



Y12 Key Information Evening
22/09/21

Sixth Form Vision

At Waldegrave Sixth Form our vision is to ensure our students enjoy a love of learning, achieve their aspirations and feel empowered to become the leaders of, and contributors to, a better society.



Sixth Form Team

Headteacher
Ms Tongue

Head of Sixth Form
Mr Bannister

Heads of Year
Ms Pugh (Y12)
Mr Stavrou (Y13)

Y12 Form Tutors

Y13 Form Tutors

Academic & Pastoral Mentors
Mrs King
Mrs Gonzalez

Exams Officer
Mrs De Rose

Student Support Officers
Mrs Evered (Sixth Form Manager)
Mrs Ridgley
Mrs Allen
Mrs Hughes

Careers Advisors
Mrs Holmes
Ms Maya

Inclusion
Mrs Salsbury

School Day Timings

Time	Monday - Friday
8.45 - 9.50	Period 1
9.55 - 11.00	Period 2
11.00 – 11.20	BREAK
11.25 – 12.30	Period 3
12.30 – 1.00	LUNCH

	Mon	Tues
1 - 1.20	Registration	
1.25 – 2.30	Period 4	
2.30 – 3.35	Period 5	

	Weds	Thurs	Fri
1-1.20	Registration		
1.25 – 2.30	Period 4		



Lessons

- Arrive on time
- Bring the right stationery, equipment and resources
- Adhere to the seating plan
- Listen carefully to instructions or when others are talking
- Be proactive at taking notes
- Try your best at all times
- Contribute to class discussions
- Ask for help if you need it
- Treat your teachers and peers with respect
- Keep your folders organised
- Take note of homework tasks
- Meet deadlines



Tutor Time

- Tutor Time takes place every day from 13.00 to 13.20 every day.
- Tutor Time will encompass a wide variety of purposeful and enjoyable activities.
- It is also an opportunity for students to get to know people outside of the subjects they are studying and means there is a chance every day to seek advice or support from their Form Tutor.
- It is compulsory for all students to attend Tutor Time and play an active role in the activities taking place.

Day	Focus
Mon	Student Presentations
Tues	Independent Learning
Wed	PDC
Thurs	Fun Activity
Fri	Briefing



Work Periods

- Students have 12 work periods per week on their timetable.
- We intentionally refer to these as work periods, rather than free periods, as students are expected to be productively engaged in independent learning during this time.
- Students have access to the Study Base as their primary work space, as well as any empty classrooms and R8/9.



Independent Learning

The A Level programme is based on the assumption that students are doing a minimum of 5 hours of independent work per subject every week. This does not include timetabled lessons.



Independent Learning

Prepare	Get ready for your lessons by pre-reading around the next topic, either from a revision guide, the textbook or other relevant sources of information.
Consolidate	Reinforce your learning from lessons by finishing off any incomplete tasks, reading back through your notes and highlighting the key information you've written down.
Practice	Apply what you have covered in lessons by practicing exam style questions. This might mean searching for lots of questions on a particular topic, completing past papers or planning out essays.
Revise	Try to revise as you go throughout the year by writing summary notes of the topics you have done that week, quizzing yourself, explaining concepts to others or doing exam questions.

Enrichment

- Enrichment is the name given to a compulsory programme of activities that all Year 12 students participate in.
- Enrichment will take place every Wednesday afternoon.
- It is an opportunity for students to enjoy themselves, build friendships, pursue wider interests and develop new passions and skills.

Autumn Term

All students will participate in activities organised and run within school. These will include recreational sports and subject sessions that extend beyond the normal curriculum. Students will do a different activity in each half of the term.

Spring Term

All students will participate in some form of volunteering, either within the school by supporting lessons with younger students, or outside of school with a charity in a field of interest.

Summer Term

The priority in the final term will be emotional wellbeing and academic achievement in the build up to exams. After exams, the focus will be on UCAS and apprenticeships.

