



**KING EDWARD VI
CAMP HILL
SCHOOL FOR GIRLS**

Educational excellence for our City

Sixth Form Handbook

2026-2028 cohort

Welcome to King Edward VI Camp Hill Girls' Sixth Form

Dear Students,

This is an exciting time in your education, and we are so pleased that you have chosen King Edward VI Camp Hill School for Girls' Sixth Form for the next stage of that journey. We firmly believe that our students are outstanding – not just academically, but also in terms of the way in which our Sixth Form Community comes together as a cohort to support and inspire others. During your time in the Sixth Form we hope that you fully immerse yourself in the rich curriculum that we offer here; expect to be challenged academically but also be inspired by your teachers and peers. It is the breadth of subjects that we offer, alongside the plethora of extracurricular opportunities, clubs and societies that makes our Sixth Form experience so highly regarded. We would therefore encourage you to get involved in as much as you can!

The transition into Sixth Form is also about learning how to be more independent, and continuing to develop those valuable life skills that will take you on to a fulfilling and rewarding future. This year we will be welcoming around 60 students from schools across the city, in addition to those students that have spent their Key Stage 3 and 4 experiences at Camp Hill. Your Form Tutors, our Prefects and the Sixth Form staff, are all on hand to help support you along the way. We hope that this booklet will provide many of the answers to questions you might have in the first few weeks of term, however, if there is anything we can do to support your move in to the Sixth Form then please don't hesitate to ask – we want to make the next step in your education as smooth as possible.

In addition to this booklet, the Sixth Form pages of the school's website contains lots of additional information that you might need throughout the year. We recommend that you take some time in the coming weeks to browse through this so that you see what is there.

We wish you all the very best for the next two years as a member of our Sixth Form, and really look forward to welcoming you to the school in September!

With our very best wishes,



Mrs J. Parker-Hall
Head of Year 12

j.parker-hall@chg.kevibham.org



Mrs C. Strong
Head of Year 13

c.strong@chg.kevibham.org



Mr C. Revitt
Assistant Headteacher
(Head of Sixth Form)

c.revitt@chg.kevibham.org

Enrolment / what to do on results day – Thursday 20th August 2026

Students who will be joining us from other schools

Your place with us is dependent on your results. On Results Day, please login to Applica+ from 9:00am where you will be able to follow the Enrolment process. This must be done by **12pm on Thursday 20th August 2026** and we reserve the right to withdraw your place if you have not contacted us.

We strongly recommend that you sit down with a Parent/Carer to complete the Enrolment process, as we will require a range of information from you, including:

- Updated parent/carer contact details
- Confirmation that parents/carers and yourselves agree to a number of school policies
- Any additional medical / SEND information
- Your exam results and final course preferences
- A photograph/scan of your achieved GCSE results on school-headed paper and/or exam board documentation

Please note: we cannot confirm your place until you have completed the enrolment process and we will let you know by email once this has been processed, which may not be until lunchtime on Friday 22nd August 2025.

If you decide not to join us, please email us with your decision to j.rose@chg.kevibham.org, letting us know why/where you intend to study. Put your full name and the words “declined place” in the subject line of the email. This should be done **12 midday on 20th August**; after this time we reserve the right to withdraw your place. If you will be unable to meet this deadline, please let Dr Rose (see email address above) know in advance.

Students who were with us in Year 11

Your GCSE results will be available for collection in the hall from 8 am – 9.30 am on Thursday 20th August.

We assume you will be joining us for the sixth form unless you confirm otherwise; there is no need to complete **any** enrolment process.

If you have met the required grades for the subjects you have asked to study there is nothing more to do and we look forward to seeing you at the start of term.

However depending on your outcomes you may need to/wish to make alternative choices:

If you have **not** met the required grades for the subjects you have asked to study you should speak to a member of the Senior Leadership Team on results day to discuss possible alternative choices. Please email Dr Rose (j.rose@chg.kevibham.org) to request an alternative subject; we will update your choices and confirm that this has been done.

If you wish to change the subjects you have asked to study please email Dr Rose (j.rose@chg.kevibham.org) to request an alternative subject; we will update your choices and confirm that this has been done. We will try our best to accommodate any changes.

If, however, you have decided not to stay with us for the sixth form (even if you think we may already know!), please ask your parents to email the school (j.rose@chg.kevibham.org), letting us know that you are not returning and where you will be continuing your education. Please do this as soon as possible so that we can confirm our numbers for the start of term.

Start of term: The first few days in school in September

The first day back at school is often an exciting, but nervous time, for both students and parents/carers. We try to ease Year 12 into the Sixth Form community during the first week, so some of the routines are not in time with the rest of the school. We will do our absolute best to ensure that students are supported in a positive way, as they make that transition to the Sixth Form.

Tuesday 1st and Wednesday 2nd September 2026:

Teacher days – students are not expected on site.

Thursday 3rd September 2026:

This day has been marked as the start of term for students joining in Years 7 and 12 only. The remainder of school will be in on Friday. Further details to follow.

You should arrive at school at the normal start time (8:45am), and head to the Upper Common Room where you will be met by the Sixth Form team, members of the Prefect Team, as well as your Form Tutors.

You will be taken to your form room, receive information relevant to you starting Sixth Form, as well as get a few 'admin' jobs completed. You will also receive your final timetable and school diaries. Full Sixth Form uniform is expected from this day.

Normal lessons will commence from Period 3 onwards for Year 12.

The timings of the school day

The school operates a two-week timetable (Week A and Week B).

8.45am – 9.15am	Registration with your Form Tutor – <u>Compulsory for all students</u> (NB Some days you will have assemblies during this time)
9.15am – 10.15am	Lesson 1
10.15am – 10.35am	Recess / break
10.35am – 11.35am	Lesson 2
11.35am – 12.35pm	Lesson 3
12.35pm – 1.35pm	Lunch
1.35pm – 2.35pm	Lesson 4
2.35pm – 3.35pm	Lesson 5

Where can I go before school starts?

Many Sixth Form students arrive early (you can get in the building from 8am) and choose to remain in the playground areas, the Common Rooms, Sixth Form Dining space or go to the main school Dining Room. The Sixth Form Study rooms (S1 and S2) can also be accessed.

The Main School Dining Room serves breakfast and hot drinks from 8.10am until 8.40am. There is 'tea and toast' provided free to all students who need it – you just need to bring your own travel mug.

You can also go to the Library from 8.20am, however you should not go to form rooms or try to find teaching staff before 8.45am. By keeping everyone in the above areas our morning supervisors can ensure everyone is safe.

At 8.45am students should go to their form rooms for registration.

Transition between lessons:

We operate a 'no bells' policy between lessons, in order to help ease congestion in corridors. You should keep a close eye on the clock and move to lessons at the appropriate time! We ask that students politely walk on the left hand side of corridors.

Recess/break

The Common Rooms and Sixth Form Centre facilities are yours to enjoy at recess. In addition, you can go to the main school Dining Room or Studio Dining Room to purchase food and drinks. The Library is also open. Outside the Sixth Form block, feel free to use the area at the front/rear of the building to enjoy some sunshine and fresh air!

Lunchtime

Hot food can be purchased in the main school Dining Hall. The Studio Dining Room serves sandwiches, drinks and small snacks. The Sixth Form Dining space (downstairs in the Sixth Form Centre) also has drinks, sandwiches and hot food available. You can pay for items in the Sixth Form dining area using contactless payment/Google/Apple Pay, or your ParentPay account.

