



SIXTH FORM

AT FROME COLLEGE

HANDBOOK

2021-22

Mission Statement

The Sixth Form at Frome College aims to equip our students with the skills, experiences and qualifications needed to succeed in the wider world. Within our safe and secure environment we want to foster an open-minded, curious and compassionate outlook in our students; helping them to make informed and intelligent decisions about their futures.

Sixth Form is driven by a blend of high quality teaching and non-cognitive factors such as vision, effort, systems, practice and attitude; all of which must be coached and developed by teachers, tutors and fellow students.

Our staff promote intellectual risk-taking, personal responsibility and student leadership across the curriculum and wider enrichment programme.

We recognise that progress rarely follows a linear path and we want to support our students through the good times and the bad; the Sixth Form Team is on hand to offer help and advice when it is needed.

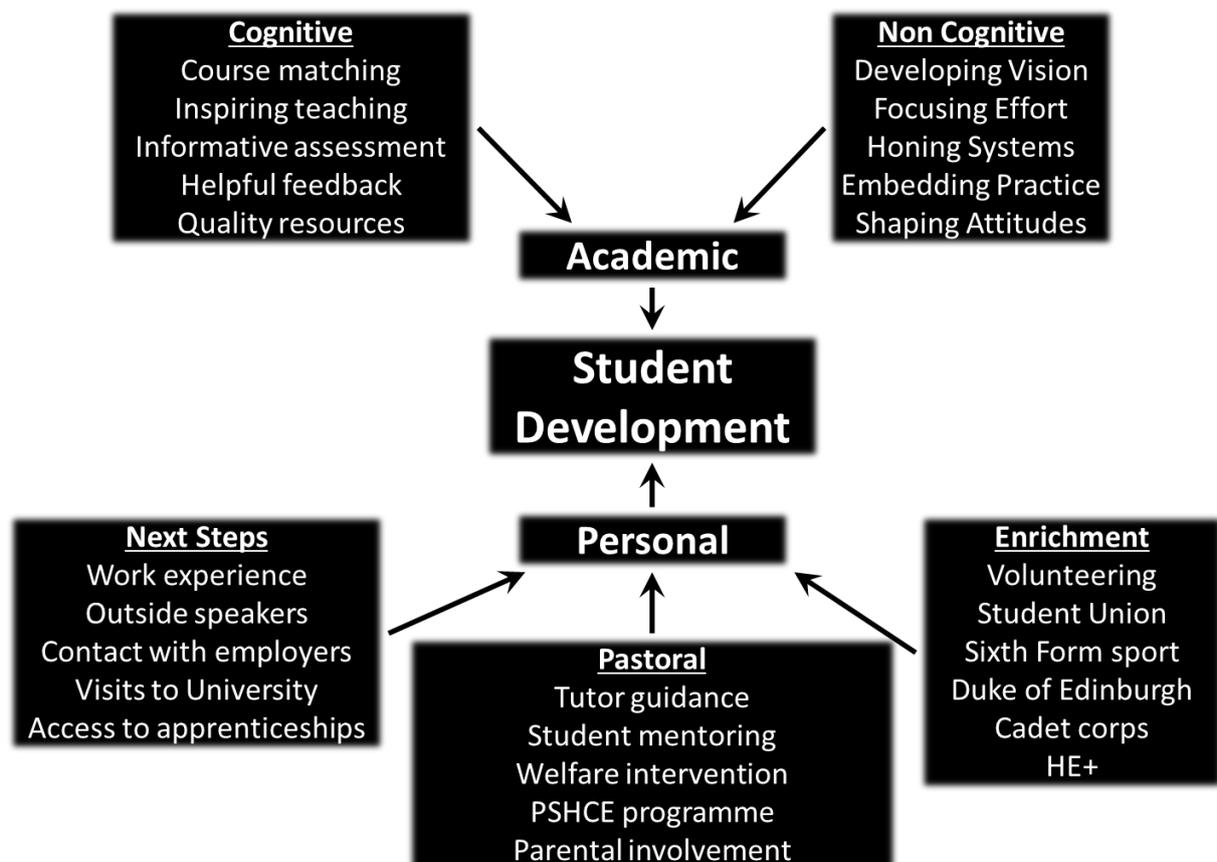
Finally, despite the increasing maturity and independence of our students, we value the on-going support of parents/carers and seek to ensure that they are fully informed and involved in the development of our students.



