



SIXTH FORM AGREEMENT 2023-2024

Congratulations on your GCSE results. We look forward to welcoming you into the Sixth Form at Oaklands Catholic School.

The Sixth Form Agreement set out in the document below supplements the whole school's Code of Conduct. Please read this carefully and ask a member of the Sixth Form Team any questions you may have as a result.

*Please return the below signed acknowledgement slip on enrolment day
(same day as GCSE results day on **24.08.23**)*

We have read, understood and accept the terms of the Sixth Form Agreement. We understand that it is an expectation of Sixth Form study that students check their school Teams account once a day and school email accounts at least once a week.

STUDENT NAME: _____

STUDENT SIGNATURE: _____

PARENT SIGNATURE: _____

DATE: _____



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Our mission at Oaklands Sixth Form College

- *To further the core apostolic mission of the school and provide a holistic education which seeks 'the formation of the whole person: intellect, heart, will, character and soul.'*
- *To ensure a Sixth Form in which there is commitment to academic excellence and outstanding pastoral support.*
- *To ensure each individual is given the best opportunity to fully realise his/her talents by creating an environment where each is known and none is left behind.*
- *To help equip each individual with the skills, cultural capital and confidence needed to succeed in life.*

Your time in the Sixth Form is a special and yet surprisingly short time. This is a transition between the world of compulsory schooling and university study or employment. There will be many unique opportunities and challenges and students leave transformed, but you can be confident that you will be guided and supported throughout your Oaklands Sixth Form journey by highly experienced and committed teachers and support staff.

Alongside the greater autonomy comes the expectation that Sixth Form students work with a greater degree of maturity and take assume responsibility for their own learning. This includes the realisation that lessons are a starting point and that success at A-level requires initiative in reading around subjects and using 'free periods' for productive, independent study. In short, it is a time of growth and maturing both academically and personally so that you leave us as happy, well rounded and well-equipped young adults.

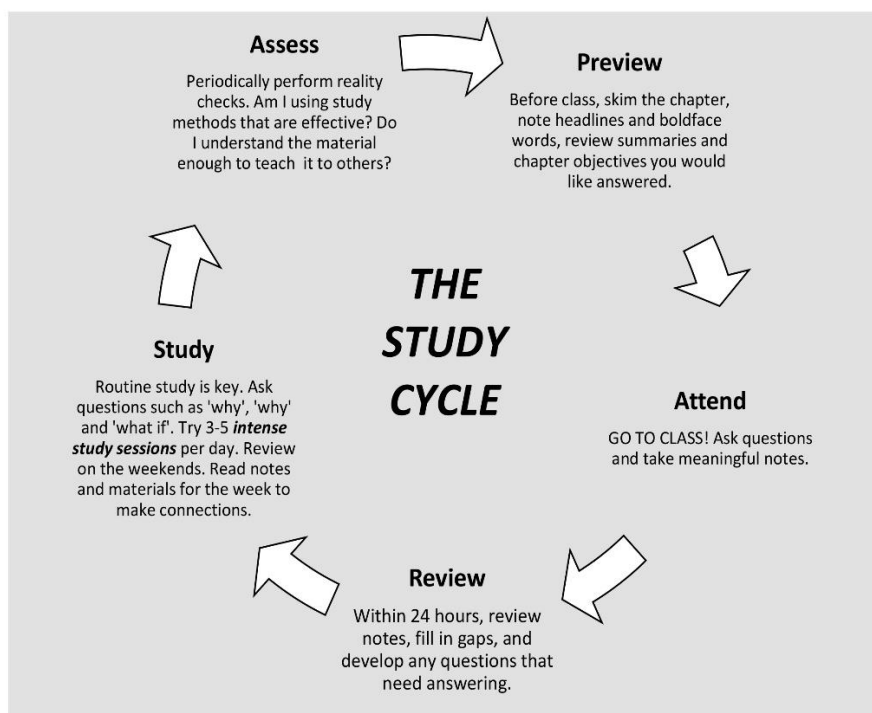
As an appendix to the school's Code of Conduct (see school website), the Sixth Form Agreement sets out our expectations and is based on this desire to ensure the best possible learning environment in which all can flourish into the very best versions of themselves.

The following pages set out our expectations across all areas of Sixth Form life which are designed to ensure your time here is as positive and as successful as possible.

Core Hours, Private Study and Study Leave

To succeed at A-level you have to be willing to work hard and to take your learning beyond the lesson. In this way it is vital that as a Sixth Form student you realise at the outset that your actual lessons are only one part of a much wider study cycle that should include pre-lesson preparation and post-lesson review.

