



Twyford CofE Academies Trust

## Yr 13 Information Evening: Running with Perseverance

# School progress outcomes

## KS5 Year 13

%	2025 Actual	national
A*	16.7%	7.3%
A*A	48.6%	30.9%
A*B	76.0%	59.9%
A*C	92.3%	89.2%
A*E	99.6%	99.8%

- 299 students in year group
- 930 exams taken
- Average grade per entry B+



# Top end Performance

- 30% AAB or better in two+ facilitating subjects
- 33% students with at least one A\*
- 68% students at least one A grade
- 14 students to Oxbridge
- 13 students to Medicine



## Year 13 leavers' destinations

86.3% (258) secured places at University

3% (8) Art Foundation courses

11% (33) Gap year, employment, apprenticeship

Total 299 students

# The A Level Challenge

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- What will exams look like?
- Understanding the A\* requirements
- Working out what you need to improve/sustain
- Using your additional study periods effectively

# How are A\* grades awarded?

Paper 1 60 marks  
Paper 2 40 marks

**2025 percentage A\*s awarded**

## Mark distributions

Subject-level mark	Cumulative %
81	3.50
80	4.12
79	4.80
78	5.60
77	6.55
<b>A*</b>	<b>7.30</b>
76	7.30
75	8.30
74	9.36
73	10.40
72	11.78
71	13.20

Prediction  
7.20%

Biology	9.0%
Economics	7.5%
English Lit	9.2%
Psychology	5.8%
Sociology	5.6%

Complete list  
[www.bstubbs.co.uk](http://www.bstubbs.co.uk)



# UCAS predicted grades

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- UCAS predictions are finalised when UCAS references are written.
- Y12 teachers write UCAS references
- Departments deal with UCAS predictions
- Speak with your teachers for more information
- We use Q4 as the basis of all decisions about predictions



# Predicted grades

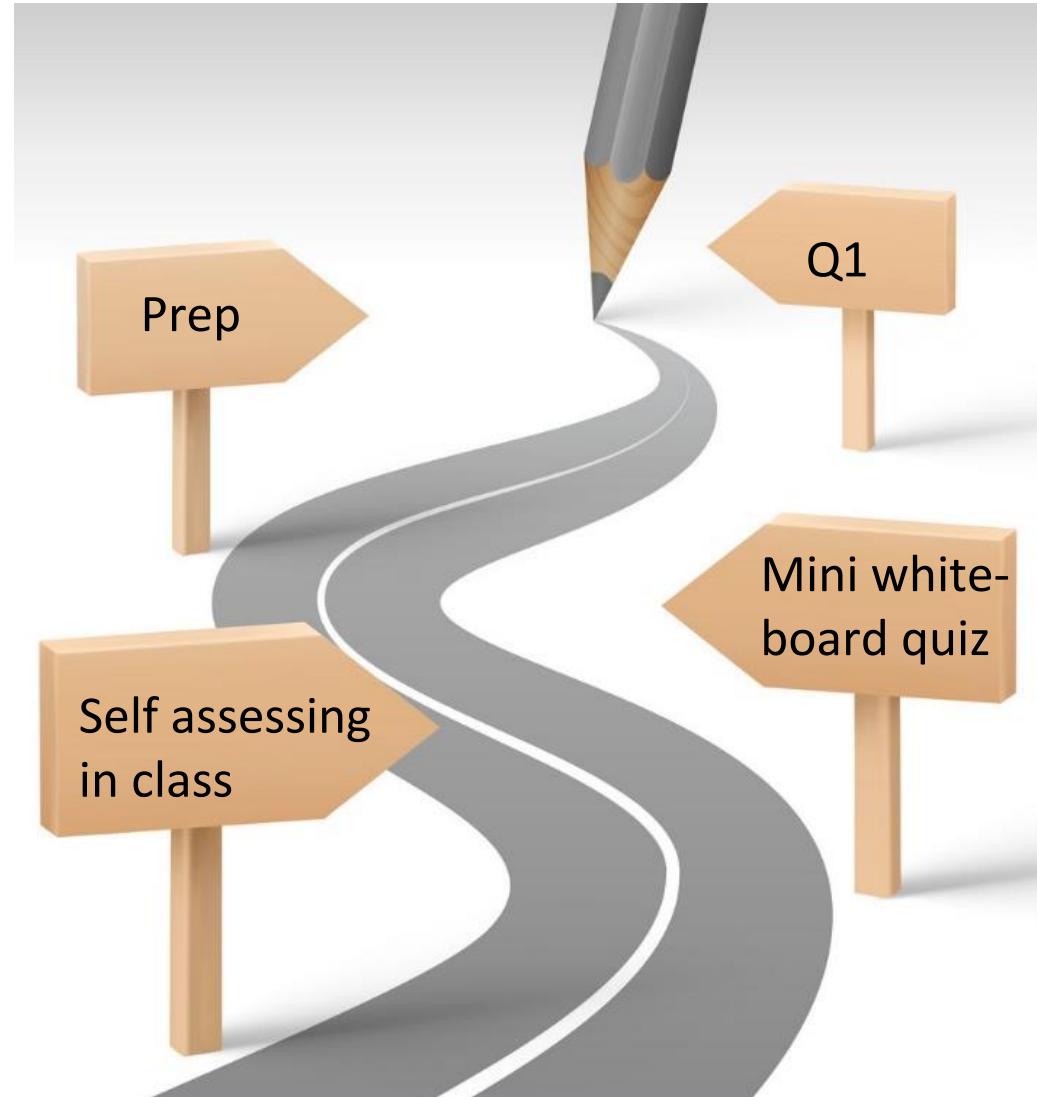
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- Offers based on teacher predictions **and** GCSE results
- Historically students typically do the same in Y13 as Y12
- Predicted grades responsibility of your teachers
- Grades will be realistically optimistic
- Predicted grades are non-negotiable
- Firm vs Insurance
  - Y12 Q4 into Y13 public exams progression 2025

	<b>≤ -3</b>	<b>-2</b>	<b>-1</b>	<b>0</b>	<b>+1</b>	<b>+2</b>	<b>+3</b>
2024	0.5%	2.4%	1.3%	49.6%	26%	4.2%	0.9%

# Assessment principles

**Our curriculum is a carefully planned learning journey**



**Assessment supports the learning journey**

"I have come that you may have life and live it to the full" – John 10 v 10

## Why do we do assessment?

Small assessments in every lesson achieves most impact most easily when 100% of students do these things

Checking Prep

Mini-whiteboard task

Quick quiz or exercise

Answering a  
question

Correcting answers  
with green pen



# Assessment principles



## Sociology

Quarter 2 Exam

Friday 4<sup>th</sup> December Session 3

Duration: 1 hour

Additional Information:

- Students answer in the separate exam booklet provided
- Additional lined paper to be distributed on request
- Any additional paper used to be clearly named

Name:

Form:

Teacher(s): Ms Glossop

## Assessed homework

## Quarterly assessment



Twyford  
C of E  
High School

### Autumn 1 Final feedback and MAD sheet

Name:	
Term:	Autumn 1
Topic:	Approaches and research methods
Percentage:	

### Whole Class Feedback

#### WWW:

- Outline of social learning theory
- Identification of whether to use a directional or non-directional hypothesis and justification
- Calculation of fractions and percentages
- Strong AO1 for the psychodynamic approach in the 12 marker

#### Shout outs:

😊 Kyan, Ifrah and Mahekan for operationalising their DV

😊 Mahekan, Alfie and Maher for referring to boys identifying due to being similar age

