



**Y13 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.



Waldegrave  
Sixth Form

# 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	<b>BREAK</b>
11.25 – 12.30	Period 3
12.30 – 1.00	<b>LUNCH</b>

	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 stationary, 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	TED Talks
Tues	Independent Learning
Wed	PDC
Thurs	Fun Activity
Fri	Briefing



# Work Periods

- Students have 9 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

<b>Prepare</b>	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.
<b>Consolidate</b>	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.
<b>Practice</b>	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.
<b>Revise</b>	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.

# 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

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



# Overtime

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



# Overtime

<b>Number of missed Overtime</b>	<b>Action</b>
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:

November - Mock exams / monitoring / support meetings

January - PCM

March - Mock exams / monitoring / support meetings

May / June - A Level exams



# 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](mailto: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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Sixth Form

# 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 Tutor Time 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](mailto: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](mailto: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 Tutor Time 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

<b>Number of Penalty Points</b>	<b>Action</b>
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:

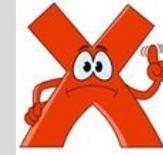
- To allow you to dress in a way that is practical for the demands of the demands of the diverse range of subjects you are studying.
- To ensure that you are dressed in a way that is compliant with health and safety requirements.
- To allow you to express their individuality and sense of identity in 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 Applications

- Students should now have registered for UCAS and linked their application to the school.
- They should also have completed as many sections of their application as possible, including the education / qualifications sections.
- Students should also have started researching their course / university choices, although they may not have arrived at their final decisions yet.
- Resources were posted on the Careers & Progression Google Classroom prior to the end of last term to support students with this process.



# Personal Statements

- Students should have written the first draft of their personal statement prior to the summer holidays and submitted it to their Form Tutor.
- Form Tutors will have provided feedback on the first draft and will continue to do so with subsequent drafts.
- Students should also show their personal statement to subject teachers with expertise in the courses they are considering applying to.
- Most students work through approximately five to six drafts before finishing their personal statement.
- Resources were posted on the Careers & Progression Google Classroom prior to the end of last term to support students with this process.



# UCAS Predicted Grades

- We are currently in the process of determining UCAS predicted grades and these are due for publication in the next few days.
- We do understand that students have endured unprecedented disruption to their Sixth Form experience and are committed to ensuring that they are able to submit competitive UCAS applications in spite of these difficulties.
- In the meantime, students have been advised to use their ALPS target grades as a guide of what they are likely to receive whilst researching their course and university choices.



# UCAS Deadlines

**15 October 2021:** Oxbridge and early entry applications, including medicine, dentistry and veterinary science, must be sent by 18.00. You must give the school time to review and submit your application once you have pressed send.

**22 October 2021:** All other UCAS applications should be sent by the end of the school day. This will give us time to process and submit your application before half term. **Universities give offers as soon as they start receiving applications, so it is better to send them early. It also allows you to focus on your work and gives you more time to prepare for interviews or entrance exams.**

**26 January 2022:** All remaining UCAS applications must be sent by 18.00. You must give the school time to review and submit your application once you have pressed send. **Students should not have left their application this late.**



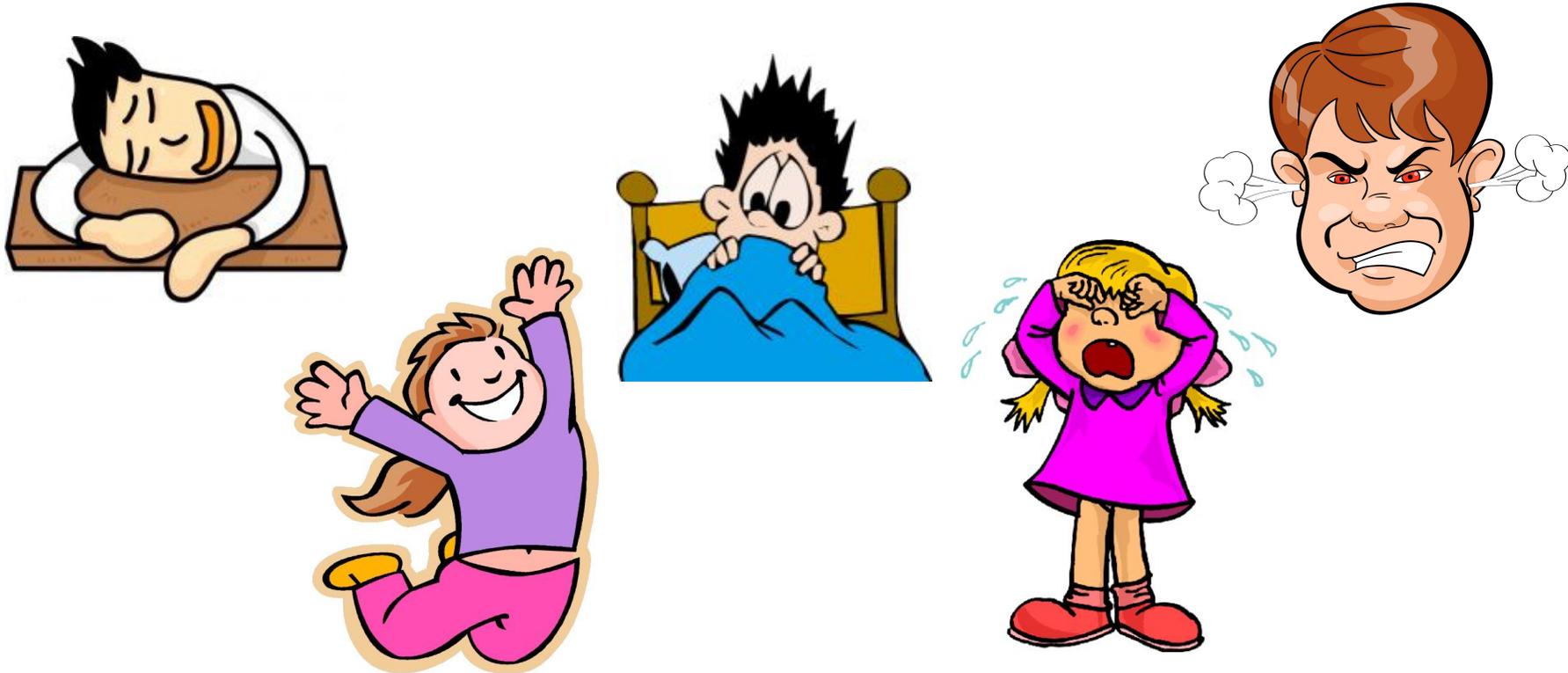
# Entry Exams

- Students applying for Oxbridge or for specialised courses, including Law, Medicine, Dentistry or Veterinary Science, may need to take an entry exam as part of their application process.
- Most entry exams may be sat at schools, although there are some exceptions again.
- A Google Form has been sent out allowing students to register for entry exams.
- The deadline for completing the Google Form is Friday 24 September 202.
- It is the responsibility of students to notify the school if they wish to be registered for an entry exam.
- If students enter a course / university choice on their UCAS application that requires an entry exam, a notification will usually appear on the screen in red.
- Students can also find out whether an entry exam is required by visiting the course pages of the universities they are applying to, or by visiting the following link:  
<https://www.ucas.com/undergraduate/applying-university/admissions-tests>
- This will only apply to a minority of student.



