

WELCOME

Achieving Success in Y13



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





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



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**



Reminders...

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



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).
- Student parking – permits can be obtained in Student services. Sensible, responsible parking is essential
- www.ncpontefract.ac.uk/letters

COMMUNICATION



TEXT MESSAGE



PHONE CALLS



EMAIL



**PARENT/CARER
MEETINGS**



LETTERS BY POST



SOCIAL MEDIA



WEBSITE

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





Username:

Password:

LOGIN



[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@re>

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	

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

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

ATTENDANCE AND OUTCOMES

Recent research in the Sixth Form College sector showed that students who attended 100% of lessons achieved **one full grade** higher per subject than those who attended 75%

P

Permission

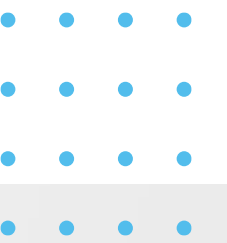
E

O

No ID



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



HOW WE LEARN

VS

HOW WE THINK WE LEARN

OUR APPROACH TO TEACHING AND LEARNING

HUMAN BRAIN



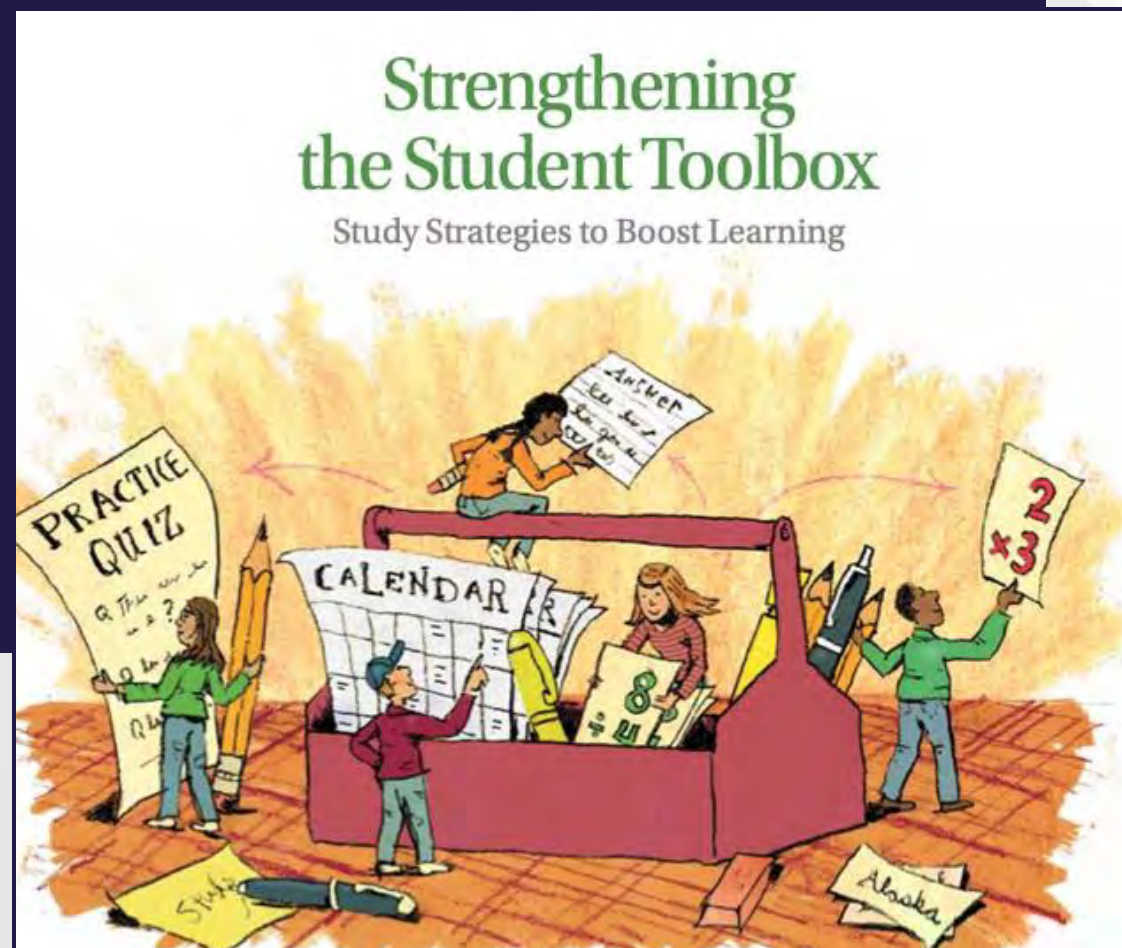
- Relate to what we know
- Only some information is retrievable
- Retrieval modifies memories
- Unlimited capacity



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**

NEW NUMBER SYSTEM:

1 = 


2 = 

3 = 


4 = 

5 = 

6 = 

7 = 


8 = 


9 = 


WHAT IS THIS NUMBER?


7 9 2 9 3

REVISED NUMBER SYSTEM:


1 = 


2 = 


3 = 


4 = 



5 = 

6 = 

7 = 

8 = 

9 = 

1 	2	3
4	5	6 
7	8	9

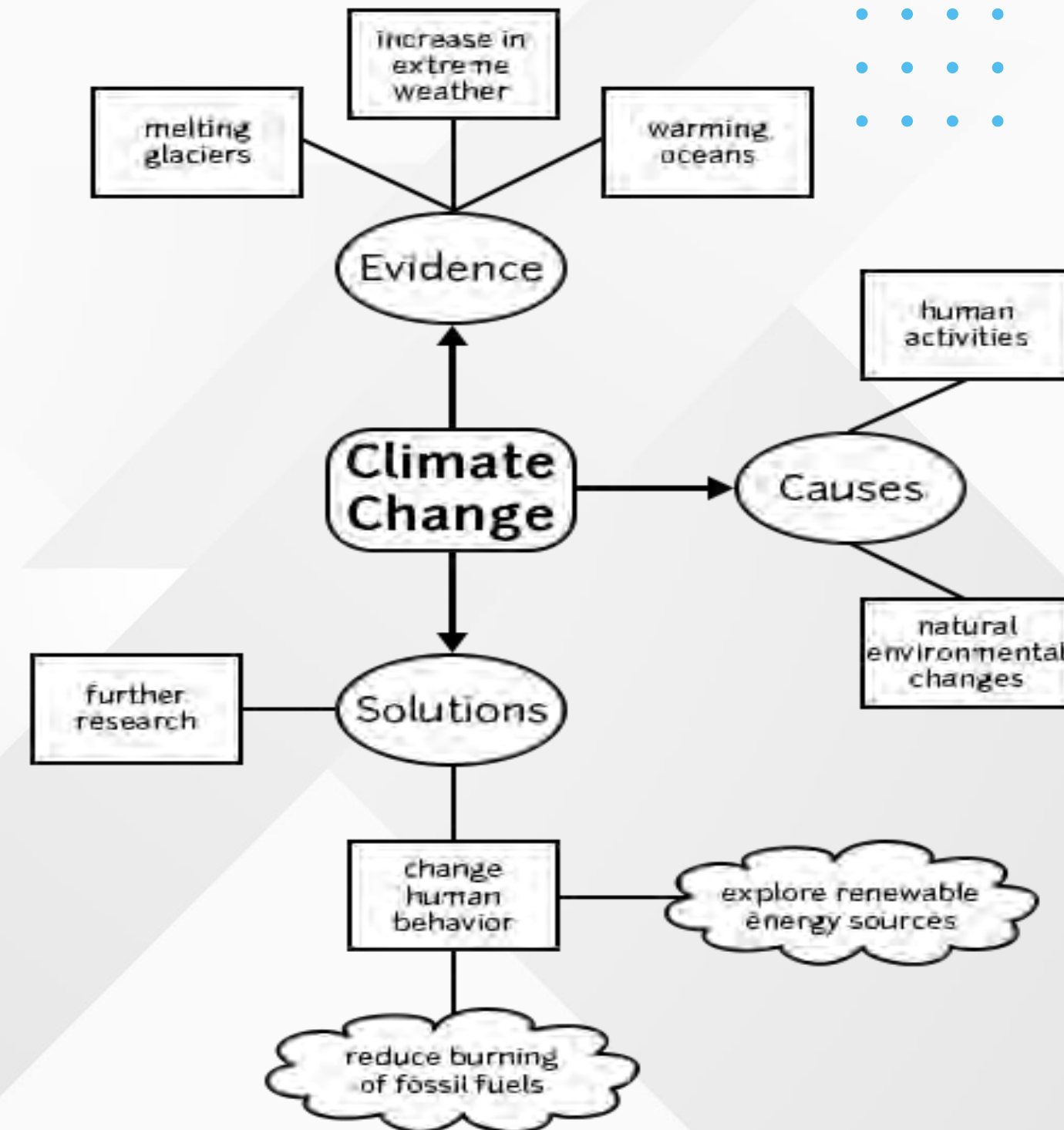
WHAT IS THIS NUMBER?

7 1 8 1 3

ELABORATION

AKA "MAKE IT MEAN SOMETHING"

- Questions – *"What does that mean?"*
- Examples - *"When does that happen?"*
- Comparisons - *"What else is similar?"*
- Mnemonics - *"My Very Easy Method Just Speeds Up Naming Planets"*



