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Responsibility: Director of Sixth Form

DAME ALLAN'S SCHOOLS

SIXTH FORM POLICY

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AIMS

Sixth Form students are encouraged to take responsibility for their own education and to act as role models for our younger pupils. We aim to guide and empower our students, encouraging them to act responsibly, considerately and independently so that they can progress and reach their full potential. The aim of this policy is to ensure that students, tutors, teachers and parents all clearly understand the parameters within which our Sixth Form functions.

These parameters are determined by our expectations of our students and the support they in turn can expect. School regulations, performance tracking, disciplinary procedures and means of communication are also outlined.

SIXTH FORM STUDENT EXPECTATIONS

1. Sixth Formers should be positive role models, setting an example to younger students. Sixth Formers are expected to meet high standards of behaviour, appearance and academic example in accordance with the school rules.
2. Sixth Formers must always be respectful, both on the premises and in the wider community, conveying a positive image of the school to the general public.
3. Sixth Formers are expected to arrive in school punctually and attend registration every day.
4. Sixth Formers are expected to attend all lessons (including weekly enrichment sessions), assemblies and fulfil Officer and prefect duties.
5. Sixth Formers need to be well-organised, highly motivated and prepared for lessons.
6. Sixth Formers should apply their full effort both in and out of lessons, making the most of opportunities to extend their learning, develop wider interests and enhance their leadership skills. It is hoped that all students will participate in extracurricular activities during their time in the sixth form.

This is summarised in the student planner in the format: RESPECT

SIXTH FORM UNIFORM

The Sixth Form set an example to the rest of the school in maintaining high standards of appearance, and we expect them to look smart and business-like. The general rule of thumb is that if they wouldn't wear it to an interview, don't wear it to school. On Wednesdays all students need to wear the official school games kit.

APPEARANCE

Students should look neat and tidy at all times. Hair must be kept clean and tidy and must be of a natural colour. The Sixth Form uniform should be worn at all times, both on school premises and when travelling to and from school. Only school badges may be worn with the uniform. Only school logos should be visible. No coats or scarves should be worn around the school buildings. No leather or denim outer garments are to be worn.

N.B. Plain white blouses/ shirts must be worn for formal occasions (e.g. photographs, cathedral services etc.).

UNIFORM

SUIT: Smart suit with skirt or trousers.

BLOUSE/SHIRT: Smart blouse/ shirt with a collar must be worn correctly; not sleeveless.

JUMPER: Smart jumpers may be worn over blouses/shirts but are not compulsory. These can be either v- or crew-necked or 1/4-zip. Jumpers should be worn in addition to the suit jacket (not as a substitute).

SHOES: No casual shoes or trainers. Boots may be worn to and from school in bad weather but may not be worn around school. Ankle boots are not permitted as a substitute for shoes.

COAT: Any smart, outdoor coat may be worn to and from school but it must be removed when inside school. Hoodies are not permitted as a substitute for a smart coat.

HAT: Our girls wear a school hat with red hat band for services in the cathedral.

OTHER: Head scarf worn for religious reasons should be plain and of a suitable dark colour. Boys must be clean-shaved. Students may wear one pair of small earrings and minimal jewellery in addition to a watch. Piercings other than ears are not permitted.

That which is considered 'smart' is at the discretion of the Director of Sixth Form and the Senior Management Team.

SPORTS KIT (for Girls and Boys)

Official school-badged Sixth Form games kit from schoolblazer. Students must wear tracksuit bottoms around school.

ENTRY TO SIXTH FORM

Entry to Dame Allan's Sixth Form requires each student to have achieved at least 45 points across their 8 best GCSE scores, as this would indicate that they are suitable candidates for success in A-level study. Extenuating circumstances will be considered on a case-by-case basis.

SIXTH FORM TUTOR SUPPORT

Tutor groups in the Sixth Form comprise of about 16 boys and girls from either Year 12 or Year 13. Tutors offer guidance and support and work closely with subject teachers and the Director of Sixth Form and Sixth Form team to oversee the pastoral and academic progress of their students from Year 12 through to Year 13.

Tutors assist in the delivery of the enrichment programme and encourage their students to participate in the co-curricular activities that help towards their personal development. Tutor groups meet for registration at 8.30am each morning and at 1.30pm each afternoon. Sixth Formers attend a dedicated Sixth Form assembly on certain Tuesdays. On the other days students remain in groups with their tutor. Form prefects will visit their classes on a Monday after they have registered.