Working at Home

Noticeboard

Folders

Stationary

Textbooks

Notepads

Laptop

Wifi

Electronic device

Desk / workspace

Planner (diary / Google Calendar)

Zoning (separate areas for work and sleep)



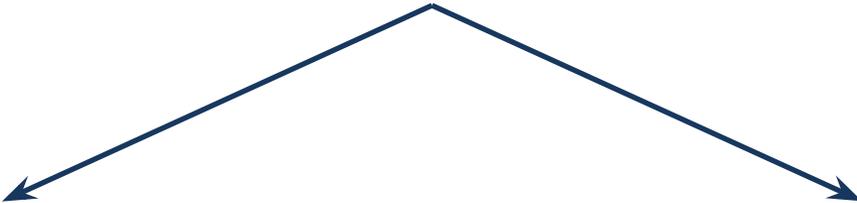
Bring Your Own Device

- There are some desktop computers in the Study Base and Chromebooks are available to borrow.
- However, these resources are shared, meaning access cannot be guaranteed at all times.
- Therefore, we advise students to bring in their own device to use for independent learning during work periods wherever possible.
- However, it is the responsibility of students to keep the device safe and the school will not accept liability for any damage to or theft of devices.
- Students must also adhere to the rules around responsible ICT use in school, even if they are using their own device. That means only accessing content that is appropriate for a school environment.



Overtime

Overtime is a study session that takes place at the end of the school day, which specific students may have to attend in order to support their learning. There are two different types of Overtime.



Study Support Overtime

This is intended as a supportive measure to encourage students to catch up on missing work or to complete additional tasks to further their progress.

Supervised Overtime

This is given as a sanction in response to students persistently exhibiting behaviour for learning that falls below the expected standards.



Overtime

Study Support Overtime	Supervised Overtime
<ul style="list-style-type: none">• Missing a homework deadline• Not completing classwork• Needing to catch up on missing work• Not completing enough independent work• Not revising properly for assessments• To receive additional support	<ul style="list-style-type: none">• Persistently missing homework deadlines• Being rude to a member of staff• Persistent failure to adhere to the dress code• Persistently not wearing your lanyard• Arriving persistently late to your 1st lesson of the day



Overtime

Type	Days	Time	Venue
Study Support Overtime	Monday Tuesday Wednesday	Either from end of last afternoon lesson for 2 hours or 16.00 to 18.00	Register at Sixth Form Reception, then work anywhere
Supervised Overtime	Thursday	Always from 16.00 to 18.00	Register in R001 and remain there throughout



Overtime

Number of missed Overtime	Action
1	Penalty Point issued, learning conversation with Form Tutor & new Overtime booked
2	Penalty Point issued, learning conversation with Form Tutor & new Supervised Overtime booked
3	Penalty Point issued, learning conversation with Head of Year & new Supervised Overtime booked
4	Penalty Point issued, learning conversation with Head of Year, new Supervised Overtime booked & letter home to parents
5	Penalty Point issued, learning conversation with Head of Sixth Form, new Supervised Overtime booked & letter home to parents

Assessment & Monitoring

Reports will be sent home at regular intervals throughout the year, with the exact dates to be confirmed:

October - Health check / support meetings

January - Progress report / PCM / support meetings

April / May - End of year exams

May - Progress report



Support Meetings

- Teachers may raise students as requiring additional support at every Monitoring cycle.
- If students need support in one subject, teachers will put in place interventions.
- If support is needed in more than one subject, a support meeting will be organised with the student, their parents / carers and Head of Year to agree an action plan.
- This is intended to be a supportive process, designed to make students aware of the problems they are facing and help them to find solutions.

Support Meetings

Attendance / punctuality

Deadlines

Organisation



Academic Mentoring

- Two Academic Mentors in the Sixth Form offering targeted support
- Small group workshops
- One-to-one support
- Weekly academic mentoring sessions
- Drop in support
- Writing, time management, organisation and skills development



Inclusion

- Inclusion work with students in the Sixth Form who have an EHCP and organise testing for access arrangements.
- All students in the Sixth Form with an EHCP are allocated a Teaching Assistant, who will have a one hour mentoring and support session with them each week outside of lessons.
- Further bespoke support may be put in place depending on the particular issues experienced by the student.
- Please let us know if your daughter / son has an EHCP as soon as possible, if you have not done so already.



16-19 Bursary Fund

This is a form of financial support for Sixth Form students. If you think your daughter / son may be eligible, contact Mrs East via finance@waldegravesch.org.

Vulnerable Students

For children / young people who are looked after or leaving care and children / young people entitled to some benefits in their own right.

