****

**Elthorne Park**

**Sixth Form**

**Student & Parent Handbook**

**2018 - 2019**

**Contact Details**

Elthorne Park Sixth Form, Westlea Road, Hanwell, London W7 2AH

Tel: 020 8566 1166 Fax: 020 8577 1177

Email: [elthorne@ephs.ealing.sch.uk](mailto:elthorne@ephs.ealing.sch.uk)

Web: www.elthornesixthform.weebly.com

**Contents**

|  |  |
| --- | --- |
| **Welcome** | **Page 3** |
| **Sixth Form Expectations** | **Page 5** |
| **Behaviour Policy** | **Page 8** |
| **Sixth Form Opportunities** | **Page 12** |
| **Sixth Form Support and Guidance** | **Page 14** |
| **Sixth Form Study** | **Page 18** |
| **Sixth Form Facilities and Catering** | **Page 22** |
| **Academic Honesty** | **Page 23** |
| **Useful Contacts** | **Page 26** |

This handbook is available in an online form. Check the Sixth Form website for the link.

**Welcome**

Dear Student,

Welcome to our Sixth Form community.

The Sixth Form is a stepping stone. As soon as you join us we will be asking you exciting yet challenging questions about what you would like to get out of your time with us to help you get into the course, job or university of your choice. We want you to be ambitious and we will support you in realising those ambitions.

We all share responsibility for our Sixth Form community and for making it a truly exceptional place. You are a Sixth Form student by choice. You chose to join us and we chose to have you because we believe you can excel whilst you study here.

Significant investments have been made in the school in the past few years so that you have the best opportunities to be productive. You have use of the Sixth Form Centre as well as exclusive Sixth Form areas in the new building. You have a dedicated Sixth Form team, comprising the Head of Sixth Form, Assistant Head of Key Stage, your Sixth Form tutors, Careers Advisor and our newly appointed specialist Sixth Form Administrator. Our teachers, librarians and support staff have been trained to provide you with the support and guidance that will help you become increasingly independent in your learning and development. We as staff shall do our part, but we expect you to take ownership of your education, work to the best of your ability at all times and be a conscientious member of our Sixth Form community. We have the highest expectations of you all, as you should of yourself. Be determined, resilient and focused. As you begin the year you must recognise that success will only be achieved through hard work.

We operate an ‘open door’ policy: if you have any concerns or worries please come to see me or your tutor immediately. If you have any suggestions or ideas then we would like to hear them.

I wish you all the very best and I look forward to celebrating your successes to come.

**C Carey**

**Head of Sixth Form**

**Timings of the School Day**

**8.35 – 8.55** Morning registration

**8.55 – 9.55** Period 1

**9.55 – 10.55** Period 2

**10.55 – 11.15** Break

**11.15 – 12.15** Period 3

**12.15 – 13.15** Period 4

**13.15 – 14.00** Lunch

**14.00 – 15.00** Period 5

**15.00 – 15.10** Afternoon registration

**15.10 – 16.10** Period 6

**Tutor Schedule**

**Monday:** Reading

**Tuesday**: Newsday

**Wednesday**: Debates/presentations

**Thursday:** Assembly

**Friday:** Choice of activities

**Sixth Form Expectations**

**Attendance**

There is a strong correlation between academic success and high attendance and therefore we expect all Sixth Formers to aim towards 100% attendance. We will support and encourage you in working towards this target with the following:

* Students with 100% attendance in the half term will be entered for a prize draw.
* Students who have attendance of 90% or lower will be issued with a warning letter.
* Students who have attendance of 80% or lower are placed on report to the Assistant Head of Year for 2 weeks and will need to report to them at 8.30am and 3.10pm. If there is no improvement in attendance during this period, the report will be escalated to reporting to the Head of Sixth Form / Assistant Head Teacher.

**Student Absence**

To request a planned absence (for example, for an open day or medical appointment) your parents need to write to or email Ms Kashap to inform her of this in advance so that approval can be given. You will be permitted up to **three days for university visits**, so plan which ones you would like to attend and look for open days on weekends or in school holidays if you would like to visit more than three.

If you are too unwell to come in to school, your parent/carer needs to contact the school on **020856611566** or via email: [jkashap@ephs.ealing.sch.uk](mailto:jkashap@ephs.ealing.sch.uk) For absences longer than three days or repeated absences you will be asked to provide medical notes.

In all cases of absences, please make sure that you speak to your subject teachers to catch up on any work missed.

The dates of school holidays are given in your planner. Including staff training days, there are at least 12 weeks of the year when you are not expected to be in school. Students are not permitted to take holiday during school time.

**Teacher Absence**

Teachers will avoid missing your lessons as much as possible. However, due to illness or training a teacher may occasionally be absent from a lesson. In these cases, s/he will send or leave cover for that lesson in the classroom. To mark your attendance at the lesson, please report to Ms Kashap and complete the work in the Study Room.

**Truancy**

If you are in school but miss a lesson you will be set a sanction for truancy.

**Punctuality**

In order to maximise each lesson and each day it is important that you are prompt to lessons and to registration. This will ensure that the course is delivered in the time-frame available to allow you to revise for the important examinations. Being late disrupts the lesson for you, your fellow students and your teacher. If you are late to school (i.e arrive at your tutor room after 8.40, you will be issued with a same day lunchtime detention), if you are late to lessons your subject teacher will issue you with a Sixth Form Additional Study on Friday at 3.10.

**Dress Code**

Elthorne Park is a school driven by research informed practice. Research shows that there is a strong correlation between the individual’s attire and their productivity. Where someone is dressed appropriately, they are able to achieve over and above others.

