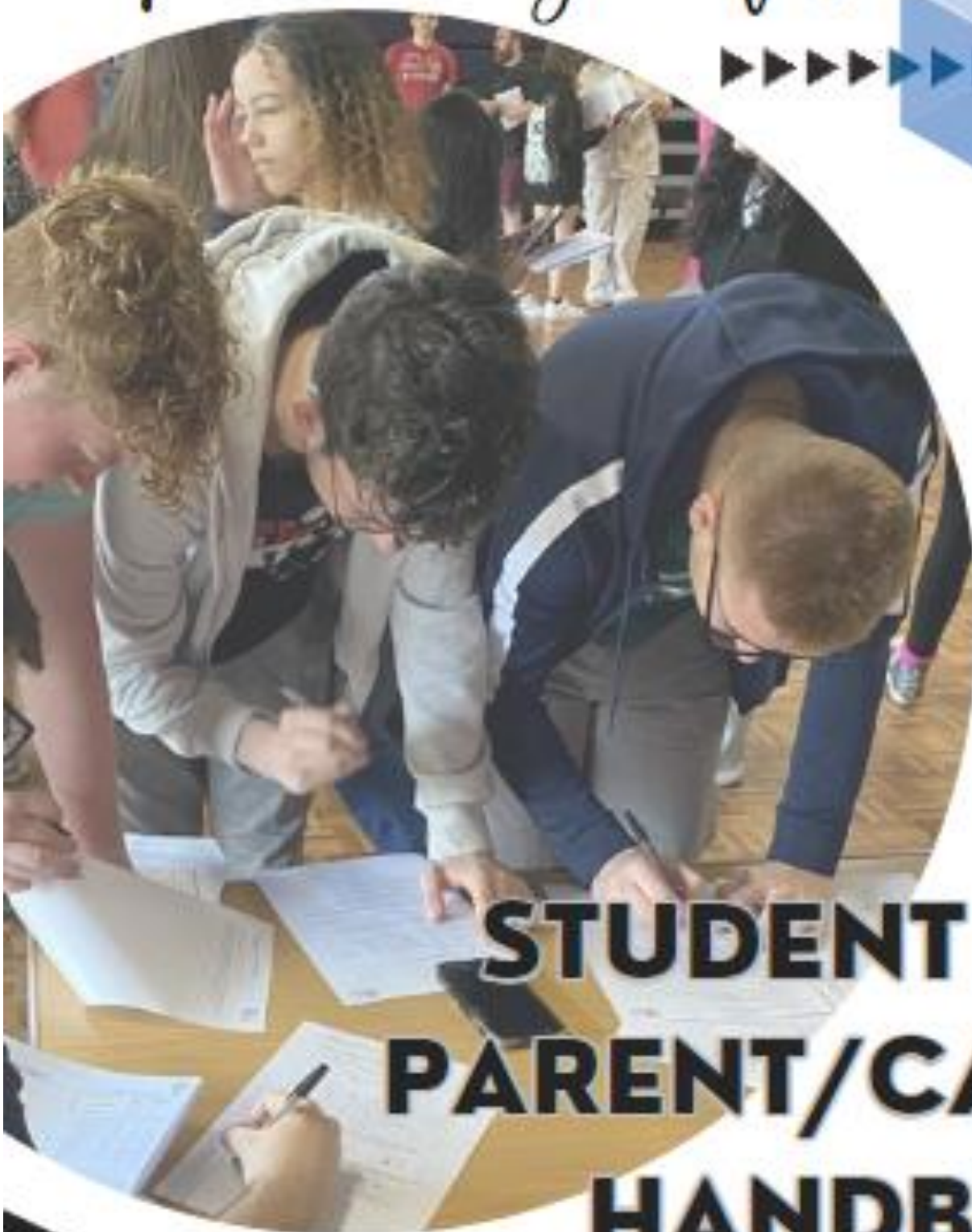




# Archbishop Isley Catholic **Sixth Form**

*Embrace your future*



## **STUDENT AND PARENT/CARER HANDBOOK**

# Welcome to Sixth Form!

We are proud of the achievements of our Sixth Form and feel very strongly, that Archbishop Ilsley offers some of the best opportunities for post-16 education in the area. We believe it is the quality of teaching, learning and relationships with staff that make the difference to your adult chances of success.

One of the major strengths of Archbishop Ilsley's Sixth Form is our pastoral system. Personal Tutors take primary responsibility for monitoring the progress of each student in their tutor group and in addition, we offer all of our students a comprehensive system of careers and higher education advice and counselling.

We look forward to working with you in this crucial stage in your education.

## **Mr C Clinton - Head Teacher**

We are delighted to welcome you to Archbishop Ilsley's Catholic Sixth Form. Thank you for choosing us as your educational establishment for the next two years; two years that are critically important in your personal and educational development.

Our mission is very simple and so very important – we want you to become successful citizens with excellent academic success and the ability to be kind yet influential citizens; our saints of the 21<sup>st</sup> century, dedicated to and called to a life of service to self, God and others. We hope that your next two years with us will be an exciting time. A time filled with great opportunities for you to learn, achieve and participate in a range of exciting enrichment activities.

Over the next two years, you will be specialising in subjects that you are passionate about and you will make important decisions about what you will do once you have completed compulsory education. We understand that the jump from GCSE to A Level qualifications can be challenging but we are here to guide you to success in your chosen pathway. There is always someone here to support you. We will provide you with quality first teaching in your subjects and support you to become independent, resilient learners who are both reactive and proactive in your approach to your studies.

Ultimately, we seek to help you to define your pathway whether that be to university, apprenticeships or the world of work. We also aim to give you the best possible Sixth Form experience and to this end, we set high standards from the very beginning in terms of student conduct and effort. We expect you all to be the best you can be in all areas of your Sixth Form life.

You are all ambassadors of our school and role models for our younger pupils, who see you as a source of inspiration; we hope that those pupils aspire to one day be a Sixth Form student here themselves.

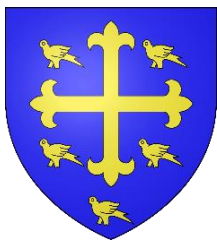
## **Mrs L Grant – Assistant Head and Head of Sixth Form**

## Why is Archbishop Ilsley called Archbishop Ilsley?

Archbishop Ilsley is named after someone called Edward Ilsley. Edward Ilsley was born in Stafford in 1840. He was a priest up the road in Olton. He was passionate about the education and welfare of children living in Acocks Green and East Birmingham. He was very worried that so many children were living in poverty in the 19<sup>th</sup> century. Ilsley's main concern was that they should be cared for but also be given a Catholic education. He was a champion of the local youth in the area. In 1905, it was said that in the Catholic circles in the Midlands, there was no one as loved as Edward Ilsley. After being promoted to bishop in 1888, he was appointed the first Archbishop of Birmingham in 1911. He died in 1926.

When a Catholic School was built in Acocks Green in 1957, it was decided to name it after Edward Ilsley, who had died 30 years earlier, as he had been so passionate about Catholic education and about caring for the local children.

Edward Ilsley is not a saint. However, if you pray for him privately and a miracle happens, YOU could set him on the road to becoming one! Maybe then, Archbishop Ilsley would be renamed St Edward's Catholic School. Get praying!!



**This is the coat of arms of Edward the Confessor.** He died in 1066. He was a strong king but also had a deep faith. When he died, the French saw their opportunity to invade and seize the throne. This is why the famous Battle of Hastings took place in 1066. His coat of arms is a golden cross and five birds (these are doves, which symbolise hope; others say they are marlets, which are a mythical bird). King Edward built the famous Westminster Abbey in London. William the Conqueror was determined to be crowned there, to make a link with Edward.



**This the coat of arms of Edward Ilsley.** You can see that half of it is the same as his namesake, Edward the Confessor. Edward the Confessor was made a saint after he died, so he is actually Saint Edward. It's easy to forget that before Henry VIII, all kings and queens of England would have been Catholic. King Edward ruled at a peaceful time when all of England lived in religious tolerance. Archbishop Ilsley wanted Birmingham to be a peaceful tolerant place, so therefore adopted St Edward's coat of arms.

