

# Kings Langley School



## Guide to the Sixth Form 2016-2018

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## 1. Welcome

We are so pleased that you have chosen to continue your education here at KLS and the Sixth Form team are looking forward to working with you over the next two years on your post-16 journey. Our **main aim** is to ensure you gain the necessary qualifications and skills to make a successful start to your adult life. The workload will be academically demanding and will require both commitment and motivation but your achievements at the end will be well worth it.

We hope that you find the information in this booklet useful as you begin life in the Sixth Form. Please show it to your parents and keep it somewhere easy to access! It covers the basic, everyday information as well as some guidance as to how we aim to make your time here as successful and as fruitful as possible. In addition, there are sections on what learning is like in KS5 and our expectations of how you should approach your studies. Finally, there is some information about the role you have as senior students in the school; your responsibility as a role model and the opportunities that we can provide through enrichment activities.

We are dedicated to helping you achieve your potential in the Sixth Form but like anything, you get back what you are prepared to put in. We really want you to look back at your life in the Sixth Form with pride, enthusiasm and happy memories. This is your Sixth Form - so get involved, work with us and achieve.

With very best wishes,

*The Sixth Form Team*

Mr Ryan Taylor (KS5 leader)

Mrs Sandra Jenkins (Deputy KS5 leader)

Mrs Jane Bertram (KS5 administrator)

## 2. The Sixth Form Team

The Sixth Form Team are based in the office in the common room and have a fairly relaxed open door policy meaning that you can access support as and when you require it. Come and talk to one of us or call/email if it is an issue that arises outside of school hours. Your form tutor will have the most day to day contact with you so always chat to them or your subject teachers first about any concerns and/or issues you have. We are all experienced at giving information, advice and guidance in all areas of Post 16 and Post 18 Education.

We publish a newsletter and/or parents bulletin every term with details of events that have taken place, awards and activities that are coming up in the future. If you have any comments or ideas on topics that it would be useful to include in our newsletter, please get in touch with one of the Sixth Form team.

Letters from school are sent via email where possible, so please make sure that we have your current contact details. The sixth form email is an excellent way of communicating with the team. The email address is [6form@kls.herts.sch.uk](mailto:6form@kls.herts.sch.uk).

If you wish to contact the Sixth Form by phone, please call 01923 264504.

The Sixth Form are also on Twitter. Follow **@KLSsixthform** (led by the student committee) to keep up to date with news and information.

The Team

Mr Ryan Taylor	Mrs Sandra Jenkins	Mrs Jane Bertram
<b>KS5 leader</b>	<b>Deputy KS5 leader</b>	<b>KS5 administrator</b>
<b>Partnership Student Tutor</b>	Mrs Barnes	

Year 12 Tutors	Year 13 Tutors
12BAB Mrs Babouri ( <a href="mailto:babourit@kls.herts.sch.uk">babourit@kls.herts.sch.uk</a> )	13BUT Mrs Butt ( <a href="mailto:butts@kls.herts.sch.uk">butts@kls.herts.sch.uk</a> )
13CHA Mrs Chadwick ( <a href="mailto:chadwickj@kls.herts.sch.uk">chadwickj@kls.herts.sch.uk</a> )	13DAV Mr Davies ( <a href="mailto:daviesj@kls.herts.sch.uk">daviesj@kls.herts.sch.uk</a> )
12DCK Mr Dickinson ( <a href="mailto:dickinsong@kls.herts.sch.uk">dickinsong@kls.herts.sch.uk</a> )	13WEL Miss Wells ( <a href="mailto:wellsc@kls.herts.sch.uk">wellsc@kls.herts.sch.uk</a> )
12FIS Miss Fisher ( <a href="mailto:fisherr@kls.herts.sch.uk">fisherr@kls.herts.sch.uk</a> )	
12LUF Mr Luffman ( <a href="mailto:luffmang@kls.herts.sch.uk">luffmang@kls.herts.sch.uk</a> )	

### 3. Your Route to Success

Kings Langley Sixth Form has seen rapid improvement over the last few years. Since 2009, our numbers have remained steady averaging at around 170 students in total. Our average point score has risen from 580 in 2009 to being consistently over 700 for the last few years meaning students are being more successful in a greater number of subjects. Our pass rate and retention is in line with national average and we are particularly proud that within our last cohort of students more than 20% of entries were at A or A\* Level. We are resolutely focused on ensuring all students make progress in line with or better than known potential and to this end we use all information available to support each student. Staying at school instead of going to college or training at work is a choice that you have made for one reason or another. Our environment is a place of work and we expect you to treat it as such. In return we ensure the following commitment to you:

We want you to do well and will endeavour to provide the correct environment for you to do so by ensuring that your experience in the Sixth Form provides:

- Well planned, interesting and challenging lessons.
- Regular feedback about your attitude and progress through termly monitoring.
- Work that is set regularly, marked and returned promptly with clear guidance on how you can improve.
- Work is set if a teacher is absent.
- Receive regular information on the progress you are making.
- Strategies to support you if you are not making satisfactory progress.
- Advice and guidance which will enable you to successfully apply for Higher/Further Education or Employment.
- The opportunity to participate in a wide range of extra-curricular and enrichment activities.
- A friendly, supportive, mutually respectful Sixth Form team

**In return, we expect that you will do your best to succeed by:**

- ✓ Attend all lessons, registration periods, assemblies and private study periods.
- ✓ Arrive at all lessons on time.
- ✓ Complete all work set by the given deadline.

- ✓Work to the best of your ability.
- ✓Respect the right of other students to learn in lessons and when using other school facilities.
- ✓Behave in a mature and responsible manner, recognising that you are a role model for students in Years 7 to 11.
- ✓Stay on the site from 8.40am until the end of the day except when participating in authorised activities off-site or if Home-Study has been agreed (yr13 only)
- ✓Undertake not to engage in any paid work during school hours and recognise that working for more than 8 hours per week will have a negative impact on the time you can devote to your academic studies.
- ✓Abide by the Sixth Form Dress Code.
- ✓Agree to follow the rules on behaviour, attendance, and respect for the school environment and Independent Study.
- ✓Accept that failure to abide by this Code of Conduct may result in the school implementing Sixth Form Sanctions.

### **Subjects, Timetabled Lessons and Study Periods**

Students have 8 or 9 hours of teaching time per subject, timetabled over two weeks. You will also have some timetabled 'Supervised Study' periods. It is absolutely vital that you attend all of your timetabled lessons. Over and above this, you have study periods which must be used for independent study. **These are not free periods!** Study time is designed to help you to meet the needs of your courses and you should aim to complete at least 4 hours of study per subject outside of timetabled lessons. To this end, the Sixth Form Area is a **quiet space** for study and is monitored by the Sixth Form team. If you prefer, the Library and Canteen are available for quiet study during study periods. Some study periods will be supervised. You must register with the designated teacher in order to meet your planned hours quota.

All students should be on site from periods 1 to 5 every day. If you need to leave the site for any reason, **you need permission from one of the Sixth Form team.** An exit form needs to be agreed for absences known in advance and students must sign out at the main office when they leave.

**Home-Study** will be discussed with Yr13 at the appropriate time but will not be granted without subject teacher, form tutor, sixth form team and parental agreement.

### Homework, Resources and Study Skills

At AS and A Level, homework will increase dramatically and as a Sixth Form student you need to plan weekly when you are going to complete all of the work that needed outside of lessons. You will be given an **Assessment Overview** with key dates and guidance for individual study. Use this to help you plan your time. Where homework isn't specifically set, you should be researching and reading around the topics that you are currently studying. Subject teachers have resources that students can access in their classrooms. The Library is open for Sixth Form use most of the time and has computer access.

Homework will increase dramatically compared to what you are used to. Where homework isn't specifically set it is assumed that you will be researching and reading around the topics you are studying. Wider reading means looking at texts that are relevant to the topics you are studying, making notes from them and using this to extend and enhance your subject knowledge. Texts may include newspaper articles, information from the internet, books, textbooks, journals, TV programmes, films – anything related to the topic and/or subject area. If you are unsure about what sort of independent study you should be doing, speak to your teachers or to one of the Sixth Form team. Moodle has a range of online academic journals that offer essential reading resources.

You should ask your subject teachers when their classrooms are free and if you can have access to these rooms to use text books and resources in there. The Library has been designed with the Sixth Form in mind, so you also have access to computers, journals, newspapers and e-books here.

If you are having difficulty in organising your study time please ask your tutor for guidance. Suddenly finding yourself with time on your hands, and so much work to do can be daunting. Planning your time is a life skill (and will be addressed in the tutorial programme).

