

# St Michael's Sixth Form



Handbook  
2022-2023



## Welcome!

Becoming a Sixth Form student at St Michael's is an important moment; the commitment is significant, the expectations considerable. As a Sixth Former you will be engaged in demanding study, encouraged to contribute to the School's further development and to take a leading role in all aspects of the life of the School.

You will have opportunities to show leadership, to mentor and develop younger students and to take part in activities that span year groups. Each student at St Michael's Sixth Form is expected to be a role model to the younger members of our School, and so expectations of attitude and conduct are very high. Your Sixth Form years are important in terms of curriculum choice and you will be treated as individuals.

I am delighted that you are continuing your education at St Michael's High School.



Mr D. Meir  
Head of Sixth Form

## Your Student Handbook

This handbook contains all the basic information you will need in the Sixth Form. It has been written to help you get the best from your time with us and to understand the differences between life in the main school and the Sixth Form. You will study fewer subjects, some maybe for the first time, but your studies will be in much greater detail. You will need to do much more independent learning, and to help you with this you will be given study periods on your timetable and training in the study skills needed. You will have more freedom but will also have much greater responsibility for yourself.

Please read this handbook carefully with your Parents/Carers and make sure you understand all the information it contains. On the back page is our School and Student Contract. This document outlines the joint responsibilities we each have to ensure you will be successful in your time here. It is a condition of acceptance into the Sixth Form at St Michael's High School that students and Parents/Carers sign, accept and agree to abide by the conditions of this contract. We will do everything we can to fulfil our part of the contract and do expect the same from you.

## **Sixth Form Organisation**

### **Head of Sixth Form**

Mr D. Meir

### **Sixth Form Administrator**

Mrs Owen

### **Sixth Form Mentor**

Miss Hamm

### **Senior Prefects**

**Head Student: Daniel Grace**

**Head Student: Emily Jameson**

# Guidelines.

## Uniform

There is no Sixth Form uniform. You are, however, expected to be dressed appropriately for school. You are still able to express your individuality in what you wear. We trust you to use your common sense in terms of what is appropriate. See the dress code policy for further details.

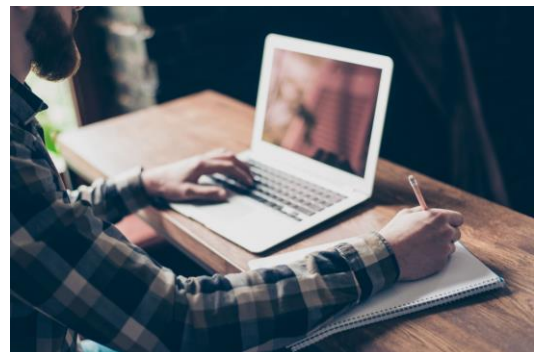
## Keeping Up to Date



Check your Microsoft Teams and our social media accounts regularly. Both your Teachers and the Sixth Form Team will communicate with you via TEAMS and your school email, which you should check daily to ensure you do not miss anything important. Also, the St Michael's High School page on Facebook and Instagram often have useful updates.

## Study Time

There are designated study zones in the sixth form. For example, The STUDY ZONES which are in the ICT suite in the 6<sup>th</sup> form, and the GAIA. The SILENT STUDY ZONE is in the former classroom M3. They are important Sixth Form resources, please respect them and use them appropriately. You can decide whether you would benefit from completing work in the STUDY ZONES or whether you work better in a silent environment such as the SILENT STUDY ZONE. This zone should remain silent to allow for individual work/research. There should be no eating or drinking in the STUDY ZONES. The STUDY ZONES have expensive equipment. We would ask you to see the technicians or a member of the 6<sup>th</sup> form team if you encounter problems, rather than tampering with the casing or wires yourself.



## Other 6<sup>th</sup> Form Spaces

The COMMON ROOM is an area designated especially for Sixth Form. It can be used both for more informal study as well as for socialising. Please ensure that it is respected, kept clean and tidy and remains a pleasant environment for all. We are happy to work with representatives from the student council to develop and improve the 6<sup>th</sup> form spaces. Please sign up to be involved in the ENVIRONMENT TEAM if this interests you.

## A 6<sup>th</sup> Form Timetable

You need to attend all lessons on your timetable. You will have approximately 9 hours of lessons a week if you study 3 subjects. You will be electronically registered in all seminars. Your attendance at St Michael's will be monitored by the Sixth Form team and any concerns will be addressed immediately. Non-attendance will affect your progress, possible withdrawal from examination entry and any future references. Although you might find you have a more relaxed relationship with your teachers, please still respect the fact that there is still an expectation that there will be no eating or drinking in lessons, no wearing of caps or hoods up and mobile phones should not be used during lesson times, unless the teacher gives you specific permission. You will also be asked to sign up to study sessions that will become part of your timetable.

This will still leave you with some available free study time. During this time you might carry out your voluntary activities, attend guidance or complete group work.

