



# **Sixth Form Handbook 2018-19**



@LytchettSixth

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## **1. SIXTH FORM STAFFING (2018-19)**

**Head of Sixth Form** – Mr Hannaford (Raising Standards Lead- Academic)

**Deputy Head of Sixth Form** – Mrs Skinner (Pastoral, Well-being Lead)

**Assistant Head of Sixth Form** – Mrs Rendell (Destinations)

**Assistant Head of Sixth Form** – Mrs Booker (Level 2 Programme Lead)

**Student Support Managers** – Hannah Gartland & Mandy Franklin

**Contacts-** [sixthform@lytchett.org.uk](mailto:sixthform@lytchett.org.uk) or 01202 622413 Ext: 154

<b>Sixth Form Tutors (2018-19)</b>		
Mr B Law	Mr A Tettenborn	Mrs L Booker
Mrs E Carrier	Mrs J Everett	Mrs N Godden
Mr Law	Mr R Salter	Miss C Ames/Mrs Elsdon
Mrs S Schoemaker	Mr G Hurford	Support tutor: Mrs Coleman

### **The role of the tutor**

Students can expect tutors to:

- Have a good knowledge of the academic progress of their tutees
- Conduct one-to-one academic mentoring interviews throughout the academic year
- Ensure students are dressed in accordance with the Sixth Form Dress Code and uphold the values and ethos of the school/Sixth Form by insisting on high standards of punctuality, attendance and dress.
- Insist on the highest standards with regard to conduct and nurture a positive working atmosphere within the tutor group.
- Undertake morning registration accurately, follow up attendance and punctuality issues and inform the Head/Deputy Head of Sixth Form of any concerns. Code absences appropriately and efficiently.
- Act as the first port of call for students in providing pastoral support, referring tutees to other colleagues or agencies, as necessary, in liaison with Head/Deputy Head of Sixth Form.
- Liaise with the Head/Deputy Head of Sixth Form and, where appropriate, subject staff to support student progress
- Develop and maintain positive working relationships with students in the tutor group, establishing a tutor group identity and positive attitudes towards school.
- Offer guidance and impartial advice to students in discussions about future courses and careers. (Refer to Head/Deputy Head of Sixth Form or other agencies should further guidance be required.)
- Contribute to the generation of UCAS/employer references.
- Deliver, review and contribute to the development of develop the Tutorial programme and PSHE.
- Support Sixth Form activities by taking part in, organising and attending events in conjunction with other members of the team.
- Monitor the development of individual students in the tutor group, encouraging more active participation where appropriate.
- Ensure that all tutees engage in the Tutor time programme
- Provide student references for part-time or full-time employment.

### **Students can expect the Sixth Form Leadership team to:**

- Keep students informed of Sixth Form events through the bulletin, weekly briefings and assemblies.
- Meet with, or phone, parents on request.

- Monitor your academic progress and proceed with Stage 3 and/or 4 of the Student Support Procedure if students are underperforming despite Stage 1 & 2 subject interventions being put in place.
- Be available at registration for consultation and at other times by agreement.
- Lead regular assemblies and briefings to support and strengthen the values of the Sixth Form.
- Organise, in conjunction with other members of the team, a range of year group and whole Sixth Form enrichment activities.
- Communicate with subject teachers about a student progress
- Check and, if necessary, amend student UCAS references before dispatch to UCAS.
- Support students with applications for future destinations
- Support the senior team in their work to evolve the Sixth Form.

## 2. ATTENDANCE & REGISTRATION

All students in Years 12 and 13 are expected to attend morning registration punctually (Arriving for 8.50)

Any student arriving later than 9.10am must report straight to the Sixth Form Centre and sign in before going to registration or lessons.

Any absence should be reported in the morning by a parent or carer directly to Sixth Form Support Manager via telephone call or email.

High levels of student attendance are expected (97% or above) and we regularly monitor levels of punctuality. Any concerns should be discussed at the first opportunity with Mrs Skinner. Standard emails will be sent by Sixth Form Support Manager (in liaison with the Head/Deputy Head of Sixth Form) to parents/carers where there are concerns about attendance and/or punctuality.

Students may be placed onto a Stage 3 contract if punctuality does not meet the expectations of the Sixth Form Leadership team.

Code	School Meaning
/	Present (AM)
\	Present (PM)
L	Late (before registers close)
U	Arrives after registers have closed.
N	No reason yet provided for absence
O	Unauthorised absence.

Year 12 students are expected to remain in school for the full school day and attend all timetabled lessons, enrichment and study sessions. Any students who do not attend timetabled sessions will be placed on a *Daily Attendance & Punctuality Report*, following a Stage 3-contract meeting with the Head/Deputy Head of Sixth Form and parent/carer.

All Year 13 students will normally have the privilege of signing out of school **at the end of Period 4** on the lists in the Sixth Form Centre if they have no afternoon lessons. Students **must** sign out before leaving the school site.

**Students must not leave the school site before the end of period 4 unless they have obtained permission from Head/Deputy Head of Sixth Form.** Year 13 students must be aware that leaving at this time is a privilege and not a right, and so failure to follow procedures may result in this privilege being withdrawn.

Students who wish to work at home on coursework or conduct research must obtain permission to leave the school premises from the Head/Deputy Head of Sixth Form.

Standard attendance and punctuality emails will be sent out to parents/carers if attendance dips below 90%, or if student punctuality becomes a concern. Continued poor attendance or punctuality (without medical evidence explaining a genuine reason for this) will result in the student in question being placed on a *Stage 3 Contract*.

