



Upton Hall School, FCJ



**Guidance Booklet
for
Sixth Form Students
and their
Parents/Guardians
2008-2010**

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1. INTRODUCTION

The two years you will spend in the Sixth Form will go past very quickly. So it is important from the outset that you understand the pattern of Lower Sixth and Upper Sixth as well as the high expectations we have for you. Our first expectation is that you should take much greater responsibility for your own progress so that you eventually arrive at university well prepared to meet the patterns of teaching and learning you will encounter there.

Keep this booklet safe **because you will need to refer to it regularly throughout the Sixth Form.**

Good luck for a happy and successful two years!

2. SIXTH FORM STAFF 2008-2009

Mr G Donovan Director of Sixth Form
Miss J Graham Assistant Director of Sixth Form

Upper Sixth Tutors:

Mrs A Campbell	U6Cam
Mrs P Barker	U6B
Miss L Cano	U6Can
Miss J Davenport	U6D
Mrs A Fitchett	U6F
Mrs A Topping	U6T

Lower Sixth Tutors:

Mr J Ford	L6F
Mr N Gorman	L6G
Mrs S Hannam	L6Ha
Mr P Heritage	L6He
Miss L Howells	L6Ho
Mr D Loftus	L6L
Mrs L Smith	L6S

Additional Tutors:

Mrs D Ingram,	Sixth Form Student Monitoring Co-ordinator
Mrs E Andrews,	Aim Higher Co-ordinator
Mrs K Douglas,	Careers Co-ordinator
Mrs M Balley,	Student Counsellor.

3. ESSENTIAL INFORMATION

i. Attendance and Punctuality

The programme of teaching in the Sixth Form is designed to ensure that all Sixth Form Students achieve the best results possible at the same time as gaining maximum appreciation of each subject studied.

It is therefore essential that your attendance is as near 100% as possible if you are going to gain the full benefit of the curriculum on offer. The school target for attendance is 96% and the Sixth Form are expected to lead the school in reaching this target. Less than 96% is likely to have a detrimental effect on your studies. This is demonstrated by the strong correlation between poor attendance and underachievement. In order to emphasise the vital role that regular attendance plays in success the following regulations are in place.

- In the event of absence it is **your responsibility** to ensure that school is telephoned between 8 am and 8.45 am on the first day of absence. An indication of the length of absence and the reason for the absence should be given.
- On return to school a letter containing the date(s) and reason(s) for absence must be handed in at Reception. If not, the record for your reference will indicate unauthorised absence.
- If your parents do not telephone to report an absence they will be contacted later in the day.
- Any student with an attendance rate of less than 90% will not be entered for examinations unless there are special circumstances accepted by the Headmistress. You must ensure that you are registered twice a day. This applies to study periods and if a teacher is absent.
- The Director of Sixth Form or the Assistant Director will interview students and their parents if attendance is unsatisfactory.
- Subject to parental permission confirmed on a form you may sign out at break and lunchtime using the book at Old Reception. You should not go beyond Upton Village.
- You must obtain a blue form from a member of the Leadership Team or your Form Tutor to leave school for valid reasons at other times. Blue forms will be issued only on receipt of a letter or production of an appointment card. Blue forms must be handed in at Reception when signing out.
- Driving lessons must not be taken during school hours.

- Medical/dental appointments should be arranged outside school hours.
- To be driven by another student, you must have handed in the parental permission sheet.
- Any student who is late for morning or afternoon registration **must** sign in at Reception. More than one late arrival will invalidate the EMA for that week.
- The Director of Sixth Form or Assistant Director will interview any student who is habitually late. The matter will be discussed with her parents and if lessons are repeatedly missed through lateness or other reasons, the student will be withdrawn from exam.

ii. Dress Code:

Members of the Sixth Form are leaders and highly valued members of the school community. As such you set a standard which is noted by younger members of the school. Sixth Form students are expected to achieve high standards of work and commitment. Dress is an important part of creating a business-like approach to Sixth Form life. Leisure-wear can create a false impression among younger students that the Sixth Form is a leisurely experience. You are therefore requested to wear dress suitable for business such as skirt or trouser-suit and smart co-ordinates.