## Paid Employment



We appreciate you might now be expected to finance your lifestyle outside of school and this may require you to take on part-time work. Remember to keep a balance between school work, social life and jobs outside school. No paid work should be undertaken during our normal school hours of 8.45 am—3.15pm. Be firm with employers if you feel that they are overburdening you. In job interviews, be clear about your 6<sup>th</sup> form commitments and set boundaries over when you are willing to take on shifts. Please see a member of the 6<sup>th</sup> form team for guidance if you feel an employer is expecting too much. If you do work, we strongly recommend you only work at weekends and for no more than five or six hours. National research has shown that on average students who work for more than 8 hours a week score a grade lower in each Advanced Level/BTEC subject and students working more than 10 hours, two grades lower.

## Sixth Form Calendar 2022 – 2023

Month	Students	Staff	Parents
<b>September- November</b>	Induction Y12 Target Setting and Mentoring Open Evening supported by the Events Team <b>Interim Progress Check. AP1</b>	Admit students to course. Prepare for interim assessment. Support/advise students as they make crucial decisions. Issue targets to subject staff <b>Record Interim Progress Data AP1            and provide written report home</b> Subject Analysis Student Intervention/Support	Student Induction Y12 Sept Support/advise students as they make crucial decisions. Maintain contact with 6 <sup>th</sup> form team if there are causes for concern around assessment stage. <b>Parental/Carer Induction            Contracts signed</b>

## Key Dates

Year 12 exams: 3-7th October Assessment Point 1 (AP1)

Course change deadline: 14th October

12/13 Parents/Carers evening: 17th October and Year 12 reports distributed

12/13 Assessments Nov/Dec. AP2

12/13 Exams: 20/24th February

12/13 Reports: 2nd March AP3

12/13 Parents/Carers evening: 6th March

Year 12 exams: 19-30th June AP4

Year 12 reports: 13th June

# Sixth Form Life

## Attendance

All students must be in school at 8.45am and **are expected to be studying full time**. We are expected to comment on punctuality and attendance in Higher Education and employment references, so please ensure that our comments can be positive. It is important that you have good attendance – there is a correlation between good attendance and achieving target grades. A high level of attendance, for all our pupils, is part of the school's overall ambition. If your child is not in school, they cannot be learning. While 90% may be good as a mark in a test, in attendance terms it means one day a fortnight being missed. This school is a safe place where pupils really want to be, with the right ethos, a curriculum worth studying and lessons that are worth attending. We celebrate good attendance with praise letters sent home, which are mentioned in university/apprenticeship references, and half termly draws with vouchers for high street shops.

## Attendance Procedures

In the 6<sup>th</sup> form we attempt to treat you more as young professionals in order to prepare you for the world of work. Our absence procedures follow a similar structure to those that you might find in the workplace. Whether you are absent for one hour or two weeks each absence is recorded on your record. In the world of work, 3 or more absences within a 12 month period are considered to be high absence levels. Attendance at as many lessons as possible is clearly essential for you to make progress; we expect student attendance over the year to be at least 95% although **clearly we do make allowances for long term medical problems or other relevant circumstances**. The Sixth Form team monitor attendance very closely, informing Parents / Carers of absences from lessons. All absence notes should be given to Mrs Owen (Sixth Form Administrator).

- Stage 1 Absence

After one period of absence (regardless of the duration) upon your return to 6<sup>th</sup> form you will have an informal discussion with Mrs Owen. A stage 1 form will be completed to identify reasons for your absence. At this stage we will be able to identify if you require any additional support or have any long-term medical issues that we need to be aware of.

- Stage 2 Absence

After your 2<sup>nd</sup> period of absence, you will have a return to 6<sup>th</sup> form meeting with Miss Hamm/Mrs Owen to identify the reasons for your absence and identify if any additional support is needed.

- Stage 3 Absence

Your absence levels are now considered to be quite high. You will have a return to 6<sup>th</sup> form meeting with Mr Meir to identify the reasons for your absence. It may be that there are issues that we need to offer you support with.

- Stage 4 Absence

A 4<sup>th</sup> absence would cause concern that you are unlikely to be successful in your studies. You will have a meeting with a member of the senior management team such as Mr Bennett or Mrs McIntyre to discuss the reasons for your absence. An attendance target will be agreed with you during this meeting and if this is met your attendance will be considered to still be within acceptable levels to remain in the 6<sup>th</sup> form.

- Stage 5 Absence

If you reach stage 5 your absence levels have reached unacceptable levels. Stage 5 means that upon your return to 6<sup>th</sup> form you will be expected to attend an attendance panel where you discuss the reasons for your high levels of absence. The panel will then decide whether your attendance is at acceptable levels to remain within the 6<sup>th</sup> form or whether any support is required. **Please note this is not applicable to students who have medical conditions or relevant personal circumstances that affect their attendance.**

- **Pre-Authorised Absence**

Sometimes you might need to miss school for a hospital appointment, wedding or other foreseeable reason. In this instance you must complete an absence request form outlining the reasons you need to be absent from school. If those reasons are deemed acceptable then authorisation will be granted, and it will not be counted as one of your 3 absences within a 12 month period.

