

WELCOME

Evening



MEET THE TEAM

SENIOR LEADERSHIP TEAM



VICKY MARKS
Co-PRINCIPAL



**CHELSEA
BRANSON**
Co-PRINCIPAL



NEIL MUMBY
VICE PRINCIPAL



JAMES MORRIS
ASSISTANT
PRINCIPAL



LISA MARWOOD
ASSISTANT
PRINCIPAL



**GABRIELLE
JONES**
ASSISTANT
PRINCIPAL



JO HOLDEN
ASSISTANT
PRINCIPAL &
TRUST DIRECTOR
OF SAFEGUARDING

MEET THE DEVELOPMENT AND SUPPORT LEADERSHIP TEAM



STEPH BELBIN
PASTORAL
MANAGER



HELEN LONSDALE
PROGRESSION
MANAGER



REBECCA JONES
EQUALITY AND
ENGAGEMENT
MANAGER

RECORD RESULTS



A-Level

99.4% Pass Rate

29.7% A/A* Grades

61.6% A* - B Grades
(7% above National Av.)

84.8% A* - C Grades
(7% above National Av.)

Applied General

100% Pass Rate

71.1% Distinction or
Distinction* Grades
(15% above National Av.)





OVER 2/3

of students progressed
to **University** or
Degree
Apprenticeships

20%

Progressed to **Russell**
Group Universities

RUSSELL
GROUP



8

Progressed to
Oxbridge Universities



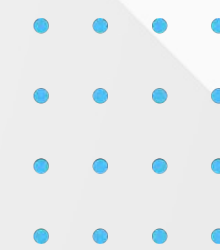


WE ARE
OUTSTANDING



WHAT TO EXPECT FROM US

- Consistency
- Outstanding teaching
- Expert subject knowledge
- Personal development
- Comprehensive support and interventions
- Communication



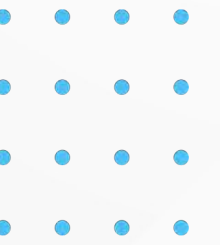


WHAT WE EXPECT FROM OUR STUDENTS

- Serious commitment and hard work
- Excellent attendance and punctuality
- Positive attitude
- Organisation
- A willingness to learn and review

HOW WE PROVIDE HIGH LEVELS OF PASTORAL SUPPORT

- PROGRESS TUTORS
One to one support
- COUNSELLING SERVICE & THE WELLBEING HUB
- EXTERNAL AGENCIES
- SAFEGUARDING TEAM
- TUTORIAL PROGRAMME
Stress management and positive mental health
- STUDY SUPPORT
- TEACHING STAFF
- CAREERS ADVICE
- OXBRIDGE PROGRAMME
- ACHIEVING ASPIRATIONS PROGRAMME



FULL ENRICHMENT LIST

HEALTH & WELLBEING

Indoor Cricket
Emergency First Aid
Draw, Paint & Relax
Mindful Colouring
Stress Less
5-a-side Football
Badminton
Golf
Ariel Hoop

CLUBS & SOCIETIES

Darts
Grade 5 Music Theory and Beyond
Vocal Group
NCP Function Band
College Production
Wind Ensemble
French Cinema Club
E-Sports
Legal Debate Club
BAFTA Young Games
Designer Competition
LGBTQ+ Club
Chess Club
Media Magazine
Nature Club
Psychology Film Club
Needle Craft Club
Oxbridge Programme
Dungeons & Dragons
IDEA Award
Sustainable Textiles
Sociology Club
Kickboxing
Horror Film Club
Lego Club
Community Visual Arts Club
Other Student Led Possibilities

SUPER CURRICULUM

Genetic Engineering
CREST Award
Spanish Film Club
Philosophy Club
Arts Award
Cambridge Chemistry Challenge
Chemistry Olympiad
Advanced English
Psychology Club
Politics Society
Filmmaking

LEADERSHIP & LIFE EXPERIENCES

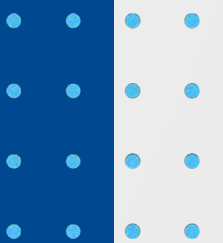
Y13 Oxbridge Interview
Prep for Medicine, Vet Med and Biology Related Courses
TASS (Talented Athlete Scholarship Scheme)
Teaching Training
Enrichment
NHS Values
The Green Enterprise Challenge
Primary School Maths Mentors



#THATSENRICHMENT

ACCESS ARRANGEMENTS AND IMPLICATIONS FOR TEACHING

- Letter sent regarding JCQ regulation changes requiring trial of rest breaks for students with extra time awarded for diagnosed condition. JCQ have provided further guidance stating FE colleges must strongly consider if rest breaks are more appropriate than extra time, and trial if appropriate.
- The aim of the regulations is to ensure students receive access arrangements that accurately reflect their individual needs.
- Student implications for teaching have all been updated on Cedar. As per welcome letter, please check they are appropriate.
- See Sarah O'Neill or contact via email if there are any issues.



ACADEMIC SUPPORT

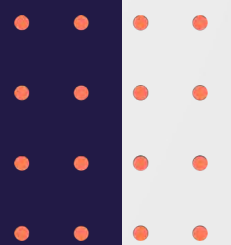


- Retrieval Practice
- Regular assessment and feedback
- Evidence-based teaching techniques



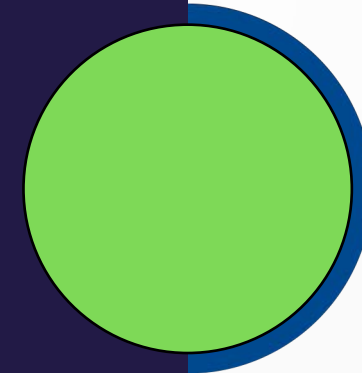
- Teacher Access Periods (TAPs)
- Intervention and Support Centre (ISC)
- Extra lessons

**THESE ARE TIMETABLED IF NEEDED,
AND ARE THEREFORE COMPULSORY**

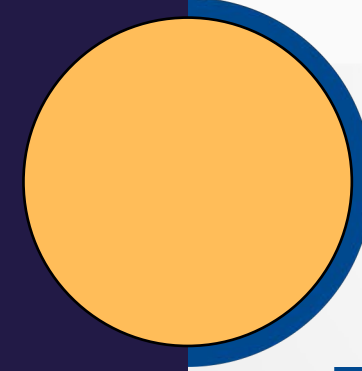


THE PROBATIONARY PERIOD

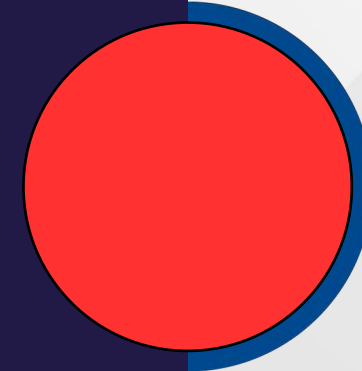
- **Objective:** to ensure our students are on the most appropriate courses to be successful in 2 years
- Students will be RAG rated towards the end of the probationary period (6 October). Course changes are never guaranteed, and will not be allowed after this



EXCELLENT START



SUPPORT & INTERVENTION PROVIDED



REVIEW



THE REMAINDER OF YEAR 12



**ASSESSMENTS,
ASSIGNMENTS,
DEADLINES**



STAFF CONSULTATIONS



**YEAR 12 PROGRESSION
EXAMS
EXTERNAL EXAMINATIONS**



PROGRESSION TO YEAR 13

3 JULY 2026

2 YEAR JOURNEY



- It is unlikely that all students will replicate GCSE performance early in Y12. Students are working towards their Minimum Target Grades (MTGs)
- The end of Y13 target grades on Cedar are not a prediction but an aspirational MTG based on GCSE performance
- Students need to work with staff to build their resilience
- MTGs are not a cap

DIFFERENCE FROM SCHOOL

- Significant increase in demand from Level 2 to Level 3
- Adult environment, no bells, first names, no uniform
- Fewer rules, but most importantly:

- **ATTENDANCE**
- **PUNCTUALITY**
- **LANGUAGE**
- **VAPING/SMOKING**
- **BULLYING**
- **MISUSE OF SOCIAL MEDIA**
- **ID VISIBLE**
- **ON SITE PERSONNEL**
- **RESPECT!**



COMMUNICATION



TEXT MESSAGE



PHONE CALLS



EMAIL



**PARENT/CARER
MEETINGS**



LETTERS BY POST



SOCIAL MEDIA



WEBSITE

<https://ncpontefract.ac.uk/letters>





Username:

Password:



[Back](#)
[Home](#)
[Logout](#)

My Home

Welcome Parent / Guardian

Important Information

A warm welcome back to year 13 and we hope that year 12 students are settling in well. A few reminders from the senior leadership team:

- Please ensure your ID lanyard is visible at all times
- Be respectful of the college site and the neighbouring areas, ensuring you don't drop litter or chewing gum and that you are friendly and polite.
- Keep your eye on the future and make sure you engage in as many activities as possible: Clubs, Work experience, trips, visiting speakers to name but a few.
- Don't rule out University. There's something for everyone and there are ways of making it affordable. Book a careers appointment if you have questions
<https://outlook.office365.com/owa/calendar/CareersAppointment@n>

Attendance

100% This is your overall attendance percentage.

[View Attendance Summary](#)

Targets

A* A* A*

GCSE Points: 8.20
[View markbook summary](#)

Subject Target Grades

Subject	Target Grade
GCE A Level 2 Yr History (AQA)	A*
GCE A Level 2 Yr Law (OCR)	A*
GCE A Level 2 Yr Sociology (AQA)	A*

[View Markbook Summary](#)

Today's Activities

Time	Activity	Location
13:00	GCE A Level Y13 Law Block E2	LAW11

[View Full Timetable](#)

Pastoral Log

Tutor: Townsend, Conor

Supervisor Tutor: [Email your tutors](#)

Active Flags

Flag	Start	End	Note
Trips & Visits Consent	12/09/22	12/07/24	

ATTENDANCE AND PUNCTUALITY



Week ▾	% ▾	Mo 0850 ▾	Mo 1300 ▾	We 0850 ▾	We 1035 ▾	Th 0850 ▾	Th 1300 ▾	Th 1430 ▾	Fr 1035 ▾	Fr 1300 ▾	Fr 1430 ▾
04 Sep 23	100%					P	P	P	P	\$	P
11 Sep 23	75%			/	/	/	E	E	/	/	/
18 Sep 23	50%			L	N	O	O				

[Download spreadsheet](#)

/
Present

P
Permission

E
Explained
Absence

O
Unexplained
Absence

L
Late

N
No ID

\$
Lesson not
held

PASTORAL LOG

Enrichment - Careers and Progression Related Activity

• Tutorial Year 12



Huffinley, Sam

Attended a talk on Careers and HE Day for Personal Statements to support them in their next steps.

