



# The John Fisher School Sixth Form

*Romans 2:6 God will "repay each person according to what they have done."*



## Parents Information Evening

## The John Fisher Sixth Form





## Year 12 Key Dates:

- Last chance for subject changes – 29 September
- PPE 1 (exams): 4 - 8 December
- PPE 2 (exams): 24 June - 5 July
- IM 1 (report): Late January (TBC)
- IM 2 (report): Late July (before EOY)
- Head Boy Applications: Term 2 (TBC Jan – Mar)
- Work Experience: July (TBC)

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espect  
ights*



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## Year 13 Key Dates:

- UCAS Application Cycle Opens: 5 September
- University Admissions Test Application Deadline: 22 September
- Deadline for UCAS Application for conservatoire music applications: 2 October
- Deadline for UCAS Application for Deadline for applications to the universities of Oxford and Cambridge, and for most courses in medicine/ science: 16 October
- Deadline for UCAS Application for most undergraduate courses: 31 January
- UCAS Extra Opens (chance to add 1 more choice if no offers): 5 February (closes 4 July)
- PPE 1 (exams): 27 November - 8 December
- PPE 2 (exams): 18 - 29 March
- IM (report) 1: Late January (TBC)
- IM (report) 2: Early May (TBC)
- Final Exams: 13 May - 21 June\* *provisional and subject to change*
- A Level Results Day – 15 August

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### The Re-Launch Vision

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## What did STUDENTS think about the Sixth Form Last Year?

### Student Survey Results:

- Average of **2.5/5** for effectiveness of systems and routines
- Average of **3.4/5** for behaviour in lessons
- Average of **2.6/5** for behaviour outside of lessons

*“Lack of ICT, poor facilities, not given enough trust, not treated any differently to being in Yr I I, not enough help outside of lessons given.”*

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## What did STAFF think about the Sixth Form Last Year?

Staff Survey Results 2023 Review :

- Average of **2.4/5** for effectiveness of systems and routines
- Average of **3.1/5** for behaviour in lessons
- Average of **2.0/5** for behaviour outside of lessons

*“Comments on uniform and behaviour of some students in Yr 13 Students' use of mobile phones around site. There are comments regarding the space available, the opportunities for developing student leadership and an absence of the House system or Reward system.”*

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## What did the **EXTERNAL REVIEWER** think about the Sixth Form Last Year?

### Areas for Development:

- There is clear pressure on facilities.
- The amount and use of unstructured times has led to difficulties in areas. Clearer expectations for supported study could be developed.
- Students do not have the opportunity to leave site, taking additional responsibility, and this leads to boredom.

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## So what are we doing about it?

Sixth Form Priorities:

- 1) Adopt a culture of Romans 2:6
- 2) Establish employer/employee relationships between staff/students
- 3) To restore trust in the effectiveness of systems and routines

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## 1) Adopt a culture of Romans 2:6



*At the John Fisher School Sixth Form, we believe that respecting your rights brings with it reward.*

### *RewardA –*

- Flexible working hours (to be agreed on an individual basis)
- Option for self-led enrichment off-site
- UCAS Priority Assistance

### *Respect –*

- Access to the Sixth Form Common Room from 8.15am – 4pm
- Ability to leave at 3pm if no period 6 lesson
- Freedom to use the leisure facilities in the Sixth Form Centre
- Access to the Sixth-Form Centre canteen at break and lunch
- Choice of supervised study with a teacher during non-contract periods
- Ability to use the PE Department facilities when free & arranged with PE Dept.
- Ability to access ICT Facilities & Silent Study Working Area throughout the day

### *Rights –*

- Protections of all fundamental Human Rights (i.e. freedom of speech, opinion, expression, association, religion etc.)
- Right to Education through:
  - access to subject-specialist staff for all lessons
  - Compulsory supervised study in the Silent Study Working Area, upstairs in the Sixth Form Centre 9.05 – 3.25.
- Right to rest and leisure in the playground areas of the school site from 8.30am – 3.25 pm
- Right to food and water in the Quad between 10-10.20am and 12.05-12.35pm
- Right to health through access to healthy-living facilities during weekly enrichment
- Right to Life through the ‘Lessons for Life’ every week

Reviewed in Dec

Students Start here

Lack of Respect



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Romans 2:6 God will "reap each person according to what they have done."