Mr Richard Hood
Head of Sixth Form

Student Development Plan

Being in the Sixth Form is about more than completing your A levels, it is about becoming a capable adult with a broad range of experiences. Students must play an active role in their academic and personal development by engaging fully with their subject teachers, tutors, employability team and the wider student body.



Key Sixth Form Dates 2021-22

(Subject to change)

2021

Thursday 9 September	Sixth Form return to College
Thursday 30 September	Open Evening (virtual)
Wednesday 10 November Thursday 11 November	Year 13 Parents' Evenings (virtual)

2022

11-17 January	Year 13 Mock Exams
Tuesday 1 March	Year 13 Parents' Plus Evening
7-12 March	National Careers Week
Wednesday 9 March Thursday 10 March	Year 12 Parents' Evenings
Thursday 13 July	Year 12 Destinations Day
Thursday 14 July	Year 12 Parents' Plus Evening
Friday 22 July	Last Day of Term
Thursday 18 August	A Level Results Day

Student Responsibilities

Attendance

Students are required to attend all timetabled lessons. Year 12 students attend tutor mentoring on either a Monday or Tuesday morning. Year 13 students attend one-to-one meetings with their personal tutor.

Assembly/PSHE/Citizenship

Assembly and PSHE is delivered every other week in the Merlin Theatre Wednesday period 5, week 1 for Year 13 and Week 2 for Year 12. Attendance is compulsory.

VESPA Mentoring

VESPA time is a group mentoring programme led by tutors, in which students engage in exercises to develop their non-cognitive skills including Vision, Effort, Systems, Practice and Attitude. This is delivered to Year 12 students through their weekly tutorial slot on a Monday or Tuesday.

Emails

All students should check their school email inboxes on a daily basis to ensure important messages are received.

Independent Study

Success or failure in the Sixth Form depends on how much time you are willing to put into mastering your subjects outside lesson time.

There are two types of independent study:

1. Reactive study – work set by the teacher
2. Proactive study – work that consolidates recent topics or prepares for upcoming topics.

How much?

Students with the best grades at the end of Year 13 typically put in 12 hours of independent study per week – around 4 hours per subject.

What should you do?

Teachers should set you 1 hour of homework for every hour you spend in lesson. If you take three subjects this should equate to 12 hours of directed independent study tasks per week.

If you finish your homework you should do the following:

- Rewrite lesson notes and file them neatly in your revision folder.
- Find your last assessed piece of work and ensure you have acted on the feedback you have been given.
- Create a revision resource on the topic you have just covered.
- Create a glossary of key terms that you have covered in this unit of work.
- Search the Internet for past paper questions, complete them under timed conditions, mark them and read the examiner's report on them.
- Look ahead to the next part of the syllabus you are covering, pre-read the chapter in the textbook and make some notes on this.
- Look at the specification for your course, print it out and highlight all topics you need to look at again before your next major assessment.
- Plan your study periods for the week ahead.
- Enrich your understanding by finding some real-world applications of what you have just been studying.
- Read a book related to your programme of study.

Profile of an Outstanding Sixth Form Learner

Homework, Coursework and Organisation	• 100% Attendance
	• Arrives on time to lessons
	• Homework and Coursework is completed on time and to the best of their ability
	• Folder/ book is organised
Questioning and Contribution	• Volunteers answers
	• Leads on discussions and helps other students
	• Questions asked demonstrate a drive to fully understand every aspect of the topic
Response to Feedback	• Responds to all teacher comments on work, whether written or verbal.
	• Corrects and reflects on mistakes and completes coursework resubmissions to a high standard
Preparation for Exams	• Revises using PLCs
	• Ensures model answers and definitions are learnt
	• Completes, and self-assesses, past paper questions
	• Reviews old assessments to ensure they do not make the same mistakes twice
Resilience, Perseverance and Proactivity	• Reads around the subject and completes pre-reading.
	• Engages in subject extra-curricular activities
	• Seeks help outside of lessons where needed well before deadlines.
	• Reviews class notes during study periods to check understanding and addresses gaps.
	• Attempts extension tasks in class and at home and helps others
	• Never leaves questions blank in homework and assessment
	• Catches up on missed work without prompting

