



THINKING SCHOOLS
ACADEMY TRUST

Year 12 Student Handbook



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Welcome to the Sixth Form

I hope that you find your time in the Sixth Form stimulating and enjoyable. Our aim is for you to make the most of the opportunities given to you so you lay strong foundations for success in your future life, be it at University, in the world of work and beyond.

Life in the Sixth Form differs from that in lower and middle school and by being a Sixth Former you will enjoy unique privileges, opportunities and responsibilities. I hope that this handbook provides you with a useful overview of what to expect.

Pivotal to your Sixth Form experience will be establishing a successful partnership with the Sixth Form team who include your tutor and your subject teachers, as well as your Head of Sixth Form, Mr Anderson (AAN), the two Assistant Heads of Sixth Form, Mrs Mourino, (RMO) and Mr Fielding, (FG) and the Sixth Form Administrator, Miss Jephheart (AJT). We all want what is best for you, so **if you do encounter problems at any stage during your time in the Sixth Form, talk to one of us. Don't wait!**

The success you have already achieved at GCSE means that you should be somewhat prepared for the challenges that lie ahead, although you should be under no illusion that the time you devoted to your GCSE studies outside of the classroom will **NOT** be enough for you to be successful at A-Level. You have much to gain from, and give to, life in the Sixth Form. I look forward to following your progress and supporting you in this exciting and crucial stage in your education.

The student learning agreement which is reproduced at the end of this handbook is intended to give a clear understanding of what you and your parent(s)/carer(s) expect from the school and what the school expects from you in return. The summary of expectations should be read in conjunction with the more detailed outline given in this handbook. On signing the agreement, you demonstrate you have understood your commitment and responsibilities. The signing of this document is your acceptance to abide by these rules and expectations.

The purpose of the Sixth Form handbook is to provide important information on key aspects of Sixth Form life and should be used as a reference manual. This handbook is updated annually. If over the course of the year you have any suggestions for additions or alterations, please feel free to let me know.

Remember:

Head of Sixth Form (Mr Anderson): a.anderson@tsatrust.org.uk

Assistant Heads of Sixth Form (Mrs Mourino & Mr Fielding): r.mourino@tsatrust.org.uk & m.fielding@tsatrust.org.uk

Sixth Form Administrator (Miss Jephheart): a.jephheart@tsatrust.org.uk

Do not hesitate to get in touch via e-mail as it is often the quickest and easiest way to communicate. You also need to regularly consult the website, especially the Sixth Form section for regular information and news. The Sixth Form team look forward to working with you over the next couple of years.



Anderson – Head of Sixth Form

Who's who in the Sixth Form



Mr Anderson (AAN) – The Head of Sixth Form

He is responsible for the good order, day-to-day running and academic performance of the Sixth Form. He supervises and leads the team of Sixth Form Tutors and Prefects, and is on hand to assist with any problems or queries that you may have. He works with subject staff and Form Tutors to ensure each student realises their potential. The Head of Sixth Form leads most Sixth Form assemblies. He is also responsible for the running of the University application system, (UCAS) and provides advice and guidance on Gap Years and the UCAS process, including Oxbridge applications. When not teaching Mr Anderson can be found in his office in the M-Block.



Mrs Mourino (RMO) – Assistant Head of Sixth Form & Head of Art & Design

Deputises for Mr Anderson in his absence and also has a lead role in the organising and delivery of the Life Skills programme within the Sixth Form. She assists with organising induction days for prospective new Year 12 students on an annual basis and is on hand to assist with any problems or queries that you may have. She works with subject staff and Form Tutors to ensure each student realises his/her potential. She supports Mr Anderson in the University application process, including Oxbridge applications. Mrs Mourino can be found in her office in The Hub or in her teaching room D20 in the Art block.



Mr Fielding (FG) – Assistant Head of Sixth Form & Head of Computer Science

Deputises for Mr Anderson in his absence and also has a leading role for careers across the school as well as taking charge of all work experience issues in Year 12. He is on hand to assist with any problems or queries that you may have. He works with subject staff and Form Tutors to ensure each student realises his/her potential. He supports Mr Anderson in the University application process, including Oxbridge applications. Mr Fielding can be found in his office in The Hub or in his teaching room H20.



Miss Jepheart (AJT) – KS5 Administrations Officer

Assists the Head of Sixth Form and Assistant Heads of Sixth Form in ensuring punctuality and attendance (above 96%) are maintained. She is responsible for contacting home regarding issues relating to these areas as well as any uniform and timetabling issues. Miss Jepheart is an additional support person for students to turn to. She will be available every day to offer said support and assistance and students should be confident that they can approach her should they need to discuss anything that they either feel anxious about, or conversely that they wish to share for positive reasons.

THE SCHOOL CAPTAIN'S TEAM 2020



HEAD BOY
Harry Walsh



HEAD GIRL
Imogen Dawson



DEPUTY HEAD BOY
Mitchell Ashby-Laws



DEPUTY HEAD GIRL
Anabel Page



CHARITY & EVENTS
Connor Lewis



SPORTS & EVENTS
Ethan Johnson



WELL BEING & EVENTS
Jessica-Paige William



COMMUNITY & EVENTS
Athena Montiero-Scutt

The school Captains Team, led by our Head Boy and Head Girl are the head of the student body and as such have numerous responsibilities linked to organising and running school events as well as liaising between staff and students. In addition to their leadership responsibilities they are a further source of inspiration and support for all students within the school. All who represent the team go through an extensive selection process, which is open to all Sixth Form students. We hope you will be inspired to apply for the School Captains Team during your time in the Sixth Form so you can continue to support and inspire others and leave a lasting legacy with the school.

Induction Days & Subject Summer Bridge Work

As you are now aware the **induction days** planned for June 30th and July 1st will not be going ahead as originally planned due to the ongoing COV-19 crisis.

In their place all Heads of Department have put together two or three presentations, which they have voiced over, which will provide you with a flavour of the content within an A-Level lesson within each particular department. Said presentations will include tasks and/or questions to complete, the answers to which will also be made available to you. These will all be available in a central area for you to access from 6th July 2020, details of which will be forwarded to you.

Should you have any additional questions please email them directly to sixthform@holcombegrammar.org.uk. We will then pass these on to the appropriate Head of Department for answering and responding.

Summer Bridge work is also being put together by Heads of Department and will be available to you in the same central area. It is an expectation that you complete said work in order to prepare yourself for the transition to A-level study, especially as staff will request this work from you upon you commencing your courses in September.

Form Groups and Form Tutors

Each of you will be assigned to a Form Tutor group and have a Form Tutor who you will see daily. There are five Form Tutor groups in Year 12 and four in Year 13, each one being assigned to one of the schools five Houses, (Conquest, Guardian, Shannon, Barfleur and Hawkins) in very much the same way as the House system so successfully portrayed in the Harry Potter films. Members of your Form group will not necessarily share any lessons with you but represent a group outside of your classes that has an allegiance to their House and who regularly compete against other Houses in all manner of competitions.

Form time takes place twice daily once every morning between **08:40am** and **09:00am** and once daily every afternoon between **14:50pm** and **15:05pm** in a room designated to you at the beginning of the year. Your Form Tutor is the person immediately responsible for overseeing your welfare and general progress over the next year. Accordingly, it is your Form Tutor to whom you should turn in the first instance if you wish to seek advice or have a particular requirement or difficulty.

