

# Maiden Erlegh SCHOOL



# Sixth Form

Dear Parent/Guardian

We would like to take this opportunity to welcome you to Maiden Erlegh Sixth Form. Some of you will be parents of students who are new to the school, whilst others have already formed strong links with the school and Sixth Form. We look forward to forging a strong working partnership with you and your son/daughter over the coming years.

We expect high standards from our sixth formers and are proud of the role models that they become for the lower years. There is much that the Sixth Form can offer students and we encourage them to participate with the many, varied opportunities on offer.

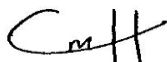
We hope that this handbook will give you a little more insight into the journey that your son/daughter is embarking on and how the Sixth Form team will work to ensure they spend a rewarding and successful two years with us.

Thank you in advance for your support of the school and your son/daughter as they start on a challenging academic year.

Yours sincerely



Miss A Cheshire  
Head of Sixth Form



Mrs C Hill  
Co - Head of Year 12



Mrs L Garner  
Co - Head of Year 12

## Important Information

### 1. Attendance

Attendance is a crucial part of success in the Sixth Form; the speed at which the courses are delivered means that even a single absence can result in progress being limited. To ensure high attainment, attendance must be of paramount importance. We expect our students to hold to the highest standards and to aim for 100% attendance each year. Low attendance may result in a re-evaluation of a student's suitability for their chosen courses.

If an absence is unavoidable, due to illness, we ask that parents notify the school before 9.00am each day that is impacted. Notification should be made by email. Emails should be sent to [attendance@maidenerleghtrust.org](mailto:attendance@maidenerleghtrust.org) from an email address that we have registered on our database to allow us to authenticate the sender. Please note that decisions as to whether absences are recorded as authorised or unauthorised rest with the school.



Medical and dental appointments should not be made during school hours unless it is impossible to do otherwise. If appointments have to be made during the school day, either an email to the school office, from the address we hold on file, or a signed letter from parents to the student's tutor is required. In addition, students must sign in and out at reception using the same letter. It is then the student's responsibility to be proactive in speaking to staff to ascertain what work has been missed.

Students are permitted an authorised absence for their practical driving test if there is no alternative slot available but absences for theory tests are not authorised and should be booked outside of school hours. Again, the responsibility rests on the student to catch up the work they have missed. Likewise, we would ask that students do not book driving lessons for during the school day, even if they have a free period at that time.

The school does not expect any parents to request permission for holidays for their children during the school term unless there are really exceptional circumstances. If this is the case then any requests should be submitted to the school at least three weeks before the holiday dates. Again, the final decision rests with the school.

### 2. Punctuality



As young adults within the school community, we expect sixth formers to act with maturity, managing themselves and their time-keeping effectively.

The school day begins at 8.40am and we expect students to be on site and ready to enter their tutor bases at 08.35am.

Students are expected to arrive punctually to school and lessons. Lateness will be recorded in registers by both tutors and teaching staff. Students who are late to school on more than three occasions per half term will be set a late detention with the Head of Sixth Form. Subsequent lates will result in an escalation of the late detention process.

Subject staff carefully monitor punctuality to lessons and, should there be cause for concern, this will be managed at the Department level.



### **3. Contacting School**

If you have any queries or problems, do get in touch with Mrs Hill or Mrs Garner, either by phone or email ([mesyear12@maidenerleghtrust.org](mailto:mesyear12@maidenerleghtrust.org)) letter or telephone who will be only too glad to help. Please understand, however, that staff may not respond immediately unless the issue is urgent. We will respond within 72 hours using the most appropriate method. We may not deal with more serious concerns by email and we do not conduct discussions by email.

In the interests of security, we ask that, should you need to come into school at any time, where possible, you make an appointment in advance and *you always report to reception first.*

### **4. Dress Code**

Students should wear a matching black, grey or blue suit (the suit can be a trouser, skirt or dress suit). Male students should wear a shirt, ties are optional. Female students should wear a suitably modest top; crop, spaghetti or vest tops are not allowed. Hoodies are not permitted. Students should wear black or brown leather shoes. Shoes should be sensible i.e. not have high heels/wedges. Trainers, canvas shoes etc. are not appropriate and students should not wear them (including VANS or similar). Students are also expected to wear a lanyard at all times. We take our Sixth Form dress code very seriously and expect students to dress appropriately for a serious, academic environment. Should there be a legitimate reason why a student is not in the correct uniform, they should see Mrs Hill or Mrs Garner immediately to explain. Repeated uniform infringements may result in students being asked to go home to change and the work missed as a result being completed under supervision after school.

