



# THE JOHN FISHER SCHOOL



" Aspiring for Academic, Cultural & Sporting Excellence."



## SIXTH FORM HANDBOOK 2020 – 2021

*ACCEPTANCE, SERVICE, PERSEVERANCE, INTEGRITY, RESPECT, ENJOYMENT,  
SELFLESSNESS*

## WELCOME

Welcome to The John Fisher School Sixth Form, we have a long tradition of academic, cultural and sporting success. We aim to maintain these high standards whilst preparing you for the future demands of Higher Education and the workplace. Our focus is to help develop the whole student ensuring that students are able to develop character, independence and clear values alongside academic success.

We want your time with us to be rewarding and fulfilling and believe that Sixth Form life is a positive opportunity for you to approach a new chapter in your life. You will be given more responsibility for managing your own learning and we encourage you to seize the opportunities available to you.

We are anticipating an excellent two years with you. You are about to enter the most important phase of your educational life. The bar is set high as Sixth Form success cannot be achieved without exceptional commitment and hard work. We have thought hard about the support you will need but ultimately, the most important factor in achieving this will be you!

Independent learning, self-motivation and the willingness to put in the hours to achieve your goals are the characteristics of successful student. We will support you closely; tracking your progress throughout the sixth form, in particular your work ethic. There may be a need difficult conversations along the way but we are all working towards the same goal; ensuring you can reach your potential. The most successful students are those who can build consistent learning routines and we would encourage you to establish these as quickly as possible.

Your potential must go beyond your academic syllabus: you will have the chance to engage in your chosen areas of study beyond the curriculum and the scope for intellectual and personal growth is enormous. You will have the chance to lead in the school and community, and every student has a role to play in upholding the ethos of the school and helping contribute to our positive and supportive community. Sixth Form students enjoy certain privileges and in turn are expected to take on responsibilities and set an example to the rest of the school.

The transition from year 11 to the Sixth Form is an exciting and challenging time. For yourselves, this is potentially even more challenging. The impact of the Coronavirus pandemic has meant you have unfortunately missed out on large parts of your educational journey but has also created an opportunity for you to refocus your aims and priorities. We want to be able to support you to achieve your goals.

This Student Handbook has been put together to help you get to know the Sixth Form. It contains a wealth of information regarding our procedures and what to expect. Please use it to remind yourself of how things work and what is expected of you. Please remember you have worked very hard to get here and we all want you to continue that success in this next stage of your education. We look forward to working with you all.

Mr B. Woolford

Mr M. Webb

**Director of Sixth Form**

**Assistant Director of Sixth Form**

## **Sixth form Contacts**

Strong Communication between the school, pupil and parent / carers is a key part of achieving success in the sixth form. We will aim to keep you fully updated on how students are progressing and any upcoming events & opportunities. Please ensure that we have up to date contacts information and that you take the time read and discuss the information sent home. If you do have any concerns or queries, then the Sixth Form Team can be contacted via email. The majority of enquiries should initially be address the Mrs Cooney.

### **The Sixth Form Team**

<b>Director of Sixth Form:</b>	Mr B. Woolford
<b>Assistant Director of Sixth Form:</b>	Mr M. Webb

**Key Stage 5 Admin & Pastoral support:** Mrs K. Cooney  
[c.cooney@johnfisherschool.org](mailto:c.cooney@johnfisherschool.org)

One of the most important people you will meet in the Sixth Form is your tutor. Everyone is part of a tutor group and your tutor will be your first point of contact throughout the course. They will get to know your hopes and aspirations as soon as possible and review your progress on a regular basis. Do your best to get to know your tutor and enjoy the daily contact you will be having with him/her.

### **Year 12 Form Tutors**

<b>12ARE</b>	<b>Mr A. Rebello</b>
<b>12ATH</b>	<b>Mr A. Thistle</b>
<b>12SGR</b>	<b>Mr S. Grimes</b>
<b>12CHA</b>	<b>Mr C. Harwood</b>
<b>12VPA</b>	<b>Mr V. Parry</b>
<b>12SWI</b>	<b>Mr S. Williams</b>

## The School Day and Structure

The arrangements for the school have had to be updated as a response to Coronavirus pandemic. In line with government guidelines, the school has put in place to minimise the mixing of students and to ensure social distancing can be maintained. This has resulted in a change to the Sixth Form school day as well as the spaces available to Sixth Form Students.

**Entry point:** Students will enter the school site via the Pedestrian Gate

**Holding area / play space:** Students can spend break time in the Sixth Form Centre and the surrounding area.

**Lining up:** Students will be asked to line up in the Sixth Form Car Park

**Entry / Exit Point:** Students will be asked to enter via the main entrance of Founders and Exit by the Fire Exit.

**Teaching Area:** All lessons will be timetabled in either the Founders Block or Sixth Form Centre.

**Timetable:** The School day will be the following for Year 12 Students

<b>Form Until 9.05</b>	<b>Period 1 9.10 - 10.00</b>	<b>Break 10.05 - 10.25</b>	<b>Period 2 10.25 - 11.15</b>	<b>Period 3 11.15 - 12.05</b>	<b>Lunch 12.05 - 12.45</b>	<b>Period 4 12.45 - 13.35</b>	<b>Period 5 13.40 - 14.30</b>	<b>Period 6 14.35 - 15.15</b>
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**Dismissal time:** 3.15pm (except on Wednesdays for those at Plough Lane - 3.25pm) to reduce social contact outside of school.

**Dismissal point:** Students will be asked to leave via the Pedestrian Gate

### Registration

Students will have formal tutor time for 20 minutes at the start of each day. These sessions are compulsory and will provide students with the opportunity to work on study skills, administration or other activities either as a group or as an individual. One session per week will be dedicated for collective worship and one session will be dedicated to a Team Meeting session. These sessions count as part of the *Guided Learning Hours* and as such are compulsory.

All students must attend school between 8.45 and 12.05. After this time, students who have no further lessons or study periods may choose to study at home for the remainder of the day. Students are asked to sign out before leaving the school site. Please note that students are not to leave school site repeatedly during the school day and as such are not allowed to visit the shops or home in between timetabled lessons. This is inline with safeguarding policies and any breach of this will result in an official sanction.

There will be no relaxed registration until the first Reporting stage. From then, students may apply for relaxed registration on specific days at the discretion of the Sixth Form team.

Please note, the privilege of independent study and relaxed registration can be removed if a student fails to meet the social or academic expectations of Sixth Form life.

Monday	Tuesday	Wednesday	Thursday	Friday
Personal Development: Wellbeing	Personal Development: Academic	Personal Development Careers	Community Development: Team Meeting	Community Development: Collective Worship

### **Team Meeting and Collective Worship**

We believe that the sense of community is something that makes John Fisher Sixth Form a unique environment and so we celebrate this regularly. Students will have one Team Meeting and one collective worship session per week, where the year group is able to meet as a group, celebrate achievement, reflect on different aspects of school and general life and develop our ethos.

### **Guided Learning Hours & Supervised Study**

Every Sixth Form Student at the John Fisher School should have at least 600 hours of supervised teaching, learning, Study or enrichment time each academic year. This is made up of their registration periods, PSHE, games Lessons, enrichment activities and supervised study periods.

Sensible use of the study periods is vital in making the best progress, these periods are not only for the completion of work specifically set by subject staff but must be utilized for addition study activities. Suggested reading around topics and ahead, conducting private research, redrafting substandard work, using staff feedback and ensuring that they have a complete and comprehensive set of course-notes are all valuable in embedding the content and extend student understanding. Every year, the students that “Do the Extra” are the ones that achieve highest grades.

The sixth Form have access to a variety of study area: The Sixth Form Centre has a silent study area upstairs with ICT facilities, this is supervised by Mrs Cooney all day. Downstairs is supervised in the morning and is also available for private study be also group work and discussion.

**All free lessons prior to 12:05 are designated as study periods and considered compulsory.**

## **Procedures**

### **Attendance & Punctuality**

Punctuality and excellent attendance is essential for successful progression into continued study or employment. In order to promote excellent attendance and punctuality and support students who might be experiencing difficulties the following policy is in place.

We will support students by monitoring attendance and punctuality on a weekly basis, discouraging unauthorised absence, and ensuring there are effective procedures in place. Students who are identified as a concern will be met with and appropriate intervention will be put in place.

### **Planned Absences**

If a student is unable to attend school due to a medical appointment or valid reason this should be communicated and agreed in advance where possible. Requests for permission for the absence should be communicated to Mrs Cooney on [c.cooney@johnfisherschool.org](mailto:c.cooney@johnfisherschool.org) or via a letter.

### **Unplanned Absences ( illness etc)**

If you are unable to attend school due to unforeseen circumstances this must be reported to Mrs Cooney before 10.00 am each day of the absence, this may be done via email [c.cooney@johnfisherschool.org](mailto:c.cooney@johnfisherschool.org) or on 020 8660 4555 and leaving a message.

**Absences should not be reported by the student, the school remain In Loco parentis regardless of age and we will always ask your parent / carer to report the absences themselves even if the student is over 18.**

In some instances, it may be appropriate for us to send work home where absence may be prolonged. For us to do this, we do need to be kept well informed by the student and home throughout a prolonged illness.

**The parents / carer of any student with an unexplained absence will be contacted via text on by 10.30, please ensure that we have an accurate up to date mobile number**

### **Coronavirus**

Please note, if a student is displaying the designated symptoms (As set by the UK Government) for coronavirus, then they are not to attend school, self isolate and apply for a test. If a student or a member of their household tests positive for coronavirus, then the student is expected to follow guidance and to self isolate for the required time. in line with

government guidelines. The student will then be expected to complete their studies independently. Students can use SMH or Edulink to contact teachers or the Sixth Form Team and are asked to contact the school with any results from tests they receive.

### **Holidays during term time are not allowed**

Your time in the Sixth Form is remarkably short compared to all you have to do. We cannot state too strongly our view that time taken out for family holidays at any stage of the year has a detrimental effect on student progress and we do not view requests of this sort lightly. This is particularly true of the second half of the summer term in Year 12. Progression to Year 13 is not automatic for any student. Any holiday taken in term time, will be marked as unauthorised and will be recorded as such on future references.

### **Signing out & Home Study**

One of the privileges afforded to Sixth formers is that they are not required to remain on site until the end of the day if they have no lessons, they may choose to study at home for the remainder of the day if they see fit.

**All students** are required to attend every day between 8.45 – 12.05 regardless of timetabled lesson but after lunch those students with no further timetable lessons or study periods may leave and continue study at home. Students should not be coming and going repeatedly during the school day this privilege **does not** extend to students popping out to go the shop or home in between lessons.

Any student who needs to leave Prior to 12.55 must seek permission from Mr Woolford or Mr Webb who will inform Mrs Cooney.

### **Relaxed Registration.**

Relaxed registration will be available to students in Sixth Form, on a discretionary basis. Students who have a good punctuality & attendance record, who are on target to meet or exceed their target grades and who teaching staff have no concerns about can qualify for relaxed registration.

With relaxed registration students may nominate 1 or 2 mornings, where they may have no lesson to arrive to school late, a form will be made available to those who qualify for relaxed registration via their tutors. The first round of Year 12 round of relaxed registration will be awarded following to October monitoring. For Year 13 it will be based on their summer examinations. All relaxed registration forms must be signed by teaching staff, tutor & a member of the Sixth Form Leadership before passing to Mrs Cooney to process.



If grades, attendance or punctuality become an issue relaxed registration will be withdrawn.

## **Fire Procedures**

If a continuous bell sounds, go directly to your Fire Assembly Point which is on the basket ball court: KS3 Playground. For your safety, you must evacuate buildings in a calm and orderly manner, **immediately** on hearing the alarm, leaving the building by the nearest exit. At the Assembly Point, please find your tutor, line up in alphabetical order within your tutor group, and stand in silence, so staff can ensure you are accounted for.

**If you are off site for any reason and you have not signed out, this becomes a safeguarding concern and will result in behavioural consequences**

## **Punctuality**

All students should aim to be on the school site before 8.40 each day to ensure they are ready to attend registration or assemblies promptly at 8.45. This will ensure that students are prepared for the day ahead and do not miss out on important information or support that will be available during registration.

## **Signing in**

If a student arrives late after this time it is imperative that they sign-in with Mrs Cooney in the sixth form centre **before** attending any classes. As a matter of safeguarding; in the case of an emergency, we must know exactly who is on site.

## **Monitoring Attendance and Punctuality**

A weekly report will be run to identify those students who arrive late for school or have outstanding absences for morning or afternoon registration. The numbers for each student will be monitored and the following consequences will be applied as each level is reached.

Any student who accumulates 3 or more late marks in a one-week period will receive a 1-hour Pastoral Catch up. This will be in addition to any cumulative sanctions.

Stage	Cumulative Total	School action / Consequence
1	5	Sixth Form Team to contact home regarding punctuality.  1 hour Pastoral Catch up session.
2	10	Punctuality cause for concern letter sent. Early finish withdrawn for 2 afternoons to complete community service.