Your Form Tutor will help you in the process of learning independently and will play a crucial part in your Higher Education planning, through a process of mentoring you with regards to your studies and progress.

Form time also provides you with 20 minutes every morning to engage in some productive work, whether it be reviewing class notes or preparing revision materials.

The Tutors and rooming for the Sixth Form are as follows:

YEAR 12			YEAR 13		
12Co	Miss Bennett (CBT)	M11	13.1	Miss Wilson (PWN)	B25
12Gu	Miss Etches (KES)	M10	13.2	Mrs Jhaj (KJJ)	M13
12Sh	Mr Rayner (CRR)	B21	13.3	Ms Cook (HCK)	M14
12Ba	Mr Milne (AME)	B27	13.4	Mr Clynschaw (JCH)	M12
12Ha	Mrs Williamson (FWN)	P22			

IMPORTANT DATES FOR YOUR CALENDAR 2020/21

Term dates are as follows. Additional information, (key dates) will be added and available at the start of the year.

September 2020	<ul style="list-style-type: none"> • MONDAY 7th SEPTEMBER - Return to School – (Week A)
October 2020	<ul style="list-style-type: none"> • THURSDAY 22ND OCTOBER – END OF TERM 1
OCTOBER BREAK (Mon' 26th October – Fri' 30th October)	
November 2020	<ul style="list-style-type: none"> • MONDAY 2nd NOVEMBER - Start of Term 2 • FRIDAY 20TH NOVEMBER – School closed (day in Lieu for Open Morning)
December 2020	<ul style="list-style-type: none"> • FRIDAY 18th DECEMBER - End of Term 2
CHRISTMAS BREAK (Mon' 21st December – Fri' 1st January)	
January 2021	<ul style="list-style-type: none"> • TUESDAY 5TH JANUARY – Start of Term 3
February 2021	<ul style="list-style-type: none"> • FRIDAY 9TH FEBRUARY - End of Term 3
FEBRUARY BREAK (Mon' 15th February – Fri' 19th February)	
	<ul style="list-style-type: none"> • MONDAY 22ND FEBRUARY – Start of Term 4
April 2021	<ul style="list-style-type: none"> • THURSDAY 1ST April – End of Term 4
EASTER BREAK (Mon' 5th April – Friday 16th April)	
	<ul style="list-style-type: none"> • MONDAY 19TH APRIL - Start of Term 5
May 2021	<ul style="list-style-type: none"> • FRIDAY 3RD MAY – Early May Bank Holiday • FRIDAY 28TH MAY – End of Term 5
MAY BREAK (Mon' 31st May – Fri' 4th June)	
June 2021	<ul style="list-style-type: none"> • MONDAY 7TH JUNE - Start of Term 6 • THURSDAY 22ND JULY – End of Term 6

Expectations in the Sixth Form

From you, the Sixth Former, the school expects:

- Excellent attendance (96% and above) and punctuality
- Good study habits organisation and completion of **all work set (7 hours independent study per subject, per week outside of lesson time is the minimum requirement for A-Level study)**.
- Appropriate use of study periods.
- Background reading and constant reviewing and updating of class notes.
- Attendance at all calendared events, including work experience, school assemblies, open evenings and prize giving.
- An appropriate balance between schoolwork, part-time employment and socialising.
- The very best behaviour and dress sense (in line with the school dress code), as Sixth Formers must act as ambassadors for the school to visitors and members of the public.
- You to maintain Sixth Form areas (The Hub, S19 and The Hive) ensuring they are litter free, (use the bins provided) and only eat and drink in those areas permitted.

When you accept a place in the Sixth Form you automatically agree to accept and abide by our rules, obligations and the expectations that go with it.

From your parent(s)/carer(s) the school expects them to:

- Ensure your good attendance (above 96%) and punctuality.
- Keep the school informed when appropriate and relevant.
- Monitor the balance between your schoolwork and other interests.
- Monitor your progress by asking to see your work, assessments, grade cards and reports.
- Be aware of your courses' requirements.
- Attend parents evening and other meetings if possible.

You and your parent(s)/carer(s) should expect:

- Provision of an appropriate learning environment.
- Provision of high-quality learning opportunities.
- Academic monitoring, mentoring and target setting to assist Sixth Formers in reaching their full potential.
- Identification of underachievement and intervention where necessary.
- Formal and informal reporting to parents.
- Help and advice for Sixth Formers applying for Higher Education routes.
- Extra-curricular and enrichment opportunities both in and out of school.

The Sixth Form Timetable and the Sixth Form School Day

Your timetable consists of:

- **Taught Lessons** in your academic subjects (3 or 4 A-Levels).
- Several autonomous study periods to be spent in The Hub (shown as 'Sy' on your timetable).

Pattern of the school day

08:35am	All Sixth Form students are expected to be through the school gate by this time to ensure they are prompt to morning registration.	
08:40am – 09:00am	Morning Registration and tutor/assembly time	Attendance is <u>compulsory</u> even if you have a study period first lesson. If you are late you must sign in at the main office. Read below the section on attendance and punctuality
09:00am – 10:00am	Period 1	
10:00am – 11:00am	Period 2	
11:00am – 11:20	Break	Students are not allowed to leave the school site unless you have sought exceptional permission from the Sixth Form team.
11:20am – 12:20pm	Period 3	
12:20pm – 13:20pm	Period 4	
13:20pm – 13:50pm	Lunch	You may leave the premises but are expected to act as an ambassador for the school within the local community and avoid engaging in any kind of behaviour which reflects badly upon the school. Failure to do so will result in this privilege being revoked. You must return to school by 13:45pm to be prompt to the start of period 5.
13:50pm – 14:55pm	Period 5	
14:55pm – 15:05pm	Afternoon registration and tutor time	Attendance is <u>compulsory</u> .
15:05pm	End of School day	It is hoped that students will take advantage of Sixth Form facilities to remain on-site (until 17:00pm) and engage in further study to make up their expected, <u>minimum 7 hours per week, per subject, outside of timetabled lessons</u>

Signing in and out registers are in the school's main office / Holcombe office (signing in and out for exceptional reasons such as illness / medical appointments, though this does **NOT INCLUDE** driving lessons). Any students wishing to sign out must inform the Sixth Form team and gain their permission **prior to** signing out.

Academic Commitments

Attendance at lessons

Each student must attend **all** timetabled lessons, arriving on time with all relevant equipment. Evidence shows that poor attendance (less than 95%) almost always leads to poor results. Your teachers will monitor your attendance and punctuality and will report back to Miss Jepheart (AJT) immediately should you fail to turn up to a lesson. Miss Jepheart will monitor attendance and produce fortnightly reports for parents and carers to view. Poor attendance will result in you being placed on attendance report to ensure that you are brought 'back on track'. If you know you are going to miss a lesson, it is your responsibility to inform your teacher **and** Miss Jepheart **and** ensure that you catch up on any missed work.

Your Courses

For each subject you are studying, you must familiarise yourself from the beginning, not only with the exam board specifications, but also the way in which you will be assessed. Some subjects contain an element of coursework, so you need to ensure you know exactly what work is required of you and when. This will require you speaking with your subject staff to obtain such information.