Role of the Sixth Form Tutor

- Register students every morning at 8.30am and each afternoon at 1.30pm.
- Complete purposeful activities in form time, as suggested by HOY 12 and 13.

- Ensure that their students adhere to the uniform dress code (See page 2)
- Ensure that the main office is informed of the reasons for tutee absences.
- Accompany students to Sixth Form assemblies,
- Offer advice on the transition to A Level work from GCSE and on the study skills required for Sixth Form work.
- Be the first point of contact for their students' parents and, when appropriate, keep parents informed of areas of concern and achievement.
- Liaise closely with subject teachers, Heads of Year 12 and 13, and Director of Sixth Form with regard to the progress of their students.
- Review progress reports with individual students and provide guidance on action required.
- Liaise with Director of Futures and Aspirations to prepare students for completing their UCAS application and encourage them to meet deadlines.
- Write draft UCAS references for students.
- Attend Sixth Form tutors' meetings and the Year 12 Welcome Evening and other Sixth Form events as requested.
- Participate in the delivery of the Sixth Form enrichment programme.
- The tutor, Director of Sixth Form or Heads of Year will liaise closely with the Director of Pupil Wellbeing and the school nurse to offer advice and counselling support where necessary.

SAFEGUARDING

In matters of safeguarding , refer to Director of Sixth Form (DDSL) and Director of pupil Wellbeing (Lead DSL)

ATTENDANCE

See Whole School Attendance Policy on the Schools' website.

Morning Registration

- All Sixth Formers must register at 8.30am each morning, even if they do not have a lesson until later in the day.
- Students who arrive after registration must sign in at the iPad on arrival.
- On assembly days, late students must sign in at the iPad and immediately go to assembly, entering through the main doors at the back of the hall.
- It is the responsibility of the student to ensure they register correctly so registers are accurate.

Afternoon Registration

- Students register with their tutors at 1.30pm unless they have permission to sign out at 12.25pm
- Students who miss registration and who are not in a lesson period 4, must sign in at reception. The student will be marked late unless there are mitigating circumstances.

Absences

Any student who is late for either morning or afternoon registration twice during the school week will be given a Sixth Form Tuesday lunchtime detention.

- Parents/ guardians must inform the school of student absences by emailing or by calling the main office at absence@dameallans.co.uk or via MySchoolPortal.
- It is the responsibility of the parents to inform their tutor and subject teacher(s) in advance of any planned absences from lessons (e.g. open days, medical appointments). An email confirmation of Open Day visits must be forwarded to the Director of Sixth Form and absence@dameallans.co.uk or MySchoolPortal.
- A student who is unable to participate in a games session must provide authorisation from their parents in advance of that session.

Examinations

- Students sitting exams will register as part of the exam procedures.
- Students on exam study leave **must sign in and out** if they come into school during this time for reasons other than an examination. This is a Health and Safety requirement.

Teachers

- If a student has an unknown absence and is missing from a lesson, the missing child policy must be activated.
- If a student has frequent absences or a pattern is emerging, a teacher should inform the Sixth Form tutor, who will discuss the issue with the Sixth Form team to discuss the next steps.

Signing in and out

- Students must remain on site throughout morning teaching sessions. They may leave the school site from 11:05am onwards but they must sign out/in.
- Sixth Formers may study at home in the afternoon if they have no further lessons or other commitments, ensuring that they sign themselves out (no earlier than 12.25). They must inform their form tutor in the morning registration that they intend to leave before afternoon registration.
- The exception to this is on Wednesday afternoons when all Sixth Formers are required to participate in a games activity or have committed to community volunteering. Any requests for absence from the timetabled activity must come from parents and be authorised at the discretion of the Director of Sixth Form.
- Year 13 students may choose to undertake independent study in the summer term only. If a student does not comply with attendance or registration requirements – or if there are academic or other concerns reported by their tutor – the right to home study may be revoked.

Use of Study Periods and Independent Study

- Sixth Form students are expected to undertake 5 hours' independent study per subject per week. Students should undertake homework, wider reading or research appropriate to their A Level subjects, enhance notes taken in class and complete assignments within the deadlines set by their teachers.

Supervised Study

- A teacher will ask a student to report to the supervised study area to complete a piece of work. The teacher on cover will record the presence of the student and will notify the teacher/tutor of any non-attendance.

- The teacher who initiated the request will be responsible for ensuring that the student has completed the work.

MONITORING PROGRESS

Throughout a student's time with us, their tutor and the Sixth Form team offer guidance and support and work closely with their teachers. We value our contact with parents, and we will continue to keep them informed of a student's progress and to seek their support.

Reports

Effort and Attainment grades will be produced at key times in the year. The Director of Sixth Form, Deputy Director of Sixth and Heads of Year will analyse the grades and initiate intervention procedures as necessary.

Michaelmas Term: Year 12 & 13 progress reports
Year 12 Parents' Evening
Year 13 Full Report

Lent Term: Year 12 & 13 progress reports (Year 12 mid-term results and Year 13 trial exam results)
Year 12 Full Report
Year 13 Parents' Evening

Trinity Term Y12 A level progression results

Attainment grades

Key Stage 5 Attainment

The attainment grade reflects what the student is on track to achieve at A-Level if their progress and effort is maintained. The range is A* to U. This grade reflects the overall level of achievement in a subject i.e., all work done throughout the half-term including examinations, assessment tests, class work and homework.

Effort Grades

The attributes for success grade reflects attitudes displayed both within the classroom and on homework assignments throughout the half-term. The criteria are as follows:

In each of these 3 categories please award a 1*-4. As a rough guide, these gradings mean the following proportions of time that pupils demonstrate these attributes

1* **At EVERY opportunity** (demonstrates all 4 (or 8) attributes whenever possible in **every** lesson)
1 **Almost always** (more than 90% of the time)
2 **Very frequently** (60%-90% of the time)
3 **Not often enough** (40%-60% of the time)
4 **Unsatisfactorily often** (less than 40% of the time)

Strategic	***Respectful***	***Motivated and Meta-thinker***
● I am organised ● I set targets ● I have high- expectations of myself ● I am resilient and persevere	● I am kind to all others ● I am well-behaved ● I am empathetic ● I collaborate	● I have a growth mindset ● I am inquisitive ● I am willing to strive ● I am an independent learner ● I am reflective

		• I am creative • I make links in, and across, the curriculum • I am academically brave

These are then averaged across the 3 categories, with the Motivated and Meta-thinker category double-weighted to reflect the fact it's a double category.

The Director of Studies will measure Effort and Attainment grades against previous academic performance to track the progress of students. The Director of Sixth Form and Sixth Form Team will analyse the tracking reports and implement follow-up procedures. This will form the basis for regular academic reviews and intervention procedures between subject teacher, tutor, tutee and, if necessary, Heads of year, parents and senior management. Tutors will discuss the reports with their students and individuals causing most concern will be interviewed by the Principal and Director of Sixth Form or the Sixth Form Team to help develop strategies for improvement.

Examinations

Spring Term:	Internal - Year 12 Mid-term examinations	January
	Internal - Year 13 Preliminary A Level examinations	February
Summer Term:	Internal - Year 12 A Level Progression examinations*	June
	External - Year 13 A Level examinations	May/June

* Results issued after the exams and used to support UCAS predicted grades and suitability for progression on to Year 13

ACADEMIC INTERVENTION

Sixth Form Learn to learn policy

Academic

Sixth form students are expected to be organised and self-motivated; however, some may need extra support to help them understand the importance of handing homework in on time and why completing it to the best of their abilities directly contributes to their progress and academic development. The plan of intervention below will be used to support those who need help with their organisation and deadline keeping.

A positive outcome is expected; however, where this might not be the case, appropriate next steps will be taken.

