



An Active Learning Trust School

---

# SIXTH FORM HANDBOOK FOR STUDENTS, PARENTS AND FORM TUTORS 2022-2023



## **WELCOME**

We are pleased to provide this handbook for Year 12 and Year 13 students, parents and carers which provides information regarding the expectations of Sixth Form study and procedures. It is not exhaustive, but we hope it gives all our stakeholders and interested parties some ideas about our Sixth Form. We believe that choosing to study at Neale-Wade Academy offers an excellent opportunity to grow, develop and succeed in your chosen studies and will be the gateway to your future career or higher education.

At Neale-Wade Academy we are proud to offer an extensive range of traditional A-Levels and Applied Level 3 courses. We aim to provide a quality experience that caters for the needs of the communities we serve. Our curriculum allows our students to develop independent study techniques and transferable skills in an encouraging and supportive environment.

In addition to the high-quality teaching, the Academy offers excellent facilities, including a modern well-equipped kitchen and common room, study spaces and a designated Sixth Form IT suite.

At the Academy you will have access to strong pastoral, careers and academic support to enable you to reach your potential. This is offered through a dedicated Leadership Team and Form Tutors who track and monitor your progress throughout your time at the Academy. The team includes Dr Spibey (Head of Sixth Form), Mrs Gribble (Assistant Head of Sixth Form) and Mrs Ayres (Sixth Form Support Manager). You will also have access to student support and Sixth Form Learning Mentors should you need them.

All students at Neale-Wade are assigned to an individual tutor group. You are expected to attend all tutor sessions. The tutors will be your first port of call for all information and advice throughout your time as a Sixth Form student.

Your form tutor will discuss your progress throughout the year during sixth form progress review meetings and through parents' evenings, academic mentoring and the reporting process. In Year 13 it is the tutors who will help you through the process of applying to university or your chosen career route.

The Academy provides advice and guidance to all students in Sixth Form whether they are applying to university, looking for higher apprenticeships or entering employment. Mrs Parks, our careers advisor is always available to offer support and guidance. We run workshops on preparation for employment, as well as providing opportunities to visit national and local careers exhibitions. We work alongside universities and external agencies to ensure our students have the support and advice to make informed decisions about their next steps.

We hope that you find this handbook informative but if you do have any questions, please do not hesitate to ask either your subject teacher or a member of the Sixth Form team.

**Dr Spibey**

**Assistant Principal – Head of Sixth Form**

## **THE SIXTH FORM TEAM**

### **Dr Spibey**

Assistant Principal: Head of Sixth Form      [cspibey@neale-wade.org](mailto:cspibey@neale-wade.org)

### **Mrs Gribble**

Assistant Head of Sixth Form      [cgribble1@neale-wade.org](mailto:cgribble1@neale-wade.org)

### **Mrs Ayres**

Sixth Form Support Manager      [sayres@neale-wade.org](mailto:sayres@neale-wade.org)

### **Mrs Parks**

Careers Advisor and Support      [hparks3@neale-wade.org](mailto:hparks3@neale-wade.org)

## **The Pastoral and Personal Development Team**

Mrs Foreman	<a href="mailto:aforeman@neale-wade.org">aforeman@neale-wade.org</a>
Mr Bradbury	<a href="mailto:sbradbury@neale-wade.org">sbradbury@neale-wade.org</a>
Mr Alam	<a href="mailto:falam@neale-wade.org">falam@neale-wade.org</a>
Dr Hubbard	<a href="mailto:shubbard3@neale-wade.org">shubbard3@neale-wade.org</a>
Mr Kenning	<a href="mailto:dkenning@neale-wade.org">dkenning@neale-wade.org</a>

Your first point of call within the Academy should be your form tutor who is able to deal with a wide variety of issues and concerns. They will be able to help you and refer you to another member of the team if necessary.

The Academy also has a wide range of support in place including additional mentoring and student support services that you may have accessed in lower school; these are available to you if you think you need them or are referred by your tutor.

## VISION AND VALUES

At Neale-Wade Academy it is our goal to develop character and confidence in our Sixth Form students and by working together we ensure that students can go on to their next steps and play a positive role within our community.

### Opportunity + Success = Pride + Confidence

Experience tells us that we are happiest when we are at our most confident. It is confidence in ourselves and others, that enables us to be proud of who we are and our community.

Being able to progress with our learning and approach the future with optimism is crucial, not only for our own wellbeing, but also ensuring we are successful in our ventures.

Confidence is learned. It is only through opportunity are we able to discover new talents, develop our interests or progress our learning. Providing a range of opportunities in and out of the classroom is fundamental to our curriculum at Neale-Wade.

Recognising our successes is how we embed and reinforce these attributes. It is only through the support and recognition from others, that we are able to have the courage and motivation to continue our development.

