



Year 12/13 Staff/Student Handbook 2019-20



Name:

Form:

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Norwood Student Ethos

“To provide students with a positive, enriching, creative, curricular experience. High achievement at all levels and in all aspects of school life is the expectation at all times”.

Expectations of students and staff in Teaching and Learning at Norwood School

1. Learning is engaging, varied & well-planned. Students share in their responsibility to learn.
2. Students must properly prepare and contribute to their time in Norwood Sixth Form both academically & pastorally
3. Always attempt to achieve high standards in all aspects of work and attendance.
4. Teachers will prepare lessons where objectives provoke interest, challenge and develop students’ knowledge of the subject and its broader context in the curriculum and careers/society.
5. Seek to contribute to the life of the school and its community.

Creating success together

Student Code of Conduct

The Sixth Form staff wish all students to complete their programmes of study successfully and believe that all students will act appropriately to achieve this end. All students are required to observe and adhere to the code of conduct shown below. **Failure to do so could lead to disciplinary action logged on your Behaviour Watch record.**

You are expected to:

Take responsibility for your learning and approach your studies to gain maximum benefit and achievement by:

- completing all class and homework set by teaching staff, submitting work to deadlines, and by catching up on any work through absence
- arriving for registration on time, which begins promptly at 8.40am
- attending classes promptly and regularly
- informing your tutor of any absence and by providing evidence of illness etc as required from parents & carers
- informing your Tutor and Subject teachers if you experience any difficulties, or if there are reasons why you may not be able to complete work, and, if necessary, seeking help from them
- accepting that examination entry is conditional upon regular attendance and satisfactory completion of class and homework
- accepting that entry at A - level is conditional of having achieved at least a D at AS level
- accepting that entry at A - level is conditional of having an attendance record of at least 90%

Respect other people by:

- conducting yourself in accordance with our Equal Opportunities Policy
- not physically or verbally abusing anyone in the Sixth Form or School
- not hindering the work of any other member of the Sixth Form or School
- not bringing or encouraging strangers onsite
- only using mobile phones in the Sixth Form Study Area or used as learning tools specified by the teacher

The following acts will lead to immediate suspension and possible permanent exclusion:

Bringing or inviting strangers on site; illegal acts including violence, vandalism, use of illegal substances; possession of offensive weapons; racist behaviour or racial harassment; sexist behaviour and sexual harassment of all kinds

Be responsible for the Health and Safety of yourself and others by:

- following safety rules and fire drill procedures – including signing in and out of the building upon entry and exit in the School Day
- not bringing or using alcohol or illegal substances on site, or coming on site under the influence of alcohol or illegal substances
- not bringing anything on site which could be used as an offensive weapon
- if in Year 12 the student will remain onsite during the whole timetabled day. In Year 13 the student can only remain off site if a home-study agreement has been signed

Respect the building and premises by:

- treating all School property with respect by not defacing or vandalising any of the buildings or decoration
- Adhering to the Sixth Form dress code

Norwood Mobile Phone Policy (Sixth Form)

Over recent years we acknowledge that there has been a huge cultural shift with regards to mobile phones, especially smart phones. They are used by people around the world as a useful tool for much more than just making phone calls. We allow Sixth Form students to use mobiles appropriately and we believe that we should be preparing young people to use modern technology in a safe and responsible way.

Clearly any policy that includes approved use of mobile phones must be direct and precise. The abuse of this privilege must have clear direct consequences.

Please read the following carefully:

- Pupils can use their mobile phones during **break and lunchtimes in designated Sixth Form areas (Study Zone, Outside F04 & outside the front to the school)**. They can access the internet, listen to music through headphones and play games.
- Pupils cannot play music through speakers, take any photographs or video, **leave their headphones hanging out from their shirt or wear them around necks or on their head**, or use the phone as a means of ignoring staff.
- Pupils **cannot** use their phones whilst walking along the corridors at **any time** of the day.
- When talking to a member of staff on the school site students must put phones away if requested; using the phone whilst a member of staff is talking to you is poor manners.
- Phones must be switched off during lessons and be placed in school bags/pockets.
- Mobile phones **cannot** be used in the classroom. If mobile devices are required as a teaching/learning tool then the teacher will provide permission for students to use them as they are a valuable asset to learning. This is at the discretion of the teacher.
- Pupils cannot use a mobile phone in an exam – even as a calculator (as per exam board regulations). Mobile phones are expected to be switched off and placed in bags prior to the start of an exam. Exam regulations are clearly displayed in the exam hall.
- Pupils must **NEVER** take photos or film on site using a personal phone (it is a **criminal offence** within a school and will be sanctioned with a fixed term exclusion)
- Students are not allowed to charge their phones around the site – we expect this to take place in the Study Zone only, where there are designated sockets.
- Students' phones are their property, the school cannot be held responsible for any loss, damage or theft that takes place on site.

Sanction

We would like students to take responsibility for the safe & considerate use of their mobile phone. However, if at any point a pupil (misuses their phone) fails to follow the above rules, the member of staff can confiscate the phone/headphones. It will be placed in the office to be picked up by a parent/carer/student at the school's discretion.

