

SIXTH FORM HANDBOOK

2019/20



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INTRODUCTION

The Chichester Free School (CFS) Sixth Form provides a rigorous, disciplined and inspirational environment for A Level study, balanced with a comprehensive and engaging enrichment programme. Our provision develops the character and leadership qualities required by our young people to meet life's challenges as well rounded young adults. At CFS, our aim is to ensure all of our Sixth Form students secure progression to university, apprenticeships or the world of work.

The new buildings deliver state of the art facilities in all subject areas with specialist equipment. In addition to the new secondary building, there are Sixth Form only areas including the common room and study room. These facilities are housed on the top floor in the historic part of the building.

The CFS Vision

Our Sixth Form builds upon the CFS vision which was founded when the School first opened its doors. Alongside the ethos of '**Nurture, Challenge and Inspire**', the school community strives to deliver an **excellent** and **vibrant** education in a **happy** and **safe** environment. Truly embracing the **All-Through** model, our students develop into **global citizens**, whilst being challenged to achieve outstanding **progress** in all areas of their development. At CFS, we pride ourselves on being a small school, where every child is known and supported, and yet also a school with **uncompromising** and **big ambitions**.

CFS welcomes all children aged 4-18, from Chichester and the surrounding areas, regardless of faith, academic ability, gender, background or race. We believe that none of these should be a barrier to a child receiving an excellent education or achieving their full potential.

When students leave CFS, we want them to:

- be the best they can be, striving for high standards in all that they do
- have excellent thinking skills, general knowledge, common sense and personal endeavour
- know what it's like to succeed and achieve

- have outstanding communication skills
- be independent, confident, hardworking and ambitious, regardless of background
- have a passion for learning
- have benefited from a wide and rich range of educational and cultural experiences
- be prepared for and want to take an active part in their community
- know all the options which are available to them and have a plan to progress to the next stage in their life.

With effective strategies in place to ensure individual progress, students acquire and develop the essential knowledge, attitudes, values and personal skills that come from working within a flexible, broad and balanced curriculum.

Students are encouraged towards leadership, taking responsibility and making decisions. We encourage them to develop a life-long enthusiasm for learning and personal achievement. Our students are provided with the opportunities to acquire expertise in subject disciplines as well as developing their communication, critical thinking and leadership skills.



THE SIXTH FORM ETHOS

Nurture

The CFS Sixth Form recognises, targets and nurtures the talent of each individual, offering academic challenge and a bespoke programme of enrichment. We provide opportunities for leadership, work experience, community service, careers guidance and higher education training; opportunities and advice are tailored to the needs of the individual and the pathway they are following.

Challenge

All students are ambitiously challenged throughout their academic journey post GCSEs. They study three or four A Level subjects over two years. We support students during their subject decision process, ensuring they have fully researched their options using the Informed Choices Website and UCAS (Universities and Colleges Admissions Service). Students also study the Extended Project Qualification (EPQ), an individual research-based course where young people can delve more deeply into any topic, either related to their current course of study or their future career. This is a highly respected qualification which

enables our students to stand out from the rest when applying for university courses, apprenticeships or post-18 work opportunities. Students studying subjects that require a good level of maths, but are not taking A Level Maths, will study Core Maths; this is a new qualification that helps to develop students' mathematical skills and thinking and supports courses such as A Level Psychology, PE, Business Studies, Biology, Chemistry and Geography.

Inspire

The Inspire Programme is a life skills programme that encompasses a variety of topics, resulting in a tiered Inspire Sixth Form Award, depending on the level of involvement and success that the student shows. We expect students to demonstrate they are prepared for their future by completing elements within the three strands of Preparation, Fulfilment and Leadership. All of our students are encouraged and expected to fully embrace the extended life of our **All-Through** School, through both the **House System** and **Student Leadership Structure**.

OUR UNIQUE AND INSPIRING SIXTH FORM PROVISION

Teaching and Learning

At CFS, students receive a significant amount of tuition each fortnight, enabling them the time to get to a high level in each subject. Lessons are a mixture of styles – lecture based, tutorials, practical work and workshops. In addition, some courses require coursework or a required practical element so time is devoted to developing the essential skills needed to pass this part of the course. Students are challenged to develop their full ability and stretch their knowledge and understanding to achieve the highest grades.

Teachers complete mid-term folder checks on each student to make sure they are keeping their notes in order and creating a first-class revision resource. Under the new A Level system all exams are at the end of Year 13, so it is imperative a good system of note taking is used from the start. Teachers give regular feedback on homework and assignments assessed against the ALPS predictions (see later in the pack) for each student, and the assessment objectives in each subject.

At Sixth Form level the students should be taking ownership of their learning, so are expected to demonstrate the following minimum requirements in lessons:

- Smart Start: Students are on time and prepared for their learning.
- Assessment: Students should be part of the assessment process and take ownership of checking their own work against mark schemes and assessment criteria.
- ICT: Students are advised to bring their own device for use in lessons to enhance their access of the curriculum, and have access to a Sixth Form Wi-Fi code.

However, to access the top grades students must also learn to develop independent study skills outside of lessons. Students are expected to complete a minimum of five hours of independent work per week per subject. This includes homework, research, and wider reading. The most ambitious students should be setting themselves a target of nine hours per week per subject.

Extended Project Qualification (EPQ)

The EPQ is equivalent to half an A Level. It is graded A* to E.

The EPQ was devised by Sir Mike Tomlinson in 2006, during his review of 16 to 19 year olds' education. The student's choice of topic is free, although they must show that it is academically useful, either related to their current course of study, or their future career. It takes the form of either a dissertation (5000 words being a common guideline) or a number of other forms: a musical or dramatic composition, report or artefact, backed up with paperwork. David MacKay, Head of the 14-19 Curriculum at the Qualifications and Curriculum Authority (QCA), is in favour of EPQs saying, "Extended projects can help students to develop and demonstrate a range of valuable skills through pursuing their interests and investigating topics in more depth." It has also been praised by universities for guiding students into higher education. According to the QCA, an extended project is, 'a single piece of work requiring a high degree of planning, preparation, research and autonomous working.'





Life and Study Skills

Students have one lesson a week in addition to tutor time when they are timetabled Life Skills. This involves a programme of visiting speakers, health/social sessions, Religious Studies and Ethics, UCAS (Universities and Colleges Admissions Service) and apprenticeships, examples of which are outlined below.

Temperance Term (September to December)

- Sixth Form mindset
- Bridging work and study skills
- Villiers Park and university opportunities
- University of Southampton trip
- MeDVOx – ongoing programme (see later in the pack)
- Relationships
- Safe driving
- Mental health
- Ethics and religion

Justice Term (January to April)

- Personal statement workshop 1
- Study habits – revisited
- Study and revision skills
- Sixth Form mindset – revisited

- Importance of sleep
- University Ready: Access to Southampton, access to Surrey, UNIQ (access to Oxford), Sutton Trust (Russell Group university residentials), summer schools and open days
- Introduction to UCAS, and other application routes depending on planned pathway.

Courage Term (April to July)

- Personal statement workshop 2
- University preparation

Visiting Speaker Programme includes:

- University of Southampton
- Apprenticeship and technical qualifications provider
- Career professionals – law, medicine, teaching, computing
- University finance
- UCAS
- STEM talks
- Subject enrichment specialists
- Religious and cultural speakers
- Ethics discussions around the news of the day

Inspire Programme

PREPARATION	FULFILMENT	LEADERSHIP
University preparation Super-curricular (lecture series) Life skills programme Work Experience	Enrichment (sport, D of E or otherwise) Community service	Student Leadership

As part of the Inspire Programme we expect students to be signed off on each of the categories above during Year 12. Tutors record their achievements and use this as a basis for writing UCAS applications.

Examples – students will select the activities most appropriate to them.

PREPARATION	FULFILMENT	LEADERSHIP
Sixth Form mindset University visits and lectures Safe driving UCAS process, post-18 options and personal statements Drugs education MeDVOx: <i>Oxbridge, Medics, Dentists and Vets pathways</i> Careers profiling UCAS exhibition Work experience (student organised)	Gold and Silver Duke of Edinburgh programmes Enrichment courses Drama Music Dance etc. Weekly sports Sports Day Volunteering – all students must do some voluntary work both in school and outside. This must be in place by the end of September.	Student leadership team Prefects House Presidents Heads of School Learning Committee Volunteering to assist with school events (during the day and evening) Volunteering in primary school Individual Needs Mentors – working with younger students Progress mentors Club leaders





The House System

The House System is at the core of our ethos at CFS and, from September 2019, we are enhancing this model even further. We have recently appointed four new staff House Leads (known as House Champions) who will focus solely on fun, enrichment, healthy competition, community and camaraderie of the House System. We have an array of House events planned, including eight events in both Temperance and Justice term, as well as the School Sports Day, a year long House garden project and the launch of our first ever House Festival in July 2020. This will be an exciting culmination of months of fun and hard work from across the School, where each House will put forward a choir, drama piece, individual and group musical performances, and a dance display. This promises to be a fantastic celebration, with pupils from the whole School performing together to fight it out for the prestigious House Cup. Sixth Form pupils will play an active role in leading their House, hopefully to glory!

Student Leadership

It is vital to us that students gain experiences outside of the classroom, developing their skills as the leaders of tomorrow, whilst also giving them a strong sense of voice and ownership in the continued success of CFS. Below is an outline of the Sixth Form roles available each year. Application forms are distributed to all students each September, followed by a fun and exciting election and recruitment process.

Three Heads of School from Year 13:

- One will oversee the Sixth Form Prefects.
- One will oversee the Year 11 Prefects.
- One will oversee the Year 6 Prefects.
- All three will support the Principal in the running of School Council, be representatives at a variety of school events and external visits and support the Head of Sixth Form in a variety of Sixth Form Matters.

These roles will be chosen by Staff.

Ten Prefects from Years 12 or 13.

- All Prefects will form the Sixth Form Class Council.
- Each which have a designated responsibility such as: Performing Arts Lead; Sports Lead; PPC Lead; Duty Lead; Marketing Officer; Eco Warrior; Charity Lead etc.

These roles will be chosen by Staff.

Eight House Presidents (two from each House) from Years 12 or 13.

- Support the House Champions in the leadership of the House, with a focus on House events, the House Festival and Sports Day.

These roles will be chosen by peers.



MeDVOx

Oxbridge, Medics, Dentists and Vets pathways

Students who wish to get into the top universities need to supersize their Inspire Programme to demonstrate that, along with academic ability, they have the well-rounded knowledge and understanding that these institutions demand.

To enable this, the MeDVOx group meet once a week where they are expected to: show advanced progress through the Inspire Programme; provide evidence of wider reading in their subjects; prepare debate topics for the group.

By December of Year 12 it is expected that these students have fully investigated the college system at Oxbridge, the BMAT, GAMSAT and UKCAT (entrance tests needed for some medical schools), started ongoing work experience for medic or veterinary training and be fully engaged with the life of the school. We also look at options such as degree apprenticeships which offer a different route into the world of work.

Trips and Visits

As part of the world-wide community we are setting up links with charities in other countries, leading to international visits. This is through the British Council and Camps International as well as bespoke links we have with TravelTeacher. We also talk with each cohort when they enter the Sixth Form, asking them what opportunities they would like to embrace during their time in the Sixth Form.

There are also opportunities for individual residentials in many subjects through Villiers Park; please look through their website, www.villierspark.org.uk for the subject areas they offer. As a school we are allowed to nominate one student per course so students will need to apply for these courses through the Head of Sixth Form.

In addition, most subjects offer out of classroom opportunities. In Geography and Biology fieldwork is a must and will take place in the summer; Politics have already planned a visit to parliament; Chemistry have booked a lecture at the University of Southampton and Art are looking at several possibilities of exciting trips!



