



THE
de Ferrers
A C A D E M Y

A **guide** to the **Sixth Form @ de Ferrers** for Parents/Carers and Students





September 2018

Dear Parents, Carers and Students,

We are entering exciting times as we move to the new Sixth Form campus and strongly believe the new site will create an excellent learning environment for our growing number of students. Our students will have the best facilities in the area coupled with a team of dedicated and experienced teaching and support staff; we are certain our Sixth Form will continue to go from strength to strength.

We are exceptionally proud of the Sixth Form's achievements to date and strive to maintain the upward trend in our results. This continued improvement in performance is down to the commitment and dedication from staff, students and the support from parents and carers. We aspire to achieve the best for our students and hope you will support us in our drive for excellence.

This guide has been written to explain the procedures, approaches and expectations of our Sixth Form, with a view to maximising student achievement and managing a smooth transition into the Sixth Form.

The Academy believes that it is the good working relationship between parents, carers, students and staff that will help guide students' development to realise their full potential academically, socially and emotionally. We aim to develop independent, ambitious and successful individuals who set themselves high expectations and achieve their potential.

We have a clear focus on preparing students for life after the Sixth Form. Whether they choose university or employment, students are given careers guidance and are thoroughly prepared to make competitive applications for university and employment. Throughout their time with us, we closely monitor each student's progress and personalise the support they need in order to achieve their potential.

The de Ferrers Academy values its Sixth Form students and places great importance on the contribution that each individual student makes to the wider Academy community. We seek to develop the whole individual and foster a strong sense of community by providing opportunities for them to make positive contributions and make a real difference. They will have many opportunities to assist with the social and academic development of our younger students. Sixth Form students are role models in everything they do and are expected to set an excellent example to all students, at all times.

We strive to provide an environment in which students experience the right balance of supportive guidance and independence. We challenge Sixth Form students to take responsibility and exercise leadership for themselves and their own learning. Students are expected to take increasing responsibility for their learning and management of their time.

We believe that our Sixth Form will provide the right opportunities for all students to achieve success.

Mrs A Bickle

Senior Vice Principal

Miss H Roberts

Vice Principal

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Section 1: The Sixth Form Support and Guidance Team

Mrs A Bickle - Senior Vice Principal

Miss H Roberts - Vice Principal

Mrs K Hulbert - Head of Year 12 and 13

Mrs K Hobson – Assistant Head of Year 12 and 13

Mr R Botten – Learning Support Mentor

Mrs G Redfern - KS5 Curriculum Area Learning Supervisor

Sixth Form Progress Mentors

We have a team of over 40 KS5 Progress Mentors who are each responsible for a small number of KS5 students. Students have an allocated Progress Mentor who they will meet with for a 20 minute tutorial each week (Period 1). During this time the Progress Mentor will be monitoring each student's well-being and academic progress. This will take place at the very start of the day 8.50 - 9.10am; students will only be required to attend at this time on the day of their allocated session. At all other times students will not be required to attend until the start of Period 2 (9.10am)

Contact Details

Address: The Sixth Form Campus

Town Hall Annex

Waterloo Street

Burton Upon Trent

DE14 2EB

Email: Sixthform@deferrers.com

Section 2: Expectations

THE SIXTH FORM CONTRACT

(A copy of this agreement will be signed by all students at the start of the year)

You are expected to:

- Respect and value all other members of the Academy at all times.
- Study a minimum of 3 full A Levels or equivalent.
- Take advantage of all academic and enrichment pursuits in the Sixth Form.
- Make yourself available to staff who may wish to see you within the Academy week; this may include pre and post Academy day.
- Complete your personalised Action Plan each time you receive a new Academic Summary.
- Complete all your coursework/homework/classwork to the best of your ability.
- Achieve your learning targets agreed with your teachers.
- Attend an allocated Enrichment hour each week.
- Attend an allocated Progress Mentor tutorial each week.
- Keep up to date with the Unifrog programme.
- Work actively to raise the profile of the Sixth Form within the Academy and the wider community.
- Meet the expectations of the Academy Code of Conduct.
- Dress according to the Academy's Code and wear your uniform with pride.
- Be responsible for the safe keeping and return of Academy property.
- Pay for trips/iPads/exam fees promptly.
- Have a minimum attendance rate of 95%.
- Ensure you are punctual to all lessons and your attendance is registered.
- Get permission in advance for the time you need to take off.
- Contact the Sixth Form before 9:00am reporting your illness.
- Ensure that you do not partake or have in your possession alcohol, tobacco or illegal substances during Academy time or Academy-related activity.
- Adhere to the 'considerate use' mobile phone guidelines.