Signed:

Date:

Norwood Sixth Form privileges

As Norwood School students we expect to treat you like young adults. As a result you will be granted certain privilege, these include:

- A common area
- Use of cafeteria during the day – Students are allowed off site at break-time and lunchtime. PLEASE DO NOT BRING HOT FOOD ON SITE
- Allowed to leave the site once lessons and study periods are completed that day
- Applying for *Earn While You Learn* opportunities
- A chance to mould the Sixth Form as part of the Sixth Form Association/Student Leadership Team
- Being part of the school community and volunteering for roles in supporting other students/societies
- Access to the library at all times
- Independent study periods which are supervised but also self-directed by you
- Attend Personal Development (PHSE) programme - providing advice/ guidance and careers support/opportunities to develop yourself beyond the curriculum

Alongside these privileges we will expect that you will be accountable for your actions just like any adult would. This is an important element of the preparation required to help you succeed in your chosen career and understand your role as an adult in society.



Earn while you learn

There will be opportunities to earn money while you attend the Sixth Form. These roles require a level of responsibility that will be advertised and students will be allowed to apply for these and will be interviewed. If successful you can earn up to £5 an hour. Typically these opportunities will be highly competitive and will last a term as a result.

These kind of roles are excellent ways to demonstrate your commitment and level of responsibility, but they are not the only way to show your level of commitment.

Lunchtime Supervisor roles MUST be applied for. You must show reliability, honesty, leadership and responsibility

E-safety

All students in Norwood are issued with a school email address, please make sure that you visit it daily. Most information and opportunities will be sent electronically. You will miss important information if you do not bother to check this frequently. Students do this best when they download the email server to their phones.

It can be visited by going to the following address:

<http://rmunify.com>

Type in your username@thenorwoodschoo.org

Password

Then click on the Google Mail

Students will increasingly be aware of the importance of maintaining a digital self. The information that you leave on the web is almost always public & therefore can affect you in ways that are not always evident.

Always refer to the following websites for advice and guidance.

Ceop.police.uk

<https://www.thinkuknow.co.uk/>

Please report any cyber bullying incidents at once via <http://www.bully-watch.co.uk>



Learning:

Personal Development (PHSE)

During your time in Year 12 & 13 there will be a lot of new information and challenges that you will face. Norwood offer a unique PHSE programme that we call 'Personal Development' which aims to provide advice/guidance, support and opportunities that will help to provide useful and timely information to help you make informed decisions about personal matters as well as careers advice. Alongside timetabled sessions, which are compulsory to attend, you will meet with outside speakers and advisors who will provide links to industry and new developments that concern young adults.

Vision

At Norwood Sixth Form we want to educate happy, well-rounded, confident and successful young people that can make the most of their life now and in the future and deal effectively with potential issues or problems. While we assume that every person is unique and will set his/her own values and priorities, we do want to encourage a positive attitude towards oneself, other and the world, together with a mind-set of creativity, open mind, critical thinking, cultural awareness and the desire to make a positive contribution to the world.

PD sessions are designed to give our sixth formers the opportunity to explore a range of issues relevant to their student life and personal life through discussion, self-reflection and experience. They form part of the pastoral curriculum for Norwood Sixth Form, together with the enrichment programme, the extracurricular programme, the assemblies and the tutorial sessions.

Contents

The PHSE curriculum covers seven big areas that we believe are particularly relevant as a student and a young person. These are:

- Being effective as a student
- Developing into a young adult that can take responsibility, look after him/herself, managing the transition from family to independence, managing finance etc.
- Building happy, healthy and effective relationships with others
- Planning for one's future and career
- Being an active citizen, aware of political and social issues and willing to make a difference
- Developing into a well-rounded person that can appreciate and experience culture and life beyond their field of expertise

Managing yourself as a student:

- Basic expectations: attendance and punctuality, effort, independent work, ways to relate to other sixth formers, to staff and to younger students, code of conduct in the building, dress code

- Knowing yourself (strengths, weaknesses etc.) and developing yourself as an effective learner
- Meeting the demand: managing your time and your resources
- Meeting the demand: self-motivation and self-discipline
- Managing your energies and “state of mind”

Becoming an adult:

- Looking after yourself: eating, exercise, sleeping, health etc.
- Independency vs. belonging: you and your family, you and your background as you grow up
- Choosing your own values
- Using and building your freedom: facing choices and dilemmas, taking commitments and responsibilities
- Risk: taking risk vs. keeping safe.
- Risky behaviour among teenagers
- Money and finance

Career education:

- Choosing a career
- Knowing and developing yourself for a career: what do you want from a job? What can you offer? How much are you prepared to give? Etc. etc.
- Knowing the world: what jobs are available, what they want etc. etc. Intro to career research.
- Planning ahead for a career
- UCAS process and preparation/ research and contacts for work and apprenticeships
- Writing your personal statement for Uni / your CV and cover letter for applications

Current issues:

- “Political” dimension of life (having opinions, lobbying, participation in decision making etc.)
- Caring about your community: ways of getting involved
- Caring about the wider society: social justice, equality and diversity etc.
- Caring about the world: peace, economy, getting involved beyond the “local”
- Caring about “culture” within and beyond your chosen career field

Developing into a well-rounded person:

- General culture beyond your career and subject area: appreciating literature, arts, scientific thinking, sport, nature.
- Academic writing and researching
- Critical thinking
- Extracurricular activities/Physical exercise
- Leadership opportunities
- Spiritual awareness: searching your own vision of life

Relationships:

- Developing social skills (building new relationships, co-operation, community)
- Communicating with others effectively and appropriately

- Friendship
- Sex and relationship education (gender identity and stereotypes, behaviour, choices etc.)
- Risk awareness (drugs, alcohol, STDs etc.)