Teaching and Learning in the Sixth Form

	Independent learning 	In lessons 	Assessments and Exam Prep 	Feedback and Marking 
Intent What are we trying to achieve?	Students engage in significant independent work to prepare for, consolidate and revise their learning in class.	Teachers demonstrate deep subject knowledge and students feel secure with the quality of teaching.	Teachers embed revision lessons into their curriculum planning. Students feel well prepared for assessments.	Students receive termly written feedback on their work with explicit guidance on how to improve.
Implementation How are we going to achieve it?	Students are set ample amounts of structured tasks to complete outside lessons. Resources including reading lists and now-do-now tasks are available via frog. Learning involves group work to improve facilitate positive peer-to-peer learning in College.	Teachers model the application of skills and subject knowledge to exam style questions in lesson. Clear communication of ideas, conceptions and common misconceptions. Opportunities for teacher guided debate and discussion.	Teachers inform students of key assessment dates early in the course. Teachers provide PLCs and learning checklists to students at the start of topics/projects and making reference to them through the course. Teaching is completed well in advance of public examinations.	Whole school RAG stickers are used to signpost next steps. Assessments are teacher assessed and show evidence of verbal (student comments) or written feedback (teacher comments) Students are directed to act on feedback either in lessons or as directed study.

Impact How do we know it is having an effect?	Students are visibly engaged in study during study periods. Lessons show emphasis on application rather than content delivery. Students show evidence of wider reading.	Lessons are often teacher led and are tangibly connected to well-designed curriculum with explicit links to specification content.	Students can state when key assessment will take place. Students perform consistently on or close to their target grade.	Evidence of feedback in students work books and folders. Students can verbalise ways they need to improve. Evidence of students interacting with feedback and making progress.
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The Role of a Sixth Form Tutor

Supporting Learning	<ul style="list-style-type: none"> Delivering the VESPA mentoring programme during tutor time. (Year 12)
Attendance	<ul style="list-style-type: none"> Tutors should ensure that all students attend their scheduled mentoring slot and should follow up absences with a phone call/ email home. An attendance record VESPA mentoring should be kept.
Next Steps	<ul style="list-style-type: none"> Tutors should forward relevant correspondence from the employability coordinator to students regarding jobs/apprenticeship vacancies. In Year 13 Tutors are responsible for supporting students with the UCAS application process.
Pastoral	<ul style="list-style-type: none"> Tutors should be the first port of call for pastoral issues and should refer students to the Post 16 Pastoral Support Worker (Debbie Lovegrove) where necessary. Safeguarding concerns should be passed to the DSL and Sixth Form team.

Next steps/Careers

The Employability Co-ordinator can be found in **F5**.

Ways Students Can Access Support

- **Drop In** - for advice or help during free lessons or after school.
- **Job Club** (to be confirmed) - Students can attend for help with deciding on a career path, work experience, job applications, strengthening CVs, interview skills resources, and arranging a mock interview.
- **One-to-one meetings** - In Year 13 all students who are considering entering the workplace will receive an appointment to discuss their next steps. Students can email to request a meeting or ask a question to nextsteps@fromecollege.org

Changing/Dropping Courses

We encourage students to make informed and deliberate choices about their Post 16 courses and to stick with them. However, we recognise that occasionally students will want to make changes to their programme of study.

The Procedure: (Mid September of Year 12)

1. Collect and change subject form from Reception in Futures during the subject change window.
2. Gather consent and signatures from teachers, parents and Head of Sixth.
3. Sixth Form Admin will process request and email the student with the outcome of their request.
4. Do not start new course until new timetable has been received.

This will be explained in the first Year 12 assembly of the academic year. After the subject change window subject options are fixed.

Guidance Notes:

- Students who start with four A Levels will be allowed to drop their fourth choice at any time if they feel the workload is unsustainable.
- We advise against dropping down to two A Level or BTEC subjects, as this limits next step options and the guided learning hours would be insufficient. If

a student wishes to drop down to two subjects they should arrange a meeting with the Head or Deputy Head of Sixth Form to discuss further.

Core Maths

Core maths is an AS-level qualification that enables Sixth Form students to continue to develop their mathematical skills without taking on the full A Level. Students, who have elected not to study A Level Maths, but have below a Grade 7 in GCSE Maths, and wish to study one of the following A levels, will be automatically enrolled on the course in Year 12:

Biology or Chemistry, Computing, Psychology, Geography, Product Design.

