



Bishop Challoner Sixth Form College

STUDENT/ PARENT/ CARER HANDBOOK 2025/2026



BISHOP CHALLONER SIXTH FORM COLLEGE

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Bishop Challoner Sixth Form College



@BCCSix



Bishop Challoner Sixth Form



@bishopchallonersixth

www.bishopchalloner.org.uk/sixth-form

Dear Students/Parents/Carers

Welcome to Bishop Challoner Sixth Form College!

We are delighted that you have chosen our Sixth Form and look forward to working closely with you.

We believe students get the best out of their time with us if we establish an effective three-way partnership between the students, their parents/carers and ourselves.

Most parents/carers would share this belief but are not always sure exactly how they can get most effectively involved.

This guide is intended to help students understand our expectations and enable parents/carers to support them. It will also allow you to contact us in good time if you foresee any issues. Thank you for taking the time to read this handbook and I hope you will find it useful.

I look forward to working closely with you over the next two years to ensure that our students flourish and achieve their full potential.

If parents/carers require clarification or further information, please feel free to contact me at any time throughout the year.

Yours Sincerely,

Mr L Mullins

Head of Sixth Form

l.mullins@bishopchalloner.bham.sch.uk

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BISHOP CHALLONER SIXTH FORM COLLEGE

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THE COLLEGE DAY

MONDAY				
0830	-	0840	Staff Briefing	
0840	-	0850	Registration	
			Y7, Y8, Y9 and Y12	Y10, Y11 and Y13
0850	-	0945	Period 1	Period 1
0945	-	1005	Break	Period 2
1005	-	1040	Period 2	Period 2
1040	-	1100	Period 2	Break
1100	-	1155	Period 3	Period 3
1155	-	1235	Lunch	Period 4
1235	-	1250	Period 4	Period 4
1250	-	1330	Period 4	Lunch
1330	-	1425	Period 5	Period 5
1425	-	1520	Period 6/Registration	Period 6/Registration
1520			End of School	
TUESDAY - THURSDAY				
0830	-	0840	Staff Briefing	
0840	-	0850	Registration	
			Y7, Y8, Y9 and Y12	Y10, Y11 and Y13
0850	-	0950	Period 1	Period 1
0950	-	1015	Break	Period 2
1015	-	1050	Period 2	Period 2
1050	-	1115	Period 2	Break
1115	-	1215	Period 3	Period 3
1215	-	1255	Lunch	Period 4
1255	-	1315	Period 4	Period 4
1315	-	1355	Period 4	Lunch
1355	-	1455	Period 5	Period 5
1455	-	1520	Form Period/Assembly	
1520			End of School	
FRIDAY				
0840	-	0845	Registration	
			Y7, Y8, Y9 and Y12	Y10, Y11 and Y13
0845	-	0945	Period 1	Period 1
0945	-	1005	Break	Period 2
1005	-	1045	Period 2	Period 2
1045	-	1105	Period 2	Break
1105	-	1200	Period 3	Period 3
1200	-	1240	Lunch	Period 4
1240	-	1255	Period 4	Period 4
1255	-	1335	Period 4	Lunch
1335	-	1430	Period 5/Registration	Period 5/Registration
1430	-	1530	Staff Inset	
1530			End of School	

ACADEMIC EXPECTATIONS

In the Sixth Form the nature of study changes: students need to take a far greater level of individual responsibility for their education.

Independence

A crucial part of this is that they develop independent learning skills by adopting a proactive approach and seeking new ways to extend their knowledge, as opposed to waiting to be “spoon-fed” information. The students who achieve the highest grades tend to be those who are conscious of the need for independent learning; it is therefore helpful if you encourage your son or daughter to adopt this approach from an early stage. Students should seek help from their subject teachers and Academic Tutors if they are struggling to work independently.

Study periods

Students will have several non-contact periods on their timetable per week. These are study periods and should be used wisely, as students will have a lot of work to complete in their own time. They are not to be seen as “free” periods. Effective use of study periods will reduce the burden of work in the evenings and weekends. Sixth Form students can use the Library for quiet group or individual work, the Sixth Form Study Centre for private study and the Common Room for more interactive tasks.

Home study

Students should be studying at home during the evenings and at weekends. As a general rule, students should spend around **fifteen hours a week** studying (based on 3 A Levels), in addition to lesson time; sometimes it will need to be more than this. All students will have some study periods in the normal school day, during which time some of their study commitment can be fulfilled.

“I have no work to do!” This can really never be the case and is a comment never heard from successful learners.

Students should be engaged in four main forms of study:

- homework or coursework assignments for which a deadline is set.
- ongoing coursework preparation.
- reviewing and adding to their notes and ‘reading around’ the subject.
- ongoing revision: practising problems; completing additional past paper questions and revising key terms and ideas; creating revision materials, such as flashcards.

All subjects also produce a termly study guide to give students useful ideas for the best resources to use and the best approaches for their revision.

THE ACADEMIC TUTOR

Each student in Year 12 or 13 will belong to a tutor group with an Academic Tutor. They have two fundamental responsibilities: pastoral and academic. The Academic Tutor will be the student's first point of contact for any Information, advice, or guidance. They will meet regularly with students to review progress and discuss targets, future career choices and/or UCAS preparation, including the writing of personal statements.

The Academic Tutor will also be involved in the writing of references.

Year 12	Head of Year	Miss Shirley
	12BER	Miss Paxton
	12BOS	Miss Coles
	12CEC	Mrs Nisa/Miss Rigby
	12LUK	Mr Tsintas/Miss Ghoris
	12SEB	Mrs Gallagher-Barton/Mr Carpenter
Year 13	Head of Year	Mrs McGowan
	13BER	Mr Rowan
	13BOS	Dr Jameson/Mr Robinson
	13CEC	Mrs Dane/Mr Jackson
	13LUK	Mr Iqbal
	13SEB	Mr Welch

ATTENDANCE AND PUNCTUALITY

All of our students are full-time students. Students must attend punctually ALL registration periods, lessons, tutor times and assemblies.

Absences will be monitored through the electronic registration process. Registers are taken EVERY lesson and lateness will be recorded.

Some teachers will exercise their right to refuse admission to lessons to students who arrive late, in order to avoid disruption to the learning of others.

Any student who regularly fails to attend punctually, will be subject to late interventions.

If a student is ill and cannot attend, either the parent/carers must inform the College.

If a student has not been in college for 3 consecutive days, a health and well-being home visit may be conducted by school staff.

To report a Sixth Form absence, **parents/carers** please call 0121 441 6144 every morning of the absence

There will be occasions where an absence is justified for other reasons. If an absence is planned, students must gain permission for an authorised absence from their Head of Year and must also inform their Academic Tutor and subject teachers.

Examples of reasons for an absence to be authorised include:

- a medical or dental appointment that cannot be arranged outside of college hours
- a particular need to look after a family member - this would be a one-off incident and should not happen on a regular basis
- a religious holiday
- a careers-related interview or university open day or masterclass
- taking part in a significant extra-curricular activity, such as drama, music, sport or volunteering, where the activity reflects a significant level of personal achievement - such as taking part in a regional or national competition or some other one-off event
- the funeral of a close family member
- the wedding of a close family member

Reasons that are not acceptable for authorised absence include:

- part-time work or interviews for part-time work
- leisure activities or holidays
- birthdays or similar celebrations
- babysitting
- shopping

Student attendance is monitored weekly. Any students failing to attend lessons without a legitimate reason will be in breach of their Learning and Safety Agreement. Poor (90% or lower) attendance and/or poor punctuality will affect 16-19 bursary payments to those students eligible (see 16-19 Bursary).

