



# Elthorne Park Sixth Form

## Student & Parent Handbook

**2022 - 2023**

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# Contents

1. [Welcome](#)
2. [The Sixth Form Team](#)
3. [Structure of your day](#)
4. [Sixth Form Expectations](#)
  - a. [Attendance](#)
  - b. [Student Absence](#)
  - c. [Teacher Absence](#)
  - d. [Truancy](#)
  - e. [Punctuality](#)
  - f. [Dress Code](#)
  - g. [Lanyards](#)
  - h. [Mobile Phones](#)
  - i. [Responsibility](#)
  - j. [Communication](#)
  - k. [Email Etiquette](#)
  - l. [Transition to Year 13](#)
5. [Behaviour Policy](#)
  - a. [Sixth Form Detention](#)
  - b. [High Level Offences](#)
  - c. [Prohibited Items](#)
  - d. [Drugs and Smoking](#)
  - e. [Student Progress & Attitude to Learning](#)
  - f. [Visitors](#)
  - g. [Parking](#)
6. [Sixth Form Opportunities](#)
  - a. [Super-Curricular](#)
  - b. [Extra-Curricular](#)
  - c. [Whole School Projects](#)
  - d. [Enrichment](#)
  - e. [Being Pro-active](#)
  - f. [Senior Prefects](#)
  - g. [Student Council](#)
7. [Sixth Form Support and Guidance](#)
  - a. [Tutor Support](#)
  - b. [Parents' Evenings](#)
  - c. [Target Grades](#)
  - d. [Monitoring / Mentoring](#)
  - e. [Bursary](#)
  - f. [Rewards](#)
  - g. [Course or Study problems](#)
  - h. [University and Career decisions](#)
  - i. [Personal problems & Mental health](#)
  - j. [Open door policy](#)
8. [Sixth Form Study](#)
  - a. [Transition to KS5 study](#)
  - b. [Work/life balance](#)
  - c. [Study Periods](#)
  - d. [Independent Learning and Home Learning](#)
  - e. ['Flipped Learning' at KS5](#)
  - f. [Wider Reading](#)
  - g. [Managing Distractions](#)
  - i. [Getting organised](#)
  - j. [Time Management](#)
  - k. [Look after yourself](#)
  - l. [Paid work](#)
  - m. [What high performance looks like](#)
  - n. [Tips on completing assignments](#)
9. [Sixth Form Facilities & Catering](#)
  - a. [Study Spaces](#)
  - b. [Catering Spaces](#)
  - c. [Leaving the site](#)
10. [Academic Honesty](#)
  - a. [Coursework and Internal Assessments](#)
11. [Useful contacts](#)



# Welcome

Dear Student,

Welcome to our Sixth Form community.

The Sixth Form is a stepping stone. As soon as you join us we will be asking you exciting yet challenging questions about what you would like to get out of your time with us to help you get into the course, job or university of your choice. We want you to be ambitious and we will support you in realising those ambitions.

We all share responsibility for our Sixth Form community and for making it a truly exceptional place. You are a Sixth Form student by choice. You chose to join us and we chose to have you because we believe you can excel while you study here.

Significant investments have been made in the school in the past few years so that you have the best opportunities to be productive. You have use of the Sixth Form Centre as well as exclusive Sixth Form areas in the new building. You have a dedicated Sixth Form team, comprising the Director of Sixth Form, your Sixth Form tutors, Careers Advisor, Pastoral Support Worker and specialist Sixth Form Administrator. Our teachers, librarians and support staff have been trained to provide you with the support and guidance that will help you become increasingly independent in your learning and development. We as staff shall do our part, but we expect you to take ownership of your education, work to the best of your ability at all times and be a conscientious member of our Sixth Form community. We have the highest expectations of you all, as you should of yourself. Be determined, resilient and focused. As you begin the year you must recognise that success will only be achieved through hard work.

We operate an 'open door' policy: if you have any concerns or worries please come to see me or your tutor immediately. If you have any suggestions or ideas, I am keen to listen to these also.

I wish you all the very best and I look forward to celebrating your successes to come.

**Ms C Ervin**  
**Director of Sixth Form**



# The Sixth Form Team

Member of staff	Role in Sixth Form	Subject
<a href="#">Ms Ervin</a>	Director of Sixth Form (Key Stage Leader)	History
<a href="#">Ms Trueman</a>	Pastoral Year Leader - Year 13	Geography
<a href="#">Mr Meredith</a>	Academic and UCAS Leader for Year 13	English
<a href="#">Ms Harvey</a>	Academic and UCAS Leader for Year 13	Business and Politics
<a href="#">Mr Carlin</a>	Assistant Year Leader - Year 13 EPQ Co-ordinator	History
<a href="#">Mr Brown</a>	Assistant Year Leader - Year 13	RS
<a href="#">Ms MacDonald</a>	Year Leader - Year 12	RS
<a href="#">Ms Rivers</a>	Assistant Year Leader - Year 12	History
<a href="#">Ms Kerr</a>	Pastoral Support Worker (PSW) Mentoring	N/A
<a href="#">Ms Kashap</a>	Attendance & Punctuality Study Supervisor	N/A
<a href="#">Ms Arab</a>	Sixth Form Mentor Study Supervisor	N/A



# Structure of your day

	<b>6F students are expected to ensure they sign in and out of the school site</b>
<b>8:35 Gates open for students</b>	8:40 at tutor room
8:45 - 9:10	AM Registration (25 minutes)
9:10 - 10:10	P1 (60)
10:10 - 11:10	P2 (60)
11:10 - 11:30	Break (20) 2 min warning bell
11:30 - 12:30	P3 (60)
12:30 - 13:30	P4 (60)
13:30 - 14:10	Lunch (35) 2 min warning bell
14:10 - 15:10	P5 (60) (V)
15:10-16:10	Period 6 lesson Or: Extracurricular activities, academic interventions, home learning clubs

## Tutor Schedule

Tutor time in Sixth Form is incredibly important because it gives students an opportunity to explore the below:

- *Personal Development (Mon and Thurs)*
- *Literacy (Tues)*
- *Assembly (Wed)*
- *Communication/Celebration Briefing (Fri)*



# Sixth Form Expectations

## Attendance

There is a strong correlation between academic success and high attendance and therefore we expect all Sixth Formers to aim towards 100% attendance. We will support and encourage you in working towards this target with the following:

Students with 100% attendance in the half term will be entered for a prize draw and celebrated for their determination and perseverance with their studies.