RETRIEVAL PRACTICE

AKA TESTING

Reading,
Reading,
Reading,
Reading

Reading,
Reading,
Reading,
Testing

Reading,
Testing,
Testing,
Testing

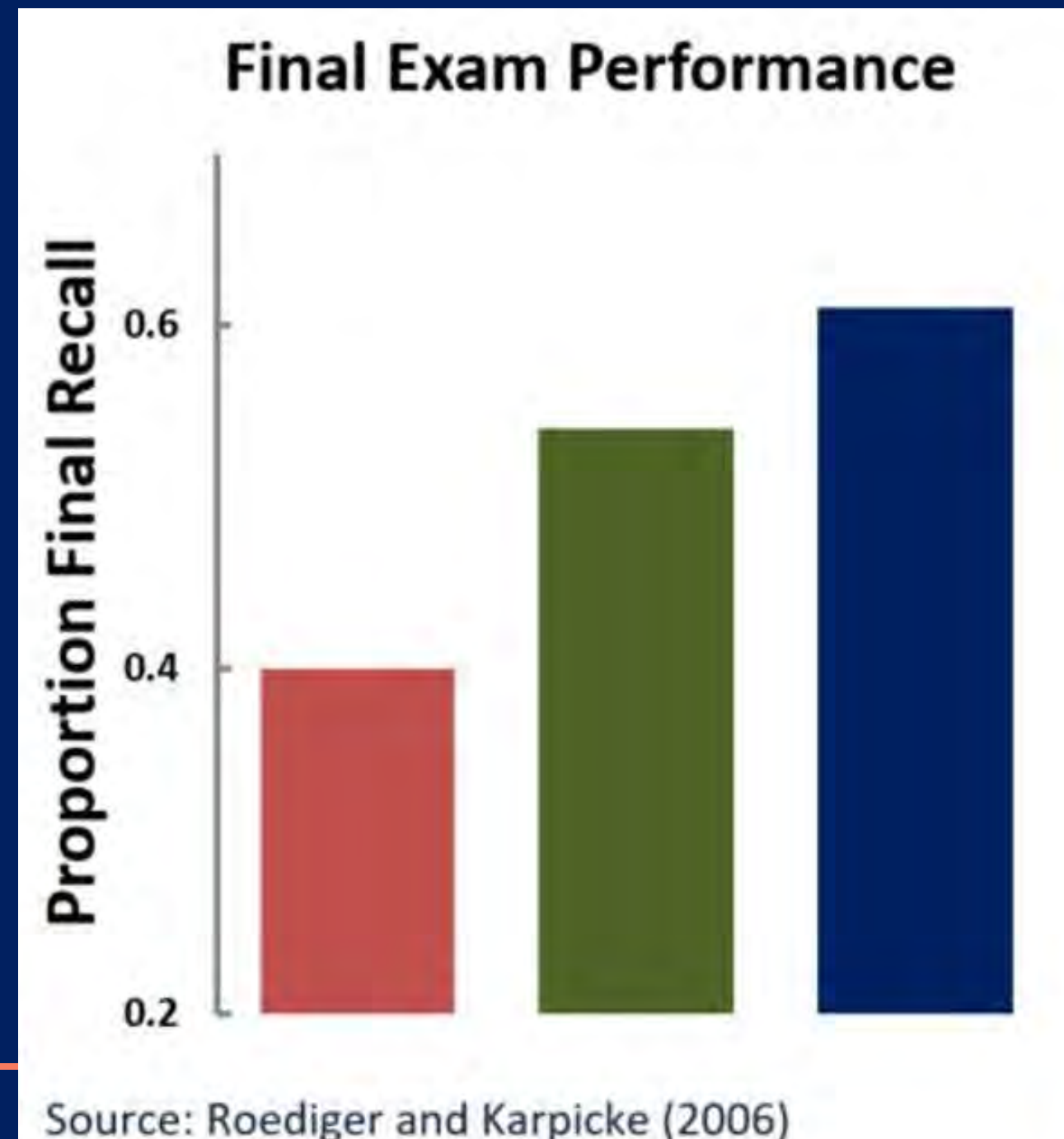
RETRIEVAL PRACTICE

AKA TESTING

Reading,
Reading,
Reading,
Reading

Reading,
Reading,
Reading,
Testing

Reading,
Testing,
Testing,
Testing



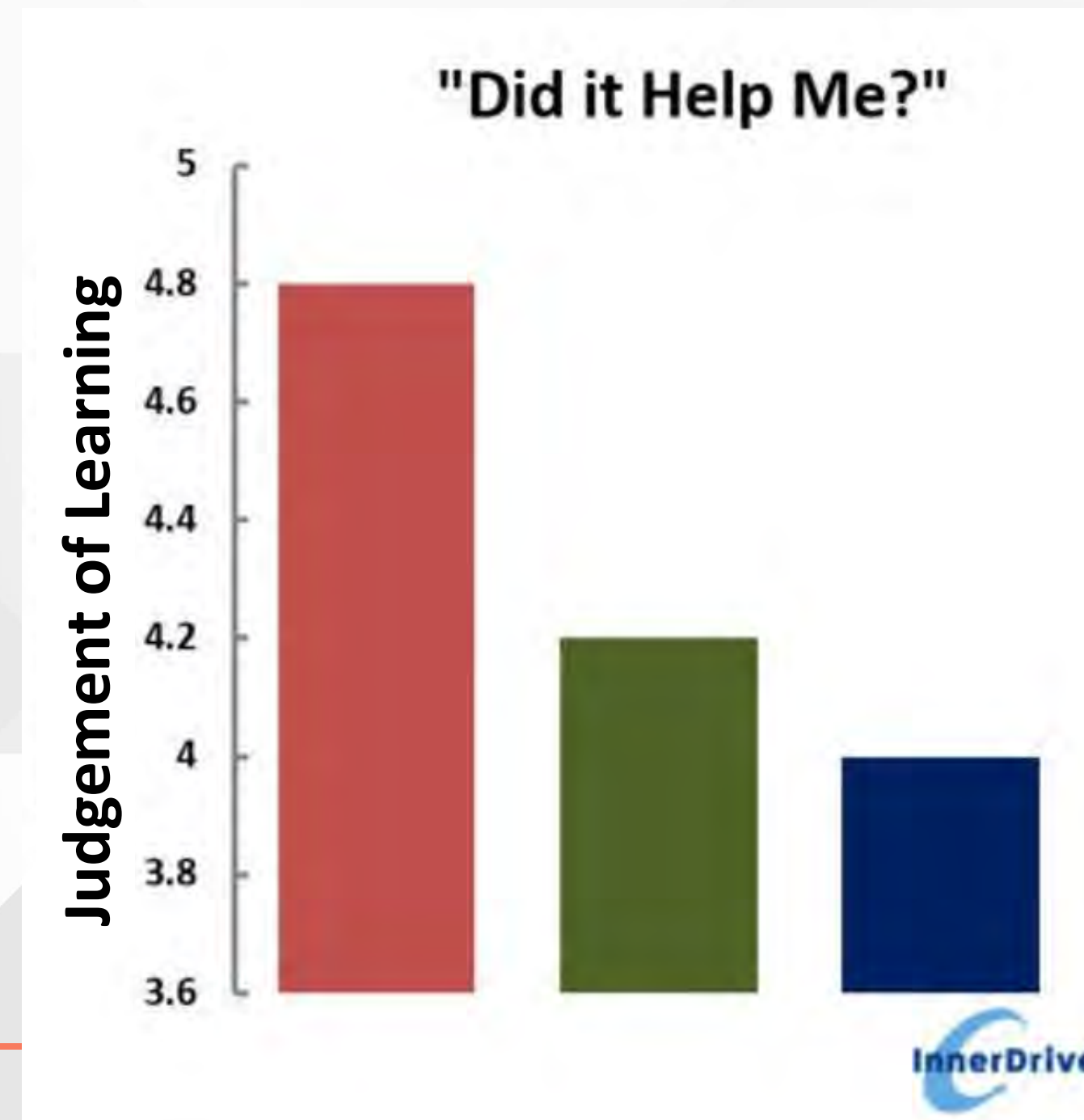
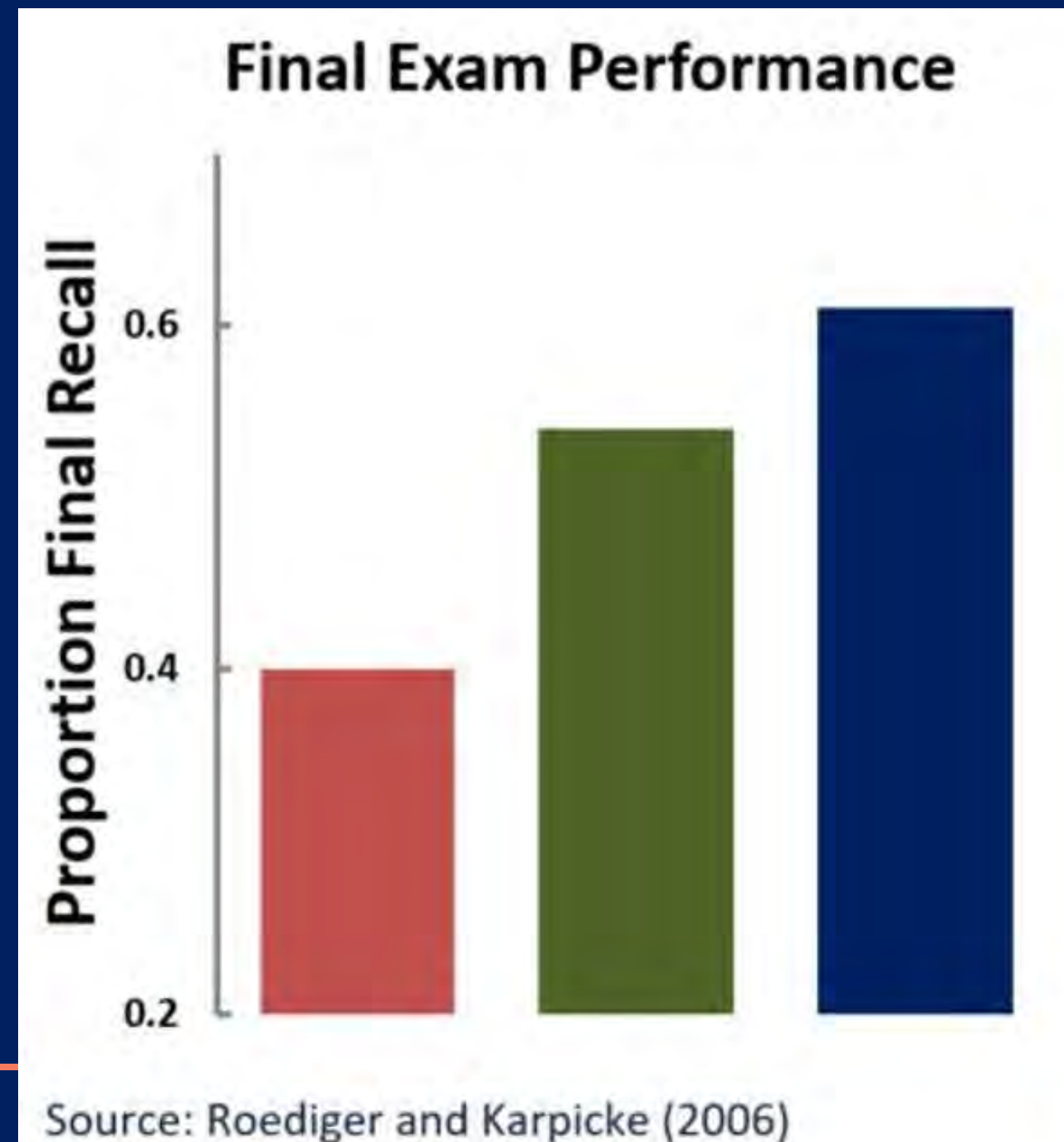
RETRIEVAL PRACTICE

AKA TESTING

Reading,
Reading,
Reading,
Reading

Reading,
Reading,
Reading,
Testing

Reading,
Testing,
Testing,
Testing



RETRIEVAL PRACTICE:

"HOW TO" GUIDE

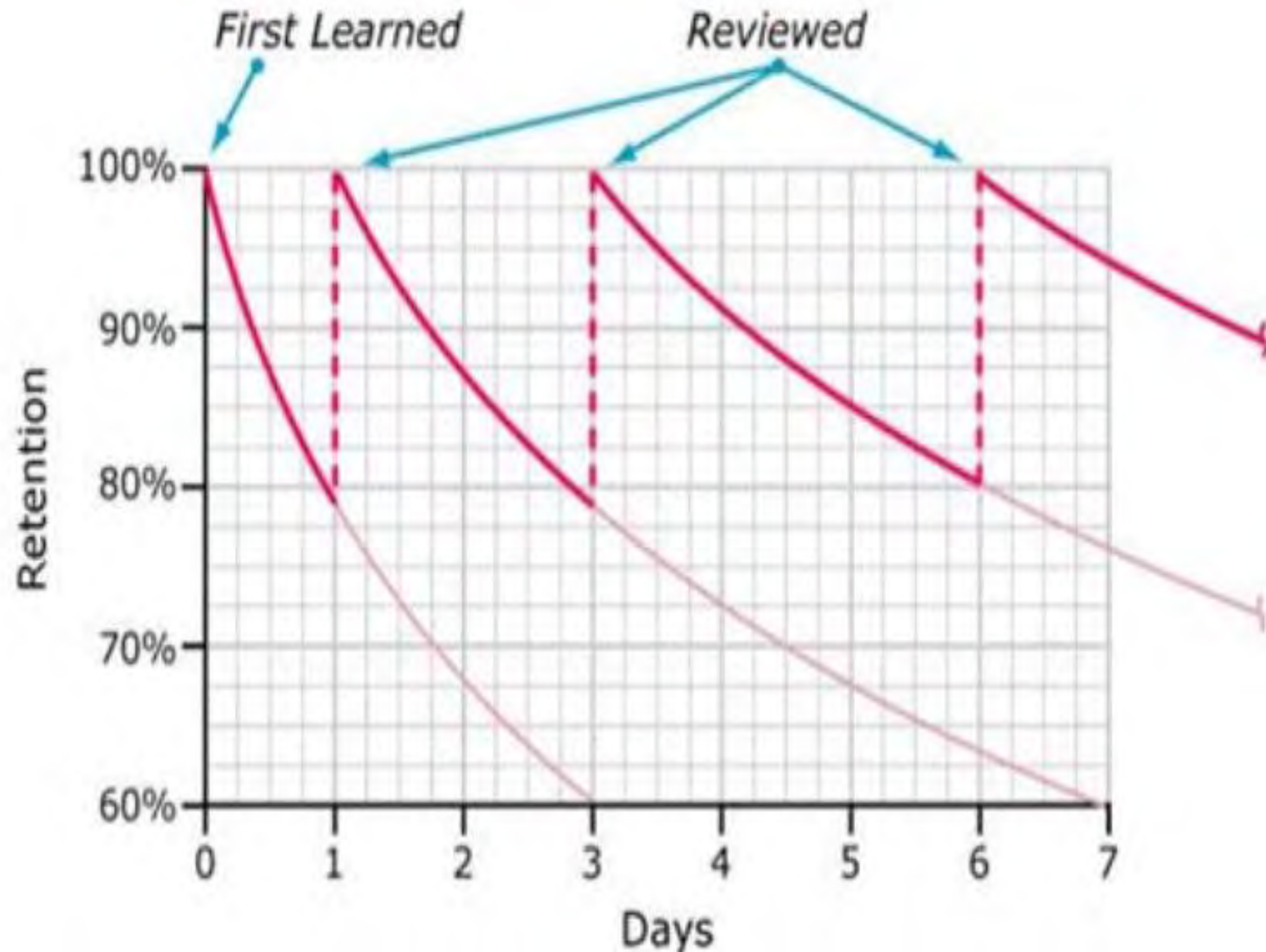
RDS

3. FREE RECALL



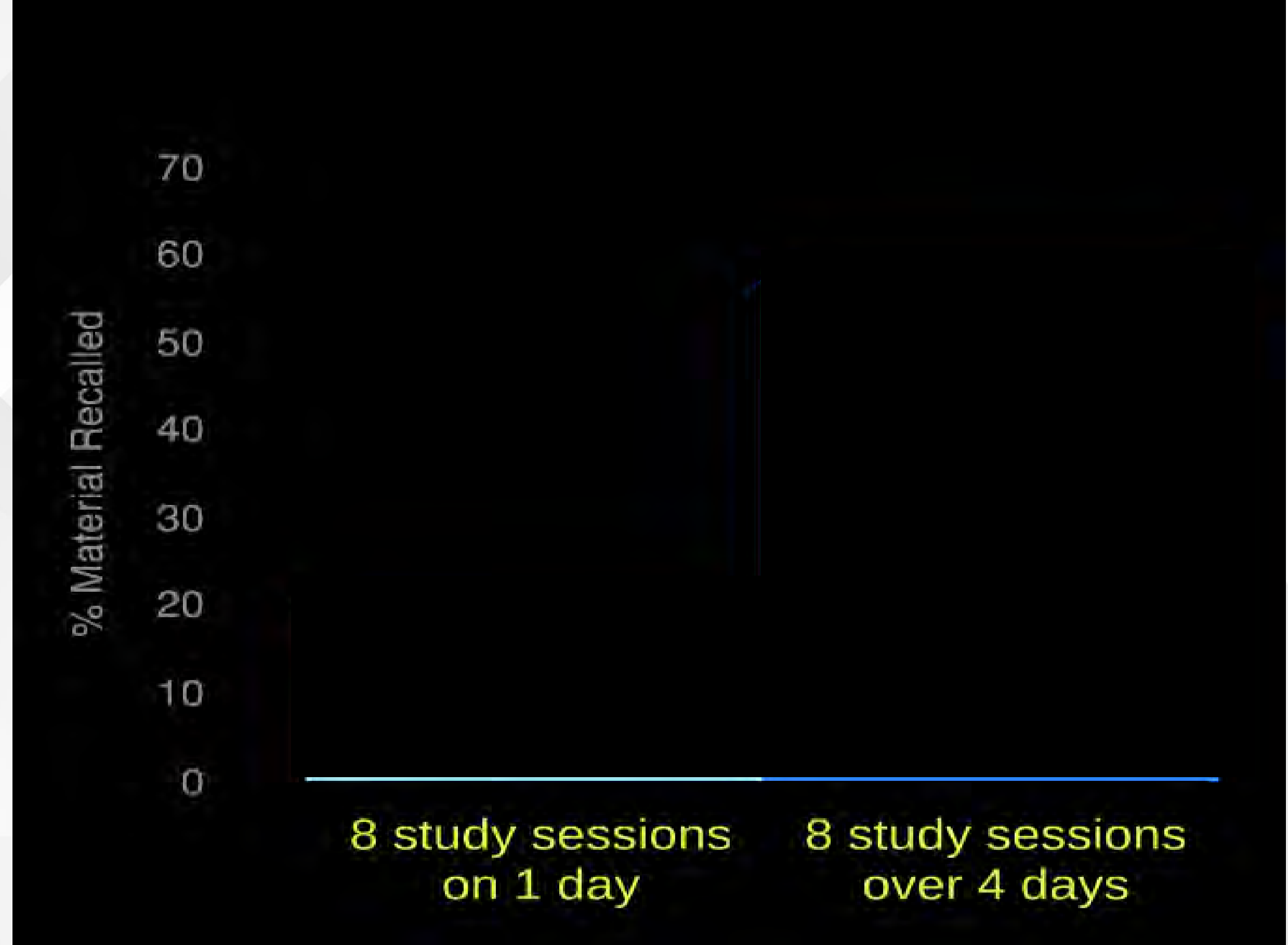
DISTRIBUTED PRACTICE

AKA "SPACE IT OUT"



DISTRIBUTED PRACTICE

AKA "SPACE IT OUT"



DON'T CRAM...

IT DOESN'T WORK!



DISTRIBUTED PRACTICE

AKA "SPACE IT OUT"

SPACED REVISION PLANNER

Template

Sun	Mon	Tue	Wed	Thu	Fri	Sat
1A 2A	1B 2B	1A 2A	1B 2B	1C 2C		1C 2C
	1A 2A			1B 2B		
1C 2C						
	1A 2A			1B 2B	1C 2C	EXAM 1
	EXAM 2					

INTERLEAVED PRACTICE

AKA "SWITCH IT UP"

Exam 1: English

Topic A: Verbs

Topic B: Tenses

Topic C: Audience

Exam 2: Biology

Topic A: Cells

Topic B: Proteins

Topic C: DNA

Sun	Mon	Tue	Wed	Thu	Fri	Sat
Verbs Cells	Tenses Proteins	Verbs Cells	Tenses Proteins	Audience DNA		Audience DNA
	Verbs Cells			Tenses Proteins		
Audience DNA						
	Verbs Cells			Tenses Proteins	Audience DNA	English exam
	Biology exam					



REVISION RECIPE





Independent Study at NCP

YOUR KEY TO

SUCCESS

- For every hour you spend inside the classroom, you should be completing at least another hour of focused, independent study outside of it
- Please be aware that some subjects may require more than 5 hours per week at certain points of the year
- Use the designated study spaces around college to complete your DIL



**Current work
or consolidation**



Preview task



**Retrieval practice
or review task**





 **Study Spaces @ NCP**

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

Before the Christmas break

- AGQ Mock period
- Y13 A Level Cedar 2
- Coming towards the end of Component 1 in Visual and Digital Arts courses (60% of the overall grade)
- Non-exam assessment such as coursework and Physical Education verbal assessments (EAPI)

At certain points in the academic year, the most successful students will complete more than 5 hours of independent work

From January to May

- AGQ external assessments
- A Level mock period

Mock A – the week before Feb HT

Mock B – the week after Feb HT

- NCP countdown to exams
- Y13 A Level Cedar 4
- Formal exam window begins in May

**At certain points in the
academic year,
the most successful
students
will complete more
than 5 hours of
independent work**

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

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

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

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, re-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.