The Academy will:

- Monitor teaching and learning through Quality Assurance.
- Regularly assess the progress of your learning and provide regular feedback.
- Respect the views and feelings of Sixth Form students.
- Help and encourage you to achieve your potential.
- Help you to prepare for your future.
- Promote open discussion of academic issues.
- Ensure a breadth of learning experiences and enrichment opportunities.
- Provide you with facilities for independent study.
- Monitor your attendance.
- Provide you with an iPad.

If concerns arise the following will happen:

- The student will be spoken to by the Senior Vice Principal/Vice Principal KS5//Head of Year/Assistant Head of Year.
- The student will be set targets to be achieved by an agreed deadline.
- The student may be mentored by a senior member of staff.
- If there is no improvement by the agreed date then parents will be contacted via letter or telephone call and invited to attend a panel interview.
- Please refer to the Panel Interview Process in Section 7.

Getting permission for an absence (authorised absence)

Occasionally there may be a reason when you need to apply for permission to be absent. Permission may be granted on a limited basis for the following:

- Medical appointment.
- Driving test.
- Official study leave.
- Attendance at examinations.
- Attendance at a funeral.
- Religious holiday.
- University or career related interview.
- Work experience placement.
- Participation in a significant extra-curricular activity.

Other absence (unauthorised absence)

The following reasons for absence would not be acceptable:

- Holidays.
- Part – time work.
- Leisure activities.
- Birthdays.
- Babysitting.
- Shopping.
- Driving lessons.

Student Name:

Form:

Student Signature:

Students who do not meet the Academy's expectations will be given additional support to do so. If this support is not acted upon a student may ultimately be asked to leave the Sixth Form.

Section 3: Routines

Structure of the Day:

Progress Mentor Tutorial	8.50am – 9.10am	Period 1	
Morning Lesson	9.10am – 12.25pm	Period 2	9.10 - 10.10am
		Period 3	10.10 - 11.10am
		Break	11.10 - 11.25am
		Period 4	11.25 - 12.25pm
Afternoon Lesson	1.15pm – 3.15pm	Period 5	1.15 – 2.15pm
		Period 6	2.15 – 3.15pm

Progress Mentor Tutorial (Period 1)

Students are required to attend one twenty minute tutorial each week. This will be allocated on their timetable.

Lessons (Period 2-6)

Lessons will be taught in morning (3 hour) or afternoon (2 hour) blocks. Each subject has 5 hours of teaching allocated to it.

Enrichment

Students will also have an allocated enrichment hour each week. During this time we will cover:

- employability skills
- higher education applications
- financial matters
- the A Level mindset
- independent learning skills
- spiritual, moral, social and cultural (SMSC) development.

Attendance

Students must maintain a minimum of 95% attendance. Failure to do so may result in the student being asked to leave the Academy.

○ Non-contact periods

Students are not always expected to be in the Academy during their non-contact periods. They may be expected to attend supervised study in the Independent Study Centre (ISC). This will depend on their Intervention Status (See Section 8) which is reviewed after each academic summary (4 times per year).

○ Reporting absence due to illness

Please inform the Academy no later than 9am of any absence due to illness.

○ Authorised absence

For the following occasions you will need to request permission in advance to be absent:

- Medical appointment
- Driving test
- Official study leave
- Attendance at examinations
- Attendance at a funeral
- Religious holiday
- University or career related interview
- Work experience placement
- Participation in a significant extra-curricular activity.

○ **Unauthorised absences:**

The following reasons for absence are considered by the Academy as unacceptable:

- Holidays
- Part – time work
- Leisure activities
- Birthdays
- Babysitting
- Shopping
- Driving lessons.

Teacher Absence

It is not always possible to provide relevant cover staff for Sixth Form lessons. On any occasion a teacher is absent, Sixth Form students will be expected to attend, as normal, and they will be supervised by our Curriculum Area Learning Supervisor to ensure the completion of work that has been set for them. A register will always be taken. It is not acceptable for a student to fail to attend if a member of staff is not present. This will be classed as an unauthorised absence.

Non-Contact Time

Students are free to spend their non-contact time either at home (if their Intervention Status allows) or at the Sixth Form Campus. If a student chooses to spend their non-contact time studying at the campus they must adhere to the safeguarding expectations outlined below.

Safeguarding Students

Students will be required to 'swipe' in and out through the main reception when they arrive and leave the campus. Students will only be able to leave the campus if they have finished for the day, or, at lunchtime. Students will not be able to leave the campus during morning break. This expectation applies to all students. If a student needs to leave the campus for any reason this must be arranged, in advance, with a member of the Support and Guidance team.

Catering

Students will have their own catering provision on site which will be open throughout most of the day.

Mobile Phones

We operate a 'considerate use' policy with mobile phones; students will be able to, respectfully, use their mobile phones on the Sixth Form Campus. Students who misuse their mobile phone will be asked to hand it over to the Support and Guidance team for safekeeping for the rest of the day. Students are not permitted to take photos of staff or students without their permission. The 3rd floor ('SC' floor) will be a mobile phone free zone to allow students to study free from distraction. We are able to safely store phones if students wish to hand their phone in to avoid distractions.

Car Parking

Unfortunately, we are unable to accommodate students' cars on our campuses. If students are driving to the academy we urge them to be considerate to the residents of the surrounding streets when parking on the roads.

Section 4: Uniform

Sixth Form Dress Code

The Academy requires all Sixth Form students to attend in full uniform as outlined below. We encourage all students to wear their uniform with pride, both within the Academy and when they are about in the local community. The way a student wears their uniform will have a direct impact upon their 'Intervention Status'.

Male

- Trousers: Black/plain business style (Leisure/denim/cords/skinny/tight-fitted trousers are not acceptable).
- Sweater: Black plain V-necked (optional). Sixth Form tie must be visible.
- Shirt: White/plain style with top button.
- Blazer: Black (not suede/denim/leather), with lapels. Blazers MUST be worn within the Academy – they should not be substituted for jumpers/cardigans.
- Tie: Grey with the Academy motif - available from the Academy.
- Shoes: Black business style (pumps/trainers/casual shoes are not acceptable).
- Lanyard and badge must be visible at all times.

Female

- Skirt: Black business style of reasonable length (should not be lycra/tight fitting).
- Trousers: Black/plain business style (Leisure/denim/cords/skinny/tight-fitted and cropped trousers are not acceptable).
- Sweater: Black plain V-necked (optional). Sixth Form tie must be visible.
- Blouse: White /plain shirt style with top button.
- Blazer: Black (not suede/denim/leather), with lapels. Blazers MUST be worn within the Academy – they should not be substituted for jumpers/cardigans.
- Tie: Grey with the Academy motif - available from the Academy.
- Shoes: Black business style (pumps/trainers/casual shoes are not acceptable).
- Tights: Black/plain.
- Shalwar and Kameez (optional): Black - worn with blouse, tie and jacket.
- Lanyard and badge must be visible at all times.

It is expected that the above uniform is worn CORRECTLY at all times.

Piercings, Tattoos, Hair Colour and Nails

Students are allowed their ears pierced once in each lobe. Only stud earrings are acceptable. Nose studs are not permitted.

There should be no other visible piercings or tattoos.

Hair colour should be appropriate for a business environment.

Students may wear single colour nail varnish.

Section 5: Parents' Evening and Academic Summaries

Parents' Evening

Year 12 Parents' Evening will be held in Spring 2

Year 13 Parents' Evening will be held in Autumn 2

Students will arrange appointment times to see individual subject staff. Students are expected to attend with their parents and in uniform. All students are expected to attend.

Review meetings

Each term we also hold review meetings; students and parents will be invited to attend by subject staff if the need arises.

Academic Summaries

Students will receive an Academic Summary every nine weeks. Each Summary will include:

- Attendance %
- Estimated grades
- Attitude to Learning scores
- Uniform score
- Overall Intervention Status.

Section 6: Tracking Student Progress

Target setting

All Sixth Form students will have a target set of grades. This is known as their ALPS target grade set which is calculated based upon their average GCSE grade. The ALPS target grade set is the minimum a student should be aiming to achieve.

Monitoring

Subject staff, Progress Mentors and the Support and Guidance team will be monitoring each student's progress against their ALPS target.

Subject staff will review and update each student's estimated grade every nine weeks. Students and Parents will be kept informed via the Academic Summary.

Each time a new Academic Summary is issued, students will update their Action Plan with their Progress Mentor; following a discussion about their progress and current estimated grades, students will set themselves targets for the forthcoming weeks.

Students are encouraged to be pro-active in being familiar with their latest estimated grades and discuss their 'next steps' with their subject teachers. It is the individual student's responsibility to keep track of their grades and have an up to date knowledge of them; this is part of their steps to becoming independent learners.

Students can access their latest estimated grades through their subject teachers/Progress Mentor and the Support and Guidance team. Their latest estimated grades will also be recorded on their Action Plan which they can access at all times from their iPad.

Intervention

Students who are at risk from underachieving will be involved in one or more of the following intervention strategies:

- Assertive mentoring by subject staff/Key Stage Leaders
- Panel interviews (see Section 7)
- Mentoring from a senior member of staff
- Non-contact periods timetabled in the ISC
- Compulsory attendance at subject specific Extended Learning Opportunities (ELOs).

Trial Period

On entry to the Sixth Form some students may be placed on a four week trial. This may be due to concerns over performance at GCSE or their previous behaviour/attitude record. Students will be made aware of this at their interview. During this period there will be on-going assessment and they will be monitored closely. At the end of the four week period, a review meeting will be arranged to discuss their future in the Sixth Form.

Celebrating Achievement

Student success can be rewarded with:

- Student Status – See Section 8
- Celebration lunch
- Well done postcards
- Recognition amongst peers and staff.

Section 7: Panel Interviews

To ensure all students are successful we have procedures in place to intervene early with the aim of improving student performance and motivation.

The KS5 Support and Guidance team hold weekly panel interviews. Students may be called to a panel interview if they have been identified as a cause for concern in one or more of the following areas:

- Attendance (fallen below 95%)
- Punctuality (student is marked as late too frequently)
- Attainment (student is underachieving, or at risk of underachieving)
- Attitude to learning score (below 75 %, or showing a downward trend)
- Concerns passed on from subject staff/progress mentor
- Failure to respond positively to intervention already put in place (e.g. failure to use ISC when timetabled to do so; failure to attend mentoring sessions).

Parents will be informed and invited to attend if a student is called for a panel interview.

The Panel Interview Process

Student is identified as a cause for concern

A letter will be sent home to notify them of a panel interview.

Parents are invited to attend the panel interview.



PANEL INTERVIEW 1

- Discussion of progress and concerns
 - Identify barriers to success
 - Set targets
 - Set date for next meeting

*Notes will be taken and made available to student/teaching staff/tutor/parents

Progress will be monitored over a 3 – 6 week period



Student is back on track.

Student has responded positively to targets set.

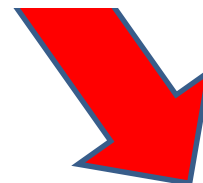
REVIEW MEETING

Student is still a cause for concern

PANEL INTERVIEW 2

- Targets reviewed
- Timetable revised with supervised study
- 'Student progress check' card issued

Progress will be monitored over a 3 – 6 week period



Student is back on track.

Student has responded positively to targets set.

REVIEW MEETING

Student is still a cause for concern.

PANEL INTERVIEW 3

STUDENT MAY BE ASKED TO LEAVE THE ACADEMY

Section 8: Student Intervention Status

All students will be awarded an 'Intervention Status' (Support/Aspire/Achieve). The status is determined by the academic summary for the nine weeks since the previous Academic Summary. This Student Intervention Status aims to promote achievement and success, as well as encouraging students to take pride in their appearance and act as role models throughout the Academy.

		Status			
		ACHIEVE	ASPIRE	SUPPORT	
Criteria	Intervention	<ul style="list-style-type: none"> Free to leave the Academy during non-contact periods 'Well done' postcards Celebration lunches throughout the year 	<ul style="list-style-type: none"> Two hours of non-contact study to be timetabled as supervised study in the ISC or in ELOs Additional mentoring by tutor/KSLs/S+G Free to leave the Academy during other non-contact periods <p><i>*If students are attending ELOs outside of normal lesson this will be taken into consideration.</i></p>	<ul style="list-style-type: none"> All non-contact periods to be timetabled and supervised* Weekly mentoring with S+G Monitored attendance at an extra-curricular activity <p>Students may be issued with:</p> <ul style="list-style-type: none"> 'Attitude to Learning' report to be completed each lesson signed by S+G/Parents <p>OR</p> <ul style="list-style-type: none"> 'Attendance and Punctuality' report <p><i>*If students are attending ELOs outside of normal lesson this will be taken into consideration.</i></p>	
		Attendance	Minimum 95%	Minimum 95%	Below 95% <small>Any student with an attendance % of below 95% for two consecutive half terms may be asked to leave the Sixth Form.</small>
		Prediction	On course to achieve or exceed ALPS target grade set	Up to two grades below ALPS target grade set	Three or more grades below ALPS target grade set
		ATL	Minimum 95%	Minimum 75%	Below 75%. <small>Any student with an ATL score of below 50% may be asked to leave the Sixth Form.</small>
Uniform	Rarely an issue	Usually smart and correct	Regularly fails to follow the Sixth Form Dress Code		

Student Status Criteria

a) Attendance

This % will be taken from registration documents. Student attendance will be reset at the start of each half term and not work accumulatively throughout the year. **Any student with an attendance % of below 95% for two consecutive half terms may be asked to leave the Sixth Form.**

b) Prediction

Students are monitored against their ALPS target grade set. Subject staff will review and update estimated grades every nine weeks. For students studying four A Levels, we will award their status based on their best three subjects. However, where a student is significantly underachieving in their fourth subject, they will be unable to be awarded 'Achieve' status.

c) Attitude to Learning Score

A student's ATL score will be calculated based on the following:

- Punctuality
- Homework
- Preparedness for lessons
- Contribution to lessons
- Attitude to staff and peers
- Response to feedback.

For each category a student will receive a 1 – 4 score (1= Unacceptable, 4= Outstanding)

Students will receive a score for each subject which will be converted into an overall %. **Any student with an ATL score of below 50% may be asked to leave the Sixth Form.**

Attitude to Learning Score		
4	ACHIEVE	<ul style="list-style-type: none">• Punctual to ALL lessons• Homework is completed to the best of their ability and always on time• Always fully prepared for the lesson (equipment/wider reading etc)• Contributes well and positively to lessons where appropriate and without direction• Consistent positive attitude to all staff and peers• Always responds positively to feedback and makes corrections to work where appropriate
3	ASPIRE	<ul style="list-style-type: none">• Punctual to the majority of lessons• Homework is completed to the best of their ability and deadlines usually met• Fully prepared for the majority of lessons• Contributes well and positively to lessons when directed• Positive attitude to all staff and peers in the majority of lessons• Responds positively to written and verbal feedback from staff
2	SUPPORT	<ul style="list-style-type: none">• Late on several occasions• Homework is occasionally late and/or of inconsistent quality• Lack of preparation for lessons (may have a detrimental impact on peers)• Contributes mainly to small group work• Inconsistent attitude to staff and peers• Inconsistent response to verbal or written feedback
1	UNACCEPTABLE	<ul style="list-style-type: none">• Regularly late to lessons• Homework is rarely of an acceptable quality for the student and deadlines often missed• Rarely prepared for lessons• Reluctant to participate in class discussions or group work• Consistently poor attitude to staff or peers• Fails to respond positively or act on feedback

d) Uniform

Progress Mentors will monitor uniform to make a judgment every nine weeks which will be reposted on the Academic Summary. Support and Guidance staff may also intervene and make recommendations. **It is expected that Sixth Form students wear their uniform CORRECTLY at all times and take pride in their appearance.**

Section 9: KS5 Homework Policy

Students should expect the rigour and style of homework set at A Level to differ greatly from that set at GCSE. Most students are studying 3 or 4 subjects and are expected to spend a minimum of 5 hours per week on each subject, outside of their normal timetabled lessons. Whilst there is no prescribed timetable, students should allocate time each night and/or during their non-contact time to be completing homework and preparing for their future lessons. It is essential that Sixth Form students learn to organise, and prioritise, their time.

The style of homework set at Key Stage 5 encourages students to get into good study habits and helps to nurture independent study skills. Students will be set homework that helps them to apply their knowledge/skills/understanding, acquire new knowledge/skills/understanding and cement existing knowledge/skills and understanding.

KSLs are responsible for checking, and ensuring, the frequency and quality of homework set.

Homework in the Sixth Form will be made up of three tasks (apply/acquire/cement). Examples of what could be set are as follows:

	Purpose	Examples
Apply	Through a range of tasks students independently apply what they have learnt during lessons. It helps the student, and teacher, to assess how effective their learning has been.	<ul style="list-style-type: none">• Exam questions• Text book exercises• Skills activities• Essays• Detailed planning for extended writing
Acquire	Through independently acquiring new knowledge students can make the very most of their time in lessons. Beginning a lesson with a good foundation enables students to make more progress.	<ul style="list-style-type: none">• Directed reading for the next lesson• Directed research task• Watching documentaries• Listening to podcasts
Cement	Through independently revisiting class notes students can cement their knowledge. It allows them to identify areas that require further assistance for their teachers.	<ul style="list-style-type: none">• Reviewing of class notes• Mind mapping• Creating revision material• Re-reading relevant text book pages

Year 13 may also be set additional revision/recap homework of Year 12 content to ensure they keep on top of their knowledge and understanding in preparation for their final exams.

Section 10: Careers and University Advice

Careers Advice

At any point students can make a careers appointment with Mrs Land, our careers leader. Students can make an appointment at the KS5 Support and Guidance office.

The following sessions will be delivered through 'Enrichment' time:

Employment Workshops:

- Job Search: How to get started and where to look?
- Job applications/responding to adverts and person specifications
- Letters of application
- Apprenticeships
- Psychometric tests
- Career talks from a variety of different areas.

University Workshops:

- Why go to university?
- How to apply through UCAS?
- What and where to study?
- Personal statements
- Student Finance
- Student life
- Budgeting.

We also hold a Parents' Evening to explain the university application process which will include a presentation on Student Finance.

Applications to UCAS can be sent from September of Year 13. Most students have until mid-November to submit their application. Students who are applying for Oxbridge, Medicine, Dentistry or Veterinary Science have to submit their application by 15th October.

UCAS Points Tariff

A Level Grades	Points
A*	56
A	48
B	40
C	32
D	24
E	16

EPQ Grades	Points
A*	28
A	24
B	20
C	16
D	12
E	8

BTEC Diploma	
D*D*	112
DD	96
DM	80
MM	64
MP	48
PP	32

BTEC Subsidiary Diploma	
D*	56
D	48
M	32
P	16

Section 11: Supporting Excellence

The best support usually takes the form of on-going communication and encouragement about how studies are going, what students are learning, and what other opportunities they are taking.

Some specific areas in which parents/carers often provide excellent support to students and the Academy are:

- Time management, especially when students are balancing their studies with extracurricular activities, their social lives, and paid employment. (Studies suggest any more than 8 to 10 hours of paid employment per week are detrimental to students' academic work).
- Ensuring students are not working in paid employment during academy hours; students must be available to attend trips/interventions sessions during the normal academy timetable.
- Helping to ensure excellent attendance.
- Being aware of key dates and deadlines (such as Parents' Evenings, Academic Summaries, coursework deadlines, UCAS deadlines, applications for funding etc.) and supporting students as these approach.
- Helping to decide about universities and courses, by being aware of www.ucas.com, and by helping students with open days and other visits.
- Providing students with a good work area at home, and monitoring it – for both underuse, and, in some cases, over-use.
- Contacting the Academy with any concerns about a student and/or their progress (including emotional and physical health issues).
- Having regular discussions regarding their Sixth Form Action Plan and tutorials.
- Having discussions about their progress against their ALPS targets.