

PERSONAL

Name

Address

.....

Telephone No/Mobile email

IT log on code

UCAS code

National Insurance No.

College Tutor

College Phone Number 01364 652230 Place House 01364 654301

email: pclark@southdartmoor.devon.sch.uk

MEDICAL/ACCIDENT

Doctor Tel No

National Health No

Essential Information

In case of accident please notify:

Name.....

Address

.....

Telephone No (Home) (Work)

Sixth Form Staff

There is a dedicated team of sixth form staff including a leadership and administrative team. Contact details for specific staff are available via the college website and all sixth form staff operate an open-door policy for students to access advice and support.

Sixth Form Tutors

We have approximately 16 tutors, divided into Year 12 and Year 13 groups, who support students throughout their time at Sixth Form. Every morning students register with their tutor at the home base (assigned rooms in Place House) and spent about 20 minutes discussing the issues of the day. Tutors provide pastoral guidance, curriculum advice and monitor individual progress and attendance. At the end of Year 12, tutors write individual reports reflecting on student progress, which may contribute towards their final college statement or UCAS reference at the end of their time in Sixth Form.



Futures are made in the present



SDCC Sixth Form COLLEGE DAY 2014 – 2015

8.00	8.50	Early Bird Sport
8.15	8.55	<i>Library Open</i>
8.55	9.25	Morning Registration/Assembly
9.25	10.25	Lesson 1 (to include registration)
10.25	11.25	Lesson 2 (to include registration)
11.25	11.45	Morning Break
11.45	12.45	Lesson 3 (to include registration)
12.45	1.30	Lunchtime
1.30	2.35	Lesson 4 (to include registration)
2.35	3.35	Lesson 5 (to include registration)
3.45	5.00	Out of Hours Learning

For more and regular updated information about the Sixth Form please click on KS5 section of the College website <http://www.southdartmoor.devon.sch.uk>, see our Facebook page or follow us on Twitter.



Futures are made in the present

Personal Sixth Form Timetable 2014 – 2015

	Mon	Tue	Wed	Thu	Fri
--	-----	-----	-----	-----	-----

08.00 – 08.50 Early Bird Sports Activities / Library Open

Reg 9.00 – 9.25	Tutorials	Tutorials Attendance Monitoring	Tutorials	Tutorials	6th form assembly
P1 9.25 – 10.25					
P2 10.25 – 11.25					

11.25 – 11.45 Morning Break

P3 11.45 – 12.45					
----------------------------------	--	--	--	--	--

12.45 – 1.30 Lunchtime + Lunchtime Clubs

P4 1.30 – 2.35					
P5 2.35 – 3.35					

After College Activities / Twilight Lessons / Study Support

TERM & HOLIDAY DATES 2014 – 2015

SEPTEMBER					
Mon	1	8	15	22	29
Tues	2	9	16	23	30
Wed	3	10	17	24	
Thur	4	11	18	25	
Fri	5	12	19	26	

OCTOBER				
	6	13	20	27
	7	14	21	28
1	8	15	22	29
2	9	16	23	30
3	10	17	24	31

NOVEMBER				
	3	10	17	24
	4	11	18	25
	5	12	19	26
	6	13	20	27
	7	14	21	28

DECEMBER					
Mon	1	8	15	22	29
Tues	2	9	16	23	30
Wed	3	10	17	24	31
Thur	4	11	18	25	
Fri	5	12	19	26	

JANUARY				
	5	12	19	26
	6	13	20	27
	7	14	21	28
1	8	15	22	29
2	9	16	23	30

FEBRUARY				
	2	9	16	23
	3	10	17	24
	4	11	18	25
	5	12	19	26
	6	13	20	27

MARCH					
Mon	2	9	16	23	30
Tues	3	10	17	24	31
Wed	4	11	18	25	
Thur	5	12	19	26	
Fri	6	13	20	27	

APRIL				
	5	13	20	28
	6	14	21	29
1	7	15	22	30
2	8	16	23	
3	9	17	24	

MAY				
	4	11	18	25
	5	12	19	26
	6	13	20	27
	7	14	21	28
1	8	15	22	29

JUNE					
Mon	1	8	15	22	29
Tues	2	9	16	23	30
Wed	3	10	17	24	
Thur	4	11	18	25	
Fri	5	12	19	26	

JULY				
	6	13	20	27
	7	14	21	28
1	8	15	22	29
2	9	16	23	30
3	10	17	24	31

AUGUST				
	3	10	17	24
	4	11	18	25
	5	12	19	26
	6	13	20	27
	7	14	21	28

 Sixth Form Holidays



Futures are made in the present

COLLEGE DATES

Autumn Term begins	Tuesday 2 September 2014
Half Term weeks	Monday 20 October – Friday 31 October 2014
Autumn Term ends	Friday 19 December 2014
Spring Term begins	Monday 5 January 2015
Half Term week	Monday 16 - Friday 20 February 2015
Spring Term ends	Friday 27 March 2015
Summer Term begins	Monday 13 April 2015
Half Term week	Monday 25 - Friday 29 May 2015
Summer Term ends	(6th Form) Tuesday 21 July 2015
Summer Term ends	(Main School) Friday 25 July 2015

SIXTH FORM DATES

NB: * *These dates are **provisional** and will be confirmed only when examination timetables are published.*

Year 12 HE/Futures Day	Friday 13 February 2015
Year 12 (AS students) Study Leave	*Monday 18 May - Friday 5 June 2015
Year 12 – A2 teaching	*Monday 8 June - Friday 17 July 2015
Year 13 Study Leave	*From Friday 22 May 2015
A2/AS results	*Thursday 13 August 2015

USEFUL NUMBERS and ADDRESSES

Place House	01364 654301
Main College	01364 652230
Bank Youth Project	01364 653330
Careers SW	0800 9755111 freephone
Get Connected	0808 8084994 free confidential youth helpline
Samaritans	0845 7909090
UCAS	0871 468 0 468
County Transport Co-ordinator	01392 382276 (for College bus queries)

www.southdartmoor.devon.sch.uk

www.ucas.com

www.careerssw.org.uk

www.opendays.com



Futures are made in the present

Welcome to Place House

We are really pleased that you've decided to join us and we hope that your chosen courses reflect your interests and abilities and that you will enjoy studying with us. It is very important to us that we work together in order to give you the best chance of realising your potential. Please seek staff support; you need never feel alone. We are privileged to have great facilities, featuring specialist ICT facilities, a common room, classrooms and offices. For more and regular updated information about the Sixth Form please click on the KS5 section of the College website and follow us on twitter or Facebook.

<http://www.southdartmoor.devon.sch.uk> and SouthDartmoor6thForm@sdcc6thform.

Study Facilities in Place House - There are quiet and group student work areas with ICT facilities. We have computers at Place House which are networked and have Internet access.

College Library – There is a large designated sixth form area within the College Library with access to Multimedia PCs. The Library is for serious, quiet, independent study only (please see Library information page later).

Departmental Study Areas - Several departments offer their students the chance to use specialist reference books in one of their offices. Please make enquiries of subject teachers.

Common Room – we encourage students to work in here during lesson times but it is very busy at lunch and breaktime.

Attendance - Students are required to attend all timetabled lessons and the weekly Sixth Form Assembly and four registrations per week. Employers, Universities and Colleges always ask us about a student's attendance. We want to be able to say that your record is excellent. Attendance and punctuality concerns will be recorded by tutors and the deputy head of sixth form. Ongoing concerns could result in students losing their place in the Sixth Form.

College holidays are generous. You are expected to take your holiday then, not in term time. We are only able to authorise term time holiday for post 16 students in exceptional circumstances. **There will be no holidays permitted between 8 June and 17 July 2015.** If you are ill, as a matter of courtesy we require you to ring Place House **on the day** so that tutors and subject teachers can be informed. Failure to do this will result in unauthorised absence being recorded. You must make sure that you catch up with any work that has been covered and find out if any assignments have been set.

If you are away for more than a few days, for example a week, we require you to self-certificate yourself. This means we would like a short note of explanation. If you are

away for longer, you will need a Doctor's note. It might be that the College will need to find ways of supporting your study if you are seriously ill.

Registration - You must register with your form tutor at 9.00 am in Place House and in every timetabled lesson. If you arrive late to college and miss registration with your form tutor you must sign in at Place House.

Tutors - They will arrange tutorials with you at mutually convenient times. They should be the first person you turn to with academic or pastoral problems. They will write your reference so it is to your advantage to make sure they know you well and that you have impressed them in order for them to write you the best reference possible.

Service to Others - We actively encourage you to give some of your time each week to help other people. Many sixth form students help staff in lower school classes or take clubs for them. You may also do community work, lead charity work or assist teaching in your local primary school. All of this looks great on your reference of course, and will help you gain the important **Employability Award**

Sixth Form Student Council - Many students have gained a great deal by serving on this council and arranging all kinds of activities for fellow students. These have included sports competitions, Alton Towers trips, Barbecues and the Leavers' Dinner.

Part time Work - Most students feel the need to earn some money to contribute towards their keep, to meet personal needs or to save for university. However, it is important to remember what your priorities are. Do not take on so much that your studies suffer. Academic work must be a priority and you must learn to organise yourself so that class work is prepared and deadlines are met. A part time job should not interfere with your attendance at class. No more than 8 hours of part time work per week is advised.

Sixth Form Sport and Dance - You are welcome (but not required) to attend the 2 hours of varied Sixth-Form-only activities offered on Wednesday afternoons and there are also many before and after College clubs and teams that welcome Sixth Formers. See Sports and Dance staff for details.

Sixth Form Use of Main Site – Sixth Form students are allowed on main site for the purposes of attending lessons, using the Library or canteen facilities. Students in the lower college have priority over all table tennis and basketball equipment. Sixth Formers are encouraged to enjoy their excellent and exclusive facilities at Place House.

Mobile phones and music players are not allowed to be used on main site but can be used by Sixth Formers at Place House.



Futures are made in the present

Academic Targets

Subject	ALPs target grade	Projected grade	Students own target
Autumn Term:			
<i>Basket Weaving</i>	<i>B</i>	<i>A</i>	<i>A</i>
Spring Term:			
Summer Term			

Record and discuss your targets for each subject regularly with your teachers. Be sure that you ask how to achieve at least a minimum of your ALPs target.

You could choose a member of your tutor group who would like to help you achieve your target by monitoring your progress, discussing study strategies etc. Students who have worked in this way in the past have found it a really good way of helping one another.

South Dartmoor Community College ^{th form}

Employability Award

Futures are made in the present

When students leave the Sixth Form, whether it be to employment or university, they will be competing against literally hundreds of thousands of students looking to secure the best possible opportunities for themselves.

Academic achievement is obviously vitally important and our curriculum and pastoral policies support students in making the most of their academic potential.

However, nowadays academic success is often not enough and we pride ourselves in helping students stand out from the crowd by pursuing great opportunities beyond the curriculum.

*By ensuring that students have their **South Dartmoor Community College Employability Award** highlighted and detailed in their references we are ensuring that the recipients of the award will stand out from the crowd, helping them be more competitive than those without such experience and awards.*

- **What is the SDCC Employability Award?**

It is an award designed to enhance the employability and university prospects of South Dartmoor Community College Sixth Form students by providing official recognition and evidence of extra-curricular activities and achievements. We run these awards alongside the academic examination courses in order to support students leave us with as competitive CVs and references as possible. There are many leadership and role model opportunities that Sixth Formers can take advantage of in College that will help students secure the best employment and university opportunities open to them. The award also recognises activities taken outside of College.

The **SDCC Employability Award** will give students the confidence to stand out and share the experiences they have had whilst in the Sixth Form.

Follow this link to the college website for more details on how you can achieve the Employability Award:

<http://www.southdartmoor.devon.sch.uk/about/sixth-form/employability-award>

Some useful website addresses that might help with ideas for volunteering:

www.do-it.org.uk

www.csv.org.uk

www.vde.org.uk

www.volunteering.org.uk

www.workingabroad.com



Futures are made in the present



Tracking and supporting your progress

Sixth form staff work in alignment with our values to support our students and enable them to be successful. Student success is underpinned by our commitment to knowing our students as individuals, our belief in the importance of academic, moral and cultural development and challenging and motivating our students. In summary we will not let our students underachieve.

As a sixth form student you will be expected to take an active role in discussing your progress and performance with your subject teachers, tutors and the sixth form leadership team. Further to this, the sixth form strongly supports the contribution of parents to student's progress and information about improvement and any interventions will be shared with parents too.

Sixth form learning is significantly different from that experienced earlier in the college. You will need to become more independent, taking responsibility for the completion of more open-ended tasks and balancing a variety of demands upon your time. The transition will require guidance from staff and effort on your part. You will also be seen as a role model to younger students and expected to conduct yourself accordingly.

The sixth form operates tracking systems at various levels. Attendance, conduct and academic performance are all monitored through the 'Performance Consequence System'. The aim of this system is to be supportive to students and empower them to recognise areas where they are succeeding and areas they can improve. Appropriate interventions are scheduled into the system to allow students to overcome any difficulties they might have. These may include issuing a student with a 'Performance Improvement Plan' to address subject specific underperformance, attending after-school supervised study sessions to complete recommended work or meetings with parents to discuss course transfers or withdrawals.

The **Performance Consequence System** operates as a staged intervention system. The stages are as follows:

Stage 1 Subject staff will raise concerns about quality of work, meeting deadlines or behaviour in lessons with the student.

Stage 2 Subject staff refer their concerns to sixth form staff for guidance and \ or support in dealing with their concerns. Student will receive a Performance Improvement Plan and may be invited to attend afterschool supervised study sessions. This stage may include contact with parents \ carers.

Stage 3 If students do not respond to guidance at stages 1 or 2, sixth form staff will contact parents \ carers to raise ongoing concerns about quality of work, meeting deadlines, behaviour in lessons or attendance. Student will receive a further Performance Improvement Plan and should attend afterschool supervised study sessions.

Stage 4 If there is no improvement from stage 3, the Head of Sixth Form or Deputy Head of Sixth Form will invite parents \ carers into the Academy to discuss the lack of progress. Targets for improvement and a review date will be agreed during the meeting.

Stage 5 The student may be withdrawn from their exams or excluded from the sixth form or if he or she fails to meet the targets agreed at stage 4.

Sixth form staff will raise concerns about attendance with the student, directly or via form tutors. Incidents of poor behaviour will be referred directly to the Head of Sixth Form who will decide, in consultation with senior colleagues, how best to proceed. This could include stages 4 or 5.

Performance Improvement Plans (PIPs) are used to support students to make progress on subject specific concerns or underperformance. They may be issued as part of the Performance Consequence System or following Performance Reviews. The procedure for using a PIP is for the student to discuss with your teacher(s) what your specific targets are. Try to make the target **SMART**.

S= Specific (rather than vague)

M= Measurable (as opposed to intangible)

A= Achievable (as opposed to over ambitious)

R= Relevant (as opposed to inconsequential)

T= Time Bonded (By)

Write these on the PIP. You may be referred to afterschool supervised study sessions to make progress on your targets.

Your subject teacher(s) will assess how well you have achieved these targets.

The card will be checked and collected by your form tutor.

Your parents will sign it before it is handed into your form tutor.

Through the Performance Consequence System students also have the opportunity for their positive work ethic, conduct and contribution to be officially recognised and praised. All praise slips submitted by staff are entered into the Praise Prize Draw every half term where students can win a variety of prizes. The draw takes place during a fun celebration assembly.



sixth form

South Dartmoor Sixth Form Performance Improvement Plan



sixth form

This plan is designed because we care about you and we want to make sure you are guided as much as possible through the sixth form. It is through clear guidance, support and challenge that you will develop as an independent learner and realise your potential. In at least one subject it is felt you are not quite where you should be at this stage of your course. This is not necessarily a problem but you need to make some changes to the way you are working and these changes need to be made quickly.

TARGET SETTING		TARGET REVIEW			
To be completed by the student in conjunction with subject teachers by		To be completed by subject teacher between			
Subject	Teacher	What improvements do I need to make in my work? Up to three targets	Teacher's Signature	Improvements seen? ✓ or X or ?	Teacher's Signature
PE		EXAMPLE 1 Spend 1 hour a week learning specification. Make notes. 2 Buy OCR revision guide from library and make revision cards. 3 Keep a study diary for next three weeks, detailing work completed and time spent.	VLE	1✓ 2✓ 3✓	VLE
		1 2 3			
		1 2 3			
		1 2 3			
		1 2 3			

Tutor Signature:

Student Signature:

Parent/Carer Signature:



Futures are made in the present



Sixth Form Dress Code

Like any place of work South Dartmoor Sixth Form has expectations of how members of its community should dress. This is not in order to suppress individuality but so that everybody understands what is acceptable and where the boundaries are located. The dress code is designed to enable all members of the community to work together in a safe environment free from embarrassment.

Sixth Form students should dress smartly and appropriately for a working day and set a good example to our younger students. We expect our students to use their common sense and judgment when choosing clothes for work at the college. The following guide serves to help make such choices.

Appropriate for School	Not appropriate for School
Jeans should be smart, fitting and clean	Ripped, frayed jeans
Smart trousers	Camouflage / combat trousers. Track suit bottoms. No shorts unless taking part in PE / sport
Skirts should be knee length or just above	Very stretchy, short skirts
Smart T shirts / polo shirts	T shirts with large pictures / inappropriate slogans (nothing related to drugs, racist / sexist / homophobic sentiment).
Smart tailored shirts / blouses	Underwear should not be on show and should not cause embarrassment or offence (bra straps, cleavage, underpants). No bare midriffs
Smart shoes / smart, clean trainers	High heels or wedges. Flip flops*
Leggings with a skirt worn over the top (see notes re skirts above)	Leggings without a skirt/dress. Open lace tights or stockings
Any logos on display should be discreet	Logos / slogans such as FCUK or others which are designed to shock or challenge
Discreet / limited piercings	Excessive facial piercings / visible tattoos
Hats outside of the college buildings	Hats worn inside the buildings



Futures are made in the present

Attendance Policy

1. The College will be open for 190 days each academic year unless otherwise directed by the Government, the Local Education Authority or the College Governors. Each day will have two registration sessions giving 380 attendance opportunities per year.
2. Registration will take place at 9.00 am each morning and registers will be closed 20 minutes after the start of the morning session. Students with study periods (see home study policy) must sign out at Place House on arrival/departure or at Student Reception on Main Site. Students must also register in every timetabled lesson.
3. A student's attendance figure will be communicated to parents via the Student Performance Reviews. Unsatisfactory attendance at lessons may result in students not being entered for their examinations and loss of place in the Sixth Form.
4. **Sixth Form students must telephone 01364 654301 (Place House) by 10 am on the morning of an unavoidable absence to inform their Personal Tutor, and the reason for absence to be recorded in the registers.** A member of staff will contact parents where a student's reasons for absence are not acceptable or where we believe that the reason given is not accurate.
5. Students to inform all their teachers and their Tutor in advance of any future agreed absence and to ensure that they complete all missed work.
6. Applications for term time holiday need to be made in writing on a holiday form (available from the 6th form office) at least one month in advance. We are only able to authorise term time holiday for post 16 students in exceptional circumstances (e.g. attendance at a specialist youth event, foreign travel with educational value, university open days etc). Holidays will not be approved during examination periods or during A2 teaching time after Year 12 examinations.
7. Please be aware of acceptable and unacceptable reasons for absence. These are:

Acceptable

Medical/Dental
Courses
Work Experience
Study period as agreed in
the Home Study contract

Unacceptable

Shopping
Looking after siblings
Looking after sick relatives
Birthdays
Driving lessons

8. The Head of Sixth Form will maintain an overview of attendance and will consult regularly with Personal Tutors about student attendance. Published figures will be used to improve attendance.
9. Attendance/punctuality concerns will be recorded. Personal Tutors will seek to support students in these concerns. **Ongoing concerns will result in students losing their place in the Sixth Form.**
10. **Students on work placement** are responsible for getting their work placement diaries signed by their supervisor at placement and bringing it to the Sixth Form Administrative Assistant for signing off and for the college registers to be updated.



Futures are made in the present

Support available in the Sixth Form

Student Support operates at a number of levels and these are not necessarily mutually exclusive. At one level we co-ordinate support for students with special educational needs; for example, some students may experience SpLD (dyslexia) or Asperger Syndrome. Each of these students will require a particular, personalised form of learning support and our remit is to ensure that support is co-ordinated effectively to meet student needs. Students with very specific needs or concerns about their education and performance can seek assistance from Student Support; for example, some students may become very anxious and apprehensive about their performance in relation to examinations. We co-ordinate support in such situations with a view to reducing anxiety and empowering these students to embrace success. If you feel that you would benefit from such support then please contact Kirsty Matthews, Head of Sixth Form : kmatthews@southdartmoor.devon.sch.uk

Mr Allan Sutton is Leader of Post 16 Entitlement and RISE Coordinator. The Sixth Form RISE programme is available for students who are intending to apply to universities such as Oxford or Cambridge or Russell Group universities. The RISE study package will be especially helpful for students progressing onto professional training courses to study for example, Medicine or Law. Students will be identified as suited to the programme or will be invited to self-refer during induction week.

RISE will include the following opportunities for support:

- regular tutorials in which work is shared and scrutinised for more formal than factual matters,
- self-made and directed reading lists, recommended web sites, visits,
- the keeping of a regular, accurate but personalised, Learning Journal to foster a more formal and self-aware approach to the process of learning
- formalised, regular tutorials and seminars to prepare students for subject specific and university sponsored aptitude tests
- access to University readings, lectures, summer schools, scholarships and workshops
- facilitation of relevant and appropriate work experience to support applications to vocational course programmes.
- regular seminars with learning groups to share and discuss learning and strategies across several subjects

The following is a list of just some of the support we offer:

Personal Tutor
Student Voice/Student Council
Momentum Materials
Extra Curricular Clubs
WAY AHEAD materials
Employability Award
Open door policy to Head of Sixth Form
Open door policy to Deputy Head of Sixth Form

Post 16 Discretionary Bursary Policy

The purpose of the Post 16 Bursary is to help young people overcome financial barriers to participation in education. Due to the limits placed on budgets, in order to have the greatest impact on Devon learners, Discretionary Awards are targeted at those who are facing the greatest financial hardship. The following priority groups are used to manage applications:

Guaranteed award for vulnerable Learners: Young People in Care, Care Leavers, Young People in receipt of Income Support and Disabled Young People in receipt of Employment Support allowance who are also in receipt of Disability Living Allowance will be eligible to receive a bursary of £1200 a year.

Priority Group 1: Learners in receipt of Free School Meals

Priority Group 2: Learners who may not be in receipt of Free School Meals but who are from a low income family who receive one the following state benefits:

- Income Support
- Income-based Jobseekers' Allowance
- Employment Support Allowance (Income Related)
- Support under part VI of the Immigration and Asylum Act 1999
- Guaranteed Element of Pension Credit
- The **maximum** level of Working Tax Credit(WTC)
- Child Tax Credit if it is the **only** benefit received and where annual income, as assessed by the Inland Revenue, does not exceed £16,190.

Priority Group 3: Learners who do not exactly satisfy the above criteria but are in a position of financial hardship **that can be verified with evidence** may apply for a discretionary bursary. The remissions panel will consider their application for support.

Evidence of one of these listed benefits (or different benefit if in priority group 3) will be required to support applications. Some students may have their evidence assessed by Devon County Transport in order to receive direct help with covering travel costs.

Applications for the Post 16 Bursary (forms available from the Sixth Form Office) should be submitted to the Sixth Form Office by Friday 26 September at the very latest, together with copies of ALL necessary evidence. Students who are receiving bursary support for transport should submit a second application for any further support for their learning (these students will not need to provide further evidence). **A new application is required for each academic year.**

A college remissions panel will meet in early October to review and approve applications and students will be informed of the decisions. When approved, bursary payments will be made in 6 instalments.

Home Study Policy

You will find that between 2 and 10 hours in your timetable are marked as private study. In order for you to be successful in your examinations you must use this time to do your College work. Students tend to use the Library for silent study or the quiet student work areas at Place House. Additionally students are welcome to use classrooms at Place House when they are available. Sometimes students request to study at home. If you and your parents think this will help you they will need to sign a Study Contract that agrees to your being out of College at this time. This must then be approved by your tutor. The privilege of home study periods may be withdrawn if a student is raising concerns and it is clear that he/she can use his/her time more productively.



Futures are made in the present



The College Library

Our library is a key area for regular independent study for all 6th Formers. A £50 returnable library deposit is required from all 6th form students who study academic courses.

Library Opening Hours for Sixth Formers

8.00 - 5.00	Mondays to Thursdays
8.00 - 3.35	Fridays

The Library contains:

- Fiction works to suit all tastes
- Non-fiction works representing all curriculum subjects
- Reference works including dictionaries, encyclopaedias and atlases
- Reference textbooks including familiar classroom textbooks
- Daily Newspapers plus a range of magazines for study and interests
- Electronic media (Internet, CDs, DVDs etc)
- 30 PCs connected to Broadband Internet with B&W printing facilities.
- Multi-Media Booth to view films, listen to music or work in groups for presentations.

Principles for the use of the Library by Sixth Formers

- ***‘Quiet + Independent + serious study’***
- The Library is there for quiet, independent work. If students prefer to work in groups or like to talk whilst working they will need to use the facilities at Place House. Extended conversations or working in pairs/groups are unsuitable for working in the library. The Multimedia Booth is bookable for groupwork.
- No outdoor wear (coats, hats, gloves, scarves) or bags are allowed in the Library and must be left in the foyer outside in the racks or on coat hooks. The foyer is covered by a security camera.
- No eating is allowed. Students may bring their own bottled *pure* water in bottles with a non-spill lid. No other drinks allowed.
- ICT facilities must be used for work related websites and for presentation of sixth form assignments only.
- Please follow this guide and avoid negative use of the Performance Consequence System. We will exclude from the Library any student who is unable to co-operate with these expectations.

Library Lending

- Up to 12 books may be borrowed for a period of 2 weeks. They may be called in earlier if needed by other readers.
- Sixth Form Text Books are loaned till the end of June in the year of study and must be returned to the Library then.



Futures are made in the present

Performance Reviews

There will be scheduled occasions in the college year when staff will report on progress of Year 12 and 13 sixth form students.

The grading system is as follows:-

Guide to Personal Responsibility for Learning Grades

Ex - Excellent

The student's use of Learning Habits, Behaviour, Assessment, Marking and Feedback are exemplary in significant elements and at least good in all or nearly all areas of the subject.

Gd - Good

The student's use of Learning Habits, Behaviour, Assessment, Marking and Feedback are at least good in all or nearly all areas of the subject.

Ri - Requires Improvement

The student's use of Learning Habits, Behaviour, Assessment, Marking and Feedback require improvement in at least one area of the subject. The student needs to ensure this improves with immediate effect.

Vs - Very Serious Concern

We are seriously concerned about this response. The student needs to ensure this improves with immediate effect.

Abs - Absent

The student has been absent for a significant period of time and will need to plan with their teacher how to catch up.

New - Newly arrived at the college

The student is too new to the college to provide a meaningful grade.

Guide to Attendance Information

The **minimum expectation** for 6th form students is to achieve 95% attendance.

Current Performance Grade – This is the grade at which the student is currently performing. The format is based on course grading structures (A,B,C,D,E,U or Pass, Merit, Distinction etc).

Projected Grade - This is the grade we expect the student to achieve at the end of the course assuming they maintain their current level of progress. The format is the same as that for performance grades.

ALPS Target Grades – This is an end of course target.

These are provided by the well-respected ALPS organisation and take into account a wide range of factors including national subject success.

Code of Conduct for Post 16 Students Travelling to College



We need your help and co-operation to make sure that everyone stays safe and travels in comfort. Please follow these simple rules. Failure to do so can result in a temporary or permanent ban from using the bus.

Keeping safe

- Queue sensibly for the bus, and stand well away from the edge of the road.
- Don't push or trip others.
- Don't try to open the doors of the bus yourself.
- Let other passengers get off before you get on.
- Get on and off in a sensible way so you don't hurt yourself or other people. Don't try to get back on the bus once you have got off.
- Be careful not to get coats, bags or scarves caught in the doors.
- If you need to cross the road once you have left the bus, wait till the bus has driven away so you can see other vehicles and their drivers can see you.
- Don't use a mobile phone or earphones while crossing the road.

On the bus

- Treat the driver with respect and follow their instructions.
- Stay in your seat and use the seatbelt if there is one.
- Don't distract the driver, except in an emergency.
- If you have to stand on a public bus don't stand forward of the driver or in the stairwell.
- Only use emergency exits if there is a genuine emergency or when told to by the driver.
- Don't eat, drink or smoke on the bus.
- Don't drop any litter.
- Don't use foul or abusive language or language which could offend others.
- Bullying of any kind will not be tolerated.
- Don't carry real or replica weapons.
- Don't throw things.
- Don't damage the vehicle. If it is damaged the police will be contacted and you will have to pay for the damage.
- If the bus breaks down or is in an accident, follow the driver's instructions and stay with the bus until another one arrives.
- Always try to set a good example for younger passengers.
- If you see others behaving inappropriately tell the driver or your college.

If your college has arranged your transport and you have been issued with a Devon County Council travel pass:

- Always carry your travel pass with you when you travel to and from college.
- Be ready to show your pass. If you can't show it, you may not be allowed to travel.
- Only use your pass to travel on the route it is for.
- Do not use anyone else's pass or let them use yours or it may be confiscated.
- Friends cannot travel home with you unless Devon County Council has given permission.
- If you lose your pass notify your college, or phone **0845 155 1019**.

Your pick-up point

- You are responsible for making sure that you get to the pick-up point safely.
- Arrive at the pick-up point five minutes before the bus is due. It runs to a timetable and can't wait if you're late.
- When you're waiting at the pick-up point do not go onto, or damage, private property.
- If a bus is late, only wait at the pick-up point for 20 minutes. Decide in advance what you will do if the bus doesn't arrive. This could be going home or going to a friend's house to arrange another way to get to college.
- If there is a storm or snow, listen to the local BBC radio station or phone your college for advice before setting out. If you make your own way to college in the morning because you're not sure if the bus is running, you must be prepared to make your own way home, if the weather is still bad.

For more information about college transport

Please contact **0845 155 1019** or visit www.devon.gov.uk/school_transport

Sixth Form Driving Policy

The college has reserved 20 permitted parking spaces for sixth form student vehicles, priority being given to Year 13 students. Permits are issued twice during the year and run for the periods June/July – December and January – June. Application forms are available from the sixth form office.

To be considered for a parking permit the following aspects of your application will be scrutinised:

- Geographical barriers that apply, such as poor public transport provision or living in a remote rural area that is a significant distance from the college.
- Sustained involvement in extracurricular activities that take place outside of official college hours therefore preventing use of public transport provision.
- Student organised car share arrangements will be considered favourably.
- Year 13 student applications will take priority over year 12 student applications.
- Attendance and performance at college will be taken into consideration and applications from learners who are demonstrating that they are making the most of Sixth Form and College opportunities will be considered favourably. This will include number of Praises and Concerns as well as attendance.

Please be aware that once approved for a permit, if any of the criteria upon which the decision was made should change, the permit may be withdrawn. Permits will be immediately withdrawn in the event of poor or discourteous parking and driving in and around the college site.

With this scheme in place, *only* sixth form students with approved permits may access Place House Drive due to health and safety considerations where vehicles are being blocked in or left dangerously situated restricting emergency vehicle access to Place House.

Entry to the car park in the morning will be supervised by a member of the Sixth Form duty team. Drivers with permits will need to have their permit on display in order to gain access and they will need to park according to the duty team's instruction. If a student car share scheme is in place, the permit is transferrable between vehicles that are registered to the unique serial number of the permit, but this must be displayed in whichever vehicle is being used on a particular day. **If a permit holder does not take up their parking space by 9.00 am their allocated space can be used by college staff.**

Please note this permit scheme only applies to cars, students who ride bikes and mopeds into school already have an allocated parking area covered by CCTV.

Students must NOT:

- Park in any of the staff parking bays.
- Park in the disabled parking bay.
- Drive vehicles up to Place House for any reason.

Any reported incidents of poor/dangerous driving will result in serious consequences, including possible immediate loss of place in the Sixth Form.

It is helpful if students who drive into college and park in Place Lane provide the Sixth Form Secretary with details of their vehicle and registration number, just in case we need to contact you.

STUDENT NAME	Car make and colour	Vehicle registration	Date



Futures are made in the present



WAY AHEAD

*Making the most of life in and
beyond the Sixth Form*

CONTENTS

21. Meeting deadlines
22. Learn Key Words/Concepts/Methods
23. Organise Files
24. Attend all Sessions
25. Catch up on Missed Work
26. Develop Wider Reading
27. Review Notes and Handouts
28. Understand and use Assessment Criteria
29. Improve Assignments
31. Learn Key Theories
32. Practice Past Questions
33. Ask Questions
35. Self Motivation
36. Use Learning Approaches
37. Using a Wider Range of Sources
38. Evaluate Progress
39. Improve Focus in Lessons
40. Managing Your Time in Examinations



Futures are made in the present

Dear Student

I hope that this **WAY AHEAD** booklet will help you leave the Sixth Form with the best qualifications and experiences possible. Sixth Form is an important stepping stone for your future. Please work with the booklet, your Personal Tutor, subject teachers and myself so that you have gained strong foundations and references for life beyond the Sixth Form.

Please feel free to see me for a chat at any time. You do not need to tackle or face problems on your own. There will be someone who can help, chat with us so that we can help.

Very best wishes and Good Luck

Kirsty Matthews

Kirsty Matthews

Assistant Principal: Head of Sixth Form



Futures are made in the present

WAY AHEAD

Checklist for Meeting Deadlines

- Time management – are you doing too much?
- Prioritise your time
- Negotiate
- Monitor progress/keep a dialogue going
- Dovetail other subjects/commitments (make a realistic plan)
- Do homework as it is set or at least plan when you do it
- Check understanding before deadlines
- Reward yourself for meeting deadlines
- Reduce stress by meeting the deadline



Futures are made in the present



WAY AHEAD

Learn Key Words/Concepts/Methods

- What are the key words? Look in text books, exam board information, notes, specification
- List definitions in user/student friendly language
- Practise use in speech, sentences, essays – every lesson and assignment
- Use memory aids – post its!
- Use learning styles/intelligences
- Check understanding with others, perhaps in discussion



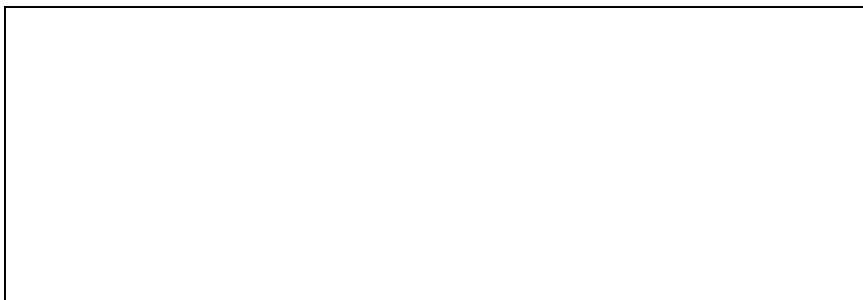


Futures are made in the present

WAY AHEAD

Organise Files

- Look at a good example
- Buy folders/dividers
- Colour code
- Central storage
- Bring files to college
- Ideally organize daily/weekly
- Word-process lesson notes immediately as appropriate
- Ensure all gaps are filled
- Create a section on assessment
- Separate file/subjects
- Highlight handouts for key words
- Back to back notes in plastic wallets
- Date notes
- Use tabs to separate work
- Enjoy being organized





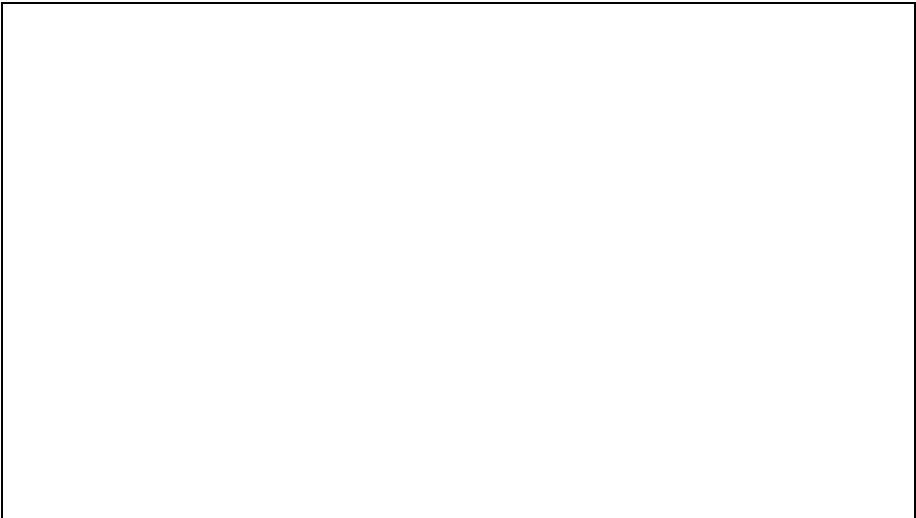
Futures are made in the present



WAY AHEAD

Attend all sessions

- Come to College each day
- Take charge/responsibility if you miss information/lessons you must catch up
- Regard all lessons as a priority over driving lessons/holidays/concerts and non-emergency doctor/dentist appointment
- Prepare for absence in advance where possible to reduce the stress of falling behind eg absence due to attending University interviews/open days





Futures are made in the present

WAY AHEAD

Catch up on Missed Work

- Photocopy missed notes
- Read and highlight notes
- Transform notes
- List set work ie essay title
- Negotiate deadline for completion
- Plan time/schedule
- Monitor achievement maintaining dialogue with teacher
- Check understanding of concepts/methods with teacher



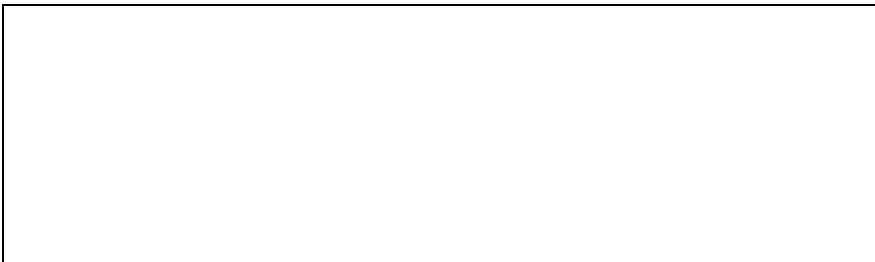


Futures are made in the present

WAY AHEAD

Develop Wider Reading

- Use the departmental library sheet provided for each subject you take
- Remember to make a note of useful sources
- Ask your teacher for a reading/book list or a list of useful websites
- Check College intranet pages for subject specific advice
- Find out how to use the Dewey Decimal System and use the College and local libraries
- Use periodical section in the library, if available
- Remember to include a wider selection of resources including film, internet, magazines, journals and audio
- Identify topics within the subject that interest you to read about
- Read a newspaper once a week for relevant articles
- Borrow texts from teachers
- Discuss wider reading with friends
- Think carefully about how you will record the information eg computer record, use learning style
- Ask yourself: are you clear about the purpose of your reading and noting? Check if unsure
- If unsure about a wider reading task, ask for specific help for specific reasons



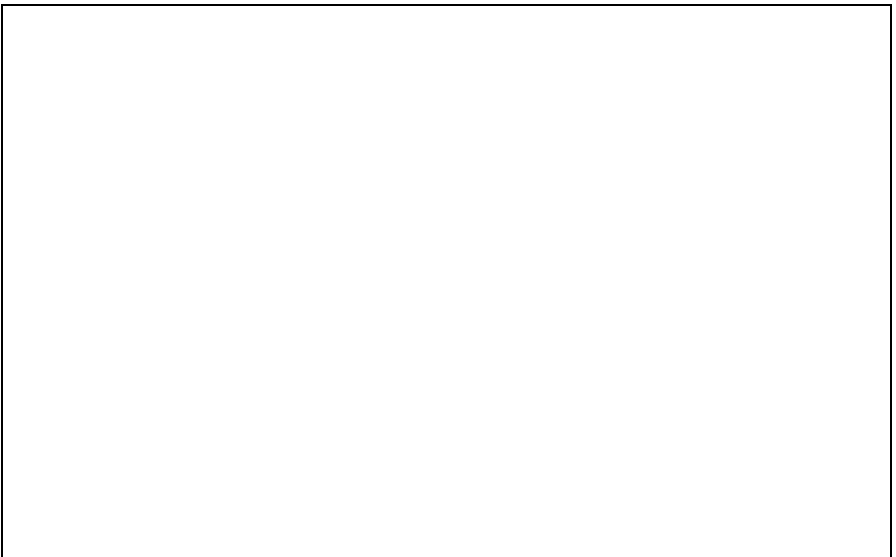


Futures are made in the present

WAY AHEAD

Review Notes and Handouts

- Re-visit your notes as soon after the session as possible
- If you are in doubt about the adequacy of your notes compare your notes with those of a friend, fill in the gaps or do some additional research
- Use ideas from Learning Approaches work to personalize and/or transform your notes
- Identify new areas of weaknesses in understanding immediately and seek clarification
- Check you understanding and record any questions you may have so that you can ask in your next lesson



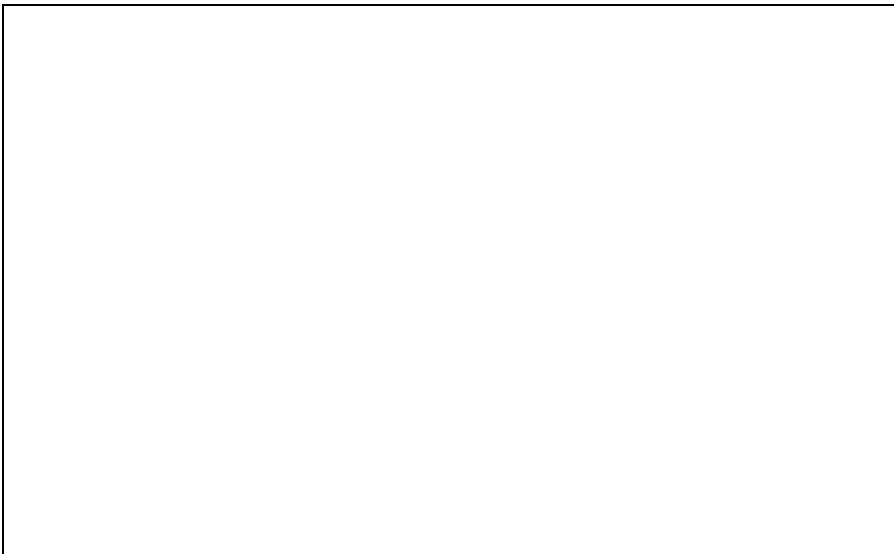


Futures are made in the present

WAY AHEAD

Understand and Use Assessment Criteria

- Get a copy of the criteria from your teacher, intranet or exam board website
- Keep criteria in front of file or beginning of each section in your file
- Create a checklist of the assessment criteria and skills required in order to monitor progress, and use in work
- Know what, when and how you are going to be assessed in the course



WAY AHEAD

Improve Assignments

Before:

- Check deadline
- Plan time according to nature of assignment
- Clarify the task/talk to teacher/friend
- Reflect on comments from teachers on prior arrangements
- Read question carefully
- Highlight key words
- Research information
- Make a plan
- Mind map ideas
- Gather resources needed to produce high quality assignment
- Decide on presentation and copy out assignment

During:

- Make sure environment is good for working
- Have all resources to hand
- Continue to share ideas
- Remember to apply what you have been taught/advice given
- Continue to refer to teachers past comments
- Proof read as you work and check standard
- Be prepared to re-draft
- If unsure, check with teacher
- Reference all quotes/evidence to recognize source
- Include subject specific theory to support ideas
- Check calculations/formula/rules in relevant subjects
- Highlight use of relevant language/concepts/theories/ideas and re-draft
- Ensure you have a sensible diet and drink plenty of water
- Limit you distractions by keeping your family informed
- Work through examples
- Make sure methods are clearly explained

After:

- Proof read
- Locate clear errors in punctuation, grammar, spelling and concepts
- Check for correct and frequent use of subject language
- Compare with a friend
- Self grade using criteria for assignment
- Re-draft to improve
- Study teacher comments carefully and create a feedback sheet for future use
- File properly for later referral



Futures are made in the present

WAY AHEAD

Improve Assignments (continued)

Before:

During:

After:



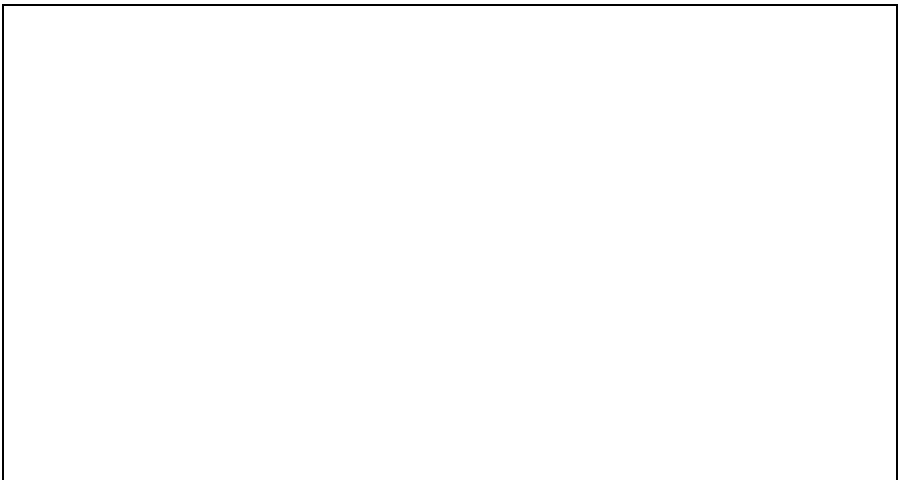
Futures are made in the present



WAY AHEAD

Learn Key Theories

- Gain access to a clearly written description of the theory
- Study the theory to gain an understanding of it
- Apply the theory to a real life situation to test your understanding
- Bridge within a subject and to other subjects
- Record questions or barriers to understanding for discussion with your peers and/or teacher
- Learn the theory using Learning Approaches





Futures are made in the present

WAY AHEAD

Practice Past Questions

- Collect a range of past questions
- Try to work in conditions that match the exam eg time allocation, environment, equipment
- Compare answers with a friend
- Peer mark
- Once you have done a practice exam, review your answers using the mark scheme e.g. use model answers, examiner's reports, websites to help you
- File practice exam paper separately from your class notes
- If you have been given tips and advice on how to approach the exam, keep a note of these and file with the practice exam papers



WAY AHEAD

Ask Questions

It is important to ask questions, which will move your learning forward, and highlight your difficulties. The points below will help you focus your questions:

- You need to identify the areas of misunderstanding from your work
- Highlight the key words in your book or syllabus. Make sure you can give clear definitions
- Use the syllabus or teacher objectives from lesson to highlight your own progress. Any problems can be highlighted and the areas targeted to give questions
- Look through your notes carefully on a regular basis
- Look for any links between the lessons using the notes and the syllabus. It might help you to make up a concept or mind map, which emphasizes these links
- Use past papers or structure questions to check your progress toward your targets. Try to use the three pen rule. For example: Blue – shows areas which were achieved without books. Red – shows areas where textbook, revision guide or notes were used. A highlighter pen to show areas where you have problems starting the questions.
- Make up your own questions from the syllabus to apply your knowledge
- Capitalize fully on all resources to inform your learning (questions) to include students, teachers, internet, revision guides and text books
- It is never acceptable to say you know nothing, find out what you do know and use this as a starting point.
- In the classroom, think about the questions you ask. It is a good idea to write them down somewhere in your book. You can ask in class but if it is written down you can speak to the teacher later.
- This approach to questioning is not a quick fix; you have to practice writing questions and targeting your learning. It is hard but if you can highlight what you do and do not know your grades will improve.



Futures are made in the present

WAY AHEAD

Ask Questions (continued)



Futures are made in the present

WAY AHEAD

Self Motivation

- Be aware of why you are doing this, how does it fit in with the big picture both in terms of the area of study and your life plan
- Be disciplined, set clearly defined targets with a timeframe, seek support from parents and teachers to help you stick to it, remove distractions
- Be kind to yourself. Give yourself rewards for incremental achievement towards the final goal and take care of your physical and emotional needs
- Be careful, try to make learning fun by 'playing' with different learning techniques



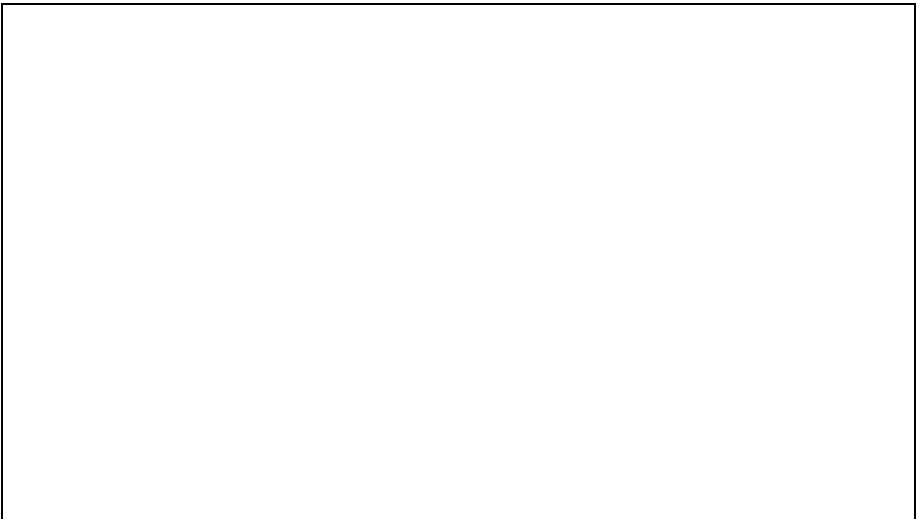


Futures are made in the present

WAY AHEAD

Use Learning Approaches

- Be aware of your strongest learning intelligences by reading profile in Gardner's Booklet
- Identify suitable learning approaches from Gardner's Booklet that could be used to help learning
- Trial different learning approaches identified with a task/problem in order to learn effectively
- Evaluate the most effective learning style
- Share information with subject staff – ask for ideas or methods



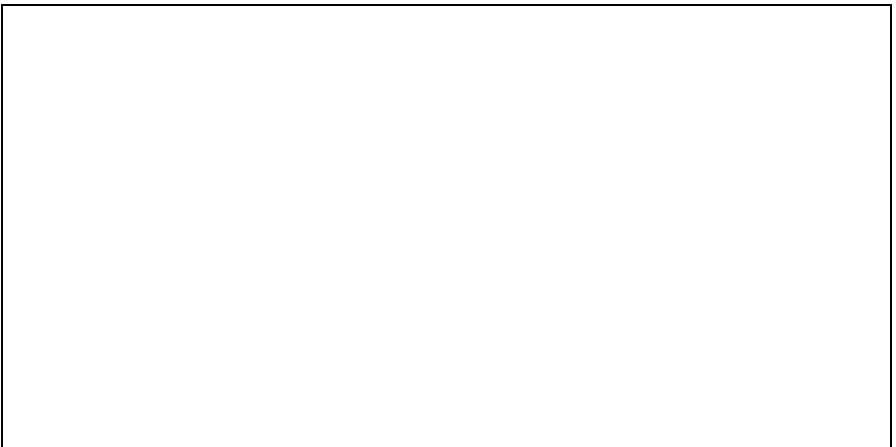


Futures are made in the present

WAY AHEAD

Using a Wider Variety of Sources

- Collect information using newspapers/magazines/journals
- Collect information using the internet and CD ROMs
- Collect information using text books, revision guides
- Collect information using visual sources eg video, TV, diagrams, charts, pictures
- Collect information using field trips/visits/Library
- Collect information from the community eg family, peers, teachers, University lecturers
- Collect information using ICT eg databases/email
- Collect information using audio sources eg telephone calls/conversation/interviews/tapes/radio
- Use past papers, essays and notes





Futures are made in the present

WAY AHEAD

Evaluate progress

- Be aware of the marks/assessments/predicted grades for each subject
- Communicate with subject staff as to whether or not potential is being achieved
- Communicate with subject staff to set targets to improve progress
- Record all marks/assessment/predicted grades for each subject
- Create personal targets from written comments
- Return/revisit past papers and assignments to re-attempt the task to monitor improvement and identify areas for future focus



Futures are made in the present



WAY AHEAD

Improve Focus in lessons

- Make an informed course choice based on a realistic assessment of the course requirements and personal strengths/weaknesses
- Prepare for the lesson, where available check your course/lesson outline sheet
- Recognize the relevance of each topic studied to the course specification and objectives
- Cultivate and sustain curiosity and interest through involvement
- Discuss teaching strategies and learning styles with your teachers to optimize the learning environment through negotiation
- Minimize distractions by not entering into irrelevant interactions with others
- Be disciplined about staying on task
- Recognize when you are in a state of flow and enjoy the feeling; try to replicate it as much as possible
- Reward yourself for staying focused.



WAY AHEAD

Name and Tutor	
Subject	
Examination title	
Time and Place	
Length of Examination	
Materials Required	
Advised start and Finish Time for each section of the examination	
What is being tested in the examination?	

Remember you are not alone. Seek support from staff so that you achieve your best.