



Information for Year 12 students starting September 2025

WHSG Vision and Purpose

'Heirs of the past. Makers of the future'

To provide an outstanding education that aims to develop courageous, curious, compassionate and creative individuals who possess first class qualifications, a strong sense of integrity, responsibility, and self-belief, the resilience to take risks and the skills to lead others in shaping the future.

In order to achieve this, our school aims are:

- To challenge and inspire students to have the highest aspirations and be committed to making the very best of their abilities, ensuring that they are supported to do so through highly effective individual care, guidance and encouragement
- To encourage students to be deep thinkers, knowledgeable scholars and articulate communicators who are intellectually curious and have a passion for learning
- To provide high quality teaching and learning that enables students to attain the highest levels of academic achievement and be successful at the best universities
- To build within our students a strong sense of self-belief, dignity, service and social responsibility, equipping them with the ability to lead others and to have the desire to change society for the better
- To be committed to the continuous development of our staff expertise and the promotion of their wellbeing
- To provide a wide range of opportunities, including enrichment and co-curricular opportunities, for students to nurture and develop their talents and creativity as well as further their social, moral, spiritual and cultural understanding
- To use the motivational power of praise and celebration balanced with good order and self-discipline to build positive relationships
- To be an innovative and forward looking school that combines the best of the new with the best traditions of British education

Our Values and Aspirations for Wallington students

Our Values					
<p>Curiosity</p> <p>We are eager to learn more and value learning for its own sake</p>	<p>Courage</p> <p>We are not afraid to do what is right or good or to take risks and grasp new opportunities</p>			<p>Compassion</p> <p>We care about and want to improve the wellbeing of the world and others.</p>	
<p>Integrity</p> <p>We are honest and always do what we believe is right or good</p>	<p>Our Learners</p>				<p>Self-Belief</p> <p>We are confident that we have the ability and potential to achieve excellence</p>
	<p>Articulate Communicators</p>				
	<p>Astute</p> <p>Can alter their use of language to best suit the occasion/context.</p>	<p>Persuasive</p> <p>Can use language to convince others to share their ideas/opinion.</p>	<p>Expressive</p> <p>Can use language to convey their thoughts and feelings.</p>		
<p>Fellowship</p> <p>We understand that the interests of others are as important as our own and are committed to being a supportive member of our community</p>	<p>Deep Thinkers</p>				<p>Respect</p> <p>We have due regard for the feelings, wishes and rights of others.</p>
	<p>Critical</p> <p>Have questioning minds that are adept at evaluating ideas, beliefs and actions.</p>	<p>Analytical</p> <p>Have rigorous minds that are adept at reasoning with great care and attention to detail.</p>	<p>Reflective</p> <p>Have thoughtful minds that are adept at self-examination.</p>	<p>Creative</p> <p>Have playful minds that are adept at generating valuable new ideas.</p>	
<p>Resilience</p> <p>We do not give up and adjust easily to change</p>	<p>Knowledgeable Scholars</p>				<p>Conscientiousness</p> <p>We work hard and contribute our very best.</p>
	<p>Know That</p> <p>Know the essential facts/information to succeed in a particular domain or task.</p>	<p>Know How</p> <p>Can deploy the essential methods/ techniques to succeed in a particular domain or task.</p>	<p>Know Of</p> <p>Have had experiences that will allow them to grow and develop as well-rounded citizens of the world.</p>		

Sixth Form Team

Assistant Headteacher – Sixth Form	Mrs S Collins
Director of Sixth Form	Mrs M Horton
Head of Year 12	Miss B Sanda
Deputy Designated Safeguard Lead/Pastoral Support Officer	Mrs S McCormack
Sixth Form Attendance and UCAS Administrator	Miss J Day
Heads of Year 13	Mrs K Parkinson & Mrs J Waight

Timing of the School Day (Mon, Tues, Thurs, Fri – Wednesday timings differ)

Please note that the school operates a two-week timetable.