Parents/carers will be informed if attendance becomes a concern and may be asked to attend a commitment interview with their child. If the attendance continues to be a concern the student may be required to leave a specific course or it may be concluded that leaving Sixth Form is more appropriate (see Sanctions).

- **Poor attendance impacts academic progress and is likely to jeopardise a Year 12 student's progression to Year 13.**
- **Poor attendance in Year 13 may result in students being asked to pay their exam entry fees.**

Assemblies

All Sixth Form students must be prepared to attend assemblies.

Often this time will be used to enable small groups to work with Student Services on aspects of Careers, UCAS applications and Progression. Students will be notified whether or not they are required and, if so, attendance will be compulsory.

Registration and Tutor Time

All students must attend morning Registration and tutor time as follows:

	Registration	Tutor Time
Monday	8.40-8.50	
Tuesday	8:40-8:50	2:55 - 3:20
Wednesday	8:40-8:50	
Thursday	8:40-8:50	2:55 - 3:20
Friday	8.40-8.45	

These are compulsory. Student attendance will be registered at these sessions and will be monitored. These occasions are a key way of sharing information in the Sixth Form and, therefore, it is essential that students attend. It is also one of the ways in which a sense of community is established; any student who has chosen to be part of the Sixth Form is expected to contribute to the wider college community.

Concerns about attendance at Registration or Tutor Time will result in interviews with the Assistant Principal - Sixth Form or Head of Year and may necessitate further sanctions.

Students leaving the premises

- Students enter and leave via Reception and sign in and out in the designated manner.
- Students breaching these procedures will be contravening their Learning and Safety Agreement (see Sanctions).
- Year 12 and 13 students will not be permitted to leave the school site at all during the school day.

Five Foundations

- All parents and carers will receive regular update on student's attendance to college as part of our five foundations approach to ensuring strong communication around attendance.

BEHAVIOUR AND CONDUCT

In Bishop Challoner Sixth Form we are very proud of our positive, happy and ordered community, which has at its heart a commitment to learning and within which everyone is valued and respected.

All members of our college community have a duty to support and contribute to the positive ethos of the College

Sixth Form students, who have chosen freely to be here, are expected to, and do, set the example and tone to the rest of the college in terms of behaviour and attitude to learning.

Sixth Form students must wear their ID passes, visible at all times.

The one-way system applies to Sixth Form students.

A **Learning and Safety Agreement**, which is signed by the student and parent/carer, makes these expectations clear.

Persistent infringements of these expectations will trigger an interview with members of the Sixth Form Team and appropriate, stringent action will be taken (see Sanctions).

Bishop Challoner Catholic College is a no-smoking and no vaping site, which means that no-one is permitted within the school buildings, site and the immediate vicinity. Smoking outside of the College gates is strictly forbidden and constitutes *bringing the college into disrepute*. (see Learning and Safety Agreement).

A zero tolerance policy operates towards the use of illegal drugs, alcohol and weapons.

THE 16-19 BURSARY FUND

For all of the information about our 16-19 Bursary process, please read our policy, [https://files.schudio.com/bishop-challoner-catholic-college/files/documents/BCS_16-19_Bursary_Fund\(3\).pdf](https://files.schudio.com/bishop-challoner-catholic-college/files/documents/BCS_16-19_Bursary_Fund(3).pdf)

And if you wish to be considered for support from the 16-19 Bursary, please complete the form included within the Year 12 induction pack.

Application forms and evidence, as required, should be returned as soon as possible.

Please do not hesitate to get in touch if your circumstances change over the course of the year.

If needed, additional application forms will be available from the Student Services office or contact m.conlon@bishopchalloner.bham.sch.uk.

CAREERS EDUCATION PROGRAMME

We are fortunate to have a team of dedicated sixth form staff to support students with their next steps.

The Year 12 and 13 Careers Education Programme has been devised to help students to:

- Understand more about themselves (self-development)
- Know where to look for useful information (careers exploration)
- Plan for the future (career management)

Within this programme, students will cover the following key areas:

- Post 18 Options
- Action planning
- Careers exploration
- Changes in the Labour Market
- Personal learning and thinking skills
- Student finance
- Writing a CV
- Interview preparation
- Mock interviews
- Personal statement writing
- UCAS
- Choosing the right course/university
- Alternatives to HE
- Applying for a job
- Work experience

In addition, they will receive the following:

Assemblies

Presentations of different Post 18 pathways (Higher Apprenticeships etc.); Inspirational Careers talks

Tutor Time

During afternoon registrations students will have the opportunity to have a one-to-one interview with their Academic Tutor.

Students will also be set tasks, discussion points and have the opportunity to share experiences (of open days, interviews etc.) during afternoon registrations, to enhance the preparation of their individual post 18 pathway.

Progression interviews

All Year 13 pupils will receive a number of interviews throughout this very important period. The nature of these interviews will be determined by student need. For instance, it could be a UCAS interview, Personal statement support session, careers guidance interview or a session focused on searching for apprenticeships or employment.

CATERING



The Sixth Form has its own dedicated eatery within the common room. Alternatively, students are welcome to use the school canteen.

Our Food Policy

Bishop Challoner College has its own in-house catering team that provide a varied, healthy and nutritious menu. The catering team are also committed to government guidelines and try to exceed them where possible. The canteen offers a varied menu throughout the day – breakfast, break and lunch, providing nutritious home cooked meals using as many fresh ingredients as possible.

Overall, the school recognises the important connection between healthy diet and students' ability to learn effectively. The catering team helps students make healthier choices by increasing awareness about food nutrition and we achieve this through leaflets, competitions and food taster days.

In accordance with the wishes of the Bishop of England and Wales, we practise the abstinence from meat on a Friday and, therefore, we no longer serve meat on that day.

Cashless System

The system is used which allows students to make payments through the use of Schoolcomms. It reduces the responsibility of carrying money and allows students to keep an account of their balance. .

If you want to discuss any concerns about allergies etc. please contact us on 0121 441 6132 or email catering@bishopchalloner.bham.sch.uk.

Free School Meals

We want to ensure that every student entitled to a free school meal can enjoy it, without fear of embarrassment, so we have a cashless system. By removing cash from school canteens, free school meals pupils are immediately given anonymity.

If you think your child is entitled to Free School Meals, please submit an application which can be found on the following link; <https://www.bishopchalloner.bham.sch.uk/about/free-school-meals>

Food Hygiene

The canteen has a 5H award for hygiene, the highest food award.

Criteria used to measure our hygiene rating are:-

1. The current level of compliance of food hygiene practices and procedures including food handling practices, temperature control and potential cross contamination from raw to cooked food.
2. The current level of compliance relating to the structure of the premises including cleanliness, layout, condition of the structure, lighting, ventilation, washing facilities etc.
3. Confidence in management of the business.

