



MAIDEN ERLEGH SCHOOL SIXTH FORM



MES Sixth Form Parents' Guide 2026 - 2028



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 students in years 7 to 11. There is much that the Sixth Form can offer students, and we encourage them to participate with the many varied opportunities on offer.

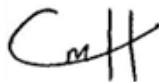
We hope that this handbook will give you a little more insight into the journey that your son/daughter is embarking on and how the Sixth Form team will work to ensure they spend a rewarding and successful two years with us.

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



Mr M Simon
Co-Head of Year 12



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 have an impact on progress. To ensure high attainment, attendance must be of paramount importance. We expect our students to hold to the highest standards and to aim for 97% 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, we ask that parents notify the school before 9.00am each day that is impacted. Notification should be made via the Class Charts app, details of which will be provided in due course. 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, parents should send an either an email to the school attendance office (MESattendance@maidenerleghtrust.org), from the address that we have registered on our database, or submit an absence report on the parent class charts app. In addition, students must sign in and out at reception when leaving and re-entering the school site as well as tap their ID card on an InVentry touchpoint. It is then the student's responsibility to be proactive in speaking to staff to ascertain what work has been missed and to complete this to the deadline set by the teacher.

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, as students in Year 12 are not allowed off site further than the parade of shops on Silverdale Road.

Students are required to swipe in and out using their ID card on the InVentry touchpoints around the school, when entering and leaving the school site. This includes when students leave school for short periods of time (for example, to visit the parade shops on Silverdale Road). This is an important element of our safeguarding policy and if students fail to do this, they may lose some of their privileges.

Additionally, even with authorised absences students are expected to be proactive in speaking with their classmates and teachers about which content and skills were delivered in the lesson that they missed. Students are expected to work independently to catch-up on these areas so as to be ready to continue to progress their learning in the next lesson. Obviously, reasonable exceptions apply if students have recovered from an illness, for example, however, they should always speak to their teacher after any absence.



Punctuality



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

The school day begins at 8.30am and we expect students to be on site and ready to enter their tutor bases at 8.25am.

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.

Contacting School

If you have any queries or problems, please email Mrs Hill and Mr Simon mesyear12@maidenerleghtrust.org and they 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.*

Dress Code

We take our Sixth Form dress code very seriously and expect students to dress appropriately for a serious, academic environment. The tone of a Sixth Formers' appearance is that of a mainstream office environment. Should there be a legitimate reason why a student is not in the correct uniform, they should see their head of year during morning tutor, once they have been registered, to explain. Repeated uniform infringements will result in a detention being issued and may result in students being asked to go home to change, with any work missed as a result being completed under supervision after school.

Please view full dress code details on our website, which can be viewed [here](#). In summary, students are required to wear blue, black or grey normal business style trousers or tailored skirt or dress - stretch or short skirts are not permitted. Tops should be plain and smart; please note that vest tops, strappy/spaghetti strap tops or crop tops are not permitted. Students can, if they wish, wear a suit jacket or smart jumper over their smart plain top or shirt. Jumpers should be plain, without a logo or writing, and without a hood of any description. Sweatshirts and hoodies are not permitted. Plain black, navy or grey abayas may be worn. Ties are optional. Students will be provided with a lanyard which must be worn around a student's neck at all times whilst on



site. A student's lanyard must be visible at all times. Students should wear black or brown leather shoes. Boots may be worn but must be no higher than the knee. Shoes must not have a visible sports brand. Shoes/boots should be sensible, i.e. not have thick soles or high heels/wedges. Trainers, canvas shoes etc. are not appropriate and students should not wear them (including Vans & Converse). Where students wish to wear a cultural adaptation to our dress code, we can accommodate this but would ask that colours and style remain professional.

Digital Devices



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 headphones or wireless Bluetooth headphones which should not be visible or used whilst walking around the school site. Failure to comply with these rules will result in students' phones or headphones being confiscated.

Students are encouraged to bring in their laptops and tablets from home and they 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, as the school takes no responsibility for them.

