



WOKING COLLEGE

2026/27

Parents and Carers Handbook

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Welcome from the Senior Leadership Team

Welcome to Woking College

Our relationship with parents and carers is very important to us. Therefore, we have produced this booklet so that you are aware of the important information and guidance that we have given to students in their first few weeks with us.

The College prospectus and website (www.woking.ac.uk) provides useful information and news about the College. The Student Handbook is available on the student intranet for students to access. This sets out in detail useful information about college life.

Each student has been allocated a Personal Tutor to support them while they are at college, and this member of staff will normally be your first point of contact. However, the Heads of Year and members of the Senior Leadership Team are also available to discuss any matters that concern you.

We look forward to working with you to ensure that the young person in your care achieves their potential in all that they do and that they enjoy their time at Woking College.

The College Executive



2026-27 Student Union

Charter for Parents and Carers

We welcome your involvement as parents and carers in the life of the College, and we value the opportunity to work with you to guarantee the success of all our students. If we have any concerns about the young person in your care, we will certainly wish to discuss this with you and, where necessary, will contact you to arrange a meeting. If you wish to discuss anything with us, please contact the Personal Tutor or Head of Year.

While the young person in your care is studying at Woking College, you will receive regular progress reviews as well as invitations to parents/carers' Academic Tutoring Days.

If you feel unhappy with the service that we offer, please get in touch with us to share your concerns through the Personal Tutor or Head of Year. If you remain unhappy with the resolution, please contact Assistant Principal, Helena Clarke.

College Executive Team

Nuweed Razaq	Principal	nra@woking.ac.uk
Helena Clarke	Assistant Principal (Curriculum and Quality)	hcl@woking.ac.uk
Paul May	Assistant Principal (Excellence, Exams and Admissions)	pma@woking.ac.uk
Clare Hodgson	Assistant Principal (Support for Learning and Wellbeing)	cho@woking.ac.uk
Fiona Munday	Assistant Principal (Finance, MIS and IT)	fmu@woking.ac.uk

Parent/Carer Involvement in College

Parents and carers can offer support to the College by attending Visual Arts, Performing Arts and Sports events; offering an insight into the world of work through work experience; talking to a group of students; or considering involvement as a parent/carers Trustee.

Woking College Corporation

Woking College is a 16-19 Academy Trust and has a Board of Trustees including, among others, parent/carers members and a staff member. Many of the members have had experience of being a parent/carers of a student studying at the College. Trustees are all volunteers and are not paid for their duties.

The Chair of Trustees can be contacted via the Clerk of the Corporation, Rebecca Wilson, rwi@woking.ac.uk.

Timetable

The timetable is designed to provide students with as much flexibility as possible, and an individual programme of study is created to fit their subject choices meaning their timetable may well be different from every other student in the College. The week is divided into six teaching blocks. Most students will have some non-contact time each day. In addition, some activities may take place after college, particularly clubs and enrichment activities. Visual of timetable structure:

WOKING COLLEGE					
	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8.45	3	6	2	5	1
10.00	5	4	3	4	2
10.05					
11.05	Break	Break	Break	Break	Break
11.20	Staff Briefing				
11.40	Tutor Period for Year 12/L2	2	1	3	5
12.40	Lunch for Year 13				
12.40	Tutor Period for Year 13	LUNCH	LUNCH	LUNCH	LUNCH
1.40	Lunch for Year 12/L2				
1.40	1	5	6	2	4
2.55	4	3	6	1	6
3.00					
4.00					

Box structure

Example timetable

Day	08:45	09:00	10:00	11:00	12:00	13:00	14:00	15:00	16:00
M O N	08:45 - 10:00 201ALELIT-22 A Level English Literature A Level English Literature W15 (16) Wheeler T (16)					12:40 - 13:40 UALFNE-3 Year 13 Tutor Group Year 13 Tutor Group B07 (16) Nettleton F (16)			
	08:45 - 10:00 301ALFILM-22 A Level Film Studies A Level Film Studies W05 (16) Mngoma S (16)								
T U E									
W E D	08:45 - 10:00 401ALPSYC-22 A Level Psychology A Level Psychology B07 (16) Nettleton F (16)	10:05 - 11:20 402ALELIT-22 A Level English Literature A Level English Literature W17 (16) Longthorne-Boyle L (16)				12:40 - 13:40 405ENRPSY-23 Designing Studies in Psychology Designing Studies in Psychology B04 (16) Keep D (16)	13:40 - 16:00 406ALFILM-22 A Level Film Studies A Level Film Studies W05 (16) Mngoma S (16)		
T H U									
F R I									

Enrichment

The College has always aimed to provide a broad and balanced educational experience for our students, and the Enrichment programme is designed to supplement the curriculum provision. There are over 75 courses from which students may choose including sports, arts, musical activities, and vocational studies. It is compulsory for students to choose at least one enrichment from the offer provided. Enrichments are included as part of a student's college timetable. Attendance to enrichment courses is important and treated in the same way as their lessons. Any U marks will automatically trigger an email to the student and to their primary contact.

The Woking Way

As a college, we are committed to developing and extending opportunities and experiences for our students beyond the classroom. The Woking Way is a wrap-around programme which enables learners to develop beyond and outside of their academic or vocational studies. All students work towards achieving The Woking Way certificate recognising their commitment to their personal development. This bespoke programme is designed to develop the cultural capital of our learners. Setting our students apart, The Woking Way enables students to experience and participate in a range of activities, workshops, lectures, trips, and events under the categories of *Wellbeing*, *What Next*, *Wider Learning*, *Working with the Community and World of Work*. With over 75 enrichment options, in addition to the Excellence Programme, STEM, Short Courses, Lunchtime Lectures and EPQ, there are multiple opportunities open and available to our students.

Progression between Years and Levels – Important information:

In order for **students to progress from the first year to the second year of an A Level course they will need to achieve at least a grade E in their Year 12 end of year examination. To progress onto Year 13 of an Applied General (CTEC/BTEC) Level 3 course, students will need to have passed all first-year modules.** It is essential that students attend college from mid-June to the end of the summer term as Year 13 work will commence during this period and compulsory work will be set for the summer holiday. Students may be in different teaching groups for the second year of their course.

Students on a one-year Foundation Level (Level 2 - GCSE) programme will need to achieve Merit grades in their B/CTEC Level 2 courses to progress onto Level 3 (Advanced Level). All students looking to progress will need to demonstrate satisfactory attendance (90% or above) and commitment, and final decisions regarding progression will be subject to the discretion of the Assistant Principal.

Functional Skills

In line with Government policy, the College is committed to developing and accrediting the English and Maths skills of our students. Our students will be working towards achieving a minimum Level 2 in each of the main Key Skills (Literacy and Numeracy) if they have not achieved the GCSE equivalent at grade 4 or above. In addition, themed literacy and numeracy weeks are in place across all curriculum subjects throughout the academic year.

Learning Resource Centre (LRC)

The LRC is equipped with over 80 computers and other resources. Students are free to use the facilities in the College in term time between 7:30am and 6pm Monday to Friday. The LRC is also open at points during the Easter break to enable students to complete coursework or revise. The internet can be accessed by all computers connected to the College network.

Students are free to use this facility for research and college work purposes. All students also receive an email account with the College to aid them with their college studies and have access to a wealth of subjects, careers and wider college information through Microsoft Teams pages and channels. **Please note that all our computers are monitored to ensure all our students are safe online. Students are informed of this at the start of term, and they sign an agreement to confirm they have read and understood the expectations of online usage whilst at college.**

Tutorial Programme

Every student in the College is a member of a tutor group and, as such, participates in the tutorial programme as part of their programme of study. This programme aims to develop students' ability to monitor and improve their own academic progress and to research and plan for moving on after college. The tutorial programme also provides students with a greater awareness of social, health and economic-related issues. **Attendance at the weekly tutorial session is a compulsory part of every student's programme of study.**

External Examinations

A Level subjects are assessed through linear examinations. Some A Level subjects may contain coursework modules. In addition, many of the Applied General courses also have external examinations as part of their assessment. A Levels are fully assessed at the end of Year 13 and students on A-Level courses will take their public examinations in the summer of Year 13. Those on Applied General courses may take public exams at various points during Year 12 and Year 13. Year 12 end of year examination results form the basis of UCAS offers and predictions. Therefore, there is a focus on examination work right from the start of their college courses.

