



**ST JAMES**  
Senior Girls' School

# **Curriculum Policy**

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## **St James Senior Girls' School**

Updated in January 2024

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## 1. Introduction

- 1.1. At St James Senior Girls' School, we provide full-time education for pupils of compulsory school age (construed in accordance with section 8 of the Education Act 1996).
- 1.2. The general aims of the curriculum are:
  - 1.2.1. to provide an environment which enriches, enhances and refines our pupils' spiritual, intellectual, emotional and physical development, giving rise to an expansion in understanding, wisdom and creative potential;
  - 1.2.2. to actively promote the fundamental British values of democracy, the rule of law and individual liberty;
  - 1.2.3. to enable our pupils to develop respect and tolerance for others (including those of different faiths and beliefs and those with 'protected characteristics') and an awareness of and consideration for their needs;
  - 1.2.4. to prepare our pupils effectively for the opportunities, responsibilities and experiences of life in British society by engendering confidence in the various talents with which they have been endowed, fostering a desire to offer those talents in a spirit of generosity for the benefit of humanity and developing character attributes such as resilience, enthusiasm and integrity;
  - 1.2.5. to give accurate, up-to-date and impartial careers guidance to enable our pupils to make informed choices about a broad range of career options and encourage them to fulfil their potential;
  - 1.2.6. to structure the teaching of each subject so as to provide opportunities for pupils (of all ages, aptitudes and needs) to learn, make progress and achieve their 'personal best' in terms of public examination results;
  - 1.2.7. to enable our pupils to acquire speaking, listening, literacy and numeracy skills; and
  - 1.2.8. to give our pupils experience in the following areas:
- 1.3. **Linguistic (including speaking, listening and literacy skills):**
  - 1.3.1. *English Language, French, Spanish, Latin, Greek, Sanskrit, Drama, Speech and Debating*
- 1.4. **Mathematical (including numeracy skills):**
  - 1.4.1. *Mathematics, mathematical skills used in other subjects such as Biology, Chemistry, Physics, Geography, Psychology and Further Mathematics at A Level*

1.5. **Scientific:**

- 1.5.1. *General Science, Biology, Chemistry and Physics (taught as separate sciences from Year 8), Psychology (A Level only) and Food Preparation and Nutrition (GCSE only)*

1.6. **Technological:**

- 1.6.1. *Computer Science, use of ICT integrated within the other subjects; STEM workshops and clubs;*

1.7. **Human and Social:**

- 1.7.1. *Hinduism (A Level), History, Geography, Citizenship, Philosophy, Religious Studies, Careers, Psychology, Economics, Sociology*
- 1.7.2. *Visiting speakers e.g. in Assemblies, 'Wider Perspectives' programme, Minerva Society, Careers Programme*

1.8. **Physical:**

- 1.8.1. *Lacrosse, Netball, Athletics, Rounders, Aerobics, Pilates, Health-related fitness, Gymnastics, Dance, Cross-Country running, Karate, Football, Kickboxing, Cricket, Fencing, St James Challengers (Duke of Edinburgh Award Scheme), GCSE PE*

1.9. **Aesthetic and Creative:**

- 1.9.1. *English Literature, Art and Design, Music, Singing, Creative Writing, Cookery, Food Preparation and Nutrition, Drama, Textiles, History of Art, Drama and Theatre Studies, LAMDA.*

**2. SEND**

- 2.1. Where appropriate, pupils with learning difficulties and disabilities are given comprehensive study support by the SENDCO, who also informs subject teachers of the nature of any difficulties and gives guidance on how the pupil may be supported in lessons. For full details see the SEND Policy.

2.2. **Pupils with an EHC plan or Statement of SEND**

- 2.2.1. For pupils with an EHC plan or statement, suitable education is provided as outlined in the requirements of the plan or statement. For full details see the SEND Policy.

### **3. English as an Additional Language**

- 3.1. Where possible we aim for all pupils to participate in all subjects and, where necessary, extra help will be provided for pupils with English as an Additional Language. However, parents of pupils classed as 'Profound' EAL (those whose academic progress will be severely hampered by a lack of fluency in English) are asked to pay for extra tuition by a TEFL qualified teacher. It may be necessary for the pupil to come out of one or two subjects during the week to work on English, in order to enable them to access the rest of the curriculum as quickly as possible. For full details see the EAL Policy.

