



Wimbledon College

Sixth Form Handbook

2021-22

Purpose of the Sixth Form

The purpose of the Sixth Form is to encourage you to recognise the best in yourself and to work hard to develop all of your talents.

Alongside this core aim is our ambition to instil an awareness of the needs of the less fortunate and for you to commit to putting your gifts and energies at the service of others. The framework which underpins all of this is known as the Jesuit Pupil Profile and you will often hear us referring to the development of 'men and women for others'.

For our school to be a springboard towards a fulfilling future, you will be provided with academically engaging and appropriate pathways, with high quality teaching, so that you may gain an excellent knowledge of the curriculum areas in which you study and an understanding of where your subjects fit in the wider context of the world beyond school.

We set high expectations and expect you to engage fully with your learning. You will be given greater flexibility when it comes to how you manage your school day and we will encourage greater autonomy and, where possible, facilitate exploration and the pursuit of your own individual interests. We do, however, insist on high levels of attendance, excellent punctuality and an uncompromising approach when it comes to pupil conduct and dress.

We will ensure that you are involved in a variety of thought-provoking experiences, activities and reflections which will enhance your understanding of yourself and your role in the world. We hope this journey towards greater self-awareness will help you realise the role that you might play in making the world a better place.

We also aim to guide you as you continue on your Christian journey, providing real-life examples of how you may find God in all things.

Our Sixth Form is structured around a set of standards which we expect all students to adhere to. These are laid out on the pages that follow.

Sixth Form Standards

Sixth Form Standards are a straightforward system of expectations and consequences which can be easily understood by students, staff and parents.

The aims of Sixth Form Standards are:

- to promote academic achievement
- to promote responsibility for independent study and good study habits (including attendance, punctuality, completing on time, high quality note-taking, independent study and revision, and performance in assessments)
- to encourage personal development with increasing responsibility and self-discipline
- enable engagement with extra-curricular activities and involvement in the wider life of the school
- to provide a structure which challenges, monitors, rewards and supports performance

There are six standards which set out the College's expectations of Sixth Form students:

- 1. studies**
- 2. attendance**
- 3. punctuality**
- 4. participation**
- 5. responsibility**
- 6. dress code**

Students who consistently meet the standards will enjoy greater autonomy within the Sixth Form.

Those who fail to meet the Standards will be given behaviour points, which go on your record. Students who receive behaviour points are challenged and supported by a more structured regime.

These are monitored by Sixth Form Heads of Line and are included in Review Day discussions. The number of points you receive reflects your engagement with Sixth Form and your willingness to respond positively to the Sixth Form standards.

Standard 1 - Studies

Your first priority at school is your studies. This means attendance at and participation in lessons, being fit for school, being properly prepared, completing homework, pursuing independent study, using study periods and IL's wisely, meeting coursework deadlines, and revising for exams.

The College expects you to contribute actively to your own success and not simply to come into school and be spoon-fed by teachers.

In our experience **successful Sixth Form students:**

- are **well prepared for class** (this means going over material from the previous lesson the night before, knowing what needs to be known, and feeling confident with skills that have been taught, being one step ahead in the textbook)
- have a **positive growth mindset** (this means that you take the opportunity to learn from mistakes because you do not believe your ability is fixed. You steadily improve by acting on your teachers' feedback and set aside time to mastering difficult tasks with hard work and effort.)
- **participate actively in lessons** (ask questions, volunteer answers, listen to what others have to say, contribute to debate)
- take **good notes** (well organised by headings and subheadings according to the course syllabus, with enough detail to make sense when revising many months later, with cross references to textbooks and handouts)
- have **well organised folders/files or exercise books** and a logical way of **storing information electronically**. These need to be available for checking at any time on request. They may be formally reviewed at the Review Day in October.
- **use Google Classroom** (or Microsoft Teams if studying at UHS) to plan work and know when deadlines are

- have a **copy of the course/exam syllabus** (kept in the front of the subject folder), know what needs to be covered and check-off topics as they are completed in class
- do **5 hours of independent study** for each subject each week (it is generally reckoned that A level courses require a **minimum of 11 hours** a week – roughly half taught and half independent study)
- use **study hall** time well (know what work you want to do each time you have a study hall lesson and stay focussed so you achieve it) and use the study hall beyond your required hours for additional independent study
- **complete homework** assignments properly and on time (having a clear schedule for work at home)
- **meet coursework deadlines** (both interim and final - do not let a backlog of work build up)
- **revise for assessments** and understand that **all assessments are important and could be used to measure attainment** (know when you have assessments and plan a revision schedule, create revision cards or notes, doing past paper questions, seek the teacher's help with areas of weakness, attend optional revision classes)
- take an **interest in your chosen subjects** beyond what is required (which in practice means reading a book, completing a MOOC, attending a webinar or following up topics out of interest – this is particularly important when it comes to writing your UCAS personal statement)
- **know your target grades**, understand what you need to do to achieve your target grades (make sure you have the grade criteria) and regularly review how you are doing

You will be set **target grades**. Your teachers will help you by explaining what you need to do to achieve your target grades. However, in the end only you can do the work.

