

KING DAVID HIGH SCHOOL

SIXTH FORM  
STUDENT  
HANDBOOK  
2026-27



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## 1. Values and ethos of the King David High School Sixth Form

At King David High School Sixth Form you will be supported to achieve the A Level and vocational outcomes that open doors to your future. Whether your ambition is to study at one of the most competitive universities, secure a sought-after apprenticeship, or take a different pathway that enables you to flourish, we will give you the teaching, guidance and encouragement to get there. We will help you grow into a well-rounded individual who shows intellectual curiosity, resilience and moral integrity, ready to thrive in your chosen path while carrying forward the rich traditions and values of Judaism.

## 2. What we expect of a King David High School Sixth Form student

### 2.1. Behaviour and conduct

Students are expected to behave appropriately and engage fully with their learning. Disruption in lessons will not be tolerated. All students must complete homework and assignments on time. If work is not submitted as required, students may not be allowed to attend lessons until they are up to date. Punctuality is essential, and students who arrive late may not be permitted to enter the classroom.

Persistent lateness, failure to complete work, or disruptive behaviour may result in students being asked to sign attendance and learning contracts. Continued failure to meet expectations could lead to students losing their place on their course, and potentially their place in the Sixth Form altogether.

Food and drink are not allowed in classrooms or in the Sixth Form library, with the exception of water. These may only be consumed in the dining hall. No food or drink should be brought into school from outside, and chewing gum is strictly prohibited anywhere on site.

The library is for quiet study only and must not be used for socialising. Similarly, the corridors should not be used as social spaces.

Smoking, including the use of e-cigarettes, is strictly forbidden anywhere on the school campus and during school trips or activities.

As the campus is split across different sites, teachers will communicate important information via email. Students are expected to check their school email accounts every day to ensure they remain informed.

## 2.2. Attendance and punctuality

At the King David Sixth Form, we expect students to take full responsibility for their attendance and punctuality. Strong attendance is essential for academic success and prepares students for the expectations of university, apprenticeships and the workplace.

Our attendance target for Sixth Form students is **95% or above**.

### Reporting Absence

All absences must be reported by a parent/carer in advance:

- Via the parent/carer portal on **EduLink One**: <https://www.edulinkone.com/#!/login>  
*If you don't have a parent/carer login please email [admin@kdhigh.co.uk](mailto:admin@kdhigh.co.uk)*
- By phone to the school on **0161 740 7248**

If an absence is not reported, it will be recorded as unauthorised.

### Authorised and Unauthorised Absence

- **Authorised absence** is when the school accepts the reason provided (for example, illness supported by appropriate evidence, or an approved medical appointment).
- **Unauthorised absence** is where no reason is provided, the reason is not accepted, or evidence is not supplied when requested.

Term-time holidays will not be authorised unless there are exceptional circumstances agreed in advance by the Headteacher.

### How We Monitor Attendance

Attendance is reviewed regularly to ensure that any concerns are identified early:

- ✓ Daily monitoring of registers to add reported absences
- ✓ Subject teachers to contact home in the event of an unauthorised absence in their lesson
- ✓ Fortnightly reviews of patterns and trends
- ✓ Half-termly formal data analysis

### Our Graduated Response

Where a student's attendance becomes a concern, we will follow a staged support-first approach:

#### 1. Initial Contact

Students and parents/carers will receive an email from the Attendance Team outlining:

- Current attendance levels
- Any patterns of absence or lateness
- A reminder of expectations
- An opportunity to share any concerns or request support

#### 2. Head of Year Involvement

If attendance does not improve:

- The Head of Year will contact home, usually by phone
- Attendance will be monitored more closely
- The Head of Year will liaise with subject teachers to understand:

- What content has been missed
- The impact on progress
- Any additional support needed

### 3. Attendance Meeting and Contract

If concerns continue:

- A meeting will be arranged with the student and parents/carers
- An attendance contract (support plan) will be put in place

This may include:

- Clear attendance targets
- Agreed support strategies
- Regular review points
- Where appropriate, sanctions

Attendance contracts form part of the student's permanent school record.

