NETHERTHORPE SCHOOL

SIXTH FORM
Family Handbook

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Contact Details

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Contact details for Sixth Form

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Follow us
@netherthorpe6fm

Free Digital Apps to download

(if you don't have them)

Arbor Student App, Parent Pay & Satchel One App– wait to set up in September

Don't create an account for team or one drive until you start (we have your log in)

ParentPay

Welcome

Dear parent / carers,

I am writing as I am sure that you feel that you have gone through the application process and I am aware just how important a moment this will be for you, as well as your son/daughter.

In May 2025 Educational Endowment Foundation (EEF), a highly respected independent organisation which looks to improve education in the UK, updated its finding from 124 separate studies which conclude parents showing interest in their son/daughter's education will add up to 4 months EXTRA progress and rated the impact on progress for students 4 out of 5 stars.

As a parent it's not always obvious just how high an impact it has when we show an interest in your children's education and 124 studies showing a strong correlation is a significant statement. We are all aware of the stereotypes for teenagers, yet we see good, hardworking young people and the value of a parent, especially at Sixth Form, really helps with them.

Parents do sometimes ask "*how can I help my son daughter at Sixth Form?*" There is lots of different advice and guidance, which we have tried to summarise below to either give confidence you've got it all covered or provide additional food for thought on how to help your son/daughter at this very short, but powerful two years (approximately 19 months or specifically 74 weeks of study!) with us.

Here's how parental interest can be beneficial:

- **Encouraging Independent Learning:**
  Sixth form students are expected to become more independent learners. Parents can support this by discussing the importance of independent learning, helping them set achievable goals, and providing a supportive environment for studying.
- **Fostering a Growth Mindset:**
  Parents can encourage a growth mindset by emphasising effort and progress over innate ability, which can lead to increased resilience and a willingness to tackle challenging tasks.

- **Maintaining Open Communication:**
  Open communication about schoolwork, future plans, and any challenges faced can create a safe space for students to seek help and advice when needed.

- **Recognising and Addressing Wellbeing:**
  Sixth form can be a stressful time, and parents can play a crucial role in recognising and addressing potential mental health issues such as extreme stress, anxiety, or depression. Knowing the warning signs and seeking support when needed is vital.

  Supporting Extracurricular Activities and Wellbeing:
  While academic success is important, parents will naturally also consider their child's overall wellbeing and support their involvement in extracurricular activities and social life. Getting the balance right is far from easy, but we will ask students to go beyond their studies and branch out to have an 'enriched curriculum' of clubs, volunteering etc.

- **Positive Reinforcement and Encouragement:**
  Providing positive reinforcement, praise, and encouragement can help motivate students and build their confidence. From day one, helping promote the independent time management, self study and using the Sixth Form TEAMS, Apps and folder/book work really gets the students off to a good start and then the rewards will follow.

- **Working in Partnership with the Sixth Form:**
  Parents can collaborate with the Sixth Form to understand their child's strengths and weaknesses and work together to create a supportive learning environment. Reports will be published as you'd expect but this booklet is designed to give you an overview in the experience your son/daughter is about to undertake.

In essence, parental involvement in a Sixth Formers education, even with a shift towards more independent learning, can be a powerful factor in improving academic outcomes and fostering a positive overall learning experience, something we know but when EEF research supports this, it maters. We are here to help and work with you.

Finally we will talk a lot about our pursuit of excellence with the mantra "*better never stops*" this is something that the students will pick up on and run with. Please encourage this, we have seen significant changes and strong performances from this cultural shift in Sixth Form. That said, our better never stops principles apply to us all, therefore please don't hesitate to get in touch if there are issues.

Thank you for supporting us, your son/daughter and we look forward to a strong positive working relationship over the coming years.

R Green

Assistant Headteacher – Post 16

(Head of Sixth Form and Key Stage 5 Curriculum)

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Our Mission, Vision and Values

On the next page you will see our schools mission, visions and values. We want sixth formers to be Proud, Be Respectful, Be Resilient and above all else be Ambitious. We frame this in Sixth Form as the pursuit of excellence and to do this, in every thing we do we know “better never stops”. This is what helps us get the best of out of each other.

