

2024-25

# Sixth Form Handbook



Farmor's School  
AN ACADEMY

**SIXTH**  
**FORM**

HB

RM Education

25/06/2024

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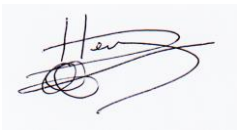
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## Introduction

Welcome to Farmor's School Sixth Form. We hope you have a very happy and successful time here. This handbook has been designed 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. Your time in sixth form will fly by, so please make time to read through this handbook so that you have as much information as possible about what to expect over the next two years.

If you have any questions that are not answered by this handbook, then please come and ask a member of the Sixth Form team when you come in for induction day on 3<sup>rd</sup> September.

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.



Henry Bew  
**Head of Sixth Form**

## **Term Dates 2024-2025**

### **Term 1**

Monday 2nd September – Inset Day, School Closed to Students

Tuesday 3rd September – Year 7, 10 & 12 Return to School

Wednesday 4th September – All Students Return

Thursday 26th September – School will finish early for Open Evening

Friday 27th September – Inset Day, School Closed to Students

Friday 25th October – Term Ends

### **Term 2**

Monday 4th November – All Students Return

Friday 20th December – Term Ends

### **Term 3**

Monday 6th January – Inset Day, School Closed to Students

Tuesday 7th January – All Students Return to School

Thursday 13th February – Term Ends

Friday 14th February – Inset Day, School Closed to Students

### **Term 4**

Monday 24th February – All Students Return to School

Thursday 10th April – Term Ends

Friday 11th April – Inset Day, School Closed to Students

### **Term 5**

Monday 28th April – All Students Return to School

Monday 5th May – School Closed May Bank Holiday

Friday 23rd May – Term Ends Monday 26th May – Bank Holiday Monday

### **Term 6**

Monday 2nd June – All Students Return to School

Friday 27th June – Inset Day, School closed to students

Tuesday 22nd July – Term End

# Sixth Form Timetable

We use a two week timetable at Farmor's

	Monday		Tuesday	Wednesday	Thursday	Friday
	Academic Seminars/ Assembly/ Mentoring/ Tutor Mentoring					
08:45-08:55			Registration			

Move time (5 mins)						
1		1				
08:55-09:25 PSHE		09:05-10:05				
Move time (5 mins)						
2		2				
09:30-10:30		10:10-11:10				
Break						
3		3			Speakers/PD Programme (Week B)	
10:55-11:55		11:35-12:35				
4		4				
12:00-13:00		12:40-13:40				
Lunch						
5		5		Enrichment & Sport		
13:35-14:35		14:25-15:25				

# Managing your time effectively in Sixth Form

## STUDY SKILLS

This is a general term for all those habits that make study easier and make you more successful and confident. You will be taught these both by your subject teachers and the Sixth Form team. If you are struggling with anything, just come and ask for some advice. A Levels require more independent study, so do follow the tips and advice your staff give you.

## STUDY PERIODS/ CONTACT/ NON-CONTACT TIME

One of the biggest changes from year 11 to Sixth Form is that you don't have lessons all the time. However, if you are to succeed at A level, it's important that you get into the habit of using your non-contact periods effectively. We make this easier for you at the start of the year by giving you designated study periods where you will be expected to be in the LRC. As the year goes on, you will work out what study patterns work best for you, and we can discuss how you use your time in school. You can of course, use the LRC for silent work outside your timetabled sessions or you can study in the common room areas if you prefer to work more collaboratively.

## USING THE LRC

Water is available from the water fountain in the common room. There is a fridge where you can keep your lunch if you bring one from home. If you prefer, you can buy lunch from the Sixth Form café using a card.

We have recycling bins round the sixth form too, please make use of these to keep the area clean and pleasant for everyone.

Table tennis is available during breaks and lunches. Again, please return the equipment to the LRC after use as it makes it last longer for everyone.

There is a screen outside the LRC which is updated each morning with the notices for the day.

## SIGNING IN AND OUT

If you leave the school site at break or lunchtime you must sign in/out from the LRC. **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. Phones may not be used around site other than the Sixth Form area – remember you are setting an example to lower school students who are not allowed to have phones out in school at all.

## **WHAT EQUIPMENT DO YOU NEED?**

You will need folders, dividers, A4 file paper, revision cards, pens, pencils, clear plastic wallets, highlighters, and a bag for all this stuff. Your individual subjects may well also have textbooks that you need to buy, so read the preparatory material carefully and get yourself organised. There are always free folders, paper, wallets etc available in the LRC if you are short – just ask Mrs Orgill or Mrs Shipman.

## **ICT FACILITIES**

You have access to the computers in the LRC. You are also very welcome to bring in your laptop or tablet; there are electrical sockets in the LRC that you can use. There is Wi-Fi throughout the Sixth Form and Library to support your studies. You will receive a printer ID number to use the printer in the LRC. Please use double-sided printing where possible.

## **ATTENDANCE**

You must have signed in to Sixth Form by 8.40am every morning and should work through the day until at least 3.25pm. 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. If your attendance falls below 95% then this will trigger a response from the Sixth Form team.

## **ABSENCE**

If you are absent for any reason, let your subject teachers know so that they can let you know what you need to catch up on. Please make sure that you email [sixthformadmin@farmors.gloucs.sch.uk](mailto:sixthformadmin@farmors.gloucs.sch.uk) to let us know and explain the reason for your absence. Make sure that you copy in your tutor and a parent or guardian.

## **TUTOR TIME**

Every morning you will attend tutor time from 8.45am to 9:00am. This is essential for getting the day's notices and so that your tutor can get to know you. In addition, during tutor time, your tutor will discuss your overall progress with you, support you to overcome any barriers you may be facing, as well as working with you on your study skills.

## Getting the Balance Right

The last few years have been tough on all of us, but one of the positives that we can take from our shared covid experience is that we can all have a more open conversation about mental health and wellbeing.

Starting something new can push us out of our comfort zone. Feeling a bit anxious and out of our depth is normal in a situation like this. It's important to remember that everyone's stress levels go up and down and that's normal.

We all know that there are lots of simple things that we can do to help maintain a healthy balance: exercise, sleep well, eat healthily etc. The enrichment programme on Wednesday afternoons offers a range of activities which are fun and social each week. This can be a great way to keep physically and mentally healthy.

Options this year include:

- Politics Club and Modern United Nations
- Engineering
- Art and Textiles
- Italian
- Debating
- PE and Sport
- Maths
- Philosophy and Ethics
- Science

Over the course of your time in Sixth Form, there will be lots of other opportunities to broaden your horizons so be prepared to try new things!

If you feel that you are struggling with any aspect of Sixth Form life, have a chat with your tutor or one of the Sixth Form team – don't let things build up.

## How will I be assessed?

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 50<sup>th</sup> percentile (or average) of their performance is your MEG grade. MEGs are helpful to give you an idea of the grades you can expect to achieve at A level, depending on your commitment to your studies, your particular strengths, and how much effort you put in. **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 an **EG (Expected Grade)**. 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 EG and MEG for each subject, you can see how much progress you are making.

If your EG 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.

**UCAS** grade. This is the grade that your teachers think is the best possible grade that you could achieve if you work hard all year. It tends to be slightly higher than your other predicted grades – it's a best case scenario grade and the one that you will use on your UCAS application.

## ASSESSMENTS

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.

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 parents evening just after this to ensure that you and your parents have all the information needed in the run up to the final exams.

### Practical Assessment.

In addition, there are practical elements to many A level courses. 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 2024-2025

There will be 3 points of reporting over the year.

## Sixth Form Effort Grades

These are the descriptors that your teachers will use and will be reported home.

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

## 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.



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## Monday Mornings

Every Monday morning from 8.45-9.25am there will be sessions for your **Personal Development**. These will vary from week to week and are **compulsory**. They could include: Study Skills, Personal Finance, Voting, Democracy, Preparing for leaving school and much more.

## Positions of Responsibility

Sixth Form students have the opportunity in January of Y12 to apply for several roles of responsibility. The job descriptions for all these are available in the Sixth Form Student Leadership 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.

### Heads of School

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.

### 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.

### Well-Being Ambassadors

These students work to raise the profile of wellbeing and explore how we, as a school, can take better care of ourselves and each other. They work predominantly with KS3 students

### 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.

### Charity Committee

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.

### Social Committee

The social committee work with the Sixth Form team on social events and on helping students who have come to Farmor's from other schools to settle in.

## Careers Guidance

A Levels are the stepping stones 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. At Sixth Form, we will support you in whichever pathway you choose, and you will be offered plenty of opportunities over the next two years to improve your skill set, develop your CV, 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 Newsletter.** These will be sent to your email. These contain different opportunities each week for courses, open days, work experience, employment and visiting speakers. You should read these and see what interests you.
- **Fortnightly Personal Development /Careers Slot (Thursday Period 3 Week B).** 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.
- **Careers Guidance**  
Lisa Mitchell is our resident careers guide. You will be able to book an appointment to see her for advice and guidance. Her email address is [lmitchell@farmors.gloucs.sch.uk](mailto:lmitchell@farmors.gloucs.sch.uk).
- **Work Experience.** If you are interested in a particular field, we will help you to set up work experience in that area. We have a huge range of contacts that is developing all the time.
- **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.
- **UCAS/Employment/Apprenticeships.** Whatever you decide to do when you finish Sixth Form, there are dedicated days in the summer when we take you through the processes and support you in writing your personal statements or CVs and choosing your courses and getting your application together.