Expensive items of clothes such as leather or suede coats/jackets are not recommended nor is expensive or elaborate jewellery. Jewels or rings that are pierced into the body should be avoided on grounds of health and safety. Hairstyles and make-up should complement the business dress. Shoes should be compatible with efficient movement and safety.

Denims, leisure-wear or casual attire are not appropriate.

Every Tuesday you should wear formal dress, a white blouse and black skirt.

The parents of any student who repeatedly fails to respect the Sixth Form dress code will be called for an interview with the student's Form Tutor.

iii. Tutorial Groups:

Sixth Form Tutor Groups will be located mainly in the Lingdale Building and close by. All Tutorial and PSHE sessions in Lesson 1 on Monday and Friday will take place in these rooms. Registration before Wednesday's

assembly will also take place in these rooms. You are expected to arrive promptly so that information can be efficiently communicated and activities carried out.

iv. Lunchtime Prefect Duties:

According to a termly rota students in Lower Sixth will take responsibility on a weekly basis for assisting in the Dining Room at 11am and 12.50pm. Four students will be needed each day to carry out these duties for 20 minutes. Students who are not observed to be carrying out these duties regularly and reliably will not be considered for the Head Girl's Team or the Cabinet. The quality of the Sixth Form environment will be maintained only if each of you plays your part in looking after it. So the Common Room must be left in a neat and tidy state at the end of the day.

Belief in environmental issues should start with basic cleanliness and hygiene in the Common Room.

v. Lunchtime

Sixth Formers must not eat or drink in the Common Room. The Dining Room should be used and Sixth Formers on study periods can go for lunch in the Dining Room at 12.30pm.

vi. Education Maintenance Allowance:

The Education Maintenance Allowance (EMA) is available nationally across England to eligible young people on further education courses (such as AS/A2, GNVQs, NVQs, GCSEs) in school sixth forms, sixth form colleges and FE colleges. Around 450,000 young people are benefiting from extra financial help to enable them to stay on in post-16 education. How does this affect you?

What is an EMA?

The Education Maintenance Allowance (EMA) is a weekly payment of up to £30, paid directly to young people who stay on in further education after they reach statutory leaving age (i.e. after the end of their compulsory schooling). Young people may also receive bonuses of £100 if they remain on their course and make good progress with their learning. Bonuses will be payable in January and July in the first year of study and in September, January and July in subsequent years of study.

Why is the Government providing this financial support?

The Government recognises that for some young people there are financial barriers to participating in education, particularly for those from lower income households. Evidence from the pilot schemes showed EMAs had a positive impact by increasing the numbers of young people

participating in post-16 education, reducing the numbers who drop out of education and by providing incentives that contribute to higher attainment.

Who will be entitled to an EMA?

Entitlement to EMA depends on an assessment of household income. Any young person who is thinking of staying in further education and who lives in a household with annual income of £30,000 or less should apply for an EMA. Household income is assessed using the same rules as the Inland Revenue uses to assess eligibility for tax credits.

The weekly allowance will be paid at three levels - £10, £20 and £30, depending on household income. Those young people from households close to the £30,000 threshold will receive the lower £10 weekly rate. Those from families with income levels below £19,000 will receive the full £30 rate of EMA. The precise income thresholds are revised each year.

All young people aged 16 planning to continue their education in school or college from September 2007 can apply. Entitlement will be calculated using the rules for the national award.

For how long will each person receive their EMA?

Most young people will get their EMA for two years (as long as their household income does not rise above the £30,000 per annum threshold). The EMA will be available for three years for those young people who may need additional time in further education to achieve their full potential.