THE EXTENDED PROJECT PROGRAMME (EPQ)

Many of you will be interested in completing an 'Extended Project'.

Mr Anderson heads the programme which provides you with an opportunity to extend your abilities beyond the A-level syllabus and prepare for University or your future career. It can also be used to earn extra UCAS points. The course normally begins in Term 6 of year 12 and students will be expected to work on their EP over the summer holiday prior to commencing their year 13 studies.

The EP is a largely self-directed project. By taking responsibility for the choice and design of an individual project, (or an individual role in a group or project) you:

- Become more critical, reflective, and independent learners.
- Develop and apply decision-making and problem-solving skills.
- Increase your planning, research, analysis, synthesis, evaluation, and presentation skills.
- Learn to apply new technologies confidently.
- Demonstrate creativity, initiative, and enterprise.

The EP is not for everyone as it is above and beyond your academic commitment in the sixth form. But it is strongly recommended for anyone who is coping well with their sixth form academic workload and who wish to extend themselves further.

Voluntary work and relevant work experience

We would also like to encourage you to include the equivalent of at least one period of voluntary action a week either inside or outside of school, (either through the prefect system or through a self-organised voluntary or relevant work experience placement) because we feel that this is vital to your development and to the strength of our community. Universities are also keen to see that there is more to you than just academic ability and so this is something which can only aid your UCAS applications in year 13.

Almost all of you will receive a timetabled session of games per week, which will take part in school. Again, you are strongly encouraged to use this hour for participating in recreational activity arranged by the PE department. Some of you may even organise to use this time as your volunteering time.

Study Time in School: The Autonomous Sessions (aka Study Periods)

You will have several study periods during the week, the number of which will depend on your A-level subject choices and the number of A-levels you are taking. All study periods will be supervised and will take place in The Hub. The expectation is that this area is akin to a library environment, whereby students spend most of their time engaged in silent study. Where there is a need to engage with another student, it should be done so quickly and quietly to minimise distraction to others. It is not an excuse for an elongated chat. You must attend **all** these sessions.

How to make the most of your Study Periods and Form Tutor time: Come prepared for them!

You should make a point of discussing the most effective use of your study periods with your subject teachers, as they, of course, are the people best placed to give you advice. Some of the most effective general strategies include:

- Going over your classroom notes, organising them and where possible building upon them through further research around topic areas
- Getting ahead of yourself (especially with regards to coursework) and starting to complete work set that day
- Doing extension work, (extra exercises or questions) in the areas you find most difficult
- Reading through teacher's comments on marked work and writing detailed student responses which will benefit your future progress
- Carrying out additional reading (journals, newspapers, case studies, the internet) around your academic subjects
- Completing past papers
- Writing essay plans
- Completing project work

We do encourage you to stay on site beyond the 'normal' school day to make the most of the school's study facilities.

Other Important Commitments

Registration

You must register at **8:40am and 14:55pm** prompt on all school days. You must be punctual for afternoon lessons (period 5) at **13:50pm**, which means being back on school site by **13:45pm**. Registration is crucial so that staff can monitor who is present throughout the day. This is particularly important if there is a fire drill or especially in the event of an actual fire.

As a basic issue of Health and Safety if you arrive late in the morning, you must sign in at the main school office and inform your tutor and Miss Jepheart of your presence at the earliest opportunity.

If you need to leave the school site for any reason during the day, and after having notified Miss Jepheart, you need to sign out via the main office. You will also need to sign in upon your return.

Form time represents a significant portion of your time in the Sixth Form over the next two years and should be used effectively.

Assemblies

You are expected to attend **all** appropriate assemblies: House assemblies and Sixth Form assemblies.

Lateness, Attendance and Absence

Contact time with your teacher is vital to your success in the Sixth Form, so, apart from reasons of illness or other exceptional circumstances you should not absent yourself from school, even with parental permission. Remember that your attendance record will always be referred to in any reference the school is asked to supply to universities or employers. Attendance and punctuality are your responsibility: you need to be aware of your attendance figure. An attendance figure of less than 95% is an issue, less than 90% is a cause for real concern.

If you are repeatedly late arriving to school, your tutor and Miss Jepheart will speak to you initially and discuss with you how we can support you to rectify and reverse the trend. Parents will also be informed at this stage. Failure to improve your punctuality record will lead to you being placed on attendance and punctuality report, (you will lose the privilege of being able to leave the school site at lunchtimes). Being punctual is an important skill that you must learn to acquire and maintain prior to you joining the world of work. A poor punctuality record at work will likely lead to dismissal.

Checking your attendance record

Your Head of Year receives a copy of the attendance record for those whose attendance falls below 90% every week. It is your responsibility to ensure that you are not on this list as this may have serious consequences for you in the Sixth Form. If your general attendance falls below 90%, Miss Jepheart will discuss the situation with you and your parent(s)/carer(s) in order to find ways of dealing with any problems that cause you to be absent so often. If the problem persists, and your general attendance falls below 85% the Head or Assistant Heads of Sixth Form will meet with you to discuss a plan of action moving forward. Throughout this process, your parent(s)/carer(s) will be informed via letters, phone calls and scheduled meetings to improve your attendance.

Leaving the school premises

You are expected to be in school for the entire morning session from 8:35am until 13:20pm. **Leaving the premises is not a right but a privilege.** You must always seek permission from the Head or Assistant Heads of Sixth Form or Miss Jephart prior to signing out and leaving the premises.

You are not allowed off the premises during school time, between 8:35am and 13:20pm. No-one can leave the school grounds during morning break. If you do go out at lunchtime remember to act in a manner appropriate to that of an ambassador for the school and **do not bring take-away food back into school.**

For Health and Safety reasons it is imperative that you are back in school for the commencement of afternoon lessons at 13:50pm as these registers will be used in the event of a fire or other emergency.

Keeping informed

It is your responsibility to keep informed about all homework, published events and changes to timetables and room allocations. These published events and changes may appear in the school calendar, on the school website, on Show My Homework, on notice boards, TV screens or as notices read out in assemblies.

Teacher's absence

Work will always be set if the teacher is absent, and you must not have a 'free period' because of a staff absence. You are expected to attend the lesson and complete the work set.



What to do if you are absent

Reason for Absence	What to do
Illness	Parents phone 03333 602130 on the first day of absence, or as soon as possible; and leave a message on the Sixth Form absence line, or speak to Miss Jepheart directly. Bring a signed letter from a parent/carer upon your return and give it to Miss Jepheart .
Driving test	Complete a blue Driving Test Notice form, (from The Hub) in advance, attach a copy of your DVLA appointment letter, or email evidence to Miss Jepheart at least a week prior to your test date.
University visit	Complete a pink University Day Visit form, (from The Hub) at least one week prior to your visit, have it signed by your parent(s)/carer(s) and return it to Miss Jepheart. A maximum of three working days will be granted per academic year for open day university visits, after which you must organise a personal visit during a weekend.
Education seminar / workshop / directly relevant work experience not organised by the school	Fill in the Leave of Absence Request form and provide evidence of the seminar / workshop / work exp' (official e-mail / documentation) – forms available from The Hub. Requests must be made at least one week prior to attending the event.
Emergency medical appointment	Bring a signed letter from a parent/carer and/or evidence of your appointment and show this to Miss Jepheart. Alternatively, parent(s)/carer(s) can phone or e-mail the school.
Personal reasons	Bring a letter from your parent/carer and show Miss Jepheart. Alternatively, parent(s)/carer(s) can phone or e-mail the school.

