



Sixth Form Expectations: Year 13

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!

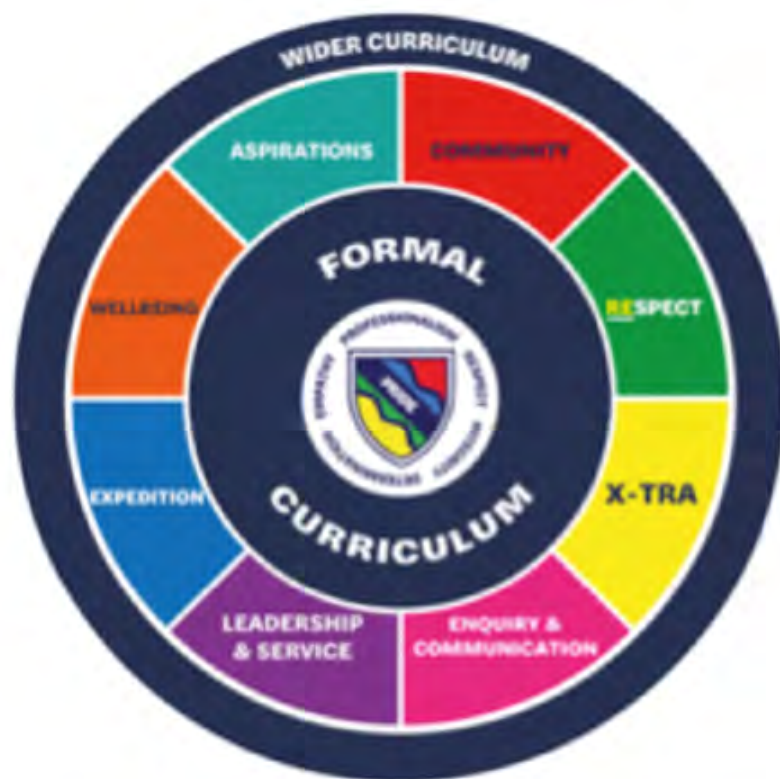
We have therefore put a great deal of thought into framing our Sixth Form Dress Code. In doing so we have tried to:

- 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)



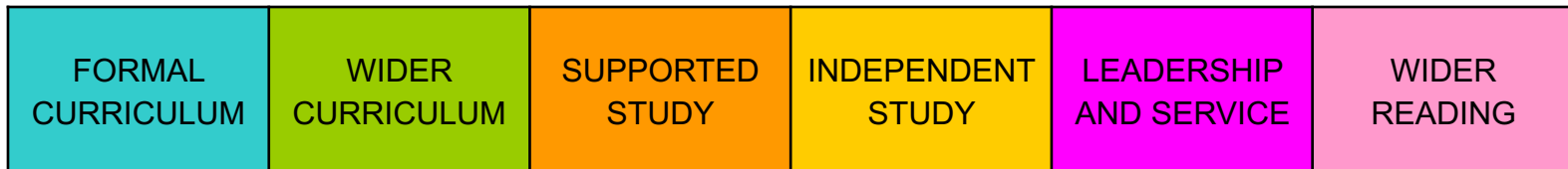


Stand out from the crowd

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

16th September: Year 13 Re-sits for selected students

30th September: Year 13 Tracker (Monitoring Point)

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

18th November: Year 13 Annual Review

2nd December: Exam Monday sessions begin

Calendar for the Year Ahead

Half Term 3

Fortnightly progress meetings

20th January: Year 12 and 13 Summative Assessments

3rd February: Wider Curriculum Week

3rd February: Year 13 Data Capture

10th February: Year 13 Report

Calendar for the Year Ahead

Half Term 4

Fortnightly progress meetings

24th February: Formal Monitoring: Progress Meetings

Half Term 5

From April 27th: Art and Fashion Practical Exams

4th May: Final Exam Monday session

11th May: A level Examinations

24th June: A level contingency day

Thursday 13th August: A level Results Day

2019-20
Expectations Evening

UCAS

Tonight's Aims:

To outline expectations of your son/daughter in relation to their post-18 choices.

To outline our policy on predicted grades.

To provide some information regarding

un



Questions

- Questions we can answer tonight:
 - Further information or clarification regarding points raised in the presentation
- Questions we can't answer tonight:
 - Individual queries about UCAS grades, projected grades or progress. Please ask students to have conversations with their subject teachers.

What should students already have done by now to apply through UCAS?

Filled in the UCAS form.

- Obvious details like name, address, email and phone number.
- Also the schools they have attended from age 11, all certificated results to date, paid employment and whether or not they want to apply for student finance.
- **All of their form apart from their choices and personal statement should have been completed by the end of last term. It should have been checked by Mrs Cook and identified as “done” (student is emailed when this is the case).**

What should students already have done by now to apply through UCAS?