### **5. Digital Devices e.g. Mobile Telephones, Tablets and Laptops**



Students are permitted to bring their mobile telephones into school and can use these in the common room, study area and tutor and teaching rooms when directed by a teacher. When walking around the school site they must set an example to other students by not using their devices or having them visible; this includes earphones or earpods which should not be visible or used whilst walking around the school site. Failure to comply with these rules, may result in students' phones or headphones being confiscated

Students are encouraged to bring in their laptops/tablets from home and can use them during supervised study and in lessons, where staff give them permission. Students must take full responsibility for looking after these during the school day, the school takes no responsibility for them.

All students must sign our acceptable ICT user contract to use the school network and they can speak to Mr M Gomm should they wish to set up personal devices on our WIFI system and student remote desktop as part of our Bring Your Own Device (BYOD) Scheme.

### **6. The Parade Shops**

Students are allowed to go to the shops during the school day, but must make sure they manage their time effectively to be back promptly for their lessons. They must remember that they are ambassadors for the school during this time and should act appropriately. They should not buy hot/take away food. Purchased sandwiches, drinks etc, should be brought back to the common room for consumption and should not be eaten when walking through school. Students are not permitted to visit shops accessed via Maiden Erlegh Drive.

### **7. Smoking and Vaping**

Smoking or vaping is not allowed on the school site or during the school day. Students should not smoke or vape on the way to or from school, which we will consider as bringing the school into disrepute.

## 8. Support for Students and Parents

We seek to support all students and parents as best we can. We regularly track and monitor attendance, punctuality, attainment and achievement. Each term students meet with their tutor for a one to one meeting where they discuss their wellbeing and Individual Learning Plan (ILP). This policy has a proven record to improve student engagement and secure outcomes that are in the best interests of all concerned.

## 9. Bursary

Students can apply for a bursary. The amount a student and their family can apply for is dependent on household income; the details will be available on the website or/and from reception at the start of September. The application forms will also be available on the website and must be submitted with appropriate evidence of the household income. The bursary should only be used to aid a student's education e.g. – books, equipment, travel costs, educational trips. Payments will be made dependent on attendance, behaviour and achievement. The closing date for applications is the 23 September 2022.



## Young Carers

A Young Carer is someone under the age of 18 who helps to look after a relative with a disability, illness, mental health condition, or drug or alcohol problem. At Maiden Erlegh whilst we recognise that helping to care for a loved one may be difficult, so we offer a bespoke programme of support to help you make the most of your time here. This year we have offered group JAC sessions, first aid courses with St. Johns ambulance, and cooking classes. In addition to this, Young Carers meet regularly as a group and with Miss Kelly to ensure that they are also receiving the right level of support in lessons. This year Young Carers have raised over £350 for charities that support them and their families, in addition to, fundraising for their own group activities.

If you think you are a Young Carer please contact the School Lead, Miss Kelly by emailing [youngcarers@maidenerleghtrust.org](mailto:youngcarers@maidenerleghtrust.org)

## Year 12 Study Programme



The vast majority of our students' study three KS5 subjects in Year 12. Generally, students will have nine hours of lessons for each of their three subjects over the course of a fortnight. In some cases, where numbers of students are small, they may have fewer.

Students will have a minimum of three designated supervised study hours in addition to their subject hours. These are spent in the Sixth Form Study Area and are an additional layer of support to enable students to stay on top of the volume of independent work expected post 16.

Students are able, and encouraged, to use the study area at other times but this may be at the discretion of the supervising member of staff based on the number of students in the vicinity.

### **Individual Learning Plan (ILP)**

At Maiden Erlegh School, we are committed to providing a holistic education that addresses all aspects of our students' development. In the Sixth Form this is managed through the ILP which is a personally designed combination of academic and/or technical courses and enrichment education which will enable students to prepare for their next phase of education or training, but also life and work as an adult.

We monitor the impact of the ILP via an electronic document that allows tutors to record academic performance, future aspirations, work experience (unpaid experience related to your career path and careers interviews), work preparation (part-time employment or voluntary activities completed) and enrichment activities both inside and outside of school.

Students should expect to meet with their tutor once a term for a study plan review to discuss their academic progress and to update their ILP. The document will move with them into Year 13 and will therefore provide them with a detailed overview of their achievements across the two years of study.

### **Work experience and work-related voluntary work**

We want to encourage our students to take charge of their own Sixth Form experience. We will support and help students with all aspects of their ILP including signposting students to the most appropriate types of physical and virtual work experience and voluntary work, but the students themselves must be proactive in finding opportunities for work experience. As part of the 16-19 Study Programme, students are expected to undertake a period of 30 hours work experience which is directly linked to their chosen career aspiration and to complete a work experience journal. This is to be completed during any of the school holidays.