## The hierarchy of the Catholic Church

<b>Deacon</b>	These devout people serve the church. We are lucky to have two at ABI: Deacon Tim and Deacon Martin.
<b>Priest</b>	Our priest is Father Marco.
<b>Canon</b>	This is a more senior priest. We are lucky that Canon Jonathan Veasey is at Holy Souls and is Lead Trustee for Education for all the 34 Catholic secondary schools in Birmingham Diocese.
<b>Bishop</b>	There are three bishops in Birmingham. Bishop David Evans most likely confirmed younger members of your family, if you are Catholic.
<b>Archbishop</b>	His Grace, the Most Reverend Bernard Longley is the 9 <sup>th</sup> Archbishop of Birmingham. Edward Ilsley was the first!
<b>Cardinal</b>	Cardinal Vincent Nichols is the senior member of the Catholic Church in England. He is based in London. He used to be Archbishop of Birmingham (he was the 8 <sup>th</sup> ).
<b>The Pope</b>	Pope Francis is based in Rome. He was born in Argentina. St Peter was the first pope, appointed by Jesus. Pope Francis is the 266 <sup>th</sup> pope!

## Prayer for Archbishop Ilsley

Dear Lord,  
Edward Ilsley, the first Archbishop of Birmingham,  
cared so much for the children of Acocks Green and East and Central Birmingham.  
Allow us to be inspired by his example,  
as we reflect on our vocation and seek to thrive,  
make use of our talents and be aspirational.

Amen





***“Not all of us can do great things. But we can do small things with great love.”***

Mother Teresa was a Catholic nun and missionary.

She is famous for her charitable works and helping the poor, hungry and sick people of India.

She founded the Missionaries of Charity, who ran over 500 missions worldwide.

She was canonised as a Saint by the Catholic Church in 2016.

### **St Teresa of Calcutta Sixth Form Prayer**

God, our Father and Creator.

You granted St Teresa of Calcutta a life of devoted service to you through her faith and ministry to the poor and sick.

Through her example and intercession, grant us the strength to follow in her footsteps.

We pray that we can continue her mission of mercy.

Help us to be compassionate and kind in our interactions with others,

to be joyous and grateful for all that we have,

to be enthusiastic and determined as we strive to reach our goals,

to be hardworking during these years of intense study and examinations,

to be strong enough to learn new things and to overcome the difficulties we meet.

Guide us in our daily endeavours and inspire us to reach our potential.

And as you showed us, may we treat each other with love, respect and wisdom.

We pray this through Christ our Lord

**Amen**

**St Teresa of Calcutta, pray for us.**

**Smart dress is required in the Sixth Form. Sixth Form students must remember that they are role models for young pupils and are seen by the school as working adults. Therefore, clothing should be appropriate, practical and businesslike.**



**Dress Code: Please see below:**

**For students identifying as female:**



- **Conventional tailored short sleeved dress, skirt or trousers, in dark colours:** blue, grey or black. Trousers should be full length and not cut off. Dresses and skirts must be worn with tights and must not be mini-length. **Ponte/Bodycon/jersey trousers leggings or skirts are not permitted**
- A conventional blouse or shirt – plain, or modestly patterned providing it is tailored and designed for professional business wear. It must have sleeves and must not be low cut; it must cover shoulders and midriff. **Cleavage should not be visible.**
- Cardigans may be worn WITH a blouse/shirt and jacket
- Plain shoes capable of being polished; suede shoes are not permitted. Shoes should be conventional, work orientated and comfortable in dark colours. Heels should be less than 5cm high. **Boots are not permitted.**
- Conventional tailored jackets/blazers **can be worn** with dresses, skirts and trousers and must be in dark colours, brown, blue, grey, or black. Patterns are permissible as long as they are subtle and reflect the principle of smart professional dress i.e. – pin stripes, or faintly chequered.

## For students identifying as male:



- Students can wear a conventional two piece suit or three piece suit, with matching tailored jacket and trousers in dark colours, as a general guide in blue, grey, or black. Trousers should be full length. Patterns are permissible as long as they are subtle and reflect the principle of smart professional business dress (i.e. – pin stripes and Prince of Wales check)
- Conventional office shirt plain or modestly patterned (i.e. stripes and checks) pastel coloured formal shirts may be worn provided they are tailored and designed for professional dress; these must be worn with a tie. Shirts must be tucked in to trousers at all times. The tie must be fully visible to below the knot at all times
- Jumpers may be worn with shirt, tie and jacket; tie knots must still be visible if a jumper or cardigan is worn
- Plain leather shoes, capable of being polished; suede shoes are not permitted. Conventional, work orientated and comfortable in dark colours.
- Ties are to be worn with the top button done up at all times and the knot covering the top button.

Students identifying as non-binary, gender fluid, transgender (this list is not exhaustive) as above

## Other Dress Code Items



***Your lanyard is part of your business dress attire. Make sure you wear it around your neck at all times when on school premises. Students who do not bring their lanyard to school will NOT be allowed to leave the school site at lunchtime.***

- Identity badges and Sixth Form Lanyard **MUST** be worn and visible at all times whilst on the school site.
- Jewellery must be subtle and consistent with smart professional business dress.
- Belts are to be plain, regular width and designed to hold up trousers or skirts – not just a fashion accessory.
- Students' hair should be well-kept, clean and moderate in style, length and treatment; bright dyed colouring, tram lines or other shaved shapes in the hair and 'bar codes' in eyebrows are not permitted
- No clothing with obscene slogans or messages is permitted
- No head garments (except those worn for parentally confirmed cultural, medical or religious reasons.)

**The following are not permitted:**

- Jeans or chino style trousers
- Jersey jackets, trousers or skirts
- Corduroy or denim
- Polo shirts or T-shirts
- 'Hoodies' of any description even if worn as an outdoor coat
- Headgear (except for parentally confirmed religious or medical reasons and it must be of dark colours and matching the colour of the days attire)
- Trainers
- Combat trousers, shorts or cut-offs
- Strappy tops or vests
- Exposing bare midriff, cleavage or chest
- Sportswear / leisurewear, including velour and cotton jersey
- Extremes of style, for example, mini skirts
- Logos
- Visible facial or body piercings (except ear rings) or tattoos
- Unnatural hair colourings or extreme hairstyles
- Open toe or strappy sandals (Health and Safety reasons)

On Fridays, the Sixth Form have a 'dress down' Friday where you can wear more casual attire. Clothing should remain appropriate in terms of no offensive logos; no hats; no shorts; no cropped tops with midriff showing; no spaghetti strap tops.

**We ask all students to pay £1 which goes towards Leavers' Prom, Hoodies, tea, coffee supplies etc.**

- *Students who study PE must wear business attire to school and then change before and after their lessons.*



## **Attendance and Punctuality**

Archbishop Ilsley Sixth Form promotes academic excellence and research shows that students who have high levels of attendance achieve higher grades. We provide information about attendance and punctuality when asked to provide references for UCAS and other applications. An exemplary record of attendance shows that a student is well-motivated, dedicated, organised and takes their responsibilities seriously.

Students are expected to attend all lessons and tutor group times. Level 3 courses are intensive and students cannot afford to miss valuable teaching and study time.

Students should not take on paid work, make routine appointments or have driving lessons during the school day (8.40 am - 3.10 pm). Our curriculum includes days where students may have changes to their usual timetabled lessons and 'free periods'; including assessments, enrichment days, interventions and educational visits that may require them to attend for the full school day.

We will endeavour to give as much notice as possible wherein attendance to evening events (such as parents evening) is expected. Attendance to these events must take priority over work/employment.

A student becomes a 'persistent absentee' when they miss 10% of their schooling across the academic year. Absence at this level will be detrimental to a student's educational prospects.

In accordance with 16-19 funding guidance regulations 2023-24, students will be withdrawn from their programmes of study if they do not return to learning after being absent for 4 weeks.

Also in accordance with the EFSA funding guidance, students will lose their right to free examination entry if their attendance is unacceptable, or if it means they have not completed necessary work.

## **Absences in special circumstances**

Where possible all appointments should be scheduled outside of school hours. However, we understand that this is not always possible.

In the event that you have an appointment, you must inform the Sixth Form Administrator and provide evidence of the appointment that you will be attending. By doing this we keep your attendance accurate and up to date.

Absence should be limited to reasons such as real illness, unavoidable appointments or exceptional family circumstances e.g. bereavement, days of religious observation.