Discretionary Bursary

For children / young people who were previously entitled to Free School Meals or granted in exceptional circumstances.



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Attendance

- Students are expected to attend school every day from Monday to Friday during term time.
- They must arrive in time for their first lesson of the day or by 09.50 at the latest if they do not have a PI lesson.
- Students must attend all of their timetabled lessons, as well as Tutor Times.
- If students know they are going to be absent in advance, a parent / carer must email sixthform@waldegravesch.org at the earliest possible opportunity with details of the absence.
- If students are absent due to illness on a particular day, a parent / carer must call the school to, email sixthform@waldegravesch.org, or use Studybugs on the school website to report the absence by 08.30 on the day.



Attendance

Driving lessons

Routine dental or
medical appointments



Family holidays

Tiredness

**Students should not be absent due
to...**

Very minor illnesses or
injuries

Social events

Interviews or training
for part time jobs

Punctuality

- We measure the punctuality of every student in the year group on every single day of term.
- We look at both the time students arrive in the morning and the time they arrive for your individual lessons.
- In the morning, students must arrive in time for their first lesson of the day, or by 09.50 at the latest.
- We measure punctuality in the morning using the registers completed by subject teachers for your first lesson of the day, as well as the information from the Biostore scanner.
- We measure punctuality to lessons using the registers completed by subject teachers.



Punctuality

Unacceptable Excuses For Being Late

“I was printing my homework”

“I was hungry so I went to get some food”

“I was waiting for someone”

“I needed to talk to another teacher”

“I was getting a coffee”

“I didn’t know when the lesson started”

“I lost track of time”

Punctuality

Students can make sure they are punctual by doing the following...

Do as many jobs as possible to prepare themselves for the following day the night before. E.g. pack their bag / get out their clothes.

Cut out non-essential tasks in the morning. E.g. applying make up

Plan to arrive at school earlier than necessary so they have a margin for error in the event of unexpected delays.

Don't sleep in too late at the weekends as this will mess up their sleeping pattern for the rest of the week.

Write down a morning routine with the timings for each task that they do and stick it to their bedroom wall. This will help them to stay on schedule whilst they are getting ready.

Try to get up at about the same time every school day, regardless of whether they have to come in for a lesson. This will help them to form a habit, which will make it easier to get out of bed on days they do have to come in.

Improve the quality of sleep by employing good sleep hygiene. E.g. drink chamomile tea, have a warm bath, avoid screens in bed. This will make it easier to get up.

Speak to their Form Tutor or Head of Year if they are worried about their punctuality, or need help to make improvements.

Punctuality

Number of lates in a term	Action
3	Learning conversation with Form Tutor
5	Learning conversation with Form Tutor & letter home to parents
7	Meeting with Head of Year & further letter home to parents
10	Parents called in for meeting with Head of Year & review of Freedom Pass
15	Parents called in for meeting with Director of Sixth Form & further interventions or sanctions considered



Behaviour

- Behaviour is important as it has a direct impact on academic achievement and is essential to ensuring that the Sixth Form remains a safe space for all students.
- It is the responsibility of students to understand the expectations for behaviour and conduct themselves to the highest possible standards.
- Behaviour will be tracked constantly by the Head of Year and reported weekly basis to Form Tutors.

Penalty Points are...

...sanctions issued to students by staff members as a response to unacceptable or inappropriate behaviour.



Behaviour

Penalty Points are likely to be issued for...

Not wearing your lanyard

Consistently poor punctuality to lessons

Being disruptive in lessons

Not meeting homework deadlines

Using your mobile phone outside of the Study Base

Not adhering to the dress code

Truancy from lessons

Being rude or unpleasant to other students

Refusing to follow instructions

Being rude or confrontational to staff

Not engaging in Tutor Time activities

Arriving to lessons without the correct equipment

Behaviour

Number of Penalty Points	Action
3	Learning conversation with Form Tutor
6	Learning conversation with Head of Year, letter home to parents & supervised Overtime
9	Parents called in for meeting with Head of Year, further letter home to parents & supervised Overtime
12	Parents called in for meeting with Head of Sixth Form, further letter home to parents & review of Freedom Pass
15	Parents called in for meeting with Headteacher to consider further interventions and review place at Waldegrave
20+	Review of place at Waldegrave with alternative placements likely to be sought

Lanyards

- It is compulsory for students to wear their lanyard with the ID badge facing the correct way round at all times while they are on the school site.
- This is an important part of our safeguarding procedures, which apply to all staff and students.
- Students will also need their lanyard to sign in or out and to make food purchases.
- If students forget their lanyard, they will need to go to Sixth Form Reception to borrow a replacement.
- If students lose their lanyard permanently, they will need to order a new one via ParentPay. The replacement will then be available from Sixth Form Reception 24 hours later.



