



Sixth Form Expectations: Year 12

2019-20

Expectations

We are proud of the young people of character in our Sixth Form. We therefore expect the very best of them including that:

1. They are present for, and engage fully in, all of our Whole Curriculum offer
2. They organise their learning effectively
3. They adhere to course completion guidelines
4. They develop effective techniques to transmit learning into long-term memory
5. They are committed to widening their horizons intellectually and personally
6. They 'give back' to the Wilmslow High School community



Sixth Form Learning Contract

Sixth Form Learning Contract 2019 - 20

At Wilmslow High School we are committed to supporting our students in the pursuit of excellence every day. For our Sixth Form students getting the 'basics' right provides the foundation for success across our Whole Curriculum.

Name of student: Tutor group:

Student: I will:

- Meet the attendance requirements of the Sixth Form:
 - 96% attendance or above
 - Punctuality to form and lesson time
 - Not taking holidays (including attending music festivals) during term time
 - Not taking part-time employment during school hours (including Wednesday afternoon Wider Curriculum time and non-contact periods)
- Respect:
 - the school community
 - other students
 - staff
 - the school environment
 - the school's reputation
 - the rights of local residents
- Meet expectations in terms of:
 - course completion requirements
 - dress code
 - behaviour
 - sixth form policies and procedures
 - personalised timetables
 - driving code
- Act as an appropriate role model for students in Years 7 to 11

School: We will provide:

- A range of opportunities for students to deepen and broaden their knowledge and fulfil their potential within both our Formal and our Wider Curriculum
- A range of opportunities for leadership and service
- Guidance and advice about course options and progression beyond the sixth form into higher education, work-based training or employment
- Opportunities for students to contribute to the life of the school as a whole
- Opportunities for students to catch up where they are falling behind
- Opportunities for students to seek academic and pastoral support

Parents/Carers: I/we will:

- Discuss with my son/daughter their work in school, providing support as necessary and appropriate
- Keep in contact with school concerning my son/daughter's progress
- Support the school with regards to its expectations outlined above
- Encourage personal responsibility, organisation and learning independence
- Remind, where appropriate, my son/daughter of the need to limit the number of hours used for part-time employment and other commitments
- Encourage my son/daughter to engage with the Whole Formal and Wider Curriculum

Signed Parent/Guardian.....

Signed Student.....

Outlines expectations of all sixth form students.

Signed by the student, their parents/carers and returned to us.

Additional copy can be found in their sixth form handbook.

Respect (Learning Contract)

Respect:

- the school community
- other students
- staff
- the school environment
- the school's reputation
- the rights of local residents

Meeting Expectations (Learning Contract)

Meet expectations in terms of:

- course completion requirements
- dress code
- behaviour
- sixth form policies and procedures
- personalised timetables
- driving code

Act as an appropriate role model for students in Years 7 to 11

Attendance (Learning Contract)

Meet the attendance requirements of the Sixth Form:

- 96% attendance or above
- Punctuality to form and lesson time
- Not taking holidays (including attending music festivals) during term time
- Not taking part-time employment during school hours (including Wednesday afternoon Wider Curriculum time and non-contact periods)

Attendance

- Continued drive
- Significant difference between Y12 and Y13 attendance in 2018-19
- Expectations outlined in revised learning contract
- Structure in place to follow up on absence – in line with lower school model
- Attendance at AM and PM registration is compulsory
- Signing in and out
- Leaving school site during non-contact periods is a privilege that can be revoked.
- 3 compulsory supervised study sessions for all Y12 and Y13 students each week
- Managed non-contact time

Reporting Absence

- In line with lower school, if a student is absent from school then a parent/carer will need to ring in by 8.45am on the first day of absence.
- Sixth form team will be contact home directly if we haven't heard anything.
- Within 3 days of returning to school, the student must bring a note explaining his/her absence that is signed by a parent/carer. If you have already phoned in and explained the absence, then a note is not required.
- Beyond 3 days without a note, all absence will be changed to 'unauthorised'.
- Like lower school, letters will be sent home if absence becomes persistent and may result in a student's position within sixth form being reviewed.

Dress Code

Our Dress Code is designed to:

- Ensure that our Sixth Form students are role models to the younger students who aspire to be members of our Sixth Form
- Maintain the professional reputation of our Sixth Form
- Prevent unnecessary, time-consuming and unproductive conflict between Sixth Form students and staff that creates a barrier to the most effective learning
- Place the responsibility onto our students that they will exercise their judgement maturely in making appropriate decisions that respect our expectations of formal professional dress
- In line with the focus of our Wilmslow Way on PRIDE, we expect our Sixth Form students to dress formally and professionally.

In addition to this, as part of our safeguarding procedures, students are expected to wear their Identity Badge at all times on the school site

Dress code details

Appendix 2.1: Dress Code procedures

Important context to the Dress Code

It is very difficult to proscribe a Dress Code. There will always be trends and fashions that were not anticipated at the start of the year, and it will always be open to subjective interpretation. Neither are we preparing our students effectively for the judgements required in formal professional life if we expect them to dress every day with a ruler to hand!