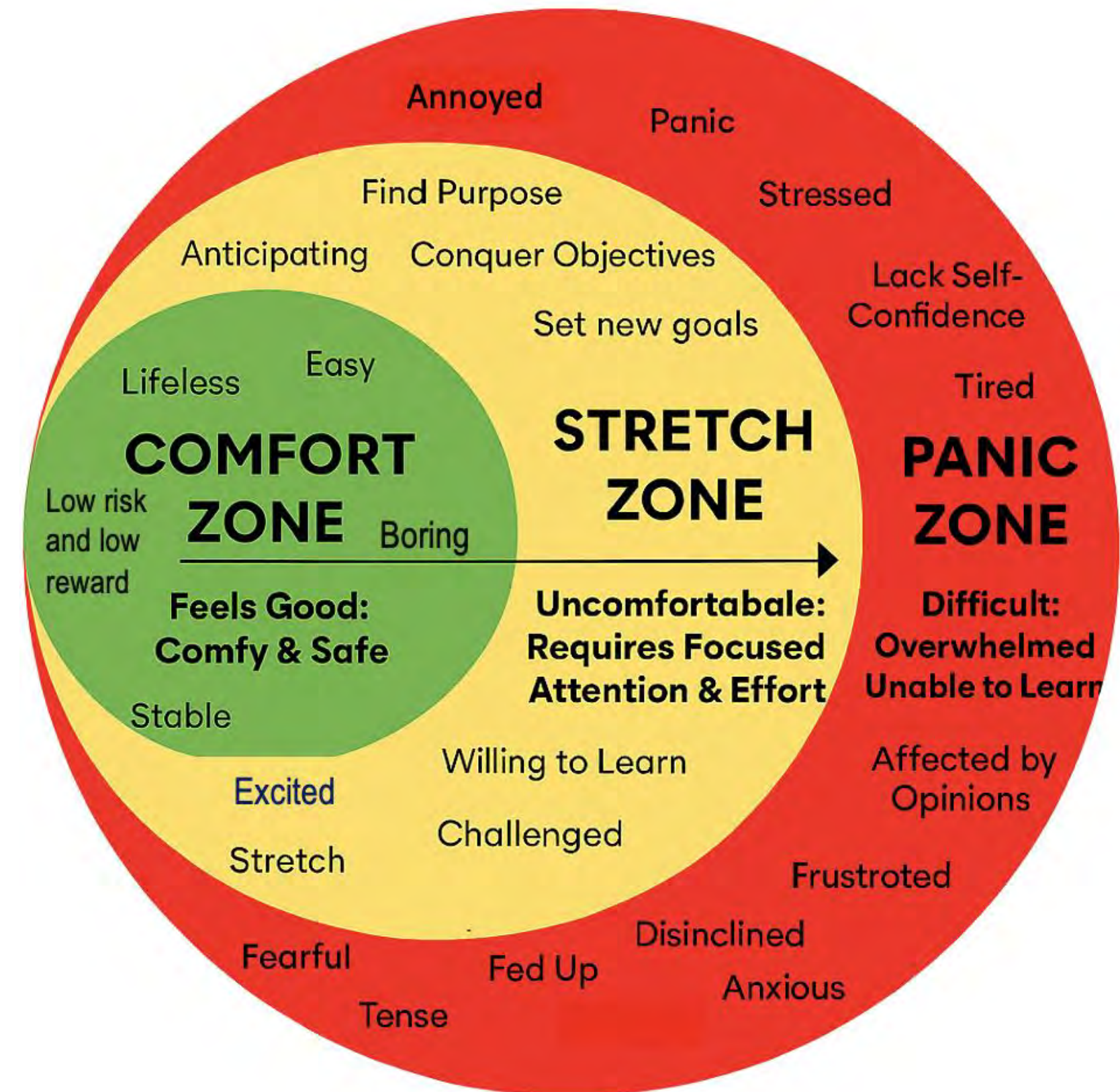
A graphic on a dark blue background showing a wireframe head profile in blue. Inside the head, there are glowing gears and circuit-like patterns, symbolizing cognitive processes and learning.

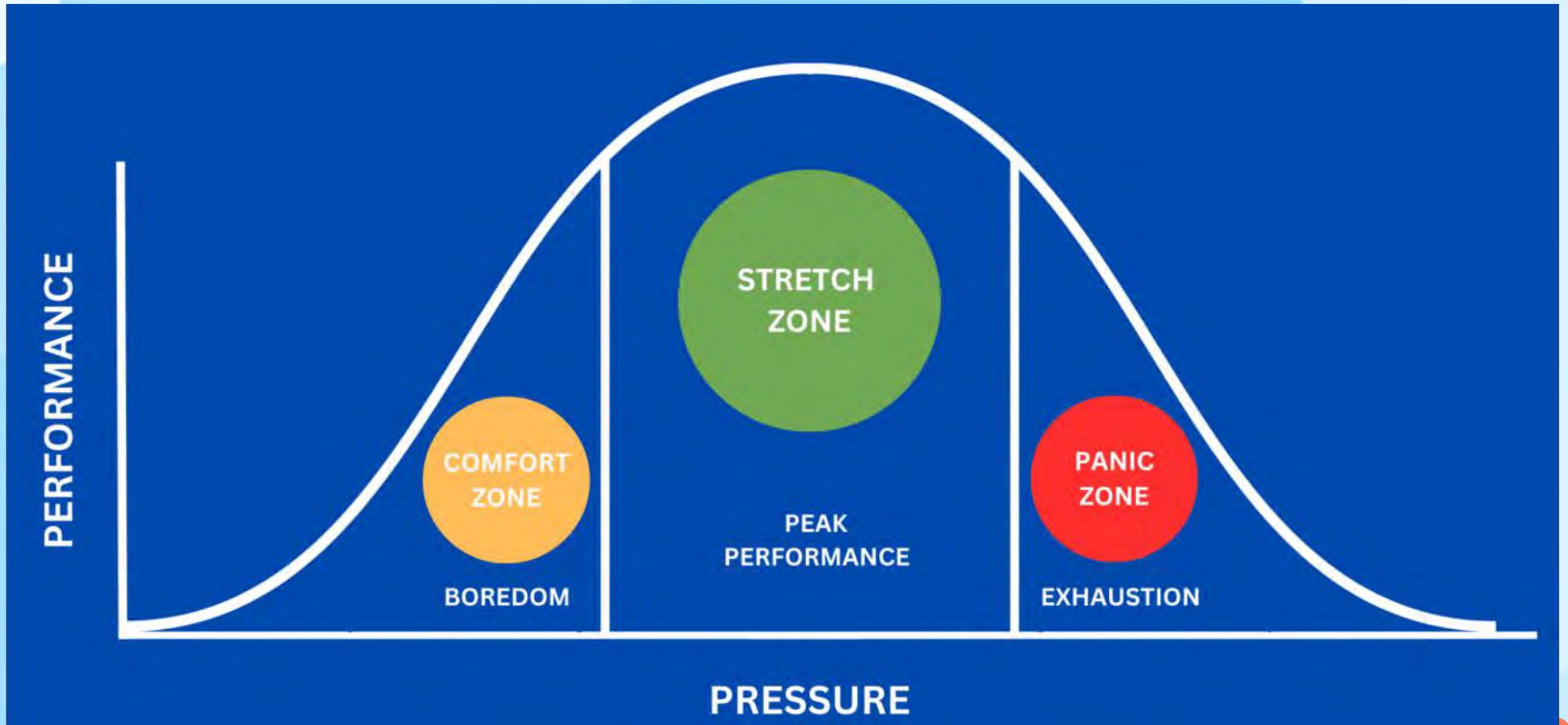
Desirable Difficulties & Learning

- Learning is enhanced through the difficulty of recall
- It is okay to feel out of your comfort zone when completing DIL tasks
- Planning is required (spaced and interleaved practice)
- Test, test, test (retrieval)

The Stretch Zone

*Make things
hard on
yourself, but in
a good way*
– Bjork & Bjork





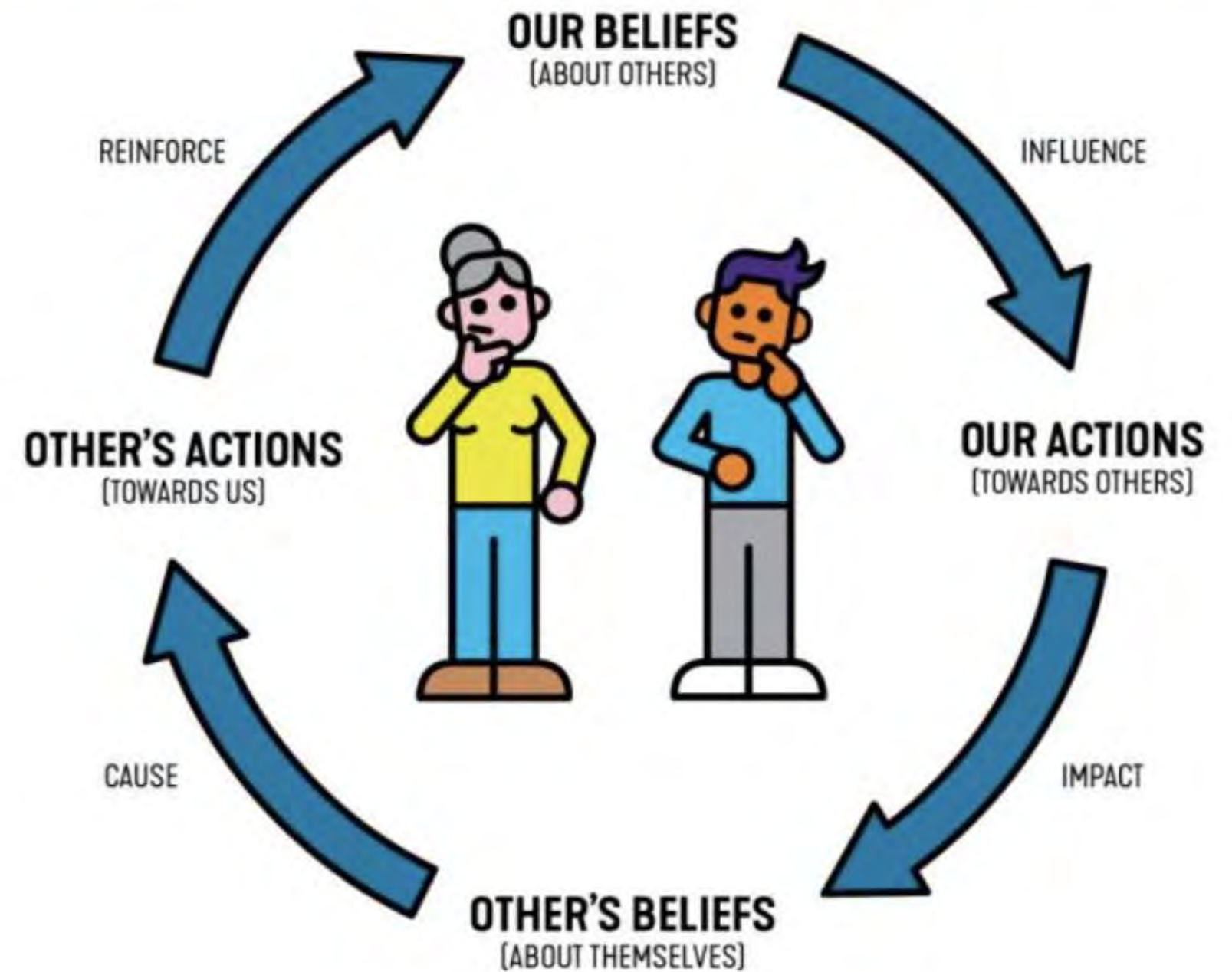
1. Support and discuss the strategies outlined tonight
2. Encourage your young person to create their revision timetable. It is not too early to start now!
3. Supporting your young person to balance revision, sleep and wellbeing/leisure
4. Create a positive learning environment
5. Reduce distractions
6. Setting and reinforcing high expectations



High and realistic expectations

- When parents have high expectations of their young person, it helps them believe in themselves and reach their full potential.
- Research has shown a positive relationship between parental expectations and adolescents' academic performance.