GCSE English & Mathematics

In order to move into higher education and gain meaningful employment you **MUST** have achieved a grade 4 in BOTH GCSE English and Maths. If you have failed to achieve either English or Maths in Year 11 you will be expected to complete this in Yr 12.

Independent Study

The greatest change that will impact on you this year is about how you manage your time.

You will recognise that the greatest privilege that you have affects your timetable. Many of you will have study time built into your timetable. How you use this additional time will determine your success in Post 16 education.

Post 16 education places more reliance on your ability to manage your time and studies. Whilst we will help to support you using study skill tips and suggestions (WC & Tutor Time - alongside subject specialist support) you must quickly understand that most subjects simply can't cover all the content required for exams in lessons. You will need to reinforce and learn in your own time too.

As a rule of thumb for A-Level students you MUST spend the same amount of time studying outside of lessons as you do in lessons e.g. 5 hours of contact time = 5 hours of study time.

For those studying BTEC's you will also need to maximise the amount of work you complete in study times and at home as you will need to manage and meet assignment deadlines throughout the year.

The Sixth Form Study Zone and the Study Area upstairs above the atrium as well as the library are study spaces during lesson times. They must be treated accordingly. Please keep quiet in these areas, whilst laptops and mobiles are allowed in the Common Room and the Study Area (not atrium) they should remain quiet and refrain from disturbing others.

How you use your time will be vital in developing a good work ethos. Many students use Independent study time for the following:

- Complete research

- Work on assignments
- Work in partnership with others
- Revise topics
- Review lesson content and consolidate what they have learned
- Clarify understanding
- Read set texts or develop increased understanding of a subject through wider reading
- Catch up with current affairs

Poor use of time will not be accepted e.g.

X Playing cards

X Computer games

X Disrupting others from learning

If you want to have a chat with friends who are “free” at the same time please use the atrium. But remember you must become more self-disciplined and do not get left behind

ALL STUDENTS WILL BE REQUIRED TO COMPLETE SOMETHING CLOSE TO 30 HOUR WEEK- THIS WILL EITHER BE IN LESSONS/PD OR IN INDEPENDENT LEARNING

Paid Work

We recognise that many of our students take on paid work alongside their studies. Our recommendation is that this does not impact on the long term target of achieving academic success. Therefore, we recommend that students do not take on more than 10 hours maximum of shift work and that if at all possible this is completed on one day of the weekend. Shift work that starts on a weekday is NOT recommended, you will NOT be given permission to leave school before 2:50pm in order to complete paid work.

In the period building up to exam times we also recommend that this paid work is either stopped or at the very least scaled down.

Assessment Schedule

Autumn term 1

Week 2 Pastoral checkpoint 1

Week 3 – ASSESSMENT WEEK 1 (YR 12 BASELINE TEST/ YR 13 UCAS PREDICTOR)

Autumn term 2

Week 9 – ASSESSMENT WEEK 2

Week 11 Pastoral checkpoint 2

Early Dec- 6th Form Parents' Evening – short reports sent home

Spring term 1

Week 17 – RE-TAKE ASSESSMENT (GRADE U & E)

Spring term 2

Week 22 – ASSESSMENT WEEK 3 (YR 13 MOCK WEEK)

Week 24 - Pastoral Checkpoint 3, short reports sent home

Summer term 1

Public Examinations generally start Week 31

Week 35 – Y12 ASSESSMENT WEEK 4 (Internal end of Year exams)

Changing your course

Students will be able to change their course within the **first 3 weeks** subject to having the requisite grades and considered combination of subjects.

All students are on a probationary period within the first 4 weeks and can be moved if suggested by subject leaders.

Please discuss any changes to courses with subject teachers and final recommendations for change can only be made via the Head of Sixth Form.

Into Year 13

Students wishing to continue into Yr 13 will be expected to achieve a minimum of a grade D in the A-Levels of their choices. They must also have achieved a minimum of grade 4 in English & Maths GCSE. Finally Btec students will only be allowed to carry on if their attainment is in line or better than expected.



Career Choices

Advice and guidance – choosing the right pathway

Putting in time to learn more about your future is vital in helping to provide you with a better understanding of the skills, qualifications and experiences that are required.

At Norwood we are continuing to improve our post 18+ advice and guidance. We have a weekly in house careers advisor as well as increasing links with employers and apprenticeship schemes. Much of the work you do in Year 12 will be to give you appropriate advice and guidance for you to make the best possible choices for your future. All students get the chance to go to the annual UCAS Student Conference. We also run a tutorial programme for the Most Able, advising students on the application process for the competitive Russell Group universities.

Over the course of several years we have developed important links with University of Sussex, UCL (Kings +) and are developing links with other universities and organisations such as UCA (University of the Creative Arts), Art Emergency and Stage Business at the Old Vic.

There are a number of very useful websites which are very important in providing you with up to date information;

Work experience

ALL Year 12 students are expected to complete meaningful work experience during Year 12. Work experience MUST be found for the last two weeks of the school year (W/b 2nd week of July until the end). This is to prevent staff and students missing important lessons and transition material into Year 13.

