

Being a Sixth Former at Wood Green



Any Questions about what it's like being a Sixth Former? Here is your ultimate guide to the nitty gritty of Year 12 and Year 13, and key points about the day to day organisation.

Thinking about Higher Education?

Our aim in Wood Green Sixth Form is to help you realise your potential and create your future, to give you the framework to enable you to leave Wood Green with the skills and qualifications you need. We have extensive links with universities, training providers and employers. The vast majority of our students progress to higher education with regular admissions to Oxbridge, and over a third to Russell Group universities, in diverse fields from Modern Foreign Languages to Medicine, Business to Biology, Art to Architecture, English to Engineering, and Music to Mathematics. In recent years, our students have also gone on to study at universities in Europe and Canada. 95% of students gained a place at to study at their first choice university. Some have also taken up apprenticeships with local pharmaceutical or accountancy companies, into the Armed Forces, or even into commercial pilot training. Local employers often come in to talk to our students about opportunities available to them, either during their time in Sixth Form or beyond. All of our students leave Wood Green going into either further education or training, or employment or an apprenticeship. Our extensive choice of A level courses means we are confident that we can meet your specific needs and interests.

It's not too early to start preparing for your application to UCAS. To many sixth-formers, next autumn seems a long way off— but in truth it is not so far away for Year 12 pupils who are serious about their higher education applications. Most schools will begin to prepare their pupils in the summer term or even earlier. If staff at your school start suggesting that you read prospectuses and reference books in the near future, it is because they understand the system. They have your interests at heart.

Although the application system has a deadline, realistically you want your forms to arrive in October. You will make your application on a form issued by the Universities and Colleges Admissions Service (UCAS). The form will allow you to make up to eight choices. When UCAS receives the form it copies it and sends it simultaneously to all the institutions you have named. Admissions staff at each are free to consider them as they arrive. Pupils may receive offers of places as early as November in some cases.

UCAS says the forms which reach its offices after mid-November take longer to process and many admissions tutors say they are accustomed to seeing the forms from the best applicants come in early – two reasons for early application. Consider also the following scenario. The Government instructs universities to cut the number of places in some subjects after pupils have applied, as has happened before. Would you not be relieved if your form was already in, or even better, if you had already been offered some places?

Ideally by next September you will have done your research, know approximately where you wish to apply and for which course.

What research? You need to know which subject/s you wish to study. After one-and-a-half term's A-level work a favourite subject may be emerging or you may be wondering whether to read a new one. Law or medicine are obviously in this category. Did you know, however that there are numerous subjects you can start at university with no previous knowledge, for example, politics, surveying, energy science or a new language?

You need to know also what kind of university or college would be appropriate. Some very large, others small; some in cities, some in the country; many on campuses, others with several sites.

You must know what entry requirements are asked for *different* course and by different establishments, in order to make a realistic application with advice from subject teachers who will be asked to predict your A-level grades on the UCAS form.

Higher education is an investment in time and money. You will want to know where a particular course might lead. Some courses, such as medicine, are directly vocational; others are not. Some careers require the study of specific degrees; some degree subjects lead to a surprising variety of careers.

May / June sees the arrival of UCAS handbooks in schools. Copies of prospectuses for the next academic year also arrive then, as do current editions of reference handbooks. Essential first reading is *University and College Entrance*, published by UCAS, which contains general advice on making choices and “snapshots” of each university and college, describing its location and facilities. More important, it gives the entry grades required for different courses. More detail on individual subjects is contained in a series of booklets, *Dare. Course Guide*. (by the Careers Research and Advisory Centre) which compare syllabuses and demonstrate how one subject can be treated very differently by different institutions.

You may also want to visit universities and colleges. Many schools organise visits to their nearest university to give pupils an introduction to student life and the opportunity to visit subject departments. Others, if cost permits, go farther a field. Lists of open days are already in schools, so with permission, you could make your own arrangements to visit places that interest you.

