism from teachers
- Include exam practice within revision, not just content
- Use work periods effectively to complete 5 hours of independent learning per subject each week
- Take mock exams seriously as these are stepping stones towards the real thing
- Balance work with self care

Don't:

- Leave revision until the last minute, there is too much content for this to work
- Avoid lessons and try to learn entirely independently
- Be stubborn about following advice given by teachers
- Burn out by working too hard early on in the year

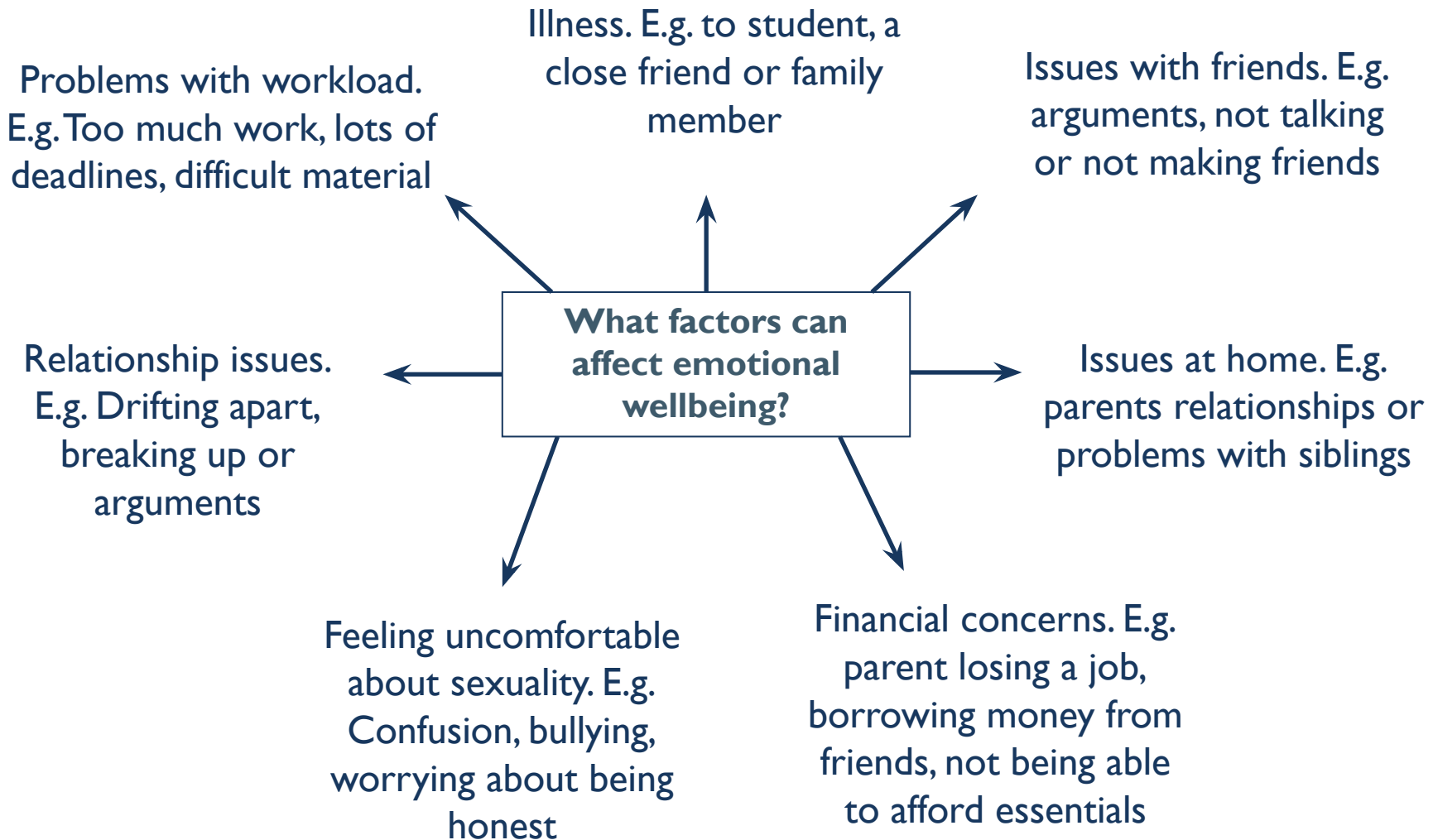
Emotional Wellbeing

Feelings and emotions students are likely to experience during Sixth Form...



All of these feelings and emotions are normal, the important thing is the attitude students take towards understanding their emotions and managing how they feel.

Emotional Wellbeing



Emotional Wellbeing

If students are worried about their emotional wellbeing, they can seek help from the following people or places:

Form Tutor

Head of Year

Head of Sixth Form

School Nurse

Mentors

School Counsellors

Off the Record (020 8744 1644)

Childline (0800 1111)

Samaritans (08457 90 90 90)

Everyone at Waldegrave wants to help, but it is much easier to do that if students are open and honest with us.



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Y13 Transition

Challenges:

- Out of routine after a long holiday
- Having to make big decisions about their next steps
- Competitive marketplace for university places
- Anxiety around formal public exams before
- Desire for greater independence

Opportunities:

- Developed revision strategies through mock exams
- Keen to make their university applications
- Have something clear and definitive to work towards
- Already adapted to A Level standards
- Already built good relationships with peers and staff
- Lots to look forward to



Parental Support

- Read the weekly newsletter
- Reply to emails and letters promptly
- Email all staff using the sixthform@waldegravesch.org address
- Help your daughter / son to be organised by supplying stationery
- Set aside an appropriate work area at home
- Affirm and support expectations around attendance, behaviour and punctuality
- Communicate with us in advance about planned absences
- Call in or email by 08.30 every day that your daughter / son is absent due to illness
- Have boundaries with regards to parties and socialising
- Promote healthy sleeping habits
- Ensure that part time jobs do not affect studies
- Support the PTA as they make a real difference to the school



Contact

Always email...

sixthform@waldegravesch.org

...and reference the desired recipient in the subject heading.

Questions?



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