The Sixth Form is a place of study and learning and staff and students should be able to make this the primary focus of their time here. Therefore students are expected to come wearing **smart but casual dress**. Sixth Form students act at all times as the leaders and role models for our younger students, some of whom are impressionable and easily influenced. Therefore we expect you to show a lead in terms of how you carry yourselves in and around the school. Please ensure the clothes you wear to school adhere to the following criteria:

* No short skirts or shorts
* No exposed underwear
* No bare midriffs
* No hats or gloves inside
* No slogans on clothing which cause offence or embarrassment to others
* No torn or frayed clothing

Where there is a degree of subjectivity - all of the above will be judged at the discretion of EPHS staff. Student who do not meet the dress code expectations above will be asked to return home in order to change in to more appropriate attire. Sixth Formers should consult with the Head of Sixth Form before wearing something about which they are unclear as to its suitability.

For formal occasions where you are on duty or representing the school, you may be required to wear a suit or similar formal attire.

# Passes

All staff, students and visitors must wear school issued passes. This is compulsory and vital for the security of the school. If you forget your pass you will be told to return home to retrieve it. Replacement passes are available at a cost of £6.The school canteen cannot take cash so you will use your passes to purchase food.

**Mobile Phones and Electronic Equipment**

As Sixth Form students, you are allowed to bring mobile phones or electronic equipment to school. Mobile phones must be switched off or on silent during lessons and not used around the site.

**Responsibility**

As the most senior members of the student body, you are expected to set a positive example for younger students and to take responsibility for your own learning. This includes:

* Coming to school and lessons prepared for study.
* Work hard and do your best each day, both inside and outside the classroom
* Dealing with problems and issues as they arise
* Taking on board feedback and actions to improve.
* Being a positive contributor to Sixth Form and school life
* To keep term time employment to a level which comfortably allows you to spend a minimum of 21 hours per week on your studies.
* To actively show respect to all members of your class, students and staff and mindful of the possible effects, both intended and unintended, of your actions on other people and our school.
* To have removed ear pieces from your ears and switched off your mobile phones and electronic equipment before you leave the Sixth Form area.
* To use all facilities as expected and be respectful of school resources such as classrooms, equipment and books as well as the Library and the Sixth Form Centre; to leave places tidy and pleasant for others in our community to use.

**Transition to Year 13**

The vast majority of students will be on a linear two-year pathway with public exams taking place at the end of Year 13. Internal assessments will take place at apposite times in the academic year to determine whether students are making expected levels of progress. Where it is determined that a students is falling below expectations and failing to engage with departmental supportive intervention strategies, the decision may be made to prohibit students from continuing their studies in to year 13.

In all cases, the judgement of the Head Teacher, delegated to the Head of Sixth Form will be final on matters regarding continued enrolment on courses.

**Behaviour policy**

Expectations in relation to behaviour and conduct are higher in the Sixth Form due to the fact that you are older and more mature students. You are school leaders and role-models for lower school students who have chosen to attend our Sixth Form. Therefore in terms of permanent exclusion

Sixth form students are subject to different criteria. The school has a three strikes/stage warning system. Each stage is triggered by a serious incident that would trigger an exclusion, in line with guidance in the whole school Behaviour Policy.

**Additional Study**

Additional Study takes place on Friday at 3.10 in the Study Room in order to address concerns relating to academic progress. Additional Study may be issued for instances such as:

* Missed deadlines
* Late to lesson
* Truancy
* Incomplete or insufficient work
* Missed late detention

1 x indiscretion = 30 minutes

2 x indiscretion = 45 minutes

3 x indiscretion = 1 hour

Missed late detention = 45 minutes

Students are issued with a same-day lunch time detention if they are late to school (not in their form room for 8:40). Failure to attend the lunch time detention will result in a 45 minute Additional Study on Friday.

**High level offences**

Offences which will trigger these stages include:

* Fight or assault on another student.
* Verbal abuse or threatening another student.
* Bullying following warnings set out in the school’s anti bullying policy.
* Racist abuse
* Sexual misconduct\*
* Drug or alcohol related incident – lower level.
* Damage or abuse of school property.
* Theft of school property.
* Persistent disruptive or defiant behaviour
* Persistent smoking infringements on school site
* Rude and abusive behaviour towards staff
* Failure to attend a Level 4 – Headteacher detention
* Serious misconduct in examinations
* Repeated lower level reports

|  |  |  |
| --- | --- | --- |
| **Stage** | **Communications** | **Actions** |
| **Stage 1** | * Stage 1 letter sent to parents/carers, outlining consequences & next two stages. | * Student raised at student forum meeting. * Student is placed on report to Head of Sixth Form for two weeks. * Tutors and Head of sixth form attend the re-integration meeting. |
| **Stage 2** | * Stage 2 letter contains a final warning. * Meeting with parents/carers. | * Student raised at student forum meeting. * Student is placed on report to Assistant Headteacher in charge of Sixth Form. * Head teacher and Head of Sixth Form attend the re-integration meeting. |
| **Stage 3** | * Stage 3 letter stating that the student meets the school’s criteria for permanent exclusion | * Meeting with parents/carers/carers, Head teacher, Head of Sixth Form and SLT attached. * Permanent exclusion of the student |

As per whole school policy one high level incident may also result in permanent exclusion from school, as set out in whole school policy.

**Sixth Form Course Review Procedures**

* Student reviews will take place each term following the harvesting of progress check data.
* Any student who regularly fails to meet the following criteria may be asked to leave the Sixth Form:
* School attendance below 90%
* Lesson attendance 90%
* Working below expected levels for classwork and/or homework despite timely intervention from teachers and pastoral team.

