



Great Marlow School

Excellence • Compassion • Integrity



Welcome to our Year 12 Information Evening

Our Aims



To give you information about KS5 and the expectations we have of students.



To direct you, as parents and carers, to where you'll find help and support.



To inform you of the support on offer within school for students and the best way to communicate with us.



KS5 Results 2025

A* to B
= 30.3%

A* to C
= 61.8%

A* to E
= 97.6%



Year 12 Vision

Opportunities are Created • Potential is Realised • Excellence is Achieved

Year 12 - Vision and Values

Aim: To ensure all students can access their post-19 pathways, maintain a positive ATL and achieve their best in their year 13 examinations.



- Year 12 students are identified as **compassionate, respectful** and **resilient** members of the school and wider community.



- All students feel confident in taking **responsibility** for their A-level, BTEC or T-level studies.



- Good communication between all three stakeholders is important - PARENTS/CARERS, STUDENTS and SCHOOL.

Our vision: to offer the highest quality learning environment possible so that our students are inspired to be compassionate, successful and resilient contributors to a better society.

My Personal Best



The **'My Personal Best'** programme is integral to the school's teaching and learning philosophy.

The 7Rs are a guiding set of positive values and attitudes.





Support for Students

Opportunities are Created • Potential is Realised • Excellence is Achieved

Form Tutors – First Point of Contact

12K1	Mr Russell	crussell@gms.bucks.sch.uk
12K2	Mr Scare	dsacre@gms.bucks.sch.uk
12H1	Mrs Houston Mrs Woodbridge	khouston@gms.bucks.sch.uk rwoodbridge@gms.bucks.sch.uk
12H2	Mrs King	tking@gms.bucks.sch.uk
12E1	Mrs Broadbent Mrs Lewis	mbroadbent@gms.bucks.sch.uk llewis@gms.bucks.sch.uk
12E2	Mr Chapman Mrs Burke	dchapman@gms.bucks.sch.uk cburke@gms.bucks.sch.uk

Sixth Form Team

Mr Hollyman
Head of 6th Form
DofL KS5

ohollyman@gms.bucks.sch.uk

Miss Jones
Deputy Head of
6th Form

ajones@gms.bucks.sch.uk

Mrs Evans
Intervention for
Year 13

levans@gms.bucks.sch.uk

Mrs Paul
Mental Health Lead
& 6th Form Support

spaul@gms.bucks.sch.uk

Form Tutors

Mrs Brunt
Careers Advisor

mbrunt@gms.bucks.sch.uk

Our Joint Responsibilities



I Will...

reward students
support students
educate students
monitor progress
communicate openly
respond as soon as able

Form Tutors will...

be your first point of contact
utilise form time
celebrate successes
support progress
communicate effectively
work closely with DoL and SSO

You can...

monitor progress
have open and honest
conversations
monitor and support with
homework
encourage good habits
discuss student experiences

My commitment to you:

- I am always open to hearing from you; you'll never be bothering me.
- I will strive to respond within 24 hours to a communication.
- I will always provide an outcome that has the interests of the student at the forefront of my mind, although it may not be the outcome you wanted.



Year 12 - Intervention

- Support for all students
- Half-termly student progress reports
- Focus groups
- Sprint plan
- Open door policy
- Strong tutor team
- Experience in pastoral and academic matters

Year 12 - Bursaries



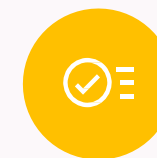
Some students in Year 12 may be eligible for bursary funding



The bursary is determined by household income and is provided to students to remove barriers and obstacles to learning.



Forms will be provided via form tutors next week. Families will need to complete the form and provide evidence.



Receipt of the bursary is dependent on attendance.



Students must have a bank account in which money can be deposited.



