

SJSF



CARRE'S GRAMMAR SCHOOL

SIXTH FORM STUDENT HANDBOOK 2026-2027

Ethos and Aims

Our overriding aim is to enable every student within the Sixth Form to progress from the school into whatever course, employment or training best reflects their own wishes and potential. To do this we try to deal with every student on an individual basis.

As part of the Sleaford Joint Sixth Form, we provide an incredibly broad curriculum which offers all students the opportunity to achieve their full potential in intellectual, creative, practical, social and spiritual skills. We also offer a range of extra-curricular activities through which students can take on additional responsibilities and gain new skills.

Every student has a personal tutor who will monitor their progress on a regular basis. The Head of Sixth Form will have an overview. At the end of their time here, we hope that students will leave with Key Stage 5 qualifications which will allow them to access top university courses, apprenticeships, further training/education or employment. We also hope students will have a well-developed sense of respect and tolerance and to prepare them to become responsible citizens in society, as well as developing essential skills to keep them safe and navigate their increasingly independent future.

Support and Guidance in the Sixth Form

We take the whole development of students seriously and have a well-structured system to monitor and guide students through the Sixth Form.

Role of the tutor:

- To register and monitor attendance
- To provide guidance on any subject-related issues that occur
- To offer a friendly 'ear' for any personal issues, if required
- To monitor academic progress, and undertake regular academic reviews on a one-to-one basis
- To write any references for further education, training or employment
- To liaise with parents and the Head of Sixth Form about any of the above issues as appropriate

Role of the Head of Sixth Form:

- To take action if attendance becomes an issue
- To authorise any changes to subject courses that occur during the year
- To offer a friendly 'ear' for any personal issues, if required
- To monitor academic progress of all students, identifying those who deserve praise or who need extra support
- To provide guidance on applying to university or for alternative education or employment
- Oversee all UCAS applications and references
- To liaise with parents/carers and tutors about any of the above issues

We encourage parents to get in touch with tutors or the Head of Sixth Form if there are any issues about which you are concerned (see page 6).

Student Support Mentors

We have Student Support Mentors who are here to support Sixth Form students. They offer personal counselling, advice and help with study skills. We will encourage students who have encountered challenges to seek help from the Student Support Mentors.

Students with SEND will continue to receive support from the SEND department throughout the Sixth Form as required.

The Sixth Form Team

Mr R Smith	Head of Sixth Form Head of Year 13	Sixth Form Office
Mrs N Green	Head of Year 12	Sixth Form Office
Mrs A Coates	Sixth Form Administrator	Sixth Form Office

Mrs T Williams	Examinations Officer	School House
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Mrs B Ditton / Mr K Jones	Sixth Form Tutor 12.1	Room 12
Miss T Mills / Mrs D Thomas	Sixth Form Tutor 12.2	Room 1604
Mrs A Johnson	Sixth Form Tutor 12.3	Room 17
Mr G Ahmed	Sixth Form Tutor 12.4	Room 28
Mr B Rooney	Sixth Form Tutor 13.1	Room 43
Mrs S Bence / Mrs P Clapham	Sixth Form Tutor 13.2	Room 23
Dr J Robinson	Sixth Form Tutor 13.3	Room 14
Mrs A Hobbs	Sixth Form Tutor 13.4	Room 7

Mrs J Millband	SENCO	School House
Mrs P Clapham	Learning Mentor	School House
Mrs S Manley	Learning Mentor	School House
Mrs Sivyer	Learning Mentor	School House

The Academic Day

	Carre's, KSHS & SGA
Registration and Tutor time	08.45–09.05
Period 1	09.10-10.10
Period 2	10.15-11.15
First Break	11.15-11.40
Period 3	11.40-12.40
Second Break	12.40-13.25
Period 4	13.25-14.25
Period 5	14.30-15.30

Senior Prefect Team

Head Boy	Ryan O'Leary
Head Girl	Alexandra Leeson
Deputy Head Boy	Charlie Money
Deputy Head Boy	Jake Wood
Deputy Head Girl	Frankie Walker

Work Experience and Careers Advice

We strongly encourage Sixth Form students to be involved in work experience, especially that which is relevant to their future career plan. Many Sixth Form students choose to arrange a work experience placement during Wednesday afternoon Enrichment. If you are planning a career in, for example, medicine, veterinary medicine, nursing, teaching, or physiotherapy you will find that it will be almost impossible to secure an offer at university without some relevant work experience.

All Year 12 students are expected to arrange, and carry out, a work experience in the last week of the Summer Term. Students should begin to plan for this as soon as the academic term starts in September.

Mr Scholefield (Ian.Scholefield@carres.uk) is the Careers Lead in school. If students have arranged a work experience placement, they will need to complete a Placement application via the Unifrog website. Mr Scholefield can also help students to find out about work experience opportunities available during their time in the Sixth Form as well as advice on further career opportunities. Students will also be able to speak to Mr Scholefield to arrange a one-to-one interview with an independent Careers Guidance Provider if they wish.