From 7.50	Students may enter the school and can go to the Canteen or to Form Rooms. Food is available in the Canteen from 7.50am.
8.20	Arrival in form room
8.25	Registration (Must be in form room by 8.25am, register closes at 8.26am)
8.30	Assembly or Tutor time
8.45	Lesson 1
9.50	Lesson 2
10.50	MORNING BREAK
11.10	Lesson 3
12.15	Lesson 4
13.15	LUNCH
14.00	Lesson 5
15.00	End of School Day
15.00 – 16.00	Supervised extra-curricular activities may be available. Library is open for private study until 5:30pm Monday – Friday.

*School closes to students at 2pm on Tuesday of Week A for staff INSET

First Day of Term – Wednesday 3rd September 2025

08.30	All students – Welcome in Main Hall	08.25	Student Register in form rooms
09.00	All students – Tutor time	09.45	Electives Assembly
10.50	Break	10.15	EPQ Information Session/Form Time
11.10	Rotation of Activities	10.50	Break
13:15	Lunch	11.10	Lessons begin
14.00	Y12 Parent & Student Information Presentation (Sports Hall)	13:15	Lunch
15.30	End of school	15.00	End of School



Wallington High School for Girls

SIXTH FORM AGREEMENT

At Wallington, we strive to provide the following:

- A healthy, safe and supportive environment to work in.
- Teaching of academic subjects to high standards, punctual start of lessons, access to facilities and resources for study and the encouragement to acquire sound study skills.
- Regular monitoring and guidance of progress.
Modelling, feedback and support on the completion of classwork and homework.
- Pastoral support, information, advice and guidance at all times and opportunities to voice any concerns you may have (initially this should be to your form tutor).
- Opportunities to take roles of responsibility within the Sixth Form and the school as a whole
- Educational enrichment through carefully planned events, community service, work experience, field trips and so on
- Notification of work to be completed in case of staff absence.
- A comprehensive programme for life beyond school, which includes university application and careers education.
- Home study afternoons subject to satisfactory progress and attendance being maintained

Wallington High School for Girls' Expectations of Sixth Form Students:

1. To take responsibility for personal studies by meeting all work deadlines, preparing thoroughly for assessments, managing and using study and guided learning time effectively, and making every effort to work to your full potential.
2. To attend all lessons, registrations, supervised study periods and enrichment activities and to obtain prior permission from staff before any foreseen absence.
3. To always be punctual both to school and lessons (*if students are late, they are expected to follow the correct school procedures for registering*).
4. To explain any absence with an email from parents/carers by 9.30am
5. To be polite and respectful to all members of the school, both staff and students, at all times.
6. To show appropriate self-discipline and consideration for others and to set a good example for others to follow as Senior Members of the school.

7. To act as good ambassadors for the school at all times and to represent the school when required.
8. To comply with the Sixth Form Dress Code.
9. To be onsite at all times during the school day unless at lunchtime or on afternoon home study period (*students must tap out if leaving before 3pm*).
10. To take responsibility for the silent study area, refectory area and other spaces used exclusively by Sixth Formers.
11. To undertake no more than 8 hours per week paid employment during term time.
12. To comply with the School Code of Conduct

Sixth Form students are required to meet the above expectations. Any member of the Sixth Form who **persistently** or **significantly** fails to meet these expectations will be placed onto an appropriate stage of the Sixth Form Disciplinary System:

Stage 1: First Warning, issued by the Head of Year

Stage 2: Written warning, issued by the Director of Sixth Form

Stage 3: Final written warning - meeting with parents/carers and the creation of a support plan issued by Assistant Headteacher with responsibility for Sixth Form.

Stage 4: Withdrawal of Sixth Form place

Please note that depending on the severity of the breach of expectations, intermediate stages may be passed over.

Sixth Form Dress Code

All students at Wallington Girls are expected to exemplify the highest standards. The way we present ourselves each day sets the tone of a working environment and is a sign of our intention to work hard and be the best we can be. As role models and leaders of our school community, all sixth form students are expected to dress and act in a smart and confident manner, which promote the same standards and expectations as the lower school. The dress code below has been drawn up to allow students to dress in clothes which they find comfortable and which show their individuality, in keeping with the above principles.

