

# Theale Green School

# Sixth Form Handbook

# 2024/25

*“Transforming lives through learning”*

Head of Sixth Form: Mr D Holbrook

Assistant Head of Sixth Form: Mrs Eva Crowley

Sixth Form Manager: Mrs Grazyna Gardner

## Tutors

Mrs A Cash

Mr J Chattock

Miss J Loxton

Mrs J Calvert

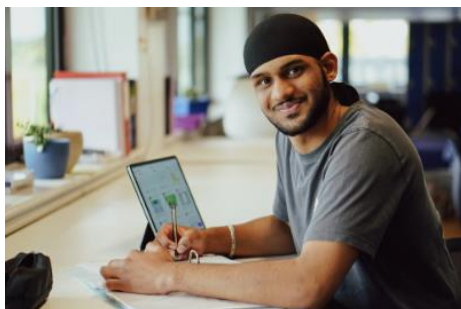
Mrs R Quinn

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## Welcome to Theale Green School Sixth Form

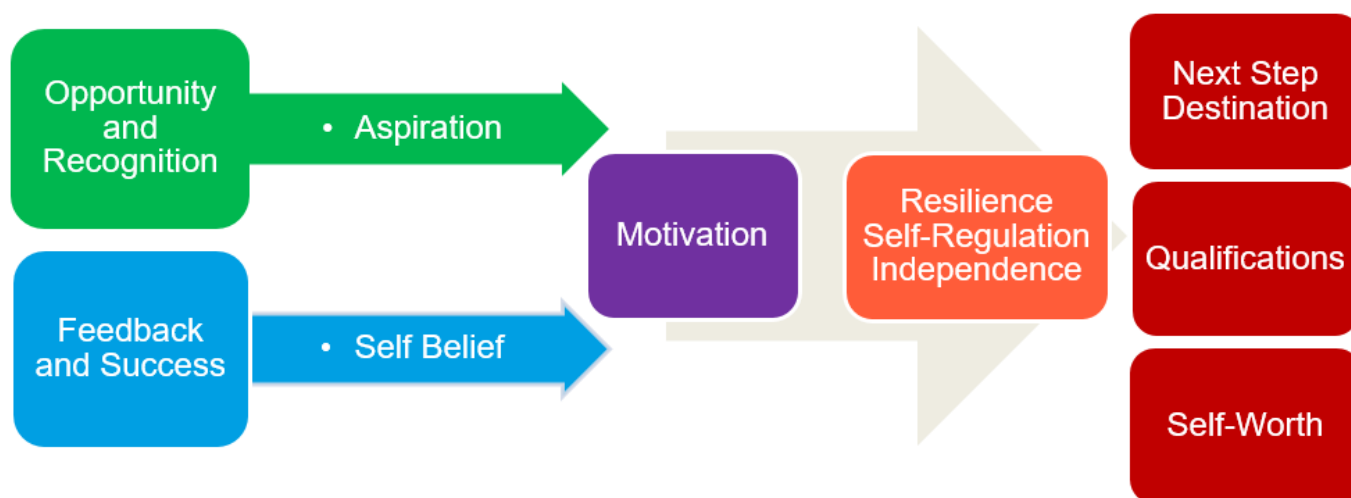


We believe that your two years here at the Sixth Form will be amongst the most important in your life. We are committed to supporting you on this important journey and thank you for choosing Theale Green Sixth Form – welcome! Our Sixth Form ethos is one of high expectations, personalised support and a passion for learning. You will be provided with opportunities that will allow you to be successful, both academically and personally, to achieve individual aspirational aims, that we hope, will in-turn develop key life skills, such as motivation and resilience that will help you to achieve to the best of your ability in our Sixth Form and beyond.

### **Our Goal**

Is for you to leave our Sixth Form, confident, happy and trusting in your own skillset to be able to competently contribute to wherever you go; also with qualifications that will open multiple doors to you in terms of destinations.

We believe in the power of a Well School at Theale Green School (<https://www.thealegreen.w-berks.sch.uk/a-well-school/>). Using the ALET Learning Philosophy as our foundation, our aim is that students who leave Theale Green School will go on to their next aspirational destination with a broad range of qualifications and real conviction in their self-worth.



*Image adapted from Leadership Matters with kind permission from Andy Buck, CEO*  
<https://www.leadershipmatters.org.uk>

This handbook is designed to give you some information and advice. It is not a substitute for asking for help whenever you feel that you need it. Please do come and see any member of the Sixth Form team for any support and advice.

## Sixth Form Culture

Sixth form is a key period of academic, social and emotional development. There is a seismic shift in expectations for independent study and wider research, as well as the constant thoughts of future paths. The transition can be challenging but the sixth form will support each individual, whatever the path ahead, and will provide opportunities for growth and development both personally and academically. During your time in sixth form we will provide you with:

- *high-quality, inspiring teaching*
- *an innovative curriculum*
- *outstanding pastoral care and support*
- *the ability to role model leadership*
- *higher education and careers guidance*
- *the understanding that equally important to academic success is the participation in co-curricular activities to develop a well-rounded, balanced sense of self*

At Theale Green Sixth Form we set high targets to foster ambition, but equally value the personal skills which make students successful in life. We are educating our students not only for further education and careers but also to be valuable citizens. Of course, academic results matter but it is the education of the whole student that creates a young person who is ready to take on the challenges of further education or the leap straight into industry. Our students are role models and leaders to the lower years and are ambitious and confident about their futures. As part of our sixth form culture, students arrive with, or develop the following skills and attributes:

- Build strong relationships with staff and each other
- Embody our values of respect, hard work and progress
- Be a responsible and independent learner
- Act as role models for younger students
- Embrace leadership and enrichment opportunities
- Support students and staff
- Actively research careers and future destinations
- Read widely
- Support the House System
- Take part in activities and have fun!
- Keep physically fit and well
- Build support networks
- Involve their family in their sixth form life
- Look after the common room and the environment



**Please note, Sixth formers MUST wear their lanyards at all times for safeguarding purposes.**

Please do not use your mobile phone or headphones when walking around the school site.

## Attendance

There is a direct correlation between academic progress, (grades), and attendance, studies show that 90% attendance can reduce results by up to one grade. The attendance requirement is set at above 95%, for full-time students in education, even just 90% attendance means that you have missed up to 4 weeks of lessons over an academic year. It is your responsibility to notify the attendance officer, and Mrs Gardner, of planned absences, such as important medical appointments, or a university / apprenticeship interview, as these will be authorised absences. Our expectations for attendance are:

- All students attend at least 95% of the time
- Students have good levels of punctuality and attendance to lessons.
- Students identify punctuality and attendance as a key life skill for future employment, training and education
- Interventions are put in place in a timely manner to support improvement of attendance.
- Parents are well informed of attendance percentages and any concerns.
- Students know what accounts as good attendance.
- Students/parents contact school to update on reasons for absence.
- Students follow sign in procedures.

It is important that as young adults, you take responsibility for your attendance, and are aware of what our attendance procedures are.

You will be assigned a Sixth Form Tutor group. Tutor takes place every morning from 8.35 – 8.55am and students are expected to arrived promptly. The attendance officer, Mrs Sanders, checks absence at the end of tutor time and if there is no reason for the absence, an email will be sent home. If there is no contact by period 3, the absence is followed up by a phone-call home.

### **Students not attending tutor:**

- Individual conversations with students by Head of Sixth Form, Sixth Form Manager and tutor.
- Any agreed privilege to leave school is removed for a period of time.
- Continued failure to follow procedures – meeting with parents.

### **Punctuality to lessons or missing lessons**

Students are expected to be punctual for lessons. If a student arrives late, the teacher will record the number of minutes late on the class charts. If a student is present at school but misses a lesson, Mrs. Gardner will be notified, and Mr. Holbrook will be informed. The subject teacher will also inform your parents about the missed lesson. Persistent absences from lessons will lead to the revocation of sixth form privileges, and parents will be asked to attend a meeting at the school

## Dress code

We recognise that Sixth Form students are seen as role models to younger students in school and, as such, have a responsibility to model behaviour and expectations. We want Sixth Form students to feel comfortable and to be able to express a degree of individuality during the school day and be dressed appropriately for their sixth form subjects. Nevertheless, we also want to promote a professional and more adult working environment, as well as a positive image to the wider community; therefore, we always expect them to be dressed appropriately. External visitors are frequently seen in our sixth form, and we are pleased that an increasing number of our sixth form students are volunteering out in the local community; we want students to reflect our positive learning environment, mature work ethic and attitude.

### **At Theale Green Sixth Form, this means that the following dress-code is agreed:**

- Tops are professional, which means no vests, **crop tops** and thin straps.
- Full length jeans are allowed; we request that these are not ripped.
- Footwear: No Crocs, Sliders, or flip-flops.
- Please do not wear tracksuit trousers, jogging bottoms and sports leggings.
- Skirts should be an appropriate length and style, and shorts are not allowed.

### **Make-Up and Accessories:**

- Make-up should be discreet.
- Piercings should be discreet and tattoos are illegal in the UK under the age of 18; tattoos for our oldest students should be discreet

### **Lanyards**

- As with any post 16 environment, the wearing of lanyards is compulsory for safeguarding purposes.

The guidelines above are not exhaustive, and are expected to be interpreted with the degree of maturity to match the additional freedoms given to sixth form students. Staff are not expected to have to debate this dress code. The head team has contributed to the code's development. If students do not adhere to the high standards we have at Theale Green, they will be given a warning by a member of staff, and will be expected to amend their dress code with urgency and by the following day. In rare cases we may send the student home to correct any items of clothing that don't meet the agreed code.

## Behaviour code

Whilst rarely needed in sixth form, we do have a system of behaviour procedures in place. We appreciate that a period of adjustment is required by some students to learn to take on the additional responsibilities that come with being in sixth form, and we will offer support those who need it, however the following graded sanctions may be imposed if deemed necessary:

- The removal of Common Room privileges
- Supervised study
- Parental meeting

## Targets

### **What do target grades mean?**

Targets are subject- specific and indicate what similar students (based on a national data set of GCSE results) in the past achieved in A Level / BTEC qualifications. These targets show what you should be aiming for based on your awarded GCSE grade, they are what we believe you could get. Each student can exceed their target if the best working practices are adopted. Likewise, if the necessary effort is not put in, target grades will not be achieved. Our previous experience shows that no matter what your GCSE grades, an A grade is always possible. Aim high and do not be complacent – A Levels / BTEC are hard work and fast paced. In practice you, your tutor and subject staff will use the target grades as a basis for discussion, particularly at the main monitoring points in the year.

### **How can I meet my target grades?**

You already know how to do this and have been doing it throughout school. However, if things are not going as well as you had hoped, think about the check list below and evaluate if there is anything you can do to change what you are doing so that you can improve. Your results are your responsibility; however, we are here to support you as best we can.

- Ask your teachers what you need to do to improve your grade. You will not necessarily hit your target grades immediately. You have a number of new skills and concepts to learn.
- Attend all lessons. Your teachers are your best resource.
- Hand in all work: practise makes perfect. Corrections will improve your next piece of work.
- File your work consistently. All hand-outs and your own work should be headed, named, dated and

filed. A subject file and a 'day to day' file works well.

- ☑ Clarity of notes is vital. Although there are good revision guides at A-Level, your notes are your best revision guide. Type them up daily or weekly.
- ☑ Take time to do set work properly. A-Level work is hard and cannot be done without engaging your brain fully. Check you understand what is to be done. Read through relevant parts of your notes/textbook(s). Make more notes. Plan what you are going to write. Write it. Review it. Correct it. Hand it in.
- ☑ Independent study! Use your time for independent work well. Do set work; type and file your notes; read relevant textbooks; work through extra examples; revise; make mind maps.
- ☑ Record your independent study to track your work. Are you working wisely?
- ☑ Are you using the methods best suited to your preferred learning style?
- ☑ If you are absent for whatever reason, it is your responsibility to see your teacher and catch up on missed work. Catch up does not just mean getting photocopies.
- ☑ Use a diary proactively to plan your work and your time. Make sure your study periods are of high value.
- ☑ Meet deadlines! Universities refuse to mark late work; exam boards refuse to accept late coursework.

### **What happens if I am not meeting my targets and deadlines?**

- Your teacher will let you know that you are falling behind and will discuss a plan to support you, a new deadline will be agreed.
- Parents / Carers will be contacted and if needed an in-school meeting will be organised.
- Be proactive, if you know you are not going to complete a piece of work by a certain deadline, talk to your teachers, we are here to help.

We are dedicated to supporting you to succeed, but we need you to be serious about taking responsibility for your learning and your results.

### **Falling behind with Academic Study**

Some students have naturally strong study skills and others have to work harder at it. If you are falling behind or struggling (due to study habits), teachers and tutors will help you by (broadly in this order)

1. Having a conversation with you to help solve the problem
2. Having a further conversation with you to help solve the problem (but it may also come with a warning to improve study habits if necessary)
3. Contacting home with a phone call/ email / meeting which will be shared with your tutor / Pastoral Team
4. Liaising with the head of department and making another contact home
5. Asking the head of department to become involved (and parents will be informed)
6. Asking the head of department to meet with parents (inform tutor / Sixth Form staff)
7. The head of department asking the leadership team / Ho6th / tutor for additional intervention

You may be supported through the use of:

- Mentoring
- Catch Up Sessions (study periods / lunch / after school)
- Pastoral Support
- Contracts

If you are falling behind due to other circumstances, we will also endeavour to support you in whatever way we can.

## Independent Learning

The biggest difference between GCSE and A-Level is the amount of independent work you are expected to do. Completing it is essential to achieve *the best possible* A-Level / BTEC grades. Independent work will help you to consolidate the work you do in class and gain deeper understanding of your subjects. It is recommended that you do an hour of study, for every A lesson, as well as all the set homework. It should be enjoyable, after all, you've chosen your subjects because you are passionate about them! Feedback from previous students shows that in order to succeed at A Level you should aim to spend 6 hours a week on independent study and homework per subject in addition to lessons. Keep your tasks varied. Although your teacher may set you independent work, take a look at the ideas list below and choose your own tasks. Keep a record using the sheets in this handbook.

Independent learning ideas:

- Listen to a podcast
- Weekly Review Sheets
- Timed questions from practice papers
- Summarising lesson notes using mind maps, flashcards, quizlet.com, bullets
- Explain concepts to a study buddy
- Use an online video site like Uplearn or Seneca
- Produce your own quiz questions. Do the quizzes!
- Reading and summarising books, magazine or news articles
- Producing Mnemonics and Acronyms
- Watch a relevant TV programme, documentary or TED talk, or use the LRC resources
- Using the "Scribble Technique"(\*) to revise pages from textbooks

\* **What is the scribble technique?** The book "Ace your A Levels" suggests this technique as a really effective way of learning material. Focus on memorising the material and you'll be happy to make mistakes and forget things when scribbling because you will open the page again and see what you got wrong or missed.

- 1) Open your text book
- 2) Read through 1-2 sides
- 3) Close the book
- 4) Scribble down everything you can remember
- 5) Open the book and see what you forgot/got wrong
- 6) Read next 1-2 sides and repeat

### If your teacher is absent for your lesson

If it is a planned absence, you will know in advance otherwise Mrs Gardner or Mr Holbrook will inform you on the day by email. It is really important that you check your school email on a regular basis. Work will be set on Classcharts, if it is not then you will need to collect it from the Sixth Form Office. The work must be completed within that lesson period.





## The weekly independent study challenge - example

Hour No.	Date & Time	Subject/Activity/Venue/Study Buddy + Outcome
1	Mon P4- Private Study	<b>HISTORY</b> - Worked in library - taking notes from chapter 3 of my history text book. Key words highlighted
2	Weds- After School	<b>ECONOMICS</b> - Watched 'Newsnight' on BBC2. Excellent report on Barack Obama's foreign policy. Can use examples in my next politics essay
3	Sun eve- at home	<b>BIOLOGY</b> - Worked with Jennifer on producing a colour coded mind map for last biology topic, also completed biology homework booklet on photosynthesis. I can use these maps to help revise for my mock exams
4	Tues P2- Free in common room	<b>ENGLISH</b> - Went to Study Room and listened to the iTunes podcast on The Great Gatsby. Took down important quotations to use in English
5	Thurs P5- Private study	<b>ART</b> - Worked on my sketchbook in the Art department with Jo. Used pictures by Bruegel the Elder as stimulus. Will try to use this style in my art projects in the future
6	Fri- After School	<b>PSYCHOLOGY</b> - Used the computers in the study room to work on Maslow's Theory of Motivation. Important to compare my work with 'A' grade mark scheme to see if it meets the needs to get that grade
7		
8		
9		
10		
11		
12		
14		
15		

**Ideas:** Weekly subject reviews, Timed questions, summarising lesson notes using mind maps, flashcards, quizlet.com, bullets, explain concepts to a study buddy, use an online video site like Khan Academy or FutureLearn, produce your own quiz questions, reading and summarising books, magazine or news articles, Summarising Wikipedia entries, watch a relevant TV programme, documentary or TEDtalk or use library resources.

## Assessments and Exams

Throughout your time in the Sixth Form your progress will be monitored through classwork, homework, and department assessments. In addition, there will be formal assessment points. These are:

<b>Assessment Point Date</b>	<b>Material covered</b>
Oct AP1 – Y13	Subject specific
Dec AP1 – Y12	Term 1 and 2 materials
Dec AP2 - Y13	Subject specific mocks, to determine a holistic teacher predicted grade
Jan Y13 - Mock	All Y12 work and some Y13 work
March AP2 – Y12	All work to date
June AP3 – Y12	All Y12 work

Information will be provided to parents / carers termly, so parents / carers are aware of the progress that is being made. Parents Evening for Year 13 is 12<sup>th</sup> December 2024 and Year 12 is 27<sup>th</sup> March 2025

## Reports

You will receive written reports on your progress after assessment points. If there is a concern in a specific subject, your teacher will discuss progress with you, your parents / carers, will be notified, and if needed they will be invited into school to meet the subject teacher. If there is a concern in all subjects, your parents will be contacted, by the Head of Sixth Form, and will be invited into school to attend a meeting with you. This meeting will provide feedback from all subject teachers and a support plan will be agreed.

## External Examinations

A Level and BTEC examinations will be sat from mid-May until late June (exact dates tbc). Results days:

A-level – 14<sup>th</sup> August 2025

GCSE - 21<sup>st</sup> August 2025

## Sixth Form Bursary

Theale Green School can offer a bursary to students from a household with a total income less than £27,000 or in receipt of income-assessed benefits to help meet the costs of travel, text books, trips and other expenses, essential for study. If you think you could be entitled to a bursary, please collect an application form from Nicki Cowen in the finance office or email [finance@thealegreen.w-berks.sch.uk](mailto:finance@thealegreen.w-berks.sch.uk)

## Cover Lessons

In sixth form, we will experience staff absences just like the rest of the school. These absences may be planned, such as for appointments or meetings, or due to staff illness. During these times, students are expected to work independently in the common room or classroom. The class teacher will provide assignments via Microsoft Teams with clear instructions. It is important for students to register with Mrs. Gardner in the office to confirm their presence



## Unifrog- The Complete Destinations Platform

Our careers program is supported by the brilliant careers software, UniFrog, that we have made a significant investment in this academic year, [www.unifrog.com](http://www.unifrog.com). Unifrog is an impartial, user-friendly platform that has all the information about careers in one place, and helps students make the best choices for their future. Unifrog makes it easy for you to search for and find the best course or apprenticeship to suit your needs. The online tool brings into one place every university course, apprenticeship, and college course in the UK, as well as other opportunities such as MOOCs (online course aimed at unlimited participation and open access via the web – a great way of helping decide on a possible subject area at university). Unifrog is also a central location for all of your teacher subject references as well as a fantastic place to structure, devise and write your perfect personal statement for university or CV for future jobs. You can create course searches for your chosen subject and then filter the results by location, living costs, graduate job opportunities and many more filters. This search then gives you an amazing overview of all potential courses as well as allowing you to make an informed choice of potential courses to apply for.

As a Sixth Form student, we encourage you to complete extra-curricular activities that meet the needs of the competencies below. This will make you a more holistic, well- rounded pupil and make you more desirable to universities and apprenticeship providers when writing your personal statement or CV.

The website is [www.unifrog.com](http://www.unifrog.com) and you can log in using your school email and a dedicated Unifrog password, devised by you (also accessible from your mobile!). UniFrog can help develop and track skills, such as:

**Teamwork**- When have you worked with others to get something done?

**Hard-work** – Are you prepared to work hard to achieve your goals?

**Independence**- When have you had to work on your own to achieve something?

**Leadership**- When have you motivated people to do something positive?

**Resilience**- Give an example of a time when you overcame a set back

**Skills**- When have you displayed strong critical reasoning skills?

For any help or guidance on Unifrog, please see any member of the Sixth Form team including your tutors. You will have dedicated time during tutor periods to update your Unifrog account and create course searches or research apprenticeships in your local area. This can be monitored and tracked by your tutors and the Sixth Form team.

## UCAS- University Process

If you are planning on studying at university after Sixth Form, you will most likely apply through UCAS, a central application form for all universities. All applications for UK universities are processed through UCAS, a non-profit charity. At the end of Year 12 we expect every student to begin an application to UCAS. This does not commit you going to university but does save you a lot of time in Year 13 so that you can focus on writing a good personal statement, incorporating details of your academic achievements and your extra-curricular interests, that can be used, not only for UCAS, but for apprenticeship and job applications.



Mr Holbrook, Mrs Quinn and Ms. McNeil are available to answer any questions you have about UCAS.

## Apprenticeships

Apprenticeships are becoming increasingly popular as a post-18 option for careers that are best learned 'on the job'. We are extremely supportive of students' opting to go down the apprenticeship route. All the Sixth Form team, tutors and subject teachers, will be able to offer you guidance and support through any application process. If you are successful in your application, we will assist you with preparation for interviews. There are various websites you can use to check suitability for apprenticeships, search for apprenticeships, both locally and nationally and apply for apprenticeships. Remember that you may not get the first apprenticeship that you apply for, they are highly competitive positions.



### **Apprenticeships Search Sites**

[www.ucas.com/apprenticeships-in-the-uk](http://www.ucas.com/apprenticeships-in-the-uk)

[www.gov.uk/topic/further-education-skills/apprenticeships](http://www.gov.uk/topic/further-education-skills/apprenticeships)

[www.unifrog.com](http://www.unifrog.com)

[www.indeed.com](http://www.indeed.com)

## Enrichment

We recognise that employers and universities are now looking for much more than just academic or vocational qualifications. Therefore, we offer range of enrichment opportunities, that are student driven, to enhance the quality of their CV or UCAS applications but will also equip them with vital skills such as teamwork, leadership and independence. Enrichment is a compulsory part of Sixth Form.

As part of the enrichment program, we often welcome in guest speakers, some of the regular and past speakers include:

- Further Education – Reading, Portsmouth and Cambridge Universities
- Charity - NCS, (National Citizen Service)
- Careers - ASK Apprenticeships and Unifrog
- Former Alumni to share their experiences

### **Why Enrichment?**

There is more to life than just gaining qualifications! As part of your time at Theale Green Sixth Form it is essential that you get involved in a range of activities that will help you achieve your potential.

The aim behind enrichment is to:

1. Broaden your horizons
2. Build your confidence and get a sense of achievement
3. Stand out from the crowd and enhance job applications and University applications
4. Gain work experience to suit your career aspirations — essential for medical careers
5. Try something new

### **MOOCs**

Massive Open Online Courses are a fantastic opportunity for students to trial a subject that they may be thinking about taking at university. They are free online courses, created by universities to allow students to sample topics outside of their A-Level curriculum. Many students refer to MOOCs in their personal statement and are praised by admissions officers for their commitment to wider study. There are over 3000 different MOOCs available, so there will be one there that will appeal to you.

### **EPQ (Extended Project Qualification)**

The EPQ is a standalone qualification and is often taken by students to in addition to their A level / BTEC studies and is worth the equivalent of half an A level. This qualification helps students develop and demonstrate their project management skills and provides opportunities for extended writing, both of which are highly valued for progression to higher education and employment. Students can tailor their project to fit their individual needs, choices and aspirations. The outcome of the project can be a design, performance, report, dissertation or artefact. Mrs Quinn is our EPQ coordinator, and launches this qualification in the Spring term of Y12.

## Volunteering / Mentoring

Another option is to provide 'in-class support'. Some of our students choose to support teaching staff in their lessons. This support can involve small group work or 1-1 support and is beneficial for all parties involved as students gain in confidence, whilst developing their leadership skills.



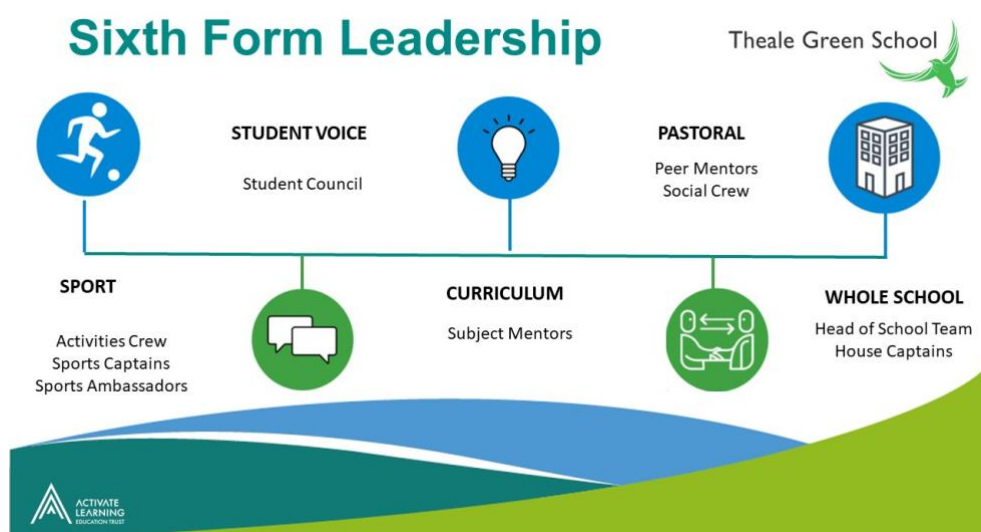
### **So, what do you need to do?**

Your task is to set yourself targets during the year and be accountable for your own enrichment. Your tutors will check your progress on a regular basis, and you need to be able to justify what you have been doing and take responsibility for making your time at Sixth Form more than just studies! Each time you complete one of your targets, upload your achievements onto Unifrog. These achievements will not only help staff write a glowing reference for university or job interviews but will give you so much more to talk about when making those applications! Log what you have done in your Unifrog 'Competencies' account. Some other suggested enrichment activities:

- Start or join a student club
- Help Mr Wilson with the TGS garden
- Volunteer for a charity or within the community
- Sign up for the National Citizen Service (NCS Summer or Autumn holiday scheme, <http://www.ncsthechallenge.org/>)
- Complete work experience
- Make a difference – campaign for a charity of political cause (<http://www.oxfam.org.uk/get-involved/campaign-with-us>)
- Take up a new sport
- Read a quality newspaper
- Learn to code a computer program – free! (<https://www.codecademy.com/>)
- Learn First Aid
- Learn to draw! <http://www.learn-to-draw.com/>
- Make a meal for your friends / host a dinner party  
<http://www.deliciousmagazine.co.uk/collections/5-recipes-guaranteed-to-get-teenagers-cooking>
- Take part in a drama production, or one of our House events, on stage or behind the scenes.

## 6<sup>th</sup> form Leadership Opportunities

We are very proud of the leadership opportunities available in Sixth Form, and you will be nurtured through these roles. These positions will allow you to play a prominent role within the school and local communities.



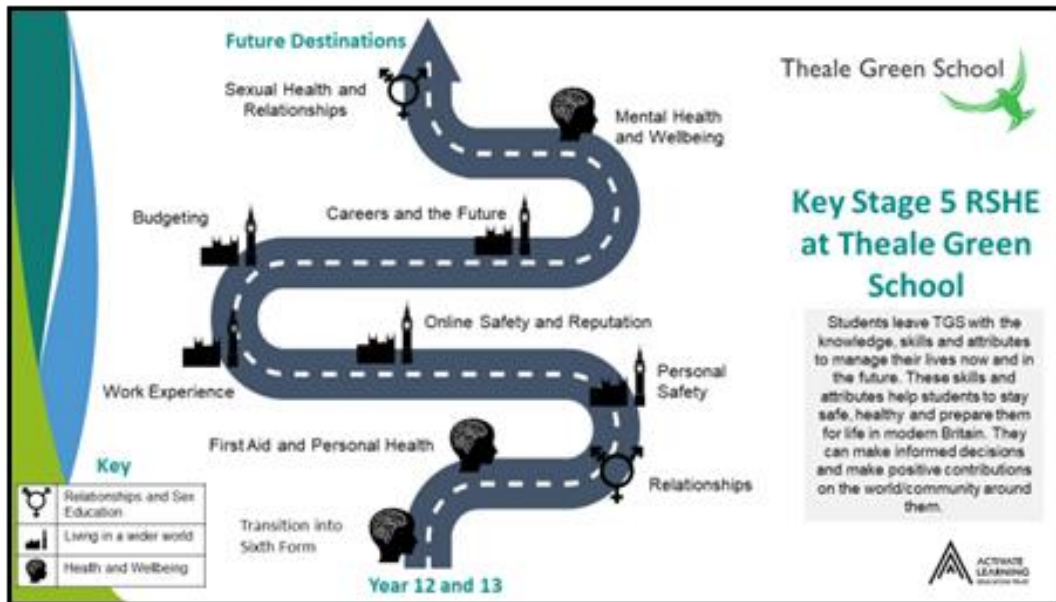
## Celebration

Sixth form students will continue to be rewarded house points for hard work, respect, and for various contributions to school life. In addition, we will celebrate students success, both in and out of school, on a fortnightly basis with our 6<sup>th</sup> form postcards. We will also be asking teachers to nominate an outstanding student, each half term, and a student will be randomly selected and be rewarded with a surprise gift. These nominations could be due to a variety of reasons, for example, a community action, an act of kindness, or consistent effort and hard work.



## RSHE

RSHE (relationships, sex health education) is provided to provide you with information about all aspects of life, from healthy relationships, sexual health and well-being, drugs and alcohol to personal finance. Each year applications are invited for the opportunity to become an RSHE ambassador. These ambassadors work alongside Ms. McNeil, RSHE co-ordinator, Mrs Cartland, Assistant Head-teacher and Mr Holbrook. Our Year 13 program is driven by the needs and requests of the Year 13 student body. There is an RSHE suggestion box in the Sixth Form common room.



### Year 12

Autumn 1 Mental Health and Emotional Wellbeing	Autumn 2 Readiness for work	Spring 1 Diversity and Inclusion	Spring 2 Respectful Relationships	Summer 1 Planning for the future	Summer 2 Health choices and safety
<ul style="list-style-type: none"> <li>Managing stress</li> <li>Body image</li> <li>Healthy coping strategies</li> </ul>	<ul style="list-style-type: none"> <li>Career opportunities</li> <li>Preparing for the world of work</li> </ul>	<ul style="list-style-type: none"> <li>Living in a diverse society</li> <li>Challenging prejudice and discrimination</li> </ul>	<ul style="list-style-type: none"> <li>Consent</li> <li>Assertive communication</li> <li>Positive relationships and recognising abuse</li> <li>Strategies for managing dangerous situations or relationships</li> </ul>	<ul style="list-style-type: none"> <li>Exploring future opportunities</li> <li>Post-18 options</li> <li>The impact of financial decisions</li> </ul>	<ul style="list-style-type: none"> <li>Independence and keeping safe</li> <li>Travel</li> <li>First Aid</li> <li>The impact of substance abuse</li> </ul>

### Year 13

Autumn 1 Independence	Autumn 2 Next Steps	Spring 1 Intimate relationships	Spring 2 Financial Choices	Summer 1 Building and maintaining relationships
<ul style="list-style-type: none"> <li>Responsible health choices</li> <li>Managing change</li> <li>Health &amp; wellbeing, including sexual health, into adulthood</li> </ul>	<ul style="list-style-type: none"> <li>Application processes</li> <li>Future opportunities and career development</li> <li>Maintaining a positive professional identity</li> </ul>	<ul style="list-style-type: none"> <li>Personal values, including in relation to contraception and sexual health</li> <li>Fertility</li> <li>Pregnancy</li> </ul>	<ul style="list-style-type: none"> <li>Managing money</li> <li>Financial contracts</li> <li>Budgeting</li> <li>Saving</li> <li>Debt</li> <li>Influences and financial choices</li> </ul>	<ul style="list-style-type: none"> <li>New friendships and relationships, including in the workplace</li> <li>Personal safety</li> <li>Intimacy</li> <li>Conflict resolution</li> <li>Relationship changes</li> </ul>



## The Common Room and Study Areas

The Common Room and study areas are provided to enhance the Sixth Form experience and as such we all have a responsibility to look after it for now and for the future. The school has made significant investments in the Sixth Form so please show respect in how you treat your study areas. It is a fantastic space to study and being considerate will ensure everyone will benefit from it. The Common Room, Study Room, and the 6<sup>th</sup> form IT suite are for all Sixth Formers to use and therefore to be used showing consideration for others. We work on the basis of respecting others' right to learn.

**During timetabled lesson time the Common Room is available for quiet study.**

### **During lesson time (if you do not have a timetabled lesson):**

- There should be no eating or drinking in the Study Room or common room during lesson times, (unless you are the sixth form crew, and have a lunchtime duty).
- Mobile phones must not be used for games / social use during lesson time
- Laptops are available for you to use. The laptops and computers in the IT room should be used individually and not by groups: they are not for games or watching videos and must be signed out and returned when you have finished with them. Laptop and computer use is monitored using Impero – meaning staff can see what you are doing on the computer.
- Soft furnishings / social area must not be used during lesson time
- Furniture must not be moved
- Individual tables are available in the quiet study rooms
- There are approximately 30 study chairs in the common room; 25 between the two study rooms and 25 in the Sixth Form IT Room. The canteen staff have agreed that the canteen can be used for quiet study (not social) during lesson times.

### **Break and Lunch time**

- Music may be played in the Common Room **at break and lunch only**.
- Individuals are **responsible for clearing up** after themselves and the cleaning team are not expected to clear litter from the Sixth Form
- Any accidental damage should be reported *via* the Sixth Form office or to Site Staff
- Rubbish needs to be put into the appropriate recycling bin
- The pool table may be used, the cues and pool balls need to be returned to the sixth form office at the end of break time and lunchtime
- Please be respectful of others at all times in your use of the toilets

## What to do if...

<b>I am too ill to attend my Sixth Form lessons</b>	Please report on classcharts and email <a href="mailto:ggardner@thealegreen.w-berks.sch.uk">ggardner@thealegreen.w-berks.sch.uk</a> . It is important that on your return you speak to your teachers and catch up on missed work.
<b>I am struggling to cope with my studies or meeting deadlines</b>	Speak directly to your teachers and tutor.
<b>I am having a tough time and it's affecting my work</b>	Speak to your tutor or one of the Sixth Form team as soon as you can. They will help and give you some advice.
<b>I have my driving test, or a medical appointment. (see attendance above)</b>	Inform: Mrs Gardner by email <a href="mailto:ggardner@thealegreen.w-berks.sch.uk">ggardner@thealegreen.w-berks.sch.uk</a> and attach evidence ie driving test / appointment confirmation
<b>I need to leave school site during the day.</b>	You must get permission (Mr Holbrook or Mrs Gardner) and sign out in Sixth Form
<b>I need some careers guidance</b>	Speak to your tutor who will discuss with the Sixth Form Team and we can arrange some independent advice for you. Year 13 will have a careers advice workshop in November, and Y12 in March / April where support for UCAS and apprenticeship applications will be provided, or to assist in seeking employment.