	Action	Staff involvement
i. Minor organisational issues	1. Dealt with by the subject teacher using professional judgement e.g. student is given an extended deadline, is requested at subject catch-up sessions, is requested to complete the original homework plus extra reading, etc.	Subject teacher
ii. Regular organisational issues	1. **Informal warning** given by subject teacher (ST), HOD notified and records it on iSAMS. 2. HOD informed and subject action plan developed with student, HOD and ST. e.g. supervised study time, hints and tips around subject-specific expectations and organisation, subject peer mentor organised, etc. Parents informed by HOD or ST	Subject teacher Form tutor (if patterns across subjects emerge) HOD
iii. No improvement seen	1. HOD and HOY informed. 2. HOY will give a **formal warning** (recorded on iSAMS). 3. Action plan for next steps developed in conjunction with parents.	HOY HOD
iv. No improvement seen	1. HOD and D6 informed. 2. D6 gives a **formal written warning** (recorded on iSAMS). 3. Action plan modified in formal meeting with parents. 4. New plan sent to parents ccAVP	D06 AVP
v. No improvement seen	1. HOD and DO6 informed. 2. DO6 will inform the AVP and the Principal who will consider what the next appropriate steps are.	DO6 Vice Principal (Academic)

Following assessment data, the HOY and Director of Sixth will analyse Effort and Attainment grades and discuss intervention strategies with the HODs as required. We will also involve the Director of Futures and Aspirations in the case of students on the Early Entry pathway.

Progression from Year 12 to Year 13

- Students who achieve a low grade (2 or more grades below ALIS grades)in one A Level subject examination will be interviewed by the Director of Sixth Form or HOY 12. Students will be offered advice and, in consultation with the relevant Head of Department, a suitable strategy for progression.

- Students achieving low grades (2 or more grades below ALIS) in more than one A Level subject examination will be interviewed by the VPA or Do6. Parents may be then asked to attend a subsequent meeting, and a decision will be made as to whether a student can progress on to Year 13 by the appropriate SMT members. The purpose of these meetings will be to review the student's potential and establish an appropriate course of study.

- At the start of Year 13 all students will have an academic review with their tutor to discuss their exam results and plan strategies to manage their A Level subjects.

UCAS AND HIGHER EDUCATION

- Preparation for entry to higher education is an integral part of the Enrichment programme. This will start in Year 12 and continue on to Year 13.

- The Director of Futures and Aspirations will report to the Director of Sixth Form and to the Principal regarding UCAS. The UCAS application process will be led and managed by the Director of Futures and Aspirations, who will liaise with the Head of Year 13 and Sixth Form tutors to ensure the completion of applications.

- UCAS predicted grades are released in the summer of Year 12 to all students. The UCAS grades are not necessarily what the teacher believes a student will definitely achieve, but rather follow the UCAS guidelines of being "aspirational but achievable". The phrase that we use at Dame Allan's is "optimistic but realistic". Students should ensure that they are not applying for courses with entry criteria above these UCAS grades and should make sure they have appropriate backup choices should they fall short in the A level examinations.

- The Director of Futures and Aspirations will liaise with Sixth Form tutors to check that UCAS references are accurate and of a standard that will fully support a Sixth Former's application.

- Students applying to the University of Oxford, University of Cambridge or for Medicine, Dentistry or Veterinary Medicine need to submit their application earlier, by 15th October of their Year 13 and are therefore called Early Entry applicants. These students will receive additional support from the Director of Futures and Aspirations and their subject teachers in order to support them with their applications. This includes, but is not limited to, personal statement writing seminars, internal mock interviews, external mock interviews and support with admissions tests.

- Students applying to overseas universities or UK conservatoires will be supported through the application process by the Director Futures and Aspirations who will also coordinate reference requests from these institutions.

- Students following other HE routes (eg. apprenticeships and degree apprenticeships) will be supported by the Director of Futures and Aspirations in completing their applications.

- The Director of Sixth Form and Director of Futures and Aspirations will coordinate the support given to students on receiving their A Level results. The aim of the support is to ensure that UCAS applicants are successfully placed on a university course or other HE route.

DISCIPLINE

see Whole School Behaviour Policy

- Concerns about any student should be reported to their Sixth Form tutor, who will discuss them with the student.

- Students who fail to comply with the uniform policy or who continue to be of concern will be informed of their transgression. Persistent non-compliance will result in an escalation of sanction.

- Students who do not show improvement, despite the intervention of their tutor, will receive a warning from either the appropriate Head of Year or the Director of Sixth Form. If the matter is not resolved, then parents will be informed.

- Serious concerns will result in the Director of Sixth Form being notified immediately by those concerned. A meeting with parents or guardians will be arranged at the discretion of the Director of Sixth Form.

- The Principal and Vice Principals will be kept informed by the Director of Sixth Form and will become involved when necessary. Further action will be in accordance with the Schools' whole school behaviour policy.

