

St Joseph's School Sixth Form

Unlocking belief in all



HANDBOOK 2022-23

The purpose of this booklet is to provide you with basic information about the 6th form. It is designed to help you familiarise yourself with procedures or for later reference.

NAME _____

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Organisation of the School

SCHOOL LEADERSHIP TEAM

Mr C Stapleton	<i>Headteacher</i>
Mr R Dann	<i>Deputy Headteacher</i>
Mr M McLaughlin	<i>Deputy Headteacher</i>
Miss K Riddles	<i>Deputy Headteacher</i>
Mr G Stack-Clark	<i>Assistant Headteacher</i>
Mr J Gibbons	<i>Assistant Headteacher</i>
Ms F Araf	<i>Assistant Headteacher</i>
Mr A Nicol	<i>Assistant Headteacher</i>

6th FORM Team

Mr G Clark	<i>Head of Sixth Form & Assistant Headteacher</i>
Mrs K Bray	<i>Head of Year 13</i>
Miss L Finn	<i>Head of Year 12</i>
	<i>Sixth Form Administrator/Learning Mentor</i>

Support Staff Team

Miss V Buchanan	<i>Student Support</i>
Miss E Stagg	<i>Office Manager and Admissions</i>
Mrs L Mennone	<i>Exams Officer (including PPEs)</i>
Mrs N Oliver	<i>Attendance Officer</i>
Mrs N Thomas	<i>Data Manager</i>
Miss S Kilmister	<i>Administrator</i>
Miss V Berry	<i>Receptionist</i>

CONTACT DETAILS

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Welcome

Dear Students

Welcome to the 6th form at St Joseph's School. Firstly congratulations on your exam results in the summer that have enabled you to join our 6th form. Our aims at St Joseph's are to give you the best support and guidance possible so that you have the best opportunities available to you when you leave. This means pushing you to achieve your academic potential to achieve the best possible results in your AS-Levels and BTECs but also giving you the right guidance to become well-rounded people.

You have made a choice to join the 6th form; it is not an easy option. At St Joseph's, we have high expectations of all members of our community and to which our 6th form students are no exception. As senior students, you are role models to our lower school and this role carries both rights and responsibilities. You are expected to lead by example in the way you conduct yourself around the school, dress and speak to one another and all members of staff in an atmosphere of mutual respect, from the cleaners and cafeteria staff to our Headteacher. Furthermore, we expect our students to be active members of our school community by taking part in extra-curricular activities and events.

The purpose of 6th form is ***to equip you for the journey ahead***. The most successful students adopt a mature work ethic, are proactive and organise themselves from the very beginning. Universities and employers are looking for candidates who are ***attentive, discerning, loving, compassionate, faith-filled, hopeful, grateful, generous, learned, wise, curious, active, intentional, prophetic, eloquent and truthful*** and it is these core qualities that make up our *St Joseph's Profile*.

I firmly believe that parental involvement is the key to success, even at the stage of your life where you are expected to become more independent. They will be asked for support where needed and they will be involved in the sharing of your successes too. Both you and your parents/guardians will be updated regularly on your progress and we will all be part of the ongoing dialogue to drive your success.

It is important to the Sixth Form Team that all of our students feel safe and happy whilst they are within our care. We operate an open door policy. If you have any concerns or worries, please come and speak to us. If you have any ideas for the betterment of our sixth form community, please let us know as we would love to hear them.

Finally, we wish you a rewarding and successful year.

Kind regards,

Mr G Stack-Clark
Assistant Headteacher
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Mrs K Bray
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Miss L Finn
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St Joseph's Sixth Form Code of Conduct:

St Joseph's Catholic High School has a whole school behaviour, attendance and uniform policy. These are published on our school website as well as in our Student Journal. Students and parents/guardians will read and sign the home/school agreement (in the Student Journal) in acknowledgement of our whole school expectations.

The following are an additional set of expectations, specific to our Sixth Form students. They reflect a more senior position within our community. You and your parents/guardians must read the following.

St Joseph's Sixth Form Attendance Policy

The following is our expectation of all sixth form students and must be adhered to, as well the expectations laid out by the whole school behaviour policy.

Attendance:

1. Students must attend **all** timetabled lessons including Form Time, Assembly, EPQ, Electives, PSHE and reading programme without exception. We will also hold compulsory mentoring and guidance sessions for some students throughout the year. We expect all students to achieve at least 95% attendance. Poor attendance will lead to a parent meeting and your place in the sixth form will be reviewed. As a result, the parent/guardian will be required to pay for all exams of the students who fall below this threshold without a specific, valid reason and evidence to support it (it is possible to improve past this threshold if it does fall below).
2. Students in the sixth form must attend every morning before 8:25am. Students are at liberty to sign in/out as necessary within the school day. However, when on report students must not sign out and may only leave at 3pm. We reserve the right to make changes to the school day at any time. We will review start times for students with exception conduct, attendance and punctuality as a reward.
3. Students who miss four consecutive weeks of education (including authorised absence) will be automatically withdrawn from the sixth form in line with the Department of Education regulation.
4. We require all parents/guardians and students to attend both the Year 12 Welcome Evening in the autumn term and the Parents Evening. Full enrolment can only be made as a result of attendance to this event and non-attendance will trigger a meeting in which the student's place in the sixth form will be reviewed.
5. Students must ensure that you are punctual to registration, lessons and other timetabled sessions. Remember, we are asked to comment on punctuality as part of any reference that we give you and we are obliged to supply a truthful response.
6. Driving lessons & tests, paid-work interviews, holidays, and dentist/doctors' appointments **must not** be made during lesson time or before 4.15pm (given that we hold a period 6 after school). We reserve the right to adapt the school day (i.e. to change the timetable or add extra sessions to add value to the curriculum that students currently study).
7. Students may attend an Open Days in the time after all exams have finished in Year 12. A leave of absence request must be sent to Head of Year 12 or 13 and Attendance Officer at least one week in advance for consideration.