If a student's attendance falls below 95%, the following actions will be taken:

- Tutor meeting with parents
- Student placed on report to their tutor for two weeks
- Student's privilege of signing out is removed and they are expected to stay on the school site, either in lessons or the study centre for the duration of the report.

If the student's attendance improves and they pass their reports, their privilege of signing out is reinstated and students may leave the school site in between lessons. They are no longer on report.

If the student's attendance does not improve, a first formal warning is given by the Year Leader or Director of Sixth Form.

- Year Leader / Director of Sixth Form meeting with parents
- On report to Year Leader / Director of Sixth Form for two weeks
- The student does not have the privilege of signing out and leaving the school site.

On the successful completion of their two week Year Leader report, it is at the Year Leader's discretion that the student's privilege of signing out in between lessons is reinstated and whether a further two weeks on a tutor report is necessary.

If the student's attendance does not improve, a second formal warning is given by the Year Leader / Director of Sixth Form.

- Year Leader / Director of Sixth Form meeting with parents
- On report to a member of the Senior Leadership Team linked to Sixth Form
- The student does not have the privilege of signing out and leaving the school site.

On the successful completion of their two week Senior Leader report, the student completes a further two week report under their Year Leader or Director of Sixth Form.

***If there is still no improvement to attendance, you may be asked to leave the Sixth Form.***



## **Student Absence**

To request a planned absence (for example, for an open day or medical appointment) your parents need to write to or [email Ms Kashap](#) to inform her of this in advance so that approval can be given. You will be permitted up to **three days for university visits**, so plan which ones you would like to attend and look for open days on weekends or in school holidays if you would like to visit more than three. Lots of university Open Days are at the weekend so take advantage of these opportunities.

If you are too unwell to come in to school, your parent/carer needs to contact the school on **020856611566** or via [email to Ms Kashap](#). For absences longer than three days or repeated absences you will be asked to provide medical notes. If you are persistently absent, you may be asked to provide medical notes for every absence.

In all cases of absences, please make sure that you email your subject teachers or speak to them directly when you are back in school, to catch up on any work missed. It is your responsibility to ensure you are prepared for the next lesson and have caught up on any activities missed due to absence. If you are worried or struggling to do this, please speak to your tutor or the Sixth Form team.

The dates of school holidays are published on the [school website](#) and [student intranet](#). Including staff training days, there are at least 12 weeks of the year when you are not expected to be in school. Students are not permitted to take holiday during school time.

## **Teacher Absence**

If a teacher has a planned absence, for example because they are running a school trip or attending training, they will set work for the missed lesson on Show My Homework and will include any resources and worksheets that you need to complete the session. You should complete the hour of work in the study centre (signing in with Ms Kashap for your attendance mark) unless advised otherwise by the Director of Sixth Form.

Teachers will avoid missing your lessons as much as possible. However, due to illness a teacher may occasionally be absent from a lesson.

## **Truancy**

Attending all of your lessons is mandatory. If you are unwell, or become unwell during the day, you must speak to Ms Walters in the Welfare room and she will inform your teachers if you are sent home.

If you do not attend a scheduled lesson, without reason or permission from your Year Leader or the Director of Sixth Form, you will be reported as truanting. This will result in a sanction with the Year Leader / Director of Sixth Form (see behaviour policy).

**There is no such thing as a 'cancelled lesson', see above about working in the Study Centre.**



## **Punctuality**

In order to maximise each lesson and each day it is important that you are prompt to lessons and to registration. This will ensure that the course is delivered in the time-frame available to allow you to revise for the important examinations. Being late disrupts the lesson for you, your fellow students and your teacher. This is unacceptable and will not be tolerated. At Elthorne we pride ourselves on working as a community; you are part of that community and punctuality is a demonstration of respect. Parents or carers will be emailed each week with the number of times you have been late to school. If you are repeatedly late, you will be placed on a punctuality report with your tutor.

If you are late to lessons your subject teacher will issue you with a Sixth Form Detention (see behaviour policy). You may have the privilege of signing out taken away and be expected to attend school between 8:40-4:10pm. Students with 100% punctuality will be entered into a prize draw each half-term. A selection of rewards are available for students demonstrating excellent study habits.

## **Dress Code**

Elthorne Park is a school driven by research informed practice. Research shows that there is a strong correlation between the individual's attire and their productivity. When someone is dressed appropriately, they are able to achieve over and above others and therefore we encourage smart-casual dress at Sixth Form.

The Sixth Form is a place of study and learning and staff and students should be able to make this the primary focus of their time here. Sixth Form students act at all times as the leaders and role models for our younger students, some of whom are impressionable and easily influenced. Therefore, we expect you to dress appropriately for a working/professional environment. Please ensure the clothes you wear to school adhere to the following criteria:

- No short skirts or shorts
- No exposed underwear or 'spaghetti strap' tops - shoulders must be covered at all times
- No bare midriffs
- No hats, hoods-up or gloves when inside
- No slogans on clothing which cause offence or embarrassment to others
- No torn or frayed clothing

Where there is a degree of subjectivity - all of the above will be judged at the discretion of EPHS staff. Students who do not meet the dress code expectations above will be asked to return home in order to change into more appropriate attire. Sixth Formers should consult with the Director of Sixth Form before wearing something about which they are unclear as to its suitability.

