

2020-21

Sixth Form Handbook



Farmor's School
AN ACADEMY

SIXTH
FORM

LHM

VI

01/09/2020

Contents- *click the page for direct link*

Introduction	2
Important Dates 2020-2021	3
Advice from Former Students	4
Sixth Form Timetable	Error! Bookmark not defined.
Farmor's Sixth Form Core Values	5
What Do the Core Values Mean in Practice?	6
How to be a Successful A level Student	7
Maintaining Optimal Mental Health	8
How will I be assessed?.....	10
Reporting	11
Reporting Timeline	Error! Bookmark not defined.
Sixth Form Effort Grades.....	12
Mentoring & What It Means	13
Communication.....	14
How Can I Improve My Portfolio?	17
Enrichment.....	18
Speakers' Programme	19
Future Learn.....	20
Monday Mornings.....	21
Positions of Responsibility	22
Careers Guidance	23
References.....	24
Sixth Form Policies and Protocols.....	25
The Sixth Form Code of Conduct.....	26
Farmor's School – Data Privacy Notice	30
Sixth Form Cover Lessons Policy.....	35
Sixth Form Attendance and Monitoring Policy.....	36
Sixth Form Conduct and Performance Protocols.....	37
Farmor's School 16-19 Bursary Fund	39
Frequently Asked Questions	40
Car/Moped Use in The Sixth Form	43

Introduction

Welcome to Farmor's School Sixth Form. We hope you have a very happy and successful time here. This handbook has been designed in consultation with students to provide you with everything you need to know about how the Sixth Form runs. This is not only to help you to settle in quickly, but also to give you information to support your studies throughout your time here. There are also forms here for you to download for example when you learn to drive as well as answers to frequently asked questions. Please make time to read through it so you know what it contains.

If you have any questions that are not answered by this handbook, then please come and ask a member of the Sixth Form team.

Well done on the hard work that has got you this far and we look forward to sharing this next stage of your journey with you.



Emma White

Head of Sixth Form

Important Dates 2020-2021

For term dates please visit this [link](#).

More Sixth Form dates will be added as the school year progresses.

Advice from Former Students

Balancing Studies with Social Life

“Plan the use of your time so you can divide it between your social life, domestic responsibilities, studies and extra-curricular activities”

“Remember to enjoy yourself when the work gets too much”

“Don't do a part-time job on the weekdays – it drags you down in the end”

“Use the study periods in school for study – then you will have more time at weekends to enjoy yourself”

“Try to put your studies first”

“If you work part-time: don't over-do it”

“Don't just work all the time – but try to work in school as it will take the pressure off when you get home”

“Don't feel guilty when you go out – enjoy yourself and then you will feel more like working”

“Timetable everything in, including study, rest and social activities”

“Have a social life but don't let it take over your studies”

Tips for being more organised

“Don't try to work in the common room – go somewhere quiet”

“Keep your notes in order”

“Don't leave things to the last minute”

“Make a study timetable: it really helps!”

Studying in School

“Give yourself breaks – but not too many”

“Use the LRC - the more you do in school the less you need to do at home”

“Use study periods – don't waste them – it catches up with you in the end”

“See teachers if you need to”

What Do the Core Values Mean in Practice?

COMMITMENT

- Attend all timetabled lessons. You may also be required to attend registration and you are expected to arrange with your tutor if you wish to go home for study periods.
- You or your parent will telephone or e-mail the school before 9.00am if you are unwell. If it is a planned absence you must email all of your teachers 48 hours in advance. *If it is a Covid-19 related absence please make sure we know if you are ill or self-isolating and get tested.*
- Engage positively in the extra-curricular opportunities including Speakers Programme and Enrichment.

CONTROL

- Be proactive about making the most of the advice and guidance for careers and support in choosing your future destinations.
- Manage your study time effectively, seeking support if required, and making appropriate use of the study facilities on site.
- Sign in and out to meet the Health and Safety requirements.

COMMUNITY

- Avoid behaviour, dress, actions or language which may cause offence or harm to others. Clothing and footwear should be appropriate for your courses and reflect your role as role models to the lower school. Smoking (both cigarettes and e-cigarettes) is not allowed on or within sight of the school grounds including the back drive. Avoid excessive displays of intimacy and affection in public places including the Sixth Form area. Alcohol must not be consumed on site or during school hours.
- Show consideration for the rest of the school by refraining from ball games and music over the speakers during lessons. Phones are only for use in the Sixth Form area – otherwise headphones should be out of ears and out of sight.
- Respect your peers by maintaining the quiet and studious atmosphere in the LRC. There are plenty of areas for you to socialise and chat so please accept that the Library atmosphere in the LRC is in place at student request to foster a positive and productive working environment. Do not eat in the LRC
- Fill in the relevant paperwork if you wish to drive to Sixth Form, after passing your test. Only park your car/motorbike in designated areas on the school site. *The main car park will be closed from 08.45-14.35 on Mondays and 08.45-15.25 Tuesdays to Fridays until further notice to allow students to safely follow the one-way system around the site. If you need to leave school during the day park in the Sports Centre car park or at the top of the High Street and walk up the back drive.*

CHALLENGE

- Rise to the challenge of A levels; meet and complete homework and coursework deadlines and avoid any form of plagiarism or cheating.
- Be proactive about overcoming difficulties. Come and discuss this with your tutor or a member of the Sixth Form team.
- Actively join in with enrichment opportunities and new experiences.

By enrolling in Farmor's Sixth Form, you are agreeing to abide by this set of Core Values which is also embedded in the Code of Conduct (see page 27)

How to be a Successful A level Student

STUDY SKILLS

There will be taught sessions during Professional Development and subject lessons to help you become effective independent learners. Topics covered include Note Taking, Time Management, Organisation Skills, Prioritisation, Revision and Learning Strategies. Those of you studying the EPQ will have these skills embedded into your course.

STUDY PERIODS/ CONTACT NON CONTACT TIME

All 'free' periods on your timetable are study periods, also referred to as non contact time. You are expected to use them to enhance and consolidate your learning. You will be given guidance on how best to use this time and if you are not making progress, you will be placed on academic mentoring and your use of these periods will be monitored and directed. Quiet work should take place in the LRC with more collaborative study taking place in the café and social study space areas.

SIGNING IN AND OUT

You must sign in /out using your full name, date and time whenever you leave or return to the school site. The signing out book is on the table in the foyer. **This is a health and safety requirement essential for checking your whereabouts in the event of a fire.** Please also sign in and out during study leave and exam periods as we have no other means of knowing who is on site.

MOBILE PHONE USAGE

Students should not use mobile phones during lessons or in the LRC for social purposes. Not only does it suggest a student is not listening to the lesson being taught, but it is a distraction and rude to the Subject Teacher they are under the supervision of. Instead, why not use your phone to stay organised with your calendar, emails and app facilities?

WHAT EQUIPMENT DO YOU NEED?

You will need folders, dividers, A4 file paper, revision cards, pens, pencils, a memory stick, clear plastic wallets, highlighters and a bag for all this stuff. Your individual subjects may well also have text books that you need to buy, so read the preparatory material carefully and get yourself organised.

ICT FACILITIES

You have access to computers in the LRC and Library. You are also very welcome to bring in your laptop or tablet; there are electrical sockets in the LRC to which you have access to charge your devices. There is Wi-Fi throughout the Sixth Form and Library. Please note this is for school use only. Printing is initially free to support your studies however please be mindful of the environment, for example double-sided printing where possible. You will receive an allocation of printer credits per term. Once this is used up you will have to pay to purchase additional printer credits.

ATTENDANCE

Get into the habit of getting into Sixth Form on time by 8.45am and working through the day until at least 3.25pm. If you are taking the opportunity to study at home, decide on a routine for the week and be prepared to make changes if it's not working for you. A routine will help you put the time in and manage your workload. It will also mean you have more time during the evenings and weekends for doing other things. You are expected to be in Sixth Form during the school day, unless you are studying at home.

RELATIONSHIP WITH TUTOR

Your tutor is the person that will be writing your reference therefore it is important that you build a solid working relationship with them. Primarily this can be achieved through actively participating in the Professional Development sessions they run; they cannot write about you and your strengths if they don't know you! They are there to support you through the two years; accept their help and nurture this relationship.