F UCAS A Level tariff

There is a new A level tariff system for all courses beginning September 2017. The points awarded are outlined in the tables below:

A level and Advanced VCE

Official title: Advanced GCE and Advanced VCE

Grade	Tariff points
A*	56
A	48
B	40
C	32
D	24
E	16

AS and AS VCE

Official title: Advanced Subsidiary GCE and Advanced Subsidiary VCE

Grade	Tariff points
A	20
B	16
C	12
D	10
E	6

However, the Extended Project Qualification is actually worth more UCAS points than an AS qualification in another subject. Here, an A* can gain you 28 UCAS points, A 24, B 20, C 16, D 12, E 8, as this is worth 50% of an A level grade, rather than 40% like the AS grade.

The Extended Certificate BTEC courses carry the following UCAS points:

Edexcel BTEC National Award

Grade	Tariff points
D	48
M	32
P	16

Higher Education Advice

The following may be a useful checklist to help students start to consider their choices in Higher Education

The course

Content

Structure

Flexibility (e.g. Option Subjects)

Teaching methods

Entry requirements and grades

Relation to any clear career intention you may have

The institution

Location

Style and size

Accommodation

Special features and facilities

Recreational, social and extra-curricular opportunities

Advice On Gap Years

Whether or not a gap year is advisable for you depends on a number of factors, such as your character, your intended course and career choices, and what you plan to do with your gap year.

SOME DOS AND DON'TS

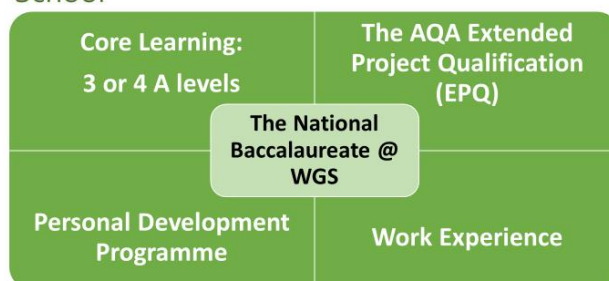
1. DO take a gap year in order to travel, broaden your horizons, have new experiences, do voluntary work, learn a new language, or work in a scheme which really benefits your personal development, such as the Year in Industry.
2. DO take a gap year if it will be relevant to your course or help you in your future career.
3. DO check whether the particular courses and universities you are applying for encourage gap years. For example, Maths departments are not generally keen on them, because they think you will forget all your Maths, whereas arts and social science departments often encourage gap years because of the increased maturity, experience and understanding they bring. Some universities, for example Durham, have a reputation for not encouraging gap years.

4. DO apply for university during the Year 13 - don't wait till after your A levels when you will have left school. If you are sure you want to defer entry, then make this clear on the UCAS form. If you are not sure you want to defer, you can proceed as if you are planning to go in the current year, then ask to defer at a later date, when you have made up your mind. This later date could be any time, even after your A level results.
BUT - see 8. below if you are applying for very competitive universities/courses.
5. DON'T take a gap year if you just intend to spend it having an easy time in Witney living at home and working at a dead-end job in a supermarket or similar. You won't gain much from this, unless you definitely need the time to mature so that you can cope at university.
6. DON'T take a gap year if you just intend to use it to save money for university. You'll probably spend most of it during your gap year anyway. Instead, claim your grant and your loan, stay on good terms with your parents so that they pay their contribution to your maintenance, and earn money in long vacations.
7. DON'T take a gap year if you think you'll never return to studying after it.

THE NATIONAL BACCALAUREATE

At Wood Green School, 'Excellence' means achieving the best outcomes in students' learning but also excellence in wider aspects such as extra-curricular activities and being a caring citizen. We ensure that you receive a rounded education which develops your personal skills and those tested in formal examinations. We wish to recognise the full range of your achievements and learning experiences including academic qualifications and personal development. With a growing group of like-minded schools, we are developing a Wood Green National Baccalaureate that, if completed successfully, demonstrates that a student has achieved their academic potential and personal development goals. We are excited to be developing this approach at Wood Green and to be working with schools around the country committed to valuing a truly broad education.