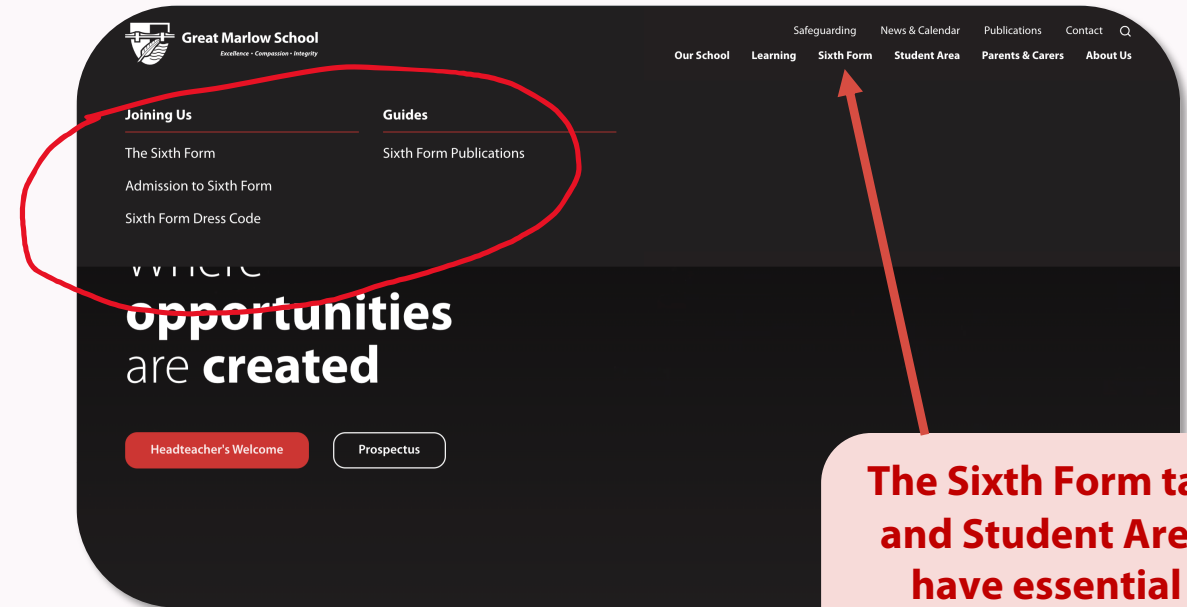
Students will receive a sum each term and will have to re-apply in Year 13.

GMS Website

<http://www.gms.bucks.sch.uk>



← **ALL Year 12 students **must** read the Sixth Form Induction Booklet under 'Sixth Form Publications'**



The Sixth Form tab and Student Area have essential information for students.

The information on the website is hugely useful. In addition to the home page, there are 10 categories where vital information is located.



Year 12 Curriculum

Opportunities are Created • Potential is Realised • Excellence is Achieved

Year 12 - Curriculum Support

All Year 12s will initially be timetabled into 2 lessons per week (CS). This initiative offers:

- Opportunity to support younger students.
- Fantastic for CV and for the 6 Rs!
- Great for the rest of the school to see – raising profile of 6th Form.
- The aim is to enhance the experience of the 6th formers here at GMS, the students they support and the teachers

Year 12 - Study Periods



- Independent study is the single most important contributing factor in the students' control that leads to success
- All students should be spending at least 2 hours for each subject area per week beyond the lesson/homework
- Study periods are **NOT** free periods
- Every student in year 12 has two hours of compulsory study periods on their timetable each week
- Study periods are conducted in the Silent Study Room and students are registered by a member of the Leadership Team
- Study periods give the students an opportunity to develop their independent study skills in areas such as: research; wider reading; coursework completion; developing progress feedback and investigating post-KS5 options

RSHE – Relationships, Sex and Health Education

- One lesson per fortnight (taught by form tutor)
- Covers important topics such as; mental wellbeing and health; sex and relationships; managing money; careers and other life skills.

Topics Covered in the Autumn Term

- **Becoming a Year 12 Student**
- **Time Management**
- **Cultural Diversity and Inclusion**
- **Next Steps-Unifrog**
- **Alcohol and Safety**
- **Driving Safety**

Enrichment Opportunities



There are a number of enrichment opportunities for Sixth Formers including being part of:

- Senior Prefect Team
- Young Enterprise
- Youth Sports Leaders
- Duke of Edinburgh Award
- Interact
- Year and School Council
- Rowing
- 6th Form Teams

What would you choose?

Students are encouraged to:

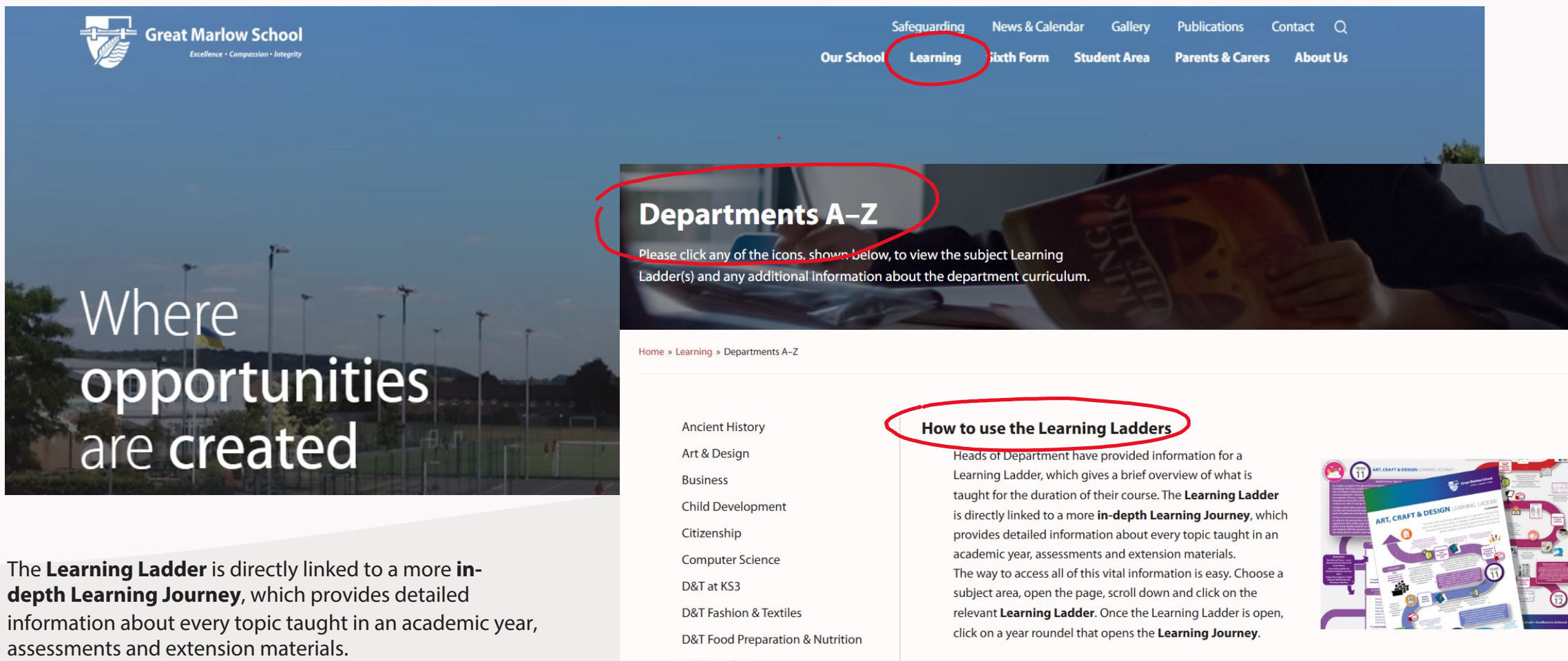
- use of the Redgrave Centre
- access curriculum Support
- take advantage of the RS Drop Down Sessions

Level 3 Sports Leaders



- Accredited Course
- Leadership Skills Foundation is the awarding body – It is nationally recognised
- Worth 16 UCAS points / 12 credits
- Enables students to lead groups of children/adults for sporting activities by themselves - fully insured (once aged 18)
- A qualified Sports Leader, receives increased pay
- Practical and practical assessments are awarded by Cambridge Nationals (CN)
- Theory lessons are delivered on Wednesday period 5 / or a catch up session in Thursday registration
- 6 units, delivered across 1 year
- Huge number of skills are developed and assessed and looked on favourably by employers or universities