# Sixth Form Life

## **Teacher Absence**

If your teacher is absent, usually, the lessons will be set on TEAMS and you will be expected to attend and complete the set work in school unless instructed otherwise. In the event that work is set, and no Cover Supervisor is available, you will be expected to complete your work in either the SILENT STUDY ZONE or the STUDY ZONES. Please check with Miss Hamm what work has been set. This work will then be reviewed by your class teacher in your next lesson.

## **Assemblies**

Assemblies are important times where the 6<sup>th</sup> form come together. Sometimes assemblies will take the form of a collective worship and other times they will be used to keep you up to date with important issues that affect you such as legislation changes, University or Apprenticeship information. All assemblies are compulsory and take place on Fridays.

## **Work Experience/Shadowing**

In an increasingly more competitive world, it is becoming clear that most students benefit from gaining experience in a relevant work place. For some careers this is essential, (medicine, nursing, teaching, etc.), but for others it gives students a much better chance of gaining a university place or job interview. The Sixth Form team, alongside Sefton Education Business Partnership and Connexions, help to organise other work-related experiences for our Advanced Level students. We expect all students to undertake some form of work experience between Y12 and Y13. Failure to attend, unless there are special circumstances, may result in a student having to cover the cost of arranging the placement and their place in the Sixth Form will be reviewed.

## **School/Community Involvement**

A system of voluntary work runs throughout the year, linked to the Archbishop of York Young Leaders Award. This system provides students with the opportunity to gain valuable experience inside and outside of the school community and to boost their self-esteem by being able to make a worthwhile contribution. It is expected that all students sign up to at least one area of School/Community involvement. In the increasingly competitive workplace and with universities making their entry requirements more demanding, it is important that you stand out from the crowd. Our aim is to encourage you to acquire a variety of skills that will enhance your CV and develop you as a valuable member of society. These are excellent opportunities to involve yourself in an activity that interests and motivates you.

## **Senior Prefects**

There are Senior Prefect positions available in the Sixth Form. Students who wish to be considered apply for the role and are selected by the Sixth Form team. The Head Students and Deputies are selected by the vote



of students and staff. Senior Prefects begin their prestigious role at the start of their Year 13. Each Senior Prefect will be attached to a group with responsibility for one of the many strands of Sixth Form life. They also represent the school body and play a lead role in School Council meetings. Senior Prefects are role models and as such if they fall below target may have their responsibility removed.

### **Sixth Form Student Council**

All students are welcome to become involved with the Student Council that meets regularly. Students can discuss matters concerning them or put ideas forward for improvements. Minutes from these meetings are copied to the Head Teacher.

### **Equal Opportunities**

At St Michael's High School, we expect everyone to treat each other with respect regardless of disability, race, gender, creed or culture. We value our students' diversity and will make every effort to ensure that your individuality is valued.

### **Lunch Time**

At lunch time students can use the school canteen, Sixth Form Common Room, bring their own lunch or go off site, but must sign in/out. If students go off site, they are representing the School and as such must behave accordingly.

### **Parking**

Parking is available for students on the school site. We strongly remind students of the need for care and consideration while driving, especially on the School premises.

# Academic Organisation

## Sixth Form Courses

### Level 3 - Advanced Level

We offer a very wide range of level 3 courses in traditional A levels and BTEC and OCR Cambridge Technical courses. This ensures that students with a wide range of abilities can successfully achieve good grades and progress to higher education or employment.

The courses available to a student are dependent upon their GCSE results. We use average GCSE points score to make our judgements.

### There are four Advanced Level pathways.

#### Applied General A Pathway

- Entry requirements; at least 5 grade 5/4s at GCSE (from 5 separate subjects) and an average GCSE points score of more than 5.0 points from their average GCSE points.
- A pass grade in the subject (or a closely related one) is also usually needed (please consult with your teacher for details).
- Students choose 3 subjects from the **Green** Pathway Column.
- Individual cases may be considered.

#### Applied General B Pathway

- Entry requirements; at least 5 grade 4s at GCSE (from 5 separate subjects) and an average GCSE points score of more than 4.0 points from their average GCSE points.
- A pass grade in the subject (or a closely related one) is also usually needed (please consult with your teacher for details).
- Students choose 3 subjects from the **Green/Yellow** Pathway Column, plus Eng or Maths resit
- Individual cases may be considered.

<b>Applied General A and B Pathway Subjects</b>		
Art	Business OCR TECHNICAL	Sport BTEC
Criminology	Media Studies BTEC	Maths GCSE
Health and Social BTEC	Music BTEC	English GCSE

## Purple/Blue Pathway Subject Pathways

- **Purple** Entry requirements; at least 5 5s at GCSE (from 5 separate subjects) and an average GCSE points score of 7.0 or more from their average GCSE points (including at least Grade 5 in English and Maths) means students will be allowed to study 3 A Level subjects.
- **Blue** Entry requirements; at least 5 grades 5s at GCSE (from 5 separate subjects) and an average GCSE points score of 5.0 or more from their average GCSE points (including at least Grade 5 grades in English and Maths) means students will study 3 A Level subjects, but 1 subject may be a BTEC.
- A grade 6 in the subject (or a closely related one) is also usually needed (please consult with your teacher for details)
- Students choose 3 subjects from the **Purple/Blue** Columns
- Individual cases may be considered.