#### If Attendance Doesn't Improve:

If attendance remains a concern despite support:

- Further action may be taken
- Parents/carers may be invited to additional meetings

#### Why Attendance Matters:

In Sixth Form, missed lessons can quickly lead to gaps in knowledge that are difficult to catch up. Strong attendance supports better progress, stronger predicted grades, and positive references for university, apprenticeships and employment.

Good attendance habits also reflect the expectations of the workplace, where reliability and punctuality are essential.

	Short term impact	Learning lost in a year	Learning lost over the course of sixth form
100%	Full attendance	Zero	Zero
95%	Half a day missed each fortnight	2 weeks	4 weeks
90%	A day missed each fortnight	1 month	2 months
Persistent absenteeism			
85%	A day and a half missed each fortnight	A half term	A full term
80%	A day missed each week	Over half a term	Over a full term

#### Working in Partnership:

Good attendance is a shared responsibility between students, parents/carers and the school. By working together, we can ensure that all students have the best possible chance of success in Sixth Form and beyond.

### 2.3. Dress Code

To recognise Sixth Form students' growing maturity and position as senior members of the school community we do not expect them to wear school uniform but do expect them to dress in a formal manner, as if they are working in an office.

#### **Male students should wear:**

- Kippot
- Shirts
- Ties
- Formal trousers and jacket or formal suit
- Formal shoes including fully black trainers (no logos)
- Neat and tidy hair
- Hair must be of a natural colour

#### **Male students should not wear:**

- Jeans
- Hooded tops, sweatshirts or large logos
- Any facial piercings
- Trainers that are any other colour than black (including white detailing)
- Denim

#### **Female students should wear:**

- Tailored skirts of suitable length and no shorter than knee length
- Tops with modest neckline and sleeves
- Formal shoes including fully black or fully white leather trainers (no logos or other colours)
- Neat and tidy hair
- Hair must be of a natural colour

#### **Female students should not wear:**

- Tight skirts or dresses
- Revealing clothing of any type: tops must not be too tight or strappy, reveal the midriff or expose the chest
- Hooded tops, sweatshirts or large logos
- Facial piercings
- Trainers or backless shoes
- Denim

**All students are expected to wear their orange security (lanyard) badges at all times. If you lose your security badge, please go and see Ms Whelan in the Drama Block to purchase a replacement.**

The school reserves the right to refuse entry to lessons for any student who does not comply with the sixth form dress code.

On **Fridays** we allow students in the Sixth Form to '**dress down**'. This means that they are allowed to wear clothes that do not comply with the dress code. However, please be aware that students are

expected to continue to dress modestly, female students are still expected to wear dresses or skirts and male students are not allowed to wear shorts.

#### 2.4. Use of mobile phones and technology

Mobile phones and personal devices must be switched off and kept out of sight during lessons and while moving through corridors, unless a teacher has explicitly given permission for their use for educational purposes. If a phone is seen when it should not be, it will be confiscated and handed to the school office. The device will be returned at the end of the school day, and the student will be issued with an after-school detention.

Phones may be used in the Sixth Form library to support independent study. However, if a student repeatedly misuses their mobile phone in school, they may be required to use a Yondr pouch and follow the same mobile phone policy as students in the lower school.

Students are expected to use all school computers and devices respectfully and responsibly. Any damage or faults should be reported immediately to the IT support team in Room 40. Internet access on both school computers and the school Wi-Fi network is monitored and filtered to ensure student safety and to comply with safeguarding regulations.

#### 2.5. Homework

Students are expected to meet all homework deadlines set by their teachers. While homework is often set via Edulink, Sixth Form students are expected to take greater responsibility for managing their time and organising their workload effectively. Vocational subjects will often have work set via Microsoft teams and will also be expected to submit work via this platform. If you are concerned that you may not be able to meet a deadline, it is your responsibility to contact your subject teacher well in advance to discuss the issue.

Arriving at a lesson without the required homework may result in you being asked to leave the class in order to complete the work before rejoining.

#### 2.6. Study Periods, the Sixth Form Library and Common Room

The **Sixth Form library** is a designated space for quiet study. Students are expected to show respect for others by keeping noise to a minimum and maintaining a calm, focused environment. Failure to adhere to these expectations may result in a temporary ban from the library.