Going off site at lunchtime

The option to sign out for lunch will be granted to Year 12 students during the autumn term around October time, to allow for everyone to settle into routines. Year 12 students cannot leave the site until you receive details from your Head of Year and your parents have given us permission for you to do so. The signing out/in procedure for this will be explained to you.

Off site study

We allow Year 12 Students the privilege of off-site study on free afternoons after Christmas. We maintain this stance to help aid the transition into Sixth Form life, and allow you to develop your independent study habits, as

most students struggle with this initially. It also means that staff can catch up with students throughout the first term to meet with you, check how you are doing, and for you to access support more easily.

End of school

The school day ends at 3:35pm. On Monday, Wednesday and Friday, the Library remains open until 4.00pm, and on Tuesday and Thursday until 4.30pm. There are some extra – curricular activities available, mainly sports fixtures and music ensembles. Students can utilise the Sixth Form centre facilities until 4:30pm, as long as there is a member of full time teaching staff present.

Assemblies

Assemblies take place each morning in school. There is a Sixth Form assembly (both year groups together) on Thursday mornings. Assemblies take place in the Main School Hall. Sixth Form assemblies are often led by a Sixth Form Tutor Group, Society, members of the Prefect Team, or the Heads of Year.

For Sixth Form assemblies we ask that Year 12 sit on the LHS and Year 13 sit on the RHS (as you look at the stage when seated)

Overview of assemblies that take place in school:

Day	Assembly
Monday	KS4
Tuesday	Whole school
Wednesday	KS3
Thursday	KS5
Friday	Whole school

Form tutor and form room allocations:

You are placed in a tutor group, which is made up of students from across our 6 Houses. There are 8 Form groups:

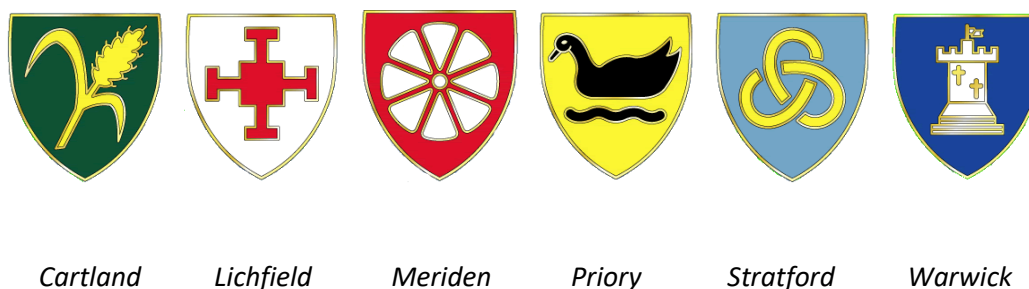
Form	Staff	FORM ROOM IN SEPTEMBER
12S	Mr M. Kiely	Lab 7
12T	Ms H. Ghoris	Lab 4
12U	Ms H. Nguyen	Lab 9
12V	Ms V. Zsar	Econ
12W	Mrs P. Morgan-Long	Psych
12X	Ms I. Simmons (Mon/Tue/Wed/Fri) Mrs F. Ahmad (Thurs)	Lab 11
12Y	Mr J. Abbott (Mon/Tue/Thu/Fri) Mrs K. Keane (Wed)	Lab 8
12Z	Dr A. Newman (Mon/Tues/Wed) Ms Marshall (Thu/Fri)	Lab 10

The laboratories are all situated in main school. The Economics and Psychology rooms are situated in the Sixth Form Centre on the ground floor.

The House system

All students and staff are assigned to one of six houses in school: Cartland, Lichfield, Meriden, Priory, Stratford and Warwick. The House system provides the opportunity for students to get to know other year groups. Each House has its own special connection with the School's history. During the year there are opportunities to join in events to support the Houses, these range from sport, music, charity events and the year ends with House Festival. Many of these events are organised by the Sixth Form, so we look forward to seeing you embrace this part of the school's community...it gets very competitive!

You will be given a House Lanyard and badge in September from your House Captains.



The Student Leadership / Prefect Team

There are a number of leadership roles that are available to members of the Sixth Form to apply for during their time in the Years 12 and 13. Prefects hold significant responsibility within school and are expected to fulfil their roles to their utmost ability. They are positive ambassadors for the school and are key to the smooth running of a number of school events.

The *Student Leadership Team* is made up of around 31 sixth form students, covering a number of key roles:

The Senior Prefect Team:

Made up of the Head Prefect and four Deputy Head Prefects, they lead the wider Prefect Team. They coordinate and assist with a number of school events, represent the school at wider community events, as well as act as a link between the student body and staff. The Senior Prefect Team has weekly meetings with Ms Stevens, Ms Maginnis Mr Revitt to share the views of students.

House Captains:

Responsible for leading/coordinating House events such as House fair, House festival, Sixth Form quizzes and Sports Day. They also lead some of the House meetings that take place fortnightly throughout the year.

Wellbeing Prefects: Help to coordinate activities run by the Wellbeing Reps in each form group, as well as contribute ideas that can promote positive mental and physical wellbeing for staff and students. They will lead assemblies from time to time, as well as be positive and supportive role models to younger pupils. They also take an active role in supporting the Wellbeing Hub and PSHE Room at lunchtimes.

Key Stage Prefects: Support the Heads of Year in coordinating year group activities, helping with parents' evenings and assisting with induction and support events throughout the year.

Tech Team Prefects: Take an active role in supporting events with all things 'tech'! This ranges from lighting / sound, IT and video production, to contributing articles for the school newsletter. They also photograph and video events.

Head Prefect:
Anokhi Yeluguri

Deputy Head Prefects:
Nejah Awolkhier
Bexanne Efa-Quayson
Zonaira Zainab
Mia Lowry
Yasmin Sutcliffe

Year Prefects:
Y7: Leen Abdalla
Y8: Pratha Mahadevaiah
Y9: Alice Chapman
Y10: Lily Marie LeBlanc
Y11: Fatima Tabib
Y12: Nadia Sutcliffe

Wellbeing Prefects:
Maya Chawla
Eva Hasan
Mikayla Rodney
Grace Orr
Elzahraa Elmarzouky
Izzy Phillips

House Captains:
Cartland: Annika Duggal & Lucie Tullett
Lichfield: Temi Adewale & Ava Bownes
Meriden: Maheen Nasiri & Saira Saleemi
Priory: Marriam Javed & Tasnuva Zinan
Stratford: Ayla Hussain & Anna Faux
Warwick: Susanna Li & Manha Majid

Tech Team Prefects:
Chloe Beh
Alisha Saleem
Omotayo Akalapo

Additional student roles in the Sixth Form

In addition to the Senior Prefect Team, there are a wide range of roles available to Sixth Formers, including:

- **Subject Champions:** Year 13 students who support departments directly. They work with the Subject Leader, help organise clubs, run competitions, as well as organise visiting speakers.
- **School Council Representatives-** there are five school council groups, which Mr Shaw coordinates:
 - Curriculum
 - Equality, diversity and inclusion
 - Facilities
 - Sustainability
 - Wellbeing
- **Subject Coaches / Peer Mentors** – Students who support pupils in the younger years with their academic work, study skills, or social/interpersonal skills
- **Form Prefects** – Yr 12 students who are linked to the lower school form group from the Autumn term, supporting the Form Tutor. You will find out more about how you go about applying for this in September.
- **Club and Society leads** – Anyone can set up a society or club. Speak to a member of the Sixth Form Team if you would like to do this. You have to find a suitable free venue, as well as a member of staff who is willing to support/supervise the club.
- **Form Reps** – A member of the Year 12 Form who acts as a leader for their form in Year 12. This is often elected by the form itself, and forms a vital link between the HoY and the form group.
- **Sixth Form Common Room Committee** – Meet a few times each term to discuss plans and developments in the Sixth Form Spaces, as well as organise social and extra-curricular events between the Boys' and Girls' school.