THE PYGMALION EFFECT



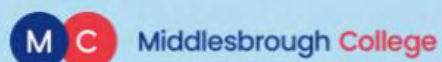


STUDY AND SMART PHONES



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



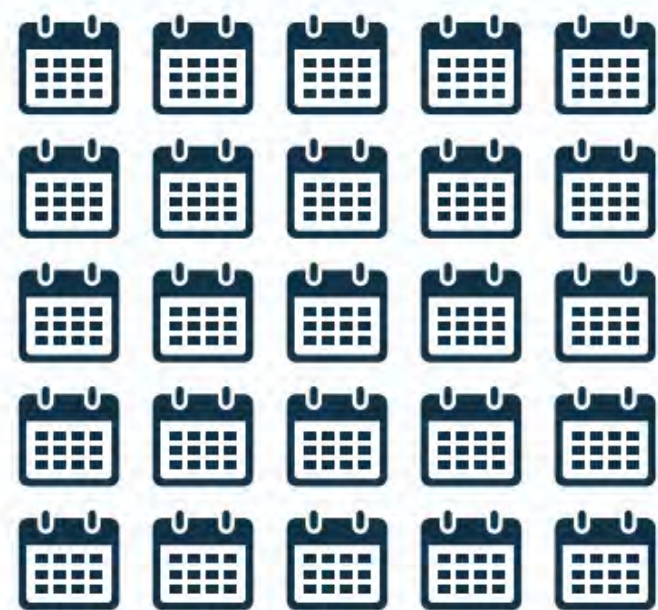
27.9 waking years
in a lifetime*

Smartphones in Education: key findings

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

25 Years

Waking years on a phone

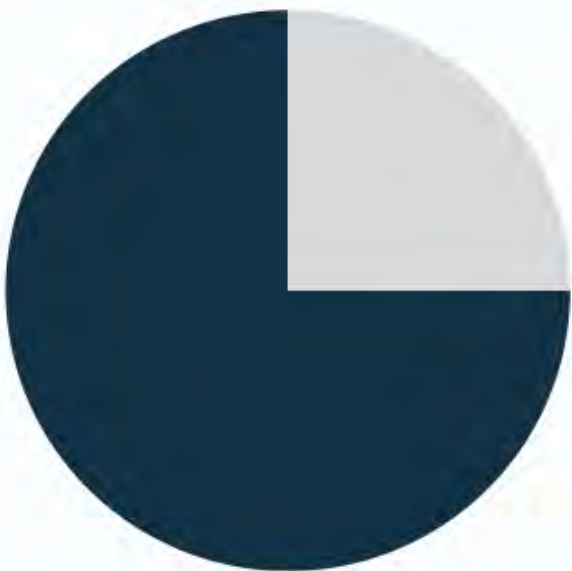


At 5.5 hours per day, the average student will scroll for 2.5 waking decades.

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

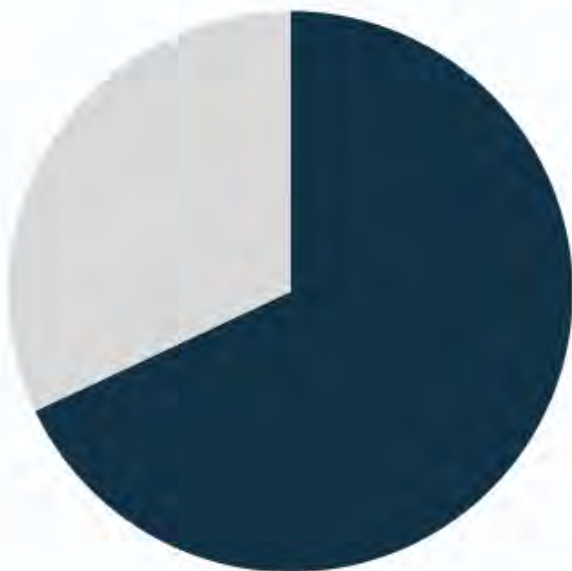


Most students believe their phone use is hurting academic performance.

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.

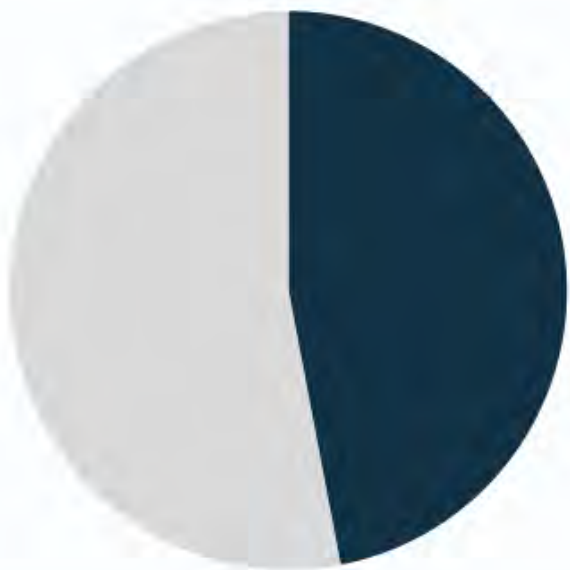
① With this greatly increasing to 94% at university.

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

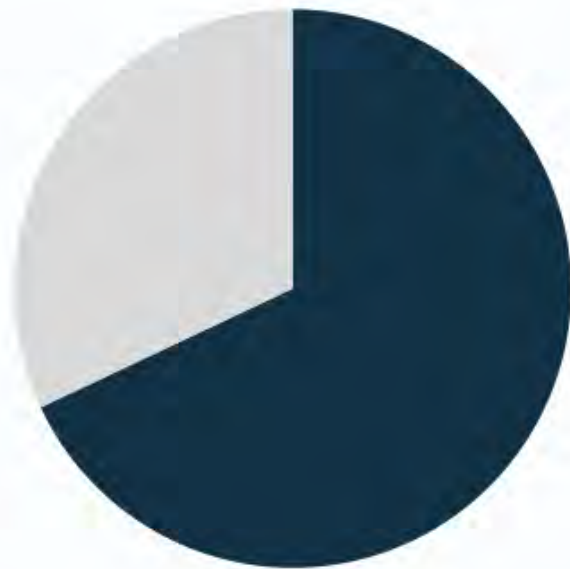


Just under half of students report missing out on real life experiences.

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

68%

Have unhealthy phone use



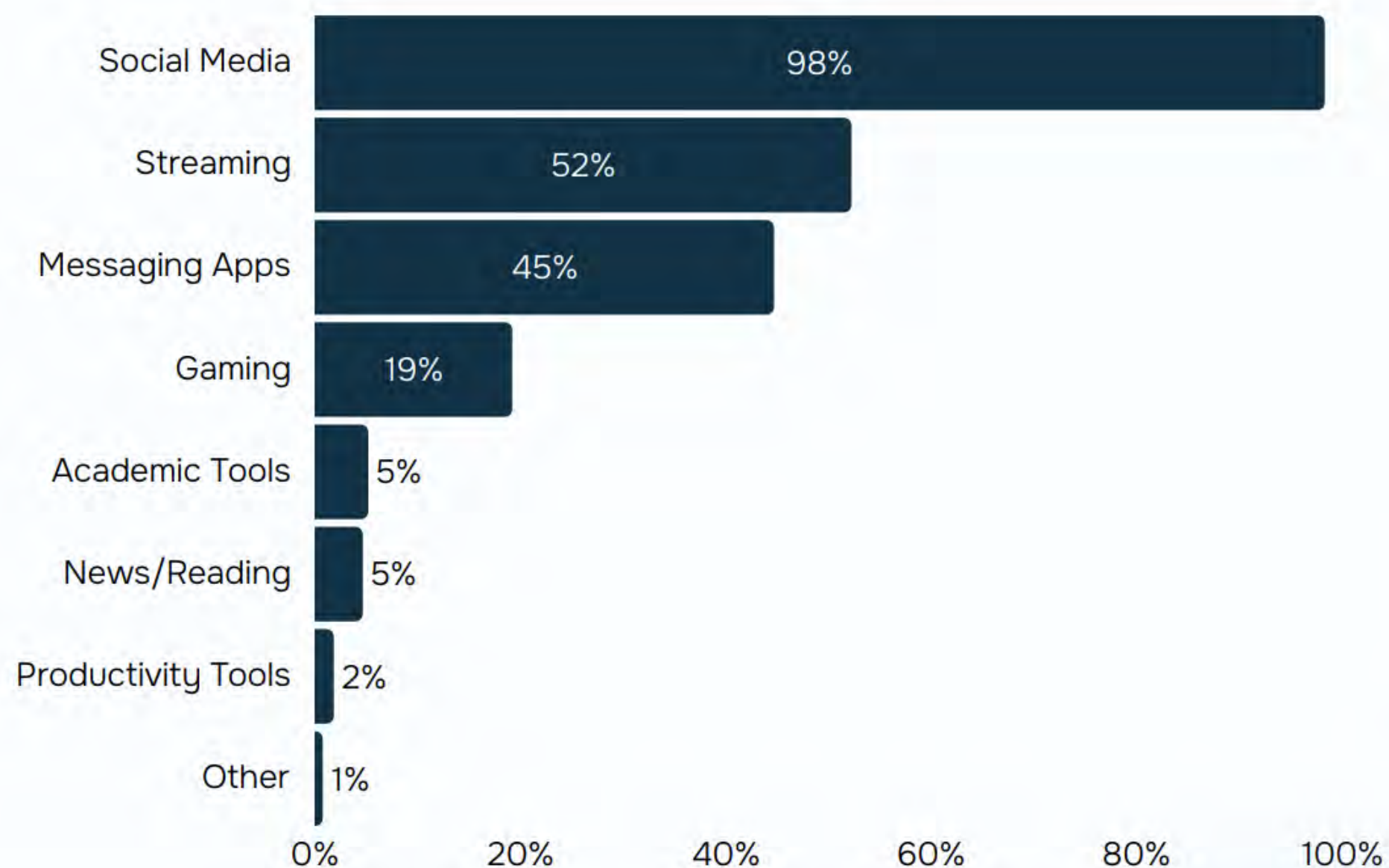
The majority report their relationship with their phone as being unhealthy.