Mon 3rd Jul 2023 3:44pm

Edit

Occurred
17
Apr 07:12

Posted
17
Apr 2023

Progress & Achievement

• GCE A Level Y12 Mathematics Block B



Pilling, Debs

On/above target in Cedar 4. Well done, keep up the good work and ensure thorough preparation for the Progression Exam.

Occurred
22
Sep 09:01

Posted
22
Sep 2023

Initial Concern

• Y12 National Extended Certificate in Psychology Block C



Hover or tap for a list of notified staff members.



PASTORAL LOG

GCE A Level Y13 Art Block D

ASSIGNMENT	DATE	MARK	MAXIMUM	%	GRADE	MTG	INFO
Cedar 2 21P-ALART	15-Dec-2021			75%	B	A*	i
Cedar 3 for 21P-ALART	07-Feb-2022			75%	B	A*	i
Cedar 4 for 21P-ALART	01-Apr-2022			75%	B	A*	i
Cedar 5 for 21P-ALART	16-May-2022			75%	B	A*	i
Progression Exam for 21P-ALART	06-Jul-2022			75%	B	A*	i

[EXCEL](#)

GCE A Level Y13 Biology Block A2

ASSIGNMENT	DATE	MARK	MAXIMUM	%	GRADE	MTG	INFO
Cedar 2 21P-ALBIO	15-Dec-2021			75%	B	A*	i
Cedar 3 for 21P-ALBIO	07-Feb-2022			75%	B	A*	i
Cedar 4 for 21P-ALBIO	01-Apr-2022			75%	B	A*	i
Cedar 5 for 21P-ALBIO	16-May-2022			75%	B	A*	i
Progression Exam for 21P-ALBIO	06-Jul-2022			85%	A	A*	i

[EXCEL](#)

GCE A Level Y13 English Literature Block B

ASSIGNMENT	DATE	MARK	MAXIMUM	%	GRADE	MTG	INFO
Cedar 2 21P-ALLIT	15-Dec-2021			85%	A	A*	i
Cedar 3 for 21P-ALLIT	07-Feb-2022			100%	A*	A*	i
Cedar 4 for 21P-ALLIT	01-Apr-2022			100%	A*	A*	i
Cedar 5 for 21P-ALLIT	16-May-2022			100%	A*	A*	i
Progression Exam for 21P-ALLIT	06-Jul-2022			100%	A*	A*	i



WHO CAN SEE THE DETAILS ABOUT STUDENTS?



ALL TEACHERS
PROGRESS TUTORS
STUDENT
PARENT/CARER
SLT

WHO CAN CREATE OR ADD TO PASTORAL LOGS?



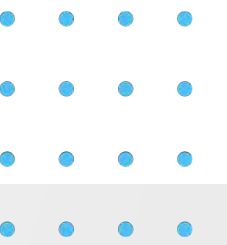
TEACHERS
PROGRESS TUTORS
SLT

Contact the relevant progress tutor if you
have any concerns





WHERE TO FIND CEDAR AND HOW TO LOG IN

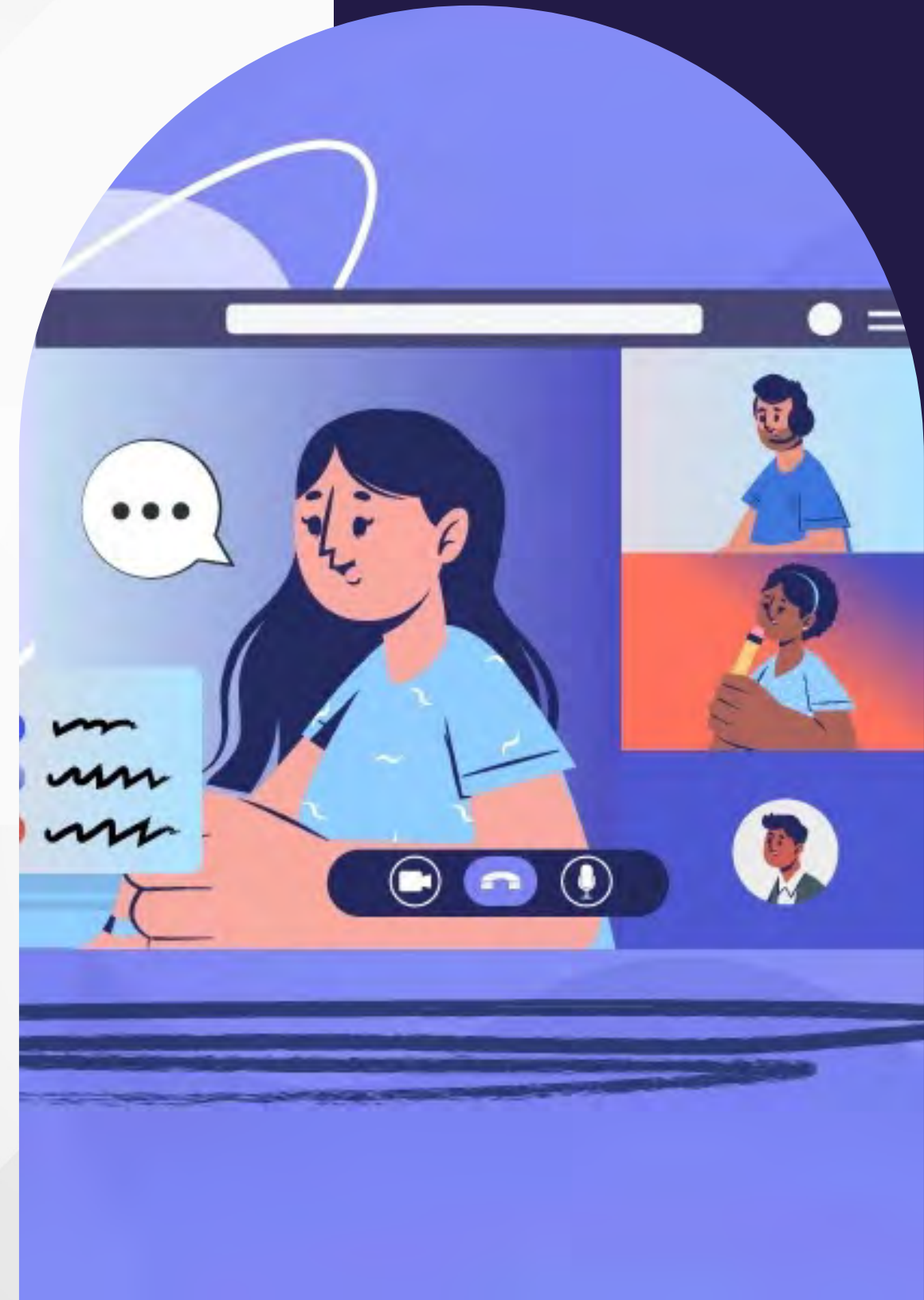


- There is a link on the college website under the parents tab. It works well on a smartphone
- Set up your account – see letter for details
- Contact **Student Services** if you have any access problems

WHERE STUDENTS FIND THEIR WORK AND RESOURCES



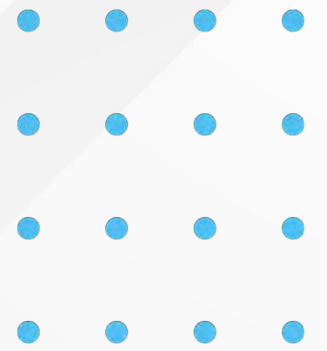
Microsoft Teams





TEACHING & LEARNING





HOW WE LEARN

VS

HOW WE THINK WE LEARN

OUR APPROACH TO TEACHING AND LEARNING

HUMAN BRAIN



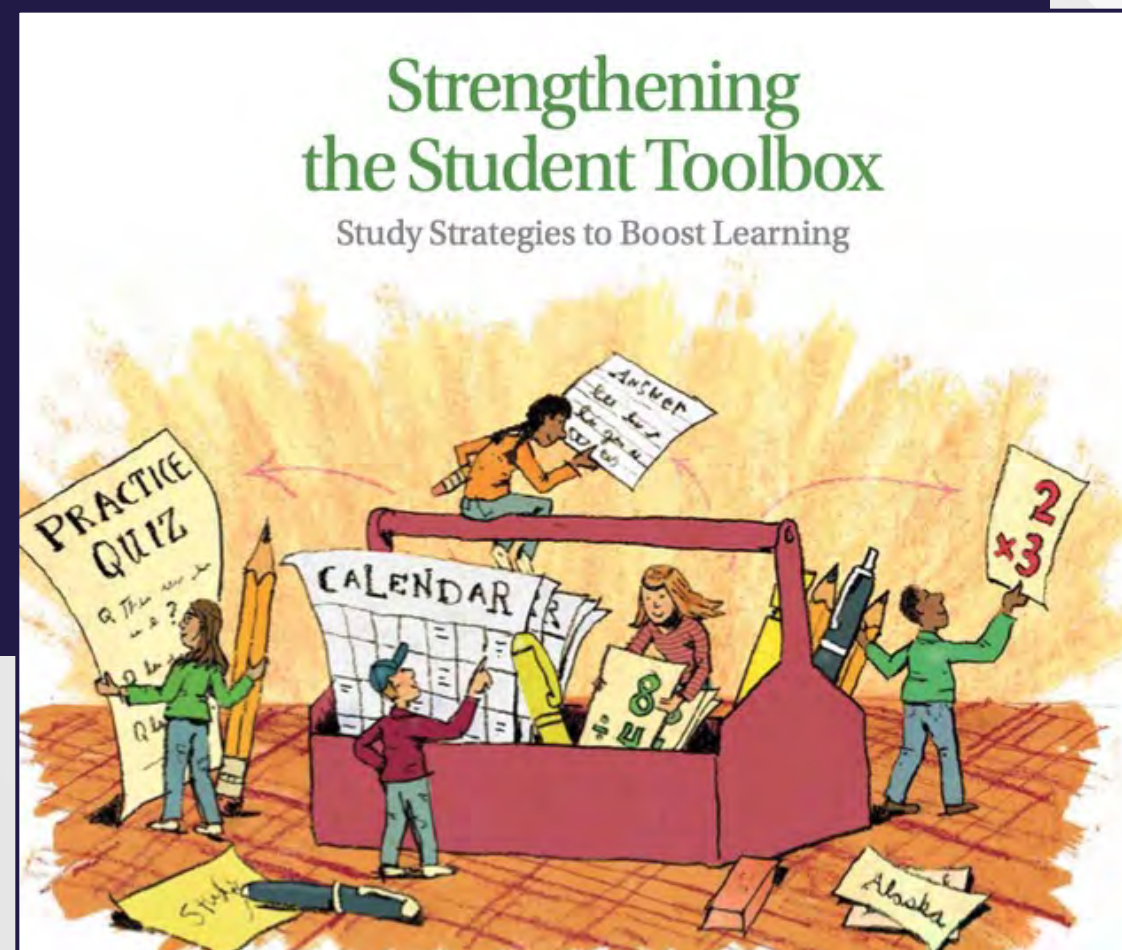
- Relate to what we know
- Only some information is retrievable
- Retrieval modifies memories
- Unlimited capacity