Dress code

- A tailored jacket or blazer must be worn at all times
- A smart skirt, business like dress or tailored, smart trousers. Where trousers are worn, these should be at least ankle-length and not skinny fit. Denim or leggings are not permitted.
- A smart blouse or top. These should be free from logo or slogan, and cover the shoulders and midriff completely.
- If a jumper is worn, this must be smart, fine-knit, plain and must be worn under the blazer.
- Shoes must be smart and of a dark colour, closed in (both toe and heel) and appropriate for school. Lace-up boots are not appropriate for school (this includes Dr Martens boots)
- If worn, tights should be dark or natural coloured and plain in pattern. Socks should also be plain, non-sports socks. Fluffy socks and legwarmers are not permitted.
- Hair should be of a natural colour and make up and jewellery should be appropriate for school. . Up to two small piercings in each ear are permitted. The only facial piercing that is permitted is one small nose stud. Nose rings and septum piercings are not allowed. Up to two small piercings in each ear are permitted. Spacers are not allowed.
- Lanyards must be worn at all times and should be school-issued only.
- Coats must not be made from leather or denim
- Where an item of religious clothing is worn, this should be plain in design, and in the case of an abaya should still be worn under a tailored jacket or blazer. Headwear is not permitted other than that of a religious nature which should be plain in design.

The final decision as to the appropriateness of a student's appearance rests with the Sixth Form team.

The Sixth Form Programme of Study

Most students in the Sixth Form will opt for three main subjects in Year 12. Your lessons will form the largest part of your programme of study; however, tutor activities, electives, guided learning periods, independent home study, extra-curricular activities, PSHCE time, Year 12 PE, trips and visits organised by the school, leadership opportunities, enrichment activities, work experience, house activities and community service are all essential components in what we hope will be a busy and challenging but wholly enjoyable two years in our Sixth Form. As a member of the Sixth Form you are expected to participate fully in all aspects of the Sixth Form programme of study.

Facilities for study

Sixth Form students have exclusive access to the Sixth Form Refectory (Canteen), Silent Study Area and 'The Nest' (Silent, pastoral working space) which are open every day from 8:00am until 3pm. The Silent Study Area is a place for silent work, whereas the Refectory is less formal and is conducive to group study during lesson times. Additional after school study is available in the Library/The Nest from 3-5.30pm.

Independent Study Periods

Once you have received your final timetable you will need to allocate some of your non-lesson periods to independent study. In addition to timetabled supervised study periods your non-contact independent study should represent one period per week per subject and must be added by you to your timetable. During this time, you will use school facilities to specifically enhance your learning in each subject by using the relevant resources provided by your subjects or undertaking your own research or wider reading.

Independent home study

Students who have excellent records of attendance, punctuality and conduct will be allowed, with the permission of school and their parents, to study for some of their study periods at home. For Y12 and Y13 any P5 that does not have a timetabled lesson in it can be used to study at home or off site. Students will only be granted this privilege if they achieve the appropriate high standards for their attitude to learning along with excellent punctuality and attendance.

The purpose of these independent home study periods is to enable you to develop your skills as effective independent learners so that you are prepared properly for the different studying environments that lie ahead or for the world of work. You are not allowed to undertake paid employment, have driving lessons or arrange for any private tuition during these times as they may be withdrawn at any time if you are not making suitable progress or there is a serious infringement of the Sixth Form Agreement.

Homework

At WHSG, we define homework as any work that students are asked to do outside of lesson time. We believe that it plays an important role in a student's education; it gives them the opportunity to consolidate and practise the knowledge and skills that they have been taught in lessons, whilst also allowing them to develop as independent learners.

Expectations

Sixth Form students should complete approximately **20 hours of study per week**, in addition to lesson time. This will consist of a combination of teacher directed tasks (homework) and 'self-set' tasks (independent study).