Examination Entry & Payment

The College pays examination and course registration fees for all students who are under 19 at the beginning of their course. However, if overall attendance falls below 90% covering the whole of the student's course at the time of exam entry and/or registration, students may be charged for exams and/or course registration. This can amount to over £130 for each course. Where a student fails to improve upon their attendance despite numerous warnings, the Assistant Principal reserves the right to withdraw the student from examination/coursework entry. Serious long-term illness and hospital/medical appointments must be supported by a medical certificate. These absences will be excluded from the calculation of 90%. Minor illnesses will count against attendance.

Students will be required to pay for any resit in any externally assessed units on Vocational courses. It is at the College's discretion whether a resit is permitted in the following situations:

- Contravening exam regulations
- Gross misconduct in relation to college discipline

Routine appointments at doctors, dentists, opticians or driving tests and lessons should be made in the student's own time; these absences will count against their overall attendance as will holidays taken during college term time. We will aim to keep parents/ carers advised about the attendance of the young person in their care if it is a cause for concern.

Careers Information

The College has a well-resourced careers library which is open for student use during the College working day. Advice and guidance take place in small groups or on a one-to-one basis. Individual appointments to see the careers advisor can be made via the Personal Tutors. Students' primary access to careers education is through the tutorial programme. There is also a wealth of information and resources on the Careers Teams page plus a weekly careers bulletin emailed to all students. A range of independent advisors are regularly welcomed into college from a variety of organisations and institutions. The department runs several events every year which includes two Careers Conferences in the March and June of Year 12, talks, workshops, trips and visiting speakers.

The careers advisor can support students through a wide range of areas such as:

- ✓ Choosing A-level courses to suit a particular career path or to keep options open
- ✓ University applications including help with choosing a course or university
- ✓ Accessing software like Unifrog to identify potential careers
- ✓ Access to printed books and other resources, as well as university prospectuses
- ✓ Mock interviews for employment or university
- ✓ Searching and applying for jobs including CV writing
- ✓ Finding apprenticeships
- ✓ Work experience
- ✓ Planning Gap Years

One-year Foundation (Level 2) students are carefully guided through the year by undertaking a special programme which includes individual guidance interviews. All options after college are addressed including work-based learning through employment, returning to college for Level 3 study and other Further Education options.

For Year 13 students there is a comprehensive programme which guides students through the application processes for Employment and HE.

References

References are written for students in consultation with teaching staff and Personal Tutors. References are usually treated as confidential although open testimonials can be obtained in consultation with the student's Head of Year.

Value Added and Target Grades

Statistically, the best single indicator of how a student will perform at A-Level and on Level 3 Applied General is their achievement at GCSE. A number of organisations have developed systems to enable colleges to analyse A-Level value-added performance relative to GCSE. The GCSE results of each student can be converted to an average GCSE score by giving a score of 8 for a grade 9 descending to a score of 1 for a grade 1 (note grades 5, 6 and 8 are scored to a decimal point). An average GCSE score of 6.5 therefore indicates that a student's average GCSE is between a grade 6 and a grade 7.

This type of data is used in systems such as A-Level Performance System (ALPS) and allows the College to consider the relative GCSE ability of students to find out how our students performed at A-Level relative to other sixth form colleges. It also allows us to identify which students have exceeded their targets and which have under-achieved in their A-Level and vocational qualifications and to predict realistic target performance levels for new students in college.

Grades at GCSE and A-Level cannot be directly compared. The national average data illustrates that students who average a grade 4 at GCSE will need to over-achieve to get better than a D/E grade at A Level. Furthermore, it predicts that students who achieve 8 or 9 at GCSE should not automatically assume they will achieve A grades at A-Level. We use this process to give students a minimum target grade at the start of their studies, and we measure their progress against this grade. Our goal is to encourage and support students to achieve or exceed their minimum target grade, and personalised academic targets are regularly set in all subjects to help students maximise their progress.

Pastoral Care in College

The College continues to maintain its strong commitment to the support and guidance of each individual student, primarily via the Personal Tutor. The College Counsellors are also available to meet with individual students by appointment, which can be arranged through their Head of Year. We also have a Student Wellbeing Co-ordinator who is available for all students who need someone to talk to about how they are feeling. Where necessary, or where it is in the best interests of the student, the College may also draw on the professional experience of external agencies. This would normally be done in consultation with parents and carers.

Young Carers and Care Experience Children (Looked After Children)

There is bespoke support available for Young Carers and Care Experienced Children. It is important that students or parents/carers disclose this at enrolment or to their Personal Tutor to ensure that they are equipped with access to relevant support systems.

Learning Support

When students apply to the College and when they enrol, we ask that they tell us if they have any medical conditions or disabilities that we should know about. This information is treated in confidence and is used only to offer students support. They can talk to their Personal Tutor, Head of Year, Learning Support or Student Wellbeing Co-ordinator about any support needs that they may have.

Woking College aims to ensure equality of opportunity and a wide and varied curriculum for each student in order that they can become an effective and independent learner, who is able to achieve their maximum potential. The College seeks to identify learners with special educational needs and / or disabilities (SEND) as early as possible to provide appropriate support. A copy of the Learning Support and SEND policy is available on the Woking College website.

Safeguarding & Online Safety

The College takes its Safeguarding duty very seriously, and a dedicated team work to ensure that students are supported and monitored pastorally. The Designated Safeguarding Leads are Clare Hodgson, Assistant Principal (Support for Learning and Wellbeing) and Sophie Mngoma (Director of Pastoral Care).

As part of our Safeguarding policy, the College is committed to the safety of all students when working online. The College uses filters and monitors all usage of the IT network. Staff are trained to understand e-safety and the dangers present online. The College tutorial programme aims to educate students about being safe online and when using social networking sites. There is further information on online safety including links to helpful resources for parents and carers available on the Woking College website. If a student misuses the College online system, their parent/carer will be informed, and depending on the nature of the incident, they may be suspended pending a meeting with their parents/carers.

Use of Artificial Intelligence (A.I.)

As emerging technologies like artificial intelligence (AI) become more prevalent, Woking College is proactively developing strategies to guide the safe, effective, and ethical use of these tools for student learning following principles outlined below:

1. **Support Education Goals for All:** AI will be thoughtfully used to enhance outcomes for every student.
2. **Privacy & Security:** AI use will align with GDPR regulations, protecting student data.
3. **AI Literacy:** Students and teachers will build skills to critically evaluate the accuracy of and potential bias within AI and utilise AI technologies ethically.
4. **Academic Integrity:** Students are expected to produce original work and properly credit all sources, including AI tools.
5. **Continuous Evaluation:** We will routinely audit AI use, updating policies and training as needed.

We remind parents and carers that AI tools may have age restrictions. For example, ChatGPT currently requires users to be at least 13 years old and requires parental or legal guardian consent for students between the ages of 13 and 18. We will assume consent from parents for their young person to use ChatGPT, unless you would like to contact us to opt out. Our goal is to create a learning environment where AI technologies enhance learning and to prepare students for the future.

Our message to students is that any use of Artificial Intelligence (A.I.) to enhance their learning must be authorised by a member of staff and A.I. generated material must not form part of their homework, coursework or non-examined assessment submission. Woking College uses A.I. detection software and, where an unauthorised submission is discovered, a student will be treated in the same way as having plagiarised work. Students should not copy work from friends, textbooks or the Internet. It is acceptable to quote sentences from textbooks, but students must acknowledge the quotation.

All submitted coursework must be the work of the student; plagiarism will lead to disqualification.

Guidance on using AI writing tools responsibly in academic work

The following guidance is for students and staff at Woking College. It complies with JCQ guidance [AI-Use-in-assessments_Apr25_FINAL.pdf](#) and draws on similar guidance from the University of Birmingham: [Using Grammarly responsibly within your academic work](#)

To avoid any issues with the use of AI software, students are strongly recommended to use the basic spelling and grammar correction functions in Word rather than using AI for this purpose.

Individual subjects will also have their own specific guidance on the permissible and non-permissible use of AI in your work and how this should be referenced in cases where some AI use is permitted. Your subject teachers will give you further guidance on these subject-specific rules and it is important that you listen carefully to these to ensure your submitted work is always completed according to the exam board rules.

Rationale:

The increasing availability of sophisticated writing tools, including AI-powered software like Grammarly, raises important questions about academic integrity. It is essential that any submitted work reflects your own thinking and writing. While it's acceptable to correct minor errors, relying on another individual or online software tools to rewrite, develop, or correct your ideas within assessments and assignments is **not permitted**.