EPQ (Extended Project Qualification)

An EPQ (Extended Project Qualification) is an independent project, for which students earn an AS-level once completed. It involves logging and evaluating the process of producing an essay, artefact, performance or event. EPQ is offered to Year 13 students only. Students can sign up in the Summer term of Year 12 after their mock exams.

The Student Union

The Student Union at Frome College aims to inspire and enable positive student action within the Sixth Form. Student Leaders within the Union represent the interests of the student body of the Sixth Form and act as ambassadors for the whole College

We have an elected Student Union Executive Committee comprising of:

- President
- Vice President

Once elected by students and staff, the Executive will appoint officers to lead briefs including:

- Sport
- Welfare
- Prom
- Fundraising
- Eco
- Media

Personal, Social, Health and Citizenship Education (PSHCE)

We aim to equip young people with not only the academic qualifications, but the life skills that will help them to get on in the wider world.

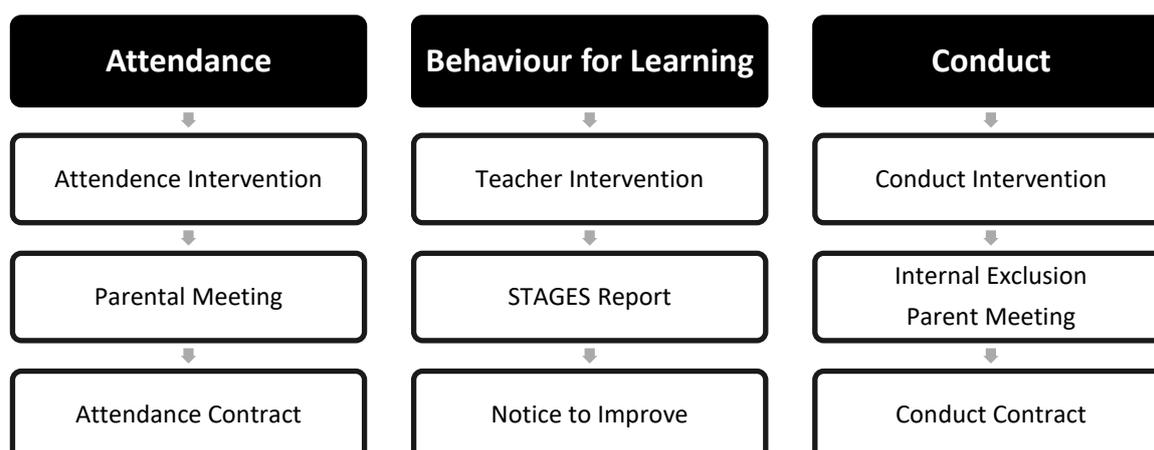
PSHCE will be delivered though the fortnightly Wednesday period 5 sessions.

- Health and Wellbeing
- Relationships
- Living in the Wider World

We expect all students to attend these lessons, as they would any other timetabled activity.

Behaviour Management

Outline (ABC)



Attendance

Should a student fail to provide a satisfactory explanation for a missed lesson or unauthorised absence, they will be expected to attend a one hour after-school detention in F123 on Wednesday or Friday (Attendance Intervention).

Failure to attend or persistent attendance concerns will lead to a student being placed in the STAGES Post 16 disciplinary system. (below)

Behaviour for Learning

The **STAGES** learning support system codifies the learning support process for Post 16. It is designed specifically to tackle academic underachievement and not to address other breaches of the Sixth Form Code of Conduct.

Following standard (teacher level) intervention to tackle underachievement in a particular subject area such as detentions, help sessions and phone calls home, a teacher may refer a student to Stage 1 of the learning support system. This involves being set improvement targets and being placed on report for a two week period by the subject leader in the area of concern. Parents/carers will be informed in writing when this and any subsequent step is triggered.

Should a student fail to respond to this intervention, or should wider concerns be raised, their report will escalate as shown below.

The final stage, 'Notice to Improve' involves a formal written letter from the Principal setting out a final set of improvement demands. Please see a summary diagram below.