Attendance

Mrs Coates email: Annie.Coates@carres.uk

Telephone 01529 302181

Students must register in person with their tutor at 8.45am each day. Attendance will be electronically recorded at every lesson at both Carre's, KSHS and St George's, and a central Record of Attendance is kept for every student in the Sixth Form. **Attendance is expected at all lessons including Supervised Private Study, Extended Project, Wednesday afternoon enrichment sessions and all assembly and Core sessions.** All students must also attend whole school assembly on Monday morning (if these take place). If you have a genuine reason for absence, a parent/carer must inform Carre's Main School Office before 10am by telephone or by email to Mrs Coates on each morning of absence. If we have not been given a reason for the absence then Mrs Coates will contact home.

Students cannot miss lessons for a driving lesson – this would be an unauthorised absence, but students can have absence authorised for a driving test and theory test. Driving lessons can be organised during 'home study afternoon', although home study will be removed if our basic expectations are not met. It is important to note that most references for employers/Higher Education require data about attendance and punctuality. It is therefore essential to maintain an excellent attendance record that we may refer to upon any requests for a reference on your behalf.

An attendance and punctuality check will be made weekly and if this gives us cause for concern your parent/carer will be informed and it is likely that the Sixth Form Discipline Code will be used. **Attendance is a Vital for Success in Key Stage 5.**

Time Out of School for Driving Tests, University Open Days, Work Experience and Planned Medical and Dental Appointments

If you take time out of school for a medical/dental appointment, university open day, interview, work experience or sport activity which has not been arranged through the school you must inform Mrs Coates in the Sixth Form Office and complete a 'Leave Request' form.

Support and Guidance

The Role of the Tutor

The tutor is the first contact point for any concerns arising through your schoolwork or any other issues. Your tutor will encourage and support you throughout your time in the Sixth Form. Your tutor will be your academic and pastoral mentor and will monitor your attendance and progress. They will be one of the people you could turn to if you needed advice, including career and Higher Education advice. Your tutor will be responsible for writing your reference when you apply for university, employment or apprenticeship.

Student Support Mentors

We have Student Support Mentors who are here to support Sixth Form students. They offer personal counselling, advice and help with study skills. We will encourage students who have encountered problems to seek help from the Student Support Mentors.

16 – 19 Bursaries

The 16-19 Bursary is a limited, discretionary fund made available for supporting eligible young people with the costs of transport, books, educational visits or other course materials or equipment essential to successfully completing their programme of study. If at any time during the Sixth Form they are suffering financial hardship, please speak to Simon Linforth (School Business Manager) to discuss the possibility of applying for an appropriate bursary at Simon.Linforth@robertcarretrust.uk.

There are specific financial criteria that apply in order to receive a bursary and students will need to provide evidence in support of their application (unless they are eligible for Free School Meals, in which case they are automatically entitled to the bursary).

Application Forms are available on the school website.

Sixth Form Expectations and Code of Conduct

- Adhere to the Sleaford Joint Sixth Form Student Agreement.
- Demonstrate consistently high positive attitude and commitment to their education, including consistently high levels of respect for others.
- Respect the individual rights of all members of the school community.
- Maintain high levels of attendance (over 90% minimum)
- Year 12 must remain on the school premises, other than during break times and when travelling between Carre's, KSHS and St George's Academy for lessons.
- Attend all lessons punctually. This includes Supervised Study, Enrichment, Assemblies, Core and Extended Project Qualification lessons.
- Attend tutor time each morning at 8:45am
- Adhere to the expectations of the Sleaford Joint Sixth Form Dress Code.
- Adhere to the school ICT Code of Conduct
- Accept responsibility for their own learning with the support of teachers
- Complete all work to the required standard by the required deadline by using time, in school and at home, effectively
- Promptly catch up with all missed work by liaising with subject teachers following a period of absence
- Act as a positive role model for younger students and behave in a manner which is expected of a Sixth Form student
- Take advantage of Enrichment and super-curricular opportunities to improve key skills and enhance employability
- Demonstrate a collective responsibility for Sixth Form work and social spaces
- Be responsible for ensuring that all work submitted is your own and that sources are referenced appropriately

Plagiarism

Plagiarism involves taking someone else's words, thoughts or ideas and trying to pass them off as your own. This includes downloading and submitting work taken from the Internet. Other common forms of plagiarism would be using quotations without attributing their source or passing off the ideas of others as if they are your own. Plagiarism does not have to be word for word theft of material but a "close imitation of another's work".

Plagiarism is a form of cheating which is taken very seriously, and ignorance cannot be used as an excuse. If plagiarised work is submitted to the examination board there are very serious consequences, both for the individual student and examination centre – either Carre's Grammar School, Kesteven and Sleaford High School or St George's Academy. If a teacher finds that a student's work has been plagiarised, the school will impose very serious sanctions upon the student.

The **examination board regulations** state that:

- The work which you submit for assessment must be your own
- You must not copy from someone else or allow another candidate to copy from you
- Referencing - If you use the same wording as in a published source, you must place quotation marks around the passage and state where it came from. This is called referencing
- You must make sure that you give detailed references for everything in your work that is not in your own words

If your work is submitted and it is discovered that you have broken the regulations one of the following penalties will be applied (decision will be made by the examination board):

- The piece of work will be awarded zero marks
- You will be disqualified from that unit for that examination series
- You will be disqualified from the whole subject for that examination series
- You will be disqualified from all subjects and barred from entering again for a period of time.

