

THE PRIORY ACADEMY

LSST

The Priory LSST Sixth Form Handbook

2018-2019

Welcome from the Year Heads of Sixth Form

We are rightly very proud of our Sixth Form. It has fantastic facilities, including a large common room with its own restaurant and a boarding house for 60 students. Each year students leave us with a raft of excellent qualifications and make their way to destinations all over the world for university courses, employment and travel.

Our Sixth Formers are characterised by their hard work, excellent attitude and their willingness to make the most of the opportunities that the two years here provide, be it the Duke of Edinburgh scheme, Young Enterprise, work experience placements or more of the many ways they can broaden their horizons whilst studying.

We have a dedicated team of staff looking after the Sixth Form, providing students with the guidance and advice they need in order to make decisions about their future. There are also many opportunities for students to gain valuable skills and experiences on top of their A-level courses which allow them to compete for places in the difficult job and university market places.

This guide is designed to give parents and students sound advice on how to make the transition from the lower Academy to Sixth Form successfully and prepare you for the challenges that lie ahead. Advanced Level study is challenging but highly rewarding, and we aim to help students fulfil their potential during their two years in the Sixth Form.

We look forward to working with you for the next two years.

Mr M Perry
Head of Year 13

Mr M Strawson
Head of Year 12

Trust and Academy Ethos

The Trust's Mission:

To improve the life chances of our pupils and so become true citizens of the world.

The Trust's Motto:

sic itur ad astra

'by the good deeds you do, you will be remembered in the stars for eternity' Aeneid, Virgil.

The Trust's Values:

Nurturing deeply cultured, reflective and philosophical thinkers of the future;
Empowering intellectual curiosity, active learning and inquisitiveness;
Fostering empathy, mutual respect and courtesy in a global community;
Championing integrity, resilience and the value of personal endeavour;
Igniting a sense of awe and wonder, moral conviction and ambition.

The Priory Academy LSST Motto:

Courage and Courtesy

The Priory Academy LSST Values:

Aspiration: Instilling an attitude of hard work and determination in pursuit of our goals.

Inspiration: Developing an enthusiasm for learning and igniting imagination to become our best.

Respect: Fostering a tolerant, helpful and polite approach to each other and the environment.

Resilience: Encouraging positive well-being and self-esteem.

Innovation: Nurturing confidence and bravery to embrace new challenges.

The Priory Academy LSST Contract

When students begin their education at The Priory Academy LSST they, along with their parents/carers, are asked to sign the Priory Contract. This is a demonstration of their commitment to the Academy and an acknowledgement of the responsibility they have as part of a community of learners.

As a student I pledge to...

- Have the highest possible expectations for what can I achieve at The Priory Academy LSST and beyond
- Behave well in class, in, to and from the Academy and whilst on Academy activities
- Wear my uniform smartly and in accordance with the Academy's expectations
- Come to the Academy every day
- Focus on learning – maximise learning
- Complete my homework thoroughly and on time - work independently
- Set myself challenging targets and devise appropriate plans to achieve them
- Commit to extra-curricular activities
- Participate positively in Academy activities
- Take responsibility for the environment and the wider community
- Inform a member of staff if I am concerned about anything or anyone

As a member of staff, where relevant, I pledge to...

- Ensure that students achieve their full potential
- Be proactive in ensuring excellent student behaviour
- Ensure that students wear their uniform appropriately at all times
- Encourage the highest levels of attendance
- Ensure that lessons are highly effective and result in learning – *maximise learning*
- Set and mark homework in accordance with Academy policy
- Assess progress, and ensure that students are both aware of and achieving their targets
- Support and contribute to the Academy's extra-curricular and residential programme
- Support and run events in the Academy
- Develop community links for the promotion of positive educational activities
- Be aware of student concerns and communicate them effectively and appropriately

As a parent I pledge to...

- Encourage my child to make the best possible use of the opportunities provided
- Support the Academy in ensuring that my child appreciates the Academy's views on the importance of good behaviour
- Support the Academy in enforcing the uniform expectations
- Encourage my child to achieve the highest levels of attendance and communicate with the Academy on attendance issues
- Support and help foster a positive attitude to learning
- Encourage the completion of homework
- Work with my child to set targets for progress
- Encourage my child to take part in at least one extra-curricular activity
- Encourage my child to take part in Academy activities
- Encourage my child to contribute to the community through voluntary or charity work
- Communicate any concerns I have to the appropriate member of staff

The Sixth Form Team (for 2017- 2018)

Sixth Form Pastoral Team	
Head of Year 13	Mr M Perry
Head of Year 12	Mr M Strawson
Sixth Form Manager	Mrs C Sharpe
Student Pathways Advisor	Mrs A Billett
Senior Academic Tutor	Mr N Milner
Oxbridge/ Medical application/ Interview practice	Mr S Stones
Head of Boarding	Mr J Nuttall
Student Welfare Coordinator	Mrs J Staniland
Attendance Officer for Sixth Form	Mrs P Jones