3	15	Formal warning, Parents to meet with Director of Sixth Form or Assistant Director. Student to attend Saturday school.
4	20	2 <sup>nd</sup> Formal warning, relaxed registration withdrawn and early finish revoked. Student will attend school all day every day.
5	30	Final punctuality warning, Parents & Student to attend meeting with Headmaster and Sixth Form leadership.
6		If punctuality / attendance issues still persist Sixth Form place may be withdrawn.

The totals for all student on stage 1 or 2 will be set to 0 at the start of a **new term**. Those on stage 3 will begin the next term with +5 to their total and those on stage 4 will begin with +10.

To avoid students moving up the stages unnecessarily please ensure that any absences are communicated to Mrs Cooney either by phone or email. Late arrivals for genuine or pre-arranged reasons such as medical appointments illness will not count towards theses totals.

### **Cause for Concern Procedures**

We have high expectations of the students who attend the Sixth Form, both in terms of academic achievement and in attitude and behaviour whilst in and around the school. It is hoped that all students who have chosen to extend their education with us will conduct themselves appropriately and have a positive work ethic. However, for students who do not meet expectations there are a number of stages in our sanctions procedure that are designed to support them towards success.

Intervention	Concern	Action
Subject Teacher Support Clinic	Underachievement e.g. <ul style="list-style-type: none"> <li>Underachievement in an assessment</li> <li>Increased support required to access the work.</li> </ul>	<ul style="list-style-type: none"> <li><b>Referred to subject clinic:</b></li> <li>After school session with teacher</li> <li><b><i>'KSS Underachievement Intervention recorded on Edulink'</i></b></li> <li><b><i>Parents contacted via Edulink or Email.</i></b></li> </ul>
Subject Teacher Intervention	Initial concern e.g. <ul style="list-style-type: none"> <li>Missed deadline.</li> <li>Poor effort or attitude in lesson.</li> <li>Punctuality to lesson.</li> <li>Absence from lesson and not caught up within 1 week.</li> <li>Failure to attend compulsory clinic, study period or assessment.</li> </ul>	<b>Discussion between subject teacher and student.</b> <ul style="list-style-type: none"> <li>SMART Time based Subject Targets and support agreed.</li> <li>First chance recorded on Edulink.</li> <li><b><i>Targets shared with Sixth Form Team and Parents via Edulink or Email.</i></b></li> </ul>

<b>Sixth Form</b>  <b>Academic Catch-Up (SFS)</b>  1 Hour Academic Support Session on a Tuesday, Wednesday or Thursday Evening: 3:30 and 4:30	Repeated Academic concern e.g. <ul style="list-style-type: none"> <li>Missed deadlines</li> <li>Poor effort or attitude in lessons</li> <li>Punctuality to lessons</li> <li>Absence from lesson and not caught up within 1 week</li> <li>Failure to attend compulsory clinic, study period or assessment</li> <li>Failure to meet specific targets agreed at First Intervention stage</li> <li>Incident of poor behaviour or truanting in lesson</li> <li>late 3 times to school</li> </ul>	1 hour Academic Catch-Up (SFS) <ul style="list-style-type: none"> <li>Set by Subject Teacher and supervised by subject teacher.</li> <li>SMART Time based Subject Targets and support agreed.</li> <li>Up to 1 Hour Academic Session</li> <li><b><i>'KS5 Sixth Form Support recorded on Edulink'</i></b></li> <li>Information shared with Sixth Form Team and Parents</li> </ul>
<b>Sixth Form</b>  <b>Pastoral Support (SFS)</b>  1 Hour Pastoral Support Session on a Tuesday, Wednesday or Thursday Evening: 3:30 and 4:30	Pastoral Concern: <ul style="list-style-type: none"> <li>Failure to meet Sixth Form Behaviour Standards</li> <li>Punctuality not in line with Expectations (Late to school or lessons more than twice in two weeks)</li> <li>Attendance not in line with expected standards</li> </ul>	1 hour Pastoral Support (SFS) <ul style="list-style-type: none"> <li>Set by Subject Teacher or Pastoral Teacher and supervised by Sixth Form Team</li> <li>SMART Time based Targets and support agreed.</li> <li>1 Hour Session</li> <li><b><i>'KS5 Sixth Form Support recorded on Edulink'</i></b></li> <li>Information shared with Sixth Form Team and Parents</li> </ul>
Failure to attend an ACU results in an additional 1hour 30 Minutes SLT Detention.		
The leaving of school site during a lesson, registration, break or private study is a safeguarding concern. This will result in a Saturday Detention.		
An accumulation of ACUs will result in progression through the stages of the sanctions procedure.		
Very Serious Misconduct or Concerns will escalate immediately to Stage 4		
<b>Stage</b>	<b>Concern</b>	<b>Action</b>
<b>Stage 1</b>	3 x ACU in a Year	<ul style="list-style-type: none"> <li><b>Phone call home Form Tutor or Subject Teacher</b></li> <li>Issues and targets discussed with parent</li> <li>Loss of sign-out and relaxed registration privileges</li> </ul>