Work experience should help students to become familiar with interacting with employers and developing crucial employability skills including the interview process, completing application forms and CVs and experiencing a professional work environment first hand. Employers are increasingly asking that young people have experienced a relevant placement to complement their academic studies. As part of our support in helping students to find suitable placements, we would like to signpost an app called WorkFinder. This can be downloaded onto smart devices and allows students to search for work experience opportunities in the local area and beyond. Among a number of similar apps available, this is a fantastic resource to discover exciting career opportunities and explore the working world by providing hundreds of work experience opportunities with great companies ranging from Aviation to Human Resources to Physics. For more information, please visit the following link: <https://www.workfinder.com/>. WorkFinder is provided by Founders4Schools, an independent organisation which is not affiliated to the school.

In addition to work experience, we also offer a range of other services to support students who may need extra guidance about the world of work e.g.: careers seminars, careers interviews, mock job interviews, CV support and Apprenticeship support

### **Apprenticeships**

Students interested in taking up an apprenticeship will be offered bespoke guidance and advice in tutor periods and by visiting organisations. They also deliver assemblies to students and personalised support with the application process and where to locate specific opportunities. Students are encouraged to log on to the government apprenticeships website - [www.gov.uk/apply-apprenticeship](http://www.gov.uk/apply-apprenticeship) and to regularly search for information. They should also prepare a CV and gain relevant work experience to help complement their applications.

### **Personal, Enrichment, Employability and Pastoral (PEEP) education**

In addition to their academic studies, students are expected to engage in the life of the school, through a minimum of 1 hour of voluntary service, and to contribute to enrichment for their year group and the lower years. The hours they spend engaged in these activities feeds into their Individual Learning Plan (ILP) and will ensure that they develop a range of highly valued employability skills (e.g. reliability, communication, team working and leadership). It also means students will be able to produce competitive personal statements for their UCAS\* application or CV, as well as being highly rewarding in its own right.

*\*UCAS stands for University, College Admissions Service, through which universities make students offers on the basis of grades or points.*

### **Assessment and Reporting**

All students receive a set of ALPs targets. These are aspirational and are generated based on KS4 results. Students will set themselves end of course targets based on their ALPs predictions and then, each term, will receive a report which shows the progress they are making. Students will also be given Fisher Family Trust estimates during the whole school target setting in January 2023.

They will also be given a Personal Learning Checklist (PLC) in each subject which will enable them to monitor their own progress against a summary of what the exam boards expect in terms of knowledge, concepts and skills. A copy is also kept in the Study Area for reference.

Students will sit their formal pre-public examinations (Prelims) in April 2023. These are a **highly important indicator** of the progress that a student is making and the performance in these prelims will be used in part by staff when predicting UCAS grades.

Students and parents can access reports through the Parent App and Student App (more information will be given about both these apps later on in the academic year)

## Independent Learning

We are often asked by parents and students what we mean by the term 'an independent learner'. The list below is by no means exhaustive, but contains some of the most important characteristics that students should possess and/or look to develop:

- ✓ Set themselves high goals and aim to achieve these as well as they can.
- ✓ Use their PLCs to manage their own independent study and revision.
- ✓ See mistakes as part of the learning process.
- ✓ Demonstrate persistence when tasks appear challenging.
- ✓ Be proactive and ask for help when needed; take the initiative and make appointments with staff.
- ✓ Demonstrate determination and organisational skills to meet deadlines.
- ✓ Carry out additional reading around their subjects.
- ✓ Be able to work in cooperation with a group or individually.
- ✓ Complete additional tasks without adult intervention.

### **How is independent learning encouraged at Maiden Erlegh Sixth Form?**



The encouragement to embrace independent learning begins during Induction with lessons designed to stimulate interest and to offer guidance on where to look to enhance their A level studies.

Our Sixth Form centre offers a quiet study area which students are encouraged to use before, during and after school. Their supervised study periods are compulsory but we also expect students to use their free time effectively, making sure that they are going beyond the lessons delivered to gain a full and complete understanding of the course content.

Some subjects, such as Mathematics, hold 'weekly surgeries' where students can go to complete their homework and, if they require, receive additional assistance with their work from a member of staff who is on hand to help them. An independent learner is self-reflective and, rather than being required to attend such intervention, will sensibly choose when to opt in for support.

### **From Homework to Independent study**

Students will be set 4 hours of independent study per subject weekly. This is in addition to supervised study activities.

Even when students are not set a particular task, in the Sixth Form the expectation is that they will carry out self-designated independent work, whether that be organising their file, reading around their subject areas, taking additional notes or reviewing progress against their PLC and going back over work. The onus to complete this is placed on the student as they will be the ones that suffer should they not meet deadlines.