Year 12 Form Tutors		
12.1	Mr P Rees	
12.2	Mr N Millward	
12.3	Mrs B Coupland	
12.4	Mrs K Hipkiss	
12.5	Mr S Craven	Mrs H Gourlay
12.6	Mrs E Howe	Mrs R Griffin
12.7	Mr A Crocker	
12.8	Mrs E Alexander-Grocott	
12.9	Mrs C Thomas	Mrs M English
12.11	Miss C Bell	Mrs M English
12.12	Mrs J Canham	Mrs M English

Year 13 Form Tutors		
13.1	Mrs J Arden	
13.2	Mr I Pomphrey	
13.3	Mr B Huckstep	
13.4	Mrs J Anderson	
13.5	Mrs S Wilkinson	
13.6	Dr D Wenman	
13.7	Mr R Jolliff	
13.8	Mrs K Petch	
13.9	Mr S Stones	Mrs H Gourlay
13.11	Mr R Thompson- Moulding	Mrs H Gourlay
13.12	Mr S Billinger	Mrs E Skipper
13.13	Miss P Smith	Mrs R Griffin

The Academy Day

The Academy day begins at 8.30am and all students are expected to be in at that time for registration. Attendance to Academy is measured both in your attendance to lessons and registration.

Activity	Start	End
<i>Movement to tutor room</i>	8.20am	8.30am
AM Registration	8.30am	8.50am
<i>Movement Time</i>	8.50am	8.55am
Period 1	8.55am	9.55am
<i>Movement Time</i>	9.55am	10.00am
Period 2	10.00am	11.00am
<i>Morning Break</i>	11.00am	11.20am
Period 3	11.20am	12.20pm
<i>Lunch Break</i>	12.20pm	1.00pm
Period 4	1.00pm	2.00pm
<i>Movement Time</i>	2.00pm	2.05pm
Period 5	2.05pm	3.05pm
Optional Activities	3.05pm	4.00pm

Term Dates 2018-2019

Module 1	<p>Wednesday 5th September 2018 to Friday 19th October 2018</p> <p><i>Holiday: Saturday 20th October 2018 to Sunday 28th October 2018</i></p> <p>Please note that pupils will return to school as part of a 'staggered start'</p> <p>Wednesday 5th September: Years, 7, 12 & 13 return</p> <p>Thursday 6th September: Years 8-11 (along with Years 7, 12, 13)</p>
Module 2	<p>Monday 29th October 2018 to Thursday 20th December 2018</p> <p><i>Holiday: Friday 21st December 2018 to Sunday 6th January 2019</i></p> <p><i>Includes Public Holidays: Tuesday 25th December (Christmas Day), Wednesday 26th December (Boxing Day), Tuesday 1st January</i></p> <p><i>Academy Closed: Thursday 27th December to Monday 31st December</i></p>
Module 3	<p>Monday 7th January 2019 to Friday 15th February 2019</p> <p><i>Holiday: Saturday 16th February 2019 to Sunday 24th February 2019</i></p>
Module 4	<p>Monday 25th February 2019 to Friday 5th April 2019</p> <p><i>Holiday: Saturday 6th April 2019 to Monday 22nd April 2019</i></p> <p><i>Includes 2 Public Holidays: Friday 19th April (Good Friday) and Monday 22nd April (Easter Monday)</i></p>
Module 5	<p>Tuesday 23rd April 2019 to Friday 24th May 2019</p> <p><i>Includes 1 Public Holiday: Monday 6th May – May Day Bank Holiday</i></p> <p><i>Holiday: Saturday 25th May 2019 to Sunday 2nd June 2019</i></p> <p><i>Includes 1 Public Holiday: Monday 27th May – Spring Bank Holiday</i></p>
Module 6	<p>Monday 3rd June 2019 to Friday 19th July 2019</p>

Key dates 2018-2019

This is an overview of the key dates and events for students starting in September 2017. It is not comprehensive and there will be much more added in the two years of study.

Event	Year Group	Date
Year 12 annual exams	Y12	W/B April 22 nd 2019
GCSE prize giving	Y12	September 13 th 2018 (2pm)
Year 12 parents' evening	Y12	December 5 th 2018
Year 12 written reports	Y12	19 th July 2019
A-level results	Y12 (EPQ) & Y13	August 15 th 2019
Senior prize giving	Y13	TBC
Year 13 mocks	Y13	W/B January 7 th 2019
Deadline for UCAS applications	Y13	January 15 th 2019
Year 13 parents' evening	Y13	February 7 th 2019
Reply to UCAS offers	Y13	March 31 st 2018
Year 13 written reports	Y13	April 4 th 2019
Deadline for all student finance applications	Y13	31 st May 2018
Year 13 summer ball	Y13	TBC
Early entry applications completed for final checking	Y13	September 21 st 2018
Early entry UCAS deadline	Y13	October 15 th 2018
Academy deadline for completion of all UCAS forms	Y13	November 16 th 2018
Student finance opens	Y13	April 2019
A-level examinations	Y13	May – June 2019

Communicating with the Academy

Under normal circumstances your child's Form Tutor is the first person who should be contacted. If it is a subject specific query then please contact their Subject Teacher. More serious issues may require communication with their Head of Year. We politely ask that if you have a concern you wish to discuss that you ring the Academy in order to speak to the relevant member of staff. Teaching staff are not always easy to contact directly but the reception team will always attempt to contact them as soon as is practical. Please be assured that if a member of staff cannot speak with you at the time of your call they will be in contact at their earliest opportunity. Any emails identifying concerns will be responded to, but the member of staff will contact you by telephone to discuss the matter. Please be aware that anything sent in the evening and at weekends may not be responded to until the next working day. We thank parents/carers for their cooperation in this matter.