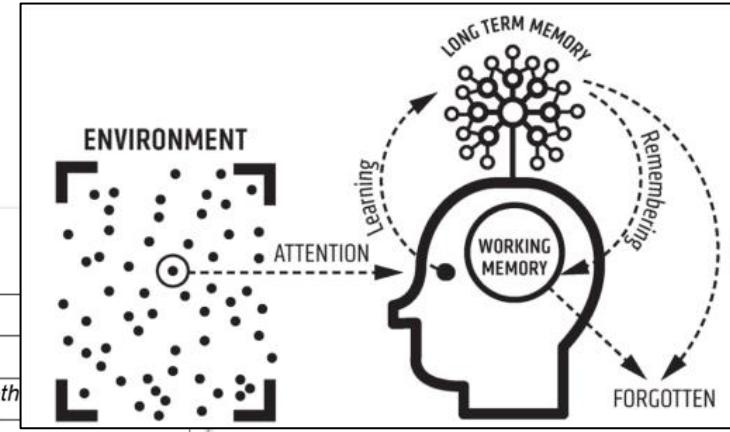
#### Great work:

Well done to Ifrah for accurately using her knowledge of genotypes and phenotypes to explain data

Q8: In a study of tooth decay, researchers checked the dental records of 100 pairs of <u>identical</u> twins. They recorded the number of fillings for each twin and found the following data:	
Table 1	
Twin pairs with the same number of fillings	Twin pairs with different number of fillings
48	52

Use your knowledge of genotype and phenotype to explain the data in table 1.

The 100 twins are monozygotic. This means they share the same DNA. The data in this table shows that there are more twin pairs with different number of fillings. This means that the twin phenotypes had an impact on tooth fillings.



- 1 hour of work to complete after every lesson, this will be checked the following lesson
- Make effective use of your study periods
- Work in the LRC is silent
- Teachers contact home if there are concerns

# Assessment calendar

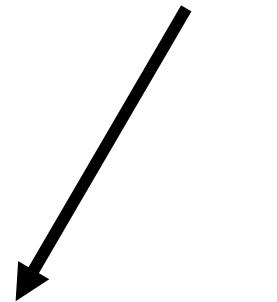
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- Target setting  
Monday 29<sup>th</sup> September 2025
- Parents' evening  
Thursday 15th January 2025
- Y13 report in January

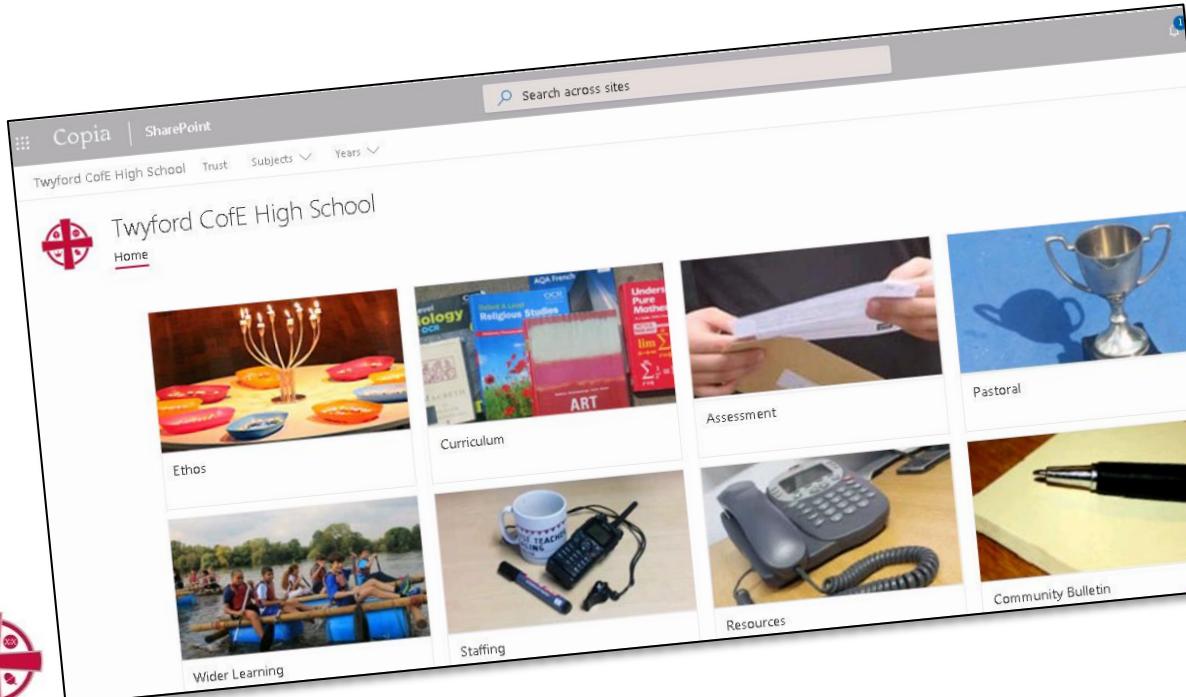
Q1	October
Q2	December mocks (students off timetable for the week)
Q3	March
Q4	Public exams