Maintaining Optimal Mental Health

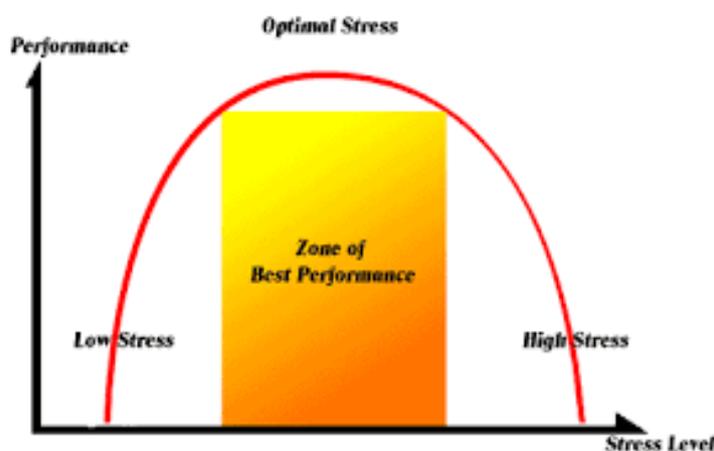
We all have mental health, just like we all have physical health. We should aim to have optimal mental health, meaning that we are able to cope with life's pressures in a productive and safe way.

What is stress?

Situations or events that leave you feeling under pressure, worried, upset, sad, angry or with a mixture of similar feelings. It is important to recognise that stress is a natural bodily response to our environment.

Is stress bad for you?

As you can see from the image below, stress is not necessarily a bad thing! Just the right amount of stress can motivate and push us to perform our best. The key to maintaining positive mental health is recognising when our stress levels are too great and what we can do to reduce them.



How will I know if my stress levels are not healthy?

We all react differently to stress so you may not experience all of the symptoms below. If you are experiencing these symptoms there are self-help remedies suggested.

<p>Physical</p> <ul style="list-style-type: none"> Palpitations Breathlessness Headaches Skin trouble Loss of appetite/feeling sick Feeling tired Problems sleeping Sweating 	<p>Emotional</p> <ul style="list-style-type: none"> Fear of silence Tears and mood swings Loss of concentration and memory Impatience and restlessness Loneliness & isolation
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If you begin to experience other symptoms (sadness, feeling low, anxiety, feeling that you are worthless or any other symptom that worries you), it is important that you speak to someone to get the support you need. No one else will be informed without your permission (unless we believe you or someone else is at risk), not even your parents. Involving your family and friends can be very helpful but this is your choice and will not be forced upon you.

Strategies for managing stress

- Be active: go for a jog, a swim, Zumba class, whatever you enjoy! Exercising makes you feel good.
- Try to feed your body with healthy things, not high fat, high salt, high sugar snacks. Drink plenty of water too. A healthy body can help support a healthy mind. Keep an eye on your caffeine intake too.
- Identify the events/experiences that are stressful. Awareness of your stressors is key. Keeping a mood diary can help you to identify this if you find it hard to pinpoint.
- List what you can do to make things easier. This might include asking yourself – “can I handle this situation or do I need support?” You may find it useful to talk this through with someone (see below).
- Imagine yourself trying to deal with stress in a different ways – does this make you feel that you might have more control than before? Be aware of your negative thought patterns.
- Have a ‘stress box’ that you can turn to when you need a break. Fill it with your favourite things (a football, your favourite CD, nail varnish etc.) and allow yourself time to relax. Plan study breaks and social activities in your work schedule.
- Write down your worries and stresses- and then tear up the piece of paper! Sometimes ‘getting them out’ can be very effective.

First hand support

- Connect with the people around you, whether it’s a close friend, parents, teacher, tutor, Samaritans or Doctor. Building relationships with those around you will lead to a more supportive network for you.

Helen Sharman- Jones (school nurse) Tuesday 12:50-13:50

Childline: 08001111 (free)

The Samaritans: 0845 790 9090/ 116 123 for free from a mobile

Teens in Crisis <http://www.ticplus.org.uk/>

- See the ‘Channels of Communication’ page for emails if that is an easier way for you to start the conversation.
- If you feel that you would like to see a school counsellor, please speak with Miss Hubbard-Miles. She can refer you on to them. You do not need to give her any details about your concerns if you don’t want to.

Maintaining Physical Health

By looking after your body, this will also help take care of your mind. Sport enrichment will be offered on Wednesday during period 5 for all levels of ability and fitness.

Keep an eye on the Health Board in the LRC corridor for new and exciting events and courses.

Exercise makes you feel good, improves mental health and promotes better sleep. Your body evolved to move, find a way that you enjoy moving it. If team sports aren’t your thing, take up an individual pursuit.

Download a Couch to 5k app, follow an online yoga course, sign up to a gym. Lots of sports facilities offer student discounts.

Healthy eating also makes you feel good, improves mental health and promotes better sleep. Eats lots of fruit and veg, don’t drink sugary drinks.

How will I be assessed?

Your prior attainment can be used to show the grades you might achieve at A level, depending on your commitment to your studies, your particular strengths and how much effort you put in. For each one of your subjects, you have a **Minimum Expected Grade (MEG)**. This grade is set by comparing what students gained nationally at A level when they started from the same GCSE performance as you. The 50th percentile (or average) of their performance is your MEG grade.

These are not predicted grades for you. They are a base-line against which you and your teachers can track your progress. On average, our students achieve at least one grade above this baseline and many of our students achieve two or even three grades above this.

At regular intervals, your teachers will give you a **Teacher Predicted Grade (TPG)**. This is the grade that they think is the most likely outcome for you at the end of the course in Y13. By comparing the TPG and MEG for each subject, you can see how much progress you are making.

If your TPG is below your MEG, then we know there might be a problem somewhere and that is the time that we would look at ways of supporting your progress (See Support Protocol).

So far, your assessment has a national grade and a teacher grade. Your reports also contain a grade that is owned by you. That is your **Student Target Grade (STG)**. Early in Y12 and then again in Y13, you will have discussions with your teaching staff and tutor and set the grades that you want to achieve at the end of your A levels. This lets your tutor and your teaching staff know what you are aiming for so that they can better support your ambition.

At each reporting point, you will be able to compare these three grades: MEG, STG, TPG and see whether you are on track for your ambitions and what your progress is.

Mocks Week

There are also formal assessment points. In February of Y13 there is a Mocks Week where you will have a realistic experience of sitting A level exams. There is a report and just after this to ensure that you and your parents have all the information needed in the run up to the final exams.

Throughout Y12 you will have regular assessments in all subjects and these are collected cumulatively throughout the year to give you a predicted grade for UCAS at the end of Y12. There will also be Summative exams towards the end of Y12.

Practical Assessment.

In addition, there are 12 practical exams (PAG) in Biology, Chemistry and Physics as well as essential fieldwork on Geography. Curriculum time is set aside for these throughout the year.

Drama has a practical exam in Y12 and another in Y13. Subjects like English Literature, English Language and Literature and History have a coursework component which makes up 20% of your final grade. Your subject staff will give you details for each course you are taking so you can plan and make the most of these opportunities to get some marks 'in the bag' before the final exams.

Reporting

During your time in the Sixth Form there are various points when staff will report in different ways on your progress, how hard you are working and what grades you are likely to gain at the end of your courses. This outlines those points.

Autumn Term of Y12: STG & MEG Grades: Your tutor will sit down with you one-to-one and discuss your GCSE grades and what the national predictions are for someone with your GCSE profile. These national predictions are your Minimum Expected Grades (MEGs) and can be different for each subject. You will also be asked to set your own Student Target Grade (STG) for each subject. This is about you choosing what grades you want to gain at the end and therefore how you are going to work to get those grades. You own these STGs.

November / December Y12: Your first Progress Review Report will be sent home. This will have an effort grade, a MEG, and your STG. There will be conversations including parents after this report if there are concerns about your progress. The important measure here is whether you have stepped up to study at this level and are working effectively as an A level student.

March Y12: Your second Progress Review Report will be sent home. This will have an effort grade, a MEG, and your STG and a Teacher Predicted Grade (TPG). We will identify any students who are not making expected progress or are having any difficulties and we will invite those parents in with students to discuss progress with staff and the Sixth Form team.

June Y12: Summative exams. These will be in every subject and sample progress to date to inform learning and teaching in the second year.

June Y12: Your third Progress Review Report will be sent home. This will have an effort grade, a MEG, and your STG and a Teacher Predicted Grade (TPG) as well as grades from summative exams on. Again it will be followed by either telephone conversations or a Parents' Evening to discuss progress.

September Y13: UCAS predicted grades will be sent home. These are the grades that we will put on your UCAS form if you decide to apply to university. They are a realistic prediction of the grades you are most likely to achieve in the summer of Y13.