### **4. Differentiation and Independent Learning**

- 4.1. We consider it to be essential that pupils are given work at a level that not only challenges them and interests them, but also ensures progress and a sense of achievement. Differentiation is used in lessons and assessment as appropriate, which may be differentiation by task or by outcome. Teachers have high expectations of their pupils and aim to encourage all pupils including those who are more advanced or talented. (See More Advanced and Talented Policy and differentiation policies in the departmental handbooks for more detail.)
- 4.2. Questions from pupils, which lead to a deeper exploration of the subject, are encouraged. Independent learning skills are developed through practical activities, exploration and research, project work, discussion and extension work.
- 4.3. The broad programme of non-examined subjects gives every pupil an opportunity to find success and enjoyment. All pupils in Years 7-9 engage in a full creative arts programme and Years 10-13 can continue with singing. Pupils with particular talents in music, singing, drama, or speech are given opportunities to refine and improve them in school productions and House competitions or in one of the School's choirs or orchestras.

### **5. Preparation for Adult Life: Character Education (see also the Character Education: PSHE and SMSC Policy)**

- 5.1. Our Character Education curriculum recognises that a pupil's physical and emotional well-being is crucial in helping them to flourish in life, enjoy their education and support their transition into work and further learning. Its aim is two-fold:
- 5.1.1. To provide knowledge which promotes an understanding of how to live well, confidently and how to lead a healthy and happy life
- 5.1.2. To develop pupils' capacity to assume responsibility for themselves and the society in which they live

- 5.2. The curriculum encompasses all aspects of PSHE, SMSC, citizenship and our own distinct philosophy programme. The Character Education curriculum is taught within PSHE lessons and Think and Thrive sessions in form periods and philosophy lessons. It is further enhanced by whole school events and assemblies and complements our academic curriculum which also provides pupils with the opportunity to explore and appreciate a wider perspective within which they can develop the skills necessary to make wise decisions as they grow towards adulthood.

### 5.3 Personal, Social, Health and Economic Education

- 5.3.1 Our Personal, Social, Health and Economic education programme is structured into three core themes:
- 5.3.1.1 Health and Wellbeing which looks at developing good mental and physical health
  - 5.3.1.2 Relationships which covers topics such as bullying, developing healthy relationships, consent and sex education
  - 5.3.1.3 Living in the Wider World which focuses on citizenship topics, financial literacy, personal development and careers education.
- 5.3.2 The programme includes a broad range of topics across the year groups including: self-esteem and mental health, nutrition, puberty and personal hygiene, alcohol, drugs, friendship, relationships and sex education (RSE), bullying, online safety, citizenship, diversity and discrimination, careers and financial literacy.
- 5.3.3 It is delivered in a spiral curriculum that is built upon as pupils move up through the school in a way that meets their growing needs to be informed across these topics. For Sixth Form, we run a 'Wider Perspectives' afternoon once a fortnight, in which students receive lectures from visiting speakers or structured lessons drawn from the areas above.
- 5.3.4 Many of these speakers are also available for parents to meet through our Parent Seminar programme so the expertise we are presenting to pupils is also available to parents.

### 5.4 Spiritual, Moral, Social and Cultural Education

- 5.4.1 Our Spiritual, Moral, Social and Cultural development programme is at the heart of enabling pupils to discover more about themselves; to gain a sense of their real self-worth and to understand how to act fairly, lawfully and compassionately for their own happiness and that of others.
- 5.4.2 Our Spiritual and Moral development is targeted through philosophy, meditation, religious studies, PSHE, assemblies, school services, the School Motto and school rules.

- 5.4.3 The Rules of Conduct for pupils (within our Annual Information Booklet) are designed to support the School Motto and underline the absolute importance of consideration for the welfare of all. An appreciation and respect for the proper place of authority is also placed at the heart of our code of conduct. Each pupil has a responsibility to conduct themselves in a manner which enhances harmony, justice and happiness for everyone.
- 5.4.4 Our Social and Cultural development is targeted through Citizenship, Community Service, assemblies, talks, visits, trips and the general school curriculum.