KEY MILESTONES FOR STUDENTS

School Responsibilities (all year)

Throughout the year we encourage all students to show their commitment to the School by helping at school events such as Open Evenings and Pupil Progress Consultation Evenings. We expect students to get involved with tutoring and mentoring lower school students, and be a presence in the School as part of the duty team, as well as the previously mentioned Student Leadership Structure.

Temperance Term

We expect all students to have:

- taken part in a student leadership activity
- started enrichment activities which could be skills or physical based
- investigated a work experience placement and started a plan with their tutor by the end of September
- investigated a voluntary placement

Justice Term

We expect all students to have:

- attended at least two university or equivalent lectures
- attended one university event and have researched taster days and summer schools in the areas they are interested in
- investigated and organised their summer work experience
- continued their enrichment activities

Courage Term

We expect all students to have:

- attended at least two university taster days and open days or attended a weeks residential course at a university
- drafted their UCAS personal statement or equivalent pathway application and have decided on potential universities/providers, courses or work opportunities

Tutors will regularly review student progress and set targets for the next term.

IMPORTANT INFORMATION

The School Day and Expected Hours

Sixth Form students will not have to be in all day every day. It is about learning time management, in preparation for university or the world of work.

In the Sixth Form the number of commitments tends to grow. Alongside academic commitments, it is expected that students will be involved in Sport, Drama, Music, Duke of Edinburgh, Young Enterprise, Community Service, Student Leadership Team and whole school activities. There is also likely to be an extension of out of school activities including social life, part time jobs and learning to drive.

STRUCTURE OF THE SCHOOL DAY	
0820–0845	Tutor Time/Assembly
0845–0945	Period 1
0945–1045	Period 2
1045– 1115	Break
1115–1215	Period 3
1215–1315	Period 4
1315–1400	Lunch
1400–1500	Period 5
1500–1530	PDL (Personal Development Learning)
1530–1630	Enrichment/clubs/support

It is vital from the outset that students establish priorities and that academic study must always take precedence. As other interests develop, students must aim for a sensible balance; being over-committed is just as dangerous as being under-committed. Tutors monitor students and if needed the Head of Sixth Form will remove the privilege of being able to leave site outside of timetabled hours. This will happen if attendance to lessons falls below a satisfactory level, or if three causes for concerns are raised by teachers within a term.

In the Sixth Form there are a number of Study Periods and unallocated periods each week and it is important that these are used for study. We recommend that students are spending 15–20 hours outside the classroom on independent study each week to be successful in their A Level studies. This is not just homework, but also note taking, revision and wider reading.

Effective work in study periods is best carried out in the study rooms and free classrooms throughout the School. Some departments may provide space for Sixth Formers to work in their subject areas.

Expectations

The key expectation is students should be in school on time, with the right equipment and the Sixth Form mindset to learn and progress. In return teachers will deliver high quality lessons to stretch and challenge the students to reach the highest possible grades.

In addition to their academic studies students will have some free time during the school day. Students can leave the site during this time by signing in and out using the Sixth Form sign out book at the main reception. However, please note that students will not be allowed to leave the CFS site at break unless it is backed by an unallocated period.

Parents need to agree in writing to students going off site during the day and a letter will be sent out at the start of term and held by the attendance officer.

Students will be tracked against their attendance, performance in lessons and general conduct around the site. If needed, students will be placed on Tutor or Head of Sixth Form report.

The Common Room

There is a kitchen as well as seating; this is the social space and students will be allowed to eat and drink as well as bring food up from the dining hall. There will be a rota each week to ensure it is kept clean and tidy.

The Study Room

This is a quiet workspace for students who want to get on with their work.

Tutoring

Tutors meet their tutees at the afternoon PDL slot, to deliver a tutor and mentoring program. In addition, tutors have one period a week to facilitate one to one conversations with Sixth Formers. There are also two personal development sessions timetabled per fortnight which allow for a comprehensive lecture, assembly and PSHE programme to be delivered by tutors and outside agencies. This covers UCAS, apprenticeships, life skills, study skills and Sixth Form mindset.

Sixth Form tutors are expected to meet with their tutees (either individually or in small mentoring groups) once a fortnight to discuss progress, study habits, work/life balance. The tutor is the main point of contact for students throughout their time in Sixth Form.

Tutors are responsible for writing the UCAS references and are expected to keep a record of their tutees' activities throughout Year 12 to facilitate this. They also sign off the Inspire Programme once students have completed an element from each of the key strands.

The ALPS System of Tracking

Students will be tracked using the ALPS system. This is a progress based system that uses average GCSE points scores to generate target grades. If you hit the target grade then it will put you in the top 25% of students in the country – a fantastic achievement, and this is where we want our students to be. We spend some time discussing this system in the first few weeks of term and getting students to clearly understand how their target grades are calculated.

Each term students are expected to sit rigorous assessments that informs our monitoring. They are tracked against their progress in each subject and staff intervene where students are falling short of our expectations. As a school we aim to be in the top 25% of Sixth Form providers to give our students the broadest range of opportunities when they leave us in Year 13.

Dress Code

We expect our students to be in the right frame of mind for their day of work; we believe the best way to get into a work mindset is to dress smartly and appropriately for a working day in 'the office'. It is also important that our Sixth Form students should be sensitive to our school community and set a good example to our younger students.

There is no set uniform; the aim is for our Sixth Formers to have a smart appearance, which allows for an element of choice. However, male students are expected to be in ties and jackets (not necessarily formal suits) and female students should also have a blazer/jacket. Friday is dress down day, where students are able to attend school in smart/casual wear.

The following list is not exhaustive and the Head of Sixth Form and the Principal reserve the right to rule against any item of clothing or jewellery that they feel does not follow the spirit of the dress code. In this case students will be sent home to come back in more appropriate clothing. If a student is in any doubt that an item of clothing is suitable they are urged to seek advice from the Head of Sixth Form before wearing it to school.

MONDAY–THURSDAY

Male students

Smart, formal trousers – not denim or tracksuit material

Smart shoes – no specified colour, but no logos or trainers

Jacket or blazer – no specified colours but no logos, not denim

Collared shirt – own choice

Female students

Smart shirt or top – no specified colour but no bare shoulders or strappy tops

Skirt or trousers – not denim or tracksuit material

Smart dress – no specified colour but no bare shoulders or strappy tops

Smart closed shoes – no specified colour, but no logos or trainers

Jacket or blazer – no specified colours but no logos

FRIDAY: DRESS DOWN DAY

Smart/casual wear for all. Clothing must still be appropriate for a school environment and safe to work in. Again, the Head of Sixth Form and Principal reserve the right to rule against anything they deem inappropriate for school.

Please note that both for dress down day and general wear the following are not permitted: tops that expose the abdomen, strapless and backless tops.

Piercings/tattoos/make up

The general rule is discreet and suitable for a day in the office:

- **Piercings:** ears only – discreet
- **No visible tattoos**
- **Jewellery:** discreet
- **Makeup:** discreet
- **Hair:** no extreme or bright colours.



Costs and Charging

During their time in the Sixth Form we expect students to purchase the following items:

- **Files and paper** – students should bring their own basic equipment to school and be responsible for their own folders and lesson notes.
- **Course texts** – departments will have copies to use in class, however if students want their own to annotate and work on at home they will need to buy them. They can often be found second hand online or the School will buy them and sell them on to the students at cost price. When students leave in Year 13 there will be opportunity to sell them on to the incoming Year 12s to recoup some of the cost.
- **Extra texts** – students may need to purchase extra books to go with the core textbook, particularly to facilitate wider reading.
- **ICT** – students are able to bring in and use their own personal devices on the School Wi-Fi. We recommend all students get a laptop or Chrome Book.
- **Food** – The School Dining Hall is open to Sixth Formers and they can access this via the door from reception to avoid the lower school queue. Items are purchased through biometric technology (ParentPay) so students will need to have their account topped up to pay for food.
- **Trips and visits** – any subjects put on extra-curricular opportunities for students including visits to museums, theatres, universities, as well as fieldwork in Geography and Biology. Some of these come at a cost which will be clearly communicated in September by individual departments.

16-19 Bursary Fund Information 2019/20

The 16-19 Bursary Fund has been set up by the Government to support young people who face financial barriers to continuing in post-16 education or training. It is available through the School.

Who can get a bursary?

If you are 16 to 19 and in publicly funded full-time education then you may be eligible. The School will decide on what help we are able to offer and what conditions, such as attendance and behaviour, you might need to meet.

CFS ensures that the funding reaches the students who need it most – but we do have to use the fund against certain criteria. For example, if your household income is less than £23000, you may be entitled to a discretionary bursary. If you are currently in care or a care leaver, or you are in receipt of Income Support you could be entitled to a full bursary of £1200 a year. You may also be eligible for the full bursary if you get Employment Support Allowance and Disability Living Allowance.

However, even if you are not in any of these categories but would like some financial help, do get in touch. You will need to share information with us about your family's income – but don't worry, this will be kept entirely confidential and not passed on to anyone else.

What can the bursary be used for?

The bursary can be used for course related costs such as books, equipment, transport and other items that will help support your education.

How to apply

In order to receive payments from the Bursary Fund, students will need to submit a written request before the end of September and returned with the relevant supporting evidence. Further information and application forms are available for you to download from our website.

Each request is looked at on an individual basis and you will be advised by letter as to whether your application has been successful.



UCAS Timeline

YEAR 12	
September–Easter	Students investigate options post 18, attend residential, open days and university visits
April	Visit to the UCAS exhibition at the Brighton Centre
May	Parents information evening to explain the process of applying to university and deadlines (see the school calendar for the exact date)
May/June	UCAS workshops to start application procedure, during tutor time, life skills lessons and assembly time
End of May	UCAS opens for student applications
June	End of Year 12 mock examinations to inform references and predicted grades
June	Students fill in post 18 options sheet
1st July	First draft of personal statement handed in for checking
July	Teachers review and advise any changes to personal statements
End of Term	Teachers write subject references

Summer Holiday

YEAR 13	
September 15th	Deadline for Oxbridge/Medicine revised personal statements
September 27th	Deadline for Oxbridge/Medicine student applications (ready for Head of Sixth Form checking)
October 15th	Submission by Head of Sixth of UCAS applications for Oxbridge/Medicine*
October Half Term	Final deadline for revised personal statements (non-Oxbridge)
December 6th	Deadline for all remaining UCAS student applications
January 15th	Submission Deadline for UCAS*

* Please note that although the October 15th and January 15th are the UCAS published deadlines, Tutors and the Head of Sixth Form need time to check applications, add predicted grades and write references, hence the earlier internal deadlines.

SUPPORTING STUDENTS

Whilst a key part of being a Sixth Former is developing independence, we offer a huge amount of personal support to our students as they progress through their post-16 GCSE journey.

Mrs L New, Principal

Mrs New is passionate about A Level study and ensuring that CFS offers an inspiring and productive environment for the young people at the top of our school. She will work regularly with all Sixth Form students and is a key point of contact for all students and parents.

PAPrincipal@chichesterfreeschool.org.uk



Mr S Apsey, Assistant Headteacher: Head of Sixth Form

Overseeing the day to day running of the Sixth Form, Mr Apsey works closely with both Mrs New and all teachers to ensure a consistently high level of provision for our A Level learners. He monitors progress, attainment and personal development closely, reporting directly to the Principal to ensure the School provides an excellent education in all phases of the School.

Sapsey@chichesterfreeschool.org.uk



Tutors

Students are assigned a tutor for their two years of A Level study; they see their tutor at least once a day. Tutors communicate regularly with parents.

Teachers

For each subject, students have one or two highly specialised teachers, who communicate regularly with tutors and parents.



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