Remember that taking time off school to go away on holiday during term-time is not permitted, (Government regulation) and all request for holiday time off during term time **will not** be authorised by the school. Your absence will appear as unauthorised!

Remember also that attendance data can now be freely accessed by parents and carers via the School. It is therefore imperative that you attend and follow all procedures to report absence as this may be detrimental to you in the long run.

Tutorial and Mentoring

You will see your tutor a minimum of twice daily (during am and pm registrations). They should be your first port of call with issues or queries and will play a major role in your time in the Sixth Form. Their role includes:

Pastoral Issues

You will develop a relationship with your tutor throughout your time in the Sixth Form and should therefore speak to them primarily with any issues you may have or when you need assistance. Your tutor is concerned with both your academic progress and your personal well-being.

Tutors will also act as mentors for you to discuss your study skills, time management, preparation for post-18 choices and your general progress throughout the year. Again, these discussions should form part of your tutor periods over the course of the year.

Preparation for your UCAS Applications

You should speak with your tutor regarding how to write applications and discuss with them how best to 'sell' your strengths, skills, personality traits, experiences, and qualifications. This will be essential when completing your applications for university or the world of work in Year 13.

Leadership/Enrichment Opportunities

You are encouraged to take on an active leadership role within the Sixth Form through extra-curricular activities. Here are some of the leadership/enrichment opportunities made available to you exclusively in the Sixth Form:

Student Council

The student council is made up of two representatives from each tutor group. It aims to co-ordinate school affairs and makes the views of the student body known to SLT and the Principal. The council meets on a regular basis and it is the responsibility of the form representatives to feedback to their respective forms what has been discussed / agreed.

School Prefects / Academic Prefects / School Captains Team

The School Captains Team represent the leadership group for the student body. However, all these positions provide a great opportunity to develop leadership skills. More details will be given to you in September about these schemes.

House Captains and Vice Captains

Sports Captains

As well as these leadership opportunities there also a number of enrichment activities such:

The Debating Society

The 1st XI Football Squad

The Sixth Form Dress Code

You are no longer required to wear a school uniform, but the dress code is designed to promote a positive and responsible image of the school and ensures that your appearance is **smart, sober in style and colour** and **professional**. In relation to the above, the Head of Sixth Form and Assistant Heads of Sixth Form shall be the **final arbitrators** of taste and decorum within the Sixth Form.



- Formal style 2 or 3 piece plain / conservative coloured **tailored** suit (which must be worn at all times including arrival to school and leaving from school).
- Conservative coloured, **tailored** style Jacket, (which must be worn when walking around the school site) with formal, **tailored** skirt or trousers in **plain fabric** (**skin-tight clothing of any kind is not acceptable**).
 - Skirts should be of suitable length (not more than 5 cm above the knee at the highest point **when walking**), formal/tailored, with a waistband. If the skirt 'rides up' when walking, please ensure you buy a long enough skirt to account for this so that it still complies with the 5 cm expectation.
- Plain**, conservative coloured shirts / blouse / top with sleeves covering the shoulders and long enough so as to not leave a gap above the waistband (casual checked shirts / lumberjack shirts / T-shirts / cold-shoulder or vest-tops of any description are **not acceptable**).
 - Shirt tucked into trousers, all shirt buttons fastened and a tie worn to a conventional length
 - Neckline may be in any style but should **not be below the collarbone**
 - Plain** V-necked or round necked jumper in **black, dark blue or dark grey** (optional). Where worn this should be **in addition** to a suit jacket, **not in place of** a suit jacket, the tie **MUST** be clearly visible.
- Plain socks.
- Polished black, grey or brown **formal shoes** or formal style boots, heels no higher than 2" (trainers or other casual shoes are not permitted)!
- Coat – single colour / as plain as possible, long enough to cover a blazer/suit jacket with minimal logos / insignias / badges - **not** a hoodie, item of sportswear, denim or leather.
- Dark or natural colour tights
- Hair of a natural colour – any facial hair neatly trimmed
- NAILS** – if nail polish is to be worn, ensure it is a neutral colour and makeup to be minimal (**no false eyelashes**)
- Jewellery: **1 pair of plain metal studs** (must be removed for games), no hoops, spacers and no stretchers, a watch, no metal bracelets/bangles etc...
 - Facial piercings or other visible piercings (including nose rings) **are not permitted** and you will need to remove any when in school (covering them up will not be **permitted**).

The Sixth Form Team will be sole arbitrators of what is deemed acceptable and/or unacceptable. If we consider you to not be following the sixth form dress code, you will be sent home to rectify your uniform immediately. Please note that this time will then be deemed as unauthorised absence on your attendance record.

We expect the highest standard of dress appropriate for a professional office/work place.

The following items are not permitted:



NO HOODIES



NO POLO NECKS



NO FLANNEL SHIRTS



NO T-SHIRTS



NO CHINOS



NO FLAT CAPS



NO SNAPBACKS



NO TRAINERS



NO DIAMANTE EARRINGS



NO DURAGS



NO SHORT DRESSES



NO SHORT SKIRTS



NO LOW CUT TOPS



NO VEST TOPS/COLD SHOULDERS



NO SHEER TOPS



NO LEGGINGS / TREGGINGS



NO T-SHIRTS



NO CROP TOPS



NO SKIN TIGHT DRESSES



NO CABLE KNIT JUMPERS/
POLO NECKS



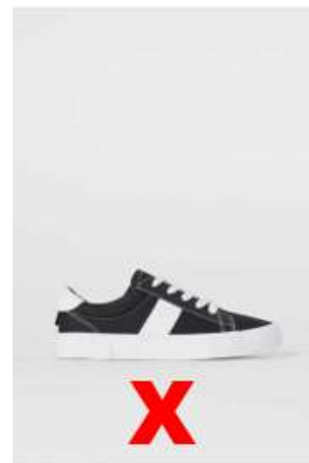
NO SANDALS



NO TRAINERS



NO WORKER BOOTS



NO CANVAS TRAINERS



NO HEADBANDS



NO MULTIPLE PIERCINGS/ STRETCHERS/ HOOPS



NO HAIR ACCESSORIES



NO JEWELLERY

Holcombe Grammar Sixth form Jewellery and Body Piercing Policy

The School believes that if the young person was deemed to be sufficiently mature to understand the risks to their health in obtaining a piercing and the need to maintain good hygiene over time, they should comply with any request to remove any piercings during the school day, recognising in not removing it they present a risk to others.

As parents are aware your child has exercised their right to obtain a piercing; we also expect your full support in ensuring their child complies with the school rules regarding piercings and that your child understands the risks they present to others if they do not comply. If asked by staff to remove a piercing that does not comply with this policy and a student refuses then they will either be excluded from an activity as they present a risk to others and or sanctioned. Resolution will be sought through parental consultation and cooperation over the longer term: our priority as a school is to work with you to educate your child whilst maintaining a safe environment for learning. If in doubt about any piercing your child is planning please contact the school prior to ensure any concerns regarding compliance with school rules are discussed.