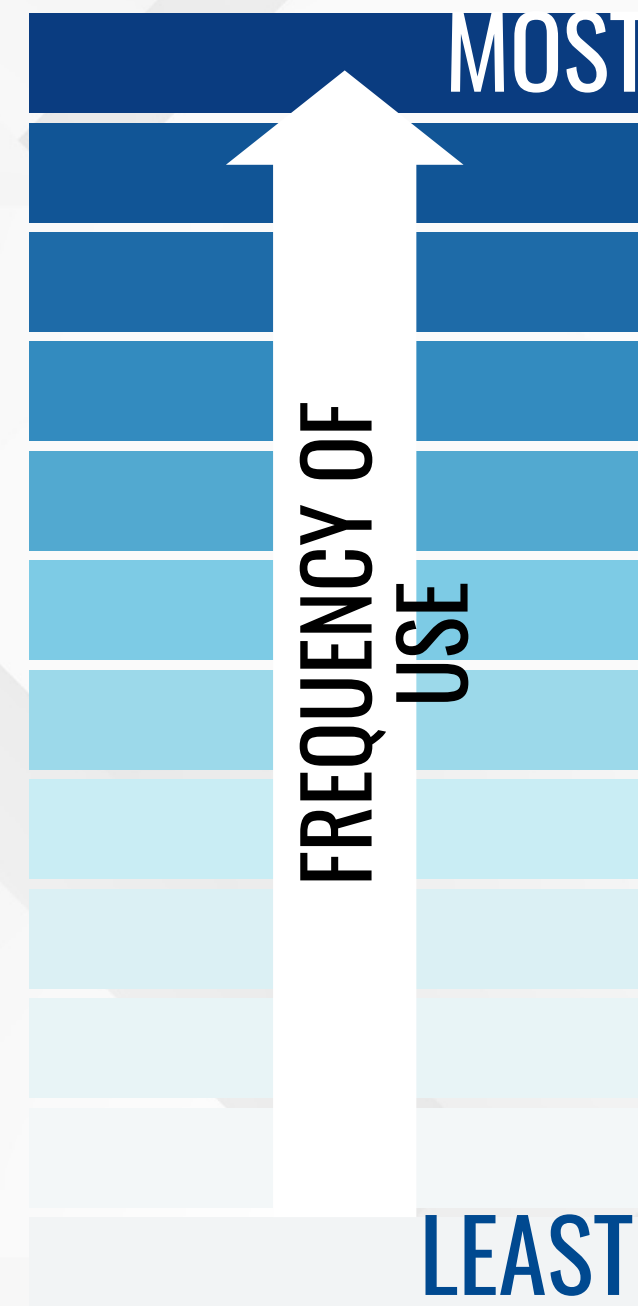
HUMAN-MADE RECORDER

- Exact recording
- Instantly retrievable
- Retrieval has no effect
- Limited capacity

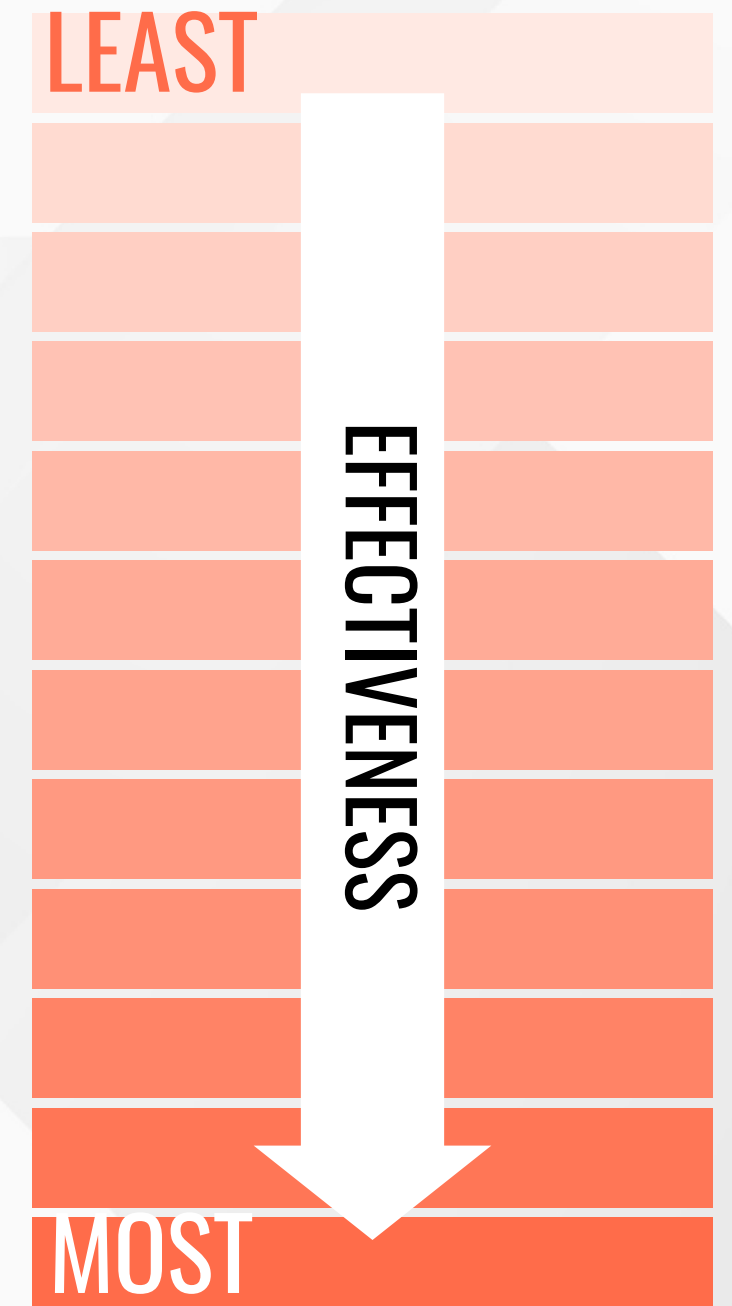
STUDENT REVISION STRATEGIES



Dunlosky et al 2013



- Massed practice
- Blocked practice
- Re-reading
- Highlighting
- Summarisation
- Mnemonics
- Using images
- Self-explanation
- Elaboration
- Interleaved practice
- Distributed practice
- Retrieval practice**