The below diagram helps summarise this wider approach to successful post-16 study:



This above cycle requires you to complete a realistic amount of private/independent study. When you are not taking part in a timetabled lesson, we expect you to complete private study, preferably in the Sixth Form building or in allocated locations in the main school. These private study periods are not supervised as we want to encourage greater autonomy and independent study skills. However, these non-lesson periods should not be seen as 'free' time or as being less important than timetabled lessons. If there are concerns over progress then these private study periods will be supervised by the Head of Sixth Form or the Sixth Form Academic Lead.

It is important you take responsibility for these private study periods and to plan your work to make the best use of each one.

Use of 'free periods'/private study	It is important you do not squander study time or make it difficult for others to complete their work. The Sixth Form team will intervene and schedule supervised study periods and Academic Intervention Plans (AIPs) where students find it difficult to plan and use this time maturely and where there is a concern over progress and effort.
Enrichment Programme	<p>All students in Year 12 participate in the Sixth Form's enrichment programme. This includes a fortnightly extended tutorial as well as the opportunity to devote an hour each week to helping others in the community or engaging in a sporting or creative endeavour – Wednesday afternoons are given in lieu to provide an opportunity for this to take place.</p> <p>A Sixth Form 'passport' is used to track and record participation in the enrichment programme and to award students who have excelled.</p>
Core hours	<p>For all Year 12 students, core hours are from 09.00 until 15.30 on Monday - Friday. As discussed, when there are no scheduled lessons students are expected to use the 'free periods' on their time tables for independent study in the Sixth Form or in allocated rooms across the wider school. All Sixth Form students are able to leave the school site during lunch breaks if their attendance is not required by a member of staff. Where we feel it would be useful as a support mechanism, we reserve the right to extend a Year 12 or 13 student's core hours.</p> <p>All students are required to attend the timetabled tutor periods twice a week (9.00am-9.20am), an assembly and extended tutorial once a fortnight in mornings, as well as any scheduled one-to-one tutorials. Registers are kept and any unauthorised absence is followed up and may be subject to the disciplinary procedures.</p>

Study leave	<p>Study leave is occasionally granted at periods during the academic year to allow students to work flexibly from home, in support of their academic studies and, in particular, in preparation for internal and public examinations, and is given expressly for this purpose. Study leave is therefore part of the academic cycle and members of the teaching staff can require attendance at school to support academic study or for meetings during these periods.</p> <p>The Sixth Form team reserves the right to place restrictions on study leave where there are serious concerns about the ability of a student to use their study leave effectively. This could, for example, mean a student being required to maintain core hours.</p> <p>Requests for leave of absence are required during periods of study leave as per the rest of the academic year.</p> <p>(See Attendance below)</p>
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Attendance

<i>Attendance Definitions</i>	
95-100%	Expected
85-94%	Satisfactory
Below 85%, but above 80%	A cause for concern
Below 80%	A serious cause for concern

Excellent attendance to lessons is important in maintaining academic progress. Developing a robust approach to attendance is also an important life skill and future employers will insist upon it. Furthermore, student absence inevitably increases the workload and demands made upon our teaching staff. For all of these reasons, we insist that it is kept to a minimum.

Please note that attendance includes not only timetabled lessons, but also the wider extra-curricular aspects namely form periods, fortnightly tutorials, weekly assemblies, weekly RSE and Ethics sessions and other scheduled enrichment provision. Attendance at these sessions is compulsory and closely tracked in terms of punctuality and attendance. Students who fall below 85% attendance will be placed on an intervention plan and subject to the Sixth Form code of conduct and agreement stages.

Requests for Leaves of Absence

Students are responsible for securing approval for planned absence if it is to be authorised. We ask for requests for absence to be made prior to the planned absence date, or the date by which arrangements need to be made. Travel arrangements and/or deposits of any kind should not be paid until a planned absence has been approved. The school calendar should be referred to in order to avoid making requests for leave of absence when Year 12 return for internal and external exams.

Attendance expectations	<p>We expect students to maintain an attendance level of between 95-100% (this includes attendance in lessons as well as in form periods, tutorials and assemblies). Students falling below this level are monitored and interventions are put in place for those approaching very poor attendance levels of below 80%. At the discretion of the Sixth Form team, students whose attendance falls below 80% for any subject, or for their attendance as a whole, could have a stage of their agreement invoked or the right to sit one or more of their examinations withdrawn. It should be appreciated that attendance of only 80% equates to an average of two-three days of absence per fortnight and this is clearly an unacceptable level of absence, causing serious disruption to teaching and learning.</p> <p>In the case of illness, parents should telephone the school on the first morning and every day thereafter and follow directions on the answering service to record the absence.</p> <p>Paid or unpaid employment must not interfere with school commitments including the ability to complete homework satisfactorily, or to attend after-school or weekend commitments.</p>
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Punctuality

Excellent punctuality is expected in school as it is in professional life. Prompt arrival to school and lessons demonstrates courtesy and ensures that lessons are able to start purposefully.

Being late for lessons without prior notice may result in teachers refusing entry to lessons. Persistent lateness will result in a letter home and other sanctions including a detention and the possibility of course withdrawal.

Academic Work

Academic progress is important and, alongside our promise of high quality teaching and assessment, is the obligation on you as a Sixth Form student to take responsibility for your own learning by working in partnership with teachers and by demonstrating good behaviour, active participation, a positive approach and enthusiasm. We expect your diligence in the classroom and in private/independent study to be excellent.

Your progress is closely monitored at points throughout the school year through their subject teacher's professional views and through progress reports, effort grades and mock exams. This tracking data is primarily used to help teachers and the Sixth Form team support students in their academic progress. This data informs the work of the Academic Progress Lead in arranging additional support and intervention.

In order to ensure students are on the right courses, and have the best chance of success, all are expected achieve at least a grade D in the Year 12 Assessment Week and Mock Exams. A grade U will likely mean it is not possible to continue with a particular subject in Year 13. If despite additional

support and an Academic Intervention Plan, a minimum grade E is not secured in the end of year mock one of the following options will apply:

1. Select an AS course in place of each A Level to study for the remaining year (there are currently 8 AS courses available and they are worth half the UCAS points of an A Level).
2. Continue with a reduced A Level programme (i.e. 2 A Levels) and supplement with an EPQ and an AS Level.

However, it is important to note that options 1 and 2 may mean it necessary for students to consider a foundation degree.

3. Look for an alternative post-16 provision (at the end of Year 12, students still have two years of post-16 state funded education available to them). If A-Levels are not the route that seems suitable, we can offer significant support in finding a suitable alternative.

The Year 12 mock examinations are additionally important in that they will form the evidence on which a UCAS predicted grade will be given to prospective universities and employers. We will only predict one grade higher than the Year 12 mock grade; therefore, a grade D will mean a predicted grade of C.

Conduct

Our Catholic ethos permeates all we do and we promote love and service. This also extends to our expectations of you as a Sixth Form student in terms of your conduct in and around the Sixth Form and wider school. A safe, happy and successful Sixth Form relies on high standards of conduct and behaviour. We regard our Sixth Formers as young adults who have actively chosen Sixth Form and therefore we expect good conduct and manners. This includes the expectation that students comply with any reasonable request from teachers with good grace.

We will not attempt to outline all aspects of good or poor behaviour here, but suffice to say that rude and uncooperative behaviour is not acceptable and will always be challenged.

Misconduct falling short of Gross Misconduct	<p>All members of staff will insist on the highest standards of manners and respectful behaviour and should deal with any failures firmly. Misconduct includes rudeness, defiance and actions that might bring the Sixth Form and wider school into disrepute.</p> <p>At their discretion, teachers may issue either a warning or refer the matter to the Director of Sixth Form to be dealt with further as they deem appropriate, up to and including escalation to Stage 3 of the Sixth Form Agreement depending on the incident.</p> <p>Students must be familiar with the procedures and sanctions as laid out in the school's Drug Policy. There is strictly no smoking, vaping, alcohol or</p>
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	<p>unauthorised substance possession or use allowed anywhere on the Sixth Form and wider school site.</p> <p>Stage 3 can always be invoked for a student who fails to comply with a request made by the Director of Sixth Form and/or Headteacher.</p>
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As in professional life, there are some types of behaviour that are so serious that they can lead to permanent exclusion. Aggressive or abusive behaviour and deliberate or careless behaviour that risks or leads to damage or harm is clearly unacceptable and will be treated as gross misconduct.

Please also refer school's wider Code of Conduct.

Breaches of the Code of Conduct and Sixth Form Agreement

Agreement Stages

Where a student is in breach of the terms of the school's Code of Conduct (including the Sixth Form Agreement) they may be placed on an Agreement stage. Being placed on an Agreement stage is a serious matter and the vast majority of students never reach this level of sanction. Agreement stages are reserved for serious and avoidable breaches of the Agreement or the school's expectations.

STAGE	INTERVENTION	CONTACT WITH PARENTS	WHO? <i>One or more of:</i>
Stage 1	Written warning Detention	Letter and/or phone call to parents.	Director of Sixth Form Member of SLT
Stage 2	Written warning Detention / possible Fixed Term exclusion	Letter to parents Initial meeting with parents	Director of Sixth Form Headteacher
Stage 3	Meeting with parents Final written warning Fixed term exclusion	Letter to parents Meeting with parents	Headteacher Director of Sixth Form
Stage 4	Permanent exclusion and withdrawal from Sixth Form	Letter to parents Meeting with parents	Headteacher Director of Sixth Form
<p>Whilst progression is typically incremental (from Stage 1 to 2 etc.), the Stage of the Agreement invoked (up to and including Stage 4) will depend on the seriousness of the incident</p>			