### The Neale-Wade Academy Way

To enable us to access the opportunities afforded to us and to be able to foster confidence and pride in ourselves and others, we, as a school community will be:

#### Ready

Ready to learn

Ready for the next phase of our lives

Ready for our next challenge / opportunity

#### Respectful

Respect ourselves

Respect others

Respect our environment

#### Safe

Keep ourselves safe and ensure others are safe

## EXPECTATIONS

As a member of Neale-Wade Academy Sixth Form, it is important that you always strive to achieve your full potential. Students have a vital role to play in the wider community, both by setting an example to our younger students and by taking on responsibilities within the wider Academy community. Students are expected to take responsibility for their own learning, and we expect them to work alongside staff, by being committed to their learning in order to achieve their full potential. If this is going to occur, it is important that students abide by the following terms:

- Attend all lessons, including independent study lessons.
- Be punctual to registration and all lessons.
- Be fully prepared and equipped for all lessons and take individual responsibility to catch up on any missed work through absence or illness by proactively contacting/visiting subject teachers.
- Complete work by the deadlines that are set by subject teachers and tutors.
- Be prepared and have work to do when you do not have formal timetabled lessons.
- Work quietly and do not disturb other people in the Sixth Form areas.
- Look after and respect all student areas, including those areas given specifically to the Sixth Form.
- Abide strictly to the published Sixth Form Dress Code which includes wearing the sixth form lanyard and ID cards that enable door entry to the Sixth Form.
- Use your lanyard/entry card to sign in and out of the Academy.
- Be engaged in study for approximately 35-40 hours per week.
- Take on the responsibilities of being senior members of the Academy community by abiding by all aspects of the Academy's code of conduct and being a role model to younger years.

By following these agreed expectations, we aim to create a culture of trust and co-operation between staff, students and parents that supports individuals during their time in the Sixth Form and beyond.

## **ROLE OF THE FORM TUTOR**

Sixth Form Tutors play a central role in the life of a Sixth Form student, and it is important that students have an adult in school who they can approach when they are in need of support or have concerns. We have dedicated tutors who have experience in working with our Sixth Form students.

The work done by the form tutor underpins the whole experience of the student in the Sixth Form affecting ultimately performance in academic subjects and influencing the ethos of the Sixth Form. As such Form Tutors aim to;

- Foster positive relationships.
- Deliver the pastoral programme to develop personal life skills.
- Encourage students to take increasing responsibility for their own learning.
- Have an awareness of significant achievements outside the academy and a knowledge of career aspirations.
- Encourage and support the development of the Sixth Form community through whole form challenges and activities.

Tutors are required to be the front line of the Sixth Form in assuring that the Academy's routines and expectations are consistently applied particularly with regards to;

- Attendance and punctuality.
- Monitoring of academic achievement.
- Implementing dress code.
- Tracking student organisation, meeting of deadlines and ensuring student access to course materials.
- Contacting parents/carers as part of early intervention.
- UCAS application support.
- Personal statement advice.
- One to one conversations.
- Support with health and well-being.

## **PASTORAL PROGRAMME**

At Neale-Wade Academy we not only care about students' academic achievement but how we can support student development in gaining the skills necessary to be successful in the wider world. By joining our Sixth Form you have enrolled on our pastoral programme that runs throughout Year 12 and 13. The programme followed will enable students to progress onto their next steps with confidence and pride.

## **Year 12 Students**

You are expected to attend registration at 9.00am every morning if you have a lesson during Period 1. Your Form Tutor is the person you need to speak to if you have any issues or concerns within school. This time will also be used to monitor your progress against your targets.

During registration you will also have assemblies which will be based on developing the life skills required when you complete your programme of study in Year 13. A list of useful websites is at the back of this handbook.

## **Year 13 Students**

Students in Year 13 do not need to attend formal registration but have a weekly Tutorial/Personal Development Lesson once per week. In these sessions student progress is monitored, and a structured programme of academic and pastoral support is given by senior members of the Sixth Form team. These sessions are designed to give students support with UCAS and apprenticeship applications and will also support students in gaining essential life skills and information to support health and wellbeing. Attendance to these sessions is compulsory. All students in Year 13 have these sessions at the same time to enable the invitation of external speakers and student support providers.

## **ENROLMENT**

We will support you in making informed decisions about what you would like to study based on your future goals and aspirations. During enrolment, you will have a meeting with a member of the Sixth Form team to discuss your choices to ensure that they will enable you to progress successfully onto the next step of your journey.

Enrolment will take place on Thursday 1 September. An appointment time will be given in your letter on results day.

## **INDUCTION**

The Sixth Form will offer a very different challenge to what you have experienced during your GCSE's. In order to support you with your transition into Sixth Form life, your first day in September will be used to develop a variety of subject based skills that will support you in your studies for each of your chosen courses, these will continue in form time for the next few weeks.

## **CHANGING COURSES**

During enrolment we will discuss your choices with you to ensure that you are on the right programme of study, based on your qualifications, aspirations and interests. However, we are aware that on occasions this does not always work out the way that you planned. If such a situation occurs and you wish to make a change to your courses, you will need to see your form tutor in the first instance, who will then refer your request to Dr Spibey. We will do our best to accommodate you where possible, timetable permitting.

The deadline for all course changes is Friday 30 September. After this date no further changes will be made except in exceptional circumstances.

## **PUNCTUALITY**

Students are expected to be punctual to all lessons and tutor periods. Failure to arrive on time will result in a late mark (L) being issued on the registers with the minutes logged.

Therefore, expect to be challenged about lateness and if this pattern continues, contact will be made with home. Persistent lateness to lessons could result in students being placed on a Stage 1 intervention and support programme (See details in Student Intervention).