October Y13: Your fourth Progress Review Report will be sent home. This will have an effort grade, a MEG, and your STG and a Teacher Predicted Grade (TPG) and is usually followed by a Parents' Evening.

February Y13: Mocks. These are formal mock exams for the final A levels.

March Y13: Your fifth Progress Review Report will be sent home. This will have an effort grade, a MEG, and your STG and a Teacher Predicted Grade (TPG) as well as the Mock Results. This is usually followed by a final Parents' Evening in the last push to the final exams in May / June of Y13.

You can see that there are regular reporting points throughout the two years and five opportunities for you and your parents to discuss progress. We are all working together for your success, although, obviously you are working the hardest!

We also send home **Letters of Commendation** at least twice a year for students who staff nominate as working particularly hard. These letters of commendation also go into your Achievements Folder as a permanent record of your brilliance. I look forward to being able to put one in yours for you!

Sixth Form Effort Grades

Definition	Effort Descriptors	SIMS Coding
<p>A highly effective independent learner (regardless of prior attainment)</p>	<ul style="list-style-type: none"> Highly motivated, seeks challenge inside and outside lessons Explores beyond the scope of the course content Takes an active part in lessons by engaging with other students and the teacher Asks questions in lessons Homework and coursework is completed to a very high standard Seeks help between lessons and is proactive about making progress. Engages in positive debate which creates a dynamic learning atmosphere in the classroom 	<p>Commendation</p>
<p>Effort at expected level</p>	<ul style="list-style-type: none"> Prompt to lessons and arrives ready to learn Committed in lessons Embraces the challenge of the subject Makes regular positive contributions with teacher and peers Homework and classwork is completed on time to a good standard If absent, seeks the teacher to catch up and always completes blue absence forms in advance 	<p>Expected</p>
<p>Effort levels show the student is 'coasting'</p>	<ul style="list-style-type: none"> Arrives for lessons to be taught rather than engage with the subject, concepts and material Listens passively in lessons; a passive learner Completes most classwork in lessons Makes occasional relevant contributions Homework and coursework usually completed but can be late or completed to a low standard Does not communicate absences in advance 	<p>Below</p>
<p>Effort levels are a cause for serious concern</p>	<ul style="list-style-type: none"> May be slow to arrive and not ready to learn May not always have texts or equipment required for the lesson Does not always listen in lessons or engage in discussions Some incomplete coursework and homework due to lack of focus and /or commitment Avoids lessons when work is due. Attendance is poor and no effort is made to catch up or see the teacher afterwards Plagiarises other students' work or that from the internet Learning behaviour is not at the required standard for an A level student 	<p>Serious Concern</p>

Mentoring & What It Means

Your tutor is also your mentor. Their role is to help and support you through your time in the Sixth Form. All the Sixth Form tutors are experienced members of staff and most of them are Heads of Department and very knowledgeable about their field of study. They are all A level teachers and know the stresses and pressures of study in the Sixth Form. This means they are well-placed to help you and understand what you are going through. They are also the person who will write your reference, whatever you choose to go on to do after the Sixth Form. That means they want to get to know you so that they can write a meaningful and personal reference.

Mentoring

At least once every half term, your tutor will have a conversation with you about how things are going.

They may well discuss your folder, your grades, how you are feeling about your subjects, what your ambitions are, how your enrichment is. They may well also give you feedback from your teaching staff if they have any to share.

Depending on whether you are settling in to your studies at the start of Y12 or planning applications for your future later in Y13, these discussions will be different.

However, the purpose will be the same: to support you.

Students occasionally breeze through their A levels with no need of anyone, but most of us need a little help from time to time. We have built these mentoring discussions into your programme to help you in case you need it, but also to give tutors individual time to get to know you better so that they can write better references. That means this is a win-win situation.

You can, of course, still come and talk to Clare, Liz, Miss Hubbard-Miles, Mrs Andrews-Alsaigh or Mrs White if you want to.

If you are having any kind of problem with any aspect of your studies or your life, then please do come and talk to someone. If you find this difficult, then use the email lists on the Channels of Communication page and let someone know that you need to talk. We will then find you and start that conversation for you.

Just remember, A levels are Advanced Levels and that means you are allowed to find things difficult sometimes, just the same as we find things difficult sometimes too.

Communication

If you need help or have a problem, no matter how small you think it is, come and talk to someone! These are all the useful people who are ready and willing to help you to be successful.



Mrs Emma White, Head of Sixth Form
ewhite@farmors.gloucs.sch.uk



Mrs Claire Andrews-Alsaigh, Head of Year 13
candrewsalsaigh@farmors.gloucs.sch.uk



Ms Laura Hubbard-Miles, Head of Year 12
lhubbard-miles@farmors.gloucs.sch.uk



Liz Lloyd, Careers Co-ordinator

llloyd@farmors.gloucs.sch.uk



Clare Orgill, Sixth Form Administrator

corgill@farmors.gloucs.sch.uk



I2AR- Mr Rowan, Teacher in Charge of Biology

arowan@farmors.gloucs.sch.uk



I2JS-Mr Speake, Head of History

jspeake@farmors.gloucs.sch.uk



I2PI- Mr Imeson, Head of Business and Economics

pimeson@farmors.gloucs.sch.uk



I2SF- Ms Futtu, English Teacher

sfuttu@farmors.gloucs.sch.uk



I2JD- Mrs Dawson, Teacher in Charge of Photography

jdawson@farmors.gloucs.sch.uk



I2RB- Dr Bartoszewski, Teacher in charge of Chemistry

rbartoszewski@farmors.gloucs.sch.uk



I3SS- Ms Simmonds, Head of English

ssimmonds@farmors.gloucs.sch.uk



I3JJ-Mr Johnson, Head of Psychology

jjohnson@farmors.gloucs.sch.uk



I3AL- Mrs Lines, Maths Teacher

alines@farmors.gloucs.sch.uk



I3HF- Ms Fisher, English Teacher

hfisher@farmors.gloucs.sch.uk



I3GS- Mr Spurr, Head of Maths

gspurr@farmors.gloucs.sch.uk

How Can I Improve My Portfolio?

Employers and universities are not just looking for your qualifications, they want to know what you are like as a person and what transferable skills you have. The evidence of this will be in your portfolio or Achievement Folder. So, how do you make yourself stand out?

Some things everyone will have:

- First Aid certificate
- Enrichment reference (see the timetabled enrichment programme)
- Speakers' Programme: evidence of all the activities you've participated in.
- Attendance certificates for each year that you are here

But then, you can take advantage of other opportunities to develop your portfolio. You could try these:

- A Future Learn course in an area you are interested in.
- A Work Experience Placement.
- Taking on some responsibility such as a school tour, helping at Open Evening or considering one of the Roles of Responsibility.
- Reading around the subject area you are interested in.
- Open days, summer school courses, trips and visits to relevant places.
- Taking a Gap Year to travel and develop your understanding, experience and maturity.
- Getting a part time job (for less than ten hours per week).

Have a look at the pages on Careers Guidance and Positions of Responsibility.

Enrichment

Sixth Form is not just about A level study. Employers and universities are looking for students who have a broad range of transferable skills that will make them successful in the fast-changing world. You also need an opportunity to explore other interests and have time that does not have an exam at the end of it. So we offer a wide range of enrichment activities for you to choose from. These ones are timetabled to one lesson per week and you can choose one of:

- **Sport**
Physical exercise is very good for your mental health so why not sign up for team games, personal fitness or the gym? Weekly timetabled sessions are available *Led by the PE department.*
- **The Three Peaks Challenge**
Each year the Far Moors walking club tackles some mountains, raising money for charity along the way. Three expeditions per year and some weekends away. Please be aware there is a cost implication and this requires considerable commitment outside the timetabled sessions. *Led by Mr Eckersley.*
- **Duke of Edinburgh Gold Award**
This is straight entry Gold and you do not need to have done Bronze or Silver. This is a highly regarded qualification that says a lot about your personal qualities and commitment. Involved in this is a skills section, an expedition and a community section. This is a two-year programme, but worth every moment! Please be aware there is a cost implication and this requires considerable commitment outside the timetabled sessions. *Led by Miss Coote.*

There is also a range of other activities which you can do as well in lunchtimes and weekends. These are additional to you choosing one of the activities above. Check notices for details.

Speakers' Programme

Every other Tuesday (week B) from 11:35am to 12:35pm we will have speakers who comes into the Sixth Form to share their experiences and expertise with our students. Your tutor will advise you as to who our speaker will be during your registration period and you can choose between one of the two options. Please note this is a compulsory session and all students must attend.

