



CHIPPING NORTON  
SCHOOL

# SIXTH FORM EXPLAINED

*Everyone belonging*  
*Everyone achieving*

September 2025

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## INTRODUCTION

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.

Our mission is to secure the best outcomes for our young people, with an outstanding provision in a supportive and inclusive environment. 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.

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.

Peter Ward  
Head of Sixth Form

## THE SIXTH FORM TEAM

Mr Ward	Head of Sixth Form	<a href="mailto:pward@chippingnortonschool.org">pward@chippingnortonschool.org</a>
Mrs Eakins	Deputy Head of Sixth Form	<a href="mailto:leakins@chippingnortonschool.org">leakins@chippingnortonschool.org</a>
Mrs Davison	Assistant Head of Sixth Form	<a href="mailto:cdavison@chippingnortonschool.org">cdavison@chippingnortonschool.org</a>
Mrs Duffy	12SGD Tutor	<a href="mailto:sduffy@chippingnortonschool.org">sduffy@chippingnortonschool.org</a>
Mr James	12SPJ Tutor	<a href="mailto:sjames@chippingnortonschool.org">sjames@chippingnortonschool.org</a>
Mrs Avery	12MA Tutor	<a href="mailto:mavery@chippingnortonschool.org">mavery@chippingnortonschool.org</a>
Miss Miles	12JHM Tutor	<a href="mailto:jmiles@chippingnortonschool.org">jmiles@chippingnortonschool.org</a>
Mrs Jackson & Mr Dye	13JHJ Tutors	<a href="mailto:jjackson@chippingnortonschool.org">jjackson@chippingnortonschool.org</a>
Mrs Cullen (formerly Mrs Heath)	13SLH Tutors	<a href="mailto:scullen@chippingnortonschool.org">scullen@chippingnortonschool.org</a>
Mr Long	13RPL Tutor	<a href="mailto:rlong@chippingnortonschool.org">rlong@chippingnortonschool.org</a>
Ms Licence	13SGL Tutor	<a href="mailto:sllicence@chippingnortonschool.org">sllicence@chippingnortonschool.org</a>
Mrs Knowles	Careers Advisor	<a href="mailto:jknowles@chippingnortonschool.org">jknowles@chippingnortonschool.org</a>

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 contact with the school.

## SUCCESS IN SIXTH FORM

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

- 97% + attendance
- A minimum of 6 hours of independent study, per subject, per week in addition to their taught lessons.  
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 staff, tutors and their peers
- Effective time management, including prioritising work and making use of their Show My Homework, Google Classroom and a study timetable
- 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, that can be used throughout the year.  
This is especially important now that the A levels are linear and content is learned over 2 years. Spaced learning and interleaving should be a natural revision strategy. Study skills are the key focus of our 13-12 peer mentoring programme
- 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

## 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. The resources delivered during tutor time will address study skills, wellbeing, personal development, opportunities for personal development outside the classroom and post-18 destinations.

## 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 ([cdavison@chippingnortonschool.org](mailto:cdavison@chippingnortonschool.org)) in advance 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 at Main 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 parents may be required to pay for exam entries.**

### **Acceptable and unacceptable absences**

Scenarios in which absence is **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 careers' 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
- Agreed work experience placement – up to 5 days

Scenarios in which absence is **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
- Paid work during the school day
- 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 2024-2025. 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 or on the school website.

Guidance notes and application forms for the Bursary Fund obtained from Mrs Davison

([cdavison@chippingnortonschool.org](mailto:cdavison@chippingnortonschool.org)) or accessed via these links

[Bursary Guidance Notes.docx](#)

[Bursary Application Form](#)

The deadline for applications is the last Friday in September.

## **CHIPPING NORTON SIXTH FORM DRESS CODE PRINCIPLES**

There is no uniform in Sixth Form but there is a dress code, the principles of which are below. Our dress code policy is casual relative to some other sixth forms, but dress must always reflect the fact that sixth formers are members of a community of work and education.

1. How we dress often consciously and unconsciously communicates messages about our sense of belonging or readiness to work.
2. In all regards, sixth form ought to prepare for appropriate dress in the workplace.
3. Clothing ought to be comfortable and practical.
4. Clothing choices should reflect an awareness that CNS is a community that includes young children and older adults.
5. Sixth formers are role models for our younger students.
6. We must seek to balance individual preferences with the desire to belong to the same community.
7. Where disputes or disagreements exist, they must be resolved consistently and transparently.

## **HOME STUDY**

In Term 1, Year 12 students are not given Home Study privilege as we use this term to ensure that students are able to manage their Private Study sessions effectively. In Term 2, students are granted Home Study if the Sixth Form team is confident that they are able to work effectively at home. The Term 2 Year 12 Home Study privilege allows students to sign out after period 4 if they have no timetabled lessons during period 5. The Year 13 Home Study privilege allows students to sign out after period 3.

## **PROGRESS AND ATTAINMENT**

Throughout the course of the year students will have regular progress checks in line with termly assessments. These progress checks will be sent to both parents and students.

## **HOW CAN PARENTS AND CARERS 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 them to devise a weekly study timetable, which is adapted into a revision plan for each subject during the summer's rehearsal exams

## **STUDENT WELLBEING**

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 period. 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
- 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
- Apply for exams access arrangements where appropriate (please refer to Exams section below 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 Mr Ward 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 candidate's 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**

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.

Mrs Davison, Mrs Knowles and Mr Parker support and advise sixth form students on all aspects of researching and applying for university, apprenticeship and employment.

## PREPARING FOR POST-18 PATHWAYS

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. All students are registered on Unifrog which forms an integral part of our Careers advice within school and provides a wealth of education and employment resources for students. They also benefit from a number of guest speakers throughout the year. We also run our Interview Challenge in April and ensure that students are registered on the UCAS site during term 6.

### Work Experience

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 Davison. **PLEASE NOTE** - work experience placements that take place during school time will require paperwork to be completed by both the employer and parents. This is to ensure that the school's safeguarding and insurance requirements are being fully met by the employer. Please allow enough time for these forms to be completed.
- Attending online Work Experience events
- 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, Mrs Knowles, [jknowles@chippingnortonschool.org](mailto:jknowles@chippingnortonschool.org), our Careers Lead, Mr Parker [sparker@chippingnortonschool.org](mailto:sparker@chippingnortonschool.org) or Mrs Davison [cdavison@chippingnortonschool.org](mailto:cdavison@chippingnortonschool.org)

## 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 Mr Ward 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 Mr Ward 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.

## **THE PARTNERSHIP BETWEEN HOME AND SCHOOL**

The transition from secondary school to Sixth Form marks a pivotal moment in a student's academic and personal journey. At Chipping Norton Sixth Form, we are committed to guiding students through this change by fostering independence, responsibility and personal growth. Our goal is to ensure that students not only excel academically but also develop the emotional resilience needed for life beyond school. By working closely with parents, we create a supportive environment where students can thrive. Together, home and school form a powerful partnership, providing the foundation for success and helping our young people become well-rounded, confident individuals prepared for their futures.

We look forward to working with you to nurture and support our young people as they grow and achieve their full potential.