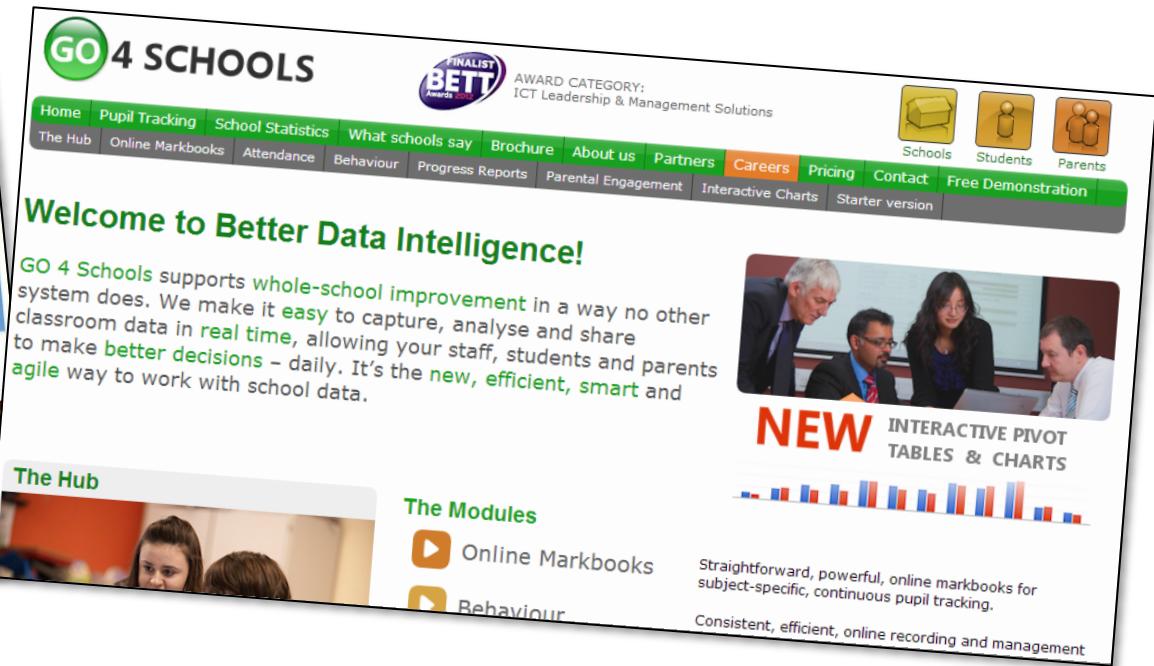
## Curriculum and Assessment



***“What will I learn?”***

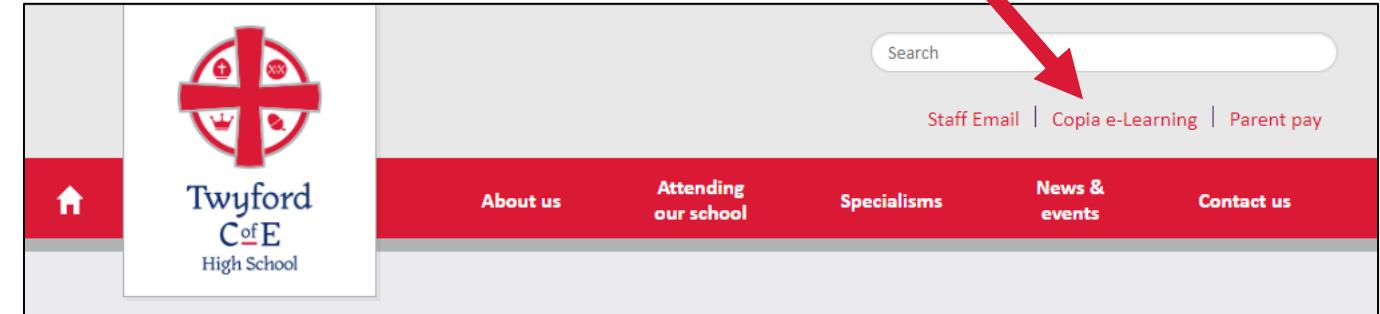


***“How will I know I've learnt it?”***



## Accessing the curriculum – Copia

Link to Copia from the Twyford website  
[twyford.ealing.sch.uk](http://twyford.ealing.sch.uk)



### Access for students...

Log in using your Twyford network  
username and password

### Access for parents and carers...

*Unfortunately due to licensing restrictions, we are not able to provide parents/carers with their own individual logins to our Copia site*

You can still log in to see the Curriculum resources and information using your child's login details.

# Pastoral ethos and study habits 2025-6

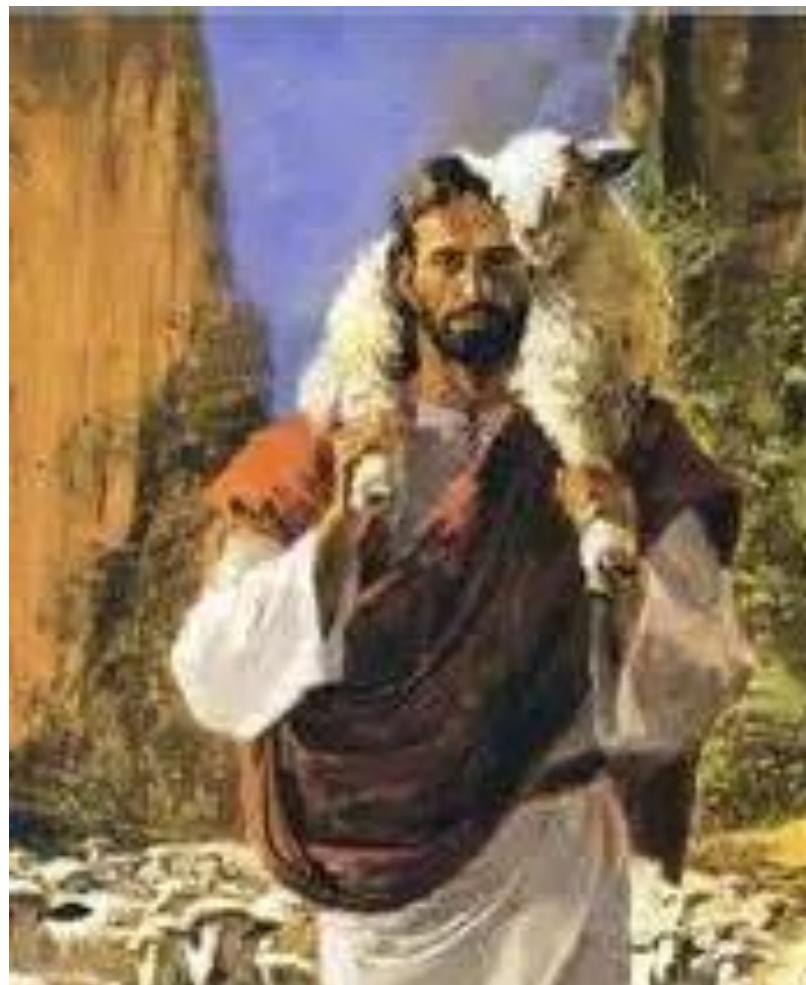
**Mrs Easton**  
*Head of Year 13*



# Principles embedded in systems and used 100%

Everything we do is pastoral because we are training our students to know what is good, eliminate what is bad and to do this as a community but we are a diverse team so consistent use of intelligently designed systems ensure we are aligned

## Our Moral Purpose



## Our Systems



# Wellbeing, spirituality and reflectiveness

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- Y13 is not just about your grades
- Positioned for life beyond Twyford
- Healthy and Happy



**Miss Bray**  
**AHoY**

**Ms Feeley**  
**13T1**

**Mr Palfreyman**  
**13T2**

**Mr Curley**  
**13W1**

**Ms Idrissi**  
**13W2**

**Ms Helsdon**  
**13Y1**

**Miss Bharath**  
**13Y2**



**Ms Dixey**  
**13F1**

**Miss**  
**Hawksworth**  
**13F2**

**Mr McKevitt**  
**13R**

**Mr Obeid**  
**13D**

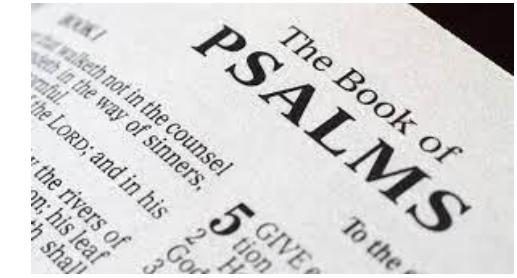
**Mrs Arthur**  
**13C**



# Pastoral programmes & Communion Services

## Pastoral programme

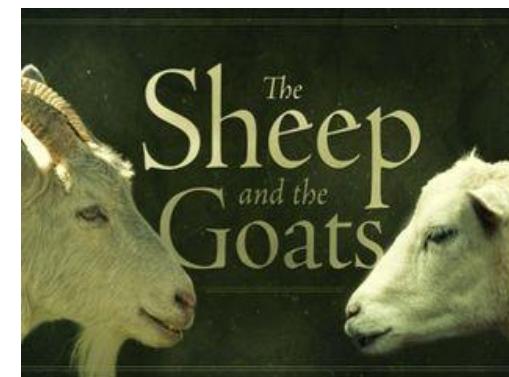
- The Jewish Patriarchs
- The Psalms
- New testament letters



## Communions

The Sheep & Goats

The Samaritan Woman



# Twyford Christian UNION



**Growing Oaks. Planting Seeds.**



**6<sup>th</sup> form CU**  
Thursday lunchtime

**Ignite**  
November

**Weekend Away**  
tbc

plus  
**Guest speaker events**  
and  
**Community service  
opportunities**

## Being a leader in school

Year 13 Students are leaders and role models for younger students:

- Silence in buildings
- Polite interactions with teachers and peers
- Mobile Phones and headphones are **not used** around school.
- Student IDs on at all times
- Punctuality to lessons, good organisation, prep completed to a good standard



## Routine

A sequence of actions regularly followed



## Habit

Something you do regularly, often without knowing you are doing it



## Why are habits & routines so beneficial?

- ✓ Helps with memorisation
- ✓ Reduces stress
- ✓ Reduces decision fatigue
- ✓ Improves focus
- ✓ Helps you reach goals quicker
- ✓ Calm and supportive environment
- ✓ Builds trust
- ✓ Creates a sense of teamwork



Name	A Level Mathematics	A Level Biology	A Level Chemistry	A Level Physics	A Level Religious Education	A Level Business Studies	A Level Computing	A Level Economics	A Level Psychology	A Level Sociology
<b>Student AAA</b>	E			E		E				
<b>Student BBB</b>	D	D	E							
<b>Student CCC</b>	D			D				D		
<b>Student DDD</b>	D	D	D							
<b>Student EEE</b>				D	E					
<b>Student FFF</b>	D	E				D			D	
<b>Student GGG</b>				D		D		E	D	
<b>Student HHH</b>	D		D		D		D			