An example of some of the speakers from last year were:

Wrecked – Gloucestershire Fire and Rescue
St James Place – Corporate responsibility
Gloucestershire University – Six Thinking Hats
Pod Volunteers – Taking a gap year and volunteering abroad
Open Days – Making the most of university open days
Honda – Apprenticeship opportunities

We work on these speakers throughout the year, so if you have a particular interest area, then do let Liz know and she will endeavour to get a relevant speaker for you.

We ask for feedback on the Speakers' Programme each year and use speakers who are valued year on year by students. This means that we are confident that the range we offer is valuable, interesting and often entertaining and thought provoking. We will be asking your opinion on these speakers throughout the year, so please engage with the Programme and give us feedback to keep developing it as a meaningful and enriching part of our Sixth Form Provision.

All of our Speakers will be advertised on our Sixth Form Instagram, Twitter and Facebook pages so ensure you are following us- click the icons below.



Future Learn

Future Learn offers a diverse range of free online courses via a distance learning framework. Overseen by The Open University, they have links with 89 Universities throughout the world. Courses are delivered on a weekly basis, consisting of videos, forums etc. Courses are usually 3 hours per week for approximately 6 weeks.

Completing these courses will be an opportunity for you to add to your extra-curricular portfolio. With nearly 40 courses starting each week you will certainly find something that interests you! Courses vary from History to Psychology to Social Media. Studying these online courses demonstrates the skills that both universities and employers value: the skills of an enquiring mind and an independent learner. It will also help you to explore your interests and decide what you would like to do later in life. This means that you can choose whatever interests you rather than merely sticking to courses that are associated with your A level interests.

If you are studying the EPQ check this regularly as there may be courses related to your topic area.

You can sign up with an email of your choice and then complete the courses on a computer, tablet or even your phone! You can work through the course at your own pace; courses stay online for longer than the allocated time. Once you have completed the course, just print off the completion page which can go in your Record of Achievement folder.

www.futurelearn.com

Monday Mornings

Every Monday morning there will be sessions for your **Professional Development (PD)**. These will vary from week to week and are compulsory. They will include:

- Sessions with your tutor for mentoring or discussing your progress and ambitions.
- Seminars with Mr Evans (Headteacher) or Mr Shaw (Deputy Headteacher) on topical issues, such as fake news, politics or world events.
- Masterclasses to skill you up on different aspects of the metacognition of studying such as effective revision techniques, the difference between recognition and recall, organising your time effectively, note making skills, how to manage large projects, essay writing masterclasses etc. you will be able to select the most relevant sessions for you from a carousel.
- Talks that focus on a particular curriculum area, such as EPQ. If this is not relevant to you, then you will get time with your tutor on other activities.
- Careers workshops such as completing your UCAS application, writing a personal statement, applying for apprenticeships, student finance and gap year opportunities.
- Talks by career providers like the Army, National Citizenship Service etc.
- Meetings and forums for the Social Committee, Charity Committee, Sixth Form Council and peer mentors as well as a chance to gather feedback on proposals and plans for resources and events.
- Focus groups for the Sixth Form team to gather your feedback on what the Sixth Form is doing well and any changes or developments that would be beneficial.
- The launch of opportunities such as applications for roles like the Student Shadow Leadership Team (see next page for these).

A full timetable for each term will be published on the noticeboard and sign-up sheets provided for you for the carousel activities.

Positions of Responsibility

Sixth Form students have the opportunity in March of Y12 to apply for several roles of responsibility. The job descriptions for all these are available in the Sixth Form Downloads section of the website. This gives you an outline of the opportunities so you can think about whether you might have the time, interest and commitment for these challenges.

Head Boy and Head Girl

These roles are for students who want to represent the school at formal events, including such things as public speaking at parents' events and laying the wreath on Remembrance Sunday at the church. Students campaign for these roles and are elected by staff ballot of teaching, associate staff and governors.

Deputy Head Boy and Head Girl

These students represent the Sixth Form and are the public face of Sixth Form Students as well as acting as advocates for them and participating in decision making for sixth form facilities, events and activities.

Student Presidents

These students run the School Council. They are the heads of Student Voice in school and act as advocates for the student body. They have a budget for implementing change and improvements as approved by the School Council.

Heads of House

We have four Houses in the school and these students apply to run the different house events from Sports Day to House Factor and the House Bake Off. New events are always welcome as is anything that raises the profile of the Houses and makes the younger students feel that they belong and are proud of their House. Usually two or three students work together as Heads for each House.

The four roles above (10-12 students) make up the Student Shadow Leadership Team who undertake leadership training, working with the Senior Leadership Team and spearheading a whole school project of their choice to implement progress in an aspect of school life.

Charity Committee (supervised by Ms Fisher)

The Sixth Form Charity Committee runs all the charitable events that happen throughout the school year. They approve events, keep the calendar and ensure everything is equitable and morally sound. This includes coordinating Red Nose Day and Comic Relief as well as choosing which charities we support each year and managing the Non-Uniform Days.

Social Committee (supervised by Mrs Lilley)

Well someone has to organise the Leavers' Ball and the Sixth Form events! So, if you've ever fancied yourself as an events manager, this is the place for you. You choose the events and manage the costings, organisation, publicity and running of them. We will help you out, but it is a great way to show leadership and team working skills as well as being responsible for one of the most significant events in the Sixth Form calendar.

Student Social Media Team

These students will manage all of the Social Media for the Sixth form. Roles include Photographer, Journalist and Manager. They will liaise closely with teaching staff to ensure that all internal events are broadcast and promoted correctly.

Careers Guidance

A levels are just the stepping stone to what you want to do next. That next step might be university, an apprenticeship, employment or you might not have a clue what you want to do next. All of these pathways are equally supported, and you will be offered plenty of opportunities over the next two years to improve your skill set, develop your portfolio and explore what you might like to try next. These are some of the kinds of support available to you.

- **Regular meetings with your tutor.** You will discuss your progress, how you're feeling about your studies, what is going well and what you might want more information or advice on.
- **Weekly careers bulletins.** These will be sent to your email from Liz. These contain all the different opportunities each week for courses, open days, work experience, employment and visiting speakers. You should read these and see what interests you.
- **Weekly Speakers' Programme.** We will have a range of speakers and people from all sorts of different fields who work in different careers and sectors in society. It will help you rule things in and out as you develop your interests and plans.
- **Work Experience.** If you are interested in a particular field, Liz will work with you to set up work experience in that area. We have a huge range of contacts that is developing all the time, so let Liz know your interests as soon as you can and she can help you.
- **Alumni network.** Sometimes you just need someone to talk to. We have an extensive network of ex-students who have offered their services to talk to you about their field. Again, just let Liz know and she can put you in touch with someone.
- **Future Learn Courses.** If you are interested in a particular subject area, there will be a free online course in that subject area too. So check out the Future Learn website, which has free online courses that take just a few hours a week for 3-6 weeks. This can strengthen your portfolio to make you a more attractive candidate as they are all certificated courses run by universities. They will also let you see whether that particular subject area really does interest you.
- **UCAS.** If you want to go to university, there are dedicated days in the summer which take you through the process and support you in writing your personal statement, choosing courses and completing successfully. See

All you have to do is decide where your interests lie and we will work with you to find the next steps. We will never tell you what to do though ... that is your decision! Please make an appointment to chat with Liz and she would happily spend some time with you to talk through all the options. Parents are also welcome to book appointments to see Liz if you would like to discuss your child's Career options. Her email address is lloyd@farmors.gloucs.sch.uk

References

It is very likely in the future that you may want to use members of the A level team or teaching staff for references. You are most welcome to do so. We will generate a written reference for you at the end of Y13 that will be made up of information from your subject teachers and your tutor. This will be saved on file should you need a reference in the future.

As well as written references, we often get a reference form to complete. A typical example of one of these follows below. It gives you a clear idea of the kinds of things employers are looking for. For example, if you are often late for registration in the morning, how will we complete the timekeeping question?

Sixth Form is very much about preparing you for adult life and encouraging you to develop those habits which will enable you to be successful in whatever path you choose in the future. These are the soft skills rather than your academic potential.

