



# Sixth Form Handbook 2026-27



Lancaster Royal Grammar School  
State Day and Boarding School for Boys Aged 11 to 18 years  
Coeducational Sixth Form

ESTABLISHED 1525



# Lancaster Royal Grammar School

## Sixth Form Handbook 2026-2027

Name..... Form.....

**Head Teacher:** Dr. C Pyle

**Head of Sixth Form:** Mr. A Martin

[amartin@lrgs.org.uk](mailto:amartin@lrgs.org.uk)

---

**Deputy-Head of Sixth Form:** Mrs. R Gibson

[rgibson@lrgs.org.uk](mailto:rgibson@lrgs.org.uk)

**Deputy-Head of Sixth Form:** Mrs. S Boak

[sboak@lrgs.org.uk](mailto:sboak@lrgs.org.uk)

---

**Sixth Form Administrator:** Mrs. C Haywood

[chaywood@lrgs.org.uk](mailto:chaywood@lrgs.org.uk)

**Sixth Form Admissions:** Mrs. K Lightfoot

[klightfoot@lrgs.org.uk](mailto:klightfoot@lrgs.org.uk)

East Road, Lancaster LA1 3EF 01524 580600



[www.lrgs.org.uk](http://www.lrgs.org.uk)



[genoffice@lrgs.org.uk](mailto:genoffice@lrgs.org.uk)



[@LRGSLancaster](https://twitter.com/LRGSLancaster)



[@LancasterRoyalGrammarSchool](https://www.facebook.com/LancasterRoyalGrammarSchool)





# Lancaster Royal Grammar School

## Sixth Form Handbook 2026-2027

### Contents

Who To Turn To .....	4
Sixth Form Contract .....	5
Timings of the School Day.....	7
Term Dates 2026-27.....	8
Key Dates for Compulsory Attendance.....	9
School Site Map .....	9
The Sixth Form Dress Code .....	10
Sixth Form Signing In and Out/Attendance Policy.....	11
Mobile Phone Policy .....	13
Bring Your Own Device Policy.....	15
Permission for Work Experience/Voluntary Work to be Undertaken forms .....	16
Request for Leave of Absence to attend a University Open Day form.....	18
Permission to Drive form .....	19
Attitude to Learning Grade Descriptors.....	20
Academic Grades Tracker .....	21
Reviewing the Year 12 Michaelmas Term – Reflection Form.....	22
Reviewing the Year 12 Lent Term – Reflection Form .....	24
Reviewing Year 12 – Reflection Form .....	26
Reviewing Year 13 – January Reflection Form.....	27
Careers and Future Pathways Tracker.....	29
PUP award.....	32
Prefect List 2026-27 .....	41
Heads of School/Deputies Head of School Roles.....	42
Prefect Roles .....	43
LRGS Prefect Structure.....	46
Apprenticeship Information.....	47
Information, support and advice .....	48

# Who to turn to....

It is important that all students at LRGS know who to turn to if they are in trouble or are uncertain what to do. There is always someone who can help but those listed below are particularly important.

**Form Teacher** - For almost every problem where a pupil is uncertain this should be the first port of call. The form teacher is the key person to help in such matters as lost property, punishments, academic worries, uncertainty of the geography of the school, being teased or bullied.

**Boarding House Staff** - Boarders may choose their Housemaster/Matrons or other staff who work in the boarding houses, as the first person to turn to.

**Head of Year** – Sixth Form students should see Mr Martin [amartin@lrgs.org.uk](mailto:amartin@lrgs.org.uk), Mrs. Gibson [rgibson@lrgs.org.uk](mailto:rgibson@lrgs.org.uk) or Mrs. Boak [sboak@lrgs.org.uk](mailto:sboak@lrgs.org.uk).

**Deputy Head Pastoral** – Mr. Hallsworth [jhallsworth@lrgs.org.uk](mailto:jhallsworth@lrgs.org.uk) is responsible for all pastoral issues across the whole school. He is always happy to help with any issues or concerns you may have. Mr Millatt [jmillat@lrgs.org.uk](mailto:jmillat@lrgs.org.uk) is his deputy on pastoral issues and is also there to help

**Medical Centre** - For all medical concerns. If you are taken ill or are hurt during break or lunch ask a prefect or go to the Medical Centre to see a member of the school medical team, who can be contacted on 07810 396540 or [lrgs-medcentre@lrgs.org.uk](mailto:lrgs-medcentre@lrgs.org.uk).

**School Office Staff** - The staff in Lee House, Wyresdale House or City View are always a useful source of help.

**Learning Support** - If you are new to the school and require learning support provision, please make contact with either Mrs Nelson or Mrs Ennis via email: [nelson@lrgs.org.uk](mailto:nelson@lrgs.org.uk) and [jennis@lrgs.org.uk](mailto:jennis@lrgs.org.uk). The school SENDCO Mrs Nelson and the Learning Support assistants can be contacted via Wyresdale House.

**LRGS Student Support** - Form teachers and Heads of Years may refer pupils for student support or pupils can self-refer by 'drop in' and see Mrs Gibbon in Wyresdale House.

**Counselling** – The school has a variety of counselling services available to students; speak to your Form Tutor or Head of Year if you feel you'd benefit from speaking to someone.

**Student Leadership Team and Prefects** - Can be relied upon to offer helpful advice and guidance.

**The Independent Listener** – Rev. Carol Backhouse is our school's independent listener and can be contacted at [revcarolbackhouse@gmail.com](mailto:revcarolbackhouse@gmail.com).

**Careers Advice** – Mrs. Hope is our school's careers advisor and appointments can be made with her through your form teacher or Head of Year. You can request an appointment with her via Mrs. Gibbon at: [dgibbon@lrgs.org.uk](mailto:dgibbon@lrgs.org.uk).

**Wellbeing Library** - Helpful books and leaflets are available in the Wellbeing library, just inside the main library entrance.

**Reporting** - You can e-mail [help@lrgs.org.uk](mailto:help@lrgs.org.uk) or text 07825166762



[www.childline.org.uk](http://www.childline.org.uk)



Freephone 116 123 [www.samaritans.org](http://www.samaritans.org)

**Children's Commissioner – Freephone 0800 528 0731 or visit 'Help at Hand'**

[help.team@childrenscommissioner.gsi.gov.uk](mailto:help.team@childrenscommissioner.gsi.gov.uk)



## Sixth Form Contract



The purpose of this contract is to set out our expectations and to help you achieve your full potential during your time in the Sixth Form at LRGS. At the heart of success in the Sixth Form is the relationship between students and staff which must be based on courtesy, trust, honesty, reliability and openness. Staff at LRGS will help, advise and provide students with high-quality teaching and support in return for students' cooperation and adherence to the conditions set out below:

1. Attendance in the Sixth Form is **full time**. If a student is ill, a parent/guardian should inform school before the start of the school today (8.50am) contacting **Mrs. Haywood** in the first instance on 01524 580600 ext 254/ [chaywood@lrgs.org.uk](mailto:chaywood@lrgs.org.uk) or **Mrs Pybus** on 01524 580600 ext 225/ [hpybus@lrgs.org.uk](mailto:hpybus@lrgs.org.uk). Students are responsible for informing staff if they know in advance that they will be absent. If you feel unwell during the school day, you must report to the **Medical Centre** where staff will make a decision as to whether you should remain in school or return home. If you need to attend an appointment (e.g. medical) during the school day, you must sign out with **Mrs Pybus** at **Wyresdale House** (and back in if you are returning to school). If signing out for lunch or after your last timetabled afternoon lesson (once these freedoms are permitted), you must use the **signing in/out machines** that are located around school (please see pages 11 and 12 in this handbook for more information about this policy).
2. Holidays should not be arranged during term time (please refer to the list of term dates on page 8 in this handbook). Medical appointments should, where possible, be arranged for outside school hours. Driving lessons should not be arranged for during school hours. Driving tests (both theory and practical) can be sat during school hours, where permission to miss school has been requested prior to the day of the test. Sixth Form students **must** attend the **whole school events where attendance is compulsory** – these dates can be found in this handbook on page 9 and on the school's website.
3. Sixth Form students must be in school by **8.50am** and attend registration either in form period or year group assembly. Students must be **punctual** to form periods, assemblies and to all lessons. Students who are repeatedly late or who miss timetabled lessons without good reason will be issued **sanctions** (these include misdemeanors and Sixth Form Friday afterschool detentions). If this persists, home will be contacted and your place in the Sixth Form may be put in jeopardy.
4. Attendance of **Games lessons** on Wednesday afternoons is **compulsory** for all Sixth Form students. Only students with authorised notes from home may miss Games and in this occasion must work in the Red Zone for the duration of the afternoon, supervised by a member of staff.
5. Your time in the Sixth Form is invaluable. During **study periods** (where you have no timetabled lessons) you should work in one of the designated Sixth Form study spaces (e.g. Red Zone, Library, Science Library, Grab & Go Amber Zone, Frankland Study Space etc.)
6. You must meet all your **deadlines** for work and assignments.
7. If your teachers have concerns about your progress, you may be required to complete **Supervised Study**. This means that you must spend some of your study periods in the Sixth Form Centre (Red Zone) where your attendance is compulsory and you will be registered and monitored by staff.
8. Sixth Formers must abide by the **Sixth Form Dress Code** (found within this handbook on page 10) at all times, ensuring that their clothing is appropriate. If they fail to do this, a student may be asked to return home to change where it is safe and appropriate to do so.
9. The school operates a **zero tolerance** policy on smoking, vaping, drugs and alcohol. However, if you or a friend

are facing difficulties related to substance use, please reach out to a member of the Sixth Form team, your form tutor or a trusted adult to ask for help. On pg. 44 of the handbook, you will also find links to charities who can offer support.

10. Students have the use of the Sixth Form Centre and Frankland as a privilege – they should be respected, kept clean and tidy at all times and you should behave appropriately within them. This includes both of the Sixth Form Café spaces.

11. Sixth Formers may use their own vehicle to attend school, but this is reliant on them having completed the relevant form [Sixth Form Permission to Drive form](#) and on them driving safely to and from school. Students **cannot** park on school site – they must find other suitable areas to park.

12. Only **three days** of normal school time are allowed for open days over the two year period of Sixth Form, so you need to plan carefully which to go to and when, and you must ensure that a parent/guardian completes and sends in the appropriate documentation (this can be found on page 18 of this handbook or in the Sixth Form area of the school website).

13. Sixth Form students should be encouraged to strive towards gaining commendations and Headmaster Postcards as rewards for their hard work, resilience, academic and extra-curricular achievements, service to the school and demonstrations of leadership.