Food and drink are not permitted in classrooms or in the library under any circumstances - with the exception of water. These may only be consumed in the dining hall. No food or drink may be brought into school from outside, and the entire school site is a chewing gum-free zone. Chewing gum must not be brought into or consumed on the premises.

The **Sixth Form Common Room** is a recent addition to the Sixth Form experience at King David. This is a more informal space for students to relax and gather. Please see rules below.

# Sixth Form Common Room Rules

## 1. Respect the space and each other

Be courteous at all times. The common room should be inclusive, welcoming and safe for everyone.



## 2. Look after the facilities

Use all furniture, equipment and resources properly. Report any damage or problems immediately.



## 3. Keep the area clean and tidy

Clear away your rubbish, return furniture to its original place, and wash up anything you use.



## 4. Use the common room responsibly during free periods

Keep noise at an appropriate level and ensure your behaviour does not disturb others who are working or relaxing.



## 5. Follow the dress code

Sixth form dress code rules apply in the common room at all times.

## 6. Be mindful of space

The common room is small. If it becomes very busy, please use the sixth form library instead.



## 7. Sixth Form only

The common room is for Sixth Form students only. Students in Years 7-11 are not permitted in this space.

## 2.7. Changing subjects

Any student who wishes to change courses during the year must obtain a change of course form from the office, get it signed by their subject teachers and head of year and then see the headteacher.

### Options Blocks for Y12 2026-27

You may choose one subject from each block (three subjects in total)

A	B	C	D	E
Chemistry	Fine Art	Business Studies	Biology	English Literature
Geography	Vocational Early Childhood Development	Maths	English Language	**Further Maths
History	Economics	Vocational IT: Data Analytics	Physics	Vocational Food and Nutrition
Spanish	Ivrit	*Core Maths	Politics	Psychology
Vocational Media	Sociology	Criminology	Psychology	
	Vocational Sport		Religious Studies	
	Drama		Vocational Business	

\*Core Maths is a new subject being offered in Sixth Form. It is an equivalent to an AS Level, rather than an A Level. It would be a good additional fourth subject for students studying subjects with mathematical elements (e.g. Psychology, Geography, Business and Economics). However, it would not be appropriate for students studying Maths or Further Maths at A Level.

\*\*Further Maths can be taken as a third **or fourth** subject.

### The AQA Extended Project

Universities are increasingly looking for evidence of individual research skills and academic stretch beyond students' A Level courses. The AQA Extended Project gives students an opportunity to work in depth on something that they have a passion for - students choose the topic and then work with an individual teacher supervisor who has expertise in the field.

The project can be related to one of their subjects (but doesn't have to be) but must not be something that they are submitting as a part of their course. Universities are generally very enthusiastic about the project and students spend a day at Manchester University during their research. You don't have to be an A\* student to undertake a project but do have to have a passion for your topic and be ready to work hard to see it through in addition to your studies. The project can take a variety of forms but has to include an element of research. It can be an essay, presentation, performance, film, artefact, piece of music etc.

If it is a piece of written work it should be about 5000 words long. If it is not a piece of written work it needs to be accompanied by a 1000 word report. Students will complete the majority of the work for their project at the end of Year 12 and over the summer holiday. It counts as an AS Level but goes to A\* and so is worth 8 to 28 UCAS points.

If you would like further details on the EPQ please contact Mr Stott ([l.stott@kdhigh.co.uk](mailto:l.stott@kdhigh.co.uk))

## Grade requirements for subjects

Subject	GCSE entry requirement
<b>A Level</b>	
Art and Design	Art = 5 grade 5s including Art or an art-related subject
Biology	Biology = grade 7 or Dual Science = 7-7; Maths = grade 6
Business	English = grade 6; Maths = grade 6
Chemistry	Chemistry = grade 7; Maths = grade 6
Criminology	English Language = grade 5
Economics	English = grade 7; Maths = grade 7
English Language	English Language = grade 7
English Literature	English Literature = grade 7
Geography	Geography = grade 7; English = grade 6; Maths = grade 6
History	History = grade 7
Maths	Maths = grade 7
Further Maths	Maths = grade 8
Modern Hebrew	Modern Hebrew = grade 7
Physics	Physics = grade 7; Maths = grade 7
Politics	English = grade 7
Psychology	English = grade 6; Maths = grade 6
Religious Studies	Religious Studies = grade 7; English = grade 7; History = grade 7 preferred
Sociology	English = grade 6; Maths = grade 5
Spanish	Spanish = grade 7
<b>Vocational Subjects</b>	
Business	English = grade 4; Maths = grade 4
Child Development	English Language = grade 5
IT	English = grade 4; Maths = grade 4
Media Studies	English = grade 4; Maths = grade 4
Sport	English, Maths and Science = grade 4; GCSE PE (if taken) = grade 5

**For reference:****Options Blocks for Y13 2026-27**

You may choose one subject from each block (three subjects in total)

A	B	C	D	E
Fine Art	English Literature	Biology	Business Studies (A Level)	**Geography
Biology	Maths	Child Development	Chemistry	
Economics	Psychology	*Core Maths	English Language	
Graphics	Vocational Media	***Further Maths	History	
Physics	Vocational Sport	Politics	Ivrit	
Sociology		Religious Studies	Vocational IT	
Spanish				
Vocational Business				

\*Core Maths is a new subject being offered in Sixth Form. It is an equivalent to an AS Level, rather than an A Level. It would be a good additional fourth subject for students studying subjects with mathematical elements (e.g. Psychology, Geography, Business and Economics). However, it would not be appropriate for students studying Maths or Further Maths at A Level.

\*\*Geography can only be taken by students in Main School, not YB or YG due to clashes with Kodesh.

\*\*\*Further Maths can be taken as a third **or fourth** subject.

### 3. What you can expect from the King David High School

#### 3.1. Structure of the school day

Registration / Assembly	8.40-9.10
Period 1	9.10-10.10
Period 2	10.15-11.15
Break	11.15-11.30
Period 3	11.30-12.30
Period L	12.30 - 13.20
Period 4 (6 <sup>th</sup> form lunch)	13.25- 14.25
Period 5	14.30-15.30
Period 6	15.40-16.40

The timetable above shows the regular structure of the school day. Your timetable will be split over two weeks (Week A and Week B) so be careful to keep an eye on how this changes through your edulink portal.

During winter months we finish slightly earlier on Fridays. See compressed day timings below.

END TIME	15.30	15.00	14.30	14.00	13.30
Registration / Assembly	8.40-9.10	8.40-9.10	8.40-9.00	8.30-8.45	8.30-8.45
Period 1	9.10-10.10	9.10-10.05	9.00-9.50	8.45-9.35	8.45-9.30
Period 2	10.15-11.15	10.10-11.05	9.55-10.45	9.40-10.30	9.35-10.20
Break	11.15-11.30	11.05-11.20	10.45-11.00	10.30-10.40	10.20-10.25
Period 3	11.30-12.30	11.20-12.15	11.00-11.50	10.40-11.30	10.25-11.10
Period L	12.30 - 13.20	12.15-13.05	11.50-12.45	11.30-12.15	11.10-11.55
Period 4 (6 <sup>th</sup> form lunch)	13.25- 14.25	13.05-14.00	12.45-13.35	12.15-13.05	11.55-12.40
Period 5	14.30-15.30	14.05-15.00	13.40-14.30	13.10-14.00	12.45-13.30

### 3.2. Structure of the school week

The Head of Sixth Form will email out a more detailed weekly bulletin. However, most weeks follow the structure set out below.

	Registration activity	All students
Monday	Sixth Form Assembly in the Main Library	
Tuesday	In forms for levelling up and 1-1 meetings	
Wednesday	1-1 meetings	
Thursday	Whole school assembly	
Friday	1-1 meetings	Personal development sessions every other week

### 3.3. Structure of the school year

Below is a typical structure to the school year. Please check the weekly bulletin for any changes.