They should have researched course choices.

- It is unwise to select universities as choices when they haven't visited them.
- There are still open days running in September and October but students should not be missing school to attend them – Saturdays only.
- Research courses through UCAS, Unifrog and the universities' own websites.

What should students already have done by now to apply through UCAS?

They should have completed a first draft of their personal statement.

- Students should have been working on these over the summer holidays.
- These should be given to form tutors for first checking. Subject teachers, parents/carers/family friends can also support with this.

Coming up

By Friday 20th September, they need to pay their UCAS fee of £24 through Parentpay

No Parentpay account –

gcrookes@wilmslowhigh.cheshire.sch.uk

Forgotten details of Parentpay account –

kflannery@wilmslowhigh.cheshire.sch.uk

They only need to pay if they want to apply!

What should students be doing between now and when their application is sent?

- Their personal statement will need to be drafted numerous times.
- When it has been checked by form tutor, subject teachers, parents and friends, students attach it to their UCAS application and send it back electronically for Mrs Cook to check.
- **Friday 8th November** is the last day for attaching a well-checked personal statement to UCAS and printing off for Mrs Cook to check.
- Communication is via their PERSONAL email address as that is the one used by UCAS.
- They must check their email on a DAILY basis to ensure there are no delays with their application.

Predicted grades

- Each course has a set of required predicted grades. These are provided by school. The course may require grades (e.g. AAB or D*DD for BTEC) or points (e.g. 120) which can be made up by a combination of qualifications which will probably be specified.
- **We recommend that students apply for courses which require a range of predicted grades.** Unifrog sorts course choices for them to see which would be aspirational, solid and safe.
- Once they are ready to apply, students fill in their course choices on their blue form. Mrs Cook will check these and if they have applied for a course beyond their predicted grades, they will be asked to sign to confirm if they have contacted the university to check they can still apply with their predicted grades.

Teachers' decisions on predicted grades

- These are supposed to be **aspirational but realistic**.
- If a student has never achieved a B grade through Year 12 but “needs” one for a university course, it would be difficult for us to maintain our professional integrity if we gave them a B grade prediction when Year 13 work is harder.
- Therefore, we always rely on teachers' professional judgements. Predicted grades will be on Unifrog over the next couple of weeks.
- **But we do not have to use this September predicted grade.** Your son/daughter can re-sit their Year 12 exam and can also work hard through the autumn term to demonstrate a higher level of achievement and we can alter predicted grades before sending off the application.

The final date for altering predicted grades will be 30th November.

Unconditional Offers



- An unconditional offer means grades or points (e.g. AAB or 1 university).
- Universities send more details about these to students than they do to school but generally they will still need to complete all of their A Levels/BTECs but **their grades do not need to meet any entry requirements and they will have a place regardless of what they get.**
- For the Year 13 who have just left, we received fewer unconditional offers than last year. Twenty-one students accepted unconditional offers before they sat their exams – approximately a tenth of the cohort.

Our unconditional offers

The range of institutions offering them is broadening.

Largely non-Russell Group: Sheffield Hallam, Leeds Beckett, Birmingham City, Salford, Lincoln, MMU, Middlesex, Roehampton, Leeds Trinity, Lancaster, Keele, Northumbria, Bangor, Portsmouth, University of Central Lancashire, Nottingham Trent

But also Russell Group: Nottingham, York, Birmingham

The positives of unconditional offers

- Removes the pressure of having to obtain certain A Level grades.
- Gives certainty so students can apply for accommodation early, plan for the course and where they will be.
- For the university, a student accepting an unconditional offer is fantastic – they are “a bum on a seat”.

The negatives of unconditional offers

- **“I don’t need to work hard now as it doesn’t matter what I get.”**

Students switch off, attendance dips and they don’t hand in work. They fail to appreciate that employers look at A Level results – they stay with them throughout their lives. They finish 14 years of education with results that don’t do them justice and don’t reflect their ability.

- **This year, we know that students who had unconditional offers did not achieve grades of which they were capable.**
- **A student may accept a course and university which isn’t right for them just because it is an unconditional offer.**

The impact of unconditional offers

“Applicants holding unconditional firm offers were 23 per cent more likely to miss their predicted attainment by two or more grades, compared to applicants holding conditional firm offers.” (UCAS report)

Information for you

UCAS Parent Guide

Parent/carer page of Firefly

Which website

Unifrog parent access

Expectations of non-UCAS students

- **Process of applying for jobs and apprenticeships is harder in some ways as students don't have the same deadlines as university applicants.**
- **We expect students to be proactive and not just drift along in the hope something will turn up.**
- **Students need to realise there will be competition – “I'll just get an apprenticeship.” isn't always recognising this.**
- **Some larger companies open apprenticeship applications early so students need to start checking now.**
- **www.gov.uk/apprenticeships**