COMMUNICATION

As Sixth Formers, our students will experience far more freedom than they will have experienced before in secondary school. With this increased independence comes the need for greater responsibility; the onus is now very much on students to make sure that they know when events are happening, if they concern them, and if so, that they attend.

The first, and most important way that students are kept informed is through the morning registration. **Attendance at registration is compulsory for ALL Sixth Form students.** This is when important notices are given out and information about forthcoming deadlines and activities are shared. Information about external examinations is also shared in this way. There is a Sixth Form section in the BC14 Newsletter Bulletin, which is posted on the website fortnightly and this is another way in which news and information can be disseminated.

In addition, members of staff contact students frequently by email, whether to give immediate feedback on a piece of work or to remind students of an event. All students must have a Bishop Challoner email address that they use to communicate with College and that they check daily.

The Sixth Form also sends out a fortnightly Opportunities Bulletin detailing, amongst other things, masterclasses, competitions and work related events that students maybe interested in.

More pressing messages are communicated to students and parents/carers by text. **It is, therefore, essential that we have current mobile phone numbers.**

For news, updates and comments, you can follow us on Twitter and Instagram:

X (formerly Twitter) = @BCCSix

Instagram = @bishopchallonersixth

To reiterate: it is the student's responsibility to keep informed and ensure that College staff are able to pass on information, by keeping us updated on any change of phone number, email or home address.

The Sixth Form Team should be alerted to any such changes by phone: 0121 441 6144 or email:

m.conlon@bishopchalloner.bham.sch.uk.

Ignorance of events or commitments cannot be accepted as an excuse for missing them.

Please ensure you supply ALL of the information requested on the Contact Details form. Failure to do so will result in a delay in enrolment.

DRESS CODE

Please read this carefully. There is no uniform for Sixth Form students, but the expectation is that they conform to a style of dress we call 'college-appropriate casual'. **This may be different to a student's interpretation of "casual"**. The Sixth Form dress code reflects the fact that this is a working academic environment and that our students are role models for the rest of the college. **Student dress must be appropriate for an environment of serious study.**

Whilst the vast majority of our students are able to employ common sense to this issue and dress very appropriately some have, in the past, tried to ignore these stipulations and there have been rare occasions when a student has had to be asked to return home and change. To avoid such embarrassment, it should be noted that the following items are **NOT appropriate**:

- Clothes that reveal bare backs, midriff or plunging necklines
- Strapless, off the shoulder, or skimpy vest tops
- Any clothes that reveal upper thighs (unless worn with thick leggings)
- Clothes with offensive slogans
- Short shorts
- Ripped Jeans
- Jogging bottoms
- Sports or leisure leggings, unless worn with a thigh length dress/tunic
- Headwear, except that worn for religious reasons

The above list is not exhaustive, and the final decision as to whether a student is appropriately dressed or not will rest with the Sixth Form team. A useful guideline: *If you are in any doubt about the suitability of your outfit, please wear something else.*

Please be aware, that, after informing parents by phone or text, **students will be sent home if they arrive for college inappropriately dressed.** It is the student's responsibility to ensure that this is never necessary.

EMPLOYMENT AND PART-TIME JOBS

Whilst most students can gain, not just financially, from having a part-time job, experience indicates that paid employment can also have a very detrimental effect on the academic performance of some.

The expectation is that students must see their studies as their “full-time job”. Unfortunately, employers often put pressure onto part-time employees to increase their hours with little notice. Our advice is that students should be very clear about how any part-time work will fit in with their study schedule and that they should not undertake more than ten hours of paid employment per week.

Under no circumstance should students commit to paid employment during the school day, even if their timetable currently allows, as timetables can be subject to change during the course of a term.

Unfortunately, we CANNOT authorise absence from college for interviews or training for part-time jobs.

On the extremely rare occasion when it is necessary for us to terminate a student’s place in the Sixth Form, part-time work is often one of the contributory factors to a lack of attendance and commitment to study.

ENRICHMENT AND EXTRA-CURRICULAR OPPORTUNITIES

In line with the Sixth Form Mission Statement, our enrichment programme aims to develop the whole person in a non-academic environment, enabling students to enrich and develop their faith, wider skills and responsibility to the community.

Enrichment is provided in Bishop Challoner Sixth Form in many ways:

1. Induction programme (Years 12 and 13)
2. Weekly Enrichment programme (Year 12)
3. HE, Careers and Health and Well-being Days (Year 12)
4. Retreats
5. Assemblies with visiting speakers
6. Volunteering opportunities in the local community and beyond
7. Leadership opportunities within the School Sports Partnership and other programmes
8. Masterclasses and summer schools

Induction Programme

This really begins in Year 11. Students in Year 11, who have applied for a place in the Sixth Form, are invited to a meeting with a member of the Sixth Form Team in February to investigate their preliminary choice of subjects.

GCSE Results Day- at this point students discuss their choices in the light of results and are guided to enrol on suitable courses.

Year 12 Induction Day 1

Sessions include: How to be an Effective Learner, Sixth Form Procedures, Timetables, Expectations of Students (in line with the Learning and Safety Agreement) and what students can expect from the Sixth Form, as well as the role of Student Services. Introduction to HE, Enrichment, Meetings with Academic Tutors.

Weekly enrichment programme

Year 12 students are entitled to at least one hour of timetabled Enrichment each week. Wednesday afternoon is allocated to Enrichment activities. Some Year 13 students choose to continue to participate and we really encourage this.

All students will choose an option. It will be discussed with the Academic Tutor in September and an agreement will be signed, which can usually be reviewed in January. This commitment is designed to give students the best possible experience in volunteering, additional work experience, team-building or fundraising, which will prove important in applications to universities or careers.

Enrichment activities are likely to include:

A choice from several sporting options	Paired Reading
Subject Mentors	Design and Refurbishment Projects
Duke of Edinburgh	Journalism-Student Magazine
Voluntary Work	First Aid
Book Club	Community volunteering

If there is a particular activity that a group of students would like engage in, they should discuss this possibility with the Head of Year 12 or another member of the Sixth Form team, in the first instance.

Students of Core Maths have lessons Period 5 on Wednesday and are encouraged to engage in enrichment activities at other times during the week.

Year 12 Work Experience

Work Experience week takes place at the end of the summer term. The students are expected to organise placements themselves, which should, ideally, be relevant to the career or HE course they are contemplating or, at least, an opportunity for them to develop transferable skills. **Work experience should be arranged as early as possible, as some companies allocate places up to a year in advance.**

Most universities expect that students will have done *at least* one Work Experience placement during their Sixth Form programme. Some vocational degree courses, such as Primary Education, demand two weeks' relevant experience as an *absolute minimum*. Students will need to discuss with the Sixth Form team when best to arrange this. Some students will have to consider completing additional placements during holiday periods. For example, to apply for veterinary medicine, a minimum of four weeks' experience in a variety of settings is expected.

SMCS and AIG

The Spiritual, Moral, Cultural and Social curriculum is delivered throughout the year via tutor periods, assemblies and a Health and Well-being Day. Likewise, Information, Advice and Guidance is offered throughout the year and, also, at separate HE and Careers Days, Work Experience Preparation workshops and Year 13 Focus Days. In addition, there is a wealth of information, advice and expertise on offer for students to access on an individual, one-to-one basis.