Purple/Blue Pathway Subjects		
Biology	History	Psychology
Chemistry	Mathematics	Philosophy & Ethics
Physics	Art	Level 3 Maths
English Literature		

### GCSE English and Mathematics

We offer GCSE English and Mathematics courses for students who have not yet achieved a GCSE grade 4. These courses are run separately from the A level courses. They are able to access some courses from the Green/Yellow pathway.

### The Right Decision

**The right course choice is the most important decision you must make in the Sixth Form.** Please don't rush your decision. Please think carefully about these points: -

- Do you have an idea about what job or course you want to do in the future? Are there any essential subjects you must take?
- Do you know what the course will be about, especially if you have not taken it before?
- Are you sure you will enjoy the subject? if you hated it at GCSE, why will you like it now?

### Most importantly

- Don't take a subject just because your friends are; your likes and dislikes are almost certainly not the same.

Always ask questions of the teachers and especially of the Y13 students. They successfully went through this last year. Listen to advice and make your decision. If you feel you have made the wrong choice you can change course, but you do need to do this as soon as possible by speaking to your Tutor and subject teachers. Course changes should be made by the start of October.

### Course Change / Dropping a subject

**All course changes must be discussed with a member of the Sixth Form Leadership Team and the subject teachers. All students must be studying 3 A levels or A level equivalents to remain within the 6<sup>th</sup> form. Any exceptional circumstances may be taken into account and some alternatives to this might be approved by the Senior Leadership team.**

## **Curriculum Entitlement**

**Each subject will provide you with the following: -**

### **1. Course Details**

- Course details will be given to all students at the start of the course. These will help you plan your studies and revision.

### **2. Timelines for the Year**

- These will allow you to plan ahead, see when the busy times will be and if you see problems with subject clashes, let the Sixth Form Team know.

### **3. Appropriate Resources for the Course**

- Textbooks, past exam papers, mark schemes, library facilities and access to ICT.

### **4. A Minimum of Two Assessed Pieces of Work per Term**

- These are vital pieces of work you must complete to continue with the course.

### **5. Negotiated Deadlines for Each Piece of Work**

- Agreed between teacher and student, taking notice of workload.

### **6. Negotiated Deadlines for the Return of Work**

- Agreed between teacher and student, taking notice of workload.

### **7. Constructive Feedback on How Work Can be Improved**

- Your teacher will make detailed comments on your work clearly explaining how it can be improved. Immediately after assessment cycles all subject staff will carry out individual student mentoring offering support and guidance.

### **8. Guidance on How to Catch up on Missed Work**

- If you have missed work for any reason, you must discuss it with your teacher and find out what you need to do to catch up. The teacher will set you a deadline by when you must show them the completed work.

### **9. A File / Book Check**

- Being organised is the key to success. Your teachers will check your work files / exercise books/online records to see if they are well organised, and if the notes, handouts, are all present and in the right place. Tutors will check your work to see that you are using files/ books effectively.

## Student Work Commitment

### Your Weekly Commitment to Your Studies is 30-35 hours

You have returned to school because you want or need to improve your education, so that you can eventually get the type of job you want. To do this you know that you need to gain higher qualifications and probably go on to Further or Higher Education. Your studies have therefore got to be the most important thing in your school life; you will not be successful unless these are your absolute priority.

From past experience we know that the main contribution to a successful Sixth Form career is simple, it is how much time you spend on study. We believe that you must commit yourself to 30-35 hours a week. This does include your taught lesson time of 9 hours a week. In other words, you should be spending about as much time on private study, doing homework, coursework, super-curriculum activities, catching up and reviewing and learning as you do in lessons.

### Private Study

In the Sixth Form you will not have a full timetable. This is because we realise that as you are now a more mature student you will need to do a lot more independent study. Sixth Form students are expected to be a lot more independent in organising their own study time.

### Progression

**To move from Y12 to Y13** you must have passed your end of year 12 exams with a D or above and have a good record of conduct, attendance and punctuality in Year 12. Special consideration will be taken into account for certain circumstances. Students who have passed two AS level subjects may be allowed to move on to A2 level in those subjects (if their teachers agree) and **must** take up a place on a one year AS level equivalent course or a BTEC course in one year (only students with exceptional circumstances and/or a record of excellent conduct and attendance will be offered this opportunity - your choice of subject may be limited and is subject to availability and approval by the Head of Sixth Form). BTEC and OCR Technical students must have completed all of the first-year coursework (to at least your target grade) before they will be allowed to progress on to the second year. If you do not achieve this, it will be counted as a Fail for that particular subject.

Students who have not passed two AS subjects may be allowed to retake the Y12 year but only if there are exceptional circumstances and/or they have an excellent record of conduct and attendance and after discussion with Parents/Carers.