## **ATTENDANCE**

- You must attend all lessons, form time and assemblies.
- If you are unable to attend school for any reason your parent/carer must inform the school by calling 01354 606000 before registration with a valid reason.
- Dental and medical appointments should wherever possible be made outside of school hours, if this is unavoidable, please provide an appointment card.
- Driving lessons and theory tests should not be made in lesson time and this will not be authorised.
- If you miss a lesson for any reason, you are expected to catch up with all work missed and it is your responsibility to collect this from your teachers and arrive prepared for the next lesson.
- Holidays should not be arranged during term time. Any request for leave of absence should be addressed to Dr Spibey in writing.
- If attendance falls below 95% and does not improve, this could result in you losing your place in the Sixth Form. Letters will be sent home to communicate this with parents/carers following the procedure below.
- Truancy of any sort is completely unacceptable and could result in you losing your place in the Sixth Form.

## **LOGGING IN AND OUT**

All students will be issued with a lanyard which contains a photo ID card and entry card which they must wear at all times. This is a compulsory safeguarding requirement. Students will be able to use their entry card to log in and out of the academy during their non-timetabled lessons provided parental agreement has been received by the Academy through the Home School Agreement. In the event of the requirement for a replacement card, there will be a cost of £2.00. This privilege is dependent on students making sufficient progress in their subjects. Students failing to make the required progress could lose this privilege as directed by the Head of Sixth Form. Parents will be notified of this eventuality.

## **TEACHER ABSENCE**

If a teacher is absent, they will set work for you. You will be told whether the lesson will be covered by another teacher or whether you need to work independently in the classroom. Under no circumstances should you assume that you do not need to attend the lesson.



## **LEARNING AGREEMENT AND ATTENDANCE POLICY**

This is an agreement between you, your parents/carers and the Academy, which highlights the expectations of all parties involved in your learning process. You are expected to read this thoroughly with your parents/carers, sign and return the relevant copies at your enrolment appointment. A brief summary of the policy is listed below.

### **SIXTH FORM ATTENDANCE POLICY**

In order for students to meet their potential, regular attendance and punctuality is essential. The responsibility for ensuring this lies collectively with the student, parentcarers and the Academy. This attendance policy requires students to adhere to the same procedures as would be expected of them in the world of work. The policy applies to all Sixth Form students at the Academy. This policy ensures the safety and wellbeing of students at all times, according to safeguarding regulations.

#### **Failing to attend the Academy will:**

- Affect your overall progress and development.
- Hinder your success rate for your subject choices.
- Reduce your chances of entry into AS or A2 examinations.
- Restrict your opportunity to participate in Sixth Form events.
- May result in you being asked to leave the Academy for alternative Post 16 provision.

#### **The Academy expects all Sixth Form students to:**

- Attend all registration sessions and all lessons. 95% attendance is the target.
- Attend tutorial, mentoring and enrichment programmes.
- Adhere to procedures laid out in this policy for informing the Academy about unforeseen and foreseen absences.

#### **Authorised Absences**

- Illness (parents/carers must inform the Academy by 10.00am on the first and each day of absence if you are ill or unable to attend, by telephone on 01354 606000 or email [sayres@neale-wade.org](mailto:sayres@neale-wade.org). Please note unusual patterns of illness will be investigated).
- Specialist medical/dental appointments (an appointment card must be provided to authorise the absence prior to the appointment).
- A religious holiday if notified in advance (maximum 3 days).
- A visit to a university for an open day or interview (evidence of the day must be provided).
- A careers related interview (full-time employment only).
- Official practical driving tests (appointment card required for authorisation).
- Work experience if it is an integral part of the course and is unwaged.
- Attendance at a funeral.
- Participating in extra-curricular activities (e.g. drama, music, sport, volunteering) where this reflects a significant level of personal achievement.

***All authorised absence requests must be accompanied by a letter from parents/carers.***

### **Unauthorised Absences**

- Driving lessons and theory tests.
- GP and dental appointments (unless in an emergency).
- Part-time jobs/interviews.
- Holidays.
- Birthdays or similar celebrations.
- Babysitting younger siblings.

***Parents/carers will be notified of any unauthorised absences by the Academy.***

### **Leaving the Academy during the day**

- Students who feel unwell and wish to leave the Academy should inform the Sixth Form team. If your absence is supported, contact will be made with parents/carers.
- Students will be able to leave the Academy at lunchtime if they do not have any lessons in the afternoon (providing parents/carers have signed the Academy Release form).
- Leaving the Academy during the day for a medical appointment without prior warning will not be authorised and confirmation from parents/carers will be required to allow the student to leave.

***All students leaving the Academy for any reason must inform the Sixth form office.***

### **Rewards for good attendance**

- You are more likely to be successful on your chosen courses.
- If you are eligible for a bursary, payment is reliant on full attendance to lessons and registration, as well as behaviour and attitude in lessons.

**If your attendance becomes a noticeable problem action will be taken, namely:**

- Your attendance will be monitored more closely according to Academy policy.
- You and your parents/carers will be asked to come into the Academy for a meeting with the Assistant Principal – Head of Sixth Form.
- You may be asked to leave if your attendance is so poor that it is seriously hindering your progress.