Silverdale Road Parade Shops

Students are allowed to go to the shops on Silverdale Road 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 or bring this food onto school site. Cold food that is purchased from the shops (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 Erleigh Drive.

Smoking and Vaping

Smoking and vaping are 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 and will be sanctioned accordingly.



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.

Bursary

The 16-to-19 Bursary fund is a scheme made available from the government through its funding body, the Education Funding Agency (EFA) for 16-to-19 year olds, to provide assistance to students whose access to, or completion of, education is inhibited by financial constraints or barriers. The amount a student and their family can apply for is dependent on household income. The bursary can only be spent on materials that aid a student's education, for example - textbooks, stationary, laptops, tablets, travel costs for university open days, uniform, etc. The application forms are available on our website and must be submitted with appropriate evidence as explained on the forms. Payments will be made dependent on attendance, behaviour and achievement. The closing date for applications is 3pm Friday 25 September 2026. For further information visit the bursary information page on our website [here](#).



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, drug or alcohol problem. At Maiden Erlegh we recognise that helping to care for a loved one may be difficult, so we offer support to students to help them make the most of your time in Sixth Form. If you think your child is a Young Carer, please contact Mrs Hill and Mr Simon via mesyear12@maidenerleghtrust.org.

Cars

Students who drive are not allowed to park on site. Students who choose to drive or park within the local community, must do so respectfully and legally and not bring the school's reputation into disrepute with bad parking or inconsiderate and dangerous driving.



Year 12 Study Programme



The vast majority of our students study three Key Stage 5 (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 four designated supervised study hours per week in addition to their subject hours. These are spent in the Sixth Form Supervised Study Area and are an additional layer of support to enable students to stay on top of the volume of independent work expected in KS5. 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 area.

Individual Learning Plan (ILP)

At Maiden Erleigh 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-to-19 Study Programme, students are expected to undertake a period of 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. If work experience can only be organised for during the school term, please email Mr D Bell, d.bell@maidenerleghtrust.org and Mrs Hill and Mr Simon, mesyear12@maidenerleghtrust.org, and they can authorise this.



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.

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, for example - 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 speakers and organisations, including Alumni. 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 - <https://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 30 hours of voluntary community service, and to contribute to enrichment for their year group and years 7 to 11. 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 tariff points. <https://www.ucas.com/>*

Assessment and Reporting

All students receive a set of SMID benchmark target grades. These will reflect their expected attainment grades at A-level. These are aspirational and are generated based on KS4 results. Students will set themselves end of course targets based on their SMID benchmark target grades and then, each term, will receive a report which shows the progress they are making. This report is known as the Data Collection Point (DCP) and will be shared with parents regularly.



Students 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.

Students will sit their first formal pre-public examinations (prelims) in April 2027. 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 allocating UCAS predicted grades. Students will sit two further series of prelims in Year 13.

Students and parents can access reports through the My Child At School and Bromcom Student app. Further information about these platforms will be provided in due course.



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 Erleigh 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 files, reading around their subject areas, taking additional notes or reviewing progress against their PLCs, completing past exam papers 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?

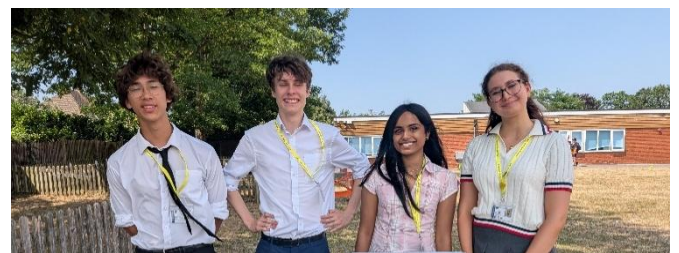
- Encourage your son/daughter to read widely around their subject, watch related documentaries and visit relevant exhibitions, performances and study conferences.
- Encourage your son/daughter to discuss their studies, aspirations and plans.
- Encourage your son/daughter to keep up to date with current 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 with Level 3 courses; therefore, establishing good practice early is essential.