RETRIEVAL PRACTICE

AKA THE TESTING EFFECT

Reading,
Reading,
Reading,
Reading

Reading,
Reading,
Reading,
Testing

Reading,
Testing,
Testing,
Testing

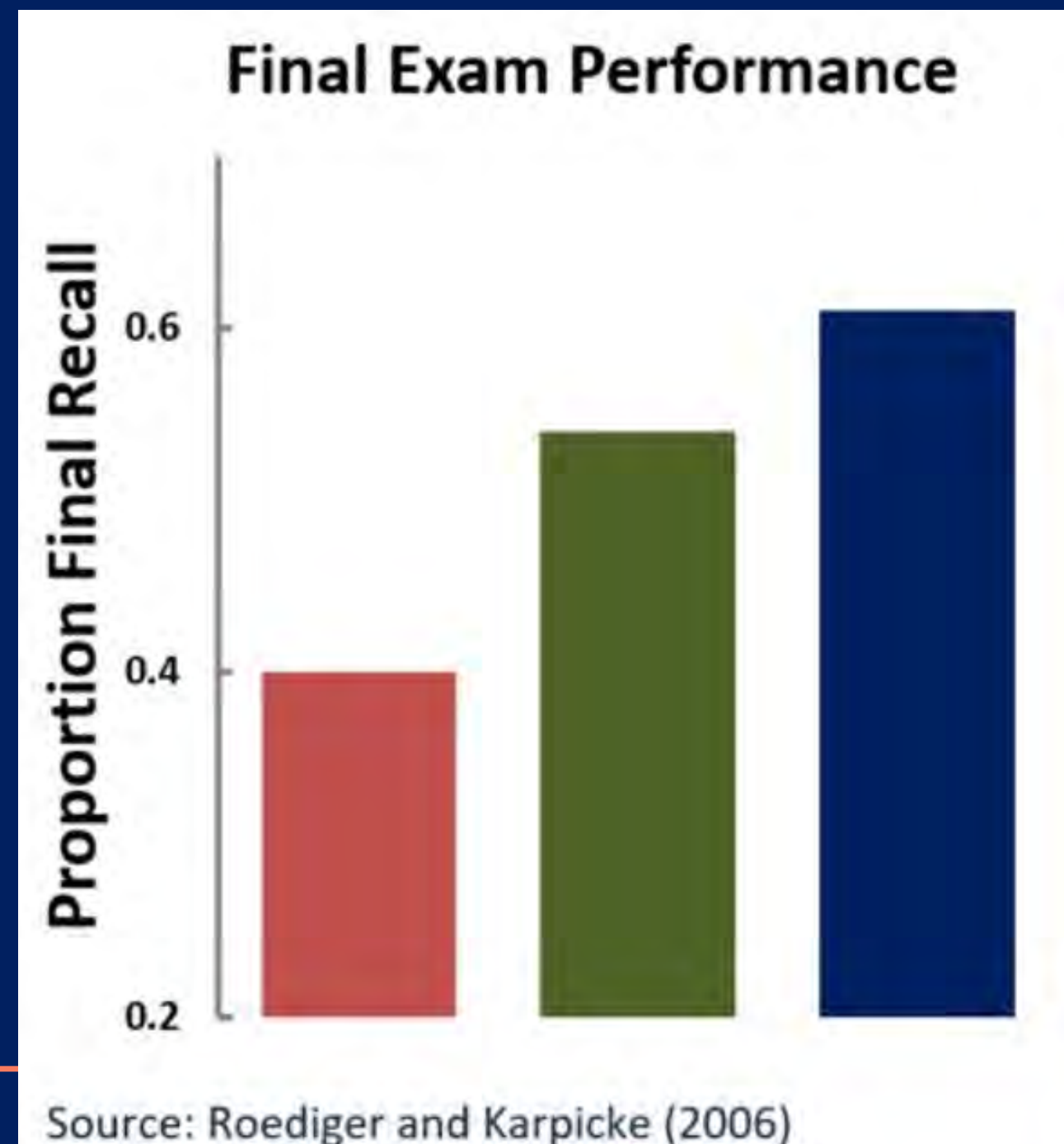
RETRIEVAL PRACTICE

AKA THE TESTING EFFECT

Reading,
Reading,
Reading,
Reading

Reading,
Reading,
Reading,
Testing

Reading,
Testing,
Testing,
Testing



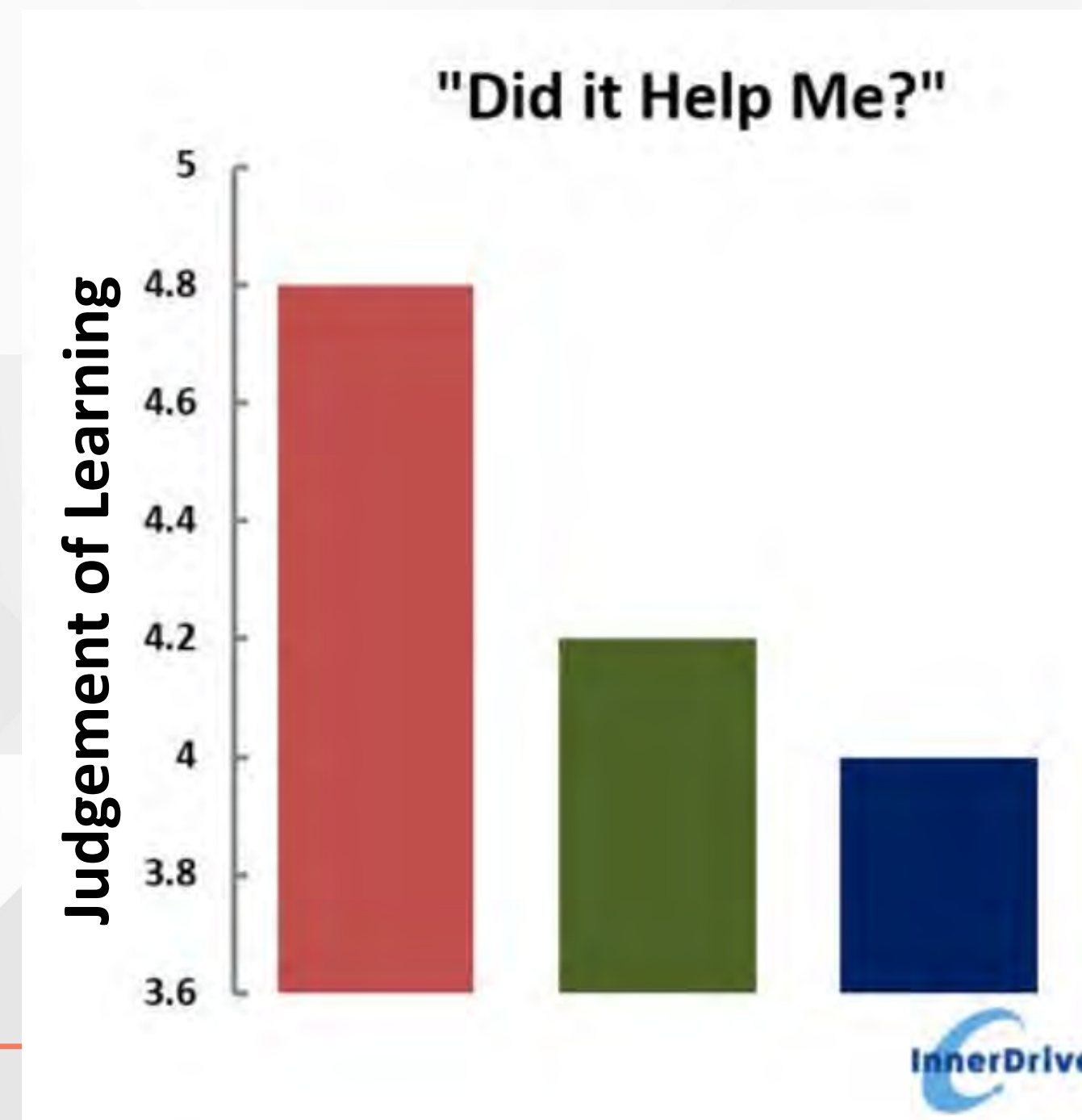
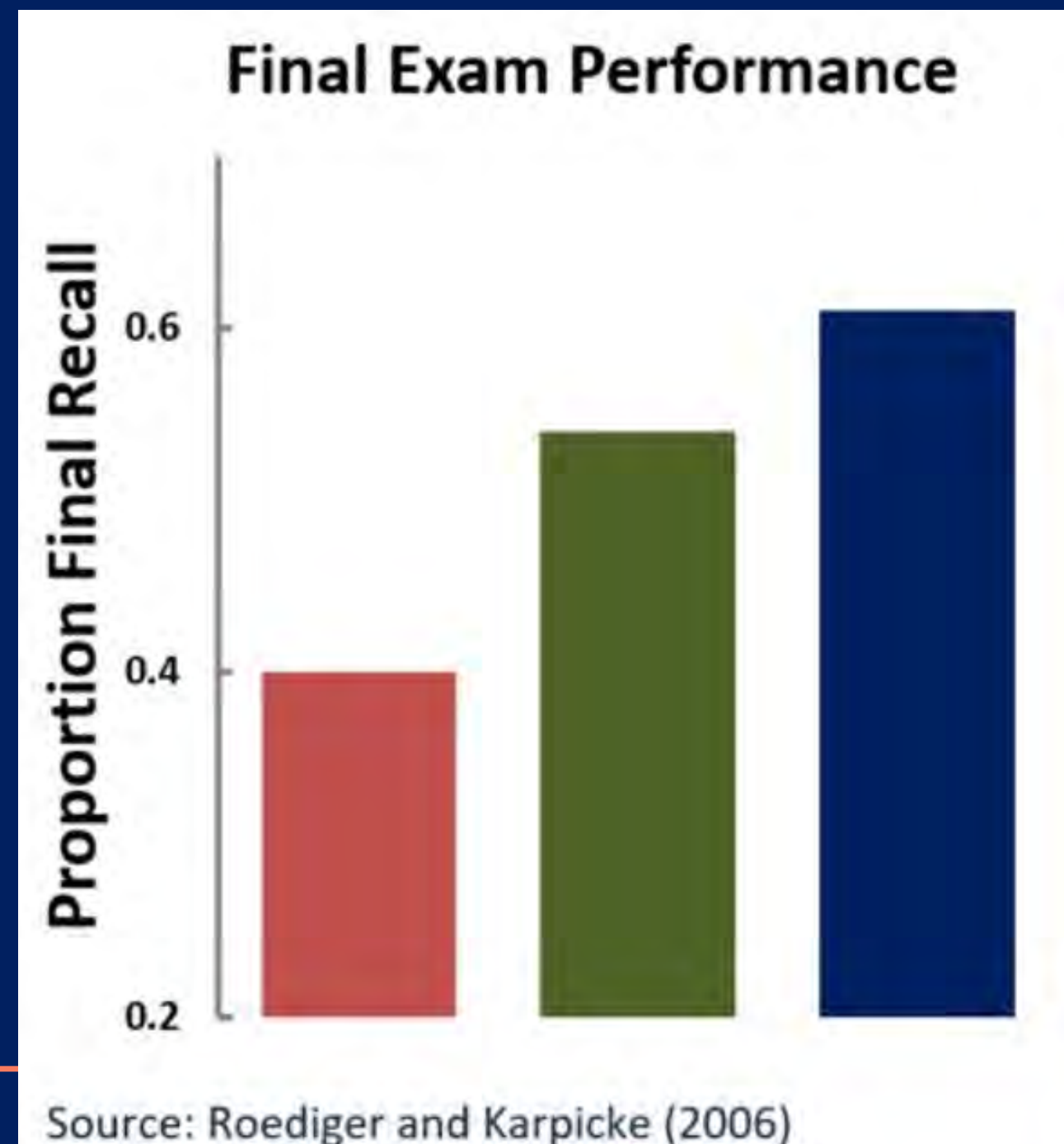
RETRIEVAL PRACTICE

AKA THE TESTING EFFECT

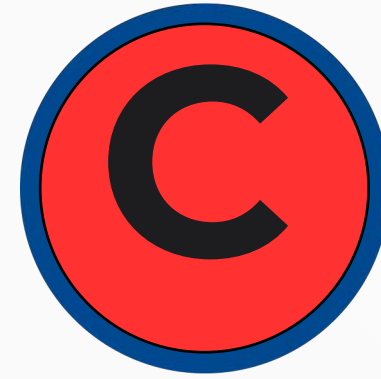
Reading,
Reading,
Reading,
Reading

Reading,
Reading,
Reading,
Testing

Reading,
Testing,
Testing,
Testing







**CURRENT WORK OR
CONSOLIDATION**



PREVIEW TASK



**RETRIEVAL PRACTICE
OR REVIEW TASK**

THE STUDY CYCLE

PREVIEW

⌚ 5-15 minutes

- Before each lesson preview new material
- Skim the chapter or watch the video
- Note headings, summaries & big ideas
- Think of questions you want answered
- Decide what you want to learn or accomplish in your study session
- This will give you an overview and make learning the details in the lesson easier

ASSESS

⌚ 25 minutes

- Periodically assess your level of learning
- Test yourself from memory
- Explain the material in your own words
- Teach the material to someone else
- Apply your knowledge to a new context
- This will help you check whether your study methods are effective

ATTEND

⌚ 90 minutes

- Go to every lesson
- Participate fully
- Ask questions
- Take meaningful notes
- Participating in a lesson is much more effective than just reading, listening or watching a recording of a lesson

STUDY

⌚ 25 minutes

- Daily study - schedule 3 to 5 focused study sessions every day at college
- Weekly review - set aside an hour a week to review your progress in all your subjects
- Read material. Make notes. Ask 'why', 'how' and 'what-if' questions
- Make connections. This will help you learn the material more deeply and reliably recall it in the future

REVIEW

⌚ 5-15 minutes

- After each lesson, ideally within 24 hours
- Review your notes
- Fill in any gaps
- Develop any questions that need answering
- This will start the process of moving new material from working memory into long-term memory

WEEKLY REVIEW

1. Set aside an hour a week. No distractions!
2. Split up the hour evenly. 20 mins per subject
3. For 20 mins, review the week's work in that subject by:
 - Checking your notes are clear, legible and in order.
 - Summarise your learning in a quick diagram, mind-map or a few lines of notes.
 - Highlight or circle material you found hard this during the week. This is the material you will need to work on during your study periods.
 - Go through the DIL you have been given and any deadlines you have been set. Make a prioritised list for the week.
4. Once you've done this for one subject, repeat for the others

FOCUSED STUDY PLAN

PLAN

⌚ 1-2 minutes

Decide what you want to learn or accomplish in your study session

FOCUS

🧠 100%

Don't get distracted! Turn off your phone and find somewhere quiet to study

STUDY

⌚ 25 minutes

Interact with the material: organise, concept map, reflect, summarise, connect & elaborate

BREAK

⌚ 5-10 minutes

Clear your working memory by taking a short break

LEARN

⌚ 25 minutes

Learn the material - look, cover, write, check

BREAK

⌚ 5-10 minutes

Clear your working memory by taking a short break

TEST

⌚ 5 minutes

Test yourself from memory to see what you can remember



THE STUDY CYCLE

is a 5-step approach to learning designed to help you become a more efficient learner. It works the way your brain learns best. The study cycle can be easily adapted to any course at college.



