

HIGHER EDUCATION WEBINAR

Thursday 20 June

Session Aims

- Work Experience
- Key Dates for your diary
- End of Year 12 report and how to use it
- Section 2 of the reference
- Using Unifrog
- Key Admin
- Opportunity for Q & A

Student guidance so far

- HE Days on 23 and 24 May
 - University Life
 - Student Finance
 - Interview Skills
 - Apprenticeships
 - Study skills
 - Taking a gap year
 - Applying to competitive universities
 - Study Abroad
 - Choosing the right university
 - And many more.....
- Session on how to write a strong personal statement
- All students have had a PSHE lesson where they have logged into UCAS and set up a UCAS application

Dates for your diary

- 23 June – Deadline to complete section 2 reference information (via MS Form) and section 3 information (via MS Teams). Students should also have completed all of their UCAS application except choices and personal statement.
- 1 July – First complete draft of personal statement to be completed and given to staff member for feedback
- Week beginning 1 July – Year 12 reports sent home
- 4 July - Guidance Meetings (subject working from home day). UCAT workshops in school. Apprenticeship workshops date tbc. Interview skills workshop
- 8 July onwards - mock interviews
- 15 July– MMI Evening
- Summer holidays – Complete UCAT
- 15 September - Internal deadline for receipt of Oxbridge, medicine, dental and veterinary applications.
- 16 September – Mock admissions test in school
- 15 October - UCAS confirmed deadline for receipt of Oxbridge, medicine, dental and veterinary forms.
- 15 October - Deadline for LNAT for early applicants
- Mid October - Admissions tests
- 10 November - Internal deadline for receipt of all other UCAS applications.
- Mid November – Further mock interviews
- 26 February 2025 – UCAS Extra opens
- 16 May 2025 - Universities and Colleges deadline to send decisions

How should I use the information on my report?

Subject	Exam %	Exam Grade	Most Likely Outcome	UCAS Prediction
Biology	52	B	A	A
Chemistry	59	C	B	B
English Literature	49	C	C	B

Students need to use their reports to inform their university choices.

Check the entry requirements and apply to courses where:

- Up to 2 match your UCAS predictions (aspirational choices)
- **At least 2 matching your MLOs (realistic choices)**
- 1 is in line with your Exam Grades (safety net choice)

- **Your Insurance choice also must have lower entry requirements than your Firm so you must have a spread of entry requirements**

Year 12 exams

If your child gets an E or U in a subject, they will have an exam during the week commencing 9 September in the hall.

Subjects will provide individual guidance to your child about this

The purpose of this exam is to ensure they have consolidated Yr12 material and closed gaps in knowledge from their Year 12 exams so that they are ready for Year 13.

This will **NOT** change their predicted grades.

SECTION 2

REFERENCES

Three section approach



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



If applicable, enter any information about extenuating circumstances which may have impacted the applicant's education and achievement.



Outline any other supportive information specific to the applicant and relevant to the course(s) applied for that you think universities/colleges should be aware of.



Section 1: Enter a general statement about your school/college/centre

Information could include:

- Context of your school, college or centre e.g. performance, intake demographics, progression rates to higher education etc
- The school's portfolio of qualification provision and any restrictions on options students may have (although this rarely affects students at Nonsuch in the choices they make)
- Any policies or processes used for predicting grades (e.g. internal assessments)



Section 2: If applicable, enter any information about extenuating circumstances which may have impacted the applicant's education and achievement.

Include relevant information that contextualises the educational journey, for example:

- individual circumstances – e.g. disability, serious, acute, or chronic illness, bereavement, significant adverse personal circumstances (with applicant consent)
- factors which have limited the individual's choice of subjects or load of study at UK Level 3 or equivalent
- support the university or college should consider putting in place to ensure the applicant can thrive on their course (with applicant's consent) – e.g. highlight the measures the school, college or centre put in place to ensure the student's inclusion/experience

It is beneficial for universities to have all the contextual information available where appropriate so that they can make suitable offers to students deserving of consideration.