14. It is important to have a healthy work-life balance. It is expected that Sixth Form students will not only take part in a number of school-based activities, such as music, sport, drama and debating, but that you will also lead clubs and societies for younger pupils and initiate new ones to share your own interests.

15. **A student's place in the Sixth Form is subject to compliance with this Sixth Form contract and with cooperation with staff and fellow students.** This contract runs in conjunction with all other whole school policies (which can be found on the LRGS website).

**I agree to comply with all the terms and conditions set out in the Sixth Form Contract.**

**Student's name:**

**Signature:**

**I agree to support my tutee in fulfilling all of the conditions laid out in the above contract:**

**Form teacher's signature:**

**Date:**

**I agree to support my son/daughter in fulfilling all of the conditions laid out in the above contract:**

**Parent's signature:**

**Date:**





## Timings for the Day

8.45 Arrive

8.50 Form Period & Registration/Whole Year Assembly

9.10 Period 1

9.50 Period 2

10.35 Period 3

11.20 Break

11.40 Period 4

12.20 Period 5

13.05 Lunch

14.05 Period 6

14.45 Period 7

15.30 End of School

## Lancaster Royal Grammar School

### Term dates 2026 – 27



#### Michaelmas Term 2026

Inset Day  
*Boarders arrive Yr7 and L6*  
 Term starts – Year 7 and L6 only  
*Other boarders return*  
 Term starts – all pupils  
*Boarders' exeat*  
*Boarders return*  
 Sixth Form Open Evening  
 11+ Entrance tests  
 Break for half term, *Boarders depart*  
 Half term closure  
 Inset Day  
*Boarders return*  
 Term starts  
 Speech Day  
*Boarders' exeat*  
*Boarders return*  
 Carol Service  
 Closure after school, *Boarders depart*

Tuesday 1<sup>st</sup> September  
*Tuesday 1<sup>st</sup> Sept 5pm / Wed 2<sup>nd</sup> Sept 8:30am*  
 Wednesday 2<sup>nd</sup> September  
*Wed 2<sup>nd</sup> Sept 5pm / Thurs 3<sup>rd</sup> Sept 8:30am*  
 Thursday 3<sup>rd</sup> September  
*Friday 18<sup>th</sup> September 3:30pm*  
*Sun 20<sup>th</sup> Sept 5pm / Mon 21<sup>st</sup> Sept 8:30am*  
 Thursday 24<sup>th</sup> September: Early closure 2:45pm  
 Saturday 26<sup>th</sup> September  
 Friday 23<sup>rd</sup> October 3:30pm  
 26<sup>th</sup> October – 3<sup>rd</sup> November  
 Wednesday 4<sup>th</sup> November  
*Wed 4<sup>th</sup> Nov 5pm / Thurs 5<sup>th</sup> Nov 8:30am*  
 Thursday 5<sup>th</sup> November  
 Saturday 14<sup>th</sup> November  
*Friday 20<sup>th</sup> November 3:30pm*  
*Sun 22<sup>nd</sup> Nov 5pm / Mon 23<sup>rd</sup> Nov 8:30am*  
 Saturday 12<sup>th</sup> December  
 Thursday 17<sup>th</sup> December 2:10pm

#### Lent Term 2027

Inset Day  
*Boarders return*  
 Term starts  
 Boarders' parents morning  
*Boarders' exeat*  
*Boarders return*  
 Break for half term, *Boarders depart*  
 Half term closure  
*Boarders return*  
 Term starts  
*Boarders' exeat*  
*Boarders return*  
 Closure after school, *Boarders depart*

Monday 4<sup>th</sup> January  
*Mon 4<sup>th</sup> Jan 5pm / Tues 5<sup>th</sup> Jan 8:30am*  
 Tuesday 5<sup>th</sup> January  
 Saturday 9<sup>th</sup> January  
*Friday 22<sup>nd</sup> January 3:30pm*  
*Sun 24<sup>th</sup> Jan 5pm / Mon 25<sup>th</sup> Jan 8:30am*  
 Friday 12<sup>th</sup> February 3:30pm  
 15<sup>th</sup> – 19<sup>th</sup> February  
*Sunday 21<sup>st</sup> Feb 5pm / Mon 22<sup>nd</sup> Feb 8:30am*  
 Monday 22<sup>nd</sup> February  
*Friday 12<sup>th</sup> March 3:30pm*  
*Sun 14<sup>th</sup> March 5pm / Mon 15<sup>th</sup> March 8:30am*  
 Wednesday 24<sup>th</sup> March 3:30pm

#### Summer Term 2027

*Boarders return*  
 Term starts  
*Boarders' exeat*  
 May Day bank holiday  
*Boarders return*  
 Break for half term, *Boarders depart*  
 Half term closure  
*Boarders return*  
 Term starts  
 Early closure for Open Day  
 Open Day  
*Boarders' exeat*  
 Inset Day  
*Boarders return*  
 Founders' Day  
 Closure after school, *Boarders depart*

*Sunday 11<sup>th</sup> April 5pm / Mon 12<sup>th</sup> April 8:30am*  
 Monday 12<sup>th</sup> April  
*Friday 30<sup>th</sup> April 3:30pm*  
 Monday 3<sup>rd</sup> May  
*Mon 3<sup>rd</sup> May 5pm / Tues 4<sup>th</sup> May 8:30am*  
 Friday 28<sup>th</sup> May 3:30pm  
 31<sup>st</sup> May – 4<sup>th</sup> June  
*Sunday 6<sup>th</sup> June 5pm / Mon 7<sup>th</sup> June 8:30am*  
 Monday 7<sup>th</sup> June  
 Friday 18<sup>th</sup> June 2:10pm  
 Saturday 19<sup>th</sup> June  
*Thursday 24<sup>th</sup> June 3:30pm*  
 Friday 25<sup>th</sup> June  
*Sun 27<sup>th</sup> June 5pm / Mon 28<sup>th</sup> June 8:30am*  
 Saturday 3<sup>rd</sup> July  
 Friday 16<sup>th</sup> July 2:10pm



## Key Dates for Compulsory Attendance – Sixth Form

During this academic year, the school requires your son's/daughter's attendance outside the normal school timetable.

Attendance for Sixth Formers is **compulsory** on the following dates:

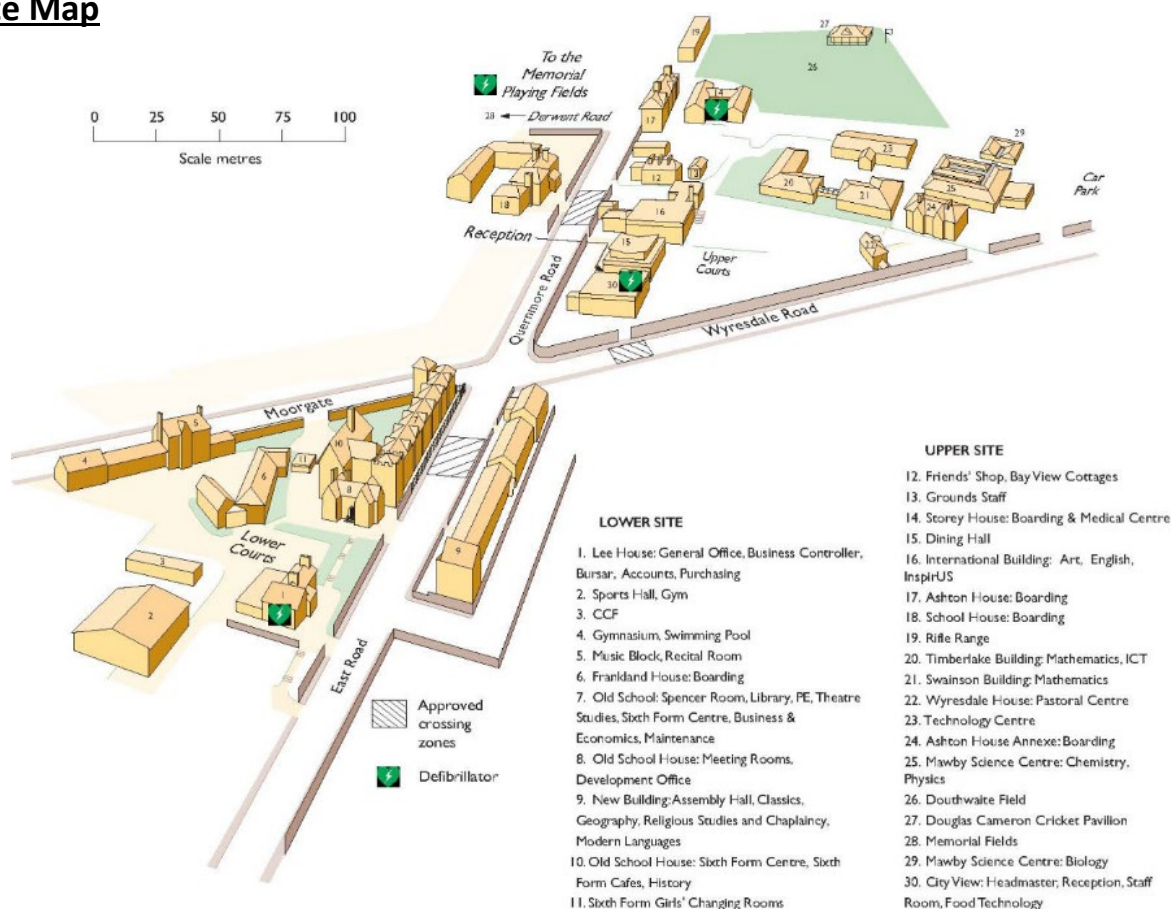
1. **Sixth Form Open Evening – Thursday 24<sup>th</sup> September 2026 5.00pm to 7.30pm** – compulsory for all Year 12 and 13 students
2. **Speech Day – Saturday 14<sup>th</sup> November 2026 10.30am-12.00pm (approx.)** – compulsory for Year 8 form prefects only
3. **Sixth Form Carol Service – Monday 14<sup>th</sup> December 2026** – compulsory for all Year 12 and 13 students
4. **LRGS Open Day – Saturday 19<sup>th</sup> June 2027 9.00am-1.00pm** – compulsory for all Year 12 students

Please note – Sixth Form students should not book to attend a University Open day on Saturday 19<sup>th</sup> June.

All Sixth Form students are expected to attend the LRGS Open Day as this is a very important day for the school.

Registers will be taken at these events and sanctions will be issued in the event of non-attendance without valid reason and exceptional circumstances.