<b>Stage 2</b>	6 x ACU in a Year	<ul style="list-style-type: none"> <li>• <b>Letter home by Assistant Director of Sixth Form</b></li> <li>• Concern, targets and support specified in letter</li> <li>• Targets reviewed by AD-SF after 4 weeks</li> <li>• Loss of sign-out and relaxed registration privileges</li> </ul>
<b>Stage 3</b>	<ul style="list-style-type: none"> <li>• 9 x ACU in a Year</li> <li>• Below 90% attendance<sup>1</sup></li> <li>• Failure to meet agreed targets</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Meeting with Assistant Director of Sixth Form</b>, student, subject teachers &amp; parent/carer.</li> <li>• Targets and support agreed and reviewed after 2 weeks.</li> <li>• Loss of sign-out and relaxed registration privileges</li> </ul> <p><i>Meeting will be recorded by KCO for student file</i></p>
<b>Stage 4</b>	<p><b>Very serious concern:</b></p> <ul style="list-style-type: none"> <li>• Failure to meet agreed targets</li> <li>• Very serious misconduct<sup>2</sup></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Meeting with Director of Sixth Form</b>, student, subject teacher(s) and parent/carer.</li> <li>• Targets agreed and reviewed after 2 weeks. If student fails targets, Stage 5 meeting is held.</li> <li>• An incident leading to a 3-day exclusion* will place students on Stage 4</li> </ul>
<b>Stage 5</b>	<p><b>Major concern:</b></p> <ul style="list-style-type: none"> <li>• Failure to meet agreed targets from previous stage</li> <li>• Gross misconduct<sup>3</sup></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Meeting with SLT Link, Director of Sixth Form, student, subject teacher(s) and parent/carer.</b></li> <li>• Targets and support agreed in and reviewed after 2 weeks. If student fails targets, referral to Final Warning with Governors.</li> <li>• An incident leading to a 5-day exclusion* will place students on Stage 5</li> </ul>
<b>Final Warning</b>	<p><b>Major concern:</b></p> <ul style="list-style-type: none"> <li>• failure to meet agreed targets from previous stage</li> <li>• Repeated very serious misconduct or gross misconduct</li> </ul>	<ul style="list-style-type: none"> <li>• Referral to Final Warning with Headteacher</li> <li>• Meeting with Headteacher, Director of Sixth Form, student, subject teacher(s) and parent/carer.</li> <li>• Targets and support agreed are reviewed after 2 weeks.</li> <li>• Failure to meet targets may result in permanent exclusion.</li> </ul>

<sup>1</sup>**Attendance** is looked at on an individual basis and takes into consideration any extenuating/medical circumstances. Attendance is monitored on a weekly basis and students who fail to meet 93% attendance will have their sign-out privileges revoked. Sign-out privileges are reinstated once attendance improves above 93%.

<sup>2</sup>**Very Serious Misconduct:** a first-time very serious offence such as rudeness or defiance towards staff; offensive behaviour towards peers; refusal to hand over mobile phone; any behaviour in or outside of school, including online, that brings the school into disrepute.

<sup>3</sup>**Gross Misconduct:** a repeated very serious offence (see above); gross rudeness towards staff or peers; fighting; any illegal behaviour, in or outside of school, including theft, use or possession of illegal substances.

**\*Exclusions** can be served in isolation within school, as an external exclusion, as community service on a Saturday or as supervised study after school. 5 hours is equal to 1 day of exclusion. Permanent exclusion may occur at any time for a single serious incident without recourse to the early stages of the student sanctions procedure. Individual circumstances will be considered at all stages.

## **Course Changes**

We have tried hard to ensure that all the courses you have chosen for Year 12 are the ones that will give you the best chance of success and we anticipate that for the majority of students these choices will remain in place throughout your time with us. In a few cases, however, there is sometimes a strong and clear case for exchanging one subject for another. It is important to realise that this is a major undertaking involving teachers, yourself and parents and we will need to know that you have thought through the change in detail and are aware of the potential consequences in terms of career choices.

If you feel a change is necessary, remember, there needs to be a clear rationale behind your decision. Allow time for your original choices to settle and to begin to build routine. If you start to feel that a choice is necessary, talk to your teacher and explain your thoughts. We have a supportive teaching staff, who can all offer advice and want the best for you. Remember to consider, whether the difficulties you may be facing are personal or similar to all students. Always consider the reasons why you chose a subject, and if these remain the same then, evaluate whether a change is necessary.

If you still feel that you need to change the subject, ask your tutor to raise the matter with Mr Woolford and he will arrange a time when you will be able to explore the possibilities.

Any subject changes are dependent available of places in the course you wish to change to, whether it fits in the option blocks and meeting the entry requirements. However, if we agree that your change of mind is appropriate, we will do our best to make the change possible in consultation with the relevant members of staff.

**A subject change form (available from Mr Woolford) must be completed and signed by the relevant parties prior to any switch. All timetabled lessons must be attended to this point. All changes should be agreed before the end of September, and it is the student's responsibility to catch up with the rest of the class as quickly as possible.**

## **Paid Work**

Some students take on a part-time job (evenings or weekends) during their time in the Sixth Form. Whilst this brings financial rewards and a valuable insight into the world of work, it

does come with a warning! Courses post-16 are demanding and require consistent effort and application. If you are applying for part-time employment, you must avoid excessive or late hours. Students should not be working more than a maximum of 12 hours a week, any hours above this will directly impact your academic performance.

Your priority must be your academic work – the next two years is your chance to prove yourself.

**Under no circumstances are you permitted to do paid employment during the school day or undertake any paid work that interferes with your school day**

### **Year 12 Academic Monitoring and reporting**

During the course of the year there will be regular monitoring and assessment of your progress the key dates involved in this are below.

<b>Term</b>	<b>Assessment / reporting activity</b>
• Autumn 1	Interim Monitoring 1 (Induction and Course Suitability)
• Autumn 1	In class assessment week
• Autumn 2	PPE1 Week (pre public examinations)
• Autumn 2	Written Reports with Developmental targets
• Lent 2	Professional Prediction Grades
• Summer 2	PPE 2

### **Interim monitoring**

As well as the regular progress checks for all students we have a number data collections period, interim monitoring. The interim monitoring contain data on ability to meet deadlines, levels of effort / independent a progress grade and predicted grade based on performance to date. In addition, they will also contain specific learning targets for each subjects on how to improve and progress your grades. Students may be placed into Academic Catch Up or on an Academic report if they are struggling with their workload.

Academic Reports are personalised programmes based upon clear targets and participation from the student, parents and teachers. They aim to develop self regulatory skills that enable students to alter their learning behaviours to ensure future success.

### **Year 12 As entry & Year 13 Entry Requirements**

Whilst the majority of students will be enrolled on the full A level a smaller number will be registered as As students. There will be the students we feel may benefit from sitting the As exam in the summer of year 12, those who have come onto the course with borderline grades or the teaching staff have concerns over their ability to progress into year 13. Any

student sitting an As exam is expected to achieve at least a grade D to continue on the course in year 13. For all students sitting internal exam the overall requirement of entry into year 13 is a minimum of 3 D's. Students failing to achieve this may have subjects withdrawn of course change made.

## **Withdrawals**

Whilst we expect students to succeed and do our utmost to ensure a good match between students and the subjects/courses they study, we do recognise that there may be changes of circumstance that mean that some students find themselves on courses which turn out not to be so well-matched to their interests, aspirations and attitudes to learning. If teachers and tutors feel that this is the case and that the situation is irreparable, the school may elect to withdraw the student from a course and not enter them for that examination. This would not be done lightly, and there would have been repeated contact between the teacher and tutor with the student and parents. This process would also have required students to have completed an Academic report programme.

A student might be withdrawn from one or more courses. A letter will be sent to parents/carers alerting them that a withdrawal is under consideration. The letter will detail issues and highlight expectations to redeem the situation, within a time limit. Appeals may be made, in writing, to the Director Sixth Form, Mr Woolford.

## **Plagiarism**

Plagiarism involves taking someone else's words, thoughts or ideas and trying to pass them off as your own. It is a form of cheating which is taken very seriously. Markers can spot changes in the style of writing and use of language and are highly experienced subject specialists who are very familiar with work on the topic concerned. Furthermore, internet search engines and specialised computer software can be used to match phrases or pieces of text with original sources and to detect changes in the grammar and style of writing or punctuation. If your work is submitted and it is discovered that you have broken the regulations, one of the following penalties could be applied:

- The piece of work will be awarded zero marks;
- You will be disqualified from that unit for the examination series in question;
- You will be disqualified from the whole subject for that examination series.

## **Sixth Form Centre**

The Sixth Form centre is the dedicated area which is designed to support your learning. The upstairs section has access to ICT facilities and is supervised by Mrs Cooney. Here students are expected to study individually and in silence and are not permitted to use headphones. This helps create a positive a constructive working environment and it is expected that all students follow these expectations to ensure everyone has a quiet place to work during private study.

The downstairs area of the centre is also available for study. Here collaborative study can take place and students are permitted to listen to music via headphones when working. Mobile phones can be used for educational purposes during private study periods but are not to be used for other activities during lesson times.

Students are expected to care for the study areas appropriately and to ensure they are left clean and tidy.

### **Driving Lessons and Cars**

During Year 12 many of you will begin to learn to drive, driving lessons must not be arranged within school hours including any early finish you may have. Authorised absence will be granted for theory tests upon proof but not for any additional driving lessons.

Once you pass your driving tests and may want to travel by to school by car or bike. You must notify the school of your bike or car **registration number** and park considerately on a road close to the school **but not on Peaks Hill or** the school site. Students should not be returning to their car during the school day.

### **Sixth Form Dress Code**

Sixth Formers should take pride in their school and themselves. They should look smart and presentable at all times. Students should dress in full uniform. Students have a choice which can be made from the following:

- Black blazer with the school logo worn with smart black trousers (no chinos)
- Tailored trouser only: no chinos, jeans, leggings or stretched trousers
- Collared white shirt
- Full-length school neck tie
- Optional jumper or cardigan in a fine weave (plain, v neck, no sweatshirt material)
- Black or brown sensible, formal shoes. No trainers or boots

Hoodies are not permitted. Jumpers with logos may not be worn

Sixth Form games afternoon:

- Black hoodie with school logo.



- Black polo shirt with the school logo.
- Blue shorts / tracksuit bottoms.

Notes:

- Coats, hats and scarves must be removed on entering the school buildings.
- Jewelry related to sincere religious observance may be worn.
- Any nasal or other facial piercing must be removed
- Students may have facial hair, but it should be kempt.
- All students should remain in uniform all day including study periods.

No extreme hairstyles are permitted in terms of cut or colour, this includes no braids or cornrows or ponytails

The final decision in relation to the Dress Code rests with a member of the Sixth Form team.

### **Identity Badges and ID Cards**

All Sixth Form are required to wear their ID badges and lanyard while on the School site – the badges must be clearly visible at all times. This will also be used to allow you to sign into school. If you forget your ID + lanyard, you should inform the Sixth Form Team. If you lose them, you will have to buy a replacement which costs £5.00.

### **Mobile Phones and Electronic Entertainment Devices and headphones**

The John Fisher School has a “no view” policy on all electronic devices i.e. no student should be seen using a mobile phone or EED around the school premises. The exception to this is in the Sixth Form common area



## **The John Fisher Sixth Form Code of Conduct**

We expect Sixth Form students to recognise their responsibility as role-models and to exemplify the highest standards of personal conduct within the school environment. We hope that all students will become involved in the wider life of the school, beyond their academic studies, and will show leadership of their peers and with the lower school. You have chosen to be part of our Sixth Form and we hope that throughout your time here you will flourish, achieving academic success and developing into independent learners who will be able to cope with the demands of the modern world. The Sixth Form Code of Conduct should be signed on your first day and forms the foundation for you to be successful in our Sixth Form. Copies of this agreement are held by both the student and the school.