8. Students must wear ID card at all times. This will be used for signing in and out using the monitors in accordance with our Safeguarding and Health & Safety policy.
9. Students must sign in/out using the monitor when coming onto site and leaving.
10. To use the students entrance to enter and leave the school only. This means that you must not use the reception entrance for any reason. Students must follow the one-way system.
11. If a student is absent for any reason the parent/guardian must notify the Attendance Officer (at the main school office) before the start of the school day. It is good practice to let the appropriate Head of Year know but it is the Attendance Officer who must be notified.
12. If a student is unwell during the school day, they must go to the main school reception, notify then and wait until a parent/guardian is contacted in order to be collected/give permission to go home.

Punctuality:

13. To be at school **before** 08:25 am every morning. **The morning registration is the legal mark for the day and will be used by the school when writing references.** Failure to do so will mean be sanctioned in line with the school's behaviour policy. Our advice is to aim for 8am and you will never be late.
14. Students must attend all sessions on time in line with the whole school behaviour policy.

Sixth Form Uniform Policy

15. The aim of our sixth form uniform policy is to contribute to a professional atmosphere, preparing students for life beyond sixth form. This means that we our students must be dressed smartly. Further, our sixth form pupils are role models and must lead our younger students in wearing the smartest of professional wear with the following items. We retain the right to review and update our policy according to the best interests of the school community.
 - White blouse or shirt – shoulders must be covered and no t-shirts.
 - Tie in their house colour (which can be purchased for £5 from the school reception) for gentlemen.
 - A black, grey or blue suit
 - A blazer at all times.
 - Black/grey/navy smart trousers – no leggings or denim.
 - Black/grey skirt – this must be knee length
 - Smart Jumper may be worn but this is in addition to, and not replace, the blazer. This must be white/black/grey & **not including** turtle/roll neck or any patterns.
 - Smart black or brown shoes (not boots) – trainers **must not** be worn inside the school building or during lesson time at any point. If a student does not have their school shoes, we will ask that they change into school plimsolls. A medical note from a doctor must be provided where shoes cannot be worn.

 - No chains, bracelets, necklaces or pendants visible.
 - Headbands must be white/black/grey/red and plain.
 - No leather, denim or fur to be worn at any point.

Outside attire– coat, anorak or jacket in dark colours (no denim, no leather, no leopard print, fur, tracksuit tops or hoodies). Scarves that are plain and dark. Outside attire must be removed once inside the building (this includes coats, scarves and sunglasses).

Hair, make up and piercings – all hairstyles and colours must be professional (this excludes extreme colours and cuts, such as lines in eyebrows and hair). Nails and make up must be professional (i.e. short and no long nails including acrylics) and piercings may be only one set of stud style earrings in each ear. No additional piercings are allowed.

Incorrect uniform – any uniform that is deemed incorrect will be asked to be changed or confiscated – in some cases, students may be sent home to change – if in doubt, please speak to your Head of Year in advance.

Instances (or repeated instances) of poor uniform will be sanctioned in line with our school behaviour policy.

Homework & Flipped Learning

16. KS5 Teachers will set Flipped Learning ahead of **each** of their lessons in Sixth Form, the aim of which is for students to independently secure the knowledge needed before entering the classroom. Therefore, flipped learning is essential to access the lesson. If this is not complete, students will receive an appropriate sanction and parents will be contacted.
17. Flipped Learning will be set on Class Charts and 'homework type' set to '6th Form - Flipped Learning'.
18. Teachers may also set homework to reinforce learning within the classroom. This could be as a class or as individual, targeted intervention.

General Conduct:

19. **All** non-contact periods are for study. We expect you to complete work, assignments, flipped learning and additional learning pertinent to your course (i.e. Super Curricular Learning). Success at Sixth Form is a 8:25-4:15pm job.
20. Students will be able to use the quad spaces to work outside. However, privileges such as this will be revoked for the whole sixth form if students abuse them. Headphones and mobile phones are not permitted in this space.
21. Playgrounds are out of bounds during the school day (except for break and lunch times).
22. To meet all deadlines in all subjects.
23. To get involved in the life of the school by taking on a community activity. These activities will be monitored to ensure you are attending. We expect students to be proactive in volunteering to support school initiatives, such as charity, house events and taking on leadership positions during our Electives sessions.
24. Further, sixth form students must take part in all aspects of school events during the school day, such as Sports Day, St Joseph's Day and whole school mass.
25. To leave all rooms in a clean state. Students breaking this rule will lead to an appropriate sanction.

26. To adhere to the tablet acceptable usage policy. We expect that students check their Class Charts and school email on a daily basis.
27. Not to use your mobile phones & headphones during the school day. This includes during study time in the study room. These will be confiscated and parents will need to collect them.
28. To use the students entrance to enter and leave the school only. This means that you must not use the reception entrance for any reason. Please use the hatch if you need to speak to the office and use the sign-in pads at the other entrances.
29. To adhere to all one-way systems within the school.
30. Not to bring fast food into school. You may leave the premises during the lunch period but any food bought from **cafés/restaurants** must not be brought back on to the premises.

Study Space Rules:

31. The following apply to the sixth form study space(s). There is a separate set of rules for timetabled silent study sessions in a classroom. Breaking of these rules will be sanctioned in line with the school's behaviour policy. Our rules have been carefully considered to ensure this space remains effective for all who use it.