Retreats

Students have the opportunity to go on a residential retreat and pilgrimage during their time in the Sixth Form.

Students have the opportunity of going on a retreat to Soli House, the Diocesan site in the grounds of Alton Castle in Staffordshire. This is usually a 3 day retreat which provides students, at varying stages on their faith journey, with the time to examine their own beliefs and to discuss issues which specifically relate to their age group.

Sixth Formers from Bishop Challoner also participate in the Diocesan Pilgrimage to Lourdes, where they have the very special opportunity of assisting sick and disabled pilgrims.

E-SAFETY

We are aware that most young adults are very knowledgeable when it comes to the internet and social media and that many of our Sixth Form students tell us that they know all that they need to know about staying safe online. However, we believe strongly that young adults (indeed all adults) should be reminded of the following:

- You should **not** post your full name, school or address on social media.
- Be very suspicious of emails, texts or phone calls requesting personal information, passwords, PIN numbers or account details. **Do not give out such information.** Banks and other organisations will not ask you to confirm personal information online or via a text.
- Do not accept friend requests from people you do not know.
- It is extremely risky to arrange to meet up with people you have “met” online. You have no way of knowing that they are who they claim to be. (To do so from a device used in College contravenes our ICT Acceptable Use Policy).
- It is less easy to convey “tone” in things that are written. Therefore, a comment, that might be meant a little flippantly or as a joke, might not be taken as such online.
- Causing someone upset online, particularly if it is done repeatedly, can constitute cyberbullying. Whilst there is not a specific law which makes cyberbullying illegal, it can be considered a criminal offence under several different acts including Protection from Harassment Act (1997), Malicious Communications Act (1988), Communications Act (2003) and Computer Misuse Act (1990).
- If a student causes a fellow student distress through online comments, this will be in contravention of our Behaviour and Conduct and Safeguarding policies and will be dealt with very seriously
- We should be very conscious of our “digital footprint” (what you have said or shown online). A sensible rule should be, ***if I would not like this image to be seen, or this comment to be read by absolutely anybody, then I should not upload it.***
- Future employers may look at your digital footprint as part of a screening process. Are you confident that what could be found about you online would uphold your good name and reputation?
- Think too about your “digital shadow” (what others upload about you). This could be particularly important if you allow friends to tag you in photos that you would not want everyone to see.

ICT ACCEPTABLE USE-STUDENT POLICY

1.00 Introduction

Bishop Challoner Catholic College provides a range of ICT equipment for use by students. It is provided for the educational benefits of all students and not for personal or leisure use. Students are encouraged to use and enjoy these resources, so it is important to ensure that no damage, malicious alteration or inappropriate use is made of the equipment. The use of ICT equipment is not a right to any student but rather a privilege and based on strict adherence to the rules stated below. The rules below apply equally to personal devices and equipment owned by the College. The College cannot take responsibility for any loss or damage incurred to personal devices used in College.

2.00 Rules for Responsible ICT Use

- 2.01 It is essential that students who use laptops/netbooks backup all their data on a regular basis. It is their responsibility to ensure all data, especially schoolwork, is backed up to an external medium such as a memory stick and/or RM-Connector (if available to them).
- 2.02 Students are responsible for their designated area on the school computer network, school email system and any shared areas, and should not make their logins and passwords available to anyone or permit anyone else to use their areas.
- 2.03 Students must not access or attempt to access areas/files for which they do not have authorisation (Computer Misuse Act 1990).
- 2.04 All computer-based activity must be appropriate and relevant to school work.
- 2.05 Students must not copy documentation or software without the permission of the owner of the copyright (Copyright Design and Patents Act 1988).
- 2.06 Students must not install applications or attempt to modify configurations on any ICT equipment without appropriate authorisation.
- 2.07 Students must not use inappropriate language in the content of files, emails, web pages or file names.
- 2.08 Students must not create or send inappropriate images.
- 2.09 Students must not copy or download anything unless they know it is legal and not likely to contain a software virus. Intentional downloading of a software virus is strictly not permitted.
- 2.10 Students must never give out any personal details about themselves on the Internet, or arrange to meet someone through an Internet based facility.
- 2.11 Students must not use the school network to deliberately access inappropriate materials. If a user inadvertently accesses inappropriate material in their network area, the Internet or in an email (including attachments), they should immediately inform a member of staff who will then report it to a member of the ICT Support Team or a member of the senior management team.

- 2.12 Students should be aware that the school uses a monitoring and filtering system. The school has the right to check any system or removable device, as well as monitor emails and Internet usage.
- 2.13 Students must take great care of all ICT equipment and should avoid keeping drinks or food near ICT equipment.
- 2.14 Students are responsible for the management of their network areas including deleting or archiving any work where appropriate.
- 2.15 Students may use removable storage media only for authorised purposes.
- 2.16 The school network must not be used for any unauthorised commercial reasons e.g. buying and selling goods

3.00 Sanctions

- 3.01 If these rules are deliberately broken students could be stopped from using the Internet/ICT facilities.
- 3.02 Additional sanctions may be taken by the school in line with existing practice regarding inappropriate behaviour. For serious violations, fixed or long-term exclusion may be imposed.
- 3.03 Where appropriate, police may be involved or other legal action taken.

Please be aware that sanctions will be imposed, if a student acts in such a negligent way that allows others to send/access inappropriate content from his/her account or if a student uses another's account to send/access inappropriate content. Students must not share passwords or leave their IT devices logged on, unattended and open to misuse.

STUDENT ID PASS

For security reasons, all Sixth Form students are required to wear their photo ID passes at all times. These must be worn on the lanyard provided, so that they are visible.

Under no circumstance must a student “lend” his or her ID pass to another student or attempt to admit another person to the building, using the ID pass.

If the ID pass is lost, a member of the Sixth Form Team must be informed immediately, so that the pass can be disabled. If the ID pass is forgotten, the student must sign at reception for the day and wear the yellow lanyard.

Any student attempting to contravene this system, which is in place for the security of all, will be subject to stringent disciplinary procedures, including the removal of off-site privileges.



Bishop Challoner Sixth Form College

LEARNING AND SAFETY AGREEMENT

Student Name:

You have chosen to join Bishop Challoner Sixth Form College. As such you have chosen two years of academic study. This requires 100% commitment in order to achieve success.

Please read the following agreement carefully. Your place in the Sixth Form will be at risk if you fail to comply with these expectations.

Attendance

- I agree to attend every lesson, tutor period and any other timetabled commitment on time
- If I become unwell at 6th Form, I will report to the First Aid room
- I agree that each day of absence will be explained by parent/carer to the 6th form team
- Authorisation is required for any planned absences by contacting the Head of 6th form
- I will attend any meeting arranged, at the appointed time, or rearrange in advance if necessary
- I understand that poor attendance and punctuality, as defined in the attendance policy, will result in sanctions imposed by my Head of Year
- The school may be required to report attendance in any academic or professional references.

