



Friday 13 March 2026

Dear Parents, Carers of Y12 Students

I hope you are well and your child is enjoying their time here at NLS in Year 12!

It was great to see so many of you at the Parent Evening in January and to share the many positives and successes with you.

As said before, we also look to ensure an holistic approach to what we do, one which balances...

- High quality subject provision – effective, engaging lessons on a daily basis
- Efficient academic support – complementary academic services from Sixth Form Team/others
- Personalised pastoral care – delivered from people that foster relationships with your child
- Sharp attention to World Class Basics – ensuring high attendance, punctuality, role-modelling

Of course, not every student needs in-depth support in all these areas: indeed, most of our students present and perform terrifically well without any intervention or targeted support.

That said, and as Data 2 is imminently shared with you (as well as the results of the first tranche of Mock Exams), we do want to remind **all** parents about the **3-tiered support approach** which we in the Sixth Form Team implement for those students who might be behind in one, two or all of their subjects. This will add to subject-based interventions.

Please, then, see the reverse of this letter.

Please recall the grading system is from A*-E but these need to be set against personalised targets. One of the key grades you see on G4S is the one which predicts future performance (at the end of Y13) against those personalised targets. So, for Student 1, a B grade may be a terrific performance. For Student 2, though, it may be disappointing. These personalised targets are primarily rooted in G.C.S.E. performance – the historical evidence base for understanding likely potential – but we would never place a cap on achievement.

With the right support and hard work, any student can achieve what they will.

It is worth recalling that for that majority of students who are performing well academically and who are not behind in any subjects that we know they may still need bespoke pastoral, attendance or other support. Such support will be in place for them.

I hope this is useful information for you and, again, we look forward to seeing you Monday.

As always, email or phone (Ext.8414) if you are unsure or have any queries.

I hope you have a great weekend!

Yours faithfully,

Steve Taylor
Senior Assistant Head-teacher (inc. Head of Sixth Form)

ACADEMIC SUPPORT FOR SIXTH FORMERS	PASTORAL SUPPORT FOR SIXTH FORMERS	ATTENDANCE SUPPORT FOR SIXTH FORMERS	SUBJECT SUPPORT FOR SIXTH FORMERS
BELOW IN 3 OR 4 SUBJECTS	<p>3 Tiers of Pastoral Support in place <u>where relevant</u> to supplement the Academic Support (Tier 3 = Mental Health in Schools Team or other bespoke, expert support;</p> <p>Tier 2 = regularised in-house Mental Health support;</p> <p>Tier 1 = Light Touch Tutor support for Mental Health)</p>	<p>3 Tiers of Attendance Support in place <u>where relevant</u> to supplement the other provision (Tier 3 = Attendance Officer, WAS, HOSF, AHOSF intervention <80%;</p> <p>Tier 2 = Support Officer and Attendance Plans if 80-90%;</p> <p>Tier 1 = Tutor Support if 90-95%)</p>	<p>High quality Wave 1 Teaching & Learning in the classroom, clear support actions in Data Reports for focus students, regular G4S entries and more regularised home contact</p>
TIER 3			
Tier 3 Supported Study - supported "frees" identified and managed by Sixth Form Team			
Tier 3 Academic Mentoring - identified by Head of Sixth Form (HoSF) with SLT			
Ongoing Tracking Process undertaken 3 times between data cycles - checking student-specific actions are in place in lessons			
Supportive parent communications with Head of Sixth Form, Assistant Head of Sixth Form (AoSF) or Senior Leadership Team (SLT) - with subject communications actively encouraged			
BELOW IN 2 SUBJECTS			
TIER 2			
Tier 2 Supported Study - reduced frees, identified and managed by SF Team			
Tier 2 Academic Mentoring - identified and managed by SF Team			
Student mentored regularly by Sixth Form Team			
Checking student-specific support actions are in place in subject lessons			
Parent Communication via HoSF or AHoSF - with subject communications actively encouraged			
BELOW IN 1 SUBJECT			
TIER 1			
Tier 1 Supported Study: Fri P5 ad-hoc -identified by teacher and managed by Sixth Form Team			
Tier 1 Academic Mentoring - identified and managed by SF Team			
Use of Blue self-reflection cards at each data point with 3 follow-up check ins via tutors			
Checking student-specific support actions are in place in subject lessons			
Parent Communication via HoSF or AHoSF - with subject communications actively encouraged			