***The list of acceptable and unacceptable absences is not exhaustive and the Academy reserves the right to amend the list and to monitor and investigate patterns of absence.***

## ACADEMY INTERVENTION PATHWAY

At Neale-Wade Academy we believe in supporting students to ensure they have the correct resources, organisational skills and behaviour for learning that will enable them to be successful in completing their studies. To ensure consistency for all our students we have implemented an early intervention strategy to identify and support students throughout their time in the Sixth Form. The programme follows 4 stages of intervention as set out in the table below. The process aims to be supportive with the best interest of the student paramount at each stage.

Stage of Intervention	Reasons for initiating intervention	Action
<b>Pre-Stage 1</b>	<ul style="list-style-type: none"> <li>• Early signs that a student is not coping with Level 3 study. (Teacher observation)</li> <li>• Early identification that attendance is falling below the expected 95%</li> </ul>	Informal conversation with student and subject staff or Sixth Form Leadership Team to; <ul style="list-style-type: none"> <li>• Ensure that students have access to all the necessary resources.</li> <li>• Identify any specific reason that may be affecting engagement.</li> <li>• Notification of early concern to Sixth Form Team.</li> <li>• Students informed that they are at risk of being placed on Stage 1. Improvement must be met within <b>1 week</b>.</li> </ul>
<b>Stage 1</b>	<ul style="list-style-type: none"> <li>• Students have not shown improvement from pre-stage 1.</li> <li>• Subject staff still have concerns over the progress of an individual student.</li> <li>• Continued low attendance.</li> <li>• Consistent lateness to lesson.</li> <li>• Regular non-completion of homework.</li> <li>• Truancy from a specific lesson.</li> <li>• Consistently poor engagement in lesson.</li> <li>• Failure to meet coursework deadlines.</li> <li>• Failure to attend intervention when invited.</li> </ul>	<ul style="list-style-type: none"> <li>• One to one meeting of subject staff or HOD with student.</li> <li>• 3 mutually agreed and measurable targets set.</li> <li>• <b>Two-week</b> deadline agreed for completion of targets and date set for follow up meeting.</li> <li>• Parents and Sixth Form Leadership Team informed of initiation of <b>Stage 1</b>.</li> <li>• Process logged and recorded in Sixth Form Tracking documentation.</li> <li>• <b>Students successfully meeting agreed targets within 2 weeks will not progress to Stage 2 and review is paused.</b></li> </ul>
<b>Stage 2</b>	<ul style="list-style-type: none"> <li>• Failure to meet targets from Stage 1 departmental report.</li> <li>• Multiple Stage 1 reports initiated from different departments.</li> <li>• General attendance falls below 90% in the absence of a mitigating reason.</li> <li>• Serious behaviour incident inside or outside of lesson.</li> </ul>	<ul style="list-style-type: none"> <li>• Sixth Form Leadership Team meeting with student.</li> <li>• Clear communication with parents /carers by email or telephone.</li> <li>• Consequences of not meeting Stage 2 targets within two weeks explained.</li> <li>• 2-week time window set to review progress against targets.</li> <li>• <b>Students meeting the agreed targets will not progress to Stage 3.</b></li> </ul>
<b>Stage 3</b>	<ul style="list-style-type: none"> <li>• No improvement has been observed on any of the targets agreed in Stages 1 and 2 and students are not making the progress required.</li> <li>• Attendance has further fallen below 80%</li> </ul>	<ul style="list-style-type: none"> <li>• Meeting with students, parent/carers and Assistant Head and Head to discuss options for next steps.</li> <li>• Support offered though careers advisor to find alternative pathway more suitable to student.</li> </ul>

## **BEHAVIOUR IN THE SIXTH FORM**

Being in the sixth form provides not only a number of privileges that you haven't had during your time in lower school but also has a large responsibility that comes with it. As you are a member of the sixth form, the younger pupils will copy what you do and how you behave. It is therefore your responsibility to set them a good example.

You will be expected to:

- Set an example of good study habits.
- Act in a mature and responsible way, both in and outside of the Academy.
- Always be polite and considerate.
- Be dressed professionally (see dress code).
- Take part in enrichment activities.
- Do as you are asked by all adults in the school.
- Do not wear earphones or use mobile phones in any areas of the school other than the Sixth Form area or Sixth Form common room.
- Do not bring inappropriate items into school.

## **HEADPHONES AND PHONES**

Phones and headphones can only be used in the Sixth Form area and are not allowed in areas of the school utilised by students in the lower year groups.

## **MONITORING AGAINST TARGETS**

You will be given target grades per subject based on your GCSE achievement and will be expected to work towards achieving these grades. Your teachers will regularly mark and assess your work in order to gauge how you are performing in their subject. We will also collect feedback on your effort per subject.

If you are working below your target grade you will be expected to work collaboratively with your teacher and seek appropriate time where you can get additional support to achieve your target grade. This may be during study periods or after school at a time that is most convenient for both.

We will monitor your progress regularly and carefully and if we feel that you need extra support, we will put support in place for you.

If you are considerably below target, we will invite your parents/carers to a meeting to discuss your progress and review your situation. As part of this meeting, we will collaboratively plan a suitable strategy to meet your individual needs and set some clear targets to get you back on track (see Intervention Strategy).