**Following each term’s Progress Check:**

* Students who have a rating of 4 for “attitude to learning” or “above and beyond” in any subject will receive a letter home to parents/carers alerting them to the seriousness of the situation
* Students with two or more 4 ratings for “attitude to learning” or “above and beyond” will be required to attend a meeting with their parents/carers, relevant subject teachers and Head of Sixth Form, following which they will be on Report for 2 weeks on subjects in which they have “Reds”. If there is insufficient improvement after 2 weeks, they will be issued with a warning
* Tutors will make home contact for students whom they have concerns regarding attendance.
* If concerns arise from a number of staff between data harvesting points about a student’s effort, in class or outside class, and /or with regard to his/her meeting deadlines, the parents/carers of the student will be informed and the student will be put on Report for two weeks in those subjects. If there is insufficient improvement after three weeks, they will be issued with a warning
* If there is no improvement in attendance and attitude to learning, students will progress to 2nd excludable offence sanctions.
* If there is no improvement after this, they may be asked to leave the course.
* Student may be asked to leave the course up to February in their final year.

**Prohibited items**

The Sixth Form is a place of study and learning where all students should feel secure and safe. It is a place where students from different backgrounds and cultures mix and develop, confident that any issues which arise will be dealt with in a way which respects them as individuals and as members of the Sixth Form community. You must not bring any knives, guns, weapons or pornographic material into school, nor should you bring in classified drugs or drug paraphernalia. Students who are found with any such items on them will be asked to leave the Sixth Form and/or undertake a related training course.

**Drugs and Smoking**

Our school has a very clear drugs policy: it is grounds for permanent exclusion. The school will take the firmest action to protect our school population and our reputation amongst the local community. As such we retain the right to exclude any student who is discovered or suspected of taking drugs either inside or outside of school.

Our school is a completely non-smoking site. This applies to staff as well as students. It is illegal to supply or sell cigarettes, e-cigarettes or tobacco to anyone under the age of 18 and smoking anywhere near the site will not be tolerated. As Sixth Form students your image is very important. You have a significant role in the school; younger students will be influenced by you and members of the public will make assumptions about Elthorne Park based on what they see or hear. Students who are found smoking on site, around the school or in view of any lower school pupils will be subject to a formal warning.

**Visitors**

While it is natural and appropriate that you have friends who attend other Sixth Forms or Colleges, please be aware that that they are not members of our school community and should not be on our school site. This is also true for former students who have left. If they do wish to visit us, then they

must follow the same procedures as all our other visitors: they should go to Reception and sign in and then wait for a member of staff to meet them. It is a matter of safeguarding that all our visitors are accompanied by a member of staff at all times, unless they have had a CRB (Criminal Records Bureau) check.

# Parking

# Elthorne Park High School is an over-subscribed school. With over a hundred staff there is no room for students to park their vehicles on site. We strongly recommend that you use public transport to ease congestion. However, if students choose to drive to school (car or moped) we insist that they park on the public roads away from the school entrance.

**Sixth Form Opportunities**

Sixth Form life is demanding and while we expect you to rise to the challenges set by your teaching staff, we firmly believe that education is not confined to your subjects. In order to enjoy the experience of being a Sixth Form student, you need to fully immerse yourself into extra-curricular activities. At EPHS Sixth Form we aim to provide you with a broad and exciting range of opportunities so that you are in the best possible position to go on to further study, work and become a positive member of the community. As such, we have a variety of activities on offer outside of lessons.

**Super-curricular**

We see part of our role at Elthorne Park Sixth Form to support you in making the most competitive application to higher education, apprenticeship or employment as possible. Feedback from these institutions indicates the value that they place on students being able to showcase enthusiasm, passion and commitment to their studies that goes beyond their exam syllabus. As a result, we have designed a programme of opportunities (including a subscription to an academic journal of your choice) that will enable you do build a portfolio of evidence demonstrating your wider knowledge of your subjects.

**Extra-curricular**

There is a huge range of extra-curricular activities on offer at Elthorne including sports teams, music groups, language clubs and more! Please see the timetables which will be distributed within the first few weeks for further details. Sixth Form students are also encouraged to set up their own activities or societies and support teachers in running clubs for younger students. Please see Ms Gough if you would like to do so.

**Whole school projects**

These projects are a great way to give back to the school, support younger students and learn skills at the same time. Currently we have a number of projects running including: Senior prefects, Year 7 accelerated reader scheme and academic mentoring. If you would like to be involved in these projects, please express your interest via email to kgough@ephs.ealing.sch.uk

**Community projects**

EPHS has strong links with the community and we encourage students to nurture these by contributing to local projects. If you would like to be involved in the **Hanwell Neighbourly Scheme** (Friday am registration) or have an idea about another project you would like to join/establish please see Ms Gough.

**Enrichment lesson**

You will have one enrichment period every two weeks. In this hour you will be able to choose from a range of activities and courses to learn new skills and develop your knowledge outside of your

A-level/BTEC courses. You will be invited to make your enrichment selection during the first half term following the completion of a KS5 transition skills programme.

**Be proactive**

If you have a great idea yourself, why not put that into action by speaking to a member of the Sixth Form team, including prefects. Everything that you participate in outside of lessons will help make applications, personal statements and references stand out.

**Senior Prefects**

As a member of the Sixth Form you have the opportunity to apply to be a Senior Prefect. The role of Senior Prefect is exciting one which will make a significant contribution to the Sixth Form, the school and wider community. Additionally, it will make an excellent addition to UCAS references. We recognise that additional responsibility should be a complement to your academic studies and as such the prefect term of office runs from January in year 12 to December in year 13 to facilitate on successful transition into year 12 and a focus on revision in year 13.