NB : EMAs will not be paid to students whose attendance, punctuality or progress are unsatisfactory. These factors will be scrutinised on a weekly basis by Form Tutors who will inform the EMA officer if a student misses PSHE or an Assembly.

vii. Sixth Form Cabinet:

The Head Girl's Team and Cabinet will meet regularly to discuss Sixth Form issues. The Head Girl will create the agenda after consultation and minutes will be taken. These will be widely distributed after the meeting. This can be a very effective way of contributing ideas and having your voice heard. The voice of the Lower Sixth is expressed by representatives at School Council which is chaired by the Head Girl and attended by her Team. .

TERMLY PRIORITIES: to be read in conjunction with your copy of the Policy for Transition and Progress

Term 1:

i Induction Programme

On the day you receive your GCSE results you must confirm your subject choices with Mr Donovan or Miss Graham. On your first day you will receive your timetable and take part in activities organised by representatives of a local university before starting lessons. Your programme will consist of three/four AS Levels, General RE and General Studies. You should start four AS Levels if the majority of your GCSEs were A*, A or B grades. If you achieved 5 A*/A grades you will be invited to study AS Critical Thinking.

ii Settling into Courses

You will find studying in the Sixth Form very different to study in Year 11. You are expected to plan your time carefully as you strike a balance between academic studies and the other activities in your life. You cannot hope to succeed at A Level unless you organise your time effectively between lessons, private study, homework and extra-curricular activities and leisure. Attempting to spend excessive time on part-time employment outside school will lead to failure. Spend your study periods **in the Library**.

If you find that a subject is proving unduly difficult or is not what you expected it to be, approach your Form Tutor and see Miss Graham to negotiate a change. **ANY CHANGE OF SUBJECT MUST** be fully discussed and approved on a special form and supported by a parental letter before a change can be allowed to proceed. If in doubt, do not drift but start discussions at once.

iii GCSE Certificate Presentation

This will take place during the annual School Mass in the Metropolitan Cathedral in Liverpool and all Lower Sixth students are expected to attend in formal dress to receive their GCSE certificates.

iv Progress Review

In the Autumn Term you will receive ALIS Target Grades for your A Level subjects. These are calculated from GCSE scores using software incorporating national data to arrive at the target grades which each student could reasonably be expected to achieve. During the three weeks before October Half-Term staff will evaluate progress towards these target grades and indicate each student's effort. Wherever a student is

falling two grades below her target grade action will be taken to discuss this further with the student and with parents. A Lower Sixth student doing four AS Levels will be advised to do three if there are concerns about progress. Sixth Form Interim Progress Review sheets will be sent to parents at Half-Term and a reply-slip will be collected by Tutors on return to school. The School will not support the examination entry of any student predicted to be unclassified. Unsatisfactory progress will lead to withdrawal from AS/A2 examination.

v Cyclical Reviews

Each week two students in each Form will be on Cyclical Review. The Cyclical Review will be sent to students and their parents at home. It must be taken to each lesson by the student. Each subject teacher will fill it in during the last lesson of the week taught by that teacher. It will then be discussed with the Form Tutor and a copy will be sent home. An unsatisfactory review will lead to further discussions and an Action Plan in the subject(s) concerned. Good reviews will lead to letters of commendation sent to students' parents.

vi Initial Research into Universities

You are advised to access the UCAS website or research in the Library. Certain university departments hold special conferences for Sixth Formers aspiring to study e.g. Medicine, Law or Engineering. If you have a clear professional ambition, you should approach Mrs Douglas the Careers Co-ordinator to sign up for such a conference as soon as possible. Make sure you act on the opportunities which we will advise you of. During this time there will be a series of talks by representatives of contrasting universities.

TERM 2:

i AS Unit Examinations

In certain subjects students will sit AS unit examinations in January.

ii Applications for Head Girl, Cabinet Prefects and Senior Prefects.