## **INDEPENDENT STUDY EXPECTATIONS**

One of the privileges of being in the Sixth Form is that you do not have a full programme of study. If you are in Year 12 you will choose 3 subjects with 5 lessons a week per subject. The remaining hours are study periods and should be used for personal independent study, EPQ or other enrichment activities. This time can be spent in the Sixth Form study rooms for quiet study, the Sixth Form common room for group study and you will also have access to the computers in 207.

Students will be expected to spend at least 4 hours per week, per subject, completing independent study. Some of this time will be in school and the remainder will be in your own time. In addition to this you will be expected to:

- Make full use of your study periods.
- Prepare for your lessons – this may include further reading. Your preparation for your lessons is vital to your success. Home learning should extend and reinforce your learning.
- Read around your subject. This will help you pass your exams and gain a deeper understanding of the topic, not to mention help you prepare for university.
- Each subject will provide you with a reading list. Ask your teacher what you should be reading.
- If you get a job during your studies, we suggest a maximum of 8 hours per week. This should not have an impact on your studies. Studies must take priority over paid work.

## **PROGRESS AND ASSESSMENT**

Regular checks on student progress are made throughout the year. Progress in lessons will be tracked via a number of different assessment points each term. Teachers will use these assessments to monitor the student's progress. This data will be used by the Sixth Form team to look for potential problems or patterns, to enable intervention and support to be put in place to help every student reach their potential.

### **Year 12**

As well as in class assessments, there will be two main assessment windows each year. These will take place in December (in class) with end of year assessments in April (sports hall). Students are expected to prepare well for these assessments as they will form part of the overall performance grades for progression into Year 13 and future UCAS application predicted grades.

Overall performance in Year 12 will determine whether students are making sufficient progress to return in Year 13.

### **Year 13**

In order to prepare students for their final exams in the summer, they will be assessed in October and the grades from these assessments will be used as part of the UCAS predicted grades on university applications. It is important that students undertake these assessments. Formal mock examination usually take place in January. You will be expected to plan and prepare for these exams as they will inform you on how well you are progressing compared to your targets. They will also inform us if you require additional support to meet the requirements for your chosen university course.

## **Year 12 and 13 Vocational Courses**

Vocational courses have strict deadlines for assignment completion. You will be notified of these dates in advance and you must ensure you meet these deadlines.

## **UNCONDITIONAL UCAS OFFERS**

Students applying to university may receive an unconditional offer for their course. Students must be aware that they still need to take the exams for this offer to be valid. Most of our students will not reduce their effort because of this, as their exam results are with them for life and are needed beyond getting a university place. However, if students do reduce their work ethic with a drop in attendance to lessons and effort, they will be at risk of not being entered for their final examinations.

## **PARENT/CARER CONSULTATIONS**

Working with parents and students in a collaborative way makes an important contribution to the success of students. Parent consultations are usually held in January, and we encourage high attendance to these events. The dates of the event will be sent out in advance for parents/carers to sign up to attend.

## **UNIVERSITY VISITS**

We advise students to visit universities at the weekends and during holiday periods. Permission to attend university interviews, open days or courses at any other time must be requested before the visit, through the sixth form office. Academy led visits to universities will also take place in the summer term.

## SIXTH FORM DRESS CODE

At Neale-Wade we encourage students to take responsibility for all aspects of their learning and personal development. To do this and prepare for their futures successfully, we believe it is important that students dress in a manner that is appropriate for a school or workplace environment.

**Your lanyard is a compulsory part of the dress code and must be worn at all times**

Item	Acceptable	Unacceptable	Exceptions
Trousers	Black or dark trousers Chinos Tailored	Denim Jeans Combat trousers Shorts Tracksuits * Leggings/Jeggings	Leggings may be worn in place of tights under skirts/dresses.
Skirts/Dresses	Tailored Professional appearance	More than 5cm above the knee	
Tops	Shirt with collar Smart polo shirt Blouse Must cover the shoulders and waist	Slogans/logos/motifs/pictures Vest tops/T-shirts Low cut/sheer	
Jumpers/Jackets	V neck or round neck Jumper/cardigan Any colour Tank tops Must cover waist	Sweatshirts Hoodies Slogans/logos/motifs/pictures	
Footwear	Shoes Black trainers	High heels (above 5cm) White trainers Flip flops	
Jewellery	Discrete Jewellery may be worn		
Body Art/ Piercings	Covered where possible	Inappropriate tattoos/ piercings that are deemed a health and safety hazard	Students must be prepared to remove any piercings if requested by staff.

\*Sport students may wear sportswear for their practical lessons.

Decisions on the suitability of clothing will lie with the Sixth Form team.

Thank you for supporting us in maintaining high standards in Sixth Form.

## **IN CASE OF EMERGENCY**

If the fire alarm sounds, make your way to the nearest exit following the arrangements given by the teacher for that classroom. You must return to your lesson unless specific instructions are given otherwise.

## **ENRICHMENT**

When applying for university, apprenticeships or jobs, it is extremely important to sell yourself as an individual. Wherever you see yourself after life in the Sixth Form, institutions and employers want to know what makes you stand out. This is where enrichment helps.