REFERENCE APPLICATION					
CANDIDATE			SCHOOL		
PERIOD OF EDUCATION		FROM:	TO:		
PLEASE CONFIRM COURSE /SUBJECTS UNDERTAKEN					
A LEVELS	GRADE	COMPLETED?	GCSSES	GRADE	COMPLETED?
PLEASE TICK THE RELEVANT CATEGORY BELOW					
		EXCELLENT	GOOD	AVERAGE	POOR
TIMEKEEPING					
ATTENDANCE					
HONESTY					
RELIABILITY					
STANDARD OF WORK					
CONDUCT					
PERSONAL APPEARANCE					
ATTITUDE TO COLLEAGUES					
PLEASE STATE THE NUMBER OF DAYS OFF IN THE LAST 12 MONTHS					
PLEASE STATE THE NUMBER OF DAYS SICKNESS IN THE LAST 12 MONTHS					
SCHOOL		POSITION			
SIGNATURE		NAME			

Sixth Form Policies and Protocols

The Sixth Form Code of Conduct

1 The purpose of the Code of Conduct

The Code sets out the standards of behaviour expected by Farmor's Sixth Form and Sixth Formers' duty to abide by it. Following this Code will help Sixth Formers fulfil their duties as students and will safeguard them from being maliciously, falsely or mistakenly suspected or accused of misconduct.

All Sixth Formers have a duty to promote student safety and welfare through the development of respectful and reciprocal relationships and adult behaviour that demonstrates integrity, maturity and good judgement.

This Code mirrors the style adopted by employers and helps to prepare Sixth Formers for the expectations of adult life. This Code cannot provide an exhaustive list of what is, or is not, appropriate behaviour for Sixth Formers. However, it does highlight behaviour that is illegal, inappropriate or inadvisable in relation to the required standards of behaviour. Sixth Formers are expected to make responsible and informed judgements about their own behaviour in order to secure the best interests and welfare of the whole school population.

2 Breaches of the Code of Conduct

Any behaviour in breach of this Code by Sixth Formers may result in action under the Sixth Form Conduct and Performance Protocol. Such behaviour may constitute gross misconduct and, as such, may result in exclusion. The Sixth Form and governing body will take a strict approach to serious breaches of this Code.

3 Relationships with Other Students

Where it is alleged that a Sixth Former has behaved in a way that has physically or verbally abused another student or possibly committed a criminal offence, or behaved in a way that indicates s/he would pose a risk of harm to other students, then the governing body will follow the Sixth Form Conduct and Performance Protocol.

4 Expected Standards of Behaviour

All Sixth Formers must:

- Place their learning at the centre of their conduct.
- Have high expectations for themselves, be committed to addressing underachievement, and work to help other Sixth Formers and pupils progress regardless of their background and personal circumstances.
- Treat Sixth Formers, pupils and staff fairly and with respect, take their knowledge, views, opinions and feelings seriously, and value diversity and individuality.
- Model the characteristics the Sixth Form including enthusiasm for learning, a spirit of enquiry, honesty, tolerance, social responsibility, patience, and a genuine concern for other people.

- Respond sensitively to the differences in the home backgrounds and circumstances of Sixth Formers and pupils.
- Seek to work in partnership with staff, respecting their views and promoting understanding and co-operation to support the sixth formers' learning and well-being in and out of school.
- Reflect on their own practice, develop their skills, knowledge and expertise, and adapt appropriately to learn with and from colleagues.
- Ensure that the same standards of behaviour are always applied regardless of culture, disability, gender, language, racial origin, religious belief and/or sexual identity.
- Engage positively in the learning opportunities in lessons and not disrupt the learning of others.
- Behave as role models of good behaviour outside lessons
- Be punctual at all sessions and lessons, including registration and assemblies.
- Maintain attendance over 95% (unless there is valid, short term reason for absence /lateness).
- Sixth Formers are required to comply with the Sixth Form programmes of study including participation in the Speakers' Programme, enrichment opportunities, registration and work experience in line with the Sixth Form Attendance Policy.
- Sixth Formers should adopt high standards of personal conduct in order to maintain the confidence and respect of others including fellow Sixth Formers, pupils, staff and the public in general. A Sixth Former's behaviour or actions, either in or out of the Sixth Form, must not compromise her/his position within the Sixth Form, or bring the school into disrepute.
- Sixth Formers should behave in a way that is appropriate as a role model to younger students. This includes not making sexual remarks; not using inappropriate language; not making personal comments which scapegoat, demean or humiliate, or might be interpreted as such; not engaging in public displays of affection; not using their phones around the site; not disrupting the learning of others; not leaving litter or disrespecting the Sixth Form facilities.
- A Sixth Former's dress and appearance are matters of personal choice, self-expression, religious and cultural customs. However, Sixth Formers must maintain an appropriate standard of dress and personal appearance which promotes a positive image. Clothing and footwear must be safe and clean and take account of health and safety considerations. Sixth Formers must ensure they are dressed in ways which are appropriate to their role and not likely to be viewed as offensive, revealing or sexually provocative and specifically should not distract, cause embarrassment or give rise to misunderstanding, should be religious and culturally sensitive and free of any political or otherwise contentious slogans, and not considered to be discriminatory.
- Personal property of a sexually explicit nature or property which might be regarded as promoting radicalisation or otherwise inappropriate such as books, magazines, CDs, DVDs or such material on any electronic media including links to such material must not be brought onto or stored on school premises or on any school equipment.

5 Relationships with Students under the age of 16

Anyone has specific responsibilities with regard to intimate relationships with those under the age of 16. Sexual behaviour with anyone under 16 can put you at risk and Sixth Formers must be aware of the boundaries of appropriate conduct with younger students both in and out of school. This includes sexting and use of social media.

6 Social Contact and Social Networking

Communication between Sixth Formers and staff, by whatever method, should take place within clear and explicit professional boundaries. This includes the wider use of technology such as mobile phones, tablets, text messages, emails, instant messages, websites, social media such as Facebook, Twitter, Instagram, chat-rooms, forums, blogs, apps such as Whatsapp, gaming sites, digital cameras, videos, web-cams and other hand held devices. Sixth Formers should not request any personal information from staff.

It is recommended that Sixth Formers ensure that all possible privacy settings are activated to protect personal profiles and prevent unsolicited accessing of photo albums or other personal information which may appear on social networking sites. Sixth Formers should be aware that future employers often search social networks to see profiles and activities and should not put their future opportunities at risk by inadvisable postings and low privacy settings. An example of this might be drunken boasting on Facebook.

Sixth Formers are personally responsible for what they communicate in social media and must bear in mind that what is published might be read by the Sixth Form, students, parents and carers, the general public, future employers and friends and family for a long time. Sixth Formers must ensure that their on-line profiles are consistent with the image expected by the Sixth Form and must not post material which damages the reputation of the school or which causes concern about their suitability to study in the Sixth Form. Those who post material which may be considered as inappropriate could render themselves vulnerable to criticism or allegations of misconduct which may be dealt with under the Sixth Form Conduct and Performance Protocol. Even where it is made clear that the writer's views on such topics do not represent those of the school, such comments are inappropriate.

Many educational activities involve the taking or recording of images. An image of a Sixth Former, pupil or member of staff is personal data and it is, therefore, a requirement that consent is obtained before any images are made such as those used for school web sites, notice boards, productions or other purposes. Sixth Formers need to be aware of the potential for images to be taken as and/or misused to create indecent images. There should be an agreement as to whether the images will be destroyed or retained for further use, where these will be stored and who will have access to them.

7 Driving Responsibilities

Sixth Formers who drive must ensure they are familiar with the Car Use Policy. They must ensure that the vehicle is roadworthy and appropriately insured and that the maximum capacity is not exceeded and all paperwork appropriately completed. Sixth Formers and parents/carers must be aware that Farmor's School and Sixth Form is not liable nor responsible for any accident or incident caused by Sixth Form driving.

8 Educational Visits and School Clubs

Sixth Formers on an educational visit, particularly in a residential setting, or after-school activity remain in a position of trust and the same standards of behaviour and conduct apply.

9 Unacceptable Use of ICT Facilities and Monitoring

Sixth Formers will all have to sign up to the ICT Acceptable Use Policy to use ICT in the Sixth Form. They should ensure that they read this policy and be clear what they are signing up to.

10 Reporting Concerns and Recording Incidents

All Sixth Formers must report concerns and incidents. In the event of an incident being witnessed, the relevant information should be immediately recorded and reported to the Head of Sixth Form or Senior Member of staff as appropriate.

11 Monitoring and Review

The Head of Sixth Form is responsible for monitoring the implementation, use and effectiveness of this Code of Conduct.

This Code of Conduct will be reviewed by the Senior Leadership Team alongside the Behaviour Handbook.

Farmor's School – Data Privacy Notice

(How we use student information)

Why do we collect and use information about you?