STAGES - FLOWCHART

STAGE ONE

Teacher Intervention

- Discussion with student
- Phone call to Parents

Subject Leader Report

- Subject Leader to issue card to Student with clear targets
- **Subject Leader phones Parents**
- Situation reviewed with Student after 2 weeks

Targets Met

- Comes off Report
- Teacher to contact Parents

Targets partially met

- Extend for 2 more weeks
- Teacher to contact Parents

Targets not met

- Moves to STAGE 2 below
- **Letter sent to Parents**

Can go straight to Stage 2 if multiple subject concerns

STAGE TWO

- Placed on Sixth Form Report
- Student given 2 week Review period, targets set
- **Contact made with Parents**

Targets Met

- Comes off Report
- **Letter sent to Parents**

Targets partially met

- Review extended for 2 more weeks
- **Contact with Parents**

Targets not met

- Moves to STAGE 3 below
- **Letter sent to Parents**

STAGE THREE

- Parents called in to School for initial meeting
- Student given 2 more weeks to improve

Targets Met

- Comes off Report
- **Letter sent to Parents**

Targets Partially Met

- Extend review period
- **Contact with Parents**

Targets Not Met

- Moves to STAGE 4 below
- **Letter sent to Parents**

STAGE FOUR

FINAL MEETING with Parents and Senior Leadership Team at School

Conduct

Minor breaches of the Sixth Form Code of Conduct may lead to a student being expected to attend an after school detention.

Failure to attend or persistent breaches will lead to a student being placed on the STAGES process above.

Serious breaches of the code of conduct may also lead to short term internal exclusion.

Absence

Planned absences (including medical appointments) – Students must seek written approval prior to the period of absence by completing an absence form at least 2 working days in advance.

Unplanned absences – such as for illness, must be reported by telephone or email to the absence line before 9am. The telephone number is (01373) 469008, email: fcattendance@fromecollege.org

Medical absences – medical evidence must be provided for absences lasting more than one week.

In all cases, students are responsible for asking teaching staff, via their school email, to supply catch up work.

Code of Conduct

The purpose of this contract is to set out our expectations and to help you to achieve your potential. At the heart of success in the Sixth Form is the relationship between staff and students which must be based on courtesy, trust, reliability, and openness. Staff at Frome College will help, advise, and provide students with high quality teaching in return for their co-operation and adherence to the conditions set out below.

1. Attendance in the Sixth Form is **full-time**. If a student is ill, a parent or guardian should inform school before 9am. Students are responsible for informing subject

staff if they know in advance that they will be absent. If you feel unwell during the school day you should report to student services who will contact home. You must not go home ill without following this process.

2. Holidays should not be arranged during term time. Dental/Doctors' appointments and driving lessons (unless a student has been granted privileges) should be arranged outside of college hours.

3. All Sixth Form students must attend one assembly and one tutor mentoring session per week.

4. Your time in the Sixth Form is valuable; therefore you must use your timetabled **study** periods wisely, completing pre reading, independent study or revision at home or in F7, F6, F123 or a department study room.

5. You must meet deadlines for assignments and coursework and do further reading and revision.

6. Students must wear sensible clothing fit for a place of work; this includes the visible wearing of lanyards within the college site.

7. Sixth Form students are expected to set a good example to the rest of the school. Smoking is not allowed in or near the College. There is a **zero tolerance** policy on drugs and alcohol. Any student deemed 'unfit' for school will be sent home.

8. Students have the use of the Sixth Form Common Room as a privilege. It should be kept clean and tidy and you should behave appropriately within it.

9. If a student's work falls below standard and remains poor in spite of teacher intervention they will be placed onto the STAGES Learning Support System. Stages 1 to 4 cover Subject, Tutor, Head of Sixth and SLT report respectively.

10. Sixth Form students are permitted to use mobile phones, but only within the communal spaces within Futures, including the garden. The use of phones in all other areas of the college campus is not permitted.

11. All students must agree to the ICT Acceptable Use Agreement to protect the College IT systems from misuse.

12. Students should conduct themselves in a polite and respectful manner at all times. Instances of bullying, harassment, physical assault or verbal abuse should be

reported directly to the Head of Sixth or Deputy Head of Sixth. Instances of homophobia and racism will not be tolerated.

Please sign and return to a member of the Sixth Form Team.

I agree to the code of conduct.

Student Name:

Date:

Signed:

Parent/Carer Name:

Date:

Signed: