



WG6 STUDENT HANDBOOK

2014-15

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Welcome

Welcome to WG6. I am very pleased that you have chosen to become a student with us, and I look forward to working with you to make sure that between us, we can realise your plans for the future.

Whatever you want to do next, getting the best possible grades in the courses you are taking with us this year is vital.

The Student Handbook is one tool that can help you do this.

It includes useful information on how WG6 runs and how you can get help.

It can also help you to organise your time and to manage your coursework.

It is vital that you take responsibility for your own learning right away. Our expectations and the support we can give you are explained fully in this handbook. If you keep up with the work we set, and access the help available when you have difficulty, you have an excellent chance of meeting or exceeding your minimum expected grades.

Decide now that you are aiming high and commit yourself to hard work.

You will have full support and commitment from all of the staff at WG6.

I look forward to helping you make this a fantastic year!!

Values and ethos

Wilmington Grammars' Sixth Form - WG6 – is the co-educational sixth form combining year 12 and 13 students from Wilmington Grammar School for Girls (WGSG) and Wilmington Grammar School for Boys (WGSB) together into one co-educational Sixth Form. This is possible because both schools share a very similar ethos of high expectations and achievement, high quality teaching and learning and strong pastoral care in a personalised environment.

- We offer an exciting, proven environment to help every student be their best.
- We are a supportive sixth form where students are encouraged to be independent thinkers, creative thinkers, reflective learners, team players, self-managers and effective participators.
- WG6 provides the structure to enable students to develop a range of personal, learning and thinking skills to help them meet new challenges confidently.
- WG6 expects students to abide by the WG6 Contract as below:

Term Dates

Term Dates 2014-2015

TERM ONE

Tuesday 2 September – Friday 24 October

TERM TWO

Monday 3 November – Friday 19 December

TERM THREE

Monday 5 January – Friday 13 February

TERM FOUR

Monday 23 February – Thursday 2 April

TERM FIVE

Monday 20 April – Friday 22 May

TERM SIX

Monday 1 June – Wednesday 22 July

Student Commitment

By becoming a student at WG6 you agree to make a full commitment to your studies. This means working to the best of your abilities, engaging fully and promptly in all the tasks you are set, and attending all your lessons, tutorials, assemblies and other meetings on time. This is a copy of the WG6 - Sixth Form Contract you have agreed to.

The aim of WG6 is to develop confident young people, capable of independent learning, ready and willing to operate as responsible and effective members of the community and equipped for the challenges of the 21st Century.

School - we will undertake to:

- Provide high quality teaching and learning experiences to ensure you achieve your full potential.
- Set work regularly with informative feedback to help you improve.
- Ensure appropriate work is provided if a member of staff is absent.
- Ensure that you and your parents /guardians know the progress you are making.
- Monitor and review progress – putting strategies in place to help support you.

Parent/Guardian(s) – I/ we will:

- Discuss with my son/daughter their work in school, providing support as necessary.
- Keep in contact with school concerning my son/daughter's progress.
- Support the school with regards to its policies on dress code, registration, attendance and punctuality.
- Not take holidays during term time.
- Encourage personal responsibility and learning independence.
- Ensure my son/daughter limits the number of hours used for paid work.

Student – I will:

- Respect all students and act as a role model for younger students.
- Attend all lessons; I understand that attendance below 95% is not acceptable.
- Arrive at all lessons punctually.
- Not take holidays during term time.
- Limit paid work to 9 hours per week.
- Participate fully in form time activities.
- Contribute to the 'life' of the school as a whole through community service and attending after school events.
- Attend designated Sixth Form assemblies, seminars, lectures and conferences
- Complete all set tasks and adhere to deadlines.
- Use study periods effectively for private study.
- Engage fully with the flying start programme.
- Take responsibility for my own learning and carry out 5 hours of additional independent study for each subject per week.
- Accept and act upon any support given to aid my own learning if deemed necessary.
- Respect others' right to learn in lessons and when using other school facilities (e.g. Library, Study Room) and never adversely affect the learning of others.
- Abide by the Sixth Form Dress Code by wearing a matching suit.
- Follow the rules & procedures as outlined in the Sixth Form Student Handbook.
- Work hard to achieve my full potential.
- Only use Common Lane and Parsons Lane for commuting between sites – avoiding all alleys.
- Not bring the school into disrepute.

If you fail to comply with the terms of the contract, action will be taken according to the Formal Staged Procedure.

Formal Staged Procedure

This procedure will be applied to serious concerns with attendance, punctuality, attainment, attitude to learning, behaviour, dress code and participation in the school community.

STAGE 1– Formal Verbal warning - Parents informed and issue discussed in person

- WG6 team inform all student’s teachers on both sites that the student has been placed on the formal staged procedure.
- For generic concerns with Attendance, Punctuality, and / or out of lesson behaviour, parents will be seen by a member of WG6 team within 2 weeks of the procedure being actioned.
- Where the issues are within lesson(s) the HoD/HoS and class teacher will meet with parents within 2 weeks. Where two or more subjects are identified, WG6 admin staff will help co-ordinate meeting timings.
- In every meeting, the concerns will be discussed, expectations clarified and support strategies agreed within a given time frame. These will be recorded and a formal letter minuting the meeting(s) will be composed by WG6 admin staff and posted home.

STAGE 2 – Formal support plan launched

- Should further monitoring indicate that issues persist or worsen then a member of WG6 leadership team will initiate a formal support plan.
- Relevant subject teachers / HoD meet with WG6 leader, student and parents to confirm concerns, expectations, intervention strategies and support. Formal paperwork is completed, time frame issued and agreed SMART targets are set (12 weeks with a 6 week review period built in). Impact of intervention and support must be evaluated after 6 weeks.
- Significant decline, in particular where the learning of others is hindered can fast track procedure to stage 3.
- Continual monitoring takes place for 12 week period using behaviourwatch.

Successful Completion

- Review meeting confirms that targets have been met and analysis of data shows significant improvement in areas identified as concerns.
- Student is praised and removed from formal staged procedure.
- Further progress continued to be monitored along with rest of cohort.

STAGE 3 – Managed move

- Should the Formal support plan conclude that the student is failing to consistently meet core WG6 expectations and/or harm the learning environment of others, then a managed move to an alternative education provider or training opportunity will be pursued. WG6 will provide full careers support.
- If a managed move is not supported then the evidence gained through stages 1 and 2 will be used as evidence to support a formal exclusion. This will always be deemed as an absolute last resort by WG6 leadership. There is a need for recognition that the behaviour of any one individual cannot adversely impact on the learning, achievement or well-being of other students in WG6.

Student.....

Student Signature.....

Date:

Parent/Guardian.....

Parent/Guardian Signature.....

Date:

Head of WG6: Mrs Tiddy

Signature: 

Date: 21.08.14

Contact details

Name	Role	E mail	Phone
Mrs G Tiddy	Head of WG6	sgtiddy@wgsg.co.uk	01322 226351
Mr C Sexton	Assistant Head with responsibility for CEIAG & lead at WGSB	csexton@wgsb.org.uk	01322 223090
Mr J Harris	Learning Coordinator	jharris@wgsb.org.uk	01322 223090 ex 140
Mr M Sodhi	Learning Coordinator	smsodhi@wgsg.co.uk	01322 226351 ex 263
Mrs A Regan	Student Manager	aregan@wgsb.org.uk	01322 223090 ex 140
Ms A Stewart	Student Manager	sastewart@wgsg.co.uk	01322 226351 ex 263
Mrs D Carey	Attendance Officer based at WGSG	denise@wgsg.co.uk	01322 226351
Mrs S Flux	Office Manager/ Attendance Officer based at WGSG	sflux@wgsb.org.uk	01322 223090
Mrs J Price	Office Manager/ Data Manager/Exam Secretary based at WGSG	joy@wgsg.co.uk	01322 226351
Miss J Price	Sixth Form Admissions and Administrator based at WGSB	jess@wgsg.co.uk	01322 226351
Mrs S Riley (Mon, Wed & Thurs) Mrs E Edwards (Tues, Wed & Fri)	Sixth Form Admissions and Administrator based at WGSB	sriley@wgsb.org.uk eedwards@wgsb.org.uk	01322 223090 ext 140
Mrs M Lomas	Exams Officer based at WGSB	mlomas@wgsb.org.uk	01322 223090
Mrs S Lowe	Bursar at WGSG	sslowe@wgsg.co.uk	01322 226351
Mrs S Lawford	Bursar at WGSB	slawford@wgsb.org.uk	01322 223090
Mrs A McAllister (Tues- Thurs)	Careers advisor at WGSG	Samcallister@wgsg.co.uk	01322 226351

Curriculum plan

Mon, Tues, Thurs & Fri	
08:45 – 09:35	Period 1
09:35 – 10:25	Period 2
10:25 – 10:55	Form Time
10:55 – 11:15	Break
11:15 – 12:05	Period 3
12:05 – 12:55	Period 4
12:55 – 13:45	Lunch
13:50 – 14:40	Period 5
14:40 – 15:30	Period 6

Wednesday Only	
08:45 – 09:30	Period 1
09:30 – 10:15	Period 2
10:15 – 10:35	Break
10:35 – 11:20	Period 3
11:20 – 12:05	Period 4
12:05 – 13:00	Lunch
13:00 – 13:45	Period 5
13:45 – 14:30	Period 6

Monday	Tuesday	Wednesday	Thursday	Friday
A	B	C	E	A
B	D	D	C	E
C	A	E	D	B

<u>Subject</u>	<u>Lead teacher WGSG</u>	<u>Lead teacher WGSB</u>
Applied ICT	Ms C Remy	Mr C Love
Applied Science		Miss S Tame
Art/Photography	Ms J Hellen	Mrs L Wisdom
Biology	Mr F Barnes (KS5 lead)	Ms L Leon (HoS)
Chemistry	Mr F Barnes (KS5 lead)	Mr P Hollingsworth (HoS)
Physics	Mr F Barnes (KS5 lead)	Miss S Tame
Health and Social Care	Mrs N Argile	
Business Studies	Mr M Sodhi	Mr J Harper
Drama & Theatre Studies	Ms L Wakeling	
Economics		Mr J Harper
Engineering/Graphics/Resistant materials/Systems and Control		Mr D Brooker
Textiles	Mrs J Sawyer	
English	Ms A Found	Miss S Evans (SLE)
Food Technology	Mrs C Johnston	
Geography	Mr G Simmons	Mr P Riches
History	Mr R Atkins	Mr J Wrigley
Classics/Government & Politics		Mr J Wrigley
MFL (French/Italian/Spanish)	Mrs A Brown	Mrs B Chambers

MFL (German)	Mrs C Hendry	Mrs B Chambers
Mathematics	Miss M Dooley	Mr A Watson (SLE)
Further Mathematics	Miss M Dooley	
Media Studies	Mrs K McKenna	Mrs D McLuckie
Music	Mr F Roddy	Ms R Whitmarsh
Music Technology		Ms R Whitmarsh
PE	Mrs J Leamon	Mr A Smith
Philosophy & Ethics	Mr D Carter (Social Sciences)	Mrs D Walters
Psychology	Mr D Carter (Social Sciences)	Ms L Bedford
Sociology	Mrs T Plowman & Mr D Carter	

Key Study skills lectures – these will run for the first 6 weeks on Thursday period 1

EPQ

An excellent additional qualification which is a stand alone qualification or can be part of the AQA BACC.

It offers:

- ▶ Additional UCAS points (70 points for an A*)
- ▶ The chance to study a self-directed project
- ▶ Development of skills to be a critical, reflective and independent learner
- ▶ Promotion of decision-making, analytical and problem-solving skills
- ▶ Improved presentation skills
- ▶ Support for showing your own Initiative
- ▶ Reduced entry requirements from university as well as supporting the skills for success
- ▶ Inspiration for a job interview

There will be a series of study skill related lectures.

Students will opt into completing an EPQ in October 2014 with completion in April 2015

AQA Baccalaureate

We are still promoting the AQA BACC for interested students. It will require drive and determination because there is a limited facility to be able to timetable the compulsory AS level element of General Studies.

Futurelearn – (www.futurelearn.com)

FutureLearn is all about inspiring learning for life. They offer a diverse selection of high quality online courses from some of the world's leading universities and other outstanding cultural institutions.

The aim of Futurelearn is to connect learners from all over the globe with high quality educators, and with each other. We want to encourage you to take up this amazing opportunity to develop your skill set. We want you to enjoy your learning and develop a level of independence that will support your A Level studies.

Futurelearn are a private company wholly owned by The Open University, with the benefit of over 40 years of their experience in distance learning and online education. Their partners include over 20 of the best UK and international universities, as well as institutions with a huge archive of cultural and educational material, including the British Council, the British Library, and the British Museum.

Future learn is offered as an alternative to YASS courses to help students gain additional knowledge in areas of interest and to enhance understanding linked to further study.

This is only a selection of courses available with a range of start dates (see futurelearn website for full listing):

- [Digital Marketing: Challenges and Insights](#), University of Southampton, 13 October
- [Shipwrecks and Submerged Worlds: Maritime Archaeology](#), University of Southampton, 6 October
- [How to Succeed at: Writing Applications](#), The University of Sheffield, 6 October
- [How to Succeed at: Interviews](#), The University of Sheffield, 3 November
- [Basic Science: Understanding Numbers](#), The Open University, 18 August
- [Liver Disease: Looking after your Liver](#), University of Birmingham, 27 October
- [Shakespeare and his World](#), The University of Warwick, 29 September
- [The Secret Power of Brands](#), University of East Anglia, 20 October
- [The Mind is Flat: The Shocking Shallowness of Human Psychology](#), The University of Warwick, 13 Oct
- [Archaeology of Portus: Exploring the Lost Harbour of Ancient Rome](#), University of Southampton, 2015
- [Innovation and Enterprise](#), Loughborough University, 20 October
- [Preparing for Uni](#), University of East Anglia, 13 October
- [Discover Dentistry](#), The University of Sheffield, 13 October
- [England in the time of King Richard III](#), University of Leicester, 30 June
- [Starting a Business: Realise your Vision](#), University of Leeds, 30 June
- [Study Skills for International Students](#), University of East Anglia, 30 June
- [Developing your Research Project](#), University of Southampton, 7 July
- [Exploring our Oceans](#), University of Southampton, 27 October
- [Web Science: How the Web is Changing the World](#), University of Southampton, 6 October
- [Corpus Linguistics: Method, Analysis, Interpretation](#), Lancaster University, 29 September
- [Begin Programming: Build your First Mobile Game](#), University of Reading, 20 October
- [Getting a Grip on Mathematical Symbolism](#), Loughborough University, 15 September

Scholarships - You can apply to receive a scholarship to pay for the study of a YASS short course. The courses do not carry a specific qualification anymore but they do include on line support for assignments through the OU.