## School Site Map





## **The Sixth Form Dress Code**

As Sixth Formers you will be required to dress in a manner that is, in the opinion of the school, **formal and smart**. As senior students it is important that both your appearance and conduct set an appropriate tone and a good example for the younger pupils.

The Dress Code reflects the importance we attach to maintaining high standards whilst treating you as young adults. In joining the LRGS Sixth Form, you have opted to pursue academic qualifications, and **your appearance should be tidy, smart and appropriate for a working environment** to reflect the formal nature of your Sixth Form studies.

**Suits:** Suits must be matching and of a formal style and cut. **All Sixth Form students are required to wear a suit jacket or blazer as part of their uniform.** Alternatively, you may opt for a tailored jacket/blazer and coordinating smart trousers, skirt or dress.

**Shirts:** A tailored shirt (accompanied by an LRGS Sixth Form tie) or, alternatively, a blouse (accompanied by an LRGS Sixth Form pin badge) is to be worn. If wearing a stiff-collared shirt, a tie must be worn. Shirts are to be tucked in, and top buttons should be always done up. Sleeveless or vest tops may **not** be worn.

**Trousers/Skirts/Dresses:** They must not be skinny fitting and should be neutral and not garish in colour. Jeans, chinos and other fashion trousers are **not** acceptable. Belts, if worn, must be plain and with a modest buckle. Leggings may **not** be substituted for formal trousers. Skirts and dresses must be appropriate in their material, fit and length for a **professional working school environment**. Skirts must be tailored "suit" skirts and not made of stretchy or elasticated material.

**Ties and badges:** All Sixth Form students must wear either an LRGS Sixth Form tie **or** pin badge (or you may choose to wear both). Sixth Form ties and pin badges are available from our uniform supplier Uniform and Leisurewear and from Mrs. Haywood at the beginning of each academic year. Any other school ties that have been approved by the Sixth Form Team may also be worn.

**Shoes:** Dark or tan coloured, formal, low-heeled and closed-toe shoes must be worn - trainers, sandals or boots are **not** permitted. Dark socks must be worn.

**Coats:** Smart coats may be worn around the school site but must be removed upon entering classrooms. Denim or leather jackets may **not** be worn. Hoodies or waterproof coats are **not** permitted as a replacement for a tailored jacket/blazer.

**Jumpers/cardigans:** Smart V-neck jumpers or cardigans may be worn in cold weather but should be plain, knitted (rather than sportswear fabric) and without obvious branding. Plain, non-branded jumpers with a zip collar are permitted, providing that the zip is down - your tie must be visible at all times (if wearing one). Jumpers and cardigans are **not** permitted as a replacement for a tailored jacket/blazer - they must be worn underneath your jacket/blazer.

**Hair and jewellery:** Hair should be of a natural colour. For safety reasons, long hair must be tied up and off the collar (using discreet hair clips and ties) in situations such as during science practicals, P.E/Games lessons and in the Technology block. Tidy facial hair is permitted. Modest ear-studs may be worn. Other jewellery, facial piercings and visible tattoos are **not** permitted.

**Make-up:** Only natural make-up and nails are allowed.

***The Sixth Form Team reserve the right to make any decisions about suitability in terms of dress.***

***If a student is inappropriately dressed, they can expect to be asked to return home/to the boarding house to change where it is safe and appropriate to do so.***



## 6<sup>th</sup> Form Attendance and Signing in and out of school



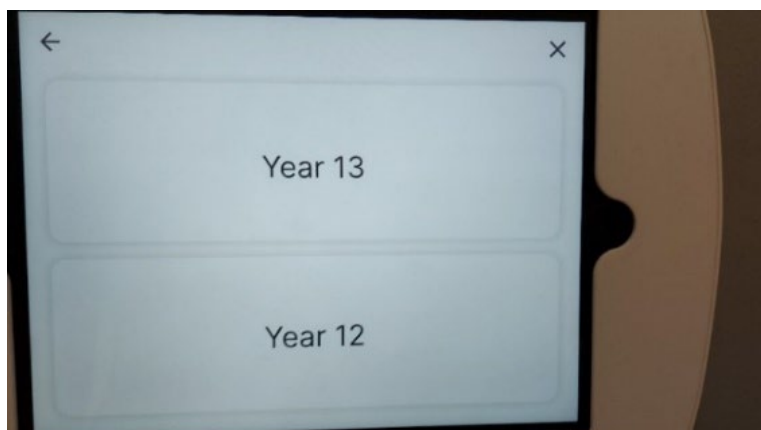
We want to give students increasing freedom and responsibility as their time in Sixth Form goes on. Equally, we want Sixth Form students to be fully involved in school life in and out of the classroom. This requires Sixth Formers to be on site for lessons, and for extra-curricular and enrichment activities. Furthermore, students starting their A-Levels need time to acclimatise to this new type of independent study and we believe that initially students should be in school for the whole school day to use study periods and school resources appropriately.

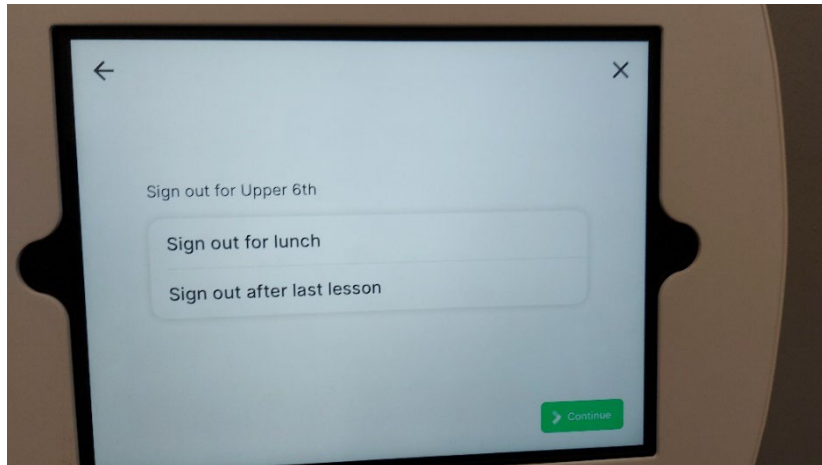
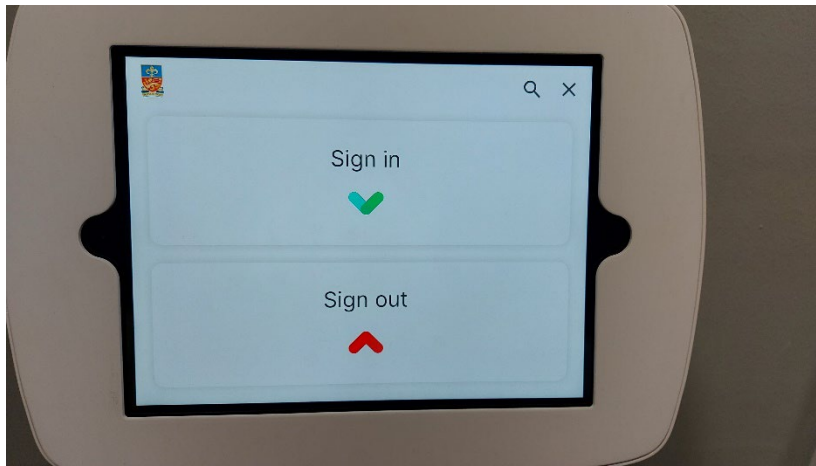
### Policy:

- Year 12 students are expected to be in school all day up to the end of the Michaelmas term, (this does not include students with permissions for work experience or volunteering and who have completed the required paper work).
- From Lent term onwards, Year 12 will be able to go out of school for lunch over the normal lunchbreak (1:05-2:05pm). They cannot leave early or return late, even if they have study periods before or after lunch. **Please note that students need to be back in school for a prompt 2:05pm start.**
- From the start of the Michaelmas term, Year 13 students will continue to be allowed out at lunch and can also leave site early to go home and study after their last timetabled lesson of the afternoon. If their last lesson is Period 5, they can sign out and leave at the beginning of lunch (1:05pm) and not come back to school that day. **No student should be using the signing out machines before 1.05pm.**
- Year 13 students signing out for lunch only and planning to return to school, must be back in school and have signed back in on the machines by 2:05pm, even if they are not in a lesson until Period 7.
- Year 13 students who are free all afternoon but want to return to school to work after going out for lunch, must return and have signed back in by the end of lunch (2:05pm) so that we know you are back on the school site.
- Students in Year 13 **should not assume a lesson has been cancelled** and that they are able to go home for the afternoon unless they have specific written permission from either the teacher of the lesson or Head of Department.
- **Signing out (and back in) for any other reason, for example medical appointments, must still be done at Wyresdale House with Mrs. Pybus or in the Sixth Form Centre with Mrs. Haywood.**

### Signing in and out:

- Students signing out for lunch (Year 12 and Year 13) or to go home in the afternoon (Year 13) must use one of the machines around school to do so. There is one outside Mr Martin's Office, one in the Science Library and one in Wyresdale House.
- These machines will give you different options depending on what year you are in. The first screen asks if you are signing in or out.
- Depending on your answer to this, you will then be asked to either enter your name directly or choose your Year Group.





- In both cases, the system is predictive and your name should appear. Depending on what school year you are in, you will be given a variety of options at the signing out stage. Year 13 for example will see what is displayed above.
- Simply follow the further instructions. The final stage that must be completed is that your photo is taken by the system. This is essential as it confirms the identity of the person signing in/out at that moment.

#### **Finally:**

- The electronic registers will be checked regularly, as will the timings of students signing in and out. If students misuse or ignore the guidelines or machines, their privileges to leave site will be removed.
- Behaviour of LRGS students in town must be impeccable and consistent with the school rules that they would follow if they were on site. This includes consumption of any banned substances or drinks. Again, failure to follow these guidelines will see off-site privileges removed.
- Students must be punctual when returning to school, whether it is to attend a lesson or not – they should be in school and ready for their period 6 lesson/study period by 2.05pm. Lateness will also see off-site privileges removed.
- Students with cars are not permitted to use them to leave the school site for lunch. They may only use them to return home when they are leaving school for the day.

# Mobile Phone Policy



The school permits users to bring their own technologies such as phones, tablets, computers, smart watches, gaming devices and other similar devices to school.