We acknowledge that there may be other possible reasons. In these circumstances, a request should be made to the Head of Sixth Form.

Absence	Authorised?	Procedure
Minor illness (e.g. headache, stomach ache)	No	
More serious illness (e.g. vomiting)	No	Parents/carers should inform the school via Studybugs, email or telephone before 8.40am on the day of absence.
Unavoidable medical/personal appointment that cannot be made for after school (e.g. orthodontist, counselling, doctor, hospital)	Yes	As much as possible, we prefer appointments to be after school hours, but when this is not possible it would be better if they are during non-contact time. If this is not possible, then students should bring in evidence of the appointment (in advance where possible).
Religious observance	Yes	Students should inform the school at least a week in advance, in person or via email.
Birthdays or similar celebrations	No	
Looking after a sibling	No	
Awaiting delivery or maintenance work on behalf of a parent	No	
Driving lesson	No	It should be possible to book these for after school or weekends.
Theory test	Yes	Students should show evidence of the time of their test and request permission at least a week in advance
Practical driving test	Yes	Students should show evidence of the time of their test and request permission at least a week in advance
Job interview	At the discretion of the Head of Sixth Form	We acknowledge that at times it may be difficult to book these for after school or at weekends. Students should show evidence of the time and date of their interview at least a week in advance
Holiday	No	
University open days and summer schools	At the discretion of the Head of Sixth Form	We encourage students to prepare for university life and consider these to be good preparation. Students should gain permission at least one week in advance.
Volunteering	At the discretion of the Head of Sixth Form	This is authorised when arranged for non-contact times, or if a study period is rearranged with prior notice.
Work experience	At the discretion of the Head of Sixth Form	Work experience is a vital part of your post-18 experience. We encourage you to find placements at times that do not interfere with lessons, but we can authorise other times. Ideally, if you miss lessons, it should be during the planned work experience week in the summer term.

**Attendance over 97%**

This is good attendance. The student will be eligible for rewards that are linked to attendance



**Stage 1 - Attendance between 94-97%**

Form tutor monitors attendance and has discussion with student about strategies to ensure good attendance



**Stage 2 - Attendance drops below 94%**

KS5 Coordinator puts support in place:

Discussion about strategies to ensure good attendance; review of Sixth Form contract; increased supervised study; contact with parents. Students in receipt of bursary may have payments reduced/withheld



**Stage 3 - Attendance below 90%**

Attendance below 90% is persistent absenteeism

KS5 Coordinator contacts home. Increased supervised study; contact with parents. Students in receipt of bursary may have payments reduced/withheld

Additional Support Contract in place for 2 weeks.

Poor attendance impacts academic progress and is likely to jeopardise a Year 12 student's progression to Year 13.

**Continuing poor attendance**

Students may lose their privilege to leave school at lunchtime.

If persistent absence, an Attendance Contract will be put in place and monitored.

Parents/carers will be brought into school for a meeting with Head of Sixth Form.

Where attendance causes such a negative impact on learning, the right of the student to free examination entry will be reviewed. Students in receipt of bursary may have payments reduced/withheld

Students risk losing their place in Sixth Form if attendance falls below 85% or a student fails to attend for a period of 4 weeks

## The Sixth Form Day

Timings	Activity
8.40 - 8.45	Arrival in Victoria Road gate and <b>signing in via InVentry in Main Reception</b>
8.45 – 9.05	Tutor Time or Assembly (20mins)
9.10 – 10.10	Period 1 Compulsory Study for Year 12 and 13
10.15 – 11.15	Period 2
11.15 – 11.35	Break (20mins) Use of kitchen facilities for toast and hot drinks/vending machine
11.35 – 12.35	Period 3
12.40 – 1.40	Period 4
1.40 – 2.15	Lunch (35mins) Students can use the canteen. Students are permitted leave the school site at lunchtime but should sign in and out via InVentry
2.15 – 3.15	Relaxed Registration for those students who do not have a timetabled Period 5 lesson

- Sixth Form students enter and leave via Victoria Road entrance. They should use their pass and the InVentry system to sign in and out.
- Sixth Form students attend to the timings of the school day. This includes students being punctual and present at the start of the day (8:40 am) for Tutor Time. (The Common and Study Rooms are open from 7.30 am for students who wish to study or arrive early to school).
- If students are late after 8.45 am on a given day, they will receive a 15 minute detention in the Common Room that same day. If students are late twice in a week, they will receive an hour detention on a Friday after school
- Students can leave the premises at lunchtime but they are not permitted to leave at any other time during the school day unless authorised by the Head of Sixth Form or in their absence, a member of the Sixth Form Team. Students must NOT leave school without informing a member of the Sixth Form Team.
- If for any reason a student is ill or unable to come to school then a parent/carer/guardian should call in and leave a message on the Sixth Form Absence Line (0121 706 4200 Option 2). The message will be picked up by the Sixth Form Administrator and the appropriate mark for the day will be entered on to the school system.



- Students can make use of the school canteen and the Sixth Form kitchen facilities and the vending machine throughout the day
- Relaxed Registration - students in Year 12 and 13, who do not have a timetabled lesson period 5, may go home at lunchtime. This however, is by agreement with the Sixth Form team and dependent upon the individual student and their performance. This privilege is earned and subject to review
- Students do not have 'free periods', they have supervised 'Study Periods' and 'Enrichment Hours' once a fortnight
- All students must attend Tutor Time and there is a programme of activities that will be delivered by your tutors
- All students must attend CoRE lessons

Our curriculum includes days where students may have changes to their usual timetabled lessons and 'free periods'; including assessments, enrichment days, interventions and educational visits that may require them to attend for the full school day. We will endeavour to give as much notice as possible wherein attendance to evening events (such as parents evening) is expected. Attendance to these events must take priority over work/ employment.

### **Employment/Part time jobs**

Whilst most students can gain, not just financially, from having a part-time job, experience indicates that paid employment can also have a very detrimental effect on the academic performance of some. The expectation is that students must see their studies as their "full-time job".

Unfortunately, employers often put pressure onto part-time employees to increase their hours with little notice. Our advice is that students should be very clear about how any part-time work will fit in with their study schedule and that they **should not undertake more than ten hours of paid employment per week**.

Under no circumstance should students commit to paid employment during the school day, even if their timetable currently allows, as timetables can be subject to change during the course of a term.

Unfortunately, we CANNOT authorise absence from Sixth Form for interviews or training for part-time jobs.

## Mobile Devices and Airpods

Research consistently demonstrates the active use of mobile phones, whether talking or texting, to be distracting and contributes to diminished performance when multitasking (e.g., distracted driving or walking). Recent research also has indicated that simply the presence of a mobile phone and what it might represent (i.e. social connections, broader social network, etc.) can be similarly distracting and have negative consequences in a social interaction.

Results of two studies by Thornton et al, 2014, reported that the "mere presence" of a mobile phone may be sufficiently distracting to produce diminished attention and deficits in task-performance, especially for tasks with greater attentional and cognitive demands such as school work. The implications for such an unintended negative consequence may be quite wide-ranging (e.g., productivity in school and the work place).

Sixth Form - older and more mature; act as role models for our younger pupils. It is imperative that all students adhere to our mobile phone policy.

- Sixth Form students **are not to be seen walking around the corridors either using their mobile phones or with their phones in their hands.**
- Mobile phones should **only be used in the designated Sixth Form area** and their usage kept to a minimum during compulsory study periods.
- Students **should not wear their airpods/headphones around the corridors**; again their usage should be confined to the Sixth Form areas.

## Student Information

- We are a no-smoking, no vaping site, which means that no-one is permitted within the school buildings, site and the immediate vicinity. Smoking or vaping outside of the school gates is strictly forbidden and constitutes bringing the college into disrepute. A zero-tolerance policy operates towards the use of illegal drugs, alcohol and weapons.
- Students benefit from a Common room, Study Room, a Sixth Form Bistro and a kitchen where you can make hot or cold drinks and use the toaster and microwave. There will also be a vending machine in the Common room. Both Bistro and the vending machine are operated by our cashless system.
- Students attend Tutor Time and there is a programme of activities that will be delivered by your tutors.
- We will have a team of Senior Student Leaders with responsibility for a variety of areas in the Sixth Form.

## **Academic Expectations**

The two years in Sixth Form are probably the most important in a students' education and will determine the path that they take in life. They should be the most enjoyable and fulfilling of a student's school career.