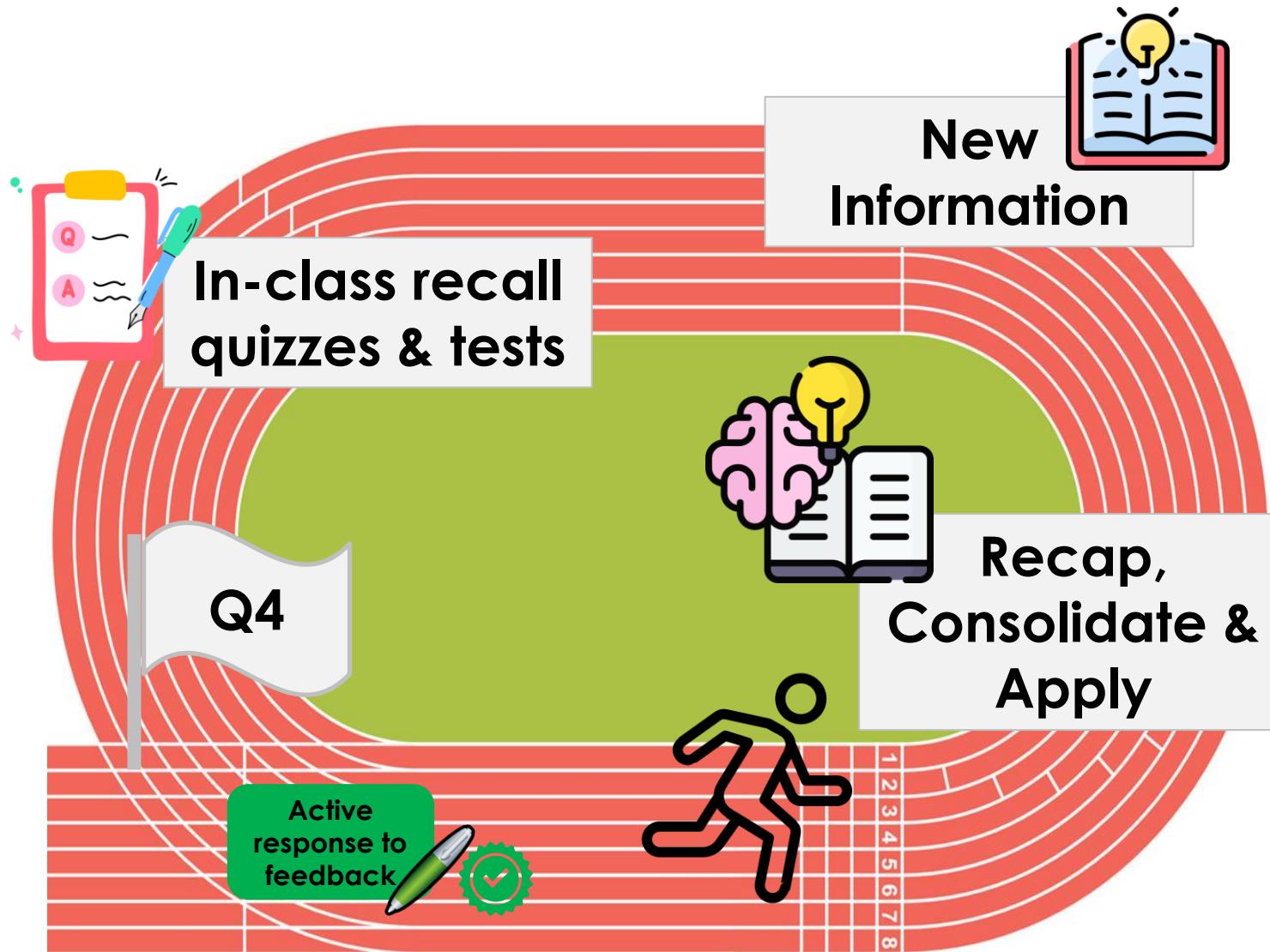


Name	A Level Mathematics	A Level Biology	A Level Chemistry	A Level Physics	A Level Religious Education	A Level Business Studies	A Level History	A Level Economics	A Level Psychology	A Level Sociology
<b>Student AAA</b>	A*	A*	A*							
<b>Student BBB</b>	A*		A*	A*						
<b>Student CCC</b>				A*		A*	A			
<b>Student DDD</b>	A*	A						A*		
<b>Student EEE</b>				A	A*				A	
<b>Student FFF</b>	A						A	A		
<b>Student GGG</b>				A			B	A		
<b>Student HHH</b>	A		A		A*					



# Focus on Prep and Attendance & Punctuality





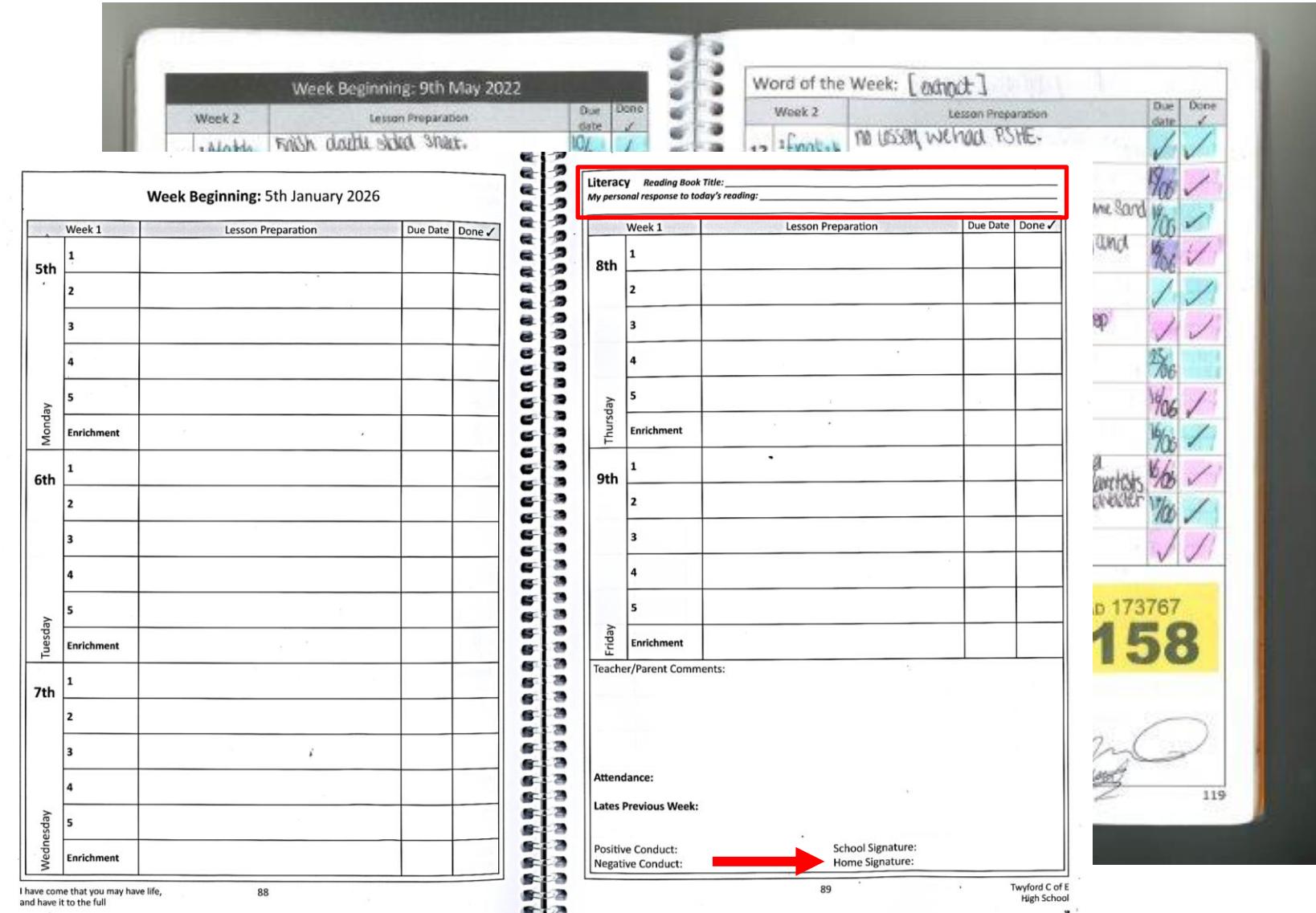
## Preparation

The state of being ready for something that will happen, or an action taken to become ready