However, the school has a differentiated approach to the use of these devices during the school day, the rules which apply to Sixth Form Students are as follows:

1. Between 8:45 and 3:30, **no Sixth Form student** should be walking/moving around any part of the school site while using their phone, including wearing earphones/earbuds. Having phones out and carrying them around is included in this rule.
2. During the school day, including breaks and lunch, Sixth Formers **may only use** their phones and earbuds/earphones if they are in one of the Sixth Form Only Areas. These are:
  - Sixth Form Cafes
  - Frankland Study Spaces
  - Red Zone
  - Science Library
3. Sixth Form Students **may not** use their phones or have earbuds/earphones in between lessons while waiting in corridors or classrooms, including in the Economics and Business Corridor. They may not use them in toilets or changing rooms.
4. You will notice that Sixth Formers are no longer able to use their phones in the Grab and Go or the main library. This is because these areas are accessible and visible to younger students; something the new guidance does not allow.
5. In the Red Zone, phones can continue to be used, provided that they are being used for study. Other areas in Old School House are normal parts of the school and normal rules apply.
6. Sixth Formers **can use** their phones, including earphones and earbuds, on their way to and from school, but they must be put away as they arrive on the school site.
7. **After 3.30**, Sixth Formers **can use** their phones, including earphones and earbuds, as they leave the school site. This includes waiting for school buses.
8. Sixth Form students leaving **before 3.30** to go home or leaving site at lunch **should not** use mobile phones including earbuds/earphones until they have left the site completely, including the main roads adjacent to school buildings and spaces.
9. Sixth Form classrooms and form rooms are considered to be Sixth Form spaces and as such, mobile phones can be used with teacher permission and oversight. For example, using phones to research or complete online tasks.

The whole school mobile phone and digital device policy can be found on the school website and using this link: [LRGS Mobile Phone and Digital Devices Policy](#)



## **Consequences for Students**

The devices of students who fail to maintain these principles will be confiscated by a member of staff. The school operates a next day return on confiscated devices; confiscated devices may be collected the following morning from City View.

Exceptions will be made for students with Health Care Plans who can pick up their phone at the end of the school day.

Students who have had their device confiscated and need to contact their parents or carers may do this from any of the school receptions (City View or Lee House). In exceptional circumstances, a school phone may be loaned to a student in order to safeguard them on their journey home. This phone must only be used by the student for the purpose of keeping them safe on their journey home, it must be returned to school the next day.

Students who have had their device confiscated on Friday may choose to collect their device from the member of staff leading Friday Detention at 4.45pm from City View, or to collect it the following Monday.

Before a confiscated device is returned, the student will have to demonstrate their understanding of the rules. In some instances, parents may be asked to collect the device and the student may forfeit the right to use their device in school.

Mobile devices are allowed in school on the understanding that they are the responsibility of the individual. The school can take no liability for their loss or damage.



# Bring Your Own Device



At LRGS we are aiming to develop students who use digital devices and social media in a safe, confident, and informed manner, so that technology works for them, and they are connected with the world around them.

We operate a **Bring Your Own Device (BYOD)** policy which allows you to bring appropriate digital devices into school in order for them to support you in your learning and help you make the most of the digital world. The following guidance is designed to help you use your device appropriately.

**Build resilience against digital distraction** – the device is for **work** and **learning**. Don't load apps onto your device which do not support your learning and you know will distract you. Games and social media apps shouldn't be on your school device.

**Connect to our Wi-Fi** which is filtered and monitored to keep you safe.

**Use the Office 365 apps** and log into them using your LRGS network credentials. Go to your app store and find: Word; PowerPoint; OneNote; Outlook; Office Lens; One Drive, Teams.

**Use your calendar function, Show My Homework app** and to-do-list apps to help with your personal organization.

Remember that **it is your teacher who decides** if you can use your device in their lesson. You must ask to use your device in a lesson unless it's clearly the established practice.

The use of your device is **covered by the school's Acceptable Use Policy**.

Remember that **you must not take pictures of or video members of the school community** on your device.

Your device must **only be used to support your learning**, it must not be used for activities which your teacher feels are disruptive or that are clearly not supporting your learning.

**You are fully responsible** for the use, care and upkeep of your own device. If at any point your teacher decides that you are using apps or functions which are not directly linked to your learning **a teacher will confiscate your device** in accordance with school policy.

A **regular pattern of confiscations** may lead to sanctions such as **detentions**. If you cannot follow these rules your parents/carers may be contacted, and you may forfeit the right to bring your device to school.

The use of your device is also **covered in the school's Pupil Behaviour and Anti-Bullying policy**. The use of your device in a way which is judged to breach these rules and standards may lead to more serious consequences.





# Lancaster Royal Grammar School

## Permission for voluntary work to be undertaken

The online form can be found in the Sixth Form "Praesis ut Prosis Award" area of the school website and by clicking on this link: [Permission for Voluntary Work form](#)

<b>Name of pupil:</b>
<b>Form:</b>
<b>Type of voluntary work to be undertaken:</b>
<b>Contact Details: (of the placement)</b>
<b>Dates and times attending (maximum of three days):</b>

### Parental Consent:

I hereby give permission for my son/daughter to attend the above on the dates and times shown during school hours.

Signed ..... (Parent/Guardian)

Date.....

**NOTE: EMAIL PERMISSION FROM A PARENT/GUARDIAN IS ALSO REQUIRED TO ACCOMPANY THIS FORM.**

### FINAL CHECKLIST:

- Completed form with your dates and times of volunteering
- Email or telephone confirmation from the placement to [chaywood@lrgs.org.uk](mailto:chaywood@lrgs.org.uk), Tel: 01524-580529 (voicemail)
- Email from a parent/guardian

Please return this form, completed and signed to Mrs Haywood at [chaywood@lrgs.org.uk](mailto:chaywood@lrgs.org.uk). with a copy to Mrs Pybus at [hpybus@lrgs.org.uk](mailto:hpybus@lrgs.org.uk).

**PLEASE NOTE YOU DO NOT HAVE PERMISSION TO DO THIS UNTIL YOU HAVE SUBMITTED ALL OF THE ABOVE AND IT HAS BEEN AGREED AND CONFIRMED BY THE HEAD OF 6<sup>TH</sup> FORM, MR MARTIN.**



# Lancaster Royal Grammar School

## Permission for absence for 3-5 days' work experience

The online form can be found in the Sixth Form "Praesis ut Prosis" area of the school website or by clicking on this link: [Work experience 3-5 days request form](#)

<b>Name of pupil:</b>	<b>Form:</b>																									
<p>Please list the A level Subjects you are studying and names of your subject teacher below and obtain the permission of ALL subject teachers by asking them to sign below.</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 20%;">Subject</th> <th style="width: 20%;">Subject Teacher</th> <th style="width: 20%;">Signature</th> <th style="width: 20%;">Subject Teacher</th> <th style="width: 20%;">Signature</th> </tr> </thead> <tbody> <tr><td> </td><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td><td> </td></tr> </tbody> </table> <p>All subject teachers, by signing the above, agree to release the pupil from their lessons during the days specified on this form and the pupil agrees to catch up on this work.</p>		Subject	Subject Teacher	Signature	Subject Teacher	Signature																				
Subject	Subject Teacher	Signature	Subject Teacher	Signature																						
<p><b>Type of work experience to be undertaken:</b></p> <p><b>Contact Details: (of the placement)</b></p> <p><b>Dates and times attending:</b></p>																										

### Parental Consent:

I hereby give permission for my son/daughter to attend the above on the dates and times shown during school hours.

Signed ..... (Parent/Guardian) Date.....

**NOTE: EMAIL PERMISSION FROM A PARENT/GUARDIAN IS ALSO REQUIRED TO ACCOMPANY THIS FORM.**

### FINAL CHECKLIST:

- Completed form with dates and times of the work experience
- Email or telephone confirmation from the placement to [chaywood@lrgs.org.uk](mailto:chaywood@lrgs.org.uk), Tel: 01524-580529 (voicemail)
- Email from a parent/guardian

Please return this form, completed and signed to Mrs Haywood at [chaywood@lrgs.org.uk](mailto:chaywood@lrgs.org.uk). with a copy to Mrs Pybus at [hpybus@lrgs.org.uk](mailto:hpybus@lrgs.org.uk).

**PLEASE NOTE YOU DO NOT HAVE PERMISSION TO DO THIS UNTIL YOU HAVE SUBMITTED ALL OF THE ABOVE AND IT HAS BEEN AGREED AND CONFIRMED BY HEAD OF 6<sup>TH</sup> FORM, MR MARTIN.**

## REQUEST FOR LEAVE OF ABSENCE FOR A UNIVERSITY OPEN DAY



One of these forms must be completed for each of the **3 Open Days** you are permitted to attend during school term time in the duration of your Sixth Form at LRGS (Years 12 & 13).

Link: [Open Day form](#)

Parents should email this completed form to:

**Form Teacher, Mrs Pybus** ([hpybus@lrgs.org.uk](mailto:hpybus@lrgs.org.uk)), and **Mrs Haywood** ([chaywood@lrgs.org.uk](mailto:chaywood@lrgs.org.uk)), as far in advance of the requested date as possible, and at the latest 7 days before the absence.

**PLEASE ASSUME THAT PERMISSION HAS BEEN GRANTED  
UNLESS YOU HEAR BACK FROM ANY OF THE STAFF ABOVE.**

Please remember that many universities and departments hold Open Days on Saturdays and in holiday time. It is preferable for you to attend these so that your education in school is disrupted as little as possible.

**PLEASE ENSURE THAT STUDENTS DO NOT BOOK OPEN DAYS  
THAT CLASH WITH THEIR SUMMER ASSESSMENTS.**

Name: .....Form: .....

Proposed subject/subject area of study at university: .....

I request permission for my son/daughter to attend the Open Day at:

..... (name of university/college)

on ..... (date)

to visit the department of.....

Please confirm if this is your **First, Second or Third** Open Day

.....

Additional Comments:

## SIXTH FORM PERMISSION TO DRIVE FORM



This Microsoft form can be found in the Sixth Form Induction area of the school website.

It can also be found here: [Sixth Form Permission to Drive form](#)

**You must complete this form if you are driving to and from school. Please submit the form electronically.**

A screenshot of the form can be seen below:

**Permission to drive to and from LRGS**

My son/daughter wishes to drive him/herself to and from school and agrees to abide by the school rules summarised below.

He/she understands that the car is not to be used at all between his/her arrival for morning registration and his/her departure after his/her last commitment of the day.

He/she understands that there is nowhere on the school premises for him/her to park, and that he/she will be considerate to local residents at all times when parking.

He/she will not use the drive up to Christ Church Primary School by the memo field at any time.

He/she understands that the school can accept no responsibility or liability for the vehicle or any passengers, and that it is totally his/her responsibility to ensure that the vehicle insurance is valid and covers all possible contingencies.