Context

It is not unusual for schools' policies on dress uniform to be challenged by young people, either through their style of dress, the wearing of jewellery or by unorthodox hairstyles. More recently these problems have extended to tattooing and the use of body piercing jewellery. The policy is designed to give clear guidance to parents, carers and students on what items are permitted to be worn by students in school.

Unless byelaws or local registration prohibits, the law does allow children under the age of 18 to consent to body piercing provided they are sufficiently mature to understand the nature of the request – exceptions are:

- Girls and boys cannot give consent to intimate sexual content under any circumstances – piercing of nipples or other genitalia can be regarded as an assault offence.
- The prohibition of Female circumcision Act 1985 which prohibits the cutting, piercing or otherwise surgically modifying genitalia for non-medical reasons is illegal.

Please note the school is aware that guidance is currently being prepared which may prohibit body piercing for persons under 18 years of age. As and when this information is published, these

guidelines will be reviewed. In Wales the law, which came into force February 2018 practitioners are not allowed to carry out or arrange intimate piercings including to the tongue and breasts on anyone under 18. Ears, noses, navels and eyebrows are not covered by the ban. Chief medical officer for Wales, Dr Frank Atherton, said it was about protecting young people's health and wellbeing.

"It's concerning that a third of young people with intimate piercings have reported complications following a procedure. The child protection issues that could also arise from this scenario highlight even further the importance of implementing such a law," he said. The chief dental officer for Wales, Dr Colette Bridgman, raised concerns about tongue piercing. "It can lead to lasting damage to teeth and gums, and can cause serious swelling in the mouth that can affect breathing.

England is yet to rule in as much detail and the current law stands.

Introduction

The school policy is to prohibit (not allow) the wearing of jewellery and body piercing jewellery at school with the exception of:

- Ear studs (one set) worn in the ear lobe only where a clear or flesh coloured retainer can be worn flush against the ear (in the case of a large hole style piercing) or a small plain single stud. *Decorative, drop style and diamante style earrings are not acceptable.*
- No fancy or diamante style earrings are allowed and hoops are not acceptable.
- Nose stud, to comply (be allowed) a plain flathead stud must be worn which must fit flush (flat) against the skin with no projection visible.*
- Studs can be gold, silver or clear but must be discreet in size and appearance

These items **must be removed before participating in PE/ Games lessons where the wearing of jewellery may be problematic (please reference the section on risk assessments).*

Risk assessments

Risks associated with body piercing to young persons are...

1. Risks to health: The risks to health are entirely associated with the individual concerned, these being infection and blood-borne diseases, for example, hepatitis, HIV, AIDS. If good personal hygiene practice is not adopted, then the risk of ill health to the individual concerns is significant.
 2. Potential injury: Further injury due to inadvertent contact of the jewellery with other persons, clothing, fixtures and fittings, and so on. The extent of any injury is likely to be minor and would usually comprise tearing of the flesh. The risk is deemed to be greater if rings or projecting items are used.
 3. Risks to others: The risks to health and safety of other persons not subject themselves to body piercing are low, with the exception of PE and PA, where injury could occur to others who come into contact with other person's jewellery.
- Ears – Young persons who have had their ear lobe or lobes pierced should wear studs which comply with the school rule, rings or hoops are not allowed and student will be asked to remove them wherever possible. Ear studs where a clear or flesh coloured retainer can be worn flush against the ear (for large hole piercings) or a small single stud are the only type permitted. If they can't be removed for PE and Games then students have the option to tape their lobe but must bring in their own tape and apply it understanding that the risk is with them.
 - Cartilage earrings- these type of earrings are not allowed in school at all (Years 12 – 13) projections and loops present a risk of inadvertent contact
 - Ear cuffs are not allowed to be worn (Years 12 – 13)
 - Eyebrows – Eyebrow piercings are not permitted (not allowed) in school as jewellery is not flush to the face and projections and loops present a risk of inadvertent contact
 - Nose – Jewellery should be flush (flat) to the face. Items should be removed for PE and Games lessons.

- Lips – If retainers are installed, these should be clear or flesh coloured and flat to the face. These **must** be removed for PE and Games lessons as above.
- Tongue – Tongue piercings are not permitted in school. Jewellery in the mouth is perceived to be high-risk for PE or Games activities and more general school activities. Risks involving swallowing damage/tearing of the tongue and roof of mouth, damage to teeth and so on.
- *Intimate areas – In the majority of cases it is unlikely that staff will be aware that young persons have had more intimate parts of their bodies pierced. However, if staff are aware, then for PE and Games the jewellery should be removed and the parent informed of their child's failure to comply with school rules. Belly piercings come under this category.*
- Note: Linked body jewellery – Chains linking jewellery in the mouth, nose, and eyebrow and also between fingers are not considered safe or appropriate for school and **must** be removed.

Removal of Items

Students should make sure they hand over necklaces, rings and bracelets that are worn **complying with our uniform policy** to the member of PE/Games staff in charge of the lesson as is the expectation now.

- Studs can be gold, silver or clear but must be discreet in size and appearance

We would appreciate your support with this in order to ensure that we do not have any students missing out on the practical aspects of lessons. Any students refusing to remove jewellery will be dealt with in line with the school's Behaviour and Discipline policy. Please ensure if you agree to your son or daughter having a piercing that they can still comply with school expectations regarding removal and provide tape if necessary. Please note cartilage earrings can't be taped as they are not allowed in school and if seen they will be requested to be removed immediately.

Unfortunately, there may be occasions where an item of jewellery cannot be removed by the student. If the school believes this is the case, they will inform the parent of their concern to enable the parent to discharge their responsibility to ensure their child can participate in learning without any curriculum restriction.

If removal is not immediately possible, then the young person should sit out those activities where safety may be compromised or otherwise be involved in the lesson in ways which avoid direct physical participation. It is recognised that this measure is the last resort, and where the situation persists, resolution will be sought through parental consultation and cooperation rather than confrontation. If in doubt about any piercing their child is planning, parents have been requested to contact the school prior to ensure any concerns are discussed.

Infection

There is the potential for infection to be acquired during the piercing procedure, in particular, blood-borne viruses such as hepatitis B or C and HIV. Other infections can occur from the natural bacteria that live on the skin that can get into the site and in extreme cases into the bloodstream causing blood poisoning.

Most risks come from 'back street' piercers and piercing done on holidays or in the local pub.

Because of the dirt that is around the body, such as hair follicles, the nose and in the naval, there is a high risk of acquiring an infection. Also, some body areas, particularly the genital area, are moist and large quantities of skin bacteria are normally present, thus increasing the risk of infection. To reduce the potential of infection the general advice is to

- Touch as little as possible the jewellery/pierced area
- Do not cover the jewellery, particularly with plasters

- In some cases, jewellery should not be removed from freshly pierced sites for at least six months
- Apply only approved cleaning methods/solutions
- Avoid tight clothing

Infection is considered one of the biggest problems with regard to the maintenance of body piercing and can often lead to a failure. Sites such as the navel may need several attempts to succeed. Although the advice of the body piercers is not to remove the jewellery, if person presents to a hospital accident and emergency department or their doctor with an infection, it will generally require removal as well as antibiotics.