Here at Archbishop Ilsley Sixth Form, students will be encouraged, challenged and stretched in their academic achievement, social confidence and personal development to strive for excellence. We expect all of our students to be aspirational.

In the Sixth Form, students take a far greater level of individual responsibility for their education. Independence is an important part of a students' development; we support our students in adopting a proactive approach to learning.

The most successful students are those who understand 'how' they learn. It is important for all of our students to be curious, active learners. In tutor time, students will be taught a range of strategies to support their learning and revision. These will include The Cornell Notes Method, Brain Dumps, Mind Mapping, Self-Quizzing and Flashcards. Students will also learn about the Sixth Form Mindset focusing on six successful learning habits:

<b>Vision</b>	<b>Effort</b>	<b>Systems</b>	<b>Attitude</b>	<b>Practice</b>	<b>Resilience</b>

Students should seek help from their subject teachers and tutors if they are struggling to work independently.

Students will have several non-contact periods on their timetable per week.

These are study periods and should be used wisely, as students will have a lot of work to complete outside of the classroom. No students will have 'free periods'.







Sixth Form students can use the Study Room or Library for quiet, private study and the Common Room for more group work tasks. In addition, it is our expectation that students are studying at home during the evenings and at weekends.

As a general rule, students should spend around fifteen hours a week studying (based on 3 A Levels), in addition to lesson time; sometimes it will need to be more than this.



## THE SIXTH FORM MINDSET – VESPAR

*"We are what we repeatedly do. Excellence, therefore, is not an act, but a habit." – Aristotle*

 <b>Vision - what do you want to do with your life?</b>	<b>How can we help you to...</b> <ul style="list-style-type: none"> <li>• Have a clear goal that you want to achieve</li> <li>• Make an actionable plan</li> <li>• Stick to the goal despite obstacles</li> </ul> <p>When goal pursuit is fueled by personal endorsement and valuing of the goal, commitment and perseverance will be high</p>
 <b>Effort - how much hard work do you do?</b>	<b>Work hard!</b> <ul style="list-style-type: none"> <li>• <i>Fixed mindset</i> learners carry with them the myth of effortless success - half of you may believe in the saying, 'you've either got it or you haven't'.</li> <li>• We need to shatter this myth!</li> </ul>
 <b>What are your systems?</b>	<ul style="list-style-type: none"> <li>• Being organised and having what you need to be successful</li> <li>• A system to organise learning so that you can make sense of it all</li> <li>• A system to organise your time so that you can complete key tasks and deadlines</li> <li>• Dedicated, supervised time for you to complete your '<b>Reactive Learning</b>' which is homework set by subject teachers; '<b>Proactive Learning</b>' which is revision using the study skills taught during tutor time.</li> <li>• <b>Super Curriculum</b></li> <li>• <b>Friday Reviews</b> to review weekly learning and progress</li> </ul>
 <b>Practice – the missing part of the puzzle</b>	<p>Often students appear to be working very hard but do not make the progress we expect. <b>Effort alone does not = success.</b> How can you be sure that you are working on the right things? The process of learning and mastery can be categorised:</p> <ul style="list-style-type: none"> <li>• <b>Content</b> – review and consolidate</li> <li>• <b>Skills</b>- putting knowledge into practice in high stakes context e.g., timed exam questions/PPEs</li> <li>• <b>Feedback</b> – understanding expert feedback allows you to develop performance</li> <li>• <b>Independent Study using study strategies</b></li> <li>• <b>Review</b></li> </ul>
 <b>Attitude – a settled way of thinking</b>	<ul style="list-style-type: none"> <li>• What is your process of learning? (growth vs fixed mindset?)</li> <li>• What is your buoyancy and positivity like?</li> </ul>
 <b>Resilience</b>	<ul style="list-style-type: none"> <li>• How do you respond to challenge or difficulty?</li> <li>• Do you have resilience and grit?</li> </ul>



**Students should be engaged in three main forms of study:**

<b>Consolidation</b>	In the Study Period and/or on the evening following each of your lessons, you should spend 12-15 minutes (24-30 minutes for a double) rereading your notes, writing the summary section at the bottom of your Cornell notes and making relevant flashcards e.g. for key vocabulary, definitions, concepts, events/plot, etc.. Everything that you need to recall etc.
<b>Reactive</b>	This is your 'homework'. Each of your teachers should give you at least 1 hour of homework each week. If they don't – ask them for some! If you find this takes more than 1 hour, that's fine, you can take this from the proactive phase (not from the consolidation phase though). Equally, if you find you finish your reactive work quickly, spend more time on your proactive work.
<b>Proactive</b>	This is the section that will broaden and deepen your overall understanding of the subject you are studying. It will not necessarily involve work that has been set by your teacher, but instead it is about you doing the extra practice questions, wider reading etc. Your teachers will give you a list of things that you could do in order to be proactive in your learning.

## **Tutor Time**

Each student in Year 12 or 13 will belong to a tutor group with a tutor. Tutors have two fundamental responsibilities: pastoral and academic. Tutors will be a student's first point of contact for any information, advice, or guidance. Tutors will see students every day in tutor time. On Thursdays and Fridays tutor time is devoted to Transition, Next Steps and Progress with tutors and students reviewing weekly progress and discussing targets, discussing future career choices and/or UCAS preparation, including the completion of UCAS/Apprenticeship applications.

**The weekly tutor session programme is as follows:**

	<b>MONDAY</b>	<b>TUESDAY</b>	<b>WEDNESDAY</b>	<b>THURSDAY</b>	<b>FRIDAY</b>
12	Gospel Reflection/What's in the news?	Assembly	VESPAR Study Skills	Transition Thursday	Weekly Review/Mentoring conversations
13	Assembly	What's in the news?	VESPAR Study Skills	Transition Thursday	Weekly Review/Mentoring conversations

All Sixth Form students will attend assemblies; they are compulsory. Student attendance will be registered at these sessions and will be monitored. These occasions are a key way of sharing information and it is also one of the ways in which a sense of community is established; any student who has chosen to be part of the Sixth Form is expected to contribute to the wider school community. Concerns about attendance at Registration or Tutor Time will result in interviews with the Head of Sixth Form and may necessitate further sanctions.

## **Tutor Time Programme**

Alongside weekly VESPAR Study Skills sessions, students will also benefit from the following standalone Aspire sessions:

<b>Year 12</b>	<b>Year 13</b>
Session 1 - Study Skills	Session 1 - Study Skills
Session 2 – Enrichment: The Global Links Programme	Session 2 - Futures - UCAS check in
Session 3 – Strengths and Skills	Session 3 – Strengths and Skills
Session 4 – Gaslighting and Emotional Abuse	Session 4 – How do I plan for the future? Alternatives to university?
Session 5 – Can we ever prevent forgetting?	Session 5 – How do I manage a budget?
Session 6 – How do I write a compelling CV?	Session 6 – Being financially savvy
Session 7 – Relationship Values	Session 7 - Living independently/ Student Accommodation
Session 8 – Culture and Diversity	Session 8 – Culture and Diversity
Session 9 – Screen time and Studying	Session 9 – Exploring a payslip
Session 10 – Sixth Formers and Employment Rules	Session 10 – Futures – UCAS check in
Session 11 – How do I plan for the future? Alternatives to university?	

## **Behaviour and Conduct – ‘The Sixth Form Six’**

### **OUTSIDE LESSONS, WE EXPECT ALL SIXTH FORM STUDENTS TO BE – PRIMED TO BE ROLE MODELS:**

1. **Punctual** - Be on time to school and all lessons
2. **Respect** - Treat all with respect – be role models to those around you
3. **Identifiable** - Lanyards to be worn at all times
4. **Mobiles** - Mobile phones or Airpods should be used in the Sixth Form areas only
5. **Engage** with Study and Enrichment time purposefully
6. **Dress** code to be worn with pride

### **INSIDE LESSONS, WE EXPECT ALL SIXTH FORM STUDENTS TO DEMONSTRATE:**

1. **Vision** - have a clear goal that you want to achieve
2. **Effort** – work hard in lessons
3. **Systems** - be equipped and ready to learn; be organised
4. **Practice** – listen to your teachers; master your learning
5. **Attitude** - listen attentively and act on advice given
6. **Resilience** - never give up!

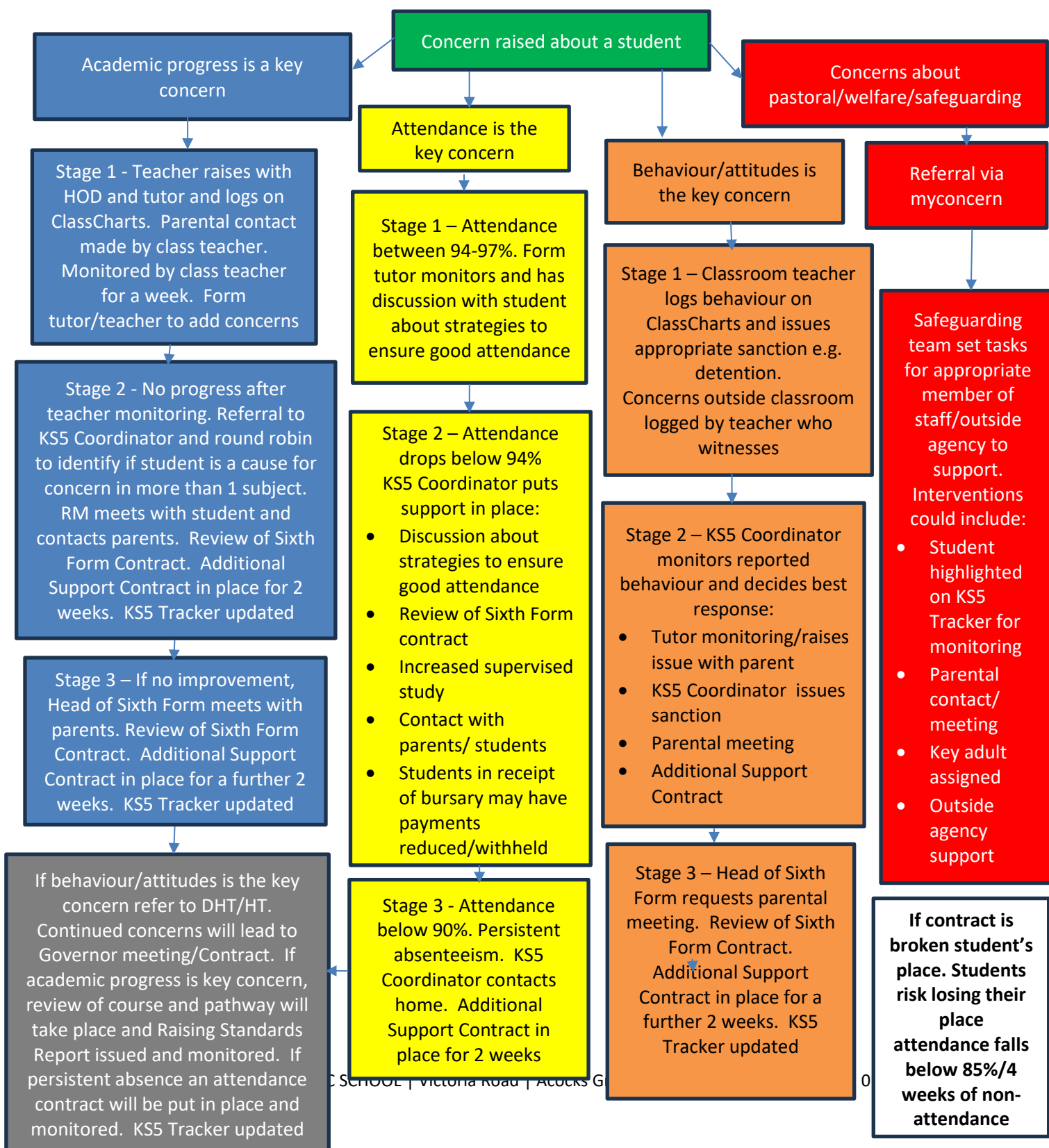
ClassCharts is used to reward positive learning behaviours and address sanctions.

On enrolling into Sixth Form, all students will sign a copy of the Sixth Form Learning and Safety Agreement which outlines our expectations. This is also signed by parents/carers and tutors. There is a copy of the contract in this Handbook.

## SIXTH FORM STUDENT SUPPORT AND INTERVENTION

### Behaviour and Sanctions in Sixth Form

- We expect all students' behaviour to be in line with our whole school ethos and expectations
- All teachers and tutors will monitor students' behaviour.
- We take a staged approach with regard to sanctions and support
- In extreme cases, the process whole school for suspensions will be followed by L. Grant/C. Clinton







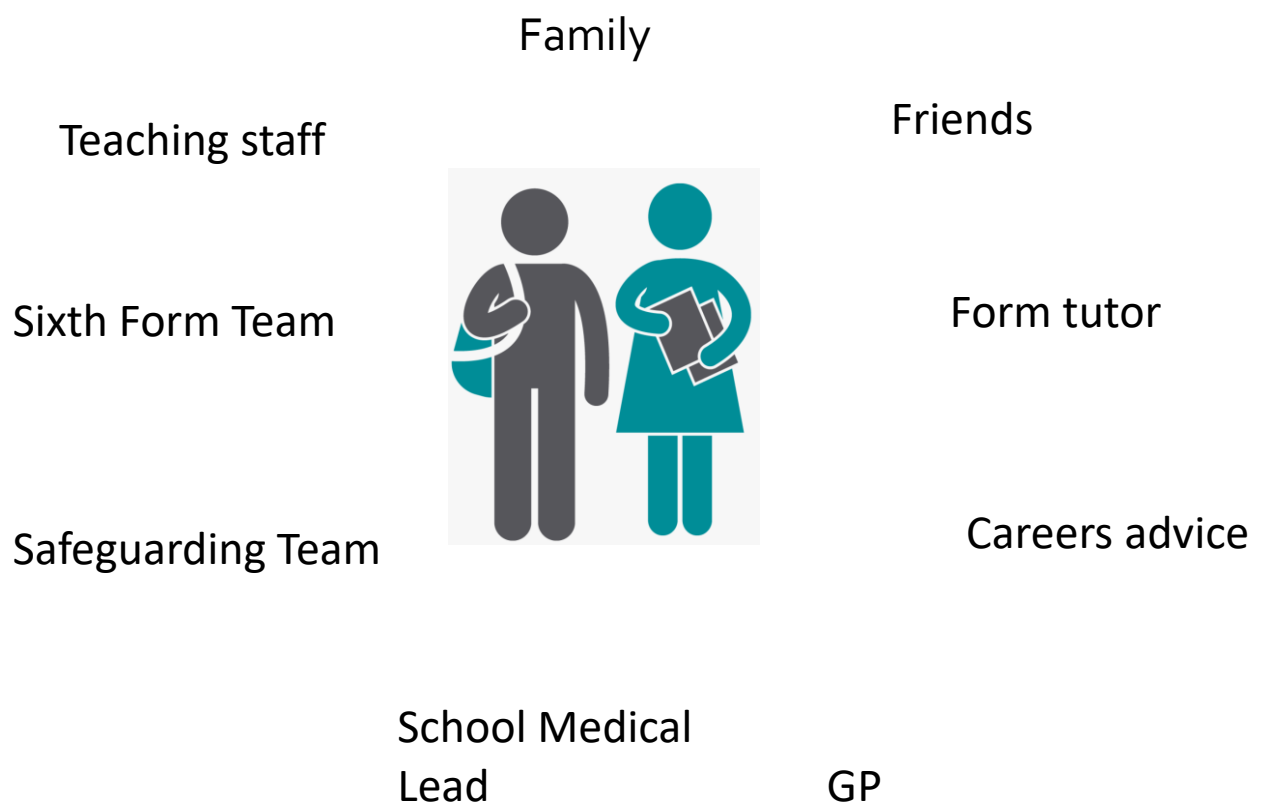
## **Mental wellbeing and resilience**

Life is full of challenges, highs and lows, ups and downs but it is crucial that our students remember that they are not alone and do not have to manage challenges alone.

Here at Archbishop Ilsley Sixth Form, we believe that:

1. Our students' lives matter immensely – They are precious!
2. All of our students have a unique purpose.
3. All of our students can make a difference to the world around them.

All of our students have a network around them to help them both in school and outside of school. There are also outside agencies who can offer advice and support when required.



