The Willink School

Sixth Form Handbook

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Name: Tutor Group:
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Welcome to The Willink School Sixth Form

We believe that your two years here at the Sixth Form will be amongst the most important in your life. You will be studying the subjects you are passionate about, making important decisions about your future, and we hope, going from strength to strength on an academic and social level.

We have a commitment to supporting you on this important journey.

Our aims in the Sixth Form are as follows:

- **Independent Study**
  Develop students who are independent, active learners who manage tasks using their own initiative. Encourage EPQs and online learning courses (MOOCs).

- **Personal Development**
  Promote a wide range of enriching activities and events inside and outside school. Encourage students to achieve their full potential through a nurturing, supportive environment.

- **Career Pathways**
  Provide HE guidance, apprenticeship advice, encourage work experience, foster links with industry and outside speakers. Ensure students are ready for the world of work.

- **Academic study in-depth**
  Attain the highest possible standards of achievement in three (+) A Levels

This handbook is designed to give you some information and advice. It is not a substitute for asking for help whenever you feel that you need it. Please do come and see any member of the Sixth Form team for any support and advice.
The Common Room, Study Area and N4

The Common Room, Study Area and N4 are provided to enhance the Sixth Form experience and as such we all have a responsibility to look after it for now and for the future. The school has made significant investments in the Sixth Form so please show respect in how you treat YOUR new study areas.

- The Common Room is available for relaxation before and after school, and during break and lunch only. You may use the common room to work when you are not in a lesson or in a private study session. Please show respect for the new common room! It is a fantastic new space to study and being considerate will ensure everyone will benefit from it.

- If the area is too full, alternative study areas can be found in the library, on the free rooms timetable or talk to your subject teacher.

- The Common Room, Study Room, N3 and N4 are for all Sixth Formers to use (when there are no lessons in the classrooms) and thus must be used showing consideration for others. We work on the basis of respecting others’ right to learn.

- For the benefit of everyone the Study Room and N4 should be used only for silent study during Periods 2, 4 and 6. The Study Room should be for silent work at all times. There should be no eating or drinking in the Study Room or N4. The computers should be used individually and not by groups: they are not for games and must be logged off at the end of the day.

- Music may be played at break and lunch.

- Individuals are responsible for clearing up after themselves. Any damage should be reported via reception to the caretaker or duty cleaner. Serious damage should be notified to the Head of Year.

- Ball games and generally “rough and tumble” behaviour are not appropriate in the Common Room or outside the Sixth Form.
What to do if...

I’m too ill to attend my Sixth Form lessons

Phone the main school office on 0118 983 2030. When you return to school make sure you see your teachers to catch up on any work missed.

I need to request an authorised absence

Regular attendance is vital to succeeding at your A Levels but there may be occasions when you need to request an authorised absence. For example:

- Driving tests (NOT lessons)
- Family circumstances
- Medical appointments
- Work experience
- University visits or Apprenticeship interviews
- Religious holidays

Complete a green form from the study room and hand in to the Sixth Form Office before the absence for approval.

I am struggling to cope with my studies or meeting deadlines

Speak to your tutor or one of the Sixth Form team. It may be that you might benefit from additional study support or mentoring. We are here to help; just ask!

I need some careers advice or guidance

Speak to a member of the Sixth Form team who will be able to point you in the direction of a range of advice or arrange an interview with the careers advisor.

I’m having a tough time and it’s affecting my work

Speak to your tutor or one of the Sixth Form team as soon as you can. They will be able to assist you and give you some advice.
I want to leave the school site during the day

Students are expected to be on school site during registration, lessons and study periods. Students may leave site when they have no lessons but **MUST SIGN OUT AND BACK IN** using their ID card (no tailgating) and be back in time for lessons.

Leaving site during the school day is a privilege for Sixth Formers that could be revoked if abused- please respect the process.

I want to apply for home study

Following Learning Review Day in December, Year 12 students may apply for up to ten study periods at home over a fortnight. Authorisation is needed from your parents and each of your subject teachers as well as the Head of Sixth Form. You will not be able to request period 1 on the days you are expected to be in assembly.

Year 13s will be able to apply for Home Study immediately after returning in September.

Does Parents’ Evening still occur in Sixth Form?

Parents’ evening is an important part of tracking progress and reflecting on learning. There will be a Y13 parents’ evening in October and a Y12 parents’ evening in March. There will also be a Learning Review Day in December.
Sixth Form Code of Conduct: Expectations and Consequences

The Sixth Form is a partnership between you and your teachers. We will endeavour to provide you with the best possible educational experience including high quality lessons, marking of regular assignments, pastoral support and opportunities to take part in a range of social, cultural, recreational and sporting activities. We expect you to respond showing commitment to your chosen studies and to the school.

In addition to the published Willink School behaviour policies found at http://www.willinkschool.org.uk/Parents/Policies/ the following code of conduct is expected from all Sixth Form students. Breaching this code of conduct will lead to sanctions. Persistently breaching these requirements in a way that seriously harms your education or the education of others will put you at risk of permanent exclusion.

1. Attendance and Punctuality

- Full attendance at lessons, registrations, private study, assemblies and tutor periods is expected. Punctuality is expected.
- Students are expected to register in their tutor room at 8.40 every morning unless they have approved Home Study.
- School ID must be worn at all times.
- Planned absence must be notified in advance via a green form handed in to the Sixth Form Office. Permission is only given for unavoidable appointments. Evidence should be given for medical appointments. Holidays should not be taken in school time.
- Parents should notify unforeseen absence or illness by phone or email to the school office at the start of the school day.
- Year 12 students will be allowed off site during break and lunch during term one’s settling-in period up to October half-term. Students must sign in and out when leaving site.
- Year 13 students are permitted off site when not in timetabled lessons or study sessions but must sign in and out when leaving or arriving at the premises.
- Permission to leave the school site is a privilege, not a right, which can be reviewed to improve academic performance.

2. Work and study ethic

Students are expected to:
- Bring commitment and enthusiasm to studies in class
- Meet all deadlines and complete homework, coursework and independent study as directed and to the best of their ability.
- Follow good principles of classroom conduct as outlined in the school’s behaviour policy.
- Catch up on any missed work.
- Make best use of independent study time outside classroom lessons.
- Ask for help when needed.
- Keep part-time work outside of school to a maximum of eight hours a week (and none at all during the school day).
3. General Behaviour (in addition to main school policy on Behaviour)
   - Act in a manner which is courteous and a credit towards the school staff, students and visitors and to uphold the school’s reputation in the community.
   - Concessions such as use of mobile phones and eating outside the canteen only apply to the Common Room and Sixth Form garden
   - Bullying and racism are not tolerated in any form
   - There is a zero tolerance to drugs and alcohol in Sixth Form. See the school’s Drugs policy for further details.
   - Smoking is not permitted on site or publicly in the local area around the school.

Sixth Form Dress Code

We recognise that Sixth Form students are seen as role models to younger students in school and as such, have a responsibility to model behaviour and expectation. Although we want Sixth Form students to feel comfortable and to be able to express a degree of individuality during the school day, we also want to promote a professional working environment, as well as a positive image to the wider community.

At The Willink School, inappropriate dress means:

- Tops which over expose the body, low cut tops, crop tops that show the midriff
- Indiscrete facial piercings (discrete piercings are acceptable including nose studs but not rings), visible tattoos or over-exposure of underwear
- Leggings or super-skinny style denim trousers/jeans
- Clothing bearing political or contentious slogans/images
- Clothing which is discriminatory or culturally sensitive

<table>
<thead>
<tr>
<th>Dress Code for Girls</th>
<th>Dress Code for Boys</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Trousers or smart jeans</td>
<td>• Trousers or smart jeans</td>
</tr>
<tr>
<td>• Tailored shorts</td>
<td>• Shirts</td>
</tr>
<tr>
<td>• Dresses or skirts which can be just above,</td>
<td>• Smart polo shirts, t-shirts or knitwear</td>
</tr>
<tr>
<td>on, or below knee length</td>
<td>• Tailored shorts</td>
</tr>
<tr>
<td>• Shirts, blouses, t-shirts or knitwear</td>
<td>• The discreet wearing of items of religious</td>
</tr>
<tr>
<td>• The discreet wearing of items of religious</td>
<td>symbolism is permitted</td>
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<td>symbolism is permitted</td>
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</tbody>
</table>

For all students

- No ripped, or super skinny style denim wear
- No inappropriate haircuts of extreme fashion, e.g. no shaved heads less than grade 2, exaggerated stepped. No unusual colours
- No flip flops or sliders.
- No replica sports shirts/ tops, tracksuits or leggings/jeggings unless for PE
Sanctions

We have high expectations of our students’ behaviour with the emphasis on self-discipline and personal responsibility of each student. Occasionally, when a student has failed to meet the expectations of the member of staff, the Sixth Form has the following sanctions in place to modify behaviour for the future.

Dress Code

<table>
<thead>
<tr>
<th>First occasion in a half term</th>
<th>Tutor to discuss and remind student of Sixth Form dress code. Logged on SIMS/ClassCharts.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Second occasion in a half term</td>
<td>Lunchtime detention, parents notified via ClassCharts.</td>
</tr>
<tr>
<td>Third occasion in a half term</td>
<td>Student will be asked to go home, change and return. Parents will be invited to discuss.</td>
</tr>
</tbody>
</table>

Punctuality to registration

| Late to two AM reg in one week | Lunchtime detention on Friday, parents notified via ClassCharts.                              |
| Three late detentions in a half term | Parents will be invited to discuss strategies to improve attendance and punctuality. |

Missing lessons or private study sessions

| Missed one in a week | Lunchtime detention, parents notified via ClassCharts |
| Missed two in a half term | After-school detention, parents notified via ClassCharts |
| Missed more than two in a half term | Student on lesson attendance report, parents contacted to discuss. |

Failure to sign in and out when leaving the site during the school day

| First offence in a half term | Not signing in/out: Lunchtime detention, parents notified via ClassCharts |
| Second offence in a half term | Removal of privilege to leave site for two days |
| Continued failure to follow site instructions | Parents asked in for meeting with Head of Sixth. |
## Failure to wear ID

<table>
<thead>
<tr>
<th>First offence in a half term</th>
<th>Not wearing ID: Reminder, recorded on SIMS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Second offence in a half term</td>
<td>Lunchtime DT</td>
</tr>
<tr>
<td>Continued failure to follow site instructions</td>
<td>Removal of privilege to leave site for two days</td>
</tr>
<tr>
<td></td>
<td>Parents contacted to discuss. Requirement to purchase new ID if necessary.</td>
</tr>
</tbody>
</table>

Other sanctions for missed work or poor behaviour may include detentions / catch-up set by departments / progress reports or withdrawal of privileges within Sixth Form.

Students are expected to attend any detentions set. Failure to attend detentions will lead to an escalation in the sanction and may result in parents being asked in to discuss how to modify behaviour and attitude to learning.
**Attendance Matters!**

- Even just 90% attendance would mean that you have missed up to 4 weeks of lessons over an academic year.

- Studies show that 90% attendance reduces results by up to 1 grade.

**PLANNED ABSENCE WHERE THE SIXTH FORM WILL NOT GIVE CONSENT**

Below are examples of circumstances where the Sixth Form will not give you authorisation, as these are events which we would expect you to carry out OUTSIDE of the school days or within the holiday. If in doubt, please speak to a member of the Sixth Form team.

a) Holidays  
b) Part-time employment during the school day  
c) Leisure activities  
d) Birthdays or similar celebrations  
e) Shopping  
f) Driving lessons

Such absences will be recorded as **unauthorised** and will affect your overall attendance record and any potential Bursary payment.

While we recognise that part-time work can provide valuable experience you should always put your studies first and think carefully about how shifts can impact your study time and energy levels.
Academic Courses

What to study?

This is a major decision. You should try to build a package based on what you enjoy doing and any subjects which are vital to your future career.

The expectation is that you will finish your time at The Willink with a *minimum* of three A Levels. In September you will either start by studying three or four A Levels. Alongside chosen subjects, in Year 13 many students choose to pursue an Extended Project Qualification – a project that students research, manage and execute independently, which is well regarded by Universities and is also worth additional UCAS points!

Can I change my mind about my subjects?

Yes, but think carefully! It is possible to change subjects early in the course if the new subject fits the timetable. This can be done in consultation with the relevant subject staff and your tutor and a member of the Sixth Form Team. There is a form to complete. Changes are not advised after October half term.

I have a specific career or university course in mind, what do I need?

It is your responsibility to check that you are taking the right A Levels for your subject – advice is available from Mrs Gordon, Mr Ballantyne, Mr Leach or Miss Evans.

You must personally inform the Examinations Officer about any changes in courses. Failure to do so may incur charges.

Targets and what they mean

Targets are subject-specific and indicate what similar students (based on a national data set of GCSE results) in the past achieved at A Level.

This shows what you should be aiming for given your GCSE grades. They are what we believe you could get. You as an individual can exceed your target if you adopt the best working practices. Likewise, if you do not make the necessary effort you will not meet your target. The targets show that no matter what your GCSE grades there is still a possibility of getting an A or of failing. Aim high and do not be complacent – A Levels are hard work and very fast paced.

In practice you and your tutor and subject staff will use the target grades as a basis for discussion, particularly at the main monitoring points in the year.
TARGETS and HOW TO HIT THEM

You already know how to do this. However, if things are not going as well as you had hoped, think about the following and evaluate if there is anything you can do to change what you are doing so that you can improve. **Your results are your responsibility.**

- **ASK** what you need to do to improve your grade. You will not necessarily hit your target grades immediately. You have a number of new skills and concepts to learn.
- **ATTEND** all lessons. Your teachers are your best resource.
- **HAND IN** all work: practise makes perfect. Corrections will improve your next piece of work.
- **FILE** your work consistently. All hand-outs and your own work should be headed, named, dated and filed. A subject file and a ‘day to day’ file works well.
- **CLARITY** of notes is vital. Although there are good revision guides at A Level, your notes are your best revision guide. Type them up daily or weekly.
- **TAKE TIME** to do set work properly. A Level work is hard and cannot be done without **engaging your brain fully.** What is properly? Check you understand what is to be done. Read through relevant parts of your notes/textbook(s). Make more notes. Plan what you are going to write. Write it. Review it. Correct it. Hand it in.
- **INDEPENDENT STUDY!** Use your time for independent work well. Do set work; type and file your notes; read relevant textbooks; work through extra examples; revise; make mind maps; use your PLC’s!
- **RECORD** your independent study to track your work. Are you working wisely?
- Are you using the methods best suited to your **PREFERRED LEARNING STYLE?**
- If you are **ABSENT** for whatever reason, it is your responsibility to **CATCH UP** on missed work. This does not just mean getting photocopies.
- Use a **DIARY** proactively to plan your work and your time.
- **MEET DEADLINES!** Universities refuse to mark late work; exam boards refuse to accept late coursework.

What happens if you are not meeting your targets and deadlines?
1. It will be logged on SIMS
2. Missed deadlines and targets will be referred to in references.
3. Repeat offenders will be required to attend additional supervised study (parents will be notified). Failure to attend will result in an after school detention with the Head of Sixth Form.
4. Learning mentors are available for advice and help on learning matters – you may be referred to them or can approach them yourselves.

**We are serious about doing our bit to help you succeed – you need to be serious about taking responsibility for your learning and your results.**
Internal Assessments and Exams

Throughout your time in the Sixth Form your progress will be monitored through classwork, homework and department assessments. In addition, there will be four formal assessment points. These are:

<table>
<thead>
<tr>
<th>Assessment point</th>
<th>Date</th>
<th>Material covered</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>December Learning Review Day Yr12</td>
<td>Initial term</td>
</tr>
<tr>
<td>2</td>
<td>March Yr12</td>
<td>AS material in prep for AS exams*</td>
</tr>
<tr>
<td>3</td>
<td>June Yr12</td>
<td>All Yr12 work**</td>
</tr>
<tr>
<td>4</td>
<td>January Yr13</td>
<td>A Level material in prep for A Level exams</td>
</tr>
</tbody>
</table>

* March YR12 exams are for AS students only - if you are not sitting AS Levels in a subject you won’t sit these exams
** June Yr12 exam will only be for students taking the full A Level in that subject. If you are dropping a subject after taking an AS, you won’t need to sit an exam in that subject

Parents Evenings (dates TBA)
There are two formal opportunities to meet subject teachers and discuss progress in October (Y13) and March (Y12). In some cases, teachers may ask you to attend parents evening for a different year group to have further conversations with parents or carers.

Reports
You will receive written reports on your progress twice during each academic year.

External Examinations
A Level and AS examinations will be sat throughout May and June.

Sixth Form Bursary
The Willink School can offer a bursary to students from a household with a total income less than £30,000 or in receipt of income-assessed benefits. You must ensure you are a full-time member of the sixth form and your attendance is regular. If you feel you could be entitled to a bursary, please collect an application form from the Sixth Form office.
Unifrog- The Complete Destinations Platform

Unifrog makes it easy for you to search for and find the best course or apprenticeship to suit your needs. The online tool brings into one place every university course, apprenticeship, and college course in the UK, as well as other opportunities such MOOCs (online course aimed at unlimited participation and open access via the web- a great way of helping decide on a possible subject area at university).

Unifrog is also a central location for all of your teacher subject references as well as a fantastic place to structure, devise and write your perfect personal statement or CV.

You can create course searches for your chosen subject and then filter the results by location, living costs, graduate job opportunities and many more filters. This then gives you an amazing overview of all potential courses as well as allowing you to make an informed choice of potential courses to apply for.

As a Sixth Form student, we encourage you to complete extra-curricular activities that meet the needs of the competencies below. This will make you a more holistic, well-rounded pupil and make you more desirable to universities and apprenticeship providers when writing your personal statement or CV.

The website is www.unifrog.com and you can log in using your school email and a dedicated Unifrog password, devised by you (also accessible from your mobile!).

Seven Competencies

Universities and employers look for these 'star competencies':

- **Independence**: When have you had to work on your own to achieve something?
- **Leadership**: When have you motivated people to do something positive?
- **Teamwork**: When have you worked with others to get something done?
- **Resilience**: Give an example of a time when you overcame a set back
- **Analysis**: When have you displayed strong critical reasoning skills?
- **Literacy**: When have you shown particularly strong skills in reading and/or writing?
- **Numeracy**: Give an example of a time when you have successfully worked with numbers

For any help or guidance on Unifrog, please see any member of the Sixth Form team including your tutors. You will have dedicated time during tutor periods to update your Unifrog account and create course searches or research apprenticeships in your local area and this can be monitored and tracked by your tutors and the Sixth Form team.
UCAS- University Process
If you are planning on studying at university after Sixth Form, you will most likely apply through UCAS, a central application form for all universities. All applications for UK universities are processed through UCAS, a not for profit charity.

Preparation

1. Choose relevant A Levels for the subject that you want to study:
   a. Medicine – Chemistry, Biology, Maths
   b. Engineering – Maths, Physics
   c. Law – History, English Literature
   d. Psychology – Psychology
   e. Liberal Arts – English Literature, Art, Drama
   f. Not sure? – choose a variety of subjects to keep your options open

2. During Y12 take the opportunities for extra-curricular experiences:
   a. Work experience – essential for some degrees e.g. anything medical
   b. MOOCs – short online courses that supplement what you learn in lessons
   c. Enrichment activities – to widen your horizons
   d. DofE
   e. Moldova Trip
   f. Go to university open days from May-July

Making an application

At the end of Y12 we expect every student to begin an application to UCAS. This does not commit you going to university but does save you a lot of time in Y13 so that you can focus on writing a good personal statement. Incorporating details of your academic achievements and your extra-curricular interests

Mrs Gordon is our UCAS co-ordinator and will guide you through the process if you have any questions.

Apprenticeships

We are aware that university isn't the right choice for everyone, or you may have found a calling or career that is best learned in ‘on the job’. Therefore, we are extremely supportive of students’ opting to go down the apprenticeship route. All of the Sixth Form team, including tutors and subject teachers, will be able to offer you guidance and support through any application process and will assist you with preparation for interviews if you are successful in your application.

There are various different websites you can use to check suitability for apprenticeships, search for apprenticeships, both locally or nationally and apply for apprenticeships.

www.startprofile.com - Start offers a single starting point to help simplify and improve careers guidance in schools. The platform caters for all students helping you make more informed decisions about your future study and career options.

Apprenticeships Search Sites

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<thead>
<tr>
<th>Apprenticeships Search Sites</th>
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<tbody>
<tr>
<td><a href="http://www.gov.uk/topic/further-education-skills/apprenticeships">www.gov.uk/topic/further-education-skills/apprenticeships</a></td>
<td><a href="http://www.unifrog.com">www.unifrog.com</a></td>
</tr>
</tbody>
</table>
Independence Day and Enrichment

Why Enrichment?

There is more to life than just gaining qualifications! As part of your time at The Willink Sixth Form it’s essential that you get involved in a range of activities that will help you achieve your potential.

The aim behind enrichment is to:

1. Broaden your horizons
2. Build your confidence and get a sense of achievement
3. Stand out from the crowd and enhance job applications and University applications
4. Gain work experience to suit your career aspirations — essential for medical careers and teaching
5. Try something new

Independence Day?

Independence Day is dedicated time for you to take part in personalised enrichment. Every week B Wednesday from P3-6, all Year 12 students will be off timetable and encouraged to take part in an array of enriching activities. We aim to offer a diverse range of clubs and societies, which are run by students for students! Therefore, your enrichment could include organising and running a club for you and your peers but it may include being a Learning Support Assistant (LSA) for the afternoon, volunteering locally for the or completing a MOOC to stretch and challenge yourself in a specific subject. We are also able to offer physical activity sessions during Independence Day. These sessions will be timetabled to P3 and P4 and PE staff will be on hand to offer an array of activities, which will change regularly depending on the time of year.

So what do you need to do?

Your task is to set yourself targets during the year and be accountable for your own enrichment. Your tutors will check your progress on a regular basis and you need to be able to justify what you have been doing and take responsibility for making your time at sixth form more than just studies! Each time you complete one of your targets, upload your achievements onto Unifrog! These achievements will not only help staff write a glowing reference for university or job interviews, but will give you so much more to talk about when making those applications!
Enrichment Ideas

We have created a “wish list” of enrichment activities grouped into five categories. We don’t expect you to complete all of them but attempting a range will go a long way to helping you achieve your potential and broadening your horizons.

Log what you have done in your Unifrog ‘Competencies’ account. There’s guidance of which ones meet which competencies in the right hand column! Each enrichment activity has a score attached to it. When you have completed an enrichment, tell your tutor and compete against the other forms in Sixth Form!

**Immerse yourself in Sixth Form life**

<table>
<thead>
<tr>
<th>Unifrog Competencies</th>
<th>Score Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Make a difference - Nominate yourself for the student council</td>
<td>T</td>
</tr>
<tr>
<td>2. Start or join a student club or society</td>
<td>Le, T</td>
</tr>
<tr>
<td>3. Learn how to hold an argument! Join the debating group</td>
<td>R, T</td>
</tr>
<tr>
<td>4. Stop the presses - Join the editorial team for a Sixth Form Blog Bolt</td>
<td>Li, R</td>
</tr>
<tr>
<td>6. Arrive on time the morning after the icebreaker</td>
<td>R</td>
</tr>
</tbody>
</table>

**Contribute to the wider Community**

<table>
<thead>
<tr>
<th>Unifrog Competencies</th>
<th>Score Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>7. Make a difference - Volunteer your time with a local community, charity, church or uniform group <a href="http://rvayouth.org.uk/">http://rvayouth.org.uk/</a></td>
<td>T, Le</td>
</tr>
<tr>
<td>8. Be a paired reader with a KS3 Willink student</td>
<td>Li, I</td>
</tr>
<tr>
<td>9. Run a club for the lower school.</td>
<td>I, Le</td>
</tr>
<tr>
<td>10. Be a subject ambassador helping out in KS3 or KS4 lessons</td>
<td>I, Le, T</td>
</tr>
<tr>
<td>12. Take part in work experience or shadowing</td>
<td>T, I, R</td>
</tr>
<tr>
<td>13. Change your life and someone else’s - Sign up for the Sixth Form Moldova trip</td>
<td>T, I, R</td>
</tr>
<tr>
<td>14. Raise money for charity or the Sixth Form Kiva fund</td>
<td>I, T</td>
</tr>
</tbody>
</table>
### Be active

<table>
<thead>
<tr>
<th>Number</th>
<th>Task Description</th>
<th>Unifrog Competencies</th>
<th>Score Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>17.</td>
<td>Visit the Willink Leisure Centre and take advantage of the &quot;Buy One Session, Get One Free&quot; offer</td>
<td>I</td>
<td>3</td>
</tr>
<tr>
<td>18.</td>
<td>Take part in the Sixth Form Sports Competitions</td>
<td>I, T</td>
<td>3</td>
</tr>
<tr>
<td>19.</td>
<td>Take up a new sport or activity you’ve not tried before <a href="http://www.bbc.co.uk/sport/get-inspired">http://www.bbc.co.uk/sport/get-inspired</a></td>
<td>I, R</td>
<td>5</td>
</tr>
<tr>
<td>20.</td>
<td>Follow a six-week training regime to get fit <a href="http://evilcyber.com/fitness/home-workout-plan-for-teenagers/">http://evilcyber.com/fitness/home-workout-plan-for-teenagers/</a></td>
<td>R</td>
<td>5</td>
</tr>
<tr>
<td>22.</td>
<td>Get a part-time job</td>
<td>I, T, R</td>
<td>3</td>
</tr>
<tr>
<td>24.</td>
<td>Cycle to Reading along the canal.</td>
<td>I, T</td>
<td>3</td>
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</table>

### Broaden your knowledge horizons

<table>
<thead>
<tr>
<th>Number</th>
<th>Task Description</th>
<th>Unifrog Competencies</th>
<th>Score Value</th>
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</thead>
<tbody>
<tr>
<td>25.</td>
<td>Complete an Extended Project Qualification (EPQ)</td>
<td>R, Li, N</td>
<td>10</td>
</tr>
<tr>
<td>26.</td>
<td>Complete an online course (MOOC) on a subject you’re interested in <a href="https://www.futurelearn.com/">https://www.futurelearn.com/</a> <a href="https://www.coursera.org/">https://www.coursera.org/</a></td>
<td>Li, N, R</td>
<td>8</td>
</tr>
<tr>
<td>27.</td>
<td>Keep up with the news - Read a quality online newspaper every week</td>
<td>Li</td>
<td>5</td>
</tr>
<tr>
<td>28.</td>
<td>Watch some life-changing TV! Join the Sixth Form TED group to watch and discuss stimulating videos on a wide range of topics <a href="http://www.ted.com/">http://www.ted.com/</a></td>
<td>A</td>
<td>4</td>
</tr>
<tr>
<td>29.</td>
<td>Learn to code a computer program – free! <a href="https://www.codecademy.com/">https://www.codecademy.com/</a></td>
<td>A, N</td>
<td>8</td>
</tr>
<tr>
<td>31.</td>
<td>Learn to drive (outside lesson time!)</td>
<td>R</td>
<td>5</td>
</tr>
<tr>
<td>32.</td>
<td>Visit a University Open day and attend a taster lecture in a subject you’re interested in</td>
<td>I</td>
<td>6</td>
</tr>
<tr>
<td>33.</td>
<td>Attend a FREE public lecture at Reading University <a href="https://www.reading.ac.uk/publiclectures/">https://www.reading.ac.uk/publiclectures/</a></td>
<td>A</td>
<td>6</td>
</tr>
<tr>
<td>34.</td>
<td>Save a life! Learn First Aid</td>
<td>R, I</td>
<td>8</td>
</tr>
<tr>
<td>35.</td>
<td>Amaze your ears - listen to shows on BBC Radio 4 or The World Service (possibly in your subject) for example ‘In our Time’; ‘The Saturday Review’; ‘The Why Factor’; ‘Front Row’; ‘The Human Zoo’; ‘The</td>
<td>A</td>
<td>4</td>
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</tbody>
</table>
### Be Creative

<table>
<thead>
<tr>
<th>Number</th>
<th>Task Description</th>
<th>Unifrog Competencies</th>
<th>Score Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>40.</td>
<td>Share your ideas with the world - Start and maintain a blog about a topic you’re interested in</td>
<td>A, Li, N</td>
<td>4</td>
</tr>
<tr>
<td>41.</td>
<td>Take part in a drama production (on stage or behind the scenes)</td>
<td>T</td>
<td>5</td>
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<tr>
<td>42.</td>
<td>Take up photography – record your results on a blog or social media page</td>
<td>I, A</td>
<td>4</td>
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<tr>
<td>43.</td>
<td>Start or join a Glee club</td>
<td>T</td>
<td>3</td>
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<tr>
<td>44.</td>
<td>Play in an orchestra or group</td>
<td>T</td>
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<tr>
<td>45.</td>
<td>Achieve a recognised music, dance or drama qualification</td>
<td>I</td>
<td>6</td>
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<tr>
<td>46.</td>
<td>Start your own Great British Sewing Bee – make your own clothes!</td>
<td>R, I</td>
<td>4</td>
</tr>
<tr>
<td>47.</td>
<td>Learn to draw! <a href="http://www.learn-to-draw.com/">http://www.learn-to-draw.com/</a></td>
<td>R, I</td>
<td>3</td>
</tr>
<tr>
<td>48.</td>
<td>Make a meal for your friends / host a dinner party</td>
<td>I, T</td>
<td>5</td>
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<tr>
<td>49.</td>
<td>Unplug yourself - Take a digital detox</td>
<td>R</td>
<td>6</td>
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<tr>
<td>50.</td>
<td>Attend a production or a concert at ‘The Hexagon’</td>
<td>A</td>
<td>4</td>
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Independent Learning

The biggest difference between GCSE and A Level is the amount of independent work you are expected to do. Completing it is essential to ‘acing’ your A Levels.

Independent work will help you to consolidate the work you do in class and gain deeper understanding of your subjects. It should be enjoyable – after all, you’ve chosen your subjects because you’re passionate about them!

Questionnaire results of previous students shows that in order to succeed at A Level you should be looking to spend at least 4-5 hours a week on independent study and homework per subject in addition to lessons.

Keep your tasks varied. Although your teacher may set you independent work, take a look at the ideas list below and choose your own tasks. Keep a record using the sheets in this handbook.

Independent Learning Ideas

- Listen to a podcast
- Timed questions from practice papers
- Summarising lesson notes using mind maps, flashcards, quizlet.com, bullets
- Explain concepts to a study buddy
- Use an online video site like Khan Academy or FutureLearn
- Produce your own quiz questions. Do the quizzes!
- Reading and summarising books, magazine or news articles
- Summarising Wikipedia entries
- Producing Mnemonics and Acronyms
- Using the “Scribble Technique”(*) to revise pages from textbooks
- Watch a relevant TV programme, documentary or TED talk or use library resources

* What is the scribble technique? The book “Ace you’re A Levels” suggests this technique as a really effective way of learning material. Focus on memorising the material and you’ll be happy to make mistakes and forget things when scribbling because you will open the page again and see what you got wrong or missed.

1) Open your text book
2) Read through 1-2 sides
3) Close the book
4) Scribble down everything you can remember
5) Open the book and see what you forgot/got wrong
6) Read next 1-2 sides and repeat
<table>
<thead>
<tr>
<th>Hour No.</th>
<th>Date &amp; Time</th>
<th>Subject/Activity/Venue/Study Buddy + Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Mon P4- Private Study</td>
<td><strong>HISTORY</strong>- Worked in library - taking notes from chapter 3 of my history text book. Key words highlighted</td>
</tr>
<tr>
<td>2</td>
<td>Weds- After School</td>
<td><strong>ECONOMICS</strong>- Watched ‘Newsnight’ on BBC2. Excellent report on Barack Obama’s foreign policy. Can use examples in my next politics essay</td>
</tr>
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<td>3</td>
<td>Sun eve- at home</td>
<td><strong>BIOLOGY</strong>- Worked with Jennifer on producing a colour coded mind map for last biology topic, also completed biology homework booklet on photosynthesis. I can use these maps to help revise for my mock exams</td>
</tr>
<tr>
<td>4</td>
<td>Tues P2- Free in common room</td>
<td><strong>ENGLISH</strong>- Went to Study Room and listened to the iTunesU podcast on the Great Gatsby. Took down important quotations to use in English</td>
</tr>
<tr>
<td>5</td>
<td>Thurs P6- Private study</td>
<td><strong>ART</strong>- Worked on my sketchbook in the Art department with Jo. Used pictures by Bruegel the Elder as stimulus. Will try to use this style in my art projects in the future</td>
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<tr>
<td>6</td>
<td>Fri- After School</td>
<td><strong>PSYCHOLOGY</strong>- Used the computers in the study room to finish unit 2 of my Psychology study. Important to compare my work with ‘A’ grade mark scheme to see if it meets the needs to get that grade</td>
</tr>
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</table>
The Weekly Independent Study Challenge – Aim for 5+ hours per subject of homework and independent work

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<thead>
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**Ideas:** Weekly subject reviews, Timed questions, summarising lesson notes using mind maps, flashcards, quizlet.com, bullets, Explain concepts to a study buddy, use an online video site like Khan Academy or FutureLearn, produce your own quiz questions, reading and summarising books, magazine or news articles, Summarising Wikipedia entries, watch a relevant TV programme, documentary or TED talk or use library resources.
Senior Students

Get Involved...

Year 12 pupils will be encouraged to get involved in the running of the Sixth Form as much as possible.

The Senior Students will be running sporting and non-sporting competitions, charity events as well as being the voice of the Sixth Form at council meetings.