Neale-Wade Academy provides the opportunity to develop skills outside of the classroom. You will be expected to sign up for at least one of the following:

- Prefect
- Sports
- GCSE Re-Sits (English and Mathematics)
- Extended Project Qualification
- Level 3 Core Mathematics

## **PREFECTS**

You will have the opportunity to apply to become a Prefect, enabling you to give your views and shape the way Sixth Form works.

One of the key responsibilities of the Prefects is to fundraise for the leaver's meal (Year 13) and Summer Celebration (Year 12). Whether you are a Prefect or a member of the Sixth Form community, your support in raising the £1000 needed will be vital.

## **COMMUNICATION**

A good link between home and school is vital and you will be expected to give your contact information during enrolment so that we have up to date records for you. If you change your contact details at any point, it is your responsibility to pass this information on to Mrs Ayres who will update your school record.

We will advise parents via email of key events and dates. You can also look on the school website for further updates.

## **ELECTRONIC ITEMS**

You are allowed to have mobile phones at school, but these must only be used in the allocated areas which are the Sixth Form floor and the Sixth Form Common Room. Earphones can also be used in these areas only. Phones and earphones should not be visible around the school; you are expected to set a good example to younger students.

Please note that the use of mobile phones in the Sixth Form area is limited to using headphones



to listen to music while working. This area is for personal, quiet, and independent studies and therefore calls are not to be made or accepted in this area.

Whole school rules for mobiles apply to all sixth formers around the rest of the school site. If a Sixth Form student uses a mobile phone in an out of bounds area, they will follow the same procedures and sanctions as the lower school.

## **E-SAFETY**

Computers have been provided in the Sixth Form Learning Centre to support your studies. You may also have access to computers in your subject studies. When using school computers, you are expected to use the equipment for:

- Class work
- Coursework
- Independent studies
- Homework

All content you access on the internet must be relevant to your studies and inoffensive.

## **16-19 BURSARIES**

If you have been receiving free school meals or if you have an identifiable financial need, you may be entitled to the 16-19 bursary. Mrs Ayres and Dr Spibey can provide application forms and information regarding the application process. You will need to provide proof of household income to support your application, details are contained in the form.

## **FOOD AND DRINK**

### **ParentPay**

The Academy operates the ParentPay system for the purchase of food and drink from the canteen. Please see a member of the Sixth Form team if you need any assistance.

### **Sixth Form Study Rooms**

No food or drink is to be consumed in the Sixth Form study rooms.

### **Sixth Form Common Room**

You can consume food and drink in the Sixth Form common room. It is your responsibility to dispose of your waste appropriately. If you do not respect and look after **your** area, we will close it for the following day.

## **SMOKING AND ILLEGAL SUBSTANCES**

Smoking and vaping are strictly forbidden on the school site. If you are found to be smoking, this could jeopardise your position in the school.

We operate a no tolerance policy to the possession and use of illegal substances on the Academy site. Any students found to be either under the influence or in possession of illegal substances will be dealt with by our safeguarding team and could lose their place in Sixth Form.

## **PART TIME EMPLOYMENT**

There are many benefits to students working part time, but it is important that students do not take on too many hours or responsibilities outside of the academy. We recommend that part-time employment should be limited to no more than 8-10 hours per week. Research and our own experience confirm that this has an adverse effect on student's work and their academic performance.

Students should under no circumstances agree to part-time work during the academy day, as in joining the sixth form they are agreeing to be full-time students. Failure to restrict work could result in a review of a student's place at the academy. Please make potential employers aware of these restrictions at the interview stage.

## **CAR PARK**

Once Sixth Form students have passed their driving test, they are permitted to drive to the Academy and park in the car park. Students must ensure they have insurance and tax for their car. Students must give their registration details to Mrs Ayres. Failure to drive or park safely within the Academy grounds will result in this privilege being withdrawn.

## **KEY DATES**

<b>Date</b>	<b>Event</b>
Thursday 18 August	A Level Results Day
Thursday 25 August	GCSE Results Day
Thursday 1 September	Enrolment Day
Monday 5 September	Term Starts

## **USEFUL WEBSITES**

### **HEALTH AND WELLBEING AND RELATIONSHIPS**

[www.childline.org.uk](http://www.childline.org.uk)  
[www.youngminds.org.uk](http://www.youngminds.org.uk)  
[www.b-eat.co.uk](http://www.b-eat.co.uk)  
[www.talktofrank.com](http://www.talktofrank.com)  
[www.themix.org.uk](http://www.themix.org.uk)  
[www.youngandfree.org.uk](http://www.youngandfree.org.uk)  
[www.thekitetrust.org.uk](http://www.thekitetrust.org.uk)  
[youthinspired@pcvs.co.uk](mailto:youthinspired@pcvs.co.uk)  
[www.mermaidsuk.org.uk](http://www.mermaidsuk.org.uk)  
[www.centre33.org.uk](http://www.centre33.org.uk)  
[www.allsortsyouth.org.uk](http://www.allsortsyouth.org.uk)  
[www.ntyn.org.uk](http://www.ntyn.org.uk)  
[www.genderedintelligence.co.uk](http://www.genderedintelligence.co.uk)  
[www.mentalhealth.org.uk](http://www.mentalhealth.org.uk)  
[www.themix.org.uk](http://www.themix.org.uk)  
[www.giveusashout.org](http://www.giveusashout.org)  
[www.youthoria.org](http://www.youthoria.org)

