

Chipping Norton School

KS5 EXPLAINED

“Enjoy & Achieve”

Parent Pack Key Information



September 2018

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Introduction

This guide has been put together to help parents and carers develop their understanding of the procedures and expectations within the Sixth Form in order for us to maximise your son/daughter's achievement.

We place enormous value on our Sixth Form students and their contribution to the school. We believe that a strong relationship between students, teachers and parents is key to unlocking their potential.

We have two aims in the Sixth Form, that students "Enjoy and Achieve" and I am extremely confident that we are successful in achieving both of these for all our students. I am very proud of the teaching in Sixth Form and, together with the great number of enrichment opportunities, feel that we provide the perfect place for young people to be successful.

Lisa De Bruyn
Head of Sixth Form
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The Sixth Form Team

Mrs De Bruyn	Head of Sixth Form	ldebruyn@chipping-norton.oxon.sch.uk
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Mr Ward	12E Tutor	pward@chipping-norton.oxon.sch.uk
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Mrs Corley	13G Tutor	ecorley@chipping-norton.oxon.sch.uk
Mr McGibbon & Mr Crudge	13S Tutors	cmcgibbon@chipping-norton.oxon.sch.uk scrudge@chipping-norton.oxon.sch.uk
Mr Parker	Careers Advisor	sparker@chipping-norton.oxon.sch.uk apprenticeships@chipping-norton.oxon.sch.uk

Tutors play a huge role throughout a sixth form student's life at Chipping Norton School. They have an oversight of each student's attendance, timetables, and progress. They are also largely responsible for the pastoral care of their tutees. Your son/daughter's tutor should be your first point of reference when contacting the school with any concerns.

Success in the Sixth Form

There are many factors that will contribute to a student's success in the Sixth Form. Below are a list of characteristics that we believe every single student should strive towards possessing if they are to maximise their own success.

- 96% + attendance
- The completion of at least 16-20 hours of independent study, split evenly between their subjects, every week. This should include independent research, guided reading around the subject matter, revision, and consolidation of classroom learning.
- Investment of time in setting themselves both short and long term goals, together with the steps to achieving them through academic mentoring and discussion with both staff and tutors.
- Effective time management, including prioritising work and use of their planner, Show My Homework and Immodo.
- Full engagement in all lessons.
- Strong organisational skills, including being prepared for all lessons. Students are required to have a file for each subject, divided into topic area and assessment. They should also have a copy of the specification of the course/scheme of work provided by the department.
- Engagement with parents about their learning.
- Research into effective revision strategies that work for them, and can be used throughout the year. This is especially important now that the A levels are linear and content is learned over 2 years.
- A healthy lifestyle with extra-curricular activities, hobbies and social activities.
- Working no more than 8-10 hours per week in paid or voluntary work.
- Students are expected to complete one hour of Community Service each week.

Attendance

All students are expected to attend morning registration with their tutor, starting at 8.40am. Therefore students must be in school for 8.35am. Sixth form students have the privilege of being allowed to **sign out** of school for lunch. We expect students to respect this privilege and represent the school in the best possible manner when not on the school site. **Students are not allowed off the school site at any other time.**

Absences

Planned absences

If your son/daughter is going to be absent on a particular day then we ask that a letter or email is sent to Mrs Davison in advance of the absence in order that all parties are aware of the absence. Students are also expected to inform the staff of any lessons they will be missing and ensure that they catch up on their work.

Unplanned absences

If your son/daughter is unwell or has any other unplanned absence, please ensure that you email Mrs Davison (or phone the Sixth Form Office) **on the morning of the absence, and any further mornings until their return.**

Illness whilst at school

If your child is taken ill during the course of the school day they must report to Mrs Davison (or Mrs Eden/Mrs Goodway in Reception if Mrs Davison is unavailable) to sign out before leaving school.

PLEASE NOTE: If a student's attendance falls below 90%, and there are no exceptional circumstances, it may also affect their continuation into Year 13 and they parents may be required to pay for exam entries.