Applications will be made during early February. Application packs for candidates for Head Girl and Cabinet Prefect will be available in January. Only students who have effectively carried out prefect duties should apply.

iii UCAS Research

By February students should be researching universities regularly and beginning to select those which correspond to their interests.

iv Sutton Trust Summer School Applications

Students who receive EMAs or whose parents did not go to university are strongly advised to apply for the Sutton Trust Summer Schools at Oxford, Cambridge, Bristol, Durham and Nottingham. These applications should be completed on-line and Mrs Andrews must be informed for reference purposes.

v Oxford Open Day

All students interested in applying to Oxford or Cambridge should attend the Oxford and Cambridge Universities Conference in Manchester in March. A firm commitment to this visit is expected and students will have the opportunity to meet college Fellows in their discipline and to have discussions with students from both universities. Serious candidates should then plan to attend Faculty or College Open Days at Oxford or Cambridge.

vi Easter Progress Review

This will take the same form as the October Progress Review and action will be initiated to counsel any students who are failing to achieve satisfactory progress. Students will not be entered for examinations in which a Grade U is predicted. Students will not be allowed to proceed to A2 unless they have at least three AS Levels at Grade D or above.

TERM 3:

i Higher Education Conference at Liverpool University

At the end of June this annual event should be attended by every Lower Sixth student. Almost all Higher Education establishments are represented and students can receive or order any prospectuses they wish using a smart card ordered earlier in the year.

ii UCAS Personal Statement Preparation

You are required to complete, as far as possible, and submit to Mr Donovan a 'dummy' UCAS form by the end of June. You will have received in March the "Writing an Effective Personal Statement" booklet to facilitate the completion of this form which will be copied to the Higher Education lecturer destined to interview you on UCAS Day in July.

iii University Open Days

Throughout this term you should regularly consult Open Day information distributed and displayed by Mrs Douglas. You should attend up to three open days. Your Tutor should receive a parental letter for each visit.

iv Study Leave and AS Modular Examinations

Details of study leave and the arrangements for examinations will be distributed in May. It is vitally important for you to consult your Statements of Entry and to arrive well in advance of the start of the examinations.

v Start of A2 Courses and UCAS Apply

After the end of examinations you will begin A2 courses in all your AS courses and you can begin to create your UCAS application via the UCAS Apply website while continuing research on the UCAS website.

vi UCAS Day

During the last week of term you will be interviewed individually by university lecturers during UCAS day. Feedback from these interviews will be given to you and your Tutors. You will have time to discuss this with your Tutors before the Summer vacation.

vii AS Level Results

After receipt of your AS Level results you should confirm your subject choices for A2 in Upper Sixth. No Student will be allowed to study fewer than three A2s or two A2s plus two AS Levels in addition to General Studies in the Upper Sixth.

TERM 4:

i University Applications

All Oxford and Cambridge Applications as well as Medicine, Dentistry, and Veterinary Medicine must be submitted by 30 September. The deadline for all other applications is two weeks before Half-Term in October. If you are undecided you may extend your decision time into November.

ii Progress Review

This will be conducted as in Lower Sixth.

iii Offers and Interviews from Universities

You will begin to receive invitations to interview or direct offers from universities.

iv Preparation for January Modular Examinations

You will be expected to carry out a full revision programme in preparation for January public examinations and for formal assessments at the end of January.

TERM 5:

i A2 Modular Examinations

These examinations will take place at designated times throughout January.

ii Distribution of Financial Support Information from Wirral and Cheshire

You will need to act on this immediately to ensure a smooth financial transition to Higher Education. These forms must be completed by all students and will be scrutinised by a visiting Wirral team.

iii Decisions about UCAS Offers

Students who have received all their offers should reach a final decision and must communicate this to UCAS before the deadlines given by UCAS. Failure to do so will jeopardise university places.

iv Easter Progress Review

This will be carried out in the normal way but any student predicted to fail will be withdrawn from the examination.