**Duties and Events**

* Attend after school events on the request of the Head of Sixth Form e.g. Open Evening.
* Supervise lower school prefects on their break and lunchtime duties.
* Take responsibility for informing students of messages from staff during tutor time.
* In groups, take responsibility for organising charity, school-wide or community events or activities.

**School, Community and Ethos**

* Act as a role model for younger students in terms of conduct around the school, active participation in the school community and following school policies.
* Work with Key Stage 3 tutor groups to mentor and assist younger students.
* Support in lower school homework club and other activities to support lower school students.
* Help promote the positive ethos of the school and active participation in the extra-curricular life of the school.
* Contribute a specialist skill to the school community.

**Shaping the Sixth-Form**

* Form the main body of the Sixth Form Council that will meet every half term to influence the development of the Sixth Form and KS5 teaching and learning as well as school-wide issues.
* Take responsibility for listening to concerns of the student body and sharing these at council meetings.
* In year 13, form a committee to organise the end of Sixth Form celebration event.

If you would like to apply, please collect an application form from your tutor or Ms Kashap and submit it to Ms Ms Kashap.

**Sixth Form Support and Guidance**

In the Sixth Form you are expected to be independent, self-motivated and to organise your time yourself. The transition from GCSEs is not an easy one and you must not be afraid to ask for help.

**Tutor support**

Your tutor will be responsible for supporting and guiding you during your time in the Sixth Form and beyond into higher education or the work place. Your tutor is the person who has direct responsibility for your welfare and progress. She or he will help you settle into the Sixth Form, discuss your academic progress with you, write your reference when you apply for a job or for university and generally encourage you to make the most of school life.

Tutor time is from 8:40 until 8:55 every morning and 3:00 to 3:10pm every afternoon. During this time your tutor will lead activities to develop your study skills, cultural capital, communication skills and other competences vital your current study and future applications and interviews. Your Sixth Form learning experience and development is not limited to the subjects you study but also the rich range of opportunities the school offers you to develop your confidence and help others in the school.

**Progress reports**

In order to help you assess how well your work is going you will have six progress reviews during the year, the first in October. These reports show your current working grade and an expected grade which indicate what your teachers expect you to achieve in year 13 should you continue to work at the current rate of progress.. You will have time in tutor time to reflect on your report and assess whether you could make any changes to enhance your learning and progress. If there are significant concerns about your progress or efforts then we will meet with you and your parents to discuss your progress and agree targets to support you. Where the school feels the course is not appropriate for the student, as shown by their level of progress, they may be withdrawn from the course.

**Parents’ Evening**

In addition to the informal communication between the school and your parents which takes place during the year, your parents will be invited to a parents’ evening during the year. In addition following each progress review, meetings between parents, students and the Head of Sixth Form will be set up for those students whose progress is of concern.

**Targets**

Our ambition for all students at Elthorne Park Sixth Form is for them to achieve to the very best of their ability. The challenge for all students is to match the achievements of the top 25% nationally. Through setting ambitious **Minimum Target Grades**, we are building a culture of aspiration which contributes to significant and sustained improvements in student attainment.

Our target setting uses students’ prior attainment in nationally assessed exams to calculate targets at the appropriate level. The target grades given are based on the achievements of students with

similar prior achievement profiles. As a result the targets set for our students are challenging while still being achievable. Importantly, Minimum Target Grades are a benchmark rather than a ceiling and therefore we constantly encourage and support students to first meet and then strive to exceed their personal targets to ensure they can make the most competitive application to higher education, apprenticeship or employment as possible at the end of their Year 13 studies.

**Monitoring/Mentoring**

Your subject teachers will monitor your academic potential and progress in liaison with your tutor. Pastoral mentoring may take place during morning or afternoon tutor time. These are compulsory and vital to ensuring excellent progress is made in your studies. Each half term the mentoring list is reviewed based on the most recent report. The aim is always to work with you to use your strengths to support you in your weakest areas. Students who under-perform in any of the progress reviews will be placed on an academic report for a two week period during which their suitability for their chosen course will be stringently monitored.

**Bursary**

Some students are eligible for money from the government during their post-16 studies. Visit direct.gov.uk or speak to Ms Kashap to find out if you qualify. Excellent attendance and punctuality are prerequisites for receiving payments each month. There is also a contingency fund for those students financially struggling or would like to attend an external course related to your studies e.g. coaching or first aid. This is at the discretion of the Head of Sixth Form.

**Independent Learning and Home Learning**

Independent learning and home learning may take a number of forms and is designed to prepare for, reinforce and extended the learning within the classroom. To make a success of your studies there is an expectation that all students spend at least 21 hours per week on their studies outside of the classroom.

In the unlikely event that a teacher does not set home learning, you as the learner are expected to conduct research to consolidate knowledge gained in the lesson or to facilitate learning in future lessons. At Sixth Form level, there is no such thing as “no work” set.

Failure to complete home learning will result in additional study being set and more seriously, will impact heavily on your progress in the subject.

**‘Flipped Learning’ at KS5**

There is a greater emphasis on preparatory work at KS5. This means that lesson time can be used to effectively address any misconceptions on the topic or challenge and extend your understanding. Failure to complete any prep work will mean that you are not able to access the lesson sufficiently.

Not only will this result in an additional study and impact your progress, but it will also disrupt the learning of your fellow students and the plans of your teacher who will be relying on you to bring certain information to the lesson. Please ensure any prep work is completely promptly and in sufficient detail.