Do not think you will not be caught; it is easy for markers (and your teachers) to spot plagiarism. Markers can spot changes in style and use of language. Markers are highly experienced and familiar with work on the topic they mark – they will no doubt have read the very same sources you have used! Internet search engines and computer software can match phrases or pieces of text with original sources.

Sixth Form Dress Code

The dress code for all Sixth Form students is based on smart business wear. Sixth Form students are very important role models for our younger students, and it is an expectation that all students are smartly dressed. If a student's appearance is not acceptable, he/she will be required to go home to change.

All Sleaford Joint Sixth Form students must wear the **SJSF purple lanyard at all times**. These lanyards are provided by the base school. If a student loses their lanyard the school will replace the first time, but the student will be asked to pay for the next replacement. The cost of replacement will be £2 for a full replacement, £1 for a card reprint or lanyard ribbon replacement and 10p for a replacement card holder.

Uniform Expectations:

- A suit i.e., a tailored jacket with trousers. The fabric and colour of both items should be the same, and not include leather, denim, corduroy or stretchy material.
 - This includes the Sixth Form tie – available from the Main School Office.
- A tailored jacket with a choice of trousers, skirt or dress. The fabric should not include tight / stretchy material, denim, corduroy or leather.
- Skirt / dress length should be suitable for professional wear.
- A smart shirt of any colour.
- Appropriate smart shoes:
 - Shoes with excessively high heels, trainers, canvas shoes, flip flops, beach sandals, or Ugg boots should not be worn.
- In colder weather a smart cardigan, jumper or waistcoat worn under the jacket is optional.
- Hoodies should not be worn either over or under jackets.
- Strappy tops or those that show midriff, or cleavage should not be worn.
- Subtle make-up and a small amount of jewellery will be permitted. Tattoos should not be visible, and hair should show no extremes of style/fashion; if dyed, it should reflect a natural colour. A discrete nose stud is permitted, and hooped earrings should be no more than 1cm in diameter.

The Head of Sixth Form or Headteacher reserves the right to make a decision about the suitability of a student's dress. Students may be sent home if their dress is considered unsuitable.

Rewards and Sanctions

All Sixth Form students are expected to adhere to the whole school behaviour policy, however, there are several adjustments that are in place to reflect the age and maturity of Key Stage 5 students. The highest of standards of behaviour are expected from all Sixth Form students, and the Sixth Form and school culture strives to establish a calm, safe and supportive environment whereby students feel respected and valued. Students are encouraged to be personally responsible for their own conduct and behaviour and to work with other members of the school community to achieve their personal and academic potential.

All members of the school community are expected to adhere to these expectations.

Rewards

The school believes that it is important to encourage good conduct by celebrating and rewarding good behaviour. Following the issuing of tracking grades, students who have demonstrated high levels of effort are awarded letters of commendation as a formal acknowledgement of their achievements. Home study allows students who have demonstrated academic responsibility, high levels of conduct and behaviour and high levels of effort the opportunity to work from home for up to two afternoons a week. Students will have the opportunity to receive prizes in our Rewards Assemblies and to reward academic progress and achievement, we hold an annual Senior Prizegiving event for Years 11 to 13.

Discipline Procedure

Sixth Form students are encouraged and supported to display the highest levels of behaviour and conduct at all times. When a student fails to meet these expectations, they can expect members of the Sixth Form team to consider the most appropriate action that reflects the circumstances on an individual case basis.

Sixth Form Detention

The Sixth Form strives to treat students like an adult, but the school operate a Sixth Form detention for students who fail to meet our expectations. Students are supported to take responsibility for their own behaviour and learning and are encouraged to understand the intrinsic reward of success but also acknowledge that behaviour has consequences; cooperative behaviour results in rewards while uncooperative behaviour results in a negative consequence. Detentions can be issued by any member of staff. Students are placed into a 20-minute detention on a Friday breaktime for transgressions which do not require formal disciplinary action. The detention offers the opportunity for quiet reflection or for a mentoring conversation to ensure that support is put in place to avoid such behaviour in the future. Students who are issued with a Sixth Form detention will not be placed on the formal Discipline Code.

Discipline Code of Practice

The Sixth Form Discipline Code of Practice is based on the system that is used in the workplace and includes a four-part system. Students should be aware that the vast majority of Sixth Form students complete their two-years without being placed on the Discipline Code. Equally, students should acknowledge that failure to meet the expectations that we have of Sixth Form students regarding attendance, work ethic, conduct and behaviour, SJSF dress code and effort will result in the Discipline Procedure being implemented.

- Stage 1.** An official verbal warning will be issued by a member of the Sixth Form Team. A letter will be sent home to explain that a verbal warning has been issued.
- Stage 2.** A written warning will be given by the Head of Sixth Form. A copy of the written warning will be sent home.
- Stage 3.** A written warning will be given by the Head of School. A copy of the warning will be sent home.
- Stage 4.** Headteacher's review. A review of the student's place within the Sixth Form will be conducted. Parents/carers and student will attend review meeting.

De-escalation of Formal Disciplinary Action

De-escalation of Formal Disciplinary Action Following placement on a stage of the Sixth Form Discipline Code, a review will take place at the end of the following half term. If the student has improved their behaviour, then consideration will be made regarding de-escalating the stage that they are on. For example, a student placed on Stage 2 of the Discipline Code who has no further concerns raised could be taken down to a Stage 1 at the end of the half term.

If the student then completed a further half term with no concerns raised, they could then be removed from a Stage 1 and would return to a clean discipline record.

Academic Support Session

Sixth Form students who fall behind with their work will be expected to attend an Academic Support Session on a Monday afterschool (3:45-4:45pm). This session will be based in Mrs Green's room in the Technology department (Room 27). Parents will be informed if their child has been placed in the Academic Support Session.

Students who complete their overdue work before the start of the day on Monday will no longer have to attend.

Behaviour for Learning Sanction Guidance

Sanction	Example	Further Support/Sanction
Detention	Failure to wear student lanyard. Failure to sign in/out correctly on a SJSF site. Overzealous behaviour (e.g. pushing and shoving). Behaviour/actions that disrupt learning. Lack of bit/books/equipment. SJSF Dress Code not adhered to. Chewing gum. Poor behaviour in the wider community. Poor behaviour during non-contact time. Late to lesson without good reason. Poor standard of work/lack of effort. Littering/eating outside of designated Sixth Form areas. Defiance towards staff (first offence). Use of poor language between students. Use of incorrect toilets.	Restorative mentoring conversation with a member of staff.
Stage 1	Escalation of an offence sanctioned with a Sixth Form Detention. Bullying (first offence). Accessing out-of-bounds area during school hours. Continued defiance (despite prior warning). Continued overzealous behaviour despite warnings. Behaviour/actions that disrupt learning (continued). Persistent SJSF Dress Code issues. Minor damage to equipment/facilities. ICT misuse. Plagiarism. Possession of a banned substance/object. Truancy from a lesson, tutor time, assembly, Core session or Enrichment. Persistent lateness. Bringing the school into disrepute. Untargeted offensive verbal remarks (e.g. homophobic or racist language)	Restorative mentoring conversation with a member of staff. Removal of privileges, as appropriate. For example, Home Study, non-contact periods, rewards events.
Stage 2	Escalation of an offence previously sanctioned. Physical altercation between students. Sustained bullying, including name calling. Bringing the school into serious disrepute. Persistent non-cooperation/disruptive behaviour.	Restorative mentoring conversation with a member of staff. Removal of privileges, as appropriate. For example, Home Study, non-contact periods, rewards events.
Stage 3	Escalation of an offence previously sanctioned. Plagiarism of a formally assessed piece of work (e.g. NEA, assignment). Deliberate/targeted use of homophobic/racist language. Unprovoked/premeditated physical assault of a student. Possession of an illegal substance/object. Sustained and persistent bullying. Shoplifting.	Restorative mentoring conversation with a member of staff. Removal of privileges, as appropriate. For example, Home Study, non-contact periods, rewards events. Internal isolation. Fixed term exclusion.
Stage 4	Escalation of an offence previously sanctioned. Assault towards a member of staff. Serious assault of a student. Organised theft (including when in uniform outside of school). Possession of a weapon in school. Sharing/dealing of a banned substance/object.	Restorative mentoring conversation with a member of staff. Removal of privileges, as appropriate. For example, Home Study, non-contact periods, rewards events. Internal isolation. Fixed term exclusion. Permanent exclusion.

Curriculum and Independent Study Expectations

Year 12

It is expected that the vast majority of students will study 3 A-level or vocational subjects. A few students may take 4 if they have exceptional GCSE results. We encourage most students to take an Extended Project Qualification (equivalent to half an A-level).

Each subject will have 5 hours of timetabled lesson time, and an additional 3 hours of supervised study per week. As a guide, we recommend that students should study for a further 6-7 hours per subject per week, to include revision and wider reading, in addition to any homework tasks. This will vary slightly from subject to subject; students will receive guidance from individual teachers.

Quiet study areas will be available at other times: in Room 13 (Silent Workroom), Room 44 (Quiet Study Room) or the Conservatory. Students are expected to base themselves in the Conservatory if they wish to discuss their work with their peers or need a break from their studies.

Students will also have the opportunity to study at home if they have an afternoon with no timetabled lessons. We know that not all students will be able to travel home, or may prefer to stay in school, and there will be spaces where they can work or socialise in school such as the library and common room. Please be aware that Home Study can only be in an afternoon, not on a Wednesday when enrichment activities take place, and would be reviewed if we have any concerns about a student's progress later in the year. This will only be granted with your permission and home study privileges will be removed if a student receives a grade 3 for effort in their progress grades.