If you need extra help, **ask**. You must take responsibility for your studies and for your academic progress. Your teachers are willing and happy to give extra help.

Significant resources are available to you to **support your studies**: your teachers will be able to explain where these resources can be found.

You should also consider buying revision guides or exam workbooks in your subjects, guided by your teachers.

Sixth Form filing policy

Sixth Form students should show evidence of an organised filing system for each of their subjects.

Students are expected to have available for checking the following documents in each subject:

Specification or SOW including assessment details

- PLCs (personalised learning checklists)
- Work completed in class
- Returned assessments (green penned)
- Past papers (with mark schemes)
- Reading lists/relevant internet sites
- Evidence of independent work
- Work completed in class

Students may choose to have a weekly file and more substantial folders at home, which must be brought in for checking if required. They may choose to have their folders divided by teacher, by unit or by topic and they should seek advice from subject teachers of the Sixth Form team as to how best to arrange the relevant information.

The following expectations are clearly helpful to ensure that the folders aid effective learning and revision:

- All work dated including handouts
- A copy of any work missed
- Effective use of dividers

Your subject teachers, Head of Line and Form tutors will check student files/folders/exercise books regularly throughout the year. They may also ask to see how you store information electronically.

Continuation into Rhetoric (A-Level courses)

To continue into Rhetoric on A level courses, you will need to have achieved at least a grade D in your end of year exam in each of the subjects you wish to study. Your results in these exams will also be the grades used to inform your predicted grades on your UCAS application.

If you do not achieve a D grade in your end of year exam you may be entered onto another appropriate subject area and/or be offered the EPQ.

Continuation into Rhetoric (BTEC courses)

Access to BTEC courses in Rhetoric requires you to have completed all mandatory BTEC units in Poetry.

Due to the popularity of our BTEC courses as well as potential timetable clashes, you would be unable to redo mandatory units from your Yr. 12 course whilst being enrolled in Yr. 13.

If you have not passed all mandatory units it may be possible for you to transfer the units you have successfully completed to a course provided by an alternative Sixth Form or College.

Standard 2 - Attendance

In order to succeed in the Sixth Form you need to be present.

Your attendance must be better than 95% (and, of course, you should aim for 100%).

- If attendance falls below 95% you risk not being entered for public examinations.
- You should not stay off school unless there is a very good reason for doing so.
- You should also consider whether your lifestyle is leading to absence: are you getting enough sleep, exercise, eating well?

You are required to:

- Be **through** the school front gate by **8.20am** every day as lessons start promptly at 8.30am. On **Tuesday** only you may arrive a little later. You should be through the school gate by **9.10am** in time for assembly.
- Attend all lessons- failure to do so is truancy.
- Attend **study periods/Independent Learning [IL]** as identified on your timetable – failure to do so is truancy
- Be present for assessments on the day they are set
- Attend assembly
- Be present at parents' evening (online or otherwise)
- Attend **review days** (when tutors review your academic progress with you)
- Attend and engage in all **faith days** as well as PSHE sessions.
- Attend **school liturgies**

You are strongly encouraged to get involved in sport and extra-curricular activities. If you make commitments to your coaches and your team mates to play in fixtures or participate in rehearsals, ensuring you honour your commitment and that you arrive on time is a common courtesy.

Requests for time off

If you know you are going to be absent from school **your parents** must request permission in advance. You should try to arrange doctors' and dentists' appointments out of school time, though we understand that this is not always possible. You will not be permitted to take time off school for job interviews or for driving lessons/assessments.

Absence notes

If you are absent from school **your parents** must phone or e-mail the Sixth Form Office by 9.00 am on the first morning of absence. They must continue to call in each day you are absent. If you are absent for 2 days or more you should bring in a medical note or doctors' certificate. You may be marked as an unauthorised absence until this note is received.

Attendance records

Attendance records are kept both of your overall school attendance and of your attendance at individual lessons and the study hall (using SIMS). If patterns in unauthorised absences are identified you may be put onto stage one report and have some privileges removed until your attendance improves.

Students with lessons at Ursuline High School

Students who have a lesson at Ursuline period 1 and 2 are permitted to go straight to Ursuline and arrive at the time those lessons are scheduled to begin. Attendance data is shared between Wimbledon College at Ursuline at 10.30am each day, so you should ensure you arrive promptly. If you are late to a lesson at Ursuline your detention will take place at Wimbledon College.