The General Data Protection Regulations 2018 (GDPR) is a set of rules designed to make sure that personal data is kept safe and is used appropriately. We collect and use information about you for the following reasons:

- By law we have to process your data to make sure we meet the requirements of:
 - The Education Act 1996
 - The Admissions Code (December 2014)
 - Keeping Children Safe in Education (September 2016)
 - Any other statutory duties placed on us for Department for Education data collections

Ways that we may use your data are:

There are various ways that we may use or process your data to support and protect you, and make sure that your best interests are considered whilst you are a student at Farmor's School. For example:

- to support your learning
- to monitor and report on your learning and progress
- to enable us to provide support for you whilst you are at Farmor's School through our pastoral care system
- to assess the quality of what we do as a school to allow us to try to do our best and provide you with the best education that we can
- to allow us to meet the requirements of the law regarding data sharing
- To keep you safe. For example this would include information regarding food allergies and emergency contact details for your parents and carers.

What categories of student information do we collect, hold, process and share?

The categories of data include:

- Information about you – such as your name, date of birth, address and contact details
- Your unique pupil number, which is a number allocated to you when you start school that identifies you throughout your school life
- Your personal characteristics that we need to the annual school census. The census is an annual survey of all students in the country undertaken by the government. This survey includes data such as:
 - Ethnicity eg Asian, African, White, Mixed race, etc
 - Language eg whether English is the main language that is spoken at home
 - Nationality eg whether you are Indian or British
 - Your country of birth eg France or Great Britain
 - Whether you are eligible for free school meals or for financial support through funding called 'pupil premium'. The school receives funding for you if:
 - You are entitled to free school meals, or have been entitled at any time in the last 6 years
 - You are in care, adopted or fostered
 - You are children of members of the Armed Forces

- Attendance information, such as the number of morning and afternoon sessions you have attended, the number of absences you have had and the reasons for those absences. We need to record this by law to make sure that you are receiving your entitlement to an education and we are required to share this information with the Local Authority and the Department for Education
- Safeguarding information, such as court orders and the professionals that support you.
- Special educational needs and disability information so that we can be sure we take account of any needs that you have to support you when you are at school.
- Important medical information to ensure that you have the support you are entitled to and that you are kept safe and well. For example your doctor's details, information about your health, including allergies, medication and dietary requirements.
- Behavioural information, for example the number of homeworks you have missed, detentions and exclusions, together with any relevant alternative provision that is put in place for you.
- Assessment information, such as Key Stage test results, ongoing assessments throughout your time at Farmor's School and your GCSE and A level results. We record this information so that we can support you appropriately to achieve your best.
- Information relating to activities and events that are arranged by the school, for example trips and sports activities.

This list is not exhaustive; a current list of other categories of student information can be found on our school website.

Collecting student information

When you join us, we collect information about you from your previous school via a secure file transfer. We will also ask you and/or your parents for information through the completion of a data collection form to ensure that the information we have at that point is correct. This data collection will be completed each year.

A majority of the information that you provide to us has to be collected by law, however some information is provided on a voluntary basis. When we ask for information, in order to comply by the rules of GDPR we will inform you whether you are required by law to provide the information to us, or if you have a choice in this.

Storing student data

Your data is held securely either on our school network, or in locked filing cabinets and cupboards. We restrict access to your data to that only those people who need to can see it. We also make sure that people only have access to that they need to do their job and not necessarily everything that we hold about you. Access to any sensitive personal data is strictly restricted to only those who need to see it.

We keep the data and information we have about you until after your 25th birthday; we are required to do this by law. After that your data is deleted from our computer systems and any paper records are destroyed. We use a specialist company who have the correct authorisation to destroy paper records for us.

Our policies relating to Data Protection and Data Retention Schedules can be found on our website.

Who do we share student information with?

We routinely share student information with:

- Schools and colleges that you may attend after leaving us
- Youth support services (when you reach the age of 13)

- Our local authority, Gloucestershire County Council (GCC)
- The Department for Education (DfE)
- The NHS or school nurse as needed for your wellbeing and safety and to support national vaccination programmes
- Counsellors and Education Psychologists as and when it is appropriate
- 4Matrix, which is an organisation that analyses our GCSE and A level results to help us to identify where we are doing well and what we need to improve.

All data is shared using secure file transfers or via secure portals.

We also routinely share information with companies that provide services to schools to support your education. An example of this is Show My Homework (SMH), the platform you use to find the homework set for you. *A current list of other companies with whom we share pupil information can be found on our school website.*

Aged 14+ qualifications

For students who are taking post 14 qualifications such as GCSEs or A levels, the Learning Records Service (LRS) will give us your unique learner number (ULN) and may give us details about your learning or qualifications. The LRS collect data on behalf of the Education and Skills Funding Agency (ESFA) for the Government.

Why we share student information

We do not share information about you with anyone without consent, unless the law requires us to, or our policies allow us to. We ask your parents, or you when it is relevant, for consent to use specific and limited data for educational or publicity purposes when we send you our student contact forms to update each year in September/October.

Data collection requirements:

If you would like to find out more about the data collection requirements placed on us by the DfE (for example via the school census) go to <https://www.gov.uk/education/data-collection-and-censuses-for-schools>

Youth support services – What is different about pupils aged 13+?

Once you reach the age of 13, we also pass your information to our local authority and/or the provider of youth support services, as they have responsibilities in relation to the education or training of 13-19 year olds under Section 507B of the Education Act 1996.

A parent/guardian can request that only their child's name, address and date of birth is passed to their local authority or provider of youth support services by informing us. This right of request is transferred to you once you reach the age of 16.

Our students aged 16+

We also share certain information about you once you reach the age of 16 with our local authority (GCC) and the provider of youth support services (Prospects). We must do this as they have responsibilities in relation to the education or training of 13-19 year olds under Section 570B of the Education Act 1996.

If you would like more information about services for young people, please visit

<https://youthsupportteam.co.uk/>

The National Pupil Database (NPD)

The NPD is owned and managed by the DfE and contains information about students in schools in England. It provides important information about how schools are performing. This information is used to inform independent research, as well as studies the DfE asks others to conduct on its behalf. It is held in electronic format for statistical purposes and to analyse national trends. This information is securely collected from a range of sources including schools, local authorities and awarding exam bodies, such as AQA, OCR and Edexcel who set exams and award qualifications such as GCSEs and A levels.

We must by law provide information about you to the DfE as part of annual surveys, or data collections, these data collections are called the 'census'. Some of this information is then stored in the NPD. The law that allows this is the Education (Information About Individual Pupils) (England) Regulations 2013.

If you would like more information about the NPD, please visit

<https://www.gov.uk/government/publications/national-pupil-database-user-guide-and-supporting-information>

The DfE may share information about students at Farmor's School from the NPD with third parties who promote the education or well-being of children in England by:

- Conducting research or analysis
- Producing statistics
- Providing information, advice or guidance

The DfE has strong processes in place to ensure that the data is kept confidential and there are very strict rules and controls in place regarding who can access and use data. Decisions on whether the DfE allows other people to access the data are subject to a strict approval process and based on a detailed assessment of:

- Who is requesting the data
- The purpose for which it is required
- The level and sensitivity of data requested
- The arrangements in place to store and handle data
-

To be granted access to student information, organisations must obey the strict rules and terms and conditions covering the following arrangements:

- Confidentiality (how it is kept private)
- Security arrangements (how it is kept safe)
- Retention (how long it is kept)
- Use (how it is used)

For more information about the DfE's data sharing process, please visit: [https://www.gov.uk/data-](https://www.gov.uk/data-protection-how-we-collect-and-share-research-data)

[protection-how-we-collect-and-share-research-data](https://www.gov.uk/data-protection-how-we-collect-and-share-research-data) To contact the DfE: <https://www.gov.uk/contact-dfe>

Requesting access to your personal data

Under data protection law, you and your parents have the right to request access to information that we hold about you. To make a request for your personal information, or for your parents to be given access to your educational record, contact Mrs Sue Dorey, Business Lead and Data Protection Officer.

You also have the right to:

- Object to processing of your personal data that is likely to cause, or is causing, damage or distress
- Prevent processing for the purpose of direct marketing. *We confirm that Farmor's School does not provide data to anyone for marketing purposes*
- Object to decisions being taken by automated means. This means a computer programme making decisions about you based on your data without a human being involved. *We confirm that Farmor's School does not use any automated decision making systems*
- In certain circumstances, have inaccurate personal data rectified, blocked, erased or destroyed
- Claim for compensation for damages caused by a breach of the Data Protection regulations

If you have a concern about the way we are collecting or using your personal data, you should raise your concern with us in the first instance by contacting Mrs S Dorey, Business Lead and Data Protection Officer. You may alternatively contact the Information Commissioner's Office at

<https://ico.org.uk/concerns>

Contact:

If you would like to discuss anything in this privacy notice, please contact Ms Sturla, Data Protection Officer.