**Wider Reading**

Part of the transition to KS5 learning is the expectation of reading around your subject. Your teachers will be able to provide suggested reading and at the beginning of the year you will be given a free e-subscription to a subject specific magazine or newspaper.

**Rewards**

* **Celebration Assembly** At the end of each term we celebrate achievements in the pastoral or academic context. Certificates and prizes will be given out to those students who have exhibited excellence in these areas.
* **Meeting or exceeding targets** Students who have met or exceed their MTGs in all subjects will be celebrated with a letter of congratulations being sent home and being entered into a prize draw.
* **Attendance and punctualit**y: Students who have 100% attendance in the half-term will be entered in to a prize draw for a voucher at the end of each term.
* **Jack Petchey Award**: Each month the Sixth Form Team will nominate one Sixth Form student who has achieved either inside and/or outside of school. This student will join the lower school nominees and all students and staff will have at least seven days to vote for the winner. The winner will receive a badge, certificate and £200 to be spent on a school project, activity or equipment which will benefit a large number of student.

**Course or study problems**

If you have any concerns about your course or studies, please talk these over with subject staff and tutor or other member of the Sixth Form pastoral team. Staff are always ready and willing to help and it is better to deal with a problem quickly rather than allowing it to escalate. It is always better to nip problems in the bud as the solutions are easier to implement. Leaving problems to grow

makes the solution to them more difficult. Within the first few weeks of your course it may be possible to make a change. This needs to be authorised by the subject team and Head of Sixth Form.

Please speak to Ms Eagleton and your subject teachers promptly so that we have time to arrange a solution for you.

**University and Career decisions**

We run an important programme of careers education during PSHCE time; this will involve a variety of visiting speakers, university visits, university application guidance and the higher/further education careers fair. If you have any queries or concerns, you can talk these through with your tutor or any other member of staff. You can also speak to Ms Barker who can provide careers advice.

Ms Barker’s Connexions office is at the top of the stairs in the Sixth Form building and she is in school on Mondays and Thursdays.

**Personal problems**

Depression, stress, loneliness or family difficulties may be affecting you and your work. Don't keep problems to yourself. Sharing a problem is often the best way to start resolving it. There are a number of people you might want to talk to in the school: your tutor or other member of the Sixth Form pastoral team, Ms Barker our Connexions Advisor. Staff will try to give advice which is in your best interest and if a problem can't be solved by members of the school, outside support can be sought. We can also help with referrals to outside agencies including counselling. It may sometimes also be necessary to share your problem with other staff in order to get the best possible help. If this is the case the issue will be discussed with you first.

**Email**

We are trying to reduce the amount of needless paper that is used as a school. Consequently, everyone is asked to check their email on a daily basis to make sure that they have not missed important information such as cover work (should a teacher be absent) and information from staff or students. Teachers may ask for your email address to communicate with you during your course. We recommend that you use your school email. Whichever email address you use, please make sure you check it regularly! Please set up your email accounts on your tablet so that new emails are ‘pushed’ and you are alerted.

When writing emails to teachers and those not close friends, it is good practice:

* 1. To start with a brief acknowledgement and welcome (e.g. “Dear, [name]/ I hope all is well with you” or “Hi, [name] / Thanks for your email”)
  2. To end with a brief note of best wishes and farewell followed by your name (e.g. “Thanks again for your email / Best wishes / [your name]” or “Thanks for your time on this matter / Regards/ [your name]” or “Let me know what you think/ Warmest Regards / [your name]”)

**Open door**

If you are unhappy with anything in the Sixth Form you must tell us. You are entitled to a first class education and if you feel we could improve in some way you must let us know. Please ask to speak

to the Head of Sixth Form or your Personal Tutor; if they do not have the time to speak with you immediately, they will set aside a time when they can.

**Sixth Form Study**

To manage the transition to KS5 study, it is imperative that you are able to learn independent outside of lessons and manage your study time effectively. Below are some tips and strategies that may help you with that.

# Work/life balance

You have been given a fantastic opportunity to learn for the next two years, please make the most of it. Our wish is that you leave us with the best possible grades, skills and most importantly a love of learning. While it is important to find a balance between work and social aspects of Sixth Form life you must remember that your goal should be success so that you can give yourself the best chance of gaining a university place, employment or apprenticeship at the end of Year 13. While it may be useful to have part-time jobs to finance your social life, you must remember your number one priority: academic success.

# Study Periods

Since you will be studying fewer subjects than in previous years, you will have study periods allocated on your timetable. These are the times when you should be engaged in independent study. Depending on your progress and study needs, you may be assigned a room to report to for some of your study periods (please see the facilities section for details on the study spaces available). The Study Room in the Sixth Form is there to facilitate private, individual study. It is expected that students work in silence and no disruption will be tolerated. If students fail to use the building effectively, this facility will be withdrawn and this could be to the detriment of your success in your chosen course.

|  |  |
| --- | --- |
| If your timetable says… | You should… |
| E204 | Register with Ms Kashap in the Supervised Study Room and work in silence for the hour. |
| E201 and E202 | Sign in with Ms Kashap at her desk and choose whether you go to the group study room (E202) or the independent study room (E201) where you are expected to work individually and quietly. |
| No room given | You are free to work in any of the study spaces available, the library, café or any of the Sixth Form study rooms. |

**Manage Distractions**

There are a number and range of distractions. The trick is to realise that if you set all of these things aside for two or three hours to study, they will still be there later. Your text messages can wait a few hours, as can your online status and your games. If you try to work and message/play online/check your social media not only will you work more slowly but the quality of your work will be less. Learn how to set aside work time and keep it distinct from social time. The study room is for studying and not engaging in these activities.