	Year 12	Year 13
September	Y12 registration day Y12 lessons start Y12 Transition Evening	Year 13 lessons start Oxbridge tests
October		Early entry UCAS deadline October 15 <sup>th</sup> Y13 Assessments
November	6 <sup>th</sup> Form Open Evening	6 <sup>th</sup> Form Open Evening
December	Y12 Assessment week Vocational Y12/13 Mock Exams	Y13 Finance workshops
January	Y12 Parents Evening Vocational examination period	Y13 Mock exams UCAS Application deadline Vocational examination period
February	Y12 Poland Trip	
March	UCAS Evening UCAS Discovery Fair Y12 Duke of Edinburgh Training	
April	Applications and interviews for Sixth Form Student Leadership	Vocational mock exams
May	Sixth Form Prizegiving Vocational examination period	Sixth Form Prizegiving A Level / Vocational exams begin Y13 students respond to UCAS offers
June / July	UCAS Sign up day Y12 Mock examinations (Y12 Vocational lessons continue) Y12 Work experience week Y12 Field Trips and Duke of Edinburgh	A Level / Vocational exams end Prom

### 3.4. Pastoral Care and Safeguarding

Each student at King David High School is assigned a form tutor, who serves as their first point of contact for any pastoral concerns. The form tutor is there to advise, support, and advocate for the student. Students will meet with their form tutor for a one-to-one check-in each term. Where necessary, these meetings may take place more frequently, particularly if additional mentoring is required.

12a	12FAR	12TUR	13YG	13YB
TBC	Mr Faraday	Mrs Turner / Mrs Cohen	Miss Burberry	Mr Leventhall

13 ZIN	13RAT	13YB	13YB
Mr Zinzombe	Mr Ratcliffe	Miss Burberry	Mr Leventhall

Students can also seek pastoral support from their Head of Year. While we encourage students to approach their Head of Year for more serious concerns, if you are unsure who to speak to, please do not hesitate to get in touch with them:

- **Head of Year 12:** Mr Gandolfi
- **Head of Year 13:** Ms Gousiou

Students enrolled on vocational courses have an additional layer of support through Mrs Thomas, who offers mentoring specific to those pathways.

Parents and students may also contact the Head of Sixth Form (currently Mr Sleeman) for support or guidance relating to any aspect of Sixth Form life.

Where concerns arise around punctuality, attendance, behaviour, or academic effort, the Sixth Form team may contact parents directly. In such cases, students may be placed on a learning or attendance contract, which will set clear targets and outline the support in place to help the student meet expectations. These contracts are agreed in consultation with both students and parents.

### Safeguarding

Safeguarding is a priority at King David High School. All staff are trained in safeguarding procedures and adhere to the school's safeguarding policy. It is the responsibility of every staff member to safeguard the welfare of students.

If you have any safeguarding concerns, please do not hesitate to contact any member of staff. There are also designated safeguarding leads within the school who hold additional responsibilities in this area.

Please see their contact details below.

Designated safeguarding lead (DSL):

Mrs Watson [p.watson@kdhigh.co.uk](mailto:p.watson@kdhigh.co.uk) 01617407428

Deputy Designated Safeguarding Leads (DDSL):

Mrs Brown [l.brown@kdhigh.co.uk](mailto:l.brown@kdhigh.co.uk)

Mr Leventhall [g.leventhall@kdhigh.co.uk](mailto:g.leventhall@kdhigh.co.uk)

Ms Burberry [j.burberry@kdhigh.co.uk](mailto:j.burberry@kdhigh.co.uk)



Throughout the two years of Sixth Form, students engage in a number of key events and opportunities designed to help them narrow down their choices.

In Year 12, students take part in **one-to-one meetings** with their form tutors, during which they are encouraged to discuss their future plans. Tutors provide support and guidance on the various post-18 pathways available. In addition, all students are offered a 40-minute **careers meeting** with our external partners, **Our Futures**. These sessions are intended to generate ideas and provide next steps tailored to the student's individual strengths and interests.

In February, students and their parents are invited to a **Higher Education Evening**, which introduces the UCAS process. This event includes talks on writing personal statements, selecting courses, understanding student finance, preparing for early entry applications (such as Oxbridge or Medicine), and exploring degree apprenticeship routes. Presentations are also made available afterwards for students and parents to refer back to.