Year 13

Students will continue with the same subjects that they chose at the beginning of Year 12. It is expected that they should study for 5 hours per subject per week in addition to the 5 hours of timetabled lesson time. Where they have demonstrated that they can study independently, have good attendance and are making good progress, students will be able to apply for Home Study during their afternoon with no lessons. This will be a privilege and may be withheld if Year 12 Results were below that expected or withdrawn if their progress and/or attendance fall. Students will also be registered for quiet study in Room 13 for 2 hours per week.

Paid Employment

While paid employment provides much-needed money and work experience, we strongly recommend that students do **no more than 8 hours paid employment per week**, as it will impinge on their study time. Under no circumstances should paid employment take place during the school day.

Changing or Dropping a Subject

If students wish to change or drop a subject, they must speak to the teachers concerned as well as the Head of Sixth Form before taking action. A Form will need to be completed, which we will ask you to sign, before any decision is made. In Year 12 any changes should take place before the 30 September.

The Independent Learner

In the Sixth Form it is essential that student move away from the idea that '*homework*', set by the teacher, is the only work to be done out of lessons. Independent learning means so much more than simply doing homework. Students have five hours of taught lessons for each subject each week. It is important that you understand that this is insufficient time to cover and review everything in the classroom. The work you put in outside the classroom, keeping up to date with notes, reviewing and learning your work as you progress through the course will be reflected in your final results.

Year 12 students will complete 5 timetabled supervision periods per fortnight. This includes completion of a double timetabled supervision periods when they have a non-contact period on one morning per week, along with a bi-weekly period on a Friday period 1 (week 2) when they do not have Core.

Year 13 will complete 3 timetabled supervision periods per fortnight. This includes a weekly period 3 timetabled supervision period for most students, along with a bi-weekly period on a Friday period 1 (week 1) when they do not have Core.

There is considerable evidence to show that effective use of independent study time in school is a key factor to success. We are very fortunate to have such excellent facilities available to our students to use for independent study.

Supervised Study

Year 12 students will be allocated time on their timetable for **supervised private study** in Room 44. Registers will be taken to check attendance. Some students can seek permission from the Head of Year to work in a subject area, for example, the DT rooms. Students can, with recommendation from their subject teacher, also study at KSHS or SGA but must remember to have this authorised by the Head of Year and sign out of school and indicate where they will be studying. **The Sixth Form workrooms are both quiet study areas and students are only allowed to eat in the Conservatory during morning break and lunchtime.**

Home Study

Sixth Form students basing at Carre's Grammar School will be able to access home study privileges from their first day of Year 12. This includes **one** afternoon in Year 12 and up to **two** afternoons in Year 13 whereby they can sign out and study at home. This also provides an opportunity to source driving lessons within the school day. Failure to adhere to the school's expectations with regards to attitude, behaviour and academic responsibility may lead to these privileges being removed until further notices. The school will not be held responsible for any losses incurred if home study is removed.

Super Curricular Activities

Leadership Roles

How to apply to become an Assistant Prefect in Year 12

Assistant Prefects play a vital role in the school community. If you are successful in your application to become an Assistant Prefect, you will be part of the team involved in school duties on one day of the week during break 1.

Assistant Prefects are subject mentors and help students at lunchtime with their work. Assistant Prefects also have the opportunity to be involved in Open Days, and other school events. They often lead guided tours around the school for prospective students and their parents.

In order to apply for a position on the Senior Prefect Team, for example Head Boy or Head Girl, it is necessary to have taken on the role of Assistant Prefect in Year 12. To find out more about the work done by Assistant Prefects talk to one of the Year 13 Senior Prefect Team.

Application for a position on the Senior Prefect Team is by letter after Christmas. Candidates are then invited to produce a short speech to the student body and be interviewed by the current Senior Prefect Team. Successful candidates will then be formally interviewed by Mr Smith, Mr Law and Mrs Green.

Enrichment

All Year 12 students are expected to be involved in an enrichment activity across Carre's Grammar School and Kesteven and Sleaford High School on Wednesday afternoon. Students can choose from the following and must attend the selected activity for a full term.

Social Football
Competitive Football
Cookery
Netball
Personal Finance Qualification
Indoor Recreational Sports
Extended Project Qualification (EPQ)
Personal Fitness/Fitness Suite
Maths Curriculum Support
MOOCs
Book Club
Psychology Club
Supervised Study

All students will be registered for their chosen enrichment activity, and any absences will be reported to Mrs Coates.

If students wish to change their activity during the term, they are asked to see Mr Rooney or Mrs Coates.

If students are intending to go off site to volunteer or for work experience, they must have parental permission and have completed all relevant H&S/Work Experience documents on Unifrog.

Monitoring Student Progress: Target Setting, Tracking, Assessments and Reporting

In order to assess students' progress, we will monitor their attainment and effort at regular intervals throughout the Sixth Form.

Targets

- Near the start of Year 12 we will set a target grade for each subject.
- It will be based on data and knowledge about prior performance at GCSE.
- It will be discussed between the student and their subject teacher and should represent a realistic yet challenging target.
- Students' progress throughout the year will be monitored against this target

Tracking

Each term there will be some form of assessment which will allow teachers to provide key pieces of information about each student:

- A predicted grade (based on their current work, effort etc.)
- An effort grade
- A Concern Code (if applicable)

Predicted Grades

Predicted Grades for A-levels will range from A*-U. A*-E are passes, whereas U is 'unclassified'. For vocational qualifications the grades are Distinction*, Distinction, Merit or Pass. Students may well attain low grades at the beginning of each year while they adjust to the level of work required, so don't panic if they were getting top grades at GCSE and now are getting Cs.