Attendance Information

The Academy expects that a student's attendance will be 100% in order to ensure that they are able to perform to the best of their ability. To help maintain attendance levels please can we ask that any appointments are made outside of the Academy day where possible. However, we understand that some absences are unavoidable and we wish to work with families in these instances. Please do not hesitate to contact the Academy if there is anything you wish to discuss with regards to attendance and what can be done to support you/your child. If a student is absent from the Academy then they will be expected to catch up on any missed work and their Form Tutor and subject teachers will support them with this. The government recognises students as persistently absent if their attendance drops below 90% for the academic

year, or is below 90% in any six week period. Understandably we would like to avoid this wherever possible and so it is vital that we work together in ensuring high levels of attendance.

First day calling

If your child is going to be absent then please contact the Academy in the morning, stating a reason for their absence. If your child's absence goes beyond one day we need to be contacted on each subsequent day of absence.

Term time holidays

Due to current regulations the Academy cannot authorise holiday requests unless there are exceptional circumstances. If you believe this may be applicable then please write a letter to the Headteacher outlining the circumstances. Where a student's attendance is below 96%, or there have been previous attendance concerns, the Academy may not grant permission for a request for absence (even in exceptional circumstances). We would ask that holidays continue to be taken during the 175 days when students do not have to be in attendance.

Registration

All students are expected to be present for morning registration (8.30am-8.50am). If any student arrives after 8.50am then they must sign in with a receptionist, either at Main Reception or Sixth Form Reception. If students have to leave the site before the end of the Academy day then they should have a note from parents/carers in their daybook which must be shown to their Form Tutor during morning registration. They must ensure that they sign out at either reception before they leave. If students in Year 7 are unwell during the day then a receptionist will contact home – we ask for safeguarding reasons that students do not contact home directly.

Accessing the Site

During the Academy day all visitors must report to reception.

If you are collecting your child at the end of the day by car then we politely ask that parents/carers park on the tennis courts and not at the front of the Academy building. We would like to make parents/carers aware that the Academy gates will not open until 2.45pm. Therefore we politely ask that you do not try to access the site before this time. For safeguarding reasons we ask that parents/carers wait in their vehicles and do not walk around the site. If you need to speak with a member of staff we ask that you go to main reception where a member of the team will be able to assist you.

If you are collecting your child from the Sixth Form site then we ask parents/carers to be respectful of the residents on Urban Street. Please support the Academy by being mindful of not blocking the road or turning/parking on the zebra crossing.

Before and End of the Academy Day Guidance

Students have access to the Academy Breakfast Club which is open from 8.00am to serve students a healthy breakfast. Other than to attend breakfast club students are not permitted to be in the Academy buildings before 8.20am. If it is raining then students are permitted to stand on the carpeted area in the entrances to the buildings.

For health and safety reasons students should not be on site unsupervised at the end of the day. Any student who is being picked up after 3.30pm must attend a supervised club.

The Student Daybook

The daybook is a resource given to all students in Year 12 on their first day. Primarily it serves as an organisational aid for students, enabling them to record homework, highlight deadlines and manage their week's activities. However, it is also used as an important method of communication between the Academy and home, enabling staff and parents/carers to communicate with each other. Each module students will record their module grades in their daybook and this allows for effective monitoring of their progress throughout the year. Students are asked to ensure that they have their daybook with them every day and in every lesson their daybook should be out on the desk. The expectation is that students look after their daybook, keeping it free of graffiti and recording only relevant information.

The Academy Website, Sharepoint and the Home Gateway

www.priorylsst.co.uk

The Academy's website is a one-stop resource for information on all aspects of The Priory Academy LSST. Some of the information you will find on our website is:

Academy Ethos;
Trust Policies;
Uniform List;
Curriculum Guidance;
Extra-Curricular Provision.

One area in particular which is worth a visit is the News tab. This area of the site is updated regularly and celebrates the many achievements of our students and staff.

On the website's home page you will find a tab along the top which says 'Home Gateway'. This allows students to remotely access their Academy desktop (via Citrix) from home, which is invaluable if they are completing homework or wish to do any further reading and research. Access to this requires the student's log in credentials. Students can also access their emails and SharePoint on this page without having to log into Citrix. SharePoint is the Academy's intranet system and by logging into this area students can access department information, year group information and welfare advice and guidance.