### **UNIVERSITY AND APPRENTICESHIPS**

<https://amazingapprenticeships.com/careers/>  
[www.ucas.com](http://www.ucas.com)  
[www.barclayslifeskills.com](http://www.barclayslifeskills.com)  
[www.unifrog.org](http://www.unifrog.org)  
[www.notgoingtouni.co.uk](http://www.notgoingtouni.co.uk)  
[www.apprenticeships.gov.uk](http://www.apprenticeships.gov.uk)  
[www.gov.uk/student-finance](http://www.gov.uk/student-finance)  
[www.whatuni.com](http://www.whatuni.com)  
[www.apprenticeshipguide.co.uk](http://www.apprenticeshipguide.co.uk)  
[www.thestudentroom.co.uk](http://www.thestudentroom.co.uk)

### **EMPLOYABILITY**

[www.nationalcareersservice.direct.gov.uk](http://www.nationalcareersservice.direct.gov.uk)  
[www.plotr.co.uk](http://www.plotr.co.uk)  
[www.cv-library.co.uk](http://www.cv-library.co.uk)  
[www.allthetopbananas.com](http://www.allthetopbananas.com)  
[www.careerjet.co.uk](http://www.careerjet.co.uk)  
[www.jobmanji.co.uk](http://www.jobmanji.co.uk)  
[www.jobsgopublic.com](http://www.jobsgopublic.com)  
[www.jobs.nhs.uk](http://www.jobs.nhs.uk)  
[www.monsterjobs.co.uk](http://www.monsterjobs.co.uk)  
[www.totaljobs.com](http://www.totaljobs.com)  
[www.indeed.co.uk](http://www.indeed.co.uk)  
[www.jobsite.co.uk](http://www.jobsite.co.uk)

## **APPENDIX 1; TIPS FOR WRITING A PERSONAL STATEMENT**

There are many websites that you will be directed to that give tips and guidance on how to construct your personal statement e.g. [www.Unifrog.org](http://www.Unifrog.org) and [www.ucas.com](http://www.ucas.com). These have a wealth of subject specific examples and videos that can be used to help students produce a well-constructed personal statement. Below is an example of some top tips.

Above all, remember that a personal statement is your opportunity to convince a university why it should offer you a place. So, make it compelling and there's a much higher chance they will.

Personal statements may seem formulaic, but they can be critical to the decision-making process, and admissions tutors do read them.

If you're applying for a high-demand course, your personal statement could be the deciding factor on whether or not you get an interview.

The Director of Marketing and Student Recruitment at the [University of Gloucestershire](#), James Seymour, shares some top tips on how to write a personal statement.

### **What makes a good personal statement?**

“ This is your chance to demonstrate your enthusiasm and commitment and show us what value you can add to a university. In the vast majority of cases, universities are finding ways to make you an offer, not reject you – the personal statement is your chance to make this decision easier for them! ”

First, you need to explain why you want a place on a course. Take a look at James' tips on what you should include:

- Explain the reason for your choice and how it fits in with your aspirations for the future
- Give examples of any related academic or work experience
- Show you know what the course will involve and mention any special subjects you're interested in
- Demonstrate who you are by listing any positions you've held, memberships of teams or societies, and interests and hobbies
- Show consistency in your five UCAS choices. It may be difficult for an admissions tutor to take you seriously if your other choices, and references to them, are totally different. If your choices are different, you should explain this in your statement. The UCAS form is blind. Admissions tutors don't know the other universities you've applied to, or your priorities, but you should still be consistent
- Keep it clear and concise – UCAS admissions are increasingly paperless – so most admissions tutors/officers will read your statement onscreen

“ Explain what you can bring to a course and try not to just list experiences, but describe how they have given you skills that will help you at university. ”

**Don't just say:** I am a member of the college chess club. I also play the clarinet in the orchestra.

**When you could say:** I have developed my problem-solving skills through playing chess for the college; this requires concentration and analytical thought. I am used to working as part of a team as I play clarinet in the college orchestra and cooperate with others to achieve a finished production.

## What will admissions tutors look for in a personal statement?

To decide if you're the right fit, universities and colleges are interested in how you express your academic record and potential. This should be backed up by your reference.

Those working in admissions look for evidence of:

- Motivation and commitment
- Leadership, teamwork and communication
- Research into your chosen subject
- Any relevant key skills

Admissions tutors aren't seeking Nobel laureates. They're looking for enthusiasm for the course being applied for, and self-reflection into why you'd be suitable to study it. What value could you add to the course? Where would you like to go once you graduate?

Ben, the Admissions Manager for Law at the [University of Birmingham](#), shared with us what he expects applicants to tell him in their personal statement:

“ The personal statement is not only an excellent opportunity to showcase applicants individual skills, knowledge, and achievements, but it also provides us with an insight into the type of student they aspire to be and how they could fit into the academic community. ”

## Good example

Name: [REDACTED]

Course applied: **Bsc Mathematics**

Looking back over a complex equation that has been reduced to a simple solution provides an addictive sense of achievement. So far with mathematics, I have found that frustration and success go hand in hand, and I thrive upon the challenge. At my primary school, mathematics was always my favourite subject, and increasingly as I move through education, I feel a sense of excitement when I start to study a topic which before had only been a mysterious concept. Mathematics provides a perpetual opportunity for expanding knowledge and learning, and in reading into the subject I have started to realise how my studies so far have been very much the tip of the iceberg.