Once healing has occurred, infection can still occur if the piercing site is damaged in any way, in particular, if it has been torn or stretched. This can also lead to an additional problem called migration where the jewellery gradually moves out of its original site.

Migration

Migration means the movement of the jewellery out of the skin. In the same way that the body forces out a splinter, it can cause the jewellery to migrate. The amount of skin taken by the initial piercing will decrease until the jewellery eventually grows out altogether. It does not matter how well the piercing is done initially.

Jewellery

There is a wide range of jewellery available for piercing. However, some of the jewellery should only be removed by a specialist or by special equipment. There is also a risk of the site being torn by jewellery during sport and playground activities, causing potential risk to the person but also to other students from the jewellery and body fluids.

Reviewed and Revised: Winter 2020

Responsibility for Implementation and Review: Head of 6th form

Date of Next Review: Winter 2021

Sports fixtures: When a Sixth Former takes part in an away sporting fixture, he/she is expected to change into their kit during the lunch hour prior to departure. Under no circumstances should a Sixth Former come to school dressed in their sports kit!

School Captains Team and Prefects are expected to set an example in the matter of dress and behaviour. They wear a prefect badge for the purpose of identification by younger students.

Failure to adhere to the above dress code will result in you being asked to return home to change before returning to school. A prompt return in consultation with AAN / RMO / FG & AJT is expected. Failure to then return to school will be counted as an unauthorised absence.

How to enjoy a happy, stress-free Sixth Form life

The Hub & S19

The Hub is a place for relaxation and work, where everyone must feel welcomed. It is for the benefit of the entire Sixth Form. It must be kept clean and tidy. There are around 220 of you in the Sixth Form, a large number for such a small place. You must co-operate if you are asked to pick up litter or help tidy up. In your own interest, don't leave valuables unattended in the room. You cannot disturb others with loud noise coming from your phones or other electronic devices. You must not make extra work for cleaning staff by not clearing up after yourselves. Please ensure that litter bins and furniture, (which have been purchased at some expense) are used appropriately. No food or drink is to be consumed outside of the designated area, (that being the walled area on the cafeteria side of the room). If you choose to purchase food from the school canteen, then you are expected to eat that food in the canteen area, you **cannot bring canteen food into The Hub**.

The computers in M12 have been provided for your benefit. Vandalism of these machines will result in them being removed and not replaced, so it is in your best interests to ensure they are looked after and not mistreated in any way. There is a camera in the room to ensure those accessing it behave accordingly. In addition to this the Sixth Form team have software installed on their office computers so they can look at what students are accessing on their computers in M12. Anyone found to be abusing the use of M12 will have this privilege removed.

S19 is specifically for the **School Captains Team** and prefects only. If you do not hold these positions, then the privilege of working in S19 does not include you. However, for those of you entitled to use it the above conditions apply to this area too. As the main ambassadors for the school you are entrusted to ensure that all users of the area treat it appropriately and respect the wishes of others who share that workspace.

Alcohol & Tobacco/e-cigarettes

Smoking and drinking on the school premises is not permitted and may result in an exclusion should you be caught with these in your possession. Remember that drinking alcohol can seriously lower your academic performance, particularly during examination time. Smoking stinks and kills.

The Immediate and Local Community


Please be aware of the residents who live in the immediate area, such as near the shop, garage, chip shop and co-op. As already mentioned, as a student body you are **a large group and can be an intimidating site for most people**, especially an elderly person, even if you are doing nothing wrong. You always need to be mindful of your conduct and language and **avoid littering** and **smoking** in these areas too. The school do not want to have complaints regarding the conduct of our students!

Cars, Motorbikes & Scooters

You are likely to take your driving test as soon as you are legally entitled to do so. However, students **are not** to park on the school premises, but must park legally and considerably outside of school, with due regard for the safety and convenience of the residents and passers-by. You cannot drive a car within the school grounds at any time on any day during school time. You are not allowed to park in the staff car park.

Part-time work

You may already have or will hope to have some form of part-time work and in many cases, this can blend in satisfactorily with your studies. However, **A-level studies require a considerable commitment to private study: at least seven hours of work per subject per week, outside of lessons.** Ensure you limit your paid part-time employment to a manageable load. **You must let your employer know, providing plenty of notice that you will be unable to work on Open evening and other whole school events evenings.**



Where to go if you need help

Whatever the nature of your problem, do not wait to seek help.

Academic problems:

- If the problem is one of organisation of your work, for example, letting things pile up, missing deadlines or not making efficient use of your Study Periods, then your form tutor will be able to offer practical help.
- If the problem is of a subject specific nature, lack of understanding of a topic or a feeling that you are being overloaded with conflicting work deadlines, then talk to your subject teachers.
- If you are considering changing courses, (not within the first three weeks) then you should discuss your plans with your parents/carers, then the relevant Heads of Department and finally AAN, RMO or FG to agree and confirm.
- We have an excellent student services team within the school who are happy and experienced in supporting students through their academic studies. Should you wish to discuss any 'sensitive' issues with a member of the student services team, please inform a member of the Sixth Form Team and they will arrange for this to happen.

Medical / social problems:

- If you feel unwell then you must not just go home. You must report to Miss Jepheart in The Hub office or failing this the main school office and they will make the necessary arrangements should you need to go home.
- There may be times over the next two years when you feel under pressure and stressed. In such situations you are encouraged to talk to your Form Tutor, the Sixth Form Team, or a member of student services.
- You can arrange to talk in confidence with Mrs Bridges, responsible for overseeing the school's SEN provision, or Mrs Gould, responsible for student services if needed.
- If you would prefer not to discuss your problem in a school environment, you should consider making an appointment with your GP or using one of the local youth service help organisations.

Higher Education:

- Your Form Tutor and subject teachers are your first source of help and advice.
- More detailed advice can be obtained from the Sixth Form Team.

The Next Step: Application to University

A place at a good university is the primary target for most students at Holcombe Grammar School. The UCAS application is completed on-line and for most students is completed between September and November in Year 13. Through this process you can apply to up to five universities.

Start thinking early!

Right from the start of Year 12, you should start thinking about what subject you will want to read at university, before you think about where. The choice of course should be your first decision, based on what you will enjoy and be good at. For most students there is no need to consider particular careers at this stage – any ‘academic’ degree course at a university will be recognised and valued by employers.

Choosing a university

The choice of university is a question of individual taste as the range of type, size, location, and prestige is broad.

Although Oxford or Cambridge may seem to be the best, this is not necessarily true in all circumstances, and it is not an aspiration which many of you should have. Many students with high ability and potential are not always suited temperamentally to Oxbridge, and for many of you the style of a course at a Russell group university excluding Oxbridge universities may be preferable.

Oxbridge courses are highly academic and quite pressurised and only suit a handful of students. You must enjoy studying complex new ideas at a fast pace, being stretched to the limit and doing much more personally directed work than at most other universities.

UCAS timetable

July of Year 12: AAN initiates Apply information and provides the school ‘BUZZWORD’ for students to begin the UCAS apply process and register on the UCAS website.

July of Year 12 – September of Year 13: completion of the online application form, the personal statement and the staff subject references. You are entitled to read these references. The prediction grades and the references are as positive and supportive as possible, but they must also, of course, be honest, accurate and fair. It is up to you to demonstrate your qualities, abilities, and potential during Year 12.