He/she will drive with due care and attention at all times.

\* Required

1. Surname of son/daughter \*

Enter your answer

2. First name of son/daughter \*

Enter your answer



# Attitude to Learning Grade Descriptors



<p style="text-align: center;"><b>1</b> <b>Exemplary</b></p> <p>Your attitude has a positive and encouraging effect on lessons; you are an excellent example to your peers.</p> <p>You use your initiative, and are keen to help; you contribute to group activities, and support other students in their learning.</p> <p>You take responsibility for extending your own learning.</p>	<p style="text-align: center;"><b>2</b> <b>Good</b></p> <p>You try your best. You accept challenges, get involved in lessons, and have high aspirations.</p> <p>You ask for help when you need it; you are well prepared and organized; you bring the right equipment to lessons, and meet deadlines.</p>
<p style="text-align: center;"><b>3</b> <b>Coasting</b></p> <p>You do not always try your best. You do not meet challenges with a positive attitude.</p> <p>You should get involved in lessons, and set yourself higher aspirations.</p> <p>You need to ask for help when you need it, and organize yourself because you can be poorly prepared, and sometimes miss deadlines.</p>	<p style="text-align: center;"><b>4</b> <b>Unacceptable</b></p> <p>Your attitude can have a detrimental effect on lessons; you can be a poor example to your peers.</p> <p>You can be reluctant to engage with lessons, and you often need prompting to work.</p> <p>You are not taking responsibility for your own progress and learning, and will underperform.</p>

Each Year 12 student will be given an ALPS target based on GCSE performance. Your teachers will award an attainment grade at each grades period. This will be based on the average level of work produced during the grades period - a combination of classwork, homework and tests. Comparing your ALPS target with your attainment grades will help to track if you are on target academi





# Reflection: Reviewing the Year 12 Michaelmas Term



Being able to reflect and review are important skills. These tasks aim to help you think about the academic term, to find the successes, and recognise where you need to go next.

## **1. Grades**

Summarise here how you feel about your Michaelmas attainment and ATL grades.

## **2. Accomplishments**

Think about the things you accomplished last term. They can be academic successes, social highlights, new experiences, and/or attitudes or skills you developed.

## **3. Obstacles**

Ask yourself what obstacles got in the way at times last term. Was there anything that held you back from higher grades or better performance? How did you / could you overcome them?

## **4. Engagement & Enrichment**

Think about how much you got involved in school life. Which clubs, societies, activities and events did you take part in?

## **7. Post-18 Options & Careers**

How well have you engaged with planning for life beyond school? Which workshops / webinars have you attended?

## **8. Attendance & Punctuality**

What was your attendance record last term? Were you always on time?

### 9. Commendations

How many commendations have you received? What were they for?

### 10. Misdemeanours

Have you received any misdemeanours? If so, what for? How was your behaviour last term?

### 11. PuP award

Please evaluate how well you are progressing towards the PuP award.

### 12. Health & Well-being

Please evaluate how healthy and happy you are. What could you be doing to improve in these areas? How could others help?

### 13. Target-setting

Set yourself three SMART, (Specific, Measurable, Achievable, Relevant, Time-bound) targets for the Lent term. Avoid making them all subject-specific and try to focus on different categories from this review for each:

- 1) \_\_\_\_\_  
\_\_\_\_\_
- 2) \_\_\_\_\_  
\_\_\_\_\_
- 3) \_\_\_\_\_  
\_\_\_\_\_

**Pupil** Signed: \_\_\_\_\_

Date: \_\_\_\_\_

**Tutor** Signed: \_\_\_\_\_

Date: \_\_\_\_\_

**Parent / HM / Guardian** Signed: \_\_\_\_\_

Date: \_\_\_\_\_

To be returned to form tutors.



# Reflection: Reviewing the Year 12



## Lent Term

Being able to reflect and review are important skills. These tasks aim to help you think about the academic term, to find the successes, and recognise where you need to go next.

### **1. Grades**

Summarise here how you feel about your Lent attainment and ATL grades.

### **2. Accomplishments**

Think about the things you accomplished last term. They can be academic successes, social highlights, new experiences, and/or attitudes or skills you developed.

### **3. Obstacles**

Ask yourself what obstacles got in the way at times last term. Was there anything that held you back from higher grades or better performance? How did you / could you overcome them?

### **4. Engagement & Enrichment**

Think about how much you got involved in school life. Which clubs, societies, activities and events did you take part in?

### **7. Post-18 Options & Careers**

How well have you engaged with planning for life beyond school? Which workshops / webinars have you attended?

### **8. Attendance & Punctuality**

What was your attendance record last term? Were you always on time?

### **9. Commendations**

How many commendations have you received? What were they for?

### **10. Misdemeanours**

Have you received any misdemeanours? If so, what for? How was your behaviour last term?

### 11. PuP award

Please evaluate how well you are progressing towards the PuP award.

### 12. Health & Well-being

Please evaluate how healthy and happy you are. What could you be doing to improve in these areas? How could others help?

### 13. Target-setting

Set yourself three SMART, (Specific, Measurable, Achievable, Relevant, Time-bound) targets for the Summer term and your upcoming summer exams. Avoid making them all subject-specific and try to focus on different categories from this review for each:

- 4) \_\_\_\_\_  
\_\_\_\_\_
- 5) \_\_\_\_\_  
\_\_\_\_\_
- 6) \_\_\_\_\_  
\_\_\_\_\_

**Pupil**      Signed: \_\_\_\_\_      Date: \_\_\_\_\_  
**Tutor**      Signed: \_\_\_\_\_      Date: \_\_\_\_\_  
**Parent / HM / Guardian**      Signed: \_\_\_\_\_      Date: \_\_\_\_\_

To be returned to form tutors.



# Reflection: Reviewing Year 12

Being able to reflect and review are important skills. These questions aim to help you think about the academic year, to appreciate your successes, and recognise where you need to go next.

1) What results have you achieved in your summer exams?

2) What is your target grade, (generated from your GCSE results)? Is this realistic?

3) What is your plan for after A Levels? What grades are you likely to need for your first choice of university / apprenticeship?

4) If your grades aren't currently on track, what can you do to close the gap? Do you have a back-up plan?

5) What have been your biggest achievements and accomplishments this year?

6) Which skills and competencies have you developed this year? How? How might these new skills be useful to you in the future?

7) Have you had any setbacks? If so, how have you tackled these / how are you tackling these?

8) What three targets would you like to set yourself for the coming year?



# Reflection: Year 13 January Review



Being able to reflect and review are important skills. These questions aim to help you think about your academic journey so far in Year 13, to find the successes and recognise where you need to go next.

## **1. December Grades**

Summarise here how you feel about your Michaelmas attainment and ATL grades:

Subject 1:

Subject 2:

Subject 3:

Subject 4 (if applicable):

## **2. January Mocks Performance**

Summarise here how you feel about your performance and results in the recent Mock exams:

Subject 1:

Subject 2:

Subject 3:

Subject 4 (if applicable):

## **3. Accomplishments**

Think about the things you have accomplished in Year 13 so far. They can be academic successes, social highlights, new experiences, and/or attitudes or skills you developed.

## **4. Obstacles**

Ask yourself what obstacles got in the way at times last term or in your preparation for the Mocks.  
Was there anything that held you back from higher grades or better performance in the January Mocks?  
How did you or how could you overcome them next time?

### 5. Engagement & Enrichment

Think about how much you have got involved in school life. Which clubs, societies, activities and events have you taken part in this year so far?

### 6. Service

A key purpose of leadership is to serve. How have you served the school and / or the community in Year 13?

### 7. Post-18 Options & Careers

Reflect on your preparation for next year. What are your plans currently? Have you heard of any outcomes from university or apprenticeship applications so far? Is there anything you need to be doing this term or need support with?

### 8. Attendance & Punctuality

What is your attendance record like? Were you always on time? If needed, how can you work to improve on these?

### 9. Commendations

How many commendations have you received this year? What were they for?

### 10. Misdemeanours

Have you received any misdemeanours? If so, what for? How has your behaviour been?

### 12. Health & Well-being

Please evaluate how healthy and happy you are. What could you be doing to improve in these areas? How could others and/or the Sixth Form Team help?

### 13. Target-setting

Set yourself three SMART, (Specific, Measurable, Achievable, Relevant, Time-bound) targets for your remaining time in Year 13 and as you get nearer to the A-Level exams in the summer:

- 7) \_\_\_\_\_
- 8) \_\_\_\_\_
- 9) \_\_\_\_\_

**Pupil**                      Signed: \_\_\_\_\_                      Date: \_\_\_\_\_

**Tutor**                      Signed: \_\_\_\_\_                      Date: \_\_\_\_\_

**Parent / Housemaster / Guardian**                      Signed: \_\_\_\_\_                      Date: \_\_\_\_\_

To be returned to form tutors



# Careers and Future Pathways Tracker

## Year 12: Michaelmas Term



This tracker will help you to make important decisions about your future education and careers pathways after leaving LRGS Sixth Form. It is essential that you have registered on Unifrog and access it regularly.

### **Unifrog Skills Profile:**

After completing the Skills Profile quiz (please retake this, even if you have already completed this previously), list 3 of the careers and subject matches which were generated from your responses that interest you most. Rank them in order of preference. There are additional quizzes (interests, personality and work environment) you can take which will help you to narrow down your choices, if you wish to take them.

<u>Careers:</u>	<u>Subjects:</u>
1.	1.
2.	2.
3.	3.

### **Reflections:**

1. What do the results show about you? Did they fit with your original plans and expectations before coming into Sixth Form?
2. What will be your next steps towards learning about your future options?



# Careers and Future Pathways Tracker

## Year 12: Lent Term



Now you are further on into Year 12, have your future pathway plans changed? Do you intend on applying to university? For an apprenticeship or degree apprenticeship? Employment? Gap year? Please give details.

Below, note down examples of activities you have undertaken so far this year in order to help you refine your ideas about future plans and to improve the skills you need.

<b>Actions</b>	<b>✓/✗</b>	<b>Summary</b>
Work experience (including paid work)		
Volunteering		
University visits/fairs		
Careers advisor		
Webinars		
Super-curriculars		
Unifrog research		
Written a CV		
Careers talks/fairs		
Other		

Set yourself three targets for the summer term and holidays which will help you to focus on your goals beyond Sixth Form, eg. writing your personal statement (early entry), CV, university visits, work experience.

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_



# Careers and Future Pathways Tracker

## Year 13: Michaelmas Term



Now you are at the start of Year 13, have your future pathway plans changed? Do you intend on applying to university? For an apprenticeship or degree apprenticeship? Employment? Gap year? Please give details.