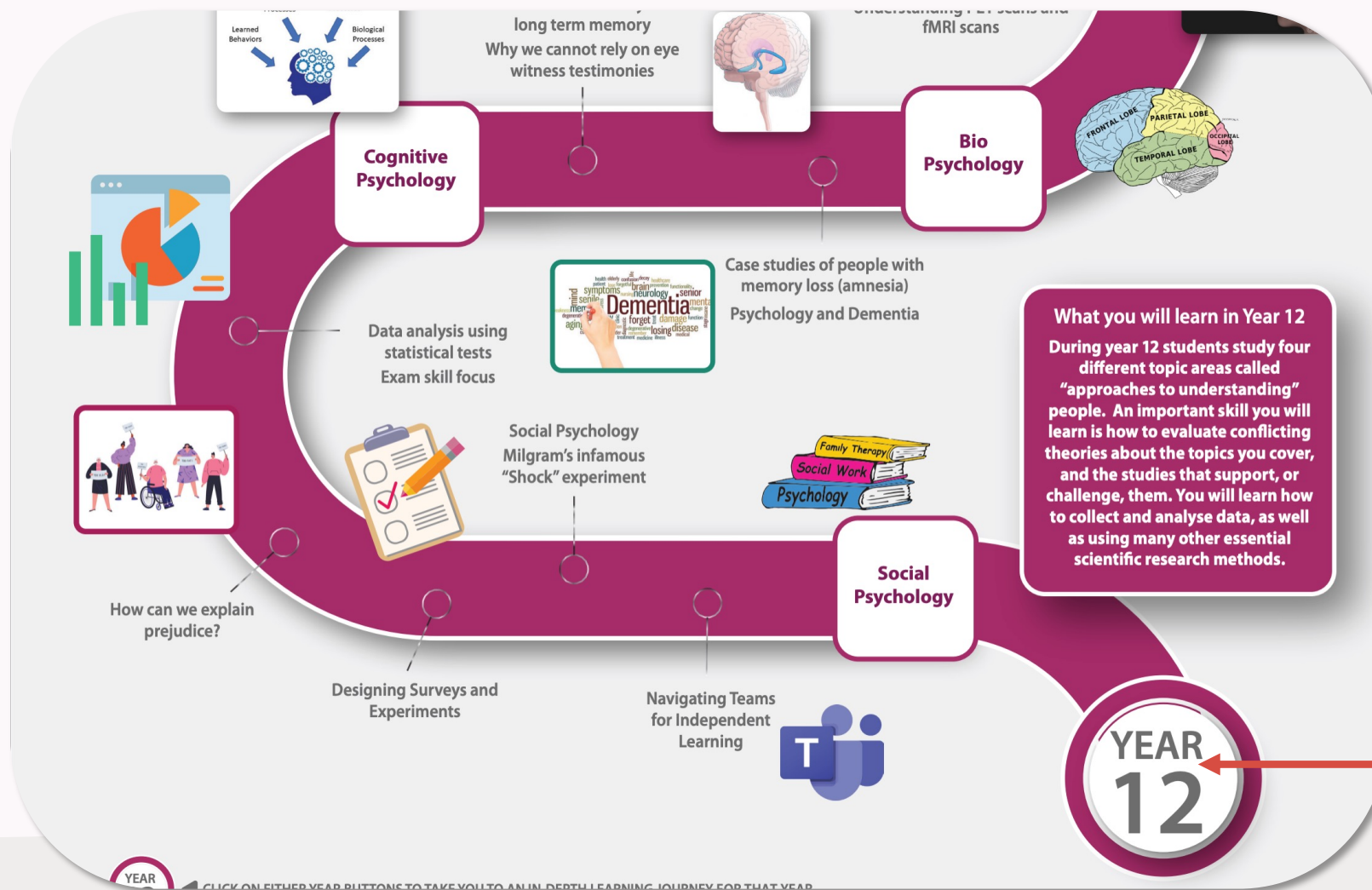
Curriculum – Learning Ladders



The screenshot shows the Great Marlow School website. The top navigation bar includes 'Our School', 'Learning', 'Sixth Form', 'Student Area', 'Parents & Carers', and 'About Us'. The 'Learning' menu item is circled in red. Below the navigation is a banner with the text 'Where opportunities are created'. The main content area is titled 'Departments A-Z' (circled in red) and includes a list of subjects: Ancient History, Art & Design, Business, Child Development, Citizenship, Computer Science, D&T at KS3, D&T Fashion & Textiles, D&T Food Preparation & Nutrition, and D&T Graphics. A section titled 'How to use the Learning Ladders' (circled in red) explains that the Learning Ladder is linked to a more in-depth Learning Journey. To the right, there is an image of a 'Learning Ladder' for Art, Craft & Design, showing a year-round progression from Year 11 to Year 12.

The **Learning Ladder** is directly linked to a more **in-depth Learning Journey**, which provides detailed information about every topic taught in an academic year, assessments and extension materials.

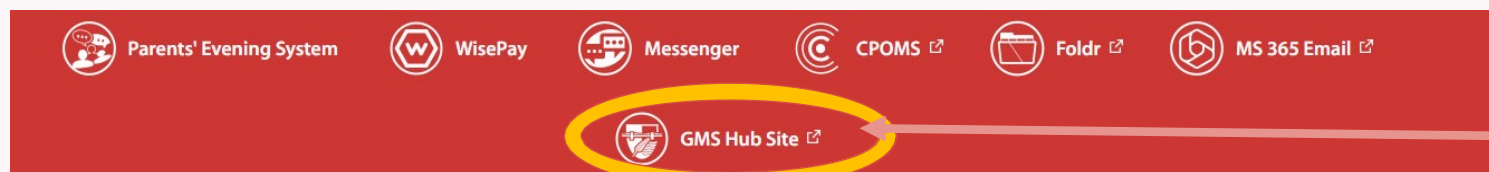
Opportunities are Created • Potential is Realised • Excellence is Achieved



What you will learn in Year 12
During year 12 students study four different topic areas called "approaches to understanding" people. An important skill you will learn is how to evaluate conflicting theories about the topics you cover, and the studies that support, or challenge, them. You will learn how to collect and analyse data, as well as using many other essential scientific research methods.