**PLEASE BE AWARE THAT ANY UNDERPERFORMING STUDENT WITH ATTENDANCE LOWER THAN 85% MAY BE EXPECTED TO PAY FOR THEIR OWN EXAM EXTRIES TO EVIDENCE THEIR COMMITMENT TO THEIR COURSES. (Unless evidence is provided by a medical professional to confirm absence on grounds of ill health)**

#### ***a. Foreseen absence***

If students need to leave the premises for **any reason** (for example, to conduct research medical/dental appointments, driving test) **they must complete a Foreseen Absence Slip**.

This must be signed by the appropriate subject teacher and agreed by the Head/Deputy Head of Sixth Form. After obtaining all signatures, students should submit the form to Sixth Form Admin. Students **MUST ALWAYS** sign out in the Sixth Form Centre before leaving the school site, regardless of the nature of the absence.

If appointments are of an emergency nature then parents/carers are required to contact Sixth Form to notify in the absence of a foreseen absence form.

#### ***b. Lytchett Minster Sixth Form Late Policy***

All students who sign in late without a foreseen absence or a written note from parents must explain their lateness to the Sixth Form Support Manager.

A *Stage 3 Contract* will be set up for any students whose punctuality becomes a cause for concern.

#### ***c. Driving Tests***

Students may obtain permission to leave school for driving tests, but **not for** driving lessons. Exceptions can be made when students have lessons just before a test. Once a student has passed their test they must obtain a parking permit before they are permitted to bring their cars on site.

#### ***d. Parking Permits and Parking on the school site.***

To obtain a parking permit students must return a completed permission form to the Sixth Form Support Manager, signed by a parent/carer, along with providing their MOT certificate, driving license and Insurance details.

Students are permitted to park **in the Woodland car park only** provided they display a valid permit.

A parking permit may not be issued if a student opts to drive to school prior to being issued with one. In addition, a parking permit can be withdrawn if students are using their vehicles to leave the school site during the day or if a student is reported as driving without due care and attention.

Students must be aware that if they choose to drive to school then they do so at their own risk.

### e. Student Illness

If a student is unable to attend school due to illness then a telephone call, email or letter from a parent/carer will be sufficient for us to authorise an absence. If we do not receive a call from parent/carer then an 'in-touch' message will be sent requesting confirmation of the nature of the absence. **Absence for illness will not be authorized unless confirmed by a parent/carer.**

A phone call or email is required **each day**, unless a doctor's note is provided recommending an extended period of absence.

Students who feel ill during the school day must speak directly with the Head/Deputy Head of Sixth Form for permission to leave school before signing out. If possible, students should inform their subject teachers where lessons may be missed. **Students are not permitted to leave without speaking to a member of staff.**

When students return to school following an absence, it is expected that students liaise with their subject teacher to catch up on any missed work.

A medical certificate or doctor's letter is also required for any absence on grounds of ill health exceeding more than one week. Evidence of attendance at a medical appointment is also required if students have no alternative but to miss time off school for this purpose.

***Please make sure students are aware that when we are asked for references for them from Universities and prospective employers, our first point of reference will be students SIMS records, and the information logged there, to provide us with a clear and accurate picture of your contribution, cooperation and level of engagement in the Sixth Form.***

### 3. SIXTH FORM OFFICES

The Sixth Form team is based in the Sixth Form Centre. The Student Support Manager is available throughout the day to answer any student or parent/carer queries.

The Head and Deputy Head of Sixth Form have an 'open-door' (when not teaching) for any students who wish to meet with them but are grateful if meetings can be pre-arranged by email or through the Sixth Form Support Managers.

### 4. WEEKLY TUTOR TIME PROGRAMME

	Year 12	Year 13
<b>Monday</b>	Briefing in SFC	Current Affairs Discussion led by tutor using BBC website
<b>Tuesday</b>	Current Affairs Discussion led by tutor using BBC website	Briefing in SFC
<b>Wednesday</b>	Paired Reading/Student team meeting Tutor guidance meeting with a targeted student (copy of meeting notes to be emailed to HAN)	
<b>Thursday</b>	Inter-tutor quiz	
	Independent Study Planning & Group 'Mind-Bender' Challenge	

<b>Friday</b>	(Students, guided by tutors, to plan out their Independent Study for the following week)
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Assemblies are held each week on rotation

## 5. THE SCHOOL YEAR

<b>Sixth Form Specific Dates</b>	
Mon 3 <sup>rd</sup> & Tues 4 <sup>th</sup> September 2018	Both are <b>INSET</b> days. No students in school
Wednesday 5 <sup>th</sup> Sept 2018	Start of term for <b>Year 12 students only</b>
Thursday 6 <sup>th</sup> Sept 2018	Start of term for <b>Year 13 students</b>

	<b>Dates</b>
Autumn Term:	Wednesday 05 <sup>th</sup> September through to Thursday 20 <sup>th</sup> December 2018.
Half Term:	Monday 22 <sup>nd</sup> October through to Friday 26 <sup>th</sup> October 2018.
Christmas Holidays:	Friday 21 <sup>st</sup> December through to Friday 04 <sup>th</sup> January 2019.
Spring Term:	Monday 07 <sup>th</sup> January through to Thursday 04 <sup>th</sup> April 2019.
Half Term:	Monday 18 <sup>th</sup> February through to Friday 22 <sup>nd</sup> February 2019.
Easter Holidays:	Monday 08 <sup>th</sup> April through to Monday 22 <sup>nd</sup> April 2019.
Summer Term:	Tuesday 23 <sup>rd</sup> April 2019 through to Friday 19 <sup>th</sup> July 2019.
Half Term:	Monday 27 <sup>th</sup> May through to Friday 31 <sup>st</sup> May 2019

**INSET Days:** Monday 03<sup>rd</sup> & Tuesday 04<sup>th</sup> September, Friday 21<sup>st</sup> September, Friday 21<sup>st</sup> December, Friday 05<sup>th</sup> April.

## 6. THE SCHOOL DAY

Before school	Silent Study Area open for silent study
8.35am - 8.45am	Staff Briefing (Tuesday only)
8.45am	Warning Bell for Start of Day and Locker Time
8.50am	Registration begins
8.50am - 9.10am	Tutor Time
9.10am - 10.10am	Period 1
10.10am - 11.10am	Period 2

11.10am - 11.25am	Break
11.25am	Warning Bell
11.30am -12.30pm	Period 3
12.30pm - 1.17pm	Lunch
1.17pm	Warning Bell
1.25pm - 2.35pm	Period 4
2.35pm - 3.25pm	Period 5
3.25pm	End of School
3.35pm - 3.45pm	Buses Leave
3.25pm - 5.30pm	Silent Study Area and Sixth Form Centre open for non-supervised study until 5.30pm

## 7. SIXTH FORM DRESS CODE

As you are in a working environment you are expected to dress in an **appropriate 'business-like' fashion** ensuring that a good example is set to students in the main school:

- Boys must wear smart trousers with a shirt and tie. (No blue or ripped jeans)
- Girls must wear either smart trousers or a smart skirt or dress of **respectable** length. (No blue or ripped jeans. No leggings)
- Revealing clothing is NOT acceptable for Sixth Form students.
- Clothing with logos, hoodies, or denim jackets are not acceptable.
- Sensible shoes must be worn. Trainers and flip-flops are NOT acceptable.
- Jewellery must be kept to a discreet minimum, i.e. one pair of small earrings is acceptable. Nose studs, eyebrow rings, flesh holes and tongue piercings are NOT acceptable.
- Hair must be of a natural colour.
- Hats must not to be worn in school.

If a student fails to adhere to the expected *Dress Code* then the following procedure will be followed:

### **Stage 1.**

- Tutors to challenge tutee and officially remind of expectations (warning to be logged on SIMS as 'Stage 1- uniform')

### **Stage 2.**

- Tutor to send student to Deputy Head of Sixth Form where student will be officially reminded of expectations. An email will be sent home informing parents/carers of concern and warning of consequences of future misdemeanor. (Sixth Form admin to log on SIMS as 'Stage 2- Uniform').

### **Stage 3.**

- Tutor to send student to Deputy Head of Sixth Form where student will:



- Ring home to request delivery of appropriate clothing by parent



- Admin ring home to request parental permission for student to go home to change into appropriate clothing (Student sent home to change)



- Student withdrawn from lessons for the day until acceptable clothing is acquired.

Any further incidents of non-compliance will result in student being placed on a **Stage 3 Contract** (which will state that each consequent breach of the Dress Code will result in the student being sent home to change).

**The Sixth Form Dress Code is non-negotiable.** Any ambiguity regarding a student's choice of attire will be clarified by Mrs Skinner or Mr Hannaford. A student may be withdrawn from circulation if their choice of attire is a flagrant breach of Sixth Form Dress Code and cannot be resolved prior to the start of lessons.

## 8. STUDENT VOICE (Student Committees and the Senior Student Team)

The members of the Senior Team are responsible for supporting the main Sixth Form Committees which are made up of both Year 12 and 13 students. The Senior Team are also responsible for supporting and helping the Sixth Form team (Head & Deputy Head of Sixth Form, admin and tutors). Year 12 students from each tutor group will be invited to join the Sixth Form Committees at an appropriate time during the year. The Sixth Form Council meets once every half-term to discuss important Sixth Form issues. It is made up of the Head Boy and Girl, and one representative from each Sixth Form tutor group. In addition, Year 12 students will be invited to chair student voice committees within the lower school.

## 9. SIXTH FORM SENIOR TEAM & COMMITTEES (2018-19)

### Head Boy & Head Girl: Ryan Gerrett & Rebecca Pearson

- Preparing and giving speeches at key school events such as the school's annual prize giving (July) and Open evenings (throughout calendar year).
- Leading the senior committees – You will chair these meetings (monthly meetings).
- Leading assemblies (Occasional- although you will be expected to give notices and update students on forthcoming events regularly).
- Promoting Sixth Form events e.g. Charity events
- Leading on transition/induction activities for new Year 12 cohort (June/ Sept).
- Liaising with Sixth Form team on a regular basis.
- Writing for the Sixth Form KIT page (Monthly)
- Promoting and encouraging a positive ethos within the Sixth Form (All year)

- Attending all Sixth Form events- Open evenings etc.
- Organising the year 13 leavers assembly (May)
- Creating and overseeing information boards (June onwards)

#### **Deputy Head Boy & Head Girl: James Albin & Charlotte Watson**

- Leading student voice- this includes taking minutes and overseeing actions (half termly)
- Supporting the Head boy/Head girl with their roles eg. Help drafting speeches.
- Promote and attend all Sixth Form events e.g. Open evenings.
- Attend all Senior Committees- and support with forthcoming events.
- Leading on transition/induction activities for new year cohort (June/Sept)
- Promoting and encouraging a positive ethos within the Sixth Form (All year)
- You will also provide and promote links between the Sixth Form and Main school and oversee events such as paired reading /bullying committee. (All year).
- Lead on events such as the Summer Ball/Christmas party.
- Supporting with the organisation of Leaver's assembly (May).