The National Baccalaureate at Wood Green School



Learning | Effort | Aspiration | Respect | Nurture | Wellbeing



Our National Baccalaureate consists of the following components:

- Academic Qualifications
- Completing a significant personal project, requiring research skills, communication skills and the ability to persevere to complete a longer piece of work.
- Completing a Personal Development programme that consists of:
 - Community service and citizenship
 - Wellbeing
 - Cultural awareness
 - Creative development
 - Leadership development

We recognise that universities and employers increasingly place high value on these soft skills of communication and leadership, so as part of the National Baccalaureate, we ask all of our students to complete a week's work experience at the end of Year 12. Previous students have benefitted enormously from work experience in diverse fields such as film production, bio-chemical engineering, architecture and journalism. One student, who is now studying International Relations at a leading university, spent a fascinating week in Geneva at the United Nations.

Personal Development Programme - Rationale

- All of our students must complete a portfolio of evidence of their participation in and evaluation of all extra-curricular and super-curricular activities undertaken throughout Year 12 and Year 13. This underlines our key principles of an active community service and knowledge and development of citizenship values.
- The minimum expected level for the National Baccalaureate is provided through taught Enrichment Sessions (Friday Period 1) and Personal Development Days (4 days off timetable spread throughout Year 12)

Learning | Effort | Aspiration | Respect | Nurture | Wellbeing



How the National Baccalaureate will be awarded

- 1 day a week of tutor time is allocated to completing and updating students' personal Nat Bac portfolio.
- Personal portfolio of evidence to be completed by November 1st of Year 13 (to coincide with internal deadline for UCAS applications)
- Certificates awarded to Year 13 during Sixth Form Awards Ceremony in December

Learning | Effort | Aspiration | Respect | Nurture | Wellbeing



National Baccalaureate Criteria

Award	Core Learning	EPQ	Personal Development Programme	Work Experience
Bronze	Passes in all subjects in Year 12 exams	Completed	<ul style="list-style-type: none"> • Completion of Enrichment Programme, • Completion of Personal Development days • A minimum of 20 hours of Community Service • A minimum of 15 hours in each Core Aspect (CA) • TOTAL MINIMUM HOURS: 80 	Completed
Silver	Passes in all subjects in Year 12 exams	Completed	<ul style="list-style-type: none"> • Completion of Enrichment Programme, • Completion of Personal Development days • A minimum of 50 hours of Community Service • A minimum of 20 hours in each Core Aspect (CA) • Takes advantage of additional extra curricular opportunities (eg: CSLA, LAMDA) • TOTAL MINIMUM HOURS: 130 	Completed
Gold	Passes in all subjects in Year 12 exams at or beyond target grades	Completed	<ul style="list-style-type: none"> • Completion of Enrichment Programme, • Personal Development days • Consistent demonstration of exemplary leadership qualities (eg: a member of the Student Leadership Team) • Takes advantage of additional extra curricular opportunities (eg: CSLA, LAMDA) • A minimum of 100 hours of Community Service • A minimum of 30 hours in each Core Aspect (CA) • TOTAL MINIMUM HOURS: 200 	Completed

GENERAL DAILY INFORMATION

Your academic success at Wood Green will be built on an excellent care and guidance system, with a supportive atmosphere that enables students to cope successfully with the complexities of Sixth Form life, whilst enjoying their learning and the rich opportunities that the school has to offer.

One of the reasons our students maximise their potential is the high quality personalised coaching offered to all students. You will be assigned to a tutor group, and each tutor gives information and guidance concerning courses, monitors progress, maintains contact with your parents/carers, and is readily available for consultation with you about all aspects of life in the Sixth Form. Our academic tutoring system ensures that new students joining the Sixth Form make a smooth transition and quickly settle in. In tutor time, you will be informed about key events and opportunities that are open to you, including key leadership opportunities as part of the Sixth Form Student Leadership Team. We have a counselling service available in school, and you can self-refer, or be referred, if you wish to talk through any concerns you may have with a trained professional. Our door is always open, to talk over any issue or concern, no matter how trivial you may feel it is. We really want all of our students to be happy and healthy, and get the most out of their time in Sixth Form.

