



# Sheringham Sixth Form Student Handbook

2023 – 2024

## Welcome to Sheringham Sixth Form

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Welcome to Sheringham Sixth Form and to the next exciting stage of your education. The next two years will be amongst the most important in your life, when you will be studying subjects you are passionate about, making important decisions about your future, and, we hope, going from strength to strength on both an academic and a social level.

At a time globally when the pressure is on all students to achieve their full potential, Sheringham Sixth Form will equip you with the knowledge, skills and qualifications to enable you to succeed academically, professionally, and socially. **As an inclusive, caring place to study, we are proud to produce some of the best results in Norfolk.** Our small class sizes coupled with talented, motivated staff will provide the foundations for your future success.

We pride ourselves on our academic track record as well as our caring ethos which will support you when needed, as well as giving you the freedom to develop and grow as individuals. Whether you aspire to be a student at a renowned university, or the most employable applicant for a job, we will do everything we can to help you.

Both university admissions tutors and employers are looking for a fully rounded, enriched individual. To support you in achieving this goal and to supplement the learning that takes place in lessons, you are expected to take part in all activities which we put on, from attending briefing on a Monday morning, to taking part in enrichment opportunities and engaging with the SMSC day activities. They will provide evidence of your wider skills, as well as being fun.

I also encourage you to become involved in the running of the Sixth Form by joining the Sixth Form Council, as well as by expressing your views to me and my colleagues. We aspire to ensure that Sheringham Sixth Form continues to improve, but we cannot do that without your input!

This booklet will help you with some advice. It has been designed to be a source of *reference* and *support throughout* the next **two years**. **Keep it handy** and **dip into it** from time to time.

For further advice and guidance:

- speak to **Mr Keshavarz**
- speak to **Ms Shepherd**
- speak to **Miss Bannister**
- speak to your **Form Tutor**
- speak to **Tash Drury**
- speak to your **subject teachers**
- look at: <http://www.how-to-study.com/>

I am sure you will find your Sixth Form experience hugely enjoyable and a resounding success!

Mr Keshavarz  
Director of Sixth Form

## Sheringham Sixth Form Staff

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These are the key staff involved in the Sixth Form

	Room	email
<i>Director of Sixth Form:</i>		
Mr R. Keshavarz	Director of Sixth Form office	<a href="mailto:rkeshavarz@sheringhamsixthform.co.uk">rkeshavarz@sheringhamsixthform.co.uk</a>
<i>Assistant Head:</i>		
Ms R. Shepherd	Behind Sixth Form office	<a href="mailto:rshepherd@sheringhamhigh.co.uk">rshepherd@sheringhamhigh.co.uk</a>
<i>Administration Manager:</i>		
Miss L. Bannister	Sixth Form office	<a href="mailto:lbannister@sheringhamhigh.co.uk">lbannister@sheringhamhigh.co.uk</a>
<i>Tutors:</i>		
Mr J. Arthur	50	<a href="mailto:jarthur@sheringhamhigh.co.uk">jarthur@sheringhamhigh.co.uk</a>
Mrs L. Baker	49	<a href="mailto:lbaker@sheringhamhigh.co.uk">lbaker@sheringhamhigh.co.uk</a>
Mr D. Green	52	<a href="mailto:agreen@sheringhamhigh.co.uk">agreen@sheringhamhigh.co.uk</a>
Miss A. Ingram	47	<a href="mailto:aingram@sheringhamhigh.co.uk">aingram@sheringhamhigh.co.uk</a>
Miss C. Lucas	41	<a href="mailto:clucas@SheringhamHigh.co.uk">clucas@SheringhamHigh.co.uk</a>
Mrs K. Smith	40	<a href="mailto:ksmith@sheringhamhigh.co.uk">ksmith@sheringhamhigh.co.uk</a>
Mrs P. Tosney	42	<a href="mailto:ptosney@sheringhamhigh.co.uk">ptosney@sheringhamhigh.co.uk</a>
Mrs K. Turner	40	<a href="mailto:kturner@sheringhamhigh.co.uk">kturner@sheringhamhigh.co.uk</a>
<i>Careers and Personal Adviser:</i>		
TBA	TBA	TBA
Mrs Tash Drury	LSU	<a href="mailto:ndrury@sheringhamhigh.co.uk">ndrury@sheringhamhigh.co.uk</a>

### Communication

Students should use their school email to correspond with teachers. It is an expectation that students will check their email regularly throughout the day. Many teachers will use email to distribute, and collect work set, including private study work, as well as tasks required to be completed in their absence. The provision of Wi-Fi is intended to make this as easy as possible.

Should you need to telephone the school Main Office, the number is **01263 822363**. The email is [office@sheringhamhigh.co.uk](mailto:office@sheringhamhigh.co.uk)

Should you need to telephone the Director of the Sixth Form, the number is 01263 820821 or email the address above.