Also in February, the school runs a **Careers Week** during which teachers deliver sessions that highlight careers connected to their subject specialisms. This helps students understand the broad range of professional opportunities that stem from their academic interests. There is also an in-school **Careers Fair** where sixth form students will be scheduled to attend. Last year there were over 40 providers who students could speak to.

In March, students attend the **UCAS Discovery Fair**, offering them a chance to explore the wide range of universities and higher education providers. This is typically followed by an optional visit to the **National Apprenticeship Fair**, which students are strongly encouraged to attend.

Between March and June, students complete a **'Next Steps' questionnaire** where they outline their intended plans after Sixth Form. This information is used to assign them a dedicated member of staff to support them through the process. For most, this will be their form tutor, but others may be allocated a teacher with relevant subject expertise or a strong personal connection.

In June, students participate in a **UCAS Sign-Up Day**, during which they create their UCAS accounts and begin drafting their personal statements. This session ensures students are confident with the application process and feel well supported. They are also encouraged to attend up to three university **open days**, helping them to make informed decisions about their future.

In July, students are paired with their **academic referees**, who support them in producing a first draft of their personal statement. They also take part in a designated week of **work experience**, allowing them to develop key employability skills and explore potential career interests in real-world settings.

In Year 13, students continue to meet with their referees to complete and refine their UCAS applications. The school aims to have all applications submitted by November to avoid a clash with mock examinations and allow students to focus on their academic studies.

Careers advice remains available throughout Year 13, and students are encouraged to request further meetings with the school's careers adviser if needed. Many students at King David choose to apply to Seminary or Yeshiva following Sixth Form, and members of the Rabbinical staff offer tailored support with these applications.

If you would like further information about careers, please contact Mr Chappelle  
[t.chappelle@kdhigh.co.uk](mailto:t.chappelle@kdhigh.co.uk)

If you would like further information relating to higher education and the UCAS process, please contact  
[m.gousiou1@kdhigh.co.uk](mailto:m.gousiou1@kdhigh.co.uk)

## **Assessments**

In addition to in-class assessments, King David High School has several formal assessment periods throughout the year:

### Year 12

- December - Assessment Week. Mock exams for Vocational Sport, IT and Early Childhood Development.
- January - External vocational exams
- April - Mock vocational exams
- May - External vocational exams
- June - End of Year Assessment Week, which helps staff determine appropriate predicted grades.

### Year 13

- October - Assessment Week, providing students with an opportunity to improve their predicted grades.
- December - Mock vocational exam period
- January - Mock Examinations, usually held over two weeks. External examinations for Vocational subjects.
- May-June - External exams

Subject teachers will guide students towards revision materials and offer support for these assessments. Please note that students who do not meet the academic standards expected at King David High School may not be permitted to progress to Year 13 following the results of the Year 12 End of Year Assessments.

### 3.6. Student Leadership Opportunities

In the Summer Term of Year 12, students are selected to join the student leadership team. They are expected to set a positive example and lead by example.

There are six areas of leadership:

- Head Boy / Head Girl
- Transition
- Well-being
- Emet and Emunah
- School Environment
- Academic

Students should remember that they need to demonstrate excellent academic progress, good attendance, and prior involvement in school life earlier in the year. The application process will be explained to students during the Spring Term.

### 3.7. Prize giving

In May of the Summer Term, the Sixth Form holds a celebration to recognise the achievements of its students. Staff present awards to those who have demonstrated significant academic progress or excellence, as well as Middot Prizes for students who have enriched school life through volunteering and event organisation. Parents are warmly invited to attend this special occasion.

### 3.8. Student Bursary

The school provides bursaries for students in year 12 and 13 to ensure they have access to their studies where they would otherwise be unable to do so for financial reasons.

Our eligibility criteria for a discretionary bursary includes the following:

- Students living in a low-income household
- Students who are from a single-parent family or have one or more dependent siblings in their family
- Students who have additional responsibilities, such as being a young carer or parent
- Students who travel the greatest distance to school

If you think that you might be eligible and would like an application form or further details please contact Mrs Rose in the school office: [l.rose@kdhigh.co.uk](mailto:l.rose@kdhigh.co.uk)