For me, areas of particular interest in the subject are the applications of pure mathematics in the real world - ideas that may at times seem to be extremely abstract in fact have remarkably common applications - an example being the use of complex numbers for technology such as mobile phones. After attending a 'Maths Inspiration' lecture in [REDACTED] my eyes were really opened to the sheer scale of mathematics that is involved in structural engineering, specifically the design of the Olympic Stadium in London. Even in music, mathematical theories can be applied to study of pitch and harmony. Over the last few years, I have attended various mathematics workshops and seminars, including the 'Making Maths at [REDACTED]' two-day course. Also, each year I have entered the UKMT Maths Challenge, in which I have found success - I reached the European 'Kangaroo' stage on two occasions. Books such as 'The Code Book' and 'Fermat's Last Theorem' by Simon Singh have made me realise the enthralling nature of the history

SHOWS GOOD UNDERSTANDING OF COURSE AT START

HONEST ASSESSMENT

SUPPORTS CLAIMS WITH EXAMPLES

SUBJECT KNOWLEDGE

## Not so good example

Name: [REDACTED]

Course applied: Bsc Accounting for Management

I am currently a final year student studying Accountancy, English Literature (AS and A2 in the one year). From my childhood I have always been interested in, and practised, dealing with numbers. Whether it was counting objects from my buggy, or calculating profit from sales of my drawings, I have always had a passion to learn more about and engage in numeracy. Studying accountancy, has been really exciting for me, as I love seeing how each figure affects the overall 'landscape' of the accounts, and how one misplaced item can ruin the whole balance. I know that if I put my head down, work hard and focus, I can achieve a good result from this subject. I have considered other numeracy careers such as banking, however, I feel the role of Accountants suit my passion more adeptly, and for this reason I have decided to choose Accounting as my university course. My ambition is to one day become a Chartered Accountant, and I believe that studying Accounting in university will be another stepping stone towards reaching this goal.

Outside of the Educational surroundings, I have partaken in many activities and tasks which have helped me become more responsible. One example is from a few years ago; I was part of a select board, which included a former Home Secretary, which was put together in order to familiarise ourselves with certain changes that were occurring within the community. I was chosen to represent [REDACTED] alongside a few other individuals from [REDACTED]. In addition to this, I have been involved in a lot of sporting activities from my youth, predominantly football, where I have gained opportunities to work with a team. Because of this I have been able to play at [REDACTED], representing [REDACTED] and [REDACTED] respectively. Furthermore, one of my many passions is poetry and I write new pieces on [REDACTED].

*Handwritten annotations:*

- TOO MUCH INFO; OCCASIONAL WAFPLE (pointing to the first paragraph)
- LISTING A LEVELS NOT NEEDED (pointing to 'English Literature')
- FOCUSSES ATTENTION ON NEGATIVE (pointing to 'however, I feel the role of Accountants suit my passion more adeptly')
- SPELLING/GRAMMAR (pointing to 'partaken')
- DATED EXAMPLE (pointing to 'from a few years ago')

## Structuring and preparing your personal statement

You could have excellent experiences, but if they're arranged in a poorly-written statement then the impact will be reduced. So, it's important to plan your statement well.

A well-written personal statement with a clearly planned and refined structure will not only make the information stand out, but it'll demonstrate you have an aptitude for structuring written pieces of work – a crucial skill needed for many university courses.

You can use it for other things too, such as gap year applications, jobs, internships, apprenticeships and keep it on file for future applications.

There's no one 'correct' way to structure your personal statement. But it's a good idea to include the following:

- A clear introduction, explaining why you want to study the course
- Around 75% can focus on your academic achievements, to prove how you're qualified to study it
- Around 25% can be about any extracurricular activity, to show what else makes you suitable
- A clear conclusion

## What to write in a personal statement?

### **Do**

- Be clear and concise – the more concentrated the points and facts, the more powerful
- Use positive words such as achieved, developed, learned, discovered, enthusiasm, commitment, energy, fascination...
- Avoid contrived or grandiose language. Instead use short, simple sentences in plain English
- Insert a personal touch if possible, but be careful with humour and chatty approaches
- Use evidence of your learning and growth (wherever possible) to support claims and statements
- Plan the statement as you would an essay or letter of application for a job/scholarship
- Consider dividing the statement into five or six paragraphs, with headings if appropriate
- Spelling and grammar DO matter – draft and redraft as many times as you must and ask others to proofread and provide feedback
- For 2022–23 applications, refer to the challenges you've faced during the pandemic in a positive way

### **Don't**

- Waffle
- Over-exaggerate
- Come across as pretentious
- Try to include your life history
- Start with: "I've always wanted to be a..."
- Use gimmicks or quotations, unless they're very relevant and you deal with them in a way that shows your qualities
- Be tempted to buy or copy a personal statement – plagiarism software is now very sophisticated and if you're caught out you won't get a place
- Make excuses about not being able to undertake activities/gain experience – focus on what you were able to do positively, e.g. as a result of coronavirus



What happens next?

GCSE Results Day – Thursday 25 August 2022