Student A Y12 - Respect

	1	2	3	4	5	6
1 Mon	Maths DST 150		History DJA 71		Economic s ADE 106	History DFE 72
1 Tue	Economic s SGR 109	Economic s SGR 109	History DJA 71	PSHE FMO 1		History DJA 71
1 Wed	Maths YWI 52	Maths YWI 52			Games ROC	Games ROC
1 Thu	Maths DST 150		History DFE 72	Economic s ADE 111		
1 Fri	Maths YWI 52	History DFE 72	Economic s SGR 109	Economic s ADE 111	RE BWO 33	
2 Mon	History DJA 71	History DJA 71			Maths SGA 152	Maths DST 150
2 Tue			Economic s SGR 109	PSHE FMO 1	History DJA 71	Economic s ADE 111
2 Wed	History DFE 72		Maths DST 150	Maths DST 150	Games ROC	Games ROC
2 Thu	Economic s SGR 109			Maths SGA 152		RE YCA 54
2 Fri	Maths SGA 152		Economic s SGR 109		History DJA 71	Economic s ADE 111

Student A Y12 - RIGHTS

	1	2	3	4	5	6
1 Mon	Maths DST 150	SS/1Mon: 2 EHA 60	History DJA 71	SS/1Mon: 4 PWI 60	Economic s ADE 106	History DFE 72
1 Tue	Economic s SGR 109	Economic s SGR 109	History DJA 71	PSHE FMO 1	SS/1Tue: 5 BME 60	History DJA 71
1 Wed	Maths YWI 52	Maths YWI 52	SS/1Wed: 3 EHA 60	SS/1Wed: 4 DST 60	Games ROC	Games ROC
1 Thu	Maths DST 150	SS/1Thu: 2 60	History DFE 72	Economic s ADE 111	SS/1Thu: 5 EHA 60	SS/1Thu: 6 EHA 60
1 Fri	Maths YWI 52	History DFE 72	Economic s SGR 109	Economic s ADE 111	RE BWO 33	
2 Mon	History DJA 71	History DJA 71	SS/2Mon: 3 PTH 60	SS/2Mon: 4 BME 60	Maths SGA 152	Maths DST 150
2 Tue	SS/2Tue: 1 BDU 60	SS/2Tue: 2 EHA 60	Economic s SGR 109	PSHE FMO 1	History DJA 71	Economic s ADE 111
2 Wed	History DFE 72	SS/2Wed: 2 EHA 60	Maths DST 150	Maths DST 150	Games ROC	Games ROC
2 Thu	Economic s SGR 109	SS/2Thu: 2 FTY 60	SS/2Thu: 3 EHA 60	Maths SGA 152	SS/2Thu: 5 EHA 60	RE YCA 54
2 Fri	Maths SGA 152	SS/2Fri: 2 MBI 60	Economic s SGR 109	SS/2Fri: 4 SGA 60	History DJA 71	Economic s ADE 111

Student A Y12 - Rewards

	1	2	3	4	5	6
1 Mon	Maths DST 150		History DJA 71		Economics ADE 106	History DFE 72
1 Tue	Economics SGR 109	Economics SGR 109	History DJA 71	PSHE FMO 1		History DJA 71
1 Wed	Maths YWI 52	Maths YWI 52			Independent Leisure	
1 Thu	Maths DST 150		History DFE 72	Economics ADE 111		
1 Fri	Maths YWI 52	History DFE 72	Economics SGR 109	Economics ADE 111	RE BWO 33	
2 Mon	History DJA 71	History DJA 71			Maths SGA 152	Maths DST 150
2 Tue			Economics SGR 109	PSHE FMO 1	History DJA 71	Economics ADE 111
2 Wed	History DFE 72		Maths DST 150	Maths DST 150	Independent Leisure	
2 Thu	Economics SGR 109			Maths SGA 152		RE YCA 54
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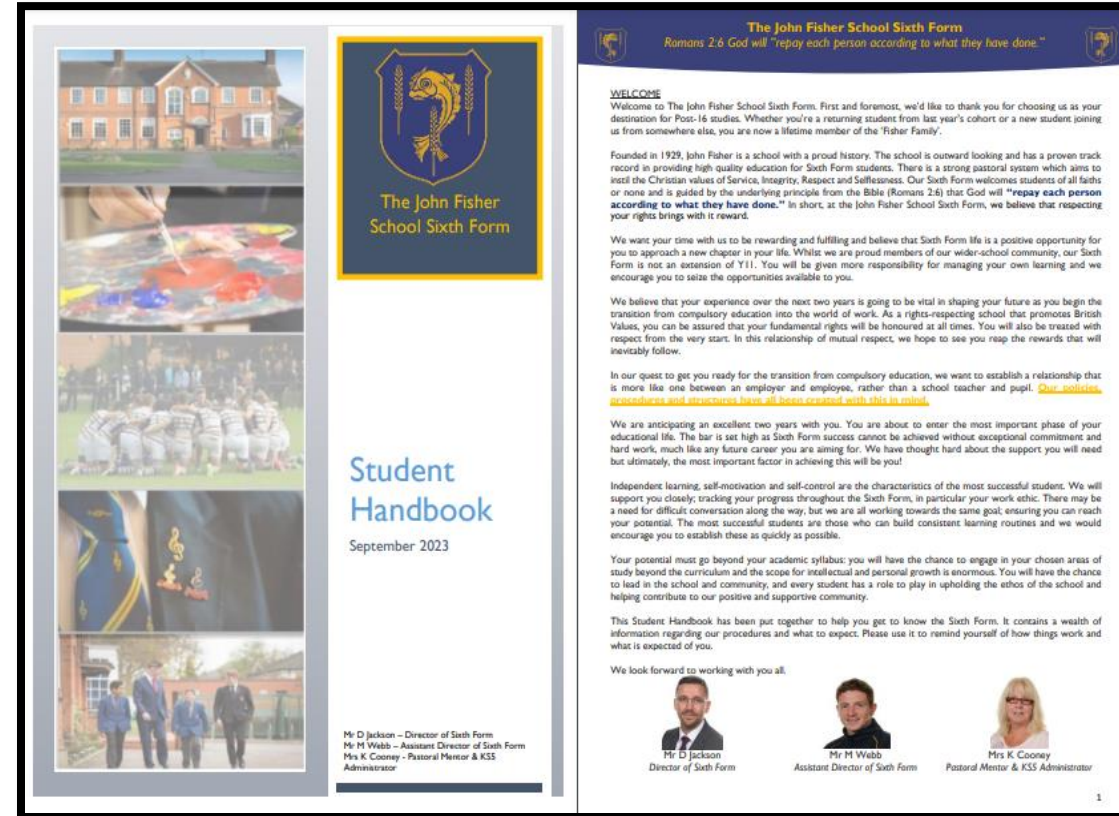


## 2) Establish employer/employee relationships between staff/students

The student handbook had been re-written to reflect new/updated policies

On page 1 the following sentence is highlighted in gold. It says:

*In our quest to get you ready for the transition from compulsory education, we want to establish a relationship that is more like one between an employer and employee, rather than a school teacher and pupil. **Our policies, procedures and structures have all been created with this in mind.***



**R**ewards  
respect  
rights





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## 2) Establish employer/employee relationships between staff/students

Here are some examples of how new policies have been shaped to achieve this new relationship:

### Attendance

As of May 2023, the average weekly number of hours worked by full-time workers in the United Kingdom was 36.7 hours (statista.com). At the John Fisher School Sixth Form, we expect students to be in school for a total of 33.3 hours per week. This includes a total of 5 hours of breaks per week (A 20-minute break and 40-minute lunch).

All UK workers are also entitled to a minimum of 5.6 weeks holiday per year (https://www.gov.uk/holiday-entitlement-rights/holiday-pay-the-basics). At the John Fisher School students receive 14 week's holiday per year. Authorised time off, in addition to these 14 weeks, will only be granted in exceptional circumstances.

### Employment

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.

In the same way that most employers prohibit second jobs that clash with their working hours, the John Fisher School does not permit paid work between the hours of 8.30 and 15.30 (Mon-Fri) during term time.

### Mobile Phones & Personal Devices

In the same way that most businesses prohibit or limit the use of personal phones during working hours, there are also restrictions at JFS. With the exception of the Sixth Form Common Room only, the JFS whole-school policy on mobile phones applies to all Sixth Form Students. The policy is as follows:

### Lateness

Tutor Registration begins at 08:45 and we ask that students arrive to this promptly. Any student who arrives to their form room after this time will be marked as late. Tutors will also record the total minutes late (starting from 08:45) E.g. a student arriving at 08:51 would be marked as 6 minutes late.

In the same way that an employer would require any late employee to compensate for all the time that they are late, students will be required to make-up all minutes lost due to tardiness. This will be with the Director

The Silent Study Area should be treated in the same way that a communal office would be treated in a place of employment.

The Sixth Form Common Room should be treated in the same way that a staff room would be treated in a place of employment.



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3) To restore trust in the effectiveness of systems and routines





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## What role can parents play?

### ➤ Give the us time and support

*Rome wasn't built in a day, and neither will a culture of Romans 2:6*

### ➤ Support the culture in student interactions

*Ask your child how their studies are going in relation to their own targets. Ask them what they're doing to support their application for the next “rewards” review. Ask them how many periods they spent in the Silent Study Area and/or Common Room.*

### ➤ Know your child's level

*If you know your child is not on rewards level, then please challenge them as to why they're home before 3pm.*





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**R**ewards  
respect  
rights

We look forward to watching your child succeed.



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### UCAS Predicted Grades Revision-Request Policy







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## Can UCAS Predicted Grades be Changed? YES, but...

- This must be actioned by the end of this month
- No options to change after that
- Strike a balance between students best interests and protecting the professional reputation of JFS
- Students must complete this form
- Can be downloaded from Google Classroom
- Targets must be agreed by end of September
- Actions must be evidenced by end of December

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**UCAS Predicted Grade Change Action Plan Form**

Your teachers have made their professional predictions based on a range of data. This will have included work produced throughout Y12, both sets of PPEs, your application in and out of lessons, your attendance & punctuality to lessons and their expectations for your progress in the Y13 units. Whilst there are no guarantees until you make your final coursework submissions and/or sit your final exams, these are the grades your teachers believe you will achieve. Whilst your teachers will not be able to change the grade on your interim monitoring, they are willing to change your UCAS prediction. To do this, please complete the following form and return it to Mr Jackson no later than September 30<sup>th</sup>.

My name is .....  
and I believe my UCAS predicted-grades should be changed against the advice of my teachers.

☐ I understand that revising these grades up is against the advice of the Sixth Form Leadership team, but I still wish to proceed.

☐ I accept that by changing these predicted grades, my teachers believe that I am reducing my chance of securing a place at university.

☐ I understand that the new UCAS predictions are not my teacher's professional prediction based upon my performance so far throughout Y12, but what I believe I can achieve by the end of Y13.

☐ I accept that by changing the UCAS predictions, I may receive offers from universities which I am not currently on course to meet.

☐ I accept full accountability for the revised grades, as they are beyond what my teacher predicted using their professional judgement.

☐ I accept full responsibility should I not achieve these grades in my final exams, and consequently fail to secure a place at university.

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