Study and smart phones



TIMETABLE

- **Timetable - Different start and finish times each day;** 5, 4, or 3 days
- Lessons are 90 minutes long
- 4.5-5 hours/subject/week. Organising independent time is crucial
- ISC, TAP, extra lessons and tutorials all compulsory

	Monday	Tuesday	Wednesday	Thursday	Friday
8.30am – 8.50am			HoS Briefing		Full Staff Briefing
1 8.50am – 10.20am (90 mins)	MATHS	MATHS STUDY	PE	IT STUDY	PE STUDY
10.20 – 10.35am (15 minutes)			Break		
2 10.35am – 12.05pm (90 mins)	MATHS STUDY	IT	PE STUDY	TUTOR	PE
3 12.05pm – 1.00pm (55 minutes)	Lunch	Lunch	Lunch	Lunch	Lunch
4 1.00pm – 2.30pm (90 mins)	MATHS	MATHS	TAP2 13.00-13.45 TAP3 13.45-14.30	IT	PE STUDY
5 2.30pm – 4.00pm (90 mins)	MATHS STUDY	IT STUDY	IT	IT STUDY	PE

Smartphones in Education (SIE):

How screens are reshaping students' academic and personal lives



Led by
Fluid Focus in partnership with Dr. Paul Redmond

Date
23rd June 2025

Study Details
2842 respondents across 18 Institutions (UK&I)

Most students are on track to waste decades of their lives

This is the shocking reality for students if their smartphone habits remain unchanged.

Secondary school

5h 12m

hours
per day



79

days
per year



23.4

waking years
in a lifetime*

FE College

5h 43m

hours
per day



87

days
per year



25.7

waking years
in a lifetime*

University

6h 12m

hours
per day



94

days
per year



27.9

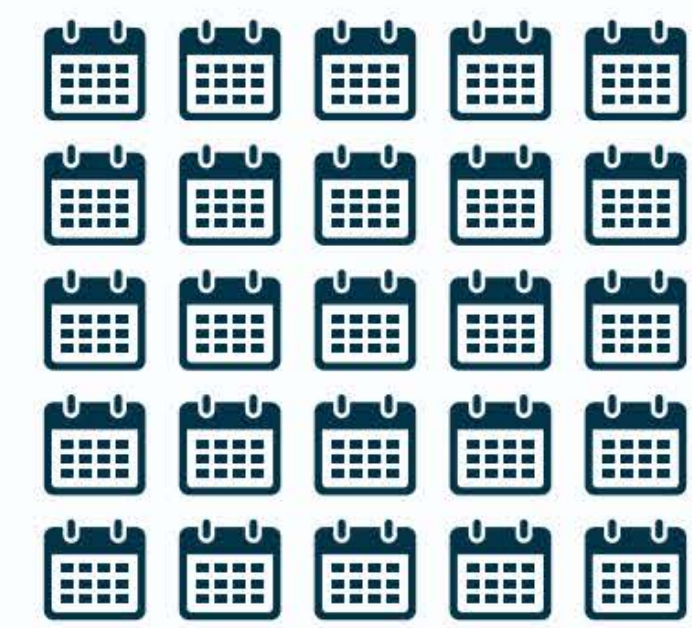
waking years
in a lifetime*

Smartphones in Education: key findings

As told by 2,800+ students across the education sector.

25 Years

Waking years on a phone

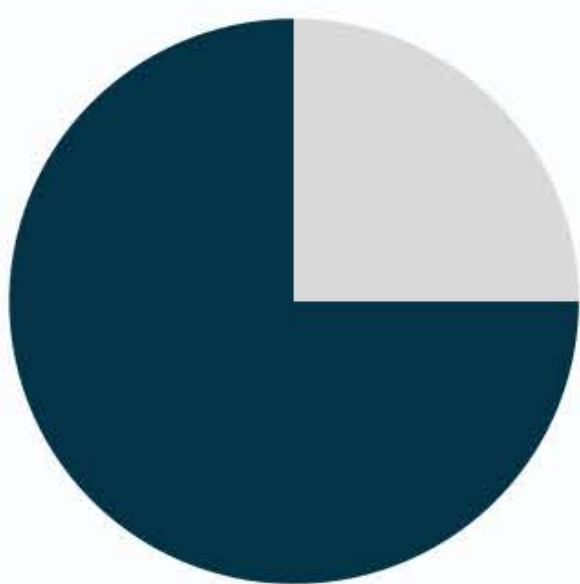


At 5.5 hours per day, the average student will scroll for 2.5 waking decades.

① 1 in 10 will top 41 waking years if habits don't change.

76%

State their wellbeing suffers

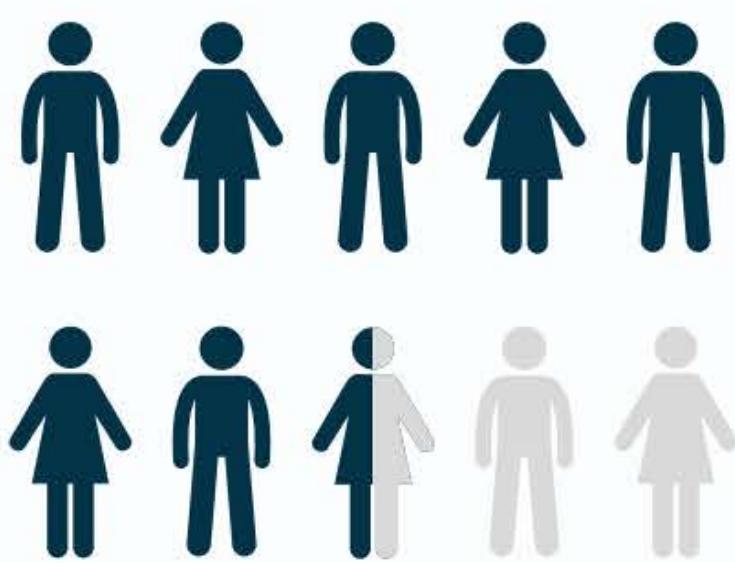


Over three-quarters think cutting screen time would help their wellbeing.

① This figure rises to 80% among female students.

75%

Say their studies suffer

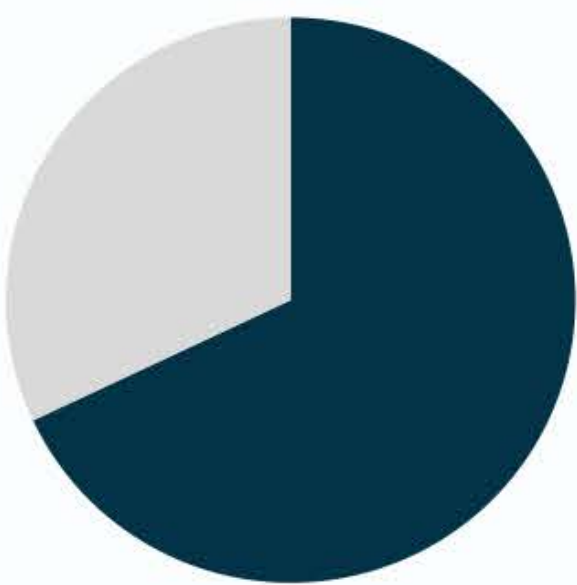


Most students believe their phone use is hurting academic performance.

① 40% check their phone constantly or frequently while studying alone.

68%

Want to reduce phone usage



The majority actively want less time on smartphones and social media.

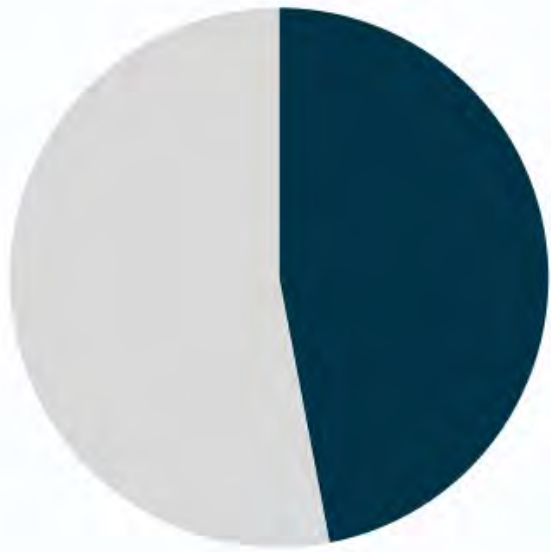
① With this greatly increasing to 94% at university.

Smartphones in Education: key findings cont.

This research involved secondary schools, colleges and universities.

47%

Report sleep disturbances



Almost half of all students report sleep disturbances due to late night usage.

① This figure rises to 66% among university students.

20%

Experienced cyberbullying



A fifth of all students report having been bullied online previously.

① Peaking at 29% for females at FE colleges.

49%

Miss IRL experiences

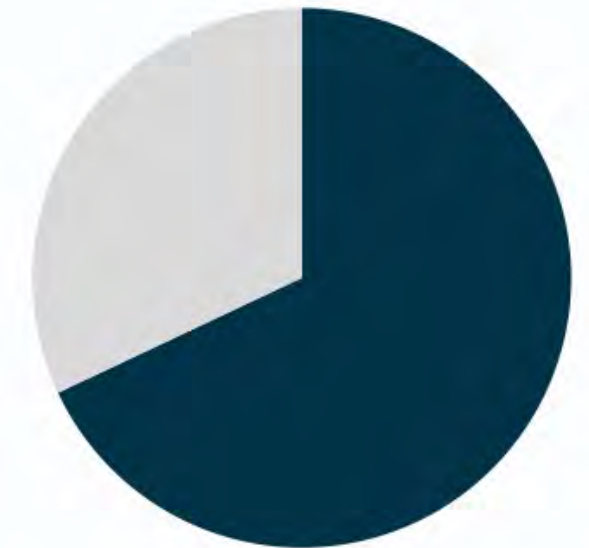


Just under half of students report missing out on real life experiences.