Outline your progress towards the targets you set for the summer term of Year 12:

**Target 1:**

What have you done? What is there still left to do? When will you have this done by?

**Target 2:**

What have you done? What is there still left to do? When will you have this done by?

**Target 3:**

What have you done? What is there still left to do? When will you have this done by?

**Reminder: degree apprenticeships applications are year-round. Take a look at the [Applying to Universities and Apprenticeships](#) page on the LRGS website for guidance.**

## Year 13: Post-Mocks Reflections

Do your mock results fit with your future plans and expectations?

What is your final plan at this stage?

What support, if any, do you feel you need in terms of your future pathway plans? Eg. a careers advisor appointment, meeting with the Sixth Form team, interview practice.

## PRAESIS UT PROSIS AWARD



*Lead in order to serve*

This document is designed to help you keep a record of your progress towards the Praesis Ut Prosis Award.

Name:

Form:

## The Praesis ut Prosis Award

The Praesis ut Prosis Award seeks to embody the school motto (Lead In Order To Serve), encouraging students to lead and serve within the school and wider community.

In preparation for Post-18 options, the Praesis ut Prosis Award will seek to recognise, develop and enhance experience and achievement in a work-related environment through a variety of activities from the following categories:

<b><i>Work Experience</i></b>	<b><i>Community Volunteering</i></b>
<b><i>In-school Service</i></b>	<b><i>Attendance of Careers and Employability Workshops</i></b>

These activities will take place over the course of Year 12, will be assessed in the Michaelmas Term of Year 13 and will be certificated at Bronze, Silver and Gold level in the Lent Term of Year 13.

The Praesis ut Prosis Award will recognise:

<p>1. <u>Examples of Work Experience</u></p> <ul style="list-style-type: none"> <li>- A work experience placement</li> <li>- A Headstart course (or similar)</li> </ul> <p><b>Bronze</b> - 20 hours  <b>Silver</b> - 40 hours  <b>Gold</b> - 60 hours</p>	<p>2. <u>Examples of Community Volunteering</u></p> <ul style="list-style-type: none"> <li>- Unpaid work which benefits the community, for example in charity shops, schools, hospitals, hospices, nursing homes etc.</li> <li>- National Citizenship Service</li> </ul> <p><b>Bronze</b> - 10 hours  <b>Silver</b> - 20 hours  <b>Gold</b> - 30 hours</p>
<p>3. <u>Examples of In-school service</u></p> <p><b>Sustained</b> leadership in;</p> <ul style="list-style-type: none"> <li>- Prefect roles</li> <li>- Charity fundraising</li> <li>- InspirUs</li> <li>- Peer mentoring</li> <li>- Leading Assemblies</li> <li>- Presentations at societies and clubs</li> <li>- Running a club / society</li> <li>- Sport, music, drama</li> <li>- CCF</li> <li>- Seward Committee</li> </ul> <p><b>Bronze</b> - 2 activities  <b>Silver</b> - 3 activities  <b>Gold</b> - 4 activities</p>	<p>4. <u>Attendance of Careers and Employability Workshops</u></p> <ul style="list-style-type: none"> <li>- University visits</li> <li>- Employer visits</li> <li>- Lunchtime/ evening talks given in school</li> <li>- University Summer Schools</li> <li>- Taster Days</li> <li>- Careers workshops (CV, applications, UCAS etc)</li> <li>- Appointment with Independent Careers Advisor</li> </ul> <p><b>Bronze</b> - 4 activities  <b>Silver</b> - 8 activities  <b>Gold</b> - 12 activities</p>

\*Additional activities may be counted after consultation with Mr Martin, Mrs Gibson and Mrs Boak.

Our expectation is that all Year 12 students will engage with the Praesis ut Prosis Award. Through involvement with this award, students will develop their leadership skills, independence and key transferable, employability skills such as

- communication
- collaboration
- interpersonal skills
- time management
- problem solving
- decision making
- creativity
- reflection
- community and global awareness

Activities and hours should be logged and signed by the activity leader (eg. employer / supervising teacher) and then countersigned by the form teacher, Mrs Hope or member of the Sixth Form team. It is the student's responsibility to reflect on the specific skills developed and to collate relevant and clear evidence in order to achieve the Bronze, Silver or Gold award.

### **Evidence accepted**

- Confirmation on letter-headed paper from employer / organisation or email from the organisation's official email address, alongside reflections logged by the student in the log book.
- Teacher signatures for lunchtime and evening talk / clubs / societies etc.
- Reflective comments on activities undertaken.

### **Helpful careers websites:**

<https://vinspired.com>

<http://nationalcareersservice.direct.gov.uk/>

<https://www.ucas.com/careers-advice>

<http://icould.com>

<http://notgoingtouni.co.uk>

<http://prospects.ac.uk/>

<http://allaboutschoollleavers.co.uk/>

<http://getmyfirstjob.co.uk/>

<https://www.youthemployment.org.uk>

**Section 1 - Work Experience**

<u>Place</u>	<u>Dates</u>	<u>Hours</u>	<u>Verified</u>	<u>Reflections/comments</u>

## Section 2 – Community Volunteering

<u>Place</u>	<u>Dates</u>	<u>Hours</u>	<u>Verified</u>	<u>Reflections/comments</u>

**Section 3 – In School Service**

<u>Place</u>	<u>Dates</u>	<u>Hours</u>	<u>Verified</u>	<u>Reflections/comments</u>







## **PREFECTS: 2026-27**

**Head of School** – Owen Alban

**Deputy Head of School: Welfare** – Eva Hopkins Dow

### **Year Lead Prefects and Form Prefects (x24)**

**Year 7 Lead Prefect** – Edward Potter

**Year 7 Deputy Lead Prefect** – Lojain El Gengehy



<b>Year 8 Cai Morgan</b>	<b>Year 9 Jasmine McSherry</b>	<b>Year 10 Mishel Rafiq</b>	<b>Year 11 James Proctor</b>
Katie Waring	Matilda Gleeson	Tilly Crayston	Kemi Amu
Amy Vermeulen	Hannah Emmerson	Lola Peters	Seth Lord
Marina Ball	Barnabas Heron	Alfie Shawcross	Jacob Quayle
Ethan Wong	Daniel Capewell	Lo Pak Shing Samson	Catherine McConnell
Russell Sanderson	Yehia Abdelaziz	Katie Parker	Manav Gandhi
Faye Chan	Josh Tom Edayadiyil	Thomas Stafford	Jack Straker

**Deputy Head of School: Pupil Voice** – Cian Gorst

**Deputy Head of School: Operations** – Yituneh Ettah

**Grab & Go Lead prefect** – Aadit Arora

**Grab & Go Duty Prefects (x17)** – Amine Aiouache, Holly Armer, Thomas Beveridge, Ophelia Bolton, Josh Brodie-Greer, Jake D'Souza, Adam Essa, Arianna France, Charlie Hodgson, James Jojo, Ethan Jones Postlethwaite, Hasnain Khan, Rian Sajai, Neel Sonwalkar, Issac Tunstall, Mathew Thomas, Evie Rawlinson

**Dining Hall Lead Prefect** – Samuel Bari

**Dining Hall Duty Prefects (x17)** – Fin O'Donnell, Ivan Chau, Monty Moss, Noel Lee, George Cookson, George Martin, Tom Halliday, Jamie Howden, Samuel Crosher, Emily White, Charles Liu, Long Chin Ho, Timothy Chan, Euan Hird, Isaac Aberra, James Taylor, Nathan Mathew

**Patrol Lead Prefect** – George Ayers

**Patrol Duty Prefects (x19)** – Ayaan Zuberi, Tanish Tmma, Somzaa Hackett, Callum Savage, Laksha Ahuluwalia, Alex Lamont, George Pedder, Saffanah Showkat, Jacob Beckett Rees, Hannah Deacon, Harriet Li, Jaden Lam, Edward Adamson, Jake Robinson, John Fitzpatrick, Lucas Ghayour, Muhammad Essa, Neil Astagi, Zach Sutton

**Library and Bell Room Lead Prefect** – Giacomo Sedda

**Library and Bell Room Duty Prefects (x6)** – Nate Wood, Jake Gray, Amelie Price, Leo Rabbett, George Grahnam, Lisi Young

**Lost Property Prefects (x2)** – Himanshu Manjare, Abdullah Patel

**Deputy Head of School: Events and Charities** – Lily Bayley

**Events and Charities Prefects (x10)** – Oscar Tresham, Tara Bose Miller, Oscar langman, Oliver Carr, Jasmine Cadman, Lottie Mason, Eddie Otley, Alparslan Syed Shoab, Arman Sidhu, Mennatulla Younes

**Prayer Room Lead Prefects-** Umar Mehtajee and Mishel Rafiq **Prayer Room Prefects (x3)** Ubaid Gani, Khaleel Ismail, Muhammad Ingar

**Frankland Lead Prefect-** Charlie Hodges **Frankland Prefects (x5)** Asiya Desai, Jeevan Aravinth, Freddie Parker, Daisy Potts, Chloe Parkinson

**Technology Prefects:** Mac Zhang, Harvey Holt, Joe Coull, Alex Bieganowsk

# Head of School and Deputy Heads of School

This document aims to outline the roles of the Head of School and the Deputy Heads of School at LRGS. It must be noted that these roles are very substantial and as such no succinct document could give an exhaustive description of their roles or an exhaustive list of their duties, not only because of the scale of the roles but also because of their nature that they change year to year depending on the strengths of the pupils selected and the developing needs of the school. These duties can be divided up into two categories; those duties that are general and apply to all members of the team and those that are specific to each member.

Position	Specific Responsibilities	General Responsibilities
<b>Head of School</b>	<ul style="list-style-type: none"> <li>• Oversight of the entire prefecting system.</li> <li>• Managing and leading the Deputy Heads of School, delegating work as necessary and required.</li> <li>• Meeting regularly with Head of Sixth Form and Deputies and supporting them in their work.</li> <li>• As the lead student of the sixth form, addressing students both in assemblies and Sixth Form Council and responding to their questions and concerns.</li> <li>• Strategic overview of sixth form life and operations with capacity to propose reform and change in co-operation with Sixth Form Staff Team.</li> <li>• Helping JPH chair Seward Committee.</li> </ul>	<ul style="list-style-type: none"> <li>• The Head of School and the Deputy Heads of School are the figureheads of the pupil body in the school and therefore must represent the school at numerous school events throughout the year.</li> <li>• The Head of School, along with the four Deputy Heads of School, will form the Senior Leadership Team of the prefects. Collectively, they will be charged with ensuring that the prefect team runs efficiently, dealing with any problems that may arise from within the prefect team and organising the prefect team's involvement in all school events.</li> <li>• The Head of School, and by extension, the Deputy Heads of School will need to organise prefect involvement in the following:               <ul style="list-style-type: none"> <li>○ Founders' Day</li> <li>○ Speech Day</li> <li>○ Carol Service</li> <li>○ All live parents' evenings (apart from U6th)</li> <li>○ Year 7 taster days for each form</li> <li>○ Year 7 parents' welcome evenings for each form</li> <li>○ Sixth Form Taster Day</li> <li>○ Induction Day (Year 7 and L6th) on the first day of term</li> <li>○ Open Day</li> <li>○ Sixth form open evening</li> <li>○ 11+ entrance exams</li> </ul> </li> <li>• The Senior Leadership Prefect Team will meet with Dr Pyle fortnightly to discuss school business and to maintain good communication between the senior staff and the prefect team.</li> <li>• The Team will carry out several assemblies throughout the year to different year groups, either on an assigned topic or a chosen topic. It is expected that each Deputy will do one series of assemblies on their specific area of responsibility. They must also attend Year 12 and 13 assemblies every Thursday and Friday morning.</li> <li>• The Team will attend the Sixth Form Council half termly and will be accountable to that council.</li> <li>• The Team will be expected to undertake school tours or delegate that responsibility to senior prefects as needed.</li> </ul>
<b>Deputy Head of School- Operations</b>	<ul style="list-style-type: none"> <li>• Oversight and leadership of the Operations Prefecting Team with regular monitoring of that team.</li> <li>• Responding to staff/student concerns about the Operations Prefecting Team.</li> <li>• Taking minutes at the Sixth Form Council.</li> <li>• Meeting regularly with Head of Sixth Form and Deputies, and supporting them in their work.</li> <li>• Focus on day-to-day running of the school, health and safety and school environment.</li> </ul>	
<b>Deputy Head of School- Student Welfare</b>	<ul style="list-style-type: none"> <li>• Oversight and leadership of the Student Welfare Prefecting Team with regular monitoring of that team.</li> <li>• Responding to staff/student concerns about the Student Welfare Prefecting Team.</li> <li>• Meeting with the Student Welfare Prefecting Team to provide and share mental health/wellbeing training and resources as directed by Head of Sixth Form and Deputies.</li> <li>• Curating and updating the Health and Wellbeing Notice Board.</li> <li>• Working with the Head of Sixth Form to issue, analyse and respond to the termly mental health survey.</li> <li>• Meeting regularly with Head of Sixth Form and Deputies, and supporting them in their work.</li> </ul>	
<b>Deputy Head of School- Events/Charities</b>	<ul style="list-style-type: none"> <li>• Oversight and leadership of the Events/Charities Prefecting Team.</li> <li>• Creating and maintaining a diary/calendar of all sixth form events and working with their team to plan events where appropriate.</li> <li>• Organising all Leavers' events, including Leavers' Ball, Yearbook and Leavers' hoodies.</li> <li>• Planning and leading assemblies before and during Lenten Charities Term.</li> <li>• Meeting regularly with Head of Sixth Form and Deputies, and supporting them in their work.</li> <li>• Co-ordinating prefect involvement in whole school events when needed.</li> </ul>	
<b>Deputy Head of School- Student Voice</b>	<ul style="list-style-type: none"> <li>• Arranging, managing and chairing of the Sixth Form Council, including the creation of agendas and minutes.</li> <li>• Meeting with and representing the key Student Welfare Organisations, (Green Team, Anti-Discrimination, Pride, Women's Forum) and reporting back to the Sixth Form Council and staff.</li> <li>• Attending the Seward Committee meetings, alongside the Head of School, to support them and JPH; also to share any relevant issues arising in Sixth Form Council.</li> <li>• Meeting regularly with Head of Sixth Form and Deputies, and supporting them in their work.</li> </ul>	

## Specific Prefect Roles 2026-7

Role	Regular Duties
Dining Hall Prefect	To supervise in the Dining Hall according to a rota and to cover duties caused by prefect absence. This is likely to be <b>one lunch time and one break time per week</b> , (not necessarily the same day) but may be more. This includes controlling the queue at the start of break/lunch and supervising in the Dining Hall once the queue has died down, ensuring pupils are behaving sensibly, picking up their litter and treating the Dining Hall with respect. It also means liaising with the member of staff on duty.
Lead Dining Hall Prefect	To supervise in the Dining Hall according to a rota and to cover duties caused by prefect absence. This is likely to be at least <b>one lunch time and one break time per week</b> (not necessarily the same day). Furthermore, to create the rota to organise the rest of the Dining Hall prefects. This includes ensuring the efficient running of the Dining Hall prefect rota and filling in for any of the Dining Hall prefects (or organising for another prefect to do so), carrying out the duties listed above, <b>on any day</b> that one of the Dining Hall prefects is absent from school or otherwise cannot do their regular shift. It also means liaising with the member of staff on duty.
Grab and Go Prefect	To supervise in the Grab and Go according to a rota and to cover duties caused by prefect absence. This is likely to be during <b>one lunch time and one break time per week</b> (not necessarily the same day) but may be more. This includes controlling the queue at the start of break/lunch and supervising in the Grab and Go once the queue has died down, ensuring people are behaving sensibly, picking up their litter and treating the Grab and Go with respect. It also means liaising with the member of staff on duty.
Lead Grab and Go Prefect	To supervise in the Grab and Go according to a rota and to cover duties caused by prefect absence. This is likely to be during <b>one lunch time and one break time per week</b> (not necessarily the same day). Furthermore, to create the rota to organise the rest of the Grab and Go prefects. This includes ensuring the efficient running of the Grab and Go prefect rota (or organising for another prefect to do so) and filling in for any of the Grab and Go prefects, carrying out the duties listed above, <b>on any day</b> that one of the Grab and Go prefects is absent from school or otherwise cannot do their regular shift. It also means liaising with the member of staff on duty.
Library and Bell Room Prefect	To help Mrs Rogan with the efficient running of the library. There are many individual jobs that this entails; what you do will be at Mrs Rogan's discretion. The time commitment is flexible but substantial; it is generally expected that you will help in the library <b>during your free periods and at lunchtimes and break times</b> , whenever you have no other commitments.
Lead Library and Bell Room Prefect	All the duties listed under <i>Library Prefect</i> . Furthermore, the Lead Library Prefect will act as the intermediary between the library prefects and the more senior prefects and staff if any problems arise. The Lead Library Prefect will also be in charge of book requests that Sixth Formers would like purchasing for the library.
Prayer Room Prefect	To supervise in the Prayer Room according to a rota and to cover duties caused by prefect absence. This is likely to be during a couple of <b>lunchtimes a week</b> , but may be more. This includes opening and closing the prayer room, directing students where to go and ensuring people are behaving sensibly, and treating the Prayer Room and other spaces with respect. It also means liaising with the member of staff on duty.
Patrol Prefect	To patrol the school site both outside and inside during lunchtimes according to a rota. This is likely to be <b>one lunch time per week</b> . To check that younger students are safe and behaving correctly and to remind them of the school rules. To encourage students not to litter. To offer help and advice to younger students as required and to report any inappropriate behaviour to staff via the Lead Patrol Prefect. Patrol prefects will need to cover duties caused by patrol prefect absence. It also means liaising with the member of staff on duty. This role will be done in pairs and the school site will be split between upper and lower sites. <b>Please note that Patrol Prefects are not there to give out punishments or engage with students that refuse to follow instructions. They should pass on any concerns to the Lead Patrol Prefect and staff though.</b>
Lead Patrol Prefect	All duties listed under <i>Patrol Prefect</i> . Furthermore, the Lead Patrol Prefect will need to create a rota for the Patrol Prefects and manage that rota so that any gaps are efficiently and quickly filled. They will also need to pass on any concerns from the Patrol Prefects to the member of staff on duty or a member of the Sixth Form Team.

Charity and Events Prefect	<p>To promote charity in school, mainly in the Lent Term but also during other charitable events and periods throughout the year (e.g. Movember, Christmas Jumper day etc.) This will include doing assemblies to promote the charity drive and providing help and resources for the other pupils in the school in their charitable efforts.</p> <p>To help with school events, including parents' evenings and Speech Day. To organise Leavers' Event(s) and to organise and coordinate events in school, with a specific focus on the traditional Sixth Form events (e.g. the charity concert, drama performances, musical events etc)</p> <p>The time commitment for this role is substantial especially in the Lent term but very flexible. The role allows for a lot of creativity in coming up with fun and unique events in school, generally with a focus on raising money for charity.</p>
Lost Property Prefect	To organise lost property on a regular basis, usually weekly, and to support the staff in Lee House to arrange for students to access their lost property and contact named lost property.
Lead Frankland Prefect  And Frankland Prefects	<p>To create a rota for Frankland prefect team and to oversee duties of the team. Each prefect should be assigned with one break duty, one lunch duty, one study period in Frankland per week. These do not have to be the same day.</p> <p>To supervise Frankland study room and common room and cover duties caused by absence of Frankland prefects.</p> <p>To ensure the study room and common room are maintained and treated with respect. The study room should be for quiet study and eating and drinking is not permitted. In the common room food and drink is permitted, but bins must be used and the area kept tidy. The board games in the common room should be tidied away after use by sixth form students. To maintain and update as necessary the careers noticeboard in the study area and the well being noticeboard in the common room.</p>
Year Prefect	To be the principal prefect with oversight over a certain year group(s). These positions are primarily ones concerned with looking after the welfare of pupils in the year you oversee. You should be helpful, approachable and visible to the entire year group as you are their year prefect who they should feel comfortable to turn to if they feel the need. These positions include attending any events associated with your year group, including parents' evenings, charity events, welcome evenings, taster days, etc., and attending all assemblies for your year group. These positions also include having direct oversight over all the form prefects of forms in your year group, ensuring they are doing their jobs well and providing them with support if needed. <i>Positions available: Head/Deputy Head of Year 7 and Primary Transition; Head of Year 8; Head of Year 9; Head of Year 10 and Head of Year 11. To be part of the Peer Mentor rota at lunchtimes and to undertake the inhouse training.</i>
Form Prefect	To provide support to an individual form in the lower school by attending <b>at least one of their form periods per week</b> – preparing and doing activities with the boys, getting to know the boys well (names, interests), being on hand to answer any questions, helping / leading their charity drive in the Lent Term etc. Form prefects should help the form tutor prepare for the class assembly and be able to attend year-relevant school events such as Carol Service and Founder's Day. These positions are primarily ones concerned with looking after the welfare of pupils in the form you oversee. You should be helpful, approachable and visible to the entire form as you are their prefect who they should feel comfortable to turn to if they feel the need. You will be expected to show initiative and take an active role in form times. The Year 8 and 9 form prefects will also be required to attend Speech Day. <b>To be part of the Peer Mentor rota at lunchtimes and to undertake the inhouse training.</b>

## General Prefect Role and Expected Duties

- Set a good example to the other pupils in the school at all times by using appropriate and courteous behaviour and language. The prefects are the leading pupils of the school and must act as such.
- Be on hand to help at various school events throughout the year for which a large prefect presence is necessary; this includes attending Open Day, Sixth Form Open Evening and other events the Head of School asks you to attend.
- Always be punctual to carry out your roles effectively. This means not going on your phone when on duty (unless in an emergency), not standing around chatting and always informing the relevant prefect (Head of School, Deputy Head of School or Lead Prefect) if you are unable to carry out your duties.
- **Any prefect should be willing and able to lead a tour of the school if called upon and interact with visitors to the school.**
- All prefects are required to complete safeguarding training.