Our Mission, Vision and Values

OUR MISSION

To provide an exceptional education to all students by creating a nurturing, inclusive and innovative learning environment that fosters academic excellence, personal growth and social responsibility.

OUR VISION

Our mission is underpinned by our vision that 'We are Netherthorpe School' and We Learn Together, We Enjoy Together and We Succeed Together to unlock potential and transform futures.

WE LEARN TOGETHER

We support and encourage each other in our learning to maximise our progress and fulfil our dreams.

WE ENJOY TOGETHER

We positively contribute to our school and community by participating, showing tolerance, understanding others' views, speaking kindly, and celebrating differences.

WE SUCCEED TOGETHER

We recognise and celebrate successes and the success of others in a positive learning environment.

OUR VALUES

Our values underpin all we do as a school and are brought to life in all parts of our school through the "The Netherthorpe Way".

THE NETHERTHORPE WAY

BE PROUD

We represent the school with pride and know that together we achieve.

BE RESPECTFUL

We are polite and care for each other. We celebrate our differences and help one another.

BE RESILIENT

We work hard to conquer challenges that stand in the way of achieving our goals. We keep positive and never give up.

BE AMBITIOUS

We are ambitious and determined and make the most of every opportunity, every day.

OUR BELIEFS

- We invest in our staff to unlock their potential enabling them to support the transition of our student futures.
- We invest in the personal and academic development of our students to unlock the potential within themselves.
- We work with our parents and carers to support their children to unlock the potential they hold.

Key Dates

Key dates for the year

- Post 18 transition 17th September (finance etc)
- Welcome BBQ – 24th September
- Sixth Form Parents evening – 23rd February **Both Y13 and Y12**
- Early Entry UCAS deadline (medics, dentists, vets, Oxbridge) – 15th October
- **Post 18 Internal UCAS and CV Deadline for full Sixth Form support – 1st Dec. This is the date to click SUBMIT on UCAS applications**
- Y13 Final Assembly before condensed study in Sixth Form - May 2026
- Student Finance Deadline – 31st May (TBC by student finance)
- Y13 Prom - 23rd June 2027 (subject to booking)
- A2 Results day – 12th August

Student sign in required

Term Dates

- Please ensure that you take any holidays during the dates given below.

• October Half Term	Sat 24th October to Sun 1st November
• Christmas Holidays	Sat 19th December to Sun 3rd January
• February Half Term	Sat 13th February to Sun 21st February
• Easter Holidays	FRI 26th March to Sun 11th April
• Spring Bank Holiday	Sat 29th May to Sun 6th June
• Summer Holidays	Start Friday 23rd July

Uniform

Netherthorpe Sixth Form has a uniform with a Sixth Form tie. Students are expected to adhere to the uniform policy as role models of the school. Please scan the QR code for what this consists of and links to our suppliers.
We regularly survey students and the majority always ask for uniform to remain, therefore we wear it with pride.

SCAN ME

Bursary

What is a Sixth form bursary?

A **Sixth Form Bursary** is paid by school from a special grant we receive.

What is a bursary for?

Bursary is money used to pay for:

- Clothing, books, and other equipment for your course
- Transport and lunch on days you study

Does my child qualify for a Sixth Form Bursary?

You need to check the table below, to see if you qualify for financial support.

Application Form

Operational once enrolled

Priority	Criteria	Entitlement
High	You (The student)are in or recently left local authority care • In receipt of Income Support or Universal Credit in your name • Disabled and in receipt of **both** Employment and Support Allowance (ESA), **and** either Disability Living Allowance (DLA) **or** Personal Independence Payment (PIP) in your name • A parent living away from your own parents to qualify.	**Bursary Payment -** 6 payments of T.B.A paid every six school weeks. (Duration 36 school weeks)
Medium	• Students who are registered for 'free school meals'.	**Bursary Payment -** 6 payments of T.B.A paid every six school weeks. (Duration 36 school weeks)
Low	• Students whose household income is less than **£25,000** per year.	**Bursary Payment -** 6 payments of T.B.A paid every six school weeks. (Duration 36 school weeks)

I think my child is entitled to financial support. What do I do next?