The Sixth Form Block

We pride ourselves on the facilities we have to offer our Sixth Form Students.

There are two study rooms (S1 and S2) that are off the main Common Room space. There are computing and printing facilities in these, as well as tables for group and individual working. Student WiFi codes are shared each month for Sixth Formers to use around school.

The upstairs Common Rooms are quiet study spaces during lessons, but turn in to more social spaces at lunch/recess/after-school.

S1 is for quiet study during lesson times and S2 is a silent study room. We ask that students respect these rules.

Toilets can be found off the shared upper common room, as well as the old girls' school common room. The downstairs floor also houses the sixth form dining area and study spaces.

The G-Rooms can be found upstairs in the block, adjacent to the old girls' school common room. G1/G2/G3 are used for teaching most days, but can be used for study if they are not in use. G2 is used as a multi-faith prayer room during lunchtimes, so we ask that students respect this space and remain quiet in/around the room.

The biometric systems for door entry, sixth form registration and catering systems

Entry to the site, payment for food in the canteens, as well as sixth form registration during study periods is done using your biometric thumb print. With around 220 new students joining the school each year (c.60 in the sixth form and 150 in Year 7), it does take a few days to get all students registered. You will receive details from your Form Tutor as to when/where this will take place. We ask that you are patient with us on this – we will get you on the system as quickly as we can!

During study periods you must sign in using the thumb-print registration system. This will be explained to you early on in September.

Equipping yourself for sixth form study

You are expected to provide your own stationery for study in Sixth Form, including folders, pens, pencils, highlighters, glue, scissors, a calculator and A4 lined paper. It is rare for departments to provide exercise books at A-level. If there is any specialist equipment required for subjects, your teachers will let you know about these in your first few lessons.

Try to keep notes and work organised from day 1...Having a 'day-to-day' folder to carry your work around in is useful. You can then archive/file your work in separate subject folders at the end of a week/fortnight once you've read over them and made additional notes as a follow on to the lesson. Keep these at home though, so that they are safe.

It is vital that you check your email at least twice a day (morning and mid day) as notices are frequently given to Sixth Formers in this way. You will be able to add Teams to your device, so that you can do this easily.

Homework and independent study

In addition to A-Level lessons, students are expected to undertake independent study to help consolidate and broaden their knowledge and understanding of their subjects. In school this can take place in the various study spaces during your Study Periods. At home, you ideally require a quiet place to work with no distractions and may need guidance with planning some of your time.

This change towards a more independent study regime is perhaps the one thing that students struggle with the most when settling into Sixth Form, however, guidance and support is given through the Pastoral system, as well as in subjects. The biggest regret from students in Year 13, when they look back on their time at Camp Hill, is not using their study time effectively in Year 12.

Tips for making most efficient use of your study time:

- Work in study groups on lesson follow-up / notes -> chatting over the content for 10 minutes, then making your notes individually can really help you consolidate the key aspects of the lesson.
- Try to get difficult tasks done first and avoid procrastination as best you can. Most students work best in the mornings. Why not think of your time before school as a 'Breakfast Club' for getting a few tasks ticked off the to do list?!
- Keep hydrated and get some fresh air every so often – even 10min in the sun can really make you feel more alert and focussed.
- Timetable your study periods, so that you give equal balance to all of your subjects – and stick to it!
- Remember to keep a log of any questions / misconceptions, so that you can follow them up with staff or your peers in your next lesson.

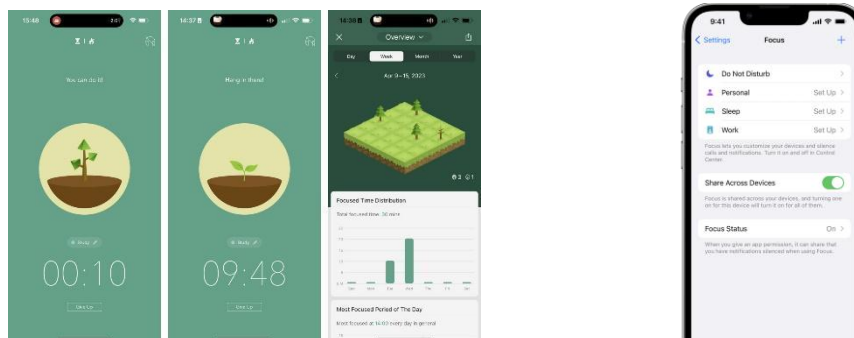
Did you know?...

If you use 10 minutes of every study period just chatting, that equates to roughly 90 minutes a week, 10 ½ hours a half-term, 2.4 days over a year! - a whole working week over Years 12 and 13!

*(*based on 9 study periods a week and a 39 week study year). Make the most of your time and use it wisely!*

Tips:

Use sites like <https://pomofocus.io/> or the *Forest* mobile app to help keep yourself focussed, or the built in *Focus settings in I.OS* to turn off mobile notifications, to stop you getting distracted.



A Level Curriculum - Curriculum Rationale

We are extremely proud of the breadth of curriculum we are able to offer in the Sixth Form, which provides our students considerable choice of subject and flexibility in terms of which subjects to continue with in Year 13.

At KEVI Camp Hill School for Girls, all students choose **four subjects** to study from the start of Year 12. Most students will drop down to three subjects in Year 13 when the work is inevitably more challenging. A small number of students continue to study four A Levels into Year 13, but this is dependent on academic outcomes at the end of Year 12. There are a number of reasons that students start four A Levels in Year 12:

- Studying 4 subjects in Year 12 gives students a degree of flexibility – there may be a subject they are doing less well in, or are not enjoying as much as they thought they would. If students only started 3 subjects, it would mean they would *have* to continue with all of them, regardless.
- We are still one of only a few local schools that has managed to retain such a broad and balanced curriculum at KS5. Staff and governors are committed to offering subjects such as Music, Art, Drama and Languages (among others) at A Level, so that students have choice. Without these subjects, we would narrow down our students' future options considerably, making our school a far less exciting and diverse place to study.
- Most importantly, our students are entirely capable of studying four A Levels in Year 12. By doing so it promotes academic rigour and allows them to demonstrate their ability to manage a higher workload, in preparation for future careers/courses. It develops skills in organisation, provides structure and allows students to learn about ideas and content beyond their final three A Level choices. There is often cross-over between subjects, for example: History and Government and Politics, where one subject provides wider context that supports the study of another. It also allows staff to write UCAS references that demonstrate students' commitment and interest in a wide range of subjects.

Joint A level provisions for KECHG/KECHB

We are able to join with Camp Hill Boys' School for an increasing number of activities. However, we are two separate schools and do not take the Boys' School hospitality for granted. Students should not be in the Boys' School or on their premises unless it is by specific arrangement (e.g. a lesson, lecture, society gathering, etc.). The Boys' and Girls' Upper Common Rooms are, however, open to students of the other school before school, at recess and lunch, but not during lesson and study times. The recently built shared Upper Common Room is, however, a shared space and can be used by students at both schools, at all times.