This guide outlines acceptable and unacceptable uses of proofreading tools, including Grammarly Free and Grammarly Pro, which are versions of one of the most popular tools currently available for this purpose.

Unacceptable use of AI tools:

Grammarly (Free or Pro), or any other AI service or software tool, must NOT be used to:

- Rewrite or improve your arguments, explanations, or ideas including Refining the logic or argument (e.g. asking to “make this argument clearer”, “strengthen this paragraph”, or “improve this explanation”).
- Generate new content or suggestions that alter the meaning or structure of your work.
- Correct factual inaccuracies or enhance the content of your writing.
- Rewrite for tone or academic style or rewording content to sound more ‘academic’, ‘formal’, or ‘persuasive’. Applying a ‘tone’ filter (for example “make this sound more confident” or “make this more impactful”) affects how your ideas are expressed and is therefore not an acceptable use of AI in submitted work.
- Translate work into or from a language you’re being assessed on.
- Shorten your work specifically to meet a word count. Using tools to summarise sections of your own work can often alter the original meaning or emphasis and is therefore unacceptable use of AI in submitted work.
- Rewrite code in computing or programming assessments.
- Generate or rephrase sentences, expand ideas, or improve your arguments.
- Restructuring your assignment (i.e. Reordering paragraphs, sections, or content to improve the structure, flow, or logic of your ideas). Suggestions like “move this section earlier” or “conclude with this argument” affect how your ideas are developed and are therefore included in unacceptable uses of AI tools for submitted work.
- Reducing repetition or refining transitions between ideas in ways that reshape your arguments and reasoning.

Acceptable uses of AI tools:

You can use Grammarly or similar AI tools to do the following, but *it is important to note that many of these functions are available on a standard Microsoft Word spelling and grammar check which should be used as a preferred option where possible.*

- **Fix spelling, punctuation, and basic grammar errors**
 - o Correct words that sound the same but have different meaning (e.g. changing ‘there’ to ‘their’, ‘compliment’ to ‘complement’).
 - o Add or correct punctuation (e.g. changing a comma to a full stop in a run-on sentence).
 - o Example: 'Photosynthesis is essential for plant life, it converts sunlight into energy the plant can use.'
Acceptable correction: 'Photosynthesis is essential for plant life. It converts sunlight into energy the plant can use.'
- **Correct basic grammar issues such as verb tense or subject-verb agreement.**
 - o Example: 'She walk to campus every day.'
Acceptable correction: 'She walks to campus every day.'
- **Shorten long sentences or paragraphs (without changing meaning)**
 - o Remove unnecessary words or phrases like ‘really’, ‘very’, ‘basically’, ‘absolutely essential’.

- o Replace wordy phrases with simpler alternatives.
- o Example: 'At the present time, scientists are studying the effects of climate change.'
- Acceptable correction: 'Currently, scientists are studying the effects of climate change.'
- **Ensure writing adheres to standard English conventions**
 - o Apply English spelling (e.g. 'colour', 'organise', 'centre'). Generative AI tools often use Americanised spelling by default so they may not apply English spelling consistently.
- **Apply correct capitalisation for names, titles, and sentence openings**
 - o Example: 'the civil war in England was a turning point.'
 - Acceptable correction: 'The Civil War in England was a turning point.'
- **Maintain consistent use of verb tenses and pronouns**
 - o Example: 'The team of engineers were testing their equipment.'
 - Acceptable correction: 'The team of engineers was testing its equipment.'
- **Check consistency in formatting and layout**
 - o Ensure headings, subheadings, and titles follow a consistent visual style and hierarchy.
 - o Verify that page numbers are included and correctly ordered.
 - o Check that figure and table captions are numbered and labelled consistently.

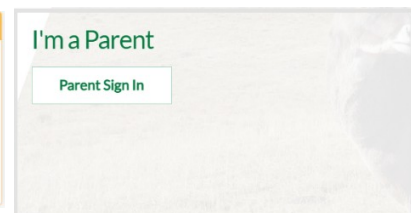
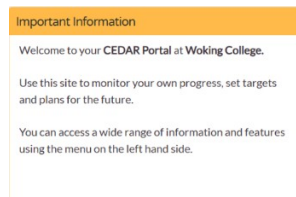
Please NOTE: Grammarly, and particularly Grammarly Pro, now offers advanced features that extend beyond basic grammar and style checks. **You must not use these advanced features for assessed work.**

Communication with Parents and Carers

Parents and carers are kept informed of events in a variety of ways. The College X-feed, Facebook and Instagram pages keeps students and parents/carers informed of what is going on in the College. Letters and emails may be used to update parents/carers or to inform them of events and developments. The College has its own website (www.woking.ac.uk); which features current news, the College calendar, events, the newsletter, the prospectus, departmental and subject profiles and careers information.

If problems occur during a student's time in college, parents/carers will generally be contacted by telephone or letter as appropriate. **The College will be contacting parents/carers regularly by email so please provide us with your contact email address for correspondence.** All progress reports are sent to parents/carers via email. **If you are not receiving emails from the College, please check that they are not being sent to your Junk Folder by default.**

CEDAR – Online Portal for Parents, Carers and Students



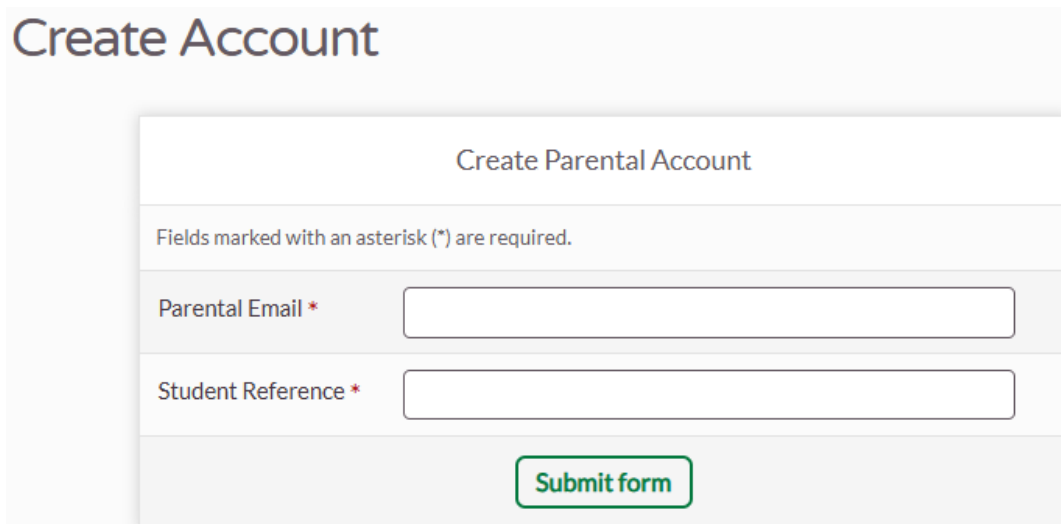
CEDAR is an online parent/carer portal used by many UK sixth-form colleges to let parents and carers of students track attendance, timetable, and progress. Students are also able to access Cedar.

A link will be provided allowing parents/carers of a young person at Woking College to set up a parental Cedar account. This link will be provided with instructions on how to use Cedar.

After creation of an account, parents/carers of a young person at Woking College can log-in to Cedar via: <https://cedar.woking.ac.uk/> anytime they want to check on progress or track attendance.

Creating and activating an account

1. Click this link to create a Cedar account: <https://cedar.woking.ac.uk/auth/account/create>



The screenshot shows a web form titled "Create Account" with a sub-header "Create Parental Account". Below the sub-header, a note states: "Fields marked with an asterisk (*) are required." There are two input fields: "Parental Email *" and "Student Reference *". Both fields are empty. At the bottom of the form is a green button labeled "Submit form".

2. Enter the email address which the College holds as a next of kin email and your reference number. Your young person will have this reference number, and it can be found on their college ID card.
3. Once this is submitted, CEDAR will ensure that the email address and student ID number match our records. If there is a match, CEDAR will automatically send an email with an account activation link to the registered email address. Please allow up to 10 minutes for this email to arrive. To ensure security, parents and carers will only have 24 hours to respond to this link which asks the parent/carers to activate the account.
4. When activating an account, you will be asked to produce a password. Passwords must be 8 characters long and needs to include upper- and lower-case letters and a number:

Set Parental Password

Set Parental Password

Fields marked with an asterisk (*) are required.