TERM 6:

i Final Revision

Maximum effort is expected in those final crucial weeks before the examinations as you aim to reach the required grades.

ii A2 Examinations

iii The Leavers' Mass

This will be held in May in the School Hall. All students and their families are invited to join in the celebration during a Mass prepared by the students themselves.

iv The Leavers' Ball

This will be held at Chester Racecourse at the end of June. A committee of parents will have met regularly since January to organise the event.

v Return of Books and Equipment

You must sign off officially, obtaining all your teachers' signatures, having returned your books and equipment to staff. Your form must be given personally to Mr Donovan together with your General Studies book. Your A Level certificates will not be awarded unless this process has been completed properly. This is the practice at University.

vi Results Day

This is in mid-August. Results are available from 9.30 onwards. All students should follow the advice they are given about managing the consequences of their results.

vii A Level Certificates

These will be awarded at Prizegiving in the Spring Term of the next academic year. Unclaimed certificates will be returned to the examination boards before Christmas later in that year.

Appendix

Websites for students in Year 11 and above making choices which might lead to Higher Education.

Websites are immensely valuable as a tool in our guidance with students. They should be given out to back up guidance we have given and to encourage students to do further research. They can never be a substitute for guidance.

- www.ucas.com The website all students will use to apply for higher education. All courses are listed and can be searched by subject and region. Asking points profile given. Links to relevant HEI websites. Weakness is that the classification of subjects is often vague.
- www.connexions-direct.com/jobs4u This is the electronic version of Occupations. It is very useful in giving an outline of what jobs involve. It is often weak in being vague about or giving minimum entry qualifications. It is also often vague about the opportunity structure.
- www.prospects.ac.uk This is the graduate careers website. There is an immensely useful section of leaflets about different graduate careers under *Explore different jobs* - and for each career alternative careers are suggested. There is another section on *Options with your subject*. The Prospects website is also where many graduate jobs are advertised. It is also possible to download a copy of 'What Do Graduates Do?'.
- www.tqi.ac.uk This is the website where the annual student satisfaction surveys for each subject and university are recorded. There is also a rough breakdown of the graduate destinations for each subject at each university.
- www.connexionslive.com This is the website for Greater Merseyside Connexions. If you go to: /yp/learning/choicesat18/issues you can download the 2006 Lower Sixth Issues leaflets. These have a section about what each degree subject involves, together with a summary of the asking grades/points for some of the most popular universities and a section about graduate opportunities.
- www.do-it.org.uk This is the website for the Council for Voluntary Services. Opportunities can be searched by local postcode, type of opportunity and time of day and week available.
- <http://bursarymap.direct.gov.uk> Students can look at the bursaries and scholarships available at each university.
- www.opendays.com Students can use this to access not only the dates but also all the details of Open Days.
- www.careercompanion.co.uk An excellent website for career advice.

Accounting	www4.icaew.co.uk/careers/	
Acting	www.ncdt.co.uk	Brilliant site – lots of important stats
Architecture	www.careersinarchitecture.net	
Art & Design	www.yourcreativefuture.org	Brilliant site. Print off booklet. Includes advice about job prospects.
Biology	www.iob.org	Section on careers with Biology
Chemistry	www.rsc.org/education/schools/students	Advice on careers and courses
Dentistry	www.bda.org/education	Section on careers
Economics	http://whystudyeconomics.ac.uk/jobs	
Engineering	www.enginuity.org.uk www.raes.org.uk www.icheme.org.uk www.ice.org.uk www.theit.org/careers www.imeche.org.uk	Aeronautical Chemical Civil Elect/Electronic Mechanical
Environmental	www.environmentalcareers.org.uk	
Forensic Science	www.forensic.gov.uk	Useful advice about entry routes
Geography	www.rgs.org/ourwork/schools/students	Section on using Geog in careers
Geology	www.geolsoc.org.uk	Section on careers
History	www.history.org.uk/education	Article about careers with History
Hospitality	www.springboard.org.uk/careers	
ICT	www.bcs.org.uk/careers	
Law	www.lcan.org.uk www.lnat.ac.uk	Some figures out of date

