

St Peter and St Paul

Sixth Form Handbook



St Peter & St Paul

Catholic Voluntary Academy

Pro Petro Paulo Patria

Introduction

The purpose of this handbook is to clarify the responsibilities of stakeholders, the academy, students, and families. To help achieve clarity and consistency there is one handbook for all stakeholders. Communication and co-operation between the academy, students and families lies at the heart of our ambition for shared success.

It is hoped that this handbook will form one of the cornerstones of this relationship and provide a guide and reassurance to be used and referred to on a daily basis.

Sixth Form Prayer

Lord, help us to have the confidence to explore our potential in our studies.

And as we grow as spiritual and moral beings.

With your guidance, may we learn how to respect others.

And to earn their respect in return

Show us a multitude of ways to express kindness.

And to share our sense of humour with others when they need it most.

Help us to have honesty to acknowledge when we have misunderstood.

And to learn from our mistakes

As we journey through this time in our lives,

Give us the resilience we need to overcome the challenges we face.

And to keep going when we feel we are not strong enough. Amen

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St Peter and St Paul Sixth Form Core Virtues

St Peter and St Paul Sixth Form is a special place. The years spent in it will be ones that will be remembered for the rest of a young person's life. It is a time of personal discovery, hope, friendship, and laughter. To help us remember this we have five core virtues we seek to uphold each and every day and which form the basis of our expectations and responsibilities.

Reflection

We reflect each day on our actions and the impact our actions have on others.

Friendship

We remember that we are part of an inclusive learning family.

Determination

We work hard and strive to overcome barriers to our academic and personal development.

Hope

We remain positive and make big plans for our futures.

Compassion

We support each other and our wider local community.

Expectations and Responsibilities

Academy Staff

Our Sixth Form provision is an integral part of the vision we have for all our students. It is understood that all staff working with our sixth form will provide and support a high-quality learning experience that always adheres to the national teacher standards document and reflects our academy virtues. The quality of the educational experience is monitored by the headteacher, SLT and Head of Sixth Form through the academy quality assurance process. Any concerns with regard to these expectations should be directed to the Head of Sixth Form. s.penney@sspp.lincs.sch.uk

Sixth Form Students

Sixth Form students have the privilege to be examples to all the years below them. This responsibility must be always taken seriously and our expectations of our sixth form students is that their conduct is exemplary at all times. The school has one behaviour policy, and this applies to all students including the sixth form (taking reasonable adjustments into account). While the learning relationship between staff and students evolves in the sixth form respect for staff and school systems remains a baseline expectation.

Parents and Carers

We enjoy and appreciate a fantastic relationship with the families of sixth form students. This is built on mutual trust, respect and the support we have received over several years. Straight forward honesty is what families can expect and this is what we would want in return.

Acts of Worship / Liturgies

As a Catholic school, liturgies or acts of worship, in all their catholic forms, are a key part of the experience of the Sixth Form at St Peter and St Paul.

The routines and expectations established in Key Stage 3 and 4 remain in the Sixth Form. Students will attend a whole school act of worship every two weeks and on alternate weeks a specific Sixth Form liturgy led by the Head of Sixth Form.

Liturgies are an opportunity to affirm our faith and to reflect on our school virtues. The key virtues of:

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Bursary

Background

The 16-19 Bursary Fund provides support for Sixth Form students in financial need and is administered by the Our Lady of Lourdes Multi Academy Trust. You could get a bursary worth up to £1,200, depending on [your circumstances and benefits](#).

Eligibility

You must:

- be at least 16 and under 19 on 31 August 2023
- study at a publicly funded school or college, or be on an unpaid training course
- meet the residency requirements – your school or college can check this
- **Provide receipts for all items** you wish to claim on the Bursary

Bursary for students in vulnerable groups

You could get up to £1,200 if at least one of the following applies:

- you are in or recently left local authority care
- you get Income Support or Universal Credit because you are financially supporting yourself
- you get Disability Living Allowance (DLA) in your name and either Employment and Support Allowance (ESA) or Universal Credit
- you get Personal Independence Payment (PIP) in your name and either ESA or Universal Credit

You may get the full amount if you have expenses and study full-time on a course of at least 30 weeks.

You will usually get less than the full amount, or no bursary, if one of the following apply:

- your course is shorter than 30 weeks
- you study part time
- you have few expenses

You will be told what evidence you need, for example benefit letters.

Discretionary bursary

The Trust will look at your individual circumstances – this usually includes your family income.

You can apply to a discretionary bursary if you are over 19 and either:

- continuing a course you started aged 16 to 18 (known as being a '19+ continuer')
- have an [Education, Health and Care Plan \(EHCP\)](#)

Application

Those wishing to apply for a bursary must complete the application form and submit it during September of each year. Hard copies of the application form can be found in the Sixth Form area. (If your circumstances deteriorate during the academic year, you should speak to Mr Penney (Head of Sixth Form).

Queries

Any queries relating to an application should be made to Mr Penney in the first instance.

Further information is available by visiting: <https://www.gov.uk/1619-bursary-fund/eligibility>

Attendance

Tutor Time

The timings of the school day remain the same for the sixth form. Therefore, the expectation is that students arrive in good time to attend tutor time, including any whole sixth form or whole school activities. Lateness and non-attendance will be managed in the same way as established in KS3 and KS4.

Sixth Form students are not allowed to self-certificate or leave site for appointments without parental knowledge. Confirmation of illness is required from parents.

Contact Time and Study Time

All the time students spend in school forms part of their KS5 programme of study, this means that study periods are classed in the same way as contact periods with regard to attendance. Prompt attendance to contact periods is a baseline expectation and lateness or non-attendance to lessons will be challenged with a phone call home. **The national expected target for attendance is 95%.**

Part time work

Part time work can be rewarding for sixth formers, and we expect that many students will have part time jobs. However, the impact this has on student success needs to be considered. A balance needs to be set in relation to working hours and the demands of independent study. Under no circumstances should work be considered during the school day.

Driving Lessons and external appointments

Whenever possible these need to be booked outside of school hours.

Where attendance is an unresolved continuous problem students will be placed on sixth form report, and this will result in discussions with the student and parents. [OBJ]

Dress Code

Sixth Form students are expected to always set an appropriate example to our younger students. At the same time, the freedom of choosing what to wear is part of the whole sixth form experience. To manage these two ideas, we do have some clear expectations of what is acceptable and what is inappropriate.

Smart casual business dress is the best way to describe our expectations. This would include jackets and ties, trousers, skirts of an appropriate length, shirts, and sensible shoes.

Following are not acceptable: crop tops, platform shoes (including heels), tight fitting shorts (hot pants), joggers, jeans, sweatshirts, tee shirts, trainers, sandals, or revealing items of clothing. While we accept that sixth form students may have tattoos these should not be visible at any time.

Jewellery

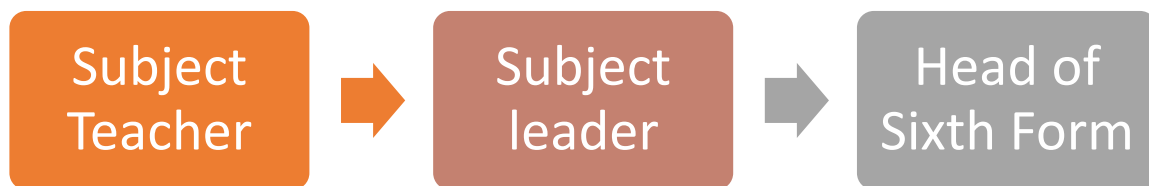
Jewellery must be kept to a minimum to create and maintain the ethos of a professional working environment. If in doubt, ask a member of the Sixth Form team.

We enjoy a wonderful working atmosphere in our sixth form, and we believe that our dress code supports this. However, we also reserve the right to challenge any items of dress that do not meet our shared expectations. [OBJ]

Academic Monitoring and Supporting Learning

Academic Monitoring

Progress is monitored continuously through the normal teaching process. However, there are three specific points when data is captured during the academic year. Teachers and parents are encouraged to communicate regularly throughout the academic year. The escalation process for the resolution of concerns for both staff and parents are outlined below.



Data Capture Reviews and Progress Reviews

Following the capture of data relating to progress form tutors will carry out a review meeting with all sixth form students and their subject teachers. This will result in SMART targets for students and will be communicated to parents. Attendance and punctuality will also be briefly commented on.

Study Time Reports

Study Time Reports are put in place by form tutors to closely monitor the use of study time and help students manage their time better, focusing on deadlines and outstanding work.

In the unlikely and unfortunate event that a student is failing all their courses, plans will be put in place to find a more suitable setting that ensures future success.

Supporting Learning

Sixth Form teaching and learning is continually reviewed with a focus on an adaptive approach and the use of digital technology.

Specific workshops for sixth form students build on transition day sessions on; reading to collect information, note taking, time management, revision techniques and using digital technology.

Students are encouraged to reflect on their learning and interact with their teachers outside of lesson time to ensure via email and teams.

Daily contact with form tutors is also a key part of supporting learning and these daily regular one to one conversations are an invaluable part of our holistic approach. The SEND (Special Education Needs and Disabilities) department is still an essential part of the learning experience in the Sixth Form and teaching assistant will be allocated to cover identified needs and support students. [OBJ]

Welfare and Mental Health Support

The welfare of our students sits at the heart of our educational philosophy. We pride ourselves on the quality of our pastoral care and the support we provide for our young people.

Our safeguarding team's role remains the same as at Key Stage 4. Mrs Evans and Miss Wilson continue to work with students in the same way. Daily contact with a dedicated form tutor forms the basis of our care and we encourage positive supportive relationships between staff and students.

The head of sixth form meets weekly with senior students to discuss any general concerns and termly student voice surveys are carried out. In addition, students have access to our Faith and Families School Counsellor and our Mental Health First Aiders.

A confidential request system is in place for students who wish to be referred, and this can be found on the Sixth Form Teams page.

Mrs Evans (Assistant Head Teacher) Safeguarding Lead –
h.evans@sspp.lincs.sch.uk

Miss Wilson (Deputy Safeguarding Lead) a.wilson@sspp.lincs.sch.uk

Mr Maye (Deputy Headteacher) s.maye@sspp.lincs.sch.uk

Enrichment

Year 12

The St Peter and St Paul Sixth Form Community Award

Opportunities for personal growth through commitment to our virtues and our wider learning community

This award is the cornerstone of enrichment in Year 12. Providing you with a range of opportunities for personal growth throughout the year. As a Year 12 student you will be expected to choose at least two of these opportunities to become involved during the year. The feedback from staff will contribute to the quality of the references we are able to write and your personal statements.

Achievement within the award is divided into three levels Bronze, Silver, and Gold.

| | |
|---------------|--|
| Gold | Completion of four or more activities with a substantial number of hours contributed to all activities and 95% attendance. |
| Silver | Completion of at least four enrichment opportunities or the accumulation of a substantial amount of hours commitment to three activities |
| Bronze | Completion of at least three enrichment opportunities during Y12 (we expect all Y12 to achieve this) |

The details of the specific enrichment opportunities can be found in the Year 12 Award Booklet. There will also be an introduction to UCAS (Universities and

Colleges Admissions Service) and the opportunity to carry out work experience.

Enrichment

Year 13

This will take place each Wednesday afternoon and is part of the programme of study each student has.

All Year 13 student will have a careers interview with an independent career advisor.

Year 13 enrichment time is given over to completing preparations for the next stage in a students' life. This could be a UCAS application, apprenticeship applications or full-time employment. This will be led by the Head of Sixth Form and the tutor team. It is expected that the administration element of the UCAS process will be completed by the end of Year 12 to allow for a focus on personal statements and references building on the experiences from the completion of the Year 12 Sixth Form Award.

There will be opportunities to visit universities and outside speakers will provide additional support regarding applications and finance.

Focused sessions on revision techniques and examination stress management will also be provided at appropriate intervals throughout the year.

Study Periods

We have a dedicated Sixth Form study area that is specifically provided for silent or quiet study. **Noise and distractions will not be tolerated in this at this time.**

Managing non-contact time or study periods is the biggest challenge that Sixth Form learners face. The idea of personal time management and personal motivation is a new way of working and can prove difficult to adjust to.

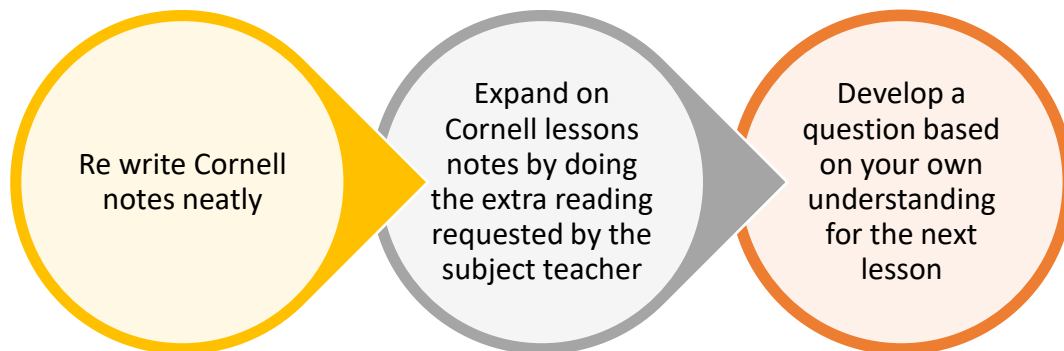
Each individual student programme of study has approx. 7 hours of non-contact time built in. This reflects the amount of time in addition to time with teachers' students should be spending on consolidating their learning. This may take many forms and will be dictated by subject staff.

Sixth Form staff monitor students closely during study periods and tutors will work with students to create a timetable to allow the most effective use of their time. Subject staff communicate directly with the Head of Sixth Form to inform them of deadlines and tasks that have been set.

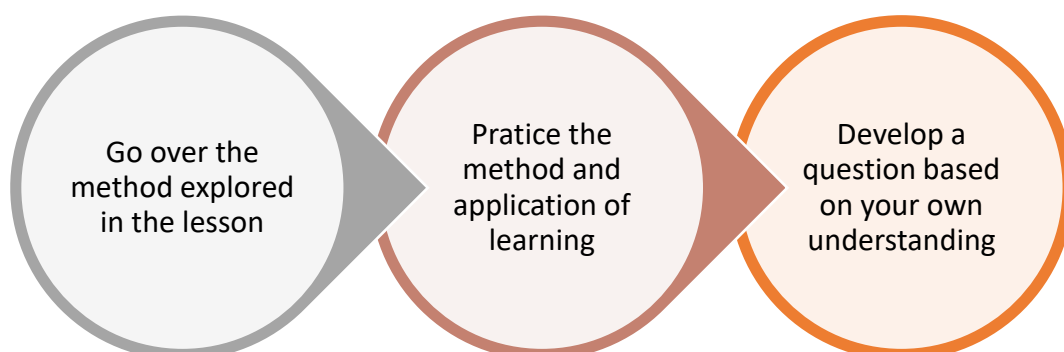
Each subject area makes use of Teams and other forms of digital technology to provide resources and we encourage students to BYOD to school to support their learning experience.

Independent Consolidation of Learning

Each subject area may approach this in different ways. However, the principles outlined below are a particularly good starting point.



This method works especially well for; history, geography, sociology, psychology, English, Religion and Ethics, drama, business studies, French and Spanish and health and social care. In maths and science, the principle is the same, but it may be that a practice element is added in.



BYOD

Bring your own device

We encourage the sensible and safe use of mobile devices in the sixth form and sixth formers are expected to use them to enhance their learning experience. Higher, further education and the workplace will expect young people to be at least competent in the use of mobile technology.

Laptops, chrome books and tablets are increasingly being integrated into sixth form learning and provide an essential education tool. Software provided by Microsoft is now used extensively in our sixth form and students will be expected to interact with programmes such as Teams, forms, and SharePoint.

Where access to these kinds of devices is problematic the school can support students to take advantage of the benefits of digital technology.

Mobile Phones / Smart Phones

Within the Sixth Form areas and in Sixth Form lessons the use of mobile phones is accepted but always remains at the discretion of a staff member. However, the rules applying to safe use apply and the use of mobile phones outside of these areas is not acceptable. Misuse will lead to the same sanctions that apply in Key Stage 4.

Login details:

BYOD SSPP-6thForm XB736T98

F A Q

Q. Am I intitled to the post 16 bursary?

A. Only the government can decide about the full bursary. Check out on the information at [your circumstances and benefits](#)

Q. How much time are we expected to study at home?

A. Study time outside of lessons can take place in study periods within school during study periods and at home. **Students are recommended to complete at least two hours of additional study per subject.** This may vary depending on deadlines and the difficulty of tasks given.

Q. What do we do when subject staff are not in school?

A. **You must always go to your timetabled lesson.** The expectation is that cover work will be set.

Q. What do I do if I am too ill to attend school?

A. Students under the age of 18 are not allowed to self-certificate. **Parents are expected to contact the attendance officer in the same way you did in Year 11.**

Q. What equipment do students need to provide themselves?

A. While we do have stationery in school to support learning, it is expected that students provide their own paper, pens etc. The post 16 bursary can be used to purchase subject specific materials, for art and design for example. [OBJ]

Contacts

Mr Penney Head of Sixth Form – s.penney@sspp.lincs.sch.uk

Mrs Carter (Assistant Head Teacher – Curriculum) – r.carter@sspp.lincs.sch.uk

Mrs Evans (Assistant Head Teacher) Safeguarding Lead –
h.evans@sspp.lincs.sch.uk

Mr Maye (Deputy Headteacher) s.maye@sspp.lincs.sch.uk

Miss Wilson (Deputy Safeguarding Lead) a.wilson@sspp.lincs.sch.uk

Mrs Dady (Attendance Officer) r.dady@sspp.lincs.sch.uk

Mrs Hobson (Examinations Officer) t.hobson@sspp.lincs.sch.uk

General Enquires - sspp@sspp.lincs.sch.uk

Websites

St Peter and St Paul Catholic Academy <https://sspp.lincs.sch.uk/>

[UCAS | At the heart of connecting people to higher education](#)

[St Peter and St Paul Catholic Voluntary Academy: Home - Options Course Suitability Tool, by Options Education - www.options-ed.co.uk](#)

[Post 16 options | National Careers Service](#)