Please enter your new password, this will be used to log in to your parental account. Passwords must be at least **10 characters** long.

Password *

Confirm Password *

Submit form

5. After setting your password you will be taken to the Cedar log in page. Choose "I'm a Parent" :

I'm a Staff member

 Sign in with Microsoft

I'm a Student

 Sign in with Microsoft

I'm an Applicant

Applicant Sign In

I'm a Parent

Parent Sign In

6. Type the registered email address and chosen password to gain access.

I'm a Parent

Email Address:

Password:

[Parent Sign In](#)

[Reset Password](#)

Please note that if you have **more than one young person** at Woking College, you will only need to create one parent account. The second child will be automatically added to the same account. When logging in, you will be asked which young person you wish to access. If you wish to switch to the other young person, you must log out and log back in again.

The CEDAR Homepage

After logging in you will be taken to the parent/carer home page shown below:

You were signed-in on another device: **Edge on Windows**
 That device will be signed-out for security reasons.

Welcome Parent / Guardian Of [Name]

Attendance

100%

Attendance

100%

Punctuality

[View Attendance Summary](#)

[1]

Subject Target Grades

Subject	Target Grade
A-Level Art and Design 2025	A*
A-Level Graphics 2025	A*
A-Level Psychology 2025	A

[View Markbook Summary](#)

[2]

Today's Activities

Time	Activity	Location
10:40	A-Level Psychology 2025 Upper Sixth Block	[Location]
14:00	A-Level Art and Design 2025 Upper Sixth	[Location]

[View Full Timetable](#)

[3]

Pastoral Log

Tutor: [Name]

Senior Tutor: [Name]

The homepage shows the headline summary of a student's attendance and punctuality for their timetabled sessions at the College.

- Clicking on the “View Attendance Summary” [1] brings up a full breakdown of a student's attendance by subject for each month:

My Attendance Summary

24/25	23/24																		
Reference	Name	Status	Last Present	Course Time Lost	Lessons Missed	YTD	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	
25ADGD-	A-Level Graphics 2025 Upper Sixth Block		13-Dec-24 10:40		0	100%	0%	100%	100%	100%	100%	0%	0%	0%	0%	0%	0%	0%	
25AD-U	A-Level Art and Design 2025 Upper Sixth Block		16-Dec-24 14:00		0	100%	0%	100%	100%	100%	100%	0%	0%	0%	0%	0%	0%	0%	
25PS2-U-	A-Level Psychology 2025 Upper Sixth Block:		16-Dec-24 10:40		0	100%	0%	100%	100%	100%	100%	0%	0%	0%	0%	0%	0%	0%	
25PT	Personal Tutorial 2025		10-Dec-24 10:40		0	100%	0%	0%	100%	100%	100%	0%	0%	0%	0%	0%	0%	0%	
25PT	Personal Tutorial 2025		20-Sep-24 15:00		0	100%	0%	100%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	
	Overall		16-Dec-24 14:00		0	100%	0%	100%	100%	100%	100%	0%	0%	0%	0%	0%	0%	0%	

- Clicking on the “View Mark book Summary” link [2] will bring up all the assessment data which has been recorded on CEDAR.
- Clicking on the “View Full Timetable” link [3] will bring up the full week's timetabled activities.

Attendance & Absence

The College expects 100% attendance, and all students are required to attend all timetabled lessons and tutorials irrespective of when they have non-contact periods. Absence from college, when known in advance, should be notified to the Personal Tutor. **Absence must always be explained. If students are absent, we ask the student or their parent/carer to complete the absence form on our website before 8.30am:** <https://woking.ac.uk/report-absence/>

Parents/Carers can check the young person in their care's attendance on a regular basis on CEDAR. When a student misses a lesson or a registered enrichment, a U (unauthorised absence) will be entered by their teacher. If a student's attendance falls below a certain threshold, an email will be sent home. Please ensure that the College has your correct email to allow for instant communication home. Prolonged or unexplained absence will involve contact with parents/carers and may result in discontinuation of a student's programme of study, or withdrawal from examination entry. Attendance is checked regularly and students who fail to attend classes or tutorial through absence or lateness may find themselves facing a formal disciplinary procedure.

The College accepts that some absences are unavoidable, and these are categorised as 'authorised'. These include:

- Non-routine medical appointment which cannot be made outside college hours
- Careers/job interview
- University open day visit/interview (up to a maximum of 3)
- Religious holidays
- Work experience placement related to college course
- Participation in a college activity
- Funeral of a close friend or relative
- Serious failure of public transport

The following absences are generally not acceptable and are considered 'unauthorised':

- Holidays and leisure activities
- Part-time work which is unrelated to the programme of study
- Birthdays or other similar celebrations
- Babysitting younger siblings or other family chores
- Driving tests or lessons

Using the side link to access College Assessment Points (CAPs)



Click on the  button on the top left of the home page and choose "Curriculum and Achievement, followed by "College Assessment Points":

Under the "Curriculum and Achievement" menu, click Common assessment Points (CAPS)"

The CAP grade is a formal assessment point reflecting either a test grade or current working at grade. Also shown is a target grade based on prior GCSE performance, and an effort grade. If teaching is shared across more than one teacher, then this will be a collective effort grade.

College Assessment Points

Target Grades (TG)

This is the grade you should be aiming for based on your GCSE score.

College Assessment Point (CAP)

This is the grade you received at the College Assessment Point.

Effort Grade:

- 1* = Outstanding
- 1 = Good
- 2 = Requires Improvement
- 3 = Unacceptable

Results Summary

Subject	Latest						
BTEC National Diploma in Applied Science DPAPSC24-3	CAP 1 July'26 Teacher: Klein, Matt <table><tr><th>CAP</th><th>TG</th><th>Collective Effort</th></tr><tr><td>DD</td><td>DD</td><td>1</td></tr></table>	CAP	TG	Collective Effort	DD	DD	1
CAP	TG	Collective Effort					
DD	DD	1					
CTEC Extended Certificate Engineering AAQ ECENGR24-3	Teacher: Klein, Matt <table><tr><th>CAP</th><th>TG</th><th>Collective Effort</th></tr><tr><td>D</td><td>D</td><td>1</td></tr></table>	CAP	TG	Collective Effort	D	D	1
CAP	TG	Collective Effort					
D	D	1					

Results Detailed

Latest

✓ CAP 1 July'26

Click to expand/collapse

 DPAPSC24-3 - BTEC National Diploma in Applied Science

Target Grade	DD
CAP	DD
Collective Effort Grade	1

 ECENGR24-3 - CTEC Extended Certificate Engineering AAQ

Target Grade	D
CAP	D
Collective Effort Grade	1

Please do contact the Tutor of the young person in your care if you have any questions about how to access or use CEDAR.

Use of Non-Contact Time

All students in the College will find that, within the overall college timetable arrangements, they have a certain number of blocks free each week when they are not timetabled for classes. These “non-contact periods” offer them the chance to organise their own work and to study independently. The LRC is the main area available for supervised quiet study although practical subjects also provide areas for students to continue with their own work.

Part-Time Work

We recognise that many students have part-time jobs which give them personal and financial benefits, and we encourage students to hold such positions. However, we strongly recommend that students should not take on more than 8-10 hours of part-time work per week during term time periods. Research shows that any more than this can affect final grades. It is expected that students will undertake working commitments outside of the College Day to ensure they are available from non – timetabled events, such as Careers Day, which takes place outside of timetabled lessons.

Trips & Visits

A range of educational and recreational visits are offered for which your consent is always required, regardless of the age of the student. There is financial support for any student who may need it. Students should speak to their tutor or Head of Year for more information and all requests for support should be made to Clare Hodgson, Assistant Principal (Support for Learning and Wellbeing).

Financial Help

Alongside our Bursary provision, the College has set aside a Learner Support Fund to provide help to students facing financial difficulties whilst incurring expenses relating to their academic courses, such as an essential educational trip/visit and buying specialist equipment/materials. Requests, which are always treated sensitively, should be made to the Assistant Principal, Support for Learning and Wellbeing, Clare Hodgson, in the first instance.

Holidays during Term-Time

Students should not take holidays in term-time. Course programmes are demanding and the time available to prepare for examinations and assessments is relatively short. In exceptional circumstances, such as to compete in international sport, students who require leave of absence during term time must complete an ‘Absence Request Form’ and send it to their Head of Year, along with a supporting letter from parents/ carers. The Assistant Principal, Support for Learning, will make the final decision as to whether such absences can be authorised.