## **Enrichment and extra-curricular opportunities**

In line with our whole school Mission Statement, our Sixth Form enrichment programme aims to develop the whole person both academically, spiritually and morally; our aim is for our students to achieve excellent academic success and the ability to be kind yet influential citizens.

Therefore, our enrichment programme seeks to enrich and develop our students' faith, wider skills and responsibility to the community.

Enrichment is provided in Archbishop Ilsley Catholic Sixth Form in many ways:

- A unique programme of information, advice and guidance, including Careers advice and attendance at the annual UCAS Conference
- Work Experience Week in July
- Highly successful progression routes to universities and apprenticeship schemes, including Russell Group and Oxbridge.
- A fantastic enrichment and extra-curricular programme including an opportunity to be a part of the Global Links Programme
- Charity events to include Macmillan Coffee Mornings, Blood Donation
- Leadership opportunities through our Senior Student Leader Pathway to include our SSL Retreat and Training
- A choice of enrichment qualifications through the EPQ or Core Mathematics
- Subject enrichment opportunities such as Fieldwork trips, theatre trips, visiting speakers and more!
- Assemblies with visiting speakers
- Supporting whole school events such as Open Evenings and Parent Consultation Evenings
- Volunteering opportunities in the local community and beyond
- Duke of Edinburgh Gold
- Soli House residential
- HCPT Lourdes Pilgrimage
- Year 12 and 13 trip to London
- Enrichment Hours supporting the wider school community and the community of Acocks Green
- Sports opportunities

### **Sixth Form Induction Programme:**

This really begins in Year 11. Pupils in Year 11, are invited to a meeting with a member of the Sixth Form Team in November to investigate their preliminary destinations/choice of subjects.

### **Year 11 into 12 Step Up Days:**

Year 11 pupils experience masterclasses in their subjects of choice and attend workshops regarding enrichment and university.

### **GCSE Results Day:**

At this point, students discuss their choices in the light of results and are guided to enrol on suitable courses.

Year 12 Tutor time programme sessions include: How to be an Effective Learner, Sixth Form Procedures, Timetables, Expectations of Students (in line with the Sixth Form Learning and Safety Agreement) and what students can expect from the Sixth Form.

Year 12 students will participate in at least one hour of timetabled Enrichment each week within departments. All students will choose an option. This commitment is designed to give students the best possible experience in volunteering, additional work experience, team-building or fundraising, which will prove important in applications to universities or careers.

Enrichment activities are likely to include: A choice from several sporting options, Paired Reading, Subject Mentors, Student Communication, Voluntary Work, Community volunteering. If there is a particular activity that a group of students would like engage in, they should discuss this possibility with the KS5 Coordinator or the Head of Sixth Form.

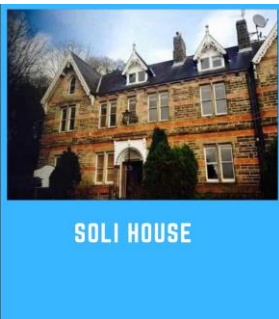
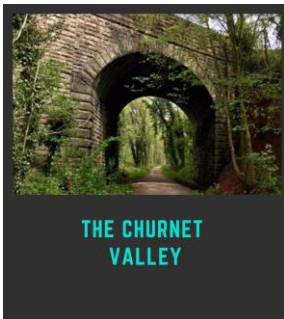
Students will also study either Core Maths or the EPQ as an additional Enrichment subject.

### **Year 12 Work Experience Work:**

Experience week takes place at the end of the summer term. **The students are expected to organise placements themselves**, which should, ideally, be relevant to the career or HE course they are contemplating or, at least, an opportunity for them to develop transferable skills. Work experience should be arranged as early as possible, as some companies allocate places up to a year in advance. Most universities expect that students will have done at least one Work Experience placement during their Sixth Form programme. Some vocational degree courses, such as Primary Education, demand two weeks' relevant experience as an absolute minimum. Students will need to discuss with the Sixth Form team. Some students will have to consider completing additional placements during holiday periods.

The Spiritual, Moral, Cultural and Social curriculum is delivered throughout the year via tutor periods, assemblies and drop down sessions. Students also have the opportunity to go on a residential retreat and pilgrimage during their time in the Sixth Form.

Students have the opportunity of going on a retreat to Soli House, the Diocesan site in the grounds of Alton Castle in Staffordshire. This is usually a 3 day retreat which provides students, at varying stages on their faith journey, with the time to examine their own beliefs and to discuss issues which specifically relate to their age group. Sixth Formers also participate in the HCPT Pilgrimage to Lourdes, where they have the very special opportunity of assisting sick and disabled pilgrims.





### **Global Links Programme:**

Year 12 students also have the opportunity of taking part in an amazing, once in a lifetime adventure with our Global Links Programme. In June, students will participate in a two week programme based in one of the following countries: Nepal, Peru, India, Cambodia, Thailand, Tanzania and Vietnam. Students will support disadvantaged rural communities as part of a Challenges Abroad Global Citizenship Programme. This is Catholic Social Teaching in action.

Every Challenges Abroad programme supports the goals and objectives of an international development charity, the FutureSense Foundation. Together, the organisations ensure that programmes are mutually beneficial for both participants and the local community. Participants on a Challenges Abroad programme are therefore not only directly impacting the community through their project but are also supporting a sustainable community development initiative that will have a long lasting, positive impact on the community. On this programme, our Year 12 students will be challenged to step out of their comfort zone and think creatively. Participating in a cross-cultural exchange, students will be based within the local community and have the opportunity to visit local schools where they will participate in workshops on conversational English, environment, wellbeing, STEM and more.

Supported by school staff, Year 12s will work as a team to share skills with local school children and inspire the community. They will need to think outside the box to enhance their problem solving and team work skills whilst communicating respectfully across different languages. They will have the opportunity to explore local culture and develop their understanding of the past history of the country. They will also have the opportunity to participate in local language classes and visit nearby tourist attractions.

### The EPQ:

- Level 3 qualification
- It is NOT instead of A Levels but an enrichment subject in addition to a student's 3 main subjects
- Worth an additional 28 UCAS points, Graded A\* to E (A\* - 28, A – 24, B – 20, C – 16, D – 12, E – 8)
- Outcomes in the form of a dissertation, with final oral presentation
- Aids the development of many key skills such as independent learning, research and critical thinking which are valued by both employers and universities.
- An opportunity to show academic commitment to a chosen subject and also to explore a topic of personal interest
- In our Sixth Form, students will choose either Core Maths or the EPQ in addition to their programme of study.

### For a topic of choice, students will create a project by a process of:

- Managing objectives
- Using resources
- Developing and evaluating the outcome
- The topic can either complement current studies or be based on future interests

### Sample project titles include:

- *Should abortion be banned?*
- *Can separatist movements ever be successful?*
- *Would the Britpop music scene ever have happened without the Beatles?*
- *Are Cyber attacks reshaping modern warfare?*
- *Will robots take over production in the manufacturing industry?*
- *Is string theory the closest we'll come to the 'theory of everything'?*

### Students will have to produce:

- A written report (including evidence of research carried out, analysis and evaluation)
- Project proposal form and activity Log
- Evidence of an oral presentation
- All work completed and submitted by Easter of Year 12 – so that students can then focus on their A Level work in Year 13.

### What do universities think of the EPQ?

**“The Extended Project is widely welcomed in principle and in prospect. A large majority of departmental admissions tutors expect to recognise it as a positive attribute when selecting among applicants with similar levels of achievement (both highfliers and those at the borderline). Tutors also welcome its potential to enhance study skills, to align with undergraduate modes of study and to provide additional diagnostic evidence when selecting among applicants.”**



## CoRE:

As part of a Catholic school we are committed to the Catholic Faith, recognising and valuing every student as special and unique made in the image and likeness of God. Students will be able to question and deepen their knowledge and understanding of God as they encounter Scripture and the teachings of the Catholic Church. Students began this journey with us in KS3 and KS4 and we are delighted that this will continue in KS5.

CoRE is a non-examined subject which encourages students to continue on their faith journey by exploring a range of topics from a religious and non-religious perspective. All students attend CoRE. The course has been designed to encourage self-reflection, discussion, practical learning and a deeper understanding of how faith can be lived in the modern world.