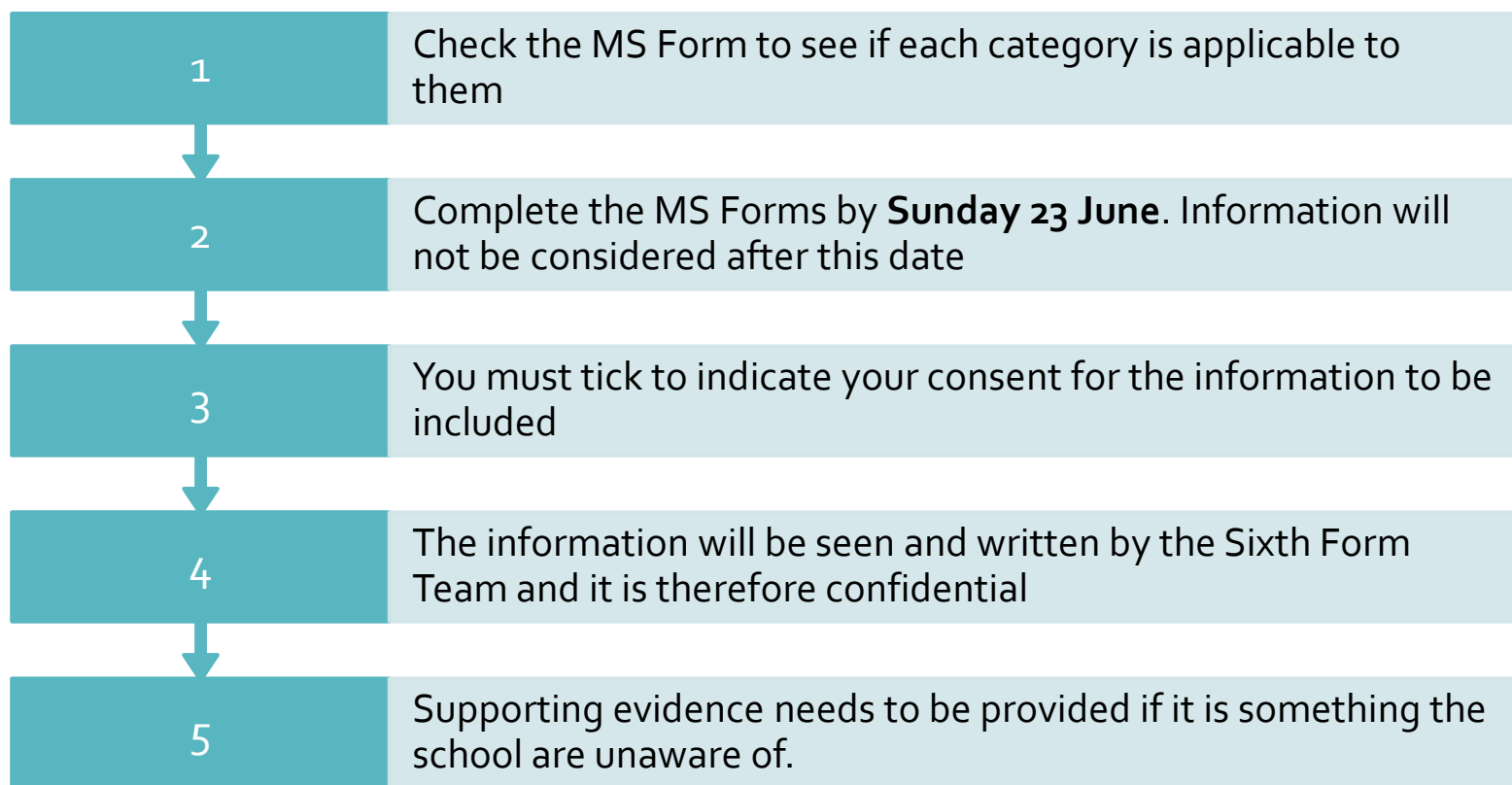
Section 3: Outline any other supportive information specific to the applicant and relevant to the course(s) applied for that you think universities/colleges should be aware of.

It is not necessary to craft the perfect paragraph here; providing short, clear, factual statements helps universities and colleges digest the information.

Useful information could include:

- evidence of suitability for the course(s) applied for which may include performance and academic ability in relevant UK Level 3 or equivalent qualifications, relevant skills, relevant work experience, cases where an applicant is the strongest performer in their cohort, or extracurricular achievements (including appropriate information supplied by the students)
- any barriers the applicant has faced in accessing work experience opportunities, only where relevant to the course applied to
- we would try to include relevant information which the student has not included in their personal statement but would like to be made known in order to make their application stronger.

What students need to do.... (Paragraph 2)



LINK to MS form

3. Please select from options below anything that applies to you

- Bursary
- Young Carer
- Pupil Premium
- Free School Meals
- SEN (with Pupil Support Plan by Mrs Bond)
- Refugee
- Asylum Seeker
- First in the family to attend university
- Other

LINK to MS form

4. Please state and explain the extenuating circumstances which may have impacted your education and achievement.

Please note that if the Sixth Form Team is unaware of these circumstances, we will contact you for evidence.

Enter your answer

5. Please select below to give permission for the information you have given above to be shared with UCAS and your universities. *

I agree

Supporting students from home

The key areas for supporting students are:

- Making sensible, realistic decisions about their courses and universities
- Personal statement feedback – please proof read
- Emotional support through the offers/interviews/rejections

Through all of this it is vital for students to remain focussed on getting the grades required. If studies are put to one side whilst students focus on personal statements, interviews and admission tests they run the risk of not meeting the grade offer they have been made!

Parents can sign up for UCAS monthly newsletters and Parent Guide

<https://www.ucas.com/parents-signup>

Support within school

The Sixth Form team and **tutors** have a wealth of experience and will guide students during tutor time, dedicated PSHE lessons, assemblies and provide 1:1 guidance as necessary.

Subject teachers give feedback on personal statements and choices of courses related to their subject.

Mr Williamson, our UCAS coordinator

Mr Key, our Oxbridge co-ordinator, works with our Oxbridge applicants, and all students.

Mrs Ahmed, our Careers Advisor, provides students with careers information.

Mock interviews with external professionals.

UNIFROG AND PERSONAL STATEMENT WRITING

The Unifrog logo is displayed in a white rectangular box. The word "unifrog" is written in a lowercase, rounded, green sans-serif font.

unifrog

Leave of Absence

In order to recognise the many enrichment opportunities available to you as a Sixth Form student as well as the importance of attending university open days, you will be allowed up to 3 days authorised absence **during your two years in Sixth Form**. These days are in addition to subject-organised visits. These 3 days also include university offer days.

These 3 days can be taken for experiences that are offered by external organisations and are things which the school does not provide. Examples might include:

- University Open Days (3 days max, including any offer days)
- University work experience schemes
- Summer School Days
- Villiers Park Conferences
- Medlink

Leave of Absence

Please note the following:

- Requests for absence for work experience will not be authorised.

Students wishing to attend an event which lasts for 2 or 3 days must write a letter of application to the Director of Sixth Form. A minimum of 5 school days' notice must be given.

If a student's attendance and punctuality are below 95%, they may not be given permission to attend days out.

If a student's progress and/or engagement in lessons are poor, they will not be given permission to attend days out.

*These days out **are not for work experience**. There is a designated work experience week in the summer term. If you wish to organise further work experience you must arrange it during school holidays.*

University open days will not be authorised after the Easter Holidays until the end of the exam period, including during our in-school Higher Education days in May of Year 12 or during work experience week.

Leave of Absence Form

- The Leave of absence form can be found on the school website
- <https://www.nonsuchschool.org/page/?title=Reporting+Absences&pid=184>
- They must be handed in a minimum of 4 working days prior to a visit e.g. if you are going to be absent on a Wednesday you need to have handed in by the end of the previous Wednesday
- Authorised days out are linked to your child's attendance record
- Absence below 95% is unlikely to be authorised

HOME → CONTACT US → REPORTING ABSENCES

Reporting Absences

SCHOOLGATEWAY +

SIXTH FORM LEAVE OF ABSENCE -

- Sixth Form Students with **non-medical requests** for absence should complete an online form (see link below) and submit it at least four working days before the date(s) of absence. They should also inform their parents or carers that they have submitted the request.
- Students are permitted five days non-medical absence during Year 12 and 13. Their attendance must be above 95%.
- Extenuating circumstances will be considered on a case by case basis by the Director of Sixth Form and Head of Year

CLICK HERE FOR THE ONLINE ABSENCE FORM

- Students with **medical appointments** should ask their parents or carers to contact the school beforehand via SchoolComms in the same way they send messages regarding illness. Please can advance notice be given for appointments when possible.
- In both cases it is the responsibility of students to contact teachers beforehand to inform them of their absence and find out what work they need to complete.

KEY CONTACTS

ENQUIRY FORM

REPORTING ABSENCES >

PORTALS

MEDICAL FORMS

INITIAL TEACHER TRAINING PROVISION

Attendance

****School Expectation is minimum of 95%****

95% attendance → approx 1 day a month

90% attendance → approx 1 day off every 2 weeks

85% attendance → approx 1.5 day off every 2 weeks

80% attendance → approx 1 day off a week

Below 90% is regarded as persistent absenteeism by the government and students can be requested to pay for their own exam entries.

Year 12 attendance

- 96.2 %

Year 12 attendance: 29 and 30 April before mock exams

- 68.8%

SIXTH FORM BURSARY

QUESTIONS