Oxbridge and Medical applications must be sent to UCAS by the deadline of the 15th October. The school’s target for all other applications to have been sent off to UCAS is the 1st December in Year 13. However, the official deadline is January 15th.

Personal statement

In your personal statement you explain the reasons for your choice of course and provide evidence for your suitability. At least two-thirds of the statement must highlight academic evidence confirming your interest in the degree programme you are applying for. The statement should refer to any relevant work experience undertaken in the previous fifteen months; this is particularly vital for medical applications and should involve much more than a week of observation. The statement also includes details of activities in Year 12 which provide evidence of commitment, initiative, leadership, teamwork, and responsibility.

Given that there is greater competition than ever for university places, a high priority for you as you embark upon your Sixth Form career should be to do all you can to build up your 'CV' through wider reading, work experience and taking on responsibility (e.g. as a prefect or in extra-curricular activities) so you can make your university application stand out.

Essential Study Skills in the Sixth Form

Stepping up from GCSE to A-Level

The step up from GCSE to A-Level work is significant. Most of you will find it difficult at the beginning to cope with the workload or the greater organisation and self-discipline required. If you find that you are spending much more or much less time on your studies than the amount recommended, you must discuss the situation with your tutor.

Let's be honest, the thing to remember is that most of you will have achieved good or very good GCSE results. **The same will not happen at A-level** unless you work harder and this is a fact. You cannot underestimate the level of study and effort you must put into your work at A-Level too be fully successful.

Need to be self-disciplined and organised

In the Sixth Form, work is often set a week or more in advance of the day it is to be handed in. Good organisation and time management are therefore essential if you are to get work in on time and do it to the best of your ability. It is more important than ever that you prioritise your academic work: leaving things until the last minute is a recipe for disaster.

In the Sixth Form you should be doing at least seven hours of work a week in the first year in each subject, moving up to eight hours for each subject in year 13, in order to achieve your potential.

The "I-have-no-work-to-do" fallacy

The amount of time you spend on the homework which is to be handed in for marking is likely to be much less than the five weekly hours recommended but **you never have "no work" to do.**

We cannot overstate the importance of wider reading around your subjects at this level, to broaden your knowledge and deepen your understanding, but also to improve your prospects in your university applications.

The A-level courses

All specifications in all A-Level subjects have more 'stretch and challenge' questions, designed to identify and reward the most able candidates.

At present, standard offers for popular courses at leading universities are typical A*AA / AAA or AAB; but the very top universities (not just Oxbridge) now expect 2 A* grades in the key subjects directly relevant chosen for your degree.

Three general golden rules

1. **Study little and often from the first day of the Sixth Form.** Although it might have worked at GCSE the '*I'll do no work throughout the year and then make a huge revision effort just before the exams*' technique simply will not work at A-Level. Ask some of the current Year 13 students!
2. **Divide your time sensibly between subjects.** It is easy to become bogged down in a particular subject if there is a test / exam / project looming in that particular area.
3. **Seek advice and assistance before things get out of control.** We are here to help. Whether it is your subject teacher, Form Tutor, Mr Anderson, Mrs Mourino, Mr Fielding or Miss Jepheart, please see someone.

Reading and note taking

Reading is one of the core activities of studying. At A-Level you are faced with three particular challenges:

- The volume of reading.
- The complexity of the material you will read.
- Trying to remember what you have read.

Language difficulties

Reading is more difficult when the author uses technical terms or complex languages. In this situation you should never guess meanings, but instead use dictionaries and subject glossaries to help you with definitions. Keep a note of those definitions.

Active reading

Reading is not a passive activity! You should be thinking about what you read:

- Do you agree with the author?
- What is the quality of the author/s argument?
- Do you have a different point of view?
- What counter arguments could you use?

Taking notes

Clear, accurate and comprehensive notes are vital to A-Level success.

Notes generally fall into two categories:

- Those taken directly from the board or dictated by the teacher and
- Those you have made yourself.

In some subjects, (sciences, maths, languages etc...) most notes will fall into the first category. There is little point in rewriting or summarising notes of this type. You are better advised to read through your notes once and then try many examples of that type. The second type of notes may need more work. If you have taken notes from a book you need to ensure you haven't simply copied out the whole passage – take just the important points. Highlight key words that will trigger your memory.

Notes should:

- Summarise the main theme of an article/chapter.
- Highlight the key ideas and arguments used.
- List out any important statistics/facts.

Notes are best presented in point form or under subheadings with key ideas/points underlined and highlighted. They may contain quotes but beware of copying too much narrative straight from the text. Notes should be detailed enough to cover all the relevant material in a depth necessary for A-Level study, but not

too detailed to make revision arduous and overly time consuming. Notes can be made more concise using abbreviations.

Making notes on notes is a most effective form of revision. The action of noting concentrates your mind in revision and allows you to further order ideas and sharpen understanding.

Filing notes in an ordered fashion is a vital skill. Too many students lose notes or are unable to access material when they need it because of chaotic or non-existent filing systems. Treat yourself to some ring binders and box files!

Computers and study

Word processing

In the Sixth Form most of the essay work you hand in can be word processed. It saves you a lot of time as essays can be rewritten, paragraphs moved around with ease and the presentation of your work is vastly improved.

It is strongly encouraged for all project work although students must also learn the art of handwriting with clarity and at speed for examinations. In some instances, the use of word processing is more of a hindrance than a help, so stick to pen and paper when it is more appropriate.

The net as an educational tool

The Internet offers huge scope for research for projects and for general interest. But beware of plagiarism: it is heavily punished at university so get into good habits. Get information on the net from a variety of sources, digest it and produce your own conclusions in your own words.

Textbooks

A school textbook is not enough to help you pass your A-Levels. You must read around your subject. This will help with such things as synoptic papers and research and analysis projects.

Past papers

Probably the most valuable study aid you have. Practising exam skills is invaluable.

Remember: quality comes before quantity. Whilst you need to practise plenty of past papers you should avoid the temptation to rush through them all missing out the bits you can't do. There is absolutely no point in doing ten past papers if you only do the bits that you could do already. Do the paper and practise the techniques but also identify and sort out of problems.

Teachers and homework

There are two main points to homework:

1. For the teacher to check that you understand the work and have grasped the relevant concepts
2. For you to practise required techniques, check you understand the work and can apply these techniques appropriately and accurately.

In the Sixth Form you must ask for help with homework before it is due in if you are finding it hard to complete. There is no point on the day homework is due saying 'Oh I couldn't do these three questions.' You should have contacted the teacher long before then.

The homework process does not finish with the handing in of the piece of work. The crucially important part of the process is sorting out mistakes you have made and learning from them. Why not work on the teacher's comments when you receive a piece of work back and put it in for a remark?

The temptation to plagiarise

For whatever piece of work at A-Level, you must always strive to write in your own words. Do not rely heavily on copying out segments from printed texts because:

1. Your teacher cannot judge how well you understand the topic and give you appropriate advice and support.
2. By stitching together segments of meaning collected from elsewhere, your sentences can read very jerkily.
3. You do not learn about the ideas and terms in the course unless you try to use them for yourself.
4. You do not develop your own writing style

It is particularly important that coursework which will be submitted to the A-Level examination board is genuinely your own work. If this is not the case, then you are at risk of being disqualified from all the examinations that you are taking in that session.