① We saw this lift to 67% for university students.

68%

Have unhealthy phone use



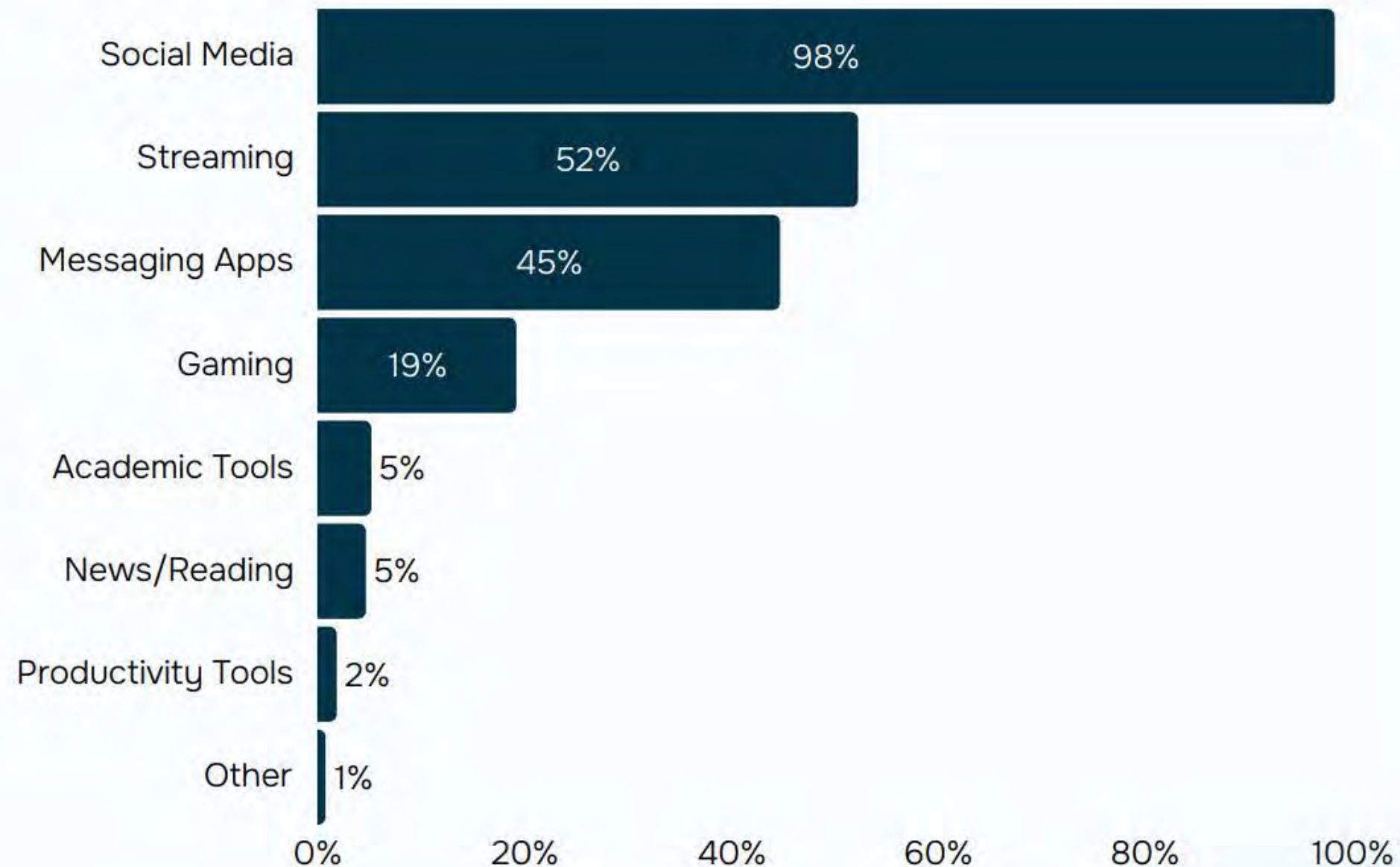
The majority report their relationship with their phone as being unhealthy.

① This varied from somewhat unhealthy to very unhealthy.

Where all those hours really go

Social media dominates student screen time, following by streaming and messaging apps.

Q: Which app categories take up most of your phone screen time?*



When students were asked to name the categories of apps that take up most of their screen time, one category towered above the rest: social media (i.e. TikTok, Snapchat, Instagram). **An overwhelming 98% of respondents included social media.**

Streaming and messaging platforms followed, while academic or productivity tools barely registered.

This isn't just a reflection of preference – it's a signal that **the digital environment students inhabit is skewed toward consumption, not creation; distraction, not development.** And when you're spending 5.5+ hours a day on your phone, where that time goes matters.

The types of apps students engage with daily shape more than just their attention – they **shape habits, mindset, and even self-worth.** This data highlights the urgent need to help students build more intentional relationships with their digital tools.

Section 5

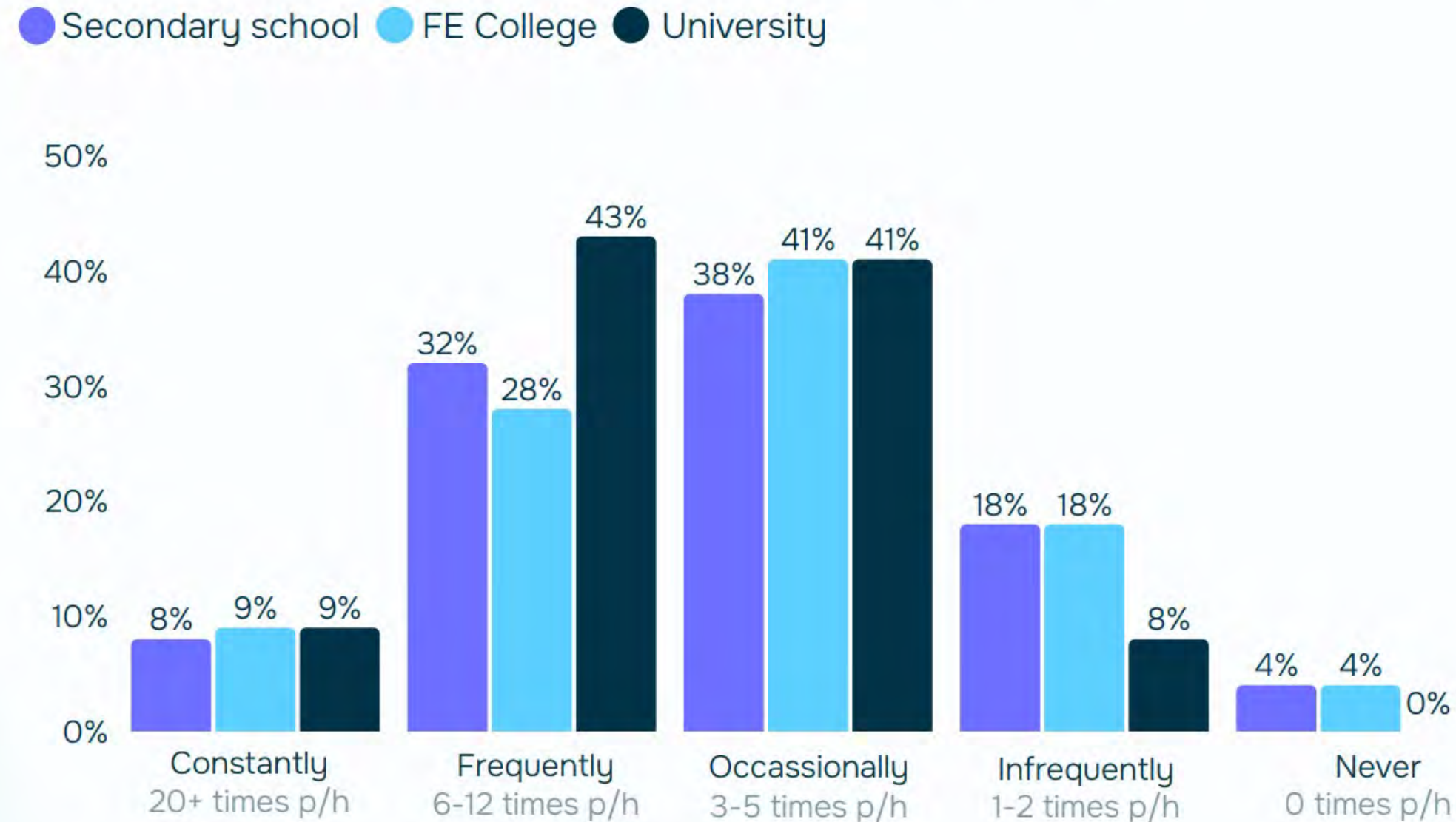
Focus Lost: The Academic Cost

The dying art of focus

Less than 1 in 25 students can study for an hour without picking up their phone.

Roughly 40% check their phone either constantly or every 5–10 minutes

Q: When studying alone, how often do you check your phone?



Each disruption carries costs

Research cited by **UNESCO** shows it can take up to **20 minutes** to regain deep focus after a single phone distraction. Multiply the number of pick ups across a study session, and the reality is most students are never accessing a deep focus state.

Focus is a market skill in demand

According to **Harvard Business Review**, deep focus is now one of the most valued soft skills in high-performance workplaces.

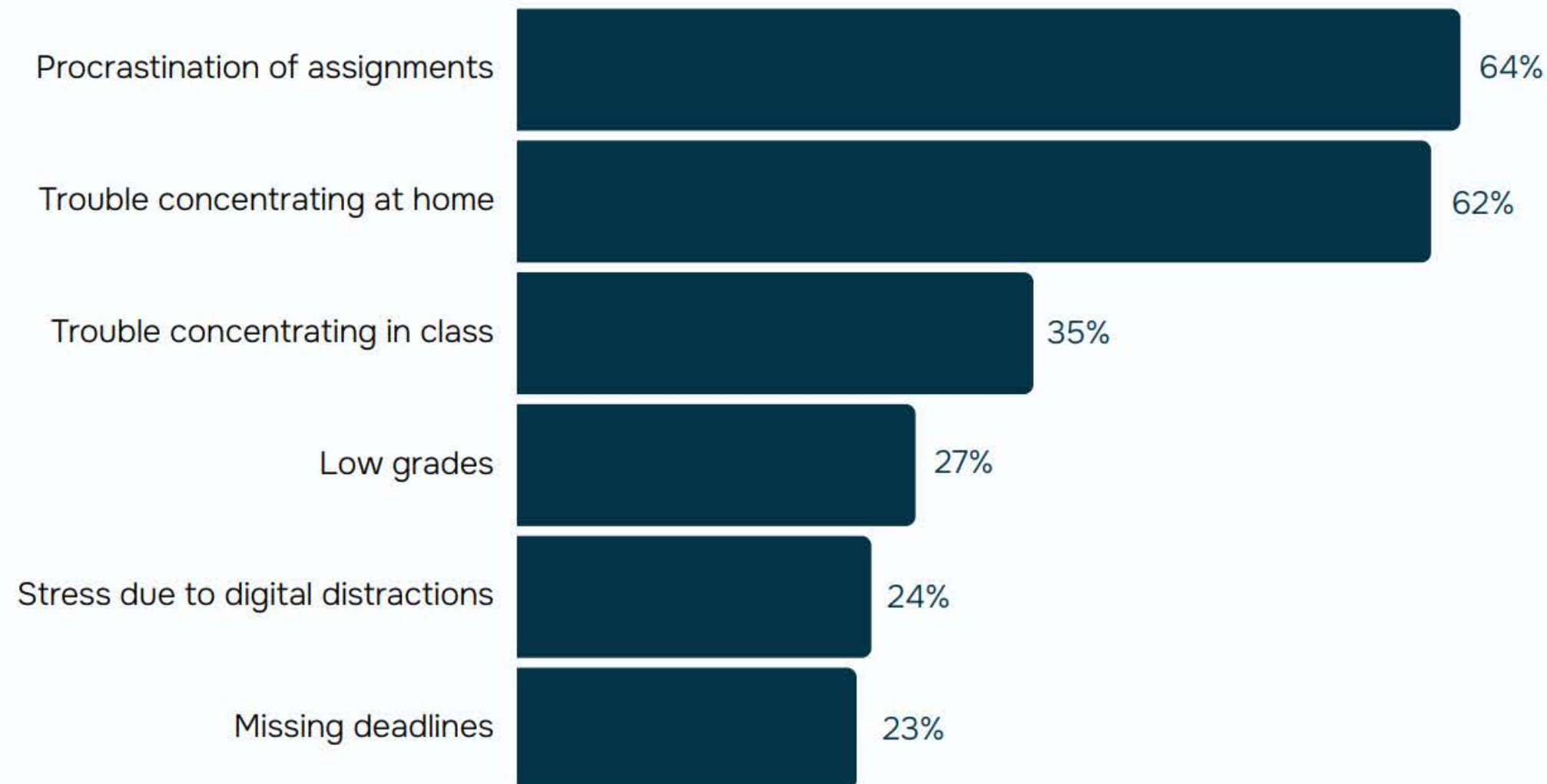
From writing code to solving complex problems to being truly creative, the ability to manage your attention is no longer optional – it's career-critical.

Where focus fades the most

Support must follow students beyond the classroom – where digital distraction hits hardest.

Students struggle most heavily with procrastination and focus at home.

Q: In what ways has it affected your academic performance and experience?*



Distraction peaks during independent study

While it's easy to focus on the classroom and within the institution's premises, students report that **focus actually suffers most during independent study**. At home, in libraries, or revising alone – the structure disappears, and distraction peaks.

The trillion-dollar attention economy doesn't end at 3 PM – it runs 24/7

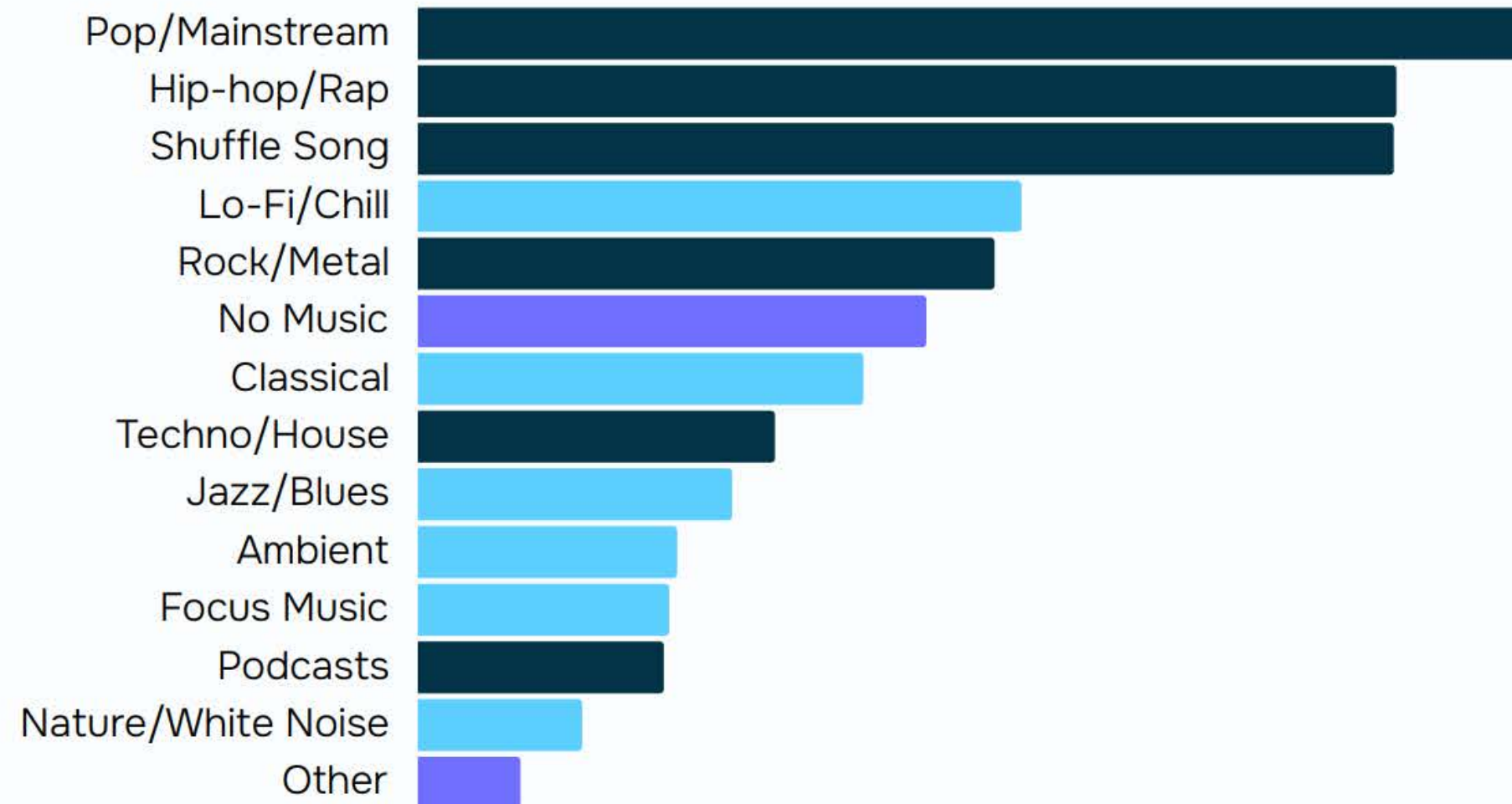
Outside the classroom students are **fighting a trillion-dollar attention machine** armed with nothing but their own willpower. It's a battle that they currently lose on a daily basis.

Music & study: Help or hinderance?

Students may think they're beating boredom, but they're losing effectiveness.

Q: When you're trying to focus or study, what music do you turn to?*

● Supports focus ● Neutral ● Does not support focus



84% of students listen to music whilst studying

And more than **48%** believe it **boosts their effectiveness**. But, when we asked what they actually listen to, **only 30%** use **focus-optimised genres** (e.g. ambient, Lo-Fi, chill).

The attention cost of lyrics

Neuroscience research shows that pop music with lyrics engages language-processing regions in the brain - drawing resources away from reading and writing - while instrumental or ambient tracks **can boost focus and productivity by as much as 7-20%.****

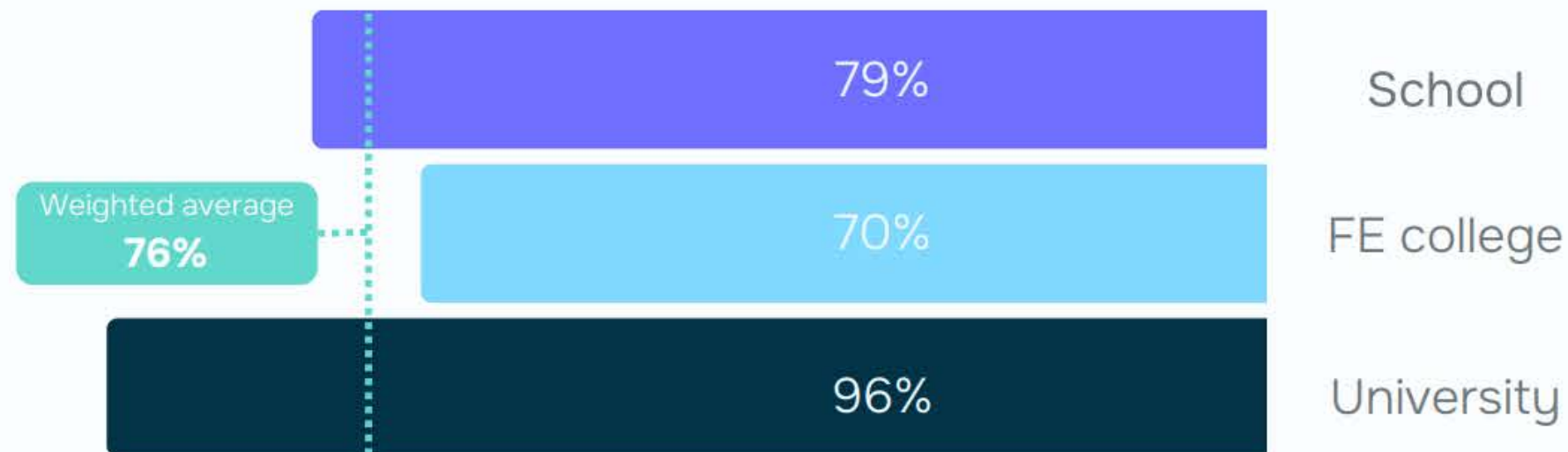
And students already know the benefits

Students believe less screen time means better wellbeing, better focus - and better grades.