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

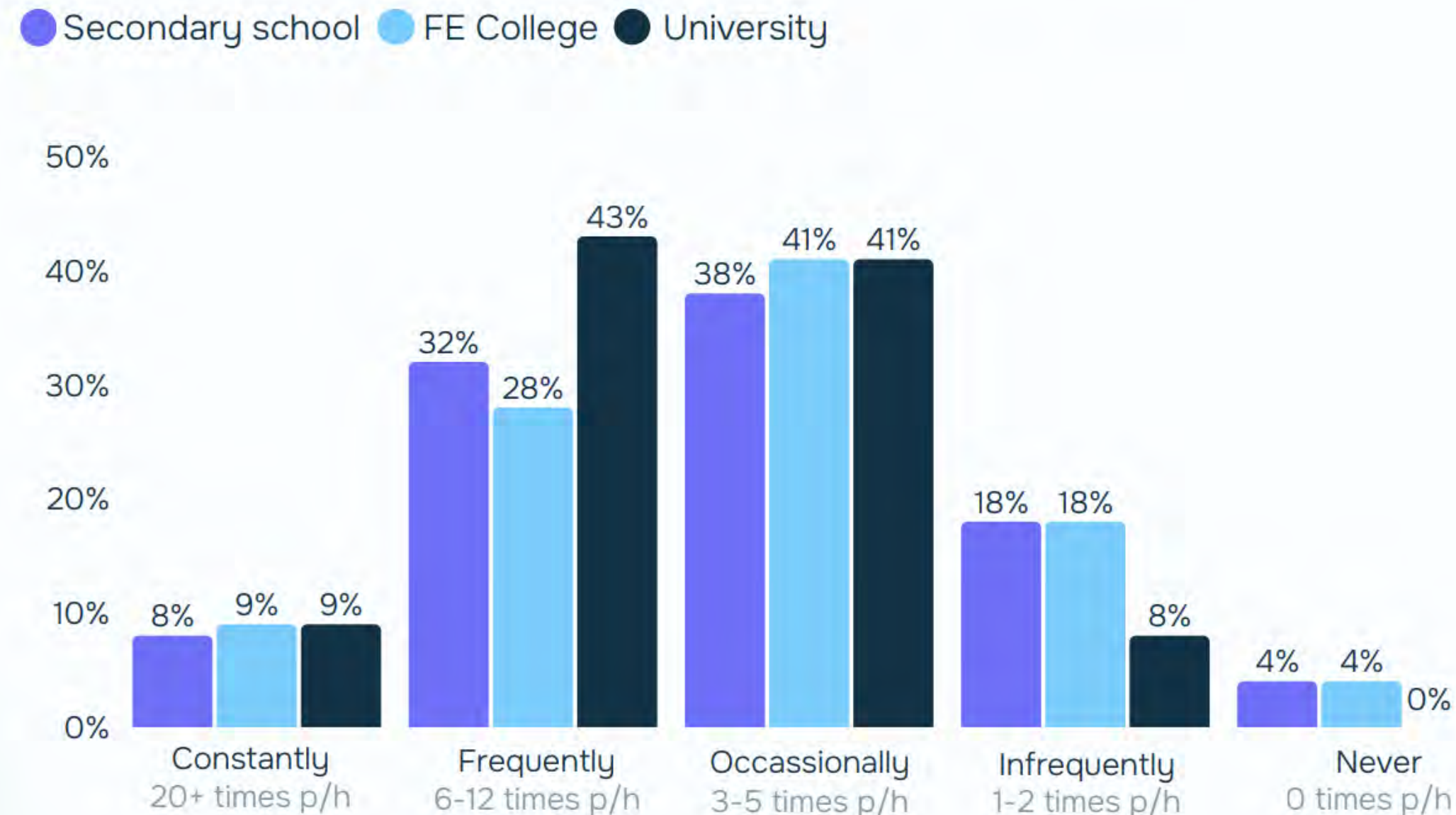
Focus Lost: The Academic Cost

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.

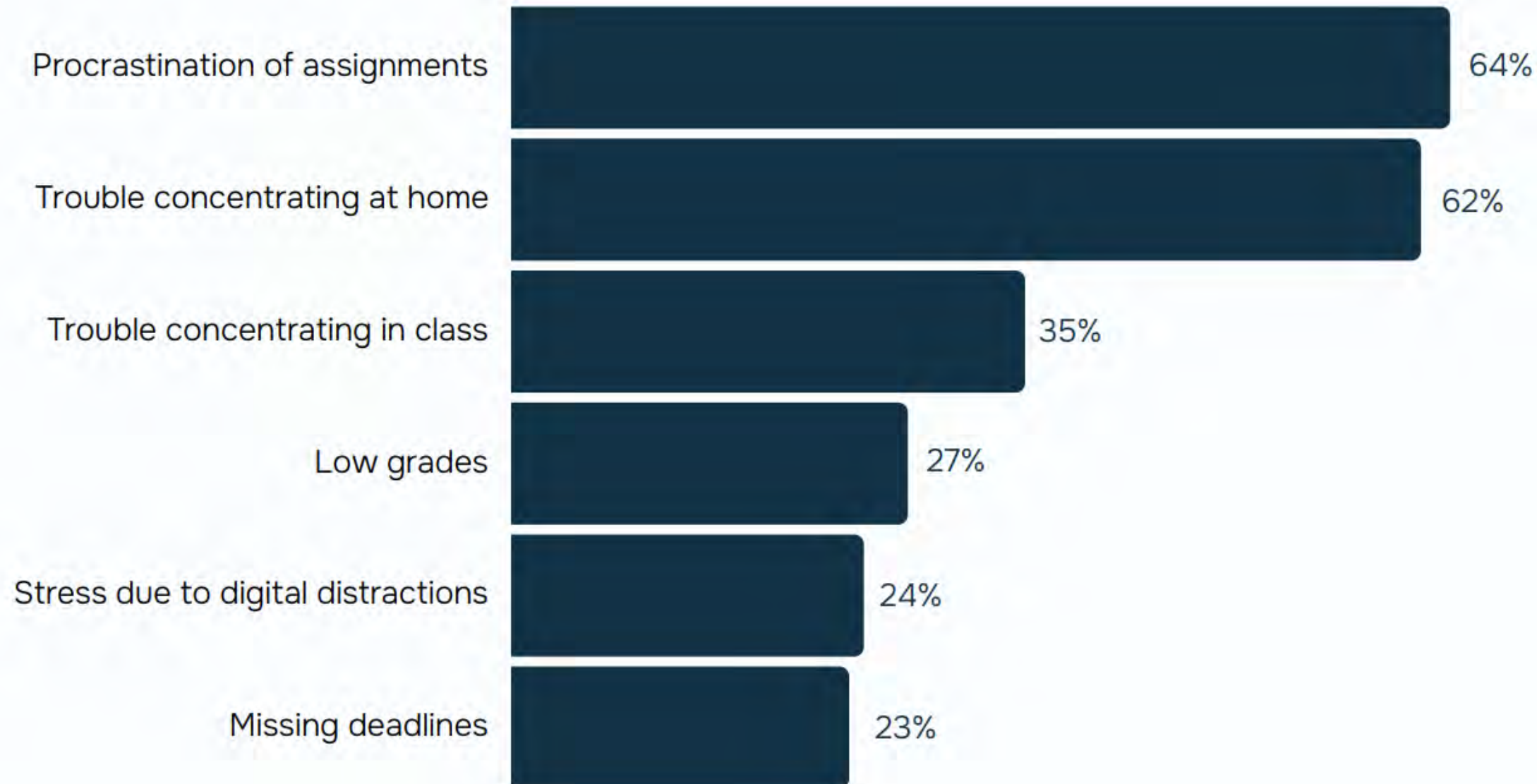
From writing code to solving complex problems to being truly creative, the ability to manage your attention is no longer optional – it's career-critical.

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

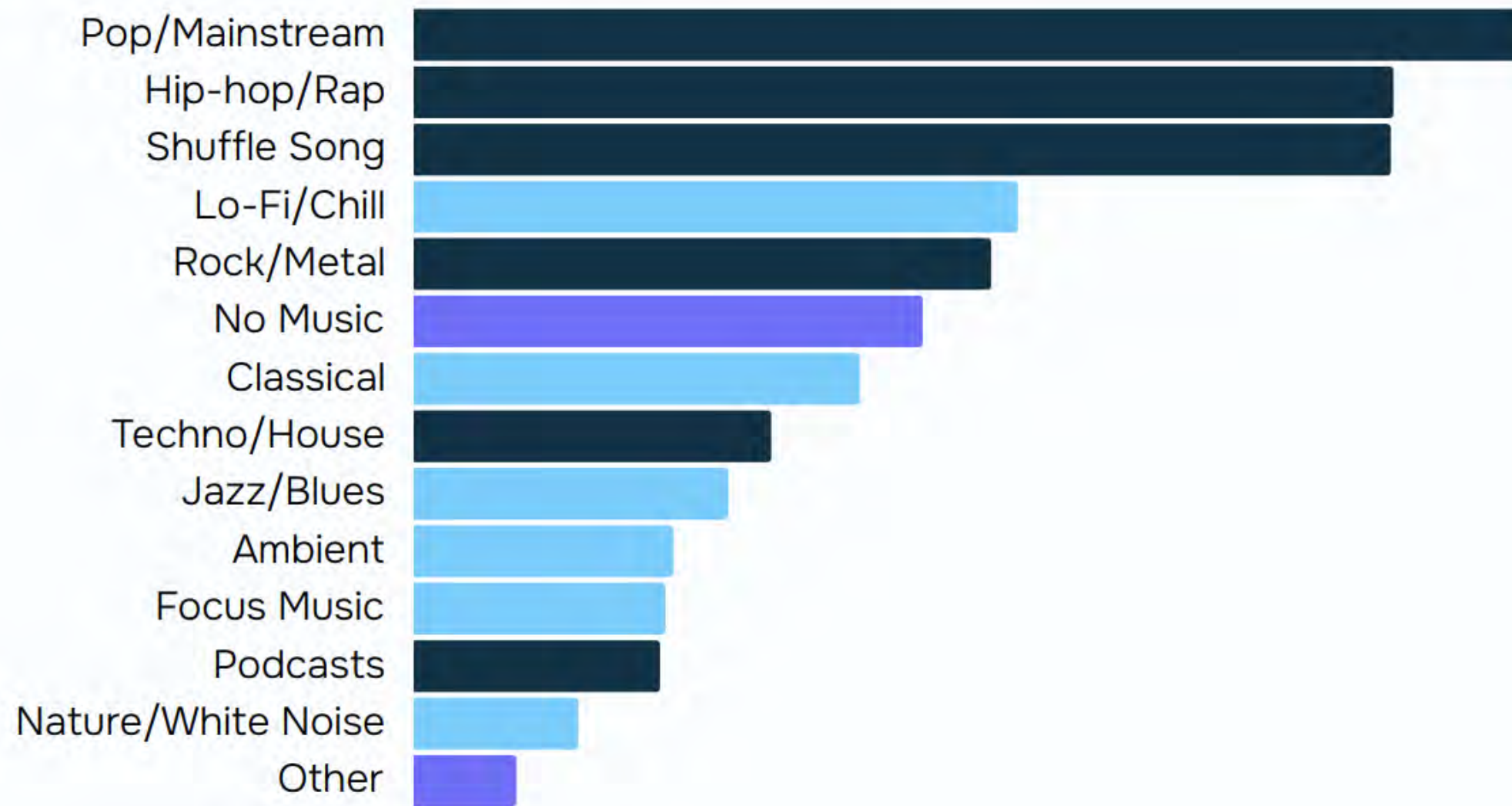
Outside the classroom students are **fighting a trillion-dollar attention machine** armed with nothing but their own willpower. It's a battle that they currently lose on a daily basis.