Click on any year roundels to access the in-depth Learning Journey

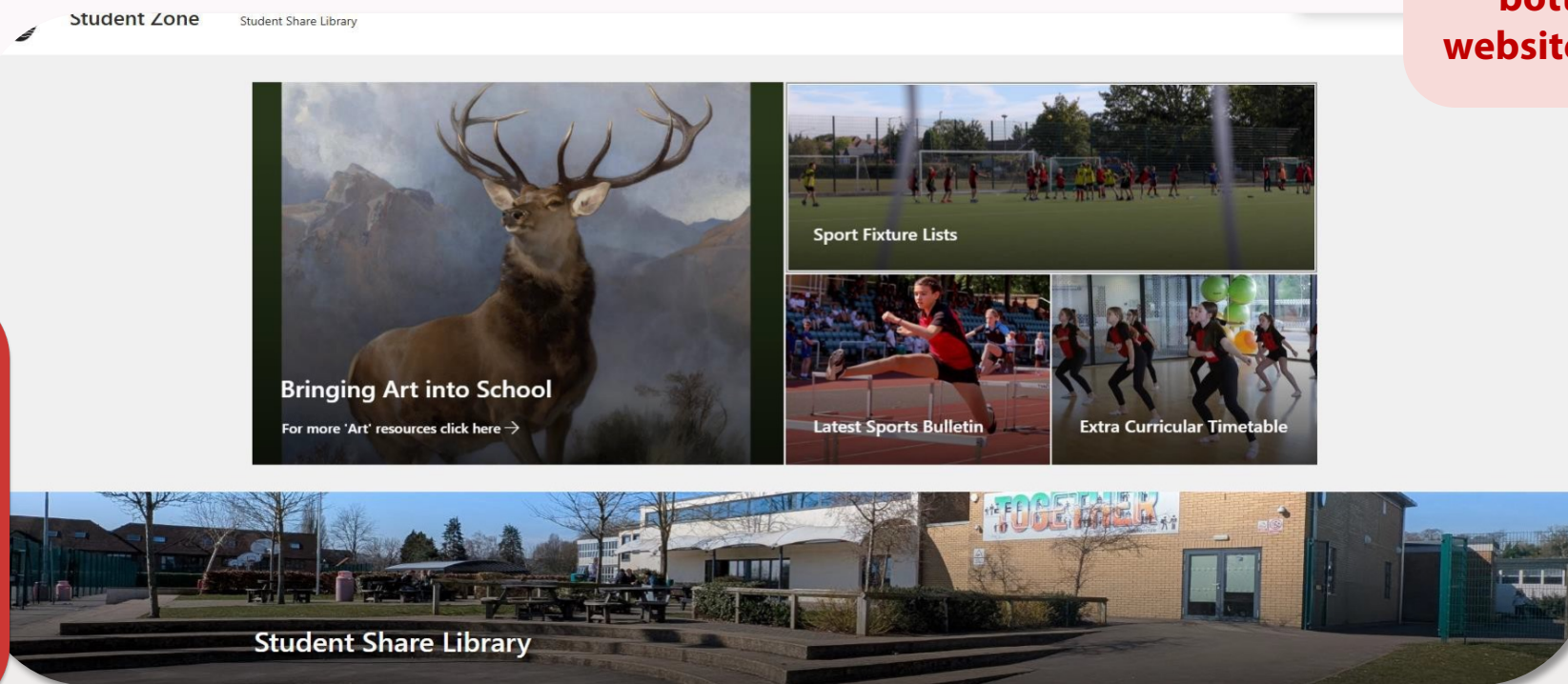
GMS – Student Hub



To access the student hub site, scroll down to the bottom of our website home page.

Students put in their school email to access individual lesson content.

This is particularly useful for students who have missed lessons





Tutor Time

Opportunities are Created • Potential is Realised • Excellence is Achieved

Sixth Form – Dress Code



Students are expected to take responsibility for wearing the correct uniform and ensuring that they bring to school the essential equipment required.

- You may wear a suit if you choose. Should you wish to wear trousers or a skirt, they should be smart and not jeggings, denim or tracksuit.
- You should wear a shirt with a collar and tie. During the summer term, this policy will be reviewed. Please note that polo shirts are not acceptable unless permission has been given. In addition, should you wish to wear smart, tailored shorts in the summer term, you may do so.
- Blouses or tops should be neat, tidy and appropriate for the school environment, like 'office' wear.
- Jumpers should show your tie and shirt. Hoodies and logo sweaters are not appropriate attire.
- Shoes should be black or brown 'office' style – no trainers or canvas plimsolls are allowed.
- Students should ensure that their outfits are not revealing and inappropriate for the school environment.
- Hats, gloves and coats should be removed for lessons and assemblies.
- Jewellery should be kept to a minimum. If in doubt, seek advice from your tutor.
- No nose/ facial piercings are permitted, nor should any tattoos be visible.
- Hair – extremes of style and colour are not acceptable. Minimum grade 1 and no tramlines or designs.

Sixth Form – Rules & Regulations



Sixth Form students become ambassadors for the school and are expected to act accordingly. This includes adhering to school rules and setting an example.



Students should maintain the Sixth Form dress code rules.
No nose or facial piercings are allowed.