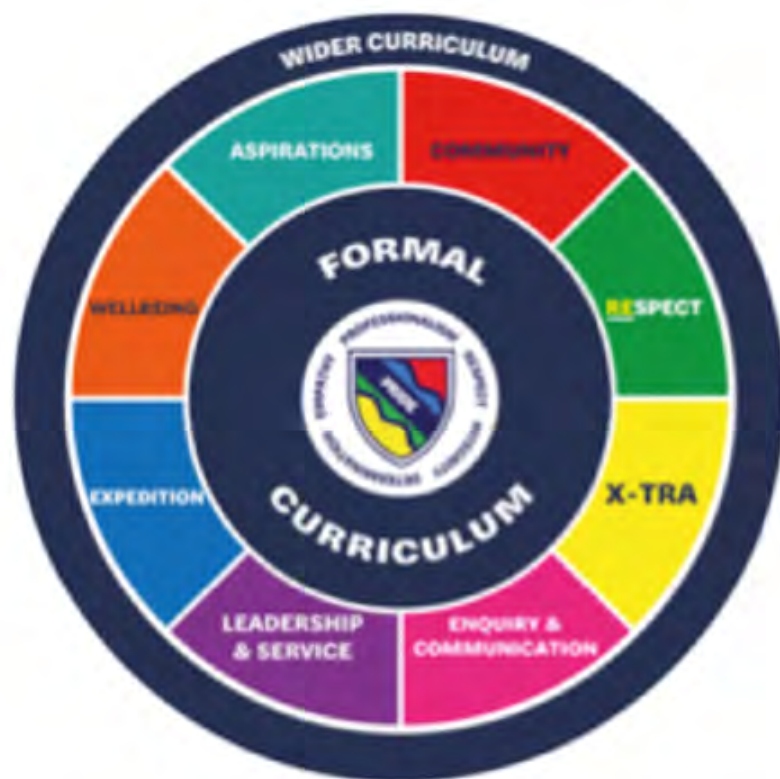
We have therefore put a great deal of thought into framing our Sixth Form Dress Code. In doing so we have tried to:

- Demonstrate respect towards our students
- Clearly outline our expectations of formal professional dress

We would therefore request that all members of our Sixth Form community respect the intent and spirit of the guidelines below on what we believe constitutes formal, professional standards of work wear, and do not disrespect, undermine or argue with these.

The following items may be worn:

- Suit
- Tailored trousers
- Tailored skirt or smart dress of a reasonable length and appearance for formal, professional work wear
- Shirt with a stiff collar (any single colour, striped or checked)



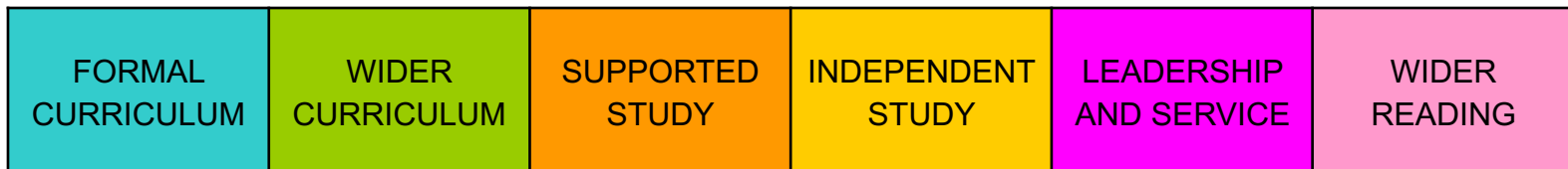


Stand out from the crowd

At Wilmslow High School we believe that our Sixth Form students are entitled to a powerful curriculum that enables them to develop the powerful knowledge, skills and qualities needed to flourish in life, learning and work.

- **We want our Sixth Form students:**
- To develop deep, broad and balanced knowledge through extensive reading
- To widen their horizons intellectually and personally through engaging with a rich diet of scholastic, creative, practical, sporting and character-building experiences
- To 'give back' to the Wilmslow High School community
- To develop as effective communicators, safe and healthy decision makers, ambitious and independent learners, confident leaders, empathetic thinkers, knowledgeable and responsible citizens, active participants and resilient and courageous team players

- **What does this look like in the Sixth Form?**
- **We expect our students to engage fully in our Whole Curriculum offer.**
- In order to ensure that our students engage fully in our Whole Curriculum offer, we do not have 'free' periods
- Students are able to plan their personalised timetable across the school day, including use of periods 0 and 7
- Students are guided in building a broad and balanced 'whole' curriculum across six key areas:



How much time does this require across the week periods 0-7?