If they are in Year 12 - Year 14 and are entitled to a **Bursary** payment (see above), we have sent a link to start their application to their school email. Your child will then need to submit the completed form and provide all supporting evidence required to be uploaded.

Study preparation

Students will be successful at Netherthorpe Sixth Form if they are prepared. Whilst not an exhaustive list, we ask students to:

- Ensure their folders, files & digital storage are organised from day one.
- Keep class notes organised in these folders and review them regularly. (We will carry out sporadic folder checks but we like students to be responsible for their own work)
- Be Sixth Form ready! Ensure your child has the correct stationery for their lessons. If ever they forget or have trouble procuring anything they might need, they can visit the Sixth Form team and check out the study supplies area in the red study room.
- Complete all bridging work to ensure they have read ahead and given themselves the best chance to embrace the next level.

Create a suitable study area at home that is free from distraction. We ask that 5 hours a week are spent on each subject outside of lesson time.

Managing time

Time management is one of the biggest differences between GCSE study and Sixth Form study.

Students will be expected to plan their revision across the week, utilising their study periods and work at home. Students receive 10 hours of study time outside of their lessons during school hours (when studying 3 subjects). We advise they stay in school and use this time wisely. If we take the guidance of 1 hour of study is matched with 1 hour of independent study, then students will find the 25 hour sixth form week only leaves them with 5 hours outside of Sixth Form 'standard hours'.

Sixth Form is open 08:00am to 5:25pm. Students benefit from free refreshments at our 'Biscuits, Books & Brew' session running every evening 3:10pm – 5:25pm. This is popular with our students who get the higher grades. The pattern is obvious: the more you put in, the more your get out.

Occasionally, we come across excessively unhealthy studying habits. As a family, we ask if you do have any concerns, please do get in touch with the Sixth Form team. We are highly experienced in dealing with situations on a 1-1 confidential basis and have a wide range of support strategies and services available to work with you and your son/ daughter.

We also strongly encourage students to plan time for rest, exercise, family and social commitments. Positive mental health and wellbeing is imperative.

Commitment to study

- A Level and Level 3 study programmes require consistent effort over two years.

Students should:

- Attend all lessons and arrive prepared.
- Attend Sixth Form and lessons on time every day, this allows information to flow and reduces stress on students
- Complete homework and assignments on time. Coursework deadlines must be adhered to.
- Seek support early if they begin to struggle. Whilst some struggle can be good for developing thinking skills, they must speak up if there is a point where support is needed.
- Review learning regularly rather than relying on last-minute revision. This starts before day one with the bridging work. Revision is not just for the run up of exams.
- Treat sixth form as preparation for university or employment expectations.

Small amounts of work completed consistently are far more effective than occasional periods of intensive study.

Balancing studying & part time work

Many sixth form students choose to work part-time to gain experience and financial independence.

Part-time work can provide valuable skills including:

- Communication.
- Teamwork.
- Customer service.
- Reliability and professionalism.

However, education should remain the priority. As a general guide:

- Students should avoid excessive working hours during term time.
- Employment should not interfere with attendance, coursework or revision.
- Working patterns may need to change during examination periods.

Families should regularly discuss whether employment is supporting or hindering academic progress.

**We also request that driving lessons are not booked during the school day.

Good habits for A Levels

Successful sixth form students often share similar habits:

- Attend every lesson.
- Ask questions when unsure.
- Revise little and often.
- Use feedback to improve work.
- Read around subjects independently.
- Practise examination questions regularly.
- Review notes weekly.
- Avoid distractions during study sessions.
- Build positive relationships with teachers and tutors.
- Seek help early rather than waiting until problems become significant.
- Manage their time by looking ahead and using the information provided to meet deadlines
- Look to challenge themselves, knowing mistakes are areas to learn from. *(Better never stops!)*

Consistency is usually more important than natural ability.

Careers Education/ Info

Need a Careers Appointment?

If you believe your son/daughter would benefit from a 1-1 careers appointment with a trained careers advisor, then please contact the school office requesting support. This is a one to one careers interview in which the careers advisor will provide bespoke careers guidance and support that is tailored directly to the student. To request a careers appointment, all students need to do is email info@netherthorpe-mlt.co.uk.