The use of mobile phones tablets and headphones are only permitted in the Sixth Form Centre.

The conduct of Sixth Form students around school is expected to be polite and respectful.



Sixth Form students should recognise they are ambassadors and role models for the school.

X-Factor Skills



Target/
Aspiration

Motivation &
Direction

Attitude

Planning &
Organisation

Consistency

Application

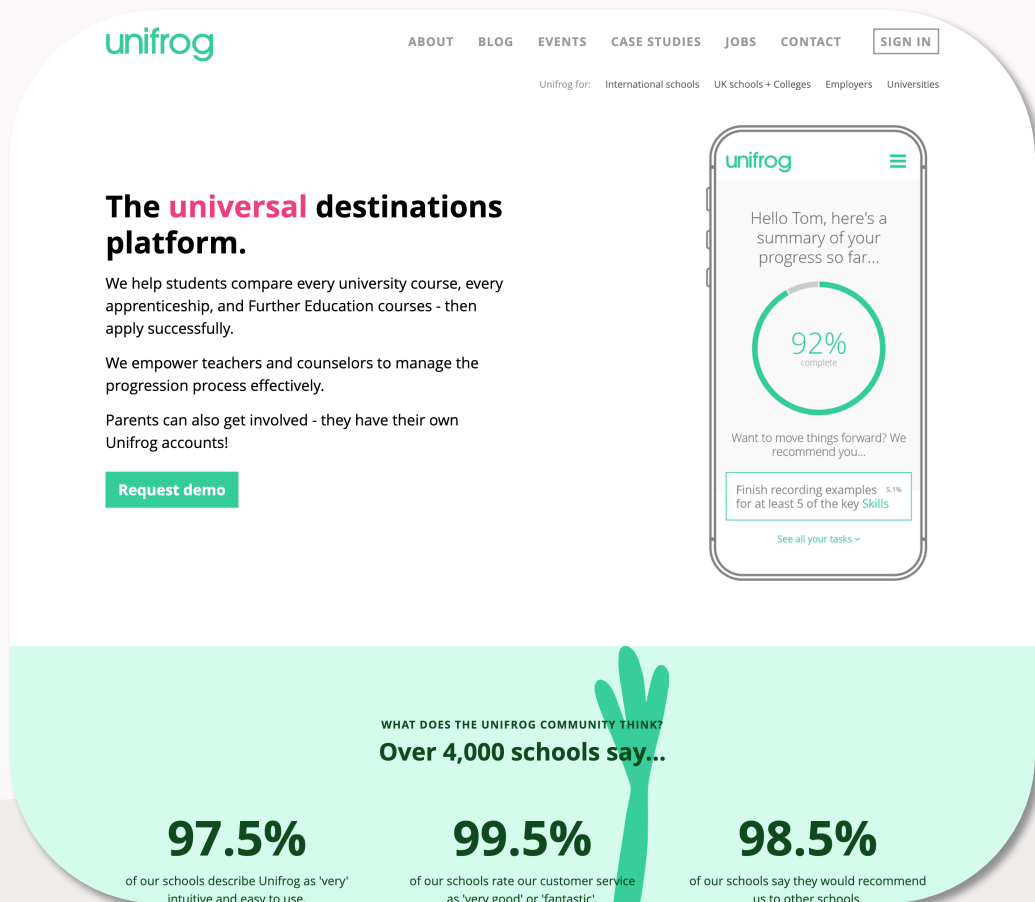
Independence

Communication

Grit

...the secret to success

Unifrog



unifrog ABOUT BLOG EVENTS CASE STUDIES JOBS CONTACT SIGN IN

Unifrog for: International schools UK schools + Colleges Employers Universities

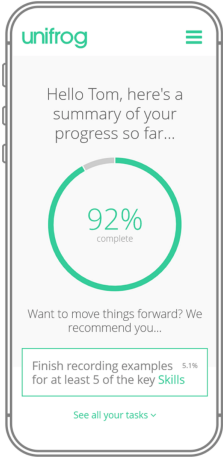
The **universal** destinations platform.

We help students compare every university course, every apprenticeship, and Further Education courses - then apply successfully.

We empower teachers and counselors to manage the progression process effectively.

Parents can also get involved - they have their own Unifrog accounts!

[Request demo](#)



unifrog

Hello Tom, here's a summary of your progress so far...

92% complete

Want to move things forward? We recommend you...

Finish recording examples ^{5.1%} for at least 5 of the key Skills

[See all your tasks >](#)

WHAT DOES THE UNIFROG COMMUNITY THINK?
Over 4,000 schools say...