Study Obligations

- I agree to attend lessons fully prepared and equipped to work
- I understand that the primary purpose of study periods during the day is for independent study and will attend study periods on my timetable
- I understand that work in lessons must be supplemented with independent learning at home
- If, due to unforeseen circumstances, I am unable to meet a deadline, I will discuss this with my subject teacher in advance.
- I understand that repeated failure to meet deadlines will result in sanctions being imposed
- If I am struggling with the demands of a course I will engage in open and honest discussion with my teacher and my Head of Year

Conduct

- At all times I will act in a manner that will uphold and promote the good reputation of Bishop Challoner Sixth Form
- I understand that if my actions discredit the Sixth Form in any way my place will be reviewed
- I will wear my ID pass, visible at all times
- If I forget my ID pass I will report to reception
- I will be considerate of the school's Mission Statement at all times
- My conduct will never be detrimental to other students' learning
- I will treat other students, teachers, support staff, and the environment and facilities with respect
- I will abide by the Sixth Form dress code and understand I may be sent home to change if I do not
- On any visits or trips, I will comply with the Code of Conduct

Individual Learning Programme

- I commit to a full programme of study, including my chosen subjects and Core RE
- I agree to participating fully in the weekly Enrichment Programme (Year 12 only)
- I will complete a week's Work Experience placement (Year 12 only)
- I will inform my Head of Year/Head of Sixth Form immediately if I experience any difficulty during my course.
- I will submit a change of course request form to my Head of Year should I wish to change course, and understand this is subject to approval.

Students Declaration:

I agree to abide by the terms of this learning agreement and understand that persistent infringements will result in the withdrawal of any bursary support to which I may be eligible and may bring about the termination of my place at Bishop Challoner Sixth Form College

Signed (Student):**Parent/Carer's Statement of Support:**

I understand the expectations of the Learning Agreement and support the Sixth Form in ensuring my child meets these expectations. I agree to inform the Sixth Form where appropriate of any concerns or problems that may affect my child's wellbeing, work, behaviour or attendance.

Signed (Parent/Carer):

MASTERCLASSES

Every year, students have the opportunity to attend subject specific masterclasses at local universities.

We strongly recommend that every student should try to attend at least one Masterclass.

Classes are designed to stimulate enquiry and broaden knowledge of the subject area covered; some relate closely to the school curriculum; others are broader and introduce new topics found in higher education study. They give students the invaluable opportunity to take part in a learning experience within a higher education setting.

These classes are free of charge and have many benefits:

- raising students' aspirations
- offering experience of a subject that they may be interested in applying to study at university
- easing the transition between sixth form and university level learning
- providing an additional and deeper insight into a subject, that students can then refer to in their Personal Statements

Students will be made aware of the available courses in registration, assemblies and in tutor time.

We will also post details via the Opportunities Bulletin.

These events are offered to all schools and colleges and are often heavily over-subscribed. Enrolment is usually on a "first come" basis, so please take advantage of these opportunities as they occur.

Residential Masterclasses and Summer Schools

These are held at universities around the country or even in the US and will have a similar focus as the masterclasses and will often have the additional aim of broadening opportunities to students who might not be actively considering university.

These are also completely free (including travel and accommodation costs), but there may be additional eligibility conditions e.g. priority may be given to students who will be the first generation of their family to go on to Higher Education or who are eligible for free school meals.

Students who have attended such courses in the past have benefitted greatly and we cannot recommend them highly enough.

MINDSET FOR SUCCESS

Success at A level is dependent on much more than just academic ability. A student's mind-set will massively impact their outcomes. Attitude, commitment, self-belief and awareness of personal goals are essential for a student to be effective and successful.

Over the course of their time at Bishop Challoner, students will complete a range of specifically selected activities to develop a growth mind-set that will encourage success. The approach we use is the VESPA Mindset which is a well-researched method that enables students to adapt their behaviours and mind-set in order to realise their potential. The model hinges on students developing the following five qualities.

Vision

Without a clear vision of what they are working towards, students struggle to remain motivated and committed to their studies. All students will research what they want to progress onto post-18. Students with a high vision will look for connections to their chosen destination outside of the classroom. Such students will be proactive and take advantage of opportunities advertised by the Sixth Form team.

Effort

Students must make use of their study periods to complete independent study. A-level study is fast paced and, without effort, students will struggle to keep up with the demands of academic study. Successful students will plan their independent study time and be self-driven in completing study activities.

Systems

Students should keep their learning resources, written and online work organised in folders which can be easily accessed for review. Organisation of their time is crucial and knowing their timetable, work deadlines and key dates will ensure students are well prepared for linear study and will reduce stress and anxiety.

Practice

Students need to develop their skills by practising and simulating exam experiences as much as possible, in order to check that their revision strategies are effective. Students should regularly complete past paper exam questions that are self-marked using examiners mark schemes and reports. High practice students use assessed work to identify areas that they need to devote more time to.

Attitude

Students must understand the demands of A Level study require a very different attitude to GCSE and students must take ownership for their learning. This will require students to self-evaluate their progress to identify their strengths and weaknesses. Students respond to constructive advice and remain positive and proactive when faced with set-backs. Students who succeed are able to target-set in order to overcome setbacks and achieve short and long term goals. Students recognise the need and know how they can get further support.

ASSESSING, MONITORING AND REPORTING STUDENT PERFORMANCE

What is a target grade? What is an estimated grade?

Using data provided by the DfE, Ofsted and prior attainment at GCSE, subject specific target grades are established for each student in Year 12 and Year 13. At the beginning of the year subject teachers will share these with their students which allows them to set realistic but nonetheless very challenging targets. The **target grade** is the grade that the student has the potential to achieve and should aspire to, based on their Key Stage 4 attainment. This information will be shared with parents/carers, before October half term, so that you too can monitor progress. The **estimated grade range** given is based on **current** progress and reflects the final grade the teacher believes each student will achieve if this **current** rate of progress continues. Reports highlight the target grade (TG) together with an estimated grade range (EG) for each student.

Reporting Year 12

A student's progress is monitored at regular intervals and parents/carers will be contacted immediately if there is a progress concern.

Autumn Term – The Sixth Form team will receive assessment data from subject teachers. Parents/carers and students will only be invited to a consultation in November if concerns are identified.

Shortly after the half-term break, parents/carers will receive a letter informing them of their child's provisional target grades, based on prior achievement. There will be an end of term Progress Report that will be sent home in December.

Spring Term – any student identified as a progress concern will be invited to a 6th form review meeting, along with parent/carers in the first week of the spring term in January. Formal assessments will be completed in subjects by mid February 2026.

Reports will be issued to parent/carers at the Parent Consultation Afternoon at the end of March. The expectation is that all students and parents/carers will take the opportunity to discuss the report with subject teachers on this afternoon.

Summer Term - Formal assessments (Mocks) will be completed in subjects in May 2026.

Reports will be sent home by the end of June. Parents/carers will be invited into college if there are significant progress concerns or if, at this stage, it is deemed inappropriate for a student to continue into Year 13. We will work together to decide the best way forward eg. strategies may be put in place to support a more effective approach, or considering restarting Year 12 or seeking an apprenticeship or other training may be appropriate. Ample guidance will be available (see Student Services).

Reporting Year 13

Autumn Term – The Sixth Form team will receive internal assessment data from subject teachers before half term. Parent/carers and students will only be invited to a consultation in December 2025 if concerns are identified in more than one area. A letter will be sent home after the half-term break with current, possibly revised, target grades based on Year 12 performance.

Assessment takes place again in November and, if there are no concerns, reports will be sent home in December 2025. Some parents/carers may be invited into college that week to discuss progress concerns.

Spring Term - Formal assessments (Mocks) will be completed in subjects between in January 2025. Results will be sent home in the first week of February. Parents/carers will be contacted if there are progress concerns.

A final Year 13 report will be issued to parent/carers in March 2026 at Parent Consultation Afternoon. The expectation is that all students and parents/carers will take the opportunity to discuss the report with subject teachers on this afternoon.

OPEN DAY VISITS

It is likely that these opportunities will be offered remotely this year.

All students will have the chance to experience a university open day, as part of Year 12 Induction. We actively encourage students to visit other university open days, either independently or with their parents, particularly at the end of Year 12 and early on in Year 13.

This will be an opportunity to see the campus or buildings and study facilities, speak to current students and lecturers, find out more about the courses offered, student accommodation and leisure facilities and have a look at the town or city. There will usually also be talks especially for parents/carers on subjects such as Student Finance and the application process.

Many open days occur at the weekend or during the summer holidays, but if attending during term time is unavoidable, up to 5 days can be granted as authorised absence for this purpose.

Students and parents/carers can find out about what open days are on offer, and when, by visiting the following website, where you can browse by university name or by date.

www.opendays.com

OXBRIDGE

(Oxbridge= the colleges of Oxford and Cambridge universities)

In Year 12 (usually in the autumn term) an accompanied visit to a college, at either Oxford or Cambridge University, is offered for those students whose GCSE profile and predicted grades suggest that they may be potential Oxbridge applicants.

- **This year the first trip will take place in October 2025.**

This visit can be followed up with suggestions of extended reading and enrichment for students who are interested in applying.

As we are aware that students develop intellectually at different rates, we will review our Oxbridge “target” group throughout Year 12 and students who show exceptional promise will be included in any subsequent Oxbridge activities.

Early in the autumn term of Year 13 tutorials and interview preparation are offered to students who are making an Oxbridge application

We are fortunate to be linked with Keble College and we also have the opportunity each year to take a group of potential applicants to the Oxford University Open Day, with overnight accommodation and meals provided by Keble College.

Students are advised to regularly visit the site below where, amongst other events, a variety of subject specific open days, masterclasses, residential opportunities and webinars are advertised.

<https://www.oxfordandcambridgeoutreach.co.uk/>

STUDENT WELL-BEING

Late adolescence can be a challenging and confusing time for some students. If one of our Sixth Formers has a problem, whether to do with courses, or of a more personal nature, there are several staff members that the student or parents/carers can talk to:

- The Academic Tutor
- One of the Post 16 Head of Years
- The Assistant Principal - Sixth Form
- One of the Designated Senior Leads for Safeguarding
- One of the Mental Health Team
- The Head of Student Services- Sixth Form
- The SENDco
- The Student Support Coordinator
- The Sixth Form Student Social Worker
- The Student Services Sixth Form Team

Often it really is the case that a problem shared is a problem halved. Our Sixth Form team is experienced and will always make time to listen to students. If the member of staff is not able to offer the appropriate guidance on a particular issue, we will ensure that the student is referred to someone who can help, be that in College or by making contact with an appropriate outside agency.

Drop-Ins are offered when students can talk to a trained Mental Health Champion

Students can be assured that problems of a personal nature will be dealt with in the strictest confidence, but should also be aware that a member of staff could never promise *'not to tell anyone else about this.'*

Parents/carers should not hesitate to get in touch if they have concerns or if they know that there are issues that may be affecting a student's ability to study effectively.

Useful links:

<https://youngminds.org.uk/>

<https://www.forwardthinkingbirmingham.org.uk/>

A list of resources and agencies, where support may be sought, is regularly updated and can be found in the well-being section of the school website.

<https://www.bishopchalloner.org.uk/about/safeguarding>

PUBLIC EXAMINATIONS

In order to be entered for public examinations, students must demonstrate good attendance and that adequate progress in the subject has been made.

If there is a concern that it may not be appropriate for a student to be entered in a particular subject, the student and parents/carers will be made aware of this in writing and the opportunity will be given for the student to rectify the situation. If the situation is not rectified, the student will either not be entered for a public examination in that subject, or the student will have to pay the exam fee. Fortunately, it is very rare for this situation to arise.

If there is a need for special examination arrangements (extra time, use of a laptop etc.) this will have been identified **in advance** as a learning need, after consultation between students, teaching staff, the SENDco and parents/carers. It is likely that students will have undertaken some form of testing for such arrangements. If granted, such arrangements should have been the practice throughout the Sixth Form course. **Requests for consideration for such arrangements cannot be accepted just prior to the examination period.**

Unfortunately there are sometimes issues, such as a bereavement or the onset of a medical condition, that impact on a student's ability to prepare, in the run up to public examinations. In such a case the College must be informed, so that special consideration can be requested from the examination boards. Written evidence may be required.

SAFEGUARDING

Bishop Challoner Catholic College takes its responsibilities for safeguarding very seriously. The college is committed to safeguarding and promoting the welfare of its students and staff and expects all members of the College community, volunteers and visitors to share this commitment.

All students have the right to be safe and feel secure both within the College and whilst engaged in college-related activities. The College will create and maintain a safe and secure environment where students can learn and develop, and will encourage students and staff to talk to the appropriate staff about concerns they may have regarding health, safety and welfare.

If, for any reason, you have concerns for your own safety or well-being, or the safety or well-being of others, you should report these concerns to a member of staff. These concerns could be in relation to physical, emotional or sexual abuse, neglect, sexual exploitation, female genital mutilation, radicalisation, forced and honour-based violence, domestic violence or e-safety for example.

The College has policies in place for Child Protection and Safeguarding and E-safety, which are available on the website.

The Designated Safeguarding Leads are:

Mrs Peckover - Senior DSL

Mrs Nutt- Assistant Principal (Deputy DSL)

Mrs Reynolds- Student Support and Mental Health Lead (Deputy DSL)

Mr Clarke – DSL

Mrs Jethwa – DSL

Mr Forde – DSL

Miss Williams - DSL

Prevent

Under the Counter Terrorism and Security Act 2015, the College has a legal duty to work to prevent young people from being drawn into terrorism and extremism. If you have any concerns, either in relation to your own situation, or that of other students, please speak to any member of staff, who will refer you to a Designated Senior Lead for Safeguarding.

A comprehensive tutorial curriculum is in place, which addresses many areas of safeguarding concerns and which offers support and guidance to all students.

SANCTIONS

In an environment of mutual respect and commitment to study, it should rarely be necessary for sanctions to be imposed. We treat our students as young adults and afford them a considerable amount of independence. The expectation is that they, in turn, will behave like young adults and make good use of their privileges. Any student who does not demonstrate appropriate attendance and punctuality, conduct or attitude to study or may have the privilege of going off site withdrawn.

If a teacher has any concerns about a student's behaviour or commitment to study (see Learning Agreement), this will be dealt with, in the first instance, by the teacher concerned. If the problem persists, the student will be referred to the Head of Department who will employ an appropriate strategy. At either stage it may be appropriate to inform parents/carers.

If the issue still cannot be resolved, the issue will then be referred to the Assistant Principal - Sixth Form or the Post 16 Head of Year with responsibility for the student's year group.

At this stage it may be deemed appropriate to hold a formal Commitment Interview, so named as persistent poor attendance and punctuality, inappropriate behaviour or inadequate study calls into question the student's *commitment*. Students and parents/carers should be aware at this stage that the place in the Sixth Form could be in jeopardy.

Commitment Interview 1

When a Head of Department reports that a student has failed to respond positively to interventions, a formal commitment interview with the appropriate Sixth Form Team member will take place and targets will be set. Parents /carers will be informed at this stage and often invited to attend the meeting. At an agreed date these targets will be reviewed with the student and any teacher concerned. Parents/carers will be informed of the outcome of this meeting.

Commitment Interview 2

Failure to meet targets will result in a final commitment interview with the Head of Sixth Form and to which parents/carers will be invited. A commitment contract will be drawn up and signed by all parties. If the terms of this contract are not met, the student's place at the college will be withdrawn.

Other appropriate short term sanctions may be imposed, as necessary: for example, if a student's behaviour in the Study Centre is detrimental to an orderly working atmosphere, a short term ban from the Study Centre would be imposed. Any student who does not demonstrate an appropriate attitude to study may have the privilege of going off site early on a Monday and Friday removed to ensure they can still achieve good outcomes.

A serious incident, which is contrary to our Mission Statement or which brings the College into disrepute, will certainly necessitate a parent/carers and student interview and may result in a fixed term suspension or permanent exclusion.

It is important to reiterate that, fortunately, it is very unusual for there to be any need for such sanctions to be imposed.

SCHOOLCOMMS COMMUNICATION

To keep everyone up-to-date and well informed we are constantly looking for ways to improve our links. As sending written information home is sometimes unreliable; we have decided to implement Schoolcomms, an electronic school communication system. This will enable you to receive all your information from College quickly and reliably. We can send letters by email to your inbox and short messages directly to your mobile phone as a text message, or if you have an Apple or Android mobile phone, by app message.

You will:

- Receive letters more reliably and promptly
- See letters in your inbox like any other email
- Get a short text or app message if we need to contact you urgently
- Still get paper letters if you do not have email

We can:

- Send more timely letters and information
- Save on admin time, printing and paper
- Contact you urgently when necessary

Next steps:

1. The school will use the email address and mobile number that we hold for the Priority One Contact(s).
2. If you have Apple or Android mobile phones, go to your app store and search for “School Gateway” and download the app
3. Once downloaded, select the “I’m a New User” button; enter your email address and mobile number that we have on record for you. Select Send PIN and a PIN number will be text to your mobile phone
4. Log in with your email address and the PIN; your account is now active and you will receive instant notifications of messages in your notifications bar
5. If you change your contact details please let the school know as soon as possible

Schoolcomms is registered with the Data Protection Act. All information you provide will be kept private and will not be passed on to any other organisation. Your details will only be used for the purpose of school business. You will not receive any SPAM or marketing material.

If you have any questions or concerns please contact m.conlon@bishopchalloner.bham.sch.uk



SCHOOLCOMMS ONLINE PAYMENT

Finding the right change or writing a cheque for the school trip or other items for school can be tiresome and time consuming. At school, we have decided to use *Schoolcomms* to offer you an online payment method which puts you in control. You can access it at any time, track how much you have paid, what is outstanding and make payments directly to us using your debit or credit card.

Getting started

You will need to register for a School Gateway account from www.schoolgateway.com. You will need to enter your email address and mobile number we have on record for you and it must be the same as the one you have provided on the Contact Form.

When you have entered your email address and mobile number, select the Send PIN button, a PIN number will be sent to your mobile phone. You can then use this PIN number to log into the School Gateway and view/ make payments.

The logo for Schoolgateway, featuring the word "Schoolgateway" in white text on a blue rounded rectangular background.

Payment requests

When there is money owing to school by you, we can set up payment requests and you will be notified by text or email that there is a payment request available. Simply log in using your email address and your PIN number, select the payment request(s) you wish to fulfil and follow the Wizard through to pay.

Convenient

You can give your consent online for trips, saving you the need to fill out permission slips and write notes into school about trips. When a trip is due, you will be sent a text or an email to let you that you need to log in to the school gateway and give your consent. It is as easy as that.

You can see a record of the payments that you have made and receipts are sent to your registered email address for all transactions you make.

The new system removes the need to send money into school, removing the chance of money going astray, making it convenient for you to pay when it suits you, from anywhere, at any time of day or night.

Secure

Your card details are not visible or stored in the *Schoolcomms* or school system. All card information is processed by Barclaycard.

You log in using the email address registered with the school and with your PIN number.

If you have any questions about this, please contact m.conlon@bishopchalloner.bham.sch.uk

STUDENT SERVICES

The Student Services Department works closely with our Sixth Form students in a number of ways. The team provides a central point for valuable information and personalised support to students with the following:

- UCAS and apprenticeship applications
- Careers information, advice and guidance
- Student finance
- Interview preparation
- Year 12 work experience

The main aim of the Student Services Department is to provide quality information, advice and guidance to students when they need it, in order for them to maximize their potential whilst they are in the Sixth Form and be successful at the end of their time with us. The Department has established excellent working relationships with several University Admissions Departments, in the Midlands and beyond, and frequently invites guest speakers in to talk to our students.

Student Services is also responsible for:

- Absence monitoring
- Updating contact details
- Masterclasses
- The 16-19 Bursary

For any student services queries, please email m.conlon@bishopchalloner.bham.sch.uk

STUDENT VOICE

As young adults, our students are actively encouraged to express their opinions, share ideas and get involved in the running of various aspects of Sixth Form life. There are many ways in which this can be achieved and we always welcome further suggestions from students.

Student Leadership Team

Each year a student leadership team is elected, to serve for a year. Students and staff can nominate potential candidates, and those who wish to stand submit a letter of application. The successful candidates will be students who are role models in their commitment to their studies and the community and who, also, have ideas and ambition.

Student Council

This group, consisting of two elected members of each tutor group, meets regularly to discuss how the Sixth Form could be improved for students. All students have the opportunity to contribute to issues discussed at student council by contributing items for the agenda.

Chaplaincy Team

Working closely with the Lay Chaplain, the Sixth Form Chaplaincy Team organises various activities relating to the spiritual life of the Sixth Form and the wider College. This group is open to students of all faiths and oversees our charity work, manages the annual Shoe Box Appeal, and may contribute to the planning of liturgies and Masses. They often become involved in wider community work, supporting the All Saints Project; befriending elderly members of the Kings Heath community.

Social Committee

This group has responsibility for suggesting, planning and delivering any social events in the Sixth Form. The social committee has, in the past, played a leading role in planning all aspects of the Year 13 Prom, from choice of venue, DJ and menu, to promoting the event and selling tickets. The group is completely reliant on student interest, so please come forward if there are social events you would like to see happening in the Sixth Form.