## What can you do as parents to support independent learning?

- Encourage your son/daughter to read widely around their subject, watch related documentaries and visit relevant exhibitions/performances.
- Encourage your son/daughter to discuss their studies, aspirations and plans.
- Encourage your son/daughter to keep up to date with current affairs, including reading a quality newspaper once a week, and discuss their learning in the context of what is going on in the wider world.
- Experience has shown us that those students who make a 'good' start at the beginning of Year 12, go on to be successful at A level; therefore, establishing good practice early is essential.
- Students need to recognise that success at GCSE level does not guarantee success at A Level and they should expect the "jump" to be significant but also understand it is manageable when students work consistently hard from the start.
- Encourage your son/daughter to ask for help early if they feel they need it.
- Part time work is valued by the Sixth Form, as we recognise it develops many skills; however, we recommend that students do no more than 10 hrs per week and as far as possible this should not include late evenings.
- Students should also be aware that with the national move to two-year A level courses, academic progress will be monitored throughout the year and, in order to ensure success at the end of the course, their performance throughout must be to a high standard. If not, conversations will be had with the Head of Sixth Form regarding a student's suitability to continue.



## Extra-Curricular Activities

We offer a very wide range of extra-curricular activities. Below are just some of the enrichment opportunities:

### **Student Leadership**

Senior Team: Student leaders who are representatives for the Sixth Form and the rest of the school are appointed towards the end of Year 12.

Student Ambassadors: A student from each tutor group in Year 12 is selected to represent their tutor group and meets regularly with the Student Senior Team and Head of Year 12 to discuss sixth matters.

### **Charitable events**

As a Sixth Form we regularly support the annual celebrations for the following: Jeans for Genes, Poppy Appeal, Breast Cancer Awareness and Mental Health Awareness.

We want our students to be engaged in the world around them and therefore welcome suggestions of other charities that we should be recognising and supporting.

**Further enrichment opportunities...**

- Debating society
- Sporting tournaments (e.g. Dodgeball)
- Student & Staff Book Club
- Quizzes
- University Challenge
- Career seminars
- BBQs



Again, we want to work with the Sixth Form cohort to organise enrichment that is pertinent to them. We welcome ideas and encourage our students to take the initiative and to get organising.



## **Sixth Form Platinum Programme for More Able Students**

Maiden Erlegh Sixth Form is committed to providing personalised support for all students including those with special talents and those who are very able in one or more subjects.

We will ensure that our highly able students will have the necessary opportunities to use and develop their abilities and to excel. Students will be supported, encouraged and rewarded, and their achievements are celebrated.

### **Extended Project Qualification (EPQ)**

Year 12 students that are highly able, are given the opportunity to study for the Extended Project (EPQ) which develops students' abilities to manage a research-based project and all the associated tasks using their own initiatives and resources. This will be introduced early in Year 12 with the research for this project taking place alongside their other studies. The final presentation will take place in February 2023 and it is important that students carefully consider how they will balance their studies if they are to take the EPQ.

### **Post-Sixth Form**

All students should receive information and guidance for their time after sixth form. Many students choose to attend university, with an annually increasing number of students choosing to complete a degree/high level apprenticeship or go onto employment.

We have a strong record of Oxbridge success and of helping students into competitive courses such as medicine, veterinary science and law.

Many will also have received a great deal of information about Oxbridge as part of the Key Stage 4 Gold Programme but we are very fortunate to have a partnership with the University of Oxford where students applying to Oxbridge can receive further help and advice about their application and interviews. In addition, we have members of staff who can help students to prepare for Oxbridge interviews and others that can help with Medicine and Veterinary applications. The top 10% of students in the Sixth Form will be invited to join the Platinum Group, which organises workshops, seminars and activities for students applying to the most prestigious universities and competitive apprenticeships.

### **University Study Schools and Summer Schools**

We encourage students to apply for study courses offered by subject departments at different universities, or to attend Open Lectures on related topics (e.g. at Reading University).

## What Happens after Year 12?

We will be looking at Year 12 PPE (Prelim) results and Data Collection Point (DCP) data throughout the year to decide whether there needs to be a discussion about suitability for continued study into Year 13.

At the end of Year 12 and the start of Year 13 the pastoral study programme is designed to help the students decide what to do next. Mr M Gomm, the school's UCAS coordinator, and Mrs A Finnalson, the Trust's Careers Advisor, will be supporting students as they consider the next step – either university, an apprenticeship or employment. The students receive a variety of talks from representatives from these different areas, so as to ensure the choices they make are informed ones. We also hold information evenings for you in order that you can support your son/daughter.