- ✓ Helps you to be prepared and ready to learn
- ✓ Helps you gain confidence in the skills and knowledge you do know
- ✓ Helps you understand where you need extra help and support



Effective use of the school planner is key



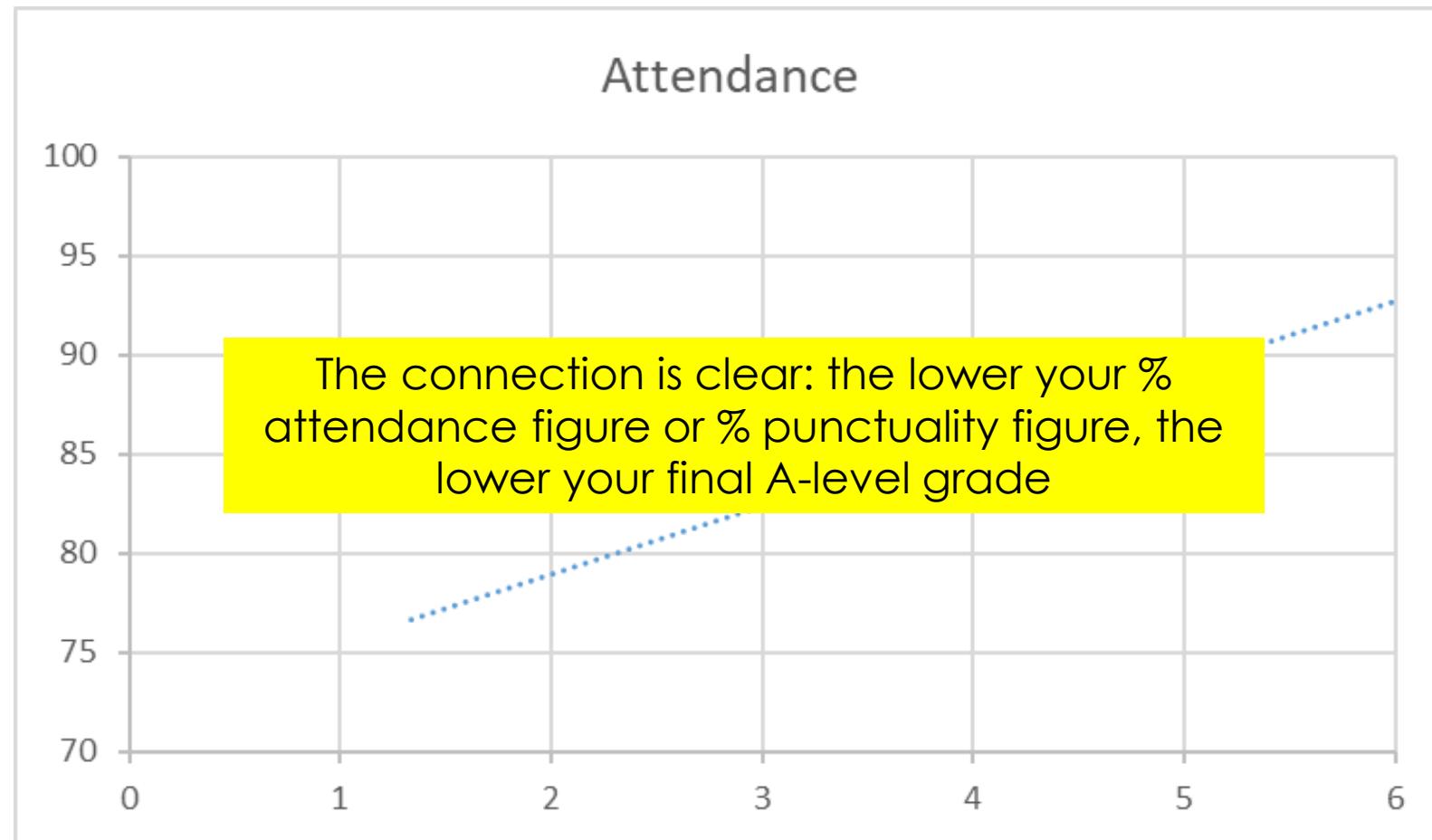
# A typical week

	0	1	2	3	4a	4b	5
1Mon		Biology A35	Study	Chemistry A32	Maths A12		Early finish
1Tue		Biology A20	Study	Study	Chemistry A20		Maths B24
1Wed		Maths A27	Chemistry A20		Study		Biology A05
1Thu		Maths A12	Study	Study	Chemistry RE3		Biology A35
1Fri		Chemistry A27	Biology A27				Maths A02

- Minimum 20 hours independent study time each week
- Most study time should be spent working independently in the LRC



Average %  
attendance for  
a student



Average A-level grade for a student  
(6 = all A\* average; 1 = all E grade average)

## Facts about attendance and punctuality

Half the students who miss 2-4 days in September go on to miss nearly a month of school.

**Punctuality** is a sign of professionalism and helps you stand out as a reliable and trustworthy employee.

If teachers are asked for **references** by an **employer**, they are often asked about the pupil's reliability + punctuality. And they cannot lie.

## Attendance Ladder

Equates to number of school days off each year

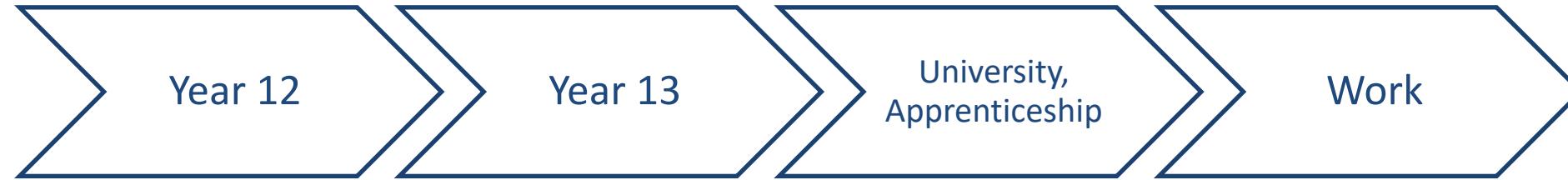


# Attendance & Punctuality Expectations

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- Be in school at 8:25am
  - Tutor Time (three times a week)
  - Assemblies (twice a week)
- Poor punctuality to school – 08:15 registration card one missed lesson = detention
- Medical appointments / driving lessons not in lesson time
- Parents/carers must report any absence, contact [office@twyford.org.uk](mailto:office@twyford.org.uk) or telephone the school.

## The Way to Work



Year 13	Work
Late to school twice in a week ⇒ Registration card	Punctuality ⇒ three strikes, lose your job.
Missing a lesson without a reason ⇒ One hour detention	Missing a meeting without a reason ⇒ raised in appraisal
Failure to hand in an absence note (or have it emailed) ⇒ One hour detention until absence explained.	Failing to explain an absence ⇒ three strikes, lose your job
Academic Concerns ⇒ Report to Form Tutor or HOY ⇒ Study Centre Cohort	Capability concerns ⇒ Extra monitoring and supervision.