Sixth Form Cover Lessons Policy

At all times teachers will endeavour to set work for Sixth Form classes just as they would do for lower school classes. Sixth Form lessons are never to be cancelled unless there are exceptional circumstances.

In the case of absence, there is obviously no cover teacher to take the lesson but students should be developing the good habit of coming to the lesson as normal and carrying out the required work independently for the full duration of the lesson.

All work at A Level is useful to consolidate learning. Students are expected to respond as responsible independent learners to complete the work and ask Heads of Department for advice and guidance as required.

Good practice in place in departments includes:

- A clear expectation amongst staff that cover will be set for sixth form lessons in the event of staff absence
- Departmental procedures to set work if a member of staff has an unplanned absence and does not provide cover work
- The taking of a register by a member of the department
- The clear expectation that students carry out the work during the lesson itself in a designated venue
- Using Clare Orgill to hand out work and take registers where appropriate
- Subject Teachers checking attendance and work completion on return

Sixth Form Attendance and Monitoring Policy

Rationale

- The Sixth Form maintains a culture of high attendance and has a very clear process for monitoring attendance and absence. It is proven that students risk reducing their chances of achieving their potential to 27% if attendance falls below 90%. The school reserves the right not to enter you for exams if you are not meeting your responsibilities of attending at least 95% of lessons including enrichment and morning registration. This will be triggered if you have not engaged with the support offered. Your attendance will be reviewed half termly and you will be warned if attendance, without good reason e.g. serious accident/illness, for a subject falls below 95% for the period

General Principles

The key to an effective system is communication. Students need to keep tutors and teachers informed of their movements and to forewarn them of any planned absence.

- The presumption is that any absence is considered unauthorised, unless a valid reason is given otherwise.
- If the absence can be foreseen, then the student should apply for planned absence in advance.
- When the reason of absence could not have reasonably been foreseen, then the school should be contacted on the day in question before 9.00am. If the student fails to do this, the absence will not be authorised, until acceptable explanation is provided.
- Any absence as a result of a holiday will be recorded as unauthorised.
- The following system is transparent and applies to all students.
- If attendance (along with behaviour and attainment) falls below an acceptable level, we reserve the right to refuse entry to Year 13.

Punctuality

- Punctuality is expected of students at all times.
- If a student arrives for a lesson more than 15 minutes late this will be recorded as an unauthorised absence unless there is a transparent reason for lateness – for example, late-running buses.
- If a student arrives for registration more than 5 minutes late (i.e. 8.55am) they will be marked 'here' but the tutor will note the lateness. If the lateness becomes an issue in the eyes of the tutor, the matter will be raised with SC/EW and Parents.

Communication

If a student has any unauthorised absences from lessons the school will endeavour to contact home by whatever means deemed appropriate – this could be letter, e-mail or phone call. Outcome of any communication will be shared with SC, EW, Tutors and Teachers. If a student has 2 or more unauthorised absences from registrations in a week contact home will be made, by Tutors in the first instance.

Attendance Monitoring

Attendance will be reviewed half termly and students will be warned if attendance, without good reason e.g. serious accident/illness, for a subject falls below 90% for the period. If a student does not improve attendance within the agreed time, the school reserves the right to consider whether continued Sixth Form study is appropriate.

Attendance Registers

- All staff will complete lesson registers in a timely way.
- Tutors will follow up N codes for unauthorised absences for both registration and lessons.

Reporting

- Unauthorised absences will be sent home to parents throughout the academic year

Sixth Form Conduct and Performance Protocols

Conduct Protocol

What are the expectations of your conduct?

You are expected to maintain good conduct by adhering to the Farmor's School Sixth Code of Conduct. Expectations surrounding your behaviour have been laid out in the Farmor's School Sixth Code of Conduct and Attendance Policy. This document will detail the structured process for the Senior Leadership Team (Mrs White or Mr Evans) to handle concerns if students' conduct contravenes either of these policies.

What is misconduct?

Misconduct is when you breach the expected level of conduct. This may be but is not exhaustive of:

- Breaking Sixth Form Code of Conduct or not following procedures
- Poor lesson attendance or punctuality without good reason (<95%)
- Failure to punctually attend registration, enrichment and fully engage in your programme of study
- Being dishonest

What is gross misconduct?

Gross misconduct is defined as actions or omissions by students which seriously undermine the relationship of trust between you and the school. This includes (but is not exhaustive of):

- Theft
- Physical violence
- Damage to property
- Misuse of drugs or alcohol
- Bullying including racism, homophobia or discrimination of any kind
- Serious inappropriate use of Social Media
- Sexual harassment.

How will misconduct and gross misconduct be managed?

Initially you will have a meeting with either/both Miss Hubbard-Miles, Mrs Andrews-Alsaigh and Mrs White. Depending on the severity of the offence, your parents and tutor or subject teachers and the head teacher will also be invited. The concern that has initiated the meeting will be discussed and appropriate actions agreed in writing.

Formal Stage	Maximum level of sanction
One	<p><i>Verbal warning</i></p> <p>Meeting with Miss Hubbard-Miles, Mrs Andrews-Alsaigh and Mrs White and Sixth Former to discuss the breach of code of conduct and agree any actions required. A record of this meeting will be held on your file for 6 months.</p> <p>Depending on the seriousness of the issue a decision can be made to move directly towards stage two or three.</p> <p>There will be a review meeting to discuss progress 3-6 weeks later as appropriate. If improvement is not achieved at this stage, or sustained thereafter, then it is likely to result in progression to stage two.</p>
Two	<p><i>Formal warning in the form of a letter placed in your personal file (to be held for one year) and a copy sent to home address.</i></p>

	<p>Meeting with Miss Hubbard-Miles, Mrs Andrews-Alsaigh and Mrs White and Sixth Former. Targets to improve will be agreed and a period of monitoring will commence. Depending on the seriousness of the issue a decision can be made to move directly towards a final written warning. If improvement is not achieved at this stage, or sustained thereafter, then it is likely to result in progression to stage three.</p>
Three	<p><i>Final warning in the form of a letter placed in your personal file (to be held for one year) and a copy sent to home address,</i> Meeting with Miss Hubbard-Miles, Mrs Andrews-Alsaigh and Mrs White, Deputy Head, parents and Sixth Former. Having failed to meet your targets, this will be a discussion as to whether there is better provision for you elsewhere. If improvement is not achieved at this stage, or sustained thereafter, then it is likely to result in progression to stage four.</p>
Four	<p><i>Dismissal Hearing</i> Meeting with Miss Hubbard-Miles, Mrs Andrews-Alsaigh and Mrs White., Headteacher, parents and Sixth Former and Governors as appropriate. This stage may result in exclusion for gross misconduct or for continued failure to meet the expectations of the code of conduct and you will be supported to investigate other routes to progress your studies or career ambitions.</p>

Performance Protocol

Performance concerns which are not triggered by breaches of the Code of Conduct will be supported through the Support Protocol which will be tailored to individual need.

Formal Stage	Maximum level of sanction
One	<p><i>Triggered by staff concerns over progress or performance.</i> This could include (but is not exhaustive of) repeated poor test scores, poor standard of homework or classwork, indications of failing to make progress in one or more courses through lack of effort. Meeting with tutor, Miss Hubbard-Miles, Mrs Andrews-Alsaigh and Mrs White and Sixth Former to discuss the concern raised. A record of this meeting will be held on your file for 6 months. Detailed feedback from all subject areas will be gathered prior to the meeting. Targets will be set and support agreed. Review points will also be agreed. Parents will be informed.</p>
Two	<p><i>On-going concerns due to little/no progress made on performance targets despite evidence of application and effort.</i> Meeting with Miss Hubbard-Miles, Mrs Andrews-Alsaigh and Mrs White and Sixth Former. Targets to improve will be reviewed and amended where necessary. Additional support will be put in place and parents will be informed and invited in.</p>
Three	<p><i>Continual concerns due to little/no progress made on performance targets despite evidence of application and effort.</i> Meeting with Miss Hubbard-Miles, Mrs Andrews-Alsaigh and Mrs White, parents and Sixth Former. The most likely outcome will be to fail the course. Change of Programme of Study will be agreed in line with future ambitions. On-going monitoring and support will be agreed as required.</p>

Farmor's School 16-19 Bursary Fund

For the most up to date information regarding the Bursary, please click this link [Financial Help](#)

Frequently Asked Questions

Attendance Questions

I'm going to miss a lesson for a medical appointment or a trip. What do I need to do?