Effort Grades

Students are expected to work to the best of their ability at all times, and the expectation is that students will receive a '2' as a minimum, but ideally a '1'. Any student who is given effort grades 3 or 4 for a subject must find out from their teacher what concerns he/she has, so that they can set targets to improve during the following term. Students receiving an effort grade 3 (or below) will have their home study privileges revoked.

Effort Grade 1*	Students 'go the extra mile' e.g. consistently completing all classwork and homework to the best of their ability; completing additional work/ independent learning; being proactive in seeking advice to improve their work/address issues.
Effort Grade 1	Students complete work to an appropriate standard for their ability, hand in all homework on time, and attend all lessons on time. They also complete additional work as an independent learner (e.g. 'reading around' the subject).
Effort Grade 2	Students regularly complete classwork and homework to an appropriate standard and on time and attend almost all lessons on time. There may be some evidence of additional learning.
Effort Grade 3	Students' work may be inconsistent or unsatisfactory in terms of quality for a given subject. They may also miss occasional deadlines for classwork and homework, or attendance and punctuality may be less than satisfactory.
Effort Code 4	Students' classwork and homework are invariably not of the appropriate standard. They may have regularly missed deadlines, and/or punctuality and attendance are unacceptable (many lessons missed). There will be no evidence of additional learning.

Concern Codes

If a teacher has any concerns about a student, they will also provide additional information as detailed below:

- **A - Attendance Concerns** – missing lessons leads to gaps in learning
- **C - Coursework Concerns** – falling behind leading to underperformance
- **I - Independent Study Concerns** – not enough work outside lessons leading to underperformance
- **P- Participation and Engagement Concerns** – lack of contribution reduces understanding and success
- **H- Homework Concerns** – concerns about the quality and/or completion of homework.
- **O- Organisation Concerns** e.g. lack of equipment, organisation of class notes, punctuality to lesson and meeting deadlines.

Notes:

- The target grade is the grade a student should be aiming to achieve in the final examination
- The predicted grade is the most likely grade a student will achieve based on the grade they are currently working at.

Tracking grades and the results of Formal Assessments will be uploaded onto MCAS.

Form tutors will discuss tracking grades during Tutor Time. This will be as part of a regular Academic Review Process. Students will use pages in the Sixth Form Planner in which to record their own progress and reflections, as well as set themselves targets for improvement.

If a student is underperforming in more than two subjects, they will be asked to see the Head of Sixth Form so that appropriate intervention can be taken. This may be additional support from subject teachers or learning mentors, additional supervised study sessions or a review of the subjects being taken. We will involve parents at this stage.

Formal Assessments

Year 12 students will sit formal assessments in April and June of Year 12. These will take place in the examination hall at the school where they study that subject. Students must pass these examinations in order to automatically progress into Year 13. Students who underperform in April will be supported to make progress by June. If we have doubts that a student is unlikely to pass Year 13 exams, we will discuss alternative options with them and you.

Parents' Evenings

A Parents' Evening will be held in Term 3 for parents and subject teachers. There will also be a full parents' evening in and Term 2 of Year 13. This will be a chance for you and your son/daughter to speak to the individual subject teachers to discuss specific strengths and areas for improvement in each subject.

Higher Education, Apprenticeships and Employment

It is never too early to start planning your future career. Your two years in the Sixth Form will pass remarkably quickly and it is important that you consider all the options open to you. Students who have some idea of their future plans are often more successful because they know the qualifications that they will need and are focussed in making sure that they achieve them. The majority of our students go to university each year, so we do spend proportionately more time preparing students for the application process.

From September of Year 12 - Research Courses and Universities

- During the year, students will have the opportunity to research different careers and their requirements, as well as have a talk about the pros and cons of going to university
- Having an idea of future career or higher education courses will allow them to try and get any relevant work experience e.g. teaching requires recent classroom experience, and some universities specify a minimum time period e.g. 10 days in the previous 12 months.
- There are about 100,000 to choose from, so this can be a difficult decision!
- Students should think about what they enjoy, what they're good at and what careers they might be interested in.
- They must check if they need particular qualifications, admissions tests or work experience
- There are over 150 universities and other Higher Education institutions; students can choose up to 5 (which may include different courses at the same institution).

Things to consider:

- Course details as they vary hugely from place to place
- Location, reputation, size, campus/city, facilities and costs will also be important
- What kinds of grades/points they will require?

It is advisable to visit the universities that they wish to apply to in order to get a feel for the place; it is time-consuming and expensive, so we recommend students to visit only the 5 they are considering seriously. Most Open Days are in June and July, but please consider how much school time is lost through these visits and try to visit some at weekends. We may organise an Open Day trip to Nottingham or De Montfort universities.

July-December of Year 12/13– Complete an Application

- Students apply online through UCAS – the University and College Admissions Service - completing personal details, examination results, their course and university choices and their personal statement.
- When they are ready to apply (the earlier, the better!), they pay by debit/credit card, and then school will add their reference and send off the application.
- The deadline is **13 January**; however, we advise students to aim for the end of December. For Oxbridge, Medicine, Dentistry and Veterinary Science, they must apply by **15 October**. Art, Drama, Dance and Music courses may also have different deadlines.

October-April of Year 13- Interviews and Receiving Offers

- For some courses students will have to attend an interview and may need to provide samples of work or a portfolio.
- They will (hopefully) receive a range of offers from their 5 choices.
- In about April time they will need to choose a 1st and 2nd choice university – usually these are 'conditional offers' i.e., students will get a place if they get certain A-level/BTEC/Diploma grades. It is best to have a lower grade offer at their 2nd choice (insurance offer).
- Applications for student finance need to be completed online by the end of May.

August of Year 13– A-level Results Day

- Please check when A-level results day is and avoid booking holidays at this time! It is always a Thursday, usually around the 14th August. Hopefully students will get the grades for either their 1st or 2nd choice.
- If their results are not as they hoped for, they can go through 'Clearing' and look at where different vacancies are or take a Gap Year to re-apply and/or re-sit exams.

Please note, we will organise various talks, activities and trips throughout Year 12, and a Higher Education Information Evening for Parents in June of Year 12.

We also arrange talks and give information about routes into Apprenticeships, as well as taking students to the SJSF Careers Fair.

The Personal Statement

Your Sixth Form planner/diary, issued to all Sixth Form students at the start of the academic year, has lots of hints and tips on how to set out a personal statement. More information on personal statements is the student planner and on Unifrog. A personal statement is all about your accomplishments; admissions tutors at university and employers are looking for **specific evidence/examples/activities** that you have been involved in that demonstrate some of the following qualities:

- Commitment and excellent work ethic
- Genuine academic interest
- Enthusiasm
- Curiosity
- Self motivation
- Originality
- Leadership skills and initiative
- Teamwork and communication skills
- Relevant work experience

Students are strongly advised to complete their personal statement on Unifrog so that they can access the guidance from the careers platform, along with regular check-ins from their Form Tutor.

School Reference

The reference is written by your tutor. Much of the reference will be based upon subject comments made by your subject teachers in your Year 12 report at the end of the year. The reference will include comments on the following aspects:

- Attitude to study, level of commitment and effort, level of independent learning, potential for study at university level or potential for employment, evidence of interest/passion in your chosen subject or career, relevant work experience, written and oral communication skills, evidence of teamwork, practical dexterity, extra-curricular and school involvement, attendance and punctuality.

Research University Courses

Unifrog is essential as a starting point for all career, apprenticeship and university research. There's a number of resources in the upstairs workroom, conservatory and LRC. Make sure you make the most of this site from the start of Year 12. Other useful resources include:

- <https://www.ucas.com/students>.
- 'Times Good University Guide'
- University prospectuses.
- www.unistats.com.
- Brian Heap's 'Degree Course Offers'.
- Brian Heap's 'Choosing Your Degree Course and University'

UCAS tariff for AS and A Level and BTEC

Tariff Points	AS level	A level	Extended Project Qualification	BTEC Extended Diploma	BTEC Diploma	BTEC Subsidiary Diploma	BTEC Certificate
168				D*D*D*			
160				D*D*D			
152				D*DD			
144				DDD			
128				DDM			
112				DMM	D*D*		
104					D*D		
96				MMM	DD		
80				MMP	DM		
64				MPP	MM		
56		A*				D*	
48		A		PPP	MP	D	
40		B					
32		C			PP	M	
28			A*				D*
24		D	A				D
20	A		B				
16	B	E	C			P	M
12	C		D				
10	D						
8			E				P
6	E						

A* at A Level

The A* at A Level is awarded to candidates who achieve a grade A on the A Level overall (80%), and who **also** achieve at least 90% on the uniform mark scale (UMS) across their units.

Extended Project Qualification counts as half an A-Level therefore it can be awarded an A*, 70 UCAS points. The EPQ might not be included in your offer from a university but if you do well in EPQ some universities will give a student a lower offer.

Mental Health and Wellbeing



In the same way that we have physical health, we all have mental health and need to look after it, throughout our lives. Mental health and wellbeing are about how we think and feel. It is about being able to enjoy life and cope well with life's challenges. Our mental health and wellbeing can be affected by various events in our life, e.g. exam stress, physical illness or family/friendship break-ups, as well as mental illnesses such as depression or anxiety.

It is normal to have happy feelings when something good happens, or feelings of anger and sadness if something bad happens. It is very common to feel scared or anxious if something is worrying us. Part of maintaining good mental health is being aware of the differences between normal emotions and feelings that you may need extra support with.

Student Wellbeing Ambassadors/Mental Health First Aiders

We now have a number of staff and Sixth Form students who are trained Mental Health First Aiders. We have a strong sense of community in the Sixth Form, and throughout the school, where we endeavour for students to be able to access any support that is needed and to look out for one another.

Where to get help

There is always help out there! You are not alone. Finding the right help and support is key to successfully managing your mental health.

In school: Each school has their own staff who can help you cope with managing your workload or dealing with emotional issues. Try talking to your form tutor, Head of Year or other pastoral staff. Students are also encouraged to speak to Mrs Clapham, as she leads the team of student Wellbeing Ambassadors from Student Support – Pam.Clapham@carres.uk.

Outside of school: Family members may be able to help, or your Doctor can refer you to CAMHS (child and adolescent mental health services) – or Adult Services if you are over 18.

www.kooth.com is an online help and counselling service.

www.lpft.nhs.uk/steps2change is where you can request NHS counselling in Lincolnshire by self-referring.

The Samaritans are available to talk 24/7 by calling the free helpline number: 116-123. Or email jo@samaritans.org Their website is www.samaritans.org/

SJSF Student Agreement

- a) I understand that my acceptance on the courses I have chosen is subject to the approval of the Headteacher of my proposed Learner Base
- b) I agree to abide by all the expectations and codes of practice set by Carre's Grammar School, and by the expectations relating to visiting students at Kesteven and Sleaford High School and St George's Academy
- c) I understand that tutorial sessions, enrichment activities and other activities I am directed to attend will form part of my Sixth Form studies and I agree to attend these
- d) I understand that the expected level of attendance at registration each morning and to lessons is 95%. Failure to maintain this will result in investigation and could result in disciplinary action.
- e) I understand that it is an expectation to attend registration each morning with the tutor and that I am punctual. Exceptions to this are in the case where home study has been officially granted in Year 13 or there have been exceptional extenuating circumstances agreed by the Head of Sixth Form.
- f) I agree to attend timetabled lessons, to complete set tasks satisfactorily (including examination coursework), to keep to deadlines for the completion of work set by the teaching staff and to meet the SJSF final coursework deadline set by the department.
- g) I understand that failure to attend timetabled lessons or to complete tasks satisfactorily may result in my temporary or permanent exclusion from courses.
- h) I agree to pay for all examination re-sit fees (if applicable)
- i) I understand that if I fail to attend an examination or fail to complete coursework I will be charged for those units of the examination
- j) understand that if I should leave a course or courses after the examination entries have been made, I will be charged for any fees incurred
- k) I agree to sign in and out each time I enter or leave a school site to ensure that an accurate record of students on the school sites is available for fire and emergency purposes and to record movement between sites and wear my Sleaford Joint Sixth Form lanyard at all times
- l) I accept that whilst every care will be taken to ensure that the whereabouts of students is monitored as the schools have a Duty of Care for students during the school day; this assumes students will act responsibly whilst they are travelling between sites within the recognised routes
- m) I understand that if my course includes work-based learning I must abide by the rules and regulations imposed by the Learning Provider

Key Dates

	DATE	EVENT
TERM 1	Thursday 3 September	First day of Term 1 for Year 12 & Year 13
	Tuesday 15 September	Year 12 Information Evening (5:30-6:30pm in Main School Hall)
	Thursday 15 October	Year 13 UCAS deadline Oxbridge, Medicine, Veterinary Medicine, Dentistry
	Wednesday 21 October	Sleaford Joint Sixth Form Open Evening
	Thursday 22 October	Tracking Grade 1 issued to Year 13 students
	Thursday 22 October	Term 1 ends
TERM 2	Tuesday 3 November	First day of Term 2
	Friday 6 November	Tracking Grade 1 issued to Year 12 students
	Wednesday 25 November	Year 13 Parent Consultation Evening
	Wednesday 16 December	Senior Prizegiving Evening at St Deny's Church
	Friday 18 December	Tracking Grade 2 issued to Year 12 and 13 students
	Friday 18 December	Term 2 ends
TERM 3	Tuesday 5 January	First day of Term 3
	Wednesday 13 January	Year 12 Parent Consultation Evening
	Wednesday 13 January	Year 13 UCAS official deadline for submission of application
	25 January – 5 February	Year 13 Internal Examinations
	Friday 12 February	Term 3 ends
TERM 4	Monday 22 February	First day of Term 4
	Friday 12 March	Tracking Grade 3, including examination results, issued to Year 13 students
	Friday 12 March	Tracking Grade 3 issued to Year 12 students
	Thursday 25 March	Term 4 ends
TERM 5	Monday 12 April	First day of Term 5
	Thursday 15 & Friday 16 April	Year 12 Internal Examinations
	Friday 21 May	Tracking Grade 4, including examination results, issued to Year 12 students
	Friday 28 May	Term 5 ends
TERM 6	Monday 7 June	First day of Term 6
	Thursday 17 June	Post-18 Information Evening for parents and students of Year 12.
	Monday 21 & Tuesday 22 June	Year 12 Internal Examinations
	Friday 25 June	SJSF Year 12 Post-18 Visit Day
	Friday 16 July	Year 12 examination results issued to students
	19 – 21 July	All Year 12 students on Work Experience placements
	Wednesday 21 July	Term 6 ends
	Thursday 12 August	A level examination results released to students