

Year 12
Welcome
Date: 16th September 2026

Assistant Principal: Mrs Shivalkar

Head of Year: Mr Tanner

Sixth Form Administrator: Mrs Blaskett



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A Positive Start To Year 12

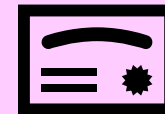
**Year 12 attendance
is of vital
importance!**



**The pastoral team have received
overwhelmingly positive
feedback about how well Year
12 have settled into the start of
sixth form**



**Year 12 have received 4 positive
phone calls home since the start
of term!**



**A total of
250 Achievement
Points issued to Year
12 students in
9 days!**



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Inspection report: 21 April 2026

Exceptional	
Strong standard	● ● ●
Expected standard	● ● ● ●
Needs attention	
Urgent improvement	

Pupils are rightly proud of their welcoming, inclusive school community. The high-quality personal development curriculum supports pupils to have an in-depth knowledge about diversity, tolerance and mutual respect. Pupils behave impeccably. They show high levels of consideration and kindness towards their peers and staff. They feel safe. Pupils value the rewards for behaving well. Bullying and serious behaviour are rarely an issue. They trust staff to sort out any issues or concerns. This is a place where everyone is accepted and can be themselves.



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Aims of the presentation:

- ☐ Share our core expectations
- ☐ Share and explain how students will be supported in Year 12
- ☐ Suggest ways that you, and we can support your child's achievement
- ☐ Remind you about key points of contact for Year 12 parents



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**Our Year 11 & 13 students achieved excellent
exam results**

The best exam results in the school's history!



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Year 11 Exam Results

- Strong performances across the curriculum in lots of subjects
- Exam results strong in English and maths
- Maths exam results in the top 25% of schools nationally



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Year 13 Exam Results & Destinations

- Our highest ever A Level results and a huge jump to 40% A*-B grades
- Our highest ever Level 3 vocational qualification results
- **Albert Bridgeman**, English Language and Literature at the University of Oxford
- **Helin Caliskan**, Pharmacy at University College London
- **Adam Beat**, Philosophy, Politics and Economics at the University of Leeds
- **James Hajdu**, Mathematics and Sport Science at Loughborough University
- **Seun Dosunmu**, Degree Apprenticeship as a Chartered Manager at Dalkia



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What does Ready, Respectful and Safe mean?

Ready	Respectful	Safe
• Full school uniform, <u>worn properly</u> • Attend on time with all equipment • No gum, fluid or food other than water • All headphones, phones* and other electronic equipment out of sight and switched off	• Do as you are asked by all members of staff • Listen to others, use appropriate language and a polite tone • Look after each other, the building, displays and equipment	• Follow rules and routines for health and safety • Keep hands, feet, objects and personal comments to yourself • Be in the right place, in the right time and not in unsupervised areas



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SEE IT, HEAR IT, LOSE IT

FROM THE POINT YOU ENTER THE MAIN GATES ...



**PHONES AND
SMART DEVICES**

must be **switched off**
and kept **out of sight**.



**AIRPODS AND
HEADPHONES**

must **not be worn**.



**OUT OF SIGHT.
OUT OF MIND.**



**DURING
THE
SCHOOL DAY**



SEEN. HEARD. USED.

**CONFISCATED
IMMEDIATELY.**



AFTER 3:05PM



**WALKING FROM YOUR
FINAL LESSON TO THE
RECEPTION GATES?**

**PHONE SEEN =
RED CARD SANCTION.**



UNTIL YOU LEAVE THE SCHOOL SITE

NO EXCEPTIONS



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Haileybury Turnford Teaching and Learning Core Principles

- These are the consistent approaches to all lessons.
- These strategies ensure lessons here start promptly, make the best use of lesson time and promote the best outcomes each and every lesson.

Teaching and Learning Core Principles

Run Routines 	• Smile, meet, greet and seat • Silent knowledge retrieval starters • Silent end and send
Slide Template 	• HT slides used in all lessons
Seating Plans and Positive Relationships 	• All HT classrooms layouts are rows • Seating by student needs, boy/girl • Achievement points in every lesson • Communicate effectively with parents and carers
Adaptive Practice 	• Use of reasonable adjustments • Sequence learning for cognitive load • Clear explanations • Reading strategies to develop fluency • Live feedback using T and S codes • Expert questioning and checking progress • Pre-teach subject specific vocabulary • Modelling, using the visualiser where applicable

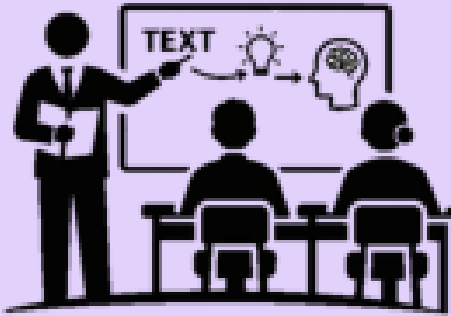


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Teaching & Learning Core Principles