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%.****

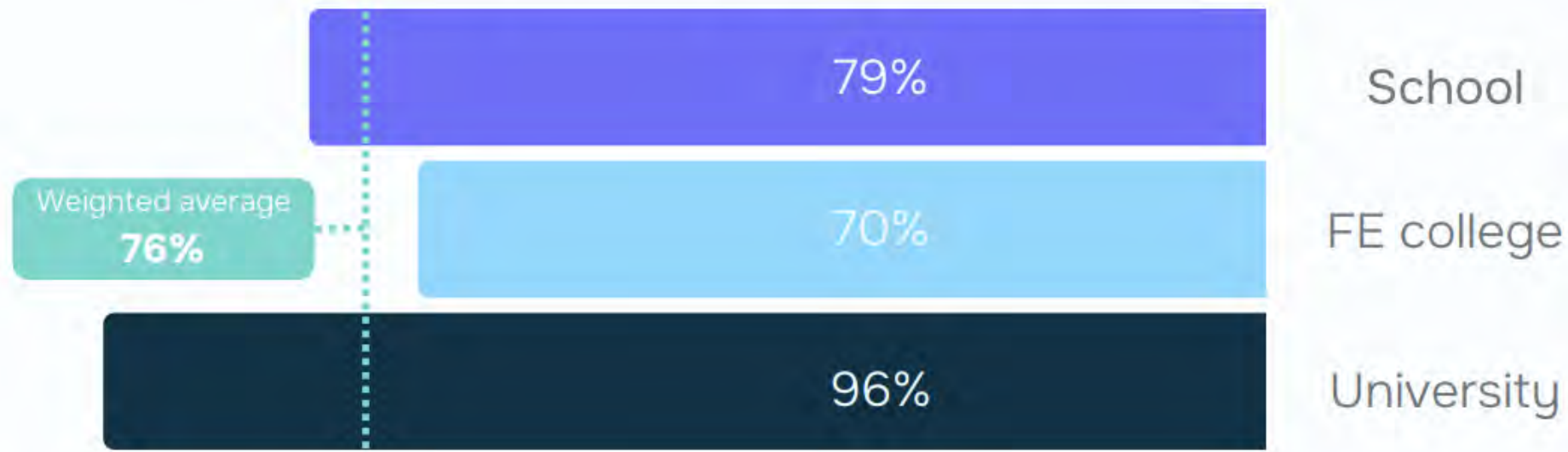
And students already know the benefits

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?



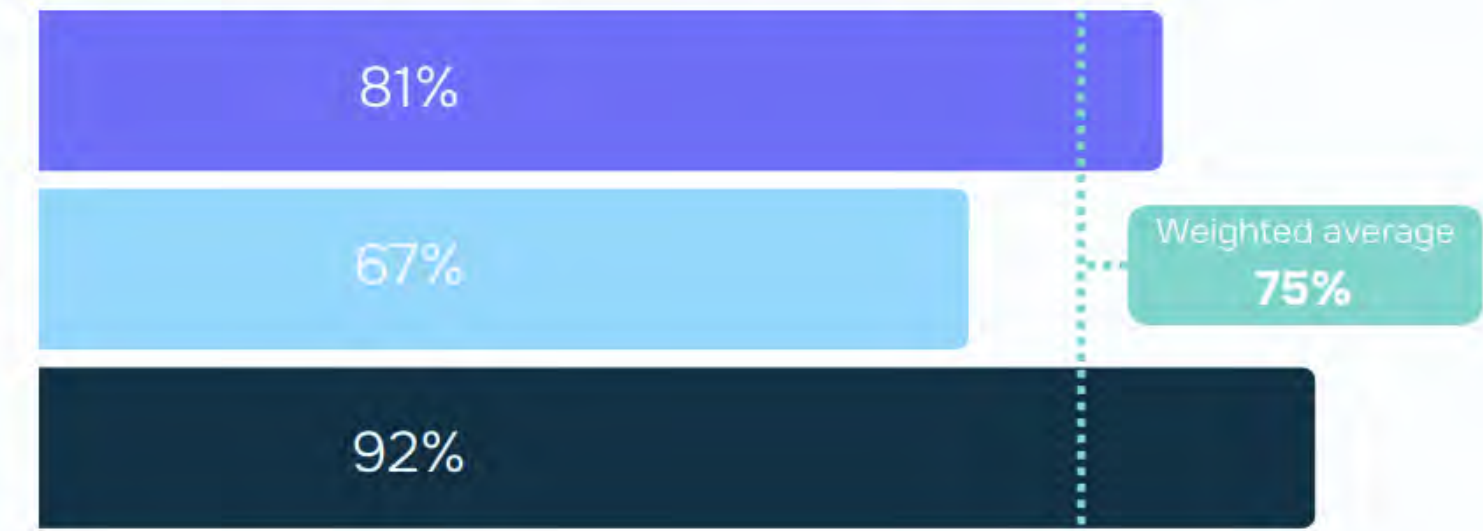
Reducing screen time is emerging as a personal lever they believe can help rebalance their wellbeing

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?

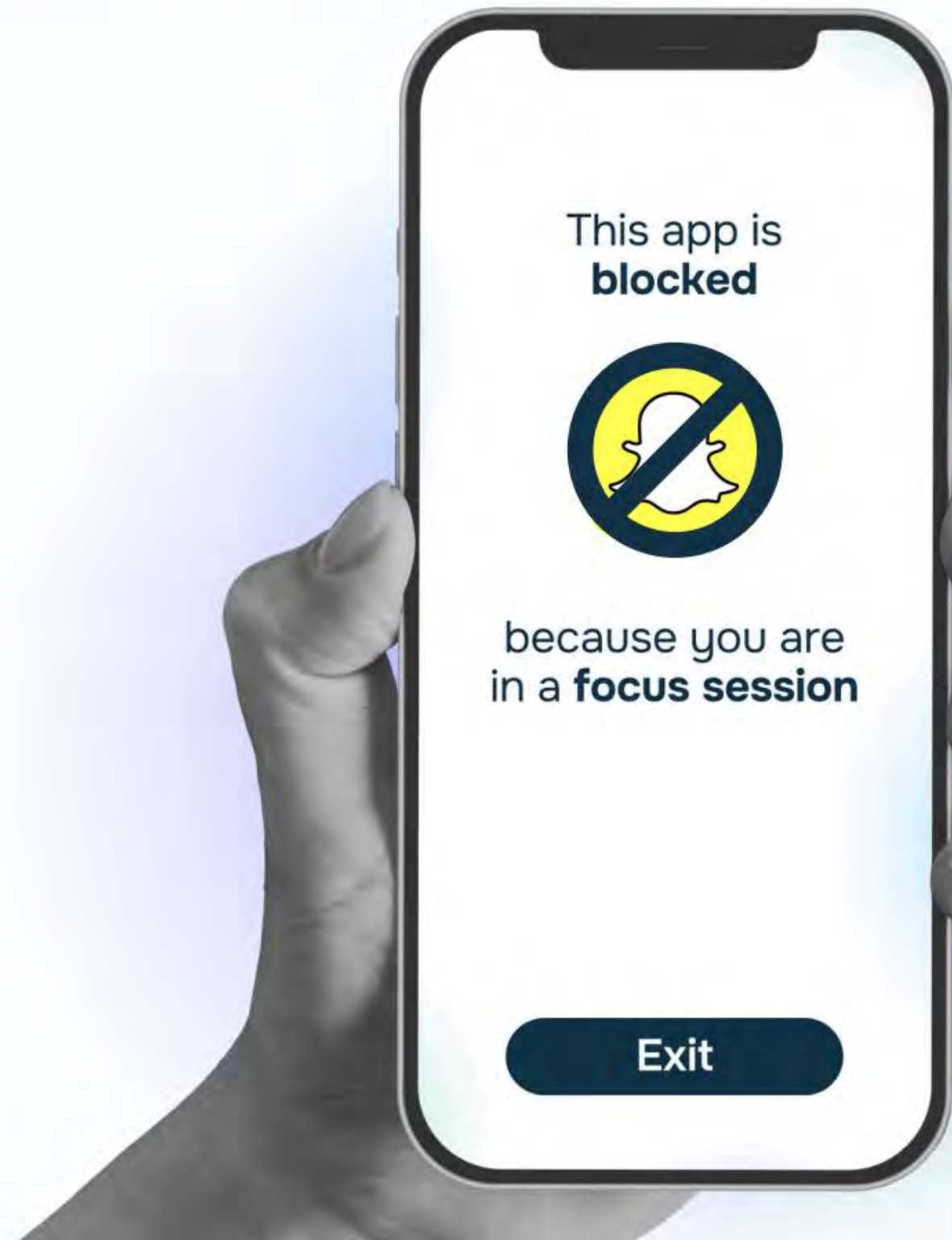


Many believe that better digital habits would directly support their academic outcomes