Teachers should set no more than **one hour** of directed tasks for every taught to allow students time to undertake their own independent study. They may set more during a school holiday. A break-down of what an average student's working week looks like is given below:

- 3 subjects x 5 hours of lessons 15 hrs
 - 1 hour of PE + 1 hour
 - 1 hour of elective + 1 hour
 - 20 hours independent study + 20 hrs
- = 37 hrs of school work per week**

Roles and Responsibilities

Teachers:

- Should not set homework for the next day
- Should select high quality materials that help to move the learning forward
- Should give clear instructions for the homework task and adequate time to write the homework in planners

Students:

- Should complete all homework to the best of their ability.
- Should fully record their homework in their planner, including a due date and the maximum time it is expected to take them.
- Should manage their time outside of lessons so that homework is completed on time without having to be rushed.
- Should catch up on any missed homework, either by speaking to another student or their teacher.
- Should read regularly and widely, as noted in the literacy policy.

A copy of the full WHSG homework policy is available on the school's website.

Enrichment Activities

The Sixth Form team have put a great deal of thought and planning into providing enrichment activities that will help you in the future both academically and personally. Attendance at enrichment activities is compulsory as they are considered an essential part of the Sixth Form programme of study.

For the academic year 2025-2026 the enrichment programme will be as follows, although the Sixth Form team reserves the right to change any events should the need arise:

Year 12

Date	Activity	Where
November	London Day out – getting the most out of London for free	In London
March	PSHCE Day – sex and relationships workshops, drugs education, mindfulness and performance under pressure	In school

May	Personal Statement Day – series of workshops to prepare students for writing their University applications	
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Year 13

Date	Activity	Where
November	Mock interview days with people from the world of work	In school
March	Independent living, finance and preparation for university life	In school

House Activities

All Sixth Form students will belong to one of the seven school Houses (Athena, Bronte, Curie, Johnson, Pankhurst, Seacole and Sharman). Students new to the school will be placed into one of these houses and all other students will retain membership of their lower school House. Y12 have the opportunity to take part in Sports Day, and both year groups will also take part in a house activity at the end of the Christmas and Easter terms. Houses are an important part of our school community and allow all students to take part in competitions and fun events that we consider essential to help develop team-working and problem-solving skills, creativity and the ability to self-manage, while also improving self-awareness. We encourage you to get involved with inter-house competitions and events.

Extra-curricular activities and Sixth Form Societies

Sixth Form students are encouraged to attend extra-curricular activities and, indeed, many of you will help to run one of these activities or even run it with a group of other students. A list of extra-curricular activities is published at the start of each term, and you should check what is available so that you can take part in this valuable aspect of school life.

Students in the Sixth Form are also welcome to run Sixth Form Societies in a range of areas. If you are interested in either setting up a new society or taking over the leadership of an existing society you should collect a form from Miss Day, complete it, and hand it in to the Sixth Form Office. We will arrange a meeting to discuss your ideas and then grant approval.

All Sixth Form students should aim to help out with at least one activity or on one particular occasion such as taking visitors on a tour of the school, helping out at Open Evening or helping to run a club in the lower school.

Gold Duke of Edinburgh Award

Year 12 students have the opportunity to participate in the DofE Award Scheme at Gold level. You do not need to have completed Bronze or Silver to participate. The award requires you to undertake three activities: physical, skill and volunteering, along with an expedition. It requires commitment and dedication but is a highly regarded qualification. Enrolment onto the scheme happens in October of Year 12.

Leadership Opportunities in the Sixth Form

There are a number of Prefect roles available to Sixth Form students. Their role is to act as an ambassador for the whole school and to represent themselves and the Sixth Form in a positive light. The role of a Prefect requires commitment as you will be expected to attend events relevant to your role and to undertake a weekly duty.

Senior Prefects

Each year a team of senior prefects will be selected by Sixth Form students and staff, and they are responsible for an area for development within the school. All interested students will complete an application form in the Spring term and make a poster to advertise themselves as a candidate. They will then make a one-minute presentation to their year group, outlining their vision for the future. From this process, candidates who demonstrate an appropriate level of suitability for the role of Head Girl will be interviewed by the Headteacher and Assistant Headteacher - :Sixth Form. Roles will then be assigned accordingly.