Formal Curriculum	Wider Curriculum	Supported Study*	Independent Study	Leadership & Service	Wider Reading
Built into timetable	Equivalent of 2 periods a week (does not have to be Weds pm)	All students are expected to plan 1 period of supervised study per subject	All students are expected to undertake 5 hours per week of additional supported/ independent study per subject per week	Equivalent of 1 period a week	TBD by the student based on their aspirations
Register	Register	Register		Register	

	Monday	Tuesday	Wednesday	Thursday	Friday
0					
1	Physics	Chemistry	Maths	Physics	Physics
2	Chemistry	Maths	Maths	Maths	Physics
3			Physics		Chemistry
4				Chemistry	
5	Maths	Physics			Maths
6		Chemistry		Chemistry	
7					

	Monday	Tuesday	Wednesday	Thursday	Friday
0	Breakfast Club				
1	Physics	Chemistry	Maths	Physics	Physics
2	Chemistry	Maths	Maths	Maths	Physics
3	Supported Study	Wider Reading	Physics	Supported Study	Chemistry
4	Supported Study	Independent Study	Supported Study	Chemistry	Independent Study
5	Maths	Physics	Fitness Suite	Independent Study	Maths
6	Wider Reading	Chemistry	Fitness Suite	Chemistry	Independent Study
7		Volunteering at Nursing Home		Academic Catch Up	

Opportunities Fair

- Wednesday 11th September
- Opportunity for Year 12 and 13 students to build their personalised timetables
- Deadline for completion: Friday 27th September

“LEARNING HAPPENS WHEN STUDENTS THINK HARD”



Professor Rob Coe

Director of Research and Evaluation at Evidence Based Education

More information on the stages of learning and how these should be built into students' timetables can be found in the powerpoint below

Permanent Learning and the construction of effective Sixth Form timetables

Our aim is the transference of knowledge into the long-term memory and the ability to quickly and accurately retrieve this



Course Completion in Key Stage 4-5

- “Homework” makes up part of the Guided Learning Hours of any course
- For this reason, in 2019-20 subjects will be providing more guidance for parents and students on how every course breaks down into hours of study
- We will expect students to follow these guidelines and their **course completion** will be reported on
- In Sixth Form students will map these hours into their personalised timetables

For example

- Direct teaching time
- Independent study
- Consolidation activities
- Practice time/ Lab Time
- Testing, assessment & retrieval
- Wider Reading & research
- Rehearsal time
- NEA time

Department	Course	Taught time	Independent study	Consolidation activities	Practice time	Testing, assessment &
English	English Literature					
	English Language					
Maths	Maths					
	Core Maths					
Science	Combined Science					
	Triple Science					
MFL	French					
	German					
	Spanish					
History	History					
Geography	Geography					
Social Studies	Religious Studies					

Folder management

An effective folder assists the learning process by ensuring that work is complete and clearly organised in a manner that optimises:

- a. Effective understanding of required knowledge/ skills
- b. Effective transfer of required knowledge/ skills into the long-term memory
- c. Effective recall of required knowledge/ skills



Folder management check list

1. It uses **effective organisational devices**: hard back folder, dividers, plastic wallets or ring-reinforcers, tabs, hole punch, post its, colour etc. to promote a-c above
2. It is in **good working order and fit for purpose** – no broken ring binders, pages falling out etc.
3. It is organised **exactly following the manner outlined by the subject teachers** at the front of each subject folder which will be based on a-c above: It contains the clear sections that subject teachers have requested separated by dividers: for example it may contain separate sections for assessed work
4. It is **in school and in lessons with the student**, not left at home as it plays a key role in the daily learning process
5. It is **organised by unit** with all unit information kept together to assist complete learning of any unit studied, and it contains all unit work: for example previous assessments are not thrown away but kept in the section directed by the teacher
6. It contains **clear sign posting** to assist with a-c above in a manner agreed with the subject teachers e.g. signposting of homework done/ handed in
7. It **demonstrates engagement with learning** in line with a-c above e.g. RAG-ing work, Response Tasks in a different colour and clearly completed, evidence of going back over learning to review and consolidate this
8. It contains sections for **wider reading**

Green: meets all 8 criteria above

Amber: meets criteria 1-7 above

Red: meets criteria 1-5 above

Purple: fails to meet criteria 1-5 above

Calendar for the Year Ahead

Half Term 1

Fortnightly progress meetings

23rd September: Year 12 September Assessment

30th September: Year 12 Tracker (Monitoring Point)

30th September: Deadline for course changes

10th October: Year 13 Parents Evening

21st October: Formal Monitoring: Progress Meetings

Calendar for the Year Ahead

Half Term 2

Fortnightly progress meetings

4th November: Maths and English Resits

18th November: Wider Curriculum Week 1

2nd December: Exam Monday sessions begin

Calendar for the Year Ahead

Half Term 3

Fortnightly progress meetings

20th January: Year 12 Summative Assessments

3rd February: Wider Curriculum Week 2

3rd February: Year 12 Data Capture

Calendar for the Year Ahead

Half Term 4

Fortnightly progress meetings

24th February: Formal Monitoring: Progress Meetings

24th February: Year 12 Parents' Evening

Half Term 5

Fortnightly progress meetings

4th May: Year 12 Data Capture

Calendar for the Year Ahead

Half Term 6

Fortnightly progress meetings

1st June: Formal Monitoring: Progress Meetings

15th and 22nd June: Year 12 Summative
Assessments

29th June: Wider Curriculum Week 3