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

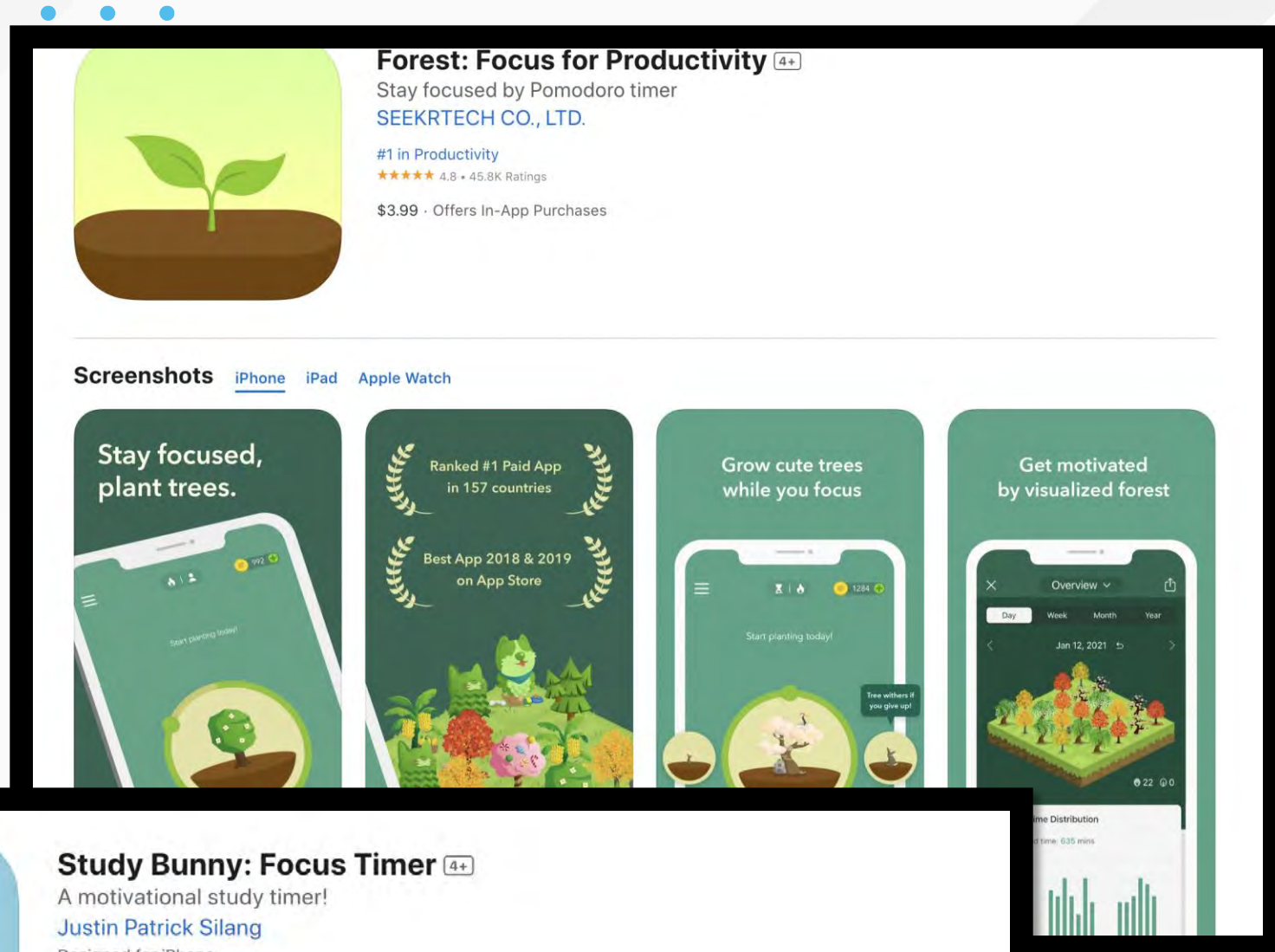
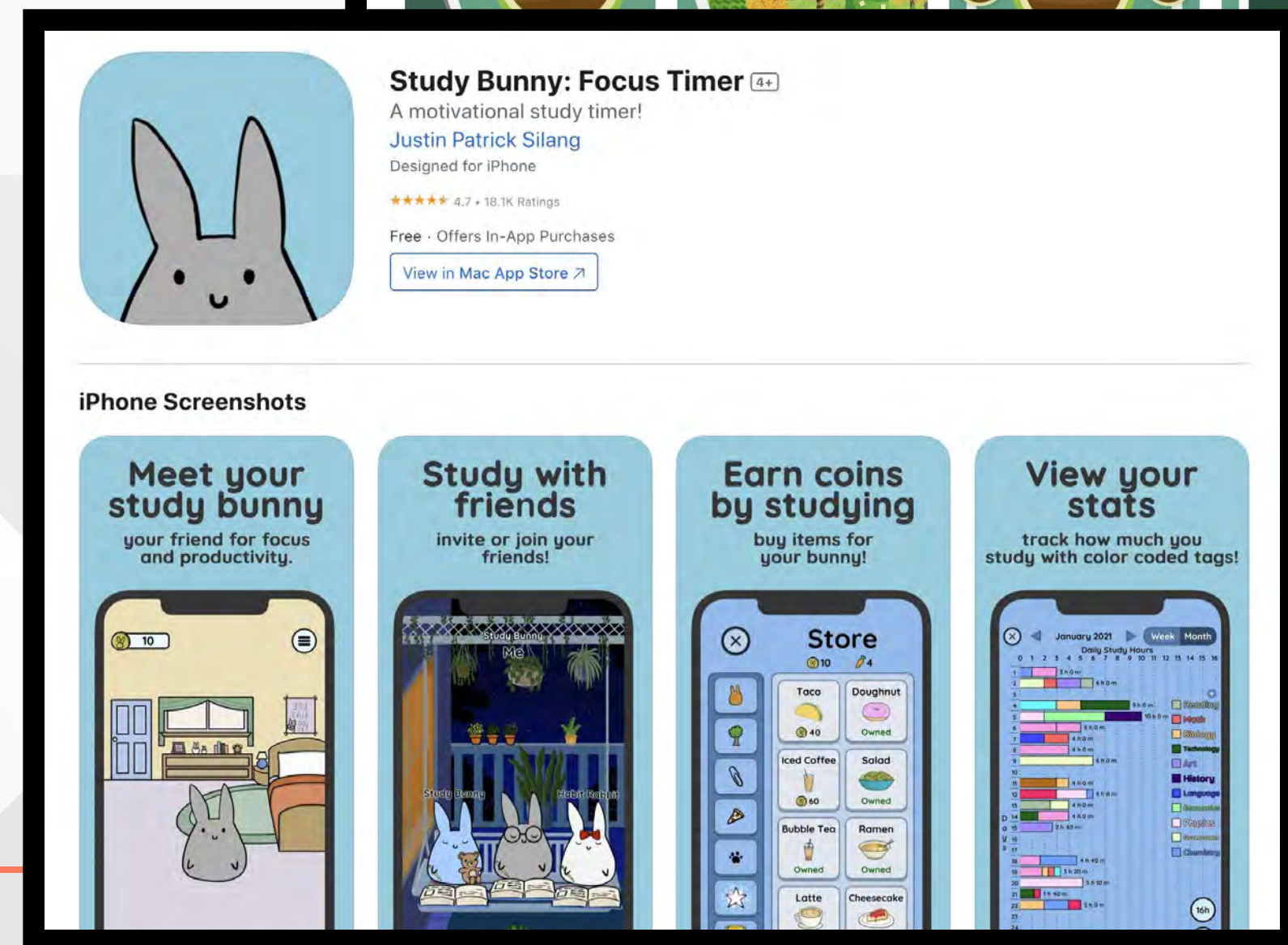
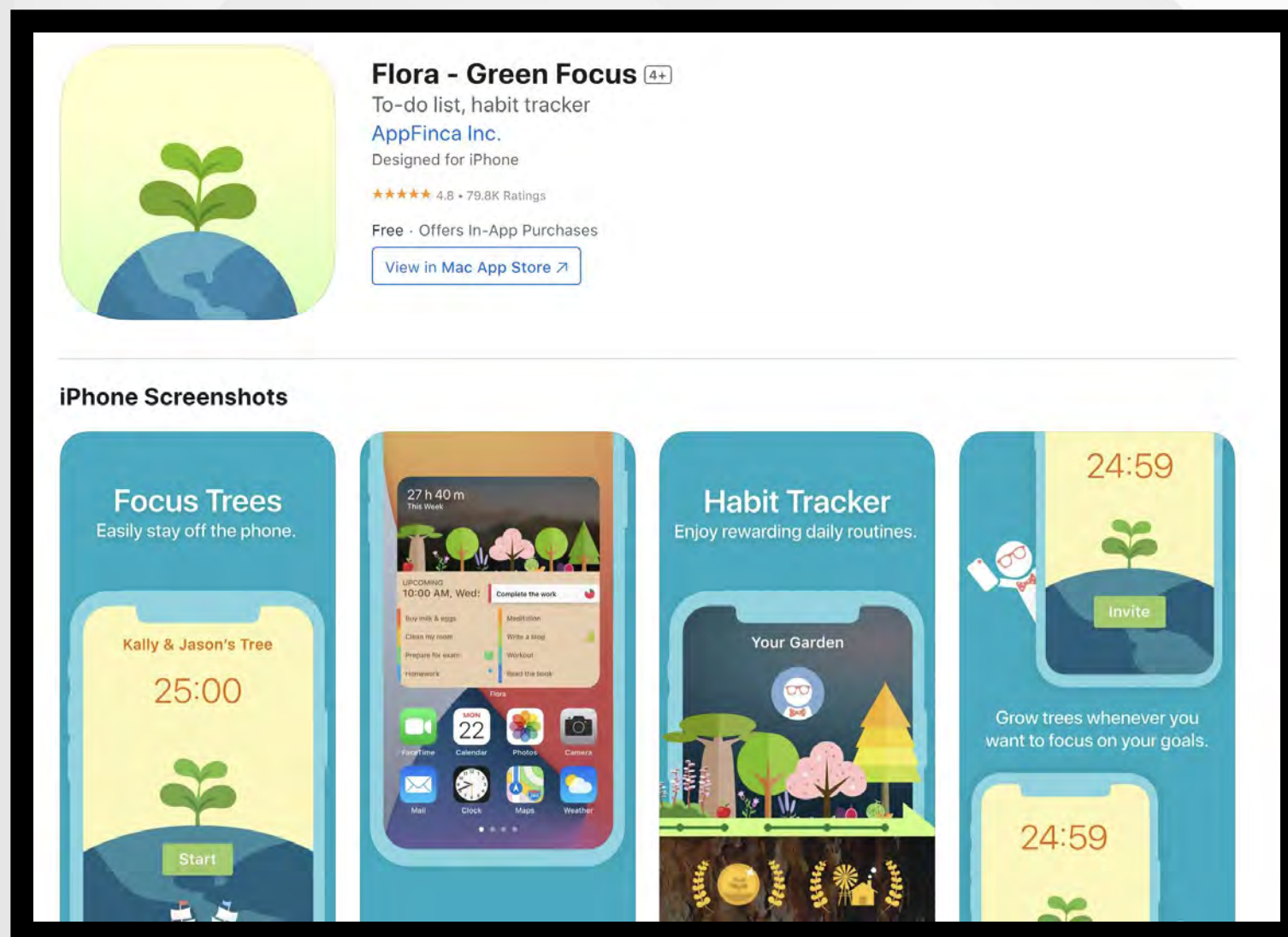
Living with, not against: envisioning more intentional student relationships with technology.



- The study has been shared with all staff
- Key facts shared with year 13 students in the welcome back video
- 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 – promotional material designed by students

HOW CAN I HELP?

- Discuss with your person
- Explore what would help them



CLASS OF 2025



75% students progressed onto higher education/level 4 degree apprenticeships (46 students)



6.2% went onto a level 3 apprenticeship



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

We actively encourage a Plan A and Plan B!



UNIVERSITY SUPPORT

- Support from Progress tutors to check UCAS applications
- Personal Statement appointments with universities
- Prepare for Uni Evening – 3rd March
- Student life/Student finance tutorials



**Internal UCAS
Deadline is:**
Friday 12th
December

APPRENTICESHIP & EMPLOYMENT SUPPORT

- **Employer Takeover Week**
10th – 14th Nov
- **Apprenticeship Fair –**
13th Nov
- **Apprenticeship Evening**
– 3rd Feb
- **Leeds Apprenticeship Fair**
– Leeds Arena – 11th Feb



HOW TO BE SUCCESSFUL IN YOUR NEXT STEPS



- Be open minded around your options: e.g. Games Design/Creative apprenticeship – should also consider university options
- University life may not suit you what about being a commuter student?
- How can you make yourself stand out?
 - don't have employment/relevant work experience..... consider volunteering
- Consider a Plan A and B

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

THANK YOU