You will need to contact all your teachers via email to let them know of your absence and to check what work will need to be completed in your absence. You should also "cc in" Clare, your tutor, a parent and LHM if in Y12 or CAA if in Y13. You can use the email template that was sent to you at the beginning of the year. The full list of staff contact email addresses can be found here [Staff email addresses](#)

Why do I have to go to registration?

We need to know whether you are in school or not. Your school day starts at 08:45, not the time of your first lesson. Tutors will share notices with you during this time so if you aren't there you won't know that you have a room change for example. The one key thing to bear in mind is that your tutors will be the one writing references about you when you leave here- if you aren't in registration, they can't get to know you. You have a considerable amount of freedom in the Sixth Form as we want you to be independent learners but this expectation is about forging a good relationship with your personal tutor who will support you through the next 2 years. It's about mutual respect.

Do I have to attend the Speakers Programme and Enrichment or are they optional?

The Speaker Programme and Enrichment are both timetabled activities so you must attend them. A register will be taken the same as your other lessons. More information can be found about these provisions in the Student Handbook. It is vital that you become a well- rounded individual, regardless of your route after Sixth Form and these sessions will help with this. These kinds of activities are a compulsory requirement for all post-16 programmes of study. What we try to do is to give you as much choice as possible so that you can develop your interests rather than a single compulsory course such as General Studies.

When is study leave?

Year 13 study leave date to be confirmed. Year 12 will not have study leave due to not having external exams.

Can I go home if I don't have a lesson?

Until further notice (as of 1st September 2020) students may study at home during non contact time. This must be agreed with your tutor. This privilege may be withdrawn if you are not keeping up with your work.

Academic study questions

I want to change subjects. What do I do?

You need to consider this decision carefully as there will be implications for your workload. If you are certain that you would like to switch to a different course this must be done within the first 4 weeks of term. You need to speak to your tutor and your subject teachers to discuss your thoughts behind the change. If you have had these conversations, then see Miss Hubbard-Miles if you are in Y12 or Mrs White if you are in Y13, to start the process.

I keep getting low grades for my work and I don't know how to improve.

Speak with your subject teachers. It is very likely that they will have written comments as to how you can improve on your submitted work so check that too. Your teachers will not mind you approaching them for help: they are a resource too remember! Lower grades are perfectly understandable at the beginning of an A level course; you will spend the next 2 years working towards the top grades. It is important that you

seek feedback and work towards your target grade rather than feeling disheartened if you don't achieve it straight away.

I'm doing really badly, can I re-sit a year?

We are committed to offering you a personal and flexible learning pathway which can include a mix of courses over 3 years if necessary. This pathway can of course adapt as you develop in the Sixth Form and your ambitions may change. If you are doing badly despite working hard, maybe you have chosen the wrong combination of subjects? Then re-sitting Year 12 could be one of your options. In this case, come and have a discussion about your options with Mrs White or Miss Hubbard-Miles. If you are doing badly because you haven't been working hard enough, then you need to consider if A levels are the right path for you or whether you should be exploring different options. Liz can help you with this.

I am finding one of my subjects really difficult and I think I want to drop it.

You should ask yourself why you need to drop: is it more work than you expected? Is everyone in the class 'getting it' and you're not? Are you consolidating your knowledge outside the lesson? Lots of students find A levels difficult and this is to be expected. They should be hard work! It is perfectly normal to feel overwhelmed with the transition between GCSE and A level but you need to talk to us about it early on rather than suffering in silence. Firstly, speak to your subject teacher to discuss your concerns. They may be able to provide further support. You should also discuss it with your tutor.

I am bored and haven't got enough to do.

If you do not have enough to do when studying for your A Levels you are almost certainly failing to dedicate enough time to your studies! Think of the periods that you are not in lessons as an opportunity to study rather than free time. Make a study plan and stick to it. How many hours a week are you going to dedicate to working towards achieving the best grade possible? Review your class notes; create revision material; complete past papers. The more you do in school, the more time you will have free out of school. The LRC is a quiet area where you can concentrate or you can use the café area if you want to discuss your work with classmates. Have you considered your portfolio; could you be exploring Future Learn courses; reading around the subject; looking into the possibility of work experience? Your task over the next 2 years is not simply to achieve A levels but to become a well-rounded, employable young person.

Social questions

Are we allowed to use our mobile phones in school?

You may use your phones in the Sixth Form area but not when walking around the school. The rest of the school are not allowed to have their phones in view at any time so you should set a good example. In lessons, you may use your phone for taking pictures of PowerPoint slides etc. but it goes without saying that they cannot be used for social purposes or taking pictures of staff.

I am finding it difficult to make new friends.

There are lots of opportunities to make new friends. You will have different sessions with different people in tutor time, lessons, enrichment and study sessions. It can be difficult to 'make the first move' but you are all in a similar boat. You may have studied at Farmor's before or be new to the Sixth Form but new friendships will develop and change as students enter the Sixth Form. Talk to your Tutor if you are finding it hard to make new friends. You can also speak to your Teachers as they can help when allocating groups in class. If all of that feels daunting then come to talk to Mrs White, Miss Hubbard-Miles or Clare and we can explore ways to help you. It is almost guaranteed that you will not be the only one feeling that way.

I am being bullied. What do I do?

Talk to someone about it. Mrs White, Miss Hubbard-Miles, Mrs Andrews-Alsaigh or Clare will listen and offer you support. If you don't want to approach us directly you can text your concerns to 07519 366226 or email tellsomeone@farmors.gloucs.sch.uk. We have lots of confidential counselling and mentoring

support in the Sixth Form so you will not have to deal with any bullying incidents on your own. We have a zero tolerance of any kind of bullying or unpleasant behaviour in the Sixth Form.

Miscellaneous questions

Where's the Exams office?

It is next to the stairs in the LRC. Mrs Mundy is the Exams Officer and can give you practically everything you need to know about exams, processes, dates and arrangements. If you have any concerns about your exams, please go and see her.

Can we use any of the toilets?

You have designated toilets that only you can use. However, you are also allowed to use any of the other students' toilets in the school if you wish.

When is the LRC open?

The LRC is open from 07:30-18:00 every day.

My driving test is next week. When can I start driving to school?

We don't have enough parking spaces for everyone to drive to Sixth Form, so this is a privilege that Year 13 hold. You will need to apply for a permit and you are not allowed to drive into Sixth Form if you live within a safe walking distance.

Car/Moped Use in The Sixth Form

IN ORDER TO USE YOUR VEHICLE FOR SCHOOL PURPOSES AND TO BRING IT ON TO THE SCHOOL SITE, THE FOLLOWING FORM NEEDS TO BE COMPLETED.

Name & Tutor Group					
Car / Moped: Make and model					
Car / Moped: Colour					
Car / Moped Registration					
Intention of use (Frequency / Giving others lifts etc)					
Documents required	Tick when provided		Tick when provided		Tick when provided
Copy of driving licence		Copy of insurance certificate		Proof of Drive IQ completion	

Cars/Mopeds may be used by students in the Sixth Form as transport to and from school if the following conditions are satisfied.

- Transport can **NOT** be used until the appropriate documentation has been produced and the 'Conditions of Use' section signed. This includes proof of completion of the Drive IQ Course.
- Only students living outside Fairford can apply for a parking permit. Students living in Fairford are not permitted to drive in to school and park within school grounds school as parking is limited and priority is given to those who live outside walking distance.
- Students must drive sensibly and with due care, observing the 10mph speed limit – especially when arriving and leaving the school site and when passing the Primary School and Playgroup.
- We expect students who are driving to school to prioritise their studies and not use their car for unnecessary errands or trips during the school day.
 - The school retains the right to ban students from using their car/moped on the school site.
 - We do not charge for parking (unlike other Sixth Form providers) so we expect students to respect this privilege.

Any breaking of the conditions detailed above will result in the following:

- First Offence – Verbal Warning
- Second Offence – Written Warning / Letter Home
- Third Offence – One Week Ban / Letter Home
- Fourth Offence – Term Ban / Letter Home
- Fifth Offence – Permanent Ban / Letter Home

Any incident of dangerous driving may result in an immediate ban.

I understand the above conditions and have supplied all the required information

SIGNATURES

STUDENT	PARENT	HEAD OF SIXTH FORM
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DATE: