



THE SIXTH FORM
at Southmoor Academy

PARENT HANDBOOK
2021-2022

Contents:

This handbook is a useful guide to help you navigate the Sixth Form - it gives you a full outline of all policies and procedures and some hints and tips for supporting your child in Sixth Form; by working together collaboratively we can help them achieve their goals.

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Section 1: Welcome to our Sixth Form

The Sixth Form at Southmoor is committed to providing the highest quality education and giving young people the personal support, rigour, focus, aspiration, and freedom to develop as responsible young adults.

The Sixth Form is very popular across Sunderland, and we attract a significant number of students from the MAT and from other schools.

Everyone is assured of a very warm welcome and we pride ourselves on our induction programmes for new Sixth Form students and the continuing support they will receive.

- We are committed to our students. They are at the heart of everything we do at the Sixth Form.
- We have more face-to-face teaching time with our students - six taught 1-hour lessons per week per subject. More contact time means more success.
- We have many supportive mechanisms in place to tailor academic/pastoral programmes to ensure every student fulfils their individual potential.

The primary purpose of Sixth Form education is to ensure progression. Our obligation to students is to enable them to go on from us to the careers and courses that they choose, fully equipped with all the skills, experience, and qualifications to ensure they can excel.



Section 2: Our Teaching Commitment

With more face-to-face teaching time with our students - we will ensure learning is personalised. In the six hours per subject- we will make sure learning is underpinned by our six core learning principles.

Each and every week teachers will:

1. Help students connect and consolidate prior learning.
2. Assess work.
3. Give individual 'next steps' to students.
4. Give differentiated work in class to isolate any learning gaps.
5. Set personalised homework and independent tasks to complete outside the classroom.
6. Help your students keep organised by checking and monitoring their learning and files.

Alongside our face-to-face teaching programme we also offer a comprehensive online tuition programme facilitated by our committed staff and an online provider. Students can receive 1 hour of 1-1 personalised tuition per week.

Sixth Form Study Spaces:

To support teaching staff - students will be timetabled into quiet study spaces each week and there will be increased monitoring of work in the communal study areas.



Section 3: Assessment

Mock Exams

There are 2 sets of mock exams.

Year 13 Mocks

Monday 15th November to Friday 26th November and Monday 14th March to Friday 25th March.

Year 12 Mocks

1 week Monday 22nd November to Friday 26th November and Monday 21st March to Friday 25th March.

Year 12 will also be expected to complete 2 sets of independent projects (EPQ style learning).

Reporting Data

After each assessment point students will receive a report detailing their grades.

Staff will be asked to write a full written report to accompany data for Year 13 and Year 12 w/c 17th January.

There will be 2 Progress Evenings (6th December & 25th April) the first to discuss students initial progress and how they are coping with AS / A2 courses, the second to give detail on students' performance in mock exams and revision strategies for the final exams.

All teachers are preparing students for formal examinations at the end of Year 12 AS and Year 13 A level.

All students will be expected to take an external exam at the end of Year 12. The pastoral team and subject teachers will monitor the progress of each Sixth Former. Students are given a learning agreement and we will meet with students where we have concerns over effort, deadlines, independent study, or other issues to discuss a suitable progression route.

We will also comment on students' attitude to learning - new descriptors can be seen on the next page.



ATL

1 = Outstanding

- You show high levels of effort at all times both within and outside the classroom.
- You display a consistently positive, conscientious, and committed attitude to your studies.
- You can work independently and take responsibility for your learning.
- You always complete tasks to a high standard relative to your ability.
- You respond to your own targets as well as those set by the teacher.
- You are always fully equipped so that you can participate in the lesson.
- You complete all homework tasks to a high standard and all deadlines are met. You may go beyond what was expected for the homework task.

2 = Good

- You show the effort required and at times considerable effort is shown.
- You complete most work to a high standard relative to your ability. At times you exceed the standard expected.
- You can work independently and have started to take responsibility for your own learning.
- You are conscientious and seek to improve.
- You respond to targets set by the teacher and have begun to respond to your own targets.
- You are usually fully equipped for the lesson.
- You complete all homework tasks and deadlines are met. Your completed homework is of a good standard.

3 = Needs to Improve

- You show effort that is below what is required to maximise performance; underachievement is likely as a result.
- You do not always complete work to your full potential.
- You do not take full responsibility for your learning. You need support to improve your focus when asked to work independently.
- You may become inattentive and may distract others at times.
- You frequently do not have the right equipment for the lesson.
- You have gaps in your homework record and/or your homework is sometimes submitted late.

4 = Cause for Concern

- You show a level of effort that is unacceptable resulting in you being a cause for concern.
- You often affect the progress of other students in the class.
- You complete tasks to a low standard relative to ability or these tasks are frequently incomplete.
- You cannot work independently, and you do not take any responsibility for your own learning.
- You are unlikely to achieve your target grades.
- Attitude to learning issues have been logged about you and Year Teams are aware.
- You rarely have the right equipment for the lesson.
- Your homework is rarely attempted and as result there are significant gaps in your homework record.

Targets

Students have a MEG (Minimum Expected Grade) and aspirational target - Year 12 grade (upper grade A) and a Year 13 grade (upper grade A*).

Section 4: Mentoring

The Sixth Form team will be allocated students to mentor during Year 12 & 13. Intervention is not designed to substitute for quality T&L with a subject specialist but is designed to help organise and make sure students understand their responsibilities within learning. It should create a transparent discussion which triangulates students, mentors, and subject teachers.

Mentors will meet with students on a weekly basis to discuss the progress within subjects. After each assessment point the Sixth Form staff will be looking at targeting students who are underachieving. These will be progress reviewing meeting which are scheduled in the calendar.

In addition to this, intervention will include:

- Use of subject or whole Sixth Form contracts
- Parental meetings with Sixth Form staff or teaching staff as appropriate



Section 5: Pastoral

All Year 12 are expected to attend Sixth Form from 8.30am - 3.35pm (Monday - Friday) - all Year 12s have a tutor (2.40pm finish on Mondays)

Sixth Form Tutor Team		
GROUP	TUTOR	LOCATION
12PX	Miss Booth	S6
12TR	Miss Glasper	S5
12GR	Mrs Maven	S3
12GR2	Mr Middleton	S8
12PG	Mr Ireland	S7
UCAS Mentor/Cover Tutor	Mrs Teasdale	S2

All Year 13 have been allocated a UCAS mentor who will also act as an intervention mentor should the need arise - Year 13 are grouped in to tutor groups but are not expected to attend a formal morning registration - they will be registered centrally and can leave site during their study support periods - this privilege will be revoked if students fail to follow the student agreement.

Attendance & Punctuality:

This year we will launch a new attendance and punctuality procedure which clearly defines the roles of the tutors and pastoral team when responding to issues with attendance & punctuality. Both have 2 stages and by splitting the responsibility between tutors and pastoral staff, it should mean that these issues are picked up and dealt with more efficiently.

Students will also be required to sign a Sixth Form Learning Agreement when they start, and this clearly states what our expectations are regarding attendance and punctuality. By signing this agreement, students will be aware from day one and will be held accountable should they breach the agreement.

Uniform:

In Sixth Form we do not have a uniform (branded hoodies are available), instead, we have a dress code. The dress code requires students to be of a smart appearance but not formal (e.g., suit & tie). Tutors and the pastoral team will have the responsibility of monitoring students and ensuring that they are complying with the dress code. Through the learning agreement that students will sign, they are committing to follow the dress code and if they are challenged on their clothing and do not rectify what they wear to Sixth Form, they will be in breach of the agreement. This also applies to the expectations of Sixth Form in other areas, such as behaviour, work ethic, engagement etc.

Behaviour & Expectations

As we develop our students in to young adults - we do allow some flexibility around the lower school rules. However, students should still be ready, respectful and safe within our lessons and Sixth Form. We have high expectations of them.

Personal Development

The Personal Development programme for Year 12 students has been created to ensure that students receive a varied curriculum that will prepare them for adult life. Similarly, the Year 13 programme, which has been rebranded as Professional Development will provide students with sessions covering a range of topics, including UCAS applications, but also allow them to take ownership of their development, by giving them the flexibility to choose some of the sessions themselves, based on what they feel is more relevant to them. Students are keen to have more practical sessions or sessions delivered by external providers and we have tried to strike this balance within both programmes.

Enrichment

A new Enrichment Program will be launched w/c 13th September to all Sixth Formers. This will include a range of options including volunteering, working towards a recognised qualification in areas such as British Sign Language or the Duke of Edinburgh, sports, arts, public speaking and debating and much more. Many of these clubs have been established in such a way as to include lower school students and some will entail a level of 'mentoring' for those in KS3 and KS4, such as 'Geographical Conversations' and 'English Mentoring'.

Students will also be welcomed to make suggestions and lead their own clubs in areas that they are interested in, if not already provided by school staff.

At the start of each school term students will be expected to be involved and provide evidence of undertaking at least one extracurricular activity, either in school or outside of school, on a weekly basis. Form tutors/UCAS mentors will monitor this to ensure that every student is engaging in the world around them and furthering their interests beyond their studies.



Sixth Form Staff:

Mrs L. Bagshaw

Head of Sixth Form

Miss C. Zakaidze

Sixth Form Pastoral Lead

Mr N. Carter

Sixth Form Pastoral Lead

Miss C. Ungley

Raising Aspirations & OxNet Coordinator

Mrs J. Teasdale

Progression Lead

Miss A. Penman

Sixth Form Administrator

Contacts:

If you have any questions or concerns please contact us: southmoor6th@southmoormat.co.uk





THESIXTHFORM
at Southmoor Academy