- Students need to recognise that success at GCSE level does not guarantee success in Level 3 courses 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 hours 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 into Year 13.

Extra-Curricular Activities

We offer a very wide range of extra-curricular activities, including opportunities for student leadership through the Senior Team and Tutor Ambassadors. Towards the end of the Year 12, student leaders who are representatives for the Sixth Form and the rest of the school are appointed as the Senior Team. This is rigorous process of application, interview and hustings to appoint a strong senior team who raise money for charity, organise cultural events and help students across the school. We also have the opportunity for students to become Tutor 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 Heads of Year 12 to discuss Sixth Form matters. All of these roles are prestigious and require resilience and focus to ensure that the student’s studies can fit around the extra demands of the role.



Charitable events

As a Sixth Form we regularly support the annual celebrations for 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...

Students have also organised sporting tournaments, for example our very popular Staff vs 6th Form Students Charity Football Match, a student and staff book club and a medical society. We want to work with the 6th 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.



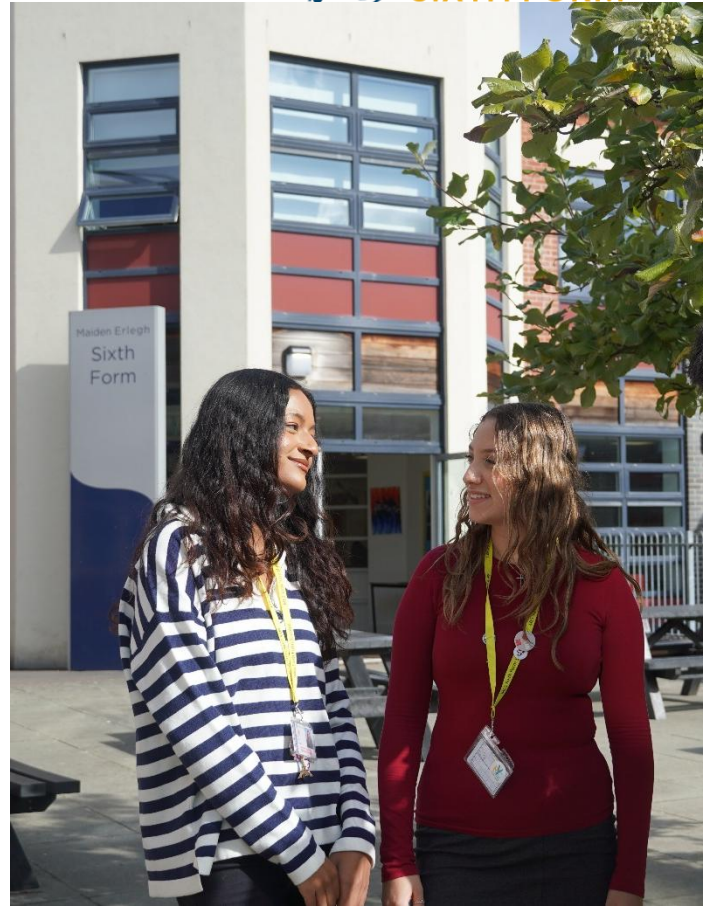
Sixth Form Platinum Programme for More Able Students

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 Qualification (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 in Year 12 with the research for this project taking place alongside their other studies. The final presentation will take place in February 2027, 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, and we are very fortunate to have a partnership with Wellington College 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. Students who have an average point score of 7.8 and above will be invited to join the Platinum Group, which organises workshops, seminars and activities for students applying to the most prestigious universities, courses 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, for example at Reading University and Wellington College.

What Happens after Year 12?

We will be looking at Year 12 Prelim 2 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. The school's UCAS coordinator and the Trust's Careers Advisor will be supporting students as they consider the next step – either university, an apprenticeship, gap year or employment. 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 parents in order that you can support your son/daughter.

We hope this guide has answered any questions you may have had, but should you have anything further, please visit our website www.maidenerleghschool.co.uk or email heads of year via mesyear12@maidenerleghtrust.org.