Please note that all first-year students will be expected to return to college in mid-June (after their end of year examinations) to begin Year 13 work. **It is a condition of progression into Year 13 that students attend these lessons and satisfactorily complete the work. For our Foundation students progressing to Year 12, a key condition of their re-enrolment is that they must attend Bridging Week.**

Smoking and Vaping

From the start of **September 2026, Woking College will be a smoke-free and vape-free college site.**

This reflects both our commitment to health and wellbeing and the significant recent changes in UK law and policy. In April 2026, the Tobacco and Vapes Act received Royal Assent, introducing a 'smoke-free generation' by making it illegal to sell tobacco to anyone born on or after 1 January 2009.

The Act also strengthens controls on vaping and provides powers to extend smoke-free expectations to settings used by young people, including schools and colleges. As a sixth form setting for 16–19-year-olds on what is effectively a school site, it is important that we align with this clear national direction, alongside our safeguarding responsibilities. Moving to a smoke-free and vape-free campus will:

- Support the health and wellbeing of students and staff
- Provide clear, consistent expectations for our students
- Ensure alignment with current and emerging legal standards
- Align with steps being taken by other S7 and local colleges

Alcohol & Illegal Substances

No one is allowed to consume or possess alcohol or illegal substances on college premises or at college events whether on or off site. Any student found under the influence of or dealing in such substances will immediately be suspended pending an investigation, which may result in the student being asked to leave college. Such instances will also be reported to the Police.

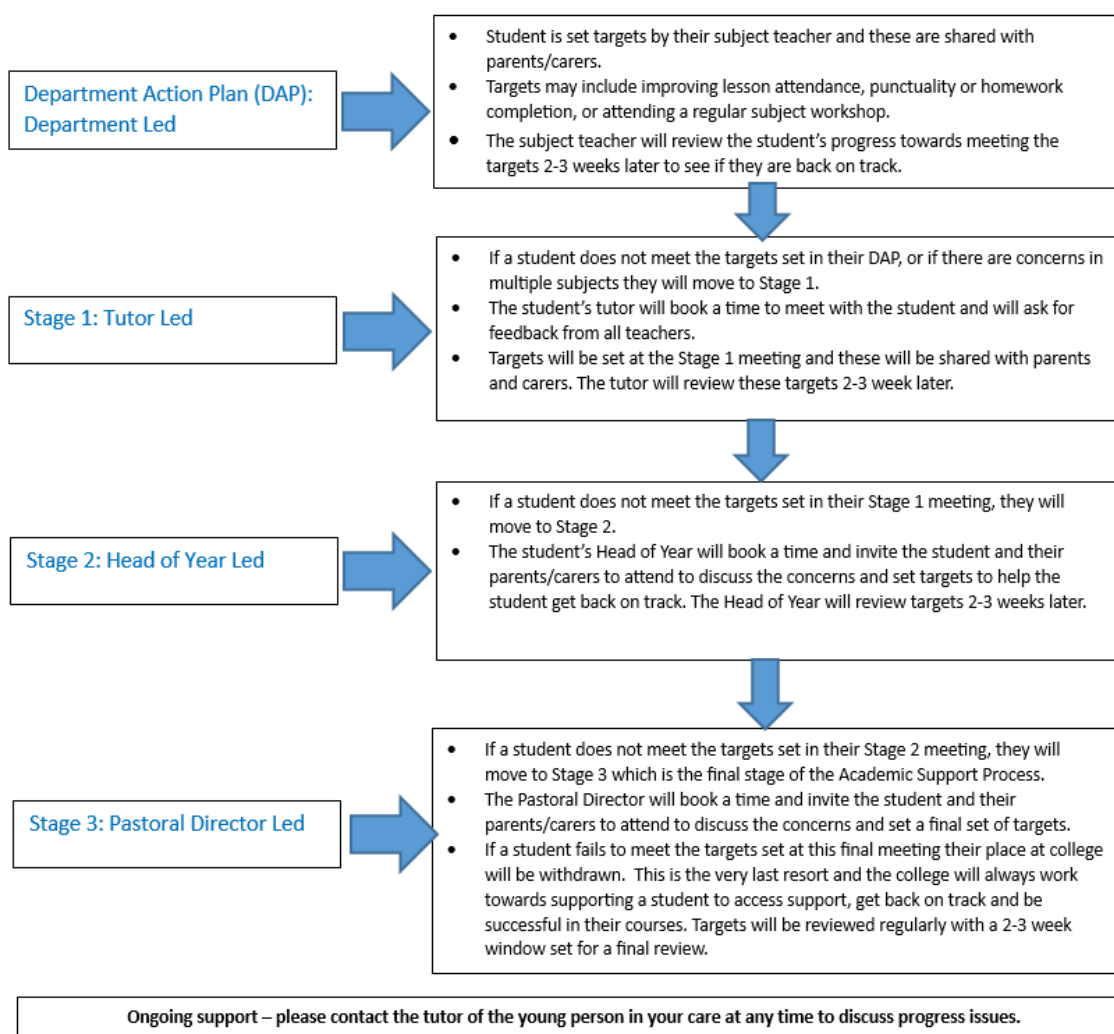
Exclusion

The College is committed to the provision of first-class learning opportunities for all students. In a very limited number of cases, it is sometimes necessary to exclude a student from the College as part of the disciplinary procedure. This would normally follow a discussion with the student and parents/carers. The College always aims to act in the best interests of all students and staff of the College. Exclusion decisions will only be made by the Principal or Assistant Principal.

Woking College – Academic Support Process

When students join the College, our expectations of maximum attendance in lessons, working to the best of their abilities and seeking support when needed to aid their achievements is made clear to them by their teachers, tutors and Head of Year. When a student is identified as underperforming for whatever reason, there are a number of strategies available to teachers and the pastoral team to help them get back on track. The purpose of the Academic Support Process is to encourage and aid students in their subjects to help them fulfil their potential. We want to enable students to be successful on their programmes of study and prevent them from reaching the next stage of the Academic Support. Our approach relies very much on the support of parents and carers. There are four stages to the process as shown below.

The four step Approach to Academic Support





Sustainable Access to Learning (SAL)

Woking College provides full time education for its students. Our default position, as a college, is that we want all students to complete their studies successfully and achieve their potential. There are occasions, however, when a student's physical or mental health impacts their ability to access their learning making successful completion of their studies challenging. In these cases, we will work with a student and their parents/carers to implement support to help them to access their learning; this could include adapting their programme of study or including additional support sessions or mentoring.

Before you join Woking College:

During our Enrolment process we encourage students to disclose any physical, mental health or additional learning needs at any of the following stages: in the initial application; during interview and/or at enrolment. Any disclosure will not prejudice any decision about an offer of a place at Woking College. Earlier disclosure allows the College to assess a student's needs and to put appropriate support and/or any reasonable adjustments so the student can achieve their full potential.

It may be appropriate that we seek further information from Health Professionals and other relevant agencies. These meetings will further enable the College to put an appropriate support package together and to aid a smooth transition into the College.

If a student has an Education, Health and Care Plan (EHCP) this will be reviewed by the Learning Support Department before the student starts at the College and further reviews will take place throughout the student's time at college.

Purpose of a SAL:

The purpose of the Sustainable Access to Learning Policy is to create a plan of action when a student's mental or physical/medical health is so affected that it is impacting their ability to sustain their studies on their current programme.

Its key function is to put together a short-term plan of additional actions to support students to reintegrate with their studies or to look at viable alternative courses of action (e.g. reduce programme or consider a possible restart of courses when health has improved).

Key Indicators:

Serious concerns about a student's ability to study may present in several different ways. The following list identifies some of the most common indicators but is not exhaustive.

Rapid deterioration in academic performance and failure to submit work or to comply with other requirements of their programme of study. This may be indicated by:

- A significant deterioration in academic performance; failure to submit work; poor communication with teachers or support staff.
- Less than 80% of homework or coursework submitted across the whole period.
- Submission of incomplete work over a prolonged period.
- An extended period of non-submission of work / required assignments.
- A continued period of no communication with teaching staff making it challenging for them to assess progress.

- Poor attendance which may be indicated by:
 - Non-stop absence of two working weeks or more
 - Ongoing absences with inconsistent communication
 - Cumulative non-attendance over a period of a half term

- The sudden on-set of a physical difficulty or mental health issue.
- Nature of the subjects being studied by a student struggling with their physical, mental or SEND diagnosis and the challenges of external exam board requirements.

The Procedure - 3-stage approach

Decisions are made on a case-by-case basis. The process is always bespoke to each individual student.

SAL 1: Led by Head of Year (HOY)

Student and their parents/carers meet with the HoY and Tutor to discuss the issues impacting the student and how best to support them including reducing their programme.

SAL 2: Led by Director of Pastoral Care (DPC)

SAL 2 is requested if the student's health continues to deteriorate and impacts on their ability to access their college programme. The DPC meets with the student, their parents/carers, and HoY to discuss how to move forward.

SAL 3: Led by Assistant Principal (Support for Learning and wellbeing).

SAL 3 is the final stage of the process. The Assistant Principal meets with the student, their parents/carers and HoY to discuss the final outcome of the process and decide what is best for the student.

Decisions for a student to withdraw / offered a fresh start are made in SAL 2 and 3 if this is the best decision for the student. To restart Year 12, the student must restart before turning 18.

The HoY is the first point of contact for students and their parents / carers when a SAL is instigated.

<u>Supporting attendance:</u> To be successful in college, high levels of attendance are essential and so we have a variety of processes to support students to attend all their lessons: <u>Emails home:</u> if a student's attendance hits a certain threshold and the reasons are unknown, this will trigger an email home alerting parents/carers of the decline in attendance and asking for clarification of the reason. To report an absence, you should use the form on the College website: https://woking.ac.uk/report-absence/. Parents/carers can check attendance regularly on Cedar: https://cedar.woking.ac.uk/ <u>Financial Support:</u> If there are financial barriers impacting on students' ability to attend College, you may be eligible for a Bursary https://woking.ac.uk/admissions/financial-assistance/ <u>Progress Mentors:</u> For students who are struggling with significant barriers to their College Attendance, we have additional mentors who will support and encourage them to attend and access their learning.	<u>Supporting students with their Mental Health and Wellbeing:</u> The weekly tutorial programme delivers sessions on a range of wellbeing and health topics including personal safety, stress management, driving safety, drug and alcohol abuse, healthy relationships, sexual health, bullying, digital safety, and sleep hygiene. In addition to this, the Head of Student Wellbeing and the enrichment team organise a range of cross-College wellbeing events through the year including craft activities, goal setting, baking, and visits from the Therapy Dog. Students also have regular opportunities to speak to their tutor about how they are getting on and students, parents and carers are all able to contact a tutor or Head of Year via email if they would like to find out about additional support or share any information about a student's mental health. In addition, students can access the following extra support: • A Peer Mentor • A Green Card to help students with anxiety who may need support to take short breaks from lessons at points of high stress. • The daily lunchtime Chill Out group • Drop-in support from the Head of Student Wellbeing • Targeted support groups for anxiety and bereavement • A referral to the College counselling team • Referrals to additional external support groups For more information about any of the above, students can speak to their tutor, Head of Year, or the Head of Student Wellbeing.
<u>Supporting students when there are outside issues impacting their learning:</u> We are well aware that many students are struggling with challenging circumstances outside of college that impacts their learning. Having caring responsibilities, experiencing bereavement or serious illness of relatives and loved ones, or facing potential homelessness are just a few examples of situations that can have a huge impact on students. Heads of Year, Personal tutors and the Head of Student Wellbeing are the first port of call in these situations, but they also are able to refer students for counselling support or to external agencies for expert help where needed.	<u>Supporting Students Academic Progress:</u> There are many reasons why students might struggle to manage the demands of their courses in college, and we have a range of support systems in place to help them with this including: • Room B9 for supervised study or to book a 1-2-1 with a member of the Support for learning team. • Timetabled additional study support sessions in the LRC • One-off Learning Skills Enrichment sessions to help improve organisation, revision or develop a positive mind-set. • A 6-10-week course of sessions with an Independent Learning Mentor to help develop independent study skills. • A Peer mentor to help with subject -related support. • Subject workshops • A Departmental Action Plan to give students clear targets to get back on track.
<u>Supporting Students with their Physical Health:</u> If students have a specific medical or health condition, we can discuss ways in which we can support the student to manage their condition and access their learning. We also have a team of trained First Aiders to respond to medical emergencies. If the young person in your care has a condition that may require emergency medical treatment (e.g., serious allergies, heart conditions etc.) please discuss this with staff urgently so a care plan can be created.	

What We Expect from Our Students

College is a new and more relaxed environment compared to school; however, it is important that students have a clear understanding of our requirements which will enable them to make a success of their time with us. We therefore expect that all students will:

- Accept responsibility for their own learning and academic progress with the support of their Personal Tutor, Subject Teachers and Head of Year.
- Complete all set work to the best of their ability and by the required date, as well as giving appropriate time to background study, research and examination revision.
- Attend all designated activities fully and punctually.
- Maintain an acceptable, courteous standard of behaviour at college and whilst engaged in activities associated with the College. Ensure that their behaviour never has a detrimental effect on the academic progress of other students.
- Follow the College Equality, Diversity and Inclusion and Safeguarding expectations regarding all students, members of staff and visitors and never knowingly endanger the health and physical well-being of others.
- Respect and maintain the condition of the College buildings, property and general environment.
- Follow any instructions and guidelines issued by the College and its staff.



16-19 Years Code of Conduct

All Students sign the Code of Conduct at the start of their programme.



16-19 Years Code of Conduct

Welcome to post-16 study. We aim to maintain a professional place of learning based on the principle of mutual respect and we will challenge you to fulfil your own potential in a firm but fair way. In return we hope you will respond positively by adopting a mature and responsible attitude while you are here.

Woking College is firmly committed to a policy of equal opportunities for all its members to ensure that neither staff nor students are discriminated against on the grounds of gender, race, ethnicity or nationality, marital status, domestic circumstances, age, sexuality, disability, political or religious beliefs. Please be aware of the effect your behaviour and language can have on others. If you ever have any concerns, refer these to a Personal Tutor or member of staff as soon as possible. As a young adult you can expect to be treated with respect by the staff. However, any student who breaks the rules can expect to be challenged. The Code of Conduct listed below highlights our minimum standards of acceptable behaviour; serious breaches of the Code of Conduct will put your place at Woking College at risk.

Respect and Responsibilities Code 26/27

Woking College is a friendly place to study, and all members of the community are expected to act in a mature and respectful manner.

Respect for Others

- All members of the College are expected to uphold the Woking Values of mutual respect, tolerance, the rule of law, individual liberty and democracy.
- Please respect fellow students and staff by being polite. Refrain from inappropriate language. Please follow staff instructions at all times.
- All members of the College are expected to show respect for each other. Allegations of prejudice, discrimination, bullying, harassment and other forms of physical or verbal abuse will be treated as gross misconduct and will be fully investigated.
- Please recognise that using social media to make comments about other students or staff will create a permanent record and may cause your place at college to be at risk.
- You must ensure that you arrive for lessons on time and if you are late, knock and wait for admission to the classroom. Being late disrupts the learning of others.
- Make the most of lessons by refraining from off-task chatter. It's unfair to disrupt the learning of others.
- Mobile phones can be useful for learning (photographs, the internet, diary functions etc). Please switch these off until your teacher has given you permission to use them in class. Never make calls, send text messages, or browse social media in lessons.
- You must not take (or share) pictures or videos of other members of the College community without their awareness or consent. You must not use Generative AI or digital tools to create, alter, or manipulate images or videos of people in a misleading, harmful, or inappropriate way. To do any of these actions represents a serious breach of college expectations.

Respect for the College and its Reputation

- Your actions outside of college and online, may have a bearing on any decisions taken at college, in so far as they affect the College's reputation; the safety and security of yourself and your peers; and the safety and security of the wider community.
- Please ensure that your behaviour, both in college and outside of college or online, does not cause distress to staff, students or others and does not bring the College into disrepute.
- Please respect the College environment and refrain from damaging College equipment. Please place your rubbish in the bins provided.

- Please do not make excessive noise or consume food in learning spaces, including the LRC and classrooms.

Your Responsibilities

- Attend all lessons. Statistically, students who miss lessons drop grades. To be entered for examinations and coursework you must have a good attendance record.
- Lessons in College are conducted face-to-face in the classroom, and all students are required to attend lessons in person. Whilst you may be set extension work and assignments via the Microsoft Teams platform, students choosing to enrol at Woking College need to be able to commit to face-to-face attendance in class.
- Please arrange all non-urgent medical appointments outside of your lessons. If you are absent from college due to sickness or urgent medical concerns, your parent/carer must report this via the College systems.
- Please dress in a manner that is appropriate for the lesson or activities in hand and have with you any equipment required for your lessons.
- Wear your College Lanyard and ID card at all times on the College site. There are a range of consequences for students forgetting their lanyard and if you lose your lanyard, you will be required to pay £5 for a new one.
- Do not copy work from friends, textbooks or the Internet. It is acceptable to quote sentences from textbooks, but you must acknowledge the quotation. All submitted coursework must be your own work; plagiarism will lead to disqualification.
- Any use of Generative A.I. to enhance your learning must be authorised by a member of staff and A.I.-generated material must not form part of your homework, coursework or non-examined assessment submission. Woking College uses A.I. detection software and, where an unauthorised submission is discovered, a student will be treated in the same way as having plagiarised work.
- Students will be required to pay for any resit in any externally assessed units on Vocational courses. It is at the College's discretion whether a resit is permitted in the cases of students contravening exam regulations or gross misconduct in relation to college discipline.
- If you are asked to attend additional workshops or support sessions to support your progress, you must attend these to ensure you are in the best possible position to achieve to your potential.
- Do not come into college under the influence, or in possession, of any drugs, alcohol or banned substances. There is a zero-tolerance policy with regards to these substances.
- Woking College is a non-smoking site. Smoking and vaping are prohibited in all areas of the College site or in the vicinity of the College grounds and no student or member of staff is permitted to smoke or vape on, or near the site. Smoking or vaping in any of these areas will be treated as gross misconduct and students will face disciplinary action.
- Please be available for any additional lessons or meetings called by college staff between 8.45 a.m. and 4.05 p.m. on any working college day given seven days' notice.
- Do not bring people onto the College Campus who are not registered as students; to do so constitutes an act of gross misconduct and will put your place at college at risk.
- Drive safely and follow speed limits both on campus and on the way to and from college. Only park on campus after registering your car with registry. Always display your parking permit. Failure to comply with this guidance will result in your parking privileges being revoked and any dangerous driving on, or near, the College campus will be taken very seriously and could constitute gross misconduct.

Online Safety Code 26/27

- I understand that the College owns the computer network and virtual learning platform and can set rules for its use. I understand it is a criminal offence to use a computer or network for a purpose not permitted by the College.
- I will only log on to the College network or Microsoft 365 with my own username and password.
- I will follow the College IT security system and not reveal my passwords to anyone and change them regularly.
- I will only use my college email address for college-related work.
- I will make sure that all IT communication with other students, staff or others is responsible and sensible, particularly as it could be forwarded to unintended readers. I will not send anonymous messages.
- I understand that ALL of my internet and network activity is filtered and monitored by the College systems and that any inappropriate activity carried out under my username is my responsibility. I will not attempt to bypass the internet filtering system.
- I will not use IT systems at college for personal financial gain, gambling, political activity, advertising or illegal purposes.
- I will be responsible for my behaviour when using the internet/ Microsoft Teams. This includes resources I access and the language I use.

- I will be polite and appreciate that other users might have different views to my own.
- I will use the discussion forums on the College's Microsoft Teams and Social Media platforms for exchanging information and will share my ideas constructively and professionally.
- I will not give out any personal information such as name, phone number or address through email, personal publishing, blogs, messaging or when using the College's IT systems. I will not arrange to meet someone unless this is part of a college project approved by my teacher.
- I am aware of the government's Prevent Duty and its aim to prevent extremism and radicalisation. In line with the Prevent Duty, I will not deliberately browse, download, upload or forward material that could be considered offensive or illegal, such as, but not limited to, extremist websites. If I accidentally come across any such material, I will report it immediately to a member of staff.
- I will not download or install software on college technologies.
- I will ensure that my online activity, both in college and outside College, will not cause my college, the staff, students or others distress or bring the College into disrepute.
- I will respect the privacy and ownership of others' work online at all times.
- I will use Generative AI and digital technologies responsibly and ethically.
- I will not create, share, or distribute manipulated, misleading, or harmful content, including Gen. AI generated or altered images, videos, or audio of other people.

I understand the expectations set out in the College Code of Conduct/Online Safety Code. I understand that breaches of this code could lead to disciplinary action including the potential withdrawal of my place at Woking College for serious breaches.

Signed: _____ Date: _____

Name: _____

WOKING COLLEGE RESPECT CHARTER

AT WOKING COLLEGE...



We believe that bullying, hate speech, harassment and discrimination have no place in our community (on campus or online).



We recognise and respect the gender identities of others.



We understand that our own behaviour can have an unintentional negative impact on those around us and we are committed to listening to others and respecting their boundaries.



We respect and value ourselves and know that we deserve to be treated fairly, equally and respectfully by others



We will show respect for our environment, shared spaces and property.



We will advocate for and support our peers and staff in our social and academic lives at college to be the best we can be.



We respect the rights of individuals to hold different beliefs and views and to express them appropriately without discriminating or disrespecting others.



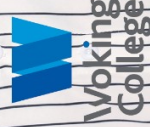
We are polite, friendly and inclusive, and care about the wellbeing of others.



We recognise that we are all learning and that challenging each other over intolerant views or disrespectful speech creates a better learning environment.



We are committed to educating ourselves on the safe and respectful use of online technology, including AI.



Transport

If the young person in your care will be travelling to college by bus and/or train and intends to purchase the subsidised weekly ticket, they can apply for a SCC travel pass. Application forms are available online at surreycc.gov.uk.

Reception

The Reception of the College is staffed from 8.30am until 4pm Monday to Friday. Enquiries can be directed to reception in person or by telephone using the main College number 01483 761036.

College Opening Hours

The College buildings are normally open for student access and use from 7:30am until 6pm during term time. Specialist facilities (science labs, photography rooms, art and design rooms and the sports hall) will only be available outside lesson times by clear arrangement with staff due to other timetabled lessons and for health and safety reasons. Details of holiday access will be given to students in advance of each holiday period.

Student Union

The Student Union is an elected body which discusses the issues affecting students and raises them with senior staff and trustees. They also organise activities for the students such as charity events and social activities.

Catering in College

The College Refectory provides meals and snacks, which are of good quality and good value for money when compared with other local options, from 8am until 2pm daily. Vending machines for snacks and drinks are also available throughout the day. The College is committed to promoting healthy eating.

Contacting Students

In an emergency, students can be contacted via the College switchboard (01483 761036). This provision is made for emergency use only and whilst every effort will be made to contact the student as speedily as possible, we cannot guarantee being able to relay a message.

Lockers

A very limited number of lockers are available at college, on a first come first served basis, for the storage of inexpensive personal property. An initial charge of £20 is made, £10 of which is refunded

when the key is returned (£10 usage fee). Lockers are of light construction and students are advised not to leave expensive items in them.

Security

Students should avoid bringing valuable items into college wherever possible. Where this cannot be avoided, students are advised to ask staff to help them arrange safekeeping. The College is protected by CCTV cameras.

All students will be issued with a college ID and lanyard card when they start at College. This must be worn by students at all times and be clearly visible. Spot checks are carried out by senior management and security staff. Students are instructed to not give their lanyards to anyone as it is our way of identifying from sight that they belong within the College community.

First Aid

The College has several members of staff who are qualified First Aiders. Students who are feeling unwell may seek assistance from any member of staff or from Reception, where a first aider will be called if necessary. Students leaving the College due to illness should inform relevant staff by completing a signing out form. We do not keep a supply of epi-pens, paracetamol or inhalers on site as students are encouraged to take responsibility for their own health and wellbeing.

Safety Procedures

The College has a full set of safety rules and procedures and students are instructed to follow these and any instructions given by a member of staff. Students are given a Health and Safety briefing as part of the induction process.

In the event of a fire or any other emergency, a continuous alarm will sound, and everyone will be asked to leave the building immediately using the nearest safe exit. Fire evacuation practices take place at least once a term.