All you have to do is decide where you interest 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 sure that you check the newsletter for weekly updates.

## 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. You will receive a copy of this when you leave.

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.

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# **Sixth Form Policies and Protocols**



## 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 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. Materials to support your study will be posted on Satchel One.

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.

## 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 sixth form team 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 present but the tutor will note the lateness. If lateness is repeated, the matter will be raised with Sixth Form team and parents.

## Communication

If a student has any unauthorised absences from lessons the school will address this as deemed appropriate – this could be by letter, e-mail or phone call.

## Attendance

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 95% 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 Form Code of Conduct. Expectations surrounding your behaviour have been laid out in the Farmor's School Sixth Form Code of Conduct and Attendance Policy. This document will detail the structured process for the Senior Leadership Team (Mr Bew 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

## **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 Mr Bew. Depending on the severity of the offence, your parents and tutor or subject teachers and also the head teacher will also be invited. The concern that has initiated the meeting will be discussed and appropriate actions agreed in writing.

# **The Sixth Form Code of Conduct**

## **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.

## **I 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 team and governing body will take a strict approach to serious breaches of this Code.

## **2 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 they would pose a risk of harm to other students, then the governing body will follow the Sixth Form Conduct and Performance Protocol.

## **3 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 all pupils and staff fairly and with respect.
- Model positive characteristics around the school including enthusiasm for learning, a spirit of enquiry, honesty, tolerance, social responsibility, patience, and a genuine concern for other people.
- Reflect on their own practice, develop their skills, knowledge and expertise, and adapt appropriately to learn with and from their peers.
- 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, PD 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 Formers 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, 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**

Everyone 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, Snapchat, TikTok, blogs, apps such as Whatsapp, gaming sites, digital cameras, videos, web-cams and other handheld 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.

**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. Please ensure your vehicle is registered with Mrs Orgill. 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 when they first log into their school account. 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.

## **II 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 and 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 you 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 25<sup>th</sup> 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<sup>+</sup> 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 507B 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-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 Hughes, 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 Mrs S Hughes, Business Lead and Data Protection Officer.

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## Farmor's School 16-19 Bursary Fund

Farmor's School has a bursary fund available to provide support for those sixth form students who qualify as vulnerable students and for others from less well-off backgrounds. Its purpose is to provide financial support to help students remain in education.

For the most up to date information regarding the Bursary, please click [here](#) or please contact Clare Orgill, Sixth Form Administrator, Tel. 01285 712302 Ext 112.

You may also find the information on Farmor's Website – Financial Help.

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## Frequently Asked 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" [sixthformadmin@farmors.gloucs.uk](mailto:sixthformadmin@farmors.gloucs.uk), your tutor and your parent/guardian. The full list of staff contact email addresses can be found here [Staff Email Addresses](#).

### **Can I go out of school during the school day?**

You may leave the premises during the day as long as it is not during one of your timetabled sessions, including your study sessions. You **MUST** sign in and out when you leave and return.

### **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 few 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 Mr Bew, 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 struggling with my studies; 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 struggling despite working hard, it may be you have chosen the wrong combination of subjects. Re-sitting Year 12 could be one of your options. In this case, come and have a discussion about your options with Mr Bew. 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. Mrs Mitchell can help you with this.

### **I am finding one of my subjects really difficult and I think I want to change to a different subject.**

You should ask yourself why you feel like this: 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! Lessons are the basis for success but you need to use your study periods effectively. 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.

**Are we allowed to use our mobile phones in school?**

You may use your phones in the Sixth Form social areas 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.**

Starting something new brings challenges and can feel overwhelming, however 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 Shipman, or your tutor 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. Mr Bew, Mrs Shipman, or your tutor will listen and offer you support. We have a zero tolerance of any kind of bullying or unpleasant behaviour in the Sixth Form.

**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 just for Sixth Form.

**When is the LRC open?**

The LRC is open from 07:30-17:00 everyday.

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

Ideally, if you live in Fairford we request you walk to Sixth Form (we have very limited parking). If you do intend driving, you MUST register your car details with Mrs Orgill. We do not charge for parking, unlike other Sixth Form providers, so we expect students to respect this privilege.

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.

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