Well-being Leads

This year, for the first time, we intend to appoint and train student Well-being leads, who will assist the school's Mental Health Team in supporting student well-being in a variety of ways:

- Delivering assemblies
- Creating resources
- Inviting speakers into College to present to students

THE SIXTH FORM TEAM 2024-2025

Mr Mullins – Head of Sixth Form

l.mullins@bishopchalloner.bham.sch.uk

Mrs Moon – Assistant Principal

m.moon@bishopchalloner.bham.sch.uk

Miss Shirley- Year 12 Head of Year

e.shirley@bishopchalloner.bham.sch.uk

Miss Shirley has pastoral responsibility for Year 12.

Mrs McGowan- Year 13 Head of Year

h.mcgowan@bishopchalloner.bham.sch.uk

Mrs McGowan has pastoral responsibility for Year 13.

Miss Darby - Head of Student Services Post 16/Careers Leader

e.darby@bishopchalloner.bham.sch.uk

Miss Darby is responsible for Careers and the progression of Sixth Form students

Mrs Colgan- Careers Advisor/Student Services Advisor Post 16

e.colgan@bishopchalloner.bham.sch.uk

Mrs Colgan provides careers advice to our Sixth Form students and supports them with their progression

Miss Jacques- Sixth Form Administrator

a.jacques@bishopchalloner.bham.sch.uk

Miss Jacques is responsible for wide variety of student support and administration

Mrs Hedigan-Conlon – Sixth Form Administrator

m.conlon@bishopchalloner.bham.sch.uk

Mrs Hedigan-Conlon is responsible for wide variety of student support and administration

Mrs Newton- Sixth Form Administrator

b.newton@bishopchalloner.bham.sch.uk

Mrs Newton is also our School Library manager.

Mrs Dane – Enrichment co-ordinator

l.dane@bishopchalloner.bham.sch.uk

Mrs Dane co-ordinates our enrichment programme.

Mr Hearnden - Senior Vice Principal

d.hearnden@bishopchalloner.bham.sch.uk

Mr Hearnden has overall responsibility for pastoral care in the school.

Mrs Hampson - SENDCo

r.hampson@bishopchalloner.bham.sch.uk

Mrs Hampson is the coordinator for Special Educational Needs

Mr Wilson- Governor

sw5289844@gmail.com

Mr Wilson is the Sixth Form Link Governor.

TIMETABLE CHANGES

If a student, or member of staff, feels that a particular course is not the right choice, it may be possible to make timetable changes.

If the decision is made early enough in the autumn term of Year 12, it may be possible to change to another course. As a general rule, any such changes will need to be made by October half-term (ideally as soon as possible).

Any such change will only take place after consultation with teaching staff and parents/carers. Mrs Moon must be informed of any planned changes to a student's timetable.

As a result of reforms to A levels, all of our A level Programmes of Study are now offered as two year courses, (with the exception of Core Mathematics). This means that students in Year 12, who enrol on A Level courses in September 2025 are on two year courses and it is our expectation that they will complete these courses in the summer of 2027.

Should a student wish to change A Level courses at the end of Year 12, they will be required to restart Year 12 in all subjects. As a result of our decision to no longer offer AS level qualifications (with the exception of Further Mathematics and Core Mathematics), it will no longer be possible for students to simultaneously follow Year 12 and Year 13 courses.

Restarting Year 12 will only be permitted if, after consultation with staff and parents/carers, it is considered to be in the student's best interest. For this reason students need to heed seriously advice that is given to them about their suitability for certain courses and be honest with themselves if they find they are struggling. Every support possible will be given to ensure that the students' courses suit their interests and abilities. Any student restarting Year 12 will sign an additional clause to their learning agreement, to ensure they fully understand what they are undertaking.

If, during Year 13, it is deemed appropriate, after consultation, for a student to drop a subject and not replace it with another, students wishing to apply to university (and their parents/carers) must be aware that there are very few degree courses that accept applicants with only 2 A levels. There are, however, Foundation degree courses, which may be more accessible

We do not offer part-time courses and, therefore, do not have students in Year 12 studying fewer than 3 A levels (or vocational equivalents).

On rare occasions, students may be accepted to complete a Year 14 in the Sixth Form. In those circumstances, student will be expected to work at improving their grades in all three subjects and, therefore, will be expected to be full-time students with a commitment to attending all lessons, registration, tutor times and assemblies. Admission to the Sixth Form for an additional year would be dependent on the student being able to demonstrate evidence of prior satisfactory attendance and commitment to study.

UCAS APPLICATIONS & GUIDANCE

All of our Sixth Form students are actively encouraged to consider Higher Education and are supported in making informed decisions and applications.

The Sixth Form Team, including the Academic Tutors, works closely with colleagues in Student Services to ensure that all students receive expert and personalised support.

Students are introduced to the process of university applications during Induction at the beginning of Year 12 and receive further guidance through tutor time and assemblies throughout the year and through HE and Career Days.

Year 13 UCAS Applications

Students who have not already registered with UCAS during Progression will do so during Year 13 Induction. This marks the start of their university application, using the online system.

Students are given the opportunity to seriously consider their futures plans and future destinations and are encouraged to attend university open days. Students are entitled to request up to 5 individual days of absence for university visits during term time.

Students are expected to write their first draft personal statements by early September. They will receive advice on redrafting from their Academic Tutors and final versions should be ready by October half term at the latest. This allows ample time for staff to write individual references.

On Results Day in August, the Sixth Form team will be available to advise students concerning their options.

Students will also receive full support regarding Student Finance during Year 13.

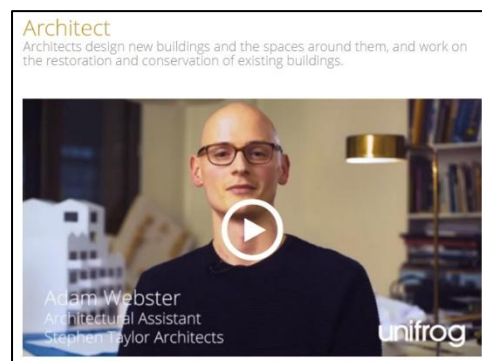
UNIFROG

Unifrog is an online platform that we have invested in as a school because it provides a one-stop-shop where students can explore their career interests, then find and successfully apply for their best next-step after school.

Some of the most well used of the Unifrog tools are highlighted below:

Careers Library

- The Careers Library has over 1000 career profiles to explore and is useful for students
- Includes qualifications and skills needed, interviews with industry professionals and labour market information
- Explores progression opportunities and what a working week really looks like



UK Universities

- Students can enter subject of interest and projected grades to see all relevant UK university courses
- They can rank and filter opportunities by factors like hours of lectures, price of accommodation and graduate job rates
- They can also get direct links to university information pages, with impartial information on courses and institutions

UK Apprenticeships

- Students can search for any UK based apprenticeship and see all relevant, live vacancies available.
- They can rank and filter opportunities by distance, location and type of qualification available.
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Other valuable functions on Unifrog include the Multiple Open Online Courses (MOOCs) which enable students to complete online courses in specialist areas, Webinars and Virtual Work Experience opportunities which all help to demonstrate the student's passion for a subject/career pathway.

Regardless of where students are with their career planning, Unifrog can help them to further their decision making.