Please be respectful to others and the study space at all times.

- Remove all outside attire (coats, scarves and gloves, for example).
- Do not bring in take-away style food into school (e.g. McDonald's).
- Please put all rubbish in the bin when you finished.
- Tuck chairs under table when you are finished.
- No more than 6 chairs to a table to allow for appropriate study space.
- Do not sit on the tables.
- If there is no printer paper, please ask at main school office.
- There must be a quiet, studious atmosphere at all times. If you are too loud, you will be given an X and asked to leave.
- We expect that you are studying when it is not break or lunch times – this should be completing flipped learning or super curricular learning specific to your courses.
- Do not play games during study periods.
- Do not use your phones during study periods (please speak to the team if you need to make a call).

Home/School agreement:

We politely request that students and parents/guardians read our Student Journal and our Sixth Form Handbook and sign and return both Home/School agreements.

Student: _____ Date: _____

Parent/guardian: _____ Date: _____

Rewards

We have a strongly held belief that it is our job to celebrate when things go well. We will strive to highlight successes within the Sixth Form and below are some examples of how this will be done. This is not an exhaustive list and by all means do let us know what would motivate you.

- ✓ Class Charts Achievement Points – points are earned for embodying out student profile and excellence. Spend your points on anything from highlighters, to iPads and driving lessons.
- ✓ Certificates – for 100% attendance (Gold and Platinum), attendance improvers and ePraise points.
- ✓ Positive phone calls home.
- ✓ CAR awards – a certificate recognising effort, achievement and character at the end of each term.
- ✓ Monday Mentions – a weekly roundup of all of our good news shout outs.
- ✓ End of year rewards trips (students must have 95% attendance and an ATL average of 3)
- ✓ Enhanced Privileges – this will include a later starting time and we will review other options throughout the year.

Sickness Procedure

We understand that from time to time students are going to sick (you are only human after all). In the event that:

- You are sick **before** school – a parent must ring the main school office **and** email your Head of Year & tutor.
- You are sick **during** school time – you must inform the office of your sickness, they will then inform a parent. **You will only be allowed to leave once a parent has been contacted and has given consent for you to do so.**

Communication

Life in sixth form is more complex than in the lower school and you will have more questions, concerns and anxieties. Rest assured that the team is here for your support. In order to ensure effective communication, please see these members of the team in case of the following queries:

Tutor	First port of call for any concerns, anxieties or issues that you might have.
Head of Year (Miss Finn and Mrs Bray)	<ul style="list-style-type: none">• Where your tutor is unable to help, please see your Head of Year.• Any absence in advance requests (e.g. Open Days) must go through your Head of Year.• If you are not present for results day, a parent must contact your Head of Year in advance in order to arrange an email for your results.
Attendance Officer (Mrs Oliver)	If you are sick or cannot attend school, please contact our Attendance Officer via the main school office.
Exams Officer (Mrs Mennone)	Any questions regarding exams, exam timetabling & clashes, results or certificates. If you are not present for results day, a parent must contact your Head of Year in advance in order to arrange an email for your results.

Sixth Form Academic Expectations

Research shows that high expectations are the key to success. We have laid out our core academic expectations below. Students should aim to develop these areas of their character in order to achieve the greatest outcomes possible in their learning journey.

In order to make the most out of your Sixth Form study, we expect that you:

- ✓ Engage in Super Curriculum learning – reading, listening, attending and watching beyond the curriculum – use the Super Curricular Reading List.
- ✓ Flipped Learning/Homework – all must be completed, on time and to the best of your ability.
- ✓ Independent Study – each non-contact period must be used for study or contributions to the school community. This is to consolidate, extend your learning and to develop the experience needed for a great personal statement.
- ✓ Be an effective learner – use the VESPA study skills (interleaving, spaced learning, recall/retrieval, testing, past papers etc.)
- ✓ Use the many resources available to you on our Sixth Form website.
- ✓ Use the many resources available to you on your subject and exam preparation Teams groups.
- ✓ Embody our Student Vision below:

6th Form Curriculum

AS/A2 studies

AS and A-levels have now been decoupled. This means that the results of an AS exam will no longer contribute to the full A-level. Neither will there be modular exams. Instead, the full A-level qualification will be examined at the end of the two year course. This means that students will no longer sit AS exams (except in circumstances where this would benefit the student).

Therefore, you will no longer be able to ‘bank’ results throughout the course. Your final exam will cover all of the content from the two years, ***making every lesson count***. You will need to constantly ***revisit and revise all course content and skills – use Teams Groups to access the following resources:***

1. ***The specification*** – a concise description of everything that you need to know to achieve mastery of this subject as put together by exam boards in conjunction with the educational community and wider stakeholders. It explains how the course works, how you are assessed and the entire directory of content and skills that you will need. Knowing the specification ensures that you will achieve a holistic understanding of the subject.
2. ***Personalised Learning Checklists (PLCs)*** – a checklist of everything that you are taught to inform your revision and preparatory learning.
3. ***Past papers*** – a directory of papers and exam questions for you to practice. Do this often to help you retain the knowledge and skills that you have learnt.
4. ***Model answers*** – answers that students should use as a framework from which to practice exam questions.
5. ***PowerPoints*** – teachers will place any lesson PowerPoints in this folder – ask them to do this if they have not already done so.
6. ***Extra resources***
7. ***Revision*** – resources to help you revise

Assessment will be mostly by exam and therefore you will need to perfect your exam technique regularly. Complete past papers and ask your teachers to give feedback often.

Whilst academic outcomes are important to ensure that you achieve the entry requirements necessary for the next stage of your life (university, apprenticeship, work, further education or training). However the quality of your education is highly important. This means aiming to have a complete education in your chosen subjects and not just learning to pass a test. Do this by:

- **Revising** by using a variety of metacognitive techniques (interleaving, testing for retention, spacing, flashcards) – not only will this ensure you truly learn your subject, it will teach you how to be a lifelong learner and can apply these strategies for success in later life.
- Developing your **super curricular learning** – this is content that you may or may not be tested on, but that will help you to achieve true mastery of a subject. This could be attending lectures, exhibitions, shows, concerts, reading books beyond the specification, listening to podcasts.
- Developing your **wider curricular learning** – equipping you for the journey ahead is more than just learning in order to achieve a grade. Learning how to function beyond your current context, your social/mora/spiritual/cultural understanding, preparedness for the workplace and knowing how to manage your emotional and physical health (as well as support others) is important to leading a full and happy life.

The lack of AS results will place greater emphasis on the references that your teachers will provide for universities and employers. \

A-levels are more exam based than vocational qualifications, with many being 100% exam assessed. Although you will only sit your final exams at the end of your A-level course, you will sit regular classroom exams and PPE mock exams throughout the year. These will inform your projected grades, **which will be used on your UCAS application.**

Exam summary

	<i>Autumn term</i>	<i>Spring term</i>	<i>Summer term</i>
Year 12	Classroom assessments	PPE	PPE (UCAS Predictions)
Year 13	PPE	PPE	Final exams

See Appendix 1 for our PPE Personalised Learning Checklist.

BTEC

BTECs provide a more practical, real-world approach to learning and skills development alongside a key theoretical background. They continue to be developed and updated with and for industry and in response to the needs of learners and are therefore ideally suited to thrust you into a very secure career. Learners will gain maximum benefit from their work whilst qualifying. Furthermore, BTECs are a good route into continued study at the next level, whether in an academic environment or a more specialist vocational area.

BTEC qualifications range from entry level to level 8 on the national qualifications framework (NQF). They offer natural progression along a vocational path, from and to academic qualifications and University.

Extended Project Qualification

As well as your chosen subjects you will also complete the EPQ a qualification. The EPQ is highly valued by top University institutions as well as being worth crucial UCAS Points that will contribute to your university offer. This is a fantastic opportunity whereby you will be guided into creating a research paper on a socio-ethical topic of your choice. This is an opportunity to develop key skills such as researching, essay-writing, and presenting and shows a great level of maturity valued by universities and employers alike. You will continue to use these skills beyond education. Students on the appropriate courses must complete the EPQ and adhere to deadlines set by teachers.

Work Experience

All year 12 students must complete work experience in their first year relevant to their career path. It may also be used to consider a potential future career and it will provide you with invaluable experience in developing your soft skills for the future.

The Wider Curriculum - #Dreambig

A Sixth Form is a highly academic setting. The vast majority of our students go on to study at a higher level and our objective is to help to prepare students for this by ensuring they are well-rounded academics that are competitive on a national scale. This means adding value to your education beyond the three or four subjects you will study.

Reading Programme

All Sixth Form students will take part in a daily group reading session. We have put together a canon of challenging novels and texts to cater for a variety of tastes. This is to add value to our curriculum by improving literacy skills (cited as the single most important factor of success at university and in employment by admissions tutors and employers alike). Further, by improving students' literacy skills, we improve their ability to access the complex texts that they will find in their subjects.

Pastoral Programme

We have put together a curriculum (delivered in Form Time) that will develop study skills, knowledge of current affairs, careers guidance and provide time to mentor our students on a more individualised basis. Please see appendix 2 for the Form Time Curriculum.

PSHE

Our PSHE programme is an evolving curriculum. Every year we reflect upon what the key issues are that affect our young people and how we can better prepare them for the journey ahead. For Year 12, this will look at a longer transition into Sixth Form study with lessons on metacognition, it will look at age appropriate Sex and Relationships education, Health and Mental Wellbeing as well as the beginning of their Post-18 pathways. For Year 13, this will focus on Living in the Wider World in terms of Critical Thinking, Political Systems and Social Justice as well as preparing them for Independent Living by looking at finance. Please see appendix 3 for the PSHE Curriculum.

Scholars Programme

Each year we are more and more successful in preparing our students for the top universities and career paths. We have our first doctors, pharmacists, barristers, pilots and successful applicants to Oxbridge, with more and more students attending Russell Group universities. Our Scholars Programme has been central to this and you will find more information on our school website as to how we can help you reach your true potential.

See here for more information: <https://www.st-josephs.slough.sch.uk/sixth-form/about-us/scholarsprogramme/>

Electives

Sixth Form students will take part in at least 11 Elective programmes throughout the course of their Sixth Form life; this is a mandatory part of the sixth form timetable. Sixth Form students are expected to take on leadership roles within these programmes. This is a great way to add to the experiences that you can write about in your personal statement, get some leadership experience and experience new interests outside of academic study.

Programmes of study – transition and completion

Students who choose to study an A Level Maths or a Science will be asked to study four subjects in most cases. One of these will be dropped once the student has shown strong progress the chosen subject. The reason for this is to support students who study our most difficult subjects with an addition A Level pathway, should it be required.

Students who have achieved a U grade in their PPE3 or AS exams will not be able to continue that course into year 13. However, students will be able to continue into Year 13 with **two A Level subjects and the EPQ course**. This route has been very carefully researched and considered as it enables students to apply to a wide variety of courses at a range of good universities. Students will also be able to apply for all higher apprenticeships and a wide variety of degree apprenticeships as well as work and training options.

In the event that a student gets two U grades in their A Level subjects, their only option would be to restart Year 12 (with the exception of students who are studying four A Level subjects, as they could carry on with two A Level subjects). This is summarised below.

Number of subjects studied	Number of U grades achieved	Pathway
4	0	Student choice – we would suggest that you choose to drop your weakest subject your weakest subject - continue into Year 13 with 3 A levels and the EPQ.
4	1	Continue into Year 13 with 3 A levels and the EPQ.
4	2	Continue into Year 13 with 2 A levels and the EPQ.
3	1	Continue into Year 13 with 2 A levels and the EPQ.
3	2 or more	Restart Year 12

Student Support and Guidance

In the Sixth form, you are expected to be independent, self-motivated and to organise your own time. The transition from GCSE is not an easy one and you must not be afraid to ask for help. You will be expected to be proactive and complete work beyond what you are taught in the classroom.

Mentor support (form tutor)

Tutor time is from 08:30 am until 08:50 am every day; it is very important to your development and success in the Sixth Form. Your tutor will be responsible for supporting and guiding you during your time in the sixth form and beyond into higher/further education or the workplace. Furthermore, your tutor is the person who has direct responsibility for your welfare and progress. She or he will help you settle into the Sixth Form, discuss your academic progress with you, write your reference when you apply for a job or for a course in higher education and generally encourage you to make the most of school life.

Academic Mentoring

Members of staff will mentor students on a 1:1 basis throughout the year in order to ensure that they achieve the best outcomes possible. Interviews are arranged on a regular basis to review your achievement, set targets and offer constructive advice and support.

Progress reports

In order to help you assess how your progress, you will have regular reports throughout the year. The first being before October half term; your subject teachers will be asked if they consider you to be working to the best of your ability. If there is any concern about your progress or effort, we will review your position on that course. This process is vital to achieving outstanding outcomes and in improving your chances of success. They are designed to:

- Maximise your academic potential and support you on to the next stage of your career.
- Ensure that you enjoy your time in the sixth form and to enable you to contribute to the life the whole school and wider community.

Welcome Evening

We will hold a Welcome Evening for both Year 12 and 13. These are for parents/guardians and students to meet with the Head of Sixth Form, Head of Year and tutors. We will present valuable information as to how to make the greatest of success at Sixth Form. You will also set targets that will be reviewed on Academic Review Day and throughout the year.

Parents Evening

In addition to the informal communication between the school and your parents which takes place throughout the year, your parents will be invited to a subject consultation. Each year group is allocated two evenings a year where they meet with subject teachers. You will be informed of these dates and contacted via letter.

Independent Learning/Homework

Independent learning/homework may take a number of forms and is designed to reinforce the core learning within the classroom rather than an 'add on'. To make a success of your studies, there is an

expectation that you receive one hour's independent learning/homework for every lesson you attend. This is the equivalent to five hours per subject per week.

In the unlikely event that a teacher does not set homework you, as the learner, are expected to conduct research to consolidate knowledge gained in the lesson or to facilitate learning in future lessons. There is no such thing as "no work" set.

Students are expected to plan their study sessions at the beginning of the week and tutors and heads of year will monitor this accordingly.

If You Have Any Problems ...

Part of our aim is that our students are safe and happy. However, we realise that not everybody will be happy all of the time during such intense studying. If you have problems, you must discuss them with a member of staff. We are here to support you with your wellbeing.

Course or study problems

Please talk these over with subject staff and your tutor. Staff are always ready and willing to help and it is better to deal with a problem quickly rather than allowing it to develop.

Career decisions

You can discuss this with your tutor or any other member of staff. We run an important enrichment programme for university or careers education starting in the summer of year 12 and continuing weekly in year 13; this will involve a variety of visiting speakers, university visits, university application guidance and the higher/further education careers fair. All students will have access to careers guidance from our careers counsellor.

Bursaries

As a school, we have allocated funds for sixth form students who are from lower income families. These funds can aid students with study materials, excursions and transport. Students that think they may be eligible must see Heads of Year for further details.

Bursary payments may be withheld where students have an attendance of 95% that could have been avoided.

Find more information on bursaries, here: <https://www.st-josephs.slough.sch.uk/sixth-form/about-us/16-19-bursary-fund/>

Personal problems

Depression, loneliness, eating problems, family difficulties may be affecting you and your work. You will have access to a wide range of support in school: your tutor, Heads of Year or School Support (Miss Buchanan). Staff will give you advice which is in your best interest and if a problem cannot be solved by members of the school, outside support can be sought.

It may sometimes be necessary to share your problem with other staff in order to get the best possible help. If this is the case, the issue will be discussed with you first. Don't keep problems to yourself - sharing a problem is often the best way of solving it.

Opportunities in the Sixth Form

Now that you are the senior members of St Joseph's School, you have a great opportunity to make a significant contribution to our community. You are regarded as role models by younger students and you come with an enormous array of talents. This is your chance to exercise leadership and to give something back to the community that has supported you for the past five years. If you are new to St Joseph's School, we would welcome the opportunity to share the experiences you have gained elsewhere.

There are many different areas in which you can contribute. You can:

- Support your fellow sixth formers by arranging social events and visits.
- Perform in school musical productions; leading the orchestra or the choir; or you can run music groups and clubs.
- Help organise sports day and they run after school sports clubs.
- Participate in school drama productions and can help run drama workshops and clubs.

Particularly satisfying is the involvement many sixth formers have with lower school students, supporting their learning in lessons, taking part in the reading programme or participating in the mentoring programme where they support less confident students. Past sixth formers have contributed greatly to the development of our younger students and the results have been outstanding – **students with aspirations in careers such as medicine, social work, care work public services such as policing and much more should not have this missing from their CV.**

So, why should you become involved? Apart from the chance to give something back to the school, you could offer your time and talents to add that extra evidence to your UCAS applications and CVs. Universities and employers are always looking for applicants with more than just academic credentials. Any evidence you have of your leadership qualities, your ability to work with others, etc., will enhance your chances of entering higher education and employment.

The best reasons for taking part in these sorts of activities are the benefits you will be bringing to others and the enjoyment and satisfaction you will gain yourself from taking part. The opportunities are endless - no doubt you can think of many that have not even been considered before - but you will only reap the benefits if you become involved. We look forward to your contribution and a new injection of energy and ideas.

Leadership roles

- Head boy/girl & deputies
- Social society secretary (Social Sec) for the STEM, Humanities, Arts, Sports and Enterprise societies.
- Senior prefects
- Peer mentors
- Committee members
- Tour guides
- Supporting extra-curricular clubs
- School Council

The Sixth Form Website

We have a host of information on our Sixth Form website to help support your progress and wellbeing. You can access it here: <https://www.st-josephs.slough.sch.uk/sixth-form/>

You will find pages on the following:

About us:

- Key Dates
- Revision and Student Resources
- A-Level Study Programme
- The Super Curriculum
- Wellbeing
- The 16-19 Bursary Fund
- Scholars Programme

After the Sixth Form:

- Applying to University
- Admissions Tests
- A Level & BTEC Results Day
- Careers
- Post-18 Options Evening/Welcome Evening

Year 12 Work Experience

A-Z Guide to Life in the 6th Form

Apprenticeships

Apprenticeships combine practical training in a job with study. You will earn a wage and get holiday pay whilst you study. Apprenticeships are a really good way of getting a degree-level qualification whilst getting the experience of your chosen career path.

<https://www.gov.uk/topic/further-education-skills/apprenticeships>

Attendance

In order to reach your full potential, it is essential that you aspire towards 100% attendance. This is paramount if you are to achieve. Attendance without punctuality is also unproductive. Consequently, you should aim to arrive at school no later than 8:25 am. We are asked by employers and Universities what your attendance and punctuality is like. We will only reflect the true picture.

Absence

If you are prevented from attending school, a parent/guardian must contact the school directly on 01753 524713. You should do this before the start of the day at 8:30 am. ***It is not acceptable to simply email your tutor or a Head of Year.*** If you know you are likely to be absent, it is your responsibility to ensure that you have informed your teachers and asked for appropriate work. If a teacher is absent from a lesson, cover work for that lesson will be left for you in the relevant area and you must go to that area to complete the work.

Belief

Success is addictive. You have set the foundations for future success based on your achievement in the summer examinations. Make sure that these foundations are set in stone and not sand. In other words, do not be complacent. Strive for excellence in everything that you do and have the belief that you are capable of achieving excellence.

British Values

We are a catholic school and an active member in the catholic community. Furthermore, we believe that fostering, developing and preparing students entrusted to our care to live in a mutually respectful, tolerant and harmonious society is an essential part of our students' overall curriculum. All cultures and faiths therefore deserve the same respect and opportunities in our democratic nation. St Joseph's recognizes and acts upon its obligation to educate and act against any form of extremist behaviour and viewpoints, no matter from what faith or cultural tradition they originate. The core values of love, forgiveness and acceptance are taught and encouraged. It enables them to understand the ever developing world and to have the courage and will to make a difference in peoples' lives for the mutual wellbeing of all in society. It entices them to understand peoples' rights and the responsibilities they have as individuals to ensure those rights are adhered to.

Class Charts

We expect you to check your class charts daily and will communicate with parents regularly through this medium. All of your work will be set via the app and you can access key information through this. If you cannot sign in, you must come and see your tutor for your log in code.

Community

Being part of a school is being part of an extensive community; from the students in year 7 through to year 13, the parents, the teachers, the governors, the neighbours and the feeder primary schools.

Cover

In the unfortunate event of a teacher being absent, work will be provided; students must pick the work up and **complete the work in the room in which they were due to be taught.**

Deadlines

You will be expected to meet deadlines throughout the year. If students do not meet these deadlines, they may be held back after school that same day or placed in a Sixth Form detention in order to catch up.

Diary

You will all be provided with a diary/iPad in which you should note the work that needs to be completed and a plan of how you intend to use your time to do it. You must use this to plan out your study periods. These are issued annually.

Email

As a school environment we are trying to reduce the amount of needless paper that is used. Consequently, everyone is asked to check their email on a daily basis to make sure that they have not missed important information such as cover work (should a teacher be absent) and information from tutors.

Exams and Results

Exam results will be given for Year 12 and 13 the week before the GCSE results (in 2022 this was on the 18th of August – to give you an indication of approximate date).

Finance

It may be necessary to buy additional equipment/trips for your studies e.g. text books, geography field trip. How can the 16-19 Bursary Fund help?

Get organised

Organisation is a skill. With good organisational skills you will be able to be fully prepared for anything that is asked of you in the sixth form. Revision, homework and other activities will be made much easier by organising your notes and folders. (Use the following link for guidance on the *Cornell note-taking system* - <http://lsc.cornell.edu/notes.html>).

If you plan your time well you should be able to spend most of your study time working and as much of your time outside of school enjoying yourselves.

Help... If you need it!

Sixth form life is very different from 11-16 education. You are given greater independence and freedom. If, for whatever reason, you are in difficulty speak to your subject teacher, tutor or a member of staff you feel comfortable with. Avoidance of a problem will not make the problem disappear, it will just make it harder to overcome.

Independence

The changing nature of the workforce suggests that there are very few jobs 'for life' in today's modern world. As a result, we believe that by empowering students with greater independence, you will be better prepared. During your time in the sixth form, you should use your independent time wisely. We have excellent ICT facilities in the LRC and around the school.

Jeopardise

You are in the Sixth Form out of choice. You have chosen to continue your education in the school environment; we are glad to provide you with the teaching and a platform for your success but are not willing to be understanding in terms of behaviour. You are the eldest in the school and should be the role models to younger students. Be careful as to not jeopardise your position with us. If you need to think twice about something, then it is probably not worth doing. Be careful.

'Keeping it real'

Everything has a purpose. The purpose of you being in a sixth form is to further your educational achievement to prepare you for either employment or higher education. It is not to be seen as a two year 'gap' period. While there are plenty of occasions to celebrate events, you will stand out from the crowd if you are not working to your full potential and there will be plenty of people asking you why this is the case. So, have fun... but keep it 'real' as to why you are with us!

Life/Work balance

You have been given a fantastic opportunity to learn for the next two years, please make the most of it. Our wish is that you leave us with the best possible grades, skills and most importantly a love of learning. While it is important to find a balance between work and social aspects of sixth form life, you must remember that your goal should be to achieve success so that you can give yourself the best chance of gaining a university place or employment at the end of year 13. While it may be useful to have part-time jobs to finance your social life, you must remember your number one priority... success! Check out our Wellbeing page for help or speak to your Form Tutor.

Maintenance

There are a number of facilities available to you exclusively and we ask that you take care of these facilities. Any damages must be paid for by the individual(s) and may mean that the whole of the sixth form's privilege to use it is removed. Please maintain the standard of our facilities so that the school's finances can be spent on 'improving' not 'repairing'.

Non-smoking site

Our school is a completely non-smoking site. This applies to staff as well as students (of all ages). As 6th form students your image is very important. It is therefore crucial that you are not seen smoking anywhere near the site. You have a significant role in the school, younger students will be influenced by you and members of the public will make assumptions about St Joseph's School based on your actions.

Open door

If you are unhappy with anything in the sixth form, you must tell us. You are entitled to a first class education and if you feel we could improve in some way you must let us know.

Office 365

You all have an Office 365 account to which you can log in using your school email address and password. This is a useful space to save documents (as it is cloud based) and negates the need to carry a USB stick. Please familiarise yourself with how it works as we use the system for UCAS applications.

Period 6

This is a compulsory part of the sixth form timetable. If you are selected for a given class, you must attend. Non-attendance will mean that your place within the sixth form will be reviewed. If you make good progress in your subjects, you may not need to be selected and so the advice is to use your non-contact periods as effectively as possible.

Private study

Since you will be studying fewer subjects than in previous years, blanks will appear several times on your timetable. This does not mean you have nothing to do; these are the times when you should be engaged in private study. This can take place in the working atmosphere of the learning resource centre or the sixth form study room. An inability to use these sessions sensibly will be to the detriment of your final grade(s).

PSHE

Sixth form life is demanding and while we expect you to rise to the challenges set by your teachers, we firmly believe that in order to enjoy the experience of being a sixth form student, you need to fully immerse yourself into the wider curriculum. This will include learning and activities that have real-world application and will equip you for the journey ahead. In addition, there are a number of sixth form trips and social events organised to help you enjoy your time in the 6th form.

Questioning

Life as a sixth form student is very different from main school in that you are challenged to engage with your peers and subject teachers. Be confident to challenge any ideas but remember to do so in an appropriate manner. Always ask questions if you are uncertain. Alternatively, you can email your question to your teacher.

Reading around the subject

To reach the best possible grade you must be prepared to read up on the subject(s) you are following. The student who reads well succeeds. It could be that you re-read through notes made in class. It might be that you are reading a chapter ahead so that you have a basic understanding prior to lessons. This all helps you in the long run and it is strongly encouraged.

School Internet and shared files

The St Joseph's School website contains information such as the prospectus, mission statement and contact information. Use it for key dates and information.

Time Management

In order to maximise each lesson it is important that you are prompt to lessons. This will ensure that the course is delivered in the time-frame available to allow you to revise for the important examinations.

Transition

All students have transition tasks available to them to ensure lost-learning time in the summer holidays is minimised. Year 12 will be given these tasks to complete and submit in first few weeks of term (the exact date will be confirmed). This learning will feature on your first set of assessments that will contribute to your UCAS predicted grade.

Tutor time

Your tutor time in the Sixth Form is very important. This is our main source of communication with you, as it is the most reliable. This means that key notices will be posted during this time. We will also use this time for key study skill sessions and for completing important tasks such as UCAS applications. Most importantly, however, your tutor will use this time to have 1:1 sessions with you in order to support your progress within the Sixth Form. It is also an opportunity to go to your tutor will any concerns or to get their assistance with any matters that may arise.

UCAS

UCAS is the body that administers the process for applying to university. Towards the end of year 12 and throughout year 13 you will be given advice and support on university applications.

Vacation Time

The dates of vacation time or holidays are given in this booklet. Any student taking holidays outside of this time will be spoken to, and their future with us will be in jeopardy.

Where next

Your preparation for life after sixth form begins now. You must ensure that you do as many activities as possible that puts you in a good position for University and job applications. Life post-18 is highly competition and therefore you must start preparing for that now.

You and your image

As a sixth form student you will be expected to act in a leadership role. This means that you have an enormous responsibility to conduct yourself in an appropriate manner around the main school. You will be expected to dress according to the sixth form dress code. If you are unsure, think job interview and creating the right impression. If you are not dressed in an appropriate manner, you will be sent home.

Zest

Having a zest for academia will be crucial in showcasing your passion and enthusiasm for University/Work. Any employer or admissions officer will want to see evidence of your passion for your chosen subject area.

Work hard and become a leader; be lazy and never succeed (Proverbs 12:24).






Work so hard so that one day your signature will be called an autograph (Unknown).

Appendix

		PPE Personalised Learning Checklist		
		R	A	G
Getting ready	I have RAG'd my subject PLCs to identify areas that I need to develop (<i>consider the knowledge and skills in your subject</i>).			
	I have made a summary sheet and memorised the necessary knowledge of the subject <i>e.g. formulas, concepts, definitions, laws, &/or theories</i> .			
	I have created an interleaved and spaced revision timetable.			
	I formed a study group with at least one other person in the class to test each other.			
Practice	I reviewed (circle) ALL / MOST / SOME of the lesson PowerPoints and resources.			
	I have gathered resources to help make my learning stick <i>e.g. flashcards, quizzes, mind-maps</i> .			
	I have practiced the skills that I need to develop (<i>e.g. evaluating, conjugating verbs, analysis</i>) using <i>past papers</i> .			
	I have feedback from my teachers for the independent work that I have completed.			
	I have tested myself for knowledge/content <i>e.g. exam practice questions in your revision guides</i> .			
	I re-did ALL / MOST / SOME of the marked HW/assignment tasks set.			
	I completed at least one Practice Exam per subject as if I was under real testing conditions (and since old exams are not entirely indicative of the material I am responsible for, I know the content of the actual exam).			
I have learnt all key vocabulary and terminology including exam vocabulary.				
Final Checks	I understand the knowledge and concepts in my subjects to the point where I could teach the concepts to another student.			
	I've analysed my past pattern of typical errors so I can be alert to them on the exam.			
	I've gotten 7-8 hours of sleep the two days prior to the exam and have taken steps to manage stress <i>e.g. mindfulness</i> .			
Test-taking strategies	I will arrive on time to the exam to avoid pre-exam jitters/rushing, which is stressful.			
	I will remain positive with myself during the exam and replace any negative thoughts with positive affirmations.			
	I will write out my formulas, theorems and key information at the top of the exam before beginning.			
	I'll carefully read the directions to all exam questions and circle significant words to avoid misinterpretation.			
	Upon finishing, I'll check my answers, proofread for omissions and check for my typical errors.			
Post exam	I'll leave the exam and reward myself for a job well done!			
	I will seek feedback for my test papers and take action to fill in the gaps in my knowledge.			

Sixth Form Pastoral Timetable



Monday	Tuesday	Wednesday	Thursday	Friday
<i>Prayer & Theme for the day</i>				
 <p>Assembly</p>	 <p>VESPA</p>	 <p>Current Affairs</p>	 <p>The Great Conversation</p>	 <p>Careers Information & Guidance</p>

PSHE Year 12 Overview (once per week on a rolling basis)

Term 1 VESPA (6) Wellbeing (7)	Term 2.1 Wellbeing (7) Term 2.2 Employability (6)	Term 3 Post-18 Pathways (5 & 6)
<ol style="list-style-type: none"> Welcome to the Super Curriculum Getting the Most out of your Devices How Learning Works Forgetting to Learn Motivation, Organisation & Pupil Profile Engaging with Sources Critical Thinking Mental Wellbeing Healthy Body, Healthy Mind Part Healthy Eating on a Budget Social Media and Mental health Online Citizenship & Futures Survey 1 Mindfulness 	<ol style="list-style-type: none"> Check Yourself for Cancer Sex and the Media Healthy vs Controlling Relationships Date Rape & Sexual Assault Fertility & Reproductive Health Miscarriage & Unplanned Pregnancy Non-Tender Masculinity Online Gambling Drugs & Addiction Employability skills National Apprenticeships week (3rd-7th of February) - Post-18 Workshop 6 – Apprenticeships, School Leavers Programmes and Colleges Personal Branding <p style="text-align: center;"><i>First Aid (input on a rolling basis)</i></p>	<ol style="list-style-type: none"> Post-18 Workshop 1 – Choosing the Right Course Post-18 Workshop 2 – The Personal Statement Post-18 Workshop 3 – Getting into Your Top Choice University (Peter Rawling) Post-18 Workshop 4 – Creating Your UCAS Account Post-18 Workshop 5 – The UCAS Hub & The Admissions Tests Jane Marshall – Writing a Top Personal Statement Personal Statement writing Personal Statement writing Post-18 Workshop 9 – Writing a Top CV and Covering Letter Post-18 Workshop 10 – Interview Preparation Post-18 Workshop 11 – Mock Interviews

PSHE Year 13 Overview (once per week on a rolling basis)

Term 1 – Financial Literacy (6) Living in the Wider World (7)	Term 2.1 Living in the Wider World (7 & 6)
<ol style="list-style-type: none"> Finance – Budgeting Finance – Credit & Debit Finance – Loans & Pay Day Loans Finance – Avoiding Debt Finance – Saving, Investing & Pensions Finance – National Insurance and Income Tax PPE week 1 - revision PPE week 2 - revision Being a Critical Consumer of Online Information Fake news & Critical Thinking Revisited Climate change Cultural Appropriation Free Speech and Hate Speech 	<ol style="list-style-type: none"> Revision Skills & Futures Survey 2 Intolerance and Radicalisation Social Justice & Systematic Racism Feminism The Equality Act 2010 & Discrimination Privilege Gender Identity, Transgender & LGBTQ+ Taxation and Government Spending Human Rights in the UK vs the World Self-Awareness Mortgages & Renting Post-18 Workshop 7 – Student Finance & Next Steps Independent Living