Mobile Phones and Use of Digital Systems Guidance

Students are permitted to use mobile phones before 8.20am and after the end of the Academy day (providing they are not taking part in any Academy activities). During the Academy day mobile phones must be switched off and kept out of sight unless students are in the common room.

Each student is asked to sign a 'Use of Digital Systems' agreement which can be found in the Daybook. By signing this the student is acknowledging that they have read and understood the Trust's E-Safety (Students) Policy and the Acceptable Use Policy and that they agree to abide by the rules at all times.

We also ask a parent/carer to sign the 'Use of Digital Systems' agreement to acknowledge that they too have read the Trust's E-Safety (Students) Policy, the E-Safety Policy (Staff) and the Acceptable Use Policy and to give consent for their child to access the internet and the Academy IT systems.

To access these policies you will find them on our Trust website – www.prioryacademies.co.uk. The policies can be found under 'Trust Policies' in the 'ICT' section.

Access to social media sites is not permitted through Academy systems. If, as parents/carers, you allow your child to access social media then it is strongly encouraged that you oversee what they do and encourage

them to share their activity with you in order to promote safe and positive use. Younger students need more guidance as they start to use social media and so with the education provided by the Academy and support from home a collaborative approach should ensure that students stay safe. Advice and guidance on Internet Safety can be found on our website (under the 'Parents' tab).

E-Safety is embedded throughout the curriculum and is a key part of a student's Personal Development Programme.

In Touch

The 'In Touch Communication System' enables the Academy to correspond with parents/carers via email and text message. We use the text message system for first day absence and attendance communication. In the event that your child is absent from the Academy and we have not had any correspondence from you a text message will be sent to a designated contact and you will be able to reply to the text message to confirm the reason for your child's absence and their expected return date. The email system will be used for sending out letters from the Academy.

For each child the Academy will have a designated contact (the parent/carer who is priority 1 on the contact list) and a designated email address and mobile number. This can be changed at any time by visiting main reception and speaking with one of our receptionists. Parents/carers will be able to 'opt out' of this system; in this instance parents/carers will receive paper communication.

Sixth Form Values

By far and away the most popular option for our Year 11 students is to take a place in the Sixth Form here at the Priory Academy LSST. We also attract a large number of external applicants who believe this is the right environment for them, including the boarding house which contains up to 60 students from the UK and around the world.

The Sixth Form offers a huge range of courses and can accommodate almost any combination of subjects. Over 80% of students leave us at the end of Year 13 each year to pursue places at university. The students have access to excellent facilities, such as the common room, a dedicated Sixth Form restaurant and first class teaching accommodation.

Being a sixth former carries with it a status within the Academy community; you can be a Prefect, Senior House Captain or a mentor for younger students. You dress differently. You have dedicated facilities that are available to no other year group in the Academy. More so than ever before, you can tailor your programme of study to suit you specific needs. As with so much in life, when you have status you have responsibility. The sixth formers at the Priory Academy LSST are our most senior students and we expect them to be outstanding role models for younger year groups to look up to and respect.

The Sixth Form six

As senior students in the Academy community we expect our sixth formers to:

1. Behave respectfully towards the Academy, Sixth Form and local communities and environments	Speak politely to staff, students and others and treat the Academy and local environments with respect.
2. Learn well, achieve highly and commit to independent study	Make all lessons count, use study sessions well, meet deadlines, complete independent learning tasks and read around your subjects.
3. Achieve an attendance figure of 95% or above	Anything below this may be a cause for concern, especially where absences are frequent.
4. Plan and prepare for moving on to the best possible destination	Prepare thoroughly for applying to university, apprenticeships or employment through research, work experience and achieving highly.
5. Wear the dress code correctly	Uphold the standards of the Academy and sixth form by wearing what is specified in the dress code.
6. Seek help and advice when needed	Speak to us when you are unsure about pathways, courses or careers or if you are struggling with something at Academy or home.

Sixth Form policies and routines

The following policies ensure students are supported in being able to uphold the core values of the Sixth Form Code.

- Most students study 3 A-levels (some may do more, with permission from the Academy)
- All students will have a minimum of two supervised study periods on their timetable
- There is no compulsion to opt for a 'balanced' curriculum which includes sciences and arts subjects, it is better to play to your strengths and choose subjects which will yield the best results for you

Attendance

The attendance policy is in line with the whole Academy policy. It is our expectation that students attend registration and lessons and any attendance below 95% can be a cause for concern.

Absences

- In line with the rest of the Academy, parents will be contacted on the first day of an absence if the Academy are not made aware in advance. Parents should inform the Academy by telephone when it is known that a student will be away.
- Where absence is unavoidable, a note will need to be given to Mrs P Jones **before** a planned/known absence.
- All efforts must be made to make medical appointments outside of Academy hours.
- Attendance is monitored every day by the pastoral team and attendance to lessons is reported every module to parents in the module grade reports.
- In keeping with the Academy policy on holidays during term time, permission cannot be granted and therefore holidays will be unauthorised unless taken in exceptional circumstances.
- Attendance data may be used to determine whether we allow a student to continue with a course at any point in the year and will be reported when asked for in references.