Standard 3 – Punctuality

You must be punctual to school each morning.

- This means being **through** the school front gate by 8.20 am **every day**. The only exception to this standard is if you have a lesson at Ursuline for **period 1 and 2 only**. If this is the case you may go straight to Ursuline.
- If you have a study period/IL on your timetable for period 1 and 2 you must attend study hall at Wimbledon College for period 1 and 2.

You must be punctual for classes.

- This means being at the classroom when the bell rings for the beginning of the lesson.
- If you are late, you must report to the lesson and give your excuse.
- If you are late without a reasonable excuse, the teacher may refuse to admit you. This is to allow lessons to start promptly and to avoid interruption. If you are refused entry to a lesson you must go to the Sixth Form office to explain that you have been refused entry to your lesson before going to the study hall for the remainder of that period.

You must be punctual for assembly, focus days, liturgies and other formal meetings and events.

Standard 4 – Participation

Wimbledon College is about much more than lessons and exam results. It is a Christian community in which you have the opportunity to serve and get involved.

By choosing to join the Sixth Form, rather than go elsewhere, you have opted into the routine, expectations and events which make up the life of this community.

You are strongly encouraged to get involved in sport, extra-curricular and service activities. You may, of course, be involved in activities outside of school, but we would still encourage you to get involved in something at school. In this way you contribute to the community and become part of the community – Wimbledon College becomes your school.

Mr Potter has an extensive array of volunteering opportunities, in addition to this he is always available if you want support organising your own events.

Various activities will be promoted during assemblies or on notice boards in the Sixth Form centre.

One particular way in which we ask Rhetoric students to be involved in the life of the school is by serving as prefects.

All Sixth Form students can participate in the discussions which help form school policies and decisions by getting involved in the School Council.

Standard 5 – Responsibility

Our aim in the Sixth Form is to promote a high degree of autonomy, self-discipline and responsibility. If you meet the Sixth Form standards, you will find you are given more autonomy and freedom to arrange your studies and school life. Sixth Form is halfway between school and university and we aim to treat you as a young adult. In most things we deal with you directly rather than with your parents – **you are given the opportunity to take responsibility for your own actions and decisions.**

In particular, we expect you:

To be fit for study

This means looking after yourself so that you have the energy and health, both mental and physical, for school. You need to achieve a sensible balance between school life and your social life, any part-time work and family commitments.

To have a positive and purposeful attitude to your studies and school life

You have chosen to join the Sixth Form knowing that you will have greater freedom than younger students but not as much freedom as you might have at a college of further education.

To negotiate situations, not avoid them

This is what maturity as a Sixth Form pupil is about. If situations arise, or demands are made of you which you do not like, do not run away from them – speak to the people concerned and see if a compromise can be reached. Act responsibly and you will find that staff will respond positively.

To notice when things are not the way they should be

You are now a senior member of the school community; your community. Notice when things are not right and take the initiative to put them right (this may include intervening if a younger pupil acts inappropriately towards others).

To have high standards of behaviour outside school

Wimbledon College has a very good reputation. As a Sixth Former, your behaviour should be exemplary. You are an ambassador for the College. Students that bring the name of the College into disrepute will be sanctioned and may jeopardise their place at the Sixth form.

Other elements of this standard include:

Bounds

When you are not in lessons or required to be in the study hall, you may choose to be in the seating area outside the Sixth Form office. Some Art and Music students are permitted access to art or music rooms to continue with work, but you must negotiate this access with the relevant Head of Department and **then inform your Head of Line.**

Misbehaviour

A behaviour policy, including sanctions remains in place during Sixth Form. Sanctions include detentions of 30 or 60 minutes, Saturday detention, internal and external exclusion and being placed onto stage 1 report.

Driving to school

Due to parking constraints and in the interest of maintaining good relations with our neighbours, driving to school is not permitted. Wimbledon College is fortunate to be well placed for public transport.

Mobile phones, iPods and mp3s

May only be used in the area immediately outside the Sixth Form office. You may not use them when walking across playgrounds or in corridors as this makes it difficult for staff to reprimand students in KS3/4 for similar behaviour.

Mobile phones should be switched off in lessons and only used when directed by your teacher.

Standard 6 - Dress Code

Sixth Form students are not required to wear the school uniform. You are, however, expected to follow the dress code. Dress and appearance are to be in keeping with the formality of school life.

