



DBS DENLA BRITISH SCHOOL

SIXTH FORM STUDENT HANDBOOK



SIXTH FORM STUDENT HANDBOOK

VISION.

By the end of the phase, our students must have developed a love of learning and the skills to do it effectively in order to have a strong chance to lead a happy and successful life, with particular emphasis being placed on being willing and able to meet the challenges of university.

TEACHING AND LEARNING IN THE SIXTH FORM

A key point to our approach is to ensure students have learner autonomy and all learning is done with the student not to them. Any plans or approaches must gain their buy in and at any stage our students must know what is happening and why.

DESIGN.

Lessons must be tailored to the audience to allow students of all learning needs to access the course. Given the modular nature of some of our subjects, use of data and handover notes is a must from the outset of teaching.

BUILD.

Lessons must look to continually build students in their knowledge, their study skills and their independence. The student owns their learning but this needs guidance. Teachers are expected to mentor each student as to what they are learning, why they are learning it and how this learning might take place.

SUCCEED.

Success in the Sixth Form is measured in five ways:

- 1) Students' readiness for learning at university.
- 2) Students' exam results, N.B. a value added measurement is taken here.
- 3) Students' love of their subjects.
- 4) Students' adherence to the student contract.
- 5) Students' wellbeing.

INDEPENDENT LEARNING.

Homework is given to other phases. Independent learning is given to our Sixth Formers. Students in Year 12 and 13 are expected to match their lesson time with independent study outside of the class. Within this, set pieces of standardised learning that meaningful feedback can be obtained on must be set once per week. Quality over quantity is urged. In addition, tailored independent learning must also be set on the students' Scheme of Learning.

THE STUDENT SCHEME OF LEARNING.

This is a document the student owns per subject. It is a list of all the topics covered. For each topic the student will be able to choose a range of activities and tasks independently to support their learning. There is also a column for them to reflect on this process and thus build their metacognitive capabilities.

ASSESSMENT.

Sixth form teaching foci remains encouraging students to reflect on what they are learning and how they can improve. In addition, they will be constantly encouraged to review what the most effective learning strategies for them are and how they can improve themselves as a learner. As part of this, the reporting of grades will not be the purpose of assessments and will occur when their report card is produced.

REPORTING.

Reports on Sixth formers will occur regularly throughout the year. As part of owning their learning, students will be required to write their own reports in addition to their teachers.

EXAMINATIONS.

Students must note that some of their subjects will be modular and as such they must maintain a consistency to their studies throughout the year. To support this Mock examinations will be run in class with formal Mock examinations weeks occurring in February and April.



UNIVERSITY AND PATHWAY SUPPORT

SIXTH FORM TUTORS.

The role of the tutor is to support the student in every aspect of their time in the Sixth Form. This will include (but it is not limited to):

- 1) CCA selection.
- 2) University application guidance.
- 3) Pastoral and academic support.
- 4) Being an active part of the Global Leaders Programme.
- 5) Ensuring the Student Scheme of learning is completed and being followed.
- 6) Writing reference letters.
- 7) Dealing with low level disciplines, e.g. punctuality and dress.

DISCIPLINE.

All students will automatically be put onto the 'Independence' routine. This means that the level of intervention will be minimal but they are expected to match every expectation of their teachers and the school in terms of dress, punctuality and independent learning. If this is consistently breached then they will move to the development routine in which their time and what they do within it will be monitored. If the student improves and shows a good record of meeting expectations they will move back onto the independence routine. If further deterioration occurs then they will gain further support on how to manage their time to enable them to develop their self-regulation to move them back onto the independence routine as swiftly as possible. This will be managed by the Head of Sixth Form.



CURRICULUM

GLOBAL LEADERS PROGRAMME.

This programme is part of the Sixth Form curriculum. The expectation is that all students will approach the programme with the same engagement and enthusiasm as they would one of the A-Level subjects. The programme is purely aimed at ensuring our students to be willing and able to thrive at university or their chosen pathway beyond school.