Parking

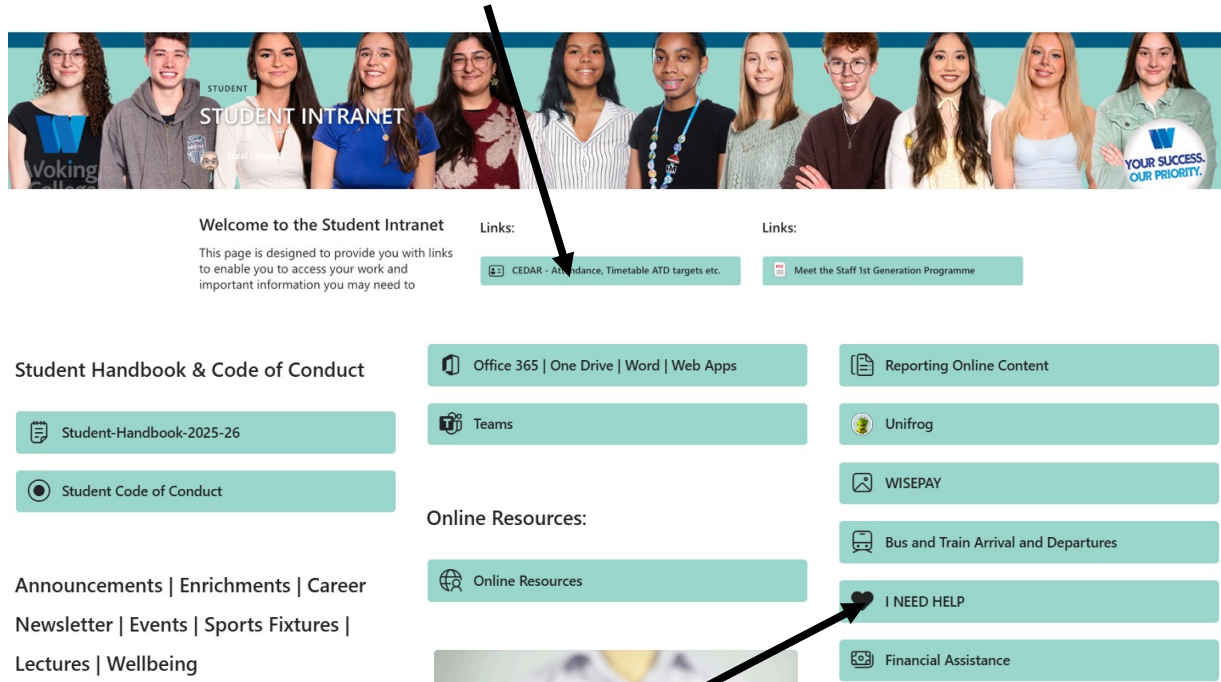
Limited parking spaces are available for students on a first come first served basis. Students need to register their vehicles with the Registry department who will issue them with a parking permit. Motorbikes can be parked in the designated area.

If students are being dropped off or collected from college at any time, drivers are asked to park safely outside the College. Please do not block the entrance gate as this presents a danger to pedestrians and other vehicles.

A quick 'how to' guide for new students

How to access your timetable:

Once you have your login from the IT department, you will be able to access the student intranet. From this page you can click on the link to CEDAR. This will show you your lesson timetable.



How to access help and support:

There are many ways you can access help and support. The best way is to speak to a member of staff (e.g. a teacher, your tutor, a Head of Year or one of the registry team), but if this is not possible, you can click on the link on the student intranet page that says 'I NEED HELP' and you will get a choice of options depending on the type of help you need. You will then be able to email the correct person to help you.

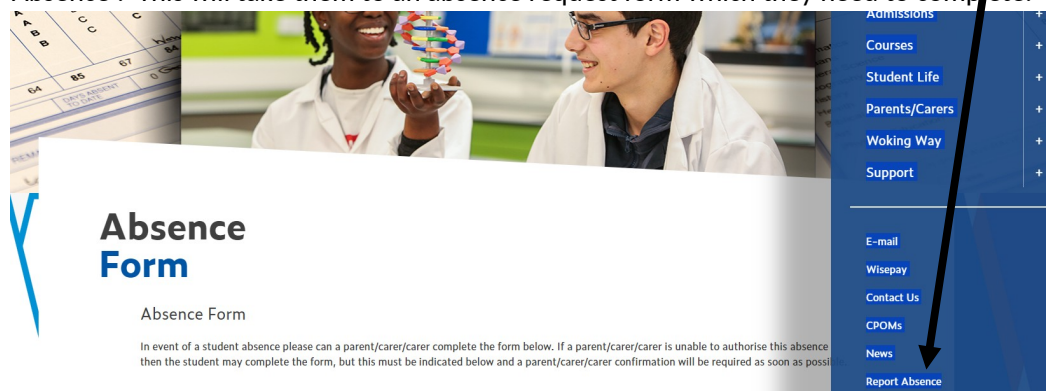


How to Report an

Absence:

Unexpected Absences:

If you are absent from college due to illness, you need to ask a parent/carer to report your absence. They can do this on the Woking College website by going to the drop-down menu and selecting 'Report Absence'. This will take them to an absence request form which they need to complete.



Illness whilst in College:

If a student is taken ill whilst in college and need to go home, they will need to go to the College Registry (W28) to collect a sign-out form. This form must be signed by their teachers for the remaining lessons in the day before they return to Registry to sign out.

Planned Absences:

If students have a planned medical appointment (which cannot be arranged for outside lesson-time), University Open Day, hospital procedure, national or international sporting commitment or other planned absence, they will need to collect an Absence Request form from the College Registry (W28) and take the completed form, along with relevant evidence, to the Assistant Principal Support for Learning and Wellbeing for approval. Please make sure this is done well ahead of the planned absence.

How to access help and support for IT issues during holidays:

During the holiday period, if students want access to their college area and they are having difficulties logging in, they should email our IT department who will be able to address their concerns. Please note that there might be a slight delay in someone getting back to them due to college being closed, but someone will get back to them in due course. To contact the IT department, please email:

ITSupport@woking.ac.uk or Helpdesk@woking.ac.uk.

Key Dates 2026/2027

The College term dates are detailed on our website.

Date	Event	Description
25 th August – 9 th September	Enrolment and Induction	New and returning students enrol for courses and new students familiarise themselves with the College, its systems and attend our Welcome to Woking Day.
10 th September	Lessons begin	Lessons begin
25 th September	End of the Course Change Window	Student programmes are permanent from this point
15 th October	Open Evening	An opportunity for prospective students and parents/carers to visit the College
12 th October	Progress reports issued	Progress report issued and sent home via students
19 th – 30 th October -	Half Term	College closed for half term
2 nd November	Staff INSET	College closed to students
9 th – 13 th November	In-class Assessment week	Assessments across all subjects
30 th November	Progress reports issued	Progress report issued and sent home via students
2 nd – 3 rd December	Tutoring Day 1 and 2	College closed to students. Y13 and Foundation students have appointments with teachers to discuss their progress. Y12 set independent work. No lessons running on this day
4 th December	Administration Day	No lessons running on this day
4 th January	Staff INSET	College closed to students
5 th January	College resumes	Lessons resumes after the Christmas break.
18 th – 22 nd January	Mock Assessment week – Year 13	Sports Hall mock assessments – All Year 13s
15 th – 19 th February	Half Term	College closed for half term
22 nd February	Progress reports issued	Progress report issued and sent home via students
26 th March -11 th April	Easter Break	College closed for Easter
12 th April	College resumes	Lessons resumes after the Easter break.
19 th – 23 rd April	Mock Assessment week – Year 12	Sports Hall mock assessments – All Year 12s
26 th – 30 th April	Work Experience week – Year 12	All Year 12 students out on work experience
17 th May	Progress report issued	Progress report issued and sent home via students
18 th – 19 th May	Academic Tutoring Day – Year 12	Individual appointments with subject teachers for Y12 students and parents to discuss progress and set targets. No lessons running on Tuesday 18th Morning lessons running on Wednesday with appointments from 1:30pm – 5pm
28 th May	Staff INSET	College closed to students
31 st May – 4 th June	Half Term	College closed for half term
14 th – 18 th June	Bridging Week – Foundation Students	For Foundation students returning as Year 12 students in September. Compulsory attendance
25 th June	Welcome Day	College closed to current students
1 st July	Last day for students	Students finish for summer break at 12:40
12 th August	A-Level Results	Provisional date for publication of summer exam results
19 th August	GCSE Results	Provisional date for publication of summer exam results

Please note that these dates and events are subject to change. Further information will be given to students and published on our website. Additional staff INSET days also to be confirmed.