Registration, Assembly and Punctuality

Tutors need to keep in close touch with their tutees, in order to do their pastoral work effectively. Students need to know what is going on in the Sixth Form and in the school generally. To enable them to do this, we have registration every morning, assembly once a week, and a daily Sixth Form bulletin which is distributed to tutor group via the tutor time power point. Year 12 students should attend registration every morning unless they start the day with a lesson at Henry Box School. College students may have one morning off per week (period 1 and 2) in compensation for their time in College after school, but this must not be on an assembly day. We expect all students to be punctual to registration and where students consistently fail to be punctual then tutors should contact parents in the first instance to discuss how the problem can be resolved and then consult the Assistant Head of Sixth Form/ Head of Sixth Form.

Year 12 Assembly will be on a Friday in the Common Room

Year 13 Assembly will now be on a Monday in the Common Room.

Attendance

The absolutely essential ingredient for success at school is regular attendance. Sixth formers should attend all their lessons and other time-tabled commitments such as lesson attachment. Whatever subjects you are studying, you should attend the Enrichment Programme every Friday Period 1 throughout the year in Year 12 and until Easter in Year 13. You should also attend their weekly assembly and every Personal Development Day arranged throughout their time in Sixth Form.

If your attendance falls below 90%, you may be placed on a Stage to monitor your attendance more closely.

Absence

There are a number of legitimate reasons for absence including courses and conferences, school trips, residentials, open day visits, interviews, funerals. If students know in advance that you are going to be absent, you must tell their tutor and the relevant subject teachers in advance. You must also complete an absence request form, available from the 6th form administrator. If you are unexpectedly absent, usually because of illness, you should make sure that a telephone call is made to school by break of the first day of absence, with a message for the form tutor. When you return from a period of absence, students should bring a written note to their tutor explaining their absence. In Year 12, this note must be written by a parent or guardian. It is the students' responsibility to find out about work you have missed and catch up on it. You should contact teachers via email on the day of your absence to tell them that you are not able to attend their lesson.

All Year 12 students should be in school every morning until lunch time but may then go home to study if they have no timetabled commitments.

Supervised Study

We aim to develop our students as independent learners who will use this time profitably. Students have been allocated a Supervised Study lesson for each of their subjects. Teachers should provide students with specific tasks to complete during these lessons in addition to homework tasks.

Year 12 students must sign in to the Library to complete work either there or in the Careers Library.

Year 13 students should use the Sixth Form Common Room and sign in to the folder in the Common Room on the Information Desk.

Most Sixth Form students will have about six hours a week when they do not have lessons. In school they can use the Library, the Private Study Room and other designated rooms for doing individual private study, and the Common Room and Restaurant for discussing work.

All Year 12 students should be in school every morning until lunch time but may then go home to study if they have no timetabled commitments.

Tutors who feel that students are not producing work to A Level standard can implement Additional Supervised Study Periods. This is administered along the following lines:

1. The tutor decides in conjunction with the student on the amount of additional private study time to be allocated. If possible a breakdown of time to be spent on different subjects should be devised.
2. It is important that the Assistant Head of Sixth Form and Sixth Form Administrator are informed by the tutor who will then:
 - a. Send a letter home to parents.
 - b. Give a letter explaining procedure to student.
 - c. Give students a copy of the Sixth Form Work Log to complete.
3. The tutor is responsible for ensuring the student attends SPS sessions and completes the worklog.

4. Whilst on ASSP the student must:

Work on a separate table from other students.

Do work which has a **written** outcome.

Not talk to or distract any other students.

Complete the Study Log to show work completed at end of study period, including the additional actions required.

6. After 4 weeks a formal interview will take place with the form tutor to evaluate progress and decide on further action. It is up to the form tutor to decide if student has improved sufficiently to be removed from ASSP.
7. The tutor will then inform the Sixth Form Administrator of the outcome of formal interview and any further action to be taken.

Holidays

Students should not take holidays during term time. Absences for holidays will not be authorised.

Driving Lessons

Students may arrange driving lessons during the school day, **but only during free periods NOT supervised study as these are timetabled lessons**. School will authorise one day absence for a driving practical test. Theory tests should be arranged for free lessons or outside school time. Absences for additional theory tests or driving lessons will not be authorised, and students will need to make up any time missed for this after school.

Medical and Dental Appointments

Wherever possible, these and similar appointments should be arranged so that they do not take place during students' timetabled commitments. Evidence of any medical appointments must be provided to the tutor.

Part-Time Work

Students should not do more than a maximum of eight hours of part-time work a week during term-time. If they do, it begins to interfere with their academic work and with their opportunities for extracurricular activities such as team sports and drama productions. **No part-time work may be undertaken during school hours. Students should be available for meetings, detentions or clinics after school as appropriate. Please continue to monitor how much part time work students in your tutor group are undertaking.**

Homework

A level students should expect to be doing between 3 and 6 hours of homework per subject per week. Some of this time will be spent on work to be handed in and assessed by teachers. In most subjects students are also expected to spend a considerable amount of time on independent research and wider reading. It should rarely be the case that a student has "done everything"! All Sixth Form students, whatever their subjects, should be reading a broadsheet

newspaper on a regular basis and watching news, current affairs and documentary programmes on television.

Dress

There is no uniform in the Sixth Form. Students should dress appropriately for school, which is a working environment. The Head of Sixth Form reserves the right to speak to any students whose dress is inappropriate for school, but in practice this happens very rarely. In hot weather, students should not wear clothes which are more appropriate for sunbathing or sport than for working.

Mobile Phones

Key principles:

- Sixth formers must not be seen with headphones or a phone walking around the school site. This is because you are role models for the rest of the school.
- You may use, of course, continue to use a mobile phone in the Sixth form block socially at break and lunchtimes, or as a means of research or communication during other free periods. You may also use them in the restaurant during one of your free study periods, but not at break or lunchtime.
- Mobile phones should not be used during supervised study periods unless for research.
- Unlike lower school, your phones do not need to be switched off, but should be on silent.
- All members of staff have been told to confiscate any items seen. Please abide by these rules.

Cars/motorbikes

If students wish to bring a motorbike or car to school, they must complete a Motor Vehicle Form before they do so. Because the school site is becoming overcrowded, sixth form students will only be given permission to park on school premises if they can demonstrate they *need* to bring a car to school. The motor vehicle form gives details of the conditions under which motor vehicles are allowed on school premises

Interventions:

1. STAGE 1 - SUBJECT SUPPORT / TUTOR SUPPORT

The subject teacher will contact the tutor and AHO6th/HO6th if they have any concerns. This means that the tutor meets with them at least once a fortnight. The Tutor should contact the student's teachers to inform them of the monitoring process and to be a direct liaison of any issues. The Tutor tries to support, encourage and mediate in any problems. The AHO6th/HO6th is to be informed if there are significant changes in the student's attitude, positive or negative. Parents informed via a letter as sent through the Assistant Head of Sixth Form.

All students must complete a Work Log to demonstrate how they are using their time. This should be checked by subject teachers and tutors on a weekly basis.

Students will also be allocated an Additional Supervised Study period in the library for the subject in which they are currently having difficulties - this may be during school time or after school. This will remain on their timetable for the rest of the academic year.

Review at the end of each term (7 weeks) with Tutor and Assistant Head of 6th. The Sixth Form administrator sends a Round Robin which is returned to Tutor and AHO6th who reads and recommends whether to take off tutor monitoring or move up a level. Congratulatory letter home or meeting with Tutor and Assistant Head of 6th if necessary.

2. **STAGE 2**

The student must meet with their parents, Tutor and Assistant Head of Sixth Form. This stage is agreed and signed at a parental meeting and usually consists of intentions to be punctual, attempt all homework, attend all lessons. The wording merely states that 'failure to meet these requirements will seriously jeopardise my progress'. The student meets with their Tutor once a fortnight for support and guidance, and with the Assistant Head of Sixth Form once a fortnight. Teaching staff should liaise with the tutor at all times and must give full details to tutors of any concerns that they have. Head of 6th informed if there are significant changes in the students attitude, positive or negative. Parents informed.

Review at the end of each term (7 weeks) with Tutor and Head of 6th. Sixth Form Administrator sends a Round Robin, which is returned to Tutor, and AHO6th who reads and recommends whether to take off Stage 2 or move up a level. Congratulatory letter home or meeting with Tutor and Head of 6th if necessary.

3. **STAGE 3: FINAL CONTRACT**

This contract is agreed and signed at a parental meeting. The wording of this contract is 'I am aware that failure to do the above may mean my place in the Sixth Form will be withdrawn'. The student meets with Head of 6th once a week for help and guidance.

Review at the end of term with Head of Sixth Form, and Tutor. Final Contract Round Robin used. Congratulatory letter home or meeting with Tutor and Head of 6th if necessary.

Sixth Form Accommodation

The Common Room

This area is used for assemblies, meetings and for some PSE and Enrichment Programme sessions when we need to bring together large groups, especially whole year groups. It is for

use by Year 12 and Year 13 before and after school and at break and lunchtime. It can also be used during lesson time for private study by students wanting to discuss their work. It must not be used for playing games, cards, ball games, etc. The furniture must be used properly - no swinging on chairs, no feet on furniture, no chewing gum. Food and drink are allowed in the area with laminate flooring.

The Private Study Room

This room contains computers for individual student use. These can be used for research into subjects and higher education, for individual work and for sending and checking the progress of UCAS applications. They may not be used for playing games, chatting, or other activities not related to school. The notice boards carry information about higher education, in particular courses, open days and gap year opportunities, and about the Duke of Edinburgh Award. This room can be used for private study, but students using this area must not be talking aloud to each other during lesson time. Like the Common Room, it must not be used for playing games, cards, etc. No food or drink allowed in the private study room.

The Study Centre

The main library can be used by SF students for private study. The right hand seating area of the main library and Careers section, and the computers there, are available for SF use. There is a booking system for using the computers. Students working in the library should work silently and obey the library rules and the instructions of the library staff. They can lose the privilege of working in the library, on a temporary or permanent basis, if they do not do these things.

The Restaurant

The Restaurant may be used by sixth form students during private study periods.

The Higher Education Library

This is in the Common Room and Careers Library. This area contains information about higher education, such as prospectuses and booklets about particular subjects. Some information is also kept in the School Library. Books about higher education can be borrowed from the Library.

Sixth Form Opportunities

Personal Development Days

Opportunities for First Aid Training, Driving Awareness, TEFL, Business Enterprise Day

Lesson attachment

Work with Year 7, 8 or 9 for at least a lesson a week

Community attachment

Work in the community e.g. primary school or hospital for one hour a week

Springfield

Take an active role helping with Springfield students on a weekly basis

Careers library

Assist with setting up and filing Careers information

Higher Education library

Responsibility for Higher Education publications

Sports teams

Take part in the many sports matches and activities and keep fit.

Duke of Edinburgh Award Scheme

Gain a nationally recognised award through expeditions and other activities

Sixth Form Committee

Be a member of the committee and its sub committees and help organise the day-to-day workings of the school and Sixth Form

Drama production

Be a member of the cast or crew for the school production

Reading Buddies Scheme

Help a Year 6 or 7 with their reading skills

Higher Education

Find out about higher education and university life

Careers Interviews / Careers Talks

Learn how to be interviewed successfully

Go to a university open day

Physics visit to Geneva

1 day visit for all physics students

Drama Production

Year 12 performance of exam work

Eton College, Oxford Uniq and Sutton Trust University Summer Schools

10 day residential for the more able students

Band Tour

5 day Music Tour in Europe for musicians