Get Organised

# Through organisation you will be able to be fully prepared for anything that is asked of you in the Sixth form. Revision, home learning and other activities will be made much easier by organising your notes and folders. If you plan your time in school well you should be able to spend most of your study periods effectively, meaning that you have time outside of Sixth Form for other activities. The secret to being organised is to have a list of the tasks and activities you want to do. Then tick off each task as you finish it. Your ‘Home Learning Planner’ is a good place to make these lists.

# Wider Reading

To reach the best possible grade you must be prepared to read up on the subject(s) you are following. Ask your teachers for suggestions; take time to look around our library: there are many great magazines, journals, books and newspapers there. The student who reads well succeeds. It could be that you re-read through notes made in class. It might be that you are reading a chapter ahead so that you have a basic understanding prior to lessons. This all helps you in the long run and it is strongly encouraged. To support your wider reading you will be given a e-subscription to a subject specific magazine or newspaper at the beginning of your course.

**Time Management**

There are hundreds of books and courses you can buy to teach you about time management. Your teachers will tell you for free some of the so-called ‘secrets’ of time management. Here are some to get you started:

* 1st secret: have a list of the work you need to do (e.g. in your Planner) and keep on adding items as they come in and ticking off items as they get done
* 2nd secret: do **some** work **every** evening
* 3rd secret: break large pieces of work down into small chunks
* 4th secret: when things feel overwhelming, write out a new list to get a grip on what needs to be done, then do two of the tasks which only take 10 minutes or less (to make yourself feel better) and then make a start on one of the big projects (to make yourself feel like you are making progress)

# Look after yourself

Finally, if we are to make the most of all these fantastic opportunities we must ensure that we are well rested. Make time to relax and try to get a good night’s sleep. What time do you have to go to

bed if you’re going to rise refreshed in order to get to school for 8:30? Burning the candle at both ends will leave you with a very short fuse and mean that you cannot make the most of your time in school.

**Paid Work**

Success at Sixth Form will be your primary focus. There will be significant demands on your time in terms of your subjects, home learning, extra-curricular, university application, school events, shows and performances as well as socialising. You also need some time to relax! Having paid employment

can be a significant benefit in terms of the long-term skills, attitudes and values you develop as well as in monetary reward. It should not be allowed to get in the way of your school work and responsibilities. The same should be said of work experience relating to career paths you are interested in pursuing. There is plenty of time once you leave school for paid work and jobs; however you will only have one shot at Sixth Form. Universities like to see a little bit of work experience on your CV but they will always prefer the candidate with better grades.

**High performance**

|  |  |
| --- | --- |
| Underachievers at Sixth Form | High achievers at Sixth Form and beyond |
| * Rely on external controls, rewards and sanctions from parents and teachers to act as motivation. * Depend solely on the comments of teachers to evaluate their work. * Believe that luck, chance, or natural ability will determine their success or failure. * Blame others for their difficulties. * Rely on others to set them goals. * Do just enough to get by. * Tend to produce the ideas of others in an uncritical, thoughtful way. | * Plan their time efficiently so they meet deadlines without panic. * Set their own targets, and gain reward from meeting self-set high standards of performance * Have a commitment to their subject choices and want to learn and progress, with their eyes on the prize. * See the relevance of their subjects and studies to their future. * Accept responsibility for both success and failure. * Are ambitious, and thirsty to learn. * Think for themselves |

**Tips on completing assignments and coursework**

**The task itself**

· Make sure you clearly understand the coursework task – check with your teacher if you are unsure.

· It is often useful to know the mark scheme when completing coursework.

**Coursework deadlines**

· Ask for final coursework dates near the start of your course of study.

· Plan a timetable to work towards them, and stick to it – write it in your planner.

· Other students may require the same resource materials as you – take this into account when planning your work.

**Managing your time after school/at home**

· Arrange your work in order of priority.

· Check off assignment/tasks when they have been completed.

· Take time to review work returned by your teacher.

**Pace yourself**

· Divide lengthy or difficult assignments into short, manageable units.

· Where several coursework deadlines coincide, make sure you complete some ahead of time.

· Don’t leave anything to the last week.

· Build in time for possible mishaps and setbacks.

**Enough is enough**

· Know when to stop work on a project; yet another redraft probably won’t achieve perfection.

· Make sure you take plenty of time out, preferably doing something completely different from your studies.

**Sixth Form Facilities and Catering**

There are a number of brand new facilities available to you as a member of the Sixth Form and we ask that you take care of these facilities and use them as intended.

**Sixth Form Study Spaces**

**Supervised Study Room (E204)** If you have a supervised study period, you are expected to spend the hour in the Study Room and register with Ms Kashap. Work must be completed in silence in this room and failure to comply with this will result in sanctions and eventually alternative provision being made for your study periods.

**Group Study Room (E202)** For discussions and group work.

**Independent Study Room (E201)** For quiet individual work

**Library** Complete silence and individual work is expected here. Any students not following these expectations will have this privilege removed.

**There is no food or drink allowed in any of these study spaces.**

**Sixth Form Catering Spaces**

**The Busy Bean** The new café is exclusively for the Sixth Form students and staff members. You are welcome to use this space throughout the day as long as you do so with respect for the facicilities and those around you. You will need your ID card to purchase items from this outlet.

**School canteen** The canteen is open at break time and lunch time. Sixth Formers are allowed to go straight in to the queue inside of the hall.

**Leaving the Site**

You are permitted to leave the site at lunch, but if you do so you must sign out and back in at the School Reception. This is designed purely for fire regulations and is essential for the health and safety of the site. You must be back in time for your next session. Bear in mind that traffic and public transport can take longer than expected, especially around lunch time. We cannot accept problems with transport as an excuse for you not being on time.

**Academic Honesty**

Researching and writing essays, reports and projects is a very satisfying part of your studies. Using your own words, ideas, diagrams, maps and photographs to produce work which embodies your own conclusions can be a source of personal pride, and the production of such work is an important academic skill. Most academic work in school, college, university and in the wider world will involve using the words of others to support your own arguments and conclusions, and these, properly acknowledged, are an integral part of such assignments. It is important that you acknowledge such sources in an academically honest way. Works of literature, art and music are protected by law through copyright; this includes work taken from electronic sources.

Your teachers will explain how to paraphrase and adapt source material in an acceptable way, and show you how to acknowledge the work and ideas of others in your writing and speech. Teachers are available to give you further advice and guidance so that you can always present authentic work. What follows is a short guide to use as a reminder.

In general you must not:

* Copy work from another student in class, during classwork, homework (unless you are catching up on classwork missed, in which case you should acknowledge whose work you have copied) or in your coursework.
* Copy and paste from the internet or books without properly acknowledging it.
* Give another student your work to copy or do homework for another student.
* Submit work done by a parent, older student or friend.
* Pretend that any work/thoughts/writing of someone else are your own.

Doing any of the above is not being academically honest.

**Coursework and Internal Assessments**

An authentic piece of coursework is one that is based on your individual and original ideas, with the ideasand work of others fully acknowledged. All work, written or oral, for assessment must wholly and authentically use your own language and expression. Sources which are used or referred to, whether in the form of direct quotation or paraphrase, must be fully and appropriately acknowledged.

Before starting to write, ask you teacher what kinds of external help are permissible. Always use your own words as much as possible. If you want to quote the words of others, you must reference them correctly. In the same way photographs, illustrations, maps, graphs, charts, audiovisual material and software must be acknowledged if they are not your own work. For some assignments, you must include a bibliography at the end of your work which lists the full details of the publications you have used. You will need to refer to many sources to produce a well-researched piece of coursework but you must list all the resources that you use, whether they be books, journals, internet sites, TV programmes etc.

If you have worked as part of a group on a project, even if the data is the same, your introduction, account or description and conclusions must be your own. If they are not, you will be considered to have colluded and be guilty of malpractice.

Do not be tempted to use essays or parts of essays from the internet. Teachers are very experienced in marking students’ work and quickly pick up a change of style or vocabulary. For internal assessments which will make up part of your exam grade, you must also submit a copy of the report from turnitin.com along with the internal assessment or extended essay. You will have to sign a declaration that any internal assessments or extended essays are your own authentic work.

Take care of your work and keep it safe. If it is stored on a computer, keep your password safe. Do not leave spare copies lying around. Destroy those which you do not need.

In internal and mock exams, you must not:

* Distract another student or try to contact them.
* Copy the work of another student.
* Disrupt the exam by any behaviour.
* Have out any notes unless they are allowed.
* Bring an unauthorised calculator or have on you any electronic device or mobile phone.

There are additional regulations for the conduct of external exams, which you must know about and follow.

**Key Definitions**

**Malpractice:** Anybehaviour that results in, or may result in, yourself or any other student gaining an unfair advantage in one or more assessment components. Plagiarism, collusion and duplication of work are examples of malpractice, as are making untruthful claims in UCAS applications or bringing in unauthorised materials into an exam.

**Plagiarism**: Passing off the work, thoughts or ideas of another person as your own. This is a serious academic offence and the school will take it seriously.

**Collusion**: Allowing someone else to copy from your work or submit it for assessment as if it were his or her own. Collusion is the act of supporting the malpractice of another person.

**Duplication of work**: Presenting the same work for different assessment components for the same exam board.

**Sanctions**

|  |  |  |
| --- | --- | --- |
| **Level** | **Types of Malpractice** | **Consequences for Students** |
| **Level 1** | * Copying homework or parts of homework without appropriate acknowledgement from the internet, books or another student. * In a test or quiz which is not part of the formal assessment for the exam qualification, looking on another’s test or quiz, letting another student look on a test or a quiz, using other secretive methods of receiving or giving answers on a test or quiz * Working with others on an assignment that was meant to be done by individuals. | * Zero on the suspect assignment and * Subject detention * Letter to parents |
| **Level 2** | * Two level one violations in the same subject in the same year. * Three level one violations in more than one subject in the same year. * Persistent low level malpractice of any other form. | * Zero on the suspect assignments and * SLT detention * Phone call and letter to parents with a copy on you student file. |
| **Level 3** | * Malpractice in coursework or internal assessments. * Taking papers for other students. * Taking any part of a test to use or give to others * Submitting a computer program that has been developed by another.   These violations will be considered theft. | * Formal interview with your parents * Series of detentions after school to repeat the work * Written apology to the Subject Leader and parents * Copy of letter and apology to your student file. * If plagiarism has occurred, you must still meet the minimum requirements of the course by rewriting the assignment. |
| **Level 4** | * Stealing examinations. * Altering grades on a computer database. | * Sanctions would include but are not be limited to removal from the curriculum program and/or permanent exclusion from the school |