These are the YASS short courses (Further details of each course are available on the OU website):

Arts

Start listening to music- A179

Business and management

Introduction to bookkeeping and accounting – B190

Introduction to financial services – BD131

Computing and ICT

Digital photography: creating and sharing better images –T189

Engineering and technology

Digital audio – T150

Digital Film School – T156

Inside nuclear energy – ST174

Environment

Understanding the weather – S189

Understanding the frozen planet – S175

Mathematics

The story of maths – TM190

Science

Volcanoes, earthquakes & tsunamis (S186)

Elements of forensic science (S187)

Understanding human nutrition (SK183)

Molecules, medicines and drugs: a chemical story (SK185)

Human genetics and health issues (SK195)

Plants and people (S173)

Scientific Investigations (S155)

Living without oil: chemistry for a sustainable future (S176)

Galaxies, stars and planets (S177)

WG6 Code of Conduct

1. You are expected to be punctual for all lessons and form time in line with the school day. Students arriving after 9.15am, for whatever reason, are marked as absent for the entire morning session and a letter will be required from parents.
2. In the event of an unavoidable absence you should bring a note to explain your absence when you return to school. Unexplained absence will require us to contact your parents. You **must** arrange to catch up on all missed work. You are expected to complete all work set to a high standard and to hand it in on time.
3. You should organise your weekly study timetable to allow equal time for each subject – approximately 5 hours per subject.
4. If problems arise in a subject, it is your responsibility to see your subject teacher to discuss and try to solve the problems.
5. You are expected to act as a role model to younger students and conduct yourself in an appropriate manner. You should treat each other with respect and courtesy at all times. This is particularly important during break and lunch times when students should refrain from meeting up on the grassed areas on Common Lane.
6. The WG6 pin badge must be worn at all times. An ID card will be issued for use during examinations. There will be a cost to replace lost badges or cards.
7. You must be registered every lesson. During study periods you must register with the Student Manager - they will also have a copy of available free rooms for study purposes.
8. Home Study for Year 13 is by arrangement with Form Tutor, Student Manager or Learning Coordinator. You will need to be registered at **1.45pm** with the Student Manager. The school reserves the right to withdraw the privilege of home study if there is any cause for concern.
9. All students must sign in late at reception if they arrive after 8.55am or 1.50pm. Students leaving to go home or off site must sign out at reception.
10. You must take pride in your appearance and adhere to the **Sixth Form Dress Code**
Please note: Students will be sent home to change if they are inappropriately dressed

Sixth Form Dress Code

<u>Girls</u>	<u>Boys</u>
Girls must wear a two piece dark business suit of matching jacket and skirt, plain tailored dress or tailored trousers . Suitable smart top or blouse with shoulders and midribs covered. There should be no logos. Skirts need to be of an appropriate length – not shorter than 2 inches above knee. You must wear smart footwear (Desert boots, trainers, “Vans” or Converse boots are not acceptable). Boots are not to be worn with skirts. Denim and hoodies are not allowed. Make up and jewellery (including earrings) should be discrete. No body piercing is permitted i.e. no nose studs. These must be removed. No long outdoor coats to be worn to assembly or in lessons. Coats should be placed in lockers or on coat pegs provided.	Boys must wear a two piece matching dark trouser business suit with a smart shirt and tie. Ties should not be thin bootlaces. You must wear smart footwear (Desert boots, trainers, “Vans” or Converse boots are not acceptable). Denim and hoodies are not allowed. Any jewellery should be discrete. No body piercing is permitted in school. No earrings or nose studs. No long outdoor coats to be worn to assembly or in lessons. Coats should be placed in lockers or on coat pegs provided.

Other Sixth Form Information

University visits. A letter is required prior to the visit. There should be a maximum of **3 university visits** per year to avoid missing too many lessons. Try to arrange these during weekends and holidays wherever possible.

Illness. If you are ill during school time you must see your tutor, Mr Harris, Mr Sodhi, Mrs Regan or Ms Stewart. You will be sent to reception where your parents will be contacted. **You must not wait in any common room.**

Holidays. There should not be requests for leave of absence for holiday in term time. Students should note that Year 12 work continues right up to the end of the school year.

16-19 Bursary. You may apply for a bursary in kind payment if you are in care, are leaving care, are in direct receipt of Income Support or are disabled and in receipt of both Employment Support Allowance and Disability Living Allowance. We also consider students who are economically or socially disadvantaged and at risk of not taking up or continuing in their education. Please ask for a contract from the sixth form team. There will be conditions that will need to be met to receive payments to support educational needs. Excellent attendance will be vital.

Paid Work. You should not be doing more than 9 hours paid work per week! You should not have paid employment during school hours.

Driving Lessons. Driving lessons should not be arranged during school hours. However both Theory and Practical Tests may be authorised provided a letter is brought into school in advance of the test date.

Smoking. Smoking is not permitted anywhere in the school or grounds and it is expected that Sixth Formers will set an example by not smoking in the vicinity of the school.

Common Rooms. The Common Rooms are a Sixth Form privilege and a large number of students will need to use them. We ask that you respect these rooms - it is every student's responsibility to look after them to ensure all can benefit from them. A rota will be devised to ensure the rooms are maintained appropriately.

- It is essential that you keep all rooms tidy.
- Ensure that your behaviour in the Common Room is appropriate. Your behaviour should not make other students feel uncomfortable.
- Radios may be used during break and lunch time only. They may not be used during lesson times.
- **Do not use fire escapes under any circumstances. These are only for emergencies.**

Care of Property. Students are advised not to bring large sums of money or valuables into school. The school cannot be held responsible for loss of property. Students are strongly advised to lock valuables away.

Appointments. Where possible, medical appointments should be made out of school hours. If an appointment during school time is unavoidable, form tutors and subject staff should be told at least a day in advance.

Sixth Form Study. In the Sixth Form you will have a number of unsupervised sessions. This is the time when you should be studying independently. Do not allow yourself to waste these periods. Good use of this time will equate with good grades at the end of the course. To help you with this, some of your time will be marked as independent study during which your subject teachers will set specific work for you to do. The Study Room or Internet Café are for private study. Due to limited space, students must not leave work on tables.

Homework/independent study. At AS/A2 Level you are expected to do a great deal of independent research and reading. You should never be without work. You should be spending **5 hours per subject** on homework/ independent study which works out at **20 hours a week**.

- Remember that Independent Learning is a vital aspect of Sixth Form study and it will help to broaden your understanding of your chosen subjects. You will need to: Seek advice and ask questions, refer to other recommended resources throughout your studies, use other resources as a matter of routine, try different methods of studying e.g. use a different note taking style, challenge yourself and be willing to take risks.

Plagiarism. Please remember that your work **must** be your own and not borrowed from other sources. Learn how to use referencing appropriately. This also includes personal statements on UCAS forms.

Assemblies. Year 12 and 13 students will take assemblies during the year. You will need to prepare the assembly at least one week in advance and pass to the Form Tutor to check the appropriateness. A copy of the assembly must be given to the Form Tutor in case they are absent on the day. All Sixth Form students are expected to attend designated assemblies.

Parents' Evenings/ Open Evenings. Year 12 students are asked to help out at all Parents' Evenings. A rota system is organized by the Learning Coordinator to ensure each Y12 student is only required once. Year 12 and 13 are also asked to help at Open Evenings and Year 13 are required to help at Year 12 Parents' Evenings. All Year 12 and 13 students are expected to attend their respective parent evenings along with parents(s) to discuss progress.

WG6 Calendar and Key Dates

Activity	Date	Site	Notes
Y12 Expectation Evening	9 th September 2014	To be held at WGSB site	HODs or subject leads are expected to attend
Inset Days	1 st September (2 nd September) 28 th November 5 th May 17 th June		

Yr5/6 Open evenings	21st October 2014 22 nd October 2014	WGSB WGSG	Open Morning: 23 rd October at both sites
WG6 Open Evening	6 th November	WGSB	6-9pm with 3 talks
Year 11 Subject Fair	19 th October 2014	One at each site	11.15- 12.30pm with subject ambassadors leading a stall. JH organise at WGSB and MS lead at WGSG.
Year 12 Parent Evening	25 th November	WGSG site	
Christmas Lunch	Wed 17 th Dec Tues 16 th Dec	WGSG (12– 1pm) WGSB (12.55- 1.50pm)	Rugby memorial match at 1.15pm at WGSB
Yr Conference Yr 12 University visit	Thurs 18 th Dec	Year 13	No sixth form lessons- Year 13 Conference Year 12 Cambridge / university visit
Sixth Form Entertainment	Fri 19 th Dec	13.30 -1.45pm	Follow a Wednesday timetable
PPE for Year 12 and 13	7 th – 13 th January 2015 Exam week for Year 12 & 13	At each site organised by exam officers	
PPE results day	Year 12 – 29 th January Year 13 – 30 th January	WGSG hall WGSB hall	
Career Convention Yr 12	29 th January	WGSB – start at 10.30am	
Year 13 Focus Day –	29 th January		No lessons
Year 12 HE Evening	26 th February	WGSB tbc	
Year 13 Parent Evening	3 rd March	WGSG site	
HE Convention	23 rd April 2015 tbc		
Study Leave for Year 13	Fri 22 nd May		Leavers' breakfast and assembly tbc
Study leave for Year 12	11 th May – 12 th June tbc		
Year 12 Work Experience	15 th – 19 th June 2015		
Future day	22 nd June		Start of A2 term for Year 12
Sports days	23 rd June tbc		
Yr 6 Induction day	9 th July 2015		Student leaders need to be warned so book day off from Enrichment week.
Enrichment week	6 th – 10 th July 2015		
Non uniform dates	21 November 2014 5 th March 2015 19 June 2015		World Book Day – 5 th March 2015

PiXL6 & Reporting

We are members of pixl6. We are committed to raising every student's aspirations and supporting you to achieve your goals. Use of the Personalised Learning Checklist - PLC - by the Raising Standards Leader and Subject teachers is crucial to tracking what you know and don't know. You will receive a MEG (Minimum expected grade) for each of your subjects and these are set using ALPs based on your GCSE APS scores. They are equivalent to performing in line with the top 25% nationally and starting from the same GCSE APS.

Fine grading of reports is used to help diagnose where potential concerns are and also add encouragement to students.

- B1 – A firm B grade with potential for A,
- B2 – safe B grade
- B3 – B grade but not secure could be a C grade

Effort grades remain 1- 4

- 1 – Excellent
- 2 - Good
- 3- Areas for improvement
- 4 – Serious Concern

Your performance at each progress report will be reviewed and monitored to ensure that you are meeting your MEG.

Reports

Progress Reports are completed each half term using SIMS assessment manager and are carried across to the home school if necessary using the SIMS Partnership Exchange. Staff will complete one full report with a comment and action for each year group.

Year 13 will receive a full report in December 2014 and Year 12 will receive a full report in April 2015.

Attainment

Minimum Expected Grade	
Predicted end of course grade: The grade the teacher, using evidence from recent assessments and their professional judgement, predicts the student will achieve based on current attainment and attitudes to learning	

Attitudes to learning

Attendance (Lesson)	
Classwork (quality and completion rate)	
Homework (quality and completion rate)	
Extended learning (wider knowledge& understanding of subject)	
Behaviour & work ethic	

It is vital that all students use this advice and link it to PLCs to help inform improvements to ensure success. Parents are informed by email that the report has been released and it can then be accessed from a computer or mobile app via the SIMS Learning Gateway.

ICT Systems

WG6 students will all be able to login to the network at both sites. As they will be working across both sites there will be some things that they will need to bear in mind in order to obtain the best experience.

Username and Passwords Usernames will be created so that they can be used at both sites. However, at the current time, it is not technically possible to synchronise the password for accounts between sites. As a result if a password is changed at one site it will also need to be changed at the other site to keep them the same. This will make it easier when using services such as Portico and Webmail.

Saving Work WG6 students are network users at both sites so they effectively have two home directories, one on each site. When a student logs in at a particular site their home directory drive (N:) will be linked to their home directory on that site. E.g. logging in at the Boys will connect you to the home directory at the Boys.

Files are **not** copied/synchronised automatically between sites. As a result files that are saved to a home directory when working at one site will not automatically be available in the home directory when you logon at the other site. You will however, be able to access your files at the other site through the use of Portico which gives you web access to your area at the other site.

Portico This has been setup, at both sites, to allow access to a student's home directory remotely through a web browser interface. It allows a student to upload and download files to and from their area.

On the start menu a student will find a WG6 folder which contains a number of shortcuts for WG6 students. There are two Portico icons, one for the Boys and one for the Girls site. If a student is at the Boys school and needs to access a file in their home directory at the Girls school they will need to select the 'Girls Portico' shortcut and if they are sitting in the Girls site they will need to select the 'Boys Portico' shortcut. A student at the Boys site who needs to use/update a file created at the Girls site will simply download the file whilst at the Boys, edit/upload/print it and then upload the updated file back to your area at the Girls or vice versa.

Students can access files in their areas through Portico wherever they have internet access. The following URL's can be used depending on the home directory in which site you wish to access

Boys: <https://portico.wgsb.org.uk>

Girls: <https://portico.wgsg.co.uk>

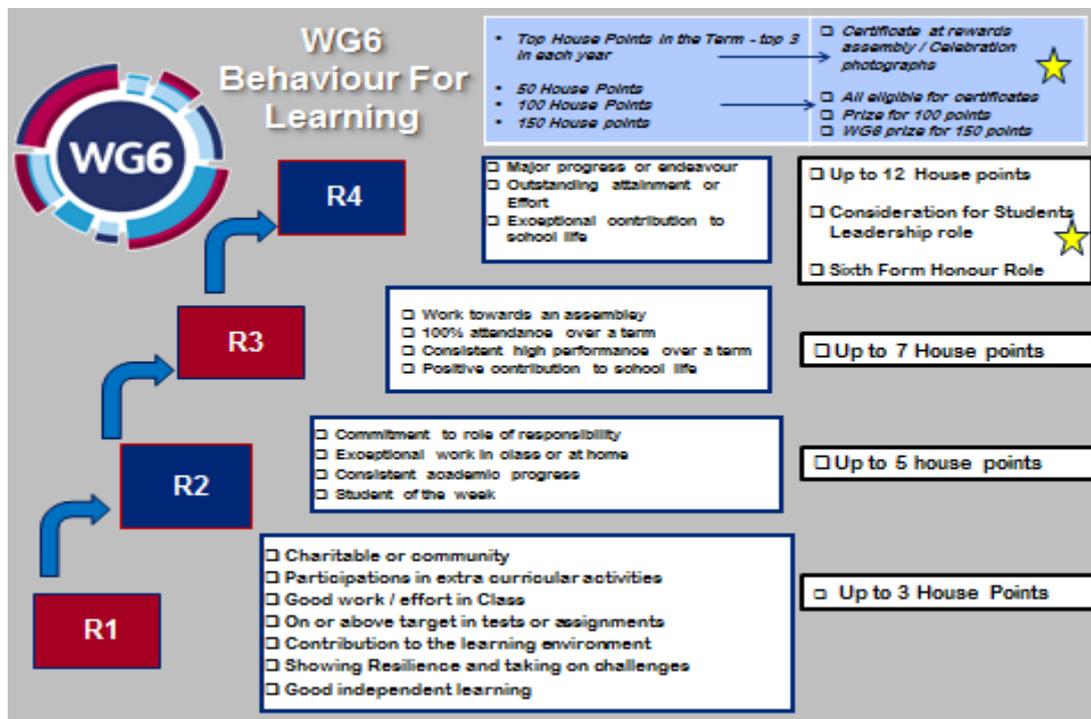
Email WG6 students all have an @wg6.co.uk email address. The part of the email before the @ is your network username. Accessing email is done through a webmail interface and a shortcut for this is provided in the WG6 folder on your start menu. Students can access their emails from wherever they have internet access through the URL <https://mail.wgsg.co.uk>.

The webmail password is the same password that is used when logging in at the Girls site.

WG6 - Behaviour for Learning

All students are encouraged and praised to help them to push themselves to meet at least their MEGs.

We do have high expectations and we will monitor and track behaviours to ensure learning is to a maximum.





Choosing Excellence - Together

WG6 - Behaviour for Learning

Formal WG6 Staged procedure

- **Formal WG6 Staged Procedure**
- Enforced to deal with **persistent** concerns with behaviour, punctuality, poor attitude to learning or under achievement that affect self or others
- Used to deal with more serious offences/ exclusions

B3

Issued by classteacher / form tutor and HoD notified – 1 hr detention – action recorded by HOD/HOS

Behaviour – rudeness to others, foul language, persistent disruption preventing others from learning.

Punctuality - persistently late to lesson that will lead to underachievement.

Uniform – persistently wearing incorrect uniform.

Attendance – deliberate absence from form periods, assembly, enrichment or lessons without consent

Work Ethic – significant concern with quality and standard of work being produced. that will lead to underachievement.

Homework – Persistent concern with standard of homework

B2

Issued by classteacher/ form tutor who MUST notify student at the time of issue. HOD notified (5 B2 = B3)

Behaviour – Repeated incidents of low level disruption, talking over a member of staff, distracting other students .

Homework – Failure to hand in homework as agreed

Work Ethic - Evidence of poor effort being made with work, tests or assignments.

B1

Issued by classteacher/ form tutor / WG6 staff who MUST notify student at the time of issue (10B1= B3)

Punctuality –Late to any individual lesson, assembly or form period – recorded as late on SIMS.

ID badges – Failure to display WG6 pin badge at all times including lunch time.

Dress Code – Not complying with WG6 dress code as clearly stated in planner.

Behaviour –low level disruption, talking over a member of staff, distracting other students

Work Ethic – Some concern towards attitude & effort being made in class or non completion of PLC

Reward Points

Reward Points Issued frequently by classteacher/ form tutor/ HOD/ HOS

For positive learning behaviour, good class contributions and / or producing high quality work

Reports will be issued each week to monitor issues. WG6 team will ensure all HODs have an overview and highlight any concerns. Wednesday afternoon will be used by SM to follow up referrals or issues raised. Parents of students at risk of moving to staged procedure (AMBER) will receive a formal notification of concern. WG6 team will decide if and when it is necessary to progress to formal procedure (RED). Students performing well (GREEN) will receive praise letters and regular recognition of achievements

WG6 Formal staged procedure

STAGE 1– Formal Verbal warning

Parents informed and issue discussed in person

- WG6 team inform all student's teachers on both sites that the student has been placed on the formal staged procedure.
- For generic concerns with Attendance, Punctuality, and / or out of lesson behaviour, parents will be seen by a member of WG6 team within 2 weeks of the procedure being actioned.
- Where the issues are within lesson(s) the HoD/HoS and class teacher will meet with parents within 2 weeks. Where two or more subjects are identified, WG6 admin staff will help co ordinate meeting timings.
- In every meeting, the concerns will be discussed, expectations clarified and support strategies agreed within an allotted time frame. These will be entered onto SIMS and a formal letter minuting the meeting(s) composed by WG6 admin staff and posted home.

STAGE 2 – Formal support plan launched

- Should further monitoring indicate that issues persist or worsen then a member of WG6 leadership team will initiate a formal support plan.
- Relevant subject teachers / HoD meet with WG6 leader, student and parents to confirm concerns, expectations, intervention strategies and support. Formal paperwork is completed, time frame issued and agreed SMART targets are set. (12 weeks with a 6 week review period built in.) Impact of intervention and support must be evaluated after 6 weeks.
- Significant decline, in particular where the learning of others is hindered can fast track procedure to stage 3
- Continual monitoring takes place for 12 week period using SIMS system which parents access through the Learning Gateway.

Successful Completion

- Review meeting confirms that targets have been met and analysis of data shows significant improvement in areas identified as concerns.
- Student is praised and removed from formal staged procedure.
- Further progress continued to be monitored along with rest of cohort.

STAGE 3 – Managed move

- Should the Formal support plan conclude that the student is failing to consistently meet core WG6 expectations and / or harm the learning environment of others, then a managed move to an alternative education provider or training opportunity will be pursued. WG6 will provide full careers support.
- If a managed move is not supported then the evidence gained through stages 1 and 2 will be used as evidence to support a formal exclusion. This will always be deemed as an absolute last resort but WG6 leadership. There is a need for recognition that the behaviour of any one individual cannot adversely impact on the learning, achievement or well being of other students in WG6.

Student Leadership and opportunities

Subject ambassadors promoted at each site in departments – these are students who have passion for the subject and can talk passionately about the subject at a subject fair to Year 11 in October, open events and work on subject destination displays in classrooms or on the WG6 career page.

Prefect duties Year 12 students will all be encouraged to apply to be a prefect to help support the school community. The Year 13 student leaders will be responsible for ensuring that this is a role that is taken seriously and carried out efficiently.

Year 7/ 8 Prefects This is another chance for Year 12 students to apply to be a prefect to ensure they engage with younger students by being attached to Year 7 and 8 tutor groups to help support and run activities for younger students.

Student Leadership Team 2014-15

Head Girl: Katie Duke

Head Boy: Luke De Clerk

Deputy Head Boy: Teekor Tejan

Deputy Head Boy: Kamran Malekzai

Deputy Head Girl: Lauren Mutimer

Student Leadership Team based at WGSB site

- Peer Mentor/Student Duties: Nick Kane/Matthew Burke
- Events: Ellie Price/Sushil Bhogal
- Student Learning: Anna Gilleran
- School Council: Lanre Sholaja, Paige Raven, Elizabeth Ediale, Nick Kane
- Communications: Tim Newcombe
- Production Manager/Enrichment: Callum Howard, Ryan Biring

House Leaders:

- Brunel: Michael Scurr, Ben Thomas (vice)
- Darwin: Tom Leslie
- Newton: Sam Chance, Aegean Leech (Vice)
- Stephenson: George Harris
- Telford: Adrian Nwankwo & Naeimal Islam (joint)

Student Leadership Team based at WGSB site:

- Peer Mentor/Student Duties: Odunayo Oluwadare, Lauren Lomotey
- Events: Emma Harrison, Emily Marsh (working with House prefects during House week)
- Student Learning: Charlotte Withell
- School Council: Frankie Yankson, Hannah Morland
- Communications: Tara Pilkington
- Production Manager/Enrichment: Amy Callaghan, Charlotte Lloyd

House Leaders:

- Hever: Danielle Connolly
- Ightham: Aimee Barnes
- Knole: Lauren Mutimer
- Penshurst: Tien Tran

All members of the student leadership team will be working towards student leader accreditation to help support their leadership role and responsibility.

Intervention strategies and support

1. Subject related

Class teacher and/head of Department will work with student(s) as required.

A subject impact report may be used to give targeted support within a given time frame as necessary – e.g.

What I need to do	What help I will need	Achieved	Signed

2. Wednesday afternoon sessions

These will be run for 4-6 week period as a direction from subject area with a specific focus.

Any issues with study skills can also be looked at using flying start programme to support. Student Managers, in conjunction with learning coordinators, may also request students attend to offer particular support.

3. Induction tasks

These must be returned to subject staff by the first lesson and of the highest standard. There will be **immediate** follow up to identify issues with course choice, ability to cope and identify and address skill deficits.

4. Well being

Students are able to talk to their form tutor or student manager if there are concerns which are affecting studies.

There will also be a range of speakers linked to PSHE to help address understanding with how to address the growing influence of external factors. There is also links with a school nurse and a counselling service if the need arises.

5. Analysis of Progress Reports

There will be regular monitoring and tracking to ensure that MEGs are being met. Form tutors, student manager and learning coordinator will work together and ensure that support is offered as required.

It is the responsibility of the student to accept and act upon this support and ensure improved outcomes.

Private Study/ Study skills/ Independent Learning

It is vital that new skills are used effectively to support the additional requirements of A level studies. You will be given support in ensuring you know and understand what is expected of you. This is a very different way to work and you need to find your own style that suits you. You will be required to spend at least 5 hours extra per week doing independent study for each subject which is a big undertaking. By starting to develop good study habits you should reap the rewards early on.

Initially all students will attend formal private study sessions to help establish good working habits. Students will be given the right to use this time more flexibly when there are proven results where MEGs are met or exceeded in the termly progress reports.

All students will follow a study skill lecture programme on a Thursday period 1 for the first 7 weeks and there will be access to a flying start programme with support from form tutors.

Flying Start Programme

Flying Start site – www.flyingstartonline.net

Institution code: fsgraong

Password: falcon

Flying Start offers essential preparation for your Sixth Form education.

It will prepare you for a different working environment, and will help you to become a more skilful and effective learner.

It is based on the following principles:

1 Developing independent learning skills

The overall purpose of the programme is to help you to become a more organised and independent learner, better prepared for the challenges of advanced level study. You will be guided to work within a clear and realistic framework, while taking responsibility for your own time and for planning, carrying out and reviewing your work.

2 Developing individuals

Your continuing education may well be in a different environment. A heavier workload will demand new personal skills. To work at your best in this new environment, you will need to develop in many ways, not just academically.

Flying Start aims to develop your personal skills in line with these differences. It provides activities on assessing your strengths, assertiveness, better organisation, and setting and achieving targets.

3 Improving technological literacy

Developing personal skills, understanding the likely benefits of using technology, and being able

to use it effectively in a wide range of situations are some of the most important things you can learn. The Internet has a vast source of educational material that you will find useful in extended work, the workplace and beyond.

Technology is essential in today's world. Employers demand it. So it is important that, at this stage, you can gain experience of the effective use of ICT (information and communication technology).

This will help to equip you with the skills, knowledge and understanding that you will need in further or higher education, in work and in everyday life.

About the programme

The programme is built around a series of assignments which have been grouped into five sections. Each assignment allows you to work independently, with some support from your form tutor.

The assignments provide:

- information and advice
- one or more structured activities with guidance to help you complete them
- linked resources
- answers or examples.

First, you will need to complete the assignment called 'Assess your strengths'

This will help you decide which areas to concentrate on. You can of course do the additional sections if you feel they will be useful to you. In many cases, the materials are entirely self-contained; others may require you to use reference sources, particularly the World Wide Web. Answers are made available so you can assess your own work.

Remember:

- You must obey all the rules that apply to using computer equipment and software in your school or college. If you are not sure of these rules, ask your form tutor. If everyone does this, you are much less likely to have problems.
- The more effort and thought that you put into your work, the more you will achieve and the more likely you are to enjoy *Flying Start*.

Content

There are five assignment sections:

Section 1: Getting started- helps you to work out your strengths, learning style and using ICT

- Assess your strengths
- Your learning style
- Using ICT

This set of assignments sets the scene for both the rest of the programme and, to an extent, your study ahead.

Section 2: Essential skills – looks at a range of useful study skills

- Note-taking
- Skimming
- Scanning
- Plagiarism & referencing
- Analyse vs describe
- ICT & information handling
- Understanding statistics
- Presenting your work well
- Presenting data
- Convincing arguments
- Speaking & presenting

This section focuses on a range of key skills which will be useful in all your academic work.

Some elements will be more useful to students on certain courses than others, but they are intended to be valuable for everyone.

Altogether, these assignments represent a substantial amount of work – but you will find that the more work you put in, the more rewarding the results will be for you.

Section 3: Extended writing – takes you through the process of creating extended work

- Making a start
- Analysing assignment briefs
- Gathering information
- Organising materials
- Ordering information
- Writing your response
- Checking & editing

Extended writing is likely to be an important part of the assessment of your courses.

These assignments offer linked guidance for every stage of the process. The assignments take you through the process, and so need to be undertaken in the order shown.

Section 4: Personal development– covers a number of non-academic issues

- Time management
- Being organised
- Assertiveness
- Coping with stress
- Looking ahead

Life in the Sixth Form is not all about academic work – a whole range of personal and social issues need to be taken seriously. The first four assignments in this section look at some of these issues. They pay particular attention to how the issues covered can affect your academic performance, either positively or negatively. The various activities illustrate how you can try to ensure that it is the former and not the latter. The fifth assignment looks at making the most of career opportunities, and how you can work out which types of jobs might interest you.

Section 5: Test your knowledge – enables you to assess your progress

The final element – a ‘Test your knowledge’ activity – offers a set of multiple choice questions covering a range of issues involved in the other assignments. This allows both you and your tutors to measure progress made and to gain in confidence through this process. The questions are marked automatically and provide immediate feedback. The whole process is designed to make you aware of how much you have achieved.

There are five main sections, all of which can be reached from any page.

Click on a section number in the navigation bar at the top right of any screen to go to that section.

Each section contains a number of assignments. The assignments give information and advice about a topic, together with one or more activities for you to do. The five sections are arranged according to the kinds of skills they cover:

To go to an assignment within a section, click on the title of the assignment in the navigation bar on the left-hand side of the screen.

You can move through the pages of an assignment by clicking on the **next** and **back** buttons at the bottom of the screen, or by clicking on the page tabs between these buttons. However, make sure you read through all the pages for an assignment – it is easiest to do this by using the **next** button.

Creating a portfolio

To take full advantage of *Flying Start*, you need to complete all the activities in each assignment you undertake. Your form tutor will ask you to keep an **electronic portfolio** in order to show what you have achieved. Save your work in a folder clearly labelled with your name and then have the 5 assignment sections as 5 separate folders and let your form tutor have a copy of these when completed (via email or USB). Make sure that all files have names which will help you remember what they are, and that your name, the date and the title are all clearly marked.

It is essential that you are organised about storing all your work on school network and/or USB, and that you present it correctly

In many cases, when you fill in answers onscreen, you will need to printscreen your work(save in Word) before you move to another screen or close the window, as your responses will not be saved.

You can also choose to keep a paper version of your portfolio.

If you are keeping a paper version then print out these screens by clicking on **File** and then **Print** in the browser window. For pop-up windows, you can press the 'Control' and 'P' keys, or right-click and select **Print** from the menu that appears.

Activities

Some activities require you to use RTF, Publisher or PDF files (see page 8); others provide text boxes for you to fill in onscreen.

If you are creating a portfolio of work, print out these screens once you have undertaken the activity, by clicking on **file** and then **print** in the browser window, or by right-clicking on a pop-up window and selecting **print** from the menu that appears.

You can click on the **Answers** button to see answers, or sample answers, for the activity that the button appears next to. Make sure you do not click on this button before you have attempted the activity – you will not benefit from the programme if you do this.

Flying Start - Student Checklist for accreditation.

Outcomes	Criteria for assessment	Date discussed and checked.
The learner should be able to:	The learner has achieved this outcome because s/he can:	
1 Use ICT constructively in academic and personal life	1.1 For at least four different learning situations discuss the most appropriate ICT application(s) to use, justifying their choice.	
	1.2 Evaluate his/her ICT skills and areas of weakness, and choose appropriate ways to improve areas of weakness.	
	1.3 Interrogate a range of Internet search engines and find specific pieces of information for at least three different queries.	
	1.4 Create a simple, searchable computerised database to store specific information and assess the value of the database created.	
2 Understand the research process	2.1 Identify, locate and access at least four resources including periodical titles and reference books relevant to their research.	
	2.2 Analyse the different reading techniques, for example, skimming, scanning, that may be used during researching.	
	2.3 Discuss plagiarism and how to avoid it.	
3 Understand, use and present a range of material effectively	3.1 Evaluate a range of ways of organising and presenting at least three sets of given material (eg statistics, anecdotal evidence, facts about the human respiratory system, analysis of different newspapers) and choose the most appropriate, justifying the selection.	
	3.2 Discuss the difference between analysis and description and produce at least one example of each.	
	3.3 Accurately reference, using a recognised system, all resources used during their research.	
4 Make plans to achieve personal goals	4.1 Evaluate a range of career goals and assess the suitability of the learner's skills or experience for achieving them.	
	4.2 Devise a career planner that evaluates and prioritises available opportunities and incorporates a detailed and timetabled account of the actions to be taken.	
	4.3 For a given personal situation produce a plan of action designed to produce a positive outcome and evaluate its likelihood of success.	

Pastoral Support.

Assistant Head WG6 i/c CEIAG has the responsibility to ensure that all WG6 students receive a comprehensive package of support, advice and opportunities to allow them to understand the variety of progression routes available to them, make appropriate choices and be successful in the future.

WG6 form tutors have a responsibility to ensure that the WG6 tutor programme including SMSC curriculum, careers progression and general pastoral support is carried out to a high standard.

WG6 form tutors must support their students applying for university and complete high quality references.

Issues with any student's well being in WG6 should be brought to the attention of the student manager and form tutor. Depending on the nature of the concern the learning coordinator will also be involved and Mr Sexton and/or Mrs Tiddy will be informed as necessary.

An outside speaker programme is being developed to run on a Friday period 3 to ensure students are receiving up to date information on a range of issues.

It is also hoped that there will be sixth form involvement in running a bright futures group which will ensure students are fully engaged with the job market and using this worthwhile link with relevant companies to promote opportunities for all.

Form time

All students are assigned to a form tutor group at their base site. Students are expected to attend all sessions and engage in the tutorial activities that are laid on for the group. There will be some sessions that are in the form of assemblies and full attendance is required at these as well.

All important notices will be issued through form time using a bulletin that will all be accessed via RM Unify.

WG6 Form tutors

Tutor Group	Tutor	Room	Tutor Group	Tutor	Room
12A	Mr Harrison	F3	12F	Mr Harper	BS3
12B	Mr Worbey	F5	12G	Mr Hollingsworth	SC2
12C	Miss Aston	F8	12H	Mr Winter/ Mr Wade	DT5
12D	Ms Vosper	F12	12I	Miss Whitmarsh	HU7
12E	Ms Hellen	F11	12J	Mr Pope	MA1
13A	Miss Boyce/Mrs Plowman (PT)	F14	13F	Mr Harney (Mon/Tues) / Mrs Deicher (Thurs/Fri)	LA2
13B	Mrs Hale	M2	13G	Miss Stibbons	HU4
13C	Mr Simmons	G2	13H	Mr Fierros	LA6
13D	Mrs O'Neil(PT)	F10	13I	Mr Riches	HU8
13E	Mr McRae	F6	13J	Miss Tame	SC6

SEND Support

Students with SEND will be supported by the school at which they are registered. The support provided can range from particular strategies to deal with specific learning difficulties, to general support regarding organisation and lower than expected achievement.

Students with SEND will usually have been identified pre WG6, however certain difficulties will become more pronounced as the work load increases. Therefore do not be afraid of seeking assistance.

Information regarding SEND students will be circulated with the information on SEND from the host school to ensure teachers are aware.

If you qualify for extra time in exams this will usually be identified on an IEP. However in order to qualify this must be shown to be your normal way of working. It is therefore essential that you have extra time for class tests, classwork, homework etc. Please also be aware that further evidence for extra time besides a 'diagnosis' is required and your teachers' may well be asked to provide this evidence to support your need.

If you have any concerns please contact Ms Stewart at the WGSG site or Mrs Hollebon at the WGSB site.

Within WG6 we offer a counselling service, which is open to all students, but via the SEN department. This can be from an external agency, or within house.

Careers, Education, Advice & Guidance

Mr **C Sexton, Director of CEIAG**, is responsible for the delivery of CEIAG across WG6. He is also careers coordinator for WGSB. He leads the UCAS application process liaising with form tutors, subject teachers and students to ensure the timely delivery of applications to UCAS and guidance post results. He also oversees the careers guidance to students following alternative routes to university. He ensures the maintenance of up to date information about Higher Education and other career routes including the use of outside speakers. He oversees the work experience process in Y12. He liaises with the Aspire group to ensure delivery of relevant information to gifted and talented students. Mr Sexton oversees the delivery of a number of careers events including Higher Education Convention, Higher Education Evening, Y12 Futures Days and Careers Convention. He oversees the collection and use of destination data. He is responsible for the maintenance of the Investors in Careers award. He produces a weekly careers bulletin for Sixth Formers.

Mrs A McAllister, Careers Coordinator WGSB, is based at the WGSB site to deliver CEIAG to Sixth Form students based at WGSB. She is also the careers coordinator for WGSB and works with Mr Sexton to ensure a closely tied careers experience for students in Years 7-11 across both schools. She administers the work experience process for WGSB girls in Year 11. She administers the Y12 Careers Convention and plays an active part in careers events such as the Higher Education evening. She is also available for consultation at Parents evenings. She liaises with CXK advisor based at WGSB to ensure impartial advice.

There is a Careers Consultant CXK Kent based at WGSB site and offers independent careers advice to students based there.

Mrs J Ward independent careers consultant is based at the WGSB site. She conducts a drop in careers clinic on Thursday lunchtimes when she is in school. She also holds interviews with students that have been referred to her by members of the Sixth Form team or by student self-referral. Mrs Ward works with Mr Sexton to ensure the maintenance of the Investors in Careers award and also plays an active part in school careers events and open evenings. She assists with the gathering of destination data.

Mrs S Riley Senior Sixth Form Administrator. In addition to her Sixth Form administration role, Mrs Riley administers the Year 12 work experience process and the outside speaker programme. She assists with the UCAS application process.

CEIAG Calendar of Events

September 2015- January 2016 UCAS Applications (Oxbridge, Medical applications by Oct 2015)

January 2015 Careers Convention (WGSB site). Primarily for Y12 and emphasis on non-university careers routes. Stands and seminars for students

February 2015 - Higher Education Evening for Parents and Students. Information about university applications

April 2015 - Higher Education Convention Canterbury. Information for students about higher education. Stands and seminars for students

June 2015 - Work Experience and Futures Days

WG6 Aspire programme and Gifted & Talented

The Aspire programme aims to ensure that all students are pushing themselves to achieve the very best they can. This means aspiring for great things.

This programme is tailored to the needs of the students chosen to attend this class. There will be two groups coordinated across WG6 and students involved this year have been very positive about the programme.

The aim of these lessons is to fully support and prepare our most able students as they move into higher education. Additionally students attending these lessons will be significantly academically challenged. The expectation is the majority of these students will be applying to the top Russell group universities. The lessons continue into year 13, although these have greater focus on the students applying to Oxford or Cambridge University. In year 13 the lessons are aimed at developing the student's interview technique and fine tuning their personal statement.

Across the year a sample of the lessons that students have experienced include the following:- A presentation about studying at Harvard or Yale, financial management, rigorous mock interviews and feedback from outside experts in their field, mock interviews with Dartford Grammar School, University and possible course presentations, a presentation from Maria McElroy (Queens College, Cambridge) and mock interview preparation by PiXL. Furthermore, every student has been asked to set up an educational twitter account to follow key people in the subject that they are keen to study at university. Students have also presented to their peers on a topic of their choice. Several outside speakers from Imperial, Queens College Cambridge and Birkbeck University have also presented to the students.

Additionally we have invited two outside speakers from the world of Engineering and Geology to present to the students. In the New Year students travelled to both Oxford and Cambridge Universities.

If you have any questions regarding the aspire classes please do not hesitate to contact Mr Heath (bheath@wgsb.org.uk)

Extra curricular and enrichment activities

Year 12 Enrichment – Wednesday afternoon

All students are expected to take part in Year 12 Enrichment programme on a Wednesday afternoon Sept 2014 – April 2015 to enhance their academic studies. Students need to agree their chosen activity in September 2014 and ensure they sign out, each week, in the Enrichment folder provided at reception at their base site. Learning coordinators will monitor attendance and carry out spot checks with support from student managers. Students are encouraged to complete a learning journal.

Activity	Information
Level 2 Award in Community Sports Leadership	The Level 2 Award in Community Sports Leadership is a nationally recognised qualification that enables successful learners to lead groups of people in sport, under indirect supervision. The qualification teaches leadership skills such as organisation, planning, communication and teamwork through sport. It is a fun and practical qualification with no entrance requirements or final examinations to sit.
Interact	Interact is a great opportunity to work with students across both sites and with the local Rotary Club to organise fund raising for worthwhile causes both in the UK and abroad. Support is given through the rotary club.
Self-organised Charity work or volunteering	If you have a specific interest that VSU cannot help you with. This is an ideal way to help involve yourself within your local community by committing to something on a regular basis. This option will also require some personal drive and organisation to ensure this is arrange for September.
Primary Schools	We currently have links with two Primary Schools where you can go and help the pupils with their Mathematics skills. You only need to know the basics of Maths, and it is an excellent chance to work with younger year groups. This has proven to be an extremely popular choice. You can organise your own if you prefer.
Visiting Wilmington Manor (6 places only)	This has proved to be a popular choice for the last couple of years and involves you visiting the residents at Wilmington Manor, the local residential home. There is a good link with the home and residents really look forward to the weekly visit from students. This is a very rewarding experience which would be great experience for anyone, particularly those going into health or social care. There are only 6 places available.
Futurelearn	Students who wish to pursue an issue in a specific area of study can complete one or two Futurelearn courses. These have been written by university tutors and help to give a taste for undergraduate study with online support available. They can be a good addition to a personal statement or CV. You will be encouraged to develop your research and critical thinking skills.
Work Experience Placement	You can choose to continue with your Year 10/Year 11 Work Experience placement or organise a new one. Popular choices have previously included Primary Education, volunteering at hospices and GP clinics and the Citizen Advice Bureau (for Law courses). More competitive courses at universities will look for those who have undertaken work experience in their field of choice. As well as the choices form, you will also need to get the attached permission slip signed and return both to Mr Sodhi.
Sixth Form Sport & Fitness	There is a range of sixth form sport offered including Rugby, Football, Netball, Squash or use of the gym facilities at WGSB site. If you have a particular interest let us know and we will try to see if we can accommodate it for you. There may be a cost involved in some of these activities and some will need minimum numbers to run.
Peer Mentoring (15 places at each site)	This a role that requires full commitment and dedication as well as a desire to work with younger students. Peer mentors will all receive child protection training and Mentoring training from Special Educational Needs teachers. They will be assigned a Year 7,8 or 9 pupil to meet every Wednesday lunch time to help them with homework, classwork, friendship problems or emotional support they may need. Peer mentors will also be rotated to work at 1 or 2 drop in sessions every term to be available for any KS3 pupil who needs support. There will also be follow up sessions during enrichment time every Wednesday afternoon. This role would suit anyone interested in a career in the health care and teaching professions.