Maths	www.mathscareers.org.uk	Excellent website
Media	www.skillset.org/careers	Full of brilliant information – needs hours of browsing
Medicine	www.nhscareers.nhs.uk www.ukcat.ac.uk www.mmc.nhs.uk	mmc website about changes in careers with Medicine
Mod Languages	www.languageswork.org.uk/careers	Excellent website
Music	www.ism.org/careers	Leaflets on 13 different careers with music
Nursing	www.nhscareers.nhs.uk	
Optometry	www.college-optometrists.org/careers	Includes careers section
Radiography	www.sor.org/careerinfo/careers.htm	
Pharmacy	www.rpsgb.org.uk/acareerinpharmacy	
Physics	www.iop.org/activity/careers	Section on careers with Physics
Physiotherapy	www.csp.org.uk/director/careersandlearning	
Psychology	www.bps.org.uk/careers	Download booklets
Social work	www.socialworkandcare.co.uk	
Sport	www.skillsactive.com/careers	Website about careers in sport and leisure. Includes case-studies
Surveying	www.rics.org	
Teaching	www.tda.gov.uk/recruit	



Please return this sheet to your Form Tutor within a week of receipt of the Guidance Booklet

Student's Name: _____ **Form:** _____

Please tick box

I/we acknowledge receipt of the Guidance Booklet for Sixth Form Students and their parents/guardians

I/we acknowledge that it is my/my daughter's responsibility to comply with the school's registration and signing in/out procedures

I give permission for my daughter to go into Upton Village at morning Break or during lunch time

I give permission for my daughter to be driven by her fellow students in a fully insured, taxed and properly maintained car

I am/ we are willing to allow photographs of my/our daughter to appear in School publications provided that this use conforms to the school policy

I am/we are willing to allow my/our daughter's photograph and such details as she provides during interview to appear in newspaper articles and on TV if she agrees to be interviewed in the context of success at school

Signed _____ (parent) Date _____

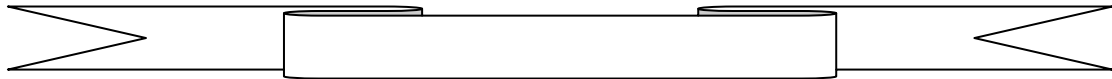
To be completed by student:

I understand and accept: *Please tick box*

The Sixth Form Charter for Success

The Sixth Form Dress Code

Signed _____ Date _____



A Charter for Success in Upton Hall Sixth Form

Our aim is for you to succeed in your Sixth Form career. Our extensive experience proves that shared understanding of common aims assists students and staff to co-operate in achieving such success.

We will commit a great deal of our time, energy, skill and expertise towards helping you to achieve your academic potential and towards making your ambitions for a successful future become a reality.

This partnership for success will work only if you are equally aware of the commitments which lead to success at this level. In our experience these are:

- A. Commitment to the course.
- B. Commitment to the school.
- C. Commitment to each other.
- D. Commitment to the wider community.

What exactly do they entail?

A. Commitment to the course requires:

- your attendance every day for the entire school day (8.35am to 3.45 pm) throughout the school year
- your study time to be used productively
- your work to be submitted on time
- every part of the school programme to be regarded as important

B. Commitment to the school requires:

- your appreciation of the constructive influence which Sixth Formers can exert on the life of the whole school community
- your maintenance of the school's high standards of dress and appearance
- your acceptance that the school is a non-smoking establishment in which you have volunteered to continue your education

C. Commitment to each other involves:

- your realisation that progress towards success is best achieved when students are mutually supportive and co-operative

D. Commitment to the wider community:

- gives you the chance to participate in charitable activities both inside and outside school.

It is the quality of experience that we endeavour to provide which has encouraged you to join us in this partnership.

To be part of this agreement for success, please sign your name below:

Student's Signature: _____

You will need the active support of your parents through these demanding years. Please ask them to acknowledge their awareness of this partnership by signing below:

Parent's Signature: _____ Date: _____