You may have some lessons jointly with students from KECHG and KECHB.

Subjects offered to students from KECHG and KECHB:

CHG will offer: Drama & Theatre Studies, Languages, Computer Science

An ongoing joint offering is provided in Music.

Pastoral Care and Inclusion:

The "host" school will receive relevant information in advance regarding individual student needs. Schools will agree the process for behaviour/pastoral concerns as they arise.

Registration:

Students will be registered in the "host" school for each lesson they attend. The "home" school will also have access to student's attendance records.

Quality Assurance and Reporting Processes:

Marking, assessment, tracking and reporting is done by the "host" school. Student progress will be regularly shared with the "home" school (as a minimum this will be three times a year in line with each school's reporting schedule).

For Parents' Evenings, the parents of each student studying in this consortium arrangement will be invited to Parents' Evening meetings at both schools.

Examinations:

External written examinations will be entered and sat at the "home" school. Exceptions to this might include practical or oral examinations.

Protocol for the predicting of UCAS grades:

'A predicted grade is the grade of qualification an applicant's school or college believes they're likely to achieve in positive circumstances.' (UCAS)

At KECHG, UCAS predicted grades will be shared with students through Unifrog in the summer term of Year 12. In order to arrive at the predicted grade, teachers will consider students' overall performance when making their decisions, therefore it's vital that students apply themselves and work hard throughout Year 12.

Predicted grades will be based on:

- Progress made during Year 12
- Attitude to learning during Year 12
- AS outcome or internally set end of year exam outcome
- Teacher professional judgement
- The principles by which UCAS grades should be predicted

Predicted grades should be:

- **Aspirational but achievable** - predictions should be ambitious but not unrealistic or over-inflated
- **Data-driven** - predictions should be informed by all of the student's Year 12 attainment and progress data to-date, as well as previous prediction/outcome correlation
- **Influenced by teachers' professional judgement** - teachers' expertise and experience are integral to informing predictions
- **In the best interests of students** - fulfilment and success at university is the end goal, but we are mindful of the pitfalls of unrealistic and overly-inflated predictions. (See below)*

In line with UCAS guidance, predicted grades must not be:

- Affected by pressure from students or parents/carers*
- Influenced by university or college entry requirements - predicted grades should not be set in isolation of a student's university or college choice/s
- Affected by student behaviour or background - predicted grades must be made objectively and not impacted by unconscious bias, particularly for protected characteristics (including sex, race, religion/belief, disability, sexual orientation).

***Grade Inflation**

Pressure from students and/or parents and carers on teachers to inflate UCAS predicted grades above what fits with the above criteria, **WILL NOT BE TOLERATED**. As well as causing unacceptable stress to staff, inflating predicted grades carries significant risks for students' application outcomes:

- A student may receive an offer that they are unlikely to meet, leading to disappointment on results day
- A student might gain admission to a course which they cannot succeed in. Choosing the right course, and right institution, is a very important decision as they will be investing a lot of time, money and effort. Changing courses is not always easy.
- If a university or college has reason to believe that a predicted grade is grossly inaccurate, they retain the right to withdraw any offers.

Our process at KECHG:

Once data on students' attainment in the internal summer exams has been collated along with teachers' holistic grades on students' performance across Year 12, predicted grades will be decided on and entered onto UniFrog.

Following this, predicted grades will be locked by the Head of Sixth and shared with students.

Teachers will not enter into any discussions around changing or raising predictions. Students and their parents/carers must understand and accept that:

- Predicted grades are **non-negotiable**. Undue pressure on teachers to inflate grades will not be tolerated
- **Teachers will not set or mark extra essays or assessments** as on-going 'evidence' of potential towards a predicted grade change

Exceptional Circumstances:

Very occasionally, there may be grounds for predictions to be raised slightly. Such occasions are, thankfully, rare and are defined as 'exceptional circumstances.'

As detailed in our A Level Protocol, 'Exceptional Circumstances' are defined as:

- A student suffering with a serious, debilitating, ongoing health condition which has significantly impacted their ability to attend school and/or complete work. Medical evidence will be required.
- A change in family circumstances or a very close family bereavement which has impacted the student's ability to attend school.

In such difficult circumstances, discussion will take place between the student, parent/carer, the relevant Subject Leader/s and Mr Revitt (Assistant Head i/c of Sixth Form) regarding predicted grades.

Subject Change policy

A Level Options (Year 11 into Year 12)

Students make their initial choice of Y12 subjects in the Spring Term after individual careers interviews, the Sixth Form Open Evening, Mock examinations, the Year 11 Progress Evening for Parents & Carers and an individual conversation with a Senior member of staff have taken place.

Students should also talk to their Subject Teachers, Form Tutors and if necessary their Head of Year who will support them in the decision making process. Students have the opportunity to ask questions about the process during PSHE lessons.

Once the courses have started students should recognise that the change to A Levels may not always be straightforward and that they should talk to their Subject Teachers and their Form Tutor about any difficulties they encounter **prior** to requesting a change of subject.

	A Level Options (Year 11 into Year 12)
Before the start of term in September	Students may request changes to the subjects they wish to study at A level by emailing or writing to Dr Rose requesting a change of subject. Some students may need to change their A level choices based on their GCSE outcomes.
After the start of term	Students should discuss any proposed subject changes with the Dr Rose and/or Mr Revitt. In line with our 2026 entry admission policy, students who have joined the school in Year 12, who were given offers as a result of our over-subscription criteria (e.g. if they were studying a large proportion of creative/humanities/language subjects) will be unable to change subjects. We will do our best to accommodate any requests but this is still subject to capacity and entry req's having been met. See Mr Revitt or Dr Rose to discuss this if this might apply to you.
DEADLINE	The last Friday in September

Please note that we will not extend these deadlines as the students will have missed too much learning to catch up effectively. If necessary, we will operate waiting lists for any subjects that are oversubscribed. Our option blocks are reviewed annually based on the student choices in the Spring and please note that each year there may be some subject combinations that are not possible.

Protocol for dropping a subject at the end of Year 12

It is important that there is a clear protocol for the way in which students are able to drop a subject at the end of Year 12. The following protocol must be followed in order to:

- ensure students are able to make informed decisions having covered a sufficient proportion of the Year 12 courses
- reduce uncertainty and manage student expectations about when subjects might be dropped
- minimise unnecessary administration and additional teacher workload.

Spring Term 2 (After February Half Term)

Year 12 students to make the following decision:

1. Which subject they are **likely** to drop from the beginning of Year 13 (*note: we need to know this information at this point in time for timetabling purposes and to give us an understanding of staffing needs. This is not set in stone, it is only used as a guide - students may still change their minds, and many do. It is also not a confirmed "drop" once this discussion has taken place*).

Following Year 12 Examinations (June)

- It is the expectation that all students continue with their fourth subject **until the end of the academic year**. However, if following receipt of the summer examination results, students have not performed as well as they had hoped and wish to drop **one** subject at this point, they must:
 - **Discuss their wish to drop a subject with their subject teacher on receipt of examination result**
 - **Discuss their wish to drop a subject with their parents/carers**
 - **Complete a 'Request to drop a subject' form (available from Dr. Rose)**
 - **If agreed then students would stop attending lessons for the chosen subject, and instead use gained time to support study in their remaining three subjects.**
- If a student wishes to continue with four A Levels in Year 13, they must arrange a conversation with their Head of Year, who will discuss the viability of this request by looking at academic outcomes, organisation and attitude to learning across the year. If agreed by their Head of Year, students should complete a **'Request to continue with 4 A Levels'** form, including parent/carers' signatures
- Students must not approach members of staff before receiving their summer exam results to discuss dropping a subject (*see exceptional circumstances below*)
- Once a subject has been dropped, students are not able to change their minds and return to that subject if a period of more than one week has passed
- In *exceptional* circumstances, students may need to drop a subject before receiving their Year 12 summer examination results. This may be due to, for example: an ongoing health condition, a change in family circumstances or a bereavement. In this situation students should speak to their Head of Year in the first instance, following which there would be a discussion with the student's parents/carers. Following the gathering of relevant evidence, the Deputy Head (Pastoral) and the Deputy Head (Curriculum) will make a recommendation to the Head about the request to drop a subject, taking into account any pastoral and/or academic concerns.

Sixth form dress code

We fully expect students to adhere to the Sixth Form dress code. Students found not to be following this may be sent home to change, or alternatives sought from the school.

The dress code is one suitable for a working environment, avoiding items which are too casual. Through our dress code we aim to:

- Encourage pride in the school
- Support teaching and learning
- Encourage a sense of equality and cohesion
- Support Sixth Form students to act as leaders and role models for the rest of the school

All Sixth Form Students must wear:

- A plain grey suit, which must be purchased from our Uniform Suppliers, comprising a jacket and the matching trousers or skirt between the knee and ankle of the same colour and material as the jacket.
- Any shirt, top or blouse (these can be plain, patterned or striped). This must be smart and not display a large logo/brand/motif. It must have sleeves, short or long. Smart jewellery, scarves and accessories may be worn.
- A School issued House-coloured lanyard and ID badge must be worn at all times.

Sixth Formers may wear earrings. They may also wear a small nose stud (not a hoop).

The following may not be worn:

- Very short or very long skirts, low-cut tops, jumpers which cannot be worn beneath the suit jacket.
- Trainers, canvas shoes, pumps, boots of a suede or snow variety such as UGG boots, or flip flops. Trousers must not be tucked into boots.

Outdoor clothing must not be worn in school (this includes coats and hoodies, hats, gloves and scarves).

Jackets must be worn at all times in the main school building, but are not required in the Sixth Form Centre.

Students engaged in practical activities (e.g. PE, Drama) may bring suitable clothing to wear for those lessons, but change back into formal clothes/shoes at the end of the lesson.

The uniform policy and dress code have been approved by the Governing body after due consideration of legislative requirements, non-statutory guidance, pupil safety, and religious and cultural practices.

Pre-Loved Uniform Shop

Our *Pre-Loved Uniform Shop* (which can be along the Gym corridor), is run by our Office Team and you'll be able to purchase a range of items! You can use the link below to enquire about what is currently available and submit an enquiry.

<https://www.kechg.org.uk/parents-and-students/essential-info/school-uniform>



Attendance, punctuality and absence

Excellent attendance is very important to us. We very much take the view that if you're not in school, you are not accessing the curriculum and support available to you. We expect students to have an attendance rate in excess of 96%. We appreciate that everyone does not have good physical/mental health all of the time, and genuine illness, injury or emergencies happen, so there are legitimate reasons for students being out of school. That said, time absent from school means you are missing out on valuable learning time, and has a significant impact on student wellbeing and attainment over time.

To report an absence:

Your parents/carers must contact the school before 8.45am on every day of absence using the *StudyBugs App*. There is a widget on the school's website, but it's easiest to use the App. Full details of how to register for this will be sent out in September.

If an absence has not been reported, your parents will receive a text message/email asking them to contact the school. They must respond to this message.

Requesting time out of school

Concern has been expressed by the Government about students taking time out of school for holidays or extended leave in school time and they have recently stated that parents should not take their children out of school during term time.

The Head of School, Ms Maginnis, can authorise leave only under exceptional circumstances and an application should be made at least half a term in advance. This must come from your parents directly. If you require a leave of absence for religious observance, please contact Ms. Stevens prior to the date making the request. This can be done using the email address; enquiries@chg.kevibham.org. In making a decision whether to grant term-time leave, consideration will be given to:

- Reason for requests (must be exceptional)
- The age of the student
- Duration of leave
- The student's attendance record
- Student's ability
- Previous term-time leave

The law on attendance requires the School to determine whether an absence is authorised or unauthorised. Any unauthorised absence has to be recorded on the student's end of year report. We also report to parents on the total number of absences and late arrivals. If we have any concerns your parents will be contacted by either your Form Tutor or Head of Year.

Punctuality

If you arrive late to school, between 9:00am and 9:15am, you must do the following:

- On a non-Assembly morning, make your way to your form room and explain why you are late. Your Form Tutor will issue a late mark on the register.
- On days when Assemblies are taking place, you should report directly to Main School Reception and sign in with the office staff. A member of the Office will adjust the register and record the late mark. You should then enter the back of the hall quietly and take a seat discreetly.

If you arrive after 9.15am, you must sign in at the Main Office, before proceeding to the lesson that you have at the time. This will be counted as an unauthorised absence until you have provided a letter to explain the reason you are late. If you have a study period, rather than a lesson, you should proceed to the study rooms and sign in on the thumb readers in the UCR.

Occasional lateness owing to bad weather conditions or transport problems cannot be avoided but lateness must be the exception.

Late Detentions

We operate a 'Late to the gate' system, where if you are not on site by 8:50am, your name is recorded and you will automatically be placed in a breaktime detention in Room 19. If you do not turn up to this, you will be automatically be placed in an after-school detention with the Senior Leadership Team the following Tuesday. Any further lateness will result in a meeting with the Head of Sixth Form and Parents/Carers to discuss strategies to support you with improving this, and may result in study privileges being removed.

The *ParentPay* online payment system

So that students do not have to bring cash into school, we operate a cashless payment system for meals, school trips, music tuition, etc. This allows you to pay for items securely using any bank card, via the ParentPay website: www.parentpay.com.

If you are new to the school your parents will receive an activation letter containing a username and password at the start of term.

If your parents are paying for school trips and visits, they will be required to confirm acceptance of the school's 'Code of Conduct' for trips at the time of making payment. Unless this is completed, students are not allowed to attend such activities.

Paying for lunch and snacks

The school catering facilities operate a cashless system for payment. Within the first week of term your dinner account will have been activated on ParentPay, so that you/your parents can load money into the account. If you have any questions please contact the School Office.

Students new to the Sixth Form will have to register their thumb-print for the cash-less tills in the first week of term. They can do this at any of the till points in the Sixth Form dining area when they make their first purchase. You can also pay via Google/Apple Pay, or Contactless card payment in the Sixth Form dining facility.

Free School Meals

How does the school system deal with students entitled to Free School Meals?

The system works exactly the same for all students whether they pay or have a free school meal entitlement. The amount allocated for the free school meal, currently £2.75 per day, is entered into the system by the software daily and is only accessible at lunch/break. The system then allows, on a daily basis, the required cash amount for each individual student to be allotted to their current cash balance. Any underspend or missed lunch is identified by the system and is not added to the next day's balance.

You can also add extra cash on to your balance by cheque or by using ParentPay, to enable a greater daily spend on the school lunch than allocated by their free meal allowance. As the allowance can only be spent on a school lunch, extra cash added into the system can also be used for breakfast or break time snacks. All students in receipt of this benefit retain complete anonymity.

Entitlement to Free School Meals

Free school meals are available to pupils in receipt of, or whose parents are in receipt of one or more of the following benefits:

- Universal Credit (provided you have an annual net earned income of no more than £7,400, as assessed by earnings from up to three of your most recent assessment periods)
- Income Support
- Income-based Jobseeker's Allowance
- Income-related Employment and Support Allowance
- Support under Part VI of the Immigration and Asylum Act 1999
- The guarantee element of Pension Credit
- Child Tax Credit (provided you're not also entitled to Working Tax Credit and have an annual gross income of no more than £16,190)
- Working Tax Credit run-on – paid for four weeks after you stop qualifying for Working Tax Credit

If you would like to apply for Free School Meals you can apply online at <https://www.cloudforedu.org.uk/ofsm/birmingham> or Contact the school office on 0121 444 2150.

If your application for Free School Meals is successful, the school will also receive extra funding from the Government to use in support of teaching and learning (Pupil Premium), so we would encourage you to register if you are eligible.

Eligibility will also entitle you to grants for uniform, travel and school trips.

Financial assistance and the Post-16 Bursary

The School offers bursaries for students for expenditure on educational items.

You can apply for a bursary if you are eligible for free school meals (or have been eligible within the last 6 years).

If eligible, you can claim for items such as:

- Clothing for school (up to £100)
- Public transport to/from school
- Musical instrumental lessons in school
- Educational trips organised by school
- Books and stationary
- Exam remarks and resits
- University interview costs

Payments are dependent on attendance and behaviour listed in the Bursary Agreement.

If you wish to apply, an application form with more information can be collected from the Main School Office.

Other forms of financial assistance

In addition to these funds there are a number of small trusts that allow us to support students in unusual circumstances. A parent who feels that she/he needs to call on a trust fund should approach the Headteacher in confidence. It must be emphasised that these grants are modest and can only be used to assist a small number of students each year.

For students who live in the ancient parish of Yardley and receive free school meals, additional sums may be available on application to the Yardley Trust. Please contact the school for details.

Lockers

There are a limited number of Sixth Form lockers available to students. Keys are the student's responsibility and we charge £10 to hire a locker for the two years.

Lost property

The School accepts no responsibility for articles lost in the School or elsewhere, but we do make every reasonable effort to help a student find anything they have lost.

The best safeguards against loss are:

- the marking of all property with the owner's name.
- ensuring students have all of the right equipment for the day so they do not have to borrow.
- using their locker to keep possessions in and making sure it is locked.
- not leaving items around the Common Rooms or unattended around school.

Please report any lost items to Reception or Mrs Akhtar.

Medical and wellbeing issues

Illness whilst in school

If you feel unwell, you must tell the member of staff in charge of the lesson, or Mrs Akhtar if you are in a Study period, who will send you to Main School Reception. You must report to reception before going to the Medical Room. If you do not feel well enough to go back to lessons after a short break, we will contact parents to arrange collection. Students will be assessed by a First Aid qualified member of staff, or a member of the Senior Staff.

If you get upset in School

If you feel upset or anxious in school you should speak to a member of the Pastoral team in confidence, or a member of staff that you feel comfortable speaking to, as quickly as possible.

The Student Support Office can be found in the Upper Common Room (UCR). Mrs Strong, Mrs Parker-Hall and Mr Revitt are usually around, unless they are teaching. Alternatively, Ms Ridley is the Designated Safeguarding Lead in school, who is located in the office next to the Wellbeing Hub.

Allergies

If you have been diagnosed with a severe allergy e.g. peanuts, which requires immediate antihistamine or in severe cases the use of an epipen, please ensure that a duplicate emergency pack is sent to Reception with the allergic response protocols at the start of term. If students have been prescribed an epipen, they must carry one with them as well as keeping one in Reception.

Leaving for medical/other appointments during the day

If you need to leave school during the school day, parents must send a message via email to the Head of School in advance to enquiries@chg.kevibham.org. You must sign out at main school Reception where a pass will be provided to cover the time out of school. If you are due to return to School later in the day, you must sign in at Reception when you return.

If you are leaving to attend a medical appointment, and you do not wish parents to be made aware of this (if you are over 16 years old you have the right for medical treatment to be confidential from parents/guardians), you must speak to your Head of Year, the Head of Sixth, or Deputy Head Pastoral, in order that we can verify it is a genuine appointment and make sure that you are signed out/back in appropriately. We may request to see proof of your appointment. You would then sign out as above, via the main reception.

Relationships and your wellbeing

If you wish to speak to someone about relationships, aspects of your wellbeing or mental health, you should approach either your Form Tutor, Head of Year, the Head of Sixth Form, or the Deputy Head Pastoral, who will be able to advise you accordingly.

Accessing the school's counselling service

We are fortunate to have a School Counsellor in school once per week. Students can self-refer to see the counsellor. To do this, speak to the Head of Sixth (Mr Revitt), or your Head of Year or Form Tutor. Meetings are confidential between the counsellor and the student, and information is only passed on to the Designated Safeguard Lead (DSL)

in school if there is a safeguarding concern. Students would be informed of this as part of their meeting. In Sixth Form, you don't require parent/carer permission or support to access this (in line with similar arrangements for the NHS to access a GP and similar services once you're 16 years of age). Although we would hope that you're able to speak to family/carers, we appreciate that this might not be easy to do. Heads of Year or Mr Revitt can share more information here.

Signposting to useful resources

The School's website has a range of useful web links and signposting resources for students and parents to access. This can be found under the Pastoral Care heading at the top of the main webpage. Such resources are also highlighted to students in PSHE / Form Time as part of the Sixth Form Curriculum. The noticeboards adjacent to the toilets/HOY office in the UCR also contain details of many local support agencies and useful websites/organisations.

If you have a medical appointment during the school day, that is by telephone, speak to Mrs Akhtar or a member of the Pastoral team who will do their best to find you a quiet, confidential space.

Contacting staff

Staff Room

If you need to see a member of staff urgently you should knock on the Upper Staff Room door and ask if the member of staff is available. Unless there is an emergency, you should avoid knocking during recess and between 12.35 and 1.10 pm.

Emailing staff

Some staff will accept emails from students if it is urgent, although most favour a face-to-face conversation. If you email a member of staff, it should be done in a formal and respectful manner. Staff are not expected to reply to student emails straight away, and will often take more than 24 hours, as they will be checking emails around their normal timetabled lessons and meeting schedules. Staff are not expected to check their emails after the end of the school day, at weekends or during holidays. Messages should be scheduled for 8am at the earliest on a working day.

Speaking to Ms Stevens (Headteacher) and Ms Maginnis (Head of School)

Students are welcome to see Ms Stevens or Ms Maginnis in their Offices except when a discussion or meeting is in progress. If you wish to see either member of staff at a time other than before Assembly or at recess you should ask the Head's PA (Mrs Ashraf) to make an appointment.

Main school office

Reception is open for students from 8.15am until 5.00pm. From 10.00am Mrs Gardner runs the main desk. There is a telephone at Reception for students to use if you need to contact parents.

Sixth form student support office

Mrs Strong (Head of Year 12), Mrs Parker-Hall (Head of Year 13) and Mr Revitt (Assistant Head – Head of Sixth Form) are around the UCR office at various times in the day, as well as before and after school for students to speak to them.

The door is 'always open' if students wish to speak in confidence to a member of staff. Our timetables can be found outside our offices, so that you can see when we're likely to be free. If it is urgent, please knock, but feel free to ask for an appointment time by email. Please remember that we are full time teachers and have limited numbers of sessions when we are available throughout the day, so please be courteous.

Other information:

Student notices

Notices can be given in assemblies at the discretion of the member of staff in charge on the day. There is also a whiteboard in the UCR that students can write on, as well as one in main school adjacent to the Dining Hall.

Use of personal devices in school (Sixth Form Only)

There is a strict 'no phone/personal device' usage policy in place for all students when in main school unless there is a specific need for individuals (e.g. for medical glucose monitors, Young Carers, etc.). However, Sixth Form students are permitted to bring in their own laptops/tablets/smartphones to support them during study periods, lessons and at lunchtimes when working in the Sixth Form Centre.

Some staff may give permission for Sixth Form students to use personal devices in lessons, but this is purely at the discretion of individual teachers. If phones are seen in main school or in the playground areas between 8:00am-3:35pm, they will be confiscated. Phones must be collected at the end of the day. After the first occurrence phones will have to be collected by a parent/carer at the end of a school day.

When in the Sixth Form Centre, phones and devices must not be used for taking photos or videos. This is comply with GDPR and personal privacy rules.

The use of such devices would be at students' own risk and the school takes no responsibility for loss, theft or damage. Devices should be kept securely in lockers when not in use and **not be used around main school** unless in a lesson. Sixth Form students may use their own devices at any time of the day in the Sixth Form block.

To enable full use of personal devices, Sixth Form students will be emailed a new WiFi code at the start of each month. Under no circumstances must the WiFi code be passed to any student in Main School (years 7-11). Mobile phones will not be allowed to be used in Main School, in corridors and public areas.

Cover lessons

There will be times when you will have 'cover lessons', due to staff absence. Cover work will be left for you in the room, or passed on via the member of staff covering the lesson. You should remain in your normal classroom (unless told by a member of staff to do otherwise) and complete all work as instructed. Do not leave site or leave the room.

Use of the school grounds

Cycling is not allowed on the school grounds. If you cycle to school, you must walk your bike down the drive to the bike park area. Students must also not walk across the games pitches at the start and end of the school day; instead you must follow the walkway around the car park area. Nobody should take a shortcut across the staff car park. The front of the school up to the pond and woods is for staff use only. The woods themselves are out of bounds, but there is a path for student access to the Sports Hall.

Useful contacts in school

Senior Leadership Team:

Ms K. Stevens, Headteacher, will always meet parents if they wish to talk to her. Please contact Reception to make an appointment. Ms Stevens is also available to meet parents/students at Parents' Evenings and it is not necessary to book an appointment for these evenings.

Ms. L. Maginnis, Head of School / Pastoral Lead in School has oversight of the school's policy on pastoral care and the day-to-day operational running of the school. She liaises with agencies outside school when appropriate or if parents request this. You may wish to make an appointment with Ms. Maginnis in matters that are very confidential. (Office in the main school Pastoral Corridor)

Mrs J Neal, Deputy Headteacher, responsible for the Curriculum, Reporting and Student Progress across the school. (Office in the main school Pastoral Corridor)

Mr C. Revitt, Assistant Headteacher (Head of Sixth Form) and Deputy Designated Safeguarding Lead (DSL)– Office located in the Shared Upper Common Room in the Sixth Form Block.

Ms V. Ridley (Assistant Headteacher, Designated Safeguarding Lead), responsible for safeguarding and pastoral care across school. (Office located off the Library in the main school, adjacent to the Art Room)

Dr. J. Rose, Assistant Headteacher, deals with Whole School IT, Examinations and Timetabling issues. (Office located off the Library in the main school, adjacent to the Art Room)

Mr I.Shaw, Assistant Headteacher, responsible for Outreach and Intervention (Office located along the gym corridor).

Ms Z. Tromans, Assistant Headteacher is responsible for Teaching and Learning and Professional Development. (Office located adjacent to the Library in main school)

Sixth Form Heads of Year:

Mrs. J. Parker-Hall (Head of Year 12), Mrs Strong (Head of Year 13), and Mr Revitt (Assistant Headteacher – Head of Sixth Form), have oversight of the curriculum and pastoral care for Y12 & Y13 students.

Parents/students may wish to speak with any of these members of staff if they feel there are more serious matters (their offices are in the UCR). Mrs Strong teaches Geography, Mrs Parker-Hall teaches Drama and Mr Revitt also teaches Geography, so if they are not around the VI Form Block, you may find them in their respective subject areas.

Office and Support Staff:

Mrs A. Akhtar, Sixth Form Pastoral and Admin Support, is based in the Upper Common Room office with the Heads of Year.

Mrs. A. Ashraf, Head's PA, is based at the Main School Office and can provide information about free school meals and 16-19 Bursary.

Mrs R. Cloves, Office Manager and Exams Officer, is based in the Main School Office. She is in charge of internal and external examinations, as well as university admissions tests.

Mrs A. Buchanan, PA to the Deputy Heads and Deputy Office Manager, is based at the Main School Office and can provide information about school events. She is also a first aider.

Mrs. C. Gardner, Receptionist, takes care of the front reception. She is also the Office first aider. If you need to leave school for any reason, or have a medical query please speak to her in confidence (Main Office)

Ms L. Orr – SEND Coordinator, and also in charge of Access Arrangements for exams and subjects.

Instrumental tuition

Instrumental Tuition is provided by a team of fourteen specialist instrumental teachers who give weekly individual or paired lessons at a subsidised cost of £100 per term. Lessons operate on a rota basis and some take place before or after school.

Tuition is offered in: STRINGS /GUITAR /WOODWIND /BRASS /PERCUSSION and VOICE. Piano is not offered although girls will get plenty of opportunity in class to develop keyboard skills through their practical work.

We will also in most cases be able to lend students an instrument while they are taking lessons in School. Post-16 Bursary Students do not have to pay for lessons or for A-Level Music.

The School runs an Instrument Purchase Scheme where parents can take advantage of reduced rates for buying instruments. Please contact the office for further details.

EXTRA-CURRICULAR MUSIC thrives at Camp Hill with numerous ensembles meeting each week, many in collaboration with Camp Hill Boys' School. Those receiving subsidised instrumental tuition are automatically placed in an ensemble suiting their ability as follows:

Beginner-grade 3	STRING ORCHESTRA	TRAINING WIND BAND
Grade 4/5	INTERMEDIATE ORCHESTRA	INTERMEDIATE WIND BAND
Grade 6+	CONCERT ORCHESTRA	CONCERT BAND

There are many other small ensembles rehearsing each week such as Guitar Ensemble, Flute Choir, Clarinet Ensemble, Saxophone Ensemble, Horn ensemble, Brass Ensemble, Lower Strings Ensemble, Double Reed Ensemble, Wind Quintet and String Quartets (Senior and Intermediate) and Show Choir. These ensembles are coached by specialists and achieve high standards of music making.

IT and computing facilities

The school uses email as the principal method of communication with students and parents. It is therefore, vital that you check this on a regular basis – at least once per day. We recommend that you may be set this up on your phone / tablet for ease of access.

Email should be used formally in school, especially when emailing staff. You should also not expect to receive a reply over weekend, evening or holiday periods. A 'schedule send' option can be used after school hours, so that students and staff are not receiving messages after 5pm and before 8am.

You will receive your login and password when you start in September. You will have a login for the school computer system, and an additional username and password for your school email. School uses Gmail for all email. You have unlimited storage via Google Drive, as well as access to Google Sheets, Google Docs and Google Classroom.

If you have any problems with the ICT or computing facilities in school:

1. Email help@kecamphill.on.spiceworks.com to lodge a 'ticket'. This will be received by the technicians and hopefully the problem can be dealt with promptly.
2. If you cannot email the technicians, as above, then their office can be found off the staff car park / back of Computer Room 1 (C1).

If you run out of printer credits:

Contact the Helpdesk email (above) to request more. Give reasons for this.

If you a printer runs out of paper / ink:

Paper can be sourced from the main School Office. Ask the office staff for a supply.

In the case of toner / ink being low in a printer, lodge a ticket at help@kecamphill.on.spiceworks.com. Please state the printer model if you can, and the room location.

The school's policy on the use of AI:

AI tools can be effective to help with independent study and there are situations where it may be appropriate and helpful to use such tools to help with study tasks. However, there will also be times when it is not appropriate nor permitted. Make sure you read the guidance below and, if unsure, ask your teacher.

Am I allowed to use AI for homework or assessment tasks set by the school?

The purpose of any homework, independent learning or assessment task is to enable a teacher to understand your current level of skill or understanding so that they can support you and provide appropriate feedback to enable you to make progress. It is essential that the work you do is your own otherwise it undermines the usefulness of any marking and feedback. In short, if it isn't entirely your own work:

- you will miss out on an opportunity to develop your skills and/or understanding; and
- your teacher won't be able to support you effectively.

This is likely to make you less, rather than more, prepared for any future assessments or exams.

Assume that you are not permitted to use AI for homework or assessment tasks which will be marked by the teacher, unless your teacher specifically approves it.

It is possible that your teacher may allow you to use AI in some homework tasks, for example to help generate ideas for planning or research tasks. However, check first whether this is allowed and remember that in the exam you will have to generate ideas and plan for yourself so it is likely to be better to practise this skill independently now.

How can I use AI tools to help with my learning?

There are many ways in which you may appropriately use AI to support your studies, for example:

- To help explain, clarify or provide an example of a concept you want to understand better
- To provide worked examples of problems to enable you to understand methods
- To suggest questions you can use to self-quiz or practise exam technique
- To help you practise language skills by 'chatting' with AI in the role of a native speaker of the language
- To mark practice questions you have answered and provide you with feedback based on a mark scheme you have already provided

How to make best use of AI tools

Seek clarity. If something is not clear, ask the AI to expand its explanation or give you different examples. If you are confused by the AI's output, ask it to use different wording.

Provide context. The AI can provide better help if it knows where you are having trouble. The more context you give it, the more likely it is to be useful to you. It often helps to give the AI a role e.g. 'You are an expert teacher who explains physics concepts to A Level students in the UK,' for example.

Reference appropriately. If you do use AI tools, you must include a note at the end of the work of the AI tools used and the prompts you provided. If you do not do so, this is academic malpractice.

What should I be aware of when using AI?

Using AI tools can help you develop your understanding and practise skills. However, it is important to be aware of the following issues when using AI generated content:

Fabrications. AI can produce plausible-sounding but incorrect information. It may also not produce up to date information. It is common for AI to produce ‘hallucinations’ i.e. information or sources it has made up, for example, it may make up references to documents and sources that do not exist. You should always check research results with other, original sources.

AI bias. AI can carry biases (e.g. racial, gender, political) based on its training data. You need to critically consider answers and be aware of the potential for these sorts of biases.

Privacy concerns. When data is entered into the AI (either a prompt or your work), it can be used to train generative AI models without your explicit consent. Do not share any personal information or anything about yourself or others that you want to keep private. You should think about whether you want to share your original ideas or creations with AI systems, as they may then be shared with others outside your control. Remember what you know about staying safe online.

You are accountable for your own work. Take every piece of advice or explanation given by AI critically and evaluate that advice independently.

Limitations. AI generated responses may appear convincing superficially but AI is not, for example, able to accurately quote from texts or to accurately cite academic research. Nor is it always accurate in mathematical calculations.

What is considered inappropriate use of AI?

Examples of AI misuse include, but are not limited to, the following:

- Copying or paraphrasing sections of AI-generated content so that the work is no longer your own
- Copying or paraphrasing whole responses of AI-generated content
- Using AI to complete parts of an assessment so that the work does not reflect your own work, research, analysis, evaluation or calculations
- Failing to acknowledge use of AI tools when they have been used as a source of information. (If students have used AI, they have not independently met the marking criteria and so will not be rewarded.)
- Incomplete or poor acknowledgement of AI tools
- Submitting work with intentionally incomplete or misleading references or bibliographies.

Teachers, educational institutions and examination boards have access to software which can assess the likelihood that text was AI generated. We reserve the right to put your work into such tools where we believe this is necessary to ensure academic integrity and/or fulfil our obligation to investigate suspicions of malpractice (as required by JCQ guidance - see below). Exam boards are also aware of sites which are able to take AI generated texts and ‘humanise it’.

Inappropriate use of AI will be regarded as malpractice under the school’s homework policy but may also contravene the regulations of the JCQ (Joint Council of Qualifications) which govern public examinations i.e. GCSEs and A Levels.

Misuse of AI in non-examined assessments and EPQ

All students are required to sign a declaration stating that work submitted for examination qualifications is their own. The JCQ guidance makes clear that students who misuse AI in the work they submit for non-examined assessments (for example NEAs or EPQ) will have committed malpractice and may attract severe sanctions. Those sanctions can include:

- You will be awarded zero marks for your work;
- You will be disqualified from that component for the examination in question;
- You will be disqualified from the whole subject for that examination;
- You will be disqualified from all subjects;
- You will be barred from entering those subjects again for a period of time.

The full guidance can be found [here](#).

The school is under an obligation to investigate and notify the exam board where it has suspicions that a candidate has misused AI and/or not declared the use of AI. The exam board is then at liberty to conduct their own investigation. To fulfil this obligation, the school may do any of the following (not an exhaustive list) to ensure that work is the student's own and that students are able to demonstrate the academic integrity of their work:

- Consider the authenticity of the work by comparing it against other work created by the student
- Require students to meet interim deadlines for sections of the work
- Require students to provide access to a working document so that teachers can review intermediate stages in the production of the work to ensure it is underway in a planned and timely manner, and that work submitted represents a natural continuation of earlier stages
- Provide copies of original research resources cited in their work
- Require students to engage in verbal discussions about their work to check that they understand it and that it is their own work

Please note that the school remains vigilant for misuse and undeclared use of AI, particularly where that work will be part of a public examination grade. The school can take any of the following actions (this is not an exhaustive list) where it believes it is appropriate in circumstances of suspected malpractice:

- Run student work through AI detection software.
- Require a student to rewrite the assessment under examination conditions.
- Require the student to provide full print outs of their history on AI sites, which are then provided to the exam board.

The school is under an obligation to notify the exam board of the extent to which the student used AI tools or the extent of the school's suspicions of such malpractice.

Summary:

All work submitted for examination qualifications must be the student's own.

Use of AI generated or assisted work is NOT the student's own and will not be credited.

Failure to acknowledge use of AI by a student is malpractice.

The school has an obligation to investigate any suspicions of malpractice and, where appropriate, notify the exam board.

The exam board has a number of sanctions at its disposal where it is satisfied that there is malpractice.