Further External Careers Support

Netherthorpe works in partnership with lots of other careers organisations and businesses. These companies offer some incredible careers advice and resources for students deciding upon their post 16/18 destination and future career plans. Feel free to check out the amazing services and informative resources below:

- Talking Futures have created an interactive deck of cards to help you and your child discover together the qualifications and careers that interest them. The cards encourage you to think about the questions and information you need to help your child make decisions about their next step in education, their longer-term career goals and the steps they need to take to get there.
- Amazing Apprenticeships - Every month Amazing Apprenticeships create an incredible resource for parents, which is full of useful apprenticeship information and guidance.
- UCAS Website – This site has got lots of resources and information dedicated to helping parents and guardians support students applying to lots of different Post 18 pathways. There is a University Guide and an Apprenticeship page.
- Student Finance England – If your son or daughter is applying to university, they will most likely want to apply for a student loan to help them cover some of the cost. The SFE website provides parents with information regarding how much money students are entitled to, how they can apply and what evidence or supportive documents will be required to make an application.

Careers Education/ Info

- Uni Taster Days - Supporting someone considering university? Discover university events, open day discounts, the Parents' Guide, subject guide videos, a guide to university jargon and more.
- Start D2N2 - This website can be used to search for apprenticeships and jobs in the local area. The apprenticeships are broken down into different sectors. You can also use this website to find out which growth sectors and jobs are currently in high demand.
- Types of Jobs: Students who have a vision of where they want to be in the future may find it easier to plan their next steps more easily. To help students and parents to get an idea of what types of jobs are out there we would suggest looking at a number of these websites: National Careers Service; ICloud; CareerPilot

SEND Careers Support

For information on pathways, progression opportunities and support services for young people with special educational needs & disabilities (SEND) please see some of the resources below:

- You can find appropriate services and support in the local Derbyshire SEND offer. Directory (derbyshire.gov.uk)
- The What Matters Island Tool is a fantastic resource that is designed to help young people talk with their family, carers and any paid supporters to coproduce a summary Preparing for Adulthood plan. To find out more just click here: What Matters Island | NDTi
- For financial advice surrounding supporting students with SEND, please head to the following webpage: Accepting a job on benefits | Disability charity Scope UK

Careers Engagement

We are always looking for local businesses, apprenticeship providers and educational institutions to visit our school and engage in meaningful career related conversations with our students. The ways in which you can support can be found here. If you would be interested in visiting the school or offering careers related activities/engagement, please contact: Mr Nick Green NGreen2@netherthorpe-mlt.co.uk (Deputy Head of Personal Development)

Beyond Sixth Form – Our Offer

Year 12's will all get the chance to arrange a week's work experience. It is something they should start thinking about now to get the most out of this time.

During year 12 & 13, students will occasionally be taken off timetable to attend sessions put on by our careers team. These include a University visit, a UCAS event, student finance, apprenticeships & degree apprenticeships, how to write your personal statement, CV's and more!! We are very proud of the support we give our students in taking their next steps.

Open days – we recommend that students go to as many University open days as possible if that is your child's chosen path. Whilst we politely request that these be visited outside of school hours, we understand this can not always be possible and therefore will grant 2 days during school time if needed.

Important Note: *If you have a specialist work experience opportunity please encourage your son/daughter to discuss with the team. We look to personalise to the student.*

Advice & Guidance for beyond Sixth Form

University

Students considering university should begin researching options early. Families can support by encouraging students to consider:

- Course content rather than simply university reputation.
- Entry requirements.
- Placement opportunities and work experience options
- Graduate employment outcomes.
- Accommodation and living costs.
- Location and distance from home.

Students should engage with open days and research application requirements through UCAS. Strong personal statements, relevant experiences and realistic course choices remain important parts of successful applications.

Degree Apprenticeships

Degree apprenticeships combine university-level study with paid employment. Benefits include:

- Earning a salary while studying.
- Graduating without traditional tuition fee debt.
- Gaining valuable industry experience.
- Developing professional networks early.