All students receive a Kings Langley School **Sixth Form Diary**. This must be used to do the following:

- Enter the exam board, exam board website, exam dates and coursework deadlines for all subjects.
- Enter predicted and/or target grades for each subject.
- Enter all PHSE and other Core Subject lessons.
- Enter all Year Council and Student Council meetings.
- Enter weekly tasks to be completed for each subject (wider reading, subject specific research, coursework and homework).
- Plan ahead – make a note of all key deadlines and strategies to meet them.
- Record personal targets, achievements and actions to be completed to achieve these targets.
- Record Enrichment hours.

### **Independent study**

Independent study is an important skill to learn in the Sixth Form. How to make the best use of study time is addressed in the tutorial and PSE (Personal & Social Education) programme and tutors are always ready to help individual students to plan their time. Study periods are intended for study and should be spent in the library, quiet room or common room. These periods are not intended for unsupervised recreational activities or for regular appointments such as driving lessons which should be arranged outside of school hours.

### **Tracking and Monitoring using the Traffic Light System**

We monitor and track the progress of all students in the Sixth Form from the very start of Year 12 through to the end of Year 13. At the start of their sixth form career, academic targets are set for each individual student in all of their subjects. These are based on their performance at GCSE and are benchmarked against National Standards. Our aim is to ensure that all students achieve at least in line with these National Standards – in other words, to achieve their predicted grades.



The system we use for our academic tracking and monitoring is based on '**Traffic Lights**' – **red, amber and green**. This has been in place for the last five years and has proved to be a very successful indicator of individual performance.

All students are assigned a 'colour' based on their academic performance, Attitude To Learning (ATL) and attendance. This will be reviewed three times a year.

Students who are on 'GREEN' are on track and are achieving their predicted grades. Those on 'LIGHT GREEN' are achieving above their predicted grades based on the assessments carried out by their subject teachers. **All students should aim to be on GREEN or LIGHT GREEN.**

Students who are underachieving in more than one subject will be put on 'RED'. If there are concerns or if a student looks as if they are in danger of underachieving, they will be put on 'AMBER'. Students who demonstrate a poor 'Attitude to Learning' (in other words, score 3s or 4s for ATL), have a poor attendance record or are persistently late for school may also be put on either 'RED' or 'AMBER'.

Students on 'AMBER' are required to attend regular meetings with Mr Taylor and Mrs Jenkins. This will be in addition to any intervention at a curriculum level that may be put in place by their subject teachers. At this stage, there is a real need for the student to reassess their approach to independent study so it is likely that their study periods will be closely supervised by the Sixth Form team.

Students on 'RED' will be put on Red Report and are expected to report to the Sixth Form office daily. The aim is to monitor these students closely so as to ensure that any specific issues can be addressed or they can be provided with additional support that may be required, and they can be back 'on track' as soon as possible.

Student photographs and colours are displayed in the Sixth Form office so students will always know where they are and can discuss any concerns or worries with one of the Sixth Form team.

Once assigned a traffic light colour, students complete an Individual Study Plan allowing them to review their current progress (current grade) against their known

potential (predicted or target grade). Students identify areas for development which they should then review at least every half term.

### **Assessment**

Students are **formally assessed at least twice each half term in each subject.**

The purpose of these assessments is to gauge current performance against previous performance. All students should know what their target grade is and have it written down on a subject specific target cover sheet which should be filed in the relevant subject folder. Target grades will also be in the Individual Study Plan. Students should also know why they are at the grade they are and what they need to do to move on.

### **Student Interviews**

Students will be interviewed about their learning by the pastoral team. Learning Area Leaders and Subject Leaders will also interview you regarding your learning.

### **Lesson 'drop ins'**

The pastoral team, Learning Area Leaders and Subject Leaders will 'drop in' to your lessons regularly to check on your progress.

### **Plagiarism**

The Sixth Form do not condone plagiarism and will take appropriate action if it is detected in the work of any students. Plagiarism is defined as;

- Copying directly from a text (book, magazine or printed source) without reference to its author, or using an appropriate referencing system. This could be copying a sentence or paragraph verbatim or simply replacing a few words.
- Using electronic sources without reference to the original source or suggesting that these are your own work.

Teachers are always happy to advise you on how you can use material properly to avoid any problems of this type. However, you need to be aware that if you deliberately ignore advice and are found to have copied work, there could be severe penalties such as withdrawal of examination entries.

## Sanctions

Teachers follow a clear set of procedures if a student is a problem in their area. Please see the sanctions grid below for an idea of what will happen if there is a problem with your attendance, attitude or work rate in a subject area. The pastoral team (your tutors, Mr Taylor and Mrs Jenkins) will work very closely with subject areas to ensure that you stay on track.