Work experience is coordinated through SSSP (Manager), students are expected to begin planning for this period at the start of Year 12 and have completed work experience placement forms by the February half term. This allows the coordinator time to support those who are not able to find placements.

Work experience is:

- Work placement days
- Work shadowing
- Internships (paid or voluntary)
- Voluntary work
- Teaching assistants
- 1 or 2 week experience in industry

Work experience is NOT:

- Continuation of paid work e.g. working full time in a part time job you already had
- Summer school placement
- University Open Day
- Mentoring

Students are expected to complete placements in a professional manner, so that they leave a positive legacy that others are able to follow.

Careers / UCAS Important Web Site Addresses:

<http://university.which.co.uk/a-level-explorer> - great starting point if you don't know what to study

<http://www.bestcourse4me.com/help/faqs/for-students>

<http://www.ucas.com/> - University application website

<https://www.unifrog.org/> - Helps students choose the right university

<https://www.ulas.co.uk/> - Really good for finding work experiences and advice on CV writing

<http://www.ukcoursefinder.com/> - Student guide to university courses

<http://www.guardian.co.uk/education/universityguide>

<http://www.coa.co.uk/> - Careers guidance

<http://www.kent.ac.uk/careers> - Careers guidance from Kent University

<https://www.direct.gov.uk/studentfinance> - Student Finance (essential to join)

<http://unistats.direct.gov.uk/> - Excellent comparison of courses/guidance

<http://sacu-student.com> – Excellent careers research tool and great starting point when thinking about a career pathway – Have a go at completing the SPARTAN TEST.

<https://www.gov.uk/apply-apprenticeship> - Government advice on apprenticeships and applications

<https://www.prospects.ac.uk/> - Careers advice and guidance for all.

<http://amazingapprenticeships.com/need-to-know/apprenticeships/> - This is aimed at Teachers and Career's Advisors but could be useful.

Further advice about the types of courses suitable for you....

AS subjects/BTEC combinations and their relationship to university courses

Certain “groupings” are often observed in A Level choices and BTEC and these can have a link to what options will be open to the student at University. What follows is a brief guide to some typical groupings and what they might go on to at University.

The Scientist

A student who is good at science may choose Biology, Chemistry, Maths and Physics. This will keep open all the Science/Maths options at University.

For the sake of maintaining a wider outlook on life, however, many sixth-formers in this category will replace one of the sciences with an arts/humanities/social science subject. Sixth formers who are very good at Maths may well do Further Maths.

It is worth students noting that, in the science field at University, many degrees fall into one of two camps; life sciences or engineering.

Life Sciences are degrees based on Chemistry Maths and Biology. As long as a student chooses these two A Levels, a huge range of degrees will be open to them. These include degrees leading to a definite career path (for example Medicine, Dentistry, Veterinary Science, Pharmacy, Dietetics) and degrees based on research (for example Biochemistry, Biomedical Materials Science, Pharmacology).

Engineering is the practical application of Maths and Physics. Students taking these two subjects will have options such as Engineering (Mechanical, Electronic/Electrical and Civil), Physics and Materials Science open to them.

Therefore a very talented scientist/mathematician may wish to take this into account when choosing their combinations of A Level subjects.

The Applied Science Double Award will allow entry to most types of Science course at University, though not often in the more selective/competitive universities.

Essays, essays, essays

Many sixth formers fall into the “essay” category, where all their AS choices will be in the arts, humanities and social science (with perhaps one creative/talent based subject). A large range of university degrees in the arts, humanities, social science and business fields will be open to these students, but not normally degrees in the maths/science field.

For example, a student studying English Literature, History, Politics and Sociology at AS level could continue with one of these subjects at University. They could also do a degree in another arts/humanities subject (for example Philosophy) or in another social science (for example, Anthropology). Or they could do a degree in something more “vocational” (for example, Law or Management). They will have many options open to them.

The Linguist

Some sixth formers will emphasise their linguistic abilities by doing not one but two foreign languages. This is becoming much less common, but such students are highly sought after by universities for language degrees or courses with a language component.

The “Creative”

If a student has a talent in Music they may well want to study it at University. If so, it is important that they take Music RSL. They will often also be expected to obtain at least Grade 7 (and often 8) in their practical exams for their chosen instrument.

If a student has a talent in Art they may well be thinking about an Art Foundation course after their A Levels. Any Art & design BTEC (in any combination) will provide them with the basis of the portfolio they will need to gain entry to Art Foundation.

For Drama and Dance courses, the best preparation is the intensive practical training offered by the RSL courses. Entry to higher education in these fields is largely dependent on performance at audition. Preparation for these can be gained from the BTEC and also from Drama and Dance groups outside of school.

The film and television industries, along with other aspects of the media, are major UK employment sectors especially in London. As well as A level Film Studies, qualifications in English or Performing or Visual Arts subjects will help you access relevant degree courses. It is also essential, however, that you build a portfolio of short films, journalism or similar.

Tomorrow's Arts

The Creative and Media industries employ one in eleven UK workers (more in London), and they are the only employment sector to have grown in numbers of jobs every year since the recession in 2008. As a Performing and Visual arts specialist school, we are committed to helping our Sixth Formers get the best possible head start for careers in the Arts.

If you're interested in a creative career you need to join our *Tomorrow's Arts* group. Students will have access to specialist enrichment opportunities to build their portfolios, and will be given specialist advice to negotiate the application processes for Arts schools, Performing Arts schools and conservatoires, Film schools and the like.

Russell Group Programme

Based on your GCSE results, you will be selected as a Russell Group Programme participant. Russell Group refers to 24 research-intensive, world-class UK universities that admit students with the most competitive A-level results. We work alongside The Access Project and partners such Dulwich College to mentor you, and provide you with opportunities that enable you to be a competitive applicant to these universities (including Oxford and Cambridge).

UCAS & Unifrog



UCAS is the site for the most up to date course information, it is also the site that all student will need to become acquainted with when they apply for university as this is the only way to apply for all courses except certain drama schools and specialist institutions

ULAS is a university/careers/CV writing toolkit (software) which we use to help track performance, record academic success and prepare for careers using the CV writer as well as the huge amount of careers advice and guidance that it provides. Make sure you are linked to their push notifications to find out what exciting experiences you could take part in.

We also use Unifrog for all Sixth Form students to use in order to help them research their best possible choices in the process of applying. It also allows students to access opportunities in the apprenticeship market – with lots of links and information which is regularly updated.

What subjects do University courses want?

The following courses show which subjects are essential or useful for particular courses at University.

Essential means that this is requirement of most universities for this subject. If a student has already decided on the degree they are interested in, they will need to look at these requirements very seriously.

Useful means that studying this subject will be good preparation for studying the degree, but is not a requirement at most Universities.

This list is a general guide and there will always be exceptions. It is important that you check www.ucas.com and individual university websites for detailed information on entry requirements.

Please take note that many degrees will be open to you whatever subjects you choose, you also need to make sure that you are choosing subjects that you enjoy (or feel you will enjoy) and that you have the potential to do well in.

Some popular degrees normally open with any subjects:

Accountancy, Anthropology, Archaeology, Business Studies, History of Art, Law, Management Studies, Media Studies, Philosophy, Politics, Psychology, Religious Studies, Sociology, Surveying, Teacher Training.

Note regarding Applied Science: The Applied Science Double Award may be accepted by some Universities for some courses as equivalent to two Science A Levels. It will not be accepted for high-demand courses such as medicine or dentistry. You will need to check carefully with Universities when applying.

Subject Requirements

Accountancy (also Banking/Finance/Insurance)

Essential subjects: None

Useful subjects: Maths, Business, Economics

Actuarial Science/Studies:

Essential subjects: Maths

Useful subjects: Further Maths, Business, Economics

Aeronautical Engineering

Essential subjects: Maths and Physics or Engineering

Useful subjects: Further Maths, Product Design

American Studies:

Essential subjects: Requirements vary but English and/or History are often asked for.

Useful subjects: Politics

Anthropology:

Essential subjects: None

Useful subjects: Biology or another science for courses with a biological emphasis, Sociology for all types of course

Archaeology:

Essential subjects: None

Architecture:

Essential subjects: Most courses require an Art and/or Design subject, many prefer a mix of arts and sciences

Art and Design:

Essential subjects: Any Art and Design subject

NB: Most entrants on Art and Design degrees will have done a one-year Art Foundation course after completing their A Levels

Biochemistry:

Essential subjects: Always Chemistry and some other degrees, will have done a one year Art Foundation course after completing their A Levels

Biology:

Essential subjects: Biology and Chemistry

Useful subjects: Maths and Physics

Biomedical Sciences (including Medical Science)

Essential subjects: Normally two from Biology, Chemistry, Maths and Physics

Building (building Services engineering, Building Surveying, Construction Management)

Essential subjects: Maths and/or Physics for many courses

Business Studies

Essential subjects: None

Useful subjects: Maths, Business, Economics

Chemical Engineering

Essential subjects: Chemistry and Maths and sometimes Physics as well

Chemistry

Essential subjects: Chemistry and occasionally Maths. Most courses require Chemistry and would like one other science subject (e.g Physics, Biology)

Childhood Studies

Essential subjects: None

Useful subjects: Psychology, Sociology, Health and Social Care

Classical Studies:

Essential subjects: For Classic courses, Latin or Ancient Greek. Classical studies and Classical Civilisation consider most subjects.

Useful subjects: A Modern Foreign Language, English Literature, History

Computing:

Essential subjects: Maths for some courses

Useful subjects: Computing, Maths, Further Maths, Physics, Philosophy, ICT

Dentistry:

Essential subjects: Chemistry and Biology would be acceptable for most courses, but a few require Chemistry, Biology and Maths and Physics

Dietetics:

Essential subjects: Chemistry and Biology

Drama:

Essential subjects: Some courses require English Literature and/or Drama and Theatre Studies

Useful subjects: English Language and Literature

Economics:

Essential subjects: Many courses require Maths

Useful subjects: Economics

Electrical/Electronic Engineering:

Essential subjects: Maths and Physics or Engineering

Useful subjects: Further Maths, Product Design, Computing, ICT

Engineering (General)

Essential subjects: Maths and Physics, or Engineering

Useful subjects: Further Maths

English:

Essential subjects: English Literature or English Language and Literature for English Literature courses, English Language for English Language courses

Useful subjects: History, Religious Studies, a Modern Foreign Language

Environmental Science/Studies:

Essential subjects: Many courses will ask for two from Biology, Chemistry, Maths, Physics and Geography

European Studies:

Essential subjects: A Modern Foreign language

Useful subjects: Another Modern Foreign Language, English Literature, History, Politics

French:

Essential subjects: French

Useful subjects: Another Modern Foreign Language, English Literature, History, Politics

Geography:

Essential subjects: Most degrees require Geography

Useful subjects: Some BSc (Science) degrees prefer one from Biology, Chemistry, Maths or Physics

Geology/Earth Sciences:

Essential subjects: Usually two from Maths, Physics, Chemistry and Biology

Useful subjects: Geography and Geology

German:

Essential subjects: German

Useful subjects: Another Modern Foreign Language, English Literature, History, Politics

History:

Essential subjects: Most degrees require History

Useful subjects: Economics, English Literature, Philosophy, Politics, Sociology and Religious Studies

History of Art:

Essential subjects: None

Useful subjects: Art, English Literature, History, Religious Studies, a Modern Foreign Language

Italian:

Essential subjects: Italian or another language such as French, German or Spanish

Useful subjects: Another Modern Foreign Language, English Literature, History, Politics

Law:

Essential subjects: None

Useful subjects: Law, History, any subject that involves essay/report writing, Critical Thinking

Management Studies:

Essential subjects: Very occasionally Maths

Useful subjects: Economics, Business

Materials Science (including biomedical Materials Science)

Essential subjects: Normally two from Chemistry, Maths, Physics and Biology (also Product Design for some universities)

Mathematics:

Essential subjects: Maths and sometimes Further Maths

Useful subjects: Physics

Mechanical Engineering:

Essential subjects: Maths (sometimes with a strong mechanics component) and Physics or Engineering

Useful subjects: Further Maths and Product Design

Media Studies (including Communication Studies)

Essential subjects: A few courses ask for English or Media Studies

Useful subjects: Sociology, Psychology

Medicine:

Essential subjects: If you do Chemistry, Biology and one from Maths or Physics you will keep all the medical schools open to you. If you do Chemistry and Biology you will keep all the medical schools open to you. If you do Chemistry and Biology you will keep open the vast majority. If you do Chemistry and one from Biology, Maths and Physics you will limit your range of choices much more.

Music:

Essential subjects: Music and Grade 7/8 for most courses

Useful subjects: Some Universities have a preference for at least one essay-based subject

Nursing and Midwifery:

Essential subjects: Some courses ask for Biology or another science

Useful subjects: Sociology, Psychology, Health and Social Care

Occupational Therapy:

Essential subjects: Some courses ask for Biology, some will also consider Psychology, Physical Education, Sociology or another Science

Optometry:

Essential subjects: Two from Biology, Chemistry, Maths and Physics (some courses prefer Biology as one of the choices)

Pharmacy:

Essential subjects: Chemistry and two from Biology, Maths and Physics keeps the vast majority of courses open to you. Some courses prefer Biology, Chemistry and Maths. Doing Chemistry and Biology keeps most courses open

Philosophy:

Essential subjects: None

Useful subjects: Maths, Classics, Philosophy and Religious Studies

Physics:

Essential subjects: Maths and Physics

Useful subjects: Further Maths, Chemistry

Physiotherapy:

Essential subjects: Some courses will consider you with just Biology, many require an additional science, such as Chemistry, Maths or Physics, or Physical Education

Politics:

Essential subjects: none

Useful subjects: Politics, History, Philosophy, Law, Sociology

Psychology:

Essential subjects: A few courses as for a science, such as Biology, Chemistry, Maths or Physics

Useful subjects: Sociology

Religious Studies/Theology:

Essential subjects: None

Useful subjects: Religious Studies, History, Philosophy, English Literature

Sociology:

Essential subjects: None

Useful subjects: Sociology, Psychology, Geography and Media Studies

Spanish:

Essential subjects: Spanish (some degrees will also consider French, German or Italian)

Useful subjects: Another Modern Foreign Language, English Literature, History, Politics

Speech Therapy:

Essential subjects: Some degrees want a science such as Biology, Chemistry or Physics. Some specify Biology and some will consider applicants with none of these

Sports Science/Physical Education:

Essential subjects: Many courses want a science subject (Biology, Chemistry, Physics, Maths). Some courses will also accept Physical Education or Sport

Useful subjects: Psychology

Surveying:

Essential subjects: None

Useful subjects: For some kinds of surveying eg building surveying, Maths and Physics could be helpful. For Estate Management (General Practice Surveying) most subject combinations will be considered

Teacher Training:

Essential subjects: At least one from Art, Biology, Chemistry, Product Design, Drama and Theatre Studies, English, French, Geography, History, ICT, Maths, Music, Physics, Physical Education, Religious Studies, Spanish

Expectations:

Attendance & Punctuality

Our sixth form is a full-time commitment, and our expectations are like those you will face in the workplace. You should be in school at 8.30am every day, as registration time is used in the sixth form for essential communications. You must be prepared to stay on site until 2.50pm. Although you may be given the privilege of leaving early, or going out for lunch, this can be revoked at any point, especially if your attendance and punctuality are poor. If you are unable to fulfil your responsibility in meeting these expectations ultimately you will be asked to leave (as you would in any job).

All students will be expected to maintain attendance at 95% or better, and if your attendance frequently falls below this, or your punctuality is poor, it will automatically trigger a two-week form tutor report. Your tutor will phone or email home, and if they do not see you in registration to issue the report, they will notify you via email as well. Students who do not rectify their punctuality and attendance will then be called to meet with the Deputy Head of Sixth Form, who will send a letter to parents and place the student on report for a further two weeks. During this time, the student will lose all their “off-site” privileges, and will need to spend all study periods in the supervision of a member of staff. In extreme circumstances it may be necessary for the Head of Sixth Form to hold a meeting with the student and parent(s), before placing the student on report himself.

If you are going to miss school, it is expected that you will notify your tutor and teachers via email. Tutors will also need a note or email from your parents or carers to authorise the absence. Please organise appointments, family commitments and any part time work outside

the hours 8.30am-2.50pm. Should you arrive at school after 8.40am, you must sign in on the Inentry system in the outer reception area.

If you miss lessons through sickness, trips or any other reason, then it will be expected that you use your own study time to catch up with the work within one week. If you need any support then please contact the member of staff directly in person or via email.

If you do not catch up with the work then you will be logged on Behaviour Watch and potentially placed on the SSSP/Catch-up club (After school intervention).

Students will be expected to leave the site by 3:15 unless they are involved in after school intervention, "Catch-up Club", performances, sports or clubs or with the permission of a faculty.

YOU WILL BE EXPECTED TO WEAR YOUR IDENTITY BADGE AT ALL TIMES. This is for security purposes. If it is forgotten and you are challenged you will be asked to leave the site and return with it.

Form tutors will monitor attendance and punctuality, and where students fall below 95%, or have repeated lateness to school:

- *Contact parents/carers by phone/email
- *Place students on 2 weeks' report

ANY STUDENT WHO FAILS THIS REPORT WILL PROGRESS TO FORMAL WARNING STAGE.

Deputy Head of Sixth form will:

- *Hold formal meeting with student
- *Write letter to parents (written warning)
- *Revoke "off-site" privileges
- *Place student on report for two weeks

ANY STUDENT WHO FAILS THIS REPORT WILL PROCEED TO THE FINAL WARNING STAGE

Head of Sixth Form will :

- *Meet with parents/carers
- *Draw up contract : continued attendance in sixth form.

Flipped Learning

Students in Year 12 & 13 are expected to come to lessons prepared, just as a teacher prepares for lessons. Staff are expected to “flip” the learning back onto students in order for them to prepare for future lessons. This can take the form of:

1. Wider reading & note taking
2. Answering preparatory questions
3. Leading the start of an activity
4. Organising activities, role plays, performances, presentations, projects, group work
5. Watching documentaries, TED talks, podcasts and recording key ideas
6. Completing learning tasks from lessons
7. Reviewing and condensing lesson notes/activities
8. Preparing revision

These are just some of the many activities that are expected to be prepared for lessons. It is widely recognised that students have to learn to become more independent and this forms part of the learning for higher education and the world of work.

In particular the depth and range of content in A-Level/Btec is so extensive the onus will be on students to have prepared in order for teachers to be able to test and extend knowledge. This is a significant leap in learning from KS3/4.

Students who have not completed work will NOT be allowed to continue learning until they have caught up. Staff will be entitled to ask students to leave lessons until they are satisfied that work is completed to an acceptable standard.

When students are asked to leave this is to be recorded on Behaviourwatch as AMBER - students who miss whole lessons as a result will be expected to attend “Catch-up Club” after school in the Study Zone.

Food & drink

Year 13 students are allowed off site at lunchtimes and the same will be true for Year 12 students once the probation period has ended (4th week of Half Term 1), this will be subject to review.

Please do not bring in HOT food from outside on to the premises.

Water will be allowed in lessons, but just as students in the rest of the school you will not be expected to eat in lessons or bring in cans of fizzy drinks /large bags of crisps into school. We are promoting a healthy diet = healthy mind.



Dress Code

As Sixth Formers, you will be expected to set an example to the rest of the school and you will be expected to dress appropriately as if you are going to a place of work, your standard of dress are an important part of the culture of the Sixth Form.. Many students will work in part time jobs and would be expected to follow a dress code.

When discussing a dress code with students many were in favour of some form of a dress code ranging from full uniform to smart casual right to the other end of the spectrum. It is increasingly common for businesses to have a dress code which ranges from business like to smart casual. Your school is a workplace and your appearance should reflect that, there is a degree of personal choice.

Leave the “Street at the Gate” includes your language as well as your dress code.

The following should help to reinforce expectations and will NOT be acceptable:

1. Students will wear:

a plain collared shirt or a blouse, suit jacket (blue/black/grey), or plain cardigan/plain ‘v’ neck jumper (depending on weather), trousers or skirt/dress & sensible shoes (not trainers) – tie is optional. Jewellery is to be understated and pose no health and safety hazard.

If students wish to wear a colourful plain shirt, blouse, or turtleneck jumper this will be perfectly acceptable. If students wish to wear a shirt only this is also acceptable. **We want students to take pride in their appearance and dress professionally.**

2. **Students will NOT be permitted to wear:**

Anything revealing too much flesh ie chest, shoulders, stomach etc. Jeans, hoodies, tracksuits, hats, t-shirts, sports clothing (except Basketball academy tracksuits), coats are NOT allowed to be worn in the building.

Because of the constant changes of fashion that take place, it has to remain the right of senior members of staff and the Head of Sixth Form to determine that a particular item of dress is not appropriate for school

Students who turn up school inappropriately dressed WILL be asked to go home and change.

Mobile Phones/Headphones – On site, out of site – unless authorised by staff, including the use of earphones when walking around the site. These MUST be removed unless working in the Sixth Form area or with the express permission of staff.



Any student who does not adhere to these dress codes will be asked to go home and change immediately.

Behaviour for learning

Students attending Norwood Sixth Form are expected to act as role models and treated like adults. This includes how students interact with other students, staff and pupils. We understand that no-one is perfect and therefore occasionally students behaviour falls below expectations. These are the dealt with as follows:

3 Levels – Underachievement, attendance, behaviour incidents

These will be recorded on behaviourwatch

Level 1 = Yellow (recorded on Bwatch/Tutor informed)

- Continued phone out in lesson or in main school
- Littering
- Misuse of equipment/failure to bring equipment
- Late to lesson

Level 2 = Amber (Recorded on Bwatch, discussion with student (RJ), tutor informed, parents contacted and referred to Head of Year)

- Late to lesson (more than 15 mins)
- Not following dress code
- On phone in lesson or in school building (unless in Sixth Form Mobile area)
- Disruption to a lesson
- Endangering health or safety of other students
- Vandalism
- Play-fighting
- Swearing or use of offensive language (Student to student)
- Disturbing another lesson

Level 3 = Red (Recorded on Bwatch, temporary internal exclusion (sent home 1 day), parents contacted, Student discussion (RJ) and referred to Head of Sixth Form)

- Truancy from lesson
- Rude and/or aggressive behaviour towards a member of staff or student
- Violence (includes fighting)
- Racism, sexism or homophobia
- Illegal items (Illegal drugs or alcohol, weapons)
- Theft
- Smoking on school site

At this level students will be temporarily excluded for a minimum of one day where upon they will be reintegrated to the Sixth Form following a meeting between HoY/Student & Parents/carer.

The HoY & members of the Senior Leadership Team reserve the right to determine whether a student is excluded temporarily or permanently dependent on the type and seriousness of an incidence or a series of incidences..

SSSP (Student Services Support Programme)

Norwood uses a support programme to help to provide every opportunity possible for students to take responsibility over their learning and to keep on track with their potential.

Tutors and/or subject staff should ONLY refer students to this programme for some or all of the following reasons (Only after they have used faculty intervention systems):

- Low attainment/failure to reach expected grade
- Insufficient work
- Missed assignments
- Failure to “catch-up” with work - after faculty intervention
- Lack of attendance
- Missed meeting or activity - Catch up Club
- Other issues at the discretion of the pastoral team

Where possible ALL Year 12/13 students will be placed on the programme to help to provide consistent and structured learning support. The school reserves the right to increase this level of support if it deems necessary.

Tutoring

The student/tutor relationship is one of the most important relationships that any student has in sixth form. Building a successful relationship is vital in helping to provide valuable support and help especially in the early days of Year 12 as well as throughout your sixth form career. After all the tutor will often be the first port of call for parents, and staff alike.

You will be expected to attend a termly meeting with your tutor to discuss progress, attendance, organisation and career pathways.

Maintain a good working relationship by having an exemplary attendance and punctuality record, reply to emails when targeted at you, listen for advice and guidance and participate in tutor activities.

The more that your tutor learns about you over a reasonably short period the more they can write about you in supporting references for UCAS /job references and apprenticeships.

The school Tutorial system follows the following weekly schedule

To be announced at the start of the term.

Bursary/Scholarship

These guidance notes are important. You should keep them with your Bursary contracts for future reference. They are intended to provide guidance for students and their parents or guardians.

What is the purpose of Bursary payments?

Bursary payments are designed to enable and encourage students to remain in Post-16 education. Ideally, the money should be spent on travel expenses, the cost of study materials and so on. It is important to understand that bursary payments depend on full attendance and appropriate progress on study courses. The amount is £90 per half term.

What time periods do bursary payments cover?

Bursary payments are designed to cover the time that you are in school. Therefore, you will receive payments during the term time, including study leave and exams, but not during the holidays. The payment will be made retrospectively at the end of each half term.

Eligibility criteria

Those who were in receipt of Free School Meals in KS3 & 4 may well be eligible. All students will have to complete an audit of your family's income prior to the receiving any payment by the school.

However, The Head of Sixth Form has the right to withhold some and occasionally ALL of the bursary if a student falls below expectations in attendance, punctuality, effort and behaviour.

How do I apply for the Bursary?

Application forms can be found at the reception - please ask for Free School Meals application form and complete at home using parents help & return to the main office where your application will be reviewed – Please see Josie or Jennifer on the reception desk.

How do I apply for the Scholarship?

This will be identified by those students who have achieved a target level of GCSE Average Points Score - They will receive financial reward as well as placed on programme of support and enrichment that provides opportunities for high attaining/aspiring students. Further details to follow.

Contacts

The Sixth Form Team

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