Competition for degree apprenticeships can be extremely high, so students should:

- Apply early.
- Develop strong applications and interview skills.
- Gain relevant work experience where possible.
- Research employers and industries carefully.

This route is particularly attractive for students interested in business, engineering, digital industries, finance and healthcare professions.

Advice & Guidance for beyond Sixth Form

Apprenticeships

Apprenticeships provide structured training within employment and can lead to highly successful careers.
Students should consider:

- Apprenticeship levels and progression opportunities.
- Employer reputation and training quality.
- Opportunities for professional qualifications.
- Long-term career development.

Apprenticeships now exist across a wide range of sectors including construction, engineering, healthcare, technology, business administration and creative industries.

Families should view apprenticeships as high-quality professional pathways rather than alternatives for students who are less academically able.

Alternative options at 18+

There are many successful routes available after sixth form, including:

- University study.
- Degree apprenticeships.
- Higher apprenticeships.
- Employment with professional training.
- Foundation years.
- Gap years with clear objectives.
- Entrepreneurship and business start-up opportunities.
- Further professional qualifications.

The most suitable pathway will depend on a student's strengths, interests, aspirations and preferred style of learning.

Success is not defined by following a single route.

How can we help at home?

In addition to the opening letter at the start of the pack, family support is paramount in ensuring success for our students. Our goal is to all work together to ensure the best positive future for your child. To help us with this we ask that you:

- Contact us if there are any concerns
- Support us in reaching that 97% attendance record (but aim for 100%)
- Ask your child about deadlines/ upcoming exams
- Have discussions early on about work experience and about how they're utilising their time during school.
- Create a study friendly space for your child to be able to put in the dedicated study time at home.

A motivational study timer to help students focus: https://apps.apple.com/gb/app/study-bunny-focus-timer/id1478345385

Study Bunny is rated by students, and top achieving students at that. An example of a simple tweak, with significant gains.

Attendance

ATTENDANCE MATTERS

Descriptor	Attendance Percentage	Actual Days in Sixth Form	Whole Days absent	Lost Learning Hours
Excellent	100%	190 Days	0	0
	99%	188 Days	2	10
Good	98%	186 Days	4	20
	97%	184 Days	6	30
	96%	182.5	7.5	37.5
Cause of concern 1	95%	180.5	9.5	47.5
	94%	179 Days	11	55
	93%	177 Days	13	65
Cause for concern 2	92%	175 Days	15	75
	91%	173 Days	17	85
OVER 20% of the time for one A level qualification				
Serious Concern	90%	171 Days	19	95
	87%	165 Days	25	125
Critical	86%	163	27	135
Nearly 40% of the time for one A level qualification				

Attendance is closely tracked and this includes Holidays which are not permitted in term time. Lost time will be required to be made up.

As an extreme example: If your child attends 70% of the lessons, they will only have 70% of the notes, only revise 70% and their performance is only 70% even if your revision is 100%.

It all adds up… 3% is 3% - you would take an extra 3% for A*

Understanding our report process – Attitude to Learning

Attitude to Learning (ATL) for Sixth Form & Beyond

Key Stage 5

In the pursuit of excellence, better never stops – each and every student is asked to try their best. When we do, we can all get the best possible feedback to get better.

	A student with a 1 attitude will …	A student with a 2 attitude will …	A student with a 3 attitude will …	A student with a 4 attitude will …
Engagement in Lessons	• Always make significant, positive contributions to lessons over a sustained period, no matter how challenging. • Willingly seek to stretch and challenge themselves. • Be a good role model to other students and learns from other students • Show a high level of dedication, collaboration and enthusiasm in and outside lessons. • Independently consolidates their work/research, initiating wide ranging discussion with others	• Make significant, positive contributions to lessons over a number of lessons with increasing challenge. • Willingly seek to stretch and challenge themselves. • Be a good role model to other students. • Show a high level of dedication and enthusiasm in lessons. • Work well collaboratively and independently, developing ideas and challenges assumptions or thoughts of themselves or peers	• Regularly be reciprocal in learning i.e. ask relevant questions and volunteer answers to others discussion points • Have an active role in all activities within lessons. • Remain focussed in lessons. • Show an interest in lesson content evidenced by frequent thinking around the content and offering input to discussion • Value the contribution of others	• Occasionally ask questions or offer answers to discussion with some prompting • Be passive in group activities and in learning, from time to time • Sometimes easily lose concentration in lessons • Show a basic level of interest in the lesson content, evidenced by infrequent thinking around the content
Resilience & Commitment	• Work hard to produce work of a consistently high/excellent standard. This work goes beyond the learning environment to support the **community** • Always have the correct equipment every lesson, including folders, books, notes & prep. • Arrive at PD, session, lessons on time, every time • Show **resilience** when faced with a challenge and a role model to others • Ensure non-contact time is consistently used for study resulting in all deadlines being met with consistently excellent work, supporting others in their learning	• Work hard to produce work of a consistently high/excellent standard. Some work is seen in the **community** • Always have the correct equipment every lesson, including folders, books, kit, notes & prep • Arrive at PD, session, lessons on time, every time • Show **resilience** when faced with a challenge and occasionally - a role model to others • Ensure non-contact time is consistently used for study resulting in all deadlines being met with excellent work produced enthusiastically	• Work hard to complete their work to a standard that is relative to their ability. • Almost always have the correct equipment every lesson, including folders, books, notes, kit and prep work. • Arrive at PD, Sessions & lessons on time. • Show **resilience** when faced with a challenge. • Effectively use non-contact time with deadlines being met consistently • Demonstrate enthusiasm for the subject	• Complete most of their work, but it may be rushed, lack detail or be incomplete. • Occasionally forget some equipment or sixth form folders, books, notes or prep • Have arrived late to one or more lesson, PD or sessions for learning • Sometimes struggle to show **resilience** and give up too easily when faced with a challenge. • **Not yet use Non-contact time effectively in or out of sixth form**
Responds to feedback	• Consistently value mistakes as part of learning • Correct work accurately in green pen during lessons. • Being inquisitive and automatically makes changes, reflections and improvements, in response to feedback • Effectively refers to the improvements and changes they make to show sustained improvement throughout the course.	• Value mistakes as part of learning • Correct work accurately in green pen during lessons. • Be inquisitive to make changes and improvements in response to feedback • Seek and refer to the improvements and/or changes they make, to show sustained improvement.	• Correct work in green pen during lessons, which is usually accurate and purposeful • Make changes and improvements in response to feedback • Show that the students own actions begin to drive improvement from planning next steps, without prompting.	• Sometimes use green pen to correct work during lessons – this is not always accurate. • Sometimes make changes and improvements in response to feedback, needing to develop consistency in this • Set goals in order to improve
Determined Independent Learning	• Hand in work on or before the deadline. • Remain focussed and complete independent tasks in and outside class. • Meet PRIDE standards, being exceptional in their work • Seek to further their knowledge of topics by demonstrating intellectual curiosity • Take responsibility for their own learning outside the classroom to address and seek knowledge gaps or mistakes. • Organisation is exemplary, over time	• Hand in work on the deadline. • Remain focussed and complete independent tasks in class. • Meet PRIDE standards consistently • Seek to further their knowledge of topics by participating in additional research or activity. • Take responsibility for their own learning outside the classroom to address knowledge gaps and mistakes. • Be organised with effective time management	• Hand in work on the deadline • Remain focussed and complete independent tasks in class. • Meet PRIDE standards. • Ensure sufficient work is submitted every time	• Rarely miss deadlines. • Not always complete independent tasks in class, without prompting • Mostly meet PRIDE standards in bookwork/notes. • Predominantly completes sufficient work however, occasionally have be given consequences for insufficient work.
Responsible Organisation, Planning and revision	• Set meaningful goals for the short, medium and long term, which are executed in a timely and effective manor over time. • Ensure all their resources are clearly organised, used effectively and consistent consolidation is seen to show improvement toward the highest standards • Deliver planning of studies showing proven strategies to commit learning to memory, demonstrating a systematic approach to improving knowledge retention and performance at the highest levels.	• Set meaningful goals, which are executed in a timely manner. Errors are minor. • Ensure notes and revision materials are consistently organised, with clear consistent consolidation of learning. In turn this leads to actions clear for revision • Demonstrate planning of studies shows proven strategies to commit learning to memory, showing developing performance.	• Set goals which are executed with some effectiveness, still learning around errors. • Show that their notes and revision materials are set out in and stored an organised way with consolidation of work developing • Will plan their studies with effectiveness	• Be able to set goals in a logical order, with teacher support • Set out and store most notes and revision materials in an organised way • Will plan their studies with increasing effectiveness