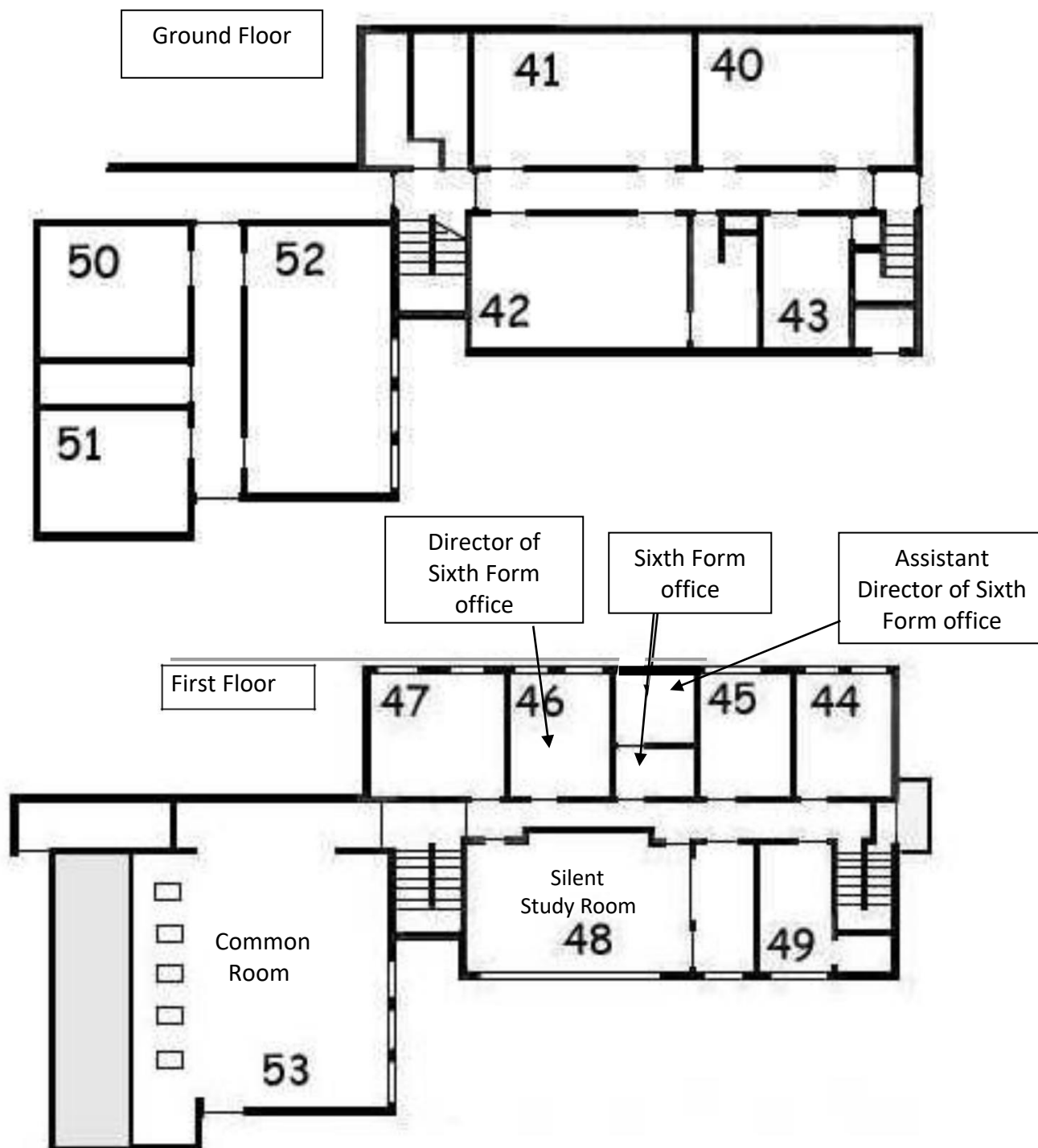
### Safeguarding

Students should be aware that, just as in the main school, if they are worried about something or someone, they should immediately report it to a member of staff, or go straight to the following Safeguarding staff:

Mr. B. Phillips	<i>Designated Safeguarding Lead</i>
Mrs. Tash Drury	<i>Alternative Designate</i>
Mrs. Stacie Ives	<i>Alternative Designate</i>
Mrs. S. Ransome	<i>Alternative Designate</i>
Mr. R. Keshavarz	<i>Alternative Designate</i>
Mr. A. Ogle	<i>Alternative Designate</i>
Mrs. D. Hollidge	<i>Alternative Designate</i>

## Sixth Form Floor Plan

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## Attendance

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### Timings of the day

<i>Briefing and Tutorials</i>	08.35 – 08.55
Lesson 1	08.55 – 09.55
Lesson 2	09.55 – 10.55
<i>Break</i>	<i>10.55 – 11.20</i>
Lesson 3	11.20 – 12.20
Lesson 4	12.20 – 13.20
<i>Lunch</i>	<i>13.20 – 14.00</i>
Lesson 5	14.00 – 15.00
Lesson 6	15.00 – 16.00

### The Sixth Form day ends at 4pm

Students must sign in and sign out every day using their ID Cards on the InVEntry readers; please get into the habit of doing this, particularly at the start of every day. The InVEntry readers are located at either entrance to the Sixth Form block. This ensures that we have an accurate attendance record, which is vital in the event of a fire. It also forms part of our Safeguarding.

Attendance will be monitored both through the InVEntry system and through electronic registration in lessons. Full attendance is an expectation. Missing any lesson can have a detrimental impact on progress in that subject and can affect overall results, ultimately compromising your place at Sixth Form. You should be aware that attendance data is always included in any references we write.

Students are required to attend registration sessions, all timetabled lessons including supervised study periods, the weekly briefing, all enrichment sessions, and any other meeting requested.

If you are ill you should phone the school, or email, and leave a message for your tutor; if you are unable to do so, please ask your parents to phone or email. A message should be sent on every day of absence – as would be expected if you were employed. On your return you should check what you have missed and discuss immediate priorities with your subject teachers.

Formal requests for leave of absence (e.g., for a driving test, but *not for a driving lesson*, for university Open Days) should be made to the Director of Sixth Form.

Students are *strongly advised* not to book holidays during term time – please discuss this with your parents.

## Sixth Form calendar 2023 – 2024

<b>Wk</b>	<b>Wk type</b>	<b>w/b</b>	<b>Important dates</b>	<b>Event</b>
1	i	4 September	<b>7 September</b>	First day of Autumn Term (Yr12&Yr13)
			<b>8 September</b>	Learning Performance Yr12&13 Study Skills workshops
2	ii	11 September	<b>15 September</b>	DoE expedition
3	i	18 September	<b>19 September</b>	Yr13 Biology field trip
			<b>20 September</b>	Whole school photos
4	ii	25 September	<b>28 September</b>	Sixth Form Open Evening (19.00-21.00) Yr12 course continuation deadline
5	i	2 October	<b>5 October</b>	Sixth Form Parents Information Evening (18.00-19.00)
			<b>6 October</b>	Internal deadline for UCAS early submission
6	ii	9 October		
7	i	16 October	<b>16 October</b>	UCAS deadline for Oxbridge and other early applications
8	ii	30 October	<b>2 November</b>	Sixth Form Taster Day (8.35 – 15.00)
9	i	6 November	<b>7 November</b>	Internal deadline for UCAS applications
			<b>8 November</b>	PD Day 1
10	ii	13 November		
11	i	20 November		
12	ii	27 November	<b>1 December</b>	Sixth Form Vocational Taster Day (TBC)
13	i	4 December	<b>4 – 8 December</b>	Charities week
14	ii	11 December	<b>11 December</b>	Christmas quiz
15	i	18 December	<b>18 December</b>	Christmas breakfast
			<b>20 December</b>	Last day of Autumn Term
15	i	1 January	<b>4 January</b>	First day of Spring Term
			<b>5 January</b>	Sixth Form Awards Evening (19.00-21.00)
16	ii	8 January	<b>8 – 19 January</b>	Yr13 mocks
17	i	15 January	<b>8 – 19 January</b>	Yr13 mocks
18	ii	22 January		
19	i	29 January	<b>31 January</b>	Official UCAS deadline for applications
20	ii	5 February		
21	i	12 February	<b>15 February</b>	Sixth Form Parents' Evening (16.00 – 19.00)
22	ii	26 February		
23	i	4 March		
24	ii	11 March		
25	i	18 March		
26	ii	25 March	<b>27 March</b>	Last Day of Spring Term
27	i	15 April	<b>15 April</b>	First Day of Summer Term
			<b>19 April</b>	PD Day 2
28	ii	22 April		
29	i	29 April		
30	ii	6 May	<b>6 May</b>	May Day Bank Holiday
31	i	13 May	<b>13 – 17 May</b>	A Level exams begin
32	ii	20 May	<b>20 – 24 May</b>	A Level exams
			<b>24 May</b>	Yr13 Leavers' BBQ
33	i	3 June	<b>3 – 14 June</b>	A Level exams and Yr12 mock week
34	ii	10 June	<b>3 – 14 June</b>	A Level exams and Yr12 mock week
35	i	17 June	<b>17 – 21 June</b>	A Level exams
36	ii	24 June	<b>24 - 28 June</b>	Sixth Form Work Experience Week
			<b>25 June</b>	Sixth Form Induction Day (8.35-15.00)
			<b>27 June</b>	School INSET Yr13 Prom
37	i	1 July		
38	ii	8 July	<b>8 July</b>	Sixth Form Futures Day (8.35-15.00) TBC
			<b>10 – 12 July</b>	PD Days
39	i	15 July	<b>19 July</b>	Last Day of Summer Term
		12 August	<b>15 August</b>	A Level Results Day

### Transition to life and work in the Sixth Form

The Sixth Form should be viewed as a **stepping stone** between school and Higher Education and/or employment. It is only two years and it goes extremely quickly. The “stepping stone” nature of this time should lie at the heart of the whole Sixth Form experience and your own development, be it academic, personal and social. You will be expected to display the maturity, independence, self-discipline and self-motivation required at this stage of your life, both for your own benefit and to act as a positive role model to younger students.

You will find the Sixth Form different to the main school. Some students struggle to adapt immediately to these changes in the expectations staff have. There are:

#### i. differences in *what you study*

- you will not be surprised to learn that *A Levels are much harder than GCSEs*.

#### ii. differences in the *way you study*

- you will have “*independent study periods*”;
- you will be expected to work *independently for 5 hours per subject per week outside* of lessons, matching the time you spend in the classroom.

#### iii. differences in *when you need to revise*

- you may have succeeded at GCSE by cramming your revision into the last couple of weeks of Year 11; this will **not** work at A Level. To achieve high grades at A Level you **must** *work consistently hard from the start of Year 12*;
- for most of you **all** your exams will be in May/June. This means you **must** be **revising constantly** to cope with the work load:

	June 2024 exams	June 2025 exams
Exam dates	<b>13 May – 26 June</b>	<b>To be confirmed</b>
Results due	<b>15 August</b>	<b>To be confirmed</b>

#### iv. differences in the *importance of all exam results*

You will have exams in May/June of both Year 12 and Year 13.

- you will need to **pass each Year 12 exam** (either school assessment or AS exam) to **continue** with the subject into Year 13 at A Level;
- you will need to **pass at least two Year 12 exams** (either school assessment or AS exam) to **continue in the Sixth Form**;
- **your Year 12 exam grades each Year 12 exam** (either school assessment or AS exam) will be **used in your applications** for university courses and jobs in Year 13. In *November 2024 (only 14 months away)*, many of you will be applying for degree courses at university; in *June 2025 (only 20 months away)*, all of you will have applied for either a university/college course or a job, and you will be sitting your final exams. **All external exams must be declared on applications**. You will be offered your university place, or your job, partly on your Year 12 and Year 13 school reports and assessments, as well as **your AS results** if taken. It is therefore **crucial that you achieve as well as you can in your Year 12 exams** to give yourself as many choices and options as possible.

### Transition from Year 12 to Year 13

Most of you have enrolled onto two year A Level courses. Starting in September of Year 12 there will be regular assessments which will be used as an indication of your suitability for the course you are following and may involve changes to what you are studying. We will, of course, always consider individual cases.

Transition from Year 12 into Year 13 is not automatic and does depend on your Year 12 performance.

Your options next year, preparing for when you leave (including university references, predicted grades, university offers and job applications) will be based on your Year 12 performance.

## Registration

Students ***must be in school every day for morning registration***, even if you do not have a lesson Period 1 for the first two weeks. If you are late to College, please alert the Sixth Form office. Attendance may be relaxed after the first fortnight, once we have the written consent of parents to a relaxed attendance. This will be reviewed should your progress become affected.

## Student Absence

Students should aim to have as high an attendance rate as possible. You should inform your Form Tutor about any known absences in advance. Routine medical appointments should not be made during lesson time or in the school day. This is not always possible, however, with hospital appointments, and you must inform your Form Tutor, or Mr Keshavarz when this is the case.

## Staff Absence

There are times, unfortunately, when staff are unable to teach you. You will be expected to attend the lesson as usual and we will endeavour to cover these classes.

Please inform your Form Tutor or Director of Sixth Form if set work has not reached you.

## Fire precautions

*It is essential to always sign in and sign out of the site using the InVEntry readers; it is the only way that we can be sure who is on the premises.*

If the fire bell sounds you should leave the building by the nearest exit and walk to the assembly point. Please assemble, in tutor groups on the Astro. Your Form Tutor will then check the register.

## Private Study

Private Study is an indispensable part of all Sixth Form courses, and the constructive use of it is absolutely vital if you are to achieve the A Level grades that you are capable of. You are advised to spend a *minimum of 5 hours per subject, per week*, on serious private study for an A Level course. Many students will devote more hours than this in order to fulfil their potential and ambitions. If you are not prepared to do this, Sixth Form education is not for you. To help with this you will have to attend a number of timetabled study sessions which will be supervised and a register taken. Private Study can be undertaken in:

- *Supervised Private Study rooms* – these will be allocated to your timetable. You ***must*** bring work to do
- *The Silent Study Room* – this is for individual private study. It is a silent study room at all times and students should use the room for this purpose only. There are several networked PCs available
- *The School Library* – this may be used at any time by Sixth Form students subject to availability. There are a wide range of books available to support your subject research
- *The Common Room* – there are several desks designed for students wishing to work collaboratively. During lesson times it is expected that noise is kept to a reasonable level to allow students to work productively
- *The Canopy*
- Any classroom in the Sixth Form block that is free.

For Private Study to be productive, it must be undertaken in an appropriate place where the predominant atmosphere is quiet and studious. If you wish to listen to music whilst in the Silent Study Room, you must bring your own portable equipment which cannot be heard by others working in silence. Please respect this rule in the Silent Study Room at all times. Please remember that Private Study time is for school work – if you use the time for other activities, you will still need to complete 5 hours outside lesson time.

The Sixth Form is covered by a Wi-Fi network in all areas. This gives you access to the Internet through laptops and other devices including mobile phones. Accessing the network should be as easy as it is in any public Wi-Fi spot. If you have problems with this please see one of the ICT technicians.

You should be realistic about where you study best, but also make the best use of the facilities that are on offer in the Sixth Form Centre and the supervised study periods.

Private Study is an ESSENTIAL part of Sixth Form life if students are to achieve their potential. It must be part of a regular pattern of work. Sixth Form tutors will support students to develop effective time management skills.



## Lockers

There are a set of lockers in the Sixth Form block. Where available, these can be hired. Please see Miss Bannister.

## Resources

At the beginning of the course you will be asked for a £30 contribution to Sixth Form resources. You will be expected to return all resources in good condition.

All departments will provide students with necessary textbooks. These textbooks should be cared for and returned at the end of the course. Other books may be recommended from time to time for you to buy if you can, such as a French dictionary. Reference books can usually be found in the library or in the specialist Sixth Form rooms.

You should provide yourself with folders and paper and any other necessary equipment. Departments will advise you on these items.

## Mobile phones

Mobile phones are a part of modern society, but their use is a Sixth Form privilege. Phones should not be visible during lessons unless a teacher has allowed for their use in that lesson. Phones can be used, however, around the Sixth Form block; as they are banned in the main school, please do not use them in the main part of the school.

## 16 – 19 Bursary Fund

The rules for the use of this fund are laid down by the Education Funding Agency, and the school receives a fixed amount for the year. There are two types of payment:

- **Mandatory Bursaries** are paid to students who are in care, are care leavers who receive universal credit, or who are disabled
- **Discretionary Bursaries** may be paid to students who receive a free school meal, whose parents receive Income Support or Housing Benefit.

To apply, simply collect a form from the Sixth Form Office as soon as possible.

## Use of school ICT facilities and equipment

Although you may bring your own ICT device into College, Sixth Form students may also use the school's ICT rooms during Private Study time if there is space available and if the teacher using the room agrees. Remember that the normal rules that apply to main school students in ICT rooms also apply to the Sixth Form. There must be no eating or drinking in the room. There must be no playing of computer games during lesson time/Private Study time. If the equipment and/or room are abused, then individual students may be banned from the network and/or the room.

## University Open Days

It is critical that you only select universities for your firm and insurance choices if you have visited them. You are entitled to take time off to visit universities on Open Days. It is important, however, to strike a balance between school work (and getting the grades!) and visiting universities. Plan visits carefully, arranging as many on weekends and in holidays as possible. If you are missing school for Open Days please inform your Form Tutor, or Mr Keshavarz.

## Paid Employment

Many students choose to participate in some part-time or holiday work during their time in the Sixth Form. As well as giving them some money, this can provide a range of skills. However, you must approach employment with caution. You will need to do a lot of work for your studies and will also need some time to see friends, do hobbies and relax. Research by the Policy Studies Institute has shown that students who have jobs are more likely to drop out of Sixth Form and that students tend not to perform so well in examinations. If students work longer hours, over 10 hours per week in Year 13, then this has a significant impact on results.

Please discuss with your tutor if you are unsure whether you are taking on too much.

Under no circumstances should paid employment be undertaken during timetabled sessions.

## Academic matters

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### Teaching and Learning

The ways in which you are taught and learn may differ from what you have been used to in the main school. You must be prepared to take more responsibility for your own learning than you have done in the past. You will be expected:

- To attend all lessons and be prepared to make a positive and active contribution to them (N.B. Bursary payments are dependent on this)
- To have prepared for each lesson, having completed any homework that was set
- To consolidate work covered in lessons during private study time.

### Student Success

We pride ourselves on the level of success our students achieve and the numbers of students who leave the Sixth Form to follow their chosen path, be it Higher Education, apprenticeship or employment. In order to maintain our high standards and help students excel, progress is reviewed regularly against target grades and our expectations.

Each term a summary report showing progress data is posted home.

Form Tutors and subject teachers use progress data as the basis for monitoring how you are coping and working. The Sixth Form team reviews students' progress regularly and liaises with colleagues to ensure that we identify any potential issues early on, and it enables us to intervene and support students who may need guidance or advice.

We are all working to support each and every student to achieve as highly as they possibly can, to give them the best chance to be successful whatever their aspirations.

### Your Form Tutor

Your Form Tutor is your first port of call for any issues, problems, and questions.

Your Form Tutor will arrange a regular time to meet you for an individual tutorial session. This tutorial session should be written into your timetable and planner, and should be always attended. Additional sessions will be organised where necessary. Tutors will check your progress (monitored at least every half-term by all your teachers) and review it with you.

Your Form Tutor has a lot of experience – ask them about Higher Education, careers, interviews etc.

**Mr Keshavarz will be assisting and supplementing the work of Form Tutors in supporting you.**

### Monitoring, assessment and reporting

On entry to the Sixth Form, you will be given a target grade for each of your subjects. This grade is arrived at by taking the students average GCSE score and, using the national statistics, looking at what grade students with the same average GCSE score have typically achieve in these subjects in previous years.

These grades should be regarded as a minimum expectation; they are arrived at statistically, which that means that, if you work hard, you have every chance of achieving higher grades.

Target grades are what you, your Form Tutor and your teachers will use to monitor whether your progress is as it should be. You, your Form Tutor and your teachers should constantly focus on how to raise your target grade.

**Always aim as high as you can.**

Where a student is underachieving or not displaying the commitment expected of a serious A Level student, corrective action must be taken. Parents will be informed and the student will be interviewed by the Form Tutor and/or Director of Sixth Form. Parents may be asked to attend the interview.

### Examination entries

Examination entries are dealt with by the Examinations Officer, Mrs Melton. Her office is in the main school building opposite room 6.

You will be entered for your examinations by your subject teacher, but you should check your statement of entry carefully to make sure you are entered for all expected modules and subjects.

Entry to external examinations is dependent on you meeting all of the following criteria: a satisfactory record in terms of attendance, punctuality, commitment to work, completion of work, standard of work, completing coursework to internal and external deadlines and a realistic chance of achieving a pass grade. The school reserves the right not to complete examination entries.

## Enrichment

The main reason you are continuing in education is to gain the qualifications and the experience necessary to give you the best life chances.

In order to help you develop as a person, as a responsible citizen and give you the best opportunity for a UCAS or job application, like other Sixth Forms we require students to be actively involved in the enrichment opportunities. You will be given more information but in a nutshell you will take part in:

- *Enrichment Days* – SMSC and Futures Day will involve a variety of activities which you will find out more about
- *Enrichment opportunities* – including attending lectures at Greshams
- *Extended Project Qualification* – this is a highly praised qualification by UCAS, Aim Higher and employers.

In addition many students complete enrichment activities outside the Sixth Form – for example with local churches or sports clubs. Make sure you tell your Form Tutor about such activities, including any job you may have or experience of employment you have had at any time. These may boost your applications for university or employment and also need to be included in references which your Form Tutor will write.

## Guidance and Support

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The overall responsibility for your academic progress lies with you: your Form Tutor and the Director of Sixth Form will work with your parents or carers to guide and support you.

If you are concerned about any aspect of your work, you should consult your Form Tutor, who may direct you to others as necessary.

### Example a) **You feel you have chosen a wrong subject**

- Discuss it with your parents/carers.
- Discuss it with your Form Tutor. Your decision may affect your career choice and you should consider this carefully.
- Your Form Tutor checks whether you have talked to the teachers involved and may ask you to do this.
- If a decision is reached to change a subject, your Form Tutor will make sure you have filled in the paperwork for the Director of Sixth Form
- The Director of Sixth Form will make the necessary timetable changes.

### Example b) **You are unsure whether to go to university**

- Talk to your Form Tutor who will discuss the advantages and disadvantages with you, ask you what career you have in mind and look at whether a university degree would help
- Your Form Tutor will direct you to useful websites and to the Careers and Information Guidance Officer.
- Talk to a range of people outside the Sixth Form – people in different jobs, parents, friends' parents, other relatives
- Talk to the Director of Sixth Form who may have further information or details of particular courses you may want to attend.

During the year there will be a number of events where you will receive information, advice and guidance on a variety of issues, including the university application process, Student Finance, interview skills, and taking a "Gap Year". Make sure you don't miss these.

We try to involve your parents as much as possible. Do encourage them to contact us whenever they want to and, of course, to come to the Parents Evenings and Information Evenings. Parents play an important part in your progress.

We also employ a Careers and Information Guidance Officer who has a wealth of experience in advising young people about their future options and can also help with supporting you through your chosen courses. You will have regular meetings with her – don't miss these incredibly useful opportunities.

After teaching (getting the best from you academically), our most important task is guiding and supporting you, as you progress from 16-year-old school leavers to mature and responsible adults ready to succeed in the world. We take it seriously and want you to feel you can always ask for help.

## Code of Conduct

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When you make the decision to join Sheringham Sixth Form you are agreeing to the following:

**Respect** – *The success of our Sixth Form community is dependent on mutual respect:*

- ✓ Respect students and staff in our school community – remember you are a role model to the main school
- ✓ Respect existing school practices
- ✓ Respect school property and that of others.

**Attendance** – *Your success depends on your regular attendance; our expectation, and your goal, is 100% attendance:*

- ✓ Attend and be punctual to all timetabled lessons, including supervised Private Study
- ✓ Attend and be punctual to all registration periods and meet your Form Tutor at an agreed, regular time
- ✓ Attend and be punctual to all weekly Sixth Form briefing
- ✓ Attend all enrichment activities organised for Sixth Form students including "Year 12 Futures Day"
- ✓ Inform the Sixth Form immediately of absence – by telephone/email for illness, in writing for other absences
- ✓ During College hours, do not engage in any paid work, limiting part time work to 9 hours per week
- ✓ During College hours, do not book holidays or driving lessons, and try to avoid medical/dental appointments.

**Academic Progress** – *The main purpose of you being here is to extend your qualifications:*

- ✓ Complete all work set to the best of your ability, by deadline dates
- ✓ Ensure parents/carers are fully informed of all Parents Evenings and Information Evenings
- ✓ Attend Parents Evening and Information Evening appointments
- ✓ Make no changes to courses without discussion with teachers and Form Tutor, and the agreement of the Director of Sixth Form.

**Use of Facilities** – *This is, of course, respecting our community:*

- ✓ Use the Silent Study Room for silent study only
- ✓ Look after the Common Room and the equipment in it. You are responsible for making sure it is kept clean and a pleasant place for everyone. Return items from the canteen or the Canopy once used
- ✓ During lesson times make sure there is no noise from the Common Room, that could disturb nearby classrooms
- ✓ In lessons keep mobile phones out of sight unless expressly asked to use them by a teacher
- ✓ Food that is bought in the canteen or the Canopy can be taken to the Common Room but not eaten in the corridors (existing school practice is to be respected).

**Cars and Parking** – *This is also respecting our community:*

- ✓ Please complete a permission sheet to bring your vehicle on site
- ✓ Please drive very carefully and observe speed limits in the school site
- ✓ Please do not park in the service road opposite the school gates

**Smoking** – *This is also respecting our community:*

- ✓ The school and College site is a NO SMOKING ZONE. This includes the use of e-cigarettes.

## Disciplinary procedures in the Sixth Form

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We hope and expect that students who choose to continue their education with us will behave in a mature and sensible manner at all times, bearing in mind the overriding principle of "respect for all".

Disciplinary procedures are rare at Sheringham Sixth Form, but the rules need to be made clear to everyone.

Incidents of the following will result in disciplinary procedures in accordance with Governors' Behaviour & Discipline Policy:

- 1) Any incident of rudeness to any member of staff, e.g. swearing or refusal to follow reasonable requests.
- 2) Excessive noise on repeated occasions which prevents students' learning; behaviour in the classroom which prevents others' learning
- 3) Aggressive behaviour or bullying towards other students – within the Sixth Form or in the main school
- 4) Misuse of/damage to school property

Disciplinary procedures are as follows and will all be recorded in students' files:

All warnings to be delivered by the Director of Sixth Form:

- a) A verbal warning
- b) A written warning (copy to parents/carers)
- c) A second written warning (copy to parents/carers)

Any further incidents in the academic year will result in the student being asked to leave the Sixth Form. This will be permanent – there are no "temporary exclusions"

**Note: Any extreme incident (e.g. criminal behaviour) may result in immediate permanent exclusion from the Sixth Form in accordance with Governors' policies**

Notes:

- i. **Appeals:** Students may appeal against any of the above. The appeal will be considered by the Director of Sixth Form, the student's tutor and, in the case of final exclusion from the Sixth Form, the Headteacher
- ii. **References:** Any written warning may be mentioned to future employers or colleges who request references.

## Study Skills advice

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### What is outstanding learning?

There is nothing new about outstanding learning. It does not become any easier, whatever new methods there may be to carry much of it out.

Teachers at Sheringham are energised by enthusiastic and independent learners, students who hand in independent study above and beyond what is required, who engage teachers in discussions after lessons, who read widely and beyond what is required by the A Level course, who ask for further reading and additional work.

At A Level outstanding learning is finding links and connections between different parts of the course, and using these links to reposition, re-envisage and re-investigate material that has already been 'covered'. Outstanding learning is keeping and organising a set of immaculately presented and thorough notes to document the process of learning and to later use as part of revision. It is thinking forward to the examination or the coursework, and crafting answers to theoretical questions in anticipation both under instruction and independently.

### Ten tips for academic study

In many ways the Sixth Form marks the beginning of study which is genuinely academic, engaging in a discourse that is national and international. These ten tips are offered to guide your thinking as you enter this new climate of academic rigour. It is no longer a game of collecting marks, but a pursuit of erudition for its own sake.

#### 1. Read around the subject

Your teachers will expect you to read around the subject – do not just rely on one book or your class notes.

#### 2. Read actively

As you read, identify the key points. Consider whether the author could be over-stating a case or whether the same argument would apply equally well to other situations. Note down only key points and useful details, but include your own reflections on what you read.

#### 3. Know the theories

You are expected to know the main theories and schools of thought for your study and refer to, and engage with these in your writing and suggestions.

#### 4. Use more than your personal opinion

You are expected to write about published materials and theories rather than just relying on the experience and opinions of yourself and your friends. Include your own theories and reasoning if relevant, but give examples of the evidence that supports your own point of view.

#### 5. Use more than your class notes

Do not just hand your lesson notes back into your teacher. Add comments, thoughts, connectivity of ideas.

#### 6. Do not copy out large chunks

Avoid copying out large chunks of text from books or from the internet. Ensure essays and examination answers make intelligent analysis of source material, by quoting short passages and leaving plenty of space for comment.

#### 7. Use a few well-chosen quotations

Include a few, short, apt quotations from source materials in your assignments. Quotations should be well chosen to support your argument or to illustrate a point.

#### 8. Reference your sources

If you use ideas or words from anything you read or hear, including the internet, you must write out a reference for the source. Your teachers will indicate the appropriate reference system for the work you are completing, but always you should articulate the author's name.

#### 9. Work with other students

You will be expected to value contributions from fellow students and to offer constructive (rather than negative) criticism in return.

#### 10. Think broadly

The capable and promising academic considers how what they are studying and researching fits into wider fields of study and what light such specific learning casts on the whole. It is important that academic literature fits into the broader dialogue.

### Getting started

As early as possible try to complete this table to make sure you know all about your subjects. You will need this information in all applications you make, as well as hopefully making you more confident about what you are about to study for.

	Subject 1	Subject 2	Subject 3	Subject 4	Subject 5
Title of course					
Exam board					
Specification code					
Name and code of modules					
How you will be assessed					
When you will be assessed					
Length of each exam and how many questions you have to answer					

### Being an effective A Level student

#### a. Have you got the right equipment?

This may seem to be common-sense, but some students need to be reminded of this:

##### **Essential**

A supply of pens and coloured pens  
A4 note-pads  
Ring binders and Folders **for each subject**  
Transit file to carry your work to and fro  
Storage space

##### **Desirable**

A hole punch  
A stapler

Depending on the subjects you are studying, there may be additional items.

b. **Have you found the right place to study?**

Make sure you form good study habits. One of the most important is finding a suitable place to study. This should have:

- plenty of *light*
- plenty of *space*
- plenty of *quiet*
- somewhere you can safely leave your *folders and books*.

The following places at school are available for you to study:

- *Supervised Private Study rooms*
- *The Silent Study Room*
- *The School Library*
- *The Common Room*
- Your form tutor may invite you to use their room during your private study time
- Your subject teacher may invite you to use their room during your private study time
- Any classroom in the Sixth Form block that is free.

Being an effective manager of your time and work

a. **Setting goals**

Goals help *motivate* you, giving you *focus* and *confidence*. You will have personal goals, and your teachers will have goals for you. Be clear **WHAT** you will do, and **WHEN** you will do it. Your goals should be:

1. ***within your skills and abilities*** – know your strengths and weaknesses, and set goals you can accomplish
2. ***realistic*** – don't try to do too much at once
3. ***flexible*** – when you realize a change is necessary, be ready to make the change
4. ***measurable*** – it is important to be able to measure your progress, and more importantly when you have succeeded in achieving your goal
5. ***within your control*** – don't rely on others to achieve what you need to do.

b. **Can you manage time?**

Your time in the Sixth Form will go extremely quickly. To be successful you must carefully manage your study time, using it wisely:

- **Plan when you want to do your studying and make sure you do it then** – *List all your work* to avoid rushing it and making mistakes. *Planning* will allow you to manage your work-load, meet deadlines, and include time to relax and enjoy yourself. It will give you a sense of *achievement, confidence, and better grades*
- **The key place to plan your work and manage your time is in your Sixth Form Planner** – *Update it regularly, and make sure you check it daily. Remember to stick to your deadlines.*
- **Establish a routine, and stick to it, by studying regularly at the same times each day** – This will help you *organise your time*, especially your *private study* time, effectively. Plan to complete large, difficult tasks (e.g. writing essays) when you feel fresh and have plenty of time ahead of you. Less demanding tasks (e.g. organising your notes) can be completed at odd moments, or when you are tired. When you start a piece of work, *finish* it before moving on. Don't put off tasks you don't want to do.
- **Do not attempt to do too much studying at any one time** – Divide your work into *manageable chunks* over short periods. Plan *short breaks* to maintain your mental energy.
- **Avoid interruptions and distractions when studying** – Switch off your mobile phone and ignore emails and social media during your study times; once interrupted it is not easy to return to what you were doing. Indeed, recent research shows you reduce your intelligence the more you check messages.
- **Set yourself specific goals each time you work** – To help you stay focused and to help monitor your progress, prioritise your work into what *must be done* that day, *should be done*, and *could be done*.
- **Regularly look over your notes** – Check your notes at the end of each day, during the weekend, and before beginning any work
- **Always ask for help when you don't understand something.**

c. **Can you manage homework and coursework deadlines?**

**Deadlines** are very important. To ensure you never miss a deadline:

- make sure you are *clear when the work is due*
- note *the date it is due* in your **Sixth Form planner** immediately work is set
- sub-divide your work into *smaller tasks, setting a date* for the completion of each task
- try to do each piece of homework as it is *set*, not just before it is due to be handed in, as clearly you are more likely to remember the topic if you have just been taught it
- aim to complete your work a *few days before the deadline*, to allow you to *correct* any last minute mistakes, and allow you to *cope with any problems* you may come across
- **Remember to back-up all work on the computer.**

d. **Can you manage Private Study?**

Use this sensibly. It is impossible to cover everything that you need to know in lessons. You are recommended to spend five hours per subject per week outside of lessons on private study. To be successful at A Level, you **must supplement** your class work with private study – including preparatory reading for lessons, as well as homework, and revision.

**There will never be a moment when you have nothing to do.** Even 30 minutes is enough to read through your notes from the last lesson, or to check that your homework is complete.

A good way to check how well you are managing is by assessing yourself on your use of every private study period.

Date:	What did you set out to do?	Comments/Problems
Period:		
Subject:	What did you actually get done?	
Where you worked:		

e. **Can you manage filing?**

- At the end of each day, *file away all your work* – it avoids papers getting damaged or lost
- Clearly *label* all work and *folders*
  - a) use dividers
  - b) create an index or table of contents for each folder
  - c) write page numbers on your notes
  - d) keep folder labels up to date

## Being an effective student

a. **Can you read effectively for study?**

To do well at A Level you will need to read widely around your subjects, and manage the information you receive. Each subject may give you a reading list at the start of each topic, and you will be expected to familiarise yourself with many of the titles on them. You will not have time to read every word of every page of every book available on a topic, in the way that you might read a novel.

1. Before you look at a text, **decide why** you are using it – *Are you seeking information? Do you want new ideas?*
2. **Scan** the text quickly to get a view of the main points, and get clues of what it is about.
3. **Read** the text when you know what to look for, especially any **Introduction** and **Conclusion**. *Break up* long passages, *define words* and *ask yourself questions* to check your understanding. Try to read critically – what do you *think* about what you are reading? What does the author want to say?
  - a. **Skim** – for an overview
  - b. **Scan** – for anything relevant. Use the *title* and *first sentence* of paragraphs to help. Identify which sentences to read in detail, getting an *overview* of main and subordinate points. Look for clues in headings, subheadings, italics, capitals, bold text
  - c. **Read in detail** – extract the *relevant information* by reading and rereading all words.
 

Think about what you are reading:

    - i. Is it *fact, opinion, or fiction*?
    - ii. Are you *convinced* by the arguments?



- iii. Have you *learnt anything*?
  - iv. Try to read *different sources* to get a *balanced view*
4. **Note** down what you have read briefly and in your own words, from *memory*. This ensures you have understood what you have read. Start by listing the key words in the first sentence of each paragraph. In case you need to check on the text again, make a *note of the title, author, date of publication, where you found it, and what it was useful for*.
  5. Write down words that you do not understand – *Check with a teacher, in a dictionary, or on the Internet*
  6. On **photocopied sheets**, underline or highlight the important points as you read – *A red or green highlighter is best, yellow fades*
  7. If you do not understand an argument, then start the section again at the last point where ideas were clear – *If it genuinely still makes no sense, then see your teacher*.
- b. **Can you make effective notes?**
- Start each day on a *new page* noting both *date* and *topic* of the lesson
  - Use a *loose-leaf notepad* and transfer your notes and handouts to a *folder* at the end of each day. Keep all your notes and material from each subject together
  - *Organise* your file of notes with file dividers
  - Remember, you are there to take *notes*, **not** *dictation*. Be brief, but get the main ideas
  - Notes should be *easy to read, accurate, brief, clear* and *easily understood*
  - Notes should be in your *own words* – this will help you *understand* the material, and will *avoid plagiarism*.
  - Use *headings, subheadings, underlining, highlighting, indentation, and numbers* to help organisation
  - Leave *space* between points, and on the page, so you can add information
  - Keep your *ideas separate* from those of what you read
  - Try to *group* similar points *together*
  - Use *highlighters* and coloured markers, but not *yellow* as it fades
  - Check with others in your group to ensure you have not left out any important information
  - Prepare for each lesson by *reading the last lesson's notes*
  - *Re-read/re-write* your notes as soon after class as possible
  - *Your Sixth Form teachers will give you further advice on how to make notes, as well as the particular skills you need to show in your work for each subject.*

Always note down
Title
Author
Where you found the text
What was the text useful for
Names
Dates
Significant events
Repeatedly stressed points
Formulas
Charts
Drawings
Lists

Useful abbreviations	
<i>p</i>	page
<i>ch</i>	chapter
<i>eg</i>	example
<i>vs</i>	versus
<i>C</i>	century
=	equal to
≠	not equal to
↑	increase
↓	decrease
→	leads to
←	caused by
<	less than
>	greater than
∴	therefore
∵	because

- c. **Can you produce effective coursework?**
- As soon as work is set, *start* writing down ideas and information
  - If you have to write to people or organisations, *start early* as they will probably not reply and will need reminding politely
  - Your first draft will need very careful re-editing – it will never be as good as you think it is. *Leave yourself plenty of time for re-drafting and editing*
  - Remember that you always get **more marks** for your *understanding* and *insight* into the research process, **than** for your *knowledge*
  - Your teacher is there to be a source of help and guidance. **Use them.**

#### d. Can you write effective essays?

Planning is essential to make sure that you achieve the highest mark, and that:

- Your argument is *tested* to see if it is convincing, and that you have *enough information*
- You *avoid making mistakes, or waffling*
- Your comments are *structured in order of importance*
- Your comments are all *linked clearly* to the question
- Your arguments are *balanced* – the two-sided argument
- You *analyse* the question to show you know all aspects of the topic

The good news is that by planning your essay it will take less time to write.

How to plan:

1. **Decide what the question means.** Check the instructions in the question, and identify which aspects of the topic the question is about. Check the meaning of any specialist words or phrases. Are there any words you should ask questions about in this essay? ("*Questioning the question*").
2. **Decide on your approach to the question.** How will you answer it? Will you discuss key themes, or will you compare points?
3. **Brainstorm.** List all the ideas you want to include.
4. **Organise.** Group your ideas together to be related to each other. Order the material, dividing it into groups (arranged from general ideas to specific). Be prepared to discuss what *you* think about ideas you have read.
5. **Draft the essay, starting with the main body.**
  - Link and develop your ordered points and paragraphs, clearly following one from the other.
  - Add **balance** (a *two sided argument*) by arguing **for** and **against** a point of view, even if you decide one point is more correct than the other.
  - Make **explicit links** to the question, using key phrases from it.
  - A *good start* to an essay will create a favourable impression. Clearly signpost the overall development of your argument in the introduction.
  - A *good ending* will confirm a favourable impression. Make sure you answer the question in the conclusion. This will remind the examiner of the purpose and argument of your essay.
6. **Write the final version of the essay.** Remember to **PEEEL**:
  - make your **Point** at the start of the paragraph,
  - use an **Example** to illustrate your point,
  - **Explain** what you mean,
  - **Evaluate** your point, and
  - finally **Link** it back to the question.
7. **Re-read your essay.** Make sure what you have written is *legible, logical, coherent, and succinct*. Check your grammar, punctuation, and spelling. The essay should be 3-4 sides of A4. It should be *analytical*, showing *judgement* and *insight* into all the implications of the question.

Treat your essay as a legal trial to encourage you to **argue** and **analyse** throughout, and to **justify** what you say:

<b>Title</b>	tells you the content, keywords, and focus of the essay
<b>Introduction</b>	explains technical terms, outlines the structure of your argument, identifies two sides of the debate
<b>Evidence</b> for one side of the debate	including research studies, theories, statistics
<b>Critical examination</b> of above evidence	considering validity, reliability, representativeness, objectivity, relevance, completeness
<b>Evidence</b> for the other side of the debate	including research studies, theories, statistics
<b>Critical examination</b> of the evidence against	
<b>Conclusion</b>	includes summary of main points, and identifies key sources of discrepancy in two accounts
<b>Your position</b> in a sentence	agree/disagree/sit on fence, and the reason for your decision
<b>Implications of the debate</b>	for the subject, why it is an important topic

e. **Can you understand the command words in essay titles?**

Examiners report that many candidates underperform because they fail to interpret the key words of an essay title. Here is a glossary of some of the most frequently used questions:

"Account for ..."	Explain how a particular event or situation happened.
"Analyse ..."	Break down an argument/information into component parts, showing how these parts are related.
"Analyse the extent to which ..."	Judge the relevant importance of different arguments or events.
"Assess ..."	Judge the relative importance of something, discussing the influence of other factors or events that influence it.
"Compare ..."	Describe two or more situations, showing the similarities and differences between them.
"Criticise ..."	Present a view on a particular argument, point of view or theory, based on the evidence available.
"Define ..."	Use examples to explain your precise definition of a concept.
"Describe ..."	Critically review a particular set of circumstances or events.
"Discuss ..."	Argue for and against the issue.
"Distinguish ..."	Show the similarities and differences between two concepts.
"Evaluate ..."	Judge the validity of a particular argument or statement, presenting evidence on the relevant issues involved.
"Examine ..."	Explain the events that led to a particular set of circumstances, and judge the relative importance of the different arguments and their relevance to the question.
"Explain ..."	Outline the meaning of a particular concept with an example.
"Outline ..."	Briefly describe.
"To what extent ..."	Present both sides of the argument, and judge them by stressing the strength of some arguments over others.

f. **Can you construct effective Flash Cards?**

Flash cards can be a powerful tool to help you remember information such as *definitions, spellings, formulas, and facts*.

1. **Make flash cards as you learn and study** – Carry some blank cards with you (3" x 5" size works well), and whenever you come across a piece of information you want to remember, write it on a card. Organise your cards into decks, one for each subject or topic.
2. **Use both sides of a card when appropriate** – When learning a new word of vocabulary, write the word to be learned on the front of the card and a brief definition on the back of the card. When learning a historical fact, write "*Adolf Hitler*" on the front and "*Führer of Germany, 30 January 1933-30 April 1945*" on the back. Flip the cards over from time to time. Sometimes you will see "*Adolf Hitler*" and will have to remember that he was the Führer of Germany. Other times you will see "*Führer of Germany*" and will have to remember that it was Adolf Hitler. Doing this will strengthen your recall of the information.
3. **Use flashcards in several different colours** – Use colours as cues to help you recall a distinctive characteristic about the information you have written. If you are using the cards for vocabulary, use a different colour for different sets of words.
4. **Illustrate the cards** – The more you make a card distinctive and interesting, the easier you will find it to recall the information on it.
5. **Don't put too much information on any one card** – Each card should contain just one piece of information.
6. **Carry your cards with you** – Review your cards whenever you have a chance – whilst eating a meal, on the bus, queuing, during long trips, in bed before you go to sleep. Get into the habit of reviewing your cards daily like brushing your teeth.
7. **Change the order of the cards frequently** – Shuffle the cards each time you review them. Exam questions may ask about the information in any order, so shuffling will help you remember information in any order.

g. **Can you identify the skills you will be assessed on?**

- Every A Level subject will have at least 2 Assessment Objectives. These are the skills you need to show in all your work. Your teachers will explain what the **particular requirements** are for **each subject**
- Generally, you will achieve highly at A Level if you show the following skills:

<b>Grade</b>	<b>Skill</b>	<b>Description</b>
A*	<b>Evaluation</b>	<b>Presenting</b> and <b>defending opinions</b> by <b>making judgments</b> about information, the validity of ideas or quality of work. You may be asked to <i>appraise, argue, assess, judge, support, value, or evaluate</i> .
	<b>Synthesis</b>	<b>Combining</b> all your knowledge to suggest <b>alternative solutions</b> , or <b>predict an outcome</b> . You may be asked to <i>arrange, collect, construct, design, develop, plan, or prepare</i> .
C	<b>Analysis</b>	Breaking down your new knowledge to identify <b>motives</b> or <b>causes</b> , as well as making <b>inferences</b> and finding <b>evidence to support generalisations</b> . You may be asked to <i>analyse, calculate, categorise, compare, contrast, criticise, differentiate, distinguish, examine, question, or test</i> .
	<b>Application</b>	<b>Solving problems</b> by applying your new knowledge in a different ways. You may be asked to <i>apply, choose, demonstrate, dramatize, interpret, practice, solve, or use</i> .
	<b>Comprehension</b>	Showing that you have understood this knowledge by <b>organizing, comparing, and interpreting</b> it. You may be asked to <i>classify, describe, discuss, explain, identify, recognize, or select</i> .
E	<b>Knowledge</b>	Recalling <b>facts, terms, and basic concepts</b> . You may be asked to <i>arrange, define, label, list, name, or recognize</i> something.

## Being an effective reviser

a. **Getting started**

- Start *early* – you should **start revising** from the very **first day** of the course, and you should regularly go over all your work. **This will make your life easier in the exam period**
- Don't neglect your class work
- Be *organised*
- Divide up your *time evenly* between all *subjects* and all *topics*
- Plan *relaxation* and *leisure* time

b. **Can you revise effectively?**

- Go over your notes *several times* throughout the course
- Each time you finish a topic, organise and read through your notes to remind yourself of the key points
- *Short spurts* of revision (20-25 minutes), with *short breaks* (5-10 minutes) are most effective. You will not concentrate after about an hour
- Find a *quiet place to revise* – your bedroom, school, the local library – and refuse to be interrupted or distracted
- *Re-write* the *key points* of your revision notes, and read them out loud. We remember more than twice as much of what we say aloud than of what we only read
- *Practice* past papers or revision tests
- *Believe* in yourself and *be positive*
- *Eat* properly and *sleep* properly

## Being an effective manager of stress

### a. Do you know when you are stressed?

Stress is normal and in small amounts can be helpful. It can show at various times in the following ways:

- Short temper
- Frequent headaches
- Feeling frequently sick
- Depression and low self-esteem
- Frequently bursting into tears for no reason
- Irregular normal bodily functions

### b. Do you know how to manage your stress?

- It is natural to feel stressed during exam periods – indeed a bit of stress is useful.
- An easy way to reduce your stress at exam periods is to make sure you:
  - a) **plan** in advance what work needs doing (including **coursework**),
  - b) **divide** the work into smaller sub-topics, and
  - c) do a little bit **regularly** rather than a lot in one go.

**Remember your exam preparation should begin on the first day of the course, and should continue throughout the year.**

The following may help:

- **Relax** – take “mini-breaks” throughout the day. Use relaxation techniques, such as five slow deep breaths
- **Get organised** – have a realistic schedule of daily activities, including time for work, sleep, relationships, and recreation
- **Exercise** – physical activity always provides relief from stress. Half an hour of sport daily, or even a short walk is enough
- **Talk to friends** – talking and meeting with friends, as well as sharing feelings and thoughts can help to reduce stress
- **Make a list** of things that are worrying you and the possible things that could happen – then your brain will stop bringing them forward all the time
- **Keep calm and positive** when you study
- **Don’t become overtired** by forcing yourself to work late. Your ideal sleep time is about 8 hours a night
- **Watch your diet** – make sure you eat sensibly and have a balanced diet.