Mobile Phones



- Mobile phones may be used in the Study Base and other private study spaces, as long as students are respectful of those trying to work around them.
- Mobile phones may be used in lessons with the permission of the subject teacher.



- Mobile phones should not be used or visible at all in lessons without the permission of the subject teacher.
- Mobile phones should not be used or visible at all in PM Registration or Tutor Time without the permission of the Form Tutor.
- Mobile phones should not be used anywhere outside of the Sixth Form building.

Dress Code

The Sixth Form Dress Code is designed to meet the following objectives:

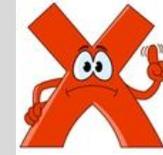
- To allow you to dress in a way that is practical for the demands of the demands of the diverse range of subjects you are studying.
- To ensure that you are dressed in a way that is compliant with health and safety requirements.
- To allow you to express their individuality and sense of identity in an open and creative environment.
- To maintain a safe and inclusive environment that is respectful of the diverse backgrounds and beliefs of all staff and students.
- To prepare you for the diverse expectations of dress in the modern workplace.
- To present an appropriate image of the school, which inspires confidence in staff, students, parents and the local community.



Dress Code



- Coats when entering and leaving school
- T shirts, blouses, shirts and polo shirts
- Sweatshirts, cardigans, fleeces and hoodies
- Skirts, dresses and shorts of a reasonable length
- Smart shoes, pumps and trainers in a good state of repair
- Subtle piercings
- Sportswear during practical lessons (e.g. PE / Drama)
- Denim that is not ripped or torn
- Religious dress that does not cover the face
- All clothing clean and in a good state of repair



- Sunglasses, hats or raised hoods inside
- Extreme piercings (e.g. stretchers)
- Visible body piercings or tattoos
- Offensive slogans or images
- Visible underwear
- Excessively high heels
- Open-toed or backless shoes
- Torn or damaged clothing
- Sportswear outside of practical lessons
- Coats worn or carried inside
- Pyjamas, onesies or loungewear
- Crop tops or excessively low cut tops
- Excessively short skirts or shorts
- References to drugs, tobacco or alcohol

UCAS

- UCAS is the name given to the university applications and admission process.
- The UCAS process will be launched with Y12 students in February, when we would usually organise a trip to the UCAS Exhibition at Brunel.
- Preparing for UCAS will also be a focus of PDC sessions in Tutor Time in this period.
- UCAS will be a particular focus for for Y12 students once they have returned to Sixth Form after their exams in the summer.
- All students are strongly advised to apply in order to learn the system, draft a personal statement and ensure they have considered all of their options.
- At present, students do not need to worry too much about the UCAS process. The best thing they can do is to focus on setting solid foundations for academic success.

In the meantime...