ROUTINE.

Students should see and look to commit themselves the school day from 07:30 - 16:30. Exceptions can be made but as a norm, students must adjust previous habits and expectations towards these timings. They should also conduct themselves to the understanding that if it can be done in the school day, it should be done in the school day. Independent learning and revision will sometimes have to be done outside of these times but this should be the exception, not the rule.

TUTOR TIME.

The students will begin each day with 30 minutes of tutor time. The format of the week will be:

Monday	- Senior School Assembly
Tuesday	- Careers and University Guidance
Wednesday	- Reflection, organisation and activities
Thursday	- Personal Development Programme
Friday	- House Assembly

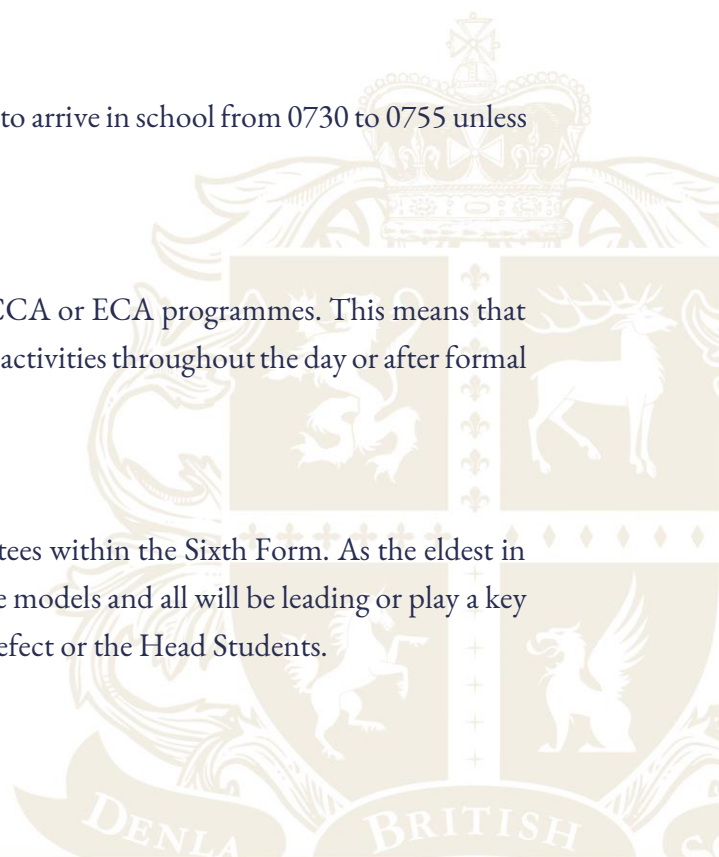
Tutor sessions will start at 08:00. All students are expected to arrive in school from 0730 to 0755 unless a prior arrangement has been made.

CCA EXPECTATIONS.

All Sixth Formers are expected to fully commit to the CCA or ECA programmes. This means that students will do a mixture of academic, sport and service activities throughout the day or after formal lessons have been completed.

LEADERSHIP.

Based around our five pillars, there will be five committees within the Sixth Form. As the eldest in the school, all our students will be expected to act as role models and all will be leading or play a key part of a committee. Each one will be led by a Senior Prefect or the Head Students.



SUBJECT SELECTION AND CHANGE.

Initial subject selection for A-Level takes place in November of Year 11. This will be finalised in June of that academic year, with a timetable issued to them on the first day of their transition when they begin Year 12. Students should note the later they leave the choices the less flexibility they will have in their choices.



STANDARDS

BEHAVIOUR.

Sixth Form students are expected to adhere to all school behavioural policies as a bare minimum. As the eldest in the school, they are required to role model good behaviour as well as challenge bad behaviour if observed.

DEVICES.

Building students' attention span and focus is crucial to their learning capacity. Any device during the school day must complement a students' learning. To this end, mobile phones are not allowed around school unless teacher have permitted their usage. All Sixth Formers must role model healthy usage of mobile phones.

UNIFORM.

All students are expected to wear business attire or the school branded PE uniform where appropriate.

COMMON ROOMS.

The Sixth Form students are fortunate to have exclusive use of the Sixth Form Centre. These rooms are theirs and they are expected to maintain healthy and organised living standards. They have available to them the following:

- **The Careers Centre.** This is their hub for all their careers and pathways research. It should be noted that this room is open to all years to access.
- **Collaborative Common Room.** This is the noisy common room. Students can use this room to conduct group work and this is the space that they should look to relax and recharge before, during and after their school day. It is the room that will be used for Tutor times and for planning of projects. The office is available to use by the booking sheet.
- **Curiosity Common Room.** This is a focused and quiet space where students come to study. Device notifications must be turned off. The office is available to use by the booking sheet. One person only allowed. This room is purely for academic or careers related purposes.

SIXTH FORM CONTRACT

PURPOSE.

We want our students to feel a real difference between the Sixth Form and other phases of the school. They are very close to leaving the school and moving onwards with their lives as adults. As such we want to treat our students this way. The Sixth form contract is something they all must understand, sign and adhere to.

I will treat others with respect.

I will be inclusive in my use of language and in my words.

I will own my own learning.

I will communicate concerns.

I will be on time and arrive at school ready to learn.

I agree to the school uniform policy.

I will honour deadlines and understand that these can be extended by mutual agreement if a request is communicated in a respectful and timely manner.

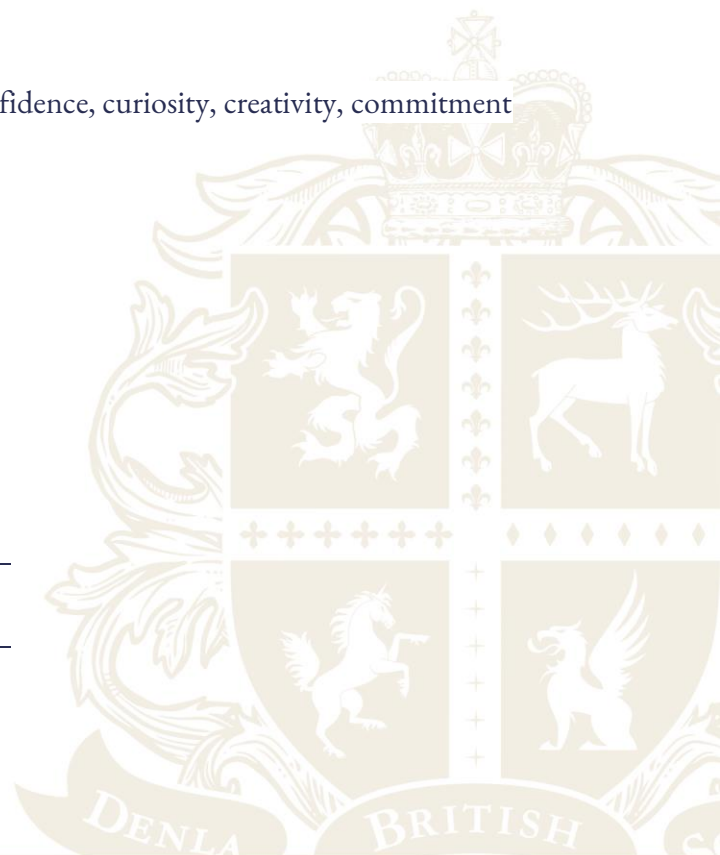
I understand and will abide by the school values of humility, generosity, courage, integrity and empathy.

I understand and will look to develop the skills of confidence, curiosity, creativity, commitment and communication.

Signed:

Student: _____

Tutor: _____





DBS

NURTURING GREAT GLOBAL LEADERS