Fellow Students

Working with fellow students can be most beneficial. Don't halve your homework load by sharing it with a friend but do your homework individually then share any common problems with a friend to see if you can figure them out between you. If not, then you may find it easier to approach a teacher together.

Taking part in group discussion

In the Sixth Form there is more opportunity for group discussion than at GCSE. Group discussion is important in helping you articulate ideas and arguments in a clear coherent fashion, building self-confidence and learning to appreciate the views of others and the dangers of dogma.

To make group discussions work, contribute! In any discussion you may occasionally grow confused and unsure of what exactly the discussion is about. Don't be passive, but instead ask for clarification. If a discussion is pre-planned, then prepare for it and don't forget to show tolerance towards the views of others even if you disagree with them.

Effective revision techniques

1. *Get yourself organised*

- Plan out a realistic revision timetable - and stick to it!
- Address extra-curricular dilemmas, e.g. part-time job versus revision. As examinations approach you must give academic work increased priority, but occasional relaxation is vital!

2. *Note taking*

- Clear and concise notes are remembered best and make sure you have a complete set of notes.
- Keep your revision notes well organised and don't lose them!

3. *Preparing for examinations*

- Start revising early enough i.e. months before the exam.
- Revise actively by summarising notes onto cards or into diagrams.
- Revise in about 60-minute sessions (max. limit for effective attention span)
- Practise past questions and papers.

4. *As exam day approaches*

- Revise during the day so that your mind is used to working in examination hours. You must be at your most alert at 9am not 11.30pm!
- Check examination arrangements.

5. *On the day itself:*

- Arrive in good time.
- Make sure you have the necessary equipment for the examination.

6. *In the examination itself*

- Take the time to plan your answer before you start writing.
- Everything you write should be relevant to the specific question asked.
- Write legibly.

USEFUL CONTACTS

GENERAL ADVICE & INFORMATION

National Youth Agency www.nya.org.uk Youth Access www.youthaccess.org.uk The Mix www.themix.org.uk

CEOP ceop.police.uk
0870 0003344

HEALTH, WELLBEING & SUPPORT GROUPS

Asthma Helpline www.asthma.org.uk Beat-eating disorders www.b-eat.co.uk CALM www.thecalmzone.net

Carers Trust www.carers.org Childline www.childline.org.uk Childnet International www.childnet.com/young-people

Crime Stoppers www.crimestoppers-uk.org Drinkline www.patient.info/support/drinkir Mind www.mind.org.uk

Frank Drugs Helpline www.talktofrank.com Hope Again www.hopeagain.org.uk NHS Choices www.nhs.uk

Macmillan Cancer Support www.macmillan.org.uk Missing People www.missingpeople.org.uk Relate www.relate.org.uk

National Bullying Helpline www.nationalbullyinghelpline.org Rape and Sexual Abuse www.rapecrisis.org.uk
0845 2255787

Samaritans www.samaritans.org Shelter www.shelter.org.uk The Hideout www.thehideout.org.uk

TESS (for girls) www.selfinjurysupport.org.uk Victim Support www.victimsupport.org.uk

WGN (for girls) www.wgn.org.uk Young Minds www.youngminds.org.uk

YOUTH INVOLVEMENT/PARTICIPATION

British Youth Council www.byc.org.uk UK Youth Ambassadors www.ukya.org.uk Coram Voice www.coramvoice.org.uk

You Think blogs.worldbank.org/youthink Student Action for Refugees www.star-network.org.uk

FINANCIAL

www.gov.uk/student-finance www.gov.uk/education www.moneysavingexpert.com/financial-education

www.moneyadviceservice.org.uk/en/corporate/young-people-and-money-toolkit-yphub www.moneysense.com

www.turn2us.org.uk

EMPLOYMENT

www.allaboutcareers.com www.gov.uk/further-education-skills/apprenticeships www.indeed.co.uk

www.notgoingtouni.co.uk www.prospects.ac.uk nationalcarrersservice.direct.gov

VOLUNTEERING

Do It www.do-it.org GVI www.gvi.co.uk ISV www.isvolunteers.org Time Bank www.timebank.org.uk

NCVO www.ncvo.org.uk/ncvo-volunteer Vinspired www.vinspired.com

Volunteering Matters www.volunteeringmatters.org.uk Voluntary Services Overseas www.vsointernational.org

Student Learning Agreement

The Student Learning Agreement is intended to give students a clear understanding of what they can expect from the Sixth Form and what will be expected of them in return. You should read this agreement in conjunction with the guidance which you have been given in this Handbook. By signing this agreement, you agree to abide by our rules and guidance.

Under this agreement you, the student, agree to:

- Participate in every lesson, take responsibility for my own learning, and respect the right of other students to learn.
- Accept responsibility for my own behaviour and be socially responsible inside and outside of the School.
- Develop confidence in myself, doing everything I can to be an enthusiastic and effective learner and support the learning of others.
- Treat all members of the school community with respect, be courteous and kind to everyone and encourage others at all times.
- Organise myself so that I am always fully equipped for learning and in correct uniform, every day.
- Arrive on time (8:35 am) every day and persist to achieve 100% attendance, but at least 96%.
- Meet all homework deadlines set by the teachers and in the event of an issue, see the teacher before the due date.
- Fulfil any sanctions given, including detentions, in line with the School Behaviour Policy.
- Respect the right of all children and adults to be equally valued in the life of the School whatever their background and to involve myself in the opportunities made available to me.
- Become involved in any extra-curricular and enrichment activities that interest me and give service to the School wherever possible.
- Respect our environment by eating and drinking in the designated areas and disposing of litter responsibly.

Parents/Carers will:

- Support the school in promoting and upholding the very highest standards of behaviour at all times and support my child to understand the need to follow the School Behaviour Policy and the values of the School.
- Support the school if a sanction, (including a detention) has been issued because of non-compliance with the School Behaviour Policy.
- Attend all meetings about my child, respond to all communications and be involved in the wider life of the school.
- Encourage my child to complete home learning to the best of their ability and provide a regular time and quiet environment for home learning.
- Ensure my child arrives on time every day, not take holidays in term time and contact the school on the first day of my child's absence.
- Ensure my child is fully equipped for learning and wears the correct uniform every day; I understand my child may be sent home if they do not meet the uniform expectations.
- Encourage my child to treat all members of the School and local community with respect and courtesy.
- Encourage my child to participate in extra-curricular and enrichment activities and give service to the School where possible.

Holcombe Grammar School will:

- Provide a learning environment that is stimulating, safe and caring which develops thinking skills and habits of learning.
- Make sure all lessons are well prepared and appropriate to each student's needs to develop their full potential.
- Offer a broad and balanced curriculum.
- Set a regular planned programme of home learning that will be monitored and reviewed regularly.
- Let parents/carers know how their child is progressing and make parental contact if we are concerned about their child's standard of work, behaviour, uniform, personal welfare, punctuality, or attendance.
- Welcome parents/carers into the life of the school and keep them informed about work planned for their child.
- Offer a range of additional activities/clubs to enrich every student's experience of life within the school.
- Recognise and celebrate the success of students.
- Deal with any parental concerns promptly via the complaints policy.

Signed:

Student

Parent/Carer

School Principal