Issue	Action
<b>LEVEL 1</b>  Problem with student's learning e.g. poor attendance, work rate etc.	Teacher issues catch up detention
<b>LEVEL 2</b>  If problem persists	Teacher contacts home.
<b>LEVEL 3</b>  If problem STILL persists	Student referred to Subject Leader and put on Subject Report for one week. Parents contacted.
<b>LEVEL 4</b>  If there is STILL no improvement	Student referred to Faculty Leader and Pastoral Leader. Parental meeting and student put on Red Report for two weeks.  Student loses all unsupervised study periods.
<b>LEVEL 5</b>  If there is STILL no improvement.	Student and parents must attend an Academic panel consisting of Head Teacher and Sixth Form Governor where student's future in Sixth Form will be discussed.

If a student is a problem in two or more subject areas OR has an attendance below

90%, one of the pastoral team will call home. We will have an urgent academic mentoring meeting with you and you will be put on red report.

### **Student Folders**

Good organisation is vital for success at A Level and you should have a folder for each subject that you are studying. Use these folders to store all of your lesson notes, subject resources, homework and independent study. Student folders will be checked regularly by the subject teacher, tutor and Head of Year and you will be given guidance on how to improve your organisation.

Folders should contain the following:

- Course overview
- Separate sections for each topic separated by dividers
- Notes from lessons – dated and organised
- Handouts
- Independent Study sheets
- Target cover sheet
- Reading list
- Assessment plan
- Assessed work
- Self assessment sheets

### **The EPQ**

We also offer the Extended Project Qualification, a stand-alone qualification that can be taken alongside A Levels and is equivalent to an AS. This is launched after AS exams have been completed in Year 12 and is run by Mrs Butt. Students select a topic of their choice which must be distinct from anything covered during their A level courses. The finished product comprises a 5000 word essay, or a mixture of a shorter essay and a product, such as a musical composition or an artefact.

60% of the marks are for the finished project and 40% for a log of the stages in the production process, including critical evaluation and reflection and an assessed presentation given to a non-specialist audience.

### **Supporting students with Special Educational Needs (SEN)**

Students with Special Educational Needs are supported in the Sixth Form by a designated member of the inclusion team who will work, alongside their form tutor, as a mentor and coach offering specific, focused support to students with additional learning needs. Where needed, we offer in class support.

### **Non qualification lessons**

All PSE, registration, study periods and enrichment contribute to your status as a full time student. **You must attend all non-qualification lessons** and keep a record of your activities during these sessions. Failure to do so will jeopardise your place in the Sixth Form. You will be provided with a 'Non-Qualification Folder' to keep all of your notes and it is your responsibility to keep this up to date.

## 4. Life in the Sixth Form

### Attendance

You will need to **register in the morning and afternoon** with your tutor as per the rest of the school. If you miss a session you will be asked to report to the Sixth Form Office on your first day back to account for your absence.

Sixth Form students are expected to inform a member of the Sixth Form team of any absences known in advance. An 'exit form' for this is available outside the Sixth Form office. This form must be signed by Mrs Flint or Mrs Jenkins. Holidays **should not** be booked during term time, including the period of time after the AS exams/internal Year 12 exams have been completed in June. This is especially pertinent this year as we begin the move over to linear A levels where formal teaching will not stop despite the exam period.

Where possible, dental, medical and other appointments should be made out of school time. However, where it is necessary to leave the site for such reasons, an exit form must be completed in advance. You should also collect work from teachers for the subjects you will miss. If you need to leave the site because of illness, please ensure that you inform a member of the Sixth Form team in the first instance, and sign out in the main office. Punctuality is also important and will be carefully monitored by the Sixth Form team. Be aware, that if you are late to school you will be challenged and sanctioned in line with school policy.

Parent/carers are expected to contact the school in the morning if a student will be absent due to illness. If absences become regular, we may ask to meet with a student and their parent/carer to discuss the reasons for non-attendance.

Driving lessons are **not allowed to be taken during** study period time.

Where a student's attendance falls below 80%, without acceptable cause, the school reserves the right to ask parents to pay the entry fees for their examinations and to request medical evidence for periods of absence.

In the **Spring Term of Year 13** if you are on light green and you want to have 3 periods a week studying at home, you can apply for home study and will need to complete a home study form.

## Recognising Achievement

### Roll of Honour

Students who are fantastic will be acknowledged. Each term, teachers nominate students from their classes who have made excellent contributions in lessons, or who have gone above and beyond expectations and demonstrated excellent attitude to learning.