Inclusion for All



- Knowledge of Pen Portrait contents
- Reasonable adjustments, including:
 - ✓ Pre-printed slides and handouts for targeted students
 - ✓ Dual coding (use of visuals)
 - ✓ Check for understanding at outset and regularly, prioritising students with SEND
- Personalised adjustments for students with EHCPs
- Connection before correction



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“A well trained and resourced inclusion team understands, in detail, the various barriers to learning that pupils face in this community.” Ofsted March 26

HT Students Learn To THRIVE ...

- Ambition, Pride and Success
- The HT Student
- Ready, Respectful and Safe



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HT STUDENTS LEARN TO **THRIVE** THROUGH BEING ...



Team players

Working collaboratively and contributing positively, through taking on leadership roles to help others.



Healthy

Managing physical and mental wellbeing through staying safe, seeking support when needed and developing resilience.



Responsible

Acting with honesty and integrity, treating others with kindness and respect, and considering the impact of actions on others.



Inclusive

Respecting and embracing diversity in our community. Accepting and appreciating different faiths, beliefs and cultural traditions.



Visionary

Thinking creatively, setting ambitious goals and developing strong aspirations and plans for future success.



Enterprising

Identifying and grasping opportunities, taking measured risks and being creative and adaptable when challenges arise.

THE QUALITIES OF A **SUCCESSFUL** HT STUDENT

Ambition • Pride • Success

Attendance and punctuality to school – we need your support!

**Target
96%**

Missed lessons
has an
exponentially
higher impact in
Sixth Form
lessons

100% Attendance	0 weeks of missed learning
96% Attendance	1 week and 4 days of missed learning
90% Attendance	3 weeks and 4 days of missed learning
85% Attendance	5 weeks and 3 days of missed learning
80% Attendance	7 weeks and 3 days of missed learning
70% Attendance	9 weeks and 1 day of missed learning



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Lesson Timings & Door Opening Times

Doors opening times:

8am-9am

11:05-11:20am

1:25-2:00pm

3:05pm

Arrival	Period 1	Period 2	Break	Period 3	Period 4	Lunch	Period 5	Period 6
8.00am to 9.00am	9.05am to 10.05am	10.05am to 11.05am	11.05am to 11.20am	11.25am to 12.25pm	12.25pm to 1.25pm	1.25pm to 2.00pm	2.05pm to 3.05pm	3.05pm to 4.05pm



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Reporting absences

- Email blaskettk@haileyburyturnford.com or
- Call **01992 308333 ext 287** (leave a message)
- Any medical appointments must be shown/emailed prior to the appointment



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Teacher Absence & Cover Work

In the event of teacher absence, students will be Class Charts messaged by 9am stating the lesson that is cancelled.

Work will be set by the teacher using the Class Charts online platform.

Students are still expected to sign in with Mrs Blaskett.



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Class Charts



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Study – Outside of Lessons

Minimum of 5 hours per subject
per week

(This should increase leading up to deadlines and exams)

Success = Time



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Time Management and Organisation

- Students should have deadlines and key dates noted in a calendar/organiser
- Students should use a weekly study timetable
- Students should make effective use of their non-contact periods
- Students must get the balance right between school, social and work commitments