...attend virtual university open days

...attend virtual taster sessions

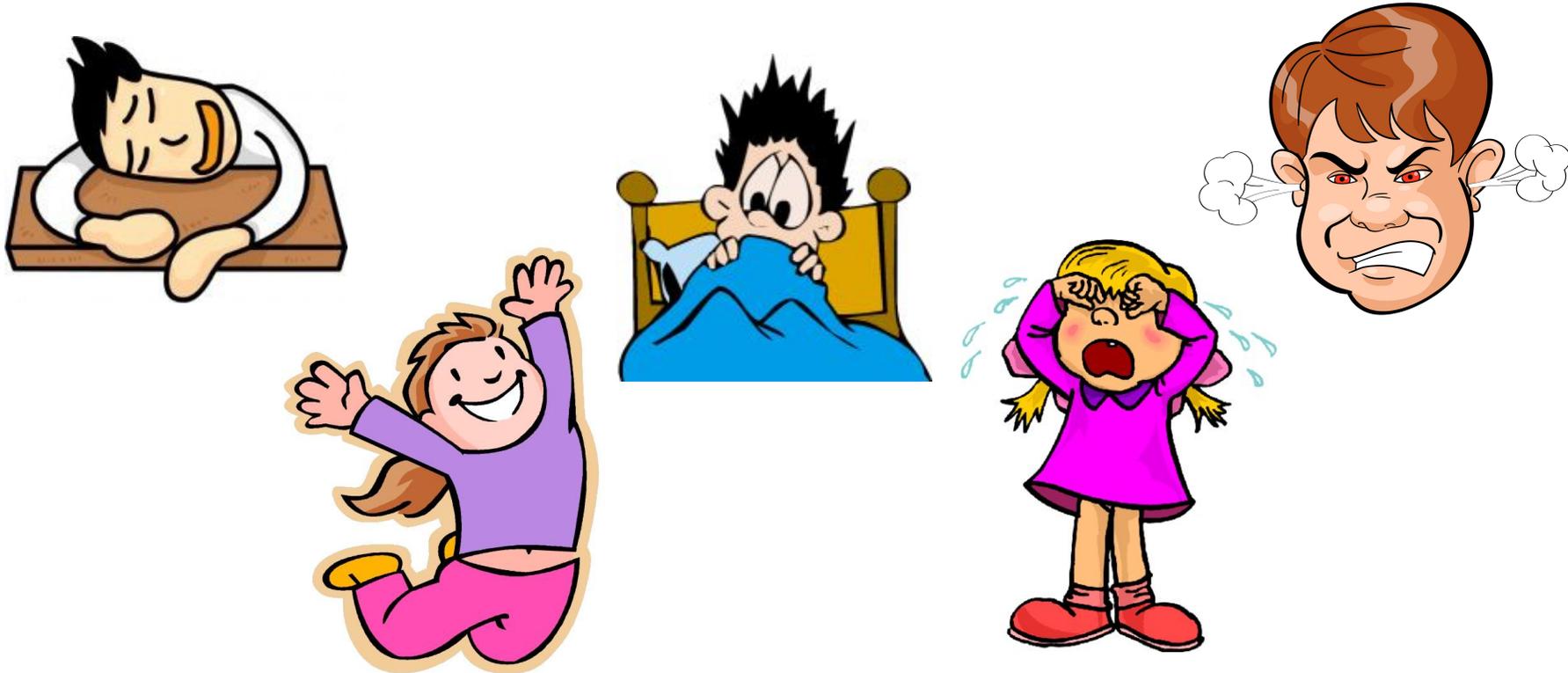
...research support programmes for competitive courses