The names of these students will be put on the 'Roll of Honour' which is displayed on the Sixth Form Achievement board in the Sixth Form Area – and a letter sent home.

### Achievement Board

Students who have fantastic attendance and who show excellence in exams will have their names put on the Achievement Board. This will be updated each term.

### Sixth Form Parent Bulletin

Each half term we send a bulletin to parents and governors celebrating the work of the Sixth Form and outlining key events and issues for the half term ahead. Students are can contribute to this.

### End of Year Assemblies

We celebrate all of our student's achievements in assemblies by recognising those who have made excellent effort or significant progress in subjects **and** enrichment activities.

## SIXTH FORM CODE OF CONDUCT

Sixth Form students are expected to conduct themselves in a manner which meets the guidelines detailed below. On entry into the Sixth Form, students will sign a Sixth Form Study Contract that agrees to the following:

### Sixth Form Dress Code

The sixth form dress code has been agreed in a consultation between a representative group of students and the Headteacher. Sixth Form students act as role models for younger students within the school and as such are expected to dress in a manner that expresses personal dignity and appropriate modesty. **School is a place of work and students are expected to dress smartly.** This does not mean students cannot express individuality through clothing, rather it means sticking to a few basic rules. Students unacceptably dressed will be sent home.

Below is a summary of what is permitted within the dress code. A more comprehensive overview of what items are considered unacceptable is displayed in the Sixth Form office and in each form room.

Girls ✓	Boys ✓
<ul style="list-style-type: none"><li>• Smart trousers</li><li>• Blouses, shirts</li><li>• Reasonable length skirts – students should ensure they are able to maintain adequate modesty when arising from a seated position or when navigating stairs.</li><li>• Jackets</li><li>• Dresses that have straps wide enough to cover a bra strap.</li><li>• ¾ length smart trousers</li><li>• Enclosed footwear</li></ul>	<ul style="list-style-type: none"><li>• Smart trousers</li><li>• Chino style trousers</li><li>• Shirts with buttons and collars</li><li>• Polo shirts will be allowed after May half term providing they have a collar and buttons.</li><li>• Suit or casual sports jackets</li><li>• Jumpers without logo's</li><li>• Enclosed footwear</li></ul>
<b>Piercings</b> Only two piercings per ear and one small nose stud. NO other facial piercings are allowed and students will be asked to remove them. Arguments that piercings will close will not be accepted.	
<b>Hairstyles</b> Should be sensible and suitable for the school environment. No hair colouring other than a natural colour will be acceptable.	



### Leaving the school site

All students are expected to be on site during periods 1 to 5 every day, unless they have been given permission to leave, or have approved 'Home Study'. This is a privilege which is granted to year 13 students only in consultation with the Sixth Form team, and can be withdrawn from any student whose attendance generally falls below an acceptable standard.

All Sixth Form students may leave the site at lunchtimes.

### Smoking

No smoking is allowed on or near the school site or in any situation where a student can be identified as a member of the school.

### Cars and Motorcycles

As we are moving into the new building, parking arrangements are still to be confirmed. We envisage that we will have some parking spaces on site that can be allocated to students. Students will need to apply for these spaces and they will be issued on a first come, first served basis. The remaining students will need to park on Love Lane. Students are expected to follow basic rules and good manners wherever they park;

- Drive safely, honouring the speed restrictions around a school area;
- Park in a way that does not inconvenience pedestrians or local residents;
- Not listening to loud music in their cars.

If you do drive to school, please let the Sixth Form office know your registration number in case there are any issues during the school day.

## Sixth Form Study Area

### **Please respect the Sixth Form Study Area and the private study**

**areas.** The Sixth Form Area is a space to give you somewhere to study in that is less formal than the library. There is to be no eating in the Sixth Form Area. Responsibility for keeping this area clean and tidy lies with **ALL** Sixth Form students. There are litter bins provided – please use them. Abuse of the Sixth Form Area will result in it being closed or individual students being banned from using the area.

## Part time employment

Students must be particularly careful about the amount of time committed to outside jobs. This must not be allowed to get in the way of studies. They must learn to balance the short-term attractions of additional finance against the long-term advantages of good grades. Students are strongly discouraged from doing more than 8-10 hours of part-time employment per week. Longer hours may significantly lower a student's attainment and they could struggle to keep up the commitment to their Sixth Form studies.

This continues to be a critical issue and parents have a key responsibility in limiting the amount of time spent in part time work to a reasonable level. There is a direct link between under-performance and excessive employment.

Students are **not permitted** to carry out any part time work during school hours.

## Liaising with teachers

This skill is crucial to your success in the Sixth Form but relatively few students can do it well. Liaising with teachers is all about being able to negotiate extensions to deadlines, asking for help, seeking copies of notes given out in lessons when you were away and generally dealing with teachers in such a way that they respond to you as a student, not an overgrown year 11.

A few basic facts:

- Your teachers know the amount of hard work that you will need to get through the course (it's your first time but not theirs).
- Your teachers are experts in their field.
- Your teachers want to work with you to ensure your success (they've already succeeded at the level of education you are embarking on).
- Each teacher brings to a subject their own teaching styles and their own skills.
- As a school we take great pride in seeing students' progress onto employment, apprenticeships and/or university.

### **So why is liaising with teachers so difficult?**

For many it is difficult because it means that sometimes the student has to realize they are in the wrong. Liaising with teachers is all about holding your hands up if you have done something wrong and dealing with staff in a respectful way. Consider the following:

a) "Sir / Miss, I'm really sorry I wasn't in your lesson yesterday things are getting on top of me and I needed a break" ... "Yes I know I can't afford to miss time, and I think I'm getting back on track. Could I have a copy of the notes you gave out yesterday... thanks"

b) "You never gave me the notes for that topic. I don't understand what we are doing now"... "So what, it was only one lesson I missed, I'll read the notes when I get them, everybody else misses lessons".

a) "Look Sir / Miss I know the essay is due in next lesson but I'm struggling with it. Can you spare ten minutes to go over it with me. I've made a plan but am stuck on this part because I don't understand it." ... "Is there any chance I could have a week's extension for my essay due in next lesson. I'm struggling to get my work done. I've discussed my time management with my tutor and I've drawn up the following plan. If I can hand your essay in a week later it'll help me get myself back on track".

b) Student B doesn't hand an essay in because it was 'too difficult', they miss three lessons and return when they think the issue will have been forgotten.

They are surprised when their lack of attendance is brought up at a parent evening or in a report. They are even more surprised when an essay title just like the one they were set turns up on their external exam. They go home complaining that "we weren't taught that".

Although these examples seem a little far-fetched there is more than a hint of truth in each one.

### **Canteen**

The Canteen is a facility that is for the use of all Kings Langley students and staff — **make good use of it and take care of it**. If you have any requests for food that you would like to see on sale there, then let your Sixth Form Council members know.

The Canteen is open from early morning until the end of the lunch break. Sixth Form students are allowed to purchase snacks and to use the tables for private study, but are expected to respect this privilege and to keep the area tidy. It is also important to remember that it is 'not the done thing' to queue jump or to unwittingly intimidate the younger students by doing so.

### **16-19 Bursary Information**

You may be aware that the government operates a Bursary Scheme for 16 to 19 year olds in full time education. Through this scheme, money is allocated to the school and students are able to ask for support in the form of either a general or discretionary bursary to ensure that they are able to complete their studies and access the resources that they require on a day to day basis.

In order to qualify for support through this scheme, students and/or parents/carers have to meet certain criteria. Those most in need are eligible for a bursary of £1200 a year. This includes young people in care, care leavers, young people receiving income support and disabled young people receiving both Employment Support Allowance and Disability Living Allowance. Other students facing financial difficulty may be able to

claim a discretionary bursary to help with the costs of transport, text books, field trips, exam fees or other course-related costs.

If you think you may be eligible, please ask your son or daughter to collect an application form (available from the Sixth Form office), complete all of the relevant details and return it to the office by 31<sup>st</sup> October with any proof of income required. Once the application has been approved, students are able to claim a half termly payment (subject to excellent attendance and behaviour) to help with the cost of travel, books and other school related expenses. A copy of the school policy '16-19 Bursary Fund – Guidelines for Providing Financial Support to Eligible Students' is available via the school website.

If you require any help completing the form, if your circumstances change during the year or you have any other queries regarding the 16 – 19 Bursary Scheme, please contact Mrs Sandra Jenkins on 01923 264504 x219 or email [6form@kls.herts.sch.uk](mailto:6form@kls.herts.sch.uk)

## 5. Enrichment Opportunities

Students are expected to spend at **least an hour a week** on an activity that 'enriches' their curriculum. See table below for ideas. We will also discuss this during PSE. There are a range of ideas of volunteering activities you can do both inside and outside of school. These activities can be an opportunity for you to be involved with the School as a whole, or can help further your prospects of getting into Universities of your choice or onto specific vocational courses. We have high participation in Enrichment Activities with a number of our students working as charity volunteers, volunteers in Primary Schools, youth groups and old people's homes. We also have a number of students helping out in school supporting younger students in lessons as readers, mentors and buddies. We hope to have a debating society, an Enterprise scheme and a number of students taking part in sport, art and drama. Each half term students with high participation in Enrichment activities and who are on track with all their subjects are invited to a tea and cake break in the Sixth Form Area.

### **In School**

Sixth Form subject/pastoral/community leader

Student Council

Extended Schools work

Language lessons

Film Club

Sixth form newsletter

Drama

Peer mentoring

Anti bullying mentoring

Reading mentoring

### **Community**

Voluntary work – with local organisations such as Meals on Wheels, Riding for the

Disabled, Boxmoor Trust, Reach Out Plus or any other that you may be connected with.

Volunteering in local primary schools.

Arranging your own work experience, particularly if this is relevant to your chosen area of future study or employment.

### **Sport/Leisure**

Playing for school teams, helping to coach teams in lower year groups or local primary schools.

Playing competitive sport outside of school through local clubs or at District or County level.

Lifeguarding, refereeing.

### **Other**

Completing additional qualifications in Music, First Aid, sign language or other areas.

All universities are aware of enrichment time and it is a standard question at any university interview. You will also be expected to include details of enrichment activities in your personal statement should you decide to apply for higher education. The additional skills and experience that you gain are also important in enhancing your CV for when you come to look for either part time/full time work.

### **Sixth Form Leaders**

Sixth Form students can apply to become a subject leader as part of Enrichment. This means you are linked to a department and you help in that area in any of the following ways:

- As a representative at school events;
- As an exemplary student in terms of school work, attendance and punctuality;
- As an ambassador for the school and Sixth Form;
- As an intermediary between the students and staff.

### How is Enrichment monitored?

1	2	3	4	5	BRONZE
6	7	8	9	10	
11	12	13	14	15	
15	17	18	19	20	

The student diary has an Enrichment page, and students collect a signature for each hour of Enrichment they take part in. So to get a Bronze award you need to complete 20 hours of an Enrichment activity and get it signed by the relevant staff member and/or person who oversees your Enrichment activity. Once completed you record your achievement with the Sixth Form Office and start collecting signatures towards your silver award. All signatures will be checked by members of the Sixth Form team. This will also form part of any reference you require and your success in this area will be celebrated through the Sixth Form newsletter and in assemblies.

### Sixth Form Year Council

The Year Council is designed to give students within the Sixth Form a voice, to liaise with school management, to organize events, provide advice, link with other areas of school, organise trips and various social activities and sports events.

The Year Council is managed by members of the Head Boy/Head Girl team. All students are eligible to join it. If you want to get involved or have ideas and suggestions about various aspects of Sixth Form life, then speak to the Head Boy or Head Girl

The Student Leadership elections take place in June. You cannot run for Head Boy or Girl unless you have been an active member of the Sixth Form council and/or have contributed significantly to the life of the school.



## 6. Support and Guidance

Approximately 80% of Year 13 students make an application to University or for some sort of Higher Education course. Some progress onto specific School Leaver Schemes with large or medium sized companies, or take up apprenticeships or employment. **All of our sixth form students are supported and guided** through this process whichever pathway they choose as it can often be a stressful and daunting time for them – and for their families.

In Year 12, this support is initially provided through PSE lessons, discussions with tutors and the Sixth Form team. We are able to provide information on the sorts of courses that are available, where students may want to study, how to find out the entry requirements for different courses and student finance. They are encouraged to gain experience that may help them with their future choices by applying for taster days at universities, work placements and attending the Careers Fair at school.

In June of Year 12, all students are able to visit the UCAS/Higher Education Convention where they can meet and discuss course and University ideas with representatives from virtually all of the universities in the UK. They can also attend seminars on a wide variety of subjects, if they wish. At this stage, we will help them with the practical side of making an application, such as logging onto the UCAS website and writing their personal statement. Most students will also choose to visit university Open Days in June or July after they have taken their AS/end of Year 12 exams as this helps them in choosing a course and making their application. We are also able to provide more detailed help and advice to parents so that they can support their children through this critical stage of their education.