Archbishop Ilsey is a Catholic School and is boastfully proud to be so! Whilst students are not 'asked' to engage in this course, it is also important to make clear that it is not designed to force faith or 'received wisdom' upon students, or to be burdensome.

Over the next two years, the aim is purely to encourage our students to look at the world and its many issues through the lens of Catholic history. Hopefully, they can appreciate the serious level of academia and social action that goes into the Church's engagement with the world around. In CoRE lessons, students will always have the opportunity to ask questions and, at times, spark debate etc.

Whilst it is true that this course comes with no external certificate/qualification, it is worth knowing that this course will impact references for university.

CoRE will have assessment points and this is a requirement of the Diocese.

Having a professional reference that verifies students' willingness and ability to engage in disciplines beyond their chosen subjects is something that very much impresses employers and academics.

It should also be said that gaining in knowledge, understanding and insight in any field of learning is always of inherent moral worth, regardless of physical reward or not!

What is Philosophy?	What is Ethics?	What are the issues in Medical Ethics?
<p>What is philosophy?</p> <p>How do we argue?</p> <p>What is truth?</p> <p>Empiricism Vs rationalism.</p> <p>What is Descartes rationalism?</p> <p>What is Locke's empiricism?</p>	<p>What is ethics?</p> <p>What is Natural Law?</p> <p>What is Act Utilitarianism?</p> <p>What is Rule Utilitarianism?</p> <p>What is Virtue Ethics?</p> <p>How can ethical theories be applied to race?</p> <p>How can ethical theories be applied to gender?</p> <p>How can ethical theories be applied to poverty?</p>	<p>What is sanctity of Life?</p> <p>Hippocratic Oath overwritten by law as too restrictive and thus accountability? Check</p> <p>Organ Donation</p> <p>Science behind IVF</p> <p>Fertility treatment</p> <p>Sibling Saviours</p> <p>Genetic Engineering/ Cloning</p> <p>Cloning</p> <p>Vivisection</p> <p>Veganism</p> <p>Humanist- Peter Singer</p>

**What will students study in CoRE?**

## **Catering**

The canteen offers a varied menu throughout the day – breakfast, break and lunch.

The school recognises the important connection between healthy diet and students' ability to learn effectively.

In accordance with the wishes of the Bishop of England and Wales, we practise the abstinence from meat on a Friday and, therefore, we no longer serve meat on that day.

A Cashless System is used which allows students to make payments through the use of ParentMail. It reduces the responsibility of carrying money and allows students to keep an account of their balance. If a student is entitled to Free School Meals, this continues into Sixth Form. Students are more than welcome to use the canteen at break and lunchtimes. Students can also go out onto the Green at lunchtimes.

Students also benefit from the use of a vending machine and can make toast and hot drinks in the Sixth Form kitchen. The kitchen area must be kept clean or the privilege will be revoked.

## **Use of ICT and Social Media**

We recognise the importance of the effective use of ICT and as such, offer the following advice to help keep everyone safe online.

Sixth Form students should consider the following when using the internet or email:

- You must not attempt to access or send information that is racist, sexist, obscene or offensive to others
- School computer, email and internet use must be appropriate to your studies
- All personal social media is not permitted
- Entering any personal details online
- All students have a digital footprint; you should act as a responsible internet and social media user. Future employers may view social network sites; they may even 'google' you
- Be careful when using social media sites – think before you accept 'friend' requests from people you do not know – people are not always who they say they are. Review privacy settings to avoid everyone seeing your profile. - Never release your current location. Think about the images of yourself that your post online. Is it something that you are happy for all to see? Do not compromise yourself or others
- Do not put up inappropriate comments/photos regarding Sixth Form or teachers. This will result in disciplinary action
- Keep password safe. Do not share passwords
- When using information from the internet:
  - Do not pretend online content is your own work; plagiarism is taken very seriously
  - Reference the source and always consider the validity and quality of information found and add your own ideas and views

### **Archbishop Ilsley Catholic School Acceptable Usage Policy**

## **Archbishop Ilsley Catholic Sixth Form 16-19 Bursary Policy**

The 16-19 Bursary was introduced as a measure to ensure that students with severe financial obstacles could still continue in education. It should, therefore, be viewed as a hardship fund.

All students are entitled to apply, but it will only be possible to support those regarded as the most in need. As the Bursary is intended to support students' education, payment has to be subject to good attendance and the meeting of study commitments. Students will be interviewed in September to assess their financial needs. Funds are limited, so students must ascertain whether the additional bursary money is available to them BEFORE making additional purchases.

The school is expected to, and will, withhold or reduce payments to students who do not meet expectations in these areas.

1. Funding to the Sixth Form is limited and will be distributed in accordance with YPLA and DfE guidelines.



2. Archbishop Ilsley Catholic Sixth Form will be held accountable for the allocation of the bursary by the LA and must provide evidence of how it has been allocated.
3. The funding is targeted at the most vulnerable students; those who are in very real danger of needing to leave education because they cannot avoid the basic costs such as travel, equipment and food.
4. Applications should be made directly to the school, using the Archbishop Ilsley 16-19 Bursary application form, and evidence must be provided to support the applications.
5. The Free School Meals entitlement continues in the Sixth Form. Receipt of Free School Meals will be taken into consideration when allocations are being made.
6. Two categories of bursary are available;
  - Vulnerable students' bursary
  - Discretionary bursary vulnerable students are identified in four categories
  - Those in care
  - Recent care leavers
  - Students in receipt of Income Support (not parents or relatives)
  - Students in receipt of Employment Support Allowance AND Disability Living Allowance (not parents or relatives)
7. Until all applications have been considered it will not be possible to know how much will be available and how many students will qualify for support.
8. All evidence provided to the school will be held in the strictest confidence and recorded as such.
9. Students approved as eligible for access to either bursary will have to demonstrate high levels of attendance, commitment and focus in order to gain access to their allocation. The school will withhold students' allocations if they do not meet the terms of the agreement.
10. If a young person feels dissatisfied with the way their Bursary application has been handled, they should contact the Head of Sixth Form in the first instance.

## **Careers Education**

Mr Meredith our Teacher in Charge of Careers, works closely with the Sixth Form with regard to Careers Education. The Year 12 and 13 Careers Education Programme has been devised to help students to:

- Understand more about themselves (self-development)
- Know where to look for useful information (careers exploration)
- Plan for the future (career management)

Within this programme, all students will cover the following key areas:

- Post 18 Options
- Action planning
- Careers exploration
- Changes in the Labour Market
- Personal learning and thinking skills

- Student finance
- Writing a CV
- Interview preparation
- Mock interviews
- UCAS preparation
- Post 18 pathways (Higher Apprenticeships)
- Alternatives to HE
- Work Experience Week

In addition, students will receive the following:

- Assemblies- Presentations of different Post 18 pathways (Higher Apprenticeships etc.)
- Inspirational Careers talks
- Students will take part in Transition Thursday during Tutor Time. Here they will have the opportunity to have one-to-one interviews and discussions with their tutors about their Post 18 options
- Students will also be set tasks, discussion points and have the opportunity to share experiences (of open days, interviews etc.) during Tutor Time, to enhance the preparation of their individual post 18 pathway.
- Progression interviews with Careers Advisor/SLT - All Sixth Form students will receive a number of interviews throughout their examination period. The nature of these interviews will be determined by student need. For instance, it could be a UCAS interview, Personal statement support session, careers guidance interview or a session focused on searching for apprenticeships or employment.

### UCAS Guide

The summer term of Year 12 is the time allotted to start the UCAS application process.

**Why is everyone applying to UCAS?** We are aware that there will be some who will follow an alternative route to university. However, people change their minds and it is always good to have a plan B. Students don't need to pay a fee for the UCAS process until they send the final application, so there is absolutely no harm in filling the application in. On top of this, the UCAS personal statement can act as personal statement for apprenticeship and job applications. If a student is entitled to Free School Meals the fee will be waived by UCAS.

The UCAS application process requires quite a lot of research and thought. The decision on which course and university to apply to will shape the rest of a student's adult life so they need to take it very seriously. There will be tens of thousands of applicants to university so their application needs to stand out so that they can compete!

Students will be able to use their supervised study periods to work on their UCAS application.

By the beginning of July students should have done the following...