Driving lessons

If a student wants to learn to drive, they may be able to arrange driving lessons during Academy time. We ask that students use the following procedures to apply for time out of Academy:

1. Find a suitable free period in the timetable and allocate that as your driving hour
2. Obtain an application form from the Head of Year – get parents to sign it
3. If the Head of Year is happy that this will not impact upon your studies then permission will be granted

Students must not leave site for driving lessons before permission has been granted. Please see Appendix A or the Academy website for the form to complete to book driving lessons.

Behaviour on and off site

As senior students we expect our Sixth Formers to set a positive example to the rest of the Academy in their conduct, comportment and dress. We will take breaches of these expectations seriously.

Students should always:

- a. Move around Academy and the local area in an orderly way
- b. Speak to other members of the Academy and local community in a respectful manner
- c. Treat the Academy site and local area with respect, which includes keeping noise to a minimum, not dropping litter or leaving litter on tables or in the common room and leaving communal areas clean and tidy
- d. Wear the dress code correctly at all times

Common Room and Study Facilities

The common room is a fantastic facility which students can use during free periods, break and lunch times. Here there are sofas, tables and a canteen which opens at 9.30 a.m. and serves students from then until 1pm (closed between 11.30am -12.00pm). The common room is a social and study space for all and therefore the noise level must be respectful and students must not play music or other audio out loud in these areas during the Academy day.

We have study facilities available and students will undertake a minimum of two sessions per week during Year 12 and two sessions per week during Year 13.

We would expect, of course, that students take full responsibility for the upkeep of these areas and keep them clean for the others to use. There are plenty of bins provided.

Leaving Academy site

Year 12 students may leave Academy site during break and lunch, provided they sign out using the sheets which are at both receptions. Year 13 students may leave Academy site during break, lunch and free periods, provided they sign out at reception.

Smokers are reminded that, on request from local authorities and residents, students must not smoke on Urban St, Clayton Rd, the grassland next to Urban St, near the primary Academy or use the children's playground near Tesco. If students are caught leaving litter, a formal warning from the Academy may be issued (cigarette butts count as litter).

Study Leave

These are our general expectations regarding study leave:

Year 13 students attend lessons until the last exam in that subject, then they cease attending those lessons. Once all exams are complete then they no longer need to attend Academy.

More detailed advice will be issued at the time of the exams.

Opportunities in the Sixth Form

How will your senior status in the Academy be recognised?

- Have study periods and free periods during the day
- Have dedicated facilities available only to Sixth Formers during the day
- Be able to leave site during breaks and lunchtimes in Year 12, and during free periods in Year 13 in recognition of being more sophisticated independent learners
- Have the chance to assume positions of authority in the Academy community, such as being a Prefect, a House Prefect or a mentor

What else can students get involved with?

Students are encouraged to take an additional role whilst studying in the Sixth Form. A list of opportunities is found below.

- Duke of Edinburgh Award
- EPQ
- Assisting in departments with lower Academy
- Reading with lower Academy
- Common room committee
- Charity and fundraising
- Teaching and learning - assisting Y12s with work, induction of Y11, interviews Y11 who are struggling to narrow options, academic mentoring of Y10/11
- Sport committee - inter sixth form competitions/Debate team
- Events committee
- Library prefects
- Form Representative
- Work Experience
- Volunteering in the community
- The chance to apply to be Head Boy/Head Girl/Deputy Head Boy/Deputy Head Girl, Senior House Captain or mentor lower Academy students

- You can be a peer listener or mentor for younger students

Priory Bacculaureate

Students will have to the chance to work towards the Advanced Priory Bacculaureate. This involves:

1. Study of three courses at A-level or BTEC
2. Passing the EPQ
3. Logging 150 hours of personal development time over the two years (includes such things as sport, volunteering, leadership roles, driving lessons and many more)

The Bursary Fund

What is the 16-19 Bursary Fund?

The fund is made available from the government through its funding body - Young People's Learning Agency (YPLA) for 16-18 year olds - to provide assistance to students whose access to, or completion of, education is inhibited by financial constraints or barriers. The new 16-18 year old bursary scheme has been put in place as a partial replacement for Education Maintenance Allowance.

The Academy has a small fund of money available to help students afford to stay on in the Sixth Form. The money is available to students whose circumstances might make it difficult to afford the costs incurred in staying on at Academy.

How does the scheme work?

1. A student applies to the Academy if they are eligible for the award by completing the application form
2. The Academy considers the applications made and decides who will receive the bursary money
3. If successful (if you fulfil the criteria for applying then the student should receive the award) the student then receives two payments during the academic year

The student can then use this money to support their continued education by putting it towards the cost of petrol, transport, trips, uniform, work materials etc.

Am I eligible?

The main criteria by which money will be made available is household income. Based on last year's eligibility a student is eligible to apply if parents/carers have a gross annual household income of below £23,000.