...build relevant skills and experiences to write about in personal statement



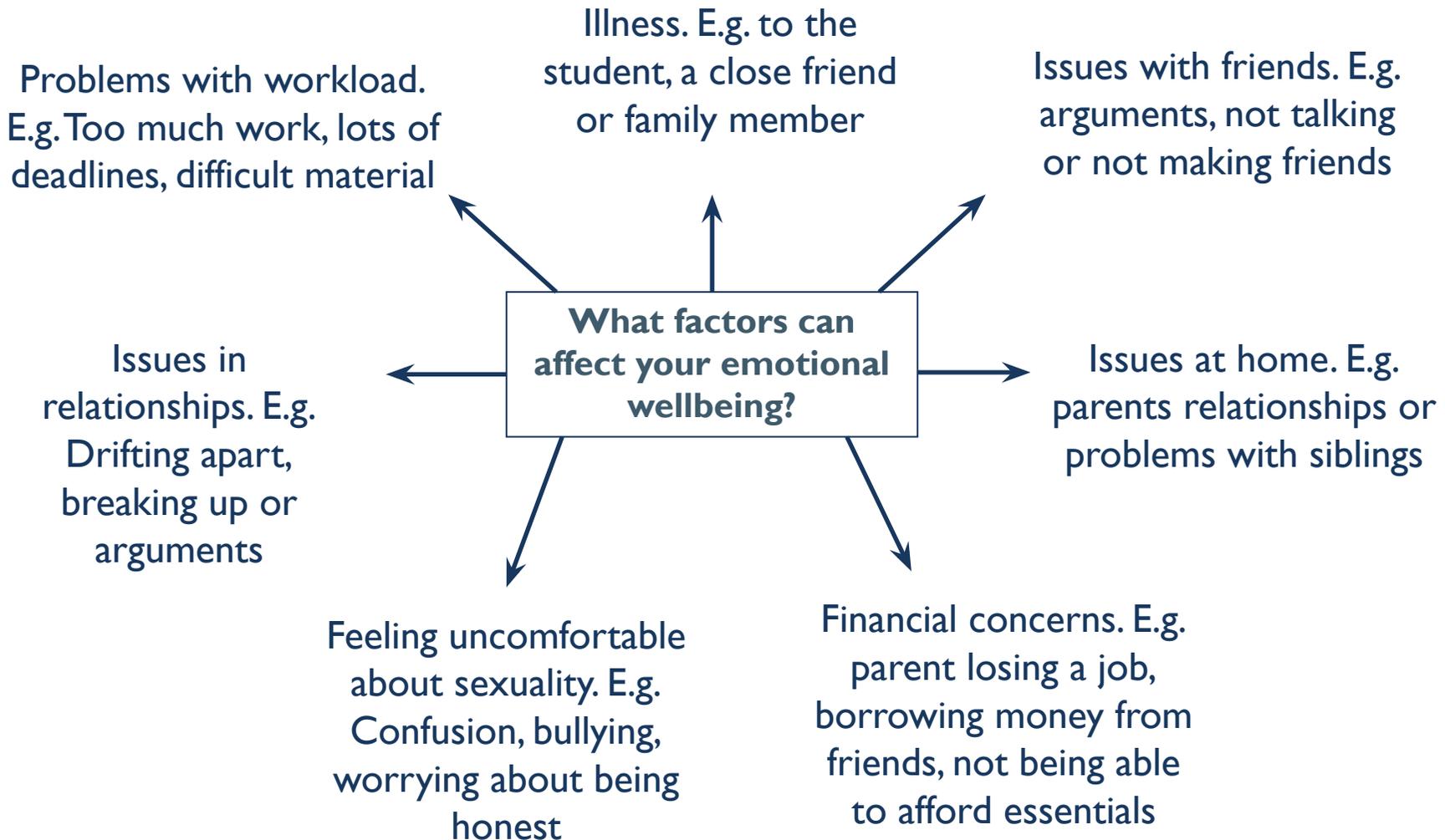
Emotional Wellbeing

Feelings and emotions your daughter / son is likely to experience during Sixth Form...



All of these feelings and emotions are normal, the important thing is attitude they take towards understanding their emotions and managing how they feel.

Emotional Wellbeing



Emotional Wellbeing

If you are worried about the emotional wellbeing of your daughter / son, they can seek help from the following people or places:

Form Tutor

Head of Year

Head of Sixth Form

School Nurse

Mentors

School Counsellors

Off the Record (020 8744 1644)

Childline (0800 1111)

Samaritans (08457 90 90 90)

Everyone at Waldegrave wants to help, but it is much easier to do that if we are open and honest with each other.



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Y12 Transition

Challenges:

- Gaps in knowledge or skills from GCSE
- No experience of public exams
- Out of routine and not used to working
- Adjusting to the standard of A Level
- Adapting to a new environment
- Not sure about their subject choices
- Worried about making friends
- Having to decide what to wear every day
- Getting used to a co-educational environment

Opportunities:

- Studying fewer subjects which they have chosen
- Excited for the future
- Want to prove themselves
- Opportunity to meet new people
- Sense of being more grown up
- More exciting social life
- Fresh start to their educational experience



Parental Support

- Read the weekly newsletter
- Reply to emails and letters promptly
- Email all staff using the Sixthform@Waldegravesch.org address
- Help your daughter / son to be organised by supplying stationary and encouraging effective systems and routines
- Affirm and support the dress code
- Communicate with us in advance about planned absences
- Call in or email by 08.30 every day that your daughter / son is absent due to illness
- Have boundaries with regards to parties and socialising
- Promote healthy sleeping habits
- Ensure that part time jobs do not affect studies
- Support the PTA as they make a real difference to the school



Contact

Always email...

Sixthform@Waldegravesch.org

...and reference the desired recipient in the subject heading.

Questions?



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