## 5.5 Think and Thrive

- 5.5.1 Our Think & Thrive curriculum, created by Thoughtbox Education, enables the nurturing of learners to become empathic and active citizens empowered to make a difference and to help create thriving futures for people and our planet.
- 5.5.2 There are three core pillars of learning:
  - 5.5.2.1 Feeling (building empathy & compassion)
  - 5.5.2.2 Thinking (critically & systemically)
  - 5.5.2.3 Connecting (developing healthy relationships)
- 5.5.3 The course also fosters healthy classroom discussions and inspiring conscious care for ourselves, each other and the environment we live in.
- 5.5.4 Year groups engage with 2-3 topics per year in form periods which include:
  - 5.5.4.1 Identity;
  - 5.5.4.2 Happiness;
  - 5.5.4.3 Global cultures;
  - 5.5.4.4 Social media;
  - 5.5.4.5 Charity and ethics;
  - 5.5.4.6 Equality and justice;
  - 5.5.4.7 Climate change.

## 5.6 Careers Guidance

- 5.6.1 Our policy is to ensure that all pupils from Year 7 to Year 13 receive accurate, up-to-date and impartial careers guidance and education to allow them to fulfil their potential. We consciously work to prevent all types of stereotyping in the guidance we provide in order to ensure that they consider the widest possible

range of careers. Pupils also sit Morrisby and MyUniChoices tests in order to obtain fully impartial advice.

- 5.6.2 To allow them to fulfil their potential, information is given to pupils and parents at the time of GCSE and A Level choices concerning the requirements of university courses and careers and individual interviews are held with each pupil in Years 9 and 11 to establish their areas of interest and give suggestions. This allows them to make informed choices about a broad range of careers. Pupils are strongly encouraged to undertake work experience, particularly at the end of Year 11.
- 5.6.3 A Careers' Forum is organised biennially for Years 9-13. Speakers representing a broad range of different careers give presentations throughout the morning. Pupils are encouraged to attend as many sessions as possible and to ask questions freely. For full details see the Careers Guidance Policy.

## 5.7 Preparation for Further and Higher Education

5.7.1 For full details see Appendix 2 for Preparation for Higher Education

5.7.2 Subjects offered to each year group:

5.7.3 The subjects offered to each year group are as follows:

Year	Subjects studied	No of 50 minutes per fortnight	Taught in sets/ mixed ability groups
7	English	7	Groups
	Sanskrit/World Civilisations/Learning development	4	Groups
	French	4	Groups
	Latin	4	Groups
	Mathematics	7	Sets
	General Science	6	Groups
	Geography	3	Groups
	History	3	Groups
	Art	3	Groups
	Music	2	Groups
	Form	1 + 2 lunchtimes	Groups
	Textiles/Cookery/History of Art	2	Groups
	Drama	2	Groups
	Philosophy	1	Groups
	PSHE	1	Groups
	Computer Science	3	Groups
	Sport (Chiswick - 4, Gym/Playground - 2)	6	Groups
	Religious Studies	1	Groups
	<b>Total</b>	<b>60</b>	



Year	Subjects studied (including options)	No of 50 minutes per fortnight	Taught in sets/ mixed ability groups
8	English	5	Sets
	Religious Studies + Study Skills/Cookery	3+1	Groups
	Gratin/Latin/Learning development and English	4	Sets
	Sanskrit/Spanish/French	4	Groups
	French/Spanish	4	Groups
	History	3	Groups
	Geography	3	Groups
	Mathematics	7	Sets
	Physics	3	Groups
	Chemistry	3	Groups
	Biology	3	Groups
	Art	2	Groups
	Music	1	Groups
	Form	1 + 2 lunchtimes	Groups
	Drama	2	Groups
	Philosophy	1	Groups
	Sport (Chiswick - 4, Gym/Playground - 2)	6	Groups
	Computer Science	3	Groups
	PSHE	1	Groups
	<b>Total</b>	<b>60</b>	

Year	Subjects studied (including options)	No of 50 minutes per fortnight	Taught in sets /mixed ability groups
9	English	5	Sets
	Greek (by selection)/Religious Studies	4	Set/Groups
	Latin/Learning development and English	4	Sets
	Sanskrit/Spanish/French	4	Groups
	French/Spanish	4	Sets
	Mathematics	6	Sets
	Biology	4	Sets
	Chemistry	4	Sets
	Physics	4	Sets
	History	3	Groups
	Geography	3	Groups
	Art/Music	2	Option Groups
	Form	1 + 2 lunchtimes	Groups
	Drama/Art	2	Option Groups
	PSHE	1	Groups
	Philosophy	1	Groups
	Sport (Chiswick - 4, Gym/Playground - 2)	6	Groups

	Computer Science	2	Groups
	<b>Total</b>	<b>60</b>	

## 6. GCSE Options

6.1. Most pupils are recommended to choose nine GCSE subjects to study – the maximum number is ten for the most able and the minimum is eight (or, rarely, fewer). However, the most able mathematicians may take an Additional Mathematics qualification in addition to their GCSE subjects.

6.2. In Biology, Chemistry, Physics, Mathematics, History and Sanskrit pupils currently follow the IGCSE syllabuses. For full details on GCSE subject options, see the GCSE Options Policy.

6.3. **Years 10 and 11:** Subjects offered at GCSE are as follows:

### 6.3.1. Core

6.3.1.1. English Language and English Literature (8 periods per fortnight; taught as one subject in sets)

6.3.1.1.1 Mathematics (7 periods per fortnight; taught in sets)

6.4. In Years 10 and 11, options may alter in order to provide a timetable that enables as many pupils as possible to study their preferred choice of subjects. Therefore, this is reviewed on an annual basis.

6.4.1 Each subject has 5 x 50 minute periods per fortnight.

- Art
- Biology (sets)
- Chemistry (sets)
- Computer Science
- Drama
- French
- Food Preparation and Nutrition
- Geography
- Greek
- History
- Latin
- Music
- PE
- Physics
- Religious Studies
- Sanskrit
- Spanish

6.5. In Years 10 and 11, options may alter in order to provide a timetable that enables as many pupils as possible to study their preferred choice of subjects. Therefore, this is reviewed on an annual basis. Non-examined subjects for this age group are:

6.5.1 Philosophy (1 period per fortnight, taught in classes)

6.5.2 PSHE (1 period per fortnight taught in groups/classes)

6.5.3 Form (1 period per fortnight and 2 lunchtimes)

6.5.3.1 PE (6 periods per fortnight, taught in groups/classes)

## 7. A Level subject options

### 7.1. Years 12 and 13

7.1.1. Years 12 and 13, options may alter in order to provide a matrix that enables as many pupils as possible to study their preferred choice of subjects. We may not run all these subjects every year, depending on student choices. We also offer the Extended Project Qualification.

7.2. Subjects offered at A Level are as follows:

- Art and Design
- Biology
- Chemistry
- Computer Studies
- Drama and Theatre Studies
- Economics
- English Literature
- French
- Further Mathematics
- Geography
- Greek
- Hinduism
- History
- History of Art
- Latin
- Mathematics
- Music
- Physics
- Psychology
- Religious Studies
- Sociology
- Spanish

### 7.3. All subjects are allocated 10 x 50-minute periods per fortnight

7.3.1. Non-examined subjects offered to this age group are:

7.3.1.1. Citizenship/Debate/PSHE/Financial Literacy/Careers Guidance (2 periods per fortnight, taught in year groups)

7.3.1.2. Form (1 period per fortnight and 2 lunchtimes)

7.3.1.3. Philosophy (1 period per fortnight, taught in classes)

7.3.1.4. Sport (4 periods per fortnight, taught in groups)

7.4. Musical and dramatic productions involving Years 10-13 take place in alternate years.

7.5. Homework is set for the majority of subjects and details on this can be found in the appendix.

<b>Signed by:</b>	<b>Annabel Lubikowski</b> <b>Chair of Governors</b>
Date of adoption of this policy	September 2021
Date of last review of this policy	September 2023
Date for next review of this policy	September 2024
Policy owner (SMT)/other	Deputy Head

## Appendix 1 – Homework

The number of homeworks per night and the time to be spent on each homework is set out below for each Year group. Pupils should complete their allocated homework first and then spend any remaining time reviewing work that has been covered previously, researching a related topic of interest or reading a book.

Parents of pupils in Years 7-11 will be provided with a homework timetable for their daughter's form at the beginning of the year.

It may be appropriate for a range of different homework tasks to be set for a teaching group/set but some more demanding/challenging 'extension' activities should always be included.

Careful consideration should be given to the setting of appropriate homework for those pupils with special educational needs (including More Able and Talented).

<b>YEAR</b>	<b><u>PER NIGHT</u></b> (maximum)*	<b><u>WEEKEND</u></b> (maximum)*
<b>7</b>	2 x 25-35 minutes (+ up to 20 minutes R/R/R+)	3x 25-35 minutes (+ up to 30 minutes R/R/R+) + music
<b>8</b>	3 x 20-30 minutes and 1 x 15 minutes	4x 20-30 minutes and 1 x 15 minutes
<b>9</b>	3 x 30 minutes and 1 x 20 minutes	5x 30 minutes and 1 x 20 minutes
<b>10</b>	3 x 40 minutes	5 x 40 minutes
<b>11</b>	3 x 45 minutes	5 x 45 minutes
<b>12</b>	4 hours per subject per week	
<b>13</b>	6 hours per subject per week	

*\*depending on number of subjects being studied*

*+ reviewing/researching/reading*

**Number of Homeworks in each subject for each Year group per week**

YEAR	GEN. SCI/ BIOLOGY	CHEM.	PHYSICS	MATHS	ENG.	FRENCH	SPANISH	LATIN	GREEK	SANSKRIT	GEOG.	HISTORY	REL. STUDIES	ART	DRAMA	MUSIC	COMP.S CL.	P.E/F NP
<b>7</b>	1 × 25-35 mins			2 × 25-35 mins	2 × 25-35 mins	1 × 25-35 mins		1 × 25-35 mins		1 × 25-35 mins	1 × 25-35 mins	1 × 25-35 mins	1 × 25-35 mins	1 × 25-35 mins		1 × 20 mins	Every 2 weeks	
<b>8</b>	1 × 20-30 mins	1 × 20-30 mins	1 × 20-30 mins	2 × 30 mins	2 × 20 mins	20+15 mins	20+15 mins	20+15 mins		20+15 mins	1 × 20-30 mins	1 × 20-30 mins	1 × 20-30 mins	1 × 30 mins		2/3 times per term	Every 2 weeks	
<b>9</b>	1 × 30mins	1 × 30mins	1 × 30mins	2 × 30mins	2 × 30 mins	30+20 mins	30+20 mins	30+20 mins	30+20 mins	30+20 mins	1 × 30 mins	1 × 30 mins	1 × 30 mins	1 × 30 mins	1 × 30 mins per fortnight	2/3 times per term	1 × 30 mins	
<b>10</b>	2 x 40 mins																	
<b>11</b>	2 x 45 mins																	

**Notes: From Year 8 onwards, options such as Sanskrit/Spanish/French should be set against each other for homework.**

## Homework Guidelines

1. Homework is, wherever possible, best tackled as soon as pupils get home from school, and when they are still relatively fresh. Quality will suffer the longer it is delayed.
2. Pupils need a quiet place to do their homework, free from noise or any other distraction (pets, TV, mobile phones etc.).
3. Homework should be done at a clear table or desk in an orderly room (not as sometimes happens on the floor, bed, or on the knee!).
4. Apart from providing the facilities and seeing that their daughter has settled down to homework, parents should otherwise not become involved in the actual work itself. It is important for the teachers to see where a pupil is having problems, and this is made much more difficult if parents are supplying the answers. The development of self-reliance is an important aspect of homework, and pupils are not penalised for getting things wrong or failing to understand.
5. If there is a justifiable reason why homework has not been done, or appears to take too long, a written note to the teacher from the parent in explanation is essential. This can be written in the pupil planner. Verbal excuses from pupils will not be accepted.
6. If, having given full attention, the homework is not completed within the set time, then the child should stop and leave the work unfinished. A parent should sign the work and indicate that their daughter did her best to complete it.  
  
If a pupil wishes to continue with her work after the agreed time, then it remains a judgement for the parents as to whether this is appropriate.
7. Over half terms, Years 7-8 should not have homework.
8. During holiday time, examination classes (Years 9 - 13) may have homework at the teacher's discretion. Younger classes should be encouraged to read.

## **Homework Monitoring**

- homework is set according to the homework timetable;
- if homework is not handed in/completed to standard, the subject teacher informs the pupil and her parents, form teacher and Head of Year (via a homework slip on SchoolBase) that she has 24 hours to complete the homework. If pupils do not meet the deadline, they may be asked to complete/redo the work in detention.

The following concerns should also be reported to the form teacher and Head of Year:

- missing homework;
- poor quality homework;
- regular absence.



## Appendix 2 – Preparation for Higher Education

### *Timetable of Procedure*

#### Year 12

- UCAS Induction during the Induction Day
- Higher Education Meeting - January
- Morrisby psychometric test follow-up and individual careers interviews - Spring Term
- Preparation for Aptitude tests - Spring Term
- Oxbridge Programme for internal applicants - Spring Term
- Higher Education interviews to discuss choices - Summer Term
- UCAS Week during Activity Week in June
- Personal Statement workshop and feedback on first draft
- Visits to open days and taster courses - Summer Term

#### Year 13

- Finalising of choice of courses and universities - Induction Day
- Assistance with Personal Statements - Autumn Term
- Writing and approval of references - Autumn Term
- Completion and submission of applications - Autumn Term
- Preparation for university interviews - Autumn Term
- Follow up advice on UCAS replies to offers - Spring Term/early Summer Term
- Results day meetings and support through Clearing – August

### Careers Guidance

The careers programme continues into the Sixth Form under the guidance of the Head of Careers. Year 12 register with Unifrog, the complete destinations platform which helps them manage their research and evidence in support of their application. In the Spring Term of Year 12 we also offer an individual careers interview by the Head of Careers, building on the Morrisby profile students have taken in Year 11. Students who have expressed interest in Explore Your Future in Year 11 (our alumnae mentorship programme) progress to Experience Your Future in the Sixth Form (our work experience programme). In Year 13 we offer guidance and training for university interviews and the possibilities available in a gap year.

### Oxbridge Identification

Aspiring Oxbridge candidates express interest by the end of the Autumn Term in Year 12 and are invited to apply internally to join the Oxbridge group. Oxbridge applicants are interviewed by an internal panel and offered feedback and guidance for their next step.

### Application to Higher Education: Year 12

University applications are overseen by the Head of Sixth Form, assisted by the Sixth Form Tutors.

**Higher Education Meeting:** A meeting is held for Year 12 in January - the Higher Education Meeting - to which parents and students are invited. At this meeting we outline the applicant's journey and the school's internal process. Wider issues include application trends, apprenticeships

and alternative routes, applying abroad, league tables, subject matters and student finance. A PowerPoint presentation and accompanying resources are provided, including information on our UCAS policy, Oxbridge Applications, Student Finance and further reading for HE applications.

Students hoping to apply for subjects which may require Aptitude tests are guided to the appropriate websites.

An invaluable resource for the present Sixth Form is the experience of past pupils, some of whom are invited to speak to the students about their university courses and careers. We also welcome speakers from universities and gap year companies.

**Oxbridge and Medical candidates:** Oxbridge and Medical candidates are invited to submit an expression of interest in Oxbridge/Medicine, including a short Personal Statement, to the Head of Sixth Form by the beginning of the Spring Term. This enables the Sixth Form team to manage the volume of early deadline applications and support aspiring applicants in the months leading up to the application deadline. Aspiring Oxbridge candidates are registered on the Oxford and Cambridge Student conference in March and are encouraged to attend an Oxbridge Interview Preparation day in November. Medical Applicants are offered MMI preparation by the Medic Portal.

**Visits to Open Days:** Throughout the Spring and Summer Term, Year 12 students are encouraged to visit university open days and University of London taster courses. They are advised and encouraged to book themselves onto the open events, including opportunities to visit Oxbridge colleges and subject days. An average of three open events is encouraged as a guideline.

**Higher Education Interviews:** Each student is offered an individual HE interview with her tutor and is guided on specific research that she may need to undertake before her final list of university choices is confirmed.

**UCAS Week:** During Activity Week in the Summer Term, Year 12 receive training on how to write a Personal Statement, log on to the UCAS Hub and complete the first three sections of their UCAS Application. They also visit a university as a year group, and attend sessions on student finance and budgeting, student life, how to choose a course and university, interview preparation, First Aid and cooking nutritiously on a budget. They visit an open day individually or in small groups, deliver a presentation on their open day to the rest of the year group and receive individual feedback on the first draft personal statement. We also hold a session for those interested in alternative routes.

**Resources:** There is a well-stocked careers section in the Sixth Form Study Room and we welcome requests for updated publications by applicants in support of their preparation. In addition, there is a wealth of resources on the UCAS channel in the Sixth Form Team on Teams and a plethora of HE events, summer schools, lectures, taster courses and immersive experiences are regularly posted on Teams for the students' information. The school has a partnership with InvestIn and students benefit from a discount on InvestIn courses.

### **Preparation for Oxford and Cambridge/Medical Applicants**

The Head of Departments take responsibility for the academic requirements of the applicant, assisted by the Head of Sixth Form. If necessary, private tuition is recommended.

If written work is required, the applicant notifies the relevant Head of Department to ensure the rapid submission of a suitable piece of work.

Interview preparation and practice takes place in the Autumn Term of Year 13. The school sponsors Oxbridge/Medical applicants to attend an intensive Interview Preparation Day run by Oxbridge Applications in late November. Students receive presentations by Oxbridge Admissions Tutors and two individual Mock Interviewers, followed by feedback.

Students who will be applying for Medicine are given extra teaching and support for the BMAT Admissions Test. This begins in the Spring Term of Year 12. External courses and resources are also advertised to candidates. Applicants are also offered an MMI preparation course by the Medic Portal, sponsored by the school.

### **Application to Higher Education Year 13**

**Induction Day:** Year 13 receive a day's support on their application on the day prior to the beginning of the Autumn Term. During that day, students are guided in completing the Choices section of their UCAS application and are offered individual feedback on the second draft of their personal statement.

**Personal Statements:** When students return to school in September of Year 13, they are expected to have completed their application on UCAS (except for the choices and personal statement sections) and to have a firm second draft of their personal statement. Further work is done on the personal statement with the help of the Sixth Form tutor and Head of Sixth Form. All personal statements are checked by the Head of Sixth Form before the application is sent to UCAS.

**UCAS Lockdown:** UCAS applicants are required to submit their UCAS application to the Head of Sixth Form (UCAS coordinator) by the October Half Term. On the last full day before Half Term, all applicants who need further support to meet this deadline attend an after-school session to complete their application with the support of the Sixth Form Team.

**References:** Sixth Form Tutors obtain an academic report and UCAS Application predicted grade from each department. Based on these reports and their own personal knowledge of their tutees, they write a reference and submit it to the Head of Sixth Form. The Head of Sixth Form checks the reference on behalf of the Headmistress. Oxbridge references are proofread and approved by the Headmistress before the application is sent. The content of references is openly shared with applicants but copies of the reference cannot be held by the applicants. Applicants can always request a copy of the reference from UCAS after submission.

**UCAS Application Predicted Grades:** Predicted grades are determined after careful deliberation among all relevant subject teachers, Heads of Department, and Head of Sixth Form. It is the school's practice to share predictions with applicants, but the final decision rests with the school.

**Replies to Offers:** Careful advice is always given to our applicants when they receive their offers through UCAS. Applicants are advised to reply to universities after the mock examinations in February, when firmer data is available on grade predictions. Almost all students follow the advice given to them about their firm and insurance choices.

**Survive and Thrive:** Post-exams, Year 13 are invited back to school for a final day's preparation on Higher Education. They receive workshops on cooking nutritiously on a budget, confirmation and clearing, student finance and budgeting, careers and are invited to join the Seventh Form alumnae network.

**A Level Results Day:** All Heads of Department meet at 8.30am with the Head of Sixth Form, Deputy Head (Academic) and the Headmistress. All Heads of Department are directed to scrutinise the marks and indicate any concerns about the results received. Students who have missed their university places

by a few marks are considered for Priority remarks of the recommended papers. Year 13 know if they have been placed through UCAS from 8 am and receive their results from 8 am by email and from 9.30 am in person. Those who have not attained the grades that they need for their university place are supported through Clearing by a member of staff.

## Higher Education Funding

Booklets from SFE are made available to parents at the **Higher Education Meeting**. The updated booklet is given to Year 12 students during UCAS Week.

## Summary Timetable for University Entrance

### Autumn Term Year 12

1. UCAS Induction

### Spring Term Year 12

1. Higher Education Meeting in January
2. Potential Oxbridge and Medical applicants are identified and invited to apply internally
3. Taster Courses
4. Careers Interviews
5. Internal Oxbridge Programme
6. Visiting University speakers and careers professionals

### Summer Term Year 12

1. Visits to university open days
2. Visits to a local university (University of Surrey)
3. UCAS week in June where students register with the UCAS Hub and receive training in completing the application and writing the Personal Statement
4. Individual interviews with the Sixth Form Tutor to consider each student's future studies and research
5. Student finance and budgeting session, interview preparation session, alternative routes session

### Autumn Term Year 13

1. Completion of UCAS applications by:
  - a) 15<sup>th</sup> October for Oxford and Cambridge and medical/veterinary courses (internal deadline by end of September).
  - b) 29<sup>th</sup> January for other universities and courses (internal deadline by October Half Term).

Please note however, our internal deadlines are earlier as follows:

- Oxbridge and Medical applications by the last Friday of September.
- All other applications by the last Friday before the Autumn Half Term.

Applicants often receive offers straight away but must be prepared to wait until the end of March for subjects which are heavily subscribed, depending on university policy.

2. Registration for BMAT, UCAT, LNAT etc: interview guidance given and practice interviews as needed. Candidates need to inform us if an Aptitude Test is required by their course.
3. Interviews at universities for some applicants.
4. Offers will be received from universities. These are conditional upon achieving particular A Level grades or tariff points.

If universities use the UCAS tariff point system they may specify certain grade requirements in particular subjects.

5. The Applicant Status Report is available to the school on the UCAS Advisers' Portal.
6. A summary of all the offers held is received by the applicant when all the universities have replied.
7. A further opportunity is available called UCAS Extra. If an applicant is rejected by all her choices or declines all her offers then she can make further applications, one at a time, by the 30<sup>th</sup> June.

### Summer Term Year 13

1. Acceptances must be sent by the given date stated on their summary form (usually in the first week of May, but post-pandemic by the end of June): "firm" acceptance to one university, "insurance" (i.e. second choice) acceptance for another.
2. Before they leave, Year 13 are given an explanation of the events that take place on Results Day, so that they are well prepared.
3. Applicants are entered into Clearing if no offers are held. This may be because no offers were received or because the applicant has declined the offers made.
4. Self-release is available to applicants on results day if they wish to decline their confirmed offer and reapply to a different institution through clearing.

N.B. We strongly advise all UCAS applicants to collect their results in person on the day and that they should not arrange to go away from home for a week after the results come out. This ensures that confirmation of offers can take place and that the clearing process can be followed up if necessary.

The school will support post-qualification applicants provided that they make timely contact with the Head of Sixth Form and follow the timeline for PQA applications. All PQA applicants must 'pay and send' their UCAS application by the end of November, allowing Sixth Form staff sufficient time to add the school reference and process the application before the UCAS deadline.