In order to apply, you must be able to provide evidence of the household income. The student must also have a bank account into which the money can be transferred, and the bursary will only be paid if the student has over 85% attendance.

How do I apply?

- Parents and carers will be sent the forms via the InTouch system
- The completed form must be returned to the relevant Head of Year at the Academy.

Academic progress policy

We expect all students to work hard and aim to reach their academic potential. In order to make sure that happens, the Academy will:

1. Offer advice and guidance on subject choices in order to ensure that students are on the right courses
2. Monitor and track the progress and effort of students whilst on their courses
3. Intervene when necessary to support students in improving their performance

Before starting the Sixth Form

Students will be assessed at the start of the course for their suitability and ability to successfully complete the course. Evidence used includes:

- Prior and current exam performance
- Baseline testing during the early weeks of Year 12
- Career aspirations
- Sensible course combinations

Access to courses will normally be granted, but students may not be able to start a course if the entry criteria in the prospectus is not met.

How is performance measured?

Students will be set a minimum target grade at the start of Year 12, and progress is measured against this throughout their time in the Sixth Form. The minimum target grade is based on the average GCSE point score and the nationally expected outcome for all students who achieve that score.

For example: an average point score of 48 at GCSE would generate a minimum target grade of B at A-level. If a student is working safely towards a B, then they are making good progress. Above a grade B would be considered very good progress, and below a grade B would be insufficient progress.

Progress is the main measure of success at A-level and students will be judged on how much progress they are making. This is so that:

1. Student performance is judged fairly and not against the performance of others
2. Students who are not working hard enough or are experiencing difficulties can be identified early even if they are working at a reasonably high grade
3. Students are challenged at the level that is appropriate to them

How will progress be monitored?

Students will be monitored throughout their course to make sure they are making working to their potential and that they show evidence of being able to successfully complete the course. Evidence looked for will include:

- Module grades compared to target grades (failing a course or being predicted below target grade is a concern)
- Attitude to Learning grades (effort rated as 5 or 6 is a concern although consistently performing with an effort rated as 4 may also highlight possible concerns)
- Attendance data (anything less than 95% can be considered a concern)
- Mock exam data (grades U and E are causes for concern or where grades are two or more below target level)
- Teacher assessments during the course (persistent U/E grades or grades that are two or more grades below target)

Should a student be a concern for any of the reasons shown above, and fail to show improvement, the Academy may withdraw the student from the course.

What intervention may happen in order to support progress?

When underachievement is a cause for concern, the following interventions may be used:

- a. Regular meetings with student
- b. Work needs to be resubmitted
- c. Contact with home
- d. Referral to Head of Year
- e. Additional resources supplied/tasks set
- f. Student to attend additional lessons/study sessions
- g. Student mentor provided
- h. Staff mentor provided
- i. Student placed on subject report
- j. Other teacher/subject based support

In addition, the pastoral team may also:

1. Invite parents in to discuss these issues with a member of the Sixth Form Team
2. Add compulsory study periods to timetables
3. Place students on progress, effort or attendance reports
4. Alter timetables as subjects are added, removed or changed

	Descriptor
1	<p>This student...</p> <ul style="list-style-type: none"> always behaves in an exemplary manner and displays full engagement at all times, always showing respect for both staff and peers always displays self-motivation and responds positively to challenges always completes classwork to a high standard, displaying clear aspiration and innovation always completes homework to a high standard, often displaying innovation and always submits this on time always has all of the correct equipment
2	<p>This student...</p> <ul style="list-style-type: none"> usually behaves in an exemplary manner and usually displays full engagement usually displays self-motivation and responds positively to challenges usually completes classwork to a high standard usually completes homework to a high standard and submits this on time usually has all of the correct equipment
3	<p>This student...</p> <ul style="list-style-type: none"> usually behaves in an acceptable manner and can occasionally behave in an exemplary manner can work independently and can respond well to challenges at times always completes classwork to at least an acceptable standard always completes homework to at least an acceptable standard and usually submits this on time always has most of the correct equipment
4	<p>This student...</p> <ul style="list-style-type: none"> usually displays acceptable behaviour but occasionally this falls below the standard expected sometimes works independently and does not respond well to challenges completes classwork to an acceptable standard at times completes homework to an acceptable standard and usually submits this on time usually has most of the correct equipment
5	<p>This student...</p> <ul style="list-style-type: none"> rarely behaves in an acceptable manner and this can disrupt the learning of other students rarely works without supervision and avoids challenges only occasionally completes classwork to an acceptable standard only occasionally completes homework to an acceptable standard and this is frequently submitted late rarely has any of the correct equipment
6	<p>This student...</p> <ul style="list-style-type: none"> regularly fails to behave in an acceptable manner and frequently disrupts the learning of others regularly fails to work independently and avoids challenges regularly fails to complete classwork to an acceptable standard regularly fails to complete homework to an acceptable standard and this is frequently submitted late regularly fails to have any of the correct equipment

What happens if underachievement fails to improve?