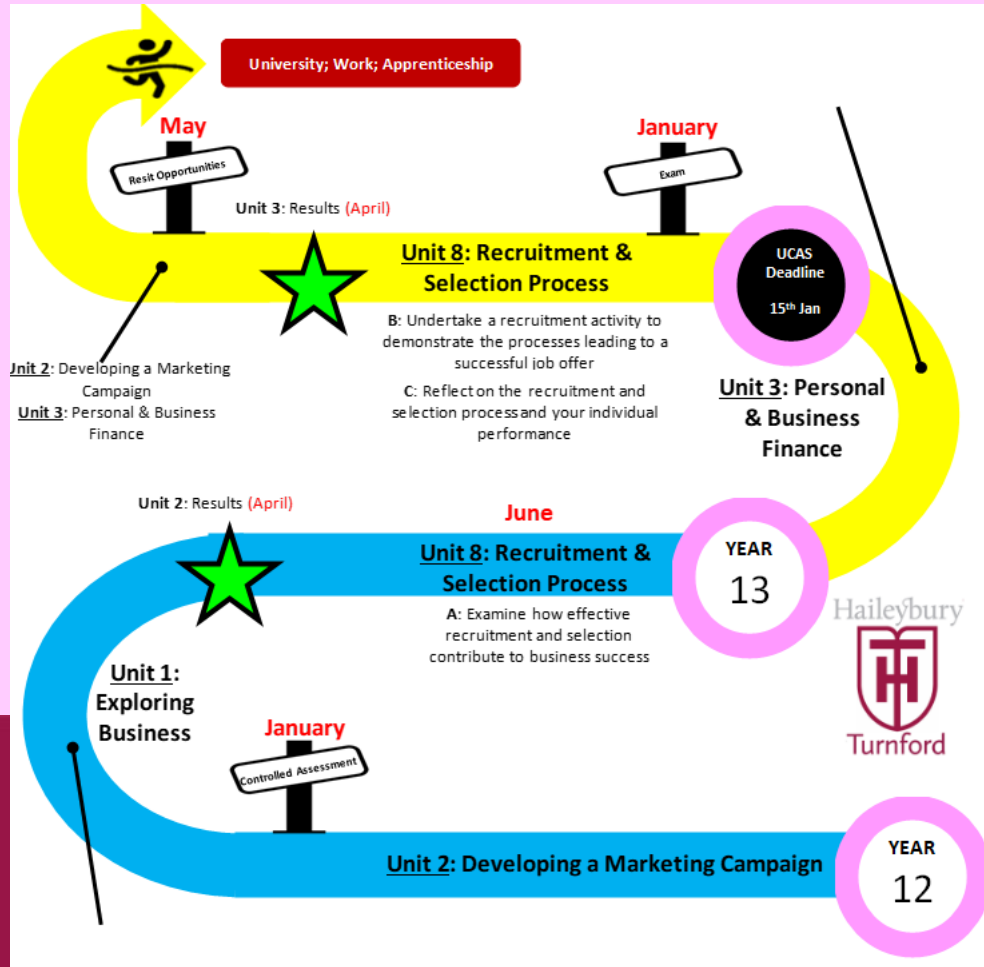


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Year 12 Curriculum and Assessment

This will be entirely based on the subject choices that your child has made. Each student will have a learning journey provided to them that illustrates the curriculum that they will follow and include the key methods of assessment and examination.



Pastoral support and points of contact

Mrs Shivalkar

Assistant Principal in charge of Sixth Form

Mr Tanner

Head of Year 12

Miss Ridgeway

Head of Year 13

Mrs Blaskett

Sixth Form Administrator & Mental Health First Aider

Year 12 Mentors

- Miss Bilsby
- Mr Galgal
- Mrs Hare
- Mrs Megaw
- Mrs Tailor
- Mr Zancan



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How will we support?

- ✓ Mentoring program – weekly sessions
- ✓ Assemblies – external speakers, careers experiences, personal and social development
- ✓ Subject support
- ✓ Parents' Evening and Reports
- ✓ Individual interventions



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Bursary Fund

Need financial support for barriers to your child's education?

Family income less than £30,000

Apply! We can help support your child's access to education with uniform, books, transport and equipment costs



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The Safeguarding Team at HT

Who should you speak to if you have a Child Protection concern about yourself or another student?

If you have any safeguarding concerns or would like to speak to someone about a safety issue you can also use this email:

safeguarding@haileyburyturnford.com



Mr. Newman – Principal – Deputy DSL



Mrs. Goodes – Senior Vice Principal - Lead DSL



Mrs. Elliott – Deputy DSL - L Building



Mr. Walsh - Assistant Principal – Deputy DSL



Mrs. Shivalker – Assistant Principal – Deputy DSL



Mrs. Jones Senior Pastoral Lead – Deputy DSL



Mr. Megaw – Assistant Principal – Deputy DSL



Miss Newman – Vice Principal Deputy DSL (Maternity Leave)

Mrs. Elliott is our main Safeguarding DDSL to speak to every day

You can also speak to your Tutor or another trusted adult if you are worried



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Young Carer Champion Group at HT

- Under 18 Years who looks after someone else
- Cares for a family member
- Group support
- Help from your teachers
- Trips to support your wellbeing
- Point of contact to support you
- <https://www.carersinherts.org.uk/>



**Mr Turner, School Counsellor –
will be sending out details of
how to receive support if you
are a Young Carer**



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Key calendar dates for Year 12

- Open evening – Thursday 24th September
 - year 12s all expected to attend
- Sixth Form Open Evening – Thursday 12th November
- Parents' Evening – Wednesday 9th December
- Mock Exams – w/b 12th April
- Work Experience – June
- Futures Week – July



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How can you support your child?

- Show an interest your child's work
- Ask them to explain what and how they are doing
- Provide the right environment for studying at home
- Ask them about deadlines
- Revision guides / past papers
- Discuss future career / university goals
- Communicate with the school



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Where else can I go for help and support?



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