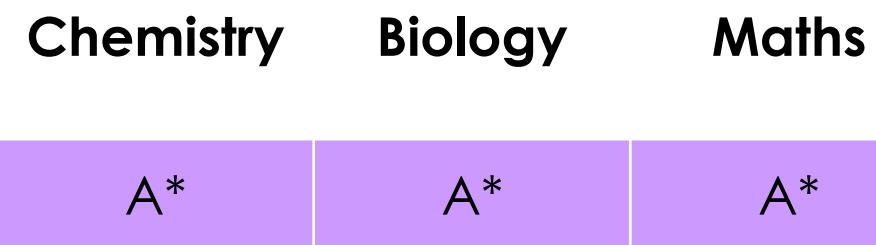


# The impact of habits

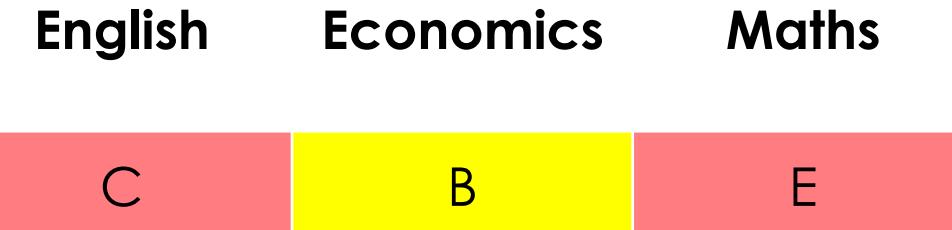
**100% Attendance, 1 Late, 0 PH points**



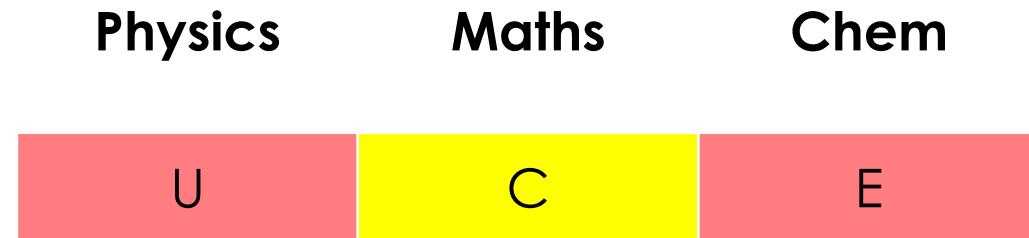
**100% Attendance, 3 Lates, 0 PH points**



**94% Attendance, 27 Lates, 8 PH points**



**86% Attendance, 41 Lates, 10 PH points**



## What you can do from home

- Help them to get folders
- Provide a quiet, calm work environment with suitable lighting and workspace
- Check in on your child's folder organisation and planner use
- Support your child in settling into a healthy sleep schedule
- Notice their Learning habit grades – these are given four times per year by class teachers
- Encourage your child to read as much as possible



**Student "A"**  
reads **20 minutes**  
each day

3600 minutes in  
a school year

**1,800,000 words**



**Student "B"**  
reads **5 minutes**  
each day

900 minutes in  
a school year

**282,000 words**



**Student "C"**  
reads **1 minute**  
each day

180 minutes in  
a school year

**8,000 words**



# Post-18 Progression routes 2025-2026

UCAS

Gap Year

Drama Schools

Art College

Music conservatoires

Direct-entry careers

Apprenticeships

UCAS/Art Foundation = over 90% of Twyford students



# Apprenticeships, traineeships & internships

- University fees has seen growth of interest in alternative routes
- Employers offering school leaver programmes – pay for University fees
- Opportunity to work, earn and learn
- Highly competitive



**[www.apprenticeships.org.uk](http://www.apprenticeships.org.uk)**



**[www.notgoingtouni.co.uk](http://www.notgoingtouni.co.uk)**

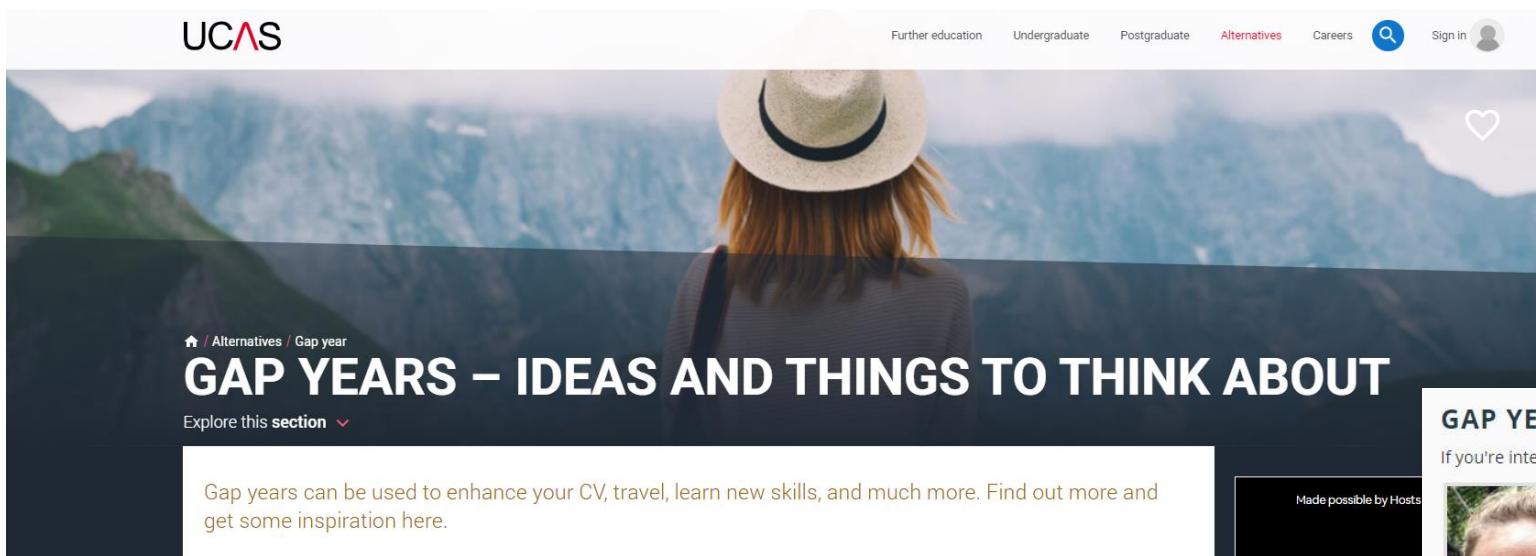
Apprenticeships come in different levels

Name	Level	Equivalent to
Intermediate	2	Equivalent to 5 GCSE's A*-C (12-18 months)
Advanced	3	Equivalent to 2 A Levels (18-48 months)
Higher	4 & 5	Foundation Degree & above (24 months)
Degree	6 & 7	Bachelor's or Master's Degree

- Apply in 2025 and start university in 2026
- Apply in 2025 and start university in 2027 (deferred entry)
- Apply in 2026 and start in 2027 (gap year)

(Anyone who applies in 2026 will be referred to as Year 14 students)

# Gap year



The screenshot shows the UCAS website's 'Gap years' section. At the top, there are navigation links for 'Further education', 'Undergraduate', 'Postgraduate', 'Alternatives' (which is highlighted in red), 'Careers', a search icon, and 'Sign in'. Below the navigation is a large image of a person wearing a straw hat, looking out over a mountainous landscape. The title 'GAP YEARS – IDEAS AND THINGS TO THINK ABOUT' is prominently displayed in white text. Below the title, a sub-section title 'GAP YEARS – IDEAS AND THINGS TO THINK ABOUT' is shown with a 'Explore this section' link. A text box contains the text: 'Gap years can be used to enhance your CV, travel, learn new skills, and much more. Find out more and get some inspiration here.' A small note 'Made possible by Hosts' is visible in the bottom right corner of the main content area.

## WHY?

- have a break from study
- gain new skills/experiences
- earn money
- spend time deciding what you want to do
- do a combination of the above

Good starting points for ideas are UCAS and [gapforce.org](http://gapforce.org)

### GAP YEAR PROGRAMS IN SOUTH AMERICA

If you're interested in a gap year in South America, the next step is to join one of our programs below.



AMAZON WILDLIFE RESCUE - ECUADOR

⌚ 2 to 4 weeks

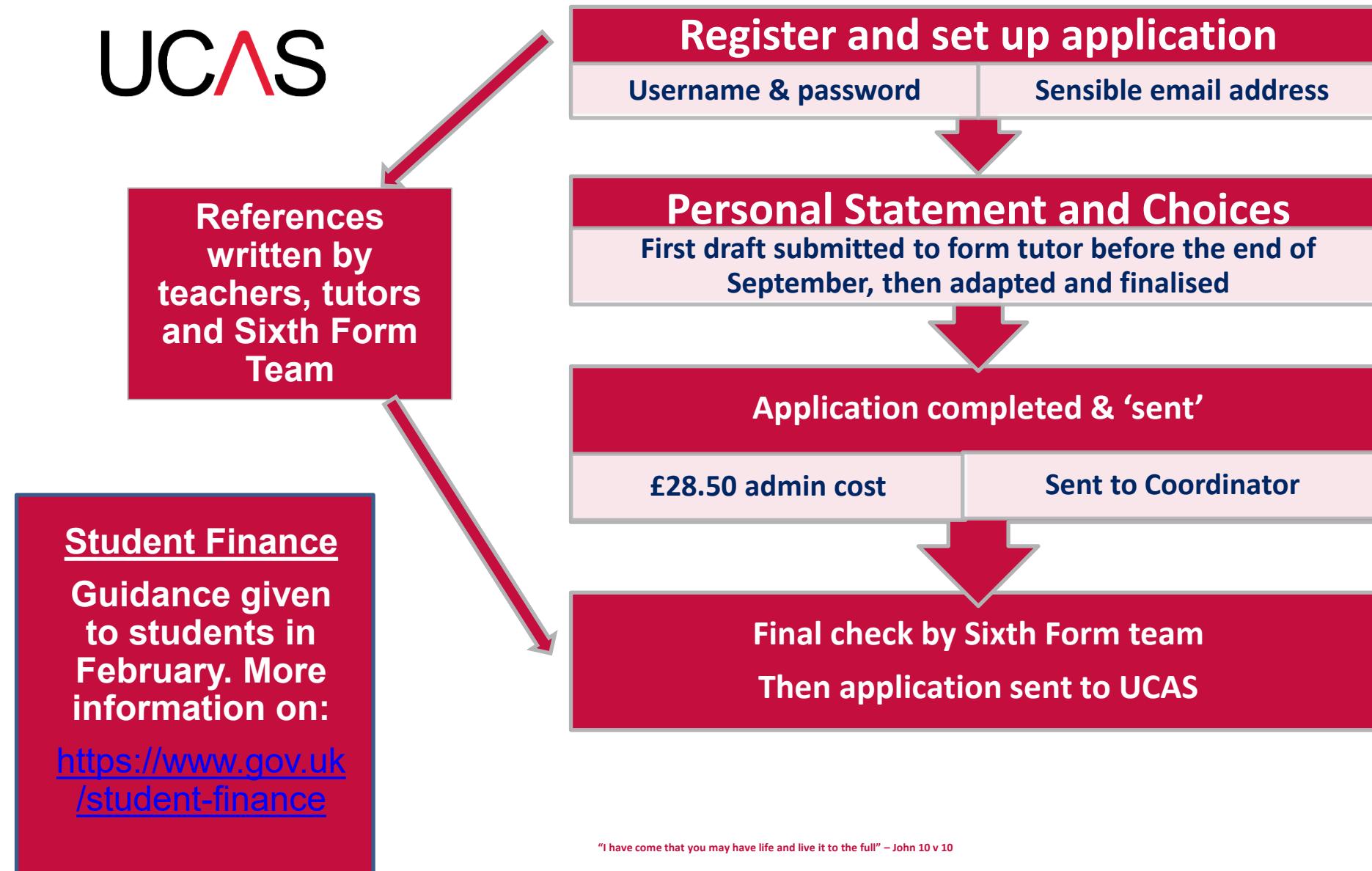


SOUTH AMERICA EXPLORER

⌚ 4 to 7 weeks

- Your Q4 results are not fixed, you can improve on them in your final exams.
- Be realistic in your university choices but continue to strive for excellence. You will have five choices – make sure they are varied in their entry requirements. Once you have your offers in, you will eventually have to choose just two – your **firm** and your **insurance**.
- Make sure your insurance choice is something you would genuinely like to do as well as your firm choice but with **lower entry requirements**.





# Personal statement enrichment

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It isn't too late to add to your personal statement.

Even at this stage, think of doing the following to help support your application:

- Work experience
- Volunteering outside of school
- Classroom assistant in school/in clubs
- Completing an online learning course via a MOOC (Massive Open Online Course) such as [www.futurelearn.com](http://www.futurelearn.com)



# What are the questions?



“ Why do you want to study this course or subject? ”



“ How have your qualifications and studies helped you to prepare for this course or subject? ”



“ What else have you done to prepare outside of education, and why are these experiences useful? ”

# Early Entry Applicants: Oxbridge, Medicine, Vet Science, Dentistry

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- Check that all 5 universities / courses suit your needs
- Check detailed requirements – supplementary forms, tests etc.
- Need to register individually for tests – **no longer done in schools**
- Interview training to follow in November
- Deadline for submission this Friday to enable all references to be completed in plenty of time for the UCAS deadline
  - Amendments can be made post-submission, but these should be minimised

# Early Entry Applicants: Personal statement

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The 'Outreach for Medicine' lecture series at King's College introduced me to the variety within medicine and the passion of each doctor. The 'Obstetrics and Gynaecology' talk led me to read 'This is going to hurt' by Kay, an eye-opening autobiography of a doctor in this area. I was struck by his resilience and determination and the genuine pressures that doctors face. A placement in Oncology with the Imperial College Trust showed that cancer is a particularly varied area of medicine, unapologetically affecting every part of the body. An MDT in upper gastrointestinal oncology and a ward round showed all staff developing treatment plans together, highlighting the importance of effective teamwork.

MEDICINE, University of Oxford (Extract from a personal statement last year)

- Check that all 5 universities / courses suit your needs
- Deadline for submission 25/10/24 to enable all references and application checks to be completed in plenty of time for the UCAS deadline

# Main body UCAS: Personal statement

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Studying economics has shown me how maths can apply to real world issues. I find Economics enthralling, a means of discovering and changing the way our national and global systems function. Different economic theories help us think about issues such as the damaging consequences of the financial crash of 2008. Every individual, whether they realise it or not, is part of a global system where the products we use profit huge transnational corporations. How economics influences government policy, for example reshaping our relationship with the EU, affects each of us. It is for these reasons that I would like to study Economics at university.

ECONOMICS, Bath University (Extract from personal statement)



# Personal statement guides



What to include in your architecture, planning or building personal statement



What to include in your animal science personal statement



What to include in your art and design personal statement



What to include in your biology personal statement



What to include in your business management personal statement



What to include in your chemistry personal statement



What to include in your computer science personal statement



What to include in your dance personal statement



# SHOW, Don't TELL

## So what?

If you do choose to include extracurricular activities, make sure they're relevant or showcase appropriate personal characteristics, skills, or achievements.

Apply the 'so what?' test: If you play the flute or basketball, can you make that relevant to your future success at university or should other factors take priority in your 4,000 words?



- 13 students progressed on to Art based courses last year
- One Year Foundation courses : apply direct to colleges
- 3 or 4 Year Degree courses : apply through UCAS
- Applicants will have to present a portfolio of work



Sessions supporting applications take place out of lessons in Art.

Speak to Miss. Conway for further information.

- Kingston Art Foundation
- Central St Martins
- Camberwell Art Foundation
- Kensington and Chelsea Art Foundation
- City and Guilds Art Foundation
- Manchester School of Art
- Manchester Met
- Kingston

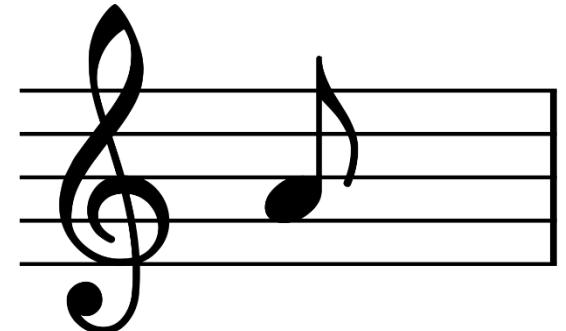
A small number of students will be interested in applying for a Music Conservatoire.

Although this still uses the UCAS system, this is a separate application, in addition to the usual UCAS application.

The closing date this year is 1<sup>st</sup> October and you can apply to a maximum of 6 institutions.

Auditions take place in November and December of this year and you will probably know the results by Christmas.

Speak to Ms Swadkin for further information



## What you can do from home

- Proofread their personal statement(or get a friend / relative to do it)
- Ensure your child has a clear Plan A / Plan B / Plan C
- Discuss their firm / insurance UCAS choices(don't have an insurance with higher grades than the firm)



## WORK EXPERIENCE

# FIVE REASONS WHY IT'S IMPORTANT...



### MAKE YOUR CV **STAND OUT** FROM THE CROWD

With the increase in competitive Apprenticeships and University applications, it's important to stand out from the crowd.

Employers are demanding more from applicants; Work experience shows you're enthusiastic and ready to work hard.

### PUT YOUR KNOWLEDGE INTO PRACTICE



Understanding work experience in a field related to your course of study can offer the opportunity to transfer theoretical knowledge into practical experience.



### TEST YOUR CAREER CHOICES

Work experience can offer you the opportunity to test whether or not your chosen career is really for you.

# BUILD YOUR CONFIDENCE

Working with a variety of people and doing tasks well helps you build your confidence

### DEVELOP YOUR EMPLOYABILITY SKILLS

Work experience will help you develop a range of skills and competencies that employers are looking for. These include communication skills, working with others, IT Skills using your initiative and problem solving.



## Safeguarding 2025-26

**Mr Bennett  
Headteacher**



## Safeguarding (Medication)

All students with a recorded medical condition that requires medication must bring **in date medication** with them on all school trips, both day and residential.

If students do not have in date medication; they **will not** be allowed to participate in the trip.



## Who are the Safeguarding team?

### Child Protection

#### Out of school hours Safeguarding Emergency contact (4.30pm-6pm)

Once the school reception has closed at 4.30pm if a student or parent has a safeguarding emergency please use the school's emergency safeguarding mobile numbers:

***These are currently being updated and will be emailed home to parents and placed on the school website***

After 6pm, please do not hesitate to contact the police on either 101 or 999.



**SAFEGUARDING/CHILD PROTECTION**

**Safeguarding Officers:**

  
Twyford  
CofE  
High School

  
Mr MacDonald-Brown  
Designated Safeguarding Lead

  
Miss Johnston

  
Miss Bajwa

  
Mr Bennett

  
Miss Holloway

  
Mrs Easton

  
Ms Swadkin

The above are the staff responsible for child protection/safeguarding issues.

If you have any concerns about the safety of any students in your classroom please contact the above by emailing: CHILD PROTECTION.

Please give brief details of your concerns or an account of what happened. One of the team will act as soon as they see it. If there is a delay, please report to Reception in the Elms Administration Building who will find one of us.

As with all safeguarding concerns, please remember that you cannot promise confidentiality when a child's safety is at stake. Please tell the child that you will refer the issue to a member of the Child Protection Team. All our students have been made aware of the identities of the Child Protection Team and it is written in their planners.

Child Protection Officers will investigate a case and make a decision as to whether to refer to the Child Protection Service in the relevant Borough. All information will be confidential to the team and the Headteacher, although relevant staff will be notified that there is a Child Protection case in process.

## Online safety

**Sexting**

Sexting and the law information leaflet can be found on the school website.

**Possessing and distributing indecent images**

**Sexting and the Law**

- It is a crime to possess, take, make, distribute or show anyone an indecent or abuse image of a child or young person under 18 years of age. Note that whilst the age of consent is 16, the relevant age in relation to indecent images is 18
- A child under the age of 18 commits an offence by making and possessing a sexually explicit image of themselves.
- A child commits a further offence if they distribute the image
- A person receiving the image is also liable for an offence of possessing the image. Under no circumstances should you save the image, show it or send it to another person

**School Behaviour Expectations**

The general school behaviour expectations already states that

- Students should not take any action which affects the health and well-being of others e.g. dangerous behaviour on the school site, bullying, fighting, use of internet sites or other social media

Any student who shows inappropriate images or sends/posts inappropriate images of one student to another would automatically receive a serious sanction by breaking the above rule.

The school also takes very seriously the offence that a student commits when they take and share an inappropriate image of themselves as they are acting illegally and potentially affecting their own future well-being

- Any student who is found to have made, possessed or sent an sexually explicit image of themselves is acting illegally and would automatically expect to receive a serious sanction

## Possessing and distributing indecent images

### Sexting and the Law

- A child under the age of 18 commits an offence by making and possessing a sexually explicit image of themselves.
- A child commits a further offence if they distribute the image
- A person receiving the image is also liable for an offence of possessing the image. Under no circumstances should you save the image, show it or send it to another person
- Report it to your parents/carers or school immediately**



## Sexual harassment or abuse

- Sexual violence and sexual harassment can occur between two **children of any age and sex** from primary through to secondary stage and into colleges
- It can occur through a group of children sexually assaulting or sexually harassing a single child or group of children
- Sexual violence and sexual harassment exist on a continuum and may overlap; **they can occur online and face to face (both physically and verbally) and are never acceptable**

### It includes

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- sexual “jokes” or taunting;
- physical behaviour, such as: deliberately brushing against someone, displaying pictures, photos or drawings of a sexual nature

## Permanent Exclusion

The school **will always permanently exclude** a pupil for the following:

- Having an offensive weapon in school
- Possession of any illegal drugs in school – *'in any form'*
- Supply or intent to supply illegal drugs in or out of school
- Assaulting a member of staff

Persistent failure to comply with the school's Behaviour Policy may also lead to a permanent exclusion.





- Chair - Jenny Hossack
- Secretary - Anne Owens
- Treasurer - Leo Malkin
- PTFA holds several events & fund-raising activities - the Year 7/8 disco & parents' social, Quiz night, support of School Music and Drama events, Second hand uniform sales (next on Friday 5<sup>th</sup> 8.30am-9.30am)
- As ever the PTFA is reliant on the support of you, the Parents/ Carers/ Teachers/ Friends to volunteer and help foster our community. We are also very keen to hear with fresh ideas for community events and fundraising.
- The PTFA uses the 'Classlist' App for most of its communications.
- PTFA AGM on Monday 6<sup>th</sup> October 6.30pm

Scan the code to get your invitation



This code auto-approves you until: September 10, 20

- 1 Scan with your device camera\*
- 2 Download the app
- 3 Sign up

type this link in your phone's browser: <https://classlist.page.link/1BygTkNCZWq2sbaa8>