**Useful Contacts**

|  |  |
| --- | --- |
| Organisation | Helpline |
| ChildLine (24 hours) | 0800 1111 |
| NSPCC – Child Protection Helpline (24 hours) | 0808 800 5000 |
| Macmillan Cancer Support | 0808 808 0000 |
| Citizens Advice | Local Number |
| Crime Victims – Victim Support | 0845 30 30 900 |
| Crimestoppers – Crime Prevention | 0800 555 111 |
| Drinkline | 0300 123 1110 |
| FRANK – Friendly confidential drugs advice | 0300 123 6600 |
| Beat – Beating Eating Disorders  (Monday – Thursday 1:30pm – 4.30pm) | 0845 634 7650 |
| Family – Gingerbread(support and advice for lone parents) | 0808 802 0925 |
| GamCare – Support, information and advice for anyone with a gambling problem (8am – midnight) | 0808 8020 133 |
| Homelessness – Shelter (24 hours) | 0808 800 4444 |
| Kidscape – Keeping safe, bullying and how to cope | 08451 205 204 |
| Missing People – Message Home  (Left home, run away – send a confidential message) | 116 000 |
| National Missing People Helpline | 116 000 |
| Neighbourhood Watch | 0116 229 3118 |
| Age UK – Information and campaigns on ageing issues | 0900 169 6565 |
| Rape Crisis: 12pm – 2.30pm and 7pm – 9.30pm | 0808 802 9999 |
| Samaritans (24 hours) | 08457 90 90 90 |
| Social Services | Local Number |
| Brook – Free and confidential sexual health information | 0808 802 1234 |
| Smoking – Smoke free life | 0200 022 4332 |
| Youth Access – Discuss problems confidentially | 0208 772 9900 |

|  |  |
| --- | --- |
| **Higher Education** | |
| [www.gov.uk/recognised-uk-degrees](http://www.gov.uk/recognised-uk-degrees) | Courses and links to HE sites |
| [www.opendays.com](http://www.opendays.com) | HE open days |
| [www.push.co.uk](http://www.push.co.uk) | Finding the right university |
| [www.qaa.ac.uk](http://www.qaa.ac.uk) | The Quality Assurance Agency for Higher Education |
| [www.scit.wiv.ac.uk/ukinfo](http://www.scit.wiv.ac.uk/ukinfo) | List all FE, HE and specialist colleges on a map |
| [www.slc.co.uk](http://www.slc.co.uk) | Student Loans Company |
| **General** | |
| [www.education.gov.uk](http://www.education.gov.uk) | All things that concern education and children and young people |
| [www.cypnow.co.uk](http://www.cypnow.co.uk) |
| [www.education.gov.uk](http://www.education.gov.uk) | Includes information on financial support for HE students |
| [www.lifelonglearning.co.uk](http://www.lifelonglearning.co.uk) | Information supporting lifelong learning |
| [www.nus.org.uk](http://www.nus.org.uk) | National Union of Students |
| [www.bbc.co.uk/schools](http://www.bbc.co.uk/schools) | Resources for schools |
| [www.studentunion.co.uk](http://www.studentunion.co.uk) | Student union contacts |
| [www.thestudentroom.co.uk](http://www.thestudentroom.co.uk) | Covers a wide variety of information on student life, on/off campus |
| [www.ukdirectory.co.uk](http://www.ukdirectory.co.uk) | Guide to UK websites |
| **Employment** | |
| [www.gov.uk/browse/education](http://www.gov.uk/browse/education) | Help, if you’re going on to further or higher education, looking for training or interested in a student or career development loan. |
| [www.gov.uk/jobseekers-allowance](http://www.gov.uk/jobseekers-allowance) | Information for jobseekers |
| [www.reed.co.uk](http://www.reed.co.uk) | Recruitment agency and job adverts |
| [www.mosnter.co.uk](http://www.mosnter.co.uk) | Vacancies |
| [www.jobs.theguardian.com](http://www.jobs.theguardian.com) | Guardian newspaper jobs |
| [www.nctj.com](http://www.nctj.com) | Journalism careers and courses |
| [www.topjobs.co.uk](http://www.topjobs.co.uk) | Job adverts and links to other sites |
| **Study and Work Abroad** | |
| [www.careerseurope.co.uk](http://www.careerseurope.co.uk) | Information on Europe |
| [www.eurograduate.com](http://www.eurograduate.com) | European jobs |
| [www.studentsabroad.com](http://www.studentsabroad.com) | Study abroad opportunities |
| **Students with Learning Difficulties/Disabilities** | |
| [www.asthma.org.uk](http://www.asthma.org.uk) | National Asthma Campaign |
| [www.bdadyslexia.org.uk](http://www.bdadyslexia.org.uk) | Dyslexia information |
| [www.gov.uk/browse/disabilities](http://www.gov.uk/browse/disabilities) | Information on all disabilities |
| [www.rnib.org.uk](http://www.rnib.org.uk) | Royal national institute for the Blind |
| [www.actionhearingloss.org.uk](http://www.actionhearingloss.org.uk) | Action on Hearing Loss |
| [www.skill.org.uk](http://www.skill.org.uk) | National Bureau for Students with Disabilities |
| **Gap Year** | |
| [www.bunac.org.uk](http://www.bunac.org.uk) | Gap year with Bunac |
| [www.csv.org.uk](http://www.csv.org.uk) | Volunteering opportunities |
| [www.gapyear.com](http://www.gapyear.com) | Year out ideas |
| [www.lattitude.org.uk](http://www.lattitude.org.uk) | Gap activity projects |
| [www.etrust.org.uk](http://www.etrust.org.uk) | EDT – for future engineers and scientists |
| [www.wwv.org.uk](http://www.wwv.org.uk) | Volunteering opportunities worldwide |