WELLBEING

% who believe reduced screen time improves wellbeing

Q. Do you believe reducing smartphone usage could positively impact your wellbeing?



Reducing screen time is emerging as a personal lever they believe can help rebalance their wellbeing

Students increasingly understand that improving their mental health, sleep, and emotional regulation isn't a 'nice-to-have' – it's the foundation for better focus, learning, and general life satisfaction.

ACADEMIC PERFORMANCE

% that think less screen time improves academic outcomes

Q. Do you believe reducing smartphone usage could positively impact your academic performance?

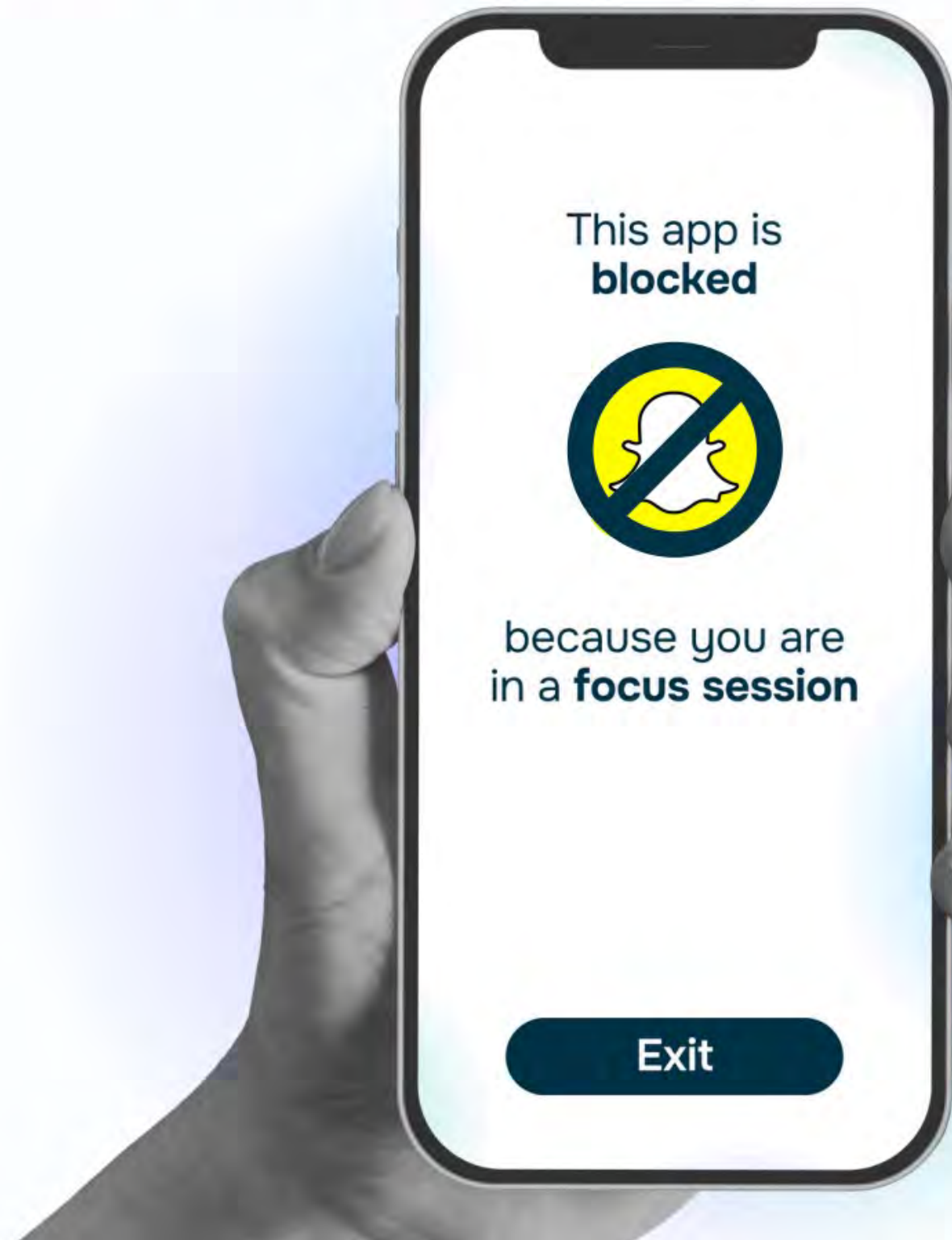


Many believe that better digital habits would directly support their academic outcomes

Helping them learn to manage distractions and use tech intentionally isn't just good for academic performance - it's a long-term skill they'll need to carry into work and life.

A shared roadmap for healthier digital habits

Living with, not against: envisioning more intentional student relationships with technology.



- The study has been shared with all staff
- Key facts shared with year 12 students in the welcome assembly
- The ISC is a phone free zone
- Classroom teachers will adopt the strategy that best fits their subject
- Students will receive more guidance, help and support in tutorials
- During our revision campaigns will we give practical advice on how to use apps and tools to support study and focus
- All NCP students will undertake a survey
- We have a digital wellbeing staff working group
- High profile in college

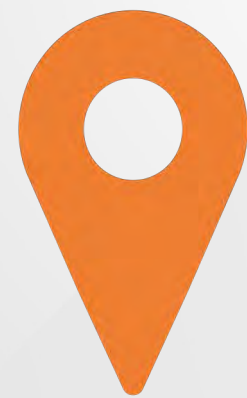
CAREERS @NCP



- Year 12 and 13 tutorials
- Careers Events
- Careers Guidance Appointments
- Trips and visits
- Speakers and NCP Alumni

*Look out for the
termly Careers
parent/carer
letter!*

CLASS OF 2025



71% students progressed onto degree level study at university



Other destinations include employment, self-employment, further education or a gap year



9.4% went onto an apprenticeship with 45 Starting a Degree Apprenticeship

We actively encourage a Plan A and Plan B!



- 99% of all Year 12 students completed work experience

- Are you able to support our work experience drive?

**More
information to
follow in our
Autumn
Careers Letter**



Year 12 Work Experience: 30th June – 1st July 2026

CASE STUDIES

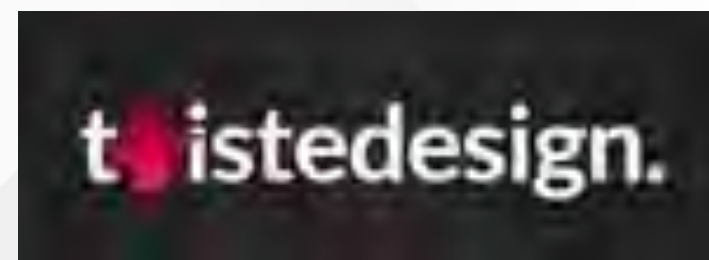


**Kudzai Chanel
Ndambakuwa**


Mid Yorkshire Teaching
NHS Trust



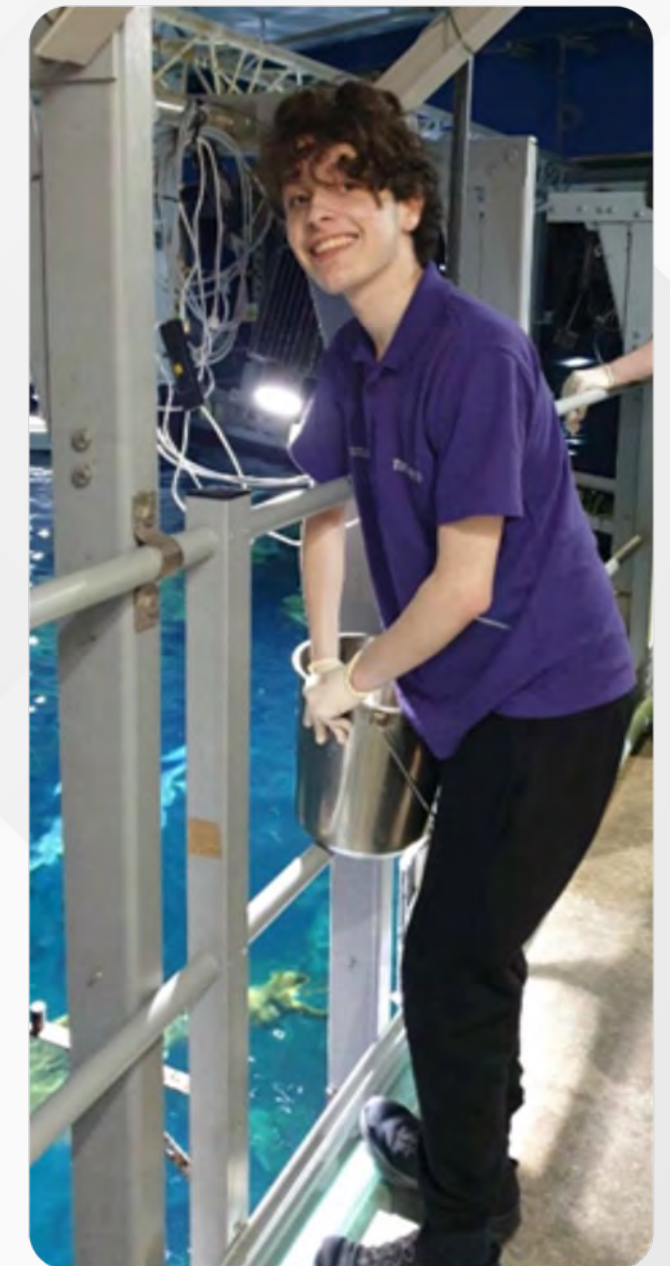
**Eleanor
Henshall**



Lewis Ripley



THE DEEP
For conservation, not profit.



A GREAT 2 YEARS AHEAD

- Study/life balance
- Meeting new people and making new friends
- Lots of challenge and high expectations
- Developing as a person
- Becoming more resilient and independent
- Achieve the best results possible
- Be ready for the next chapter



COLLEGE HOUSEKEEPING

- Please do not use Park Lane, the Park or the residential streets for student drop off and pick up. Pontefract Collieries Car Park can be used for this purpose.
- Holidays during term time cannot be authorised. (half term 24 October 2025 to 3 November 2025). Next academic year starts 1 September 2026.
- Student parking – permits can be obtained in Student services. Sensible, responsible parking is essential
- www.ncpontefract.ac.uk/letters

FINAL PART OF THE EVENING



- Progress Tutors are available now, or after tonight via email to answer your questions or for you to pass on information about students
- If you have been contacted to have a chat with a member of the senior team, please stay
- Our SENDCo Sarah O'Neill is also available tonight or please send her an email: sarah.oneill@nclt.ac.uk

THANK YOU