Home Study

Year 12 students are not granted Home Study privilege in Term 1. However if their first Progress Check shows that they have achieved their target grades, then they may apply for Home Study from Term 2. In order for a student to gain Home Study, days and times must be negotiated with Mrs De Bruyn and parents must email their consent to Mrs Davison so that a formal record is held in school.

Acceptable and unacceptable absences

Some **suggestions** that would/could be **acceptable**:

- Illness
- Emergency medical/dental appointment
- A medical appointment which cannot be arranged after school or during holiday time
- Driving Test – **proof of booking will be required**
- A religious holiday compatible with the faith of the student
- Wedding of a close family member
- Exceptional weather conditions
- A Connexions interview or career-related interview
- A university Open Day—(to a maximum of 3)
- Family bereavement
- Official carer duties for a member of the family
- Official study leave

Some **suggestions** that would be **unacceptable**:

- Holidays during term time
- Driving lessons
- Birthdays or similar celebrations
- Babysitting
- Waiting for the post, plumber, decorator, etc. to arrive
- Routine medical and dental appointments
- Unofficial exam study leave
- Missing a lesson in order to complete unfinished work
- Part time work which does not constitute part of a student's course
- Attending festivals

16-19 Bursary Fund

The 16 -19 Bursary Fund has been set up by the Government to support students from disadvantaged backgrounds who are studying in the academic year 2018-2019. Those facing financial difficulty can apply to the Bursary Fund to help with the costs of equipment, transport, food and other course related costs. Application forms are available from the Sixth Form Office.

Sixth Form Dress Code

- Smart shoes (No trainers),
- Smart trousers, smart black jeans, or a skirt. (No leggings) **Skirt length should be no more than 10cm above the knee.**
- Smart shirt or smart top (high neckline and covered shoulders)
- Smart dress (**Dress length must be no more than 10cm above the knee**).

Optional

- Jumper – knitted or **plain** sweatshirt (No hoodies)
- Tie
- Smart jacket
- Suit

Additional notes –

- Make up and jewellery should be subtle. (One plain stud in nose only)

Failure to uphold the dress code will result in the following actions:

- 1. Verbal warning** - Inform the student that their dress is not appropriate, complete a Sixth Form record on SIMS and mark for the attention of the Tutor.
The Tutor will then complete the next steps if the student continues to not meet the dress code
- 2. Telephone call home/written warning home** – Phone/email home to inform parents and ask for their support. (TUTOR)
- 3. Refer student to Head of Sixth Form** to arrange return to home.

We reserve the right to send students home to change without a previous letter or phone call if it is deemed necessary.

Target Setting and Monitoring Progress

In order to set students' A level targets we use Alps (Advanced Level Performance Systems) "Alps national benchmarks are used to set targets for students studying A level and BTEC National courses, which in turn generate subject and school or college targets. The targets are aspirational; they are not seeking to match the national average students' performance, but that of the top performing 25% of schools."

All students are provided with their Alps aspirational target grades based on prior attainment. These targets are based on the grade that the top 25% of performers with the same prior attainment have historically achieved. We believe that by using aspirational targets, student motivation is increased to achieve the very best that they can.

Progress Check data

Students will receive four Progress Check reports during the year which their tutors will discuss with them during their academic mentoring sessions. These will be emailed to parents and students via InTouch. An example of a Progress Check is below:

Target Attendance: **100%** Attendance: **99.5%**

Subject	Teacher	Progress			Attitude to Learning
		Target Grade	Progress	Difference	
Biology	PJB	B	C	-1	2
Geography	MXJ	B	B	0	2
Psychology	CCM	B	B	0	1

Attitude to Learning is graded 1-4; 1 being exceptional effort and 4 being little effort. All Progress data then allows the Sixth Form team to implement targeted support and intervention, and also to praise students who are working well.

A full explanation of the grading and target setting system is included with each progress Check report.