### Target Setting

All students will have minimum target grades set for all subjects. These are based on the average grade achieved by students nationally with a similar GCSE performance in Year 11. Teachers will use these grades as a minimum acceptable level for your performance. You can decide that these levels are too low and will be given a chance to agree new targets if you wish. The School will set minimum and aspirational targets from the 50th to the 70th percentile. We will explain how the system works in detail to you and your Parents/Carers in the first term.

### Assessment and Reporting

The Sixth Form is a very busy time and what is expected of you is very different from before. You will be taking a lot of examinations in only 9 months; therefore, it is very important that both you and your teachers are aware how well you are progressing.

We will monitor your progress regularly, with assessment cycles. At these times you will have a short interview about your progress with a teacher in each subject and a longer summary discussion with your Sixth Form mentor/tutor. These are important times that give you a chance to explain your own needs to staff and ask for their advice and extra help. As well as this, all staff are encouraged to use the 'referral system' to let us know if you are falling behind or failing at any time. All students who are having problems with their work will be supported by the Sixth Form Team in any way we can to help them recover and be successful.

### Recording Interviews and Achievement

It is important to keep records via UNIFROG of all you achieve and any formal discussions you have with staff. You must keep a record of all your achievements and relevant experiences so you can include them in your UCAS personal statement or Curriculum Vitae (CV).

# Student Support

## **Student Advice Services**

At times, students can be under a great deal of stress, both in and out of school. There are various channels of advice and support open to our Sixth Form students to help them deal with the pressures of their studies and any other issues that could arise in their lives. The first point of reference should be a member of the Sixth Form team who will then either deal with the issue themselves or refer them to the appropriate person.

## **First Points of Contact**

Sixth Form Team

### **Advice and Services Open to Students**

- Sixth Form Leadership Team/Form Tutors;
- Sixth Form Mentor;
- Connexions;
- School Chaplain/Mentors;
- Senior Prefects;
- Head Students;
- Counsellors;
- School UKCP Clinical Psychotherapist
- Departmental Support / LSU.

## **Inclusive Support – LSU**

Students who think they require academic or physical support should contact Miss Milward for help and advice. Students with a statement of special educational need will be supported into the Sixth Form and their needs met as appropriate.

## **Academic Problems**

Studying post 16 courses is a very different experience to that of high school as students are expected to apply self-discipline and be highly motivated. The major cause of students' failure is poor attendance to lessons and non-completion of set work by deadlines.

## **Mentoring**

As part of the extensive intervention and support programme, to raise standards and aspirations for all, we run a Mentoring Programme (VESPA and SMART programmes). This aims to break down young people's barriers to learning, allowing for academic and personal development. We want each student to know how to study, help identify targets and provide advice about exam preparation. Your child will be placed on a level depending on a variety of factors including progress, attitude and behaviour, underachievement or vulnerability and based on the estimated level of support that they may require in order to reach their full potential next summer. The levels will be reviewed on a regular basis and some pupils may be moved to a higher level if required. Each Year 12/13 student has access to a mentor, who will negotiate a range of suitable targets and interventions, based on each individual student's needs, to help them to overcome any barriers to learning and encourage increasing focus to maximise progress, in order to focus on how exactly, students are to get from where they are to where they should be. Further benefits include:

- improving focus for how to meet or exceed target grades and attitude towards study;
- raising confidence and self-belief;
- support with how to revise smartly and creation of short and long term revision programmes.

We ask that parents and carers work with us to make the programme the resounding success we know it can be by ensuring your child attends all the meetings and encouraging them to discuss their targets, and how they will achieve them, with you.

There will be 3 levels of mentoring:

Level 1 Green – All pupils will receive mentoring sessions from their Form Tutor/Mentor and will be allowed some flexibility about being in school from 8.45-3.15.

Level 2 Amber – In addition to the above, pupils will be monitored very closely by the Sixth Form team and will have a Mentor meeting at least once every 2 weeks during each half term. Pupils will be directed to additional study/mentor sessions.

Level 3 Red – In addition to the above, there will be assigned one to one mentor sessions weekly plus directed time during the day. Their day will be from 845-315.

All students' assessments are analysed by the Sixth Form Leadership Team and those who fail to meet the expected standards will be offered guidance and given the opportunity by subject staff to complete a further assessment to demonstrate that they can successfully remain on the course. To help students, we operate a system of 'staged referrals' in Sixth Form. This process involves the student being escalated through the Sixth Form Team. Parents/Carers will be advised when appropriate during this process and may be requested to attend a meeting with their son/daughter.

### **Referral Scheme**

Formal referrals are made when subject staff have a recurring problem which their actions have failed to correct. When a referral is received by the Sixth Form Leadership Team, they will arrange an interview with the student who must attend at the time arranged. At the interview the problem will be discussed with the student and a suitable recovery strategy agreed. Any subsequent referrals will be considered in a much more serious way and be addressed by Sixth Form Leadership Team.

Parents/Carers will be informed of referrals, where appropriate, and of any actions taken. Repeat referrals will require Parents/Carers to be called in for interview to discuss the suitability of the course their son/ daughter has chosen.

### **Conduct Warning**

We are happy to say it is unusual for us to have to issue conduct warnings as we pride ourselves on the positive relationships between staff and pupils at St Michaels's High. However, in the unlikely event that we have to issue conduct warnings, there is an official procedure in place. Conduct warnings are issued when student conduct is deemed inappropriate. For example, any student who argues or raises their voice to a Member of Staff will be immediately asked to leave the premises and will not be allowed to return until Parents/Carers have been contacted or attended a formal interview. High standards of behaviour are expected on journeys between the School and other institutions. Conduct warnings may be issued for:

- Inappropriate language.
- Poor attendance and effort.
- Refusal to meet with a Mentor.
- Inappropriate behaviour.
- Dangerous behaviour.

The referral scheme /conduct warnings follow a 5 stage system. Parents/Carers will be informed.

### **Subject teacher Initial Stage**

#### **Level 1**

The subject teacher discusses issues of underperformance, poor behaviour/attendance/punctuality/attitude with the student. Logged and the Sixth Form team informed. Logged onto CPOMS.

#### **Level 2**

The subject teacher arranges a formal meeting with the student to discuss underperformance, poor behaviour. The subject teacher informs the student's Parents/Carers, their tutor and Sixth Form team about issues of underperformance, poor behaviour. Logged onto CPOMS. If there is no improvement or resolution, the student will move to Stage 1 Sixth Form Team.

## **Second Stage Sixth Form Team**

### **Stage 1 – 1st Parent / Carer meeting with formal warning**

The student, is required to attend a meeting where he or she is issued with a first formal written warning from the Head of Sixth Form. The meeting can be attended by Parents/Carers should they wish. They will be offered mentoring to enable them to succeed in their studies.

### **Stage 2 – 2<sup>nd</sup> Parent / Carer meeting with formal warning**

The student will attend a meeting where he or she is issued with a second formal written warning from the Head of Sixth Form. The meeting is to be attended by Parents/Carers. The student will be offered further mentoring to enable them to succeed in their studies.

### **Stage 3 – Formal Warning: meeting with a member of the senior leadership**

The student, with their Parents/Carers, is required to attend a meeting with the Head of 6<sup>th</sup> Form, Assistant Head over 6<sup>th</sup> form or the Deputy Head. At this point they are to be issued with a final written warning. They will be offered further mentoring to enable them to succeed in their studies.

### **Stage 4 – Final Panel Meeting**

The student, with their Parents/Carers, is required to attend a meeting with the Headteacher's Panel to consider their future at St Michael's.

## **Valuing Achievement**

Post 16 students still need praise! Subject staff are expected to inform the Sixth Form team of students who are working well and producing excellent pieces of work. Commendation letters are sent home for academic achievement or when students represent the school in sporting or voluntary activities.

## **Skills Training**

A programme of study skills training will be organised for all students within the first term. Skills such as time management, note taking and revision techniques will be formally taught by the 6<sup>th</sup> Form Mentor, staff and/or guest speakers, as we believe they are vital to your success.

## **Higher Education/Apprenticeships**

All our students are encouraged to reach their full potential. University Open Days are advertised throughout the year on the noticeboards and there is a fully stocked and up to date prospectus library in the Study Centre and access to the Careers Advisor from Connexions. Guest speakers from universities and apprenticeship providers are also invited to talk to our students about careers, university life and finance issues, and students attend a Higher Education Conference in June. Voluntary contributions may be asked of Parents/Carers to enable visits to take place.

The Sixth Form Team are HE specialists who can assist students in completing their applications; Subject teachers and the Sixth Form Team will write personalised UCAS references for each student. A whole day of student training is devoted to completing personal statements and a calendar of deadlines is provided to ensure all applications arrive on time. All applications are made on-line and the student pays for their own application.



## Ten Strategies for Effective Learning



Here at St Michael's we are using the latest knowledge and research about the brain and how individuals learn, to help you maximise their learning potential.

Did you know for example that the latest scanning technology reveals that we use on average only 1-5% of the brain's capacity or that 87% of our brain is made of water? Pupils study best and can even increase their brain's capacity to learn when they are:

**Positive in outlook** ~ encouraging open and active learning ~ linking information with the facts they already know.

**Relaxed but still concentrating** ~ the playing of music without lyrics in the classroom or while studying at home activates the brain.

**Use both sides of the brain** ~ it is not enough to learn by 'rote', only using the left "academic" side of the brain. The use of colour, pattern, creativity and imagination uses the right side of the brain as well as aids learning.

**Use all their multiple intelligences** ~ current research suggests that we have at least 8 intelligences ~ pupils are guided in strategies to learn more effectively. This is first explored during Induction Week and at the session held at Liverpool John Moores University.

**Aware of their preferred learning style** ~ be it practical (feeling, doing), auditory (hearing) or visual (seeing) ~ and use the senses to learn faster and more thoroughly.