### **What we expect of you:**

- To set a good example to your peers in the Sixth Form and Years 7 to 11 through being a positive role model and trying to deliver the highest standards in all you do.
- To behave with courtesy, common sense and due regard for all members of our school community, visitors and local residents.
- To follow the Sixth Form policy for uniform and facial hair.
- To aim for 100% attendance. (your parents / carers are to explain any absence via email, letter or phone call)
- To adhere to the school's policies, specifically with regard to signing in and signing out.
- To be punctual for all commitments and to attend school daily at 8.45 including.
- To attend all your subject lessons and if you know in advance that you will be absent (e.g. medical appointment, interview or open day) you must inform your tutor and subject teacher, making arrangements prior to the absence to complete any work missed before you return.
- To study as effectively as possible through full participation in lessons and private study.
- To strive to develop independent study skills.
- To complete all preparation, including background reading and research prior to the lessons.
- To meet deadlines and communicate effectively with subject staff should conflicting deadlines arise prior to the deadlines.
- To use the Sixth Form Centre and study areas appropriately ensuring they are left clean and tidy.
- To refrain from using your mobile phone around school and only in the designated areas. (Sixth Form centre & Study areas)

Failure to adhere to the Sixth Form code of Conduct will result in disciplinary action and may put your place within the sixth form at risk.

Student Name: \_\_\_\_\_

Student Signature: \_\_\_\_\_

Date: \_\_/\_\_/\_\_

## **Health and Support**

A counselling service is available to all students in the Sixth Form. If something is worrying you, no matter how small, and it is upsetting the balance in your life, a chat with your tutor or a member of the Sixth Form team may be all you need by way of support and to get things back on track.

If your troubles are more worrying than that; you are feeling vulnerable or unsafe, or are worried about your mental health and wellbeing, you can speak to the Sixth Form Team who can help organise support either within the school or via external agencies. You can also make use of the Time to Talk box, found in the Sixth Form Centre.

Further information can be found below:

**Chat Health** – contraception, smoke stop, alcohol, bereavement, mental health etc. Text: 07480635511

**Relationships, drugs, money, mental health** – [www.themix.org.uk](http://www.themix.org.uk)

**Mental health** – <https://youngminds.org.uk>

**Mental health including suicide** – [www.samaritans.org](http://www.samaritans.org)

**Mental health app** – <https://www.headspace.com>

**Mental health** – [www.thecalmzone.net](http://www.thecalmzone.net)

**Self harm** – [www.nshn.co.uk](http://www.nshn.co.uk)

**Eating disorders** – <https://beateatingdisorders.org.uk>

The school nurse runs drop-in sessions offering advice and support for all physical and mental health issues. Please speak to the Sixth Form team to book an appointment.

## **Careers and work experience**

Work Experience is undertaken at the end of Year 12 and should be relevant to your plans for the future. Some placements need a great deal of forward planning, especially in medically-related areas and the media, so successful applications to prospective 'employers' may need to be sought months in advance. There are a number of companies offering virtual work experience programmes and we would encourage students to begin to research this as soon as possible.

We will be making use of the Unifrog programme to establish our careers research. This will be introduced at the start of Year 12, and offers students a variety of different resources and tools that can be used to begin to plan for future career opportunities.

**National careers service** – <https://nationalcareersservice.direct.gov.uk>

**Apprenticeships** – <https://www.getingofar.gov.uk>     **University applications** – [www.ucas.com](http://www.ucas.com)

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

Careers information and advice from the Careers Writers Association with a mass of useful info for students aged 11–21. The website section has detailed links to specific employment sectors.

**[www.icould.com/](http://www.icould.com/)**

Videos and info on a wide range of careers. Also includes quizzes to help generate ideas.

**[www.unifrog.org](http://www.unifrog.org)**

A software platform that the Sixth form pays for which supports research into University choices and Apprenticeships

**[www.ucas.com](http://www.ucas.com)**

Main site for university application with information for students and parents.

UCAS progress gives advice and information about training in employment and apprenticeships.

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

Offers you a whole new way to find your first Apprenticeships & Traineeships job. Connecting you with the best employers and training providers.

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

Details of employers offering apprenticeships and training. Students can register to receive weekly updates.

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

The main website that advertises all apprenticeship opportunities, can be searched by geographical region or by employment sector.

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

Interactive careers site aimed at 11-24 year olds with lots of information.

**[www.prospects.ac.uk/](http://www.prospects.ac.uk/)**

National service aimed at graduates but used effectively in schools and colleges.

Options with your subject can help with course choice.

Industry Insights gives information about future trends, graduate job prospects and individual jobs.

**[www.careercomp@nion.co.uk](http://www.careercomp@nion.co.uk)**

Comprehensive database describing a range of careers and required qualifications.

**[www.stepintothenhhs.nhs.uk/](http://www.stepintothenhhs.nhs.uk/) and [www.nhscareers.nhs.uk/](http://www.nhscareers.nhs.uk/)**

Two websites specifically designed for students with details about the jobs available in all areas of the NHS with links to universities. Lots of case studies of people who work for the NHS.