



# Great Barr Academy

## Sixth Form Induction Booklet



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## **WELCOME TO GREAT BARR ACADEMY SIXTH FORM**

The induction programme aims to prepare you for your time with us, working alongside the sixth form staff to provide you with a full insight into life in the sixth form. It is vital that you have chosen courses that interest you, courses that enable you to progress onto your chosen post-18 pathway, courses where you will want to work independently and challenge yourself to improve your own understanding.

As you attend sessions over the next three days it is important that you reflect on your ability to explore the work at a higher level. At the end of the induction process you will be expected to confirm your interest in following the courses you have chosen. If you have changed your mind, please ensure that you meet with us to select appropriate alternatives.

You will be provided with an Induction Activity from each of your chosen courses during the introductory lessons that you attend. This work must be completed by the first lesson the following week. The Induction Activity will also be assessed and included as part of the first data entry assessment.

We hope that you enjoy the following three days and please feel free to ask any questions that you may have in order to ensure you are on the correct curriculum pathway.

Mrs Garvey

Director of Sixth Form

## Mrs Garvey's Top Tips for A level study 😊

### **1. Avoid cutting corners**

One of the key differences between GCSEs and A Levels is the depth of knowledge required for each subject. You'll need to be really thorough and strong across the board, and confident in giving detailed answers to a range of questions in coursework and exams.

Homework, however painful it can be at times, is given to help you build this confidence; so when it's set, you have to not only make sure you do it, but also do it properly and to the best of your ability so you can get the most out of it.

### **2. Use your time wisely**

While you have to be careful not to burn yourself out during A Levels, you also need to avoid time wasting. At A Level, not only do you have your subjects to contend with, but you might also be looking ahead to applying to university, internships, apprenticeships or jobs, which also takes time and headspace. With this in mind, it's more important than ever that you learn to manage your time effectively and efficiently during your A Levels, so that you can get everything done in good time. Free periods are there to allow you to keep up with your workload, and that workload won't go anywhere if you try to get through it haphazardly, or not at all. In fact, you'll only feel worse and more stressed if you leave things until the last minute. If you're organised, time efficient, and are able to ensure your tasks and subjects don't run away from you, you'll have nothing to worry about.

### **3. Make sure you understand everything**

The increased requirements for thoroughness and understanding are the main things that differentiate GCSEs and A Levels. To thrive at A Level, you have to show a real understanding of your subjects and the key concepts at their cores, and be able to explain them thoroughly in response to different types of question. It's worth noting that knowing and understanding everything is one thing; but being able to present that knowledge clearly in your exam is another. Having the right exam technique is also crucial; take a look at our Model Answers for examples of the standard of answer expected at A Level.

### **4. Be organised**

There are fewer subjects to work through at A Level compared to GCSE, but don't let that trick you into thinking there's less work; there's lots of content to get through!

Keep your notes in order and accessible, so that they're ready to use as soon as you come to revise.

It can be easy to lose track and let things overwhelm you, but with some solid preparation you can ensure this doesn't happen. The most important thing is to be aware and in control, and to not let things slip. If you can do this, revising for exams will become much easier.

### **5. Prepare for your A Level exams early**

There's a lot of content to get through when revising for your A Levels, so it's crucial you're on top of everything from the off. Make sure the work you've done is neatly collected, completed and ordered so you know where everything is when you come to revise it. Make lists of the topic areas on the syllabus as you study them, so you have a topic checklist ready to go when you start revising.

Finally, even if your A Level exams feel like a ridiculously long way off, it's a good idea to look over past papers to get an idea of the type of questions and topics that come up; and if you have any suggested reading from your teachers over the summer, make sure you do it! It's never too early to get prepared.

## Induction programme

Time	Wednesday 4 <sup>th</sup> September	Thursday 5 <sup>th</sup> September	Friday 6 <sup>th</sup> September
Period 1 9.15 – 9.55	<b>Welcome Session</b> (Central Hall)  <b>Preparation for sixth form, key dates, 6<sup>th</sup> form Structure, learning culture and expectations</b>	<b>Welcome Session</b> (Central Hall)  <b>work ethic, organisation, aspirations, work experience and enrichment activities</b>  <b>Aston Medical school 9.30</b>	<b>Woodlands activity centre for team building – CONSENTS TO BE RETURNED BY THURSDAY 5<sup>TH</sup> SEPT</b>
2 – 9.55 – 10.55	<b>Tutorial- Enrolment form and checking GCSE entry requirements</b>	<b>Tutorial – Timetables, Induction booklet and expectations of sixth form</b>	
10.55 – 11.20	<b>Tutorial - Time management and organisational skills</b>	<b>Tutorial vision – 20 questions</b>	
3 – 11.40 – 12.40	<b>Subject sign up – LSH 1&amp;2</b>	Lessons	
4 – 1.15 – 2.15	<b>Tutorial – plagiarism and referencing skills on rotation:</b>  <ul style="list-style-type: none"> <li>• <b>OLC for photographs</b></li> <li>• <b>Finance for Swipe cards and Lunch payments</b></li> </ul>	Lessons	
5 - 2.15 – 3.15		Lessons	

Timetables will be issued in form time on Thursday

Normal lessons will commence period 3 Thursday 5<sup>th</sup> September

Consent forms for Woodlands will be issued in form time on Wednesday and **MUST** be returned in form time on Thursday to secure your place

## GREAT BARR ACADEMY SIXTH FORM

### Academic Aims

- ✚ Students strive for excellence, making outstanding academic progress.
- ✚ Students have a focussed approach and a love of learning.
- ✚ Students have high aspirations whilst at sixth form and for their futures beyond. They are supported in achieving/exceeding these fully.

### Our Ethos

We are committed to providing you with the highest quality sixth form experience to achieve your goals in work and life. In return, we expect you to meet certain standards of behaviour and attitudes including:

- ✚ Outstanding attendance,
- ✚ Work completed on time and to the best of your ability,
- ✚ Full participation in the learning process,
- ✚ Act as an ambassador for our sixth form at all times.

### Our Vision

**"Imagine a future where young people transition into well-rounded, mature individuals,**

**Where they have developed having experienced a wealth of opportunities,**

**Young adults embark on a considered curriculum that is tailored and bespoke to their individual aspirations, that opens doors to a plethora of professional occupations, and where the pursuit of the highest standards and the most ambitious progression routes is expected for all.**

**Imagine a future in which there are wide-ranging enrichment opportunities**

**Here, teachers and mentors work together bring about the highest academic achievement.**

**This is a place where a strong common purpose is upheld, and all members of the community operate in a culture of mutual respect, honesty and trust, where all feel safe and valued.**

**Imagine your future, here at Great Barr Sixth form, where we understand, support and challenge you to meet those high expectations and succeed.**

**We look forward to welcoming you for the next stage of your educational journey."**

### Our Mission Statement

- ✚ **READY** to learn, to progress to the next stage of our academic journey, to play our part in the GBA community
- ✚ **RESPECTFUL** of ourselves and to be the best we can be, of others within our school to ensure all can succeed and respectful of the wider community.
- ✚ **SAFE** not participating in activities that will jeopardise ourselves, our community or our future

## STAFFING – ROLES & RESPONSIBILITIES

### **Mrs Garvey: Director of Sixth Form**

[j.garvey@greatbarr.bham.sch.uk](mailto:j.garvey@greatbarr.bham.sch.uk)

Responsibility for the management of Key Stage 5. Primary focus will be the attainment of students, monitoring academic progress across the two years and providing support and guidance for transition to all post 18 destinations. Primary link with Aston University for APP scheme, Doug Ellis Pathway to Medicine, Futures Pathway and Birmingham University for Routes 2 Professions. Mrs Garvey will oversee the transition from year 11 into the sixth form for both internal and external applicants and the pastoral care of students in the sixth form.

### **Miss Winwood: Progress Leader KS5**

[r.winwood@greatbarr.bham.sch.uk](mailto:r.winwood@greatbarr.bham.sch.uk)

Responsibility for the academic progress and circulation of data, identification of students needing interventions and liaising with departments for specific interventions. Primary link with Birmingham University for A2B scheme as well as UCAS registration and completion. Also responsible for pastoral care to support breaking down barriers to learning.

### **Mrs Maund: Sixth Form Pastoral Support Manager**

[s.maund@greatbarr.bham.sch.uk](mailto:s.maund@greatbarr.bham.sch.uk)

Responsibility for monitoring attendance and punctuality to tutor time, lessons and supervised study. To work alongside Mrs Garvey, Miss Winwood and parents/carers in supporting students throughout their time in the sixth form and their successful progression to higher education or employment.

### **Mrs Gurney: Sixth Form Library and Resources Manager**

[v.gurney@greatbarr.bham.sch.uk](mailto:v.gurney@greatbarr.bham.sch.uk)

Responsibility for supervision of study sessions as well as monitoring availability and use of resources, signposting to information and support with research activities.

### **Ms Hackett: Sixth Form Work Related Learning**

[l.hackett@greatbarr.bham.sch.uk](mailto:l.hackett@greatbarr.bham.sch.uk)

Responsibility for enrichment and work experience activities as well as providing information on Apprenticeship schemes, higher education, links with businesses and opportunities for University taster days.

## SIXTH FORM TUTORING

The excellent level of pastoral care provided in years 7-11 is continued into the sixth form. Students will be allocated a personal tutor and placed in a small tutor group.

Tutor time is **COMPULSORY** and all students are expected to attend tutor time and assemblies on Mondays in Central hall. Sometimes there will be extra assemblies in Community hall for specific groups on a Wednesday. Tutors will be there to

- ✚ Provide daily support, both academically and emotionally,
- ✚ Monitor tutee attendance,
- ✚ Rigorously track academic performance and implement intervention if needed,
- ✚ Support tutees in their post 18 destination application,
- ✚ Deliver a high quality personalised PSHE and Study Skills Programme.

Tutor time enables the tutor in year 12 to provide support for the transition into sixth form, highlighting opportunities for volunteering, work experience and enrichment activities, whilst year 13 tutors provide guidance on post 18 destinations, for example, university applications (UCAS), Higher Apprenticeships and employment as well as continuing with enrichment activities and work experience. Tutors can focus on specific issues during critical times of the year. During the summer term (when year 13 are sitting their A level examinations) year 13 tutors can support year 12 tutors by focusing on a small number of year 12 students in supporting them in completing applications for their post 18 destinations.

## SIXTH FORM TUTOR GROUPS

Tutor Group	Tutor	Room	Email contact
12S- VED	Ms. V. Edwards	Law rm	v.edwards@greatbarr.bham.sch.uk
12S-NMC	Ms. N. McFarlane	115	n.mcfarlane@greatbarr.bham.sch.uk
12S- REH	Miss. R. Hedderley	60	h.hedderley@greatbarr.bham.sch.uk
12S- RMA	Mr D. Hooper	1	d.hooper@greatbarr.bham.sch.uk
12- OMC	Dr. O. McLaughlin	313	o.McLaughlin@greatbarr.bham.sch.uk
13S- SPR	Mr. S. Price	301	s.price@greatbarr.bham.sch.uk
13S- HHA	Mrs. H. Hall	69	h.hall@greatbarr.bham.sch.uk
13S - TAL	Mr. T. Allcroft	T8	t.allcroft@greatbarr.bham.sch.uk
13S- NMC	Mr. B. Moore	30	b.moore@greatbarr.bham.sch.uk
13S- JPH	Mr R. Marsland	204	r.marsland@greatbarr.bham.sch.uk



## SIXTH FORM DRESS CODE

The dress code must be adhered to at all times whilst on the school site:

- ✚ Students are not required to wear a formal uniform
- ✚ Young men are expected to wear a shirt and tie with a jumper if required, smart trousers, smart shoes.
- ✚ Young women are expected to wear a shirt, blouse or jumper, a smart skirt or trousers, smart shoes
- ✚ Students studying practical subjects need to be aware of further health and safety requirements applicable to that subject, for example, suitable footwear for a science lab, sports clothing should be changed into for the lesson only.

The following is not permitted:

- ✚ Clothing with any slogans or logos
- ✚ Clothing that is revealing such as low cut or crop tops, very short skirts or shorts
- ✚ Flip flops, trainers or any logoed footwear
- ✚ Extreme hair colours
- ✚ Facial piercings.
- ✚ No hoodies, leggings or jeans

If, in the judgement of the sixth form staff, your clothing is inappropriate you will be asked to make appropriate changes. Repeated infringement will result in withdrawal from the school community to work in isolation until the dress code is adhered to, and in extreme cases parents will be called in to discuss the future of a student's place in the sixth form

Please consider that this is a place for work in which you will be meeting students and people at all levels and in a variety of contexts. You are expected to be excellent role models for students in KS 4&5 and, as a sixth former, you will also be representing our sixth form in the community.

## SIXTH FORM SAFEGUARDING AND SECURITY OF SCHOOL SITE

For the safety and security of all students, Sixth Form students are expected to

- ✚ Students MUST wear an ID badge on a lanyard, visible, at all times
- ✚ Obtain a door pass (deposit required) to leave the school site at designated times. (Allowing other students in or out on your pass will result in withdrawal of this privilege)
- ✚ Sign in and out at the Sixth Form reception when leaving the building

## ATTENDANCE & PUNCTUALITY – INFORMATION FOR STUDENTS AND PARENTS

### Absence

Parents should inform the sixth form office of your absence: 0121 366 6611 Ext 209 or via email [s.maund@greatbarr.bham.sch.uk](mailto:s.maund@greatbarr.bham.sch.uk) with a reason for the absence and expected return date/time. If your parent wishes to discuss your absence, they should contact the Mrs Maund on the contacts listed above. If you have an appointment or need to leave school at any point in the day you will need to bring an appointment card or letter for your parents and sign out in the sixth form reception area.

### Morning Registration

All students should arrive at 8.55 to register period 1 in lessons or in the OLC if they have a non contact period. All students should also register period 4 in the OLC if they have a non contact period 4. If students arrive at school after registration (8.55 onwards) they must enter through the main school entrance.

### Lesson Attendance

Attendance will be monitored closely and students who are causing concern will be invited to attend a meeting at which parents will also be expected to discuss any intervention that may be necessary with the Director of Sixth Form. In the case of lessons being cancelled work will be left by the subject teacher. The school OLC and the sixth form study areas are available for quiet study.

Each student must attend all timetabled lessons and if there is any legitimate and unavoidable reason why a student knows in advance that they are going to miss a lesson, it is their responsibility to speak to the sixth form team to gain permission. Students must also see the relevant subject teachers to collect missed work and complete this in time for the next lesson attended. Students must arrive to every lesson on time with all relevant equipment. Students arriving late to lessons have an impact on the learning of themselves and others and may be asked to leave and report to the Director of Sixth Form.

Driving lessons and non emergency medical, optician or dental appointments, job interviews, should be made outside of school hours.

Holidays must be taken in school holiday time, any such absence within term time will be marked as unauthorised.

100%	96% plus	90-96%	Below 90%
Excellent No Action Required	Good No Action Required. However, you are still missing a significant amount of college time and this <b>will</b> affect your outcomes	AMBER Cause for Concern Form tutor to monitor and refer to SFLT as necessary. May monitor using an attendance report card	RED Serious Concern Stepped action to be implemented: 4 week monitoring and intervention

## **Monitoring Attendance:**

Actions to address attendance issues:

Personal Tutors will monitor daily attendance and track student absence during form time on a Tuesday. The 6<sup>th</sup> form Pastoral Support Manager, Mrs Maund, will monitor attendance and punctuality on a weekly basis. If necessary, we will intervene using the following system:

**Step 1** - If a pattern of poor attendance/punctuality is noted, a meeting will be arranged with the student's personal tutor to discuss the issue. Appropriate targets will be set. The student's attendance/punctuality will then be monitored closely for two weeks and contact will be made with home.

**Step 2** - If no improvement is seen within two weeks, the student will be put on daily attendance/punctuality check for two further weeks. This will be reviewed at the end of each day by the 6<sup>th</sup> Form Progress Leader. A letter will be sent home to parents.

**Step 3** - If attendance/ punctuality remains poor, a meeting with the student, parent/carer and Head of Sixth Form will be arranged.

**Step 4** – If, despite all intervention work, there is no improvement and attendance is below 90%, the school reserves the right to charge for exam entries. If attendance falls below 85% this is deemed by the government to denote a persistent absentee and unless there are exceptional and extenuating circumstances, students will not be entered for their examinations, and if in year 12, progression to year 13 will be reviewed.

## **Punctuality**

Punctuality to school is very important. Sixth Form is designed to prepare students for the world of work and university. There can be 'No Excuses' for poor punctuality and we expect students to arrive to school and lessons on time. Years 7-11 are expected to be in school by 8.55am and the same is required of all Year 12 and Year 13 students. If students arrive after that time, then they are late. All students who arrive after 8.55am will receive a break time detention in line with the whole school lateness policy.

## **SUPERVISED STUDY**

Supervised study sessions will be supervised by a member of staff, a register taken and is on your timetables. Supervised study is a quiet study area and students will be expected to bring work to complete. The supervised study areas (OLC, Room 62 or Room 64, designated classrooms) have desks and wireless network as well as the OLC and 62 having access to computers. Sixth form students should regularly engage in wider reading and the OLC will be resourced with journals, periodicals, magazines and subject specific text books to aid learning. Any other 'non-contact' sessions should be used wisely; the demands of A level courses will require a significant amount of additional study time.

Although we are dealing with young adults the school needs parents full co-operation to monitor your work and effort. Students should expect to complete a minimum of 5 hours of independent study per subject. This may be assignments, reading, extra note taking, consolidation etc. As our average student gets seven hours private study per week written into their timetable this should not work out as an onerous amount to do at home. Good time management and organisation are essential for effective study in the sixth form.

If parents are concerned about the amount of work being completed at home, please contact the school, either the form tutor, subject tutor, Mrs Garvey or Miss Winwood.

## **NON CONTACT TIME**

Non-teaching (private study) time must be spent in school in one of the designated areas as identified above. Private study booths are provided in school in the Sixth Form centre but students are expected to work in these and use them appropriately.

## **BE PREPARED TO LEARN**

In the majority of subjects, the expectation will be that students provide their own resources to take notes. This will usually be in the form of an A4 folder, with ruled paper, however some subjects may also use an exercise book which will be provided. In subjects such as Art where specific resources may be required, subject teachers will provide further detailed information.

Text books will be provided for use by Great Barr Academy, however it is suggested that students could obtain their own second hand copies of these books on sites such as Ebay or Amazon for their own use at home and for revision/note taking.

## **GETTING OFF TO A GOOD START**

It is imperative that students begin September with a positive mind-set and all induction activities completed to a high standard. Sixth form staff will have high expectations of students and the jump from GCSE courses to A levels is significant. The sixth form staff will be there to support students fully with this transition. The initial three weeks of the courses will inform staff of a student's ability to cope with the demands of the subject.

## **GREAT BARR ACADEMY – EXPECTATIONS OF TEACHING AND LEARNING**

### **SIXTH FORM LEARNING AGREEMENT**

You have made an important decision to study in the sixth form at Great Barr Academy. You will find aspects of both teaching and learning in the sixth form to be different from the ways your learning was organised throughout KS4. The expectations the school has of its sixth form students, and the systems that are in place to support your learning, will also be different to those you have experienced before.

Our expectations of Teaching and Learning in post 16 is outlined below and focuses on what students can expect in terms of teaching from the school. It outlines the academic expectations the school has of its sixth form students and explains the intervention and support that has been put in place for students who experience difficulty in fully meeting these standards. Poor attendance, punctuality and students failing to complete set work on time are the main causes of under-achievement in our sixth form and the school has put in place a range of systems to support you as you make the transition to post 16 study.

### **EXPECTATIONS OF TEACHING**

Key stage 5 subject leaders and subject teachers will organise and deliver courses which will fully prepare you for the external examinations and assessment requirements of the programmes of study you have chosen to follow.

You will be set academic targets and your progress will be regularly reviewed against these. Your teachers will maintain records of your attainment and progress which will be shared with you and your parents / carers so that you are fully aware of what you need to do to progress.

Your subject teachers will provide you with meaningful and challenging learning experiences which will fully prepare you for the internal and external assessments required by your individual programmes of study.

You will be set work on a regular basis and the assessment of this work will indicate ways in which you can improve.

In the event of a known teacher absence you will be set work to complete in order to minimise the impact on your learning. The school will report on your progress to your parents / carers and ensure that there are ample opportunities for you and your parents / carers to discuss your progress.

Your form tutors, subject teachers and members of the sixth form team will provide opportunities to keep you fully informed about your future career pathway whether this is in employment, training or on a further or higher education course.

Your form tutors, subject teachers and the Sixth Form team will actively encourage and support you as you develop the skills of supported self-study and independent learning.

Your form tutors will organise and help supervise support and intervention if you are falling behind with the programme of work set by subject teachers or if you are struggling to adjust to the more independent approach to learning in the sixth form. Great Barr Academy is fully committed to providing you with opportunities for individual guidance on academic and pastoral issues through your form tutors, subject teachers, key stage 5 subject leaders, Mentors and through the sixth form leadership team.

### **EXPECTATIONS OF LEARNING**

It is expected that you will attend school on all term days, other than when absence is unavoidable. You must schedule holidays so that they do not occur in term-time or disrupt your learning. You should notify the school by telephone on the first day when you are absent through illness and explain any absence from school to your form tutor and subject teachers on your return.

It is expected that you attend all assemblies, registration and enrichment sessions as directed by your form tutor. You must attend and be punctual to all classes and activities which make up your Programme of Study. Failure to attend and meet expectations will result in targeted intervention. Persistent absence could lead to a student being asked to leave.

The school day starts at 8.55am. You are expected in at 8.50am, regardless of whether or not you have a lesson period one. The reason for this is twofold. Firstly, it is a safeguarding and fire regulation issue and we must ensure we know exactly who is on site at any given time. Secondly, research has shown that to be a successful A level / Level 3 student, students should maximise their study time and get into a routine of studying throughout the day, and not view non-contact periods as “free”. If you don’t have a formal lesson period one, you will be expected to register in the OLC. (same at period 4). The school day will finish at 3pm for students without a lesson period 5. This is to allow them to catch buses away from the rest of the school crowd. You can pay a £5 deposit for a pass which will allow them access to Delhurst from 8.15-8.55am, from 12.35-1.10pm at lunch (You must sign in and out or this privilege will be removed) and from 3pm until 4pm in the evening. You should not be using anyone else’s pass to enter or exit the school site. Unless using the OLC for study or attending extra-curricular activities, you should vacate the site by 3.30pm.

You must complete all work by the deadline set by your subject teacher and complete this to the best of your ability. In addition you must undertake the independent support work and background reading which is appropriate to your courses. You must arrange with your subject teachers to make up any work you have missed through absence. If you miss a deadline for any piece of work your subject teacher will intervene to support you and refer this information to your form tutor who will organise support and intervention to help ensure that you get back up to date. Repeated “slip ups” will result in students being required to attend Wednesday evening study support. Your tutor will review your progress on a daily basis during morning registration sessions in order to support your learning and to ensure progress. You will discuss with your form tutor and subject teachers at the earliest opportunity any personal and academic difficulties that are affecting your school work. It is your responsibility to ask for help if you are struggling with any aspect of your post 16 experience.

## **WHAT SUPPORT AND INTERVENTION IS AVAILABLE FOR STUDENTS NOT MEETING THE EXPECTATIONS FOR LEARNING?**

In the sixth form there is a programme of guidance and intervention to support students who are not meeting the Expectations for Learning. Through each stage the school recognises that you may at times need individual support and intervention for the more independent demands of post-16 learning. You may require different forms of individually tailored support which is why the post-16 team sets out clear expectations for all aspects of sixth form life.

All students will complete a student data dashboard to reflect on progress.

### **Stage 1 – Learning Conversation and Guidance**

Students who are struggling to meet the learning expectations of their subject teachers will be offered support by subject teachers who will contact home and offer appropriate intervention. Your subject teacher will be the main point of contact/ support at this stage.

### **Stage 2 – Academic Mentor Intervention / Student Impact Report**

Should you be unable to meet the targets agreed with your subject teacher you will be referred to your Form Tutor. When your form tutor receives a concern from the subject teacher they will offer guidance during morning registration sessions which will support your learning. You will discuss a support programme which will include personal action points / targets in place and progress towards agreed targets added to your data dashboard.

### **Stage 3 – Sixth Form Leadership Team Intervention**

If you are unable to meet the revised targets that have been set a meeting will be arranged with you, your subject teacher and a member of the Sixth Form Leadership Team in which your current programme of study and examination entries will be reviewed. At this meeting your Student Impact Report will be completed and targets agreed with your subject teacher and a member of the Sixth Form Leadership team. You will also be issued with a letter and a copy of this will be sent to your parents / carers summarising the agreed targets and consequences of not meeting them.

### **Stage 4 – Progression Meeting**

Should you remain unable to meet the expectations agreed with the Sixth Form Leadership team a meeting with the Director of Sixth Form and your parents / carer will be held. Alternative learning pathways better suited to your needs will be considered and learning expectations agreed. Details will be issued to you and sent to your parents / carers, giving information about this meeting. You may be unable or unwilling to make agreed improvements a meeting will then be convened with the Post 16 Leadership Team at which you may have your place at the school withdrawn. Your parents / carers will have the right to appeal against any decision made by the school at this stage.

***(Sixth Form Learning agreement attached to sign and return)***

**KEY STAGE 5 SUBJECT LEADERS**

<b>Subject</b>	<b>Subject Leader</b>	<b>Email Contact</b>
Art	Miss Morrall	<a href="mailto:a.morrall@greatbarr.bham.sch.uk">a.morrall@greatbarr.bham.sch.uk</a>
Biology	Mrs Watton	<a href="mailto:l.watton@greatbarr.bham.sch.uk">l.watton@greatbarr.bham.sch.uk</a>
Business	Mr D Beale	<a href="mailto:k.ewing@greatbarr.bham.sch.uk">k.ewing@greatbarr.bham.sch.uk</a>
Chemistry	Ms Grewal	<a href="mailto:p.grewal@greatbarr.bham.sch.uk">p.grewal@greatbarr.bham.sch.uk</a>
Computer Science	Mr Ali	<a href="mailto:k.ali@greatbarr.bham.sch.uk">k.ali@greatbarr.bham.sch.uk</a>
English Literature	Mrs Morgans	<a href="mailto:z.morgans@greatbarr.bham.sch.uk">z.morgans@greatbarr.bham.sch.uk</a>
English Literature & Language	Mrs Morgans	<a href="mailto:z.morgans@greatbarr.bham.sch.uk">z.morgans@greatbarr.bham.sch.uk</a>
Extended Project Qualification (EPQ)	Miss Winwood	<a href="mailto:r.winwood@greatbarr.bham.sch.uk">r.winwood@greatbarr.bham.sch.uk</a>
Geography	Mr Bourne	<a href="mailto:d.bourne@greatbarr.bham.sch.uk">d.bourne@greatbarr.bham.sch.uk</a>
Health and Social Care	Ms Phillips	<a href="mailto:j.phillips@greatbarr.bham.sch.uk">j.phillips@greatbarr.bham.sch.uk</a>
History	Mr Price	<a href="mailto:s.price@greatbarr.bham.sch.uk">s.price@greatbarr.bham.sch.uk</a>
ICT BTEC	Mr Dutton	<a href="mailto:k.ali@greatbarr.bham.sch.uk">k.ali@greatbarr.bham.sch.uk</a>
Law	Ms Edwards	<a href="mailto:v.edwards@greatbarr.bham.sch.uk">v.edwards@greatbarr.bham.sch.uk</a>
Mathematics	Mr Iyol	<a href="mailto:m.iyol@greatbarr.bham.sch.uk">m.iyol@greatbarr.bham.sch.uk</a>
Media Studies	Mr Allcroft	<a href="mailto:t.allcroft@greatbarr.bham.sch.uk">t.allcroft@greatbarr.bham.sch.uk</a>
EPQ	Mrs Hill	<a href="mailto:c.l.hill@greatbarr.bham.sch.uk">c.l.hill@greatbarr.bham.sch.uk</a>
Performing Arts	Mrs Hunt	<a href="mailto:m.hunt@greatbarr.bham.sch.uk">m.hunt@greatbarr.bham.sch.uk</a>
Physical Education	Miss Hayes	<a href="mailto:c.hayes@greatbarr.bham.sch.uk">c.hayes@greatbarr.bham.sch.uk</a>
Physics	Mr Moore	<a href="mailto:b.moore@greatbarr.bham.sch.uk">b.moore@greatbarr.bham.sch.uk</a>
Psychology	Ms Phillips	<a href="mailto:j.phillips@greatbarr.bham.sch.uk">j.phillips@greatbarr.bham.sch.uk</a>
Sociology	Ms Phillips	<a href="mailto:j.phillips@greatbarr.bham.sch.uk">j.phillips@greatbarr.bham.sch.uk</a>
Level 2 English	Ms Caseem	<a href="mailto:m.caseem@greatbarr.bham.sch.uk">m.caseem@greatbarr.bham.sch.uk</a>
Level 2 Mathematics	Mrs Sira	<a href="mailto:s.sira@greatbarr.bham.sch.uk">s.sira@greatbarr.bham.sch.uk</a>

## **EXTENDED PROJECT QUALIFICATION (EPQ)**

From architecture to addiction, comic strips to criminology and gaming to gothic stories – with an EPQ, you choose what you study!

At Great Barr Academy we offer some year 12 students the opportunity to complete an EPQ. This is a stand-alone qualification which is equivalent to 50 % of an A level (more UCAS points than an AS level). The qualification is highly regarded by universities as it involves many of the skills students require at degree level: independent enquiry, research methods, referencing and presentation skills to name but a few. The EPQ is unique in that students have the freedom to choose a topic of their choice and write their own title - it could be an extension of a curricular topic or something that isn't covered by the curriculum at all. The final product may be a written report or students may choose to produce an artefact instead. The lessons take place during a designated timetabled period plus there is an expectation that students will undertake significant independent study in their study periods, students are paired with a member of staff who works with them one-to-one as their supervisor. For further information, please contact Mrs. Hill ([c.l.hill@greatbarr.bham.sch.uk](mailto:c.l.hill@greatbarr.bham.sch.uk)).

## **FREQUENTLY ASKED QUESTIONS**

**What do I do if ...**

**I am struggling to cope with my studies or meeting deadlines...**

Speak to your tutor or Mrs Garvey. It may be that we can organise additional supervised study sessions for you or arrange a 1:1 meeting with a subject teacher to provide additional support and guidance. We may also arrange an informal meeting with the Miss Austin to discuss your courses, study skills and the demands being placed upon you.

**I am having a tough time and it is affecting me and my work...**

Speak to your tutor or Mrs Garvey as soon as you can. They will be able to assist you and provide appropriate support and advice to you.

**I would like to change or drop a subject...**

Arrange a meeting with Mrs Garvey or Miss Winwood to discuss the options available to you and the implications of your course changes. After the initial three week period, it will be extremely unusual for a student to change courses due to the amount of work that will already have been completed by this stage. If the decision is made that you are going to discontinue a subject, all involved parties (student, subject teacher, parents, Director of Sixth Form) would need to agree that this was the most appropriate course of action for you.

**I am struggling with the demands of a piece of work...**

Speak to the subject teacher as soon as possible and ask for additional guidance. Staff will be happy to help you and may suggest a short session with them, or some additional reading/materials that could help you.

**I need some careers advice or guidance...**

Speak to your tutor and make an appointment to meet with them and discuss it. You can also speak to Miss Hackett who will be able to guide you or provide the most appropriate contacts.

**I want to leave Sixth Form...**

You will need to make an immediate appointment with Miss Hackett. If you do leave you will receive support and guidance from your tutor, Mrs Garvey, Miss Winwood or Miss Hackett, who will be able to assist you in your transition to an alternative post 16 provider.

## **PROGRESSION INTO YEAR 13**

Students who achieve grades that are close to their aspirational target grades in their end of Y12 exams and are at grade D or above will automatically transition to Y13. Students must have also demonstrated excellent attendance, attitude to learning and role model behaviour during Year 12.

Continuation into Year 13 for students with outcomes at E/U is very much dependent on their future aspirations as well as Year 12 record. All students will have a rigorous conversation regarding pathways and future expectations. Students on vocational courses will have their portfolio grades as well as any exam results taken into consideration. If a joint decision is made to continue into Y13 then an academic support



programme will be put in place with clear targets. Failure to meet these targets could result in the student losing their place at college.

Any student who does not meet the criteria for continuation into Year 13 will be offered clear advice and guidance and possibly the opportunity to start Year 12 again. Typically this requires a thorough look at appropriate curriculums and any additional support the College can provide to ensure our students achieve success.

### **APPLYING FOR THE 16-19 BURSARY FUND**

Funding is available for those students who may require financial assistance in order for them to complete their studies. Students can apply for either of the two allowances available if they meet the criteria. Money is kept in school and students can ask for school to use it to purchase things such as a bus pass if required to get to Great Barr Academy, text books, revision guides, materials for practical subjects etc.

Who can apply for the Bursary Fund?

There are 2 types of 16 to 19 bursaries:

- ✚ A vulnerable bursary of up to £1,200 a year for young people in one of the defined vulnerable groups.
- ✚ Discretionary bursaries that institutions award to meet individual needs, for example, transport, meals, books and equipment.

#### **Vulnerable Bursary**

Students in one or more of the groups below can apply for a vulnerable bursary of up to £1,200. The eligible groups are students who are:

- ✚ In care or care leaver.
- ✚ getting Income Support (IS) or Universal Credit (UC) in place of Income Support in their own right.
- ✚ Getting Employment Support Allowance (ESA) or Universal Credit and Disability Living Allowance (DLA) or Personal Independence Payments in their own right.

#### **Discretionary Bursary**

Discretionary bursaries are awards made by institutions to individual students. They are targeted on overcoming the individual barriers to participation a student faces.

Application forms are available from Mrs Maund. Completed forms need to be returned to Mrs Maund, along with the appropriate financial evidence.

We will assess your application and send you an email or letter explaining how much bursary you will receive. **Please note that proof of purchase will be required for all items.**

In order to receive payment for a Discretionary Bursary, you must have an attendance rate of over 90%.

### **DESTINATIONS**

During the sixth form Personal Development days and tutor time students will be encouraged to research their post 18 pathway (Higher Education, Apprenticeships and employment opportunities). Students should maintain an up to date folder of a CV and relevant documentation as evidence. Both University admissions officers and prospective employers will expect to see evidence of all relevant work experience, extended reading logs, leadership experience, academic/sporting/performing arts achievements and other such documentation when considering an application. Throughout our PSHE programme, students will be given advice and guidance on the different post 18 pathway destinations available to them. Students will have the opportunity to visit universities, and explore the options available to them with the support of their tutors and the sixth form team.

## Employment

All sixth form students will undertake a one week work experience placement during the third week of June. These placements are aimed at ensuring all students experience valuable training which they can evidence when completing University, Higher Apprenticeships, Apprenticeship and employment applications.

## Higher Apprenticeships / Apprenticeships

Students will be given on going advice and support with the process of researching Universities courses. Opportunities on offer to support you through your Higher Apprenticeships / Apprenticeships application include:

- ✚ Destinations Higher Apprenticeships / Apprenticeships Programme,
- ✚ Guest Speakers
- ✚ Higher Apprenticeships / Apprenticeships Open Evening – Nationwide,
- ✚ Sixth Form Alumni.

## University

Students will be given on going advice and support with the process of researching Universities courses. UCAS applications open at the end of year 12 and any students wishing to apply to Oxford or Cambridge, or for any highly competitive courses such as medicine, should be aware that the application deadlines is 15<sup>th</sup> October. For the majority of other courses and providers, the internal deadline at school will be 15<sup>th</sup> November to ensure that it is processed by the UCAS deadline. Every University course will have an entry profile on their website and it is essential that students are fully aware of the necessary entry requirements and relevant experience that will be needed in their application.

- ✚ Opportunities on offer to support you through your UCAS application include:
- ✚ Destinations PSHE Programme – UCAS Applications,
- ✚ Parents University Information Evening,
- ✚ University Visits
- ✚ UCAS Convention
- ✚ Sixth Form Alumni.
- ✚ University Open Days are extremely valuable in gaining all of the relevant information and the school will actively encourage students to attend these events. More information about open days can be found at [www.opendays.com](http://www.opendays.com)

## SUGGESTED EQUIPMENT LIST

- ✚ Ring binder for daily school use, with labelled dividers for different subjects and teachers.
- ✚ At home, one ring binder or leaver arch file per subject, to put notes into once you have completed a topic.
- ✚ Specification for each A level subject, printed and placed in folders.
- ✚ Dividers for folders.
- ✚ Plastic wallets to keep work and resources in a good condition.
- ✚ Pens, pencils, rulers, rubbers, glue sticks, scissors and highlighter pens.
- ✚ Calculator (Mathematics, Science, Geography, Psychology, Economics with Business).
- ✚ Any subject specific equipment (set texts for English Literature and Mathematics equipment if required).
- ✚ Second hand copy of text books (Ebay / Amazon).
- ✚ Planner.

## KEY DATES

<b>AUTUMN TERM 2019</b>	<b>Date</b>	<b>Event</b>
	20 <sup>th</sup> September	Confirmation of course selection
	2 <sup>nd</sup> October	Year 12 settling in evening
	1 <sup>st</sup> October	Personal statement deadline for Medics and Oxbridge
	5 <sup>th</sup> October	Folder, book and planner check
	17 <sup>th</sup> October	6 <sup>th</sup> form open evening
	24 <sup>th</sup> October	Year 12/13 data deadline- review of progress
	<b>Half Term</b>	
	31 <sup>st</sup> October	Year 13 Completed UCAS personal statements
	7 <sup>th</sup> November	PD Day 1
	30 <sup>th</sup> November	Year 13 UCAS application final submission
	5 <sup>th</sup> December	Year 13 Progress Evening
	18 <sup>th</sup> December	Year 12 Mock interviews
	<b>Christmas break</b>	
<b>SPRING TERM 2019</b>	6 <sup>th</sup> January	Year 13 Mock examinations
	6 <sup>th</sup> February	Year 12/13 data deadline- review of progress
	12 <sup>th</sup> February	PD Day 2
	<b>Half Term</b>	
	5 <sup>th</sup> March	Year 12 Progress Evening
	<b>Easter Holiday</b>	
	23 <sup>rd</sup> April	Year 13 data deadline- review of progress
	11 <sup>th</sup> May	Year 12 Mock examinations
	18 <sup>th</sup> May	A-Level/ Level 3 examinations begin
	<b>Half term</b>	
<b>SUMMER TERM 2019</b>	11 <sup>th</sup> June	Year 12 data deadline- review of progress
	15 <sup>th</sup> – 19 <sup>th</sup> June	Year 12 work experience
	22 <sup>nd</sup> June	UCAS convention Birmingham University
	24 <sup>th</sup> June	PD Day 3 Year 12 Parents UCAS and apprenticeship information evening 6pm – 7pm

### SIXTH FORM LEARNING AGREEMENT

Sixth Form Students should return to school for the express purpose of acquiring further educational qualifications and developing the personal and social qualities that will enable them to seek a worthwhile career or achieve a place at higher education. All the staff at Great Barr Academy will help, advise and provide students with high quality teaching in return for their co-operation and adherence to the conditions set out below.

1. Attendance in the Sixth Form is full-time. Permission from a Parent or Guardian must support any absence and Mrs. Garvey should be informed by email ([j.garvey@greatbarr.bham.sch.uk](mailto:j.garvey@greatbarr.bham.sch.uk)). Students are responsible for informing subject staff if they know in advance that they will be absent, and for completing any work missed.
2. Holidays should not be arranged during term time. It is expected that Dental/Doctors' appointments are not made during the school day. Driving lessons, job interviews etc. must be arranged outside of school hours.
3. All Sixth Form students must be in school by 08:50. Students should arrive punctually for period 1 and for all lessons. If students don't have a lesson period 1 or 4 they will register in the OLC. Lateness in the morning will result in a break time detention in lower school hall. Failure to attend will result in further sanctions.
4. Your time in the Sixth Form is valuable; therefore, non-contact periods are study periods and should be spent productively in the OLC, or in supervised Study sessions, or by arrangement with Mrs. Garvey.
5. You are expected to meet deadlines for assignments and do further reading and revision. If you have a part-time job, it is expected that it will not interfere with your studies.
6. Personal appearance is an important issue and the highest standards are expected at all times. Students must abide by the Sixth Form Dress Code. Sports students should change into sportswear for the sports lessons only.
7. Sixth Form students are expected to set a good example to the rest of the school. Students are not allowed to be offsite during lesson times. Students MUST sign in and out when leaving the site at lunchtime.
8. Silent study sessions will run on Wednesday afternoons and students will be referred for study support as a result of repeated slip ups. These sessions are compulsory.
9. A student's place in the Sixth Form is subject to compliance with the Sixth Form Learning Agreement, co-operation with staff and fellow students, and good attendance.
10. Students with below 90% attendance are deemed to be persistently absent by the government and therefore the school may not pay for any exam entries.

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I recognise and support the Great Barr Academy values and my position as a role model in the school community. As a member of the Sixth Form at Great Barr Academy, I will take every step to become a successful learner.

Student's Name: \_\_\_\_\_ Signature: \_\_\_\_\_

Date: \_\_\_\_\_