Yituneh Etta  
Head of Student  
Voice

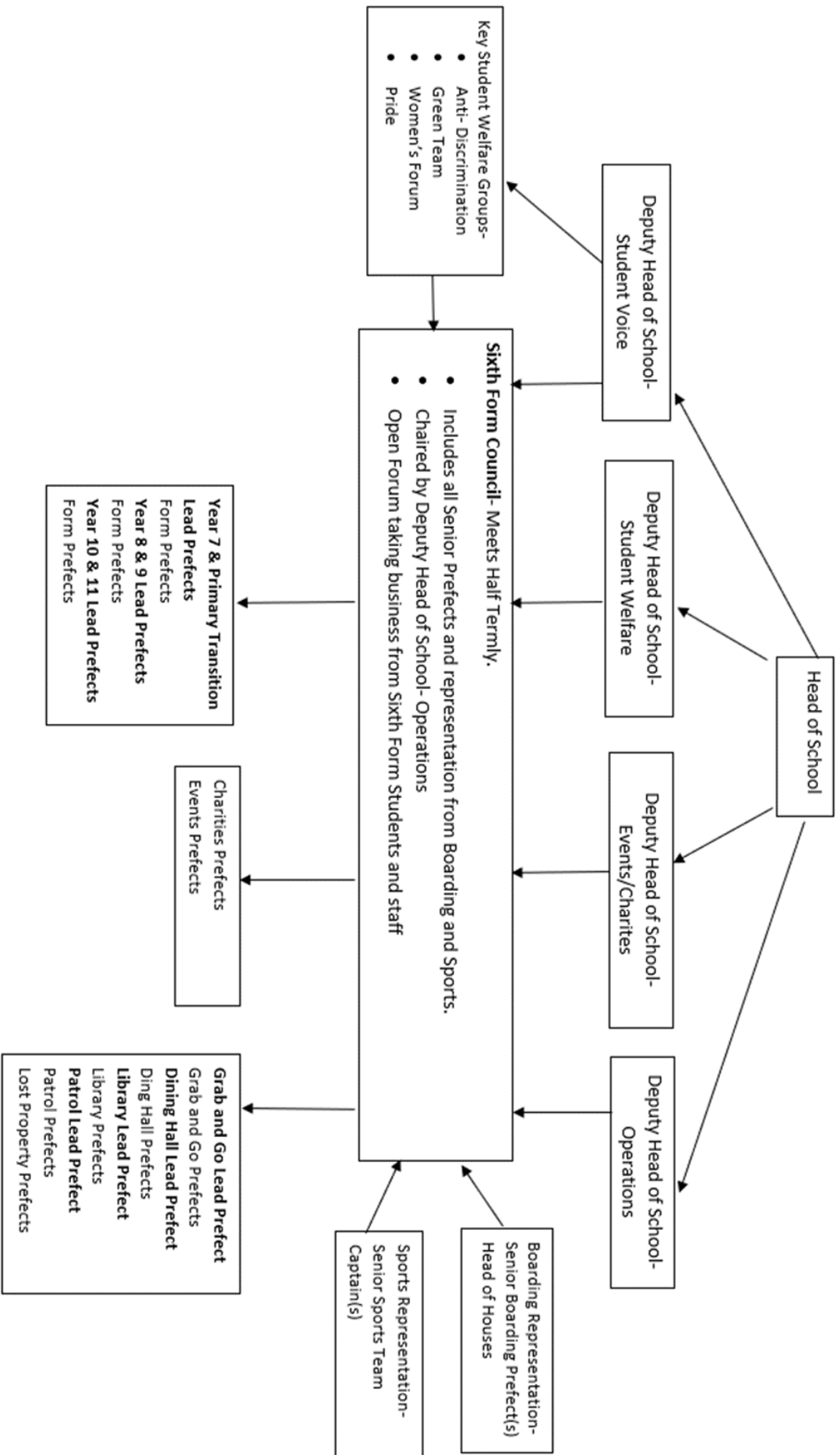
Lily Bailey  
Head of Charities  
& Events

Owen Alban  
Head of School

Eva Hopkins-Dow  
Head of Student  
Welfare

Cian Gorst  
Head of Student  
Voice

## Prefect Structure





## Apprenticeship Information

Some LRGS students will choose to follow the apprenticeship route after school. Mrs Hope, our School Careers Adviser is always happy to meet with and support these students. She has kindly prepared the information below for both Year 12 and Year 13 students.

At our Careers Event, we invite a company called ASK who oversee and promote apprenticeships in the UK. The main points to remember about an apprenticeships are:

- The training and skills you gain as an apprentice are focused on one specific industry. Whereas a university degree can lend itself to a broader range of careers by teaching more general skills.
- Doing an apprenticeship, you will immediately enter the world of work and have a contract of employment with terms and conditions of employment. Usually there is a more practical approach to learning and you will gain a variety of qualifications including HNCs, HNDs and then Degrees along the way
- There aren't any set dates that start the process of application therefore, it is important that if you are applying for an apprenticeship that you treat it as job search and sign up to both the websites below but also on company websites
- It's important that you meet closing dates as if your application is late, it will be disregarded.

Where to find listings of apprenticeships:

<https://www.notgoingtouni.co.uk/>

<https://www.jobmanji.com/>

<https://www.getmyfirstjob.co.uk/>

<https://careerfinder.ucas.com/>

<https://www.ratemyapprenticeship.co.uk/degree-apprenticeships>

<https://www.allaboutschoollleavers.co.uk/jobs/degree-apprenticeships>

<https://www.amazingapprenticeships.com>

Some other useful sites and resources:

- [www.gradcracker.com](http://www.gradcracker.com)
- indigo.careers 'degree apprenticeships: the lowdown
- Prospects.ac.uk 'should I go to university or do an apprenticeship'
- <https://apprenticeship.news>
- The Complete Guide to Higher and Degree Apprenticeship
- <https://www.ucas.com/apprenticeships>
- <https://apprenticeship.news>

If you have any questions about apprenticeships or you need any help or support with any part of the process of applying for them, please contact either Mrs Hope or a member of the Sixth Form Team.

# Information and Advice

Students have access to [help@lrqs.org.uk](mailto:help@lrqs.org.uk) either for themselves or to ask advice about a friend or peer they may be worried about. We encourage students, especially Sixth Formers, to be advocates for their peers in helping them to express their ideas and opinions.

The Health and Well-being section of the Sixth Form website ([Sixth Form Health and Well-being](#)) contains many links to different organisations and charities which are uniquely focused on supporting and advising 16-18 year-olds, some of which are included here:



Your health, your choices...

<https://www.nhs.uk/>

Brook, the young people's sexual health & wellbeing charity <https://www.brook.org.uk/>



Sex etc. by teens, for teens. <https://sexetc.org>

Global information and advice on HIV & AIDS <https://avert.info/>



I want to quit... the day you start to stop [British Heart Foundation](#)

Compassionate specialist drug, alcohol and mental health treatment charity. <https://www.wearewithyou.org.uk/>



Exams. We all have to do them. Working towards exams can make us feel a lot of pressure. We might not have that much choice over whether or not we actually do exams, but there are definitely things we can do to help deal with the stress we're feeling. Here are some tips on dealing with exam stress!

1

### Keep it in perspective

Exams aren't everything; exam success doesn't define you as a person. Think about how far you've come already.

Once you've done an exam, try to forget about it.

2

### Get that organised feeling

Picture your exams as a time-bound project.

Work out the basics: which exams you have, how the marks are allocated, and how much you have to learn for each one.

Break your revision down into small chunks, and form a plan.

Schedule in plenty of free time to unwind, and protect this time. Nobody can work all day every day.

Equally, don't panic if you go slightly off schedule - tomorrow is another day.

3

### Get into some good habits

Take frequent breaks; eat well; drink lots of water. Think about when and where you work best.

Keep active; sleep!

Find activities that help you relax.

4

### Avoid these habits

Don't set yourself ridiculous goals.

Don't cut out all the enjoyment from your life. Avoid stimulants.

5

### Get support from family and friends

Don't be put off by peers saying they're doing huge amounts of revision.

If you can, discuss with your parents what they're expecting you to achieve. If you're feeling really worried or anxious, chat to a good friend, family member, or tutor.

## *Self Help Stress Tips*

Short periods of stress are normal and can often be resolved by something as simple as completing a task (and thus reducing your workload), or by talking to others and taking time to relax. One or more of the following suggestions might help:

- Assess exactly what in your life is making you anxious. For example, is it exams, money or relationship problems? See if you can change your circumstances to ease the pressure you're under.
- Try to have a more healthy lifestyle. Eat well, get enough sleep, exercise regularly, cut down on alcohol and spend some time socialising as well as working and studying.
- Try not to worry about the future or compare yourself with others.
- Learn to relax. If you have a panic attack or are in a stressful situation, try to focus on something outside yourself, or switch off by watching TV or chatting to someone.
- Relaxation and breathing exercises may help.
- Try to resolve personal problems by talking to a friend, tutor or someone in your family.
- Read about how to cope with the stress of exams.

[NHS moodzone](#)

*NHS Choices Moodzone has a series of eight mental wellbeing podcasts or audio guides that you can listen to in your own time, in private, and that may help you through times when your mood is low or you're facing an anxious time in your life.*

**NHS**

**choices**  
[www.nhs.uk](http://www.nhs.uk)