- Sixth Form students are required to wear a suit or formal jacket and trousers. Your jacket should be worn to school each day. An overcoat or hooded top should not be worn in replacement of your jacket. Trousers with rivets are not acceptable.
- Shirts are to be formal, plain or striped in sober colours, tucked in and the top button done up.
- The Sixth Form tie, prefect's tie or colours tie is to be worn and be clearly visible.
- Shoes should be of a formal nature. Trainers, canvas shoes and boat shoes are not appropriate.
- Hair should be clean and tidy.
- Boys should be clean shaven.
- Jewellery, including earrings, should not be worn.

Boys who fail to meet the dress code will be sent home to rectify the situation and must see their Head of Line on their return to school before returning to lessons.

The final arbiter of what is or is not acceptable dress or appearance is the Head of Sixth Form.

Examination Entry Policy

Entry for public examinations (A-Level, BTEC3 and other qualifications) is not automatic. You must show that you have done enough work to justify entry.

If your attendance, work or achievement give cause for concern, the Head of Sixth Form will review your track record in the following areas:

- **attendance** (must be better than 95% unless there are justifiable reasons)
- **punctuality** (you have been on time for classes)
- **homework assignments** (the number of homework referrals accrued will be assessed)
- **study hall attendance** (poor attendance will be highlighted)
- **coursework** (you have consistently met interim and final deadlines)
- **in class assessments & end of year exam results** (these are broadly in line with your target grades)
- **teacher predictions** (that your subject knowledge is secure)
- **Warning letters received** (if you have received any warning letters, how has your behaviour changed in response to those letters)

If you fail to meet expectations, without good reason, it is likely you will not be entered for, or withdrawn from, public examinations.

Please note that if you arrive late for a public examination without good reason, you may be refused entry. The school will not delay or disturb the beginning of examinations for latecomers.

Grades

Yr. 12 target grades are worked out from your average points score at GCSE compared to the national performance.

The grades you achieve in your End of Year assessments in Yr. 12 will be used to inform your predicted grades for university applications. The entry requirements for some universities courses may be displayed as UCAS points (also known as a UCAS tariff). The table below illustrates the value of each grade and also how A-Level and BTEC courses are grade equivalent.

A Level grade	BTEC grade	UCAS points
A*	Distinction*	56
A	Distinction	48
B		40
C	Merit	32
D		24
E	Pass	16
U (Fail)		0

EPQ grade	UCAS points
A*	28
A	24
B	20
C	16
D	12
E	8

Behaviour Procedures

The school's system of discipline rewards good behaviour and commitment to studies and school life, and provides for sanctions against poor behaviour. Pupils who fail to strive to meet high standards of behaviour will be called to account. At the same time, the school recognises that students do sometimes err and tries to help them learn from their mistakes. When employing behaviour procedures individual circumstances will be considered and HOL discretion will be used. The table below outlines sanctions available to a Sixth Form HoL and the Sixth Form team.

	Referral	Sanction
Level 1	Lateness Out of bounds Rudeness/insolence Other first time or low level indiscretions	30 minute detention (Tuesday or Thursday)
Level 2	Failure to attend Level 1 detention Truancy More concerning or persistent indiscretions	60 minute detention (Tuesday or Thursday)
<p>Level 1 and Level 2 detentions are held on the first Tuesday or Thursday after the referral has been entered onto SIMS. A detention list will be generated each Tuesday or Thursday morning and posted on the noticeboard. It is the responsibility of each student to check the notice board at break time or lunchtime.</p>		

Behaviour Procedures (cont)

	Referral	Sanction
Level 3	Failure to attend level 2 detention	Internal exclusion - Parents informed Saturday detention
Level 4	Persistent failure to adhere to behaviour expectations	Stage 1 report
Level 5	Persistent failure to respond to previous interventions	1st warning letter 2nd warning letter Final warning letter Exclusion from school

Accountability – Warning letters

The Sixth Form standards set out a clear expectation for commitment and behaviour. Meeting the standards will lead to greater autonomy. Failing to meet them will lead to greater restriction and monitoring.

Persistent failure to meet the standards will result in a first warning letter being issued to you, clarifying what you need to improve. Your parents will be invited to discuss the issues with your Head of Line. Should there be no positive response to the issues raised in the first letter, then a second letter will be issued and you will need to attend a meeting with the Head of Sixth Form and your parents to discuss the severity of your situation. After this, should there be no significant improvement in your response to the issues, there will be a final warning letter issued. Lack of engagement with this process places you at risk of exclusion and not being entered for exams.

Sixth Form Staff

The Sixth Form team is responsible for the day-to-day running of Sixth Form, academic tracking across subject areas and the pastoral care of Sixth Form students.

Head of Sixth Form

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The **Examinations Officer** is Mr A Baron. His office is near the Higher Line Office. You should deal with him directly on matters of entries, extra-time, results, and other queries related to public examinations. Contact: 020 8879 9320 or exams@wimbledoncollege.org