

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 act as a guide and provide reassurance 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

Contents

Catholic Social Teaching Principles, Expectations and Responsibilities

Role of the Form Tutor

Celebration of the Word

Bursary

Attendance

Dress Code

Academic Monitoring and Support

Welfare and mental health support

Enrichment and Personal Development

Study Periods

B.Y.O.D

FAQ

Contacts

St Peter and St Paul Sixth Form Principles of Catholic Social Teaching

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, reflection, and laughter. To help us remember this we have three core principles of Catholic Social teaching we seek to uphold each and every day and which form the basis of our expectations and responsibilities.

Respect

Respect each other, respect ourselves, respect our environment, respect our Catholic values

Solidarity

Care for each other, support each other, support those less fortunate,

Hope

Believe in each other, be ambitious, value the opportunities Catholic education provides, work towards a better community through prayers and actions

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 role models to all students. This responsibility must always be taken seriously, and our expectations of our Sixth Form students is that their conduct is always exemplary. 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.

Role of the Form Tutor

The role of the Form Tutor in the Sixth Form has some unique additional requirements that are not present in the lower school.

First point of contact for students concerning:

- Attendance / Lateness
- Mental Health / CPOMS
- Bursary
- Academic Progress
- Study Periods
- Enrichment
- Work Experience
- UCAS / Apprenticeships / references
- Sixth Form standards (dress code etc)
- Rewards / social events
- Student requests (driving lessons etc)

Form tutors will engage daily in relation to all these things and feedback to the Head of Sixth Form. A team meeting takes place every Thursday morning in the Sixth Form area. The focus of Year 12 tutors is significantly different to Y13. Year 13 has a greater focus on next steps, preparation for examinations, UCAS and personal statements. Year 12 has more time to focus on enrichment alongside academic progress.

Celebration of the Word

Celebration of the word is student led in the Sixth Form. Forms will rota responsibility to deliver this in the school chapel and student participation is expected.

Catholic Life

The **Sixth Form** follow the same programme as the lower years.

The Head of **Sixth Form** is required to QA all aspects of tutor time as part of the whole school QA process.

Celebration of the Word

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 Celebration of the Word every two weeks and on alternate weeks a specific student led Sixth Form celebration of the Word.

Sixth Form student led Celebrations of the Word follow the same liturgical calendar used by the lower school.

The principles of Catholic Social Teaching:

Respect

Respect each other, respect ourselves, respect our environment, respect our Catholic values

Solidarity

Care for each other, support each other, support those less fortunate,

Hope

Believe in each other, be ambitious, value the opportunities catholic education provides, work towards a better community through prayers and actions

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 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 regarding attendance and a register is taken. 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 understand 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 undertaken 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, an attendance meeting will be arranged with the Head of Sixth Form.

‘I have come that they may have life and have it to the full’ John: 10:10

Sixth Form Dress Code

Our dress code is based on common sense, personal responsibility, and trust.

The phrase smart business dress has become increasingly outdated and comparisons between student dress and staff dress codes are not always useful. We all want to feel comfortable, students and staff alike. Therefore, some items of dress will be out of place and inappropriate.

Items of dress that are out of place and inappropriate include:

Torn Jeans / torn jean shorts

Short and skintight skirts

Low cut or revealing tops

Crop tops and exposed midriffs

Strapless or spaghetti strap tops

Any item of clothing with an offensive or inappropriate slogan

Thigh length boots

Scruffy trainers

Open toed sandals / flipflops

Beanies

Joggers

Skintight leggings

Piercings

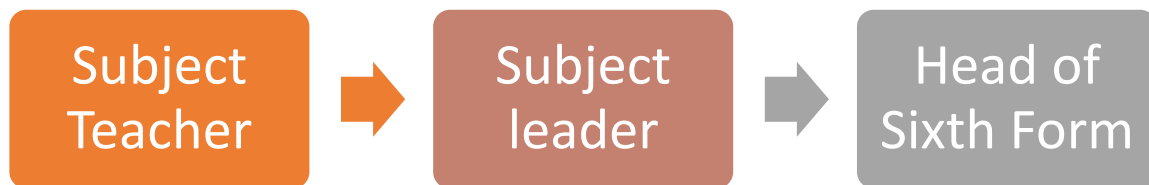
Again, common sense should prevail, and **discreet piercings** are acceptable.

This list is not exclusive, and the academy will always reserve the right to make a judgement on standards of acceptability.

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 is 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.

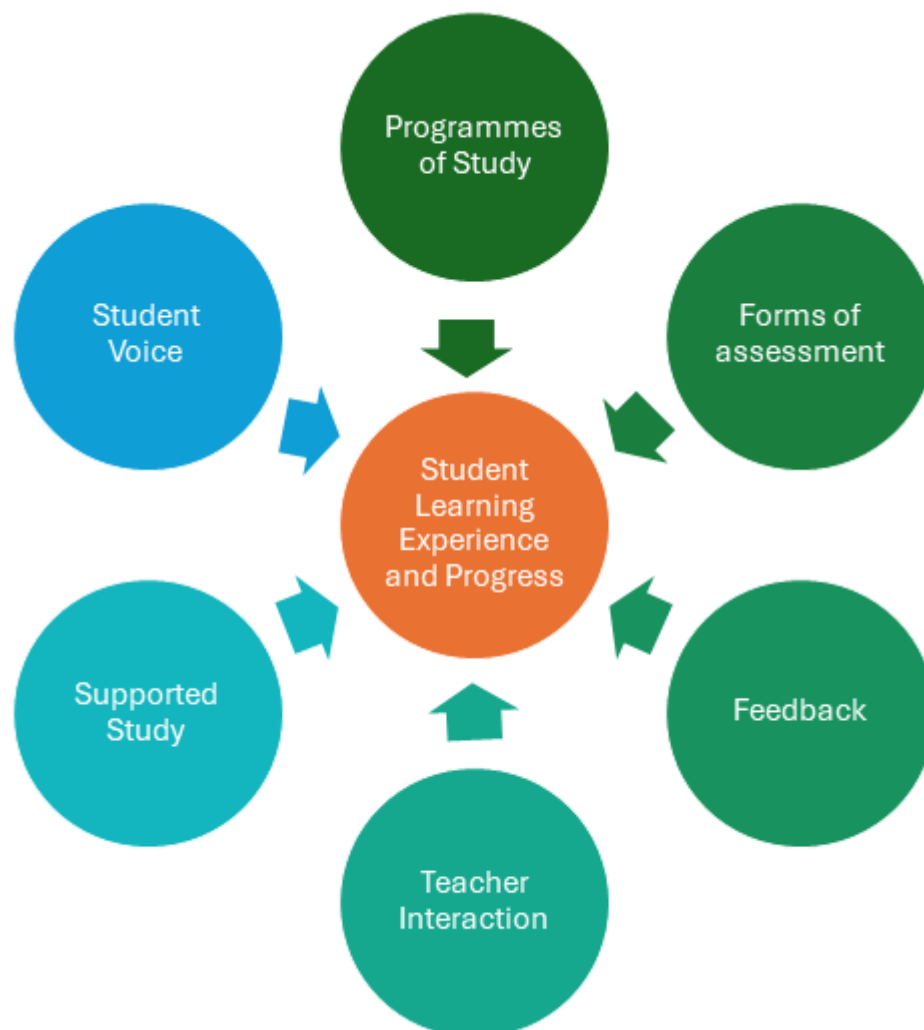
In the unlikely and unfortunate event that a student is failing their courses, plans will be put in place to find a more suitable setting that ensures future success.

Supporting Learning

Daily contact with Form Tutors is also a key part of supporting learning and these daily regular one to one conversation 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. ?

A framework for consistent high quality Sixth Form learning experience

Six elements that contribute to a successful learning experience and successful outcomes for sixth form students



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 Field 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.

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

Mr Penney (Head of Sixth Form)

Enrichment and Personal Development

Year 12

The St Peter and St Paul Sixth Form Enrichment 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.

Year 13

This will take place each twice a week 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.

Personal Development

Personal development is designed to build on the comprehensive provision in KS4 where all the main themes are covered in detail. Areas are revisited in context and built into the enrichment programme with a dedicated PD session.

We have a dedicated anonymous referral process for all mental or health issues. (Need to talk)

The three themes that we connect PD to are three themes of Catholic Social Teaching – Respect, Solidarity and Hope this applies to both Year Groups. Statutory guide has been consulted, and the sessions are supported by the PSHE Association suggested programme for KS5.

[Key stage 5/Post-16 \(pshe-association.org.uk\)](https://www.pshe-association.org.uk/) [Personal, social, health and economic \(PSHE\) education - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/personal-social-health-and-economic-education)

Y12 Personal Development

Health and Well Being	Health and Well Being	Living in the Wider World	Living in the Wider World	Relationships
1	2	3	4	5
Mental Health Body enhancement Dealing with change / mental and physical and the demands of Sixth Form life Finding a balance / time management	Potential Health Risks Recap on: STI's Mature relationships Toxic relationships Contraception Risks online	Opportunities to meet and interact with the business community Enrichment and visits	Next steps and careers community responsibilities – interacting with younger students Money matters Young Adults and employment	Diversity, prejudice, and discrimination Living Word and Catholic Teaching Cover these topics

Y13 Personal Development

Living in the Wider World	Health and Well Being	Living in the Wider World	Relationships
1	2	3	4
<p>Next steps and careers</p> <p>UCAS</p> <p>The university experience and life after school</p> <p>Apprenticeships</p> <p>World of Work</p> <p>Dealing with aggressive social situations</p>	<p>Mental Health</p> <p>Dealing with change and the demands of Sixth Form life</p> <p>Finding a balance</p> <p>Exam pressure</p> <p>Illness and young adults, meningitis, and fresher's flu</p> <p>A healthy diet on a budget</p> <p>Staying safe abroad</p>	<p>Potential Health Risks</p> <p>Recap on:</p> <p>STI's</p> <p>Mature relationships</p> <p>Toxic relationships</p> <p>Contraception</p> <p>Alcohol</p> <p>Drug use</p> <p>Risky behaviours</p> <p>Online risks</p>	<p>Diversity, prejudice, and discrimination</p> <p>Living Word and Catholic Teaching Covers these topics</p> <p>Unintended pregnancy</p> <p>Making friends in unfamiliar places</p> <p>Online relationships</p>

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.**

At the beginning of each academic year, students will nominate 2 periods of non-contact time per subject to dedicate to consolidating their learning and completing learning tasks given to them by subject teachers. Students are encouraged to collaborate during the 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.

The Sixth Form has dedicated Teams page. This links to all the subject specific Team’s pages and has a range of links to UCAS, apprenticeships, revision, and learning aids.

B.Y.O.D

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 does 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. ☐

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

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

Mrs Dady (Attendance Officer) r.dady@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](#)