**Hydrated** ~ drinking water heightens energy levels, improves concentration and reduces stress.

**Relieved of worry, anxiety or stress** ~ being helped to develop their own coping strategies, removing the blocks to successful learning. Sessions are led by the School Nurse on topics such as positive mental health.

**Well rested** ~ giving the brain sufficient time to recover from the pressures of the day. Eating a balanced diet ~ fresh fish, fruit, vegetables and foods rich in carbohydrates (bread, cereals, pasta) ~ creating energy and increasing their capacity to remember.

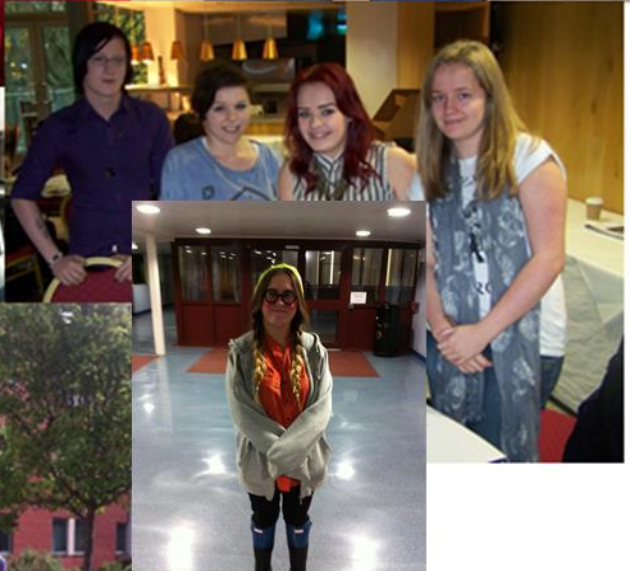
**Well organised** ~ our students are supported to help to plan their time, to make the best use of their learning opportunities.

# Social Activities, Excursions and Events

Throughout the year there is a planned programme of events. These events are run by members of the Sixth Form as part of their School/community involvement work. Students are in charge of ensuring this aspect of Sixth Form life is a success.

Examples of some of the events you can participate in may include: academic trips, social enrichment trips, barbeques, band nights, camping and weekends away, ice skating and visits to other countries. There are also in-school sporting competitions.

With Music especially, there are many opportunities to get involved in events. As well as our musical and drama productions, which require performers, backstage and technical help, there are choirs and other opportunities for music making. We find ourselves performing at all sorts of exciting events, in many different venues and you certainly do not have to be studying a performing arts course to get involved.



## **Sixth Form Dress Code**

St Michael's High School Sixth Form has the following uniform policy:

There are many reasons why we believe appropriate clothes are important for our Sixth Form students:

- Sixth Form students are required to be role models;
- helps to create a professional, working environment;
- having to wear suitable clothes reduces the negative impact of peer pressure to conform to the latest expensive fashions.

There is an expectation that, as sixth form students, you should dress appropriately for a school day. This means that you should be able to effectively judge what is deemed acceptable in a school environment. This doesn't mean you cannot express yourself or show individuality in what you wear – we just ask you to be sensible.

We have put together a dress code in order to aid your decisions and help support sensible clothing choices.

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### Sixth Form dress code:

- No crop tops
- No unsuitable logos or print on clothing
- No low or strappy tops
- No ripped clothing
- Skirt/shorts to be an appropriate length
- No full tracksuits
- No visible underwear
- Suitable footwear (e.g., closed, no heels)
- No extreme fashion (e.g., corsets, fishnet clothing)

### Note Tattoos/Hair/Piercing:

- Tattoos become relevant if they could cause offence and/or invite provocation, please be mindful of this if you are considering getting one.
- Hair, no extreme styles or colours that may cause offence or detract from the professional image.
- Any piercing must not constitute a health and safety risk and the Sixth Form reserves the right to ask students to remove any piercing that is unacceptable in a professional setting.
- No liability will be accepted by St Michael's High School for any damage to or loss of any type of jewellery that is brought into school.

### Consequences

- If Sixth Form students do not attend school in appropriate clothing they will be told by staff to return home and change.
- If the dress code is repeatedly broken then we will be forced to introduce a formal dress code at an earlier date.

***If Sixth Form students do not attend school in appropriate clothing they will be asked by staff to return home and change.***

## **St Michael's Mission Statement**

This is a caring Sixth Form committed to ensuring that all students achieve at the highest level. All members of the school are valued and will find respect for themselves, their families and their traditions.

We at St Michael's Sixth Form take your education very seriously and hope you intend to do the same. To prove your commitment, we expect you to agree to the terms of the Code of Conduct laid out overleaf and acknowledge this by signing the agreement. A non-return will be considered as agreement with the following.

### **HOME/SCHOOL PARTNERSHIP AGREEMENT**

The staff and governors at St Michael's Sixth Form share with you in having high expectations for all students of the school at all ages. We want students to be happy in school and achieve success. For students to achieve success at the Sixth Form, it is important that Parents, Carers, Students and the School are able to work together, each playing an equally important role in the partnership.

This CODE OF CONDUCT document sets out for you what our expectations of Parents/Carers and Students are. For example, poor attendance and failure to complete coursework or appropriate examination preparation may result in a student not being entered for an examination. Failure to attend an examination, without a suitable reason, will result in a charge to cover the examination cost. The School will not cover the cost of a remark if it is by student/parental request. We ask you to read it with your son or daughter, sign the tear off slip and return it to St Michael's within 1 week of receiving it. If the form is not returned, we will assume that this implies your consent.

Agreeing to this agreement will ensure we have a home/Sixth Form partnership which will result in our students achieving their best!

Kind Regards,

A handwritten signature in black ink, appearing to read 'D Meir', written on a light-colored background.

Mr D Meir  
Head of Sixth Form

## **St Michael's High School & Sixth Form Student Contract**

You have chosen to continue your Post-16 education at St Michael's High School Sixth Form. As a member of the Sixth Form you are a senior student and enjoy a range of rights and privileges. We hope that you will enjoy your time in the Sixth Form and that you will leave the school having achieved your potential and be fully prepared for the next stages of your life. We have set out what you have a right to expect from the school and its staff, and also what we expect from you, in order that all students will have the opportunity to succeed. Please sign the contract and return the copy to school.

### **The School will:**

- provide courses and teaching facilities which are appropriate for your ability;
- have high expectations of each student and set them appropriate targets;
- ensure that assignments are set on a regular basis and marked constructively and returned promptly, with objectives with constructive comments for improvement;
- treat each student as an individual and provide regular support and guidance, so that you take responsibility for your learning and to develop your key skills;
- monitor students' progress regularly and report this progress to Parents/Carers;
- provide facilities for and guidance on independent study at school;
- provide guidance and preparation to support your progression into employment or higher education;
- provide opportunities for voluntary work and work experience;
- make every effort to minimise the disruption caused by staff absence and work will be set if staff are absent.

### **Students will:**

- read the Student Handbook and abide by the rules included in it;
- negotiate a full programme of study and maintain their commitment to this. Any proposed changes to this must be discussed with the Sixth Form team in advance;
- attend and be punctual at all subject lessons/form time/guidance/assembly/required visits. (If you know you are going to be absent you must inform Mrs Owen and bring a note in from your Parents/Carers/Doctor);
- make every effort to work to their full potential and complete all set work on time;
- attend all timetabled guidance and private study sessions, School events such as the Church Service at Christmas and Easter, and to arrive properly equipped to work;
- take up voluntary work and enrichment opportunities provided;
- maintain an acceptable standard of behaviour at all times, respecting each other, the facilities and the environment, for example, no smoking or Vaping on site;
- wear appropriate clothing;
- not undertake any paid employment during school hours and limit this employment to a maximum of 8 hours a week. Attend work experience. Failure to attend without a suitable reason will result in the student having to pay the administration costs.

### **You can expect:**

- to be treated in a fair, polite and friendly manner; to have your religious views and cultural background respected; help in choosing a programme that meets your needs and aspirations;
- help in identifying realistic goals and strategies to achieve them;
- access to professional support if required;
- your own Sixth Form Student Committee; events that encourage participation from all members of the student body; the opportunity to take roles of responsibility in the organising of fundraising/charity events



**You will be expected to:**

- raise relevant issues with the appropriate people;
- complete documentation which seeks your views;

**You are expected to:**

- have respect for the ethos of the School;
- behave in a polite and courteous manner;
- care for the physical environment;
- behave in a safe and sensible manner in accordance with Health and Safety regulations;
- have an excellent attendance and punctuality record.

**TEACHING AND LEARNING**

**You are expected to:**

- take responsibility for your own learning, with a target of 3 hours independent learning per day (at home/School);
- attend any visits or residential which are a required part of your programme of study;
  - complete assignments by the deadlines set;
  - be punctual to lessons; not eat/drink in lessons; not to use a mobile phone in class
  - abide by the ICT 'User Policy';
  - take holidays outside term time;
  - arrange appointments at the end of the school day (if possible);
  - attend all timetabled Study/ Guidance sessions;
  - earn the right of entry to external examinations;
  - attend all of your external examinations on time.

**Parents/Carers are asked to:**

- support the school in the maintenance of this contract to help ensure their child achieves their full potential;
- attend all relevant meetings to discuss issues relevant to their son/daughter;
- ensure their child keeps to the terms of this code of conduct agreement;
- encourage high standards of attendance and punctuality;
- acknowledge that their child's progress will depend upon them meeting the terms of this agreement;
- contact the school with minor worries, including absence, before they become major problems;
- provide a space in which homework can be completed, without distractions;
- support the School by making a voluntary contribution to visits, if required;
- agree that their son/daughter will not be allowed to sit public examinations if there are concerns about effort/attendance and will not continue onto an A2 (A Level course in Year 13) if they do not achieve a D Grade or Pass in coursework at the end of Year 12.

Signed.....(Student) .....(Parent/Carer)

To enable us to communicate more effectively, please provide us with up to date phone numbers & an e-mail address:

Home Phone.....Parental E-Mail.....

Parental Mobile Phone.....