For formal occasions where you are on duty or representing the school, you may be required to wear a suit or similar formal attire.



## **Lanyards**

All staff, students and visitors must wear school issued passes and lanyards. This is compulsory and vital for the security of the school. If you forget your pass you will be told to return home to retrieve it or issued with a note from the Sixth Form team for the day. A N1 notification will be added to your school records; persistently not wearing your lanyard will result in a sanction. Replacement passes are available from the main reception. The school canteen and Busy Bean (Sixth Form café) do not accept cash - you will use your passes to purchase food; cards can be topped up at the canteen.

## **Mobile Phones and Electronic Equipment**

As Sixth Form students, you are allowed to bring mobile phones or electronic equipment to school. Mobile phones are only allowed to be used in Sixth Form specific areas (Study Centre with headphones, the Busy Bean café). Mobile phones & headphones are not allowed to be seen or used in the main school site or in lessons unless instructed by a teacher for a task.

## **Responsibility**

As the most senior members of the student body, you are expected to set a positive example for younger students and to take responsibility for your own learning. This includes:

- Coming to school and lessons prepared for study
- Work hard and do your best each day, both inside and outside the classroom
- Dealing with problems and issues as they arise
- Taking on board feedback and actions to improve
- Being a positive contributor to Sixth Form and school life
- To keep term time employment to a level which comfortably allows you to spend a minimum of **25 hours per week** on your studies
- To actively show respect to all members of your class, students and staff and mindful of the possible effects, both intended and unintended, of your actions on other people and our school
- To have removed earpieces/headphones and switched off your mobile phones and electronic equipment before you leave the Sixth Form areas
- To use all facilities as expected and be respectful of school resources such as classrooms, equipment and books as well as the Library and the Sixth Form Centre; to leave places tidy and pleasant for others in our community to use

## **Communication**

There are many important notices which the Sixth Form needs to disseminate and to ensure this is effective, **we require all students to join the Google Classroom for their year group.** In addition to this, attendance at tutor time is imperative to get notices for the day and hear of exciting opportunities. These, along with weekly notices, will be published on Show My Homework and the [student intranet](#). You may also be required to join other Google Classrooms for your subjects so that information and resources can be shared.

All communication to teachers and members of the staff should be done through EPHS email addresses and not personal ones.



## **Email Etiquette**

When writing emails to teachers and staff, it is good practice:

1. To start with a brief acknowledgement and welcome (e.g. “Dear, [name]/ I hope all is well with you” or “Hi, [name] / Thanks for your email”)
2. To end with a brief note of best wishes and farewell followed by your name (e.g. “Thanks again for your email / Best wishes / [your name]” or “Thanks for your time on this matter / Regards/ [your name]” or “Let me know what you think/ Warmest Regards / [your name]”)

## **Transition to Year 13**

The vast majority of students will be on a linear two-year pathway with public exams taking place at the end of Year 13. Internal assessments will take place at apposite times in the academic year to determine whether students are making expected levels of progress. Where it is determined that a student is falling below expectations and failing to engage with departmental supportive intervention strategies, the decision may be made to prohibit students from continuing their studies into year 13 or being asked to leave the Sixth Form.

In all cases, the judgement of the Head Teacher, Senior Member of staff linked to the Sixth Form will be final on matters regarding continued enrolment in courses or being asked to leave the Sixth Form.



# Behaviour policy

Expectations in relation to behaviour and conduct are higher in the Sixth Form due to the fact that you are older and more mature students. You are school leaders and role-models for lower school students who have chosen to attend our Sixth Form. Therefore, in terms of permanent exclusion Sixth form students are subject to different criteria. The school has a three strikes/stage warning system. Each stage is triggered by a serious incident that would trigger an exclusion, in line with guidance in the whole school Behaviour Policy.

## **Sixth Form Detention**

Sixth Form Detentions are run centrally by the Sixth Form team on Thursdays and Fridays - the length of detention is longer than lower school students' to reflect the seriousness of needing this consequence. Sixth Form students are expected to conduct themselves as role model examples at all times and Sixth Form detentions are very rare.

They may be issued for instances such as:

- Lateness to school or lessons
- Truancy
- Incomplete or insufficient work produced/missed deadlines

The below are very rare, but it is important that students are clear that any of the below behaviours are not tolerated in Elthorne Park Sixth Form.

## **High level offences**

Offences which will trigger these stages include:

- Fight or assault on another student
- Verbal abuse or threatening another student
- Bullying following warnings set out in the school's anti bullying policy
- Racist abuse
- Sexual misconduct
- Drug or alcohol related incident
- Damage or abuse of school property
- Theft of school property
- Persistent disruptive or defiant behaviour
- Persistent smoking infringements
- Rude and abusive behaviour towards staff
- Failure to attend a Level 4 – Headteacher detention
- Serious misconduct in examinations
- Repeated lower level reports

**As per whole school policy one high level incident may also result in permanent exclusion from school.**



## **Prohibited items**

The Sixth Form is a place of study and learning where all students should feel secure and safe. It is a place where students from different backgrounds and cultures mix and develop, confident that any issues which arise will be dealt with in a way which respects them as individuals and as members of the Sixth Form community. You must not bring any knives, guns, weapons or pornographic material into school, nor should you bring in classified drugs or drug paraphernalia (including cigarette lighters). Students who are found with any such items on them will be asked to leave the Sixth Form and/or undertake a related training course.