Where underachievement is consistent or spread across multiple subjects due to a lack of engagement, low effort or low attendance then, as a last resort, a student may be withdrawn from a course or courses. This is because they are unlikely to complete the course successfully. Parents will always be fully informed of the situation before a decision is made.

In the unlikely event that a student is removed from several courses, rendering their place untenable, they may be asked to leave the Sixth Form. If this does happen we will support the student in finding alternative education or training. The decision to remove a student from a course or the Sixth Form lies solely with the Academy.

Standards of Dress for Sixth Form Students (September 2018)

One of the core values at The Priory Academy LSST is Aspiration. We instil an attitude of hard work and determination in our students and this is reflected in our professional formal office dress code. We want to prepare our students for work, present them as role models for lower school and as ambassadors within the wider Academy community.

Parents/ careers choose The Priory Academy LSST in the full knowledge of what our Dress Code requires of Sixth Form students.

Students should wear a **two piece business suit** that can consist of:

- Jacket and skirt of knee length
- Jacket and dress of knee length
- Jacket and tailored trousers at ankle length.

Tailored short or long sleeve shirt with tie should be worn tucked in.

Blouses and other smart tops without logos that maintain modesty are suitable for Sixth Form dress.

Shoes or boots should cover the foot at the front and back.

Hairstyles should be in accordance with smart business dress. Extreme hairstyles and shaved hair less than a Number 2 is not permitted.

The Academy is responsible for ensuring that jewellery worn does not pose a risk to those on site. Jewellery worn should be kept to a minimum. Rings, studs and stretchers should not be in eyebrows, the tongue, nose, lip or chin.

The student lanyard should be worn at all times for safeguarding those on site.

If there is debate about an item of clothing, the Head's decision on the matter will be final.

Preparing to study

- Even though you are studying fewer subjects now, the volume of work will increase rapidly.
- You will often be required to work from ring binder folders – make sure that you have plentiful supplies of paper, dividers, staplers and hole punches at home
- Buy a bag that is big enough to carry text books and a ring binder file
- Take a ring binder file to lessons – keep notes and handouts in that for a short time then transfer to a subject specific file at home, keeping notes in the right order!
- Use a lever arch file for each subject to store notes and materials
- You will need a black biro for all of your exams

Independent learning

You are now responsible for things going right as well as wrong. A-levels can only be passed successfully if you commit time to study out of lessons. You should aim for at least one hour of study for each taught lesson you have, so at least 12 hours of independent study each week. This does not mean without guidance from your teachers; they will often provide you with direction and support in what and how to study, but it does mean that you will have to commit time and resources to working on your own.

1. You can find this aspect difficult at first
2. Motivating yourself when exams and coursework deadlines seem far away can be tough, but remember that the pressure increases nearer those deadlines
3. Use your Sixth Form diary to help organise the amount of work you have to do and meet deadlines
4. Get into good habits early. The sooner that you follow good practices the easier it will become, particularly when the pressure increases around examination periods

Time management

You should never find yourself with 'nothing to do'!

1. Prioritise your work – do the most important/urgent first
2. Do not wait until the last minute, do a little work towards far off deadlines each day to reduce the pressure on yourself
3. Use your diary carefully
4. Use the time you have available to you in the Academy productively to reduce pressure on your time out of the Academy

Part-time jobs can give you valuable skills, experience, independence and, of course, money. It is an occasional issue that some students try to do too many hours in their job and end up getting behind with their Academy work. Also, you may be put under pressure in some jobs to work longer hours over Christmas or bank holidays (for example).

Basic Study skills

1. Keep up to date with your work
2. Organise yourself
3. Use study sessions sensibly (see appendix B also)
4. Make and keep clear notes
5. Ask the teacher when you don't know

1. Keep up to date with work

- Attend all lessons
- If you are absent, get notes from friends
- Let the teacher know in advance if you are to be off and they should be able to tell you what you are missing
- Know when up-coming deadlines are and how much work is required to meet them
- File notes promptly and do not let them sit in your bag for weeks at a time

2. Organisation

- Keep a file at home for each of your subjects
- Place your notes/handouts in there at the end of each week
- Keep files in the right order – not backwards!
- Make sure you have paper/pens for lessons and exams





3. Using study time

- Make precis/summary notes of lessons
- Engage in further reading and note making from text books
- Read around the subject by bringing library or other books to study sessions
- Make revision cards or other revision aids for use in the run up to examinations
- Plan answers to examination questions and other tasks set by teachers
- Research essays or other problems set by teachers
- Read novels and other books which support the learning in the subject

4. Note making

- Do not copy out the text you are noting
- Use headings, bullet points, colours, arrows, diagrams...
- Leave plenty of white paper visible on the page – too much information and you will not want to read it again
- Make them readable

How to revise

Right at the start: 	<ol style="list-style-type: none">1. Know when your exams are2. Double check which specification you are studying for each subject3. Know what is in the specification and what you need to revise4. Have resources such as paper, highlighters, staplers, folders ready5. Know where to find past papers and mark schemes
Getting going: 	<ol style="list-style-type: none">1. Work out if there are gaps in your knowledge and read around to close the gaps2. Make a revision timetable and know how long you have to revise for each subject and each topic3. Plan your days with breaks and work sessions – work when is right for you but working early in the morning leads to a less stressful day
In the middle: 	<ol style="list-style-type: none">1. Reshape your revision timetable so that it takes account of anything that has changed or that you have not yet had chance to revise2. Take breaks and try to get some fresh air3. Avoid sugary drinks – they reduce your levels of concentration4. Make sure you are testing yourself using past papers
Near the exam: 	<ol style="list-style-type: none">1. Revise for each subject you study equally2. If you have exams on Thursday and Friday, for example, don't revise all week for the Thursday exam and then realise you do not have enough time for the Friday exam3. Get plenty of sleep the night before an exam

When revising, make sure you move through these stages... don't rely on just reading to revise

Gaining understanding	Remembering the material	Applying to the exam
<p>Here you learn new material and understand the concepts that are covered in the specification/syllabus</p>	<p>This is where you commit the important facts and concepts to memory so that you can write answers without notes or help</p>	<p>This is where you make sure you know how to answer exam questions to test your readiness for the real thing!</p>
<ul style="list-style-type: none"> • Attending lessons • Making notes • Reading • Research 	<ul style="list-style-type: none"> • Making precis notes of bigger topics • Making cue cards • Mind maps and diagrams • Tables and grids which summarise topics • Mnemonics • Lots of bullet point lists under question titles • Sticky notes over your walls (ask parents first!) • Teach a friend/parent/sibling a topic • Fill in any gaps in your knowledge – don't leave it as a gap 	<ul style="list-style-type: none"> • Plan answers and sections of the exam • Write answers to past papers in full and mark them • Time yourself – make sure you know how long it takes to answer the questions

How parents can offer support

Sixth Form is a time when students want to be treated more as adults, with increased independence and ability to make choices for themselves. These choices can be important life choices, such as which A-levels to study, whether to go to university or not and which course or career they wish to pursue. We allow students to take more responsibility for themselves and their choices as they progress through the Sixth Form, but they do still require the support of all of those around them throughout this time. To that end, you can offer support by:

1. Ensuring students get to Academy by 8.30 every day
2. Obtaining from your son/daughter a copy of their timetable and the name of their form tutor
3. Ensuring they are prepared for the day ahead: correctly dressed, with pens, paper and books as required by subjects
4. Checking progress in the module grades at the end of each half term and discussing any issues that are arising
5. Arranging where possible all medical appointments for outside of Academy hours – attendance figures to lessons will be commented on in references to universities and employers
6. Making sure part time work does not interfere with Academy work (part time work cannot be undertaken during Academy hours)
7. Ensuring any absences are called in on the day and are backed up by a note from yourselves (Academy policy on family holidays remains the same for sixth formers)
8. Helping them to organise their independent study time and revision at home
9. Keeping a close eye on how they are coping during the high pressure times of the year
10. Arranging driving lessons in Year 12 and 13 can occur during Academy time, with permission from yourselves and the Academy
11. Contacting the Academy if you have any questions or concerns at all

Appendix A

Dear Parent/Carer,

At the Priory Academy LSST we have a policy of allowing students to take driving lessons during Academy time. This policy is based on the conditions that the driving lesson is taken in a regular slot and that this slot falls in one of the students' free periods. The Academy reserves the right to remove permission if the students' attendance or effort levels fall below an acceptable standard. We would appreciate if you could please complete and sign the form below and return to the Sixth Form office for permission to be granted.

Yours faithfully,

Mr M Perry and Mr M Strawson

Name		
Form		
Driving Academy/instructor		
Requested driving lesson	Day:	Time/Period:
Permission granted	Yes	No
Signed	Student:	
	Parent:	
	HoY:	
Date		

Appendix B

Code of Conduct for Supervised Study

1. Arrive within 5 minutes of the start of the session
2. Ensure you have plenty of work to do – we do have materials in the study rooms available for you to use
3. Conversations are to be kept quiet and work focused and should not disturb other students
4. Drink only from bottles, no eating in the room
5. Sit quietly at a desk and work productively – please do not disturb any other students
6. You may listen to music through headphones so long as they can't be heard by or shared with another student
7. Laptops, tablets and other devices may be used – but not to watch films or play games
8. Members of staff should be addressed with manners and courtesy should you require any assistance

Work to complete in study sessions

When in supervised study you should use your time productively. It is valuable time which could be used to do some of the following tasks:

- i. Make precis/summary notes of lessons
- ii. Engage in further reading and note making from text books
- iii. Read around the subject by bringing library or other books to study sessions
- iv. Make revision cards or other revision aids for use in the run up to examinations
- v. Plan answers to examination questions and other tasks set by teachers
- vi. Research essays or other problems set by teachers
- vii. Read novels and other books which support the learning in the subject