Year 13 will build on Year 12 ATL

Year 12 Students will grow from Day 1 looking to meet ATL4 and develop towards ATL 1

PURSUIT OF EXCELLENCE BETTER NEVER STOPS

SIXTH FORM

Family support is available with two films about the ATL grades at Sixth Form. They are different to lower school and other schools. There is a short version and longer version to suit your availability.

Exam windows & Notes

- Calendar on teams will have specifics
- The cycle of Exams and Formal Mock Exams is as follows:

Year	O	N	D	Jan	F	M	A	May	June
12		Resits E&M		Mock 1 & Voc Units				Voc Units + Resit	Mock 2 + Voc Units

YEAR	O	N	D	Jan	F	M	A	May	June
13	Mock 3	Resits E&M		Mock 4 & Voc Units			Some Exams i.e. Art	Exams in all subjects with Voc units, resits.	

Voc = Vocational Units Level 3 Qualifications i.e. BTEC, Cambridge Technicals
Resits = English and Maths GCSE

Bus travel - cashless

From September we are going cashless in the buses. Please ensure that your son/daughter has a bank card or card payment method via their phone to pay for the bus.

Bus routes can be found https://netherthorpe.academy/parents/transport/

Sixth form Café and finger print payment

SIXTH FORM CAFE

You can put in an order in the morning and have it prepared for you for lunchtime or every day!

The rules are different from the main canteen but you can also get food from there as well!

Biometric payment is available, this is set up early in Year 12 however, students will tend use their passes/sixth form card as the passes open the gates in school, you have the choice!

"The Sixth Form Café is a real bonus and the staff are lovely – nothing is too much trouble!" **Y13 Student 2025**

From time to time social media is used to supply useful information for students and families.

Follow us

@netherthorpe6fm

Additional Frequently Asked Questions

- **Uniform requires the house – which blazer do I buy?**

  The school uniform is designed around being as cost effective as possible. You can buy a black blazer and sew on the house badge after, enabling you to buy the blazer from a range of outlets.

- **Why do you have study Zones?**
  - We offer Red (silent) Amber (low noise level/groups) and Green (open conversation) study zones to match what students tell us they want. It prepares for the world of work and university and enables development of self management. We extent into the evening to provide maximum opportunity for those without such spaces at home.

- **Why do I get communication on my son/daughter when they are over 18?**
  - As your son/daughter is continuing in education we are required to communicate directly with parents on key matters such as attendance, wellbeing etc. This will continue up to the point in which students complete their exams.

- **Why do I get letters on attendance?**
  - Attendance is directly linked with progress and success, we will keep you posted as part of the whole school focus on attendance. The data on attendance and lost learning is earlier in the booklet, students tend to grow into the understanding of the key time constraints – therefore being focused from the start really helps

- **Appointments – where do I book them?**
  - The good news is you don't! As part of developing your son/daughter, we ask that appointments are made outside of sixth form time however, where this is not possible your son/daughter needs to see Mrs West to complete the 'yellow slip' and Mrs West will sort the rest. This is to be done in advance of the appointment to reduce issues with calls home.

- **What are the rules on mobile phones for Sixth Formers?**
  - There is the standard mobile phone policy for school, as part of this there are zones where Sixth formers can use the phone i.e. in the Sixth Form building. In open spaces we ask that students a re role models and put phones away and ear pods out (i.e. away form the sixth form centre)
  - In some closed spaces permission will be given to support learning.
  - Ipads are part of the digital devices protocol for Sixth Form, which students can view the policy in the student teams under the policy sections