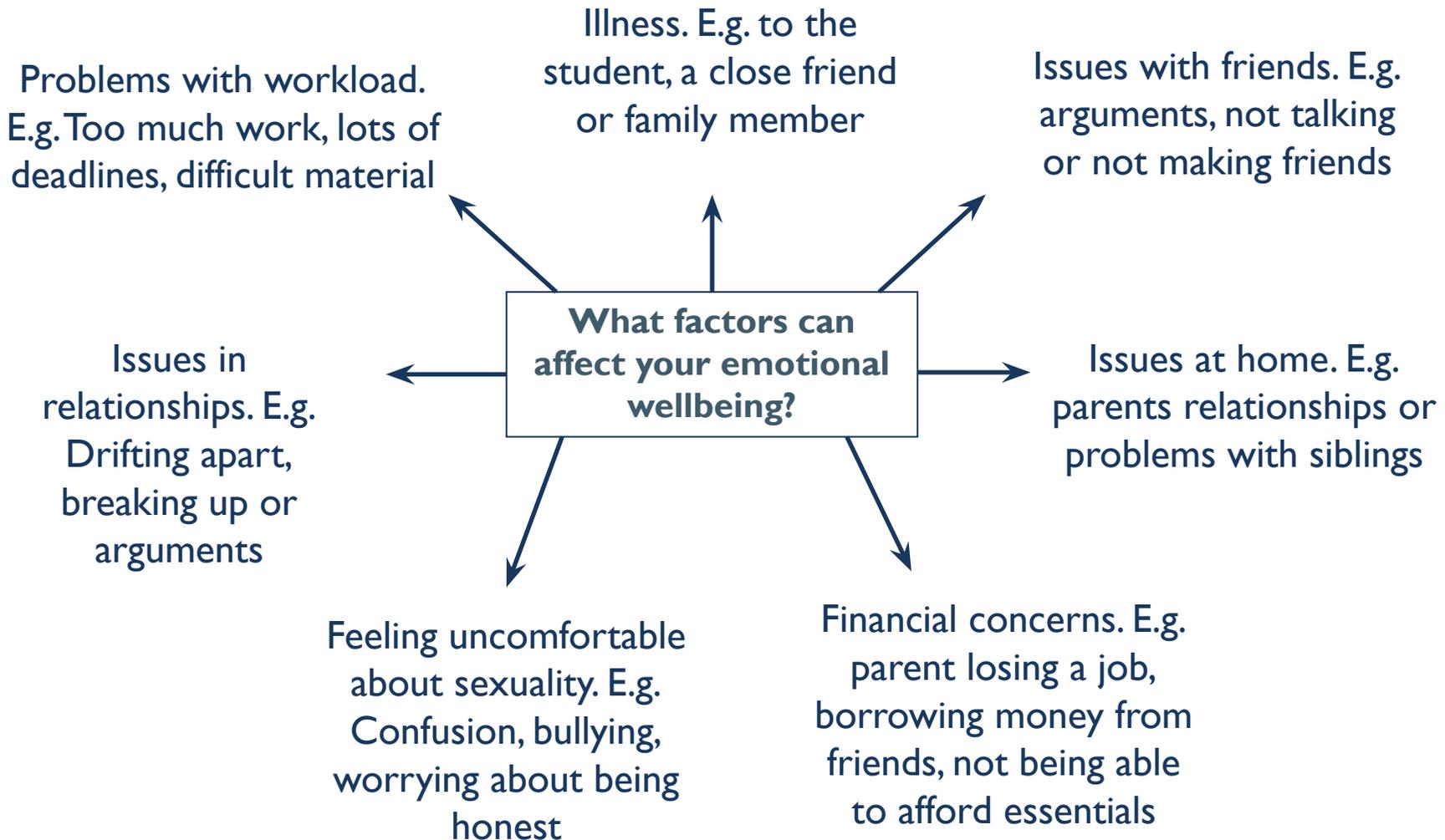
# Emotional Wellbeing

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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# Y13 Transition

## Challenges:

- Worried they are behind due to further disruption last year
- Out of routine after a long holiday
- Having to make big decisions about their next steps amidst great uncertainty
- Nervous about the possibility of further changes or disruption to exams
- Competitive marketplace for university places in this cycle
- Never sat formal public exams before

## Opportunities:

- Understand the significance of work throughout the year
- Keen to make their university applications
- Have something clear and definitive to work towards
- Some have developed very good independent learning skills
- Looking forward to a more active social life now restrictions have lifted
- Already built good relationships with peers and staff



# Parental Support

- Read the weekly newsletter
- Reply to emails and letters promptly
- Email all staff using the [sixthform@Waldegravesch.org](mailto: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](mailto:Sixthform@Waldegravesch.org)

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

# Questions?



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