## **Drugs and Smoking**

Our school has a very clear drugs policy: it is grounds for permanent exclusion. The school will take swift and firm action to protect our school population and our reputation amongst the local community. As such we retain the right to exclude any student who is discovered or suspected of taking drugs either inside or outside of school.

Our school is a completely non-smoking site. It is illegal to supply or sell cigarettes, e-cigarettes or tobacco to anyone under the age of 18 and smoking anywhere near the site will not be tolerated. As Sixth Form students your image is very important. You have a significant role in the school; younger students will be influenced by you and members of the public will make assumptions about Elthorne Park based on what they see or hear. Students who are found smoking on site, around the school or in view of any lower school pupils will be subject to a formal warning.

## **Student Progress and Attitude to Learning**

If concerns arise from a member of staff between data harvesting points about a student's progress/attitude to learning the student will be placed on department report for a minimum of two weeks in those subjects. If there is insufficient improvement after the first two weeks of the report, they will be issued with a formal warning. If there is still no improvement to learning, the student warning will upgrade to a second formal warning. Following this and the meetings with parents and teachers, the student may be asked to leave the course. Students may be asked to leave the course up to February in their final year.

Extra supervised study periods will be added to the timetable of students who are not meeting their target grade. This is to ensure they have sufficient time and a productive environment to work in and make expected levels of progress.



## **Visitors**

While it is natural and appropriate that you have friends who attend other Sixth Forms or Colleges, please be aware that they are not members of our school community and should not be on our school site. This is also true for former students who have left. If they do wish to visit us, then they must follow the same procedures as all our other visitors: they should go to Reception and sign in and then wait for a member of staff to meet them. It is a matter of safeguarding that all our visitors are accompanied by a member of staff at all times.

## **Parking**

Elthorne Park High School is an oversubscribed school. With over a hundred staff there is no room for students to park their vehicles on site. We strongly recommend that you use public transport, walk or cycle to school to ease congestion. There is plenty of cycle storage on the school site; you will need to ensure that you have the appropriate locks and helmet as this is your responsibility.



# Sixth Form Opportunities

Sixth Form life is demanding and while we expect you to rise to the challenges set by your teaching staff, we firmly believe that education is not confined to your subjects. In order to enjoy the experience of being a Sixth Form student, you need to fully immerse yourself into extra-curricular activities. At EPHS Sixth Form we aim to provide you with a broad and exciting range of opportunities so that you are in the best possible position to go on to further study, work and become a positive member of the community. As such, we have a variety of activities on offer outside of lessons.

## **Super-curricular**

We see part of our role at Elthorne Park Sixth Form to support you in making the most competitive application to higher education, apprenticeship or employment as possible. Feedback from these institutions indicates the value that they place on students being able to showcase enthusiasm, passion and commitment to their studies that goes beyond their exam syllabus. As a result, we have designed a programme of opportunities (including a subscription to an academic journal of your choice) that will enable you to build a portfolio of evidence demonstrating your wider knowledge of your subjects. Opportunities will be publicised in tutor time and in a half-termly Newsletter created by the Sixth Form team. It is advised that you spend 2-3 hours per week on super-curricular activities and reading around your subjects.

## **Extra-curricular**

There is a huge range of extra-curricular activities on offer at Elthorne including sports teams, music groups, language clubs and more! Please see the timetables which will be distributed within the first few weeks for further details. Sixth Form students are also encouraged to set up their own activities or societies and support teachers in running clubs for younger students. It is expected that each Sixth Form student spends 1-2 hours per week completing extracurricular activities.

## **Whole school projects**

These projects are a great way to give back to the school, support younger students and learn skills at the same time. Currently we have a number of projects running including: Senior prefects, Year 7 accelerated reader scheme, charity events and academic mentoring.

## **Enrichment lesson**

You will have one enrichment lesson every two weeks. In this hour you will be able to choose from a range of activities and courses to learn new skills and develop your knowledge outside of your A-level/BTEC courses. You will be invited to make your enrichment selection during the first half term following the completion of a KS5 transition skills programme.



## **Be proactive**

If you have a great idea yourself, why not put that into action by speaking to a member of the Sixth Form team, including prefects. Everything that you participate in outside of lessons will help make applications, personal statements and references stand out.

## **Senior Prefects**

As a member of the Sixth Form you have the opportunity to apply to be a Senior Prefect. The role of Senior Prefect is an exciting one which will make a significant contribution to the Sixth Form, the school and wider community. Additionally, it will make an excellent addition to UCAS references.

## **Student Council**

As a member of the Sixth Form, we want to hear your ideas and experiences. This enables us to build the best community opportunities and ensure that students are thriving. Form representatives are elected throughout the year and will attend council meetings organised by the Senior Prefect Team.



# Sixth Form Support and Guidance

In the Sixth Form you are expected to be independent, self-motivated and to organise your time yourself. The transition from GCSEs is not an easy one and you must not be afraid to ask for help.

## Tutor support

Your tutor will be responsible for supporting and guiding you during your time in the Sixth Form and beyond into higher education or the workplace. Your tutor is the person who has direct responsibility for your welfare and progress. She or he will help you settle into the Sixth Form, discuss your academic progress with you, write your reference when you apply for a job or for university and generally encourage you to make the most of school life.

## Parents' Evening

In addition to the informal communication between the school and your parents which takes place during the year, your parents will be invited to a parents' evening during the year. These will take place online. In addition, following each progress review, meetings between parents, students and the Director of Sixth Form will be set up for those students whose progress is of concern.

## Targets

Our ambition for all students at Elthorne Park Sixth Form is for them to achieve to the very best of their ability. The challenge for all students is to match the achievements of the top 25% nationally. Through setting ambitious **Minimum Target Grades**, we are building a culture of aspiration which contributes to significant and sustained improvements in student attainment.

Our target setting uses students' prior attainment in nationally assessed exams to calculate targets at the appropriate level. The target grades given are based on the achievements of students with similar prior achievement profiles. As a result the targets set for our students are challenging while still being achievable. Importantly, Minimum Target Grades are a benchmark rather than a ceiling and therefore we constantly encourage and support students to first meet and then strive to exceed their personal targets to ensure they can make the most competitive application to higher education, apprenticeship or employment as possible at the end of their Year 13 studies.

## Monitoring/Mentoring

Your subject teachers will monitor your academic potential and progress in liaison with your tutor. Pastoral mentoring may take place during morning or afternoon tutor time. These are compulsory and vital to ensuring excellent progress is made in your studies. Each half term the mentoring list is reviewed based on the most recent information. The aim is always to work with you to use your strengths to support you in your weaker areas.



## **Bursary**

Some students are eligible for money from the government during their post-16 studies. Visit [direct.gov.uk](http://direct.gov.uk) or speak to Ms Kashap to find out if you qualify. Excellent attendance and punctuality are prerequisites for receiving payments each month. There is also a contingency fund for those students financially struggling or would like to attend an external course related to your studies e.g. coaching or first aid. This is at the discretion of the Director of Sixth Form but we welcome applications.

## **Rewards**

- **Celebration Assembly:** At the end of each term we celebrate achievements in the pastoral or academic context. Certificates and prizes will be given out to those students who have exhibited excellence in these areas
- **Meeting or exceeding targets:** Students who have met or exceed their MTGs in all subjects will be celebrated with a letter of congratulations being sent home and being entered into a prize draw
- **Attendance and punctuality:** Students who have 100% attendance and/or 100% punctuality in the half-term will be entered in to a prize draw for a voucher at the end of each term
- **Jack Petchey Award:** Each month the Sixth Form Team will nominate one Sixth Form student who has achieved either inside and/or outside of school. This student will join the lower school nominees and all students and staff will have at least seven days to vote for the winner. The winner will receive a badge, certificate and £200 to be spent on a school project, activity or equipment which will benefit a large number of student.

## **Course or study problems**

If you have any concerns about your course or studies, please talk these over with subject staff and tutor or other member of the Sixth Form pastoral team. Staff are always ready and willing to help and it is better to deal with a problem quickly rather than allowing it to escalate. It is always better to nip problems in the bud as the solutions are easier to implement. Leaving problems to grow makes the solution more difficult. Within the first few weeks of your course it may be possible to make a change. This needs to be authorised by the subject team and Director of Sixth Form.

Please speak to the Head of Year/Director of Sixth Form and your subject teachers promptly so that we have time to arrange a solution for you.

## **University and Career decisions**

We run an important programme of careers education during PSHCE time; this will involve a variety of visiting speakers, university visits, university application guidance and the higher/further education careers fair. If you have any queries or concerns, you can talk these through with your tutor or any other member of staff. You can also speak to Ms Matthews (Connexions) who can provide careers advice.



## **Personal problems & mental health**

Depression, stress, loneliness or family difficulties may be affecting you and your work. Don't keep problems to yourself. Sharing a problem is often the best way to start resolving it. There are a number of people you might want to talk to in the school: your tutor or other member of the Sixth Form pastoral team, Mr Bishop our Connexions Advisor. Staff will try to give advice which is in your best interest and if a problem can't be solved by members of the school, outside support can be sought. We can also help with referrals to outside agencies including counselling. It may sometimes also be necessary to share your problem with other staff in order to get the best possible help. If this is the case the issue will be discussed with you first.

## **Open door**

If you are unhappy with anything in the Sixth Form you must tell us. You are entitled to a first class education and if you feel we could improve in some way you must let us know. Please ask to speak to the Director of Sixth Form or your Personal Tutor; if they do not have the time to speak with you immediately, they will set aside a time when they can. Equally - we always love to hear about positives and things that you are succeeding in!



# Sixth Form Study

To manage the transition to KS5 study, it is imperative that you are able to learn independently outside of lessons and manage your study time effectively. Below are some tips and strategies that may help you with that.

## **Transition to KS5 study**

The step up from GCSE to post-16 study can seem daunting, especially as you embark on increased independent learning. However, we have produced a separate study skills handbook to help you prepare for KS5 study. The information below and the [study skills handbook](#) help you to effectively plan your time, whilst ensuring that you are as productive as possible. You should use the information to help complete your transition work ready for September.

In addition, please reference [additional tips](#) produced by GCSE Pod to help with successful transition from GCSE to KS5 study.

## **Work/life balance**

You have been given a fantastic opportunity to learn for the next two years, please make the most of it. Our wish is that you leave us with the best possible grades, skills and most importantly a love of learning. While it is important to find a balance between work and social aspects of Sixth Form life you must remember that your goal should be success so that you can give yourself the best chance of gaining a university place, employment or apprenticeship at the end of Year 13.

## **Study Periods**

Since you will be studying fewer subjects than in previous years, you will have study periods allocated on your timetable. These are the times when you should be engaged in independent study. Depending on your progress and study needs, you may be assigned a room to report to for some of your study periods (please see the facilities section for details on the study spaces available). The Study Room in the Sixth Form is there to facilitate private, individual study. It is expected that students work in silence and no disruption will be tolerated. If students fail to use the building effectively, this facility will be withdrawn and this could be to the detriment of your success in your chosen course.

<b>If your timetable says...</b>	<b>You should...</b>
E204	Register with Ms Kashap in the Supervised Study Room and work in silence for the hour.
E201 or E202	Sign in with Ms Arab at her desk and choose whether you go to the group study room (E202) or the independent study room (E201) where you are expected to work individually and quietly.
No room given	You are free to work in any of the study spaces available, the library, café or any of the Sixth Form study rooms.



## **Independent Learning and Home Learning**

Independent learning and home learning may take a number of forms and are designed to prepare for, reinforce and extend the learning within the classroom. To make a success of your studies there is an expectation that all students spend at least 21 hours per week on their studies outside of the classroom (this includes e.g. super curricular reading). In the unlikely event that a teacher does not set home learning, you as the learner are expected to conduct work to consolidate knowledge gained in the lesson or to facilitate learning in future lessons. At Sixth Form level, there is no such thing as “no work” set.

Failure to complete home learning will result in additional study being set and more seriously, will impact heavily on your progress in the subject. All home learning will be uploaded to Show My Homework – an online platform which allows both students and parents/carers to access home learning tasks at all times.

## **‘Flipped Learning’ at KS5**

There is a greater emphasis on preparatory work at KS5. This means that lesson time can be used to effectively address any misconceptions on the topic or challenge and extend your understanding. Failure to complete any prep work will mean that you are not able to access the lesson sufficiently. Not only will this result in an additional study and impact your progress, but it will also disrupt the learning of your fellow students and the plans of your teacher who will be relying on you to bring certain information to the lesson. Please ensure any preparatory work is completed promptly and in sufficient detail.

## **Wider Reading**

Part of the transition to KS5 learning is the expectation of reading around your subject. Your teachers will be able to provide suggested reading at the beginning of the year.

## **Manage Distractions**

There are a number and range of distractions. The trick is to realise that if you set all of these things aside for two or three hours to study, they will still be there later. Your social media can wait a few hours, as can your messages and games. If you try to work and message/play online/check your social media, not only will you work more slowly but the quality of your work will be diminished. Learn how to set aside work time and keep it distinct from social time. The study room is for studying and not engaging in these activities.



## **Get Organised**

Through organisation you will be able to be fully prepared for anything that is asked of you in the Sixth form. Revision, home learning and other activities will be made much easier by organising your notes and folders. If you plan your time in school well you should be able to spend most of your study periods effectively, meaning that you have time outside of Sixth Form for other activities. The secret to being organised is to have a list of the tasks and activities you want to do. Then tick off each task as you finish it. Your 'Home Learning Planner' is a good place to make these lists.

## **Time Management**

There are hundreds of books and courses you can buy to teach you about time management. Your teachers will tell you for free some of the so-called 'secrets' of time management. Here are some to get you started:

- 1<sup>st</sup> secret: have a list of the work you need to do and keep on adding items as they come in and ticking off items as they get done
- 2<sup>nd</sup> secret: do **some** work **every** evening
- 3<sup>rd</sup> secret: break large pieces of work down into small chunks
- 4<sup>th</sup> secret: when things feel overwhelming, write out a new list to get a handle on what needs to be done, then do two of the tasks which only take 10 minutes or less (to make yourself feel better) and then make a start on one of the big projects (to make yourself feel like you are making progress)

## **Look after yourself**

Finally, if we are to make the most of all these fantastic opportunities we must ensure that we are well rested. Make time to relax and try to get a good night's sleep. What time do you have to go to bed if you're going to rise refreshed in order to get to school for 8:30am? Burning the candle at both ends will leave you with a very short fuse and mean that you cannot make the most of your time in school. Planning your day and time effectively will improve your mental health - eating well, taking regular exercise and a proper night's sleep impact your ability to function and learn to your potential.

## **Paid Work**

Success at Sixth Form will be your primary focus. There will be significant demands on your time in terms of your subjects, home learning, extra-curricular, university application, school events, shows and performances as well as socialising. You also need some time to relax! Paid employment should not be allowed to get in the way of your school work and responsibilities, therefore you are not allowed to have any form of term-time employment during 8.30-4.10 Monday-Friday.



## High performance

Underachievers at Sixth Form	High achievers at Sixth Form and beyond
<ul style="list-style-type: none"> <li>● Rely on external controls, rewards and sanctions from parents and teachers to act as motivation.</li> <li>● Depend solely on the comments of teachers to evaluate their work.</li> <li>● Believe that luck, chance, or natural ability will determine their success or failure.</li> <li>● Blame others for their difficulties.</li> <li>● Rely on others to set them goals.</li> <li>● Do just enough to get by.</li> <li>● Tend to produce the ideas of others in an uncritical, thoughtful way.</li> </ul>	<ul style="list-style-type: none"> <li>● Plan their time efficiently so they meet deadlines without panic.</li> <li>● Set their own targets, and gain reward from meeting self-set high standards of performance</li> <li>● Have a commitment to their subject choices and want to learn and progress, with their eyes on the prize.</li> <li>● See the relevance of their subjects and studies to their future.</li> <li>● Accept responsibility for both success and failure.</li> <li>● Are ambitious, and thirsty to learn.</li> <li>● Think for themselves</li> </ul>

## Tips on completing assignments and coursework

### **The task itself**

- Make sure you clearly understand the coursework task – check with your teacher if you are unsure.
- It is often useful to know the mark scheme when completing coursework.

### **Coursework deadlines**

- Ask for final coursework dates near the start of your course of study.
- Plan a timetable to work towards them, and stick to it – write it in your planner.
- Other students may require the same resource materials as you – take this into account when planning your work.

### **Managing your time after school/at home**

- Arrange your work in order of priority.
- Check off assignments/tasks when they have been completed.
- Take time to review work returned by your teacher.

### **Pace yourself**

- Divide lengthy or difficult assignments into short, manageable units.
- Where several coursework deadlines coincide, make sure you complete some ahead of time.
- Don't leave anything to the last week/minute.
- Build in time for possible mishaps and setbacks.

### **Enough is enough**

- Know when to stop work on a project; yet another redraft probably won't achieve perfection.
- Make sure you take plenty of time out, preferably doing something completely different from your studies.



# Sixth Form Facilities and Catering

There are a number of new facilities available to you as a member of the Sixth Form and we ask that you take care of these facilities and use them as intended.

## **Sixth Form Study Spaces**

**Supervised Study Room (E204)** If you have a supervised study period, you are expected to spend the hour in the Study Room and register with Ms Kashap. Work must be completed in silence in this room and failure to comply with this will result in sanctions and eventually alternative provision being made for your study periods.

**Group Study Room (E201 & E202)** For discussions and group work.

**Library** Complete silence and individual work is expected here. Any students not following these expectations will have this privilege removed.

**There is no food allowed in any of these study spaces.**

## **Sixth Form Catering Spaces**

**The Busy Bean** The new café is exclusively for the Sixth Form students and staff members. You are welcome to use this space throughout the day as long as you do so with respect for the facilities and those around you. You will need your ID card to purchase items from this outlet. The Busy Bean café cannot be used during PSHCE or tutor time; if found in the café instead of in a scheduled lesson, a sanction will be issued.

**School canteen** The canteen is open at break time and lunch time. Sixth Formers are allowed to go straight into the queue inside of the hall.

## **Leaving the Site**

You are permitted to leave the site at lunch, but if you do so you must sign out and back in at the School Reception. This is designed purely for fire regulations and is essential for the health and safety of the site. Failure to sign in / out appropriately will result in the privilege being removed; you will then be expected to stay on the school site for the whole day.

You must be back in time for your next lesson. Bear in mind that traffic and public transport can take longer than expected, especially around lunch time. We cannot accept problems with transport as an excuse for you not being on time. You can have your privilege of signing in/out of school removed if you do not live up to the high expectations of Elthorne Park Sixth Form.



# Academic Honesty

Researching and writing essays, reports and projects is a very satisfying part of your studies. Using your own words, ideas, diagrams, maps and photographs to produce work which embodies your own conclusions can be a source of personal pride, and the production of such work is an important academic skill. Most academic work in school, college, university and in the wider world will involve using the words of others to support your own arguments and conclusions, and these, properly acknowledged, are an integral part of such assignments. It is important that you acknowledge such sources in an academically honest way. Works of literature, art and music are protected by law through copyright; this includes work taken from electronic sources.

Your teachers will explain how to paraphrase and adapt source material in an acceptable way, and show you how to acknowledge the work and ideas of others in your writing and speech. Teachers are available to give you further advice and guidance so that you can always present authentic work. What follows is a short guide to use as a reminder.

In general you must not:

- Copy work from another student in class, during classwork, homework (unless you are catching up on classwork missed, in which case you should acknowledge whose work you have copied) or in your coursework
- Copy and paste from the internet or books without properly acknowledging it
- Give another student your work to copy or do homework for another student
- Submit work done by a parent, older student or friend
- Pretend that any work/thoughts/writing of someone else are your own.

Doing any of the above is not being academically honest.

## **Coursework and Internal Assessments**

An authentic piece of coursework is one that is based on your individual and original ideas, with the ideas and work of others fully acknowledged. All work, written or oral, for assessment must wholly and authentically use your own language and expression. Sources which are used or referred to, whether in the form of direct quotation or paraphrase, must be fully and appropriately acknowledged.

Before starting to write, ask your teacher what kinds of external help are permissible. Always use your own words. If you want to quote the words of others, you must reference them correctly. In the same way photographs, illustrations, maps, graphs, charts, audio-visual material and software must be acknowledged if they are not your own work. For some assignments, you must include a bibliography at the end of your work which lists the full details of the publications you have used. You will need to refer to many sources to produce a well-researched piece of coursework but you must list all the resources that you use, whether they be books, journals, internet sites, TV programmes etc.



If you have worked as part of a group on a project, even if the data is the same, your introduction, account or description and conclusions must be your own. If they are not, you will be considered to have colluded and be guilty of malpractice.

Do not be tempted to use essays or parts of essays from the internet. Teachers are very experienced in marking students' work and quickly pick up a change of style or vocabulary. You will have to sign a declaration that any internal assessments or extended essays are your own authentic work.

Take care of your work and keep it safe. If it is stored on a computer, keep your password safe. Do not leave spare copies lying around. Destroy those which you do not need.

In internal and mock exams, you must not:

- Distract another student or try to contact them.
- Copy the work of another student.
- Disrupt the exam by any behaviour.
- Have out any notes unless they are allowed.
- Bring an unauthorised calculator or have on you any electronic device or mobile phone.

There are additional regulations for the conduct of external exams, which you must know about and follow.

## Key Definitions

### **Malpractice:**

Any behaviour that results in, or may result in, yourself or any other student gaining an unfair advantage in one or more assessment components. Plagiarism, collusion and duplication of work are examples of malpractice, as are making untruthful claims in UCAS applications or bringing in unauthorised materials into an exam.

### **Plagiarism:**

Passing off the work, thoughts or ideas of another person as your own. This is a serious academic offence and the school will take it seriously.

### **Collusion:**

Allowing someone else to copy from your work or submit it for assessment as if it were his or her own. Collusion is the act of supporting the malpractice of another person.

### **Duplication of work:**

Presenting the same work for different assessment components for the same exam board.



# Useful Contacts

Organisation	Helpline
ChildLine (24 hours)	0800 1111
NSPCC – Child Protection Helpline (24 hours)	0808 800 5000
Macmillan Cancer Support	0808 808 0000
Citizens Advice	Local Number
Crime Victims – Victim Support	0845 30 30 900
Crimestoppers – Crime Prevention	0800 555 111
Drinkline	0300 123 1110
FRANK – Friendly confidential drugs advice	0300 123 6600
Beat – Beating Eating Disorders (Monday – Thursday 1:30pm – 4.30pm)	0845 634 7650
Family – Gingerbread (support and advice for lone parents)	0808 802 0925
GamCare – Support, information and advice for anyone with a gambling problem (8am – midnight)	0808 8020 133
Homelessness – Shelter (24 hours)	0808 800 4444
Kidscape – Keeping safe, bullying and how to cope	08451 205 204
Missing People – Message Home (Left home, run away – send a confidential message)	116 000
National Missing People Helpline	116 000
Neighbourhood Watch	0116 229 3118
Age UK – Information and campaigns on ageing issues	0900 169 6565
Rape Crisis: 12pm – 2.30pm and 7pm – 9.30pm	0808 802 9999
Samaritans (24 hours)	08457 90 90 90
Social Services	Local Number
Brook – Free and confidential sexual health information	0808 802 1234
Smoking – Smoke free life	0200 022 4332
Youth Access – Discuss problems confidentially	0208 772 9900

Higher Education	
<a href="http://www.gov.uk/recognised-uk-degrees">www.gov.uk/recognised-uk-degrees</a>	Courses and links to HE sites
<a href="http://www.opendays.com">www.opendays.com</a>	HE open days
<a href="http://www.push.co.uk">www.push.co.uk</a>	Finding the right university
<a href="http://www.qaa.ac.uk">www.qaa.ac.uk</a>	The Quality Assurance Agency for Higher Education
<a href="http://www.scit.wiv.ac.uk/ukinfo">www.scit.wiv.ac.uk/ukinfo</a>	List all FE, HE and specialist colleges on a map
<a href="http://www.slc.co.uk">www.slc.co.uk</a>	Student Loans Company
General	
<a href="http://www.education.gov.uk">www.education.gov.uk</a>	All things that concern education and children and young people
<a href="http://www.cypnow.co.uk">www.cypnow.co.uk</a>	
<a href="http://www.education.gov.uk">www.education.gov.uk</a>	Includes information on financial support for HE students
<a href="http://www.lifelonglearning.co.uk">www.lifelonglearning.co.uk</a>	Information supporting lifelong learning
<a href="http://www.nus.org.uk">www.nus.org.uk</a>	National Union of Students
<a href="http://www.bbc.co.uk/schools">www.bbc.co.uk/schools</a>	Resources for schools
<a href="http://www.studentunion.co.uk">www.studentunion.co.uk</a>	Student union contacts



<a href="http://www.thestudentroom.co.uk">www.thestudentroom.co.uk</a>	Covers a wide variety of information on student life, on/off campus
<a href="http://www.ukdirectory.co.uk">www.ukdirectory.co.uk</a>	Guide to UK websites
<b>Employment</b>	
<a href="http://www.gov.uk/browse/education">www.gov.uk/browse/education</a>	Help, if you're going on to further or higher education, looking for training or interested in a student or career development loan.
<a href="http://www.gov.uk/jobseekers-allowance">www.gov.uk/jobseekers-allowance</a>	Information for jobseekers
<a href="http://www.reed.co.uk">www.reed.co.uk</a>	Recruitment agency and job adverts
<a href="http://www.mosnter.co.uk">www.mosnter.co.uk</a>	Vacancies
<a href="http://www.jobs.theguardian.com">www.jobs.theguardian.com</a>	Guardian newspaper jobs
<a href="http://www.nctj.com">www.nctj.com</a>	Journalism careers and courses
<a href="http://www.topjobs.co.uk">www.topjobs.co.uk</a>	Job adverts and links to other sites
<b>Study and Work Abroad</b>	
<a href="http://www.careerseurope.co.uk">www.careerseurope.co.uk</a>	Information on Europe
<a href="http://www.eurograduate.com">www.eurograduate.com</a>	European jobs
<a href="http://www.studentsabroad.com">www.studentsabroad.com</a>	Study abroad opportunities
<b>Students with Learning Difficulties/Disabilities</b>	
<a href="http://www.asthma.org.uk">www.asthma.org.uk</a>	National Asthma Campaign
<a href="http://www.bdadyslexia.org.uk">www.bdadyslexia.org.uk</a>	Dyslexia information
<a href="http://www.gov.uk/browse/disabilities">www.gov.uk/browse/disabilities</a>	Information on all disabilities
<a href="http://www.rnib.org.uk">www.rnib.org.uk</a>	Royal national institute for the Blind
<a href="http://www.actionhearingloss.org.uk">www.actionhearingloss.org.uk</a>	Action on Hearing Loss
<a href="http://www.skill.org.uk">www.skill.org.uk</a>	National Bureau for Students with Disabilities
<b>Gap Year</b>	
<a href="http://www.bunac.org.uk">www.bunac.org.uk</a>	Gap year with Bunac
<a href="http://www.csv.org.uk">www.csv.org.uk</a>	Volunteering opportunities
<a href="http://www.gapyear.com">www.gapyear.com</a>	Year out ideas
<a href="http://www.lattitude.org.uk">www.lattitude.org.uk</a>	Gap activity projects
<a href="http://www.etrust.org.uk">www.etrust.org.uk</a>	EDT – for future engineers and scientists
<a href="http://www.wvv.org.uk">www.wvv.org.uk</a>	Volunteering opportunities worldwide