How can parents make a difference?

You are the person who knows their child best. Your support, encouragement, and practical help can make a difference.

Crucial support during the year

- Talk with them about what they would find useful/helpful
- Help provide the equipment they need
- Contact the school if your son/daughter has any physical or mental health concerns.
- Praise, support and encourage when reserves are low
- Encourage healthy eating, exercise and sleep
- Provide suitable conditions for study
- Help to devise a revision plan for each subject

Student Well-being

Students cannot achieve their potential or enjoy their studies if they are trying to cope with mental health issues. We recognise that A level studies, together with dealing with life as a 16-19 year old, can be very stressful for many students. Often the support of family and friends is enough to help a young person through any particularly stressful periods. However we know that some students will need additional support. In these cases it is essential that both parents and students share their concerns with the Sixth Form team as early as possible so that we are able to provide support within school and, where appropriate, access support from outside agencies. Please be assured that in all cases, any information will be treated in the strictest confidence. The types of support that we can offer through school include:

- Referral to the School Nurse
- Referral to a school counsellor
- Support with meditation and relaxation techniques
- Negotiation with subject teachers to apply some flexibility to coursework deadlines
- Contacting GP or CAMHS (Child and Adolescent Mental Health Services) to help with any referral (this will only be done with the permission of the student and parents)
- Apply for exams access arrangements where appropriate (please refer to Exams section on the next page for further details)

Spotting signs of stress

- Trouble sleeping
- Short-tempered, tired
- Crying, headaches
- Poor appetite
- Loss of interest in things they used to enjoy
- Panic attacks

Examinations

The exam period can be a stressful time for students, particularly now that A level exams are linear and therefore students are examined on all of their knowledge and understanding in one set of exams at the end of Year 13. As a parent there are a number of things that you can do to reduce the amount of stress that your son/daughter is under.

- In the revision period leading up to exams students should give up, or significantly reduce, any paid work to ensure that they have enough time to both revise and rest.
- Encourage your son/daughter to share their revision timetable with you so that you are able to effectively support them.
- Ensure that they are well rested and up in time for their brain to wake up!
- Ensure that they have breakfast and bring water with them.
- Check that they have the correct equipment
- Send them off to school with a calm and fond farewell

Stress and anxiety around exams

A certain amount of anxiety around exams is normal. Where students struggle with long term anxiety, caused by things other than exams, studying for an exam can heighten the feelings of helplessness and negativity experienced.

If a student struggles with anxiety and they/you are concerned about exams, **it is important that you speak with Mrs De Bruyn or Mrs Davison as soon as possible** to see what help we can offer. (Please see the Student Well Being section on the previous page).

Exam Access Arrangements

Separate Invigilation

We are often asked if a student can have a separate room to take their exam. Guidelines regarding separate invigilation within the exam centre are very clear.

- Separate invigilation must reflect the candidate's normal way of working in internal school tests and mock examinations as a consequence of a long term medical condition or long term social, mental or emotional need.

Extra Time

To be awarded 25% extra time a candidate will have persistent and significant difficulties when accessing and processing information and is disabled within the meaning of the Equality Act 2010.

- The award for extra time must reflect the candidate's normal way of working in internal school tests, mock and GCSE examinations.

Supervised Rest Breaks

To be awarded supervised rest breaks the candidate must have an impairment which has a substantial and long term adverse effect, giving rise to persistent and significant difficulties and have a genuine need for it.

- The candidates difficulties must be established within the centre and reflect their normal way of working.

Emergencies during exams

- Should an emergency arise during the exam period (illness, accident, family crisis) resulting in a student missing one of a series of papers, we may apply for a grade to be awarded based on the grade achieved for the other papers.
- Should an emergency arise which disadvantages a student, we may apply for “special considerations”. This allows for a discretionary percentage to be awarded, post-marking. The percentage awarded is normally 1-2% depending on the circumstances. The awarding of consideration is entirely at the discretion of the awarding body. There are guidelines covering the application process for applying for “special considerations”. These can be found on-line at:
<https://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration/regulations-and-guidance/a-guide-to-the-special-consideration-process-2017-2018>

Community Volunteering

All sixth formers must take part in this school-based scheme. Students are encouraged to find opportunities within either the school or their local community where their work could make a difference. We regularly have students volunteering in lower school lessons and with extra-curricular clubs and activities. Outside of school, students currently volunteer in local primary schools and sports clubs, in senior citizen homes, local theatre companies and youth clubs. This is an important part of a sixth form student's commitment to the school and their local community and can provide valuable work experience as well as forming an integral part of references for Higher Education or employment.

University and Careers Guidance

A student's first point of contact for this should be their tutor, as the team of Sixth Form tutors are experienced in providing this support. Students can also ask any member of the Sixth Form team for advice. We would also encourage all students to sign up to Mr Parker's careers apprenticeship alerts (see contact details page at front of booklet); which allows students to have opportunities sent directly to them.

Preparing for Post-18 Pathways

All students participate in our Future Days Programme in early July, which includes guest speakers and details of the on-line UCAS application system. **Participation in this programme is compulsory.** Parents will be invited to a Higher Education Evening. During the year, Year 12 students are encouraged to research possible pathways and attend university open days in order to help them with this difficult decision-making process.

Please note that there is no formal Work Experience week in Year 12. However many employers and universities expect students to have relevant work experience and students. Students can choose to gain work experience in the following ways.

- During school holidays
- During term-time by prior agreement with Mrs De Bruyn
- If wanting to go into education we try to organise, through Mr Parker or Mrs Davison, a weekly/fortnightly placement at a local primary school that fits in with individual student timetables.

Support and guidance on work experience placements is available from our Careers Advisor, Mr Parker – sparker@chipping-norton.oxon.sch.uk

We encourage all students to sign up to Mr Parker's apprenticeship email alerts as students will then have opportunities sent directly to them.

Intervention and Support in Sixth Form

We recognise that some students may experience difficulties in achieving their target grades in certain subjects for a number of reasons. Alongside specific subject support we have a contract system which enables students to access the support they require.

Additional Support Contract

This is tailored to those students who, despite working hard, meeting deadlines, and attending clinics, are still struggling to achieve their target grade in a specific subject. The student will meet with their subject teacher to discuss what the issues are and plan some specific targets to help them get back on track. This will usually involve attending after school clinics but may also include additional independent study and attending extra classes where possible. There will be a date set for a review of these targets to assess their effectiveness and Mrs De Bruyn will be informed of progress. Parents will receive notification if their son/daughter has been placed on an additional support contract.

Intervention Support Contract

This is tailored to those students who are not achieving their target grades but have also missed deadlines, not attended clinics and do not appear to be using their Private Study periods effectively and has three stages.

Stage 1

The student will meet with their subject teacher to discuss what the issues are and plan some specific targets to help them get back on track. This will involve the student being monitored by their subject teacher, compulsory attendance at after school clinic, and may also include formal timetabling of some Private Study periods to specific study rooms, in order to make better use of their independent study times. There will be a date set for a review of these targets to assess their effectiveness and Mrs De Bruyn will be informed of progress.

Parents will receive notification if their son/daughter has been placed on an additional support contract.

Stage 2

If adequate progress has not been made on a Stage 1 contract then a student may be moved to a Stage 2 contract. As well as having specific subject targets, the student will also be monitored by the Head of Department. Once again there will be a date set for a review of these targets and their effectiveness and parents will be informed.

Stage 3

If insufficient progress has been made in the Stage 2 contract a student will be placed on the final, Stage 3 contract. Further targets will be set but these will now be monitored closely by both the Head of Sixth Form and the Assistant Headteacher with responsibility for Sixth Form.

Failure to improve at this stage may lead to the student being removed from specific subjects, or being asked to leave Sixth Form.