Lateness

Any student who is late twice in a week or more (Monday - Friday) will be given a Tuesday lunchtime detention. This is from 12.30 – 13.00 and students will report to Room 91.

Uniform

As role models for our younger pupils, all of our sixth form students are expected to adhere to the dress code. Transgressions will be dealt with in line with the whole school behaviour policy.

Conduct in and around the Queen's Building

- The playing field is a teaching area; only authorised/ supervised games may take place on the field during teaching time. Similarly, the boys' yard may not be used during lesson times as this disturbs lessons in adjacent classrooms.

- The Sixth Form Garden is to become a memorial garden and a calm outside space. Students should not play ball games at any time in this area, or in any non-designated space.

- Food and drink may be consumed in either the Dining Hall or the Queen's building cafe area/downstairs space and not in the upstairs study area or classrooms.

- Personal electronic equipment and phones may only be used in the Sixth Form Centre. and in accordance with the Acceptable Use, Chromebook Use and E-Safety Agreement Policy.

- Collaborative study is acceptable in the downstairs area of the Queen's building, and silent, individual study is expected in the silent study area upstairs.

- Study Pods may be booked by students using the sign in sheet on the door. 1 session daily may be booked by a student. Up to 4 students are allowed at any one time. Failure to use this space sensibly will result in this privilege being removed.

- The meeting room is bookable at the discretion of the Sixth Form Team.

Sixth Form Sanctions

Gaiting is a sanction which may be applied, at the discretion of the Sixth Form team. This involves the removal of the privilege to leave the site during study periods or lunchtime and will be for a determined time.

Sixth form detentions take place on a Friday at 1545-1645 in room 90. These are at the discretion of the Director of Sixth Form, and Deputy Director of Sixth, or HOY will be enter the detention onto isams. Parents will not be automatically informed of these sanctions, as we entrust the students to manage this in the first instance. Students may work on independent work during the detention period.

Further instances of misconduct or serious sanctions will refer to the whole school behaviour policy.

STATEMENT ON GAMES

The school provides a wide variety of games options on a Wednesday afternoon, including team games and a range of other activities. Students must opt for an activity in September. A new range of activities is available each term.
Students who represent the school in team sports are expected to commit to all training sessions and fixtures throughout the season.
The school believes it is important for students to engage in some form of physical activity during their time in the Sixth Form so we would encourage every student to opt for a physical activity in at least one term. All students must wear the sixth official form games kit for their activity.

COMMUNITY VOLUNTEERING

While most students will participate in games, some may wish to undertake voluntary work to benefit the wider community, so a limited number of Community Service places are available. Please note this is a year-long commitment as the organisations will rely on volunteers. There are a limited number of places in the junior school and some other local organisations.

Students will be made aware of the arrangements for Community volunteering placements in the summer term each year. This will require students to complete a form, which includes parental consent, so that the school can complete a health and safety assessment on each establishment. Placements can only begin once this check has been completed. Allocation of places will be made according to availability, and students are encouraged to find their own placements.

STATEMENT ON CARS

The school is aware that Sixth Form students may choose to travel to school by cars that they drive themselves, although, in accordance with the Schools' transport plan, we do encourage all members of the school community to use public transport where this is appropriate. Where students do travel to school by car, they must adhere to the following code of conduct:

- All students who drive a motor vehicle to school must **inform** the school via this google form so that the school can keep a record of car registrations. These are helpful to us if issues arise with neighbours concerning cars parked in the vicinity of the school. Car registrations will only be used for such purposes and will not be passed on to any other party.
- Students **must not** transport other students in their cars during the school day.
- No car belonging to a student may be driven or parked on the school grounds.
- Cars may be used only for transport to and from school. They may not be used during study periods, break or lunchtimes. If participating in a school-related activity off-site, such as a team sport, the student must travel with the group and the arranged transport and not take their own car. If they wish to be picked up by a parent after the event, that is to be arranged with the trip organiser.
- Only in exceptional circumstances will consent be given by the Director of Sixth for a student to use their own car during the school day, and only then with written permission from the parent.

- Students must **park with consideration** for the Schools' neighbours and behave with consideration when in their cars (no playing loud music, unnecessary revving of engines, idling, etc.).