Subject Prefects

Most departments and subject areas appoint subject prefects in Year 12. The application form is the same as the senior prefect one, although a speech is not required. Subject prefects will be selected by the relevant Head of Department.

Form Prefects

Each form group from Years 7 – 11 has a form prefect attached to them to undertake a number of tasks and act as a mentor. Form Prefects will attend assemblies, parent’s evenings and other events relevant to their form group.

The current Prefect structure

Senior Prefect Team	x2 Head Girls					
	x5 Deputy Head Girls (Year)	x1 Deputy Head Girl (Charity)	x1 Deputy Head Girl (Community)	x1 Deputy Head Girl (Curriculum)	x1 Deputy Head Girls (Equality, Diversity & Inclusivity)	x1 Deputy Head Girls (Events & Marketing)
Prefect Team	Form Prefects			Subject prefects		
KS3/4 roles of responsibility	Form Captains	Charity Reps	House Leaders	Society Leads	EDI Junior Prefects	

Supervised Study Periods

Students in Year 12 will be timetabled ‘supervised study’ for 6 periods a fortnight. During this time they must go to the sixth form study area where they will be registered and must work in silence for the hour.

Non-attendance of a supervised study period will be treated in the same way as truancy of a lesson. Following the analysis of in-year progress data, students whose progress is a concern may have their unallocated study periods changed to supervised ones in order to support the best use of their independent study time.

Year 12 Elective Programme

In addition to your lessons, all Year 12 students will be able to choose from a selection of electives, which you will follow for an hour per week for the Autumn and Spring terms. The elective programme has been designed to boost your confidence, develop your communication and oracy skills and create opportunities to be future leaders, all useful skills for life beyond school. This year we have a fantastic range of elective options which will enrich and enhance your Sixth Form experience. On your first day in September, we will ask you to rank the options in order of preference and will aim to accommodate your preferences where possible. The possible electives on offer are:

Criminology:

Are you interested in Crime? Are you interested in why people commit crime or how the criminal justice system works? Do you think certain types of people are over-represented in official crime statistics? Are you interested in going on to study Law, Criminology, Sociology or Psychology at university? If yes, then Criminology is for you!

Criminology is the scientific study of crime and as part of this elective you will develop your cultural awareness by understanding how the definitions of crime and deviance are dependent on time and culture, you will develop an understanding of how the criminal justice system works and have a chance to develop your communication skills by taking part in a mock trial. Alongside this you will develop your confidence in expressing opinions by comparing different theories of crime and debating a range of explanations as to why people commit crime.

Dissection:

Unlock your passion for hands-on Biology! Immerse yourself in our captivating dissection course, where you'll journey deep into the fascinating world of animal anatomy. From dissecting simple organisms to unravelling the mysteries of complex organ systems, our course is tailored to elevate your grasp of anatomy and indirectly enhance your understanding of physiology.

Ideal for aspiring professionals in life sciences, medicine, dentistry, or veterinary fields, this course caters to a wide range of backgrounds. While A-level Biology experience is advantageous, it's not a prerequisite. Unleash your curiosity and embark on an exciting voyage of discovery with us today!

Extended Project Qualification (EPQ):

Highly valued by universities, the EPQ gives you the opportunity to research and produce a project entirely of your own choosing. With the support of a supervisor, you will produce either a dissertation or artefact*. Securing a place on this prestigious elective requires demonstrating commitment: you must complete an application form and participate in an online summer course (totaling 8 hours)

The university view:

“We welcome the Extended Project and would encourage applicants to undertake one as it will help to develop independent study and research skills valuable for higher education” (Cambridge)

“The EPQ is a definite strength in an application. It can create the heartland of a personal statement and give it depth and substance.”(York)

“Certain courses at the university will count 'A' grades achieved in the extended project towards their entry criteria” (Southampton)

“The skills that students develop through the Extended Project are excellent preparation for university-level study.” (Manchester)

Ethics:

The Philosophical Study of Morality

How should we live? What makes an action right or wrong? What makes for a fair and just society? Is morality nothing more than a human construct? Is cultural appropriation wrong? Is it ever right to end the life of another human being? Should we all be vegetarians?

Are you interested in the answers to these questions? Well we certainly are and can't wait to explore them with you on an epic journey that will include a galaxy of great minds and influential thinkers that have contributed to the study of ethics.

Inspiring Engineers Scheme:

The Inspiring Engineers Scheme has been running very successfully for a few years now. It has been very popular for students who are considering a career in engineering or who just want to apply their theoretical knowledge from Maths, Physics or Geography in a realistic engineering project. Over the course you will be working in small groups with a mentor from Mott MacDonald. You will gain experience in research, team working, presentation and communication skills and you will be using the D&T workshop to make your prototype. Your team will present all their work, to a panel of engineers at the Mott MacDonald head office in Croydon at a celebration event. An added bonus is the fact that your work from this course will be submitted for a Gold Crest Award.

Journalism:

It's one thing to write lovely stories and articles and stories for school, it's a quite another to be able to shape them into an impressive publication. Working on the School Magazine's editorial team will hone powerful skills for your future, whether that's a media-related career or you as university scholars: being part of a co-ordinated team; creating and fulfilling long-term plans; managing deadlines; hitting budgets; skilfully writing to order, subbing to fill gaps, and pruning and polishing others' prose; designing the look and feel of a publication, from fonts to front covers – all great for applications, even better for your skills as a writer and scholar. Take part in the creation of a publication that will bring prestige to the school and so to you.

Public Speaking

“Knowing yourself is the beginning of all wisdom.” Aristotle.

What do you really think about the world as it stands now? Do the ideas being expressed in the Media make your blood boil? Do you know who inspires you and how to change the world? The ability to communicate well with others is one of the most powerful tools we can own, both at work and in our everyday lives.

This elective will focus on Public Speaking, both studying the speeches of others and considering how to develop skills for use as a Public Speaker in the workplace and the wider world.

There will be a mixture of:

- practical workshops - vocal delivery (voice projection and diction; the use of gesture and body language)
- lectures (studies of current political and social affairs, and how public speakers are presenting their ideas and opinions to the world,
- formal political debates (prepared and chaired by participants) discussing issues you feel are important to your world.

The course is mainly practical and participants should be happy to offer ideas and opinions to others, work both as part of a group and independently, and learn how to become a public speaker through practice.

P4C:

Explore issues in philosophy, society and life in an interesting and discursive way; question others, question yourself, question everything, through the P4C elective! You will continue to develop the P4C skills you have worked on throughout your time at WHSG becoming a more critical, caring, creative and collaborative thinker while discussing philosophical issues and answering the big questions. If you love discussing ideas, challenging others and thinking deeply about philosophical issues this is the elective for you. Come along to have your mind blown!

Sports Leaders:

Develop confident, healthy leaders through sport and physical activity. By choosing this elective you will not only gain a qualification in Sports Leadership, but you will also learn and demonstrate important life skills such as effective communication and organisation. These skills are developed whilst learning to lead basic physical activities to younger people, your peers, older generations and within the community. The course involves both guided & peer-to-peer learning and supervised leadership to ensure that learners have all the skills they need to lead basic physical activities to other people. The Level 2 Qualification in Community Sports Leadership (CSL2) is a formal qualification, recognised in personal statements. It teaches you how to adapt your sessions depending on your audience e.g. Primary children or Disability groups both within and outside the school Community.

Topics and Debates in Medical Health and Social Care Services.

Health and social care encompasses the many services offered by related providers in both the public (NHS) and private sector. Are you interested in learning how to improve patients well-being through building positive relationships, team work, analysing theories and legislations? Then this elective is right for you! This can make for an *interesting learning experience and build confidence through discussions, independent research, presentations and being creative*. You'll learn all about how individuals in the health sector are impacted by issues such as poor communication, poverty, inequality, stereotypes, gender as well as important aspects like human rights, the law and contemporary issues in social policy. You will have the ability to extend your learning to healthcare and/or legal settings to carry out a project-based activity.