#### **Charity - Committee Heads: Jess Ashton & Grace Horton**

- Promote and help organise key charity events that the Sixth Form support including: Shoebox appeal (Oct), Sleep Easy (Nov), Children in Need (Nov), Time to Talk (Mental Health), Rotary club Santa (Dec)
- Running assemblies (occasional) to promote charitable causes.
- Meetings with the Rotary club (termly) to discuss forthcoming events.
- Lead the charity committee- run regular meetings to organise events (at least half termly).
- Attend Senior committee meetings (monthly)
- Promoting and encouraging a positive ethos within the Sixth Form (All year)
- Create and maintain (regular updates) Charity committee noticeboard (June onwards)

Attend transition /induction days for recruitment

#### **Sport - Committee Heads: Sophie Read and Jordan Wayman**

- Promote and help organise key sports events that the Sixth Form support including: Year 12 alternative sports day (June), Sixth Form YR12 VS 13 football/netball events (termly), inter-tutor competition (termly).
- Running assemblies (occasional) to promote events/fitness.
- Liaising with PE staff to organise /run events
- Lead the sports committee- run regular meetings to organise events (at least half termly).
- Attend Senior committee meetings (monthly)
- Promoting and encouraging a positive ethos within the Sixth Form (All year)
- Create and maintain (regular updates) sports committee noticeboard (June onwards)
- Attend transition /induction days for recruitment.

#### **Green- Committee Heads: Triniti Dancy & Esme Morris**

- Promote and help organise key events to promote environmental issues: i.e. World day, litter picking, reducing plastic in the Sixth Form.

- Running assemblies (occasional) to promote events/awareness.
- Set a mission statement and pledges to be achieved in the academic year.
- Lead the green committee- run regular meetings to organise events (at least half termly).
- Attend Senior committee meetings (monthly)
- Promoting and encouraging a positive ethos within the Sixth Form (All year)
- Create and maintain (regular updates) the green committee noticeboard (June onwards)
- Attend transition /induction days for recruitment.

It is expected that all teams will work collaboratively in order to achieve our common goals, not only within committees but across committees also.

Not only will individual committees need to meet regularly, but cross committee meetings will need to take place in order for us to effectively plan activities and events that cut across our committee areas.

In other words, we need people with a ‘can do’ attitude, lots of team work and a collective will to change things for the better not just in Sixth Form but across the whole school and outside in the wider community.

## 10. LUNCH ARRANGEMENTS

Students may purchase food in the cafe during the break and lunch period. Hot food (including cones of chips and pasta) must be eaten in the cafe, not carried to the Sixth Form Centre or eaten outside of the café. No food should be eaten around the school in general (as per whole school policy).

Hot food is not permitted in the Sixth Form Centre, in the garden area or outside of the Sixth Form Centre. Sandwiches may be eaten in the Sixth Form Centre and the garden area, but nowhere else outside of these areas.

The Sixth Form Café can be used for unsupervised study but only for those students who have applied for, and been granted, a Pass to do so. Only students who have been given all 1’s and 2’s for Attitude & Independent Study in their most recent Progress Report will be granted a Study Pass to work in this area.

## 11. COMMUNICATION

Students are expected to **regularly check their emails** as this is a key form of communication in the Sixth Form.

We also request that parents/carers also check their emails regularly and notify us of change of email address details as soon as possible as this is our primary form of communication with home.

There is a whiteboard for daily notices in the Sixth Form Centre which students are expected to check on a daily basis. Tutors will also receive a copy of the School Bulletin each day (via e-mail) and all relevant notices will be communicated.

A TV screen is also prominent in the Sixth Form Centre to display all daily notices. These are updated regularly so students must be encouraged to keep an eye on this throughout the day.

## 12. STUDY TIME (STUDIES)

Students are expected to spend their study time ('studies') undertaking a range of learning tasks which enhance their understanding of their subjects. During these sessions students can use the following areas:

- **Sixth Form Centre (Supervised)** - A working level of noise is permitted in this area. To register for these sessions students must 'swipe' their card at the beginning of the session (it is not necessary to swipe out).
- **Silent Study Area (Supervised)** - To register for these sessions students must 'swipe' their card at the beginning of the session (it is not necessary to swipe out).
- **The Sixth Form Café (which includes the decking area outside of the Café during the summer term only if weather permits)** Students who wish to use this unsupervised study area need to request an *Unsupervised Study Pass* from our Student Support Manager which will only be granted if the student has achieved 1's and/or 2's for Attitude and Independent Study in their latest Progress Report.
- **A classroom relevant to study of a practical nature** e.g. BTEC Media, BTEC performing Arts, Art, Photography etc.) The subject leader of that area will need to grant permission for students to work in these areas and students using these areas will need to either swipe in or email the Student Support Manager [sixthform@lytchett.org.uk](mailto:sixthform@lytchett.org.uk) to register for each of these sessions.

**Students are not permitted to spend any of their timetabled studies anywhere other than these areas.**

### ***NB. Swipe cards***

If a student has lost their card, a new one can be purchased from the IT Department for £1. Students are expected to have their cards in their possession at all times. Students are not permitted to swipe or be in possession of another student's card.

Mobile phones can be discreetly used to provide students with personal music to listen to through headphones.

Only water may be taken into the Silent Study Area. No other food or drink may be taken in to this area at any time but can be consumed in the Sixth Form Centre as long as this area is kept clean.

All Sixth Form staff are urged to drop in to the Silent Study Area whenever possible to support supervising staff in ensuring high standards of effort and conduct. If any student is not adhering to our expectations of silent study then the offending student must be sent to the Sixth Form Centre where their conduct will be discussed and a standard letter will be e-mailed home to

inform parents. Continued non-compliance will result in a Stage 3 contract meeting with the Head/Deputy Head of Sixth Form

### 13. ACCEPTABLE USE OF MOBILE TELEPHONES

Sixth Form students are permitted to bring their mobile telephones into school providing they are used only in the Sixth Form Centre and Silent Study Area. It is expected that mobile phones are kept in bags during lessons, only to be used to support learning with the agreement of the classroom teacher. (Any misuse of mobile phones will result in confiscation in the same way as they are with students in main school). Emergency calls may be made from the Sixth Form Centre. If parents or other family members need to contact students urgently during the school day, they must telephone the school and a message will be conveyed to the student. Likewise if a student needs to contact home they should seek permission from their Head/Deputy Head of Sixth Form or the Sixth Form Support Manager prior to contacting home.

### 14. STUDENT COMPUTER AND INTERNET ACCEPTABLE USE POLICY

Lytchett Minster students have the opportunity to access the Internet as part of their studies, using computers in many areas of the school. It can be a tool of limitless value, providing access to quality educational material from all over the world.

Misuse of school computer systems or the Internet will result in the student being placed on a Stage 3 Contract which will state that any further misuse will result in this privilege being withdrawn permanently.

Students are prohibited from downloading any programmes or films on school computers.

### 15. ENRICHMENT

All Sixth Form students are encouraged to take part in a variety of Sixth Form enrichment opportunities; a part of which is PSHE. There will be ten one hour long PSHE sessions throughout the year which all Sixth form students are expected to attend.

#### ❖ **Work Experience**

All Year 12 students are expected to undertake a one week work experience placement in the **second half of the summer term**. Universities and employers will expect to see that students have successfully completed an *'effective, relevant and useful'* placement for the courses/jobs for which they apply during Year 13. Students can start pursuing this as early as they wish.

The school has paid for a contract with *Education Business Partnership*, which provides students with use of their Work Experience database and also covers all Health and Safety checks that are required for your child to work in a safe and healthy environment. We ask parents/carers for a contribution of £18.00 if the company your child selects is on the data base (assuming that all paperwork is signed and returned to Mrs Tucker by the deadline).

A student wishing to secure a placement not included on our database will be charged £40.00 and this can only happen if the application is handed in by the deadline set. This higher fee factors in the relevant additional health and safety checks which the school needs to arrange to ensure the placement is safe and appropriate for your child.

If your son/daughter has their placement confirmed and has paid in full, but then decides to cancel this to attend somewhere else, then another charge will need to be made.

All queries regarding Work Experience should be directed towards Mrs Nicky Tucker [tuckern@lytchett.org.uk](mailto:tuckern@lytchett.org.uk)

#### ❖ **MOOC's**

Students will have one hour a week on their timetable allocated to MOOC's (Massive Open Online Courses). These will provide students with the opportunity to undertake a range of additional courses throughout the course of the two years to complement their A Level/BTEC Level 3 programme of study.

#### ❖ **Duke of Edinburgh's Award (DofE)**

Students have the opportunity to partake in the Gold and Silver Award over the course of the two years.

#### ❖ **Lower School Support**

It is expected that all Year 12 students studying three A Levels allocate a minimum of one hour over the two week cycle to support KS3 students in lower school lessons.

- Paired reading
- Academic Mentoring of Key Stage 3 students

#### ❖ **Mindfulness**

The mindfulness course is an opportunity for Sixth Form students to take a welcome break from their studies for an allocated period of time each week to reflect on their own personal well-being.

The Sixth Form consistently seeks further enrichment opportunities for students to engage with over the course of the two years

Students will keep a Personal Enrichment Log to evidence all enrichment that they have engaged with over the two years. This document will assist students with the process of writing Personal Statements, CV's and Job applications and will be monitored by tutors to ensure that these logs are kept up-to-date.

## **16. TIMETABLES**

Students will receive timetables at the beginning of the year and should consult the Sixth Form Support Manager, in the first instance, if there are any problems.

### **16.1 Course changes**

Whilst every effort is made to guide students towards the right courses, inevitably there will be those who feel they wish to amend their choices at the beginning of the year. Clearly if a student is not happy on a particular course then they must request a meeting with the Head or Deputy Head of Sixth Form to discuss their reasons for wishing to change at the earliest opportunity. If a place is available on the course that the student wishes to change to, then the Head or Deputy Head of Sixth Form will liaise with the relevant Head of Subject to discuss a possible subject change. If the Head of Subject agrees to the change then as long as the student has achieved the

entry requirement for that subject, and there is space on the course, then the change can take place up to the final day of September. (From October 1<sup>st</sup> no course changes are permitted to take place).

Once a subject change has taken place, the Head/Deputy Head of Sixth Form will inform the Sixth Form Support Manager and the student timetable will be amended to reflect the agreed change.

Students will need to continue to attend lessons until the change has been formally approved and signed off. They should then return textbooks and equipment to the relevant staff.

## **16.2 Leaving Sixth Form**

If you decide that you no longer wish to study at Lytchett Minster Sixth Form, the first action required is to speak with the Head of Sixth Form. If, upon further discussion, you decide that you wish to leave then a fully completed Leavers Form is required along with full confirmation of your next destination i.e. Apprenticeship, College etc.

It is not permissible for a student to simply drop out of the Sixth Form without a destination being confirmed and a Leavers Form signed and submitted.

## **16.3 Leavers Forms**

Leavers Forms should be obtained from the Sixth Form Centre. Students will need to collect the signatures of all their subject teachers, their Tutor and library staff before returning with the form to the Sixth Form Centre. The Form is eventually passed to the Data Manager who makes arrangements for the student to be removed from roll. It is particularly important that registers are marked up to the date of leaving as this is required for auditing purposes.

# **17. ASSESSMENT AND REPORTING**

## **❖ Key Stage 5 Progress**

ALPS targets are shared with students, teachers and parents at the start of Year 12.

## **❖ Assessment**

Throughout Years 12 and 13, work is marked with reference to A Level and BTEC grades so that individual students understand their progress in relation to A Level/BTEC standards.

## **❖ Formative assessment**

Formative assessment is an important element of feedback throughout Years 12 and 13; it enables students to understand A Level and BTEC assessment criteria, their progress towards reaching them and suggests areas for improvement. Best practice within AfL permeates KS5 assessment, providing opportunities for students to undertake peer assessment, make use of model answers and exemplars, engage with mark schemes etc.

## **❖ Summative assessment**

Summative assessment of key assessment pieces (see below) are invaluable in helping students to understand the level at which they are operating and their progress towards their A Level/BTEC target. We have developed a sub-level structure which allows students to see their progress within an A Level/BTEC grade.

### ❖ Attainment tracking

Whole school tracking has been built into the school's annual assessment calendar to provide eight opportunities throughout KS5 when student performance data is collected, analysed and reviewed by class teachers, Subject Leaders, Line Managers, the Head of Deputy Head of Sixth Form and SLT. ALPS progress data analysis is provided after each assessment. The analysis is multi-layered, enabling data at individual student level, class, subject and year, along with the ability to focus on key groups – vulnerable groups, disadvantaged students, girl/boy, SEN, as well as cohorts such as A\*A, A\*-B, A\*-C and A\*-E.

### ❖ Standards and Expectations

Teachers should expect the highest standards from students in Years 12 and 13 in terms of:

- Attendance to lessons
- Conduct in and beyond the classroom
- Preparation for the lesson
- Participation in the lesson
- Independent Study
- Meeting deadlines
- Completing homework and classwork to the best of their ability
- Catching up on any work missed through absence.

### ❖ Key Stage 5 Progress Reports

Each assessment is planned into the learning programme for A Level/BTEC and will assess student performance in the different aspects of the course. Teachers are asked to enter **two** assessment grades (sub-leveled grades) onto a SIMS mark sheet for each assessment period.

#### A. The Predicted grade

Teachers will provide a professional prediction of the grade students will achieve at the end of the A level course based on all assessment data gathered up to that point by the teacher.

#### B. The Operating Grade

The A Level/BTEC level at which a student is currently operating within a subject across all aspects of the work. In other words, if they were to enter an examination in the work covered to date (including exam and coursework elements) the grade they would achieve based on their actual performance to date. This must not be a motivational, aspirational grade, but must reflect (weighted) evidence to date and is reported as follows:

#### A Level courses

eg C1 – comfortable C grade  
C2 - straight C  
C3 – vulnerable C grade

#### BTEC courses – P/M/D grades

M1 – comfortable merit  
M2 – straight Merit  
M3 – Vulnerable Merit

Staff indicate whether the student's current operating level means they are on track to achieve ALPS targets as follows:

#### C. Attitude

- Complete work to the best of their ability



- Act on the advice of staff
- Focus in lessons and take pride in their work
- Arrive fully prepared and on time to lessons
- Contribute to the best of their ability in lessons

<b>1</b>	The student always fulfils all of the above criteria
<b>2</b>	The student usually fulfils all of the above criteria
<b>3</b>	The student sometimes does not meet all of the above criteria
<b>4</b>	The student regularly fails to meet some/all of the above criteria

#### **D. Independent Study**

There is an expectation that all students:

- Complete homework tasks to the best of their ability and on time
- Undertake independent study tasks e.g. wider reading, research, private study
- Prepare and revise for exams and assessments thoroughly

<b>1</b>	The student always fulfils all of the above criteria
<b>2</b>	The student usually fulfils all of the above criteria
<b>3</b>	The student sometimes does not meet all of the above criteria
<b>4</b>	The student regularly fails to meet some/all of the above criteria

#### **E. Full Reports**

All students in Years 12-13 will receive a full written report from each teacher at one point during each academic year. The report should include details about the student's performance as well as advice on how the student can move forward.

**The opportunities for 2018-2019 are scheduled as follows:**

<b>Year 12</b>	October (Progress Report- Attitude & Independent Study only)	<b>Year 13</b>	October (Progress Report)
	December (Full report)		January (Full report)
	February (Progress report)		March (Progress report- including mock results)
	June (Progress report- including end of Year 12 exam grades)		Final staff prediction (for internal monitoring purposes only)

**Year 12 Parent's Evening:** Thursday 15<sup>th</sup> January 2019

**Year 13 Parent's Evening:** Thursday 14<sup>th</sup> February 2019

## 18. BURSARY FUNDING

Should any student wish to apply for Bursary funding, to support them financially through their studies, an application form can be obtained from the school website or the Sixth Form Centre. All applications will need to be submitted to Mr Hannaford for his consideration.

### Bursary Guidance

#### Lytchett Sixth Form - 16-19 Bursary Scheme

The 16 – 19 Bursary Scheme aims to support young people in making the progression to higher level qualifications.

If you require any clarification regarding this information, please speak to Mr Hannaford.

#### **Who will be eligible for the Sixth Form Bursary Scheme?**

To be eligible for a bursary you must be aged 16-19 but under the age of 19 on 31/8/18. There are three types of Bursary and you may apply for ONE only.

#### ❖ **Type 1**

A guaranteed Bursary of £1,200 is available for those most in need. These are young people in care, care leavers, young people receiving income support or Universal Credit and disabled young people receiving both Employment & Support Allowance and Disability Living Allowance or Personal Independence Payment.

#### ❖ **Type 2**

This Bursary is for students who are eligible for Free School Meals. You could be entitled to Free School Meals if you or your family are in receipt of any of the following:-

- ☑ Income Support
- ☑ Income based Jobseeker's Allowance
- ☑ Income related Employment and Support Allowance
- ☑ Support under Part VI of the Immigration and Asylum Act 1999
- ☑ The Guarantee element of the State Pension Credit
- ☑ Child Tax Credit, provided they are not entitled to Working Tax Credit and have an annual income (as assessed by HM Revenue & Customs) that does not exceed £16,190

#### ❖ **Type 3**

This Bursary is for students with a financial need who do not fall into the above categories. Where the total household income is less than £20,000 per annum applications will be considered.

Bursary payments will be made in six instalments across the year.

#### ❖ **What can the money be spent on?**

- ☑ Books/ equipment
- ☑ Transport
- ☑ Meals
- ☑ Additional course costs i.e. trips
- ☑ Other miscellaneous expenditure that directly enables a student to access post 16 learning

#### ❖ Applications to the 16-19 Bursary Scheme

A completed application should be made to Mr Hannaford, the Head of Sixth Form, detailing the student's specific circumstances and which type of bursary is needed. Proof of household income will be required, for example;

- ☑ Parent's P60 tax certificate if they are in employment
- ☑ Evidence of self-employment income
- ☑ Benefit and/ or Tax Credit Award notices

#### ❖ Payment of the Bursary

On condition of 95% (or higher) attendance, which will be monitored on a weekly basis by the Student Support Manager, a cash bursary payment will be made directly into the student's bank account or to parent/carer if stated on the application form. In the case of Type 2 and Type 3 Bursaries the amount awarded to each student will be determined by the overall number of applications to the fund.

**NB.** If there are specific financial issues arising throughout a student's time in the Sixth Form, please contact the Sixth Form Support Manager. If there is any way the school may be able to help we will endeavor to do so.

Evidence from a medical professional will be required for a student to receive a bursary payment if attendance is below 95%.

## 19. DESTINATIONS

Over the course of the two years we fully support students to reach the destinations of their choice whether this is University, an apprenticeship, full time employment or a gap year through assemblies, tutor sessions, PSHE and Information Evenings.

To support with this process we invest in *Unifrog*, an online portal which brings into one place every university course, apprenticeship, and college course in the UK, as well as other opportunities, such as School Leaver Programmes, MOOC's and every college at Oxford and Cambridge. <https://www.unifrog.org/>

The Universities and Colleges Admissions Service - or **UCAS** <https://www.ucas.com/> as it is usually known - is an independent organisation that manages university applications in the UK and one which all university applicants must use to apply for university courses.

### UCAS application timeline

#### **2019**

- Summer Term —Process begins with Higher Education Information Evening (For parents and students)
- Summer Term —PSHE Session on applying to University

Summer holidays— Build up skills and experiences  
October—Personal statements completed (1st draft)  
15<sup>th</sup> October—Deadline for Oxbridge/ Medicine/ Veterinary/Dentistry  
December—Internal deadline for UCAS applications submitted to school (for checking/adding reference)

## **2020**

15th January—Deadline for applications submitted to UCAS  
February— ‘Extra’ Starts  
May— In most cases the deadline for replying to offers  
May— Deadline for Student Finance (but apply earlier)  
June— Late application deadline, Clearing opens.  
Start of July— ‘Extra’ closes  
Mid-August— A-Level Results Day – Confirmation of offer, or alternative place secured through Clearing.

## **20. CAREERS LIBRARY AND HE APPLICATIONS**

Students may use the Careers Library and the HE resources in the Sixth Form Centre at any time but must not remove information or prospectuses unless given permission to do so. All UCAS material is now available online. Ansbury careers interviews for the Sixth Form currently take place on a request basis; students or tutors should ask their Head/Deputy Head of Sixth Form should they wish to make a careers appointment. There is also a drop in session on a Wednesday and Thursday lunchtime. This can normally be set up in a matter of days. Students will be notified via a slip in the register, a note on the notice board or a note in the student bulletin.

Tutors will be supplied with information relating to use of relevant resources in order to guide the students through the HE/Job applications process. Tutors will also receive regular information updates on UCAS applications procedures and these may form the basis for discussion at Sixth Form Tutor Meetings or Inset sessions.

## **21. REFERENCES**

All requests for non- HE references for full time jobs should be sent to the Head/Deputy Head of Sixth Form, who will consult with tutors and Heads of House when compiling the references.

A special pro-forma is available for part-time and temporary jobs as many requests are received each year. All HE references will be channelled through the Tutor and the Head/Deputy Head of Sixth Form. The final version of the HE reference will be approved by the Head of Sixth Form and the UCAS form will be dispatched by the Head/Deputy Head of Sixth Form

Tutors have an important role in reviewing all the information supplied by subject teachers so that a coherent, supportive reference can be compiled. Tutors are also required to write a paragraph relating to the student’s involvement in the general life of the school and any responsibilities they may have. Training will be given in reference writing for UCAS and there is a wealth of support and exemplar material available for tutors to use.

Predicted grades for UCAS references will be agreed in discussion with students but primarily based on students A Level Predicted grades and GCSE results as a point of reference

## **APPENDIX 1- Sixth Form Support Procedure**

The '***Sixth Form Support procedure***' (below) will be implemented as soon as a student shows evidence of underperformance in any subject at any stage of the year.

It is essential that all following steps are taken in our attempt to combat student under-performance.

<b>Stage</b>	<b>Support &amp; Sanction</b>	<b>Actions</b>
<b>1</b>	Subject teacher to meet with student to reinforce expectations and make specific concerns clear.	<ul style="list-style-type: none"> <li>• Log concern/meeting onto SIMS (Teacher)</li> <li>• Parent/carer to be informed of concern</li> <li>• Tutor to discuss and reinforce concern with student</li> </ul>
<b>2</b>	Head of Subject to meet with student and agree a ' <b><i>Subject Action Plan</i></b> ' with clear targets and deadlines.	<ul style="list-style-type: none"> <li>• Head of Subject to ensure that Stage 1 has taken place.</li> <li>• Parent/carer to be informed of 'Subject Action Plan'</li> <li>• Log on SIMS (Head of Subject)</li> <li>• Copy of '<i>Subject Action Plan</i>' to be sent to Head of Sixth Form</li> <li>• <i>Subject Action Plan</i> to be reviewed after an agreed period</li> <li>• Tutor to discuss and reinforce concern with student</li> </ul>
<b>If student does not engage sufficiently with Stages 1 &amp; 2 and limited or no progress is made towards their ALPS target then the Subject Leader will be expected to refer the student to Head of Sixth Form for Stage 3</b>		
<b>3</b>	Head of Sixth Form to arrange meeting with parent/carer where the student will be placed on a ' <b><i>contract</i></b> '	<ul style="list-style-type: none"> <li>• Head of Sixth Form to ensure that Stages 1 &amp; 2 have taken place.</li> <li>• Meeting held with parent and student</li> <li>• Student to sign contract which Head of Sixth Form will place in a central area for teachers to access for reference.</li> <li>• Log concern onto SIMS (Head of Sixth Form)</li> <li>• Head of Sixth Form to provide parents with progress updates at regular intervals.</li> <li>• Tutor to discuss and reinforce concern with student</li> </ul>
<b>4</b>	Head of Sixth Form to arrange meeting with MEA, student and parents to discuss student future	<ul style="list-style-type: none"> <li>• Head of Sixth Form to confirm that Stages 1,2 &amp; 3 have taken place</li> <li>• Head of Sixth Form to log outcome of</li> </ul>

	<p>in the Sixth Form.</p> <p><b>Possible outcomes:</b>  -Trial period  -Student supported to find alternative pathway</p>	<p>meeting on SIMS and inform all relevant staff of outcome.</p> <ul style="list-style-type: none"> <li>• Head teacher Action Pan</li> <li>• Arranged review date</li> </ul>
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If the student of concern shows a sufficient level of improvement at any stage of this procedure, then students may only require further monitoring rather than being referred for the next stage.

If the student of concern shows a sufficient level of improvement at any stage of this procedure, then students may only require further monitoring rather than being referred for the next stage.

A student can be placed directly onto a **Stage 3-Contract** if attendance or punctuality does not meet expectations set out in this Guide.

## APPENDIX 2- Academic Mentoring Template

Date:	Name:	
T/G:	Target grade:	
<p><b>Use ALPS Connect tracking tool to discuss students current attainment in each subject and agree actions for each subject</b></p>		
Subject:	Predicted grade:	Actions to achieve target: <i>(e.g. attend lunchtime intervention, organise file, create and adhere to a clear revision timetable)</i> <ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul>
	Current grade:	
Subject:	Predicted grade:	Actions to achieve target: <ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul>
	Current grade:	
Subject:	Predicted grade:	Actions to achieve target: <ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul>
	Current grade:	
Subject:	Predicted grade:	Actions to achieve target: <ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul>
	Current grade:	

On a scale of 1 to 5 how do you feel you are dealing with the pressures of Year 13? (Please highlight in bold)

*1= Very well   2= Quite well   3= Satisfactory (most of the time)   4= Struggling   5= Often highly stressed*

Do you require any further support in managing your wellbeing?

What is preferred post-A level destination? (e.g. University of Nottingham to study English)  
 What A Level grades do you need to reach your preferred destination?