1. Completed all sections of their UCAS booklet
2. Completed the personal details sections of the UCAS application process
3. Entered their GCSE results onto the UCAS application
4. Completed answers to the about me questions section

**KEY POINT: STUDENTS NEED TO SHOW INITIATIVE WITH THIS PROCESS AND TAKE THE LEAD**

**Important Deadlines (dates to be confirmed)**

- June: In house preparation begins and attendance at the UCAS Conference at the NEC
- October: For those applying for Oxbridge (Cambridge or Oxford, Medicine, Veterinary Science and Dentistry applicants)
- November—This is our internal school deadline for applications—students need to have completed and paid (if required) for their UCAS application by this date. This gives the Sixth Form Team time to complete references and to double check everything before the final deadline
- January: The final deadline for UCAS application.

**Communication**

As Sixth Formers, our students will experience far more freedom than they will have experienced before in secondary school. With this increased independence comes the need for greater responsibility; the onus is now very much on students to make sure that they know when events are happening, if they concern them, and if so, that they attend.

The first, and most important way that students are kept informed is through the morning registration and assemblies. Attendance at registration is compulsory for ALL Sixth Form students. This is when important notices are given out and information about forthcoming deadlines and activities are shared. Information about external examinations is also shared in this way.

There is a Sixth Form section in the ABI Update, which is sent out via ClassCharts, Bromcom and tweeted out fortnightly. In addition, members of staff contact students frequently by ClassCharts, whether to give immediate feedback on a piece of work or to remind students of an event. All students must have a school email address that they use to communicate with school and that they check daily.

The Sixth Form also sends out information regarding enrichment opportunities, masterclasses, competitions and work related events that students may be interested in. More pressing messages are communicated to students and parents/carers by text. It is, therefore, essential that we have current mobile phone numbers.

For news, updates and comments, you can follow us on twitter: @ABIlIsley6th

Please note, it is the student's responsibility to keep informed and ensure that school staff are able to pass on information, by keeping us updated on any change of phone number, email or home address.

**The Sixth Form Team should be alerted to any such changes by phone: 0121 706 4200 or email [enquiry@ilsley.bham.sch.uk](mailto:enquiry@ilsley.bham.sch.uk) - type 'Sixth Form' into the email subject.**

## Sixth Form Learning and Safety Agreement

Archbishop Ilsey Catholic School Sixth Form expects a firm commitment from all Sixth Form students.

Student Name		Tutor Group	
<p><b>As a school we will:</b></p> <ul style="list-style-type: none"> <li>Care for all of our students' safety and wellbeing in school</li> <li>Provide a creative and engaging curriculum that instils a love of learning, confidence and aspiration and promotes the characteristics of effective learning: Vision; Effort; Systems, Practice; Attitude and Resilience</li> <li>Encourage students to do their best in all aspects of school life.</li> <li>Celebrate success and share any concerns with students and parents/carers as appropriate.</li> <li>Provide information regarding students' progress through parents' evenings and written reports.</li> <li>Provide information about school activities and events through the ABI Update, the school website, Twitter, letters and texts.</li> <li>Support our students with their post-18 options, including guidance with work experience, personal statements and provision of references for university and apprenticeship applications</li> </ul>			

**ATTENDANCE: As a member of Archbishop Ilsley Catholic School Sixth Form I will:**

- Ensure 95%+ attendance to all lessons and tutor time sessions (see Attendance Protocols)
- Remain on site from 8.40am to 3.15pm with the exception of lunchtime. \*4.15pm if you have a sixth period
- Be punctual to all lessons including enrichment, CoRE, tutor time, assemblies and Study sessions
- Engage in at least one week of Work Experience in Year 12
- Ensure my parents/guardians report any absence as soon as possible to the Sixth Form Admin Support
- Make medical appointments outside the school day and apply for pre-authorisation for university visits, driving lessons or medical appointments that take place during the school day
- Use the Victoria Road entrance and sign in via Inventory in Main Reception when arriving/leaving school.
- Wear my identification card and lanyard at all times

**STUDY OBLIGATIONS: To ensure academic success at Sixth Form I will:**

- Ensure every assignment, piece of coursework or homework is submitted in accordance with my teacher's deadlines
- Complete all classwork and homework to a high standard and to the best of my ability and engage in proactive study
- Work hard towards achieving or exceeding my learning targets
- Ask for help from staff to ensure support is being provided to meet my needs
- Inform my tutor if there are circumstances that may affect my learning
- Complete any work missed due to absence
- Keep my folders up to date for each subject
- Plan and manage deadlines and revision on an ongoing basis
- Make effective use of the Sixth Form study areas between the hours of 7.30am and 4.15pm

**We recognise the importance of the effective use of ICT and as such, offer the following advice to help keep everyone safe online. I agree to follow the Archbishop Ilsley Catholic School Acceptable Usage Policy which states that I will:**

- Ensure that IT facilities are only used for the support of subject development/learning
- Not attempt to access or send information that is racist, sexist, obscene or offensive to others
- Ensure that my school computer, email and internet use are appropriate to my studies - not use personal social media
- Not enter any personal details online
- Remember that I have a digital footprint; I will act as a responsible internet and social media user. I understand that future employers may view my social network sites; they may even 'google' me
- Be careful when using social media sites – I will think before I accept 'friend' requests from people I do not know – people are not always who they say they are. I will review privacy settings to avoid everyone seeing my profile. – I will never release my current location. I will think about the images of myself that I post online; I will not compromise myself or others
- Not put up inappropriate comments/photos regarding Sixth Form or teachers. I understand that this will result in disciplinary action
- When using information from the internet I will: Not pretend online content is my own work; plagiarism is taken very seriously; Reference the source and always consider the validity and quality of information found and add my own ideas and views

**CONDUCT: As part of the Sixth Form and wider Archbishop Ilsley Catholic School community I will:**

- Take an active part in the Sixth Form and school community and act as a role model for others
- Take an active part in the Catholic life of the school including attendance at mass and charity events
- Attend and perform duties at Open Evening, Parents' Evenings etc as required
- Adhere to the dress code and look smart at all times
- Ensure I do not park on the school site
- Keep mobile phone and headphone use to the Sixth Form Common Room area
- Ensure I use my study time effectively at all times
- Treat the Sixth form facilities with respect. This includes clearing away rubbish, cups and plates and returning them to the Canteen
- Respect the rules of each learning area

**If I am not meeting the school's expectations, I can expect:**

- Sixth Form sanctions to be issued at the request of my teachers, tutor or Head of Sixth Form
- To be detained for 30 minutes after school if I am late
- To be sent home to change if I am not dressed in accordance with the school's dress code
- To be assigned additional hours of supported study if I am not managing my study periods
- To be placed on monitoring with my tutor, KS5 Coordinator or the Head of Sixth Form for additional meetings and support
- Restrictions to be placed on my privileges as a Sixth Form student
- To be invited to a meeting, with parents/guardians, to review my progress

**HIGH STANDARDS AGREEMENT:**

We enroll students in Sixth Form with the intention that they maintain their course for the full duration of the two years. However, in some circumstances it may become necessary to withdraw a student's placement after the first year.

At the end of Year 12, the student's place in Sixth Form will be reviewed to ensure they are on the right pathway for them and that they are meeting the ongoing requirements of Sixth Form study.

**A student's place in sixth form may be at risk if:**

- The student's attendance for the year is below 90%.
- The student has accrued multiple lates over the course of the year without any noticeable improvement.
- The student has accrued multiple sanction points.
- The student's PPE grades are consistently below expectations
- The student's effort or attitude to homework grades on reports are causing concern. This indicates that teachers have judged effort to be below what is expected on a consistent basis. When faced with any of the above issues, the school will first take action to support students in correcting the issue and communicate with parents or carers our concerns and actions.

**Student's Declaration:**

I agree to abide by the terms of this learning agreement and understand that persistent infringements will result in the withdrawal of any bursary support to which I may be eligible and may bring about the termination of my place at Archbishop Ilsley Catholic Sixth Form

**Student sign:**

**Parent/carers statement of support:**

**Date:**

I understand the expectation of the Learning Agreement and support the Sixth Form in ensuring that my child meets these expectations. I agree to inform the Sixth Form where appropriate of any concerns or problems that may affect my child's wellbeing, work, behaviour or attendance.

**Signed (parent/carers):**

**Date:**