<p>97.5%</p> <p>of our schools describe Unifrog as 'very intuitive and easy to use.'</p>	<p>99.5%</p> <p>of our schools rate our customer service as 'very good' or 'fantastic'.</p>	<p>98.5%</p> <p>of our schools say they would recommend us to other schools.</p>
---	--	---

- Unifrog brings information about all post-school opportunities, including every UK university course and apprenticeship scheme, into one place. This makes it easy for students to compare and choose the best opportunity for them.

Attendance



[email: ks5attendance@gms.bucks.sch.uk](mailto:ks5attendance@gms.bucks.sch.uk)

Students need to be in school from 8.30am to 3pm.

Students who are late without a valid reason will attend a detention at breaktime. If this is missed, they will receive an after school-detention.

Students are not allowed to leave the school site unless they have a prior engagement which has been authorised by your parents/carers.

If students leave the school site, they must use the QR code to sign out or do so at reception.

Attendance



*All study periods **MUST** be attended*



*All PE lessons **MUST** be attended*



*All timetabled lessons **MUST** be attended*



Attendance & Legislation

Attendance - Information for Parents/Carers

- Holiday-related absences may result in a Penalty Notice should 10 sessions be missed in any 10 week block.
- GMS recognises that Penalty Notices may be unpopular with families, but it is important to inform you of the current position.
- Nationally, Headteachers are:
 - not permitted to approve term-time holidays except in genuinely exceptional circumstances
 - required to consider each leave of absence application on an individual basis before a final decision is made

Changes to Toilet Use



KS5 Students will not be permitted to leave lessons to use the toilet, except in cases of genuine emergency.

Any student with a recognised medical condition or specific toilet needs will, of course, be exempt from these restrictions.

We have made these changes to minimise disruption to student learning and to help maintain a calm and focused classroom environment, while still ensuring the wellbeing of our students.

If you have a medical need that requires special consideration, please contact Mr Hollyman or Miss Jones so we can ensure appropriate arrangements are in place.



Important Dates

School Calendar



You will find the school calendar on our website.

It shows when progress reviews are issued.

15	16	17	18	19	20	21
Y13 Geography Residential: Cra...				Staff Fit Friday 3:45-4:45 pm		
Week 1						
3:15 pm - 4:15 pm New Staff Meeting: Data 6:00 pm - 6:45 pm Y9 Parent / Carer Information Evening followed by Rowing Information Evening	8:00 am - 10:00 am Governor Monitoring Visit: Exam Results 8:45 am - 5:00 pm Y10 Art Trip: Tate Modern / Borough Market 3:15 pm - 4:15 pm Teaching & Learning Meeting 6:30 pm - 8:00 pm FoGMS AGM and Committee Meeting: T4	6:00 pm - 6:45 pm Y8 Parent / Carer Information Evening followed by Rowing Information Evening	12:30 pm - 3:00 pm SCHOOL CLOSES 1:15 pm - 3:30 pm Leadership Team Meeting 5:00 pm - 8:00 pm Y6 Open Evening: book through website from September			
22	23	24	25	26	27	28
Week 2						
3:15 pm - 4:15 pm New Staff Meeting: Safeguarding / Teams 5:00 pm - 7:00 pm GMS Local Governing Board	3:15 pm - 5:30 pm Leadership Team Meeting	9:15 am - 10:30 am Y6 Open Morning: book through website from September 3:15 pm - 4:15 pm Learning Development Group Meeting	School photos: Y7, Y9, Y10 & Y12 8:30 am - 3:00 pm DfE Surveyors on site: CDC2 9:00 am - 3:00 pm School photos: Y7, Y9, Y11 & Y13	8:30 am - 3:00 pm DfE Surveyors on site: CDC2 9:00 am - 11:00 am Y10 RS Curriculum Session: Religion, families, education and freedom of speech / thought 9:15 am - 10:30 am Y6 Open Morning: book through website from September		

Key Dates for Year 12



- Thursday 18th September – early closure for GMS Open Evening
- Wednesday 1st October – R.S Drop Down Day
- Thursday 9th October – Senior Maths Challenge
- 3rd November – School Photos
- 6th November – Sixth Form Open Evening
- 12th November - Careers Fair
- 14th January 2026 Parent/Carer Evening
- 4th February 2026 - RS Curriculum Session
- 15th-19th June 2026 - Mock Exams Week

Progress Reports



Target grades are aspirational



Predicted grade – gives an indication of the grade a student will achieve, in A-level, BTEC or T-level, should they continue to work at the level achieved at the time of the assessment.



Mock exams – give students a grade in their subjects. The professional judgement of the teacher and the grades achieved by the student generate the spring term predicted grades.



Access Arrangements

Access Arrangements



“The purpose of an access arrangement / reasonable adjustment is to ensure, where possible, that barriers to assessment are removed for a disabled candidate preventing them from being placed at a substantial disadvantage due to persistent and significant difficulties. The integrity of the assessment is maintained, whilst at the same time providing access to assessments for a disabled candidate.” (AARA Section B)

Access Arrangements



There are a number of access arrangements that support students with a wide range of needs such as:

- Cognition and learning needs, specific learning needs – dyslexia, processing difficulties
- Autistic Spectrum Disorder, speech, language and communication needs
- Sensory and physical needs – vision impairment, physical disability, hearing impairment

A diagnosis does not lead directly to an access arrangement

Access Arrangements



"Access arrangements / reasonable adjustments should be processed at the **start of the course**...should be able to process applications at the start of or during the first year of a two-year GCSE course having firmly established a picture of need and normal way of working during Years 7 to 9." (AARA 4.2.4)

*"A **centre must make decisions on appropriate access arrangements for their candidates. Although professionals from other organisations may give advice, they cannot make the decision for the centre.**"(AARA 4.2.1*

Access Arrangements



Core evidence is from teachers, without this, AA cannot be pursued

“...detail the candidate’s current difficulties to show how they impact on teaching and learning and performance in examinations, summarising evidence of feedback from teachers and/or support staff”.(AARA5.4)

End of module Year 9 assessments / exams can be used to identify the potential for needing an access arrangement.

- Year 10 mock exams are a vital part of the information gathering.
- The deadline for raising with the school is **December 2026**



Safeguarding & Wellbeing

Safeguarding & Wellbeing - Key Staff Members



Neil Maguire

Deputy Headteacher

Designated
Safeguarding Lead
(DSL)



Karen Craig

Assistant Headteacher

Deputy DSL



Anna Gifford

Safeguarding Officer
(Designated Looked
After)



Guy Pendlebury

Headteacher

Safeguarding



Sheryl Paul

Safeguarding Officer

(Mental Health Lead)

Safeguarding & Wellbeing



Safeguarding involves:

- ensuring the safety, wellbeing and success of every student
- protecting children from maltreatment
- preventing impairment of children's health or development
- ensuring children grow up in safe and effective care
- taking action to ensure all children have the opportunity to access the best outcomes

Safeguarding & Wellbeing



Our Commitment at Great Marlow School

GMS believes:

- safeguarding is everyone's responsibility
- in an open culture, where concerns can be raised
- in students being supported to make safe choices
- in collaborating with parents and carers
- in promoting continuous improvement and training

Safeguarding & Wellbeing



Inappropriate Behaviour

- Homophobic, misogynistic, racist, sexist or transphobic language will not be tolerated at Great Marlow and is not considered as banter. It needs to be called out and addressed.
- Pulling down trousers (in the same way as upskirting or flicking bra straps) is classed as sexual misconduct and is likely to result in a suspension from school, it is not just a joke.



Safeguarding & Wellbeing



Sleep

- The developing brain of a teenager needs between 8 and 10 hours of sleep every night. The effects of chronic (ongoing) sleep deprivation may include:
 - concentration difficulties
 - mentally 'drifting off' in class
 - irritability
 - an impact on mental health and physical health
- Routines and habits are crucial for term time
- Reduce screen time before bed – at least a 30 minute gap

Safeguarding & Wellbeing



Social Media and Online



Online Safety – nationalonlinesafety.co.uk offers free resource for parents/carers

- As parents be curious – follow the 4Cs as a starting point: content, contact, conduct and commerce (online posts, online unknown people, online influencers and online businesses (gambling, phishing))
- Respect the age limits, they are in place for a reason
- Remember 'Less is More' – less time online is healthier
- Screen time should be reduced before sleep routine
- Disinformation and misinformation are forms of fake news and should not be believed

Safeguarding & Wellbeing



Mental Health - Bucks Mental Health Partnership

To help support the Mental Health of our young people, Great Marlow continues to work with the Bucks Mental Health Support Team (MHST).

Online Workshops

- Promote positive behaviours
- Discuss anxiety
- Discuss low mood
- Discuss self-harm

Details of how to sign up for the online Parent Sessions delivered by MHST will follow in a separate correspondence from Mrs Paul.

Safeguarding & Wellbeing



Vaping

In 2025 20% of children aged 11-17 had tried vaping, this is up from 15.8% in 2022 and 13.9% in 2020.

Vaping – can contain harmful and potentially harmful substances, including:

- Nicotine
- Flavourings such as diacetyl, a chemical linked to a serious lung disease
- Volatile compounds
- Cancer-causing chemicals
- Heavy metals such as nickel, tin, and lead
- SPICE – 1 in 5 illegal vapes contain other substances other than advertised

Thank you for listening

This PowerPoint will be available to view on the website under
Parent & Carers >>Information Evenings

One last thing...

Please scan the QR code (at the front of the hall)
MS Form with the option to send us any questions you may have.