Students must make sure that they are ready to complete the UCAS application process when they return in Year 13. They will need to have registered on the UCAS Apply site. There is a parent's section on the site, [www.ucas.ac.uk/parents](http://www.ucas.ac.uk/parents) with access to a range of information and guides and you can sign up for free newsletters and a parent guide.

## Choosing courses

There is help and guidance on the UCAS site to assist students in the all important task of choosing the right courses for them.

- UCAS Course Search - a comprehensive online database of courses available at more than 300 universities and colleges. This covers about 95% of all full-time HE undergraduate courses in the UK. For each course, they include information on fees, bursaries and financial support and many have supplementary details, such as course content, entry requirements and potential career paths. Students can search for courses in their chosen subject and/or institution or UK region.
- Entry Profiles - these provide information about the course, specific entry requirements and career possibilities, and the qualities or experience admissions staff are looking for in applicants. They help students make informed decisions about the courses they are applying for.
- UCAStv - UCAStv offers video guides to help students understand the application process. It also features case studies of applicants who have been through the process themselves.

In addition they should be using [www.unistats.com](http://www.unistats.com), [www.prospects.ac.uk](http://www.prospects.ac.uk) and [www.thecompleteuniversityguide.com](http://www.thecompleteuniversityguide.com) to support their research. These sites will give them information on student satisfaction, quality of teaching, employment prospects etc. for each course at each university.

Support continues on through Year 13 with the decision making process around offers received and the choice of which ones to accept, right through to Results Day in August when places are finally confirmed.

## Careers guidance

University is not the most suitable or desired progression route for some students. Our aim is to ensure that students who choose alternatives to HE receive adequate guidance and support.

The school fully supports students who wish to gain work experience and those interested are encouraged to discuss this with their tutor. If they secure a work experience placement during school time, they should see the Head of Sixth Form in order to ensure that the required insurance is obtained so that an absence can be authorised. Without this, any absence would be unauthorised. Where possible, students are encouraged to gain work experience during school holidays.

### **Useful websites**

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

[www.connexions-direct.com/careers](http://www.connexions-direct.com/careers)

[www.careers-gateway.co.uk](http://www.careers-gateway.co.uk)

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

[www.4you2.org.uk](http://www.4you2.org.uk)

[www.b-live.com](http://www.b-live.com)

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

## STUDENT CHECKLIST

After the first two weeks check to see whether you can complete the following checklist.

I have a course outline (syllabus for all of my subjects)	Yes	No
	<input type="checkbox"/>	<input type="checkbox"/>

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I have a mark scheme for each subject. I now know what the marker will be looking for when they mark my work and what I need to do to get a specific grade.	Yes	No
	<input type="checkbox"/>	<input type="checkbox"/>

---

I have spoken to my teacher (even a hello or goodbye). You will be surprised what a skill liaising with staff is, talking to them is the first step.	Yes	No
	<input type="checkbox"/>	<input type="checkbox"/>

---

I have an accurate copy of my timetable.	Yes	No
	<input type="checkbox"/>	<input type="checkbox"/>

---

I have completed a time management plan which shows how I intend to use my study periods and evenings.	Yes	No
	<input type="checkbox"/>	<input type="checkbox"/>

---

I know who my tutor is	Yes	No
	<input type="checkbox"/>	<input type="checkbox"/>

---

My diary is already full of dates, ideas and information.	Yes	No
	<input type="checkbox"/>	<input type="checkbox"/>

---

I have read the student information pack and am aware of my responsibilities (as well as my rights)	Yes	No
	<input type="checkbox"/>	<input type="checkbox"/>

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## **Term Dates 2016-2017**

Term Starts Year 12 and 13 Only	Wednesday 7th September 2016
Years 10,11,12 and 13 Only	Thursday 8th September 2016
School Open to ALL students	Friday 9th September 2016
Half Term	Monday 24th October to Friday 28th October 2016
Occasional Day	Friday 25th November 2016 (School Closed)
Term Ends	Wednesday 21st December 2016 at 12.30pm
Christmas Break	Thursday 22nd December to Wednesday 4th January 2017

## **Spring Term 2017**

Term Starts	Thursday 5th January 2017
Spring Half Term	Monday 13th February to Friday 17th February 2017
Term Ends	Friday 31st March 2017 at 12.30pm
Easter Break	Monday 3rd April to Monday 17th April 2017

## **Summer Term 2017**

Term Starts	Tuesday 18th April 2017
May Bank Holiday	Monday 1st May 2017
Summer Half Term	Monday 29th May to Friday 2nd June 2017
Term Ends	Thursday 20th July 2017 at 12.30pm